NOTICE OF MEETING
SCHOOL DISTRICT NO. 17

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on

THE DAILY RECORD OF OMAHA

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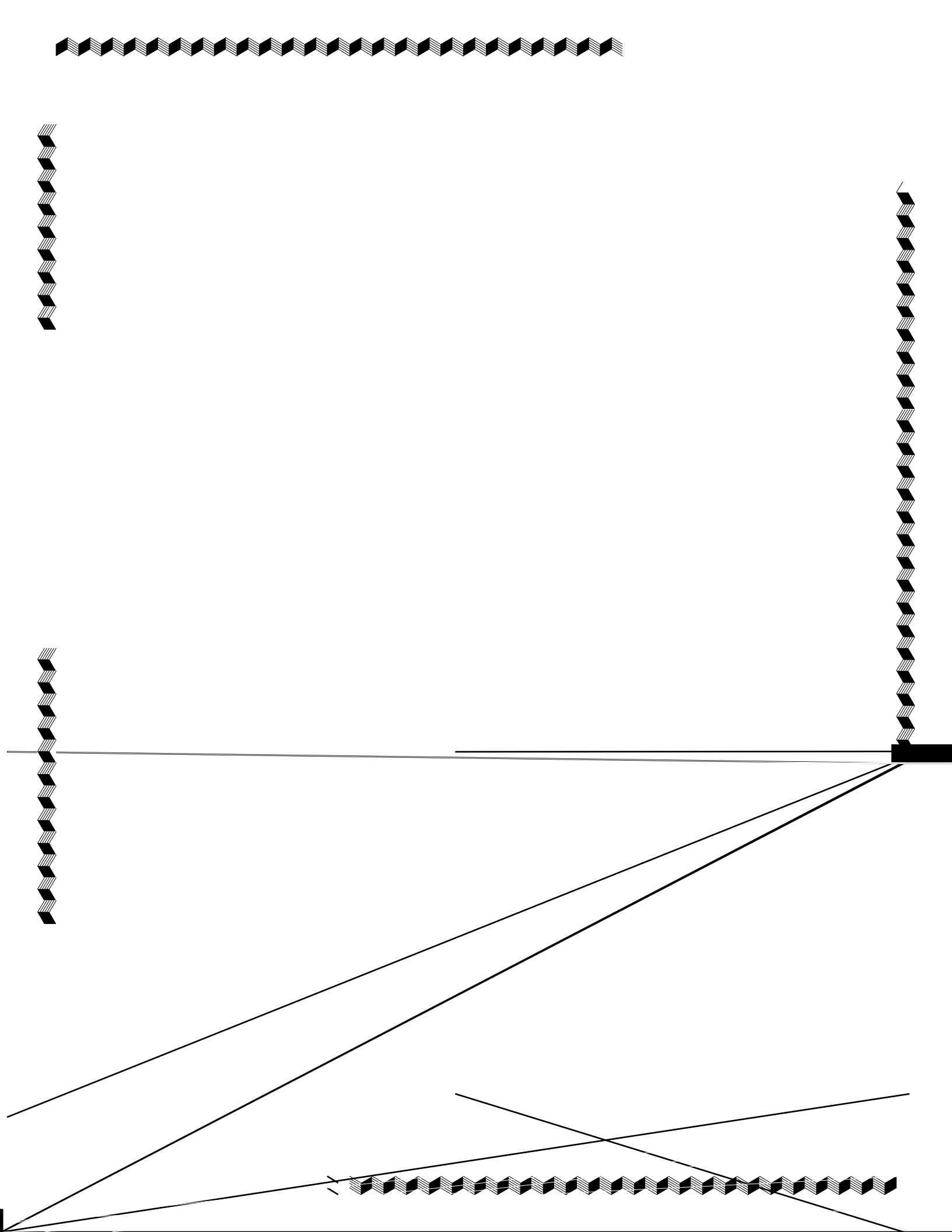

Committee Meeting Minutes
February 27, 2012

The members of the Board of Education met as a committee of the whole on Monday, February 27, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics included a demonstration for identification of bus students, and the post bond issue survey.

Present: Linda Poole, Dave Anderson, Mike Pate, Patrick Ricketts, and Mike Kennedy

AGENDA SUMMARY SHEET

AGENDA ITEM: Bus Student Identification Demonstration

MEETING DATE: February 27, 2012

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Bus Student Identification Demonstration

ACTION DESIRED: Approval ___ Discussion___ Information Only _x__ .

BACKGROUND:

9375 Burt Street, Suite 100
Omaha, NE 68114
(402) 391-

In preparing a summary of research findings, an attempt was made to present the information deemed most important and to discuss the data in such a way that will be meaningful and understandable to the reader. Since summaries by their very nature are not comprehensive, it cannot be expected that all findings of potential value will be thoroughly discussed or presented in this report. Therefore, the reader should consider not only this document, but also the comprehensive Tabular Results, provided under separate cover, for a more thorough review of these findings.

For this report, Wiese Research Associates, Inc. (WRA) has relied upon its professional research experience

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STUDY METHODOLOGY

PURPOSE OF THE RESEARCH

- Millard Public Schools commissioned Wiese Research Associates, Inc. (WRA) to conduct a study that would explore the reasons that contributed to the recently proposed school [illegible] to pass. While exploring these reasons was the primary objective of the study, an overall secondary objective was to obtain both actionable and useful information to assist Millard Public Schools in any potential future bond endeavors. Understanding the perceptions of residents who actually voted on the bond issue in terms of the purposes of the bond itself, the yearly tax amount for homeowners, the amount and clarity of information provided to residents by the school district, along with determining the sources of information utilized by residents to help form their opinions and the actual reasons residents had for voting the way they did, should aid Millard Public Schools in future decisions.

SAMPLING DESIGN

- With any research project, it is critically important to accurately define and understand the population to be studied. The population is the group from which all sampling takes place and to which the

- Households for contact were selected on a random basis from the derived sample lists (i.e., database and Telematch sources). Millard School District residency was confirmed at the beginning of the survey along with registered voter status. Additional screening was employed to ensure that the respondent in the household completed the ballot for the recent school bond election and mailed it or handed it back in by the deadline. Finally, respondents were required to indicate whether they voted ³ I R ou ´ ³ D J D L tQ e V rw é nt proposed bond in order to be interviewed for this study. This was necessary in order to determine the specific questions to ask of respondents based on the objectives as well as to obtain a sample that was proportionately representative of the actual outcome of the vote.

