
Parent Attitude and Satisfaction Survey Report 2017-18

Anoka-Hennepin School District

Prepared by Research, Evaluation and
Testing



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Introduction

For the 2017-2018 school year, a total of 2,797 parents or guardians (hereafter referred to as parents) completed the Parent Attitude and Satisfaction Survey (PASS) between May 14 and June 15, 2018. This number may include duplicated parents who completed surveys for students at more than one school or who completed both a web and a phone survey. All parents within the Anoka-Hennepin School District were sent a letter with information about how to access the PASS online. In all, 22,574 letters were sent to district parents. Parents were also informed that they could choose to complete the survey on paper if requested. Of all the parents in the school district, 1,378 parents voluntarily completed the online survey. This includes 382 parents of one or more high school students, 326 parents of one or more middle school students, and 670 parents of one or more elementary school students. Given the voluntary nature of the survey, the results cannot be generalized to the district population as a whole because these parents' responses do not necessarily represent the views and opinions of all parents. In particular, some student groups may be over or underrepresented in the web survey.

In addition to the web survey, an outside research agency conducted phone interviews of a random selection of parents with a child in one of the district middle schools. If the parent had more than one child in middle school, they were asked to respond with their oldest child in mind. In total, 1,419 parents of middle school students completed the PASS over the phone. The results from the phone survey are reported separately from the web responses because they can be statistically generalized to all district middle school parents as the sample was randomly selected to represent this population.

The PASS is used to measure parents' overall level of satisfaction with their child's school. In this survey, parents rated twelve independent statements on a four point Likert scale: (1) disagree, (2) somewhat disagree, (3) somewhat agree, and (4) agree. The statements are:

1. In this school, teachers and staff care about my student.
2. My student's school is safe.
3. Teachers provide help for my student when needed.
4. Teachers in this school support me in helping my student learn at home.
5. I feel welcome at my student's school.
6. I feel respected at my student's school.
7. I feel my family is accepted at my student's school.
8. Teachers in this school challenge my student to do his or her best in school work.
9. Teachers communicate regularly with me about my student's progress (email, classroom website, phone calls, progress reports, etc.).
10. All staff (teachers, administrators, support staff) show my student respect in this school.
11. This school has a good leadership team and is well led.
12. Overall, my student's school provides a quality education.

In addition to the twelve survey items, parents were asked to provide demographic information, including their child's race or ethnicity, whether their child participated in athletics or other after school activities, and whether the student received or participated in any special programming. The survey also included three open-ended response items.

The first section of this report summarizes the percentage of parents who were satisfied with their child's school by indicating that they "agree" or "somewhat agree" with twelve statements. To determine overall satisfaction, these percentages were averaged, taking into account the number of responses per item. We also report five-year trend data for each of the twelve items. As we ultimately strive for high levels of satisfaction, the trend data only considers parents that "agree" with each statement and does not include responses of "somewhat agree."

Key findings

- Overall, 92.8% of district parents who completed the web survey were satisfied with their child's school, an increase over both 2017 and 2016 reports (92.4% and 92.1%, respectively).
- Parents of elementary students were the most likely to be satisfied with their child's school. The percentage of satisfied parents at the elementary level rose from 94% in 2017 to 95% in 2018.
 - The percentage of middle school parents who reported satisfaction dropped from 94% in 2017 to 92% in 2018 on the web survey. The phone survey provides similar results, with 92% of middle school parents reporting satisfaction.
 - The percentage of parents with a high school student who were satisfied with their child's school increased from 89% in 2017 to 90% in 2018.
- The largest increase in parental satisfaction between the 2017 and 2018 surveys in a particular grade was among the parents of 12th grade students (from 86% in 2017 to 92% in 2018). The largest decreases came in eighth grade (94% to 89%) and beyond twelfth grade (92% to 87%), which is the grade level with the least satisfaction in 2018.
- Within each type of special programming offered, parents of children in elementary and high school reported higher levels of satisfaction with their children's schools in 2018 than they did in 2017 (with the exception of STEP and EL services at the high school level). For all middle school special programs, the rate of parent satisfaction on the web survey decreased from 2017.
- Parents of students of color were less likely to report satisfaction on the web survey in 2018 than in 2017 at both the middle and high school levels, but not at the elementary level.
 - In middle schools, 83% of parents of students of color were satisfied compared to 90% in 2017.
 - In high schools, the percentage decreased from 88% to 83%.
 - In elementary schools, however, the percentage increased from 90% to 92%.
- The percentage of parents who agreed with "*My student's school is safe*" on the web survey decreased at all levels for the third year in a row, reaching 79% in elementary schools, 67% in middle schools, and 51% in high schools.
- At all levels, the item with the highest satisfaction was "*I feel my family is accepted at my student's school.*" The item with the lowest satisfaction at the elementary and high school levels was "*Teachers communicate regularly with me about my student's progress.*" At the middle school level, the items with the lowest satisfaction were "*All staff (teachers, administrators, support staff) show my student respect in this school*" (web) and "*Teachers in this school support me in helping my student learn at home*" (phone).
- Although the overall reports of satisfaction for parents of middle school children were similar across the phone and web surveys, responses to two items stood out as different between the two surveys:
 - While 90% of middle school parents who responded via web "agreed" or "somewhat agreed" with the statement, "*Teachers communicate regularly with me about my student's progress,*" only 85% of middle school parents did so on the phone survey.
 - Similarly, 92% of middle school parents via web chose "agree" or "somewhat agree" in relation to the statement, "*Teachers in this school support me in helping my student learn at home.*" However, only 83% "agreed" or "somewhat agreed" via the phone survey.

Percentage of parents who participated by ethnicity and school programming

Percentage of parents reporting their students' ethnicity (web responses)

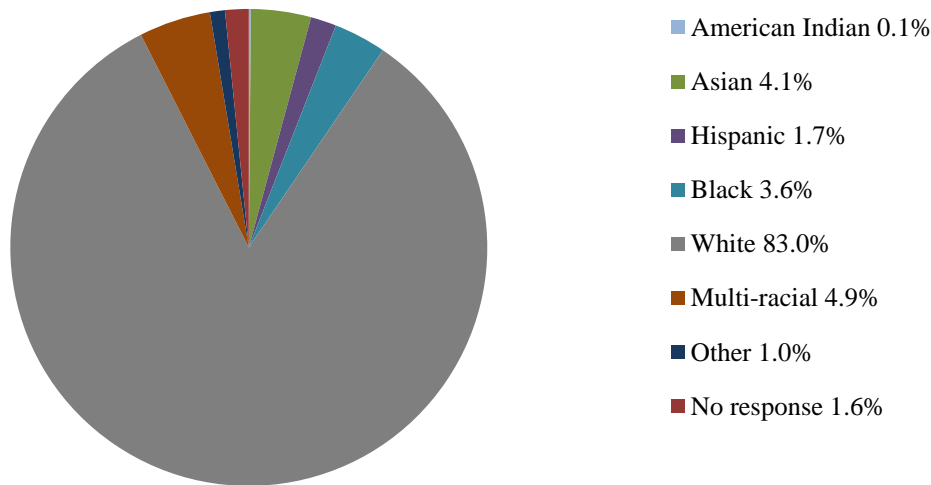


Figure 1. Percentage of parents who completed the web survey by students' ethnicity.

Parents who completed the web survey indicated that their child's ethnicity was: 0.1% American Indian, 4.1% Asian, 1.7% Hispanic, 3.6% Black, 83.0% White, and 4.9% Multi-racial.

Percentage of parents reporting their students' ethnicity (phone responses)

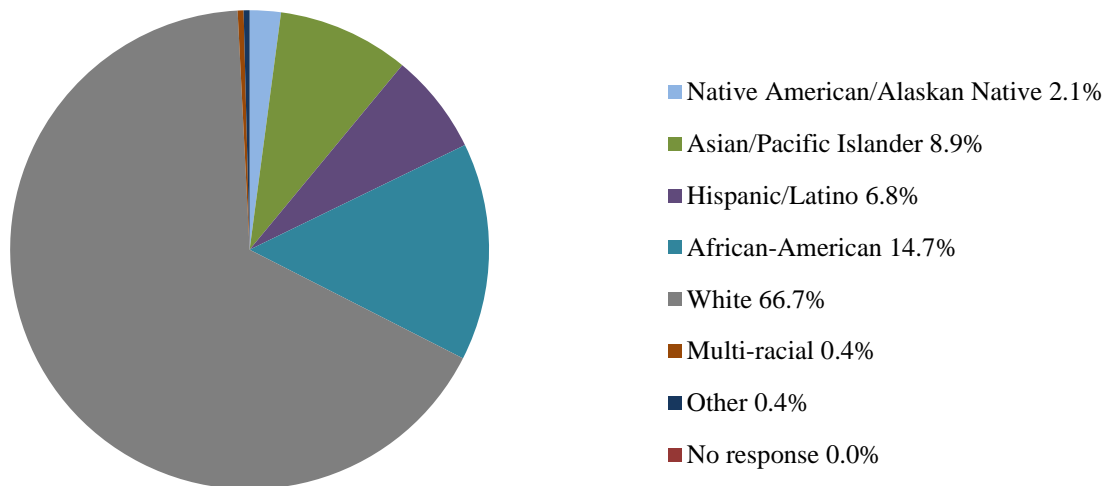


Figure 2. Percentage of parents who completed the phone survey by students' ethnicity.

Note: Only parents with a middle school student in the 2017-2018 school year were sampled for the phone survey. Response categories differed slightly between the web and phone surveys.

Parents who completed the phone survey reported that their middle school child's ethnicity was: 2.1% Native American or Alaskan Native, 8.9% Asian or Pacific Islander, 6.8% Hispanic or Latino, 14.7% African American, 66.7% White, and 0.4% Multi-racial. All parents surveyed over the phone provided a response to this item. This sample is representative of the districtwide middle school student population and more closely mirrors the demographic makeup of the district than the sample of parents responding to the web survey. The difference between the phone and web survey demographic information suggests that some populations of students may be underrepresented in the web survey responses. Thus, the results from the phone survey may be more generalizable.

Percentage of parents reporting their student participated in school programming (web responses)			
	Elementary	Middle	High
Advanced or honors courses	NA	39%	61%
AVID program	NA	3%	4%
EL services	2%	2%	1%
Magnet programs (CEMS, BioMed, IB diploma)	NA	NA	11%
Online learning/STEP Ahead/TelePresence coursework	NA	NA	4%
PSEO	NA	NA	5%
SpEd	11%	9%	9%
STEP	NA	NA	8%
Supplemental program/Title I	3%	NA	NA
Talent development	18%	NA	NA
Other	7%	4%	2%
None	60%	47%	21%
No response	5%	3%	3%

Table 1. Percentage of parents who reported that their student participated in school programming on the web survey.
 Note: Parents could select more than one program.

Many parents indicated that their child received special services or participated in school activities. Parents were asked to select all of the programs in which their child participates. Middle and high school parents were most likely to report their child was participating in advanced or honors courses, while elementary school parents reported Talent Development as the most common activity.

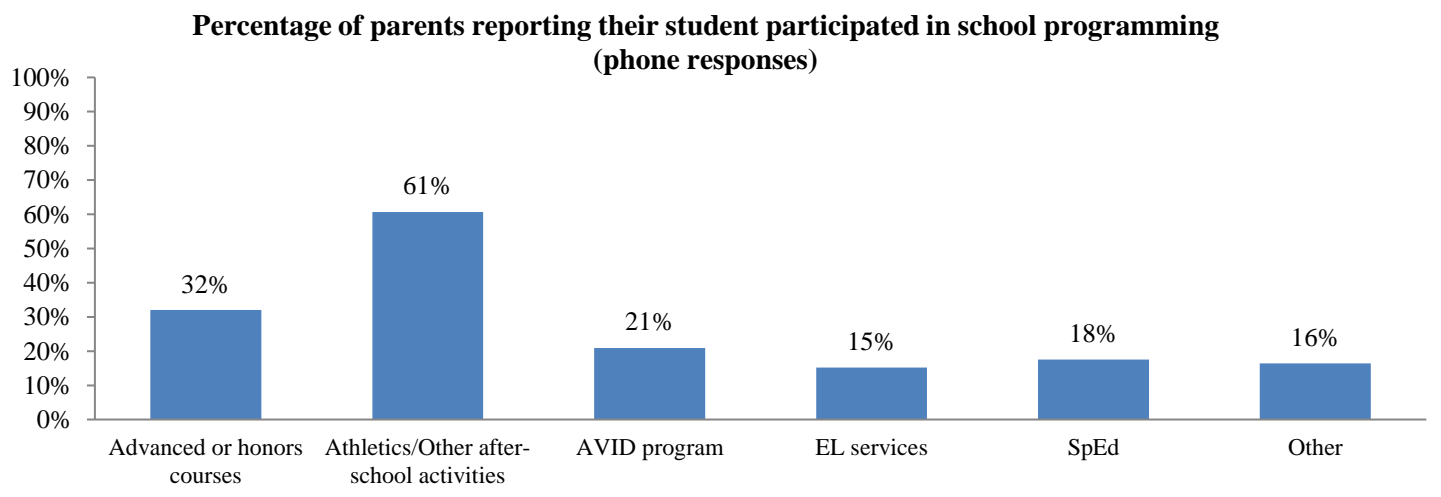


Figure 3. Percentage of parents who reported that their student participated in school programming on the phone survey.
 Note: Only parents with a middle school student were included in the phone survey. Parents were able to choose more than one activity or program.

