

Issaquah School District Community Polling Study Results

Fall 2003 through Fall 2012

Prepared by:

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Background

- This study was launched in October 2003. The results encompass nine years (thirty-six quarters) of interviews.
- It is being conducted to obtain learning on the *overall* community's perceptions of the Issaquah School District on a variety of performance areas...
 - Education
 - Finance
 - Workplace environment
 - Management/leadership

Research Design

- This is a quantitative study with statistically significant findings.
- Interviews are conducted continuously among a random sample of adult residents (18 years old or older) in the Issaquah School District, with approximately 13 interviews conducted each week or 150 each quarter.
- By conducting interviews continuously, perceptions are measured throughout the quarter rather than at just one point in time when breaking news or an event could have a significant impact on the entire quarter's results.
- Ten-minute telephone interviews are conducted by trained interviewers who probe extensively when asking diagnostic questions, such as reasons for giving the District a specific grade for its overall performance.

Research Design Cont'd.

- The sample replicates the demographic profile of adults in the Issaquah School District with regard to age and sex, based upon the US Census.
- Respondents are asked if they are willing to provide further input to the District at the end of the interview. In each quarter a large number of respondents have answered yes. We have their names, phone numbers, and when available, e-mail addresses. This Fall four in ten (40%) indicated that they are willing to be contacted again.
- This is a flexible survey. If an event occurs that might impact perceptions in the community, the sample can be increased for a short time to assess the impact.

Research Design Cont'd.

- Starting in Fall 2006, additional questions were added to this survey to gain understanding regarding...
 - The overall community's perception on...
 - *Communications from the school district are open and honest*
 - Parents' perceptions for...
 - *Your opinions are welcome and encouraged in this district*
 - *Your involvement in your child's education is welcome*
- The sample was augmented to include at least 50 parents for each school level—Elementary, Middle and High School. Some parents have children in more than one school level and, therefore, answer about more than one school level.

Research Analysis

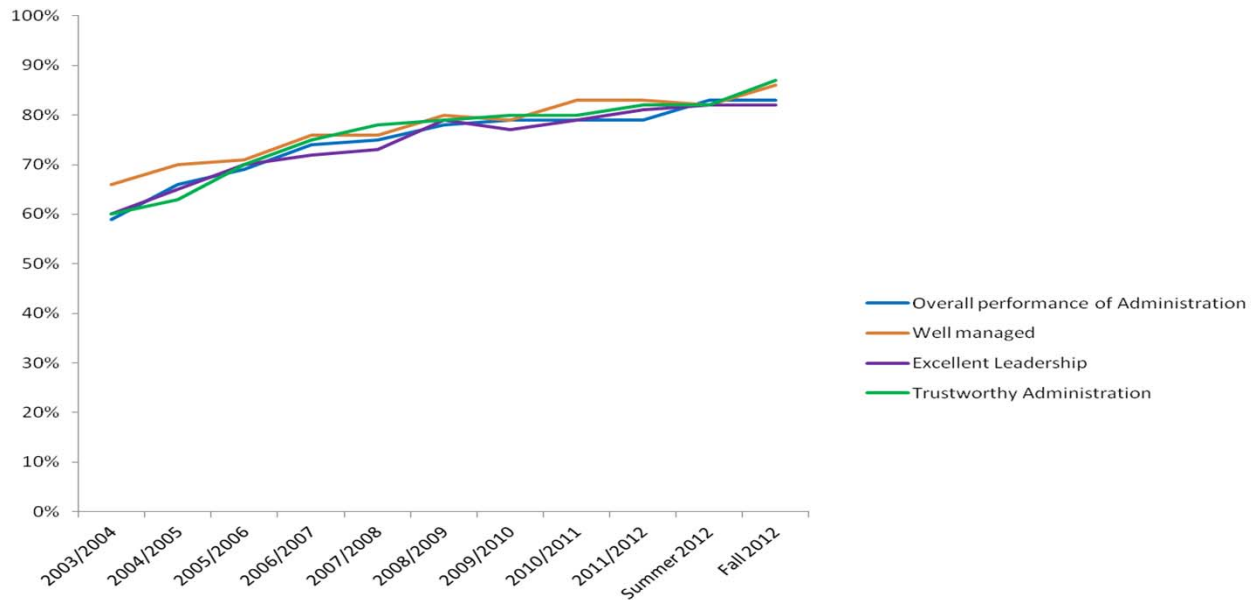
Please note that:

- The responses given in the current wave (Fall 2012) are compared to previous responses given.
 - When there are **statistically significant** differences in responses from one wave of interviews to another at the 90% confidence level it is noted.
 - When there are **directional** differences in responses (numerical differences that are not statistically significant), they are also mentioned.
- Responses do not always add up to 100% due to rounding. Instead at times they add up to 99% or 101%.

Key Findings Fall 2003 - Fall 2012

- As the following charts detail, improved perceptions have been maintained since this study began in 2003.
- The vast majority of residents now give the District an A or B grade across performance areas—ranging from 76% to 93%.
- In 2006, the attribute *communications from the school district are open and honest* was added to this survey. Almost nine in ten residents (86%) give the District an A or B grade for its performance in this area.

