



COMMUNITY, PARENT/ GUARDIAN SURVEY DATA

Online surveys were conducted between September- October 2021. The surveys were designed and analyzed by Performance Fact, Inc.



November 20, 2021

VISD Community Survey – Overall Results

NA = no responses

Green shading = indicate a strongly positive average response

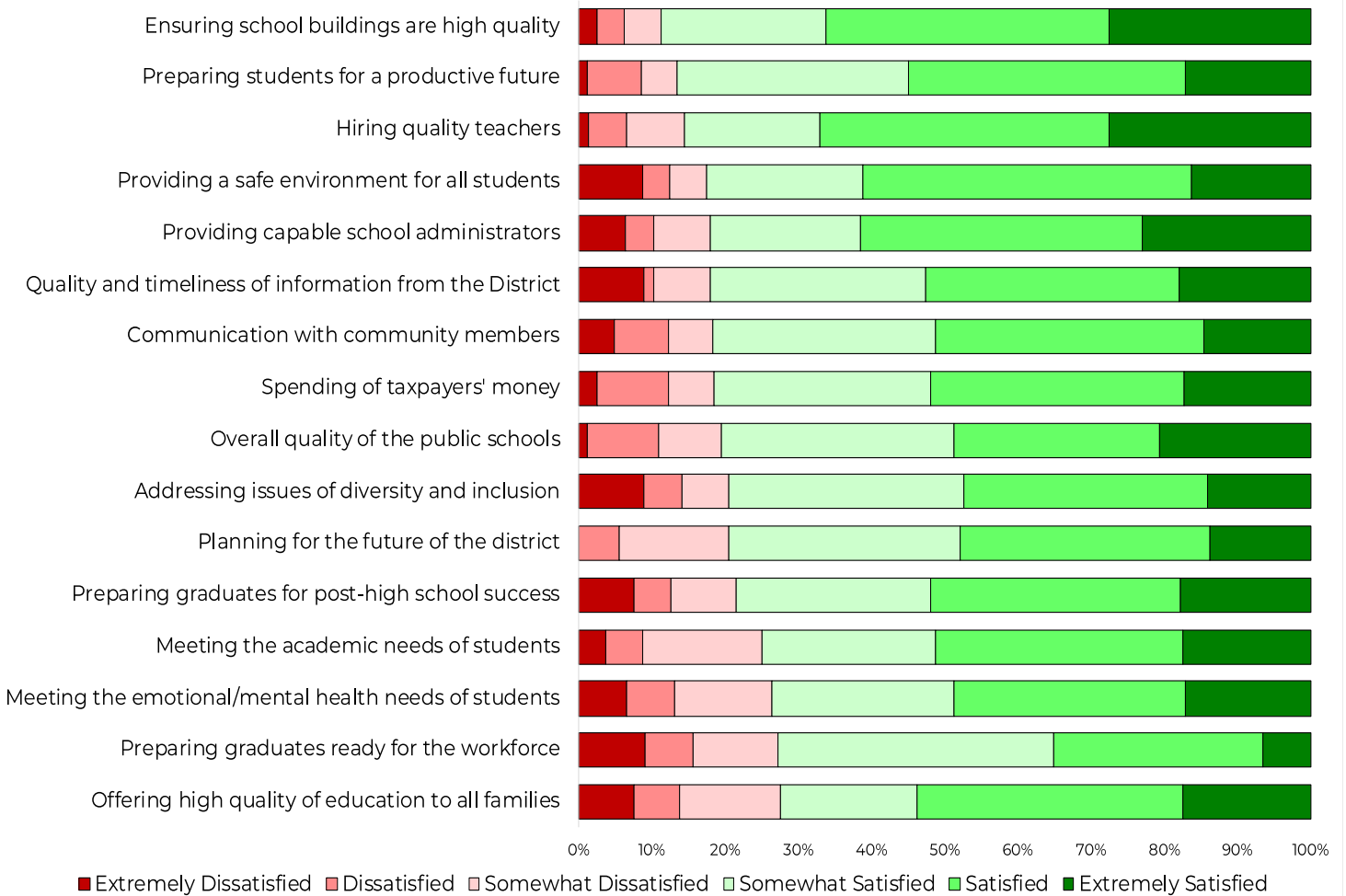
Red shading = indicate a strongly concerning average response

	Responses		Extremely Dissatisfied	Dis-satisfied	Somewhat		Satisfied	Extremely Satisfied
	All	NA			Dissatisfied	Satisfied		
<i>How satisfied are you with how well the District is doing in each of these areas?</i>								
Preparing students for a productive future	85	3	1.2	7.3	4.9	31.7	37.8	17.1
Spending of taxpayers' money	84	3	2.5	9.9	6.2	29.6	34.6	17.3
Communication with community members	85	3	4.9	7.3	6.1	30.5	36.6	14.6
Planning for the future of the district	85	12	0.0	5.5	15.1	31.5	34.2	13.7
Ensuring school buildings are high quality	85	5	2.5	3.8	5.0	22.5	38.8	27.5
Meeting the academic needs of students	83	3	3.8	5.0	16.3	23.8	33.8	17.5
Meeting the emotional/mental health needs of students	82	6	6.6	6.6	13.2	25.0	31.6	17.1
Hiring quality teachers	84	8	1.3	5.3	7.9	18.4	39.5	27.6
Providing capable school administrators	84	6	6.4	3.8	7.7	20.5	38.5	23.1
Offering high quality of education to all families	84	4	7.5	6.3	13.8	18.8	36.3	17.5
Preparing graduates for post-high school success	83	4	7.6	5.1	8.9	26.6	34.2	17.7
Preparing graduates ready for the workforce	84	7	9.1	6.5	11.7	37.7	28.6	6.5
Providing a safe environment for all students	84	4	8.8	3.8	5.0	21.3	45.0	16.3
Addressing issues of diversity and inclusion	84	6	9.0	5.1	6.4	32.1	33.3	14.1
Quality and timeliness of information from the District	85	7	9.0	1.3	7.7	29.5	34.6	17.9
Overall quality of the public schools	84	2	1.2	9.8	8.5	31.7	28.0	20.7