Middle school parents reported different levels of participation in school programming on the phone survey than they did on the web survey. Approximately 18% of phone respondents reported participation in special education (SpEd), while only 9% did so via the web surveys. Similarly, 15% of parents reported English language acquisition services via phone compared to 2% via web, and 21% reported participation in the AVID program via phone compared to 3% via web.

**Percentage of parents who were satisfied with their child’s school:
Disaggregated by level, ethnicity, and school programs**

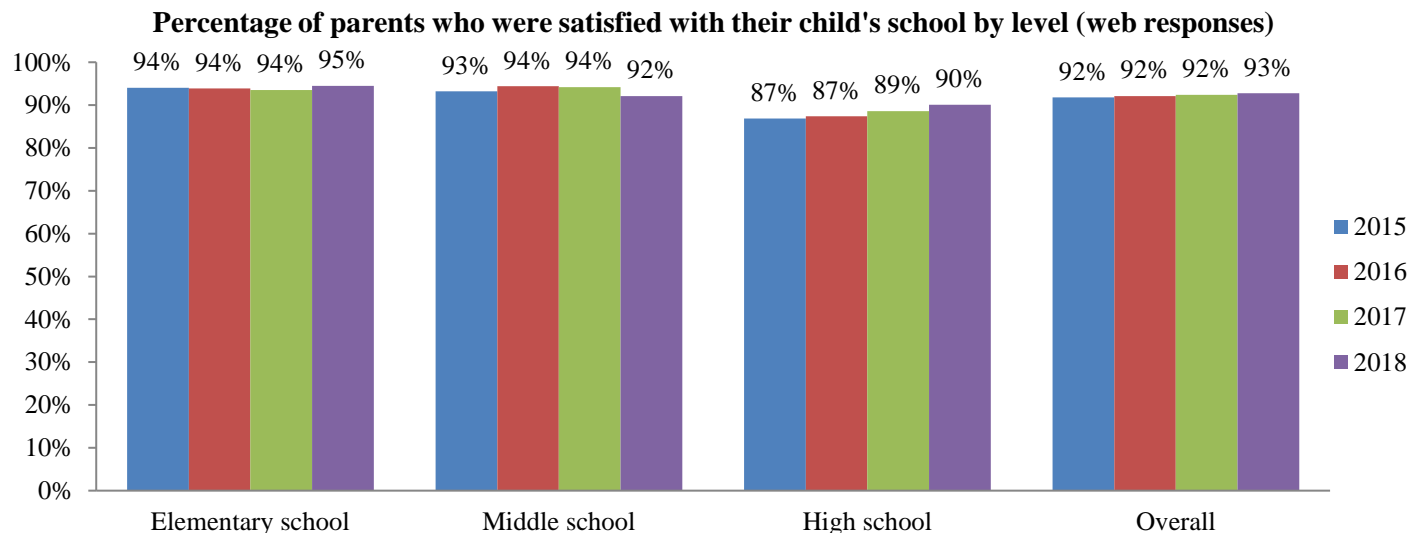


Figure 4. Percentage of parents who were satisfied with their child’s school by level and year based on web responses.
Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2.

The web responses show that more elementary and middle school parents reported that they were satisfied than high school parents. More elementary and high school parents reported they were satisfied in the 2018 survey than any of the previous three years, whereas middle school parents were less satisfied in 2018 than in previous years. Overall, rates of satisfaction increased slightly from 2017 to 2018.

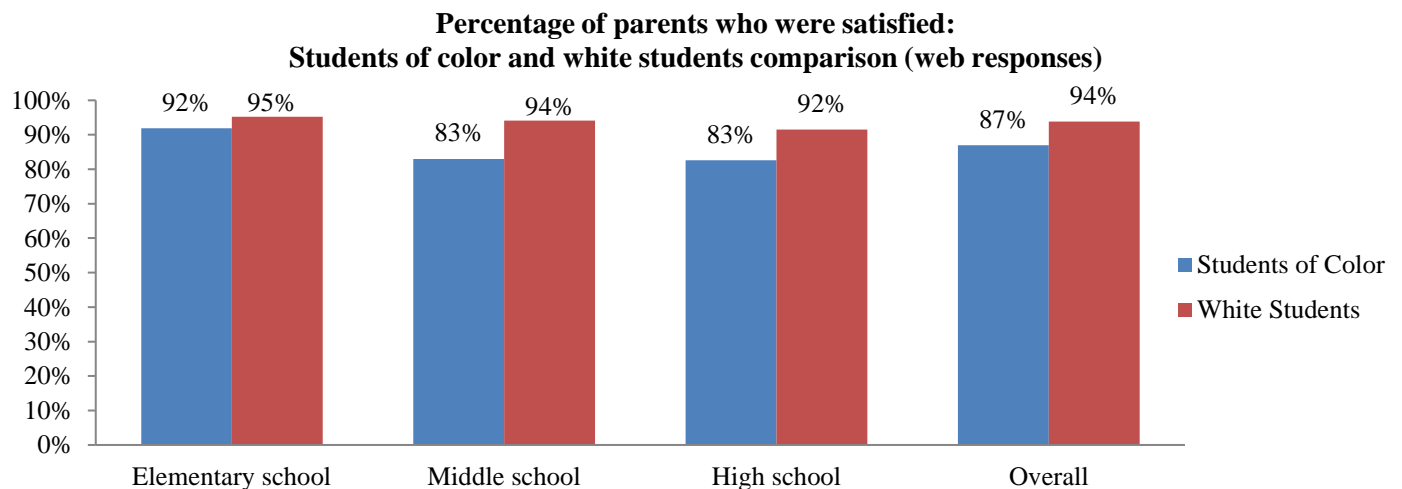


Figure 5. Percentage of parents who were satisfied with their child’s school by level and by ethnicity based on web responses.
Note: All the parents of students of color were combined for this analysis because of the small sample sizes within each non-white ethnicity category. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2.

Across all three school levels, parents of white students were more likely to report satisfaction than parents of students of color. This gap in satisfaction was smallest among parents of elementary school students and largest for parents of middle school students.

**Percentage of parents who were satisfied:
Elementary school programming comparison (web responses)**

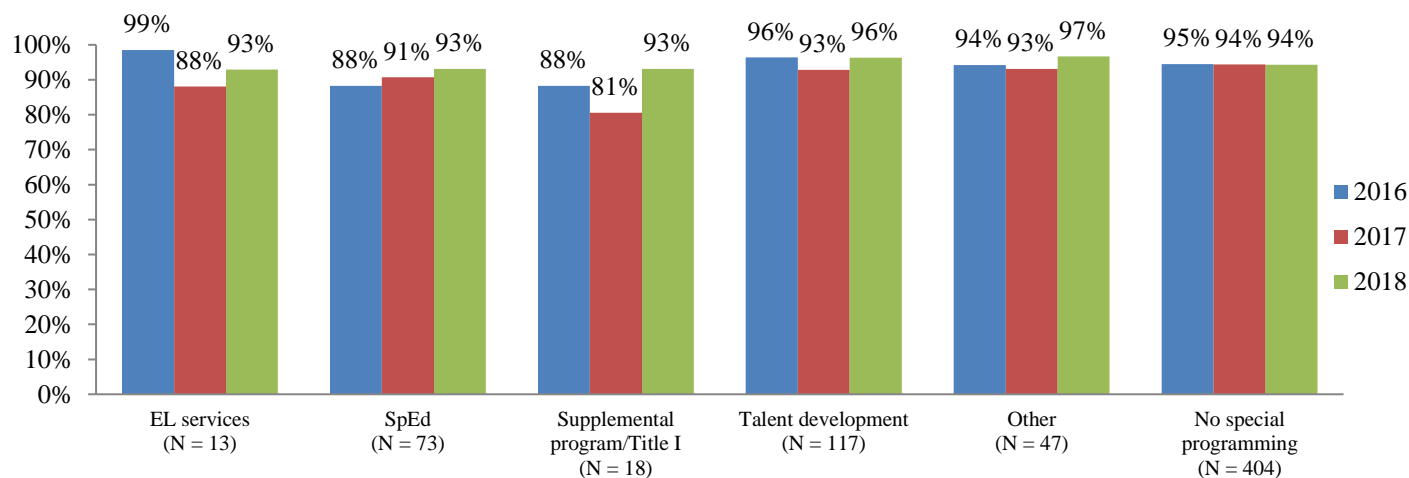


Figure 6. Percentage of parents who were satisfied with their child’s elementary school by special programming participation from web responses. Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item in that category in 2018.

The percentage of elementary school parents who were satisfied ranged from 93% to 97% for the various programs. Parents were more likely to be satisfied this year than the previous year across all programs. Parents of students who did not participate in special programming reported similar levels of satisfaction across the last three years. Please note the sample size of a group when interpreting the results.

**Percentage of parents who were satisfied:
Middle school programming comparison (web responses)**

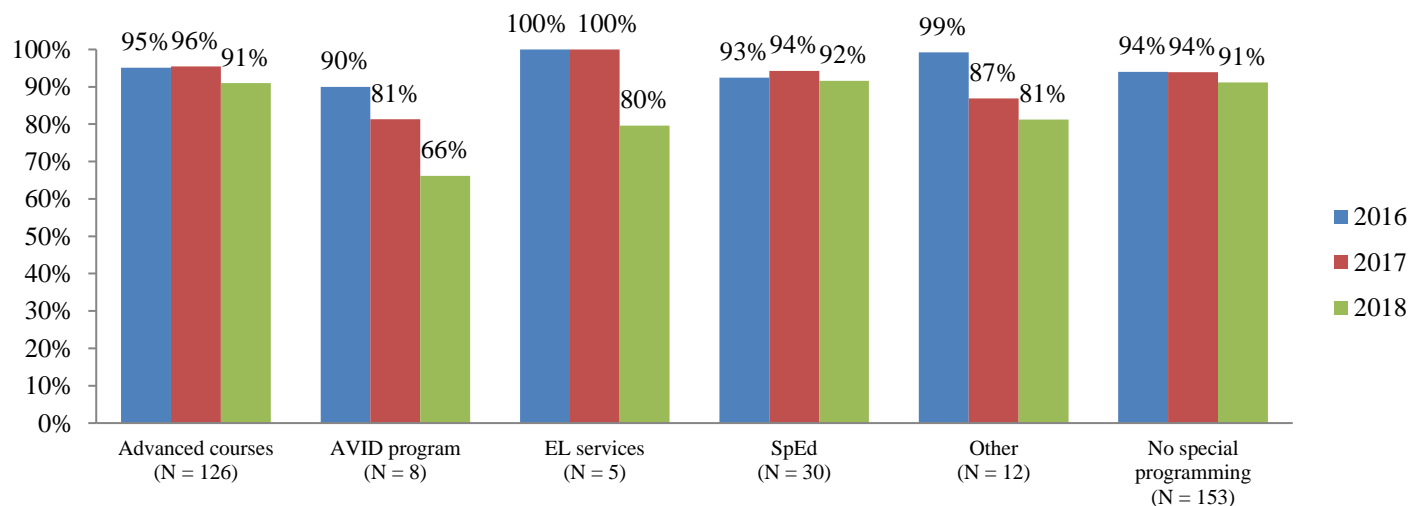


Figure 7. Percentage of parents who were satisfied with their child’s middle school by special programming participation from web responses. Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item in that category in 2018.

The range of parent satisfaction across programs was greater for middle school parents than for elementary school parents, with the percentage satisfied ranging from 66% (AVID program) to 92% (special education). The percentage of parents reporting satisfaction dropped between the 2017 and 2018 survey administrations for all programs. Please note the sample size of a group when interpreting the results.

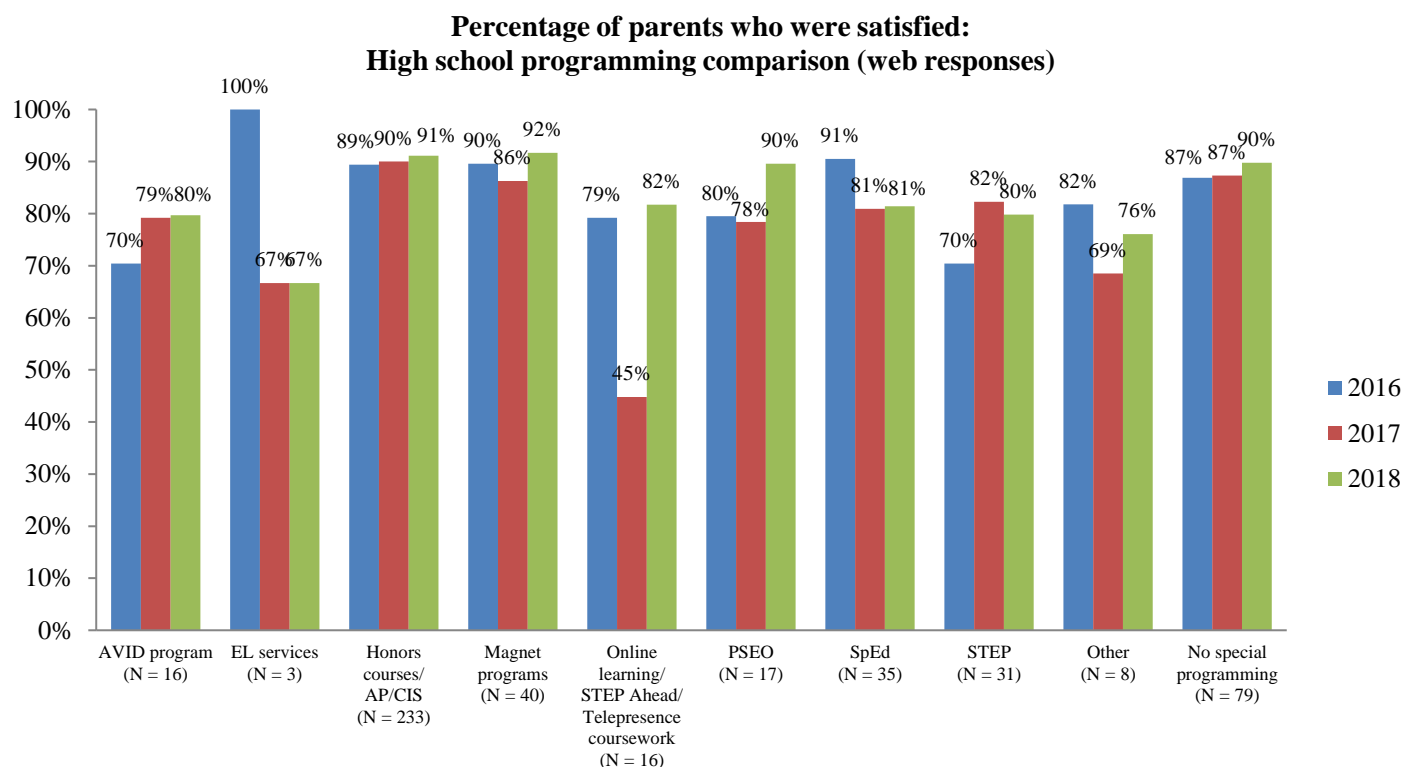


Figure 8. Percentage of parents who were satisfied with their child’s high school by special programming participation from web responses. Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item in that program.

