

**Park Hill School District**  
**2020 Community Telephone Survey**  
**Executive Summary**  
**December 10, 2020**

In the days after the November 3, 2020 election, a 12- to 15-minute telephone survey was conducted with a random sample of 400 registered voter, heads of household (male or female) in the Park Hill School District.

Calls were placed to landline and cell phone numbers, and the completed interviews were allocated evenly (200 each) between the drawing areas for Park Hill and Park Hill South High Schools, to generally match the population pattern in the district. The means that the data shown in this report that reflects the opinions of all 400 participants has a Margin of Error of plus or minus 4.9% (rounded up to 5% for simplicity).

The survey was identical to previous surveys conducted over the last 10 years, with some modest exceptions. Those included the addition of a question about the district's COVID-19 response, removal of a question from the financial communications section, because it had produced nothing of value for several years, and the addition of a question asking for the respondent's vision for the district, five years from now.

The results are as follows:

**The Park Hill School District's "grades" continue to be strong**

Seventeen out of 18 different people, program, facility, and district/patron relationship factors – plus the district's overall performance – were each graded at the statistical equivalent of a "B." or better – many of them much better.

At the top of the list were "Safety of students," "Variety of extracurricular activities," "Quality of school facilities," and "Quality of classroom technology."

In 2019, the result was 16 out of 17 achieving that level. The new factor for 2020 was "The district's performance responding to COVID-19 as it prepared for the current school year." This factor scored a 3.96 out of 5.00, or the statistical equivalent of a "B," when the Margin of Error was taken into account.

**"Academics/curriculum," "Teachers" and "Community support" topped the list of strengths**

The open-ended questions about "Strengths" and "Areas needing improvement" for the district produced results that were similar to past years.

Specifically, “Academics/curriculum,” “Teachers,” and “Community support” received the largest number of mentions on the question about strengths. On the topic of areas that needed improvement, more than half of the respondents said either “Don’t know” or “Nothing/It’s fine as is.”

#### **Questions about financial communications drew mixed results**

Only 17% of the survey participants remembered seeing information about the district’s finances or budget “over the past few months.” This is the lowest score on this topic in the 11 years that this survey has been conducted.

However, the perception of the district’s efforts to get this information out to the public and its efforts to make such information clear and complete, were statistically identical to the 2019 study. Scores for the combined “Excellent” and “Good” responses were 67% for the “effort to get the information out” and 68% for the “effort to make the information clear and complete.”

#### **Perceptions of the district’s taxes and the services received for those taxes remained identical to 2020**

When asked if they thought that the taxes they paid to the schools were “A lot higher,” “A little higher,” “About the same,” “A little lower” or “A lot lower” than neighboring school districts, 50% chose either “A lot higher” or “A little higher.”

When presented with those same answer options for the level of services received for their tax dollar investment in the school district, 44% thought it was either “A lot higher” or “A little higher.”

Both of these responses were statistically identical – meaning they were within the Margin of Error – to those on the 2019 study.

#### **Four of 18 potential sources of district news stood out, in terms of popularity for such news**

Respondents were presented a list of 18 potential sources of school district news and asked to identify whether they consulted each source for this information “Frequently,” “Sometimes,” “Rarely,” or “Never.”

These responses were turned into a 4-point weighted scale, meaning that any score over 2.50 means that the source is consulted more than average. Four of the 18 achieved this distinction. Specifically, “Friends and neighbors,” “The *Park Hill Connection* newsletter,” “Other district employees,” and “The Park Hill School Board, either in person, or when a member of the Board is quoted in the media.”

**Advocacy for the district remains strong, though respondents have little more to suggest for the future than continuing to exhibit the qualities that are evident now**

The final two substantive questions asked individuals to say whether or not they would recommend the school district to newcomers to the area, and what they envisioned for the district five years down the road.

On the former, 94% said they would be “Very likely” or “Somewhat likely” to recommend the school district to those who were new to the area and inquiring about the schools. This was statistically identical to the last two years’ result. (This is only the third year that the question has been asked.)

The latter was an open-ended question that didn’t stimulate much new conversation. The top two answers were “Same district as it is today/little change” and “Continue to have strong academics.”

*The report that follows has a series of findings, information about each of those findings and all the questions, answers and pertinent cross-tabulations.*

**Park Hill School District**  
**2020 Community Telephone Survey**  
**Final Report**  
**December 10, 2020**

**Finding: Grading the district's performance**

As has been the case throughout the 11 years this survey has been conducted, respondents expressed much enthusiasm for the district's people, programs, facilities, and about several district/patron relationship factors. Specifically, 17 of 18 different factors – plus the district's "overall" performance – received a grade of "B" or better (many times *much* better) on the traditional A-F grading scale.

Beginning immediately after the November 3, 2020 election, a 12- to 15-minute telephone survey was conducted with 400 randomly selected heads of household (male or female) who live within the boundaries of the Park Hill School District.

Landlines and cell phone numbers were included in the pool of possible participants, and the completed interviews were divided equally between those who live in the Park Hill South and the Park Hill High School drawing areas. This means that the data in this report that reflect the views of all 400 participants has a Margin of Error of plus or minus 4.9% (rounded up to 5% for simplicity).

The survey began by asking the respondents to "grade" the district's performance in 18 different people, program, facility, and district/patron relationship factors – plus offer a grade on the district's overall performance.

The goal of this section is to get a snapshot of general opinion while providing the respondents an easy way to get started on the survey. It also helps to build rapport between the interviewer and the respondent that will be important later on, when the questions get more difficult.

