

SCOPE

School Communication Performance Evaluation

Summary Report of SCoPE Survey Results

WORCESTER COUNTY PUBLIC SCHOOLS

PARENT/FAMILY SURVEY

Total Survey Participants:

1908

Survey Administration Dates:

Opened: 04/16/2018 Closed: 07/02/2018

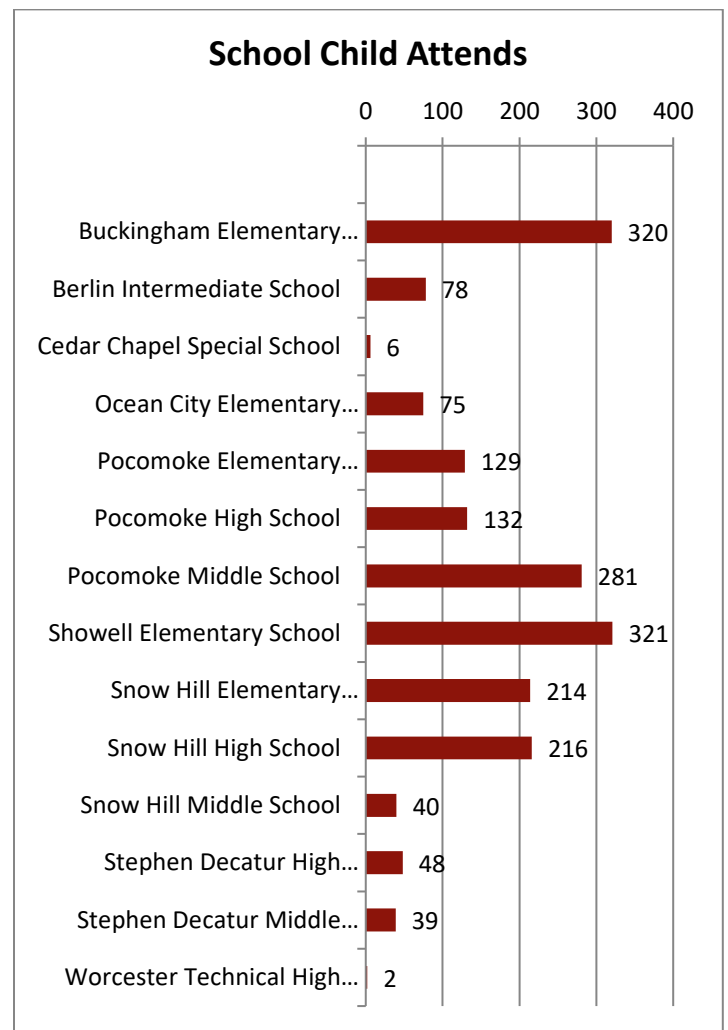
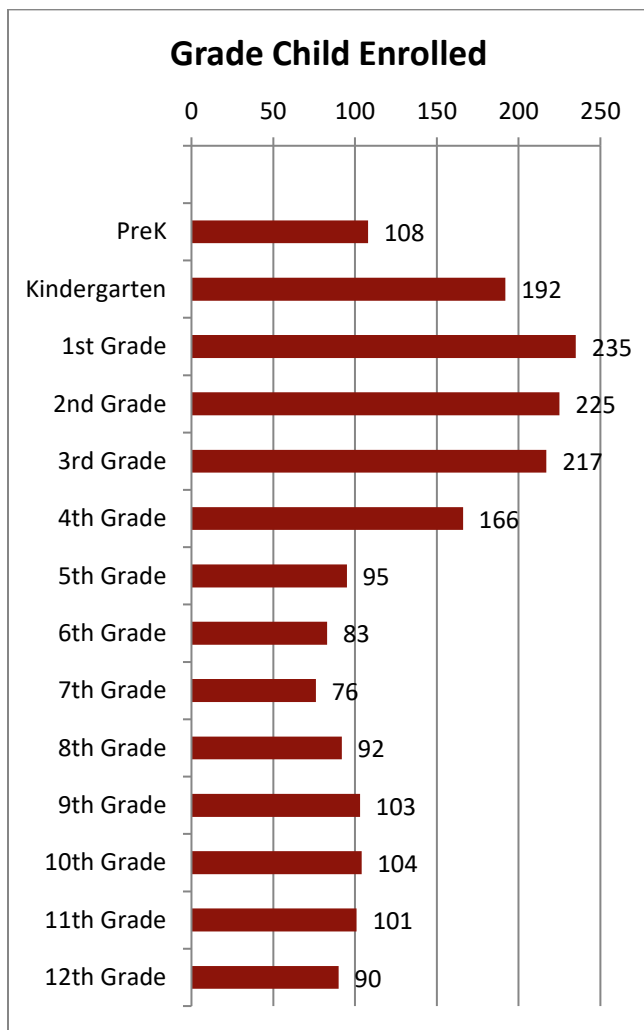
SCOPE Surveys®

