Staff Analysis and Report to the Board

Board Meeting/Work Session Date: 27 November 2018
Senior Lead: Brenda Martinek, Chief of Student Support Services
Department Lead: Joe Suggs, System Planning and Performance Manager
Staff Lead: Schay Esparza, System Planning and Performance Evaluator

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SUBJECT: 2018-19 Climate Survey for Students and Families

BACKGROUND

PPS conducted staff, parent and student "climate" surveys in 2014-15 and 2016-17. These were branded as our Successful Schools Survey. The Communications Department was the sponsor of these surveys for those two years. Last spring, it was determined that we should deliver climate surveys again this year. Portland Public Schools is collaborating with Panorama Education to gather student and family feedback in order to give teachers and administrators actionable data points that will help them improve student experiences across the district. Students will answer questions about their experiences in their classrooms and schools; families will complete surveys about their perception of the school their child attends. Panorama will provide administration, host the survey platform and deliver reporting for PPS within 2 weeks of the survey close date. In addition, Panorama will provide professional development for educators and leaders to help facilitate the use of data. The survey will provide schools, departments and District leadership with baseline data to use for school improvement and continuous improvement efforts in the District.

RELATED POLICIES/BEST PRACTICES

The School Climate survey is guided by the climate framework provided by Panorama Education and the National School Climate Center. The working definition for PPS's school climate is:

School climate is the quality and character of school life, reflective of the cultural and racial diversity of the school community, that fosters students' and families' full access to:
- *Appropriately supported, high expectations for learning and achievement;*
- *Emotionally and physically safe, healthy learning environments;*
- *Caring relationships with peers and adults; and*
- *Participation that meaningfully enhances academic, social-emotional, civic, and moral development.*

Past survey results are available on the PPS web page (https://www.pps.net/Page/13155). A sample is included in the packet for reference. Use of survey results this year will serve as baseline for continued work on district vision and strategic planning. Annual survey results will contribute to school improvement plans (Comprehensive Achievement Plans or CAP plans) CAP plans and school and district scorecards.

ANALYSIS

In spring 2018, Systems Planning and Performance (SPP) interviewed staff from 8 different schools to gather feedback on school climate and prior surveys. The schools were chosen through a mix of case studies (schools recommended by staff working on school climate) and a random sample in order to gather information from a representative sample of PPS schools.

Qualitative data such as interview notes and focus group transcripts were coded with the preset topics of school climate: safety, teaching and learning, interpersonal relationships, and institutional environment.

Emerging Themes

- Families and schools felt disconnected; not communicating well. They needed other avenues for families to share their experiences and for staff at schools to hear from them. Family school partnerships was a priority for all schools but there was little assistance from central office on how schools can better partner with families.

- Schools felt overwhelmed with tasks from central office around required professional development and monitoring school improvement efforts and implementation of frameworks for student supports; for example, participating in the Culturally Responsive Tiered Fidelity Inventory (CR-TFI) and Multi-Tiered Systems of Support Fidelity of Implementation (MTSS FIT) tools, and school improvement plans (Comprehensive Achievement or CAP plans). Schools would like all frameworks to align so as not to duplicate work.

- Many schools felt that prior climate surveys were too long and took up too much student time.

Therefore, in the Spring of 2018 SPP conducted a pilot with Panorama's survey to consider partnering with Panorama for future school climate surveys. All students completed the survey in under 15 minutes.

COMMUNITY ENGAGEMENT

Systems Planning and Performance has been working with the Communications department on a community engagement and communication plan. A copy of that plan is attached.

TIMELINE FOR IMPLEMENTATION/EVALUATION

Phase 1 – Preparation Purpose: establish a communications structure and plan to ensure a smooth launch.	
November	• Finalize recommendations with Office of Student Support Services and Instructional Leadership Team • Senior Leadership Team & Office of Schools presentations • Board presentation
December	• Instructional Practices Committee (IPC) presentation • Portland Association of Public School Administrators (PAPSA) presentation • Communication with schools • Communication with families
Phase 2 - Launch Purpose: ensure staff, families and students are aware that the survey is coming, available and ready to use and that they understand its importance. **Phase 3 – Follow up** Purpose: once the survey is live, follow up communications are necessary to remind people to complete it.	
January	• Survey window opens January 14 • Surveys open for roughly 3 weeks • Professional learning on using results
Phase 4 – Outcome communication Purpose: communicate the survey results in a timely manner.	
February	• Reports are available: share with school board, schools, community, PAT, PAPSA

NEXT STEPS

Systems Planning and Performance plans to continue with survey implementation for this year and continue with Panorama for a second year so that we have comparable data. We will evaluate effectiveness and utility of results at the end of the second administration to determine whether changes in the survey or vendor are needed.

