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**Fairbanks North Star Borough School District**

# **Results of Parent Opinion Polls**

## **2013-14 School Year**

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**Alternative Instruction & Accountability**

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## **EXECUTIVE SUMMARY** **RESULTS OF 2013-14 PARENT OPINION POLLS**

This report presents results of opinion polls completed by parents of Fairbanks North Star Borough School District students in the spring semester of the 2013-14 school year.

### ***Notable Facts:***

The Parent Opinion Poll is conducted every two years. In 2013-14, the response rates were 28% at the elementary level and 21% at the secondary level. The percent of parents who gave their student's high school an A increased from 38% in 2012 to 43% in 2014.

### ***What is Being Measured:***

Opinion poll results provide the district with the opportunity to learn what parents think about various aspects of their students' schools. Questions vary from elementary to middle to high schools, but the topics include school climate, student supports, expectations and preparation, academic content areas, communication, and parental involvement. Parents were also asked to assign schools a letter grade and explain what they like most and least about the schools.

### ***What the Results Show:***

- A total of 2,546 polls were completed.
- 1,510 polls were completed by parents with children in elementary (K-8) schools.
- 1,036 surveys were completed by parents with students in secondary schools.
- 89.6% of parents who assigned elementary schools a grade gave an A or a B.
- 83.9% of parents who assigned middle schools a grade gave an A or a B.
- 83.4% of parents who assigned high schools a grade gave an A or a B.
- Overall, the majority of parents agreed with positive statements about the schools.

## **BACKGROUND**

The importance of parent involvement in public education is emphasized in the federal Elementary and Secondary Education Act (ESEA), which requires that public schools promote the shared responsibility of parents, teachers, and students in working together for student success. Maintaining communication between school and home is an ongoing commitment of the Fairbanks North Star Borough School District. One of the many ways in which the district solicits parent input is through the distribution of surveys and polls such as the 2013-14 Parent Opinion Poll. The opinion polls address a variety of topics including academic programs, communication, parent involvement, student supports, school climate, and overall satisfaction with the schools; additional open-ended questions provide a forum for other parent input. This type of survey of parents is conducted every two years.

## **SURVEY METHODOLOGY**

In February and March 2014, the school district conducted an opinion poll of the parents of all enrolled students. Three versions of the survey were administered. One version went to all elementary schools, including the four K-8 schools. At the secondary level, one version went to the parents of middle school and junior high students while another version went to the parents of high school students. Although the emphasis was on electronic data collection, schools were given the option to share paper survey forms with parents. Parents were asked to complete the survey online via a web link which was posted to guardian accounts on PowerSchool (the district's online student information management system), sent electronically to parents who had registered an email address with the district, and distributed via school newsletters and bulletins. Additional opportunities to complete the surveys were made available in schools during spring parent-teacher conferences. The survey did not ask parents to identify themselves, thus encouraging parents to answer the questions honestly.

Prior to the launch of the polls, the previously administered surveys were examined and questions were modified and added. The district strives to strike a balance between having the same questions in multiple years (to allow for cross-year comparisons on key topics) and having questions relevant to the most recently implemented district initiatives. Additionally, balance is sought between having similar questions across the elementary, middle, and high school survey versions (to allow for comparisons between school types) and having parental input on questions

that align with other surveys of staff and students (to compare parent perceptions to those of other populations).

Historically, similar parent surveys have been conducted every other spring with data entry and analysis occurring over the summer and results being made available to the administration in the fall. Electronic dissemination of the survey not only resulted in savings to the district in terms of the costs of paper, postage, and data entry wages, but also allowed for a shorter turnaround time. The timeline for the 2014 poll allowed responses to be reviewed by administrators and staff in the same semester of the school year that the information was collected.

### **RESPONSE RATES**

As shown in Table 1, the response rate of elementary school parents was 28% (compared to 25% in 2011-12), with individual school response rates ranging from 12% to 85%. As shown in Table 2, the response rate of secondary school parents was 21% (the same as during the 2011-12 poll), with individual school response rates ranging from 2% to 34%. Many parents completed one opinion poll but indicated they had multiple children attending the same school. The 2013-14 opinion poll collected data on the number of students included in each parental response, so response rates are calculated by dividing the total number of students represented in the completed polls by the number of students enrolled at the time of opinion poll distribution. This calculation assumes only one poll was completed per student.

**Table 1**  
**2013-14 Response Rates for Parents of Elementary Students by School**

Elementary School	Enrollment	Number of Polls Returned*	Number of Students Represented*	Response Rate
Anderson	252	45	52	21%
Anne Wien	404	44	71	18%
Arctic Light	505	91	151	30%
Badger	510	148	204	40%
Barnette (K-8)	420	156	244	58%
Chinook (K-8)	149	16	26	17%
Crawford	292	52	64	22%
Denali	413	35	51	12%
Hunter	367	45	63	17%
Joy	481	67	101	21%
Ladd	527	78	117	22%
Nordale	324	38	54	17%
North Pole Elementary	485	91	131	27%
Pearl Creek	488	129	180	37%
Salcha	73	12	19	26%
Ticasuk Brown	503	51	70	14%
Two Rivers (K-8)	94	22	38	40%
University Park	510	116	157	31%
Watershed (K-8)	195	105	165	85%
Weller	478	83	118	25%
Woodriver	438	86	130	30%
<b>TOTAL</b>	<b>7,908</b>	<b>1,510</b>	<b>2,206</b>	<b>28%</b>

\*Some parents filled out one survey, but indicated they have more than one child attending the school.