The responses were analyzed using a 5-point weighted scale (5 points for each "A" down to 1 point for each "F") to provide a single number view of the thoughts of typical patrons – everyone from the most passionate fan of the district, to the most ardent critic, to the large group that resides between these two endpoints.

Recognizing that a 5.00 score – the equivalent of an “A” – is nearly impossible, because it would require *all* those with an opinion to say “A,” the typical measuring stick is how far above or below a “B” (4.00) each factor is. And, taking into account the Margin of Error, a score as low as 3.80 is still – statistically speaking – a “B.”

As has traditionally been the case, the Park Hill School District received high marks. In fact, 17 of 18 graded factors (plus the district’s overall performance) had scores that were at or above the statistical equivalent of a “B.”

At the top of the list were the following (descriptions truncated):

- Safety of students – 4.56
- Variety of extracurricular activities – 4.53
- Quality of school facilities – 4.52
- Quality of classroom technology – 4.51
- Quality of extracurricular activities – 4.40
- Quality of education – 4.38

Only one factor (“Safety of students”) had a greater than 5% change – in this case, an improvement – in its score from the 2019 study. However, much of this is because, with the scores the district continues to achieve, there isn’t much more room to improve..

This year, the usual list of factors to be graded saw an addition – “The district’s performance responding to COVID-19, as it prepared for the current school year.” This factor scored a very strong 3.96 which, again, is a result that is the statistical equivalent of a “B.”

The one factor that was short of the 3.80 mark (“Efforts of the district to involve citizens in decision-making”) was close, with a score of 3.73. Of the 11 years this survey has been taken, it has scored below 3.80 five times, and it has been routinely at or near the bottom of the list.

A separate analysis of these results tells the district which factors draw the most attention and which have a fair number of “Don’t know” responses.

The factors which were graded by *at least 81%* of the respondents are known as “Hot Buttons.” These Hot Buttons are the first things that typical patrons think about when they consider the school district.

Clearly, there is much knowledge about the district, as 13 of the 18 graded factors achieved Hot Button status. Interestingly, this number is similar (though slightly lower) than the last two years but has grown markedly over the 11 years this study has been conducted. In other words, people feeling more connected to their school district on a variety of topics.

Another interesting cross-tabulation is a review of the factors that have routinely been Hot Buttons over the 11 years of the survey. Those which have achieved this status each year of the study are (again, descriptions truncated):

- Safety of students
- Variety of extracurricular activities
- Quality of school facilities
- Quality of education
- District teachers
- Value received for the tax dollars spent
- Efforts of the district to communicate with patrons

All of these factors have scored at or above the statistical equivalent of a “B” each of the 11 years of the study. In other words, typical residents are happy with the district’s performance on the factors they watch most closely.

*Questions 1- 4 asked respondents whether or not they were a head of household (male or female), lived within the boundaries of the Park Hill School District and, if so, within the drawing area for Park Hill High School or Park Hill South High School (200 responses from each group were set as the quota), and were a registered voter.*

*To continue with the survey, a respondent had to answer, “Yes” to the questions about head of household status, awareness of living in the district, and being a registered voter. Additionally, the respondent had to live in a region of the district (either the Park Hill or Park Hill South drawing area) where there was still room under the quota, when he or she was called. Because these specific answers were required to participate, those questions and answers are not displayed below.*

*All answers with percentages may add to more or less than 100%, due to rounding. Also, the shading is in place only to enhance the readability of the larger charts.*

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

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 Park Hill Schools from others, please tell me what grade you would give the Park Hill Schools on each of the following items. Let's start with...Questions 5 through 21 were rotated to eliminate "order bias."

**5. Performance of district teachers**

Response	Percentage
A	42%
B	46%
C	10%
D	<1%
F	0%
Don't know (not read)	2%

**6. Quality of education**

Response	Percentage
A	45%
B	48%
C	6%
D	<1%
F	0%
Don't know (not read)	1%

**7. Quality of the programs for those students with special needs, such as English Learner programs, Special Education and other Special Needs programs**

Response	Percentage
A	36%
B	24%
C	11%
D	1%
F	0%
Don't know (not read)	29%

8. Quality of programs for gifted students

Response	Percentage
A	29%
B	30%
C	12%
D	2%
F	1%
Don't know (not read)	27%

9. The district's Early Childhood Education program

Response	Percentage
A	35%
B	28%
C	6%
D	0%
F	0%
Don't know (not read)	31%

10. The variety of extracurricular activities

Response	Percentage
A	54%
B	37%
C	4%
D	0%
F	0%
Don't know (not read)	5%



**11. Value for the tax dollars spent**

<b>Response</b>	<b>Percentage</b>
A	38%
B	31%
C	14%
D	5%
F	2%
Don't know (not read)	10%

**12. The quality of the extracurricular activities**

<b>Response</b>	<b>Percentage</b>
A	46%
B	36%
C	9%
D	<1%
F	0%
Don't know (not read)	8%

**13. The quality of the technology in the classroom**

<b>Response</b>	<b>Percentage</b>
A	42%
B	34%
C	1%
D	<1%
F	0%
Don't know (not read)	23%

**14. The district's performance responding to COVID-19 as it prepared for the current school year**

<b>Response</b>	<b>Percentage</b>
A	21%
B	50%
C	7%
D	3%
F	4%
Don't know (not read)	15%

**15. Performance of school principals**

<b>Response</b>	<b>Percentage</b>
A	35%
B	42%
C	11%
D	1%
F	1%
Don't know (not read)	11%

**16. Performance of the Park Hill Schools District Office administrators**

<b>Response</b>	<b>Percentage</b>
A	29%
B	43%
C	9%
D	2%
F	3%
Don't know (not read)	14%