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School Communications Performance Evaluation Parent Family Survey - Summary Report

This report comprises a condensed summary of the responses to your district's SCoPE **Parent/Family SURVEY**. In addition to average ratings and percentages ranking 4-5, the report also points to sections of the National School Public Relations Association Benchmarking Project's Rubrics of Practice as a resource for improving performance in each specific area of communication. For more detailed information on your survey responses, please refer to your corresponding SCoPE Detailed Data Report.

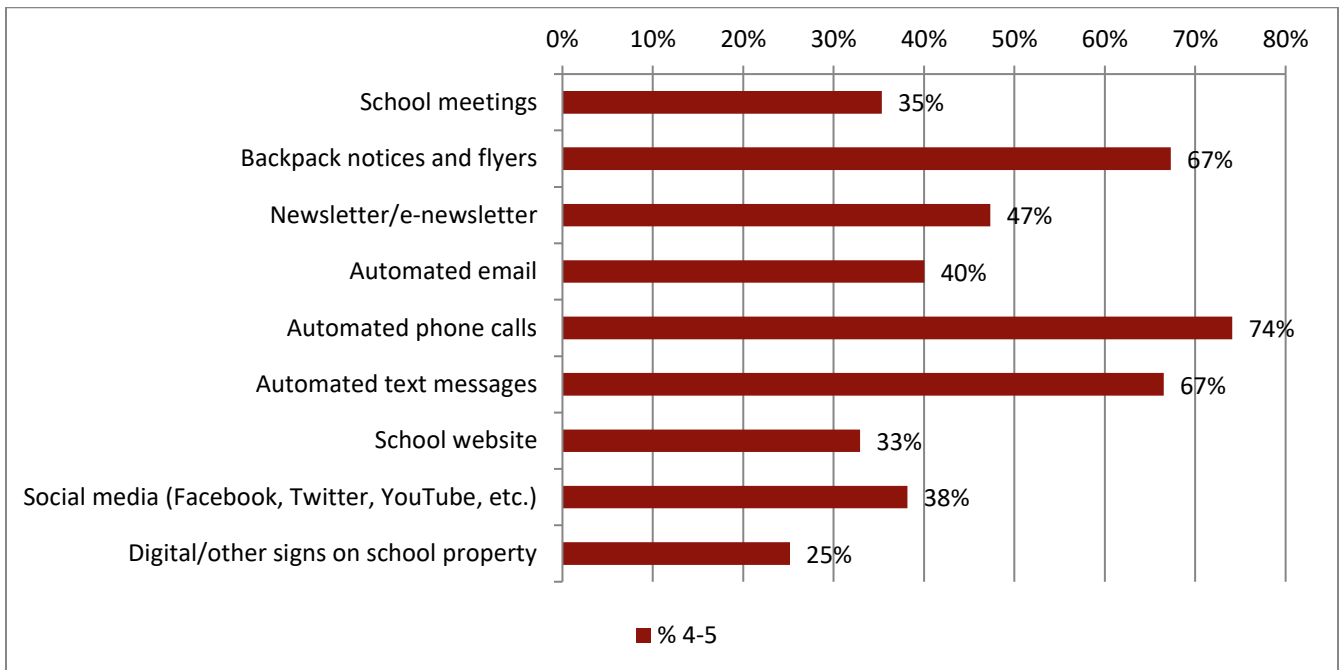
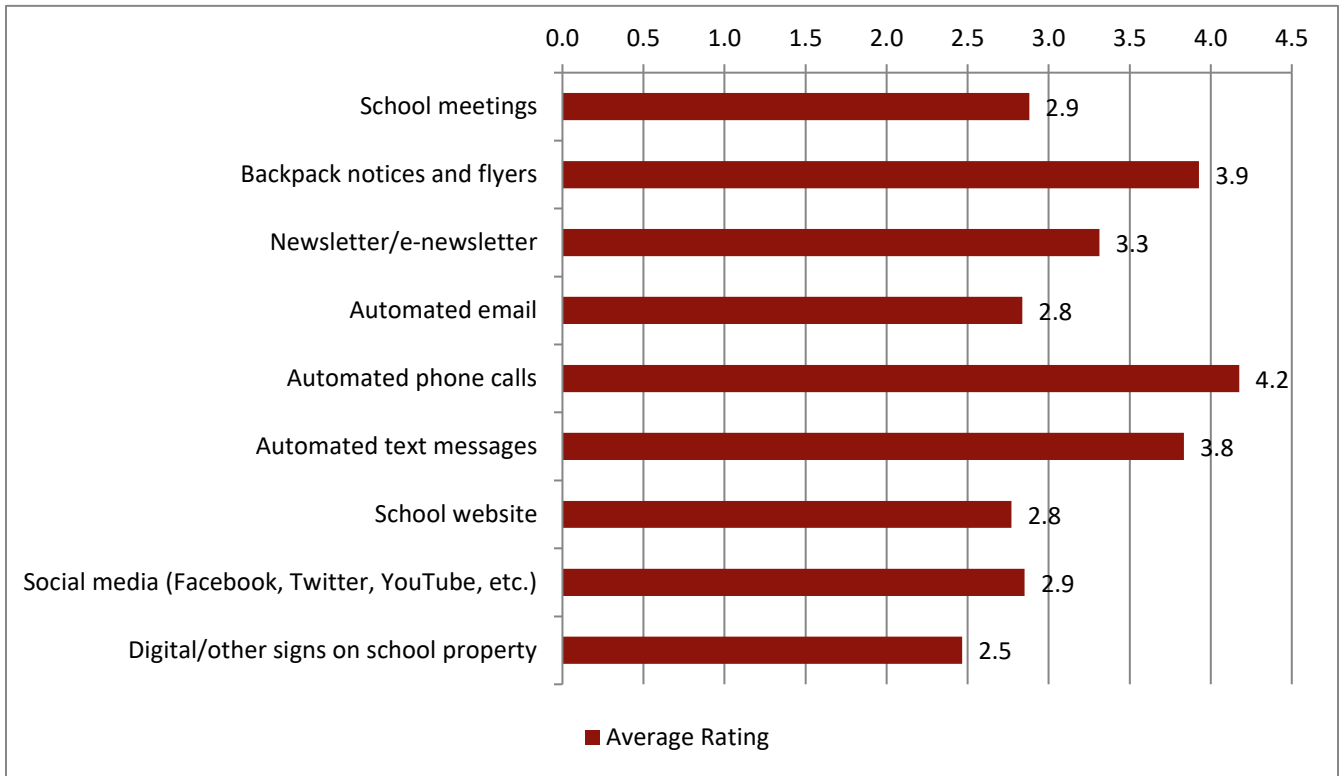
DEMOGRAPHICS Data reflects number responding



