Lawrence School District

2017 Community Telephone Survey
Final Report

January 8, 2018

PATRON INSIGHT

Lawrence School District
2017 Patron Telephone Survey
Executive Summary
January 8, 2018

In late November and early December 2017, a 12- to 15-minute telephone survey was conducted with 400 randomly selected adults (age 18 or older) who live in the Lawrence School District.

Calls were placed to landlines and cell phone numbers, and the completed interviews were divided into four quadrants based on the cross-streets of 15th Street and Iowa in quantities identified by the school district leadership as being generally representative of the population pattern. This means that the data contained in this report that reflects the opinions of all 400 respondents has a Margin of Error of plus or minus 5%, at the 95% Confidence Level. (The Margin of Error within the demographic and geographic subgroups is larger, because the number of individuals in each subgroup is smaller.)

A summary of the findings is as follows:

"Grading" the people, programs, facilities and district/patron relationship factors of the Lawrence School District

Respondents gave eight of 16 different people, program, facility and district/patron relationship factors a grade of "B" or better (or the statistical equivalent of "B") on the traditional A-F grading scale. The number of graded areas was significantly smaller than in 2016, because the factors whose results in 2016 showed a lack of interest or awareness of the topic were removed, while others were moved to other parts of this year's survey for more detailed study.

The four highest scores were for "Performance of district teachers," "Quality of education," "Performance of school principals" and "How the district uses technology to enhance student learning." The four lowest marks were for "The district's record on making and fulfilling promises," "Efforts of the district to involve citizens in decision-making," "Class sizes, meaning the number of students in each classroom," and "The balance of spending among academics, athletics and the arts."

Identifying the factors that are Patron Hot Buttons

Factors that receive a grade – rather than an answer of "Don't know" – from at least 81% of the respondents are considered Patron Hot Buttons. These are the factors that are considered to be what comes to mind first, when the school district is thought about. Having a high number of Hot Buttons also shows a strong interest in district news.

Only two of the 16 factors – "Performance of district administrators" and "The district's record on making and fulfilling promises" – were *not* Hot Buttons, further reinforcing the high level of interest in the school district among typical residents.

Performance on climate and emotional development issues
The district received extremely strong scores on six different factors related to environmental and student development issues.

Using the same A-F grading scale, all six factors scored a "B" or better, led by "Providing the necessary services to students qualifying for Special Education services" and "Providing a school environment that supports students, regardless of their race or ethnicity."

Evaluating opportunities available to students
Likewise, survey participants were also very positive about statements asking about whether students had equal opportunities for leadership positions, for advanced-level courses, etc., regardless of their background and personal characteristics. The lowest score on this list of statements related to whether discipline is applied fairly. But even that scored 57% (combined "Strongly agree/Agree.")

Identifying important steps the district can take to ensure equal opportunities
Respondents to this open-ended question had few new ideas. Their focus was primarily on the district having well-trained and caring teachers who saw students as individuals.

Discussion of possibly changing the start and end times for high school
Participants were presented with a series of facts and opinions – both positive and negative – on the idea of possibly moving the beginning and end of the high school day back 25 minutes. The general response was positive about the idea, with a call for the Board to consider this potential change seriously.

Closing topics
- Elementary and middle school parents would prefer to stay with the current early release schedule on Wednesday than move to a full day off per month.
- 79% of all respondents said that the current school year calendar was fine as is.
- 83% of participants said that they never experienced food insecurity in their families.

The full report that follows presents a series of findings, discussion of each of these findings, and all the questions, answers and appropriate cross-tabulations. A brief summary closes the report.

Lawrence School District
2017 Patron Telephone Survey
Final Report
January 8, 2018

Finding 1: Respondents gave eight of 16 different people, program, facility and district/patron relationship factors a grade of "B" or better (or the statistical equivalent of a "B") on the traditional A-F grading scale. Fourteen of the 16 factors also achieved "Patron Hot Button" status, meaning that at least 81% of the respondents were willing to offer a grade on that particular factor, rather than saying, "Don't know." This reaffirms the data from past years that the Lawrence community is very interested in its school district.

In late November and early December 2017, a 12- to 15-minute telephone survey was conducted with 400 randomly selected adults (at least 18 years old) who live within the boundaries of the Lawrence School District.

Calls were placed to landlines and cell phone numbers and the completed interviews were divided into four quadrants – using 15th Street and Iowa as the cross-streets – in quantities identified by the school district as being generally representative of the population pattern. This means that the data contained in this report that reflects the views of all 400 respondents has a Margin of Error of plus or minus 5%, at the 95% Confidence Level. (The Margin of Error within the demographic and geographic subgroups is larger, because the number of respondents in each subgroup is smaller.)

After confirming their age and that they lived within the boundaries of the Lawrence School District, respondents were asked to "grade" – A, B, C, D or F – 16 different people, program, facility and district/patron relationship factors.

This exercise provides an easy beginning to the survey, allowing the respondent and interviewer to build up rapport, which will be more important as the questions become more complicated later in the survey. It also provides a "snapshot" of the current opinion of a cross-section of stakeholders on a variety of issues.

All of the grades for all of the factors are displayed on the following pages. However, to simplify the analysis and ability to compare one factor to another, a 5-point weighted scale has also been applied.

Each grade of "A" is given 5 points, down to each grade of "F" being worth 1 point. The points are totaled and divided by the number of participants willing to offer a grade (rather than saying,

"Don't know") to arrive at a single number between 1.00 and 5.00. Recognizing the near impossibility of getting a 5.00 with so many respondents, a 4.00 (or a "B") is generally considered the dividing line between areas of strength and those that may need attention. However, taking the Margin of Error into account, a score as low as 3.80 is still, statistically speaking, a "B."

In this study, eight of the factors achieved this level. At the top of the list were:

- Performance of district teachers – 4.37
- Quality of education – 4.30
- Performance of school principals – 3.97
- How the district uses technology to enhance student learning – 3.96

The four lowest-rated factors were:

- The district's record on making and fulfilling promises – 3.60
- Efforts of the district to involve citizens in decision-making – 3.57
- Class sizes, meaning the number of students in each classroom – 3.53
- The balance of spending among academics, athletics and the arts – 3.41

It is difficult to make a true comparison between this year's scores on the grading exercise and those from the 2016 study. Many factors were either eliminated, because last year's results – with a high number of "Don't know" responses – showed that the district's questions on topics, like "Quality of elementary school facilities" were simply too much "in the weeds" for a cross-section of residents. Others that were not graded this year were moved into a different place in the survey and more specific questions were asked about these topics.

As is the custom with this exercise, all the factors that scored below 3.80 underwent a cross-tabulation analysis to determine if where an individual lived or his or her demographic characteristics had any impact on the scores on these lower-rated factors.

Because the subgroups are smaller than the total survey group, the Margin of Error is bigger. As such, it is best to look for trends, rather than to fixate on individual numbers. This is particularly true for this study among the group of respondents who are 18 to 34 years old (82 respondents) and those who have lived in the district up to five years (49 respondents). Just a handful of individuals from these groups voting differently than the pattern seen elsewhere can make a large difference in their final scores.

In reviewing the cross-tabulations, the data is rather unremarkable.

- Setting aside the small group of young respondents, the group of participants 55 or older had the highest scores on all eight factors. However, the differences in scores between this group and the "middle age" subgroup were not noteworthy.