ACCURACY OF RESULTS

- The accuracy of research results when random sampling is utilized is a function of both the sample size as well as the obtained results for any given question. The chart below depicts the error

INTERVIEWING DATES

- Data collection for this study took place from December 13 to December 19, 2011 which was approximately one month after the bond vote. The average interview length was approximately 10 minutes on the phone and a copy of the survey

KEY FINDINGS

- When results are examined between those who supported the bond versus those who opposed the bond, statistically significant differences exist. On a primary (first mention) purpose basis, the artificial turf was mentioned significantly more often

- The only other meaningful differences, which would be expected in these results, is that those who currently have a child enrolled in Millard Public Schools more often relied upon district/school newsletter/publications and the district website/email versus those without a child at

THE ARTIFICIAL TURF AND ECONOMIC FACTORS CONTRIBUTED MOST OFTEN TO VOTERS OPPOSING THE BOND «
[Reference : Table 5 And Table 5

THE AMOUNT OF THE BOND BEING TOO HIGH AND ECONOMIC FACTORS WERE REINFORCED AS KEY REASONS FOR OPPOSING THE BOND WHEN QUESTIONED ON AN AIDED BASIS «

[Reference : Figure 5 And Table 6]

- After obtaining reasons for supporting or opposing the bond on an unaided basis, those respondents who voted [illegible] were asked about the degree to which some specific reasons may have impacted their vote. The results in Figure 5 reinforce the unaide

AN EVALUATION OF MILLARD PUBLIC SCHOOLS IN

- Those respondents who did not rate the district as excellent in terms of clearly explaining the bond were subsequently asked what information abouhat

LOWER THE BOND AMOUNT AND DO NOT INCLUDE THE

total sample. In looking at these results among those who supported the bond, as mentioned, 31% volunteered to get more information out/better explanation/promote and this was the most frequently mentioned suggestion among these voters. Take the astro turf out and try again/will vote for it follow, each being mentioned by 10%. Interestingly, those who supported the bond significantly more often volunteered that the vote should not have been mailed/should vote at ballot box when compared to those who opposed the bond.

- When considering those who opposed the bond, the most frequently mentioned final suggestion or comment included lower the bond amount/make smaller increments (12%), bad timing/poor economy (12%), and understand a ³ Z D Q Ydersús a ³ Q H H(12%). Overall, suggestions volunteered by those opposing the bond frequently centered around spending only on necessities or staying within the current budget. In fact, understanding a ³ Z D Q Ydersús a ³ Q H H–spend on education, and spend what they have wisely were mentioned significantly more often among those who voted against the bond versus those who were in support of the bond.
- The only significant difference in results based on whether or not the voter has a child enrolled in a Millard school is those without a child currently attending more often volunteered lower the bond amount/make smaller increments when compared to voters who currently have a child enrolled.

- Based on the fact that 95% of those who voted ³ D J D Ltq e V bm d stated that they had voted at the polls in the 2010 general election, it cannot necessarily be said that the mail-in methodology for the recent bond vote had a significant impact on the vote based on these results. Of course, information that might be available outside

- On an overall basis, it would appear that among those who supported the bond, a

- When those who opposed the bond were questioned as to what the district could have done to gain their support for the bond, lower the bond amount and do not include the artificial turf were volunteered most often followed by provide more information/better explanation, and the district should only spend for necessities/eliminate unnecessary expenditures.
- At the conclusion of the interview, all respondents were afforded an opportunity to volunteer, in their own words, any final suggestions or comments regarding the recent or any future Millard School bond. Get information out/better explanation/promote was volunteered most often, albeit primarily by those who voted ³ I Rtbé bond versus those who voted ³ D J D LtQeVbond, followed by lower bond amount/make smaller increments, bad timing/poor

thoseT 0 1 375.86 bei 360.67 Tm [7 344.8338tthoseTTm [( )] TJ 1.67 Tm [( )] TJ ET BT /F7 11.04 Tf 1 378e

CATEGORY	Characteristic			

Figure 1

INCIDENCE OF HAVING VOTED IN THE 2010 GENERAL ELECTION

‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡

TOTAL SAMPLE (n=500)	
BOND VOTE	
9RWHG ³)RU´ Q	VOTED
9RWHG ³$JDLQVW´ Q	
CHILD ENROLLED IN MPS	
Yes (n=161)	
No (n=335)	
H.S. REGION	
Millard North (n=158)	
Millard South (n=140)	
Millard West (n=202)	

% Of Sample Segment

(Reference: Q13)

TOP-OF-MIND PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND

‡, Q 7RWDO %\ 9RWHUV ³)RU´ 9V 9RWHUV ³$JDLQVW´ 7KH

Volunteered Purposes	% Of Total Sample (n=500)		9RWHUV ³)RU´ The Bond (n=215)		9RWHUV ³$JDLQ The Bond (n=285)	
	First Mention	Total Mentions*	First Mention	Total Mentions*	First Mention	Total

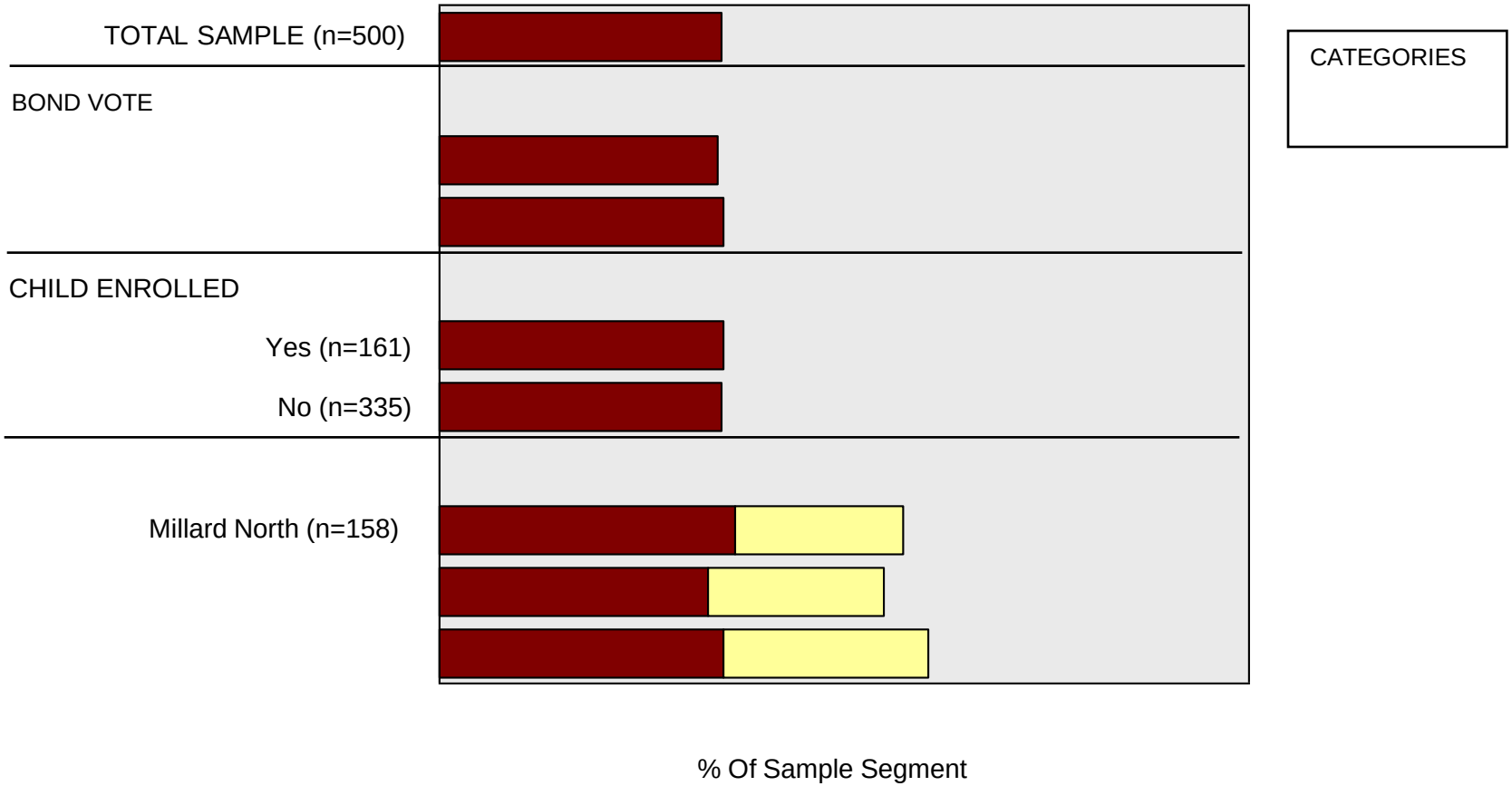
*Up to 10 replies accepted.
(Reference: Q1)

