

# School Quality Survey

## Results and Analysis

Irvington Union Free School District

School Year: 2021-2022



# Details of the Study and Understanding the Results

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The Irvington Union Free School District (IUFSD) School Quality Surveys asked parents, community members, staff members, and students in grades 6-12 for feedback on various aspects of the district and its schools. K12 *Insight* partnered with district team members to develop the surveys, which addressed the following topics:

- Learning Experiences
- Support for Students/Staff
- School Leadership
- Family Involvement
- Safety and Behavior
- Communication
- Board of Education
- District Leadership Team
- Strategic Objectives

The surveys were open June 1-20.

Email invitations with unique survey links were sent to parents, community members, staff members, and students in grades 6-12. Parents and community members could also participate via a public link on the district's website. Parents with children attending more than one district school were able to take the survey for each school. Reminders were sent on June 7, 10, 14, and 17.

The survey was translated into Spanish.

This report summarizes district-level survey results and breaks them down by stakeholder group. This report compares results with those from 2020-2021 and 2018-2019. The survey was not administered in 2019-2020 due to COVID-19. This report includes the open-ended response analysis of the survey item: *Please share any other thoughts you have about your experiences this school year.*

Results do not reflect random sampling; therefore, they should not be generalized to all IUFSD stakeholders. Rather, results reflect only the perceptions and opinions of survey participants. School-level reports are also included in this project.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

# Summary and Insights

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- 84% of participating students rated their school as excellent or good, a 16 percentage-point increase from last school year. The rating increased by one percentage point for parents, from 85% to 86%. However, the rating fell 5% for participating staff members - 93% of participating staff members rated their school as excellent or good, compared to 98% last year.
- A majority of participants approved of the school-level handling of the response to COVID-19, with 87% of parents, 88% of staff, and 78% of students rating it as excellent or good. Similarly, 87% of parents, 87% of staff, and 76% of students rated the district-level response as excellent or good.
- The Communication dimension had the items with the highest agreement (strongly agree or agree responses) for participating parents and staff. For example, 91% of parents and 97% of staff said that Irvington UFSD communicated effectively and 93% of parents and 92% of staff said that the school maintained effective communication practices throughout the COVID-19 pandemic.
- Participating parents (81%), staff (93%), and students (82%) agreed or strongly agreed their school has high learning standards for all students. However, fewer participating parents (51%) and students (40%) agreed or strongly agreed that students are shown how lessons relate to life outside of school.
- While 88% of staff agreed or strongly agreed that students in this school receive support that addresses their social and emotional needs, fewer parents (64%) and students (64%) responded favorably to this item.

# Summary and Insights (Continued)

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- Improvements to highlight:
  - Favorable responses for rating the overall quality of their school increased for parents and students (1 percentage point and 16 percentage points respectively).
  - In the Learning Experiences dimension, agreement by participating staff increased 3 percentage points and agreement by participating students increased 3 percentage points for the item “This school offers a variety of learning opportunities.”
  - Additionally, in the Learning Experience dimension, 75% of participating students strongly agreed or agreed that students receive helpful feedback about their work, a 4 percentage-point increase from last school year.
- Key areas to focus continuous improvement efforts include:
  - A perceptions gap emerged under the dimension of Student Support. 96% of staff strongly agreed or agreed that there is someone on campus students can go to for help with a personal problem compared to 69% of parents and 74% of students. Additionally, 88% of staff said student receive support that addresses their social and emotional needs compared to 64% of parents and 64% of students.
  - In the dimension of Safety and Behavior, agreement decreased 9 percentage points for participating parents, 21 percentage points for participating staff members, and 3 percentage points for participating students for “Students are held accountable for their actions.”
  - Also, under the dimension of Safety and Behavior, favorable responses from participating staff decreased 12 percentage points for the item, “discipline is enforced fairly” and 14 percentage points for the item, “discipline is enforced equitably”.

# Participation

| Responding Group | Number of Invitations Delivered (NMax) | Number of Responses (N) | Response Rate | Public Access Link Responses | Total Responses |
|------------------|--|-------------------------|---------------|------------------------------|-----------------|
| Parents          | 2,036                                  | 361                     | --            | 240                          | 601             |
| Staff            | 328                                    | 148                     | 45%           | --                           | 148             |
| Students         | 951                                    | 435                     | 46%           | --                           | 435             |

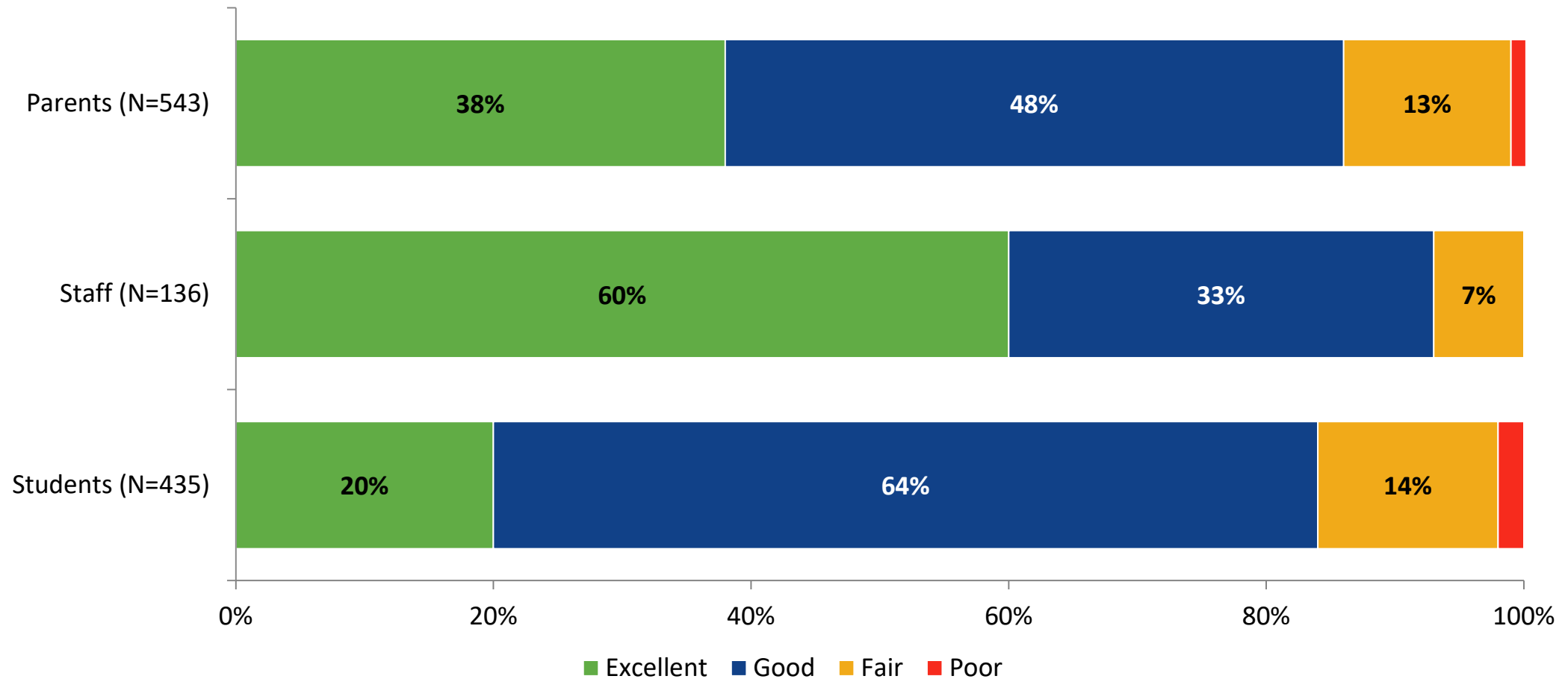
| Responding Group          | School Year | Number of Responses (N) | School Year | Number of Responses (N) | School Year | Number of Responses (N) |
|---------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|
| Parents/Community Members | 2021-2022   | 601                     | 2020-2021   | 281                     | 2018-2019   | 650                     |
| Staff                     | 2021-2022   | 148                     | 2020-2021   | 141                     | 2018-2019   | 160                     |
| Students                  | 2021-2022   | 435                     | 2020-2021   | 596                     | 2018-2019   | 780                     |

