

Issaquah School District Community Polling Study Results

Fall 2003 through Spring 2013

Prepared by:

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Background

- This study was launched in October 2003. The results encompass over nine years (thirty eight 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 Spring three in ten (30%) 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:

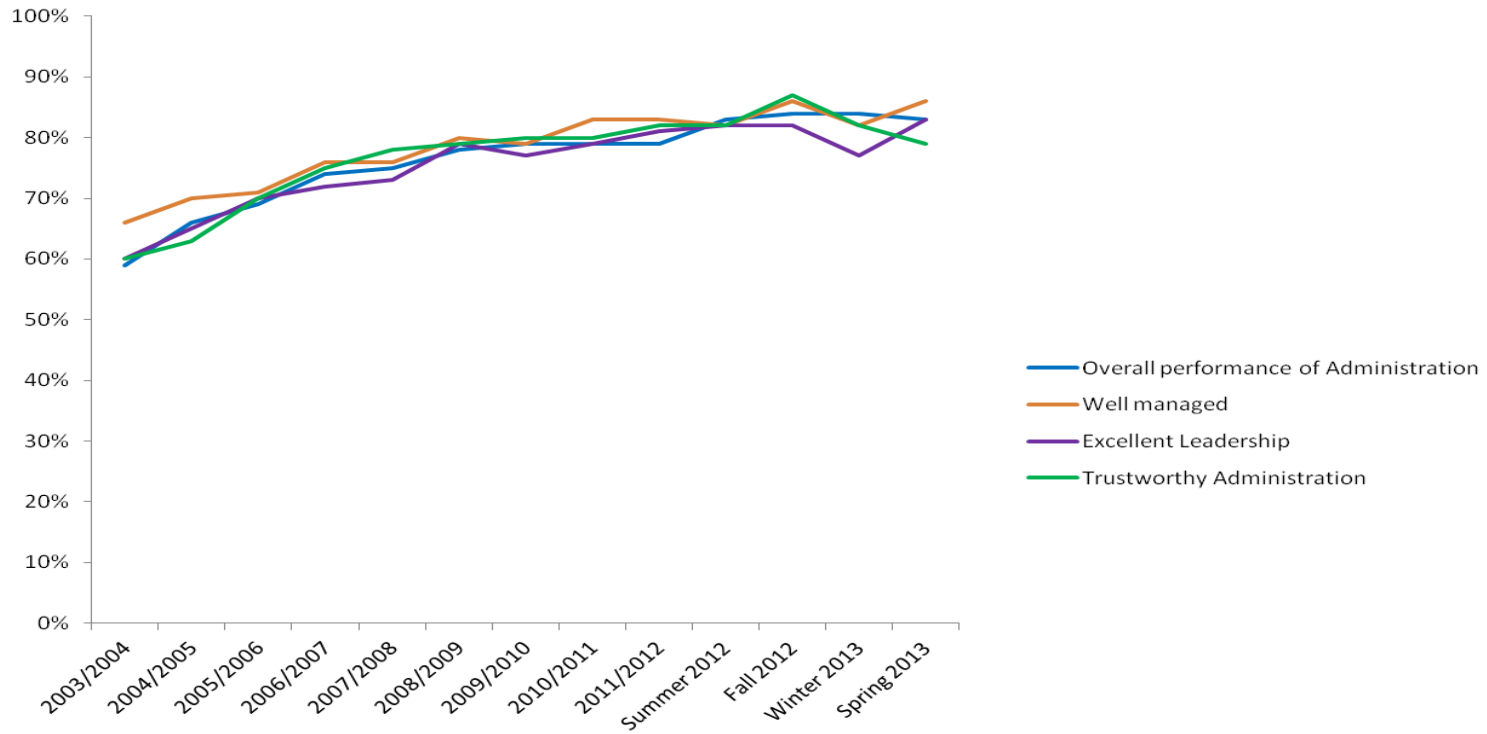
- The responses given in the current wave (Spring 2013) are compared to previous responses given.
 - When there are **statistically significant** differences in responses from one wave of interviews to another at the 90% confidence level it is noted.
 - When there are **directional** differences in responses (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 – Spring 2013

- 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 72% to 92%.
- In 2006, the attribute *communications from the school district are open and honest* was added to this survey. Four out of five residents (79%) continue to 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

