

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, May 10, 2023
Work Session
Middle School Media Center

- I. **Items for Discussion**
 - a. Residential Survey Results

Hastings Public Schools

2023 Community Survey Summary of Results

The Morris Leatherman Company



Survey outline

- Survey included interviews with 400 registered voters in ISD 200.
- Interviews were completed between April 13th and April 24th.
- Survey included 28 questions; average interview length was 7 minutes.
- Approximate margin of error is $\pm 4.9\%$.

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 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

- Main body of survey asked about a potential increase to the District's operating levy, including impacts of funding on school programs and related tax impacts.
- Smaller section asked about a potential capital levy for technology projects.
- Additional questions asked for general opinions about the District and links between the schools and the community.

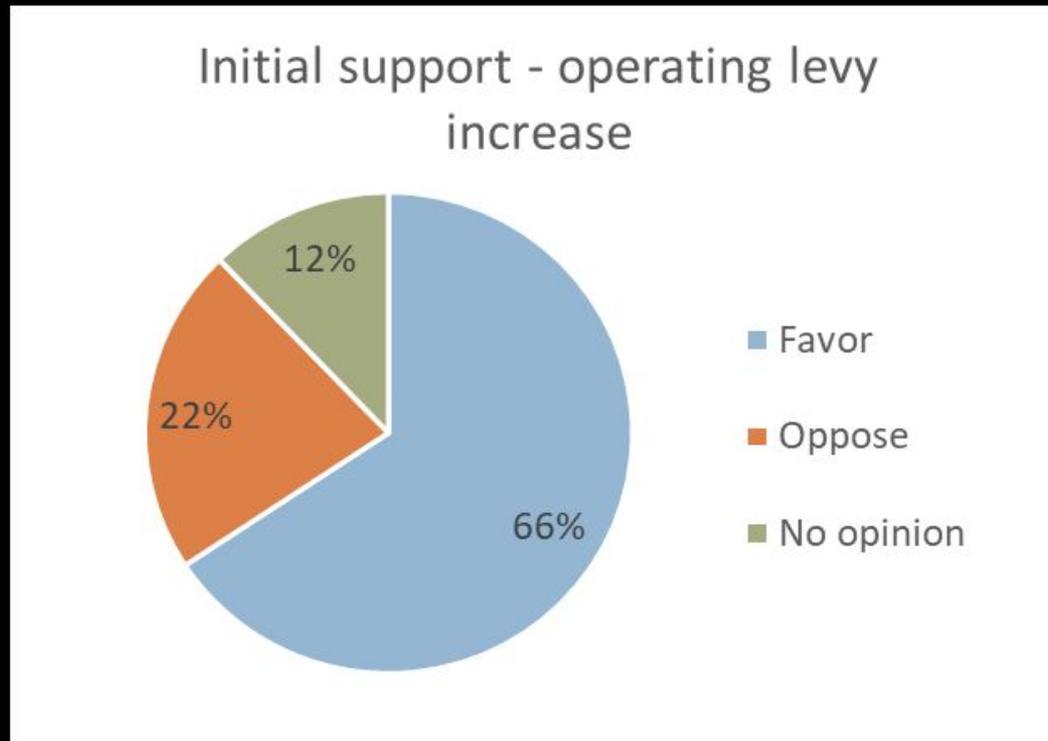
Initial support for increased operating levy

“Hastings Public Schools has an operating levy that is about to expire. This levy must be renewed in November to avoid the loss of \$2.6 million in annual funding. The District may ask voters in November to increase property taxes to renew and increase the district’s expiring operating levy. Doing so would avoid significant budget cuts and provide additional funding per student for classroom programs and materials.

Based on what you know today, would you favor or oppose increasing property taxes to maintain current programs and staffing and to invest in high-priority teaching and learning initiatives?”

OPERATING LEVY

Initial support





OPERATING LEVY

Effect of information

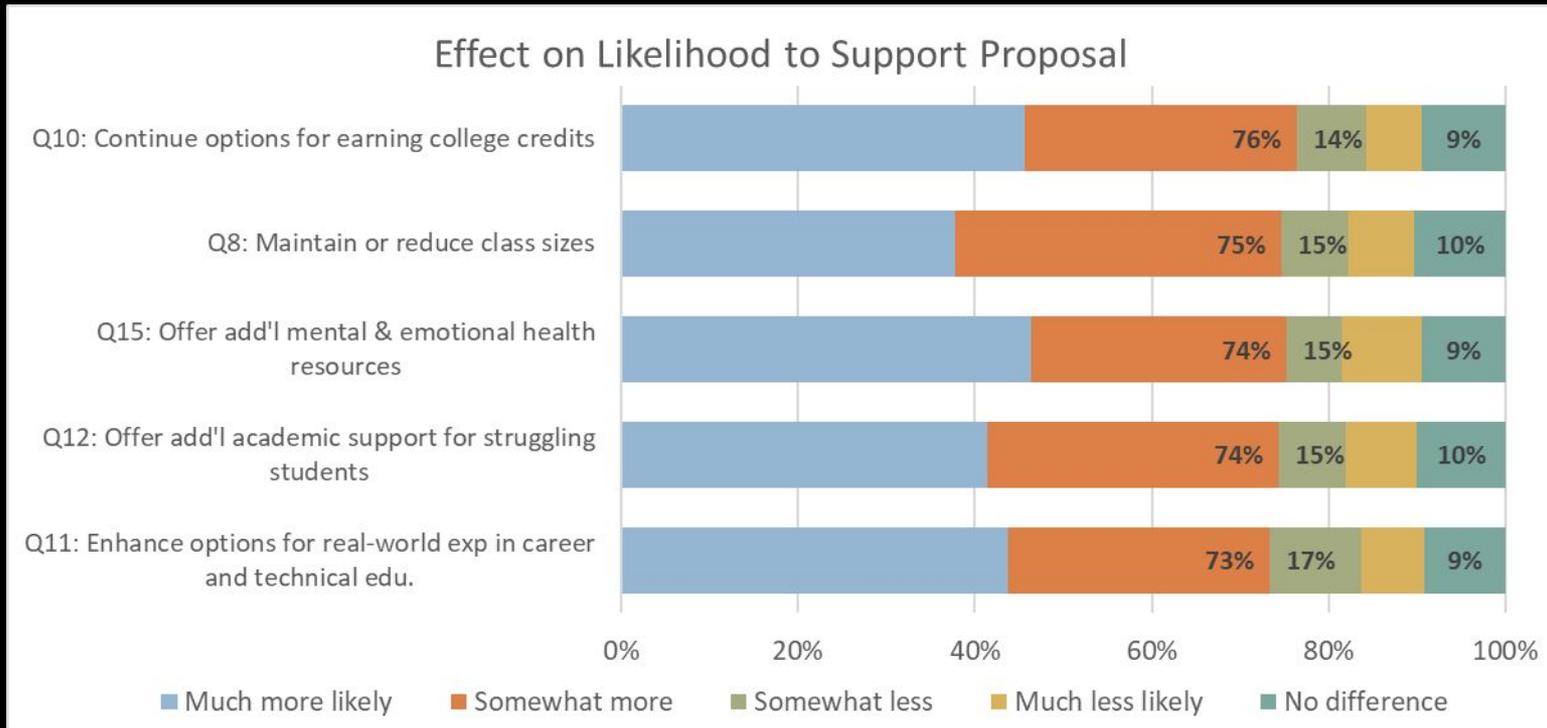
- Participants were asked to react to a series of statements about a potential increase to the operating levy.
- Items were presented in random order to minimize positional bias.

Effect of information

“I am going to read some statements about the proposed increase in the District’s operating levy.

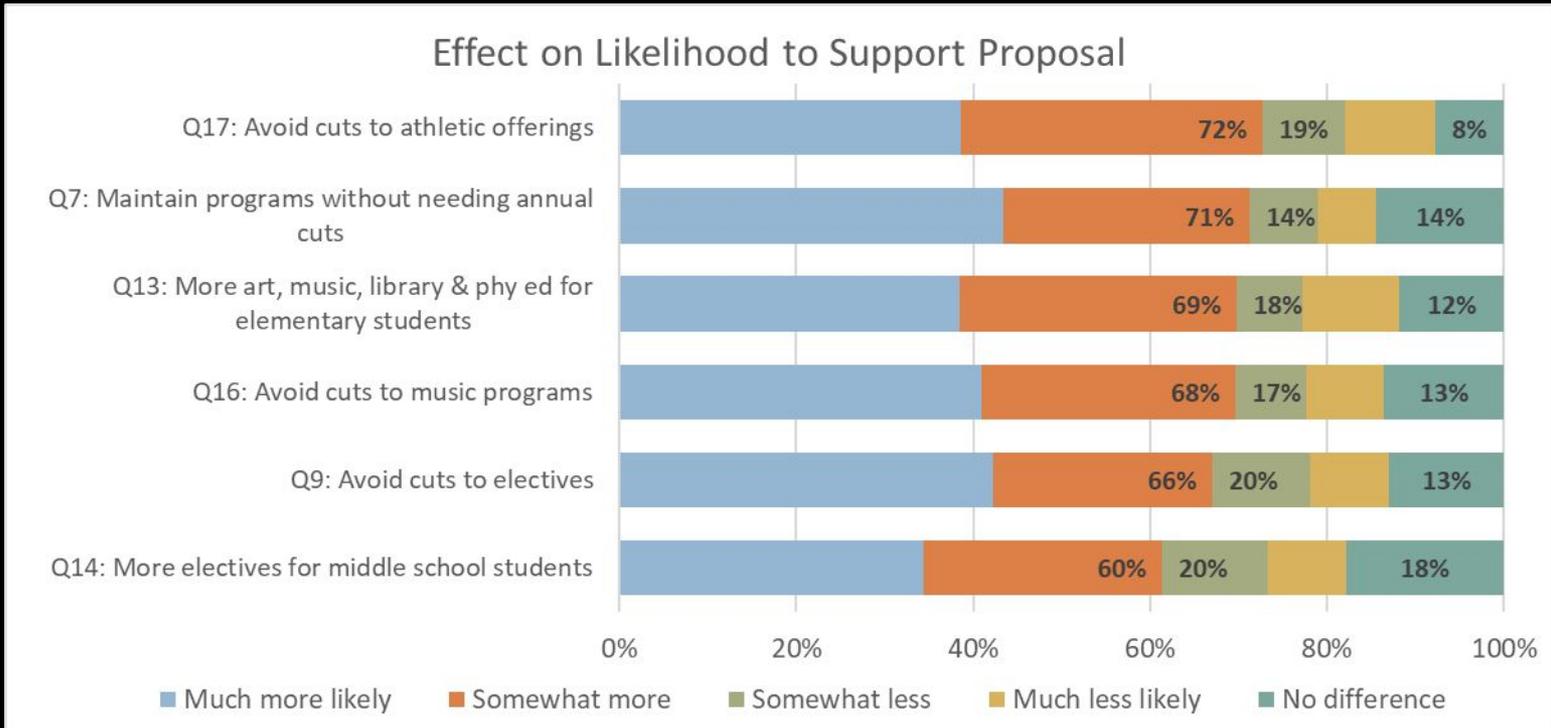
For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, much less likely to support the proposal or does it make no difference to you.”

