

HR SERVICES



Canutillo ISD
***Employee Opinion
Survey***

February 2016



**Employee Opinion Survey Report
for
Canutillo ISD**

February 2016

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Executive Summary

Background

The HR Services Division of the Texas Association of School Boards (TASB) conducted a survey of Canutillo Independent School District (CISD) employees in January and February of 2016 at the request of the district. Results were compared to the employee surveys conducted by TASB in the 2014–15, 2013–14, and 2012–13 school years.

The purpose of the survey was to assess employee attitudes and level of satisfaction with their jobs and work conditions. Survey information will be used to assist district leaders in understanding how employees perceive specific issues and to reveal the general level of job satisfaction among employees.

TASB HR Services developed the survey in collaboration with Canutillo ISD. When the survey questionnaire was finalized, HR Services sent an e-mail with a link to the survey to CISD staff requesting their participation. All employee responses were submitted directly to TASB.

Employees responded to statements using a Likert scale and some responses were combined for purposes of analysis. For example, “Strongly Agree” and “Agree” responses were combined to indicate a positive response.

The survey included 11 categories of questions to gather data about the following:

- Demographics
- Job Satisfaction and Engagement
- Working Conditions
- Compensation and Benefits
- Relationship with Coworkers
- Relationship with Supervisor
- District Communications
- District Leadership
- Campus Environment
- Curriculum and Instruction
- Student Discipline

Participation

All Canutillo ISD employees (956) were invited to participate in the survey. A total of 717 employees completed and submitted questionnaires, yielding a response rate of 75 percent compared to a 79 percent response rate in 2015 and 75 percent in 2014.

Employees from all work locations and job types participated in the survey. The largest employee group responding was the teacher group, comprising 46 percent of the total respondents and representing 81 percent of all teachers employed by the district. Thirty percent of survey participants have worked for CISD between four and nine years.

Major Findings

Job Satisfaction and Engagement

Overall, Canutillo ISD employees responded favorably regarding their own job satisfaction. Compensation and benefits and meaningful work were listed as the most important factors that contribute to their job satisfaction. Meaningful work was the number one reason identified in the three previous year's surveyed. Compensation and benefits held third position in most of the previous surveys.

Nearly all respondents like the work they do (98 percent), understand what is expected of them (97 percent), and feel good about what they have accomplished (96 percent)—all indicators of a highly engaged workforce.

Most respondents feel supported by their coworkers and their supervisor. As in previous years surveyed, an average of 92 percent feels a strong sense of loyalty, support, and teamwork with their coworkers, all of which are important factors in employee retention and engagement. Eighty-one percent or more responded positively to statements about support from their supervisors.

Eighty-seven percent of respondents feel secure in their employment with the district, an identical response to 2015. Nearly all employees who responded are proud to work for Canutillo ISD (96 percent). Similar to 2015, most would recommend the district (91 percent) and their campus or department (89 percent) to a friend as a good place to work.

Working Conditions

The majority of respondents continued to express satisfaction with their working conditions. Nearly all of those surveyed described their work environment as safe (92 percent). As in the three previous years surveyed, respondents said their work hours were reasonable (90 percent) and their workload appropriate for their position (74 percent). Seventy-eight percent said they have the tools they need to do their job.

Respondents remain satisfied with the amount of leave provided (93 percent). They are less inclined to agree that their pay is fair (54 percent) and competitive (56 percent) with other districts in the area. Agreement about the fairness of pay declined by 9 percent and satisfaction with the competitiveness of pay declined by 10 percent compared to the 2015 survey.

District communications received similar ratings in most areas when compared to the previous years surveyed. Eighty-six percent or more are satisfied with communication about district goals, policies, and important events. They feel that district leaders recognize employee accomplishments (75 percent). Seventy-seven percent believe the district provides a way for employees to express concerns to district leaders.

Respondent trust in the district's leadership team is consistent with the previous year. Seventy-five percent feel the district leadership team is effective. They believe district leaders are honest and trustworthy (75 percent) and they trust the leadership to act in the best interest of students (80 percent). Seventy percent believe district leaders value the employees of the district.

Learning Climate

Compared to 2015, 12 percent more respondents described their principal as an effective leader (85 percent). Eight percent more said the principal treats employees with respect (89 percent). In 2016, 85 percent of respondents agreed that they get the information they need to do their jobs.

Only teachers responded to questions regarding curriculum and instruction and student discipline. Survey responses were similar to those in 2015 in most areas. The only remarkable change was increased satisfaction with teacher input. Seven percent more respondents said teachers were involved in decisions about professional development (63 percent) and 6 percent more reported that teachers are involved in decisions about instructional issues (81 percent). Similar to 2015, teachers who responded agreed that they are held to high professional standards (91 percent). Most also said they have opportunities to collaborate with colleagues (89 percent) and learn from other teachers (84 percent). Eighty-four percent said they get feedback to improve their teaching. Teacher satisfaction with access to instructional technology (72 percent), resources and materials (74 percent), and resources for special populations (58 percent) were also similar to the previous survey.

Satisfaction with student discipline support increased. Twelve percent more teacher respondents feel that their principal sets and maintains behavioral standards for students (88 percent) and 9 percent more said they get appropriate assistance to resolve disciplinary problems in the classroom (82 percent). Seven percent more agreed that the student code of conduct is fairly and consistently enforced (75 percent).

Comments

Comments were provided by 17 percent of the survey respondents. Thirty-six percent of the comments were accolades for individual employees and the district as a whole. Comments are summarized at the end of the report.

Additional data and a detailed analysis of each question are included in the body of the report.

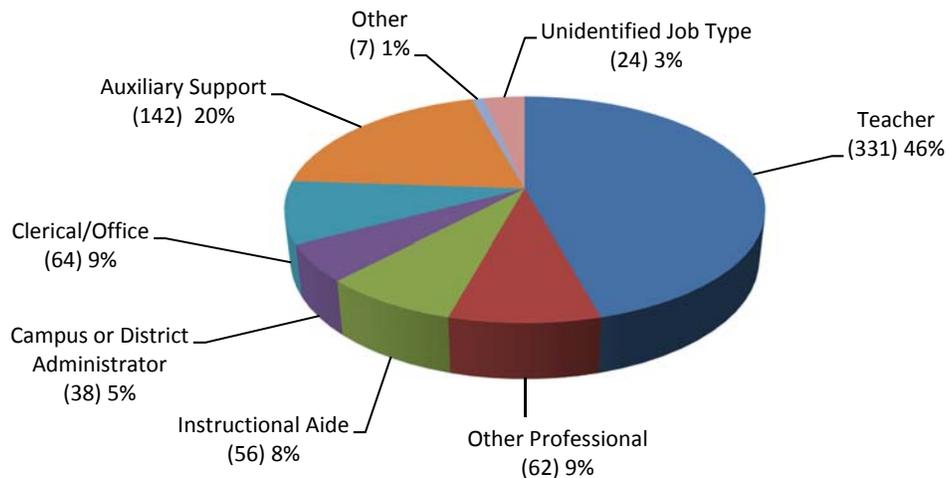
Demographics

Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher	411	331	81%	46%
Other Professional	96	62	65%	9%
Instructional Aide	86	56	65%	8%
Campus or District Administrator	38	38	100%	5%
Clerical/Office	77	64	83%	9%
Auxiliary Support	234	142	61%	20%
Other	14	7	50%	1%
Unidentified Job Type	N/A	24	N/A	3%
Total	956	717	75%	100%

