# LindberghSchools

# Communications Audit
# REPORT
FINAL

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*Completed by:*

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**Lindbergh Schools
2019 Communications Audit**

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## I. Introduction and project description

A high-quality school district is built on outstanding teaching, learning, and relationships. But it is the comprehensive and system-wide approach to strategic communications that ensures the good work happening in schools each day translates to trust and support with students and families, teachers and staff, and community members.

For years, Lindbergh Schools have represented the best that public education offers. There are leaders, teachers and programs to ensure each student has a rich learning experience rewarded with opportunity. There is an investment in strategic communications professionals. And the result is a steady stream of support and encouragement from the community at large.

Lindbergh leaders engaged ExcellenceK12 to conduct a comprehensive communications audit, a third-party review of the district's communications program. Our approach included an evaluation of existing communication outputs – printed materials, newsletters and digital communications. The communications audit reported in this document compares quite favorably to districts that our staff has worked on in the past.

Most importantly, we sought to understand the effectiveness of the messages that were being used to express the district's values and goals, as well as any gaps that might exist between the district's communications programs and what key stakeholders need, want, and expect. For example:

- <u>What the district thinks it is saying</u>: The key messages leaders seek to communicate on a regular basis.

- <u>What the district is saying</u>: The topics and messages that appear in district-produced communications.

- <u>What stakeholders want to hear</u>: The messages that key audiences are actually hearing and absorbing from district communications efforts – and most importantly, what topics and messages stakeholders want the district to communicate more.

To answer these questions as completely as possible, the following steps comprised our research process for Lindbergh:

- Individual 30-minute telephone interviews with 20 people, identified by the district as Key Opinion Leaders. Following a structured process, we asked participants to identify what they consider to be Lindbergh Schools' strengths and weaknesses, what information about the district they believe is well-known in the community, what they wish community members knew more about the district, and other key messaging and brand-related topics.
- One-on-one interviews with district leaders, including every School Board member, the superintendent and the superintendent's leadership cabinet. These interviews included similar questions to the Key Opinion Leader interviews, with the expectation that people in these roles have a deeper understanding of the inner workings of a school district.
- Three online surveys, one for district employees, one for high school students, and one for district parents. A fourth version of this survey for community members was also posted on the school district website. (The community response was minimal, which is not unusual for these types of efforts.) Because survey participants are self-selected, rather than randomly selected and not all participants answered all questions, the online survey data should be considered qualitative.
- Review of sample outbound content from the district and from all district schools for the past (approximately) 18 months, looking for the messages and themes that seemed to be most frequently on display.

It is important to note more than 1,800 individuals were part of this research process, representing a broad cross-section of the people who care about, and are served by, Lindbergh Schools.

## II. Overall results summary

A key benefit of a communications audit is understanding the way the district's brand is perceived today, across all stakeholder groups. While brand perceptions for any organization may range from highly encouraging to less so, knowing how the Lindbergh Schools brand is perceived and understood by the people who care about the district is essential to growth and continuous improvement.

Brand perceptions involve everything from the communication outputs of a district – digital and printed publications and events – to the day–to-day

interactions that take place in person, on the phone, and even on social media. It is this combination of outbound communications from the district and each of its schools, as well as the brand promises in action, that form and nurture stakeholders' perceptions of the Lindbergh Schools brand.

For example, one of the brand images expressed consistently across all stakeholder groups is the image of **high-quality learning experiences**. This is an incredibly enviable brand promise, and one that virtually any school district would seek to achieve. Lindbergh Schools leaders – and all those who care about the district – can take great pride in being part of a school system nearly universally seen as a great place to learn.

There are, in fact, a handful of key elements required for any district to deliver on the brand promise of high-quality learning experiences. Unsurprisingly, these elements also were the most recognized brand elements mentioned by all stakeholder groups in Lindbergh. Specifically:

- **Student success across academic measures.** It seems that a history of exceptional performance on state assessment tests has largely contributed to this brand perception.
- **Support of families and the community.** The school district as a whole – and individual schools – generally receives warm and generous support from the community.
- **Talented, trusted teachers, leaders, and staff.** The best schools feature outstanding people across all positions who come together for the benefit of the students. Lindbergh Schools parents are happy with the outcomes and experiences the district provides their kids, and this should be credited to the people who teach, lead and make sure the schools do good work each day.

These brand elements – student success, supportive families and community, and exceptional people – which together create the image of high-quality learning for students, reflect the messages that a typical stakeholder is most likely to use when describing the district to a newcomer.

As the district continues to grow and change, so too will these brand perceptions. The key findings outlined in the next section will examine the communications opportunities that exist for continued brand strength.

Verbatim comments to support this finding include:

> *"It is exciting to see the merger between the school and the community."*

> *"You want to be here. We're the destination for good education."*

> *"I moved my family into the Lindbergh District, so my kids could attend the district."*

> *"The school district is good at collaborating with resources outside the district."*

> *"As a teacher in Parkway for 20 years, I choose Lindbergh for my children!"*

## III. Communications audit findings

**Finding 1: There are gaps in understanding of the new vision for Lindbergh Schools. A full-scale communications plan is needed to fill the gaps of understanding and ultimately lead to buy-in and support.**

Without exception, a change in leadership leads to a time of transition for any organization. The data collected in our research indicates this change in Lindbergh is off to a good start, with early support and openness to a new vision. As Dr. Tony Lake casts a vision for the future of Lindbergh Schools, the district team should continue to take the initiative to lead a conversation that will expand the common understanding of student success beyond the limits of traditional academic measures. This finding is focused on an expansion of how it looks for Lindbergh to be a leading school district in Missouri.

As we collected data from the various participants in interviews and surveys, it quickly became clear Lindbergh stakeholders are proud of the prestige that comes as a top-ranking school district in Missouri. What is less clear is exactly what that ranking is – and how much it matters. For example, Key Opinion Leaders both inside and outside the school system, reported the district was Number 1. By contrast, a high percentage of survey respondents indicated the district was Top 5 or Top 10 among Missouri districts. Apart from the slight difference of perception of whether the district is the top district, or among the top districts in the state, remains the fact these rankings hearken to a historical approach to proficiency, such as the MAP tests.

Verbatim comments to support this narrative include:

> *"Academics, we are top-notch in the area. We prepare kids to learn in different ways. Many of our students will graduate with dual credits and associate degrees at the nearby community college."*

> *"They are rated #1, but I don't know how they got there. They got more students and schools. Really desirable district."*

> *"We are in the top because of academics and student performance. With a new vision and facilities, it can be even higher."*

> *"Hard to say they're #1 across the board because there are things that can be done better."*

> *"I am very happy with the direction of the district. We are in our second year with the new superintendent and he is taking our district places that many people didn't think we could go."*

> *"Used to be rated high. Let's see what the future holds."*

> *"Before you choose a parochial school, go look at Lindbergh."*

> *"I do not believe the district necessarily has to be seen as a Top 10 district. The all-around quality of the students' education is most important. Lindbergh used to be a district where the priority was state testing. They looked good on paper but fell behind in what really mattered in the development of our children. I am more concerned if my children are future-ready, have social-emotional skills to navigate the world they live in, have a solid academic education, and personalized learning that meets their needs and interests."*

Communicating a new vision is the path to building understanding and support, but this effort requires more communications "touches" than instinct might suggest. This is especially the case when that new vision is a thoughtful broadening of a very familiar and traditional mindset. After all, generations of people across the United States have been conditioned to judge the quality of schools based on ratings, test scores, and other similar standardized measures.

Lindbergh has set out to do better by its students, accounting for the wide range of factors – social-emotional learning, behavior skills, mental health, for example

– that contribute to academic success and ultimately prepare students who are better equipped to thrive in learning, work, and life after high school. It was also very clear from the internal Key Opinion Leaders that the "new mission" of this district is to evolve teaching and learning practices to a *future-ready* and innovative learning experience. However, as many as 87% of current district parents and 73% of staff members do not feel adequately informed about what *future-ready* means in practice.

It will take a concerted effort by the district leadership team to help employees, students' families, and community members understand not just the *why* and *what* of a *future-ready*, whole child approach to education but also the *how*. At this time, these reflect important gaps in what district leaders want key stakeholders to know – and what these stakeholders believe they have enough information to know.

Verbatim comments to support this narrative include:

> *"Dr. Lake is good talking to the residents about what he sees for the district and for the youth of today. He is sharing his vision."*

> *"We have a vision to be the most innovative and future-centered."*

> *"Teachers are shifting in how we teach kids – 20th century. Some community members are older, and we need to teach them how there is a shift in how students learn."*

> *"We need to explain that education is shifting. No child left behind is not the case anymore and it's how we engage all learners. It's not all about test scores. Grades can be superficial. They do not always define students."*

> *"Innovation has to be defined."*

Faithfully executing the vision must be the starting place – implementing the evidence-based programs, processes, and systems that broaden the skills and supports for students – and selecting the measures that will characterize growth and quantify outcomes of this new mission. But as systems are selected, designed, and implemented, communications must be a functional leadership priority.

The long-term support of this broadened measure of student success will heavily rely on a well-designed communications plan that includes the four steps of

Research, Planning, Implementation, and Evaluation. This plan should address the needs of key stakeholder groups – in particular, teachers, students/families, and community members – to understand the district's new approach, its purpose, and its value to students and the community. This should include a strategy to help teach and ultimately normalize the now-unfamiliar lexicon of whole child education, such as social-emotional learning, a holistic learning approach, and perhaps even basic mental health terms.

The four-step communications plan should address the existing communications gaps that follow – rankings and test scores, whole child learning, and *future-ready* – to ensure the Lindbergh leadership team leverages its communications skills and resources to create a meaningful, measurable change in attitudes and/or behaviors that benefit the district and community for years to come.

We suggest the most successful communications campaigns begin with a four-step plan and ultimately extend well beyond the dedicated Communications Department. In fact, it is the district leadership team who understands its role in the success of a campaign – and is willing to implement the plan with fidelity from beginning to end – that will reap the rewards of this work, that is, realize its highest communications goals. Such is the case in overcoming the communications gap between the district vision for holistic education and the lagging perception among stakeholder groups.

