



**OREGON SCHOOL DISTRICT
FUTURE PLANNING
SURVEY REPORT**

EXECUTIVE SUMMARY
DEMOGRAPHIC SUMMARY
DATA SUMMARY

June 2007

School Perceptions LLC
Phone: 262.644.4300
Fax: 262.364.2717
www.SchoolPerceptions.com

OREGON SCHOOL DISTRICT FUTURE PLANNING SURVEY REPORT

TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE RECOMMENDATIONS	3
PROCESS OVERVIEW	5
DEMOGRAPHIC SUMMARY	8
DATA SUMMARY	14
APPLIED SKILLS EVALUATION	26
COMMENT SUMMARY	32

EXECUTIVE RECOMMENDATIONS

General Observations

Applied skills:

The district is performing very well in the areas identified as highest priority in recent national studies of skills readiness. Specifically, in the top five applied skills (professionalism, teamwork, oral communication, ethics and critical thinking) there is a high-level of curriculum integration reported by the teachers. Students also indicated that they had a good level of preparation in each of these areas.

Local–national alignment:

There is a great deal of alignment between the top priorities of the local community members and the national data presented in this report. The one exception to this is a general lack of emphasis on globalization: in the national data this area is stressed more than it is by local community members.

Communication skills:

The survey results affirmed the importance of oral and written communication skills as essential to success. Listed as the most important core academic skills by community members, reading, writing and speaking all scored in the top 12 skills out of 86 different skills evaluated.

Core academics:

Although reading, writing and speaking were ranked as very important compared to many of the applied skills evaluated, other subject areas did not score as high. Mathematics and science scored well, both in the top half of the 86 skills evaluated. Other subject areas such as Economics, Government, Humanities, History and Geography were in the bottom half of the importance list. Music, Art, and Foreign Language were in the bottom 10% of the importance list.

Recommendations

Continue integration of applied skills:

The data indicates that the district is doing a good job integrating the most important applied skills into the curriculum. The data also shows that many of the applied skills evaluated in this survey are viewed as more important than some of the traditional core academic areas. The integration of the applied skills into the daily teaching of the curriculum should be continued.

Stress the importance of global awareness:

To compete in the 21st Century, students will need more than a local point of view. The district must take a leadership role in the community by communicating the importance of global awareness and its impact on your students' futures. The lack of

perceived importance of global awareness skills coupled with the low importance placed on history, geography, and government indicate a real opportunity in this area.

Communication emphasis:

Every subject area and grade level should continue to emphasize written communication, oral communication and reading as essential elements. These skills rise above traditional subject area boundaries and become paramount to success in any field or profession.

Personal finance:

The largest gap in the data was between the importance of educating students in personal finance and the perceived level of preparation expressed by the students. Areas such as understanding credit, understanding budgeting, and understanding the importance of personal savings were listed as very important by community members. There is room for improvement in the teaching of these skills to students.

PROCESS OVERVIEW

The survey was conducted by School Perceptions LLC, a Wisconsin-based education survey research firm. The results of the survey are presented online using School Perceptions' proprietary password protected system.

The Future Planning Survey was conducted for the Oregon School District in June 2007. Various insights gathered after a preliminary analysis of the data will be presented in this report.

Survey Methodology

School Perceptions issued each potential respondent a unique 16-digit alpha-numeric survey identification number. This assured that every potential respondent had the opportunity to take the survey once, but that no respondents took the survey more than once.

Respondents without access to the Internet and respondents who were uncomfortable taking the survey online were given the opportunity to take a paper version of the survey. These results were entered into the survey system by School Perceptions and are combined with the other results.

The survey asked teachers, seniors, and community members (parents and non parents) to evaluate 72 skills and concepts. The items were broken into 8 categories:

- ✓ Problem Solving And Critical Thinking
- ✓ Quality Producers
- ✓ Local And Global Awareness
- ✓ Employment Skills
- ✓ Essential Technology Skills
- ✓ Continued Personal Growth
- ✓ Health And Personal Finance

Teachers were asked two questions:

- 1) How well are the following skills and concepts integrated into the district's current curriculum?
 - a. Completely
 - b. Partially
 - c. Little or None
 - d. I Don't Know
- 2) At what level is this skill or concept best taught?
 - a. Elementary
 - b. Middle / Intermediate
 - c. High School
 - d. Should not be taught

Graduating seniors were asked:

- 1) How well do you feel your school prepared you in the following areas?
 - a. Great
 - b. Good
 - c. Fair
 - d. Poor
 - e. I don't know or it does not apply

Parents and community members were asked:

- 1) How important are these skills for the future success of our students?
 - a. Extremely Important
 - b. Very Important
 - c. Somewhat Important
 - d. Not Important
 - e. I don't know or it does not apply

Respondent Sample

When looking at a group of survey respondents, two important characteristics need to be analyzed. The first is the size of the sample; the second is the representative nature of the sample.

