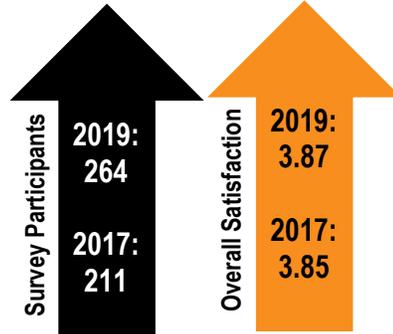


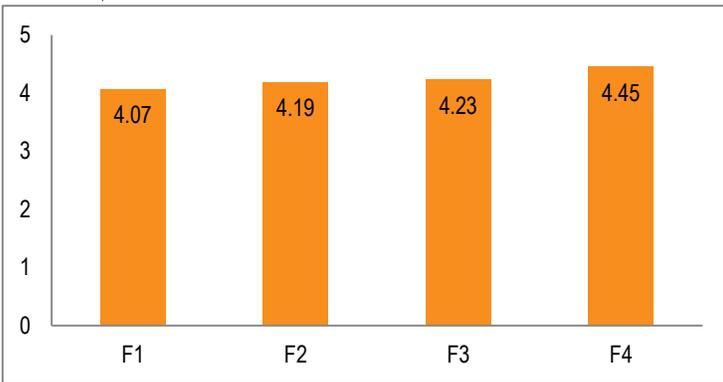
The Ripon Area School District developed an online survey to elicit responses from parents regarding their perceptions of the district. The survey was composed of 21 questions, each scored on a scale of 1-5, within four factors identified as important performance indicators. 264 respondents participated in the 2019 Parent Satisfaction Survey.



Overall High Satisfaction Areas

- Cleanliness and maintenance of the schools
- Family's respectful treatment
- Student's access to supplies and equipment necessary for learning
- Care of teachers for students' success
- Safety of learning environment
- Teacher expectations of student performance
- Staff show genuine concern for the child

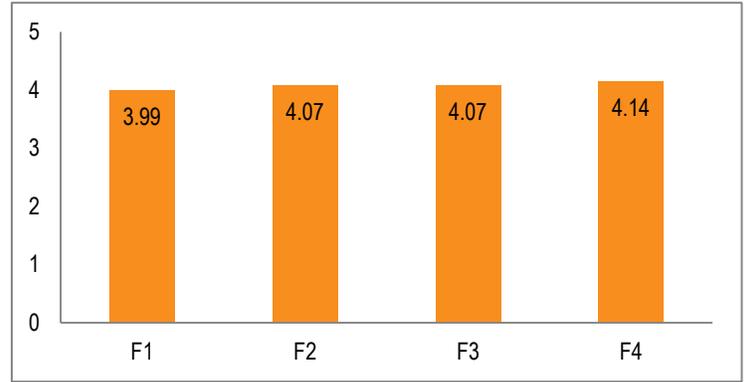
School Learning Environment



Factor average
4.00

- F1- Safe environment
- F2- Family treated with respect
- F3- Access to classroom supplies and equipment
- F4- The school is clean and well maintained

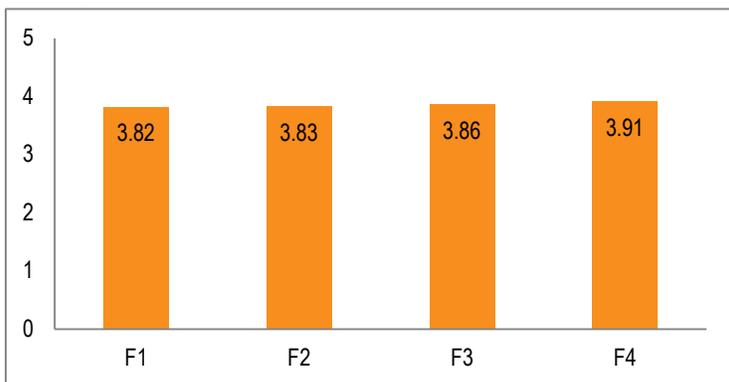
Relationship between Teacher and Child



Factor average
3.89

- F1- Proud to have children in at this school
- F2- Staff show genuine concern for the child
- F3- Teacher has high expectations for learning achievement
- F4- Teacher's care about my child's success

