Dunklin R-V School District

Feedback Report

Focus Groups & Surveys

Prepared by the

Excellence in Missouri Foundation

October 2014

October 29, 2014

Dear Mr. Stratton:

It is our pleasure to provide you with this feedback analysis report for the five focus groups and two online surveys conducted in September of 2014. This document will be a foundational element in the development of your organization's strategic plan as it will be used to ensure the voice of your stakeholders such as your students, parents, community, and employees will be heard as you develop your future direction. Your organization has taken a positive step in the right direction by engaging your key stakeholders in the focus group process, showing value for their opinions in your service to the community.

We are ready to begin the arduous yet exhilarating journey to develop the future plan for the Dunklin R-V School District for the next three to five years. You will find our processes for doing this work to be very robust and inclusive of the ideas we will glean from your Senior Leadership. At the end of the strategic planning process, you will be given a completed picture of where you were at the start of this journey and where the steps in the plan will lead your organization into the future, better prepared to serve your students, their parents, and your community!

We are excited to continue our collaboration and enthusiastically look forward to your Strategic Planning Summit on November 5th and 6th, 2014 where we will begin to take the pieces of information we have obtained and start the process of arranging them into a customized plan with the proper tools to ensure the implementation of your plan is guaranteed to be successful. We stand behind our services and will be with your organization every step of the way on your journey to performance improvement and excellence!

Sincerely,

Raina

Dr. Raina Knox, DM/IST, MBA, PMP
President
Excellence in Missouri Foundation

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Key Findings

The study was conducted using two types of data gathering methods. The focus groups were conducted first with the outcomes then used to develop the quantitative survey. Climate and culture questions were added to the quantitative survey to provide a robust resulting data set. The outcome of the study was that convergent or divergent results were presented for many of the study questions. There are many possible reasons for this variance as the sampled participants were not homogenized. Participants in both the Focus Groups and Surveys represent samples of a total population relative to the wide range of culture at Dunklin R-V School District. Data taken from Focus Groups are reflective of a smaller sample size where question items could be directly clarified while data received from surveys is dependent upon the applicable interpretation and relevant comprehension of question items. As with many research efforts, resulting data can be influenced by a sampling of participants who are more interested, or vocal, with their replies but are not actually representative of the total population. It is important to consider the dynamic of each source of data and balance the information as applicable when inferring common themes or taking action influenced by these results.

Purpose and Procedures

The Excellence in Missouri Foundation (EiMF) executed focus groups with five stakeholder groups of the Dunklin R-V School District. Participants of these groups were identified and personally invited to participate by the district. The purpose of this focus group study was to support the development of a Baldrige-based strategic plan for the school district. Focus groups are a method of obtaining feedback from all stakeholders for use in the development of a strategic plan on key initiatives. The questions were specifically designed for each group based on the initial Baldrige organizational assessment to determine a mix of qualitative and quantitative information, utilizing the participant's time as efficiently as possible. Information derived from the focus groups has been compiled into this report. In addition, Turning Point software was used to collect quantitative data during the focus groups. Specific comments were gathered using field notes, audio recordings, and transcripts of each focus group. There are no names included in this report to ensure confidentiality. The comprehensive list of the participating stakeholder groups in the order in which they were conducted can be found on the following page. There were a total of 43 people who participated in the groups. All of the focus groups were scheduled for one and a half hours.

In addition to focus groups, EiMF administered two surveys to stakeholders of the Dunklin R-V School District. One survey was designed specifically for the staff of the district, while the other was designed for all stakeholders of the district not currently employed by the district, for example parents and community members. Both surveys included questions that were asked during the focus groups, as well as questions designed specifically for the surveys. EiMF distributed the online survey links using contact lists provided by the district. A link for the stakeholder survey was also posted to the Dunklin R-V website to encourage maximum participation. EiMF received 137 responses on the staff survey and 221 responses on the stakeholder survey, for a total of 358 survey responses. Survey data for questions that were asked during focus groups can be found throughout the report for comparison. The full set of survey data for both surveys can be found in the appendix of this report. Comments provided by survey respondents will be analyzed and used in the Strategic Planning process.

Stakeholder Groups

Dunklin R-V School District

Focus Groups

Group #	Group	# of Participants	Location	Time	Date 2014
1	Staff	11	Herculaneum High School	3:00-4:30pm	Monday, September 15
2	Parents	6	Herculaneum High School	6:30-8:00pm	Monday, September 15
3	Students	11	Central Office	10:00-11:30am	Tuesday, September 16
4	Community	9	Central Office	1:00-1:30pm	Tuesday, September 16
5	Board of Education	6	Central Office	6:00-7:30pm	Tuesday, September 16
Total # Participants:		43			

Online Survey Groups

Group Identifier	Group	# of Respondents
A	Staff	137
B	Stakeholder (Parents and Community Members)	221
	Total # Respondents:	358

Focus Group Study Findings

The comments and ideas in the findings section of this report have been paraphrased by the EiMF analyst using transcripts and audio recordings from each focus group unless quotation marks are utilized. Suggestions found in this section are the ideas and opinions of the focus group participants and should not be taken as suggestions from the EiMF team. EiMF interpretations and recommendations will be discussed with the District Leadership at the Strategic Planning Offsite Meeting, scheduled for November 5-6, 2014.

Important: Each focus group was opened with the question, "In your opinion, what are the strengths of the Dunklin R-V School District?" and participants are given the opportunity to express their thoughts on what the district is doing well. Every group identified strengths of the district, some more than others. The opportunities for improvement have the potential to be overwhelming in a focus group study feedback report. It is important to identify and celebrate the strengths of the organization as well.

S.W.O.T. Analysis

S.W.O.T Analysis – Strengths

Participants of all focus groups were asked to identify the main **_strengths_** of the Dunklin school district.

1 – Staff – Members of the group listed the following as strengths of the school district:

- "I would say financially, we're doing very well."
- "I think building relationships with kids, I think all of our staff does a good job on that."
- "Facility upgrades … I believe it's about $19 million worth of construction projects and rehabbing."
- "I think technology, we have a lot of technology in the district."

2 – Parents - Parents in this group noted that the small size of the district and strong alumni are strengths of the district, as well as having "very dedicated and very, very good teachers."

3 – Students - When asked about strengths of the district, students noted specific courses that they like such as band and gym class. Students also identified that sports are very important for the district, which they identified was both positive and negative. They explained they are positive for students involved in sports, but noted there are also many students who are involved in things other than sports.

5 - *Board of Education* - Members of the Board of Education described the strengths of the Dunklin R-V School District using the following terms: "Tradition, pride, character, caring and accepting, and a strong community."

4 – *Community* – Group members identified high quality administration and teachers, as well as small class sizes, as strengths of the district. They also identified that the district community is very close-knit. One member explained, "We have always been, in my opinion … very diversified in our community, and we're very accepting to all classes and all cultures."

S.*W*.*O.T Analysis* – *Weaknesses*

Focus group participants were also asked to identify the weaknesses of the school district, or areas of the district which could benefit from ***improvement*** **or** ***change***.

1 – *Staff* - A participant of the group stated "I think there is too much on our plate." Others agreed, citing examples of implementing new reading programs and Baldrige data binders. One participant explained, "we've gotten several things added and nothing has been taken away." They expressed difficulty in implementing new programs during instruction time, and identified that, as a consequence, "the kids aren't going to learn what they need to learn because we're trying to juggle too much." Another agreed, adding "I don't feel that I can master anything because I'm too busy trying to only halfway dip into every pot." Teachers traveling to multiple buildings within the day was identified as causing stress. "For example, we have specials teachers that are traveling to two and three buildings a day every day. I just feel like they're spread thin in the roles that they have taken on."

2 – *Parents* – Parents in this group identified that mandates from the state produce overwhelming amounts of paperwork for the teachers and reduces the amount of teaching time with students because they are "busy doing all the administrative stuff."

1 – *Staff* - The group identified there may be an opportunity to improve the building morale at the elementary school. Unfinished construction was identified as a contributor to low morale. One participant explained, "I think that the classrooms not being completed on time is probably the number one thing. We were all trying to be very patient, but it's hard, one month in to school, and it's just really hard."

1 – *Staff* - Overall Communication and Communication of the Strategic Plan was identified as an area in which the staff would like to see improvements. They would like more top-down, district wide communication. One member explained, "It's the domino effect. If things at the top aren't communicated, the next level is even more confused. Then by the time it gets to the parents, we can't even, as a district, identify what we're trying to tell them, and there is no way for them to understand that. I think it shows in every aspect, in every building, in every position in the district."

1 – *Staff* – Staff members would like to see the level of parent engagement and involvement within the district increased. One member expressed, "And it goes back to the parents too, so maybe trying to get the parents more involved, and not the parents who you expect to be involved. Because there are going to be those parents out there, they're always involved. They're always coming with their children. You

know they're sitting down with their kids and helping them with their homework. I think getting the parents who you expect or you know is *not* getting involved."

5 – Board of Education – Members of this group agree that more parent involvement is needed. A participant explained, "That's not to say the ones that we do have, that they aren't doing double duty, because they are, but we need more."

2 – Parents – Members of this group identified that it is important for the district to build relationships with parents and would like to see them make efforts to involve parents who are not currently involved. Parents agreed the district could communicate more effectively to encourage participation. A parent suggested a more personal invitation to parents for a focus group, "If somebody had picked up the phone and called instead of sending out a form letter and said, 'We're having a focus group. We would love you to be a part of it.'" There was also discussion that the district does not have current correct mailing addresses for all of the parents.

1 – Staff - Group members explained that 50% of the district's students are at or below the poverty level. "We need to set that precedent of high expectations for them and let them believe that they can achieve that. I hear a lot that we have a high poverty rate and so we are in Herculaneum… That's what's expected of the kids because of where they come from. That really frustrates me because I feel like if anything, that's why we should push them."

1 – Staff - Members agreed that a weakness of the district is that it's "reactionary" and the reading programs were provided as an example. One participant explained, "I think just like the reading programs, things that we expect our staff at any level to implement and to be successful at, it takes time to plan that, project that, understand the complications that come with that. I think too often, Dunklin just jumps right in and says, 'OK, we're going to do this' without ever preparing the steps. We all know we can't run before we crawl."

1 – Staff - Staff members would like to provide input and feedback for district decisions. The district's switch to Apple computers was given as an example. Group members described their frustrations with lack of training and equipment that is not compatible with the Apple computers. They would have liked to have been asked about this switch prior to implementation. A member explained the importance of the district asking for staff input, "I think the value that that brings to the table, different perspectives are going to bring a different value set. And so a teacher's perspective is going to be completely different than a central office position. They may be affected, but it's going to be very different." Everyone agreed, and one person added "Involvement and feedback I think is key from every aspect of the district before somebody just does something and says, 'Here you go. Here it is. This is what we're doing now.'"

2 – Parents - All of the parents present in this group agreed that overall communication in the district needs improvement. Lack of communication was identified by this group as one of the most important topics discussed in the focus group.

- **They would like to receive information directly from the district:** One parent explained, "There's a lot going on that we're not hearing. We're hearing from our students. We're hearing from teachers. As parents, we shouldn't be hearing stuff from teachers or secretaries. We should

be getting it from administration." Others agreed that they're not getting enough information, and another added, "I think that goals are not clear and reaching those goals, what you find out is we're not there and it's like, 'Well why are we not there?' There's steps in between that we're not hearing why we're not meeting those goals."

- **Middle School:** At the middle school level, they would like to receive more information from the teachers comparable to what was received at the elementary level.

- **Parent Portal:** Parents like Parent Portal and would like the teachers to use it more and update it in a more timely manner. A parent stated that they would like for the teachers to "Put all the grades where they're supposed to be and not wait until the week before grades are due." Another agreed, adding "I like the Parent Portal but I also prefer getting the individual communication from the teachers. Just in case I miss something on the portal; a quick email or a phone call and they can be sure that they'll have what's missing but I might miss it for a week on the portal just because I didn't have time to go in and look at it. I like real time feedback from the teachers rather than it being reactive and I have to constantly go pull it myself."

- **Technology:** It was suggested that the district could better utilize technology to communicate with parents via cell phone/smart phones. They would also like to see more consistency in teachers updating their websites and using provided technology, such as the Macbook Airs. It was noted that some teachers update their websites and others don't, and some use the Macbook Airs for instruction and others don't. Many agreed that the teacher website updates are very important, and they also suggested that "The school calendar needs to be kept updated on a daily basis."

- **Marquees:** "It is an opportunity. We have marquees that we don't even use, that should be updated daily. Last week at the elementary school, the wrong date was up for when the school board meeting was. Administrators complain because people don't come to the school board meetings and they had put the wrong date up."

2 – Parents - There was discussion among the group that the food served at school needs to be improved. They agreed that it is low "quality because we have to follow the guidelines…it's what's mandated that we fix." It was expressed that "It's very unappetizing food" and the portions are small. One parent explained that her son comes home hungry every evening: "He wants to eat lunch at school but then he's not eating enough, so then I'm sending snacks with him to eat between school and sports after school." Others in the group agreed with this statement.

3 – Students - Members of the student group identified several areas of the district they would like to see improved. Suggestions included reorganizing the building at the middle school level "so we can get to our classes faster," and "make the locks easier to do" in reference to the locks on the wall lockers. Suggestions given were changing the locks to key locks or installing fingerprint scanners.

5 - Board of Education - Members of the board identified communication as one of the key opportunities for improvement for the district, as well as increasing "successful learning" and "test scores."

4 – Community – A group member expressed the need to make changes to the curriculum due to recent results reported in the St. Louis Post Dispatch on the district's academic ranking among neighboring districts. They agreed that being prepared for the next step in life and connecting the curriculum is imperative, and one member shared, "I think the people of the community and the students would benefit [from curriculum changes], and I have a sneaky feeling that the staff is slightly embarrassed to be in that position."

S.W.O.T Analysis – *Opportunities*

All group members were asked to identify some ***opportunities*** they would like to see the school district pursue in the future**.**

1 – Staff - There is an opportunity for cross mentoring among the staff for new and experienced staff members. It was identified that some mentoring takes place, but one member shared "I think you have mentors mentoring two and three educators at a time. So it goes back to how effectively can we do that with everything else?"

1 – Staff - The group expressed an opportunity to improve academic performance and help students succeed. "I hope through this [Strategic Planning Process] that we can identify what our kids are lacking. We are at the bottom of the barrel. Hopefully through this, we'll be able to identify what we're not doing to get our kids where they need to be, hopefully."

2 – Parents - Parents noted they would like for the elementary students to have access to more technology in the classroom. They shared examples of "three iPads for 30 students" in a classroom. They have identified this as an opportunity for improvement in the district to better utilize technology for academic purposes and not for games. A parent voiced that not only are there not enough iPads at the elementary level, but "I don't think that they are using them for what they could be using them for."

3 – Students – Academically, students would like more individual learning opportunities based on personal learning styles, for both academic and physical education classes. One student explained, "I'd like to see for everybody where we can all work at our own pace, so it doesn't feel like we're all going too slow or too fast for each other." This was identified at the end of the focus group as one of the most important messages they would like to be shared from the group. Students would like for teachers to take more time to help them individually to understand the lessons taking their comprehension levels and learning styles into consideration. Others would like to have more options of classes to take based on the interests of the students. One student explained, "There needs to be some more options. I understand we are a small school so there's not a whole lot. Still have those options open and see what the students want at the end of the year." It was also noted that students would like more consistency across schools regarding required classes and credits in the event a student has to move. One student explained, "in my other schools I didn't have to take classes that I have to take here and I would have graduated early. I have to do credit recovery. I have to do two things and then I had to take personal finance and that's not even a required class in any of my other schools."

3 – Students - Participants of this group indicated they would be interested in a Work Ahead program which allows students to "work a half a day and at the same time help you find that job that fits what you're wanting to do." It was noted that Festus has this program, and some Dunklin students have participated in a similar program but it is not a commonly-known opportunity. One student explained, "I know various people in the past that have done it. They've had to go through a basically secret process that … It's not known for other students. It's not advertised, I guess … for a student to know exactly that it's an opportunity."

3 – Students - Students would like for the teachers to be more understanding when they do not have the supplies needed for class. A student explained, "My writing teacher expects me to have a binder the first day when I didn't even know we had to have a binder. Then two weeks later I still don't have a binder but I can't afford it at this moment."

3 – Students - Students expressed that the district has an opportunity to improve their food service. They provided the following comments/suggestions:

- "I think that they should have more variety of a drink, not just milk."
- "I know the middle school has cookies and high school does too. They should have dessert type things that you don't have to pay for."

3 – Students - Although some of the students indicated they do not like the food, there was agreement among the group that the portions are not large enough and they are not getting enough to eat at lunch. "I think we need more food." Others agreed, "more food, definitely." For example, "With the pizza you should be able to choose how many slices you get."

5 - Board of Education - Members shared that they would like for the district to be "a blue ribbon school," and "more health conscious, with kids who are fit and happy with who they are, and fed well, and educate the whole community in that."

Participants in the Parent and Community Focus Groups indicated they would like to see more opportunities available for involvement and partnership with the district.

4 – Community - A member of the community group suggested holding a job fair to display for students the opportunities available following high school. It was also suggested for the district to coordinate internships for students with local community businesses to impress upon the students the applicability of their current studies to their future employment opportunities. Town and Country Bank would be very interested in participating in a co-op work program with Dunklin high school students.

2 – Parents - More community involvement was identified as an opportunity for the district. One parent described this concept, "It would look like a community that supports our district and our district that supports the community. Working together instead of, I feel like now, our community, we're fighting against it. I think that there are some community and political things that are going on that may not directly tie to our district but they do reflect on it and I don't think that the community, that people that are in charge of that, realize how it's hurting our district and our children that can't even vote right now."

4 – Community – A community member suggested an alumni association as an opportunity for the district to pursue. "There's lots of alumni that have an attachment to that school, but they're not really engaged because there's really never been an effort to do that."

3 – Students - Members of the student group agreed that they would prefer to have block scheduling to have longer

periods of time for each class. One student explained, "Because you just have that time in that [longer/block schedule] class to get your work done instead of working on an assignment … Okay. Pack up. Now I can work on it in study hall. It's just broken study [in shorter classes]."

3 – Students - A student suggested that the district "should have certain classes that you could take to get ready for a certain career." When asked what types of classes the students would like to take, they provided the following suggestions:

- Intro to Engineering
- Area Technical School (ATS) – should be offered for every student, currently the seats are very limited
- More exploratory type classes at the middle school level "to help us figure out what career we want to learn"
- Medical program
- Mechanics
- Architecture
- Astrophysics

3 – Students - It was also noted that students like that they have the opportunity to earn college credits during high school. One student explained the number of credit hours has increased, "Now we're up to, I think, 36, which is great. That's an associate's degree. I would go my freshman year of college as a sophomore."

S.W.O.T Analysis – Threats

Focus group participants were asked to identify anything they perceive to be a ***threat*** to the success of the school district.

1 – Staff – Staff members identified the current status of the district due to low test scores as a threat because it is not attractive for retaining current staff members and recruiting potential staff members and families from the community. "I just don't think that we're attracting people who would be a benefit to what we already have. We have a great staff, but we're not attracting good people." Group members also believe the current level of expectations is a threat. One member expressed, "We need to have higher expectations for our kids and their parents."