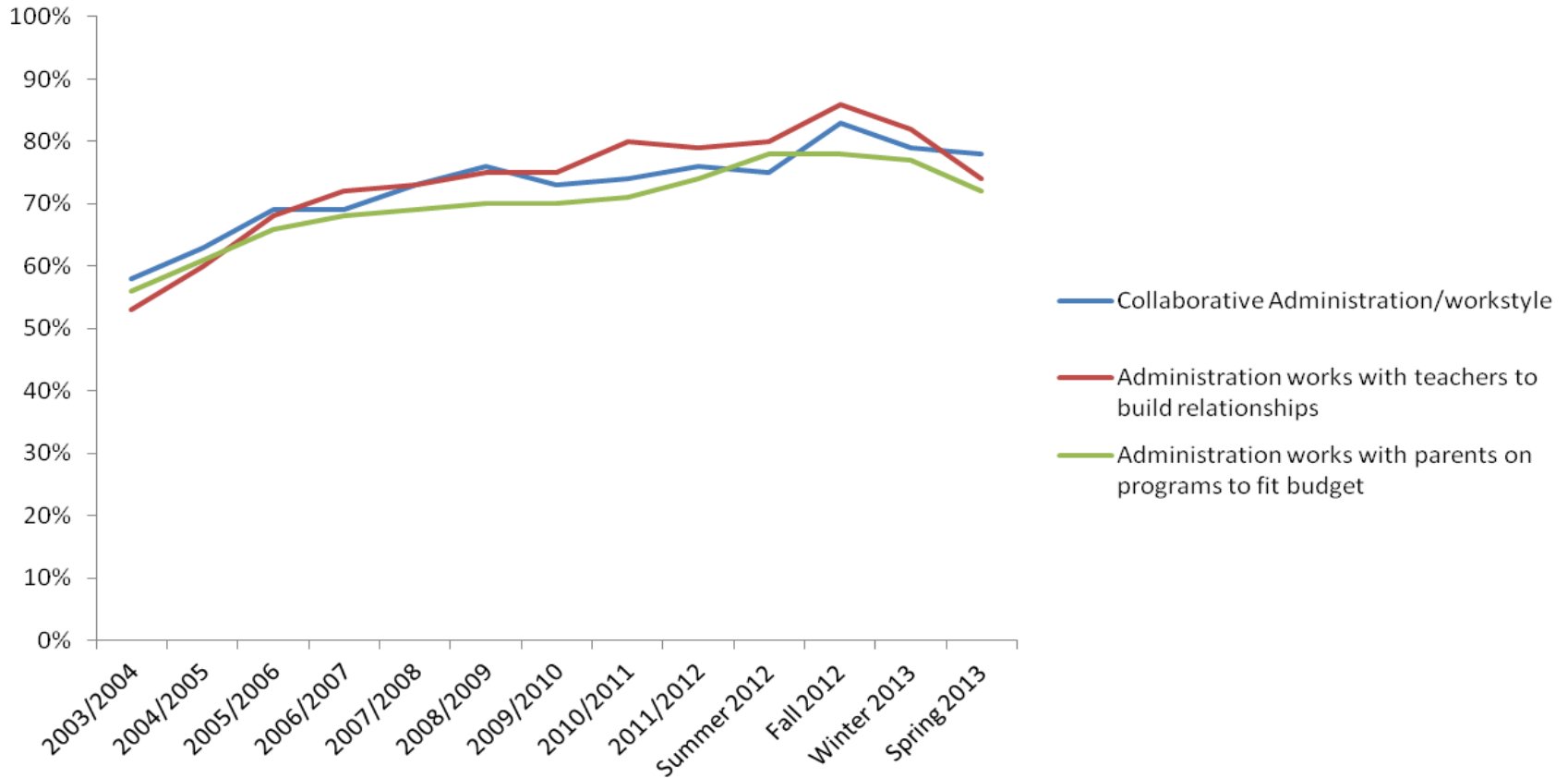


Note:

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

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

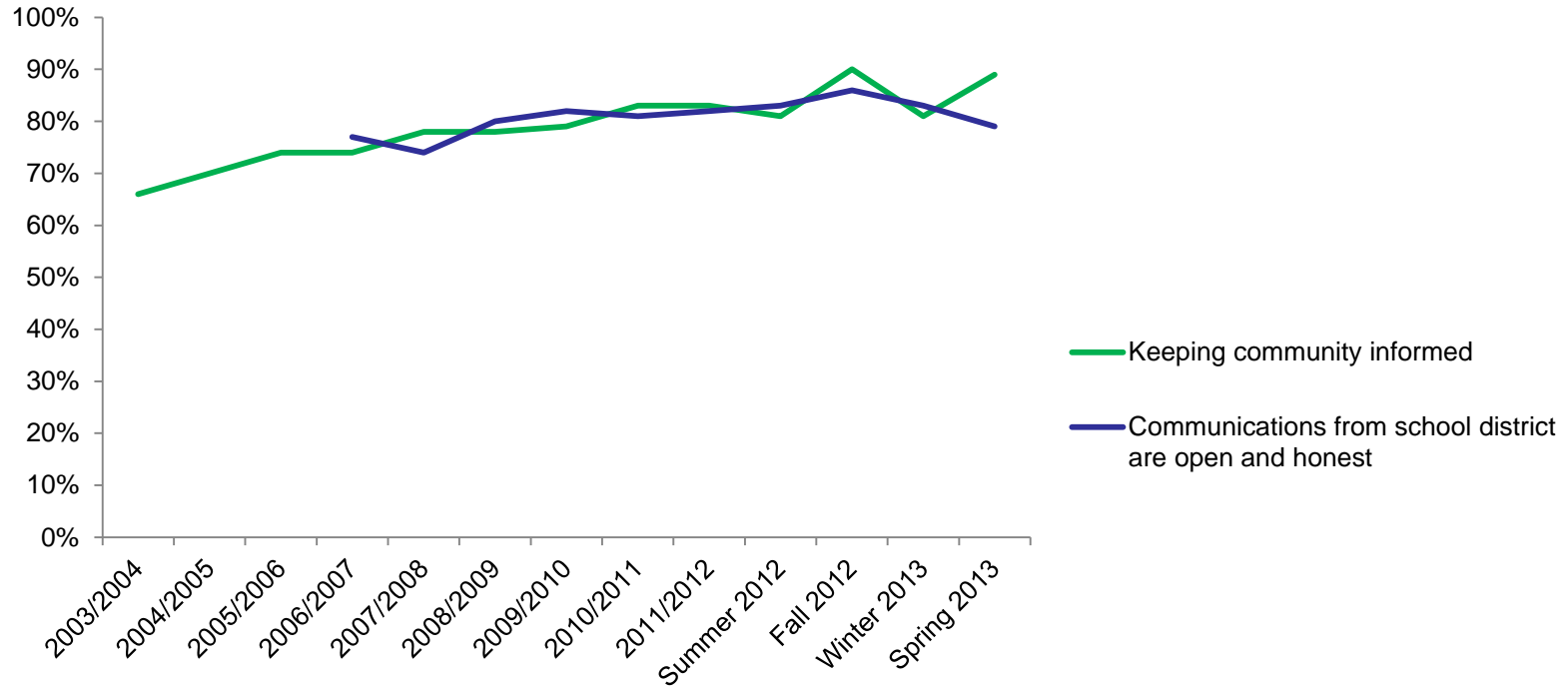


Note:

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

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

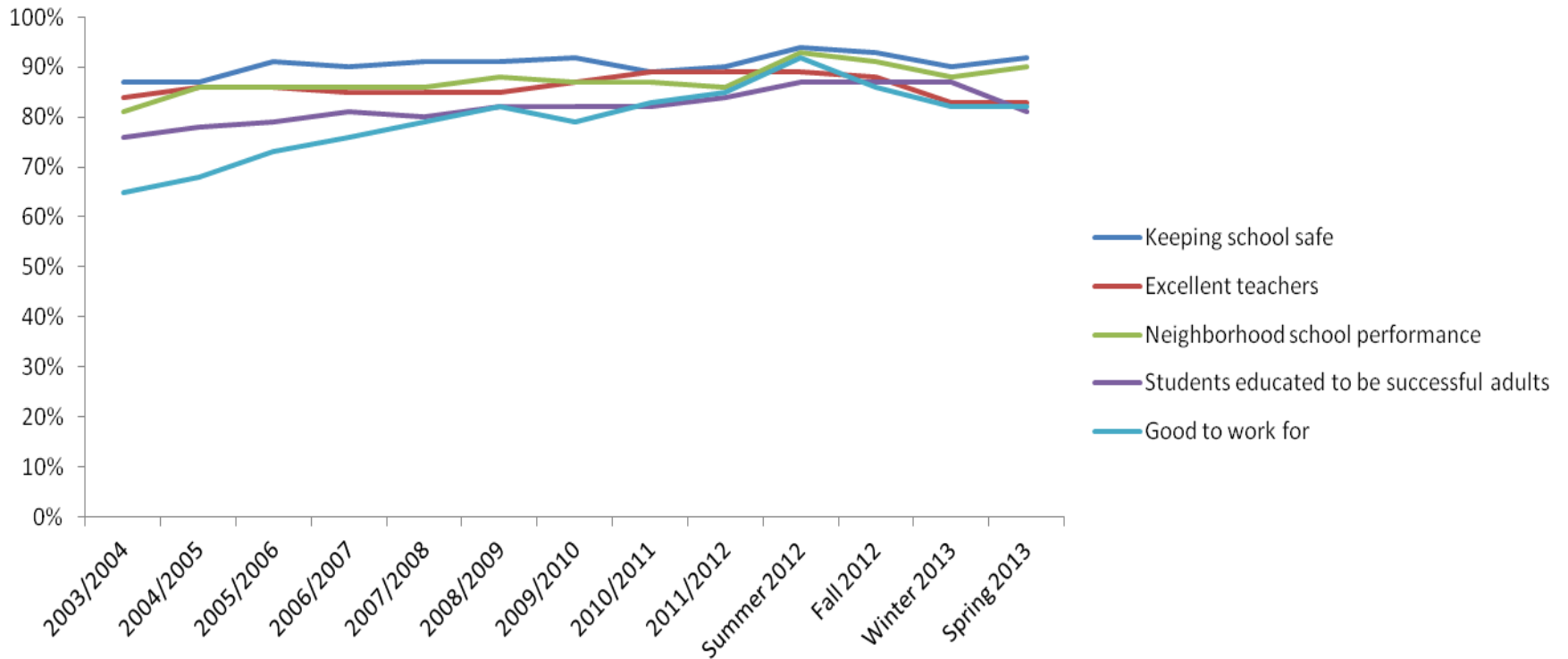


Note:

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

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

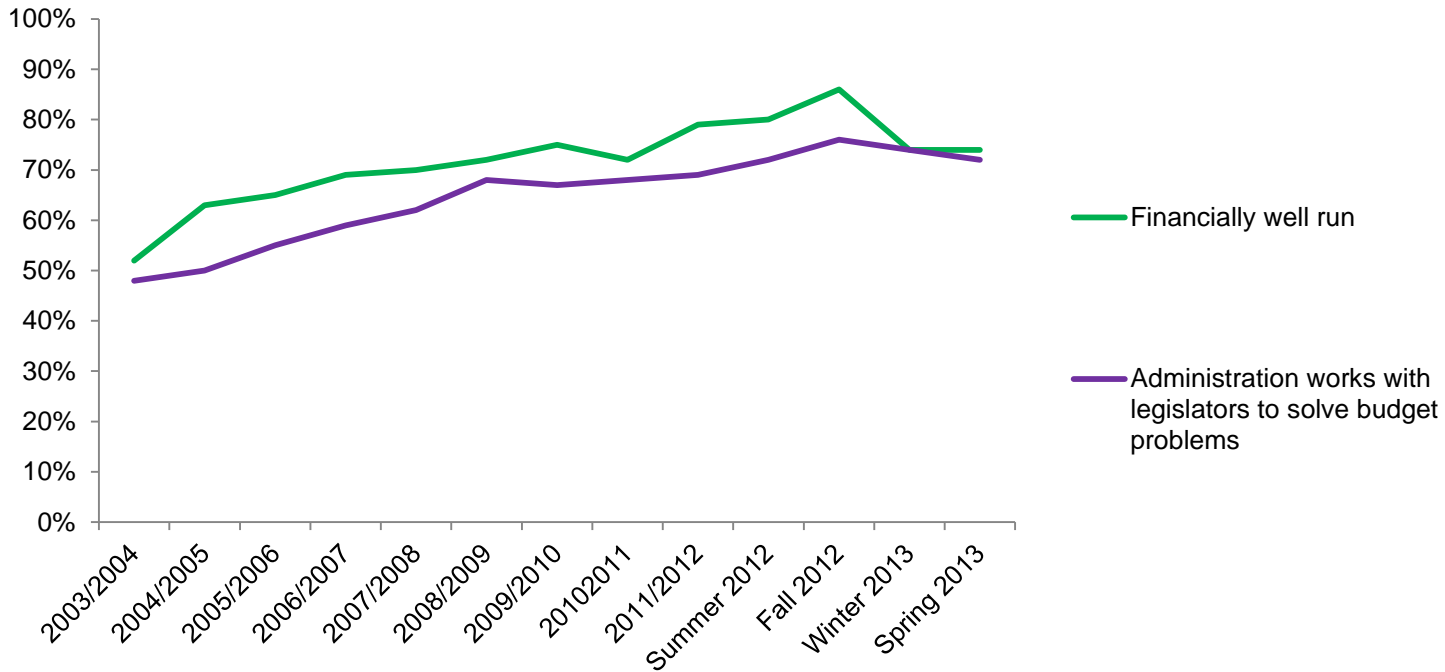


Note:

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

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

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 Spring, there were only small directional changes in grades with one exception.
- There was a **significant** increase in A/B grades for...
 - *Keeps community informed*, from 81% of residents giving an A/B grade in the Winter to 89% in the Spring.

Summary of Results of Community Polling Study Winter 2013 Vs. Spring 2013

	Winter 2013 (January, February, March)					Spring 2013 (April/May/June)				
	A or B	A	B	C	D or F	A or B	A	B	C	D or F
Keeping schools safe	90%	58	32	6	4	92%	50	42	7	1
Neighborhood school performance	88%	44	44	9	3	90%	43	47	9	0
Keeps community informed	81%	48	33	15	4	89%*	55	34	10	2
Well managed	82%	39	44	13	4	86%	41	45	11	3
Overall performance of Administration	84%	37	47	15	1	83%	38	45	13	5
Excellent teachers	83%	43	40	15	2	83%	39	44	17	0
Excellent leadership	77%	43	33	19	4	83%	37	46*	15	3
Good to work for	82%	34	48	12	6	82%	35	46	17	1
Students educated to be successful adults	87%	44	43	9	4	81%	40	41	16*	3
Communications from school district are open and honest	83%	51	32	12	5	79%	53	26	19	3
Trustworthy Administration	82%	42	39	13	5	79%	45	34	14	7
Collaborative Administration	79%	34	44	16	4	78%	38	41	19	2
Administration working with teachers to build relationships	82%	36	46	14	4	74%	36	39	22	4
Financially well run	74%	42	31	18	9	74%	38	37	23	2
Administration works with parents on programs that fit budget	77%	39	38	17	5	72%	41	32	20	7
Administration working with legislators to solve budget problems	74%	32	43	21	4	72%	33	39	19	9*