**Table 2**  
**2013-14 Response Rates for Parents of Secondary Students by School**

Secondary School	Enrollment	Number of Polls Returned*	Number of Students Represented*	Response Rate
Ben Eielson Jr High	147	27	29	20%
Ben Eielson Sr High	244	51	69	28%
Effie Kokrine Jr High	65	10	10	15%
Effie Kokrine Sr High	105	9	15	14%
Hutchison High	357	108	122	34%
Lathrop High	1,036	167	208	20%
North Pole High	737	112	137	19%
North Pole Middle	639	8	12	2%
Randy Smith Middle	327	88	96	29%
Ryan Middle	381	95	99	26%
SON: NPA Jr	32	8	10	31%
SON: NPA Sr & CEC	182	11	18	10%
Tanana Middle	464	107	115	25%
West Valley High	959	234	270	28%
<b>TOTAL</b>	<b>5,675</b>	<b>1,036**</b>	<b>1,210</b>	<b>21%</b>

\*Some parents filled out one survey, but indicated they have more than one child attending the school.

\*\*This sum includes one middle school parent who failed to select their student's school.

## **FINDINGS**

This report summarizes parent perceptions based on the results of the 2,546 opinion polls completed in February and March 2014.

### ***Academic Content Areas***

Table 3 presents results from seven items concerning academic content areas; five of these questions were asked only at the elementary school level. The vast majority of parents at the elementary and secondary levels agreed that they were satisfied with the quality of their child’s education in language arts and mathematics. Language arts received the most positive response at the elementary and high school level while math received the most positive response among middle school parents.

**Table 3**  
**Academic Content Areas in Elementary Schools**

<b>Academic Content Areas</b>		<b>Strongly Agree or Agree</b>	<b>Strongly Disagree or Disagree</b>	<b>Don’t Know</b>
I am satisfied with the quality of education my child receives in <b>language arts</b> (reading, writing, grammar, spelling, etc.).	Elementary	89%	10%	1%
	Middle	87%	12%	1%
	High	87%	12%	1%
I am satisfied with the quality of education my child receives in <b>mathematics</b> .	Elementary	86%	13%	2%
	Middle	89%	10%	1%
	High	86%	13%	1%
I am satisfied with the quality of education my child receives in <b>science</b> .	Elementary	85%	11%	4%
I am satisfied with the quality of education my child receives in <b>social studies</b> (geography, history, etc.).	Elementary	85%	9%	6%
This school is doing a good job teaching <b>computer skills</b> .	Elementary	80%	6%	14%
This school is doing a good job teaching <b>P.E.</b>	Elementary	87%	7%	6%
This school is doing a good job teaching <b>music</b> .	Elementary	84%	8%	8%

Some rows may not total 100% due to rounding.

### ***Communication with Parents and Parental Involvement***

The parent opinion poll contained a set of questions about communication with parents and parental involvement; these results appear in Table 4. With regard to the effectiveness of teacher-parent communications, 90% of parents of elementary students agreed that they were effective, as did 80% of parents of middle school students and 81% of parents of high school students. The opinion poll asked parents to respond to the statement, “Communications between the principal and parents are effective.” About 89% of elementary parents agreed with the statement while 81% of middle school parents and 82% of high school parents agreed. Parents of middle school students

were also asked about communication with the middle school teams; 87% of parents agreed that communication was satisfactory while 12% disagreed. A large majority of all parents (between 85% and 92%) agreed with the statement, “This school does a good job of making parents aware of school rules.”

Table 4 also shows results from three statements directly related to parental involvement. In response to the statement, “The concerns of parents are reflected in the decisions made at my child’s school,” 72% of elementary parents agreed, compared to 58% of middle school parents and 60% of high school parents. More secondary than elementary parents disagreed with this statement and just above one quarter of secondary parents responded they did not know. Results show 92% of elementary parents as well as 85% of both middle school and high school parents agreed with the statement, “As a parent I feel comfortable visiting and getting involved in my child’s school.” There were greater differences between responses from elementary and secondary parents for the statement, “Teachers let me know how I can help my student at home.” Approximately 89% of elementary parents agreed with the statement, compared to only 70% of middle school parents and only 64% of high school parents.

**Table 4**  
**Communication & Parental Involvement**

Communication & Parental Involvement		Strongly Agree or Agree	Strongly Disagree or Disagree	Don’t Know
Communications <b>between teachers and parents</b> are effective.	Elementary	90%	9%	0%
	Middle	80%	18%	3%
	High	81%	18%	1%
Communications <b>between the principal and parents</b> are effective (notices, newsletters, etc).	Elementary	89%	8%	3%
	Middle	81%	14%	5%
	High	82%	12%	6%
The <b>middle school team</b> communicates well with parents.	Middle	87%	12%	1%
This school does a good job of <b>making parents aware of school rules.</b>	Elementary	92%	6%	3%
	Middle	91%	6%	2%
	High	85%	11%	4%
The <b>concerns of parents are reflected in the decisions</b> made at this school.	Elementary	72%	10%	18%
	Middle	58%	15%	28%
	High	60%	14%	26%
As a parent, I <b>feel comfortable visiting and getting involved</b> at this school.	Elementary	92%	7%	1%
	Middle	85%	12%	3%
	High	85%	11%	4%
Teachers let me know <b>how I can help my student</b> at home.	Elementary	89%	10%	1%
	Middle	70%	28%	2%
	High	64%	30%	6%

Some rows may not total 100% due to rounding.



### ***Student Expectations and Preparation***

The parent opinion poll contained several questions related to expectations for students and their preparation to meet these expectations, as shown in Table 5. When asked if they believed their teachers have high expectations for students, 90% of elementary, 82% of middle school and 84% of high school students' parents agreed. When parents were asked if they agreed that "all students are encouraged to work to the best of their abilities," 90% of elementary parents, 82% of middle school parents and 78% of high school parents agreed. Most (94%) elementary parents agreed that, "Staff at this school care about my student's progress in school." About 90% of middle school and 87% of high school parents agreed with the statement. Approximately 86% of elementary parents agreed with the statement, "Homework assignments are appropriate for students," while 81% of middle school parents and 87% of high school parents agreed.

Transitioning from elementary to middle school and middle to high school often involves significant change for students since the school environments differ greatly. When asked if their student had a smooth transition to their current grade level, 87% of parents of middle school students and 88% of parents of high school students agreed. Most parents of both middle school (87%) and high school (86%) students agreed that their students were well-prepared for the expectations of their current grade level.