Survey Item	Responses	Declined Drastically	Declined	Stayed about the same	Improved	Improved Substantially
During the time you have lived in the Vashon Island School District, the quality of education has:	87	4.6	18.4	44.8	23	9.2

VISD Community Survey – Overall Results

Degree of Satisfaction with the District in Selected Areas



VISD Community Survey – Open-ended Responses to question

“Based on your perspective, what should be the highest priority of the school district?”

Community members were invited to provide their suggestions via an open-ended question at the end of the survey. The question “Based on your perspective, what should be the highest priority of the school district?” had over 79 responses. Comments were analyzed and grouped into the following categories:

1. Improve Education
2. Safety
3. Careers
4. Diversity, Equity, and Inclusion
5. Other

CATEGORY: “Improve Education”

- Raise the quality of education provided breadth/depth of course offering, class size, excellence in teaching, inclusive environment, buildings enhanced.
- Paying teachers more and getting students quality instruction
- Truly allowing students to learn at their own pace.
- To educate each student so that they are ready for their next step.
- Quality focus on opportunities for ALL students, based on the needs of each.
- Providing quality education to a student group with diverse perspectives and learning styles
- Provide safe, high-quality education that prepares students to become lifetime learners
- Promoting a higher quality of writing instruction, math support, and knowledge for a wide range of students for post-graduation - potentially developing programs to take advantage of the community skills available as volunteers if the need cannot be met my funding from the district.
- More vocational options, practical finance/budgeting class at VHS
- more options for kids who need extra academic challenge
- In concern for academic standards, do we leave behind academically challenged students?
- Hiring excellent teachers
- Hiring and keeping competent teachers & staff
- Getting back to the basics - reading, writing, math
- Focus on education, not making people feel good
- Finding innovative and high-quality teachers
- Excellent academic education
- Educating the whole child--academically and socio-emotionally
- Educating all students.
- Educate all equally and well in math, science, English... Teachers have no right to shove their politics on kids and critical race theory has no place in schools. It is a false ideology and divisive. Regardless of creed, color, or origin all persons have the right to human dignity and equal justice.
- Critical thinking skills related to preparing students for the world of work

- Creating a climate of equity among students and quality education to promote clear thinking adults
- Continued innovative education and communicate the great VISD curricula and work
- Continue to pursue a high standard of education while providing a safe and sound emotional experience for all students.
- Academic competency

CATEGORY: “Safety”

- More mental health support for students and support for those who are deemed as outsiders
- Mental health and inclusion
- Stop bullying. Stop blaming the victim. Stop making the victim leave and go to family link or student link
- Stop blaming the victim. Believe the victim.
- Safety
- Keep our kids safe. Maintain the VAX & MASK protocol.
- Increased security cameras. Addiction help
- Helping students self-connect for their emotional well-being and for finding self-motivation for learning
- COVID-19 safety.
- Continuing to learn and adapt to an educational environment with Covid...continuing to find ways to keep kids learning in the classroom, safety protocols and continuing to be flexible with plans and alternatives to respond to educational needs when outbreaks occur.
- Continue to pursue a high standard of education while providing a safe and sound emotional experience for all students.
- Active COVID testing strategy to catch outbreaks earlier and keep more kids in school

CATEGORY: “Careers”

- Training for all careers
- To help kids have a viable career path
- Promoting a higher quality of writing instruction, math support, and knowledge for a wide range of students for post-graduation - potentially developing programs to take advantage of the community skills available as volunteers if the need cannot be met by funding from the district.
- Preparing students for next steps
- Preparing students for life on and especially off the island.
- Preparing children to be successful contributors to society
- Preparing all students for life beyond school
- Prepare each student for their next step, whether it be for higher education, a trade or work.
- Prep for college AND trades
- More vocational options, practical finance/budgeting class at VHS
- More options are needed for those students who are not able to seek higher education, such as vocational training options.
- Maximizing educational outcomes for the students.
- Leading children toward more interesting lives regardless of profession/job.
- Critical thinking skills related to preparing students for the world of work
- College Preparation is important, but not for everyone, we need trade schools that can be a viable option for many students.

CATEGORY: “Diversity, Equity, and Inclusion”

- Mental health and inclusion
- Social justice and equity
- Quality focus on opportunities for ALL students, based on the needs of each.
- Providing quality education to a student group with diverse perspectives and learning styles
- Please bring Japanese class back!!!
- Ensuring all students and families agree the school is serving their needs and they have a part in that. That the community has evidence of that, objectively, demonstrably and from the mouths of those involved.
- Gender Inclusivity.
- equal attention and services for special needs students
- Educate all equally and well in math, science, English... Teachers have no right to shove their politics on kids and critical race theory has no place in schools. It is a false ideology and divisive. Regardless of creed, color or origin all persons have the right to human dignity and equal justice.
- Creating a climate of equity among students and quality education to promote clear thinking adults
- Challenging existing perspectives that obstruct the learning experience of marginalized students.