3 – Students - One student identified that passing time in the hallways in between classes is "chaotic" and "unorganized" and shared "When I go in the hallways a lot I see a bunch of kids bullying a bunch of other kids."

5 - Board of Education – Members of the board identified the following items as threat to the success of the school district:

- "Money" was identified as a threat to the success of the district.
- Demographics – high mobility rate
- Misconceptions – One member explained, "I think, when test scores come out in the paper, it puts a negative light on us. We're really doing better to amend that. I think that can be a threat whenever

you've got a dissatisfied community."

- Local politics and overall aversion to government – A group member explained there can be a mindset among people that the governing bodies are working against them, which means the district must "keep that [mindset] down to show constituents what we're giving them is worth the money that they're giving us to spend."
- Families choosing to send their children to private schools.
- Staff and Community buy-in to the Baldrige improvement process – "I think another threat is buy-in by the community, as well as the staff members. I've heard rumors about spending money on Baldrige. It's very hard to justify spending that money on a process that is not tangible, and yet we're not getting raises. I think that's a threat, too, is staff and community buy-in."

4 – Community – Community members identify the high number of poverty-stricken families within the district and recognize the district must work hard to engage students from this demographic academically to ensure their success.

4 – Community – Participants of this group also identified there are families who live in the community and are being educated at different schools. They feel this is a threat to the success of the district because those families are not engaging in Dunklin public school activities.

2 – Parents - A parent shared "I think our poverty level in our district is a threat, because can kids really come to school prepared to learn and to do their best when, like someone mentioned, they're getting one meal a day or they don't have their school supplies? I think that's a huge threat to our district." Others agreed, and it was suggested that the district better communicate about available programs, such as the back pack program, to help provide food over the weekend for families because there are parents who would be willing and able to donate to the program.

Communication

Communication was identified as an opportunity for improvement by most of the focus groups; however, the corresponding survey data regarding communication is fairly positive.

I feel the district does a good job of communicating with me about issues taking place in the schools.

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	0%	0	0%	0
Agree	0%	0	0%	0	18.18%	2	44.44%	4	83.33%	5
Neutral	18.18%	2	0%	0	63.64%	7	33.33%	3	0%	0
Disagree	54.55%	6	83.33%	5	18.18%	2	22.22%	2	16.67%	1
Strongly Disagree	27.27%	3	16.67%	1	0%	0	0%	0	0%	0
Total Participants		11		6		11		9		6

5 - Board of Education - A board member explains why they disagree with this statement, "I think when we do those annual reviews or reports, I really don't think anybody looks at those… I think they take what we had the previous year, and cut and paste a few new things, and then that's it. I bet if I got out those reports from last year and then this year's, I'll bet very little has changed. I really don't think we're looking at our programs. I really don't think we're looking at what we're doing, truly and deeply. I don't think that's being communicated to us properly." Also, "because we scored really low in communication in regards to that when we did our board evaluation."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	8.33%	11	20.09%	44
Agree	31.82%	42	36.07%	79
Neutral	26.52%	35	15.98%	35
Disagree	20.45%	27	19.18%	42
Strongly Disagree	12.88%	17	8.68%	19
Total Participants:		132		219

I feel the school district supports an environment of <u>two-way</u> communication.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education		
Strongly Agree	0%	0	0%	0	0%	0	16.67%	1	
Agree	18.18%	2	16.67%	1	22.22%	2	33.33%	2	
Neutral	18.18%	2	0%	0	44.44%	4	33.33%	2	
Disagree	36.36%	4	66.67%	4	33.33%	3	16.67%	1	
Strongly Disagree	27.27%	3	16.67%	1	0%	0	0%	0	
Total Participants	100%	11	100%	6	100%	9	100%	6	

1 – Staff - Members of the group agreed that they would like more follow up on conversations with administration. For example, "I agree that there is an opportunity for you to come in and talk to administrators, the door is always open policy, and then you tell him what's on your mind. You never know where that goes after that. So, OK, I might have just got myself fired or I might have gotten them fired or I might … What was the result of that? They never call you back and then say, 'Hey, I brought that up the other day. We talked about it. We're going to do a better job.' Nothing, so I just stopped doing that."

2 – Parents - Parents would like to have more two-way communication with the district. One parent provided the following suggestion, "I think some way to give our feedback real time, give it something, if you have a certain issue or something that's come up and you want to give immediate feedback, you don't have to wait for a school board meeting or you have maybe a … I don't know, if it's an online forum or whatever, but just a way that you can provide that immediate feedback; both positive or negative."

5 - Board of Education - Board members agree that this process of gathering feedback and developing a strategic plan is going to improve two-way communication within the district, although it will not be "overnight." One member expressed, "I think, again, it's sometimes a perception more than it is actual reality, but I think that what we're doing right now is going to improve that. I think we've had some teachers with some negative … they just don't believe that we want to listen to them, or that Stan wants to listen to them, or whoever their principal is. I think, now, that this process will help this…I think we're working towards it, we're just not completely there."

4 – Community – The following suggestions were provided by community members:
- The district should communicate with the community more via the local printed newspaper.
- If there is not already, the district should have one staff member who is specifically in charge of public relations and communications.

Survey Responses:

	A – Staff		B - Stakeholder		
Strongly Agree	6.82%	9	19.18%	42	
Agree	33.33%	44	40.18%	88	
Neutral	29.55%	39	22.37%	49	
Disagree	18.18%	24	13.24%	29	
Strongly Disagree	12.12%	16	5.02%	11	
Total Participants:		132		219	

Participants in each focus group were asked what the district does well regarding communication and where they would like to see improvements in communication.

2 – Parents - **Remind101:** Parents agreed that Remind101 is an effective method of communication from the teachers and would like for there to be more consistent use by all teachers. A parent shared "I find that some teachers use it a lot and some don't use it at all." Students in the student focus group identified Remind101 as an effective communication tool as well.

3 – Students - Students would like to see the district communicate more with their parents. One student explained, "I just know in the years past there have been things in the high school like threats that were known to administration and to teachers. Nothing was ever sent home to parents. Parents had found out because kids were talking about it. They just … I know my parents didn't feel comfortable. How come the board or the school never even said, 'Hey, this is happening.'"

3 – Students - Students would like to receive more communication from the district about assignments that are due and schedule changes. Members of the group agreed that "App alerts are great," but it was noted that "not all teachers use it" and "not all students have smart phones." They would also like to receive more emails with important information. One student shared, "In high school we all have computers now, so we can get emails." It was also suggested that, at the middle school level, communication could be added to the end-of-day announcement. "I would think that at the end of the day they do the announcement. Maybe if the teachers could give Mr. Johnson or the principal a paper to say what homework they were having. In the announcement they would … he could say, 'This grade has this homework. This grade has this homework.'"

5 - Board of Education - Members of the Board of Education agree they would like to see improvements in district-wide communication. They would like to see more communication between the staff and parents, as well as between the Board and the staff. One member explained, "I would like to have more communication with our staff. I would like for sometimes, just be a board and say, 'We're going to sit in the auditorium, and let's have your feedback. We want to hear it.' We hear it from Stan, but I don't think they think that we hear it." They would also like to receive invitations to events, such as honor society, to be more involved and aware of district activities. One member explained, "There have been past administrations where they [staff] were told, 'Don't talk to the Board.' It's just changing the mindset." Current members of the Board would like to change this mindset and want the staff to "know that we were here for them, that they could talk to us." Others agreed, adding "That there won't be any repercussions." Implementing and increasing the use of social media, such as Facebook and Twitter, was also suggested as a way to improve district-wide communication.

4 – Community – Some members of the group felt since they do not have kids enrolled they do not know where to get information, and shared the quarterly paper insert is not an adequate communication method. One member who does have a child in the district identified there is not a lot of consideration for family planning in terms of communication from the district to the families. For example, when the teachers send a message out the day before saying 'You'll need to bring $30 with you tomorrow', they are not considering the families who may not be able to afford that on such short notice. As community members, they would like to know where to get information. As family members, they would like better organization and to receive information in a more timely matter.

1 – Staff – Participants of the group would like to see more cohesion among the buildings and identified "the disconnectedness of our buildings in our district." One member expressed, "Our administration, our board members, our students. I mean there is not a part of our district that that disconnection doesn't impact."

The school district effectively communicates new initiatives.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	0%	0
Agree	20%	2	0%	0	22.22%	2	0%	0
Neutral	10%	1	33.33%	2	11.11%	1	66.67%	4
Disagree	40%	4	66.67%	4	55.56%	5	16.67%	1
Strongly Disagree	30%	3	0%	0	11.11%	1	16.67%	1
Total Participants	100%	10	100%	6	100%	9	100%	6

1 – Staff - There was agreement among the group that they would like to receive more communication from the district regarding new initiatives, to include follow up of the progress and resolutions from new initiatives. They would prefer to receive communication regarding new initiatives multiple times using multiple communication methods. The preferences provided by members of this group were to receive information via personal meetings and trainings when possible, with follow up information provided by email and website updates.

1 – Staff - There was discussion among the group participants that they would like to be informed of the outcomes of the administrators' meeting that takes place every Tuesday morning. It was suggested that "maybe they could even do a little e-mail to the staff every Tuesday afternoon about the items that they were discussing [in the meeting]." There was agreement that the administrators are the "nucleus of the district" and the information from this meeting would be very helpful, especially for the school secretaries.

1 – Staff - Participants expressed that they would like to receive more positive communication. One group member explained, "If there is something negative, we hear about it, but you really don't hear a lot of praise or feedback when there is something positive happening or going on." Others agreed, and one member added "we all need to feel valuable."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	5.30%	7	12.39%	27
Agree	34.09%	45	31.19%	68
Neutral	31.82%	42	34.40%	75
Disagree	17.42%	23	15.14%	33
Strongly Disagree	11.36%	15	6.88%	15
Total Participants:		132		218

I feel comfortable contacting the school district with questions, concerns, complaints, and/or suggestions for improvement.
*Reworded for students: **I feel comfortable going to a teacher or principal with questions, concerns, complaints, and/or suggestions for improvement.***

Focus Group Responses:

	2 - Parents		3 - Students		4 - Community	
Strongly Agree	0%	0	27.27%	3	11.11%	1
Agree	50%	3	27.27%	3	55.56%	5
Neutral	16.67%	1	27.27%	3	11.11%	1
Disagree	16.67%	1	9.09%	1	22.22%	2
Strongly Disagree	16.67%	1	9.09%	1	0%	0
Total Participants:	100%	6	100%	11	100%	9

2 – Parents - Parents would like to see some of the teachers and administrators be more "approachable" for all parents, noting that some parents don't feel comfortable approaching teachers or administrators. One parent shared, "I don't have an issue contacting them. I think the challenge is follow up. I'll contact them and request something and I'll have to follow up if I don't get my answer back." Several parents agreed with this statement.

3 – Students - There was agreement among the group that they feel comfortable talking to some teachers, but not to others. Several of them commented that "They shouldn't talk to me like I'm stupid."

4 – Community – Participants identified that sometimes necessary information is not readily available or communicated by the district, but they feel comfortable contacting the district to find the needed information. One member explained, "I called over here the other day, and I got right where I wanted and got my answer, but I had to ask."

Survey Responses:

	B - Stakeholder	
Strongly Agree	30.45%	67
Agree	38.18%	84
Neutral	15.91%	35
Disagree	11.82%	26
Strongly Disagree	3.64%	8
Total Participants:		220

I feel comfortable contacting my supervisor with questions or concerns about the school district.

Focus Group Responses:

	1 - Staff	
Strongly Agree	54.55%	6
Agree	27.27%	3
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	18.18%	2
Total Participants:	100%	11

Focus group participants were asked how they prefer to receive communication from the school district.

5 - Board of Education - "Face-to-face, emails, and follow up phone calls" were provided as ways the board members prefer to receive communication from the district. Overall, they are happy with the way they are currently receiving communication from the Superintendent, Stan Stratton.

4 – Community – Community members identified several ways in which they prefer to receive communication from the district, including social media, emails, newspaper, hard copy, and face-to-face interactions. One member expressed the value of face-to-face communication, "I think anytime you are trying to inform people about something that's valued, … it's hard to make it work without having a spokesperson to voice for your initiative that you can see that it's important to them. You can feel that it's important to them. I think sometimes people can rely too much on just sending out emails. I think face-to-face conversations or face-to-face communication is very helpful in a lot of arenas."

The school district effectively communicates measurement results for the district.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	16.67%	1
Agree	54.55%	6	0%	0	0%	0	16.67%	1
Neutral	18.18%	2	16.67%	1	44.44%	4	16.67%	1
Disagree	9.09%	1	50%	3	55.56%	5	50%	3
Strongly Disagree	18.18%	2	33.33%	2	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	9	100%	6

2 – Parents - Parents would like the district to communicate where to find measurement results for the district and they would like to view them in a clear, concise manner without multiple acronyms that are difficult to understand.

5 - Board of Education - One member shared, "When we had our meeting and they explained all that [APR], I had a whole different outlook about it than whenever I just read about it. I wish we had that detailed of an explanation to the public…I'm just wandering how many people care?"

Student Success

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	0%	0	16.67%	1
Agree	36.36%	4	0%	0	9.09%	1	0%	0	0%	0
Neutral	36.36%	4	33.33%	2	36.36%	4	44.44%	4	33.33%	2
Disagree	27.27%	3	16.67%	1	27.27%	3	55.56%	5	50%	3
Strongly Disagree	0%	0	50%	3	27.27%	3	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

1 – Staff - Members of this group expressed different opinions on this subject, based on different perspectives. One member shared, "I feel our graduation standards are too low." Another member agreed, adding "We tend to water down the classes in order for them to just get through."

1 – Staff - There was discussion about the importance of parental support and encouragement throughout school and the impact that has on students' success after graduation.

1 – Staff – One member commented on why some students who participate in the A-Plus program in high school may face challenges after graduation. "Probably because our remediation rates are too high whenever those students go to junior college and they're not testing into those college courses, which statistics will show you that if that's the case, then they have a higher rate of dropping out because they get frustrated because they aren't testing into college-level courses. They're testing into remedial courses, which in turn you don't really get college credit for. I think those students that we have that are going to a four-year school, they're ready. They get their testing and they're ready. But it's those kiddos that we're sending to Jeff Co or whatever two-year school that just aren't ready yet."

1 – Staff – Others discussed the need for more accountability for the students, beginning at the elementary level, to develop behaviors for higher grade levels and post-graduation. One group member commented on a recent positive step toward increasing the level of student accountability at their building, "We had an e-mail saying if they don't go to bus time, they don't show up, write them up. We've never done that before …They're getting more proactive that you're not going to get off the hook. We are going to set a precedent here. We are going to make you accountable. In high school, that is so big, so, so big."

2 – Parents - There was discussion among this group of parents that students could benefit from better interaction skills, communication skills, and development of study skills. One parent shared, "I think that our kids expect a study guide with all the questions and answers on it and they just don't know how to come up with that on their own."

3 – Students - There was discussion among the group that at times it is difficult to see how current lessons will be applicable after high school. One student voiced concern for the future of the students who are allowed to slide by through school. "There are just some students that they can go and they can just slide by through school, literally miss 45 days of school throughout their high school … career and still go out and graduate. How are they ready for the real world? They haven't even been in high school?" Another student added, "No one can prepare me for what I'm going to do in the future. They can do their best on education. I will say I get a great education that I … I am prepared for school, I think."

5 - Board of Education - Members of the group shared that answers to this question vary based on different perspectives; however, one member explained that many students are not prepared for college because they have not been exposed to things that students from other districts have. "Our kids haven't been [exposed to] these simple things that are totally new to them in college. They should have had exposure to in the high school." Economics and Psychology were mentioned as examples.

 4 – Community - Group members discussed the importance of parental involvement for students to succeed in the next stage of their lives.

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	5.38%	7	10.50%	23
Agree	33.85%	44	27.85%	61
Neutral	38.46%	50	41.10%	90
Disagree	18.46%	24	16.89%	37
Strongly Disagree	3.85%	5	3.65%	8
Total Participants:		130		219

I feel the school district has a <u>student-focused</u> culture.
> *Reworded for students: **I feel the district thinks of students first when making decisions.***

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	11.11%	1	16.67%	1
Agree	81.82%	9	0%	0	0%	0	33.33%	3	66.67%	4
Neutral	9.09%	1	50%	3	63.64%	7	33.33%	3	16.67%	1
Disagree	9.09%	1	50%	3	18.18%	2	22.22%	2	0%	0
Strongly Disagree	0%	0	0%	0	18.18%	2	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - Parents of this group feel that culture of the district varies across all of the buildings and could be improved by a stronger level of consistency across the buildings. "Focusing on what is best for the kids, not what's best for the school" was identified as one of the most important topics discussed in this focus group. Others agreed, adding "When you are doing what's best for the kids, you're doing what's best for the school" and "I think that you need to do what's best for the kids academically, not focus on sports, not focus on this. Preparing these kids for the future."

5 - Board of Education - Board members described the culture of the district to be "conservative, caring, respectful, hardworking, accepting, and a community that really values education." One member described a piece of the district culture, "We have that issue of the mobility and the parents that aren't connected to anything. They're just living their own special lives, and their kids are just floundering in the wind. That's not the whole culture. That's something that we got to, somehow, figure out to connect to." Members agreed that the cohesiveness of the Board and current continuity in leadership are both very positive for the culture of the district.

1 – Staff - Valuing the staff/employees, improved communication, and providing clear expectations were provided as examples of ways the district can reduce the stress level and improve the culture of the district.

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	18.32%	24	20.64%	45
Agree	56.49%	74	47.71%	104
Neutral	14.50%	19	21.56%	47
Disagree	8.40%	11	6.88%	15
Strongly Disagree	2.29%	3	3.21%	7
Total Participants:		131		218

The teachers in the school district have high expectations of their students.

Focus Group Responses:				Survey Responses:		
	2 - Parents				B - Stakeholder	
Strongly Agree	0%	0		Strongly Agree	17.89%	39
Agree	0%	0		Agree	49.54%	108
Neutral	50%	3		Neutral	22.94%	50
Disagree	33.33%	2		Disagree	8.26%	18
Strongly Disagree	16.67%	1		Strongly Disagree	1.38%	3
Total Participants:	100%	6		Total Participants:		218

While most of the students in the focus group feel they are challenged at school (7 of 11), most of the parents in the focus group (4 of 6) identified that they do not feel their child is challenged at school. All of the parents in the group feel the work their child does for class is busy work and does not require high level thinking. Some of the parents don't think the teachers have high expectations of their students, and shared that this varies by building and by teacher. However, there was a concern expressed and several agreed that "This is a school district that a lot of the time we look for our coaches that can teach and we hire them. We don't look for teachers than can actually coach. Our priorities aren't in the right place."

The survey responses did not support the focus group data, with 67.43% of the survey respondents in agreement that the teachers in the school district have high expectations of their students.

