

ANDERSON SCHOOL

Facilities
Planning
Survey

Marie Y. Judisch
Activity 3 – Data Collection and Analysis
EDLD 574 Field Experience

RESEARCH QUESTION

- What are the perceptions and priorities of Anderson School stakeholders in regard to facility improvements?

BACKGROUND

- Prior to the 2015 Legislative Session, the Anderson School superintendent presented our school's facilities needs, in particular our HVAC system and accessibility required upgrades, to the committee involved with the Quality Schools Act.
- Because Anderson was not chosen and funding was limited for the grant, the Parent Council held a fundraiser to help raise money for a trail to make our playground more accessible and help with the ADA transition plan already in place.
- The school is currently at the highest capacity in its existence at 219 students.

LITERATURE REVIEW

■ Planning Guide for Maintaining School Facilities

- *“Facilities problems affect teaching and learning, student and staff health, day-to-day building operations, and the long-range fiscal health of the entire education organization” (p. xi)*
- *School facilities maintenance affects the physical, educational, and financial foundation of the school organization and should, therefore, be a focus of both its day-to-day operations and long-range management priorities” (pg. 3)*
- *The condition of a school facility is not just an issue for the facility manager—it affects the staff, students, and entire educational community” (pg. 5).*

(School Facilities Maintenance Task Force, 2003)

LITERATURE REVIEW

■ School Facility Conditions and Student Academic Achievement

- *“The overall impact a school building has on students can be either positive or negative, depending upon the condition of the building” (pg. 1).*
- *“Good thermal environment of a classroom is very important to efficient student performance” (pg. 3).*
- *“Many of the building factors that are necessary for proper learning environments are simply absent in older buildings, but are present and functioning in new buildings” (pg. 6).*
- *“The condition of a school building not only influences student achievement, but can also influence the work and effectiveness of a teacher” (pg. 8).*

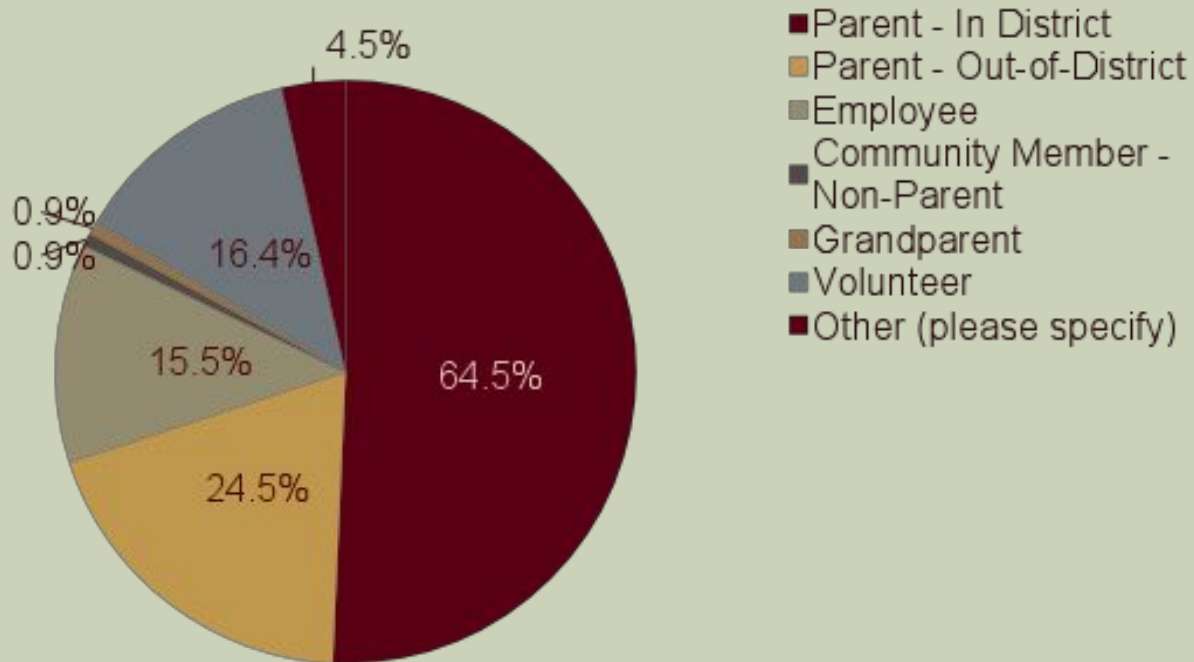
(Glen I. Earthman, October 2002)