The size of the respondent group in this data set is adequate: over 700 people responded to the survey. This allows for the segmentation of the data to view different sub-groups with an acceptable level of accuracy. Furthermore, because of the unique 16-digit user identification system used by School Perceptions, you can be assured that the data set is extremely secure. The representative nature of the survey results is also very good.

Overall

The survey results will provide the Oregon School District with a good data set from which to begin analyzing alternatives for future decisions. These decisions are rarely easy and this survey tool should be one of many factors influencing the direction you choose to take.

DEMOGRAPHIC SUMMARY

Staff Demographics

Question: Including the current year, how many years have you worked for this school district?

	<u>count</u>	<u>percentage</u>
1	28	9.55
2-4	48	16.38
5-10	106	36.17
over 10 years	111	37.88

Question: What grade level(s) do you currently teach? (check all that apply)

	<u>count</u>	<u>percentage</u>
Elementary	108	34.28
Intermediate	52	16.5
Middle	28	8.88
High School	96	30.47
Does not apply	31	9.84

Question: If you teach in a grade with a primary subject area, what subject(s) do you teach?

	<u>count</u>	<u>percentage</u>
Does not apply	102	31.48
Math	30	9.25
Science	25	7.71
Social Studies	23	7.09
English or Language Arts	40	12.34
Vocational Education	13	4.01
Computer Science	8	2.46
World Languages	4	1.23
Health / Physical Education	10	3.08
Visual and Performing Arts	12	3.7
Special Education	38	11.72
Driver Education	0	0.0
Other	19	5.86

Question: Which of the following professional development activities do you prefer? (check all that apply)	<u>count</u>
Attending workshops or conferences	208
College / University campus courses	151
School-based workshops with presenters from outside the district	137
Visitations to other schools	124
Small Learning Communities or Collaborative groups	110
District-wide workshops with presenters from outside the district	109
School-based workshops with presenters from within the district	108
Online Learning	78
Peer observation	69
District-wide workshops with presenters from within the district	64
Service Agency seminars and classes	39

Community Member Demographics

Question: What is your age?	<u>count</u>	<u>percentage</u>
18-25	0	0.0
26-35	10	6.02
36-45	89	53.61
46-55	58	34.93
56-65	6	3.61
Over 65	1	0.6
No response	2	1.2

Question: How long have you lived in the Oregon School District?	<u>count</u>	<u>percentage</u>
Less than one year	4	2.4
1-5 years	30	18.07
6-10 years	26	15.66
More than 10 years	102	61.44
I do not live in the district	4	2.4

Question: Do you have school-aged children?	<u>count</u>	<u>percentage</u>
Yes	161	96.98
No	5	3.01

Question: If YES: Which schools do your children attend?	<u>count</u>	<u>percentage</u>
Brooklyn Elementary	22	9.44
Netherwood Knoll Elementary	30	12.87
Prairie View Elementary	31	13.3
Rome Corners Intermediate	38	16.3
Oregon Middle School	39	16.73
Oregon High School	68	29.18
Public School Outside of District	0	0.0
Private School	1	0.42
Home School	1	0.42
Other	3	1.28

Question: Do you work outside of the home?	<u>count</u>	<u>percentage</u>
Yes	138	83.13
No	28	16.86

Question: Do you volunteer at school?	<u>count</u>	<u>percentage</u>
Yes	105	63.25
No	61	36.74

Community Member Demographics continued

Question: How do you currently receive school district information? (Check all that apply)	<u>count</u>
School Newsletters	135
My child(ren)	131
Teachers	117
School District Mailings	116
Oregon Observer	106
School District Web Site	97
Friends or Neighbors	75
School Administration	54
Attend Meetings	38
Parent Network	36
Wisconsin State Journal	33
Other School District Staff Members	30
Local Cable Channel	23
Attending School Board Meetings	9