The percentage of high school parents reporting satisfaction increased or was maintained within most categories of programming between 2017 and 2018 (with the exception of STEP). The largest percentages of satisfaction reported came from parents of students participating in magnet programs and honors coursework (92% and 91%, respectively). Parents whose students participated in EL services were least satisfied (67%), which was similar to the previous year. Please note the sample size of a group when interpreting the results.

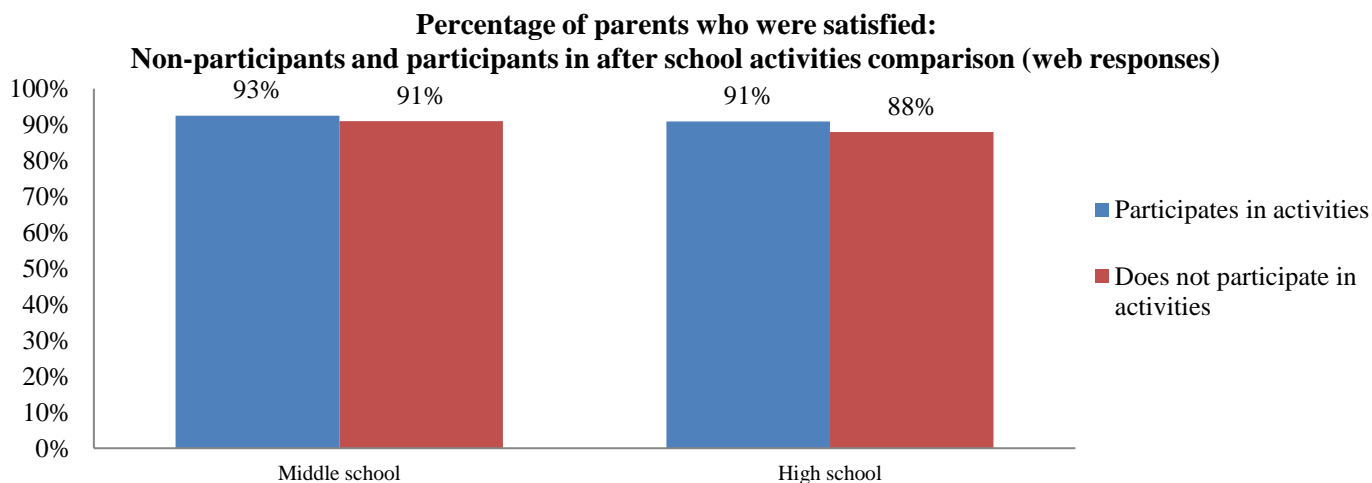


Figure 9. Percentage of parents who were satisfied with their child’s school by participation in athletics or other after school activities from web responses. Note: Parents with a child in elementary school were not asked if their child participated in athletics or other after school activities. These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2.

Parents who reported that their child participated in athletics or other after school activities were more likely to be satisfied with their child’s school at both the middle and high school level.

**Percentage of parents who were satisfied with their child’s school:
Disaggregated by grade level**

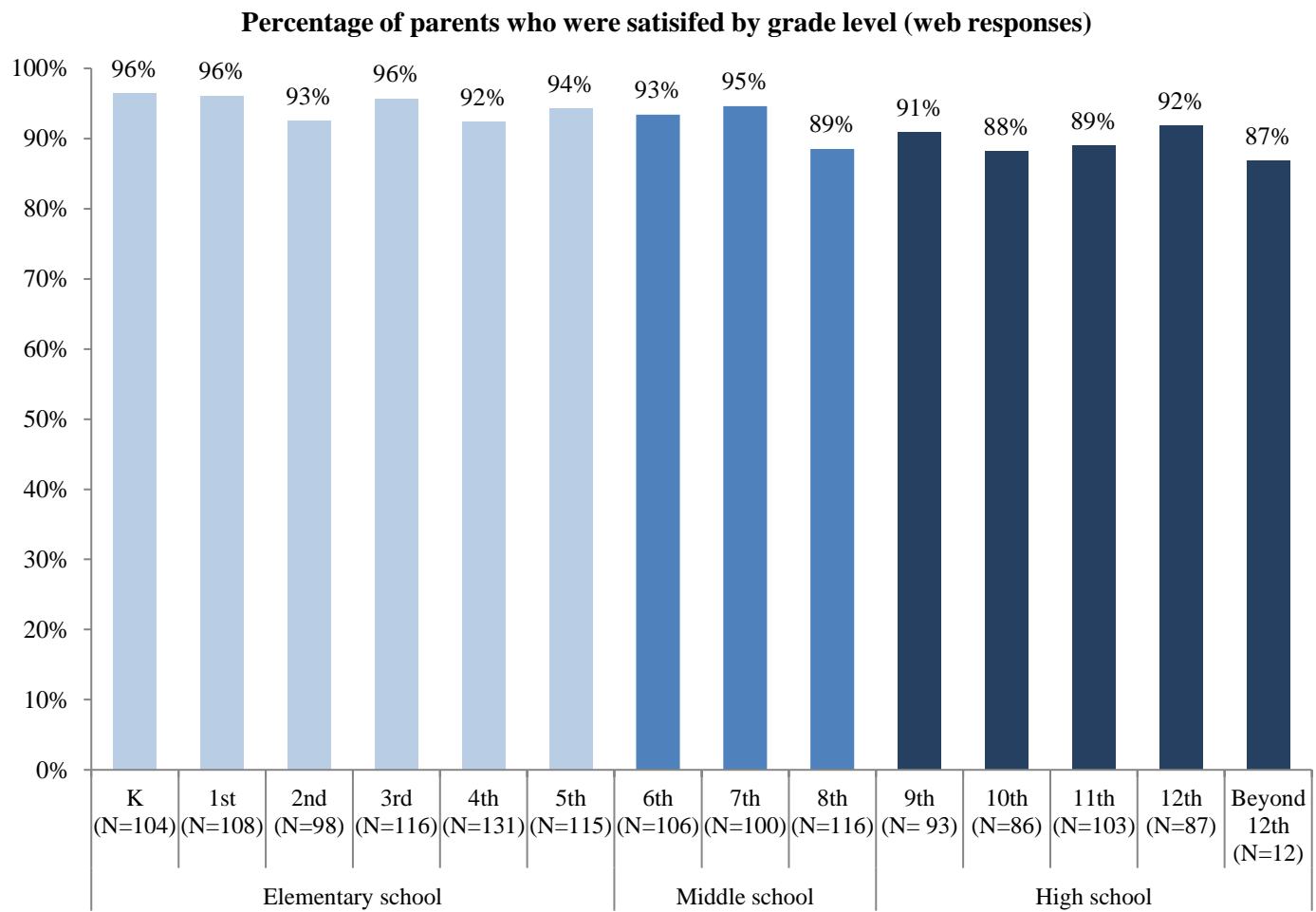


Figure 10. Percentage of parents who were satisfied by grade level based on web responses.
 Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item in that grade level in 2018.

In general, more parents of students in lower grades were satisfied with their child’s school than parents of students in higher grades. Figure 10 illustrates the percent of parents from the web survey who were satisfied with their child’s school for each grade level.

- Parents of elementary school students were most likely to be satisfied, with the percentage satisfied ranging from 92% to 96%.
- At the middle school level, parents of 8th grade students were the least likely to be satisfied (89%).
- High school parents were most satisfied in transition years – 9th and 12th grade (91% and 92%, respectively).
- Parents of students enrolled in the district beyond grade 12 were satisfied at a rate of 87%; however, there were only 12 parents who responded to the survey from this level.

Percentage of parents who were satisfied with their child’s school: Disaggregated by school

This section breaks down the percentages of parents who were satisfied with individual schools at the elementary, middle, and high school levels.

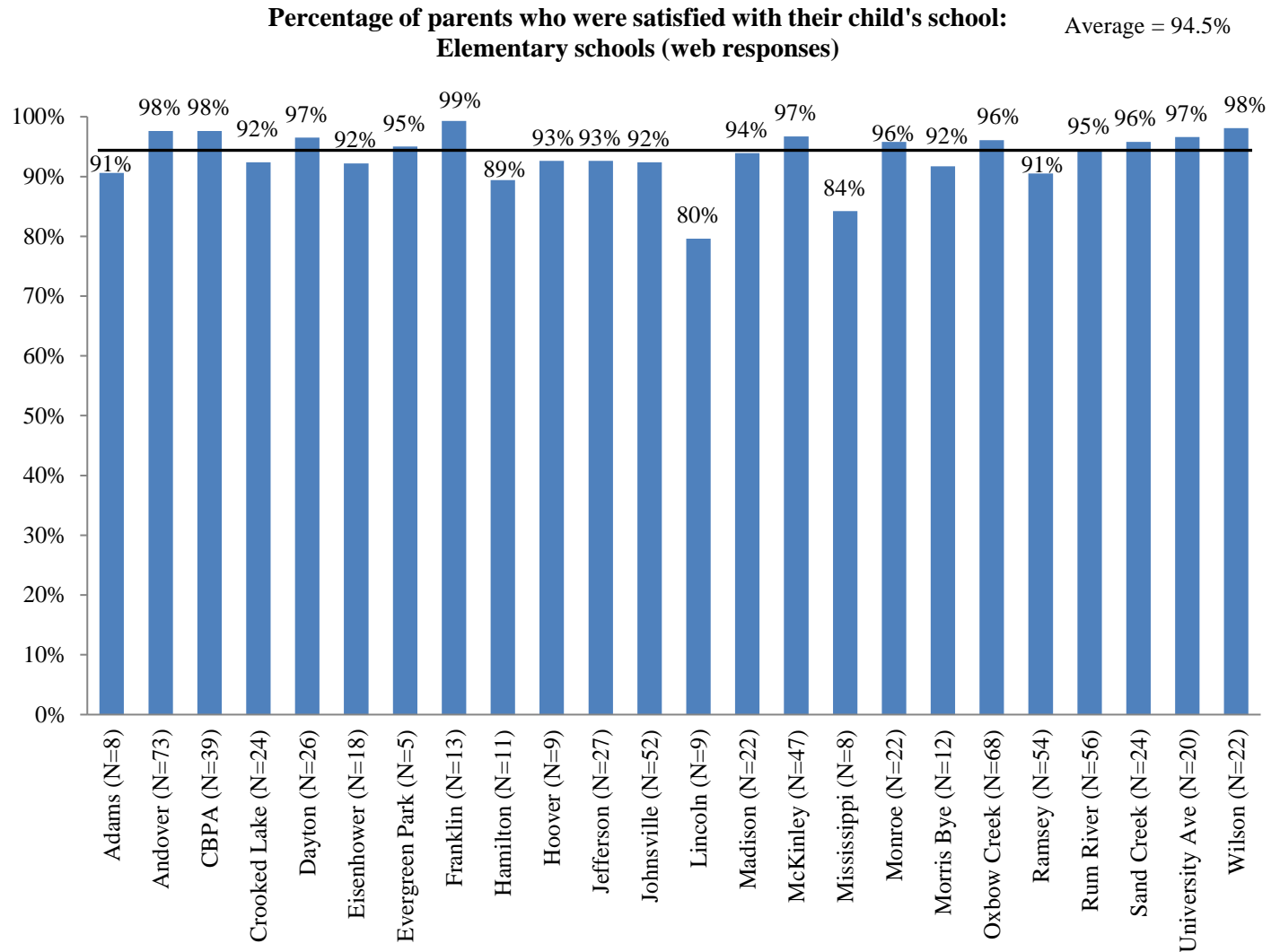


Figure 11. Percentage of parents who were satisfied with their child’s school by elementary school based on web responses.
 Note: These percentages represent a weighted average of the percentage of parents who reported that they “agree” or “somewhat agree” with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item at that school in 2018.

Figure 11 displays the percentage of parents at each elementary school who reported being satisfied with the school. The black line in the figure represents the weighted average from the elementary school web responses. The bars represent the percentage of each schools’ parents who reported satisfaction as a weighted average of all of the various item responses. Please be mindful that the number of responses is low for some schools. The percentage of parents who reported being satisfied ranged from 80% to a high of 99%.

