
# *Communications Audit*

*Dr. Christopher A. Dignam*

*Superintendent*

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MAY 2017

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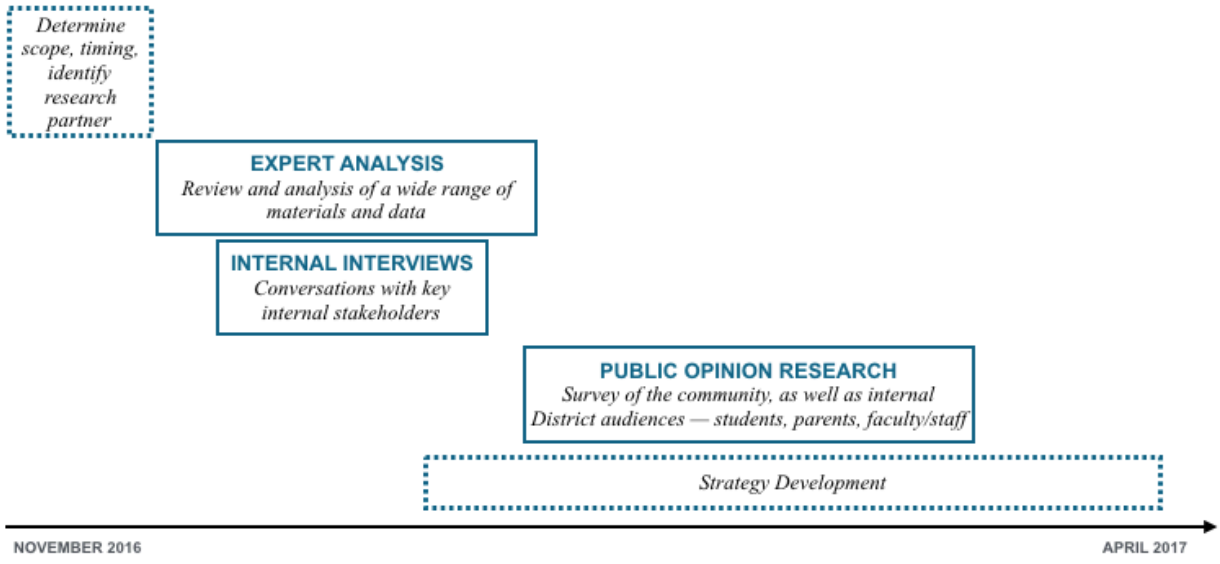
In November 2016, Township High School District 113 engaged Jasculca Terman Strategic Communications (JT) to conduct a comprehensive communications audit. Specifically, JT was engaged to review and analyze District 113's internal and external communications strategies, tools and tactics, and provide recommendations to enhance their reach, effectiveness and impact in order to better serve students, parents, faculty/staff and the community.

The JT team has been in regular contact with District 113's Director of Communications & Instructional Technology Christine Gonzales to confirm and update the project timeline, refine our scope of inquiry, discuss progress and preview preliminary findings. This report summarizes the audit process, highlights key findings and provides strategic recommendations to guide the District's future communications planning. **The Letter of Agreement under which the District engaged JT's services for this project is attached to this document as APPENDIX I and our final project timeline as APPENDIX II.**

## THE PROCESS

JT's work on this project was completed in three phases between November 2016 and April 2017, including Expert Review and Analysis, Internal Interviews and Public Opinion Research (community telephone survey and online survey of District 113 students, parents and faculty/staff).



**Expert Review and Analysis**

As we began our work on this project, JT conducted an extensive review and analysis of a wide range of materials and data to allow us to develop a strong understanding of the District's current communications strategies, tools and tactics, including purpose, target audience, message, medium, impact/outcomes and internal processes.

Specifically, in November and December 2016, JT reviewed and analyzed the following data, documents and channels:

- Recent "Giant Life" and "Warrior Words" Student Activities communications to students and parents
- Recent Deerfield High School and Highland Park principal communications to parents
- Recent "Warrior Weekly" and "Giants Almost Weekly" principal e-newsletters to faculty/staff
- Recent issues of the District's "113 Connects" community e-newsletter
- Recent email messages to neighbors of Highland Park High School (parking/events updates)
- Current District media list
- Recent news releases and resulting news coverage
- District (and high school) social media pages and posts, including analytics
- Website analytics for http://www.dist113.org/ (*Note: We used three different premium tools to analyze District website traffic and patterns: Alexa, Compete and SEMRush. These tools allowed us to identify patterns of visitor behavior that we would not have been able to view with the analytics system the District currently uses.)*

This component of our work was conducted in December 2016 and has been continually updated throughout our engagement. **A summary of key findings is attached as APPENDIX III.**

**Internal Interviews**

To further inform JT's understanding of District 113 and its communications goals, challenges, opportunities and processes, District 113 Director of Communications & Instructional Technology Christine Gonzales identified and assisted JT in scheduling interviews with key internal stakeholders. These interviews were conducted in-person at District 113 offices on December 5, 2016.

Interview subjects included:

- Kathryn Anderson, *Principal, Deerfield High School*
- Barry Bolek, *Assistant Superintendent for Business and Finance*
- Dr. Christopher Dignam, *Superintendent*
- Marty Esgar, *President, District 113 Education Association*
- Dr. Suzan Hebson, *Assistant Superintendent for Curriculum & Instruction*
- Ronald Kasbohm, *Director of Technology and Business Services*
- Dr. Thomas Koulentes, *Principal, Highland Park High School*
- Annette Lidawer, *President, District 113 Board of Education*

**The discussion guides JT used to facilitate these interviews and a summary of key findings are attached as APPENDICES IV and V.** Please note that participants were assured their participation would be confidential and reported in aggregate with no feedback attributed to an individual.

**Public Opinion Research**

Through a competitive bid process facilitated by JT and implemented in coordination with the District, Fako Research & Strategies, Inc. of Lemont, Illinois was engaged to conduct a telephone public opinion research survey of District 113 residents who do not currently have students enrolled in its high schools, as well as an online survey of current students, parents and faculty/staff. Each iteration of the survey had a set of common questions, as well as questions unique to each targeted audience and which high school (Deerfield or Highland Park) the respondent was affiliated with. These surveys were designed to assess current perceptions of District communications, provide insights on the information needs and preferences of key internal and external stakeholders, and to identify specific topics of most interest.

The telephone survey of community members was conducted February 27 to March 4, 2017 using professional interviewers among a random sample of n=302 adult (age 18+) District 113 residents. Scientific sampling techniques using a listing of households with at least one registered voter were used to give all residents within this group living in a telephone-equipped household or with a listed cell phone number an equal chance of being interviewed. Interviews were conducted in proportion to gender and regional shares of the population based on known demographics, and weighting was applied to age, race, gender and region to bring these groups into closer proportion to known demographics. The survey has an overall margin of error of +/- 5.60 percent at the 95 percent level of confidence, meaning that if the survey were replicated, the

results would be consistent for 95 out of 100 cases.

Internal audiences (source list counts: students = 5,545, parents = 6,438, faculty/staff = 782) were invited to participate in an online survey available from March 2-10, 2017 with 296 students, 436 parents, and 252 faculty/staff completing the survey. Because the survey is not a probability sample since it was conducted via an opt-in email invitation, results cannot be generalized with statistical reliability. However, the online sample size for each internal audience is larger than a randomly selected phone survey would have been practical for each audience would have been.

Fako Research & Strategies, Inc. is confident that, while not a precise representation, the composition of the sample within each audience and the survey's participants are a reasonable representation of each audience. No reliable statistical calculation can be made to this assertion.

**Fako Research & Strategies, Inc.'s report detailing each version of the survey, topline results and analysis are attached as APPENDIX VI.**

## KEY FINDINGS

Based on JT's expert analysis of current District 113 communications tools and practices, informed by our interviews with key internal stakeholders and grounded in research conducted by Fako Research & Strategies, Inc. among students, parents, faculty/staff and community, JT identified seven key findings.

**Perceptions of District, High Schools and Communications**

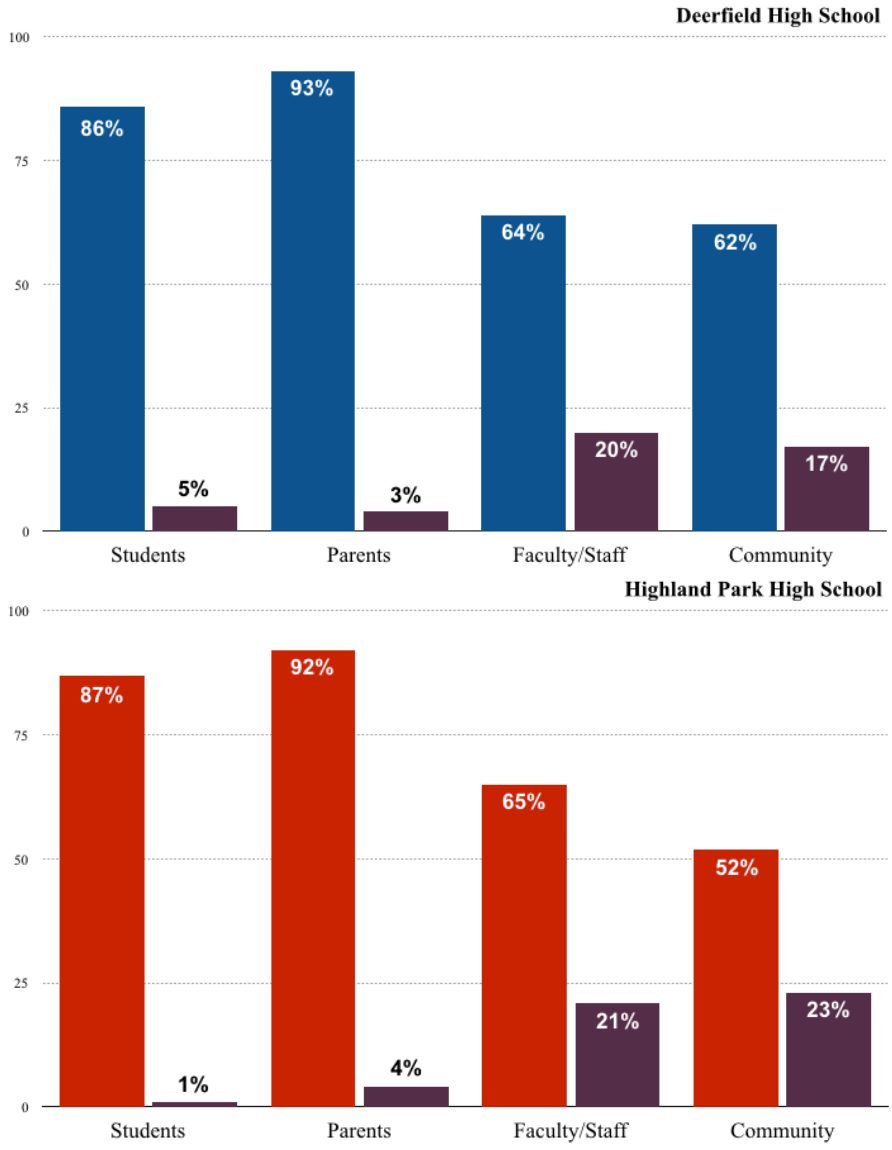
In every phase of this project, the JT team was struck with the great pride virtually all stakeholder groups feel for Township High School District 113 and its high schools. This positive sentiment was consistently articulated in our interviews with District staff and the Board president, and was reinforced in the surveys with the majority of students (74%), parents (80%), faculty/staff (78%) and community (73%) rating the District's job performance as excellent or good.

Responses regarding perceptions of the District's high schools were comparably positive. High percentages of community and internal audiences also ranked both high schools as excellent or good in their efforts to showcase the quality of academic programs/services and the achievements of faculty/staff and students.

These positive assessments are an indicator of a well-respected District and associated high schools, laying the foundation for the District to communicate credibly on various internal and external topics. However, survey findings indicate some room to improve the District's work to provide opportunities for, listen to and act on feedback, particularly among students and faculty/staff – but even in this area, the District and its high schools earn positive evaluations.

**High Schools as Messengers**

District 113 is clearly valued and respected in the community. However, as indicated in the chart below, survey findings overwhelmingly indicate that both community and internal audiences strongly prefer school-specific, rather than District-oriented, communications.




*(Blue/red bars, prefer high-school specific communications – purple bars, prefer District-specific communications)*

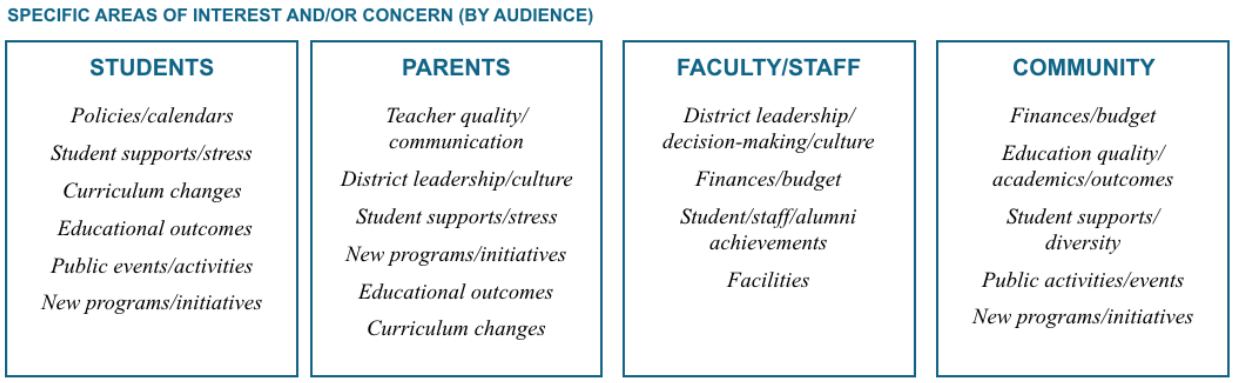
**Electronic Communications Preferred; Opportunities to Streamline and Focus Content**

Across all audiences, email is the preferred method of communication from the District – students and parents, in particular, overwhelmingly prefer email communication.

It's important to note that while email communication is also most preferred among faculty/staff (42%), they also express a strong desire for personal contact with District/School staff (31%). Interestingly, 54 percent of community members indicated a preference for email communication, while just 26 percent currently receive emails from the District.

*Content*

Survey findings reveal specific areas of interest and/or concern to better inform the development of content to reflect the needs of each audience. For example, the community gravitates toward financial and "big picture" concerns regarding the District, while the internal audiences prioritize issues that are logically more directly relevant to their interest and relation to the District and its schools, such as faculty/staff expressing concerns related to District administrative topics more than the other groups, and students indicating concern over student support and services.




It's important to note that, with the exception of faculty/staff (15%), a significant number of those surveyed (35% of students, 23% of parents and 24% of community) reported no opinion or issues of concern to report with the District.

*Volume, Frequency and Clarity*

Through both our own expert review and analysis of current District communications and in our internal interviews, the JT team noted a perception of overload in terms of the numerous communications – newsletters, alerts and more – sent from the District, its high schools and departments. In particular, our internal interviews surfaced concerns that there are too many

pieces of communication going out too often, and that there's a lack of centralization/ organization of content and timing of distribution.

JT's expert analysis and review of the District's communications raised similar concerns. By our count, District 113 students, parents and faculty/staff currently receive at least five different official communications each week. These include student activities and faculty/staff newsletters, as well as principal communications. While the District does not currently have the ability to monitor its electronic communications system (Infinite Campus) to fully identify the potentially many other alerts and other communications being sent on a daily or weekly basis (e.g., class-specific messages, news from the counseling center, etc.), it can be somewhat challenging for internal audiences to determine what is important and what is not. While all internal audiences believe these communications to be of some level of importance, significant numbers of students (34%), parents (30%) and faculty/staff (33%) indicated that "due to the volume of communications…, it is difficult to know what needs my attention."

That said, while more than half of all internal audiences (students, parents and faculty/staff) indicated they get "just the right amount of communication," survey findings also indicate that a significant portion of the community (43%) feels they receive "too little." These findings are echoed in the survey – 30 percent of community members feel that "The District does not provide the community with the news and information they need to be informed about School District 113."

Translations

The need for increased translation of District communications seems to differ by audience. While 96 percent of community members indicate that English is the primary language spoken at home, 53 percent of community members indicated in their survey responses that it is "somewhat" or "very" important for the District and its high schools to offer information in languages besides English.

Ninety-four percent of parents responding to the survey indicated that English is the primary language spoken at home, with Spanish as the most prevalent of foreign languages. While parents were given an option to complete the survey in Spanish, just eight of 436 (less than 2%) parent surveys were conducted in Spanish.

However, it is important to note that this topic also came up during our internal interviews, where a need for additional support for faculty/staff working with parents that speak other languages, particularly Spanish, was noted.

*Opportunity for Additional Board Communications*

It is our understanding that the District 113 Board of Education holds two meetings per month: one focused on general business and another focused specifically on topics related to its students, staff and schools. However, the survey showed that beyond faculty/staff (69%), there is not much awareness of this structure/format/approach.

Yet, survey findings indicate a significant interest in learning more about the Board's activities. In fact, 88 percent of parents, 92 percent of faculty/staff and 57 percent of community survey respondents indicated an interest in subscribing to a communication that "summarizes key topics addressed and decisions made at District Board meetings." Significant numbers of parents (69%) and faculty/staff (67%) also indicated an interest in subscribing to an advance communication "that provides the dates, time and agenda for upcoming District Board meetings."

**Conflicting Opinions, Data on Website**

JT's expert analysis and review of the District's website analytics indicates that the District has a significant amount of web traffic, averaging nearly 10,000 visits per month. While we weren't able to pull data regarding unique visitors using the District's analytics or our tools, we do know that the average visitor stays on the site for more than five minutes, visiting several pages at a time. Most visitors come to the site by typing in the URL(s) directly, which *might* suggest students, parents and faculty/staff have specific pages bookmarked.

Unfortunately, the District does not currently have the ability to generate detailed analytics regarding who is visiting the site and where they are coming from. We can confirm, however, that the top five most visited site pages contain content relevant primarily to faculty/staff, including the Employee Center, the Employee Email Web Portal and the Assistant Principal login page, so it's reasonable to assume this audience is a heavy and frequent user of the District's site.

In both internal interviews and survey responses, faculty/staff overwhelmingly said the District's website was difficult to navigate. Yet, research findings indicate that, while improvements or updates could be made, the majority of parents, students and community members find the District's website to be easy to navigate and indicate that content is easy to find.

**Limited District Activity, Audience Interest in Social Media**

Currently, the District maintains a social media presence on Facebook, Twitter and Instagram channels, but hasn't posted anything and only has 12 followers across the three channels combined. The District uses YouTube to share Board meeting videos; this channel currently has just four subscribers.