**17. Performance of the Park Hill School Board**

<b>Response</b>	<b>Percentage</b>
A	22%
B	51%
C	11%
D	2%
F	2%
Don't know (not read)	12%

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

<b>Response</b>	<b>Percentage</b>
A	20%
B	39%
C	25%
D	5%
F	3%
Don't know (not read)	8%

**19. Efforts of the district to communicate with patrons**

<b>Response</b>	<b>Percentage</b>
A	37%
B	34%
C	18%
D	3%
F	4%
Don't know (not read)	5%

**20. Safety of students in the district**

<b>Response</b>	<b>Percentage</b>
A	58%
B	36%
C	3%
D	0%
F	0%
Don't know (not read)	3%

**21. Quality of the Park Hill District school facilities**

<b>Response</b>	<b>Percentage</b>
A	54%
B	43%
C	2%
D	0%
F	0%
Don't know (not read)	1%

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

<b>Response</b>	<b>Percentage</b>
A	31%
B	35%
C	13%
D	2%
F	0%
Don't know (not read)	21%

23. Thinking about everything you know or have heard about the district, what overall grade would you give the Park Hill School District?

Response	Percentage
A	38%
B	53%
C	8%
D	<1%
F	0%
Don't know (not read)	1%

Cross-tabulation: Annual 5-point scale ratings for 2010-2020. Items with a “\*” are Hot Buttons. “Safety of students” is in italics, because it improved by greater than 5% from 2019 to 2020. No factors declined by more than 5%.

# of times this Factor has been a Hot Button	Item	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
11	<i>Safety of students</i>	<b>4.56*</b>	4.28*	4.47*	4.47*	4.40*	4.51*	4.57*	4.63*	4.61*	4.42*	4.57*
11	Extracurricular variety	<b>4.53*</b>	4.49*	4.43*	4.52*	4.44*	4.42*	4.48*	4.39*	4.35*	4.20*	4.38*
11	Quality of school facilities	<b>4.52*</b>	4.35*	4.34*	4.45*	4.37*	4.59*	4.49*	4.59*	4.75*	4.52*	4.55*
5	Quality of classroom tech	<b>4.51</b>	4.47*	4.45*	4.43*	4.22*	4.20	4.27	4.51	4.32*	4.22	4.52
10	Extracurricular quality	<b>4.40*</b>	4.40*	4.41*	4.46*	4.48*	4.35*	4.40*	4.48*	4.34	4.23*	4.38*
11	Quality of education	<b>4.38*</b>	4.45*	4.46*	4.60*	4.50*	4.56*	4.47*	4.49*	4.57*	4.34*	4.55*
0	Special Needs programs	<b>4.33</b>	4.14	4.29	4.27	4.42	3.93	4.11	4.34	4.21	4.56	4.40
11	District teachers	<b>4.32*</b>	4.40*	4.47*	4.52*	4.48*	4.46*	4.47*	4.46*	4.54*	4.32*	4.49*
n/a	Overall grade	<b>4.30</b>	4.21	4.34	4.38	4.32	4.37	4.33	4.34	4.49	4.30	4.34
6	Performance of principals	<b>4.24*</b>	4.21*	4.21*	4.28*	4.24	4.14*	4.17	4.32	4.14*	4.24	4.31
4	Class sizes	<b>4.19</b>	4.04*	3.96*	4.06*	3.92*	3.89	4.14	4.20	3.90	3.98	4.00
1	Quality of gifted programs	<b>4.15</b>	3.96*	4.29	4.35	4.37	4.40	4.32	4.42	4.31	4.46	4.33
0	Early Childhood Education	<b>4.14</b>	4.20	4.33	4.39	4.15	3.97	4.40	4.47	4.18	4.38	4.34
3	Performance of admin	<b>4.08*</b>	3.95*	4.24*	4.22	4.18	3.95	4.16	4.29	4.09	4.19	4.16
11	Value for tax dollars spent	<b>4.08*</b>	3.99*	4.18*	4.34*	4.30*	4.11*	4.20*	4.14*	4.22*	3.98*	3.97*
11	Efforts of the district to communicate w/patrons	<b>4.00*</b>	3.97*	4.18*	4.21*	4.05*	4.05*	3.93*	4.14*	4.11*	4.09*	4.10*
8	Performance of BOE	<b>4.02*</b>	3.90*	4.15*	4.17*	4.19	3.93*	3.93	4.06*	4.09*	4.04*	4.13
1	COVID-19 response	<b>3.96*</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Efforts of the district to involve citizens in decision-making	<b>3.73*</b>	3.65*	4.02*	3.89	3.96*	3.77*	3.88*	3.81	3.61*	3.94*	3.68

	<b>Number of Hot Buttons</b>	13	15	14	12	11	11	9	9	11	10	8
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Cross-tabulation: 5-point scale ratings for 2020 by age and the length of time living in the district. Note: “n” equals the number of respondents in each group, and “age” will not square with the “overall” score, because 11 respondents refused to answer this question.

