

TOP LINE: 2016 PARENT COMMUNICATION SURVEY

Prepared for New Albany-Plain Local Schools

November 2016



In the following top line report, Hanover Research summarizes findings from a survey assessing parents' perceptions of teacher, school, and district communication, administered on behalf of New Albany-Plain Local Schools (NAPLS).

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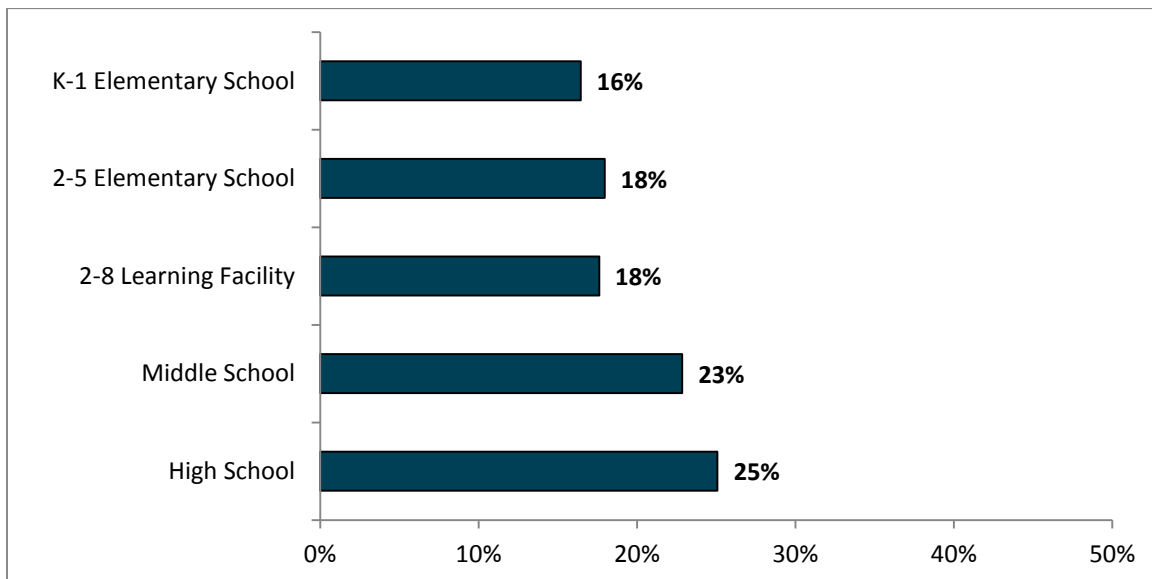
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This top line report summarizes the results of the 2016 Parent Communication Survey, administered by Hanover Research on behalf of New Albany-Plain Local Schools (NAPLS). Parents with children currently enrolled in NAPLS completed this survey to assess their satisfaction with NAPLS’ frequency and mode of communication at the classroom, school, and district level.

Overall, 1,124 parents either completed or partially completed the survey, and all five schools in the district are well represented among respondents (Figure ES.1).

Figure ES.1: Respondents by School Affiliation



n= 1,124

The results in this report are presented in five subsections: Content of Communication, Mode of Communication, Preferred Frequency of Communication, Satisfaction with Communication, and Technology/Media Use. A separate data supplement containing all survey responses accompanies this report. The supplement includes overall results, results disaggregated by school (including statistical tests to identify differences between schools), and verbatim open-ended responses. Any survey responses of “Don’t know/Not applicable” are excluded from all analyses, and from the data supplement.

KEY FINDINGS

CONTENT OF COMMUNICATION

- **Parents are primarily interested in information about their child’s performance from the teacher, whereas they favor communications about safety and class content from their school, and time-sensitive information from the district.** At the classroom level, nearly all parents are very interested in being informed if their child’s performance declines (94%), and on updates about how well their child is doing academically (94%). Respondents are also very interested in classroom expectations (89%) and information on assessments (85%) (Figure 1.1). At the school level, over three-quarters of parents are very interested in communication about curriculum/program options (83%), and about safety concerns at or near the school (80%) (Figure 1.2). Similarly, most parent respondents are also very interested in learning about safety issues (76%) and curriculum/program options (73%) from the district. The greatest level of interest related to district communication is hearing time-sensitive information such as school closings (95%) (Figure 1.3).
 - **Although their overall interest levels are still high, high school parent respondents, compared to parents of other schools, are generally *less* interested in receiving classroom-level information.**¹

MODE OF COMMUNICATION

- **Email is the preferred mode of communication across classroom (93%), school (93%), and district levels (83%).** The second most popular means of communication for all three levels (i.e., classroom, school, and district levels) are newsletters. Parent respondents generally do *not* prefer receiving communication via Twitter (6% prefer Twitter for all three levels), and radio (6% for school and 4% for district levels prefer radio) (Figures 1.4 to 1.6).

PREFERRED FREQUENCY OF COMMUNICATION

- **Parent respondents expect more frequent communication from their classroom teachers, compared to school and district administrators.** Half of respondents prefer to hear from their child’s teacher weekly (50%), whereas the majority of parents prefer to communicate with school (38%) and district (38%) administrators monthly (Figure 1.7). In terms of communicating updates on events and activities, most respondents prefer weekly communication for all levels (Figure 1.8). Most parent respondents also feel somewhat or very informed about events and activities at all three levels (ranging from 89% to 97%) (Figure 1.9).

¹ Please see the data supplement for the specific proportions associated with each school and for more information on significance tests conducted on these differences.

SATISFACTION WITH COMMUNICATION

- **Over two-thirds of parent respondents (68%) report being very or extremely satisfied with teacher responsiveness to their concerns, and over half (58%) indicate being very or extremely satisfied with their opportunities to express their concerns/opinions with their child’s teacher** (Figure 1.10). At both the school and district level, parents are most satisfied with the mode and frequency of communication (Figures 1.11 and 1.12).
- **At both the classroom and school levels, respondents are *least* satisfied with the information available online via the teacher portal (35% very or extremely satisfied), or the school website (46% very or extremely satisfied).** At the district level, respondents are *least* satisfied with the opportunities to have their voices heard (37% very or extremely satisfied) (Figures 1.10 to 1.12).
 - **The majority of high school parent respondents indicate that they prefer monthly communication from teachers, whereas all other school-level respondents prefer weekly communication.** Interestingly, high school parent respondents are also *less* likely than other school-level parents to feel satisfied with the frequency and mode of classroom communication.¹

