

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

April 18, 2015

Work Session with OnStrategy: Strategic Plan

9:00 a.m. to 4:00 p.m.

Board Room
Administrative Center
520 Fifth Avenue

AGENDA

1. Call to Order

- 2. OUR MISSION** is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.

3. Roll Call

Heidi Haas, President
Wendy Dominique, Vice President
Allyson Lambert, Treasurer
Lisa Gentry, Clerk
Sue Hull, Member
Michael O'Brien, Member
Sean Rice, Member

4. Strategic Plan

Meeting Outcomes:

- Review citizen input - determine key areas of focus based on results
- Finalize mission, vision, values
- Finalize strategic goals
- Draft district objectives for FY16/17

9:00-9:15 a.m. – Welcome, Outcomes, & Agenda

- Overview of the purpose and outcome of the session
- Setting the stage of the plan structure and evolution of this cycle
- Review budget direction and considerations for today's work

9:15-10:00 a.m. – Briefing on the Community Survey Results

- Review key high points, discussion insights from the board
- Determine what feedback needs to be incorporated into the plan

10:00-10:30 a.m. – Finalize Mission, Value, & Vision

- Review input from the management team and principals
- Review and approve mission and values
- Finalize strategic direction as articulated in the vision

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special and regular meetings are open to the public.

10:30-Noon. – Develop Guiding Principles

- Summarize our current state - based on budget and community input
- Start with a reflection on the budget process and how decisions were made
- Articulate 5-7 guiding principles the board can use to guide decision making throughout the life of the plan - that specifically address the current state and connect to the vision

Noon -1:00 p.m. – Personalized Learning Theme (Working lunch 12:00 p.m.)

- Confirm the goal and intent of the goal
- Review the start | stop | continue from principals and management team
- Address community input
- Agree on objectives for the upcoming school year

1:00-2:00 p.m. – Effective Communication Theme

- Confirm the goal and intent of the goal
- Review the start | stop | continue from principals and management team
- Address community input
- Agree on objectives for the upcoming school year

2:00-2:30 p.m. – Parent & Community Engagement Theme

- Confirm the goal and intent of the goal
- Review the start | stop | continue from principals and management team
- Address community input
- Agree on objectives for the upcoming school year

2:30-3:00 p.m. – Educator & Staff Support Theme

- Confirm the goal and intent of the goal
- Review the start | stop | continue from principals and management team
- Address community input
- Agree on objectives for the upcoming school year

3:00-4:00 p.m. – Technology Integration Theme

- Confirm the goal and intent of the goal
- Review the start | stop | continue from principals and management team
- Address community input
- Agree on objectives for the upcoming school year

4:00 p.m. – Next Steps

- Key takeaways from today & communication to your teams
- Clarify next steps in the planning process

5. Board Comments/Announcements**6. Adjournment**

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special and regular meetings are open to the public.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

STRATEGIC PLAN SUMMARY – DRAFT/WORKING DOCUMENT

PLANNING ASSUMPTIONS

- 5-Year Planning Horizon
- XX% budget shortfall
- Declining state resources
- Execution to align to administrative level & STEPP plans
- Teacher evaluations, student assessments and AK standards are being implemented

MISSION STATEMENT – WHY DO WE EXIST AS AN ORGANIZATION?

Our mission is to provide an excellent and equitable education in a safe, supportive environment so **all** students **will succeed** in a diverse and changing society.

CORE VALUES – HOW WILL WE BEHAVE?

- **Student Centered:** Student learning is at the center of everything we do.
- **Respect:** Embody respect for the diversity and dignity of all.
- **Innovative:** Highly motivated, skilled, and innovative workforce is essential to quality education.
- **Safe Environment:** Always providing a safe learning environment.
- **High Expectations:** Achievement evolves from high expectations of teachers, students, staff, and community.
- **Collaborative:** Actively collaborating with the community, family and students to support student success.

VISION STATEMENT – WHERE ARE WE GOING?

We envision *learning without boundaries*, where every student achieves on his/her path to academic and career success. Learning will be driven by students, through flexible and adaptive options. Enabling our system are highly engaged families; proven technology infrastructure; staff that are continually raising the bar in their profession; and a community that is committed to growing our future.

On the path to our vision, by 2020 success looks like...

- Improved achievement for all students, closing the achievement gaps, and accelerating learning.
- Low class size that is conducive to learning.
- Programs that address the needs of under-served students.
- Parents that trust the school district and are engaged in their students learning.
- Fully implemented effective educator evaluations, AK state standards & student assessments.
- Technology is central to our learning.

Personalized Learning Means:

- Flexible, anytime, everywhere learning
- Redefine teacher role and expand the word teacher (could be online, internship, OJT, etc.)
- Project based, authentic learning
- Student driven learning path
- Mastery /competency-based progression/pace (meeting competency vs. based on grade level)

STRATEGIC GOALS & DISTRICT OBJECTIVES – HOW WILL WE SUCCEED?

- 1. *Personalized Learning:* Moving to personalized learning, providing students with options to meet their needs and achieve academic success.**
 - Maintain Class size regardless of budget constraints (current district-wide average = 23 students)
 - Virtual, blended learning
 - Blended Home School Program
 - More options (build out this list/create Roadmap)
 - Moving into the digital future
 - Career Tech Education across the board (all high schools)
- 2. *Effective Communication:* Transparent and consistent communication to increase student, parent, staff and community connectedness with the district.**
 - Staff: Provide consistent and relevant communication to ensure all FNBSD staff feel included and informed.
 - Community: Deliver consistent and frequent messaging related to the district’s strategic direction to ensure community understanding and dialogue. (Provide a forum for feedback and open 2-way communication between the community and the district)
- 3. *Parent & Community Engagement:* Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**
 - Develop a Parent Involvement Plan - Tap into ‘untapped potential’
 - Utilize the Parent-Task Force as a means to connect with parents/families and increase engagement.
 - Community Groups:
- 4. *Educator & Staff Support:* Create an environment that supports the needs of teachers and staff to enable a school and organizational climate where students thrive.**
 - Current, relevant materials/resources (text books, digital learning, etc.)
 - Professional development – and thinking outside of the box in terms of how we do training, etc.
 - New teacher evaluation framework
 - Creating more efficient systems
 - Address cultural aversion to change through frequent, authentic, 2-way communication.
 - Strong leadership
- 5. *Technology Integration:* Expand student access to technology to amplify learning.**

DISTRICT SCORECARD – HOW WILL WE MEASURE SUCCESS?

Measure	2014-15 (Baseline)	2015-16 Target
Attendance Rate		
Graduation Rate		
Average Class Size (District-Wide Average)	23 Students	
Student Enrollment (Total)	13,765	
<ul style="list-style-type: none"> • Elementary (K-6) - 7,887 • Junior High (7-8) - 1,979 • Senior High - (9-12) 3,899 		
Student Performance/AK Standards		
Teacher Retention		
Teacher Evaluations		
Staff Turnover/Retention Rate		
Employee Engagement (Employee Survey/NPS Score – All) <ul style="list-style-type: none"> • Administrative: + 13.8% • Instructional: -13.8% • Support: -14.7% 	-10.5%	
Balanced Budget (Revenue vs. Expenditures)		
Supplemental Funding/Grants (% Increase)		
<<Additional Metrics >>		



Report

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT COMMUNITY SURVEY

DETAILED REPORT

PRODUCED BY

OnStrategy

Submitted on April 8, 2015



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EXECUTIVE SUMMARY

Survey Launched: March 9, 2015

Survey Closed: April 1, 2015

Number of Respondents: 967

- **Parents of Student/s Enrolled at FNSBSD: 792**
 - Parents (Elementary): 364
 - Parents (Secondary): 229
 - Parents (Both): 198
 - Unidentified: 1
- **Students: 28**
- **Community: 68**
- **Other Parents (Pre-K or Graduates of FNSBSD): 79**

Research Objective: The primary purpose of this research was to obtain input from parents and community members to inform the development of the Fairbanks North Star Borough School District’s 5-Year Strategic Plan. Students were also included in the distribution to add unique and valuable perspective. Data obtained in this survey will be used to set priorities and goals for the District. Input will also help craft the District’s execution around communication and engagement. Survey questions were designed by OnStrategy in conjunction with the Board of Education and Executive Leadership.

Distribution: A link to the online survey was distributed through multiple channels to reach as many parents and general community members as possible. A modified set of questions were distributed to FNSBSD students.

Distribution methods included:

- Email distribution to all parents and staff
- Post on District website
- Mobile app announcements and push notifications
- Shared through Social Media channels
- Promoted by the Chamber of Commerce Education Committee through special submission in the local newspaper
- Mention on the Superintendent Radio Show
- Shared with PTA Council
- Student communication via Principals/Teachers at the school level

Statistical Confidence: As the distribution of the survey was not managed through a controlled population, only an overall confidence level of the representativeness of the sample can be determined – representativeness of individual segments such as single parent families, traditional families, or ethnic considerations cannot be stated. The primary purpose of the research project was to obtain input from parents with students attending a District school, and the number of respondents for this aspect is 792.