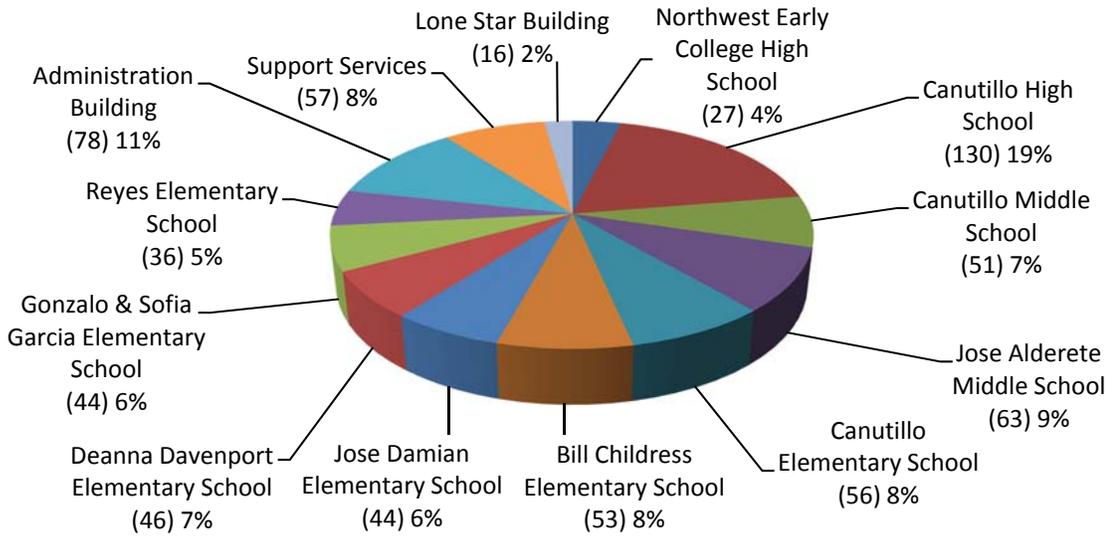
- A total of 717 surveys were completed and submitted, yielding a response rate of 75 percent compared to 79 percent in the 2014–15 and 75 percent in 2013–14 school years.

Representation by Job Type

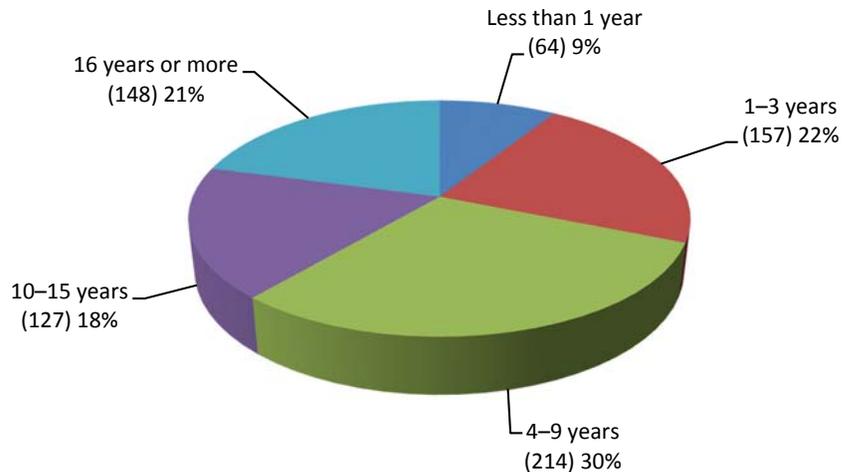


- The largest employee group responding to the survey was the teacher group comprising 46 percent of the total respondents and 81 percent of all teachers employed by the district.

Representation by Work Location



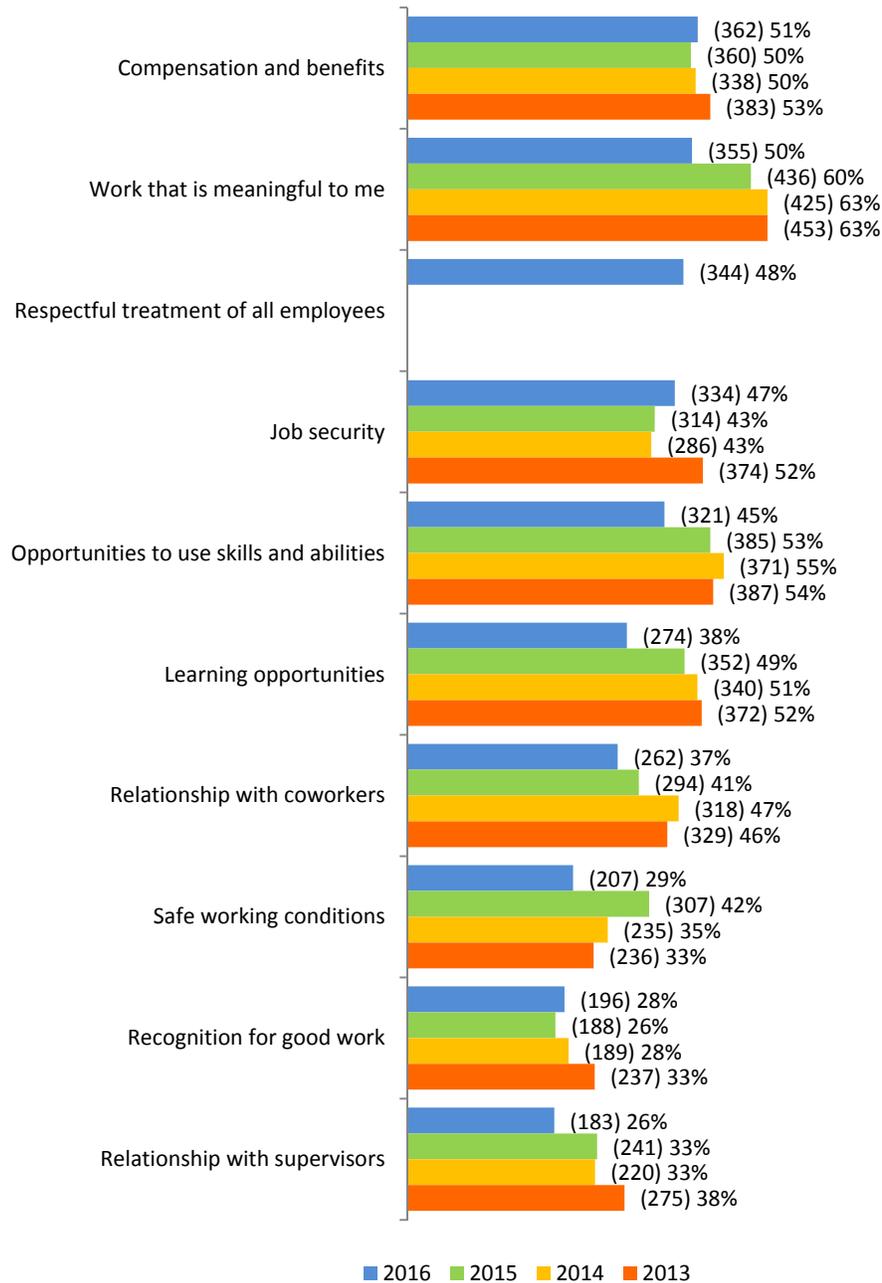
Representation by Length of Employment at Canutillo ISD



- Thirty percent of the respondents have been employed by Canutillo ISD between four and nine years.

