

Student, Employee, Family and Community Surveys

Results and Summary of Key Findings

Hays Consolidated Independent School District

May 17, 2016



Overview of Surveys and Board Report

Hays CISD regularly asks students, families, employees and community members for feedback to help understand their perceptions and opinions about important topics relevant to the district's mission, goals and core beliefs.

During the 2015-2016 school year, the following surveys were administered:

- Student Engagement Survey (Grades 6-12)
- Family and Community Survey
- Employee Survey

For the past three years, *K12 Insight* has partnered with Hays CISD to design and administer surveys, report results, and share key findings. Every voice and perspective is very important; therefore *K12 Insight* conducts census surveys.

This report contains the selected highlights from the above-mentioned three surveys with year and school-level comparisons.

Survey results do not reflect random sampling; they should not be generalized to the entire survey population. Rather, results reflect only the perceptions and opinions of participants who took the survey.

Student Engagement Survey

Details of the HCISD Student Engagement Survey

The survey was conducted from Feb. 23—Mar. 8, 2016.

Students in grades 6-12 accessed the survey using their ID numbers. They were informed about the survey via email, and a link was posted on the student portal.

Survey results do not reflect random sampling; therefore, they should not be generalized to the entire student population. Rather, results reflect only the perceptions and opinions of participating students.

Campus	Number of Participants	Number of Students	Participation Rate
Barton Middle School	563	1029	55%
Chapa Middle School	366	739	50%
Dahlstrom Middle School	312	963	32%
Hays High School	561	2581	22%
JJAEP	0	3	0%
Lehman High School	190	2396	8%
Live Oak Academy	102	166	61%
Simon Middle School	296	628	47%
Wallace Middle School	287	962	30%
2016 Total Responses	2,677	9,467	28%
2015 Total Responses	2,656	8,947	30%

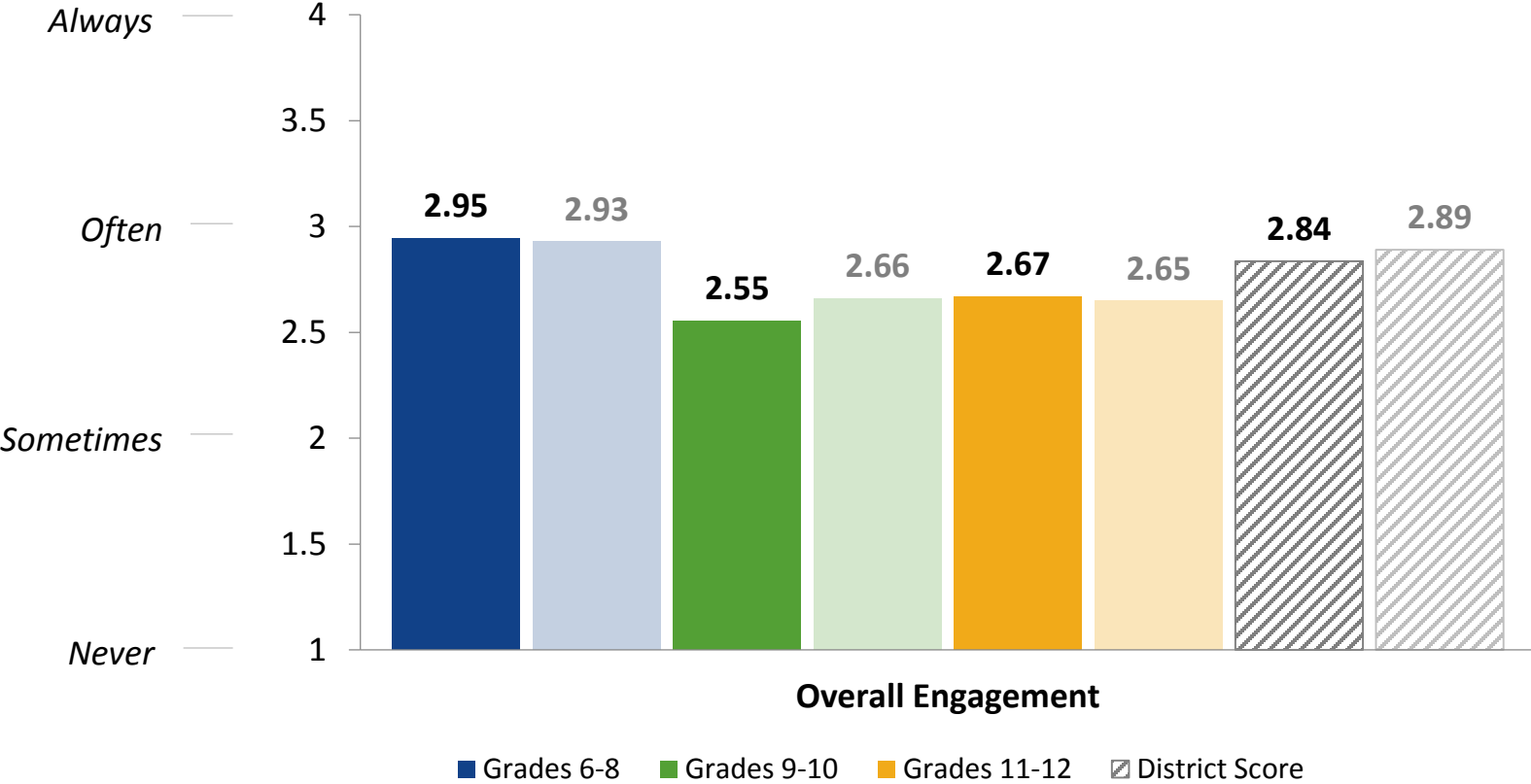
Measuring Student Engagement

The survey measures cognitive engagement through 16 questions on four topics. It measures social and emotional engagement through 42 questions on eight topics.

Taken together, the 58 questions measure overall student engagement.

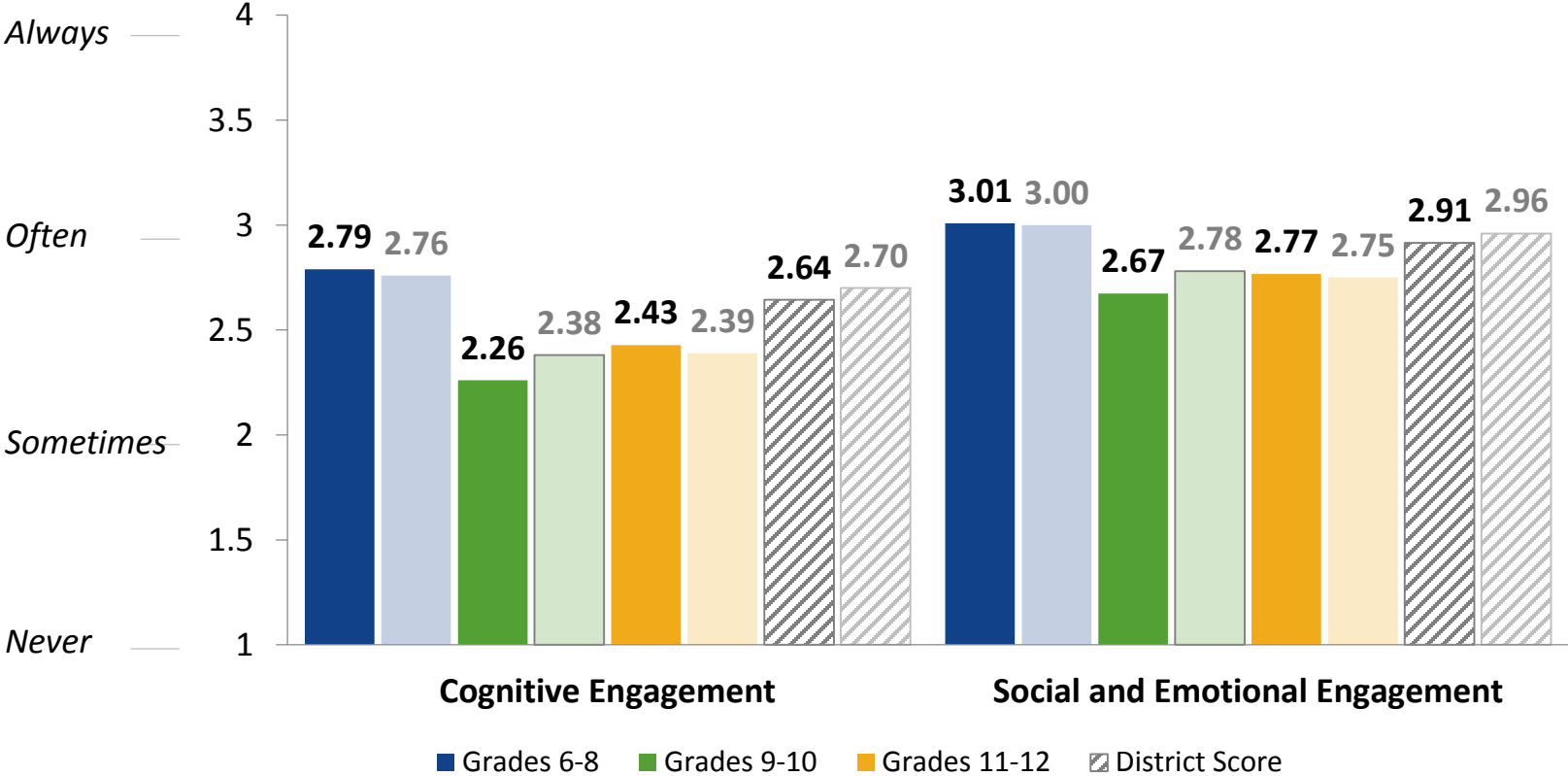
Cognitive Engagement		Social and Emotional Engagement			
# of Questions		# of Questions		# of Questions	
		<i>Self-Awareness</i>		<i>Social Awareness</i>	
Class Experience	5	Involvement	5	Acceptance	8
Student Experience	3	Persistence	5	Relationship Management	4
Relevance	4	Self-Management	5	Relationships with Peers	6
Academic Support	4	Future Aspirations	6	Relationships with Adults	3
Cognitive Engagement: 16 Questions		Social & Emotional Engagement: 42 Questions			
Overall Engagement: 58 Questions					

Overall Engagement



Note: Lighter bars show 2015 data.

Cognitive, Social & Emotional Engagement



Note: Lighter bars show 2015 data.

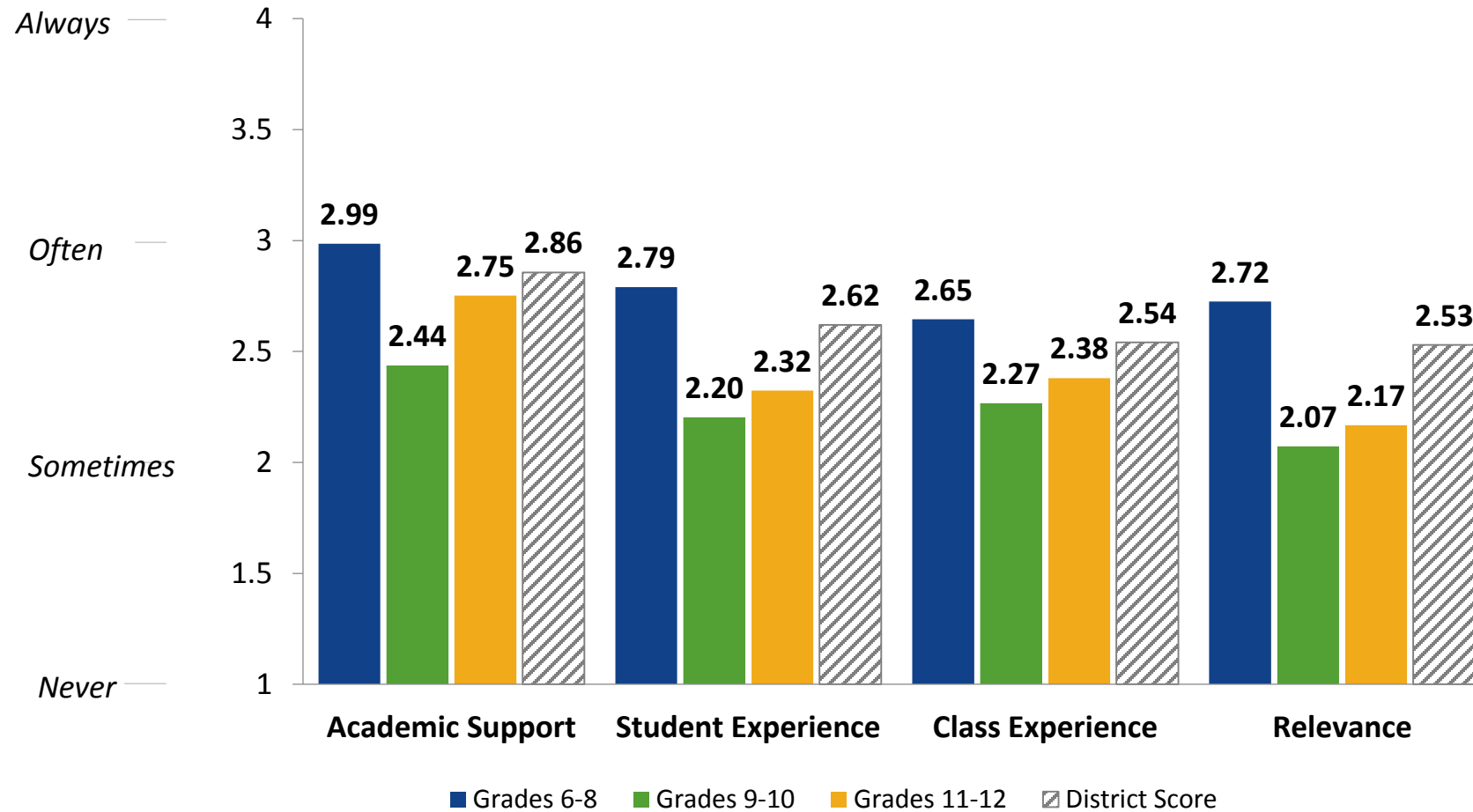
Student Engagement by Demographic Groups

	Overall Engagement	Cognitive Engagement	Social & Emotional Engagement
Overall	2.84	2.64	2.91
Gender			
Male (N=1,339)	2.82	2.66	2.88
Female (N=1,338)	2.86	2.63	2.95
Race/Ethnicity			
American Indian/Alaskan Native (N=4)	2.50	2.44	2.52
Asian (N=31)	2.89	2.71	2.96
Black or African American (N=76)	2.88	2.64	2.97
Hispanic/Latino (N=1,539)	2.84	2.69	2.90
Two or more races (N=50)	2.66	2.43	2.75
White (N=976)	2.83	2.58	2.93

