Summary Report of SCoPE Survey Results

WORCESTER COUNTY PUBLIC SCHOOLS

COMMUNITY SURVEY
Total Survey Participants:

43

Survey Administration Dates:
Opened: 04/02/2018 Closed: 07/02/2018
School Communications Performance Evaluation
Community Survey - Summary Report

This report comprises a condensed summary of the responses to your district's SCOPE COMMUNITY 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.

COMMUNICATION FROM THE DISTRICT

This section focuses on how community members receive and prefer to receive information from the district.

Please rank how much you currently rely on the following school district communications:

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

![Average Rating Chart]

- Printed newsletter and/or other notices: 2.1
- E-newsletter: 2.0
- Local news and media: 3.1
- Social media (Facebook, Twitter, YouTube, etc.): 3.2
- District website: 3.0
- Mobile app: 2.0
- School calendar: 3.4
- Board of education meetings: 1.7
- District and school meetings: 1.9
- Automated phone calls: 2.1
- Automated email: 2.1
- Automated text messages: 2.5
- Family member who is currently a student in the district: 3.4
- Family member/friend who currently works for the district: 2.6
- Word of mouth: 2.8
- Digital/other signs on school district property: 2.6

Average Rating
Please rank your top three preferences among the following school district communications:
First Preference – Second Preference – Third Preference

**PERCENTAGE RANKING**
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
- Deploying Multiple and Varied Communication Strategies Including Accommodations for Diversity
- Effectively Managing Communications through the News Media
- Effectively Engaging Target Audiences through Social Media
- 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

<table>
<thead>
<tr>
<th>Satisfaction with.....</th>
<th>Average Rating</th>
<th>% 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication about district goals, plans, and related issues</td>
<td>3.4</td>
<td>42%</td>
</tr>
<tr>
<td>Communication about district finances, budget/bond referendums and related issues</td>
<td>3.0</td>
<td>35%</td>
</tr>
<tr>
<td>Communication about district facilities and related issues</td>
<td>3.2</td>
<td>40%</td>
</tr>
<tr>
<td>Communication about academic programs and district performance</td>
<td>3.4</td>
<td>40%</td>
</tr>
<tr>
<td>Communication about student achievements and preparing students for success upon graduation</td>
<td>3.4</td>
<td>40%</td>
</tr>
<tr>
<td>Communication about extra and co-curricular offerings (clubs, sports, etc.) and accomplishments</td>
<td>3.5</td>
<td>51%</td>
</tr>
<tr>
<td>Communication about school and district events and programs</td>
<td>3.5</td>
<td>47%</td>
</tr>
<tr>
<td>Communication about school safety</td>
<td>3.2</td>
<td>47%</td>
</tr>
<tr>
<td>Communication during a crisis/serious incident</td>
<td>3.2</td>
<td>37%</td>
</tr>
</tbody>
</table>

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
- Engaging the Community on Safety and Crisis Communication
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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Rating</th>
<th>% 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel school communication meets my individual needs and preferences for receiving information.</td>
<td>3.6</td>
<td>51%</td>
</tr>
<tr>
<td>I have sufficient opportunities to provide input and voice my opinion.</td>
<td>3.3</td>
<td>44%</td>
</tr>
<tr>
<td>I feel my input and opinion are welcome and valued.</td>
<td>3.3</td>
<td>40%</td>
</tr>
<tr>
<td>I have sufficient opportunity to become involved in school and district opportunities such as committees, task forces, events, etc.</td>
<td>3.4</td>
<td>44%</td>
</tr>
<tr>
<td>I feel my involvement in district and school opportunities is welcome and valued.</td>
<td>3.5</td>
<td>51%</td>
</tr>
<tr>
<td>I am aware of where and how I can direct a question, complaint or concern.</td>
<td>3.4</td>
<td>49%</td>
</tr>
<tr>
<td>When I have had a question, complaint or concern, it was answered to my satisfaction.</td>
<td>3.3</td>
<td>40%</td>
</tr>
</tbody>
</table>

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
- Communication Effectiveness Embedded Across District and Building Operations
- Deploying Multiple and Varied Communication Strategies Including Accommodations for Diversity
- Supporting Constituent Involvement/Engagement through Communication

Critical Function Area: Internal Communications

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

- Customer Service

OVERALL EFFECTIVENESS OF COMMUNICATION

This section focuses on the overall effectiveness of school 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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Rating</th>
<th>% 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is easy for me to recognize communications from the school/district when I receive them.</td>
<td>4.1</td>
<td>79%</td>
</tr>
<tr>
<td>I am able to understand the communication I receive from the school district.</td>
<td>4.0</td>
<td>72%</td>
</tr>
<tr>
<td>I perceive communication from the school district to be accurate.</td>
<td>4.0</td>
<td>72%</td>
</tr>
<tr>
<td>I consider the communication from the school district to be timely.</td>
<td>3.5</td>
<td>56%</td>
</tr>
<tr>
<td>I perceive communication from the school district to be open and transparent.</td>
<td>3.6</td>
<td>56%</td>
</tr>
<tr>
<td>Based on the school district’s communication, I perceive the district to be trustworthy.</td>
<td>3.8</td>
<td>65%</td>
</tr>
<tr>
<td>The quality and reputation of the school district was a significant factor in my decision to move/live here.</td>
<td>3.6</td>
<td>60%</td>
</tr>
</tbody>
</table>
NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program
While many 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: Marketing/Branding Your Schools
While all of the program components in this critical function area support recognition and reputation, 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
- Fostering Brand Ownership and Loyalty Among Staff and District Leadership in their Roles as Ambassadors

Please give an overall rating for the following:

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

Overall satisfaction with communication from school/district: 3.8
Overall rating for my perception of the school district based on the communication I receive: 3.8

Overall satisfaction with communication from school/district: 70%
Overall rating for my perception of the school district based on the communication I receive: 63%
DEMographics

This section focuses on the demographics of the community members responding to the survey.

Please indicate which of the following apply to you. (**Numbers will not add up to 100% as participants invited to check all that apply.)

Please indicate how long you have resided in the school district:

- Less than two years: 44%
- Three to five years: 12%
- Six to 15 years: 16%
- More than 16 years: 23%

Please tell us your age:

- Up to age 18: 23%
- 19-21: 12%
- 22-30: 16%
- 31-40: 9%
- 41-50: 12%
- 51-60: 19%
- 61-70: 12%
- Over 71: 2%