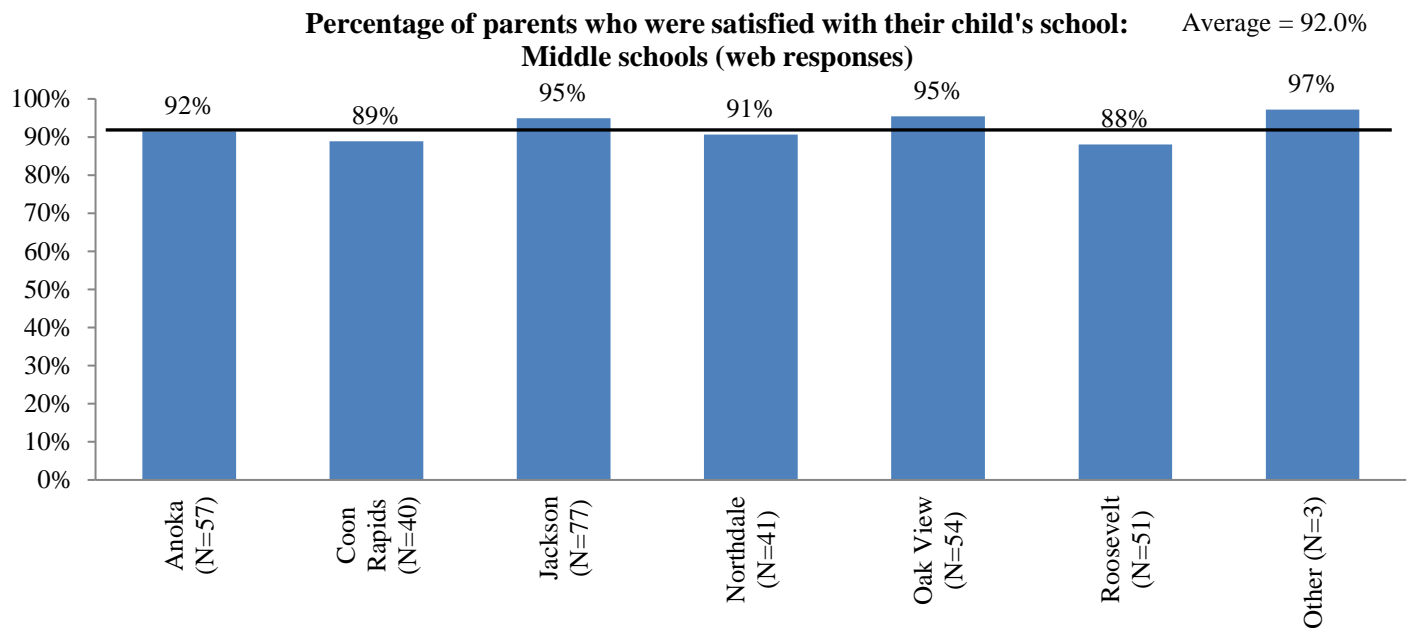


Figure 12. Percentage of parents who were satisfied with their child's school by middle school based on web responses.
 Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item at that school in 2018.

The percentage of parents who were satisfied with their child's school was more consistent across middle schools than elementary schools in the web surveys. The average, however, was slightly lower for middle school parents (92.0%) than for elementary school parents (94.5%). The black line represents the district middle school average.

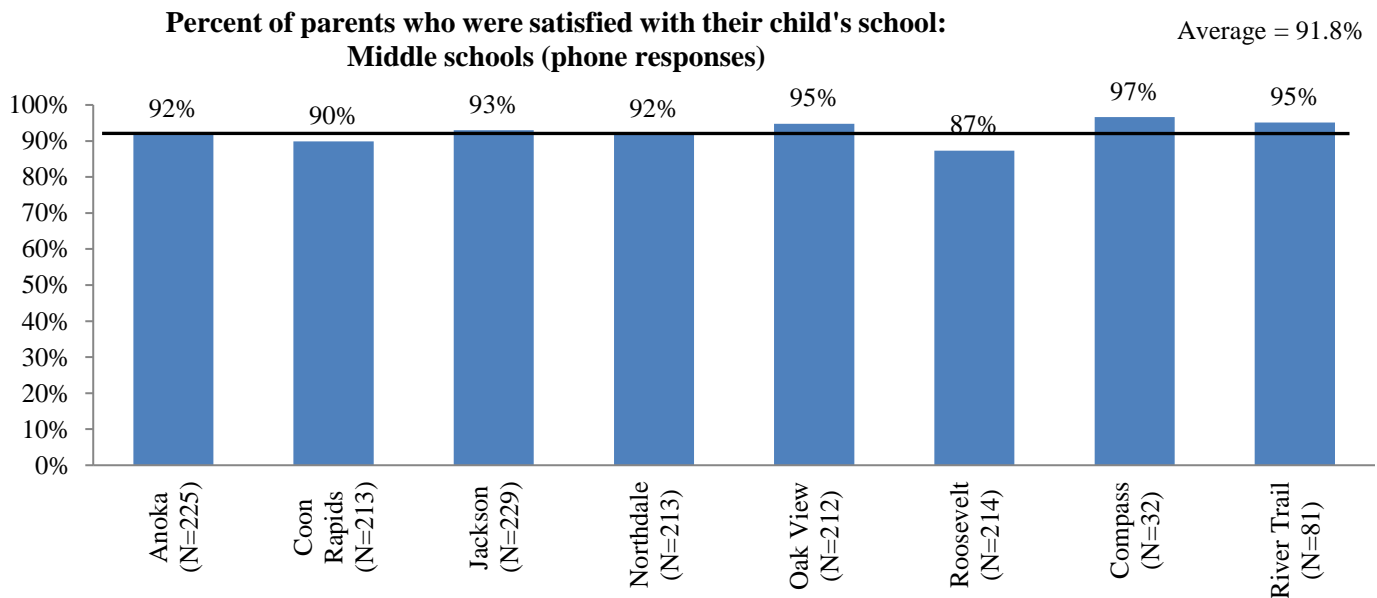


Figure 13. Percentage of parents who were satisfied with their child's school by middle school based on phone responses.
 Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item at that school in 2018.

Figure 13 also focuses on middle school parent satisfaction, but the data come from the phone surveys that are more representative of the middle school population. Satisfaction rates on the phone survey are similar to those on the web survey. On the phone survey, parents of middle school students were able to report on the Compass Program and River Trail Learning Center and the percentages of parents who were satisfied in those two programs were quite high (97% and 95%, respectively).

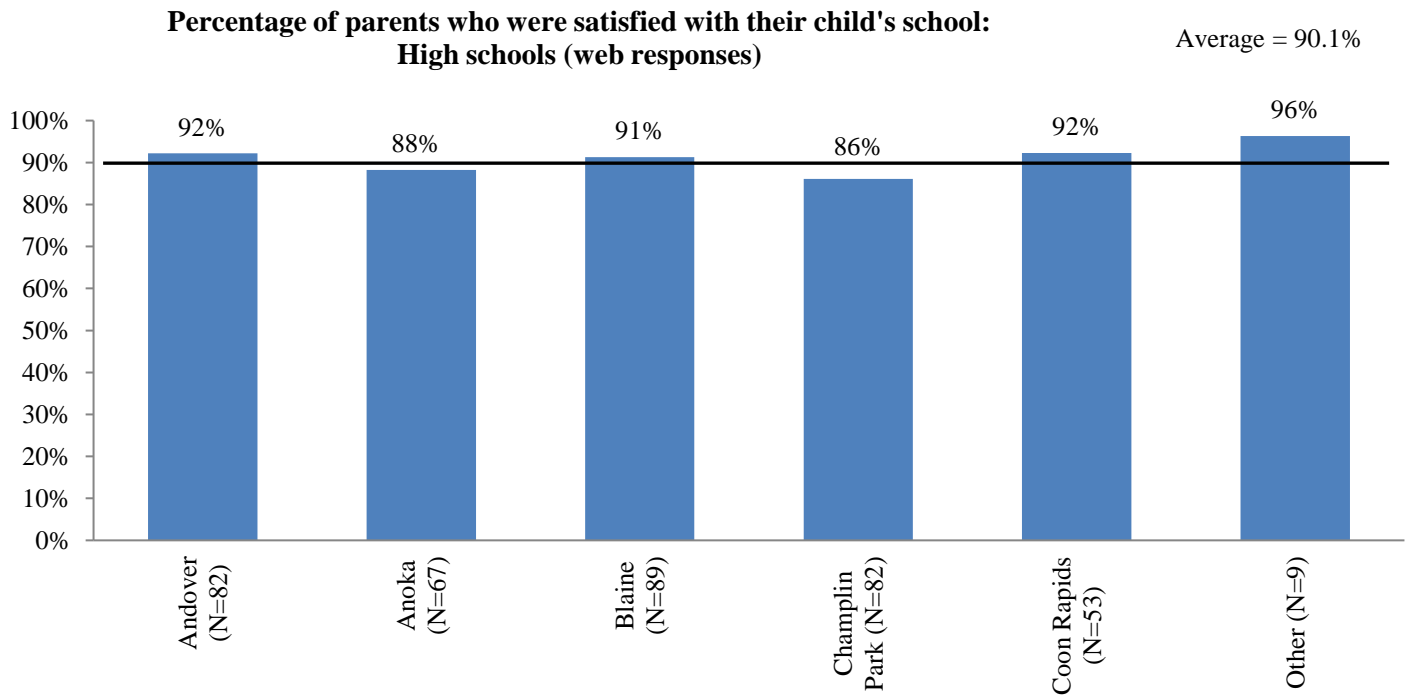


Figure 14. Percentage of parents who were satisfied with their child's school by high school based on web responses.
 Note: These percentages represent a weighted average of the percentage of parents who reported that they "agree" or "somewhat agree" with the 12 statements listed in the Introduction on page 2. Numbers in parentheses represent the average number of respondents per item at that school in 2018.

For high school parents, overall satisfaction was somewhat lower than reported by elementary and middle school parents. The black line represents the district high school average.

Responses to each survey item

Survey item agreement by level				
Survey Statement	Elementary Schools	Middle Schools		High Schools
	Web	Web	Phone	Web
Staff care about my student	97%	92%	94%	93%
School is safe	95%	91%	90%	89%
Teachers help my student	96%	91%	92%	90%
Teachers support me	94%	92%	83%	88%
Welcome at school	96%	93%	95%	94%
Respected at school	96%	94%	94%	93%
Family is accepted at school	97%	94%	97%	95%
Teachers challenge my student	93%	90%	88%	87%
Teachers communicate with me	87%	90%	85%	82%
All staff show my student respect	95%	90%	93%	91%
School has good leadership	93%	93%	93%	89%
School provides quality education	95%	93%	97%	90%
Overall Average	94.5%	92.0%	91.8%	90.1%

Cell value is significantly greater than column's overall average

Cell value is statistically equivalent to column's overall average

Cell value is significantly less than column's overall average

Table 2. Survey item agreement by level.

Note: Entries represent the percentage of parents who selected "agree" or "somewhat agree" for each item. The overall average is weighted by the number of respondents. Significant differences are identified by a one-sample, two-sided t-test and are reported when $p < 0.05$.

Table 2 reports how parents from each school level responded to the twelve individual items on the 2018 PASS. The values reported are the percentages of parents with students at that school level who selected "agree" or "somewhat agree" to the statements. The "overall average" reported is the average of the percentages for each item weighted by the number of responses to that item. This table identifies items with responses that were significantly greater than the column's overall average (green cells), items that were statistically equivalent to the column's overall average (white cells), and items that were significantly less than that grade level's overall average (red cells).

In general, items related to whether parents and families feel welcome and accepted at school tended to have more agreement than other items. On the other hand, parents showed less agreement with the item relating to whether teachers communicate students' progress regularly. No items were significantly different from the average for middle school parents who responded via web. However, responses varied more dramatically across items on the phone survey.

The following figures illustrate the percentages of parents who selected “agree” or “somewhat agree” for each statement, organized by school level. The order of the items may change from figure to figure because the items are ordered by level of agreement.

**Percentage of parents who agreed or somewhat agreed with each item:
Elementary schools (web responses)**

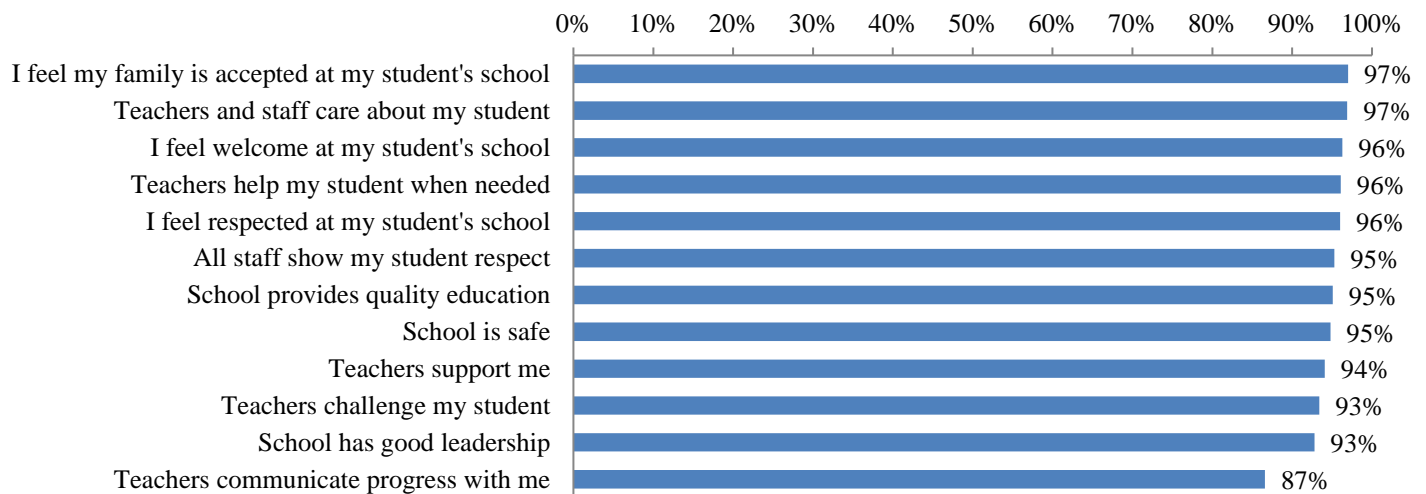


Figure 15. Percentage of parents with an elementary school student who selected “agree” or “somewhat agree” for each statement from the web survey.

