# 2017 stakeholder research results presentation

January 8, 2018

# THE DETAILS

**Random dial telephone survey**
- 400 completed interviews
- Landlines and cell phones
- Divided into quadrants using 15$^{th}$ and Iowa streets
- Number in each quadrant based on general population pattern

***Primary data: Statistically reliable (focus of this presentation)***

**Online versions for parents, staff and community**
- Identical to telephone survey, except for minor wording changes, no "info source" question and limited demographics
- Links sent directly to parents and staff for their versions, posted on district website for community
- Participants – Parents (978), Staff (571), Community (43)

***Supplemental data: Participants are "self-selected"***

## "Grading" the district's performance

- 16 factors (decrease from last survey – some eliminated, some expanded)
- Eight scored "B" or higher
- Eight scored below a "B"

## "B" or higher

Performance of district teachers
Quality of education
Performance of school principals
How the district uses technology to enhance student learning
Maintenance and upkeep of school facilities
Value received for the tax dollars spent
Preparation of students to be college- and career-ready
The district's efforts to provide personalized learning for all students

## Below a "B"

The district's efforts to communicate its plans and progress to citizens
Performance of the Lawrence Board of Education
Performance of district administrators
The district's responsiveness to citizen concerns
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
The balance of spending among academics, athletics and the arts
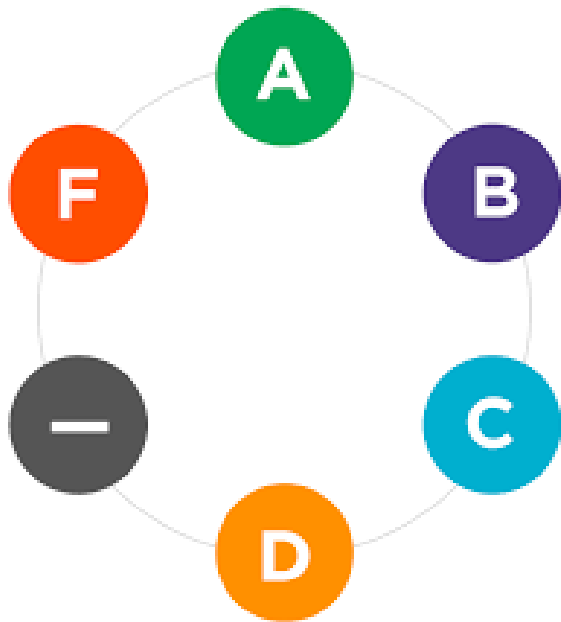
# Grades for providing services, creating encouraging school environment and focusing on equity and social justice.

***All "B" or higher; results in rank order:***

- Providing the necessary services to students qualifying for Special Education services.
- Providing a school environment that supports students, regardless of their race or ethnicity.
- Providing a school environment that support students, regardless of their gender identity or sexual orientation.
- Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.
- Providing an environment for students focused on equity and social justice.
- Providing a safe, welcoming environment, where bullying is not tolerated.

# Providing equal opportunities for all students

Combined "Strongly agree/Agree percentages on the following statements:

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…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%

**Important steps to take to ensure all students, regardless of background or personal characteristic, have equal opportunities throughout their time in school**
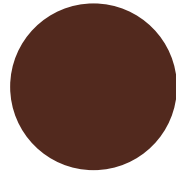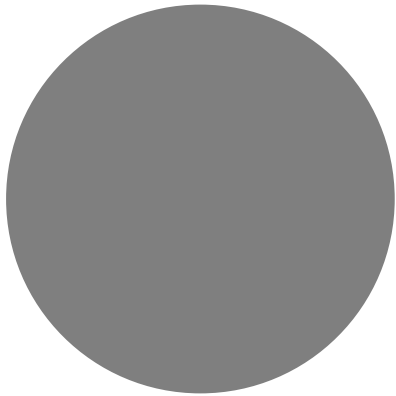
Don't know/Not sure – 108

Provide the same services to all schools – 96

Have all staffed trained – 62

Good communication with students and parents – 49

Having a clear policy on how to obtain this goal – 33

Evaluating possible changes in start and end times at the high school level

The process: Eight statements (positive and negative). Respondents asked to state the impact of each one on their views on this topic..

The result: Support for the Board evaluating a change.

Most impactful statements:
- Additional sleep/enhanced well-being.
- AAP and AMA recommend start time no earlier than 8:30 a.m.
- Potential impact on student's academic performance.

Food insecurity:
83% -- Never
8% -- Rarely (once a month or less)
7% -- Sometimes (more than twice a month)

98% said their student has access to the internet at home.

**Other topics**

56% of current elementary and MS parents say the current advance release program on Wednesday is fine; 43% would prefer one day off per month.

79% think the school year calendar is fine as is.

PATRON
INSIGHT

# Telephone survey group demographic highlights

- 49% had been district residents more than 15 years; 30% for 10 years or less

- 60% were 25 to 54 years old

- 121 had a student in the district right now, 129 had one in the past (but all had graduated) and 150 had never had a student in the district

- 81% were Caucasian/white, 7% African-American/black, 3% Hispanic/Latino

- 54% female

## Online survey results

- Similar on all key areas for parents and staff – community numbers were too small to focus on.

- Remember that respondents are:
    - Self-selected
    - May or may not be who they say they are (parent, for example)
    - Typically do not answer all questions

- Open-ended responses were coded; verbatim comments are presented just as typed by the respondent.

## Thank you!

Comments? Questions?

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