



**Community Feedback Survey
EXECUTIVE SUMMARY
January 2018**

Inspiring, Challenging, and Preparing Every Child, Every Day

Executive Summary

The Auburn-Washburn School District used the services of a valid, external source to conduct a Community Feedback Survey to determine current views on the district’s performance, Strategic Plan 2021, and other topics of interest. From mid-December 2017 through early January 2018, a statistically reliable telephone survey was held with 400 randomly selected heads of household living in the Auburn-Washburn School District. The school district is extremely pleased with the survey results overall but will thoroughly review them to seek opportunities to improve.

Respondents were asked to give a letter grade of A, B, C, D, or F on the 15 factors listed below in the table. Using a 5-point weighted scale rating, factors that scored 3.80 or higher are the statistical equivalent of a “B” (or better).

Factor	5-point scale rating
Quality of school facilities	4.67
The quality of technology available to students	4.52
Quality of education overall	4.48
Performance of district teachers	4.43
Preparation of students for college, vocational or career training, or employment	4.35
Performance of school principals	4.27
Safety of students in the district	4.19
Performance of the superintendent	4.19
The district’s record on fulfilling promises	4.13
Efforts of the district to report its plans and progress to citizens	4.08
Class size, meaning the number of students in each classroom	4.05
Performance of the Auburn-Washburn Board of Education	4.05
The district’s responsiveness to citizen concerns	3.98
Value received for the tax dollars spent	3.97
Efforts of the district to involve citizens in decision-making	3.67
Overall Grade	4.22

Respondents showed strong support when asked to grade their perception of the district’s performance at the two-year point of the district’s five-year Strategic Plan. The table below shows how each goal ranked from the highest score to the lowest.

Strategic Plan 2021 Goals (Student Goals and/or District Priorities)	5-point scale rating
Goal 6: To provide safe and well-maintained facilities	4.41
Goal 1: To challenge every student academically, to improve academic performance	4.39
Goal 3: To recruit, hire, develop, and retain student-centered staff	4.26
Goal 2: To prepare students to develop Skills for Success (i.e. soft skills, life skills needed after high school)	4.18
Goal 5: To implement efficient, financial, operational, and energy conservational practices	4.17
Goal 4: To provide timely, accurate, and relevant information to stakeholders	3.92

Lastly, the decision made three years ago to stop accepting students who reside outside the district’s boundaries appears to have resonated well with the cross-section of residents who participated in the survey. A total of 79% called it either “An excellent decision” or “A good decision”.

The complete survey report follows this summary.

Auburn-Washburn USD 437

2017 Patron Telephone Survey Final Report



January 16, 2018

Auburn-Washburn School District USD 437

2017 Patron Survey

Executive Summary

January 16, 2018

From mid-December 2017 through early January 2018, a 12- to 15-minute telephone study was conducted with 400 randomly selected, heads of households (male or female) who lived within the boundaries of the Auburn-Washburn USD 437 School District to determine their views on the district's performance among other topics.

Calls were placed to landlines and cell phone numbers, and the completed interviews were divided into ZIP codes (or ZIP code groups). The level of desired participation in these ZIP codes was identified by the school district leadership as being representative of the general population pattern.

This means that the data contained in the report that represents the opinions of the total survey group of 400 has a Margin of Error of plus or minus 5%, at the 95% confidence level. (The Margin of Error is higher for the subgroups within the cross-tabulation analysis, because the number of respondents in each subgroup is smaller.)

The specific findings from the survey are as follows:

“Grades” for the district’s performance

Survey respondents gave 14 of 15 different 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 a “B”) on the traditional A-F grading scale. At the top of the list, in terms of the scores, were “Quality of the school facilities,” “The quality of the technology available to students,” “Quality of education” and “Performance of district teachers.”

The one area that was below the statistical equivalent of a “B” – “Efforts of the district to involve citizens in decision-making” – was very close to the score necessary to achieve that level.

Identification of Patron Hot Buttons

Fourteen of the 15 graded factors also achieved Patron Hot Button status, meaning that at least 81% of the respondents were willing to offer a grade on that specific factor, rather than saying, “Don't know.” The one factor that was not a Hot Button was “Performance of the superintendent.” This means that the typical resident is more focused on the schools and their performance than on the district's leadership.

Strengths of the district and areas needing improvement

When asked (in separate, open-ended questions) to identify what they considered to be the school district's strengths and areas where it could improve, the "strengths" were led by "Strong academics," "Teachers" and "Facilities."

A total of 129 respondents were unable to identify an area needing improvement. Those who did were dominated by a common response among all school districts whose patrons participate in this exercise, "Manage/budget money better."

Support or opposition to the decision to no longer accept students who live outside of the district's boundaries

Three years ago, USD 437 stopped accepting students who did not live within the boundaries of the district. Looking back on that decision, 79% of the survey respondents called it either "Excellent" or "Good."

Progress on the six Student Goals

Respondents were asked to rate the school district's progress on each of the six Student Goals today – at the two-year point of a five-year plan. Using the same A-F grading scale, all six goals scored above the statistical equivalent of a "B."

However, when asked what information the district could provide – or provide more of – to report on progress on these goals, the responses were fairly rote. This suggests a need to rethink how the information on this subject is presented.

Information sources for district news

Nine of 16 potential sources of district news (aside from weather-related school closing information) are consulted "frequently" for such information by more than one out of three survey respondents.

At the top of the list were "Friends and neighbors," "Local television stations," "*The Topeka Capital-Journal* newspaper" and "The district's printed newsletter, called *School News*."

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.

Auburn-Washburn School District USD 437
2017 Patron Survey
Final Report
January 16, 2018

Finding 1: Survey participants gave 14 out of 15 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 a “B”) on the traditional A-F grading scale. Also, 14 out of 15 (although not the same exact 14) achieved Patron Hot Button status, meaning that at least 81% of the respondents were willing to offer a grade on that factor, rather than saying, “Don’t know.” These two sets of results strongly suggest the presence of a satisfied, interested and opinionated patron population.

From mid-December through early January (with a break in and around Christmas and New Year’s Day), a 12- to 15-minute random dial telephone survey was conducted with 400 heads of household – male or female – who live within the boundaries of the Auburn-Washburn School District to determine their views on a variety of subjects.