Results By School Year: Administration % Giving an A or B Grade

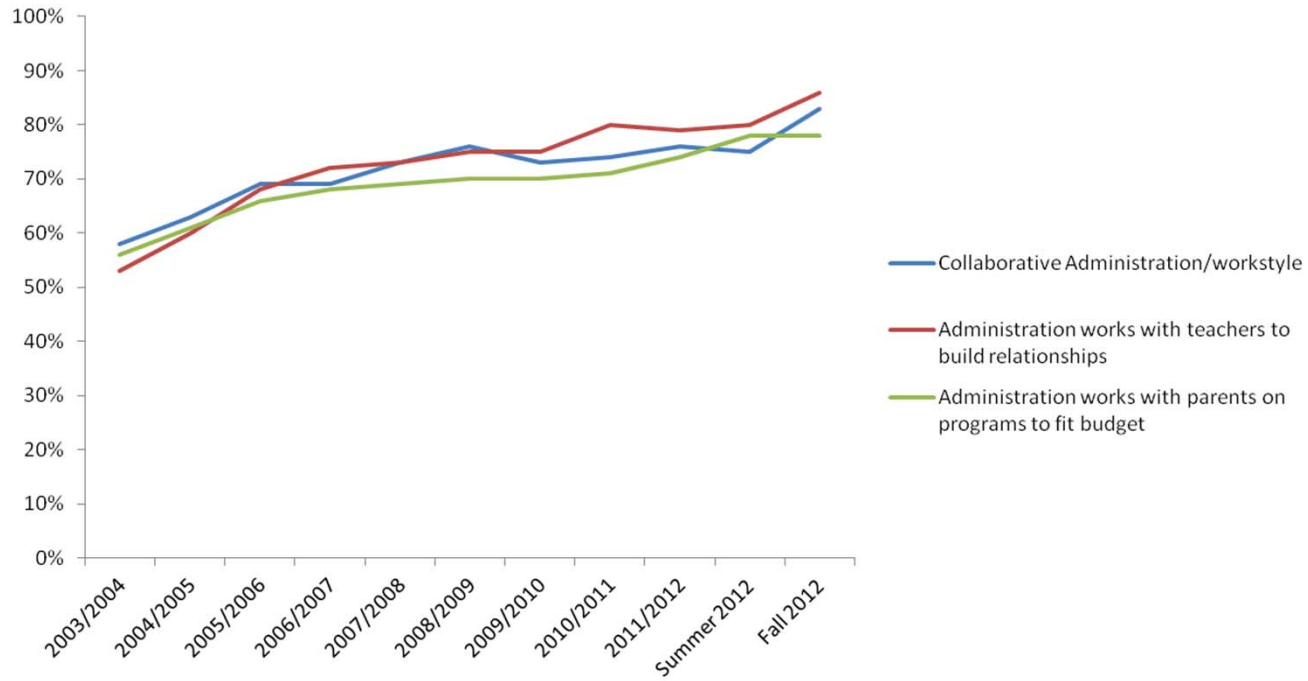


Note:

The 2011-2012 School year includes all four quarters: the Summer Quarter (July/August/September 2011), Fall Quarter (October/November/December 2011), Winter Quarter (January/ February,/March 2012) and Spring Quarter (April/May /June 2012). The 2012/2013 school year includes Summer 2012 (July/August/September 2012) and Fall 2012 (October/November/December 2012).

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results of by School Year: Collaboration % Giving an A or B Grade

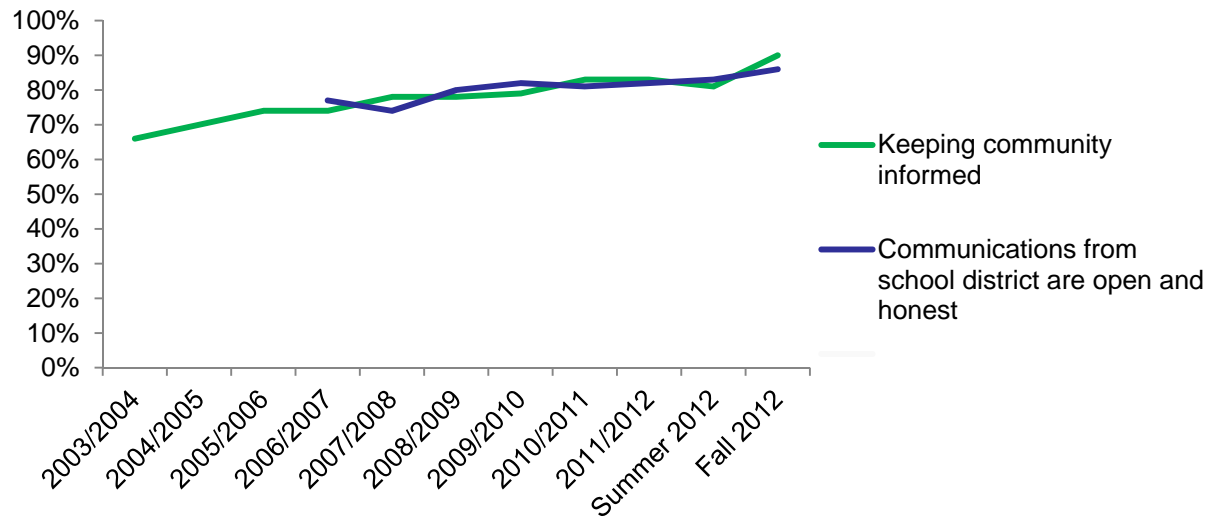


Note:

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Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results By School Year: Communications % Giving an A or B Grade

