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**Maize USD 266
2013 Patron Telephone Survey**

Final Report

March 18, 2013

**PATRON
INSIGHT** 

Maize USD 266
2013 Patron Telephone Survey
Executive Summary
March 18, 2013

In February, 2013, a 12- to 15-minute telephone survey was conducted with 400 randomly selected, head-of-household, registered voters in the Maize USD 266 School District to determine their views on the district's current performance, and to identify their current level of support or opposition to ideas that were being considered for a potential capital campaign issue.

Calls were placed to landlines and cell phone numbers, and completed interviews were divided into three regions in the district, in quantities that mirrored the general population pattern, according to district leadership. This results in overall survey data that has a Margin of Error of plus or minus 5%. (The Margin of Error in the demographic and geographic subgroups is larger, because the number of participants in each group is smaller.)

The results show a patron population that gives its school district very high marks for its current performance, but one that seems to take mostly a "wait-and-see" attitude, when it comes to ideas being considered for a ballot issue. Specifically:

- Seventeen of 18 different people, program, facility and district/patron relationship factors - plus the district's overall performance - were graded at a "B" or better (or the statistical equivalent of a "B") on the traditional A-F grading scale. Among the highest-rated factors were "Safety of students," "Quality of technology available to students," "Quality of the outdoor athletic facilities," "Quality of the indoor athletic facilities," and "Performance of district teachers." The factor that fell below a "B" (in this case, it was slightly below) was "The district's responsiveness to citizen concerns."
- Ten of the 18 factors qualified as "Patron Hot Buttons." These are the factors that at least 81% of the respondents felt comfortable enough in their knowledge to offer a grade (rather than saying, "Don't know"), meaning that they are what typical patrons think of first, when they consider the school district's performance. Having 10 factors qualify as Hot Buttons suggests the presence of a very interested patron population.
- Teachers, the district's strong academics, and its community support were the most frequently mentioned strengths in an open-ended question on this topic. A similar question on areas needing improvement had 159 respondents saying, "Don't know," followed by 124 who commented on the district's money management and/or the need to reduce waste.

- When presented with the idea that the district was considering a capital campaign that would include "some new construction and some renovation," 27% said they would either "Strongly favor" or "Favor" such a proposal, if the election were held today (before hearing any details). A total of 16% said they would "Oppose" or "Strongly oppose" it, while 28% said, "Don't know," 22% said, "Would depend on what it includes," and 6% said, "Would depend on what it costs."
- Of the projects being considered for a potential bond issue proposal, the most popular was the tornado shelters at Maize High School. A total of 61% said that including this project would make them, "More likely to vote in favor" of a proposal..
- General support for the campaign - after the projects had been presented - grew to 42% saying they would either "Strongly favor" or "Favor" such a proposal, while 32% said they would "Oppose" or "Strongly oppose" it.
- Seven of 18 potential sources of district news are consulted "frequently" by at least 25% of the respondents who participated in this survey. This list was led by "friends and neighbors," *The Messenger* newsletter, *The Wichita Eagle* newspaper, and "local television stations."

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

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Finding 1: Survey participants gave 17 out of 18 people, program, facility and district/patron relationship factors - plus the district's overall performance - a grade of "B" or better (or the statistical equivalent of "B") on the traditional A-F grading scale. Ten of those factors qualified as Patron Hot Buttons, meaning they are areas that are of most importance to typical patrons. All of the Hot Buttons were graded at a "B" or better.

In February 2013, a 12- to 15-minute telephone survey was conducted with 400 randomly selected, head-of-household, registered voter patrons in the Maize USD 266 School District, to determine their views on the district's current performance, and to gauge their level of support or opposition to a potential capital project, and to items that might be included in that proposal.

Participants were drawn from a list of landlines and cell phone numbers secured from an independent, third-party vendor, and the number of completed calls was divided into three regions, in quantities that mirrored the general population pattern, according to district leadership. The result is a survey that has a Margin of Error of plus or minus 5% for data associated with the entire survey group. (Data for demographic or geographic subgroups has a larger Margin of Error, because the number of individuals in the subgroups is smaller.)

