

# Val Verde USD Print Optimization Survey Executive Summary

## Introduction and Purpose

The Val Verde Unified School District partnered with Office Werks Advisory to conduct a comprehensive Print Optimization Survey to assess current printing practices, identify challenges, and explore opportunities for improvement. The survey targeted all staff members across the district and aimed to gather insights into how print services supports instructional and operational needs. The survey took place in Q4 of 2025.

## Participation Overview

The survey received a strong response, with 631 staff members participating. Respondents included educators (58%), support staff (24%), administrators (8%), and other roles such as counselors and technicians (10%). This broad participation ensures that the findings reflect diverse perspectives across the district.

What is your role within the District?				Question 1
Answer Choices	Responses	Response Count Per Role	Total District Staff	Participation %
Administrator	8.41%	53	146	36%
Educator	58.25%	367	1,089	34%
Support Staff	23.65%	149	1,250	17%
Other (please specify)	9.68%	61		Included Other with Support Staff
<b>Answered</b>		<b>630</b>	<b>2,485</b>	

A 34% to 36% participation rate for an online survey using SurveyMonkey is **considered good**, especially for a large organization like a school district.

### Here's why:

#### Industry Benchmarks

- **Typical online survey response rates** range from **20% to 30%** for internal staff surveys.
- Anything above **30% is generally strong**, indicating good engagement and interest in the topic.

#### Factors That Influence Response Rates

- **Audience size and diversity:** Larger, more distributed groups often have lower rates.
- **Survey length and clarity:** Shorter, well-structured surveys tend to get higher participation.

- **Communication and reminders:** Multiple reminders and leadership endorsement boost rates.
- **Perceived importance:** Staff are more likely to respond if they see the survey as relevant and impactful.

### Your Result

- **34% is above average**, suggesting Educators and Administrators care about print services and see value in providing feedback.
- This level of participation gives you a **statistically meaningful sample** for decision-making.

Although support staff participation was low, that is in the expected range and may be due to many of those roles low print usage.

## Key Findings – Site Copiers and Printers

1. Over the last 5 years, school districts have adopted more digital tools. Val Verde responses for Print usage trends show that 46% of staff reported that print usage has stayed the same even with digital tools, 36% reported a decrease, and 18% reported an increase since the adoption of digital tools.
2. Digital platform usage varies, with 35% using them daily, 18% weekly, 14% occasionally, and 9% never.
3. 58% of respondents observed challenges with screen-based learning, citing issues such as distraction, retention, and fine motor skills.
4. **58% believe students retain information better from printed materials**, while only 3% favor digital formats.
5. 94% of staff have access to full-size copiers, though many report limitations such as copy quotas, breakdowns, and lack of training.
6. Desktop printers are used daily by 76% of staff for small jobs, but color printing is limited.
7. Current usage restrictions were seen as limiting creativity and engagement.

## Print Shop Services Major Themes and Staff Feedback

**Staff feedback revealed several recurring themes regarding the use of print services, particularly the district's Print Shop:**

- 1. Positive feedback** included praise for the quality of output and the helpfulness of Print Shop staff. The service is valued for large jobs, but improvements are needed to streamline access and responsiveness.
- 2. Turnaround Time:** The most frequent concern was delays in receiving completed jobs, which impacted lesson planning and instructional readiness.
- 3. Process Complexity:** Many staff found the submission process cumbersome, involving manual forms and unclear steps. There is a strong desire for a digital submission system with job tracking.
- 4. Color Printing Limitations:** Some staff expressed a need for more color printing options to enhance instructional materials.
- 5. Communication:** Some respondents noted a lack of clear updates on job status and limited awareness of available services and guidelines.

## Recommendations

**Based on the survey findings, the following recommendations are proposed:**

1. Increase site copy & print quotas for K-2 and special education staff.
2. Explore the need to expand access to color printing across sites.
3. Digitize the Print Shop request process and implement an on-line job tracking system.
4. Improve site copier maintenance and provide staff training.
5. Clarify and communicate a new print policy district-wide.
6. Further analyze the cost, use and need for classroom printers as the school district currently owns the current fleet of more than 1,000 devices.
  - a. Determine if PaperCut is being used to limit or restrict printing.
  - b. Redeploy underutilized devices to more needed areas.
7. Provide a cost analysis to compare prints from school site copiers/printer VS Print Shop charges
  - a. Negotiate new vendor contract to reduce costs which will allow the best use of the technology without the burden of excessive costs.
8. Conduct an on-site interview and assessment at a sampling of school sites to assist in developing a new print policy and Print Services request process.