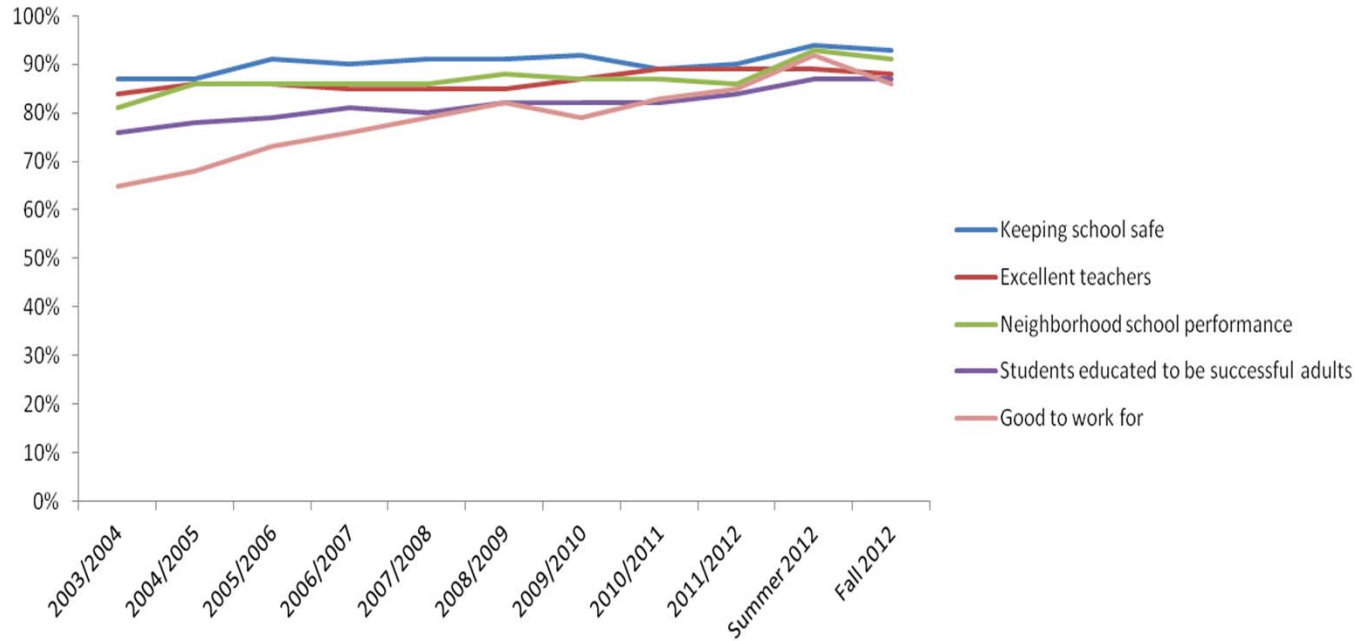


Note:

The 2011-2012 School year includes all four quarters: the Summer Quarter (July/August/September 2011), Fall Quarter (October/November/December 2011), Winter Quarter (January/ February./March 2012) and Spring Quarter (April/May /June 2012). The 2012/2013 school year includes Summer 2012 (July/August/September 2012) and Fall 2012 (October/November/December 2012).

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results by School Year: School Performance % Giving an A or B Grade

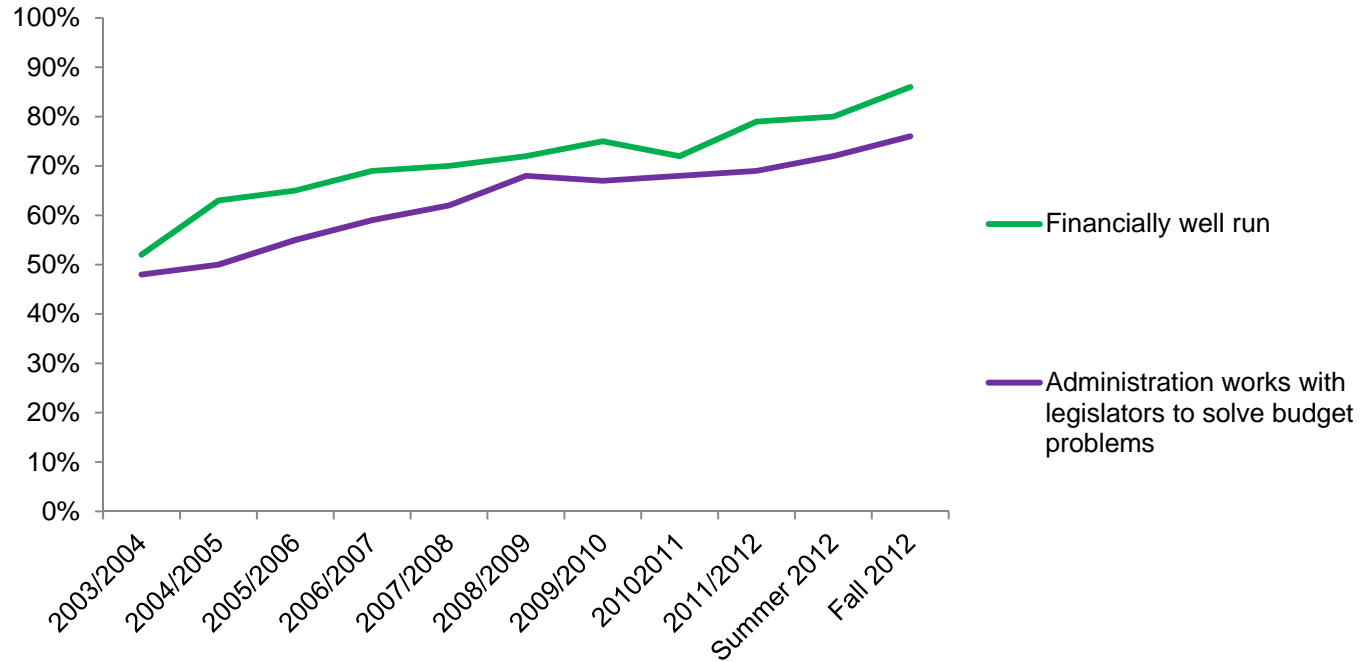


Note:

The 2011-2012 School year includes all four quarters: the Summer Quarter (July/August/September 2011), Fall Quarter (October/November/December 2011), Winter Quarter (January/ February./March 2012) and Spring Quarter (April/May /June 2012). The 2012/2013 school year includes Summer 2012 (July/August/September 2012) and Fall 2012 (October/November/December 2012).