CATEGORY: "Other"

- Prioritize making district a community district and not have commuting students
- keep all families current with internet and computers
- Improved and more frequent communication with community. Opportunities for volunteerism by community professionals.
- Hire a new superintendent.
- Helping students break out of the "Vashon Bubble." Sister school exchanges on Zoom?
- From the perspective of people who did not have children in the school system, it appears that VISD is doing a good job. I am unable to answer the specific questions asked in the survey. My only interaction w/ the school has been (pre-COVID) going to games, going to plays and performances, and interacting w/ students who work in various island businesses. I certainly have a good feeling toward the school and will support them financially w/o qualms.
- Do as you say
- Communication. Leadership.
- Admin seems to make a lot of money vs the support staff

VISD Parent Survey – Overall Results

NA = no responses

Green shading = indicate a strongly positive average response

Red shading = indicate a strongly concerning average response

	Responses		Extremely Dissatisfied	Dis-satisfied	Somewhat		Satisfied	Extremely Satisfied
	All	NA			Dissatisfied	Satisfied		
OVERALL PERCEPTIONS								
I am satisfied with my child's school.	205	4	1.0	5.0	3.5	17.9	43.8	28.9
I am happy with the educational experiences provided by the school district.	204	3	2.0	5.0	7.5	16.9	43.8	24.9
I am satisfied with how my child is progressing academically.	204	11	1.6	4.1	6.2	20.7	47.2	20.2
I am satisfied with how my child is progressing socially.	204	4	2.5	2.0	5.0	18.5	44.0	28.0
I am satisfied with how my child is progressing emotionally.	204	4	3.0	2.0	3.5	17.5	45.5	28.5
I am satisfied with how my child is progressing behaviorally/physically.	204	2	1.0	2.0	2.0	14.4	46.5	34.2
My child's school communicates effectively with parents.	203	1	1.5	4.0	9.4	17.3	43.6	24.3
I am satisfied with before-school and after-school programs and activities.	201	51	0.7	2.7	8.0	24.0	42.7	22.0
I feel that the school district prepares graduates well for life after high school.	203	73	5.4	4.6	13.1	20.0	38.5	18.5
I am satisfied with the direction of my child's school set by the principal and teachers.	203	18	4.3	6.5	8.1	16.2	40.0	24.9
I am satisfied with the direction of the school district.	204	19	6.5	7.6	8.6	15.7	39.5	22.2
The Board of Directors is responsive to parents' concerns.	204	61	11.2	4.9	12.6	23.1	29.4	18.9
STUDENT ENGAGEMENT								
My child enjoys going to school.	203	0	1.5	4.9	6.9	18.2	37.4	31.0
My child's teachers motivate my child to continue to try her/his best even when the work gets more difficult.	203	16	2.7	2.7	7.5	24.6	40.1	22.5
The adults at my child's school know and appreciate my child's unique qualities, including both strengths and weaknesses.	203	26	2.8	4.5	9.6	27.7	31.6	23.7
My child's teacher(s) make school interesting for her/him.	203	11	2.1	2.6	7.8	26.0	37.5	24.0
The adults at my child's school sets clear, high expectations for student behavior	203	27	3.4	4.5	8.0	17.6	46.0	20.5
The adults at my child's school treat all students fairly.	203	46	5.7	5.7	11.5	16.6	35.7	24.8
STUDENT EXPECTATIONS & SUPPORT								
My child has access to extra academic help from school personnel (e.g., tutoring) when she/he needs it.	198	72	1.6	4.0	7.1	22.2	42.1	23.0
The adults at my child's school provide effective counseling services for students.	198	53	2.8	6.2	12.4	18.6	39.3	20.7
My child has access to different, more challenging academic work when she/he needs it.	198	56	7.0	7.7	16.9	21.1	31.7	15.5