# Distribution of Results for 2021-2022

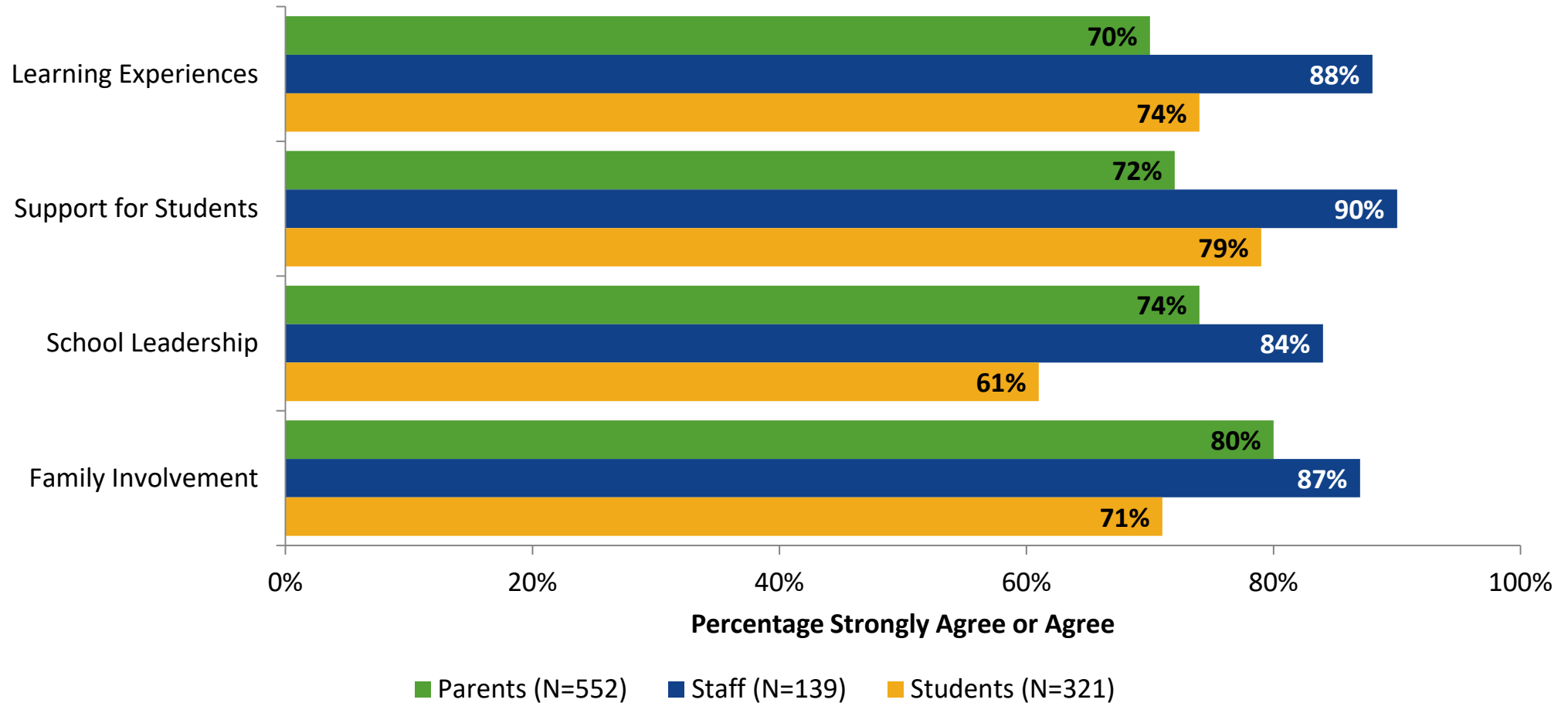
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# Overall School Quality: Comparison by Respondent Type

How would you rate the overall quality of your school?



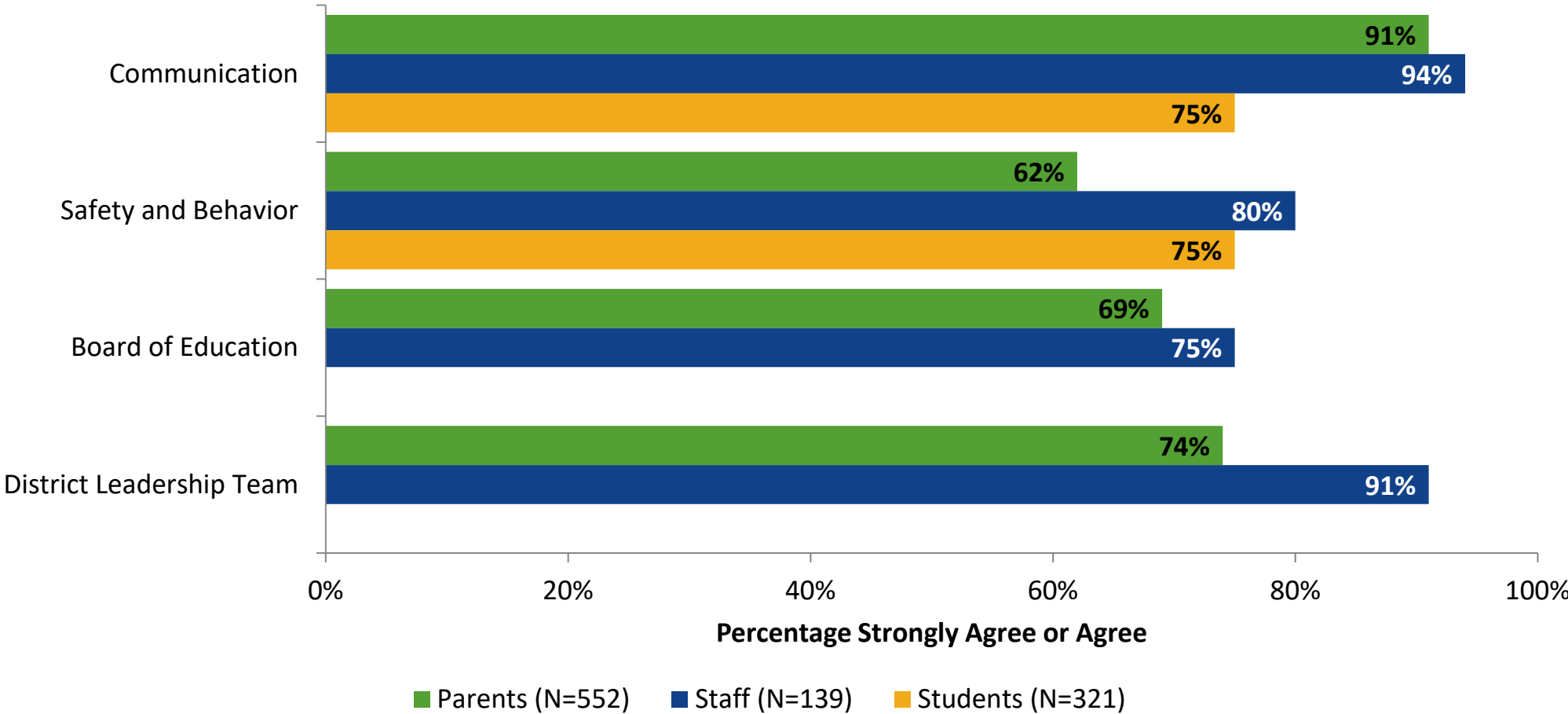
# Dimension Scores: Comparison by Respondent Type



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.



# Dimension Scores: Comparison by Respondent Type (Continued)



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. The Board of Education and District Leadership Team dimensions were only included in the parent/community member and staff surveys.

# Strategic Objectives

Please rank the top five priorities from the list of the District's strategic objectives below, with Rank 1 being the highest priority. (N=569)

| Response   | Overall Rank |
|--|--------------|
| <b>Providing students with a rigorous, comprehensive, enriched and diversified curricula; STEM education and integrated technology.</b>  | <b>1</b>     |
| <b>Fostering the social and emotional growth of all students and promoting a culture where students are active participants in society, including: civic and global engagement and learning.</b> | <b>2</b>     |
| <b>Encouraging a culture of innovation, creativity, and risk taking to inspire a dynamic learning environment.</b>   | <b>3</b>     |
| Providing for a high-quality learning environment, including; facilities maintenance, energy efficiency, sustainability investment, and a safe school environment.                               | 4            |
| Maintaining a school community that values diversity and ensures equity and inclusion for everyone.  | 5            |
| Supporting educators, including: targeted professional learning and opportunities for collaboration.   | 6            |
| Ensuring the fiscal health of the District, including: anticipating and controlling costs, and investing in program development.   | 7            |
| Strengthening local connections to and ownership of our schools, including: improved stakeholder communication (parents, staff, students, community).  | 8            |