Two questions appeared only on the high school polls. High school parents responded to the statement, "This school prepares students to continue their education after high school," with 83% indicating agreement. In response to the statement, "This school provides students with the skills necessary for entering the work force after high school," 71% of high school parents agreed, 12% disagreed, and 17% said they did not know.

**Table 5**  
**Student Expectations and Preparation**

Student Expectations and Preparation		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
Teachers have <b>high expectations</b> of students and challenge them to do their best.	Elementary	90%	8%	3%
	Middle	82%	13%	4%
	High	84%	12%	4%
At this school, all students are <b>encouraged to work to the best of their abilities.</b>	Elementary	90%	6%	4%
	Middle	82%	10%	8%
	High	78%	13%	9%
The <b>staff at this school care</b> about my student's progress in school.	Elementary	94%	5%	1%
	Middle	90%	6%	3%
	High	87%	10%	3%
Homework <b>assignments are appropriate</b> for students.	Elementary	86%	12%	2%
	Middle	81%	17%	2%
	High	87%	11%	2%
My student had a <b>smooth transition</b> to his/her current grade level.	Middle	87%	12%	2%
	High	88%	11%	1%
My student was <b>well prepared for the expectations</b> of his/her current grade level.	Middle	87%	11%	2%
	High	86%	12%	2%
This school <b>prepares students to continue their education</b> after high school.	High	83%	7%	9%
This school provides students with the <b>skills necessary for entering the workforce</b> after high school.	High	71%	12%	17%

Some rows may not total 100% due to rounding.

### ***Student Supports***

There are a wide array of people and programs that help support students in their educational endeavors, from teachers to extracurricular activities to counseling programs. The parent opinion polls contained a number of questions regarding several key aspects of student supports; these results appear in Table 6.

The majority of responding parents share the opinion that the schools have high quality, professional teachers, with 93% of elementary parents, 84% of middle school parents, and 88% of high school parents indicating agreement. Parents of elementary school students (33%) and middle school students (28%) were more likely than parents of high school students (14%) to indicate they did not know if services provided by the counseling department were adequate for their student's needs, while 72% of high school parents indicated agreement. There were considerable differences between responses from elementary and secondary parents for the statement, "This school's library provides adequate library services for my student(s)." About

91% of elementary parents agreed with the statement, compared to only 71% of middle school parents and 66% of high school parents.

When elementary school parents were asked to respond to the statement, “This school has programs that adequately meet the needs of students with special needs,” 46% of elementary school parents agreed while 47% indicated they did not know. When middle and high school parents were asked to respond to the statement, “This school has effective programs for students with special needs,” 28% of middle school parents and 29% of high school parents agreed, but the majority (65%) indicated they did not know.

At the secondary level, polls included the statement, “This school has an effective drug prevention program.” About 57% of middle school parents and 37% of high school parents agreed with the statement, with 38% of middle school parents and 53% of high school parents indicating they did not know. Approximately 86% of middle school parents and 91% of high school parents agreed with the statement, “Our school provides a variety of extracurricular and athletic activities for students.” Secondary parents were also asked if they agreed that “there are lots of opportunities for students to talk to teachers one-on-one.” High school parents (66%) agreed with this statement more frequently than middle school parents (61%). The parents of middle school students were asked if they felt the middle school model was helpful for students; the model polled favorably with 75% of parents agreeing.

**Table 6  
Student Supports**

Student Supports		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
This school has <b>high quality and professional teachers</b> .	Elementary	93%	5%	2%
	Middle	84%	10%	5%
	High	88%	8%	4%
Services provided by the <b>counseling program</b> at this school are adequate for my student's needs.	Elementary	59%	8%	33%
	Middle	65%	8%	28%
	High	72%	14%	14%
This school's library provides adequate <b>library services</b> for my student(s).	Elementary	91%	5%	5%
	Middle	71%	5%	23%
	High	66%	4%	29%
This school has programs that adequately meet the needs of <b>students with special needs</b> .	Elementary	46%	7%	47%
This school has effective programs for <b>students with special needs</b> .	Middle	28%	6%	65%
	High	29%	6%	65%
This school has an effective <b>drug prevention program</b> .	Middle	57%	4%	38%
	High	37%	10%	53%
This school provides a variety of <b>extracurricular and athletic activities</b> for students.	Middle	86%	7%	7%
	High	91%	5%	3%
At this school, there are lots of <b>opportunities for students to talk to teachers</b> one-on-one.	Middle	61%	17%	23%
	High	66%	20%	14%
The <b>middle school model</b> is helpful for students.	Middle	75%	12%	12%

Some rows may not total 100% due to rounding.

### ***School Climate***

The parent opinion poll included twelve items related to the school environment and overall atmosphere of the school; these results are summarized in Table 7. The majority of parents (95% at elementary schools, 89% at middle schools and 89% at high schools) agreed that their student “enjoys attending this school.” When parents were asked to respond to the statement, “New students are welcomed easily into this school,” 81% of elementary parents and about two-thirds of secondary parents (65% middle school and 69% high school) indicated agreement. Responses to the statement, “This school provides a safe learning environment for students” indicated that 95% of elementary parents, 93% of middle school parents, and 90% of high school parents agreed. Regarding student discipline, 69% of elementary parents, 51% of middle school parents, and 45% of high school parents agreed that students were disciplined appropriately, while over one-third of secondary parents indicated they did not know. When asked if students who broke rules were treated fairly, 62% of elementary parents, 44% of middle school parents and

43% of high school parents agreed while 30% of elementary, 48% of middle, and 49% of high school parents said they did not know.

About 66% of elementary parents, 54% of middle school parents, and 46% of high school parents agreed that conflicts were resolved quickly and fairly at their child's school, while more than a third of parents at the secondary level stated they did not know. When asked if decisions at the school were based on students' best interests, 78% of elementary parents agreed compared to 64% of middle and 61% of high school parents. A high percentage of parents were in agreement with the statement, "Students are encouraged to understand and get along with other people," with 93% of elementary parents, 85% of middle school parents, and 81% of high school parents agreeing.