MonO4(LD)7-3(O4(NI)-G( )] T630(R7(DI)-DI)-3(O4(3(ota3(O4(O(O4(NI)-S)-14(36)-3(n=2NI)-E)4(3(otal TJ ET BT 1 0 0 1 634204 425383 [0 g)] T

Figure 2

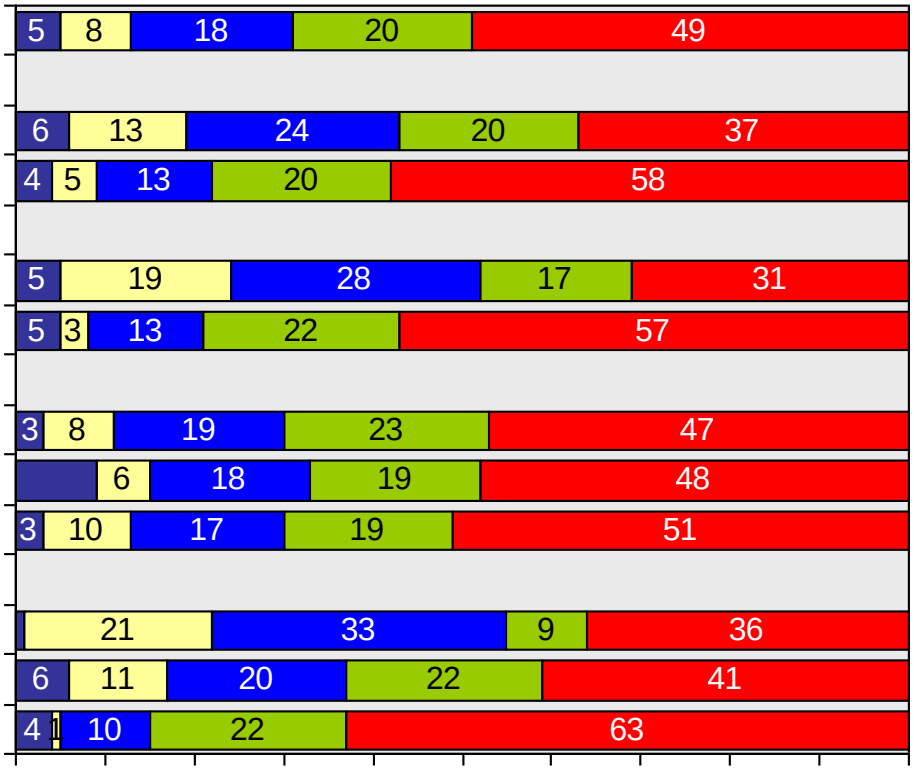
TOP-OF-MIND CATEGORIES OF PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND

‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



Up to 10 replies accepted.
(Reference: Q1)