Item	Overall	18-34 (n=61)	35-54 (n=176)	55 or older (n=152)	Up to 5 years (n=57)	5-15 years (n=123)	More than 15 years (n=220)
Safety of students	<b>4.56</b>	4.85	4.59	4.40	4.60	4.63	4.52
Extracurricular variety	<b>4.53</b>	4.67	4.37	4.58	4.55	4.51	4.53
Quality of school facilities	<b>4.52</b>	4.73	4.50	4.46	4.52	4.57	4.49
Quality of classroom tech	<b>4.51</b>	4.55	4.47	4.53	4.56	4.56	4.47
Early Childhood Education	<b>4.41</b>	4.61	4.39	4.37	4.44	4.40	4.42
Extracurricular quality	<b>4.40</b>	4.50	4.36	4.34	4.48	4.39	4.38
Quality of education	<b>4.38</b>	4.53	4.41	4.28	4.40	4.46	4.34
Special Needs programs	<b>4.33</b>	4.45	4.34	4.23	4.42	4.29	4.33
District teachers	<b>4.32</b>	4.50	4.36	4.20	4.36	4.43	4.24
Overall grade	<b>4.30</b>	4.64	4.30	4.13	4.25	4.41	4.25
Performance of principals	<b>4.24</b>	4.40	4.26	4.14	4.28	4.34	4.18
Class sizes	<b>4.19</b>	4.26	4.20	4.08	4.28	4.19	4.16
Quality of gifted programs	<b>4.15</b>	4.46	4.20	3.93	4.11	4.27	4.10
Performance of admin	<b>4.08</b>	4.33	4.08	3.98	3.89	4.21	4.05
Value for tax dollars spent	<b>4.08</b>	4.47	4.15	3.80	4.10	4.17	4.02
Performance of BOE	<b>4.02</b>	4.25	3.98	3.95	3.82	4.12	4.01
Efforts of the district to communicate w/patrons	<b>4.00</b>	4.30	4.04	3.78	3.91	4.01	4.01
COVID-19 response	<b>3.96</b>	4.07	3.93	3.93	4.00	3.89	3.98
Efforts of the district to involve citizens in decision-making	<b>3.73</b>	3.93	3.67	3.70	3.53	3.68	3.81

Cross-tabulation: 5-point scale ratings for 2020 by high school drawing area, gender, and student status. Note: “n” equals the number of respondents in each group.

Item	Overall	Park Hill (n=200)	Park Hill South (n=200)	Female (n=211)	Male (n=189)	Student, current (n=121)	Student, past (n=148)	Student, future (n=63)	Student, never (n=68)
Safety of students	<b>4.56</b>	4.59	4.53	4.57	4.55	4.74	4.40	4.63	4.52
Extracurricular variety	<b>4.53</b>	4.50	4.55	4.56	4.49	4.53	4.55	4.49	4.50
Quality of school facilities	<b>4.52</b>	4.51	4.53	4.54	4.50	4.60	4.45	4.55	4.51
Quality of classroom tech	<b>4.51</b>	4.49	4.54	4.50	4.53	4.62	4.49	4.42	4.43
Early Childhood Education	<b>4.41</b>	4.39	4.43	4.44	4.39	4.61	4.32	4.33	4.26
Extracurricular quality	<b>4.40</b>	4.36	4.43	4.38	4.41	4.49	4.36	4.36	4.33
Quality of education	<b>4.38</b>	4.39	4.37	4.40	4.37	4.50	4.29	4.40	4.36
Special Needs programs	<b>4.33</b>	4.30	4.35	4.32	4.34	4.60	4.19	4.23	4.13
District teachers	<b>4.32</b>	4.35	4.29	4.29	4.35	4.50	4.21	4.29	4.27
Overall grade	<b>4.30</b>	4.31	4.29	4.33	4.26	4.49	4.13	4.37	4.25
Performance of principals	<b>4.24</b>	4.29	4.19	4.21	4.28	4.43	4.08	4.18	4.30
Class sizes	<b>4.19</b>	4.25	4.13	4.18	4.19	4.25	4.10	4.10	4.33
Quality of gifted programs	<b>4.15</b>	4.14	4.16	4.11	4.20	4.35	3.87	4.20	4.02
Performance of admin	<b>4.08</b>	4.15	4.02	4.10	4.07	4.25	3.97	4.02	4.07
Value for tax dollars spent	<b>4.08</b>	4.06	4.09	4.13	4.02	4.22	3.85	4.40	4.05
Performance of BOE	<b>4.02</b>	4.05	3.98	4.03	4.00	4.23	3.92	4.02	3.93
Efforts of the district to communicate w/patrons	<b>4.00</b>	4.03	3.91	4.04	3.94	4.23	3.82	3.98	3.95
COVID-19 response	<b>3.96</b>	4.01	3.90	3.95	3.97	4.01	3.88	3.94	4.04
Efforts of the district to involve citizens in decision-making	<b>3.73</b>	3.72	3.75	3.81	3.69	3.82	3.68	3.81	3.60



### Finding: District strengths and areas needing improvement

In an open-ended question, “Academics/curriculum,” “Teachers” and “Community support” topped the list of areas identified by survey respondents as “strengths.” More than half of the participants were either unable to pinpoint an area needing improvement or answered, “It’s is fine as is.”

The evaluation portion of the survey concluded with separate open-ended questions that asked participants to identify the district’s strengths and areas where it needed to improve.

The responses were coded, meaning that common words, phrases, and ideas were collected together to help identify which thoughts were more often expressed than others.

In doing so, “Academics/curriculum” had the highest number of mentions (70) on the question about strengths. This was followed by “Teachers,” (63 mentions), “Community support” (51 mentions), and “Good communications” (46 mentions).

In terms of areas needing improvement, 120 respondents said, “Don’t know,” followed by “Nothing/It’s fine as is” (87 mentions). This means more than half of the participants either couldn’t come up with an area needing improvement – or thought that there were none.

The list of areas that respondents felt did need improvement was topped by “Better communication” topped the list, with 56 mentions, followed by “Managing budget/Spending better” – a common answer on this question – with 41 mentions.