Student Demographics

Question: Gender:	<u>count</u>	<u>percentage</u>
Female	119	47.41
Male	132	52.58

Question: Ethnic Origin:	<u>count</u>	<u>percentage</u>
African American	7	2.78
Asian	3	1.19
Hispanic	8	3.18
Native American	1	0.39
White/Caucasian	228	90.83
Other	2	0.79
No response	2	0.79

Student Demographics continued

Question: What will you do after graduating from high school?	<u>count</u>	<u>percentage</u>
Attend 4 year college	157	62.54
Attend 2 year college	27	10.75
Attend 2 year college with plans to transfer to a 4 year college	28	11.15
Attend trade, business, or technical school	15	5.97
Apprenticeship	5	1.99
Enter directly into the workforce	5	1.99
Enter military service	2	0.79
Undecided	12	4.78

Question: What is the highest degree you expect to receive?	<u>count</u>	<u>percentage</u>
High school diploma	13	5.17
Associate or trade/technical degree	29	11.55
Bachelor's degree	83	33.06
Master's degree	45	17.92
Doctorate (Ph.D) degree or professional degree (M.D., J.D.)	32	12.74
Don't know	49	19.52

Question: Who helped you plan for what you will do after High School? (check all that apply)	<u>count</u>	<u>percentage</u>
High School counselor	63	15.63
High School teacher	56	13.89
Parent, relative or friend	168	41.68
Employer	22	5.45
Recruiter you met at High School	3	0.74
No one but yourself	68	16.87
Other	23	5.7

Student Demographics continued

Question: In a typical week during the school year, how many hours do you work for pay?

	<u>count</u>	<u>percentage</u>
I don't work for pay.	47	18.72
Less than 8 hours per week.	17	6.77
8 to 16 hours per week.	79	31.47
17 to 24 hours per week.	73	29.08
More than 24 hours per week.	27	10.75
No response	8	3.18

DATA SUMMARY

Applied Skills Most Important Items – Community Members		
“How important are these skills for the future success of our students?”		
Rank	Category	Skill
1	Continued Personal Growth	Anticipating consequences of your own actions
2	Quality Producers	Demonstrating commitment, responsibility, and work ethic
3	Employment Skills	The desire to learn
4	Quality Producers	Communicating effectively orally
5	Employment Skills	Strong communication and interpersonal relationship skills
6	Health and Personal Finance	Understanding budgeting and paycheck calculations
7	Quality Producers	Communicating effectively in writing
8	Quality Producers	Demonstrating integrity and ethical behavior in personal, workplace and community contexts
9	Health and Personal Finance	Understanding personal loans, credit and the time value of money
10	Quality Producers	Demonstrating cooperative and independent work skills
<i>Highlighted category contains three or more items in the top ten.</i>		

Analysis:

This chart shows the most important applied skills as evaluated by community members participating in the survey. 72 items were scored, with items in the Quality Producers category filling five of the top ten positions.

Applied Skills Top Integrated Items – Staff Respondents

“How well are the following skills and concepts integrated into the district's current curriculum?”

Rank	Category	Skill
1	Quality Producers	Demonstrating cooperative and independent work skills
2	Employment Skills	The ability to work appropriately and productively with others
3	Quality Producers	Communicating effectively in writing
4	Quality Producers	Communicating effectively orally
5	Quality Producers	Demonstrating use of technology necessary in the work world
6	Employment Skills	The desire to learn
7	Essential Technology Skills	Ability to use email and other electronic communications methods
8	Essential Technology Skills	Ability to utilize information from a variety of on-line sources
9	Problem Solving and Critical Thinking	Gathering and analyzing relevant information
10	Quality Producers	Being punctual, reliable and ready to work

Highlighted category contains three or more items in the top ten.

Analysis:

This chart shows the applied skills that are most integrated into the curriculum as evaluated by teachers participating in the survey. 72 items were scored, with items in the Quality Producers category filling four of the top ten positions.

Applied Skills

Top Areas of Preparation – Student Respondents

“How well do you feel your school prepared you in the following areas?”

