

**SCHOOL IMPROVEMENT INITIATIVES**

**COMPREHENSIVE UPDATE**

**ALTMAR-PARISH-WILLIAMSTOWN CENTRAL SCHOOL DISTRICT**

November, 2016

**By**

**The Western New York Educational Service Council  
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## **BACKGROUND:**

The Western New York Educational Service Council (WNYESC) conducted an extensive review of the District's structure and operations in February, 2014. At that time a series of recommendations was made that could better position the district to focus on necessary school improvement issues. Last spring the Altmar-Parish-Williamstown Central School District (APW) Board of Education and Superintendent Anita Murphy determined that it would be helpful to examine the district's progress in addressing the recommendations contained in the final report in the above referenced study. The WNYESC was very pleased to continue the work on behalf of the APW students.

## **METHODOLOGY:**

A three-pronged approach to assessing the District's progress in implementing the above referenced recommendations was developed. This approach included the development, implementation and analysis of a staff survey (see Appendix A); focus interviews with district staff regarding school improvement issues; and, a review of student achievement data.

The survey was designed to quantify the beliefs and perceptions of the staff regarding the status of progress made on the implementation of the February 2014 study recommendations. It was reviewed, edited and approved by the APW Board of Education in a conference call with Dr. Timothy O'Neill, the project consultant, on June 9, 2016. The survey was subsequently administered in late June, 2016. All 257 staff members were invited to participate in the survey and they were encouraged to do so. Most of the completed survey forms were collected by the district and forwarded to Dr. O'Neill during July, 2016. Some participants forwarded their completed surveys directly to Dr. O'Neill. A total of 155 surveys were returned. With a return

rate of 60%, the District can regard the survey results with confidence, especially when developing District goals for the coming school year. Survey participants were asked to rate each survey statement on a scale of 1, indicating no progress, to 10, indicating very significant progress. It is important to understand that these surveys were completed anonymously. There was no need or requirement for the respondents to identify themselves. Most respondents completed the ratings section of the survey. Most respondents did not complete the “additional information request” at the conclusion of the survey.

As a compliment to the survey, district staff had the opportunity to participate in focus interviews with the project consultant. These interviews were held on September 21, 22, 23, 29 and 30, 2016. Sixty-two (62) staff members participated in these interviews and did so voluntarily. No one was requested to participate. The following staff members participated in this phase of the project:

- Association Presidents (3)
- School Counselors (2)
- Board of Education Members (5)
- Instructional Coaches (3)
- Clerical Staff (7)
- General Education Teachers (28)
- Administrators (3)
- Special Education Teachers (5)
- School Psychologists (2)
- Speech Therapists (2)
- Teacher Aides (2)

The interviews were conducted in either individual or small group settings. The interviews were considered confidential. However, the trends and concerns that were sustained over the course of the interviews serve as the basis for the observations and conclusions reported below.

The third area, and perhaps the most important one, is student achievement. The 2015-16 New York State testing results for English Language Arts (ELA) and Mathematics in grades 3-8, Science in grades 4 and 8 and Regents examinations were analyzed. Similar achievement data for special education students participating in newly designed programs was also analyzed. In addition to the New York State testing results, the results of the 2016 Advanced Placement examinations were also reviewed. The relationship between these data and the purposeful realignment of professional development, the introduction of new program opportunities for students and a concerted effort to support new expectations for instructional practice is very strong.

#### **KEY OBSERVATIONS AND FINDINGS:**

##### *June, 2016 Survey*

1. The majority of respondents rated each of the 17 statements at least “2.” Most of the respondents observe or believe that the district is progressing in the areas delineated in the survey. Appendix B is a summary of all responses with a rating of “2” and above. Accompanying each statement is the number of respondents who rated the statement “2” and above and the percentage of respondents who rated these statements “2” and above. The third column lists the average score for each statement. In addition to these data, the Board of Education requested two other charts. Appendix C is a tally of all those respondents rated the statements a “1” indicating no observable or perceived progress. Appendix D is a tally of the participant ratings for each survey statement. The strong beliefs of the minority should not be dismissed but going forward it would behoove the district to first establish plans to respond to and to build on the positive beliefs and observations of the majority of the respondents.

2. Clearly, positive momentum has been created. The Board of Education is very well positioned to capitalize on this by continuing to set annual goals that focus on school improvement and student achievement.

3. These survey results may be able to serve as a baseline for the near future as long as beliefs and perceptions of staff are valued.

4. According to the survey results there is certainly room for continued growth and improvement but there are some statistical outliers that deserve particular attention. Statements 1 through 5 have the lowest average scores. This deserves considerable attention. Low scores on statements such as these are often attributed to change initiatives and change initiatives are well underway in the district. However, issues of trust, respect, honesty, transparency and administrative-staff relationships have been an issue in the district for a very long time. Over the years there have been changes in the composition of the Board of Education, the administrative staff, the teaching staff and the support staff. Many “players” have changed but the pall of low morale continues. It is imperative that this issue be addressed in a cooperative, meaningful and sustainable way. If improvement in this regard is left to chance, the very positive change that is occurring in the district be curtailed. There is a direct connection between these data and the themes of the interviews which are described below.