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Summary of Results By School Year: Finance % Giving an A or B Grade



Note:

The 2011-2012 School year includes all four quarters: the Summer Quarter (July/August/September 2011), Fall Quarter (October/November/December 2011), Winter Quarter (January/ February./March 2012) and Spring Quarter (April/May /June 2012). The 2012/2013 school year includes Summer 2012 (July/August/September 2012) and Fall 2012 (October/November/December 2012).

Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Ratings During Past Quarter

- During the Fall there were a number of small directional shifts in the levels of A/B grades given for performance attributes that tended to be positive.
- There was a **significant** increase in A/B grades for *keeps community informed*, from 81% of respondents giving an A/B grade in the Summer to 90% in the Fall.

Summary of Results of Community Polling Study Summer 2012 Vs. Fall 2012

	Summer 2012 (June, July, August)					Fall 2012 (September, October, November)				
	A or B	A	B	C	D or F	A or B	A	B	C	D or F
Keeping schools safe	94%	61	33	4	1	93%	59	34	6	1
Neighborhood school performance	93%	47	46	7	0	91%	54	37	7	2
Keeps community informed	81%	48	33	17	2	90%*	60*	31	10	0
Excellent teachers	89%	49	40	10	1	88%	43	45	12	0
Students educated to be successful adults	87%	37	50	12	1	87%	50*	37	12	1
Trustworthy Administration	82%	45	38	13	4	87%	56*	32	8	4
Good to work for	92%	43	49	7	1	86%	49	37	12	1
Communications from school district are open and honest	83%	45	38	15	1	86%	55*	32	12	2
Well managed	82%	40	42	15	3	86%	47	39	12	2
Administration working with teachers to build relationships	80%	38	43	17	3	86%	43	43	13	2
Financially well run	80%	40	40	15	5	86%	47	39	10	4
Overall performance of Administration	83%	37	47	15	2	83%	41	42	14	3
Collaborative Administration	75%	37	38	19	6	83%	43	40	12	5
Excellent leadership	82%	36	46	16	2	82%	42	40	15	3
Administration works with parents on programs that fit budget	78%	33	45	18	3	78%	35	42	17	5
Administration working with legislators to solve budget problems	72%	32	40	24	4	76%	35	41	22	2

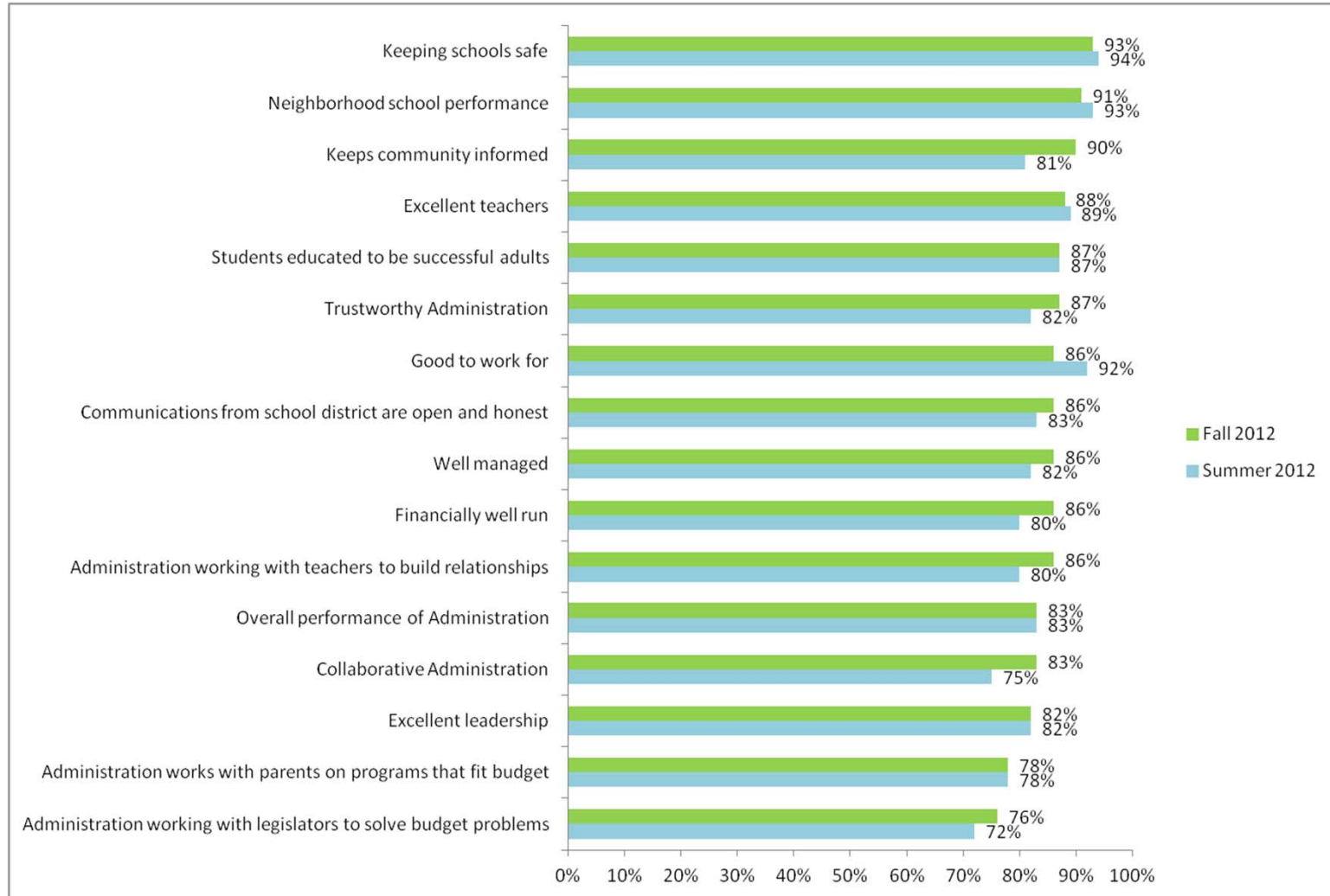
Note:

* = Significant difference vs. Summer 2012 at the 90% confidence level.

The attribute *communications from school district are open and honest* was added to this study in Fall 2006.

Q. Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A,B,C,D or F for its performance on...?

Summary of Results of Community Polling Study— Summer 2012 Vs. Fall 2012 % Giving an A or B Grade



Note:

The attribute *Communications from school district are open and honest* was added to this study in Fall 2006.

Q. Based on your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A,B,C,D or F for its performance on...?

Grades Given by Parents Regarding How the Issaquah School District Treats Them

- Almost all parents continue to give the District a high grade for *encouraging their opinions* and *welcoming their involvement*.
 - Nine in ten parents overall (94%) give the District an A or B grade for *your involvement in your child's education is welcome*. Three out of four parents (75%) give the District an A grade, which is significantly more than in 2006 (63%).
 - Across school levels there are no significant differences in the levels of parents giving A or B grades.
 - But, parents of Elementary School students (86%) continue to be more likely to give an A grade than parents of Middle School (74%) and High School (67%) students.
 - Nine in ten (94%) parents give the District an A or B grade for *your opinions are welcome and encouraged in this District*, which is significantly more than in 2006 (81%). Over half of parents (56%) now give the District an A grade, which is also significantly more than in 2006 (34%).
 - Parents of Elementary school students (98%) are significantly more likely to give an A or B grade than parents of Middle school students (87%) and directionally more likely than parents of High school students (92%).
 - Across school levels, parents are equally likely to give an A grade.

Grades Given by Parents Regarding Involvement in Their Child's Education Fall 2006 Vs. Fall 2012

Fall 2006 (October, November, December)					Fall 2012 (October, November, December)			
<i>Your opinions are welcome and encouraged in this District</i>								
	All Parents of Students Attending Issaquah Schools	Parents of Elementary School Students	Parents of Middle School Students	Parents of High School Students	All Parents of Students Attending Issaquah Schools	Parents of Elementary School Students	Parents of Middle School Students	Parents of High School Students
A or B	81%	90%	83%	72%	94%*	98%***	87%	92%*
A	34	41**	34**	19	56*	54*	52*	52*
B	47	49	49	53	38	44	34	39
C	14	6**	14	22	5*	2***	14	6*
D or F	6	4	4	6	1	0	0	2
<i>Your involvement in your child's education is welcome</i>								
A or B	92%	97%	93%	87%	94%	97%	94%	92%
A	63	77**	69**	47	75*	86	74****	67*, ****
B	29	20**	24**	40	19	11	20****	26****
C	7	3**	7	11	5	3	4	8
D or F	1	0	0	2	1	0	2	0

Note:

These attributes were added to the study in Fall 2006.

* = Significant difference vs. Fall 2006.