Calls were placed to landlines and cell phone numbers, and the completed interviews were divided by ZIP code into four segments. Two of the ZIP codes were on their own, while the remaining ZIP codes were separated into two other groups, based on whether they were generally in the northern or southern part of the district. This means that the data 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.)

Once an individual demonstrated that he or she was qualified to participate, he or she was read a list of 15 different people, program, facility and district/patron relationship factors (along with the district’s overall performance) and asked to give each one a “grade” of A, B, C, D or F.

The reason the survey begins with such questions is to make it clear to the respondents that this process will not be difficult, while also building rapport with the interviewer – rapport that will be important when the questions become more difficult later in the survey. This question set also provides an excellent snapshot of current patron opinion on a variety of components related to the district and its performance.

All the grades for all the factors are displayed below. However, to simplify the analysis, a 5-point weighted scale has also been applied. In this scale, each grade of “A” is worth 5 points, down to each grade of “F” being worth 1 point. The point values are totaled and divided by the number of respondents willing to offer a grade (rather than saying, “Don’t know”).

Recognizing that securing an “A” in this exercise would require all those with an opinion to say, “A,” the dividing line between areas of strength and those that may need attention is usually considered a “B” (4.00). However, taking into account the Margin of Error, a score as low as 3.80 is still, statistically speaking, a “B.”

The Auburn-Washburn School District had outstanding results in this exercise, as 14 out of 15 of the factors – and the district’s overall performance – achieved a grade of “B” or higher (or the statistical equivalent of a “B”). At the top of the list were the following:

- Quality of the school facilities – 4.67
- The quality of the technology available to students – 4.52
- Quality of education – 4.48
- Performance of district teachers – 4.43

The one factor that scored below the statistical equivalent of a “B” – Efforts of the district to involve citizens in decision-making – was not much below that mark, with a score of 3.67. Even so, it has always been Patron Insight’s practice to conduct a cross-tabulation analysis on any factors that do not achieve a “B” (again, or the statistical equivalent) to determine if any demographic factors or where the respondent lived had any impact on his or her opinion.

Subgroups that have smaller participant counts are much more likely to be impacted by a few respondents within the group straying with their answers from most of the rest of the group. As such, we recommend looking for trends – such as current student families always having the highest scores on the factors that were studied, for example – rather than focusing on individual numbers. And again, it is also important to keep in mind the “n” number (which is the number of participants), when looking at cross-tabulation data.

In this case, however, trend data is impossible, because there was only one factor that qualified for this follow-up analysis. Even so, it is interesting to note the following:

- Current student families gave this factor the highest score among the “student status” groups, which is always a positive sign.
- What we have deemed the northern ZIP codes and the southern ZIP codes (the ones that were NOT either 66610 or 66614) had notably higher scores than the average for the “location of residence” subgroups.

- While they should never be discounted as a stakeholder group, the fact that there were only 23 respondents who had lived in the district up to five years means that their lower score (among the “length of time” subgroups) is not necessarily reflective of everyone who fits this category.

The other aspect of the grading exercise is the identification of Patron Hot Buttons. These are the factors where at least 81% of the respondents were willing to offer a grade, rather than saying, “Don’t know.” A large number of Hot Buttons means a more engaged community.

For USD 437, 14 of the 15 factors qualified. The only one that did not was “Performance of the superintendent.” This does not mean that respondents are not interested in his performance. It means that their focus is more on the other factors that – as stated above – received very high scores.

Questions 1– 2 asked respondents whether or not they were a head of household (male or female) and lived within the boundaries of the Auburn-Washburn School District.

To continue with the survey, a respondent had to answer, “Yes” to these questions. As such, those questions are not displayed below.

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 (as mentioned above), 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 we have people who live in all parts of the school district, can you please tell me the ZIP code at your residence? *Numbers, rather than percentages, displayed below. In the case of 66413, there were no respondents and, as such, that is not shown. The number of participants in each ZIP code (or group) is based on the general population pattern. The identification of “northern” and “southern” ZIP codes was done in the analysis phase, and it was not part of the question to respondents.*

ZIP code	Number
66614	168
66610	91
Northern group – 66604, 66606, 66615	52
Southern group – 66402, 66546, 66609, 66619	89

As you know, students in school are traditionally given a grade of A, B, C, D or F to reflect the quality of their work. Based on your experience, the experience of your children, or things you have heard about the Auburn-Washburn School District from others, please tell me what grade you would give the school district on each of the following items. Let’s start with... *Questions 4 through 21 were rotated, but those with follow-ups were kept together, so they made sense to the respondent.*

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

Response	Percentage
A	24%
B	51%
C	7%
D	3%
F	2%
Don’t know (not read)	13%

5. Value received for the tax dollars spent

Response	Percentage
A	31%
B	40%
C	23%
D	4%
F	1%
Don't know (not read)	1%

6. Performance of district teachers

Response	Percentage
A	49%
B	43%
C	6%
D	<1%
F	0%
Don't know (not read)	2%

7. Quality of education

Response	Percentage
A	57%
B	32%
C	9%
D	1%
F	0%
Don't know (not read)	2%

8. The quality of the technology available to students

Response	Percentage
A	45%
B	41%
C	1%
D	0%
F	0%
Don't know (not read)	14%

9. I'm interested to learn more about your grade for student technology. Where, in your opinion, does the district fall short in this area? Asked only of the two respondents who answered, "C" on question 8. Both verbatim answers are displayed below.

Not up-to-date technology. The arrow key on the keyboard has not worked all school year, and it has been reported.

I think the high school could use some upgrading.

10. Performance of the superintendent

Response	Percentage
A	28%
B	39%
C	7%
D	2%
F	1%
Don't know (not read)	23%

11. Performance of the Auburn-Washburn Board of Education

Response	Percentage
A	32%
B	33%
C	14%
D	6%
F	1%
Don't know (not read)	15%

12. Performance of school principals

Response	Percentage
A	41%
B	38%
C	9%
D	1%
F	2%
Don't know (not read)	9%

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

Response	Percentage
A	19%
B	45%
C	23%
D	10%
F	3%
Don't know (not read)	1%

14. Efforts of the district to report its plans and progress to citizens

Response	Percentage
A	24%
B	60%
C	12%
D	1%
F	1%
Don't know (not read)	2%

15. I'm interested to learn more about your grade for the district's communications efforts. Where, in your opinion, has the district fallen short of your expectations in this area? Asked only of the 56 respondents who answered, "C," "D" or "F" on question 14. Responses were coded, based on common words, phrases or ideas. Numbers, rather than percentages, displayed below.