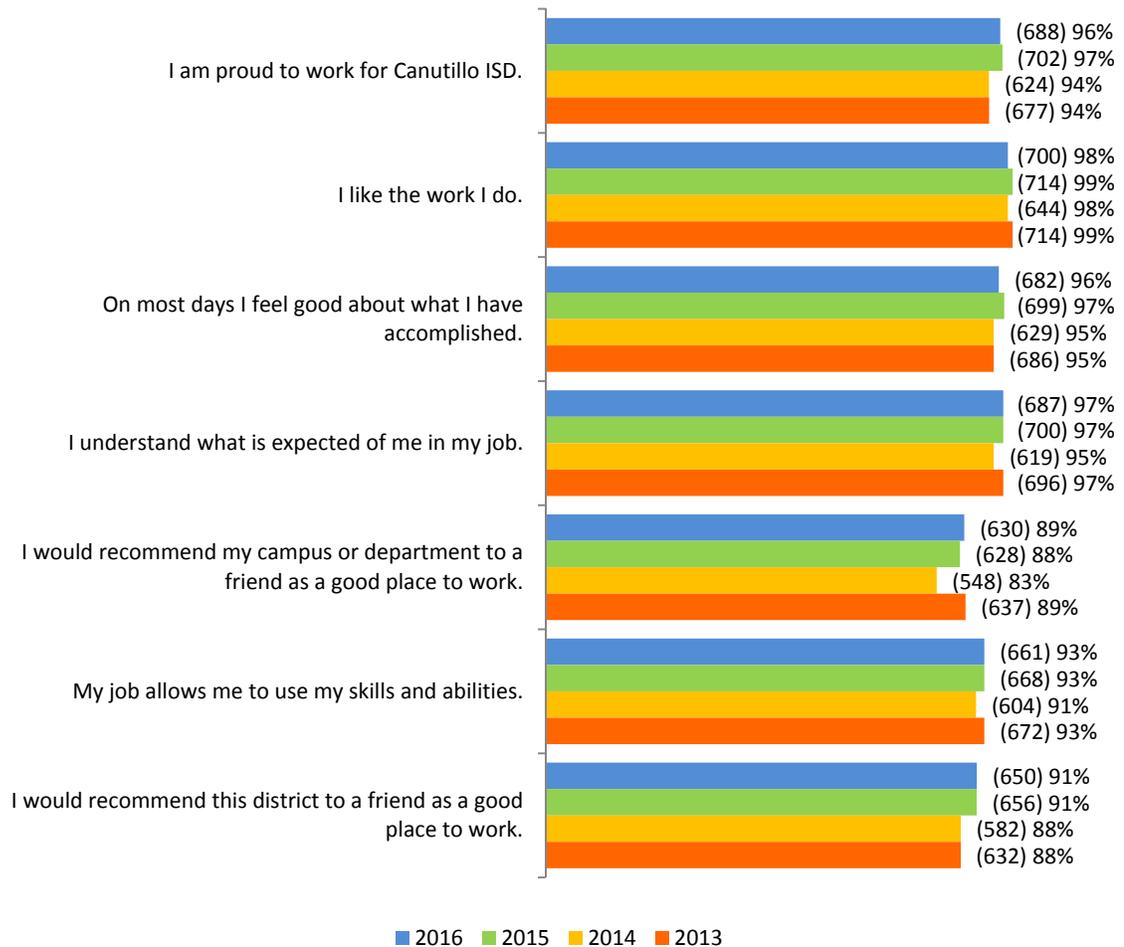
Findings

Factors that Contribute to Job Satisfaction



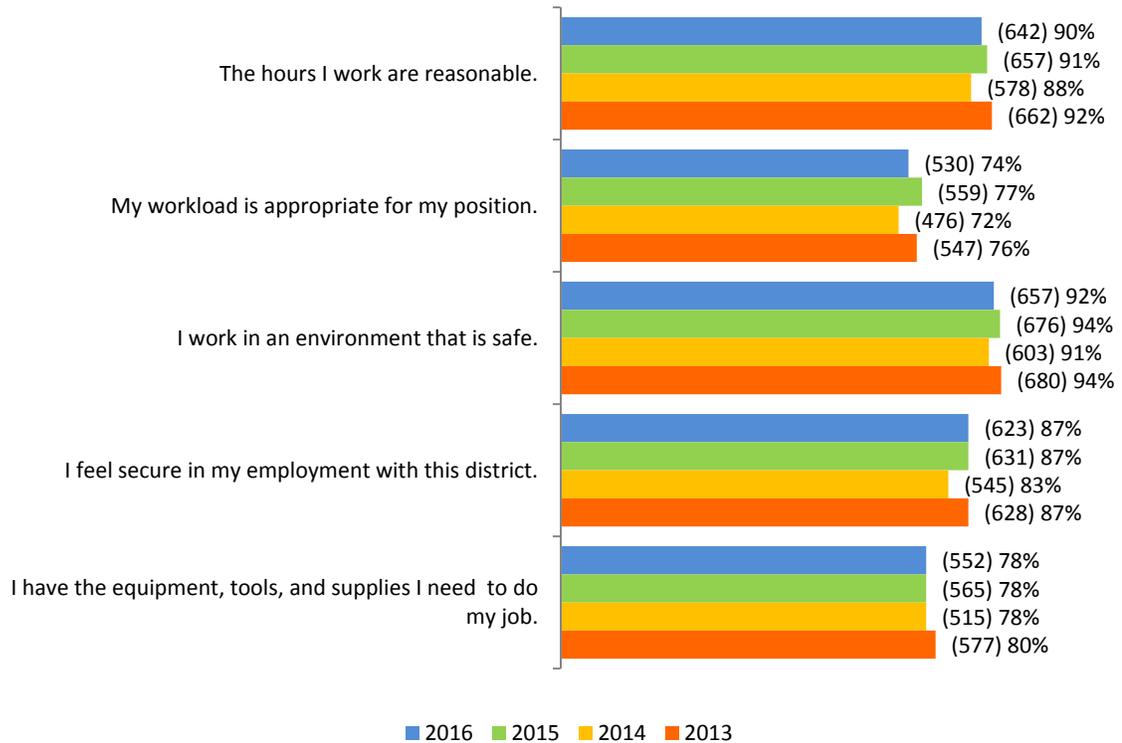
- Compensation and benefits and meaningful were identified as the most important contributors to job satisfaction. Meaningful work has been the number one reason throughout the three previous year’s survey. Compensation and benefits predominately held third position in previous surveys.