During our internal interviews, we heard from District faculty/staff a desire to engage audiences more on social media. However, survey responses suggest that while social media, texts, etc. are an appropriate adjunct to other District and schools' communication techniques, they are not a preferred channel. For those who indicate that they would engage with the District on social media, Facebook is the preferred channel. Content should focus primarily on general information and breaking news.

Deerfield High School and Highland Park High School each have their own Facebook, Twitter and YouTube channels and actively post on all three, with varying degrees of effectiveness.

Highland Park's Facebook posting schedule is erratic and doesn't appear to be tied a content calendar. For example, the school posted to Facebook nine times in April, six times in March and 16 times in February, and posted to Twitter five times in April, twice in March and four times in February. The high school doesn't regularly use graphics or video on Facebook or Twitter when posting, relying on text to get messages across. The YouTube page, as linked from the school's website, is unbranded and appears to belong to the District's multimedia specialist. The channel features video announcements and only has 28 subscribers.

Deerfield High School does a good job of incorporating images and videos into the majority of its Facebook and Twitter posts, which is good since multimedia content grabs users' attention. However, the schools posts to social media infrequently, having posted to Facebook four times in April, three times in March and six times in February, and tweeting only two times in April, four times in February and four times in January. The school's YouTube page has 75 subscribers and most videos have fewer than 100 views.

For both high schools, social media engagement is hit or miss. For example, a recent Highland Park High School Facebook post garnered 159 'reactions' and 29 comments, while most posts only receive one or two likes or shares, if any at all. Deerfield High School's user engagement isn't much better, with one recent Facebook post generating 49 'likes' and one 'share', while others have little to no user engagement. Twitter engagement for both schools is similarly low and YouTube engagement is non-existent.

Overall, it seems that neither Highland Park High School nor Deerfield High School have decided how they want to use each specific social media platform, or how to create consistent posting schedule. Neither school is actively engaging with users or posting content that encourages user engagement such as questions, etc.

It also appears that there are a significant number of unofficial social media channels associated with the high schools (e.g., sports teams, clubs), which may have more activity. At this time, the District does not have a clear understanding of what exists or who is responsible for content monitoring and response on these pages.

**Mainstream Media Coverage Still Important**

Community members put a heavy weight on media outlets as a preferred channel to receive information about the District and also indicated that they're currently receiving information this way. The District should continue to pursue earned media coverage in outlets including the *Deerfield Review*, *Highland Park News*, *Highland Park Landmark*, *Lake County Journal*, *Daily North Shore, North Shore Weekend*, *The Highlander* and, if appropriate based on the story, Chicago print and broadcast outlets.

In the past, the District has sent weekly briefs that provide headlines and short descriptions of relevant District news and achievements to media, along with photos. However, our expert analysis and review of media coverage featuring the District indicates that these stories were much more issues-based and seemed more reactive than proactive. This leads us to believe that a more targeted, strategic approach may be needed to generate "good news" stories.

It is important to note, however, that community members also expressed a preference for a number of other communications channels. Specifically, email, U.S. postal mail and school-specific electronic newsletters were all preferred at higher levels than they are currently being used.

## RECOMMENDATIONS

**Provide New Opportunities to Maintain, Grow Positive Community Relations**

We learned that the District and its high schools have a great reputation within your community. To maintain and grow this favorable relationship, we recommend continuing to look for ways to provide opportunities for community engagement.

## RECOMMENDATION / COMMUNITY OPEN HOUSES

*While students, parents and faculty/staff interact with the District regularly, periodically inviting the community to visit their high school can create a deeper and more personal connection. We recommend planning* ***community open houses*** *at each high school.*

*These events could be held once a semester and scheduled in conjunction with an existing event that is open to the public, such as a holiday concert, theater performance, dance recital, art exhibit or sporting event. For example, you might consider hosting a pre-performance reception with light hors d'oeuvres or coffee and donuts before a football game. School and District leaders could provide brief remarks and remain after to have one-on-one conversations with community members, students could be on hand to give tours of their high school and highlight key programs.*

## RECOMMENDATION / ANNUAL STATE OF THE DISTRICT

*We recommend creation of an* ***annual State of the District report*** *that outlines key accomplishments for the District and each high school. This report, which could be released in January of each year, could serve as an update on the year to day and preview what is to come during the second semester. While the District may wish to print a small quantity of these reports, we anticipate that this would be a digital publication that would be posted on the District's and each high school's website. Because the District does not yet have a robust email list of community members who are interested in receiving such updates, we suggest sending a postcard with a link to view the report/videos online. This postcard could also invite community members to sign up to receive future email updates from the District and their local high school.*

*Another idea is to produce a short companion video for each high school that could be posted on each school's website and social media channels, and emailed to students, parents and faculty/staff.*

*We might also suggest that the District host an annual breakfast for its municipal, civic and community partners. This event could provide a forum for the superintendent, Board president and high school principals to present and discuss the State of the District report and videos.*

**Accommodate Stakeholder Preference for Communications from High Schools versus District**

Virtually all internal and external audiences expressed a strong preference in receiving communications from their local high school, as opposed to the District.

### RECOMMENDATION / PRIORITIZE COMMUNICATIONS FROM HIGH SCHOOLS, EMBED DISTRICT CONTENT

*As much as possible, we recommend that **all communications originate from each high school, rather than the District**. While there may be specific communications (e.g., Board agenda/recaps, financial reports/updates, future referendum) that may need to originate from the District, whenever possible we instead recommend embedding District updates within school communications. It is important to acknowledge that the District does not currently have the staff infrastructure at the high school level to implement this recommendation. Unless this challenge can be resolved, we have concerns that taking on this task would adversely impact the effectiveness of school administrators, which must remain focused on instructional leadership as a top priority.*

### RECOMMENDATION / BUILD COMMUNICAITONS INFRASTRUCTURE AT HIGH SCHOOLS

*To effectively implement a strategy in which communications primarily originate from each high school, **additional staff support** will be required. Currently, it appears that the high school principals bear the primary responsibility for the development of parent and staff newsletters. Increasing communications staff support at the high school-level will also allow for increased coordination and scheduling of communications, minimizing overload or confusion. Further, high school-level communications staff could also source a steady diet of "good news" stories and generate timely and relevant website and social media content.*

*We recommend hiring two communications staff positions, one at each high school. These positions would report to the District's Director of Communications & Instructional Technology, with a dotted line reporting relationship to the school principal. Ideally, these positions would be full-time; if budget does not allow for this level of staff support, we would suggest that the approach still makes sense even with part-time positions. If no additional staff support at the high schools is feasible at this time and/or as this recommendation is being implemented, we believe that the District's*

*Director of Communications & Instructional Technology must spend time on each campus on a regular basis (at least one full-day a week at each high school).*

**Enhance the Effectiveness of Electronic Communications**

While it's clear that email is the best way to reach both community and internal audiences, our audit findings suggest a clear need to streamline and focus these communications. This includes both generating content of greatest interest to each audience, as well considering the timing and format of electronic communications.

Implementation of this recommendation may be challenging, however, because the District's Infinite Campus communications platform does not have the ability to coordinate scheduling, track or preview such communications prior to distribution. As a result, no one person or department at the school or District level can inventory ALL communications that a specific audience is receiving. That means the same parent, student or staff member could be getting multiple emails per day on any number of topics. (This is currently less of an issue for community members, as the District does not have a robust email list to support electronic communications at this time.)

### RECOMMENDATION / DEVELOP DISTRICT COMMUNICAITONS SCHEDULING CALENDAR

*We suggest the **development of an overarching, District-coordinated communications calendar for both high schools**. This log would include sender, recipients, subject line/major content topics and distribution date for all electronic communications, excluding messages sent to students and parents from faculty. We envision that this tool would allow for various District and high school personnel to pre-schedule communications for review and release by the Director of Communications & Instructional Technology. This approach will allow a District-level "big-picture" view of all of the communications audiences are receiving.*

Once the District has a better idea of all the various electronic communications currently being sent, it will be better positioned to help make strategic decisions about what goes out when. For example, does it make sense for communications from certain departments to be sent on certain days of the week so that audiences know to look for this content (e.g., athletic messages go out on Thursdays, notes from the counseling center go out on Tuesdays)? Is one department pushing out more than others – and is there a way to compress these multiple emails into a single mailing?

In our expert review and analysis of the various District and high school communications, we noted a lack of consistent branding. Each publication has its own "look and feel" with no consistent use of District or school logo, imagery, fonts or colors. Indeed, we observed this lack of consistent branding not just across publications, but also sometimes from issue to issue of the same publications.

### RECOMMENDATION / ESTABLISH AND ENCOURAGE USE OF CONSISTANT DISTRICT, HIGH SCHOOL VISUAL IDENTITY AND FORMAT GUIDELINES

***Creating and encouraging the use of District and high school brand/visual identity guidelines**, including customized publication templates for specific topics/departments, can improve not just the visual aesthetics, but also the clarity and impact of these communications. In addition to a branded template, the District should provide guidance on consistent categories of content to be included in each high school's general newsletter, so that readers know where to find certain information and what information they can expect in every issue. These categories should also align with the content topics audiences indicated that they most prefer. Additionally, some publications are significantly longer than others – an "In this Issue" or table of contents feature would be beneficial in those cases, as well.*

*We also recommend a simple email 'subject line' strategy be implemented across all communications to help audiences prioritize and respond appropriately to District and school communications. For example, standardizing the use of a few different subject line prefixes – e.g., "Urgent," "Action Needed," "Upcoming Event" or "For Information" – can help recipients quickly and easily understand how to handle communications received from the District and its high schools.*

To be successful in this effort, the District needs to create buy-in among the faculty/staff that will use these materials most. We recommend launching this campaign and the communications scheduling calendar referenced above at the beginning of the school year in-service, providing all staff a toolkit that includes the brand guidelines and template materials and guidelines on a flash drive. If possible, you might also consider branding this flash drive and providing some other low-cost branded promotional items, such as t-shirts, water bottles or pens to create awareness and enthusiasm around this initiative.

As indicated above, we believe that the District should continue and enhance its efforts to reach out to and engage community members who do not have children enrolled in its high schools. While mainstream media is currently a top source of information for them, this audience segment

also expressed a strong preference for electronic communications. Unfortunately, however, outside of around 2,000 emails that make up the list where *113 Connects* (a now-extinct publication that targeted the community) was sent, the District does not currently have the ability to accommodate.

### RECOMMENDATION / COMMUNITY OUTREACH AND ENGAGEMENT CAMPAIGN

*There's a clear need for the District to build its community email list to support future electronic communications as preferred by this audience. To do this, we recommend* ***creating a targeted direct campaign for community members*** *– a simple postal patron-postcard mailing that encourages residents to visit the District website to sign-up to receive periodic communications and news from the Board of Education and/or the high school(s) of their choice. We would also recommend including this content in the Highlander newsletter.*

*Ideally, we recommend no more than one monthly communication (outside of Board briefs and Board-related information) be sent to this audience to avoid fatigue/overload. These should include the State of the District communication and open house invitations referenced above, as well as the proposed Board Briefs communications recommended below. In all cases, these communications, should focus on the topics identified as being of most interest to the community, as well as include an invitation to attend free and low-cost events and activities that are open to the public.*

**Increasing Awareness of Board Actions**

District parents and faculty/staff, in particular, expressed strong interest in learning more about Board of Education actions, including topics addressed and decisions made at Board meetings; a majority of community members also indicated interest in this information. Many District parents and faculty/staff also expressed an interest in receiving advanced notice of dates, times and agendas for upcoming Board meetings.

While this information is publicly available to interested parties under routine public posting of agenda and meeting minutes (following Board approval), we recommend that the District implement a more timely, proactive and user-friendly approach to sharing this information.

### RECOMMENDATION / BOARD BRIEFS

*We propose the **development of a "Board Briefs" electronic communication that summarizes key actions and decisions taken at each Board meeting**. This document, which could include links to the District website for additional information, should be prepared and distributed within 24 hours of the Board meeting to all District parents and faculty/staff, as well as posted on the District website and emailed to community members who express interest in receiving such updates from the Board.*

*District parents and faculty/staff also indicated a strong interest in receiving advance notification of the Board meeting agenda; this, too, can be easily accomplished through an electronic distribution that aligns with the mandatory public posting.*

**Website**

The District's website was recently redesigned, and we understand that you're hesitant to undertake another major overhaul at this time. Yet, as detailed above in our key findings, there are conflicting opinions about the effectiveness of the District and high school websites, among faculty/staff in particular.

However, a lack of data/analytics limited JT's ability to conduct a robust assessment of the websites. Therefore, our recommendations below focus more on ways to gain deeper insights into website usage and the online information needs/preferences of key stakeholders.

### RECOMMENDATION / IMPLEMENT ANALYTICS TOOL TO INFORM FURTHER WEBSITE ADJUSTMENTS

*We recommend the District **implement either a robust analytics system like Google Analytics or a "heat map" tracking using a tool** such as Crazy Egg, https://www.crazyegg.com/, to track user behavior, such as how visitors access the website, and the type of content different types of visitors click on the most (for example, parents versus community members), how many people scroll through your pages and where they stop, and more. Adding either of these tools calls for adding a snippet of tracking code to the HTML pages of the site and/or may be implemented through the District's Blackboard Schoolwires content management system. It is well-worth the time and/or expense. The site traffic and user behavior data can be used to inform future adjustments to website design and architecture, as needed, to enhance the user's ability to quickly and easily find the information they need.*

*Moving forward, it will also be important to align site content with audience information needs and preferences based on data collected from the heatmap tracking and from this audit. Information should be kept current and, if possible, additional multimedia content should be incorporated to increase user engagement.*

### RECOMMENDATION / ASSESS FACULTY AND STAFF ONLINE INFORMATION NEEDS, MAKE RESOURCE ADJUSTMENTS

*In particular, the District should* ***focus on whether their specific online information needs of faculty/staff are best served through the District and high school websites or if they can be better accommodated through a reboot or enhancement of its Intranet or another staff-specific portal****. One example is Slack, a web-based messaging and collaboration tool that would allow staff to share and discuss information in real time. One idea might be to partner with the District Education Association to make this topic a focus of their next faculty/staff survey.*

**Social Media**

Social media has the potential to provide quick bursts of information and drive highly engaged users to the District and high school websites, as well as to alert community members to free and low-cost school events that are open to the public. However, there is currently limited interest from parents and community members to receive information from District 113 via social media. Therefore, any social media strategy should be implemented as a component, but not the primary focus, of the District's communications strategy.

To be effective, social media channels must offer a steady stream of fresh and relevant content, accommodate interaction and provide timely response to questions or concerns. Before embarking on full-scale social media effort, the District must ensure that it has the staff resources in place to develop content for, engage on and closely monitor these channels.

### RECOMMENDATION / GROW AND LEVERAGE SCHOOL FACEBOOK PAGES

*Facebook was the preferred social media channel for all District stakeholders. Since we know stakeholders prefer to receive communications from the schools rather than from the District, we recommend the District* ***work with each high school to develop a comprehensive social media strategy that enhances their existing Facebook channels.***

*The strategy development process should begin with first identifying how each school wants to use Facebook. For example, will Facebook be a place for championing student achievements, promoting school/community pride, or for sharing important information? Or, will it be used for all of these and more? If Facebook is to become a content catch-all, the District should work with each school to develop a plan for ensuring important information posted to the channel rises to the top and is seen by as many followers as possible.*

*One way to do this is by creating topic specific graphics that accompany posts. For example: an 'Emergency' graphic that is posted along with text for any critical posts, or an 'Athletics' or 'School Closing' graphic to accompany relevant posts. Adding these topic specific graphics to posts will help users identify content relevant to them in that moment. And, because we know posts with graphics are more like to be shared, this approach could increase user engagement on the school channels.*

*We also recommend the District work with each school to develop a content calendar to help organize and operationalize the social media functions at each school. The content calendar should align with the overall communications calendar and would help the high schools plan content in advance, including creating content purely for informational purposes and content that is created to encourage user engagement.*

*The District could use the school channels to communicate with stakeholders as needed. For example, you could create a monthly District 113 post and accompanying graphic that would then be shared on the individual high school Facebook pages. This approach would allow the District to reach key audiences and possibly whet stakeholders' appetites for social media content from the District. Adding graphics to the posts serves a dual purpose: they brand District content so that it is separate and distinct from content the schools share and ensures more users will pay attention to the content since posts with graphics are more likely to be read and shared. The template graphics mentioned here and above should align with the branding guidelines created per our previous recommendation. These graphics don't have to be expensive or complicated and could be created in a free to low-cost tool like Canva.*

## RECOMMENDATION / DEVELOP AND IMPLEMENT SOCIAL MEDIA GUIDELINES

*We recommend the District* ***develop and publish a set of clear social media policies and guidelines*** *for posting and interacting. These need to be communicated to faculty, staff and students and clearly posted on the channel. Internal crisis response strategies should*

*also be developed.*

### RECOMMENDATION / SOCIAL MEDIA INVENTORY

*The District should **conduct an inventory of and develop a comprehensive social media list of all channels** (including page administrator and passwords) being used by school programs (including sports teams, clubs, etc.) on social media. Page administrators should be provided with the District's new social media policy and the school-based communications staff member recommended above should regularly visit these pages to both monitor and share content.*

**Increase Engagement with Earned Media**

Community members indicated the highest interest in receiving information via the media, and while their responses indicate that the District is doing a good job engaging with local outlets, we believe that there is more that you can, and should, do to highlight the achievements and initiatives of your students and faculty/staff.

### RECOMMENDATION / HOST BIANNUAL MEDIA DAYS AT EACH HIGH SCHOOL

*Twice each year, first as the school year opens and then at mid-year in conjunction with our recommended State of District report, the District could **host an annual media day for local and student-run media**. These 90-minute sessions could rotate between the high schools and feature an open question-and-answer session with the principal, superintendent and Board president, as well as a student-led campus tour that provides an opportunity to collect photo and video content for future use.*

### RECOMMENDATION / PURSUE TARGETED 'GOOD NEWS' PITCHES

*Rather than sending weekly updates to media, the District should focus on **proactively seeking and pitching feature stories to specific, targeted local outlets and reporters** about upcoming events and interesting or significant student, faculty/staff and alumni achievements. These pitches should paint a brief picture for the media of what the story ideas could look like, including visual opportunities, spokespeople, time hooks, etc., and offer access to spokespeople who can provide reporters with detailed information.*

### RECOMMENDATION / POSITION DISTRICT AS A THOUGHT LEADER

*Many aspects of public education are often covered and/or debated in the mainstream media, which presents an opportunity for District 113 to* ***position itself and its key faculty as thought leaders*** *in this space. The District should monitor education topics being covered in both mainstream and trade publications, and look for opportunities for your superintendent, Board president and/or school principals to draft opinion or letter to the editor pieces on these subjects. For example, on April 24, Pioneer Press wrote an article about a public forum in Deerfield about education – this could have been an opportunity for Superintendent Dignam to draft a letter to the editor responding to the article's findings and opinions covered.*

## CONCLUSION

Thank you for the opportunity to work with Township High School District 113 on this important project. We remain available to discuss and answer questions over the coming months as the District reviews and implements the findings and recommendations contained within.

