

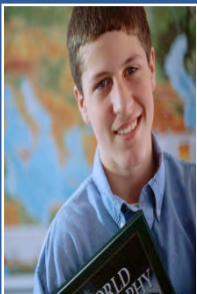
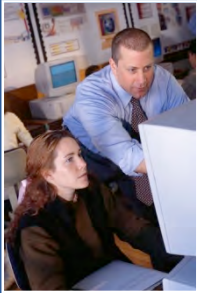


Dysart Unified School District Focus Groups and Stakeholder Survey Summary

Presented by

Dr. Thomas P. Jandris

Project Overview

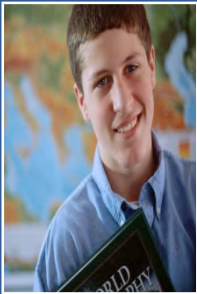
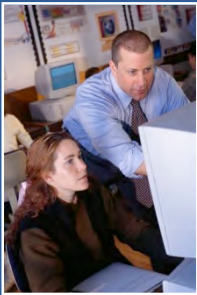


Progress Education Corporation conducted stakeholder and focus group meetings to 8 groups, including:

- Administrators
- Civic and Business Representatives
- The Dysart Board of Education
- Local Government Representatives
- Students
- District Faculty & Staff
- Parents
- Retired Citizens

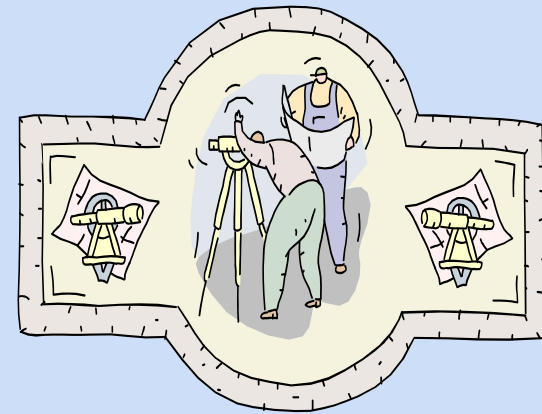


Project Overview



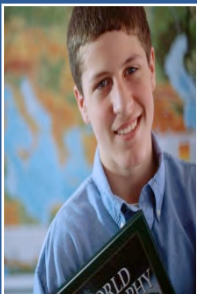
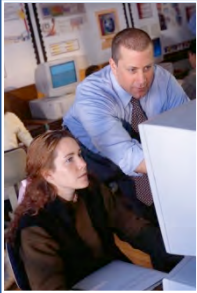
Progress Education Corporation developed, distributed, collected, and analyzed stakeholder, electronic surveys to eleven (11) groups, including:

- Representatives of Local Business & Government
- Non-parent, Community Members
- Retirees
- Parents
- K-8 Students
- High School Students
- Teachers
- Support Staff
- School Site Administrators
- District Administrators
- Others



There was a total of 4,074 respondents to the electronic survey.

Statistical Techniques & Technology Tools

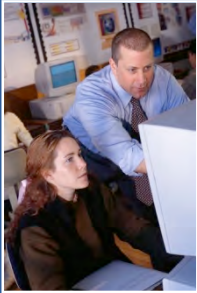
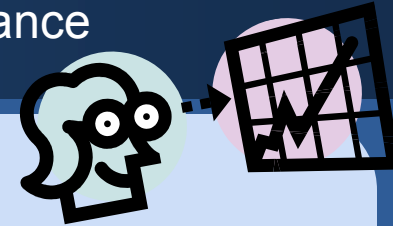


- Crosstabs Analysis
- Factor Analysis
- Qualitative Analysis
- SPSS Text Analysis
- Likert Scale Conversion
- Analysis of Variance (ANOVA)
- Mean Score Comparisons with Standard Deviations



General Conclusions

Academic Achievement and Increasing Student Performance

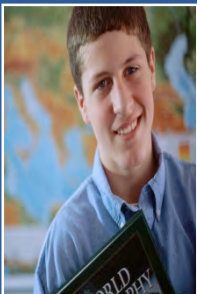
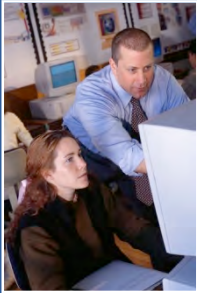


Good work has been done

- Great deal of support to improve the curriculum and invest in faculty development to improve instruction
- Recognition of the need for and support of high standards, rigorous assessment, and aligned curriculum
- Recognition of the importance of “meaningful” parental involvement in the schools and the extent to which that will help improve student performance
- Recognition of the value in using “standardized tests”
- Value student performance information and “data-driven decision making” for schools and teachers
- Broad desire for increased use of technology to support teaching and learning

