

CRITICAL DATA / FLO ANALYTICS

Market Study Summary & Overall Insights for Corvallis School District

September – October 2019



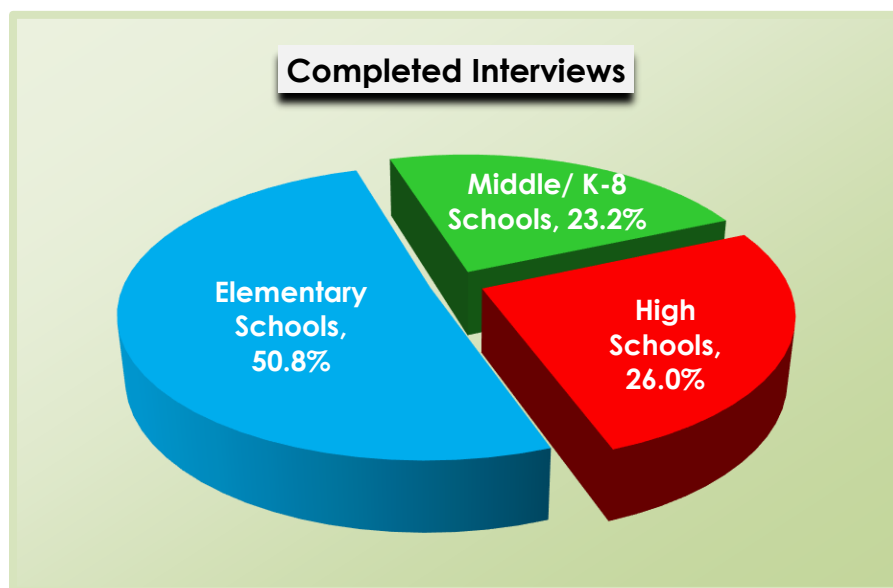
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Summary & Overall Insights

Parent / Guardian Interviews

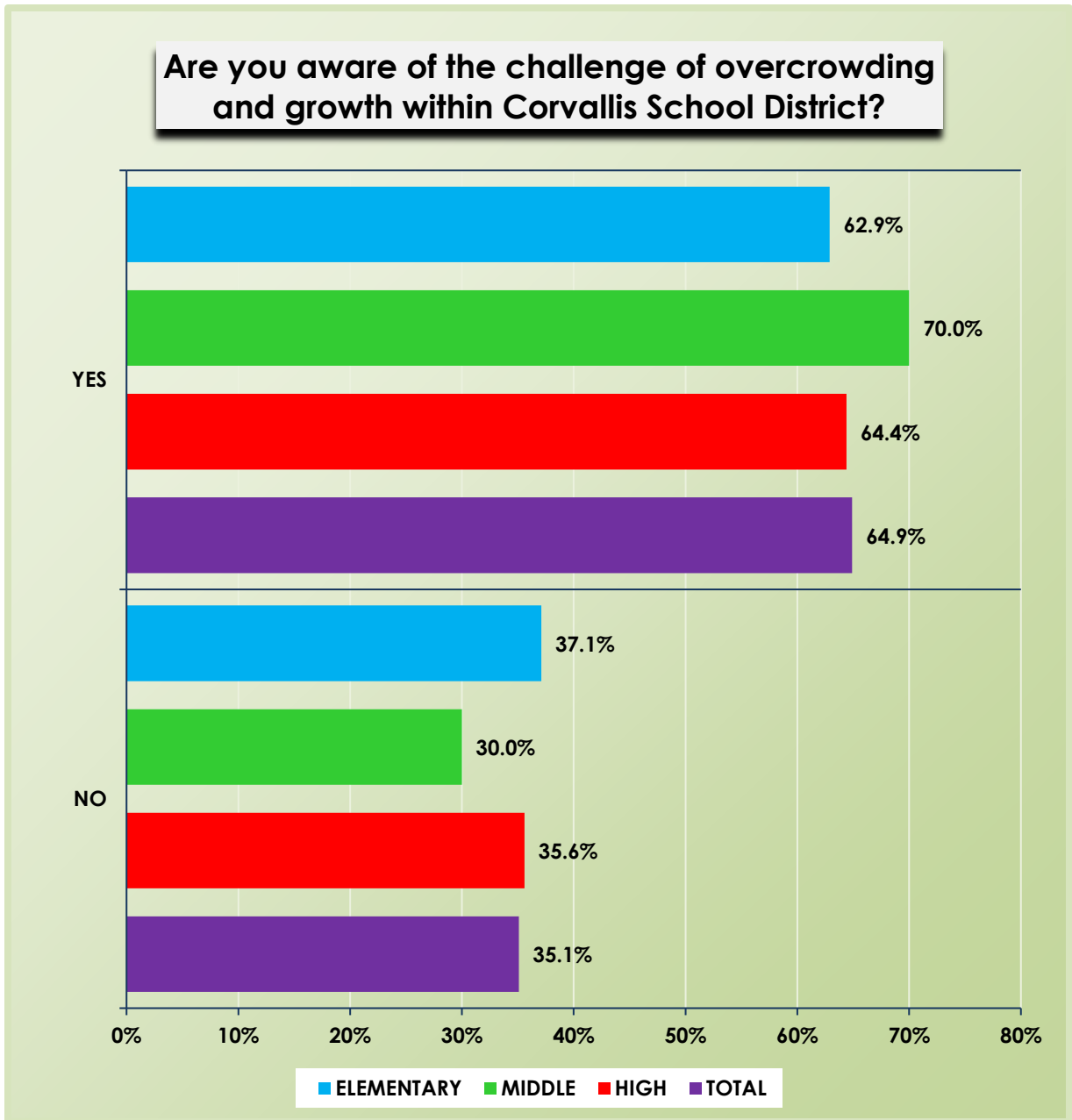
- Critical Data completed one-on-one executive style telephone interviews with **388** parents and guardians who have children in and reside within the Corvallis School District. Of those interviews, **101** were completed with parents and guardians of high school students, **90** were completed with parents and guardians of middle/K-8 school students, and **197** were conducted with parents and guardians of elementary school students. The interviews were broken out as follows:

CATEGORIES	SCHOOL	COMPLETED INTERVIEWS	PERCENTAGES
ELEMENTARY SCHOOLS	Adams	35	9.0%
	Garfield	25	6.4%
	Hoover	25	6.4%
	Jefferson	35	9.0%
	Lincoln	25	6.4%
	Mountain View	27	7.0%
	Wilson	25	6.4%
MIDDLE / K-8 SCHOOLS	Cheldelin	35	9.0%
	Franklin	20	5.2%
	Linus Pauling	35	9.0%
HIGH SCHOOLS	Corvallis	50	12.9%
	Crescent Valley	51	13.1%
TOTAL		388	100%



(Parent/Guardian Interviews continued)

- 100% of the 388 respondents confirmed that they have children attending schools in the Corvallis School District.
- 64.9% of all study respondents – 62.9% of elementary school parents and guardians, 70.0% of middle school parents and guardians, and 64.4% of high school parents and guardians – are aware of challenges with overcrowding and growth within the Corvallis School District, and that due to the challenge of overcrowding and growth the district will add capacity at some schools and will change some school boundaries.



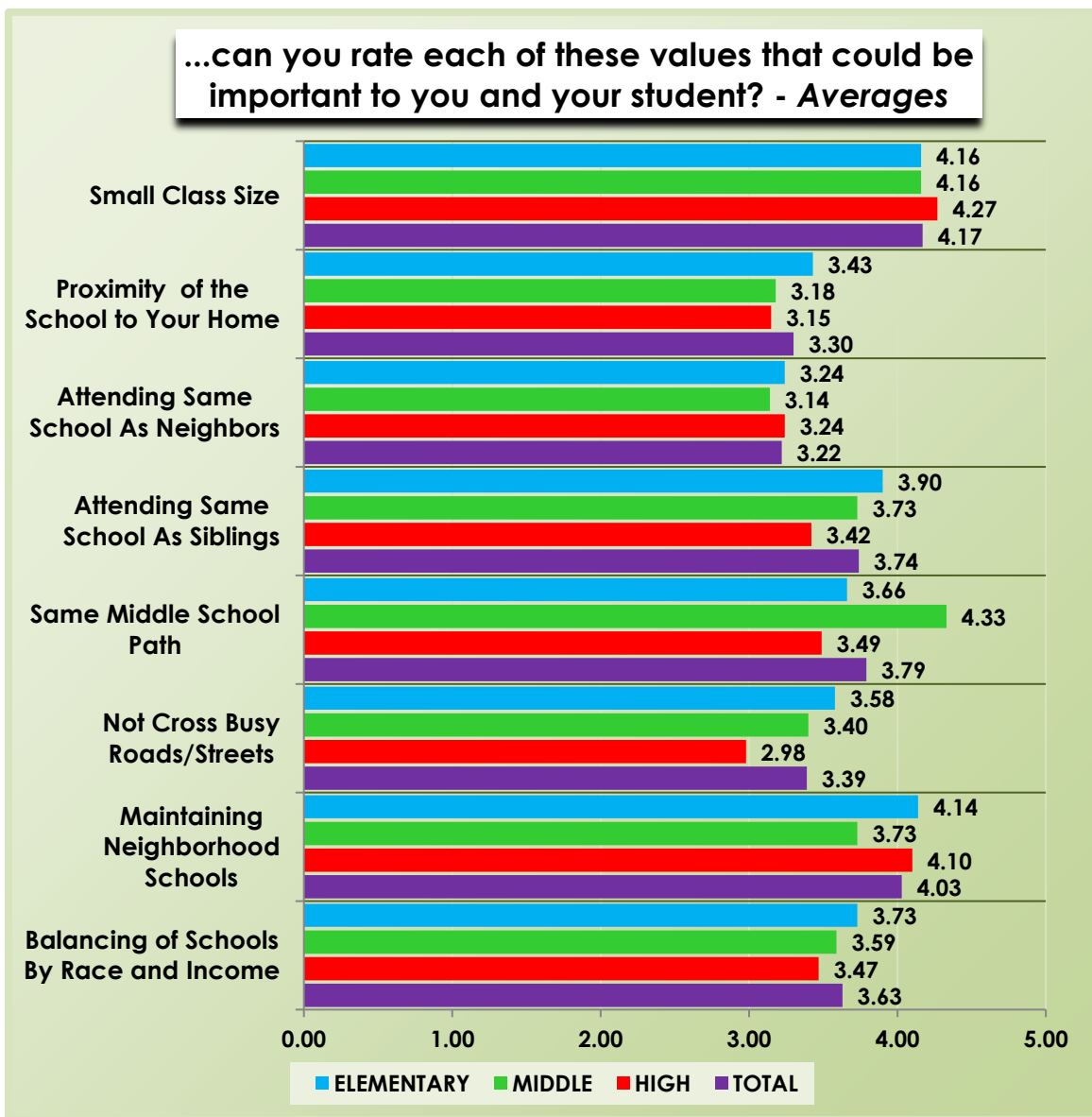
(Parent/Guardian Interviews continued)