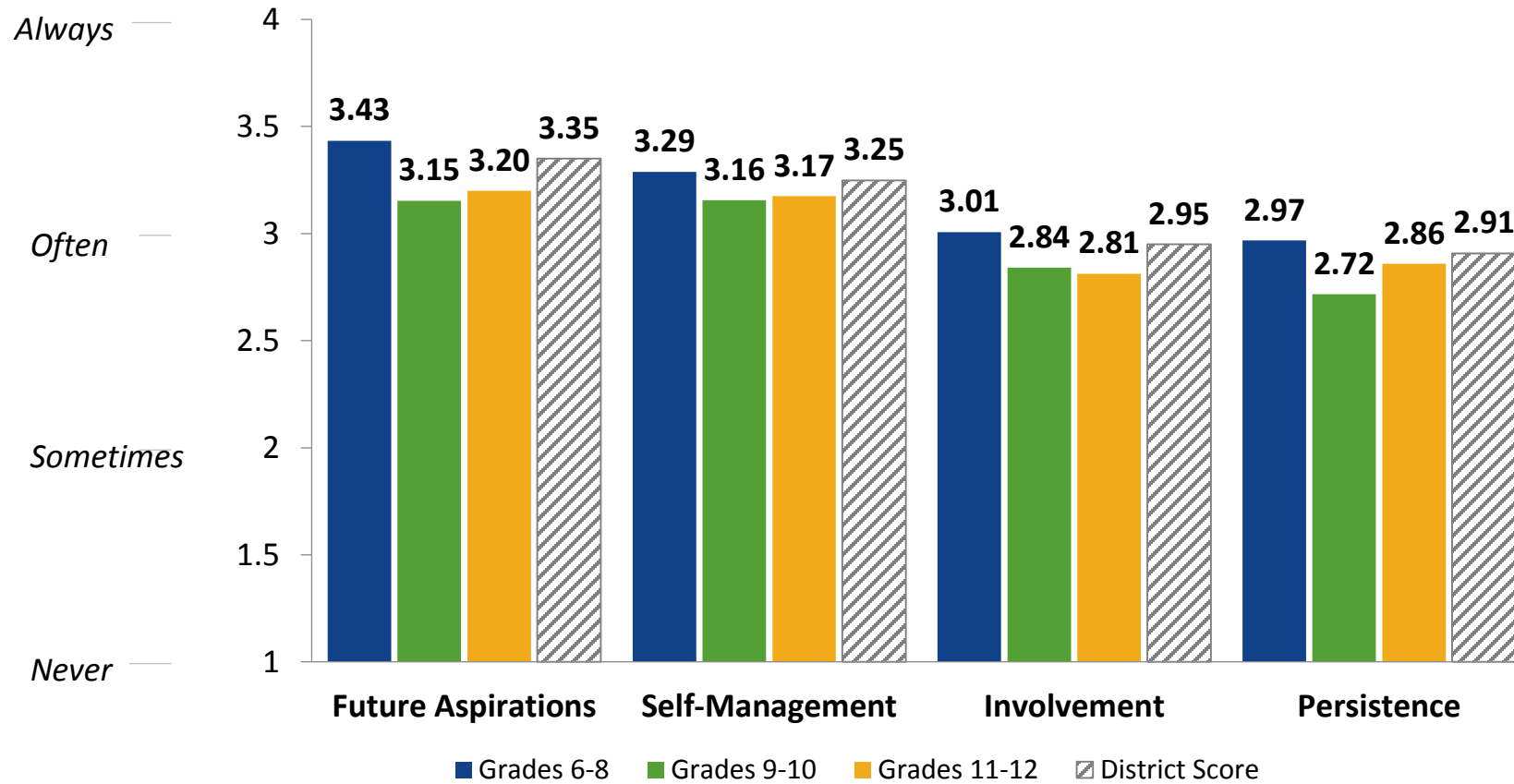
Student Engagement by Instructional Program

		Overall Engagement	Cognitive Engagement	Social & Emotional Engagement
Overall		2.84	2.64	2.91
Special Education				
	No (N=2,503)	2.83	2.62	2.91
	Yes (N=174)	3.00	2.94	3.03
Extracurricular Activities				
	No (N=810)	2.68	2.58	2.73
	Yes (N=1,867)	2.90	2.67	3.00
Enrollment in Gifted, AP, or Dual Degree Course				
	No (N=1,374)	2.80	2.64	2.87
	Yes (N=1,303)	2.87	2.65	2.96

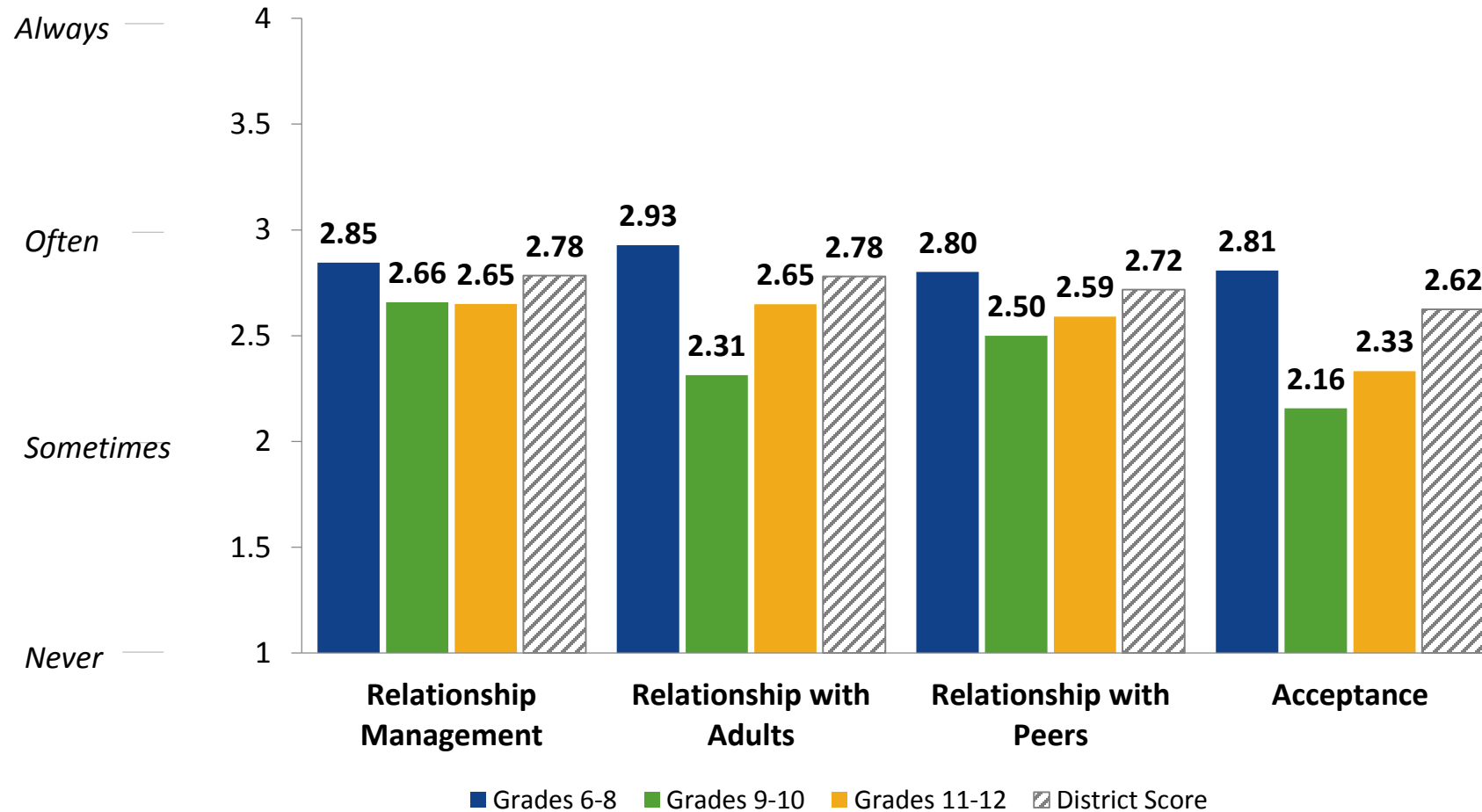
Dimensions of Cognitive Engagement



Dimensions of Self-Awareness

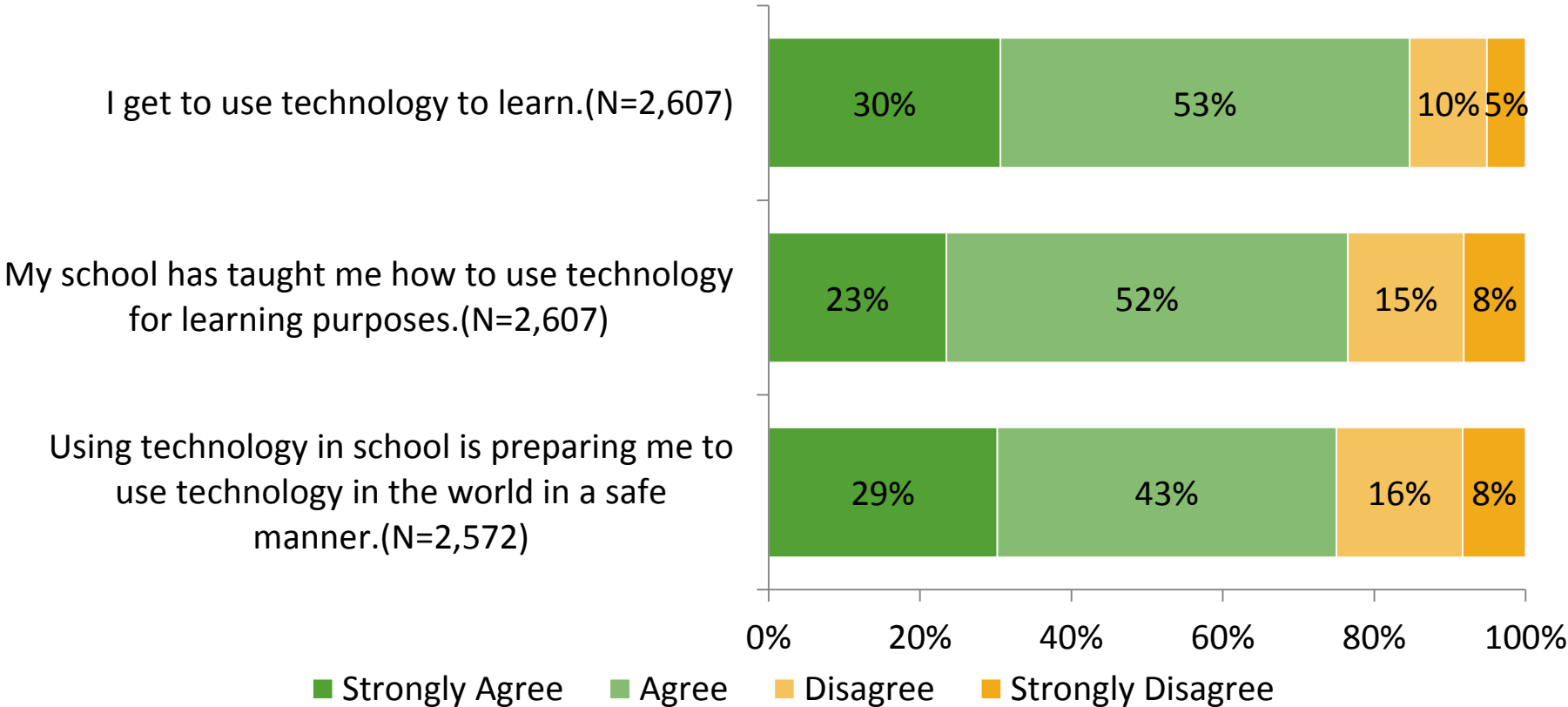


Dimensions of Social Awareness



Technology

How strongly do you agree or disagree with the following statements?



Themes from Student Engagement Survey Let's Talk! Dialogues

Between February 23 and March 8, 170 students submitted a dialogue into the Student Survey Let's Talk! topic area. Most of the Let's Talk! dialogues received from students were related to school climate issues. For example:

- Similar to last year, students shared frustration with school rules such as the **dress code** and other **behavioral/discipline policies**. However this year, students express concerned about **technology use restrictions**, and several students wrote their dissatisfaction with the **school mascot** and/or **school song**.
- Some wrote about **how students are treated by adults** at their school, feeling that students are not treated with the same respect that they are expected to show adults. Similarly, some wrote about **students' treatment of one another** and observing a lack of **respect and/or understanding for differences** – such as cultural, gender, and race.
- Several students are pleased with the **advanced course offerings**, but there is **concern with the amount of work** and **number of tests**. Some stated that there is too much emphasis on grades over learning.
- Again, similar to last year, students described the **quality of their teachers**. Some were very happy with specific teachers, mentioning them by name, and others were less satisfied with either a teachers' instructional style or their treatment of students.
- Students expressed their **happiness with their school, teachers and courses** and shared words of encouragement.

Key Insights from Student Engagement Study

- About the same number of students took the survey this year as in 2015, which accounts for almost 30% of students in grades 6 through 12.
- Engagement scores were relatively unchanged from 2015, except among students in grades 9-10, where engagement scores were more than a tenth of a point lower in both cognitive and social and emotional engagement.
- Engagement scores were higher among students who receive special education services, those who participate in extracurricular activities, and those enrolled in gifted, AP or dual degree courses.
- Students scored questions related to Future Aspirations and Self-Management the highest, such as:
 - *I believe that I will continue my education after high school.*
 - *I believe that I will complete my education after high school.*
 - *I believe that I will be successful in a career that interests me.*
 - *I believe that I will have a career that interests me.*
 - *I am nice to my teacher(s).*
- Students scored questions related to Relevance, Class Experience, and Student Experience the lowest. These issues included:
 - *I see how what I'm learning in school relates to the "real" world.*
 - *My classes are fun.*
 - *My classes allow me to be creative.*
 - *School helps me discover my strongest skills.*

Family and Community Survey

Details of the Family and Community Survey

Participants received communication about the Family and Community Survey through email, letters to parents, and the district's website. The survey was open March 22 – April 8. K12 *Insight* emailed individual invitations with links to the survey. Reminders were sent March 28 and April 5 and 8.

Parents and community members also could participate via a public link on the district's website. Paper surveys were available on request. The survey was translated into Spanish.

