

Issaquah School District Community Polling Study Results

**Fall 2003 through Summer/Fall 2014
(July – December 2014)**

Prepared by:

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Background

- This study was launched in October 2003. The results encompass over ten years (forty-four 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 6 interviews conducted each week or 150 each six months.
- By conducting interviews continuously, perceptions are measured throughout the six-month period rather than at just one point in time when breaking news or an event could have a significant impact on the entire period'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.
- In July, the survey period was changed from quarterly to six months. The interviews took place during July – December 2014,
- Respondents are asked if they are willing to provide further input to the District at the end of the interview. In each quarter many respondents have answered yes. We have their names, phone numbers, and when available, e-mail addresses. During July - December approximately four in ten (42%) residents and half of parents (52%) 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

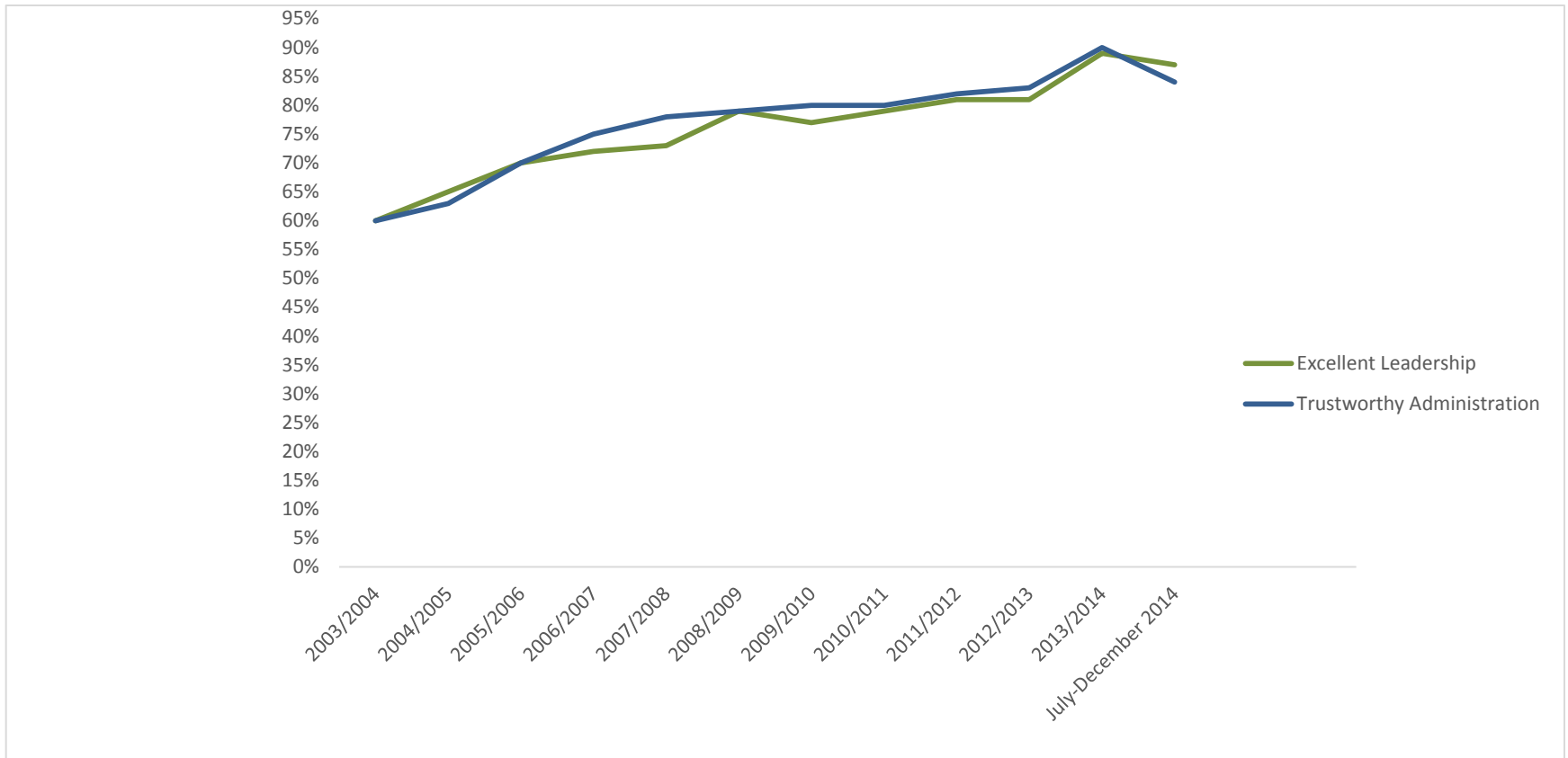
Please note that:

- The responses given in the current wave (July - December 2014) 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 – Summer/Fall 2014

- As the following charts detail, improved perceptions have overall been maintained since this study began in 2003.
- Almost all residents give the District an A or B grade across performance areas—ranging from 78% to 92%.
- 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

