

# SCOPE

School Communication Performance Evaluation

## Summary Report of SCoPE Survey Results

Oradell Public School

### PARENT/FAMILY SURVEY

Total Survey Participants: 77

Survey Administration Dates:

Opened: 06/07/2017    Closed: 07/03/2017

**SCoPE Surveys®**

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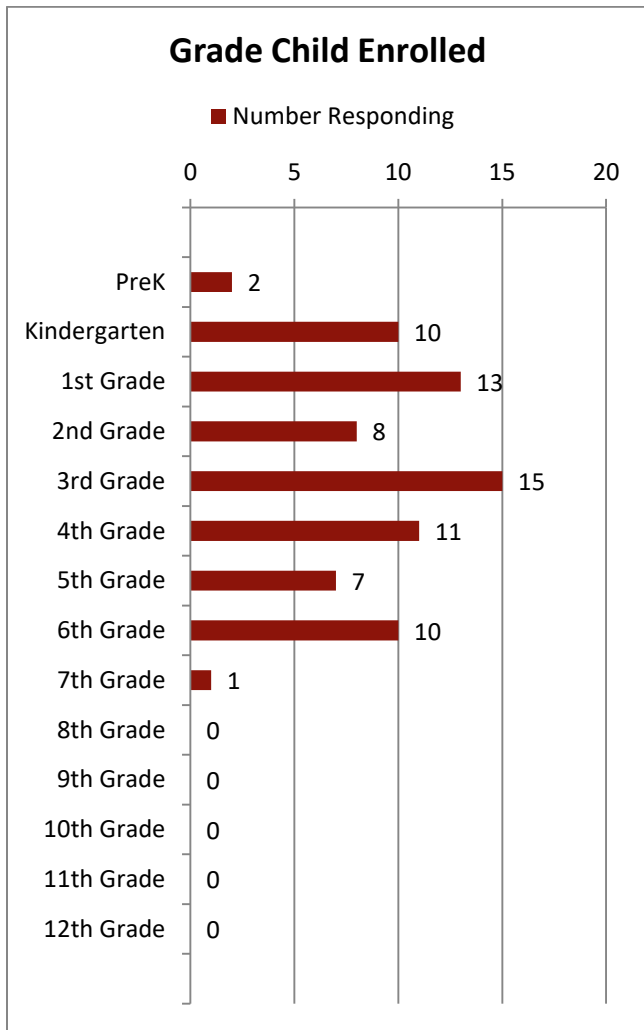
[www.scopeschoolsurveys.com](http://www.scopeschoolsurveys.com)

## School Communications Performance Evaluation Parent Family Survey - Summary Report

This report comprises a condensed summary of the responses to your district's SCOPE **Parent/Family COMMUNITY SURVEY**. In addition to average ratings and percentages ranking 4-5, the report also points to sections of the National School Public Relations Association Benchmarking Project's Rubrics of Practice as a resource for improving performance in each specific area of communication. For more detailed information on your survey responses, please refer to your corresponding SCoPE Detailed Data Report.

### DEMOGRAPHICS

Please indicate the grade level of your child:

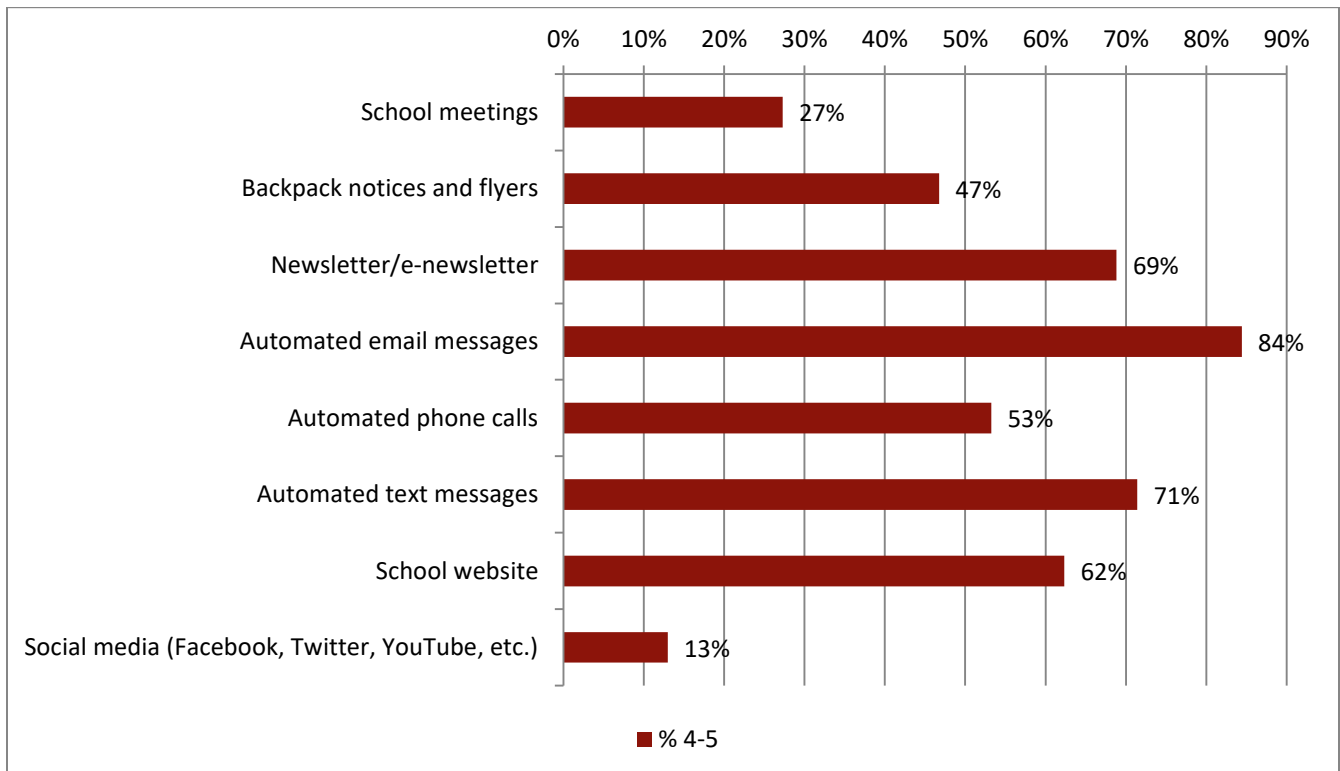
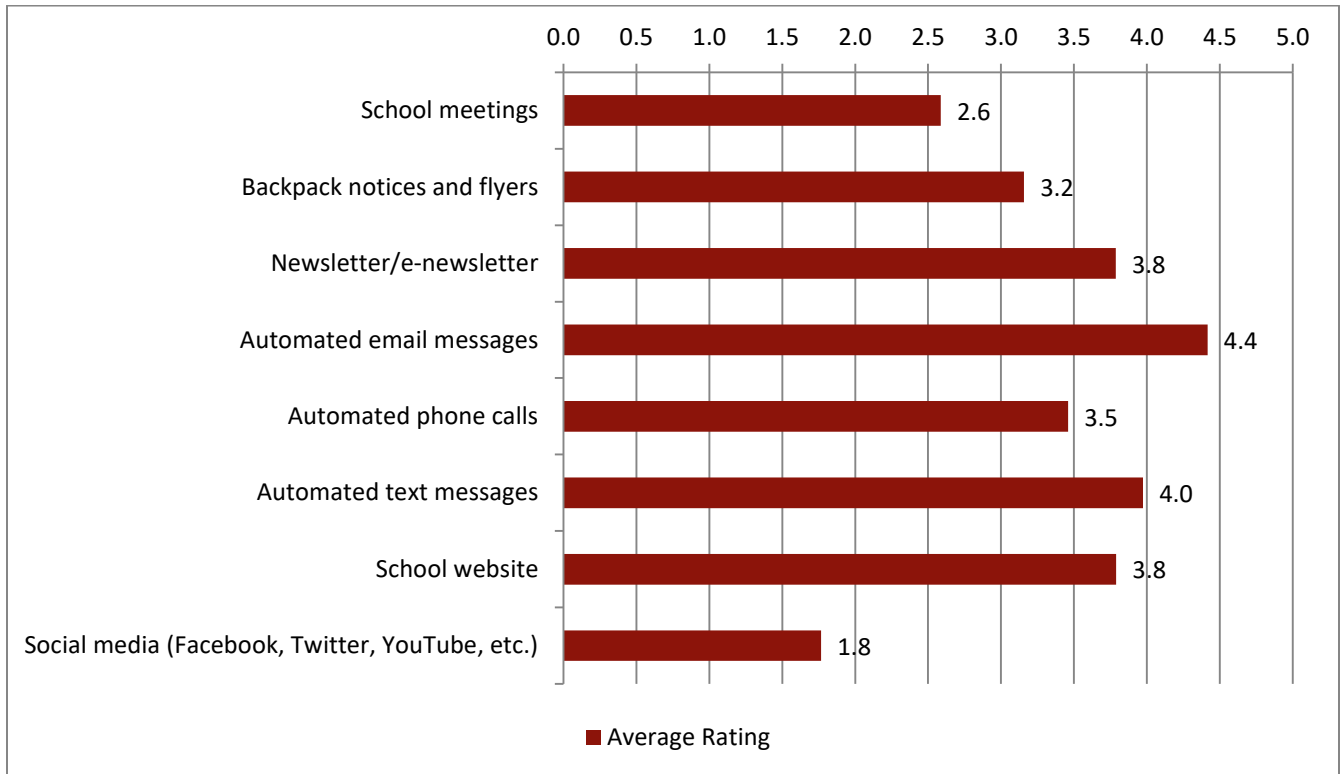