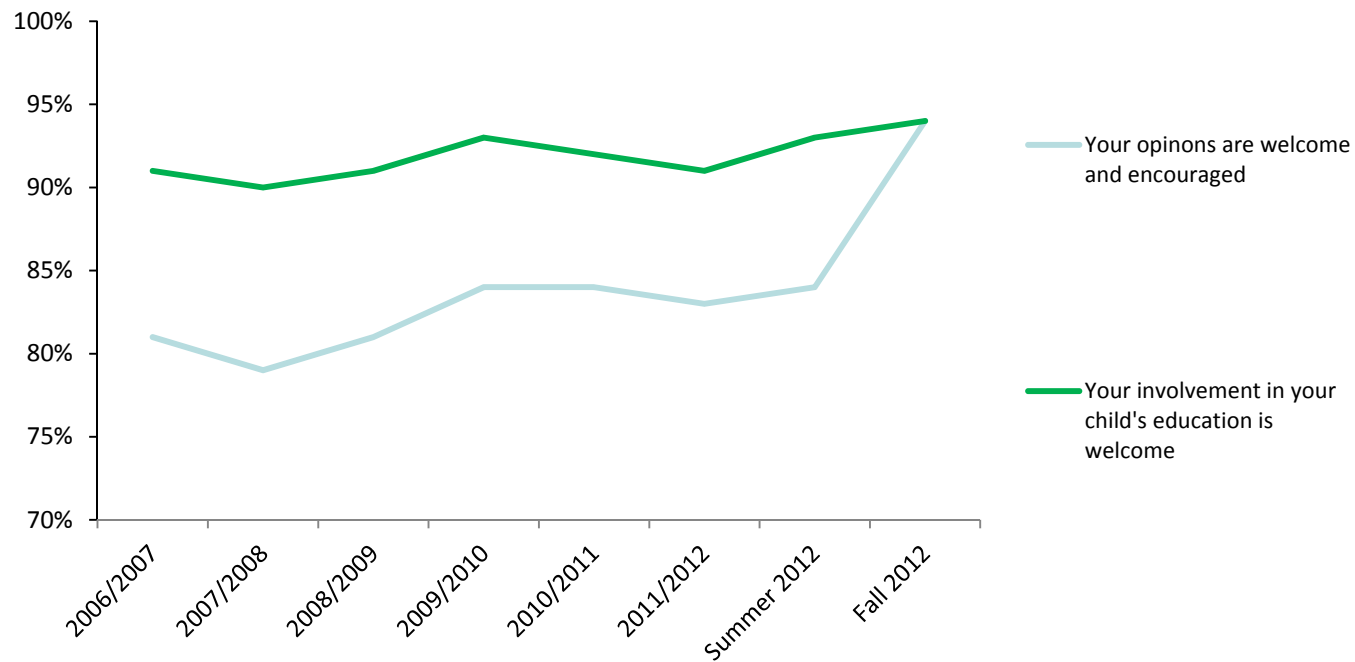
** = Significant difference vs. parents of High School students.

*** = Significant difference vs. parents of Middle School students.

**** = Significant difference vs. parents of Elementary School students.

Q. Based upon your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

A/B Grades Given by Parents Regarding How the Issaquah School District Treats Them



Note: These performance attributes were added to this study in Fall 2006.

Q. Based in your impressions, if you were to give a grade to the Issaquah School District, would you give it a grade of A, B, C, D or F for its performance on...?

Reasons for Grade Given to Administration for Its Performance Overall

- Respondents are probed regarding their reasons for the grade they gave the Administration for its overall performance.
- Residents' perceptions of the Administration have improved since the first wave of measurements were taken in Fall 2003 but have not changed significantly vs. the previous (Summer) quarter.
 - Approximate (41%) mention that something needs improvement, which is **significantly** fewer than in the 2003/04 school year (64%) and directionally more than the previous (Summer) quarter (38%).
 - At the same time, almost half (47%) mention a positive reason for the grade they gave, which is significantly more than in the 2003/2004 school year (26%) and about the same as in the Summer quarter (45%).
- The reasons given continue to be diverse with no specific reason mentioned by more than a small number of respondents.
- The most frequently given positive reasons are:
 - Doing a good job (25%)
 - Good parental involvement/support (12%)
 - Satisfied/happy with the school experience (11%)
 - Positive Administration comments (5%)

All other positive reasons were mentioned by less than 5% of respondents.

Q. Why did you give the overall performance of the Administration a grade of...?

Reasons Given for Grade Given to Administration for Its Performance Overall Cont'd.

- Negative reasons for the grade given to the Administration continue to be varied with no specific reason mentioned by more than a small number of residents and parents.
- Historically a frequently given reason is Communication. Directionally more residents gave this reason this Fall vs. the Summer(11% vs. 6%), possibly due in part to a greater need for information at the start of the school year. Specific requests regarding communication include...
 - Need to listen to parents/community/solicit input/involvement (9%), which is significantly more than in the Summer (3%)
 - Improve communication to parents from teachers/administration/provide more timely information (2%), which was also at a low level in the Summer (3%)
- Other reasons given are:
 - Room for improvement (8%)
 - Better administration/leadership/better decision making (5%)
- Very few (less than 5%) mention any other specific negative reason.

Suggestions for District

- Residents are also asked to suggest improvements that would cause them to give the District a higher grade. Approximately six in ten (59%) of residents make at least one suggestion, which is significantly fewer than in the Summer (75%).
- The suggestions continue to be diverse. The most frequently given suggestion continues to be to improve Communications. Approximately one in five residents (22%) make this type of suggestion, which is the same as in the Summer (22%).
- Specific Communication suggestions include:
 - Improve communication to parents from teachers/Administration/provide more/timely information (10%), which is significantly fewer than in the Summer (18%).
 - Need to listen to parents/community, solicit input/involvement (14%), which is significantly more than in the Summer (4%).

Suggestions for District Cont'd.

- Other suggestions include...
 - Better teachers needed/better teacher-student relations (11%)
 - More support/concern needed for children with average/poor grades (8%)
 - Increase funding/school support/work with State for funding (7%), which was mentioned by comparable levels during recent years.
 - More focus on students individual needs/improve school learning experience (6%)
- All other suggestions were made by less than 5% of respondents.

