

MPS Values Survey and Focus Groups: Preliminary Findings

December 12, 2017

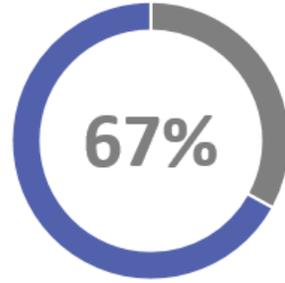


Accountability,
Innovation, and
Research

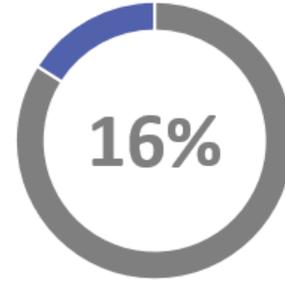


- **Online Survey:** 3,262 respondents
- **Phone Survey:** 750 respondents
- **Focus Groups:** 25 (350+ people)

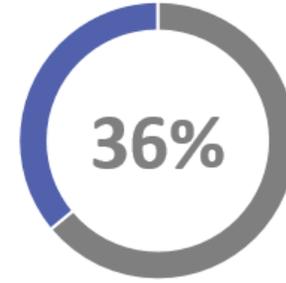
Online Survey



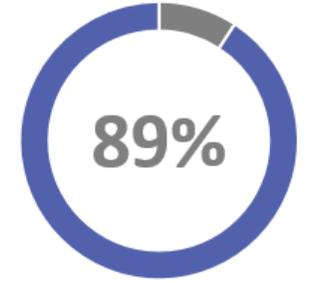
MPS Parents



People of Color

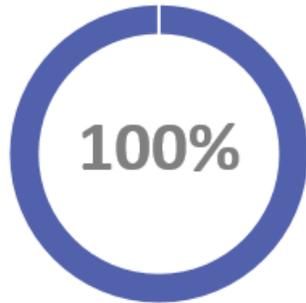


MPS Employees

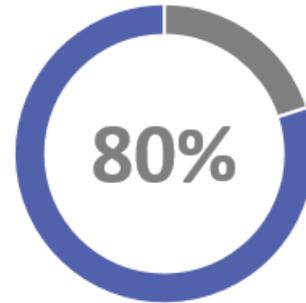


English Home Language

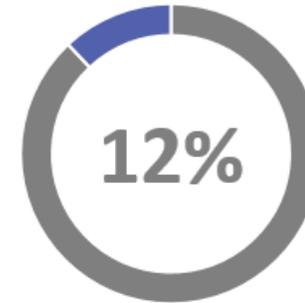
Phone Survey



MPS Parents

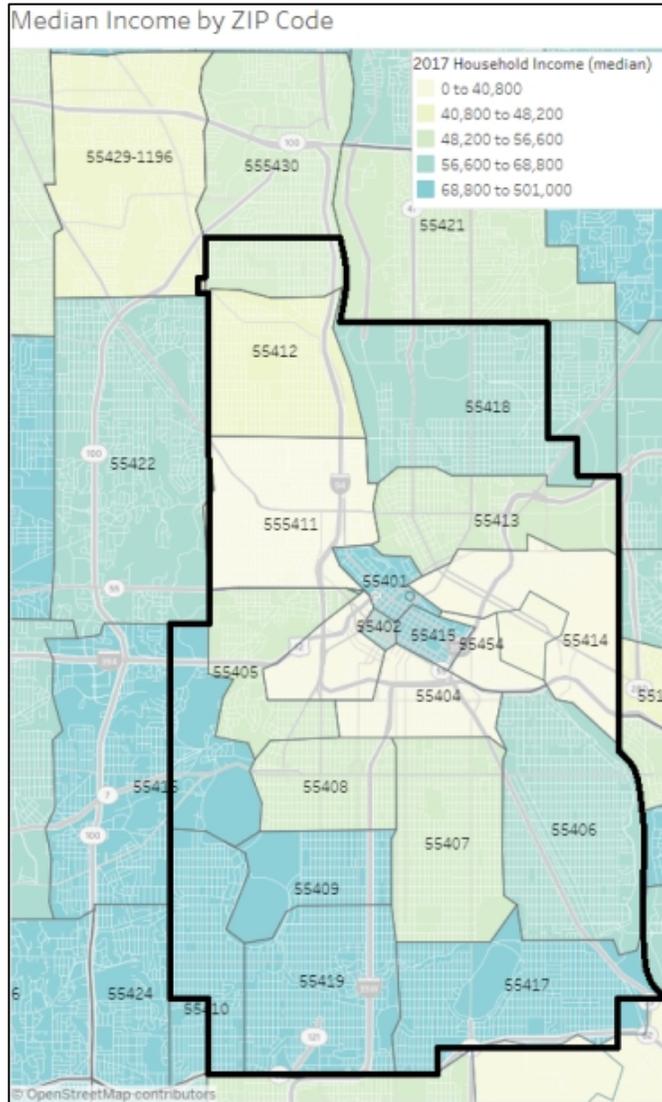


People of Color

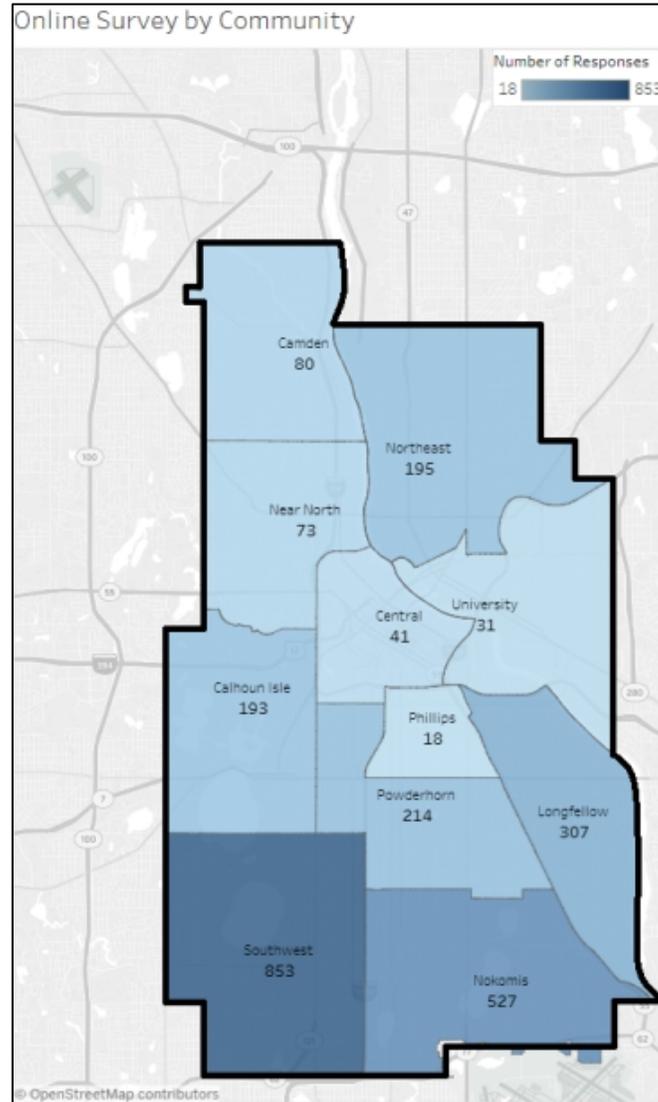


MPS Employees

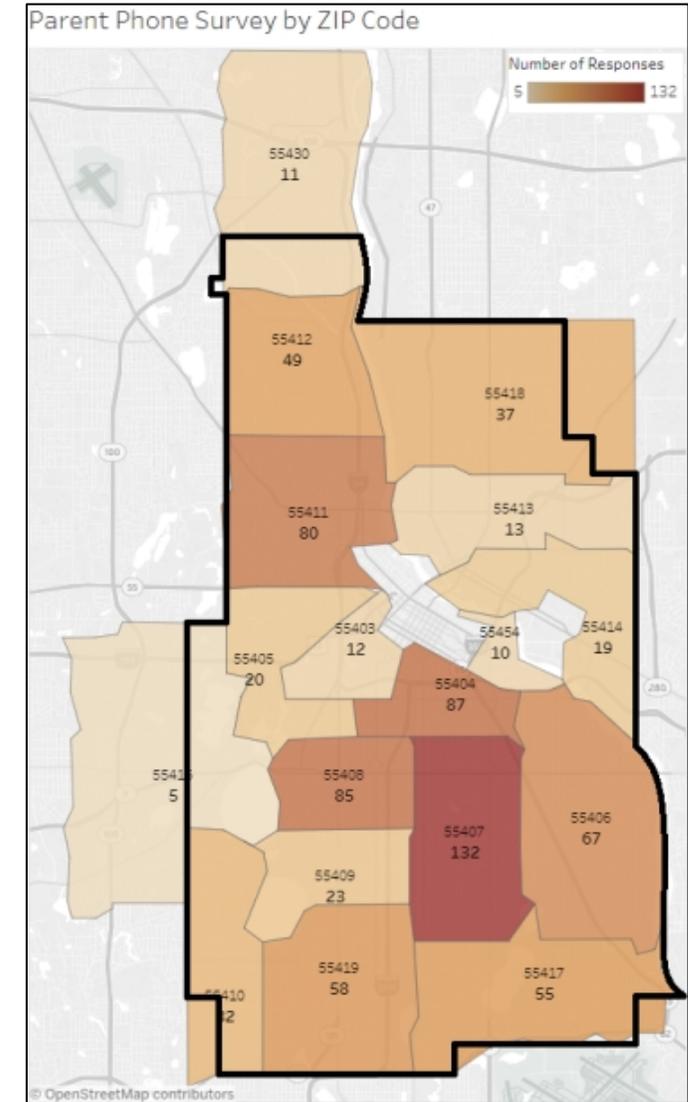
Median Household Income



Online Survey Representation



Phone Survey Representation