Student Progress Results

The school district effectively communicates my child(ren)'s results to me. Focus Group Responses:				My teachers communicate my progress results to me in a timely and accurate manner. Focus Group Responses:		

	2 - Parents				3 - Students	
Strongly Agree	0%	0		Strongly Agree	9.09%	1
Agree	0%	0		Agree	9.09%	1
Neutral	50%	3		Neutral	45.45%	5
Disagree	33.33%	2		Disagree	27.27%	3
Strongly Disagree	16.67%	1		Strongly Disagree	9.09%	1
Total Participants:	100%	6		Total Participants:	100%	11

2 – Parents - Parents shared that this varies depending on the teacher and would like to see more consistency in communication from their children's teachers.

5 – Board of Education - Members of the board agreed that "different groups are better about communication than others." They agree that the Superintendent, Stan Stratton, does a good job communicating to the board, but there are gaps in communication in the district and at times they hear of things they did not know about from other sources. One member explained, "I think that staff to parent communication needs help. It varies where that's lacking…for example … when your child goes from one building to another. The way they communicate at the elementary is different than the way they communicate at the middle school. It's different than the way they communicate at the high school, because kids are switching classes at the high school. They've got seven different teachers. They're switching at the middle school. At the elementary, well, through fourth, I guess, they have one teacher. It's different. I think some of the parents and teachers … I think there's a gap that needs to be worked on there."

3 – Students - Students from the high school shared that this has improved since last year, and they now get an update weekly. Students from the middle school would like to be kept more informed of their progress than they currently are, which they shared is quarterly.

I feel the grading policies at my school assess learning fairly and accurately.

	3 - Students	
Strongly Agree	9.09%	1
Agree	18.18%	2
Neutral	27.27%	3
Disagree	36.36%	4
Strongly Disagree	9.09%	1
Total Participants:	100%	11

3 – Students - Students shared that not all grades fairly assess learning because students have different levels of test taking abilities and writing skills.

Valuing Stakeholders

When I contact the school district, I am greeted and treated with good customer service.

Focus Group Responses:

	2 - Parents		4 - Community	
Strongly Agree	16.67%	1	22.22%	2
Agree	50%	3	55.56%	5
Neutral	16.67%	1	22.22%	2
Disagree	16.67%	1	0%	0
Strongly Disagree	0%	0	0%	0
Total Participants:	100%	6	100%	9

2 – Parents - Participants noted that this varies by school and changes as personnel change.

Survey Responses:

	B - Stakeholder	
Strongly Agree	29.09%	64
Agree	46.36%	102
Neutral	15.91%	35
Disagree	7.27%	16
Strongly Disagree	1.36%	3
Total Participants:		220

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

Focus Group Responses:	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	9.09%	1	0%	0	0%	0	0%	0	16.67%	1
Agree	36.36%	4	0%	0	9.09%	1	22.22%	2	16.67%	1
Neutral	9.09%	1	33.33%	2	36.36%	4	33.33%	3	16.67%	1
Disagree	36.36%	4	50%	3	45.45%	5	33.33%	3	50%	3
Strongly Disagree	9.09%	1	16.67%	1	9.09%	1	11.11%	1	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - There was discussion among the group that the district does not value the input of parents. One spoke of their experience on a committee when they tried to speak up but did not feel that their input was valued. This parent shared, "Basically, I was told, 'You are here because the state said we needed parents,' and then I just felt like 'We don't want your input, however.'" Others agreed, adding "Parents don't mean anything in a meeting around this district" and "If you don't want my opinion, I'm not coming to waste my time." Group members agreed that the district valuing their input would improve partner relationships between parents and the district.

3 – Students - Students in this group would like the opportunity to provide their input on a more regular basis. Surveys were given as a suggestion for a method to provide feedback, as well as student committees in each building similar to the focus group format.

5 - Board of Education - Members of the group agreed that their input is asked because, as the governing body of the district, it is their job to provide input and vote on the services offered by the district. However, one member noted there are things they are not asked about, for example the decision to keep or remove learning cursive writing from the curriculum.

4 – Community – Members of the community agree they would like the district to seek their input, but suggest the district be clear they are asking for peoples' time and not money. It was also suggested that if students are going to fund raise and ask for monetary donations, the students should be educated on what the money is going to be used for so they can share that with the donors at the time of request.

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	3.79%	5	10.09%	22
Agree	31.82%	42	26.15%	57
Neutral	27.27%	36	31.65%	69
Disagree	29.55%	39	23.85%	52
Strongly Disagree	7.58%	10	8.26%	18
Total Participants:		132		218

I feel valued as an employee working with the Dunklin school district.

Focus Group Responses:				Survey Responses:		
	1 - Staff				A – Staff	
Strongly Agree	9.09%	1		Strongly Agree	12.12%	16
Agree	18.18%	2		Agree	40.91%	54
Neutral	18.18%	2		Neutral	21.97%	29
Disagree	45.45%	5		Disagree	15.15%	20
Strongly Disagree	9.09%	1		Strongly Disagree	9.85%	13
Total Participants:	100%	11		Total Participants:		132

1 – Staff - Employees not feeling valued was discussed several times throughout this meeting. Over half of the focus group participants indicated here they do not feel valued as an employee of the district. One member explained, "I think we struggle greatly with value. As an employee, you have to get some courage to go into administration and say, 'Look, here we are,' and there is no value reciprocated at all. In fact, if anything, in most instances, if you're not careful, you're identified. I think we, as a district, struggle very, very much with valuing people… And I think if we, as employees, if we don't feel valued, that eventually interprets itself back down to the student level."

1 – Staff – Staff members noted that being valued is a contributor to job satisfaction, one group member expressed, "being valued and supported is huge in staying." They agreed that not feeling valued contributes to job dissatisfaction.

Survey responses indicated over 50% of employees <u>do</u> feel valued as an employee working within the district.

Utilizing Technology

The school district effectively utilizes its website as a communication tool.

Focus Group Responses:	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	0%	0	0%	0
Agree	63.64%	7	0%	0	45.45%	5	0%	0	33.33%	2
Neutral	27.27%	3	50%	3	18.18%	2	55.56%	5	33.33%	2
Disagree	9.09%	1	16.67%	1	27.27%	3	22.22%	2	16.67%	1
Strongly Disagree	0%	0	33.33%	2	9.09%	1	22.22%	2	16.67%	1
Total Participants	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - Several selected 'neutral' for this question because some areas of the website are effectively utilized while others are not.

3 – Students - Some students expressed that the website is not kept up to date and is not user friendly. Others find it quite useful. One student explained, "I think I've used in the past week at least three times. With volleyball games and all that I go straight to the calendar and know when it's at. Then parent portal is on there. I think it's good. I think it's useful. I use it quite a bit throughout the week."

5 - Board of Education - Members of this group agreed the website has a lot of useful information and would like to see it updated in a timelier manner, suggesting that one central person should do the updates. They expressed that Wendy does a nice job of updating the site with the information she is given; however, her primary job functions are crucial to the success of the district and they would recommend assigning the website update responsibility to someone else to allow Wendy more time for the primary responsibilities of her job.

4 – Community – Members of this group feel there is a lot of helpful information on the website, but it is difficult to navigate. Suggestions were given to add a notification feature for when updates are made, as well as add a section on the site for alumni association information.

The school district effectively utilizes technology to help me do my job (hardware, software, training, and tech support).

Focus Group Responses:	1 - Staff	
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	0%	0
Disagree	63.64%	7
Strongly Disagree	27.27%	3
Total Participants:	100%	11

The school district effectively utilizes technology to promote student learning.

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	9.09%	1	0%	0	36.36%	4	0%	0	33.33%	2
Agree	27.27%	3	0%	0	18.18%	2	11.11%	1	33.33%	2
Neutral	18.18%	2	33.33%	2	27.27%	3	88.89%	8	16.67%	1
Disagree	45.45%	5	33.33%	2	18.18%	2	0%	0	16.67%	1
Strongly Disagree	0%	0	33.33%	2	0%	0	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

1 – Staff - Members of the group explained that although they have technology, it is not always effectively utilized to promote student learning. One member identified "For example, we have new iPads but no plug-ins to match them." Another added "We've had Promethean boards for months, but they're not installed."

3 – Students - Students expressed that computers are a great learning tool, but it is a hassle to not be able to print from their computers. They also mentioned that many sites are blocked, one student explained, "There's so many sites blocked on the computers that it's ridiculous. Some of them are just blocked because they have a game on it."

5 - Board of Education - Group members shared they believe the district has great technology, but perhaps there is an opportunity to address how it's used, "like teacher development and how to teach with it." One member described the importance of incorporating technology into the classroom, "We need to understand that technology is like an appendage to kids today. Every district I go in, kids have their phones out, and they're using them for learning…We've got to get a new mindset on technology."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	29.55%	39	27.85%	61
Agree	53.03%	70	48.86%	107
Neutral	10.61%	14	15.98%	35
Disagree	5.30%	7	5.48%	12
Strongly Disagree	1.52%	2	1.83%	4
Total Participants:		132		219

Focus Group participants provided the following suggestions for improving the school district's use of technology.

1 – Staff - Group members agreed they would like to have more training on the technology that is in place and they would like for the technology staff to be more approachable when they have questions. One participant commented, "it's very hard to approach them if you have an issue." Another agreed, adding, "For the amount of technology we have in our district, we only have two people in our technology department for the whole district." There is hope among the group for the new process in development to train teachers and determine prioritized needs.

1 – Staff - Staff members would like more planning and deliberation about the technology before it's brought in, as well as more training, more technology support, and more defined policies and procedures. They would like to be involved in the decision making process when technology decisions are made and would like for their opinions to be valued. Three examples were given in support of this: the one-to-one initiative, Google Docs, and lack of training on the SIS system.

- The one-to-one initiative was discussed as an example of the teachers not being involved in the decision making process to determine the impact of technology implementation on curriculum. One group member explained, "Sometimes I think we want to be the first check mark in the county to have this …The one-to-one is wonderful. It's an ideal perspective of where we want to be. We just ran before we were able to crawl. From the parents' perspective, when you have your children coming back and saying, 'Watched a full season of something on YouTube…' OK, we've got a problem. Our educators were not prepared to understand how they put that into their classroom. They were just told, 'Here, deal with it.' That's wrong. We can't do that." It was also noted that "one size fits all" training would not be appropriate, instead the training would need to be customized by the needs of different grade levels.

- The transition to Google Docs was also noted as an example of staff not being informed or involved in the technology decision making process. One member illustrated this point by comparing Dunklin with another district "at the top of the list in the county. When they went to Google Docs, they actually had people from Google come out to show them how to use it. When we went to Google Docs, it was like, "Hey, you're on Google Docs now.'" Others agreed, adding that the expectation was for them to "practice it over the summer."

- Group members also agreed that there is a need for training on Infinite Campus and the SIS System. A group member explained," That's our bread and butter. That is our SIS system, we can't function without that, and no one is trained on it." Others agreed, adding "We expect our tech gurus to come in and train all of us when they're busy doing their own thing and they don't have time to train….and a lot of times they don't have the answer."

2 – Parents - Parents would like for the district to be more committed to implementing technology and utilizing it to promote student learning. One parent expressed, "I feel like there's not a commitment to it across the board." Parents also noted that it's important that teachers are using technology as a supplement to teaching and not as a replacement for teaching. One parent explained, "since they got the Macs, I've seen at least one teacher that sits in front of the computer and has them do stuff on the computer the whole class while he plays on the computer doing his stuff instead of teaching." Parents

agreed they would like to have more iPads in the classroom if used appropriately to supplement the students' learning. It was also noted that there needs to be more consistency among the teachers of the same grades. One parent referred to the rule against fourth grade students bringing a Nook to school for reading and shared that some teachers allow it and others don't.

4 – Community – A group member suggested the district implement a notification system for parents to alert them if their child's lunch money funds are running low or are deficient.

I would like the school district to increase its use of social media.

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	18.18%	2	83.33%	5	45.45%	5	55.56%	5	83.33%	5
Agree	63.64%	7	16.67%	1	9.09%	1	22.22%	2	16.67%	1
Neutral	18.18%	2	0%	0	27.27%	3	11.11%	1	0%	0
Disagree	0%	0	0%	0	0%	0	11.11%	1	0%	0
Strongly Disagree	0%	0	0%	0	18.18%	2	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

Participants from all focus groups identified that the district is in the early stages of using social media as a communication tool and agree that utilizing social media is important for the district.

2 – Parents - Parents of this group would like to see the district utilize social media, specifically Facebook, to communicate with parents and students. An example was shared of a Cross Country Facebook page that some parents started that is very helpful for sharing information. They would like the district to start and maintain a Facebook page rather than parents because "it [information] should come from the top, not from the bottom."

3 – Students - Most of the students indicated that social media is an important tool for the district to communicate with students. Several commented that the Black Cat Twitter updates are helpful. For example, "I follow multiple and they … That helps me because if I have to work and I don't get to go to a game I get to see that. Or if I don't know what's going to happen there are students and teachers who've made the pages to help." Some feel that the district should create their own Facebook page. One group member noted "A lot of people have Facebook now. I feel like if the school had their own Facebook page they could put updates and stuff on theirs and we'd all get to see it." There was a bit of disagreement with this because some students may feel that the district would use Facebook to find information on them. A student explained, "no one could do anything on their page because the school would just sit there and watch it. 'She is here, he is there.' They just really focus on trying to get … I don't know if it's get dirt on someone or what it is. They just really heavily … If you like their page they just sit there and watch you."

5 - Board of Education - Participants in this group agree that social media is an important tool and they would like to see the district increase its use of social media as an additional communication tool. One member stated, "I definitely think we need to have a Facebook page."

4 – Community – Group members agree they would like to see the district increase its use of social media to engage more with the community. It was also suggested that the district could look at students' social media to identify potential issues, one member explained "because that's where you get the indications of suicide or drug use."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	9.02%	12	17.81%	39
Agree	27.07%	36	27.40%	60
Neutral	42.11%	56	36.07%	79
Disagree	16.54%	22	13.24%	29
Strongly Disagree	5.26%	7	5.48%	12
Total Participants:		133		219

Workforce

I have the tools necessary in order to effectively do my job for the school district.

Focus Group Responses:				Survey Responses:		
	1 - Staff				A – Staff	
Strongly Agree	18.18%	2		Strongly Agree	17.04%	23
Agree	27.27%	3		Agree	52.59%	71
Neutral	0%	0		Neutral	14.81%	20
Disagree	45.45%	5		Disagree	12.59%	17
Strongly Disagree	9.09%	1		Strongly Disagree	2.96%	4
Total Participants:	100%	11		Total Participants:		135

1 – Staff - One member of the group identified the need for more "staff and equipment" in order to more effectively do their job. Others identified the need for leadership to provide "direction" and "prioritization." One member explained, "We know what the broad focus is, I think, for a district, but individually, what we should be focusing on."

The school district effectively communicates my personal job performance results to me.

Focus Group Responses:				Survey Responses:		
	1 - Staff				A – Staff	
Strongly Agree	27.27%	3		Strongly Agree	14.93%	20
Agree	18.18%	2		Agree	48.51%	65
Neutral	9.09%	1		Neutral	18.66%	25
Disagree	36.36%	4		Disagree	13.43%	18
Strongly Disagree	9.09%	1		Strongly Disagree	4.48%	6
Total Participants:	100%	11		Total Participants:		134

1 – Staff - Group participants who disagreed with this statement explained the opportunities for improvement with the review process at the end of the year. One member explained, "When you get an evaluation, you get the specific feedback sent to you through an e-mail, but then it says, 'Please come see me to discuss what I observed within two days' … Then you go and you spend an entire break, which is 25 minutes, trying to talk to them, and they're in meetings or they're running here or there. I get what they observed me doing, but I can't effectively communicate with them about that."

The school district effectively communicates all information necessary for me to perform my job effectively.

Focus Group Responses:				Survey Responses:		
	1 - Staff				A – Staff	
Strongly Agree	0%	0		Strongly Agree	6.06%	8
Agree	9.09%	1		Agree	40.91%	54
Neutral	18.18%	2		Neutral	29.55%	39
Disagree	45.45%	5		Disagree	11.36%	15
Strongly Disagree	27.27%	3		Strongly Disagree	12.12%	16
Total Participants:	100%	11		Total Participants:		132

I feel my job is important to the success of the school district as a whole.

Focus Group Responses:

	1 - Staff	
Strongly Agree	36.36%	4
Agree	63.64%	7
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
Total Participants:	100%	11

The school district promotes an environment of equality for all staff members (Certified and Classified)

Focus Group Responses:				Survey Responses:		
	1 - Staff				A – Staff	
Strongly Agree	0%	0		Strongly Agree	15.15%	20
Agree	36.36%	4		Agree	40.15%	53
Neutral	9.09%	1		Neutral	19.70%	26
Disagree	36.36%	4		Disagree	18.94%	25
Strongly Disagree	18.18%	2		Strongly Disagree	6.06%	8
Total Participants:	100%	11		Total Participants:		132

1 – Staff - When asked about the benefits provided by the district, the group agreed that "our benefits are awesome." However, one member noted an inequality they would like to see changed, "our paras do not have benefits. We have a lot of paras in our building, and they work five days a week with us. They get no benefits. I mean, bus drivers do. I think paras should. They're one on one with them [students] all the time." It was also noted that early childhood education teachers at the Taylor building are not treated equally. One member explained, "I feel like the teachers at the Taylor building, which is

our early childhood education center, are really taken advantage of. They don't get the breaks that the regular teachers get, and they work the same amount of hours. They don't get nearly the amount of technology, input, things that … They are really not acknowledged as teachers as much as the K-12 teachers are. A lot of times, they're just left out of the equation." Participants also identified the overload of duties as an inequality. One group member provided their perspective, "Last year in the elementary there was a committee formed for duties because we have several duties. Now, the equality is everybody does every duty except for one teacher. We're duted to death."

The hiring process within the school district is fair for everyone.

Focus Group Responses:

	1 - Staff	
Strongly Agree	0%	0
Agree	54.55%	6
Neutral	27.27%	3
Disagree	18.18%	2
Strongly Disagree	0%	0
Total Participants:	100%	11

I feel the school district gives me enough <u>objective/constructive</u> feedback on my job performance.

Focus Group Responses:				**Survey Responses:**		
	1 - Staff				A – Staff	
Strongly Agree	9.09%	1		Strongly Agree	10.69%	14
Agree	27.27%	3		Agree	47.33%	62
Neutral	9.09%	1		Neutral	23.66%	31
Disagree	36.36%	4		Disagree	14.50%	19
Strongly Disagree	18.18%	2		Strongly Disagree	3.82%	5
Total Participants:	100%	11		Total Participants:		131

1 – Staff - Overall, members of the group do not think that email is an appropriate method for providing feedback for employees. There was agreement that "An evaluation is very personal between you and your superior." However, it was recognized that "they're supposed to do eight a year, and I understand that it is not feasibly possible for them to meet with every person after every one. I understand that. But it would just be nice to make it a priority for them to come say, 'Hey, I liked that you did this.'" Others commented that the eight per year requirement is not held consistent, "Some people got three, some people got five or six. There was no consistency, so your average is different." It was also noted that the classified staff were forgotten one year and only were asked to sign the evaluations at the very last minute with no time to review them.

I would recommend the Dunklin school district as a place to work to friends and family.

