

Issaquah School District Community Polling Study Results

Fall 2003 through Winter 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 Winter approximately four in ten (38%) 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:

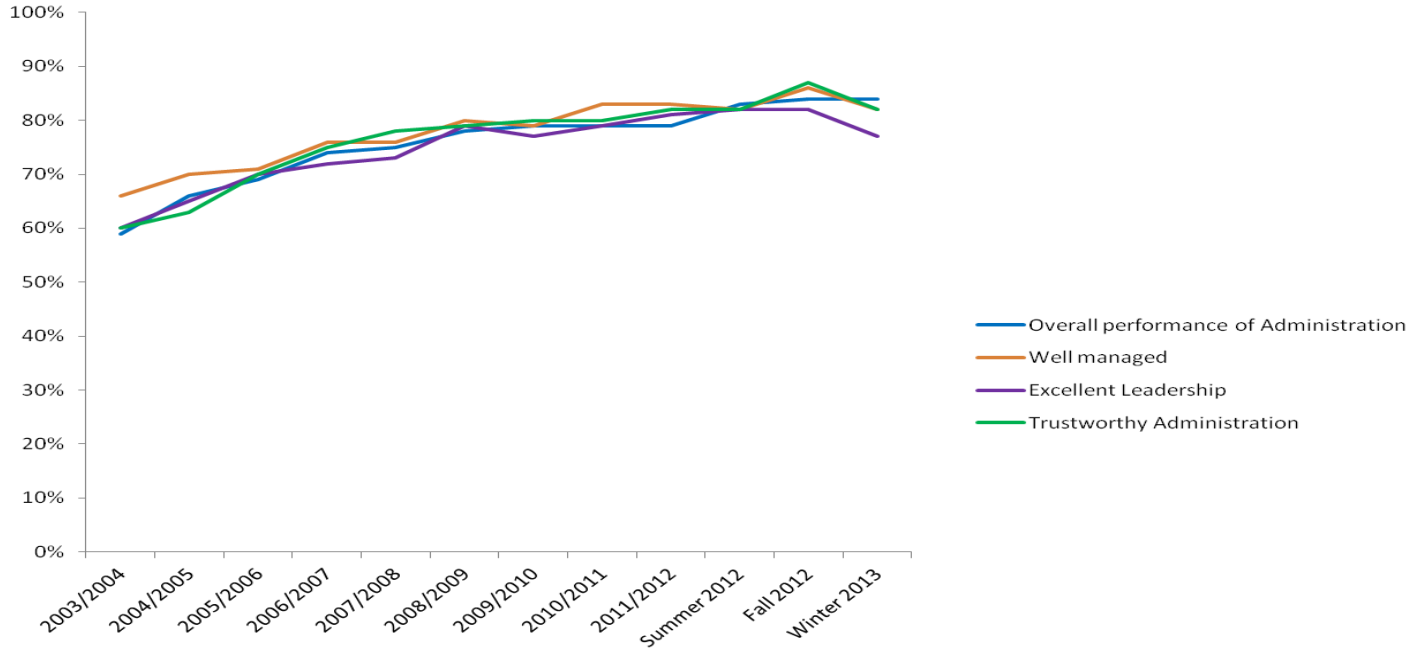
- The responses given in the current wave (Winter 2013) are compared to previous responses given.
 - When there are **statistically significant** differences in responses from one wave of interviews to another at the 90% confidence level it is noted.
 - When there are **directional** differences in responses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

- As the following charts detail, improved perceptions have been maintained since this study began in 2003 although there were some declines in the current quarter which for the most part were small directional declines.
- The vast majority of residents now give the District an A or B grade across performance areas—ranging from 74% to 90%.
- In 2006, the attribute *communications from the school district are open and honest* was added to this survey. Over four out of five residents (83%) 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