PERCEPTIONS REGARDING THE ANNUAL TAX FOR A HOUSE VALUED AT $100,000 IF THE BOND HAD PASSED

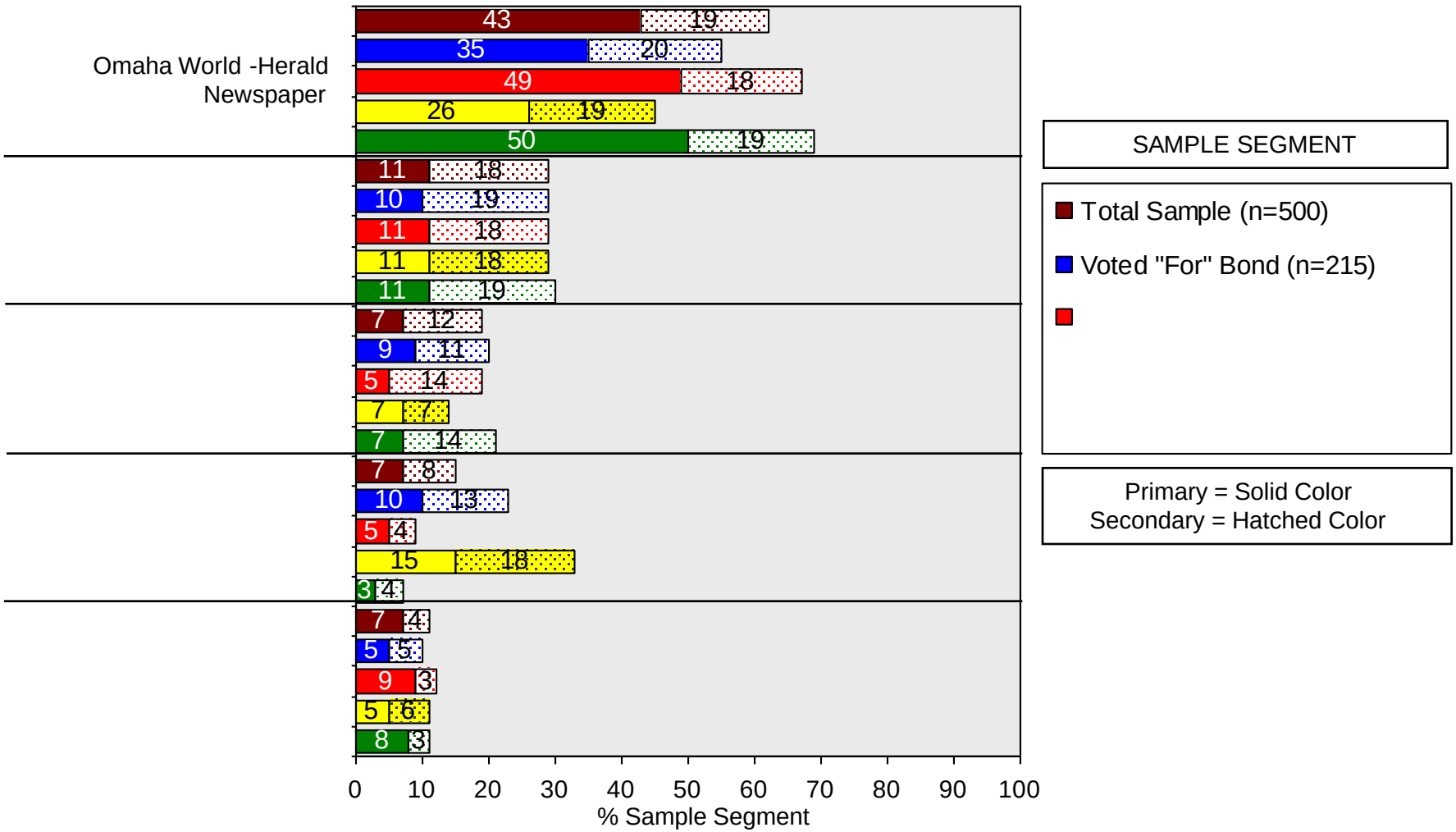


% Of Sample Segment

Figure 4

PRIMARY/SECONDARY SOURCES OF INFORMATION REGARDING THE SPECIFICS OF THE MILLARD SCHOOL BOND

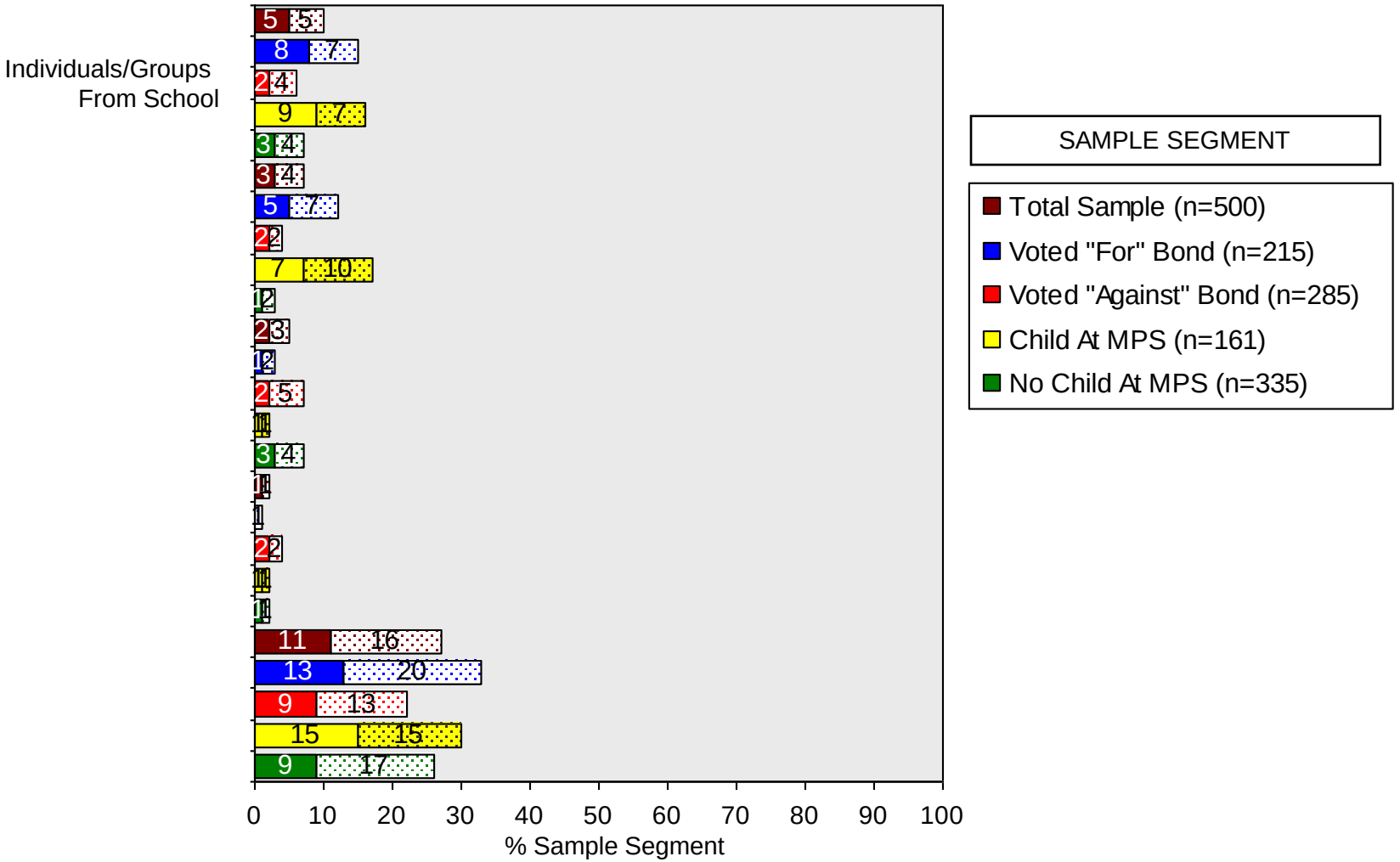
‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



(Continued)

PRIMARY/SECONDARY SOURCES OF INFORMATION REGARDING THE SPECIFICS OF THE MILLARD SCHOOL BOND

‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



VOLUNTEERED MAIN/SECONDARY REASONS FOR VOTING

VOLUNTEERED REASONS FOR VOTING

³$*$,167´ 7+(0,//$5' 6&+22/ %21'

‡ %\ :KHWKHU &KLOG (QUROOHG ,Q 036 ‡

Volunteered Reasons	Child Attending MPS (n=58)	No Child Attending MPS (n=223)
Artificial Turf Not Needed/Football Fields	57%	39%
Amount Of Money Was Too High	41%	23%
Tax Increase	28%	36%
Poor Timing/Poor Economy	26%	27%
Security System Excessive	10%	11%
Millard Does Not Use Money Efficiently	7%	12%
Not Used For Education	7%	7%
Lack Of Specific Information	7%	5%
Technology Not Needed	7%	4%
Last Bond Not Paid Off	7%	2%
Unnecessary Expenditures (Unspecified)	5%	11%
Bonus/Salaries For Staff/Early Retirements	3%	5%
No Need For Renovations/Additions	3%	2%
Millard Does Not Need The Money	3%	1%
Not Truthful/Deceptive/Misinformation	3%	1%
No Children In Millard System	--	9%
School District Needs To Live Within Its Means	--	6%
All Other Reasons	7%	7%

*Up to 5 reasons accepted.
Base: Those voting against the bond.
(Reference: Q6)