*Note: See Appendix B for a sample four-step communications plan.*


**Finding 2: There is a desire for the district to tell more stories. By increasing the opportunities to share stories from classrooms and campuses, the communications team will further address important gaps noted by key stakeholders.**

Ask the people who care about nearly any school district in the United States, and you will soon realize it is virtually impossible for a district to share too many stories from the schools. Whether it is a private classroom Facebook group with 18 members, or a district page with several thousand followers, stories about the people who make up a school district are nearly always the most appreciated information shared.

In our research, we identified the following gaps in desired information among key stakeholder groups, all of which could be at least partially addressed through an increased focus on storytelling:

- Roughly half of all online survey respondents, across all groups, asked for more stories about student accomplishments.
- A quarter of Lindbergh Schools parents expressed a desire for more information about student recognition and honors.
- More than half of community members, and more than a third of parents, staff members, and students, want more information about what students are learning in the classroom.
- Recognition of teachers was identified as a gap, with community patrons with the highest desire for more information.

While the demand to produce rich stories can feel overwhelming – especially in the age of social media with multiple channels – a few strategies can help make it realistic.

First, series-style content on social media, such as #TuesdayStory or #FlyerFriday, can be a simple and popular strategy to build a repeating pattern of unique stories. The predictability and frequency of series-style content can signal clearly to any audience that the stories are being told and available, even if they are not always seeing it. If on the same day every week, the district shares a story highlighting any of the above topics or messages, key audiences will become more aware of the information being shared.

A recent Facebook post about the Sperreng Middle School pet supply company is a great example of simply building on the good work already being done by the Lindbergh Communications team. With a bit more of a storytelling approach, the text on this post could shift from a video with a caption to a truly exceptional, integrated story that doesn't even require the reader to watch the video. Even selecting one great quote from the video and typing it in the text would help even a quick scroller engage with the story that's being told.

Acknowledging not every audience member uses social media, and a large majority uses more than one communications channel, storytelling is a perfect opportunity to employ the C.O.P.E. strategy – create once, publish everywhere. Consider the ways to use an image and accompanying narrative of the sixth-grade class coffee shop project, for example, across digital and printed content. C.O.P.E. is not just about using the same content on different social media platforms; it can be a powerful (and oftentimes freeing) strategy to quickly build effective district and school newsletters, websites, fliers, or other outputs, around consistent and strategic content.

Verbatim comments to support this finding include:

> *"There is less talk about academics, probably need more focus here."*

> *"How the district gets kids through high school – I really don't hear about this."*

> *"Continuing to push out positive information. Feature different schools for the awards they have won for sports or academics."*

> *"More articles like after-school programs/clubs. Being able to know all the programs that are offered – there is a sea of choices and these things can get lost. Do this through photos and stories. Kids seeing other peers in these programs paves the way for the next round of students to get involved in these programs/clubs."*

> *"I think the district needs to communicate a stronger sense of overall vision and commitment to the success of all students."*

> *"Just more focus on general classroom and learning in action."*

> *"There is very heavy messaging about test scores."*

The gaps described above that can be addressed through storytelling can further support objectives in Finding 1. For example, stories about classroom learning are a perfect vehicle to also illustrate *future-ready* in word and image. The pet supply Facebook post is another great opportunity to emphasize a *future-ready* message to further help the community connect to the meaning of this newer district term.

Consider, as well, that non-parent community members were the most enthusiastic of all respondents for a desire for more information on teacher recognition. Not only does a story help fill this gap, but it also serves to build trust and support among the taxpayers who are generally much more removed from daily interactions. Teacher and student showcases at public events, such as Friday night basketball games, can be a powerful way to fill these gaps, while engaging multiple audiences in the same place. A brief conversation about an exciting project can create more genuine engagement with a parent or non-parent patron than any social media post or newsletter article.

Although less directly tied to storytelling, roughly a third of current students and their parents expressed a desire for more information on student test scores and test score rankings. Given the reality that Lindbergh Schools leaders have been focused on sharing a whole child perspective for 18 months, it's clear there is a communications lag with key audiences, such as students' families and community members who may still be focused singularly on traditional academic outcomes.

As Lindbergh Schools continues to broaden the understanding of student success and outcomes measurement, this gap will require a somewhat nuanced approach. It would be worthwhile to develop a "both/and" approach that highlights the various *future-ready* metrics, as well as the academic metrics. As digital and/or printed content, this reporting tool can help redefine what the district values and model for students and their families the new way of thinking about learning and growth. Ultimately, a school district should be able to demonstrate that social-emotional learning outcomes, for example, have a positive effect on academic learning, as well.

Because parents and students are asking for more information on academic test scores and rankings, it's not recommended these be eliminated from communication. Rather, Lindbergh leaders are encouraged to find ways to communicate test scores and rankings, while also shifting the focus toward more well-rounded measurements that better align to whole child and *future-ready*.

Verbatim comments to support this finding include:

> *"Giving more examples of things, like classrooms of the future and how education is becoming more creative and collaborative. Specific examples of how that works in real life."*

> *"Letting people know about 21st century education."*

> *"How Lindbergh transitions kids into the real world."*

**Finding 3: Key audiences desire more information about district operations. Review and/or create strategies that will help fill this gap, connecting key audiences with this information.**

As stated earlier in this report, it is virtually impossible to over-communicate district information to key stakeholders. The following gaps were noted in our research.

Additional information about **district finances** was mentioned in roughly half of all survey responses from parents, employees, and community members. Unfortunately, the task of providing additional information about district finances is rarely as simple as it seems.

There are two levels to financial communication – the first being a full accounting of financial records. This is typically shared at budget hearings and Board meetings, as well as online. The second, more meaningful level of financial messages focus more clearly on the background and key decision factors involved when district leaders make major financial decisions – in a way that an average Lindbergh resident would be able to easily understand. For example, the district can share details about the expenditure, why it is needed, who will benefit (teachers, bus drivers, etc.), other options that were reviewed, how the vendor was selected, the source of the money to pay for it, and who is coordinating the purchase, in case more details are desired.

While this information is almost always provided at Board meetings, it's recommended a succinct fact sheet be developed and shared as an "at-a-glance" resource for major expenditures and investments. The additional benefit of these types of efforts is the effect on perception of transparency. People who desire more transparent governance rarely mean more 100-page documents full of ledgers. Rather, they want to know that meaningful information about the biggest expenditures will be available – and easy to digest – when it's desired.

More messages about **safety and security** were a request of one-fourth to one-third of survey respondents. While Lindbergh Schools may not have any immediately perceived threats, this data is not surprising, considering the frequent news coverage of school violence in other communities.

The district Communications team is encouraged to develop best practices in sharing safety messages to build trust with stakeholders, rather than generate fear or worry. For example, intentional use of the word *safety*, instead of the word

*security* activates a different emotional response in the audience – one of care, concern, and nurture in place of fortification and protection. Small, intentional changes can help district leaders build trust and consensus with communication, in spite of the all-too-regular news reporting on school violence.

Increased information about **district facilities** was mentioned as a need by a few internal Key Opinion Leaders in the interviews. This topic was also noted as a gap in desired information by more than half of the employees and a third of community members and district parents. A strategic approach to communications about district facilities is much like the approach outlined above about finances. Most people who want more information are seeking information about the facilities that affect them personally – their workplace, their child's school, the building in their neighborhood – rather than a sweeping view of the projects, planned, ongoing, and completed, in all district facilities.

A thoughtful approach to internal communication has the benefit of trickling to spouses, friends, and neighbors who regularly and informally communicate with employees. This approach should be rooted in a communications plan – identifying audiences, channels, and outcomes – for any facility project that has the potential to be a major disruption to routines and expectations or is so high-profile or unusual that people will simply want to know.

One of the tactics for such a project may be an "at-a-glance" document or website news story, similar to the one described for financial information. This ensures the information is available to anyone who is interested – but using the four-step planning tool ensures that a simple website post is not presumed adequate for the stakeholders most directly affected by the project.

Using the four-step communication planning process, and teaching other district leaders and school principals to use a simple version of this plan for the projects in their buildings, will go a long way to making sure the right audiences feel connected and informed to the projects they are most likely to care about.

Verbatim comments to support this narrative include:

> *"They can do a better job of communicating about the value of the tax dollars received by the district. Maybe they don't want to talk about this? We do a great job and we have relatively fewer taxes than other districts… we need to talk about it."*

*"Communication on a monthly basis on the building/construction action plan. How is the money being spent?"*

*"Communicating on future plans, growth, new schools."*

*"I would like to see more financial information published showing year-over-year spending by major bucket, variances and drivers of increased/decreased spending."*

*"They [parents] want to know more about how secure the schools are and what plans the district has to make them more secure."*

## IV. Materials review

One third of this audit was focused on a review of communications materials that the district has produced over the past (approximately) 18 months.

<u>Newsletters</u>

While some of the individual newsletters had district information, announcements, policy updates, etc., none had any overarching visual element (e.g., Lindbergh Schools district logo) to tie them back to the district. The only true connection to the district is that each newsletter has the district's mission, "Excellence in learning. Designing the future," at the bottom of the page.

It appears the school newsletters were redesigned for the 2019-2020 school year to make them more aligned, and they all now share the name, *Principal News.* Using the same design at all the schools does create a shared look and feel for all the schools. While the design is cleaner than in previous issues, some schools might consider adding more videos or photos to break up text, which, at times, can give a sense of content overload.

None of the newsletters had any pure news stories but rather contained short blurbs about upcoming events, activities, school policies and procedures, dates, etc. To engage parents more, the schools could highlight students or staff engaged in school or district activities more. To this end, some of the newsletters did feature photos of students and staff engaged in school activities and working together in the classroom. However, the inclusion of the photos often left the readers wanting more information, as most had either a short caption or no direct reference to a longer story. District and school leaders should explore processes to implement a storytelling strategy in school newsletters, giving the readers a sense they are glimpsing inside the school or classroom on any given day.

Generally speaking, the district's cadre of newsletters is improved with the use of a standard template but could further be made stronger with a more intentional storytelling approach, including more photos and stories about students and staff engaged in the classroom and doing things around each school. Clearer ties to overall Lindbergh Schools branding, messages, and themes are also recommended.

PeachJar fliers
From trivia night to athletic events, the fliers included on PeachJar have a variety of design looks/feels. Some of the fliers use official logos, colors and fonts, but most do not, and there is no real consistency between colors, fonts, styles, imagery, etc. While PeachJar fliers may be submitted from community sources that are only loosely affiliated with the school district, there should be an effort to bring brand standards to the fliers that are generated by district employees and district groups.

