

SCOPE

School Communication Performance Evaluation

Summary Report of SCoPE Survey Results

Oradell Public School

FACULTY/STAFF SURVEY

Total Survey Participants: 50

Survey Administration Dates:

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

SCoPE Surveys®

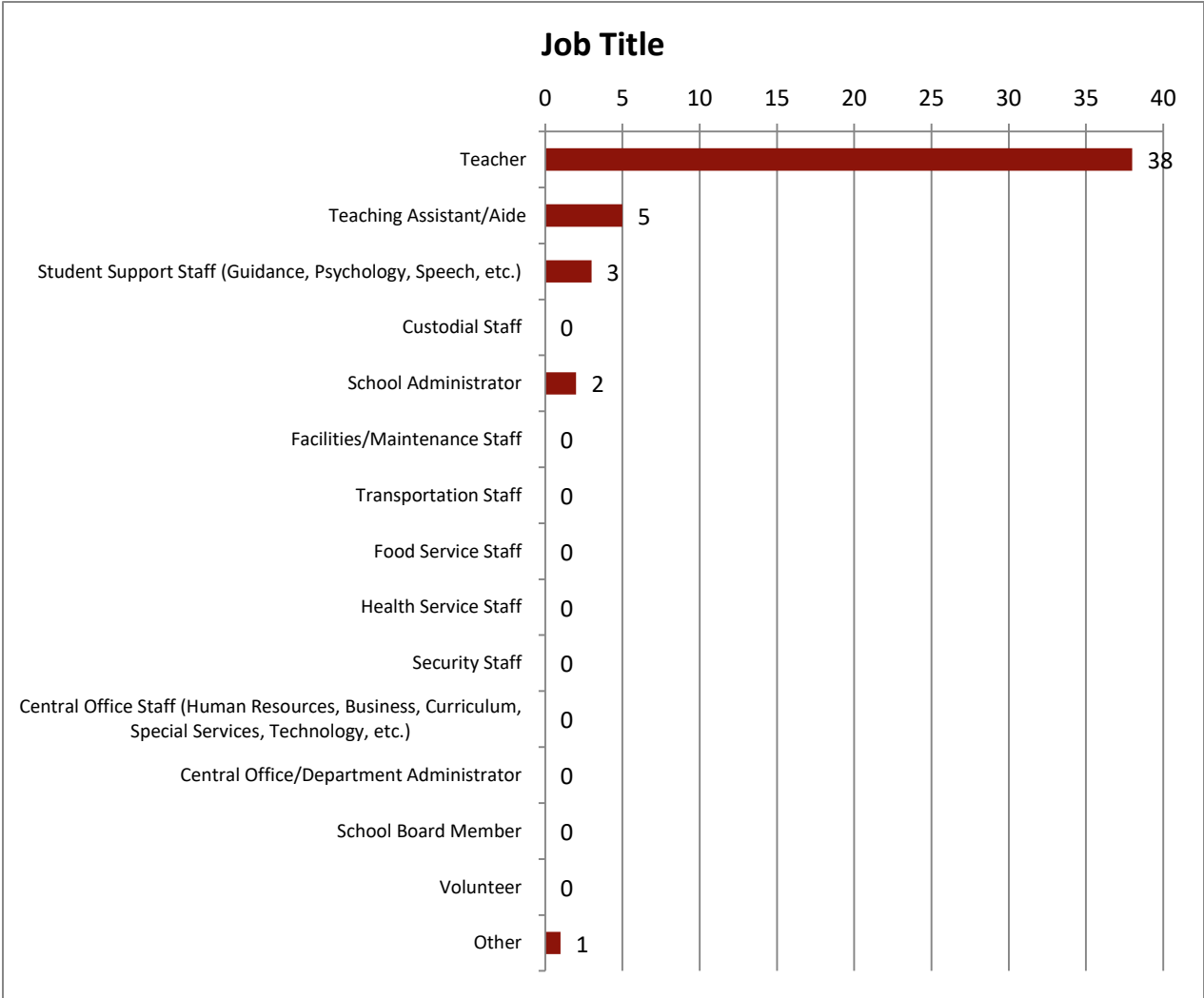
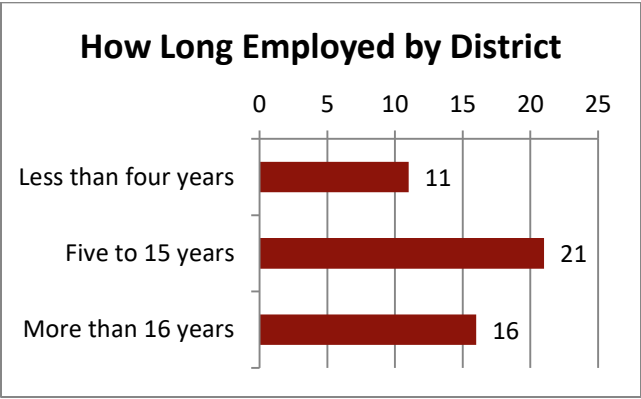
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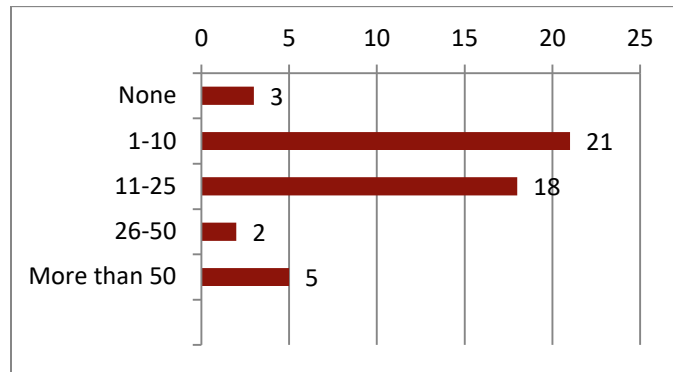
**School Communications Performance Evaluation
Faculty/Staff Survey - Summary Report**