Please feel free to contact members of the JT team by phone or email at: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# # #

# APPENDICES

JASCULCA TERMAN
STRATEGIC COMMUNICATIONS

November 4, 2016

Ms. Christine Gonzalez
Township High School District 113
1040 Park Avenue West
Highland Park, IL 60035

Dear Christine:

Jasculca Terman Strategic Communications is pleased to be working on behalf of Township High School District 113 (District 113). The following represents the terms of our standard working agreement.

## SCOPE OF WORK

Jasculca Terman Strategic Communications (JT) shall provide public relations/public affairs services to District 113 in connection with a communications audit.

This engagement shall run from approximately November 14, 2016 until approximately March 10, 2017.

JT's scope of work for this project will include the following:

- Expert analysis, including professional review and analysis of District 113's current external communications tools and tactics.

- Collaboration and consultation with District 113 and a professional public opinion research firm to coordinate and implement an electronic and/or telephone surveys of parents, faculty/staff, administrators and/or community members who do not have children enrolled in District 113 schools.

- Presentation of initial findings and recommendations.

- Development of final written report summarizing analysis and strategic recommendations, tools and tactics to enhance the effectiveness of District 113's communications and outreach initiatives.

Additionally, District 113 will have the option of expanding JT's scope of work to include the following components:

- Scheduling and conducting 12-to-15 half-hour, one-on-one phone interviews with local opinion leaders, such as chamber of commerce presidents, local board presidents, business, civic and faith community leaders and the mayors of communities District 113 serves. Interviewees to be selected and initially contacted by District 113.

- Comparative analysis best practice communications and outreach benchmarking based on interviews with five-to-seven comparable local schools.

## PROFESSIONAL FEES

**To perform the scope of work described herein, we will charge a firm fixed price of $20,000, to be paid in four monthly installments of $5,000 each beginning in December 2016 and concluding in March 2017.**

Should District 113 seek to include the opinion leader interviews and/or comparative school district analysis components within the scope of this project, we can do so for an additional cost of $5,000 for each component.

## EXPENSES

Authorized expenses are in addition to our professional fees, and are also billed monthly. These include expenditures for outside vendor services and out-of-pocket costs.

Outside vendor services include such items as printing, photography, and overnight mail and messenger delivery. We assess a 15 percent handling charge on these outside vendor expenses billed through our office. The only potentially significant outside vendor expense anticipated for this project is professional public opinion research. Upon execution of this letter of agreement,

JT will commence to obtain firm vendor price quotes for this service. We will request that the vendor bill District 113 directly for this service.

Out-of-pocket costs include such items as photocopying, postage, travel and taxi fares, and do not incur a handling charge.

Payment of all invoices is due within 30 days of receipt.

## INDEMNIFICATION

District 113 agrees to indemnify and hold JT harmless for, from and against any and all actions, suits, claims, damages, judgments, costs and expenses (including reasonable attorneys' fees) and the like arising out of, or in any way relating to (a) action or inaction by JT taken or not taken while working on behalf of District 113, except for gross negligence or willful misconduct or, (b) information, data, representations and reports (whether oral or written) furnished and/or approved by District 113 or its authorized representative(s) for use and/or release by JT.

Notwithstanding anything contained herein to the contrary District 113 agrees to pay JT at the rates set forth in this letter of agreement and/or reimburse JT for expenses (including reasonable attorneys' fees) incurred, as the case may be, in the event JT or any of its personnel shall be required to participate in any litigation, proceedings or the like involving District 113 (i.e. response to or appearance in connection with a document or deposition subpoena.)

The above indemnification shall not cover actions that arise out of negligence or intentional wrongdoing on the part of JT.

## CONFIDENTIALITY

It is understood and agreed that certain information and knowledge divulged to JT by District 113 shall be regarded by JT as confidential. JT will keep all such information as confidential and refrain from using, publishing, or revealing such confidential information without the express permission of District 113.

## TERMINATION

This agreement may be terminated by either party with written notice provided no less than 30 days in advance of the termination date.

In the event that the project is terminated by either party, District 113 agrees to pay JT for all work performed to date (based on the project fee referenced above, pro-rated based on deliverables at the time of termination for all services performed). In exchange, JT will provide District 113 with all of the project results and work product obtained through the termination date.

~ ~ ~

Jasculca Terman Strategic Communications is an equal opportunity employer. All employment decisions, with respect to all aspects of our operations, are made without regard to race, color, religion, gender (including pregnancy status), age, national origin, physical or mental disability, or any other characteristics protected by applicable federal or state law.

If this agreement is acceptable to you, please sign a copy of this letter and return it to me. If you have any questions, don't hesitate to give me a call.

Sincerely,

James L. Terman
President

ACCEPTED:
Township High School District 113

By: _____

Date: 11/8/16

## APPENDIX II

Final Project Timeline

### Communications Audit Project Timeline

*Updated May 5, 2017*

Please find below an updated timeline for our communications audit. Items in gray have been completed; items in green indicate District 113 action necessary. We will track our progress within this document, updating at least once every two weeks as noted below. As always, please feel free to reach out to the JT team with any questions.

| NOVEMBER 2016 | Notes/Status |
|---|---|
| JT and District 113 to finalize contract | Completed |
| JT and District 113 kickoff call | Completed 11/09 |
| JT develops/delivers draft language for internal interview invitation | Completed, District approved |
| District 113 to schedule internal interviews (12/05)<br>● Dr. Christopher Dignam, Superintendent<br>● Dr. Thomas Koulentes, Highland Park High School Principal<br>● Kathryn Anderson, Deerfield High School Principal<br>● Sue Hebson, Assistant Superintendent for Curriculum and Instruction<br>● Barry Bolek, Assistant Superintendent for Business and Finance<br>● Annette Lidawer, School Board President<br>● Marty Esgar, DEA President<br>● Ron Kasbohm, Director of Technology | Completed 11/22 |
| District 113 to provide JT with materials for expert analysis | Completed 11/22 |
| Survey scope of work sent to research partners, deadline for response 12/02 | Completed 11/22 |
| District 113 decision on adding external interviews, comparative analysis to scope of work | Completed |
| JT develops/delivers internal interview interview guide (Due 11/29, District approval needed by 12/01) | Completed and approved 11/28 |
| Research partner proposals due 12/02, 3 p.m. | Completed |
| JT review of District 113 materials | Ongoing |

| WEEK OF DECEMBER 5 | Notes/Status |
|---|---|
| JT to conduct internal interviews at District 113 offices 12/05 | Completed |
| Review research proposals | Ongoing |
| JT review of District 113 materials | Ongoing |

## APPENDIX II

Final Project Timeline

| WEEK OF DECEMBER 12 | Notes/Status |
|---|---|
| Review research proposals, request updated scope | Completed |
| JT review of District 113 materials | Ongoing |

| WEEK OF DECEMBER 19 | Notes/Status |
|---|---|
| JT review of District 113 materials | Ongoing |
| Select research partner | Completed, Fako Research & Strategies selected |

| WEEK OF DECEMBER 26 \| Christmas Holiday, JT Closed | Notes/Status |
|---|---|

| WEEK OF JANUARY 2 | Notes/Status |
|---|---|
| JT kickoff call with Fako, schedule meeting with District | Completed |
| JT develops/delivers project timeline, incorporating dates/deadlines from research partner | Completed 01/06 |

| WEEK OF JANUARY 9 | Notes/Status |
|---|---|
| Kickoff call with JT, District and Fako (scheduled for 01/11) | Completed |

| WEEK OF JANUARY 16 | Notes/Status |
|---|---|
| District to pull email lists for students, parents, faculty/staff for survey | Completed 02/08 |
| Materials, notes to Fako for survey development by 01/18 | Completed 01/17 |

| WEEK OF JANUARY 23 | Notes/Status |
|---|---|
| Draft survey instruments submitted to JT/District for review by 01/25 | Completed 01/27 |
| JT/District feedback of survey instruments to Fako | Completed 02/07 |

## APPENDIX II

Final Project Timeline

| | |
|---|---|
| JT updates project timeline | Completed 01/27 |
| JT to draft survey invitations and reminder communications to accompany parent, staff and student survey links | Completed 01/27 |

| WEEK OF JANUARY 30 | Notes/Status |
|---|---|
| JT/District feedback of survey instruments to Fako | Completed 02/07 |
| JT/District approval of survey instruments to Fako by 02/01 | Completed 02/07 |
| District feedback/approval of parent, staff and student survey invitations and reminder communications by 02/01 | Completed 02/07 |

| WEEK OF FEBRUARY 6 | Notes/Status |
|---|---|
| JT/District approval of survey instruments to Fako by 02/01 | Completed 02/07 |
| District feedback/approval of parent, staff and student survey invitations and reminder communications by 02/01 | Completed 02/07 |
| Fako to set up internal survey invitations to be sent on 02/27 | Completed 03/02 |
| JT updates project timeline | Completed 02/10 |

| WEEK OF FEBRUARY 13 | Notes/Status |
|---|---|
| Fako reviews, proofs and tests surveys | Completed |
| Fako provides JT/District final parent survey no later than 02/13 | Completed 2/10 |
| District translates parent survey by 02/15 | Completed 2/17 |

| WEEK OF FEBRUARY 20 | Notes/Status |
|---|---|
| JT updates project timeline | Completed 02/22 |
| Fako reviews, proofs and tests surveys | Completed |

## APPENDIX II

Final Project Timeline

| WEEK OF FEBRUARY 27 | Notes/Status |
|---|---|
| Internal and external survey fielding launches on 02/27 | Completed (External: 02/27 and Internal: 03/02) |
| External survey fielding concludes on 03/02 | Completed 03/04 |
| Fako to send internal survey reminders on 03/03 | Completed 03/07 |

| WEEK OF MARCH 6 | Notes/Status |
|---|---|
| Fako to send JT/District topline findings from external surveys (full report to follow) | Completed 03/10 |
| Internal survey fielding concludes 03/10 | Completed 03/11 |
| JT to schedule call for late week of 03/13 to discuss findings of external (and potentially internal) topline findings. | Completed |
| JT updates project timeline | Completed 03/10 |

| WEEK OF MARCH 13 | Notes/Status |
|---|---|
| Fako to send JT/District topline findings from internal surveys by 03/16 | Completed 03/17 |
| TO SCHEDULE: Call to discuss external (and potentially internal) topline findings with Fako. If both completed, determine due date for final report. | Completed 03/17 |

| WEEK OF MARCH 20 | Notes/Status |
|---|---|
| Fako to send JT/District full, comprehensive report | Completed 03/24 |
| Strategy development begins | Ongoing |
| JT updates project timeline | Completed 03/24 |

| WEEK OF MARCH 27, D113 Spring Break | Notes/Status |
|---|---|
| Strategy development continues | Ongoing |

## APPENDIX II

Final Project Timeline

| WEEK OF APRIL 3, Week of School Board Elections | Notes/Status |
|---|---|
| JT delivers draft findings and initial recommendations | Talked to Christine, will deliver by COB 04/10 |
| JT schedules call to discuss draft findings and initial recommendations for week of 04/10 | Completed |
| JT updates project timeline | Completed |

| WEEK OF APRIL 10 | Notes/Status |
|---|---|
| Call to discuss draft findings and initial recommendations | Completed, 04/13 |

| WEEK OF APRIL 17 | Notes/Status |
|---|---|
| Strategy refinement begins | |

| WEEK OF APRIL 24 | Notes/Status |
|---|---|
| Strategy refinement continues | |

| WEEK OF MAY 1 | Notes/Status |
|---|---|
| JT to deliver draft report | Completed, 05/05 |

| WEEK OF MAY 8 | Notes/Status |
|---|---|
| Edits to report | Completed |

| WEEK OF MAY 15 | Notes/Status |
|---|---|
| JT to deliver final report | Completed, 05/15 |

## APPENDIX III

Expert Analysis Key Findings

To begin and inform JT's work on this project, we conducted an extensive review and analysis of a wide range of materials and data to allow us to develop a strong understanding of the District's communications strategies, tools and tactics, including purpose, target audience, message, medium, impact/outcomes and internal processes.

Over the course of November and December 2016, JT reviewed and analyzed the following data, documents and channels:

- Recent "Giant Life" and "Warrior Words" Student Activities communications to students and parents
- Recent Deerfield High School and Highland Park principal communications to parents
- Recent "Warrior Weekly" and "Giants Almost Weekly" principal e-newsletters to faculty/staff
- Recent issues of the District's "113 Connects" community e-newsletter
- Recent email messages to neighbors of Highland Park High School (parking/events updates)
- Current District media list
- Recent news releases and resulting news coverage
- District (and high school) social media pages and posts, including analytics
- Website analytics for http://www.dist113.org/ (*Note: We used three different premium tools to analyze District website traffic and patterns: Alexa, Compete and SEMRush. These tools allowed us to identify patterns of visitor behavior that we would not have been able to view with the analytics system the District currently uses.)*

Below we list key findings and observations, including questions that guided our ongoing work on this project:

MATERIALS AND PUBLICATIONS

**Overarching Comments**

- There are too many publications and communications going out to District audiences, with no overarching strategy or calendar guiding content nor timing.
- There is much inconsistency in terms of formatting and branding of communications, with use of different logos, imagery, fonts, colors, length – not only from publication to publication, but also sometimes between issues of the same publication. Perhaps a style guide would be helpful.
- Are separate newsletters for parents/students (Giant Life) and staff (Giants Almost Weekly) at each school necessary? Could they be combined/streamlined?

## APPENDIX III

Expert Analysis Key Findings

**Recent "Giant Life" Announcements**

*(Sent to parents and students by the HPHS Activities Department on an as-needed basis)*

- Decent open rates of 35 percent for students and 37 percent for parents.
- Too lengthy – multiple pages per issue – and some pieces of information seem random, or do not provide enough information to be beneficial to students (for example, mentions of AIDS Day of Compassion, but with no context or call to action).
- Could better highlight/promote social media channels to increase followers and engagement, right now Twitter is called out on the side bar, but no Facebook mention.
- Are these pieces proofread by anyone? There are grammatical and content errors throughout – for example, content is repeated in both the November 21 and 28 issues.
- How is content gathered? Do different department heads submit?
- Organization of content feels random, is not intuitive. If someone was looking for something specific, would be hard to know where to find it.

**Recent "Warrior Weekly" (DHS) and "Giants Almost Weekly" (HPHS) staff newsletters**

- "Giants Almost Weekly" is written more as a thought piece, with longer articles. It's thoughtful, but perhaps not right for this piece. "Warrior Weekly" is more concise. Standardize formatting?
- "Warrior Weekly" format changed three times in 2016 – confusing for readers to keep changing.
    - Some formatting loses the inclusion of social media links.
- Inconsistent fonts and headers throughout both.
- With so much content, could include a table of contents up front.
- Quotes in the beginning of each HPHS newsletter are a nice, inspiring touch.
- Could the District provide content for these? A regular "column"? Doesn't seem as if there is anything currently here provided by the District.

**Recent Deerfield High School Principal Announcements**

- Nice monthly highlights/updates/reminders from principal, with added information that seems to be submitted by various groups.

## APPENDIX III

Expert Analysis Key Findings

**Recent issues of the District's e-newsletter, "113 Connects"**

- Most visually appealing layout of all publications.
- Some paragraphs' font and spacing are different than others.
- Seems really long … can we cut some of the content, or distribute more frequently (monthly?)?

**Recent messages to neighbors of the District**

- Fine – no criticisms. Seem to be used to notify neighbors of events that affect parking or use of fields, as well as neighborhood advisory group meetings and sound advisories.

MEDIA RELATIONS ACTIVITIES

**Overarching Comments**

- Seem primarily reactive in nature based on mainstream media clips, despite the fact that the District seems to send out a "D113 Update" to media weekly. This Word document contains various school news and accomplishments, often with a link to Box account with corresponding photos.
    - Don't see many, or a standard format for, news releases.
- Media list seemed adequate, but opportunities for expansion. Are there any hyper-local radio stations in the area? Parent-targeted publications or blogs?
- Column in Highland Park Newsletter:
    - Lots of staffing updates.
    - Presents opportunities for community input on strategic planning.
    - Do you do something similar in Deerfield?

WEBSITE AND SOCIAL MEDIA CHANNELS AND ANALYTICS

**Overarching Website Comments**

- The District website is attractive and adapts well on desktop, laptop, portable and mobile devices.
- Who is the key audience for the site home page? School names and logos aren't promoted, and the 'Events' section lists Board and Committee members?

## APPENDIX III

Expert Analysis Key Findings

### Website Design

- The main banner image often takes a bit of time to appear but, overall, the site loads quickly.
- The site home page isn't as school/student focused as one might expect and this lead to a few questions, including one about the intent/value of certain elements on the home page:
    - What's the overall goal of the District home page? To introduce families and community members to the District? To inform Board members and other stakeholders? This isn't immediately clear.
    - What story(ies) are the rotating banners/images supposed to tell? There's no text over the images to provide context, and the 'Learn More' link takes users to new tab that displays a photo and no copy.
- The individual school sites are, naturally, much more focused on student and school life and feature videos in the banner area. The event listings are specific to each school. The individual school home pages have a bit more content than the main District page, but that content isn't displayed in the cleanest and uniform way. For example, the Highland Park High School site has two posts – one is a graphic accompanied by a single line of text and the other is a much smaller graphic accompanied by five lines of text. There appears to be room for a third post but, instead, there is a blank white space throwing off the look of the page.
    - Who updates the individual school sites?
    - Are they working from the same style guide?
    - Have they been trained on how to crop images and write copy for the web?
    - Are they working from a content calendar? Are they using site traffic analytics to inform content decisions?

### Overarching Social Media Comments

- The District has numerous social media accounts, which it links to from the District website, but those channels are currently inactive. No content has been posted to Facebook, Twitter, or Instagram and there are only 12 followers combined across the three channels. The District hasn't posted to YouTube in two years; that channel has four subscribers.
    - Has the District developed a plan for social media use?
    - Who will manage the channels?
    - How will they develop content?
    - What other channels are out there in the District universe, i.e. sports teams, etc.
    - Are key stakeholders interested in engaging with the District on social media?

