



PROVO CITY SCHOOL DISTRICT SUPERINTENDENT SEARCH

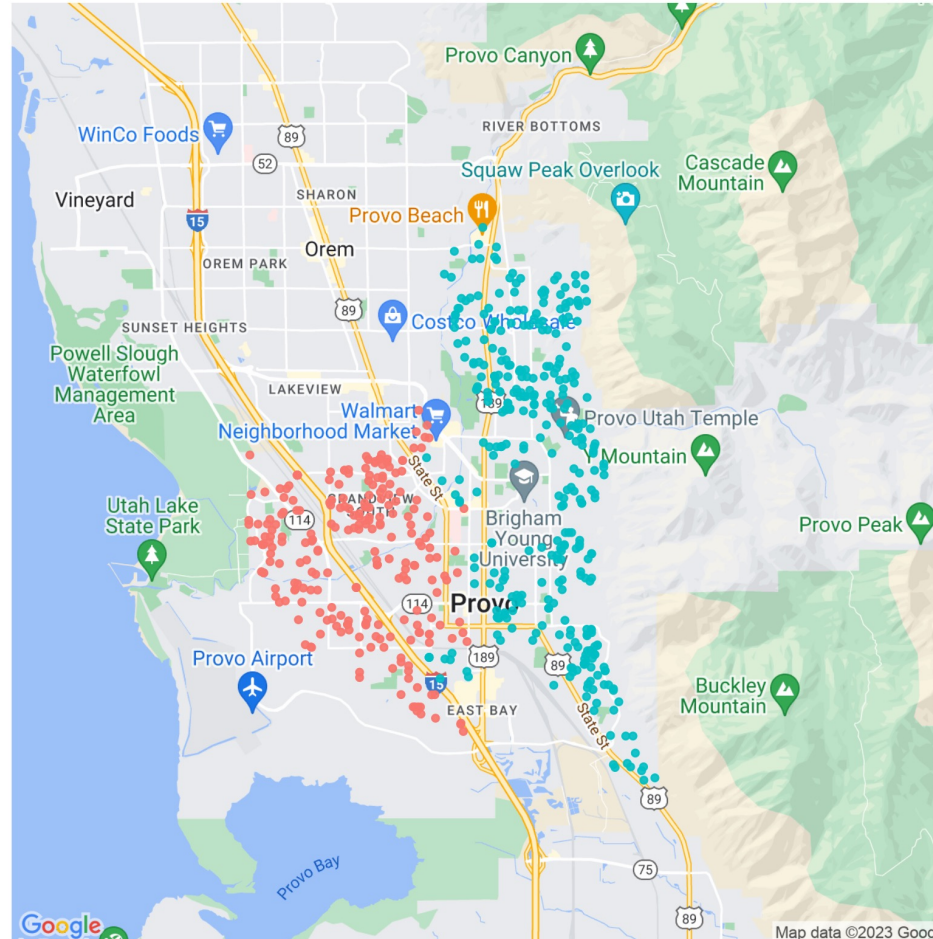
WINTER 2023 SCIENTIFIC SURVEY OF RESIDENTS AND STAFF



SURVEY METHODOLOGY

SAMPLING, MODE, & MARGIN OF ERROR

- A total of 1,599 respondents participated in this online survey. Respondents included 602 District residents and 997 PCSD staff.
- Interviews were collected from January 19th to February 2nd, 2023
- Residents' data were weighted to reflect population statistics from the U.S. Census to ensure that their responses are representative of Provo City at large, specifically regarding sex, age, and race.
- Margin of error: +/-4.0 percentage points



● Provo High (n=248)
● Timpview High (n=349)

KEY FINDINGS

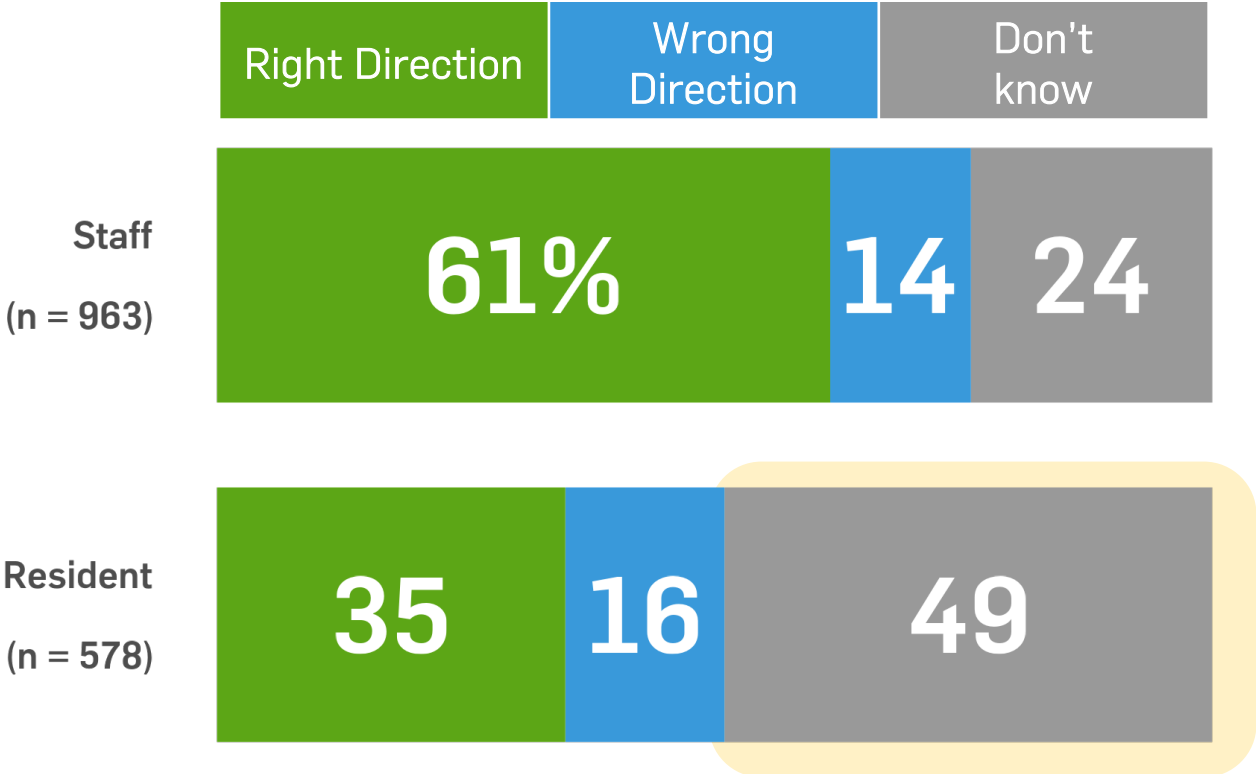
- 1. While many are satisfied with the District's overall performance, a large share (particularly among district residents) are unsure of how the District is performing, indicating opportunity for greater public outreach and communication.**
 - *Half of district residents indicate that they do not know whether the District is headed in a positive or negative direction and 1-in-5 indicate that they don't know if the District is accomplishing its vision. District staff are far more likely than residents to provide positive evaluations and are also less likely to indicate that they lack information about the District's performance.*
- 2. Supporting teachers and bolstering student success are the top two highest priorities for both residents and staff.**
 - *When asked about their concerns for the District, the majority of respondents select teacher and staff compensation as one of their top three concerns, followed by student preparation for future success. Similarly, when asked to rate District values by level of importance, student growth and development, student academic achievement, and teacher support rise to the top of the list, both for district staff and residents.*
 - *Staff and residents alike also indicate that having a superintendent who works with teachers to ensure student success, understands teacher needs, and prioritizes student achievement are among their most important priorities to superintendent-staff interactions.*
- 3. The most important superintendent qualities are moral character, leadership skills, and effective communication.**
 - *Both residents and staff rate moral character, leadership, and understanding the community among the most important qualities they hope to see in a new superintendent. In addition, residents prioritize having someone who respects parents and uses evidence-based methods. Staff, on the other hand, prioritize someone who respects different points of view.*
- 4. Residents and staff desire transparency from the District and community involvement—both in hiring process and future decision-making.**
 - *The majority of respondents say that staying up-to-date on the hiring process is important to them, and most staff indicate that this is very important. When asked about aspects of community interactions that are important to them, transparency rises to the top of the list—both in terms of general policy and decision-making, and budget decisions. Respondents similarly report that they would like the superintendent to communicate honestly with the community and listen.*

VISION FOR THE DISTRICT

MANY UNSURE OF THE DIRECTION THE DISTRICT IS GOING

Nearly half of residents say they “don’t know” enough to say whether the District is headed in the right or wrong direction, indicating opportunity for greater public outreach and communication. Among those who do express an opinion, the majority say the District is headed in the right direction. This is true for District staff as well. When asked about the most important issues facing the district, respondents cite lack of teachers, teacher training and pay, and quality of education.

