

**Monona Grove School District  
Survey Report**

**Summary Report**

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# Overview

The Continuous Improvement Survey was conducted for the Monona Grove School District during the months of March and April, 2007 by School Perceptions L.L.C. School Perceptions has worked with hundreds of school districts throughout the country and is regarded as one of the nation's leading experts on gathering and analyzing public perceptions regarding schools.

## Survey Methodology

The survey was administrated and results are presented using School Perceptions' proprietary software.

School Perceptions issued each potential respondent a unique 16-digit alphanumeric survey identification number. This insured that every potential respondent had the opportunity to take the survey once but that no respondent took the survey multiple times. Respondents without access to the Internet and those who were uncomfortable taking the survey online were given the opportunity to take a paper version of the survey.

## Sample Size

When looking at a group of survey respondents, a number of characteristics need to be analyzed. The first is the size of the sample.

The size of the respondent group in this data set is very adequate. Over 2,600 people responded to the survey including over 500 parents and 1,700 students.

This high number of respondents allows for segmenting the data to analyze sub-groups with an acceptable level of accuracy. Furthermore, the unique 16-digit user identification system used by School Perceptions to protect the integrity of the data assures that the data set remains secure.

## **Overall**

The survey results will provide the Monona Grove School District with good data from which to begin analyzing alternatives and setting priorities for future planning. It is important to note that as with any data, this survey tool should be one of many factors influencing the direction the school board and administration chooses to take.

# Demographic Summary

## Parent Demographics

<b>Gender:</b>	<u>count</u>	<u>percentage</u>
Female	444	83.45
Male	77	14.47
no response	11	2.06

<b>Education to date:</b>	<u>count</u>	<u>percentage</u>
Grade school	19	3.57
Some high school	8	1.5
High school graduate	33	6.2
Some college	152	28.57
Bachelor's degree	196	36.84
Master's degree	92	17.29
Ph.D.	22	4.13
no response	10	1.87

<b>Number of years your eldest child has been in this school district:</b>	<u>count</u>	<u>percentage</u>
less than one	55	10.33
1-5	143	26.87
5-10	182	34.21
10-15	130	24.43
15 or more	16	3.0
not sure	3	0.56
no response	3	0.56

<b>Marital status:</b>	<u>count</u>	<u>percentage</u>
Divorced	54	10.15
Married/re-married	445	83.64
Single-never married	10	1.87
Widowed	9	1.69
No response	14	2.63

### Parent Demographics continued

<b>Ethnicity:</b>	<u>count</u>	<u>percentage</u>
American Indian	7	1.31
Asian	4	0.75
Black	4	0.75
Latino	6	1.12
Middle Eastern	0	0.0
White	486	91.35
Other	9	1.69
no response	16	3.0

<b>Is English the primary language in your home:</b>	<u>count</u>	<u>percentage</u>
Yes	521	97.93
No	7	1.31
no response	4	0.75

<b>Do you have a household income at or below \$21,500:</b>	<u>count</u>	<u>percentage</u>
Yes	27	5.07
No	494	92.85
no response	11	2.06

<b>Are you the parent of a child in a special education program:</b>	<u>count</u>	<u>percentage</u>
Yes	52	9.77
No	474	89.09
no response	6	1.12

### Student Demographics

<b>Gender:</b>	<u>count</u>	<u>percentage</u>
Female	873	48.9
Male	864	48.4
no response	48	2.68

<b>Grade level:</b>	<u>count</u>	<u>percentage</u>
4th grade	192	10.75
5th grade	183	10.25
6th grade	194	10.86
7th grade	180	10.08
8th grade	217	12.15
9th grade	191	10.7
10th grade	207	11.59
11th grade	211	11.82
12th grade	195	10.92
no response	15	0.84

<b>Age:</b>	<u>count</u>	<u>percentage</u>
8	49	2.74
9	90	5.04
10	169	9.46
11	179	10.02
12	172	9.63
13	191	10.7
14	194	10.86
15	181	10.14
16	212	11.87
17	209	11.7
18	116	6.49
19	7	0.39
20	4	0.22
no response	12	0.67

### Student Demographics continued

<b>What have your recent report cards been like:</b>	<u>count</u>	<u>percentage</u>
mostly A's & B's	1081	60.56
mostly B's & C's	461	25.82
mostly C's & D's	110	6.16
mostly D's & F's	41	2.29
no response	92	5.15

<b>Number of years you have been in this school district:</b>	<u>count</u>	<u>percentage</u>
less than one	137	7.67
1-5	470	26.33
5-10	687	38.48
10-15	351	19.66
15 or more	74	4.14
not sure	48	2.68
no response	18	1.0

<b>Personality:</b>	<u>count</u>	<u>percentage</u>
outgoing	947	53.05
quiet	184	10.3
middle of the road	556	31.14
no response	98	5.49

<b>Do you attend an offsite alternative program?</b>	<u>count</u>	<u>percentage</u>
Yes	206	14.76
No	1189	85.23

<b>Do you participate in extra-curricular activities:</b>	<u>count</u>	<u>percentage</u>
Yes	1379	77.25
No	330	18.48
no response	76	4.25