METHODOLOGY

- The survey was created by the superintendent and myself to gauge current perceptions and priorities going forward.
- The survey was sent to all staff members, in-district parents, out-of-district parents, and members of local home owner associations.
- The survey was created via Survey Monkey
 - [Anderson School Facilities Survey Link](#)
 - The survey was sent on three different occasions to provide ample opportunities for stakeholders to respond.
- 110 Stakeholders participated in the Survey

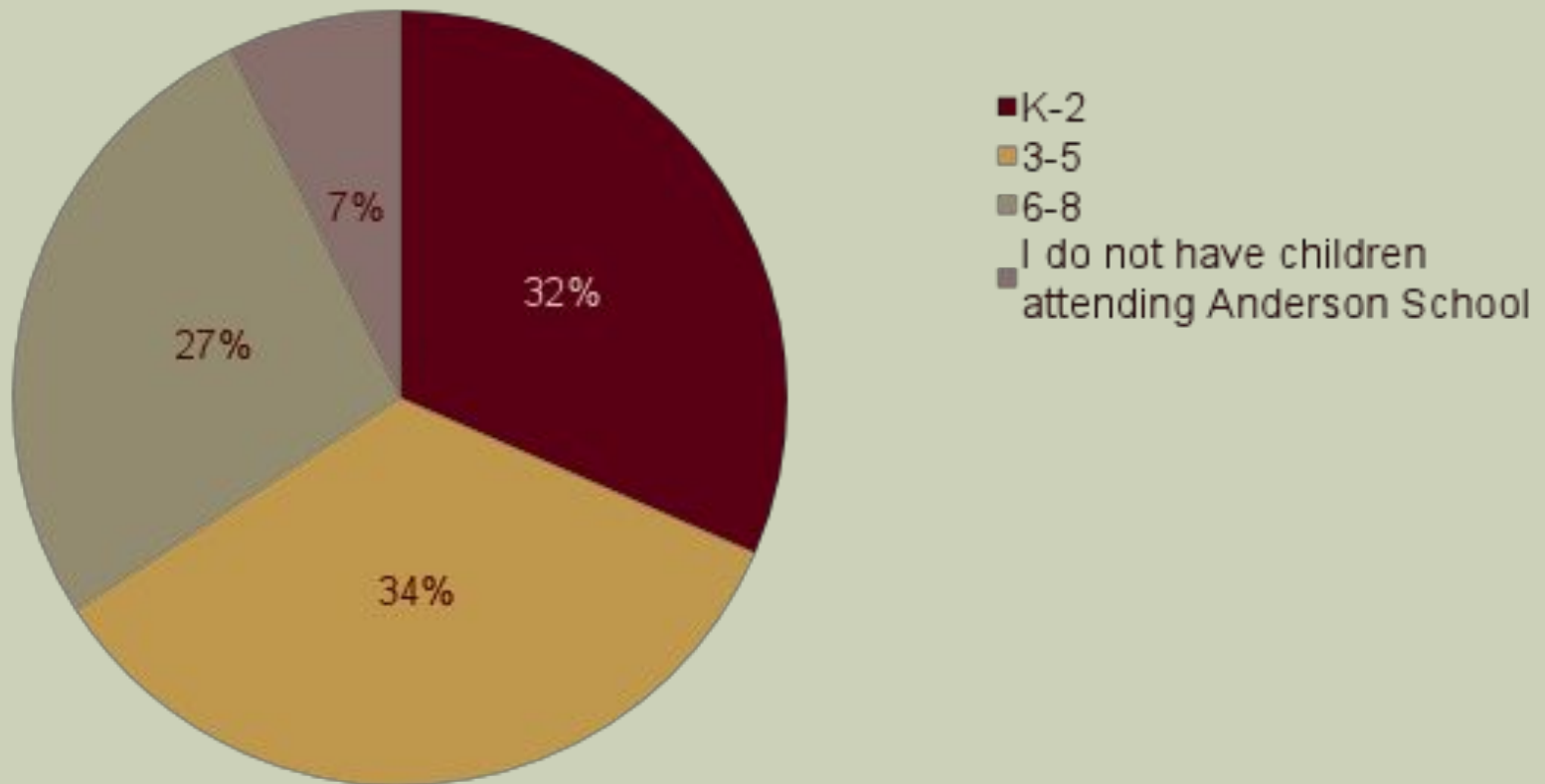