Current Direction of Provo School District



Provo School District Most Important Issue

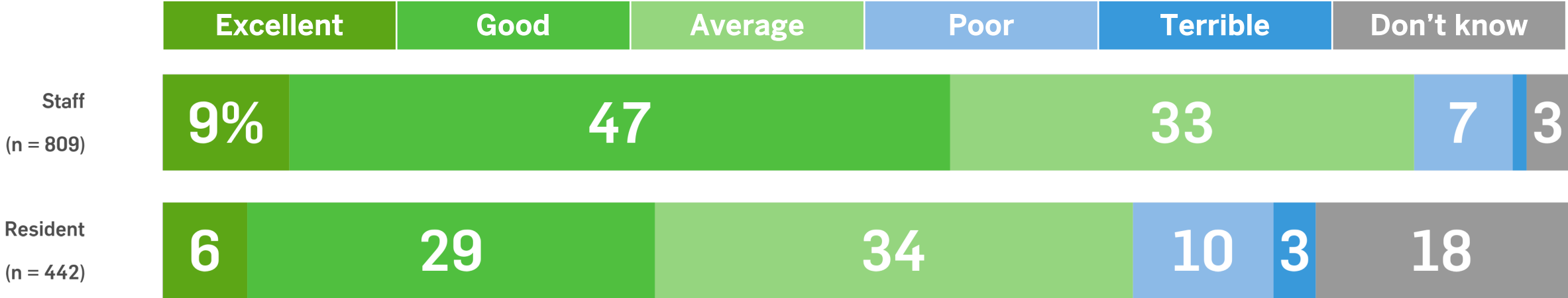


Q: Overall, would you say things in Provo School District are headed in the right direction or the wrong direction? (n = 1,541)
 Q: In your opinion, what is the most important issue facing Provo School District? (n = 1,117)

MOST SAY DISTRICT IS ACHIEVING ITS VISION, SOME UNSURE

Among District staff, just over half (56%) say the district is doing good or better at achieving its vision. Residents are less likely to say the same, with 35% rating the district's performance as good or excellent. A significant proportion (18%) of residents indicate that they do not know enough about the District to make an evaluation.

District Performance in Accomplishing Vision



"Creating safe environment for students to explore and learn"
-Resident

"Been in other school districts and this one is more personal with the community"
-Resident

"Classrooms are too large and teachers need more support"
-Staff

"School district only cares about getting more money to build new buildings"
-Resident

"Provo schools provide an incredible amount of CTE options and maintains top quality instructors"
-Staff

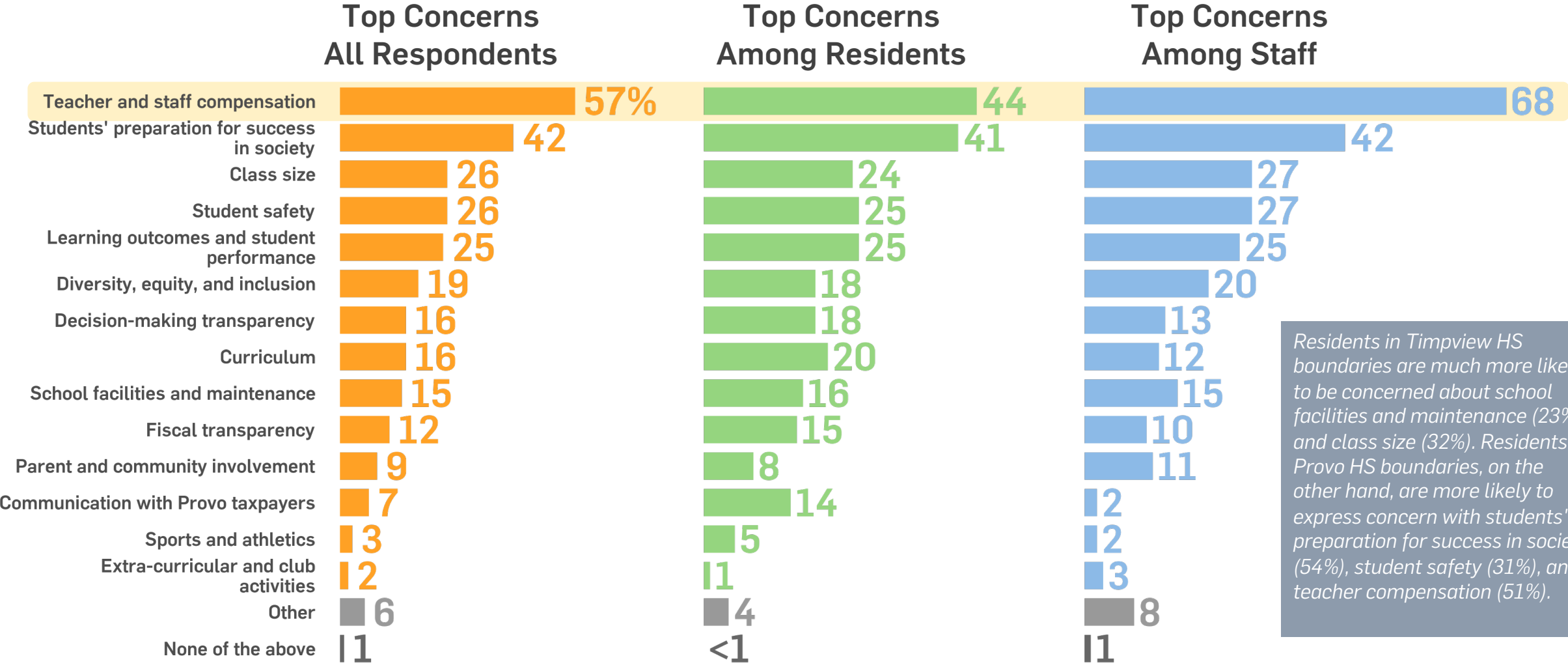
"Needs more involvement with parents – less with unions"
-Resident

"They don't prioritize teachers when making decisions"
-Staff

Q: How would you rate the District's performance in accomplishing this vision? (n = 1251)
Q: Why would you say the District is doing a(n) [SELECTED CHOICE] job of accomplishing its vision? (n = 852)

COMPENSATION TOP CONCERN FOR STAFF & RESIDENTS

The majority of respondents (57%) select teacher and staff compensation as one of their top three concerns, followed by student preparation for future success. Compared to staff, residents are slightly less likely to select compensation as a top concern.



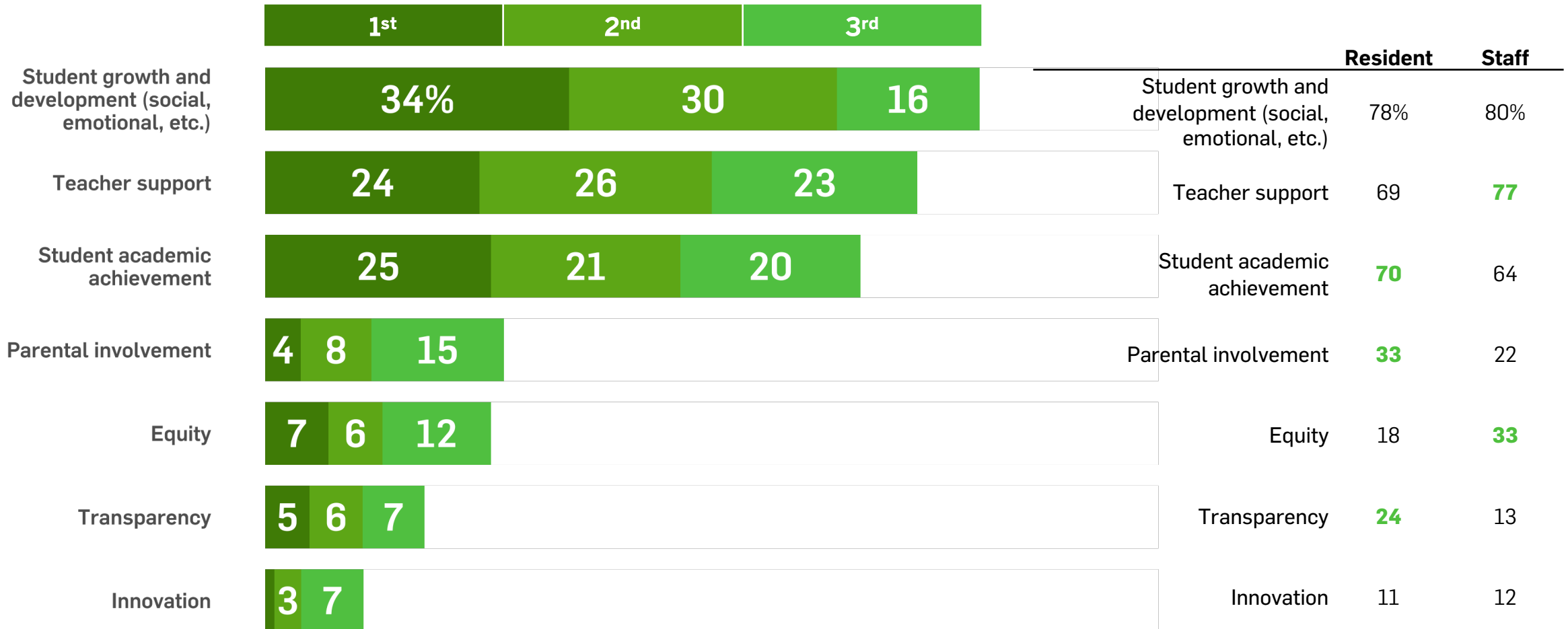
Residents in Timpview HS boundaries are much more likely to be concerned about school facilities and maintenance (23%) and class size (32%). Residents in Provo HS boundaries, on the other hand, are more likely to express concern with students' preparation for success in society (54%), student safety (31%), and teacher compensation (51%).

Q: Which, if any, of the following are your highest priorities or areas of concern regarding the Provo School District? Please select your top 3 choices. (n = 1,266 total, 448 residents, and 818 staff)

STUDENT SUCCESS & TEACHER SUPPORT MOST IMPORTANT

Of the district values posed to respondents, student growth and development, student academic achievement, and teacher support are ranked among the top three priorities by at least 2 in 3 of respondents each.