About 93% of elementary parents agreed that students and staff have a positive working relationship with each other, as did 84% of middle school and 88% of high school parents. Most elementary (93%) and secondary parents (95% of middle school and 90% of high school) agreed with the statement, "The office staff is courteous and helpful." Regarding school buildings and grounds, 94% of elementary parents agreed that they were attractive and well-maintained, while 90% of middle school parents and 94% of high school parents agreed. Secondary parents were asked if they agreed with the statement "Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, sexual orientation, skin color, or other differences." Approximately 87% of middle school parents and 83% of high school parents indicated agreement.

**Table 7  
School Climate**

School Climate		Strongly Agree or Agree	Strongly Disagree or Disagree	Don't Know
My child/student <b>enjoys attending</b> this school.	Elementary	95%	4%	0%
	Middle	89%	10%	1%
	High	89%	10%	0%
<b>New students</b> are welcomed easily into this school.	Elementary	81%	3%	16%
	Middle	65%	5%	30%
	High	69%	4%	27%
This school provides a <b>safe learning environment</b> for students.	Elementary	95%	4%	1%
	Middle	93%	5%	1%
	High	90%	7%	3%
Students are <b>disciplined appropriately</b> at this school.	Elementary	69%	12%	20%
	Middle	51%	14%	35%
	High	45%	13%	42%
When students break rules at this school, they are <b>treated fairly</b> .	Elementary	62%	7%	30%
	Middle	44%	8%	48%
	High	43%	8%	49%
<b>Conflicts are resolved</b> quickly and fairly at this school.	Elementary	66%	9%	24%
	Middle	54%	8%	38%
	High	46%	11%	44%
At this school, <b>decisions are made</b> based on what is best for students.	Elementary	78%	10%	11%
	Middle	64%	14%	21%
	High	61%	19%	20%
Students are <b>encouraged to understand</b> and get along with other people.	Elementary	93%	4%	4%
	Middle	85%	5%	9%
	High	81%	6%	13%
Students and staff have a <b>positive working relationship</b> with each other.	Elementary	93%	4%	4%
	Middle	84%	7%	9%
	High	88%	6%	7%
The <b>office staff is courteous</b> and helpful.	Elementary	93%	6%	1%
	Middle	95%	5%	1%
	High	90%	7%	3%
The school building and <b>grounds are attractive</b> and well-maintained.	Elementary	94%	6%	0%
	Middle	90%	8%	2%
	High	94%	5%	1%
Students are welcomed at this school regardless of <b>race, gender, cultural background, disability, religion, sexual orientation, skin color, or other differences</b> .	Middle	87%	2%	11%
	High	83%	4%	13%

Some rows may not total 100% due to rounding.

### *Postsecondary Preparation*

Parents of high school students were also asked about several topics relevant to postsecondary preparation, and those results are displayed in Table 8. About 91% of parents indicated that their “student has started thinking about a career or college.” About 94% of parents indicated they were confident their student would graduate. Over half of the responding parents stated they were aware of their student’s Personal Learning Plan and fully understood Career Clusters and Career Pathways.

**Table 8  
Postsecondary Preparation**

Postsecondary Preparation		Strongly Agree or Agree	Strongly Disagree or Disagree	Don’t Know
My student has started <b>thinking about a career or college</b> after high school.	High	91%	7%	2%
I am confident that my student will <b>graduate from high school.</b>	High	94%	4%	2%
I am aware that my student has a <b>Personal Learning Plan.</b>	High	57%	21%	22%
I fully understand what is meant by the term “ <b>Career Clusters</b> ” and “ <b>Career Pathways.</b> ”	High	55%	28%	17%

Some rows may not total 100% due to rounding.

### *Grades Given to the Schools*

The opinion polls asked parents to give an overall grade to their school; these results are found in Table 9. When asked to assign a grade, 89% of parents who responded gave their child’s elementary school an A or a B. Approximately 84% of both middle school and high school parents who responded gave their school an A or a B. These results are summarized in Table 9 and Graphs 1 – 3 which follow.

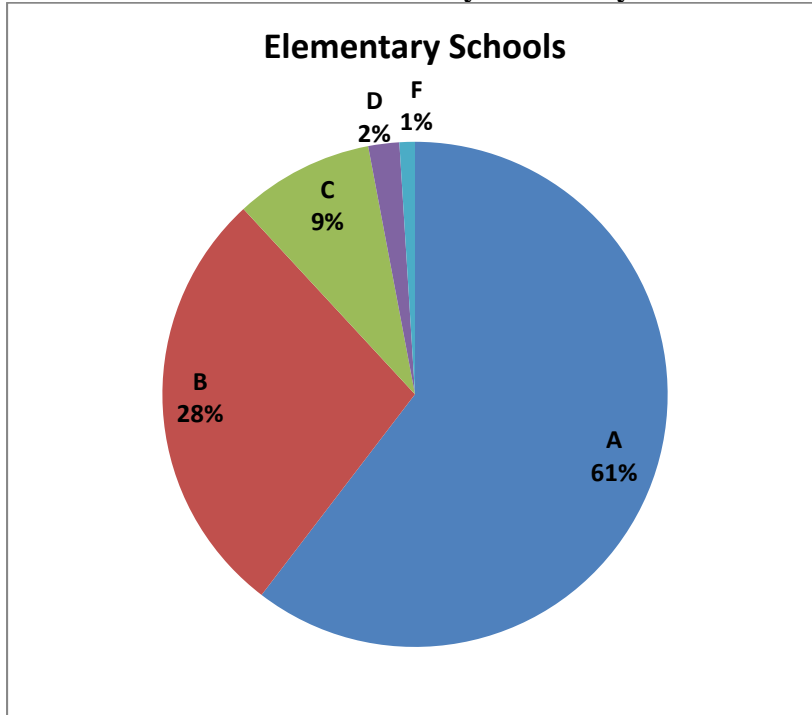
**Table 9  
Grades Given to Schools by Parents**