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

<b>Response</b>	<b>Number</b>
Academics/curriculum	70
Teachers	63
Community support	51
Good communication	46
Facilities nice/well-maintained	44
Good reputation	37
Other	29
Student diversity	23
Don't know	19
Parental involvement	18

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

<b>Response</b>	<b>Number</b>
Don't know	120
Nothing/It's fine as is	87
Better communication	56
Managing budget/spending better	41
Reducing taxes	36
Other	31
More emphasis on education rather than sports	29

### Finding: Perceptions regarding financial communications

Only 17% of survey respondents recalled seeing communications about finance or the budget from the district “over the last several months” – the lowest score in the 11 years this survey has been conducted. However, follow-up questions about the clarity of the information and the efforts of the district to communicate about such matters were statistically identical to 2019.

The survey then turned to the issue of financial communications, focused on three topics:

- Whether or not the respondent remembered seeing such information in the last several months
- The district’s efforts to communicate about these matters
- The district’s efforts to make such information clear and complete

On the issue of recall, only 17% said they remembered seeing such information within the specified timeframe. That is down from 27% in 2019 and 43% in 2018. This question also produced the highest percentage of “Don’t know” responses (28%) over the 11 years of the study.

Those who recalled seeing such information provided answers such as “I recall seeing it, but don’t remember what it said” (38 mentions) and “General budget/financial information on the district” (26 mentions) – both of which are fairly non-committal answers.

When all the respondents were asked to rate the district’s efforts to get this financial information out to patrons, 67% said either “Excellent” or “Good.” In terms of the efforts to make the information clear and complete, 68% chose one of those answers, as well. Both of these percentages are statistically identical to 2019.

The Park Hill School District is continually evaluating its performance on issues that are important to patrons. Now, I'd like to ask you just a few questions about your views on some important topics.

26. First of all, do you remember seeing any communication in the last several months from the district about its budget or its finances?

Response	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Yes	17%	27%	43%	31%	34%	37%	34%	41%	32%	41%	38%
No	55%	49%	36%	51%	54%	55%	63%	57%	66%	46%	43%
Don't know/Not sure	28%	24%	21%	18%	12%	8%	3%	3%	2%	13%	19%

**27. What budget or finance information do you remember seeing from the district?** Asked only of the 67 respondents who answered question 26, “Yes.” Responses below were coded, based on common words, phrases, or ideas. Numbers, rather than percentages, are displayed below.

<b>Response</b>	<b>Number</b>
I recall seeing it, but don't remember what it said	38
General budget/financial information on the district	26
Other	3

28. Generally speaking, whether you remember seeing anything recently on the subject or not, how would you rate the Park Hill School District's efforts to communicate actively with patrons regarding the district's budget and finances? Would you rate the district...? Choices, except where indicated, were read to respondents.

Response	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Excellent	15%	25%	27%	16%	18%	13%	11%	17%	14%	9%	11%
Good	52%	47%	55%	53%	56%	51%	49%	48%	45%	59%	54%
Fair	18%	12%	6%	7%	9%	16%	21%	24%	26%	14%	12%
Poor	3%	8%	3%	6%	5%	4%	6%	4%	7%	6%	6%
Don't know (not read)	13%	9%	9%	17%	11%	17%	13%	8%	9%	12%	17%

29. How about the district's efforts to make budget and finance information that it provides to patrons clear and complete? How would you rate its performance? Choices, except where indicated, were read to respondents.

Response	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Excellent	11%	14%	24%	11%	14%	12%	11%	18%	12%	7%	9%
Good	57%	53%	41%	50%	58%	54%	48%	47%	52%	52%	58%
Fair	14%	9%	12%	13%	10%	10%	18%	16%	16%	9%	7%
Poor	3%	1%	8%	2%	4%	6%	9%	3%	8%	4%	3%
Don't know (not read)	15%	23%	15%	24%	15%	18%	15%	17%	12%	28%	24%

Cross-tabulation: Awareness of communication about budget and finances, and combined “Excellent/Good” percentages on the district’s efforts to communicate on these matters and to make the information clear and complete, by age and length of time living in the district. Note: “n” equals the number of respondents in each group, and “age” will not square with the “overall” score, because 11 respondents refused to answer this question.

Response	Overall score	18-34 (n=61)	35-54 (n=176)	55 or older (n=152)	Up to 5 years (n=57)	5-15 years (n=123)	More than 15 years (n=220)
Aware of having seen budget/finance information from the district	<b>17%</b>	21%	12%	19%	12%	16%	18%
Combined “Excellent/Good” percentage on district’s efforts to communicate on these matters	<b>67%</b>	70%	69%	61%	63%	71%	65%
Combined “Excellent/Good” percentage on district’s efforts to make the information clear and complete	<b>68%</b>	75%	66%	66%	63%	74%	65%

Cross-tabulation: Awareness of communication about budget and finances, and combined “Excellent/Good” percentages on the district’s efforts to communicate on these matters and to make the information clear and complete, by high school drawing area, gender, and student status. Note: “n” equals the number of respondents in each group.

Response	Overall score	Park Hill (n=200)	Park Hill South (n=200)	Female (n=211)	Male (n=189)	Student, current (n=121)	Student, past (n=148)	Student, Future (n=63)	Student, never (n=68)
Aware of having seen budget/finance information from the district	<b>17%</b>	18%	15%	16%	18%	17%	17%	21%	13%
Combined “Excellent/Good” percentage on district’s efforts to communicate on these matters	<b>67%</b>	68%	65%	66%	67%	72%	64%	68%	60%
Combined “Excellent/Good” percentage on district’s efforts to make the information clear and complete	<b>68%</b>	68%	68%	68%	68%	68%	67%	76%	62%

### Finding: Perception of taxes versus services

When asked how they thought their school taxes compared to neighboring school districts, 50% thought they were “A lot higher” or “A little higher.” When asked about how the level of service compares to other districts in the area, 44% gave one of these two answers. These numbers are statistically identical to the 2019 study.