- Length of time in the district (again, setting aside the newcomers), gender and location of residence had no distinct pattern.

- Interestingly, current student families were not the highest scores on these factors (except one). In most cases, it was "past student families" that had the highest score. Again, the differences were modest, but it is somewhat unusual for current student families to not lead the way in this exercise.

The other aspect of the grading section is the identification of "Patron Hot Buttons." These are the factors that were graded (instead of saying, "Don't know") by at least 81% of the respondents. This helps to measure the level of interest in a school district and its activities, and the results show that Lawrence School District patrons remain very interested.

In fact, only "Performance of district administrators" and "The district's record on making and fulfilling promises" did not achieve this status. (The "administrator" question – which was phrased slightly differently in 2016 – was not a Hot Button on that survey either, while "promises" was.)

Questions 1– 2 asked respondents whether or not they were at least 18 years old and lived within the boundaries of the Lawrence School District. To continue with the survey, a respondent had to answer, "Yes" to both questions. As such, these questions and answers are not displayed in this report. Question 3 dealt with the location of the respondent's residence. He or she had to live in a region of the district where there was still room under the quota when he or she was called. If not, the respondent was thanked and the call was ended.

All answers with percentages may add to more or less than 100%, due to rounding. In reviewing the verbatim answers shown in this report, it is important to remember that each is one response, by one person and is not indicative of a trend.

Also, in reviewing the cross-tabulations, it is important to keep the "n" number in mind. Groups with smaller "n" numbers can have their scores impacted significantly by a small number of responses. As such, in the case of the cross-tabulations, it is best to look for trends, rather than to focus on individual numbers.

3. **To make certain that we have people from all parts of the district participating in this survey, can you tell me if you live north or south of 15th Street? Do you live east or west of Iowa?** *Quota for each segment was set by the school district as being representative of the general population pattern. Numbers, rather than percentages, displayed below.*

Response	Number
North of 15th and east of Iowa	100
North of 15th and west of Iowa	110
South of 15th and east of Iowa	100
South of 15th and west of Iowa	90

As you know, students in school are usually given a grade to reflect the quality of their work. Based on your experience, the experience of your children, or things you have heard about the Lawrence School District from others, please tell me what grade (A, B, C, D or F) you would give the Lawrence School District on each of the following items. These first few questions deal with areas such as the performance of the teachers and the district's leadership, technology, and the quality of education. Let's start with… *Questions 4 through 19 were rotated to eliminate order bias.*

4. **How the district uses technology to enhance student learning**

Response	Percentage
A	21%
B	48%
C	12%
D	6%
F	0%
Don't know (not read)	14%

5. **Class sizes, meaning the number of students in each classroom**

Response	Percentage
A	8%
B	44%
C	24%
D	9%
F	2%
Don't know (not read)	13%

6. Value received for the tax dollars spent

Response	Percentage
A	31%
B	40%
C	18%
D	8%
F	1%
Don't know (not read)	2%

7. Performance of district teachers

Response	Percentage
A	47%
B	42%
C	9%
D	1%
F	0%
Don't know (not read)	1%

8. Quality of education

Response	Percentage
A	45%
B	41%
C	12%
D	2%
F	0%
Don't know (not read)	0%

9. Preparation of students to be college- and career-ready

Response	Percentage
A	28%
B	42%
C	21%
D	7%
F	1%
Don't know (not read)	1%

10. The district's efforts to provide personalized learning for all students

Response	Percentage
A	24%
B	37%
C	20%
D	6%
F	2%
Don't know (not read)	11%

11. Maintenance and upkeep of school facilities

Response	Percentage
A	30%
B	38%
C	14%
D	5%
F	3%
Don't know (not read)	9%

12. Performance of school principals

Response	Percentage
A	27%
B	35%
C	18%
D	6%
F	0%
Don't know (not read)	14%

13. Performance of district administrators

Response	Percentage
A	14%
B	37%
C	15%
D	6%
F	3%
Don't know (not read)	26%

14. Performance of the Lawrence Board of Education

Response	Percentage
A	16%
B	38%
C	19%
D	6%
F	3%
Don't know (not read)	18%

15. Efforts of the district to involve citizens in decision-making

Response	Percentage
A	13%
B	39%
C	27%
D	8%
F	3%
Don't know (not read)	10%

16. The balance of spending among academics, athletics and the arts

Response	Percentage
A	12%
B	34%
C	28%
D	13%
F	4%
Don't know (not read)	9%

17. The district's record on making and fulfilling promises

Response	Percentage
A	11%
B	36%
C	24%
D	6%
F	2%
Don't know (not read)	22%

18. The district's responsiveness to citizen concerns

Response	Percentage
A	17%
B	38%
C	20%
D	12%
F	1%
Don't know (not read)	13%

19. The district's efforts to communicate its plans and progress to citizens

Response	Percentage
A	25%
B	41%
C	22%
D	8%
F	3%
Don't know (not read)	2%

Cross-tabulation: Weighted 5-point scale rating for each factor for 2017 and 2016, if the factor was part of both surveys. Factors that scored at 3.80 or higher are the statistical equivalent of a "B" (or better). Items whose scores are in boldface type are "Patron Hot Buttons," meaning that at least 81% of the respondents were willing to offer a grade, rather than saying, "Don't know." These are the factors that typical patrons think of first, when they consider the performance of the school district.

Factor	5-point weighted scale rating/2017	5-point weighted scale rating/2016
Performance of district teachers	**4.37**	**4.36**
Quality of education	**4.30**	**4.30**
Performance of school principals	**3.97**	**4.05**
How the district uses technology to enhance student learning	**3.96**	**3.97**
Maintenance and upkeep of school facilities	**3.95**	**4.06**
Value received for the tax dollars spent	**3.94**	**3.87**
Preparation of students to be college- and career-ready	**3.91**	**3.94**
The district's efforts to provide personalized learning for all students	**3.83**	**3.86**
The district's efforts to communicate its plans and progress to citizens	**3.78**	**3.64**
Performance of the Lawrence Board of Education	**3.71**	**3.83**
Performance of the superintendent and district administrators (2016) or district administrators (2017)	3.69	3.73
The district's responsiveness to citizen concerns	**3.66**	**3.68**
The district's record on making and fulfilling promises	3.60	**3.71**
Efforts of the district to involve citizens in decision-making	**3.57**	**3.55**
Class sizes, meaning the number of students in each classroom	**3.53**	**3.53**
The balance of spending among academics, athletics and the arts	**3.41**	**3.40**
Safety of students	n/a	**4.29**
Quality of the high school facilities	n/a	**4.12**
Quality of elementary school facilities	n/a	**4.11**
The quality of technology available to students	n/a	**4.07**
The equity of the technology available to students in the district's high schools	n/a	**4.05**
Overall grade	n/a	4.00
The equity of the technology available to students in the district's middle schools	n/a	**3.99**
Providing a system of supports to meet the academic, social, emotional and behavioral needs of students	n/a	**3.98**
The equity of the technology available to students in the district's elementary schools	n/a	3.96
Quality of middle school facilities	n/a	**3.95**
Equity among middle school facilities across the district	n/a	**3.81**
Equity among high school facilities across the district	n/a	**3.76**
Equity among elementary school facilities across the district	n/a	**3.74**

Cross-tabulation: Weighted 5-point scale score for factors that scored under 3.80 for the 2017 study by age, length of time living in the district and gender. Note: "n" equals the number of respondents in each group. "Age" will not square with "overall" score, because six respondents refused to answer this question.

