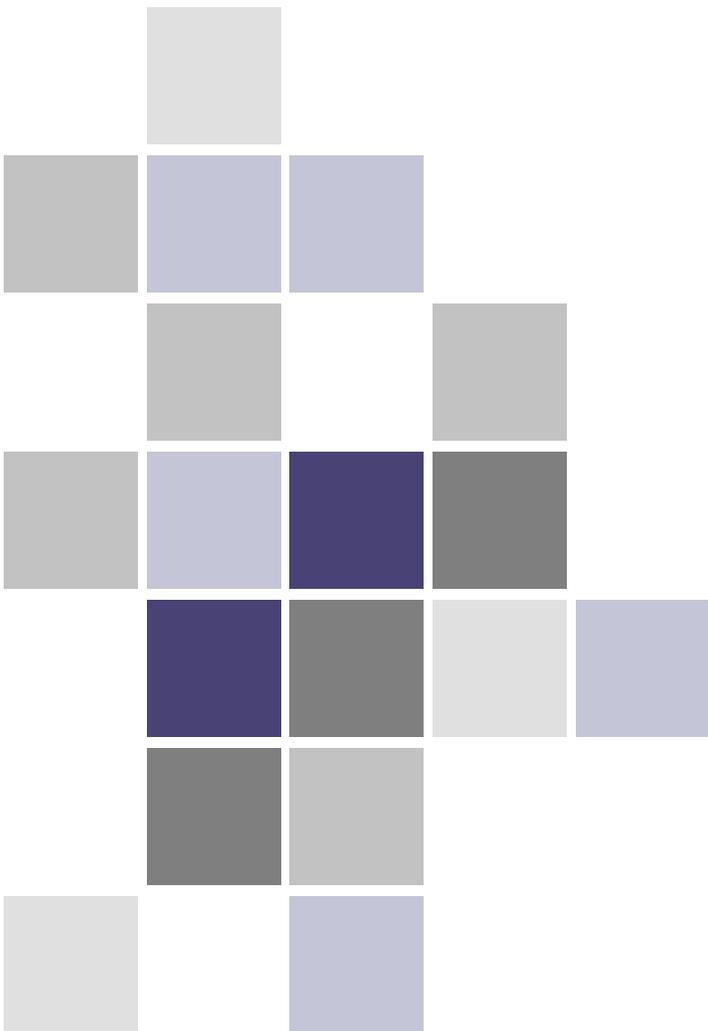


LINDBERGH SCHOOLS COMMUNITY ENGAGEMENT SUMMARY

Final Report
February 11, 2019



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I.0 INTRODUCTION

In August of 2018, Lindbergh Schools hired MGT Consulting Group to facilitate the development of a new Strategic Plan. To support and inform the development of that new plan, Lindbergh Schools asked MGT to design and implement a process for engaging the Lindbergh community and gather input. MGT crafted a series of questions related to the strategic plan, a possible bond referendum, and an audit of communications practices. **Appendix A** contains the list of questions. MGT utilized the series of questions in an online survey and a community forum format.

MGT also analyzed community feedback from Superintendent Dr. Tony Lake's Listening and Learning Tour. **Appendix B** contains the list of questions from the Listening and Learning Tour.

This report contains a summary of the information gathered from the online survey, the community forum, and the Listening and Learning Tour input. Organized by major themes, this report will inform the work of the Strategic Planning Committee as it develops the new Strategic Plan for the district.

2.0 MAJOR THEMES

Within all aspects of engagement, major themes emerged. In online surveys, the community forum, or the focus group discussions, each piece of engagement had themes. Some were reoccurring, and some were specific to a certain group. Facilitators identified these themes and recorded them in this report. The following Major Themes emerged across all the community engagement activities summarized by this report.

Major Theme No. 1 – The current technology infrastructure and device policy needs updating.

Responding to whether students should provide their own technology devices for classroom use, participant responses varied. Twenty-two percent of the community forum participants believe Lindbergh Schools should continue with the same policy currently in place, while 43% believe Lindbergh Schools should provide a device for each student, and 33% believe another policy should be adopted. Forty-seven percent of online survey participants believe Lindbergh Schools should provide students with technology devices. In the comments, participants share their optimum choice would be for the district to provide a device that is consistent throughout the district but not at the expense of other programs.