District Values Importance Rankings

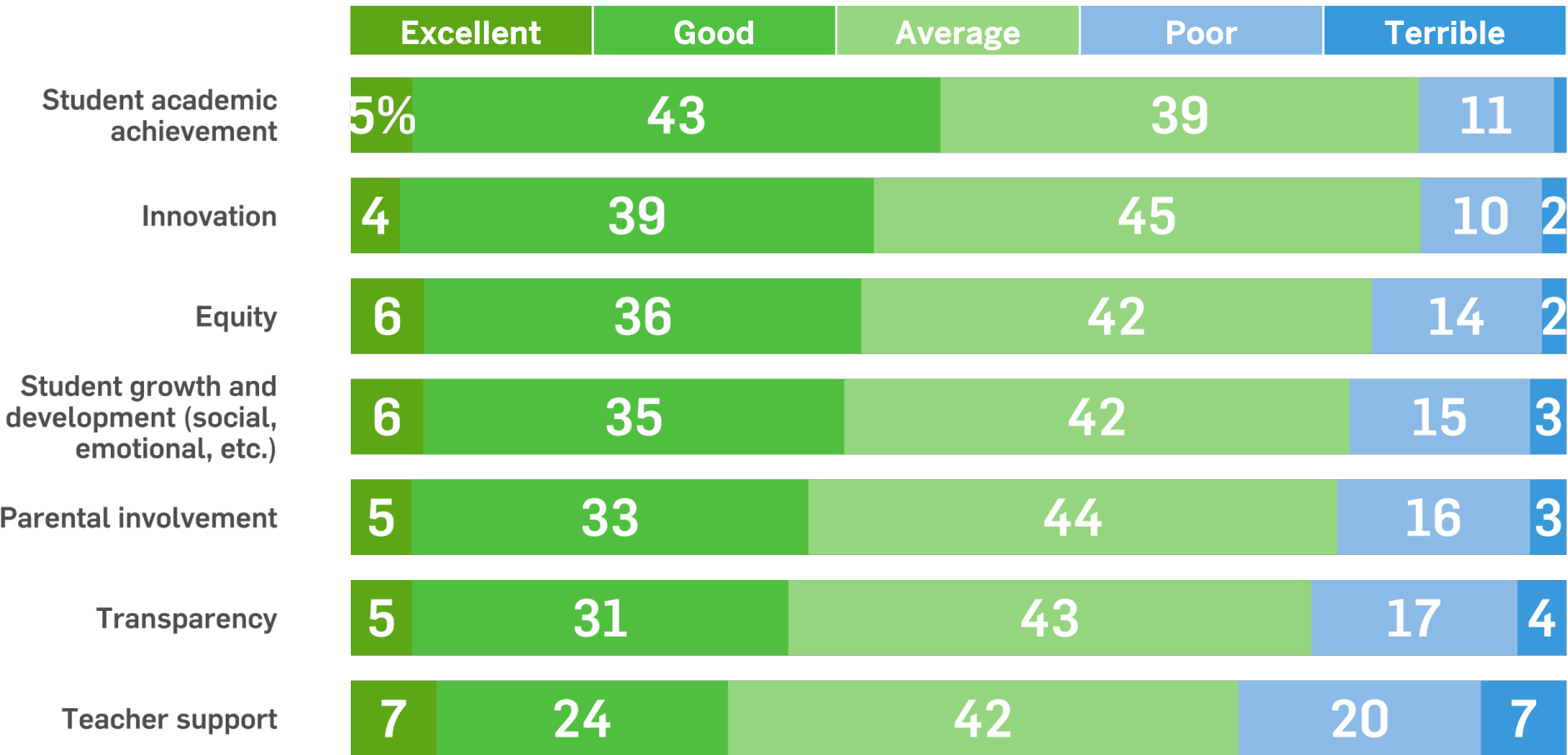


Q: Below is a list of values or priorities that the Provo School District has identified as potential metrics for success. Please rank each of the values below in order of most to least important to you (1 being most important, and 7 being least important). Please drag and drop options to reorder this list in your desired ranking of priority. (n = 1,135)

DISTRICT PERFORMS AVERAGE OR BETTER ON ITS VALUES

Respondents say the district is performing average or better on its values, with the highest marks given to student academic achievement (48% good or excellent). The value with the poorest performance rating is teacher support (31% good or excellent), followed by transparency, and parental involvement.

District Values Performance



Residents are far more likely than district staff to say they “don’t know” how the District is performing on these values.

Parental involvement, student growth and development, student academic achievement are rated lower by residents in Provo HS boundaries. Residents in Timpview HS boundaries are more likely to give below-average ratings for transparency.

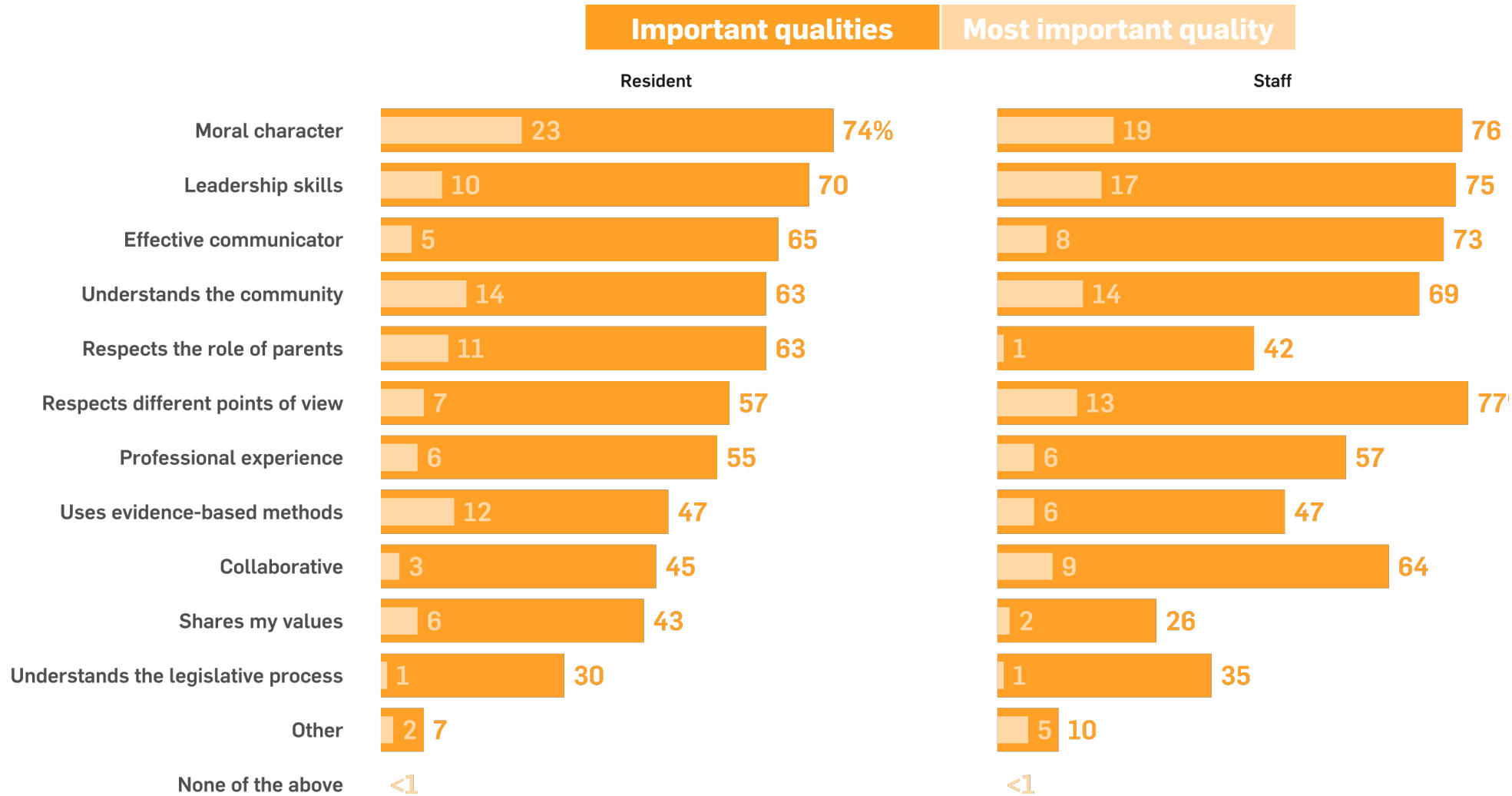
Q: Thinking again about the following values, how would you rate the District’s performance in each area? (n = 1,149)

*Don’t know responses filtered out for clarity

SUPERINTENDENT SEARCH CRITERIA

CHARACTER & LEADERSHIP MOST IMPORTANT TRAITS

When asked to select which qualities they think are important for the superintendent to have, the vast majority of respondents –both among residents and staff— select moral character. Leadership and communication skills and respecting different points of view are also selected as important qualities.



Residents in Provo HS boundaries are more likely to prioritize qualities such as moral character (27%), understanding the community (16%), and sharing their values (12%) as most important while those in Timpview HS boundaries are more likely to say that using evidence-based methods (16%) is most important.

