
Blue Valley Schools

2026 Community Survey Summary of Results

The Morris Leatherman
Company



Survey outline

- Survey included interviews with 500 registered voters in the Blue Valley School District.
- Interviews were completed between April 13th and April 22nd.
- Survey included 41 questions; average interview length was just over 11 minutes.
- Approximate margin of error is $\pm 4.4\%$.

Who we called

- Interviews included demographic targets intended to provide a representative sample of voters in the District.
- To the extent that any demographic dimension was significantly under- or over-sampled, sample weights were adjusted to compensate.

Who we called *(cont.)*

- Demographic targets included:
 - Age
 - Gender
 - Parent status
 - Voting history
 - Geographic area
- Cell phones and homeownership were tracked but were not demographic targets.

Survey structure

- The main section of the survey asked voters to share their reactions to potential improvement projects for the District's facilities.
- The survey first measured the initial reaction to the proposal in broad terms, then measured reaction to specific improvement projects.
- Participants were asked for their reaction again after hearing about the potential projects.

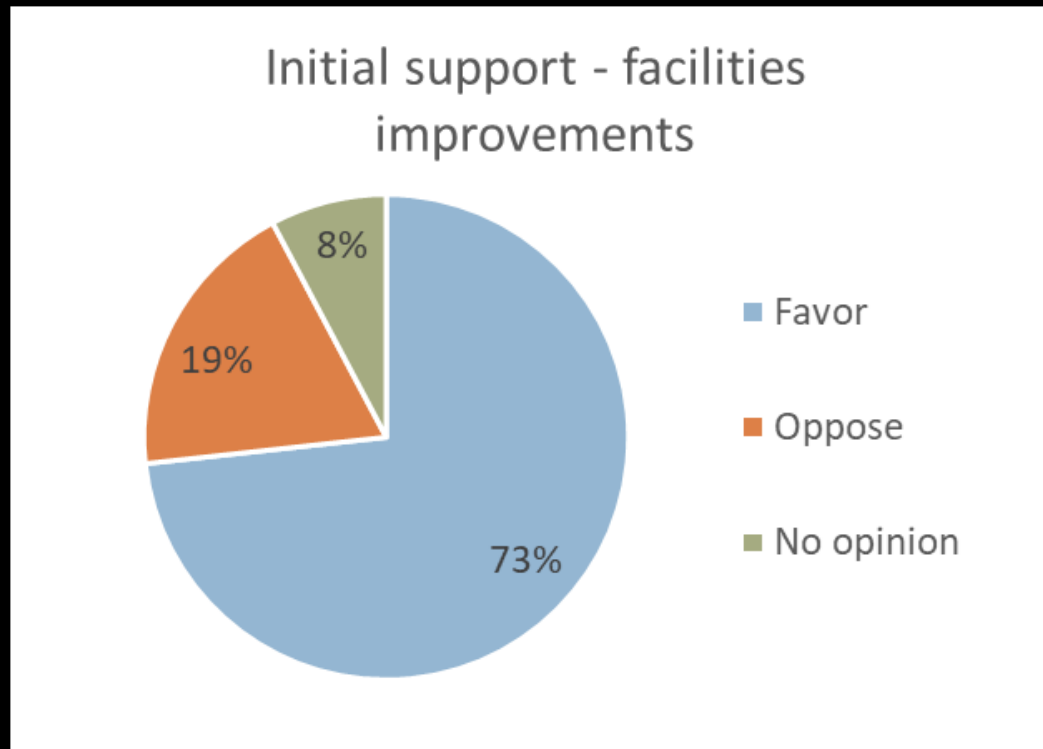
Initial support for facilities improvements

“The School District is currently considering plans to make improvements to existing school facilities, build or expand new facilities, update technology in classrooms, and improve school safety and security systems.

Based on what you know today, would you favor or oppose such a proposal?”

FACILITIES IMPROVEMENTS

Initial support



Effect of information

- Participants were asked to respond to 14 potential facility improvements which would be possible if funding were approved.
- Items were presented in random order to minimize any bias due to their position on the list.
- One item was presented in two forms, using different wording to describe details.
 - Half of interviews used one version, and half used the other.
 - Smaller size of split sample results in margin of error of $\pm 6.2\%$.