Currently, the policy for technology in the classrooms is for students to bring their own devices. The Bring Your Own Device policy is of significant concern to forum participants as students bring several kinds of technology devices ranging from smartphones to laptops. Forum participants feel this is inequitable for students who come from lower economic backgrounds. Their technology devices may be older, may have data constraints and are usually on a shared data plan. In some cases, students do not have a device at all.

Teachers who want to use technology in the classroom are challenged with ensuring that software or apps work across all technology platforms. Addressing these challenges requires time that could otherwise be spent on instruction.

In addition, forum participants expressed that schools are currently not equipped with the appropriate infrastructure to support classroom technology.

Modern technology has a huge number of benefits, but these benefits also come with a significant number of risks. As students grow older and are able to use more complex technology, they should be educated not only on how to use the devices, but also on potential issues with using devices such as malware, data privacy, etc. In a similar vein, children should be educated about information in the modern age. This would include researching information on the internet, judging the credibility of sources, and understanding the effects of using a questionable source.

Major Theme No. 2 – Respondents view facilities as the most important area for improvement in Lindbergh Schools.

Thirty-three percent of parents, 37% of students, 25% of residents with no children, and 25% of employees who took the online survey believe the most significant facility challenge facing Lindbergh Schools is school capacity. Participants of the online survey comment they are mainly concerned with the condition and capacity of Lindbergh High School. They believe the high school is in disrepair, unsafe,

lacks technology infrastructure and will not be able to accommodate a growing number of incoming students appropriately.

Aging schools in Lindbergh are a concern to participants. Participants perceive that buildings do not receive proper maintenance, the capacity of schools is high due to increased enrollments, proper technology infrastructure is lacking, and improved safety around the perimeter of schools is needed.

Survey participants believe the schools need updates, renovations, repairs and new school buildings. The aging buildings do not contribute to student success. Lack of space for the district's growing enrollment leads to larger classes, a strain on infrastructure, and increased wear and tear. Comments of differing classroom climates within a building, bathroom stalls with no locks, inadequate practice spaces for sports at the high school, and instruction taking place in stairwells are all issues that participants would like to see addressed.

Major Theme No. 3 – Lindbergh Schools should look at ways to improve transportation efficiency.

When asked about changes to Lindbergh's transportation policy, 61% of online survey participants favor an alternate procedure than the one currently in place. The emphasis on an alternate procedure is safety for ALL students. Some schools do not have access to sidewalks, crosswalks, crossing guards, or traffic lights, making it dangerous for these students to walk or ride a bicycle to school.

Forum participants believe the district could see some savings by assessing the current transportation routes. Some participants stated that buses were overcrowded, and others said there are too many empty seats.

Major Theme No. 4 – Participants consider the quality of education in Lindbergh Schools outstanding. To maintain high expectations and quality education, Lindbergh Schools must retain their quality teachers.

Of the combined forum and online survey participants, 51% of current Lindbergh parents, 54% of employees, and 63% of residents with no children in the district believe the education students receive in Lindbergh Schools is outstanding. The perception of the quality of education from the comment section is excellent.

Online survey participants believe that teachers are the greatest strength in Lindbergh with the highest percentages coming from parents (51%) and employees (56%).

Community forum participants are concerned about highly qualified teachers leaving to teach in neighboring districts for better pay. Lindbergh Schools must offer teachers a competitive salary along with a competitive pay schedule if it is to continue providing students with rigorous academics and high expectations.

Thirty-nine percent of survey participants answered quality teachers were the most important element to making a curriculum rigorous. That was followed by personalized instruction at 29%, and high standards and expectations at 23%. Many participants commented that quality teachers, personalized instruction and high standards go hand in hand.

Major Theme No. 5 – The most important measurement of the student achievement is the 4 C’s (Communication, Collaboration, Creativity and Critical Thinking).

Online survey participants chose mastery of the 4 C's as the most important method of measuring student achievement by 59%. Participants believe that mastery of the 4 C's works for students who want to further their education or those joining the workforce. There is a need for an assessment that proves mastery of the 4 C's.

Education should be personalized. Not all students learn the same way, and not all students have the same viewpoint or goals in life.

There are important measures of success aside from test scores. Although test scores are an important tool; for many students test scores are not an accurate measurement of success. The acquisition of knowledge needs to be the primary goal, not scoring well on tests. Education should be personalized. Not all students learn the same way, and not all students have the same viewpoints or goals in life.

Major Theme No. 6 – Community engagement participants would support a bond referendum and think the community would as well.

