**RESULTS OF**

**2017 COMMUNITY VALUES SURVEY**

PRESENTATION TO ISSAQUAH SCHOOL DISTRICT

AND IEA BARGAINING TEAMS

February 15, 2017

**CREATION OF THE COMMUNITY VALUES SURVEY**

For the last three rounds of contract negotiations, PTSA has conducted a survey of parents to ask what matters most to them in their schools, and has presented the results of the survey to the bargaining team prior to the start of negotiations. This year, PTSA decided to give a similar survey, with a few modifications. The most significant modifications were the compression of the response scale on the closed-ended questions, an opportunity for respondents to rank the Value Statements in order of importance to them, and the inclusion of a new Value Statement about social-emotional learning. The survey was conducted via SurveyMonkey between January 17 - February 6, 2017.

The Values Statements in the current survey are as follows:

* All students deserve access to qualified and effective teachers. It is important that all teachers have access to and are encouraged to take advantage of continuing education and professional development training.
* All students deserve equitable educational opportunities across the district including, but not limited to, educational resources, technology, and staff collaboration. It is important that the quality of an ISD education does not depend upon a student’s particular teacher or school assignment.
* All students deserve uninterrupted access to their assigned teachers. It is important for all teachers to have access to district and school level professional development training during non-student hours.
* Students and parents deserve to be treated as partners in the educational process. It is important for teachers to provide students and their parents with: (i) information about classroom expectations and academic assignments that affect student success, (ii) timely and actionable performance feedback, and (iii) regular opportunities for dialogue and collaboration.
* All students deserve to learn in a school environment that is safe, positive, and predictable. It is important that teachers support the social, emotional, and behavioral well-being of their students so those students feel safe and empowered to attempt an increasingly rigorous academic curriculum.

For each of these Values, the respondents were asked three questions with pre-selected response options: (i) whether they agreed with the Value (Yes, No), (ii) how important the Value was to them personally (Very Important, Moderately Important, Slightly Important, or Not Important), and (iii) how well they believed the Issaquah School District did in delivering the Value to its students (Very Well, Moderately Well, Not Very Well, or Poorly). Then respondents were asked two open-ended questions about the Value: (i) what is the single most important thing the ISD should continue to do or do differently to deliver the Value effectively to its students, and (ii) any additional comments they had about the Value.

**WHO RESPONDED TO THE SURVEY**

More than 1,150 parents, students, teachers and community members took the survey.

1. **Respondents By Identity**

The vast majority of the survey respondents—more than 80%—were parents in the District. Students and educators each represented about five percent of the total responses. The remainder of the respondents included community members and others.[[1]](#footnote-1)

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Parent | **80.81%** 943 |
| K-12 student in the Issaquah School District | **4.71%** 55 |
| Teacher or other staff member | **5.48%** 64 |
| Community member | **6.34%** 74 |
| Other (please specify) | **2.66%** 31 |
| **Total:** | **1,167**  **Skipped question: 6** |

The grade levels represented by the survey respondents (as the parents of students, students themselves, or as educators) were as follows:

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Elementary (K-5) | **38.35%** 742 |
| Middle (6-8) | **23.00%** 445 |
| High School (9-12) | **34.11%** 660 |
| Not applicable | **4.55%** 88 |
| **Total:** | **1,163[[2]](#footnote-2)**  **Skipped question:** **10** |

1. **Respondents By Geography**

The geographical distribution of the survey respondents was as follows:

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| South End: (Apollo, Briarwood, Maple Hills, Newcastle, Maywood MS, Liberty HS) | **14.64%** 170 |
| Central Corridor: (Clark, Cougar Ridge, Grand Ridge, Issaquah Valley, Sunny Hills-Issaquah HS feeder, Sunset, Issaquah MS, Pacific Cascade MS, Issaquah HS, Gibson Ek HS) | **55.81%** 648 |
| North End: (Cascade Ridge, Challenger, Creekside, Discovery, Endeavor, Sunny Hills-Skyline feeder, Beaver Lake MS, Pine Lake MS, Skyline HS) | **31.61%** 367 |
| **Total:** | **1,161**  **Skipped question: 12** |