This report comprises a condensed summary of the responses to your district's SCOPE **Faculty/Staff** 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 Data reflects number responding



Number of parents and community members you personally interact with each week while performing duties

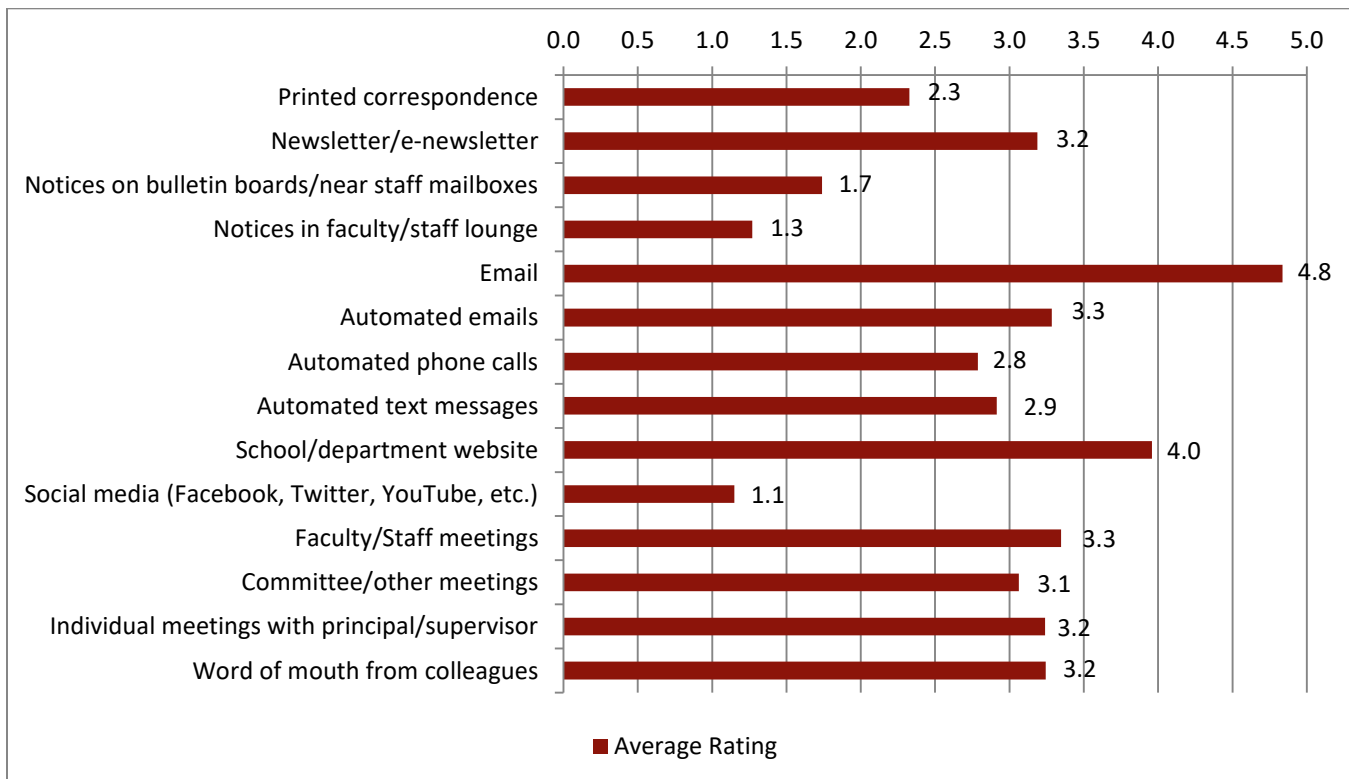


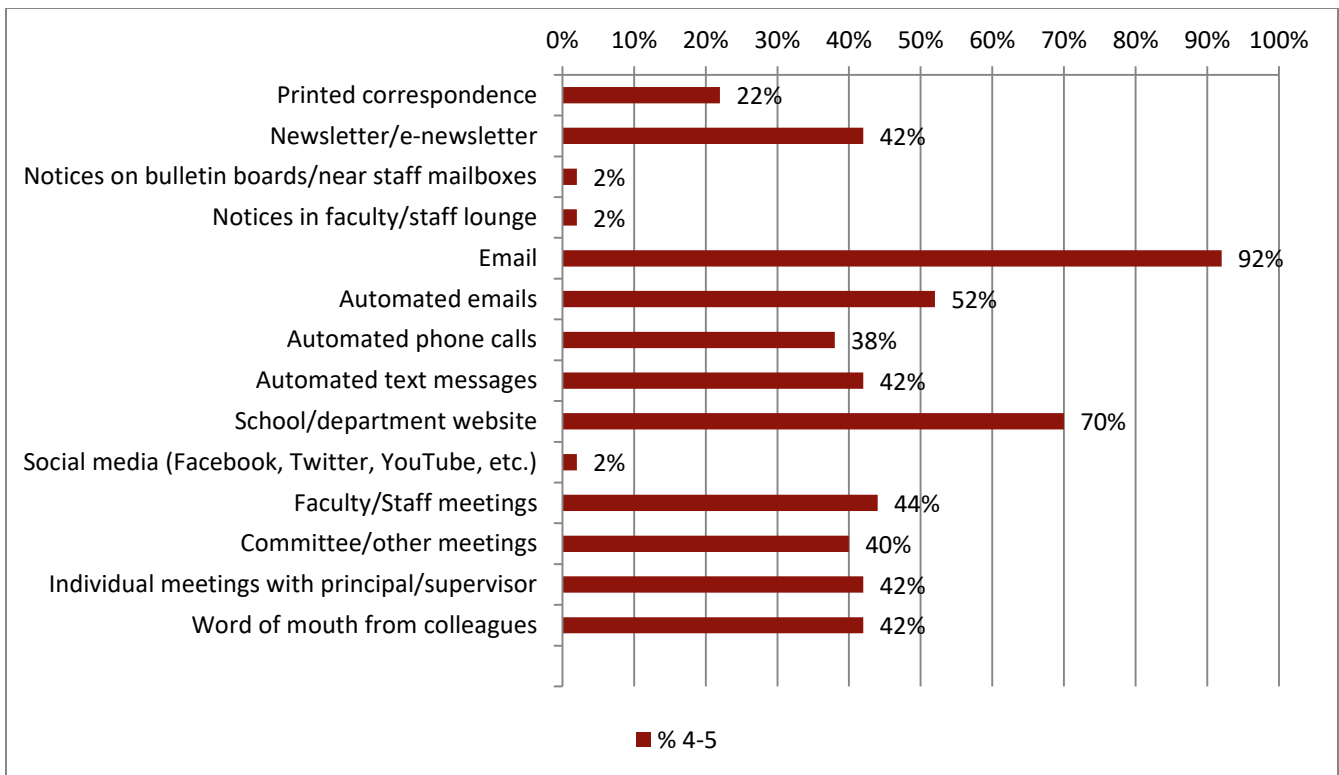
COMMUNICATION FROM YOUR SCHOOL/DEPARTMENT

This section focuses on the effectiveness of communication from the school or department in which you work. This includes mainly information from the principal/school office or your supervisor.

Please rank how much you currently rely on the following communications from your school or department:

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 school or department.	4.1	84%
I perceive communication from my school or department to be accurate.	4.1	78%
I consider the communication from my school or department to be timely.	3.5	56%
I perceive communication from my school/department to be open and transparent.	3.2	44%
Based on communication from my school/department, I perceive the school/department to be trustworthy.	3.5	52%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

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

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- 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: Internal Communications