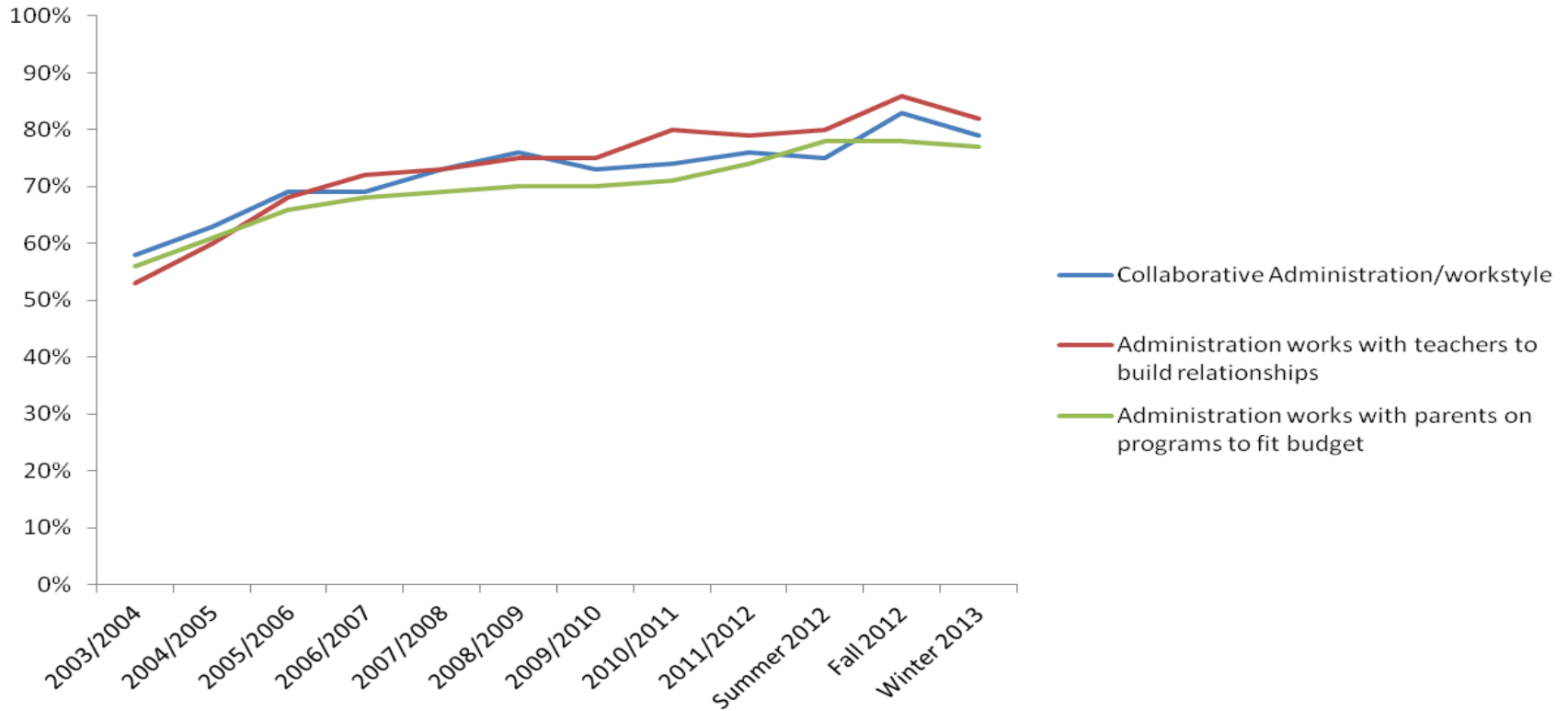


Note:

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), Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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