- Parents and guardians were provided a list of eight attributes and asked to rank each in their overall importance to them regarding their student's school. Those rated as most important were:

- Small class size 4.17
- Creating and maintaining neighborhood schools 4.03

- Of the eight factors rated, the least important factors to parents and guardians were:

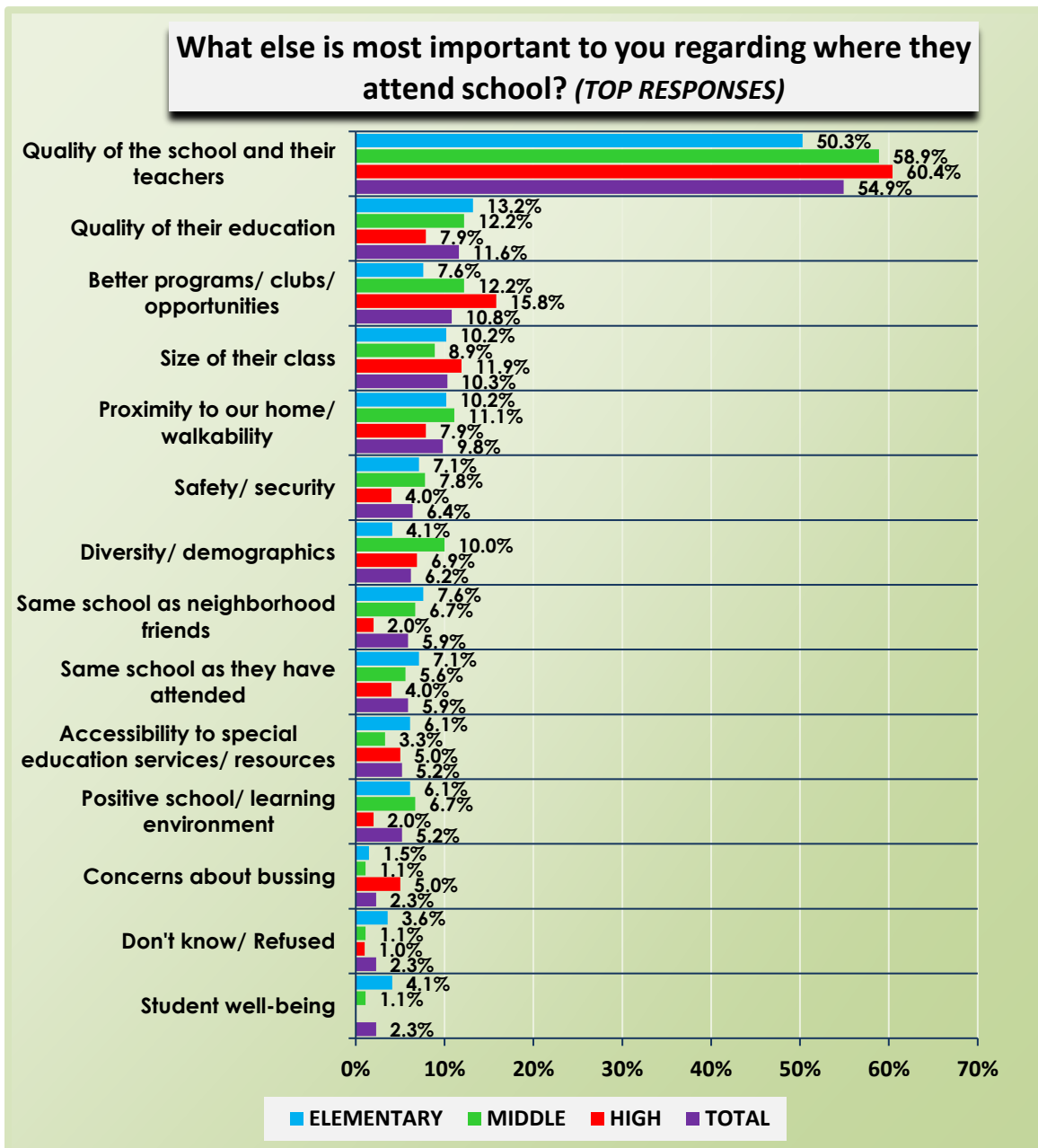
- Attending the same school as neighbors 3.22
- Proximity of the school to my home 3.30
- Not crossing busy roads/Streets 3.39