After confirming that the individual was qualified to participate, the survey began by asking each participant to "grade" the district - either A, B, C, D or F - on 18 different people, program, facility and district/patron relationship factors, plus on the district's overall performance.

Placing a set of seemingly easy questions at the front of the survey serves three very important purposes.

First, it allows the respondents to become comfortable with the idea that this survey will not require them to have any "inside information" to participate; only an opinion, based on whatever knowledge they have, is required.

Second, it provides an opportunity for the interviewer and the respondent to build up rapport, which will be critical when the questions become more complex later in the survey.

Third, this data offers a glimpse of the current views of patrons on the critical components of school district life, allowing the district to see where typical residents think it shines, and where it may - in their view - fall short of the mark.

All of the grades for all of the factors are displayed below. However, to simplify the analysis, a 5-point weighted scale is also applied.

In this scale, each grade of "A" is worth 5 points, down to each grade of "F" being worth 1 point. The points are totaled, and then divided by the number of respondents 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 a district securing an average grade of "A" - because that would require everyone offering a grade to say, "A" - a "B," or 4.00, is considered the dividing line between areas of strength, and those which may need attention. Taking into account the 5% Margin of Error, this means that a score as low as 3.80 is still, statistically speaking, a "B."

For the Maize School District, the results show a patron population that appears to be very pleased with its school district's performance, as 17 of the 18 graded factors - plus the district's overall performance - scored 3.80 or higher (with 16 of them scoring more than 4.00).

Among the leaders were the following:

- Safety of students - 4.66
- Quality of technology available to students - 4.44
- Quality of the outdoor athletic facilities - 4.41
- Quality of the indoor athletic facilities - 4.39
- Performance of district teachers - 4.36
- The quality of the district's Career and Professional Education program - 4.35

The one factor that was below 3.80 (and only modestly so, at 3.73) was "The district's responsiveness to citizen concerns."

To determine whether demographic or geographic factors played a role in this somewhat lower grade, a cross-tabulation analysis was conducted. While it is generally best to look for trends in such an analysis, having only one factor to study means that a reader is limited to studying the scores to look for ones that are significant outliers from either the others in the same category, or from the overall score.

In doing so:

- Current and past student families were noticeably higher than the overall score, and also higher than the "never student" families.

- Those living north of 21st Street and west of Tyler had the highest score in the "geography" group, while those living south of 21st Street had the lowest score. But, the spread was not dramatic.
- While there were differences based on age, gender and length of time the person had lived in the district, those differences were modest.

The other aspect of the grading exercise is the determination of "Patron Hot Buttons." These are the factors that at least 81% of the respondents (or more than four out of five) were willing to grade, rather than preferring to say, "Don't know." As such, Patron Hot Buttons are the factors that typical patrons - everyone from the most involved parent, to the completely disinterested taxpayer - think of first, when they consider the performance of the school district.

For the Maize School District, 10 factors qualified:

- Safety of students
- Quality of the outdoor athletic facilities
- Performance of district teachers
- Quality of school buildings
- Performance of school principals
- Preparation of students for college, vocational training or employment
- Quality of education
- Performance of the Maize Board of Education
- The district's efforts to report its plans and progress to citizens
- Value received for the tax dollars spent

Each of these Hot Buttons was graded at a "B" or better, meaning that the components of the school district's performance that typical patrons think of first, are among the list of those to which they assign a positive grade. This large number of Hot Buttons - all with a solid "grade" - suggests the presence of a generally satisfied and interested patron popul