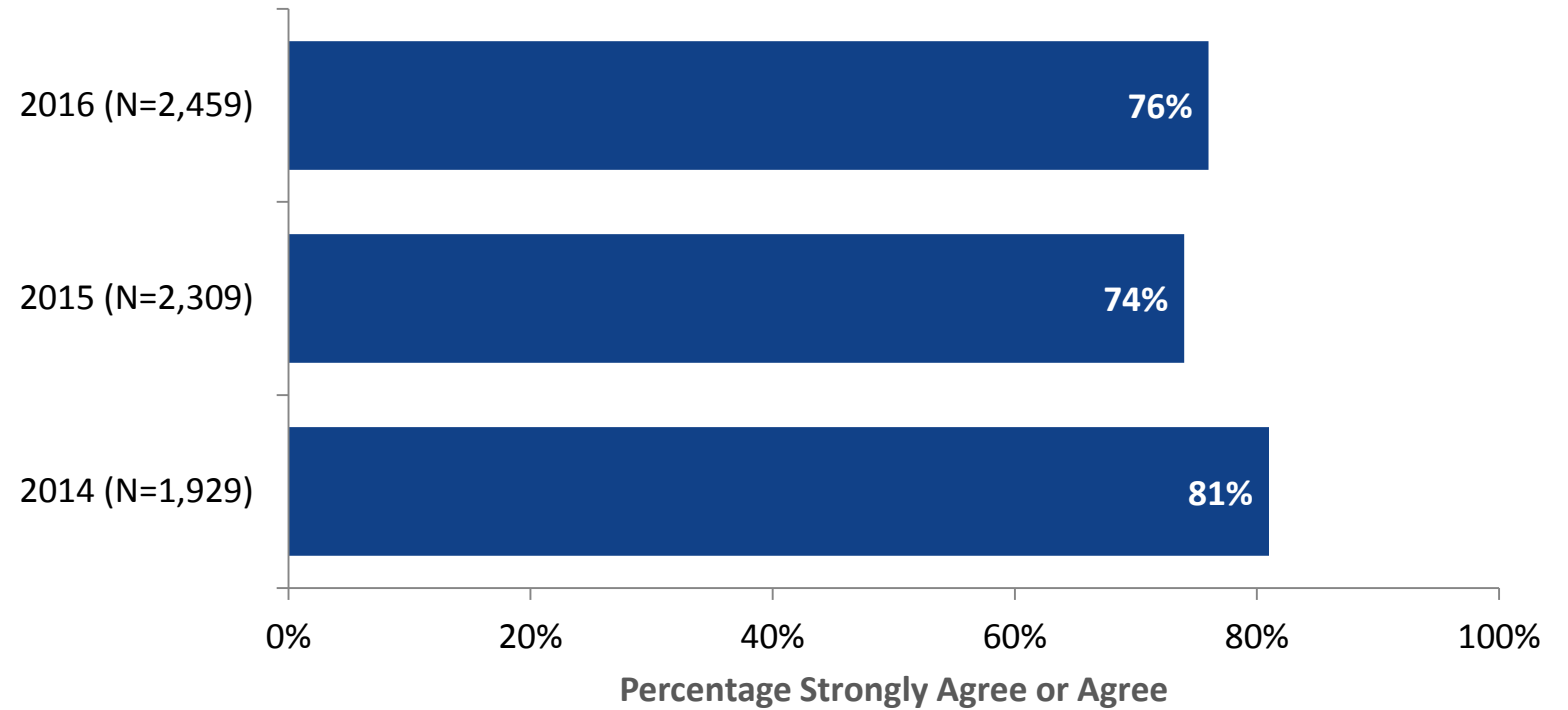
Results do not reflect random sampling; therefore, they should not be generalized to all Hays CISD parents and community members. Rather, results reflect only the perceptions and opinions of survey participants.

Year	Number of Invitations Delivered	Number of Responses (N)			Total Responses
		Unique URL	Public URL	Paper Survey	
2016	16,656	845	1,473	211	2,529
2015	12,410	948	1,150	257	2,355
2014	12,910	637	1,328	191	2,156

Note: 96% of responses were from parents or guardians of a student enrolled in a Hays CISD school. 11% of responses were submitted in Spanish.

Hays CISD Core Beliefs — Comparison by Year

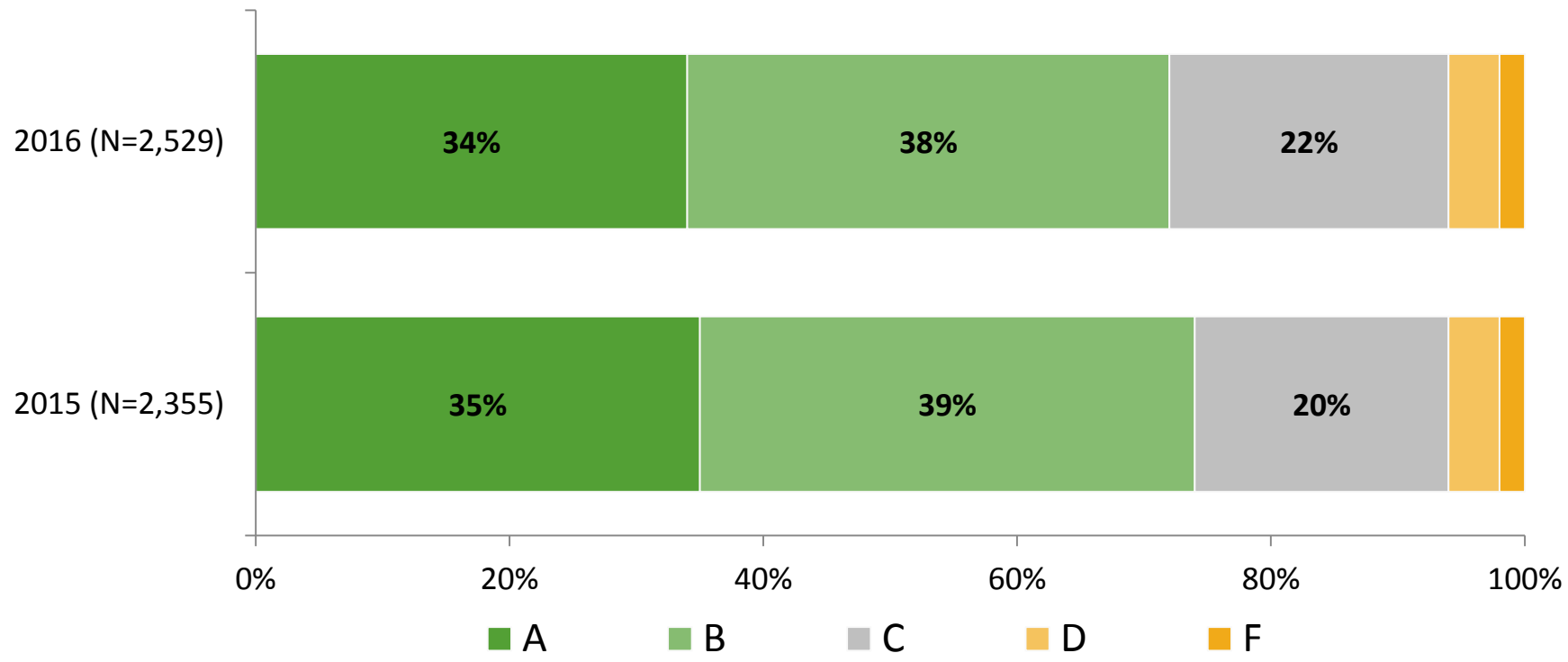
All six core belief items were used to calculate an overall agreement percentage by year.



Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*

Overall Quality of Hays CISD – Comparison by Year

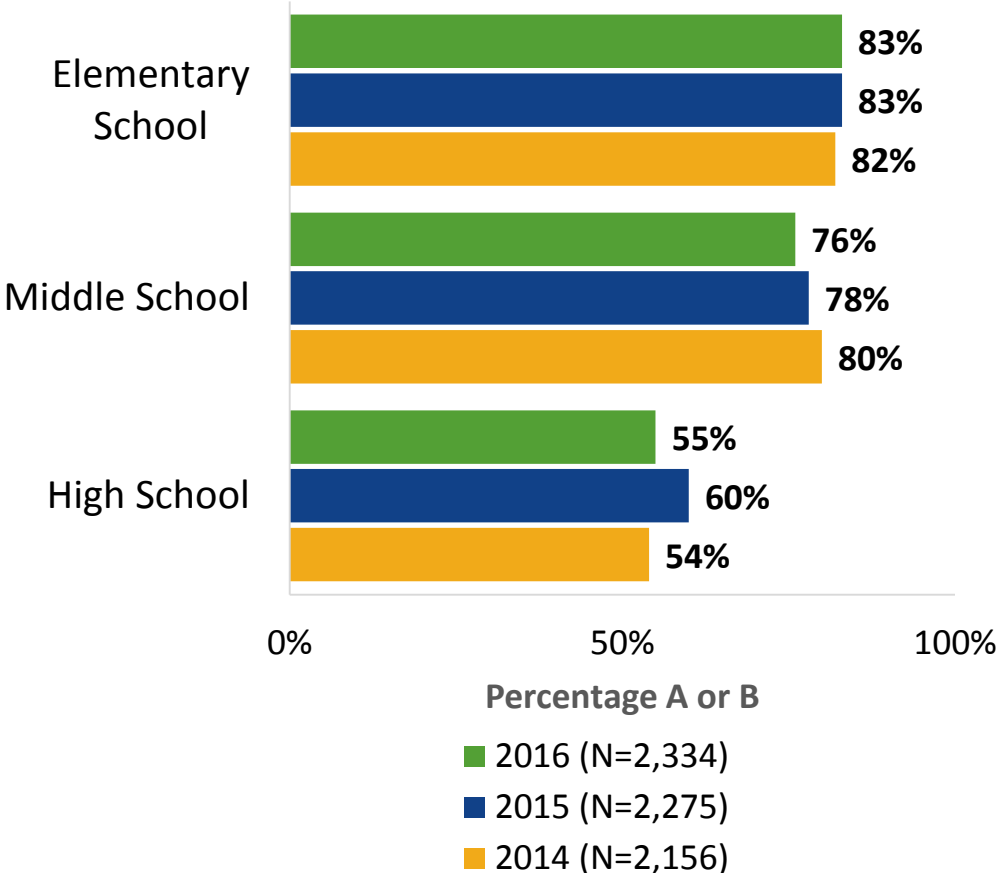
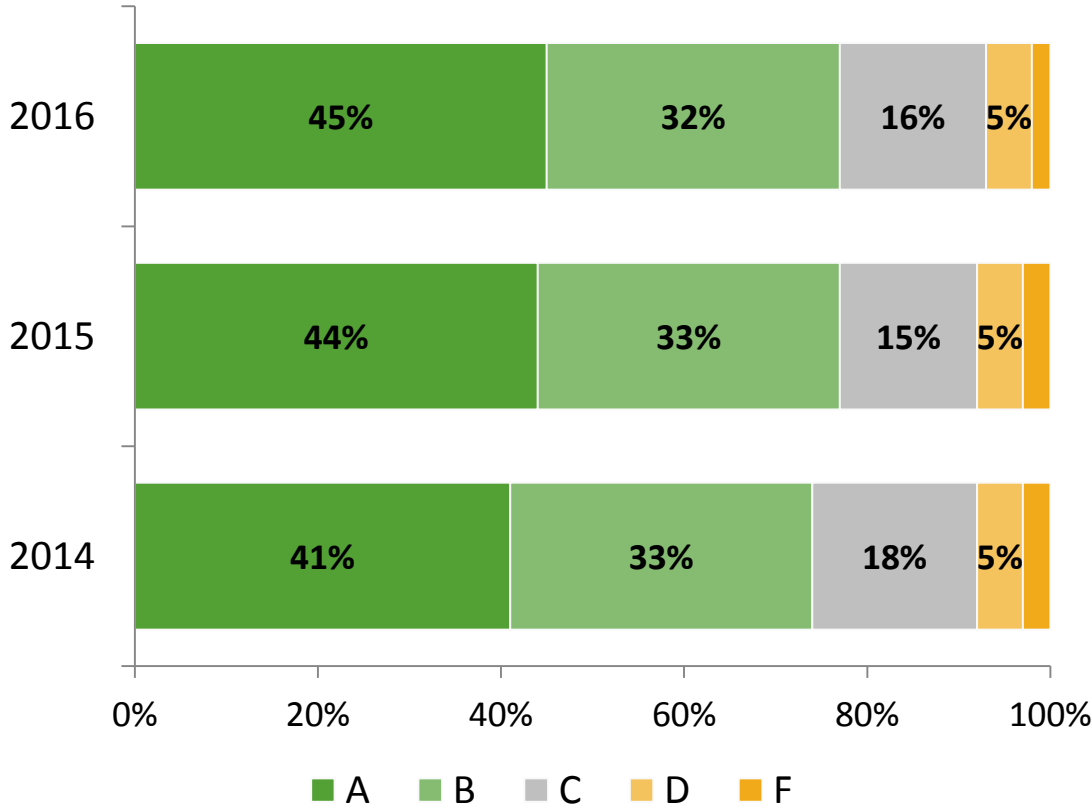
What grade would you give the overall quality of Hays CISD?



Note: Only community members answered this question in the 2014 Family and Community Survey.

Overall School Quality – Comparisons by Year and School Level

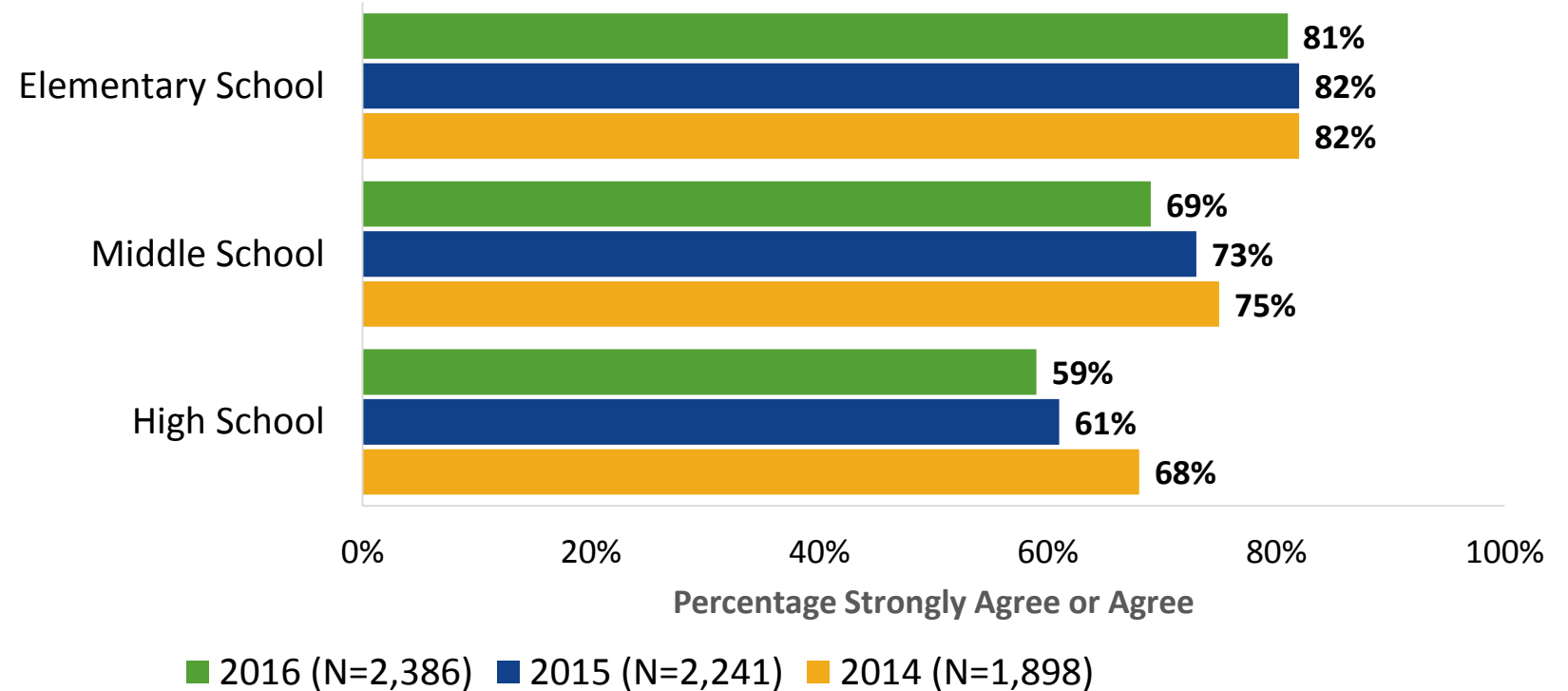
What grade would you give the overall quality of your child’s school?