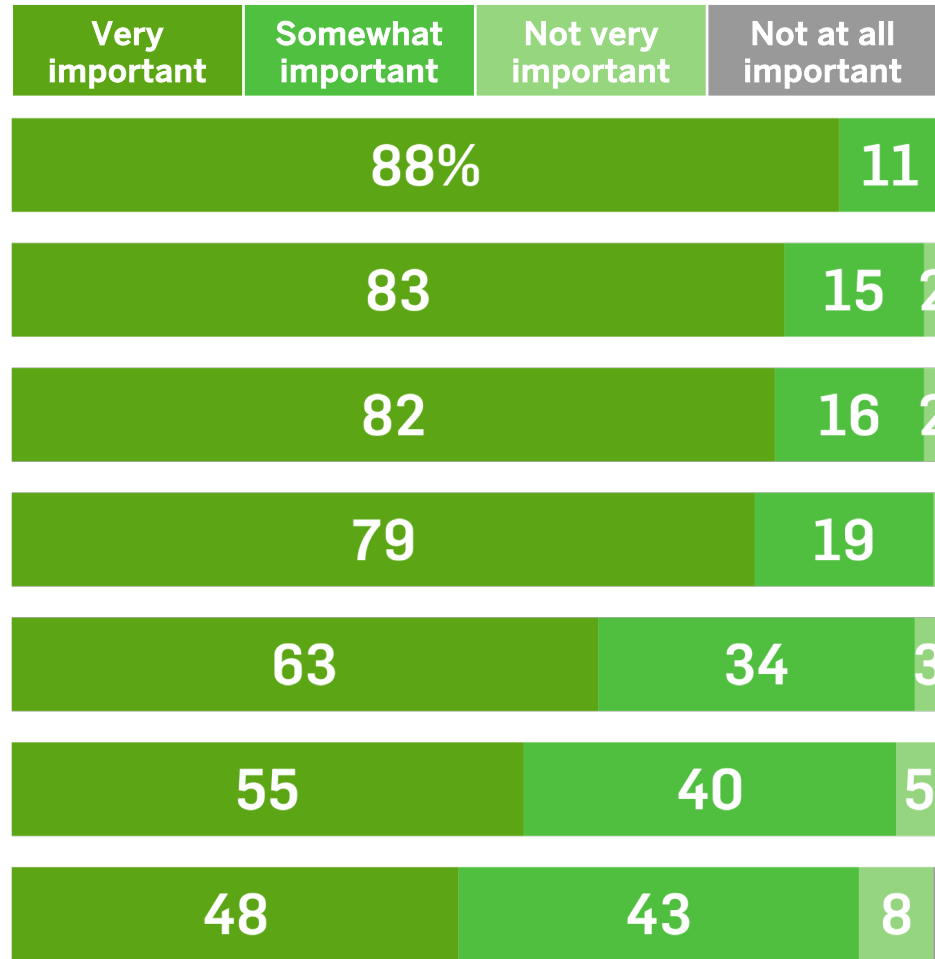
Q: Below is a list of characteristics and attributes the District may consider when selecting a new superintendent. Of the following characteristics and attributes, which, if any, are important to you? (n = 1,135)

Q: Of the characteristics and attributes you selected, which would you say is the most important for the District to consider when selecting a new superintendent? (n = 1,108)

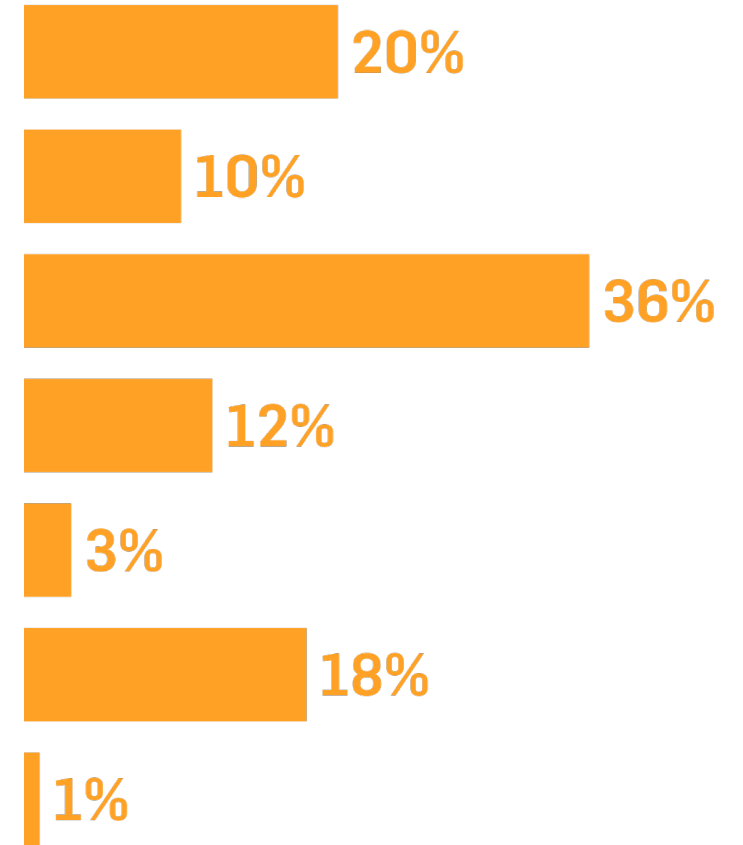
STUDENT AND TEACHER SUCCESS HIGHEST PRIORITIES

Nearly all survey respondents consider it very important for the superintendent to stay informed about the issues facing teachers and staff and working with them to improve student success. Improving student success is selected as the most important quality by over 1 in 3 respondents.

Superintendent-Staff Interaction Types



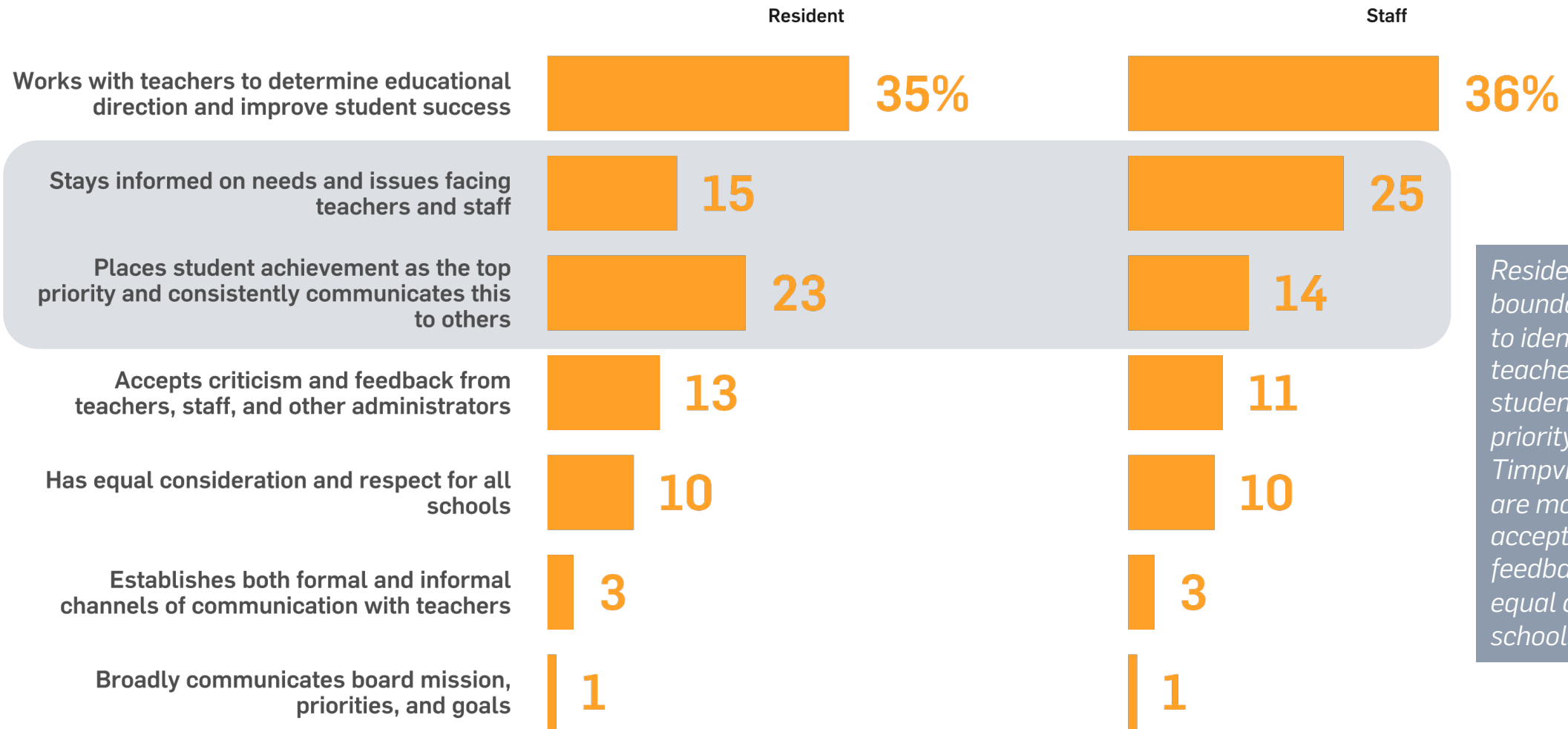
Most Important Superintendent-Staff Interaction



Q: Below are some descriptions of ways the superintendent might interact with District teachers and staff. When considering superintendent-staff relations, how important are each of the following qualities to you? (n = 1,085)
 Q: Which of the following qualities would you consider to be most important? (n = 1,070)

RESIDENTS & STAFF SHARE TOP PRIORITY

When asked about the qualities they consider to be most important, both residents and staff select working with teachers to ensure student success as their top priority. As a secondary priority, staff are significantly more likely than residents to say that staying informed on teacher needs is most important to them and residents are more likely to prioritize student achievement.



Residents in Provo HS boundaries are more likely to identify working with teachers to improve student success as a top priority. (44%) Those in Timpview HS boundaries are more likely to prioritize accepting criticism and feedback (16%) and having equal consideration for all schools (12%).