Recommendations and opportunities for fliers generated by district employees or groups:
- Development of style guidelines for the use of PeachJar.
- Expectation of logo uses and other branding elements.
- Possible template to standardize look and feel, including fonts, headings, and colors.
- Use of shortened hyperlinks (bit.ly is one example) or email addresses directing people to find more information or complete the action directed within the flier.

District mobile app
The Lindbergh Schools mobile app is visually appealing and uses consistent colors. It offers excellent information for parents, ranging from the district directory and news updates, to the strategic plan and online payment portal. It is easy to navigate and very well-organized, making it a great central resource for parents, faculty, and staff.

The notifications section within the app shares alerts with users, such as a last call to order pictures for picture day, reminders of no school days, cancelled activities and more.

Recommendations and opportunities for the mobile app:
- Shifting the use of the "Stream" section to highlight the information included in social media. This will help keep the "Stream" updated with content other than menu items. The "Stream" could also feature information included in the school's morning announcements.
- Evaluate how effectively the content is tied to the goals in the district's strategic plan. Consider ways that content can be curated to better underscore these priorities.
- Find ways to increase the frequency of new content shared in the news section to at least once a week.
- Consider whether the transportation section can be streamlined to improve user experience and reduce the need to use an additional app.

Websites
- The **district website** (https://go.lindberghschools.ws) is clean, professional, well-organized, and we found it intuitive to navigate. Strong photography on the home page shows a diverse student body and community. Consistent templates make the site easy and intuitive for a visitor to navigate and understand, and both the home page and internal content is professional, well written, and informative. Of note, when we conducted this audit, the "Staff" link was broken and resulted in an Error 404 message.
  - We recommend monitoring unintended effects that may appear on the website, including with special announcements and, possibly, with changes made for ADA compliance. While compliance changes may not have room for flexibility, it's worthwhile to consider how alerts that follow a user throughout the site, or red boxes when clicking links, could possibly create confusion and/or increase the cognitive burden for visitors.
  - We also commend the consistency with fonts and encourage all web content creators on the district site to adhere to these standards. A few pages have smaller font sizes or a different layout than the majority of the pages on the site, which made them more difficult to read.
  - Consider adding the district's vision, mission, goals, etc., to the website, perhaps in conjunction with the strategic plan content.
- From color palette to photography quality, the **foundation website** (lindberghfoundationstl.com) is due for an update to bring it more in line with the district's overall brand, both look and feel.

- ○ Take advantage of the myriad stories that grow out of the schools' foundation work, including students and teachers, past events, and community partners. This will help illustrate the compelling reasons a donor should support the foundation's work.
  - ○ Consider shifting "Click to…" buttons to active language, such as "Donate Now" or "Become a Sponsor."
- The **athletics website** (golhsflyers.com) is on brand and fits well into the district's overall website presence. Content is well-organized and easy to navigate, although the use of advertising at the top of the page can be distracting to a new visitor.
  - ○ Look for areas to build more complete content, whether text or photographs. More detailed statistics, rosters, and photographs would greatly enhance the site and make it even more effective.
- The **district spiritwear store** (stlouistees.com/lindbergh/shop/home) leverages the district's brand well. It is easy to navigate, making it simple to view merchandise available for purchase.
- The **Parent/Teacher PTO websites** (various schools) were much less clearly representative of the district's brand and online presence; although the content is easy to navigate, it was difficult at times to tell if the sites were legitimately affiliated with Lindbergh Schools.
  - ○ Consider possible style standards for these sites, which could include the need to use a district logo, and/or the green and black color palette.

Social media sites

Overall, the social media sites sponsored by the district have professional content that is shared and moderated on a consistent and regular basis. In general, we encourage the Communications team to find more opportunities to use storytelling on social media to illustrate the district's goals of supporting personal and academic growth, in addition, to recruiting, supporting and maintaining a premier workforce. For example:

- ○ Share how certain events, projects, academic achievements and staff will accomplish the district's goals. This is a strong opportunity to "show and tell" your audience about the district's goals and achievements.
- ○ If technology is a focus, showcase this more in social media content and images included on websites.
- The district's **YouTube** channel features a variety of video messages, from staff spotlights and teacher features, to videos highlighting key district projects. The content is well-branded, consistent, and does a good

job illustrating the people and priorities of the school district. Messaging was professional and clearly communicated, and many from the long list of videos have been effectively shared on social media pages.

- The **district Facebook page** is generally very well done, with frequent posts that drive high engagement. Overall, the majority of Facebook content was informational, or focused on sharing details of upcoming events, photos of past events and informative content, such as snow days, etc. The second highest ranking topic was fun, or posts sharing photos of fun moments, such as the first day of school or student-driven engagements. The third most frequent topic was academic achievements at all levels, as well as classroom projects focused on learning. Post lengths were consistently appropriate for the platform, neither too long nor too short; use of photos, videos, and links is being done effectively. Recommendations include:
    - Make engagement a top priority. When someone comments, it is important to acknowledge with a reply or other reaction to the comment. Replies and reactions also boost posts organically into more people's newsfeeds, further driving reach and additional engagement. A comment with no reaction or reply should be a rare exception on any school district Facebook page.
    - Consider the tone of posts; while professional writing has a nice polish to it, consider shifting from the current informative tone to a more personal, familiar, or engaging tone. For example, when school is cancelled, units could ask students/parents about what is planned for the day off. Units could also share fun learning activities to do with snow to keep students engaged and learning, even when school is not in session.
    - Seek additional opportunities to use a storytelling approach to share success stories from classrooms and schools, especially when photos or videos of students can be used. These types of posts already receive the highest engagement (comments and likes), compared to more informative posts. Consider series-style posts with hashtags, as described earlier in the "Key Findings" of this report.
    - Build processes to increase content sharing across other Lindbergh-affiliated Facebook pages, such as the foundation, individual schools, or even local media outlets covering the school district.

- Use of **Twitter** across all accounts was notably less frequent than Facebook, except for LHS Athletics, which posted very frequently in Twitter, rather than Facebook. These posts primarily shared game updates and scores. Overall, the tone of district tweets is primarily professional and informational, but the content shared seems less strategically focused on a distinct audience, and more of an afterthought. Recommendations include:
    - Be clear about your audience. Who is following you on Twitter, what content interests them most, and how is this different from Facebook?
    - Use C.O.P.E to get more miles for the content you create. If you tell the same story on Facebook and Twitter, create the content for each – never link from one to the other. However, by tweaking the text and telling a story slightly differently, you can use the same graphic and general idea, and serve district messages that meet the audience's needs and expectations effectively.
    - Use a content calendar and content management service, such as Hootsuite or Tweetdeck, for content coming. If tweeting at least two to four times each week is unattainable, consider deactivating the account to focus efforts on more effective and strategic communications efforts.
    - Explore opportunities to use hashtags to generate engagement and consistency.
    - Retweet and engage with content from other Lindbergh units and community organizations to show support and district affiliation.
- The only **Instagram** account is administered by Lindbergh High School; all posts are related to school athletics.
    - Be clear about your audience. Who is following you on Instagram, what content interests them most, and how is this different from Facebook?
    - Remember that photos and short videos are the currency of Instagram. Links and longer informative posts are not suited to this platform.
    - Explore opportunities to use Instagram stories to engage target stakeholders with strategic messaging that reflects district values and goals.
    - Decide whether an account administrator can commit to at least two to three posts each week. If that is not realistic, consider deactivating the account or creating additional supports or

processes to make content creation/sharing a higher priority and/or simpler to execute.

## V. Communications effectiveness & capacity

Overall, our research findings made it clear key audiences have a favorable perception of the Lindbergh Schools Communications team and their efforts. The vast majority of Key Opinion Leader respondents graded communications programs either an A or B, and all groups included individuals who provided high marks and positive comments. In general, respondents across the board were generally pleased or at least pleasantly satisfied with the district's overall communications efforts. There was not a specific dominant theme among the concerns or criticisms mentioned, but a desire for increased storytelling and consistent branding efforts were noted. Several respondents shared uncertainty about the best channels for official information and regular updates, although not all these people characterized that as a criticism or strong concern. These are common issues that tend to show up in most school district communities, and Lindbergh is no exception.

Verbatim comments from Key Opinion Leader interviews included:

*"Communications is very well-received by the community. The communication is open, and the new superintendent has created a culture of openness and clear communications."*

*"Strong social media and email – I see these things. I don't know firsthand about print distribution. Need both to reach all patrons."*

*"They rely on parents and leadership to relay messages. Sometimes, it feels like 'propaganda' vs. what's actually happening. Lockdown or logistics information they do a great job. By Dr. Lake going to every group in Lindbergh shows his accessibility and is a great communications tool."*

*"Communications is good, but sometimes we don't brand things as well as we could. Have better branding of our programs. Maybe we have too small of a department to get it all done."*

*"They are communicating every way possible that they can and they're trying to figure out the best mode to use."*

*"Communications turned into a positive tone – we hear what the community wants. Good feedback loop. Beth has more autonomy. There's more transparency."*

*"The newsletter has a lot of pictures but not a lot of explanation of what is going on. Lots of events mentioned. They need more communications about what programs are going on and why they are doing the things they do – and listen to people other than the superintendent."*

The survey results include valuable insight into what key audience members consider the best sources of information about the school district. Respondents were invited to mark the sources they most frequently consult for district information; they could select *frequently* for multiple news sources.

Parents of current students reported they most frequently consult district social media (47%), SIS Portal (48%), and the district website (43%) for district information. District employees are most likely to get their information from the district website (55%) and district-sponsored social media (45%). Students completing the survey cited SIS Portal (55%), Canvas (47%), and word of mouth from friends/family/neighbors (39%) as the most important sources of information. Finally, community members were the group most likely to seek district information from the *South County Times* newspaper or website (52%), district-sponsored social media sites (49%), *The Call* newspaper or website (40%), and *Lindbergh Link* printed district newsletter (44%). All responses can be found in Appendix A.

Additionally, when asked to grade various aspects of the districts' overall communications – including accuracy of information, overall visual appeal, timeliness, quality of writing, etc. – at least 70% of parents of current students and district employees graded each item either an A or B. The percentage of A and B grades among community members was not as high. However, it is important to keep in the mind the low community response rate. And, as is typical for surveys of this type, the students gave the lowest grades for all the items.