SCHOOL TYPE	A	B	C	D	F
Elementary Schools*	61%	28%	9%	2%	1%
Middle Schools	40%	44%	13%	4%	0%
High Schools	47%	37%	14%	3%	1%

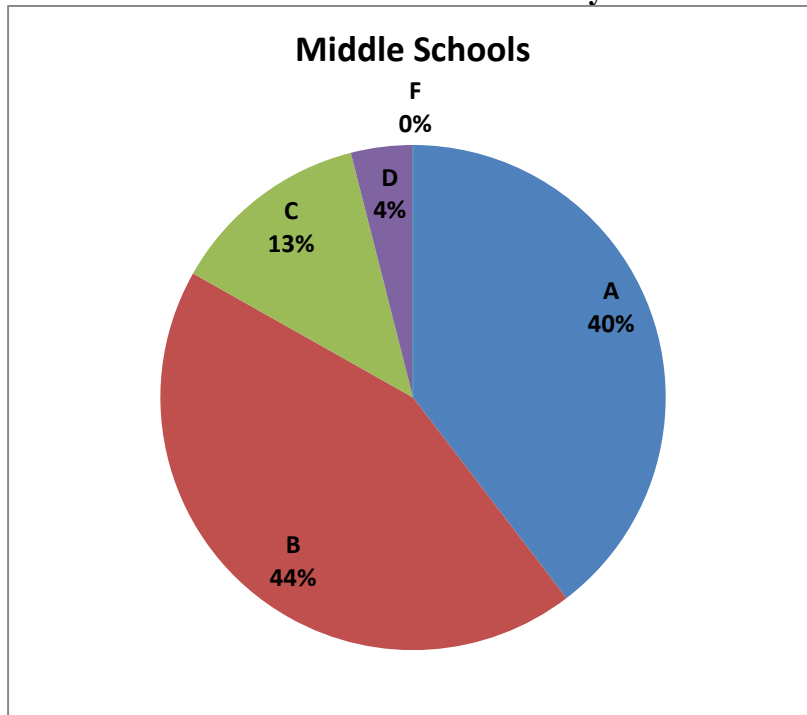
Some rows may not total 100% due to rounding.

\*Includes K-8 schools (Barnette, Chinook, Two Rivers, and Watershed)

