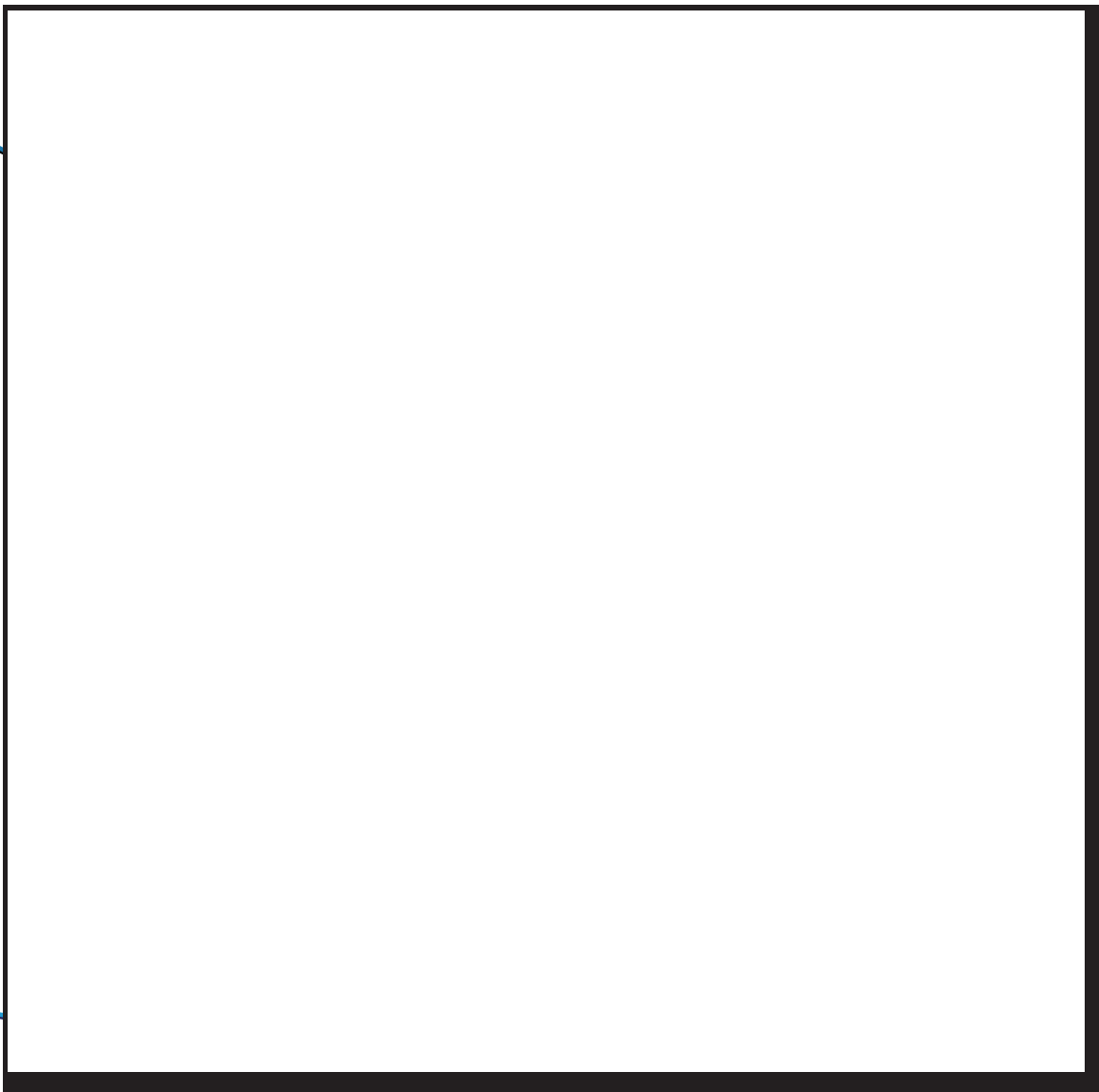


Blue Valley School District

2017-2018 Customer Assessment
Final Report



April 9, 2018

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Introduction

In late January through mid-February 2018, a 10-minute telephone study was conducted with 300 randomly selected adults who lived within the boundaries of the Blue Valley School District. While many demographic and geographic data points were collected, the only quota item was that 200 of the 300 had to have school-age children and 100 did not.

The introductory questions (which collected much of the demographic information) had the following highlights:

- Of the 200 families with school-age children, 82% send their children to school in the district, 18% said that they send them to private or parochial school, and 1% said they home-schooled. Twenty of the 37 who do not send their children to a Blue Valley district school said they preferred a religious-based school, while 12 said they believe their child gets a better education in private school.
- Within the 200 families, 47% had a high school student, 42% had an elementary school student and 38% had a middle school student.
- All 300 participants were asked if they had a child (or children) who had not reached school age, and 4% said that that was the case in their household. The total survey group also had 35% of the respondents who said they had a graduate from the district in their family. This second data component does not come as a surprise, considering the long residency status seen later in the survey.

The balance of this report (after these introductory demographic questions) consists of a series of findings, discussion of each of those findings, and all the appropriate questions, answers and cross-tabulations. A brief summary closes the report.

1. Thank you. First of all, are you the (MALE/FEMALE) head of your household?

Response	Percentage
Yes, female	53%
Yes, male	47%

2. Do you live within the boundaries of the Blue Valley School District? A “Yes” answer was required to participate.

3. Do you have children in your family who are school age? The quota was 200 “Yes” answers and 100 “No” answers. If a respondent’s quota group was full when he or she was contacted, he or she was thanked, and the call was terminated.

4. Do your children attend public school in the Blue Valley School District, private or parochial school, are they home-schooled, some combination of these, or something else? Asked only of the 200 respondents who answered question 3, “Yes.” Respondents were permitted to select more than one response, if it applied to their situation, although none did. Those who answered either “Private or parochial school” or “Home-school” were asked question 5. All others skipped to question 6.

Response	Percentage
Public school in the Blue Valley School District	82%
Private or parochial school	18%
Home-school	1%

5. Why do you choose to not send your children to the Blue Valley School District? Asked only of the 37 respondents who answered, “Private or parochial school” or “Home-school” on question 4. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.

Response	Number
Prefer religious-based school	20
Get a better education in private school	12
Other (see below)	5

Verbatim “other” comments

I can do a better job than schools.