The questions dealing with the respondents’ perceptions about how their school taxes compared to other area school districts, and about the level of service they get for their tax investment, has been fairly steady over the 11 years of the study.

This year, 50% thought their taxes were either “A lot higher” or “A little higher” than neighboring school districts and 44% said the same thing about the services they receive for their tax dollars. Both of these numbers – while increasing slightly – were within the Margin of Error, meaning that they were statistically identical to the previous year.

Another aspect of this question set that has produced interesting data is the extremely low scores on both questions for “A little lower” and “A lot lower.” Those with an opinion tend to either select one of the “higher” answers, “About the same” or say they, “Don’t know.”

Specifically, the highest score for taxes being a “little/lot lower” is 6% (2013) while the highest “little/lot lower” on services provided is 5% (2010).



30. Thinking now just about the operating levy, based on what you know or what you may have heard from others, how do you think the operating levy you pay to the Park Hill School District compares to what is paid by patrons in other neighboring districts? Would you say that Park Hill School District taxes are...? Choices, except where indicated, were read to respondents.

Response	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
A lot higher than neighboring school districts	13%	9%	8%	12%	9%	11%	14%	6%	13%	10%	12%
A little higher	37%	37%	29%	44%	41%	26%	31%	36%	27%	37%	32%
About the same	41%	47%	35%	31%	28%	38%	32%	28%	34%	39%	35%
A little lower	<1%	1%	2%	5%	4%	2%	5%	5%	3%	1%	2%
A lot lower	0%	0%	<1%	0%	0%	<1%	0%	1%	1%	0%	<1%
Don't know (not read)	9%	7%	26%	8%	18%	23%	18%	25%	22%	14%	20%

31. Compared to other neighboring school districts, do you think the services that are provided by the Park Hill School District for the operating levy funds are...? Choices, except where indicated, were read to respondents.

Response	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
A lot higher than neighboring school districts	10%	15%	11%	13%	17%	9%	13%	3%	14%	17%	10%
A little higher	34%	30%	23%	29%	36%	20%	37%	32%	40%	31%	34%
About the same	45%	38%	38%	34%	24%	42%	30%	36%	22%	33%	28%
A little lower	0%	1%	1%	<1%	1%	1%	2%	1%	1%	1%	5%
A lot lower	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Don't know (not read)	11%	16%	27%	24%	22%	27%	19%	28%	23%	20%	23%

Cross-tabulation: Combined “A lot higher/A little higher” percentage on operating tax levy and services perception, by age and length of time living in the district. Note: “n” equals the number of respondents in each group, and “age” will not square with “overall” score, because 11 respondents refused to answer this question.

Combined “A lot higher/A little higher” percentage	Overall score	18-34 (n=61)	35-54 (n=176)	55 or older (n=152)	Up to 5 years (n=57)	5-15 years (n=123)	More than 15 years (n=220)
Operating levy vs. neighboring districts	<b>50%</b>	41%	45%	61%	56%	57%	45%
Services provided vs. neighboring districts	<b>44%</b>	51%	43%	41%	44%	48%	41%

Cross-tabulation: Combined “A lot higher/A little higher” percentage on operating tax levy and services perception, by high school drawing area, gender, and student status. Note: “n” equals the number of respondents in each group.

Combined “A lot higher/A little higher” percentage	Overall score	Park Hill (n=200)	Park Hill South (n=200)	Female (n=211)	Male (n=189)	Student, current (n=121)	Student, past (n=148)	Student, future (n=63)	Student, never (n=68)
Operating levy vs. neighboring districts	<b>50%</b>	49%	52%	50%	50%	49%	52%	38%	59%
Services provided vs. neighboring districts	<b>44%</b>	41%	48%	49%	39%	39%	40%	57%	50%

### Finding: Sources consulted for school district news

Four of 18 potential news sources were consulted on a greater than average basis (meaning a score higher than 2.50) for school district information. Five of the 18 increased their frequency by more than 10% from the previous year, while two – Local television news and *The Platte County Citizen* newspaper – had more than a 10% drop.

Interest in the news of the Park Hill School District bounced back from a more modest 2019.

Using a four-point weighted scale applied to choices of “Frequently,” “Sometimes,” “Rarely” and “Never” saw four sources score above the midpoint of 2.50, meaning they were more actively consulted than average. Those sources were:

- Friends and neighbors – 3.49
- *The Park Hill Connection* newsletter – 3.08
- Other district employees – 2.61
- The Park Hill School Board, either in person or when a member of the Board is quoted in the media – 2.56

The interest in the school district’s news and the view that it is best coming from the district itself seems to be affirmed by the fact that 10 of the top 12 sources were district-sponsored or affiliated.

An additional cross-tabulation shows the expected high number of sources consulted by current district parents – (13 out of 18 above 2.50) and a very instructive result – only two (Friends and neighbors, and *The Park Hill Connection* newsletter) for non-current parents. This would seem to reinforce how important the newsletter is in reaching the community-at-large and keeping them informed.

Finally, I'm wondering who you turn to for information about the Park Hill School District. For each of the people or the organizations I mention, please tell me whether you look to it frequently, sometimes, rarely, or never for information about the Park Hill School District. Questions 32 through 49 were rotated.