**Graph 1**  
**Grades Given to Elementary Schools by Parents**

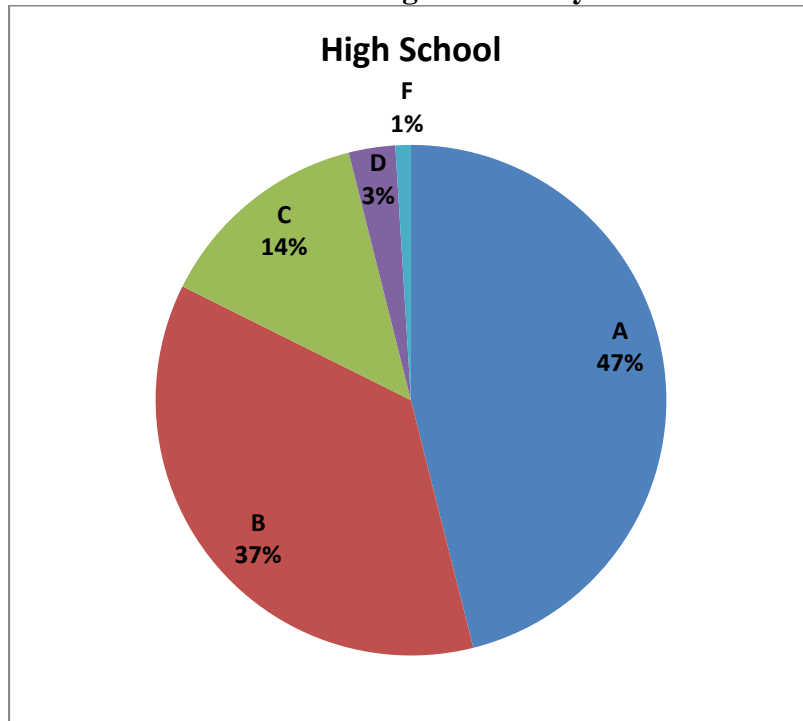


**Graph 2**  
**Grades Given to Middle Schools by Parents**





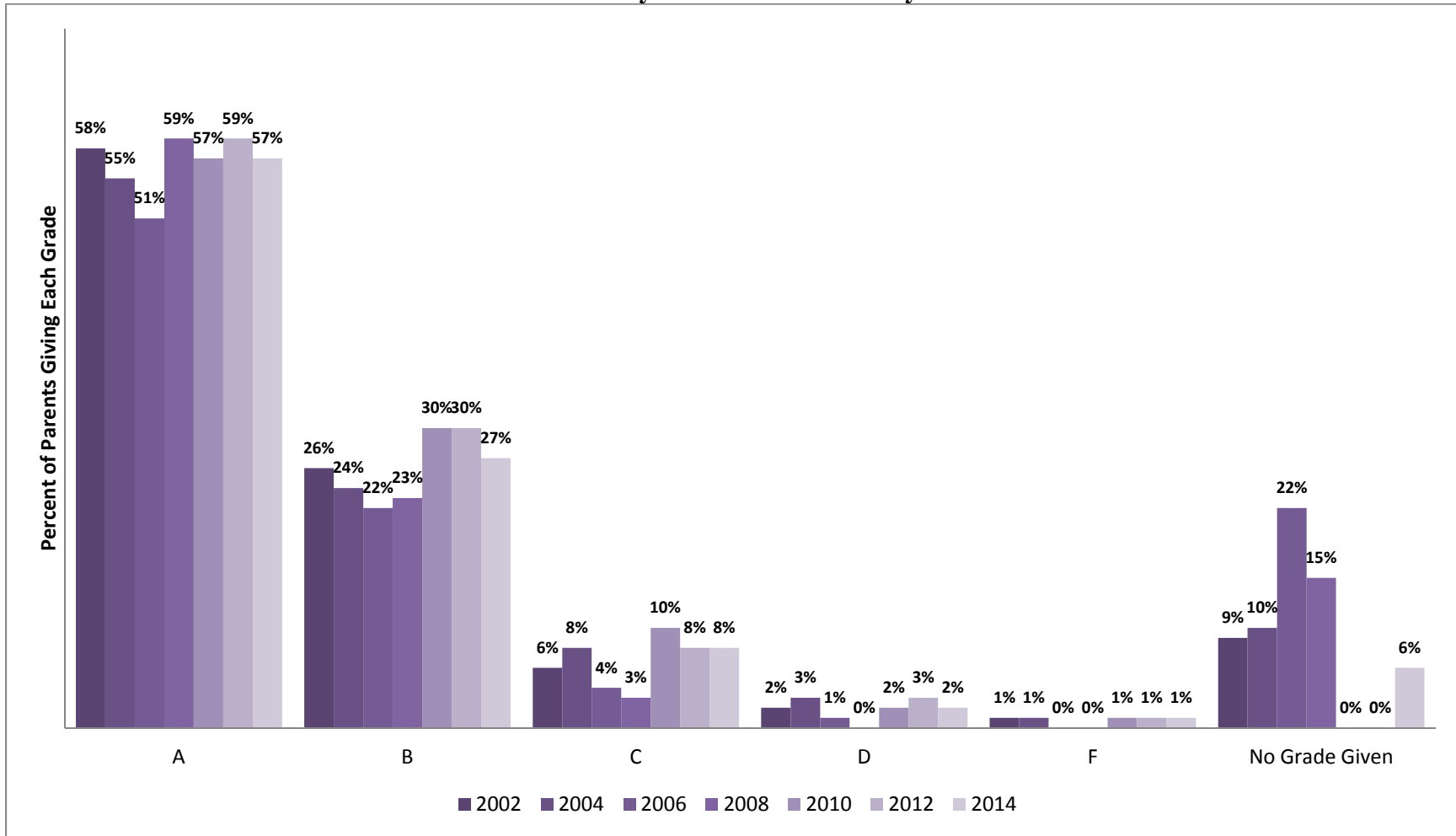
**Graph 3  
Grades Given to High Schools by Parents**



***Historical Grade Distributions***

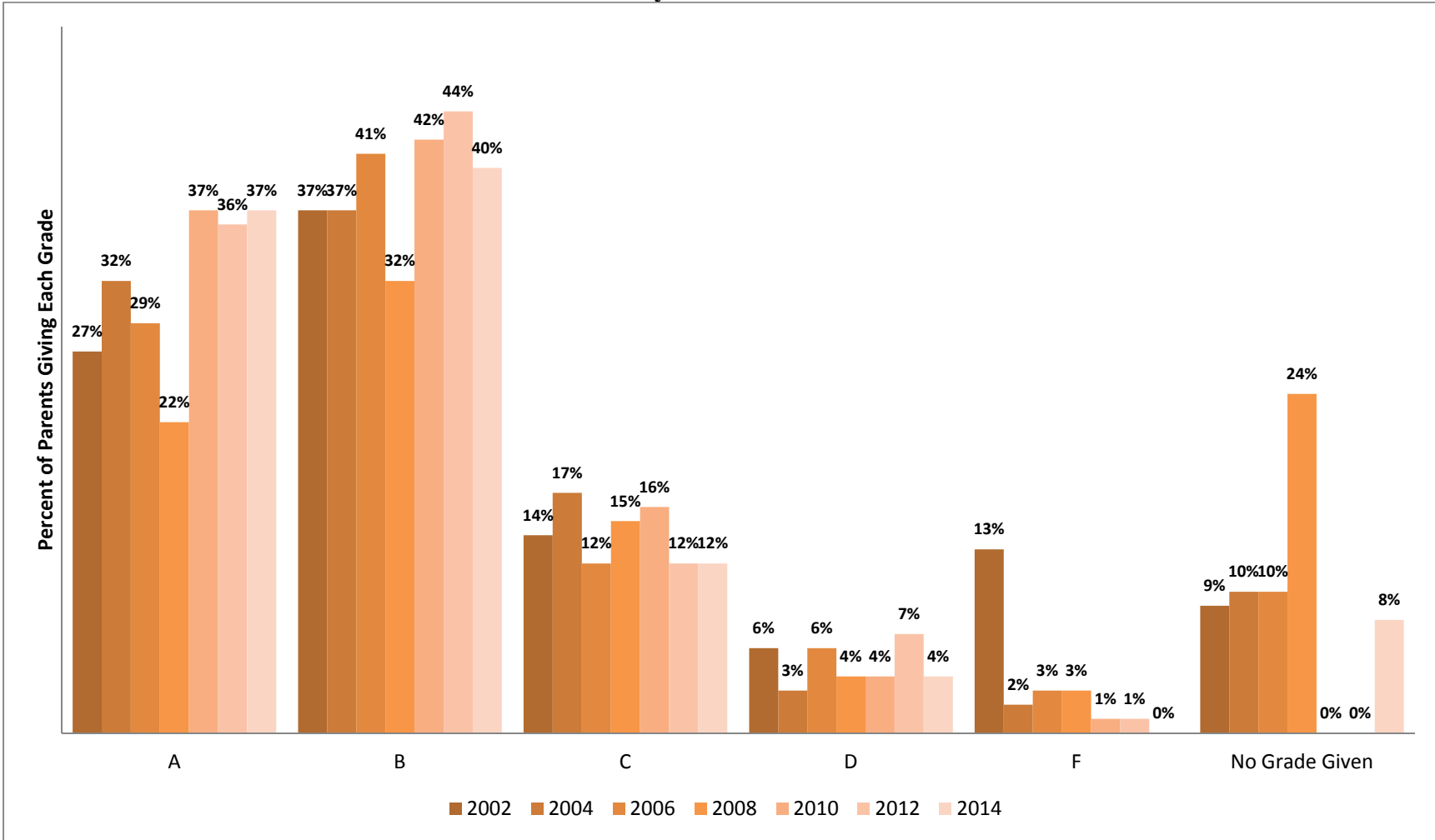
Graphs 4 – 6 provide a historical view of the grades assigned by parents in recent years. It should be noted that the following graphs include the percentage of parents who chose not to assign a grade to their student’s school, defined as “No Grade Given.” Due to including these non-respondents, the percentage of parents who assigned each grade A-F is slightly reduced from the data shown in Table 9 and Graphs 1-3.

