

Kenilworth School District 38 – Faculty and Staff Survey 2012

Executive Summary

At the conclusion of the 2011-12 school year, the Kenilworth School District 38 Board of Education circulated a feedback survey to the faculty and staff of The Joseph Sears School for the first time. The survey was completed anonymously with an overall response rate approaching 100%. Eighty individuals completed the survey, of whom 46 (57.5%) identified themselves as classroom teachers, 13 (16.3%) identified themselves as student services teachers/professionals, 11 (13.8%) identified themselves as instructional assistants, and 10 (12.5%) identified themselves as administrators/support staff. Respondents were asked to identify the grade levels for which they were responsible. Of those who specified a grade level, thirty-six indicated Junior High (6-8), 28 indicated intermediate grades (grades 3-5), 25 indicated primary grades (JK-2). The remaining 16 individuals indicated responsibility for all grade levels K-8. The respondents were also asked to indicate for how many years they had worked in the District. Thirty-three respondents (41.3%) indicated 8 or more years, 28 (35%) indicated 4-7 years, and 19 (23.7%) indicated 1-3 years.

The following summarizes the responses:

Q: This year some parents have advocated the Board of Education for more rigorous curricula. Do you feel Sears Students are sufficiently challenged?

Of the fifty-one respondents to this question, 41 (80.4%) answered “Yes”, and 10 (19.6%) answered “No”. Of the twenty-three verbatim comments on this question, the majority felt the curriculum was overall challenging. Several identified perceived inconsistencies in level of challenge across subjects or between grade levels. Several respondents indicated difficulty in providing differentiation among learners.

Q: Are there areas of the curricula that should have more or less emphasis?

There were 51 respondents, of whom 32 (62.7%) indicated “Yes” and 19 (37.3%) indicated “No”. there were 30 verbatim comments with no consistent themes among them. Some respondents emphasized the need to focus on the basics of reading, writing, math, and science. Others lauded the diversity of exposure to world language and performing arts. Several mentioned how difficult it is to include all of the subject material over the course of the school day/year.

Q: Please indicate how satisfied you are with the following academic programs:

	5 Very Satisfied	4	3	2	1 Dissatisfied	Unsure
Art	68.6%	17.6%	0	0	0	13.7%

Band (4-8)	62%	14%	0	2%	0	22%
Latin	44%	14%	0	0	0	32%
French	54.9%	19.6%	2%	5.9%	0	17.6%
General Music	76.5%	11.8%	0	0	0	11.8%
Health (6-8)	42.2%	13.3%	2.2%	0	0	42.2%
Math	41.2%	29.4%	13.75	2%	0	13.7%
Orchestra (4-8)	60.8%	11.8%	0	3.8%	0	23.5%
Phys. Ed.	54%	24%	8%	2%	0	12%
Literacy	56.9%	21.6%	3.9%	2%	3.9%	11.8%
Science	25.5%	17.6%	27.5%	13.7%	2%	13.7%
Social Science	30%	36%	14%	6%	0	14%
Spanish	44%	16%	10%	6%	0	24%
Industrial Arts	44.9%	14.3%	4.1%	0	0	36.7%
Practical Arts	34.7%	8.2%	14.3%	0	0	42.9%

Percentages are based on 52 overall respondents. Because responses to individual subjects ranged from 49 to 52 there are minor differences in percentages. Of the 13 verbatim comments, more than half mentioned a need to provide more time for the teaching of science.

Q: Sears School provides a myriad of activities for students outside of the classroom (Architecture Club, Art Club, Science Olympiad, etc.) Are there too many, not enough, not the right ones?

Q: Please indicate your opinion of the value of these programs to the culture of the school.

Fifty-two individuals responded to these questions. Forty-seven (90.4%) indicated that the number of activities is adequate; two persons each indicated they were either too many or not enough. Twenty-four individuals (46.2%) are very satisfied with the value of these programs to the culture of the school; 22 (42.3%) are satisfied; four (7.7%) are indifferent; and two had no opinion.

Q: Using the same scale as for the academic programs, please indicate how satisfied you are with the following special programs:

	5 Very satisfied	4	3	2	1	Unsure
After-school Clubs (i.e. Art Club, Science Olympiad, etc.)	30.8%	34.6%	13.5%	0	0	21.2%
Lunch Programs (i.e., Great Books, Chess Club, etc.)	38.5%	40.4%	5.8%	0	0	15.4%
English as Second Language (ELL)	20%	14%	6%	2%	0	58%
Rtl (Enrichment)	35.3%	31.4%	13.7%	3.9%	3.9%	11.8%
Individual Gifted Plans	21.2%	17.3%	15.4%	5.8%	9.6%	30.8%
Interscholastic Athletics	38%	14%	6%	2%	0	40%
Extended Day Kdg.	30.6%	14.3%	6.1%	2%	0	46.9%
Library Services	64.7%	19.6%	5.9%	0	0	9.8%
Technology Services	53.8%	19.6%	13.55	1.9%	0	7.7%
Nursing Services	72.5%	17.6%	2%	0	0	7.8%
Student Services	49%	27.5%	11.8%	2%	0	9.8%
Psychological Svcs	51.9%	23.1%	11.5%	0	0	13.5%
Social Work Svcs	44%	24%	20%	2%	0	10%
Speech Services	42.3%	25%	17.3%	0	0	11.5%
Technology (hard/software)	53.8%	25%	17.3%	0	0	3.8%

Percentages are based on a range of 49 to 52 respondents for each special program. Of the ten verbatim responses, four identified Response to Intervention and gifted differentiation as being difficult for the classroom teacher to manage.