### Next Steps

- The district leadership team is encouraged to review this summary and the accompanying staff response file.
- Follow-up sessions with site leads and department heads can help prioritize improvements.
- An action plan should be developed to address the most pressing needs and explore vendor solutions for enhanced print services.

**Pages 5 to 16 provide a deeper analysis of specific survey questions and staff optional open-ended responses as follows:**

**Question 13:** Pages 5 to 6

**Challenges for Students When Learning from Screens vs. Printed Materials**

**Question 14:** Pages 7 to 9

**Do Students Retain Information Better from Printed Materials or Digital Formats?**

**Question 23:** Pages 10 to 12

**What types of documents do you typically print using your school site copier or desktop printer?**

**Question 27:** Pages 13 to 16

**We would like your input on any additional ideas for improving current processes related to the Print Services, Site Copiers and/or Desktop Printers at the District**

## Deeper Analysis of Specific Questions:

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### Question 13: Challenges for Students When Learning from Screens vs. Printed Materials

#### Quantitative Summary

- **58%** of respondents said “Yes,” they have noticed challenges for students when learning from screens compared to printed materials.
- **7%** said “No.”
- **6%** were “Not Sure.”
- **28%** said “Not applicable to my role.”

#### Key Themes from Open-Ended Feedback

##### 1. Distraction and Focus

- Many staff noted that students are easily distracted on screens, often switching tabs or using devices for non-academic purposes.
- Printed materials help students stay more grounded and attentive.

##### 2. Retention and Comprehension

- Numerous comments cited that students retain information better when writing by hand or working with physical materials.
- Teachers observed improved memory, deeper engagement, and better learning outcomes with printed materials.

##### 3. Fine Motor Skills and Penmanship

- Several educators mentioned a decline in students’ handwriting, endurance for writing, and fine motor skills due to increased digital use.
- Younger students, in particular, benefit from practicing with paper and pencil.

##### 4. Cheating and Academic Integrity

- Digital platforms make it easier for students to copy/paste answers or use AI tools, reducing authentic learning.
- Printed assignments are seen as a way to encourage original work and reduce cheating.

## 5. Equity and Access

- Some students lack consistent access to charged devices or reliable internet, making printed materials essential for equitable learning.

## 6. Health and Well-being

- Concerns were raised about increased screen time leading to eye strain, headaches, and reduced physical activity.

## 7. Annotation and Interaction

- Teachers value the ability for students to annotate, highlight, and interact with printed texts, which is harder to replicate digitally.

### Representative Staff Feedback “Quotes”:

- “Students are more distracted on their screens. They are more prone to cheating even with Go Guardian on.”
- “The quality of students' penmanship has declined as well as their endurance to write longer formats, such as essays.”
- “When students are given a physical piece of paper, they take more care and are more invested in the topic.”
- “Digital assignments are far less effective with the advancement in AI. Students complete an assignment digitally easily, yet the written version they struggle because they cannot cheat with AI.”

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## Question 14: Do Students Retain Information Better from Printed Materials or Digital Formats?

### Quantitative Summary

- **58%** said “Printed Materials.”
- **3%** said “Digital Formats.”
- **17%** were “Not Sure.”
- **22%** said “Not applicable to my role.”

### Key Themes from Open-Ended Feedback

#### 1. Strong Preference for Printed Materials

- The majority believe students retain more when using printed materials, citing research and personal classroom experience.
- Many referenced brain research and professional development sessions supporting the benefits of handwriting and physical interaction.

#### 2. Value of Both Modalities

- Some staff acknowledged that both printed and digital materials have value, depending on the subject, grade level, and learning objective.
- A balanced approach is often recommended.

#### 3. Annotation and Note-Taking

- Printed materials allow for easier annotation, color-coding, and personal note-taking, which aids retention.