Ninety percent of online survey participants would support a bond referendum to address the major deficiencies relating to facilities in Lindbergh schools. Ninety-one percent were parents, 81% students, 80% residents with no children in the district and 95% employees.

Eighty-five percent of online survey participants believe the community would also support a bond referendum. Eighty-six percent were parents, 81% students, 71% residents with no children in the district and 86% employees. Participants believe the Lindbergh community will support a bond referendum, with a detailed plan for what each school can expect by way of repairs, renovations, and new construction and an audit of how money is currently distributed.

Seventy-eight percent of community forum parents, 100% of residents with no children in the district and 89% of employees state that they would support a bond referendum. Sixty-five percent community forum parents, 66% of residents with no children in the district and 84% of employees believe that the community would support a bond referendum.

Major Theme No. 7 – Participants favor electronic media to receive school news.

In general, 75% of online survey participants favor electronic media (website/email) to receive news. Forty-eight percent tune in to television and radio for news information. Participants chose receiving news weekly through newsletters as their preferred frequency of information by 57%, adding that they would prefer more targeted communication. Forty-nine percent of survey takers check their social media at least once a day, 52% occasionally visit the Lindbergh Schools website and 47% have not downloaded the Lindbergh Schools app.

Seventy-three percent of community forum participants favor electronic media (website/email) to receive news. Forty-one percent tune in to television and radio for news information. Participants chose receiving news weekly through newsletters as their preferred frequency of information by 59%. Twenty-three percent of survey takers check their social media at least once a day, 39% occasionally visit the Lindbergh Schools website and 56% have not downloaded the Lindbergh Schools app.

Major Theme No. 8 – Respondents like Lindbergh Schools’ commitment to excellence.

Forty-seven percent of online survey participants and 45% of community forum participants value Lindbergh’s commitment to excellence above all else. The community, teachers, residents, parents, and students work well together to support student success. Participants feel the majority of teachers genuinely care for their children and work hard to help them succeed.

Major Theme No. 9 – Decisions should be made with the intention of creating successful students as the primary driver.

Impact on students should be the number one guiding factor when determining how to move forward. Parents, teachers, and community members should *feel* that District decisions have been made with the success of students as the primary focus.

Major Theme No. 10 – Planning activities need to be proactive and forward-thinking.

Participants believe Lindbergh Schools needs to be proactive in its facilities and budgeting planning processes. Additional consideration needs to be taken in the planning process to ensure that the possible effects, and side effects of decisions are understood fully in order to minimize any unintended consequences. Equity should be a major component of the planning process.

Major Theme No. 11 – Community is very important to those involved with Lindbergh Schools.

The community expects Lindbergh Schools decision-makers to be transparent. Many parents and community members feel a deep connection with Lindbergh Schools and are highly interested in its success. They trust the District’s decision-makers to continue developing open, honest, and personal communication between the administration and community members. This means that the district needs to actively engage the community, ask for questions, and solicit feedback. They need to be present and available at a wide variety of school functions.

3.0 ONLINE SURVEY

Members of the Lindbergh community also provided feedback through an online survey. The online survey was posted on the Lindbergh Schools district website and was open to the public at large.

Questions in the online survey mirrored questions posed in the community forum meetings with an additional opportunity for stakeholders to explain their "other" choice options or add additional ideas for educational programming or facilities stakeholders would like to see in Lindbergh Schools.

The online survey was made available on Monday, October 29, 2018, and input was gathered until midnight Friday, November 16, 2018. A total of 1,532 respondents completed the online survey.

Online Survey Theme No. 1 – Online survey participants believe the quality of education is outstanding.

Fifty-two percent of current Lindbergh parents, 30% of students, 55% of employees, and 63% of residents with no children in the district believe the education is outstanding.

Overall, elementary school parents are satisfied with academics but see opportunities for improvement for children who are advanced. They feel elementary schools could focus more on the basics and build a stronger foundation for students.

Some middle school parents perceive test scores are more important than the individual student growth. They believe high-achieving students and low-performing students receive more individualized instruction and middle-of-the-road students are not as challenged, motivated, or celebrated. Parents of high-achieving students believe their children could be challenged more outside of the classroom.

Online Survey Theme No. 2 – Highly qualified teachers are the greatest strength in Lindbergh Schools.