VISD Parent Survey – Overall Results

NA = no responses

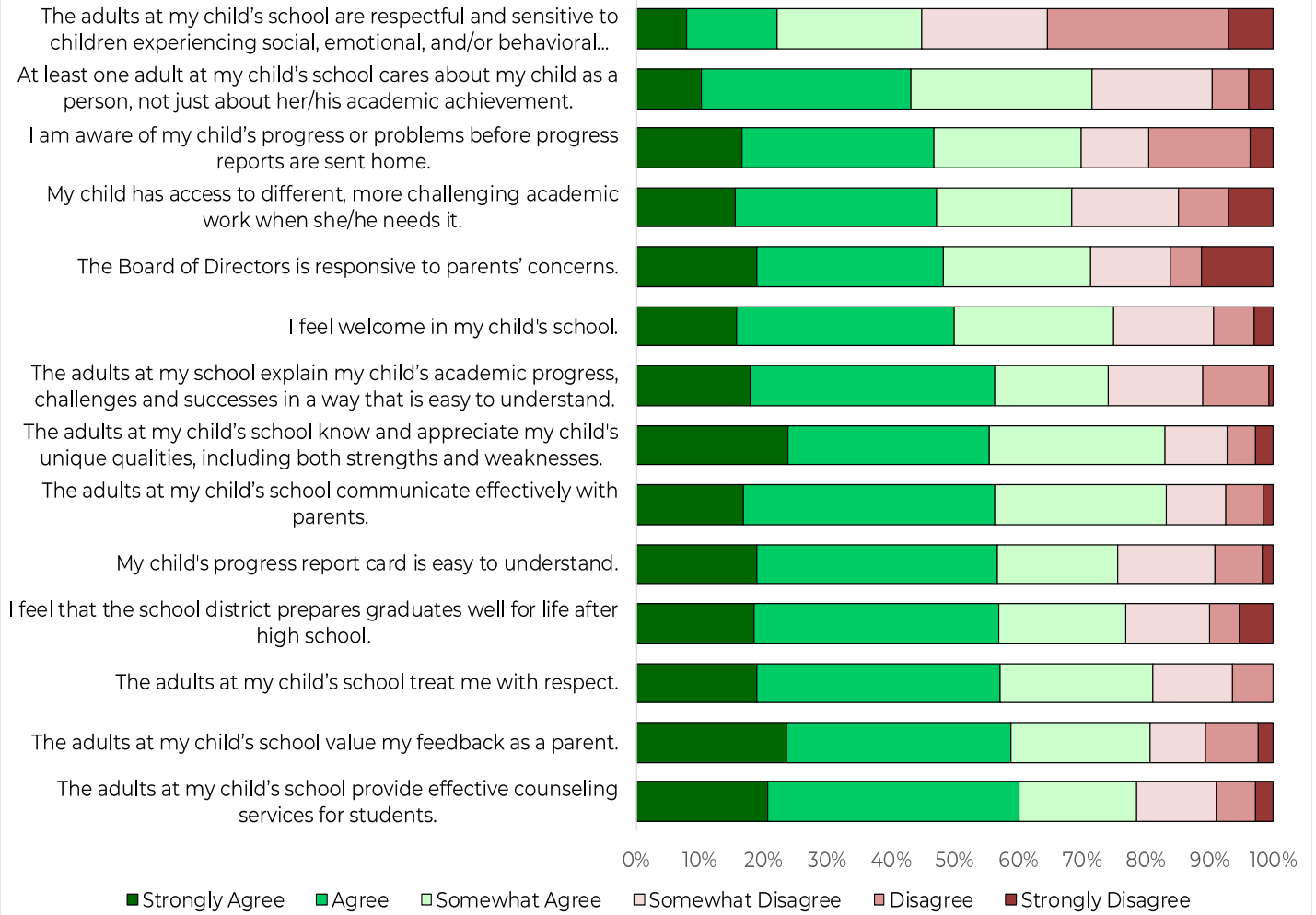
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Red shading = indicate a strongly concerning average response

	Responses		Extremely Dissatisfied	Dis-satisfied	Somewhat		Satisfied	Extremely Satisfied
	All	NA			Dissatisfied	Satisfied		
COMMUNICATIONS								
I am satisfied with the response I get when I contact my child's school with questions or concerns.	196	5	1.6	5.2	7.9	18.3	37.7	29.3
I feel comfortable contacting my child's teachers to share information or ask questions.	196	6	1.1	1.6	4.2	11.6	43.7	37.9
Communication with families occurs in a respectful and timely manner.	195	4	1.0	3.1	7.3	18.3	40.3	29.8
The adults at my child's school value my feedback as a parent.	196	26	2.4	8.2	8.8	21.8	35.3	23.5
My child's progress report card is easy to understand.	196	32	1.8	7.3	15.2	18.9	37.8	18.9
I am aware of my child's progress or problems before progress reports are sent home.	196	33	3.7	16.0	10.4	23.3	30.1	16.6
The adults at my child's school communicate effectively with parents.	196	6	1.6	5.8	9.5	26.8	39.5	16.8
The adults at my school explain my child's academic progress, challenges and successes in a way that is easy to understand.	196	29	0.6	10.2	14.4	17.3	37.1	17.4
FAMILY PARTICIPATION								
My child's school offers a wide variety of ways that parents can be involved in the school.	193	37	3.9	5.8	18.7	28.4	32.9	10.3
The adults at my child's school contact me when they have concerns about my child.	197	20	0.0	6.3	12.7	23.9	38.0	19.0
I feel comfortable talking with my child's teachers.	197	33	0.0	1.6	5.3	11.1	54.5	27.5
The adults at my child's school provide an opportunity for parents to provide feedback.	197	12	2.9	6.4	15.7	25.0	34.3	15.7
RELATIONSHIPS								
The adults at my child's school have built strong, positive relationships with my child.	198	33	2.8	3.4	7.3	26.0	37.9	22.6
At least one adult at my child's school cares about my child as a person, not just about her/his academic achievement.	194	39	0.6	3.0	3.0	11.6	37.8	43.9
The adults at my child's school treat me with respect.	194	52	1.1	1.1	4.9	7.6	48.6	36.8
The adults at my child's school follow through on commitments.	194	5	1.8	2.9	8.8	14.1	43.5	28.8
I feel welcome in my child's school.	194	22	0.5	3.2	3.2	14.0	43.5	35.5
The adults at my child's school are respectful and sensitive to children experiencing social, emotional, and/or behavioral difficulties.	192	65	2.4	3.6	12.1	15.8	33.3	32.7
STUDENT & TEACHER BEHAVIORS								
Bullying is a problem at my child's school.	197	27	7.1	28.3	19.7	22.8	14.2	7.9
The adults at my child's school respect and value my family's beliefs.	198	12	0.6	4.5	8.3	16.0	51.9	18.6
The adults at my child's school try to make sure that all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability--feel accepted as part of the school community.	193	24	4.1	3.0	10.1	14.2	41.4	27.2
The adults at my child's school teach my child to be accepting of all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability status.	193	28	3.6	1.8	8.5	12.7	43.6	29.7
The adults at my child's school are sensitive to issues regarding:								
Race/ethnicity	192	40	2.6	2.0	9.2	13.8	44.7	27.6
Gender	192	31	2.5	1.9	5.6	13.0	49.7	27.3
Sexual orientation	192	36	1.3	1.3	5.1	12.2	50.0	30.1
Mental or physical disabilities	192	38	3.2	3.2	5.8	16.2	46.1	25.3
Religious beliefs	192	66	3.2	7.1	7.1	11.1	50.0	21.4
Political beliefs	192	64	6.3	6.3	10.2	14.8	41.4	21.1