## APPENDIX IV

Internal Interview Discussion Guide

COMMUNICATIONS OVERALL

- What is your assessment of District 113's current marketing and communications effort overall (including print and email communications)?

- How much do you know about the following communications and publications? What are the strengths/weaknesses of each?

    - The District's e-newsletter, "113 Connects"
    - The District's messages to neighbors
    - The District's "Giant Life" announcements
    - "Warrior Weekly" and "Giants Almost Weekly" staff e-newsletters

- What District communications efforts do you think are best executed/most useful?

- Where do you think the District has the biggest opportunities for growth/improvement in its communications?

- Are there specific challenges or obstacles that prevent the District from being as effective as it can be in its communications?

- Who, in your opinion, are the primary audiences for the District's communications? Who aren't we talking to that we should be?

- In your opinion, what's the best way to reach those people we aren't talking to? Print pieces? Email? Social media?

- Outside of communications, what are the biggest issues and opportunities facing the District right now?

- On a 1 to 10 scale, can you assess the effectiveness of the District's communications with:
    - Teachers/staff
    - Parents
    - Students
    - Nonparent community members
    - Civic/community leaders (including elected officials)
    - Media

## APPENDIX IV

Internal Interview Discussion Guide

WEBSITE/SOCIAL MEDIA

- What are your overall impressions of the District 113 website?
- What, if anything, do you think is the most useful feature of the District 113 website?
- What, if anything, would you change about the website?
- When did you last visit the District 113 website? What were you searching for? Were you able to quickly find it?
- Are you an active social media user? If yes, which channels do you use most often?
- How likely are you to engage with the District on social media?
    - If you were to engage with the District on social media, what type of information would you like to see?
    - How comfortable are you using social media on a professional versus a personal level?

MEDIA

- What media outlets are most important to the District and its stakeholders?
- How would you characterize the District's media strategy (proactive vs. reactive, school vs. district)?
- Is media coverage of the District consistent? Fair? Are there particular topics that seem to get more or less coverage than they deserve? Are there particular outlets or reporters that tend to cover the District most often?

## APPENDIX V

Internal Interview Key Findings

To further inform JT's understanding of District 113 and its communications goals, challenges, opportunities and processes, District 113 Director of Communications & Instructional Technology Christine Gonzales identified and assisted JT in scheduling interviews with key internal stakeholders. These interviews were conducted in-person at District 113 offices on December 5, 2016. Interview subjects included:

- Kathryn Anderson, Principal, Deerfield High School
- Barry Bolek, Assistant Superintendent for Business and Finance
- Dr. Christopher Dignam, Superintendent
- Marty Esgar, President, District 113 Education Association
- Dr. Suzan Hebson, Assistant Superintendent for Curriculum & Instruction
- Ronald Kasbohm, Director of Technology and Business Services
- Dr. Thomas Koulentes, Principal, Highland Park High School
- Annette Lidawer, President, District 113 Board of Education

Following are some key findings and observations from these internal interviews:

COMMUNICATIONS OVERALL

There is a clear and strong desire for a cohesive communications strategy at the District-level. Internal interviewees expressed concern over many aspects of current communications coming from the District and the schools, internally and externally – from content (need to prioritize information) and frequency (too much, too often) to a lack of coordination within and across communications channels (Constant Contact, Infinite Campus, social media, website) and multiple senders of communications. Establishing a District-wide protocol to streamline and coordinate communications, including delegating roles and responsibilities for drafting and distributing, was a theme in these conversations.

Internal interview subjects would like to see more proactive sharing of "good news" stories. Faculty/staff are proud of the accomplishments of their students and peers, but don't feel like the District adequately amplifies those stories – internally or externally.

Alumni are an "untapped" audience. In at least three of our internal interviews, District alumni were brought up as great potential subjects for feature stories of successful graduates and/or an audience for the District to consider building a portal of communication with. It was suggested that closer coordination with the District's Education Foundation will be needed to advance this idea, as they maintain the alumni relationship at this time.

Internal audiences want to be better informed on decisions. According to our internal interviewees, faculty/staff feel inundated with communications, yet still feel that they are missing

high-level communications around important District decisions – especially at the Board level. It was unclear whether this feeling is due to a lack of communications entirely on this subject-matter or a result of communications overload.

EARNED MEDIA

Interviewees believe that earned media coverage is important and the District should be proactive in seeking it. Most internal interviewees agreed that the District tends to be reactive rather than proactive, and would like to see the District make an effort to build relationships with media so that its positive stories (as noted in the section above) are consistently highlighted.

WEBSITE

Interviewees acknowledged that the current website is better than the former, but felt there is still much room for improvement. The organization of the website was a recurring issue we heard about during the internal interviews – particularly issues with site navigation, search functionality and the calendar tool; all of these elements were described as non-user friendly and difficult to manage.

There's opportunity to better highlight daily or breaking news and announcements, with at least two internal interviewees acknowledging the potential to utilize the website for this information in place of email alerts.

SOCIAL MEDIA

There is a lack of consensus on the best direction for the District's social media presence. There were many differing opinions among our internal interviewees about which channels made sense for which school or the District; regardless, most agreed that they don't currently or are unlikely to engage with the District online themselves.

Internal interviewees acknowledged that there are multiple social media accounts affiliated with the District that they are aware of. However, they indicated that there is no overarching strategy, protocols, nor inventory of all accounts under the District 113 umbrella.

# APPENDIX VI

Public Opinion Research, Survey and Findings

The summary of key findings memo and topline reports for the community and internal survey follows – the District was also provided with the following:

- Crosstabulation reports for each audience / iteration of the survey
- Verbatim responses for Q10 and Q11
- Codebook for Q11

FAKO
Research & Strategies

**March 24, 2017**

**To: High School District 113**

**From: Dave Fako & Sandy Kim, Fako Research & Strategies, Inc.**

**Re: Communications Survey Summary of Key Findings**

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The following is a summary of key findings of the Communications Survey conducted for Township High School District 113.

These findings are based on a multi-mode survey targeting four distinct audiences (Community, Parents, Students, and Staff). The version targeted at the Community (public) within SD 113 was conducted via telephone (n=302). Three internal iterations of the survey were conducted online via an e-mail invitation. These internal surveys targeted parents of SD 113 students (n=436), students (n=296), and SD 113 staff (n=252). The staff version has a small subgroup (n=24) within it that was not directly affiliated with either school, typically those who worked outside of the schools. They are identified as "SD 113 Admin" in this memo, even if they are not administrative staff. Each iteration of the survey had questions common to all or most versions of the poll. Each version of the poll had questions unique to the targeted audience and customizations based on which high school within SD 113 the respondent was affiliated (Deerfield or Highland Park). A Spanish language version of the survey was available for parents. A methodology statement can be found at the end of this report. All numbers reported are in percentages (%) unless noted.

## Perceptions of District 113

In general, all audiences rate District 113 and the two high schools quite favorably, with slight variation between audiences and job performance ratings.

**Table 1**
**Job Performance Ratings for School District 113 as a Whole by Audience & HS Affiliation**

| Choice (Above Average / Average / Below Average)[1] | Community | Students | Parents | Staff |
|---|---|---|---|---|
| School District 113 as a Whole | 73 / 7 / 6 | 74 / 20 / 3 | 79 / 10 / 3 | 78 / 14 / 4 |
| Deerfield HS | 81 / 5 / 5 | 76 / 19 / 1 | 78 / 9 / 5 | 82 / 10 / 3 |
| Highland Park HS | 70 / 9 / 6 | 72 / 21 / 4 | 80 / 10 / 2 | 72 / 18 / 7 |
| SD 113 Admin | -- | -- | -- | 83 / 17 / 0 |

**Table 2**
**Job Performance Ratings for Deerfield HS by Audience**

| Choice (Above Average / Average / Below Average) | Community n=115 | Students n=155 | Parents n=197 | Staff n=114 |
|---|---|---|---|---|
| Deerfield HS | 85 / 3 / 3 | 86 / 12 / 1 | 91 / 5 / 3 | 89 / 7 / 0 |
| Deerfield – Showcasing the quality of its academic programs and services | 74 / 6 / 4 | 86 / 12 / 1 | 80 / 14 / 3 | 84 / 12 / 2 |
| Deerfield – Showcasing the achievements of staff and students | 67 / 9 / 6 | 66 / 25 / 7 | 73 / 19 / 4 | 73 / 18 / 7 |

**Table 3**
**Job Performance Ratings for Highland Park HS by Audience**

| Choice (Above Average / Average / Below Average) | Community n=164 | Students n=141 | Parents n=239 | Staff n=114 |
|---|---|---|---|---|
| Highland Park HS | 73 / 9 / 4 | 89 / 8 / 2 | 91 / 5 / 2 | 93 / 3 / 4 |
| Highland Park – Showcasing the quality of its academic programs and services | 63 / 10 / 6 | 84 / 11 / 4 | 83 / 12 / 3 | 89 / 7 / 2 |
| Highland Park – Showcasing the achievements of staff and students | 63 / 12 / 5 | 72 / 19 / 7 | 81 / 13 / 3 | 85 / 11 / 2 |

[1] Above Average = Excellent + Good; Below Average = Only Fair + Poor.

All respondents were asked about the extent to which they **agreed or disagreed** with a series of statements concerning the District and feedback from various audiences.

**Table 4**
**Opinions of Feedback for SD 113 by Audience & HS Affiliation**

| Statement (Total Agree / Total Disagree) | Community | Students | Parents | Staff |
|---|---|---|---|---|
| *"School District 113 does a good job of acting on the feedback provided from **[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]**."* | **52 / 16** | **51 / 33** | **50 / 19** | **50 / 44** |
| **Deerfield HS** | **58 / 10** | **47 / 39** | **48 / 24** | **51 / 43** |
| **Highland Park HS** | **49 / 19** | **56 / 26** | **52 / 16** | **42 / 51** |
| **SD 113 Admin** | **--** | **--** | **--** | **79 / 17** |
| *"School District 113 does a good job of providing opportunities for the **[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]** to provide feedback to the District."* | **52 / 24** | **67 / 25** | **63 / 21** | **71 / 25** |
| **Deerfield HS** | **61 / 19** | **66 / 26** | **63 / 23** | **79 / 18** |
| **Highland Park HS** | **48 / 26** | **67 / 23** | **63 / 19** | **61 / 35** |
| **SD 113 Admin** | **--** | **--** | **--** | **83 / 17** |
| *"School District 113 does a good job of listening to the feedback provided by **[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]**."* | **54 / 20** | **57 / 26** | **53 / 17** | **53 / 41** |
| **Deerfield HS** | **61 / 14** | **55 / 32** | **52 / 20** | **59 / 36** |
| **Highland Park HS** | **50 / 23** | **60 / 21** | **54 / 15** | **44 / 49** |
| **SD 113 Admin** | **--** | **--** | **--** | **67 / 29** |

## Volunteered Educational Issue Concerns

Respondents were asked to volunteer their response for the issues or problems they were most concerned with regarding District 113, or with any of the schools in the District. Respondents were not given options for choices, in order to evaluate their own views, and were allowed to provide more than one issue concern. These responses were then coded into logical categories.

**Table 5**
**Issue Concerns for Community Respondents**

| Issue Concern | Overall | Deerfield | Highland Park | Other Sub-Groups |
|---|---|---|---|---|
| **Budgets / Finances / Spending / Taxes Too High / Funding / Referendum** | **18** | **13** | **23** | Men 50+ (28%) |
| **Education Quality / Academics & Academic Excellence / Curriculum & Specific Programs / College Prep** | **16** | **13** | **18** | Ages 35-49 (23%)<br>Women <50 (27%) |
| **Student Support & Welfare / Diversity / Equality in Education: Student Achievement & Performance / Race & Language** | **12** | **15** | **10** | -- |
| **Staff / Teachers: Pay / Quality / Instruction / Class Size** | **9** | **5** | **13** | Ages <50 (20%)<br>Men <50 (26%)<br>Kids at Home (25%) |
| **School Board / Administration / Leadership / Community Involvement** | **8** | **4** | **11** | Ages 35-49 (14%)<br>Women <50 (18%)<br>Kids at Home (17%) |
| **SD 112 / Middle & Elementary Schools / School Closings & Consolidation** | **6** | **1** | **9** | -- |
| **Construction / Traffic / Overdevelopment / Infrastructure / Facilities** | **5** | **2** | **8** | -- |
| **Drugs / Gangs / Safety / Social Media** | **4** | **8** | **2** | -- |
| **Special Education / Student Programs & Services / No Child Left Behind / Out of District Students** | **4** | **5** | **3** | -- |

- A quarter (24%) of **Community** respondents had no opinion or issues to report.
- Four percent (4%) of **Community** respondents had miscellaneous, non-categorized issues.

**Table 6**
**Issue Concerns for District-Affiliated Respondents**

| Issue Concern | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|
| Budgets / Funding / Spending / Taxes / Finances | 1 (1 / 1) | 3 (2 / 4) | 3 (3 / 3 / 8) |
| Education Quality / Academics & Academic Excellence / Consistency of Courses / Curriculum / Special Education / Specific Programs / Dual Language & ESL / Technology in Classes | 3 (3 / 4) | 9 (6 / 11) | 4 (4 / 4 / 0) |
| Teachers: Quality / Inconsistency / Not Helping Students / Don't Feel Heard / Grading / Unfair / Class Sizes / Need Help / Communication with Students & Parents | 3 (3 / 4) | 14 (16 / 12) | 7 (9 / 6 / 0) |
| Drugs & Alcohol / Bullying / Safety / Security | 3 (5 / 2) | 10 (12 / 9) | 3 (3 / 3 / 4) |
| District Leadership & Decision Making / Board / Administration / Turnover / Principal's Departure / Transparency / Climate & Morale / Does Not Listen / Discrepancies Between Schools | 3 (1 / 5) | 14 (3 / 22) | 36 (26 / 47 / 25) |
| Traffic & Congestion / Parking / Infrastructure / Technology / Maintenance / Website / Cafeteria & Food / Climate Control | 4 (4 / 4) | 3 (1 / 4) | 1 (3 / 0 / 0) |
| School Calendar Change / Finals Schedule / School Schedule / Lack of Open Campus / Attendance / Closures / Dress Code / Student Conduct & Discipline | 13 (15 / 11) | 5 (7 / 3) | 4 (7 / 3 / 0) |
| Student Support & Recognition / Advising & Counseling / Too Much Homework, Testing Pressure, & Stress / College Prep & Other Post-HS Options / Disconnected from District | 11 (14 / 8) | 12 (15 / 10) | 8 (12 / 4 / 4) |
| Communication / Lack of Communication / Timely Communication / Notice of Events | 2 (3 / 1) | 3 (5 / 2) | 9 (8 / 11 / 8) |
| Diversity & Equity / Equal Opportunities / Equal Treatment for All Students / Gender & Racial Issues / LGBT / Lack of Diversity in Class | 7 (6 / 9) | 3 (1 / 4) | 6 (4 / 7 / 8) |
| Student Activities / Arts / Cuts to Programs / Athletics / Indoor Track | 5 (6 / 4) | 3 (4 / 3) | 2 (4 / 1 / 0) |
| Politics / Pushing Liberal Views / Should Be Discussing Issues | 2 (2 / 2) | 3 (4 / 2) | 0 (0 / 1 / 0) |
| Staff / Adequate Training / Don't Feel Heard / Job Security & Responsibilities | 1 (1 / 1) | 1 (1 / 1) | 11 (9 / 10 / 25) |

- 35% of **Student** respondents had no opinion or issues to report.
    - One-tenth (9%) of **Student** respondents either did not know how, or refused, to answer the question.
- 23% of **Parent** respondents indicated they had no opinion or issues.
- 15% of **Staff** respondents stated they had no opinion or issues.
    - One-tenth (11%) of **Staff** respondents offered miscellaneous, non-categorized issue concerns.

***Assessment of Opinions of the District and Issue Concerns:***

*The District and the individual high schools earn solid overall performance ratings and communications-specific assessments from the various audiences, with some fluctuations among the different audiences. These positive assessments are an indicator of a well-respected District and associated high schools, and generally reflect satisfaction with the District. The various audiences generally trust the District and the schools, which lays the foundation for the District to communicate credibly on various internal and external topics.*

*There are some small signs of a need to improve in the "feedback" aspect, more so with **students** and **staff**, but even in this area, the District and schools earn positive evaluations.*

*In regards to issues, which was not a primary focus of this research, the **community** gravitates toward financial and "big picture" concerns regarding the District while the internal audiences expressed more dispersed opinions. Among the internal groups, a wide range of views are expressed, but each audience gravitates to issues that are logically more directly relevant to their personal interest and relation to the District and its schools, such as **staff** expressing views related to District administrative topics more than the other groups, and **students** indicating concern over student support and services.*

## Awareness of Board Meetings and Likelihood of Subscribing to Board Communications

**Community, Parent,** and **Staff** respondents were asked whether they were aware that the District holds two monthly board meetings.

- A third (33%) of **Community** respondents are aware of the two monthly board meetings while 67% are not aware.
- Among **Parents**, nearly two-fifths (37%) are aware of the meetings while half (49%) are not aware.
- Seven out of ten (69%) **Staff** respondents are aware of the District's two monthly board meetings while a quarter (23%) are not aware.

**Table 7**
**Likelihood of Subscribing to Board Communications by Audience & High School Affiliation**

| Board Communication Content (Total Likely / Total Unlikely) | Community | Students | Parents | Staff |
|---|---|---|---|---|
| **Communication that provides the date, time, and agenda for upcoming board meetings.** | **45 / 51** | **--** | **69 / 29** | **67 / 31** |
| **Deerfield HS** | **43 / 53** | **--** | **70 / 27** | **64 / 36** |
| **Highland Park HS** | **47 / 50** | **--** | **69 / 30** | **71 / 26** |
| **SD 113 Admin** | **--** | **--** | **--** | **67 / 25** |
| **Communication that summarizes the key topics addressed and decisions made at board meetings.** | **57 / 40** | **--** | **88 / 11** | **92 / 8** |
| **Deerfield HS** | **56 / 40** | **--** | **89 / 9** | **95 / 5** |
| **Highland Park HS** | **58 / 38** | **--** | **87 / 12** | **87 / 11** |
| **SD 113 Admin** | **--** | **--** | **--** | **100 / 0** |

## District Website Usage and Ease of Finding Information

All respondents were asked how often they visit the District's website.