**SUMMARY OF SURVEY RESPONSES**

In a change this year, the Survey’s final question asked respondents to rank the relative importance to them of the five Values Statements by marking them from #1 (Most Important) to #5 (Least Important). The Values Statement ranking, in descending order, is as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **Total** | **Score** |
| All students deserve to learn in a school environment that is safe, positive, and predictable. It is important that teachers support the social, emotional, and behavioral well-being of their students so those students feel safe and empowered to attempt an increasingly rigorous academic curriculum. | **38.44%**  316 | **22.14%**  182 | **17.76%**  146 | **11.44%**  94 | **10.22%**  84 | 822 | **3.67** |
| All students deserve access to qualified and effective teachers. It is important that all teachers have access to and are encouraged to take advantage of continuing education and professional development training. | **27.60%**  220 | **24.09%**  192 | **20.83%**  166 | **17.94%**  143 | **9.54%**  76 | 797 | **3.42** |
| All students deserve equitable educational opportunities across the district including, but not limited to, educational resources, technology, and staff collaboration. It is important that the quality of an ISD education does not depend upon a student’s particular teacher or school assignment. | **17.10%**  137 | **20.72%**  166 | **25.22%**  202 | **22.22%**  178 | **14.73%**  118 | 801 | **3.03** |
| Students and parents deserve to be treated as partners in the educational process. It is important for teachers to provide students and their parents with: (i) information about classroom expectations and academic assignments that affect student success, (ii) timely and actionable performance feedback, and (iii) regular opportunities for dialogue and collaboration. | **13.55%**  110 | **24.88%**  202 | **23.28%**  189 | **24.51%**  199 | **13.79%**  112 | 812 | **3.00** |
| All students deserve uninterrupted access to their assigned teachers. It is important for all teachers to have access to district and school level professional development training during non-student hours. | **4.10%**  33 | **8.82%**  71 | **13.17%**  106 | **22.48%**  181 | **51.43%**  414 | 805 | **1.92** |

For purposes of the following summary, we will discuss the Values Statements in their ranked order of Importance, not the order in which they appeared on the survey.

**VALUE STATEMENT #1**

*All students deserve to learn in a school environment that is safe, positive, and predictable. It is important that teachers support the social, emotional, and behavioral well-being of their students so those students feel safe and empowered to attempt an increasingly rigorous academic curriculum.*

1. **Do you agree with this statement?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Yes | **97.55%** 875 |
| No | **2.45%** 22 |
| **Total** | **897**  **Skipped question: 276** |

1. **How important is this Value to you?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very Important | **83.05%** 740 |
| Moderately Important | **14.03%** 125 |
| Slightly Important | **2.13%** 19 |
| Not Important | **0.79%** 7 |
| **Total** | **891**  **Skipped question: 282** |

1. **How well does the ISD deliver this Value to its students?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very well | **37.66%** 325 |
| Moderately well | **48.20%** 416 |
| Not very well | **11.24%** 97 |
| Poorly | **2.90%** 25 |
| **Total** | **863**  **Skipped question: 310** |

**SUMMARY OF COMMENTS TO VALUE STATEMENT #1**

**Parent/student/community comments (in descending order of frequency)**

* Social-emotional learning is critical and should be treated as a core competency. Many commenters pointed out that a student’s social-emotional skills are more predictive of future success than their academic skills.
* Class sizes are an obstacle to teachers being able to know and adequately support their students. Many commenters cited the need for additional counselors, nurses, student support coaches, drug/alcohol counselors, resource officers, and mental health professionals at the middle and high school levels.
* Educators should be trained in emotional intelligence, sensitivity, and ability to interact positively with children of differing backgrounds, abilities and interests. They should model kindness and be respectful of the diverse community that they serve, which includes a wide range of social and political viewpoints and family values.
* Allow teachers to remove violent or extremely disruptive students from their classrooms.
* Increasingly rigorous academic curriculum is putting too much strain on students. Too much homework is being assigned. Teachers should better coordinate student workloads.
* Schools events such as “Kindness Week,” Houston Kraft assembly, and school-wide positive reinforcement systems (e.g., Shazam, Coyote Coins) were appreciated.
* Problem areas mentioned repeatedly include lack of adult supervision on school playgrounds and buses.

**Educator comments (in descending order of frequency)**

* Provide support to teachers (EAs, specialists, etc.) when they have students with significant social, emotional or behavioral issues in their classrooms.
* PBSES and Second Step curriculums are very valuable and full implementation should be mandatory in all schools, not left up to the discretion of the school administrators.
* Increasingly rigorous academic curriculum is putting too much strain on students. Too much homework is being assigned.

**VALUE STATEMENT #2**

*All students deserve access to qualified and effective teachers. It is important that all teachers have access to and are encouraged to take advantage of continuing education and professional development training.*

1. **Do you agree with this statement?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Yes | **98.78%** 1,055 |
| No | **1.22%** 13 |
| **Total** | **1,068**  **Skipped Question: 105** |

1. **How important is this Value to you?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very Important | **79.32%** 844 |
| Moderately Important | **18.80%** 200 |
| Slightly Important | **1.50%** 16 |
| Not Important | **0.38%** 4 |
| **Total** | **1,064**  **Skipped question: 109** |

