



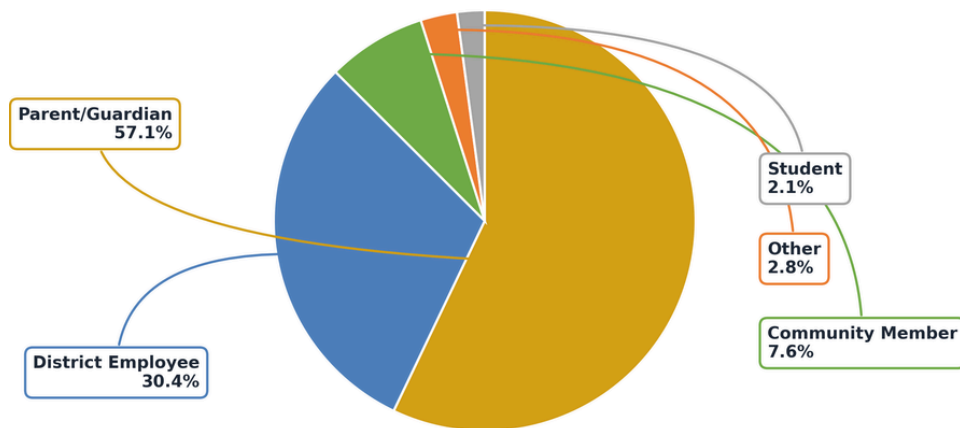
Stakeholder Survey Summary

August 14, 2026

A stakeholder survey was conducted to gather input from students, families, staff, and community members about the district's strengths, challenges, and opportunities for improvement.

Respondents were asked **what is working well, which strengths and successes should be preserved and expanded, what factors and barriers may be preventing progress, and how they would describe the Bettendorf Community School District to someone unfamiliar with it.**

The survey received 289 submissions. Roles were self-selected, so the totals represent submissions rather than verified unique individuals. One pair of responses was an exact duplicate.



Overall Findings

Respondents consistently described teachers, paraeducators, support staff and building-level administrators as the district's greatest assets. They also valued the district's academic opportunities, fine arts, athletics, extracurricular activities, career programs, student supports, and history of excellence. At the same time, the responses reflected concerns including student behavior, staff and leadership retention, and communication in respect to transparency and trust.



2026 Stakeholder Survey Summary

Themes by Question

Strengths & Successes

- **Dedicated teachers and staff:** This was the strongest theme by a wide margin. Respondents repeatedly credited teachers, paraeducators, support staff, principals, and other building employees with keeping the district moving forward.
- **Relationships and collaboration:** Employees particularly emphasized teamwork among staff, relationships with students and families, professional learning communities, and collaboration within buildings.
- **Building-level leadership:** Several respondents specifically praised principals and administrators who are accessible, supportive, and focused on students.
- **Academic programs and instructional systems:** Respondents mentioned curriculum alignment, literacy initiatives such as UFLI and the Science of Reading, intervention systems, standards-based grading, and career-readiness programming.
- **Student opportunities:** Athletics, fine arts, clubs, dual-credit courses, career and technical education, and other extracurricular opportunities were viewed positively.
- **Community and parent involvement:** PTOs/PTAs, the Parent Executive Council, the Bettendorf Community Schools Foundation, and engaged families were identified as important supports.
- **Facilities and student-support investments:** Middle school construction, updated facilities, TLC programs, safety improvements, and mental health supports were recognized.

Role Observations

- **Employees** concentrated most heavily on staff dedication, collaboration, interventions, and building systems.
- **Parents** emphasized teachers, communication, student opportunities, and building leadership.
- **Community members** offered mixed views, with some pointing to new leadership and others questioning whether the district is moving forward.
- **Student** comments mentioned teachers, leadership, activities, and mental health supports.



2026 Stakeholder Survey Summary

Themes by Question

Challenges & Obstacles

What internal and external barriers are affecting the district?

- **Communication, transparency and staff voice:** Respondents requested earlier communication, clearer explanations, meaningful employee involvement, and consistent implementation across buildings.
- **Behavior, safety, and learning environment:** Respondents described classroom disruptions, bullying, staff injuries, inconsistent discipline, and concern that behavior interferes with learning.
- **Workforce challenges:** Teacher and paraeducator pay, employee morale, recruitment, retention, and workload were recurring internal barriers.
- **Special education capacity:** Respondents cited growing caseloads, insufficient paraeducator coverage, limited space, and difficulty meeting increasingly complex needs.
- **Financial and legislative pressures:** State funding, education savings accounts, open enrollment, declining enrollment, mandates, and rising costs were frequently identified external barriers.
- **Changing community expectations:** Several comments described tension between preserving Bettendorf traditions and adapting to a more diverse student population and changing educational needs.
- **Balance among programs:** Some respondents believed athletics receive disproportionate attention and resources compared with academics, fine arts and student support programs.



2026 Stakeholder Survey Summary

Themes by Question

District Identity

How would you describe Bettendorf CSD?

Descriptions:

- A district with dedicated, caring, and highly qualified teachers and staff.
- A strong community with a proud history and tradition of excellence.
- A district offering extensive academic, extracurricular, fine-arts, athletic, and career opportunities.
- A welcoming and increasingly diverse district that supports different student needs.
- A place where students are known, families are involved, and employees care deeply about student success.
- A district with strong potential and a foundation worth preserving.
- A district with a strong foundation but is navigating a pivotal period of organizational change, including ever-changing needs of students.
- Inconsistent across buildings or stronger at the elementary level than at the middle or high school level.
- Confused about whether to recreate the past or adapt to current students and future needs.

The feedback reflects both pride in the district's people and programs and a strong desire to address current challenges. While perspectives differed, respondents shared a commitment to providing an excellent educational experience for every student.

The district will use this feedback to help guide future conversations, priorities, and actions. Thank you to everyone who took the time to share their perspective and contribute to this important work.