Note: Only parents or guardians of a student enrolled in a Hays CISD school answered this question.

Educational Quality – Comparison by School Level

All educational quality items were used to calculate an overall agreement percentage by school level.

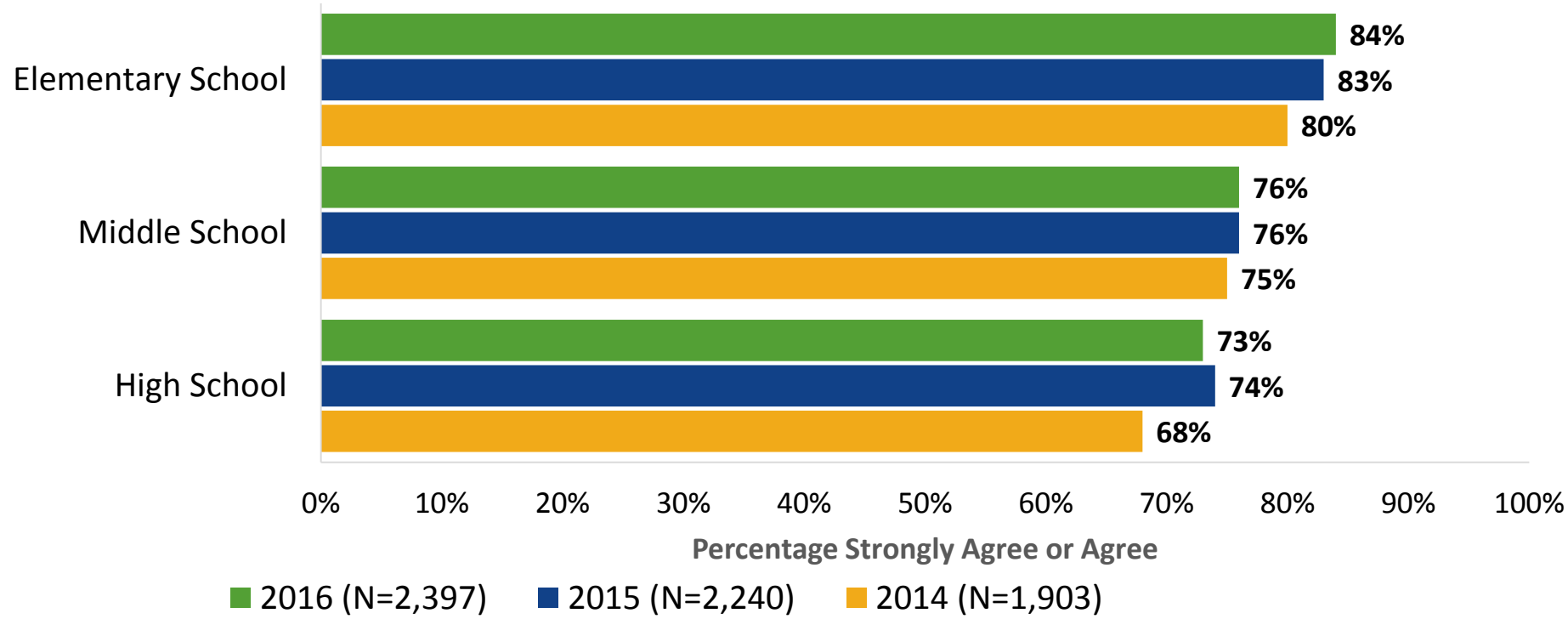


Notes:

- Only parents or guardians of a student enrolled in a Hays CISD school answered this question.
- Answer Options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

School Management – Comparison by School Level

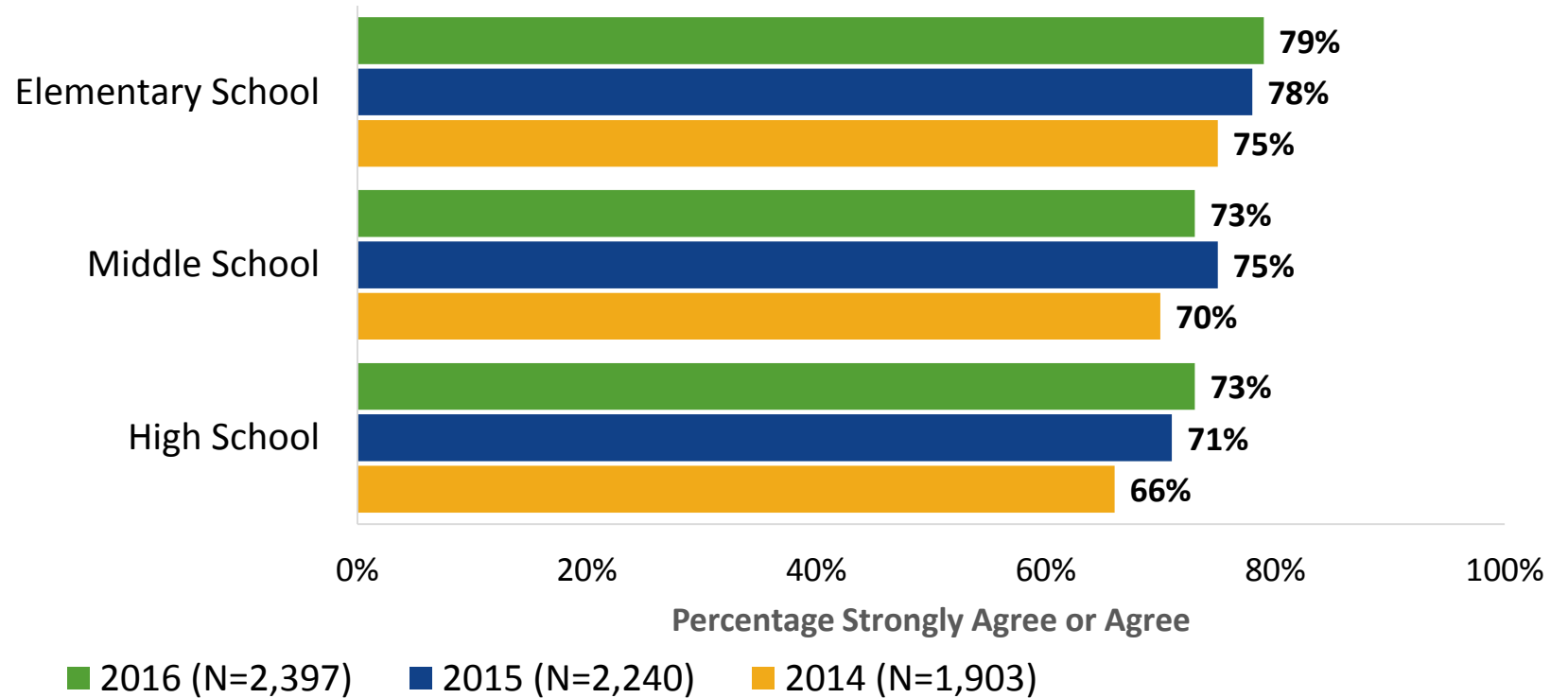
All school management items were used to calculate an overall agreement percentage by school level.



Answer Options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: Only parents or guardians of a student enrolled in a Hays CISD school answered this question.

Customer Service – Comparison by School Level

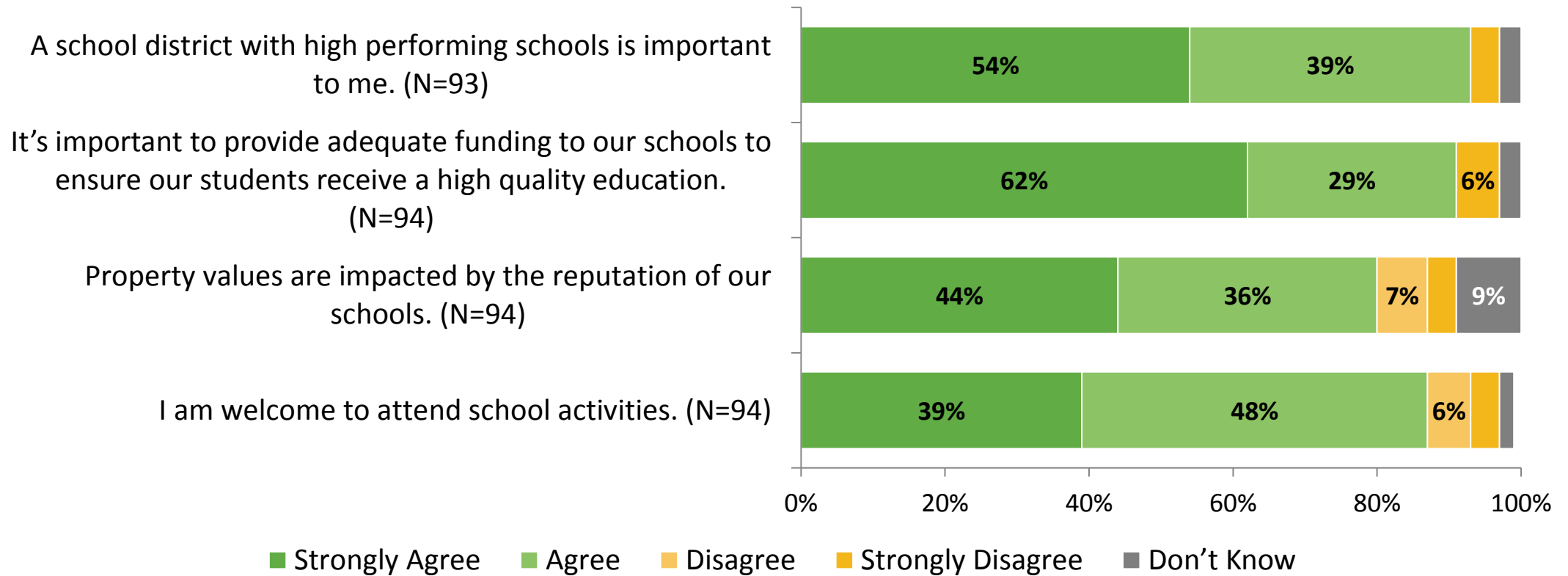
All customer service items were used to calculate an overall agreement percentage by school level.



Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*

Community Relations and School Operations

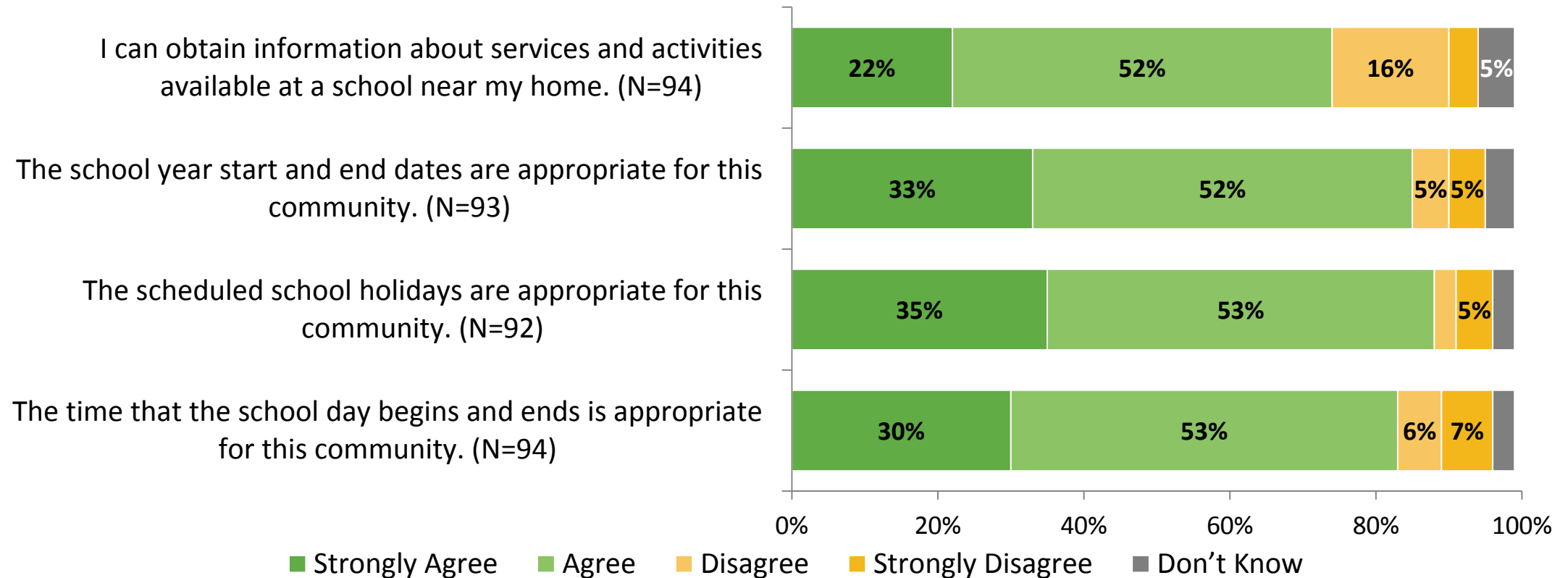
How strongly do you agree or disagree with the following statements?



Note: Only community members who are not parents of Hays CISD students answered this question.

Community Relations and School Operations (Continued)

How strongly do you agree or disagree with the following statements?



Note: Only community members who are not parents of Hays CISD students answered this question.

Key Insights from Family and Community Survey

- More than 2,500 family and community members participated in the 2016 Family and Community Survey – 373 responses (17%) more than the 2014 survey.
- Three out of 4 participants responded favorably to the six Hays CISD Core Beliefs.
- 77 percent of parents/guardians of Hays CISD students gave their child’s school an A or B. Overall, 72% of graded the quality of Hays CISD with an A or B.
- 32 percent of parents and guardians do not agree that teachers give them useful information about how to help their child do well in school.
- Overall, parents and guardians rated the quality of education for elementary schools more favorably than middle and high school – 81% favorable for elementary schools, 69% for middle schools and 59% for high schools
- 93 percent of parent and guardian participants are very interested in learning more about their child’s academic progress in school and graduation.
- Overall, positive perceptions about school management and customer service have improved since 2014.

Employee Survey of Satisfaction, Climate, and Engagement

Details of the Employee Survey of Satisfaction, Climate, and Engagement

The Employee Survey was open March 21 to April 8. K12 *Insight* emailed individual invitations with survey links to employees. The number of responses by school building was monitored to promote participation. In addition, K12 *Insight* sent five separate reminders on March 28 and 30 and April 4, 7, and 8 to those who had not yet taken the survey.