Response	Number
Don't recall seeing/hearing anything	35
Need more frequent communications	14
Other (see below)	7

Verbatim "other" comments

When my kids were in school, I never received any reports on their plans.

Communicate with the public more, as I'm not up to date.

I have never been contacted about anything, community-wise, from this district. I've heard a lot from friends and neighbors.

They are not as much in tune with the citizens as they need to be.

We raised our kids in the district and now our granddaughter. They cater to the wealthy.

They just don't seem to care, and they let us know only what they want us to hear.

Besides receiving a calendar, I have no other information about anything.

16. The district's record on fulfilling promises

Response	Percentage
A	30%
B	38%
C	14%
D	2%
F	0%
Don't know (not read)	16%

17. Safety of students in the district

Response	Percentage
A	44%
B	42%
C	5%
D	3%
F	5%
Don't know (not read)	1%

18. Quality of the school facilities

Response	Percentage
A	71%
B	26%
C	3%
D	0%
F	0%
Don't know (not read)	0%

19. Preparation of students for college, vocational or career training, or employment

Response	Percentage
A	37%
B	49%
C	5%
D	1%
F	0%
Don't know (not read)	10%

20. I'm interested to learn more about your grade on this topic. Where, in your opinion, has the district fallen short of your expectations in preparing students for college, vocational or career training, or employment? Asked only of the 20 respondents who answered, "C" or "D" on question 19. All verbatim comments are displayed below.

More discipline and consequences for bad work, just like in the real world.

The No Child Left Behind does not benefit our children.

More accountability. More homework. No redo. I don't care for that. That is not how the world works.

Not including parents and keeping them informed. If there are problems, we need to know soon enough, so we can hopefully do something about it, before it's too late.

Could use more career days.

I just don't think the kids are prepared well enough for the real world.

There is a lot of emphasis put on sports and not enough on academics.

Teach real-life skills that are needed in the workplace.

No comment.

Not just our district, but most districts are just worried about test scores and teach to get them increased, regardless of what is learned.

More vocational opportunities are needed.

That answer should be provided by the professionals who are getting paid to provide the best education and future for the students.

The whole system seems to be more worried about not making parents mad and being politically correct than teaching.

Most kids don't really know what they want to do when leaving school and that is somewhat due to the lack of specifics our schools provide them.

I don't think there are enough options for the average to below-average student that may not go to college.

It seems many students are able to just get by, without much effort.

From experience, all the school districts are not preparing students for college.

Too easy to pass. Don't want to embarrass the kids by holding them back.

Kids lack organizational skills, as they are not being taught.

Provide more verbal exercises to teach them there are other things than apps on phones.

21. The district's responsiveness to citizen concerns

Response	Percentage
A	23%
B	40%
C	14%
D	4%
F	1%
Don't know (not read)	18%

22. Thinking about everything you know or have heard about the district, what overall grade would you give the Auburn-Washburn School District?

Response	Percentage
A	35%
B	53%
C	12%
D	<1%
F	0%
Don't know (not read)	0%

Cross-tabulation: Weighted 5-point scale rating for each factor. Factors that scored at 3.80 or higher are the statistical equivalent of a “B” (or better). Factors that were graded (rather than receiving an answer of “Don’t know”) by at least 81% of the respondents are Patron Hot Buttons and are denoted by boldface type. (“Overall grade” is not evaluated for Hot Button status.)

Hot Buttons are the factors that typical residents think of first, when the district is mentioned. The high number of Patron Hot Buttons suggests the presence of a very interested and engaged community, while the high scores suggest a community that is satisfied, generally speaking, with its school district.

Factor	5-point weighted scale rating
Quality of the school facilities	4.67
The quality of the technology available to students	4.52
Quality of education	4.48
Performance of district teachers	4.43
Preparation of students for college, vocational or career training, or employment	4.35
Performance of school principals	4.27
Overall grade	4.22
Safety of students in the district	4.19
Performance of the superintendent	4.19
The district’s record on fulfilling promises	4.13
Efforts of the district to report its plans and progress to citizens	4.08
Class sizes, meaning the number of students in each classroom	4.06
Performance of the Auburn-Washburn Board of Education	4.05
The district’s responsiveness to citizen concerns	3.98
Value received for the tax dollars spent	3.97
Efforts of the district to involve citizens in decision-making	3.67

Cross-tabulation: 5-point weighted scale score of the one factor scoring below 3.80 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 eight respondents refused to answer this question.

5-point weighted scale score	Overall score								
Efforts of the district to involve citizens in decision-making	3.67	18-34 (n=72)	35-54 (n=170)	55 or older (n=150)	Up to 5 years (n=23)	5-15 years (n=135)	More than 15 years (n=242)	Female (n=208)	Male (n=192)
		4.00	3.57	3.63	3.57	3.66	3.69	3.71	3.63

Cross-tabulation: 5-point weighted scale score of the one factor scoring below 3.80 by location of the respondent’s residence (by ZIP code or ZIP code groups), 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, and “Private/parochial/home-school” participants (of which there were 35) are not included in this analysis.

5-point weighted scale score	Overall score								
Efforts of the district to involve citizens in decision-making	3.67	66614 (n=168)	66610 (n=91)	Northern ZIP codes (n=52)	Southern ZIP codes (n=89)	Student, yes (n=142)	Student, past (n=114)	Student, never (n=109)	
		3.56	3.67	3.84	3.77	3.91	3.53	3.54	

Finding 2: “Strong academics,” “Teachers” and “Facilities” dominated the responses to an open-ended question asking respondents about the district’s strengths. The most popular answer on a similar question about areas needing improvement was “Don’t know.” This was followed by “Manage/budget money better.”

The evaluation portion of the survey closed with two open-ended questions, offering respondents the chance to share their thoughts on the district’s strengths and on areas where it could improve.

All 400 responses to each question were read and, where possible, coded, based on common words, phrases and ideas to pinpoint the most frequently mentioned areas.