## COMMUNICATION FROM YOUR CHILD'S SCHOOL

This section focuses on the effectiveness of communication from the school your child attends. This includes mainly information from the principal and school office.

Please rank how much you currently rely on the following communications from your child's school:

5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable



Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am able to understand the communication I receive from my child's school.	4.3	87%
I perceive communication from my child's school to be accurate.	4.3	86%
I consider the communication from my child's school to be timely.	3.8	70%
I perceive communication from my child's school to be open and transparent.	3.7	65%
Based on communication from my child's school, I perceive the school to be trustworthy.	4.0	71%

NSPRA Rubrics of Practice Correlation

**Critical Function Area: Comprehensive Professional Communication Program**

While many program components in this critical function area relate to school-parent communication, specific components that point to these questions include:

- Understanding Communication Needs and Requirements through Research
- Communication Effectiveness Embedded Across District and Building Operations
- Effectively Managing Communications through the News Media
- Effectively Engaging Target Audiences through Social Media
- Evaluating Communication Effectiveness to Inform Strategy

**Critical Function Area: Parent/Family Communications**

While many program components in this critical function area relate to school-parent communication, specific components that point to these questions include:

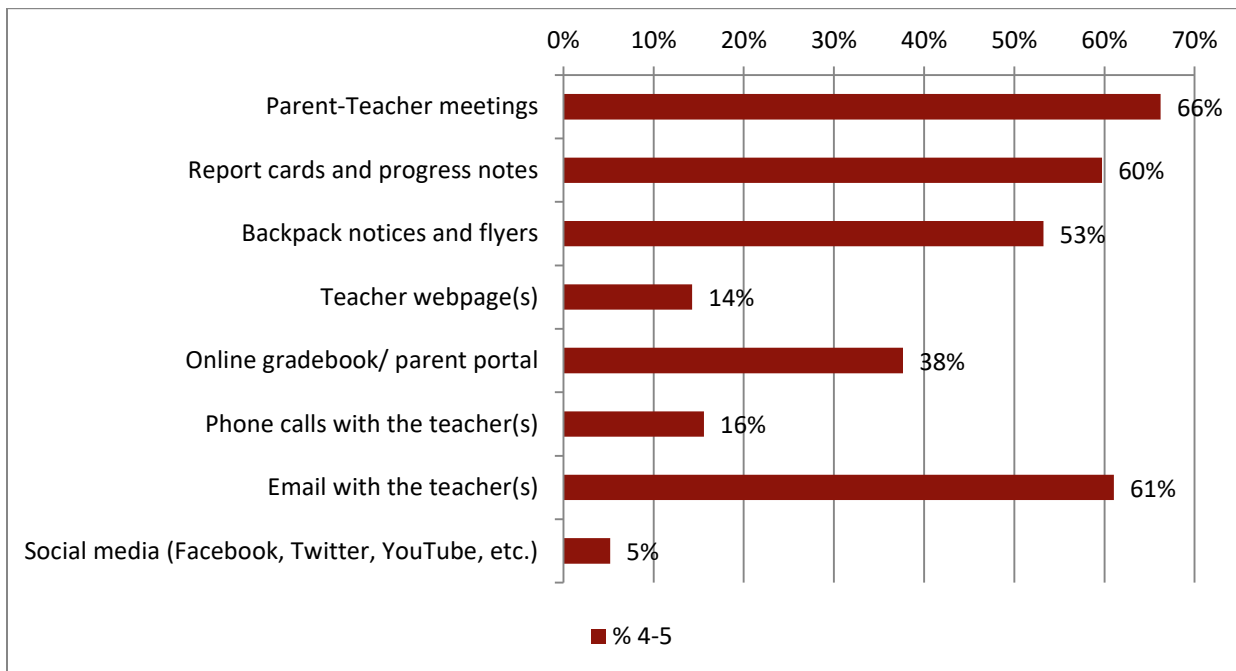
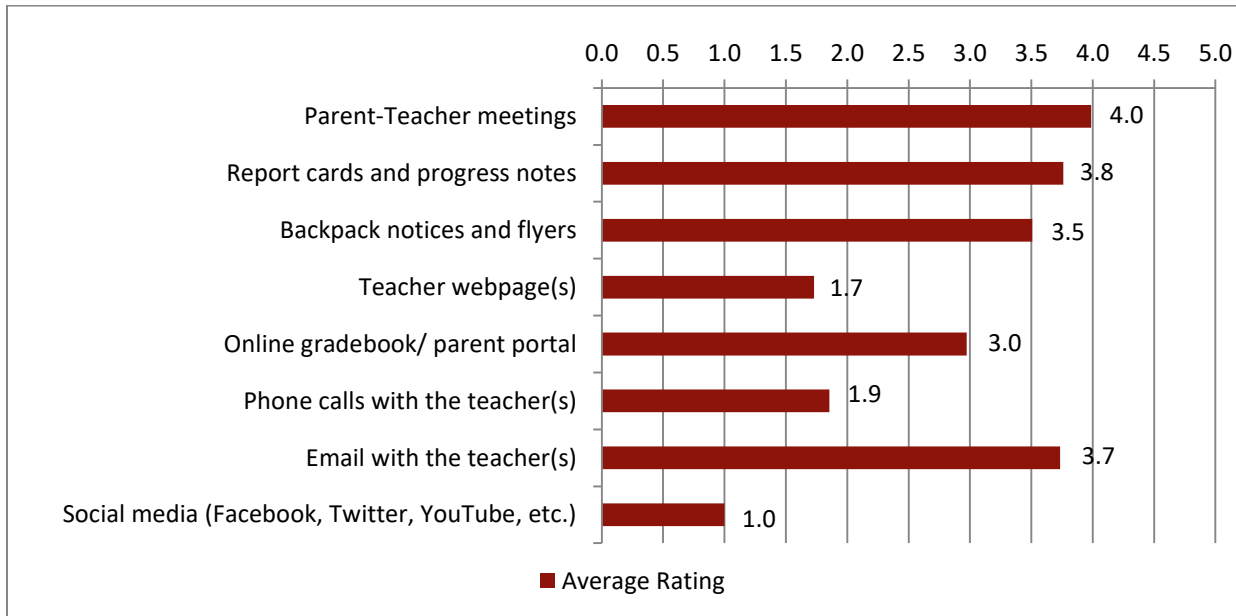
- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Supporting Parent-Teacher and Parent-Building Communications
- Evaluating Communication Effectiveness to Inform Strategy

## COMMUNICATION FROM YOUR CHILD'S TEACHER(S)

This section focuses on the effectiveness of communication from your child's teacher(s). This includes mainly information from the teacher(s) and the classroom.

Please rank how much you currently rely on the following communications from your child's teacher(s):

5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable



Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am able to understand the communication I receive from my child's teacher(s).	4.5	92%
I perceive communication from my child's teacher(s) to be accurate.	4.4	88%
I consider the communication from my child's teacher(s) to be timely.	4.2	84%
I perceive communication from my child's teacher(s) to be open and transparent.	4.2	81%
Based on communication from my child's teacher(s), I perceive the school to be trustworthy.	4.2	78%

NSPRA Rubrics of Practice Correlation

**Critical Function Area: Parent/Family Communications**

While many program components in this critical function area relate to parent-teacher communication, specific components that point to these questions include:

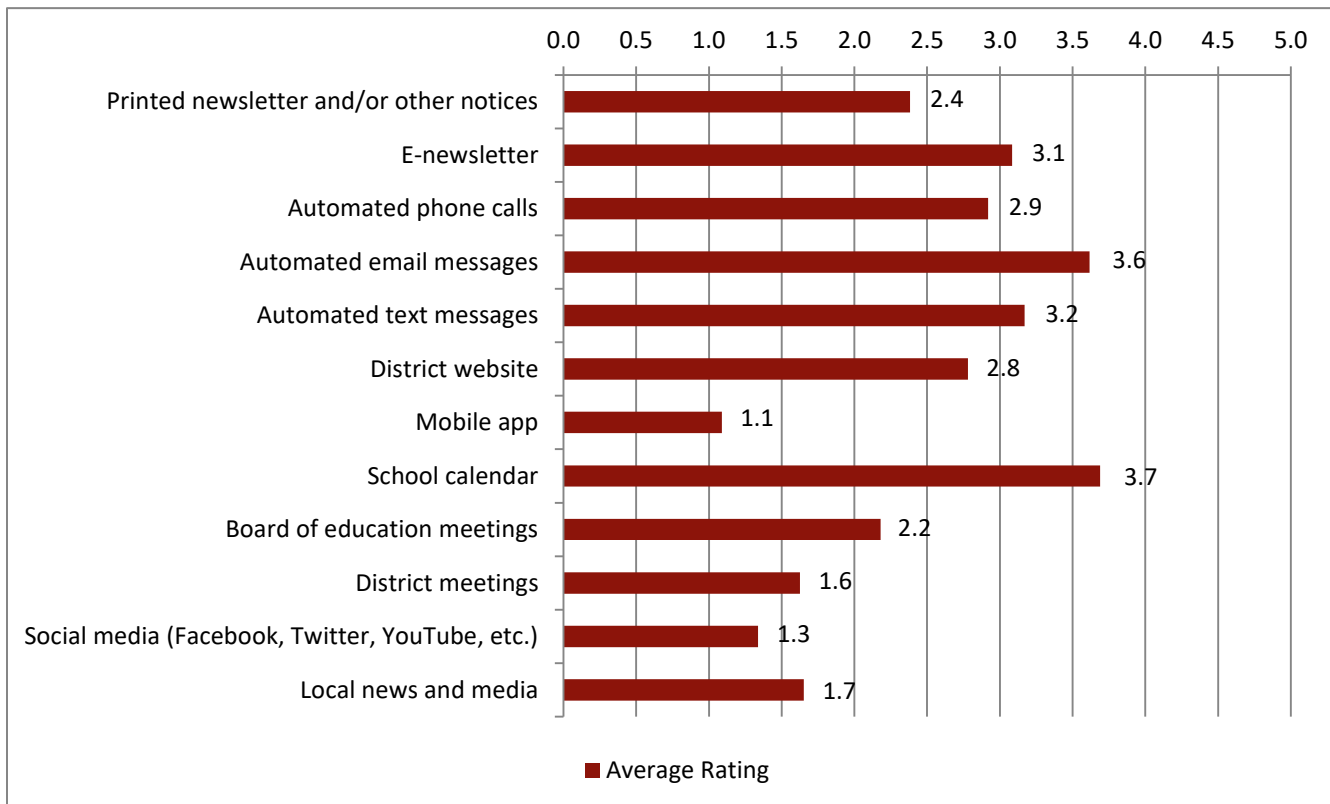
- Communicating with Parents/Families on Student Progress/Success
- Communicating Academic Programs and Expectations with Parents/Families
- Communicating Student Conduct Expectations and Discipline Policies with Parents/Families
- Supporting Parent-Teacher and Parent-Building Communications
- Evaluating Communication Effectiveness to Inform Strategy