1. **How well does the ISD deliver this Value to its students?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very well | **35.23%** 359 |
| Moderately well | **56.82%** 579 |
| Not very well | **6.87%** 70 |
| Poorly | **1.08%** 11 |
| **Total** | **1,019**  **Skipped question: 154** |

**SUMMARY OF COMMENTS TO VALUE STATEMENT #2**

**Parent/student/community comments (in descending order of frequency)**

* Parents overwhelmingly recognize the value of continued education and training for staff. They want all staff members to have access to and take advantage of this training.
* Are in favor of a strong mentorship program for new teachers and collaboration opportunities for all staff.
* Provide a balance of mandatory requirements and optional training opportunities. Provide choices or ask staff what training they want or need.
* Want to know there is an evaluation process in place to ensure training is valuable, is being utilized in the classroom, and improving teaching practices.
* Parents believe all training should be free or reimbursable and staff should also have financial support for continuing their own education.
* Focus on training that is based on student needs and increasing access to educational opportunities.
* The quality of substitute teachers is a major concern and trainings should not take place during the school day if possible.

**Educator comments (in descending order of frequency)**

* Concern for compensation and more time set aside for training was the top comment.
* Teachers emphasized the need for all staff to have access to training and community building opportunities. Training should be applicable to what they are currently teaching, and broaden skills to reach all children. Topics requested: technology, communication, and relational skills.
* They want more opportunities throughout the entire calendar year and multiple/varied options such as online, out of district conferences, and district level trainings.
* Staff would also like for the community to be aware of the trainings.

**VALUE STATEMENT #3**

*All students deserve equitable educational opportunities across the district including, but not limited to, educational resources, technology, and staff collaboration. It is important that the quality of an ISD education does not depend upon a student’s particular teacher or school assignment.*

1. **Do you agree with this statement?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Yes | **95.04%** 934 |
| No | **4.06%** 45 |
| **Total** | **979**  **Skipped Question: 194** |

1. **How important is this Value to you?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very Important | **73.97%** 719 |
| Moderately Important | **20.99%** 204 |
| Slightly Important | **3.91%** 38 |
| Not Important | **1.13%** 11 |
| **Total** | **972**  **Skipped question: 201** |

1. **How well does the ISD deliver this Value to its students?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very well | **23.44%** 218 |
| Moderately well | **60.54%** 563 |
| Not very well | **12.80%** 119 |
| Poorly | **3.23%** 30 |
| **Total** | **930**  **Skipped question: 243** |

**SUMMARY OF COMMENTS TO VALUE STATEMENT #3**

**Parent/student/community comments (in descending order of frequency)**

* Staff collaboration is recognized as one of the most important factors determining the delivery of equitable education across the district and between classes and grade levels in the same building. It is important that the same curriculum materials are covered, and educators have the ability to adjust those materials to meet the needs of, as well as challenge, the individual students in their classrooms.
* Consistency in homework and class assignments is a noticeable concern both in amount and level of difficulty between staff who teach the same grades and subjects.
* Many respondents recognized the fact that many factors determined a student’s success in a classroom, but nothing is more influential than the teacher. Although parents want consistency between the classes, they also appreciate individual teaching styles and creativity.
* Access to technology and STEM opportunities should be more available across the district and not dependent upon school location or acceptance into a particular program. Additional resources need to be made available for students with limited access to technology at home.
* Class size is a contributing factor in determining if education is provided equitably to all students. Large classes inhibit a teacher’s ability to meet the needs of all students (ELL, Special Education, 504, including average students who are ignored when the needs of others are high).

**Educator comments (in descending order of frequency)**

* All classrooms across the district should have access to more/the same technology.
* Staff members want to be fairly evaluated and provided with meaningful feedback. They want to be valued for their skills and held accountable for their teaching practices.
* Class sizes are an impediment to ensuring all students receive the same/appropriate educational opportunities.

**VALUE STATEMENT #4**

*Students and parents deserve to be treated as partners in the educational process. It is important for teachers to provide students and their parents with: (i) information about classroom expectations and academic assignments that affect student success, (ii) timely and actionable performance feedback, and (iii) regular opportunities for dialogue and collaboration.*

1. **Do you agree with this statement?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Yes | **98.69%** 902 |
| No | **1.31%** 12 |
| **Total** | **914**  **Skipped Question: 259** |

1. **How important is this Value to you?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very Important | **83.70%** 765 |
| Moderately Important | **13.68%** 125 |
| Slightly Important | **2.08%** 19 |
| Not Important | **0.55%**  5 |
| **Total** | **914**  **Skipped question: 259** |

1. **How well does the ISD deliver this Value to its students?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very well | **31.61%** 282 |
| Moderately well | **49.10%** 438 |
| Not very well | **14.57%** 130 |
| Poorly | **4.71%** 42 |
| **Total** | **892**  **Skipped question: 281** |