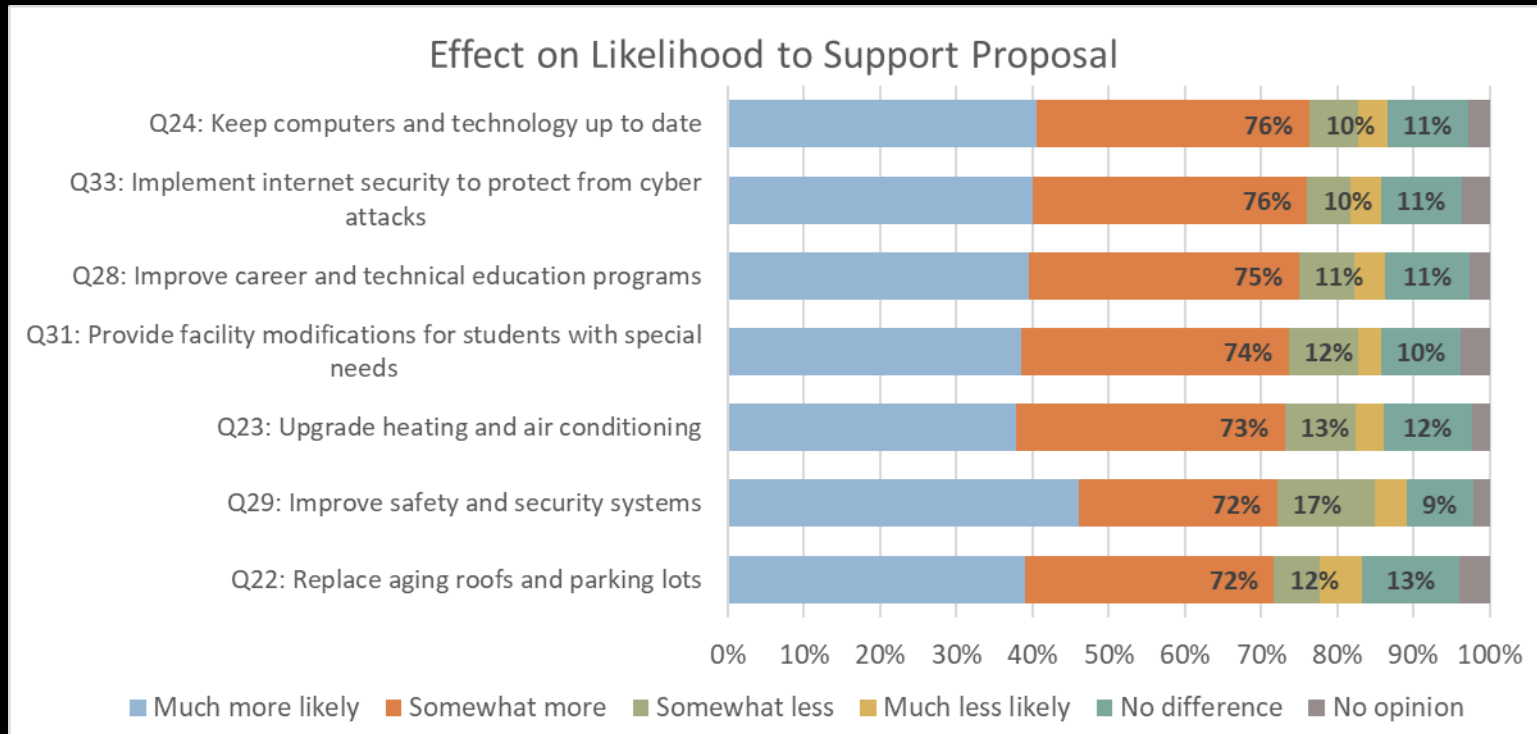
Effect of information

“I’m going to read some statements about some of the projects that would be possible if the District’s proposal is approved.

For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely or much less likely to support the proposal.”