Approximately 95% of parents of elementary school students who responded to the web survey were satisfied with their child’s school overall. Of all the individual statements, the lowest proportion of parents (87%) agreed that teachers regularly communicated about their child’s progress. This was also the lowest-rated statement in 2017 (85%).

**Percentage of parents who agreed or somewhat agreed with each item:
Middle schools (web responses)**

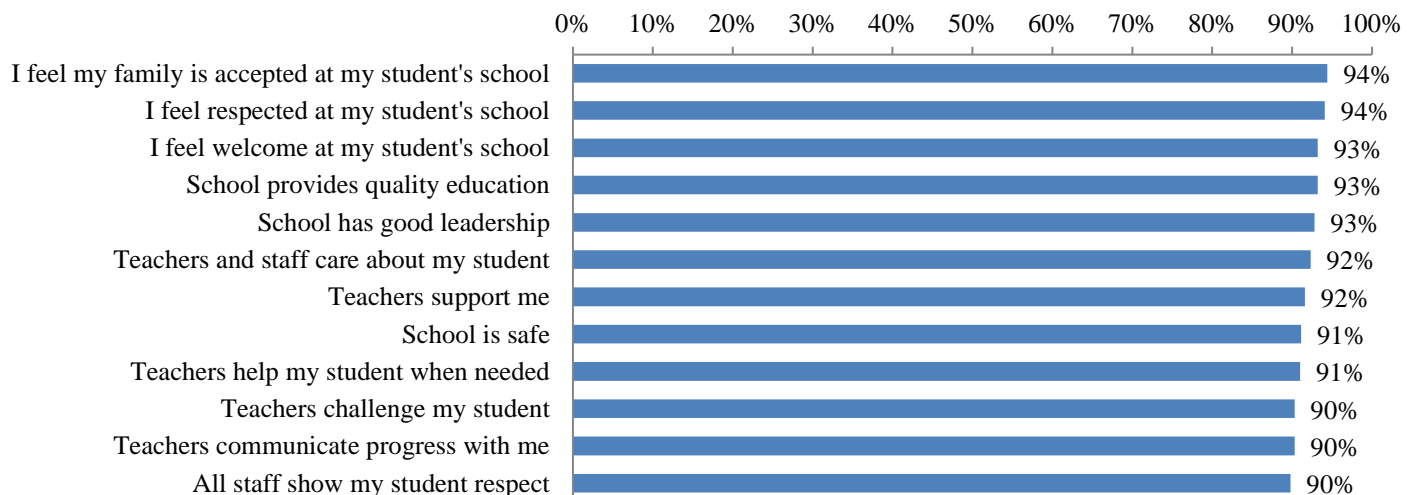


Figure 16. Percentage of parents with a middle school student who selected “agree” or “somewhat agree” for each statement from the web survey.

Of parents with a child in middle school who responded to the web survey, approximately 92% indicated that they were satisfied with their child’s school overall. The lowest-rated items were related to staff showing students respect, teachers communicating students’ progress, and teachers challenging students (all 90%). The percentage who agreed that their child’s school was safe dropped from 98% in 2017 to 91% this year.

**Percentage of parents who agreed or somewhat agreed with each item:
Middle schools (phone responses)**

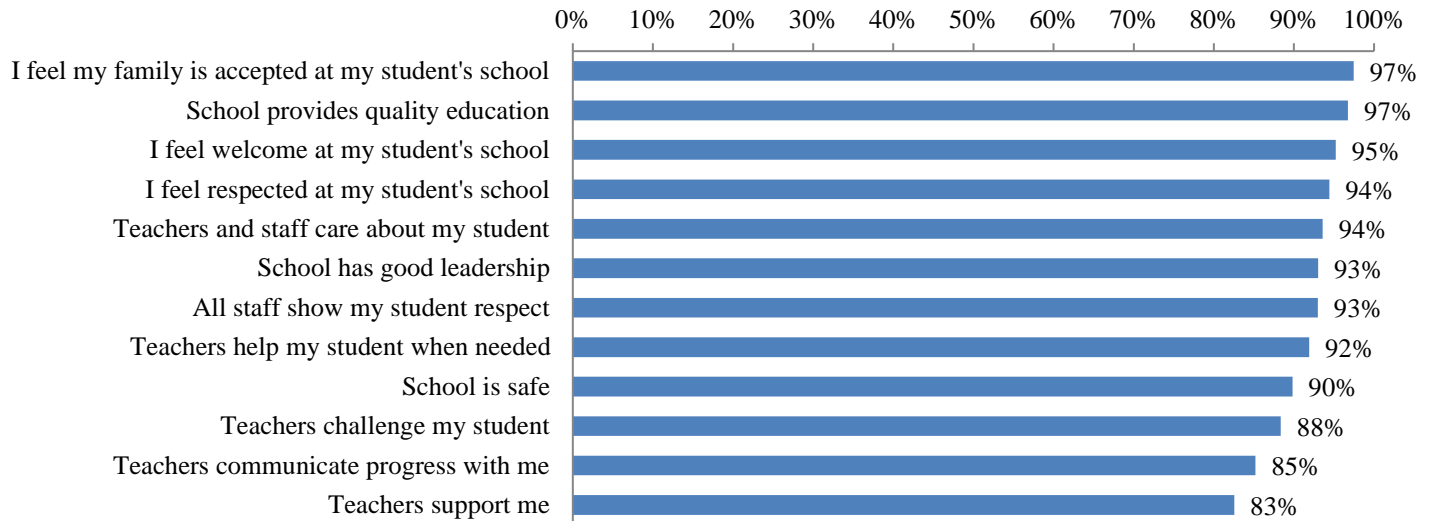


Figure 17. Percentage of parents with a middle school student who selected “agree” or “somewhat agree” for each statement from the phone survey.

The responses to individual items from the phone survey of parents with a middle school student look a bit different even though the overall average percentage of parents who reported being satisfied is similar to the web survey (both approximately 92%). In particular, the two items with the greatest difference in agreement between the phone and web surveys were: “*Teachers communicate progress with me*” (85% phone compared to 90% web) and “*Teachers support me*” (83% compared to 92%).

**Percentage of parents who agreed or somewhat agreed with each item:
High schools (web responses)**

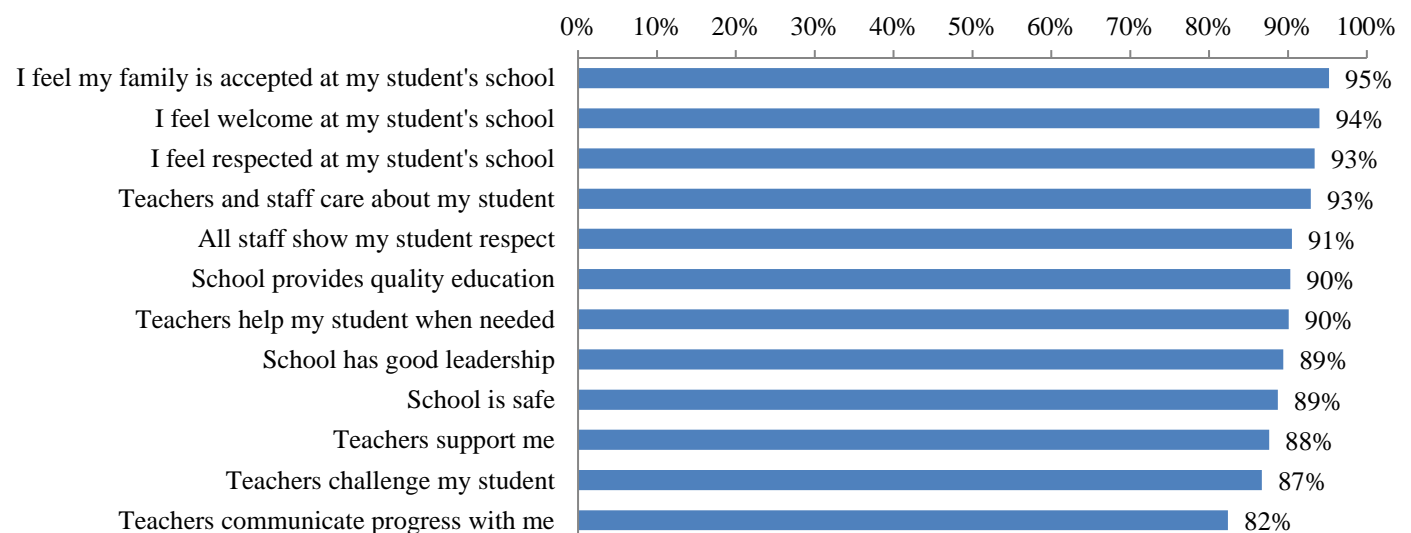


Figure 18. Percentage of parents with a high school student who selected “agree” or “somewhat agree” for each statement from the web survey.

Of high school parents, 90% reported being satisfied overall with their child’s school. The percentage of parents that “agreed” or “somewhat agreed” changed markedly between 2017 and 2018 on several items, particularly “*I feel my family is accepted at my student’s school*” (from 87% in 2017 to 95% in 2018) and “*Teachers communicate progress with me*” (from 77% in 2017 to 82% in 2018).

Survey item agreement by elementary school (web survey)													
Statement	Adams	Andover	CBPA	Crooked Lake	Dayton	Eisenhower	Evergreen Park	Franklin	Hamilton	Hoover	Jefferson	Johnsville	Lincoln
<i>Number of respondents</i>	8	73	39	24	26	18	5	13	11	9	27	52	9
Staff care about my student	100%	99%	100%	96%	100%	94%	100%	100%	100%	89%	96%	96%	78%
School is safe	75%	99%	98%	92%	92%	100%	80%	100%	100%	100%	93%	90%	67%
Teachers help my student	100%	99%	98%	96%	100%	89%	100%	100%	100%	89%	96%	94%	78%
Teachers support me	100%	99%	95%	96%	96%	89%	100%	100%	91%	89%	92%	92%	89%
I feel welcome	88%	99%	95%	96%	96%	94%	100%	100%	91%	100%	96%	90%	89%
I feel respected	100%	99%	100%	92%	96%	100%	100%	100%	91%	100%	93%	94%	89%
My family is accepted	100%	99%	100%	96%	96%	100%	80%	100%	91%	100%	89%	96%	78%
Teachers challenge my student	100%	95%	100%	88%	96%	89%	100%	100%	100%	89%	96%	94%	89%
Teachers communicate progress	75%	92%	90%	88%	85%	67%	100%	92%	82%	89%	93%	81%	56%
All staff show my student respect	100%	99%	97%	96%	100%	94%	100%	100%	82%	89%	96%	94%	78%
School has good leadership	75%	97%	100%	83%	100%	95%	80%	100%	55%	89%	85%	92%	89%
School provides quality education	75%	99%	100%	92%	100%	94%	100%	100%	91%	89%	85%	94%	78%
Overall Average (web)	90.6%	97.6%	97.6%	92.4%	96.5%	92.2%	95.0%	99.3%	89.4%	92.6%	92.6%	92.4%	79.6%

Statement	Madison	McKinley	Mississippi	Monroe	Morris Bye	Oxbow Creek	Ramsey	Rum River	Sand Creek	University Ave	Wilson	All Elem Schools
<i>Number of respondents</i>	22	47	8	22	12	68	54	56	24	20	22	668
Staff care about my student	95%	100%	75%	96%	100%	99%	96%	93%	100%	95%	100%	97%
School is safe	100%	100%	88%	91%	92%	96%	93%	98%	92%	95%	95%	95%
Teachers help my student	96%	98%	88%	96%	100%	96%	93%	98%	96%	95%	100%	96%
Teachers support me	96%	96%	88%	96%	92%	96%	89%	93%	88%	100%	95%	94%
I feel welcome	96%	98%	88%	100%	83%	99%	96%	98%	100%	95%	100%	96%
I feel respected	95%	98%	88%	96%	92%	96%	91%	96%	100%	95%	100%	96%
My family is accepted	95%	98%	86%	100%	100%	100%	96%	97%	100%	95%	100%	97%
Teachers challenge my student	91%	94%	88%	95%	92%	93%	85%	89%	96%	100%	100%	93%
Teachers communicate progress	82%	90%	75%	100%	75%	87%	78%	93%	83%	100%	91%	87%
All staff show my student respect	91%	96%	75%	91%	92%	99%	93%	96%	96%	95%	100%	95%
School has good leadership	95%	94%	88%	100%	83%	97%	89%	89%	100%	95%	96%	93%
School provides quality education	95%	100%	88%	91%	100%	99%	89%	93%	100%	100%	100%	95%
Overall Average (web)	93.9%	96.7%	84.2%	95.8%	91.7%	96.1%	90.5%	94.5%	95.8%	96.6%	98.1%	94.5%

Cell value is significantly greater than column's overall average

Cell value is statistically equivalent to column's overall average

Cell value is significantly less than column's overall average

Table 3. Web survey item agreement by elementary school.