Online survey participants believe that teachers are the greatest strength in Lindbergh, with the highest percentages coming from parents (52%), employees (57%), residents with no children in the system (47%) and students (41%). The majority of participants think the teaching staff is strong, but that a more competitive salary schedule is needed to retain highly qualified teachers. Participants said that strong parental and community support also lends to the strength of Lindbergh.

Online Survey No. 3 – Respondents view facilities as the most important area for improvement in Lindbergh Schools.

Survey participants believe facilities is the most important area for improvement in Lindbergh Schools. Of those participants, 33% are parents, 37% students, 25% residents with no children in the district and 25% employees. Survey participants believe aging buildings limit instructional options.

School safety goes hand in hand with facilities. Participants would like to see renovations designed around best safety practices for schools. Some needs expressed in the online survey comments included: perimeter fencing around playgrounds and fields, limited access to buildings for visitors, working with the city to ensure there are appropriate traffic lights and speed limits in school zones in place, ample parking spaces, and crosswalks.

The most significant facility challenge facing Lindbergh Schools is school capacity, identified by 39% of respondents. Forty-two percent were parents, 16% students, 34% non-residents with no children in the system, 23% residents with no children in the district and 33% employees. Participants also believe the high school is in disrepair, unsafe, lacks technology infrastructure and will not be able to accommodate incoming students appropriately.

Middle schools are also perceived to have high utilization, large class sizes and a need for more room and resources to adequately accommodate programs and students.

Online Survey Theme No. 4 – Quality teachers are essential to the development of a rigorous curriculum.

Survey participants believe quality teachers were the most essential element to the development of a rigorous curriculum (39%), followed by personalized instruction (29%), and high standards and expectations (23%). Parents (39%), students (41%), residents with no children in the district (34%) and employees (37%) believe a quality teacher makes a curriculum rigorous. Residents with no children in the district (39%) believe it is high expectations that promote a rigorous curriculum.

Online survey participants suggest highly qualified teachers can identify students who need extra help as well as motivate and challenge students at all levels of engagement. Participants believe proper ongoing training in best practices and trends, support, and resources is what helps teachers become highly qualified.

Online Survey Theme No. 5 – Bring Your Own Device policy is inequitable. Lindbergh Schools should provide devices.

Forty-seven percent of online survey participants believe Lindbergh Schools should provide students with technology devices. Of those participants, 45% are parents, 30% are students, 33% are residents with no children in the district and 62% are employees. In the comments, participants share their optimum choice would be for the district to provide a device that is consistent throughout the district but not at the expense of other programs.

Online survey participants suggest that a possible solution is to create a hybrid device policy based on economic need. Lindbergh Schools could provide loaner/rental devices or assistance to purchase a device for students in need.

Participants favor consistent device use, less dependence on devices for instruction, and adequate infrastructure to support the technology, so instructional time is not used troubleshooting devices.

Online Survey Theme No. 6 – The most important measurement of student achievement is the 4 C's (Communication, Collaboration, Creativity and Critical Thinking).

Fifty nine percent of survey participants chose mastery of the 4 C's as the most important method of measuring student achievement. Fifty-eight percent were parents, 55% students, 57% residents with no children in the district and 68% employees. Participants believe that mastery of the 4 C's prepares all for success. They also believe there is a need for an assessment that measures that mastery.

Only 3% of parents and students, 0% of non-residents, 7% of residents and 1% of employees in the online survey believe standardized test score is the most important method of measuring school

success. Students should be able to research, analyze and problem solve, whether they go to college or enter directly into the workforce.

Online Survey Theme No. 7 – Lindbergh Schools should consider an alternate procedure regarding transportation.

When it comes to transportation, 61% of survey participants favor an alternate procedure than the one currently in place. Fifty-eight percent were parents, 44% students, 77% residents with no children in the district and 80% employees. Some schools do not have access to sidewalks, crosswalks, crossing guards, or traffic lights, making it dangerous for students to walk or ride a bicycle to school.

A consideration offered by survey participants is to evaluate the utilization of each bus. Middle school parents are concerned with the age difference of students on the same bus. On crowded buses, students are seated three to a seat. Staggering school times may help buses with appropriate school-age transport.

Participants also suggest researching the cost/savings of Lindbergh having their own fleet of buses.

Online Survey Theme No. 8 – Class size is an important component of personalized learning .

Online survey participants believe manageable class sizes provide teachers the opportunity to give students more individual attention and deliver subject material in the way students learn best.

Online Survey Theme No. 9 – Respondents would support a bond referendum and think the community would as well.