# Strategic Objectives

Please rank the top five priorities from the list of the District's strategic objectives below, with Rank 1 being the highest priority. (N=140)

| Response   | Overall Rank |
|--|--------------|
| <b>Fostering the social and emotional growth of all students and promoting a culture where students are active participants in society, including: civic and global engagement and learning.</b> | <b>1</b>     |
| <b>Maintaining a school community that values diversity and ensures equity and inclusion for everyone.</b>   | <b>2</b>     |
| <b>Providing for a high-quality learning environment, including; facilities maintenance, energy efficiency, sustainability investment, and a safe school environment.</b>                        | <b>3</b>     |
| Supporting educators, including: targeted professional learning and opportunities for collaboration.   | 4            |
| Providing students with a rigorous, comprehensive, enriched and diversified curricula; STEM education and integrated technology.   | 5            |
| Encouraging a culture of innovation, creativity, and risk taking to inspire a dynamic learning environment.  | 6            |
| Ensuring the fiscal health of the District, including: anticipating and controlling costs, and investing in program development.   | 7            |
| Strengthening local connections to and ownership of our schools, including: improved stakeholder communication (parents, staff, students, community).  | 8            |

# Strategic Objectives

Please rank the top five priorities from the list of the District's strategic objectives below, with Rank 1 being the highest priority. (N=397)

| Response  | Overall Rank |
|---|--------------|
| <b>Providing for a high-quality learning environment, including; facilities maintenance, energy efficiency, sustainability investment, and a safe school environment.</b>                 | <b>1</b>     |
| <b>Maintaining a school community that values diversity and ensures equity and inclusion for everyone.</b>  | <b>2</b>     |
| <b>Encouraging a culture of innovation, creativity, and risk taking to inspire a dynamic learning environment.</b>  | <b>3</b>     |
| Fostering the social and emotional growth of all students and promoting a culture where students are active participants in society, including: civic and global engagement and learning. | 4            |
| Providing students with a rigorous, comprehensive, enriched and diversified curricula; STEM education and integrated technology.  | 5            |
| Supporting educators, including: targeted professional learning and opportunities for collaboration.  | 6            |
| Ensuring the fiscal health of the District, including: anticipating and controlling costs, and investing in program development.  | 7            |
| Strengthening local connections to and ownership of our schools, including: improved stakeholder communication (parents, staff, students, community).                                     | 8            |

## Highest-ranking Items

| Survey Item   | Percentage Strongly Agree or Agree (%) | Dimension          |
|---|--|--------------------|
| Irvington UFSD maintained effective COVID-19 related communications.  | 94%                                    | Communication      |
| My child's school maintained effective COVID-19 related communications.   | 93%                                    | Communication      |
| This school and partner organizations encourage families to volunteer (PTSA, Booster Club, IEF, etc.).  | 92%                                    | Family Involvement |
| Families are encouraged to attend school-sponsored activities whether in-person or virtual, such as back-to-school night, plays, concerts, and sporting events. | 91%                                    | Family Involvement |
| Irvington UFSD communicated effectively.  | 91%                                    | Communication      |

## Lowest-ranking Items

| Survey Item  | Percentage Strongly Disagree or Disagree (%) | Dimension            |
|--|--|----------------------|
| This school offers students a variety of extracurricular activities (clubs, sports, etc.).                           | 27%  | Learning Experiences |
| Students are appropriately challenged by their schoolwork.   | 24%  | Learning Experiences |
| School administrators (principal and assistant principal) make decisions that are in the best interests of students. | 21%  | School Leadership    |
| Students in this school receive individual support to address their academic needs.                                  | 21%  | Learning Experiences |
| The Board of Education communicates effectively.   | 19%  | Board of Education   |

## Highest-ranking Items

| Survey Item   | Percentage Strongly Agree or Agree (%) | Dimension            |
|---|--|----------------------|
| There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.   | 98%                                    | Support for Students |
| Irvington UFSD maintained effective COVID-19 related communications.  | 97%                                    | Communication        |
| There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. | 96%                                    | Support for Students |
| Irvington UFSD communicated effectively.  | 96%                                    | Communication        |
| Students in this school receive individual support to address their academic needs.                             | 95%                                    | Learning Experiences |

## Lowest-ranking Items

| Survey Item  | Percentage Strongly Disagree or Disagree (%) | Dimension           |
|--|--|---------------------|
| Students are held accountable for their actions.   | 35%  | Safety and Behavior |
| My building administrator or direct supervisor checked to see how I was doing on a regular basis.              | 28%  | Support for Staff   |
| Discipline is enforced fairly.   | 24%  | Safety and Behavior |
| I received the support I needed to facilitate distance learning or complete my work in a distance environment. | 23%  | Support for Staff   |
| Discipline is enforced equitably.  | 23%  | Safety and Behavior |



## Highest-ranking Items

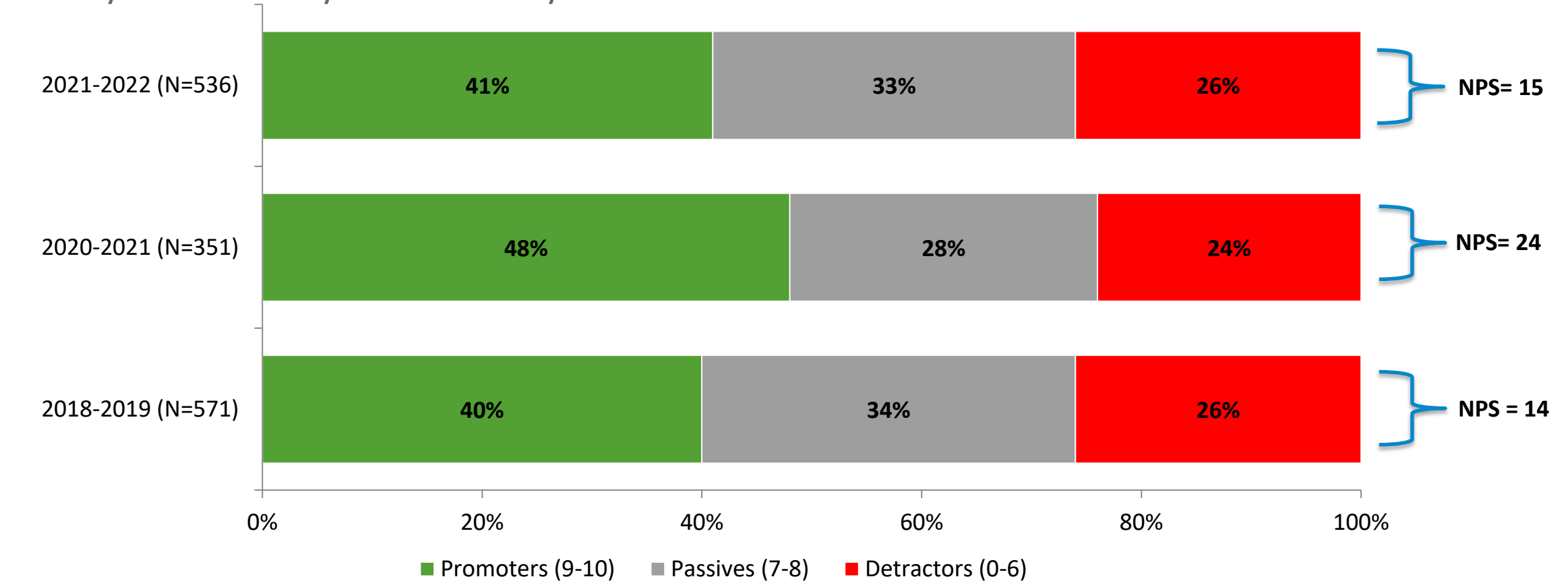
| Survey Item  | Percentage Strongly Agree or Agree (%) | Dimension            |
|--|--|----------------------|
| There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.      | 93%                                    | Support for Students |
| This school offers students a variety of extracurricular activities outside of the pandemic (clubs, sports, etc.). | 91%                                    | Learning Experiences |
| This school is safe.   | 87%                                    | Safety and Behavior  |
| This school offers a variety of learning opportunities.  | 86%                                    | Learning Experiences |
| School staff members are aware of the safety and security procedures.  | 86%                                    | Safety and Behavior  |

## Lowest-ranking Items

| Survey Item  | Percentage Strongly Disagree or Disagree (%) | Dimension            |
|--|--|----------------------|
| Students are shown how lessons relate to life outside of school.   | 51%  | Learning Experiences |
| Students receive timely feedback about their work.   | 27%  | Learning Experiences |
| When utilizing technology to support learning, the amount of screen time has been appropriate for me.                | 27%  | Learning Experiences |
| School administrators (principal and assistant principal) make decisions that are in the best interests of students. | 23%  | School Leadership    |
| School administrators (principal and assistant principal) clearly communicate the school's mission and vision.       | 21%  | School Leadership    |