Factor	Overall score	18-34 (n=82)	35-54 (n=177)	55 or older (n=135)	Up to 5 years (n=49)	5-15 years (n=155)	More than 15 years (n=196)	Female (n=216)	Male (n=184)
The district's efforts to communicate its plans and progress to citizens	3.78	3.68	3.80	3.83	3.89	3.79	3.74	3.79	3.79
Performance of the Lawrence Board of Education	3.71	3.65	3.68	3.76	3.50	3.72	3.75	3.76	3.66
Performance of district administrators	3.69	3.58	3.66	3.75	3.47	3.76	3.68	3.72	3.66
The district's responsiveness to citizen concerns	3.66	3.64	3.61	3.73	3.51	3.68	3.68	3.67	3.65
The district's record on making and fulfilling promises	3.60	3.32	3.61	3.66	3.48	3.61	3.62	3.61	3.60
Efforts of the district to involve citizens in decision-making	3.57	3.56	3.59	3.64	3.53	3.58	3.58	3.55	3.60
Class sizes, meaning the number of students in each classroom	3.53	3.52	3.53	3.54	3.36	3.54	3.57	3.61	3.46
The balance of spending among academics, athletics and the arts	3.41	3.42	3.38	3.44	3.35	3.48	3.37	3.40	3.42

Cross-tabulation: Weighted 5-point scale score for factors that scored under 3.80 for the 2017 study by location of the respondent's residence, and by the presence of a current district student in the household, a past student (but no current student) or no student ever in the household. Note: "n" equals the number of respondents in each group.

Factor	Overall score	N/15th and E/Iowa (n=100)	N/15th and W/Iowa (n=110)	S/15th and E/Iowa (n=100)	S/15th and W/Iowa (n=90)	Student, yes (n=121)	Student, past (n=129)	Student, never (n=150)
The district's efforts to communicate its plans and progress to citizens	**3.78**	3.73	3.83	3.77	3.79	3.80	3.81	3.73
Performance of the Lawrence Board of Education	**3.71**	3.71	3.77	3.70	3.67	3.68	3.81	3.65
Performance of district administrators	**3.69**	3.71	3.73	3.52	3.79	3.67	3.73	3.66
The district's responsiveness to citizen concerns	**3.66**	3.69	3.68	3.67	3.61	3.61	3.75	3.62
The district's record on making and fulfilling promises	**3.60**	3.64	3.56	3.54	3.66	3.61	3.66	3.55
Efforts of the district to involve citizens in decision-making	**3.57**	3.51	3.63	3.56	3.59	3.64	3.55	3.52
Class sizes, meaning the number of students in each classroom	**3.53**	3.65	3.61	3.36	3.51	3.49	3.58	3.57
The balance of spending among academics, athletics and the arts	**3.41**	3.51	3.37	3.40	3.36	3.35	3.41	3.45

Finding 2: Using the same grading approach, respondents gave the district strong, positive reviews of its performance in areas such as providing Special Education services, supporting students, regardless of their race or ethnicity, and providing an environment for students focused on equity and social justice.

Six topics dealing with climate and specific performance issues were pulled from the general grading section for more detailed analysis.

The grading approach was still employed, but all respondents who offered a grade of "C" or lower on these topics – on this year's survey – were asked to provide details about how the school district could improve in this specific area.

All six areas scored at the statistical equivalent of a "B" or better. In some cases, it was *much* better. Their scores are in the bulleted list below, followed by the number of C, D, or F grades on that factor, shown in parenthesis.

- Providing the necessary services to students qualifying for Special Education services. – 4.38 (22)
- Providing a school environment that supports students, regardless of their race or ethnicity. – 4.26 (42)
- Providing a school environment that supports students, regardless of their gender identity or sexual orientation. – 4.18 (46)
- Providing a system of supports to meet the academic, social, emotional and behavioral needs of students. – 3.99 (58)
- Providing an environment for students focused on equity and social justice. – 3.91 (54%)
- Providing a safe, welcoming environment, where bullying is not tolerated. – 3.83 (98)

The suggestions for improvement by those offering a grade of "C" or lower mostly reflect ideas that would be expected. However, each comment deserves a careful review by district leadership. The same is true of the cross-tabulations which were completed for these six statements. Even though they were all above the level of a "B," it is, nonetheless, interesting to compare and contrast the scores among the various subgroups.

These next few questions deal with the climate and culture within the school buildings. Remember, please answer these questions based on your experiences, the experiences of your children or what you may have heard from others. *Questions were not rotated, because all had potential follow-ups.*

20. **Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.**

Response	Percentage
A	16%
B	59%
C	13%
D	1%
F	1%
Don't know (not read)	11%

21. **In what specific ways can the school district improve in this area?** *Asked only of the 58 respondents who answered question 20 either "C," "D" or "F." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Better communication with students/parents	28
By making it a priority	16
Other (see below)	14

Verbatim "other" comments

Listen to parents. Give them an opportunity to speak about issues.

Longer lunch periods.

Have conversations and talk with students who are underrepresented.

There needs to be more money put towards making sure all kids have what is necessary to receive a good education. There are too many kids falling through the cracks.

More communication with students.

Improve the quality of employees. Get better principals and superintendent.

Meet with advisers at least three times a year to get suggestions.

Be transparent.

They need to have class sizes smaller, so they could give the students the support they need.

Need to do better in offering opportunities. Make sure they are equitable across the district, not just in the higher-income demographics.

Include students with food allergies.

Better communication and having a vision. Not just implementing programs on a whim.

Bring the SRAP program back to the schools.

Each school has to have someone the kids are comfortable speaking to, without repercussions and concern about tattling.

22. Providing an environment for students focused on equity and social justice.

Response	Percentage
A	12%
B	62%
C	9%
D	5%
F	<1%
Don't know (not read)	13%

23. In what specific ways can the school district improve in this area? *Asked only of the 54 respondents who answered question 22 either "C," "D" or "F." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know/Not sure	19
Communicating the importance to students	16
Other (see below)	11
Additional training of staff	8

Verbatim "other" responses

Involve parents more.

They need to hire more diverse minority teachers, administrators, etc.

Improving opportunities in the schools, especially with disadvantaged students.

I think earlier in the year it was an F, but they're trying to improve.

Listening to students. Be honest and fair. No hiding a teacher or shielding them, when they have made a mistake.

Same as other comment. Always: communication.

Get better employees and a better superintendent.

Keep an open-door policy. Be more aware of what's going on in the schools.

Listen to the minority students and communicate to all parents any issues.

Making sure you hire teachers that are educated in this area.

Listen to their minority parents. Give each child a fair assessment, based on their abilities, rather than race or physical characteristics.

24. Providing a safe, welcoming environment, where bullying is not tolerated.

Response	Percentage
A	15%
B	56%
C	18%
D	6%
F	1%
Don't know (not read)	5%

25. In what specific ways can the school district improve in this area? *Asked only of the 98 respondents who answered question 24 either "C," "D" or "F." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Clear policy with consequences	45
Other (see below)	21
Listening to the students	17
Don't know/Not sure	15

Verbatim "other" comments

Most kids are too embarrassed to come forward, so encouraging all students who experience bullying, even when done to someone else, to come forward.