Focus Group Responses:		
	1 - Staff	
Strongly Agree	9.09%	1
Agree	45.45%	5
Neutral	27.27%	3
Disagree	9.09%	1
Strongly Disagree	9.09%	1
Total Participants:	100%	11

Survey Responses:		
	A – Staff	
Strongly Agree	19.12%	26
Agree	36.03%	49
Neutral	25.00%	34
Disagree	15.44%	21
Strongly Disagree	4.41%	6
Total Participants:		136

Additional Findings

I feel the school district is fiscally responsible.
> *Reworded for students: I feel the school district spends money responsibly.*

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	45.45%	5	0%	0	0%	0	0%	0	50%	3
Agree	45.45%	5	16.67%	1	0%	0	66.67%	6	50%	3
Neutral	0%	0	50%	3	45.45%	5	22.22%	2	0%	0
Disagree	9.09%	1	33.33%	2	27.27%	3	0%	0	0%	0
Strongly Disagree	0%	0	0%	0	27.27%	3	11.11%	1	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - Several of the parents selected neutral on this question because they don't feel like they know the budget details to provide an opinion. One described their response, "I think that it's wasteful for the baseball team to have a different colored shirt for practice every day. That it's required for them to wear that colored shirt, … yet other organizations have to purchase their own shirt. I think that they're not utilizing vendors in the community to turn around and the community could support it. I think that they're spending more at other places." Another agreed, adding "I would agree because we have some organizations that uniforms are provided. Other organizations you buy them yourself. We have some organizations that are using uniforms from many years ago that don't even match… We can go out and spend X amount of dollars for brand new football jerseys again."

3 – Students - When asked what the district spends money on that it shouldn't, students commented "I feel like they're spending too much on sports" and "We're constantly building on the primary school instead of any other school." They would like to see the money spent on the following things instead: new books and text books, a bigger library, new outdoor eating area tables, and new air conditioning units. All group members agreed with this student's comment: "Some of the air conditionings or things in classrooms will be broken and we'll be really hot or really cold."

4 – Community – Most participants of this group feel the district is fiscally responsible. One member expressed, "I've seen the high points. I've seen the low points, and the recent times have been rather good. I'm very proud and privileged to be a part of that in some ways. I like where we are fiscally."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	30.88%	42	14.93%	33
Agree	54.41%	74	43.44%	96
Neutral	11.03%	15	34.39%	76
Disagree	2.94%	4	6.33%	14
Strongly Disagree	0.74%	1	0.90%	2
Total Participants:		136		221

I am comfortable with the level of transparency that the school district provides on its operations.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	16.67%	1
Agree	0%	0	0%	0	22.22%	2	50%	3
Neutral	18.18%	2	33.33%	2	44.44%	4	33.33%	2
Disagree	54.55%	6	50%	3	22.22%	2	0%	0
Strongly Disagree	27.27%	3	16.67%	1	11.11%	1	0%	0
Total Participants:	100%	11	100%	6	100%	9	100%	6

1 – Staff - One member of the group explained that the district is not transparent on what the plan may be for building a new gym and expressed that it would be helpful to know this information to be able to answer frequent inquiries from parents regarding when the district plans to build a new gym.

2 – Parents - There was discussion among the group about how to locate information online via paperless board meetings, and it was noted that "Most parents don't know because I had no idea." They would also like to see the minutes section from the board meetings updated as they used to be in the past.

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	6.77%	9	11.93%	26
Agree	29.32%	39	32.57%	71
Neutral	44.36%	59	39.91%	87
Disagree	15.79%	21	9.63%	21
Strongly Disagree	3.76%	5	5.96%	13
Total Participants:		133		218

I feel the school district is ethical in its approaches.

Focus Group Responses:

		1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree		0%	0	0%	0	33.33%	3	50%	3
Agree		27.27%	3	66.67%	4	44.44%	4	33.33%	2
Neutral		18.18%	2	16.67%	1	22.22%	2	16.67%	1
Disagree		45.45%	5	16.67%	1	0%	0	0%	0
Strongly Disagree		9.09%	1	0%	0	0%	0	0%	0
Total Participants:		100%	11	100%	6	100%	9	100%	6

1 – Staff - Members of the group explained that the district is very "reactionary" and "defensive" and expressed that when an issue is brought up by a parent, administrators reprimand the teacher without hearing the full story. One member said "There isn't the backing of the teacher and I don't think that's ethical …they want the parents happy at any cost without backing up the teachers, and I've seen it over and over and over again."

1 – Staff - Another participant identified that there is an ethical issue with the inconsistency in which situations are handled. For example, "I find it very sad that we have found ourselves in the midst of being at the bottom, academically… Because we work so hard at staying out of the public, we will sweep things under the rug, and there are different rules for different folks, depending on who you are, what level you are, how long you've been here, who you know, what contact you have, what you know on somebody, what you don't know. There is all kinds of different ingredients that go into that pot."

1 – Staff - Another member of the group disagreed and provided a different perspective, stating "I always give my staff member the benefit of the doubt first off, and I will defend that person until they give me a reason not to, and I am supported in that." Group members described that sometimes it seems that "the parents are the enemy. We're having to choose sides. It shouldn't be that way. We're all in this together with the same goal, let's educate these children and prepare them for life. I don't think any of us should be put in a situation to choose sides and have to defend ourselves, but here we are."

Survey Responses:

		A – Staff		B - Stakeholder	
Strongly Agree		19.55%	26	18.72%	41
Agree		56.39%	75	51.14%	112
Neutral		16.54%	22	24.66%	54
Disagree		6.77%	9	3.20%	7
Strongly Disagree		0.75%	1	2.28%	5
Total Participants:			133		219

If you ever encountered an ethical issue regarding the school district, would you know how to report it?
Yes/No
Focus Group Responses:

		1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Yes		27.27%	3	50%	3	55.56%	5	100%	6
No		72.73%	8	50%	3	44.44%	4	0%	0
Total Participants:		100%	11	100%	6	100%	9	100%	6

I feel the school district's senior leaders are accessible (Ex: Visiting school buildings/locations, events, etc. AND available for observation/communication)

Focus Group Responses:				Survey Responses:			
	1 - Staff				A – Staff		
Strongly Agree	18.18%	2		Strongly Agree	12.78%	17	
Agree	27.27%	3		Agree	44.36%	59	
Neutral	0%	0		Neutral	15.04%	20	
Disagree	36.36%	4		Disagree	18.05%	24	
Strongly Disagree	18.18%	2		Strongly Disagree	9.77%	13	
Total Participants:	100%	11		Total Participants:		133	

1 – Staff – (Clarification – includes building administrators) Members of the group would like for the district's senior leaders and building administrators to be more visible, visit their classrooms, and engage with the students. One member explained, I appreciate him [Stan Stratton] acknowledging me in the hallway and saying 'hi' as he walks by, but I would rather him take that minute to walk around the room and look at what they [the students] are doing." Group members acknowledged that administrators "are stretched thin." However, members identified lack of engagement by senior leaders leads to feeling undervalued as district employees. For example, "I think even to the administrator level into the buildings, sometimes you feel like they just don't have time. 'Just hurry up and get what you need so I can move on to the next thing.'" One member shared that personnel in every occupation are overworked and stressed, "but you still have to manage to engage the people that you're leading in order for the … People who feel valued, people who think that they matter to the organization and to you will take-They will fall on the sword. And so the fact that that is a thread says we're not doing what we need to do. We can lay it on the parent level. We can lay it on the poverty level. We can lay it on the student level. But we've got to go all the way back up to the top of that ladder because it starts at the top. But it starts at the top from Stan feeling supported, from the board supporting Stan, from the board being there for the reason they need to be there. This is a huge Dunklin R-V problem. This isn't an educator problem or a student problem or a poverty problem. This is huge just from top down."

2 – Parents – Parents also noted they would like to see the administration in the buildings more often. A parent expressed, "I think administration needs to make more of a presence in our buildings and not just walking in the front door and sneaking in the office and walking back out the back door." Others agreed that administration, to include members of the school board, should visit the classrooms and be known among the students because "that shows teachers that the administration supports them." When referring to "administration," parents clarified they are referring to "all of them, from the top down – school board, superintendent, assistant superintendent." They would like for them to be "out there more…not just to be visible. It means being friendly, talking to people and being approachable."

I feel the school district is innovative in its approaches.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree	0%	0	0%	0	0%	0	0%	0
Agree	45.45%	5	0%	0	11.11%	1	50%	3
Neutral	18.18%	2	16.67%	1	55.56%	5	33.33%	2
Disagree	18.18%	2	66.67%	4	33.33%	3	16.67%	1
Strongly Disagree	18.18%	2	16.67%	1	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	9	100%	6

2 – Parents - Parents in this group feel that the district could be more innovative if they asked students their opinions on what works well and what doesn't. A parent shared, "As the generations of kids changes, not even full generations, there might be a need for a change. Just because something worked for the freshman class of 12 doesn't mean that it works for the freshman class of 16."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	6.92%	9	14.68%	32
Agree	46.92%	61	39.91%	87
Neutral	31.54%	41	32.11%	70
Disagree	12.31%	16	11.47%	25
Strongly Disagree	2.31%	3	1.83%	4
Total Participants:		130		218

The school district promotes an environment of equality for all students.

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	27.27%	3	0%	0	0%	0	11.11%	1	33.33%	2
Agree	45.45%	5	0%	0	18.18%	2	33.33%	3	33.33%	2
Neutral	9.09%	1	16.67%	1	18.18%	2	44.44%	4	16.67%	1
Disagree	18.18%	2	66.67%	4	27.27%	3	11.11%	1	16.67%	1
Strongly Disagree	0%	0	16.67%	1	36.36%	4	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - One parent stated, "I think it doesn't matter who your parents are and it doesn't matter what your home life is, that you're just as important as every other student." Others agreed, and shared that this is not how it currently is in the district. Also, "If you have a student that is not in sports, they are not recognized for what they do, so that if you have a student that is in sports that may excel in something else, if they really excel in sports, that's the focus and I think that they let other things slide." They also would like to see improvements made for gifted students, for example, "challenging those kids who are at a higher level." Parents would also like to see improvements for equal treatment of students with special needs. One parent shared their story of their son with special needs who attended Dunklin schools and "His whole four years of high school, he was pushed to the back because he wasn't one of the 'normal' kids. They have come a long way in the few years, but they've got a long way to go."

2 – Parents - Parents in this group discussed their thoughts on how students are stereotyped and labeled within the district. A parent explained, "I think kids get pigeon holed maybe the freshman year that as like a lazy student, a bad student, a troublemaker, unless you have that one teacher who gets a hold of them and can turn them around, all the teachers are going to know about that kid." Others agreed, and added this can also occur when there are multiple siblings attending school in the district.

3 – Students - It was mentioned that more is expected of the "smarter students than everyone else." There was also discussion among the group that some of the students feel that the student athletes get special attention at the school. Some group participants expressed that the special treatment for the athletes is warranted because the athletes work hard to balance sports and academics. One student explained that teachers offer help equally to all students, but it's a two way street: "Our teachers are still helping the other students. It's just they also have to put in effort. It works two ways."

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	27.82%	37	21.00%	46
Agree	58.65%	78	46.12%	101
Neutral	8.27%	11	22.83%	50
Disagree	5.26%	7	6.85%	15
Strongly Disagree	0.00%	0	3.20%	7
Total Participants:		133		219

I feel I have a clear understanding of the most important priorities for the school district.

Focus Group Responses:

	1 - Staff		2 - Parents		4 - Community		5 – Board of Education	
Strongly Agree	9.09%	1	0%	0	0%	0	50%	3
Agree	36.36%	4	0%	0	33.33%	3	33.33%	2
Neutral	9.09%	1	33.33%	2	11.11%	1	16.67%	1
Disagree	36.36%	4	50%	3	55.56%	5	0%	0
Strongly Disagree	9.09%	1	16.67%	1	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	9	100%	6

2 – Parents - When asked about the programs offered at Dunklin such as special education, gifted program, and early childhood, parents agreed they would like to see all of them improved. It was noted that the district has focused on and improved the early childhood program over the last two years; however, a parent expressed "I think that's part of the problem with the district is they pick one thing and then they focus only on that and then everything else kind of falls to the wayside. Then in a couple of years they'll move to something else and then the other stuff will fall to the wayside."

5 - Board of Education - One member shared their reasoning for choosing neutral on this question, because "I think we have some good priorities, I do. I think that we're heading in the right direction…I just don't know that every teacher and everybody knows what they are."

Survey Responses:

	A – Staff		B - Stakeholder		
Strongly Agree	14.60%	20	13.70%	30	
Agree	51.82%	71	32.88%	72	
Neutral	15.33%	21	25.11%	55	
Disagree	13.14%	18	25.57%	56	
Strongly Disagree	5.11%	7	2.74%	6	
Total Participants:		137		219	

Group members were asked to share their perceptions of the programs offered through the school district.

1 – Staff - Because members of the group work in different buildings, there were different perceptions of the special education program within the group. Some feel that the special education program is doing well, while others feel that the program needs improvement. One group member shared, "This is the fifth year of co-teaching, and we still don't have a plan in place." It was also mentioned that the early childhood program is "booming and growing" and there are opportunities for improvement with the gifted program, noting there is "nothing in the high school."

3 – Students - Students commented on the gifted program and the special education program. Regarding the gifted program, one student explained the need for more time with the teacher at the high school level: "With the gifted programs they only have one teacher for both middle school and the elementary school. They should have at least two or one for each building because the high schoolers don't get much time at all with [the teacher] … in the gifted program. A couple of the students discussed the need for more aides to assist the students with special needs. One student provided this example, "I go to the elementary for my tutor class and there are a couple of students with special needs and they don't have an aide." This student is unclear while tutoring the class how to address the students with special needs, "Do I tell them to stop? I just don't want to cross that line and hurt their feelings and get myself in trouble."

The school district provides a safe learning and working environment for all students and staff.

Focus Group Responses:

	1 - Staff		2 - Parents		3 - Students		4 - Community		5 – Board of Education	
Strongly Agree	45.45%	5	0%	0	27.27%	3	33.33%	3	33.33%	2
Agree	54.55%	6	0%	0	27.27%	3	33.33%	3	66.67%	4
Neutral	0%	0	50%	3	36.36%	4	22.22%	2	0%	0
Disagree	0%	0	50%	3	9.09%	1	11.11%	1	0%	0
Strongly Disagree	0%	0	0%	0	0%	0	0%	0	0%	0
Total Participants:	100%	11	100%	6	100%	11	100%	9	100%	6

2 – Parents - Parents cited the following safety concerns for the district:
- Bullying – "I think there's a lot of bullying issues going around that the teachers like to turn their head to and ignore and that makes kids not feel safe."
- Resource Officers – Parents noted there are only two and they are not aware of what the officers do daily. They would like for this to be communicated to them more clearly.
- Specific incident – A parent shared this concern, "At the elementary school last year, one of the students just walked out and they found him over by Burger King … No one knew the child was missing."
- Secured entryways – Parents noted that although there are buzzers to get in to the front doors, they are concerned that there are other doors that remain unlocked.

3 – Students - The students did not voice any concerns with their safety, and shared that the police officers in the schools and the secure entryways help them to feel safe.

5 - Board of Education - Members of the group agree that the level of building safety has improved, but they identified there are still unsecured doors that should remain locked at all times. They would like to discuss implementing a system in which all students and teachers have personal key cards to access the locked doors so that all doors can remain locked at all times.

4 – Community – Members of this group also identified unsecured doors as a safety concern.

Survey Responses:

	A – Staff		B - Stakeholder	
Strongly Agree	38.52%	52	30.32%	67
Agree	47.41%	64	52.49%	116
Neutral	5.19%	7	9.50%	21
Disagree	8.89%	12	5.88%	13
Strongly Disagree	0.00%	0	1.81%	4
Total Participants:		135		221

Focus group participants shared what <u>excites</u> them the most about the future of the district, as well as what <u>concerns</u> them the most.

1 – Staff - Group members expressed concerns about the district's current academic ranking, "That we're at the bottom of the list. That's very concerning." However, there is hope and excitement that now "we have to start examining where we're not performing and being willing to take a step back and admit where we might have gone in the wrong direction." Others agreed, adding "so maybe that goes as part of the exciting part, what's in our future now that we've noticed it and we're doing something about it. Here we are having a focus group, that's exciting because we're doing something about it." A concern was also expressed that at the high school "the kids are disengaging from activities, they're not as excited about athletics… we are not reaching the scope of kids that we used to." Others agreed, adding "we've got to get them reengaged and it's tough."

2 – Parents - Parents are concerned for the future of the district, as well as the future of the community. A concern was also identified for the growing number of families in the community who choose not to send their children to the public school district. One parent shared, "That concerns me that that's the [negative] perception that people who've never walked in these doors have of our school district." Others agreed, adding "When a superintendent doesn't send their kids to your school, I think that's totally wrong." Others agreed that this sends a bad message to parents, adding "Does he not believe in our school enough that it's not good enough for his kids?" "A lot of teachers do the same thing and it's the same message."

3 – Students - Some students are excited about the new technology, although some are a bit apprehensive to use it because it is different and can be difficult to get used to. It was suggested that they would like more training on how to use some of the new technology they are introduced to at school. The middle school students would like more online access to homework and textbooks, like the high school students have on their laptops, in the event they are home ill so they don't miss assignments while absent. They are also excited about the improvement efforts of the district. One student shared, "I honestly think if I kept my … If I grew up and had my kids in this district, they are going to have a better education than, say, what we have because they are trying to improve. This [focus group] is an example."

3 – Students - Substance abuse was identified as a big concern by this group for the future of the district. They shared that "going to the high school, it's everywhere" and although "teachers know and students know," it seems that nothing is being done about the problem, it was noted that "nothing is really happening." Concerns were also voiced regarding increasing workload for students adding "more work and more stress to the student" and new technology in the classrooms because "some students find it harder to learn on technology."

5 - Board of Education - Group members were asked, "When you consider the future of the school district, what excites you the most?" Their list was extensive:
- Continuing a long family tradition of Dunklin School District graduates
- Progressive Board of Education "who want to do new, innovative things"
- Good staff and good administration in place
- This focus group was mentioned as an example of the district's improvement efforts,

which are exciting. One member explained that it's exciting to see the district "wanting to make changes," and that now "there's a willingness to shift our paradigm."

- The teachers' willingness to turn the APR results around to get the Dunklin students where they need to be. One member explained, "I was excited that when the APR came out, within a matter of a couple of weeks our teachers threw themselves into that."
- The group agreed that the progress for the district is "long term success" and "not overnight success." A group member described the process, "We are making some changes and we're implementing some things and we're going to get there but everybody wants results now. It's going to take some time to get there and that's what people have to understand." A member of the group expressed concern that this improvement process will take three years, but agrees that the milestones to see improvement along the way will be helpful and important.

5 - Board of Education - Other concerns expressed were changes in the board because that can change every three years, and changes in administration because they support the improvement process utilizing Baldrige. "That's a concern is keeping our administrators through this process as well as board consistency." Members also discussed concern that there are some negative attitudes serving on some committees and they would like to see more positive teachers "stepping up to the plate."