Reaction to impacts



Labels show combined % for more/much more likely, less/much less likely and no difference.

Reaction to impacts (cont.)



Labels show combined % for more/much more likely, less/much less likely and no difference.



OPERATING LEVY

Informed support

“Now that you have heard more information about the proposal to raise property taxes to provide additional annual operating funding for students, classrooms and teaching, would you favor or oppose such a proposal?”

OPERATING LEVY

Comparison – initial and informed

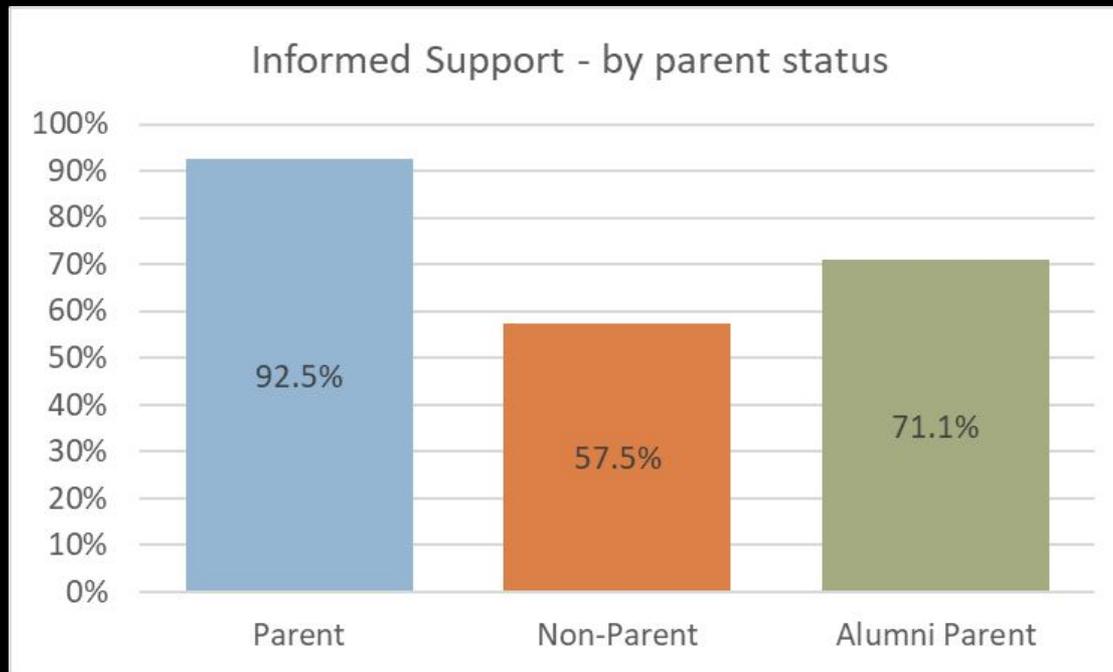


Difference is not statistically significant.

Demographic differences

- The following slides show a quick snapshot of differences in support between demographic groups:
 - Parent status
 - Gender
 - Age
 - Location
 - Voting activity
 - Income
 - Education
 - Homeownership
- Charts show level of support after hearing information about each proposal.

Demographic differences *(cont.)*

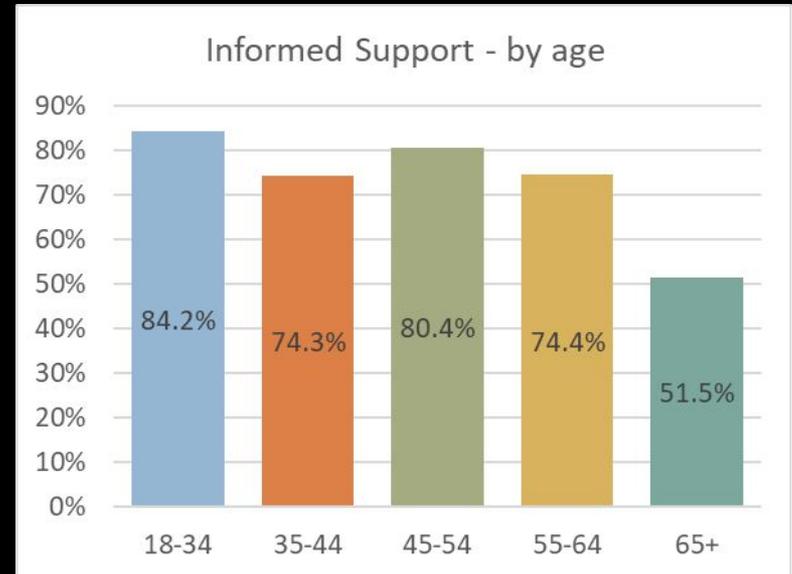
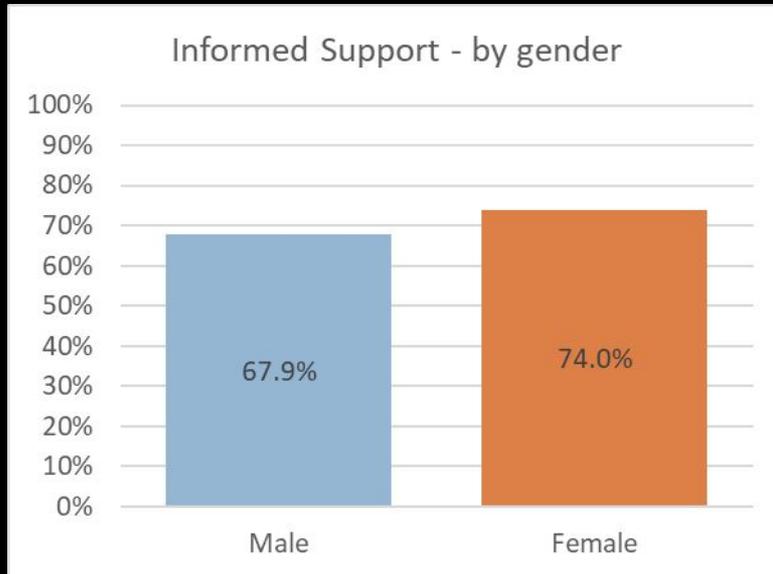


* "Parent" includes respondents with children attending Hastings Public Schools.

** "Alumni Parent" includes parents whose grown children attended ISD 200 schools in the past.

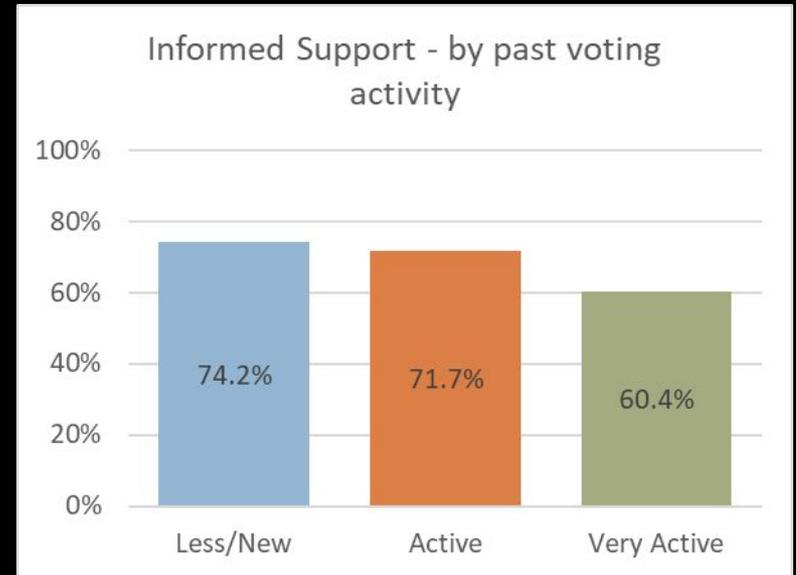
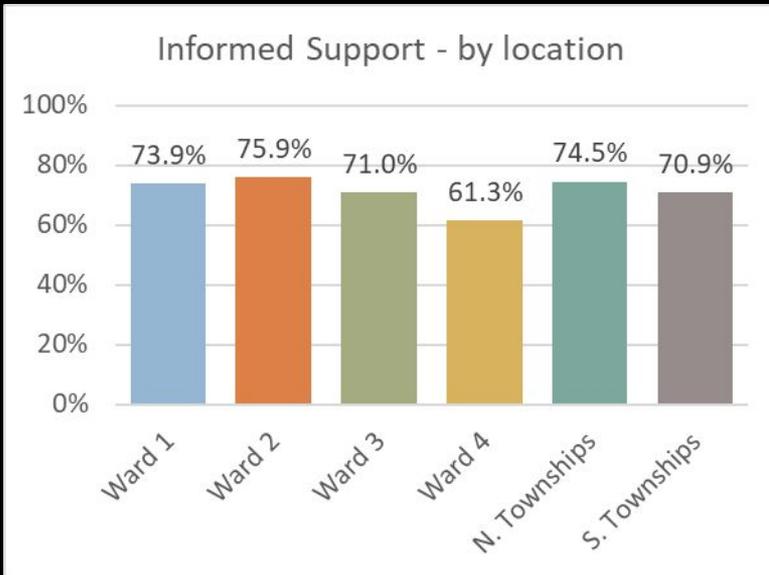
OPERATING LEVY