ATTACHMENTS
(List all supporting documentation, including resolution, etc.)
A.   PPS-Panorama Education Survey Overview
B.   Communications plan and timeline
C.   Family survey topics and related questions
D.   Student survey topics
E.   Social Emotional Learning student survey topics
F.   Sample of 2016-17 Successful Schools Survey Results

PPS District Priorities FY 2018-19
1. *Set a clear Vision and Strategic Plan*

2. *Create equitable opportunities and outcomes for all students*

3. *Ensure systems and structures for performance*

4. *Allocate budget, funding and resources to achieve desired outcomes*

PORTLAND PUBLIC SCHOOLS

2018-19 Successful Schools Survey

November 2018

Background on Climate Surveys

- PPS conducted student, family and staff Successful Schools Surveys in 2014-15 and 2016-17.

- In winter and spring last year, SPP conducted interviews with principals and school and central office administrators regarding modifications to the Successful Schools Survey. Had multiple meetings to discuss.

Feedback & Improvement

- Feedback indicated a need for a shorter survey and quicker reporting turnaround

- In late spring, SPP made the decision, based the feedback, to contract with Panorama for the 2018-19 surveys.

- Surveys will be with students and families - not with staff at this time

Benefits of Panorama

- Questions are research-based, developed out of Harvard.
- Nationally benchmarked survey questions organized by topic.
- 2-week turnaround for survey results, delivered in an online dashboard.
- Disaggregated data
- Panorama provides professional development on interpreting and using results.
- A staff survey is also available but would require additional funding

Panorama Tools

Analytical Tools

Panorama's robust set of reporting features empower district and school leaders to move from analysis and gleaning insights to targeted, impactful action.

- **Benchmark district and school level results** against Panorama's national dataset - providing the ability to ground your data in comparison to districts like yours

- **Capture high-level themes from open-ended responses** in an interactive word cloud to surface key trends to take actionable next steps

- **Explore disaggregated results by groups** to better tackle questions of equity
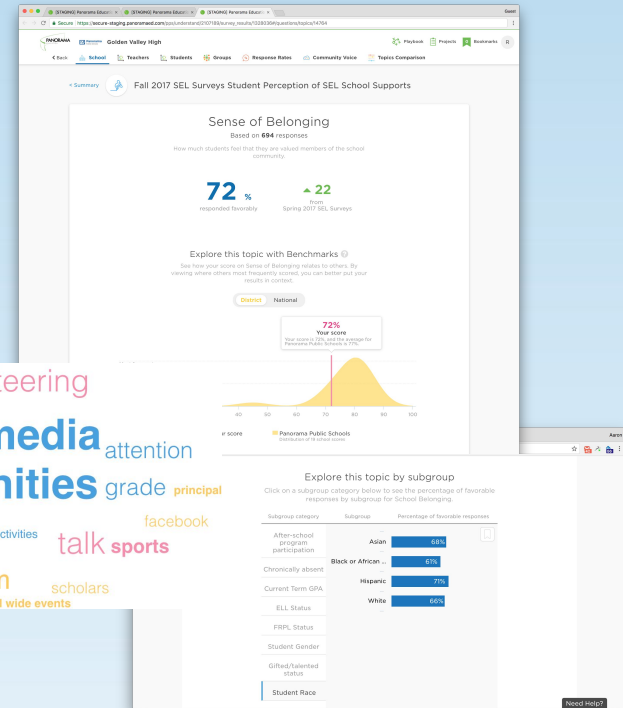
Survey Benchmarking
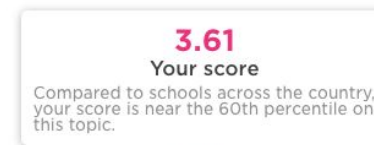
Compare Results to National Benchmarks
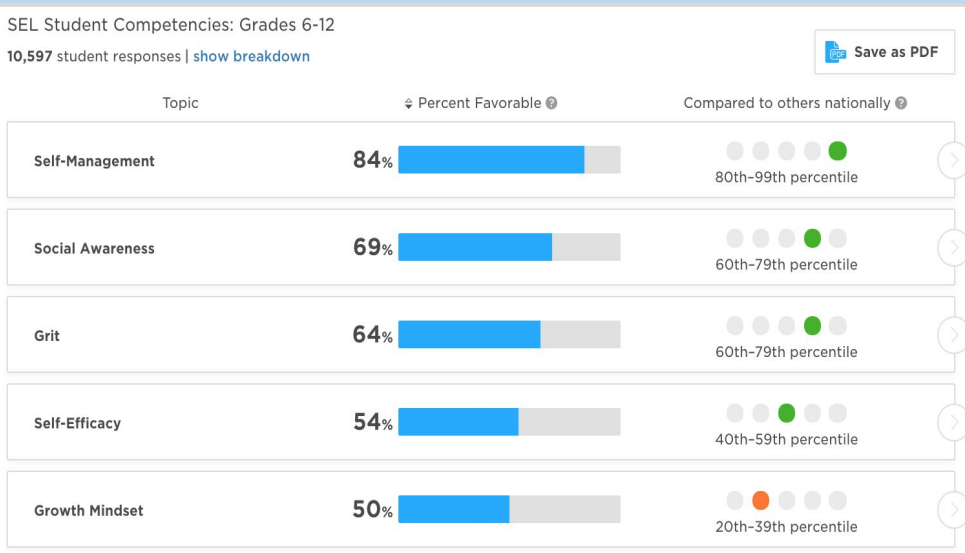
Panorama Reports enable you to understand how your results fall in comparison to national benchmarks