Rank	Category	Skill
1	Quality Producers	Demonstrating cooperative and independent work skills
2	Continued Personal Growth	Setting and striving to attain challenging personal, career, and educational goals
3	Quality Producers	Demonstrating commitment, responsibility, and work ethic
4	Continued Personal Growth	Anticipating consequences of your own actions
5	Quality Producers	Setting and working to meet high standards for one's self
6	Quality Producers	Acting responsibly, respectfully and courteously, with the interests of the larger community in mind
7	Quality Producers	Demonstrating integrity and ethical behavior in personal, workplace and community contexts
8	Problem Solving and Critical Thinking	Identifying problems and setting goals
9	Problem Solving and Critical Thinking	Gathering and analyzing relevant information
10	Quality Producers	Being punctual, reliable and ready to work

Highlighted category contains three or more items in the top ten.

Applied Skills Top Areas of Preparation – Student Respondents

“How well do you feel your school prepared you in the following areas?”

Rank	Category	Skill
1	Quality Producers	Demonstrating cooperative and independent work skills
2	Continued Personal Growth	Setting and striving to attain challenging personal, career, and educational goals
3	Quality Producers	Demonstrating commitment, responsibility, and work ethic
4	Continued Personal Growth	Anticipating consequences of your own actions
5	Quality Producers	Setting and working to meet high standards for one's self
6	Quality Producers	Acting responsibly, respectfully and courteously, with the interests of the larger community in mind
7	Quality Producers	Demonstrating integrity and ethical behavior in personal, workplace and community contexts
8	Problem Solving and Critical Thinking	Identifying problems and setting goals
9	Problem Solving and Critical Thinking	Gathering and analyzing relevant information
10	Quality Producers	Being punctual, reliable and ready to work

Highlighted category contains three or more items in the top ten.

Analysis:

This chart shows the applied skills that students are best prepared in as evaluated by students participating in the survey. 72 items were scored, with items in the Quality Producers category filling six of the top ten positions.

Applied Skills Top Ten Items - Combined Results

72 items were evaluated in each survey.

Rank	Community Member (Importance)	Staff (Level of Integration)	Students (Level of Preparation)
1	Anticipating consequences of your own actions	Demonstrating cooperative and independent work skills	Demonstrating cooperative and independent work skills
2	Demonstrating commitment, responsibility, and work ethic	The ability to work appropriately and productively with others	Setting and striving to attain challenging personal, career, and educational goals
3	The desire to learn	Communicating effectively in writing	Demonstrating commitment, responsibility, and work ethic
4	Communicating effectively orally	Communicating effectively orally	Anticipating consequences of your own actions
5	Strong communication and interpersonal relationship skills	Demonstrating use of technology necessary in the work world	Setting and working to meet high standards for one's self
6	Understanding budgeting and paycheck calculations	The desire to learn	Acting responsibly, respectfully and courteously, with the interests of the larger community in mind
7	Communicating effectively in writing	Ability to use email and other electronic communications methods	Demonstrating integrity and ethical behavior in personal, workplace and community contexts
8	Demonstrating integrity and ethical behavior in personal, workplace and community contexts	Ability to utilize information from a variety of on-line sources	Identifying problems and setting goals
9	Understanding personal loans, credit and the time value of money	Gathering and analyzing relevant information	Gathering and analyzing relevant information
10	Demonstrating cooperative and independent work skills	Being punctual, reliable and ready to work	Being punctual, reliable and ready to work

Highlighted items appear in two or more lists.

Analysis:

This chart shows the top ten lists from all three constituency groups participating in the survey. "Demonstrating cooperative and independent work skills" is the only item that appears on all three lists. A number of other items appear on two of the three lists.

Applied Skills Least Important Items – Community Members		
“How important are these skills for the future success of our students?”		
Rank	Category	Skill
72	Local and Global Awareness	Ability to recognize, analyze, and evaluate major trends in global relations
71	Local and Global Awareness	Ability to utilize multiple languages as a tool for understanding other nations and cultures
70	Local and Global Awareness	Understanding how national cultural differences impact the interpretation of events at the global level
69	Essential Technology Skills	Ability to use digital imagining tools
68	Local and Global Awareness	Participating in the global society by staying current with international news and by participating in the local, state, and national democratic process
67	Health and Personal Finance	Demonstrating understanding of national and international health and safety concerns
66	Local and Global Awareness	Understanding the local and global implications of civic decisions
65	Health and Personal Finance	Navigating health institutions and providers
64	Continued Personal Growth	Use entrepreneurial skills to increase workplace productivity
63	Local and Global Awareness	Being knowledgeable about the connectedness of the nations of the world
<i>Highlighted category contains three or more items in the bottom ten.</i>		

Analysis:

This chart shows the applied skills that are least important from the list provided as evaluated by community members participating in the survey. A total of 72 items were scored, with items in the “Local and Global Awareness” category filling six of the bottom ten positions.