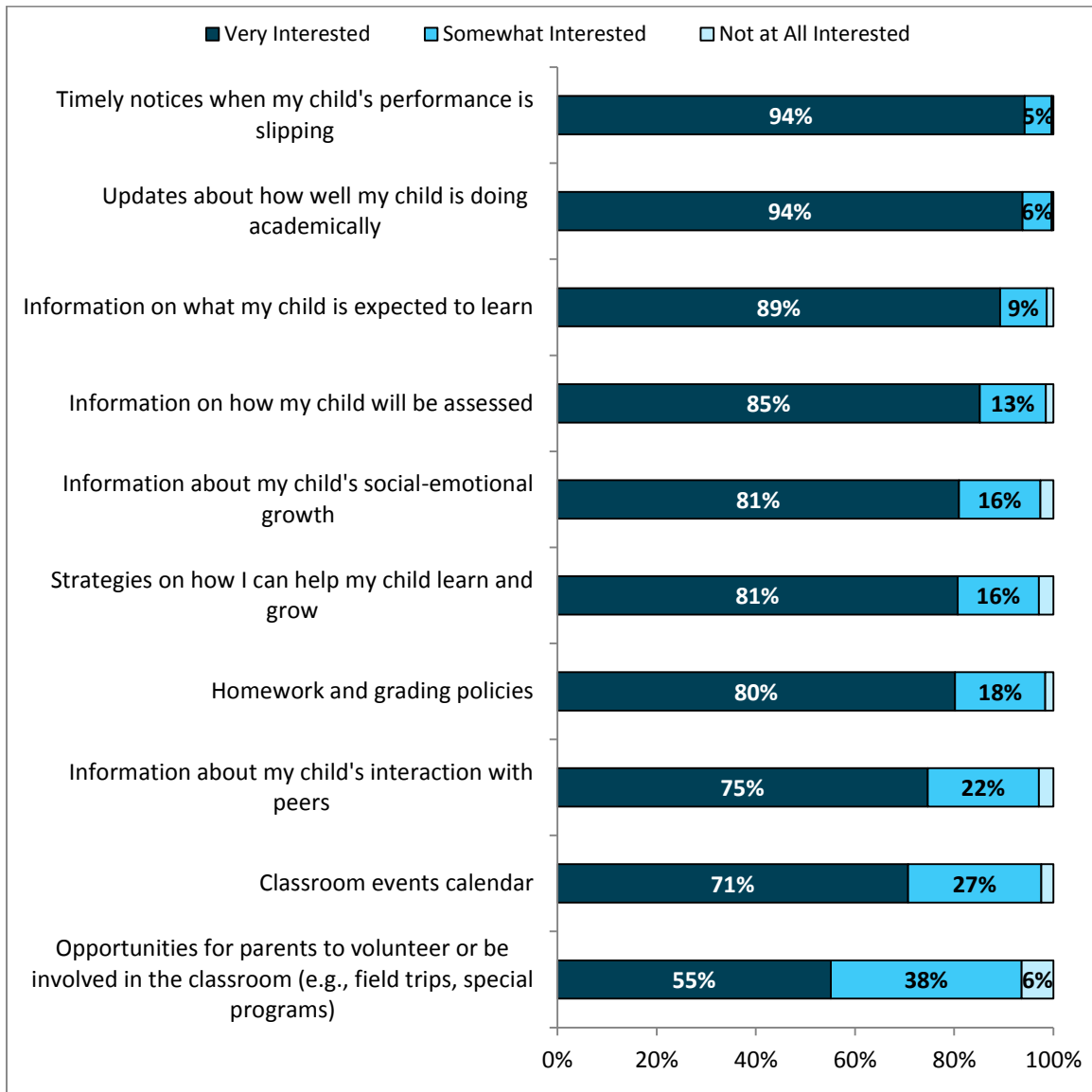
TECHNOLOGY/MEDIA USE

- **In communicating with NAPLS, most parent respondents prefer to receive non-emergency notifications via text. Most respondents also do *not* follow any NAPLS Facebook pages or Twitter accounts.** Specifically, 80% of parents prefer text over email or phone call as a means to receive non-emergency announcements from NAPLS (Figure 1.13). Further, over half of parents surveyed do *not* follow any NAPLS-related Facebook pages (58%) (Figure 1.14) and over three-quarters of respondents do *not* follow any district Twitter accounts (79%) (Figure 1.15).
- **Among local and neighborhood information sources, parent respondents are most likely to use Facebook (63%) and Nextdoor (58%).** Most respondents do *not* read the local newspapers (57%), but do watch at least one local television station (Figures 1.16 to 1.18).