- 95% confidence level
- 3.4% +/- confidence interval
- Potential district parent population of 20,000



Demographics: The majority of survey respondents (82%) were parents of students enrolled at FNSBSD. Additional demographics are highlighted below:

- Female at 79% with Male at 21%
- Children under 18 years old in the residence: 11% with no children; 65% with 1 or 2 children and 24% with 3 or more
- Seventy-seven percent (77%) have lived in the Fairbanks area for more than 10 years
- See the chart below for a breakdown of demographic segments and number of responses per group

Demographic Segment	Frequency	Percent
Parent with Student/s Enrolled	792	81.9%
Parents (Elementary): 364	364	45.9%
Parents (Secondary): 229	229	28.9%
Parents (Both): 198	198	25%
Unidentified: 1	1	.01%
Other Parents (Pre-K child or Graduate of FNSBSD)	79	7.2%
Parent of Pre-K child that will eventually enroll at a school in the District.	29	3.0%
Parent of an FNSBSD graduate.	50	5.2%
Community Segment	68	7.0%
Community member with no children currently associated with the District.	68	7.0%
Student Segment	28	2.9%
FNSBSD Student (or Home School Student within the District).	28	2.9%
Total	967	100.0

Qualitative Analysis: Qualitative questions were analyzed through a process of pulling out common themes according to how the respondent answered the Recommend question (#2) on page 9. The thematic groupings are Promoters, Passively Satisfied or Detractor based on the score the respondent provided to question #9. The groupings assist in providing additional perspective to interpretation of the results.

Summary of Findings:

PERCEPTION & SATISFACTION

The #1 internal factor to evaluate quality of education is definitely – class size. This piece of evidence received 35% more #1 and #2 ranking votes than – number of programs available to meet student needs. The #3 factor based upon first and second place votes is – graduation rates.

The #1 external factor to evaluate the quality of education in the School District is unquestionably – active parent involvement. This received 40% more #1 and #2 ranking responses than – community involvement.

The overall sentiment of stakeholders in the education of the Fairbanks area is mediocre at 2.3% (see question #2). Basically there are many individuals that perceive a great education (Promoters) and would recommend others participate in it as those that would not recommend the education being delivered through the District (Detractors). However one factor that could contribute to the low perception of this low value is that more than 50% of respondents did not believe they were adequately informed about happenings in the District – they were not receiving sufficient relevant information (see question #8). Therefore many individuals do not know or are unaware of the positive nature of educational transactions in the District; thus they would not be in a position to recommend or suggest others become involved in FNSBSD.



STUDENT SKILLS & KNOWLEDGE: Communication skills ranked as the #1 most important supplemental skill/knowledge important for students to acquire outside of core academic areas. Critical thinking ranked as #2 and organizational skills as #3. *Art and music education* was a key theme for respondents who selected the 'Other' category.

STRATEGIC DIRECTION: Based on the Personalized Learning Approach, Magnet Schools ranked as the #1 most important concept to further meet student needs, followed by increased access to Career/Technical Education. *Art and music education* was a key theme for respondents who selected the 'Other' category.

When asked about additional priorities the District should focus on to ensure quality education, respondents across segments clearly ranked low class size as #1 priority of focus. Current, relevant materials/resources ranked as the # 2 priority of focus. Consistently, *art and music education* was the top/most frequently mentioned theme across segments in the 'Other' category.

PARENT/COMMUNITY ENGAGEMENT: Career/Technical Education in collaboration with business leaders followed by youth service projects ranked as the Top 2 best ways to strengthen partnerships and further engage the community. *Parent engagement* was the most common theme for respondents who selected 'Other'.

EFFECTIVE COMMUNICATION: In all instances, less than 50% of the stakeholders in the education of Fairbanks perceive they are receiving sufficient amount of relevant information from the District. *Refer to the detailed report for additional interpretation.* Email, Website and the Mobile App ranked as communication methods that are effective and working well. Areas for improvement included suggestions for more effective emails and more (or improved) communication in general. Email and phone calls consistently ranked as the Top 2 preferred methods of communication from both the District and the school.

IMPROVING QUALITY OF EDUCATION: On the closing qualitative question, the #1 suggestion for improving the quality of education at Fairbanks North Star Borough School District was small class size. Second place differed, but number one class size garnered at least twice as many mentions across all groups.

STUDENT PERSPECTIVE: Over 60% of student respondents agree that personalized learning would be meaningful and enhance their education. Over 80% agree that small class size positively impacts the quality of their learning experience. Art and music was the most common theme mentioned by students throughout the survey related to interests and additional programming. Other mentions related to programming and interests included media classes, real world info classes, intellectual extracurricular programs, more AP classes, competitive cheerleading, foreign language opportunities, Lacrosse, programs to enrich study habits, and a construction academy. Student ideas related to improving the quality of education included commentary around additional Life Skills and cultural learning, incorporation of art forms in the classroom and integration of an individual, more personalized approach to learning.

SEGMENTED PARENT PERSPECTIVE: Generally speaking, the perspective of elementary (K-6) parents vs. secondary (7-12) did not differ significantly. Some difference in opinion was evident in questions related to strategic direction/priorities. While *Magnet Schools* clearly ranked as the #1 priority to provide students with more options across both parent segments; parents of secondary students ranked access to Career/Technical Education and virtual/blended learning with higher level of importance than those of elementary/K-6 parents. Both parent groups were consistent in ranking small class size and current, relevant materials/resources as top priorities for the District. However, parents of primary students ranked full-day kindergarten amongst a top priority while secondary parents did not.



SUMMARY OF RESPONSES BY SEGMENTS



PERCEPTION & SATISFACTION

*Note: the top two ranked items for each segment are highlighted

1. What evidence do you use to evaluate the quality of education in your School District? Please rank based on level of importance.

INTERNAL EVIDENCE

Summary: The #1 internal factor to evaluate quality of education is definitely – *class size*. This piece of evidence received 35% more #1 and #2 ranking votes than – *number of programs available to meet student needs*. The #3 factor based upon first and second place votes is – *graduation rates*.

		1	2	3	4	5	6	7	8
INTERNAL EVIDENCE	Segment	Ranking of Importance							
Class size.	All Responses	502	164	78	61	38	32	36	6
	Parents of Students	421	146	64	52	29	26	28	5
	Community	30	7	11	7	4	4	4	0
	Other	51	11	3	2	5	2	4	1
Graduation rates.	All Responses	93	212	199	182	132	69	28	2
	Parents of Students	72	181	167	147	116	59	28	1
	Community	13	10	16	15	7	5	0	1
	Other	8	21	16	20	9	5	0	0
Test scores: Student performance on state/national standardized tests.	All Responses	67	66	115	121	133	130	243	42
	Parents of Students	63	58	101	109	120	103	185	32
	Community	3	3	4	7	10	11	23	6
	Other	1	5	10	5	3	16	35	4
Number of graduates attending college or post-secondary training.	All Responses	36	68	117	171	190	231	93	11
	Parents of Students	30	56	97	134	163	199	82	10
	Community	2	9	8	16	10	14	7	1
	Other	4	3	12	21	17	18	4	0
Number of programs available to meet student needs.	All Responses	144	286	162	122	116	61	21	5
	Parents of Students	127	236	140	107	91	49	17	4
	Community	9	21	11	8	10	6	2	0
	Other	8	29	11	7	15	6	2	1
Number of extracurricular offerings (academic activities, clubs, sports).	All Responses	7	61	159	143	152	192	188	15
	Parents of Students	6	52	136	119	132	166	150	10
	Community	1	6	7	9	10	15	16	3
	Other	0	3	16	15	10	11	22	2



		1	2	3	4	5	6	7	8
Percent of graduates obtaining gainful employment.	All Responses	32	43	74	107	146	190	288	37
	Parents of Students	23	26	54	95	111	160	266	36
	Community	5	11	9	5	15	11	11	0
	Other	4	6	11	7	20	19	11	1
Other	All Responses	36	17	13	10	10	12	20	799
	Parents of Students	29	16	12	8	9	9	15	673
	Community	4	0	1	0	1	1	4	56
	Other	3	1	0	2	0	2	1	70

For the **Other category** of Internal Evidence of quality of education, the following factors were offered as additional perspectives to those listed:

Key Themes: Art and music education and quality of teachers were key themes across segments.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:
<p><i>Promoters:</i></p> <ul style="list-style-type: none"> • Quality of teachers – 4 responses • Arts and music education – 3 responses <p><i>Passives:</i></p> <ul style="list-style-type: none"> • Arts and music education – 3 responses • Student/parent satisfaction – 3 responses • Quality of teachers – 2 responses <p><i>Detractors:</i></p> <ul style="list-style-type: none"> • Arts and music education – 5 responses • Quality of teachers – 3 responses • Student success – 2 responses 	<ul style="list-style-type: none"> • Arts and music education – 2 responses • Quality of teachers – 2 responses 	<ul style="list-style-type: none"> • Arts and music education – 2 responses



EXTERNAL EVIDENCE

The #1 external factor to evaluate the quality of education in the school district is unquestionably - *active parent involvement*. This received 40% more #1 and #2 ranking responses than - *community involvement*.