**Table 8**
**Frequency of Website Visits by Audience & HS Affiliation**

| Frequency | Community (DHS / HPHS) | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|---|
| Daily | 0 (0 / 0) | 22 (29 / 13) | 5 (5 / 6) | 20 (20 / 18 / 25) |
| Weekly | 2 (2 / 2) | 40 (46 / 33) | 32 (38 / 28) | 37 (37 / 39 / 33) |
| Monthly | 7 (6 / 5) | 16 (10 / 22) | 29 (28 / 31) | 20 (19 / 21 / 17) |
| Quarterly | 11 (13 / 11) | 4 (2 / 7) | 16 (16 / 17) | 10 (12 / 6 / 12) |
| Yearly | 9 (10 / 9) | 3 (4 / 1) | 6 (3 / 8) | 3 (3 / 3 / 4) |
| Never or Almost Never | 71 (68 / 72) | 14 (7 / 21) | 9 (9 / 10) | 8 (7 / 9 / 4) |

Respondents who indicated they visit the District's website daily, weekly, monthly, or quarterly were asked a follow-up question about how easy or difficult it is to find the information they are seeking on the website.

**Table 9**
**Ease of Finding Information by Audience & HS Affiliation**

| Ease or Difficulty in Finding Information | Community n=60 | Students n=243 | Parents n=363 | Staff n=218 |
|---|---|---|---|---|
| Total Easy (Very Easy) | 79 (35) | 65 (15) | 63 (12) | 51 (5) |
| Deerfield HS | 87 (27) | 62 (13) | 62 (11) | 52 (5) |
| Highland Park HS | 73 (38) | 69 (18) | 64 (13) | 45 (4) |
| SD 113 Admin | -- | -- | -- | 71 (10) |
| Total Difficult (Very Difficult) | 20 (9) | 33 (2) | 35 (4) | 46 (9) |
| Deerfield HS | 13 (0) | 37 (3) | 38 (4) | 44 (11) |
| Highland Park HS | 24 (17) | 28 (1) | 32 (3) | 53 (9) |
| SD 113 Admin | -- | -- | -- | 23 (0) |

With the exception of **staff**, the other audience respondents indicated that it is generally easy to find information on the District website.

## Preferences for Communicating to the District

All respondents were asked how they would prefer to communicate a concern or an idea to the District.

- Across all audiences, **email** is the preferred method of communicating to the District. **Parents** and **students,** in particular, overwhelmingly prefer this form of communication.

- Among **staff**, however, nearly the same number indicate they would prefer to communicate in person.

**Table 10**
**Preferred Method of Communication to the District by Audience & HS Affiliation**

| Method of Communication | Community (DHS / HPHS) | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|---|
| Board Meeting | 12 (11 / 14) | 3 (4 / 2) | 3 (3 / 3) | 2 (2 / 3 / 0) |
| Email | 49 (48 / 48) | 64 (62 / 65) | 68 (71 / 67) | 42 (47 / 35 / 54) |
| Phone | 18 (23 / 15) | 2 (3 / 1) | 15 (14 / 17) | 3 (2 / 4 / 8) |
| Social Media | 1 (1 / 1) | 4 (4 / 4) | 0 (1 / 0) | 0 |
| In-Person | 12 (12 / 12) | 15 (15 / 14) | 9 (8 / 10) | 37 (34 / 41 / 25) |
| Other | 5 (1 / 7) | 2 (1 / 2) | 2 (3 / 1) | 7 (5 / 8 / 12) |

Respondents who responded that they would prefer to communicate with the District "In-person" were asked who they would be most likely to contact.

**Table 11**
**Person Most Likely to Contact by Audience & HS Affiliation**

| Individual | Community (DHS / HPHS) n=37 | Students (DHS / HPHS) n=43 | Parents (DHS / HPHS) n=38 | Staff (DHS / HPHS / Admin) n=93 |
|---|---|---|---|---|
| **Superintendent** | **35 (35 / 33)** | **7 (9 / 5)** | **5 (7 / 4)** | **4 (3 / 6 / 0)** |
| **School Board Member** | **16 (7 / 21)** | **5 (4 / 5)** | **3 (0 / 4)** | **0** |
| **Principal** | **31 (52 / 17)** | **42 (30 / 55)** | **58 (67 / 52)** | **37 (23 / 53 / 0)** |
| **Teacher** | **2 (6 / 0)** | **35 (43 / 25)** | **11 (7 / 13)** | **9 (13 / 6 / 0)** |
| **Support Staff** | **7 (0 / 13)** | **2 (0 / 5)** | **8 (7 / 9)** | **9 (5 / 4 / 57)** |
| **Other** | **9 (0 / 16)** | **7 (13 / 0)** | **5 (7 / 4)** | **37 (46 / 28 / 43)** |

Those who indicated "Other" were asked whom they would choose to contact. A majority of the respondents stated that it would depend on the situation, though a number of **staff** respondents indicated they would contact the DEA.

***Assessment of Opinions of Board and District Communication:***

*Beyond **staff**, there is not much awareness of the Board's activities. However, we also observe in other aspects of this research that the Board is not a preferred way to interact with the District, which may be a factor in driving this lower awareness. We suggest more promotion of the Board schedule, activities, etc., but in order to improve awareness, noting the topics and relevancy to the audience may help spark more interest and engagement.*

*There are noticeable differences of views when the various audiences want information in relation on the Board's actions. The **community** has a slight preference for a willingness to subscribe to information about actions the Board has taken, and less so signs of wanting pre-emptive information. This is likely related to this group's less direct engagement with the District. The internal **staff** and **parent** groups express a desire to subscribe to information both before and after Board action, with this likely driven by these groups' more direct engagement with the District.*

*The District and individual school websites are generally regarded as easy to use, with some difference among **staff** on this evaluation. We suggest additional follow-up with **staff** to determine what aspects of the website are not easy to use and why to determine if a practical solution exists. Use of the website follows direct involvement with the schools, with the community rarely using it. The website is not a likely medium for communication with the **community**, but is clearly a vehicle to interact with all internal groups.*

*Even though preliminary information indicated some concerns about email overload, and this research identifies this as a minor concern, it remains the preferred way to communicate, less so among the **community**. **Staff** also express a stronger preference for in-person interaction. In-person communications follow logical patterns, with Teachers and Principals the favored contact internally, and Principals and the Superintendent favored by the **community** when they want this interaction. This should drive the "who to contact…" information in District communications based on audience so that each audience is naturally directed to their preferred contact.*

**Opinions on District News and Information**

Respondents were asked a series of questions gauging whether the District and the two high schools provide the various audiences with the news and information they need to be informed.

**Table 12**
**Provision of News and Information by Audience & HS Affiliation**

| Board Communication Content (Does Provide / Does Not Provide) | Community | Students | Parents | Staff |
|---|---|---|---|---|
| School District 113 | 52 / 30 | 68 / 11 | 70 / 12 | 50 / 19 |
| Deerfield HS | 57 / 29 | 64 / 10 | 70 / 13 | 59 / 14 |
| Highland Park HS | 51 / 29 | 72 / 12 | 69 / 11 | 39 / 25 |
| SD 113 Admin | -- | -- | -- | 62 / 21 |
| Deerfield High School | 58 / 27 | 73 / 11 | 75 / 13 | 68 / 14 |
| Highland Park High School | 54 / 32 | 87 / 6 | 82 / 9 | 75 / 7 |

Respondents affiliated with one of the two high schools in the District were then asked if they were generally more interested in information from District 113 or from their affiliated high school. ***Generally speaking, respondents preferred information from the high school rather than the District.***

- **Community** members were generally more interested in receiving information from the individual high schools as opposed to the District.
  - 62% Deerfield v. 17% District 113
  - 54% Highland Park v. 23% District 113

- **Students** overwhelmingly preferred information from their high school to the District.
  - 86% Deerfield v. 5% District 113
  - 87% Highland Park v. 1% District 113

- Similarly, **Parents** also overwhelming preferred information from their child's high school rather than information from the District.
  - 93% Deerfield v. 3% District 113
  - 92% Highland Park v. 4% District 113

- **Staff** respondents answered similarly to community members – generally more interested in receiving information from the specific high schools – though far less so than students or parents.
  - 64% Deerfield v. 20% District 113
  - 65% Highland Park v. 21% District 113

## Opinions on the Volume of Communication

Respondents were asked to think about the amount of communications they may receive from the District, the high schools, and staff. Among each of the District-affiliated audiences, a majority of respondents feel the District and its high schools provide just the right amount of communication. **Community** respondents split evenly between the District and its schools providing too little communication and just the right amount of communication.

**Table 13**
**Opinions on Volume of Communications from District by Audience & HS Affiliation**

| Amount of Communication | Community (DHS / HPHS) | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|---|
| **Too Much Communication** | **1 (0 / 1)** | **15 (17 / 53)** | **8 (8 / 8)** | **12 (12 / 13 / 8)** |
| **Too Little Communication** | **43 (42 / 42)** | **17 (14 / 20)** | **22 (27 / 18)** | **17 (15 / 18 / 21)** |
| **Just the Right Amount of Communication** | **46 (49 / 47)** | **53 (52 / 55)** | **57 (51 / 63)** | **51 (50 / 52 / 54)** |

**Students, Parents**, and **Staff** were then asked to consider the following two statements and indicate which statement more closely reflected their opinion, and the extent to which they agreed with the statement.

Statement 1: Due to the volume of communication from [HS], it is **difficult to know** what needs my attention.

Statement 2: [HS] may send many emails, but it is **easy to understand** what needs my attention.

**Table 14**
**Agreement with Statements about Communication Volume by Audience & HS Affiliation**

| Communication | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|
| Total Statement 1 (Difficult to Know) | 34 (30 / 39) | 30 (31 / 28) | 33 (31 / 36 / 25) |
| Neutral | 24 (23 / 26) | 18 (22 / 15) | 21 (18 / 22 / 33) |
| Total Statement 2 (Easy to Understand) | 42 (47 / 25) | 52 (47 / 56) | 46 (52 / 42 / 42) |

## Opinions of Internal Communications

Respondents affiliated with the District (**Students, Parents,** and **Staff**) were asked about internal communications practices, tailored specifically to the communications available for each audience.

**Table 15**
**Current Use of Internal Communications for Deerfield HS by Audience (% Yes)**

| Communication | Students n=155 | Parents n=197 | Staff n=114 |
|---|---|---|---|
| "Warrior Words" email sent by Deerfield HS Student Activities Department | 92 | 96 | 89 |
| Email news from Deerfield HS Principal | -- | 92 | -- |
| Deerfield HS "Warrior Weekly" staff e-newsletter | -- | -- | 89 |

**Table 16**
**Current Use of Internal Communications for Highland Park HS by Audience (% Yes)**

| Communication | Students n=141 | Parents n=239 | Staff n=114 |
|---|---|---|---|
| "Giant Life" email sent by Highland Park HS Student Activities Department | 91 | 84 | 83 |
| Highland Park HS's "Giants Almost Weekly" staff e-newsletter | -- | -- | 89 |

Respondents who indicated they currently receive these communications were asked two follow-up questions concerning the frequency and importance of these specific communications.

**Table 17**
**Frequency of Internal Communications for Deerfield HS by Audience**

| Frequency (Too Frequently / Just Often Enough / Too Infrequently) | Students n=143 | Parents n=190, 182 | Staff n=101 |
|---|---|---|---|
| "Warrior Words" email sent by Deerfield HS Student Activities Department | 27 / 58 / 3 | 14 / 77 / 6 | 13 / 81 / 1 |
| Email news from Deerfield HS Principal | -- | 4 / 74 / 14 | -- |
| Deerfield HS "Warrior Weekly" staff e-newsletter | -- | -- | 12 / 82 / 3 |

**Table 18**
**Frequency of Internal Communications for Highland Park HS by Audience**

| Frequency (Too Frequently / Just Often Enough / Too Infrequently) | Students n=128 | Parents n=201 | Staff n=95 |
|---|---|---|---|
| "Giant Life" email sent by Highland Park HS Student Activities Department | 28 / 62 / 5 | 21 / 72 / 1 | 35 / 55 / 3 |
| Highland Park HS's "Giants Almost Weekly" staff e-newsletter | -- | -- | 12 / 81 / 0 |

**Table 19**
**Importance of Internal Communications for Deerfield HS**

| Importance (Important / Average Importance / Not Important)[2] | Students n=143 | Parents n=190, 182 | Staff n=101 |
|---|---|---|---|
| "Warrior Words" email sent by Deerfield HS Student Activities Department | 12 / 46 / 38 | 34 / 48 / 17 | 29 / 55 / 14 |
| Email news from Deerfield HS Principal | -- | 49 / 42 / 7 | -- |
| Deerfield HS "Warrior Weekly" staff e-newsletter | -- | -- | 27 / 63 / 9 |

**Table 20**
**Importance of Internal Communications for Highland Park HS**

| Importance (Important / Average Importance / Not Important) | Students n=128 | Parents n=201 | Staff n=95, 101 |
|---|---|---|---|
| "Giant Life" email sent by Highland Park HS Student Activities Department | 29 / 48 / 19 | 48 / 44 / 6 | 24 / 53 / 19 |
| Highland Park HS's "Giants Almost Weekly" staff e-newsletter | -- | -- | 52 / 40 / 1 |

[2] Important = Essential + Very Important; Not Important = Of Little Importance + Not Important at All.

## Opinions of District Information Channels and Content

Respondents were given a list of various information channels utilized by the District and asked which sources they currently used and whether it was a preferred channel for information.

**Table 21**
**Current Use of Information Channels by Audience & HS Affiliation (% Currently Yes)**

| Information Channel | Community (DHS / HPHS) | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|---|
| U.S. Postal Service Mail | 42 (36 / 46) | 24 (17 / 30) | 54 (53 / 54) | 18 (18 / 18 / 21) |
| District and High School social media channels such as Facebook and Twitter | 10 (12 / 9) | 25 (26 / 23) | 21 (25 / 18) | 16 (20 / 15 / 4) |
| Email | 26 (24 / 27) | 93 (95 / 91) | 94 (94 / 94) | 95 (96 / 95 / 92) |
| School District 113 District Website | 28 (31 / 26) | 43 (46 / 40) | 59 (62 / 56) | 62 (71 / 54 / 58) |
| Deerfield HS Website | 34 | 81 | 88 | 81 |
| Highland Park Website | 29 | 73 | 83 | 69 |
| The Highlander Village Newsletter | 67 | 12 | 51 | 37 |
| Newspapers (H.P. Review, Northshore Daily, H.P. News/Tribune, H.P. Landmark, North Shore Weekend, or H.P. Patch) | 61 (46 / 73) | 30 (18 / 43) | 53 (36 / 67) | 30 (25 / 34 / 33) |
| Board Meetings | 12 (10 / 13) | 7 (6 / 9) | 13 (14 / 13) | 26 (31 / 18 / 38) |
| Personal Contact with District / School Staff | -- | -- | -- | 84 (89 / 80 / 75) |
| From the District Education Association | -- | -- | -- | 57 (65 / 54 / 29) |
| From Colleagues | -- | -- | -- | 90 (93 / 88 / 88) |
| Friends and Neighbors, directly or online | 46 (50 / 47) | 65 (60 / 70) | 61 (60 / 62) | 28 (28 / 31 / 17) |
| Text Messages | 6 (7 / 5) | 19 (19 / 18) | 22 (26 / 19) | 19 (26 / 16 / 4) |
| A School-specific Electronic Newsletter | 14 (18 / 12) | 56 (52 / 61) | 70 (69 / 72) | 73 (83 / 74 / 21) |
| From Students | -- | -- | 61 (59 / 62) | -- |
| Other Students | -- | 82 (82 / 82) | -- | -- |
| Student Media | -- | 56 (55 / 57) | -- | -- |

**Table 22**
**Preferences for Information Channels by Audience & HS Affiliation (% Preferred Yes)**

| Information Channel | Community (DHS / HPHS) | Students (DHS / HPHS) | Parents (DHS / HPHS) | Staff (DHS / HPHS / Admin) |
|---|---|---|---|---|
| U.S. Postal Service Mail | 52 (47 / 56) | 4 (3 / 6) | 13 (12 / 14) | 6 (4 / 5 / 17) |
| District and High School social media channels such as Facebook and Twitter | 16 (21 / 14) | 6 (6 / 5) | 7 (7 / 7) | 2 (2 / 3 / 4) |
| Email | 54 (55 / 52) | 32 (35 / 28) | 49 (47 / 51) | 42 (46 / 38 / 50) |
| School District 113 District Website | 35 (44 / 28) | 8 (9 / 7) | 14 (13 / 14) | 13 (16 / 8 / 21) |
| Deerfield HS Website | 48 | 17 | 30 | 20 |
| Highland Park Website | 32 | 22 | 31 | 13 |
| The Highlander Village Newsletter | 62 | 1 | 7 | 3 |
| Newspapers such as the Highland Park Review, Northshore Daily, Highland Park News / Tribune, Highland Park Landmark, North Shore Weekend, or Highland Park Patch | 61 (51 / 71) | 5 (3 / 8) | 11 (11 / 12) | 5 (6 / 4 / 4) |
| Board Meetings | 24 (22 / 25) | 2 (2 / 3) | 7 (6 / 8) | 7 (7 / 6 / 8) |
| Personal Contact with District / School Staff | -- | -- | -- | 31 (39 / 26 / 21) |
| From the District Education Association | -- | -- | -- | 16 (19 / 15 / 4) |
| From Colleagues | -- | -- | -- | 27 (32 / 26 / 12) |
| Friends and Neighbors, directly or online | 46 (45 / 46) | 9 (8 / 11) | 8 (8 / 8) | 3 (4 / 2 / 8) |
| Text Messages | 12 (17 / 10) | 9 (8 / 11) | 12 (14 / 10) | 6 (8 / 3 / 12) |
| A School-specific Electronic Newsletter | 42 (46 / 37) | 15 (12 / 17) | 31 (29 / 32) | 21 (25 / 18 / 21) |
| From Students | -- | -- | 13 (15 / 12) | -- |
| Other Students | -- | 16 (16 / 16) | -- | -- |
| Student Media | -- | 14 (12 / 16) | -- | -- |

Respondents who responded that they would prefer to receive information about the District from social media were asked which social media channels they would be interested in using to connect with the District.

- **Community (N=48)**
  - Instagram: 8% Yes v. 92% No
  - Facebook: 66% Yes v. 34% No
  - Twitter: 31% Yes v. 69% No
- **Students (N=17)**
  - Instagram: 35% Yes v. 41% No
  - Facebook: 82% Yes v. 6% No
  - Twitter: 41% Yes v. 47% No
- **Parents (N=30)**
  - Instagram: 40% Yes v. 53% No
  - Facebook: 87% Yes v. 7% No
  - Twitter: 33% Yes v. 57% No
- **Staff (N=6)**
  - Instagram: 50% Yes v. 33% No
  - Facebook: 50% Yes v. 33% No
  - Twitter: 50% Yes v. 33% No

These same respondents were then given a list of the types of information that the District or high schools may provide on social media and asked to rank them in order of preference based on what they would most like to see. Rank order preference by audience is below.