Q: Below are some descriptions of ways the superintendent might interact with District teachers and staff. When considering superintendent-staff relations, how important are each of the following qualities to you? (n = 1,085)

Q: Which of the following qualities would you consider to be most important? (n = 1,070)

VISIBILITY TO STAFF SEEN AS IMPORTANT

When asked about qualities they would like to see in superintendent-staff relations, many staff request that the superintendent visibly and regularly interact with teachers. Along with a desire for more frequent interactions, staff mentioned a need for leadership, respect, empathy, collaboration, and communication.

Desired Qualities for Interacting with District Staff

"Genuine, empathetic, relational, leadership skills, willing to educate not only students but parents too."

"Respectful and appreciative of all faculty/staff experiences and education (both formal and informal)."

"Be a leader with vision. Improve teacher and staff morale. Be a doer."

"I think that being able to empathize and validate teacher experiences are two qualities I would like to see."

"I believe it will be highly motivating for teachers if the superintendent **collaborated** with them."

"Every year the teachers have to evaluate themselves with a supervisor. It would be nice if the superintendent could share their own evaluations with the rest of the district..."

"Puts themselves in the shoes of teachers. Seeks regular input from the Provo Education Association, makes regular visits to schools to keep a pulse on what is really happening."

"It is important for the superintendent to be an active listener."

"Respectful, supportive, understanding."

"I would like her/him to understand how the decisions made in Teaching and Learning affect individual classrooms, especially PreK-3."

"[The Superintendent] needs to interact with district employees differently than teachers. We help move the work along..."

"As an employee I would be happy just to have updates in a newsletter or email and appreciate ways to share opinions or views in surveys or other methods."



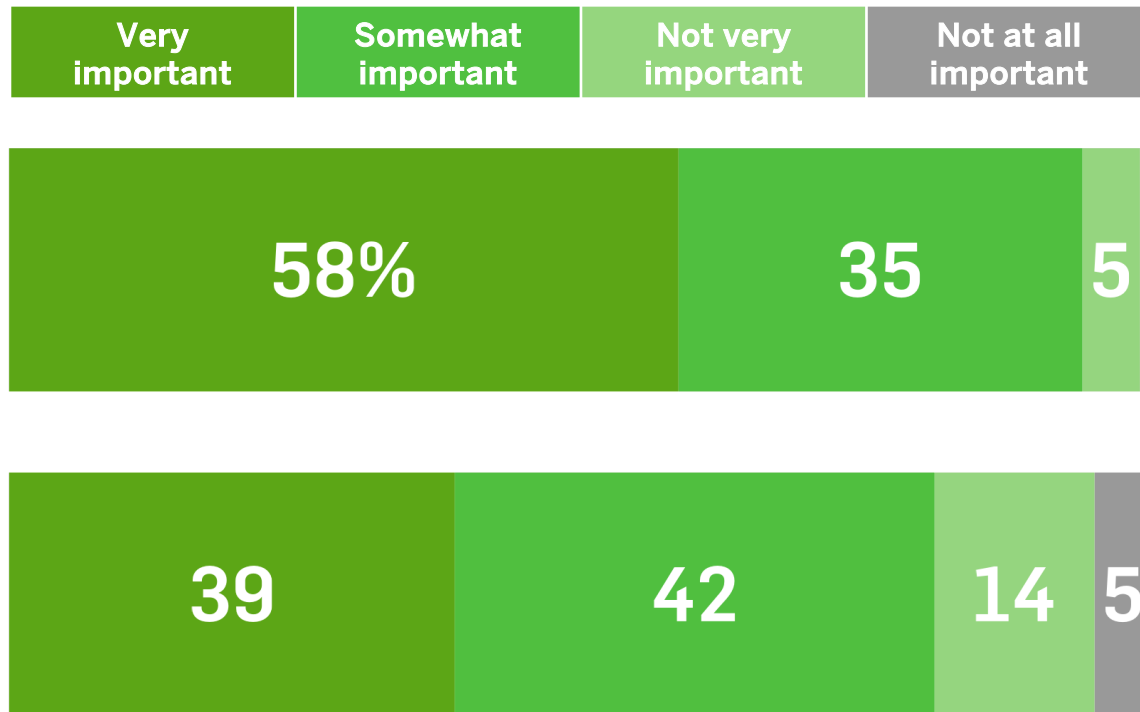
*Question was asked only to district staff respondents

**SEARCH PROCESS
& COMMUNITY
INVOLVEMENT**

STAFF HIGHLY INVESTED IN HIRING UPDATES

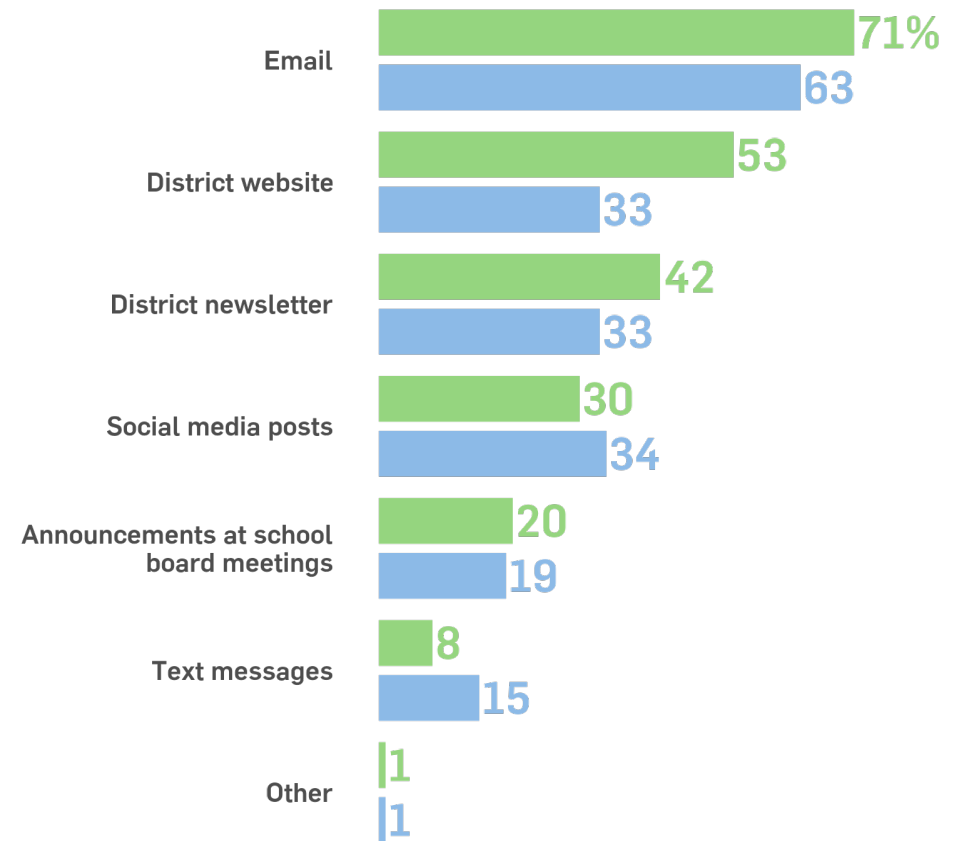
Nearly all respondents say receiving updates on the hiring process is at least somewhat important, but staff are more likely to say it's very important to them. Email is the most preferred source of information, both for staff and residents. In addition to email, staff express interest in receiving updates via the district website and newsletter.

Importance of Hiring Process Updates



Update Preferences

Staff | Residents



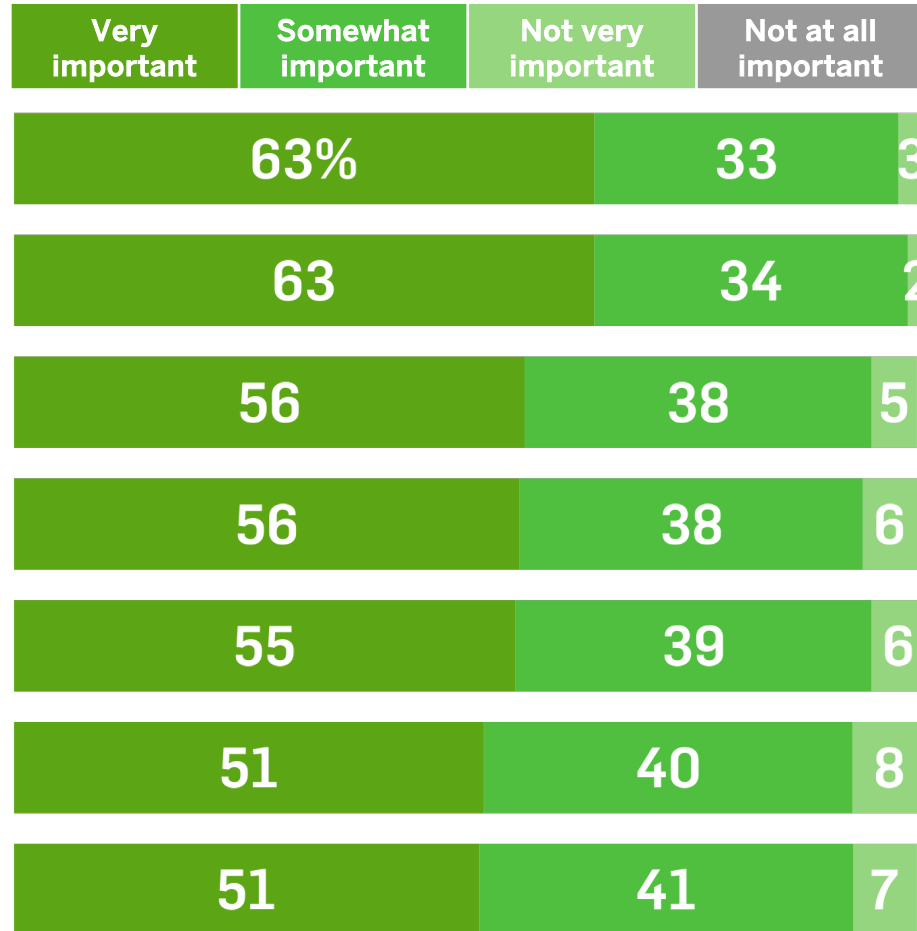
Q: Provo School District is currently preparing to select and hire a new superintendent. How important is it to you that you be informed about the hiring process and final decision? (n = 1,154)