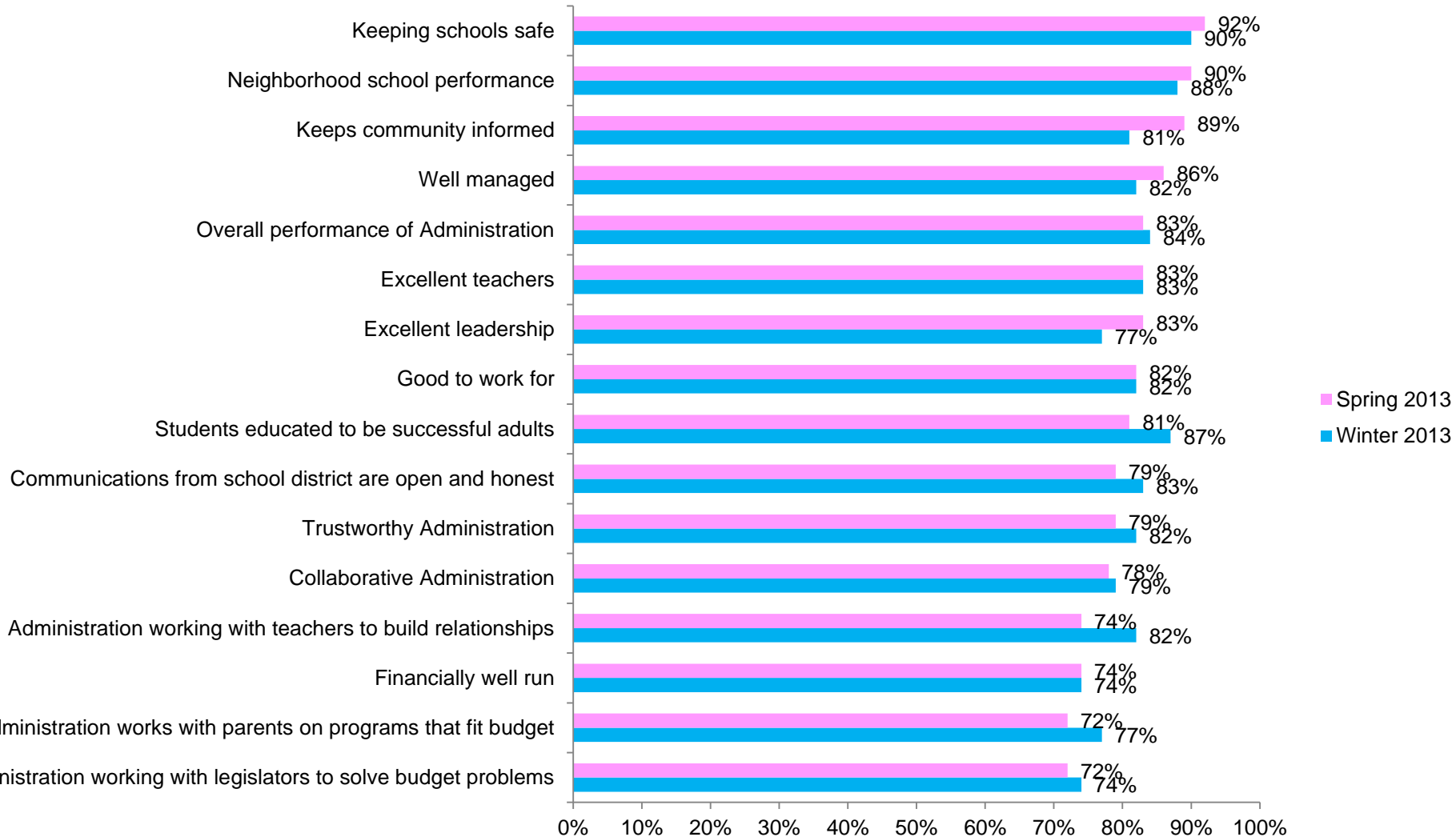
Note:

* = Significant difference vs. Winter 2013 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 2013 Vs. Spring 2013 % 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

- The vast majority of parents continue to give the District a high grade for *encouraging their opinions* and *welcoming their involvement*. But, there have been significant declines in A/B grades during the past quarter.
 - Almost nine in ten parents (87%) give the District an A or B grade for *your involvement in your child's education is welcome*, which is significantly less than in the previous quarter (95%).
 - Parents of Elementary School students (91%) continue to be more likely to give an A or B grade than parents of Middle School (79%) students.
 - Four out of five parents (81%) give the District an A or B grade for *your opinions are welcome and encouraged in this District*, which is significantly less than the previous quarter (92%).
 - Parents of Elementary school students (71%) are significantly more likely to give an A or B grade than parents of Middle school students (51%) or parents of High School students (49%).

Grades Given by Parents Regarding Involvement in Their Child's Education Fall 2006 Vs. Spring 2013

Fall 2006 (October, November, December)					Spring 2013 (April, May, June)			
<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%	81%	84%	76%	82%
A	34	41**	34**	19	59*	71*	51*, ****	49*, ****
B	47	49	49	53	22*	13*	24*, ****	32*, ****
C	14	6**	14	22	11	9	15	12
D or F	6	4	4	6	7	7	10	6
<i>Your involvement in your child's education is welcome</i>								
A or B	92%	97%	93%	87%	87%	91%	79%****	86%
A	63	77**	69**	47	71	79	57****	67****
B	29	20**	24**	40	16*	12	22****	19
C	7	3**	7	11	9	7***	16	9***
D or F	1	0	0	2	4	2	6	4

Note:

These attributes were added to the study in Fall 2006.