- **Community**
  - General Information
  - Breaking News
  - Good News Stories about Students / Faculty Achievements
  - School Board Updates

- **Students and Parents**
  - Breaking News
  - General Information
  - Good News Stories about Students / Faculty Achievements
  - School Board Updates

- **Staff**
  - Breaking News
  - General Information & School Board Updates
  - Good News Stories about Students / Faculty Achievements

## Level of Interest in Types of Content in District Communications

Respondents were then presented with a list of different types of content that communication from the District might include and asked to indicate their level of interest in them.

**Table 23**
**Interest in Content of District Communications by Audience (% Interested)**

| Type of Content (Total Interested (Very Interested)) | Community | Students | Parents | Staff |
|---|---|---|---|---|
| Teacher, Student, and Alumni Achievements | 58 (21) | 64 (20) | 92 (38) | 91 (38) |
| Financial Health of the District | 81 (51) | 53 (15) | 92 (43) | 94 (56) |
| New Programs or Initiatives | 72 (36) | 83 (36) | 97 (62) | 92 (52) |
| Pending / Recent Board of Education Actions | 67 (31) | 61 (21) | 91 (43) | 93 (54) |
| Activities and Events that are Open to the Public (including Athletic and Performing Arts) | 73 (41) | 83 (42) | 94 (57) | 87 (39) |
| Community Partnerships and Related Opportunities (including Volunteering and Sponsorships) | 57 (23) | 70 (26) | 86 (34) | 77 (22) |
| Educational Outcomes (Test Scores, Graduation Rates, College Enrollments, etc.) | 71 (40) | 83 (44) | 95 (63) | 79 (32) |
| Curriculum Changes | 61 (31) | 86 (48) | 96 (71) | 86 (49) |
| District and High School Facilities | 65 (26) | 69 (22) | 92 (43) | 89 (40) |

***Assessment of News, Information and Communication Channels:***

*The various audiences generally feel that the District provides them with the information they want, particularly **parents** and **students**. This is a continuation of the positive overall opinions of the District and its schools. However, a small segment of the **community** and **staff**, slightly more at Highland Park, feel they do not get the information they desire. This is an area to improve.*

*The various internal groups clearly are getting the array of District and school-specific communications, e-mails, etc. These groups generally feel they get an adequate amount of these communications and that most of it is of average or greater importance. **Parents** feel that this is more important than **students** and **staff**, but all internal audiences express opinions that most of this information is of some level of importance.*

*There are some signs of communication overload in approximately one-fourth to one-third of the internal groups. This is observed more among those affiliated with HPHS, somewhat conflicting with their sentiments that they may not get information they want. However, these overload sentiments are relatively small. This indicates that simple consolidation and efficiency of communications, along with more focused and relevant content, are more likely needed rather than wholesale changes.*

*The preferred way to communicate, as discussed earlier, is email among all audiences, particularly internally. The **community** favors a more diverse broadcast array of preferred ways to receive communications – newspapers, website, emails, etc. – while the internal groups are much more inclined to want email, electronic newsletters, and similar forms of communication. And, as indicated earlier, **staff** respondents favor various forms of personal interactions with colleagues, etc.*

*Social media, texts, etc. are an appropriate adjunct to the District and schools' communication techniques, but do not appear to be a preferred form.*

*One of the keys is that **school-specific,** rather that District-oriented, communications are preferred and favored. **We recommend that virtually all communications to all audiences come from the targeted group's associated high school.** We acknowledge that this may not work in all cases, and the high school choice area of the District may create some logistical challenges. However, when practical, most communications, even if it is administrative and District oriented, should be coming from the relevant high school.*

*Content simply follows logical and expected norms based on each audience, and it is important that communications contain relevant and desired content. Relevant and interesting content will help increase interest and the perceived value of the communication, even if the volume of communications is viewed as high.*

***Language:** Respondents to the **parent** version of the internal survey were given an option to participate in the poll in Spanish. Eight online surveys were conducted in Spanish. Overall, 6% of **parents** indicated that English is not the primary language spoken at home. Among this small subgroup, a diverse range of languages is spoken at home, with Spanish the most prevalent. Approximately two-thirds of this group feels it is important for the District to invest in offering information about the District in languages besides English. There are a reasonable number of **parents** within the District for who English is not their primary home language, and most of them feel it is valuable to have non-English communications. However, overall, this population is relatively small. We suggest appropriate accommodations of in-language communications, but this does not need to be a primary objective of the District and its schools' overall communications strategy.*

## Methodology (Community / Phone Version):

Township High School District 113 commissioned the survey. Fako Research & Strategies, Inc. (FR&S) of Lemont, Illinois conducted the survey by telephone on February 27 – March 4, 2017 using professional interviewers. FR&S interviewed a random sample of n=302 adult (age 18+) residents of SD 113. A strict screening process was used to ensure that only adult (age 18+) residents of the District participated in the survey. The interviews lasted an average of 15 minutes. Scientific sampling techniques using a listing of households with at least one registered voter were used to give all residents within this group living in a telephone-equipped household, or with a listed cell phone number, an equal chance of being interviewed. *Cellular phones were included within the sample and accounted for 24% (73 Completed Interviews) of all weighted interviews.* Individuals with known direct affiliation with the District (students, parents, staff) were purged from the sample via a phone match because they were invited to participate in the online version of the survey. The interviews were conducted in proportion to gender and regional shares of the population based on known demographics. Weighting was applied to Age, Race, Gender, and Region to bring these groups into closer proportion to known demographics. The survey has an overall margin of error of +/- 5.60% at the 95% level of confidence. This means that if the survey were replicated the results would be consistent for 95 out of 100 cases. The margin of error is higher among the various sub-groups.

## Methodology (Internal / Online Iterations):

Fako Research & Strategies, Inc. (FR&S) of Lemont, Illinois conducted the internal surveys online on March 2 – 10, 2017. FR&S interviewed via an email invite a sample of Students n=296; Staff n=252; and Parents n=436. SD 113 provided the email list. The internal online iterations of the survey are composed of a non-probability sample since it was conducted via an opt-in email invite. Because the survey is not a probability sample, the results cannot be generalized to the unique population audiences affiliated with the District and individual high schools with statistical reliability. Therefore, no Margin of Error (MoE) has been calculated, applied, or reported for the online iterations of the survey. The sample sizes within each audience is large in relation to the source email list (Source List Counts: Students = 5,545, Parents = 6,438, Staff = 782). The online sample size for each internal audience is larger than a randomly selected phone survey would have been practical for each audience. FR&S is confident that the composition of the sample within each audience and the survey's participants are a reasonable representation of each audience, albeit not a precise representation, but we cannot assert any reliable statistical calculation to this assertion.

## Glossary:

## Regions (Community / Phone Survey)

- **West (7% of Sample) =** The following communities: Riverwoods, Bannockburn, and Lincolnshire.
- **Central (33% of Sample) =** The following: Deerfield.
- **East (60% of Sample) =** The following communities: Highland Park, Fort Sheridan, and Highwood.

**[ONLINE SURVEY INTRO]** Thank you for participating in our survey. Please plan to spend about 12 minutes to answer all questions. Click the button below to begin.

---

S1. **[Omitted from Online Survey]**

**[ONLINE PAGE INSTRUCTION]** *Before we start with the survey, we need to ask a few demographic questions to ensure the accuracy of the survey.*

S2. In which of the following age groups are you? **(Read List.)**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Less than 18** | **86%** | **0%** | **0%** |
| **18-24** | **13** | **0** | **2** |
| **25-34** | **0** | **0** | **11** |
| **35-49** | **0** | **52** | **44** |
| **50-64** | **0** | **45** | **34** |
| **65 and over** | **0** | **1** | **5** |
| **Prefer Not to Say** | **1** | **2** | **4** |

S3. What is your racial or ethnic identity?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Latino, Hispanic, or Spanish speaking origin** | **7** | **4%** | **12%** |
| **White or Caucasian** | **82** | **86** | **74** |
| **Black or African American** | **1** | **1** | **2** |
| **Native American or Alaskan Native** | **0** | **0** | **0** |
| **Asian** | **4** | **3** | **3** |
| **Pacific Islander** | **0** | **0** | **0** |
| **Other race** | **2** | **1** | **1** |
| **Prefer Not to Say** | **4** | **5** | **10** |

S4. **[ASK ONLY PARENT & COMMUNITY]** Is English the primary language spoken at your home?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Yes** | **--** | **94%** | **--** |
| **No** | **--** | **6** | **--** |
| **Prefer Not to Say** | **--** | **1** | **--** |

S5. **[Ask only if "No" to S4]** In what language do you speak most often? **[Randomize list]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | -- | N=25 | -- |
| **English** | -- | 12% | -- |
| **Spanish** | -- | 36 | -- |
| **Russian** | -- | 12 | -- |
| **Polish** | -- | 8 | -- |
| **Tagalog** | -- | 4 | -- |
| **Hindi** | -- | 0 | -- |
| **Mandarin** | -- | 8 | -- |
| **Other, Specify:** | -- | 20[1] | -- |
| **Prefer Not to Say** | -- | 0 | -- |

S6. What is your gender?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Male** | 35% | 28% | 41% |
| **Female** | 62 | 70 | 53 |
| **Prefer Not to Say** | 3 | 1 | 6 |

S7. **[ASK ONLY COMMUNITY AND STAFF]** Do you have any children under the age of 18 years old living at home?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Yes** | -- | -- | 46% |
| **No** | -- | -- | 49 |
| **Prefer Not to Say** | -- | -- | 6 |

S8. In which municipality do you live?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Bannockburn** | 1% | 1% | 0% |
| **Deerfield** | 43 | 39 | 12 |
| **Fort Sheridan** | 1 | 1 | 0 |
| **Highland Park** | 45 | 49 | 12 |
| **Highwood** | 3 | 5 | 2 |
| **Riverwoods** | 5 | 4 | 1 |
| **Lincolnshire** | 0 | 0 | 0 |
| **Other, Specify:** | 1 | 1 | 73 |

[1] Italian, Armenian, Arabic, Serbian, French, and Turkish.

S9. **[STUDENTS ONLY]** What grade are you currently in?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Freshman (9th)** | **24%** | -- | -- |
| **Sophomore (10th)** | **25** | -- | -- |
| **Junior (11th)** | **27** | -- | -- |
| **Senior (12th)** | **22** | -- | -- |
| **Prefer Not to Say** | **1** | -- | -- |

*This brief survey is mainly about your local high school district, District 113, which includes both Deerfield and Highland Park High Schools.*

Q1A. **[Omitted from Online Surveys]**

Q1B. **[Omitted from Online Surveys]**

Q1C. **[ONLINE Surveys Only]** Just to confirm, **[PARENTS =** which school does your child attend **[INSERT SCHOOL CHOICES]? STUDENTS =** which school do you attend **[INSERT SCHOOL CHOICES]? STAFF =** which school or office do you work at **[INSERT SCHOOL CHOICES and "District 113 Admin Building / Transportation]?**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Deerfield High School** | **52%** | **45%** | **45%** |
| **Highland Park High School** | **48** | **55** | **45** |
| **District 113 Admin Building / Transportation** | **--** | **--** | **10** |

Q2A. **[ONLINE SURVEY:** Please rate the job performance of **[CHOICES].]**

**(STUDENTS / PARENTS / STAFF)**

| CHOICES | Excellent | Good | Average | Only Fair | Poor | Not Sure |
|---|---|---|---|---|---|---|
| School District 113 as a Whole | **20 / 32 / 27** | **54 / 48 / 51** | **20 / 10 / 14** | **2 / 2 / 3** | **1 / 1 / 2** | **4 / 8 / 4** |
| Deerfield HS **N=155 (Students); N=197 (Parents); N=114 (Staff)** | **34 / 47 / 35** | **52 / 44 / 54** | **12 / 5 / 7** | **1 / 1 / 0** | **0 / 2 / 0** | **1 / 1 / 4** |
| Highland Park HS **N=141 (Students); N=239 (Parents); N=114 (Staff)** | **34 / 44 / 55** | **55 / 47 / 38** | **8 / 5 / 3** | **1 / 1 / 3** | **1 / 1 / 1** | **1 / 1 / 1** |

Q2B. **(ASK ONLY IF Q1A or Q1B = 1, 2][ONLINE SURVEY:** Please rate the job performance of **[PIPE CHOICE FROM Q1]** on how well it performs each of the following:**]**

**DEERFIELD HIGH SCHOOL (Students = 155; Parents = 197; Staff = 114)**

| CHOICES | Excellent | Good | Average | Only Fair | Poor | Not Sure |
|---|---|---|---|---|---|---|
| Showcasing the quality of its academic programs and services | 37 / 31 / 42 | 49 / 49 / 42 | 12 / 14 / 12 | 0 / 2 / 2 | 1 / 1 / 0 | 1 / 4 / 2 |
| Showcasing the achievements of staff and students | 28 / 23 / 18 | 38 / 50 / 55 | 25 / 19 / 18 | 6 / 3 / 4 | 1 / 1 / 3 | 1 / 4 / 2 |

**HIGHLAND PARK HIGH SCHOOL (Students = 141; Parents = 239; Staff = 114)**

| CHOICES | Excellent | Good | Average | Only Fair | Poor | Not Sure |
|---|---|---|---|---|---|---|
| Showcasing the quality of its academic programs and services | 40 / 38 / 46 | 44 / 45 / 44 | 11 / 12 / 7 | 2 / 3 / 0 | 1 / 0 / 2 | 2 / 3 / 2 |
| Showcasing the achievements of staff and students | 28 / 32 / 40 | 45 / 49 / 45 | 19 / 13 / 11 | 5 / 3 / 2 | 2 / 0 / 0 | 1 / 3 / 2 |

**[Q3 – 4 ASK ONLY COMMUNITY, PARENTS, AND STAFF]**

Q3. Were you aware that School District 113 holds two monthly board meetings – one focused on general business and one that focuses on students, staff, and schools?

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Aware** | -- | 37% | 69% |
| **Not Aware** | -- | 49 | 23 |
| **Not Sure** | -- | 14 | 8 |

Q4. If made available, how likely would you be to subscribe to… **[Rotate Scale]**

| Communication | Very Likely | Somewhat Likely | Not Too Likely | Very Unlikely | Not Sure |
|---|---|---|---|---|---|
| A communication that provides the date, time, and agenda for upcoming District board meetings. | -- / 30 / 29 | -- / 40 / 38 | -- / 22 / 23 | -- / 6 / 8 | -- / 2 / 2 |
| A communication that summarizes the key topics addressed and decisions made at District board meetings. | -- / 51 / 52 | -- / 37 / 39 | -- / 9 / 6 | -- / 2 / 2 | -- / 2 / 1 |

Q5. **[Ask only if "No" or "Prefer Not to Say" to S5]** How important is it to you that District 113 invests in offering information about the District and its schools in languages besides English? **[Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | -- | N=28 | -- |
| Very Important | -- | 32% | -- |
| Somewhat Important | -- | 36 | -- |
| Not Too Important | -- | 21 | -- |
| Not Important at All | -- | 4 | -- |
| Not Sure | -- | 0 | -- |
| Prefer Not to Say | -- | 7 | -- |

Q6. About how often do you visit School District 113's website? **[Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| Daily | 22% | 5% | 20% |
| Weekly | 40 | 32 | 37 |
| Monthly | 16 | 29 | 20 |
| Quarterly | 4 | 16 | 10 |
| Yearly | 3 | 6 | 3 |
| Never or Almost Never | 14 | 9 | 8 |
| Prefer Not to Say | 1 | 2 | 3 |

Q7. **[Ask only if 1-4 to Q6]** Generally speaking, how easy or difficult **[Rotate]** is it to find the information you're seeking on the District's website? **[Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | N=243 | N=363 | N=218 |
| Very Easy | 15% | 12% | 5% |
| Somewhat Easy | 50 | 51 | 46 |
| Somewhat Difficult | 31 | 31 | 37 |
| Very Difficult | 2 | 4 | 9 |
| Not Sure | 2 | 2 | 3 |

Q8. Now, please tell me the extent to which you **agree** or **disagree** **[ROTATE]** with the following statements:

| Statements | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | Don't Know | Prefer Not to Say |
|---|---|---|---|---|---|---|
| *"School District 113 does a good job of acting on the feedback provided from* ***[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]****."* | **12 / 14 / 7** | **40 / 37 / 43** | **23 / 12 / 27** | **10 / 7 / 17** | **15 / 30 / 5** | **1 / 0 / 2** |
| *"School District 113 does a good job of providing opportunities for the* ***[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]*** *to provide feedback to the District."* | **22 / 22 / 20** | **45 / 41 / 51** | **17 / 15 / 17** | **8 / 6 / 8** | **8 / 16 / 2** | **1 / 0 / 1** |
| *"School District 113 does a good job of listening to the feedback provided by* ***[PIPE AUDIENCE – COMMUNITY, PARENTS, STUDENTS, STAFF]****."* | **16 / 15 / 11** | **42 / 38 / 42** | **19 / 12 / 25** | **8 / 6 / 17** | **16 / 29 / 5** | **1 / 0 / 1** |

Q9. If you had a concern or an idea to share with the School District, what would be your preferred way to communicate to School District 113? **[Randomize List]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Board Meeting** | **3%** | **3%** | **2%** |
| **Email** | **64** | **68** | **42** |
| **Phone** | **2** | **15** | **3** |
| **Social Media** | **4** | **0** | **0** |
| **In-Person** | **15** | **9** | **37** |
| **Other, Specify:** | **2** | **2** | **7** |
| **Don't Know** | **11** | **3** | **9** |

Q10. **[Ask only if "In-Person" to Q9]** You mentioned that you would prefer to speak to someone in person if you had a concern or idea to share with the School District. Who would you be most likely to contact? **[Randomize List]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | **N=43** | **N=38** | **N=93** |
| **Superintendent** | **7%** | **5%** | **4** |
| **School Board Member** | **5** | **3** | **0** |
| **Principal** | **42** | **58** | **37** |
| **Teacher** | **35** | **11** | **9** |
| **Support Staff** | **2** | **8** | **9** |
| **Other, Specify:** | **7** | **5** | **37**[2] |
| **Don't Know** | **2** | **11** | **5** |

[2] Staff members generally indicated they would contact the Department Chair or Dean, supervisor, or that it would depend on the situation.