4 – Community – This group identified several things that excite them about the future of the district:

- BRAG program – Black Cats Reaching Academic Goals - Providing volunteer workforce and leadership from the churches.
- Baldrige improvement initiative – "I believe that will give you a finer focus that at some point, a year from now, the kids walking down the hallways will know the mission of the school, and as soon as you can have everybody looking at the same thing, walking down the same tunnel to get to the same spot, no matter how they get there."
- Opportunities for all students: "One thing I want to say about the adolescents. Those kids whose homes are a troubled area, they still look upward, and what they see out there is not what mom or dad or both see. They see opportunity. They believe that they can achieve, and that's what excites me about education in general."

Appendix

Focus Group Quantitative Data

1 - Dunklin R-V School District - Staff

I feel the district does a good job of communicating with me about issues taking place in the schools.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	18.18%	2
Disagree	54.55%	6
Strongly Disagree	27.27%	3
	100%	11

I feel the school district supports an environment of two-way communication.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	18.18%	2
Neutral	18.18%	2
Disagree	36.36%	4
Strongly Disagree	27.27%	3
	100%	11

The school district effectively communicates new initiatives.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	20%	2
Neutral	10%	1
Disagree	40%	4
Strongly Disagree	30%	3
	100%	10

The school district effectively utilizes its website as a communication tool.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	63.64%	7
Neutral	27.27%	3
Disagree	9.09%	1
Strongly Disagree	0%	0
	100%	11

I feel the school district is fiscally responsible.

	Responses (percent)	(count)
Strongly Agree	45.45%	5
Agree	45.45%	5
Neutral	0%	0
Disagree	9.09%	1
Strongly Disagree	0%	0
	100%	11

I am comfortable with the level of transparency that the school district provides on its operations.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	18.18%	2
Disagree	54.55%	6
Strongly Disagree	27.27%	3
	100%	11

The school district effectively utilizes technology to promote student learning.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	27.27%	3
Neutral	18.18%	2
Disagree	45.45%	5
Strongly Disagree	0%	0
	100%	11

The school district effectively utilizes technology to help me do my job (hardware, software, training, and tech support).

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	0%	0
Disagree	63.64%	7
Strongly Disagree	27.27%	3
	100%	11

I feel the school district is ethical in its approaches.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	27.27%	3
Neutral	18.18%	2
Disagree	45.45%	5
Strongly Disagree	9.09%	1
	100%	11

If you ever encountered an ethical issue regarding the school district, would you know how to report it?

	Responses	
	(percent)	(count)
Yes	27.27%	3
No	72.73%	8
	100%	11

I feel the school district's senior leaders are accessible. (Ex: Visiting school buildings/locations, events, etc. AND available for observation/communication)

	Responses	
	(percent)	(count)
Strongly Agree	18.18%	2
Agree	27.27%	3
Neutral	0%	0
Disagree	36.36%	4
Strongly Disagree	18.18%	2
	100%	11

I feel I have a clear understanding of the most important priorities for the school district.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	36.36%	4
Neutral	9.09%	1
Disagree	36.36%	4
Strongly Disagree	9.09%	1
	100%	11

I feel the school district is innovative in its approaches.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	45.45%	5
Neutral	18.18%	2
Disagree	18.18%	2
Strongly Disagree	18.18%	2
	100%	11

I feel the school district has a student-focused culture.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	81.82%	9
Neutral	9.09%	1
Disagree	9.09%	1
Strongly Disagree	0%	0
	100%	11

I would like the school district to increase its use of social media.

	Responses	
	(percent)	(count)
Strongly Agree	18.18%	2
Agree	63.64%	7
Neutral	18.18%	2
Disagree	0%	0
Strongly Disagree	0%	0
	100%	11

The school district promotes an environment of equality for all students.

	Responses	
	(percent)	**(count)**
Strongly Agree	27.27%	3
Agree	45.45%	5
Neutral	9.09%	1
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	36.36%	4
Neutral	36.36%	4
Disagree	27.27%	3
Strongly Disagree	0%	0
	100%	11

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

	Responses	
	(percent)	**(count)**
Strongly Agree	9.09%	1
Agree	36.36%	4
Neutral	9.09%	1
Disagree	36.36%	4
Strongly Disagree	9.09%	1
	100%	11

The school district effectively communicates measurement results for the district.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	54.55%	6
Neutral	18.18%	2
Disagree	9.09%	1
Strongly Disagree	18.18%	2
	100%	11

I have the tools necessary in order to effectively do my job for the school district.

	Responses	
	(percent)	**(count)**
Strongly Agree	18.18%	2
Agree	27.27%	3
Neutral	0%	0
Disagree	45.45%	5
Strongly Disagree	9.09%	1
	100%	11

The school district effectively communicates my personal job performance results to me.

	Responses	
	(percent)	(count)
Strongly Agree	27.27%	3
Agree	18.18%	2
Neutral	9.09%	1
Disagree	36.36%	4
Strongly Disagree	9.09%	1
	100%	11

The school district effectively communicates all information necessary for me to perform my job effectively.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	18.18%	2
Disagree	45.45%	5
Strongly Disagree	27.27%	3
	100%	11

I feel valued as an employee working with the Dunklin School District.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	18.18%	2
Neutral	18.18%	2
Disagree	45.45%	5
Strongly Disagree	9.09%	1
	100%	11

The school district promotes an environment of equality for all staff members (Certified and Non-Certified/Classified)

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	36.36%	4
Neutral	9.09%	1
Disagree	36.36%	4
Strongly Disagree	18.18%	2
	100%	11

I feel the school district gives me enough objective/constructive feedback on my job performance.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	27.27%	3
Neutral	9.09%	1
Disagree	36.36%	4
Strongly Disagree	18.18%	2
	100%	11

The hiring process within the school district is fair for everyone.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	54.55%	6
Neutral	27.27%	3
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

I feel my job is important to the success of the school district as a whole.

	Responses	
	(percent)	**(count)**
Strongly Agree	36.36%	4
Agree	63.64%	7
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	11

I feel comfortable contacting my supervisor with questions or concerns about the school district.

	Responses	
	(percent)	**(count)**
Strongly Agree	54.55%	6
Agree	27.27%	3
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	18.18%	2
	100%	11

I would recommend the Dunklin School District as a place to work to friends and family.

	Responses	
	(percent)	**(count)**
Strongly Agree	9.09%	1
Agree	45.45%	5
Neutral	27.27%	3
Disagree	9.09%	1
Strongly Disagree	9.09%	1
	100%	11

The school district provides a safe learning and working environment for all students and staff.

	Responses	
	(percent)	**(count)**
Strongly Agree	45.45%	5
Agree	54.55%	6
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	11

Age Group

	Responses	
	(percent)	(count)
18-24 years	0%	0
25-34 years	20%	2
35-44 years	40%	4
45-54 years	20%	2
55-64 years	20%	2
Over 65	0%	0
	100%	10

What is the highest level of education you have completed?

	Responses	
	(percent)	(count)
K-12	0%	0
Some college, but did not complete degree program	0%	0
Associate's Degree	10%	1
Bachelor's Degree	40%	4
Master's Degree	50%	5
Specialist	0%	0
Doctorate	0%	0
	100%	10

Choose the length of time you have been working within the Dunklin School District.

	Responses	
	(percent)	(count)
Less than 1 year	0%	0
1-2 years	10%	1
3-5 years	20%	2
6-10 years	30%	3
More than 10 years	40%	4
	100%	10

Choose the length of time you have been working in your current job.

	Responses	
	(percent)	(count)
Less than 1 year	20%	2
1-2 years	10%	1
3-5 years	40%	4
6-10 years	10%	1
More than 10 years	20%	2
	100%	10

2 - Dunklin R-V School District - Parents

I feel the district does a good job of communicating with me about issues taking place in the schools.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	0%	0
Disagree	83.33%	5
Strongly Disagree	16.67%	1
	100%	6

I feel the school district supports an environment of two-way communication.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	16.67%	1
Neutral	0%	0
Disagree	66.67%	4
Strongly Disagree	16.67%	1
	100%	6

The school district effectively communicates new initiatives.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	66.67%	4
Strongly Disagree	0%	0
	100%	6

The school district effectively utilizes its website as a communication tool.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	50%	3
Disagree	16.67%	1
Strongly Disagree	33.33%	2
	100%	6

I feel comfortable contacting the school district with questions, concerns, complaints, and/or suggestions for improvement.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	50%	3
Neutral	16.67%	1
Disagree	16.67%	1
Strongly Disagree	16.67%	1
	100%	6

When I contact the school, I am greeted and treated with good customer service.

	Responses	
	(percent)	**(count)**
Strongly Agree	16.67%	1
Agree	50%	3
Neutral	16.67%	1
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

I feel the school district is fiscally responsible.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	16.67%	1
Neutral	50%	3
Disagree	33.33%	2
Strongly Disagree	0%	0
	100%	6

I am comfortable with the level of transparency that the school district provides on its operations.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	50%	3
Strongly Disagree	16.67%	1
	100%	6

The school district effectively utilizes technology to promote student learning.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	33.33%	2
Strongly Disagree	33.33%	2
	100%	6

I feel the school district is ethical in its approaches.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	66.67%	4
Neutral	16.67%	1
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

If you ever encountered an ethical issue regarding the school district, would you know how to report it?

	Responses (percent)	(count)
Yes	50%	3
No	50%	3
	100%	6

I feel I have a clear understanding of the most important priorities for the school district.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	50%	3
Strongly Disagree	16.67%	1
	100%	6

I feel the school district is innovative in its approaches.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	16.67%	1
Disagree	66.67%	4
Strongly Disagree	16.67%	1
	100%	6

I feel the school district has a student-focused culture.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	50%	3
Disagree	50%	3
Strongly Disagree	0%	0
	100%	6

I would like the school district to increase its use of social media.

	Responses (percent)	(count)
Strongly Agree	83.33%	5
Agree	16.67%	1
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

The school district promotes an environment of equality for all students.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	16.67%	1
Disagree	66.67%	4
Strongly Disagree	16.67%	1
	100%	6

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	16.67%	1
Strongly Disagree	50%	3
	100%	6

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	50%	3
Strongly Disagree	16.67%	1
	100%	6

The school district effectively communicates measurement results for the district.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	16.67%	1
Disagree	50%	3
Strongly Disagree	33.33%	2
	100%	6

The school district provides a safe learning and working environment for all students and staff.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	50%	3
Disagree	50%	3
Strongly Disagree	0%	0
	100%	6

I feel my child is challenged at school.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	50%	3
Strongly Disagree	16.67%	1
	100%	6

The work my child does for classes requires high level thinking and is not busy work.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	0%	0
Disagree	100%	6
Strongly Disagree	0%	0
	100%	6

The teachers in the school district have high expectations of their students.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	50%	3
Disagree	33.33%	2
Strongly Disagree	16.67%	1
	100%	6

My child has to work hard for the grades he/she receives.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	66.67%	4
Disagree	33.33%	2
Strongly Disagree	0%	0
	100%	6

The school district effectively communicates my child(ren)'s results to me.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	50%	3
Disagree	33.33%	2
Strongly Disagree	16.67%	1
	100%	6

The school district provides adequate opportunity for partnership with me as a parent.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	33.33%	2
Disagree	33.33%	2
Strongly Disagree	33.33%	2
	100%	6

Age Group

	Responses	
	(percent)	**(count)**
18-24 years	0%	0
25-34 years	0%	0
35-44 years	66.67%	4
45-54 years	33.33%	2
55-64 years	0%	0
Over 65	0%	0
	100%	6

What is the highest level of education you have completed?

	Responses	
	(percent)	**(count)**
K-12	0%	0
Some college, but did not complete degree program	33.33%	2
Associate's Degree	16.67%	1
Bachelor's Degree	50%	3
Master's Degree	0%	0
Specialist	0%	0
Doctorate	0%	0
	100%	6

Choose the length of time your child(ren) has attended school in the Dunklin School District.

	Responses	
	(percent)	**(count)**
Less than 1 year	0%	0
1-2 years	0%	0
3-5 years	0%	0
6-10 years	50%	3
More than 10 years	50%	3
	100%	6

3 - Dunklin R-V School District - Students

I feel the district does a good job of communicating with me about issues taking place in the schools.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	18.18%	2
Neutral	63.64%	7
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

The school district effectively utilizes its website as a communication tool.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	45.45%	5
Neutral	18.18%	2
Disagree	27.27%	3
Strongly Disagree	9.09%	1
	100%	11

I feel comfortable going to a teacher or principal with questions, concerns, complaints, and/or suggestions for improvement.

	Responses	
	(percent)	(count)
Strongly Agree	27.27%	3
Agree	27.27%	3
Neutral	27.27%	3
Disagree	9.09%	1
Strongly Disagree	9.09%	1
	100%	11

I feel the school district spends money responsibly.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	45.45%	5
Disagree	27.27%	3
Strongly Disagree	27.27%	3
	100%	11

The school district effectively utilizes technology to promote student learning.

	Responses	
	(percent)	(count)
Strongly Agree	36.36%	4
Agree	18.18%	2
Neutral	27.27%	3
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

I feel the school district thinks of students first when making decisions.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	63.64%	7
Disagree	18.18%	2
Strongly Disagree	18.18%	2
	100%	11

I would like the school district to increase its use of social media.

	Responses	
	(percent)	**(count)**
Strongly Agree	45.45%	5
Agree	9.09%	1
Neutral	27.27%	3
Disagree	0%	0
Strongly Disagree	18.18%	2
	100%	11

The school district promotes an environment of equality for all students.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	18.18%	2
Neutral	18.18%	2
Disagree	27.27%	3
Strongly Disagree	36.36%	4
	100%	11

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	36.36%	4
Disagree	27.27%	3
Strongly Disagree	27.27%	3
	100%	11

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	36.36%	4
Disagree	45.45%	5
Strongly Disagree	9.09%	1
	100%	11

The school district provides a safe learning and working environment for all students and staff.

	Responses	
	(percent)	**(count)**
Strongly Agree	27.27%	3
Agree	27.27%	3
Neutral	36.36%	4
Disagree	9.09%	1
Strongly Disagree	0%	0
	100%	11

I feel challenged at school.

	Responses	
	(percent)	**(count)**
Strongly Agree	9.09%	1
Agree	54.55%	6
Neutral	18.18%	2
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

The work I do for classes requires high level thinking and is not busy work.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	9.09%	1
Neutral	63.64%	7
Disagree	18.18%	2
Strongly Disagree	9.09%	1
	100%	11

My teachers have high expectations of their students.

	Responses	
	(percent)	(count)
Strongly Agree	27.27%	3
Agree	27.27%	3
Neutral	27.27%	3
Disagree	18.18%	2
Strongly Disagree	0%	0
	100%	11

I must work hard to receive good grades.

	Responses	
	(percent)	(count)
Strongly Agree	54.55%	6
Agree	36.36%	4
Neutral	9.09%	1
Disagree	0%	0
Strongly Disagree	0%	0
	100%	11

My teachers communicate my progress results to me in a timely and accurate manner.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	9.09%	1
Neutral	45.45%	5
Disagree	27.27%	3
Strongly Disagree	9.09%	1
	100%	11

I feel the grading policies at my school assess learning fairly and accurately.

	Responses	
	(percent)	(count)
Strongly Agree	9.09%	1
Agree	18.18%	2
Neutral	27.27%	3
Disagree	36.36%	4
Strongly Disagree	9.09%	1
	100%	11

3 - Dunklin R-V School District - Students Focus Group

Grade Level

	Responses	
	(percent)	**(count)**
6th grade	9.09%	1
7th grade	9.09%	1
8th grade	18.18%	2
Freshman	18.18%	2
Sophomore	18.18%	2
Junior	9.09%	1
Senior	18.18%	2
	100%	11

Choose the length of time you have attended school in the Dunklin School District.

	Responses	
	(percent)	**(count)**
Less than 1 year	0%	0
1-2 years	9.09%	1
3-5 years	18.18%	2
6-10 years	36.36%	4
More than 10 years	36.36%	4
	100%	11

4 - Dunklin R-V School District - Community

I feel the district does a good job of communicating with me about issues taking place in the schools.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	44.44%	4
Neutral	33.33%	3
Disagree	22.22%	2
Strongly Disagree	0%	0
	100%	9

I feel the school district supports an environment of two-way communication.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	22.22%	2
Neutral	44.44%	4
Disagree	33.33%	3
Strongly Disagree	0%	0
	100%	9

The school district effectively communicates new initiatives.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	22.22%	2
Neutral	11.11%	1
Disagree	55.56%	5
Strongly Disagree	11.11%	1
	100%	9

The school district effectively utilizes its website as a communication tool.

	Responses	
	(percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	55.56%	5
Disagree	22.22%	2
Strongly Disagree	22.22%	2
	100%	9

I feel comfortable contacting the school district with questions, concerns, complaints, and/or suggestions for improvement.

	Responses	
	(percent)	(count)
Strongly Agree	11.11%	1
Agree	55.56%	5
Neutral	11.11%	1
Disagree	22.22%	2
Strongly Disagree	0%	0
	100%	9

When I contact the school, I am greeted and treated with good customer service.

	Responses (percent)	(count)
Strongly Agree	22.22%	2
Agree	55.56%	5
Neutral	22.22%	2
Disagree	0%	0
Strongly Disagree	0%	0
	100%	9

I feel the school district is fiscally responsible.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	66.67%	6
Neutral	22.22%	2
Disagree	0%	0
Strongly Disagree	11.11%	1
	100%	9

I am comfortable with the level of transparency that the school district provides on its operations.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	22.22%	2
Neutral	44.44%	4
Disagree	22.22%	2
Strongly Disagree	11.11%	1
	100%	9

The school district effectively utilizes technology to promote student learning.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	11.11%	1
Neutral	88.89%	8
Disagree	0%	0
Strongly Disagree	0%	0
	100%	9

I feel the school district is ethical in its approaches.

	Responses (percent)	(count)
Strongly Agree	33.33%	3
Agree	44.44%	4
Neutral	22.22%	2
Disagree	0%	0
Strongly Disagree	0%	0
	100%	9

If you ever encountered an ethical issue regarding the school district, would you know how to report it?

	Responses (percent)	(count)
Yes	55.56%	5
No	44.44%	4
	100%	9

I feel I have a clear understanding of the most important priorities for the school district.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	33.33%	3
Neutral	11.11%	1
Disagree	55.56%	5
Strongly Disagree	0%	0
	100%	9

I feel the school district is innovative in its approaches.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	11.11%	1
Neutral	55.56%	5
Disagree	33.33%	3
Strongly Disagree	0%	0
	100%	9

I feel the school district has a student-focused culture.

	Responses (percent)	(count)
Strongly Agree	11.11%	1
Agree	33.33%	3
Neutral	33.33%	3
Disagree	22.22%	2
Strongly Disagree	0%	0
	100%	9

I would like the school district to increase its use of social media.

	Responses (percent)	(count)
Strongly Agree	55.56%	5
Agree	22.22%	2
Neutral	11.11%	1
Disagree	11.11%	1
Strongly Disagree	0%	0
	100%	9

The school district promotes an environment of equality for all students.