SEL Student Competencies: Grades 6-12
10,597 student responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others nationally
Self-Management	84%	80th–99th percentile
Social Awareness	69%	60th–79th percentile
Grit	64%	60th–79th percentile
Self-Efficacy	54%	40th–59th percentile
Growth Mindset	50%	20th–39th percentile

Explore this topic with Benchmarks

See how your score on Self-Efficacy relates to others. By viewing the others most frequently scored, you can better put your results in context.

Your score vs. **National**

3.61
Your score
Compared to schools across the country, your score is near the 60th percentile on this topic.

Most frequent

1   1.5   2   2.5   3   3.5   4   4.5   5
Mean score

Your score   National dataset
Distribution of school scores nationally

Disaggregated Results

Understand Survey Results by Subgroups

Panorama Reports can include breakdown of results based on background questions that identify respondent race/ethnicity, primary home language, education level, etc. Reports can also be used to identify strengths and areas of growth across schools.

Fall 2017 Feedback Surveys — Guardian Survey

Subgroup Name	Barriers to Engagement	Family Efficacy	Family Engagement	Family Support	Learning Behaviors	School Climate	School Fit
All respondents	74%	72%	42%	71%	60%	74%	71%
After-school program participation							
No	0	0	0	0	0	0	0
Yes	0	+1	0	0	0	0	0
Chronically absent							
No	0	+1	0	0	0	0	0
Yes	-1	-3	-9	-4	-4	-5	-6
Current Term GPA							
0.0 - 1.99	-1	-4	-8	-4	-4	-4	-6
2.0 - 2.49	+1	+1	+1	0	-1	0	0
2.5 - 2.99	0	+1	0	0	0	0	0
3.0 - 4.0	0	0	+1	0	0	+1	0
ELL Status							
No	0	+2	+2	+1	0	+1	+1
Yes	-1	-4	-8	-4	-4	-6	-6

Explore this topic by subgroup

Click on a subgroup category below to see the percentage of favorable responses by subgroup for School Belonging.

Subgroup category	Subgroup	Percentage of favorable responses
After-school program participation	Asian	67%
Chronically absent	Black or African ...	56%
Current Term GPA	Hispanic	70%
ELL Status	White	64%
FRPL Status		
Student Gender		
Gifted/talented status		
Student Grade Level		
Student Race		