### Student Demographics continued

<b>Hours worked per week:</b>	<u>count</u>	<u>percentage</u>
too young	833	46.66
parents don't allow	63	3.52
0-10 hours	414	23.19
10-20 hours	202	11.31
20+ hours	70	3.92
no response	203	11.37

<b>Parents marital status:</b>	<u>count</u>	<u>percentage</u>
divorced	427	23.92
married/re-married	1144	64.08
single-never married	66	3.69
widowed	32	1.79
no response	116	6.49

<b>How much time do you spend on the internet per day:</b>	<u>count</u>	<u>percentage</u>
none	174	9.74
less than 30 minutes	434	24.31
30 minutes-1 hour	529	29.63
1-2 hours	377	21.12
more than 2 hours	237	13.27
no response	34	1.9

<b>How much time do you spend watching television per day:</b>	<u>count</u>	<u>percentage</u>
none	101	5.65
less than 30 minutes	330	18.48
30 minutes-1 hour	567	31.76
1-2 hours	475	26.61
more than 2 hours	291	16.3
no response	21	1.17

### Student Demographics continued

<b>I live with my:</b>	<u>count</u>	<u>percentage</u>
Mom	322	18.03
Dad	67	3.75
Mom & Dad	1330	74.5
Neither	29	1.62
no response	37	2.07

<b>How do you get to school:</b>	<u>count</u>	<u>percentage</u>
bus	672	37.64
drive	401	22.46
friend drive	122	6.83
parent drive	404	22.63
walk/bike	153	8.57
no response	33	1.84

<b>Ethnicity:</b>	<u>count</u>	<u>percentage</u>
American Indian	49	2.74
Asian	49	2.74
Black	63	3.52
Latino	50	2.8
Middle Eastern	9	0.5
White	1455	81.51
Other	72	4.03
no response	38	2.12

<b>Is English the primary language in your home:</b>	<u>count</u>	<u>percentage</u>
Yes	1701	95.29
No	62	3.47
no response	22	1.23

### Student Demographics continued

<b>Do you receive free or reduced price lunch:</b>	<u>count</u>	<u>percentage</u>
Yes	209	11.7
No	1209	67.73
Don't know	333	18.65
no response	34	1.9

<b>Are you in a special education program:</b>	<u>count</u>	<u>percentage</u>
Yes	247	13.83
No	1474	82.57
no response	64	3.58

### Support Staff Demographics

<b>Gender:</b>	<u>count</u>	<u>percentage</u>
Female	74	82.22
Male	16	17.77
no response	0	0.0

<b>Years of experience:</b>	<u>count</u>	<u>percentage</u>
less than one	8	8.88
1-2	4	4.44
2-5	11	12.22
5-10	24	26.66
10 or more	42	46.66
no response	1	1.11

<b>Education to date:</b>	<u>count</u>	<u>percentage</u>
Grade school	1	1.11
Some high school	0	0.0
High school graduate	21	23.33
Some college	36	40.0
Bachelor's degree	27	30.0
Master's degree	3	3.33
Ph.D.	1	1.11
no response	1	1.11

<b>Ethnicity:</b>	<u>count</u>	<u>percentage</u>
American Indian	0	0.0
Asian	0	0.0
Black	2	2.22
Latino	0	0.0
Middle Eastern	0	0.0
White	84	93.33
Other	1	1.11
no response	3	3.33

### Instructional Staff Demographics

<b>Gender:</b>	<u>count</u>	<u>percentage</u>
Female	168	71.48
Male	59	25.1
no response	8	3.4

<b>Certified instructor?</b>	<u>count</u>	<u>percentage</u>
Yes	228	97.02
No	5	2.12
no response	2	0.85

<b>Years of experience:</b>	<u>count</u>	<u>percentage</u>
less than one	8	3.4
1-2	11	4.68
2-5	31	13.19
5-10	63	26.8
10 or more	118	50.21
no response	4	1.7

<b>Education to date:</b>	<u>count</u>	<u>percentage</u>
High school graduate	0	0.0
Some college	3	1.27
Bachelor's degree	104	44.25
Master's degree	125	53.19
Ph.D.	0	0.0
no response	3	1.27

<b>Ethnicity:</b>	<u>count</u>	<u>percentage</u>
American Indian	2	0.85
Asian	0	0.0
Black	0	0.0
Latino	2	0.85
Middle Eastern	1	0.42
White	221	94.04
no response	8	3.4

# Data Summary

The Comparable Data presented on the subsequent pages display data from eight high-achieving schools from various districts around the country in similar social-economic settings in addition to the average score for the schools in the Monona Grove School District.

The scores were placed in rank order for each of the 12 categories. The average score for the Monona Grove schools are highlighted in yellow.

The scores displayed are based on the School Perceptions Category Indices which range from 100 up to 900. Please note that cross-categorical comparisons are not valid as categories are comprised of different questions. Scores take into account student, staff and parent responses.