	Responses (percent)	(count)
Strongly Agree	11.11%	1
Agree	33.33%	3
Neutral	44.44%	4
Disagree	11.11%	1
Strongly Disagree	0%	0
	100%	9

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	44.44%	4
Disagree	55.56%	5
Strongly Disagree	0%	0
	100%	9

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	22.22%	2
Neutral	33.33%	3
Disagree	33.33%	3
Strongly Disagree	11.11%	1
	100%	9

The school district effectively communicates measurement results for the district.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	0%	0
Neutral	44.44%	4
Disagree	55.56%	5
Strongly Disagree	0%	0
	100%	9

The school district provides a safe learning and working environment for all students and staff.

	Responses (percent)	(count)
Strongly Agree	33.33%	3
Agree	33.33%	3
Neutral	22.22%	2
Disagree	11.11%	1
Strongly Disagree	0%	0
	100%	9

The school district provides adequate opportunity for partnership with the community as a whole.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	11.11%	1
Neutral	22.22%	2
Disagree	55.56%	5
Strongly Disagree	11.11%	1
	100%	9

Age Group

	Responses (percent)	(count)
18-24 years	0%	0
25-34 years	11.11%	1
35-44 years	11.11%	1
45-54 years	33.33%	3
55-64 years	33.33%	3
Over 65	11.11%	1
	100%	9

What is the highest level of education you have completed?

	Responses (percent)	(count)
K-12	11.11%	1
Some college, but did not complete degree program	11.11%	1
Associate's Degree	0%	0
Bachelor's Degree	33.33%	3
Master's Degree	22.22%	2
Specialist	0%	0
Doctorate	22.22%	2
	100%	9

Choose the length of time you have lived in and/or worked within the community of the Dunklin School District.

	Responses (percent)	(count)
Less than 1 year	0%	0
1-2 years	0%	0
3-5 years	22.22%	2
6-10 years	0%	0
More than 10 years	77.78%	7
	100%	9

5 - Dunklin R-V School District - Board of Education

I feel the district does a good job of communicating with me about issues taking place in the schools.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	83.33%	5
Neutral	0%	0
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

I feel the school district supports an environment of two-way communication.

	Responses	
	(percent)	**(count)**
Strongly Agree	16.67%	1
Agree	33.33%	2
Neutral	33.33%	2
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

The school district effectively communicates new initiatives.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	0%	0
Neutral	66.67%	4
Disagree	16.67%	1
Strongly Disagree	16.67%	1
	100%	6

The school district effectively utilizes its website as a communication tool.

	Responses	
	(percent)	**(count)**
Strongly Agree	0%	0
Agree	33.33%	2
Neutral	33.33%	2
Disagree	16.67%	1
Strongly Disagree	16.67%	1
	100%	6

I feel the school district is fiscally responsible.

	Responses	
	(percent)	**(count)**
Strongly Agree	50%	3
Agree	50%	3
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

I am comfortable with the level of transparency that the school district provides on its operations.

	Responses (percent)	(count)
Strongly Agree	16.67%	1
Agree	50%	3
Neutral	33.33%	2
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

The school district effectively utilizes technology to promote student learning.

	Responses (percent)	(count)
Strongly Agree	33.33%	2
Agree	33.33%	2
Neutral	16.67%	1
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

I feel the school district is ethical in its approaches.

	Responses (percent)	(count)
Strongly Agree	50%	3
Agree	33.33%	2
Neutral	16.67%	1
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

If you ever encountered an ethical issue regarding the school district, would you know how to report it?

	Responses (percent)	(count)
Yes	100%	6
No	0%	0
	100%	6

I feel I have a clear understanding of the most important priorities for the school district.

	Responses (percent)	(count)
Strongly Agree	50%	3
Agree	33.33%	2
Neutral	16.67%	1
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

I feel the school district is innovative in its approaches.

	Responses (percent)	(count)
Strongly Agree	0%	0
Agree	50%	3
Neutral	33.33%	2
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

I feel the school district has a student-focused culture.

	Responses (percent)	(count)
Strongly Agree	16.67%	1
Agree	66.67%	4
Neutral	16.67%	1
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

I would like the school district to increase its use of social media.

	Responses (percent)	(count)
Strongly Agree	83.33%	5
Agree	16.67%	1
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

The school district promotes an environment of equality for all students.

	Responses (percent)	(count)
Strongly Agree	33.33%	2
Agree	33.33%	2
Neutral	16.67%	1
Disagree	16.67%	1
Strongly Disagree	0%	0
	100%	6

My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (workforce or college/ technical education)

	Responses (percent)	(count)
Strongly Agree	16.67%	1
Agree	0%	0
Neutral	33.33%	2
Disagree	50%	3
Strongly Disagree	0%	0
	100%	6

I feel the school district actively seeks my input on the services offered to support the community, parents, and students.

	Responses (percent)	(count)
Strongly Agree	16.67%	1
Agree	16.67%	1
Neutral	16.67%	1
Disagree	50%	3
Strongly Disagree	0%	0
	100%	6

The school district effectively communicates measurement results for the district.

	Responses (percent)	(count)
Strongly Agree	16.67%	1
Agree	16.67%	1
Neutral	16.67%	1
Disagree	50%	3
Strongly Disagree	0%	0
	100%	6

The school district provides a safe learning and working environment for all students and staff.

	Responses (percent)	(count)
Strongly Agree	33.33%	2
Agree	66.67%	4
Neutral	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
	100%	6

What is the highest level of education you have completed?

	Responses (percent)	(count)
K-12	16.67%	1
Some college, but did not complete degree program	0%	0
Associate's Degree	50%	3
Bachelor's Degree	16.67%	1
Master's Degree	0%	0
Specialist	16.67%	1
Doctorate	0%	0
	100%	6

Choose the length of time you have served on the Dunklin School District Board of Education.

	Responses (percent)	(count)
Less than 1 year	0%	0
1-2 years	16.67%	1
3-5 years	16.67%	1
6-10 years	50%	3
More than 10 years	16.67%	1
	100%	6

Survey Data Staff

1 – Staff

1. I feel I have a clear understanding of the most important priorities of the school district.   **Responses**

Strongly Agree	20	14.60%
Agree	71	51.82%
Neutral	21	15.33%
Disagree	18	13.14%
Strongly Disagree	7	5.11%
Totals	**137**	**100%**
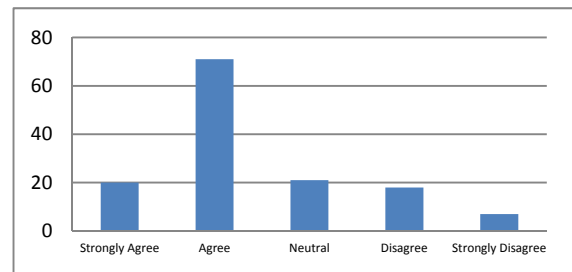
2. The District's day-to-day operations are managed effectively to meet educational program requirements.   **Responses**

Strongly Agree	10	7.35%
Agree	62	45.59%
Neutral	33	24.26%
Disagree	22	16.18%
Strongly Disagree	9	6.62%
Totals	**136**	**100%**
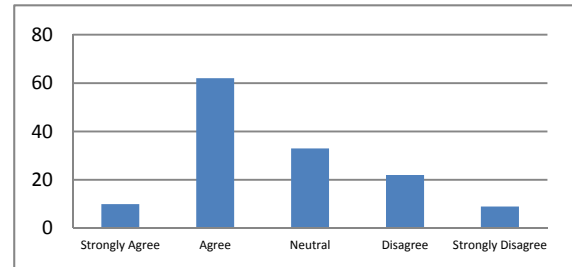
3. I feel the school district is fiscally responsible.   **Responses**

Strongly Agree	42	30.88%
Agree	74	54.41%
Neutral	15	11.03%
Disagree	4	2.94%
Strongly Disagree	1	0.74%
Totals	**136**	**100%**
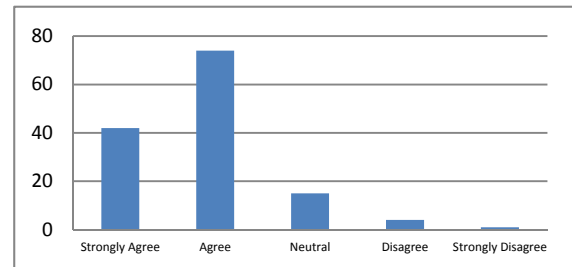
4. We should be responsible for ensuring all students learn at high levels.   **Responses**

Strongly Agree	85	62.96%
Agree	39	28.89%
Neutral	11	8.15%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Totals	**135**	**100%**
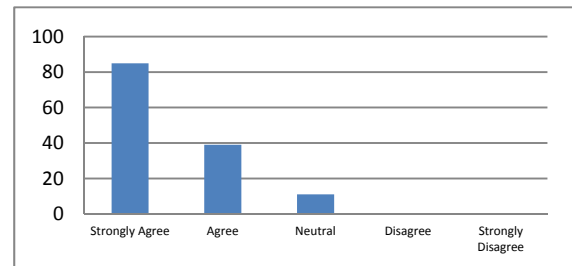
5. The district effectively prepares staff for changes today and in the future.   **Responses**

Strongly Agree	5	3.70%
Agree	48	35.56%
Neutral	41	30.37%
Disagree	35	25.93%
Strongly Disagree	6	4.44%
Totals	**135**	**100%**
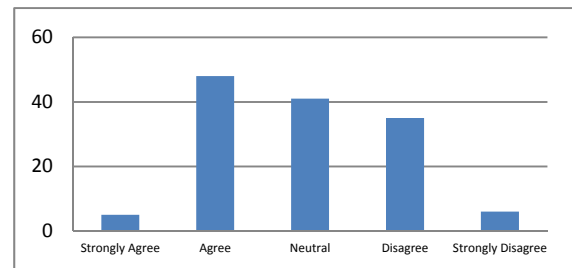
6. I get satisfaction from my work for the district.   **Responses**

Strongly Agree	40	29.41%
Agree	61	44.85%
Neutral	21	15.44%
Disagree	11	8.09%
Strongly Disagree	3	2.21%
Totals	**136**	**100%**

Dunklin R-V School District - Staff Survey Results - 2014
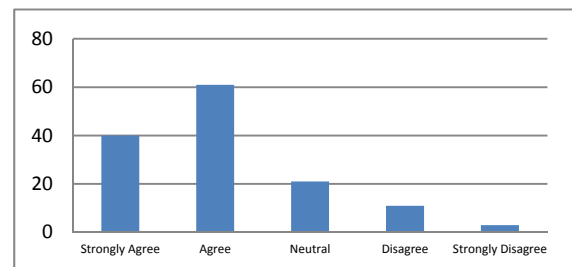
**7. I would recommend the Dunklin R-V School District
as a place to work to friends and family.**   **Responses**

Strongly Agree	26	19.12%
Agree	49	36.03%
Neutral	34	25.00%
Disagree	21	15.44%
Strongly Disagree	6	4.41%
Totals	**136**	**100%**
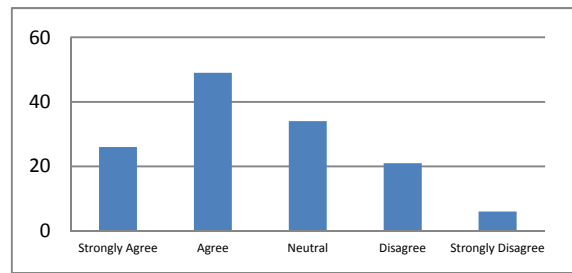
8. My opinion is valued.

                                                            Responses

Strongly Agree	13	9.56%
Agree	43	31.62%
Neutral	41	30.15%
Disagree	26	19.12%
Strongly Disagree	13	9.56%
Totals	**136**	**100%**
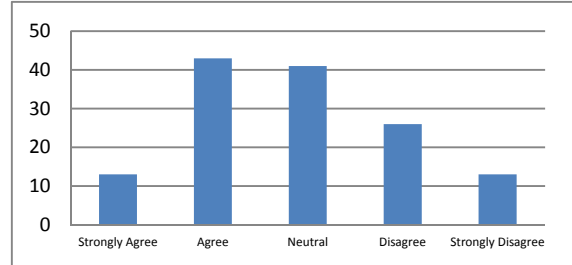
**9. School decisions are conspicuously grounded
in this mission**   **Responses**

Strongly Agree	10	7.52%
Agree	45	33.83%
Neutral	57	42.86%
Disagree	19	14.29%
Strongly Disagree	2	1.50%
Totals	**133**	**100%**
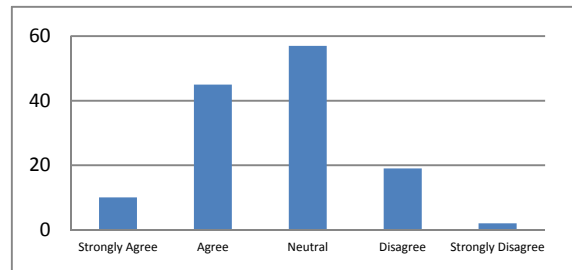
**10. The school district provides a safe learning
and working environment for all students and staff**   **Responses**

Strongly Agree	52	38.52%
Agree	64	47.41%
Neutral	7	5.19%
Disagree	12	8.89%
Strongly Disagree	0	0.00%
Totals	**135**	**100%**
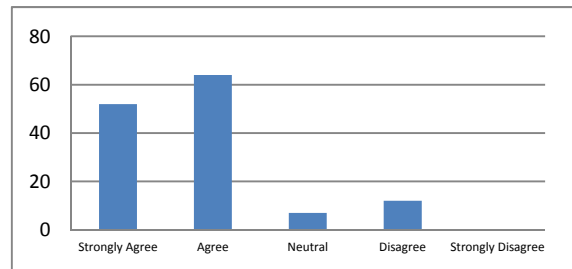
**11. The district's professional development system
effectively supports student achievement.**   **Responses**

Strongly Agree	12	9.09%
Agree	55	41.67%
Neutral	37	28.03%
Disagree	25	18.94%
Strongly Disagree	3	2.27%
Totals	**132**	**100%**
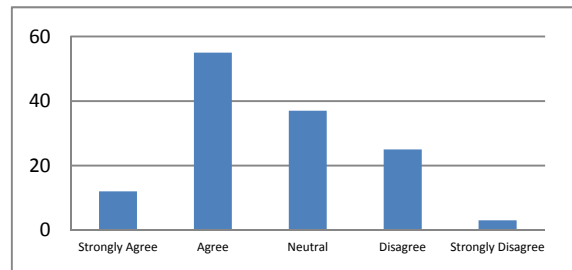
**12. The district rewards and recognizes high
levels of personal performance.**   **Responses**

Strongly Agree	6	4.58%
Agree	38	29.01%
Neutral	43	32.82%
Disagree	31	23.66%
Strongly Disagree	13	9.92%
Totals	**131**	**100%**
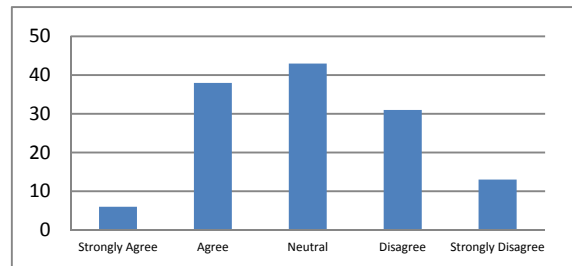
13. I have the tools necessary in order
to effectively do my job for the school district.   **Responses**

Strongly Agree	23	17.04%
Agree	71	52.59%
Neutral	20	14.81%
Disagree	17	12.59%
Strongly Disagree	4	2.96%
Totals	**135**	**100%**
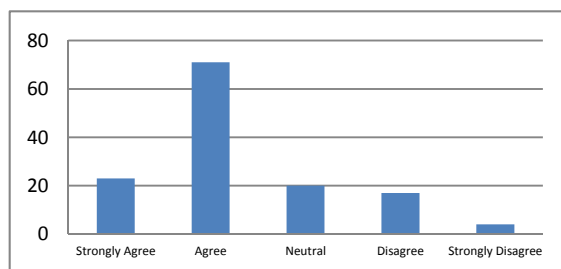
14. The district effectively communicates
my personal job performance results to me.   **Responses**

Strongly Agree	20	14.93%
Agree	65	48.51%
Neutral	25	18.66%
Disagree	18	13.43%
Strongly Disagree	6	4.48%
Totals	**134**	**100%**
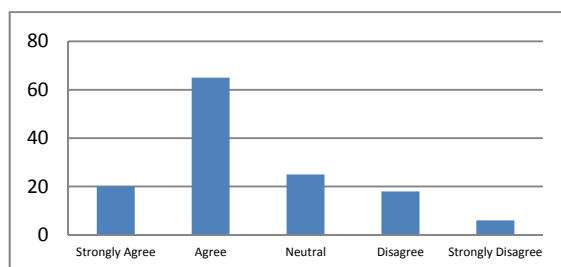
15. The main office staff at the schools treat
others (including students) with respect.   **Responses**

Strongly Agree	69	51.49%
Agree	56	41.79%
Neutral	7	5.22%
Disagree	0	0.00%
Strongly Disagree	2	1.49%
Totals	**134**	**100%**
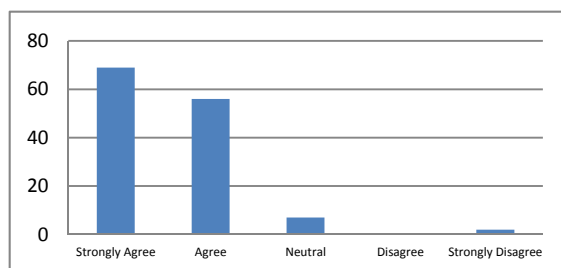
16. Interaction between staff and customers (students,
parents, guardians) is caring, responsive, supportive
and respectful.   **Responses**

Strongly Agree	36	26.87%
Agree	84	62.69%
Neutral	13	9.70%
Disagree	0	0.00%
Strongly Disagree	1	0.75%
Totals	**134**	**100%**
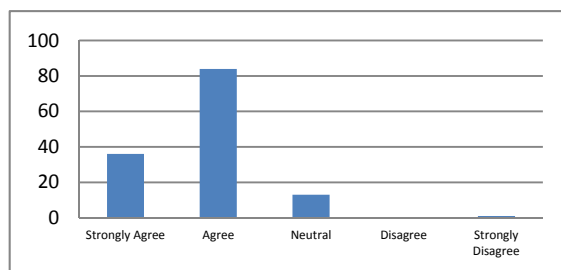
17. The district resolves complaints
properly and effectively   **Responses**

Strongly Agree	12	9.02%
Agree	44	33.08%
Neutral	39	29.32%
Disagree	33	24.81%
Strongly Disagree	5	3.76%
Totals	**133**	**100%**
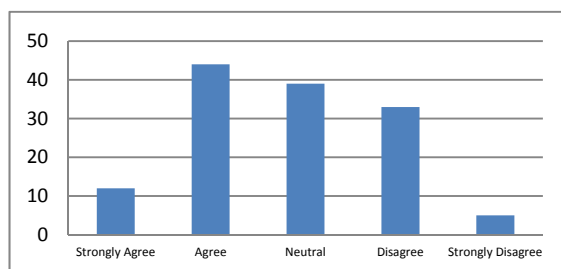
18. Results of assessment are used to systematically evaluate
and redesign teaching procedures and content   **Responses**