		1	2	3	4	5	6	7
EXTERNAL EVIDENCE	Segment	Ranking of Importance						
Active parent involvement in the school.	All Responses	465	204	111	64	29	11	2
	Parents of Students	377	174	98	54	28	8	2
	Community	39	14	7	4	1	2	0
	Other	49	16	6	6	0	1	0
Appearance of the school.	All Responses	97	115	216	207	149	94	8
	Parents of Students	81	101	169	174	132	78	6
	Community	7	3	18	22	7	9	1
	Other	9	11	29	11	10	7	1
Awards and recognition the District, schools, teachers, or students receive.	All Responses	139	152	236	231	96	30	2
	Parents of Students	126	134	194	182	77	26	2
	Community	6	6	24	21	8	2	0
	Other	7	12	18	28	11	2	0
Community involvement in the school.	All Responses	81	316	206	157	101	23	2
	Parents of Students	63	243	177	140	94	22	2
	Community	10	38	10	6	2	1	0
	Other	8	35	19	11	5	0	0
External rating/score/grade the District receives on ranking websites.	All Responses	73	81	81	153	311	166	21
	Parents of Students	67	75	69	137	248	130	15
	Community	3	4	7	4	28	19	2
	Other	3	2	5	12	35	17	4
Media coverage about school or District achievements.	All Responses	6	10	32	71	189	541	37
	Parents of Students	6	6	30	52	154	460	33
	Community	0	2	1	10	21	32	1
	Other	0	2	1	9	14	49	3
Other	All Responses	25	8	4	3	11	21	814
	Parents of Students	21	8	4	2	8	17	681
	Community	2	0	0	0	0	2	63
	Other	2	0	0	1	3	2	70



For the **Other category** of External Evidence of quality of education, the following factors were offered as additional perspectives to those listed.

Key Themes: Community involvement and perception were key themes across segments.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:
<p><i>Promoters:</i></p> <ul style="list-style-type: none"> Community opinions/involvement – 3 responses Word of mouth – 2 responses <p><i>Passives:</i></p> <ul style="list-style-type: none"> Community involvement – 2 responses <p><i>Detractors:</i></p> <ul style="list-style-type: none"> Community involvement – 1 response 	<ul style="list-style-type: none"> Students involved in arts and music in the community – 2 responses 	<ul style="list-style-type: none"> Community involvement/perception – 2 responses

SATISFACTION

2. If a good friend or relative was moving to the area and in search of great education, how likely are you to recommend the Fairbanks North Star Borough School District as opposed to alternative options such as home school or private? *Student version of question: How likely are you to recommend the Fairbanks North Star Borough School District to a good friend (as opposed to alternative options such as home school or private)?*

NPS Groups	All	Parents of Students	Parents (Elementary)	Parents (Secondary)	Students	Community	Others
Promoters	36.0%	37.3%	35.1%	37.3%	32.1%	17.9%	38.5%
Passives	30.3%	30.0%	30.6%	28.9%	21.4%	40.3%	24.4%
Detractors	33.7%	32.7%	34.3%	33.8%	46.4%	41.8%	37.2%
Recommend	2.3%	4.6%	0.8%	3.5%	-14.3%	-23.9%	1.3%

Summary/Key Insights: The overall sentiment towards the education provided by the School District is 2.3% - this is not satisfaction with the educational quality, rather it is a statement about the value parents and other community stakeholders believe they are receiving. Many can be “satisfied” with the education, but they would like more from the District. That “more” is in the terms of perceived value.

This scoring type is based upon the Net Promoter Score which was developed by Fred Reichheld and Satmetrix and first published in 2003. Net Promoter Score = percentage of Promoters minus the percentage of Detractors. Thus the potential scoring is from negative 100 to positive 100. Responses of 9 and 10 and Promoters, Passives are 7 and 8, and Detractors are from 0 to 6.



Qualitative Remarks: Please tell us why you gave this rating.

Summary: Key themes across segments include positive remarks from promoters related to *great schools and quality of teachers* overall. *Home schooling* was a common theme across segments with mixed positive and negative responses. The importance and *support of art/music education* was mentioned with frequency across all groups. Respondents across segments mentioned that ranking greatly *depends on the school*.

Key Themes by Demographic Segment:

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:	Students:
<p>Promoters:</p> <ul style="list-style-type: none"> Schools (positive: good, great) – 58 responses Teachers (positive) – 56 responses Quality staff – 30 responses School District (positive) – 16 responses Positive experience – 10 responses Home schooling (negative option) – 9 responses <p>Passives:</p> <ul style="list-style-type: none"> <i>Depends on the school</i> – 20 responses Quality education – 17 responses Teachers (positive) – 13 responses Positive experience – 10 responses If arts and music are kept – 9 responses Community involvement – 8 responses <p>Detractors:</p> <ul style="list-style-type: none"> Bad experience – 29 responses Have problems/issues – 28 responses Home schooling (mixed positive and negative) – 28 responses Private schools are a good option – 21 responses Losing arts and music education – 13 responses 	<ul style="list-style-type: none"> Teachers (mostly positive and dedicated) – 11 responses Public school education (positive) – 9 responses Home school option (5 for home school vs 2 for public schools) – 7 responses Incorporating/supporting music education – 5 responses Provides a great education – 5 responses 	<ul style="list-style-type: none"> Depends on the school – 11 responses Great teachers – 9 responses Cuts to arts and music education (negative) – 6 responses Increased class sizes (negative) – 4 responses Too much emphasis on standardized testing – 3 responses 	<ul style="list-style-type: none"> School (positive) – 7 responses



STUDENT SKILLS & KNOWLEDGE

3. In addition to foundational academic standards (math, reading, writing, science) what supplemental skills/knowledge are important for students to be well-rounded? Please rank based on level of importance.

Summary: Communication skills ranked as the #1 most important supplemental skill/knowledge outside of core academic areas, followed by critical thinking as #2 and organizational skills as #3. Art and music education was a key theme for respondents who selected the 'Other' category.

		1	2	3	4	5	6	7	8	9 & up
Supplemental Skills/Knowledge	Segment	Ranking of Importance								
Career planning.	All Responses	90	79	88	109	103	110	109	89	181
	Parents of Students	73	65	75	87	84	95	91	74	140
	Students	5	2	5	3	3	4	3	0	3
	Community	5	7	4	8	9	4	8	6	16
	Other	7	5	4	11	7	7	7	9	22
Career/Technical Education.	All Responses	52	74	73	76	96	118	118	117	234
	Parents of Students	42	64	58	67	78	91	97	91	196
	Students	3	4	3	2	2	3	2	6	3
	Community	4	2	7	4	4	11	8	11	16
	Other	3	4	5	3	12	13	11	9	19
Communication skills (writing, public speaking, listening).	All Responses	233	239	163	105	84	59	44	16	15
	Parents of Students	200	199	131	77	68	50	37	11	11
	Students	5	4	4	6	2	2	2	1	2
	Community	13	12	13	11	8	2	3	3	2
	Other	15	24	15	11	6	5	2	1	0
Community responsibility/volunteerism.	All Responses	21	37	53	81	93	129	134	177	233
	Parents of Students	19	30	51	70	70	98	103	152	191
	Students	1	0	0	1	5	7	2	4	8
	Community	0	4	0	5	11	10	16	8	13
	Other	1	3	2	5	7	14	13	13	21
Creative arts appreciation.	All Responses	53	46	48	61	85	84	89	121	371
	Parents of Students	38	34	41	47	73	73	70	103	305
	Students	3	1	1	4	2	1	1	1	14
	Community	7	3	3	5	5	6	6	9	23
	Other	5	8	3	5	5	4	12	8	29



Critical thinking skills.	All Responses	283	162	139	85	69	74	63	45	38
	Parents of Students	223	129	114	74	62	61	53	37	31
	Students	3	5	4	1	1	3	7	2	2
	Community	25	12	9	5	3	5	2	3	3
	Other	32	16	12	5	3	5	1	3	2
Cultural appreciation.	All Responses	13	8	30	53	40	64	89	111	550
	Parents of Students	9	6	21	45	26	51	69	88	469
	Students	0	0	0	1	3	1	3	6	14
	Community	2	1	5	1	5	9	8	5	31
	Other	2	1	4	6	6	3	9	12	36
Financial management skills.	All Responses	42	61	71	100	128	106	90	113	247
	Parents of Students	33	49	53	86	106	94	75	94	194
	Students	2	5	2	3	5	2	2	2	5
	Community	6	6	8	7	4	5	5	6	20
	Other	1	1	8	4	13	5	8	11	28
Foreign language skills.	All Responses	9	20	32	29	44	53	59	72	640
	Parents of Students	8	17	25	24	36	41	47	58	528
	Students	1	0	1	0	1	1	1	1	22
	Community	0	2	2	3	2	5	4	6	43
	Other	0	1	4	2	5	6	7	7	47
Organizational skills (ability to organize, prioritize, set goals, and manage time).	All Responses	101	168	171	136	102	73	51	35	121
	Parents of Students	91	141	139	107	88	61	43	24	90
	Students	4	2	6	4	3	1	1	2	5
	Community	1	14	12	9	4	5	3	6	13
	Other	5	11	14	16	7	6	4	3	13
Technology competency.	All Responses	39	59	89	118	110	86	110	62	285
	Parents of Students	32	45	76	97	89	67	97	52	229
	Students	1	5	2	2	1	3	4	3	7
	Community	2	4	4	9	12	5	4	4	23
	Other	4	5	7	10	8	11	5	3	26
Other	All Responses	22	5	1	5	4	2	2	0	917
	Parents of Students	16	5	0	3	4	2	2	0	752
	Students	0	0	0	1	0	0	0	0	27
	Community	2	0	0	0	0	0	0	0	65
	Other	4	0	1	1	0	0	0	0	73



For the **Other category** of supplemental skills/knowledge, the following factors were offered as additional perspectives to those listed.