## High School Comparable Scores

	Parental Involvement	Physical Safety	Alcohol and Drugs	Instructional Practices	Technology	Emotional Safety	Student Support Services	Facility	Morale	Self Esteem	Communication	Collaboration	Motivation
1	780	757	438	770	782	831	736.5	773	824	810	748	811	742
2	736	757	391	724	770	817	734	745	781	770	732	799	702
3	733	740	389	717	756	794	733	743	777	767	700	752	698
4	715	740	380	715	752	790	729	734	769	764	693	745	674
5	705	731	376	714	742	782	727	713	739	763	685	741	671
6	685	718	363	696	733	774	719	703	729	741	671	738	668
7	681	717	329	693	729	774	710	656	726	738	659	723	665
8	676	705	301	685	707	770	706	588	723	733	659	693	659
9	664	687	254	680	645	757	692	577	714	711	652	685	658

Monona Grove High School Average in Yellow

## Analysis:

The Comparable Data presented on the previous page displays data from eight high-achieving schools from districts around the country as well as the average score for the high school in the Monona Grove district.

The scores were placed in rank order for each of the 13 categories included in the Monona Grove Middle School Survey. The average score for the Monona Grove high school is highlighted in yellow.

The scores displayed are based on the School Perceptions Category Indices could range from 100 up to 900. Please note that cross-categorical comparisons are not valid as they categories are made up of different questions. Scores are calculated based on responses from: students (30%), parents (30%), instructional staff (30%) and support staff (10%).

As you can see from the data above, the high school in the Monona Grove district scored very well in many categories. The High School was ranked first or second compared to the eight other schools in eight of thirteen categories including:

- Parental Involvement
- Physical Safety
- Instructional Practices
- Technology
- Emotional Safety
- Facility
- Communication
- Collaboration

The High School Average was ranked third in the categories of Alcohol and Drugs, Morale, and Self-Esteem.

The two categories where the Monona Grove High School average was significantly lower than many of the comparable schools were Support Services and Motivation.

### Middle School Comparable Scores

	Parental Involvement	Physical Safety	Alcohol and Drugs	Instructional Practices	Technology	Emotional Safety	Student Support Services	Facility	Morale	Self Esteem	Communication	Collaboration	Motivation
1	800	799	840	797	810	840	759	792	841	831	779	827	770
2	791	767	801	784	800	833	758	778	830	814	754	824	748
3	791	752	797	771	791	814	746	738	813	799	747	814	733
4	790	747	736	766	753	813	742	696	807	798	733	784	732
5	774	746	698	750	717	813	725	680	785	785	732	779	724
6	760	738	697	750	698	807	719	665	775	783	730	769	706
7	738	712	684	739	673	801	687	639	757	782	727	762	694
8	728	708	680	739	665	787	687	518	742	770	724	740	688
9	704	701	634	735	633	771	684	479	713	763	704	716	681

Monona Grove Middle School Average in Yellow

**Analysis:**

The Comparable Data presented on the previous page displays data from eight high-achieving schools from districts around the country as well as the average score for the Middle School in the Monona Grove school district.

The scores were placed in rank order for each of the 13 categories included in the Monona Grove Middle School Survey. The average score for the Monona Grove Middle school is highlighted in yellow.

The scores displayed are based on the School Perceptions Category Indices could range from 100 up to 900. Please note that cross-categorical comparisons are not valid as they categories are made up of different questions. Scores are calculated based on responses from: students (30%), parents (30%), instructional staff (30%) and support staff (10%).

Compared to the other schools in the data set the Middle school's highest ranking was (4<sup>th</sup>) in the category of Alcohol and Drugs. This was followed by Parental Involvement and Communication.

Areas where the Middle School ranked lowest included Physical Safety, Instructional Practices, and Technology.

## Elementary School Comparable Scores

	Parental Involvement	Physical Safety	Alcohol and Drugs	Instructional Practices	Technology	Emotional Safety	Student Support Services	Facility	Morale	Self Esteem	Communication	Collaboration	Motivation
1	838	819	962	848	841	897	826	794	880	868	820	871	804
2	837	819	946	831	808	885	824	782	868	867	808	846	789
3	820	817	943	827	804	881	821	781	868	847	803	843	769
4	820	808	942	816	786	872	810	775	844	847	794	839	760
5	814	790	929	810	786	869	789	760	828	844	788	831	750
6	804	784	916	799	786	868	777	728	814	819	781	801	750
7	766	741	907	793	784	849	757	686	805	817	758	798	746
8	752	722	571	790	731	842	753	671	784	807	758	797	730
9	498	488	490	511	469	570	469	377	486	533	457	457	487

Monona Grove School District Elementary School Average in Yellow

**Analysis:**

The Comparable Data presented on the previous page displays data from eight high-achieving schools from districts around the country as well as the average score for the elementary schools in the Monona Grove district.

The scores were placed in rank order for each of the 13 categories included in the Monona Grove Elementary School Survey. The average score for the Monona Grove schools is highlighted in yellow.

The scores displayed are based on the School Perceptions Category Indices could range from 100 up to 900. Please note that cross-categorical comparisons are not valid as they categories are made up of different questions. Scores are calculated based on responses from: students (30%), parents (30%), instructional staff (30%) and support staff (10%).

Compared to the other schools in the data set the Elementary Schools in Monona Grove ranked highest in the categories of Alcohol and Drugs, Instructional Practices and Collaboration.

Areas where the Elementary School ranked lowest included Technology, Emotional Safety and Student Support Services.