(Parent/Guardian Interviews continued)

- Assuming that they could be assured that their child is safe, parents and guardians were asked to identify the next most important factor regarding where their child attended school. This was asked as an open-ended question without a list of pre-chosen provided responses. The top responses are:

- The quality of the school and their teachers **54.9%**
- The overall quality of the education their child receives 11.6%
- Better programs/clubs/opportunities 10.8%
- Size of their class 10.3%
- Proximity/walkability of the school to home 9.8%



(Parent/Guardian Interviews continued)

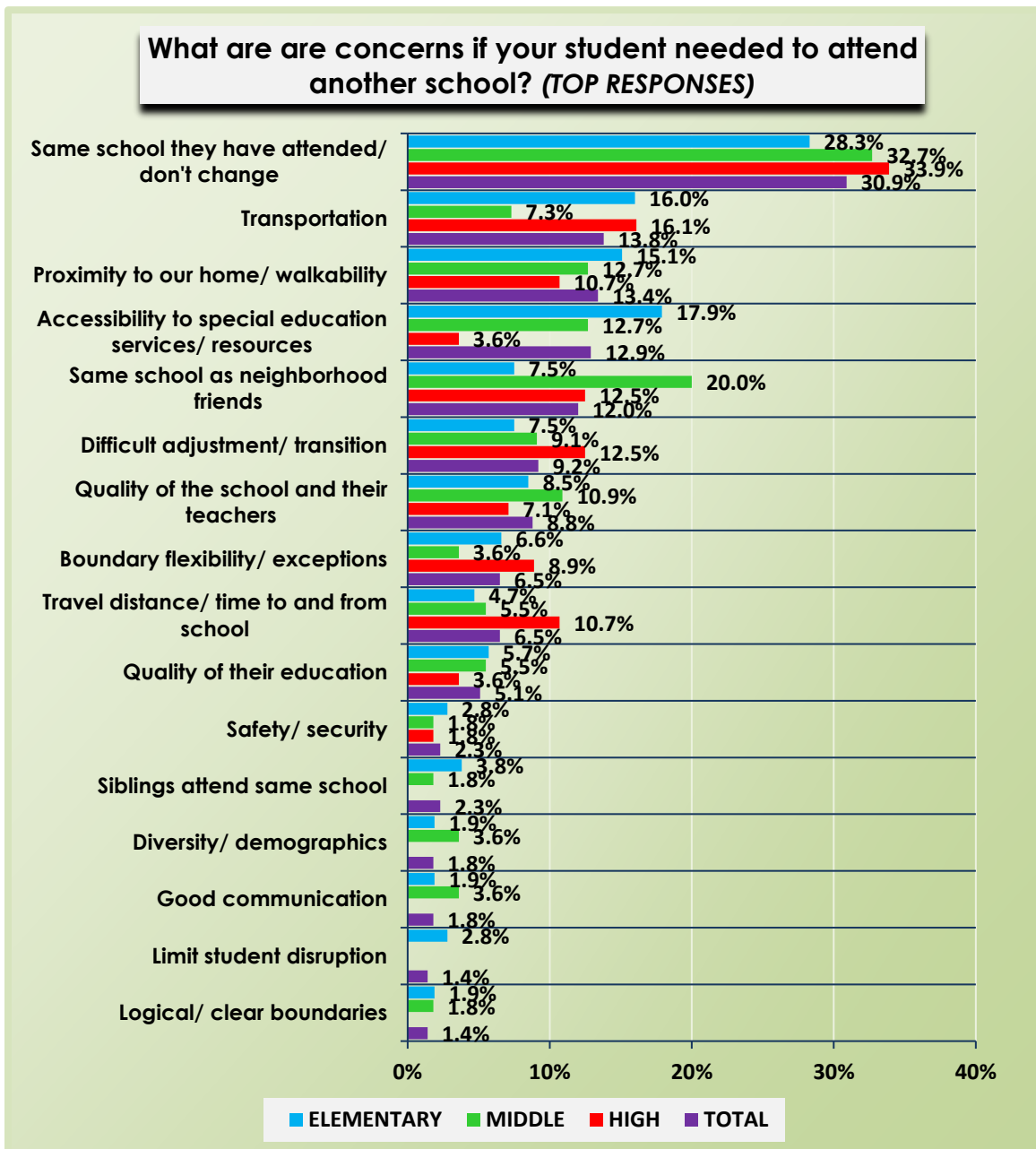
RESPONSE	ELEM SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	TOTAL
Quality of the school and their teachers	50.3%	58.9%	60.4%	54.9%
Quality of their education	13.2%	12.2%	7.9%	11.6%
Better programs/ clubs/ opportunities	7.6%	12.2%	15.8%	10.8%
Size of their class	10.2%	8.9%	11.9%	10.3%
Proximity to our home/ walkability	10.2%	11.1%	7.9%	9.8%
Safety/ security	7.1%	7.8%	4.0%	6.4%
Diversity/ demographics	4.1%	10.0%	6.9%	6.2%
Go to the same school as their nearby neighborhood friends	7.6%	6.7%	2.0%	5.9%
Same school as they have attended. I do not want them to change	7.1%	5.6%	4.0%	5.9%
Accessibility to special education services/ resources	6.1%	3.3%	5.0%	5.2%
Positive school/ learning environment	6.1%	6.7%	2.0%	5.2%
Concerned about bussing/ do not want my child to be bussed	1.5%	1.1%	5.0%	2.3%