BV has a great reputation, so our children are around well-educated peers, but we prefer them going to parochial school.

I would like my children to have religion included in education, and I think there is more personal attention from teachers.

I like my child to have one-on-one instruction.

They get funding from the school district, but I decided to put them in parochial school for a better education and Special Needs.

6. Do you have children who are of elementary school age? *Questions 6-8 were asked of all 200 respondents with school-age children.*

Response	Percentage
Yes	42%
No	59%

7. Middle school age?

Response	Percentage
Yes	38%
No	62%

8. High school age?

Response	Percentage
Yes	47%
No	53%

9. Do you have any children who are not yet school age? *Questions 9 and 10 were asked of all 300 survey participants.*

Response	Percentage
Yes	4%
No	96%

10. Do you have any children who have graduated from the Blue Valley School District?

Response	Percentage
Yes	35%
No	65%

Finding 1: Twelve of 13 different people, program, facility and district/patron relationship factors – plus the district’s overall performance – received a grade of B” or better (or the statistical equivalent of a “B”) on the traditional A-F grading scale. Analyzed a different way, the number of factors that received either an “A” or “B” was extremely strong.

The survey began in earnest by presenting respondents with 13 different people, program, facility and district/patron relationship factors and asking them to assign a letter grade to each one – A, B, C, D or F. (“Don’t know” was available, and recorded, if mentioned by the respondent, but it was not offered as an answer choice.)

All of the grades from all of the factors are displayed below. But to simplify the analysis, a 5-point weighted scale was also applied.

In this scale, each grade of “A” is worth 5 points, down to each grade of “F” being worth 1 point. The points are totaled and then divided by the number of respondents who offered a grade (rather than saying, “Don’t know”) to arrive at a single number.

Recognizing the impossibility of getting a 5.00 (because everyone would have to say, “A”), a “B” is the dividing line between answers of strength and areas that may need attention. Taking into account the 5% Margin of Error, a score as low as 3.80 is still a “B,” statistically speaking.

The district scored extremely well in this exercise, as 12 of the 13 factors (plus the district’s overall performance) scored a “B” or better. Those at the top of the list – where it is very rare to see a district with one score above 4.50, let alone three – included the following:

- The quality of the district’s school buildings – 4.79
- The district’s teachers – 4.65
- The quality of education provided by the district – 4.52
- How well the district prepares students to be college-ready – 4.44
- Overall grade – 4.35
- The administrators – 4.33

The one factor that scored below a 3.80 was “How well the district prepares students to be ready for life skills that are necessary for adults,” which earned a 3.53.

The term “life skills” is becoming quite popular among respondents in districts of all shapes and sizes. Typically, what is meant includes the ability to balance a checkbook, understand loan documentation, apply for a credit card, and rent and manage a place of residence – the core aspects of being an adult. As such, it is not overly surprising to see this be lower on the scale, even in a district with Blue Valley’s history and reputation.

To see if any demographic or geographic factors had an impact on the respondents' views, a cross-tabulation analysis was conducted.

Typically – given the varying number of respondents in each subgroup – it is recommended that *trends* be the focus of the study of a set of cross-tabulations, rather than individual numbers. However, in this case, there are no trends available, as only one factor was studied. As such, the range of responses was evaluated.

The lowest was 3.31 among the 45 respondents who lived north of 135th and west of Metcalf, while the high was 3.79 within the group of 44 individuals who lived south of 135th and east of Metcalf. These are both relatively small groups, so it is important to note that most of the results were in the 3.40s or 3.50s. None of these are particularly good scores, but neither are they eyebrow-raising. They simply make the point that parents are somewhat concerned about this issue.

In terms of the combined A/B scores, those are listed on the chart on page 12 and mostly mirror the 5-point weighted scale results. In places where they don't seem to line up, it will be important for the reader to look back at the individual question. A low A/B score may have been impacted by a higher than average number of "Don't know" responses. (The 5-point weighted scale scores filter those out to showcase only the opinions of those who expressed one on a particular topic.)

And the final analysis in this section is the identification of Patron Hot Buttons, which are the factors that received a grade (rather than a response of "Don't know") from at least 81% of the respondents. These are the factors that are thought of first, when the district comes to mind.

For the Blue Valley School District, all 13 factors achieved this status, which suggests a very engaged community and is probably not a surprise to the readers of this report.

All questions with percentages may add to more or less than 100%, due to rounding. Each verbatim comment displayed in this report is one comment, from one person. Had it been indicative of a trend, it would have appeared in enough quantity to be displayed in the chart associated with the question.

As you know, children in school are usually given a letter grade to reflect the quality of their work. These grades are typically A, B, C, D or F. Based on what you know or what you may have heard from others about the Blue Valley School District, what grade would you give the district on the following? *Questions 11 through 23 were rotated to eliminate order bias.*

11. The district’s teachers

Response	Percentage
A	70%
B	26%
C	2%
D	1%
F	<1%
Don’t know (not read)	1%

12. The administrators

Response	Percentage
A	46%
B	27%
C	9%
D	2%
F	2%
Don’t know (not read)	15%

13. The Blue Valley Board of Education

Response	Percentage
A	34%
B	31%
C	10%
D	4%
F	3%
Don’t know (not read)	19%

14. The quality of education provided by the district

Response	Percentage
A	61%
B	28%
C	8%
D	1%
F	0%
Don't know (not read)	2%

15. The value received by patrons for the tax dollars invested in the district

Response	Percentage
A	45%
B	37%
C	12%
D	1%
F	3%
Don't know (not read)	1%

16. How well the district prepares students to be college-ready

Response	Percentage
A	57%
B	29%
C	6%
D	2%
F	2%
Don't know (not read)	4%

17. How well the district prepares students to be career-ready

Response	Percentage
A	32%
B	38%
C	14%
D	12%
F	1%
Don't know (not read)	4%

18. How well the district prepares students to be ready for life skills that are necessary for adults

Response	Percentage
A	18%
B	34%
C	23%
D	17%
F	2%
Don't know (not read)	7%

19. The quality of the district's school buildings

Response	Percentage
A	81%
B	16%
C	3%
D	0%
F	0%
Don't know (not read)	1%

20. The safety and security of the students in the district's school buildings

Response	Percentage
A	42%
B	41%
C	15%
D	0%
F	1%
Don't know (not read)	1%

21. The district's responsiveness to patron concerns

Response	Percentage
A	36%
B	28%
C	21%
D	1%
F	2%
Don't know (not read)	12%

22. The district's efforts to involve citizens in decision-making

Response	Percentage
A	25%
B	39%
C	19%
D	1%
F	3%
Don't know (not read)	13%

23. The district’s efforts to make certain its students are good citizens

Response	Percentage
A	30%
B	32%
C	16%
D	2%
F	0%
Don’t know (not read)	19%

24. Overall, what grade would you give the Blue Valley School District?

Response	Percentage
A	44%
B	48%
C	6%
D	1%
F	<1%
Don’t know (not read)	0%

Cross-tabulation: 5-point weighted scale ratings for the graded factors. A grade as low as 3.80 is still the statistical equivalent of a “B,” because of the Margin of Error.