**32. The Platte County Citizen newspaper**

<b>Response</b>	<b>Percentage</b>
Frequently	2%
Sometimes	13%
Rarely	15%
Never	70%

**33. The Kansas City Star newspaper**

<b>Response</b>	<b>Percentage</b>
Frequently	7%
Sometimes	24%
Rarely	12%
Never	57%

**34. The Landmark**

<b>Response</b>	<b>Percentage</b>
Frequently	<1%
Sometimes	12%
Rarely	6%
Never	82%

**35. Local television news**

<b>Response</b>	<b>Percentage</b>
Frequently	18%
Sometimes	31%
Rarely	27%
Never	25%

**36. Park Hill School Board members, either in person, or when they are quoted in the news media**

<b>Response</b>	<b>Percentage</b>
Frequently	22%
Sometimes	34%
Rarely	25%
Never	21%

**37. Park Hill School District administration, either in person or when members of administration are quoted in the news media**

<b>Response</b>	<b>Percentage</b>
Frequently	23%
Sometimes	29%
Rarely	15%
Never	33%

**38. School principals**

<b>Response</b>	<b>Percentage</b>
Frequently	31%
Sometimes	15%
Rarely	7%
Never	47%

**39. Teachers**

<b>Response</b>	<b>Percentage</b>
Frequently	33%
Sometimes	22%
Rarely	2%
Never	44%

**40. Other district employees**

<b>Response</b>	<b>Percentage</b>
Frequently	37%
Sometimes	21%
Rarely	8%
Never	34%

**41. Parent Teacher Association (also known as PTA)**

<b>Response</b>	<b>Percentage</b>
Frequently	12%
Sometimes	14%
Rarely	1%
Never	73%

**42. Friends and neighbors**

<b>Response</b>	<b>Percentage</b>
Frequently	61%
Sometimes	30%
Rarely	8%
Never	2%

**43. *First Hand* email newsletter**

<b>Response</b>	<b>Percentage</b>
Frequently	34%
Sometimes	7%
Rarely	1%
Never	58%

**44. The Park Hill Connection newsletter**

<b>Response</b>	<b>Percentage</b>
Frequently	56%
Sometimes	18%
Rarely	5%
Never	22%

**45. Individual school newsletters**

<b>Response</b>	<b>Percentage</b>
Frequently	32%
Sometimes	6%
Rarely	3%
Never	59%

**46. Park Hill School District website**

<b>Response</b>	<b>Percentage</b>
Frequently	28%
Sometimes	12%
Rarely	14%
Never	46%

**47. The Park Hill School District Facebook page**

<b>Response</b>	<b>Percentage</b>
Frequently	21%
Sometimes	9%
Rarely	3%
Never	67%

**48. Park Hill's Twitter feed**

<b>Response</b>	<b>Percentage</b>
Frequently	15%
Sometimes	10%
Rarely	2%
Never	74%

**49. Videos from the school district on television or online**

<b>Response</b>	<b>Percentage</b>
Frequently	5%
Sometimes	13%
Rarely	4%
Never	78%



Cross-tabulation: 4-point scale rating for information sources for 2010-2020. News sources shown in bold declined by more than 10% from 2019, while those that are underlined increased by more than 10% over the same time period.

News source	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
<u>Friends and neighbors</u>	<b>3.49</b>	3.14	3.16	3.21	3.10	2.90	2.99	3.00	3.00	2.89	3.13
<u>The Park Hill Connection newsletter</u>	<b>3.08</b>	2.38	2.77	2.98	2.71	2.59	2.49	3.03	2.97	2.58	2.96
<u>Other district employees</u>	<b>2.61</b>	2.07	2.36	2.30	2.10	1.93	1.75	1.88	1.66	1.69	1.80
Park Hill School Board	<b>2.56</b>	2.35	2.64	2.49	2.54	2.27	2.26	2.00	1.89	2.05	1.70
Teachers	<b>2.44</b>	2.21	2.36	2.57	2.43	2.18	2.22	2.05	2.04	2.00	2.04
Park Hill administration	<b>2.41</b>	2.38	2.45	2.42	2.41	2.16	2.34	2.05	1.80	1.93	2.02
<b>Local television news</b>	<b>2.40</b>	2.74	2.56	2.70	2.79	2.30	2.89	2.19	2.32	2.26	2.08
<u>School principals</u>	<b>2.30</b>	2.03	2.13	2.19	2.18	2.05	2.00	1.84	2.00	1.80	1.77
Park Hill School District website	<b>2.21</b>	2.20	2.39	2.25	2.12	2.04	2.12	1.93	1.97	2.05	1.99
<u>First Hand email newsletter</u>	<b>2.17</b>	2.08	2.39	2.35	2.30	2.09	2.08	1.78	1.75	1.91	2.08
<u>Individual school newsletters</u>	<b>2.12</b>	1.92	2.19	2.02	2.08	1.92	1.91	1.66	1.66	1.84	2.06
<u>Park Hill Facebook page</u>	<b>1.84</b>	1.94	1.85	1.79	1.68	1.61	1.61	1.63	1.46	1.48	1.36
<u>The Kansas City Star</u>	<b>1.80</b>	1.98	2.00	1.86	2.03	2.15	2.45	2.29	2.39	2.56	2.39
<u>Park Hill's Twitter feed</u>	<b>1.66</b>	1.63	1.63	1.49	1.35	1.29	1.37	1.36	1.30	1.20	1.10
Parent Teacher Association	<b>1.65</b>	1.69	1.50	1.56	1.64	1.57	1.64	1.48	1.46	1.59	1.57
<b>The Platte County Citizen newspaper</b>	<b>1.48</b>	1.67	1.77	1.66	1.52	1.64	1.64	1.86	1.74	1.97	1.93
Videos from the school district on television or online	<b>1.45</b>	1.35	1.51	1.47	1.53	1.43	1.68	1.80	1.71	n/a	n/a
<u>The Landmark</u>	<b>1.30</b>	1.32	1.38	1.24	1.30	1.36	1.40	1.29	1.32	1.31	1.28

Number of sources above the mid-point (2.50)	4	2	4	4	4	2	2	2	2	3	2
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Cross-tabulation: 4-point scale rating for information sources for 2020 for current district parents and non-current district parents (either past parents or “never” parents). Note: “n” is the number of respondents in each group.