SURVEY PARTICIPANTS

- 110 Total participants organized by affiliation with school



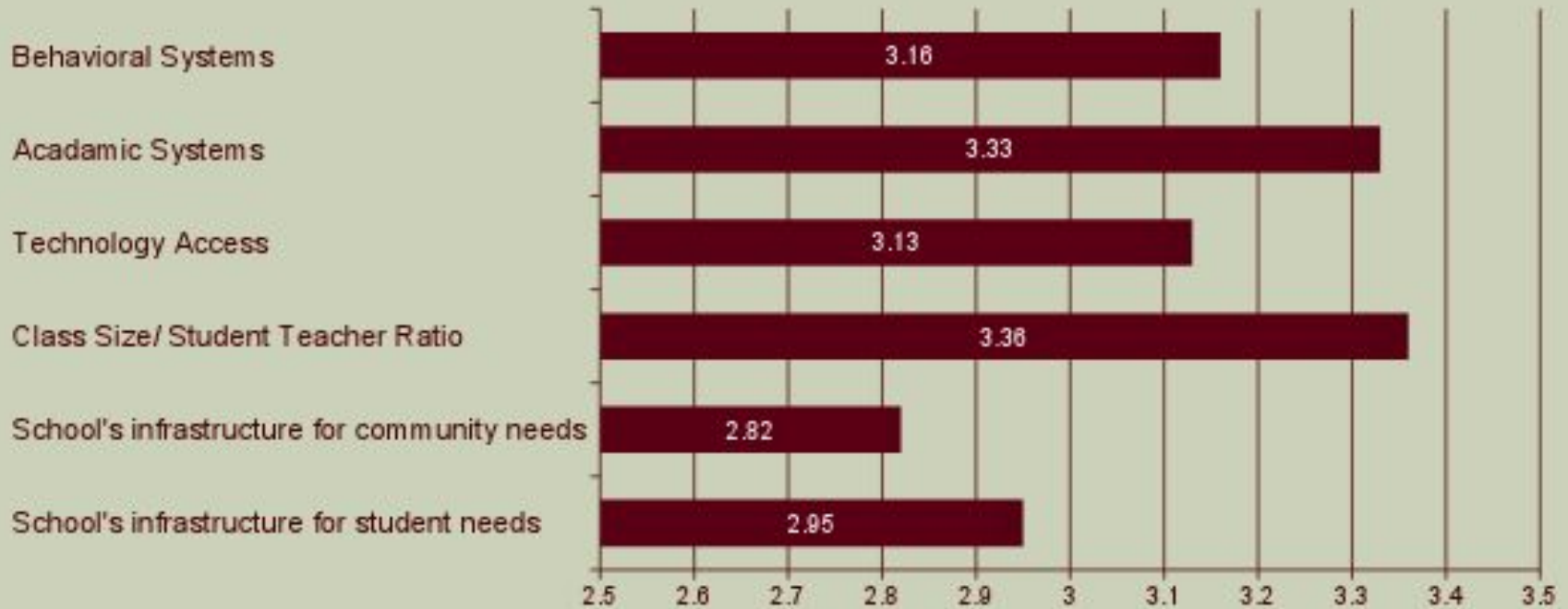
Further Explanation: Five parents are also employees at Anderson School, and 15 out of the 17 volunteers are also parents. The 'others' category includes school board trustees (2), a Former In-District Parent, and someone who currently lives out of the district but will be moving in district next year.

AGE OF RESPONDENT'S CHILDREN



*35 respondents identified as having children in more than one grade band.

