What does the public really think about public schools?

Overview
To deliver on our mission, board/superintendent teams must understand what citizens and key stakeholders want and need of their public schools. In this session you’ll gain insights from national studies on public opinion and learn sound methods for gauging public opinion and priorities that can strengthen board decision-making and governance.

Goals for the session:

1. Review ways boards can listen to stakeholders
2. Improve your knowledge of data from public opinion surveys on education
3. Dig deep into one important stakeholder engagement responsibility: School Improvement Needs Assessment

Sources of Survey Data for this Session

PDK/Gallup Poll of the Public's Attitudes toward the Public Schools-Fall 2014
www.pdkintl.org/programs-resources/poll

Gallup Education    www.gallup.com/topic/category_education.aspx

IASB School Improvement Needs Assessment    www.ia-sb.org/Main/About/Services/Survey_Services.aspx

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1. The Board’s Role in Listening to Stakeholders

Q: How does your board know what stakeholders think in your community?

- Parents
- Taxpayers
- Teachers and Staff
- Students

While opinion surveys are the focus of today’s session....

School Boards Listen to Stakeholders in Many Ways!
Confidence in U.S. Institutions

Gallup Historical Data: Public Confidence in U.S. Institutions

**Q:** Now I am going to read you a list of institutions in American society. Please tell me how much confidence you, yourself, have in each one -- a great deal, quite a lot, some, or very little?

<table>
<thead>
<tr>
<th>Institution</th>
<th>% responding great deal/quite a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May 1973</td>
</tr>
<tr>
<td>Military</td>
<td>58%</td>
</tr>
<tr>
<td>Organized Labor</td>
<td>30%</td>
</tr>
<tr>
<td>The Presidency</td>
<td>*</td>
</tr>
<tr>
<td>Supreme Court</td>
<td>45%</td>
</tr>
<tr>
<td>The Church</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Public Schools</strong></td>
<td><strong>58%</strong></td>
</tr>
<tr>
<td>Newspapers</td>
<td>51%**</td>
</tr>
<tr>
<td>Banks</td>
<td>60%**</td>
</tr>
<tr>
<td>Congress</td>
<td>42%</td>
</tr>
</tbody>
</table>

* question not asked until 1991; no comparable trend data available
* *question first asked April 1979

Americans' Satisfaction with K-12 Education in U.S.

Overall, how satisfied are you with the quality of education students receive in kindergarten through grade 12 in the U.S. today -- would you say you are completely satisfied, somewhat satisfied, somewhat dissatisfied or completely dissatisfied?

Satisfied percentage is those completely and somewhat satisfied; dissatisfied percentage is those somewhat and completely dissatisfied

GALLUP

http://www.gallup.com/poll/175517/americans-satisfaction-education-system-increases.aspx?g_source=50%20state%20poll%202013&g_medium=search&g_campaign.tiles
Grading Public Schools: A, B, C, D, F

Americans give their local schools good marks.

Q. Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves in your community were graded in the same way. What grade would you give the public schools here — A, B, C, D, or Fail?

All citizens: 50% A or B

Public school parents: 60% A or B

Half of Americans give public schools nationally a C.

Q: How about the public schools in the nation as a whole? What grade would you give the public schools nationally—A, B, C, D or Fail?

Schools nationally: 17% A or B
Iowans rate our public schools among the best in the nation.

States Where Residents Most Frequently Rate Quality of Education as Excellent or Good

Overall, how would you rate the quality of public education provided in grades K through 12 in this state — as excellent, good, only fair, or poor?

<table>
<thead>
<tr>
<th>% Excellent/good</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
</tr>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Minnesota</td>
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<tr>
<td>Nebraska</td>
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<tr>
<td>South Dakota</td>
</tr>
<tr>
<td>Wyoming</td>
</tr>
<tr>
<td>Massachusetts</td>
</tr>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>Wisconsin</td>
</tr>
<tr>
<td>Montana</td>
</tr>
</tbody>
</table>

States Where Residents Most Frequently Say Public School System Prepares Students for Success in Workplace

Do you believe your state public school system prepares students for success in the workplace?

<table>
<thead>
<tr>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Dakota</td>
</tr>
<tr>
<td>North Dakota</td>
</tr>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Nebraska</td>
</tr>
<tr>
<td>Minnesota</td>
</tr>
<tr>
<td>Wisconsin</td>
</tr>
<tr>
<td>Wyoming</td>
</tr>
<tr>
<td>Montana</td>
</tr>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>Massachusetts</td>
</tr>
</tbody>
</table>

States Where Residents Most Frequently Say Teachers in City or Area Are Well-Respected

Do you believe that teachers in the city or area where you live are well-respected or not?