In doing so, “Strong academics” (80 mentions) topped the list of strengths. This was followed by “Teachers” (72 mentions) and “Facilities” (57 mentions).

In terms of areas needing improvement, that list was led by “Don’t know” (129 mentions), followed by “Manage/budget money better” (93 mentions).

Having “Don’t know” be the top response on this question is good news, because it means that a notable percentage of the population has no concerns that are top of mind. The issue of money management is a common one for all school districts on this question, and the number of mentions on the survey is fairly typical for a district in which 400 interviews were completed.

Below the charts for each question are verbatim comments that are either “one-off” items, have more than one idea contained in the comment or some combination of these factors. It is important to remember when reviewing these that each is one comment, by one person. Had they been indicative of a trend, they would have appeared in enough quantity to appear in the chart associated with the question.

23. What do you think are the district’s strengths? Responses were coded, based on common words, phrases or ideas. Numbers, rather than percentages, displayed below.

Response	Number
Strong academics	80
Teachers	72
Facilities	57
Don’t know	43
Other (see below)	41
Communication with the public	39
Parental involvement	27
Community support	25
Good leadership	16

Verbatim “other” comments

Good teachers and classroom sizes.

Sports and organizations.

The students themselves.

The quality of education. I think it is very good, along with the teachers.

Student-centered and individualized. Every student has an opportunity to achieve.

They hire qualified teachers who seem to care about the kids. Strong curriculum.

Locations around the SE of Topeka.

Good teachers and they continue to try and hire quality ones yearly.

Good school spirit throughout.

It’s an excellent district and the teachers are wonderful.

Educational facilities. The teachers are top-notch.

The teachers. The classes they offer. The strength of the community.

The facilities and technology. The schools are great.

Advanced education classes.

They stay true to achieving continued excellence in educating children.

Administration. The superintendent is doing a good job. Good teachers.

They do prepare students for post-secondary education.

Strong math and science programs.

Facilities are outstanding. The sports and arts programs are exceptional. The AP classes are above other top schools.

It's current and up to date. Very progressive.

Excellent education. The quality of teachers is excellent.

They do a good job preparing students for college.

One of the best districts.

High quality of education. Large number of students receive scholarships to prestigious schools.

High expectations. Excellent teachers. High level of parental involvement.

Leadership that cares and a community willing to help.

They do a good job teaching the kids.

Solid! They have long-term plans in place always.

The teachers. They offer lots of opportunities.

Identification of learning disabilities. College preparation.

They have done well with growth. The class sizes are reasonable.

Class sizes. Communication in general.

Plenty of extracurricular activities to be involved in.

They have good discipline and management. Teachers are serious about their jobs.

Not sure they have any.

Their preparing students for college.

They are on top of technology.

It's been 12 years ago, so things have changed. I guess the teachers.

They provide plenty of opportunities to succeed.

It has a good reputation.

The class sizes and the teachers.

24. Where could the district improve? *Responses were coded, based on common words, phrases or ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Don't know	129
Manage/budget money better	93
Other (see below)	46
Better communication	43
Smaller class sizes	35
Doing fine as is	22
Needing to strengthen security	18
Need a new high school	14

Verbatim “other” comments

Spending of tax dollars. Too much fat in administration.

By being socially accepting of different viewpoints.

Educating the students more in challenging them, not just passing them for passing tests.

They need more diversity.

I would love to see verbal communication skills be more of a priority.

Teach the kids to think for themselves and not have the phone tell them what they need to know.

Keep parents in the loop. Be proactive. If there are problems, let us know, so we can help do something to help resolve it.

They need to get back with the parents. Better parental involvement.

The types of classes they offer for preparation for college.

With the School Board.

They need to restructure education.

Honesty about problems in their district. They always say they have no problems, when they do. In the past, they ignored the drug and alcohol use and the bullying.

Every student should have a computer. They allow cell phones throughout the day, which is not good at all.

Teach organizational skills, please.

An average district that is trying to get better, but has a way to go.

Facilities. We are really growing, and we need to make sure we have adequate room.

Adding more excellent teachers.

If it was 10 years ago, I would have a lot of suggestions. But I can see improvement each year in all areas.

Bring people into the decision-making more. The citizens need to know more and be involved.

Being more sensitive to diversity issues.

Identification of Special Education students.

From what I've heard, technology needs to rise up to be more competitive with other districts.

Adding another high school to help with the overcrowding of the old high school.
Continue to work on getting quality teachers.

More emphasis on academics versus sports.

More guidance counselors are needed to direct students to classes that are necessary.

They should do more for the kids in the middle that need extra help.

Need more schools.

They don't have a good handle on current technology, in comparison with other school districts of its stature.

Up-to-date technology.

Drugs and alcohol are a problem and it starts at a younger age each year, it seems.

Perhaps provide a more disciplined atmosphere and setting goals that are reasonable.

Hire more high-quality teachers.

Sensitivity to minorities. Diversity training of staff and students.

With their administration of the system.

Bullying continues to be a problem.

Preparation for real life.

Take more interest in the amount of drugs the students use, also the amount of alcohol.
There is too much emphasis put on sports.

I worry about depression with the kids, because of lack of social skills or acceptance from peers.

Lack of real-life skills is being taught. Tests are too important.

Be open to different opinions from the citizens.

In preparing students for real life.

Management of financial issues and teaching all to accept others as is.

Class sizes need to be smaller. The school district is getting too big. More quality teachers.

Basic education. It's important, so that all children are given every opportunity to move higher.

Class sizes are way too big. They need to build a new high school.

They shouldn't have five districts in Topeka. If we were all under one umbrella, it would save money.

Finding 3: The decision made three years ago to stop accepting student who lived outside the district’s boundaries appears to have resonated well with the cross-section of residents who participated in this survey. A total of 79% called it either “An excellent decision” or “A good decision.”

To transition from the evaluation questions into the Student Goal topic area, respondents were reminded about the district’s decision three years ago to stop accepting students who lived outside of the district’s boundaries. Their answer options – in terms of expressing their views on this subject – were “An excellent decision,” “A good decision” “A fair – but not necessarily a good – decision” or “A poor decision.” “Don’t know” was not mentioned, but it also was available for the interviewer to use, if necessary. However, only 4% of the participants said, “Don’t know.”