**Graph 4\***  
**Grades Given By Parents to Elementary Schools**



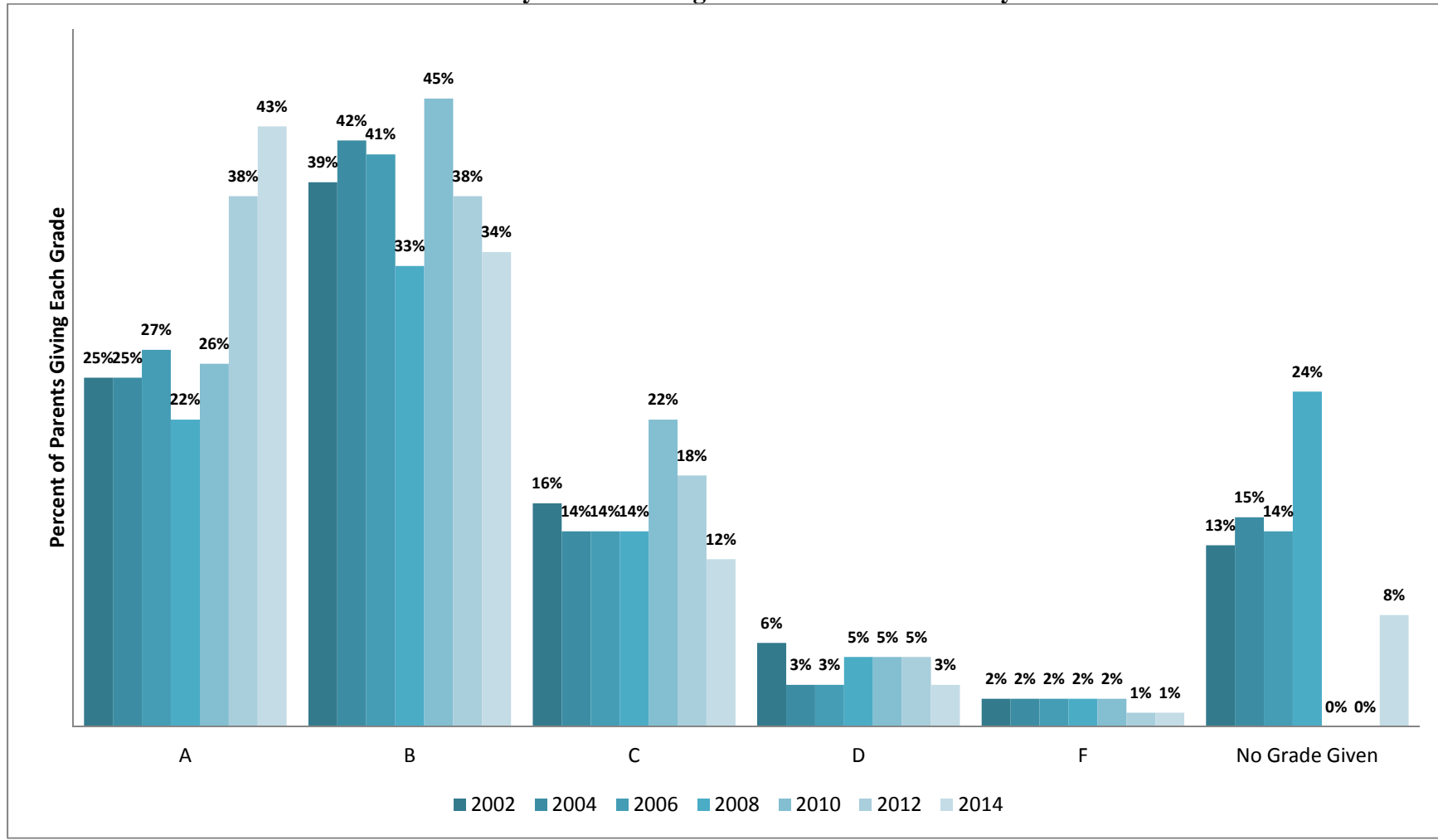
*\* Note: This graph includes the responses from all parents who took the survey, including those who skipped this grading question. Due to including these non-respondents, the percentage of parents who assigned grades is reduced from the data shown in Table 9 and Graphs 1-3.*

**Graph 5\***  
**Grades Given By Parents to Middle Schools**



*\* Note: This graph includes the responses from all parents who took the survey, including those who skipped this grading question. Due to including these non-respondents, the percentage of parents who assigned grades is reduced from the data shown in Table 9 and Graphs 1-3.*

**Graph 6\***  
**Grades Given By Parents to High Schools/Other Secondary Schools**



*\* Note: This graph includes the responses from all parents who took the survey, including those who skipped this grading question. Due to including these non-respondents, the percentage of parents who assigned grades is reduced from the data shown in Table 9 and Graphs 1-3.*

### ***What Parents Like Most and Least***

In addition to answering the questions described earlier in this report, parents were asked to comment on three open-ended questions. Parents were asked for why they assigned this grade, what they like most about this school, and what they like least or would change about this school. Responses were mostly positive, but varied, with most people referencing the specific experiences of their student at the school.

Many parents mentioned “teachers,” “school staff,” and “the principal” as what they liked most. Other common comments referred to the welcoming school atmosphere and a culture that supports student success. Secondary parents frequently described their student’s successful transition to the next school level. High school parents often attributed the variety of courses, academic opportunities, staff and teacher support, and extra-curricular activities to their student’s positive school experience.