Demographic differences *(cont.)*



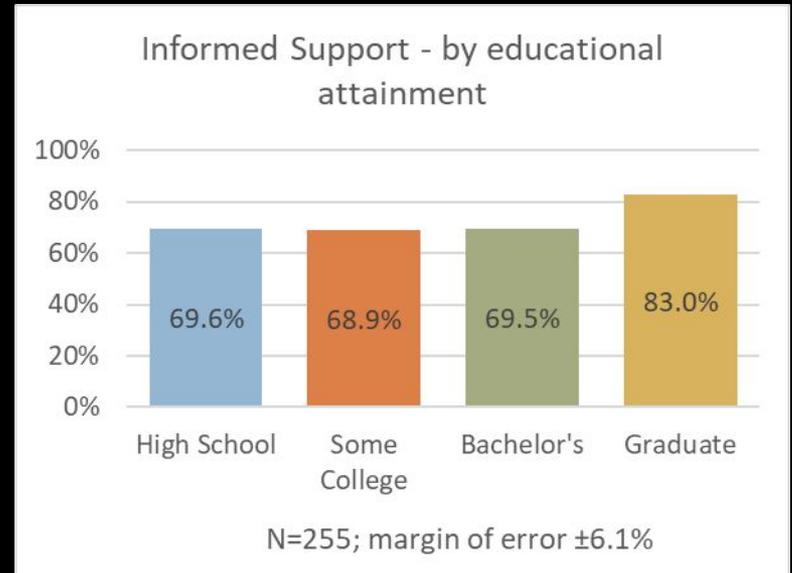
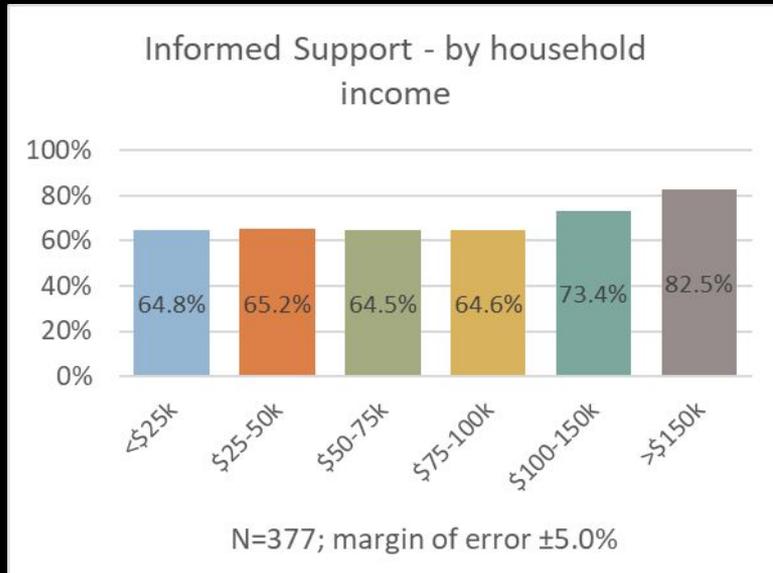
OPERATING LEVY

Demographic differences *(cont.)*



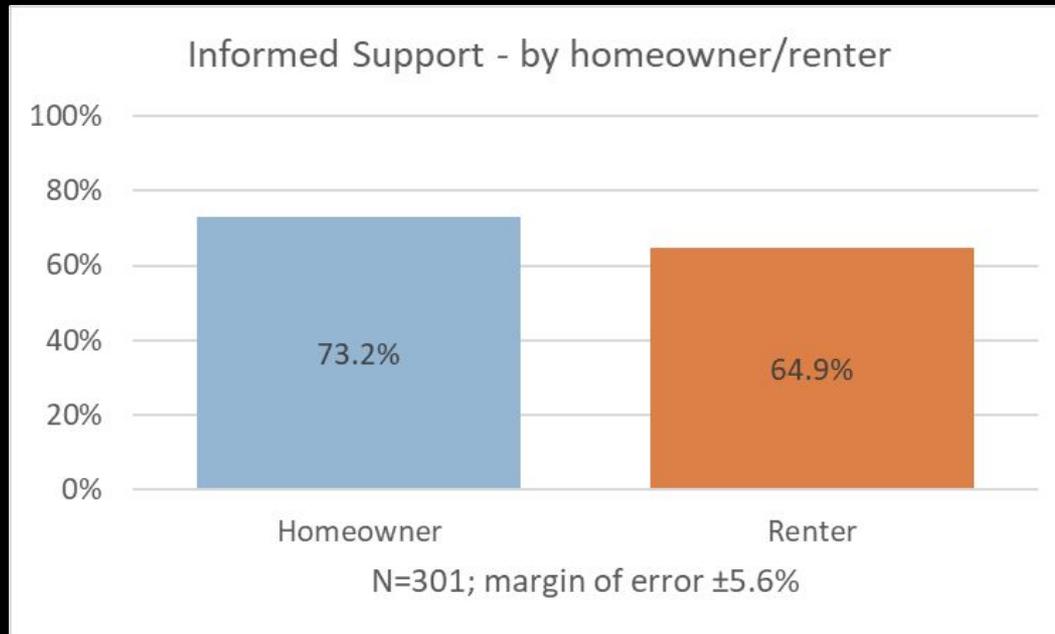
OPERATING LEVY

Demographic differences *(cont.)*



OPERATING LEVY

Demographic differences *(cont.)*



Impact of cost information

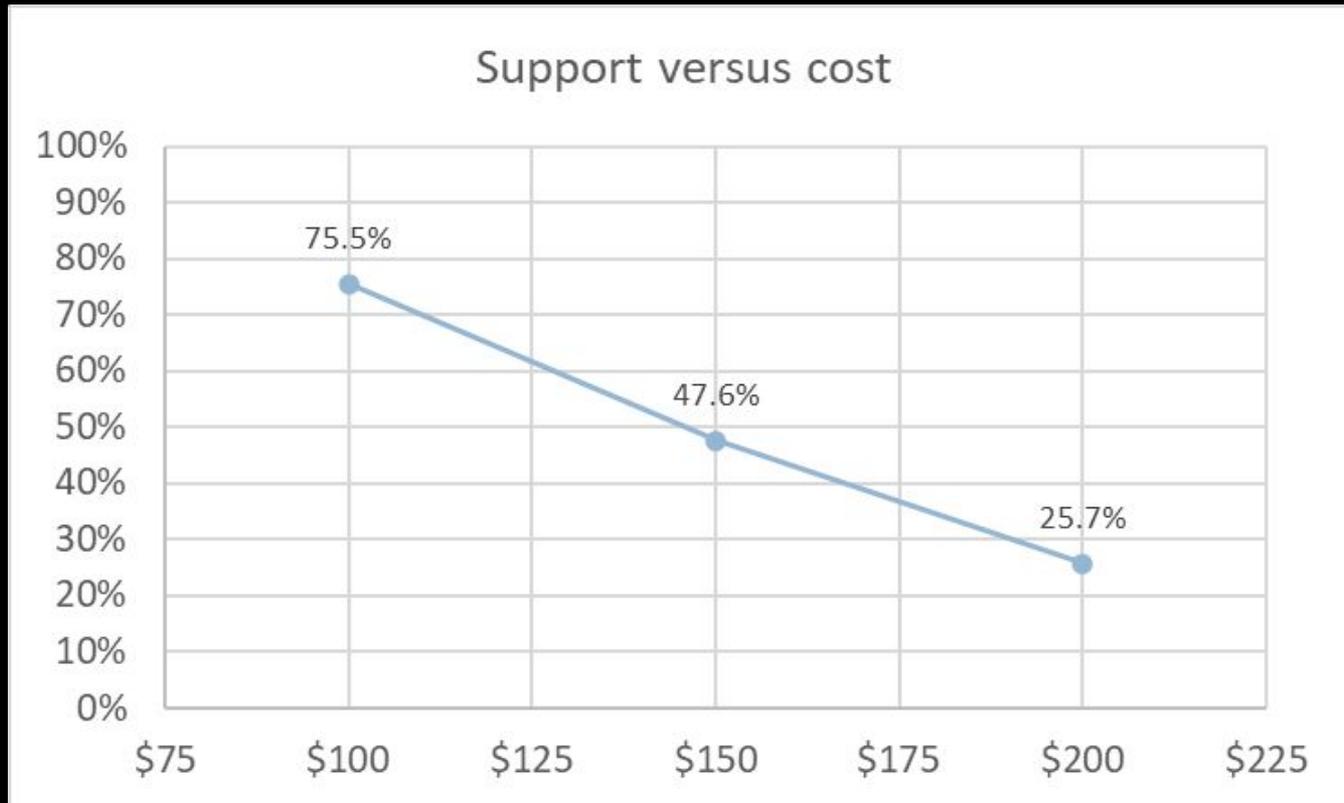
“I am going to ask you some questions about the potential increase in property taxes needed to renew and increase the School District’s operating levy. Doing so would increase annual funding per student, avoid budget cuts next year and support ongoing investments in classroom programs and materials. Each question presents you with the annual cost for an average home worth approximately \$275,000.

For each one, please tell me if knowing the cost of the proposal would make you favor or oppose such a proposal.”