Note: These percentages include parents who selected “agree” or “somewhat agree” based on web responses. Significant differences are identified by a one-sample, two-sided t-test and are reported when $p < 0.05$.

Within schools, parents typically responded similarly across items. The one exception is that parents across many schools consistently reported less agreement with the statement, “Teachers communicate regularly with me about my student’s progress” than with other items overall.

Survey item agreement by middle school (web survey)								
Statement	Anoka	Coon Rapids	Jackson	Northdale	Oak View	Roosevelt	Other Middle Schools	All middle schools
Number of respondents	57	40	77	41	54	51	3	321
Staff care about my student	88%	85%	97%	95%	96%	88%	100%	92%
School is safe	91%	85%	87%	93%	100%	92%	67%	91%
Teachers help my student	84%	90%	97%	90%	92%	88%	100%	91%
Teachers support me	93%	88%	95%	88%	98%	84%	100%	92%
I feel welcome	97%	88%	95%	90%	100%	86%	100%	93%
I feel respected	93%	95%	96%	90%	100%	88%	100%	94%
My family is accepted	97%	90%	99%	85%	98%	92%	100%	94%
Teachers challenge my student	88%	93%	94%	95%	87%	88%	100%	90%
Teachers communicate progress	91%	87%	92%	90%	91%	88%	100%	90%
All staff show my student respect	90%	85%	94%	90%	94%	82%	100%	90%
School has good leadership	95%	90%	96%	90%	93%	90%	100%	93%
School provides quality education	93%	93%	97%	90%	95%	88%	100%	93%
Overall Average (web)	91.5%	88.9%	94.9%	90.6%	95.4%	88.0%	97.2%	92.0%

Cell value is significantly greater than column's overall average

Cell value is statistically equivalent to column's overall average

Cell value is significantly less than column's overall average

Table 4. Web survey item agreement by middle school.

Note: These percentages include parents who selected “agree” or “somewhat agree” based on web responses. Significant differences are identified by a one-sample, two-sided t-test and are reported when $p < 0.05$.

On the web survey, the percent of parents with a middle school child who indicated that they “agree” or “somewhat agree” with each statement did not vary greatly within each of the middle schools.

Survey item agreement by middle school (phone survey)									
Statement	Anoka	Coon Rapids	Jackson	Northdale	Oak View	Roosevelt	River Trail	Compass	All middle schools
Number of respondents	225	213	229	213	212	214	81	32	1419
Staff care about my student	94%	92%	94%	93%	96%	90%	95%	100%	94%
School is safe	84%	89%	93%	91%	93%	86%	91%	97%	90%
Teachers help my student	92%	92%	90%	92%	95%	89%	93%	97%	92%
Teachers support me	81%	81%	83%	85%	88%	76%	85%	94%	83%
I feel welcome	96%	93%	96%	96%	97%	92%	98%	94%	95%
I feel respected	96%	93%	97%	94%	96%	89%	98%	97%	94%
My family is accepted	98%	96%	98%	98%	99%	95%	100%	100%	97%
Teachers challenge my student	90%	87%	91%	87%	93%	79%	93%	100%	88%
Teachers communicate progress	88%	77%	87%	85%	94%	77%	94%	84%	85%
All staff show my student respect	94%	91%	96%	92%	94%	88%	96%	97%	93%
School has good leadership	91%	91%	94%	93%	95%	90%	99%	100%	93%
School provides quality education	96%	95%	98%	96%	98%	97%	100%	100%	97%
Overall Average (phone)	91.8%	89.9%	93.0%	91.8%	94.8%	87.3%	95.1%	96.6%	91.8%

Cell value is significantly greater than column's overall average

Cell value is statistically equivalent to column's overall average

Cell value is significantly less than column's overall average

Table 5. Phone survey item agreement by middle school.

Note: These percentages include parents who selected “agree” and “somewhat agree” based on phone responses. Significant differences are identified by a one-sample, two-sided t-test and are reported when $p < 0.05$.

On the phone survey, however, there was more variable agreement across items. Parents consistently reported less agreement with statements about support and communication from teachers, and more agreement with items relating to feeling accepted, respected, and welcome at school and that the school provides a quality education.

Survey item agreement by high school (web survey)							
Statements	Andover	Anoka	Blaine	Champlin Park	Coon Rapids	Other High Schools	All High Schools
<i>Number of respondents</i>	82	67	89	82	53	9	381
Staff care about my student	94%	90%	96%	89%	96%	100%	93%
School is safe	93%	91%	87%	83%	91%	100%	89%
Teachers help my student	92%	90%	92%	88%	87%	100%	90%
Teachers support me	88%	88%	88%	84%	91%	100%	88%
I feel welcome	98%	88%	94%	90%	100%	100%	94%
I feel respected	95%	88%	96%	92%	96%	100%	93%
My family is accepted	98%	91%	95%	93%	100%	100%	95%
Teachers challenge my student	88%	85%	87%	84%	91%	89%	87%
Teachers communicate progress	85%	88%	81%	74%	87%	78%	82%
All staff show my student respect	93%	84%	97%	88%	89%	100%	91%
School has good leadership	91%	88%	92%	84%	91%	100%	89%
School provides quality education	94%	88%	93%	85%	91%	89%	90%
Overall Average (phone)	92.2%	88.2%	91.3%	86.1%	92.3%	96.3%	90.1%

Cell value is significantly greater than column's overall average

Cell value is statistically equivalent to column's overall average

Cell value is significantly less than column's overall average

Table 6. Web survey item agreement by high school.

Note: These percentages include parents who selected “agree” and “somewhat agree” based on web responses. Significant differences are identified by a one-sample, two-sided t-test and are reported when $p < 0.05$.

Within high schools, there were not many significant differences between items except for the statement, “Teachers communicate regularly with me about my student’s progress.” Parents in most schools tended to agree with this statement significantly less often than others.

Responses to open-ended phone survey questions

Parents of middle school students who were surveyed over the phone were asked the open-ended question, “How would you describe the Anoka-Hennepin School District to friends and family members?”

Approximately 18% of those parents commented that the district had good teachers, another 14% said the district was excellent, and 13% said the district had good academics. Other common responses were that the district was well run, average, or big (about 9% each).

Parents’ open-ended descriptions of the district’s schools					
Response	Number of Respondents	Percentage of Respondents	Response	Number of Respondents	Percentage of Respondents
Good teachers	260	18.3%	Good school district	11	0.8%
Excellent	204	14.4%	Community feel	7	0.5%
Good academics	190	13.4%	Don't know/Refused	6	0.4%
Well-run	135	9.5%	Good sports	5	0.4%
Average	134	9.4%	Safe	4	0.3%
Big/Large district	134	9.4%	High achievement	2	0.1%
Large class sizes	81	5.7%	Good extracurricular activities	2	0.1%
Good communication	77	5.4%	Racism	2	0.1%
Scattered	56	3.9%	Lack of diversity	2	0.1%
Poor communication	52	3.7%	Nice facilities	1	0.1%
Bullying	35	2.5%	Good diversity	1	0.1%
Good programs	18	1.3%			

Table 7. Parent open-ended responses about the district based on phone responses.

Parents' open-ended descriptions of what the district should do differently to make them feel more accepted					
Response	Number of Respondents	Percentage of Respondents	Response	Number of Respondents	Percentage of Respondents
More cultural acceptance	7	19.4%	More parent involvement	2	5.6%
Less bullying	5	13.9%	Include sped parents	1	2.8%
Unsure	4	11.1%	Fair discipline for all races	1	2.8%
Tolerant of language barriers	4	11.1%	More interpreters	1	2.8%
More welcoming	3	8.3%	More patience for behavior issues	1	2.8%
Friendlier staff	3	8.3%	More attention to average kids	1	2.8%
More teacher communication	2	5.6%	More diversity	1	2.8%

Table 8. Parent open-ended responses about making them feel accepted in schools based on phone responses.

When parents did not indicate that they agreed or somewhat agreed with the statement “*I feel my family is accepted at my child’s school*” on the phone survey (N = 36), they were asked the open-ended follow-up question, “*What could the school do differently to make you feel more accepted?*” The most common response was related to increasing cultural acceptance (19%).

Parents' open-ended descriptions of how communication could be more helpful		
Response	Number of Respondents	Percentage of Respondents
More frequent	79	5.6%
More proactive	70	4.9%
E-mail	27	1.9%
Telephone calls	26	1.8%
Don't know/Refused	4	0.3%
Interpreters	2	0.1%
Meetings	2	0.1%

Table 9. Parent open-ended responses about improving teacher communication based on phone responses.

When parents did not indicate that they agreed or somewhat agreed with the statement, “*Teachers communicate regularly with me about my student’s progress, for example by the posting of grades, e-mail, the classroom website, phone calls and progress reports*” on the phone survey (N = 210), they were also asked the open-ended follow-up question, “*How could the communication from your student’s teachers be more helpful?*” Parents largely suggested more frequent communication (38%) and more proactive communication (33%) as potential improvements.

Trend data:
Percentage of parents who indicated they “agree” with each statement
 (Web survey; Does not include “somewhat agree”)

The following figures illustrate five-year trends of the percentage of parents who indicated that they “agree” with each of 12 statements about their child’s school. Overall, the percentage of parents who “agreed” increased for ten items at the elementary level, one item at the middle school level, and seven items at the high school level.

Percentage of parents who reported that the school, teachers, and staff care about their student

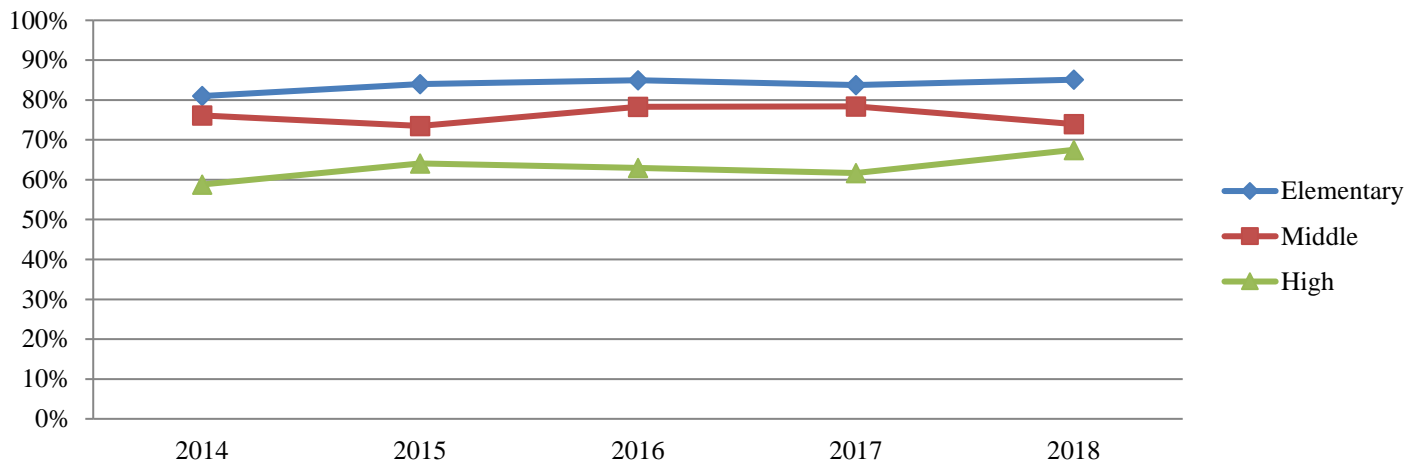


Figure 19. Percentage of parents who indicated that they “agree” that the school, teachers and staff care about their student. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “*In this school, teachers and staff care about my student*” increased in high schools and decreased in middle schools. Elementary school agreement remains highest and increased slightly since 2017.

Percentage of parents who reported that their student's school is safe

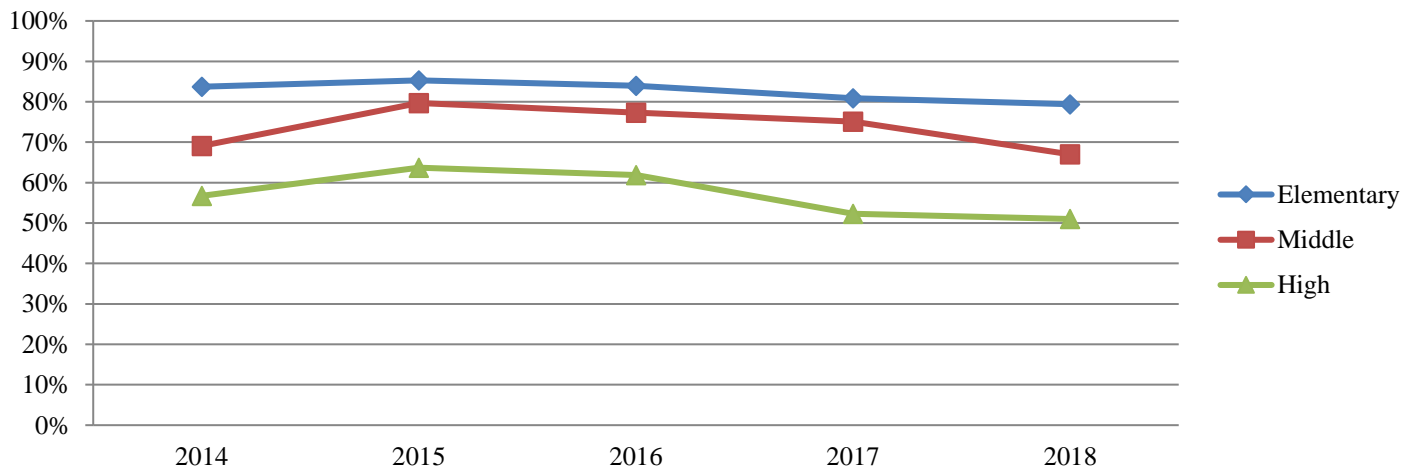


Figure 20. Percentage of parents who indicated that they “agree” that their student’s school is safe. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “*My student’s school is safe*” decreased across all levels for the third year in a row. Only 51% of high school parents chose “agree.”