SURVEY RESULTS: FIGURES

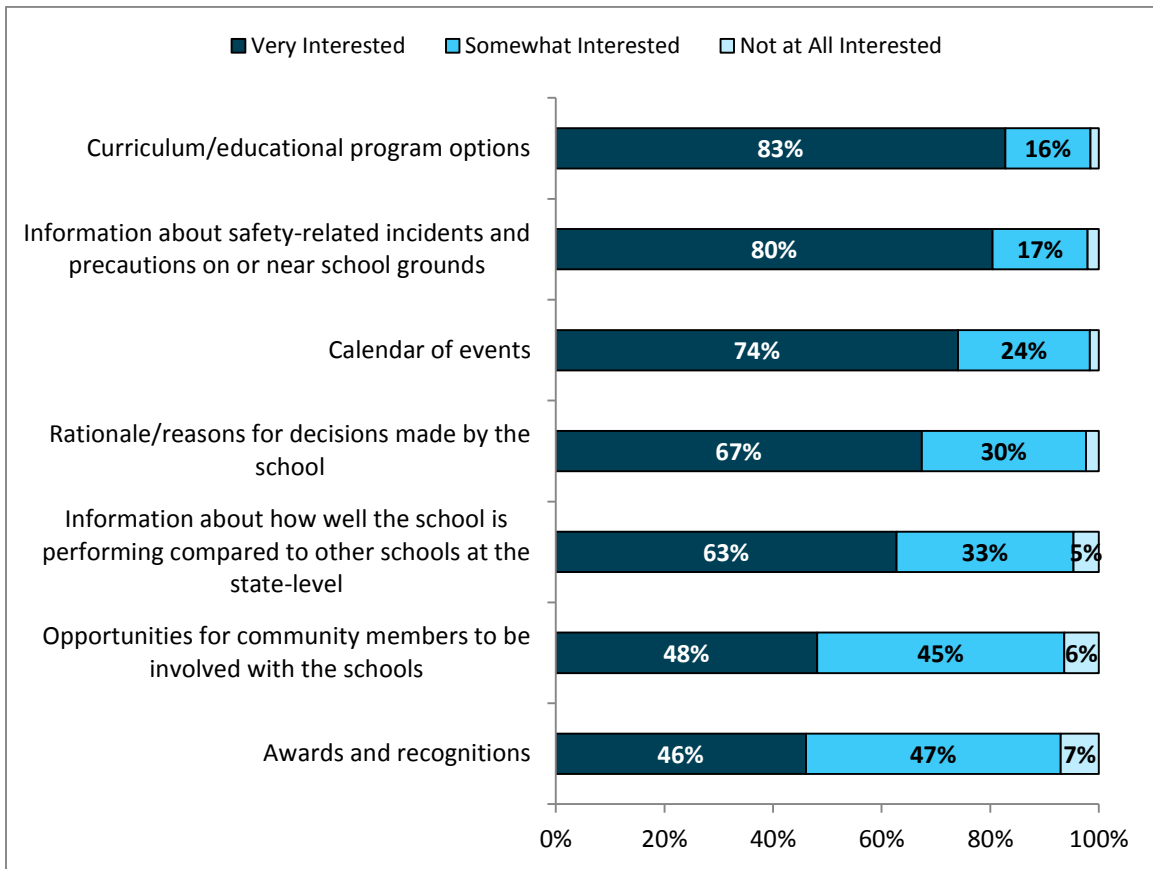
CONTENT OF COMMUNICATION

Figure 1.1: Interest in Topics for Classroom-Level Communication



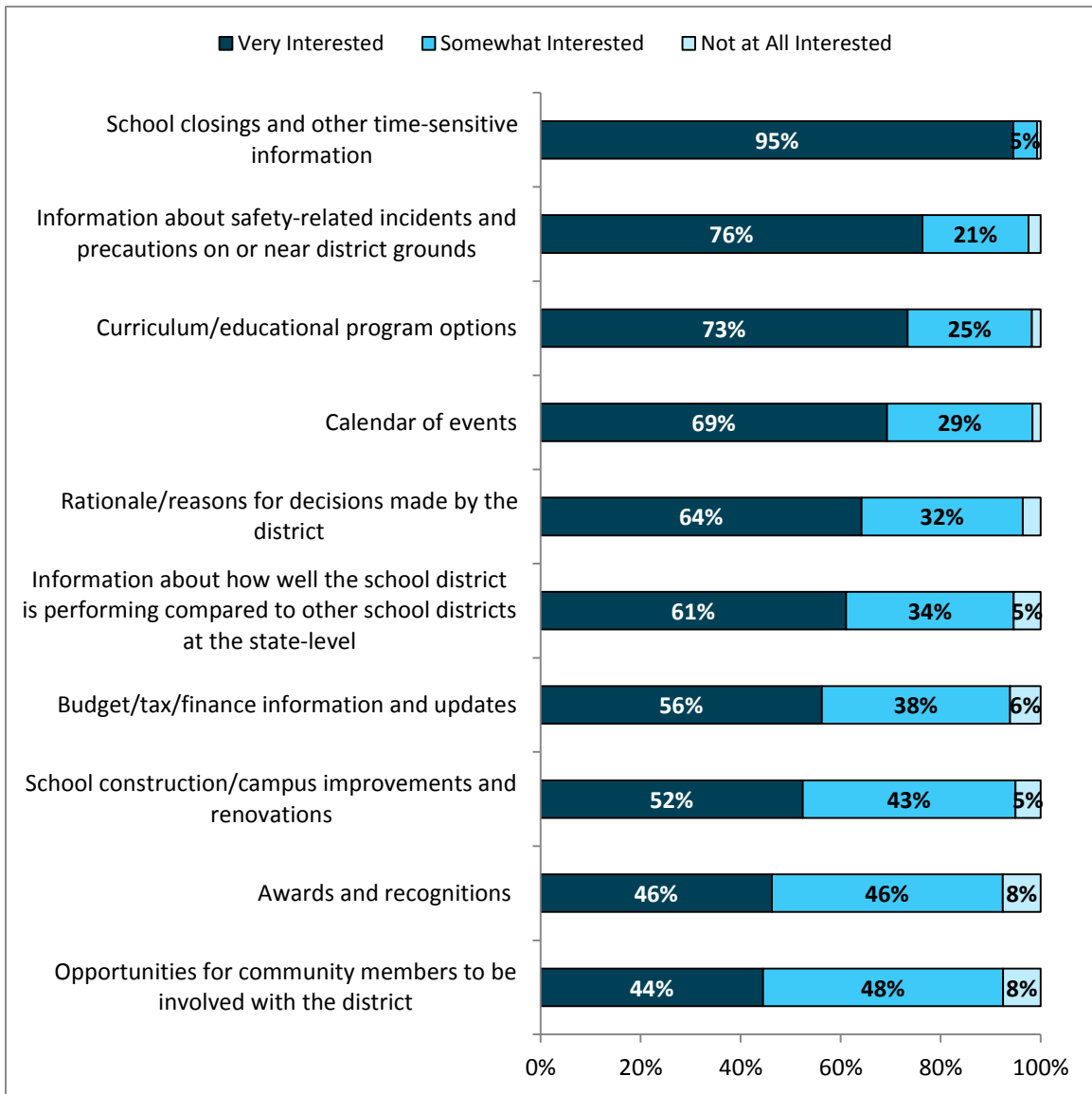
n= 1,105-1,120

Figure 1.2: Interest in Topics for School-Level Communication



n= 1,093-1,101

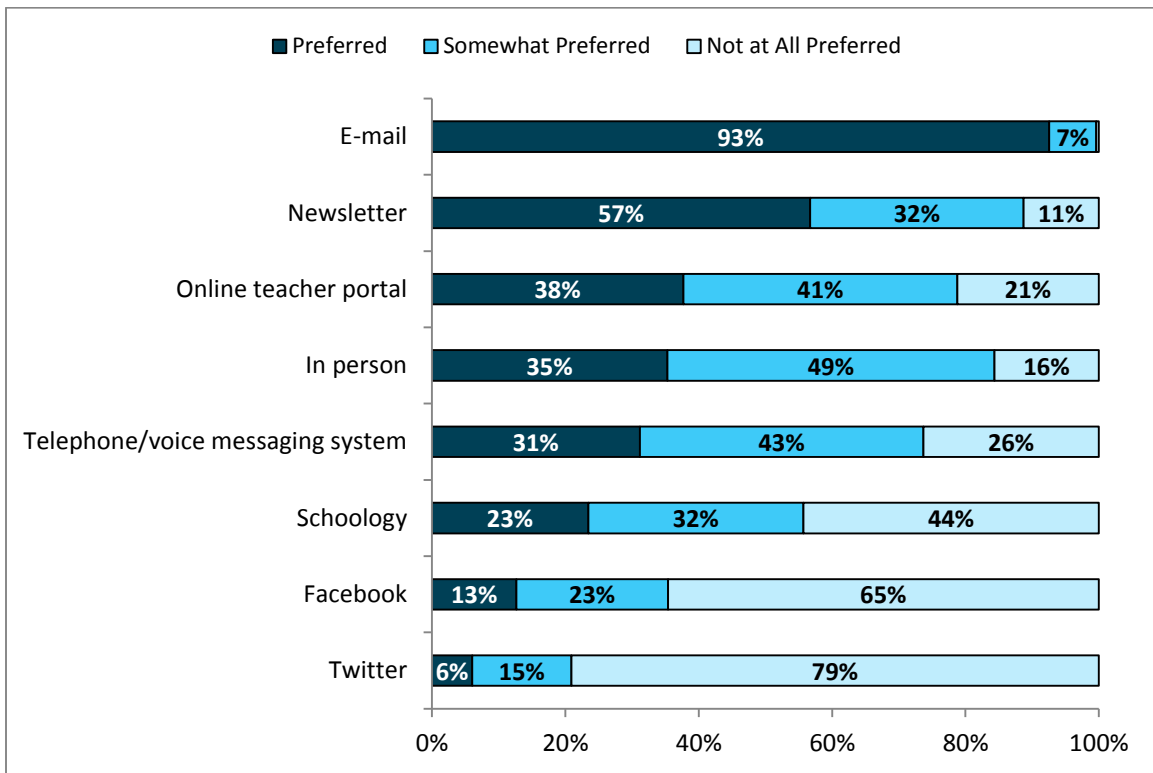
Figure 1.3: Interest in Topics for District-Level Communication