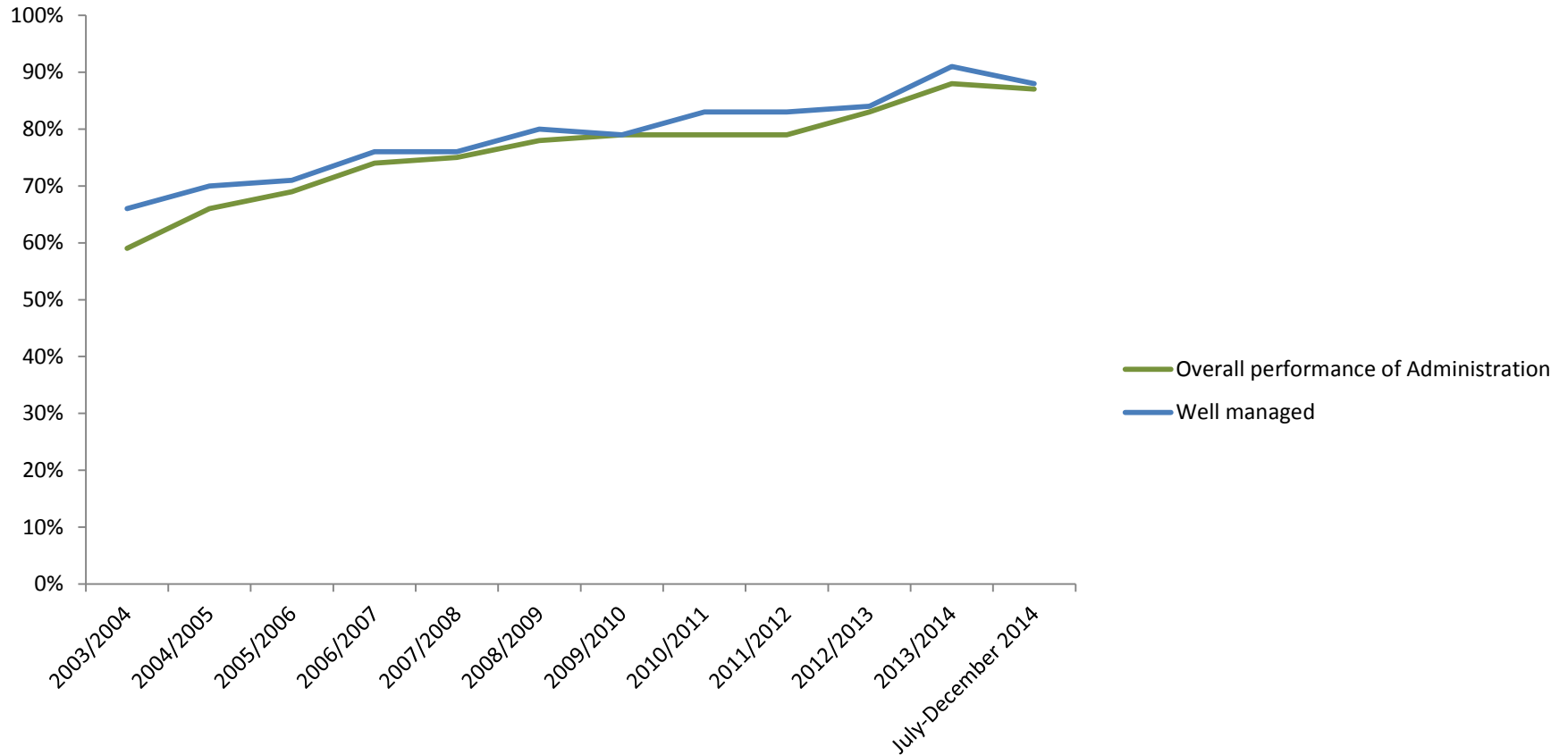


Note:

The 2013/2014 school year began with Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014.

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...?

Results By School Year: Administration Cont'd. % Giving an A or B Grade



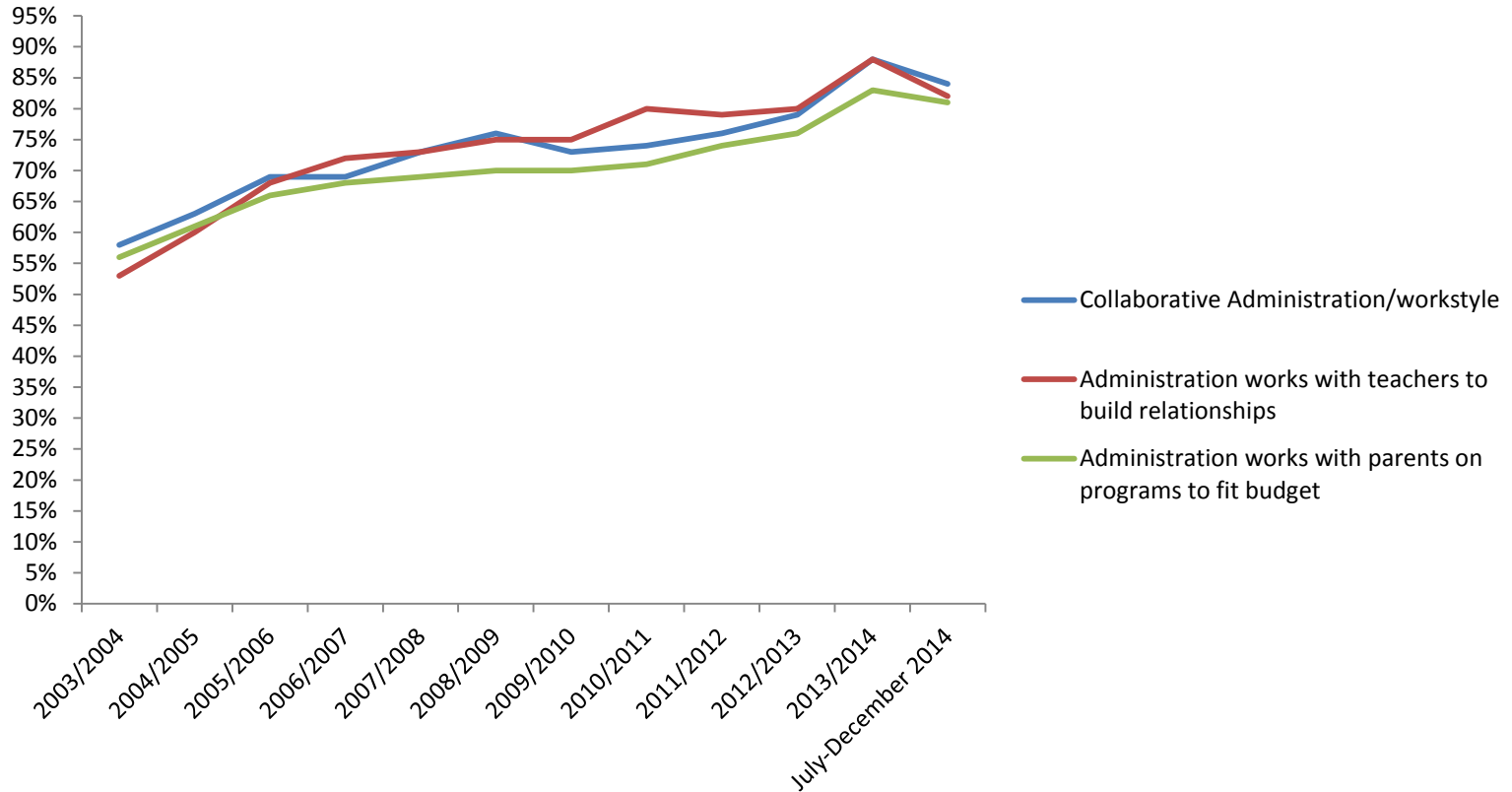
Note:

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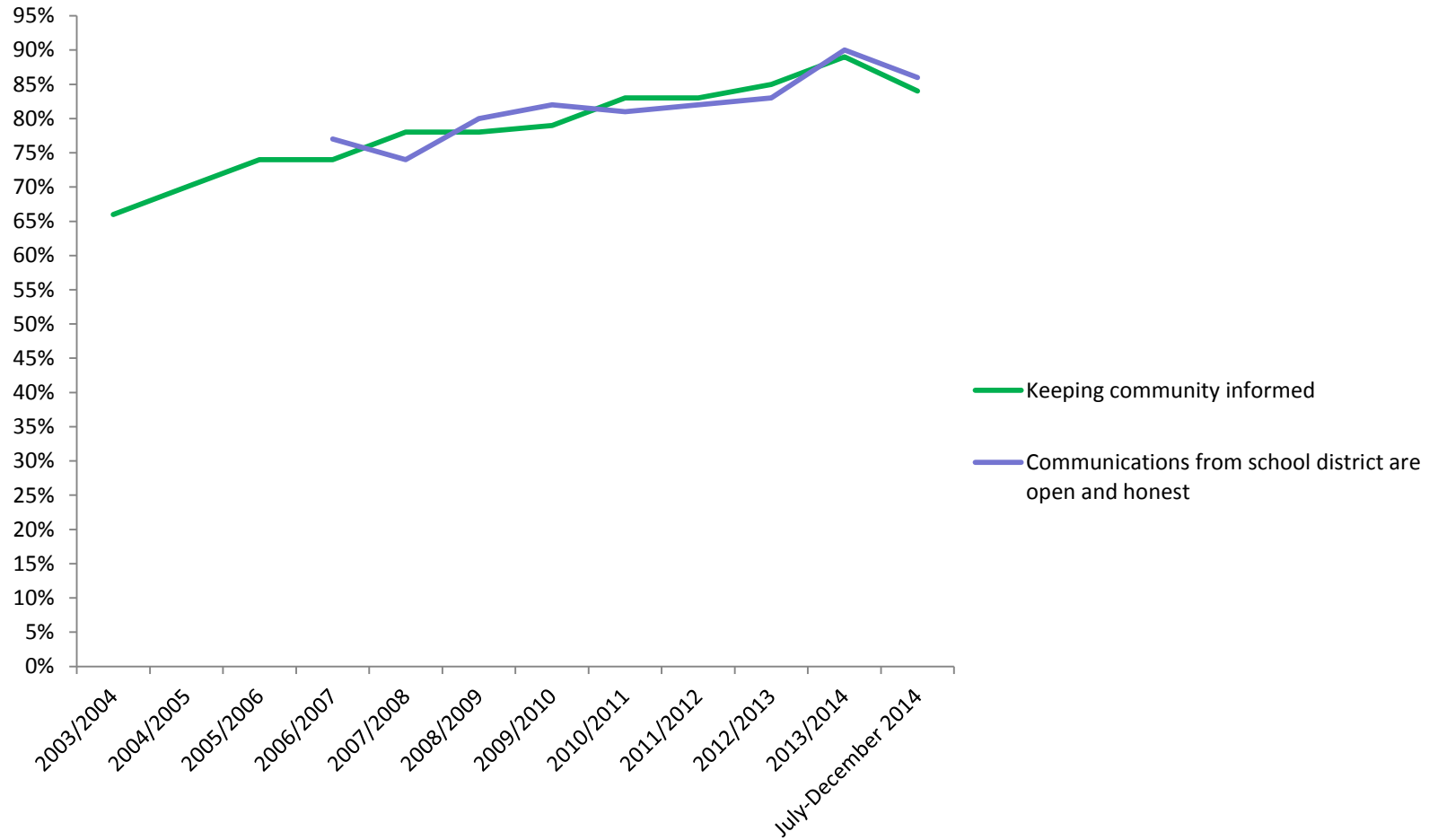
Summary of Results of by School Year: Collaboration % Giving an A or B Grade



Note:

The 2013/2014 school year began with Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014. 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

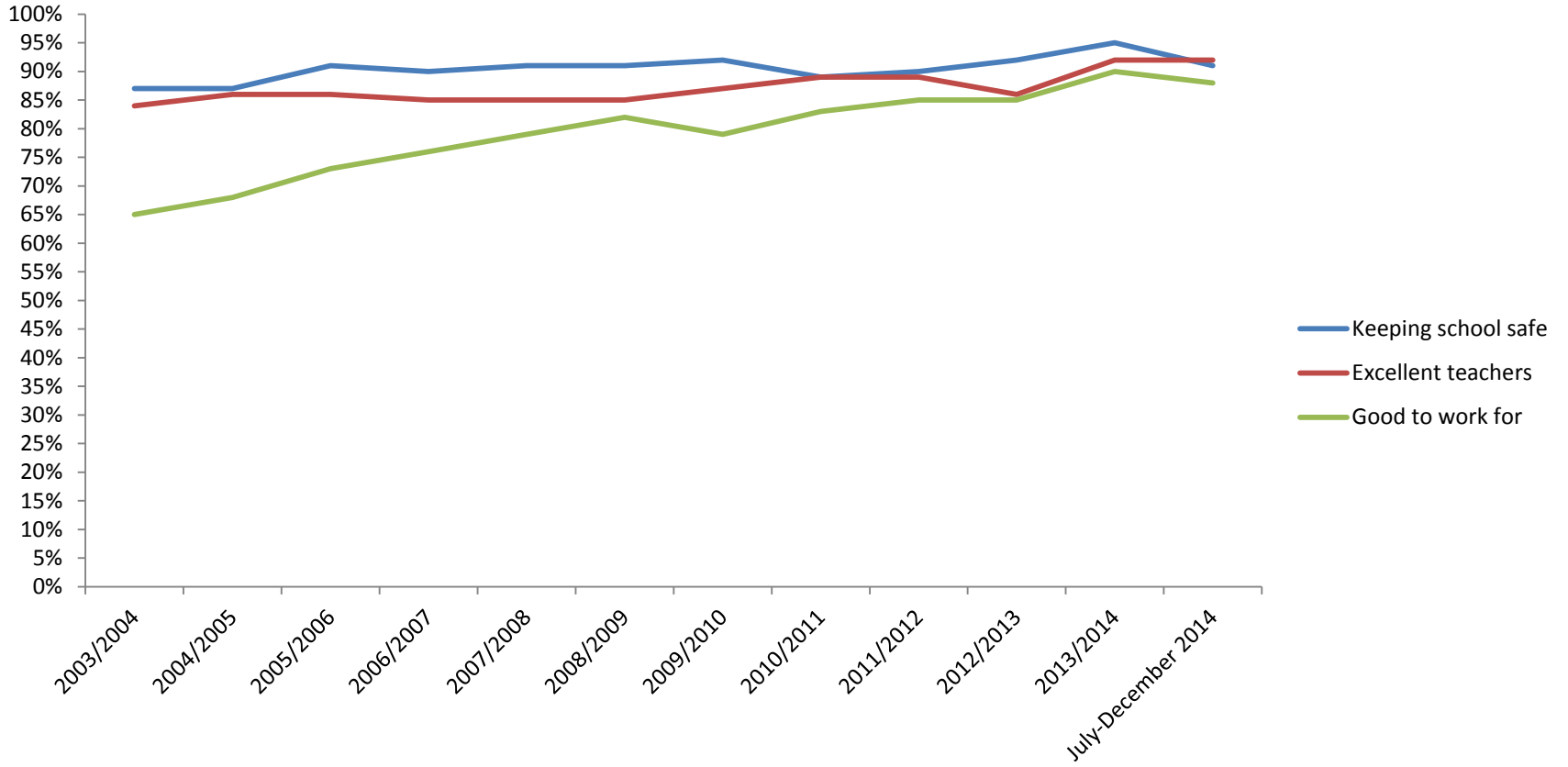


Note:

The 2013/2014 school year began with Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014.