Key Themes: Art and Music Education were mentioned across all segments.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:
<ul style="list-style-type: none"> Arts and music education – 10 responses Social/emotional literacy – 6 responses Health education – 2 responses Physical education – 2 responses 	<ul style="list-style-type: none"> Music – 2 responses 	<ul style="list-style-type: none"> Arts and music – 2 responses Foreign languages – 1 responses History appreciation – 1 response

STRATEGIC DIRECTION

4. Based on a Personalized Learning Approach and providing students with more options to meet their needs, please rank the following concepts in terms of financial priority.

Summary: Based on the Personalized Learning Approach, *Magnet schools* ranked as the #1 most important concept to further meet student needs, followed by increased access to *Career/Technical Education*. Art and music education was a key theme for respondents who selected the 'Other' category.

		1	2	3	4	5	6
Concepts	Segment	Ranking of Importance					
Expanded home school program.	All Responses	99	116	169	221	300	36
	Parents of Students	83	94	135	185	242	31
	Students	4	4	4	8	8	0
	Community	7	9	10	10	26	2
	Other	5	9	20	18	24	3
Magnet schools (science, engineering, arts etc.).	All Responses	361	274	181	90	27	8
	Parents of Students	295	226	144	75	23	7
	Students	10	5	6	5	2	0
	Community	25	16	18	4	1	0
	Other	31	27	13	6	1	1
Increased access to Career/Technical Education.	All Responses	225	286	241	147	39	3
	Parents of Students	188	231	194	120	35	2
	Students	6	12	8	2	0	0
	Community	18	19	16	10	1	0
	Other	13	24	23	15	3	1



K-8 Concept (combining elementary and middle school in one facility).	All Responses	119	109	162	206	304	41
	Parents of Students	97	88	134	172	244	35
	Students	1	3	4	5	15	0
	Community	7	10	12	15	17	3
	Other	14	8	12	14	28	3
Virtual/Blended Learning (online course delivery).	All Responses	90	141	177	267	242	24
	Parents of Students	75	121	153	210	199	12
	Students	7	4	6	7	3	1
	Community	3	8	7	24	18	4
	Other	5	8	11	26	22	7
Other	All Responses	47	15	11	10	29	829
	Parents of Students	32	10	10	8	27	683
	Students	0	0	0	1	0	27
	Community	4	2	1	1	1	55
	Other	11	3	0	0	1	64

For the **Other category** of more options to meet student needs, the following factors were offered as additional perspectives to those listed.

Key Themes: Art and music education was a key theme across segments in addition to more and/or improved teachers. Other commentary included smaller class size, math education, online programs and options beyond home schooling.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:
<ul style="list-style-type: none"> None of these – 4 responses Arts and music education – 3 responses More teachers – 2 responses Math education – 2 responses Smaller class sizes – 2 responses 	<ul style="list-style-type: none"> Arts and music – 3 responses More / better teachers – 2 responses 	<ul style="list-style-type: none"> Online (in high school and/or something more than) – 2 responses Something more than home schooling – 2 responses



5. What additional priorities do you feel the District should focus on over the next 3-5 years to ensure quality education for all students? Please rank in terms of financial priority.

Summary: *Low class size* clearly ranked as the #1 additional priority the District should focus on to ensure quality education. *Current, relevant materials/resources* ranked as the # 2 priority of focus. Consistently, *Art and music education* was the top/most frequently mentioned theme across segments in the 'Other' category.

		1	2	3	4	5	6	7	8	9
Quality Education Priorities	Segment	Ranking of Importance								
Current, relevant materials/resources (text books, digital learning, etc.).	All Responses	224	313	186	102	74	30	12	5	1
	Parents of Students	193	263	146	80	54	24	8	5	1
	Students	4	8	9	3	3	0	0	0	0
	Community	13	22	11	8	8	4	1	0	0
	Other	14	20	20	11	9	2	3	0	0
Full-Day Kindergarten.	All Responses	93	139	134	140	150	147	74	61	9
	Parents of Students	76	115	107	109	121	124	65	51	6
	Students	2	3	2	4	2	6	4	4	0
	Community	5	11	9	10	14	9	4	3	2
	Other	10	10	16	17	13	8	1	3	1
Low class size that is conducive to learning.	All Responses	441	215	146	56	49	21	10	7	2
	Parents of Students	362	180	119	46	33	20	6	6	2
	Students	10	7	2	3	4	0	1	0	0
	Community	30	13	13	4	4	1	2	0	0
	Other	39	15	12	3	8	0	1	1	0
One-to-One Digital Learning (all students have a personal device issued by the District).	All Responses	24	53	122	173	183	132	151	95	14
	Parents of Students	16	43	105	145	157	108	115	76	9
	Students	4	2	5	3	6	5	2	0	0
	Community	3	7	14	8	8	16	8	0	3
	Other	4	5	5	11	12	11	18	11	2
Programs that address the needs of under-served students.	All Responses	48	86	138	208	194	156	73	40	4
	Parents of Students	40	62	112	176	165	126	57	33	3
	Students	4	4	5	3	5	3	1	2	0
	Community	2	9	11	15	11	9	7	3	0
	Other	2	11	10	14	13	18	8	2	1
Technology for pre-school students (age 3-5).	All Responses	5	5	13	25	61	159	319	323	37
	Parents of Students	4	4	10	23	54	133	266	250	30



		1	2	3	4	5	6	7	8	9
Quality Education Priorities	Segment	Ranking of Importance								
	Students	0	0	3	1	0	4	12	7	0
	Community	0	1	0	0	1	13	17	33	2
	Other	1	0	0	1	6	9	24	33	5
Universal Pre-Kindergarten.	All Responses	38	42	52	59	90	185	224	237	20
	Parents of Students	28	34	37	45	71	148	195	200	16
	Students	0	1	1	0	3	7	4	9	2
	Community	8	1	6	6	9	10	15	11	1
	Other	2	6	8	8	7	20	10	17	1
Upgrading and maintaining school facilities.	All Responses	44	81	149	176	144	109	71	161	12
	Parents of Students	32	63	127	147	115	86	54	139	11
	Students	3	2	4	7	7	1	0	3	0
	Community	6	6	10	10	12	11	4	8	0
	Other	3	10	8	12	10	11	13	11	1
Other	All Responses	30	13	12	6	5	9	11	16	848
	Parents of Students	23	10	11	3	4	5	8	14	696
	Students	0	0	1	1	0	0	0	0	25
	Community	3	1	0	0	0	2	1	1	59
	Other	4	2	0	2	1	0	1	1	68

For the **Other category** of priorities, the following factors were offered as additional perspectives to those listed.

Key Themes: Art and music education was the top/most frequently mentioned theme across segments, followed by less resources spent on technology. Others mentioned included reduced class size, full-day kindergarten, more elective options and quality teachers.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:
<ul style="list-style-type: none"> Arts and music education – 12 responses Less focus/money spent on technology – 4 responses Reduce class sizes – 2 responses Tutoring – 2 responses 	<ul style="list-style-type: none"> Arts and music – 3 responses Full-day kindergarten – 2 responses 	<ul style="list-style-type: none"> Arts and music education – 2 responses Elective options – 1 response Quality teachers – 1 response



PARENT / COMMUNITY ENGAGEMENT

6. What are some of the ways we can strengthen our partnerships with parents/families and further engage the community? Please indicate the Top 2 activities that you would like to see more of.

Summary: Career/Technical Education in collaboration with business leaders followed by youth service projects ranked as the Top 2 best ways to strengthen partnerships and further engage the community. Parent engagement was the most common theme for respondents who selected 'Other'.