n= 1,065-1,084

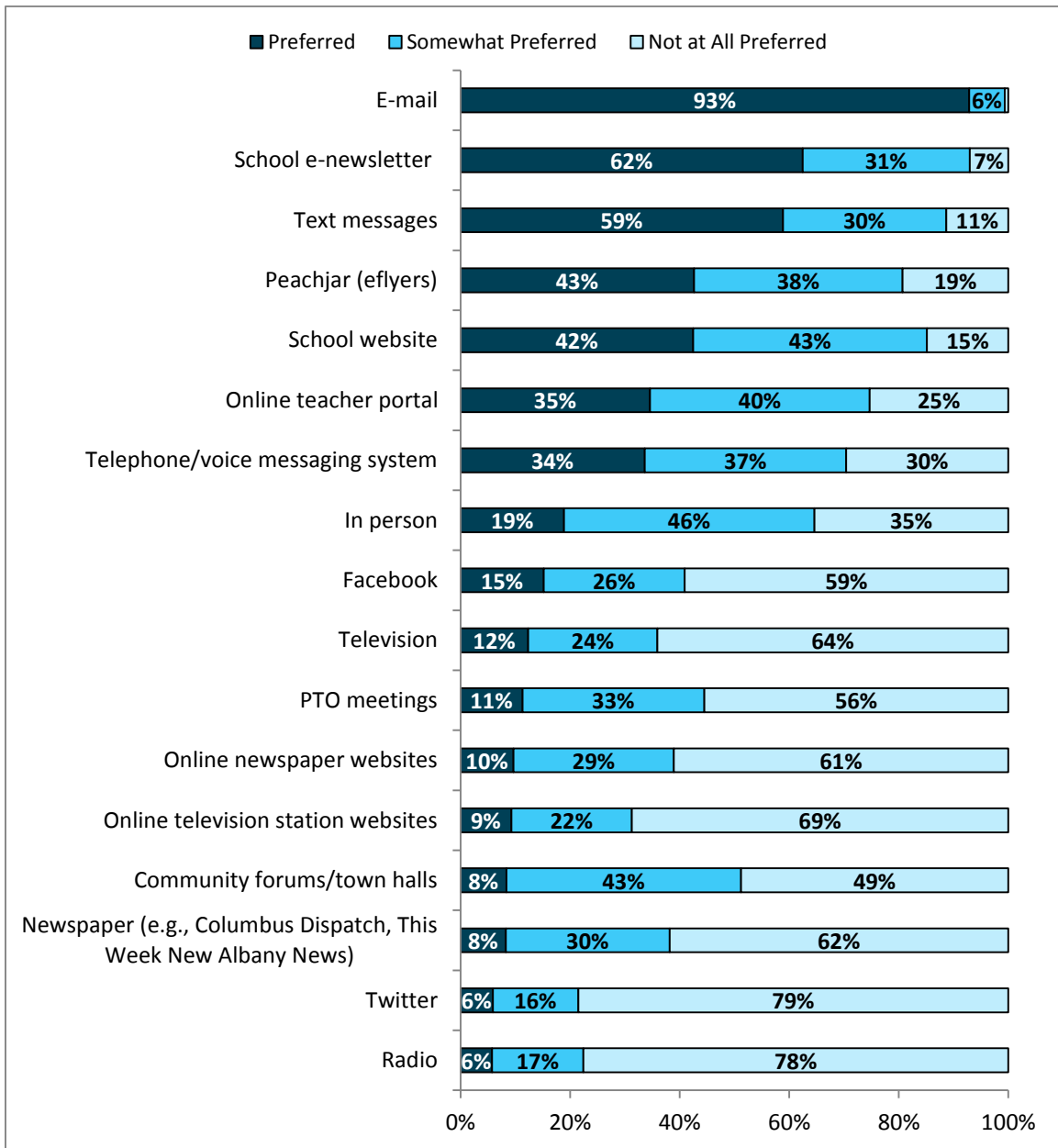
MODE OF COMMUNICATION

Figure 1.4: Preferences for Classroom-Level Communication Methods



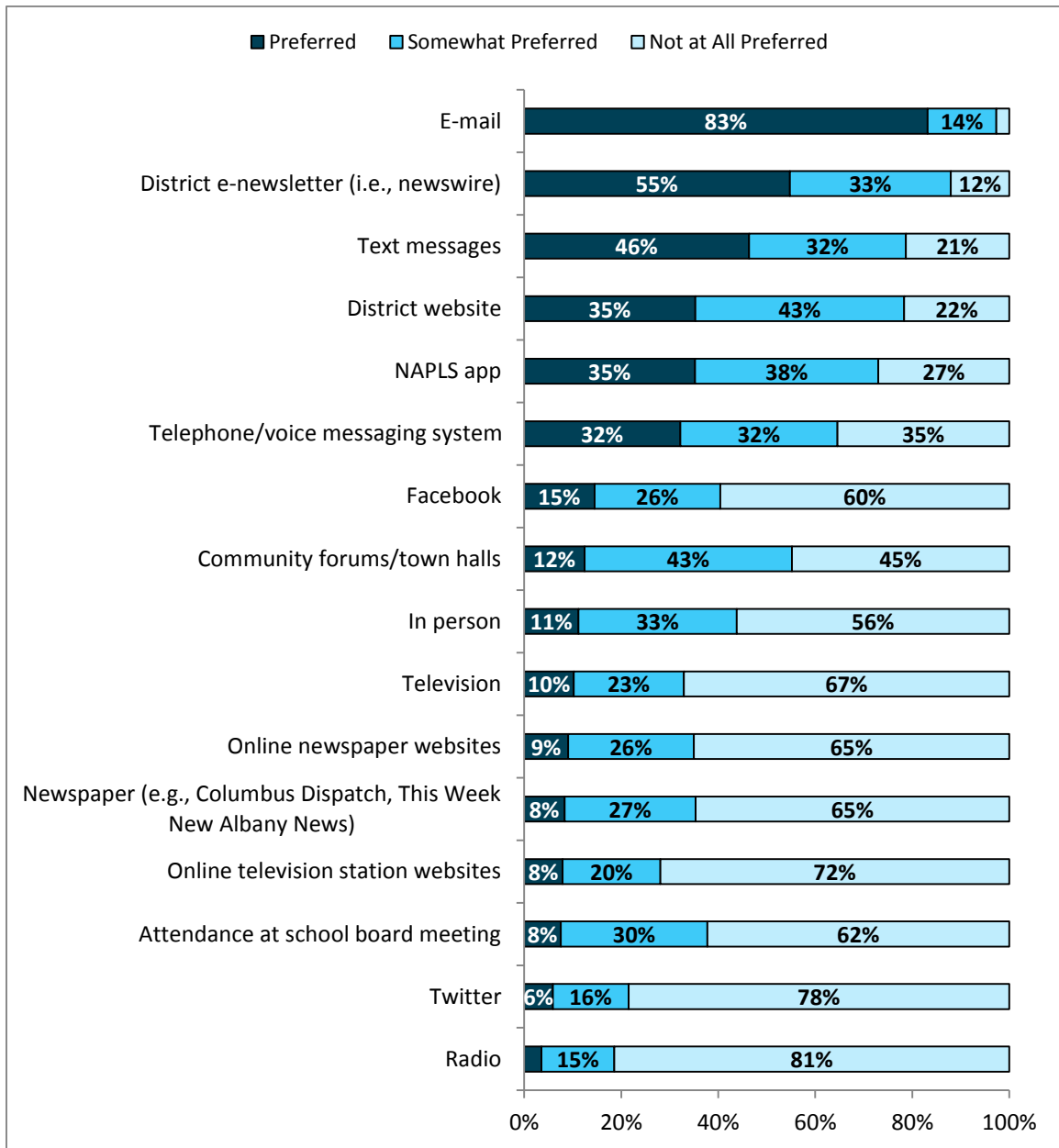
n= 824-1,074

Figure 1.5: Preferences for School-Level Communication Methods



n= 989-1,048

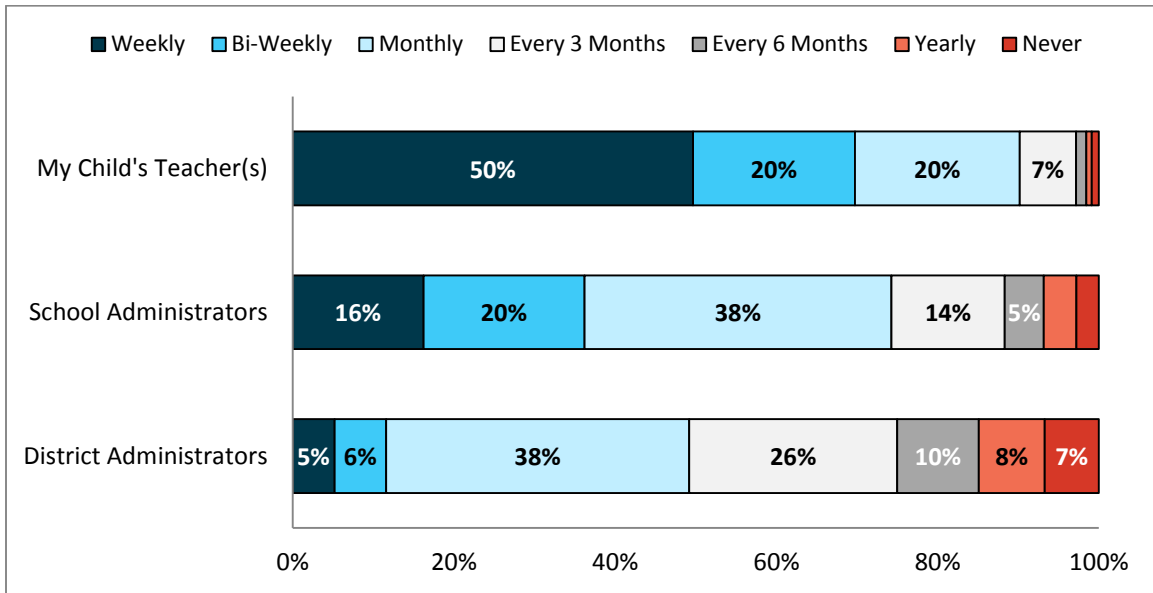