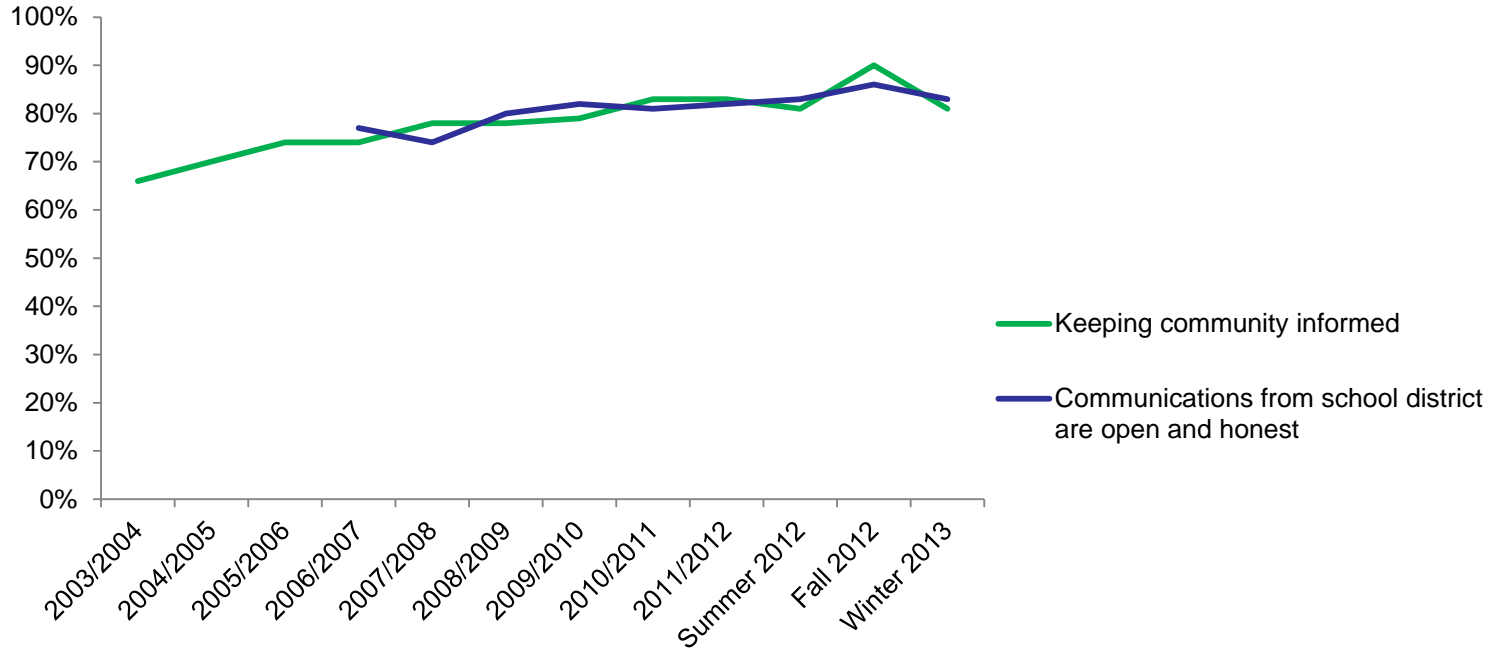


Note:

The 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), Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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

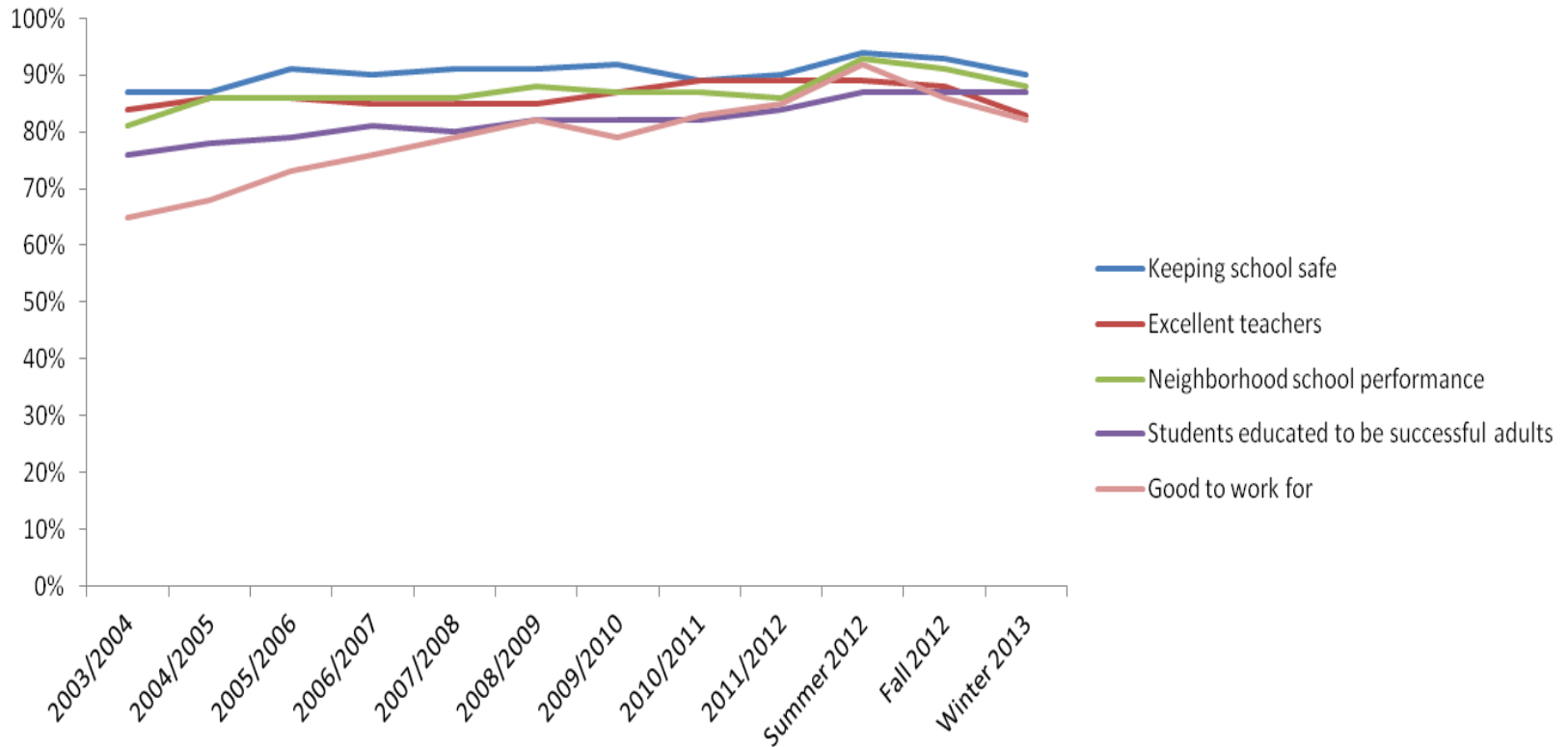


Note:

The 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), Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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

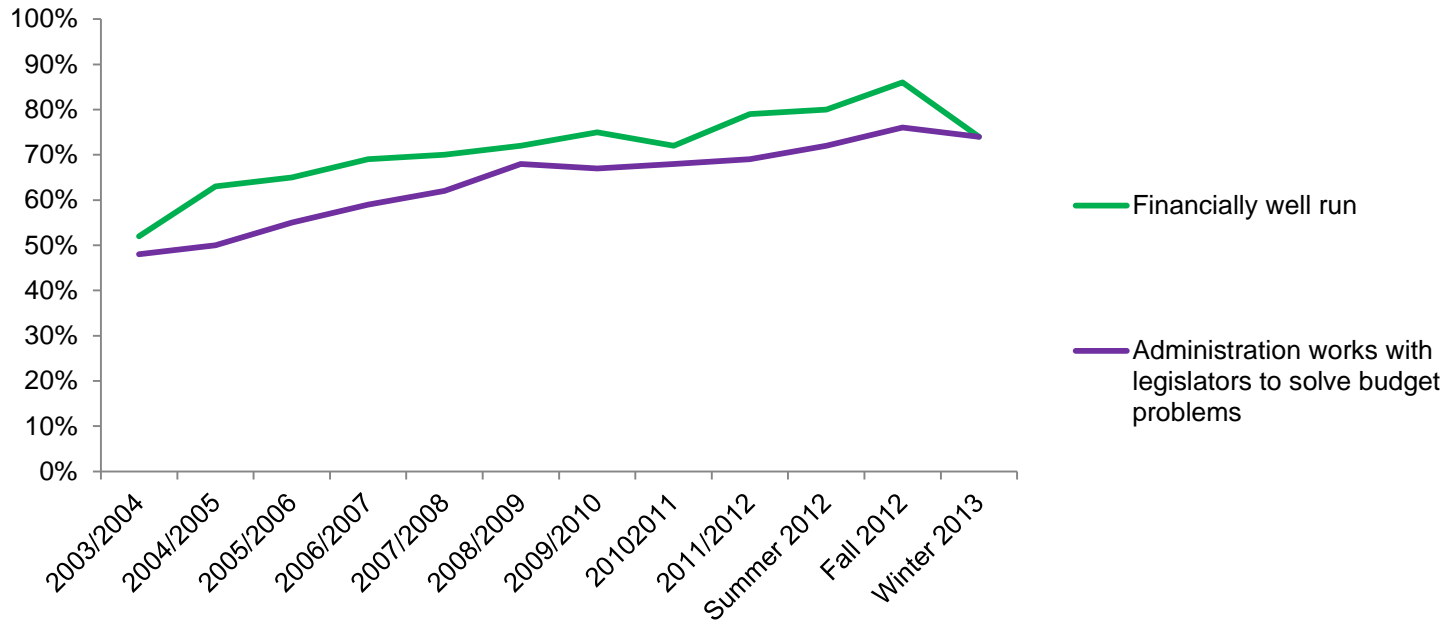


Note:

The 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), Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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 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), Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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 Winter there were a number of small directional declines in the levels of A/B grades given for performance attributes. Historically, numbers are higher at the start of the school year (the Fall) than later in the school year, such as the Winter.
- There was a **significant** decrease in A/B grades for...
 - *Keeps community informed*, from 90% of residents giving an A/B grade in the Fall to 81% in the Winter.
 - *Financially well run*, from 86% of respondents giving an A/B grade in the Fall to 74% in the Winter.

Summary of Results of Community Polling Study Fall 2012 Vs. Winter 2013

	Fall 2012 (September, October, November)					Winter 2013 (January, February, March)				
	A or B	A	B	C	D or F	A or B	A	B	C	D or F
Keeping schools safe	93%	59	34	6	1	90%	58	32	6	4
Neighborhood school performance	91%	54	37	7	2	88%	44*	44	9	3
Students educated to be successful adults	87%	50	37	12	1	87%	44	43	9	4
Overall performance of Administration	83%	41	42	14	3	84%	37	47	15	1
Excellent teachers	88%	43	45	12	0	83%	43	40	15	2
Communications from school district are open and honest	86%	55	32	12	2	83%	51	32	12	5
Trustworthy Administration	87%	56	32	8	4	82%	42*	39	13	5
Good to work for	86%	49	37	12	1	82%	34*	48	12	6
Well managed	86%	47	39	12	2	82%	39	44	13	4
Administration working with teachers to build relationships	86%	43	43	13	2	82%	36	46	14	4
Keeps community informed	90%	60	31	10	0	81%*	48*	33	15	4
Collaborative Administration	83%	43	40	12	5	79%	34	44	16	4
Excellent leadership	82%	42	40	15	3	77%	43	33	19	4
Administration works with parents on programs that fit budget	78%	35	42	17	5	77%	39	38	17	5
Financially well run	86%	47	39	10	4	74%*	42	31	18*	9
Administration working with legislators to solve budget problems	76%	35	41	22	2	74%	32	43	21	4