Applied Skills

Least Integrated Items – Staff Respondents

“How well are the following skills and concepts integrated into the district's current curriculum?”

Rank	Category	Skill
72	Local and Global Awareness	Ability to utilize multiple languages as a tool for understanding other nations and cultures
71	Health and Personal Finance	Understanding Insurance products
70	Health and Personal Finance	Understanding investment products
69	Health and Personal Finance	Navigating health institutions and providers
68	Local and Global Awareness	Ability to recognize, analyze, and evaluate major trends in global relations
67	Local and Global Awareness	Understanding how national cultural differences impact the interpretation of events at the global level
66	Health and Personal Finance	Demonstrating understanding of national and international health and safety concerns
65	Local and Global Awareness	Understanding the local and global implications of civic decisions
64	Health and Personal Finance	Understanding personal loans, credit and the time value of money
63	Health and Personal Finance	Understanding budgeting and paycheck calculations

Highlighted category contains three or more items in the bottom ten.

Analysis:

This chart shows the applied skills that have the lowest levels of integration into the curriculum from the list provided as evaluated by teachers participating in the survey. A total of 72 items were scored, with items in the “Local and Global Awareness” category filling four of the bottom ten positions. “Health and Personal Finance” items fill out the rest of the bottom ten.

Applied Skills

Lowest Areas of Preparation – Student Respondents

“How well do you feel your school prepared you in the following areas?”

Rank	Category	Skill
72	Health and Personal Finance	Understanding Insurance products
71	Health and Personal Finance	Understanding investment products
70	Local and Global Awareness	Participating in the global society by staying current with international news and by participating in the local, state, and national democratic process
69	Health and Personal Finance	Understanding budgeting and paycheck calculations
68	Health and Personal Finance	Understanding personal loans, credit and the time value of money
67	Local and Global Awareness	Ability to recognize, analyze, and evaluate major trends in global relations
66	Local and Global Awareness	Understanding the local and global implications of civic decisions
65	Local and Global Awareness	Ability to utilize multiple languages as a tool for understanding other nations and cultures
64	Local and Global Awareness	Understanding how national cultural differences impact the interpretation of events at the global level
63	Local and Global Awareness	Being knowledgeable about the connectedness of the nations of the world

Highlighted category contains three or more items in the bottom ten.

Analysis:

This chart shows the applied skills in which students have the lowest level of preparation from the list provided as evaluated by students participating in the survey. 72 items were scored, with items in the “Local and Global Awareness” category filling six of the bottom ten positions. “Health and Personal Finance” items fill out the rest of the bottom ten.

Applied Skills

Bottom Ten Items - Combined Results

72 items were evaluated in each survey.

Rank	Community Member (Importance)	Staff (Level of Integration)	Students (Level of Preparation)
72	Ability to recognize, analyze, and evaluate major trends in global relations	Ability to utilize multiple languages as a tool for understanding other nations and cultures	Understanding Insurance products
71	Ability to utilize multiple languages as a tool for understanding other nations and cultures	Understanding Insurance products	Understanding investment products
70	Understanding how national cultural differences impact the interpretation of events at the global level	Understanding investment products	Participating in the global society by staying current with international news and by participating in the local, state, and national democratic process
69	Ability to use digital imagining tools	Navigating health institutions and providers	Understanding budgeting and paycheck calculations
68	Participating in the global society by staying current with international news and by participating in the local, state, and national democratic process	Ability to recognize, analyze, and evaluate major trends in global relations	Understanding personal loans, credit and the time value of money
67	Demonstrating understanding of national and international health and safety concerns	Understanding how national cultural differences impact the interpretation of events at the global level	Ability to recognize, analyze, and evaluate major trends in global relations
66	Understanding the local and global implications of civic decisions	Demonstrating understanding of national and international health and safety concerns	Understanding the local and global implications of civic decisions
65	Navigating health institutions and providers	Understanding the local and global implications of civic decisions	Ability to utilize multiple languages as a tool for understanding other nations and cultures
64	Use entrepreneurial skills to increase workplace productivity	Understanding personal loans, credit and the time value of money	Understanding how national cultural differences impact the interpretation of events at the global level
63	Being knowledgeable about the connectedness of the nations of the world	Understanding budgeting and paycheck calculations	Being knowledgeable about the connectedness of the nations of the world

Highlighted items appear in all three lists.