Impact of cost information *(cont.)*

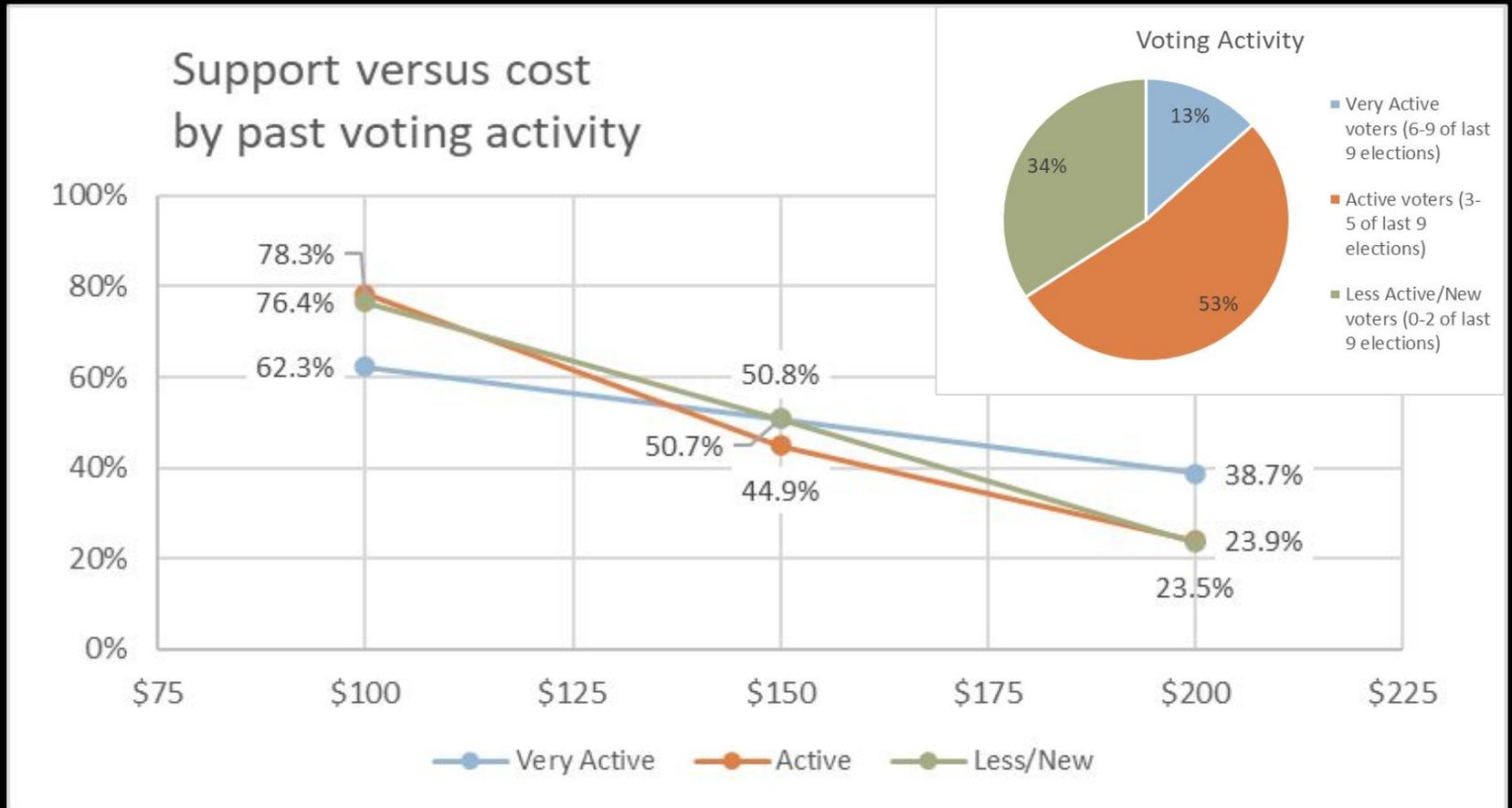
- Participants were asked about three potential property tax increases to fund programs: \$100, \$150 and \$200 per year on an average home valued at \$275,000.
- Dollar amounts were presented in terms of both monthly and annual impacts.
- To preclude responses given in anticipation of higher or lower options, impacts were presented in random order.

Impact of cost information *(cont.)*



Potential tax impacts tested were \$100, \$150 and \$200 per year.

Impact of cost information (cont.)



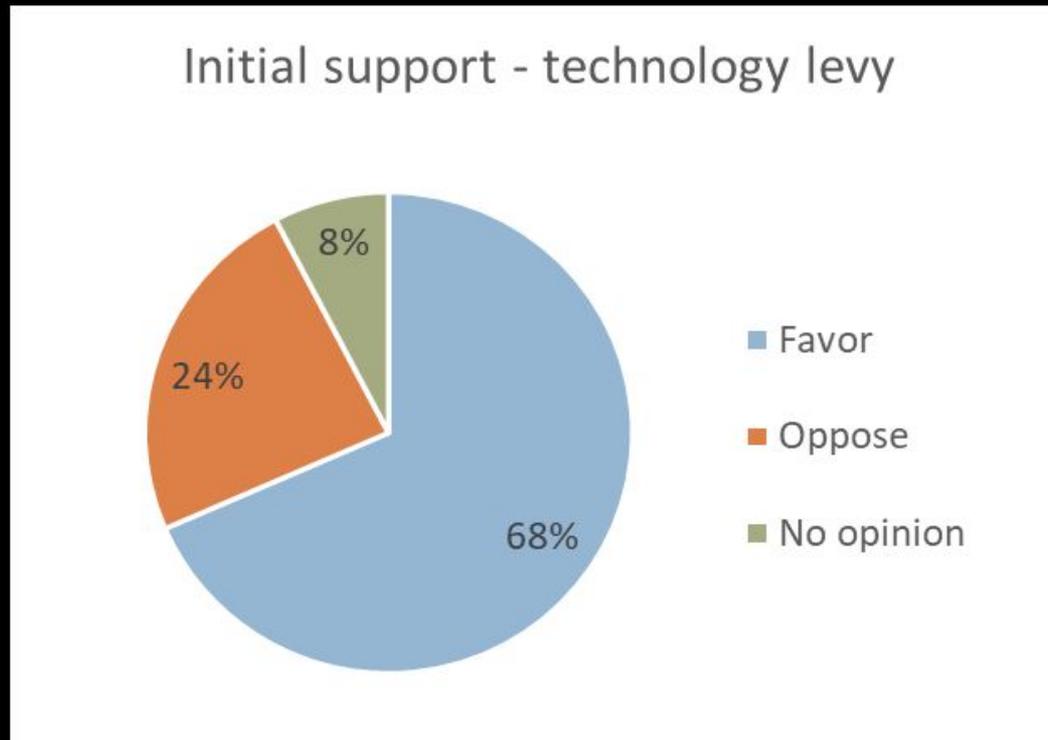
Initial support for technology levy

“In addition to seeking an increase in property taxes to provide higher funding for Hasting’s current operating levy, the District might also seek approval from voters for a Capital Project Levy to increase property taxes earmarked for classroom technology.

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

TECHNOLOGY LEVY

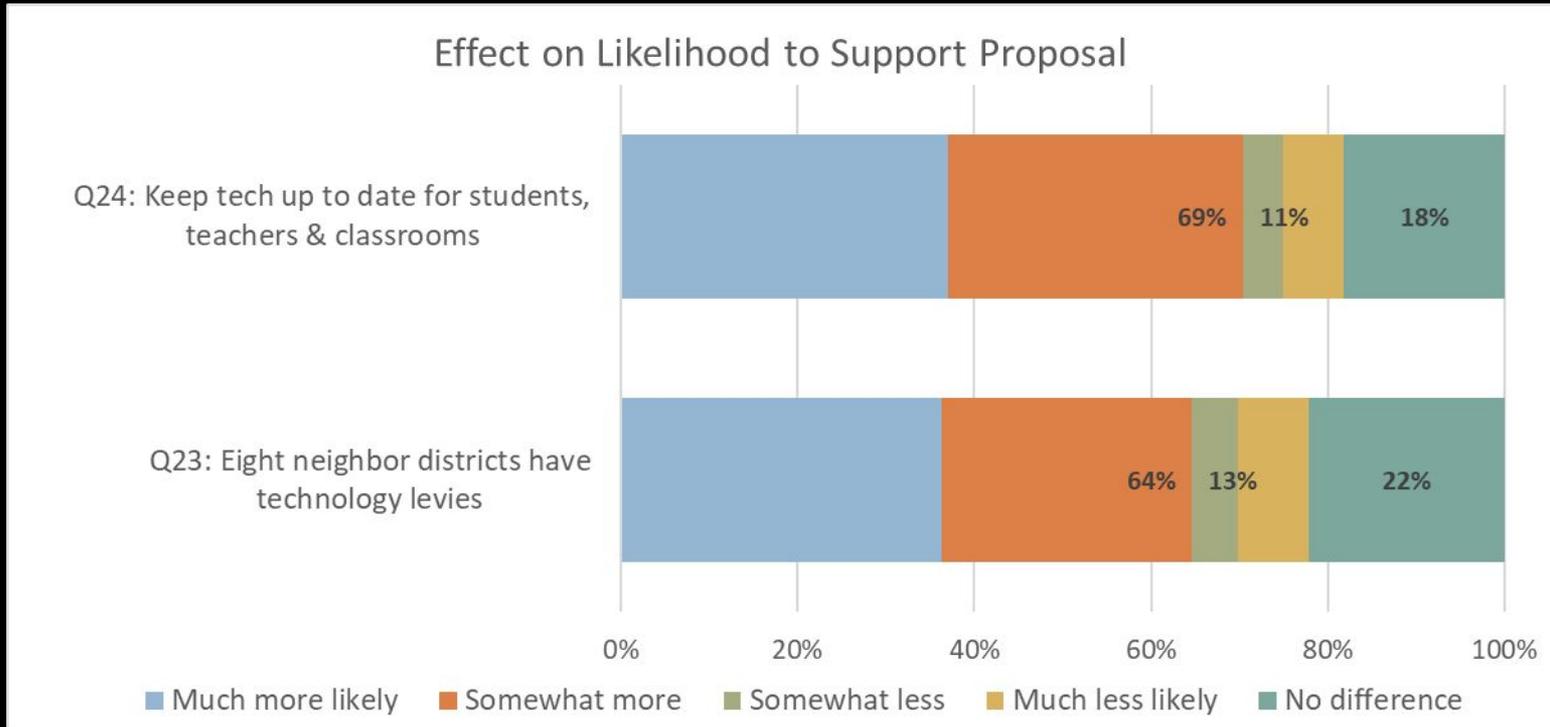
Initial support



Effect of information

- Participants were asked to react to two statements related to a potential technology levy.
 - Eight neighboring and comparable Districts all have voter approved Capital Project Levies for ongoing technology investments.
 - A Capital Project Levy for Hastings would allow the District to keep technology up-to-date for students, teachers, and classrooms.

Reaction to impacts



Labels show combined % for more/much more likely, less/much less likely and no difference.