Figure 1.6: Preferences for District-Level Communication Methods



n= 938-1,010

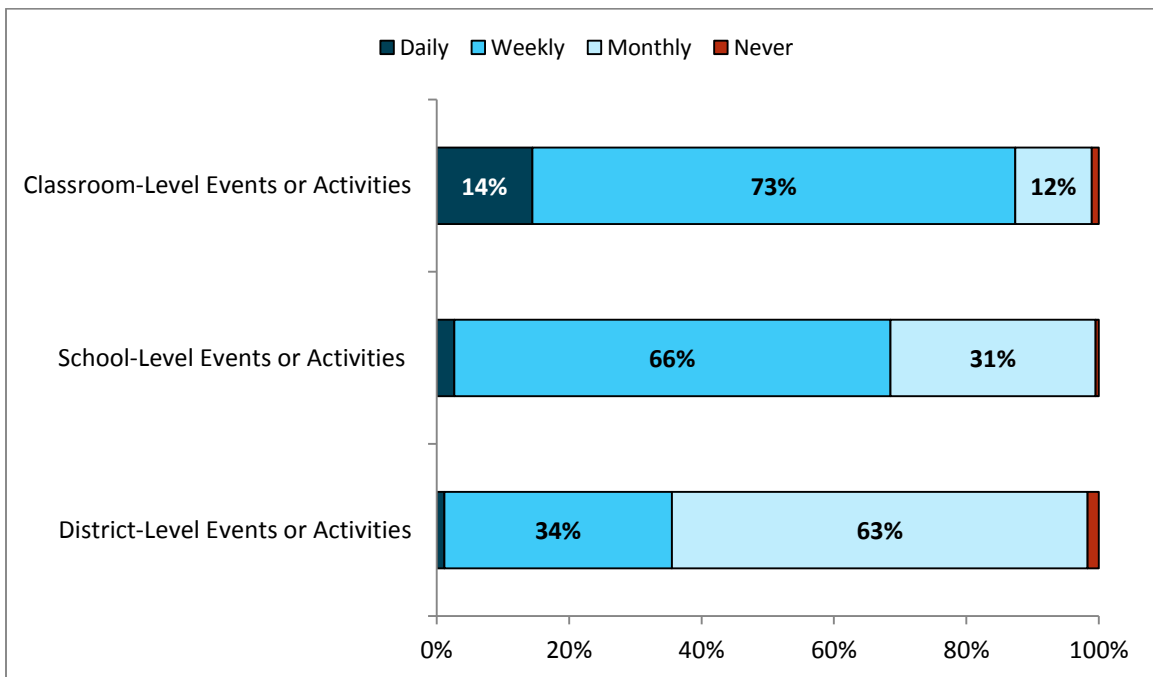
PREFERRED FREQUENCY OF COMMUNICATION

Figure 1.7: Expected Frequency of Direct Communication



n= 1,000-1,021

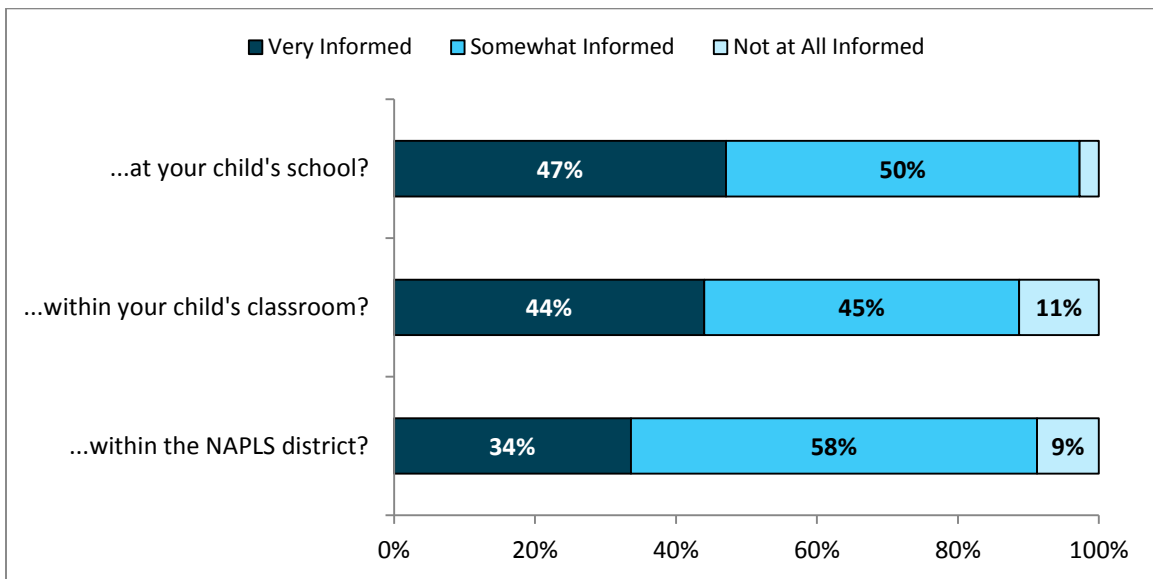
Figure 1.8: Preferred Frequency of Event and Activity Updates