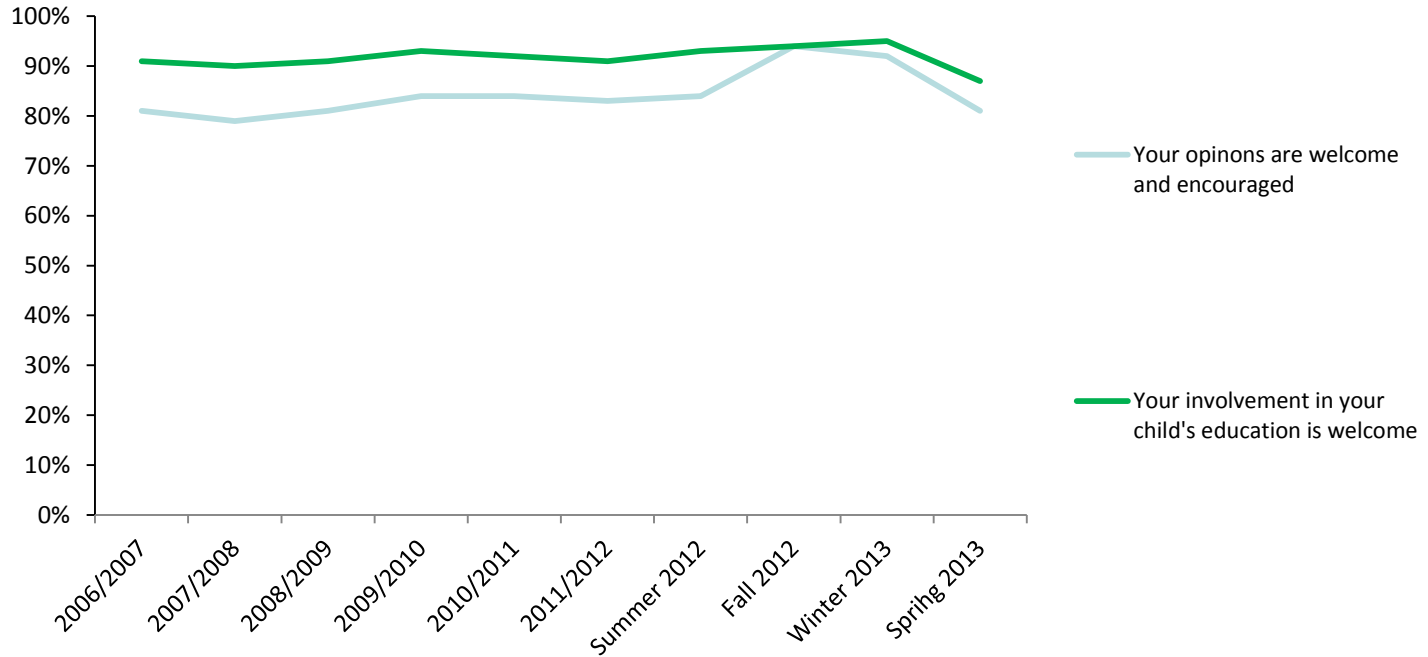
* = Significant difference vs. Fall 2006.

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

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

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

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

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. During the past quarter, directionally fewer respondents mention a dissatisfaction than during the previous quarter .
 - Almost half of residents (48%) mention that something needs improvement, which is **significantly** fewer than in the 2003/04 school year (64%) and directionally fewer than in the Winter (53%).
 - At the same time, approximately half (48%) 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 Winter quarter (49%).
- 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 (26%)
 - Satisfied/happy with the school experience (15%)
 - Positive Administration comments/good staff (6%)
 - Good parental involvement/support (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, which approximately one in ten residents (12%) mentioned this Spring quarter. Specific requests regarding communication include...
 - Improve communication to parents from teachers/administration/provide more timely information (9%), which is comparable to the Winter (7%).
 - Need to listen to parents/community/solicit input/involvement (3%), which is the same as in the Winter (3%).
- Other reasons given are:
 - Room for improvement (12%)
 - Better teachers needed/better teacher-student relations (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 four out of five (84%) make at least one suggestion, which is directionally more than in the Winter (77%).
- The suggestions continue to be diverse. The most frequently given suggestion continues to be to improve Communications. Approximately one in four residents (28%) make this type of suggestion which is directionally more than in the Winter (18%).
- Specific Communication suggestions include:
 - Improve communication to parents from teachers/Administration/provide more/timely information (16%), which is comparable to the Winter (13%).
 - Need to listen to parents/community, solicit input/involvement (13%), which is directionally more than in the Winter (7%).

Suggestions for District Cont'd.

- Other suggestions include...
 - Increase funding/school support/work with State for funding (8%), which historically a small minority suggest.
 - Better teachers needed/better teacher-student relations (7%) which historically has also been suggested by a small minority of residents.
 - Parents (15%) are especially likely to make this suggestion.
 - More support/concern for LD/ADD/Special Education students (6%)
 - Teacher's need to be better supported/pay/more respect (5%)
- All other suggestions were made by less than 5% of respondents.

