

# Community Engagement Results

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## A Report to the Board of Education

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This report contains an analysis of responses from community engagement sessions held across the Greeley and Evans communities in school year 2012-13.

A community engagement four-question questionnaire was completed by 528 participants. These participants represented District 6 parents, business owners, community members, District 6 employees, and seniors who reside in District 6. Eighty-four percent (84%) of the respondents completed the questionnaires at special community engagement meetings and 16% of respondents completed the questionnaire online.

Questionnaires were analyzed using qualitative analysis methodology. Qualitative analysis identified reoccurring themes from the individual participant responses. The frequency of each theme was calculated to identify which theme had the highest importance for the respondents.

According to Griffin and Hauser (1993), an N of 30 respondents is a reasonable starting point for determining the qualitative sample size that can reveal the full range, or nearly the full range, of potentially important customer perceptions. The probability of missing a perception is reduced as the number of participants (N) increases. There is a point of diminishing return to a qualitative sample. More data does not necessarily lead to more information. This is because one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework. Ritchie, Lewis & Elam (2003) stated that qualitative samples must be large enough to assure that most or all of the perceptions that might be important are uncovered, but at the same time, if the sample is too large, data becomes repetitive and eventually superfluous. If a researcher remains faithful to the principles of qualitative research, sample size in the majority of qualitative studies should generally follow the concept of saturation; when the collection of new data does not shed any further light on the issue under investigation.

This study's sample of size of 528 participants resulted in repetitive responses which demonstrate a strong sample size. To further support the reliability of the results, there was variability among participants' age, ethnicity, and residence location.

## Methodology

### Data Collection

The participants either attended community engagement meetings where they completed the questionnaire or completed the survey online. All participants were asked to provide their opinion and/or point of view for four questions.

1. What are the characteristics of a successful student?
2. What evidence does a community need in order to know that District 6 schools are successfully educating our kids?
3. Our student population has changed over time. What opportunities and challenges do these changes present?
4. What will it take to ensure that every child is successful in school?

The written responses were analyzed using QRS NVivo 10 by an unbiased statistician who has no ties to District 6 or Greeley, Colorado. The statistician grouped together similar written responses and assigned a common theme each respective grouping. This procedure was conducted on each question for all participants' responses.

## Results

Results are reported by question. Themes and subthemes were identified and quantified where possible. A number of themes were repeated in each question. No attempt was made by the researcher to combine themes across questions.

### Question 1: What are the characteristics of a successful student?

For question one, four themes emerged: characteristics of a successful student; development of successful student by the school system; development of a successful student by parents; and a community issue. Responses that did not apply to this question were grouped in a category titled “other.”

#### *Characteristics of a successful student*

For this theme, 29 characteristics were identified. The most frequent response was the characteristic of “a student who enjoys learning/has a desire to learn”. The second most frequent response was the characteristic of “a student who is engaged and attentive in school”. The third most frequent response by all participants was the characteristic “a student who is self-motivated”.

Characteristics of a Successful Student	Number of responses	Percent of total responses
Enjoys learning/has desire to learn	116	14.1%
Engaged/Attentive in school	64	7.8%
Self-motivated	60	7.3%
Good attendance in school	57	6.9%
Sets goals	45	5.5%
Accountable/responsible for own actions	45	5.5%
Participates in school activities and extracurricular activities	41	5.0%
Perseveres (has grit) to finish school	38	4.6%
Inquisitive	36	4.4%
Self-confidence	33	4.0%
Positive attitude	31	3.8%
Critical thinker	29	3.5%
Respects others (students and teachers)	28	3.4%
Self-esteem	25	3.0%
Good behavior in school	21	2.6%
Open minded	21	2.6%
Team player/able to get along with peers and teachers	18	2.2%
Good communication skills with teachers	15	1.8%
Organized in all aspects of their life	15	1.8%
Independent thinker	14	1.7%
Empathy for others	12	1.5%
Strong work ethic	11	1.3%

Social skills	10	1.2%
Self-disciplined (homework done on time)	9	1.1%
Good study skills/study habits	7	0.9%
Exhibits leadership skills	6	0.7%
Creativity skills	6	0.7%
Has friends	6	0.7%
Positive role model for other students	4	0.5%
<b>Total</b>	<b>823</b>	<b>100%</b>

### *Development of successful student by the school system*

Within this sub-theme, 16 common responses were identified. The most frequent response was “students have access to resources”. Examples of resources given were current technology, before and after school program, cooking classes, extension classes. The second most frequent response was “schools provide students with a safe environment”. The third most frequent response was “schools have effective teachers”.