Job Satisfaction and Engagement



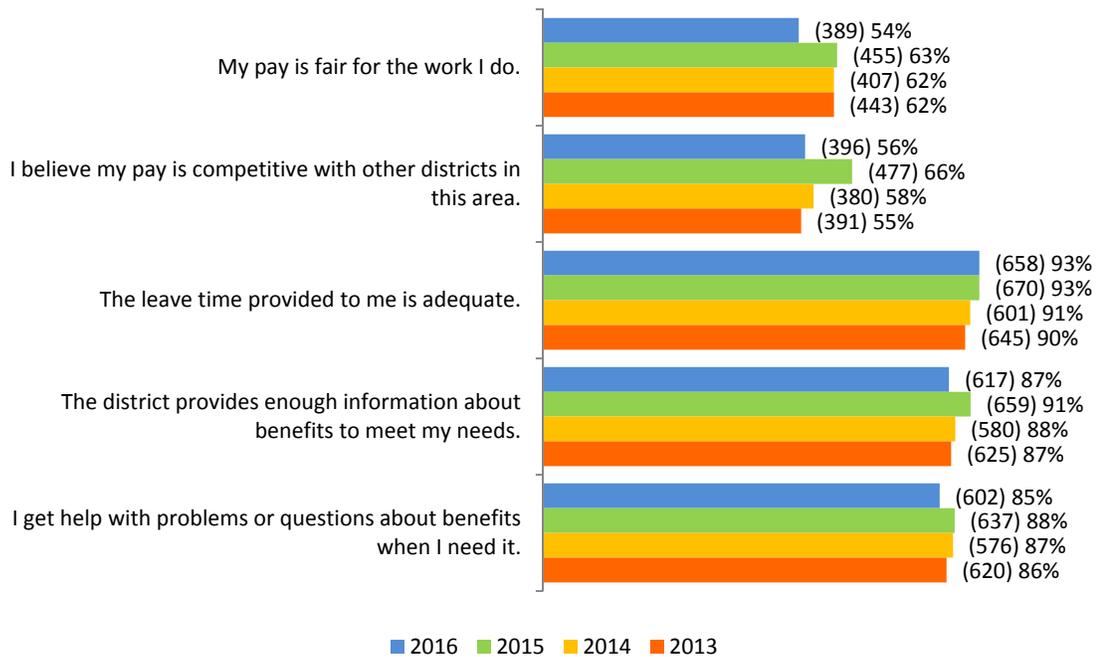
- As in previous years, Canuttillo ISD employees responded favorably regarding job satisfaction. Responses were nearly identical to those in 2015.
- Nearly all respondents continue to like the work they do (98 percent), understand what is expected of them (97 percent), and feel good about what they accomplish (96 percent). Ninety-three percent said their job allows them to use their skills and abilities.
- Ninety-six percent are proud to work for Canuttillo ISD. Eighty-nine percent said they would recommend their campus or department and 91 percent would recommend the district to a friend.

Working Conditions



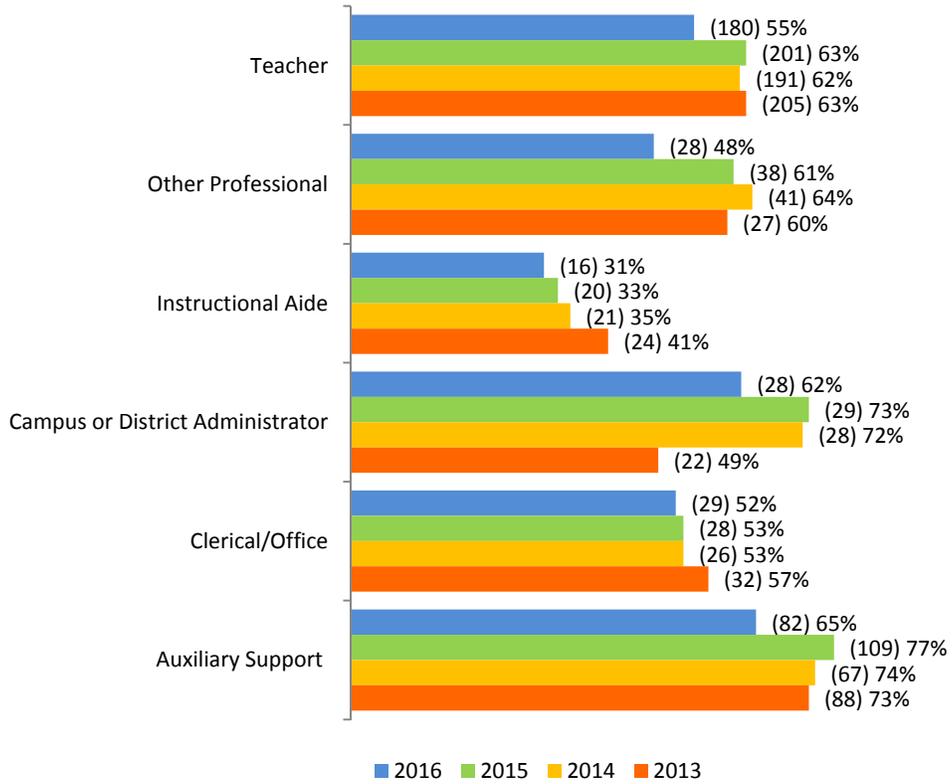
- Canutillo ISD employees continued to express satisfaction with their working conditions. Responses were nearly identical to the 2015.
- Respondents described their hours are reasonable (90 percent). Similar to 2015, 74 percent agreed that their workload is appropriate.
- Nearly all employees feel safe in their work environment (92 percent). Eighty-seven percent feel secure in their employment with the district.
- Seventy-eight percent said they have the tools they need to do the job.

Compensation and Benefits

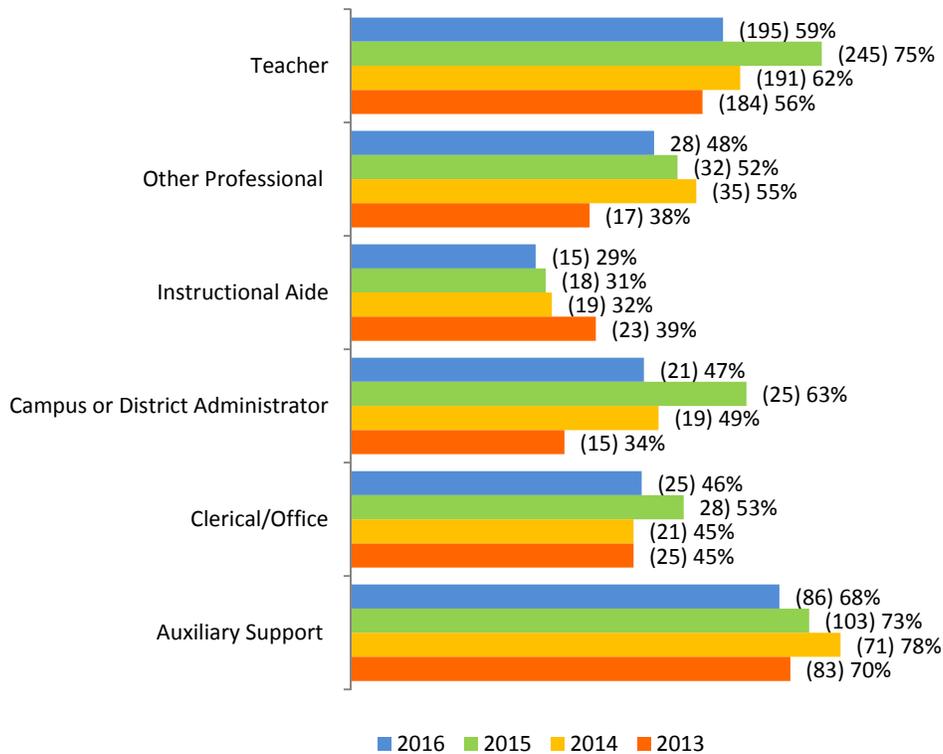


- Respondents remain satisfied with benefits. However, satisfaction with pay declined from 2015 levels.
- Fifty-four percent of those responding described their pay is fair, a drop of 9 percent from previous years surveyed. Confidence that pay is competitive also declined, dropping 10 percent from 2015. In 2016, 56 percent described their pay as competitive with other districts in the area.
- As in previous years, opinions varied among job categories.