The combined “Excellent” and “Good” score was 79%. The 72 respondents who chose either the “Fair, but not necessarily good” or “Poor” options were asked to share their thoughts. The responses to this open-ended question were lead by “Should be decided on an individual basis,” with 34 mentions and “District needs more diversity,” with 14 mentions.

25. As you may recall, three years ago, the school district made the decision to stop accepting students who lived outside of the district’s boundaries. As you think about it today, do you think that was...*Choices, except where indicated, were read to respondents.*

Response	Percentage
An excellent decision	17%
A good decision	62%
A fair – but not necessarily a good – decision	13%
A poor decision	5%
Don’t know (not read)	4%

26. Why do you believe this was a FAIR/POOR decision? *Asked only of the 72 respondents who answered, “A fair – but not necessarily a good – decision” or “A poor decision.” Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
Should be decided on an individual basis	34
District needs more diversity	14
Just doesn’t seem fair/right	13
Other (see below)	11

Verbatim “other” comments

Although it may help with overcrowding, it is unfair to those willing to pay taxes to put them in the district.

That’s why there is no strong diversity, because of not including those outside.

Most in the area are privileged kids and outside are not. So that’s probably why they stopped accepting outside the boundaries.

On my street, there is someone who is bringing a child to a house early in the morning and picking him up in the evening. So, I know it is not fair.

It is not fair for a parent to teach in the district and have children who cannot attend, because they live outside the district.

They don’t know the hardships people may have in relocating.

Children and families should have options, but if it puts a strain on the district, you have to have limits.

I say “fair,” because it depends upon each individual situation. As long as they pay taxes.

I think there is a sense that the students who don’t live in the district don’t pay taxes and the people living in the district pay taxes.

If there were an open house for everybody, it would be overcrowded. You have to draw the line.

I really don’t know, but I guess that was good for the whole district.

Finding 4: The respondents demonstrated strong support, when asked to grade their perception of the district’s performance at the two-year point of the five-year plan to enact six, specific Student Goals. All six goals were deemed to have progressed at the statistical equivalent of a “B” or better since being launched two years ago.

The participants were then provided a brief background on the process that led to the creation of the six Student Goals. After this introduction, each of the goals was read, one at a time, and respondents were asked to judge the district’s performance after two years of a five-year plan.

The results were positive. In order from the highest score to the lowest, the findings were as follows (Goal language truncated):

- Goal 6: Provide safe and well-maintained facilities – 4.41
- Goal 1: Challenging every student, to improve performance – 4.39
- Goal 3: Recruit, hire, develop and retain student-centered staff – 4.26
- Goal 2: Preparing students to develop skills for success – 4.18
- Goal 5: Implement efficient financial, operational and energy conversational practices – 4.17
- Goal 4: Provide timely, accurate and relevant information to stakeholders – 3.92

Even though all the scores were well above the 3.80 required for the statistical equivalent of a “B,” a cross-tabulation analysis was conducted. The trends of note were few:

- Those ages 18 to 34 had the highest score (or, in one case, were tied for the highest score) among the “age” subgroup.
- Current student families had the highest scores – sometimes notably higher – than those in the other two “student status” subgroups.

All 400 respondents were asked a follow-up question on each goal regarding what information the respondent would like to see – or see more of – related to the district’s progress on this goal, and the similarity of the answers seems to fit in with Goal 4’s score being slightly lower than the rest (yet still a “B”). In other words, they didn’t have a lot to offer beyond the obvious.

Specifically, the typical answer set included:

- None/No others
- Data supporting this goal (or variations of this, such as “detailed financial reports”)
- More timely communication
- Don’t know

Those whose answers were a better fit for an individual verbatim presentation were also quite similar or were just wordier versions of those that appeared in enough quantity to be displayed in the chart.

The message here seems to be the following:

- We believe the district is doing a good job (grades) and makes good decisions (the out-of-district student decision).
- We carry that assumption into a review of the progress on the six Student Goals.
- If you would like us to be more aware of accomplishments related to these goals, we would need to see more frequent, simple, repetitive examples of progress.

The school district is currently in the second year of a five-year strategic plan. That plan includes six goals – two are about students and four are about the district and its commitment to its staff and to the community.

I’m now going to read a short description of each of these goals, one at a time. After I finish each one, please give the district a grade – again, A, B, C, D or F – on its progress toward achieving this goal. Your grade should be based on what you, yourself, know, what you have experienced with your children, or what you have heard from others on this subject.

- 27. The first student goal is “Challenging every student, to improve the performance of each student.” Specifically, the goal says, “High academic performance is the cornerstone of the Auburn-Washburn School District. Student achievement in Auburn-Washburn is consistently above the state average on the Kansas State Assessments and above the national average on the ACT test.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?**

Response	Percentage
A	43%
B	47%
C	6%
D	0%
F	0%
Don’t know (not read)	4%

28. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? *Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.*

Response	Number
None/No more	149
Data supporting this goal	115
More frequency in reporting data/communicating	51
Don't know (not read)	49
Other (see below)	36

Verbatim “other” comments

Teach them more about general life and prepare them for citizenship, job performance.

Results of testing, percentages, etc.

Keep us informed, so we know what’s going on.

Talk more to the parents to get that out.

What plans are general public information?

Better advertisements in social media

Scores.

More response to parents about student's scores, other than grade cards. One-on-one, with teachers and parents’ accountability.

It’s only what I’ve heard from friends and neighbors.

How students score on state assessments should be published better on the school website.

Just give us monthly information to keep us informed.

Data that shows grades and assessments that reflect that goal.

More information is always better.

Show what college prep classes are doing. Show results of the International Baccalaureate program for advanced placement students.

Achievement data should be reported to citizens.

Put out the results in their quarterly newsletter.

A data report every six months.

No comment.

The test scores of the ACT and State Assessments.

Any data coming in should be shared as often as needed.

Maybe a report on areas of study.

Perhaps a report on where students are going to college, not specific names of students, but specific colleges.

Just as long as they inform us regularly through reports, data and information.

Just give us some kind of information, but I guess that goes back to communication on both sides. Maybe, we need to ask some questions.

Exactly what classes they're offering. What percentage of students is taking advantage of higher learning?

Identify scholarships being provided by schools.

Continue to report on students who are being accepted into prestigious schools. Communicate who received scholarships.

No comment.