FACILITIES IMPROVEMENTS

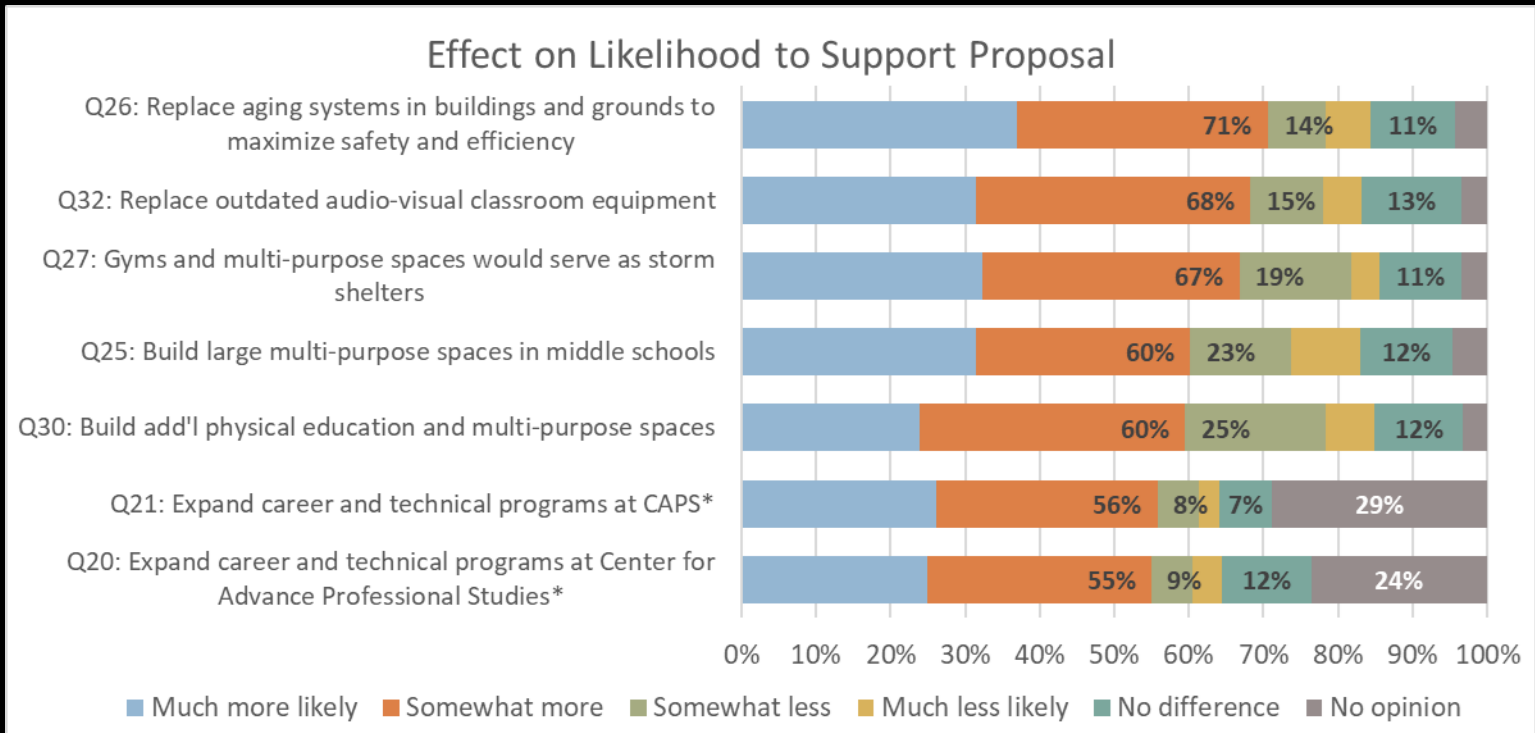
Reaction to impacts



Labels show combined % for more/much more and less/much less.

FACILITIES IMPROVEMENTS

Reaction to impacts (cont.)



Labels show combined % for more/much more and less/much less. Items with asterisk were split-sample questions; smaller sample size provides margin of error of $\pm 6.2\%$.