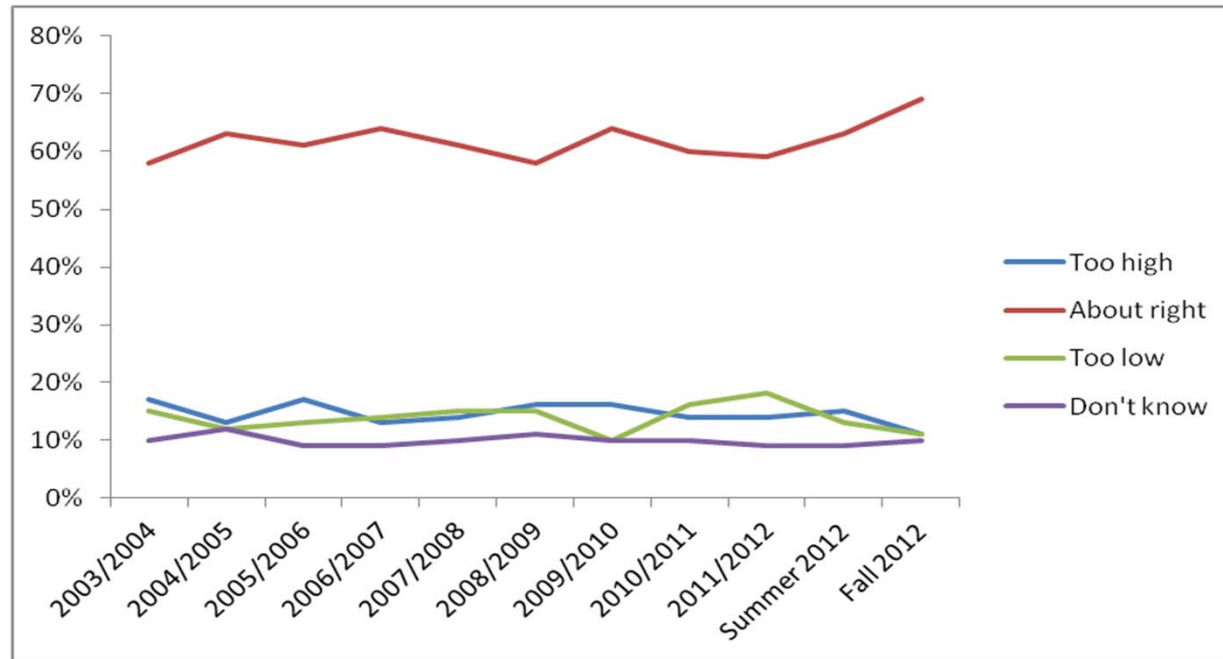
How Voters Feel About the Tax Dollars They Pay for Local Public Education

- Four out of five residents (80%) feel that the amount of taxes that they pay for local public education is about right or too low. Historically, the vast majority of residents have felt this way.
- Residents feel that the taxes they pay for local public education are...

Too high	11%	
About right	69%	} 80%
Too low	11%	
Don't know	10%	

Q. Do you feel that the current share of tax dollars that you pay for local public education is...?

How Voters Feel about the Tax Dollars They Pay for Local Public Education (2003/2004 School Year – Fall 2012)



Do you feel that the current share of dollars that you pay for local public education is...?

Primary Source of Information About Issaquah Schools

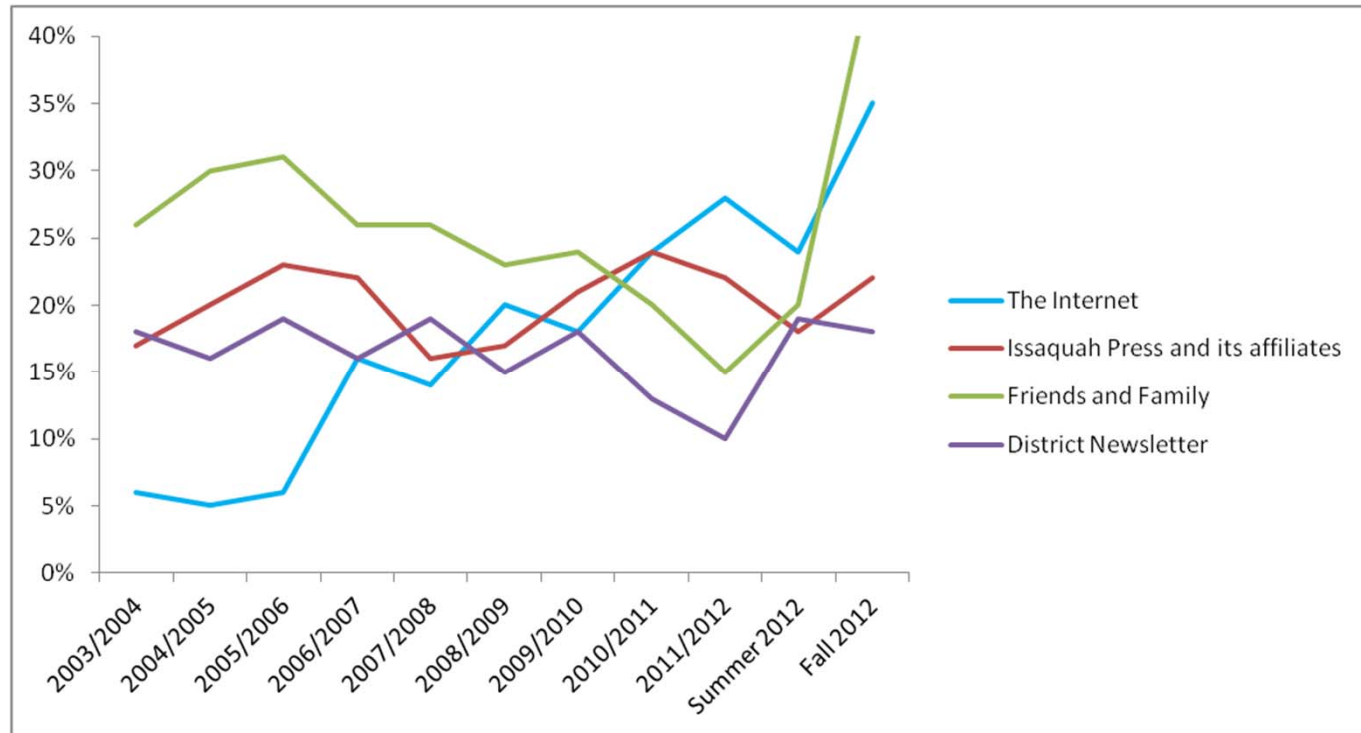
- People are frequently mentioning more than one source of information as their primary source of information about Issaquah schools.
- The Internet, the Issaquah Press/its affiliates, Friends and Family, and the District Newsletter continue to be the primary sources of information about Issaquah schools. E-mail is also mentioned by a significant minority which may include e-mail from the district or schools.