	All	Parents of Students	Community	Other
Continue to provide community access to facilities.	271	225	19	27
Career/Technical Education in collaboration with business leaders (OJT, internships, inviting business leaders into schools, cross-curricular job awareness, etc.).	451	382	36	33
Frequent District communication through multiple sources, including positive direct contact from school staff.	252	218	13	21
Offer parent/community-based services at the school site.	243	198	18	27
School/business partnerships.	177	148	16	13
Youth service projects that benefit the community.	431	372	27	32
Other	52	43	5	4

For the **Other category** of ways to strengthen partnership, parent engagement was the most common theme amongst parents of students, followed by more arts programs.



EFFECTIVE COMMUNICATION

7. I feel adequately informed about what is happening at the District. I am receiving the right amount of information and it is relevant to what I need.

Level of Agreement	All	Parents of Students	Community	Others
Agree	44.3%	47.5%	20.9%	33.3%
Neutral	46.4%	44.5%	58.2%	55.1%
Disagree	9.2%	8%	20.9%	11.5%

Summary/Key Insights: In all instances, less than 50% of the stakeholders in the education of Fairbanks perceive they are receiving sufficient amount of relevant information from the District. The Parents have a higher perception of being adequately informed but still, less than 50%, which suggests there are gaps in the communication program. However the Community stakeholders feel much more disenfranchised at 21% and 33% in agreement of being appropriately informed. Possibly this low agreement rate is also reflected in their sentiment towards recommending the Fairbanks area as one having great public education (question #2). They may not be fully aware of what is being offered by the District nor how well it is being delivered.

8. What are we doing right? Please let us know what is working well for you in terms of communication from the District.

Summary: Email, Website and the Mobile App rank highest in terms of what is working well as effective communication tools.

Media	Promoter parents	Passive parents	Detractor parents
Emails	47 responses	40 responses	20 responses
Website	14 responses		
Mobile app	13 responses	17 responses	17 responses
Newsletters	13 responses		
Feel informed	11 responses		
Phone calls	9 responses		
Robo-calls	8 responses	9 responses	10 responses
PowerSchool	8 responses	13 responses	
Texts		8 responses	
Social media		11 responses	4 responses



9. What should we do differently? Please give us one idea for how we can improve communication with you.

Summary: Better or more effective emails along with more (or improved) communication in general were common themes/ideas for improvement.

Improvement idea	Promoter parents	Passive parents	Detractor parents
Better emails	7 responses	8 responses	12 responses
More/better information	6 responses	9 responses	9 responses
Regular updates	3 responses		
Newsletters		4 responses	8 responses

10. Please select your Top 2 preferred methods of communication from the District?

Summary: Email and phone calls are the Top 2 preferred methods of communication from the District.

	All	Parents of Students	Community	Other
Email	736	677	27	32
Direct mail (postcard, letter)	107	89	7	11
Mobile app	222	191	13	18
Newspaper	72	25	24	23
Phone call	244	224	13	7
PowerSchool	187	117	4	6
Social media channels (Facebook, Twitter)	131	89	18	24
Website	160	97	28	35
Word of mouth	8	6	2	0
Other	31	28	1	2

11. Please select your Top 2 preferred methods of communication from the School?

Summary: Consistently, email and phone calls are the Top 2 preferred methods of communication from the School.

	All	Parents of Students	Community	Other
Email	794	706	41	47
Direct mail (postcard, letter)	58	46	5	7
Mobile app	116	101	9	6
Newsletter	131	102	15	14
Newspaper	20	7	6	7
Phone call	378	332	21	25
PowerSchool	200	179	5	16
Social media channels (Facebook, Twitter)	62	47	9	6
Website	83	49	16	18
Word of mouth	10	8	1	1
Other	32	26	1	5



12. If I had one suggestion for FNSBSD to improve quality of education, it would be...

Summary: The number one suggestion for all three parent groups – Small class size. Second place differed, but number one class size garnered at least twice as many mentions.

Parents of Students Enrolled:	Other Parents: (Pre-K or FNSBSD Graduates)	Community Members:	Students:
<p><i>Promoters:</i></p> <ul style="list-style-type: none"> • Small class sizes – 60 responses • Keep up with technology – 11 responses • Quality of teachers – 8 responses • Keep arts and music education – 8 responses • Control budget cuts – 8 responses <p><i>Passives:</i></p> <ul style="list-style-type: none"> • Small class sizes – 25 responses • Keep arts and music education – 18 responses • Increase parent involvement – 15 responses <p><i>Detractors:</i></p> <ul style="list-style-type: none"> • Small class sizes – 32 responses • Keep/increase arts and music education – 16 responses • Increase math education – 15 responses • Reduce focus on standardized testing – 7 responses • Get rid of Common Core – 6 responses 	<ul style="list-style-type: none"> • Smaller class sizes – 12 responses • Better support for teachers – 7 responses • Keep arts and music education – 7 responses • Full-day kindergarten – 4 responses • Less emphasis on testing – 4 responses • Math literacy – 3 responses 	<ul style="list-style-type: none"> • Keep arts and music education – 14 responses • Better support for teachers – 11 responses • Smaller class sizes – 10 responses • Community engagement – 5 responses • Less emphasis on testing – 3 responses 	<ul style="list-style-type: none"> • Keep arts and music education – 5 responses • Improve math education (no common core) – 2 responses



STUDENT PERSPECTIVE



STUDENT PERSPECTIVE

The following section includes additional or revised questions targeted at the student population. Below is a summary of their perspective specifically.

Student Responses: 28

Summary: Over 60% of student respondents agree that **personalized learning** would be meaningful and enhance their education. Over 80% agree that **small class size** positively impacts the quality of their learning experience. **Art and music** was the most common theme mentioned by students throughout the survey related to interests and additional programming. Other mentions related to programming and interests included media classes, real world info classes, intellectual extracurricular programs, more AP classes, competitive cheerleading, foreign language opportunities, Lacrosse, programs to enrich study habits, and a construction academy. Student ideas related to improving the quality of education included commentary around additional Life Skills and cultural learning, incorporation of art forms in the classroom and integration of an individual, more personalized approach to learning.

STRATEGIC DIRECTION

1. If you could personalize your education, would this be meaningful to you?

Level of Agreement	Number	%
Yes	18	64.3%
No	2	7.1%
Maybe	6	21.4%
Not Sure	2	7.1%

2. I believe that Personalized Learning would greatly enhance my education.

Level of Agreement	Number	%
Agree	17	60.7%
Neutral	10	35.7%
Disagree	1	3.6%

6. Class size: I believe that smaller class sizes would positively impact the quality of my learning experience.

Level of Agreement	Number	%
Agree	23	82.1%
Neutral	4	14.3%
Disagree	1	3.6%



7. Programs/Interests: Please describe any specific program(s) that you have heard about (perhaps at another school) that you would like to see offered at your school.

Summary: More art and music programs was the most common theme among student respondents. Other mentions include media classes, real world info classes, intellectual extracurricular programs, more AP classes, competitive cheerleading, foreign language opportunities, Lacrosse, programs to enrich study habits, and a construction academy.

Student Responses

More art and music programs - 6 responses

- More **programs that involve the arts** (specifically THEATRE). It is a shame that Arts are always the first to leave.
- ALL MUSIC AND ARTS PROGRAMS
- I would like less focus and funding on athletics. In my opinion, there should be a **greater emphasis on intellectual extracurricular, and the arts programs**. Things like drama, art, and music are just as critical in child development as mathematics and science.
- Arts, all of them
- Continue to offer Band!
- More branches of music

Other Programs/Interests

- **Competitive cheerleading**
- **Medical classes**
- **Real world info classes**
- **Alternative PE classes**
- **More AP classes** though we already have a good selection at Lathrop.
- **Foreign Language Class/French** class or something like this.
- **Lacrosse**
- **Study Skills/Habits:** A new program that will give the students opportunity to study in comfortable habitats and where they can focus on learning.
- **Construction academy**
- Faculty support for Gender/Sexuality Alliances and an acceptance of GLBT+ student organizations in general
- Aca-Deca? The group that answers a bunch of smart questions!



8. If I had one suggestion for FNSBSD to improve the quality of my education, it would be...

Summary: Common themes among student responses include additional Life Skills and cultural learning, incorporation of art forms in the classroom and integration of an individual, more personalized approach to learning.

Student Responses (Verbatim Responses/Organized by Theme)

Life Skills & Culture/Global Awareness

- Create interesting or important subjects to learn (how to do taxes, what are taxes, billing, interesting things like medical things)
- More interesting things like learning about other cultures
- Add classes that had to do with the world more
- How to get a loan, buy a car, apply for job, and colleges

Art Forms in the Classroom

- **Use art forms in the classroom including** 1) educational video games; 2) time period music to learn about the themes of a decade within a century, and 3) graphic novels that give ways to show new ideas in new ways and has arguably some of the best science fiction and dystopian writing of the last two decades.

Individual/Personalized Approach

- Be more **aware of the surroundings and focus more on the individual**
- As mentioned before **specialized education**. A student should be able to **prioritize a subject or two and focus more on that one** than others and would only take a condensed version of the other subjects.
- Integrating some sort of system that would allow **students to learn at their own pace**.
- Pay more **attention to what the students want** at their schools.
- Understand that all children don't learn the same.