Development of a Successful Student	Number of responses	Percent of total responses
Students have access to resources	103	15.54%
Schools provide students with a safe environment	87	13.12%
Schools have effective teachers	82	12.37%
Students are taught technology skills	77	11.61%
Healthy students-nutrition and exercise	69	10.41%
Schools provide current technology to students	66	9.95%
Students are able to compete with others around the world	48	7.24%
Students feel valued	36	5.43%
Students have access to preschool education	29	4.37%
Students are taught study strategies	22	3.32%
Students are taught out of the box and analytical thinking	21	3.17%
Students are not allowed cell phones or iPods	12	1.81%
Teachers recognize students for strengths	5	0.75%
Students are taught autonomy	3	0.45%
Students learn test-taking skills	2	0.30%
Students know that they will have a positive future	1	0.15%
<b>Total</b>	<b>663</b>	<b>100%</b>

### *The development of a successful student by parents*

In this sub-theme, 8 common responses were identified. The most frequent response was “students have parent involvement and support at home”. The second most frequent response was “students are rested and well fed before coming to school”. The third most frequent response was “parents value teachers”.

Development of a Successful Student by Parents	Number of responses	Percent of total responses
Students have parent involvement/support at home	102	27.42%
Students are rested and well fed	99	26.61%
Parents value teachers	55	14.78%
Parents are involved in school e.g. P/T conference	48	12.90%
Parent teach appropriate social skills to their children	32	8.60%
Parents help students stay engaged	25	6.72%
Students have a place to study at home	6	1.61%
Students have feeling of safety in their home	5	1.34%
<b>Total</b>	<b>372</b>	<b>100%</b>

**Question 2: What evidence does a community need in order to know that District 6 schools are successfully educating our kids?**

For this question, six themes emerged: student academic performance measures; communication; student workforce readiness; student personal growth; teacher effectiveness; and schools.

Evidence Themes	Number of responses	Percent of total responses
Student Academic Performance Measures	518	73.6%
Communication	94	13.4%
Student Workforce Readiness	29	4.1%
Student Personal Growth	25	3.6%
Teacher Effectiveness	23	3.3%
Schools	15	2.1%
<b>Total</b>	<b>704</b>	<b>100.0%</b>

***Student Academic Performance Measures***

The theme of student academic performance measures had the highest number of responses. Within this theme 6 sub-themes were identified; statistical data; test scores; academic performance; surveys; scholarships/awards; and other. Statistical data had the high number of responses by the participants, followed by test scores, academic performance, surveys, scholarships/awards, and other.

***Statistical Data***

An increase in graduation rates (high school/college) and attendance were identified by participants as being the most effective ways to demonstrate that District 6 is successfully educating children.

Statistical Data Sub-Theme	Number of responses	Percent of total responses
Increased graduation rate	121	46.4%

Increased attendance rate	45	17.2%
Increased enrollment/acceptance to college rate	37	14.2%
Decreased dropout/expulsion rate	25	9.6%
Report District 6 performance levels in relationship to other districts performance levels	11	4.2%
Decreased remediation rate	4	1.5%
Increased enrollment rates for District 6 students	3	1.1%
Report percentage of students enrolled vocational class	3	1.1%
Increased number of student retentions	3	1.1%
Increased academic growth rate	2	0.8%
Increased number of students taking AP classes	2	0.8%
Increased number of students who apply for an internship	2	0.8%
Report Engage Progress data	1	0.4%
Report percentage students early graduates	1	0.4%
Report percentage of students with preschool education	1	0.4%
<b>Totals</b>	<b>261</b>	<b>100.0%</b>

### Test Scores

An increase in test scores in general was identified as being the most effective evidence that demonstrates District 6 is successfully educating children.