Percentage of parents who reported that teachers provide help for their student when needed

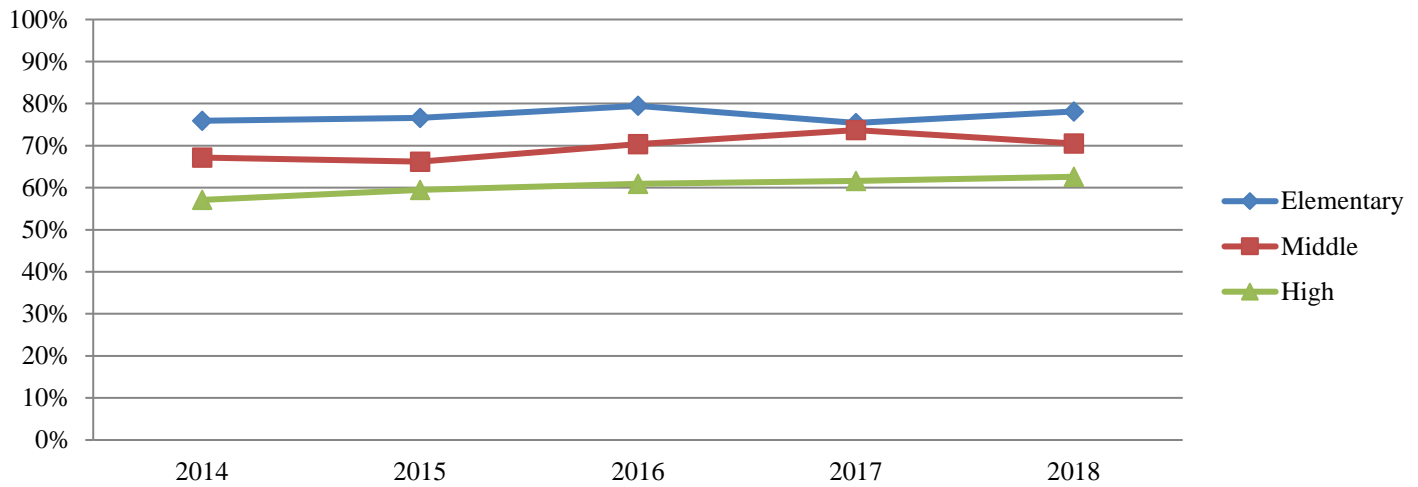


Figure 21. Percentage of parents who indicated that they “agree” that teachers provide help for their student when needed. Does not include “somewhat agree.”

The percentage of parents who “agreed” with the statement, “*Teachers provide help for my student when needed*” decreased slightly at the middle school level but increased slightly at the elementary and high school levels.

Percentage of parents who reported that teachers support them in helping their student learn at home

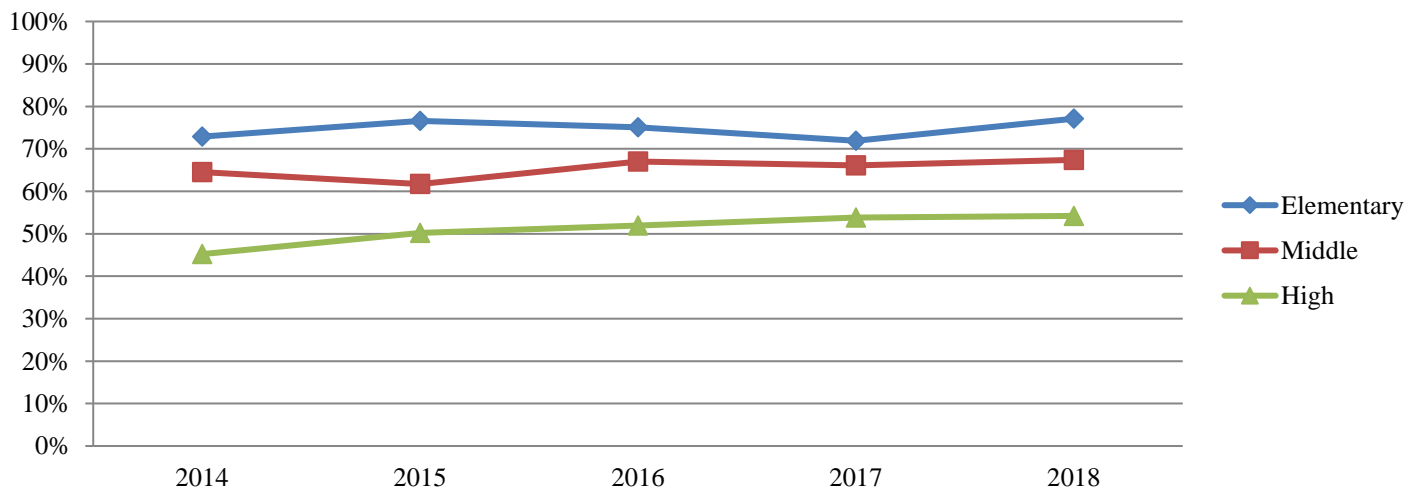


Figure 22. Percentage of parents who indicated that they “agree” that teachers support them in helping their student learn at home. Does not include “somewhat agree.”

In 2018, the percentage of parents who “agree” with the statement, “*Teachers in this school support me in helping my student learn at home*” increased at all levels. This is the fourth year in a row that agreement has increased for parents of high school students.

Percentage of parents who reported that they feel welcome at their student's school

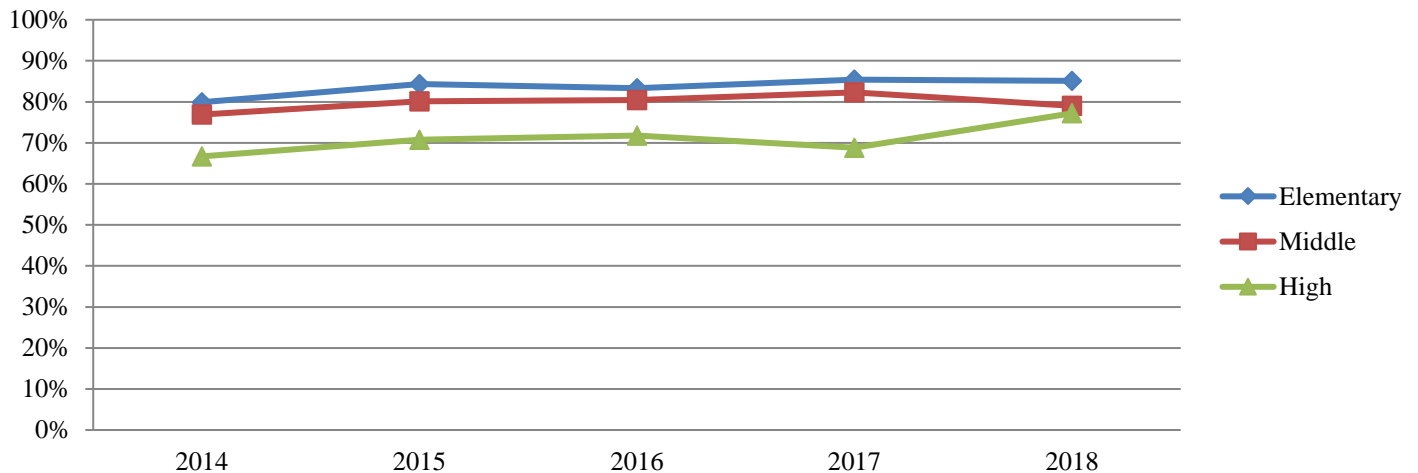


Figure 23. Percentage of parents who indicated that they “agree” that they feel welcome at their student’s school. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “I feel welcome at my student’s school” increased quite dramatically for parents of high school students between 2017 and 2018 (69% to 77%), remained consistent for parents of elementary students (at 85%), and fell somewhat for parents of middle school students (82% to 79%).

Percentage of parents who reported that they feel respected at their student's school

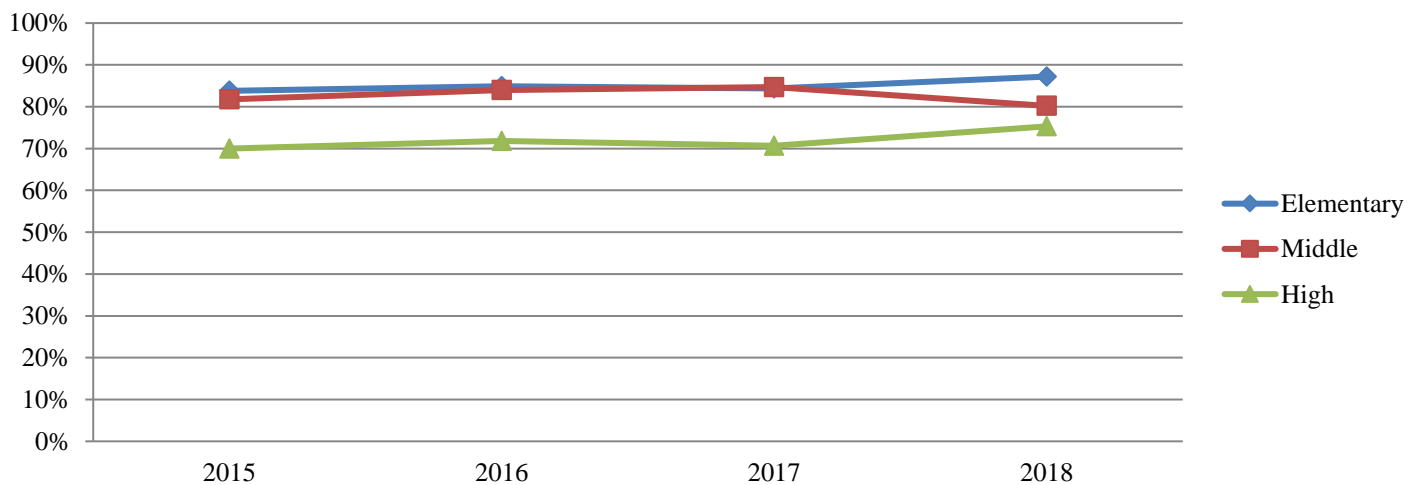


Figure 24. Percentage of parents who indicated that they “agree” that they feel respected at their student’s school. Does not include “somewhat agree.”

The statement, “I feel respected at my student’s school” was a new item in 2015, so only four years of data are available. The percentage of parents agreeing with this statement increased at elementary and high school levels, but reached a four-year low at the middle school level.

Percentage of parents who reported that they feel their family is accepted at their student's school

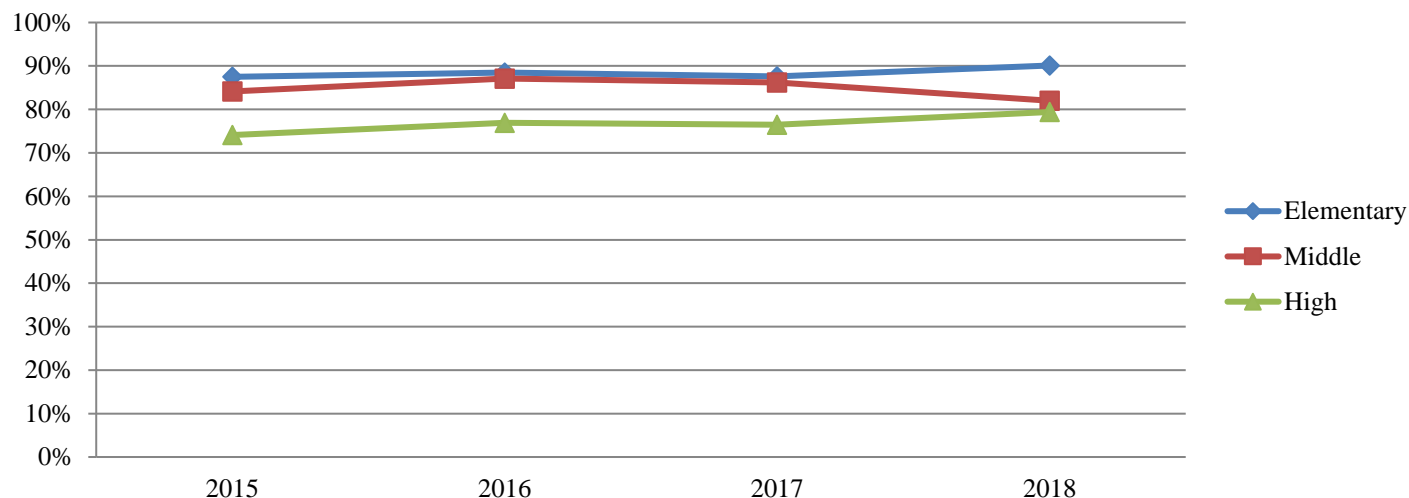


Figure 25. Percentage of parents who indicated that they “agree” that their family is accepted at their student’s school. Does not include “somewhat agree.”