Total of **477** responses

Guardian Survey — Fall 2015

Pan Public Schools

Export Color Build
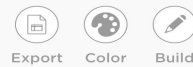
Family Survey	Overall	Barriers to Engagement	Family Efficacy	Family Engagement	Family Support	Grit	Learning Behaviors	Negative Learning Behaviors	Positive Learning Behaviors	School Climate	School Fit
Beagle Elementary School	60%	63%	64%	41%	62%	80%	48%	51%	46%	78%	40%
Boxer Elementary School	77%	85%	82%	66%	76%	86%	67%	68%	67%	87%	60%
Boxer Middle School	67%	67%	68%	51%	73%	87%	59%	54%	62%	77%	51%
Chihuahua Middle School	66%	68%	74%	54%	72%	76%	57%	54%	59%	77%	49%
Doberman Elementary Sc...	79%	82%	83%	61%	85%	92%	72%	73%	72%	90%	68%
Labrador Elementary Sch...	72%	75%	73%	61%	80%	88%	61%	62%	60%	79%	56%
Labrador High School	41%	47%	46%	23%	45%	58%	31%	29%	33%	49%	28%
Maltese Elementary Scho...	64%	67%	72%	48%	72%	77%	54%	56%	52%	72%	51%
Pomeranian Elementary S...	76%	77%	82%	64%	80%	87%	69%	66%	71%	86%	65%
Pomeranian Middle School	66%	72%	72%	49%	69%	81%	56%	57%	55%	74%	52%

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2018-19 Successful Schools Surveys

- Same branding, different survey content

- Working with Panorama, we will deliver 3 surveys:
  - **Family Feedback Survey** for all PPS families
  - **Student Feedback Survey** for all students in grades 5, 7, and 10
  - **Student Social Emotional Learning (SEL) Survey** for Caring School Communities & Tool Kit pilot schools (12 schools)--*optional at other schools*

Survey Administration

- All Feedback Surveys are *anonymous*--not tied to teachers or classrooms

- Each survey will take between 15-20 minutes

- Surveys will be online and are cross-platform (accessible via computers, tablets and mobile devices).

- Some paper surveys for families who may have difficulty accessing the online version.

Family Survey Topics

TOPICS

- **Barriers to Engagement**

- **School Safety**

- **School Climate**

- **School Fit**

- **Open-ended responses**

- **Demographic Questions**

DETAILS

- **Participants**: All PPS families
- **Languages**: English, Spanish, Chinese, Russian, Vietnamese, Somali

- **Survey Access**:
  - Online
  - Paper where needed

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Student Survey Topics

TOPICS

- **Teacher-student relationships**

- **Sense of belonging**

- **School Safety**

- **School Climate**

- **Engagement**

- **Bullying**

- **Open-ended responses**

- **Demographic Questions**

DETAILS

- **Participants**: All students grades 5, 7 and 10
- **Languages**: English, Spanish, Chinese, Russian, Vietnamese, Somali

- **Survey Access**:
  - Online

Social Emotional Learning (SEL) Survey

TOPICS

- **Grit**

- **Growth Mindset**

- **Self-management**

- **Social awareness**

- **Self-Efficacy**

- **Emotional regulation**

- **Demographic Questions**

DETAILS

- **Participants**: 12 Pilot schools (optional for grades 5, 7 and 10 in non-pilot schools)
- **Languages**: English, Spanish, Chinese, Russian, Vietnamese, Somali

- **Survey Access**:
  - Online

Project Timeline

November	● Finalize recs with OSSS and ILT ● SLT & Office of Schools presentations ● Board presentation
December	● IPC presentation ● PAPSA presentation ● Communication with schools ● Communication with families
January	● Survey window opens January 14 ● Surveys open for roughly 3 weeks ● Professional learning on using results
February	● Reports are available: share with school board, schools, community, PAT, PAPSA

Communication Plan

November December	Phase 1 – Preparation Purpose: establish a communications structure and plan to ensure a smooth launch.
January	Phase 2 - Launch Purpose: ensure staff, families and students are aware that the survey is coming, available and ready to use and that they understand its importance. Phase 3 – Follow up Purpose: once the survey is live, follow up communications are necessary to remind people to complete it.
February	Phase 4 – Outcome communication: February Purpose: communicate the survey results in a timely manner.

Engagement & Outreach

Internal resources
- Building Staff: Principals/Office Staff, Secretaries, Counselors
- Departments- ESL and DLI Community Agents, Funded Programs, Multiple Pathways, SUN, Head Start, TIS, and educational partners

External resources
- Community based culturally specific organizations (IRCO, SEI, Latino Network) and public agencies

Methods of Engagement
- Identify schools with low family participation and schools with high percentage of ELL and Historically Underserved students
- Schedule events to assist families in filling out surveys in their native language at schools, community centers and local CBO offices.
- Email, facebook and text messages in home languages
- Backpack fliers in home languages

Using Survey Results

- 2018-19 is the baseline year for this survey
- Panorama provides professional learning sessions for interpreting results
- Results will be used for school-level and district-wide planning
- Working with OSP to schedule professional development for principals
- Presentations to Board, senior leadership and community, PAT, PAPSA

Planning Ahead for 2019-20

- 2018-19 is the baseline year, use Panorama next year for comparison

- Build into budget for 2019-20

- Look at adding staff survey next year, cost of additional $12K

Questions?