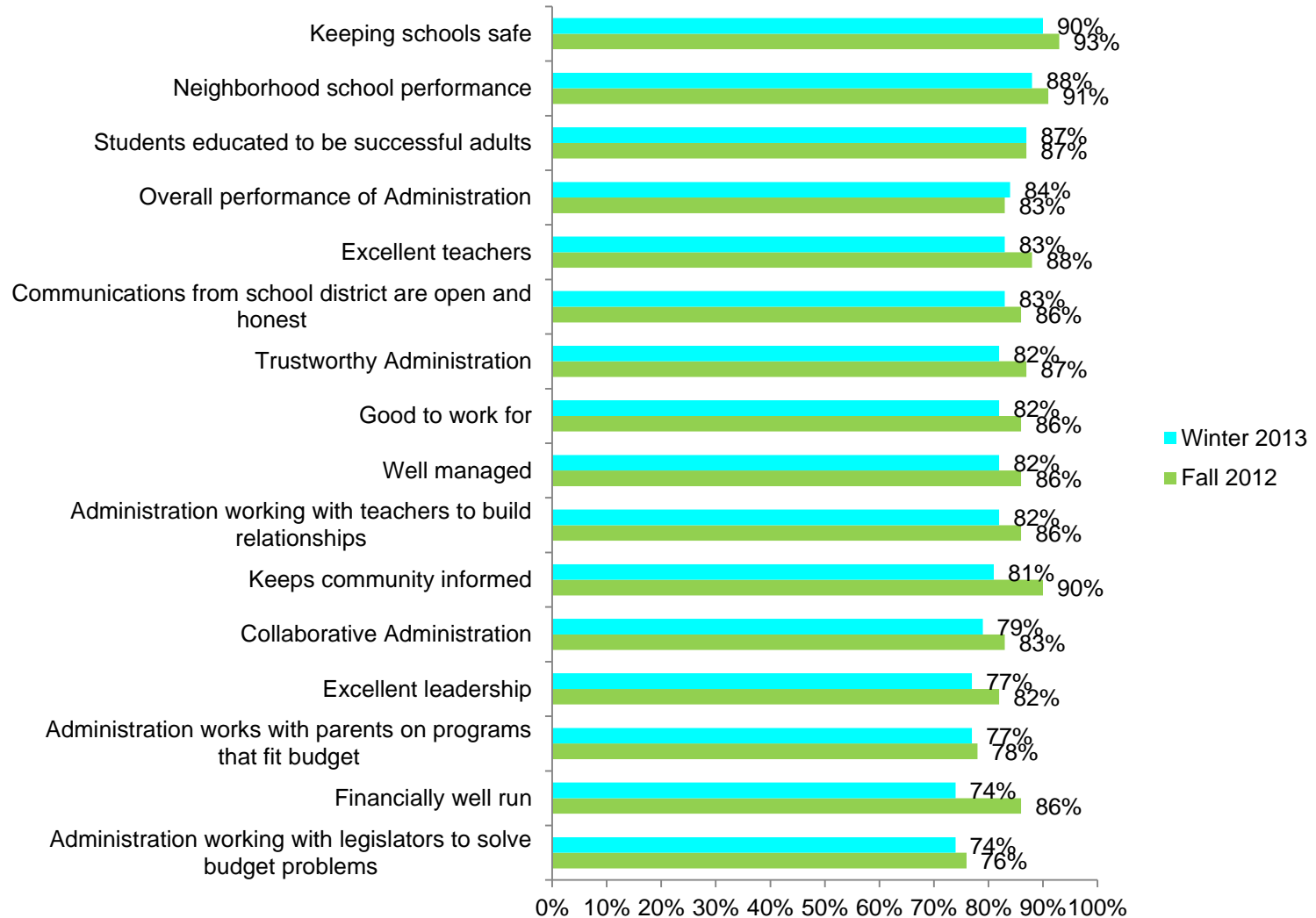
Note:

* = Significant difference vs. Fall 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— Fall 2012 Vs. Winter 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

- Almost all parents continue to give the District a high grade for *encouraging their opinions and welcoming their involvement*.
 - More than nine in ten parents overall (95%) give the District an A or B grade for *your involvement in your child's education is welcome*. Approximately two out of three parents (63%) give the District an A grade.
 - Parents of Elementary School students (96%) are more likely to give an A or B grade than parents of Middle School (90%) students.
 - Nine in ten (92%) 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 (53%) now give the District an A grade, which is also significantly more than in 2006 (34%).
 - Parents of Elementary school students (95%) are significantly more likely to give an A or B grade than parents of Middle school students (86%).