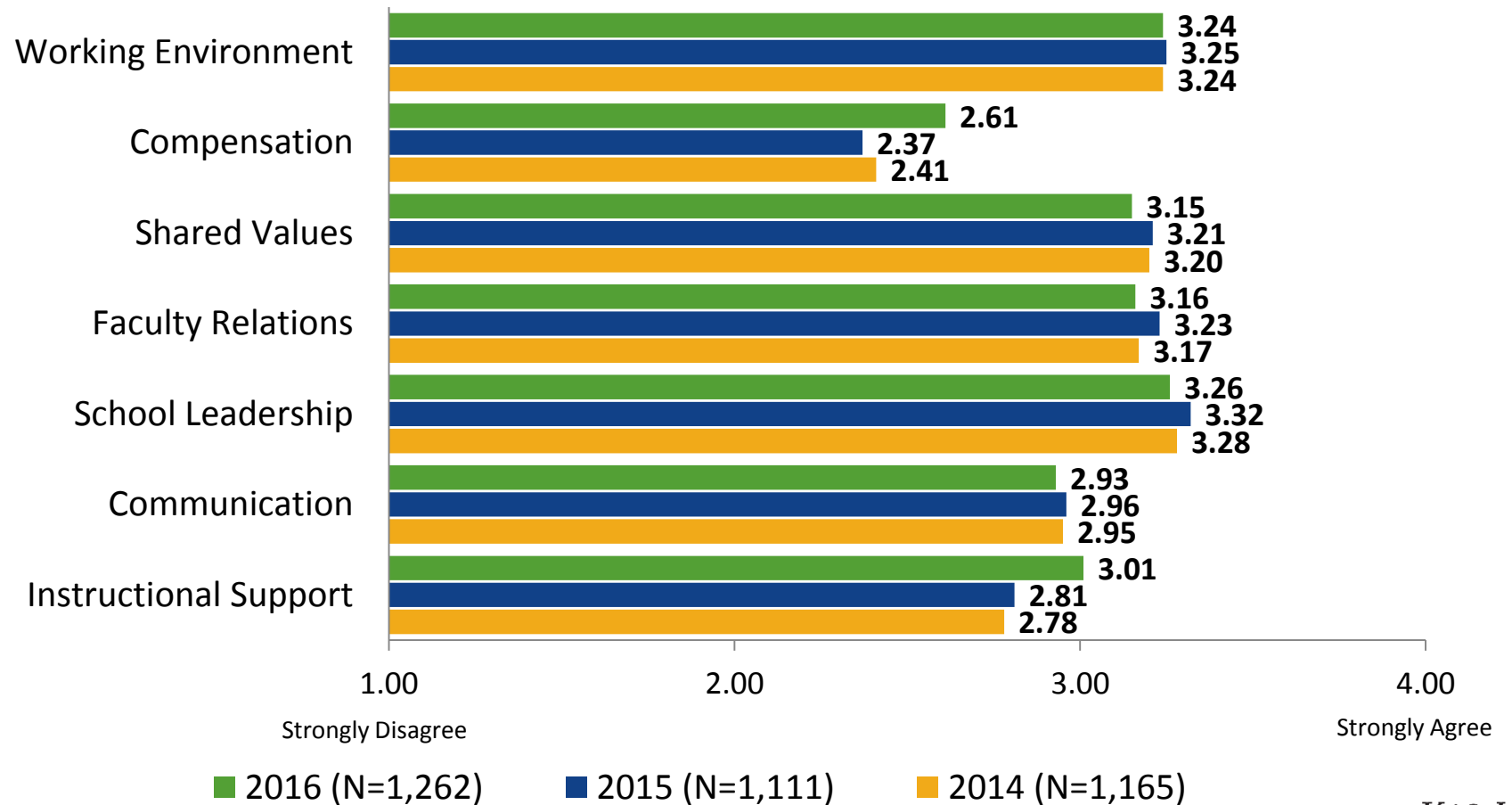
Results do not reflect random sampling; therefore, they should not be generalized to all employees at Hays CISD. Rather, results reflect only the perceptions and opinions of survey participants.

Year	Responding Group	Number of Responses (N)	Max Possible Responses (Nmax)	Response Rate (%)
2016	Employees	1,405	2,477	57%
2015	Employees	1,323	2,208	60%
2014	Employees	1,360	2,386	57%

Employee Engagement

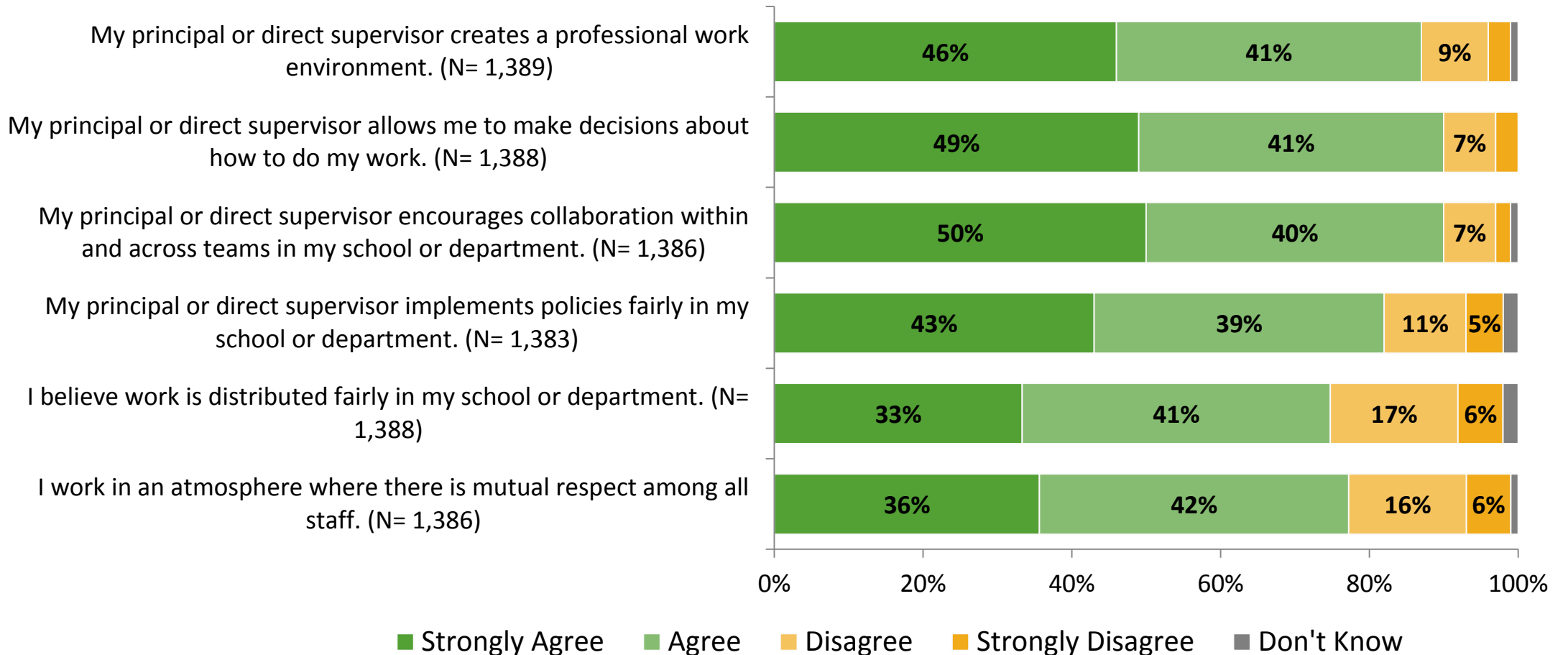
Components of Employee Engagement

The component weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree using 2 points, and Strongly Disagree receiving 1 point.



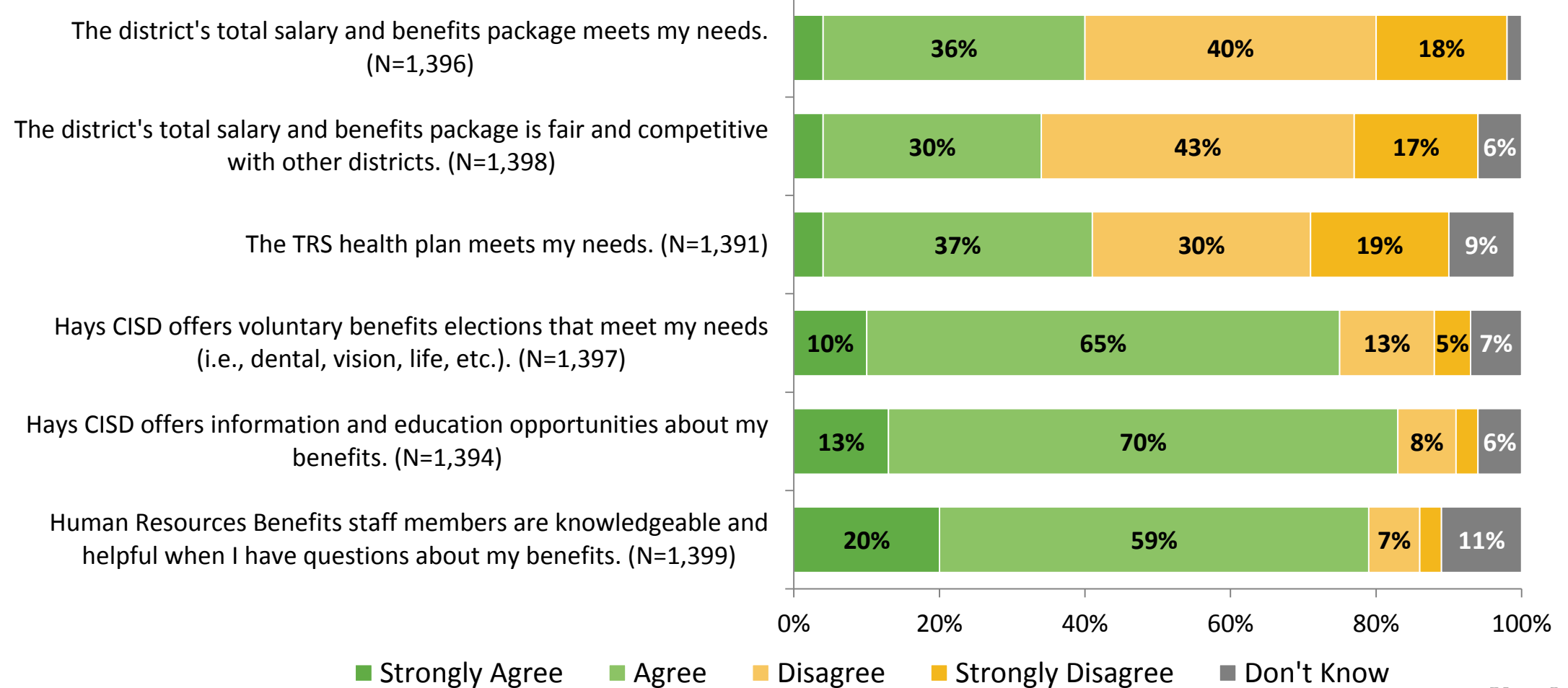
Working Environment

How strongly do you agree or disagree with the following statements?



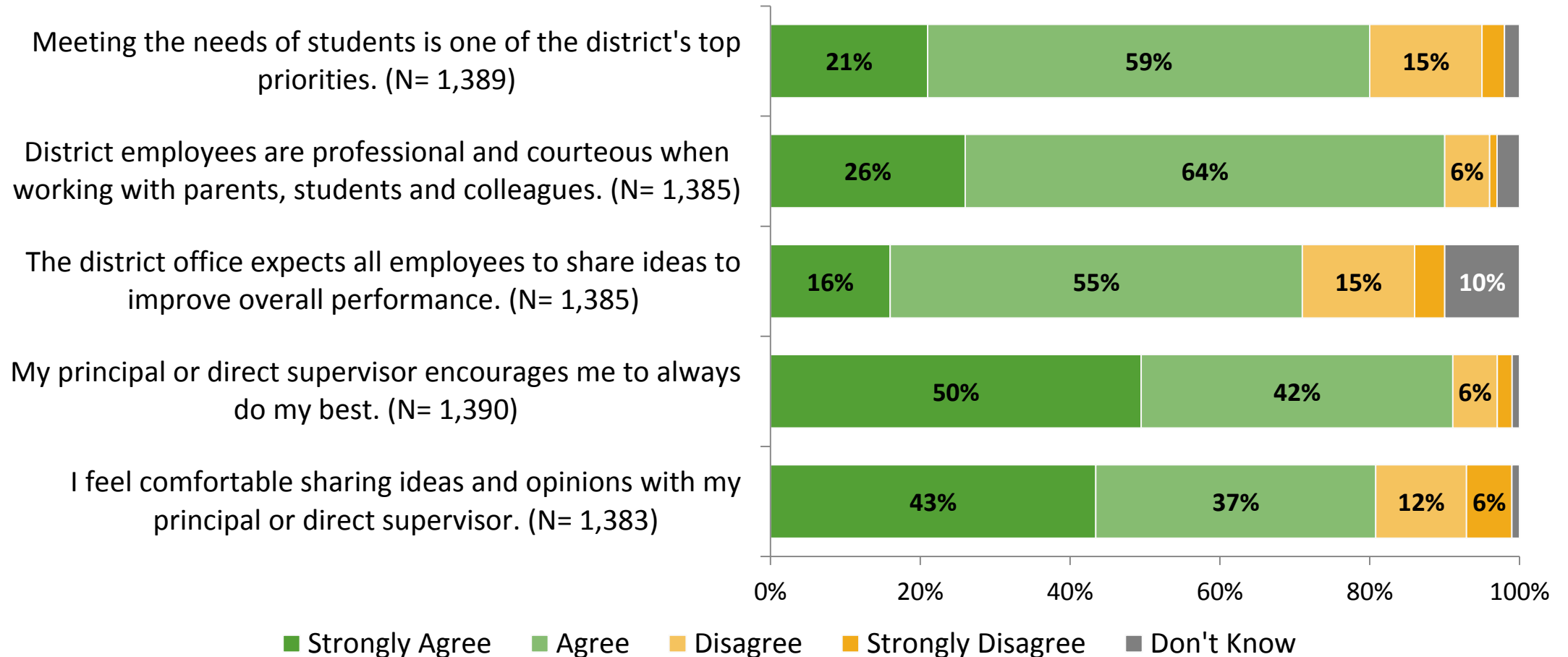
Compensation

How strongly do you agree or disagree with the following statements?