My Pay Is Fair for the Work I Do



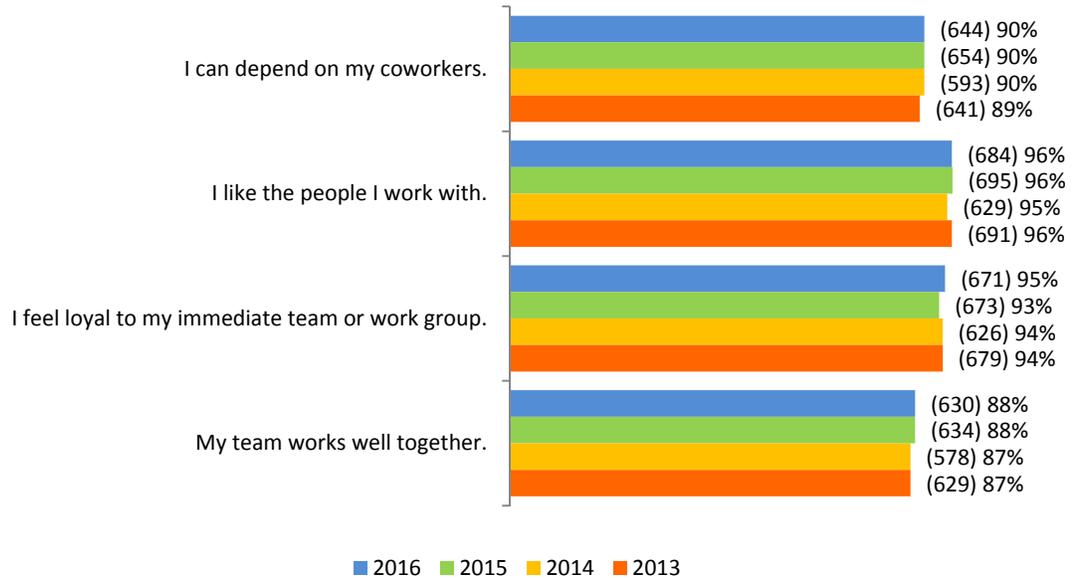
I Believe My Pay Is Competitive with Other Districts in this Area



- Campus and district administrators gave the fairness of their pay among the highest ratings by respondents. However, satisfaction with the both the fairness and competitiveness of their pay declined. Eleven percent fewer administrators described their pay as fair (62 percent) and 16 percent fewer believe their pay to be competitive with other districts (47 percent).
- Teacher satisfaction with pay also declined. Eight percent fewer teachers described their pay as fair (55 percent) and 16 percent fewer said their pay is competitive with other districts in the area (59 percent). In spite of the drop, teachers are among the more satisfied employees with regards to pay.
- Less than half of other professionals said their pay is fair and competitive with other districts (48 percent). This represents a 13 percent decline in satisfaction with fairness of pay compared to 2015. Although opinions about the competitiveness of pay is similar to 2015, results reflect a 7 percent declining trend over the last three years.
- Instructional aides continue to be the least satisfied with their pay. Similar to 2015, 31 percent agreed their pay is fair and 29 percent said it was competitive.
- Fifty-two percent of clerical and office staff described their pay as fair, a similar response to 2015. However, 7 percent fewer responded positively to the statement about competitiveness of pay (46 percent).

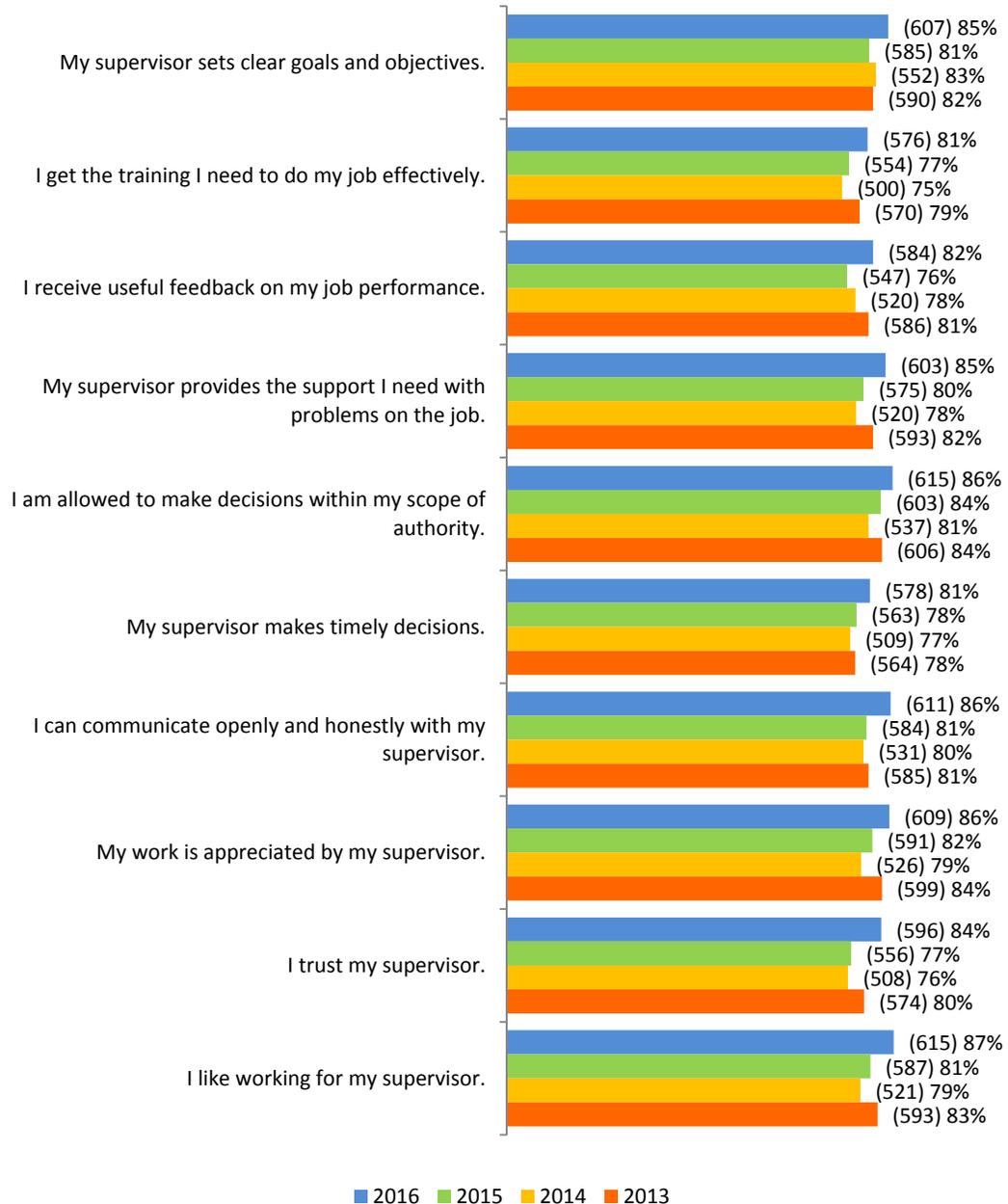
- Although levels of satisfaction dropped in 2016, auxiliary support staff remain the most satisfied with their pay. Sixty-five percent agreed that their pay was fair (-12 percent). Sixty-eight percent were satisfied with the competitiveness of their pay (-5 percent). While the difference in satisfaction levels from 2015 were not remarkable the change over the last two years shows a negative trend of 10 percent.