Don't know/ Refused	3.6%	1.1%	1.0%	2.3%
Student well-being	4.1%	1.1%	0.0%	2.3%
Equal opportunities at all the schools	0.5%	0.0%	5.0%	1.5%
Good communication	2.0%	0.0%	1.0%	1.3%
Middle/ high school path	1.0%	1.1%	1.0%	1.0%
Parent/ guardian input	1.0%	2.2%	0.0%	1.0%
Population of the school	1.0%	1.1%	1.0%	1.0%
Quality of food/ food options/ time to eat	1.5%	0.0%	1.0%	1.0%
Limit overcrowding/ overflow	1.0%	0.0%	0.0%	0.5%
Limit student disruption	0.0%	0.0%	2.0%	0.5%
Political / religious issues	0.5%	0.0%	1.0%	0.5%
Location of the school	0.5%	0.0%	0.0%	0.3%
Siblings attend same school	0.5%	0.0%	0.0%	0.3%
Traffic/ parking issues	0.5%	0.0%	0.0%	0.3%

*388 responded to this question: 197-Elementary, 90-Middle School, and 101-High School
Question allowed for more than one response
Percentages based on number of respondents

(Parent/Guardian Interviews continued)

- Parents and guardians were asked if they had other concerns in the event that their child would need to attend another school. More than half – 55.9% of the respondents - replied that they did have other concerns. While a number of concerns were mentioned, the top five concerns mentioned are:

- "I do not want them to change schools" **30.9%**
- Transportation 13.8%
- Proximity/walkability of the school to home 13.4%
- Access to special/additional education services and resources 12.9%
- Go to the same school as neighborhood friends 12.0%