# Net Promoter Score - School

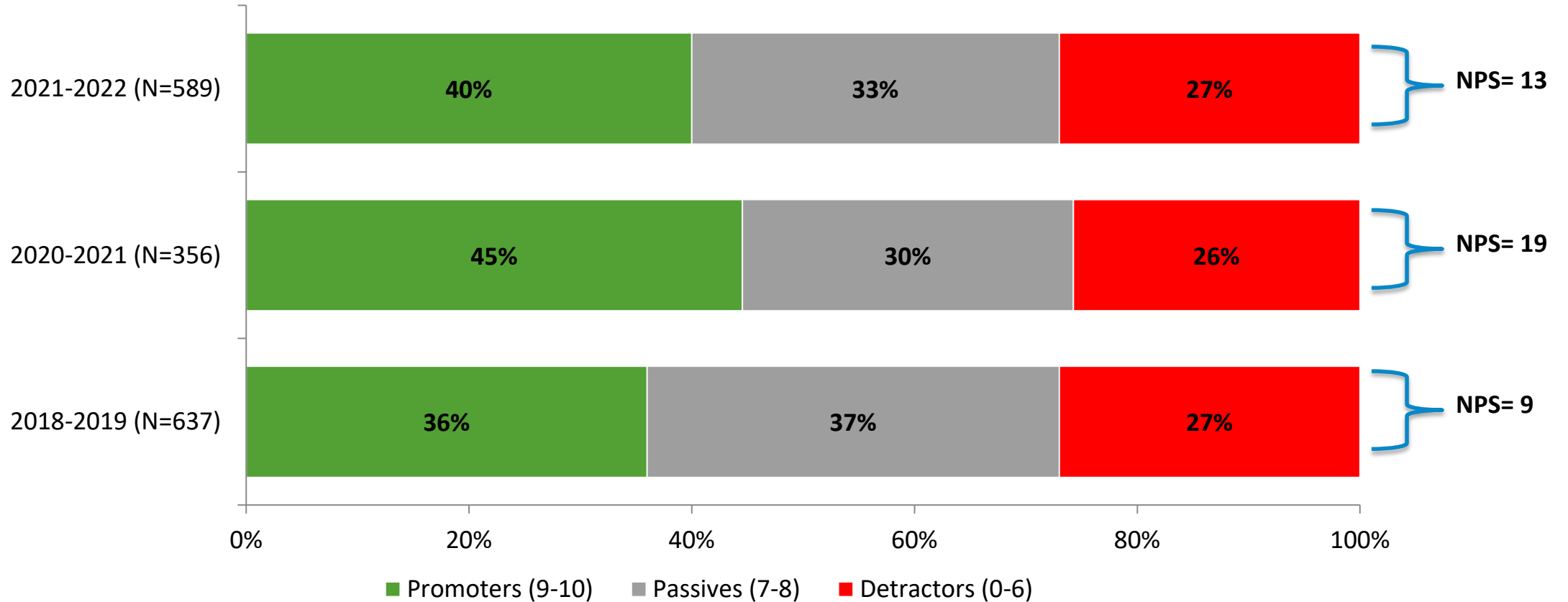
How likely are to recommend your school to a family member or friend?



Note: The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district.

# Net Promoter Score - District

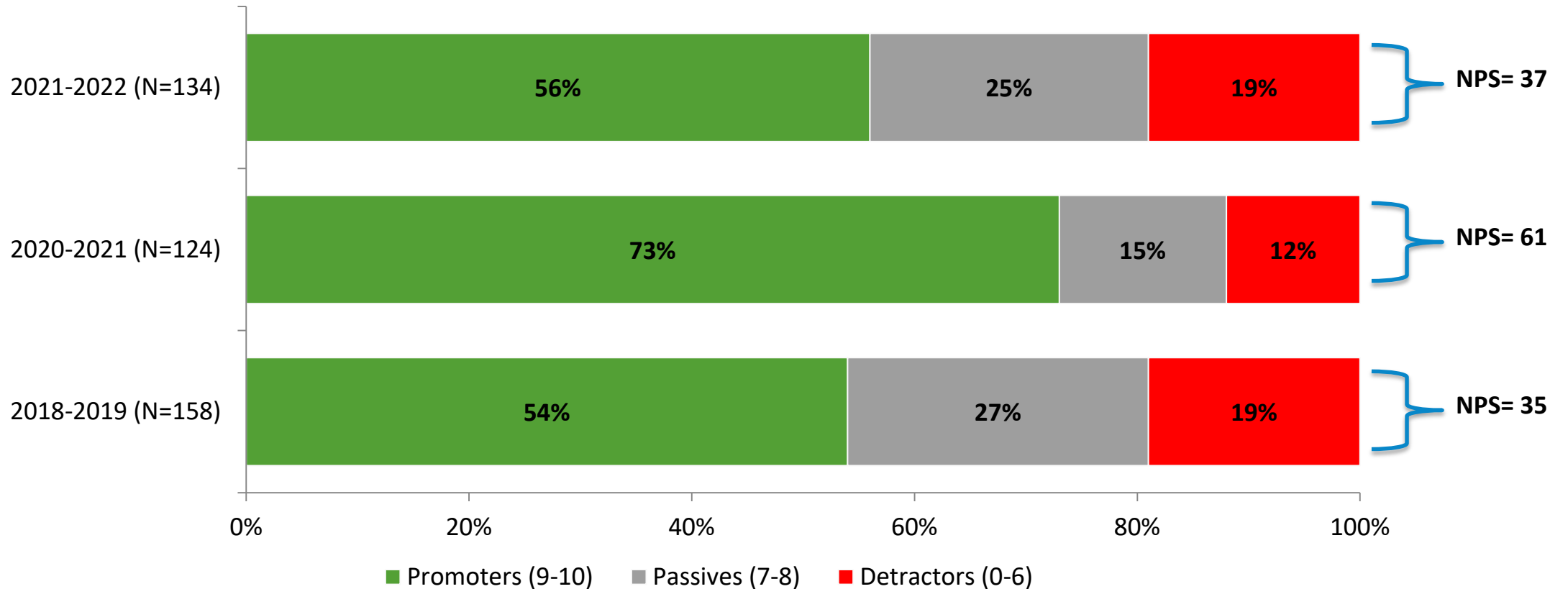
How likely are you to recommend Irvington UFSD to a family member or friend?



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# Net Promoter Score - School

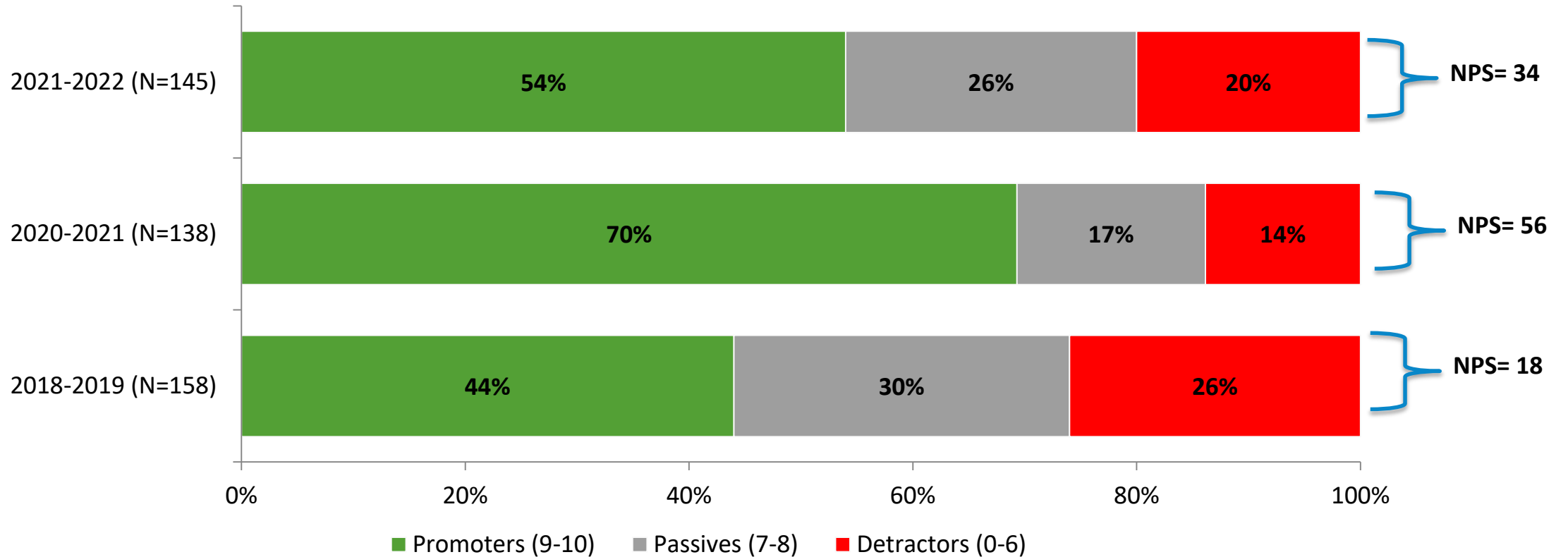
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# Net Promoter Score - District

How likely are you to recommend Irvington UFSD to a family member or friend?