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

Fall 2006 (October, November, December)					Winter 2013 (January/February/March)			
<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%	92%*	95%***	86%	92%
A	34	41**	34**	19	53*	57	55	51
B	47	49	49	53	39	37	31	41
C	14	6**	14	22	7	5***	10	8
D or F	6	4	4	6	1	1	3	0
<i>Your involvement in your child's education is welcome</i>								
A or B	92%	97%	93%	87%	95%	96%***	90%	95%
A	63	77**	69**	47	63	70	68	61
B	29	20**	24**	40	32	26	22	34
C	7	3**	7	11	2	4	5	2
D or F	1	0	0	2	3	0	4	4

Note:

These attributes were added to the study in Fall 2006.

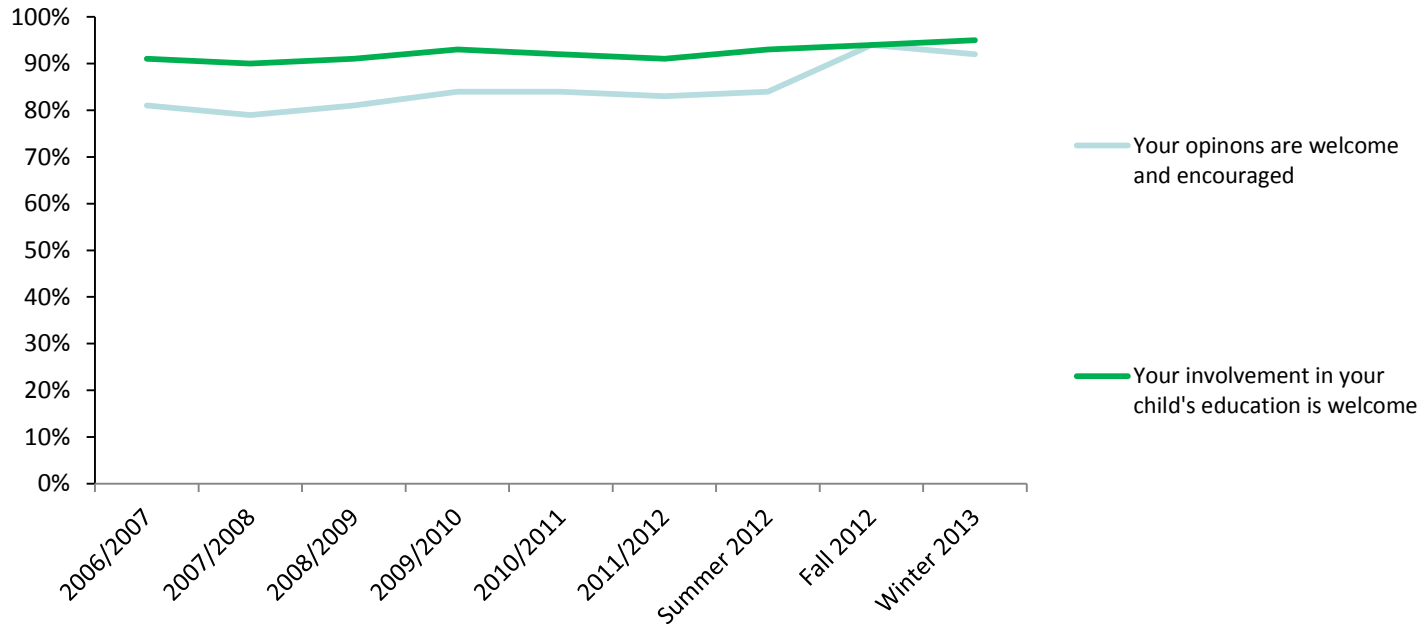
* = Significant difference vs. Fall 2006.

** = 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 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) , Fall 2012 (October/November/December 2012) and Winter 2013 (January/February/March 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. But, during the past quarter more respondents mention a dissatisfaction than during the previous quarter.
 - Approximate half of residents (53%) mention that something needs improvement, which is **significantly** fewer than in the 2003/04 school year (64%) but **significantly** more than in the Fall (41%).
 - At the same time, approximately half (49%) 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 Fall quarter (47%).
- 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 (20%)
 - Satisfied/happy with the school experience (15%)
 - Positive teacher comments (9%)
 - Good parental involvement/support (8%)
- All other positive reasons were mentioned by less than 5% of respondents.

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 (9%) mentioned this Winter quarter. Specific requests regarding communication include...
 - Improve communication to parents from teachers/administration/provide more timely information (7%), which significantly fewer mentioned in the Fall (2%).
 - Need to listen to parents/community/solicit input/involvement (3%), which significantly more mentioned in the Fall (9%).
- Other reasons given are:
 - Room for improvement (15%)
 - Increase funding/work with State for funding/better use of funds (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 three out of four (77%) make at least one suggestion, which is significantly more than in the Fall (59%) but similar to 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 (18%) make this type of suggestion which is directionally fewer than in the Fall (22%) and the Summer (22%).
- Specific Communication suggestions include:
 - Improve communication to parents from teachers/Administration/provide more/timely information (13%), which is comparable to the Fall (10%).
 - Need to listen to parents/community, solicit input/involvement (7%), which is significantly less than in the Fall (14%).