Figure 5

AIDED REASONS THAT MAY HAVE IMPACTED THE VOTE AGAINST THE BOND

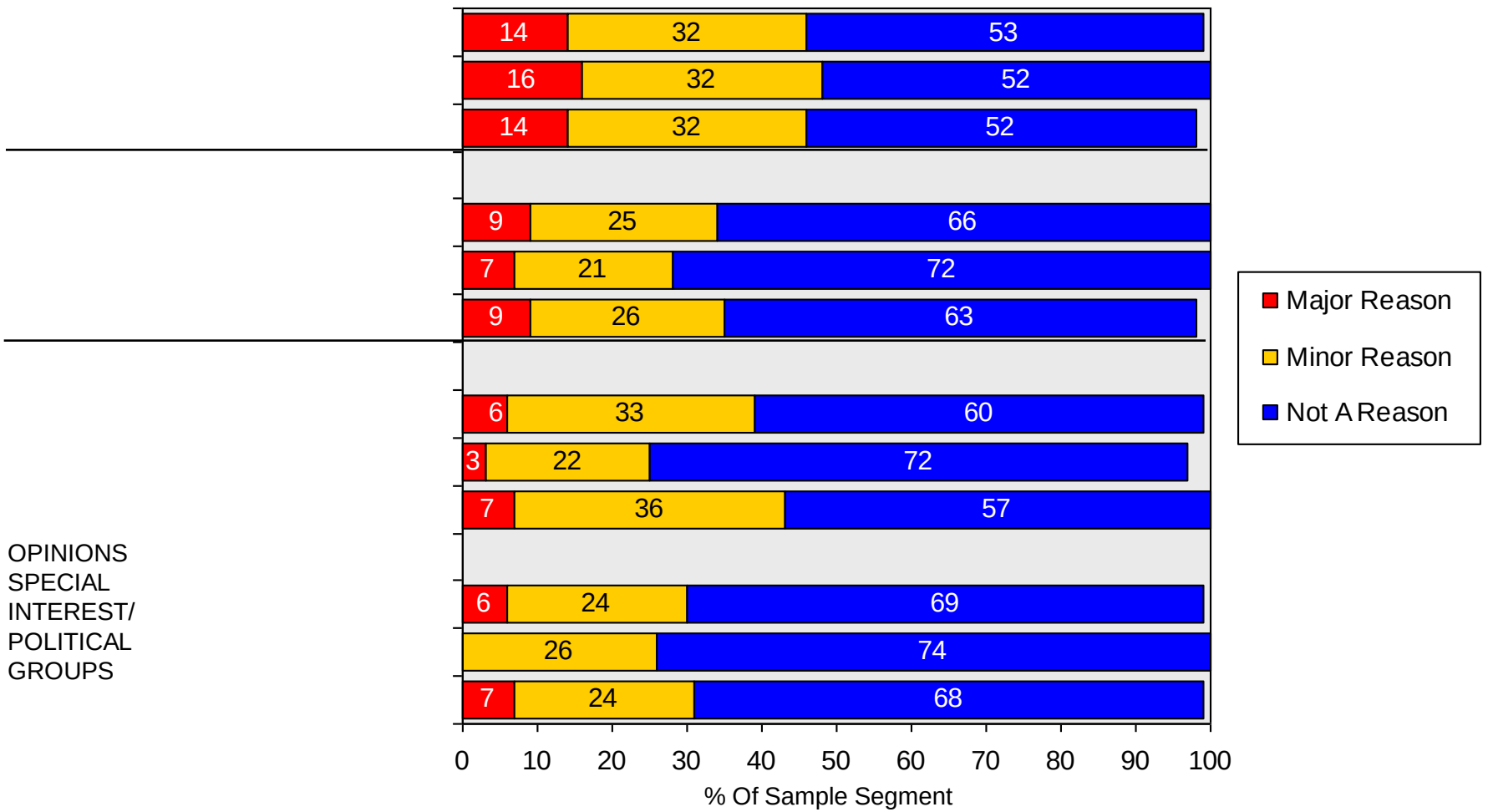
‡ 7RWDO 9RWHUV ³$JDLQVW´ 7KH %RQG %\ :KHWKHU 7KH\ +DG

SOME IMPROVEMENTS NOT NEEDED	Total Voters Against	
	Child Enrolled	
	No Child Enrolled	
BOND AMOUNT TOO HIGH	Total Voters Against	
	Child Enrolled	
	No Child Enrolled	
POOR ECONOMY	Total Voters Against	
	Child Enrolled	
	No Child Enrolled	
PROPERTY TAX INCREASE	Total Voters Against	
	Child Enrolled	
	No Child Enrolled	
BOND USES/ TAX IMPACT CONFUSING	Total Voters Against	
	Child Enrolled	
	No Child Enrolled	

CONSIDERATION
: $ 6 $ «

% Of Sample Segment

(Continued)



Base: Those who voted against the bond / n=285 (with child at MPS / n=58 and without child at MPS / n=223).
'LVWDQFH IURP HQG RI EDUV WR ³1RW VXUH´ UHVSRQVHV
(Reference: Q9A -I)

Table 6

VOLUNTEERED OTHER CONSIDERATIONS BESIDES THE %21' ,76(/) 7+$7 ,03$&7(' 927(³$*$,167´ ‡7RWDO 9RWHUV ³$JDLQVW´ 7KH %RQG ‡

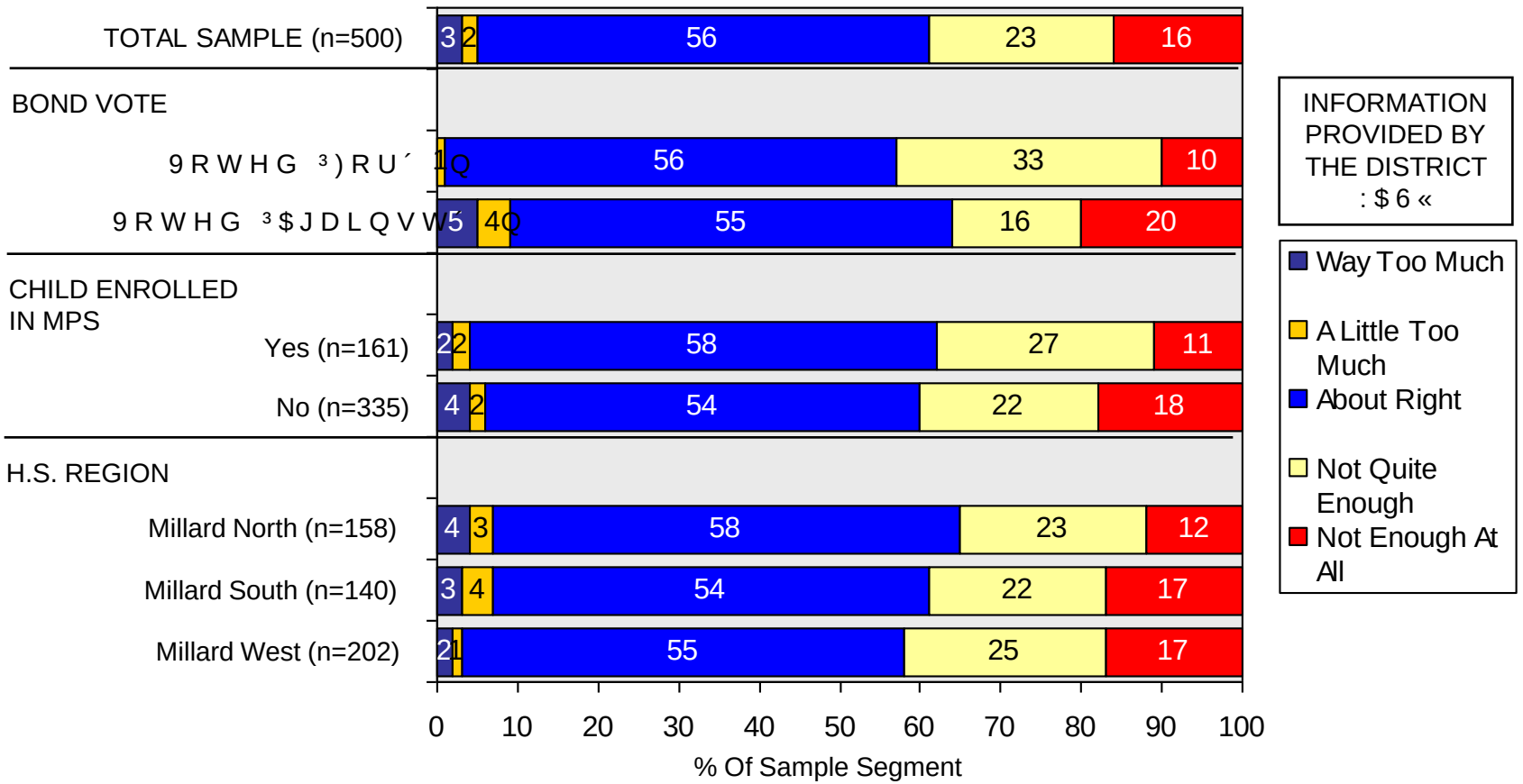
Volunteered Other Considerations	Total Voters Against (n=285)
High Cost	3%
No Ch1l eAa8 TJ oNo Ch1l eAa3.21 4c4(ta3.91(il3 TJ oN)5(o l5(oard ET BT 1 0 0 1 395.640Tf 177 Tm [(N	

Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q9A)

Figure 6

PERCEPTIONS REGARDING THE AMOUNT OF BOND INFORMATION PROVIDED BY THE MILLARD SCHOOL DISTRICT TO RESIDENTS

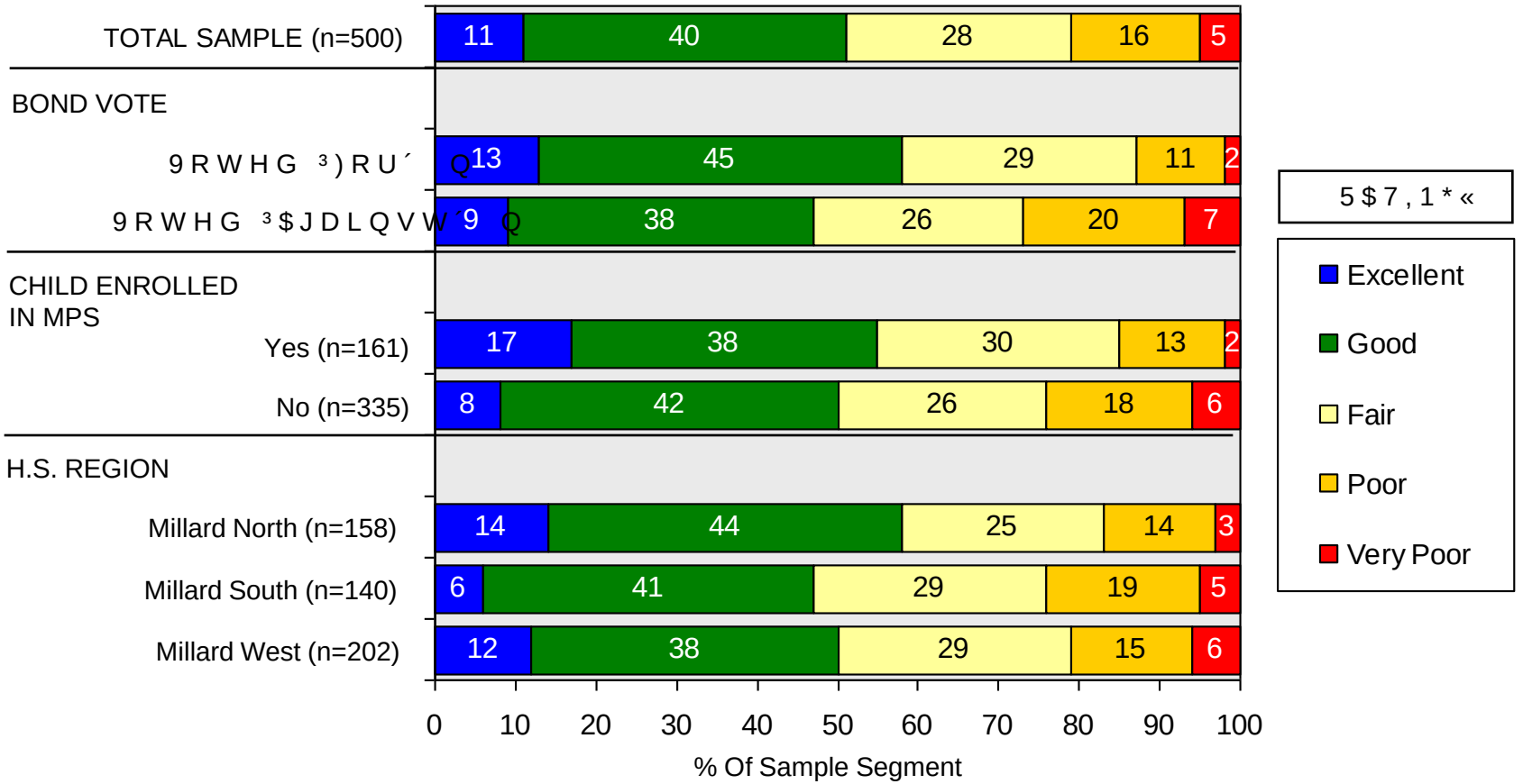
‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



(Reference: Q7)

RATINGS FOR THE MILLARD SCHOOL DISTRICT IN TERMS OF CLEARLY EXPLAINING THE USES OF THE BOND

‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



(Reference: Q8)

Table 7

VOLUNTEERED REASONS FOR NOT RATING THE MILLARD SCHOOL

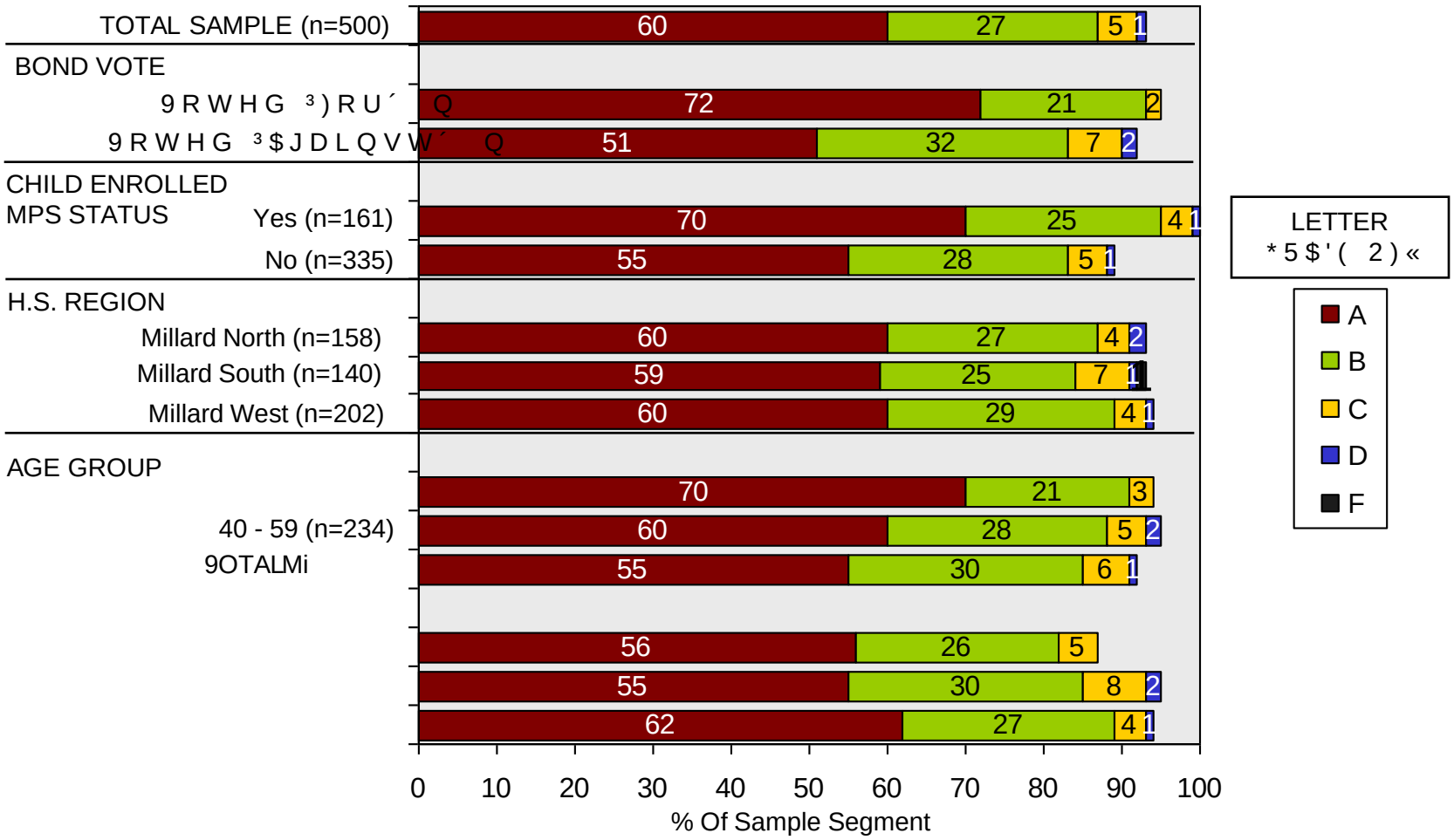
',675,&7 $6 ³(;&(//(17´ ,1 7(506 2) &/($5/< (;3/$,1,1* 7+(%
‡,Q 7RWDO %\ 9RWHUV ³)RU´ 9V 9RWHUV ³$JDLQVW´ 7K