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

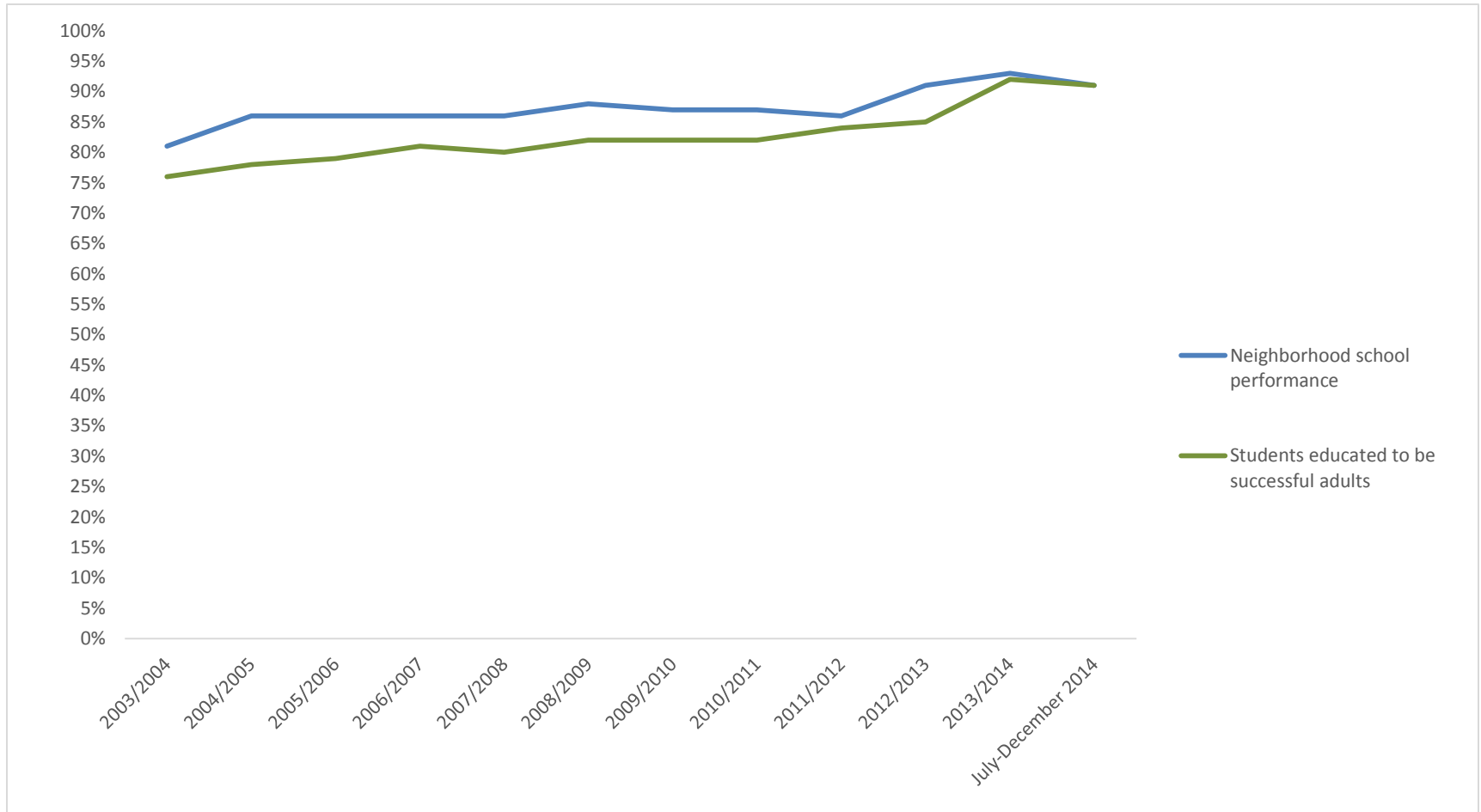


Note:

The 2013/2014 school year began with Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014.

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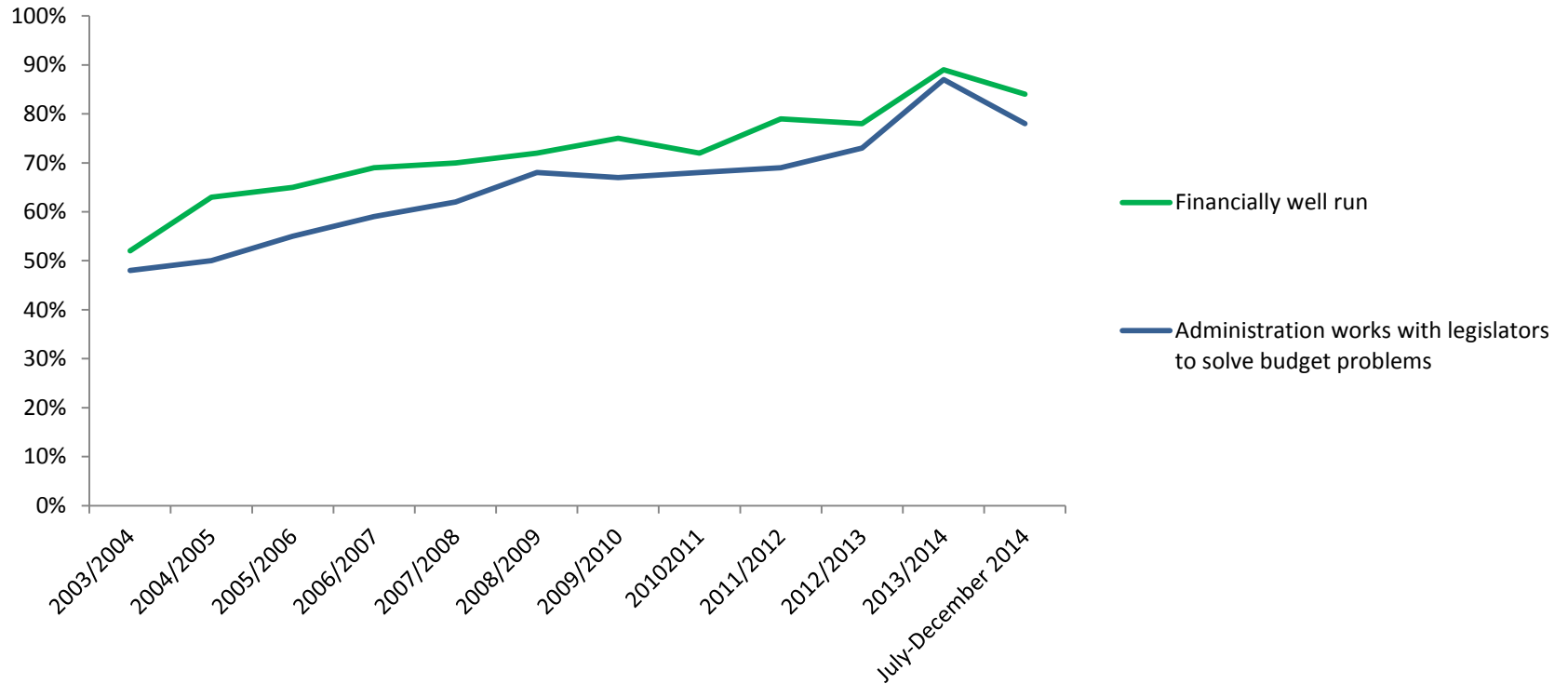
Summary of Results by School Year: School Performance Cont'd. % Giving an A or B Grade