Class Size

- Don't cut teachers because class sizes are too big and to be in a lab class with over 30 kids is not safe.
- More space during PE, classes are crowded.
- Have smaller classes and teacher that explain things well.
- Less kids in class

Art & Music

- Why do you take away the music and arts programs?
- To NOT reduce funding from our schools, that includes the art and music departments.
- Arts, keep the arts

Financial

- I would suggest that we stop spending money on technology that is not necessary, and **cut some of the funding for travel for teams**. You may have to make students pay money to be in a certain club or sport, but it would save a lot of money.
- Listening to the student's and parent's input about the budget cuts, because they know best how well a teacher is doing at teaching, and delivering their subject, as well as putting in the extra effort outside of school that many teachers who have been around for years don't do for their students.

Teacher Quality

- Ensure teacher quality



More AP Classes

- More AP Classes because they are best opportunities to succeed in college years.

Dual Credit & CTE

- **Expansion of dual credit and CTE** opportunities.

Environment

- Spend less time policing students' bodies and more time working to **provide an environment where students can grow and flourish** as children and young adults.

Curriculum

- Teacher education and supports, toss common core books as most are a jumbled mess from what I've seen, focus on understanding and exploration vs overly complicated methods particularly in math, minimize testing and use only as a guide along with teacher evaluation, if at all.



APPENDICES



PARENT INPUT: ADDITIONAL SEGMENTED DATA



PARENT INPUT: ELEMENTARY VS. SECONDARY PERSPECTIVE

The following section is intended to provide a deeper look into the parent data specifically. The data breakdown includes parents of primary school students (K-6), parents of secondary school students (7-12), and parents overall which includes the set of parents that may have students in both primary and secondary.

Parents of Students Enrolled: 792 Respondents

- **Segmented:** Parents/Elementary: 364; Parents/Secondary: 229; Parents/Both: 198; Unidentified: 1

Summary: Generally speaking, the perspective of elementary (K-6) parents vs. secondary (7-12) did not differ significantly. Some difference in opinion was evident in questions related to strategic direction/priorities. While *magnet schools* clearly ranked as the #1 priority to provide students with more options across both parent segments; parents of secondary students ranked access to career/technical education and virtual/blended learning with higher level of importance than those of elementary/K-8 parents. Both parent groups were consistent in ranking *small class size* and *current, relevant materials/resources* as top priorities for the District. However, parents of primary students ranked full day kindergarten amongst a top priority while secondary parents did not.

PERCEPTION & SATISFACTION

1. **What evidence do you use to evaluate the quality of education in your School District? Please rank based on level of importance.**

INTERNAL EVIDENCE:

		1	2	3	4	5	6	7	8
INTERNAL EVIDENCE	Segment	Ranking of Importance							
Class size.	Parents of Students	421	146	64	52	29	26	28	5
	Parents (Elem)	214	71	19	21	11	10	7	2
	Parents (Sec)	101	47	24	18	10	9	12	2
Graduation rates.	Parents of Students	72	181	167	147	116	59	28	1
	Parents (Elem)	28	87	69	73	59	24	15	0
	Parents (Sec)	30	45	53	40	27	20	7	1
Test scores: Student performance on state/national standardized tests.	Parents of Students	63	58	101	109	120	103	185	32
	Parents (Elem)	33	26	48	52	58	43	81	14
	Parents (Sec)	15	17	21	23	38	37	64	8
Number of graduates attending college or post-secondary training.	Parents of Students	30	56	97	134	163	199	82	10
	Parents (Elem)	5	26	50	55	67	103	43	6
	Parents (Sec)	9	17	30	47	46	49	21	4



Number of programs available to meet student needs.	Parents of Students	127	236	140	107	91	49	17	4
	Parents (Elem)	52	111	76	47	42	18	9	0
	Parents (Sec)	49	61	31	30	28	14	7	3
Number of extracurricular offerings (academic activities, clubs, sports).	Parents of Students	6	52	136	119	132	166	150	10
	Parents (Elem)	3	20	72	61	62	73	59	5
	Parents (Sec)	3	19	31	30	38	53	45	4
Percent of graduates obtaining gainful employment.	Parents of Students	23	26	54	95	111	160	266	36
	Parents (Elem)	6	8	18	41	52	80	134	16
	Parents (Sec)	9	9	26	34	33	38	61	13
Other	Parents of Students	29	16	12	8	9	9	15	673
	Parents (Elem)	14	6	3	5	4	4	7	312
	Parents (Sec)	7	8	7	1	3	3	6	188

EXTERNAL EVIDENCE

		1	2	3	4	5	6	7
EXTERNAL EVIDENCE	Segment	Ranking of Importance						
Active parent involvement in the school.	Parents of Students	377	174	98	54	28	8	2
	Parents (Elem)	188	77	38	24	5	3	1
	Parents (Sec)	97	52	33	21	11	3	0
Appearance of the school.	Parents of Students	81	101	169	174	132	78	6
	Parents (Elem)	36	46	91	71	59	30	3
	Parents (Sec)	20	23	41	64	37	31	1
Awards and recognition the District, schools, teachers, or students receive.	Parents of Students	126	134	194	182	77	26	2
	Parents (Elem)	48	46	96	95	39	12	0
	Parents (Sec)	44	44	56	41	22	9	1
Community involvement in the school.	Parents of Students	63	243	177	140	94	22	2
	Parents (Elem)	21	126	68	68	45	8	0
	Parents (Sec)	31	67	58	32	22	7	0
External rating/score/grade the District receives on ranking websites.	Parents of Students	67	75	69	137	248	130	15
	Parents (Elem)	28	35	32	54	120	59	8
	Parents (Sec)	20	26	16	44	64	40	7



Media coverage about school or District achievements.	Parents of Students	6	6	30	52	154	460	33
	Parents (Elem)	4	3	8	23	64	218	16
	Parents (Sec)	1	2	12	14	58	124	6
Other	Parents of Students	21	8	4	2	8	17	681
	Parents (Elem)	11	3	3	1	4	6	308
	Parents (Sec)	4	3	1	1	3	3	202

STUDENT SKILLS & KNOWLEDGE

3. In addition to foundational academic standards (math, reading, writing, science) what supplemental skills/knowledge are important for students to be well-rounded? Please rank based on level of importance.

Supplemental skills/knowledge	Segment	1	2	3	4	5	6	7	8	9 & up
		Ranking of Importance								
Career planning.	Parents of Students	73	65	75	87	84	95	91	74	140
	Parents (Elem)	28	20	35	35	32	40	47	39	83
	Parents (Sec)	23	30	26	28	27	24	19	21	30
Career/Technical Education.	Parents of Students	42	64	58	67	78	91	97	91	196
	Parents (Elem)	11	27	23	26	33	43	44	47	105
	Parents (Sec)	23	21	18	21	22	21	32	20	50
Communication skills (writing, public speaking, listening).	Parents of Students	200	199	131	77	68	50	37	11	11
	Parents (Elem)	92	102	53	31	29	26	14	8	4
	Parents (Sec)	61	45	49	21	17	18	12	1	4
Community responsibility/volunteerism.	Parents of Students	19	30	51	70	70	98	103	152	191
	Parents (Elem)	13	17	25	34	39	40	44	62	85
	Parents (Sec)	1	10	9	21	19	30	35	46	57
Creative arts appreciation.	Parents of Students	38	34	41	47	73	73	70	103	305
	Parents (Elem)	20	16	24	22	44	35	37	40	121
	Parents (Sec)	11	9	9	9	19	27	14	35	95
Critical thinking skills.	Parents of Students	223	129	114	74	62	61	53	37	31
	Parents (Elem)	107	62	48	37	26	27	18	19	15
	Parents (Sec)	63	39	30	20	19	18	21	11	7



Cultural appreciation.	Parents of Students	9	6	21	45	26	51	69	88	469
	Parents (Elem)	3	4	12	24	14	30	37	40	195
	Parents (Sec)	4	1	3	11	8	10	15	27	149
Financial management skills.	Parents of Students	33	49	53	86	106	94	75	94	194
	Parents (Elem)	20	18	24	37	42	40	41	41	96
	Parents (Sec)	8	20	17	23	32	30	14	31	53
Foreign language skills.	Parents of Students	8	17	25	24	36	41	47	58	528
	Parents (Elem)	3	5	13	13	22	17	19	25	242
	Parents (Sec)	3	7	7	8	4	9	17	17	156
Organizational skills (ability to organize, prioritize, set goals, and manage time).	Parents of Students	91	141	139	107	88	61	43	24	90
	Parents (Elem)	41	64	69	51	39	31	16	14	34
	Parents (Sec)	21	39	36	36	26	19	16	5	30
Technology competency.	Parents of Students	32	45	76	97	89	67	97	52	229
	Parents (Elem)	15	20	33	48	37	28	40	24	114
	Parents (Sec)	6	7	24	29	33	22	33	14	60
Other	Parents of Students	16	5	0	3	4	2	2	0	752
	Parents (Elem)	6	4	0	1	2	2	2	0	342
	Parents (Sec)	4	0	0	1	2	0	0	0	221



STRATEGIC DIRECTION

4. Based on a Personalized Learning Approach and providing students with more options to meet their needs, please rank the following concepts in terms of financial priority.