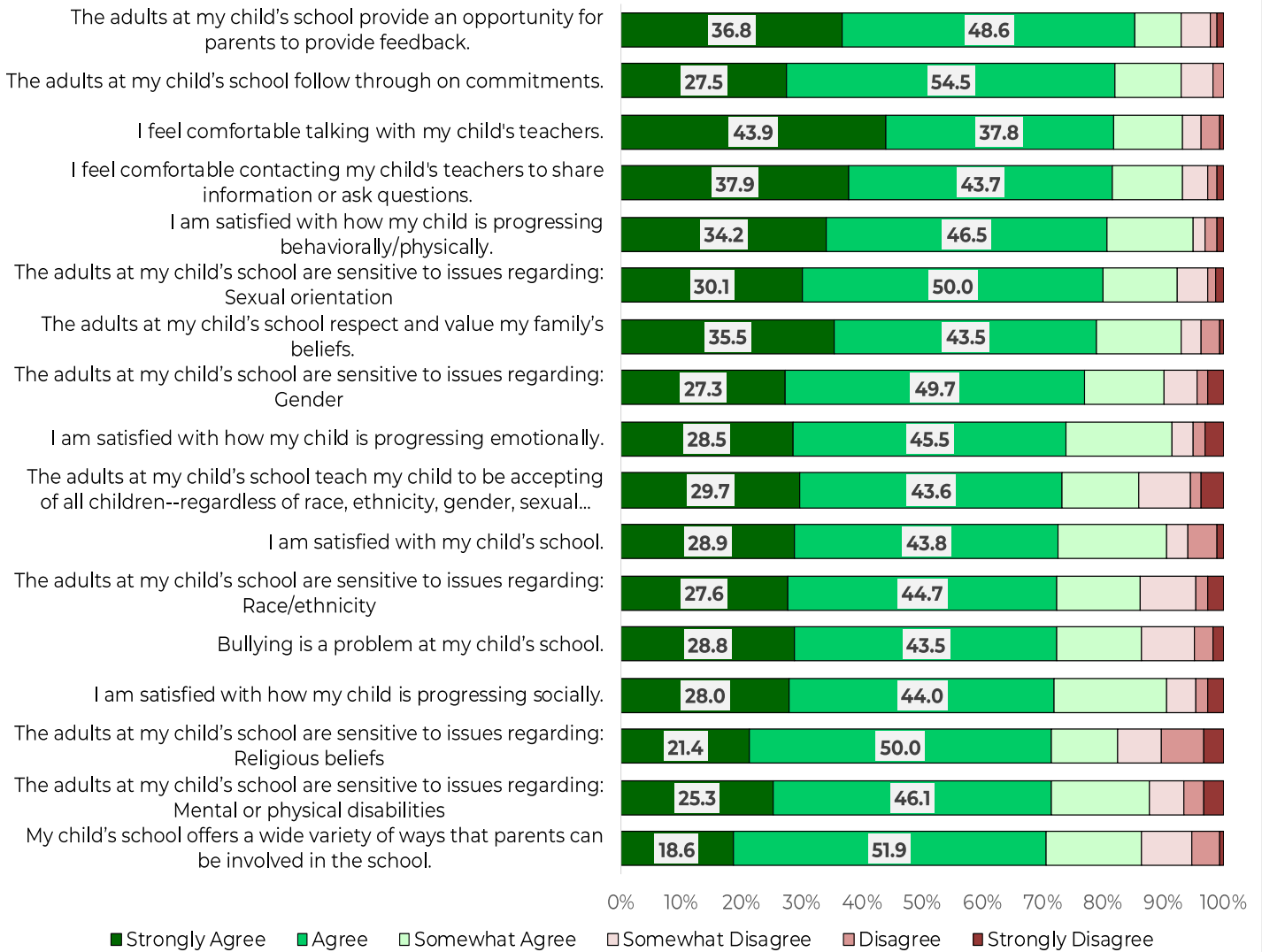
VISD Parent Survey – Overall Results

Parent/Guardian Responses with the Lowest Levels of Agreement (All < 60% in agreement)



VISD Parent Survey – Overall Results

Parent/Guardian Responses with the Highest Levels of Agreement (All > 70% in agreement)



VISD Parent Survey – Results by Child’s Gender

(“I identify my child’s gender as...”)

Note: “Other” includes parents who selected child’s gender as binary or inter-sex.