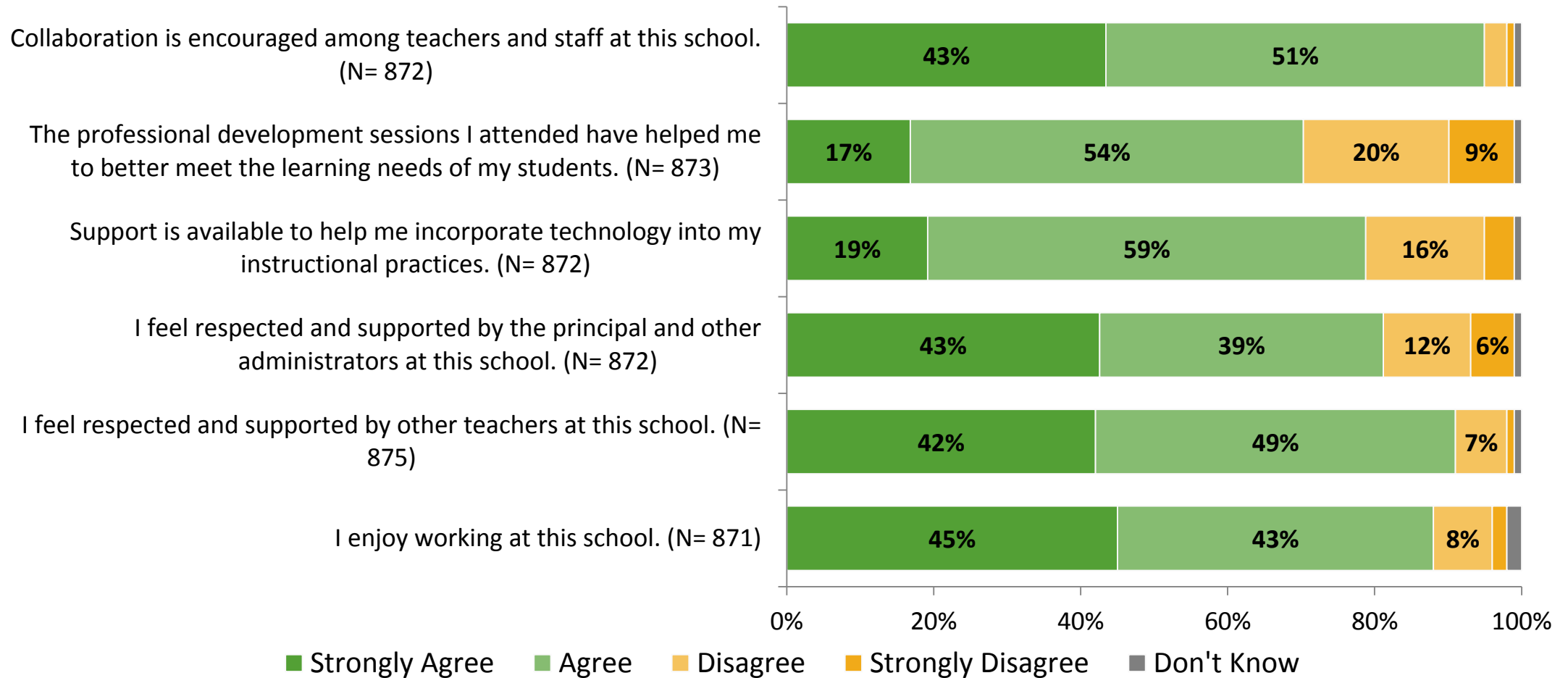
Shared Values

How strongly do you agree or disagree with the following statements?



Faculty Relations and Support – Teachers and Instructional Aides

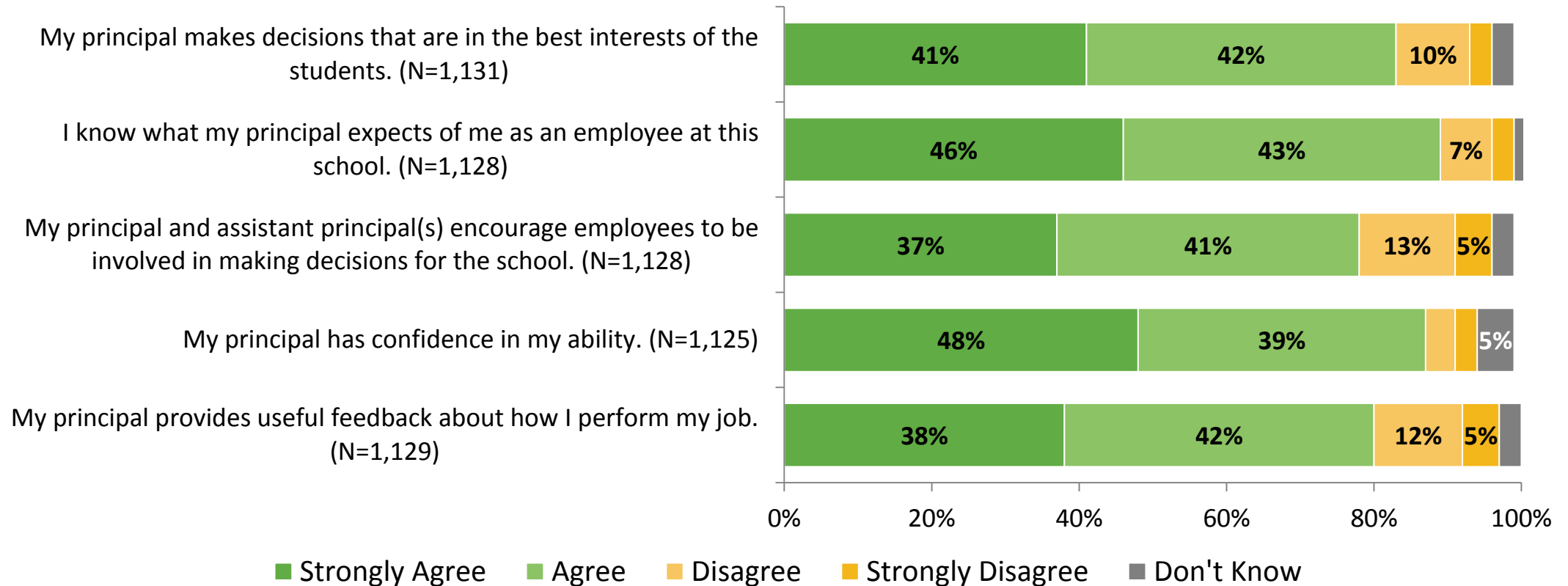
How strongly do you agree or disagree with the following statements?



Note: Only Teachers and Instructional Aides answered this question.

School Leadership – Teachers and Instructional Aides, Paraprofessionals and Non-instructional School Professionals

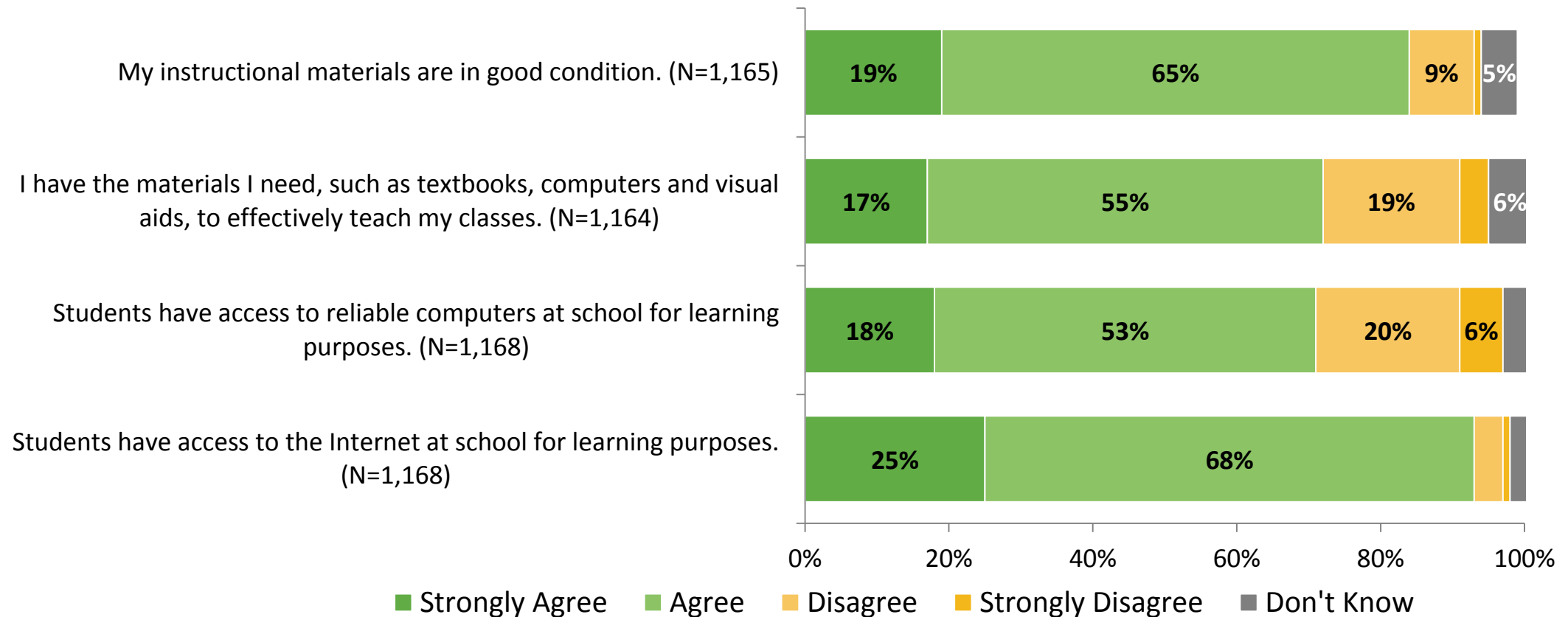
How strongly do you agree or disagree with the following statements?



Note: Only Teachers, Paraprofessionals, Instructional Aides, and Non-Instructional Campus Professionals answered this question.

Instructional Support – Teachers and Instructional Aides, Paraprofessionals and Non-Instructional School Professionals

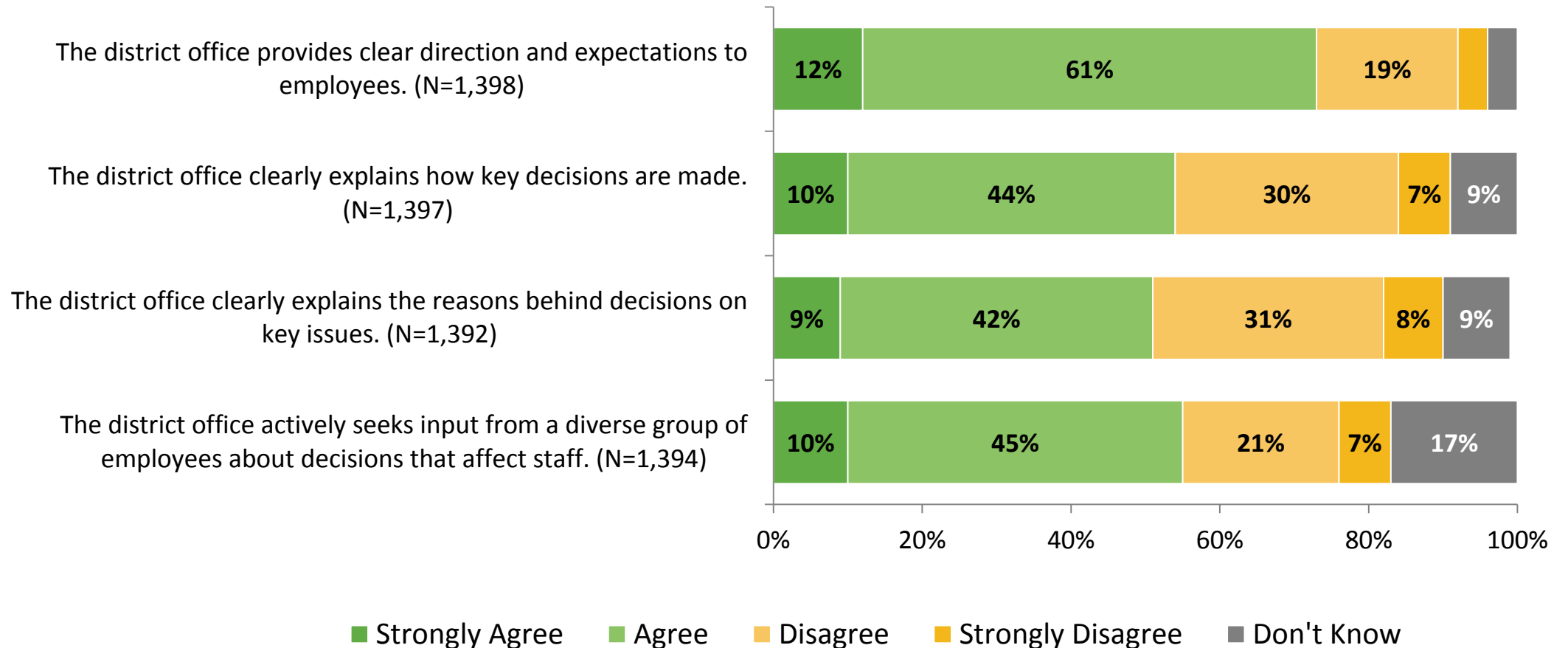
How strongly do you agree or disagree with the following statements?



Note: Only Teachers, Paraprofessionals, Instructional Aides, and Non-Instructional Campus Professionals answered this question.

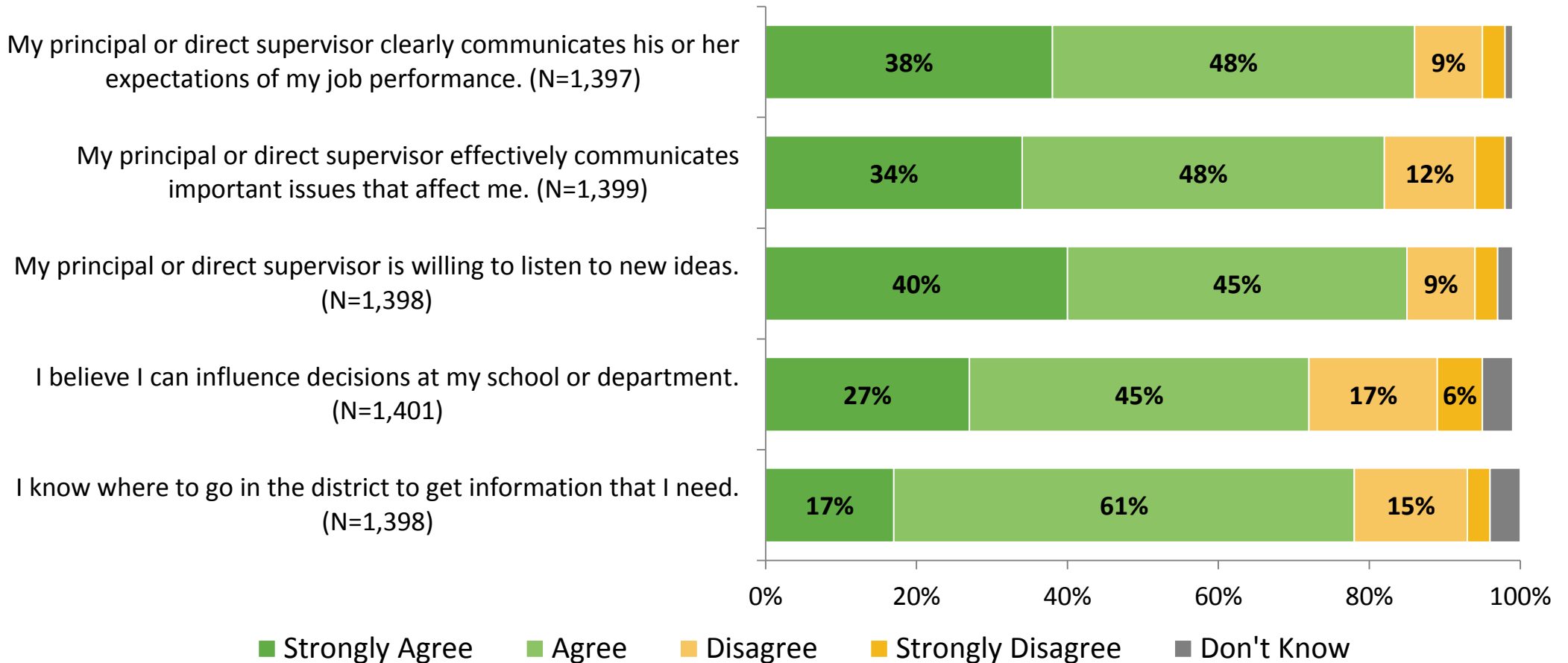
Organizational Decision-Making

How strongly do you agree or disagree with the following statements?