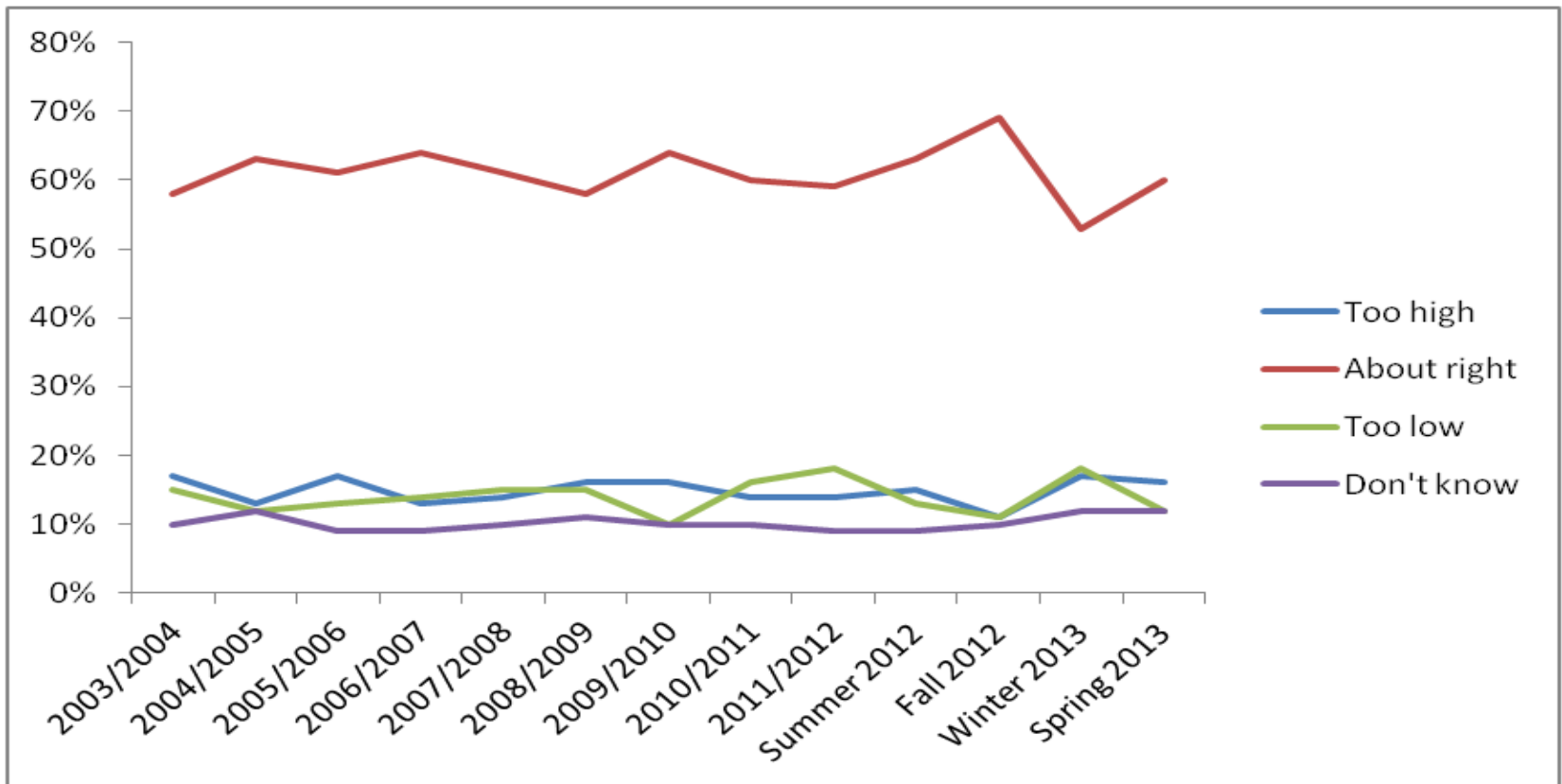
How Voters Feel About the Tax Dollars They Pay for Local Public Education

- Seven in ten residents (72%) 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	16%	
About right	60%	} 72%
Too low	12%	
Don't know	12%	

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 – Spring 2013)



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, District Newsletter, Friends and Family and the Issaquah Press/its affiliates continue to be the primary sources of information about Issaquah schools. The Internet and District Newsletter continue to grow as a primary source of information—from 6% in 2003/2004 for the Internet to 28% this past quarter and from 18% in 2003/2004 for the District Newsletter to 23% this past quarter.