Note:
The 2013/2014 school year began with Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014.

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 2013/2014 school year began with Summer 2013, and ended in Spring 2014. The 2014/2015 school year began in July 2014.

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 Half Year (July- December)

- As the following charts show, across almost all performance areas, the levels of high (A/B) grades have decreased **directionally** by a few percentage points since the Winter/Spring.
- But, the level of A/B grades remained constant for *overall performance of Administration* with almost nine in ten residents (87%) giving a high grade.
- While still at a high level, A/B grades decreased **significantly** for *keeping schools safe*, from 96% A/B grades in the Winter/Spring to 91% in the Summer/Fall.

Summary of Results of Community Polling Study Winter/Spring 2014 Vs. Summer/Fall 2014

	Winter/Spring 2014 (January-June 2014)					Summer/Fall 2014 (June-December 2014)				
	A or B	A	B	C	D or F	A or B	A	B	C	D or F
Excellent teachers	93%	44	49	5	2	92%	48	43	7	1
Keeping schools safe	96%	61	35	4	0	91%*	59	32	5	4*
Neighborhood school performance	93%	49	44	6	1	91%	49	42	6	3
Students educated to be successful adults	92%	39	52	7	1	91%	48	43*	8	2
Good to work for	92%	39	53	6	2	88%	36	53	9	3
Well managed	91%	41	49	8	1	88%	35	53	9	3
Excellent leadership	89%	40	49	9	2	87%	36	51	10	3
Overall performance of Administration	87%	37	49	10	3	87%	37	50	11	2
Communications from school district are open and honest	89%	51	38	9	2	86%	49	37	12	2
Trustworthy Administration	90%	43	47	6	4	84%	46	38	11	4
Financially well run	87%	44	43	12	2	84%	35*	49	11	5
Keeps community informed	86%	54	33	11	2	84%	46	38	14	2
Collaborative Administration	86%	34	52	11	4	84%	38	46	14	2
Administration working with teachers to build relationships	84%	30	54	13	3	82%	29	52	14	4
Administration works with parents on programs that fit budget	81%	33	48	13	6	81%	37	44	15	4
Administration working with legislators to solve budget problems	84%	26	57	10	6	78%	25	53	16	5

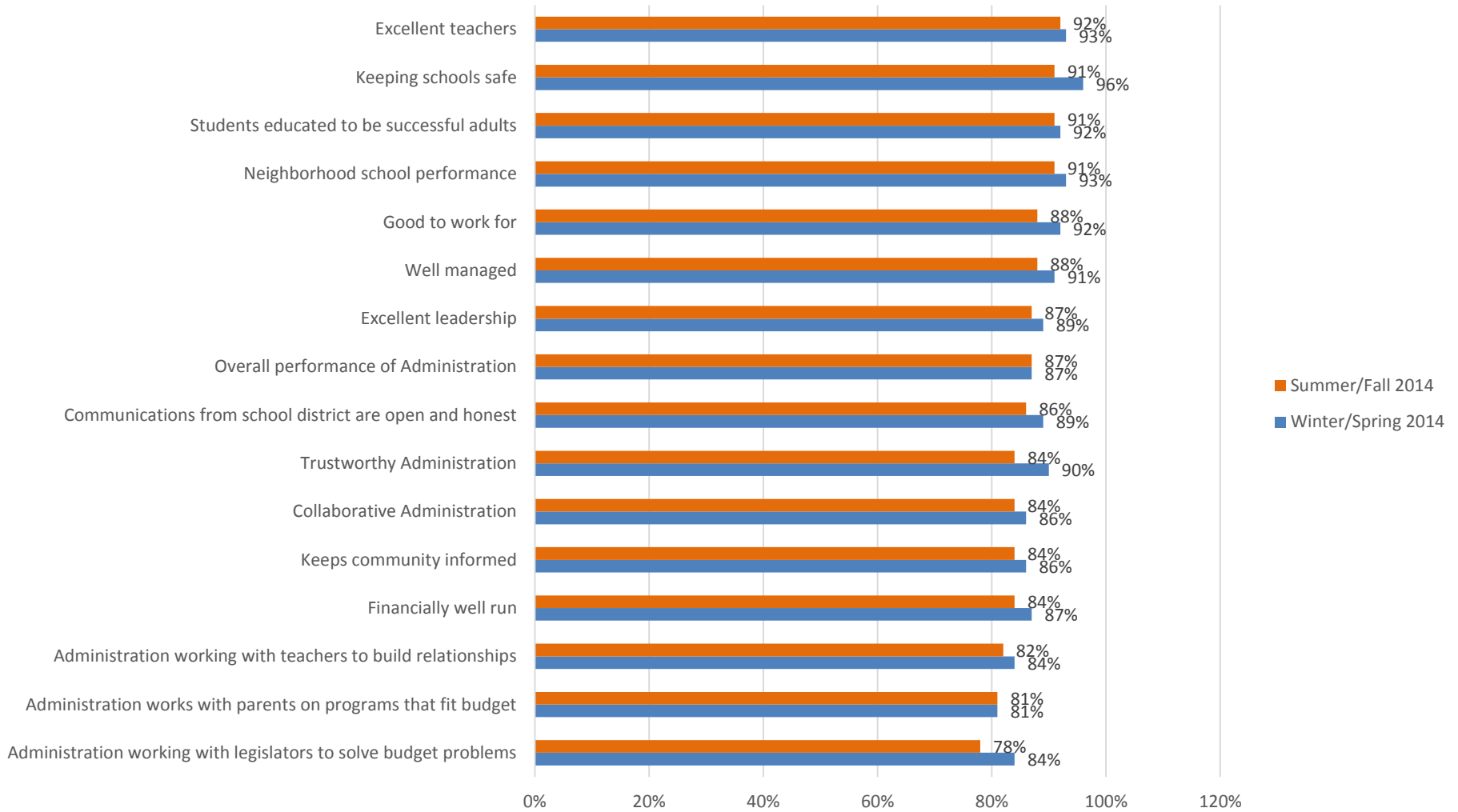
Note:

* = Significant difference vs. Winter/Spring 2014 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—Winter/Spring 2014 Vs. Summer/Fall 2014 % 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 out of 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 Winter/Spring (93%).
 - While high levels of parents overall continue to give the District an "A" grade, there was a directional decline since the Winter/Spring, from 71% to 62%.
 - Parents of Elementary School students (71%) and Middle School students (70%) are more likely to give an "A" grade than parents of High School students (50%).
 - Approximately nine in ten in ten parents (88%) give the District an A or B grade for *your opinions are welcome and encouraged in this District*, which is directionally more than in the Winter/Spring (85%).
 - Approximately half (49%) give an "A" grade.
 - Again, parents of Elementary School students (58%) and parents of Middle School students (54%) are more likely to give an "A" grade than parents of High School students (40%).