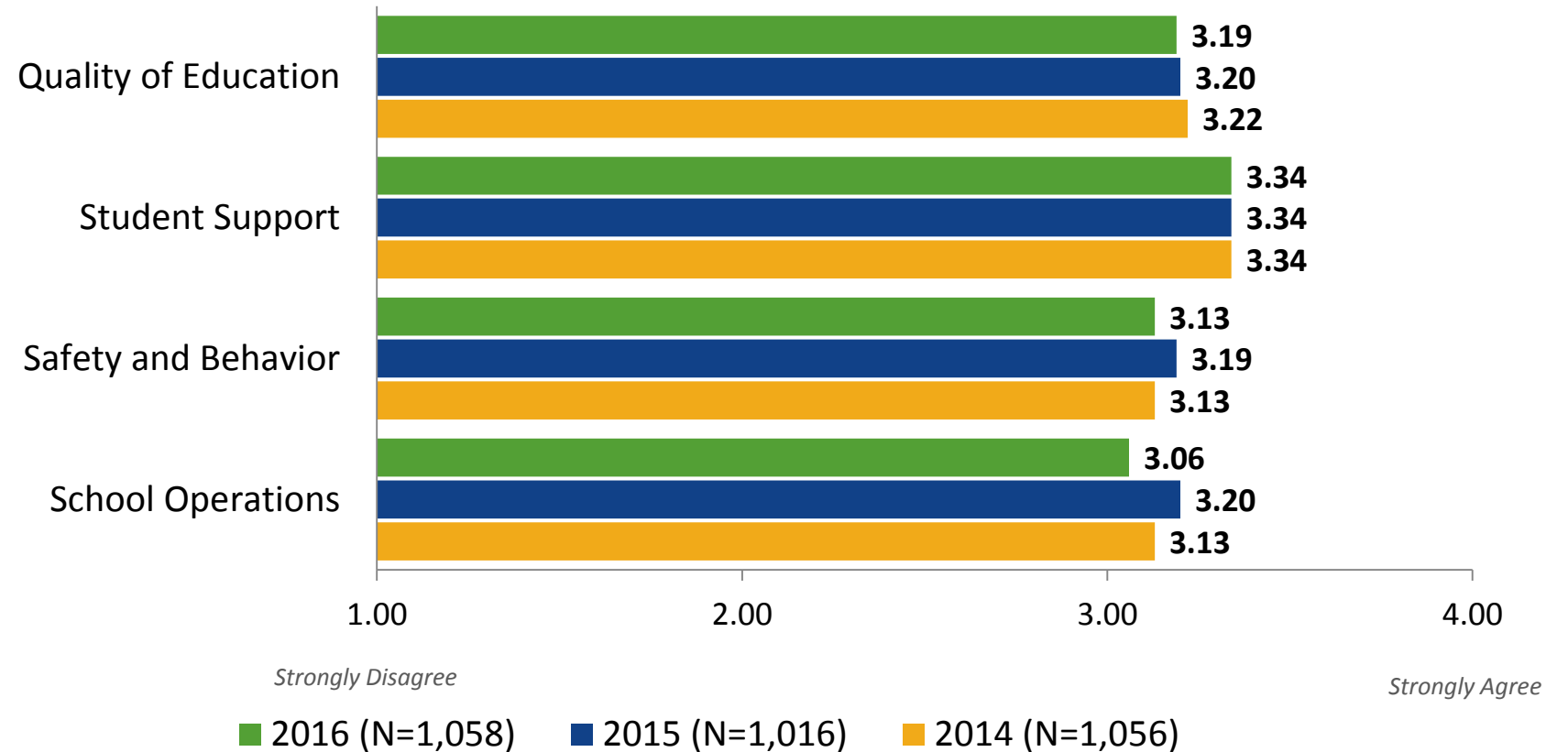
Organizational Decision-Making - Continued

How strongly do you agree or disagree with the following statements?



School Climate

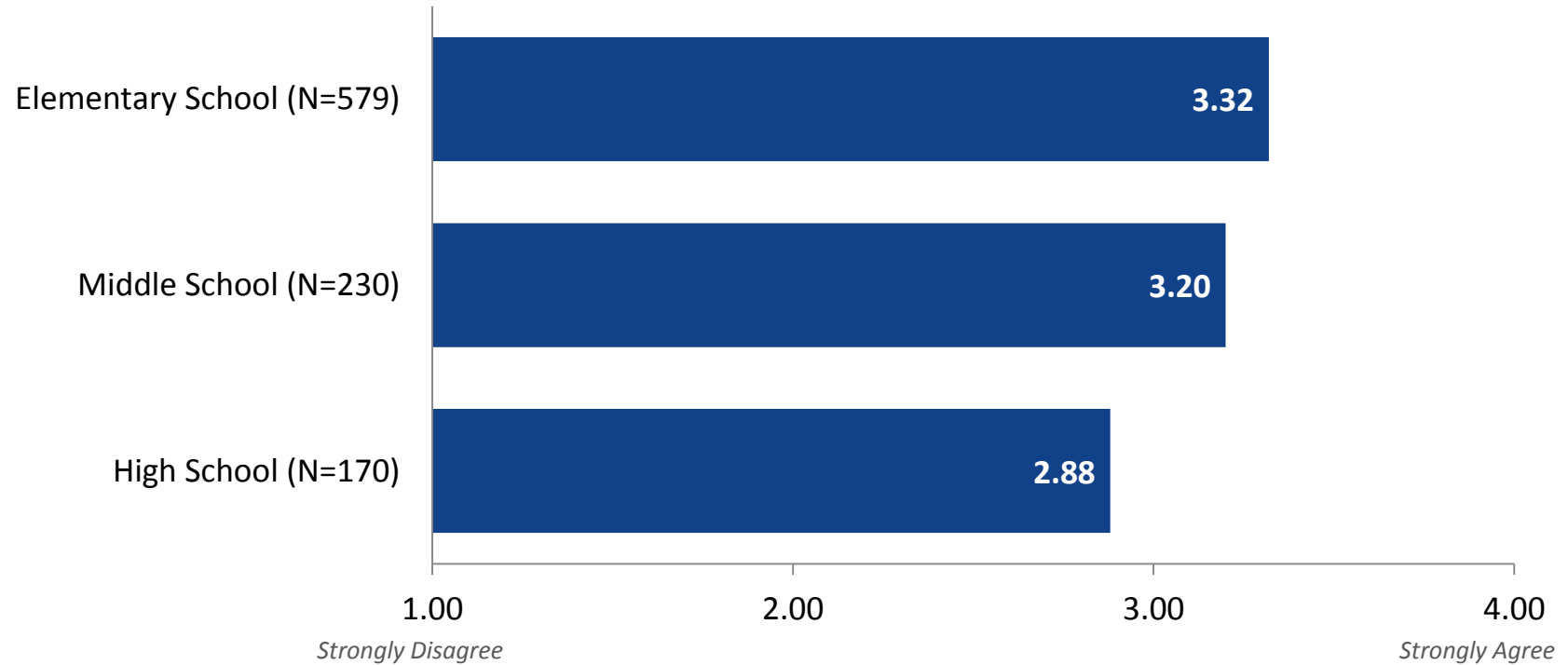
Components of School Climate



Note: These are the weighted scores for each dimension listed. The count of responses is an average of responses for all items within each school climate component.

Quality of Education by School Level – Instructional Staff

All quality of education items were used to calculate an overall weighted score by school level.



Educational Programs and Services (HB 5)

	2016 (N=885)	2015 (N=1,298)	2014 (N=896)	Percentage Point Difference
Percentage Excellent or Good				
Art and Music Education Programs (HB 5)	86%	86%	87%	-1
Health Services (School Nurse) (HB 5)	86%	84%	86%	0
Physical Education Program/Gym Class (HB 5)	82%	82%	80%	+2
Co-curricular/Extracurricular Activities (Sports, Academic Clubs, Student Performances, etc.)	81%	82%	80%	+1
Career and Technical Education (HB 5)	78%	78%	73%	+5
Advanced Academic Programs (Honors, AP, or Dual Enrollment)	74%	71%	73%	+1
English Language Development for English Learners (Programs designed specifically for limited-English speaking students)	73%	68%	67%	+6
Guidance Counseling Services (HB 5)	73%	71%	68%	+5
Special Education Services	73%	73%	75%	-2

Answer Options: Excellent, Good, Fair, Poor, Not Applicable

Note: Not Applicable responses have been excluded from calculations.

Educational Programs and Services (HB 5) (Continued)

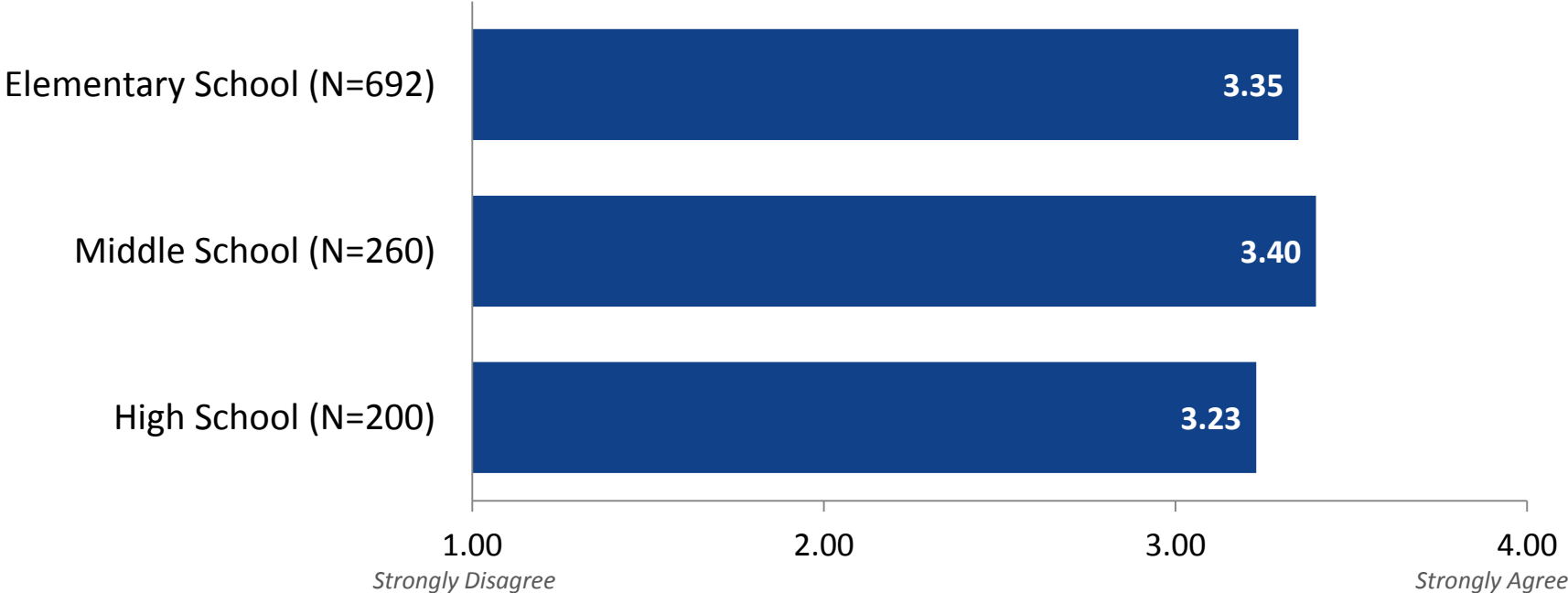
	2016 (N=885)	2015 (N=1,298)	2014 (N=896)	Percentage Point Difference
	Percentage Excellent or Good			
Student Engagement (HB 5)	73%	72%	72%	+1
Second Language Programs (HB 5)	71%	68%	69%	+2
Digital Learning Environment (HB 5)	71%	61%	59%	+12
College and Career Readiness (HB 5)	70%	71%	69%	+1
Adult Education Programs (Help adults learn new skills or complete a Graduate Equivalency Diploma)	64%	62%	61%	+3
Dropout Prevention Strategies (HB 5)	63%	63%	62%	+1
Parent and Community Involvement (HB 5)	58%	59%	60%	-2
Gifted and Talented Program (HB 5)	54%	50%	67%	-13

Answer Options: Excellent, Good, Fair, Poor, Not Applicable

Note: Not Applicable responses have been excluded from calculations.

Student Support by School Level

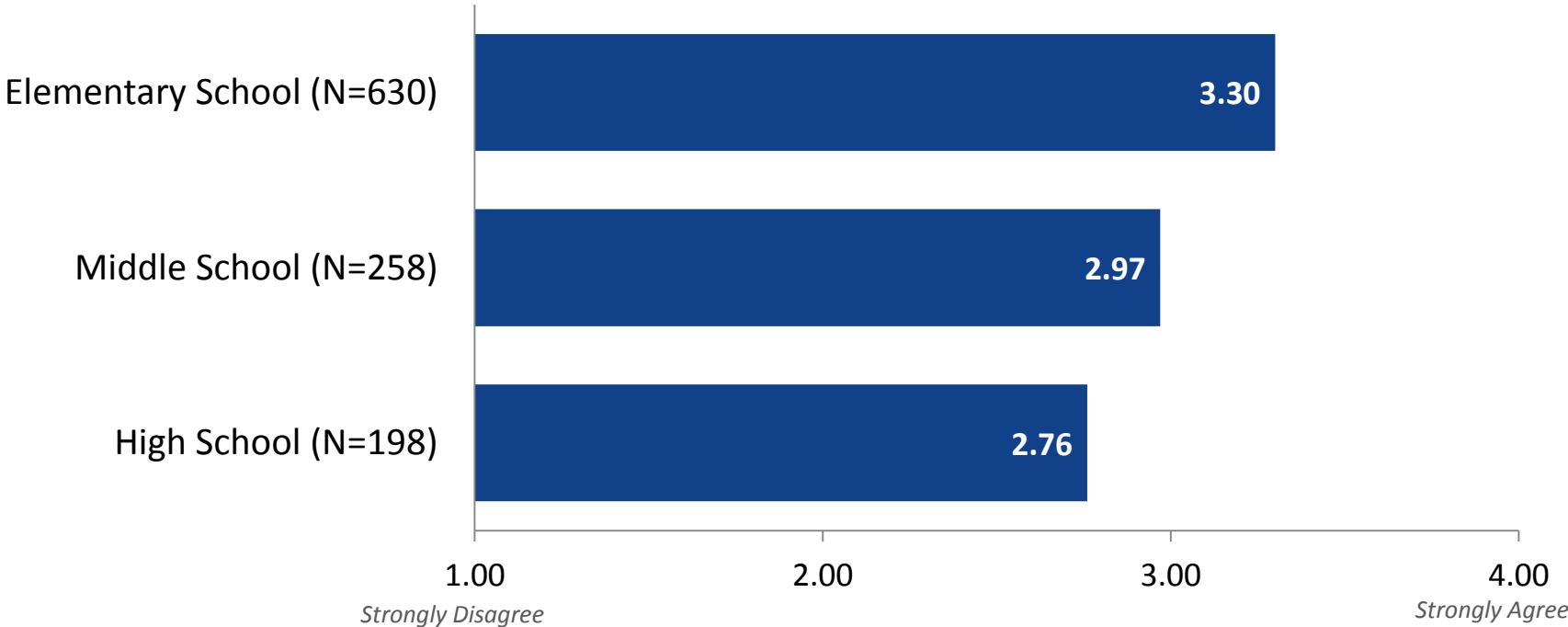
All student support items were used to calculate an overall weighted score by school level.