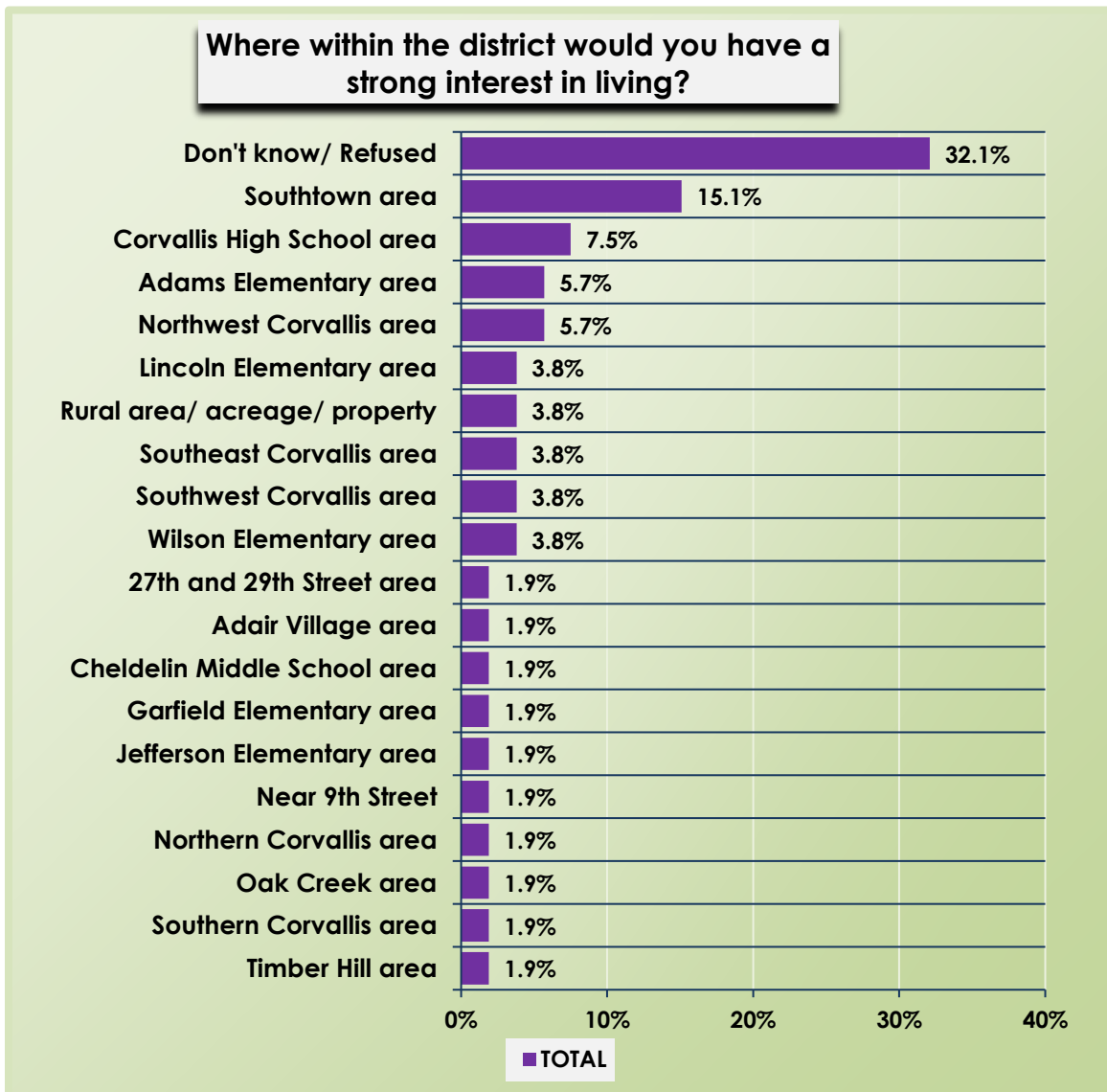
(Parent/Guardian Interviews continued)

RESPONSE	ELEM SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	TOTAL
Same school as they have attended. I do not want them to change	28.3%	32.7%	33.9%	30.9%
Transportation	16.0%	7.3%	16.1%	13.8%
Proximity to our home/ walkability	15.1%	12.7%	10.7%	13.4%
Accessibility to special education services/ resources	17.9%	12.7%	3.6%	12.9%
Go to the same school as their nearby neighborhood friends	7.5%	20.0%	12.5%	12.0%
Difficult adjustment/ transition	7.5%	9.1%	12.5%	9.2%
Quality of the school and their teachers	8.5%	10.9%	7.1%	8.8%
Boundary flexibility/ exceptions	6.6%	3.6%	8.9%	6.5%
Travel distance/ time to and from school	4.7%	5.5%	10.7%	6.5%
Quality of their education	5.7%	5.5%	3.6%	5.1%
Safety/ security	2.8%	1.8%	1.8%	2.3%
Siblings attend same school	3.8%	1.8%	0.0%	2.3%
Diversity/ demographics	1.9%	3.6%	0.0%	1.8%
Good communication	1.9%	3.6%	0.0%	1.8%
Limit student disruption	2.8%	0.0%	0.0%	1.4%
Logical/ clear boundaries	1.9%	1.8%	0.0%	1.4%
Afterschool programs/ clubs/ opportunities / sports	0.0%	3.6%	0.0%	0.9%
Parent/ guardian input	0.0%	1.8%	1.8%	0.9%
Class size	0.0%	1.8%	0.0%	0.5%
Creating and maintaining neighborhood schools	0.9%	0.0%	0.0%	0.5%
Equal opportunities at all the schools	0.0%	1.8%	0.0%	0.5%
Financial/ budget responsibility	0.0%	1.8%	0.0%	0.5%
Limit overcrowding/ overflow	0.9%	0.0%	0.0%	0.5%
Location of the school	0.9%	0.0%	0.0%	0.5%
Middle/ high school path	0.9%	0.0%	0.0%	0.5%