Get parents involved in what is going on in the schools and work on improving communication.

Educate the staff properly and allow no tolerance.

Harsher punishment for bullies.

Make sure parents feel comfortable coming to administration with complaints they hear at home.

The School Board, the administration and the principals need to take an active role in both educating staff and students and following up when complaints are made.

Teachers need to step up and step in and stop being scared.

Teachers and staff must be in tune to what's going on. Ask questions and show students they are concerned about it.

Tough policy.

Good follow-up when hearing about bullying going on.

Have stronger, visible policies about bullying and a zero-tolerance approach.

Listening to students. Be fair, no matter what color. This goes for teachers bullying students, too. Turn them in.

Tough discipline for those that bully.

Get better employees and superintendent.

My son and daughter were bullied, but they didn't want anyone to know, so nothing was done.

Keep an open-door policy. Be more aware of what's going on in the schools. *(Note: This specific respondent said this exact same thing several times.)*

They need to make it clear to administration that bullying would not be tolerated. Don't wait until a parent calls in and then just ignore their concerns.

Ears and eyes open. But you must care first if you are going to do that.

Stay consistent in their policy in this area.

I don't have an end-all on what they can do to stop bullying, except being aware of what is going on in the classrooms and schools.

Make consequences for their actions.

26. Providing a school environment that supports students, regardless of their race or ethnicity.

Response	Percentage
A	37%
B	45%
C	9%
D	1%
F	1%
Don't know (not read)	8%

27. In what specific ways can the school district improve in this area? *Asked only of the 42 respondents who answered question 26 either "C," "D" or "F." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Listen to minority parents	17
Don't know/Not sure	13
Other (see below)	12

Verbatim "other" comments

I'm at a loss for more things that can be done. Just communicate and listen.

Ensure that resources are equitable for all students with higher diversity. They need to receive even more support.

Show the students that staff and administration care.

Provide more visible support at the administrative level.

Same: Need communication with students.

Get better employees and superintendent. *(Note: This respondent said the exact same thing on several questions.)*

Keep an open-door policy. Be more aware of what's going on in the schools.

Perhaps hire more qualified minority teachers.

Make sure all schools are equal and treated fairly.

Provide more training to staff.

Don't discriminate in services provided to the schools.

Listen to what minority students say about how they are treated. Pay attention to how minority students are treated.

28. Providing a school environment that supports students, regardless of their gender identity or sexual orientation.

Response	Percentage
A	31%
B	43%
C	8%
D	3%
F	1%
Don't know (not read)	14%

29. In what specific ways can the school district improve in this area? *Asked only of the 46 respondents who answered question 28 either "C," "D" or "F." Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know/Not sure	16
Open communication to all	12
Other (see below)	10
More staff training	8

Verbatim "other" comments

Promoting, not hiding, our differences.

Educate principals and hold them accountable to promoting a supportive climate.

Be realistic and open-minded.

It all has to do with teacher training. It takes time to be understanding and caring.

Better communication and they should have a better understanding. Look at the bathroom situation and locker rooms. Maybe some type of workshop to better understand the LBGT students.

Learning about background and upbringing. Do not prejudge teachers' decisions in anger.

Get better employees and superintendent.

You know that is such a private issue. Just treat all students the same, regardless of background, ethnicity, or sexual preference.

Keep an open-door policy. Be more aware of what's going on in the schools.

We need to begin to deal with it head on, instead of whispering about it. Maybe we need to have community group meetings to educate the community.

30. Providing the necessary services to students qualifying for Special Education services?

Response	Percentage
A	40%
B	36%
C	3%
D	2%
F	1%
Don't know (not read)	19%

31. In what specific ways can the school district improve in this area? *Asked only of the 22 respondents who answered question 30 either "C," "D" or "F." All verbatim comments displayed below.*

There are not enough paras. They need more support in the classrooms.

I don't know.

They don't take it seriously. I don't know any more than that.

They should seek out ways to improve financing these services.

There needs to be more financial support, so there are more staff and faculty to address students who need Special Education. They need to be able to address issues as soon as there are problems, rather than waiting until problems mount up and then try to fix them.

Besides more resources put towards it, I really don't know.

Make it a priority and provide the programs needed.

The administration needs to work outside the box to obtain funding and education for staff.

Make sure parents know what's out there and be quicker when teachers have problems and need testing quickly.

This is an area for the professionals. I don't have a solution.

More money is needed.

I don't see an effort put forth to enhance this program.

Get better employees and superintendent.

More paras.

Hire more people to help. Bring back students that have been suspended on foolish charges and work with them.

There needs to be more money put into the programs, so better-quality teachers can be hired.

Most of the problem is lack of funding and staff to have the programs that are needed.

Not sure.

We need to follow the letter of regulations. Involve all the teachers during in-service. Have better community and parent involvement.

I just don't see how so many qualify as Special Needs kids.

I don't know.

Don't know.

Cross-tabulation: Weighted 5-point scale rating for questions 20, 22, 24, 26, 28 and 30. Factors that scored at 3.80 or higher are the statistical equivalent of a "B" (or better).

Factor	5-point weighted scale rating
Providing the necessary services to students qualifying for Special Education services.	4.38
Providing a school environment that supports students, regardless of their race or ethnicity.	4.26
Providing a school environment that supports students, regardless of their gender identity or sexual orientation.	4.18
Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.	3.99
Providing an environment for students focused on equity and social justice.	3.91
Providing a safe, welcoming environment, where bullying is not tolerated.	3.83

Cross-tabulation: Weighted 5-point scale score for all factors from the previous section by age, length of time living in the district and gender. Note: "n" equals the number of respondents in each group. "Age" will not square with "overall" score, because six respondents refused to answer this question.

Factor	Overall score	18-34 (n=82)	35-54 (n=177)	55 or older (n=135)	Up to 5 years (n=49)	5-15 years (n=155)	More than 15 years (n=196)	Female (n=216)	Male (n=184)
Providing the necessary services to students qualifying for Special Education services.	**4.38**	4.32	4.39	4.41	4.30	4.46	4.34	4.40	4.36
Providing a school environment that supports students, regardless of their race or ethnicity.	**4.26**	4.23	4.26	4.29	4.38	4.31	4.21	4.26	4.27
Providing a school environment that supports students, regardless of their gender identity or sexual orientation.	**4.18**	4.14	4.23	4.14	4.33	4.23	4.12	4.12	4.26
Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.	**3.99**	3.92	4.02	3.98	4.05	3.99	3.97	3.96	4.02
Providing an environment for students focused on equity and social justice.	**3.91**	3.79	3.97	3.93	3.75	3.93	3.95	3.92	3.92
Providing a safe, welcoming environment, where bullying is not tolerated.	**3.83**	3.76	3.84	3.84	3.83	3.88	3.79	3.85	3.81

Cross-tabulation: Weighted 5-point scale score for all factors in the previous section by location of the respondent's residence, and by the presence of a current district student in the household, a past student (but no current student) or no student ever in the household. Note: "n" equals the number of respondents in each group.