TECHNOLOGY LEVY

Informed support

“Now that you have heard more information about the proposal to raise property taxes earmarked for ongoing investments in technology, would you favor or oppose such a proposal?”

TECHNOLOGY LEVY

Comparison – initial and informed

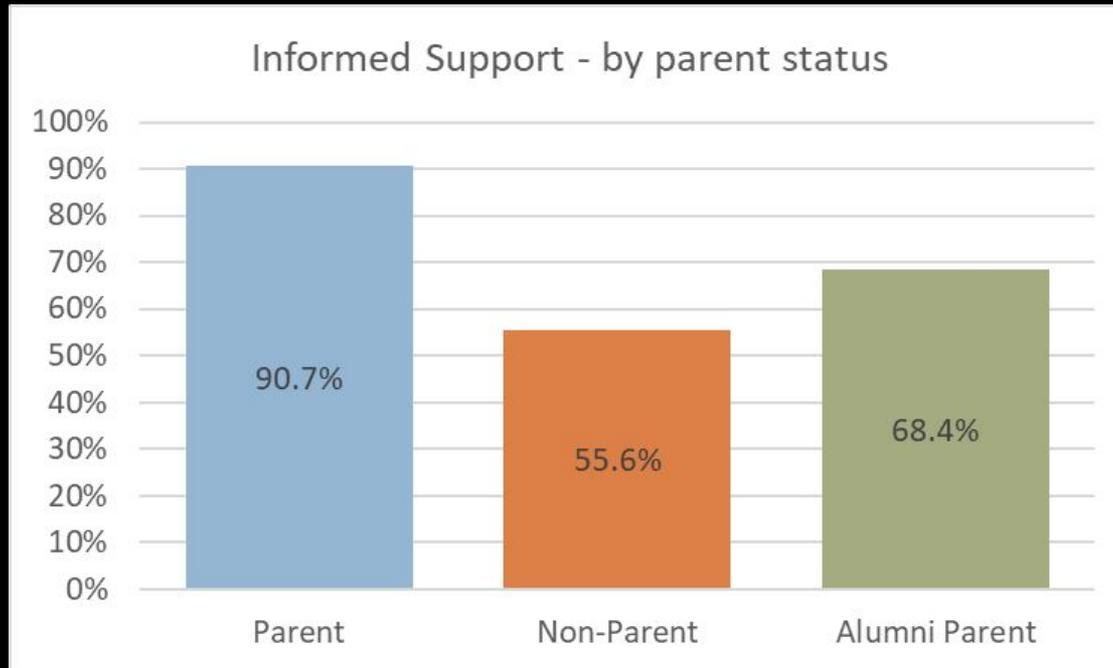


Difference is not statistically significant.

Demographic differences

- As with the operating levy, we review a quick snapshot of differences in support between demographic groups:
- Charts show level of support after hearing the two questions about the proposal.

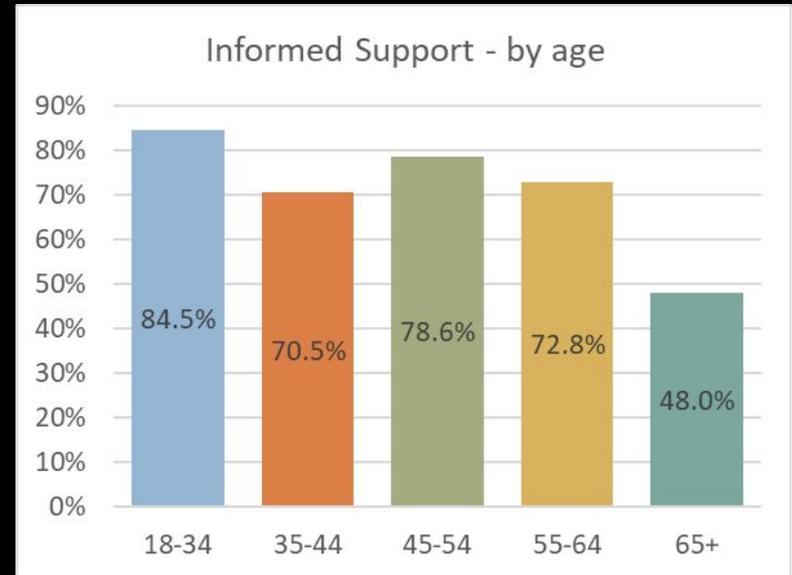
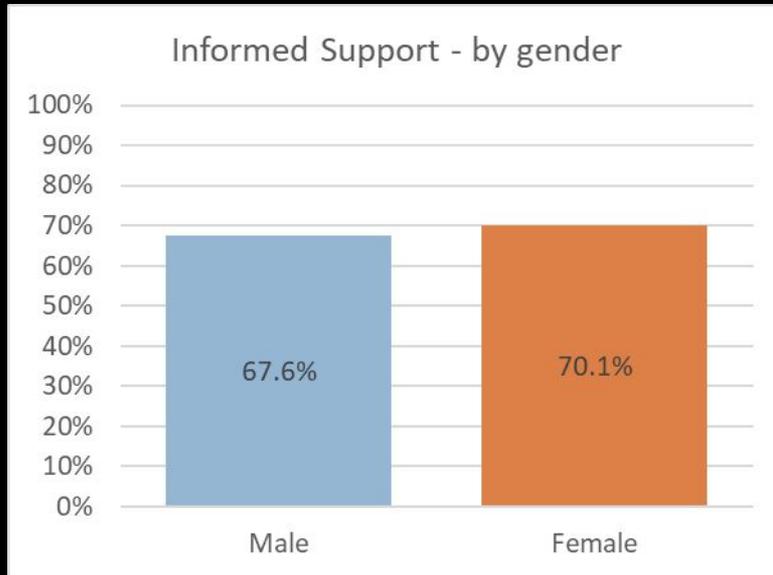
Demographic differences *(cont.)*



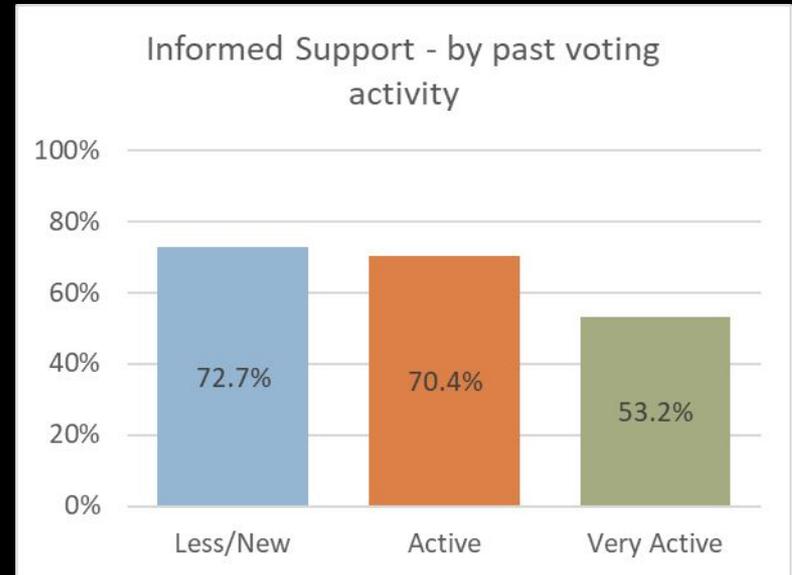
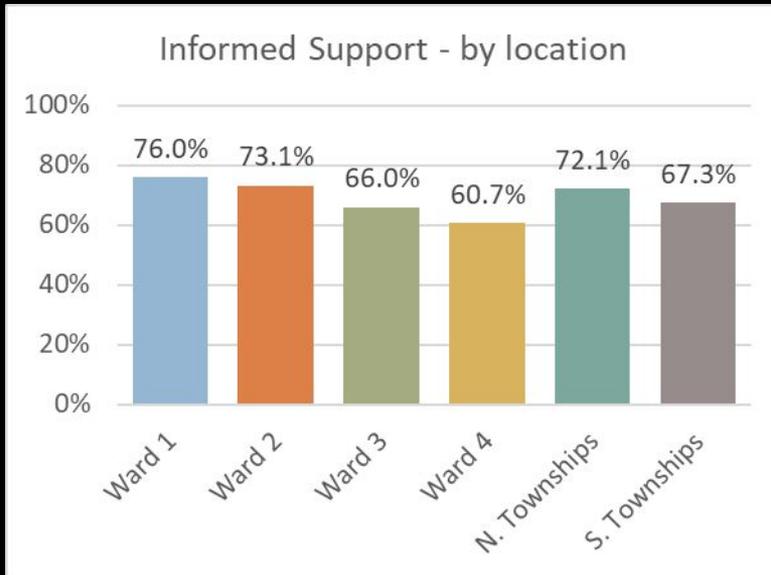
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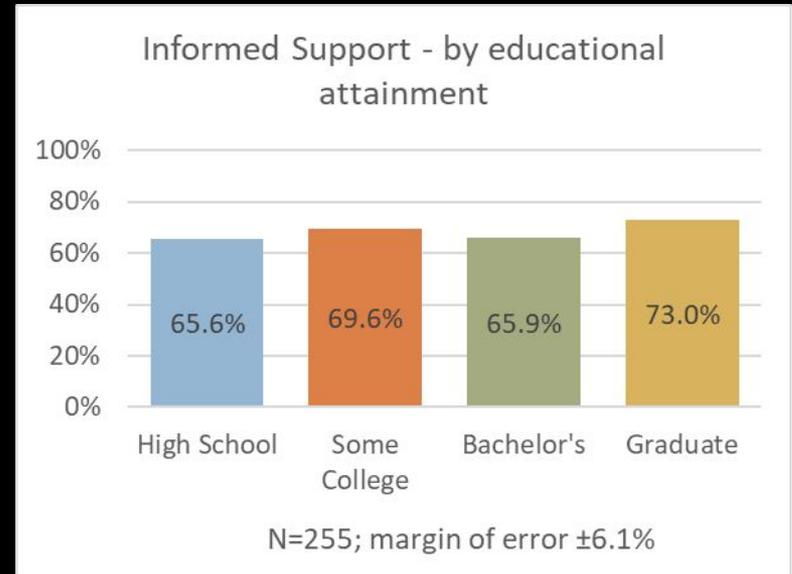
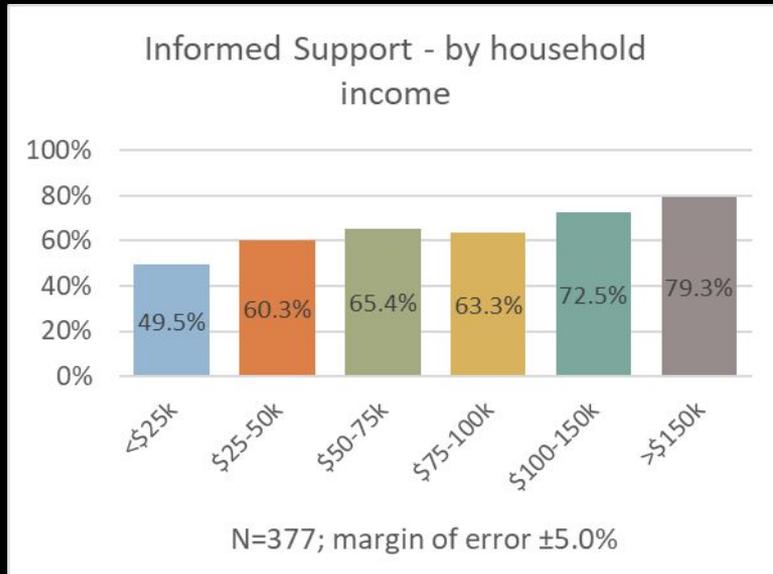
Demographic differences *(cont.)*