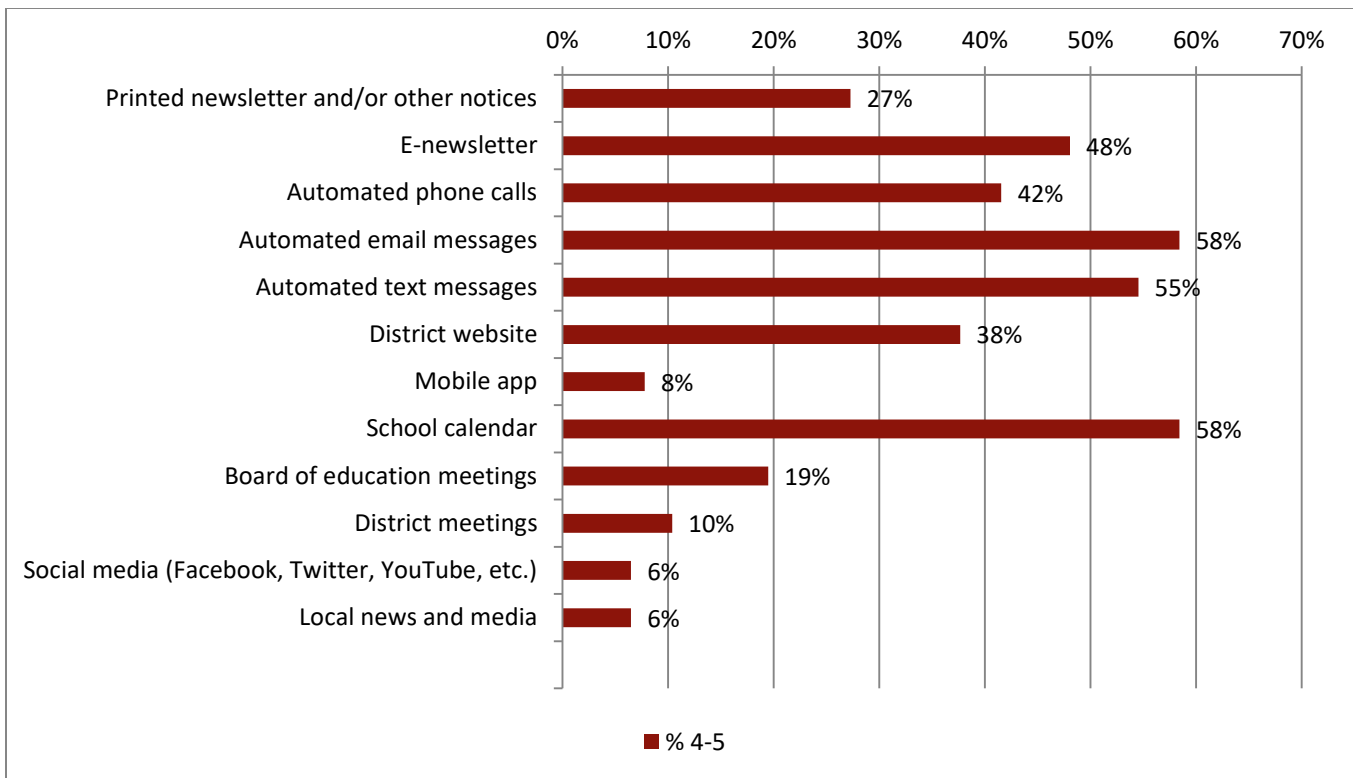
**COMMUNICATION FROM THE DISTRICT ADMINISTRATION**

This section focuses on the effectiveness of specific communication from the district administration. This includes mainly information from the superintendent, school