Grades Given by Parents Regarding Involvement in Their Child's Education Fall 2006 Vs. Recent Waves (Winter/Spring 2014 and Summer/Fall 2014)

Fall 2006 (October, November, December)					Winter/Spring 2014 (January - June 2014)				Summer/Fall 2014 (July-December 2014)			
<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	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%	85%	85%	82%	77%	88%	88%	90%	87%
A	34	41**	34**	19	46	46	42	40	49	58**	54**	40
B	47	49	49	53	39	39	40	37	39	30**	36	47
C	14	6**	14	22	11	11	15	15	10	9	8	10
D or F	6	4	4	6	5	4	3	7	2	3	2	3
<i>Your involvement in your child's education is welcome</i>												
A or B	92%	97%	93%	87%	93%	93%	91%	89%	94%	95%	94%	91%
A	63	77**	69**	47	71	73	68	64	62	71**	70**	50
B	29	20**	24**	40	22	20	23	25	32^	23**	24**	41^
C	7	3**	7	11	5	4	5	6	4	3	4	5
D or F	1	0	0	2	3	3	5	5	2	3	2	3

Note:

These attributes were added to the study in Fall 2006.

* = Significant difference vs. Fall 2006.

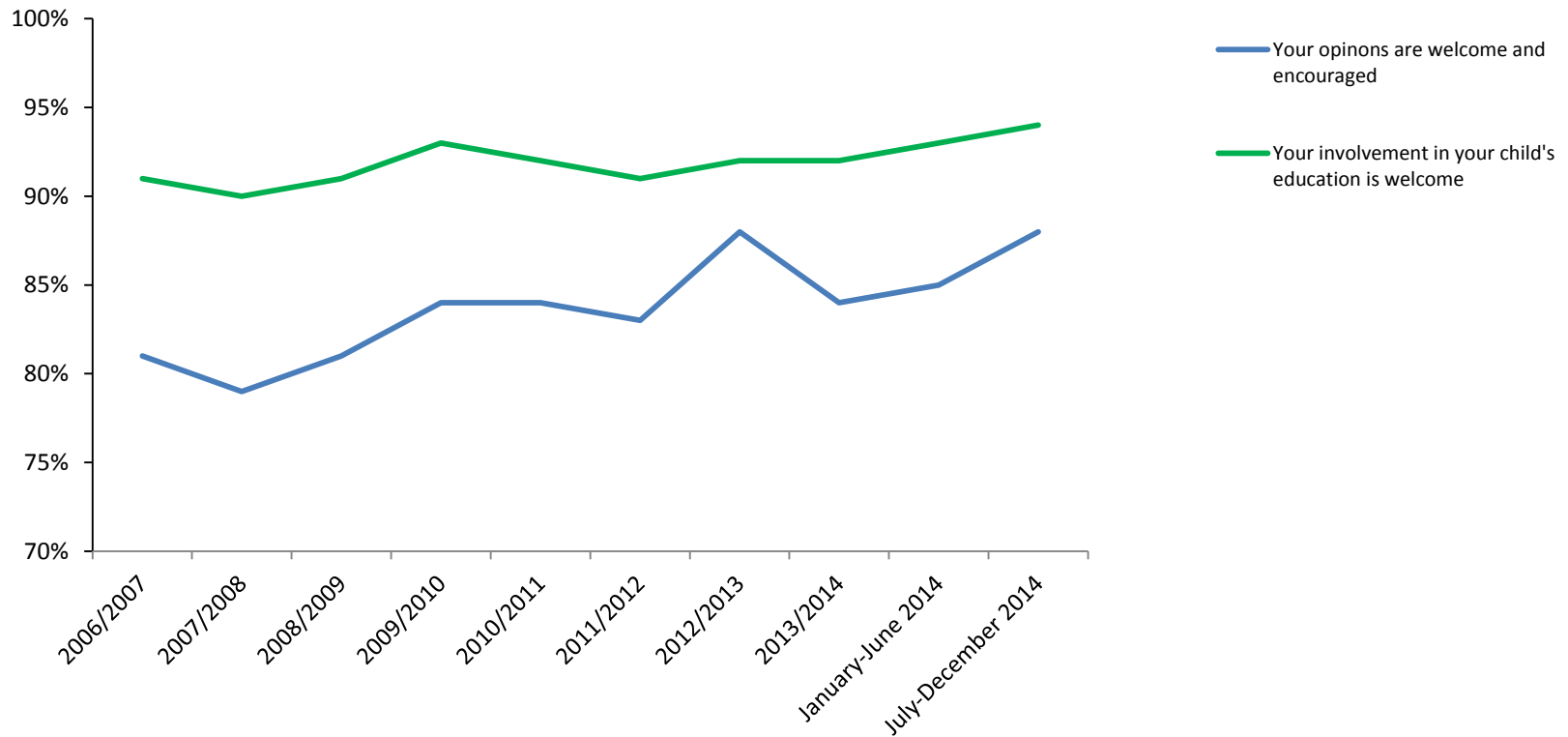
^ = Significant difference vs. Winter/Spring 2014.

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

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

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

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. The 2013/2014 school year began in Summer 2013 and ended with Spring 2014. The 2014/2015 school year began in July 2014.

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. This Summer/Fall there were significantly more negative comments with improvements requested than in the Winter/Spring (49% vs. 36%).
- Almost half of residents mention something positive (45%) which is directionally fewer than in the Winter/Spring (54%).
- 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 (31%), with parents directionally more likely to mention this (35% vs 28% of non parents).
 - Satisfied/happy with the school experience (6% of residents and parents).
- 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.