**SUMMARY OF COMMENTS TO VALUE STATEMENT #4**

**Parent/student/community comments (in descending order of frequency)**

* Consistency was a major theme of the comments—many teachers communicate really well and others, not so much.
* Current Skyward gradebook update requirement is inadequate for parents/students, who want performance feedback much more quickly (many mentioned a one-week turnaround). Homework also should be returned promptly with not just a grade, but also feedback about how to improve performance.
* More frequent opportunities to conference/meet with teachers. Elementary school parent-teacher conferences should be increased to 30 minutes and should occur twice per year. Middle and high school parents would like to have teacher conferences. Add second semester parent night at the high schools because so many students switch at least some classes at the semester.
* A single, consistent access point for school information. There are many ways that parents and students can access school information (teacher websites, calendars, Skyward, emails, newsletters, e-News, etc.) but finding information in so many places is exhausting and confusing. Standardize and modernize teacher and school websites. Too much irrelevant information in school and ISD emails.
* Elementary report cards need more clarity, with constructive, meaningful feedback.
* Reduce class sizes.
* Address under-performing teachers, survey students/parents about teacher performance at least annually.

**Educator comments (in descending order of frequency)**

* Workload impacts ability to partner and communicate with parents/students. Frustrating when so few parents even open teacher newsletters/emails.
* Reduce class sizes.
* Increase pay and more prep time to communicate.
* Parents expect teachers to be available at all hours and on the weekends. Teachers would like more boundaries.

**VALUE STATEMENT #5**

*All students deserve uninterrupted access to their assigned teachers. It is important for all teachers to have access to district and school level professional development training during non-student hours.*

1. **Do you agree with this statement?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Yes | **81.33%** 758 |
| No | **18.67%** 174 |
| **Total** | **932**  **Skipped Question: 241** |

1. **How important is this Value to you?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very Important | **46.04%** 424 |
| Moderately Important | **32.25%** 297 |
| Slightly Important | **14.88%** 137 |
| Not Important | **6.84%** 63 |
| **Total** | **921**  **Skipped question: 252** |

1. **How well does the ISD deliver this Value to its students?**

|  |  |
| --- | --- |
| **Answer Choices** | **Responses** |
| Very well | **23.92%** 199 |
| Moderately well | **60.54%** 495 |
| Not very well | **12.80%** 112 |
| Poorly | **3.23%** 26 |
| **Total** | **832**  **Skipped question: 341** |

**SUMMARY OF COMMENTS TO VALUE STATEMENT #5**

**Parent/student/community comments (in descending order of frequency)**

* Professional development training (“PDT”) is essential and important, but shouldn’t come at the cost of consistent teaching the classroom. Parents had reservations about the quality of learning when the regular teacher is away from the classroom. Many noted the shortage of qualified substitutes.
* Many expressed a preference for teacher work days over having substitutes in the classroom. Several suggested eliminating 2nd Winter Break and distributing those days throughout the school year as teacher work days.
* Training should happen outside of class time. PDT should take place only during summer months and teacher work days. Teachers should receive extra pay to encourage them to attend PDT outside of school hours.
* Some questioned why teacher work days have crept back into the calendar when the ISD already has half-day Wednesdays. Eliminate the different Wednesday schedule and combine that time into teacher work days.
* Parents would like more information about the trainings that teachers attend. Parents who are more knowledgeable about the purposes of PDT are more supportive of the teacher being out of the classroom.

**Educator comments (in descending order of frequency)**

* Educator comments overwhelmingly supported the idea of ongoing professional development. Packing in all training before the year starts is not effective because information is forgotten and enthusiasm is lost over time.
* Teacher time and workload should be valued. Some expressed the opinion that PDT should occur mostly outside the school day, while others noted that some of the best PDT—observing highly-effective teachers in the classroom—must take place during school hours. Either way, there should be pay/salary incentives to attend training.
* A separate teacher work day is preferable to being asked to attend PDT immediately after teaching all day.
* A few teachers expressed concern with the quality of substitutes hired to teach for them when they are attending PDT. One noted that ISD pays substitutes less than neighboring districts and thus may lose out on the most qualified substitutes.
* Ample time should be provided for collaboration. Wednesday half-days are very useful for this.
* Have Lead teachers hold short classes after school hours in the same building.
* Several commenters expressed concern about the limitations placed on their use of Wednesday half-days for PDT.
* Teachers would like to be paid to attend PDT in August when they are “re-charged and ready to go back in the classroom!”

1. This category was comprised primarily of dual-status respondents (e.g., parents who were also staff members). [↑](#footnote-ref-1)
2. The total number of children represented at all grade levels (1,935) exceeds the total number of survey respondents (1,163) because parents were asked to combine in one survey their responses for all of their children enrolled in the ISD. [↑](#footnote-ref-2)