Primary Source of Information about Issaquah Schools

Friends and Family	45%
The Internet	35
Issaquah Press and its affiliates	22
District Newsletter	18
E-mail	17
School employees	16
Work there/personal experience	12
Seattle Times	13
Television	5
Mail/School Bulletin	5
School	1
Other	4
Don't Know	4

Q. Where do you get most of your information about Issaquah Schools? (Do not read list.)

Top Four Primary Sources of Information About Issaquah Schools (2003/2004 School Year – Fall 2012)



Q. Where do you get most of your information about Issaquah schools?

Conclusions and Recommendations

- Overall, the number of residents giving the District high grades has improved significantly across many performance areas since 2003.
- During the Fall quarter the levels of A/B grades increased for most performance areas either directionally or significantly. The vast majority of residents now give the District an A or B grade across performance areas—ranging from 76% to 93%.
- The levels of A/B grades increased significantly this Fall for *keeps the community informed*, from 81% of respondents giving an A/B grade in the Summer to 90% in the Fall.

Conclusions And Recommendations Cont'd.

- With regard to the attributes that were added to this study in Fall 2006, the District's performance continues to be extremely strong with almost all parents giving it high grades.
 - Over four out of five residents (86%) give the District an A or B grade for *communications from the school district are open and honest* , which is directionally higher than the previous (Summer) quarter (83%).
 - Nine in ten parents (94%) give the District an A or B grade for *your involvement in your child's education is welcome* which is comparable to the level achieved in the Summer (93%).
 - Three out of four parents (75%) give the District an A grade, which is significantly more than in 2006 (63%).
 - Nine in ten parents (94%) give Issaquah an A or B grade for *your opinions are welcome and encouraged in this District* , which is significantly more than in the Summer (84%).
 - Over half of parents (56%) give the District an A grade, which is significantly more than in 2006 (34%).

Conclusions And Recommendations Cont'd.

- Respondents are asked for their reasons for the grade given to the District for its overall performance.
 - Almost half (47%) mention a positive reason, which is **significantly** more than in the 2003/2004 school year (26%) and about the same as in the Summer (45%).
 - Approximately four in ten (41%) mention something that needs improvement which is significantly fewer than the 2003/04 school year (64%) and directionally more than in the Summer (38%)
 - The reasons continue to be diverse with no specific reason mentioned by more than a small minority of residents.
- Respondents are also asked to suggest improvements that the District could make, and the vast majority of residents continue to suggest at least one improvement. This Fall, approximately six in ten residents (59%) made a suggestion which is significantly fewer than in the Summer (75%).
- The most frequently given suggestions are:
 - Improve in the area of communications (22%). Specific requests include:
 - Improve communications to parents from teachers/Administration/provide more timely information (10%), which is significantly fewer than in the Summer (18%)
 - Need to listen to parents/community/solicit input/involvement (14%), which is significantly more than in the Summer (4%)
 - Better teachers needed/better teacher-student relations (11%)
 - More support/concern needs for children with average/poor grades (8%)
 - Increase funding/school support/work with State for funding (7%)
 - More focus on students individual needs/improve school learning experience (6%)

Conclusions And Recommendations Cont'd.

- The vast majority of residents continue to be satisfied with the amount of taxes they are paying for local education. Four out of five (80%) feel that the taxes they are paying for local education are about right (69%) or too low (11%).
- The most frequently mentioned primary sources of information about the District are Friends and Family (45%), the Internet (35%), the Issaquah Press (22%) the District Newsletter (18%) . E-mail is also mentioned by a significant minority (17%) which may include e-mail from the district or schools.
- This Fall approximately four in ten respondents (40%) indicated that they are willing to give further input. If additional in-depth learning is desired, it is possible to contact these respondents...
 - with additional questions on these findings, such as the underlying reasons for a grade or suggested improvements
 - regarding new issues that the District would like their input on, such as program or budget changes under consideration
 - to invite them to join an advisory group

Dorothy Geraghty, Education Market Research Consultant

- Dorothy Geraghty has over 25 years of experience in Market Research and over 5 years of experience in Education as a teacher/head teacher in the Lake Washington and Bellevue School Districts. She has a B.S. in Marketing and M. A. in Education.
- Prior to becoming a consultant, Dorothy was the Market Research Analyst for Evergreen Healthcare, where she conducted *all* the quantitative and qualitative market research for the hospital, its medical offices and offsite facilities. While at Evergreen, Dorothy developed a Community Polling Study, which is used to assess and track its performance as a public entity in a variety of areas.
- Dorothy has consulted for other educational institutions and also for major businesses, such as Bank of America, US West, Bristol Meyers Squibb, Seagram's, Wells, Rich Green Advertising, Porter Novelli Public Relations and various consulting companies.