Demographic differences *(cont.)*

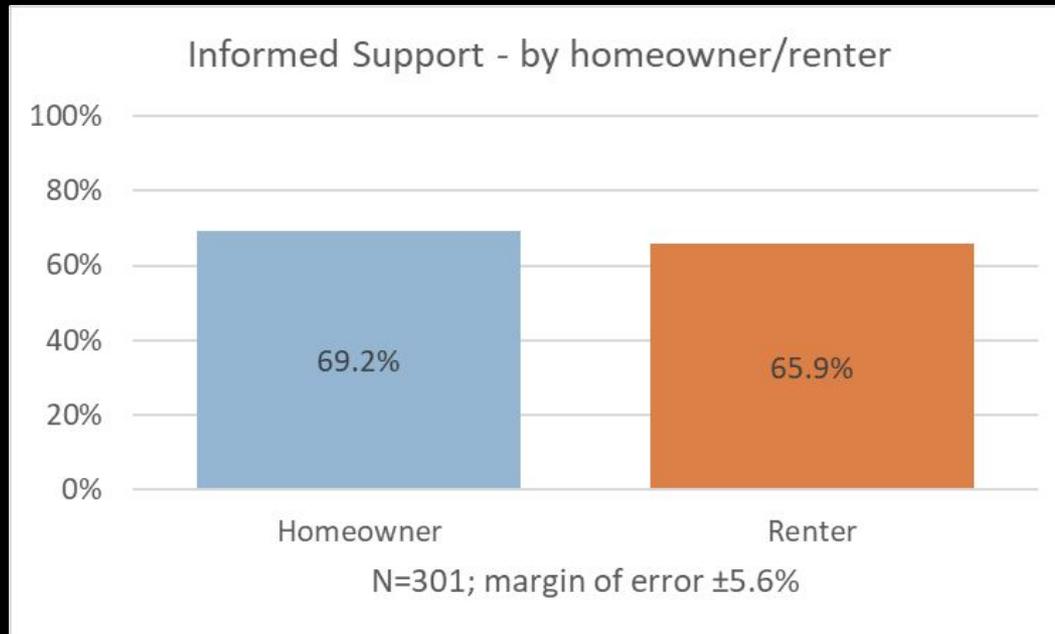


Demographic differences *(cont.)*



TECHNOLOGY LEVY

Demographic differences *(cont.)*

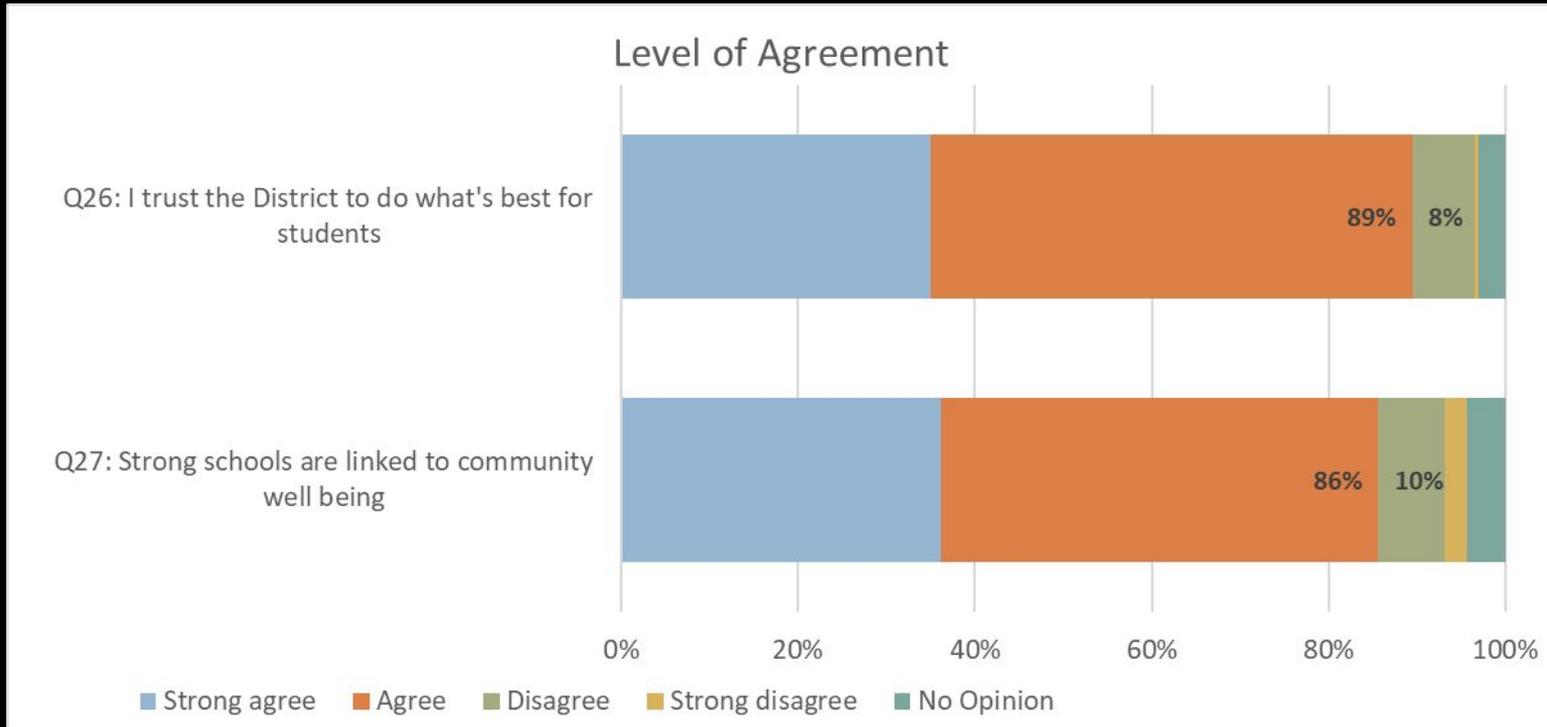


Community perceptions of the school district

- Following the questions about a potential technology levy, participants were asked to react to two statements about the school district:
 - I trust the School District to do what is best for students.
 - Strong public schools are directly linked to the well-being of our community.
- Respondents were asked for their level of agreement with each statement.

DISTRICT PERCEPTIONS

Community perceptions *(cont.)*



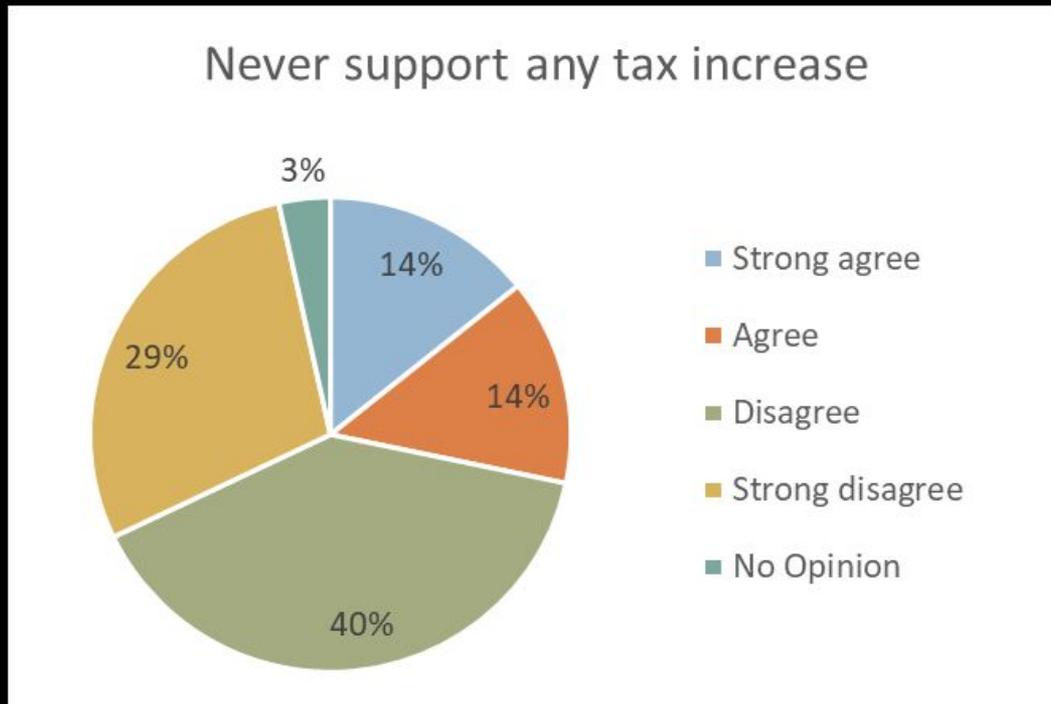
Labels show combined % for agree/strong agree and disagree/strong disagree .