### *Staff Interviews*

5. The fact that the district has made student achievement its primary focus is recognized by all those interviewed. The manner in which this initiative has been rolled out has had mixed reactions. Of those embracing the initiative, many feel they are being asked to do too many things at one time. The urgency for change is understood but the rate of change is more rapid

than many would have anticipated, especially in a district that does not have long history of “putting students first.” It was also interesting to learn that some of those embracing the initiative somehow expected things to stay the same, i.e. teaching assignments and teaching schedules. As we know, change for some is quite difficult. The district is wise to remain focused on student achievement and is encouraged to share results, both quantitative and qualitative, as often as possible. The district is also encouraged to reach out to reluctant teachers and provide them the necessary training and support so that they can more confidently embrace the changes required of them to ensure the desired increases in student achievement.

6. Curriculum development is supported by district. For example, teachers received stipends to transition from common core standards to teacher authored standards curricula.

7. Emphasis on student needs is evident. Academic options are becoming increasingly available. Student-centered decision making is starting to take hold.

8. It could be helpful for the Superintendent to revisit her vision with the staff. It would be helpful if the Superintendent could lead more on-going professional development activities and/or train others in this necessary work. Her vision needs to become a shared vision. The desired changes that the district is experiencing are not yet institutionalized but they are more likely to become so if a shared vision was in place.

9. The improvements in the delivery of special education services are very impressive. With the increase in 15-1 Special Education classes, content area teachers have been impacted.

Apparently co-teaching assignments were not made known in advance and opportunities for planning and training were very limited. Unfortunately, this very positive change benefitting special education students was perceived as a top-down decision. Additionally grade level

teams, especially at the junior high school were compromised with the advent of 15-1 classes. The district is encouraged to anticipate consequences of change, plan for them and preempt backlash.

10. The relationship between administrators and staff is still be described by many teachers as strained. Many teachers perceive a high degree of administrative micromanagement and a negligible level of teacher empowerment. Trust certainly continues to be an issue. There is a strong perception that teachers are not treated equally or fairly. There is still a perception of favoritism. Teachers are very hesitant to assert themselves, express opinions, and question administration decisions for fear of recrimination. According to many teachers, recrimination could take the form of eliminating programs (and consequently jobs); undesirable teaching schedules or teaching assignments and/or elimination of the policy that permits staff to enroll their children in the district's schools. According to many teachers interviewed there is an apparent lack of respect, common courtesy and little acknowledgement for a job well-done. The district's staff needs to develop and maintain a culture of clear, open, transparent communication. There is little participatory decision-making in evidence. Capacity for collaboration must be developed. Staff is rarely consulted. Focus groups have been established in the Junior-Senior High School but they do not function particularly well and therefore they are not very effective. It needs to be emphasized again that these very same issues were clearly articulated three years ago when the WNYESC conducted the original study. Further, since that time, there have been some changes in school board membership, a new superintendent, a new secondary principal, a new special education director, some new teachers and new professional support staff members. Even so, these issues persist. This could suggest that there remains a critical mass of staff members who are perpetuating a culture that no longer serves the students



well and perhaps never did. It is a culture of resistance rather than a culture of change. So inasmuch as these issues still persist, the district is needs to address this issue in a direct, purposeful way to improve and then sustain a healthy organization. Any progress achieved to date will always be tentative until there is a critical mass “on board.”

### ***Student Achievement***

11. Based on the 2015-16 testing data significant gains can be seen in both Grade 3 to 8 in English Language Arts (ELA) and Mathematics.
12. Proficiency in Grades 4 and 8 Science has increased.
13. Participation in the New York State Regents Examination Program has increased as well as the passing rate, especially among special education students.
14. Enrollment and participation in Advanced Placement courses has increased as well as corresponding passing rates.
15. A continuum of special education services has been established providing new and appropriate learning opportunities. This includes 12-1-1 and 15-1-1 classes.
16. The district has created a new and extensive Enrichment Education Program for all students.

### **CONCLUSION:**

It is clear that the district, under the skilled leadership of Anita Murphy, is moving in a very positive direction. It is also clear that most staff recognize this. Change is always challenging and rarely occurs without some “bumps in the road.” Nonetheless, both the Board of Education and the Superintendent should proceed with confidence. They are encouraged to

acknowledge the particular issues and events that arise because of change and dealing with them efficiently and effectively so as not to derail the change initiative(s) itself.

It has been a privilege to work with the APW Central School District once again. We wish you well as you pursue excellence.

# **APPENDICES**

**APPENDIX A  
FEEDBACK QUESTIONNAIRE**

During the 2013-14 school year, your Board of Education commissioned a study that examined the district's administrative structure, organizational effectiveness and other administrative related service delivery systems. Now, two years later, both your Superintendent and your Board of Education are interested in a progress update. Please rate the following statements using a scale of 1 to 10, with 10 being the highest rating. Circle your choice and if you are unable to respond to a particular statement please circle NA. Please feel free to comment in the spaces provided should you desire.