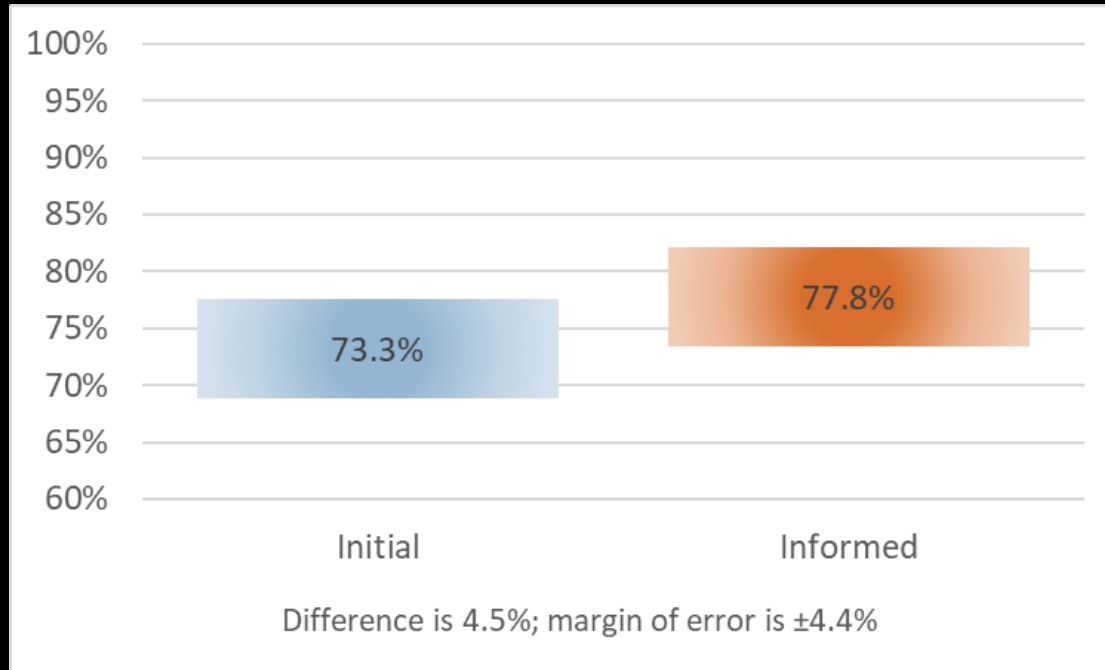
FACILITIES IMPROVEMENTS

Informed support

“Now that you have heard about the projects that could be included if the District’s proposed facilities plan is approved, would you favor or oppose such a proposal?”

FACILITIES IMPROVEMENTS

Comparison – initial and informed



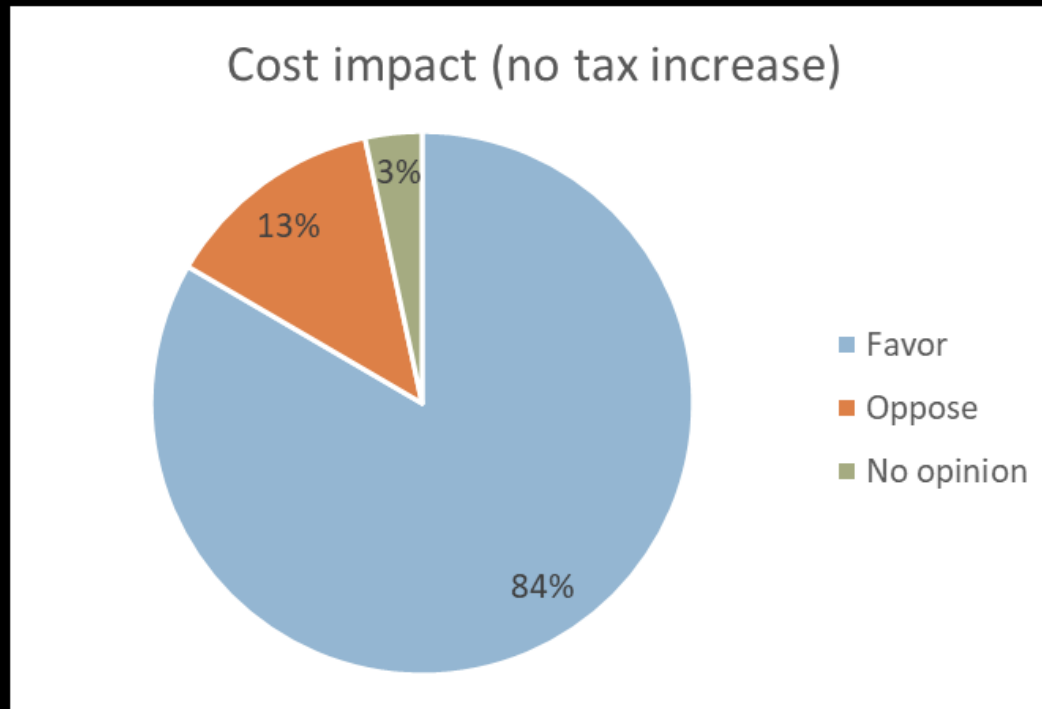
Difference is not statistically significant.

Impact of cost information

“Based on preliminary estimates, the cost to improve current facilities, build new facilities, and update classroom technology and security would be about \$200 million. Because of retiring debt, these improvements could be made with no increase in the property tax rate for these projects.

In this scenario, would you favor or oppose such a proposal?”