Q: Please indicate your satisfaction with other aspects of the Joseph Sears School:

	5 Very sat.	4	3	2	1 Very dissat.	Unsure
Facilities and space for learning	15.1%	39.6%	30.2%	11.3%	3.85	0
Building and campus cleanliness	58.5%	17%	18.9%	5.7%	0	0
Communication within grade/dept.	53.8%	23.1%	19.2%	1.9%	1.9%	0
Communication within school	34%	32.1%	26.4%	7.5%	0	0
Communication with parents	43.4%	41.5%	13.2%	0	0	1.9%
September curriculum nights	38.5%	34.6%	13.5%	1.9%	0	11.5%
Structure of parent/teacher conf	34.6%	36.5%	17.3%	5.8%	1.9%	3.8%
School building security	43.4%	37.7%	17%	0	1.9%	0
Student discipline policies	17%	35.8%	32.1%	7.5%	3.8%	3.8%
Timely response by admin	15.1%	18.9%	45.3%	9.4%	5.7%	5.7%
Parent visitation day	23.1%	28.8%	30.8%	7.7%	3.8%	5.8%
Curriculum renewal process	25%	26.9%	19.2%	9.6%	5.8%	13.5%

These topics had 52-53 respondents. There were limited numbers of verbatim comments on these topics. However, three or more individuals commented on the following:

- Desire for air conditioning for all classroom space
- Too many email messages
- Desire to involve students in parent/teacher conferences
- Inefficiency of conferences adjacent to holidays as parents reschedule to go out of town
- Too many instances of parents roaming the halls and walking into classrooms
- Lack of consistency in enforcement of discipline policies across grade levels and departments
- Too much parental influence on administration in altering consequences for students results in teachers feeling unsupported
- Response to emails to administration from teachers not always timely

Q: Please indicate your level of agreement with the following statements:

	Always	Sometimes	Never	Uns
Teachers use a variety of instructional techniques	78%	22%	0	0
Teachers incorporate 21 st Century skills into instruction	56.9%	33.3%	0	9.8%5
Teachers allow students to apply what they have learned	74.5%	23.5%	0	2%
Teachers use assessment to direct instruction	76.5%	17.6%	0	5.9%
Teachers differentiate instruction when appropriate	72.5%	23.5%	0	3.9%
Teachers can request additional support for students	72.5%	15.7%	0	11.8%

There were 50-51 respondents to these statements. Verbatim comments indicated some dissatisfaction with the absence of a choice to indicate “most of the time” for these statements. Comments described the incorporation of 21st century skills as a “work in process”.

The next question asked the respondents to describe how instruction in any of the above areas could be improved. There were twenty-five total responses with three or more individuals identifying the following suggestions:

- Desire for fewer meeting during the school day
- More teacher support with RtI and gifted differentiation
- More time for collaboration, sharing, and joint planning with teams

The next question asked what the respondents consider to be particular strengths of the Joseph Sears School. There were forty responses, over half of which identified the professionalism and dedication of the faculty as the backbone of the school. Other responses included the involvement of parents and community, small class sizes, students eager to learn, and individualization of the curriculum.

The next series of questions related to the personnel administration of the district. Respondents were asked to indicate their level of agreement with the following:

	Always	Sometimes	Never	Uns.
My supervisor provides regular, consistent helpful review of my performance.	58.3%	33.3%	2.1%	6.3%
Personnel policies are administered consistently.	42.6%	36.2%	8.5%	12.8%
Professional development is promoted for all.	79.2%	20.8%	0	0

I am respected and my opinion is valued.	56.5%	32.6%	4.3%	6.5%
I can express my view without fear of retribution.	55.3%	29.8%	8.5%	6.4%
I am confident in interaction with assertive parents.	76.1%	19.6%	0	4.3%

There were 46-48 respondents to these questions. Verbatim comments with three or more individuals responding alike included:

- Prior to this year performance reviews were inconsistent. Karen Noonan was effective this year.
- Personnel policies are applied inconsistently
- Professional development is a strength

The following question asked how any of the areas above could be improved. There were fourteen responses with the most common theme being a desire for more visibility and communication with the administration.

The next question asked what single action the District/Board of Education could take to strengthen the academics of Sears School. There were 33 responses with wide-ranging suggestions. Topics mentioned by three or more respondents included:

- Continue to show support for teachers
- Hire a principal and clarify roles and responsibilities of superintendent and principal

The next question asked respondents to rate their overall satisfaction with Joseph Sears School. Of the 45 responses, sixteen (35.6%) were highly satisfied, 19(42.2%) were satisfied, seven (15.6%) were neutral, 2(4.4%) were dissatisfied, and 1(2.2%) was highly dissatisfied.

The final question asked respondents to list any additional comments or suggestions. There were 18 comments, most with the general theme of gratitude for being able to work at Sears; however there were also at least four comments regarding the difficulty for the faculty of working this past year without a principal.