- |  |   |   |   |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|---|---|---|----|----|
| 1. The climate in the district, once described as very negative, has improved.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 2. The staff is treated honestly and fairly.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 3. The staff feels appreciated and valued.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 4. Shared decision-making practices are evident.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 5. The relationship between the staff and the administrators is professional and productive.<br>Comment:                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 6. Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.<br>Comment: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |

- |  |   |   |   |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|---|---|---|----|----|
| 7. The district engages in long range planning.<br>Comment:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 8. Accountability at all levels in the school district is apparent.<br>Comment:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 9a. Verbal and written communication between building administrators and the staff is clear and meaningful.<br>Comment:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 9b. Verbal and written communication between central office administrators and the staff is clear and meaningful.<br>Comment:                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 10. The role of the Board of Education and the role of the Superintendent are clear.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 11. The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.<br>Comment: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 12. Student achievement is the primary focus of the school district.<br>Comment:   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 13. A continuum of special education services has been established.<br>Comment:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |

- |  |   |   |   |   |   |   |   |   |   |    |    |
|--|---|---|---|---|---|---|---|---|---|----|----|
| 14. There has been an adequate infusion of instructional technology into the academic program.<br>Comment: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 15. Technology support services are in place to assist users and maintain equipment.<br>Comment:           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 16. Curriculum development is highly participatory.<br>Comment:  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |
| 17. Instructional leadership is inclusionary and encourages best practices.<br>Comment:                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | NA |

Answers to the following questions will help to frame all the responses received:

A. Please indicate the number of years you have been associated with APW.

0 to 5 \_\_\_\_ 5 to 10 \_\_\_\_ 10 to 15 \_\_\_\_ 15 to 20 \_\_\_\_ 20+ \_\_\_\_

B. How likely would you be to recommend working in APW?

Very Likely \_\_\_\_ Somewhat Likely \_\_\_\_ Unlikely \_\_\_\_

C. Where do you see yourself in 5 years?

Employed in APW \_\_\_\_ Working in another school district \_\_\_\_ Working in a non-school setting \_\_\_\_ Not working/Retired \_\_\_\_

THANK YOU VERY MUCH FOR YOUR TIME, YOUR RESPONSES AND YOUR COMMENTS. I WILL BE TABULATING AND SUMMARIZING ALL RESPONSES RECEIVED FOR DISTRICT USE. AFTER SCHOOL RESUMES IN SEPTEMBER I PLAN ON CONDUCTING INDIVIDUAL AND SMALL GROUP INTERVIEWS WITH THE APW STAFF USING THESE RESULTS AS A BASIS FOR DISCUSSION. THANK YOU AGAIN AND ENJOY YOUR SUMMER.

SINCERELY,

R. TIMOTHY O'NEILL, ED.D.

THE WESTERN NEW YORK EDUCATIONAL SERVICE COUNCIL

## APPENDIX B

Statement	Number of Responses	Response Rate	Average Score
1. The climate in the district, once described as very negative, has improved.	90	58%	4.6
2. The staff is treated honestly and fairly.	103	68%	5.0
3. The staff feels appreciated and valued.	96	62%	5.0
4. Shared decision-making practices are evident.	87	56%	4.7
5. The relationship between the staff and the administrators is professional and productive.	117	75%	4.7
6. Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.	111	72%	5.2
7. The district engages in long range planning.	116	75%	6.4
8. Accountability at all levels in the school district is apparent.	113	73%	5.5
9a. Verbal and written communication between building administrators and the staff is clear and meaningful.	119	77%	5.4
9b. Verbal and written communication between central office administrators and the staff is clear and meaningful.	122	79%	6.1
10. The role of the Board of Education and the role of the Superintendent are clear.	115	74%	5.7
11. The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.	121	78%	5.9
12. Student achievement is the primary focus of the school district.	126	81%	6.8
13. A continuum of special education services has been established.	116	75%	6.7



14. There has been an adequate infusion of instructional technology into the academic program.	103	66%	5.7
15. Technology support services are in place to assist users and maintain equipment.	134	86%	7.6
16. Curriculum development is highly participatory.	104	67%	6.2
17. Instructional leadership is inclusionary and encourages best practices.	93	60%	5.8

## APPENDIX C

Statement	Number of Responses	Response Rate
1. The climate in the district, once described as very negative, has improved.	61	39%
2. The staff is treated honestly and fairly.	46	30%
3. The staff feels appreciated and valued.	58	37%
4. Shared decision-making practices are evident.	53	34%
5. The relationship between the staff and the administrators is professional and productive.	40	26%
6. Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.	32	21%
7. The district engages in long range planning.	20	13%
8. Accountability at all levels in the school district is apparent.	38	25%
9a. Verbal and written communication between building administrators and the staff is clear and meaningful.	36	23%
9b. Verbal and written communication between central office administrators and the staff is clear and meaningful.	20	13%
10. The role of the Board of Education and the role of the Superintendent are clear.	29	19%
11. The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.	24	15%
12. Student achievement is the primary focus of the school district.	16	10%
13. A continuum of special education services has been established.	10	6%