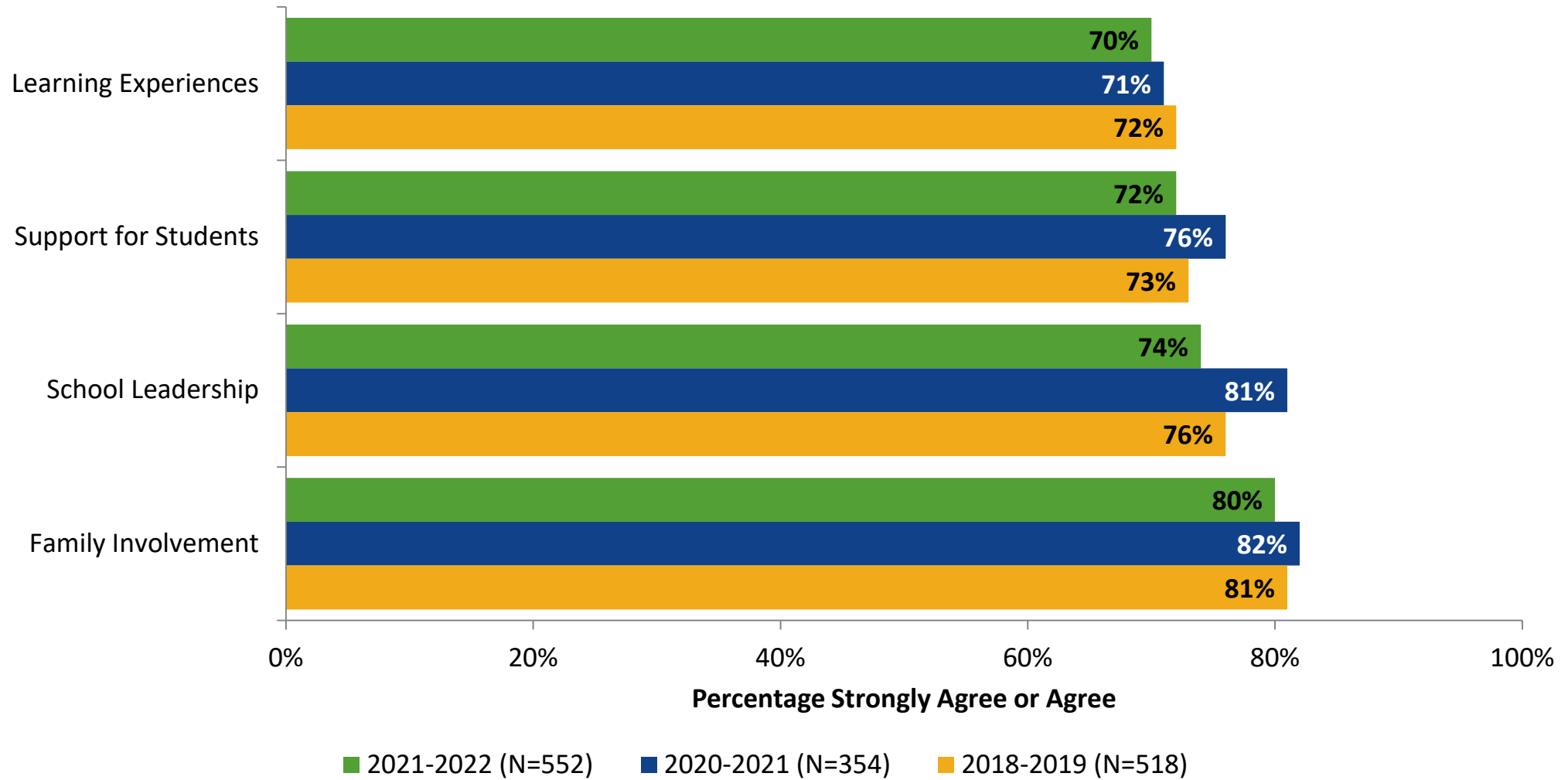


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# Comparisons Over Time

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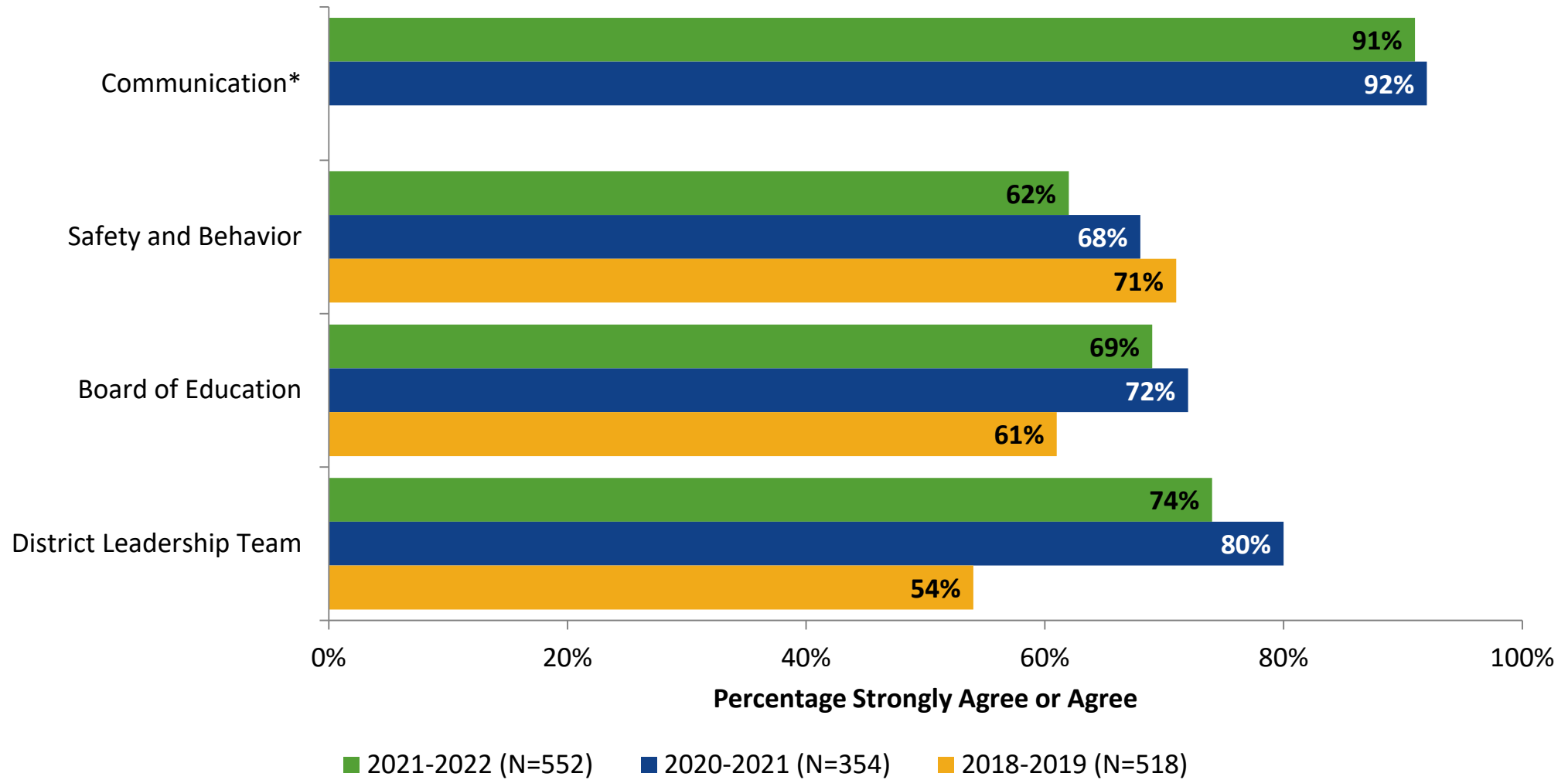
## Dimension Scores: Comparison Over Time



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.