Q: How would you like to be kept up to date on the hiring process for the new superintendent? (n = 1,124)

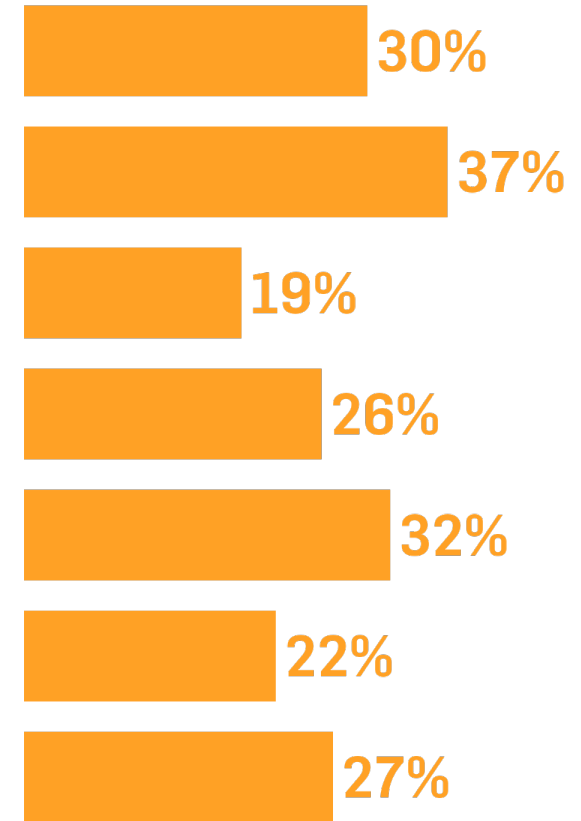
TRANSPARENCY MOST IMPORTANT FOR COMMUNITY

When asked about priorities for interacting with the community, respondents are most likely to select answers relating to transparency as being “very important.” In addition, transparency about the district’s decision-making process is selected as the most important quality by nearly 40% of respondents. Other common responses include transparency about district finances and regular communication from the district.

District-Community Interaction Types



Most Important District-Community Interaction Type

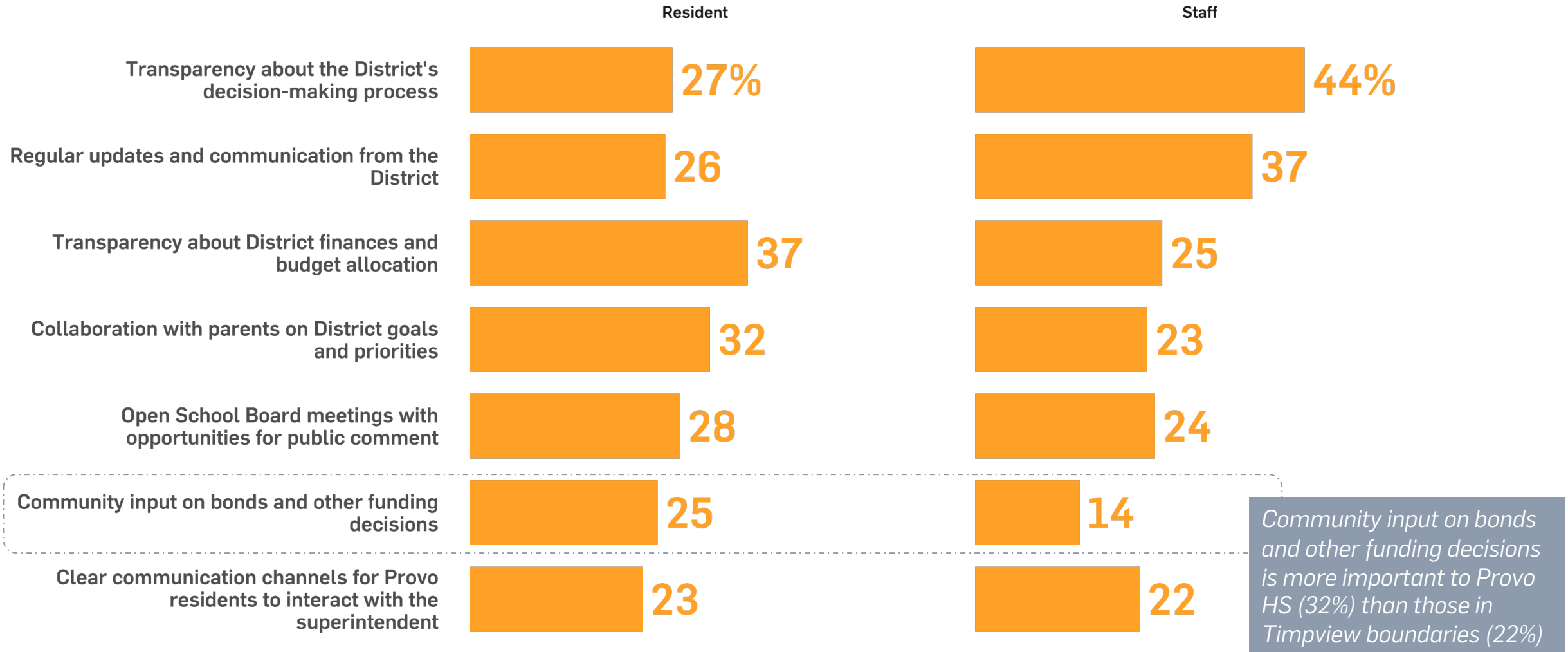


Q: Below are some descriptions of ways the superintendent or the District as a whole might interact with Provo School District community members. When considering District-community relations, how important are each of the following to you? (n = 1,039)

Q: And which, if any, of the following are most important to you when considering your voice or level of influence in the Provo School District? Select up to three. (n = 1,027)