Impact of cost information *(cont.)*





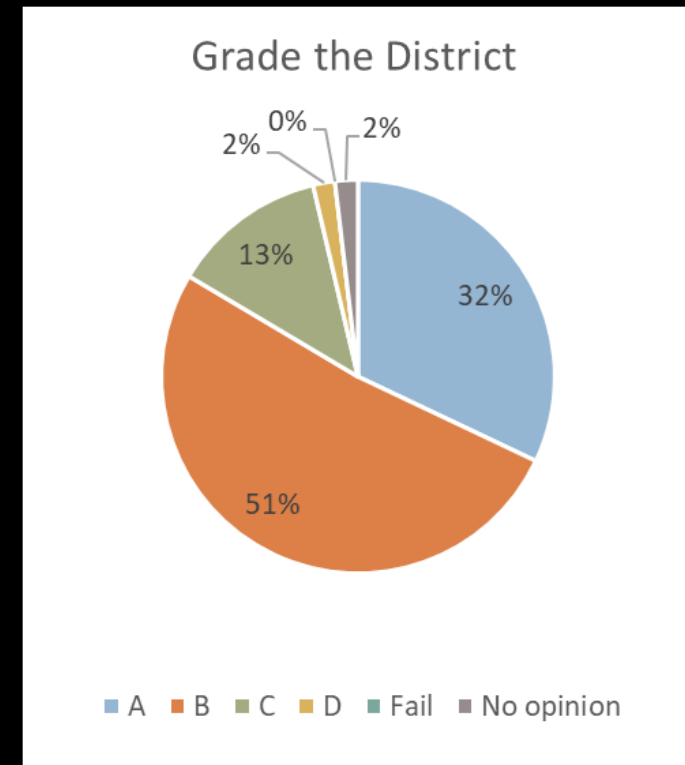
Grading the district

“Students are often given the grades of A, B, C, D and Fail to denote the quality of their work. Suppose the Blue Valley public schools were graded in the same way.

What grade would you give to the public schools in the Blue Valley School District?”

Grading the district *(cont.)*

- 83% of participants give the district a grade of A or B.
- 2% had no response to offer.

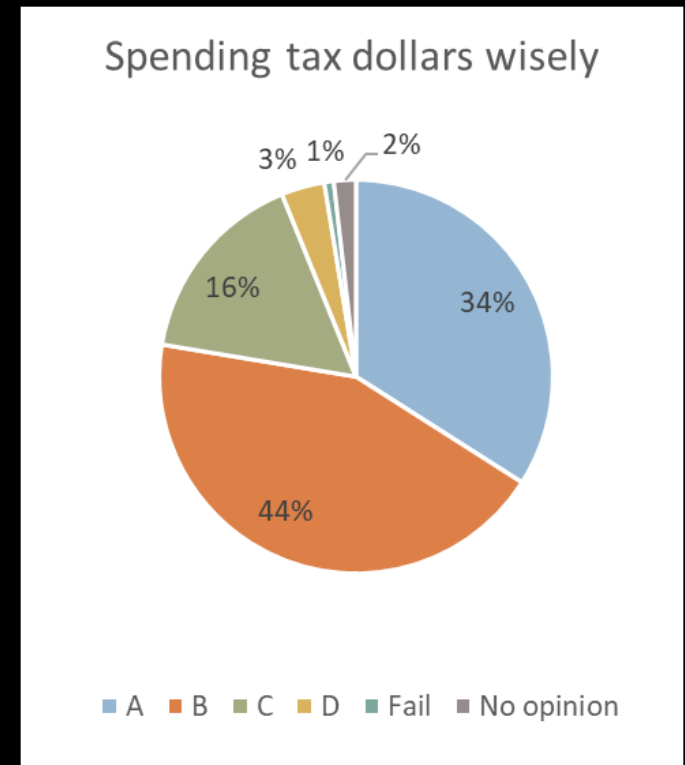


Additional grades

- Participants were asked to grade other aspects of the District's leadership and management.
 - Spending tax dollars wisely.
 - Planning for future needs.
 - Getting citizens involved in decision-making.
 - Quality of teachers.
 - Safety and security of students in the schools.