## Hot Buttons

*The following areas were identified as “Hot Buttons” for each constituency group.*

Rank	Parents	Student	Non-Instructional Staff	Instructional Staff	Administrators
1	Communications	School Morale	Communications	Motivation	Technology
2	Instructional Techniques	Collaboration	Parental Involvement	Staff Development	Motivation
3	Alcohol & Drugs	Alcohol & Drugs	Motivation	Communications	Instructional Techniques
4	Motivation	Technology	Self-Esteem	Parental Involvement	Staff Development
5	Emotional Safety	Facility	Collaboration	School Morale	Self-Esteem

*Highlighted programs appear in the top five for at least four constituency groups.*

### Analysis:

As you can see from the data above, each constituency group has a different set of “hot-button” issues. Communication is the top issue for both parents and non-instructional staff. Motivation is the issue that appears in the top five for the most number of constituency groups.

### Item Analysis: Top Ten Ranked Items for Parents

Rank	Category	Item	Score
1	Parental Involvement	I am actively involved in my child's disciplinary issues.	4.70
2	Motivation	I set high academic standards for my child.	4.58
3	Parental Involvement	I am actively involved in my child's academics.	4.55
4	Parental Involvement	I am actively involved in my child's extra-curricular activities.	4.55
5	Emotional Safety	The teachers want my child to succeed in school.	4.49
6	Physical Safety	My child feels safe in the classroom.	4.41
7	Communications	I feel comfortable talking with the teachers at our school.	4.36
8	Self-Esteem	My child is liked by the other students at school.	4.34
9	Physical Safety	My child feels safe on school grounds.	4.32
10	School Morale	My child has close friends at school.	4.29

#### **Analysis:**

Parents often rank themselves high when evaluating their own behaviors, so these results are not unexpected. It is clear that the parents have a high opinion of both the school's academic performance and its public image.

### Item Analysis: Bottom Ten Ranked Items for Parents

Rank	Category	Item	Score
1	Physical Safety	Bullying is a problem in our school.	3.03
2	Facility	I am satisfied with the schools food service program.	3.45
3	Alcohol & Drugs	Our school has a problem with alcohol use by students.	3.49
4	Facility	Our school has effective and high quality athletic facilities.	3.60
5	Student Support Services	The transportation services our school provides are effective and of high quality.	3.60
6	Instructional Techniques	Either my child is given a variety of ways to learn or instruction is changed to meet my child's needs.	3.64
7	Alcohol & Drugs	Our school has a problem with use of marijuana and other drug use by students.	3.65
8	Facility	Our school has helpful signs to direct people.	3.68
9	Alcohol & Drugs	Our school has a problem with cigarette use by students.	3.68
10	Communications	I have a clear understanding of the mission and vision of the school.	3.69

**Analysis:**

Parents indicate that they believe bullying is a problem in the school. On the previous page they also indicated that they believe their children are physically safe at school. This may suggest an evolving definition of bullying that is based more on embarrassment and social status than actual physical safety.

### Item Analysis: Top Ten Ranked Items for Students

Rank	Category	Item	Score
1	School Morale	I have close friends at school.	4.46
2	Emotional Safety	My teachers want me to succeed in school.	4.36
3	Physical Safety	I feel safe in the classroom.	4.33
4	Physical Safety	I feel safe on school grounds.	4.21
5	Physical Safety	I feel safe on the way to school.	4.20
6	Collaboration	I have a lot of friends at school.	4.17
7	Collaboration	My teachers get along well with each other.	4.16
8	Instructional Techniques	My teachers expect a lot from me.	4.13
9	Instructional Techniques	Teachers in our school teach things in more than one way.	4.05
10	Emotional Safety	My teachers like me.	4.04

**Analysis:**

The students indicate that they enjoy the people they attend school with and feel safe in the school. Students reporting that teachers have high expectations is clearly correlated to effective schools in the academic literature.

### Item Analysis: Bottom Ten Ranked Items for Students

Rank	Category	Item	Score
1	Alcohol & Drugs	Some students at our school drink alcohol.	2.50
2	Alcohol & Drugs	Some students at our school smoke cigarettes.	2.55
3	Alcohol & Drugs	Some students at our school use marijuana or other drugs.	2.70
4	Emotional Safety	Sometimes other students make fun of me.	3.04
5	Student Support Services	The food our school serves is good.	3.08
6	Instructional Techniques	Time is provided in class for me to be creative.	3.09
7	Motivation	Sometimes my teacher lets me choose what I want to do in class.	3.11
8	School Morale	I enjoy going to school.	3.11
9	Physical Safety	Students at our school are tolerant of other students who look and act different from them.	3.13
10	Physical Safety	Bullying is a problem in our school.	3.17

#### **Analysis:**

It is important to remember that this report aggregates all students data at all schools. Concern around alcohol and drug issues are primarily at the high school level, to a lesser degree at the middle school and virtually non-existent at the elementary level. Students also believe there is bullying problem in the school. This does not correlate with their perceptions of feeling physically safe at school. This may once again suggest an evolving definition of bullying that is based more on embarrassment and social status than actual physical safety.