Analysis:

This chart shows the bottom ten lists from all three constituency groups participating in the survey; four items appear on all three of the lists.

Combined Ranking Importance of Items – Community Respondents

This chart combines the importance ranking of the applied skills with the core academic skills.
Core academic skill items have been highlighted.

	Category	Skill
1	Core Academic Skills	Reading comprehension
2	Continued Personal Growth	Anticipating consequences of your own actions
3	Quality Producers	Demonstrating commitment, responsibility, and work ethic
4	Employment Skills	The desire to learn
5	Quality Producers	Communicating effectively orally
6	Employment Skills	Strong communication and interpersonal relationship skills
7	Health and Personal Finance	Understanding budgeting and paycheck calculations
8	Core Academic Skills	Writing in English (grammar, spelling etc.)
9	Quality Producers	Communicating effectively in writing
10	Quality Producers	Demonstrating integrity and ethical behavior in personal, workplace and community contexts
11	Health and Personal Finance	Understanding personal loans, credit and the time value of money
12	Core Academic Skills	English language (spoken)
13	Quality Producers	Demonstrating cooperative and independent work skills
14	Quality Producers	Being punctual, reliable and ready to work
15	Health and Personal Finance	Understanding the importance of personnel savings
16	Employment Skills	The ability to utilize time efficiently and manage workload
17	Employment Skills	The ability to work appropriately and productively with others
18	Quality Producers	Acting responsibly, respectfully and courteously, with the interests of the larger community in mind
19	Continued Personal Growth	Understanding the importance of lifelong learning and self direction
20	Health and Personal Finance	Understanding preventive physical and mental health measures
21	Core Academic Skills	Mathematics
22	Quality Producers	Demonstrating use of technology necessary in the work world
23	Quality Producers	Setting and working to meet high standards for one's self
24	Problem Solving and Critical Thinking	Framing, analyzing and solving problems
25	Essential Technology Skills	Ability to transfer current knowledge to learning of new situations
26	Employment Skills	Ability to define, prioritize and complete tasks without direct oversight
27	Continued Personal Growth	Setting and striving to attain challenging personal, career, and educational goals
28	Problem Solving and Critical Thinking	Developing strategies for attaining goals
29	Employment Skills	The ability to adapt to varied roles and responsibilities
30	Core Academic Skills	Science
31	Problem Solving and Critical Thinking	Identifying problems and setting goals
32	Health and Personal Finance	Acting as an effective advocate to improve health for self
33	Local and Global Awareness	Understanding the importance of responsible citizenship
34	Employment Skills	Ability to see the "big picture"
35	Essential Technology Skills	Ability to collect and analyze data to identify solutions and make informed decisions
36	Problem Solving and Critical Thinking	Being open and responsive to new and diverse perspectives
37	Continued Personal Growth	Demonstrated appropriate communication etiquette when using electronic communication
38	Problem Solving and Critical Thinking	Implementing the strategy that was selected for attaining goals
39	Quality Producers	Working effectively with teams of diverse individuals
40	Problem Solving and Critical Thinking	Gathering and analyzing relevant information
41	Continued Personal Growth	Understanding Career Planning/Career Options
43	Essential Technology Skills	Ability to use email and other electronic communications methods