board, and district offices.

Please rank how much you currently rely on the following communications from the district administration:

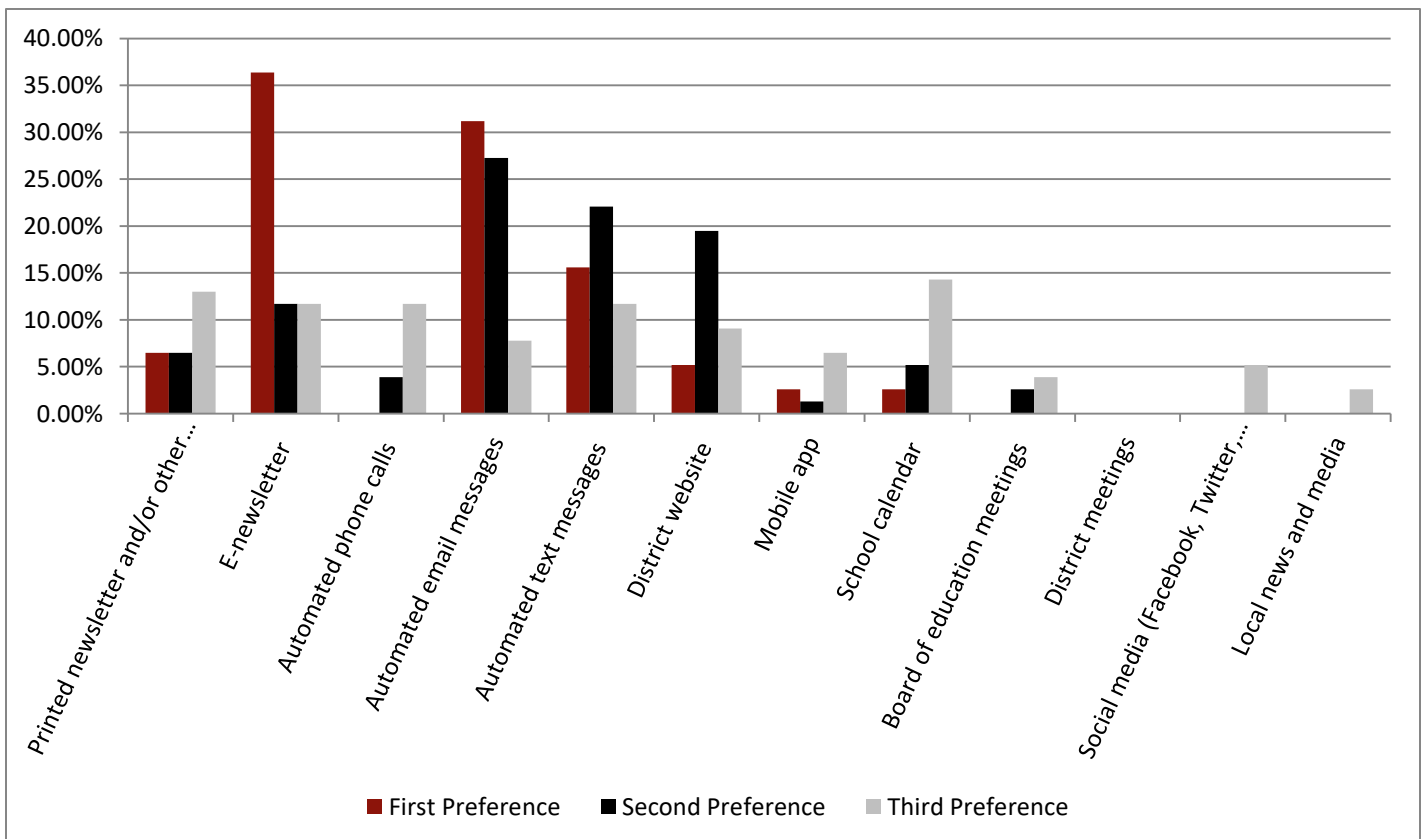
5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable





Please rank your top three preferences among the following school district communications:  
**First Preference – Second Preference – Third Preference**

### PERCENTAGE RANKING



## NSPRA Rubrics of Practice Correlation

### **Critical Function Area: Comprehensive Professional Communication Program**

While all program components in this critical function area relate to the development and quality of communication tools, specific components that point to these questions include:

- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Understanding Communication Needs and Requirements through Research
- Effectively Managing Communications through the News Media
- Effectively Engaging Target Audiences through Social Media
- Evaluating Communication Effectiveness to Inform Strategy

### **Critical Function Area: Parent/Family Communications**

While all program components in this critical function area relate to the development and quality of communication tools, specific components that point to these questions include:

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Communicating District Goals, Plans, Programs, and Issues with Parents/Families
- Evaluating Communication Effectiveness to Inform Strategy

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## **QUALITY OF COMMUNICATION IN KEY AREAS**

This section focuses on the effectiveness of communication in key areas of importance.

Please rate your level of satisfaction with the quality of the communications in each area:

5: Excellent   4: Very Good   3: Average   2: Below Average   1: Poor   NA: Not Applicable

Satisfaction with...	Average Rating	% 4-5
Communication about my child's progress in school	3.8	62%
Communication about homework	3.5	57%
Communication about projects and other special assignments	3.5	55%
Communication about academic programs and expectations	3.2	43%
Communication about student conduct expectations and discipline policies	3.4	51%
Communication about extra and co-curricular offerings and requirements	3.2	42%
Communication about how I can support my child's learning	3.1	42%
Communication about how I can become involved in school/district activities	3.5	53%
Communication about school events, programs and issues	3.4	55%
Communication about student success and achievements in the district	3.2	42%
Communication about quality of instruction and faculty success	2.6	23%
Communication about technology in the schools/classrooms	2.9	32%
Communication about district goals, plans, and related issues	2.6	22%
Communication about district finances and related issues	2.3	16%
Communication during a crisis	3.0	52%

## NSPRA Rubrics of Practice Correlation

### **Critical Function Area: Comprehensive Professional Communication Program**

While all program components in this critical function area relate to the quality of communication in key areas of importance, specific components that point to these questions include:

- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Understanding Communication Needs and Requirements through Research
- Communication Effectiveness Embedded Across District and Building Operations
- Effective Crisis Communication Plans and Procedures
- Effective Finance Communications



- Supporting Constituent Involvement/Engagement through Communication
- Evaluating Communication Effectiveness to Inform Strategy

**Critical Function Area: Parent/Family Communications**

While all program components in this critical function area relate to the quality of communication in key areas of importance, specific components that point to these questions include:

- Communicating with Parents/Families on Student Progress/Success
- Communicating Academic Programs/Expectations with Parents/Families
- Communicating Student Conduct Expectations and Discipline Policies with Parents/Families
- Communicating Extra and Co-Curricular Offerings and Requirements with Parents/Families
- Communicating School and District Goals, Plans, Programs, Finances and Issues with Parents/Families
- Communicating with Parents/Families During a Crisis
- Fostering Parent/Family Involvement and Engagement to Support Student Learning
- Evaluating Communication Effectiveness to Inform Strategy

**PERSONALIZED AND TWO-WAY COMMUNICATION**

This section focuses on how well communication meets individual needs and supports listening and involvement.