### Item Analysis: Top Ten Ranked Items for Non-Instructional Staff

Rank	Category	Item	Score
1	Physical Safety	I feel safe at school.	4.55
2	Student Support Services	The library services at our school are effective and of high quality.	4.55
3	Physical Safety	Students feel safe in the classroom.	4.55
4	Student Support Services	The office at our school is effective and of high quality.	4.51
5	Emotional Safety	Students know that the staff at our school cares about them as individuals.	4.46
6	Communications	Parents feel comfortable talking to the teachers at our school.	4.42
7	Physical Safety	Students feel safe on school grounds.	4.41
8	Emotional Safety	Students know that their teachers want them to succeed in class.	4.40
9	Communications	Parents feel comfortable talking to the Principal at our school.	4.38
10	Communications	Students feel comfortable talking to the Principal at our school.	4.38

**Analysis:**

This data shows a consistent thread that the non-instructional staff members in the district believe that the district provides outstanding student support services. Staff members also feel the schools are safe for students and staff.

### Item Analysis: Bottom Ten Ranked Items for Non-Instructional Staff

Rank	Category	Item	Score
1	Facility	Our school has effective and high quality parking.	3.12
2	Physical Safety	Bullying is a problem in our school.	3.13
3	Motivation	I feel I am adequately compensated.	3.34
4	Teacher Empowerment	Teachers in our school have enough time to adequately prepare for their teaching.	3.35
5	Facility	Our school has effective and helpful signs to direct people.	3.62
6	Parental Involvement	Our school parents are actively involved in their child's disciplinary issues.	3.66
7	Facility	Our school has an effective and high quality office space.	3.69
8	Alcohol & Drugs	Our school has a problem with alcohol use by students.	3.72
9	Student Support Services	The services academically talented students receive at our school are effective and of high quality.	3.73
10	Motivation	Students believe they are the ones most responsible for what they learn.	3.82

**Analysis:**

Dissatisfaction with compensation and inadequate parking are items in the bottom ten list for the non-instructional staff. In addition, support staff report that parents could be more involved in issues involving their children's discipline.

### Item Analysis: Top Ten Ranked Items for Instructional Staff

Rank	Category	Item	Score
1	Self-Esteem	I have high expectations for all my students.	4.7
2	Emotional Safety	My students know that I want them to succeed in class.	4.7
3	Emotional Safety	My students know that I care about them as people.	4.7
4	Communications	I clearly communicate my expectations and concerns to my students.	4.6
5	Physical Safety	I feel safe at school.	4.6
6	Emotional Safety	Students feel comfortable asking questions in my class.	4.6
7	Physical Safety	Students feel safe in the classroom.	4.6
8	Communications	My students feel they can talk with me.	4.5
9	Emotional Safety	My students feel I treat them fairly.	4.5
10	Instructional Techniques	I am responsible for students learning the essential curricular goals of my class.	4.5

**Analysis:**

Similar to some of the other constituency groups, teachers often rank their own behaviors very highly. The good news here is that teachers see the importance of creating safe learning environments, both physically and emotionally.

### Item Analysis: Bottom Ten Ranked Items for Instructional Staff

Rank	Category	Item	Score
1	Motivation	I feel I am adequately compensated.	2.5
2	Teacher Empowerment	I have enough time to adequately prepare for my teaching.	2.6
3	Student Support Services	The services academically talented students receive at our school are effective and of high quality.	2.7
4	Staff Development	Our staff development provides the opportunity to apply knowledge and practice new skills with feedback.	2.8
5	Motivation	Students believe they are the ones most responsible for what they learn.	3.0
6	Physical Safety	Bullying is a problem in our school.	3.2
7	Technology	Our school has adequate computer access for students.	3.2
8	Staff Development	Staff has adequate opportunities to attend conferences.	3.2
9	Facility	Our school has effective and high quality parking.	3.3
10	Staff Development	I feel I have adequate training in using technology to help students learn.	3.3

**Analysis:**

Inadequate compensations tops this list for instructional staff. More teacher preparation time is a stated need of the teachers, as well as more opportunities to attend conferences and practice new skills. Use of technology is an area where many teachers would like additional training.

### Item Analysis: Top Ten Ranked Items for Administrators

Rank	Category	Item	Score
1	Physical Safety	I feel safe at school.	4.9
2	Physical Safety	Students feel safe in the classroom.	4.8
3	Alcohol & Drugs	Our school has a problem with alcohol and drug use on school grounds.	4.8
4	Physical Safety	Students feel safe on school grounds.	4.7
5	School Morale	I enjoy going to work.	4.7
6	Collaboration	My school successfully retains talented staff members.	4.7
7	Emotional Safety	Students know that their teachers want them to succeed in class.	4.6
8	Motivation	The administration sets high academic standards.	4.6
9	Communications	Administrators work to inform parents about issues facing the school.	4.5
10	Instructional Techniques	Our teachers use a variety of instructional techniques to meet our students' needs.	4.5

**Analysis:**

It is clear from this data that administrators believe their schools are providing quality instruction, a safe learning environment and a good work environment.