General Conclusions

Academic Achievement and Increasing Student Performance



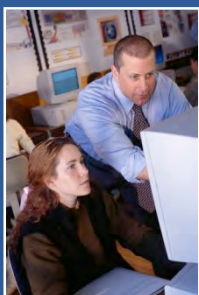
There's work to be done

- Recognize and value what has already been done with technology but would like to see further advances.
- See more authentic and formative assessment
- Improve the extent of “meaningful” parental involvement in the schools to help improve student performance
- There is a perception that instructional resources are not equally available and/or distributed across the district.
- The high rate of faculty attrition is viewed as a significant deterrent to student achievement.
- Parent and community members expressed a very strong desire to see a “highly qualified teacher” in every classroom

General Conclusions

New Century Learner Initiative

The nature, content, and ambitions of the Initiative



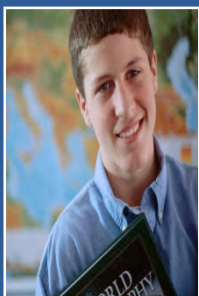
District and building administrators:

clear and of importance



Teachers and staff:

clear but substantially less important

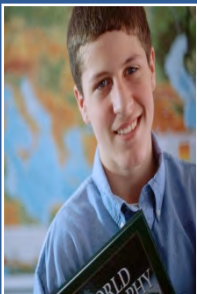
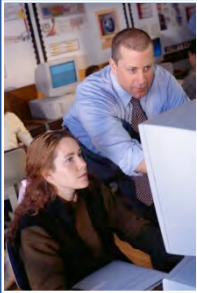


Community members, parents, and students:

relatively unclear and of little importance

General Conclusions

Perceptions of the Board and District Governance



The Board's emphasis on "Rigor, Relevance, Relationships, and Reflection

- ❖ Parents & Students – placed little importance and/or meaning on themes
- ❖ Administrators & Teachers – placed higher value on themes

There exists a climate of mistrust of the Board and District Administration by Community Groups, Teachers, and Parents.

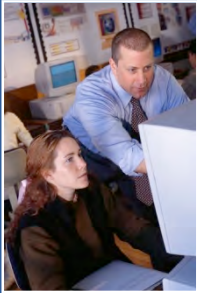
- ❖ Parents are critical of the motivation and of the Board and have diminished trust.

Perception that the Board "does not understand its role" as representative of the community.

- ❖ Strongly indicated by Parent and Community groups

General Conclusions

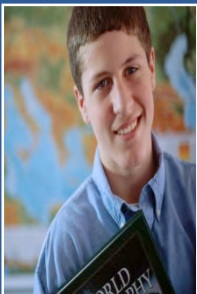
Communication and the dissemination of information



District and School web-sites are viewed as very useful and good media for communication to all groups. The majority of all groups, except district administrators, get their information from the sites.



Parents rely heavily on **District and School newsletters** as sources of information.



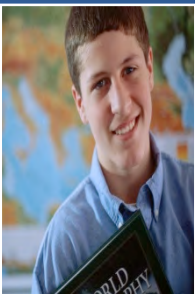
Parents rely heavily on **input from and conversation with neighbors**.



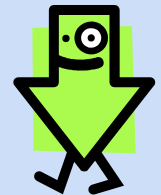
Channel 99 was the least used and/or valued medium for communication.



General Conclusions Morale

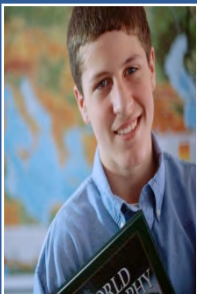
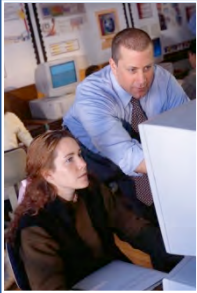


- **Site administrators** are viewed as having high morale, and they view themselves in very positive ways.
- **Teacher** morale is viewed as low by all groups, including by teachers themselves.
- **Parents** are generally discouraged, but hopeful and are generally willing to be patient for positive change.

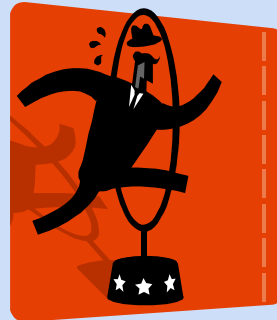


General Conclusions

Customer Service



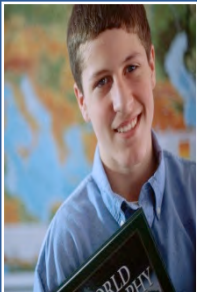
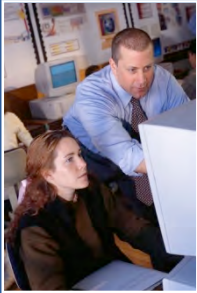
- All groups express a very positive view of the service provided by district and building level support staff.



- The “Human Resource” department and function, at the District level, is considered very poor.