COMMUNICATION FROM YOUR CHILD'S SCHOOL

This section focuses on communication from the school. Parents were asked to complete a separate survey for each child they have enrolled in the district. Please rank how much you currently rely on the following communications from your child's school. This includes mainly information from the principal and school office.

5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable



Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am able to understand the communication I receive from my child's school.	4.6	91%
I perceive communication from my child's school to be accurate.	4.5	89%
I consider the communication from my child's school to be timely.	4.3	80%
I perceive communication from my child's school to be open and transparent.	4.3	83%
Based on communication from my child's school, I perceive the school to be trustworthy.	4.4	87%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While many program components in this critical function area relate to school-parent communication, specific components that point to these questions include:

- Understanding Communication Needs and Requirements through Research
- Communication Effectiveness Embedded Across District and Building Operations
- Effectively Engaging Target Audiences through Social Media
- Evaluating Communication Effectiveness to Inform Strategy

Critical Function Area: Parent/Family Communications

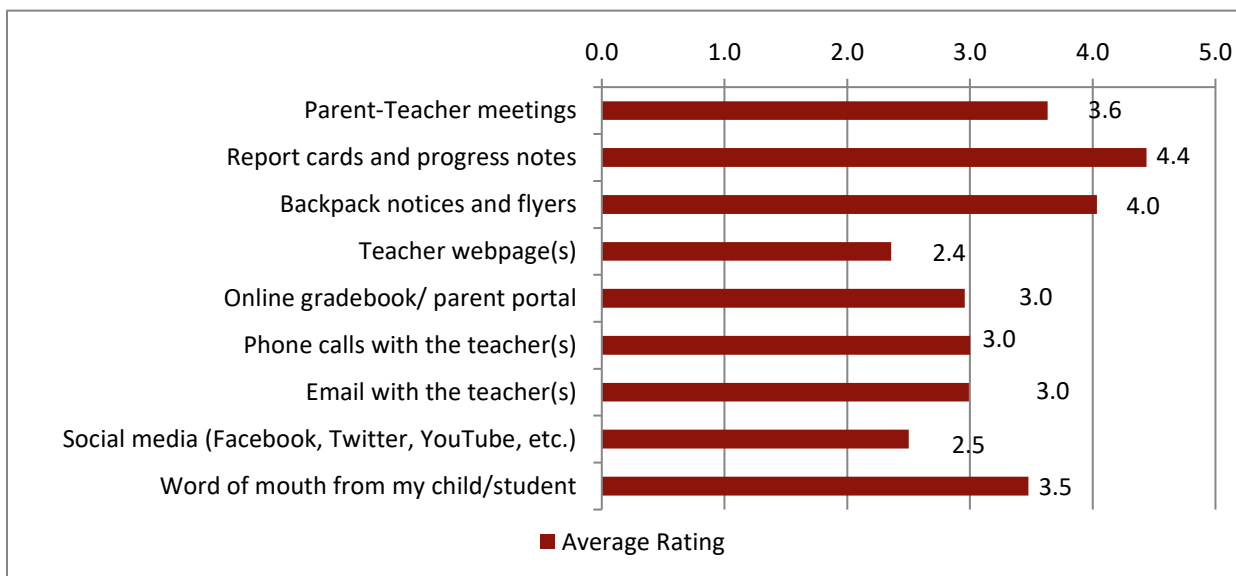
While many program components in this critical function area relate to school-parent communication, specific components that point to these questions include:

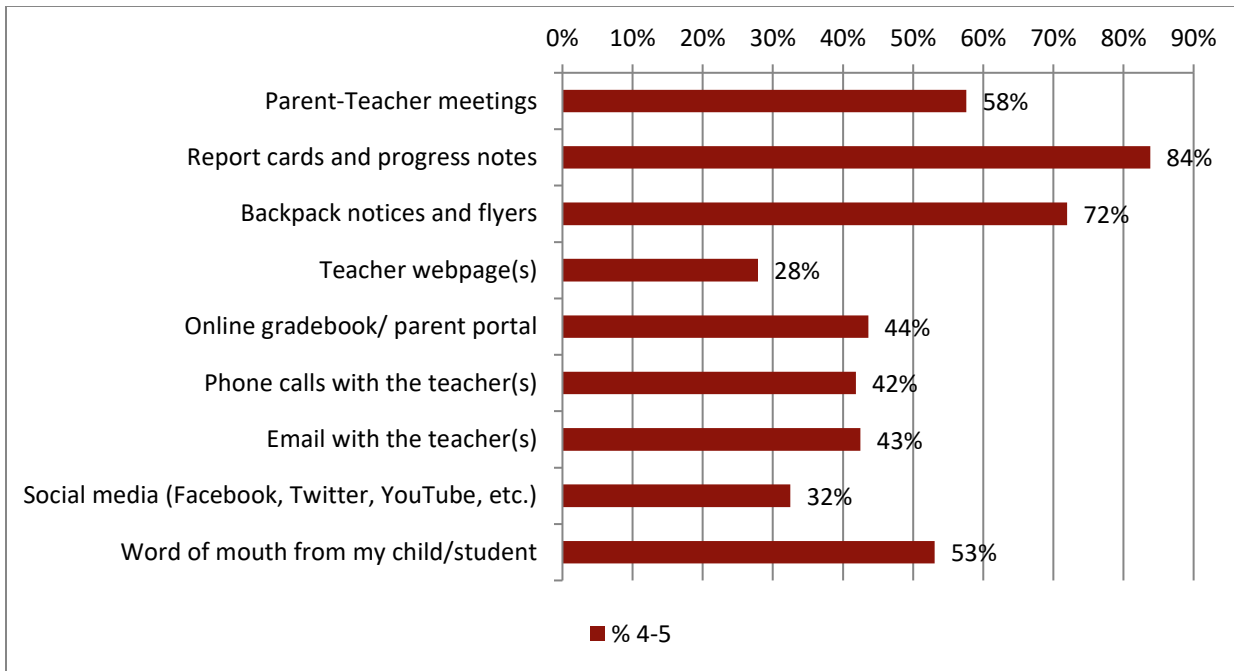
- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Supporting Parent-Teacher and Parent-Building Communications
- Evaluating Communication Effectiveness to Inform Strategy

COMMUNICATION FROM YOUR CHILD'S TEACHER(S)

This section focuses on the effectiveness of communication from the teacher(s). Please rank how much you currently rely on the following communications from your child's teacher(s) This includes mainly information from the teacher(s) and the classroom.