With such extensive data and feedback about the communications efforts of Lindbergh Schools, it's important to note the essential role the Communications staff members play in continuous growth and improvement. Effective strategic communications programs depend on highly qualified and specialized communications practitioners who are invested in ongoing professional learning. These team members then are able to build a series of sensible, connected, and

consistent tactics that support the district's overarching strategic goals. Our research supports that this is already underway at Lindbergh Schools.

We recommend that members of the district's Communications team are supported as district leaders and provided ready access to professional learning through affiliation with the Missouri School Public Relations Association and National School Public Relations Association. The process of professional accreditation – the public relations credential known as APR – would also add measurable strategic value to the work of the Communications team. A district that encourages the professional growth of communications practitioners will enjoy a measurable benefit for years to come.

# Appendix A

## FOUR STEPS TO YOUR COMMUNICATIONS CAMPAIGN

| | |
|---|---|
| **STEP 1: RESEARCH** Identify your key audience(s) and how your issue is currently perceived. | <ul><li>What do we know – and what do we not know?</li><li>Who do we want to reach?<ul><li>What do we know about them?</li><li>Where do we find them?</li></ul></li><li>What do we want them to know or do?</li><li>A traditional S.W.O.T Analysis can be a helpful research step for virtually any communications campaign.</li></ul> |
| **STEP 2: PLAN** | <ul><li>**Goal:** Long-term, broad/global, future statements of being. For example, *Become recognized as the school district of choice in St Louis.*</li><li>**S.M.A.R.T. Objectives:** Specific, Measurable, Achievable, Realistic, Time-bound outcomes. Each objective should specify target stakeholder group(s), outcome(s), attainment level(s), and timeframe(s). Should be written with a verb: recognize, acknowledge, know (awareness), favor, accept, oppose, think (opinion), purchase, participate, endorse, discard, write, visit (behavior).</li><li>**Strategies.** There are typically multiple strategies that make up the steps to reach each objective.</li><li>**Tactics**. These are the tools and elements to accomplish your strategies. It's not uncommon to have more than one tactic to fulfill each strategy.</li><li>**Key Messages.** Each objective (perhaps each strategy) should articulate in specific terms the most important message for the priority stakeholder group to know.</li></ul> |
| **STEP 3: IMPLEMENT** Execute the plan you developed in Step 2. | <ul><li>Pay attention to the ways you can monitor progress in your plan. What progress points or other elements can you evaluate and tweak or shift before the campaign is complete?</li></ul> |
| **STEP 4: EVALUATE** | <ul><li>How will you know the objectives have been met? What changes will be seen if the campaign is successful?</li><li>Also, expect to conduct an occasional mid-stream evaluation during implementation, in case, there are changes that should be made, or external/internal factors requiring an adjustment.</li></ul> |

**Sample tactics to consider**

News media
Family email
District news
District calendar
School websites
School calendars
Website alert
District newsletter
School newsletters
School Board newsletter
School site meeting
School site employee meeting
Town hall (in-person or virtual)
Focus group
Facebook
Twitter
Instagram
YouTube
School-based social media
Classroom-based social media
News release
Media advisory
News conference
Talking points
Fact sheet
Infographic
FAQ
Brochure/Flier/Poster
Video
Paid advertisement
Survey (online/exit)

# OUR GOAL: _____

**OBJECTIVE 1:** _____

| Strategy 1.1 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 1.2 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 1.3 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

**OBJECTIVE 2:** _____

| Strategy 2.1 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 2.2 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

**OBJECTIVE 3:** _____

| Strategy 3.1 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 3.2 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |

| | | | | |
|---|---|---|---|---|
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 3.3 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Strategy 3.4 | | | | |
|---|---|---|---|---|
| Tactic | Timeline | Budget | Responsible person(s) | Notes |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

# Appendix B

## Lindbergh Schools
## Communications Audit
## Online Surveys Results
## December 2019

The final step in the communications audit process was to conduct online versions of the survey for parents, high school students, staff and community members.

Because those who participate in the online surveys are self-selected, rather than randomly drawn, all online data should be considered supplemental information. Additionally, all questions with percentages may add to more or less than 100%, due to rounding.

Responses to the open-ended comments were shared as they were written, with minor edits for punctuation and grammar, by the survey respondent.

Participation numbers looked like this:

| | |
|---|---|
| Parent | 734 respondents |
| High school students | 759 respondents |
| Staff | 242 respondents |
| Community | 56 respondents |

Please note all participants chose not to answer all the questions – a situation which is common with online surveys.

1. **Individuals who have been part of this process shared many ideas about the district, its schools, and its performance. For each one, please indicate if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statement. This should be based on what you know or on what you may have heard about the district from others.** *Only portions of this question were asked of students.*

**The community is supportive of the school district through involvement and partnerships.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 34% | 55% | 9% | 1% | 0% | 3% | **89%** |
| District staff members (n=242) | 27% | 60% | 7% | 3% | 0% | 3% | **87%** |
| Community members (n=56) | 45% | 52% | 2% | 2% | 0% | 0% | **97%** |

**The district is supportive of the arts – visual and performing.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 28% | 50% | 13% | 2% | <1% | 6% | **78%** |
| District staff members (n=242) | 36% | 50% | 9% | 2% | <1% | 4% | **86%** |
| Community members (n=56) | 35% | 51% | 7% | 5% | 0% | 2% | **86%** |

**Students receive a quality education in the Lindbergh Schools.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 49% | 43% | 5% | 2% | 1% | 1% | **92%** |
| District staff members (n=242) | 51% | 44% | 4% | 0% | <1% | <1% | **95%** |
| Community members (n=56) | 64% | 25% | 9% | 0% | 2% | 0% | **89%** |
| District students (n=759) | 24% | 60% | 9% | 4% | 1% | 2% | **84%** |

**People move here because of the reputation of the schools and the district.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 65% | 32% | 2% | <1% | 0% | 1% | **97%** |
| District staff members (n=242) | 66% | 31% | 2% | 0% | 0% | 1% | **97%** |
| Community members (n=56) | 68% | 25% | 7% | 0% | 0% | 0% | **93%** |

**Lindbergh is a high-performing district.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 49% | 41% | 8% | 2% | <1% | 1% | **90%** |
| District staff members (n=242) | 50% | 44% | 6% | 0% | <1% | 0% | **94%** |
| Community members (n=56) | 51% | 36% | 13% | 0% | 0% | 0% | **87%** |

**The district provides a safe and secure learning environment for its students and staff.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 35% | 49% | 9% | 6% | 1% | 1% | **84%** |
| District staff members (n=242) | 34% | 50% | 7% | 7% | 1% | 1% | **84%** |
| Community members (n=56) | 39% | 43% | 7% | 7% | 4% | 0% | **82%** |
| Students (n=759) | 17% | 56% | 17% | 6% | 2% | 3% | **73%** |

**Lindbergh teachers are some of the best in the state.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 38% | 41% | 14% | 2% | 1% | 3% | **79%** |
| District staff members (n=242) | 48% | 41% | 8% | 1% | <1% | 2% | **89%** |
| Community members (n=56) | 46% | 39% | 11% | 4% | 0% | 0% | **85%** |
| District students (n=759) | 15% | 35% | 31% | 9% | 3% | 8% | **50%** |

**The value received for your tax dollars spent is appropriate.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 33% | 45% | 14% | 5% | 1% | 2% | **78%** |
| District staff members (n=242) | 39% | 40% | 11% | 3% | 1% | 5% | **79%** |
| Community members (n=56) | 39% | 36% | 18% | 5% | 0% | 2% | **75%** |

**The schools and the district offer a wide variety of clubs, sports, and activities for all students.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 45% | 48% | 4% | 2% | <1% | 1% | **93%** |
| District staff members (n=242) | 54% | 40% | 2% | <1% | <1% | 2% | **94%** |
| Community members (n=56) | 55% | 39% | 4% | 2% | 0% | 0% | **94%** |
| District students (n=759) | 44% | 44% | 7% | 3% | 1% | 2% | **88%** |

**The new superintendent, Dr. Tony Lake, is moving the district in a positive new direction.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 35% | 31% | 21% | 2% | 1% | 11% | **66%** |
| District staff members (n=242) | 64% | 24% | 8% | <1% | 1% | 2% | **88%** |
| Community members (n=56) | 38% | 32% | 18% | 4% | 2% | 7% | **70%** |

**The district is doing a good job at preparing students for their pathway after graduation, whether that is trade school, college or direct entry into the workforce.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 23% | 38% | 19% | 4% | 2% | 15% | **61%** |
| District staff members (n=242) | 27% | 49% | 13% | 4% | 1% | 6% | **76%** |
| Community members (n=56) | 36% | 43% | 9% | 5% | 4% | 4% | **79%** |
| District students (n=759) | 14% | 37% | 26% | 11% | 5% | 7% | **51%** |

**Students have access to quality technology.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=734) | 23% | 47% | 14% | 8% | 3% | 5% | **70%** |
| District staff members (n=242) | 13% | 34% | 20% | 25% | 6% | 2% | **47%** |
| Community members (n=56) | 19% | 50% | 14% | 9% | 2% | 5% | **69%** |
| District students (n=759) | 11% | 39% | 23% | 20% | 6% | 1% | **50%** |

**I feel I belong in this district. (students only)**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Students (n=759) | 21% | 44% | 22% | 5% | 4% | 3% | **65%** |

**I feel pride in the district. (students only)**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Students (n=759) | 21% | 41% | 23% | 7% | 4% | 3% | **62%** |

**Students feel their voices are being heard. (students only)**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Students (n=759) | 6% | 21% | 37% | 21% | 9% | 6% | **27%** |

**Students are part of the communications process. (students only)**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Students (n=759) | 7% | 29% | 30% | 16% | 5% | 13% | **36%** |

**2. The district is focusing on students being future-ready.**

| Survey | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Combined "Strongly agree/Agree" percentage |
|---|---|---|---|---|---|---|---|
| Current district parents (n=727) | 20% | 52% | 15% | 6% | 2% | 5% | **72%** |
| District staff members (n=241) | 25% | 60% | 10% | 3% | 1% | 1% | **85%** |
| Community members (n=56) | 30% | 48% | 14% | 4% | 2% | 2% | **78%** |

**3. Is the district providing enough information that explains what it means for students to be future-ready?** *Asked only of those respondents who answered, "neither agree nor disagree," "disagree," "strongly disagree," or "don't know" for the above question.*

| Survey | Yes | No |
|---|---|---|
| Current district parents (n=201) | 13% | 87% |
| District staff members (n=37) | 27% | 73% |
| Community members (n=11) | 36% | 64% |

**4. How would you rate the Lindbergh Schools compared to other districts in the area?**

| Survey | Number 1 | Top 5 of school districts | Top 10 of school districts | Don't know |
|---|---|---|---|---|
| Current district parents (n=726) | 14% | 58% | 18% | 7% |
| District staff members (n=240) | 8% | 60% | 27% | 5% |
| Community members (n=56) | 16% | 57% | 20% | 4% |

**Verbatim "other" responses**

**Current district parents**
Maybe it's a top 10 compared to public schools. If you compare it with private, it will be less.