Across engagement methods, the MPS Community placed **Improved Student Outcomes** and **Equity** overall as their highest priorities for resource allocation

Across engagement methods, the MPS Community placed **Improved Student Outcomes** and **Equity** overall as their highest priorities for resource allocation

- Focus group participants acknowledged that things like effective staff, resources, and engagement are also needed to achieve improved student outcomes and equity
- Need more understanding of whether the MPS Community feels like there are additional needed resources in these areas because there are not enough currently, or because they find resource allocation in other areas sufficient

There was consensus among MPS Community members that additional resources are needed for:

- Additional staff support for student behavior and mental health
- Reading and math tutoring programs
- College credit earning opportunities for students
- Additional staff support for students with special needs beyond what is required by federal law

There was less consensus overall among phone survey respondents.

Phone survey respondents had consensus that additional resources are also needed for:

- Programming that develops understanding of different cultures and languages
- Additional afterschool programming
- Evaluating teacher effectiveness
- Additional staff support for second language students beyond what is required by federal law
- Hiring more staff members to support communication between schools and families.

Online survey respondents and focus group participants both almost always chose allocating additional resources to limit class size increases, even if it is only an increase of one student.

Phone survey respondents had less consensus in choosing limiting class size reductions over other options for additional resource allocation.

Online survey respondents largely supported reductions in the school calendar this year and next year as a cost-saving measure.