4. As you may know, a facility committee, consisting of community residents, architects, district staff and School Board members, has been evaluating the district's building and facility needs for several months, and has identified a number of ideas that include some new construction and some renovation. Eventually, it is possible that these ideas could lead to the district proposing a capital campaign to fund these improvements. Would you strongly favor such a campaign, favor it, oppose it, or strongly oppose it? *"Lean favor," "Lean oppose," "Would depend on what it costs," "Would depend on what it includes," and "Don't know" were not read, but were noted if mentioned - unaided - by the respondent.*

| Response | Percentage |
|--|------------|
| Strongly favor | 4% |
| Favor | 23% |
| Lean favor (not read) | <1% |
| Lean oppose (not read) | 2% |
| Oppose | 11% |
| Strongly oppose | 5% |
| Would depend on what it costs (not read) | 6% |
| Would depend on what it includes (not read) | 22% |
| Don't know (not read) | 28% |

Cross-tabulation: Combined "Strongly favor/Favor" and "Oppose/Strongly oppose" percentages, plus percentages for "Would depend on what it includes" and "Don't know" 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 two respondents refused to answer this question.

| Response | Overall score | 18-34 (n=82) | 35-54 (n=183) | 55 or older (n=133) | Up to 5 years (n=53) | 5-15 years (n=118) | More than 15 years (n=229) | Female (n=209) | Male (n=191) |
|------------------------------------|---------------|--------------|---------------|---------------------|----------------------|--------------------|----------------------------|----------------|--------------|
| Combined "Strongly favor/Favor" | 27% | 37% | 24% | 24% | 25% | 25% | 28% | 28% | 26% |
| Combined "Oppose/Strongly oppose" | 16% | 12% | 17% | 14% | 15% | 16% | 15% | 16% | 15% |
| "Would depend on what it includes" | 22% | 27% | 20% | 23% | 25% | 20% | 23% | 20% | 25% |
| "Don't know" | 28% | 22% | 30% | 29% | 30% | 26% | 28% | 28% | 28% |

Cross-tabulation: Combined "Strongly favor/Favor" and "Oppose/Strongly oppose" percentages, plus percentages for "Would depend on what it includes" and "Don't know" 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.

| Response | Overall score | S of 21st (n=134) | N of 21st/E of Tyler (n=133) | N of 21st/W of Tyler (n=133) | Student, yes (n=135) | Student, past (n=108) | Student, never (n=157) |
|------------------------------------|---------------|-------------------|------------------------------|------------------------------|----------------------|-----------------------|------------------------|
| Combined "Strongly favor/Favor" | 27% | 27% | 25% | 29% | 33% | 27% | 21% |
| Combined "Oppose/Strongly oppose" | 16% | 12% | 14% | 20% | 11% | 19% | 16% |
| "Would depend on what it includes" | 22% | 19% | 24% | 23% | 17% | 23% | 26% |
| "Don't know" | 28% | 31% | 29% | 23% | 30% | 27% | 27% |

30. One of the projects being considered is the addition of a community aquatic center - meaning a swimming pool, plus bleachers and other facilities that would make the facility appropriate for competitive swimming and diving events. The facility would be used for Physical Education classes, and by 120 competitive swimmers and divers from both high schools for practices and swim meets, as well as for community use and community programs. If this project were included in the final proposal, would you be more likely to be in favor, more likely to be against, or would it make no difference to you?

| Response | Percentage |
|---------------------------|-------------------|
| More likely to favor | 37% |
| More likely to be against | 31% |
| Make no difference | 25% |
| Don't know (not read) | 8% |

31. One of the projects being considered is stadium and field improvements at both high school campuses, including new locker facilities for soccer and football, new tracks, new soccer bleachers and scoreboards, new lighting, new press boxes, and new sound systems. This project would also include new turf at Maize High School, new turf for softball and baseball at both high schools, and two grass soccer fields at both high schools. If this project were included in the final proposal, would you be more likely to be in favor, more likely to be against, or would it make no difference to you?