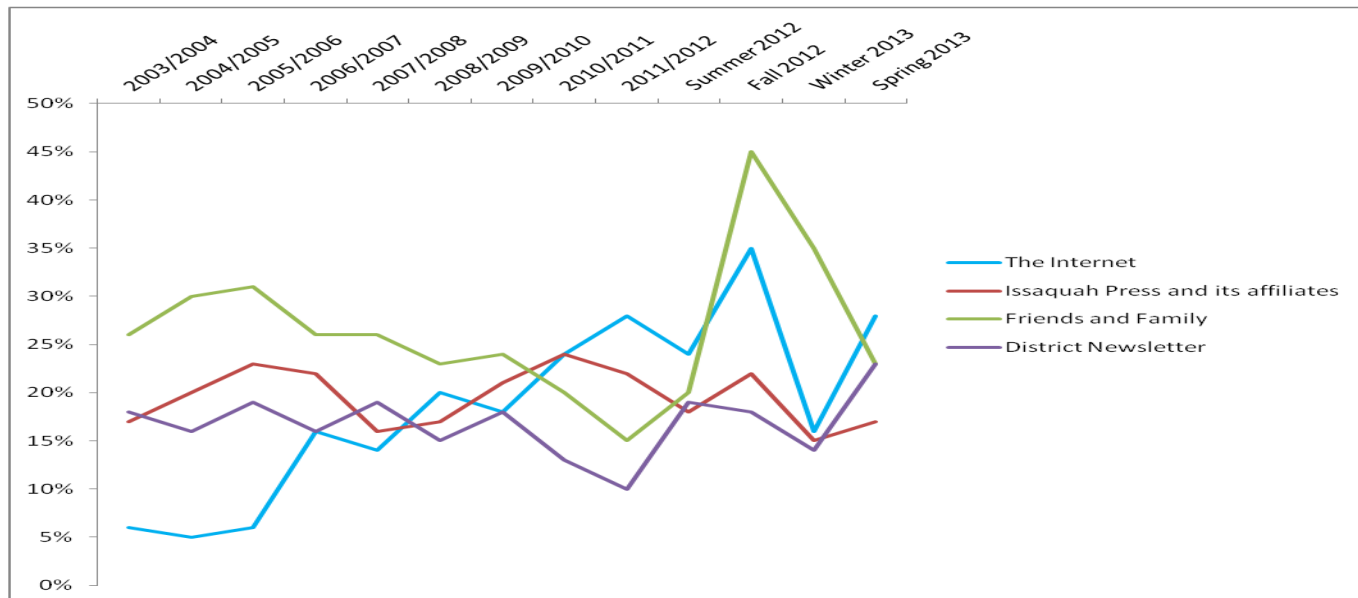
Primary Source of Information about Issaquah Schools

The Internet	28%
District Newsletter	23
Friends and Family	23
Issaquah Press and its affiliates	17
School employees	5
Work there/personal experience	1
Seattle Times	1
Television	0
Mail/School Bulletin	0
School	0
Other	2
Don't Know	1

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 – Spring 2013)

- During the Fall 2012, respondents were allowed to mention more than one primary source of information which resulted in all sources being mentioned significantly more than in the past. During the Winter and Spring quarters of 2013, respondents were again only allowed to mention one primary source and levels dropped overall to previous levels.
- Importantly, the top four sources has been constant.



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 virtually all performance areas since 2003.
- The vast majority of residents give the District an A or B grade across performance areas—ranging from 72% to 92%.
- During the Spring quarter there were only small directional changes in A/B grades, with one exception. There was a **significant** increase in A/B grades for...
 - *Keeps the community informed*, from 81% of residents giving an A/B grade in the Winter to 89% in the Spring.

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 the vast majority of parents giving it high grades. But, during the Spring quarter there were some significant declines in high grades.
 - While almost nine in ten parents (87%) give the District an A/B grade for *your involvement in your child's education is welcome*, this is significantly fewer than in the Winter quarter (95%).
 - Four out of five parents (81%) give the District an A or B grade for *your opinions are welcome and encouraged in this District*, which is significantly fewer than in the Winter (92%).
 - Approximately four out of five residents (79%) give the District an A or B grade for *communications from the school district are open and honest*, which is directionally fewer than in the Winter (83%) .

Conclusions And Recommendations Cont'd.

- Respondents are asked for their reasons for the grade given to the District for its overall performance.
 - Approximately half (48%) mention a positive reason, which is **significantly** more than in the 2003/2004 school year (26%) and about the same as in the Winter (49%).
 - Approximately half (48%) also mention something that needs improvement which is significantly fewer than the 2003/04 school year (64%) and directionally fewer than in the Winter (53%).
 - 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 Spring approximately four out of five (84%) made a suggestion, which is directionally more than in the Winter (77%).
- 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 (28%) which is directionally more than in the Winter (18%). Specific requests include:
 - Improve communications to parents from teachers/Administration/provide more timely information (16%)
 - Need to listen to parents/community/solicit input/involvement (13%)
 - Increase funding/school support/work with State for funding (8%).
 - Better teachers needed/better teacher-student relations (7%) which historically has been mentioned by a small minority.
 - More support/concern for LD/ADD/Special Education students (6%).
 - Teachers need to be better supported/pay/more respect (5%).

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. Seven in ten (72%) feel that the taxes they are paying for local education are about right (60%) or too low (12%).
- The most frequently mentioned primary sources of information about the District continue to be the Internet (28%), District Newsletter (23%), Friends and Family (23%), and the Issaquah Press (17%) --or nine out of ten (91%) residents.
- This Spring three in ten respondents (30%) 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.