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

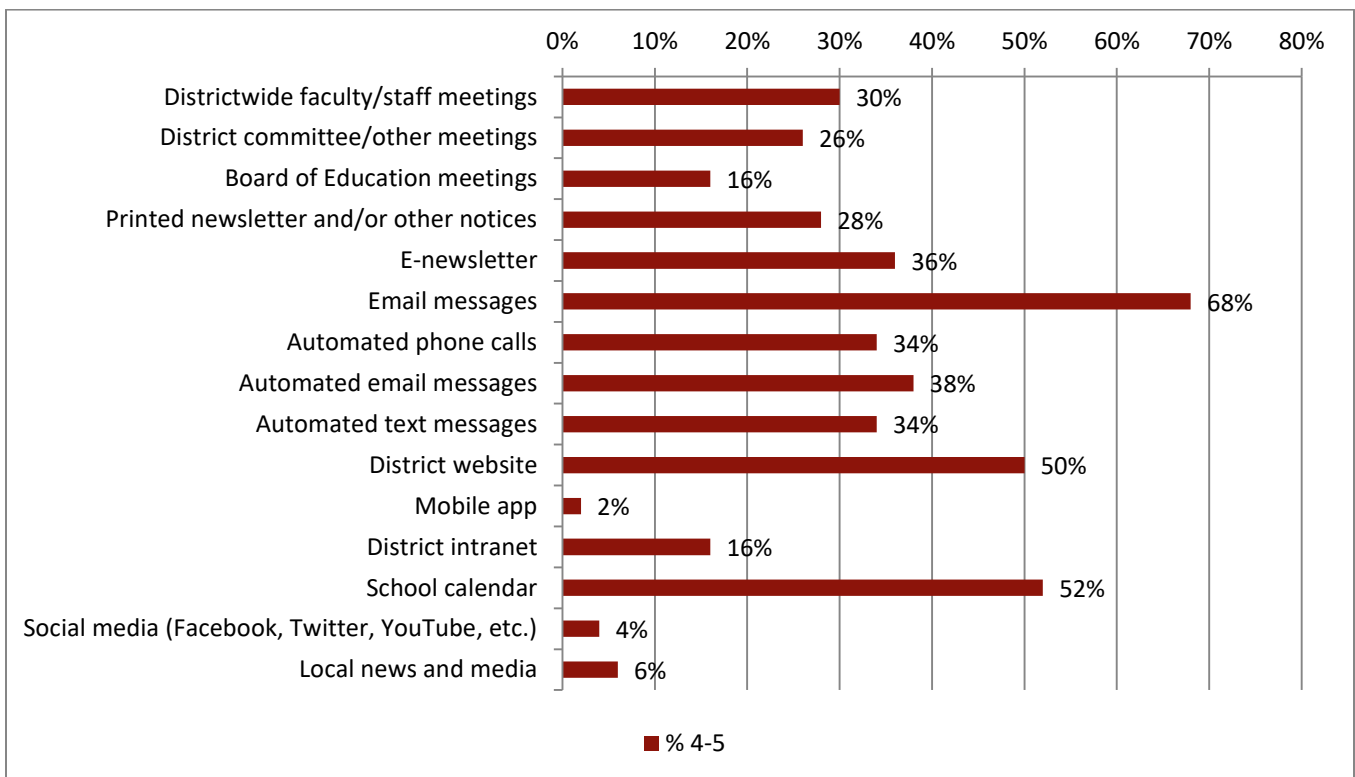
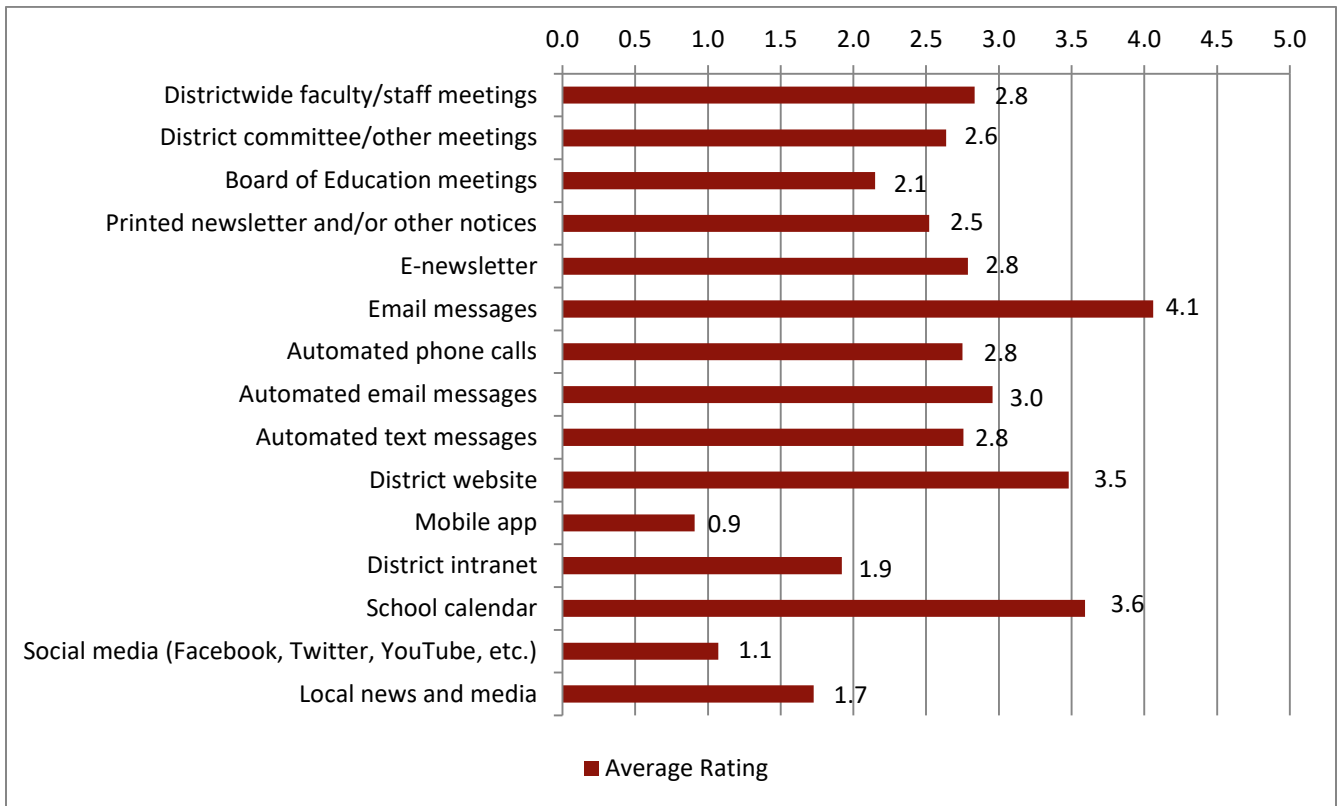
- Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Leadership and Management Communications
- Managing Information Overload