## Dimension Scores: Comparison Over Time (Continued)

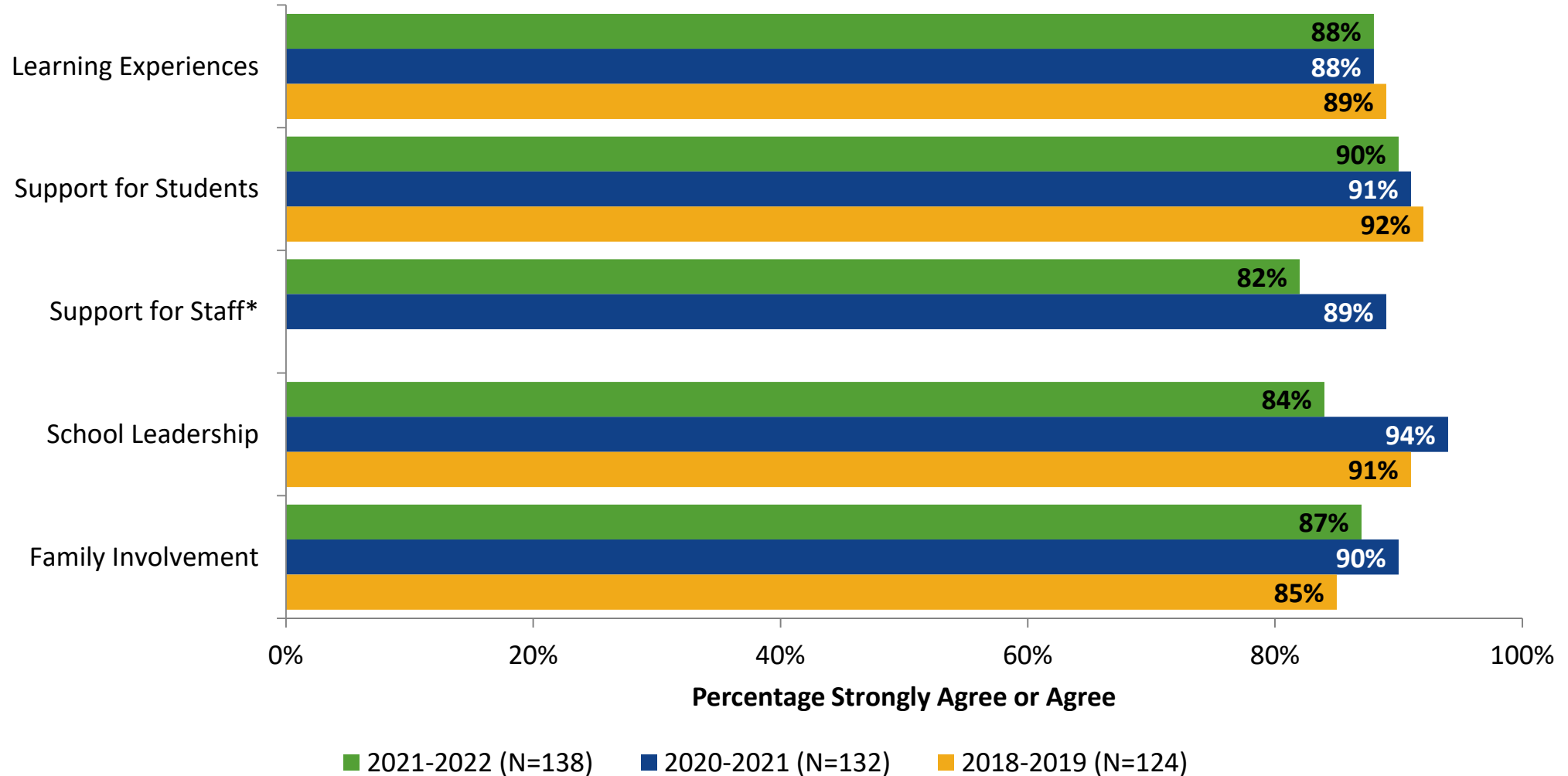


Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.

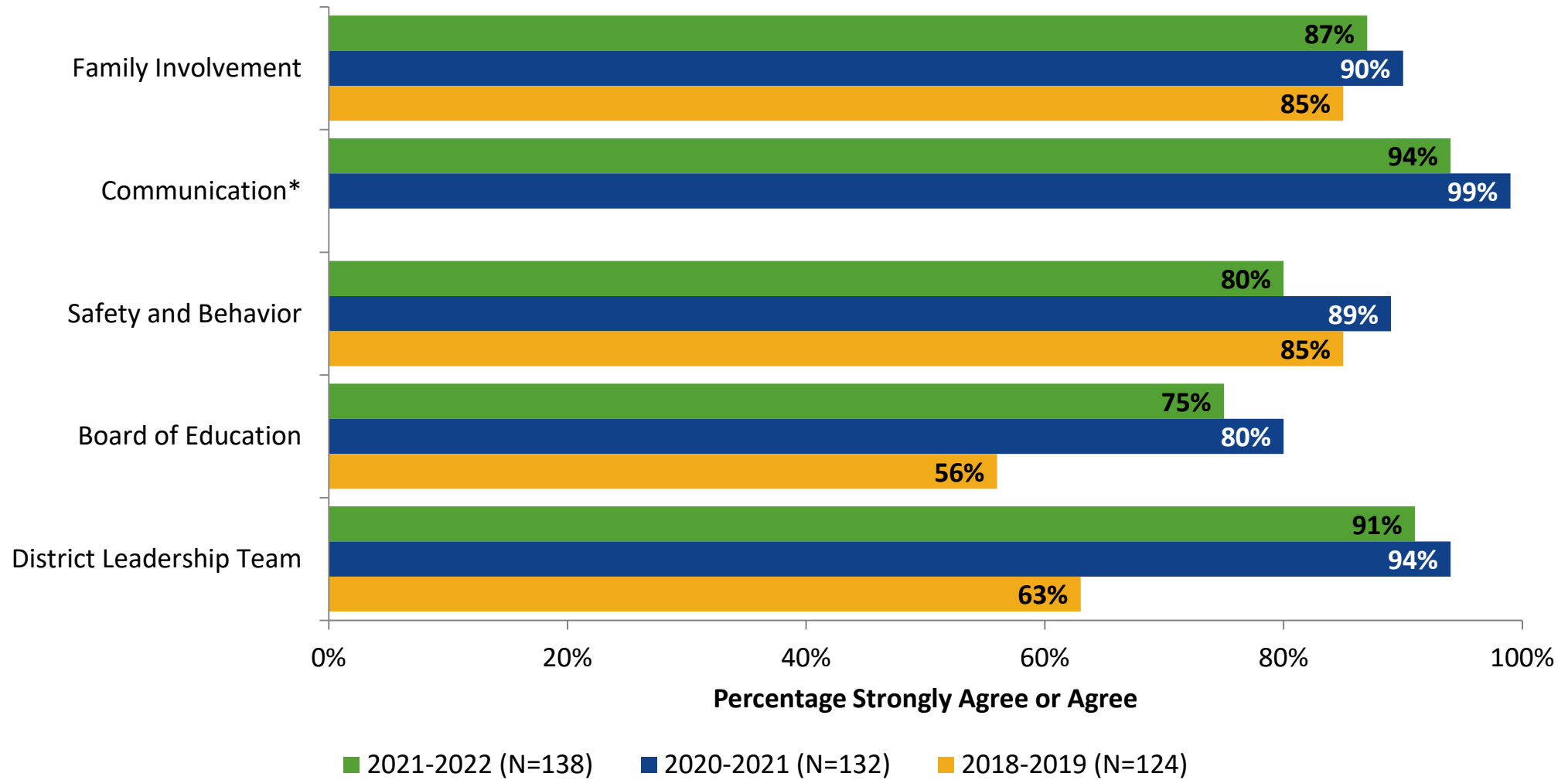
\*This dimension was added in 2020-2021.