Graded factor	5-point weighted scale rating	Combined “A/B” percentage
The quality of the district’s school buildings	4.79	97%
The district’s teachers	4.65	96%
The quality of education provided by the district	4.52	89%
How well the district prepares students to be college-ready	4.44	86%
Overall grade	4.35	92%
The administrators	4.33	73%
The safety and security of the students in the district’s school buildings	4.25	83%
The value received by patrons for the tax dollars invested in the district	4.23	82%
The district’s efforts to make certain its students are good citizens	4.12	62%
The Blue Valley Board of Education	4.10	65%
The district’s responsiveness to patron concerns	4.08	64%
The district’s efforts to involve citizens in decision-making	3.93	64%
How well the district prepares students to be career-ready	3.91	70%
How well the district prepares student to be ready for life skills that are necessary for adults	3.53	52%

Cross-tabulation: 5-point weighted scale score for the one factor that scored below 3.80 by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses.

Factor	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
How well the district prepares student to be ready for life skills that are necessary for adults	3.53	3.55	3.63	3.41	3.42	3.51	3.56	3.42	3.65

Cross-tabulation: 5-point weighted scale score for the one factor that scored below 3.80 by location of the respondents’ residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group.

Factor	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
How well the district prepares student to be ready for life skills that are necessary for adults	3.53	3.53	3.79	3.48	3.60	3.31	3.57	3.47

Finding 2: The district’s “Strong academics/curriculum,” “Good reputation,” “Community support/money” and “High graduation rate” were the most frequently mentioned strengths in an open-ended question posed to respondents. A similar open-ended question on areas needing improvement had answers that were led by “Don’t know,” followed by “Too political/cliqey,” “Improve communication” and “Drug/alcohol use by students.”

The evaluation section closed with matching open-ended questions asking respondents for their thoughts on the district’s strengths and on areas where it needed to improve.

All the responses were coded, meaning that common words, phrases and ideas were gathered together to provide a clearer understanding of the most frequently held opinions. In doing so, the leaders among the areas of strength were:

- Strong academics/curriculum – 76 mentions
- Good reputation – 64 mentions
- Community support/money – 42 mentions
- High graduation rate – 40
- Quality teachers – 29
- Facilities – 18

Considering that teachers and facilities were the two highest scores on the grading exercise and a bit down the list here, one can likely assume that part of that has to do with the feeling that the respondent had to come up with something in addition to what he or she had already stated.

On the negative side, it is always good to see “Don’t know” at the top to the list (in this case, with 73 mentions), because it means that the typical resident isn’t sitting around stewing over an issue.

Below that on the list were:

- Too political/cliqey – 65 mentions
- Improve communication – 54 mentions
- Drug/alcohol use by students – 34 mentions
- Reduce class sizes – 29 mentions

After each question is a series of verbatim comments, which are either one-off comments, have two or more ideas in the same comment, or simply didn't appear in enough quantity to make their way onto the chart associated with the question. Remember, as stated above, each is one comment, by one person and reflects his or her perceptions, but it is not indicative of a commonly held opinion.

25. What would you say are the strengths of the Blue Valley School District? *Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Strong academics/curriculum	76
Good reputation	64
Community support/money	42
High graduation rate	40
Other (see below)	31
Quality teachers	29
Facilities	18

Verbatim “other” comments

Kids are prepared well for college and an administration that knows how to run a successful district.

Good tax base of families with lots of money. The best is provided to the students.

Good teachers, wonderful curriculum. Care for all students is the same.

Working with gifted children.

Listening to patrons. Facilities are outstanding. Administrators have a good understanding of the student population.

All care about providing the best education possible.

I don't know.

They provide a good education. At the top of their class.

No comment.

Reputation is high, but it has become pretty cliquey and easy to not be included.

It doesn't get much better overall.

I don't know.

I have heard good things about this district, so we wanted to move here.

Strong education and preparation for college.

Strong preparation for graduation.

They've got a lot of money.

Students are, for the most part, very intelligent and dedicated.

How teachers teach students, such as how to study and get ready for college.

They are on the cutting edge in education.

Well-ordered school. Quality of teachers, quality of students. Seems like everyone gets along.

The facilities. The teachers, quality of education and the variety of the curriculum.

The facilities, such as the high school and middle school. The access to all technology available.

They are very determined to achieve their future goals. They don't want anybody to be left behind.

Prepare students well for college. They give a lot of help.

Advanced Placement classes for college students.

The level of education and the community focus.

I think they have a good gifted program and they have wonderful teachers and facilities.

Academic preparation. Attention to gifted, handicapped. Goals focused on quality.

It does try to provide a good education for the kids.

A lot of money.

Besides providing a good education, they have support from the community volunteering and donating for programs.

26. What are the areas that need improvement? *Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know	73
Too political/cliqey	65
Improve communication	54
Drug/alcohol use by students	34
Reduce class sizes	29
Other (see below)	28
More programs for the average student	17

Verbatim “other” comments

None. Doing fine.

Acknowledge that not all kids are college-bound. Lighten up on AP education.

Too much emphasis today in testing and not teaching real life skills.

Administration.

The administration needs to listen to the parents more.

A lot of money is spent unnecessarily. Every kid does not need everything. They can share.

Seems to have issues with drugs, such as cocaine and pot. Lots of money available to buy whatever.

Those with wealth are those that make policy.

Working with diverse groups.

Facilities.

Although the district has a great reputation, there are more and more students that could use vo-tech programs, and they are not available now.

Bullying against those not considered “popular” is increasing.

Education. Readiness for real life. Good citizens.

School requirement to meet with the counselor for discussions at the high school.

Need more communication – student to student – more bulletin boards.