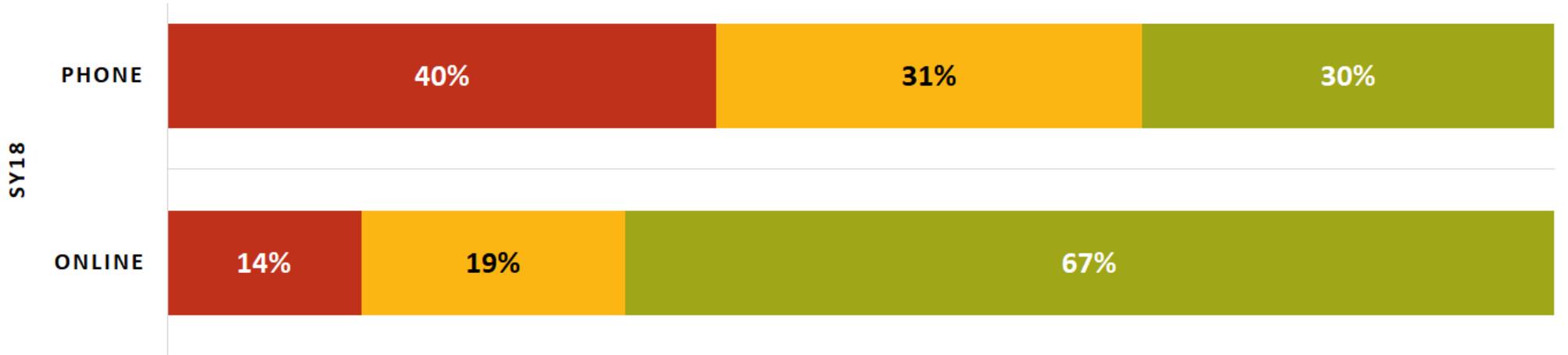
Phone survey respondents less likely to support both options

OPPOSED

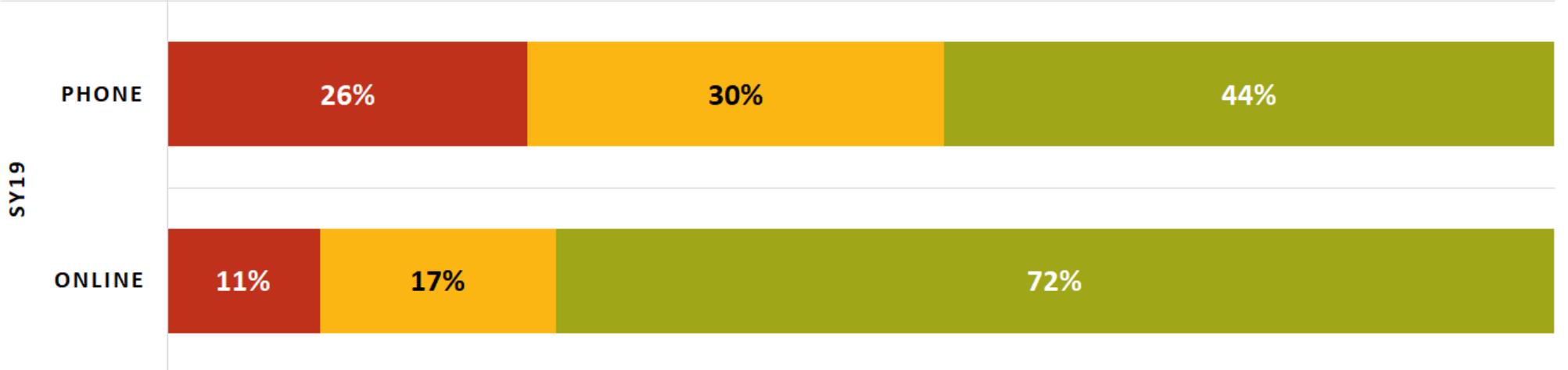
NEUTRAL

IN FAVOR

**Eliminating
the last two
days this
year**



**Beginning
next school
year after
Labor Day**



Phone survey respondents were more likely to be opposed or neutral to both options.

- Focus group participant comments indicate that disapproval of calendar changes may be a result of concerns about child care or afterschool activities.