*217 responded to this question: 106-Elementary School, 55-Middle School, and 56-High School
 Question allowed for more than one response
 Percentages based on number of respondents

(Parent/Guardian Interviews continued)

- Nearly three out of four parents and guardians (72.4%) in this study, have no plans to move to another home within the upcoming three or four years.
- Of those 21% who do not plan to remain in their current home, 65.4% still plan to remain and reside within the Corvallis School District. (75% of middle school, and 70.7% of elementary parents/guardians plan to remain within the Corvallis School District for at least the upcoming three to four years.)
- When those respondents who plan to move but remain within the district were asked where within the district they would like or plan to live, the Southtown area was the most named area.

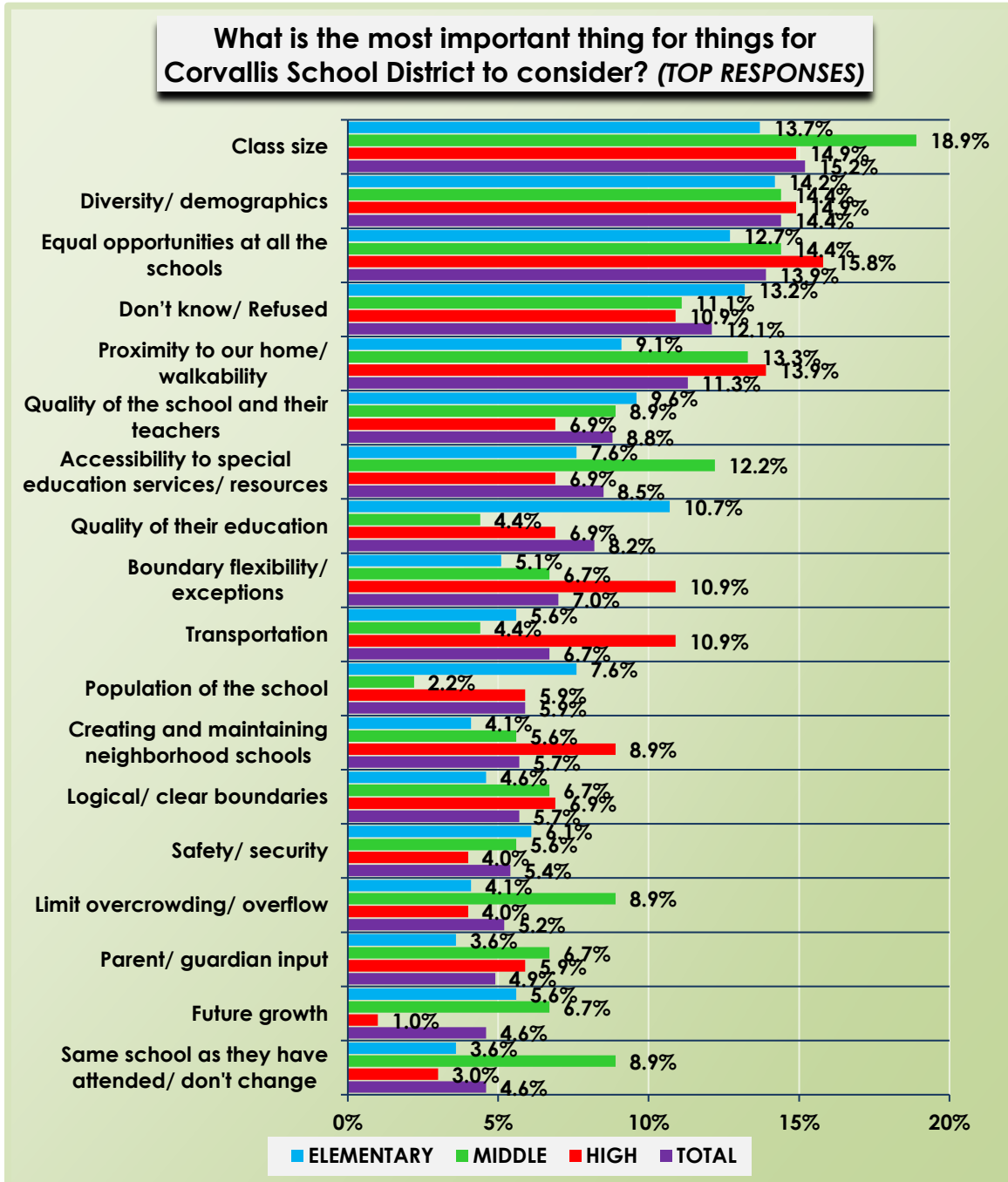


*53 responded to this question: 41-Elementary School, 6-Middle School, and 6-High School
 Question allowed for more than one response
 Percentages based on number of respondents

(Parent/Guardian Interviews continued)

- Parents and guardians were asked what the most important thing for Corvallis School District to consider when embarking upon and implementing this boundary revision process. While a number of responses were offered, the most important were:

- Smaller class size 15.2%
- Diversity/demographics 14.4%
- Equal educational and opportunities at all schools 13.9%
- Proximity to our home/walkability to school 11.3%



In Summary

- Just 64.9% parents and guardians who participated in this study are aware of the challenges with imbalanced student enrollment and the district's plans to change school boundaries. In other words, one third of the parents and guardians within the district have little or no awareness of these issues and the upcoming process. It is, at the onset of this process, critically important to implement communications via a variety of online, social, and other medias with the overall goal of boosting awareness levels to at least 80%. Awareness of the issues confronting the district goes hand in hand with the successful implementation of the overall boundary review and revision process.
- Parents and guardians of elementary, middle, and high school students identified similar concerns and values. The top-rated factors important regarding a student's school are:
 - Small class size 4.17
 - Creating and maintaining neighborhood schools 4.03

It is worth noting that middle school parents/guardians place a very high importance on 'same middle school path,' rated a 4.33, which is the single highest rated factor of all.

- After safety, the quality of the school and their teachers is critically important to parents and guardians, chosen by 5 times over the second factor – quality of their education. (54.9% and 11.6%)
- Parents and guardians mention the word 'quality' when asked what factor other than the safety of their child matters most:
 - Quality of the school