- Among those residents (49%) who mention a negative reason for the grade given to the Administration, the reasons continue to be diverse and mentioned by only a small number of residents.
- Historically a frequently given reason is Communication/the need for better/more communication, which a small minority of residents (14%) mentioned this Summer/Fall. Specific requests include:
 - Improve communications to parents from teachers/administration/provide more timely information (10% of residents)
 - Need to listen to listen to parents/community/act on input (6% of residents)
- A small minority also mentioned...
 - Room for improvement (12%)
 - Increase funding/school support/work with state for funding (7%)
 - Better administration/leadership/community relations/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 nine in ten (89%) make a suggestion, which is significantly more than in the Winter/Spring (60%).
- The suggestions continue to be diverse. One of the most frequently given suggestions historically has been to improve Communications. Almost half of residents (45%) make this suggestion, which is significantly more than in the Winter/Spring (26%). Non-parents (54%) are more likely to make this suggestion than parents (32%), possibly because they are receiving fewer direct communications, such as from schools, than parents receive.
- Specific Communication suggestions include:
 - Improve communication to parents from teachers/Administration/provide more/timely information (34% of residents, 43% of non-parents and 20% of parents).
 - Need to listen to parents/community, solicit input/involvement (16% of residents, 18% of non-parents and 12% of parents).

Suggestions for District Cont'd.

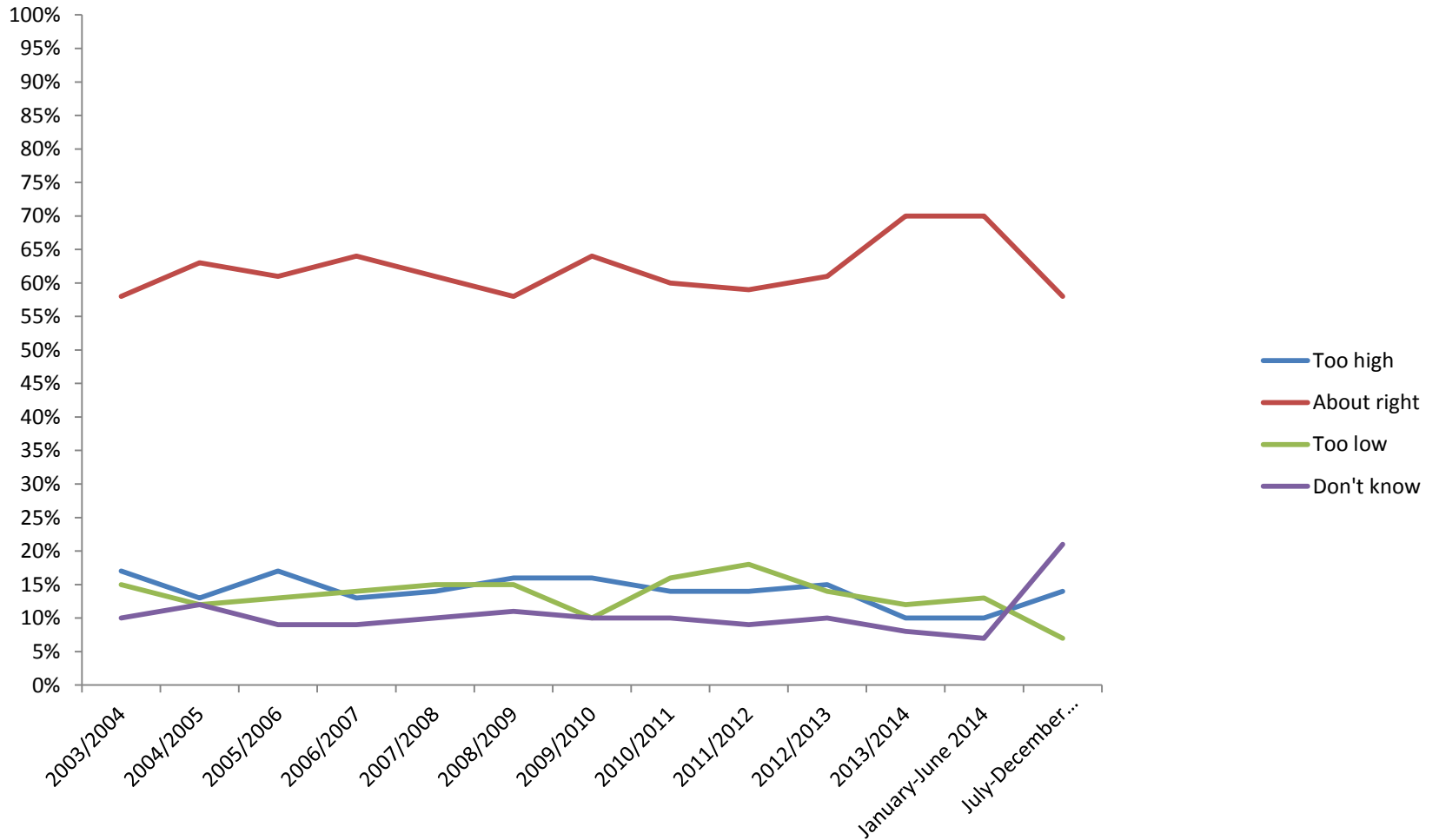
- Other suggestions that were made by at least 5% of residents include...
 - Increase funding/school support/work with State for funding (12% of residents, 14% of non-parents and 8% of parents)
 - Better teachers needed/better teacher-student relations (8% of residents, 7% of non-parents and 10% of parents) which historically has been suggested by a small minority.
 - Room for improvement (6% of residents).
 - Change curriculum go back to basics (5% of residents).

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

- Approximately two out of three residents (65%) 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 that the taxes they pay for education are about right or too low. But, fewer residents feel this way now than in the past—65% during July – December vs. 83% in January – June.
- During July – December significantly more residents say they don't know (21%) than during January – June (7%).
- Currently residents feel that the taxes they pay for local public education are...

Too high	14%	
About right	58%	} 65%
Too low	7%	
Don't know	21%	

How Voters Feel about the Tax Dollars They Pay for Local Public Education 2003/2004 School Year – Summer/Fall 2014 (July – December 2014)