School newspaper.

The success of minority students within the district.

Graduation rates would be nice to know.

Just share the statistics.

They are not above average. I don't know where you are getting that information.

Any type of reporting piece.

Let us hear about all the students and not just the higher achievers.

Articles in the paper comparing schools or in the school newsletter.

- 29. The second student goal is “Preparing every student to develop skills for success.” Specifically, the goal says, “Auburn-Washburn stakeholder feedback in the development of the strategic plan clearly stated that it takes more than high academic achievement to best prepare students to become happy and responsible citizens in a global community, the workplace and in life.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?**

Response	Percentage
A	28%
B	45%
C	12%
D	1%
F	0%
Don't know (not read)	15%

- 30. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below**

Response	Number
None/No more	174
Data supporting this goal	109
Don't know (not read)	58
Other (see below)	31
More frequency in reporting data/communicating	28

Verbatim “other” comments

Don't give us just the state assessment goals but teach respect, following directions, listening, etc.

Report on career programs and success.

I think reporting drug and alcohol usage, education, etc. would be good to know. Most, if not all, districts seem to turn their head to this issue, unless it's on campus.

Let us see what you're doing on a national scale through print in a newsletter.

Reports on bullying, college-bound students who are getting jobs, etc.

Do more to understand how to stop the bullying problem.

Percentage of college vs. vocational.

I believe it is not the school district's responsibility, but the parents' in this area.

Provide information on what are you doing to support this, other than educating. How many are not going to college and straight to the work force?

Opportunities for students who are not excelling should be looked into more. Not all students have sports, arts, etc. skills.

Any kind of data that would let us know how they're doing.

Publish how many students have graduated and maybe how many went into the military, into college and into tech school.

Track what students accomplish after they graduate.

Report on community involvement, athletic achievements.

A data report every six months.

Maybe a percentage of students who graduate.

Everything should be shared.

It says more than just academics; they prepare students for life after school. How and what are they being prepared for, other than academics?

What they have to offer for college credits, while they are still in high school or maybe a trade school.

Really level with parents and students on what is needed for college to prepare them for the world.

Send data that specifically reports career success upon graduation.

School newspaper.

Look at their preparation for living in a diverse world.

I've heard that there is some bullying in middle school and high school.

An explanation of activities.

Maybe a detailed summary of activities students are participating in.

Are they teaching anything on how to handle confrontations? Those skills may save lives, with everyone running around armed these days.

They need to be more focused on positive mental health with the children and they need more programs for that.

Family-oriented. Teacher commitment is necessary.

What kind of changes they've made in inspiring students with developmental problems? How are they being helped to be successful in life? What skills are they being taught?

They should print how many went on to college and how many are working.

31. The third goal – which is the beginning of the goals related to the district’s staff – is “Outstanding staff.” Specifically, the goal is, “To recruit, hire, develop and retain competent, caring and student-centered staff for each position.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?

Response	Percentage
A	34%
B	42%
C	11%
D	<1%
F	0%
Don’t know (not read)	13%

32. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below.

Response	Number
None/No others	190
Data supporting this goal	63
Awards earned by staff	61
Specific credentials of hired teachers/staff	44
Other (see below)	25
Don’t know	17

Verbatim “other” comments

Data on hiring and specifics on those hired.

Most teachers are doing a good job.

Report on hiring that details teachers hired and staff’s progress.

There are some good teachers and some bad. Some are more instructors than teachers. What I mean is some just come in, give the assignment and that’s it. But others actually teach, in that they make sure the kids are actually learning something.

Information on new teachers and current teachers for the community.

Most of the teachers are pretty good.

Hire more teachers, so the few won't be overworked.

Continue to recruit teachers that really want to teach and learn themselves.

Telling us when new staff is hired or any issues regarding the teachers.

Maybe a summary of qualifications of staff at each school.

Newsletters should reflect this information.

How many teachers have their Master's or how many are working toward Master's?

It would be good to know the turnover rate of their staff.

Send a data report every six months.

It would be interesting to see the average number of years taught.

Keep the community informed of new staff and stay current in communicating about current staff.

Just inform us through regular reports.

That's just silly. How do they know how good they are, before they hire them?

Plan interactions, like open houses and welcoming programs and invite the community to attend. Continue to send information regarding schools, academics, staff development success. Implement a cost-savings program. Allow citizens to view, comment on and have input.

Would they entertain an open meeting to hear teachers' qualifications, before hiring and progress while here?

School newspapers.

Increase in the diversity of the staff.

They've always done that.

Although it would be nice to know credentials of new hires, you never know until they get to work.

They had problems, but it was not corrected in time, so it will take more time to overcome the negative thinking.

- 33. The fourth goal is “Community Engagement.” Specifically, the goal is, “To provide timely, accurate and relevant information to all stakeholders in our school community as well as to engage and listen to them as partners in education.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?**

Response	Percentage
A	22%
B	46%
C	21%
D	3%
F	1%
Don't know (not read)	8%

- 34. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below**

Response	Number
None/No others	166
Data supporting this goal	106
More timely communication	51
Don't know	48
Other (see below)	29

Verbatim “other” comments

Provide a forum for feedback from the community. This survey is one way and I am glad you are doing it.

Allowing the community to see the data.

Test scores.

Receive more information. Receive any communication that would show they are concerned about what citizens think.

Long-term facility plan.

Some teachers follow through on keeping parents informed, but others do not. I have left messages with some teachers and never received a reply.

Publicize it somehow.

Meetings with the community from time to time.

Calendar and more information on musical programs and plays.

Send us a letter on how they're doing.

Do a media blitz on how you plan to accomplish this.

They are improving more also in this area.

I never receive information from the district. I'm a stakeholder.

Any information that shows interaction with citizens.

How many open meeting are there to hear opinions?

Keep the community informed and encourage involvement.

Their progress toward these goals in the media, whether social or broadcast.

Send a data report every six months.

Keep the community notified through newsletters about schools.

Show how the district is working together with the community to achieve this goal.

Just inform us through regular reports.

Go back to the students about offering college classes to them, while they are still in high school.

Articles in the newspaper or in the news to share with taxpayers.

Continue to send information regarding schools, academics, staff development success.

School newspapers.

Changes in their community.

More information on what they're doing to reach that goal.

They always need improvements.