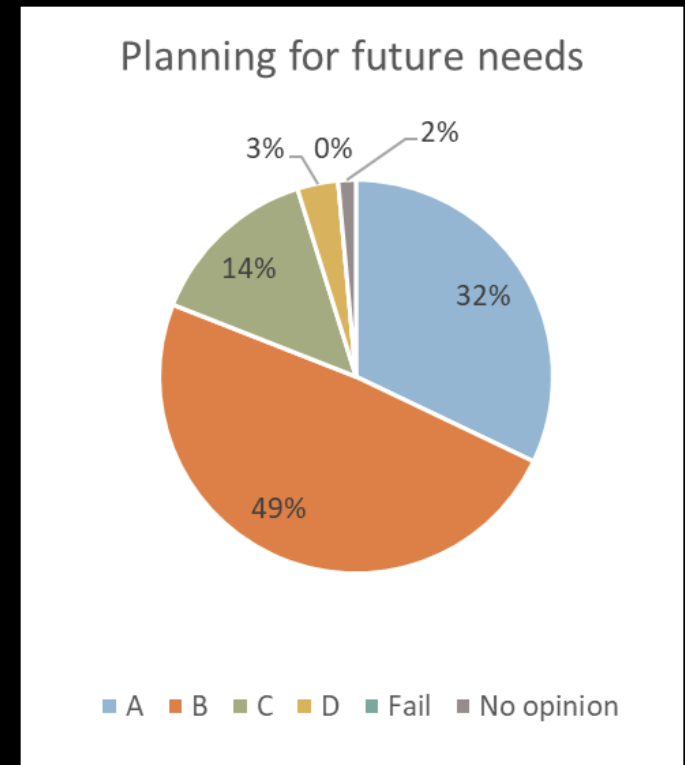
Spending tax dollars wisely

- 78% give A and B grades to the district's spending.



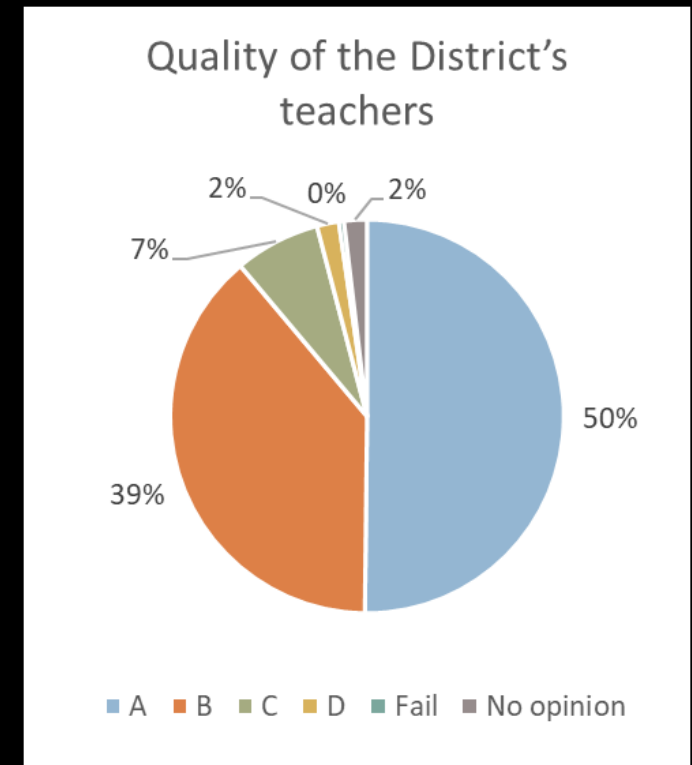
Planning for future needs

- 81% give A and B grades to the district's planning efforts.



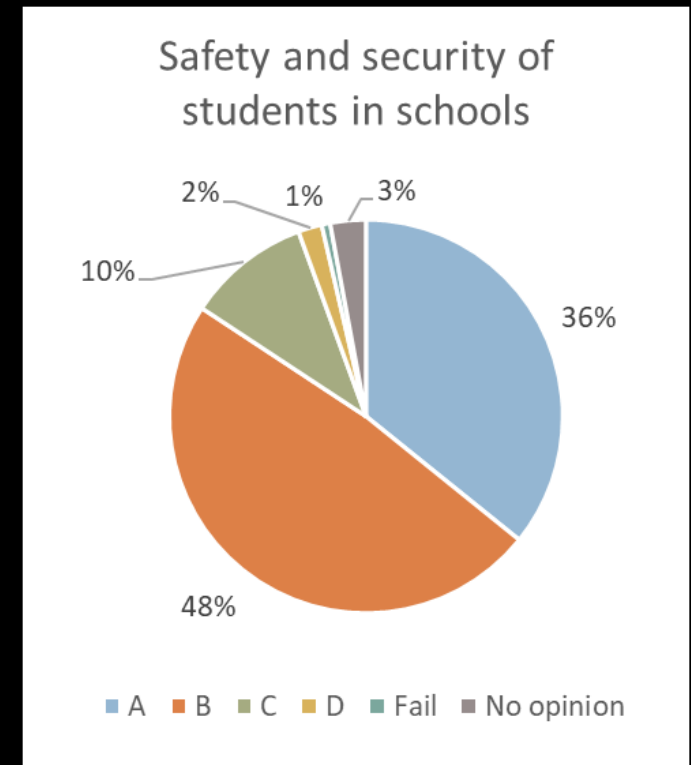
Quality of teachers

- 89% give A and B grades to the quality of the district's teachers.