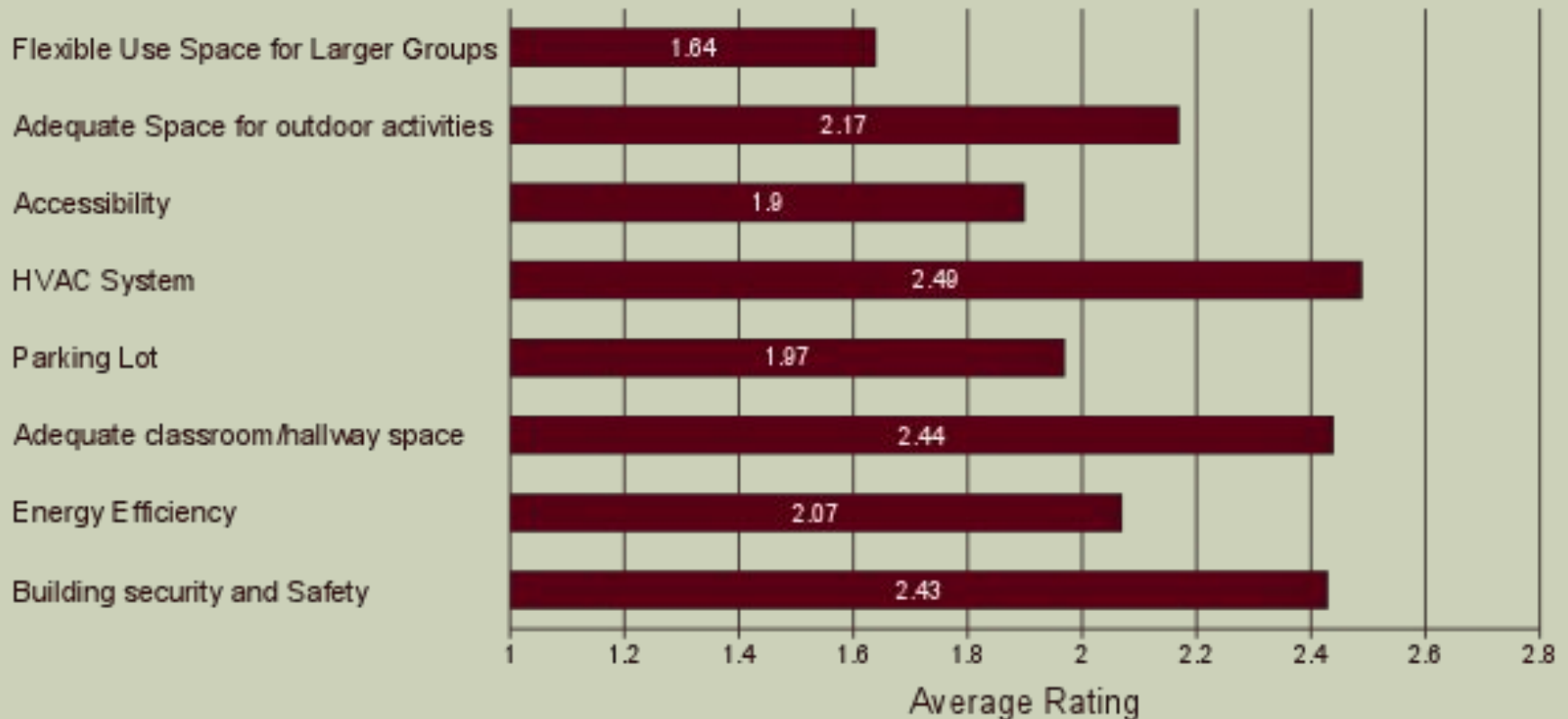
PERCEPTION OF SCHOOL'S CURRENT STATUS



Respondents identified their current perception of the school's abilities using the following:

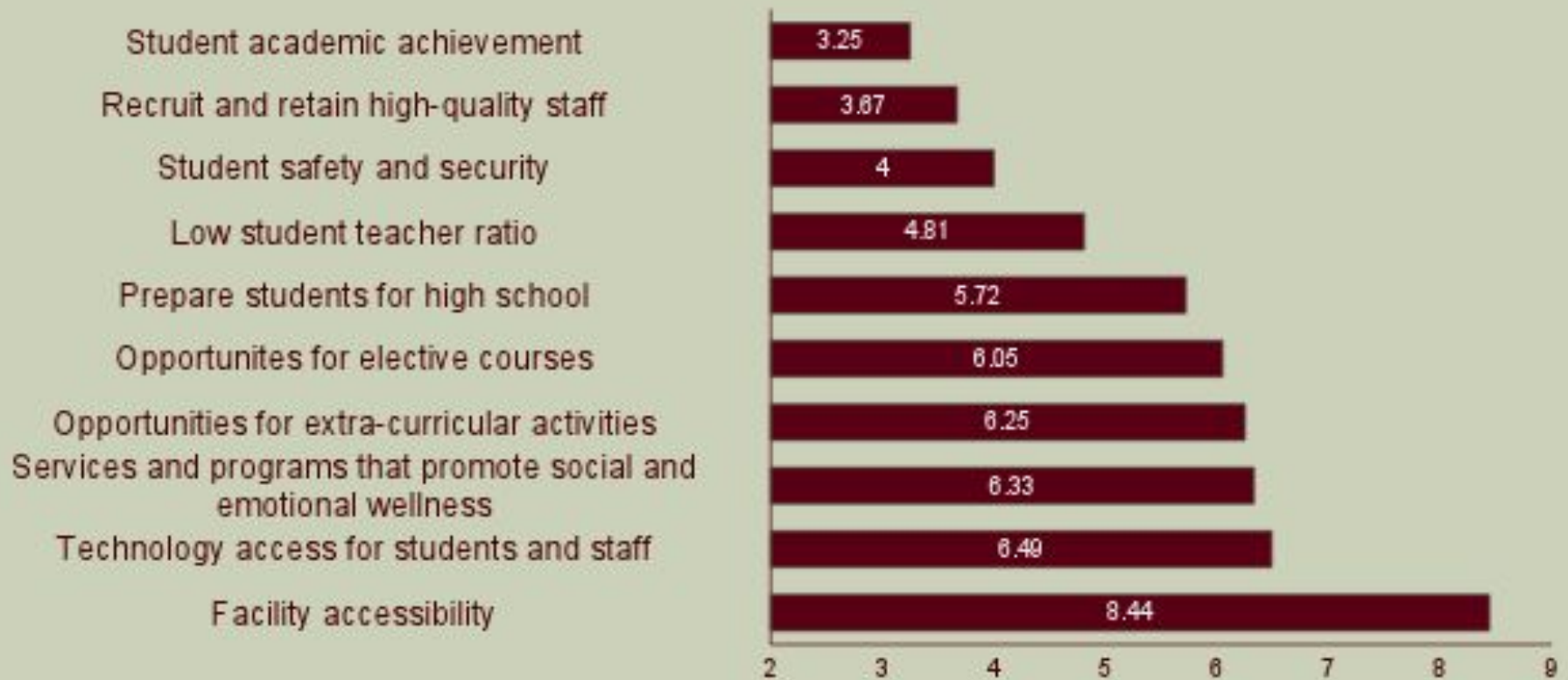
- completely meets the needs (4)
- mostly meets the needs (3)
- somewhat meets the needs (2)
- does not meet the needs (1)
- unknown (no weight)