Test Scores	Number of responses	Percent of total responses
Test scores in general	64	46.7%
TCAP scores	28	20.4%
State Test scores	17	12.4%
ACT/SAT scores	9	6.6%
Assessment scores, such as Galileo, PARCC	11	8.0%
Math scores	5	3.6%
CSAP scores	2	1.5%
Increase frequency of test score reporting	1	0.7%
<b>Total</b>	<b>137</b>	<b>100.0%</b>

### Academic Performance

Students' GPA was identified as being the most effective evidence that demonstrates District 6 is successfully educating children followed by the need for student's to demonstrate an increase in English proficiency.

Academic Performance	Number of responses	Percent of total responses
GPA	21	35.6%
Increase in English proficiency	13	22.0%

Increase in ability to write in English	10	16.9%
Increase in ability to read in English	10	16.9%
Report cards	4	6.8%
Sending home progress reports	1	1.7%
<b>Total</b>	<b>59</b>	<b>100.0%</b>

### *Surveys*

Obtaining student feedback on their academic growth and report the findings was identified as being the most effective evidence that demonstrates District 6 is successfully educating children. Next was obtaining parent feedback on their children's academic growth and reporting the information.

Surveys	Number of responses	Percent of total responses
Provide student feedback on their academic growth	4	50.0%
Provide parent feedback on student's academic growth	3	37.5%
Conduct Gallup surveys and report findings	1	12.5%
<b>Total</b>	<b>8</b>	<b>100.0%</b>

### *Scholarships/Awards*

Seeing an increase in the number of scholarships/awards received by students was identified as being the most effective evidence that demonstrates District 6 is successfully educating children.

Scholarships Awarded:	Number of responses	Percent of total responses
Increase number of scholarships/awards awarded	14	70.0%
Increase Boettcher scholarships awarded to students	5	25.0%
Increase student accessibility to grants	1	5.0%
<b>Totals</b>	<b>20</b>	<b>100.0%</b>

Other	Number of responses	Percent of total responses
Parents living in district who are sending their children to district schools	3	50.0%
Staff members who send their children to district schools	3	50.0%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

### *Communication*

Seven common responses were identified in this theme. The most frequent response was "report student successes in school in newspapers, on the radio, in blogs, Facebook postings, banner/marques at schools, education channel". The second most frequent response was "increase the number of parent/teacher conferences". The third most frequent response was "share data with parents and community".

Communication	Number of responses	Percent of total responses
Report student successes in multiple ways	70	74.5%
Increase attendance at parent/teacher conferences	8	8.5%
Share data with parents and community	4	4.3%
Communicate results in many languages	4	4.3%
Provide online access to grades	4	4.3%
Conduct community meetings	3	3.2%
Easy access to data	1	1.1%
<b>Total</b>	<b>94</b>	<b>100.0%</b>

### *Student Workforce Readiness*

Five common responses were identified in this theme. The most frequent response was “number of students who are ready to enter the workforce after graduation”. The second most frequent response was “students able to fill out a job application”. The third most frequent response was “an increase in the number of students who have a career pathway”.

Student Workforce Readiness	Number of responses	Percent of total responses
Students ready to enter the workforce after graduation	20	69.0%
Students able to fill out a job application	4	13.8%
Students have an identified career pathway	3	10.3%
Increase student’s proficiency in work skills	1	3.4%
Students able to confidently interview for a job	1	3.4%
<b>Total</b>	<b>29</b>	<b>100.0%</b>

### *Student Personal Growth*

This theme had the fourth highest number of responses. Three common responses were identified. The most frequent response by the participants was “increase in number of students who participate in extra-curricular activities”. The second most frequent response was “measure personal growth (social skills/emotional growth)”. The third most frequent response was “a decrease in student behavioral problems”.