Relationship with Coworkers



- Levels of agreement about the supportive environment and willingness to help each other were nearly identical in all years surveyed. Positive attitudes about coworkers remain consistently strong with 88 percent or more report a sense of teamwork and support from other employees.
- Most respondents feel their team works well together (88 percent). They like the people they work with (96 percent), feel loyal to their immediate work group (95 percent), and feel they can depend on their coworkers (90 percent).

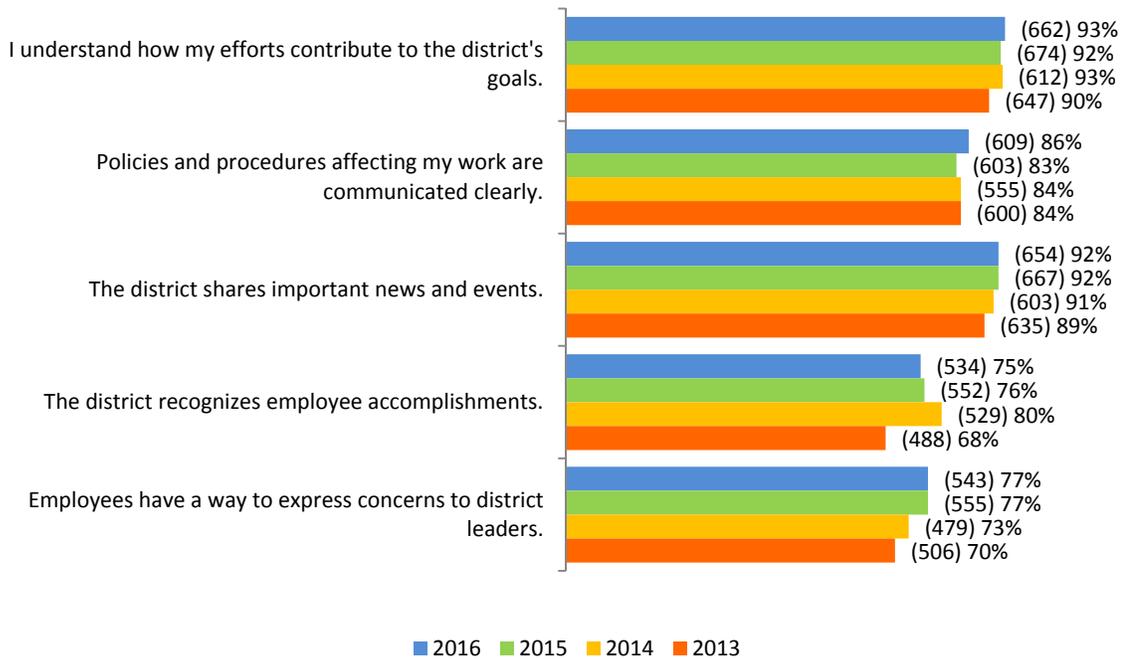
Relationship with Supervisor



- As in previous years surveyed, a strong percentage of respondents agreed that they receive support from their supervisor across all areas surveyed.
- Responses were similar to 2015 with three notable exceptions. Six percent more respondents reported they receive useful feedback on their job performance (82 percent). Seven percent more trust their supervisor (84 percent) and six percent more like working for him or her (87 percent).
- Employees feel their supervisor sets clear goals and objectives (85 percent) and makes timely decisions (81 percent).

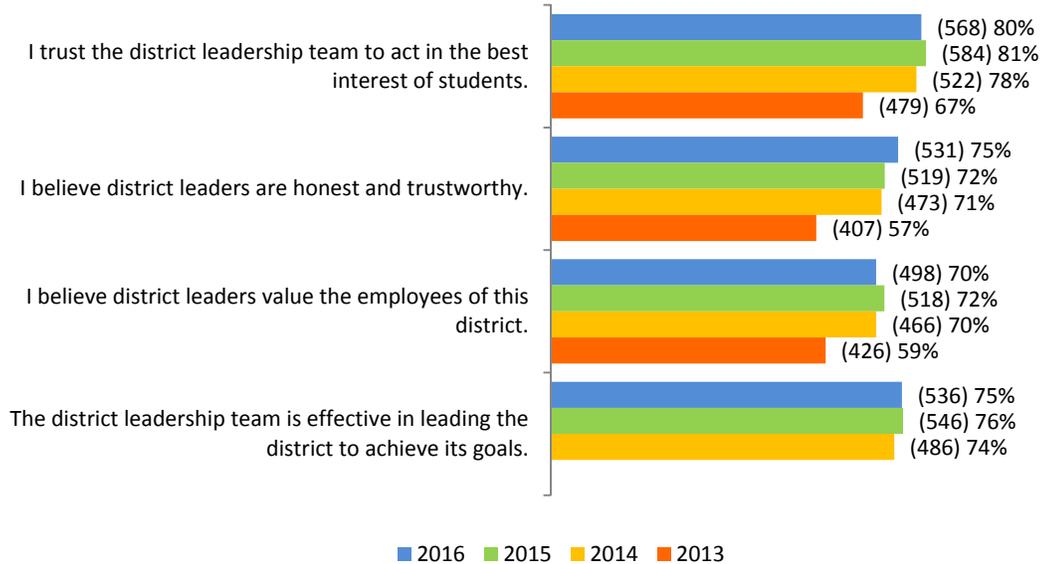
- Most respondents said they are allowed to make decisions within the scope of their authority (86 percent). They feel they can communicate openly and honestly with their supervisor (86 percent) and agreed that he or she provides the training (81 percent) and support they need with problems on the job (85 percent).
- Eighty-six percent of respondents feel their work is appreciated by their supervisor.

District Communications



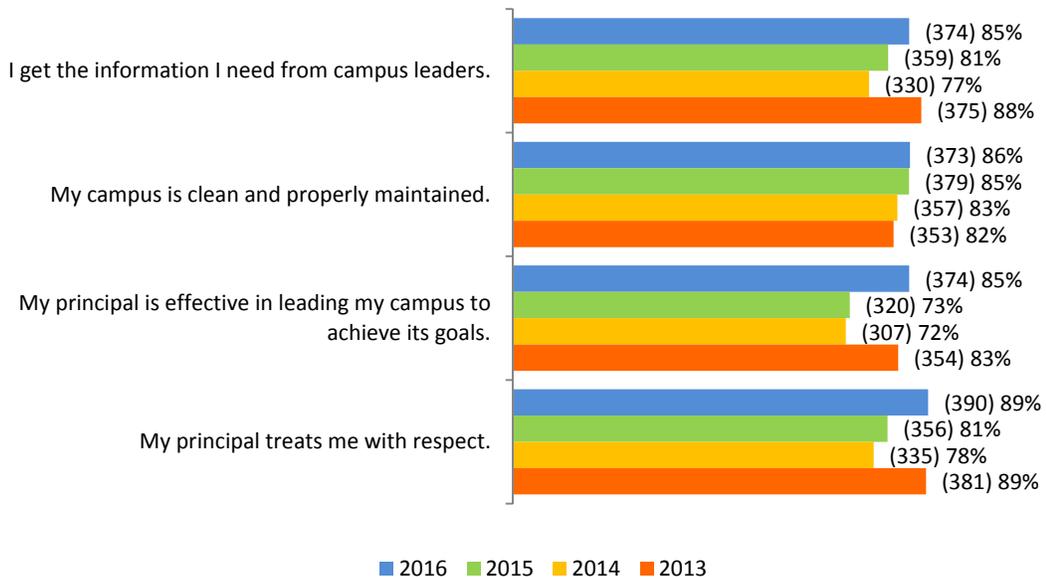
- The level of employee satisfaction with district communications was similar to opinions expressed in the 2015 survey.
- Nearly all respondents understand how their efforts contribute to the district’s goals (93 percent). Respondents feel that the district shares important news (92 percent) and communicates policies and procedures clearly (86 percent).
- As in 2015, most agreed that the district recognizes employee accomplishments (75 percent) and feel they have way to express concerns to district leaders (77 percent).