14. There has been an adequate infusion of instructional technology into the academic program.	24	15%
15. Technology support services are in place to assist users and maintain equipment.	3	2%
16. Curriculum development is highly participatory.	16	10%
17. Instructional leadership is inclusionary and encourages best practices.	24	15%

## APPENDIX D

### FOLLOW-UP SURVEY RESULTS

STATEMENT	PARTICIPANT RATINGS									
	1	2	3	4	5	6	7	8	9	10
1. The climate in the district, once described as very negative, has improved.	61	25	12	13	10	7	8	5	4	6
2. The staff is treated honestly and fairly.	46	16	23	14	8	9	15	6	6	6
3. The staff feels appreciated and valued.	58	15	16	17	10	12	8	7	2	9
4. Shared decision-making practices are evident.	53	20	17	10	10	8	7	5	7	3
5. The relationship between the staff and the administrators is professional and productive.	40	20	17	15	15	10	19	12	3	6
6. Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.	32	13	14	15	23	11	12	14	4	5
7. The district engages in long range planning.	20	8	6	8	22	16	17	17	8	14
8. Accountability at all levels in the school district is apparent.	38	21	12	11	14	8	18	10	10	9

9a. Verbal and written communication between building administrators and the staff is clear and meaningful.	36	18	15	13	17	12	15	20	5	4
9b. Verbal and written communication between central office administrators and the staff is clear and meaningful.	20	15	11	14	19	15	14	18	5	11
10. The role of the Board of Education and the role of the Superintendent are clear.	29	17	12	5	16	9	22	16	8	10
11. The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.	24	10	10	13	21	12	22	14	8	11
12. Student achievement is the primary focus of the school district.	16	8	11	4	18	8	14	28	16	19
13. A continuum of special education services has been established.	10	9	8	6	16	9	7	27	19	14
14. There has been an adequate infusion of instructional technology into the academic program.	24	8	15	12	15	15	11	12	11	4
15. Technology support services are in place to assist users and maintain equipment.	3	4	8	3	11	5	14	31	32	26
16. Curriculum development is highly participatory.	16	9	6	9	17	13	14	15	13	8
17. Instructional leadership is inclusionary and encourages best practices.	24	8	5	15	19	12	12	8	8	6

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As mentioned in the November 2016 Comprehensive Update, during the 2013-14 school year the Altmar-Parish-Williamstown (APW) Board of Education engaged the Western New York Education Service Council (WNYESC) to conduct an in depth organizational and management study of the school district. This study was completed in February 2014. It was quite timely in that Anita Murphy was appointed the district's new superintendent effective July 2014. Both the district goals and the superintendent's goals for the 2014-15 and 2015-16 school years were rooted in this study, especially in recommendations regarding school improvement. In spring 2016, the APW Board of Education and Superintendent Murphy determined that it would be helpful to examine the district's progress in addressing the recommendations contained in the study referenced above since the district had been addressing them for almost two years.

To that end the district re-engaged Dr. Timothy O'Neill of the Western New York Education Service Council to develop and administer a survey for faculty and staff in order to quantify certain beliefs and perceptions regarding school improvement issues; to conduct interviews with faculty and staff; and, to review student performance in the New York State testing program. This survey was developed and implemented in June 2016. Voluntary faculty and staff interviews were conducted in September 2016 and the student assessment data was reviewed at that time as well. The related analyses are well documented in Dr. O'Neill's November 2016 report that was made available to the public at that time.

Highlights among the school improvement initiatives for the 2016-17 school year included a plan designed to promote positive growth district-wide to improve academic programming and student achievement; the development of a protocol for district initiated surveys; and the development and administration of a survey for students and parents, complimenting the faculty and staff survey conducted previously.

Over the recent past and documented in the June 2016 faculty and staff survey, it became quite clear to the district that improving both the climate and the culture in the district was imperative. After all, improvements in the academic program and in student achievement would be curtailed without the necessary improvements in the climate and culture of the district. The district is now on record with a plan to address these and related issues. The district believes that the mental and emotional well-being of staff as well as their perception of the work place and the direction of the district is critical for growth to occur at a desired rate. As part of this goal, the administration will strive to put practices in place to make necessary improvements to climate and culture, relationships between administrators and teachers, inclusionary leadership, communication, philosophy of learning, and long range planning that, in the long run, will support student achievement.