Ninety percent of online survey participants would support a bond referendum to improve facilities. Ninety-one percent were parents, 81% students, and 95% employees.

Eighty-five percent believe the community would also support a bond referendum. Eighty-six percent were parents, 81% students, 71% residents with no children in the district and 86% employees. Participants believe the Lindbergh community will support a bond referendum, with a detailed plan for what each school can expect by way of repairs, renovations, and new construction and an audit of how money is currently distributed.

The community will support a plan that will benefit students and teachers and address the needs of the whole district. Transparency is critical. The district will need to clearly explain the purpose of the bond and the conditions surrounding its approval.

Online Survey Theme No. 10 – Online survey participants favor electronic media to receive school news.

In general, 75% of online survey participants favor electronic media (website/email) to receive news. Forty-eight percent tune in to television and radio for news information. Fifty-seven percent of participants chose receiving news weekly through newsletters as their preferred frequency of information, adding that they would prefer more targeted communication. Forty-nine percent of survey participants check their social media at least once a day, 52% occasionally visit the Lindbergh Schools website and 47% have not downloaded the Lindbergh Schools app.

When it comes to the Lindbergh Schools website, survey participants commented that they go to the website when needed but feel that the site is outdated. It is used to check report cards, lunch menus, lunch balances, calendar of events, homework, finding assignments, sports scores, and alumni news.

Several participants responded that they did not know the district had an app. Some participants stated having information about the app on the main page of the district website would be useful.

Online Survey Theme No. 11 – Respondents like Lindbergh Schools’ commitment to excellence.

What online participants like best about Lindbergh Schools by 47% is the district’s commitment to excellence. The community, teachers, residents, parents, and students work well together to support student success.

4.0 COMMUNITY FORUM

Lindbergh Schools invited the community to provide input during a community forum at 6:30pm on October 29, 2018. Sixty-six community members participated in the forum. These participants answered a series of 23 questions which mirrored the online survey and included topics of demographics, educational program quality, technology and transportation access, state of facilities, and preference of communication format.

MGT used a PowerPoint-based audience polling system, called TurningPoint, for whole group polling, using remote clickers to vote on a question. The group "clicked" to submit their responses to each question triggering the polling system to count the responses. When participants finished answering each question, a real-time vote was displayed providing quantitative data for reflection. Once all three questions were answered, facilitators divided the participants into small group discussion for more in-depth conversations about the responses from the whole group session.

Community Forum Theme No. 1 – Lindbergh Schools should provide appropriate technology infrastructure and classroom devices throughout the district.

Community Forum Theme No. 2 – Facilities need upgrading for condition, capacity, design, and safety.

Community Forum Theme No. 3 – The district should consider an alternate procedure with transportation

Community Forum Theme No. 4 – Examine ways to continue to meet the nutritional needs of children.

Community Forum Theme No. 5 – In order to maintain high expectations and quality education, Lindbergh Schools must retain quality teachers.

APPENDIX A – COMMUNITY ENGAGEMENT QUESTIONS

Final Community Engagement Questions Lindbergh Schools Strategic Planning Project

The following questions were used for both the Community Forum and the online survey. The Forum will be conducted on October 29th. The online survey will be open October 29th through November 16. The following blurb appeared on the Lindbergh Schools' website to introduce community members to the survey:

This fall, Lindbergh Schools has formed a Strategic Planning Committee to create a strategic plan that will define the district's work for the next five years. The Committee includes parents, employees, students, administrators, Board of Education members and residents invited to provide their unique perspective on the district and its future. The Committee will complete the new strategic plan by the end of this year.

To assist the Strategic Planning Committee in its work, the Lindbergh Schools community is invited to complete a short survey. The survey will take about 15 minutes to complete. There are 23 multiple choice questions, with opportunities to offer additional comments on the noted topics.

[click here to begin the survey]

The survey will be available from October 29, 2018 until midnight on Friday, November 16, 2018. For more information about Lindbergh Schools, Lindbergh community members are invited to read the district's [2018-19 Compass Goals](#).

Thank you for your feedback. Your input is invaluable.