45	Continued Personal Growth	Monitoring one's own learning needs
46	Problem Solving and Critical Thinking	Making complex choices
47	Problem Solving and Critical Thinking	Evaluate the process and results of efforts to achieve goals
48	Employment Skills	Demonstrated initiative to advance professional skill levels
49	Local and Global Awareness	Understanding the importance of environmental responsibility
50	Problem Solving and Critical Thinking	Developing, implementing and communicating new ideas to others
51	Essential Technology Skills	Ability to evaluate and select information sources based on the appropriateness to specific tasks
52	Problem Solving and Critical Thinking	Demonstrating originality, creativity and inventiveness in work
53	Essential Technology Skills	Ability to utilize information from a variety of on-line sources
54	Essential Technology Skills	Ability to use technology and multimedia to communicate information and ideas effectively
55	Essential Technology Skills	Ability to select and use computer software effectively and productively
56	Employment Skills	The ability to leverage strengths of others to accomplish a common goal
57	Local and Global Awareness	Understanding the importance of individual differences and cultural diversity
58	Employment Skills	The ability to tolerate ambiguity and changing priorities
59	Employment Skills	The ability to use of problem-solving skills to influence more than one person toward a goal
60	Core Academic Skills	Economics
61	Core Academic Skills	Government
62	Health and Personal Finance	Understanding Insurance products
63	Health and Personal Finance	Understanding investment products
64	Quality Producers	Demonstrating appropriately dress appearance in workplace and community contexts
65	Health and Personal Finance	Accessing health information and services
66	Essential Technology Skills	Ability to use spreadsheets to perform mathematical functions and analyze data
67	Core Academic Skills	Humanities
68	Local and Global Awareness	Learning from and working collaboratively with individuals representing diverse cultures
69	Continued Personal Growth	Ability to use spreadsheets to perform mathematical functions and analyze data
70	Local and Global Awareness	Being knowledgeable about the connectedness of the nations of the world
71	Core Academic Skills	History
72	Continued Personal Growth	Use entrepreneurial skills to increase workplace productivity
73	Health and Personal Finance	Navigating health institutions and providers
74	Core Academic Skills	Geography
75	Local and Global Awareness	Understanding the local and global implications of civic decisions
76	Health and Personal Finance	Demonstrating understanding of national and international health and safety concerns
77	Local and Global Awareness	Participating in the global society by staying current with international news and by participating in the local, state, and national democratic process
78	Essential Technology Skills	Ability to use digital imaging tools
79	Core Academic Skills	Foreign language
80	Local and Global Awareness	Understanding how national cultural differences impact the interpretation of events at the global level
81	Local and Global Awareness	Ability to utilize multiple languages as a tool for understanding other nations and cultures
82	Core Academic Skills	Arts
83	Core Academic Skills	Music
84	Local and Global Awareness	Ability to recognize, analyze, and evaluate major trends in global relations

Analysis:

The highlighted rows show that although participants rated certain core academic subjects highly, many fall well below a majority of the applied skills listed.

Gap Analysis #1 Applied Skills

Category	Item	Percent of Community Members rating this as "Extremely Important" or "Very Important"	Percent of students rating their preparation in this area as "Great" or "Good"	Gap
Health and Personal Finance	Understanding personal loans, credit and the time value of money	95%	60%	35%
Health and Personal Finance	Understanding budgeting and paycheck calculations	96%	62%	34%
Health and Personal Finance	Understanding the importance of personal savings	96%	65%	31%
Employment Skills	The desire to learn	99%	74%	25%
Employment Skills	The ability to utilize time efficiently and manage workload	98%	79%	19%
Employment Skills	Strong communication and interpersonal relationship skills	99%	81%	18%
Quality Producers	Communicating effectively in writing	98%	80%	18%
Quality Producers	Communicating effectively orally	99%	82%	17%
Continued Personal Growth	Anticipating consequences of your own actions	98%	84%	14%
Quality Producers	Demonstrating commitment, responsibility, and work ethic	98%	85%	13%

Analysis:

This chart shows that although 95% of community members believe that "Understanding personal loans, credit and the time value of money" is an important skill, only 62% of students felt that the school is doing a good job preparing them in this area. The rest of the chart lists the remaining items with the largest gaps between perceived importance and preparation level.

APPLIED SKILLS EVALUATION

The published report “*Are they Ready to Work?*” documents a national perspective on the importance of applied skills to successful performance in the workplace.

The top five applied skills for high school graduates as listed in the report are:

- Professionalism/Work Ethic
- Teamwork/Collaboration
- Oral Communications
- Ethics/Social Responsibility
- Critical Thinking/Problem Solving

The following pages will document performance perspectives on specific survey items correlated to these top five applied skills. Scores below 75% have been highlighted in each chart.