Safety of students in schools

- 84% give A and B grades to the safety and security of students in the district's school buildings.



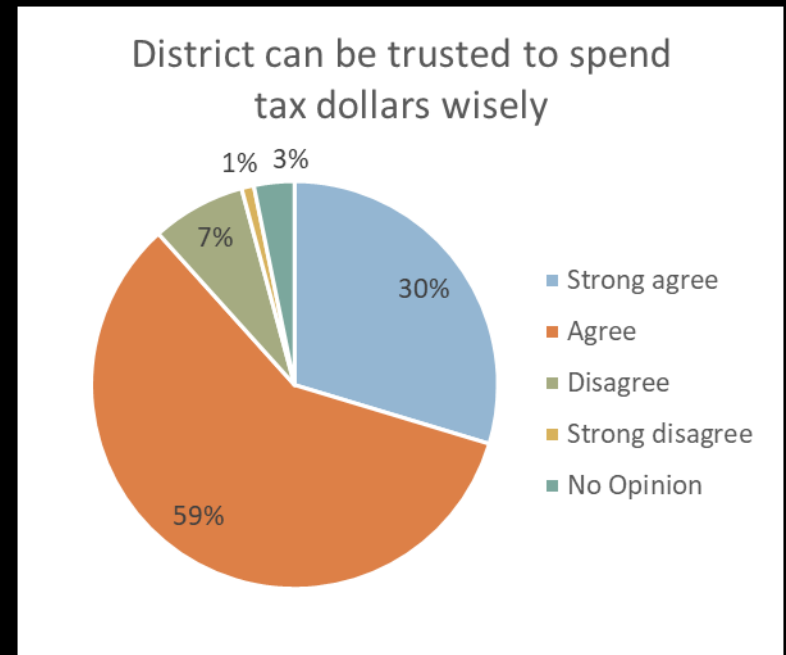
Community perceptions of the school district

- After grading each aspect of the District, participants were asked a set of questions about their perceptions of the School District and its place in the community.
- Respondents were asked for their level of agreement with each statement.

DISTRICT PERCEPTIONS

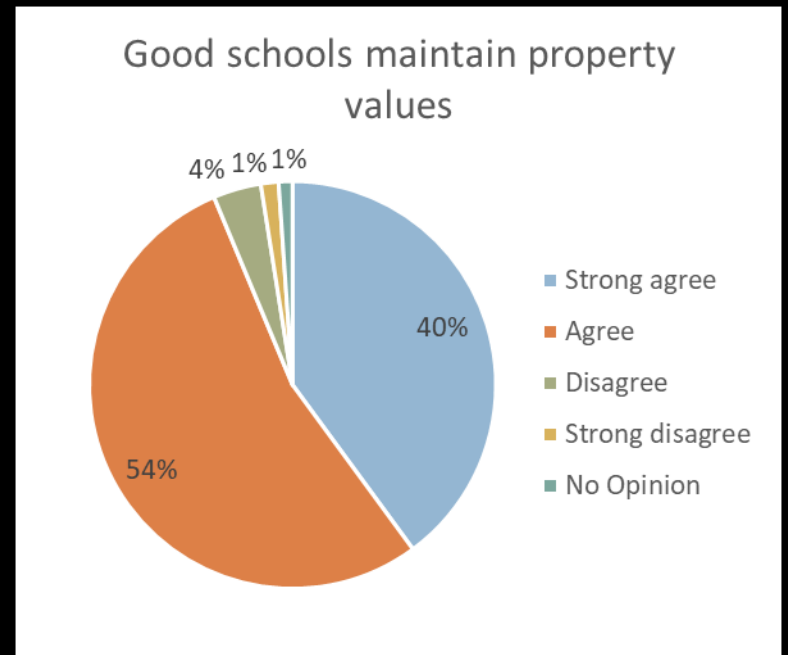
Trust to spend tax dollars wisely

- 89% of participants agreed that the school district can be trusted to spend money wisely.