## Dimension Scores: Comparison Over Time



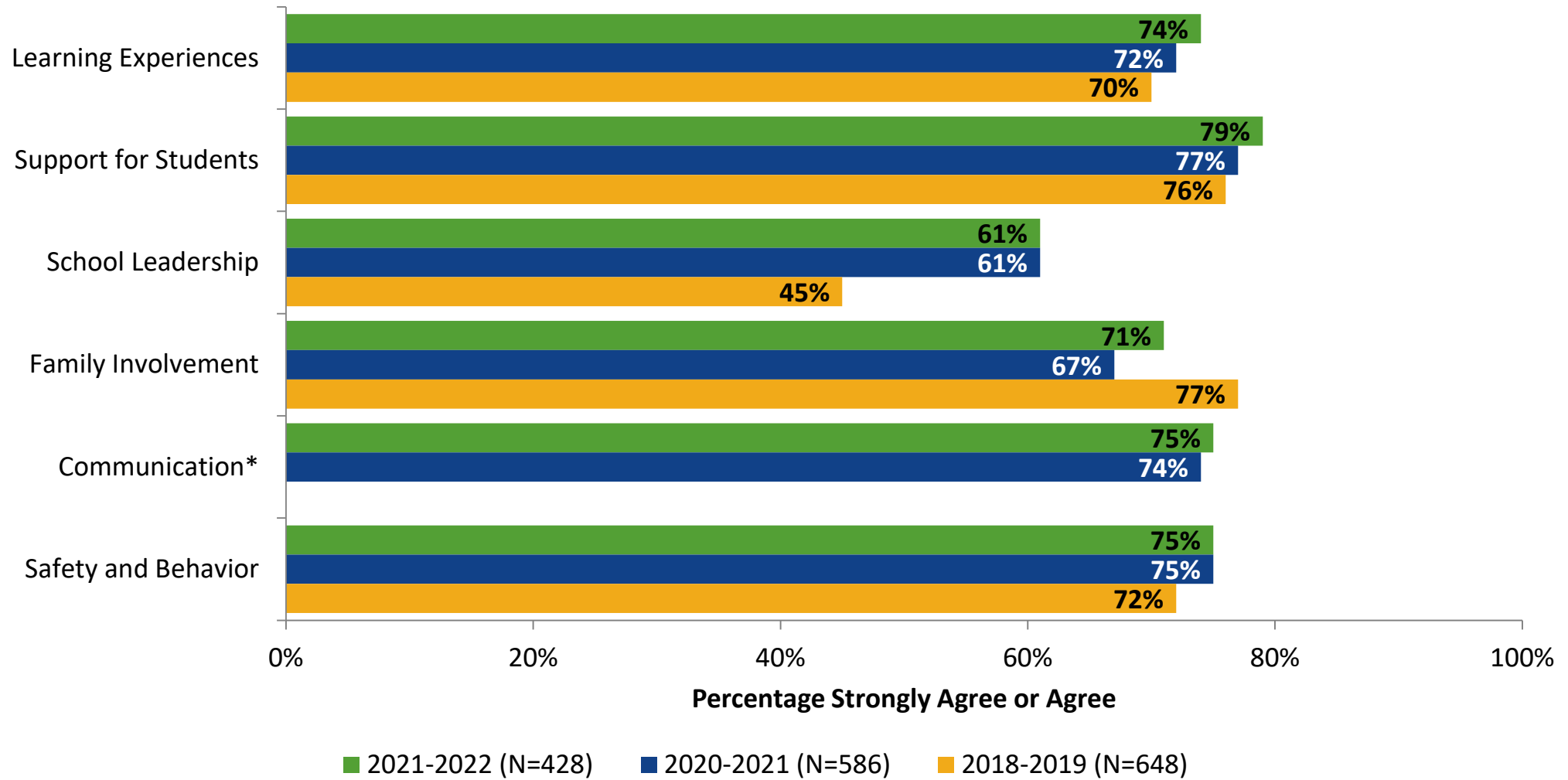
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.  
\*This dimension was added in 2020-2021.

## Dimension Scores: Comparison Over Time (Continued)



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Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.  
\*This dimension was added in 2020-2021.

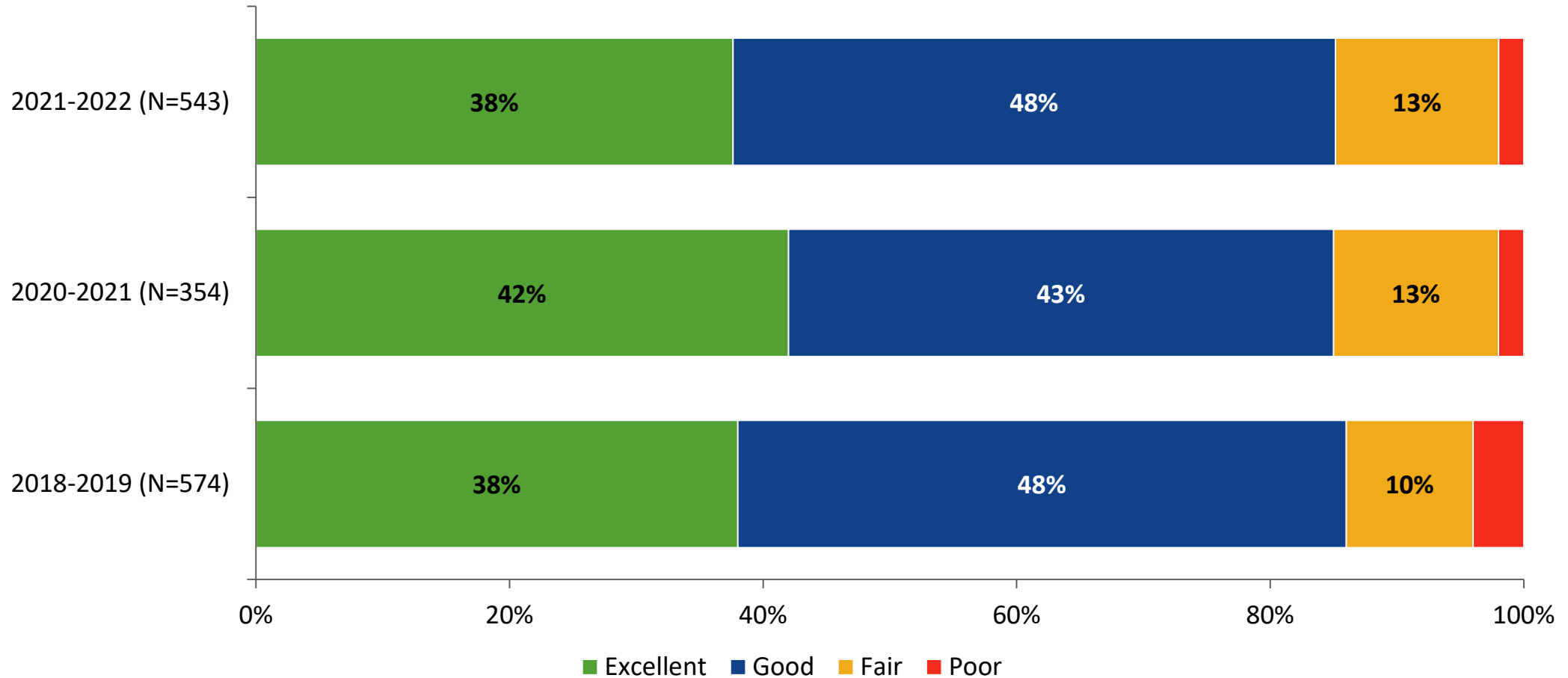
# Dimension Scores: Comparison Over Time



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\*This dimension was added in 2020-2021.