	PARENT/GUARDIAN SURVEY			
	Average % Rating All Parent/Guardians	Child Gender: Male (n= 90)	Child Gender: Female (n= 84)	Child Gender: Other (n= 9)
OVERALL PERCEPTIONS (Respondents who said: "Agree" or "Strongly Agree")				
I am satisfied with my child's school.	72.6	-4	7	-6
I am happy with the educational experiences provided by the school district.	68.7	-4	11	-24
I am satisfied with how my child is progressing academically.	67.4	-3	12	-12
I am satisfied with how my child is progressing socially.	72.0	0	5	-28
I am satisfied with how my child is progressing emotionally.	74.0	-2	8	-18
I am satisfied with how my child is progressing behaviorally/physically.	80.7	-1	7	-3
My child's school communicates effectively with parents.	67.8	-6	11	-23
I am satisfied with before-school and after-school programs and activities.	64.7	4	4	-22
I feel that the school district prepares graduates well for life after high school.	56.9	-5	10	3
I am satisfied with the direction of my child's school set by the principal and teachers.	64.9	-6	11	10
I am satisfied with the direction of the school district.	61.6	-5	10	13
The Board of Directors is responsive to parents' concerns.	48.3	-1	8	-20
STUDENT ENGAGEMENT (Respondents who said: "Agree" or "Strongly Agree")				
My child enjoys going to school.	68.5	-3	7	-13
My child's teachers motivate my child to continue to try her/his best even when the work gets more difficult.	62.6	-4	9	-7
The adults at my child's school know and appreciate my child's unique qualities, including both strengths and weaknesses.	55.4	-5	8	-22
My child's teacher(s) make school interesting for her/him.	61.5	-6	12	-17
The adults at my child's school sets clear, high expectations for student behavior	66.5	0	6	-16
The adults at my child's school treat all students fairly.	60.5	-2	9	-32
STUDENT EXPECTATIONS & SUPPORT (Respondents who said: "Agree" or "Strongly Agree")				
My child has access to extra academic help from school personnel (e.g., tutoring) when she/he needs it.	65.1	-1	6	-8
The adults at my child's school provide effective counseling services for students.	60.0	-5	6	-3
My child has access to different, more challenging academic work when she/he needs it.	47.2	-15	16	15

VISD Parent Survey – Results by Child’s Gender

(“I identify my child’s gender as...”)

Note: “Other” includes parents who selected child’s gender as binary or inter-sex.

	Average % Rating All Parent/Guardians	PARENT/GUARDIAN SURVEY		
		Child Gender: Male (n= 90)	Child Gender: Female (n= 84)	Child Gender: Other (n= 9)
COMMUNICATIONS (Respondents who said: "Agree" or "Strongly Agree")				
I am satisfied with the response I get when I contact my child's school with questions or concerns.	67.0	0	5	-17
I feel comfortable contacting my child's teachers to share information or ask questions.	81.6	1	6	-26
Communication with families occurs in a respectful and timely manner.	70.2	0	6	-37
The adults at my child's school value my feedback as a parent.	58.8	1	1	-9
My child's progress report card is easy to understand.	56.7	-5	9	-19
I am aware of my child's progress or problems before progress reports are sent home.	46.6	-6	10	-32
The adults at my child's school communicate effectively with parents.	56.3	-6	13	-34
The adults at my school explain my child's academic progress, challenges and successes in a way that is easy to understand.	54.5	-6	11	-21
FAMILY PARTICIPATION (Respondents who said: "Agree" or "Strongly Agree")				
My child's school offers a wide variety of ways that parents can be involved in the school.	43.2	-9	7	7
The adults at my child's school contact me when they have concerns about my child.	57.0	-1	3	-13
I feel comfortable talking with my child's teachers.	82.0	2	6	-38
The adults at my child's school provide an opportunity for parents to provide feedback.	50.0	-4	10	-25
RELATIONSHIPS (Respondents who said: "Agree" or "Strongly Agree")				
The adults at my child's school have built strong, positive relationships with my child.	60.5	-2	4	-11
At least one adult at my child's school cares about my child as a person, not just about her/his academic achievement.	81.7	4	2	-7
The adults at my child's school treat me with respect.	85.4	-4	8	-23
The adults at my child's school follow through on commitments.	72.4	-4	7	-22
I feel welcome in my child's school.	79.0	-3	10	-23
The adults at my child's school are respectful and sensitive to children experiencing social, emotional, and/or behavioral difficulties.	66.1	-4	8	-22
STUDENT & TEACHER BEHAVIORS (Respondents who said: "Agree" or "Strongly Agree")				
Bullying is a problem at my child's school.	22.0	6	-2	-8
The adults at my child's school respect and value my family's beliefs.	70.5	4	-2	-4
The adults at my child's school try to make sure that all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability--feel accepted as part of the school community.	68.6	-2	2	-13
The adults at my child's school teach my child to be accepting of all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability status.	73.3	-3	4	-7
The adults at my child's school are sensitive to issues regarding:				
Race/ethnicity	72.4	1	4	-56
Gender	77.0	2	0	-10
Sexual orientation	80.1	0	1	-13
Mental or physical disabilities	71.4	2	0	-14
Religious beliefs	71.4	-3	4	-21
Political beliefs	62.5	-4	4	-3

VISD Parent Survey – Results by Family Ethnic Background

("My racial/ethnic background is...")