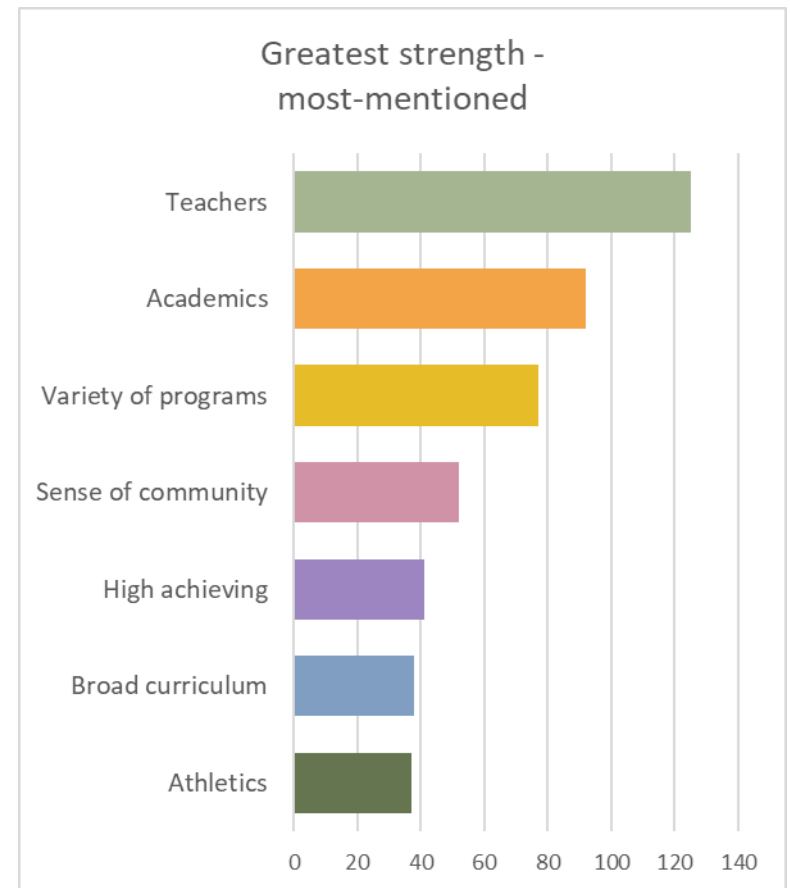
School effect on property values

- 94% agreement that having good public schools maintains strong property values.



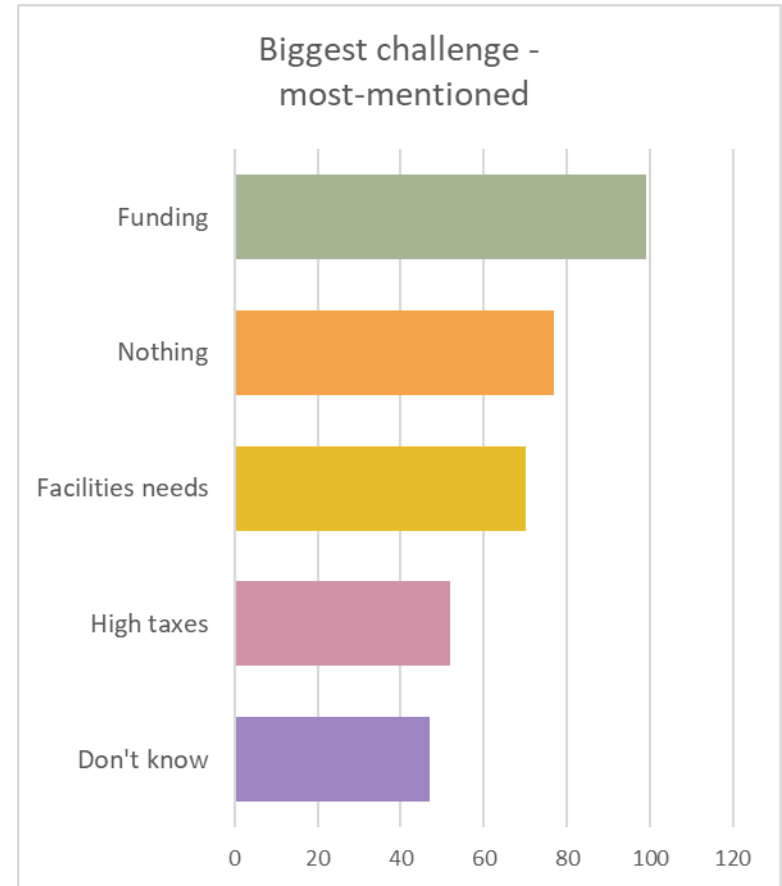
Greatest strength – most mentioned

- Teachers were the most common response.
- Academics and variety of programs were the next most common responses.
- Sense of community, high achievement scores, broad curriculum and athletic programs were also commonly mentioned.



Biggest challenge – most mentioned

- The most common topics included District funding, high taxes, and facilities needs.
- Common responses also included those who could not think of one greatest challenge and those who felt there were no great challenges facing the District.





Thank you!

The Morris Leatherman Company

612-920-0337

morris-leatherman.com