Out of the public schools, I know it ranks higher than Mehlville and lower than Kirkwood but far below all the private schools in the area as far as quality of education.

Same as other public schools.

One out of three of my kids attends Lindbergh. We had to move our youngest because his needs were not being met in reading and writing, which overflows into other subjects. He showed at risk on the fast bridge assessment and it threw us into a tailspin. Now, in hindsight, moving them was our best option. We hope that you get rid of Lucy Caulkins and get a better literacy program.

Have not been in any other districts.

It depends on what I am rating. Literacy rates are a serious problem.

Wouldn't take them.

Top 20.

Question didn't specify public or private schools, which would make a difference in how to respond.

I think the quality has fallen in the past five years, due to exponential growth and experienced teachers leaving and having lots of younger staff.

My answer is at least top 10, but it would depend if had clarified public vs. private. They are different after all and I don't know as much about the area private schools.

Lindbergh is far behind other districts as it relates to racial justice efforts. The school district has a responsibility to raise good citizens who fight for equity for all.

As a teacher in Parkway for 20 years, I choose Lindbergh for my children!

Top 20.

You focus on MAP and not teaching for the future. You play a shell game with stats.

I rate the district among the best in the state. Several years ago, Lindbergh was ranked #1 for five consecutive years. I do not understand how the district had that status and in the years to follow there has been a decline in student performance. Lindbergh is known for excellence in education and the district belongs among the top 5, if not #1.

Not at high as I would have been 14 years ago.

The public schools in the (county) area seem very similar, although test scores/school ratings say differently. Based on that alone you can't deny that Lindbergh is ranked higher, but I don't think it stands to be better or worse than other neighboring districts.

Lindbergh used to be the top one, but, the last two years, the direction of the school has become lower tier; their focus is making everyone equal/the same vs. celebrating each individual achievement.

Top 50.

As a public school, I would say they are very similar to other public schools in the area, although the test scores may show.

**District staff members**
Used to be rated high. Let's see what the future holds.

In what capacity? In comparison to the quality of education, we are in the top 10. In terms of work conditions, we are further behind.

It keeps falling in the ranks because they refuse to pay their teachers or support their teachers. The parents seem to get whatever they want because the district is afraid of lawsuits.

**Community members**
Concerned about sliding EOC scores at the high school.

Kilometers.

5. **Where do you think the Lindbergh Schools falls within the state among other school districts?**

| Survey | Number 1 | Top 5 percent of school districts | Top 10 percent of school districts | Top 20 percent of school districts | Don't know |
|---|---|---|---|---|---|
| Current district parents (n=727) | 5% | 46% | 31% | 12% | 7% |
| District staff members (n=241) | 3% | 45% | 36% | 12% | 5% |
| Community members (n=56) | 4% | 66% | 20% | 9% | 2% |

**6. Is it important to you for Lindbergh Schools to be seen as a Top 10 school district in the state of Missouri?**

| Survey | Yes | No |
|---|---|---|
| Current district parents (n=727) | 90% | 10% |
| District staff members (n=240) | 86% | 14% |
| Community members (n=56) | 96% | 4% |

7. **What do you think are the factors needed to be a top school district in the area/state? (Please check all that apply.)**

| Survey | Focus on the whole child | Social/ emotional development support | Academics | Teachers | Clubs & activities | Diversity, equity & inclusion | College & Career Prep | Athletics | Resources/ facilities | Personalized learning | Student mastery of the 4 Cs |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Current district parents (n=723) | 85% | 67% | 89% | 87% | 50% | 59% | 75% | 39% | 65% | 61% | 68% |
| District staff members (n=239) | 89% | 75% | 80% | 87% | 46% | 63% | 62% | 33% | 61% | 56% | 67% |
| Community members (n=55) | 84% | 71% | 85% | 91% | 60% | 56% | 84% | 49% | 78% | 64% | 75% |

8. **School districts have a lot of information to share on a variety of subjects with families, staff and residents. Below is a list of topics. For each one, please indicate if you think the district provides "not enough information," "enough information" or "too much information."** *Only portions of this question were asked of students.*

**Student recognition and honors**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 25% | 55% | 2% | 18% |
| District staff members (n=235) | 17% | 66% | 6% | 11% |
| Community members (n=56) | 13% | 68% | 2% | 18% |
| Students (n=695) | 21% | 57% | 5% | 17% |

**Athletics**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 13% | 69% | 6% | 12% |
| District staff members (n=235) | 10% | 70% | 8% | 13% |
| Community members (n=56) | 6% | 70% | 9% | 15% |
| Students (n=695) | 14% | 66% | 12% | 8% |

**Student test scores and test score rankings**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 30% | 55% | 4% | 12% |
| District staff members (n=235) | 11% | 65% | 12% | 12% |
| Community members (n=56) | 24% | 57% | 4% | 15% |
| Students (n=695) | 27% | 53% | 6% | 15% |

**Facility needs**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 34% | 50% | 3% | 13% |
| District staff members (n=235) | 52% | 40% | <1% | 8% |
| Community members (n=56) | 30% | 54% | 2% | 15% |

**School district updates and general news**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 13% | 78% | 7% | 2% |
| District staff members (n=235) | 15% | 77% | 3% | 4% |
| Community members (n=56) | 13% | 84% | 0% | 4% |
| Students (n=695) | 21% | 57% | 10% | 12% |

**Financial information**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 35% | 48% | 1% | 16% |
| District staff members (n=235) | 38% | 52% | <1% | 10% |
| Community members (n=56) | 43% | 46% | 0% | 11% |

**Stories about the accomplishments of <u>all</u> students**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 46% | 37% | 2% | 15% |
| District staff members (n=235) | 53% | 37% | 2% | 8% |
| Community members (n=56) | 47% | 44% | 0% | 9% |
| Students (n=695) | 44% | 33% | 3% | 19% |

**Stories about what students are learning/students learn in the classroom**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 41% | 53% | 1% | 4% |
| District staff members (n=235) | 32% | 59% | 2% | 7% |
| Community members (n=56) | 56% | 35% | 0% | 9% |
| Students (n=695) | 36% | 35% | 4% | 25% |

**Information on how the district prepares students for success after high school**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 50% | 28% | 1% | 21% |
| District staff members (n=235) | 43% | 41% | 3% | 13% |
| Community members (n=56) | 54% | 35% | 0% | 11% |
| Students (n=695) | 43% | 35% | 3% | 18% |

**Stories about teacher recognition/accomplishments**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 35% | 52% | 5% | 9% |
| District staff members (n=235) | 38% | 56% | 3% | 3% |
| Community members (n=56) | 42% | 47% | 4% | 7% |
| Students (n=695) | 29% | 44% | 8% | 19% |

**Information about school safety and security procedures**

| Survey | Not enough information | Enough information | Too much information | Don't know |
|---|---|---|---|---|
| Current district parents (n=703) | 25% | 68% | 2% | 4% |
| District staff members (n=235) | 30% | 63% | 3% | 4% |
| Community members (n=56) | 35% | 53% | 7% | 5% |
| Students (n=695) | 19% | 57% | 13% | 11% |

9. **Next, please rate how frequently you consult each of the following sources, when you are looking for school district news.** *Note: The online surveys asked whether the respondent consulted the source "frequently," "sometimes," "rarely" or "never." Not all the same sources were provided to the students. Only the percentages for "frequently" are shown here.*

| Source | Current district parents (n=691) | District staff members (n=228) | Community members (n=53) | Students (n=656) |
|---|---|---|---|---|
| *South County Times* newspaper or website | 16% | 12% | 52% | 3% |
| *The Call* newspaper or website | 19% | 18% | 40% | 2% |
| Local radio stations | 7% | 5% | 6% | 7% |
| Local television stations | 11% | 12% | 15% | 8% |
| *Lindbergh Link* printed district newsletter | 24% | 24% | 44% | N/A |
| District-sponsored social media sites | 47% | 45% | 49% | 16% |
| Social media that is not sponsored by the school district (individuals or groups) | 29% | 18% | 23% | 25% |
| Friends, family and neighbors | 34% | 23% | 36% | 39% |
| Parent group communications | 31% | 13% | 22% | N/A |
| The district website | 43% | 55% | 35% | 31% |
| Booster clubs | 4% | 3% | 6% | 1% |
| SIS Portal, which is the parent and student portal | 48% | 31% | 14% | 55% |
| Canvas, the district's student learning management platform | 9% | 8% | 8% | 47% |
| Peachjar, the district's electronic flier delivery system | 30% | 4% | 10% | N/A |
| The Lindbergh Schools app | 15% | 9% | 12% | 10% |
| Members of the Board of Education either in person, or when a member of the Board is quoted in the media | 2% | 3% | 11% | N/A |
| The school district's administration, either in person, or when a member of the administration is quoted in the news media | 4% | 18% | 17% | N/A |
| School/principal e-newsletters | 67% | 54% | 35% | N/A |
| School principals | N/A | N/A | N/A | 4% |

| | | | | |
|---|---|---|---|---|
| Teachers in the district | 30% | 53% | 27% | 15% |
| Other district employees, such as bus drivers, food service staff and those who work in the front office at individual schools | 5% | 19% | 8% | 3% |
| Student publications – printed and website | N/A | N/A | N/A | 4% |
| Daily announcements at the school | N/A | N/A | N/A | 21% |

**10. Generally speaking, what grade (A, B, C, D, or F) would you give the overall communications from the district – everything from detailed information, down to more brief information?**