Here are the questions:

1. What best describes your relationship with Lindbergh Schools?
 - a. Student
 - b. Parent of a Lindbergh Schools student
 - c. Resident but do not have a student in Lindbergh Schools
 - d. None of the above
2. Are you an employee of Lindbergh Schools?
 - a. Yes
 - b. No

3. If you are an employee, what is your role in the district?
 - a. Teacher
 - b. Support Staff
 - c. Administrator
 - d. I am not an employee
4. How would you rate the quality of the education students receive in Lindbergh Schools?
 - a. Outstanding
 - b. Good
 - c. Fair
 - d. Poor
 - e. Unsatisfactory
5. What is the greatest strength of Lindbergh Schools?
 - a. Rigorous curriculum
 - b. Extra-curricular activities
 - c. Quality teachers
 - d. Supportive community
 - e. Something else
6. What is the greatest weakness of Lindbergh Schools?
 - a. Facilities
 - b. Inadequate funding
 - c. Resistance to change
 - d. Teacher retention
 - e. Something else
7. With regard to curriculum, what do you believe is the **most** important element of making curriculum rigorous?
 - a. High standards and expectations
 - b. Personalized instruction
 - c. Quality teachers
 - d. Consistency districtwide
 - e. Something else
8. Currently, students in Lindbergh Schools provide their own technology for classroom use. Should Lindbergh Schools...
 - a. ...continue with the current Bring Your Own Device program?
 - b. ...provide a device for each student?
 - c. ...adopt another, different student technology plan?

9. What is the most important method of measuring student achievement?
 - a. Master of the 4 Cs (Communication, Collaboration, Creativity, Critical Thinking)
 - b. College preparation
 - c. Standardized test scores
 - d. Workforce readiness
 - e. Something else
10. Regarding transportation, Lindbergh Schools currently provides transportation for all students, regardless of how close they live to their school. The district is currently evaluating the efficiency of district transportation with a continued emphasis on student safety. Should the district...
 - a. ...continue with the same procedure?
 - b. ...consider an alternate procedure if the district can save money and utilize its buses more efficiently, without sacrificing student safety?
11. Regarding facilities, what is the most significant facility challenge facing Lindbergh Schools?
 - a. Age of facilities and maintenance needs
 - b. Safety and security
 - c. School capacity
 - d. Suitability for 21st Century learning
 - e. Something else
12. What one improvement could Lindbergh Schools make to most effectively ensure **all** students have quality facilities in **all** of the district's school buildings?
 - a. Address building condition issues
 - b. Address school capacity issues
 - c. Redesign instructional spaces to meet educational program needs
 - d. Improve technology infrastructure
 - e. Something else
13. Addressing major deficiencies in Lindbergh Schools' facilities would require a bond referendum. Would **you** support a bond referendum to address major deficiencies in Lindbergh Schools' facilities?
 - a. Yes
 - b. No
14. Do *you believe* the **Lindbergh Schools community** would support a referendum to address major deficiencies in Lindbergh Schools' facilities?
 - a. Yes
 - b. No

15. In general, how do you prefer to receive news and information?
- Television/Radio
 - Electronic media (website/email)
 - Social media (Facebook/Twitter/LinkedIn/Instagram)
 - Print publications
 - Something else
16. How frequently do you tune in to television and radio for news and information?
- Once in a while
 - Once each day
 - Several times during the day
 - Constantly throughout the day
17. How frequently do you prefer to receive new information via electronic media (website, email)?
- Daily through frequent email blasts
 - Weekly through newsletters
 - Monthly through notification of website updates
 - I prefer information be available on the Lindbergh website where I can find it when convenient for me
 - Something else
18. How frequently are you on social media?
- Very little or not at all
 - Once a week
 - Once a day
 - Once an hour
 - Several times an hour
19. What is your preferred local **print** news publication?
- I do not read a local print news publication
 - The Call
 - The South County Times
 - St. Louis Post-Dispatch
 - Something else
20. What is your preferred local **online** news publication?
- I do not read a local online news publication
 - The Call
 - The South County Times
 - St. Louis Post-Dispatch
 - Something else

21. How often do you visit the Lindbergh Schools website?
- a. Frequently
 - b. Occasionally
 - c. Almost never
 - d. I have never visited the Lindbergh Schools website
22. Lindbergh Schools has an app for sharing district news and information. How often do you use the Lindbergh app?
- a. Frequently
 - b. Occasionally
 - c. Almost never
 - d. I have not downloaded the Lindbergh app
23. What I like best about Lindbergh Schools is...
- a. ...our educational programs.
 - b. ...our co-curricular programs.
 - c. ...innovative opportunities for our students.
 - d. ...our commitment to excellence.
 - e. ...something else.