Across all grade levels, issues highlighted by parents as needing improvement included communication, discipline, student health and safety, curriculum or teaching methods, and class sizes. At the elementary level, parents seemed most concerned with ineffective or late communication from schools, bullying, inconsistent discipline, dangerous parking lot conditions during student pickup, and large class sizes. The most frequent negative responses at the middle school level referred to a perceived lack of professionalism from some teachers, a combination of bullying and a lack of student discipline, and not enough variety in elective course offerings. Parental issues at the high school level often referred to a specific teacher or department with reference to a low quality of instruction and/or unfair policies.

### **APPLICATIONS AND LIMITATIONS**

Since the 2014 poll was conducted online, the results were distributed to the principals, superintendent, and assistant superintendents. The survey closed in March 2014 and individual school results were delivered to principals and district administrators in April. This process allowed for dissemination of the information and discussion among principals and their staff as well as between the assistant superintendents and the principals.

Care must be taken to consider two factors which limit the extent to which the district can make broad statements regarding these results. The first factor is the relatively low percentage of parents (less than 30%) who completed the opinion polls. The second factor is the lack of knowledge about whether those parents who responded to the opinion poll are representative of all parents. There is no way to know from an anonymous opinion poll whether the results are demographically representative of the school and district population.

## **CONCLUSION**

The biennial parent opinion poll provides a formalized process for district staff to collect and analyze parent perceptions at both the school and district levels. The result is two-pronged; parents are heard – further encouraging their participation and connectedness, while school staff learn about parent perceptions and identify areas for improvement. On a district level, results from parent opinion polls were positive, with the majority of parents agreeing that their child’s school encourages student progress and provides high-quality teachers, helpful staff, effective communication, and a safe learning environment. Overall parental satisfaction with the schools was frequently higher at the elementary level than at the secondary level.

Results from these parent opinion polls provide school leadership teams with the opportunity to study and address areas which parents did not rate as highly as others. School administrators were provided with school level data comparable to the district level data included in this report, along with transcribed comments from the open-ended questions regarding what parents liked best about each school and what parents indicated was in need of improvement.

## Appendix A

Parent Opinion Poll Results  
Compared to  
Student and Staff Results at Secondary Schools

2013-14 School Year

<b>MIDDLE SCHOOL &amp; JUNIOR HIGH RESULTS 2014</b>	<b>STAFF</b>	<b>PARENTS</b>	<b>STUDENTS</b>
<b>Includes Ben Eielson Jr. High, Effie Kokrine Jr. High, North Pole Academy Jr. High, North Pole Middle, Randy Smith Middle, Ryan Middle, and Tanana Middle Schools. (North Pole Academy Junior High staff survey results are included with High School results)</b>	<b>Percent Who Agree or Strongly Agree</b>		
At this school, students and staff have a positive working relationship with each other.	75%	84%	N/A
At this school, communications between teachers and parents are effective.	72%	80%	N/A
This school has high quality and professional teachers.	79%	84%	N/A
When students at this school break rules, they are treated fairly.	73%	44%	39%
Students are disciplined appropriately at this school.	64%	51%	N/A
At this school, all students are encouraged to work to the best of their abilities.	87%	82%	77%
Teachers at this school have high expectations of students and challenge them to do their best.	82%	82%	N/A
At this school, decisions are made based on what is best for students.	73%	64%	N/A
The concerns of parents are reflected in the decisions made at this school.	73%	58%	N/A
Conflicts are resolved quickly and fairly at this school.	62%	54%	N/A
At this school, there are lots of opportunities for students to talk to teachers one-on-one.	69%	61%	54%
Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, skin color, sexual orientation, or other differences.	95%	87%	80%
This school provides a safe learning environment for students.	96%	93%	N/A
My student enjoys attending this school. (Parent) I am happy in school. (Student)	N/A	89%	53%
My student was well prepared for the expectations of his/her current grade level. (Parent) I was well prepared for the expectations of my current grade level. (Student)	N/A	87%	61%
My student had a smooth transition to his/her current grade level. (Parent) I had a smooth transition from my previous grade level to my current grade level. (Student)	N/A	87%	69%



<b>HIGH SCHOOL RESULTS 2014</b>	<b>STAFF</b>	<b>PARENTS</b>	<b>STUDENTS</b>
<b>Includes Ben Eielson Sr. High, Career Education Center, Effie Kokrine Sr. High, Hutchison High, Lathrop High, North Pole Academy Sr. High, North Pole High, and West Valley High Schools. (Includes North Pole Academy Junior High staff survey results)</b>	<b>Percent Who Agree or Strongly Agree</b>		
At this school, students and staff have a positive working relationship with each other.	71%	88%	N/A
At this school, communications between teachers and parents are effective.	60%	81%	N/A
This school has high quality and professional teachers.	77%	88%	N/A
When students at this school break rules, they are treated fairly.	70%	43%	38%
Students are disciplined appropriately at this school.	59%	45%	N/A
At this school, all students are encouraged to work to the best of their abilities.	70%	78%	69%
Teachers at this school have high expectations of students and challenge them to do their best.	64%	84%	N/A
At this school, decisions are made based on what is best for students.	55%	61%	N/A
The concerns of parents are reflected in the decisions made at this school.	62%	60%	N/A
Conflicts are resolved quickly and fairly at this school.	51%	46%	N/A
At this school, there are lots of opportunities for students to talk to teachers one-on-one.	65%	66%	53%
Students are welcomed at this school regardless of race, gender, cultural background, disability, religion, skin color, sexual orientation, or other differences.	86%	83%	69%
This school provides a safe learning environment for students.	87%	90%	N/A
My student enjoys attending this school. (Parent)/ I am happy in school. (Student)	N/A	89%	50%
My student was well prepared for the expectations of his/her current grade level. (Parent) I was well prepared for the expectations of my current grade level. (Student)	N/A	86%	59%
My student had a smooth transition to his/her current grade level. (Parent) I had a smooth transition from my previous grade level to my current grade level. (Student)	N/A	88%	72%
I am confident that my student will graduate high school. (Parent) I am confident that I will graduate from high school. (Student)	N/A	94%	87%
My student has started thinking about a career or college after high school. (Parent) I have started thinking about a career or college after high school. (Student)	N/A	91%	76%