News source	2020 rating	Current parents (n=121)	Non-current parents (n=279)
Friends and neighbors	3.49	3.74	3.37
<i>The Park Hill Connection</i> newsletter	3.08	3.74	2.80
Other district employees	2.61	3.79	2.09
Park Hill School Board	2.56	2.97	2.38
Teachers	2.44	3.74	1.88
Park Hill administration	2.41	2.88	2.21
Local television news	2.40	2.48	2.37
School principals	2.30	3.57	1.75
Park Hill School District website	2.21	3.55	1.63
<i>First Hand</i> email newsletter	2.17	3.43	1.62
<i>Individual school newsletters</i>	2.12	3.93	1.33
<i>Park Hill Facebook page</i>	1.84	3.00	1.34
<i>The Kansas City Star</i>	1.80	1.79	1.81
<i>Park Hill's Twitter feed</i>	1.66	2.76	1.23
Parent Teacher Association	1.65	2.74	1.18
<i>The Platte County Citizen</i> newspaper	1.48	1.49	1.47
Videos from the school district on television or online	1.45	1.54	1.41
<i>The Landmark</i>	1.30	1.31	1.30

## Finding: Demographics, willingness to recommend the district, and goals for the district five years from now

In addition to the typical demographic questions, respondents were asked to say whether or not they would recommend the district to people who were just moving in. A total of 94% said they would be “Very likely” to “Somewhat likely” to do so. They were not very visionary, however, in terms of their goals for the district five years from now.

The survey closed by asking respondents to answer questions dealing with their age, student status, length of time, and gender. (Location of residence had been asked at the beginning of the survey, because it was a quota question.) This information was used for the cross-tabulations shown throughout this report.

In addition, participants were asked to identify their likelihood of recommending the district to someone who was new to the area and asked about the schools.

These results continued to be strong, as 94% said they would be “Very likely” or “Somewhat likely” to recommend the Park Hill School District. Of that 94%, 81% was in the “Very likely” category, reinforcing the overall satisfaction with the district among typical patrons.

The range of results for this question over the last three years – which is how long it has been a part of the survey – is 91% to 95% – meaning, from a statistical perspective, they are identical.

A new question this year asked participants what they expected the Park Hill School District to look like in five years, in terms of “its academic focus, its facilities and its place in the community.”

The answers to this question seem to reinforce the results on the “Would you recommend?” question, on the grading questions, and on the difficulty respondents had in coming up with an “area needing improvement.”

Specifically, the most popular answers from this open-ended question were:

- Same district as it is today/little change – 73 mentions
- Continue to have strong academics – 62 mentions
- Don’t know/not sure – 54 mentions
- Good reputation continues – 50 mentions

In other words, respondents primarily expected the district to remain as it is today, five years down the road.

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

50. How long have you, yourself, lived within the boundaries of the Park Hill School District? Is it...? Choices were read to respondents.

Response	Percentage
Less than 2 years	8%
2 years to 5 years	7%
More than 5 years to 10 years	12%
More than 10 years to 15 years	19%
More than 15 years	45%
I've lived here all my life	11%

51. In what age group are you? Is it...? Choices were read to respondents.

Response	Percentage
18 to 24	2%
25 to 34	14%
35 to 44	20%
45 to 54	24%
55 to 64	22%
65 or older	16%
Refused (not read)	3%

52. Which of the following describes your involvement with the Park Hill School District? I have at least one child or grandchild living in my home who.... Choices were read to respondents. Numbers and percentages are displayed below.

Response	Number (Percentage)
Attended a Park Hill district school in the past, but no longer does (meaning, for example, everyone has graduated)	148 (37%)
Attends school in the Park Hill School District	121 (30%)
I have never had a child or grandchild living in my home who attended school in the district, and I don't anticipate having one in the future	68 (17%)
Will be attending a Park Hill district school in the future	63 (16%)

53. And finally, if you were approached by someone who was new to the area who was asking about the schools, how likely would you be to recommend the Park Hill School District? Would you say...? Choices, except where indicated, were read to respondents.

Response	2020	2019	2018
Very likely	81%	86%	67%
Somewhat likely	13%	5%	29%
Not very likely	1%	1%	1%
Not at all likely	1%	1%	<1%
Don't know (not read)	5%	9%	3%

54. Five years from now, what do you expect the Park Hill School District to look like, in terms of its academic focus, its facilities, and its place in the community? Responses were coded, based on common words, phrases, and ideas. Numbers, rather than percentages, are displayed below.

Response	Number
Same district as it is today/little change	73
Continue to have strong academics	62
Don't know/not sure	54
Good reputation continues	50
Will continue to grow	34
Upgraded/newer facilities	33
Other	30
More diversity	27
Safe schools	21
Strong sports programs	16

55. And, finally, are you...?

Response	Percentage
Female	53%
Male	47%
Prefer not to say	0%