### Item Analysis: Bottom Ten Ranked Items for Administrators

Rank	Category	Item	Score
1	Facility	Our school has effective and high quality parking.	2.7
2	Physical Safety	Bullying is a problem in our school.	3.1
3	Student Support Services	The services academically talented students receive at our school are effective and of high quality.	3.2
4	Staff Development	Our staff development provides the opportunity to apply knowledge and practice new skills with feedback.	3.2
5	Communications	Our students' parents have a clear understanding of our school's mission and vision.	3.4
6	Facility	Our school has effective and helpful signs to direct people.	3.4
7	Staff Development	Our school's teachers are well-trained in using technology to help students learn.	3.4
8	Facility	Our school has effective and high quality athletic facilities.	3.5
9	Student Support Services	The transportation services our school provides are effective and of high quality.	3.5
10	Technology	Our school has adequate computer access for students.	3.6

**Analysis:**

Once again, parking appears in the bottom ten, along with opportunities to practice new skills. Administrators, and teachers, have expressed a need for training in the area of technology.

# Comment Summary

The comment summary was developed in an attempt to identify common themes by first reading all of the comments collected throughout the survey. A theme is identified as a result of having multiple participants referencing similar issues or concerns across constituencies.

We then selected comments that were representative of each theme and cut them verbatim into each section. Therefore, any spelling or grammatical errors are recorded exactly as submitted.

It should be noted that each comment was gathered anonymously. Comments that were “outliers” or not supported by other participants are discounted and not felt to be representative of the whole population. Additionally, this summary is not intended to represent all comments submitted; rather we attempted to represent the prevailing themes represented by the majority of comments.

**Theme: The district should do more to teach students character, life and work skills.**

- This doesn't apply just to this school but to the district as a whole. I would like to see less academic stress on younger students. The curriculum seems to continually slide down the grade levels to the point that kids aren't allowed to be kids anymore. There seems to be a huge emphasis on testing and very little emphasis on the social, emotional and development of our students.
- I am saddened by the level of learning at MG. Our kids are not being taught to think critically. They do worksheet after worksheet, reciting what they've heard. When a child excels at something, like math, he/she is placed in a classroom with older kids who are working at grade level, and the child who excels must work at a slower pace. In addition, I think more should be expected of kids' interpersonal skills. Kindness and respect should be a given.
- I do not believe this school district will provide the instruction that is required to keep my children interested and thriving in the Monona school environment. I have been told such by parents and staff. Thank you.
- I think more work on good sportsmanship, working together and accepting differences could be used at the second grade level. Teachers teach this well, but kids did not seem to be using it. Teachers should emphasize that the parents, teacher and student are a team. Teachers and administrators should not talk down or pander to parents.
- I think that the eighth graders should be given more leadership opportunities. Peer mentoring or tutoring for younger students would help the grades interact more and not seem like separate entities.
- Offer more options for students not going on to a 4-year college. Provide apprenticeship opportunities linked to the trades. These are high paying jobs and a shortage of people to fill them exists.
- Give students a variety of experiences using hands-on projects and experiences in the community.
- Hands on, real-world applicable learning situations. How their studies will relate to their surroundings or future.
- Not enough focus on Life skills programs for my disabled child; studying ancient history will not help my mentally disabled child in life, but going to a store; bank, taking a bus will.
- Stop the worksheets- sixth grade has more worksheets than any other grade! Make learning more hands on- my child has done one hands on thing this year- a dissection and that is all- too much rote memorization. A social studies class that does not discuss current relevant issues like an election on election day!

## **Theme: Parent-Teacher conferences could be improved.**

### **Sample representative comments:**

- Allow more than 15 min for parent-teacher conferences. Have conferences at the end of the school year, too.
- Change the conference signup to an online signup, rather than filling our names in at each room and taking our chances.
- Have scheduled teacher conferences for grades 6-8. Self assessment can be accomplished at home and is not a necessary part of the curriculum. Parent-teacher communication doesn't happen on a regular basis.
- Have spring parent/teacher conference instead of student/parent conferences. The student led conferences are a repeat of conversations we have already had. Every student led conference has eliminated more communication with the teacher.
- Have times that a person who works night can sign up for ahead of time so they can efficiently attend parent teacher conferences. Require that teachers respond to emails. Two of my daughters teachers have neglected to respond to all of my requests this year.
- Having the student do their own conferences does not help at all. Sure, we see grades, but I like the teacher telling me what my child needs to work on and what their strong areas are. I felt like it was a waste of time. The only thing I hear from the teacher is the tiny little comment on the report card if there is one which makes me laugh.
- I do not like the child lead conference-I could do that at home. Parents need the access to teachers. In 7th grade my child could never talk to the teachers. I believe there is a real problem at this grade level. It needs to be addressed!!!!
- I do not care for the student led conferences as the only opportunity to confer with my child's teachers. They are stressful for the child, a pat on the back if they are a good performer and presenter, a slap in the face if they are not.
- I think something needs to be done with conferences. It is too hard to get a conference on the dates given. If you are not one of the first ones there you are not going to be able to get in to see the teachers. Not enough time.
- I've always disliked the Parent Teacher Conferences due to the lack of time available and usually it's too late, poor grades or behavior has already happened
- I went to four teacher conferences. Only one teacher was open and talkative. The other three seemed upset I was there and I had to prod them for information about my child.