Top Applied Skills for the 21st Century

Applied Skill #1: Professionalism/Work Ethic

Future Planning Survey Item:	
Being punctual, reliable and ready to work	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	98%
Percent of staff indicating complete or partial integration of this applied skill:	89%
Percent of students rating their preparation in this area as “Great” or “Good”	79%

Future Planning Survey Item:	
Demonstrating commitment, responsibility, and work ethic	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	98%
Percent of staff indicating complete or partial integration of this applied skill:	80%
Percent of students rating their preparation in this area as “Great” or “Good”	75%

Future Planning Survey Item:	
Demonstrating appropriately dress appearance in workplace and community contexts	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	78%
Percent of staff indicating complete or partial integration of this applied skill:	57%
Percent of students rating their preparation in this area as “Great” or “Good”	74%

Top Applied Skills for the 21st Century

Applied Skill #2: Teamwork/Collaboration

Future Planning Survey Item:	
Demonstrating cooperative and independent work skills	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	88%
Percent of staff indicating complete or partial integration of this applied skill:	85%
Percent of students rating their preparation in this area as “Great” or “Good”	90%

Future Planning Survey Item:	
Ability to work appropriately and productively with others	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	97%
Percent of staff indicating complete or partial integration of this applied skill:	77%
Percent of students rating their preparation in this area as “Great” or “Good”	85%

Future Planning Survey Item:	
Working effectively with teams of diverse individuals	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	88%
Percent of staff indicating complete or partial integration of this applied skill:	76%
Percent of students rating their preparation in this area as “Great” or “Good”	77%

Top Applied Skills for the 21st Century

Applied Skill #3: Oral Communications

Future Planning Survey Item:	
Communicating effectively orally	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	98%
Percent of staff indicating complete or partial integration of this applied skill:	83%
Percent of students rating their preparation in this area as “Great” or “Good”	82%

Future Planning Survey Item:	
Strong communication & interpersonal relationship skills	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	99%
Percent of staff indicating complete or partial integration of this applied skill:	82%
Percent of students rating their preparation in this area as “Great” or “Good”	81%

Future Planning Survey Item:	
Developing, implementing and communicating new ideas to others	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	86%
Percent of staff indicating complete or partial integration of this applied skill:	76%
Percent of students rating their preparation in this area as “Great” or “Good”	82%

Top Applied Skills for the 21st Century

Applied Skill #4: Ethics/Social Responsibility

Future Planning Survey Item:	
Demonstrating integrity and ethical behavior in personal, workplace and community contexts	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	97%
Percent of staff indicating complete or partial integration of this applied skill:	70%
Percent of students rating their preparation in this area as “Great” or “Good”	81%

Future Planning Survey Item:	
Understanding the importance of responsible citizenship	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	93%
Percent of staff indicating complete or partial integration of this applied skill:	77%
Percent of students rating their preparation in this area as “Great” or “Good”	82%

Future Planning Survey Item:	
Understanding the importance of environmental responsibility	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	87%
Percent of staff indicating complete or partial integration of this applied skill:	76%
Percent of students rating their preparation in this area as “Great” or “Good”	70%

Top Applied Skills for the 21st Century

Applied Skill #5: Critical Thinking/Problem Solving

Future Planning Survey Item:	
Ability to collect and analyze data to identify solutions and make informed decisions	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	91%
Percent of staff indicating complete or partial integration of this applied skill:	69%
Percent of students rating their preparation in this area as “Great” or “Good”	88%

Future Planning Survey Item:	
Framing, analyzing and solving problems	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	96%
Percent of staff indicating complete or partial integration of this applied skill:	69%
Percent of students rating their preparation in this area as “Great” or “Good”	84%

Future Planning Survey Item:	
Demonstrating originality, creativity and inventiveness in work	
Percent of Community Members rating this as “Extremely Important” or “Very Important”	86%
Percent of staff indicating complete or partial integration of this applied skill:	78%
Percent of students rating their preparation in this area as “Great” or “Good”	79%

COMMENT SUMMARY

Comment Theme Summary

The comment theme summary was developed in an attempt to identify common themes by first reading all of the comments collected throughout the survey. A theme is identified as a result of having multiple participants referencing similar issues or concerns across constituencies.

This summary is not intended to represent all comments submitted; rather we attempted to represent the prevailing themes represented by the comments.

Theme Summary

- All of the items listed are important; it is difficult to rank them.
- Grading many of the items on this survey is difficult
- Hands-on training is essential and needs to be increased
- Foreign Language instruction should be started at elementary school.
- Students feel they have learned many of these skills outside of school more than they did in school.
- Different teachers integrate these skills at very different levels.
- So much time is dedicated to testing, how will all of this fit in the curriculum?

School Perceptions LLC
425B East Washington Street
Slinger, Wisconsin 53086

Phone: 262.644.4300
Fax: 262.364.2717
www.SchoolPerceptions.com