**Accuracy of information**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 46% | 38% | 9% | 2% | 1% | 4% |
| District staff members (n=220) | 46% | 37% | 8% | 2% | 1% | 6% |
| Community members (n=53) | 40% | 32% | 19% | 2% | 0% | 8% |
| Students (n=638) | 21% | 42% | 19% | 3% | 2% | 13% |

**Overall visual appeal**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 39% | 40% | 13% | 2% | 1% | 4% |
| District staff members (n=220) | 46% | 40% | 9% | 1% | 0% | 4% |
| Community members (n=53) | 34% | 36% | 15% | 9% | 2% | 4% |
| Students (n=638) | 16% | 38% | 22% | 7% | 4% | 14% |

**Timeliness – delivery of news before you hear it from other sources**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 43% | 40% | 11% | 2% | 1% | 3% |
| District staff members (n=220) | 38% | 42% | 12% | 3% | 2% | 3% |
| Community members (n=53) | 28% | 38% | 21% | 9% | 0% | 4% |
| Students (n=638) | 14% | 29% | 24% | 11% | 7% | 16% |

**Amount of information shared – it's not too much or too little**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 28% | 45% | 17% | 5% | 2% | 3% |
| District staff members ((n=220) | 30% | 44% | 18% | 3% | <1% | 5% |
| Community members (n=53) | 25% | 40% | 23% | 6% | 0% | 6% |
| Students (n=638) | 15% | 33% | 24% | 8% | 4% | 16% |

**Balance of information shared – the messages and content are evenly balanced**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 30% | 43% | 15% | 4% | 1% | 6% |
| District staff members (n=220) | 33% | 42% | 16% | 1% | 1% | 7% |
| Community members (n=53) | 23% | 35% | 25% | 4% | 0% | 13% |
| Students (n=638) | 16% | 33% | 22% | 7% | 4% | 18% |

**Quality of writing**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 50% | 37% | 8% | 1% | 1% | 3% |
| District staff members (n=220) | 56% | 35% | 4% | 0% | 0% | 5% |
| Community members (n=53) | 48% | 37% | 10% | 0% | 0% | 6% |
| Students (n=638) | 27% | 33% | 15% | 4% | 3% | 17% |

**Transparency of information**

| Survey | A | B | C | D | F | Don't know |
|---|---|---|---|---|---|---|
| Current district parents (n=683) | 34% | 39% | 14% | 3% | 2% | 7% |
| District staff members (n=220) | 32% | 43% | 12% | 4% | 3% | 7% |
| Community members (n=53) | 30% | 34% | 21% | 6% | 3% | 6% |
| Students (n=638) | 19% | 29% | 21% | 9% | 5% | 18% |

**11. Please share any other thoughts on how the district can improve communications.** *Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below. Only the most frequently mentioned answered are displayed. This was not asked in the phone survey.*

**Parent Online Survey**

| Response | Number |
|---|---|
| Other (see below) | 46 |
| Streamline communications/too many notifications | 45 |
| Doing a good job/It's fine | 6 |
| Create an overall district news report to be sent periodically | 5 |

**Verbatim "other" comments:**
- I am a huge supporter of Lindbergh, but I am embarrassed at the quality of my kids' writing. I understand that there is less time in the curriculum for writing and that is definitely showing.
- Better Wi-Fi so all students and teachers can use it anywhere in the school.
- This Lindbergh District has been a community-family. We want to keep the understanding with our families in the district and not treat them without kindness to their situations. Some staff in the district has been showing arrogance to families' situations and it's not the environment that we are expecting from this district.
- There is too much emphasis on sharing photos of students with parents via Seesaw/Facebook. The time that teachers spend taking pictures could be better spent interacting with and teaching students.
- Though sometimes a little off with its arrival time, which has affected my child's readiness for the bus, we really like the First Student bus arrival app. I don't know why the arts was an indicator at the beginning of this survey and physical education was not. Having teaching assistants at the elementary and middle school levels for double classes is problematic, and the district never addresses it publicly. I do think transparency has gotten much better under Dr. Lake, but I think there is still a lack of it in some areas. The recent Prop R passage was strictly pushed as necessary for student safety. But the public didn't hear much about how it was going to also fund a new $1.5 million football field, which seemed a little underhanded to me. That money could be better spent. Taxpayers deserve better fairness and openness.
- The food in the cafeteria should be free of dyes and chemicals. These are extremely unhealthy and may cause behavior or attention problems in some students. All food served should only have natural ingredients. Pop-Tarts, donuts, and muffins with high fructose corn syrup, dyes, and chemicals should never be an option. We should only purchase food from vendors who have all-natural food. Every day, many of our students consume food that has dyes, high fructose corn syrup, or pesticides/chemical in them. I believe we can do better. There are organic Pop-Tarts, muffins and donuts without any added harmful substances. With the increase in emotional/behavioral issues among students, this should be a top priority. Students truly are what they eat. They shouldn't be eating poison for lunch.
- I would appreciate Canvas review/tips.
- The information given to students through teachers, which is conveyed to me as a parent, is radically different than that provided to me by the district and the media.
- Be much better listeners. I have called several different members of the staff for different reasons over the years and it seems the one thing everyone has in common is that they are too much in a hurry to speak, rather than listen.

- I would like to see more financial information published showing year-over-year spending by major bucket, variances and drivers of increased/decreased spending.
- Give more information on Canvas. How it works.
- There are events that occur in classrooms that teachers should share (or admins should share) quickly and efficiently, but they do not. A nasty video played following announcements with the numerous uses of the f-bomb and flipping the bird in one classroom. The teacher was not in the room, a child had to stop the video, and nothing was communicated to parents for an entire week. Then an email came home that was inaccurate from the main principal and parents talked even more about the lack of trust, respect and transparency. What happens in our children's classrooms? Is it relayed in an honest way? Many of us do not think so.
- Overall pretty informative, but very disappointed in the gifted and talent info communicated. We are new to the district and have qualified for the program, but it is very difficult to find information (and accurate info) about when activities or meetings are occurring even when specifically searching for them. There is significant lacking in this area. I would give them a "D" or "F," but, otherwise, overall communication a "B."
- Speak up. Monthly meetings for taxpayers. Student involvement in communication.
- More focus on individual accountability. More "real-life" education (vs. teaching for the test ACT etc.).
- I do not believe the district necessarily has to be seen as a Top 10 district. The all-around quality of the students' education is most important. Lindbergh used to be a district where the priority was state testing. They looked good on paper but fell behind in what really mattered in the development of our children. I am more concerned if my children are future-ready, have social emotional skills to navigate the world they live in, have a solid academic education, and personalized learning that meets their needs and interests. I have children in all 3 levels of Lindbergh (elementary, middle and high school). Some teachers and schools do more to meet these areas I addressed. Next, Lindbergh is behind other districts in their access of technology for students. As a fellow educator, I know having computer carts for students to share with other classes is not going to allow students consistent access to technology they need. If Lindbergh wants to prepare students to be future-ready, they should not be relying on students to bring their own devices from home and sharing computer carts. Overall, Lindbergh is making changes to improve the quality of their students' education. And I am proud my children go to school in a district where they are seen as more than a test score.
- Why did Lindbergh drop Academic All Star recognition? Lindbergh needs improvement in the foreign language classrooms!
- I think the district needs to communicate a stronger sense of overall vision and commitment to the success of all students.
- We are in our second year in the district. We purchased a home in the district specifically to put our child in Lindbergh schools after completing K through second in parochial school. We completed third grade and are now in fourth at Kennerly. We have, unfortunately, been somewhat disappointed in our Lindbergh experience so far. I feel very strongly that we would have benefited greatly from a formal orientation as newcomers to the district at the third grade level. This only appeared to be available for kindergarten at the elementary level, which is unfortunate and put us at a disadvantage trying to play catchup in terms of understanding the systems and platforms at play.
- Allow families to rate principals and teachers on their "communication grade."
- I would like to hear more about how teachers align their instruction to evidence-based pedagogy. Why do we need some of the classroom tools that we either use or want to purchase (e.g., Sappington's request for $6K+ collaboration steps)?
- I am a big proponent for diversity in our school system. I find it odd that sometimes teachers are allowed to share their personal views on gender, sex, religion, and race. More than ever, I hear stories from my children that if a student doesn't agree with a particular ideal a teacher has, it

affects their overall performance in their class. I hope to teach my kids about having an open mind, but I also feel that judgements shouldn't be made about kids that don't fully understand or question the beliefs of teachers. I also don't agree with educators that force children to believe in or appreciate/celebrate ideals that their families disagree with. We can all find common ground and we should all accept one another, but that does not mean we have to agree fully, it does mean we should respect one another.

- Parent pickup lines before and after school.
- Really hate that my 5-year-old comes home talking about Facebook. There are so many posts. Does this mean the teacher has their cell phone out all day? I am not a fan of social media. I've seen the harm more than good. Before coming to Lindbergh, my child had no idea what Facebook was and now they are asking for one! I HATE IT! If you want to share with families via email great. The Facebook stuff is overkill and I don't want my child being influenced by social media at such a young age.
- During our time at Kennerly, discipline problems were not handled well and teachers did not know or have the resources to help a struggling reader. My eighth-grader loves language arts and has always has good grades. However, if you look at one of his papers. He goes on and on with beautiful content, but his grammar is lacking. I blame this on Lucy Caulkins. I also taught in Lindbergh for five years. We need to take a step back and look at other reading and writing curriculums. Like I said, only one out of three of my children go to Lindbergh because of this.
- Timely manner – Don't request a time-sensitive survey during holiday break for big money being spent.
- I never understood why spelling was a part-time subject. I feel like that should be taught all school year. That along with grammar. I feel that my son is behind because of this. I also think emotional intelligence is a VITAL part of the education experience. We love Lindbergh and look forward to positive changes going forward.
- My son is in a journalism class and they are taking a trip to DC this month. Any information I have received has been through my son (other than the initial information they gave us at the beginning of the school year). It would be nice if the teacher would send emails to the parents of kids going on these trips, as we have had to rush our son to get a Missouri ID this past weekend, so he can fly on an airplane because his teacher assumed all the kids already had their drivers' licenses. We have been prodding him for information that has not been shared with us. For example, my husband sent him a text today to see when we would find out about his flight information. We have no idea what his flight information is. Apparently he has a piece of paper in his backpack. Hopefully we will see it tonight.
- Stop calling snow days for minimal precipitation. I fail to see why school was canceled on 11/12/19.
- I don't like the new layout of the website. Everything is changed around, so it is harder to find things and it is less user-friendly. But my main complaint is the fonts are lighter and harder to read. Even for this survey, the fonts are very light and in the initial paragraph the font was light and a small font. Very annoying. Please make it easier for all to read. The fonts at the top of your survey are also very thin and light. I have done web design, desktop publishing and graphic design, so I know what I am talking about. Things should always be as readable as possible. People shouldn't have to work at it to read the information or they won't. If you want people to read what you are putting out, make the fonts more readable.
- A consolidated weekly grade report with missing assignments would be preferred over multiple communications from individual teachers about graded or missing assignments. Perhaps a green, yellow, red status on each student indicating grade and assignment health as well.
- A new parent "on boarding" would be nice. One place with the overview of all the information that parents need to know.
- This is a difficult survey because we are just in our second year of new leadership. I am so far very pleased with communications under Dr. Lake, but my memories of lack of transparency,

lack of timely information, and lack of direct communication to parents from our previous superintendent are still very recent. I am hoping those things remain a bad memory.