Percentages total vertically and may exceed 100% due to multiple (2) reasons accepted.
(Reference: Q8A)

Figure 8

LETTER GRADE RATING FOR MILLARD SCHOOL DISTRICT IN PROVIDING STUDENTS WITH A QUALITY EDUCATION

‡ ,Q 7RWDO %\ 6HOHFWHG 6DPSOH 6HJPHQWV ‡



'LVWDQFH IURP HQG RI EDUV WR ³'RQ¶W NQRZ´ UHVSRQVHV
(Reference: Q10)

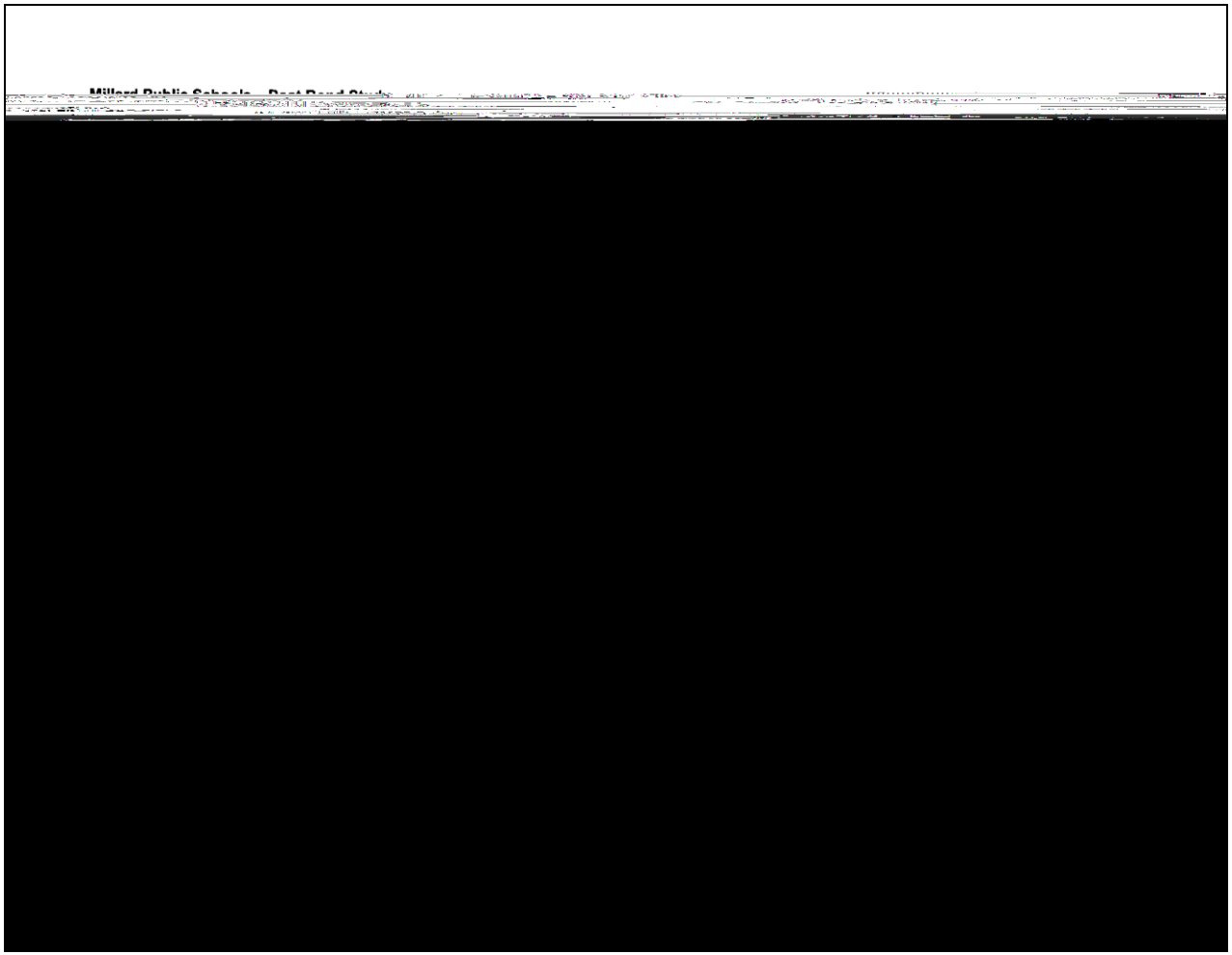
Table 10

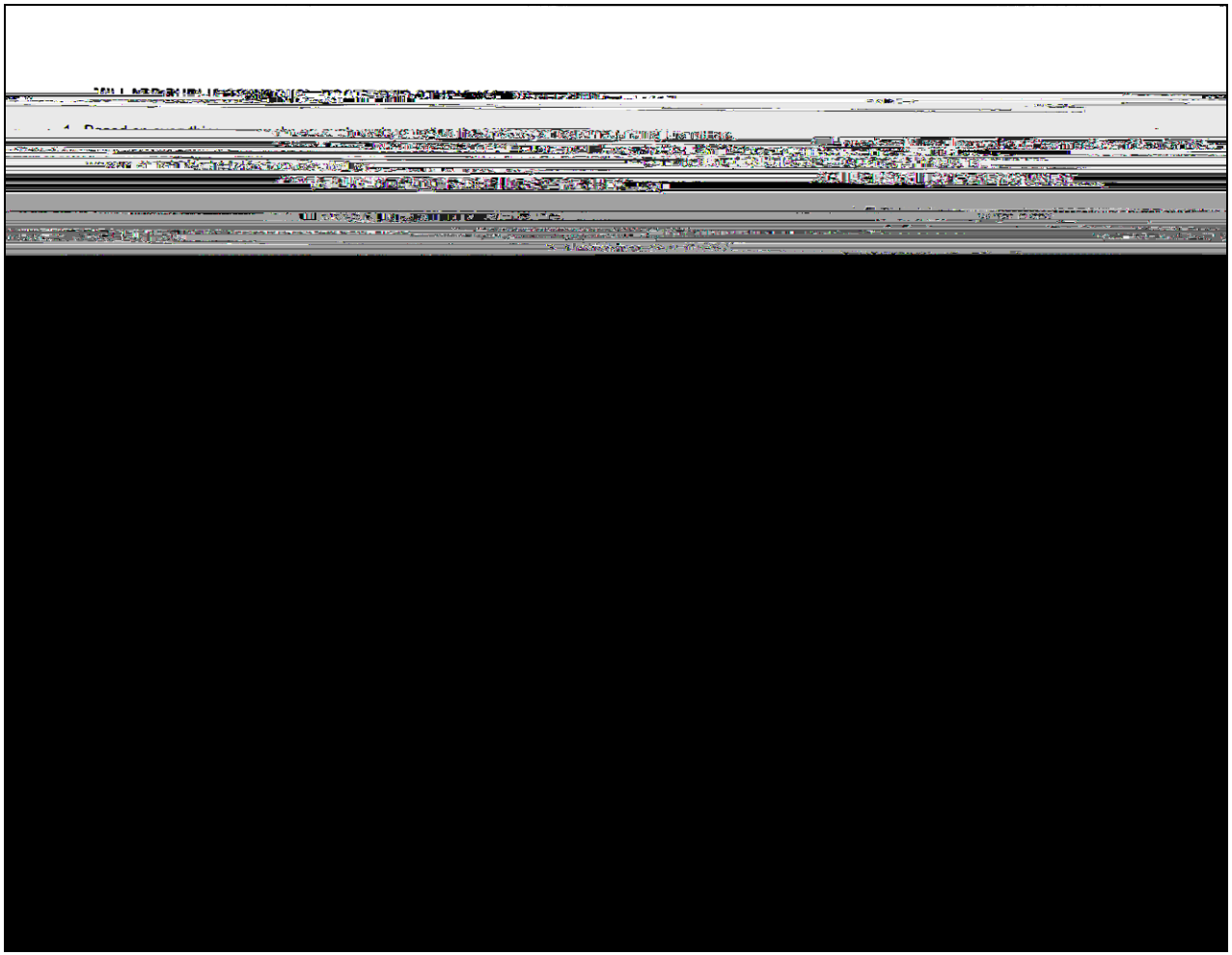
VOLUNTEERED FINAL SUGGESTIONS/COMMENTS REGARDING THIS OR ANY FUTURE MILLARD SCHOOL BOND

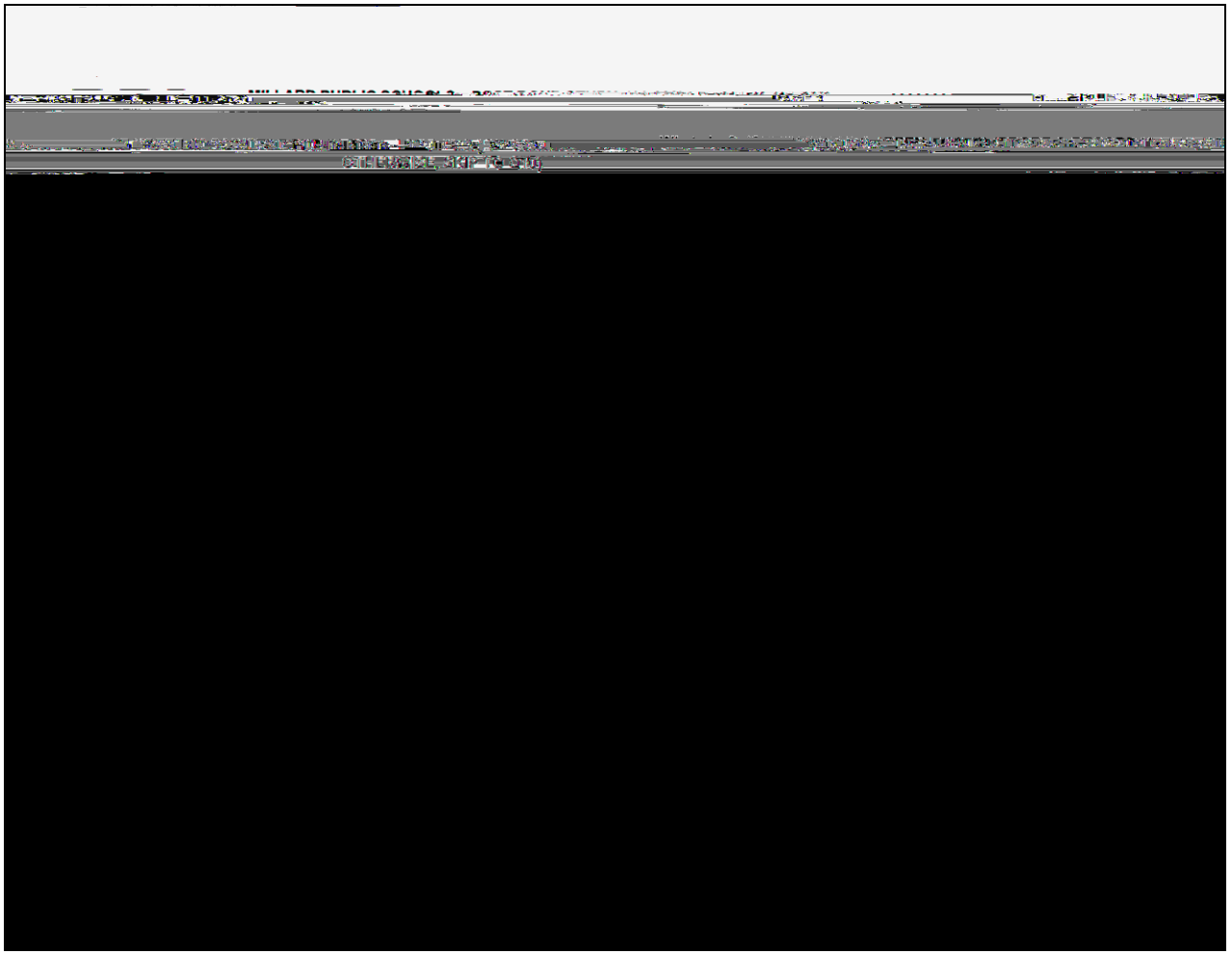
‡,Q 7RWDO %\ 9RWHUV ³)RU´ 9V ³$JDLQVW´ 7KH %RQG &KLOG (

Volunteered Suggestions/Comments	% Of Total Sample (n=500)	-- VOTERS --		-- CHILD ENROLLED IN MPS --	
		³)RU´ Bond (n=215)	³$JDLQVW´ Bond (n=285)	Yes (n=161)	No (n=335)
Get More Information Out/Better Explanation/Promote	18%	31%	9%	20%	18%
Lower Bond Amount/Make Smaller Increments	10%	8%	12%	5%	13%
Bad Timing/Poor Economy	10%	7%	12%	7%	11%
Take The Astro Turf Out	9%	10%	8%	12%	7%
8QGHUVWDQG $ ³:DQW´ 9HUVXV $ ³1HHG´	8%	1%	12%	4%	8%
Try Again/Will Vote For It	5%	10%	1%	6%	4%
S1 145.nn 1 dut8%					

Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q11)







(RECORD NAME)
1 Male
2 Non Parent