Tax aversion

Participants were asked how much they agreed with the following statement:

“I would never vote for a tax increase, no matter what the amount or how the money raised would be used.”

Tax aversion (cont.)

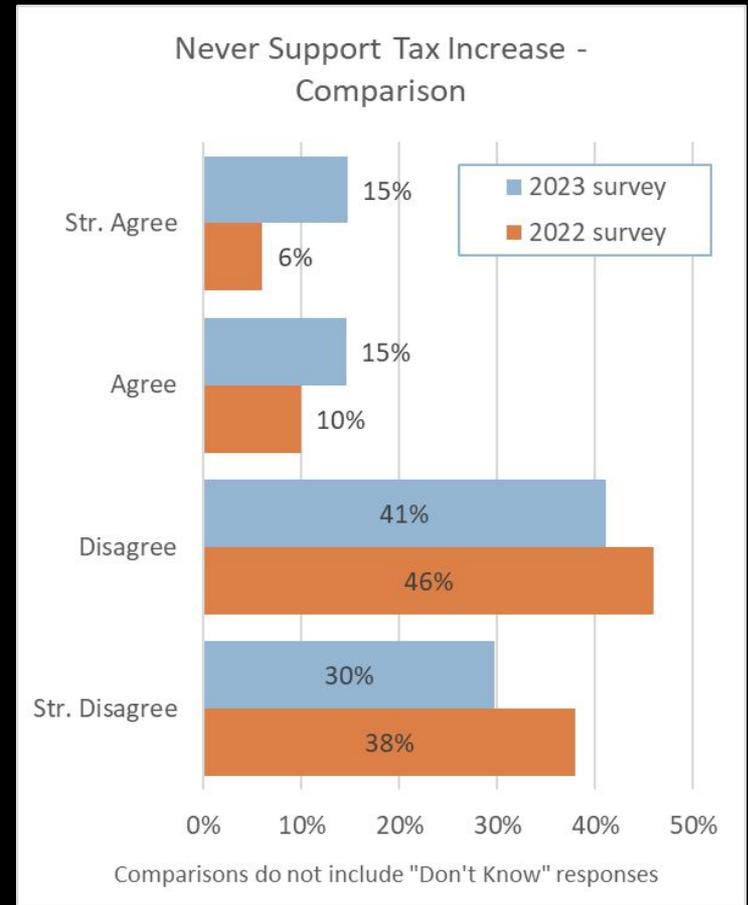


- Agree/strongly agree of 28% is slightly higher than the 15%-25% range we typically see in Minnesota school districts.

DISTRICT PERCEPTIONS

Tax aversion *(cont.)*

- Tax climate has soured since the 2022 survey.
- Agreement and strong agreement with “no taxes” statement each rose in the last year.





SURVEY FINDINGS

Findings: operating levy

- Initial support for levy increase was 65.7%.
- Informed support was 71.0%.
- Information about the proposal increased support by 5.3 percentage points, which is not statistically significant.

Findings: operating levy *(cont.)*

- Positive impacts ranged from 76% to 60%.
- Negative impacts ranged from 14% to 20%.
- Greatest positive impacts seen from offering college credits to high school students and maintaining class sizes.
- Relatively smaller positive impacts from expanding or avoiding cuts to electives.

Findings: demographic support

- Highest support for operating levy increase comes from parents, voters 18-34 years of age, voters 45-54 years of age, holders of graduate degrees and households making over \$150,000 annually.
- Lowest support from non-parents, voters over 65 years of age, residents of Ward 4, and Very Active voters.

Findings: potential tax impacts

- At the time of data collection, overall support levels rise above margin of error (54.9%) at an impact of \$140 per year.
- Similar result when looking at weighted turnout of Less Active, Active and Very Active voters; support rises above margin of error at the \$135 impact level.
- Undecided voters were under 6% at each tax impact level.



SURVEY FINDINGS

Findings: technology levy

- Initial support for technology levy was 68.4%.
- Informed support was 68.9%.
- Information about the proposal increased support by 0.5 percentage points, which is not statistically significant.

Findings: demographic support

- Highest support for operating levy increase comes from parents, voters 18-34 years of age, voters 45-54 years of age, residents of Ward 1 and households making over \$150,000 annually.
- Lowest support from non-parents, voters over 65 years of age, residents of Ward 4, households making less than \$50,000 annually and Very Active voters.



SURVEY FINDINGS

Findings: tax aversion

- 28% of participants indicated that they would not support any tax increase for any reason.
 - In 2022, overall tax aversion was 16%
- Typical range for Minnesota school districts is 15%-25%.
- Tax aversion in Hastings appears slightly higher than normal range, though opposition at the \$80 tax impact level was just 21%.

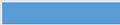


Thank you!

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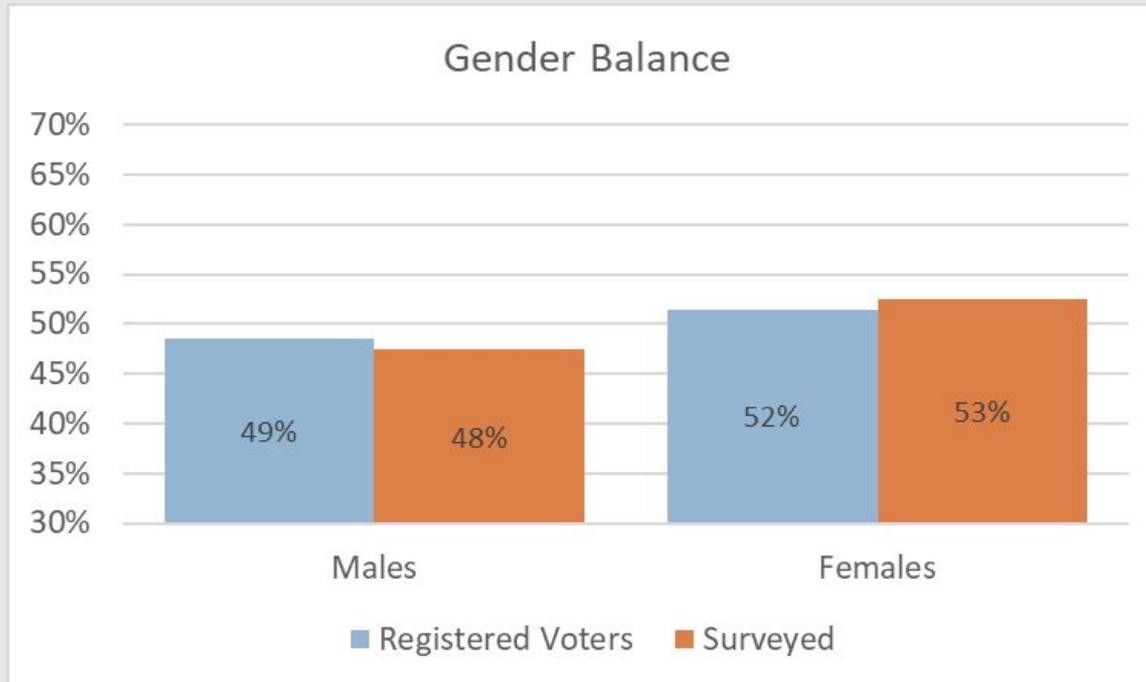


Survey demographics

- The following slides show proportions of total interviews versus targets before any sample weighting was performed.
- After re-balancing, samples were each within 1.5% of targets.