PPS Successful Schools Survey: Family Feedback Survey
Panorama Survey Topics & Questions

School Fit

How well do you feel your child's school is preparing him/her for his/her next academic year?
How much of a sense of belonging does your child feel at his/her school?
At your child's school, how well does the overall approach to discipline work for your child?
Given your child's cultural background, how good a fit is his/her school?
How well do the activities offered at your child's school match his/her interests?
How comfortable is your child in asking help from school adults?
How well do the teaching styles of your child's teachers match your child's learning style?

School Climate

To what extent do you think that children enjoy going to your child's school?
How motivating are the classroom lessons at your child's school?
How fair or unfair is the school's system of evaluating children?
How much does the school value the diversity of children's backgrounds?
How well do administrators at your child's school create a school environment that helps children learn?
Overall, how much respect do you think the children at your child's school have for the staff?
Overall, how much respect do you think the teachers at your child's school have for the children?

Barriers to Engagement

How big of a problem are the following issues for becoming involved with your child's current school?
Childcare needs
Transportation-related challenges
Concerns about getting to the school safety
How busy your schedule is
School staff seem too busy

You feel unsure about how to communicate with the school
The school provides little information about the involvement opportunities
The school is not welcoming to parents
The school does not communicate well with people from your culture
You do not feel a sense of belonging with your child's school community
Negative memories of your own school experience
Your child does not want you to contact the school
You worry that adults at the school will treat your child differently if you raise a concern

School Safety

How often do you worry about violence at your child's school?
If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?
How likely is it that someone from your child's school will bully him/her online?
Overall, how unsafe does your child feel at school?
To what extent are drugs a problem at your child's school?

Open-Response

Please tell us about what is working well at your child's school.
Please tell us how your child's school could be improved.

Demographic Questions

What grade is your child in?
Below is a list of terms that people often use to describe their gender. How do you describe your gender?
Below is a list of terms that people often use to describe their sexuality or sexual orientation. How do you describe your sexuality or sexual orientation?
Please select the race/ethnicity that you most identify with.
What races/ethnicities do you consider yourself? Please mark all that apply.
Is your child enrolled in an immersion program at this school?

Total Question Count

Grade Band	Count	Est. Time
All	40	15-20 min.

PPS Successful Schools Survey: Student Feedback Survey
Panorama Survey Topics & Questions

Teacher-Student Relationships (Student)

6-12

How many of your teachers are respectful towards you?
If you walked into class upset, how many of your teachers would be concerned?
If you came back to visit class three years from now, how many of your teachers would be excited to see you?
When your teachers ask how you are doing, how many of them really interested in your answer?
How many of your teachers would you be excited to have again in the future?

3-5

How respectful are your teachers towards you?
If you walked into class upset, how concerned would your teachers be?
When your teacher asks, "how are you?", how often do you feel that your teachers really wants to know your answer?
How excited would you be to have your teachers again?

Sense of Belonging (Student Supports and Environment)

6-12

How well do people at your school understand you as a person?
How connected do you feel to the adults at your school?
How much respect do students in your school show you?
How much do you matter to others at this school?
Overall, how much do you feel like you belong at your school?

3-5

How well do people at your school understand you as a person?
How much support do the adults at your school give you?
How much respect do students in your school show you?
Overall, how much do you feel like you belong at your school?

11/8/18

School Safety

6-12

How often are people disrespectful to others at your school?
How likely is it that someone from your school will bully you online?
How often do you worry about violence at your school?
At your school, how unfairly do the adults treat the students?
If a student is bullied in school, how difficult is it for him/her to get help from an adult?
How often do students get into physical fights at your school?

3-5

How often are people disrespectful to others at your school?
How likely is it that someone from your school will bully you online?
How often do you worry about violence at your school?
If a student is bullied in school, how difficult is it for him/her to get help from an adult?
How often do students get into physical fights at your school?

School Climate

6-12

How often do your teachers seem excited to be teaching your classes?
How fair or unfair are the rules for the students at this school?
How pleasant or unpleasant is the physical space at your school?
How positive or negative is the energy of the school?
At your school, how much does the behavior of other students hurt or help your learning?

3-5

How often do your teachers seem excited to be teaching your classes?
How fair or unfair are the rules for the students at this school?
How positive or negative is the energy of the school?
At your school, how much does the behavior of other students hurt or help your learning?