Don’t allow students to be bullied. Don’t allow parents to purchase their position on the athletic team.

Too politically correct.

Most kids in this school district are out of touch with reality.

Coordination of teachers of work assignments and homework with students, when having a full load.

Financial.

Make the teachers’ interactions with students both book- and street-smart.

Be more transparent than they think they are. Be more forthcoming with everything they do regarding teachers and facilities.

The security. Implement ways to have metal detectors and surveillance on every door.

They place too much emphasis on functioning like a business, instead of a school district.

I think that a lot of kids who are not gifted get lost in the cracks.

Career component. Practical skills, basic needs.

There are way too many pupils per teacher.

Working with Special Needs kids.

Cross-tabulation: Most frequently mentioned district strengths by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses. Also, answers are displayed in percentages, rather than numbers.

Strength	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
Strong academics/curriculum	25%	27%	27%	26%	30%	25%	24%	26%	25%
Good reputation	21%	14%	19%	30%	16%	20%	23%	24%	18%
Community support/money	14%	14%	13%	18%	14%	13%	15%	15%	13%
High graduation rate	13%	10%	15%	12%	16%	19%	10%	13%	13%
Quality teachers	10%	12%	11%	10%	7%	7%	12%	8%	11%
Facilities	6%	4%	6%	3%	5%	8%	5%	6%	6%

Cross-tabulation: Most frequently mentioned district strengths by location of the respondent’s residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group. Also, answers are displayed in percentages, rather than numbers.

Strength	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
Strong academics/curriculum	25%	30%	25%	23%	23%	38%	22%	29%
Good reputation	21%	30%	18%	17%	23%	33%	21%	21%
Community support/money	14%	25%	9%	17%	14%	11%	14%	14%
High graduation rate	13%	10%	18%	13%	17%	9%	12%	15%
Quality teachers	10%	0%	14%	10%	8%	11%	12%	7%
Facilities	6%	5%	7%	6%	3%	9%	6%	7%

Cross-tabulation: Most frequently mentioned district areas needing improvement by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses. Also, answers are displayed in percentages, rather than numbers.

Area needing improvement	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
Don't know	24%	25%	24%	23%	16%	29%	24%	25%	23%
Too political/cliquery	22%	17%	26%	24%	19%	21%	23%	20%	23%
Improve communication	18%	18%	18%	18%	23%	18%	17%	19%	17%
Drug/alcohol use by students	11%	10%	9%	13%	14%	9%	12%	12%	11%
Reduce class sizes	10%	10%	8%	11%	7%	12%	9%	8%	12%
More programs for the average student	6%	5%	5%	7%	9%	6%	5%	8%	4%

Cross-tabulation: Most frequently mentioned district areas needing improvement by location of the respondent's residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group. Also, answers are displayed in percentages, rather than numbers.

Area needing improvement	Overall score	S/167th (n=20)	S/135th and E./Metcalf (n=44)	S/135th and W./Metcalf (n=127)	N/135th and E./Metcalf (n=64)	N/135th and W./Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
Don't know	24%	20%	34%	22%	19%	36%	25%	24%
Too political/cliquery	22%	30%	23%	20%	28%	16%	22%	21%
Improve communication	18%	5%	14%	20%	20%	22%	18%	18%
Drug/alcohol use by students	11%	15%	2%	13%	11%	18%	12%	11%
Reduce class sizes	10%	10%	7%	8%	14%	13%	11%	8%
More programs for the average student	6%	10%	7%	6%	3%	7%	6%	5%

Finding 3: Funding issues, the influence of social media on students, and safety were the “biggest challenges facing the Blue Valley School District” as identified by survey participants.

A third closed-ended question asked respondents to name what they considered to be the biggest challenges facing the school district today.

As with the two previous questions, responses were coded, based on common words, phrases and ideas, and those at the top of the list were as follows:

- Funding programs/budget – 80 mentions
- Influence of social media on students – 49 mentions
- Safety/security – 47 mentions
- Don’t know – 44 mentions
- Drugs/alcohol – 24 mentions

The “funding” one is a twist on the typical answer for most school districts. Usually, the comment is in regard to the district’s need to be more frugal. In this case, it would appear that it is about being suitably funded – not a surprise in a district within whose boundaries is an advocacy group called, “Stand up Blue Valley.”

And the social media one is the first mention of an idea that will be echoed later in this survey.

27. What do you think are the biggest challenges facing the Blue Valley School District today? *Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Funding programs/budget	80
Influence of social media on students	49
Safety/security	47
Don’t know	44
Drugs/alcohol	24
Other (see below)	23
Managing growth	18
Managing parent expectations/demands	15

Verbatim “other” comments

Teaching spoiled kids to listen and understand the real world.

Continue to keep up with the times.

Working with average students.

Mental health and recognizing the problem.

Better leadership in the School Board.

Everything is publicized. Kids need to know that once it’s out there, it doesn’t go away.

Drugs are a huge one and keeping the children safe.

Paying teachers a better salary.

Classrooms are getting fuller and the children are more selfish.

The reputation may be good, but the quality of education is decreasing.

Weak leadership.

Leadership. You got to start somewhere; you might as well start at the top.

Speed at which business and industry are changing.

Stay clear of political corrections. See how the real world works.

The number of teen suicides has risen. I’m not sure if there is a need for counseling.

The State of Kansas and the current legislature in the State of Kansas.

Lack of funds. Not enough federal support to achieve certain goals.

The biggest challenge is following the backward policies the State of Kansas seems to find important.

Meeting the needs of the middle child; unique problems.

Teaching diversity, hiring quality teachers and managing parents.

Hiring quality teachers that can handle a changing student body.

Overcrowding.

Poor administration.

Cross-tabulation: Most frequently mentioned biggest challenges for the district by age, length of time living in the district and gender.
Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses. Also, answers are displayed in percentages, rather than numbers.

Biggest challenges	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
Funding programs/budget	27%	25%	28%	27%	16%	31%	27%	29%	24%
Safety/security	16%	17%	11%	14%	14%	15%	16%	13%	19%
Influence of social media on students	16%	14%	20%	17%	21%	15%	16%	16%	16%
Don't know	15%	9%	14%	23%	21%	16%	12%	14%	16%
Drugs/alcohol	8%	8%	11%	4%	12%	6%	8%	9%	7%
Managing growth	6%	5%	4%	9%	7%	5%	6%	6%	6%
Managing parent expectations/demands	5%	6%	6%	4%	5%	6%	5%	6%	4%

Cross-tabulation: Most frequently mentioned biggest challenges for the district by location of the respondent’s residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group. Also, answers are displayed in percentages, rather than numbers.