By way of example, the following tangibles and procedures have been put in place by the district:

- In addition to the new building committees that were established in December 2016, a climate and culture task force was added subsequently
- Administration will conduct short staff surveys four times per year beginning in 2017-18
- Administrators doing walkthrough evaluations will set aside three hours per week for drop in face-to-face conversations with teachers to support the feedback and suggestions offered in the walkthrough
- Walkthrough feedback forms will be revised for 2017-18 to assist in providing positive feedback as well as specific suggestions for improvement
- Administrators will make an effort to do classroom visitations to all classrooms for a minimum of 5 to 10 minutes with no ties to evaluation at least one time per walkthrough cycle and make an effort to be actively involved in the lessons and/or discussions taking place in the classroom.
- Administrators will avoid sending blanket emails or making blanket statements at meetings or otherwise and will address specific staff with any and all issues and/or concerns
- Administration will collaborate with a staff member from the Climate and Culture Task Force to include a weekly “FYI” column in each building’s weekly newsletter that update staff on academic and managerial information



- Administration will make every effort to be transparent whenever possible with the understanding from staff that certain issues and information must remain confidential
- The superintendent along with building-level administrators will reinforce the key points of or core instructional program as well as our building and district level goals
- The superintendent together with building administrators will update staff regarding the status of the implementation of our core instructional program
- All staff will be evaluated on a yearly basis according to the agreed upon APPR plan
- Administrators will all have both a mid-year and final evaluation conference with the Superintendent based on the agreed upon APPR rubric

In order to formalize a process for subsequent district initiated surveys, Superintendent Murphy designed a protocol to be used during 2016-17. The superintendent emphasized that all surveys conducted by the APW Central School District are intended to collect data to ultimately make improvements in the district's instructional programs and other systems as well. Further, in preparation for any new surveys, the following information regarding them will be publicized at the outset prior to implementation:

- Title and Purpose of the Survey
- Survey Platform and Implementation
- Survey Time Window
- Upon Completion:
  - Identify those with access to the data collected\*
  - Identify those charged with analyzing the results\*
  - Identify those with whom results will be shared\*
  - Approximate the timeline for sharing the results
  - Develop action steps if necessary and identify the personnel responsible for each action item

\*The results of all surveys will be analyzed by relevant personnel and their findings, including all of the raw survey data will be provided to the Board of Education/District in a confidential and timely manner. Results will be released to the public in summary form unless otherwise stated. The Board of Education/District may elect to release representative comments expressed in surveys in a general manner.

Following this protocol, the Superintendent prepared and implemented a survey for both student and parents in February 2017. The results can be found in Appendix A and B respectively. This is perhaps the first time any meaningful data has been collected from these groups regarding their beliefs and perceptions. The district is encouraged to continue this practice. In the future, though, the district may want to consider limiting the student survey to the Junior/Senior High School and to separate the parental feedback by school building.

In addition, as part of this data-collection initiative and at the request of the Board of Education, the faculty and staff were re-surveyed in October 2016 using the same instrument as was used for the initial faculty and staff survey in June 2016. This second administration was conducted in October, 2016. The district was advised that not enough time had elapsed between survey administrations to yield new, helpful data but the Board of Education persisted. As predicted, the faculty and staff participation rate was less than 25% so any data derived from such a small sample is rather suspect. Nonetheless, the results of this survey are included in the survey comparison data presented to the Board in June 2017 and provided in Appendix D.

At the direction of the Board of Education, a third and final staff survey was implemented in June 2017; the detailed results of the survey are included as Appendix C with a summary included in the comparison data in Appendix D.

The district is encouraged to continue the school improvement initiatives that have been put in place. Fragile as they may be, they are working. Institutionalizing them over time would should be the goal, lofty but doable. Anita Murphy and her Board of Education should be commended for all the work in this regard.

## APPENDIX A

### APW Parent Survey-February 2017

1. My child attends		
Answer Options	Response Percent	Response Count
APW Elementary School	57.8%	107
APW JSHS	68.6%	127
<i>answered question</i>		185
<i>skipped question</i>		0

2. Our school leaders often talk about the vision or mission during school events.							
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	20	52	77	29	5	2.71	183
<i>answered question</i>							183
<i>skipped question</i>							2

3. Our school leaders help families to become partners in the education of their children.							
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	34	54	47	40	9	2.65	184
<i>answered question</i>							184
<i>skipped question</i>							1

4. I am comfortable talking with our school leaders.							
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	31	37	44	52	21	2.97	185
<i>answered question</i>							185
<i>skipped question</i>							0

5. Our school leaders are positive and supportive of students and families.							
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	30	40	54	47	14	2.86	185
<i>answered question</i>							185
<i>skipped question</i>							0

6. Our school leaders are available and approachable.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	30	45	53	44	13	2.81	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

7. Our school leaders follow up promptly when I have a question or concern.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	27	40	50	52	15	2.93	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

8. Our school leaders promote a positive environment for children.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	23	41	52	57	11	2.96	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

9. Our school leaders set high standards for students and staff.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	26	37	59	51	11	2.91	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

10. Our school has a strong curriculum that meets the needs of my child(ren).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	39	53	37	46	10	2.65	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

11. Our school day is properly organized so that my child(ren) benefit from the curriculum.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	23	42	63	50	7	2.87	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

12. Our school curriculum provides opportunities for students to participate in the arts and music.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	11	24	40	91	18	3.44	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