Strongly Agree	9	6.92%
Agree	59	45.38%
Neutral	40	30.77%
Disagree	20	15.38%
Strongly Disagree	2	1.54%
Totals	**130**	**100%**

Dunklin R-V School District - Staff Survey Results - 2014
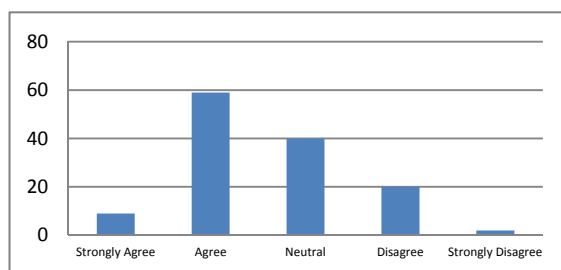
19. District leadership works proactively
to minimize discipline problems.   **Responses**

Strongly Agree	24	18.05%
Agree	53	39.85%
Neutral	29	21.80%
Disagree	22	16.54%
Strongly Disagree	5	3.76%
Totals	**133**	**100%**
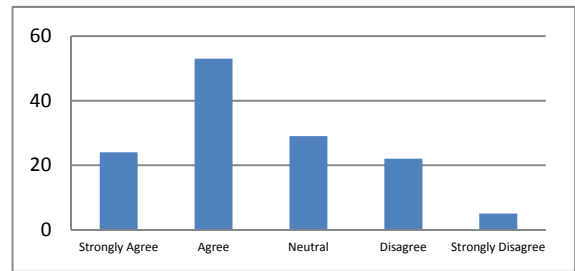
20. Teaching methods used in the district
respect the different ways children learn   **Responses**

Strongly Agree	13	9.77%
Agree	80	60.15%
Neutral	29	21.80%
Disagree	9	6.77%
Strongly Disagree	2	1.50%
Totals	**133**	**100%**
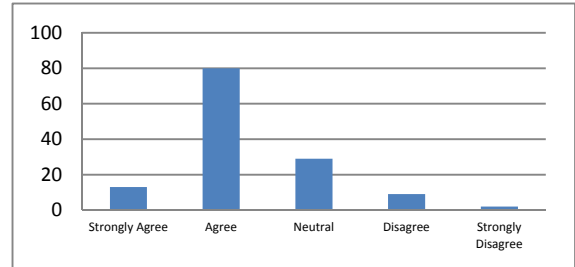
21. The district uses a systematic approach to determine the
required skills, competencies and staffing levels/assignments for
faculty and staff   **Responses**

Strongly Agree	6	4.62%
Agree	39	30.00%
Neutral	63	48.46%
Disagree	18	13.85%
Strongly Disagree	4	3.08%
Totals	**130**	**100%**
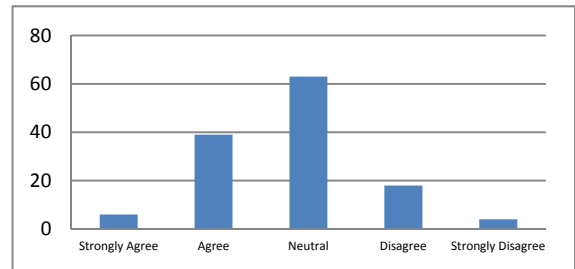
22. The district's measurement system supports collection
of information needed to make fact-based decisions   **Responses**

Strongly Agree	6	4.58%
Agree	47	35.88%
Neutral	62	47.33%
Disagree	12	9.16%
Strongly Disagree	4	3.05%
Totals	**131**	**100%**
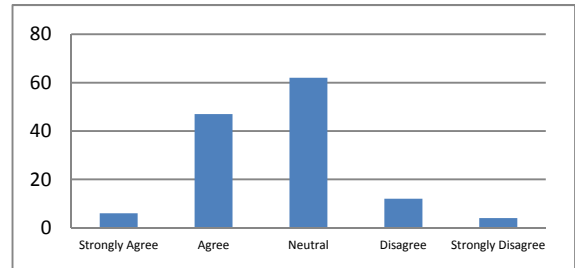
23. There is a sense of community within the
the school district   **Responses**

Strongly Agree	15	11.36%
Agree	51	38.64%
Neutral	26	19.70%
Disagree	30	22.73%
Strongly Disagree	10	7.58%
Totals	**132**	**100%**
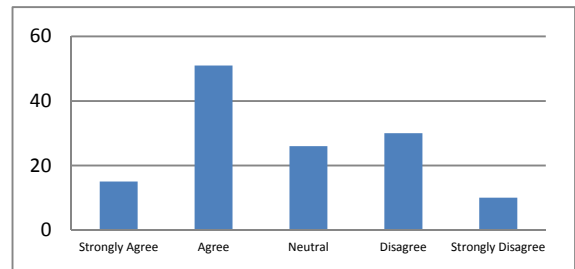
24. I feel the school district does a good job of communicating
with me about issues taking place in the schools   **Responses**

Strongly Agree	11	8.33%
Agree	42	31.82%
Neutral	35	26.52%
Disagree	27	20.45%
Strongly Disagree	17	12.88%
Totals	**132**	**100%**
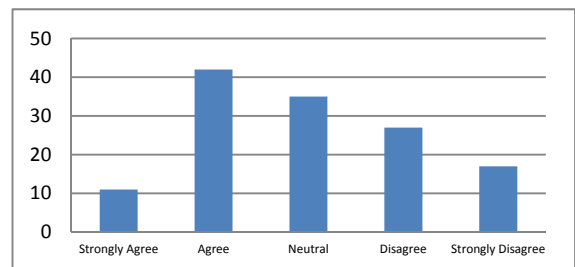
25. I feel the school district support an
environment of two-way communication   **Responses**

|		
Strongly Agree	9	6.82%
Agree	44	33.33%
Neutral	39	29.55%
Disagree	24	18.18%
Strongly Disagree	16	12.12%
Totals	**132**	**100%**
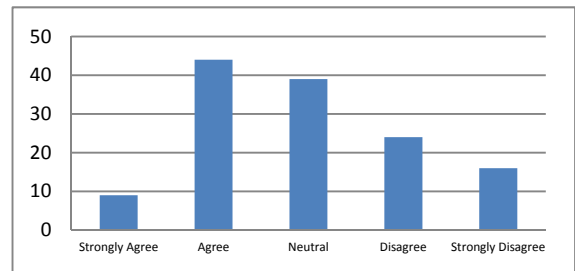
26. The school district effectively communicates new initiatives.
Responses

Strongly Agree	7	5.30%
Agree	45	34.09%
Neutral	42	31.82%
Disagree	23	17.42%
Strongly Disagree	15	11.36%
Totals	**132**	**100%**
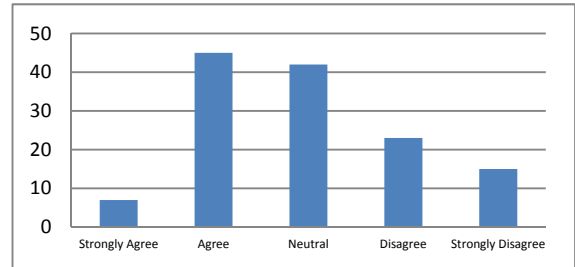
27. I am comfortable with the level of transparency that the
school district provides on it operations.   **Responses**

Strongly Agree	9	6.77%
Agree	39	29.32%
Neutral	59	44.36%
Disagree	21	15.79%
Strongly Disagree	5	3.76%
Totals	**133**	**100%**
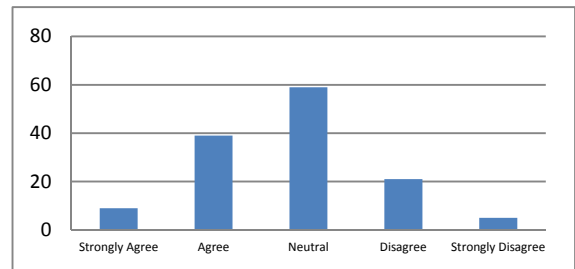
28. The school district effectively utilizes technology to
to promote student learning.   **Responses**

Strongly Agree	39	29.55%
Agree	70	53.03%
Neutral	14	10.61%
Disagree	7	5.30%
Strongly Disagree	2	1.52%
Totals	**132**	**100%**
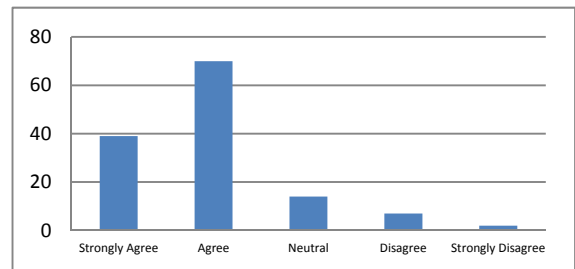
29. I feel the school district is ethical in its approaches.
Responses

Strongly Agree	26	19.55%
Agree	75	56.39%
Neutral	22	16.54%
Disagree	9	6.77%
Strongly Disagree	1	0.75%
Totals	**133**	**100%**
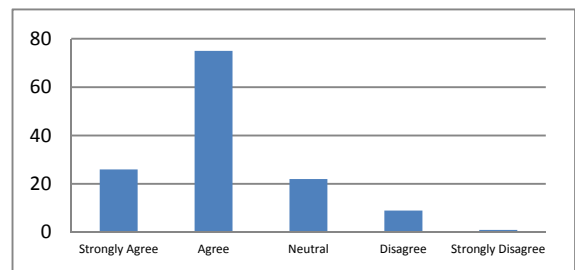
30. I feel the school district's senior leaders are accessible. (Example:
Visiting school buildings/locations, events, etc. AND available for
observation/communication)   **Responses**

Strongly Agree	17	12.72%
Agree	59	44.36%
Neutral	20	15.04%
Disagree	24	18.05%
Strongly Disagree	13	9.77%
Totals	**130**	**100%**

Dunklin R-V School District - Staff Survey Results - 2014
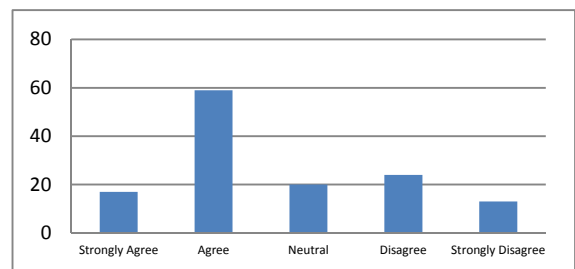
31. I feel the school district is innovative in its approach.

		Responses
Strongly Agree	9	6.92%
Agree	61	46.92%
Neutral	41	31.54%
Disagree	16	12.31%
Strongly Disagree	3	2.31%
Totals	**130**	**100%**
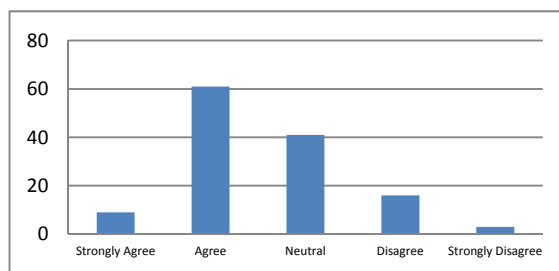
32. I feel the school district has a student – focus culture.

		Responses
Strongly Agree	24	18.32%
Agree	74	56.49%
Neutral	19	14.50%
Disagree	11	8.40%
Strongly Disagree	3	2.29%
Totals	**131**	**100%**
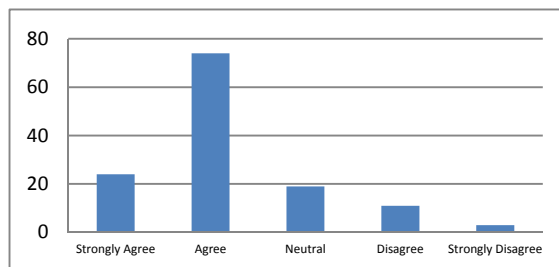
33. I would like the school district to increase its use of social media.

		Responses
Strongly Agree	12	9.02%
Agree	36	27.07%
Neutral	56	42.11%
Disagree	22	16.54%
Strongly Disagree	7	5.26%
Totals	**133**	**100%**
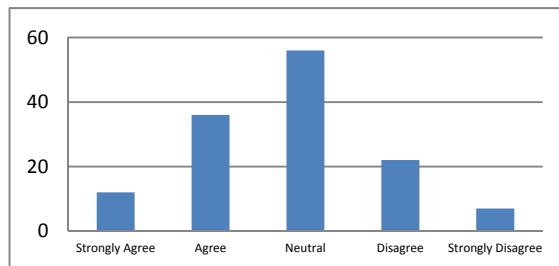
34. The school district promotes an environment of equality for all students.

		Responses
Strongly Agree	37	27.82%
Agree	78	58.65%
Neutral	11	8.27%
Disagree	7	5.26%
Strongly Disagree	0	0.00%
Totals	**133**	**100%**
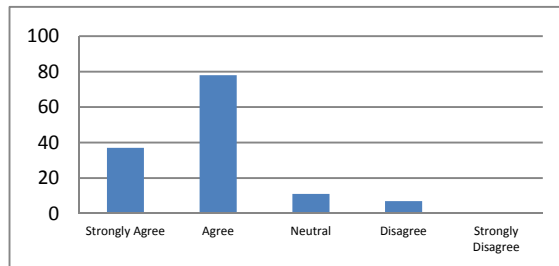
35. My perception is that the graduates of the school district are Adequately prepared for the next state in their lives. (Example: workforce, college, or technical education)

		Responses
Strongly Agree	7	5.38%
Agree	44	33.85%
Neutral	50	38.46%
Disagree	24	18.46%
Strongly Disagree	5	3.85%
Totals	**130**	**100%**
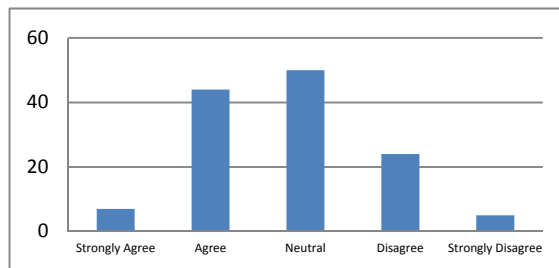
36. I feel the school district actively seeks my input on the services offered to support the community, parents, and students.   Responses

Strongly Agree	5	3.79%
Agree	42	31.82%
Neutral	36	27.27%
Disagree	39	29.55%
Strongly Disagree	10	7.58%
Totals	**132**	**100%**

Dunklin R-V School District - Staff Survey Results - 2014
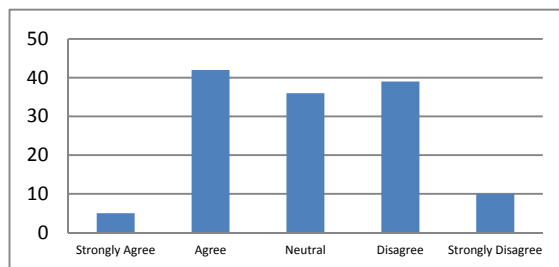
37. The school district effectively communicates all information
necessary for me to perform my job effectively.   **Responses**

Strongly Agree	8	6.06%
Agree	54	40.91%
Neutral	39	29.55%
Disagree	15	11.36%
Strongly Disagree	16	12.12%
Totals	**132**	**100%**
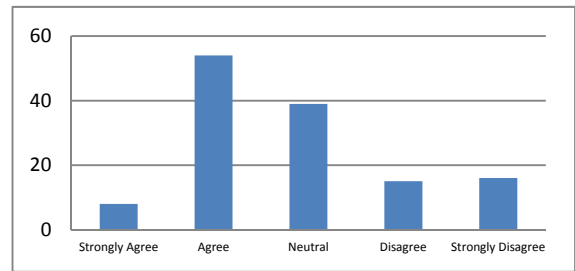
38. I feel valued as an employee working with the
Dunklin R-V School District.   **Responses**

Strongly Agree	16	12.12%
Agree	54	40.91%
Neutral	29	21.97%
Disagree	20	15.15%
Strongly Disagree	13	9.85%
Totals	**132**	**100%**
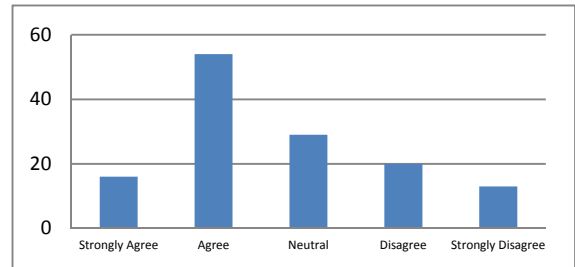
39. The school district promotes an environment of equality
for all staff members. (certified and classified)   **Responses**

Strongly Agree	20	15.15%
Agree	53	40.15%
Neutral	26	19.70%
Disagree	25	18.94%
Strongly Disagree	8	6.06%
Totals	**132**	**100%**
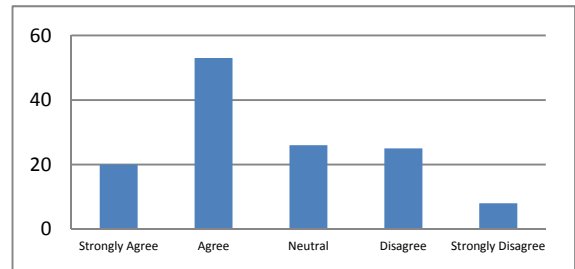
40. I feel the school district gives me enough objective/constructive
feedback on my job performance.   **Responses**

Strongly Agree	14	10.69%
Agree	62	47.33%
Neutral	31	23.66%
Disagree	19	14.50%
Strongly Disagree	5	3.82%
Totals	**131**	**100%**
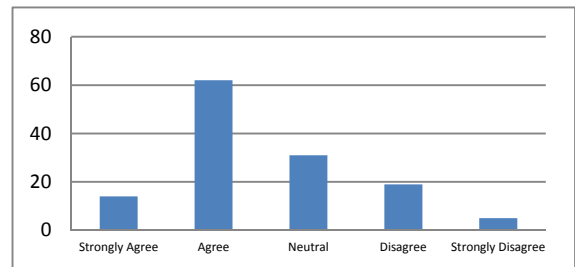
Survey Data Stakeholders

1 – Stakeholder

1. I feel I have a clear understanding of the most important priorities of the school district.

		Responses
Strongly Agree	30	13.70%
Agree	72	32.88%
Neutral	55	25.11%
Disagree	56	25.57%
Strongly Disagree	6	2.74%
Totals	**219**	**100%**
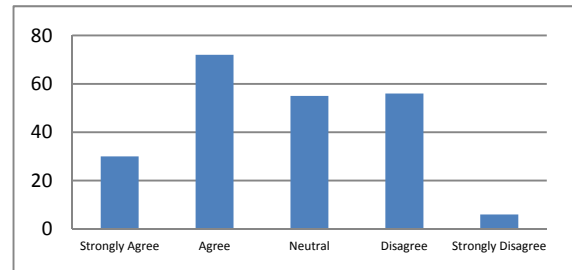
2. I feel the school district is fiscally responsible.