Biggest challenges	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
Funding programs/budget	27%	20%	30%	28%	22%	33%	27%	26%
Safety/security	16%	20%	18%	11%	17%	22%	17%	14%
Influence of social media on students	16%	15%	14%	17%	16%	22%	19%	13%
Don't know	15%	25%	14%	13%	17%	16%	17%	12%
Drugs/alcohol	8%	15%	14%	8%	8%	2%	6%	11%
Managing growth	6%	0%	5%	6%	6%	11%	5%	7%
Managing parent expectations/demands	5%	5%	5%	4%	8%	7%	4%	7%

Finding 4: Close to half (46%) of the survey participants think that the schools in the Blue Valley School District have improved over the past five years, while 35% believe they have “stayed the same” and 18% think they have “gotten worse.” In terms of academic standards, almost three-fourths of the participants continue to believe they are “about right.”

In any question where there is one positive answer, one neutral answer and one negative answer, the typical answer pattern is bell-shaped, with the somewhat non-committal, neutral answer usually being the most frequent vote getter and the other two answers dividing up the balance in some way.

Such was not the case, however, in this survey’s question about how schools in the Blue Valley District have changed in the past five years.

A very strong 46% said they had improved, 35% said they had stayed the same, 18% said they had gotten worse and 1% said, “Don’t know.”

Interestingly, in the 2015 study, the breakdown was 24%/49%/7%/19%. Going from 19% “Don’t know” on one survey to 1% on the next – and having “Improved” be the top choice – shows a strong communications effort to demonstrate what is taking place in the schools.

The cross-tabulations showed four groups where at least 50% of the members of that group said that the district had improved, and only one group (the 20 individuals who lived south of 167th Street) who had “stayed the same” as their top choice.

The “academic standards” question is always interesting, because it speaks much more to the respondent’s perception than it does to actual research conducted by that individual about how the standards compare to others in the area, statewide or nationwide.

This year, 9% said the standards were “too high,” compared to just 1% in 2015. However, the results for “too low” were almost identical, with 14% this year and 15% in 2015, as were the “Don’t know” scores.

In the cross-tabulations on this topic, the “too high” scores ranged from 4% up to 12%, while the “too low” scores ran from 2% to 20%.

And in the most unsurprising data of the survey, 98% said they believed that the quality of the Blue Valley School District positively impacts economic development and property values either “Very much so” or “Somewhat.” In 2015, the result was 97%.

28. In the past five years, do you think that schools in the Blue Valley School District have...? Choices were read to respondents.

Response	Percentage/2017-2018	Percentage/2015
Improved	46%	24%
Stayed the same	35%	49%
Gotten worse	18%	7%
Don't know (not read)	1%	19%

29. Do you think that the district's academic standards are...? Choices were read to respondents.

Response	Percentage/2017-2018	Percentage/2015
Too high	9%	1%
About right	71%	76%
Too low	14%	15%
Don't know (not read)	7%	8%

30. How much do you think the quality of the Blue Valley School District positively impacts economic development and property values in the district? Would you say...? Choices were read to respondents.

Response	Percentage/2017-2018	Percentage/2015
Very much so	60%	83%
Somewhat	38%	14%
Not very much	2%	<1%
Not at all	0%	1%

Cross-tabulation: Perception of change in district performance over the past five years and academic standards by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses.

Response	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
In the past five years, schools in the Blue Valley School District have improved	46%	44%	54%	43%	44%	53%	43%	43%	49%
Stayed the same	35%	38%	31%	34%	28%	32%	38%	34%	35%
Gotten worse	18%	16%	15%	22%	23%	15%	19%	21%	15%
District's academic standards are too high	9%	5%	11%	9%	12%	12%	6%	8%	9%
About right	71%	70%	76%	68%	60%	72%	72%	69%	72%
Too low	14%	18%	9%	13%	19%	12%	14%	14%	13%

Cross-tabulation: Perception of change in district performance over the past five years and academics standards by location of the respondent's residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group.

Response	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
In the past five years, schools in the Blue Valley School District have improved	46%	35%	52%	45%	50%	42%	45%	47%
Stayed the same	35%	45%	39%	34%	33%	31%	39%	30%
Gotten worse	18%	15%	9%	20%	16%	27%	16%	21%
District's academic standards are too high	9%	10%	11%	9%	8%	4%	7%	10%
About right	71%	65%	70%	68%	75%	76%	72%	69%
Too low	14%	5%	2%	18%	13%	20%	12%	16%

Finding 6: Concern about the amount of screen time used for academic pursuits is a modest issue among survey participants, while recreational screen time is a major worry, based on the data in this survey.

The next segment of the survey discussed students’ “screen time” – both inside and outside of school.

A total of 76% thought that the amount of screen time used in school on academic pursuits was “Fine as is,” while 75% said the same thing about the amount of screen time spent at home on projects and assignments for school.

However, 17% said it was either “Way too much” or “A little too much” at school, and 15% said the same thing about home academic screen time. Hardly a big red flag, but something to take notice of, nonetheless.

Potentially influencing these items was the next question, which used the same scale to ask the respondents their perception of “the total amount of personal or recreational screen time by students at home.” A stunning 80% said it was “Way too much” or “A little too much” – with 52% of that 80% being “Way too much.”

Even with this clear concern about how long their children’s eyeballs are glued to screens, there was no quarrel about the importance of technology in the classroom. Even the 11 participants who didn’t agree that technology was helpful at all grade levels thought it had merit at some place during the academic life of a student.

As technology continues to become even more prevalent in the classroom, the Blue Valley School District wants to know your thoughts. Please select the response that best fits how you feel about technology and students.

31. Based on the assignments a child receives at school that involve the use of technology, do you think the amount of screen time – that is, time spent using laptops, computer, tablets, etc. on assignments at school is...? Choices were read to respondents.

Response	Percentage
Way too much	4%
A little too much	13%
Fine as is	76%
Not quite enough	0%
Not at all enough	<1%
Depends on what they are doing (not read)	2%
Don't know (not read)	5%

32. How about the total amount of academic screen time for students at home working on assignments and projects? Is it...? Choices were read to respondents.