		1	2	3	4	5	6
Concept	Segment	Ranking of Importance					
Expanded home school program.	Parents of Students	83	94	135	185	242	31
	Parents (Elem)	37	47	57	84	111	12
	Parents (Sec)	26	24	41	55	70	10
Magnet schools (science, engineering, arts etc.).	Parents of Students	295	226	144	75	23	7
	Parents (Elem)	162	110	41	21	11	3
	Parents (Sec)	62	62	63	30	6	3
Increased access to Career/Technical Education.	Parents of Students	188	231	194	120	35	2
	Parents (Elem)	52	100	110	66	19	1
	Parents (Sec)	80	71	38	28	9	0
K-8 Concept (combining elementary and middle school in one facility).	Parents of Students	97	88	134	172	244	35
	Parents (Elem)	57	51	64	67	91	18
	Parents (Sec)	22	15	37	57	87	8
Virtual/Blended Learning (online course delivery).	Parents of Students	75	121	153	210	199	12
	Parents (Elem)	28	37	70	106	99	8
	Parents (Sec)	25	50	46	54	50	1
Other	Parents of Students	32	10	10	8	27	683
	Parents (Elem)	12	3	6	4	17	306
	Parents (Sec)	11	4	1	2	4	204



5. What additional priorities do you feel the District should focus on over the next 3-5 years to ensure quality education for all students? Please rank in terms of financial priority.

		1	2	3	4	5	6	7	8	
Quality Education Priority	Segment	Ranking of Importance								
Current, relevant materials/resources (text books, digital learning, etc.).	Parents of Students	193	263	146	80	54	24	8	5	1
	Parents (Elem)	76	111	73	40	37	12	5	1	1
	Parents (Sec)	65	84	40	23	6	5	0	2	0
Full-Day Kindergarten.	Parents of Students	76	115	107	109	121	124	65	51	6
	Parents (Elem)	36	65	53	48	44	54	25	27	4
	Parents (Sec)	23	23	21	30	50	41	19	16	2
Low class size that is conducive to learning.	Parents of Students	362	180	119	46	33	20	6	6	2
	Parents (Elem)	181	72	55	20	17	9	1	0	1
	Parents (Sec)	96	58	39	11	9	4	3	4	1
One-to-One Digital Learning (all students have a personal device issued by the District).	Parents of Students	16	43	105	145	157	108	115	76	9
	Parents (Elem)	3	14	44	61	78	58	55	38	5
	Parents (Sec)	8	18	39	48	37	23	36	13	3
Programs that address the needs of under-served students.	Parents of Students	40	62	112	176	165	126	57	33	3
	Parents (Elem)	15	34	49	88	67	56	26	19	2
	Parents (Sec)	12	18	38	45	56	32	14	10	0
Technology for pre-school students (age 3-5).	Parents of Students	4	4	10	23	54	133	266	250	30
	Parents (Elem)	2	2	3	8	20	57	120	126	18
	Parents (Sec)	1	4	8	19	43	77	67	0	6
Universal Pre-Kindergarten.	Parents of Students	28	34	37	45	71	148	195	200	16
	Parents (Elem)	20	21	19	21	35	69	88	77	6
	Parents (Sec)	4	8	9	12	17	48	60	63	4
Upgrading and maintaining school facilities.	Parents of Students	32	63	127	147	115	86	54	139	11
	Parents (Elem)	11	34	55	70	54	37	32	60	3
	Parents (Sec)	12	13	33	46	31	29	12	47	2
Other	Parents of Students	23	10	11	3	4	5	8	14	696
	Parents (Elem)	12	3	5	4	4	4	8	0	316
	Parents (Sec)	4	3	2	2	0	0	4	3	207



PARENT / COMMUNITY ENGAGEMENT

6. What are some of the ways we can strengthen our partnerships with parents/families and further engage the community? Please indicate the Top 2 activities that you'd like to see more of.

	Parents of Students	Parents (Elem)	Parents (Sec)
Continue to provide community access to facilities.	225	96	68
Career/Technical Education in collaboration with business leaders (OJT, internships, inviting business leaders into schools, cross-curricular job awareness, etc.).	382	126	141
Frequent District communication through multiple sources, including positive direct contact from school staff.	218	104	58
Offer parent/community-based services at the school site.	198	115	41
School/business partnerships.	148	53	58
Youth service projects that benefit the community.	372	204	85
Other	43	20	13

EFFECTIVE COMMUNICATION

7. I feel adequately informed about what is happening at the District. I am receiving the right amount of information and it is relevant to what I need.

Level of Agreement	Parents of Students	Parents (Elem)	Parents (Sec)
Agree	47.5%	42.3%	53.1%
Neutral	44.5%	49.0%	39.3%
Disagree	8%	8.7%	7.6%

8. Please select your Top 2 preferred methods of communication from the District?

	Parents of Students	Parents (Elem)	Parents (Sec)
Email	677	303	197
Direct mail (postcard, letter)	89	40	28
Mobile app	191	110	41
Newspaper	25	12	8
Phone call	224	102	65
PowerSchool	117	64	58
Social media channels (Facebook, Twitter)	89	51	19
Website	97	45	32
Word of mouth	6	3	2
Other	28	11	9



9. Please select your Top 2 preferred methods of communication from the school?

	Parents of Students	Parents (Elem)	Parents (Sec)
Email	706	309	211
Direct mail (postcard, letter)	46	24	14
Mobile app	101	54	23
Newsletter	102	69	12
Newspaper	7	4	1
Phone call	332	158	98
PowerSchool	179	54	76
Social media channels (Facebook, Twitter)	47	28	11
Website	49	25	8
Word of mouth	8	5	1
Other	26	13	7

10. If I had one suggestion for FNSBSD to improve quality of education, it would be...

Promoters:

- Small class sizes – 60 responses
- Keep up with technology – 11 responses
- Quality of teachers – 8 responses
- Keep arts and music education – 8 responses
- Control budget cuts – 8 responses

Passives:

- Small class sizes – 25 responses
- Keep arts and music education – 18 responses
- Increase parent involvement – 15 responses

Detractors:

- Small class sizes – 32 responses
- Keep/increase arts and music education – 16 responses
- Increase math education – 15 responses
- Reduce focus on standardized testing – 7 responses
- Get rid of Common Core – 6 responses