District Leadership



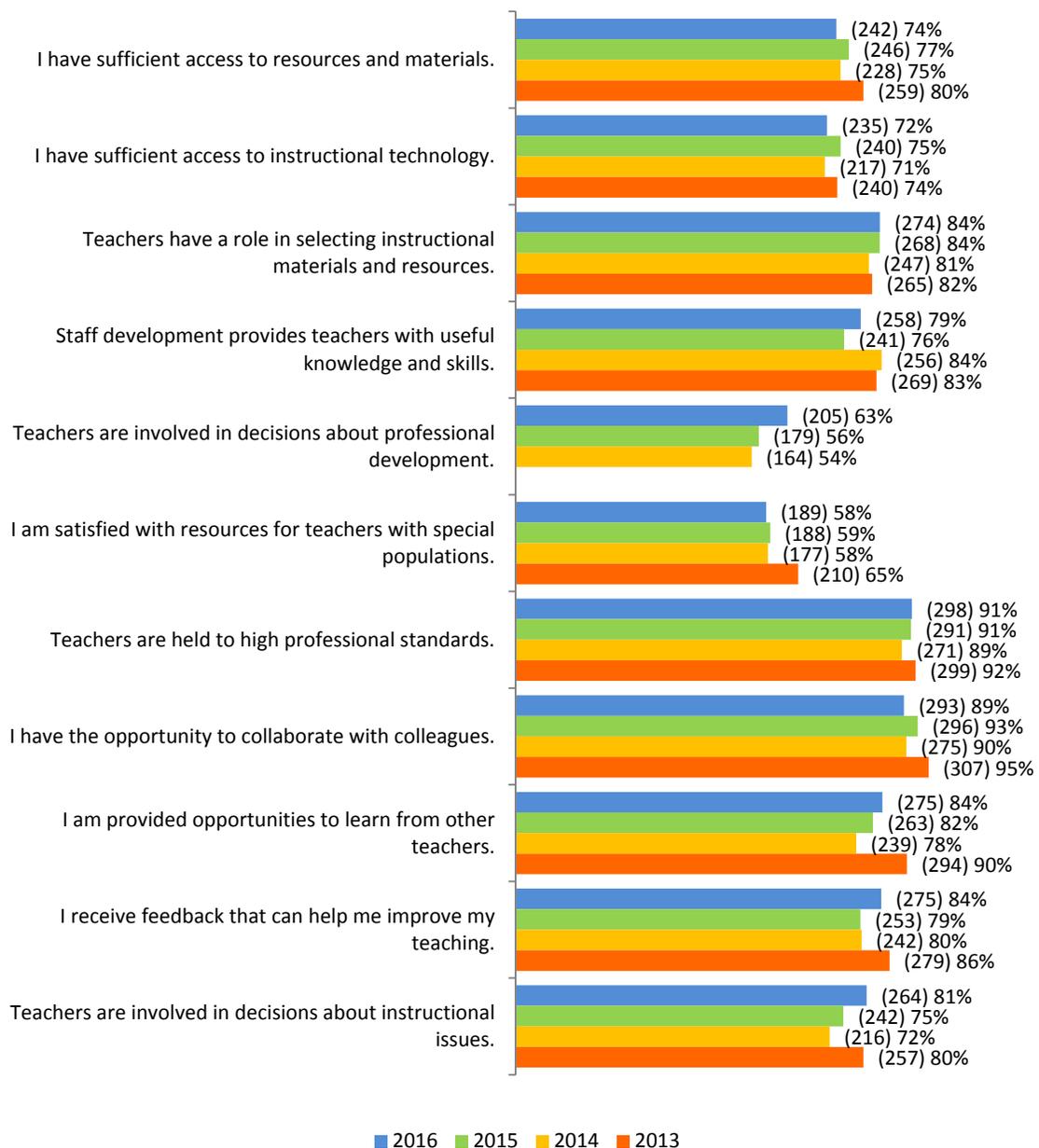
- Opinions about district leadership remain positive and consistent with recent previous surveys. Most respondents believe the district leadership team is effective in leading the district to achieve its goals (75 percent).
- Respondents continued to describe district leaders as honest and trustworthy (75 percent) and feel the district leadership team acts in the best interest of students (80 percent). Seventy percent believe districts leaders value employees.

Campus Environment



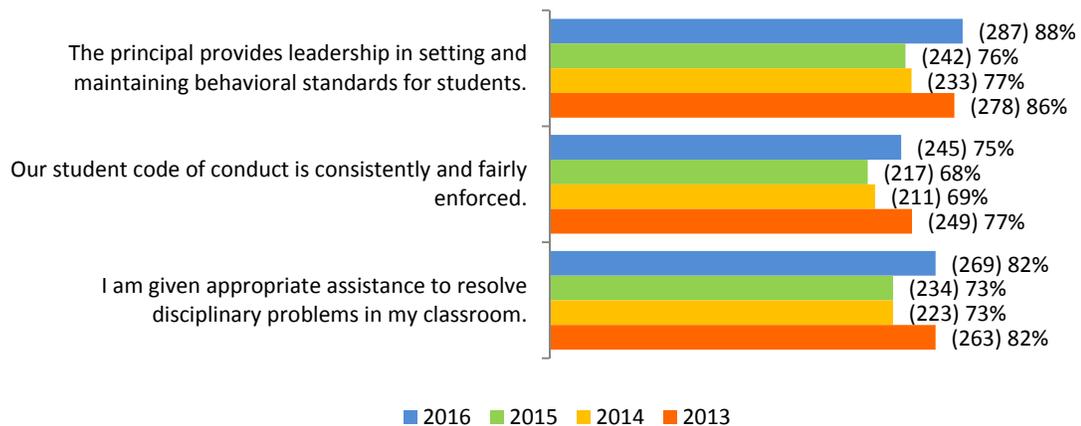
- Only teachers, other professionals, and instructional aides responded to statements about campus environment.
- Twelve percent more respondents in 2016 described their principal as an effective leader (85 percent). Eight percent more said their principal treats them with respect (89 percent).
- Similar to 2015, most reported they get the information they need from campus leaders (85 percent).
- As in previous years, most respondents were satisfied with campus maintenance (86 percent).

Curriculum and Instruction Support



- Only teachers participated in the survey questions on curriculum and instruction and student discipline support.
- Survey responses were similar to those in 2015 in most areas. The only remarkable change was increased satisfaction with teacher input. Seven percent more respondents said teachers were involved in decisions about professional development (63 percent) and 6 percent more reported that teachers are involved in decisions about instructional issues (81 percent). As in 2015, 84 percent said teachers have a role in selecting instructional materials and resources.
- Ninety-one percent said teachers are held to high professional standards. Most agreed that they have opportunities to collaborate with (89 percent) and learn from other teachers (84 percent). Eighty-four percent reported they get feedback to help improve their teaching.
- The majority of teachers continued to agree they had sufficient access to resources and materials (74 percent) and instructional technology (72 percent). As in previous years, teachers were less likely to be satisfied with resources for special populations (58 percent).
- Most responding teachers agreed that staff development was useful (79 percent).