Engagement

6-12

How excited are you about going to your classes?
How often do you get so focused on activities in your classes that you lose track of time?
In your classes, how eager are you to participate?
When you are not in school, how often do you talk about ideas from your classes?
Overall, how interested are you in your classes?

3-5

How excited are you about going to your classes?
How focused are you on the activities in your classes?
In your classes, how excited are you to participate
When you are not in school, how often do you talk about ideas from your classes?
How interested are you in your classes?

Add-On to School Safety (bullying)

Now we have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. During this school year, has any student bullied you?   ***That is, how often, during this school year, has another student…***
Made fun of you, called you names, or insulted you, in a hurtful way?   Spread rumors about you or tried to make others dislike you?   Threatened you with harm?   Pushed you, shoved you, tripped you, or spit on you?   Tried to make you do things you did not want to do, for example, give them money or other things?   Excluded you from activities on purpose?   Destroyed your property on purpose?   Scale: Never, Once or twice this school year, Once or twice a month, Once or twice a week, or Almost every day

When you were bullied in school this year, did you ever think it was related to…
(PERCEIVED BIAS)
Scale: Yes, No, Does not apply
    a. YOUR race?
    b. YOUR religion?
    c. YOUR ethnic background or national origin-for example, people of Hispanic origin?
    d. Any disability you may have--such as physical, mental or developmental disabilities?
    e. YOUR gender?
    f. YOUR sexual orientation--by this we mean gay, lesbian, bisexual or straight?

Source: *National Crime Victimization Survey: School Crime Supplement (2015)*

Open-Response

Please tell us about what is working well at your school.
Please tell us how your school could be improved.

Demographic Questions

What grade are you in? (all)
What is your gender? (3-5 only)
Below is a list of terms that people often use to describe their gender. How do you describe your gender? (6-12 only)
Below is a list of terms that people often use to describe their sexuality or sexual orientation. How do you describe your sexuality or sexual orientation? (6-12 only)
Please select the race/ethnicity that you most identify with. (all)
What races/ethnicities do you consider yourself? Please mark all that apply. (all)
Are you enrolled in an immersion program at your school? (all)

Total Question Count

Grade Band	count	Est. Time
3-5	36	15-20 min.
6-12	41	15-20 min.

PPS Social Emotional Learning Student Survey (SEL)
Panorama Survey Topics & Questions

Grit
6-12

How often do you stay focused on the same goal for several months at a time?
If you fail to reach an important goal, how likely are you to try again?
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
If you have a problem while working towards an important goal, how well can you keep working?
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?

3-5

How often do you stay focused on the same goal for several months at a time?
If you fail to reach an important goal, how likely are you to try again?
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
If you have a problem while working towards an important goal, how well can you keep working?

Growth Mindset
6-12

Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you than others. In school, how possible is it for you to change:
Being talented
Liking the subjects you are studying
Your level of intelligence
Putting forth a lot of effort
Behaving well in class
How easily you give up

Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you than others. In school, how possible is it for you to change:
Being talented
Liking the subjects you are studying
Your level of intelligence
Giving a lot of effort
Behaving well in class
How easily you give up

Self-Management

6-12

During the past 30 days . . . How often did you come to class prepared?
During the past 30 days . . . How often did you follow directions in class?
During the past 30 days . . . How often did you get your work done right away, instead of waiting until the last minute?
During the past 30 days . . . How often did you pay attention and resist distractions?
During the past 30 days . . . When you were working independently, how often did you stay focused?
During the past 30 days . . . How often did you remain calm, even when someone was bothering you are saying bad things?
During the past 30 days . . . How often did you allow others to speak without interruption?
During the past 30 days . . . How often were you polite to adults?
During the past 30 days . . . How often were you polite to other students?
During the past 30 days . . . How often did you keep you temper in check?

3-5

During the past 30 days . . . How often did you come to class prepared?
During the past 30 days . . . How often did you follow directions in class?
During the past 30 days . . . How often did you get your work done right away, instead of waiting until the last minute?
During the past 30 days . . . How often did you pay attention and ignore distractions?

During the past 30 days . . . When you were working independently, how often did you stay focused?
During the past 30 days . . . How often did you remain calm, even when someone was bothering you are saying bad things?
During the past 30 days . . . How often did you allow others to speak without interruption?
During the past 30 days . . . How often were you polite to adults?
During the past 30 days . . . How often were you polite to other students?
During the past 30 days . . . How often did you keep your temper under control?