Factor	Overall score	N/15th and E/Iowa (n=100)	N/15th and W/Iowa (n=110)	S/15th and E/Iowa (n=100)	S/15th and W/Iowa (n=90)	Student, yes (n=121)	Student, past (n=129)	Student, never (n=150)
Providing the necessary services to students qualifying for Special Education services.	4.38	4.39	4.29	4.36	4.46	4.39	4.32	4.43
Providing a school environment that supports students, regardless of their race or ethnicity.	4.26	4.30	4.24	4.26	4.25	4.25	4.29	4.25
Providing a school environment that supports students, regardless of their gender identity or sexual orientation.	4.18	4.27	4.15	4.20	4.12	4.26	4.10	4.19
Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.	3.99	4.03	4.02	3.94	3.94	3.98	3.97	4.01
Providing an environment for students focused on equity and social justice.	3.91	4.09	3.84	3.91	3.85	3.97	3.93	3.87
Providing a safe, welcoming environment, where bullying is not tolerated.	3.83	3.91	3.82	3.77	3.83	3.84	3.83	3.82

Finding 3: With the exception of a modest concern about the application of the district's discipline policies, survey respondents expressed a strong belief that students across the district have equal opportunities in a number of key areas of the school experience.

The survey then shifted to a series of four statements about the access students have to leadership opportunities, advanced-level courses, sports/clubs/groups, and a fair and equal approach to discipline.

Each statement was expressed in the positive – such as "All students have access to…" – and respondents were asked to state their level of agreement or disagreement.

The combined "Strongly agree/Agree" percentages for each statement are as follows:

- Students have equal opportunities to participate in activities – such as sports, clubs or groups – at their schools, regardless of background or personal characteristics. – 81%
- All students, regardless of background or personal characteristics, have equal opportunities to participate in advanced-level courses. – 76%
- All students, regardless of background or personal characteristics, have equal opportunities to take advantage of leadership opportunities at their schools. – 76%
- Student discipline is addressed fairly for all students, regardless of background or personal characteristics. – 57%

The application of discipline is a true "in-the-eye-of-the-beholder" situation and always sparks a few negative voices in school districts of all shapes, sizes and locations. While this score may be a bit lower than hoped for, it is not eyebrow-raising at all.

The cross-tabulations show (with only a few modest exceptions) that these opinions are commonly shared across the school district, with no meaningful impact on the scores based on where the person lives or on his or her demographic characteristics.

Thinking now about the district's performance in providing equal opportunities to students, please say whether you strongly agree, agree, disagree or strongly disagree with the following statements. Again, this can be based on what you have seen or experienced, what your student has seen or experienced, or what you have heard from others.

32. ALL students, regardless of background or personal characteristics, have equal opportunities to participate in advanced-level courses.

Response	Percentage
Strongly agree	21%
Agree	55%
Disagree	20%
Strongly disagree	0%
Don't know (not read)	4%

33. Student discipline is addressed fairly for ALL students, regardless of background or personal characteristics.

Response	Percentage
Strongly agree	4%
Agree	53%
Disagree	27%
Strongly disagree	6%
Don't know (not read)	10%

34. Students have equal opportunities to participate in activities – such as sports, clubs or groups – at their schools, regardless of background or personal characteristics.

Response	Percentage
Strongly agree	22%
Agree	59%
Disagree	18%
Strongly disagree	0%
Don't know (not read)	2%

35. ALL students, regardless of background or personal characteristics, have equal opportunities to take advantage of leadership opportunities at their schools.

Response	Percentage
Strongly agree	14%
Agree	62%
Disagree	6%
Strongly disagree	0%
Don't know (not read)	18%

Cross-tabulation: Combined "Strongly agree/Agree" percentage on the statements about opportunities for students by age, length of time living in the district and gender. Note: "n" equals the number of respondents in each group. "Age" will not square with "overall" score, because six respondents refused to answer this question.

Statement	Overall score	18-34 (n=82)	35-54 (n=177)	55 or older (n=135)	Up to 5 years (n=49)	5-15 years (n=155)	More than 15 years (n=196)	Female (n=216)	Male (n=184)
ALL students, regardless of background or personal characteristics, have equal opportunities to participate in advanced-level courses.	76%	72%	77%	77%	69%	81%	74%	75%	77%
Student discipline is addressed fairly for ALL students, regardless of background or personal characteristics.	57%	60%	54%	59%	51%	64%	54%	58%	56%
Students have equal opportunities to participate in activities – such as sports, clubs or groups – at their schools, regardless of background or personal characteristics.	81%	77%	80%	83%	69%	85%	81%	83%	78%
ALL students, regardless of background or personal characteristics, have equal opportunities to take advantage of leadership opportunities at their schools.	76%	67%	74%	82%	55%	76%	81%	75%	77%

Cross-tabulation: Combined "Strongly agree/Agree" percentage on the statements about opportunities for students by location of the respondent's residence, and by the presence of a current district student in the household, a past student (but no current student) or no student ever in the household. Note: "n" equals the number of respondents in each group.

Statement	Overall score	N/15th and E/Iowa (n=100)	N/15th and W/Iowa (n=110)	S/15th and E/Iowa (n=100)	S/15th and W/Iowa (n=90)	Student, yes (n=121)	Student, past (n=129)	Student, never (n=150)
ALL students, regardless of background or personal characteristics, have equal opportunities to participate in advanced-level courses.	76%	72%	80%	77%	74%	81%	70%	77%
Student discipline is addressed fairly for ALL students, regardless of background or personal characteristics.	57%	56%	61%	59%	52%	60%	52%	60%
Students have equal opportunities to participate in activities – such as sports, clubs or groups – at their schools, regardless of background or personal characteristics.	81%	81%	84%	81%	77%	86%	79%	77%
ALL students, regardless of background or personal characteristics, have equal opportunities to take advantage of leadership opportunities at their schools.	76%	74%	81%	80%	67%	78%	79%	71%

Finding 4: When presented with the opportunity in an open-ended question, respondents offered few new ideas about how to ensure that all students, regardless of background or personal characteristics, have equal opportunities throughout their time in school.

Hoping to get some additional insight beyond the scripted questions, respondents were given the chance to share their thoughts on how best to ensure equal opportunities for all students. While their effort to participate in this topic was evident, they were hard-pressed to come up with anything beyond either what had been stated earlier ("Provide the same services to all schools") or the obvious ("Have all staff trained").

However, this does *not* mean the question was a waste of the respondent's time. On the contrary, it reinforced their belief in fairness, while (mostly) leaving the details up to the district.

36. What is the most important step that the school district could take to ensure ALL students, regardless of background or personal characteristics, have equal opportunities throughout their time in school? *Asked of all 400 respondents. Answers were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know/Not sure	108
Provide the same services to all schools	96
Have all staff trained	62
Other (see below)	52
Good communication with students and parents	49
Having a clear policy on how to obtain this goal	33

Verbatim "other" comments

Smaller class sizes and more individualized attention from the teachers.

Continue to work together and make each student equal.

Identify the ones that need financial help, without anybody else knowing, and help them.

Always just see the child, regardless of economic and background characteristics.

Focus more on constitutional rights.

Longer lunch time to socialize with other students.

Take a personal interest in each student and follow up each school year.

Make sure clubs and activities are open to all.

Make students and parents aware of the choices available to them.

Teachers need to get on board with the district's rules and not bring their personal lifestyles and assumptions about any ethnic group. If not, fire them. Each student should be treated specially.