- Can we please be cognizant of how technology can be a cancer to the education of our kids, besides forcing them all to use it during class? Not taking the phones from them before class starts, so they're not distracted or urged to use them inappropriately. Some classes have actually started doing this now; it would be a good idea to have kids not be tempted during class time. Also, CANVAS and other apps/sites like them are not a good trend to keep kids grounded to tactile ways of communicating/doing work for grades. It's just another step toward never needing to or being able to write physically in the future. Please keep in mind that removing the kids from physical forms of communication is only detrimental to their social development.
- More ways/programs to prepare kids for college, trade school, jobs, etc. Money management, career options, tour of colleges, etc.
- Communicate the cold weather policy (i.e., exactly how cold it needs to be for school to be cancelled), instead of making it arbitrary. Students are missing valuable mi- year class time that will not be used in the same way in May because of cold weather cancellations.
- I do have a concern as to opinion teaching and political bias and other ideology, should not be brought to the school. We send our children and teens to learn vital skills for the future, not to be indoctrinated by teachers, administrators or other parents into lifestyle choices or political bias.
- I would appreciate the district providing additional information regarding the reading curriculum and dyslexia screenings.
- I see lots of Lindbergh academics athletics in the local newspapers; I would like to see more articles about the music programs – orchestra, band, Strolling Strings, Fiddlers, etc.
- Does the district sponsor or have affiliation with social media pages that use their names?
- Let's not just hear about the sports stars. Please be more inclusive to students who are not just gifted at athletics.
- Weekly emails are too cut and paste, impersonal and hodge-podge; it seems like they are done as an afterthought or requirement that isn't considered important. Also, the links often don't work. For example, I'm sure the recent low attendance and subsequent cancellation of the sixth-grade Fun Night at Truman was because every email or communication had a blue "Click Here" presumably to register, which was actually a jpg or pdf and not a link at all. Cochran's emails from the HS are clear and easy to understand with relevant information and usually good links. I really, really want more activities on ALL days, not just Tuesdays/Thursdays for my kids to participate in. If you are letting them out before 3 pm, you need to help parents keep them busy for a couple more hours on a regular basis. Then, let me know what these activities are – a detailed guide with UP-TO-DATE links, contact people, and timely details. Again, Truman's activity page is atrocious, both in that there is not that much for them to choose from and that most of the information is inadequate or out of date. The HS is better. An alternative is LATER START TIMES FOR MIDDLE AND HIGH SCHOOL, which I realize is not the point of today's survey, but I'll tell you that any chance I get!
- I think there are areas that parents want to learn more about – FastBridge, ELA curriculum, K-12 and interventions. I think more parent meetings that would cover these areas would strengthen the communication and understanding in these areas.
- My kindergartner and first-grader take a reading test (FastBridge) that's very hard to understand the results. The teachers can't even easily explain them!
- Bus inaccurate information and time. App for the bus didn't work for me. I needed to stop using busses because of their delay and conflict with my work schedule.
- Offer more workshops, like at Parent University. Offer a phone "rehab" program for high schoolers, to teach them how to regulate their phone usage.

**Staff Online Survey**

| Response | Number |
|---|---|
| Other (see below) | 20 |
| Transparency/better communication with staff and community | 12 |
| Streamline communications/too many notifications | 11 |
| Doing a good job/It's fine | 6 |
| Improve district web page/hard to navigate/lacking information | 6 |

**Verbatim "other" comments:**
- I would like more information on the district's use of teaching assistants, specifically in P.E.'s double classes. How is this fair to the students or to the person acting as a second teacher in the room but only being considered and compensated as a TA?
- Not enough information on Special Education students, teachers and services. (The only time it's seen is sometimes for the Special Olympics.)
- Show respect toward all staff, including those who work within SSD.
- Including all employees on electronic notifications of meetings staff is required to attend.
- Canvas is impossible to navigate from the parent and student perspective. I cannot access what I need. My children also dislike it because it is hard to find and upload assignments. Both children are tech savvy and have struggled with the uploading and navigation.
- I feel that parent groups who use the Lindbergh name/logo/likeness cause MAJOR confusion as to what is true and coming FROM the district vs. parent opinion. I am asked by fellow staff and parents of students about various topics that are posted on these sites. It is a confusing message and I know you can't control the message. But what about controlling the name of the groups?
- I think sharing what is innovative in the district. I don't know what is going on in other buildings that it is different and engaging for students. All I seem to hear about is dyslexia.
- Open meetings for questions and answers offered periodically.
- More direct communication opportunities with leadership (superintendent, school administrators, Board) through town hall type engagement sessions.
- Just more focus general classroom and learning in action.
- There is never information about the classified staff, which is half of our district. People don't know what we do, so they value it less. There wasn't even a question about classified staff on this survey. Then, staff doesn't know who to turn to for questions or help because classified isn't recognized. I hate the intranet.
- Think more about ELL families and their communication needs. Using mail, at times, is still effective.
- Love videos!
- Help the administrators share with each other the ways they communicate with their staff. Some principals are better than others.
- Keeping technology in the forefront is a top priority.
- Why is it we have hired a group from Kansas City with local tax dollars and not using someone locally for this?
- Stop giving the elementary teachers so much busy work to do and get them the time to plan and follow-through with our kids. What happened to our small class sizes at the elementary? All of our elementary talent is being ground into the dirt.
- I believe the district needs to be more prepared for intruder situations; the drills are fine, but there is so much more needed.

- Get rid of ALL paper signups and forms that come home. There are SO MANY. Emphasize a digital flier service that can be linked to weekly newsletters. Keep everything housed in ONE place, not different permission slips everywhere. The district has strong social media presence and I like how, this year, they are doing more sharing of what is going on in the classrooms by sharing teacher posts.
- Keeping on top of email addresses being added or removed to the Blackboard system. The great things that are sent out are frequently missed by both parents and staff because the information is not delivered.

## Community Online Survey

*Only 22 people chose to respond to this question. Their verbatim responses are shown below.*

- Proposition R was passed for safety and security for the students and faculty, NOT for the spending of $1.56 million toward a football field turf. We have been duped again.
- I think if you improve what is going on between the teachers and the students, the external communications have little relevance. Unfortunately, you have several teachers who don't care about the students and/or do not want to put in the effort necessary to achieve the goals the district wants to achieve. Maybe, if you look at the DESI website (https://dese.mo.gov/educator-growth-toolbox/model-evaluation-system), they suggest having the students evaluate the teachers. This would have to be done, so that it wouldn't get tracked back to the student because there are several teachers who would get even if the students did not evaluate them with high grades.
- Instead of focusing on just the district's communications to the community, you need to focus on the communications between the teachers and the students. There are currently several teachers who are weeks behind in grading assignments, thus, they are not providing any communication or feedback to the students. If you look at the definition of teaching, I have consistently found this type of definition: "Feedback is an essential part of education and training programs. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance." How are students supposed to learn if they are not being told what they are doing right or doing wrong? It shouldn't be hard to run a report out of the grading system to see how far behind each teacher is regarding posting grades.
- As a new Lindbergh parent (my son is in kindergarten at Sappington), I'd say there are too many sources of information. It would be nice if it could be more consolidated. I also wish teachers used their classroom Facebook pages more similarly. Some post lots of info all the time and others only every so often. LECE teachers did a great job sending email communications and reminders and also highlighted each student in a daily post on Facebook. While this is time consuming and often unattainable in K-12, it's very helpful as a parent of a young child to see what they are up to daily as a means of starting conversations. Otherwise, the answer to what did you do today is I don't remember. Lastly, again as a new Lindbergh parent, I don't feel very in the loop with school happenings. With most every communication happening online, it's often hard to keep up or feel part of the school community. Maybe have parent/child mixers for newcomers? Put together school specific "look forward" newsletters that speak to future events in

sentences rather than bullet points. Just something to flesh out what's going on and what's available for newbies like us.