Student Discipline Support



- Satisfaction with student discipline support increased notably in all areas in 2016.
- Twelve percent more teachers reported that the principal provides leadership in setting and maintaining behavioral standards (88 percent).
- Seventy-five percent agreed that the student code of conduct is consistently enforced (+7 percent) and 82 percent agreed that they are given appropriate assistance to resolve disciplinary problems in their classroom (+9 percent).

Comments and Suggestions for Improvement

Additional comments were provided by 124 respondents—17 percent of the survey participants. Recurring themes by order of frequency are summarized below.

- The most frequent comments were accolades for the district and other employees. People generally commented on how they enjoyed working in the district and the support they received from principals and assistant principals. (45)
- Sixteen respondents commented about low pay.
- Twelve respondents complained about the management style of their supervisor. The most common complaint was rude and disrespectful treatment of employees. More than one respondent commented about inconsistent treatment of employees, primarily the supervisor's failure to address inappropriate behavior or poor performance of other employees. Respondents also cited lack of support and micromanagement.
- Other comment themes repeated by fewer people included the following:
 - Heavy workload and increased paperwork (9)
 - Inadequate resources including color toner for the printer, Internet, heat, and diapering supplies (7)
 - Improved campus safety (2)
- Participants also offered the following suggestions:
 - Improve customer service from central office departments. Ensure that instructions and procedures from finance are clear and timely. Reduce response time to e-mails and calls to HR (7)
 - Hire additional security personnel. Add a technology specialist to provide resources and training and integrate 21st century learning into the instructional program. Hire more special education aides. Schedule an additional custodian to work during school hours. Reduce the number of central office personnel and increase campus staff (6)
 - Provide training and development for non-instructional staff. Train supervisors to manage employees with respect (5)
 - Pay a stipend to bilingual teachers (3)
 - Address negative and disruptive behaviors of a small group of employees who make the work environment difficult for the majority (3)
 - Discontinue the practice of students eating breakfast in the classroom (2)
 - Fix the Internet at the high school. Replace color cartridges for printer (2)
 - Review cafeteria menus and offer more food that appeals to students (2)
 - Solicit input from special education teachers when considering the purchase of learning resources
 - Leaders should demonstrate district core beliefs and vision by setting an example
 - Develop a process for staff to evaluate campus administrators
 - Reduce board involvement in day-to-day district operations

- Encourage and consider staff input in running the campus
- Meet with the teacher and parents separately rather than creating a confrontational situation
- Streamline the PBIS structure to allow for quick responses from administrators in appropriate situations
- Develop a rubric to ensure that all observers and evaluators are using the same criteria when evaluating teachers
- Ensure that at least one administrator assigned to a campus has experience and knowledge of district policies and procedures

Appendix

CANUTILLO ISD EMPLOYEE OPINION SURVEY 2016

1) Job Type

- Teacher
- Other Professional (Counselor, Librarian, Nurse, Diagnostician, Speech Language Pathologist, etc.)
- Instructional Aide
- Campus or District Administrator
- Clerical/Office
- Auxiliary Support (Food Service, Transportation, Custodian, Maintenance, etc.)
- Other: _____

2) Please indicate what you value as most important to your job satisfaction. (Choose up to 5 that apply.)

- Compensation and benefits
- Safe working conditions
- Job security
- Work that is meaningful to me
- Recognition for good work
- Relationship with coworkers
- Relationship with supervisors
- Respectful treatment of all employees
- Learning opportunities
- Opportunities to use skills and abilities

3) Job Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I am proud to work for Canutillo ISD.	<input type="radio"/>				
I like the work I do.	<input type="radio"/>				
On most days I feel good about what I have accomplished.	<input type="radio"/>				
I understand what is expected of me in my job.	<input type="radio"/>				
I would recommend my campus or department to a friend as a good place to work.	<input type="radio"/>				
My job allows me to use my skills and abilities.	<input type="radio"/>				
I would recommend this district to a friend as a good place to work.	<input type="radio"/>				

4) Working Conditions

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The hours I work are reasonable.	<input type="radio"/>				
My workload is appropriate for my position.	<input type="radio"/>				
I work in an environment that is safe.	<input type="radio"/>				
I feel secure in my employment with this district.	<input type="radio"/>				
I have the equipment, tools, and supplies I need to do my job.	<input type="radio"/>				

5) Compensation and Benefits

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My pay is fair for the work I do.	<input type="radio"/>				
I believe my pay is competitive with other districts in this area.	<input type="radio"/>				
The leave time provided to me is adequate.	<input type="radio"/>				
The district provides enough information about benefits to meet my needs.	<input type="radio"/>				
I get help with problems or questions about benefits when I need it.	<input type="radio"/>				

6) Relationship with Coworkers

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
I can depend on my coworkers.	<input type="radio"/>				
I like the people I work with.	<input type="radio"/>				
I feel loyal to my immediate team or work group.	<input type="radio"/>				
My team works well together.	<input type="radio"/>				

7) Relationship with Supervisor

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My supervisor sets clear goals and objectives.	<input type="radio"/>				
I get the training I need to do my job effectively.	<input type="radio"/>				
I receive useful feedback on my job performance.	<input type="radio"/>				
My supervisor provides the support I need with problems on the job.	<input type="radio"/>				
I am allowed to make decisions within my scope of authority.	<input type="radio"/>				
My supervisor makes timely decisions.	<input type="radio"/>				
I can communicate openly and honestly with my supervisor.	<input type="radio"/>				
My work is appreciated by my supervisor.	<input type="radio"/>				
I trust my supervisor.	<input type="radio"/>				
I like working for my supervisor.	<input type="radio"/>				

8) District Communications

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
I understand how my efforts contribute to the district's goals.	<input type="radio"/>				
Policies and procedures affecting my work are communicated clearly.	<input type="radio"/>				
The district shares important news and events.	<input type="radio"/>				
The district recognizes employee accomplishments.	<input type="radio"/>				
Employees have a way to express concerns to district leaders.	<input type="radio"/>				

9) District Leadership

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I trust the district leadership team to act in the best interest of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe district leaders are honest and trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe district leaders value the employees of this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district leadership team is effective in leading the district to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Campus Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I get the information I need from campus leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus is clean and properly maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal is effective in leading my campus to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Curriculum and Instruction Support

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I have sufficient access to resources and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient access to instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a role in selecting instructional materials and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development provides teachers with useful knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are involved in decisions about professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with resources for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are held to high professional standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to collaborate with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided opportunities to learn from other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback that can help me improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are involved in decisions about instructional issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Student Discipline Support

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The principal provides leadership in setting and maintaining behavioral standards for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our student code of conduct is consistently and fairly enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given appropriate assistance to resolve disciplinary problems in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) Work Location

- Canutillo High School
- Northwest Early College High School
- Canutillo Middle School
- Jose Alderete Middle School
- Canutillo Elementary School
- Bill Childress Elementary School
- Jose Damian Elementary School
- Deanna Davenport Elementary School
- Gonzalo & Sofia Garcia Elementary School
- Administration Building
- Support Services (Transportation, Maintenance, etc.)
- Lone Star Building

14) Length of Employment at Canutillo ISD

- Less than 1 year
- 1–3 years
- 4–9 years
- 10–15 years
- 16 years or more

COMMENTS

Thank You!

THANK YOU FOR TAKING THE SURVEY. YOUR RESPONSE IS VERY IMPORTANT.