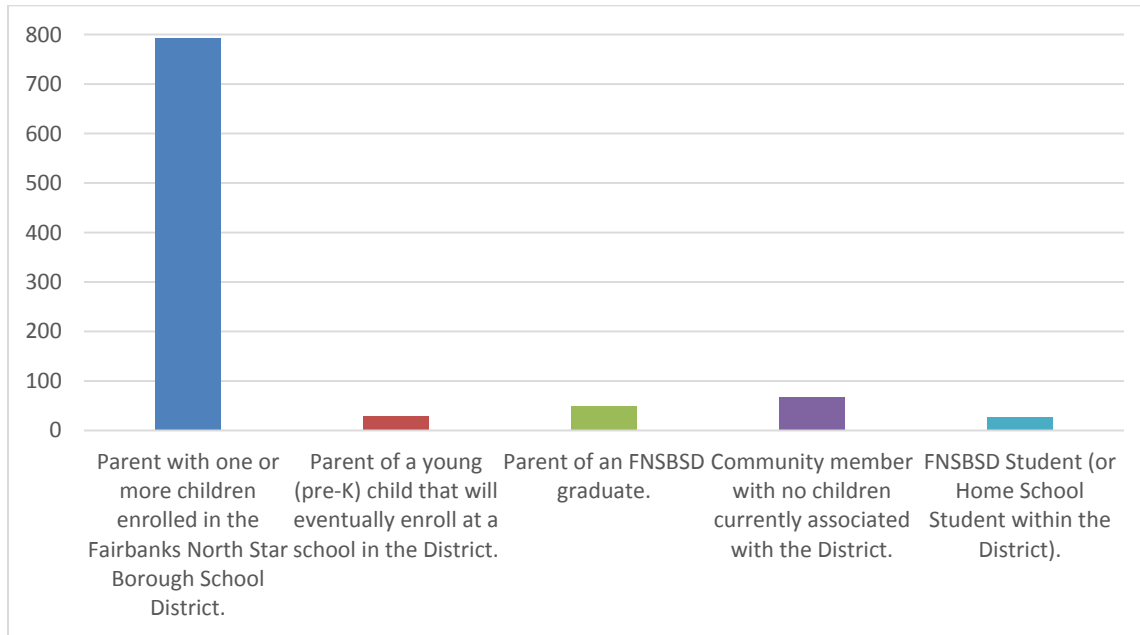


ADDITIONAL DEMOGRAPHIC DATA



DEMOGRAPHICS

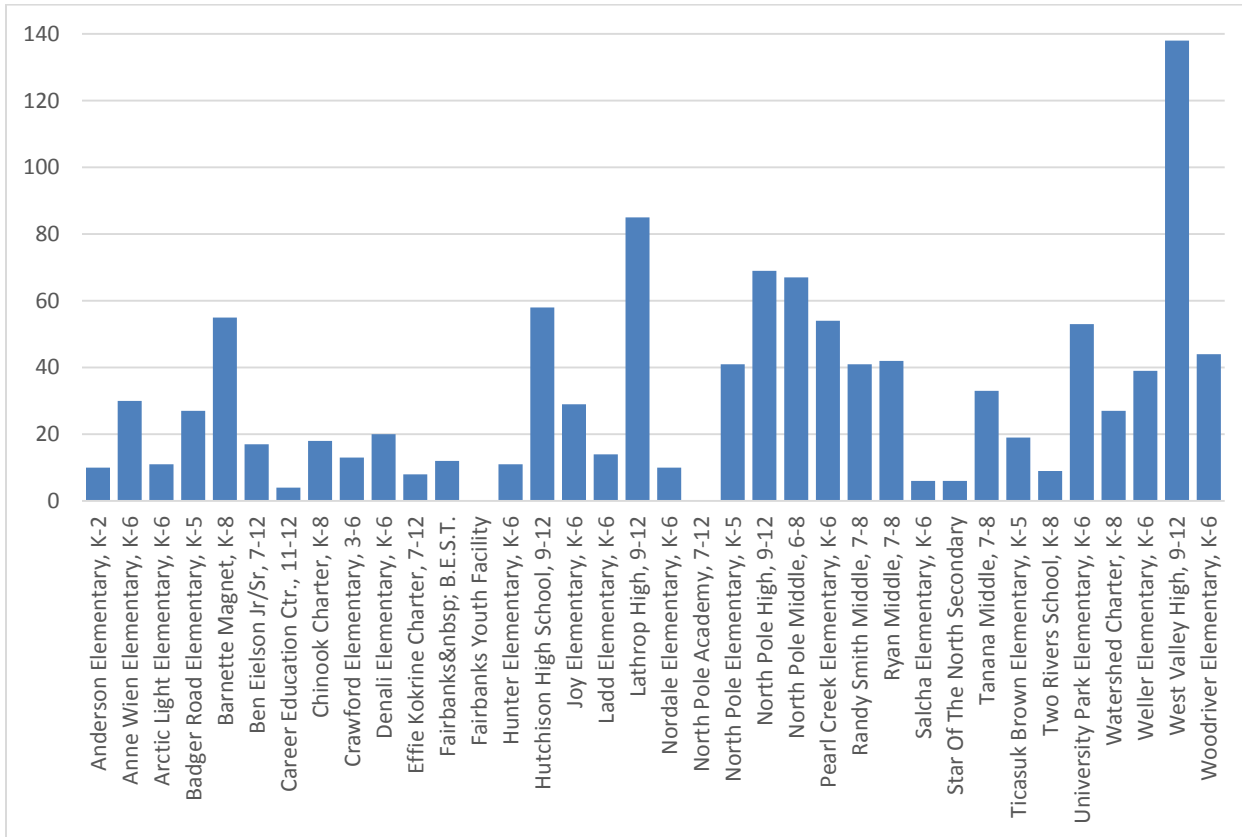
ALL RESPONDENTS: I AM A



I am a...	#	%
Parent with one or more children enrolled in the Fairbanks North Star Borough School District.	792	82%
Parent of a young (pre-K) child that will eventually enroll at a school in the District.	29	3%
Parent of an FNSBSD graduate.	50	5%
Community member with no children currently associated with the District.	68	7%
FNSBSD Student (or Home School Student within the District).	28	3%
Total	967	100%

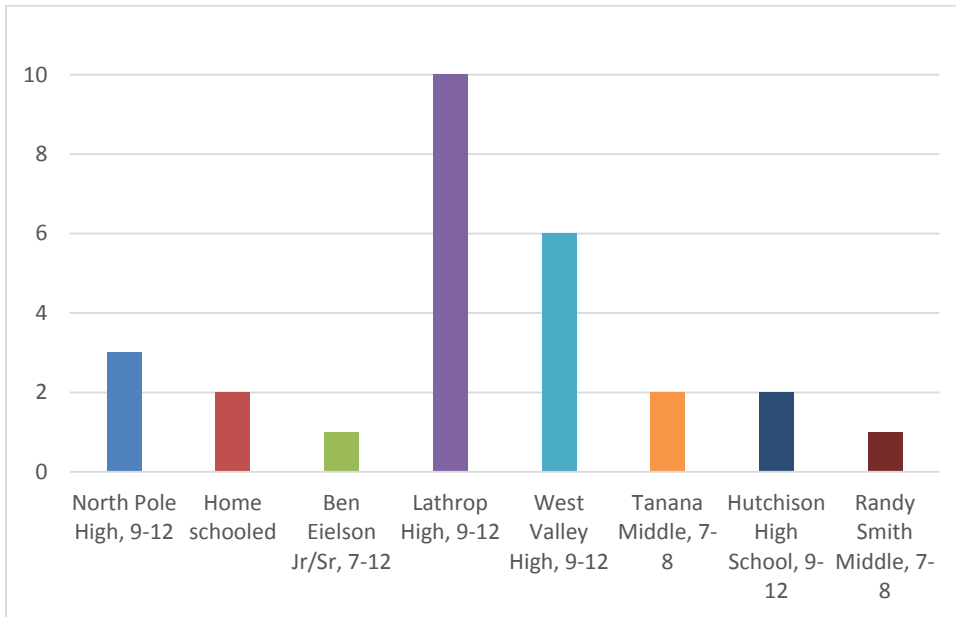


PARENTS OF STUDENTS ENROLLED: WHAT SCHOOL DOES YOUR CHILD ATTEND?





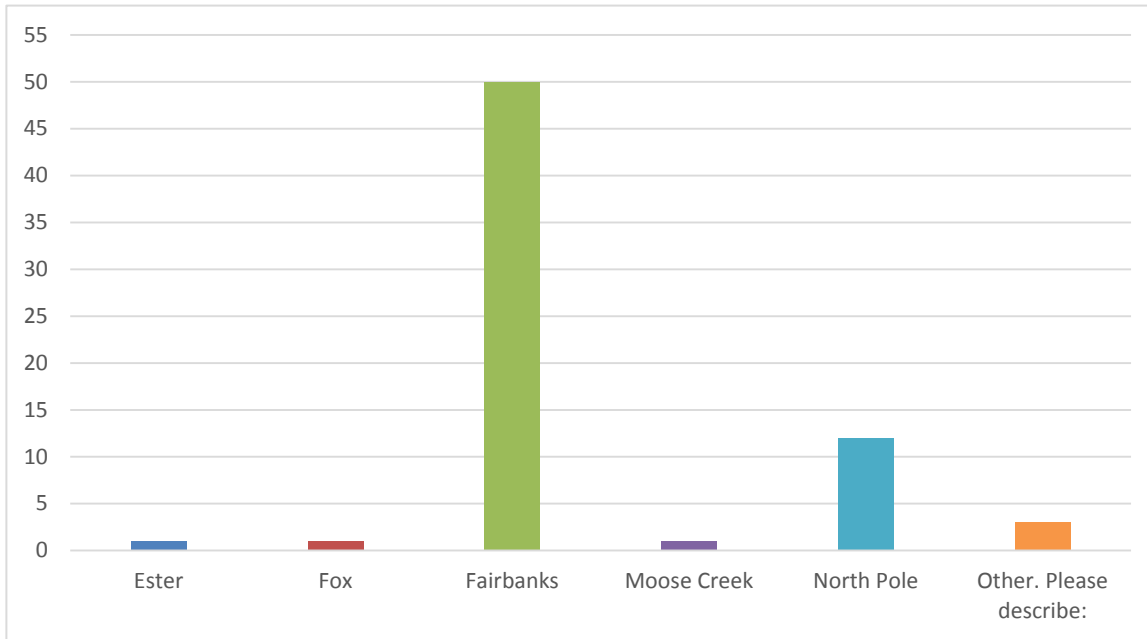
STUDENT RESPONDENTS: WHAT SCHOOL DO YOU ATTEND?



School Name	#	%
North Pole High, 9-12	3	11%
Home schooled	2	7%
Ben Eielson Jr/Sr, 7-12	1	4%
Lathrop High, 9-12	10	37%
West Valley High, 9-12	6	22%
Tanana Middle, 7-8	2	7%
Hutchison High School, 9-12	2	7%
Randy Smith Middle, 7-8	1	4%
Total	27	100%



OTHER PARENTS/COMMUNITY MEMBERS: WHAT AREA DO YOU LIVE IN?



Geographic Area:	#	%
Ester	1	1%
Fox	1	1%
Fairbanks	50	74%
Moose Creek	1	1%
North Pole	12	18%
Other. Please describe:	3	4%
Total	68	100%