Ensure that they are fully staffed. It is important that the administrators know all students and their parents and have personal contact to ensure their needs are met.

Send out the policy to the public and let them know there will be no child left behind, and that they will all be treated equally.

They need more support. Administration or social workers can fill the role of support, when the children do not have proper and effective support at home.

Additional personnel. More paras.

I think they need to prioritize funding away from new initiatives and into the classrooms.

Communication with students at all levels to explain policies, etc.

Teachers, staff and administration need to be assertive, encouraging and supportive to students for all those opportunities.

Provide as many avenues of communication as possible to parents and families, so they can be involved in decision-making opportunities.

They need to effectively use resources to make sure the students have what they need.

Operating the budget with these programs in mind. Providing staff and opportunities to all.

Having a diverse faculty would make a great difference.

Not make a big issue of it. When you do, it makes students wonder if they are different.

Emphasize as an overall theme: If a student wants to learn, everything within their power would be done to ensure that they do.

Make sure the students have what they need for a good education.

Respect each other and get the parents, students and teachers to act as one.

Elect a new School Board.

Listen more to them.

Let everyone know this is important to the administration and what steps they plan to put forth to make sure their children are in a good environment.

Hiring personnel in tune with the needs of each age group. Work with parents and encourage them.

It would be nice to see kids communicating in person and not through social media.

Have the guts to make the hard decisions.

Expansion of Special Ed and Gifted services.

Make sure we have the support and structure in place for all students.

Make sure students feel safe, which leads to confidence in learning.

Teach them.

I'm big on communication other than through media. Teach the kids to talk to one another and to be open and helpful to those with needs.

Taking time to know families, their backgrounds and situations. Showing real concern.

Make sure the teachers are given professional development literature or courses.

No comment.

We need more money from the state.

They need to determine what each child needs and then ensure they get help.

Making sure you have an open-door policy and an open line of communication.

The idea that the same amount of support, financial and otherwise, should be given across the district should be changed. They need to give what is needed to each school.

Hiring teachers with various backgrounds that understand the issues today and how to communicate with our youth.

Have sufficient staff.

Educate staff. They are very set in their ways. They are old-fashioned in their thinking. Catch up with the 20th century.

Pay careful attention and be aware of what's going on in the schools.

Have programs that meet their needs. Have a commitment from teachers and administration to make sure the kids are getting what they really need.

Establish a fund for students that don't have the funds to participate in various programs they are interested in. Do a better job of training faculty to evaluate students on their abilities, and not on their race or physical attributes.

Be sure that the district zones are equally DE marginalized. Make sure all students are represented from all zones.

Educating staff on various cultural needs and history.

I don't think there is equity for every building. Some schools do not get the support that they need.

Finding 5: There is meaningful interest among the participants in this survey in having the School Board seriously consider shifting the start and end times for high school to 8:30 and 3:35, respectively.

The main portion of the survey closed with a series of questions related to the pros and cons of possibly moving the start and end times for high school back 25 minutes each.

The facts and opinions about this subject were presented in separate statements. After each statement, the respondents were asked if this information would make them "Strongly in favor of changing the start time for high school," "Somewhat in favor," "Neutral," "Somewhat opposed" or "Strongly opposed."

All the benefit-related statements (more sleep for students, possibility of enhanced performance in the classroom, etc.) drew a positive reaction, while the issues-based statements (limiting time for other activities, adding to the cost for bus routes) were mostly of minimal concern.

The three top scoring statements were (statements truncated):

- A change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students. – 75% combined "Strongly in favor/Somewhat in favor"
- The American Academy of Pediatrics and the American Medical Association recommend a start time of no earlier than 8:30 a.m.– 73%
- A change in start and end times at the high schools could have a positive impact on a high school student's academic performance. – 72%

For the cross-tabulations, an additional category was studied: The impact of the level a student is currently attending (elementary, middle school or high school) on the opinions of his or her parents/guardians. Simply put, the impact is minimal at most, and the general views are the same.

After all the statements had been presented, respondents were read four options and asked to select the one that best described their general opinion on this topic at this time. Two of the statements dominated the responses:

- The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board. – 43%
- The subject of start and end times at the high school is something the district should continue to evaluate. – 35%.

The Lawrence school board is studying the idea of shifting high school start times from 8:05 to 8:30, and high school dismissal times from 3:10 to 3:35. Some national studies suggest later start times and more sleep are important for high school students' health and school success.

A change in high school start and end times could impact a number of different areas for students, for families and for the schools. The district wants to use this survey to gather your input as the Board studies this issue.

The questions that follow are all facts about the impact of such a change, based on the experience of other districts that have made the change or that are considering it. For each fact I read, please tell me if this information would make you strongly in favor of changing the daily schedule for high school students, somewhat in favor, somewhat opposed, strongly opposed, or that it wouldn't impact your views one way or the other.

Let's start with… *This section always began with 37, and then 38 through 44 were rotated. Answer choices were read for 37, but only reread upon request for 38 through 44.*

37. **The fact that the American Academy of Pediatrics and the American Medical Association have recommended a start time for high school students of no earlier than 8:30 a.m. Does this make you…?**

Response	Percentage
Strongly in favor of changing the schedule for high school students	65%
Somewhat in favor	8%
Neutral	17%
Somewhat opposed	4%
Strongly opposed	2%
Don't care (not read)	0%
Don't know (not read)	4%

38. The fact that a later dismissal time at the high school level would require modifying schedules for after-school activities, including sports, clubs and tutoring.

Response	Percentage
Strongly in favor of changing the schedule for high school students	31%
Somewhat in favor	8%
Neutral	34%
Somewhat opposed	9%
Strongly opposed	3%
Don't care (not read)	7%
Don't know (not read)	9%

39. The fact that a later dismissal time at the high school level could affect time available for students to pursue other activities, such as hobbies or after-school employment.

Response	Percentage
Strongly in favor of changing the schedule for high school students	35%
Somewhat in favor	12%
Neutral	22%
Somewhat opposed	17%
Strongly opposed	4%
Don't care (not read)	3%
Don't know (not read)	8%

40. The fact that a change in start and end times at the high schools could have a positive impact on a high school student's academic performance.

Response	Percentage
Strongly in favor of changing the schedule for high school students	59%
Somewhat in favor	13%
Neutral	18%
Somewhat opposed	10%
Strongly opposed	0%
Don't care (not read)	<1%
Don't know (not read)	1%

41. The fact that a change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students.

Response	Percentage
Strongly in favor of changing the schedule for high school students	61%
Somewhat in favor	14%
Neutral	17%
Somewhat opposed	6%
Strongly opposed	2%
Don't care (not read)	<1%
Don't know (not read)	1%

42. The fact that a change in high school start and end times could require the district to incur approximately $100,000 in additional costs for added bus routes.