5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable





Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am able to understand the communication I receive from my child’s teacher(s).	4.5	89%
I perceive communication from my child’s teacher(s) to be accurate.	4.5	88%
I consider the communication from my child’s teacher(s) to be timely.	4.3	82%
I perceive communication from my child’s teacher(s) to be open and transparent.	4.4	84%
Based on communication from my child’s teacher(s), I perceive the school to be trustworthy.	4.5	86%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Parent/Family Communications

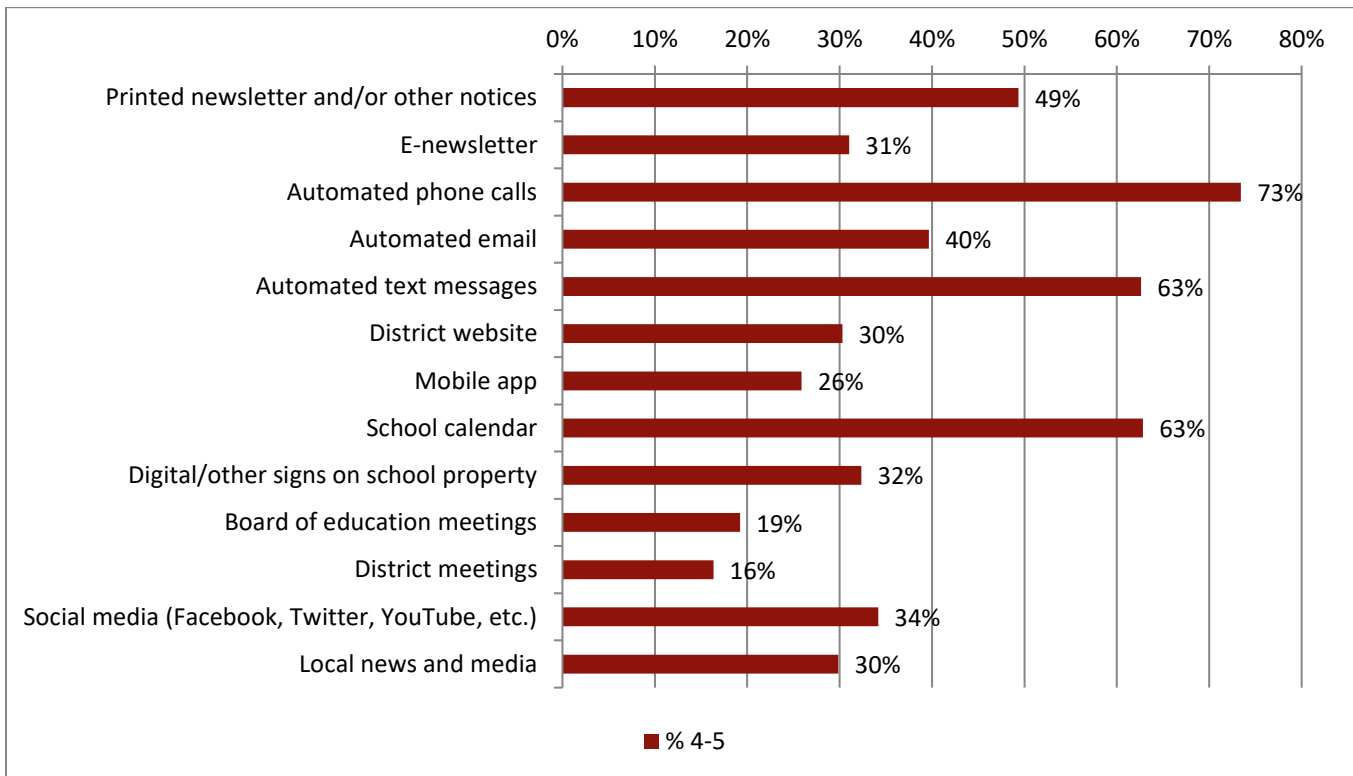
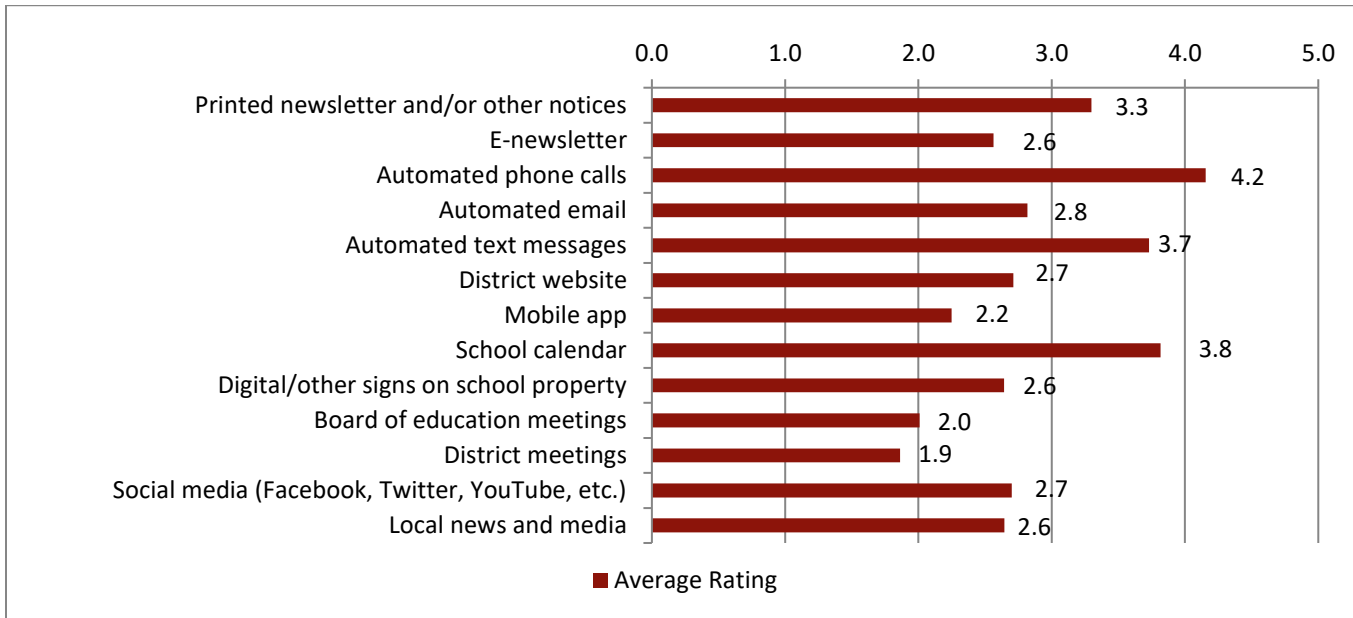
While many program components in this critical function area relate to parent-teacher communication, specific components that point to these questions include:

- Communicating with Parents/Families on Student Progress/Success
- Communicating Academic Programs and Expectations with Parents/Families
- Communicating Student Conduct Expectations and Discipline Policies with Parents/Families
- Supporting Parent-Teacher and Parent-Building Communications
- Evaluating Communication Effectiveness to Inform Strategy

COMMUNICATION FROM THE DISTRICT ADMINISTRATION

This section focuses on communication from the district administration. Please rank how much you currently rely on the following communications from the district administration. This includes mainly information from the superintendent, school board, and district offices:

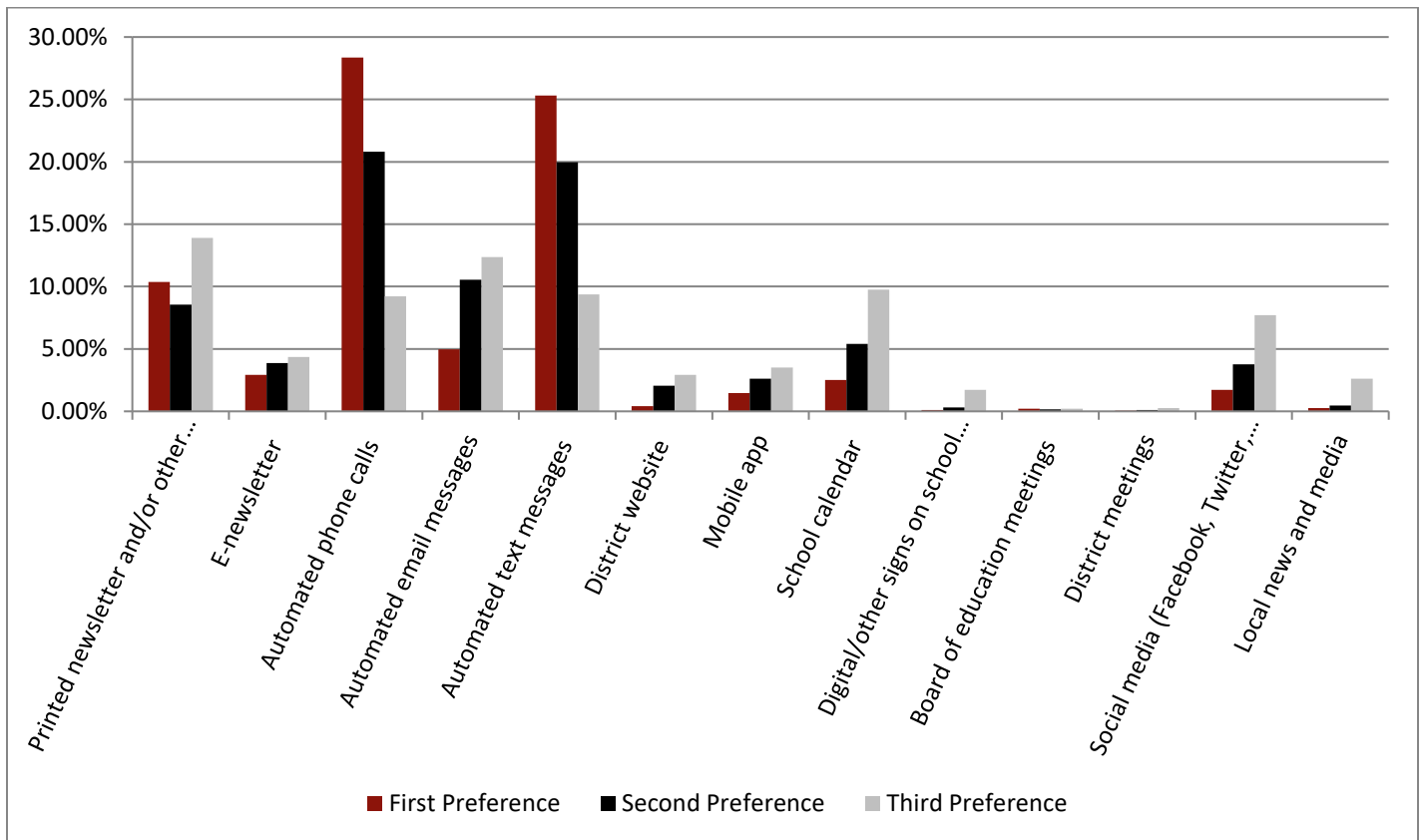
5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable



Please rank your top three preferences among the following school district communications:

First Preference – Second Preference – Third Preference

PERCENTAGE RANKING



NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While all program components in this critical function area relate to the development and quality of communication tools, specific components that point to these questions include:

- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Understanding Communication Needs and Requirements through Research
- Effectively Managing Communications through the News Media
- Effectively Engaging Target Audiences through Social Media
- Evaluating Communication Effectiveness to Inform Strategy

Critical Function Area: Parent/Family Communications

While all program components in this critical function area relate to the development and quality of communication tools, specific components that point to these questions include:

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Communicating District Goals, Plans, Programs, and Issues with Parents/Families
- Evaluating Communication Effectiveness to Inform Strategy

QUALITY OF COMMUNICATION IN KEY AREAS

This section focuses on the effectiveness of communication in key areas of importance.

Please rate your level of satisfaction with the quality of the communications in each area:

5: Excellent 4: Very Good 3: Average 2: Below Average 1: Poor NA: Not Applicable

Satisfaction with...	Average Rating	% 4-5
Communication about my child's progress in school	4.2	77%
Communication about homework	4.0	67%
Communication about projects and other special assignments	3.9	66%
Communication about academic programs and expectations	4.0	68%
Communication about student conduct expectations and discipline policies	4.1	73%
Communication about extra and co-curricular offerings and requirements	3.9	66%
Communication about how I can support my child's learning	4.0	69%
Communication about school and district events and programs	4.0	67%
Communication about PTA/PTO programs and events	3.9	64%
Communication about student success and achievements in the district	4.0	66%
Communication about quality of instruction and faculty success	3.8	58%
Communication about district goals, plans, and related issues	3.6	53%
Communication about district finances and related issues	3.4	45%
Communication during a crisis/serious incident	3.8	61%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While all program components in this critical function area relate to the quality of communication in key areas of importance, specific components that point to these questions include:

- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Understanding Communication Needs and Requirements through Research
- Communication Effectiveness Embedded Across District and Building Operations
- Effective Crisis Communication Plans and Procedures
- Effective Finance Communications
- Supporting Constituent Involvement/Engagement through Communication
- Evaluating Communication Effectiveness to Inform Strategy

Critical Function Area: Parent/Family Communications

While all program components in this critical function area relate to the quality of communication in key areas of importance, specific components that point to these questions include:

- Communicating with Parents/Families on Student Progress/Success
- Communicating Academic Programs/Expectations with Parents/Families
- Communicating Student Conduct Expectations and Discipline Policies with Parents/Families
- Communicating Extra and Co-Curricular Offerings and Requirements with Parents/Families
- Communicating School and District Goals, Plans, Programs, Finances and Issues with Parents/Families
- Communicating with Parents/Families During a Crisis
- Fostering Parent/Family Involvement and Engagement to Support Student Learning
- Evaluating Communication Effectiveness to Inform Strategy

Critical Function Area: Crisis Communications

While all program components in this critical function area relate to the quality of communication in key areas of importance, specific components that point to these questions include:

- Ensuring Communication Effectiveness through a Crisis Communication Plan
- Effectively Engaging Target Audiences through Electronic Tools in a Crisis

PERSONALIZED AND TWO-WAY COMMUNICATION

This section focuses on how well communication meets individual needs and supports listening and involvement.

Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I feel school communication meets my individual needs and preferences for receiving information.	4.1	76%
I feel welcome when I visit my child's school.	4.4	83%
I have sufficient opportunities to provide input and voice my opinion.	4.0	67%
I feel my input and opinion are welcome and valued.	3.9	67%
I have sufficient opportunity to become involved in district and school opportunities such as committees, task forces, events, etc.	3.8	63%
I feel my involvement in district and school opportunities is welcome and valued.	3.8	62%
I am aware of where and how I can direct a question, complaint or concern.	4.0	72%
When I have had a question, complaint or concern, it was resolved to my satisfaction.	3.9	67%
I have sufficient opportunities to advocate for my child's education and/or district and school programs.	3.9	68%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Understanding Communication Needs and Requirements through Research Supporting Constituent Involvement/Engagement through Communication

Critical Function Area: Internal Communications

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Customer Service

Critical Function Area: Parent/Family Communications

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Fostering Parent/Family Involvement and Engagement to Support Student Learning
- Involving Parents/Families in Decision-Making to Support Shared Responsibility
- Fostering Parent/Family Involvement in Community Collaboration
- Evaluating Communication Effectiveness to Inform Strategy

OVERALL EFFECTIVENESS OF COMMUNICATION

This section focuses on the overall effectiveness of communication.

Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
It is easy for me to recognize communications from the school/district when I receive them.	4.4	86%
I am able to understand the communication I receive from the school district.	4.4	86%
I perceive communication from the school district to be accurate.	4.4	84%
I consider the communication from the school district to be timely.	4.3	81%
I perceive communication from the school district to be open and transparent.	4.2	80%
Based on the school district's communication, I perceive the district to be trustworthy.	4.3	81%
The quality and reputation of the school district was a significant factor in my decision to move/live here.	4.1	76%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While all program components in this critical function area relate to reputation and recognition, specific components that point to these questions include:

- Ensuring Communication Effectiveness through Adherence to Code of Ethics
- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Advancing Identity/Brand of Your School District

Critical Function Area: Parent/Family Communications

While many program components in this critical function area relate to reputation and recognition, specific components that point to these questions include:

- Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Evaluating Communication Effectiveness to Inform Strategy

Critical Function Area: Marketing/Branding Your Schools

While all program components in this critical function area support reputation and recognition, specific components that point to these questions include:

- Developing Your School District's Brand Position, Attributes, Points of Pride, Promise and Traditions
- Developing a Comprehensive Marketing Plan in Support of the Brand and District Marketing Goals
- Providing Standards and Guidelines for Consistent Use of Brand Assets

Please give an **overall rating** for the following:

5: Excellent 4: Very Good 3: Average 2: Below Average 1: Poor NA: Not Applicable