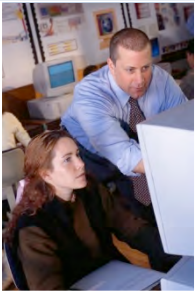
(In fact, ratings for this service were among the lowest of any category measured by the survey.)

Parent Point of View



- **Very positive** view of **teachers** in the District.
(In fact, they generally described the faculty as “the real strength” of the District.)
- **Dissatisfied** with the effectiveness of how **complaints** are handled at either the building or district levels.
(In fact, nearly 17% of parents gave a grade of “D” or “F” to complaint handling.)
- **Desire** more frequent and comprehensive **communication** about the academic progress of their students.
- Substantial and **open mistrust** of and anger toward the **Board and District Administration.**
- **Little interest** in or support of a school **uniform requirement.**

Site & District Administrator Point of View

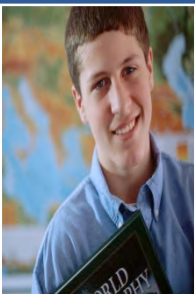


- **Site administrators** are **very positive** about their schools, the district, and their work.

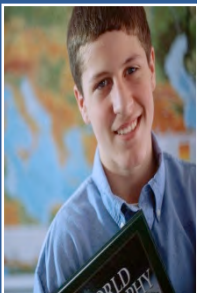
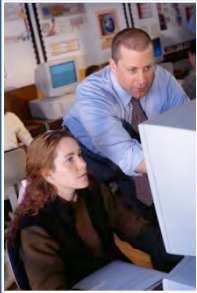


- **District administrators** are **less positive** about the schools, the district, and their work.

(In fact, their scores generally range a full point below those of site administrators on a five-point scale in areas of satisfaction and performance.)



Community Members Point of View

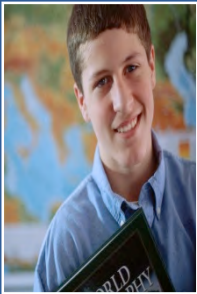
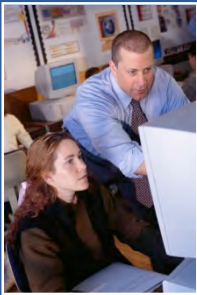


- Do not feel that the **Board of Education** understands its **role** and that it does not adequately represent the needs of the community.



- **Concerned** about the **administrative leadership** of the District, but expressed a willingness to extend some, limited patience in anticipation of improvement.
- **Very little interest** in or support of a student **uniform requirement**.

Teacher & Staff Point of View

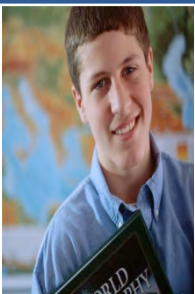
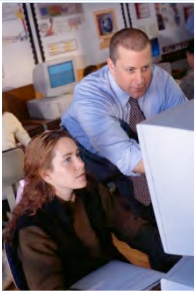


- Indicated strongly that clear, **consistent and high academic and behavioral expectations**, applied across the entire district equally, would improve student performance.



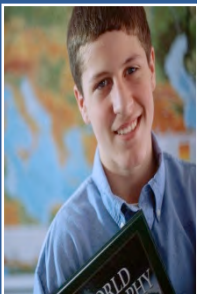
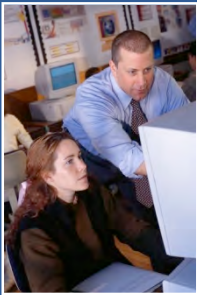
- Expressed demoralization about the **divisiveness and “pettiness”** demonstrated by those in governance roles in the district.
- Very **little interest** in or support of a student **uniform requirement**.

Student Point of View



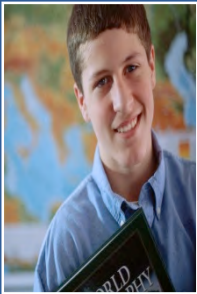
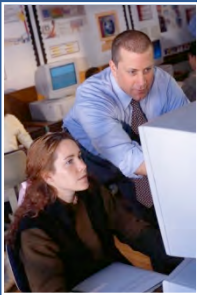
- **K – 8 students** expressed concerns about schools **safety**. In particular, they expressed fear about the impact of “bullying” at their schools.
- **High school students** expressed a desire to be more rigorously **challenged academically**, and they wanted that challenge to be across all schools and disciplines.
- **High school students** expressed a desire for more involved and **personal counseling**. In general, they viewed the counseling function to be “inadequate” to “non-existent.”
- **No interest** in or support of a **uniform requirement**.

Summary



- It is clear that there is much to celebrate.
- There is much data reinforcing actions and improvements that have been made recently.
- It is also clear that there are many opportunities for improvement.
- There is also a wealth of input encouraging much further effort.
- The focus of all stakeholder groups is on student achievement.
- The results suggest a strong need for administration and governance to come together in the spirit of clarity, commitment, and cooperation to focus on unity, creating a climate of trust, and improving morale.

For More Information and Questions



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