STAKEHOLDER PRIORITIES IN FUTURE DEVELOPMENT



Stakeholders were asked to rate priorities of different facilities components. A score of 3 indicated highest priority, a score of 1 indicated lowest priority.

PRIORITY OF SCHOOL/FACILITY NEEDS AS IDENTIFIED BY RESPONDENTS



Respondents were asked to prioritize a list of 10 educational components, with 1 being the highest priority and 10 being the lowest. Though this information doesn't directly correlate to what building improvements should be made, it does identify the priorities of the stakeholders.

CONCLUSION

Strengths

- Strengths in Current Status
 - Participants identified the current Academic Systems and Class Sizes as strengths of Anderson School

Areas of Improvement

- Areas of Improvement
 - The school's infrastructure was ranked the lowest in meeting community and students' needs

Behavioral Systems and Technology Access received an adequate grading of 3.16 and 3.13 respectively

It is important to note there is an overall satisfaction with the school's systems, and most identified areas of improvement are focused on the school's infrastructure when going forward with strategic planning.

CONCLUSION

Priorities in Future Development

- Stakeholders identified the HVAC system as being the highest priority for improvements, followed closely by Adequate classroom/hallway space, and building security and safety.
 - As reported by Glen Earthman(2002), thermal quality of a building is greatly correlated to satisfactory student performance as well as teacher effectiveness.
 - As recommended by Chuck Hibbert (2015) and the National School Safety and Security services, the school should consider having a safety and security assessment performed.
- The three main concerns are directly related to the limitations of an aging school building.

CONCLUSION

Stakeholders Educational Priorities

- The top three educational priorities identified by respondents were:
 - Student academic achievement
 - Recruit and retain highly qualified staff
 - Student safety and security
- When moving forward in this process, it is pertinent to focus on these priorities, which do not directly reflect improvements to the school's infrastructure. As noted by Earthman(2002), student achievement, teacher effectiveness and retention are correlated to the building's overall condition.

Other Considerations

- Despite being identified as a low priority with a score of 8.44, the school needs to continue toward making the school accessible for all learners and community members to be in compliance with the legal requirements of the ADA.
- The lower ranking could also be seen as a strength of the district in the steps it has taken the last two years to provide access, develop an ADA transition plan, and make improvements to the facility.

REFERENCES

- Earthman, G. I. (2002, October 10). School Facility Conditions and Student Academic Achievement. Retrieved March 14, 2016, from <http://escholarship.org/uc/item/5sw56439>
- Hibbert, C. (2015, March 02). School safety assessments: A career-saving action for new and experienced superintendents – School Security. Retrieved March 16, 2016, from <http://www.schoolsecurity.org/2015/03/school-safety-assessments-a-career-saving-action-for-new-and-experienced-superintendents/>
- U.S. Department of Education, National Center for Education Statistics, National Forum on Education Statistics. Planning Guide for Maintaining School Facilities, NCEES 2003-347, prepared by T. Szuba, R. Young, and the School Facilities Maintenance Task Force. Washington, DC: 2003.