Q11. What issues or problems are you most concerned about regarding District 113, or with any of the schools within the District? **[Open-Ended]**

| Most Important Issue Concern | Percentage (%) |
|---|---|
| Budgets / Funding / Spending / Taxes / Finances | 1 / 3 / 3 |
| Education Quality / Academics & Academic Excellence / Consistency of Courses / Curriculum / Special Education / Specific Programs / Dual Language & ESL / Technology in Classes | 3 / 9 / 4 |
| Teachers: Quality / Inconsistency / Not Helping Students / Don't Feel Heard / Grading / Unfair / Class Sizes / Need Help / Communication with Students & Parents | 3 / 14 / 7 |
| Drugs & Alcohol / Bullying / Safety / Security | 3 / 10 / 3 |
| District Leadership & Decision Making / Board / Administration / Turnover / Principal's Departure / Transparency / Climate & Morale / Does Not Listen / Discrepancies Between Schools | 3 / 14 / 36 |
| Traffic & Congestion / Parking / Infrastructure / Technology / Maintenance / Website / Cafeteria & Food / Climate Control | 4 / 3 / 1 |
| School Calendar Change / Finals Schedule / School Schedule / Lack of Open Campus / Attendance / Closures / Dress Code / Student Conduct & Discipline | 13 / 5 / 4 |
| Student Support & Recognition / Advising & Counseling / Too Much Homework, Testing Pressure, & Stress / College Prep & Other Post-HS Options / Disconnected from District | 11 / 12 / 8 |
| Communication / Lack of Communication / Timely Communication / Notice of Events | 2 / 3 / 9 |
| Diversity & Equity / Equal Opportunities / Equal Treatment for All Students / Gender & Racial Issues / LGBT / Lack of Diversity in Class | 7 / 3 / 6 |
| Student Activities / Arts / Cuts to Programs / Athletics / Indoor Track | 5 / 3 / 2 |
| Politics / Pushing Liberal Views / Should Be Discussing Issues | 2 / 3 / 0 |
| Staff / Adequate Training / Don't Feel Heard / Job Security & Responsibilities | 1 / 1 / 11 |
| Other | 2 / 4 / 11 |
| None / No Opinion / No Response | 35 / 23 / 15 |
| Don't Know / Refused | 9 / 2 / 2 |

Q12. Thinking about news and information you may receive from School District 113, do you feel the District **does** or **does not** **[ROTATE]** provide **[PIPE AUDIENCE]** with the news and information they need to be informed about School District 113? **[Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| Does Provide | 68% | 70% | 50% |
| Does Not Provide | 11 | 12 | 19 |
| Don't Know | 20 | 17 | 25 |
| Prefer Not to Say | 2 | 1 | 5 |

Q13A. **(ASK ONLY IF Q1A, Q1B, or Q1C = 1, 2)** Considering the news and information from **[DEERFIELD HS]**, do you feel **[DEERFIELD HS]**, **does** or **does not [ROTATE]** provide **[PIPE AUDIENCE]** with the news and information they need to be informed about **[DEERFIELD HS]? [Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | N=155 | N=197 | N=114 |
| Does Provide | 73% | 75% | 68% |
| Does Not Provide | 11 | 13 | 14 |
| Don't Know | 14 | 12 | 16 |
| Prefer Not to Say | 3 | 1 | 2 |

Q13A. **(ASK ONLY IF Q1A, Q1B, or Q1C = 1, 2)** Considering the news and information from **[HIGHLAND PARK HS]**, do you feel **[HIGHLAND PARK HS]**, **does** or **does not [ROTATE]** provide **[PIPE AUDIENCE]** with the news and information they need to be informed about **[HIGHLAND PARK HS]? [Rotate Scale]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | N=141 | N=239 | N=114 |
| Does Provide | 87% | 82% | 75% |
| Does Not Provide | 6 | 9 | 7 |
| Don't Know | 5 | 8 | 16 |
| Prefer Not to Say | 2 | 1 | 3 |

Q13B. **[ONLINE SURVEY: (ASK ONLY IF Q1C = 1, 2)** Please indicate if you are generally more interested in information from **School District 113, your local high school district**, OR **[DEERFIELD HS], your local public high school]?**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | N=155 | N=197 | N=114 |
| School District 113 | 5% | 3% | 20% |
| [DEERFIELD HS] | 86 | 93 | 64 |
| Don't Know | 8 | 3 | 15 |
| Prefer Not to Say | 1 | 1 | 1 |

Q13B. **[ONLINE SURVEY: (ASK ONLY IF Q1C = 1, 2)** Please indicate if you are generally more interested in information from **School District 113, your local high school district**, OR **[HIGHLAND PARK HS], your local public high school]?**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| | N=141 | N=239 | N=114 |
| School District 113 | 1% | 4% | 21% |
| [HIGHLAND PARK HS] | 87 | 92 | 65 |
| Don't Know | 9 | 3 | 11 |
| Prefer Not to Say | 3 | 0 | 3 |

Q14. **(ASK ONLY IF Q1=1,2)[ONLINE SURVEY**: Please indicate if you currently receive any of the following methods District 113 uses to communicate with its community.**]**
**[Rotate order communications are presented]**

| Q14_# | Communications | Yes | No | Don't Know |
|---|---|---|---|---|
| 1. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** "Giant Life" email sent by Highland Park High School's Student Activities Department. **N=141 (Students); N=239 (Parents); N=114 (Staff)** | **91 / 84 / 83** | **3 / 10 / 11** | **6 / 5 / 6** |
| 2. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** "Warrior Words" email sent by Deerfield High School's Student Activities Department. **N=155 (Students); N=197 (Parents); N=114 (Staff)** | **92 / 96 / 89** | **5 / 1 / 9** | **3 / 3 / 3** |
| 3. | **[PARENTS ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** Email news from Deerfield High School's principal. **N=197 (Parents)** | **-- / 92 / --** | **-- / 4 / --** | **-- / 4 / --** |
| 4. | **[STAFF ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** Deerfield High School "Warrior Weekly" staff e-newsletter. **N=114** | **-- / -- / 89** | **-- / -- / 6** | **-- / -- / 5** |
| 5. | **[STAFF ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** Highland Park High School's "Giants Almost Weekly" staff e-newsletter. **N=114** | **-- / -- / 89** | **-- / -- / 4** | **-- / -- / 7** |

Q15. **[Mask "Yes" Responses from Q14, If "No" or "Don't Know" Do Not Display, If no "Yes" Responses, skip to Q17]**
**[ONLINE SURVEY:** Thinking specifically about the communications you indicated that you receive, please indicate if you feel that information source communicates **too frequently**, **too infrequently**, or **just often enough**.]

| Q15_# | Communications | Too Frequently | Just Often Enough | Too Infrequently | Don't Know | Prefer Not to Say |
|---|---|---|---|---|---|---|
| 1. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** "Giant Life" email sent by Highland Park High School's Student Activities Department. **N=128 (Students); N=201 (Parents); N=95 (Staff)** | **28 / 21 / 35** | **62 / 72 / 55** | **5 / 1 / 3** | **5 / 5 / 2** | **0 / 0 / 5** |
| 2. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 1 – Deerfield HS]** "Warrior Words" email sent by Deerfield High School's Student Activities Department. **N=143 (Students); N=190 (Parents); N=101 (Staff)** | **27 / 14 / 13** | **58 / 77 / 81** | **3 / 6 / 1** | **11 / 2 / 5** | **1 / 0 / 0** |
| 3. | **[PARENTS ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** Email news from Deerfield High School's principal. **N=182 (Parents)** | **-- / 4 / --** | **-- / 74 / --** | **-- / 14 / --** | **-- / 6 / --** | **-- / 2 / --** |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4. | **[STAFF ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** Deerfield High School "Warrior Weekly" staff e-newsletter. **N=101** | **-- / -- / 12** | **-- / -- / 82** | **-- / -- / 3** | **-- / -- / 3** | **-- / -- / 0** |
| 5. | **[STAFF ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** Highland Park High School's "Giants Almost Weekly" staff e-newsletter. **N=101** | **-- / -- / 12** | **-- / -- / 81** | **-- / -- / 0** | **-- / -- / 5** | **-- / -- / 2** |

Q16. **[Mask "Yes" Responses from Q14, If "No" or "Don't Know" Do Not Display, If no "Yes" Responses, skip to Q17]**
**[ONLINE SURVEY:** Thinking specifically about the communications you indicated that you receive, please rate how important you generally feel the communications are.**]**

| Q16_# | Communications | Essential | Very Important | Of Average Importance | Of Little Importance | Not Important at All | Not Sure | Prefer Not to Say |
|---|---|---|---|---|---|---|---|---|
| 1. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** "Giant Life" email sent by Highland Park High School's Student Activities Department. **N=128 (Students); N=201 (Parents); N=95 (Staff)** | **5 / 12 / 5** | **23 / 36 / 19** | **48 / 44 / 53** | **13 / 5 / 16** | **5 / 1 / 3** | **4 / 1 / 3** | **0 / 0 / 1** |
| 2. | **[PARENTS, STAFF, AND STUDENTS ONLY. ASK ONLY Q1 = 1 – DEERFIELD HS]** "Warrior Words" email sent by Deerfield High School's Student Activities Department. **N=143 (Students); N=190 (Parents); N=101 (Staff)** | **2 / 8 / 9** | **10 / 26 / 20** | **46 / 48 / 55** | **32 / 15 / 14** | **6 / 3 / 0** | **4 / 1 / 2** | **0 / 0 / 0** |
| 3. | **[PARENTS ONLY. ASK ONLY Q1 = 1 DEERFIELD HS]** Email news from Deerfield High School's principal. **N=182** | **-- / 13 / --** | **-- / 37 / --** | **-- / 42 / --** | **-- / 6 / --** | **-- / 1 / --** | **-- / 2 / --** | **-- / 0 / --** |
| 4. | **[STAFF ONLY. ASK ONLY Q1 = 1 DEERFIELD HS]** Deerfield High School "Warrior Weekly" staff e-newsletter. **N=101** | **-- / -- / 3** | **-- / -- / 24** | **-- / -- / 63** | **-- / -- / 9** | **-- / -- / 0** | **-- / -- / 1** | **-- / -- / 0** |
| 5. | **[STAFF ONLY. ASK ONLY Q1 = 2 – HIGHLAND PARK HS]** Highland Park High School's "Giants Almost Weekly" staff e-newsletter. **N=101** | **-- / -- / 13** | **-- / -- / 40** | **-- / -- / 40** | **-- / -- / 5** | **-- / -- / 0** | **-- / -- / 1** | **-- / -- / 2** |

Q17. Thinking about all the communications you may receive from School District 113, **[Pipe Choice from Q1 if Q1A, Q1B, or Q1C = 1,2],** and staff, do you feel you receive too much communication, too little communication, or just the right amount of communication? **[ROTATE "Much" & "Little"]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Too Much Communication** | **15%** | **8%** | **12%** |
| **Too Little Communication** | **17** | **22** | **17** |
| **Just the Right Amount of Communication** | **53** | **57** | **51** |
| **Not Sure** | **15** | **12** | **19** |

Q18. **[ASK ONLY PARENTS, STUDENTS, AND STAFF] [ONLINE SURVEY, SLIDER SCALE:** Please consider both statements below and use the scale to indicate which statement more closely reflects your opinion, and the extent to which you agree with the statement.] **[ROTATE POSITION OF STATEMENTS]**

1. Due to the volume of communication from **[PIPE NAME OF HIGH SCHOOL if Q1C = 1, 2]**, it is difficult to know what needs my attention.

2. **[PIPE NAME OF HIGH SCHOOL if Q1C = 1, 2]** may send many emails, but it is easy to understand what needs my attention.

**[SCALAR POINTS]**

| | STUDENTS | PARENTS | STAFF |
|---|---|---|---|
| **Statement 1 Strongly** | **10%** | **10%** | **10%** |
| **Statement 1 Somewhat** | **24** | **19** | **22** |
| **Neutral** | **24** | **18** | **21** |
| **Statement 2 Somewhat** | **25** | **27** | **28** |
| **Statement 2 Strongly** | **17** | **25** | **18** |

Q19. **[ONLINE SURVEY:** Please indicate from which ways you currently receive information about School District 113, and if that is one of your preferred ways to receive information.**]**

| Q19 _# | Information Channels | Currently No | Currently Yes | Preferred Yes |
|---|---|---|---|---|
| 1. | U.S. Postal Service Mail | **76 / 46 / 82** | **24 / 54 / 18** | **4 / 13 / 6** |
| 2. | District and High School social media channels such as Facebook and Twitter | **75 / 79 / 84** | **25 / 21 / 16** | **6 / 7 / 2** |
| 3. | Email | **7 / 6 / 5** | **93 / 94 / 95** | **32 / 49 / 42** |
| 4. | School District 113 District Website | **57 / 41 / 38** | **43 / 59 / 62** | **8 / 14 / 13** |
| 5. | **(ASK ONLY IF Q1A, Q1B, or Q1C = 1, 2)[DEERFIELD HS]** Website **N=155 (Students); N=197 (Parents); N=114 (Staff)** | **19 / 12 / 19** | **81 / 88 / 81** | **17 / 30 / 20** |
| | **(ASK ONLY IF Q1A, Q1B, or Q1C = 1, 2)[HIGHLAND PARK HS]** Website **N=141 (Students); N=239 (Parents); N=114 (Staff)** | **27 / 17 / 31** | **73 / 83 / 69** | **22 / 31 / 13** |
| 6. | **[ASK ONLY IF S9=4 - HIGHLAND PARK]** The Highlander Village Newsletter **N=134 (Students); N=214 (Parents); N=30 (Staff)** | **88 / 49 / 63** | **12 / 51 / 37** | **1 / 7 / 3** |
| 7. | Newspapers such as the Highland Park Review, Northshore Daily, Highland Park News / Tribune, Highland Park Landmark, North Shore Weekend, or Highland Park Patch | **70 / 47 / 70** | **30 / 53 / 30** | **5 / 11 / 5** |
| 8. | Board Meetings | **93 / 87 / 74** | **7 / 13 / 26** | **2 / 7 / 7** |
| 9. | **[STAFF ONLY]** Personal Contact with District / School Staff | **-- / -- / 16** | **-- / -- / 84** | **-- / -- / 31** |
| 10. | **[STAFF ONLY]** From the District Education Association | **-- / -- / 43** | **-- / -- / 57** | **-- / -- / 16** |
| 11. | **[STAFF ONLY]** From Colleagues | **-- / -- / 10** | **-- / -- / 90** | **-- / -- / 27** |
| 12. | Friends and Neighbors, directly or online. | **35 / 39 / 72** | **65 / 61 / 28** | **9 / 8 / 3** |
| 13. | Text Messages | **81 / 78 / 81** | **19 / 22 / 19** | **9 / 12 / 6** |
| 14. | A School-specific Electronic Newsletter | **44 / 30 / 27** | **56 / 70 / 73** | **15 / 31 / 21** |
| 15. | **[ASK ONLY PARENTS]** From Students | **-- / 39 / --** | **-- / 61 / --** | **-- / 13 / --** |
| 16. | **[ASK ONLY STUDENTS]** Other Students | **18 / -- / --** | **82 / -- / --** | **16 / -- / --** |
| 17. | **[ASK ONLY STUDENTS]** Student Media | **44 / -- / --** | **56 / -- / --** | **14 / -- / --** |
| 18. | Other, Specify: | | | |

Q20. **[IF Q19_2 Preferred = Yes]** You mentioned you would be interested in receiving information about District 113 from social media. Which of the following social media channels would you be interested in using to connect with the District? **(Read List) [Randomize]**

**N= 17 (STUDENTS); 30 (PARENTS); 6 (STAFF)**

| Q20_# | Social Media | Yes | No | Not Sure |
|---|---|---|---|---|
| **1.** | **Instagram** | **35 / 40 / 50** | **41 / 53 / 33** | **24 / 7 / 17** |
| **2.** | **Facebook** | **82 / 87 / 50** | **6 / 7 / 33** | **12 / 7 / 17** |
| **3.** | **Twitter** | **41 / 33 / 50** | **47 / 57 / 33** | **12 / 10 / 17** |

Q21. **[IF 19_2 Preferred = Yes][ONLINE Surveys:** Below is a list of types of information that School District 113 or **[PIPE CHOICE FROM Q1 if Q1C = 1, 2]** may provide on social media. Please rank these types of information based on what you would most like to see on the District's or **[PIPE CHOICE FROM Q1 if Q1C = 1, 2]**'s social media channel with "1" being the most preferred and "4" being the least preferred.

**N= 17 (STUDENTS); 30 (PARENTS); 6 (STAFF)**

| Type of Information | 1st Preference | 2nd Preference | 3rd Preference | 4th Preference |
|---|---|---|---|---|
| **General Information** | **29 / 23 / 17** | **41 / 27 / 33** | **24 / 30 / 50** | **6 / 20 / 0** |
| **Breaking News** | **53 / 57 / 50** | **29 / 33 / 17** | **12 / 10 / 17** | **6 / -- / 17** |
| **Good News Stories about Students / Faculty Achievements** | **12 / 20 / 33** | **29 / 30 / 17** | **53 / 40 / 0** | **6 / 10 / 50** |
| **School Board Updates** | **6 / -- / 0** | **-- / 10 / 0** | **12 / 20 / 33** | **82 / 70 / 33** |

Q22. **[ONLINE Survey:** Please indicate your level of interest in the following types of content that communication from your School District might include.**] [ROTATE CONTENT]**

| Q22_ # | Content | Very Interested | Somewhat Interested | Not at All Interested | Don't Know | Prefer Not to Say |
|---|---|---|---|---|---|---|
| 1. | Teacher, Student, and Alumni Achievements | **20 / 38 / 38** | **44 / 54 / 53** | **26 / 6 / 7** | **8 / 2 / 1** | **3 / 0 / 1** |
| 2. | Financial Health of the District | **15 / 43 / 56** | **39 / 49 / 38** | **34 / 5 / 4** | **10 / 2 / 1** | **2 / 1 / 1** |
| 3. | New Programs or Initiatives | **36 / 62 / 52** | **47 / 36 / 41** | **8 / 1 / 4** | **6 / 1 / 3** | **2 / 0 / 1** |
| 4. | Pending / Recent Board of Education Actions | **21 / 43 / 54** | **41 / 47 / 39** | **28 / 6 / 3** | **8 / 3 / 2** | **2 / 1 / 1** |
| 5. | Activities and Events that are Open to the Public (including Athletic and Performing Arts) | **42 / 57 / 39** | **41 / 37 / 47** | **9 / 4 / 10** | **5 / 1 / 3** | **2 / 0 / 0** |
| 6. | Community Partnerships and Related Opportunities (including Volunteering and Sponsorships) | **26 / 34 / 22** | **44 / 52 / 55** | **19 / 11 / 17** | **8 / 3 / 6** | **3 / 0 / 1** |
| 7. | Educational Outcomes (Test Scores, Graduation Rates, College Enrollments, etc.) | **44 / 63 / 32** | **39 / 33 / 47** | **11 / 4 / 14** | **4 / 1 / 6** | **2 / 0 / 2** |
| 8. | Curriculum Changes | **48 / 71 / 49** | **38 / 25 / 37** | **5 / 2 / 10** | **6 / 1 / 3** | **2 / 1 / 1** |
| 9. | District and High School Facilities | **22 / 43 / 40** | **47 / 49 / 49** | **20 / 6 / 8** | **8 / 2 / 2** | **2 / 0 / 1** |

***Those are all the questions. Thank you for participating in the survey.***

**[PHONE SURVEY INTRO]** Hello, my name is _____, from F R & S, a national public opinion research firm. We are conducting a survey in Lake County on behalf of Township High School District 113 and…

**[If Cellular Sample]** I'd like to include your opinions.

**[If Landline Sample]** I'd like to include the opinions of your household. May I speak with the youngest (man/woman) 18 years of age or older who is home at this time?