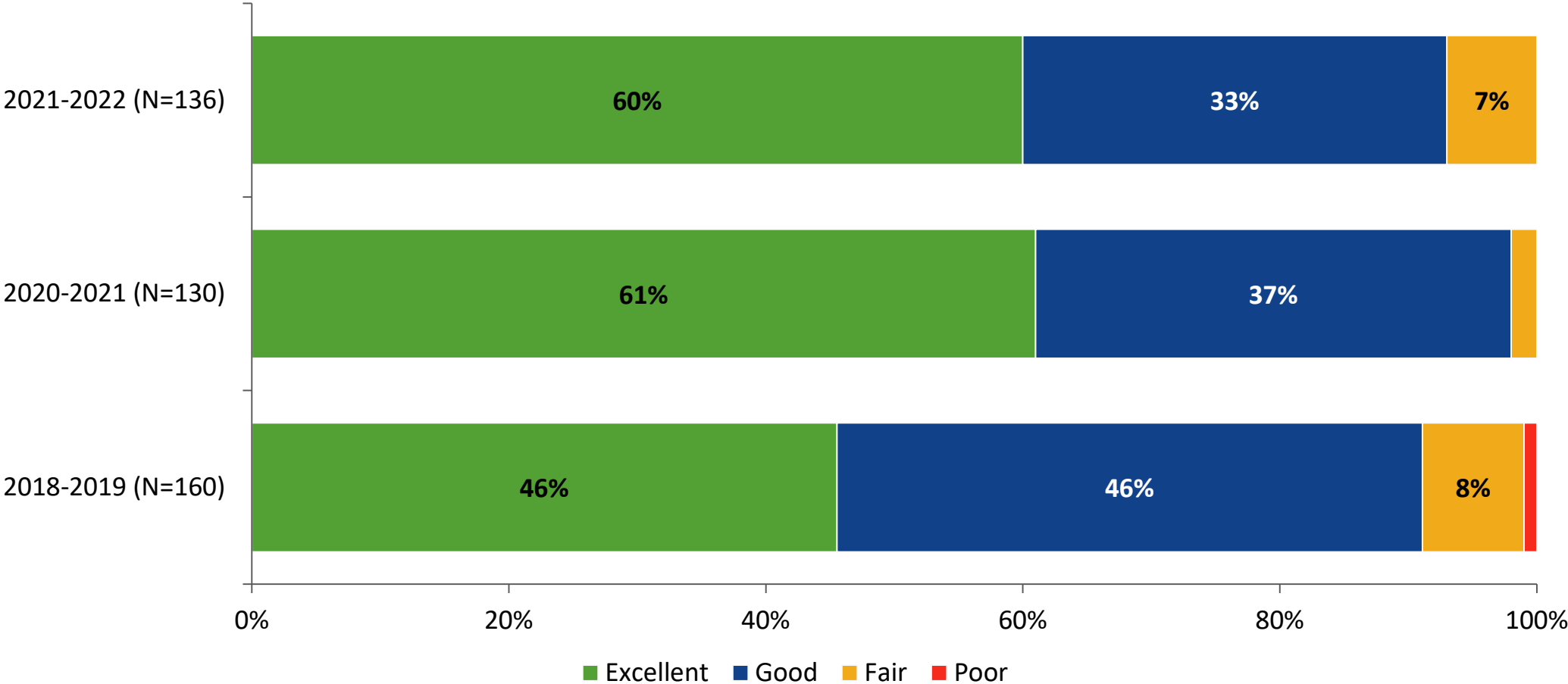
# Overall School Quality: Comparison Over Time

How would you rate the overall quality of this school?



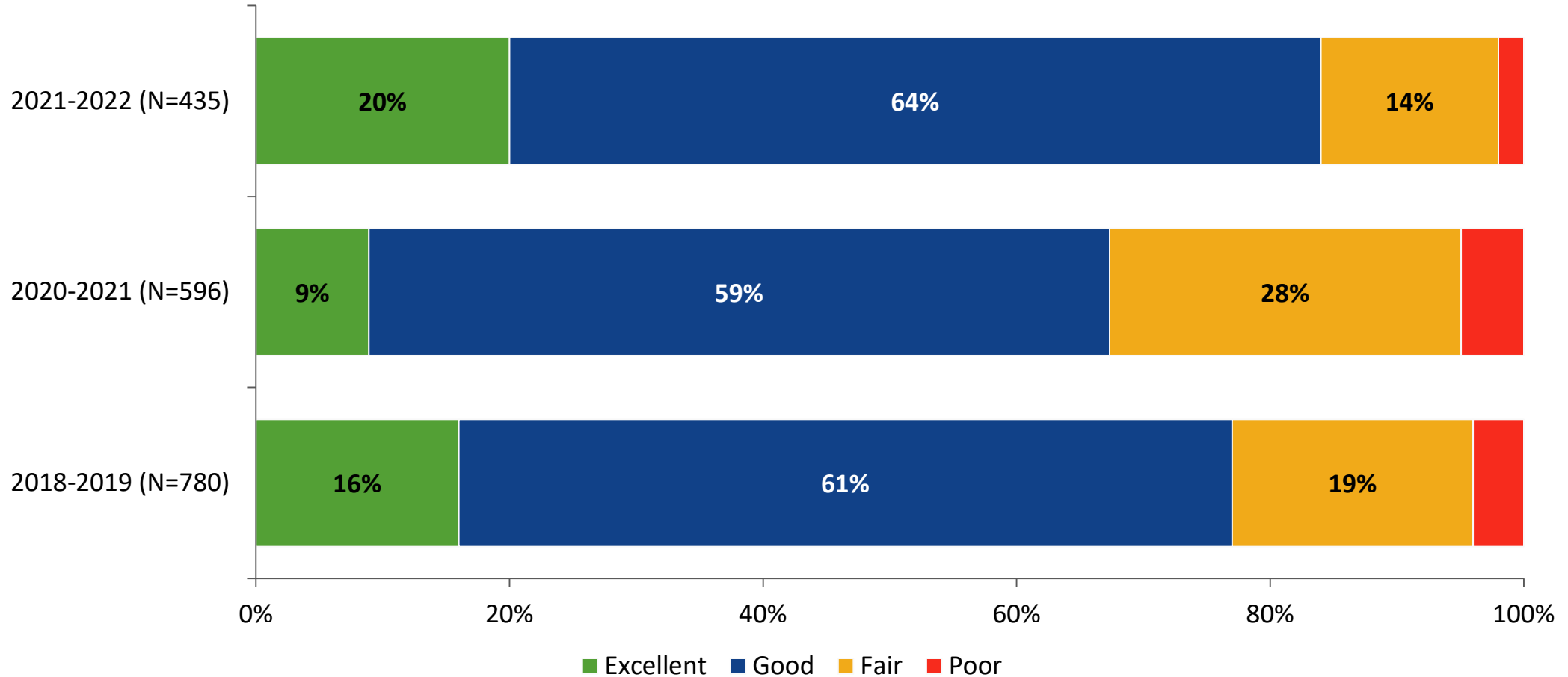
# Overall School Quality: Comparison Over Time

How would you rate the overall quality of this school?



# Overall School Quality: Comparison Over Time

How would you rate the overall quality of your educational experience at this school for the 2021-2022 school year?



# Open-ended Analysis by Stakeholder Group

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## Open-ended Analysis

### Please share any other thoughts you have about your experiences this school year. (N=219)

**Feedback on the 2021-2022 School Year:** Participating parents shared positive feedback about their experiences this school year. They recognized this was another difficult year for school staff and offered praise and thanks to many school and district leaders and staff, especially teachers, for their work this year. Participants expressed they and their children were happy to attend the schools in the district and had a positive experience this year.

**Administration:** Participating parents shared positive feedback with specific administrators being praised. However, some expressed frustration with turnover and the timeliness of responses in certain circumstances.

**Academics:** Some participating parents expressed a desire for increased academic rigor in the curriculum and the availability of more academically challenging courses. Some parents also requested more interventions and high expectations for the students who are struggling.

**Equity:** Some participating parents reported instances of inequitable discipline based on race and gender. While participants praised the diversity, equity, and inclusion initiative, some reported the district still needs to demonstrate more growth in this area.

**Communication:** Participating parents provided feedback regarding the format and quality of communication. Areas for improvement included timeliness of outgoing messages and responsiveness in replying to parents. Some parents suggested streamlining communication to make important information easier to find as well as revising the newsletter to be concise and increasing timeliness of certain communications. Some parents requested increased, regular communication from teachers, especially for the students who have IEPs.

## Open-ended Analysis

Please share any other thoughts you have about your experiences this school year. (N=33)

**Feedback on the 2021-2022 School Year:** Participating staff shared positive feedback for how both school leaders and staff managed the school year. Staff praised the support from leaders and the positive environment they created despite the challenges of this school year.

**Administration:** While most participants said they appreciated the leadership from administration throughout this past school year, some respondents expressed frustration regarding transitions in leadership and the support they received in those cases. Site level analyses revealed these responses were from the High School.

**Discipline:** Participating staff reported student behavior expectations were lowered and discipline was lacking this school year. Participants believe different approaches to discipline and consequences could be implemented to deter code of conduct infractions.

## Open-ended Analysis

Please share any other thoughts you have about your experiences this school year. (N=240)

**Feedback on the 2021-2022 School Year:** Participating students provided mostly positive feedback on their experiences this school year. They stated they appreciated the opportunity to learn in person and socialize more with their peers. Participants reported feeling safe this school year and praised the district for their response to COVID-19. However, some participants identified the year as stressful, specifically because of the amount of work assigned to them. Furthermore, some participating students said they experienced inequity in how students are treated by staff members.

**Bullying:** Some participants reported there are incidences of bullying occurring on campus that sometimes go unnoticed by staff members. Furthermore, participating students said the consequences for bullying are not sufficient. They also reported cyberbullying is a problem that should be addressed, even though it does not happen on campus specifically.

**Safety Protocols:** Some participants said they felt the safety protocols that were implemented made them feel safe. They praised the district for their response to the pandemic and appreciate the policies in place. Participants stated they are glad the school environment is returning to normalcy.



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