n= 1,013-1,022

Figure 1.9: Communication Adequacy

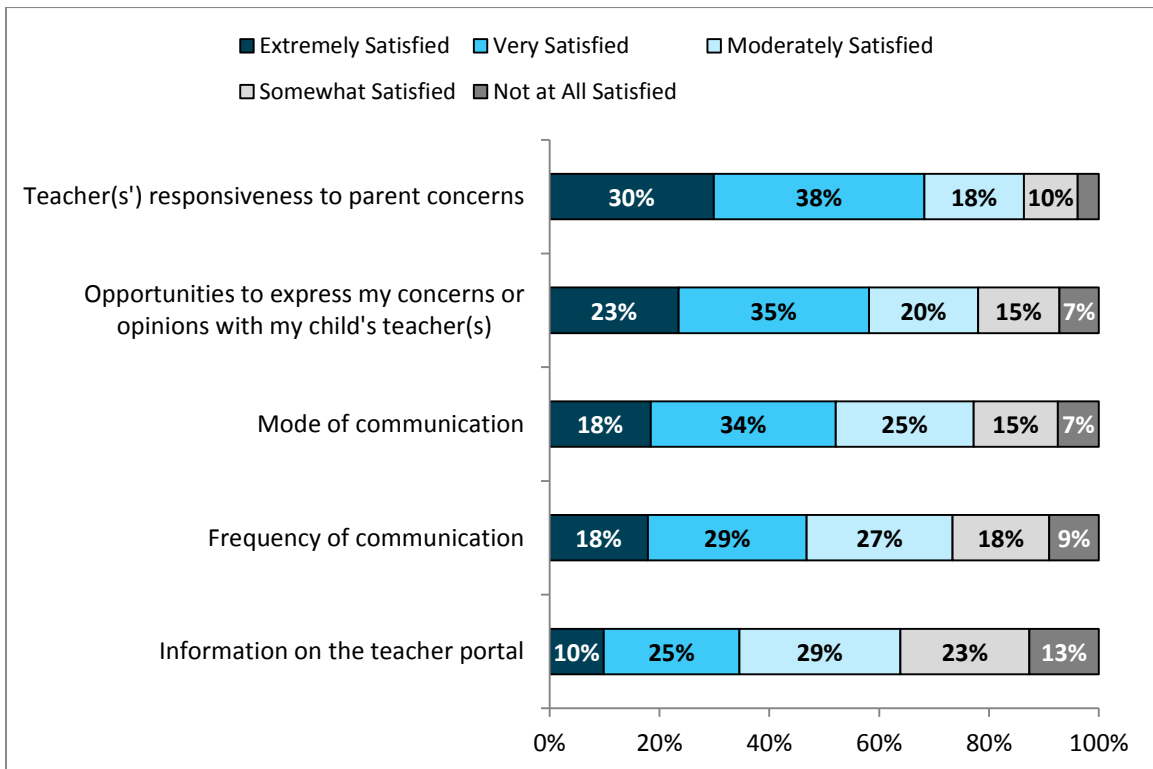
How adequately informed are you on events and activities occurring...