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:

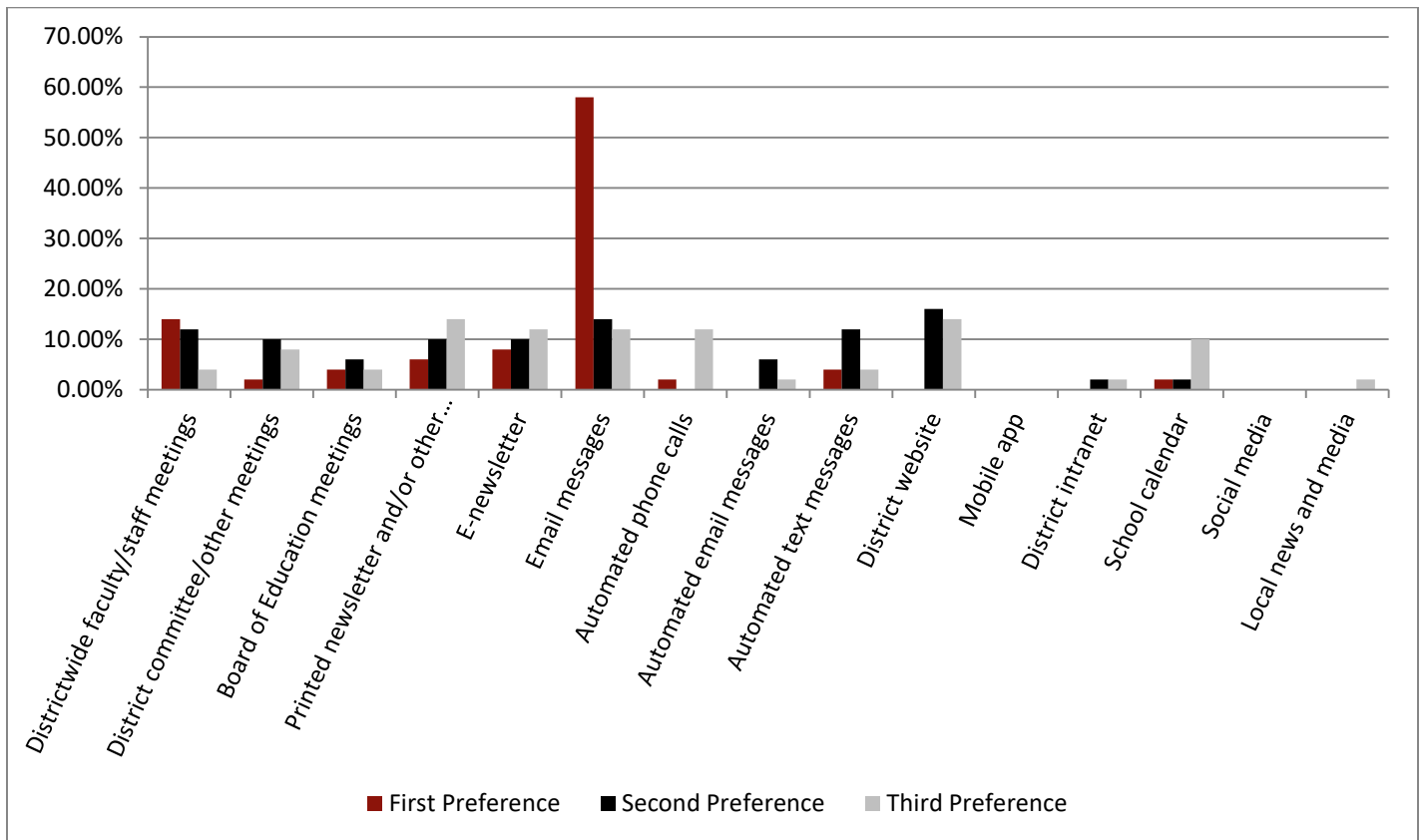
5: Always 4: Almost Always 3: Regularly 2: Occasionally 1: Never NA: Not Applicable