 - Quality of their student's teachers
 - Quality of the overall education of their child

These 'quality' factors were volunteered by parents/guardians as most important regarding where their child attends school. The word 'quality' will be a key word to use as you plan, develop, and implement the boundary review and revision process. We feel that it is important that all committee volunteers keep this word as a foundational element throughout this process, both during the planning process as well as the communication process with parents, guardians, and community.

- Comparing the findings from this study with those in peer communities it is worth noting that a high percentage of parents/guardians actively voiced that they desire their child/children to remain in their same school and not change schools. The awareness of this finding can help as the district creates, communicates, and implements the changes to come.

(In Summary continued)

- 72.4% of elementary, middle and high school parents and guardians plan to reside in their current home for at least the upcoming three to four years.

Of the respondents who plan to move from their current home, 65.4% plan to remain within the Corvallis School District, and this includes 75% of middle school and 70.7% of elementary school parents/guardians. Thus, these elementary and middle school parents and guardians will be the high school parents/guardians of the district in a few years, and any concerns regarding the higher-grade levels for their student/s will concern and affect them.

- When asked the most important thing for Corvallis School District to consider regarding boundary adjustment parents and guardians feel the following issues are *most* important:

- Smaller class sizes 15.2%
- Diversity within the schools 14.4%
- Equal opportunities at all of the schools 13.9%
- Proximity to home/walkability to school 11.3%

- Parents and guardians surveyed were very responsive and actively involved in the conversation.

It is worth noting that the respondents stressed diversity within the schools and equal opportunities within the schools as high priorities and areas they want the district to consider as they implement this overall process. These two areas seldom merit such levels of importance in similar peer community boundary surveys.

Parents and guardians overall seem satisfied that the district is doing a good job. Those interviewed seem genuinely concerned regarding the issues they voiced and are actively engaged in their student's school lives.

“This is a difficult and a challenging process, no doubt about that. There are lots of factors that must be weighed totally without bias. Transportation issues, diversity, equitable distribution of recourses, how to help to each school to develop the programs that they need. I just urge each member involved in this process to see each issue from the eyes of an individual student – not a classroom or a number of students. Each student is depending on you!”

-Corvallis High School Parent/Guardian