**Theme: Teachers need to inform parents earlier when there are academic problems.**

**Sample representative comments:**

- Advise parents when work completion becomes a problem before it is too late to do anything about missing work.
- Be more proactive in contacting parents early on in discovering a child is having difficulties with a greater description of what the problem is and what their recommendations are for improvement.
- Check that the black communication folder is sufficiently filled out by the child. Make sure assignment notebooks are filled out and taken home to show the parent. Teachers might consider emailing sooner if there is a problem with grades/behavior/other concerns.
- Communicate sooner if child is having problems in a particular subject matter.
- Give staff time specifically designated for contacting parents. Too many students, not enough time!
- I really like the weekly emails that I signed up for, but there is very little dialogue between the parents and teachers. Conferences do not happen often enough, and the time allotted is short. Also, it would be nice if the coaches kept in better contact. They currently only contact us when they need something.
- I think communication is good at CGS, but I think teachers need to make an effort to communicate before conferences. I think when teachers know that conferences are coming up, they wait with certain information until then. It would be better (especially with email now) if they would inform a parent of issues before hand.
- notify parents immediately when a child is having difficulties....whether academic or behavioral
- Other schools have systems whereby parents are notified whenever a student's performance falls 5-10 percentage points below their own usual performance. Often at MGHS, notification, conferences, etc come too late for effective intervention plans to be mobilized.
- Quicker feedback to the parents when a child is not performing at a level consistent with others in the same grade. Immediate action should be taken to correct the problem. If there is a problem, I want to hear about it firsthand and not from a report card after the fact.
- Sending progress reports in the mail is more inclusive for the general population.

**Theme: Communication is good, but there is always room for improvement.**

**Sample representative comments:**

- An email newsletter would be great. It seems like we get so much paper that some of it gets overlooked. It would probably save on costs, too.
- Announcements could come out further in advance of events. Sometimes we hear about events (e.g., awards ceremonies) the same day as the events.
- As a parent I seek out additional time to discuss my children's educational needs. My children have and continue to need additional educational assistance with reading and I find the I have to continue to advocate in order to learn about the services that are available for them. The communication is often started because a problem is noted not just to offer additional knowledge about alternative learning opportunities. I would like to see the newsletter be more detail about learning and less about social events or have two forums
- At the 6th grade level there is still a need for reminders to come home, considering every ones busy lives.
- At times it seems that the left hand does not know what the right hand is doing. At times the students are ill informed
- Communication from the school administration is relatively meaningless full of fluffy talk about our great school, without really saying anything.
- Communication is excellent. I like teacher newsletters, school newsletters and fliers. We could have a single newsletter day - example Fridays - so that the parents know it is a communication day and papers won't get missed in backpacks - that would be the only recommendation.
- Communication is tip top at Nichols and Winnequah.
- Communication with the principal at the High School is the best in the twenty years I have dealt with the High School.
- Communications folders were used the first 3 months of sixth grade. I haven't seen it more than 5 times in the 21/2 years that followed.
- Continue to communicate with a newsletter, using the phone and sending out letters as needed.

## **Theme: Report cards could be improved.**

### **Sample representative comments:**

- Easier to follow report cards
- Grading system is complicated and cluttered with jargon. Tell me in a straight forward way i.e. with letters or numbers how my child is doing. Simple is better.
- I feel the principal is not as visible (to me, not my kids). I have two in to different schools, so I think the elementary school's principal is more visible, because I am there more than the middle school. Also, the report cards are great in the middle school, as for the elementary I believe letter grades would be more beneficial than check marks.
- improve the report card
- Report cards are somewhat hard to follow. Conferences should be longer. They frequently run over (which is no fun for those of us on time) and hardly allow time for discussion between parent and teacher. It mostly allows for the teacher to run through the items she has to present.
- Report cards could possibly be more simple.
- Report cards need comments that are not click a box, but thoughtful, individualized comments that give parents an idea of how their kid is functioning at school and that their kid is known to the teacher as an individual. My child feels "bullied" by teachers that if the parents contact the teachers with concerns or questions, the student has failed their responsibility of communicating to the parents. I have wanted to communicate with individual teachers but my child is so afraid of the in class embarrassing repercussions that some issues have not been addressed.
- The report cards are really hard to read because it is bad printing. Teachers have always been receptive and available.
- With the grade report a personal message from the teacher would be nice.
- Would be nice to have more comments made by teachers when completing report cards.

**Theme: Many parents want their children challenged more academically.**

**Sample representative comments:**

- It seems to me that a child who can make honor role semester after semester with no real effort isn't being challenged. A reflection of a competent student but even more a reflection of a program that isn't challenging.
- Challenge kids to do their best work, not accepting "good enough" Make an A a challenge to get, an A is like a B or C used to be
- Expect more of kids. Raise the bar. We are in a unique situation of having one 2 kids in 2 different high schools. Our son's high school has much higher expectations and the kids rise to meet them. In addition, there are honors level classes for kids who excel at a subject. At MG, the kids who are in accelerated math are put in with older kids who are working at grade level. Kids who excel should have their own sections so they can keep moving ahead. Our son's school is a college prep school and although MG serves a wider demographic, why can't all kids be treated as though they're headed for college?
- Frequently my kids say they did not have anything to do in class (tech) or little to do on a given day. They are intelligent and need more challenges at times, more help on occasion, particularly math or English.
- I do not think children are encouraged to learn at an accelerated rate when it would be appropriate.
- I would like to see more differential teaching. If it can not be done in the class, I suggest the other subjects be handled like math where there are different levels. I asked if my child could be challenged more and was told no, not really.
- More challenge for the high achievers, instead of holding them back to allow the others to catch up.
- Provide more challenging material for those who excel, too much emphasis on standardized testing, and stop trying to make everyone the same and not recognizing unique qualities.
- Set higher expectations - crank it up several notches. You do not have to develop and deliver curriculum to the lowest common denominator. My daughter nearly every day comments how easy (and boring) the work is.
- Hold higher expectations for all students, especially those that are at a higher academic level to start with.