		Responses
Strongly Agree	33	14.93%
Agree	96	43.44%
Neutral	76	34.39%
Disagree	14	6.33%
Strongly Disagree	2	0.90%
Totals	**221**	**100%**
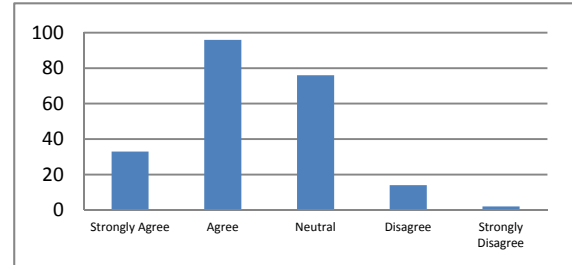
3. The district effectively prepares staff for changes today and in the future.

		Responses
Strongly Agree	24	10.96%
Agree	88	40.18%
Neutral	71	32.42%
Disagree	29	13.24%
Strongly Disagree	7	3.20%
Totals	**219**	**100%**
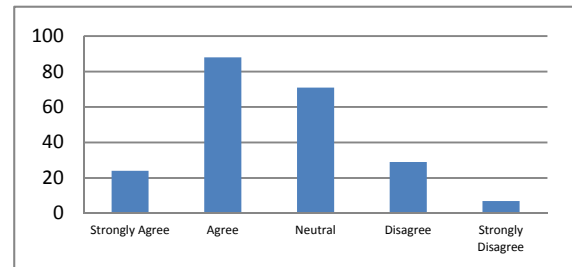
4. My opinion is valued.

		Responses
Strongly Agree	28	12.73%
Agree	74	33.64%
Neutral	67	30.45%
Disagree	37	16.82%
Strongly Disagree	14	6.36%
Totals	**220**	**100%**
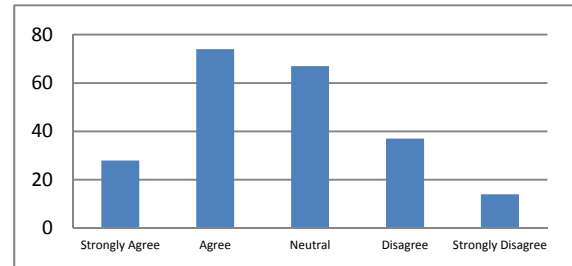
5. School decisions are conspicuously grounded in the mission.

		Responses
Strongly Agree	19	8.72%
Agree	70	32.11%
Neutral	109	50.00%
Disagree	15	6.88%
Strongly Disagree	5	2.29%
Totals	**218**	**100%**
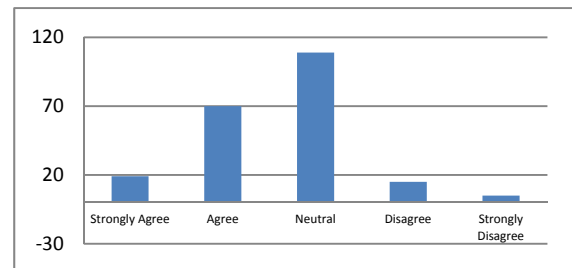
6. The school district provides a safe learning and working environment for all students and staff

		Responses
Strongly Agree	67	30.32%
Agree	166	52.49%
Neutral	21	9.50%
Disagree	13	5.88%
Strongly Disagree	4	1.81%
Totals	**221**	**100%**

Dunklin R-V School District - Stakeholder Survey Results - 2014
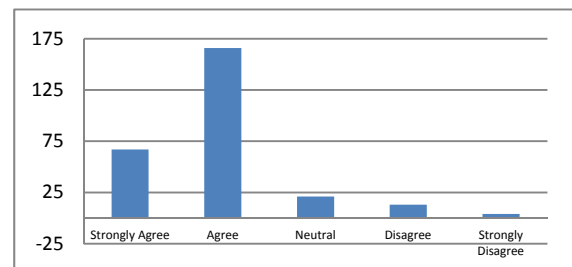
7. The main office staff at the schools treat others (including students) with respect.   **Responses**

|		
Strongly Agree	76	34.55%
Agree	105	47.73%
Neutral	22	10.00%
Disagree	15	6.82%
Strongly Disagree	2	0.91%
Totals	**220**	**100%**
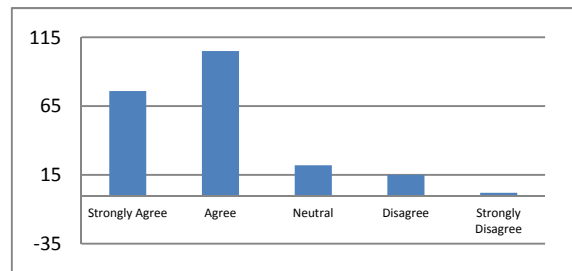
8. Interaction between staff and customers (students, parents, guardians) is caring, responsive, supportive, and respectful.   **Responses**

Strongly Agree	70	32.41%
Agree	90	41.67%
Neutral	36	16.67%
Disagree	16	7.41%
Strongly Disagree	4	1.85%
Totals	**216**	**100%**
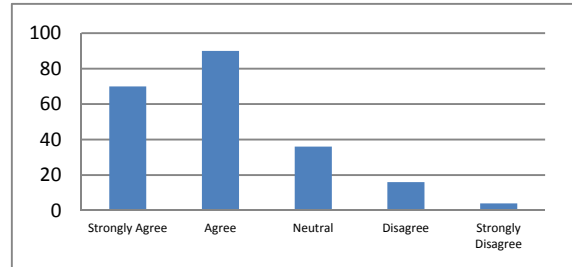
9. The district resolves complaints properly and effectively   **Responses**

Strongly Agree	31	14.22%
Agree	65	29.82%
Neutral	79	36.24%
Disagree	31	14.22%
Strongly Disagree	12	5.50%
Totals	**218**	**100%**
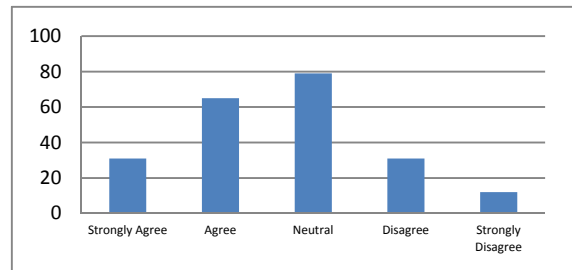
10. Teaching methods used in the district respect the different ways children learn.   **Responses**

Strongly Agree	43	19.63%
Agree	74	33.79%
Neutral	58	26.48 %
Disagree	31	14.16%
Strongly Disagree	13	5.94%
Totals	**219**	**100%**
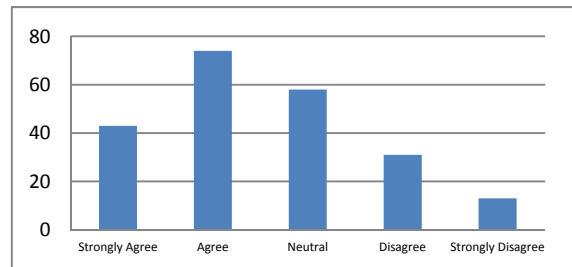
11. There is a sense of community within the school district.   **Responses**

|		
Strongly Agree	46	21.10%
Agree	84	38.53%
Neutral	51	23.39%
Disagree	27	12.39%
Strongly Disagree	10	4.59%
Totals	**218**	**100%**
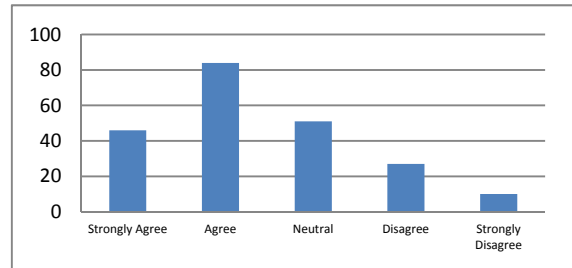
12. I feel the school district does a good job of communicating with me about issues taking place in the schools.   **Responses**

|		
Strongly Agree	44	20.09%
Agree	79	36.07%
Neutral	35	15.98%
Disagree	42	19.18%
Strongly Disagree	19	8.68%
Totals	**219**	**100%**

Dunklin R-V School District - Stakeholder Survey Results - 2014
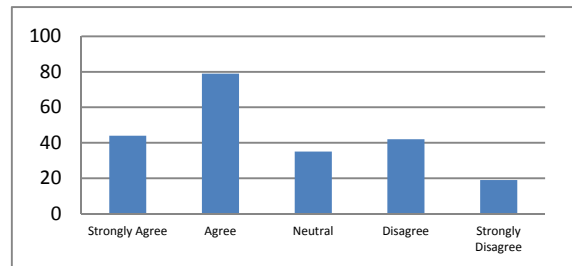
**13. I feel the school district supports an environment
of two-way communication.**   Responses

|		
Strongly Agree	42	19.18%
Agree	88	40.18%
Neutral	49	22.37%
Disagree	29	13.24%
Strongly Disagree	11	5.02%
Totals	**219**	**100%**
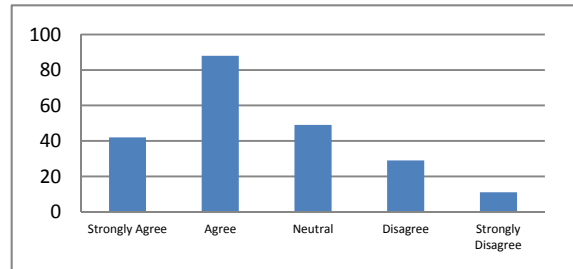
14. The school district effectively communicates new initiatives.
                                                        Responses

Strongly Agree	27	12.39%
Agree	68	31.19%
Neutral	75	34.40%
Disagree	33	15.14%
Strongly Disagree	15	6.88%
Totals	**218**	**100%**
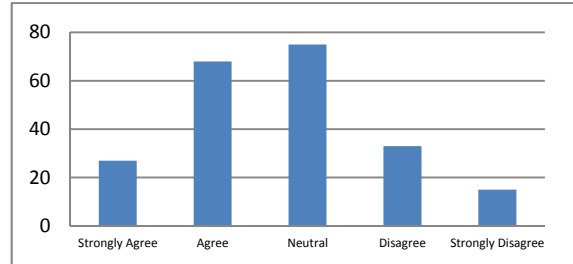
**15. I am comfortable with the level of transparency that
the school district provides on its operations.**   Responses

|		
Strongly Agree	26	11.93%
Agree	71	32.57%
Neutral	87	39.91%
Disagree	21	9.63%
Strongly Disagree	13	5.96%
Totals	**218**	**100%**
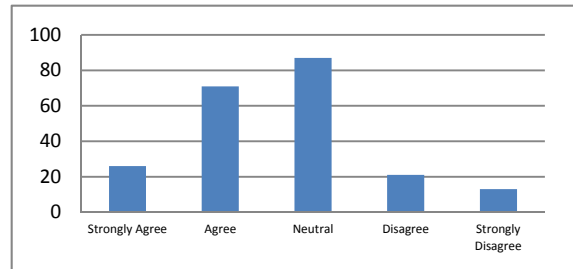
**16. The school district effectively utilizes technology to
promote student learning.**   Responses

|		
Strongly Agree	61	27.85%
Agree	107	48.86%
Neutral	35	15.98%
Disagree	12	5.48%
Strongly Disagree	4	1.83%
Totals	**219**	**100%**
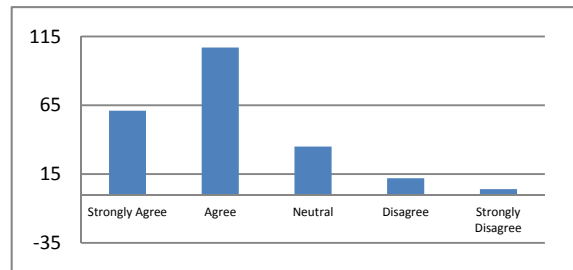
17. I feel the school district is ethical in its approaches.
                                                        Responses

|		
Strongly Agree	41	18.72%
Agree	112	51.14%
Neutral	54	24.66%
Disagree	7	3.20%
Strongly Disagree	5	2.28%
Totals	**219**	**100%**
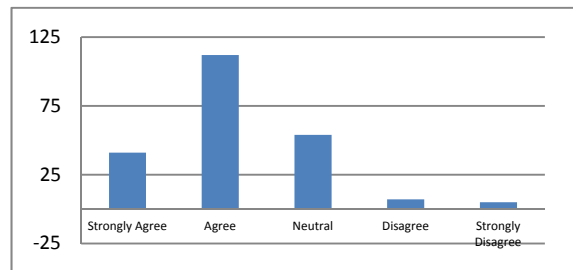
18. I feel the school district is innovative in its approaches.
                                                        Responses

|		
Strongly Agree	32	14.68%
Agree	87	39.91%
Neutral	70	32.11%
Disagree	25	11.47%
Strongly Disagree	4	1.83%
Totals	**218**	**100%**

Dunklin R-V School District - Stakeholder Survey Results - 2014
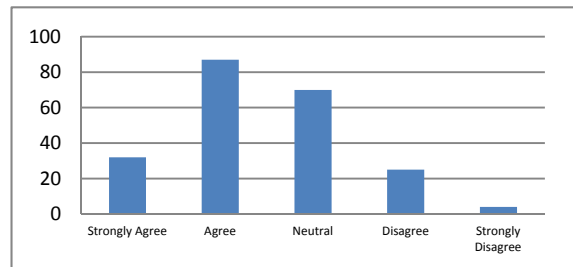
19. I feel the school district has a student-focus culture.

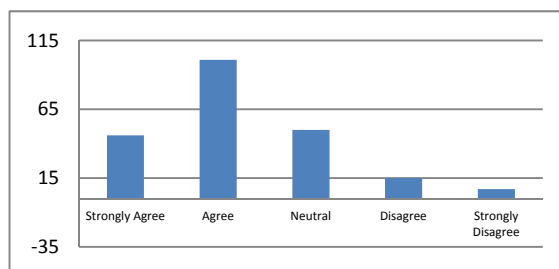|		**Responses**
Strongly Agree	45	20.64%
Agree	104	47.71%
Neutral	47	21.56%
Disagree	15	6.88%
Strongly Disagree	7	3.21%
Totals	**218**	**100%**
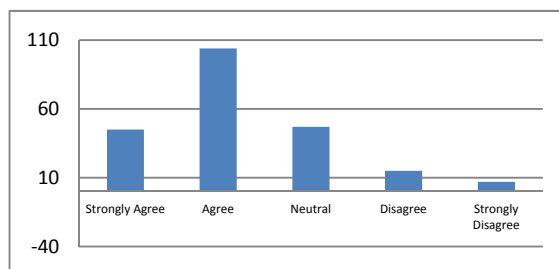
20. I would like the school district to increase its use of social media.

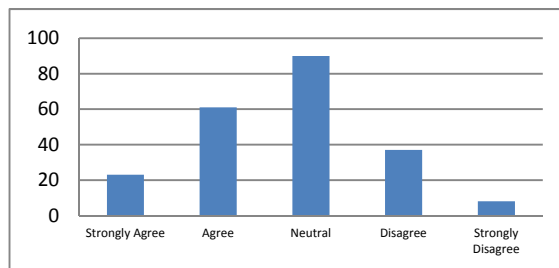|		**Responses**
Strongly Agree	39	17.81%
Agree	60	27.40%
Neutral	79	36.07%
Disagree	29	13.24%
Strongly Disagree	12	5.48%
Totals	**219**	**100%**
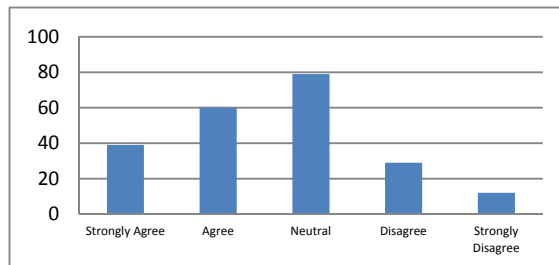
21. The school district promote an environment of equality for all students.

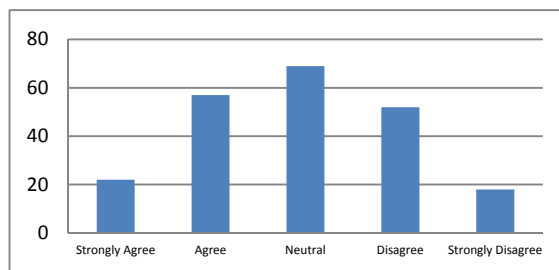|		**Responses**
Strongly Agree	46	21.00%
Agree	101	46.12%
Neutral	50	22.83%
Disagree	15	6.85%
Strongly Disagree	7	3.20%
Totals	**219**	**100%**

22. My perception is that the graduates of the school district are adequately prepared for the next stage in their lives. (Example: workforce, college, technical education)

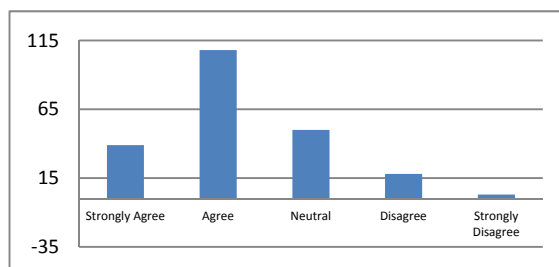|		**Responses**
Strongly Agree	23	10.50%
Agree	61	27.85%
Neutral	90	41.10%
Disagree	37	16.89%
Strongly Disagree	8	3.65%
Totals	**219**	**100%**

23. I feel the school district actively seeks my input on the services offered to support the community, parents and students.

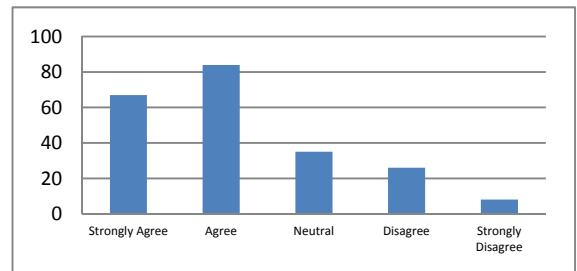|		**Responses**
Strongly Agree	22	10.09%
Agree	57	26.15%
Neutral	69	31.65%
Disagree	52	23.85%
Strongly Disagree	18	8.26%
Totals	**218**	**100%**

24. The teachers in the school district have high expectations of their students.

		Responses
Strongly Agree	39	17.89%
Agree	108	49.54%
Neutral	50	22.94%
Disagree	18	8.26%
Strongly Disagree	3	1.38%
Totals	**218**	**100%**

Dunklin R-V School District - Stakeholder Survey Results - 2014

25. I feel comfortable contacting the school district with questions, concerns, complaints, and/or suggestions for improvement. **Responses**

Strongly Agree	67	30.45%
Agree	84	38.18%
Neutral	35	15.91%
Disagree	26	11.82%
Strongly Disagree	8	3.64%
Totals	**220**	**100%**

26. When I contact the school district, I am greeted and treated with good customer service. **Responses**

Strongly Agree	64	29.09%
Agree	102	46.36%
Neutral	35	15.91%
Disagree	16	7.27%
Strongly Disagree	3	1.36%
Totals	**220**	**100%**

Dunklin R-V School District - Stakeholder Survey Results - 2014