- I hope Lindbergh can I reprove their buildings. I hope Lindbergh high school can update all buildings and do the updates that are needed. Their auditorium needs help.
- My kid is in elementary school, so I'm not sure about other schools (likely, still applies), but kids need more time to be kids – longer lunches and recesses. School days should be longer to accommodate the need for kids to be kids. We ask too much too early and when I ask my kid about their day, I want them to tell me about how they played and moved, in addition, to what they learned. Not all parents can afford or accommodate schedules to put kids in after-school activities and this creates a system of marginalized children, which is something our district should be actively working to prevent.
- There are too many different apps and websites being used. The more that can be consolidated, the better. I don't understand the purpose of Peachjar; it seems everything there could just be put directly into an email. Consolidation is the number one thing that could bring improvement to communication.
- It seems to be a very secretive group with no transparency.
- I have four granddaughters in the district and my daughter is a teacher, so I feel I am well-informed, but if I didn't have these resources I think I'd feel differently as a resident taxpayer. How about sending out a synopsis of Board meetings? Expand the Link a little more.
- Parent/Teacher Groups can often go overboard with communication frequency; some district guidelines could be established.
- I do not like the change of the principal and website communications all looking the same. I have heard multiple complaints that if you have multiple children at different schools you don't know which newsletter is which and it is very confusing. I do not like all the websites looking the same either. Each school is individual and should be allowed to customize.
- Examine other top districts and see how they communicate. Focus on students, not alumni, administrators or Board members. Currently, all photos on the Lindbergh App do not relate to students, except the snow day information, which should have been removed by the end of the day.
- Instead of focusing on what one student has done, focus on what is going to help all the students. When school is cancelled, there needs to be a good reason and maybe the district should compare itself to the other districts in the area as to who called school off and who didn't. The big thing is to explain how the district is improving the education of the students above and beyond the other districts.
- No suggestions. I do not live in the district.
- I think the new correspondent for the Senior Breakfasts is doing a good job communicating with us, especially if we miss an activity – both phone and computer.
- The district is more focused on reducing the number of school days than focusing on educating students. Fewer school days are being offered, based upon the changes coming down from the Missouri Legislature. In addition, too many inclement weather days are called. Communication messages continue to refer to the fact that Lindbergh is offering the amount of days the Missouri Legislature requires or that Dr. Lake is wishing everyone to be safe and warm by offering inclement weather days. How can we expect our students to meet or exceed expectations, when the district is focused on providing

minimums rather than the number of days it is necessary to adequately teach the curriculum? Also, since the high school switched to a block schedule, now when a snow day is called, two days of material are missed. How can the school be preparing kids for the future if it keeps cancelling school for weather as well as having a shorter school year? Focus on curriculum, rather than a shorter year and keeping everyone safe and warm. Yes, safety is an immediate concern, but it also comes at a significant price of not preparing kids for their futures. I am also concerned about declining math EOC scores. I heard from several teachers that there is no longer a focus on EOC scores with the current administration. If my memory serves me right, only 51% of the sophomores scored as proficient or advanced in Algebra II this past year. Why are we not being told what happened? What steps have been put into place to close that gap? I noticed comments regarding Niche rankings in the newspaper that came out yesterday. The district needs to either focus on the rankings, which includes focusing on the scores, or not, but do not advertise the rankings and not explain declining scores. In addition, whether one agrees with the concept of standardized testing or not, it is how school districts are evaluated and property values will start to slip, when scores start to decline.

- I am proud of the Lindbergh School District. The quality of education is excellent.
- Relate with senior citizens in the district whose children have graduated years ago. We pay the taxes but get little in current value. I feel our real estate rate should be grandfathered sometime after our last child graduates.
- It's my opinion that the Lindbergh School District continues to do an excellent job of communicating with the residents of the district through the monthly seniors program and the two local newspapers – *The Call* and *The Times*. It is my understanding that there is also excellent communication between the school system and the students' parents through the internet. We have been very satisfied with Lindbergh's administration and will continue to fully support them.
- Can't think if any other ways than what is already being done.
- Disassociate yourself with progressive Lindbergh parents. People think they are part of the district. We need a department head to answer their charges. Say something like this is not an approved district organization.
- School Boards need to be proactive, not reactive to administration.


**Questions only asked on the student online survey.**

**12. How can Lindbergh Schools include students more in the communications process?**

| Response | Number |
|---|---|
| Don't know/Not sure/Don't understand | 167 |
| Ask our opinion/Give us a voice and actually listen to what we say | 123 |
| Other (see below) | 65 |
| Provide surveys | 36 |
| Send texts/emails to students, not just parents | 27 |
| Communicate to us what is going on in the district | 14 |

| | |
|---|---|
| Give students a vote/allow to provide input on decisions | 14 |
| More access to/up-to-date technology/ Wi-Fi | 4 |

**Verbatim "other comments**
- Include more things.
- Anonymous form or complaint/suggestion box.
- More assemblies.
- Democracy.
- Make people more active.
- More announcements.
- Help people.
- Posters.
- In the PAC lessons, let us give ideas of how students can be kinder.
- Make sure *Principal E-Notes* can be accessed by students, or at least a modified version.
- Advertising it more around the school.
- Maybe leaders of clubs can be involved in relaying that message to the rest of their club and all students.
- Add more diversity. Black kids don't feel welcome.
- Meeting with students that may represent a club/group.
- Letting other people do morning announcements.
- Allowing everyone to be open to how they want to be.
- Have interviews with students, but not only the ones with the best grades, but also the ones with bad grades because they will have different experiences and opinions.
- Keep them updated in events and have teachers set up reminder for homework or stuff that is happening in class that day.
- Activities with grades. Grade battles.
- Distribute a device to each student because sometimes when phones need to be used, some can't participate or feel left out when they don't have a phone.
- Maybe set up a more direct line of communication between students and teachers.
- Have meeting/assemblies within grades.
- By teachers not pressuring us with homework. I'm tired of stressing over homework for hours a night.
- Ask students what they know and then teach them what the point of it is.
- They have more community education classes.
- Have different ways to tell something or hear about something.
- Give real explanations.
- Ask teachers to have a discussion about what the students think during class.
- Have the groups allow all people, not just race or gender.
- Everything is up to STUCO and no one else. It's unfair to everyone else because I feel like if I voice my opinion then others are just going to laugh about it.
- More ways to communicate with teachers.
- Focus on topics that students would be interested in.
- To help suicidal kids.
- Students may be able to conduct meetings with members of the Board and talk about education from a student's perspective and from a wide variety of different class choices and schedules.
- I think they are included by talking to teachers.

- I feel that students are being heard, but many don't make an effort to be heard and many that do have more extreme opinions on what is being decided. Things get decided on a few students' opinions, rather than the majority.
- Have more things around the school showing what is happening for the week.
- Actually teach instead of just handing out assignments.
- Allowing students to converse with their counselors.
- Students should always raise their hand.
- Popularize a school magazine or newspaper.
- Meet with students or clubs that could impact Lindbergh, as well as a google doc or something to get ideas from students and teachers.
- Please make sure teachers don't turn off the morning announcements. For example, Orchestra does.
- Get people more involved with after-school activities.
- Adding different types of classes to help for college.
- They can have the teachers be more hands-on and work with others and help students improve their communication skills.
- Students could make an Instagram account and post stuff about the school.
- More hands-on activities.
- Have a class/teacher where, once a week, they tell us what's going on for that week.
- Call in to talk about future more.
- By sending out more forums.
- Perhaps by making a group in LHS dedicated to aiding the communications work surrounding the high school.
- More self-learning, not just a teacher talking in front of the class all hour or visual learning.
- Having more projects that you have to present or with a group in class.
- Give students a chance to get involved in daily announcements and weekly emails.
- Get involved more with Student Council and school presidents.
- We could have student meetings.
- Use a program besides Canvas to conduct classes as it is incredibly clunky and unreliable.
- Talk about stuff in PAC.
- Make all teachers and students communicate through one uniform communication systems. I feel that there are too many different forms of communication and students lose track.
- It's up to the school to decide things. We come only to learn. That is what the academic purpose of an educational institute is about.
- Allow students to learn in a more comfortable environment.
- Have more student-based activities; new lunch ideas, possibly private tutoring during Power Lunch and more information fairs are all good ideas to start with.
- Don't put so much into tryouts, so other people can join if they don't have a good background in the sport. Let other people join.
- Active distribution of more resources, equal levels of contact.

**13. How aware are you of Dr. Lake's Student Advisory Committee?**

| Response (n=739) | Percentage |
|---|---|
| Very aware | 4% |
| Somewhat aware | 9% |
| Not very aware | 13% |
| Not at all aware | 53% |
| Don't know | 22% |

**14. Based on your experience as a student, please indicate if you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the statement: Dr. Lake's Student Advisory Committee represents me.** *Asked only of those respondents who answered, "very aware" or "somewhat aware" for the above question.*

| Response (n=92) | Percentage |
|---|---|
| Strongly agree | 22% |
| Agree | 26% |
| Neither agree nor disagree | 24% |
| Disagree | 10% |
| Strongly disagree | 3% |
| Don't know | 15% |

# Demographics

**Parent online survey**

**Number of respondents: 734**

**Schools attended by respondents' children:**
> Lindbergh Early Childhood Education – 64
> Concord Elementary School – 90
> Crestwood Elementary School – 63
> Dressel Elementary School – 73
> Kennerly Elementary School – 52
> Long Elementary School – 75
> Sappington Elementary School – 74
> Sperreng Middle School – 144
> Truman Middle School – 101
> Lindbergh High School – 231
> *Did not answer – 58*

**Length of time living in the district:**
> Less than 2 years – 50
> 2 years to 5 years – 116
> More than 5 years to 10 years – 190
> More than 10 years to 15 years – 137
> More than 15 years – 129
> I've lived here all my life – 49
> *Did not answer – 64*

**Staff online survey**

**Number of respondents: 242**

**Location of residence:**
> Inside the boundaries of Lindbergh Schools – 81
> Outside the boundaries of Lindbergh Schools – 134
> *Did not answer – 27*

**School building or office respondent works in (most often):**
> Lindbergh Early Childhood Education – 17
> Concord Elementary School – 16
> Crestwood Elementary School – 15
> Dressel Elementary School – 15
> Kennerly Elementary School – 10
> Long Elementary School – 13
> Sappington Elementary School – 14
> Sperreng Middle School – 29
> Truman Middle School – 19
> Lindbergh High School – 49
> Central Office – 13
> *Did not answer – 32*

**Community online survey**

**Number of respondents: 56**

**Location of residence:**
      South of I-270 and west of Tesson Ferry (Hwy 21) – 13
      Southeast of Tesson Ferry (Hwy 21) – 11
      North of Tesson Ferry (Hwy 21) and east of Sappington Road – 13
      North of I-270 and west of Sappington Road – 10
      *Did not answer – 10*

**Length of time living in the district:**
      Less than 2 years – 3
      2 years to 5 years – 5
      More than 5 years to 10 years – 5
      More than 10 years to 15 years – 7
      More than 15 years – 21
      I've lived here all my life – 9
      *Did not answer – 7*

**Age group:**
      18 to 24 – 1
      25 to 34 – 4
      35 to 44 – 12
      45 to 54 – 5
      55 to 64 – 4
      65 or older – 25
      *Did not answer – 6*

**Do you have a child (or children) attending a school in the district right now?**
      Yes – 22
      No – 30
      *Did not answer – 5*

**Are you or a member of your family a graduate of Lindbergh Schools?**
      Yes – 30
      No – 22
      *Did not answer – 5*

**Student online survey**

**Number of respondents:**
      Lindbergh High School – 759