PARENTS AND STAFF DIFFER IN PRIORITIES

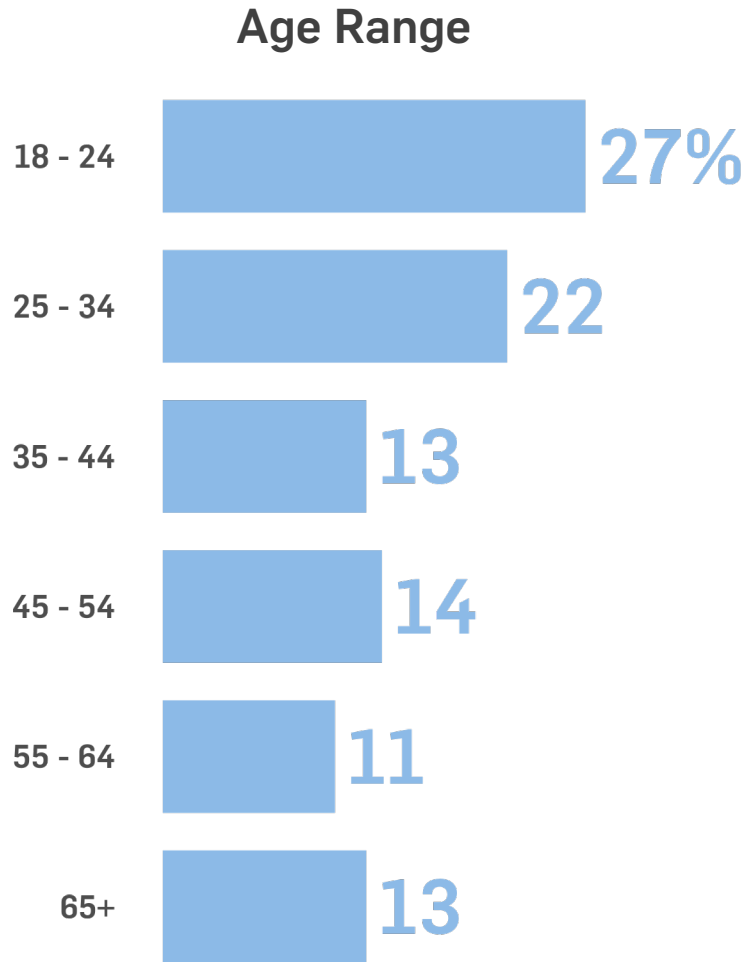
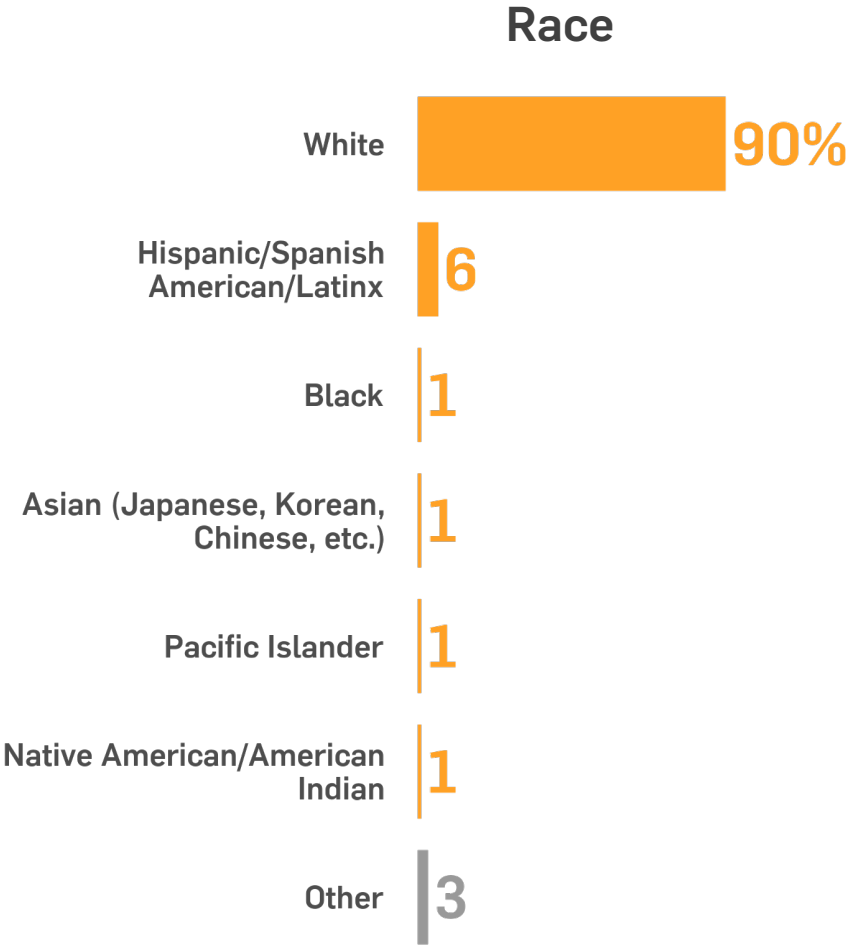
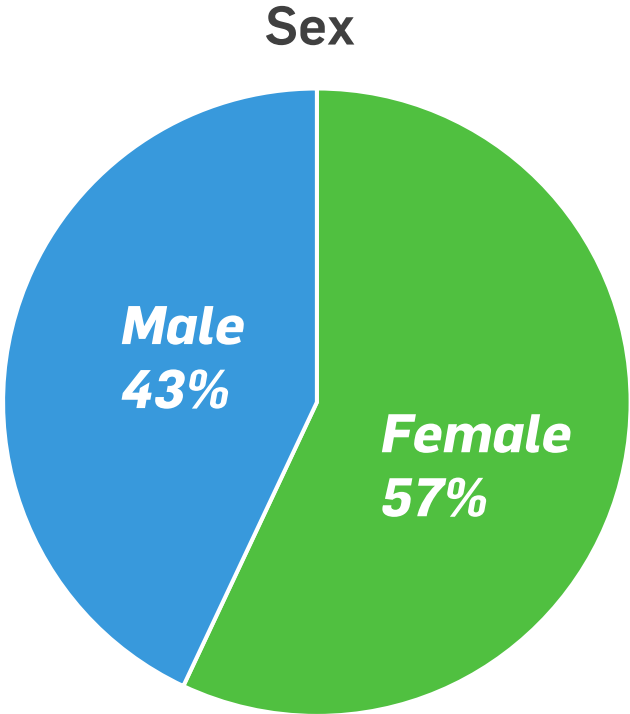
When asked about the qualities they consider to be most important, staff are significantly more likely than residents to say that transparency in the District's decision-making process and regular updates from the District are most important to them. By comparison, residents are more likely to prioritize transparency about finances and collaboration with parents.



Q: And which, if any, of the following are most important to you when considering your voice or level of influence in the Provo School District? Select up to three. (n = 1,027)

RESIDENT DEMOGRAPHICS

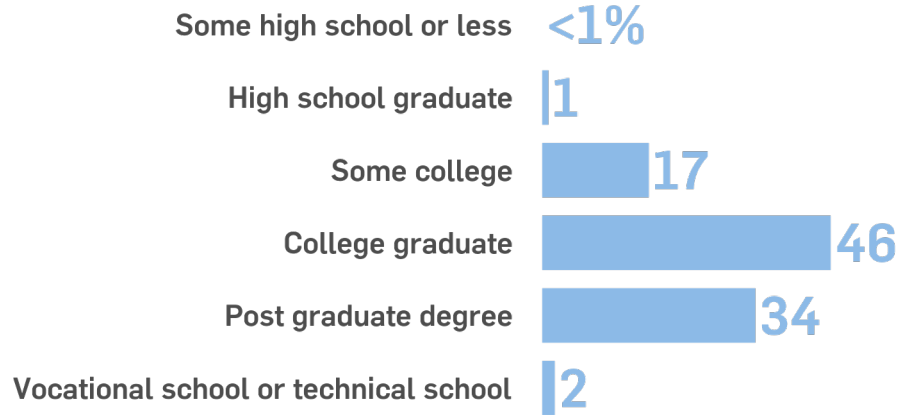
BASIC DEMOGRAPHICS



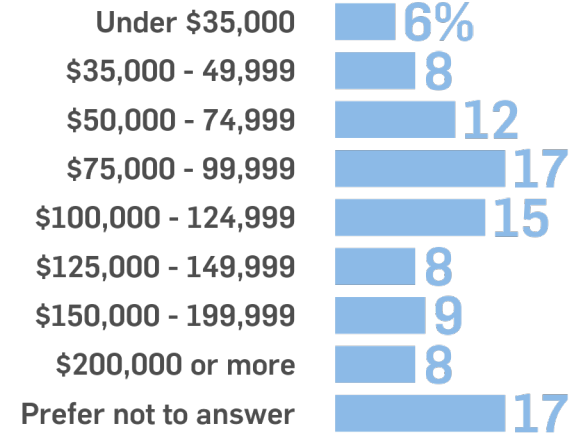
Q: Which of the following best describes how you think of yourself? (n = 361)
 Q: Are you... (select all that apply) (n = 364)
 Q: Please enter the year you were born (YYYY, e.g., 1975) (n = 367)

HOUSEHOLD DEMOGRAPHICS

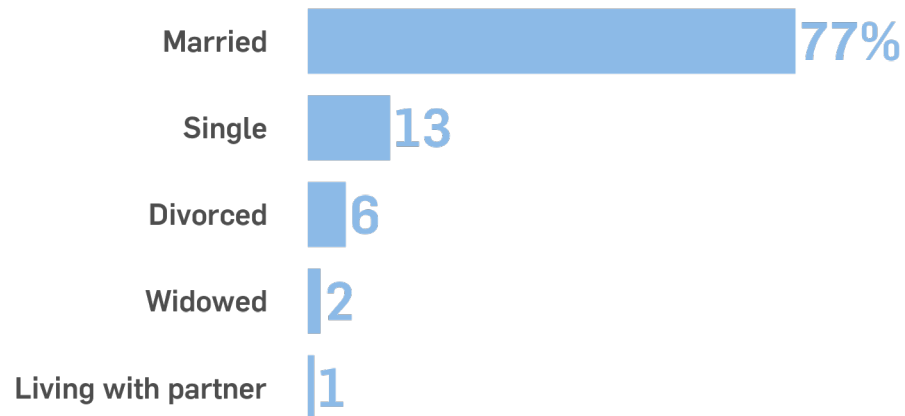
Education



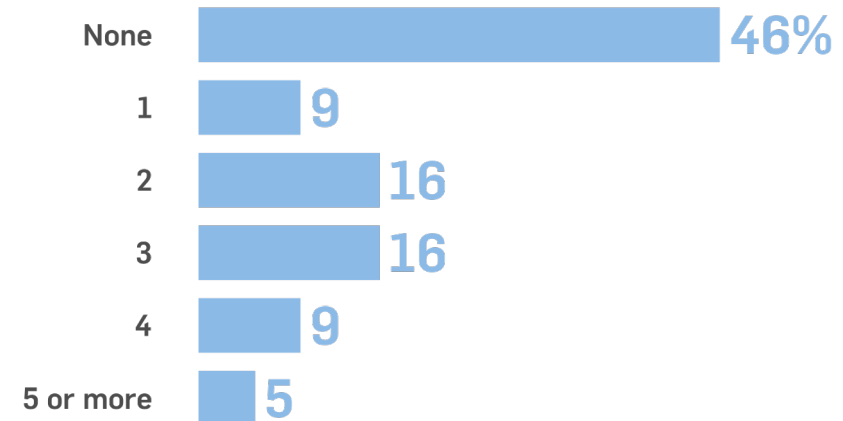
Income



Marital Status



Num. Kids at Home



Q: What is the last year of school you completed? (n = 327)

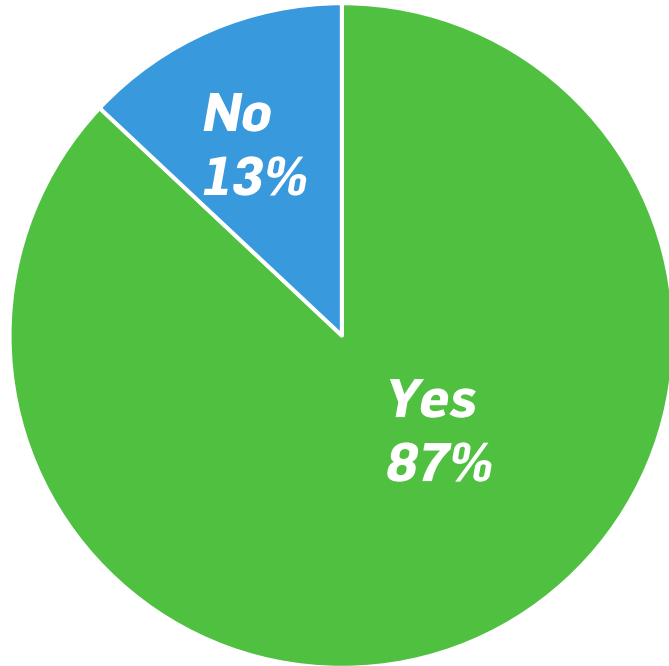
Q: Are you currently... (n = 370)