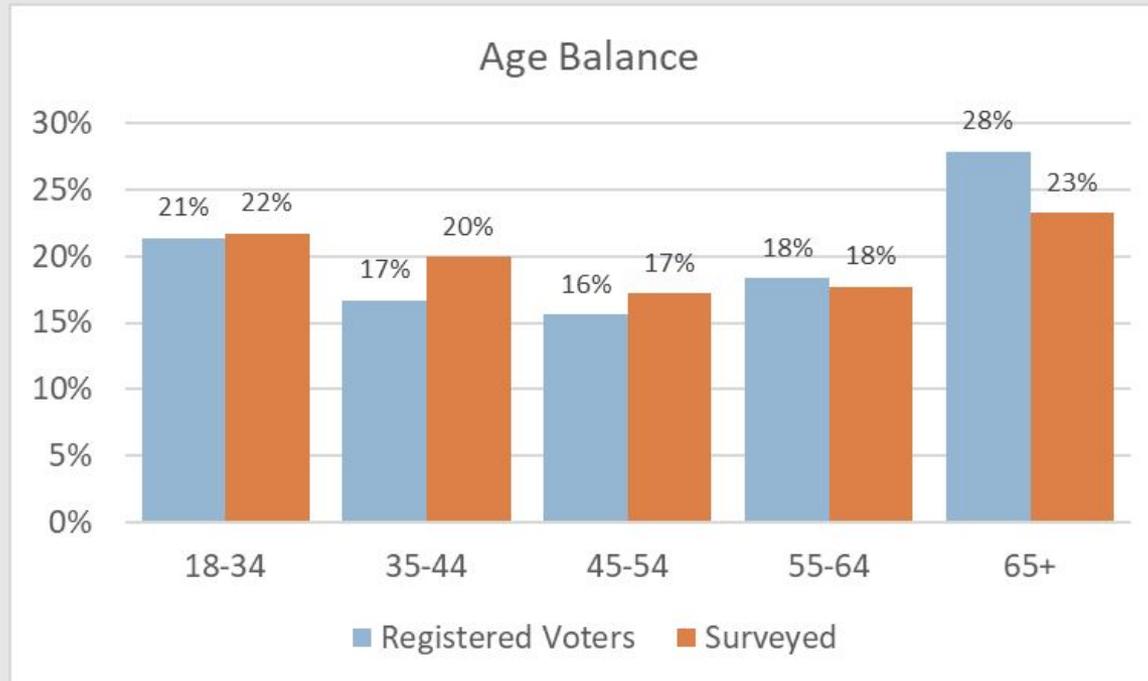
SURVEY DEMOGRAPHICS

Demographic targets: Gender



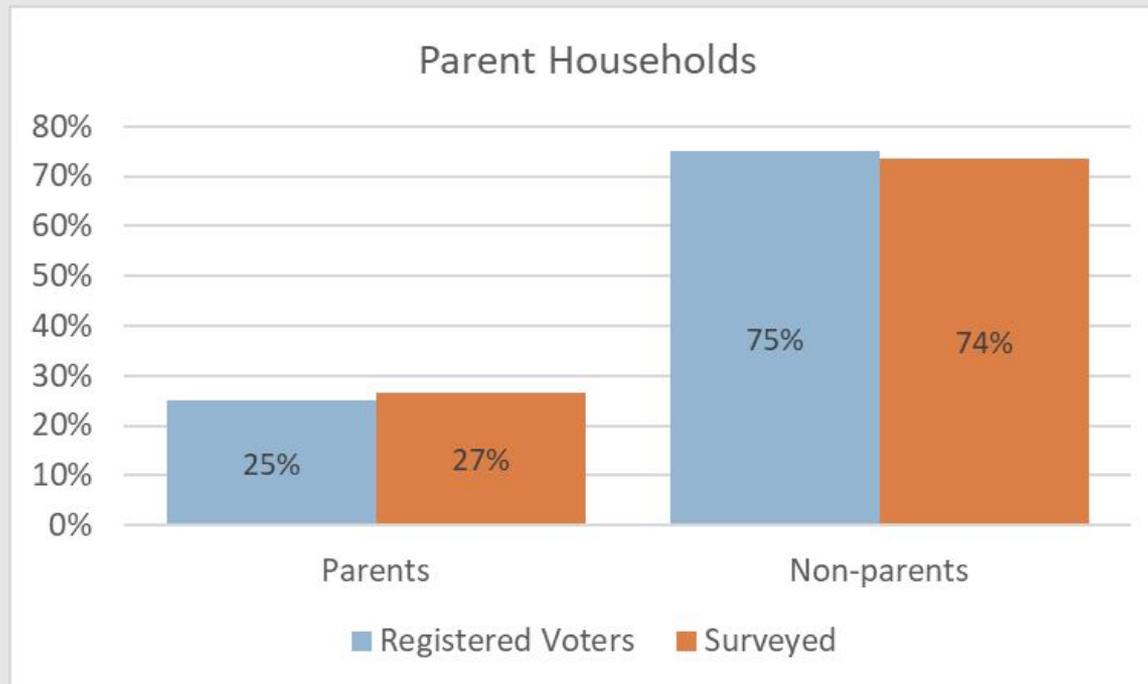
SURVEY DEMOGRAPHICS

Demographic targets: Age



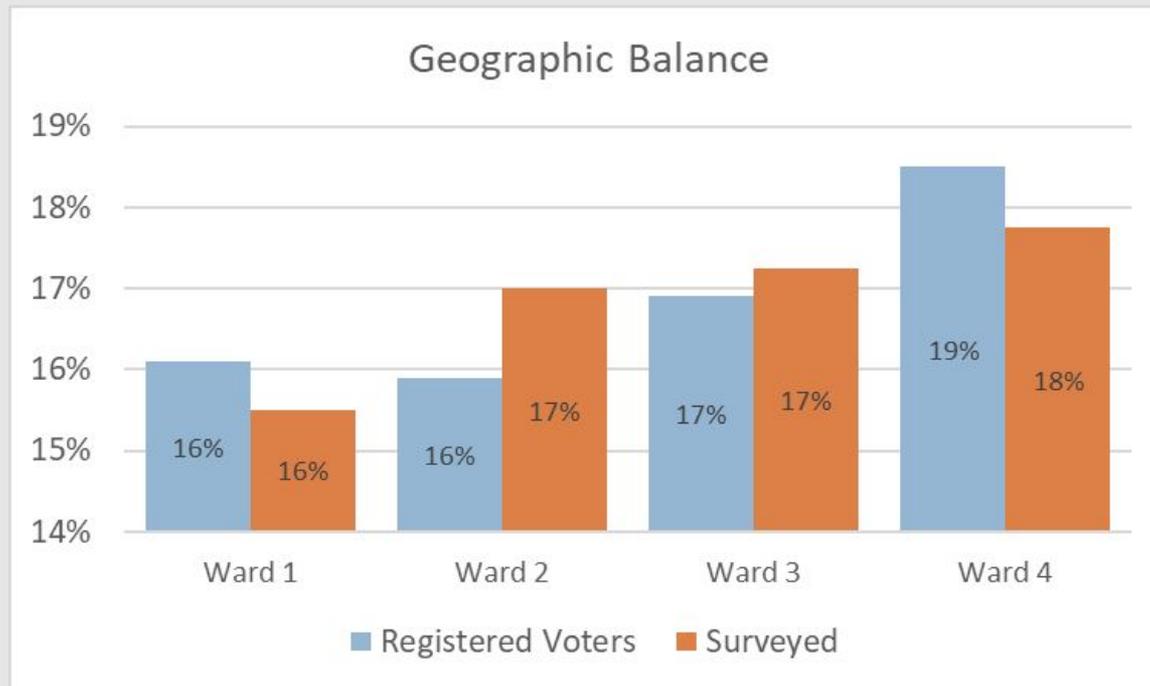
SURVEY DEMOGRAPHICS

Demographic targets: Parent households



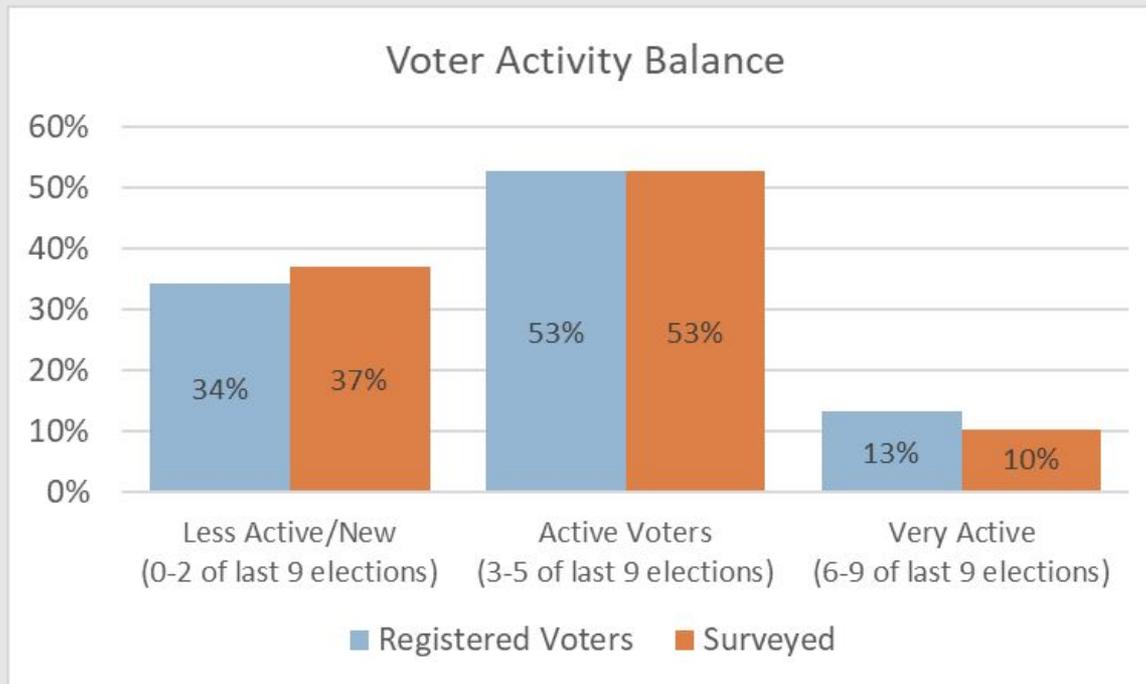
SURVEY DEMOGRAPHICS

Supplementary demographics: Location



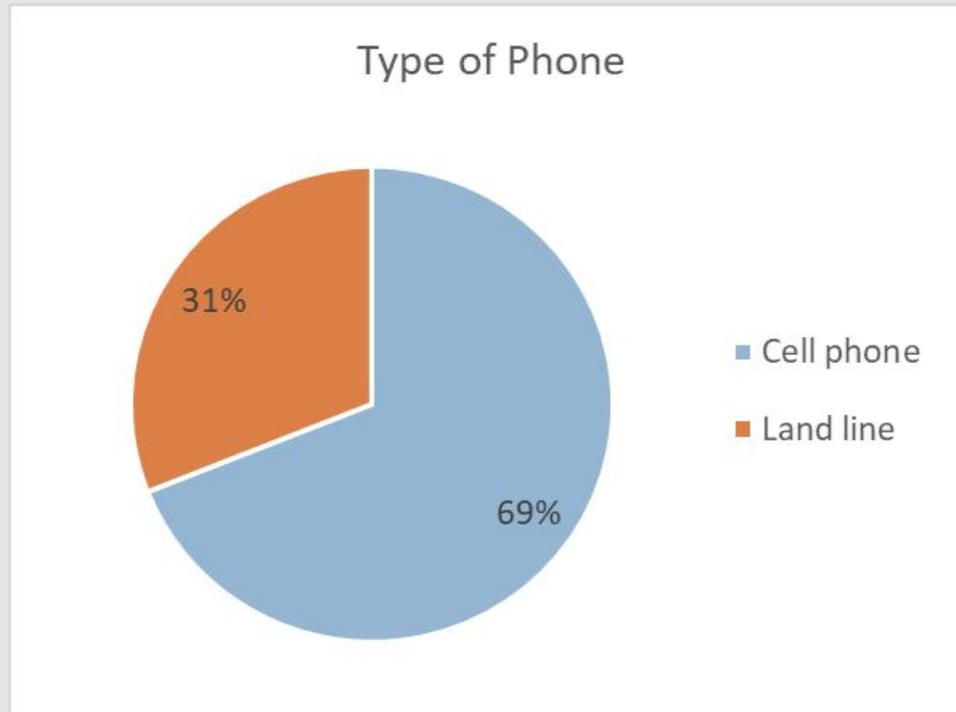
SURVEY DEMOGRAPHICS

Demographic targets: Past voting activity



SURVEY DEMOGRAPHICS

Supplementary demographics: Survey channel



SURVEY DEMOGRAPHICS

Supplementary demographics: Homeowner/renter