- There were mixed perceptions of the budget ***Engagement Process***. Some groups wanted to see more details and line item budgets, while other sites wanted more basic budget information to be shared earlier.
- Focus groups identified a variety of challenges with ***Trust and Transparency***. There were concerns about the engagement process that revealed deeper issues of trust in how the district communicates, implements programs, and is able to improve student outcomes.
- Focus group participants had many questions about the ***Budget Deficit*** and how it was connected to previous budget cuts, referendums, and the fund balance policy.
- The focus groups highlighted there are a ***Variety of Needs and Access*** regarding issues of customer service, experience with teachers, and how budget decisions were made.

- The evaluation team are conducting budget focus groups with Youth Participatory Evaluation teams at Middle and High schools in the month of December.
- Follow-up with focus groups to show how information is being used.
- Further understand the extent to which themes vary by respondent/participant type, and probe deeper into areas of interest.

Appendix

Survey Components	Rationale
Rank choice of A2020 six goal areas <i>(Included in phone survey as rating importance of goals)</i>	Develop a high-level understanding of which A2020 goal areas are most valued
Allocation of \$100 to the A2020 goal areas <i>(Not included in phone survey)</i>	Understand the intensity of participants' values
Selection of which of two programs or activities should receive more financial resources (30 randomly selected, forced choice items) <i>(Online survey had 8 forms; Phone survey had 2)</i>	To better understand original rankings of goal areas and understand feelings towards specific programs and activities that are challenging to choose between
School calendar	Gather community members' attitudes about shortening SY18 and SY19
Demographics	Determine representativeness of the sample

Survey Structure



Improved Student Outcomes	1. College credit earning opportunities for students (AP, IB, Career Tech Ed.)
	2. Reading and math tutoring programs
	3. Electives to support student choice
	4. Programming that develops understanding of different cultures and languages
Equity	5. Additional staff support for second language students beyond what is required by federal law
	6. Additional staff support for students with special needs beyond what is required by federal law
	7. Free transportation to school of choice (magnet schools)
	8. Additional staff support for student behavior and mental health
Student, Family, and Community Engagement	9. Hiring more staff members to support communication between schools and families
	10. Additional afterschool programming
	11. Transportation, equipment, and/or facilities for athletics
	12. Marketing campaign to increase student enrollment
Effective Teachers, School Leaders, and Staff	13. Building teacher skills through additional training
	14. Hiring more teachers of color
	15. Evaluating teacher effectiveness
	16. Hiring teachers to coach other teachers on best practices
Stewardship	17. Monitoring state and federal requirements to avoid fines and lawsuits
	18. Review programs/practices to eliminate wasteful spending
	19. Identifying programs/practices that improve student outcomes
	20. Yearly salary increases for teachers
Resources for Students and Schools	21. Keeping low-enrollment neighborhood schools open
	22. Increasing student access to technology in classrooms
	23. Prevent class size increase by 1 student
	24. More frequent cleaning of school buildings

Focus Group Structure



When/Where	Who	Structure
<ul style="list-style-type: none">•27 Focus Groups•October 23- Nov 28•School Site Councils, CPEO•District Parent Advisory Councils	<ul style="list-style-type: none">•About 350 people total•Group size 5-25•Combination of staff, parents/other family members, community members, and some students	<ul style="list-style-type: none">•The structure varied somewhat based on allotted time and timing within survey window but same general format:•Introductions, Budget framing, Sticker chart activity, Discussion, Closing and next steps

Survey: Goal Area Rank Order



In their rankings and the average dollar allocation, respondents indicated that “Improved Student Outcomes” was their top priority.

Online Survey: Goal Area Rank Order	Online Survey: Rank Based on Item Win/Loss	Phone Survey: Rank Based on Item Win/Loss
Improved Student Outcomes	Improved Student Outcomes	Improved Student Outcomes
Equity	Equity	Equity
Effective Staff	Stewardship	Engagement
Resources	Effective Staff	Effective Staff
Engagement	Resources	Stewardship
Stewardship	Engagement	Resources