Response	Percentage
Way too much	6%
A little too much	9%
Fine as is	75%
Not quite enough	1%
Not at all enough	0%
Depends on what they are doing (not read)	2%
Don't know (not read)	7%

33. How about the total amount of personal or recreational screen time by students at home? Is it...? Choices were read to respondents.

Response	Percentage
Way too much	52%
A little too much	28%
Fine as is	20%
Not quite enough	0%
Not at all enough	0%
Depends on what they are doing (not read)	0%
Don't know (not read)	<1%

The next few questions are actually statements. Please choose the answer that best fits how you feel about each of these statements.

34. Technology is essential for learning today, at all grade levels. Would you say that you...? Choices were read to respondents.

Response	Percentage
Strongly agree	69%
Somewhat agree	27%
Neither agree nor disagree	1%
Somewhat disagree	3%
Strongly disagree	0%

35. Do you believe there is a role for technology in the classroom today? Asked only of the 11 respondents who answered question 34 either "Neither agree nor disagree" or "Somewhat disagree." All 11 answered this question, "Yes."

36. Which of the following grade levels do you think benefits from having technology for students in the classroom, such as laptops, desktop computer and tablets? *Asked only of the 11 respondents who were asked question 35 (and who all said, “Yes”). Percentages will add to more than 100%, because respondents were permitted to answer with more than one response.*

Response	Percentage
Elementary school, meaning kindergarten through fifth grade	27%
Middle school, meaning sixth through eighth grade	82%
High school, meaning ninth through 12th grade	100%

Cross-tabulation: Screen time perceptions by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses.

Response	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
Screen time at school working on assignments is way too much	4%	5%	5%	3%	0%	2%	6%	5%	4%
	13%	13%	15%	14%	19%	12%	13%	11%	16%
	76%	75%	78%	74%	74%	78%	75%	75%	76%
Screen time at home working on assignments is way too much	6%	3%	9%	6%	9%	5%	6%	6%	6%
	9%	10%	9%	9%	7%	11%	8%	7%	11%
	75%	79%	74%	72%	70%	74%	76%	75%	74%
Total amount of personal or recreational screen time by students at home is way too much	52%	53%	54%	50%	47%	55%	51%	48%	55%
	28%	25%	27%	31%	26%	28%	28%	30%	25%
	20%	22%	19%	19%	28%	16%	20%	21%	20%

Cross-tabulation: Screen time perceptions by location of the respondent's residence, and by the presence or lack of a current district student in the household. Note: "n" equals the number of respondents in each group.

Response	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
Screen time at school working on assignments is way too much A little too much Fine as is	4%	5%	2%	5%	5%	4%	4%	4%
	13%	20%	14%	14%	9%	13%	14%	13%
	76%	60%	84%	72%	84%	73%	76%	77%
Screen time at home working on assignments is way too much A little too much Fine as is	6%	10%	9%	5%	6%	4%	6%	6%
	9%	5%	11%	9%	5%	11%	11%	6%
	75%	75%	75%	73%	50%	71%	75%	77%
Total amount of personal or recreational screen time by students at home is way too much A little too much Fine as is	52%	55%	61%	49%	47%	56%	57%	47%
	28%	25%	23%	31%	30%	20%	26%	30%
	20%	20%	16%	19%	23%	24%	19%	23%

Finding 7: The Blue Valley School District gets high scores for how it uses and manages technology, although more than one in three respondents doesn't know about the filtering systems that are in place.

Continuing with the technology theme, the district received positive feedback on its use of technology in the classroom and its application in the education of the whole child.

Respondents were asked to reply with their level of agreement – from “Strongly agree” to “Strongly disagree” – on each of five statements that dealt with student development and technology. Four of them had a high combined “Strongly agree/Somewhat agree” percentage:

- Developing socially and emotionally is an important part of educating the whole child. – 99%
- Access to technology in school districts helps students become college-, career- and life-ready. – 92%
- The school district provides appropriate access to digital resources and technology. – 89%
- The Blue Valley School District takes seriously its responsibility to teach respect, responsibility and digital citizenship to students regarding the use of technology. – 75%

The one statement that fell a bit short of these lofty numbers was “The school district appropriately filters digital resources and technology through the use of firewalls, blocked sites, etc.,” which scored 55%. However, 37% said, “Don’t know,” which is probably not a large surprise. Even though the positive results were not in keeping with the other statements, only 3% said “Somewhat disagree” or “Strongly disagree.” So, the respondents knew about the filtering systems in place, didn’t know, but gave the district the benefit of the doubt, or simply didn’t know.

Here are some additional statements about technology. Please indicate how much you agree or disagree with each one. Questions 37 through 41 were rotated.

37. Access to technology in school districts helps students become college-, career-and life-ready.

Response	Percentage
Strongly agree	55%
Somewhat agree	37%
Neither agree nor disagree	8%
Somewhat disagree	0%
Strongly disagree	0%
Don’t know (not read)	1%

38. The Blue Valley School District takes seriously its responsibility to teach respect, responsibility and digital citizenship to students regarding the use of technology.

Response	Percentage
Strongly agree	23%
Somewhat agree	52%
Neither agree nor disagree	10%
Somewhat disagree	4%
Strongly disagree	0%
Don't know (not read)	12%

39. The school district provides appropriate access to digital resources and technology.

Response	Percentage
Strongly agree	31%
Somewhat agree	58%
Neither agree nor disagree	3%
Somewhat disagree	1%
Strongly disagree	0%
Don't know (not read)	7%

40. The school district appropriately filters digital resources and technology through the use of firewalls, blocked sites, etc.

Response	Percentage
Strongly agree	14%
Somewhat agree	41%
Neither agree nor disagree	5%
Somewhat disagree	2%
Strongly disagree	1%
Don't know (not read)	37%

41. Developing socially and emotionally is an important part of educating the whole child.

Response	Percentage
Strongly agree	69%
Somewhat agree	30%
Neither agree nor disagree	1%
Somewhat disagree	0%
Strongly disagree	0%
Don't know (not read)	0%

Finding 8: While the social and emotional development of students is seen primarily as the responsibility of parents, the school district was not far behind, followed by the students themselves and, in a distant fourth place, the community. This was the belief on both what the respondent *believes* and what he or she is *seeing in society today*.