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

Primary Source of Information About Issaquah Schools

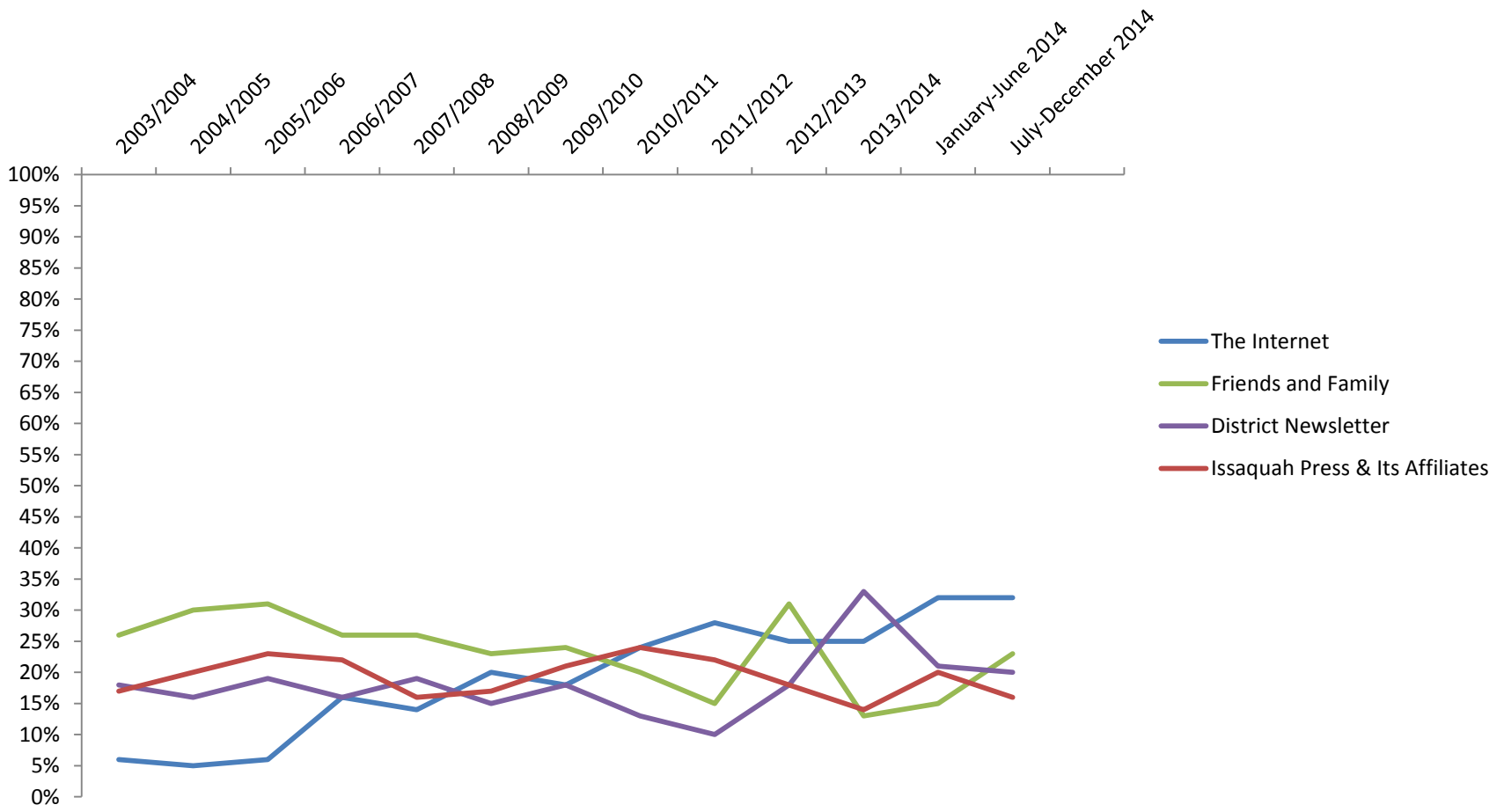
- The Internet, Friends and Family, the District Newsletter and the Issaquah Press and its affiliates continue to be primary sources of information about Issaquah schools. This Summer/Fall significantly more residents mentioned Friends and Family than in the Winter/Spring (23% vs. 15%).
- The Internet continues to grow as primary sources of information— from 6% in 2003/2004 to 32% this Fall/Winter.

Primary Source of Information about Issaquah Schools

The Internet	32%	} 91%
Friends and Family	23	
District Newsletter	20	
Issaquah Press and its affiliates	16	
PTA/PTSA	3	
School employees	2	
E-mail	1	
Seattle Times	1	
	1	
Other	2	
Don't Know	0	

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



Conclusions and Recommendations

- Overall, the level of high (A/B) grades have continued to have improved significantly across all performance areas since 2003.
- During the Summer/Fall the levels of high (A/B) grades decreased directionally by a few percentage points in many areas.
- While the level of A/B grades is still quite high for *keeping school safe*, there was a significant decline, from 96% of residents giving to 91%.
- The vast majority of residents give the District an A or B grade across performance areas—ranging from 78% to 92%

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 strong with approximately nine in ten residents and parents giving it high grades
 - Nine in in ten parents (94%) give the District an A/B grade for *your involvement in your child's education is welcome.*
 - Approximately nine in ten parents (88%) give the District an A or B grade for *your opinions are welcome and encouraged in this District.*
 - Almost nine in ten residents (86%) give the District an A or B grade for *communications from the school district are open and honest .*

Conclusions And Recommendations Cont'd.

- Respondents are asked for their reasons for the grade given to the District for its overall performance.
 - This Summer/Fall directionally fewer residents mentioned a positive reason than in the Winter/Spring (45% vs. 54%).
 - At the same time, significantly more residents mentioned that improvements are needed (49% vs. 36% in the Winter/Spring).
 - 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 Summer/Fall almost nine in ten (89%) made a suggestion, which is significantly more than in the Winter/Spring (60%).
- Suggestions continue to be diverse with only a small minority making any specific suggestion. The most frequently given suggestions are:
 - Improve in the area of communications (45% of residents). Non-parents (54%) are more likely to make this suggestion than parents (32%), possibly because they are receiving fewer communications, such as from schools, than parents. Specific requests include:
 - Improve communications to parents from teachers/Administration/provide more timely information (34% of residents, 43% of non-parents and 20% of parents)
 - Need to listen to parents/community/solicit input/involvement (16% of residents, 18% of non-parents and 12% of parents)
 - Increase funding/school support/work with State for funding (12% of residents, 14% of non-parents and 8% of parents)
 - Better teachers needed/better teacher-student relations (7% of resident and 9% of parents).
 - Room for improvement (6% of residents).
 - Change curriculum/go back to basics (5% of residents)

Conclusions And Recommendations Cont'd.

- The vast majority of residents continue to be satisfied with the amount of taxes they are currently paying for local education. But, fewer residents felt this way in the Summer/Fall than in the Winter/Spring (65% vs. 83%). Currently 58% feel that the taxes they pay are just right and 7% feel that they are too low. A significant minority now say that they don't know (21% vs 7% in the Winter/Spring).
- The most frequently mentioned primary sources of information about the District are the Internet (32%), Friends and Family (23%), the District Newsletter (20%), and the Issaquah Press/its affiliates (16%)--or nine out of ten (91%) residents.
 - This Summer/Fall significantly more residents mentioned Family and Friends as their primary source of information than in the Winter/Spring (23% vs. 15%). Possibly this is a reflection of fewer communications from schools in the Summer
 - Since 2003, the Internet has continuously grown as an important source of information (from 6% to 32% this Spring).
- This Summer/Fall four in ten residents (42%) and half of parents (52%) 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.