<table>
<thead>
<tr>
<th>% Yes, well-respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming</td>
</tr>
<tr>
<td>North Dakota</td>
</tr>
<tr>
<td>Nebraska</td>
</tr>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Montana</td>
</tr>
<tr>
<td>Alaska</td>
</tr>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>South Dakota</td>
</tr>
<tr>
<td>Maine</td>
</tr>
<tr>
<td>Minnesota</td>
</tr>
</tbody>
</table>

June-December 2013

GALLUP

83% say the quality of K-12 education is excellent or good

87% say teachers are well-respected

81% say public schools prepare students for success in the workplace
Americans trust SCHOOL BOARDS when it comes to decisions about teaching...

All citizens: 56%

Americans on who should have the greatest influence on what public schools teach

Q. In your opinion, who should have the greatest influence in deciding what is taught in the public schools here — the federal government, the state government, or the local school board?

[Bar chart showing:
- Federal government: 15%
- State government: 28%
- Local school board: 56%
- Don't know/refused: 1%]

Public school parents: 60%

[Bar chart showing:
- Federal government: 12%
- State government: 27%
- Local school board: 60%
- Don't know/refused: 1%]

....and have high trust levels of teachers in general.

NATIONAL RESULTS

Americans on having trust and confidence in teachers

[Bar chart showing:
- Yes: 64%
- No: 35%
- Don't know/refused: 1%]
Americans' Views on Current Issues

**Americans’ knowledge of Common Core**

- A great deal: 17%
- A fair amount: 30%
- Only a little: 34%
- Nothing at all: 19%

**Americans who favor or oppose teachers using Common Core State Standards**

- Favor: 33%
- Oppose: 60%
- Don’t know/refused: 7%

**Americans on whether standardized tests are helpful**

- Standardized tests are helpful: 45%
- Standardized tests are not helpful: 54%
- Don’t know/refused: 1%

**Americans on public schools’ biggest problems**

- Lack of financial support: 32%
- Concerns about education standards: 9%
- Lack of discipline/use of drugs/fighting & gangs: 9%
- Difficulty getting good teachers/need more teachers: 6%
NATIONAL RESULTS

Americans on what helps students get good jobs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Very Important</th>
<th>Not at All Important</th>
<th>Don’t Know/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing well on standardized tests, such as ACT or SAT.</td>
<td>24%</td>
<td>44%</td>
<td>23%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Earning a B or higher grade point average on completed coursework.</td>
<td>44%</td>
<td>45%</td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Having a mentor or adviser.</td>
<td>59%</td>
<td>37%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working on a real-world project that takes at least six months to complete.</td>
<td>42%</td>
<td>42%</td>
<td>11%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Learning skills like dependability, persistence, and teamwork.</td>
<td>86%</td>
<td>13%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Listening When It Matters Most: School Improvement Needs Assessment

Your School Board’s Legal Responsibilities

**Community Involvement: Mission, Needs, Goals**
The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years:

1. Statement of philosophy, beliefs, mission, or vision;
2. Major educational needs; and
3. Student learning goals.

*281—IAC 12.8(1)(a)(1)*

**Needs Assessment Policy**
The board shall adopt a policy for conducting ongoing and long-range needs assessment processes.

- This policy shall ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners.
- The long-range needs assessment process shall include provisions for collecting, analyzing, and reporting information derived from local, state, and national sources.

*281—IAC 12.8(1)(b)(1)*

**School Improvement Advisory Committee**
The board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members’ analysis of the needs assessment data, they shall make recommendations to the board about the following components:

1. Major educational needs;
2. Student learning goals;
3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
4. Harassment or bullying prevention goals, programs, training, and other initiatives.

*281—IAC 12.8(1)(a)(2)*
Data to collect during needs assessment

- Student achievement data
- Documents: Plans, goals, curriculum, and more
- Administrator classroom observations
- Stakeholder opinions

Characteristics Common to High Performing Schools

1. Clear shared vision, purpose, and goals
2. High expectations for student learning
3. Leadership and teamwork at all levels
4. Rigorous content standards and a comprehensive assessment system
5. High quality instruction
6. Professional development focused on improvement
7. Family and community connections
Sample Data: IASB School Improvement Needs Assessment Report

Boards receive a complete report, including data from stakeholder groups on all questions, a summary of major strengths as viewed by stakeholders, and recommendations.

Survey Item #6 - "Virtually all children can learn at high levels."

Survey Item #9 - "Our students are actively engaged in classroom learning tasks."

Major Strengths:
1. Three-quarters of staff members believe that there is a shared understanding of improvement efforts.
2. 86% of parents say they are well informed of their student’s progress.
3. Nearly 100% of parents and staff members believe that the school board can have a positive impact on student achievement.
4. Over 70% of staff members believe the district has strong leadership teams.
5. Nearly all parents and staff members agree that parents must be partners in education.