The statement, “I feel my family is accepted at my student’s school” was also a new item in 2015. The percentage of parents who agreed increased at elementary and high school levels, but decreased at the middle school level. This statement had the highest level of agreement overall at each level.

Percentage of parents who reported that teachers in their student's school challenge their child to do his or her best in school

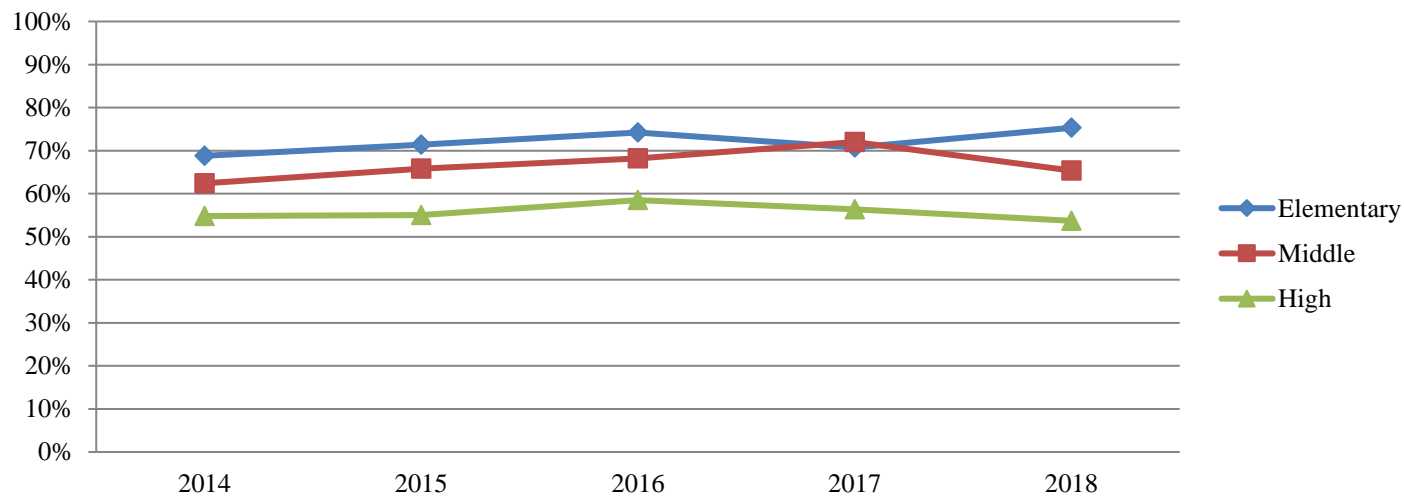


Figure 26. Percentage of parents who indicated that they “agree” that teachers in their student’s school challenge their student to do his or her best in school work. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “Teachers in this school challenge my student to do his or her best in school work” dropped at both middle and high school levels. Agreement reached a five-year high among parents at the elementary level.

Percentage of parents who reported that teachers communicate regularly with them about their student's progress

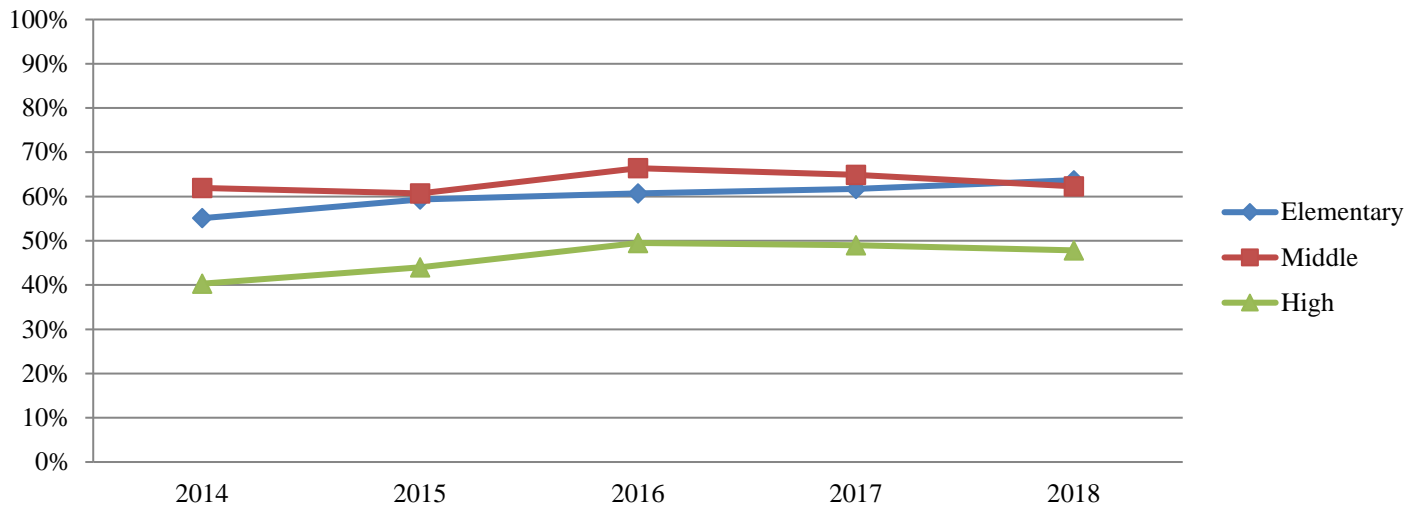


Figure 27. Percentage of parents who indicated that they “agree” that teachers communicate regularly with them about their student’s progress. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “Teachers communicate regularly with me about my student’s progress” continued to drop at both the middle and high school levels, but increased among elementary school parents. This item had the lowest level of agreement out of all items at each level.

Percentage of parents who reported that all staff, including teachers, administrators, and support staff, show their student respect in school

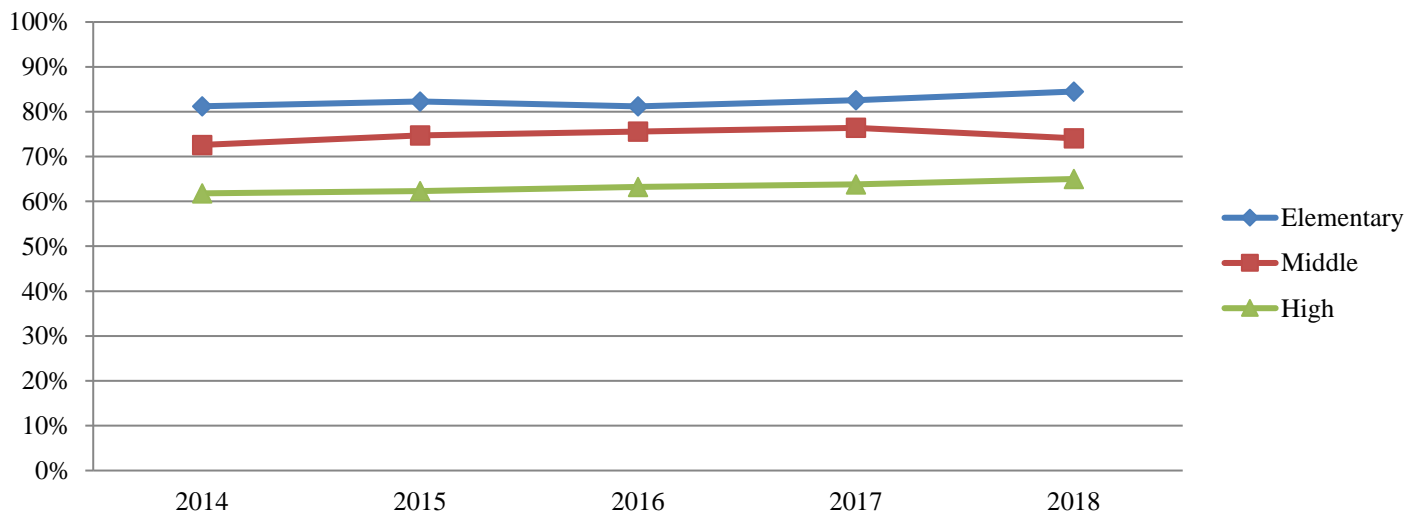


Figure 28. Percentage of parents who indicated that they “agree” that all staff, including teachers, administrators, and support staff, show their student respect in school. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “All staff, including teachers, administrators, and support staff show my student respect in school” has remained relatively stable at each level for five years. However, the percentage of middle school parents that agree dropped somewhat in 2018.

Percentage of parents who reported that the school has a good leadership team and is well led

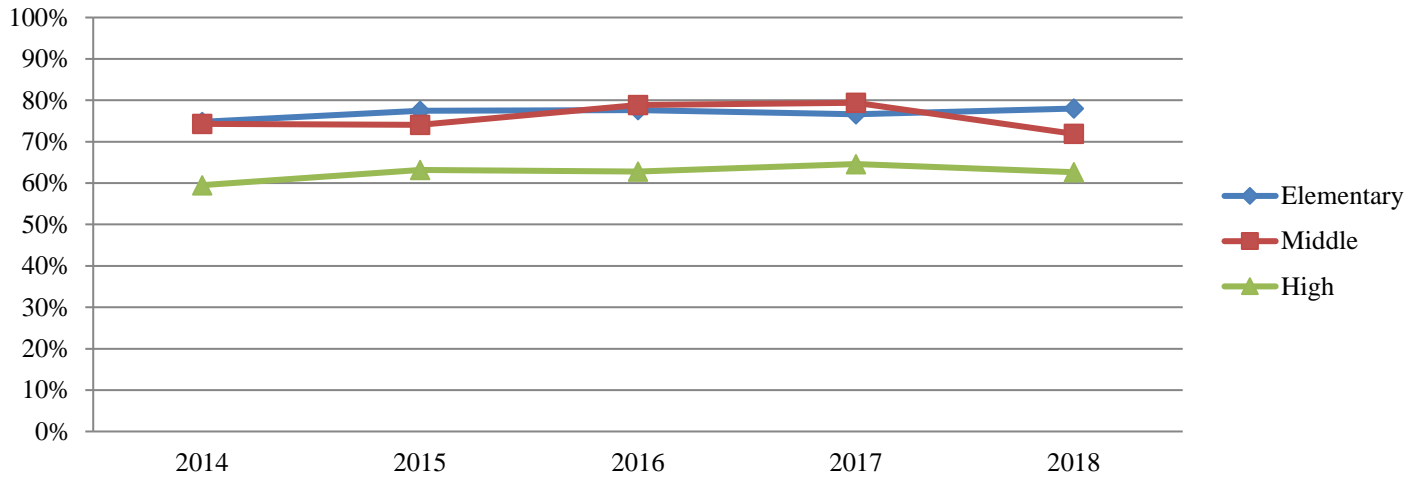


Figure 29. Percentage of parents who indicated that they “agree” that the school has a good leadership team and is well led. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “This school has a good leadership team and is well led” dropped for both middle and high school parents, but increased for parents of elementary students.

Percentage of parents who reported that their student's school provides a quality education

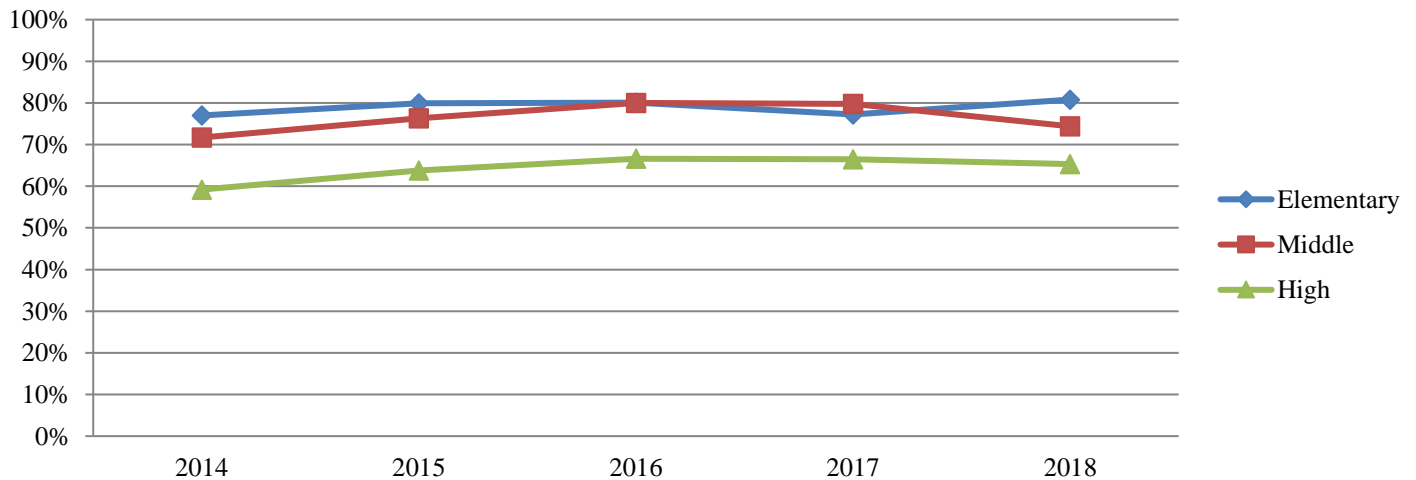


Figure 30. Percentage of parents who indicated that they “agree” that their student’s school provides a quality education. Does not include “somewhat agree.”

The percentage of parents who “agree” with the statement, “Overall, my student’s school provides a quality education” increased at the elementary level but decreased at the middle and high school levels.

This report was generated by the Research, Evaluation and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.