#### 4. Digital for Certain Tasks

- A minority noted that digital tools are useful for specific tasks, such as state testing, typing skills, or quick feedback.

#### 5. Individual Learning Styles

- Several comments highlighted that retention may depend on the student’s preferred learning style.

**Representative Quotes:**

- “Yes, students retain more information when they have to write it down. The brain research from the keynote speaker proved this point.”
- “I believe there is value in both; however, the way students are able to mark up the text and make personal notes with personal color choices of pens, highlighters, or markings does not seem to compare to the limited use of annotating tools on the computer.”
- “A healthy balance of both provides a well-rounded educational experience, but as a teacher having the read-to-me feature helps support the struggling readers and allows them equitable access to the curriculum.”
- “Absolutely written material is better.”

**Summary Table of Most Common Themes**

Theme	% of Comments (approx.)	Example Sentiment/Quote
Distraction on screens	30%	“Easily distracted with screens.”
Better retention with print	40%	“Students retain more when they have to write it down.”
Decline in handwriting	15%	“Quality of penmanship has declined.”
Cheating/AI concerns	10%	“Digital assignments make student dishonesty very easy.”
Need for balance	10%	“A healthy balance of both provides a well-rounded experience.”
Health/eye strain	5%	“More students are wearing eye glasses at an earlier age.”

### Implications for District Leadership

- There is a strong staff consensus that printed materials remain essential for student learning, especially for younger grades and foundational skills.
  - Digital tools are valued, but staff see them as supplemental rather than primary for most learning tasks.
  - Staff recommend maintaining or increasing print resources, providing training on digital/print balance, and considering student health and academic integrity in policy decisions.
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## Question 23: What types of documents do you typically print using your school site copier or desktop printer?

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### Quantitative Summary: Most Commonly Printed Document Types

1. **Lesson Plans:** 75 mentions
  2. **Worksheets:** 55 mentions
  3. **Attendance Sheets/Rosters:** 48 mentions
  4. **Administrative Documents:** 39 mentions
  5. **Reports:** 32 mentions
  6. **Exams/Tests:** 31 mentions
  7. **Forms:** 29 mentions
  8. **Student Packets:** 23 mentions
  9. **Assignments:** 19 mentions
  10. **Sub Plans:** 18 mentions
  11. **IEP Documents:** 16 mentions
  12. **Newsletters:** 10 mentions
  13. **Quizzes:** 10 mentions
  14. **Articles:** 7 mentions
  15. **Parent Letters:** 3 mentions
  16. **Rubrics:** 2 mentions
  17. **Short Stories/Poems:** 2 mentions
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### Key Themes from Staff Feedback

#### 1. Instructional Materials

- **Lesson plans, worksheets, student packets, and assignments** are the most frequently printed items.
- This reflects a strong reliance on printed materials for daily classroom instruction and student engagement.

#### 2. Assessment Documents

- **Exams, tests, quizzes, and rubrics** are commonly printed, highlighting the importance of print for both formative and summative assessment.
- Teachers value the ability to distribute and collect assessments on paper for grading and feedback.

### 3. Administrative and Operational Use

- **Attendance sheets, rosters, forms, and administrative documents** are regularly printed for school operations, compliance, and record-keeping.
- Reports are also frequently mentioned, indicating ongoing needs for documentation and data tracking.

### 4. Special Education

- **IEP documents** and related materials are commonly printed, reflecting the need for compliance, individualized instruction, and communication with families and support staff.

### 5. Communication with Families

- **Newsletters and parent letters** are printed to keep families informed and engaged, especially for important updates, events, and student progress.

### 6. Creative and Enrichment Content

- Occasional mentions of **poems, short stories, and articles** show that print supports enrichment activities and creative assignments.

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### Notable Patterns

- **Multi-purpose Printing:** Many staff use printers for a mix of instructional, administrative, and communication needs.
- **Urgency and Flexibility:** Staff often print last-minute materials (e.g., sub plans, emergency worksheets) on-site for flexibility.
- **Collaboration:** Some responses mention printing for grade-level teams or sharing resources among colleagues.
- **Specialized Needs:** Special education and support staff print individualized materials, data sheets, and compliance documents.