**Theme: Instruction should be differentiated for students who learn in different ways.**

**Sample representative comments:**

- Allow for a range of learning opportunities and creativity within individual classes, vary instruction, make learning relevant, and hold higher expectations for all students, especially those that are at a higher academic level to start with.
- Be willing to have different assignments for children when they are at different levels of understanding.
- Evaluate the kids when they first come to the school as to what technique works best for the individuals, and then assign them to a teacher who utilizes/supports that type of teaching method.
- Familiarize themselves with techniques used with gifted students as well as special needs students, and consider these when reaching out to 'regular' students who are not achieving.
- Flex groups have been used to work with students who need extra help or more of a challenge this is good. However the students who need more help in an area, such as math, are still expected to learn it with the same techniques they're struggling with in the first place. If you're going to address learning styles and not leave any child behind then you have to be willing to try different methods of teaching the same goals. For example the math program, it does not teach to the students. It moves on whether they are ready to move on or not.
- Give students a variety of experiences using hands-on projects and experiences in the community.
- I have experienced frustration with some of the Math teachers who do not understand how to effectively teach students who struggle with math concepts. These teachers just couldn't seem to grasp why some kids can't understand or retain math concepts. It takes much patience for these students as well as creative teaching methods. I would suggest that the administrators check up on their teachers more, especially if students who otherwise get good grades do not succeed in a particular teacher's class. I guess this applies to all teachers, not just math teachers.
- I think a teacher has to be able to teach each child according to the learning ability of each child.
- I would like to see some innovative ways to stimulate children of varied learning styles. It would be nice if district expectations could still be met in creative educational teaching -without stifling a student's natural learning style.
- if a child is struggling, take the time to find out why.....don't just hand out an "F" unfortunately some children are afraid to say when they are lost or not understanding the material

## **Theme: Bullying is a concern of many parents.**

### **Sample representative comments:**

- Again, no answers, but bullying is a big problem.
- be more proactive towards bullying- including simple bullying. There is too much acceptance that this is the way middle schoolers are- and not enough outright teaching of respect and fairness.
- Bullying is a problem everywhere. Parents need to be more responsible for the actions of their children - parent accountability.
- Continue supervision, especially during recess and at lunch, possibly before and after school. Crack down on any bullying behavior right away.
- Have a strong bullying policy with consequences.
- Having a special needs child means that he/she will probably be bullied and our child is, both on the school bus and in the classroom and hallways and at lunch. He is told he is stupid, etc. by other students.
- I could have reported several children pushing and bullying my child. Don't allow such large groups with minimal supervision in the gym before school.
- I think for the most part kids are safe, but not enough is done to deter the bullying. Kids this age need more intervention from faculty and staff to help them.
- Make a broader statement of where the school stands on bullying and mistreatment of kids. Show that there are consequences.
- Make sure that bully by students and staff is taken seriously
- more monitoring would eliminate or cut down the trash talking and bullying that goes on with sports.
- See our comments in Emotional Safety. More needs to be done to protect the students from bullies.
- Stop the bullying, not sure how but it is out of control the teasing, etc.
- Sure, we don't have the problems of some schools but ... My child says there are quite a number of small fights and that a number of girls hit boys. My child does not face any of these problems but witnesses them and it makes my child feel helpless. Please check into the girls, yes even smart girls, who are bullying
- Take bullying seriously - create a no tolerance policy

## **Theme: Bus transportation needs to be improved.**

### **Sample representative comments:**

- My child does not feel safe on the bus. Complains of near misses, and no discipline. So noisy he comes home with a headache often.
- My children do not feel safe on the bus ride. This is not the school and i have talked with the bus company but don't see much change.
- Our child appears to feel safe in school, but the bus has been a problem. Our children describe the bus ride as "out of control" and at time scary. Our child has not reported any problems with bullying.
- A supervisor (other than the bus driver) on the bus to oversee how the kids are behaving (when an issue has been reported)
- Fights are a regular occurrence on the bus; we have gone through several drivers.
- I think the most difficulties we had was on the bus - overcrowded, long rides and poorly managed by some drivers
- The bus has been pretty rowdy and problematic for us this year.
- The bus ride can be challenging for the younger students.
- The bus rides need to improve.
- The buses are very crowded.
- The kids that ride my child's bus behave badly, rudely, disrespectfully, without regard for others. The driver doesn't take any correcting action when told what's going on.
- The school buses are a nightmare.
- WAY too many students per bus. 3 kids to a seat isn't acceptable.
- We had to stop riding the school bus to feel safe
- We have had trouble with the bus driver and how she transports the kids to school. She has bad driving habits. My husband is a truck driver and has seen her in the morning on the road and she takes chances on a busy highway. The kids on the bus don't feel safe with the way she drives.