Q: How many children under the age of 18 live in your home, if any? (n = 370)

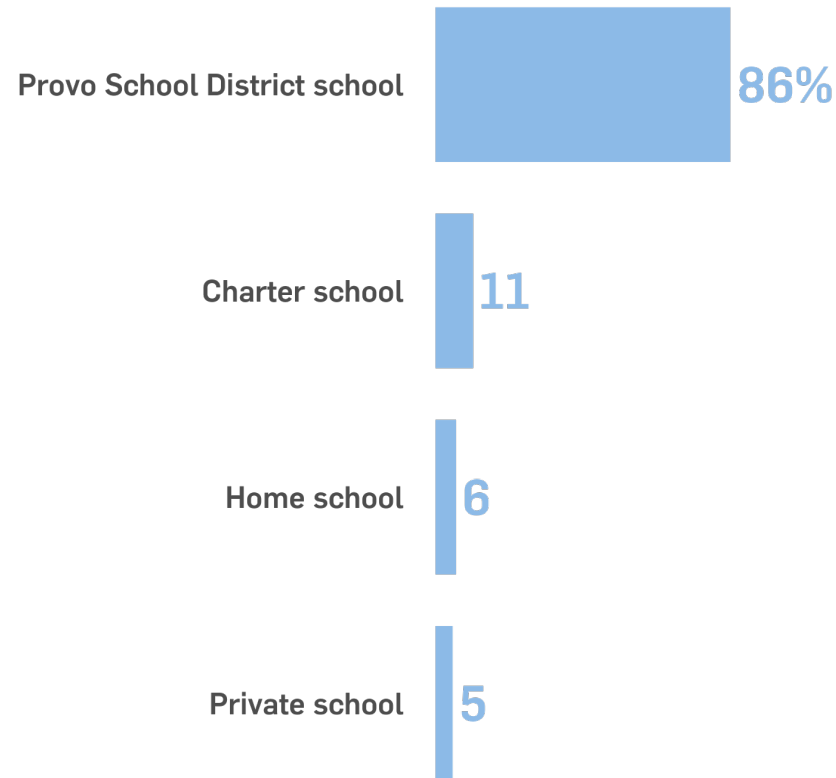
Q: What do you expect your 2023 household income to be? (n = 368)

SCHOOL DISTRICT RELATIONSHIP

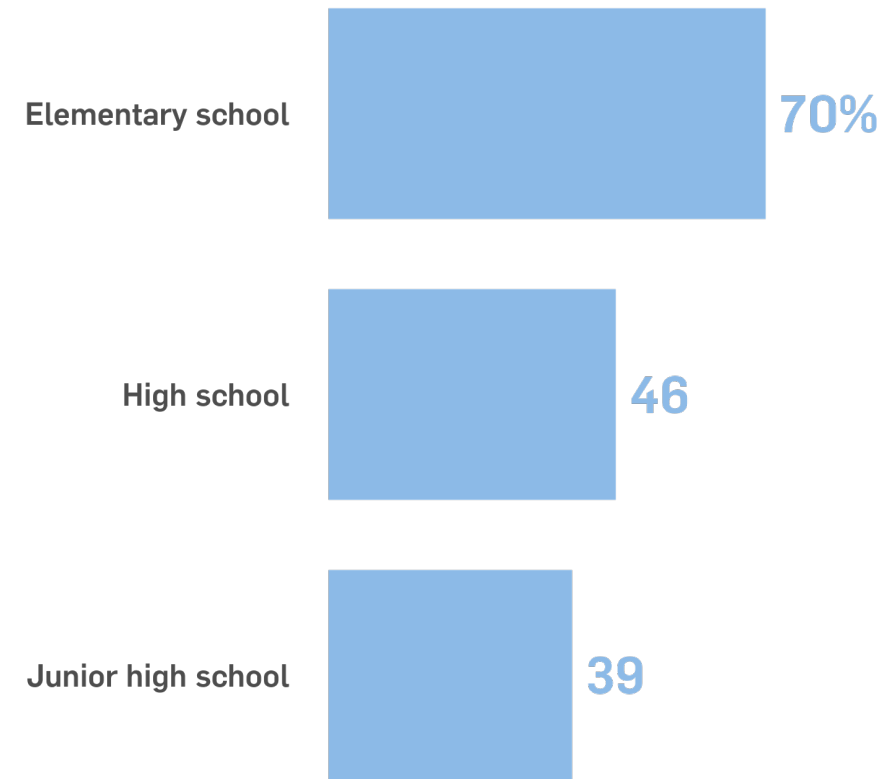
Respondent has Children/
Grandchildren in School District



Type of School Children/
Grandchildren Attend



Children/Grandchildren's
Grade Level(s)



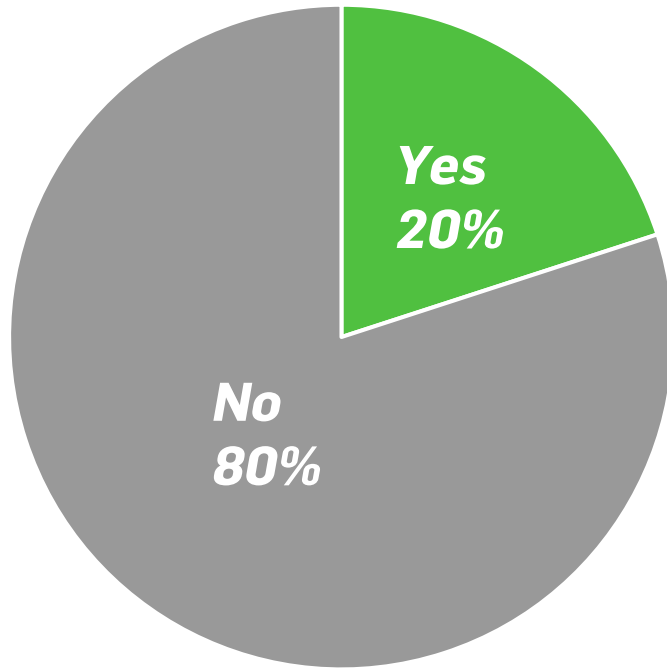
Q: Do you have any children or grandchildren under the age of 18 who live in the Provo School District? (n = 189)

Q: Thinking about your children and grandchildren under 18 that live in the Provo School District, which type of schools do they attend? (n = 168)

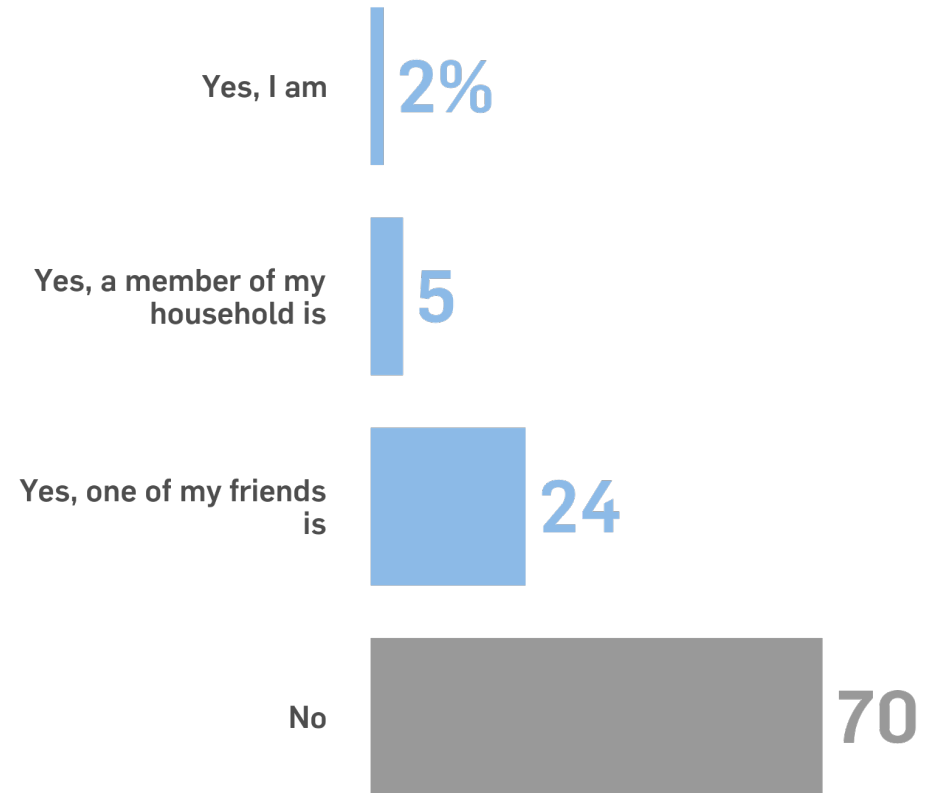
Q: What grade levels are your children or grandchildren who attend school in the Provo School District? (n = 145)

SCHOOL DISTRICT RELATIONSHIP CONT.

PTA/Community Council Member or School District Volunteer



District Employee Status



Q: Do you currently work with the PTA, school community council, or volunteer at one of the schools in Provo School District? (n = 371)

Q: Are you, is anyone in your household, or is anyone among your family or friends employed by Provo School District? (n = 371)



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