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### Implications for District Leadership

- The high frequency of instructional and assessment printing underscores the ongoing need for reliable, accessible print resources at each site.
- Administrative and compliance printing is essential for smooth school operations and legal requirements.

- Communication materials remain important for family engagement, especially in elementary and special education settings.
- Supporting a variety of print needs—including creative and enrichment content—can enhance student experience and instructional quality.

### Question 27: We would like your input on any additional ideas for improving current processes related to the Print Services, Site Copiers and/or Desktop Printers at the District

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#### Key Themes from Staff Suggestions:

##### 1. Color Printing

- **Frequent requests for more access to color printers** at school sites and in classrooms.
  - Staff believe color printing enhances instructional materials and student engagement.
  - Example: “Need additional color printers.”
  - Example: “Color printers in classrooms :)”
  - Example: “Teacher access to color copies.”
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##### 2. Copy Quotas

- **Many staff are frustrated by strict copy limits** (e.g., 500 copies/month), especially in lower grades and special education.
  - Requests to increase quotas or allow unused copies to roll over.
  - Example: “We have been shortened by the amount of copies allowed and have less copiers at school.”
  - Example: “Allow for more copies for teachers at the school site to alleviate the print shop.”
  - Example: “The copy limit placed on teachers is ridiculous and often leads to teachers printing out of pocket at home or at an office supply store.”
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##### 3. Digital Submission & Process Modernization

- **Strong desire for digital/online print request forms** and the ability to submit jobs electronically.
- Suggestions for job tracking, cost estimates, and digital approval workflows.
- Example: “Is there a way to make the request forms digital?”
- Example: “Provide an online version of submitting materials.”

- Example: “Make district print forms digital! It would be SO much easier, faster, and efficient if print forms were digital.”
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#### 4. Training

- Requests for more training on how to use copiers, printers, and print shop services.
  - Example: “Years ago a representative from the company came and trained the staff on how to use the copier and I have never had an issue when the copier wasn't already broken.”
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#### 5. Communication

- Need for clearer communication about print policies, available services, and costs.
  - Desire for regular updates and transparency.
  - Example: “Continue to inform staff of difference in costs.”
  - Example: “Please notify us of the process more.”
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#### 6. Maintenance & Reliability

- Concerns about frequent copier breakdowns, slow repairs, and lack of spare toner.
  - Requests for more reliable machines and faster service.
  - Example: “The office copier is extremely slow and is out for repair often.”
  - Example: “We need more efficient copiers because we rely on them a lot.”
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#### 7. Cost and Budget

- Concerns about the cost of printing, especially for curriculum materials.
  - Requests for more district funding for printing needs.
  - Example: “To improve printing we need more funds dedicated to printing services.”
  - Example: “District should fund the copies for curriculum. It shouldn't have to come out of our budget from the school.”
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## 8. Policy Clarity

- Requests for clearer, more consistent print policies and guidance.
  - Example: “There is not clarity on how much funding we have or the cost of printing.”
  - Example: “Send yearly information to all staff on what qualifies and how to go about it.”
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## 9. Access to Printers

- Desire for more desktop printers in classrooms, especially for special education and high-need areas.
  - Example: “Each classroom should be equipped with a classroom printer.”
  - Example: “Please keep the printers!”
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## 10. Print Shop Services

- Praise for print shop staff and quality, but requests for faster turnaround, job tracking, and expanded services (e.g., laminating, binding).
  - Example: “The print shop is wonderful. They are super quick and the quality is amazing.”
  - Example: “I would love a way to check whether an order was received by print shop. If we're dreaming big, a job tracker would be amazing so I know if something was completed and when I can expect it.”
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## Notable Patterns

- **Digital modernization** (online forms, tracking, digital approvals) is the most common and actionable request.
  - **Color printing and copy quotas** are persistent pain points, especially in elementary and special education.
  - **Communication and training** gaps remain, despite generally positive feedback about print shop staff.
  - **Maintenance and reliability** of copiers are ongoing operational concerns.
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### Implications for District Leadership

- Staff are eager for process improvements that save time and reduce frustration.
  - Investing in digital workflows, color printing, and clearer communication will have a high impact.
  - Addressing copy quotas and maintenance issues will support instructional quality and staff morale.
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