Note: Only Teachers, Paraprofessionals, Instructional Aides, Non-Instructional Campus Professionals, and Campus Administrators answered this question.

Safety and Behavior by School Level

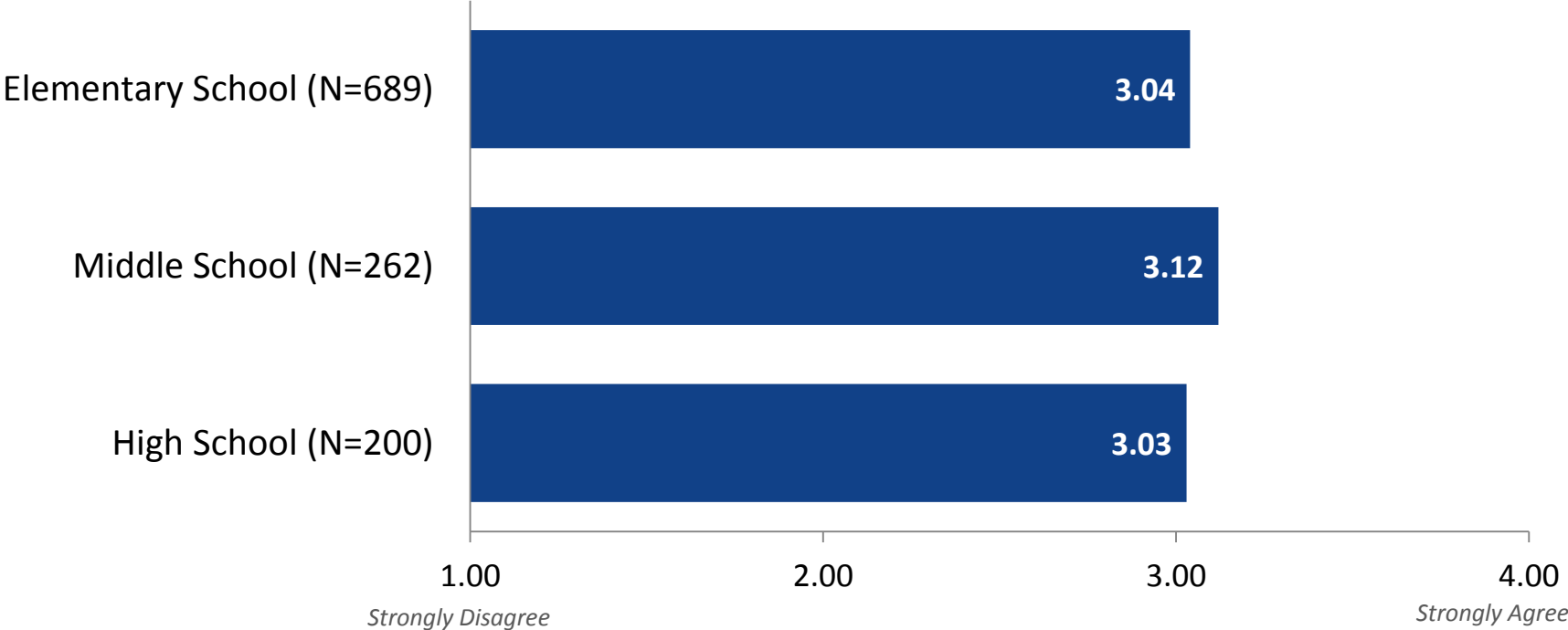
All safety and behavior items were used to calculate an overall weighted score by school level.



Note: Only Teachers, Paraprofessionals, Instructional Aides, Non-Instructional Campus Professionals, and Campus Administrators answered this question.

School Operations by School Level

All school operations items were used to calculate an overall weighted score by school level.

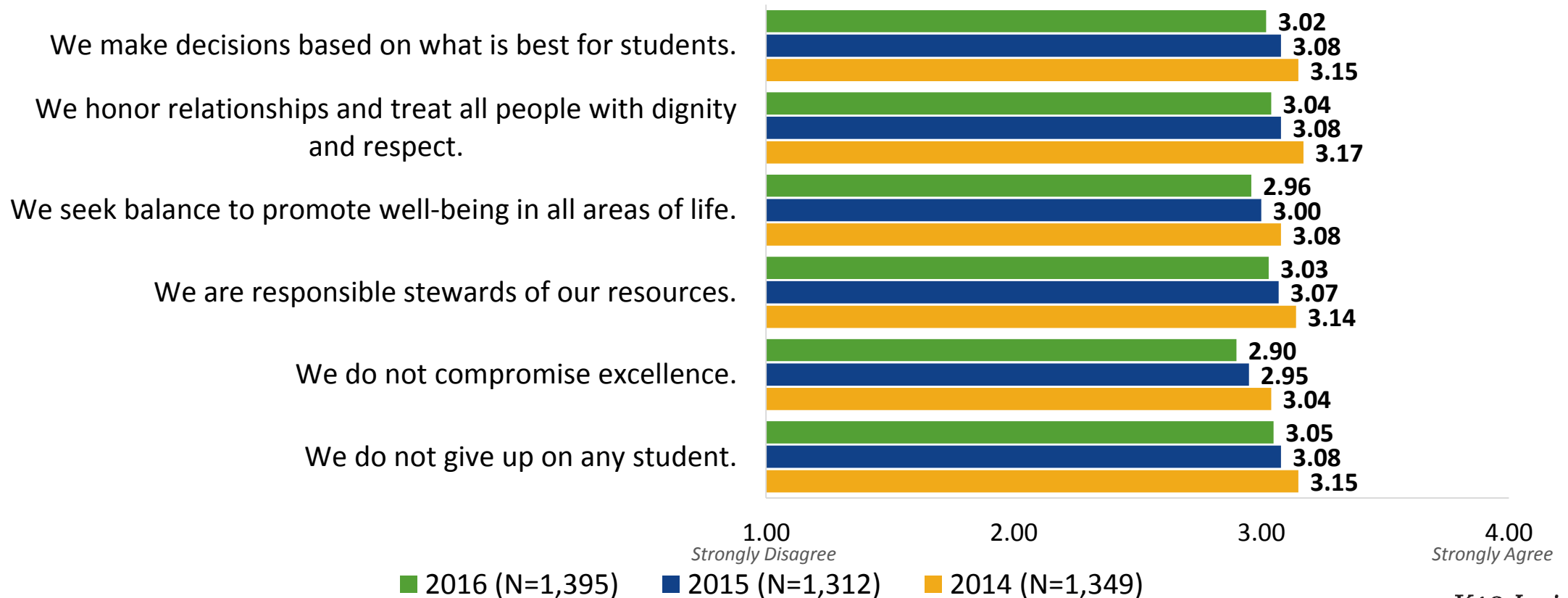


Note: Only Teachers, Paraprofessionals, Instructional Aides, Non-Instructional Campus Professionals, and Campus Administrators answered this question.

Hays CISD Core Beliefs and Satisfaction

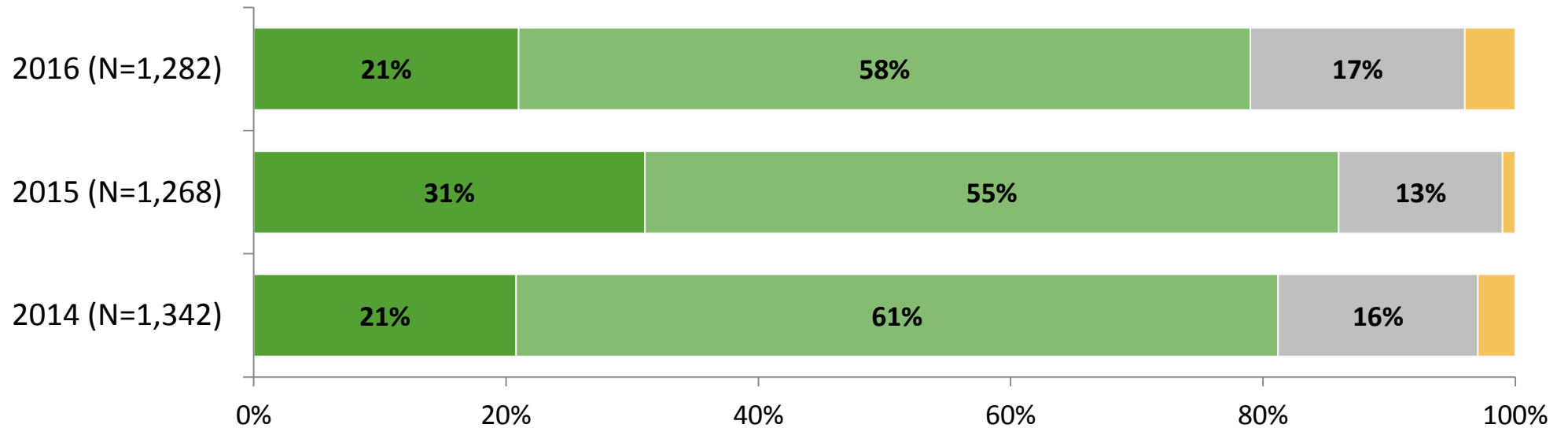
Hays CISD Core Beliefs

After an intensive outreach effort that included the voices of more than 200 community members, Hays CISD developed six core beliefs. As part of our ongoing implementation of our strategic plan, we ask that you please read the statements below and rate our success in meeting these core beliefs. How strongly do you agree or disagree with the following statements?



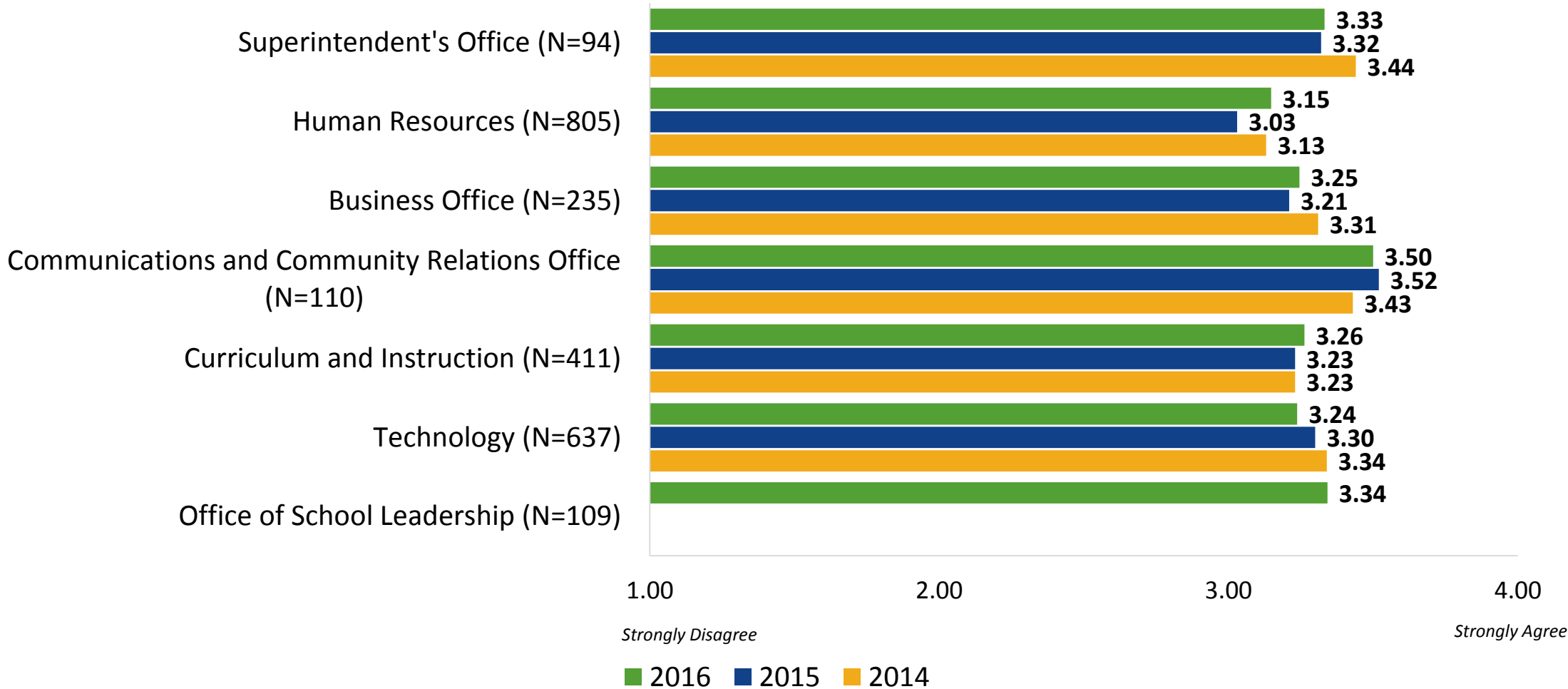
Overall Satisfaction

Overall, how do you feel as an employee in a public school system?



- I always feel good about my job in public education.
- I often feel good, although some days are difficult.
- I sometimes feel good about my job in public education.
- I seldom feel good about my job in public education.
- I never feel good about my job in public education.

Satisfaction with District Offices



Note: N counts reflect responses for the 2016 survey.

Key Insights from Employee Survey

- More than 1,400 employees participated in the 2016 survey – 45 (3%) more participants than the 2014 survey.
- The majority of components that influence employee engagement remained stable since 2014 with the exception of Instructional Support and Compensation – both of which increased significantly. Items related to benefits and support about benefits have very favorable responses.
- School leadership statements had strong positive responses ranging from 78 to 89 percent.
- Perceptions related district decisions and reasons behind decisions were less favorable than those at the school level.
- Employee perceptions of the quality of education at the high school level is less favorable than that for elementary and middle school levels.
- 41 percent of employee survey participants believe students threaten and bully each other at their school.
- Overall, employee satisfaction with all district offices is favorable and remains relatively stable since 2014. The Human Resource Office had the largest increase over last year's results. The Communication and Community Relations Office had the highest level of satisfaction in the 2016 survey.

Recommendations

- Incorporate targeted action plans to increase cognitive engagement for grades 9 and 10. Take a closer look at the transition between grades 6-8 and grades 9-10 to diagnose the drop in students' cognitive engagement. Continue to study student engagement in 2016-2017 to compare trends and eventually benchmarking data. To increase participation, consider giving students an opportunity to take the survey during the school day.
- It is recommended that the employee survey be divided into two distinct surveys – school climate and employee engagement. The current employee satisfaction survey could focus solely on employee engagement, and the current family and community satisfaction survey could focus solely on district-level issues.
- Consider administering a school climate study to students, parents and school-based staff in 2016-2017 to triangulate perceptions and identify gaps.
- Discuss how the district and school leaders can offer more opportunities for employees to share ideas with one another and be more involved in shared decision-making at the school or department in order to increase employee engagement.
- Further investigate the strong relationships between employees and their principal or direct supervisor in order to understand what the best leaders are doing well and how to replicate their successes across all schools and departments.



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