n= 1,015-1,018

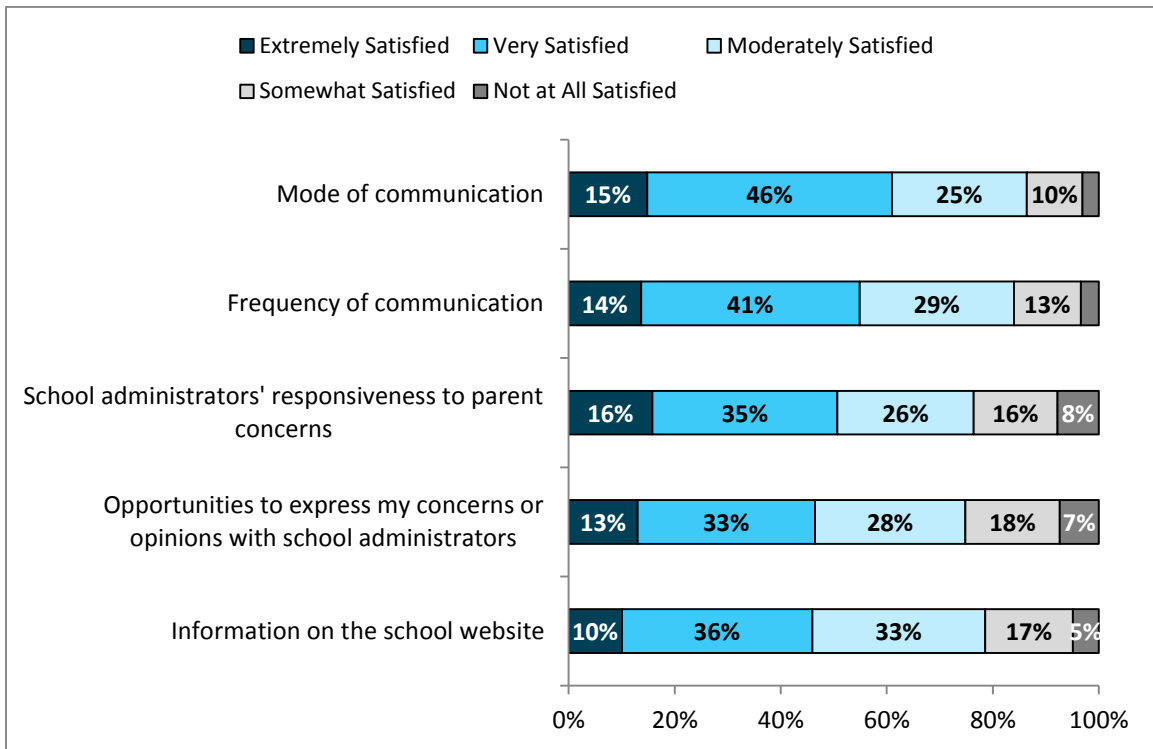
SATISFACTION WITH COMMUNICATION

Figure 1.10: Satisfaction with Classroom-Level Communication



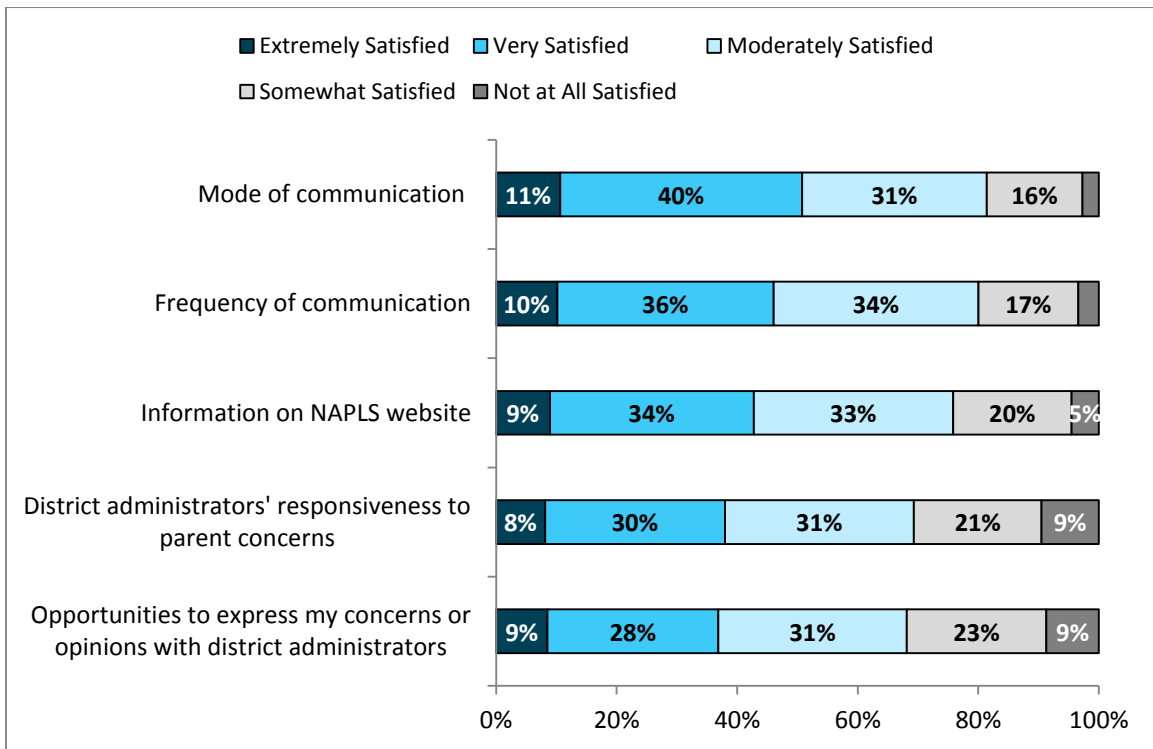
n= 830-976

Figure 1.11: Satisfaction with School-Level Communication



n= 716-967

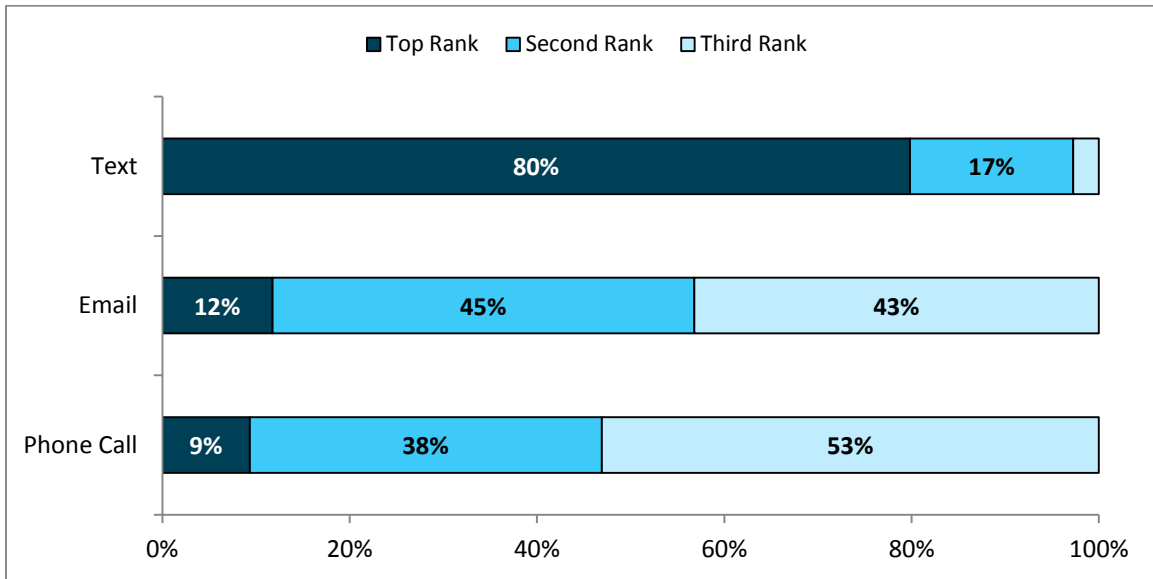
Figure 1.12: Satisfaction with District-Level Communication