13. Our school curriculum provides opportunities for students to participate in extra curricular and enrichment activities.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	14	20	50	81	20	3.39	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

14. I can discuss what my child(ren) are learning (curriculum) with teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	11	22	45	77	29	3.49	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

15. I receive specific test or assessment information regarding my child's progress from teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	22	34	41	75	12	3.11	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

16. Teachers use a variety of texts and materials to support learning.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	12	28	68	67	8	3.17	183
	<i>answered question</i>						183
	<i>skipped question</i>						2

17. Teachers make classes interesting and engaging for students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	19	41	60	50	12	2.97	182
	<i>answered question</i>						182
	<i>skipped question</i>						3

18. Teachers provide students with learning experiences beyond the school day.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	22	48	58	47	7	2.83	182
	<i>answered question</i>						182
	<i>skipped question</i>						3

19. My child(ren)'s teachers use technology in their classrooms to support learning.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	7	18	48	97	13	3.50	183
	<i>answered question</i>						183
	<i>skipped question</i>						2

20. Teachers send assignments and homework home that helps reinforce learning.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	12	24	66	73	7	3.21	182
	<i>answered question</i>						182
	<i>skipped question</i>						3

21. My child(ren) says that their teachers explain things in different ways so that they can understand what is being taught.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	35	54	45	41	10	2.66	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

22. My child(ren) are challenged by their teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	13	30	57	76	9	3.21	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

23. I receive telephone calls and or email from my child(ren)'s teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	38	38	30	64	14	2.88	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

24. School rules are clear to students and families.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	25	13	43	80	24	3.35	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

25. Procedures are in place to make sure that children do not "fall through the cracks".

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	57	39	49	28	11	2.44	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

26. School staff works to support student social and emotional well-being.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	33	40	53	48	11	2.81	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

27. Our guidance staff provide student support.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	30	42	54	52	7	2.81	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

28. Our school has clubs, activities and events to help students engage and connect to school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	15	27	42	87	13	3.30	184
	<i>answered question</i>						184
	<i>skipped question</i>						1

29. My child(ren) have adults in school that they can "go to" to discuss problems or concerns.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	21	25	55	69	15	3.17	185
	<i>answered question</i>						185
	<i>skipped question</i>						0

30. Teachers and staff support children's emotional needs increasing their confidence as learners.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	25	32	63	55	9	2.95	184	
	<i>answered question</i>							184
	<i>skipped question</i>							1

31. Our school provides a safe environment for children.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	18	26	47	79	15	3.25	185	
	<i>answered question</i>							185
	<i>skipped question</i>							0

32. Teachers contact me to discuss my child not just in time of concern.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	47	66	31	35	6	2.39	185	
	<i>answered question</i>							185
	<i>skipped question</i>							0

33. Family and Parent Conferences are helpful.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	10	21	50	77	27	3.49	185	
	<i>answered question</i>							185
	<i>skipped question</i>							0

34. We have a supportive PTSA to assist families.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	11	14	71	59	30	3.45	185	
	<i>answered question</i>							185
	<i>skipped question</i>							0

35. Our school helps us prepare children for life including being "College and Career Ready".

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
	35	38	67	35	5	2.65	180	
	<i>answered question</i>							180
	<i>skipped question</i>							5



36. As a parent or family member I feel connected to our school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
	38	38	45	53	10	2.78	184
						<i>answered question</i>	184
						<i>skipped question</i>	1

## APPENDIX B

### APWCSD Student Survey-February 2017

1. I attend		
Answer Options	Response Percent	Response Count
APW Elementary	3.6%	14
APW Junior Senior	96.4%	376
<i>answered question</i>		390
<i>skipped question</i>		2

2. My principal(s) have high expectations for me at school.						
Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	41	78	120	150	2.97	389
<i>answered question</i>						389
<i>skipped question</i>						3

3. My teacher(s) have high expectations for me at school.						
Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	17	53	158	163	3.19	391
<i>answered question</i>						391
<i>skipped question</i>						1

4. My class assignments are rigorous and challenging.						
Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	35	173	137	44	2.49	389
<i>answered question</i>						389
<i>skipped question</i>						3

5. My teacher(s) encourages me to take risks in my thinking.						
Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	65	121	143	60	2.51	389
<i>answered question</i>						389
<i>skipped question</i>						3

# APPENDIX C

## APW Staff survey-June 2017

The climate in the district, once described as very negative, has improved.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	23	15	11	8	9	3	8	8	2	3	3.88	90
Comments:												30
											<i>answered question</i>	90
											<i>skipped question</i>	0

The staff is treated honestly and fairly.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	16	16	5	11	10	4	8	8	7	5	4.60	90
Comments:												35
											<i>answered question</i>	90
											<i>skipped question</i>	0

The staff feels appreciated and valued.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	23	14	12	7	7	4	4	9	5	5	4.10	90
Comments:												36
											<i>answered question</i>	90
											<i>skipped question</i>	0