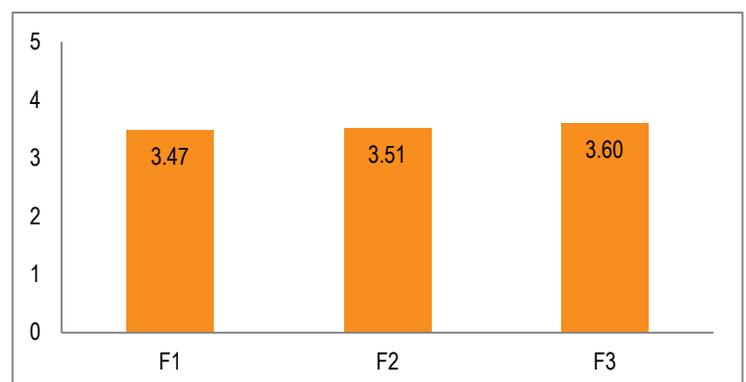
Principal Leadership and Relationships



Factor average
3.86

- F1- Principal is responsive to concerns of parents
- F2- Principal and teachers keep me well informed
- F3- Principal is an effective leader
- F4- Principal is respectful, receptive, and responsive to input

District/Superintendent



Factor average
3.53

- F1- Superintendent decisions are in best interest of children and parents
- F2- District is headed in right direction for improving student achievement
- F3- Confident the District will deal successfully with future educational challenges

FACTORS FOR DISTRICT CONTINUOUS IMPROVEMENT

“The third quarter I did receive 2 emails from teachers regarding my son’s positive performance and leadership skills. I was elated!! I do think that the positive or remedial phone calls or emails the HS principal asked teachers to make in place of the second parent/teacher conference are more effective than conferences.”

Top Areas of Increased Satisfaction

- My child is recognized for good work and behavior.
- My child’s teacher has high expectations for learning achievement.
- My child’s teacher cares about my child’s success.
- My family is treated with respect at this school.
- I receive positive phone calls or notes about my child from school.



Teaching and Learning Environment

Opportunities for Improvement

The item in which parents reported the lowest level of satisfaction was “I receive positive phone calls or notes about my child from school” (3.16). This single item is moderately to strongly correlated to six additional items (see below) suggesting a concerted effort by teachers and staff to personally connect with parents would have a significant impact on improving parent perceptions.

- My child is recognized for good work and behavior at this school.
- My child’s teacher cares about my child’s success.
- My child’s learning is a high priority at this school.
- My child’s teacher has high expectations for learning achievement.
- I regularly receive feedback from school staff on how well my child is learning.
- The teachers, staff, and administration at this school demonstrate a genuine concern for my child.



Principal Leadership and Relationships

Opportunities for Improvement

It should be no surprise that when it comes to parent satisfaction, those items viewed as most directly impacting the child’s learning experience generally achieve the highest overall satisfaction scores. The further one is removed from the classroom, the lower the perception of value held by parents on the student’s learning. As a result, it is not uncommon to see parents report high levels of satisfaction associated with the teacher, classroom, and school, with a modest drop in satisfaction for the Principal, Superintendent, and District. The more personal the experience between parent and District representatives around a shared value, the more satisfied the parent is.

To that end, the brand of the Principal is a reflection of the teachers and their commitment to supporting the Principal, as well as the Principal’s ability to connect directly with parents, both formally and informally. Keeping parents informed of activities and being responsive to concerns of parents present the greatest opportunities for improving parent satisfaction score.



District/Superintendent

Opportunities for Improvement

There was a strong, positive correlation between:

- School rules/discipline plans are enforced consistently at this school
- The Ripon Area School District is headed in the right direction in terms of improving student achievement

This suggests parent satisfaction with the direction of the district is directly related to the consistency in which it enforces its rules and discipline.