	PARENT/GUARDIAN SURVEY		
	Average % Rating All Parent/Guardians	Parents of Color (n= 29)	White Parents (n= 159)
OVERALL PERCEPTIONS (Respondents who said: "Agree" or "Strongly Agree")			
I am satisfied with my child’s school.	72.6	-11	3
I am happy with the educational experiences provided by the school district.	68.7	-10	3
I am satisfied with how my child is progressing academically.	67.4	-3	4
I am satisfied with how my child is progressing socially.	72.0	-17	4
I am satisfied with how my child is progressing emotionally.	74.0	-15	4
I am satisfied with how my child is progressing behaviorally/physically.	80.7	-12	4
My child’s school communicates effectively with parents.	67.8	-9	2
I am satisfied with before-school and after-school programs and activities.	64.7	-10	5
I feel that the school district prepares graduates well for life after high school.	56.9	-22	6
I am satisfied with the direction of my child’s school set by the principal and teachers.	64.9	-21	5
I am satisfied with the direction of the school district.	61.6	-24	5
The Board of Directors is responsive to parents’ concerns.	48.3	-15	5
STUDENT ENGAGEMENT (Respondents who said: "Agree" or "Strongly Agree")			
My child enjoys going to school.	68.5	-6	2
My child's teachers motivate my child to continue to try her/his best even when the work gets more difficult.	62.6	-11	3
The adults at my child's school know and appreciate my child's unique qualities, including both strengths and weaknesses.	55.4	-21	4
My child's teacher(s) make school interesting for her/him.	61.5	-21	5
The adults at my child's school sets clear, high expectations for student behavior	66.5	-20	5
The adults at my child's school treat all students fairly.	60.5	-23	6
STUDENT EXPECTATIONS & SUPPORT (Respondents who said: "Agree" or "Strongly Agree")			
My child has access to extra academic help from school personnel (e.g., tutoring) when she/he needs it.	65.1	-8	3
The adults at my child's school provide effective counseling services for students.	60.0	-18	4
My child has access to different, more challenging academic work when she/he needs it.	47.2	-8	2

VISD Parent Survey – Results by Family Ethnic Background

("My racial/ethnic background is...")

	PARENT/GUARDIAN SURVEY		
	Average % Rating All Parent/Guardians	Parents of Color (n= 29)	White Parents (n= 159)
COMMUNICATIONS (Respondents who said: "Agree" or "Strongly Agree")			
I am satisfied with the response I get when I contact my child's school with questions or concerns.	67.0	-19	5
I feel comfortable contacting my child's teachers to share information or ask questions.	81.6	-13	3
Communication with families occurs in a respectful and timely manner.	70.2	-9	2
The adults at my child's school value my feedback as a parent.	58.8	-24	5
My child's progress report card is easy to understand.	56.7	-7	2
I am aware of my child's progress or problems before progress reports are sent home.	46.6	-3	0
The adults at my child's school communicate effectively with parents.	56.3	-15	3
The adults at my school explain my child's academic progress, challenges and successes in a way that is easy to understand.	54.5	-6	1
FAMILY PARTICIPATION (Respondents who said: "Agree" or "Strongly Agree")			
My child's school offers a wide variety of ways that parents can be involved in the school.	43.2	-11	2
The adults at my child's school contact me when they have concerns about my child.	57.0	-16	2
I feel comfortable talking with my child's teachers.	82.0	-8	2
The adults at my child's school provide an opportunity for parents to provide feedback.	50.0	-19	4
RELATIONSHIPS (Respondents who said: "Agree" or "Strongly Agree")			
The adults at my child's school have built strong, positive relationships with my child.	60.5	-20	4
At least one adult at my child's school cares about my child as a person, not just about her/his academic achievement.	81.7	-10	3
The adults at my child's school treat me with respect.	85.4	-13	2
The adults at my child's school follow through on commitments.	72.4	-11	2
I feel welcome in my child's school.	79.0	-15	4
The adults at my child's school are respectful and sensitive to children experiencing social, emotional, and/or behavioral difficulties.	66.1	-28	5
STUDENT & TEACHER BEHAVIORS (Respondents who said: "Agree" or "Strongly Agree")			
Bullying is a problem at my child's school.	22.0	0	0
The adults at my child's school respect and value my family's beliefs.	70.5	-9	1
The adults at my child's school try to make sure that all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability--feel accepted as part of the school community.	68.6	-21	3
The adults at my child's school teach my child to be accepting of all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability status.	73.3	-23	3
The adults at my child's school are sensitive to issues regarding:			
Race/ethnicity	72.4	-25	4
Gender	77.0	-18	3
Sexual orientation	80.1	-10	2
Mental or physical disabilities	71.4	-11	2
Religious beliefs	71.4	-18	3
Political beliefs	62.5	-3	1

VISD Parent Survey – Results by Language Spoken at Home

“In our household, a language other than English is regularly spoken”

	PARENT/GUARDIAN SURVEY		
	Average % Rating All Parent/Guardians	English Spoken at Home (n= 176)	Other Language Spoken at Home (n= 15)
OVERALL PERCEPTIONS (Respondents who said: "Agree" or "Strongly Agree")			
I am satisfied with my child's school.	72.6	0	1
I am happy with the educational experiences provided by the school district.	68.7	2	-9
I am satisfied with how my child is progressing academically.	67.4	2	-1
I am satisfied with how my child is progressing socially.	72.0	1	-12
I am satisfied with how my child is progressing emotionally.	74.0	1	-7
I am satisfied with how my child is progressing behaviorally/physically.	80.7	3	-14
My child's school communicates effectively with parents.	67.8	0	-1
I am satisfied with before-school and after-school programs and activities.	64.7	4	-23
I feel that the school district prepares graduates well for life after high school.	56.9	1	6
I am satisfied with the direction of my child's school set by the principal and teachers.	64.9	0	-1
I am satisfied with the direction of the school district.	61.6	0	0
The Board of Directors is responsive to parents' concerns.	48.3	-1	12
STUDENT ENGAGEMENT (Respondents who said: "Agree" or "Strongly Agree")			
My child enjoys going to school.	68.5	1	-2
My child's teachers motivate my child to continue to try her/his best even when the work gets more difficult.	62.6	0	2
The adults at my child's school know and appreciate my child's unique qualities, including both strengths and weaknesses.	55.4	0	-5
My child's teacher(s) make school interesting for her/him.	61.5	1	-4
The adults at my child's school sets clear, high expectations for student behavior	66.5	1	0
The adults at my child's school treat all students fairly.	60.5	-1	14
STUDENT EXPECTATIONS & SUPPORT (Respondents who said: "Agree" or "Strongly Agree")			
My child has access to extra academic help from school personnel (e.g., tutoring) when she/he needs it.	65.1	3	-23
The adults at my child's school provide effective counseling services for students.	60.0	1	-10
My child has access to different, more challenging academic work when she/he needs it.	47.2	0	-3