Self-Efficacy

6-12

How confident are you that you can complete all the work that is assigned in your classes?
When complicated ideas are presented in class, how confident are you that you can understand them?
How confident are you that you can learn all the material presented in your classes?
How confident are you that you can do the hardest work that is assigned in your classes?
How confident are you that you will remember what you learned in your current classes, next year?

3-5

How sure are you that you can complete all the work that is assigned in your classes?
When complicated ideas are presented in class, how confident are you that you can understand them?
How sure are you that you can learn all the topics taught in your classes?
How sure are you that you can do the hardest work that is assigned in your classes?
How sure are you that you will remember what you learned in your current classes, next year?

Social Awareness

6-12

During the past 30 days…
How carefully did you listen to other people's points of view?
How much did you care about other people's feelings?
How often did you compliment others' accomplishments?
How well did you get along with students who are different from you?
How clearly were you able to describe your feelings?
When others disagreed with you, how respectful were you of their views?

To what extent were you able to stand up for yourself without putting others down?
To what extent were you able to disagree with others without starting an argument?

3-5

During the past 30 days…
How carefully did you listen to other people's points of view?
How much did you care about other people's feelings?
How often did you compliment others' accomplishments?
How well did you get along with students who are different from you?
How clearly were you able to describe your feelings?
When others disagreed with you, how respectful were you of their views?
To what extent were you able to stand up for yourself without putting others down?
To what extent were you able to disagree with others without starting an argument?

Emotional Regulation

6-12

When you are feeling pressured, how easily can you stay in control?
How often are you able to pull yourself out of a bad mood?
When everybody around you gets angry, how relaxed can you stay?
How often are you able to control your emotions when you need to?
Once you get upset, how often can you get yourself to relax?
When things go wrong for you, how calm are you able to remain?

3-5

How often are you able to pull yourself out of a bad mood?
When everybody around you gets angry, how relaxed can you stay?
How often are you able to control your emotions when you need to?

Once you get upset, how often can you get yourself to calm down?
When things go wrong for you, how calm are you able to stay?

Demographic Questions

What grade are you in? (all)
What is your gender? (3-5 only)
Below is a list of terms that people often use to describe their gender. How do you describe your gender? (6-12 only)
Below is a list of terms that people often use to describe their sexuality or sexual orientation. How do you describe your sexuality or sexual orientation? (6-12 only)
Please select the race/ethnicity that you most identify with. (all)
What races/ethnicities do you consider yourself? Please mark all that apply. (all)
Are you enrolled in an immersion program at this school? (all)

Total Question Count

Grade Band	count	Est. Time
3-5	45	15-20 min.
6-12	48	15-20 min.

Successful Schools Survey

Communications and Outreach Campaign Plan
2018-19 Successful Schools Survey

Executive Sponsor: Brenda Martinek

Communications team: Harry Esteve, Rosie Fiallo, Mike Tokito, Louise Tollisen, Marifer Sager

Background information: In the past, the "Successful Student Survey" has received poor responses from key focus audiences within PPS. From an equity stand-point, the responses from these audiences is crucial to ensure adequate representation in future decision-making processes.

Goal: To increase the response rate of key focus audiences.

General audience: parents/families.

Key focus audiences: lower performance schools, families experiencing homelessness, culturally and linguistically diverse families, historically underserved students.

Critical schools - TBD

Languages: English, Spanish, Vietnamese, Chinese, Somali and Russian.

PLAN ROLL-OUT	
November December	Phase 1 – Preparation Purpose: establish a communications structure and plan to ensure a smooth launch.
January	Phase 2 - Launch Purpose: ensure staff, families and students are aware that the survey is coming, available and ready to use and that they understand its importance. Phase 3 – Follow up Purpose: once the survey is live, follow up communications are necessary to remind people to complete it.
February	Phase 4 – Outcome communication: February Purpose: communicate the survey results in a timely manner.