Student Personal Growth	Number of responses	Percent of total responses
Increase in number of students in extra-curricular activities	13	52.0%
Personal growth (social skills/emotional growth)	9	36.0%
Decrease in student behavioral problems	3	12.0%
<b>Total</b>	<b>29</b>	<b>100.0%</b>

### *Teacher Effectiveness*

The theme, teacher effectiveness, had the fifth highest number of responses. Three common responses emerged. The most frequent response by the participants was “an increase in teacher retention”. The second

most frequent response was “share teacher performance reports”. The third most frequent response was “a decrease in teacher turnover rates”.

Teacher Effectiveness	Number of responses	Percent of total responses
Increase in teacher retention	16	69.6%
Public teacher performance reports	5	21.7%
Decrease in teacher turnover rates	2	8.7%
<b>Total</b>	<b>23</b>	<b>100.0%</b>

### *Schools*

Six common responses were identified in this sub-theme. The most frequent response was “to ensure schools are safe”. The second most frequent response was “to create smaller class sizes”. The third most frequent response was “update technology at the schools”.

Schools	Number of responses	Percent of total responses
Ensure schools are safe	6	40.0%
Create smaller class sizes	4	26.8%
Update technology at schools	2	13.4%
Schools have a good reputation	1	6.6%
Waiting list for students to get into District 6 schools	1	6.6%
School facilities are updated	1	6.6%
<b>Total</b>	<b>15</b>	<b>100.0%</b>

### **Question 3: Our student population has changed over time. What opportunities and challenges do these changes present?**

For question 3, the participants’ responses were divided into two sub-themes; opportunities and challenges.

### *Opportunities*

For the sub-theme opportunities, 18 common responses were identified. The response with the highest number of responses was “opportunity for students, teachers, parents, and community learn more about cultural diversity”. The next highest number of responses was “opportunity to develop multilingual students”.

Opportunities	Number of responses	Percent of total responses
Learn more about cultural diversity	483	56.7%
Presence of multilingual students enriches schools	115	13.5%
Teach students to accept students from culturally diverse backgrounds	45	5.3%
Develop flexibility in teaching students at different learning levels	42	4.9%
Train teachers to teach culturally diverse backgrounds	30	3.5%

Train staff to work with culturally diverse backgrounds	28	3.3%
Teach students to perform at a higher level	21	2.5%
Support and encourage students to go onto college	17	2.0%
Develop positive attitude towards learning work skills	17	2.0%
Increase staff awareness of cultural diversity	15	1.8%
Develop drug education programs	13	1.5%
Start teaching different languages in elementary school	8	0.9%
Develop business partners with community	6	0.7%
Develop career pathways with students	4	0.5%
Provide current technology for students	3	0.4%
Craft education plan that other districts want to use for their districts	2	0.2%
Develop sex education programs	2	0.2%
Embrace charter schools	1	0.1%
<b>Total</b>	<b>852</b>	<b>100.0%</b>

### Challenges

For this sub-theme, 19 common responses were identified. The response that had the highest number of responses was “challenge of teaching culturally diverse students”. The next highest number of responses was “challenge of teaching non-English speaking students”.

Challenges	Number of responses	Percent of total responses
Teaching culturally diverse students	421	46.8%
Teaching non-English speaking students	135	15.0%
Students are at different academic levels based on difference in education levels in different countries	62	6.9%
Socioeconomic status of students (poverty)	52	5.8%
Lack of support at home for students	51	5.7%
Bullying of students who are different	45	5.0%
Need teachers with culturally diverse backgrounds	30	3.3%
Large class sizes	22	2.4%
Cost of resources are high	19	2.1%
Funding is difficult to obtain	18	2.0%
Basic human needs are lacking for students (clothes, food, sleep)	13	1.4%
Drug issues	12	1.3%
Time to teach all children with the language barrier issues	6	0.7%
Provide current technology for students	5	0.6%
Need career pathways for students	3	0.3%

Pregnancy issues	2	0.2%
Interpreting information for non-English students and parents	1	0.1%
Greeley is divided into 2 parts	1	0.1%
Standardized tests hurt non-English speaking students	1	0.1%
<b>Total</b>	<b>899</b>	<b>100.0%</b>

#### Question 4: What will it take to ensure that every child is successful in school?

For question 4, seven themes emerged: support services; student accountability; parental support; school/teacher support of students; resources; secure environment; and community. The theme, support services, had the highest number of responses by the participants.