Please indicate how much you agree with each of the following statements:

**5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable**

	Average Rating	% 4-5
I feel school communication meets my individual needs and preferences for receiving information.	3.3	52%
I have sufficient opportunities to provide input and voice my opinion.	3.1	40%
I feel my input and opinion are welcome and valued.	3.1	43%
I have sufficient opportunity to become involved in district and school opportunities such as committees, task forces, events, etc.	3.6	57%
I feel my involvement in district and school opportunities is welcome and valued.	3.3	51%
I have sufficient opportunities to advocate for my child’s education and/or district and school programs.	3.1	42%

NSPRA Rubrics of Practice Correlation

**Critical Function Area: Comprehensive Professional Communication Program**

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Understanding Communication Needs and Requirements through Research
- Supporting Constituent Involvement/Engagement through Communication

**Critical Function Area: Internal Communications**

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Customer Service

**Critical Function Area: Parent/Family Communications**

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- Fostering Parent/Family Involvement and Engagement to Support Student Learning
- Involving Parents/Families in Decision-Making to Support Shared Responsibility
- Fostering Parent/Family Involvement in Community Collaboration
- Evaluating Communication Effectiveness to Inform Strategy

## COMMUNICATION IN OTHER SPECIFIC AREAS

This section focuses on communication in certain key areas.

Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am aware of where and how I can direct a question, complaint or concern.	3.3	51%
When I have had a question, complaint or concern, it was resolved to my satisfaction.	3.0	39%
I feel the district has a good reputation for handling parent/family questions, complaints or concerns.	3.0	36%
As a parent/family member, I feel well informed about PTA/PTO programs and events.	4.1	79%
As a parent/family member, I feel well informed during a school/district emergency.	3.6	62%

### NSPRA Rubrics of Practice Correlation

#### **Critical Function Area: Comprehensive Professional Communication Program**

While all program components in this critical function area support overall communications, specific components that point to these questions include:

- Understanding Communication Needs and Requirements through Research
- Effective Crisis Communication Plans and Procedures
- Supporting Constituent Involvement/Engagement through Communication
- Advancing Identity/Brand of Your School District

#### **Critical Function Area: Internal Communications**

While many program components in this critical function area relate to personalized and two-way communication, specific components that point to these questions include:

- Customer Service

#### **Critical Function Area: Parent/Family Communications**

While all program components in this critical function area support overall communications, specific components that point to these questions include:

- Communicating with Parents/Families During Crisis
- Supporting PTA/PTA Activity and Success
- Fostering Problem-Solving and Resolving Complaints

## OVERALL EFFECTIVENESS OF COMMUNICATION

This section focuses on the overall effectiveness of school communication.

Please indicate how much you agree with each of the following statements:

5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree NA: Not Applicable

	Average Rating	% 4-5
I am able to understand the communication I receive from the school district.	4.1	82%
I perceive communication from the school district to be accurate.	3.9	77%
I consider the communication from the school district to be timely.	3.7	70%
I perceive communication from the school district to be open and transparent.	3.4	44%
Based on the school district's communication, I perceive the district to be trustworthy.	3.6	58%
It is easy for me to recognize communications from the school/district when I receive them.	3.9	73%
The quality and reputation of the school district was a significant factor in my decision to move/live here.	4.1	81%
I feel welcomed when I visit my child's school.	3.8	66%

NSPRA Rubrics of Practice Correlation

**Critical Function Area: Comprehensive Professional Communication Program**

While all program components in this critical function area relate to reputation and recognition, specific components that point to these questions include:

- Ensuring Communication Effectiveness through Adherence to Code of Ethics
- Managing Communication through RACE – Research, Analyze, Communicate, Evaluate
- Advancing Identity/Brand of Your School District

**Critical Function Area: Parent/Family Communications**

While many program components in this critical function area relate to reputation and recognition, specific components that point to these questions include:

- Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Evaluating Communication Effectiveness to Inform Strategy

**Critical Function Area: Marketing/Branding Your Schools**

While all program components in this critical function area support reputation and recognition, specific components that point to these questions include:

- Developing Your School District’s Brand Position, Attributes, Points of Pride, Promise and Traditions
- Developing a Comprehensive Marketing Plan in Support of the Brand and District Marketing Goals
- Providing Standards and Guidelines for Consistent Use of Brand Assets

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Please give an **overall rating** for the following:

**5: Excellent   4: Very Good   3: Average   2: Below Average   1: Poor   NA: Not Applicable**