Suggestions for District Cont'd.

- Other suggestions include...
 - Increase funding/school support/work with State for funding (14%), which was mentioned by directionally fewer residents in the Fall (7%).
 - Better teachers needed/better teacher-student relations (14%) which historically has been mentioned by a small minority.
 - Parents of High school students (28%) are especially likely to make this suggestion.
 - Need to reduce class size/lower student-teacher ratio (6%)
 - Put focus on classroom/education/decisions in best interest of student (5%).
- All other suggestions were made by less than 5% of respondents.

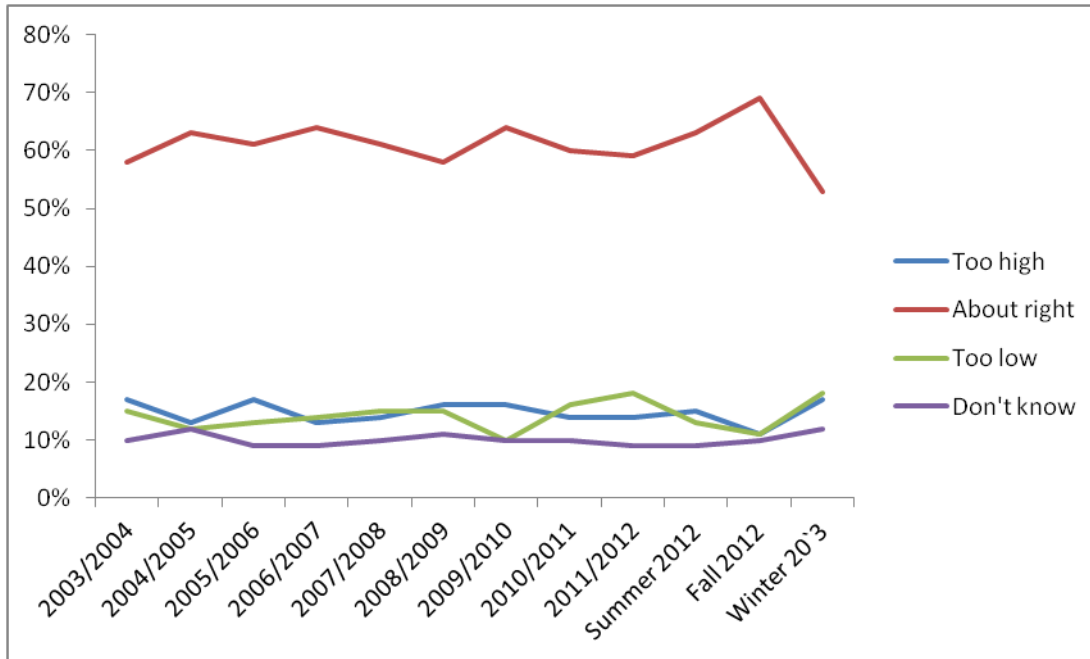
How Voters Feel About the Tax Dollars They Pay for Local Public Education

- Seven in ten residents (71%) 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.
- During this wave, there were some significant shifts in perceptions. Significantly more residents feel that the taxes they pay for education are too low (18% vs. 11%) than during the previous (Fall) wave. At the same time significantly fewer residents felt that the taxes they pay are just right (53% this Winter vs. 69%).
- Residents feel that the taxes they pay for local public education are...

Too high	17%	
About right	53%	} 71%
Too low	18%	
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 – Winter 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

- Friends and Family, The Internet, the Issaquah Press/its affiliates and the District Newsletter continue to be the primary sources of information about Issaquah schools.