VISD Parent Survey – Results by Language Spoken at Home

“In our household, a language other than English is regularly spoken”

	PARENT/GUARDIAN SURVEY		
	Average % Rating All Parent/Guardians	English Spoken at Home (n= 176)	Other Language Spoken at Home (n= 15)
COMMUNICATIONS (Respondents who said: "Agree" or "Strongly Agree")			
I am satisfied with the response I get when I contact my child's school with questions or concerns.	67.0	1	0
I feel comfortable contacting my child's teachers to share information or ask questions.	81.6	1	-15
Communication with families occurs in a respectful and timely manner.	70.2	1	-17
The adults at my child's school value my feedback as a parent.	58.8	0	-9
My child's progress report card is easy to understand.	56.7	0	-7
I am aware of my child's progress or problems before progress reports are sent home.	46.6	1	-8
The adults at my child's school communicate effectively with parents.	56.3	1	-16
The adults at my school explain my child's academic progress, challenges and successes in a way that is easy to understand.	54.5	-1	6
FAMILY PARTICIPATION (Respondents who said: "Agree" or "Strongly Agree")			
My child's school offers a wide variety of ways that parents can be involved in the school.	43.2	0	-5
The adults at my child's school contact me when they have concerns about my child.	57.0	0	-11
I feel comfortable talking with my child's teachers.	82.0	1	-15
The adults at my child's school provide an opportunity for parents to provide feedback.	50.0	0	0
RELATIONSHIPS (Respondents who said: "Agree" or "Strongly Agree")			
The adults at my child's school have built strong, positive relationships with my child.	60.5	-1	6
At least one adult at my child's school cares about my child as a person, not just about her/his academic achievement.	81.7	0	4
The adults at my child's school treat me with respect.	85.4	1	-12
The adults at my child's school follow through on commitments.	72.4	-1	1
I feel welcome in my child's school.	79.0	1	-6
The adults at my child's school are respectful and sensitive to children experiencing social, emotional, and/or behavioral difficulties.	66.1	1	-16
STUDENT & TEACHER BEHAVIORS (Respondents who said: "Agree" or "Strongly Agree")			
Bullying is a problem at my child's school.	22.0	1	-5
The adults at my child's school respect and value my family's beliefs.	70.5	0	-1
The adults at my child's school try to make sure that all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability--feel accepted as part of the school community.	68.6	-1	4
The adults at my child's school teach my child to be accepting of all children--regardless of race, ethnicity, gender, sexual orientation, political views, religion, language, or disability status.	73.3	0	-10
The adults at my child's school are sensitive to issues regarding:			
Race/ethnicity	72.4	0	-9
Gender	77.0	-1	14
Sexual orientation	80.1	0	0
Mental or physical disabilities	71.4	0	-1
Religious beliefs	71.4	1	-14
Political beliefs	62.5	1	9



About Us

Created in 1997 by Mutiu Fagbayi, Performance Fact's sole commitment is to provide educational leaders, their teams, and their communities with a system of solutions for building stronger schools and accelerating learning for all students ... from thought to results.

We collaborate with our clients by aligning our external perspective with their internal vision for their schools and community.

Our Core Values

Our name - Performance Fact – is derived from five timeless ideals.

PERFORMANCE

We believe that results matter. They tell us about the effectiveness of our practice, and focus our attention on solutions that matter most.

fast forward

We act with a sense of urgency, and continually search for ways to accelerate time to results for our clients.

accountability

We rely on a fact-based approach, not opinion. Accountability means standing up for the results we produce, individually and collectively.

continuous learning

We view personal and team learning as professional expectations, and as the fuel for continuous improvement of services to our clients.

trust

We build relationships based on uncompromising integrity, deep caring, and total commitment to helping our clients achieve the goals that are important to them.

Since 1997, we have served nearly 100 school systems in 10+ US states. Together, these districts educate more than 1,000,000 students every day in nearly 1,800 schools. Internationally, Performance Fact works with leaders and practitioners in more than 100 schools serving more than 40,000 pupils.

Think. Believe. Move Mountains.

"We must believe in the inherent ability of all children to reach the same high expectations which we must set for all of them.

It is this trust in the natural potential in every child, backed by the purposeful action, that will produce the highest levels of student achievement.

And we will know that we truly believe when the results for students match our pronouncements."

— Mutiu O. Fagbayi
Founder, President/CEO

"Our ongoing work with Performance Fact is changing how we do our work. It is forcing us to examine and change practices, and be more disciplined in reporting our progress toward our goals."

— Dr. Susan Enfield, Superintendent,
Highline Public Schools,
Burien, Washington (2014)

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