Shared decision-making practices are evident.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	18	14	13	8	12	8	4	3	3	5	4.02	88
Comments:												26
											<i>answered question</i>	88
											<i>skipped question</i>	2

The relationship between the staff and the administrators is professional and productive.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	19	11	8	7	18	4	4	7	7	5	4.49	90
Comments:												33
											<i>answered question</i>	90
											<i>skipped question</i>	0

Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	15	11	9	10	11	8	7	6	3	7	4.61	87
Comments:												30
											<i>answered question</i>	87
											<i>skipped question</i>	3

The district engages in long range planning.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	8	11	9	5	13	8	8	13	5	7	5.34	87
Comments:												20
											<i>answered question</i>	87
											<i>skipped question</i>	3

Accountability at all levels in the school district is apparent.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	25	15	6	9	8	4	5	5	8	5	4.11	90
Comments:												27
											<i>answered question</i>	90
											<i>skipped question</i>	0

Verbal and written communication between building administrators and the staff is clear and meaningful.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	19	13	10	7	9	6	8	7	5	5	4.39	89
Comments:												27
											<i>answered question</i>	89
											<i>skipped question</i>	1

Verbal and written communication between central office administrators and the staff is clear.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	11	7	7	8	9	11	6	10	15	5	5.57	89
Comments:												17
											<i>answered question</i>	89
											<i>skipped question</i>	1

The role of the Board of Education and the role of the Superintendent are clear.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	11	12	7	6	11	10	4	11	14	4	5.30	90
Comments:												17
											<i>answered question</i>	90
											<i>skipped question</i>	0

The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	10	7	8	8	13	10	9	13	8	4	5.38	90
Comments:												21
											<i>answered question</i>	90
											<i>skipped question</i>	0

Student achievement is the primary focus of the school district.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	13	8	2	6	8	6	13	10	13	11	5.92	90
Comments:												25
											<i>answered question</i>	90
											<i>skipped question</i>	0

A continuum of special education services has been established.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	9	3	7	4	9	9	2	13	15	14	6.40	85
Comments:												24
											<i>answered question</i>	85
											<i>skipped question</i>	5

There has been an adequate infusion of instructional technology into the academic program.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	11	8	11	11	9	5	6	11	9	5	5.12	86
Comments:												28
											<i>answered question</i>	86
											<i>skipped question</i>	4

Technology support services are in place to assist users and maintain equipment.												
Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
	3	7	2	2	11	8	9	13	15	20	7.07	90
Comments:												22
											<i>answered question</i>	90
											<i>skipped question</i>	0

Curriculum development is highly participatory.

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
Comments:	8	12	8	2	13	6	7	9	12	9	5.63	86 18
											<i>answered question</i>	86
											<i>skipped question</i>	4

**Instructional leadership is inclusionary and encourages best practices.**

Answer Options	1	2	3	4	5	6	7	8	9	10	Rating Average	Response Count
Comments:	12	9	7	3	19	6	5	7	12	5	5.21	85 25
											<i>answered question</i>	85
											<i>skipped question</i>	5

6. I am satisfied with my current learning in my class(es).

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	64	123	140	61	2.51	388	
						<i>answered question</i>	388
						<i>skipped question</i>	4

7. I complete my homework outside of class time.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	54	88	142	104	2.76	388	
						<i>answered question</i>	388
						<i>skipped question</i>	4

8. What I am learning in my class(es) is interesting and engaging.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	90	163	108	27	2.19	388	
						<i>answered question</i>	388
						<i>skipped question</i>	4

9. What I am learning causes me to think beyond the course or classes that I am taking.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	103	160	96	31	2.14	390	
						<i>answered question</i>	390
						<i>skipped question</i>	2

10. There are enough class options and offerings for me.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	76	110	143	59	2.48	388	
						<i>answered question</i>	388
						<i>skipped question</i>	4

11. I believe that there should be more Advanced Placement (AP) and College Level Courses offered.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count	
	81	104	100	100	2.57	385	
						<i>answered question</i>	385
						<i>skipped question</i>	7

12. I believe that there should be more Career and Technical Education (CTE) Courses offered both at APW and BOCES.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	47	88	131	120	2.84	386
	<i>answered question</i>					386
	<i>skipped question</i>					6

13. There are enough before and after school enrichment and other opportunities for students.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	47	100	144	93	2.74	384
	<i>answered question</i>					384
	<i>skipped question</i>					8

14. I feel safe at school.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	61	73	154	99	2.75	387
	<i>answered question</i>					387
	<i>skipped question</i>					5

15. I feel welcome and cared for at school.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	84	114	122	63	2.43	383
	<i>answered question</i>					383
	<i>skipped question</i>					9

16. I feel that the services that I need are available at school.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	55	109	155	68	2.61	387
	<i>answered question</i>					387
	<i>skipped question</i>					5

17. Students in my school treat each other with respect.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	126	162	82	15	1.96	385
	<i>answered question</i>					385
	<i>skipped question</i>					7

18. Adults in this school apply the same rules to all students.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	81	111	123	70	2.47	385
					<i>answered question</i>	385
					<i>skipped question</i>	7

19. Think about the past year and rate this sentence on the scale below. I enjoy being in school.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	106	143	98	40	2.19	387
					<i>answered question</i>	387
					<i>skipped question</i>	5

20. Think about the past year and rate this sentence on the scale below. I think that the work that I am assigned is meaningful and important.