The survey then asked a very interesting set of questions around a simple theme: Who has the most responsibility for the social and emotional development of students?

The choices given to respondents were “Parents,” “School district,” “Students” or “Community,” and participants were first asked to rank order them (from most responsible to least responsible), based on their beliefs. Then, they were asked to rank order them, based on what they are seeing actually happening today.

The results were analyzed, using a 4-point weighted scale and – somewhat surprisingly – the order for both lists was the same:

1. Parents
2. School district
3. Students
4. Community

A complete cross-tabulation analysis was conducted, but there was no deviation in this order with two modest exceptions:

- The small group (20) of respondents living south of 167th Street put students second and the school district third, based on what they see happening today.
- The group of 45 respondents who live north of 135th Street and west of Metcalf had students and the school district in a tie for the second-most important spot, again, on how things are actually happening today.

Parents were always a strong first and community a clear fourth. Where the slight tug can be seen is with the students themselves and the school district. Again, with the exception of these two subgroups shown in the bullets above – and only on how things are, not how they believed they should be – the school district was always second and students were always third. Yet, in many subgroups, the scores were somewhat closer on “how things should be,” suggesting that respondents seem to appreciate that students have an important role to play in this process as well.

42. When it comes to social and emotional development of students, who has the most responsibility? Who has the second-most? From this list of people and organizations I am going to read, please rank order the level of responsibility for social and emotional development from 1 – most responsible to 4 – least responsible, based on your beliefs. Choices were read and rotated. Responses are shown, using a 4-point weighted scale, in which 4 points are given for each “Most responsible” answer, down to 1 point for each “Least responsible” answer.

Response	4-pointed weighted scale points
Parents	1,192
School district	745
Students	646
Community	417

43. Now, please rank order the same list, based on the way you see things happening today – not necessarily the way you would like them to be. Answer choices were read in the same order as on question 42. The 4-point weighted scale analysis approach was also used.

Response	4-pointed weighted scale points
Parents	1,065
School district	852
Students	675
Community	408

Finding 9: Respondents said they believed that students will have successful careers if they develop a mastery of “Collaboration and communication skills,” “Initiative – meaning being able to see an issue and begin to think about how to solve it,” “Problem-solving skills,” “Creative and critical thinking,” and the “Ability to use technology.”

The survey began to draw to a close with a question that had a list of 11 skills or experiences that a student should likely have had or developed – at least at some level – during his or her public school career. After the list was read, respondents were asked to rank order the top four, in order of importance.

A 4-point weighted scale was applied to determine a clear “most important” skill. In doing so, five separated themselves from the rest of the group. Those top five, which seemed to all speak to working through problems and opportunities in team situations, were:

- Collaboration and communication skills – 533 points
- Initiative – meaning being able to see an issue and begin to think about how to solve it – 465
- Problem-solving skills – 407
- Creative and critical thinking – 351
- Ability to use technology – 334

The next one on the list was nearly 100 points less, with the others that followed dropping off precipitously.

44. I have one more rank order question. I'm going to read a list of qualities that others have said are important for a student to have to be a success in his or her career. Please listen to the entire list and tell me which one you believe is most important, second-most important, third-most important and fourth-most important. Responses were analyzed, using a 4-point weighted scale, with 4 points for each "most important" response, down to 1 point for each "fourth-most important" answer.

Skill	Most important	Second-most important	Third-most important	Fourth-most important	4-point weighted scale points
Collaboration and communication skills	83	28	35	47	533
Initiative – meaning being able to see an issue and begin to think about how to solve it	64	37	12	74	465
Problem-solving skills	52	13	61	38	407
Creative and critical thinking	34	55	23	4	351
Ability to use technology	7	62	39	42	334
Flexibility and adaptability	16	21	52	7	238
Education that is personalized to his or her interests	18	41	8	2	213
Grit – meaning the perseverance to accomplish goals and complete work	13	9	7	53	146
Leadership skills	0	3	47	11	114
Multicultural experiences in school	0	15	5	0	55
Being able to speak and read a language other than English	2	6	2	9	39

Finding 10: Given the fact that the quota was a strong oversample of current parents, it was not surprising to see that their top sources of district news are “Friends and neighbors” and “The school district’s website.” In fact, more than one-third (36%, specifically) said they had been to the school district’s website “within the last week or so.”

The final substantive questions in the survey dealt with where respondents turn for district news and how frequently they visit the district’s website.

In terms of sources, 17 different potential places a person could turn for news – aside from weather-related school closing information – were read to each respondent. If he or she consulted the source “frequently” for such information, he or she was instructed to say, “Yes.” If the source was only consulted every so often – or never – they were told to answer, “No.”

Only two sources – “Friends and neighbors” (73%) and “The school district’s website” (61%) were consulted frequently by a substantive percentage of participants. The next “source” on the list “Teachers in the district” was a distant third at 39%.

This was followed by a question about how recently the respondent had visited the district’s website. A total of 36% said either “Today,” or “Within the last week or so.” That number grew to 46% total, with the addition of the answer choice “Within the last couple of weeks.”

If this were a survey of a true cross-section of typical residents, these would be stunningly high numbers. However, with two-thirds being families with school-age children – and well over half being families with students in a Blue Valley school at the present time – this frequency of consulting the website makes sense and reinforces the importance of always keeping it current.

45. There are a lot of places where residents can get district news. I’m going to read you a brief list of some of those places. As I read the list, please say, “Yes,” if you consult the source frequently for district news and information – beyond just weather-related school closing news. If you only consult the source every so often, or you never consult it, just say, “No.” List was read and rotated. Percentage will total more than 100%, because respondents were instructed to answer, “Yes” on all sources they consulted frequently for district news.