Response	Percentage
Strongly in favor of changing the schedule for high school students	17%
Somewhat in favor	5%
Neutral	34%
Somewhat opposed	16%
Strongly opposed	13%
Don't care (not read)	<1%
Don't know (not read)	15%

43. The fact that a change in start and end times at the high school level might impact parents' work schedules.

Response	Percentage
Strongly in favor of changing the schedule for high school students	22%
Somewhat in favor	9%
Neutral	36%
Somewhat opposed	12%
Strongly opposed	7%
Don't care (not read)	0%
Don't know (not read)	14%

44. **The fact that a change in start and end times at the high school level could have an impact on a family's morning and/or evening routines, child care and transportation arrangements.**

Response	Percentage
Strongly in favor of changing the schedule for high school students	28%
Somewhat in favor	16%
Neutral	24%
Somewhat opposed	20%
Strongly opposed	8%
Don't care (not read)	<1%
Don't know (not read)	4%

Cross-tabulation: Combined "Strongly in favor/Somewhat in favor" percentage for each question regarding high school start time by age, length of time living in the district and gender. Note: "n" equals the number of respondents in each group. "Age" will not square with "overall" score, because six respondents refused to answer this question.

Combined "Strongly in favor of changing the start time for high school/Somewhat in favor" percentage	Overall score	18-34 (n=82)	35-54 (n=177)	55 or older (n=135)	Up to 5 years (n=49)	5-15 years (n=155)	More than 15 years (n=196)	Female (n=216)	Male (n=184)
AAP and AMA recommend start time no earlier than 8:30 a.m.	73%	68%	76%	73%	69%	74%	74%	73%	74%
Later dismissal time at the high school level would require modifying schedules for after-school activities, including sports, clubs and tutoring.	39%	32%	42%	37%	35%	36%	41%	37%	40%
A later dismissal time at the high school level would affect time available for students to pursue other activities, such as hobbies or after-school employment.	47%	41%	49%	47%	49%	44%	48%	44%	49%
A change in start and end times at the high schools could have a positive impact on a high school student's academic performance.	72%	67%	76%	70%	67%	75%	70%	71%	72%
A change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students.	75%	67%	79%	73%	73%	77%	73%	73%	76%
A change in high school start and end times could require the district to incur approximately $100,000 in additional costs for added bus routes.	22%	20%	23%	21%	14%	25%	21%	20%	23%
A change in start and end times at the high school level might impact parents' work schedules.	31%	27%	33%	31%	29%	34%	29%	31%	32%
A change in start and end times at the high school level could have an impact on a family's morning and/or evening routines, child care and transportation arrangements.	44%	34%	47%	44%	39%	43%	45%	43%	45%

Cross-tabulation: Combined "Strongly in favor/Somewhat in favor" percentage for each question regarding high school start time by location of the respondent's residence. Note: "n" equals the number of respondents in each group.

Combined "Strongly in favor of changing the start time for high school/Somewhat in favor" percentage	Overall score	N/15th and E/Iowa (n=100)	N/15th and W/Iowa (n=110)	S/15th and E/Iowa (n=100)	S/15th and W/Iowa (n=90)
AAP and AMA recommend start time no earlier than 8:30 a.m.	**73%**	76%	72%	76%	70%
Later dismissal time at the high school level would require modifying schedules for after-school activities, including sports, clubs and tutoring.	**39%**	37%	38%	41%	37%
A later dismissal time at the high school level would affect time available for students to pursue other activities, such as hobbies or after-school employment.	**47%**	53%	45%	44%	41%
A change in start and end times at the high schools could have a positive impact on a high school student's academic performance.	**72%**	77%	73%	70%	67%
A change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students.	**75%**	82%	75%	75%	66%
A change in high school start and end times could require the district to incur approximately $100,000 in additional costs for added bus routes.	**22%**	15%	25%	28%	18%
A change in start and end times at the high school level might impact parents' work schedules.	**31%**	30%	30%	36%	28%
A change in start and end times at the high school level could have an impact on a family's morning and/or evening routines, child care and transportation arrangements.	**44%**	47%	41%	51%	34%

Cross-tabulation: Combined "Strongly in favor/Somewhat in favor" percentage for each question regarding high school start time by student status, and by where current student families have students attending (by level). Note: "n" equals the number of respondents in each group. Also, the three levels will add to more than 121, because some respondents had students at more than one level.

Combined "Strongly in favor/Somewhat in favor" percentage	Overall score	Student, yes (n=121)	Elementary (n=51)	Middle School (n=36)	High School (n=62)	Student, past (n=129)	Student, never (n=150)
AAP and AMA recommend start time no earlier than 8:30 a.m.	73%	80%	82%	86%	76%	74%	68%
Later dismissal time at the high school level would require modifying schedules for after-school activities, including sports, clubs and tutoring.	39%	45%	49%	47%	39%	39%	33%
A later dismissal time at the high school level would affect time available for students to pursue other activities, such as hobbies or after-school employment.	47%	52%	47%	47%	52%	47%	42%
A change in start and end times at the high schools could have a positive impact on a high school student's academic performance.	72%	81%	86%	86%	76%	69%	67%
A change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students.	75%	83%	90%	89%	77%	74%	68%
A change in high school start and end times could require the district to incur approximately $100,000 in additional costs for added bus routes.	22%	22%	20%	14%	23%	23%	19%
A change in start and end times at the high school level might impact parents' work schedules.	31%	31%	27%	31%	31%	33%	29%
A change in start and end times at the high school level could have an impact on a family's morning and/or evening routines, child care and transportation arrangements	44%	45%	41%	47%	47%	48%	38%

45. Taking all of these facts into consideration, which of the following statements best describes your general opinion on this topic at the present time? Is it…? *Choices, except where indicated, were read to respondents.*

Response	Percentage
The current start and end times at high school are fine as is	10%
The current start and end times at the high school are not perfect, but changing them would cause too many issues	9%
The subject of start and end times at the high school is something the district should continue to evaluate	35%
The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board	43%
Don't care (not read)	1%
Don't know (not read)	2%

Cross-tabulation: Percentage for each option regarding overall views on high school start time by age, length of time living in the district and gender. Note: "n" equals the number of respondents in each group. "Age" will not square with "overall" score, because six respondents refused to answer this question.

Response	Overall score	18-34 (n=82)	35-54 (n=177)	55 or older (n=135)	Up to 5 years (n=49)	5-15 years (n=155)	More than 15 years (n=196)	Female (n=216)	Male (n=184)
The current start and end times at high school are fine as is	10%	13%	8%	11%	10%	11%	10%	10%	10%
The current start and end times at high school are not perfect, but changing them would cause too many issues	9%	13%	6%	10%	12%	10%	8%	9%	9%
The subject of start and end times at high school is something the district should continue to evaluate	35%	37%	36%	31%	39%	32%	36%	31%	39%
The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board	43%	34%	47%	43%	35%	45%	44%	47%	38%

Cross-tabulation: Percentage for each option regarding overall views on high school start time by location of the respondent's residence. Note: "n" equals the number of respondents in each group.

Response	Overall score	N/15th and E/Iowa (n=100)	N/15th and W/Iowa (n=110)	S/15th and E/Iowa (n=100)	S/15th and W/Iowa (n=90)
The current start and end times at high school are fine as is	10%	8%	10%	10%	13%
The current start and end times at high school are not perfect, but changing them would cause too many issues	9%	8%	7%	14%	8%
The subject of start and end times at high school is something the district should continue to evaluate	35%	32%	37%	28%	42%
The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board	43%	52%	40%	46%	33%

Cross-tabulation: Percentage for each option regarding overall views on high school start time by student status, and by where current student families have students attending (by level). Note: "n" equals the number of respondents in each group. Also, the three levels will add to more than 121, because some respondents had students at more than one level.