Answer Options	Rarely	Sometimes	Usually	Always	Rating Average	Response Count
	74	138	128	48	2.39	388
					<i>answered question</i>	388
					<i>skipped question</i>	4



## APPENDIX D

### Question

	6/16 w/o 1's	6/16 w/ 1's	10/16 w/o 1's	10/16 w/ 1's	6/17 w/o 1's	6/17 w/ 1's
1. The climate in the district, once described as very negative, has improved.	<b>4.60</b>	<b>3.20</b>	<b>4.60</b>	<b>3.75</b>	<b>4.86</b>	<b>3.88</b>
2. The staff is treated honestly and fairly.	<b>5.00</b>	<b>3.79</b>	<b>5.00</b>	<b>3.97</b>	<b>5.38</b>	<b>4.60</b>
3. The staff feels appreciated and valued.	<b>5.00</b>	<b>3.55</b>	<b>4.64</b>	<b>3.51</b>	<b>5.16</b>	<b>4.10</b>
4. Shared decision-making practices are evident.	<b>4.70</b>	<b>3.31</b>	<b>4.84</b>	<b>3.84</b>	<b>4.80</b>	<b>4.02</b>
5. The relationship between the staff and the administrators is professional and productive.	<b>4.70</b>	<b>4.09</b>	<b>5.50</b>	<b>4.29</b>	<b>5.42</b>	<b>4.49</b>
6. Opportunities for staff and students to behave in new ways that benefit both themselves and the organization have been created.	<b>5.20</b>	<b>4.36</b>	<b>5.64</b>	<b>4.97</b>	<b>5.36</b>	<b>4.61</b>
7. The district engages in long range planning.	<b>6.40</b>	<b>5.58</b>	<b>6.00</b>	<b>5.35</b>	<b>5.78</b>	<b>5.34</b>
8. Accountability at all levels in the school district is apparent	<b>5.50</b>	<b>4.40</b>	<b>5.45</b>	<b>4.16</b>	<b>5.30</b>	<b>4.11</b>
9a. Verbal and written communication between building administrators and the staff is clear and meaningful.	<b>5.40</b>	<b>4.36</b>	<b>5.59</b>	<b>4.40</b>	<b>5.31</b>	<b>4.39</b>

## Question

	6/16 w/o 1's	6/16 w/ 1's	10/16 w/o 1's	10/16 w/ 1's	6/17 w/o 1's	6/17 w/ 1's
9b. Verbal and written communication between central office administrators and the staff is clear.	<b>6.10</b>	<b>5.08</b>	<b>6.16</b>	<b>5.58</b>	<b>6.21</b>	<b>5.57</b>
10. The role of the Board of Education and the role of the Superintendent are clear.	<b>5.70</b>	<b>4.91</b>	<b>5.70</b>	<b>4.95</b>	<b>5.90</b>	<b>5.30</b>
11. The district philosophy on learning and instruction is clearly articulated and a shared vision regarding learning and instruction is in place.	<b>5.90</b>	<b>5.18</b>	<b>5.70</b>	<b>4.95</b>	<b>5.92</b>	<b>5.38</b>
12. Student achievement is the primary focus of the school district.	<b>6.80</b>	<b>6.16</b>	<b>6.30</b>	<b>5.46</b>	<b>6.75</b>	<b>5.92</b>
13. A continuum of special education services has been established.	<b>6.70</b>	<b>6.29</b>	<b>6.80</b>	<b>6.24</b>	<b>7.04</b>	<b>6.40</b>
14. There has been an adequate infusion of instructional technology into the academic program.	<b>5.70</b>	<b>4.80</b>	<b>5.84</b>	<b>4.89</b>	<b>5.72</b>	<b>5.12</b>
15. Technology support services are in place to assist users and maintain equipment.	<b>7.60</b>	<b>7.49</b>	<b>6.76</b>	<b>6.11</b>	<b>7.28</b>	<b>7.07</b>
16. Curriculum development is highly participatory.	<b>6.20</b>	<b>5.55</b>	<b>6.60</b>	<b>6.05</b>	<b>6.10</b>	<b>5.63</b>
17. Instructional leadership is inclusionary and encourages best practices.	<b>5.80</b>	<b>4.80</b>	<b>6.12</b>	<b>5.20</b>	<b>5.90</b>	<b>5.21</b>

# Summary Information

APW Staff survey		
I have worked for APW		
Answer Options	Response Percent	Response Count
0 - 4 years	19.5%	17
5 - 10 years	12.6%	11
11 - 15 years	19.5%	17
More than 16 years	48.3%	42
	answered question	87
	skipped question	3