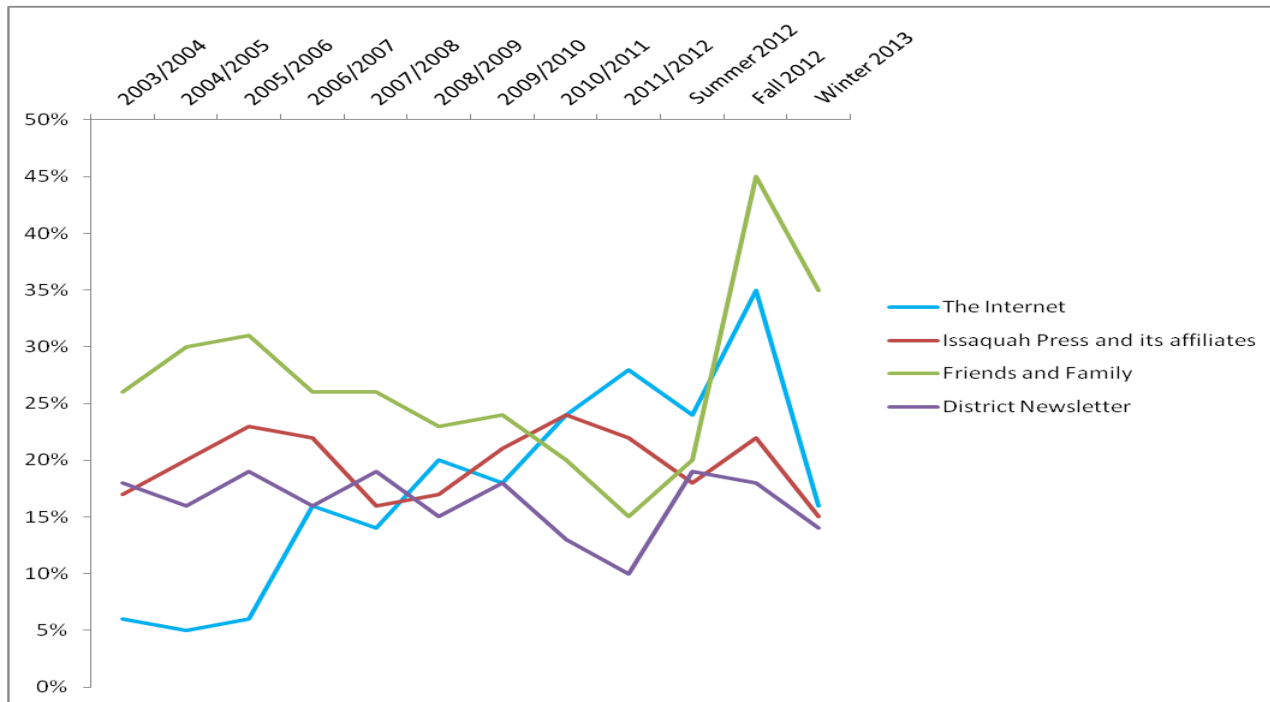
Primary Source of Information about Issaquah Schools

Friends and Family	35%
The Internet	16
Issaquah Press and its affiliates	15
District Newsletter	14
E-mail	5
School employees	7
Work there/personal experience	3
Seattle Times	1
Television	1
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 – Winter 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. This quarter respondents were again only allowed to mention one primary source and levels dropped overall to previous levels.
- Importantly, the rank order of sources has been constant, although the levels mentioning Friends & Family has increased over time (35% in the Winter 2013 vs. 26% in 2003 and 20% in the Summer of 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 virtually all performance areas since 2003.
- During the Winter quarter the levels of A/B grades decreased directionally across many performance areas, after gains that occurred during the Fall at the start of the school year. The vast majority of residents give the District an A or B grade across performance areas—ranging from 74% to 90%.
- The levels of A/B grades decreased significantly this Winter for...
 - *Keeps the community informed*, from 90% of residents giving an A/B grade in the Fall to 81% in the Winter.
 - *Financially well run*, from 86% giving an A/B grade in the Fall to 74% in the Winter.

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.
 - More than nine in ten parents (95%) give the District an A or B grade for *your involvement in your child's education is welcome*.
 - Approximately two out of three parents (63%) give the District an A grade.
 - Nine in ten parents (92%) 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 (53%) give the District an A grade, which is significantly more than in 2006 (34%).
 - Approximately four out of five residents (83%) 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.
 - Approximately half (49%) mention a positive reason, which is **significantly** more than in the 2003/2004 school year (26%) and about the same as in the Fall (47%).
 - Approximately half (53%) also mention something that needs improvement which is significantly fewer than the 2003/04 school year (64%) but significantly more than in the Fall (41%).
 - 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 Winter approximately three out of four in residents (77%) made a suggestion which is significantly more than in the Fall (59%) but similar to the Summer (75%).
- The most frequently given suggestions are:
 - Improve in the area of communications (18%) which is directionally fewer than in the Fall (22%) and Summer (22%). Specific requests include:
 - Improve communications to parents from teachers/Administration/provide more timely information (13%)
 - Need to listen to parents/community/solicit input/involvement (7%)
 - Better teachers needed/better teacher-student relations (14%) which historically has been mentioned by a small minority. Parents of High school students (28%) are especially likely to make this suggestion.
 - Increase funding/school support/work with State for funding (14%), which was mentioned by directionally fewer residents in the Fall (7%)
 - Need to reduce class size/lower student-teacher ratio (6%).
 - Put focus on classroom/education/decisions in best interest of student (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 (71%) feel that the taxes they are paying for local education are about right (53%) or too low (18%).
- The most frequently mentioned primary sources of information about the District are Friends and Family (35%), the Internet (16%), the Issaquah Press (15%) the District Newsletter (14%) --or four out of five (80%) of residents.
- This Winter approximately four in ten respondents (38%) 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.