S1. Which of the following best describes your affiliation with School District 113?

**Parent of a student in the District [Terminate]..... --**
**Staff member for the District [Terminate]..... --**
**Student in the District [Terminate] ..... --**
**Resident of the District ..... 93%**
**None of the Above..... 7**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ)[Terminate]..... --**

**[PHONE LEAD IN]** *Before we get started, I have just a few questions for statistical purposes.*

S2. In which of the following age groups are you? **(Read List.)**

**[PHONE SURVEY HIDDEN VARIABLE] Less than 18..... --**
**18-24 ..... 5%**
**25-34 ..... 4**
**35-49 ..... 22**
**50-64 ..... 31**
**65 and over..... 36**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ) ..... 3**

S3. Are you Latino, Hispanic, or Spanish speaking origin? **(If Yes, record AS LATINO. If No, ask: What is your race -- White, African American, Asian, or other?)**

**Latino or Hispanic ..... 2%**
**White ..... 88**
**African American ..... 1**
**Asian ..... 1**
**Other..... 1**
**Don't Know..... 1**
**Refused ..... 5**

S4. Is English the primary language spoken at your home?

**Yes..... 96%**
**No ..... 4**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ) ..... --**

S5. **[Ask only if "No" to S4]** In what language do you speak most often? **[Randomize list]**

| | N=12 |
|---|---|
| **English** | **35%** |
| **Spanish** | **16** |
| **Russian** | **13** |
| **Polish** | **13** |
| **Tagalog** | **--** |
| **Hindi** | **--** |
| **Mandarin** | **17** |
| **Other, Specify: (VOLUNTARY)(DO NOT READ)** | **7** |
| **Prefer Not to Say [Anchor] (VOLUNTARY)(DO NOT READ)** | **--** |

S6. **[PHONE HIDDEN VARIABLE, RECORD GENDER BY OBSERVATION]** What is your gender?

| | |
|---|---|
| **Male** | **47%** |
| **Female** | **53** |
| **Prefer Not to Say (VOLUNTARY)(DO NOT READ)** | **--** |

S7. Do you have any children under the age of 18 years old living at home?

| | |
|---|---|
| **Yes** | **21%** |
| **No** | **78** |
| **Prefer Not to Say (VOLUNTARY)(DO NOT READ)** | **--** |

S8. **[PHONE HIDDEN VARIABLE, RECORD MUNICIPALITY BY SAMPLE]** In which municipality do you live?

| | |
|---|---|
| **Bannockburn** | **1%** |
| **Deerfield** | **32** |
| **Fort Sheridan** | **1** |
| **Highland Park** | **56** |
| **Highwood** | **3** |
| **Riverwoods** | **6** |
| **Lincolnshire** | **--** |
| **Other, Specify:** | **2** |

S9. **[Omitted from Community Survey]**

*This brief survey is mainly about your local high school district, District 113, which includes both Deerfield and Highland Park High Schools.*

Q1A. **Even if you do not have or will not have a high-school aged student in your household, do you reside in the portion of the District served by Deerfield High School, Highland Park High School, or does your area of the District have a choice of which high school to attend? [ROTATE CHOICES]**

**Deerfield High School (Continue) ..... 36%**
**Highland Park High School (Continue) ..... 46**
**Has a Choice (Ask Q1B) ..... 15**
**Don't Know (VOLUNTARY)(DO NOT READ)(Continue) ..... 4**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ)(Terminate) ..... --**

Q1B. **[Ask Only if Q1A=3] Which high school do students in your neighborhood generally attend? [ROTATE CHOICES]**

**N=45**
**Deerfield High School ..... 18%**
**Highland Park High School ..... 58**
**Don't Know (VOLUNTARY)(DO NOT READ)..... 24**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ)(Terminate) ..... --**

Q2A. How would you rate the job performance of **[CHOICES]**… **[READ CHOICE]**. Excellent, good, average, only fair, or poor?

| CHOICES | Excellent | Good | Average | Only Fair | Poor | Not Sure (VOL) |
|---|---|---|---|---|---|---|
| School District 113 as a Whole | 46 | 27 | 7 | 4 | 2 | 14 |
| Deerfield HS N=115 | 61 | 24 | 3 | 2 | 1 | 9 |
| Highland Park HS N=164 | 41 | 32 | 9 | 2 | 2 | 14 |

Q2B. **(ASK ONLY IF Q1A or Q1B = 1, 2]** How would you rate the job performance of **[Deerfield HS / Highland Park HS]** on… **[READ CHOICE]**. Excellent, good, average, only fair, or poor?

**N=280** **Deerfield HS / Highland Park HS**

| CHOICES | Excellent | Good | Average | Only Fair | Poor | Not Sure |
|---|---|---|---|---|---|---|
| Showcasing the quality of its academic programs and services | 43 / 29 | 31 / 34 | 6 / 10 | 1 / 3 | 3 / 4 | 16 / 20 |
| Showcasing the achievements of staff and students | 35 / 25 | 32 / 38 | 9 / 12 | 4 / 3 | 2 / 2 | 18 / 20 |

**[Q3 – 4 ASK ONLY COMMUNITY, PARENTS, AND STAFF]**

Q3. Were you aware that School District 113 holds two monthly board meetings – one focused on general business and one that focuses on students, staff, and schools?

**Aware ..... 33%**
**Not Aware ..... 67**
**Not Sure (PHONE SURVEY: Voluntary)..... 1**

Q4. If made available, how likely would you be to subscribe to… **[Rotate Scale]**

| Communication | Very Likely | Somewhat Likely | Not Too Likely | Very Unlikely | Not Sure |
|---|---|---|---|---|---|
| **A communication that provides the date, time, and agenda for upcoming District board meetings.** | **22** | **24** | **24** | **26** | **4** |
| **A communication that summarizes the key topics addressed and decisions made at District board meetings.** | **30** | **27** | **19** | **21** | **3** |

Q5. **[Ask only if "No" or "Prefer Not to Say" to S4]** How important is it to you that District 113 invests in offering information about the District and its schools in languages besides English? **[PHONE SURVEY ONLY: (Read Scale)] [Rotate Scale]**

**N=13**
**Very Important ..... 46%**
**Somewhat Important..... 7**
**Not Too Important..... 9**
**Not Important at All..... 31**
**Not Sure (PHONE SURVEY: Voluntary)..... 8**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ) ..... --**

Q6. About how often do you visit School District 113's website? **[PHONE SURVEY ONLY:** "Would you say…"**] [Rotate Scale]**

**Daily ..... --**
**Weekly ..... 2%**
**Monthly..... 7**
**Quarterly ..... 11**
**Yearly ..... 9**
**Never or Almost Never ..... 71**
**Prefer Not to Say (VOLUNTARY)(DO NOT READ) ..... 1**

Q7. **[Ask only if 1-4 to Q6]** Generally speaking, how easy or difficult **[Rotate]** is it to find the information you're seeking on the District's website? **[Rotate Scale]**

| | N=60 |
|---|---|
| **Very Easy** | **35%** |
| **Somewhat Easy** | **44** |
| **Somewhat Difficult** | **11** |
| **Very Difficult** | **9** |
| **Not Sure (PHONE SURVEY: Voluntary)** | **1** |

Q8. Now, please tell me the extent to which you **agree** or **disagree** **[ROTATE]** with the following statements: **[PHONE SURVEY ONLY:** "*Would you say you…*] **[Rotate Scale]**

| Statements | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | Don't Know | Prefer Not to Say |
|---|---|---|---|---|---|---|
| *"School District 113 does a good job of acting on the feedback provided from **[the community]**."* | **18** | **34** | **8** | **9** | **30** | **1** |
| *"School District 113 does a good job of providing opportunities for the **[community]** to provide feedback to the District."* | **22** | **30** | **13** | **10** | **23** | **1** |
| *"School District 113 does a good job of listening to the feedback provided by **[the community]**."* | **20** | **34** | **11** | **9** | **26** | **1** |

Q9. If you had a concern or an idea to share with the School District, what would be your preferred way to communicate to School District 113? **[PHONE SURVEY: Read List] [Randomize List]**

| | |
|---|---|
| **Board Meeting** | **12%** |
| **Email** | **49** |
| **Phone** | **18** |
| **Social Media** | **1** |
| **In-Person** | **12** |
| **Other, Specify: (Mail, Depends, etc.)** | **5** |
| **Don't Know (PHONE SURVEY: Voluntary)** | **3** |

Q10. **[Ask only if "In-Person" to Q9]** You mentioned that you would prefer to speak to someone in person if you had a concern or idea to share with the School District. Who would you be most likely to contact? **[Randomize List]**

| | N=37 |
|---|---|
| **Superintendent** | **35%** |
| **School Board Member** | **16** |
| **Principal** | **31** |
| **Teacher** | **2** |
| **Support Staff** | **7** |
| **Other, Specify: (Depends on the issue)** | **9** |
| **Don't Know (PHONE SURVEY: Voluntary)** | **--** |

Q11. What issues or problems are you most concerned about regarding District 113, or with any of the schools within the District? **[Open-Ended]**

| Most Important Issue Concern | Percentage (%) |
|---|---|
| Budgets / Finances / Spending / Taxes Too High / Funding / Referendum | 18 |
| Education Quality / Academics & Academic Excellence / Curriculum & Specific Programs / College Prep | 16 |
| Staff / Teachers: Pay / Quality / Instruction / Class Size | 9 |
| Drugs / Gangs / Safety / Social Media | 4 |
| School Board / Administration / Leadership / Community Involvement | 8 |
| Construction / Traffic / Overdevelopment / Infrastructure / Facilities | 5 |
| SD 112 / Middle & Elementary Schools / School Closings & Consolidation | 6 |
| Student Support & Welfare / Diversity / Equality in Education: Student Achievement & Performance / Race & Language | 12 |
| Special Education / Student Programs & Services / No Child Left Behind / Out of District Students | 4 |
| Other | 4 |
| None / No Opinion | 24 |
| Don't Know | 3 |
| Refused | -- |

Q12. Thinking about news and information you may receive from School District 113, do you feel the District **<u>does</u>** or **<u>does not</u>** **[ROTATE]** provide **[the community]** with the news and information they need to be informed about School District 113? **[Rotate Scale]**

| | |
|---|---|
| **Does Provide** | **52%** |
| **Does Not Provide** | **30** |
| **Don't Know (PHONE SURVEY: Voluntary)** | **17** |
| **Prefer Not to Say (VOLUNTARY)(DO NOT READ)** | **1** |

Q13A. **(ASK ONLY IF Q1A, Q1B, or Q1C = 1, 2)** Considering the news and information from **[Pipe Choice from Q1]**, do you feel **[Pipe Choice from Q1]**, **does** or **does not [ROTATE]** provide **[PIPE AUDIENCE]** with the news and information they need to be informed about **[Pipe Choice from Q1]? [Rotate Scale]**

| | Deerfield | Highland Park |
|---|---|---|
| | N=115 | N=164 |
| **Does Provide** | 58% | 54% |
| **Does Not Provide** | 27 | 32 |
| **Don't Know (PHONE SURVEY: Voluntary)** | 13 | 13 |
| **Prefer Not to Say (VOLUNTARY)(DO NOT READ)** | 2 | 1 |

Q13B. **(ASK ONLY IF Q1A or Q1B = 1, 2)** Please tell me if you are more interested in information from **School District 113, your local high school district,** OR **[Pipe Choice from Q1], your local public high school?**

| | Deerfield | Highland Park |
|---|---|---|
| | N=115 | N=164 |
| **School District 113** | 17% | 23% |
| **[Pipe Choice from Q1 – NAME OF HIGH SCHOOL]** | 62 | 54 |
| **Don't Know (PHONE SURVEY: Voluntary)** | 16 | 17 |
| **Prefer Not to Say (VOLUNTARY)(DO NOT READ)** | 4 | 5 |

Q14. **[Omitted from Community Survey]**

Q15. **[Omitted from Community Survey]**

Q16. **[Omitted from Community Survey]**

Q17. Thinking about all the communications you may receive from School District 113, **[Pipe Choice from Q1 if Q1A, Q1B, or Q1C = 1,2],** and staff, do you feel you receive too much communication, too little communication, or just the right amount of communication? **[ROTATE "Much" & "Little"]**

| | |
|---|---|
| **Too Much Communication** | 1% |
| **Too Little Communication** | 43 |
| **Just the Right Amount of Communication** | 46 |
| **Not Sure (Voluntary)** | 11 |

Q18. **[Omitted from Community Survey]**

Q19. **[PHONE SURVEY:** I would like to read a short list of information channels which some people may use to receive information about School District 113. For each one I read, please tell me if you currently receive information about District 113 that way, and if that is one of your preferred ways to receive information.**]**

| Q19 _# | Information Channels | Currently No | Currently Yes | Preferred Yes |
|---|---|---|---|---|
| 1. | U.S. Postal Service Mail | **58** | **42** | **52** |
| 2. | District and High School social media channels such as Facebook and Twitter | **90** | **10** | **16** |
| 3. | Email | **74** | **26** | **54** |
| 4. | School District 113 District Website | **72** | **28** | **35** |
| 5. | **Deerfield** HS Website **N=115** | **66** | **34** | **48** |
| | **Highland Park** HS Website **N=164** | **71** | **29** | **32** |
| 6. | **[ASK ONLY IF S9=4 - HIGHLAND PARK]** The Highlander Village Newsletter **N=170** | **33** | **67** | **62** |
| 7. | Newspapers such as the Highland Park Review, Northshore Daily, Highland Park News / Tribune, Highland Park Landmark, North Shore Weekend, or Highland Park Patch | **39** | **61** | **61** |
| 8. | Board Meetings | **88** | **12** | **24** |
| 9. | **[STAFF ONLY]** Personal Contact with District / School Staff | -- | -- | -- |
| 10. | **[STAFF ONLY]** From the District Education Association | -- | -- | -- |
| 11. | **[STAFF ONLY]** From Colleagues | -- | -- | -- |
| 12. | Friends and Neighbors, directly or online. | **54** | **46** | **46** |
| 13. | Text Messages | **94** | **6** | **12** |
| 14. | A School-specific Electronic Newsletter | **86** | **14** | **42** |
| 15. | **[ASK ONLY PARENTS]** From Students | -- | -- | -- |
| 16. | **[ASK ONLY STUDENTS]** Other Students | -- | -- | -- |
| 17. | **[ASK ONLY STUDENTS]** Student Media | -- | -- | -- |
| 18. | Other, Specify: Local News, Bulletin Boards, etc. | **94** | **6** | **4** |

Q20. **[IF Q19_2 Preferred = Yes]** You mentioned you would be interested in receiving information about District 113 from social media. Which of the following social media channels would you be interested in using to connect with the District? **(Read List) [Randomize]**

**N=48**

| Q20_# | Social Media | Yes | No | Not Sure |
|---|---|---|---|---|
| **1.** | **Instagram** | **8** | **92** | -- |
| **2.** | **Facebook** | **66** | **34** | -- |
| **3.** | **Twitter** | **31** | **69** | -- |

Q21. **[IF 19_2 Preferred = Yes]** I am going to read a short list of types of information that School District 113 or **[PIPE CHOICE FROM Q1 if Q1A or Q1B = 1, 2]** may provide on social media. After I read the list, please tell me which type of information you would most like to see on the District's or **[PIPE CHOICE FROM Q1 if Q1A or Q1B = 1, 2]**'s social media channel….and what would be your second preference? … your third preference? **(Re-Read Choices as necessary)]**
**[Randomize List]**
**N=48**

| Type of Information | 1st Preference | 2nd Preference | 3rd Preference | 4th Preference |
|---|---|---|---|---|
| **General Information** | **33** | **14** | **31** | **23** |
| **Breaking News** | **25** | **49** | **16** | **11** |
| **Good News Stories about Students / Faculty Achievements** | **22** | **14** | **35** | **28** |
| **School Board Updates** | **20** | **23** | **18** | **38** |

Q22. I'm going to read you a list of the types of content that communication from your School District might include. Please tell me if you would be **Very Interested, Somewhat Interested, or Not at All Interested** in receiving communication from your School District which featured the following content:

| Q22_# | Content | Very Interested | Somewhat Interested | Not at All Interested | Don't Know | Prefer Not to Say |
|---|---|---|---|---|---|---|
| 1. | Teacher, Student, and Alumni Achievements | **21** | **37** | **39** | **3** | **--** |
| 2. | Financial Health of the District | **51** | **30** | **17** | **2** | **1** |
| 3. | New Programs or Initiatives | **36** | **36** | **25** | **2** | **1** |
| 4. | Pending / Recent Board of Education Actions | **31** | **36** | **30** | **2** | **1** |
| 5. | Activities and Events that are Open to the Public (including Athletic and Performing Arts) | **41** | **32** | **23** | **3** | **1** |
| 6. | Community Partnerships and Related Opportunities (including Volunteering and Sponsorships) | **23** | **34** | **40** | **2** | **1** |
| 7. | Educational Outcomes (Test Scores, Graduation Rates, College Enrollments, etc.) | **40** | **31** | **26** | **2** | **1** |
| 8. | Curriculum Changes | **31** | **29** | **37** | **2** | **1** |
| 9. | District and High School Facilities | **26** | **39** | **33** | **2** | **1** |

***Those are all the questions. Thank you for participating in the survey.***

**Non-Response Items:**

**Region (By Sample):**

**Region 1 (West – Riverwoods, Bannockburn, Lincolnshire) ..... 6%[1]**
**Region 2 (Central – Deerfield) ..... 32**
**Region 3 (East – Highland Park, Fort Sheridan, Highwood) ..... 62**

**Phone (By Sample):**

**Landline..... 76%**
**Cell ..... 24**

[1] Weighting has been applied to the following groups in order to bring them closer into proportion to known demographics: Age, Race, Gender, and Region.