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
- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- 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: Internal Communications

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

- Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Leadership and Management Communications
- Managing Information Overload

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 to help me best perform my duties	3.3	40%
Communication regarding how I can best support student achievement	3.2	36%
Communication regarding how I can deliver effective customer service	2.1	18%
Communication to keep me informed so that I can best represent the school/district as an ambassador	2.9	28%
Communication about how I can become involved in school/district activities	3.3	40%
Communication regarding school/district leader decisions	2.8	28%
Communication regarding district goals, plans, and related issues	2.8	16%
Communication regarding district finances and related issues	2.3	12%
Communication about faculty and staff success and achievements	2.4	18%
Communication about student success and achievements	3.1	28%
Communication that makes me feel valued as an employee	2.3	20%
Communication during incidents/issues of importance	2.9	28%
Communication during a crisis	2.9	32%

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: Internal 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:

- Employee Engagement
- Employee Alignment with the School District's Vision, Mission and Goals
- Leadership and Management Communications
- Customer Service
- Employee Ambassadors
- Communicating with Employees During a Crisis

Critical Function Area: Marketing/Branding Your Schools

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

- Fostering Brand Ownership and Loyalty Among Staff and District Leadership in their Roles as Ambassadors

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.	3.2	44%
I have sufficient opportunities to provide input and voice my opinion.	2.8	28%
I feel my input and opinion are welcome and valued.	2.7	28%
I have sufficient opportunity to become involved in district and school opportunities such as committees, task forces, events, etc.	3.4	50%
I feel my involvement in district and school opportunities is welcome and valued.	2.9	36%
I feel school communication helps me, as a representative of the school/district, to disseminate accurate information and counteract rumors and misinformation.	3.3	46%

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:

- Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity
- 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:

- Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Employee Engagement
- Employee Alignment with the School District's Vision, Mission and Goals
- Employee Ambassadors

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.	3.5	56%
When I have had a question, complaint or concern, it was resolved to my satisfaction.	3.1	34%
I feel the district has a good reputation for handling faculty/staff questions, complaints or concerns.	2.3	16%
As a faculty/staff member, I feel well informed about Board of Education decisions and actions.	2.0	12%
As a faculty/staff member, I feel well informed during a school/district emergency.	3.2	40%

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:

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

- Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Employee Engagement
- Communicating with Employees During a Crisis

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.	4.0	74%
I perceive communication from the school district to be accurate.	3.6	50%
I consider the communication from the school district to be timely.	3.4	46%
I perceive communication from the school district to be open and transparent.	2.5	26%
Based on the school district's communication, I perceive the district to be trustworthy.	2.7	30%
It is easy for me to recognize communications from the school/district when I receive them.	4.0	74%
The quality and reputation of the school district was a significant factor in my decision to work here.	3.2	44%

NSPRA Rubrics of Practice Correlation

Critical Function Area: Comprehensive Professional Communication Program

While many 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: Internal 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 Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels
- Employee Engagement
- Customer Service
- 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
- Fostering Brand Ownership and Loyalty among Staff and District Leadership in their Roles as Ambassadors

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

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