Response	Overall score	Student, yes (n=121)	Elementary (n=51)	Middle School (n=36)	High School (n=62)	Student, past (n=129)	Student, never (n=150)
The current start and end times at high school are fine as is	**10%**	8%	8%	8%	10%	12%	11%
The current start and end times at high school are not perfect, but changing them would cause too many issues	**9%**	7%	6%	6%	10%	5%	14%
The subject of start and end times at high school is something the district should continue to evaluate	**35%**	36%	39%	31%	34%	34%	34%
The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board.	**43%**	46%	47%	53%	44%	47%	37%

Demographics and final topics

The final section of the survey focused primarily on the demographic data that is used to create the cross-tabulation groups. These are not quota items, meaning that what the random sample provides in these areas is recorded and displayed in the cross-tabulations.

Some highlights:

- 30% of the respondents had lived in the district 10 years or less.

- 60% were between the ages of 25 and 54.

- There were 121 current student families. Within those families, 62 had a student in high school, 51 in elementary school and 36 in middle school.

- The balance included 129 past student families (meaning all the students in the household have graduated) and 150 "never" student families.

Some other topics were covered as well:

- The 63 families that had a student in elementary school, middle school or both were asked their opinion about the current advance release schedule on Wednesday versus a full day off a month to allow for teacher collaboration. The current schedule was preferred by a count of 56% to 43%.

- 79% said they wanted no change to the start and end of the school year and that the current school calendar was fine as is.

- 83% said their family never experiences food insecurity, while 8% said, "Rarely" (once a month or less) and 7% said, "Sometimes" (meaning more than twice a month).

My last few questions will help us divide our interviews into groups.

46. **How long have you, yourself, lived within the boundaries of the Lawrence School District? Is it...?** *Choices were read to respondents.*

Response	Percentage
Less than 2 years	2%
2 years to 5 years	11%
More than 5 years to 10 years	17%
More than 10 years to 15 years	22%
More than 15 years	42%
I've lived here all my life	7%

47. **In what age group are you? Is it...?** *Choices, except where indicated, were read to respondents.*

Response	Percentage
18 to 24	5%
25 to 34	16%
35 to 44	24%
45 to 54	20%
55 to 64	19%
65 or older	15%
Refused (not read)	2%

48. **Do you have any children or grandchildren who attend school in the Lawrence School District right now?** *Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	117
Yes, children and grandchildren	4
Yes, grandchildren	55
No	224

49. Do you have children in the Lawrence Public Schools who attend…? *Asked only of the 121 respondents who answered, "Yes, children" or "Yes, children and grandchildren" on question 48. Percentages are of 121 and will add to more than 100%, because many respondents had students at more than one level.*

Response	Percentage
Elementary school	42%
Middle school	30%
High school	51%
Lawrence Virtual School	0%
Lawrence College and Career Center	0%

50. Elementary and middle schools dismiss students 90 minutes early on Wednesday to allow teachers to meet and plan to reach common educational goals that impact student learning. This is known as Wednesday Collaboration Time and is a negotiated part of the school calendar. Some have suggested providing teachers one full day a month when school would not be in session would be better for Collaboration, instead of the current every Wednesday afternoon format. Which of the following describes how you feel about this? *Asked only of the 63 respondents who had a child in either elementary school, middle school or both. (There were 51 elementary school students and 36 middle school students represented in the survey, but those students came from 63 families.) As such, percentages are of 63. Response choices shown below were read (except where indicated) to participants in a rotating order. The one respondent who was in the "other" category said, "I'm OK with either. I think it should be whatever works best for the teachers."*

Response	Percentage
The current advance release on Wednesday program is fine with me.	56%
I would prefer one full day off a month for the teachers to use for collaboration, rather than advance release every Wednesday.	43%
Other (not read; response shown above).	1%

51. Which of the following best describes how you feel about the school calendar, specifically when the school year begins and when it ends? *Asked only of the 121 respondents who are current student parents. As such, percentages are of 121. Response choices shown below were read (except where indicated) to participants in a rotating order.*

Response	Percentage
I think the school calendar is fine as is.	79%
I think students need longer fall, winter and/or spring breaks, but I don't care if that happens by starting the school year a few days earlier or ending it a few days later, or some combination of both.	9%
I'd prefer that the school year end a few days later, so that students can get longer fall, winter and/or spring breaks.	6%
I think students need shorter breaks, not longer ones (not read, but said by respondents, instead of the other options).	3%
I'd prefer that the school year start a few days earlier, so that students can get longer fall, winter and/or spring breaks.	2%

52. Does your child (or do your children) who attend the Lawrence Public Schools have access to internet services at home for extended learning and homework? *Asked only of the 121 respondents who answered question 48 either "Yes, children" or "Yes, children and grandchildren." Percentages are of 121.*

Response	Percentage
Yes	98%
No	2%

53. Do you have any children or grandchildren who previously were students in the district, but who have graduated? *Asked only of the 279 respondents who did not answer question 48 either "Yes, children" or "Yes, children and grandchildren." Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	123
Yes, children and grandchildren	6
Yes, grandchildren	8
No	142

54. How often – if ever – does your family experience food insecurity, meaning, for example, not knowing where your next meal is coming from or involuntarily eating less than you need on a regular basis? Would you say…? *Asked of all 400 respondents. Choices, except where indicted, were read to respondents.*

Response	Percentage
Every day	0%
Frequently – meaning once a week or more	1%
Sometimes – meaning more than twice a month	7%
Rarely – meaning once a month or less	8%
Never	83%
Don't know/Not sure (not read)	0%
Refused (not read)	2%

55. And, finally, which of the following best describes your racial or ethnic group? Is it...? *Choices, except where indicated, were read to respondents.*

Response	Percentage
African-American, or black	7%
American Indian/Alaska native	2%
Asian	1%
Caucasian, or white	81%
Hispanic or Latino	3%
Mixed race (see below)	2%
Other (see below)	<1%
Refused (not read)	4%

Responses on "Mixed race"

Hispanic-White

Mongolian

Hispanic-African-American

African-American/Caucasian

Hispanic-Sicilian

Caucasian-African-American

Caucasian-African-American

Caucasian-African-American

Response on "Other"

German-Irish

56. RECORD GENDER

Response	Percentage
Female	54%
Male	46%

Summary

The 2017 survey of 400 randomly selected adults who live within the boundaries of the Lawrence School District was a true smorgasbord of topics, with overriding themes of performance and preference.

What we learned in this survey was the following:

- The community continues to have a high level of interest in the schools, and also continues to set a high bar for performance. While none of the graded factors scored extremely poorly, there was a clear message about areas needing some monitoring.
- Students are seen to have equivalent opportunities for leadership positions, for advanced-level classes and other specialized opportunities, regardless of their background or personal characteristics.
- Having sufficient, well-trained, caring staff that recognizes students as individuals is the key to success for the district, according to respondents.
- Changing the starting and ending time for the high schools is of notable interest, based on the responses to this survey.
- Those affected by the early release days on Wednesday prefer the current schedule to a full day off once a month.
- There is almost no interest in changing the school calendar, in terms of when the school year starts and when it ends.
- Food insecurity is not a significant issue – at least among those who participated in this survey.

This survey shows there are no glaring concerns, but there are topics that draw more interest and seem to need more immediate focus than others. This document should, therefore, be the starting point for discussions regarding sensible strategies to address these areas where improvement was requested.