| Response | Percentage |
|----------------------------|-------------------|
| More likely to be in favor | 29% |
| More likely to be against | 37% |
| Make no difference | 21% |
| Don't know (not read) | 13% |

| Response | Overall score |
|-----------------------------------|---------------|
| Aquatic center/Favor | 37% |
| Aquatic center/Against | 31% |
| Aquatic center/Make no difference | 25% |

| 18-34 (n=82) | 35-54 (n=183) | 55 or older (n=133) |
|-----------------|------------------|---------------------------|
| 38% | 37% | 35% |
| 32% | 28% | 35% |
| 21% | 26% | 26% |

| Up to 5 years (n=53) | 5-15 years (n=118) | More than 15 years (n=229) |
|----------------------------|--------------------------|-------------------------------------|
| 45% | 30% | 38% |
| 26% | 34% | 31% |
| 26% | 28% | 23% |

| Female (n=209) | Male (n=191) |
|-------------------|-----------------|
| 38% | 35% |
| 32% | 31% |
| 25% | 24% |

| | |
|---|------------|
| Stadium improvements/Favor | 29% |
| Stadium improvements/Against | 37% |
| Stadium improvements/Make no difference | 21% |

| | | |
|-----|-----|-----|
| 35% | 26% | 29% |
| 33% | 37% | 41% |
| 22% | 22% | 19% |

| | | |
|-----|-----|-----|
| 32% | 24% | 30% |
| 40% | 40% | 35% |
| 17% | 22% | 21% |

| | |
|-----|-----|
| 29% | 28% |
| 40% | 34% |
| 19% | 24% |

Sample Campaign Feasibility Study Interview Questionnaire

(Questionnaire is in the hands of only the interviewer asking the questions and writing responses)

Individual Interviewed _____ Date _____

1. How long have you lived in (*Community*)? _____

2. On a scale of 1 to 10 with 10 as the most, how familiar are you with (*Organization*)? _____

3. What do you know about the (*Organization's*)?

| | |
|-----------------------|---------|
| Mission | History |
| Leadership | Staff |
| Role in the Community | Other |

4. What do you see as (*Organization's*) strengths?

5. What, if any, do you see as potential areas for improvement for the organization?

6. How do you respond to the (*Organization's Proposed Project*) in the Statement of Intention?

___ Understand and accept the need for the project as stated.

___ Have questions about the need for the project as stated. Explain:

7. What priority in terms of community need would you place on (*Proposed Project*)?

High___ Moderate___ Low___

8. What priority in terms of community need would you place on (*Organization's Mission*)?

High___ Moderate___ Low___

9. What is your impression of the (*Organization's*) financial condition?

10. (If interviewee is a current or former donor to the organization)

What makes you feel good about your financial support of (*Organization*)?

11. How do you respond to the proposed capital campaign as the means of generating the needed funds for (*Proposed Project*)?
12. What do you see as the most compelling reason for the community to support the campaign?
13. Do you know of any previous major fund-raising campaigns for any purpose addressing this area of need?
14. What is your impression of the philanthropic spirit and understanding of the fund-raising process in (*Community*)?

(Present Gift Table At This Point To The Interviewee)

15. Do you believe the financial goal of the campaign to be attainable?
___ Yes ___ No If no, why not? _____
16. Do you believe gifts at these levels can be secured? _____ If not, at what levels do you suggest? _____
17. What challenges to the success of the campaign do you think might exist?

18. How would you describe the traits needed for the ideal leader or leaders of the campaign?

19. Can you name people (and their positions in the community) who fit that description?
1. _____
2. _____
3. _____
4. _____
5. _____
- Who would be the strongest? _____
Why? _____

Which of those people do you think has the capability of considering a gift in 7, 6, or 5 figures?

| | |
|-------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |

20. Who do you think would be the best individual to approach each person?

| <u>Leadership Candidate</u> | <u>Best Person To Recruit The Candidate</u> |
|-----------------------------|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Would you be willing to help explore the level of willingness of any of these individuals to become involved? If so which ones? _____

21. Can you think of other individuals capable of considering a gift in 7, 6, or 5 figures?

| | |
|-------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |

22. Are you aware of any other presently active or planned fund-raising campaigns that might compete with the (*Organization's*) campaign?

23. Are there persons, organizations, groups, foundations, government officials, etc. whose endorsement you would see as important to the success of the campaign?

Please comment on any points not covered that you feel are important for the (*Organization*) to consider as it prepares for its campaign.

Thank you.