They're probably already doing it. It's up to the citizens to pay attention.

- 35. The fifth of the six goals is “Effective Resource Management.” Specifically, the goal is, “To implement efficient financial, operational and energy conservational procedures and practices that align with and support our educational program for students and staff.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?**

Response	Percentage
A	30%
B	39%
C	14%
D	1%
F	0%
Don't know (not read)	16%

- 36. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below**

Response	Number
None/No others	152
Data supporting this goal	94
Detailed financial reports	76
Don't know	61
Other (see below)	17

Verbatim “other” comments

Information through newsletters.

Better advertisements in the newsletter to let taxpayers know their money is being spent wisely.

Recycling information. Bring it back. We used to do this and now it has stopped.

How much is being spent on athletics versus academics.

A detailed breakdown by department on where the money goes.

Could do better in this area. There’s always room to improve.

Quit spending money and asking for things that aren’t needed.

Send information out regarding the data and information received on the subject.

To see what the electricity bills are at the high school.

Just inform us consistently on the data.

Let the public know they have reached their goal.

Implement a cost-savings program. Allow citizens to view, comment on and have input.

A report, maybe in the newspaper.

It should be reflected in the resources.

I would like to make sure our Fine Arts programs are being truly represented, so a report showing money towards those programs would be nice.

More financial discipline is always necessary.

Maybe, send out the information and say, “This is our progress.”

37. The sixth and final goal is “Safe, Well-Maintained and Current Facilities.” Specifically, the goal is, “To provide safe and well-maintained learning environments and facilities that support current educational practices and meet long-term enrollment needs.” Remembering that this is a goal that the district is aiming for, what grade would you give USD 437 in terms of its progress toward that goal, after two years of the five-year plan?

Response	Percentage
A	51%
B	31%
C	9%
D	1%
F	1%
Don't know (not read)	7%

38. What specific kinds of information or data would you like to see the school district share – or share more of – in the future to demonstrate its progress toward this goal? *Asked of all 400 respondents. Responses were coded, based on common words, phrases and ideas. Numbers, rather than percentages, displayed below*

Response	Number
None/No others	218
Hold meetings/functions to show off	70
Don't know	57
Data supporting this goal	32
Other (see below)	23

Verbatim “other” comments

Present facilities to the community through activities that show off the facilities.

The parking is terrible. The lines are not as wide as they used to be, and no one is checking to see if vehicles are damaged.

Offer tours of buildings and open houses to public.

I really don't feel the schools are very safe or secure, particularly the high school. My kids have told me that anyone is able to enter or exit the building, without being checked. Also, they have said that most students know where security cameras are and know how

to avoid them. There are acts of violence and fooling around that are occurring that are not being caught on security cameras. That concerns me.

I think they're doing a better job on safety.

Newsletters that will reflect pictures and information about the facilities. Tours of buildings.

Trouble hiring bus drivers. Why is this happening? What is the problem?

Improve more on class sizes. Overall, we have pretty good room right now.

They don't need to show off all the security bells and whistles. The public doesn't need to know specifics on safety.

Have open houses more often.

Maximum security for the students by keeping the buildings and facilities updated.

They have enough now. Quit asking for more money.

Get more out in the media.

Invite the community to various activities, where they can see and view the facilities.

Just inform us consistently.

At least get information out when they are going to have School Board meetings.

Make sure their planning is well-advertised. Why is it needed and what is the cost?

To allow citizens to view and visit schools and facilities.

How many out-of-district students they allow in.

It's always been a goal.

You might hire someone to occasionally try and get into a school to see where they can get, without being stopped.

They are implementing this goal pretty well.

Give us an outline of how they are approaching these goals.

Cross-tabulation: 5-point weighted scale scores for each of the six Student Goals 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 eight respondents refused to answer this question.

5-point weighted scale score	Overall score	18-34 (n=72)	35-54 (n=170)	55 or older (n=150)	Up to 5 years (n=23)	5-15 years (n=135)	More than 15 years (n=242)	Female (n=208)	Male (n=192)
Goal 1: Challenging every student, to improve the performance of each student.	4.39	4.42	4.39	3.36	4.26	4.43	4.38	4.37	4.41
Goal 2: Preparing every student to develop skills for success.	4.18	4.18	4.18	4.16	4.14	4.23	4.15	4.20	4.16
Goal 3: To recruit, hire, develop and retain component, caring and student-centered staff for each position.	4.26	4.29	4.25	4.27	4.05	4.29	4.26	4.31	4.21
Goal 4: To provide timely, accurate and relevant information to all stakeholders in our school community as well as to engage and listen to them as partners in education.	3.92	4.21	3.83	3.87	3.90	3.90	3.93	3.95	3.88
Goal 5: To implement efficient financial, operational and energy conservational procedures and practices that align with and support our educational program for students and staff.	4.17	4.38	4.09	4.15	3.88	4.23	4.16	4.21	4.12
Goal 6: To provide safe and well-maintained learning environments and facilities that support current educational practices and meet long-term enrollment needs.	4.41	4.38	4.09	4.15	4.05	4.45	4.41	4.42	4.40

Cross-tabulation: 5-point weighted scale scores for each of the six Student Goals by location of the respondent’s residence (by ZIP code or ZIP code groups), 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, and “Private/parochial/home-school” participants (of which there were 35) are not included in this analysis. As such, the “student status” subgroups will not square with overall either.

5-point weight scale score	Overall score	66614 (n=168)	66610 (n=91)	Northern ZIP codes (n=52)	Southern ZIP codes (n=89)	Student, yes (n=142)	Student, past (n=114)	Student, never (n=109)
Goal 1: Challenging every student, to improve the performance of each student.	4.39	4.39	4.44	4.24	4.43	4.41	4.36	4.40
Goal 2: Preparing every student to develop skills for success.	4.18	4.19	4.21	4.05	4.19	4.27	4.15	4.12
Goal 3: To recruit, hire, develop and retain component, caring and student-centered staff for each position.	4.26	4.30	4.24	4.00	4.37	4.39	4.22	4.18
Goal 4: To provide timely, accurate and relevant information to all stakeholders in our school community as well as to engage and listen to them as partners in education.	3.92	3.82	3.98	4.02	4.00	4.11	3.85	3.79
Goal 5: To implement efficient financial, operational and energy conservational procedures and practices that align with and support our educational program for students and staff.	4.17	4.05	4.26	4.13	4.34	4.29	4.14	4.05
Goal 6: To provide safe and well-maintained learning environments and facilities that support current educational practices and meet long-term enrollment needs.	4.41	4.41	4.47	4.25	4.42	4.53	4.38	4.30

Finding 5: Nine of 16 different potential sources of district news – aside from information about weather-related school closings – are consulted “frequently” by at least 40% of the survey participants.