n= 590-886

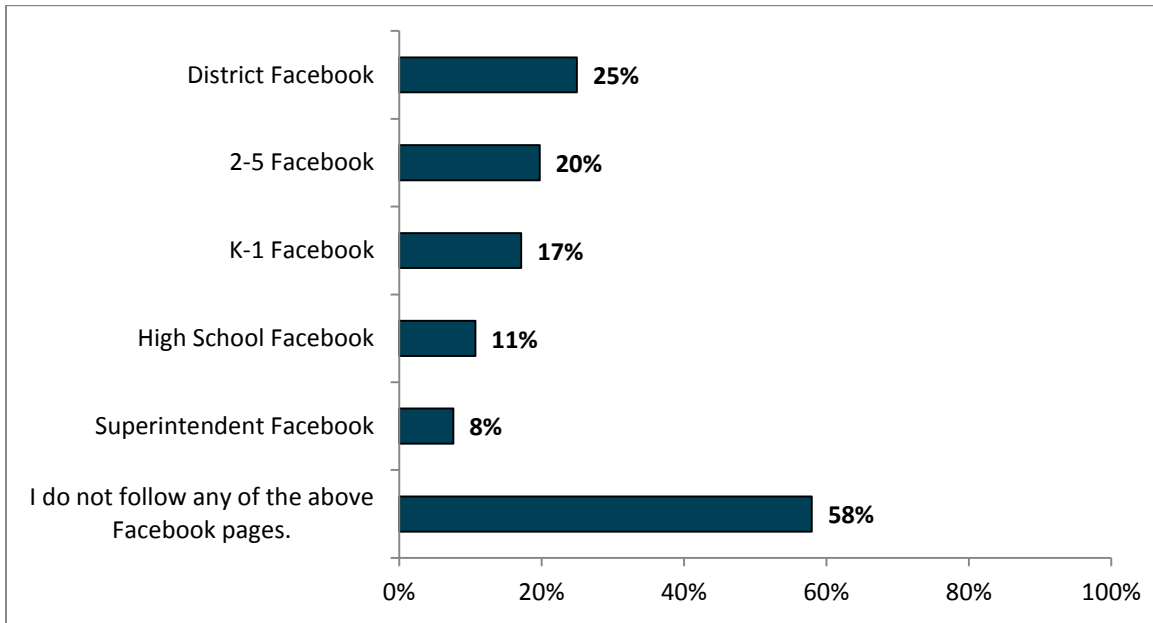
TECHNOLOGY/MEDIA USE

Figure 1.13: Ranked Means of Receiving Non-Emergency Notifications from NAPLS



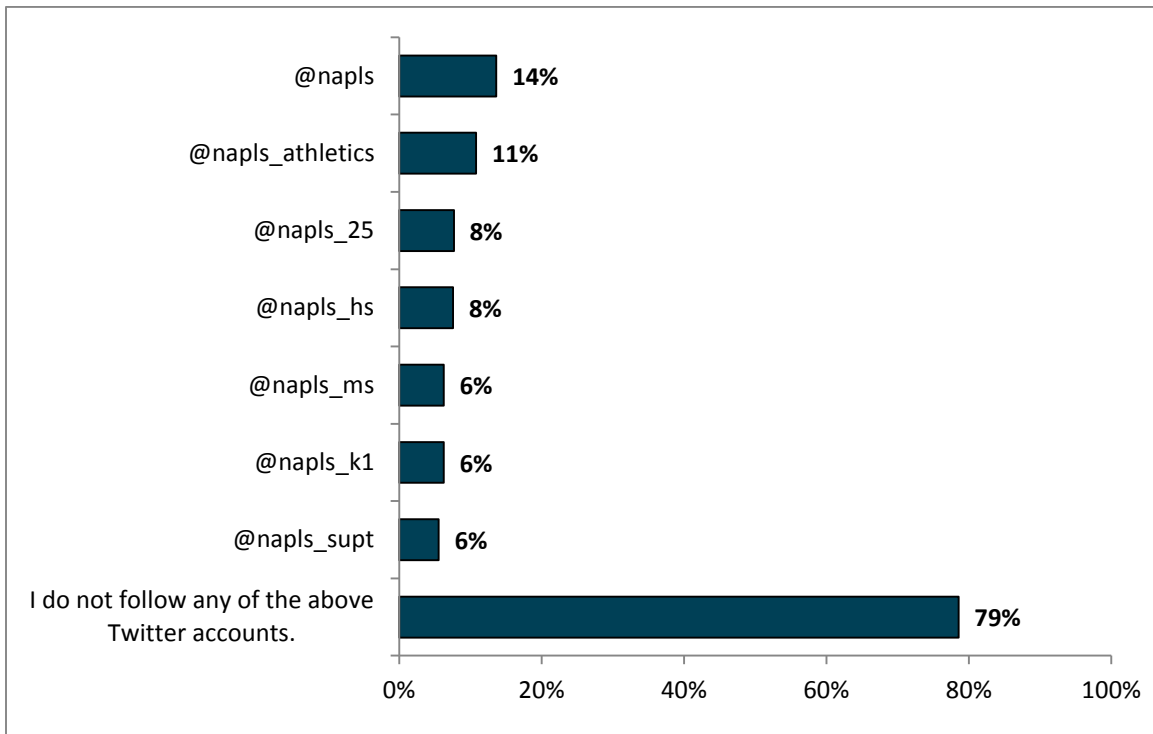
n= 761-769

Figure 1.14: Parents Following NAPLS' Facebook Accounts



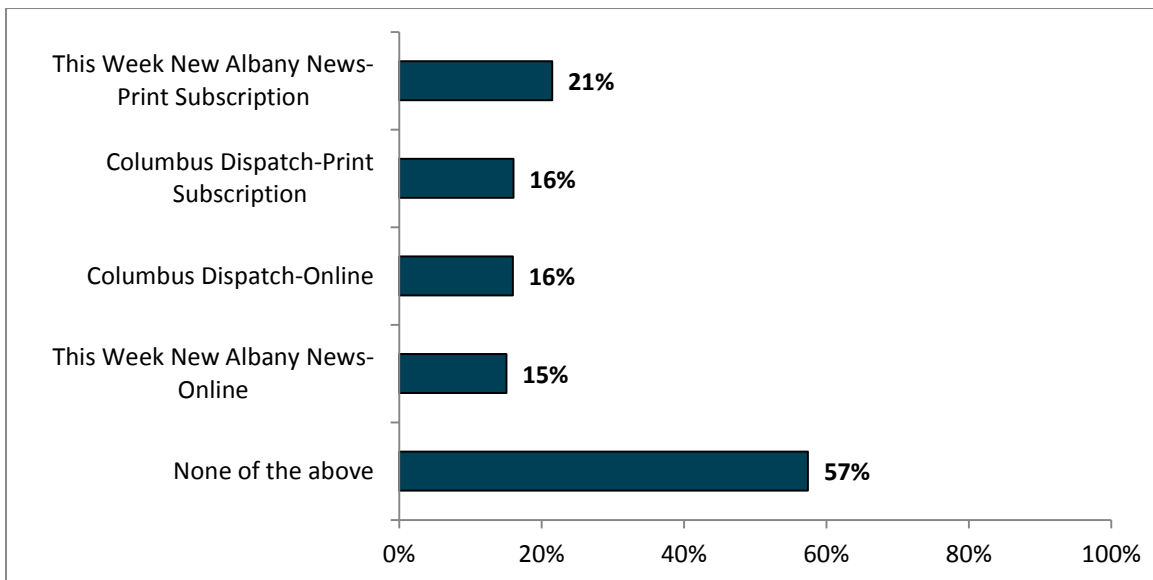
n= 997

Figure 1.15: Parents Following NAPLS' Twitter Accounts



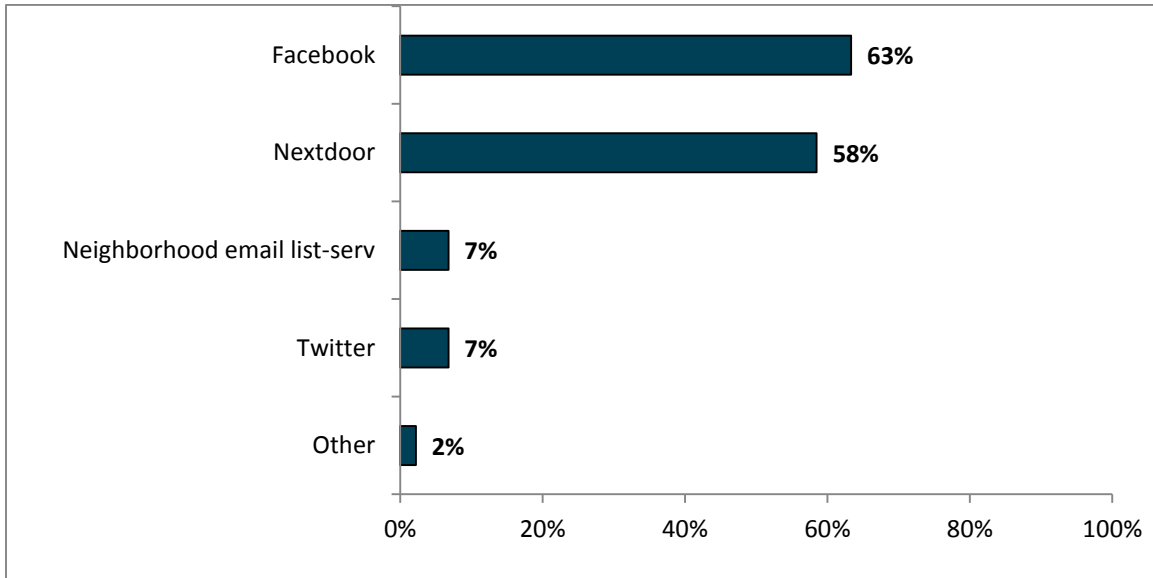
n= 989

Figure 1.16: Parents Reading Local Newspapers



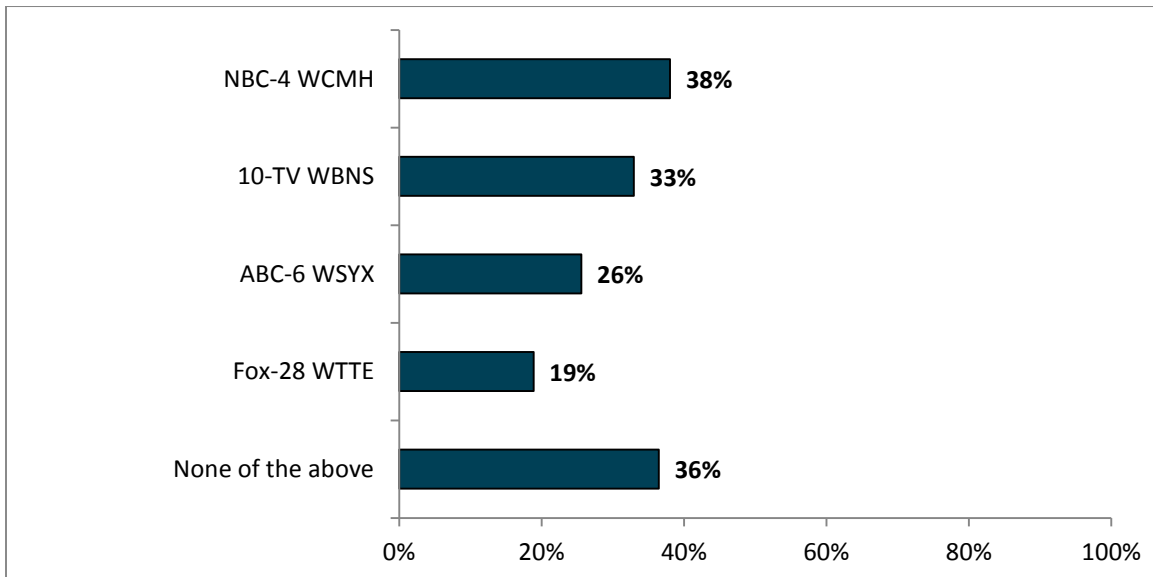
n= 996

Figure 1.17: Parents Using Neighborhood-Specific Communication Platforms



n= 412

Figure 1.18: Parents Watching Local Television Channels



n= 1,001

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