Themes	Number of responses	Percent of total responses
Support Services	283	29.5%
Student Accountability	186	19.4%
Parental Support	139	14.5%
School/Teacher Support of Students	130	13.5%
Resources	88	9.2%
Secure Environment	73	7.6%
Community	61	6.4%
<b>Total</b>	<b>960</b>	<b>100%</b>

#### Support Services

For the theme, support services, five common responses were identified. The most frequent response by all participants was “institute programs to help students obtain proper clothing”. The second most frequent response was “institute programs to feed the students”. The third most frequent response by all participants was “create programs to teach student social skills”.

Support Services	Number of responses	Percent of total responses
Institute programs to help students obtain proper clothing	113	39.9%
Institute programs to feed the students	58	20.5%
Create programs to teach student social skills	46	16.3%
Communication between teachers and parents increase	44	15.5%
Provide counselors in school	22	7.8%
<b>Total</b>	<b>283</b>	<b>100.0%</b>

#### Student Accountability

For the theme, student accountability, four common responses were identified. The most frequent response by all participants was “students attend school on a regular basis”. The second most frequent response was “students’ complete homework on time”. The third most frequent response by all participants was “students feel safe to ask questions”.

Student Accountability	Number of responses	Percent of total responses
Attend school on a regular basis	142	76.3%
Complete homework on time	31	16.7%
Feel safe to ask questions	11	5.9%
Learn English	2	1.1%
<b>Total</b>	<b>186</b>	<b>100%</b>

### *Parental Support*

For the theme, two common responses were identified. The most frequent response by all participants was “parents support schools by becoming more involved”. The second most frequent response was “parents are able to access English proficiency classes”.

Parental Support	Number of responses	Percent of total responses
Parents support schools by becoming more involved	121	87.1%
Parents are able to access English proficiency classes	18	12.9%
<b>Total</b>	<b>139</b>	<b>100.0%</b>

### *School/Teacher Support of Students*

For the theme, four common responses were identified. The most frequent response by all participants was “schools have effective teachers”. The second most frequent response was “schools have culturally-diverse teachers”. The third most frequent response was “teachers reach out to parents”.

School/Teacher Support of Students	Number of responses	Percent of total responses
Schools have effective teachers	88	67.7%
Schools have cultural diverse teachers	22	16.9%
Teachers reach out to parents	11	8.5%
Schools reach out to parents	9	6.9%
<b>Total</b>	<b>130</b>	<b>100.0%</b>

### *Resources*

For the theme, six common responses were identified. The most frequent response by all participants was “need to have longer school days”. The second most frequent response was “need to provide after school activities”. The third most frequent response was “need to obtain adequate funding”.

Resources	Number of responses	Percent of total responses
Longer school days	21	23.9%
Provide after school activities	17	19.3%
Obtain adequate funding	17	19.3%
Institute a dress code for students	13	14.8%

Provide current technology for students	11	12.5%
Provide textbooks for all students	9	10.2%
<b>Total</b>	<b>88</b>	<b>100.0%</b>

### *Secure Environment*

In this theme, three common responses were identified. The most frequent response by all participants was “teachers, students, and community embrace cultural diversity”. The second most frequent response was “create a safe environment for all students; eliminate bullying”. The third most frequent response was “have smaller class sizes so teachers can focus on student academic development”.

<i>Secure Environment</i>	Number of responses	Percent of total responses
Teachers, students, and community embrace cultural diversity	32	43.8%
Eliminate bullying	21	28.8%
Smaller class sizes so teachers can focus on students’ academic development	20	27.4%
<b>Total</b>	<b>73</b>	<b>100.0%</b>

### *Community*

For this theme, two common responses were identified. The most frequent response by all participants was “community supports schools”. The second most frequent response was “community embraces cultural diversity”.

<i>Community</i>	Number of responses	Percent of total responses
Community supports schools	32	52.5%
Community embraces cultural diversity of District 6 population	29	47.5%
<b>Total</b>	<b>61</b>	<b>100.0%</b>