The main portion of the survey closed with respondents being read a rotated list of 16 potential sources of school district news (aside from weather-related school closing information). Participants were instructed to say, “Yes,” if they consulted this source “frequently” for such news and “No,” if they consulted it only every so often or never consulted it.

Nine of the 16 sources were reported to be consulted “frequently” by at least four out of every 10 respondents. At the top of that list were the following:

- “Friends and neighbors” (almost always the top “source”) – 79%
- Local television stations – 74%
- *The Topeka Capital-Journal* newspaper – 70%
- The district’s printed newsletter, called *School News* – 62%
- The Auburn-Washburn School Board, either in person or when a member of the School Board is quoted in the news media – 62%
- The Auburn-Washburn School District administration, either in person, or when a member of the administration is quoted in the news media – 58%
- Teachers in the district – 51%
- The school district’s website – 41%
- The district’s back-to-school calendar – 40%

Having this high a number of “frequently consulted sources” is the exclamation point on the grades and Hot Button results seen earlier.

39. Finally, I’m wondering where you turn for information about the Auburn-Washburn School District. I’m going to read you a short list of people and places where you might receive information about the district’s activities. If you consult this potential source frequently for district news – beyond weather-related school closing news – just say, “Yes.” If you only consult it every so often, or you never consult it, say, “No.” Choices were read and rotated.

Response	Percentage
Friends and neighbors	79%
Local television stations	74%
<i>The Topeka Capital-Journal</i> newspaper	70%
The district’s printed newsletter, called <i>School News</i>	62%
The Auburn-Washburn School Board, either in	62%

person or when a member of the School Board is quoted in the news media	
The Auburn-Washburn School District administration, either in person, or when a member of the administration is quoted in the news media	58%
Teachers in the district	51%
The school district's website	41%
The district's back-to-school calendar	40%
Outdoor marquees at individual schools	36%
School principals	33%
Social networking sites, like Facebook, Twitter and Instagram	29%
Local radio stations	28%
Individual school newsletters or e-newsletters	24%
District-sponsored social networking sites, like Facebook or Twitter	18%
The Parent Teacher Organization, also known as the PTO	15%

Demographics

The survey closed with a series of demographic questions that are not subject to quota, but that contain data that is used to create the cross-tabulation groups seen throughout this survey.

Some of the highlights:

- The respondents trended toward longer-term residents (60% had lived in the district more than 15 years), but they also included 21% who had resided there 10 years or fewer.
- 59% were between the ages of 25 and 54.
- There were 142 current student families, 114 past student families and 109 “never” student families. (There were also 35 families who live in the district but do not send their child/children to a district school; 31 send them to a “Private, religious school.”)
- 53% of the respondents were female, while 47% were male.

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

40. How long have you, yourself, lived within the boundaries of the Auburn-Washburn School District? Is it...? *Choices were read to respondents.*

Response	Percentage
Less than 2 years	1%
2 years to 5 years	5%
More than 5 years to 10 years	15%
More than 10 years to 15 years	19%
More than 15 years	50%
I've lived here all my life	10%

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

Response	Percentage
18 to 24	2%
25 to 34	16%
35 to 44	21%
45 to 54	22%
55 to 64	23%
65 or older	15%
Refused	2%

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

Response	Number
Yes, children	131
Yes, children and grandchildren	11
Yes, grandchildren	42
No	216

43. Do you have any school-age children or grandchildren who live in the Auburn-Washburn District, but who do not attend one of the district’s schools? *Asked only of the 258 respondents who answered, “Yes, grandchildren” or “No” on question 42. Numbers, rather than percentages, displayed below. Those who said “Yes, grandchildren” or “No” skipped to question 45.*

Response	Number
Yes, children	18
Yes, children and grandchildren	3
Yes, grandchildren	14
No	223

44. Where does that child (or those children) attend school, rather than the Auburn-Washburn School District? Is it...? *Asked only of the 35 respondents who answered, “Yes, children,” “Yes, children and grandchildren” or “Yes, grandchildren.” Numbers, rather than percentages, displayed below. After answering this question, respondents skipped to question 46.*

Response	Number
Private, religious school	31
Home school	3
Private school with no religious connection	1

45. Do you have any children or grandchildren who previously were students in the district, but who have graduated? *Asked only of the 223 respondents who answered, “No” on question 43. Numbers, rather than percentages, displayed below.*

Response	Number
Yes, children	103
Yes, children and grandchildren	11
Yes, grandchildren	7
No	102

46. RECORD GENDER

Response	Percentage
Female	53%
Male	47%

Summary

The results from the late 2017/early 2018 survey of 400 heads of household (male or female) who live in the district show a generally satisfied and interested patron population.

- They give the district high grades on a variety of functional areas, are comfortable offering those grades (rather than saying, “Don’t know”) in almost all cases and seek out a variety of sources for district news.
- More than three out of four of the survey participants called the decision made three years ago to no longer admit students who do not live within the district’s boundaries either “Excellent” or “Good.”
- While their detailed knowledge of progress on the six Student Goals seems somewhat limited, they were complimentary of what the district had accomplished after two years of this five-year plan.

The most important piece of data suggesting a need for change is found in that final bullet point. They give the district a good score, but seem to know little specifically about what has been done to achieve these key goals.

This means that there is a need for:

- **More examples.** The achievement should always be first (which will grab attention), while how it ties to one of the six Student Goals should be second, in terms of messaging. The idea is to overwhelm them with great news and slowly begin to work in the notion that these achievements are tied to a plan.
- **Simplicity.** In presenting these examples, make certain that they are expressed, using simple, stakeholder-friendly language.
- **Repetition.** The district should feel free to remind individuals about previous achievements, when the next milestone is reached in the same category. This includes repeating the presentation of accomplishments (with story links) word for word on its social media accounts.