Information source	Percentage
Friends and neighbors	73%
The school district’s website	61%
Teachers in the district	39%
Individual school websites	37%
School newsletters	31%
Marquees located outside of school buildings	30%

Facebook	27%
Principals in the district	25%
The Blue Valley School District administration, either in person, or when a member of the administration is quoted in the news media	25%
<i>The Kansas City Star</i> printed edition	24%
The Blue Valley Board of Education, either in person, or when a member of the Board is quoted in the news media	22%
Parent groups, such as the PTA, PTO and booster clubs	18%
Twitter	13%
<i>435 magazine</i> , printed or online edition	9%
The Blue Valley School District app for mobile devices	8%
Local radio stations	6%
<i>The Kansas City Star</i> online edition	1%

46. Thinking now just about the Blue Valley School District website, when was the last time you visited the district’s website, Blue Valley K 12 dot org? Remember this is the website for the district, not a website for an individual school in the district or a teacher website. Would you say your last visit to the district website was...? Choices were read to respondents

Response	Percentage
Today	2%
Within the last week or so	34%
Within the last couple of weeks	10%
Within the last month	8%
Within the last two months	3%
More than two months ago	32%
I have never visited the Blue Valley School District website (not read)	12%

Cross-tabulation: Most recent visit to the district website by age, length of time living in the district and gender. Note: “n” equals the number of respondents in each group. “Age” will not square with “overall” score, because 32 respondents refused to answer this question and five gave answers that were outside of the provided responses. Also, answers are displayed in percentages, rather than numbers.

Responses	Overall score	Baby Boomer (n=77)	Gen X (n=96)	Millennial (n=90)	Up to 6 years (n=43)	7 to 12 years (n=85)	More than 12 years (n=172)	Female (n=159)	Male (n=141)
Today	2%	1%	3%	2%	5%	0%	2%	2%	2%
Within the last week or so	34%	25%	36%	37%	35%	34%	33%	31%	37%
Within the last couple of weeks	10%	8%	7%	14%	7%	11%	10%	7%	13%
Within the last month	8%	6%	10%	10%	9%	8%	8%	10%	6%
Within the last two months	3%	1%	3%	6%	5%	2%	3%	2%	5%
More than two months ago	32%	42%	28%	28%	23%	32%	34%	36%	26%
I have never visited the BVSD website	12%	17%	11%	3%	16%	13%	10%	12%	11%

Cross-tabulation: Most recent visit to the district website by location of the respondents’ residence, and by the presence or lack of a current district student in the household. Note: “n” equals the number of respondents in each group. Also, answers are displayed in percentages, rather than numbers.

Response	Overall score	S/167th (n=20)	S/135th and E/Metcalf (n=44)	S/135th and W/Metcalf (n=127)	N/135th and E/Metcalf (n=64)	N/135th and W/Metcalf (n=45)	Student, yes (n=163)	Student, no (n=137)
Today	2%	5%	5%	0%	2%	4%	3%	1%
Within the last week or so	34%	35%	30%	32%	34%	44%	50%	14%
Within the last couple of weeks	10%	5%	5%	11%	13%	11%	10%	9%
Within the last month	8%	15%	9%	8%	6%	7%	9%	7%
Within the last two months	3%	5%	7%	3%	3%	0%	5%	1%
More than two months ago	32%	30%	36%	32%	30%	36%	19%	47%
I have never visited the BVSD website	12%	5%	9%	13%	13%	11%	4%	20%

My last few questions will help us divide our interviews into groups.

47. How many years have you lived in your present residence in the Blue Valley School District? Is it...? *Choices were read to respondents.*

Response	Percentage
Less than 3 years	5%
3 years to 6 years	9%
7 years to 9 years	11%
10 years to 12 years	17%
More than 12 years	57%

48. Where was your previous residence? Was it...? *Choices were read to respondents.*

Response	Percentage
Elsewhere within the Blue Valley School District	30%
In another Johnson County school district	16%
In another metropolitan area school district, outside of Johnson County	21%
Outside of the Kansas City metropolitan area	33%
I've always lived in the district	0%

**49. What was your primary reason for moving into the Blue Valley School District?
Was it...? Choices were read to respondents.**

Response	Percentage
The reputation of the district	56%
The location of the district	20%
The housing value within the district	17%
No specific reason	0%
Don't remember	0%
Something else (see below)	6%

Verbatim “Something else” comments

I was transferred here.

No comment.

Mother lives here.

Family.

Close to work.

My parents moved out and we moved in.

Work brought us here.

I started a business in the area.

From another state.

Moved closer to family.

My job.

We got lucky and found a house in the area.

Proximity to work.

Born and raised.

To be near to my family.

Work.

My job brought me here.

Many reasons including schools, property value and access to shopping.

Realtor directed us here and Johnson County schools.

50. Do you own or rent your present home?

Response	Percentage
Own (or buying)	88%
Rent	12%

51. Which of the following best describes where your residence is located? *Choices were read to respondents.*

Response	Percentage
South of 167th Street	7%
South of 135th Street and east of Metcalf	15%
South of 135th Street and west of Metcalf	42%
North of 135th Street and east of Metcalf	21%
North of 135th Street and west of Metcalf	15%

52. And finally, which of the following best describes you? *Choices were read to respondents.*

Response	Percentage
Baby boomer – born between 1946 and 1964	26%
Generation X – born between 1965 and 1980	32%
Millennial – born between 1981 and 1997	30%
Other (not read – see below)	2%
Refused (not read)	11%

Verbatim “other” comments

1936.

1942 Post-War cohort.

1939.

1933.

1942.

Summary

The takeaways from the 2017-2018 Customer Assessment are as follows:

First, the district continues to perform at a high level, according to stakeholders – both current district parents, those who send their children elsewhere and non-parents. While they are part of a bit of a national wave seeking more “basic-skills” training as part of the curriculum, their concerns in this area are far from overwhelming.

Second, they take great pride in the district’s academics/curriculum, reputation, community support and, quite frankly, the money that is available to be spent on education. Conversely, they can find the district to be too political or “cliquey,” and believe it needs to improve communication and be more concerned about alcohol and drug use by students.

Third, making certain that the money spigot is always in the on position, the influence of social media on students, and the safety and security of students and buildings are the biggest challenges this group of survey respondents sees for the district.

Fourth, they believe that the quality of the district has improved over the past five years, but, interestingly enough, a modest handful feel the academic standards are too high.

Fifth, they have no dramatic concerns about the district’s use of technology in the classroom, but they are very concerned about how much time children spend staring at screens for personal or recreational purposes.

Sixth, after parents, they believe that the school district has the second greatest responsibility for the social and emotional development of students, followed by the students themselves and then the community at large.

Seventh, and finally, the most important skills a student needs to master to be successful in his or her career include collaboration, communication, initiative, problem solving, creativity and critical thinking.

The sum total: There is great respect for the district’s work and its “output” (students who are in a position to be successful). Any issues identified – life-skills training, screen time, etc. – are opportunities for partnerships with parents and the community to solve (or at least improve), rather than spoken as a criticism of the district’s performance in these areas.