Communication Type	Message/Content	Audience	Approach	Timeline	Responsible	Status
			DIGITAL – External Communications			
Website Banner (Green color)	Successful Schools Survey - Help shape the future of your student's education at PPS. Take the survey today! *Link redirects to landing page*	District-wide staff Parents	Branding: Add PPS logo, campaign name. Include the survey (vanity) URL.	December	Mike/Rosie	
Website: Superintendent Message	TBD	District-wide staff Parents Students		December	Superintendent/Harry/Mike	
Landing Page • Scroll down menu • Links to survey by school	Purpose of the survey What happens with the results? Drop down menu – schools list FAQ	District-wide staff Parents Students	Branding: Add PPS logo, campaign name, colors, and selected images. Create a survey (vanity) URL and send respondents to a promotional landing page upon survey completion. Landing page – should have a clean/clear design with a drop-down menu for the individual school surveys. Content should be easy to read, translations included. Why the survey, about how long it will take to complete the survey Survey: could it have a progress bar?	December	Mike/Louise/Marifer/Rosie	
Pulse	Article to promote the survey *Link to the website*	District-wide staff Parents Students	PPS will introduce the survey to the general public in an article. This will include the landing page, hashtag and general expectations.	December	Mike/Harry	

School messenger: e-mail	The email should outline the purpose of the survey, the intended usage, and why the recipient (for target audiences) was chosen to take the survey. Mention the length of the survey, describe incentives (we proposed a pizza party for first prize or PPS swag?)	District-wide staff Parents Students	Generic emails get lower responses. The email introducing the survey should come from a trusted individual at PPS. *This email should be a follow up to the Pulse article.* Increasing open rates: Use an engaging subject line: *How is your student's school doing? Take the survey today!* We will use the timeframe of the survey to schedule reminders as the deadline approaches. *Is it possible to embed the survey in the email? It depends on the length of the survey.* Spam - Avoid these words: opportunity, improve, improvement, invest, investment, decision, chance, eliminate, new, solution, success, click, click below, click here, giving away, prize, prizes, winner, winning.	December January – follow up	Rosie/Marifer	
Facebook	Successful Schools Survey Help shape the future of your student's education at PPS. Take the survey today! Responses are confidential. *Date/timeline* *Link to website URL*	District-wide staff Parents Students General public	Message will be in six languages. Use paid advertising for the survey. Utilize strong CTAs. Make the survey landing page sharable, include a CTA. Tag schools' social media pages. We need to be prepared with a good image for these post – same across platforms.	January	Marifer/Mike	
Twitter	Successful Schools Survey *Link to Pulse*	District-wide staff Parents	Use paid advertising for the survey. Available for Twitter, YouTube and Instagram.	January	Mike	

	Link to Survey	Students General public	Make the survey landing page sharable, include a CTA. Be prepare with a good image for these post – same across platforms.			
PRINTED – External Communications						
Lawn Signs	**Left side:** Successful Schools Survey Shape the future of your student's education! **Right side:** Take the survey today! Date/Timeline QR Code **Center:** URL	District-wide staff Parents Students General public	Short and clear message. CTA QR Code Vanity URL Translated	January	Marifer/Rosie/Louise	
Poster	**Left side:** Successful Schools Survey **Right side:** Shape the future of your student's education! **Center:** "Take the survey!" in all languages Take the survey Date/Timeline URL QR Code	District-wide staff Parents Students General public	Short and clear message. CTA QR Code Vanity URL Translated	January	Marifer/Rosie/Louise	
Postcard	**Left side:** Photo	District-wide Parents	Short and clear message. CTA QR Code	January	Marifer/Rosie/Louise	

	Right side: Successful Schools Survey Shape the future of your student's education. Results are confidential. Take the survey today! Date/Timeline URL QR Code		Vanity URL Translated			
			OTHER – External Communications			
Robocalls	Dear PPS families: Please take a moment to participate in the Successful Schools survey. Your responses are confidential. You can take the survey online by visiting URL. You can request a paper survey at the front desk of your school. For more information (in your language) call To listen this message again, please press one.	District-wide Parents	In six languages.	January	Marifer - text TIS staff – translations Rosie – recording and sending robocalls	

Internal Communications						
Communication Type	Message/Content	Audience	Approach	Timeline	Responsible	Status
Email	TBD	Principals/Secretaries		December	Rosie/Harry	
Email	TBD	Teachers/Counselors		December	Rosie/Harry	

Outreach and Engagement

Internal resources

- Building Staff: Principals/Office Staff, Secretaries, Counselors

- Departments- ESL and DLI Community Agents, Funded Programs, Multiple Pathways, SUN, Head Start, TIS, and educational partners

External resources

- Community based culturally specific organizations (IRCO, SEI, Latino Network) and public agencies

Methods:

- Identify schools with low family participation and schools with high percentage of ELL and Historically Underserved students

- Schedule events to assist families in filling out surveys in their native language at schools, community centers and local CBO offices.

- Email, Facebook and text messages in home languages

- Backpack fliers in home languages