

# School Quality Survey of Parents, Staff, and Students

## Results and Analysis

Ann Arbor Public Schools

School Year: 2018-2019



# Purpose of the Study

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Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions among students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for the school.

The Ann Arbor Public Schools (AAPS) School Quality Survey asked parents, staff members, and students in grades 3-12 for feedback on dimensions of school climate. Results will be used to inform school and district decisions.

K12 *Insight* partnered with district team members to develop the survey, which addressed the following topics:

- Overall school quality
- Academic preparation
- Student support
- School leadership
- Family involvement
- Safety and behavior
- Equity
- Cultural pedagogy

This was the first year parents, staff members, and students in grades 6-12 completed K12 *Insight's* benchmark School Quality Survey. Students in grades 3-5 completed a simplified survey. This year's results should serve as baseline data for the district. It should be noted that students in grades 3-5 are not included in comparisons by respondent type since they did not use the same vertically aligned instrument as the other respondent groups.

The district added questions about equity and cultural pedagogy.

# Details of the Study and Understanding the Results

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The survey was open from April 2 to May 7.

Email invitations with unique survey links were sent to staff members and parents. Reminders were sent on April 10, 17, 24, and 29, and May 1 and 6.

Students used their student IDs to access the survey in school.

Pre-survey communications included a morning announcement, newsletter item, and social media posts.

This report summarizes survey results and breaks them down by parents, staff, and students in grades 6-12. A comparison of middle school and high school students is also presented. Participant demographic information is included in the appendix.

Results do not reflect random sampling; therefore, they should not be generalized to all parents, staff members, and students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

# Key Insights

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- In 2019, Ann Arbor Public Schools (AAPS) received 16,448 responses from parents, staff, and students in grades 3-12 in its first administration of K12 *Insight's* benchmark School Quality Survey.
- Participating staff members had the most favorable perceptions of all of the dimensions of school quality, which mirrors the trend nationally. The highest agreement (combined percentage of strongly agree or agree responses) was in the dimension of cultural relevancy for staff (84%), in school leadership and academic support for parents (both 77%), and in student support for students in grades 6-12 (73%).
- Four of the five highest ranking indicators for parents were in the family involvement dimension. A strong majority of participating parents strongly agreed or agreed that families are informed about school-sponsored activities (95%), their school encourages families to volunteer (93%), they feel welcome at their child's school (91%), and staff members and families treat each other with respect (90%). However, few parents said they are familiar with the district's policies and procedures for responding to inequitable treatment or acts of bias for students, staff, and families (51%).
- The highest ranking indicators for staff spanned four dimensions of school quality — cultural relevancy, family involvement, safety and behavior, and student support. The strong majority of participating staff members said they know students' names (96%), families are informed about school-sponsored activities (95%), and teachers are aware of what they should do in the event of an emergency (95%). District and school leaders may want to further unpack staff perceptions in two areas for the 2019-2020 school year. Approximately 1 in 3 participating staff members disagreed or strongly disagreed that their school is meeting the needs of all students (34%) and that discipline is enforced fairly (33%).

## Key Insights (Continued)

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- 90% of participating students in grades 6-12 said that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem and that teachers are aware of what they should do in the event of an emergency. However, approximately half of participating students in grades 6-12 disagreed or strongly disagreed that classroom activities are related to their personal interests (51%) and that teachers successfully show students how lessons relate to life outside of school (49%).
  - It should also be noted that 52% of participating students in grades 3-5 said their classroom activities are sometimes or never related to their personal interests.
  - The district should consider administering a Student Inventory Survey in the fall of 2019-2020. The survey would ask students in grades 3-12 about their personal interests to ensure instruction is related to those interests in order to improve engagement.
- Highest ranking indicators for students in grades 3-5 were in the school quality dimensions of safety and behavior and academic support. A strong majority of participating students in grades 3-5 said they know their school's safety and security drills (94%), they know what to do in the event of an emergency (92%), their teachers expect them to do their very best (89%), they are learning what they need to know to be successful in the next grade (84%), and they feel safe at school (82%).
- More than two-thirds of participating parents of high school students indicated their child participates in advanced classes. Of those, the majority said their child takes AP or accelerated classes (both 68%). More participating Asian parents (79%) indicated that their child participates in advanced classes than participating black parents (46%). In addition, Asian parents rated all but one of the district's cultural relevancy efforts (e.g., staff members taking time to learn about students' cultures, staff members working to connect with parents of cultural backgrounds different than their own, etc.) more favorably than parents of other races/ethnicities.
- 71% of participating parents indicated that their child participates in after-school activities. Participation varied by race/ethnicity, with 75% of participating white parents saying their child participates in after-school activities compared with 59% of participating Hispanic parents.

## Key Insights (Continued)

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- The largest perception gap between racial/ethnic groups was in the dimension of equity, with 74% of participating Asian parents saying that the district distributes resources (i.e., materials and funds) based on the needs of the school and the school community in contrast with 50% of participating white and multiracial parents and 56% of participating black parents.
- Parents had the highest net promoter scores (NPS) of all the respondent groups. The gap in net promoter score was most pronounced between parents and students in grades 6-12. Participating parents had a school NPS of 37 and a district NPS of 49 compared with -13 and 10 respectively for participating students in grades 6-12.
- Comparing results of middle school and high school students found:
  - High school students were more likely to say they are challenged by their schoolwork and their courses are rigorous than middle school students. While 84% of participating high school students said that students are challenged by their schoolwork, only 67% of participating middle school students said the same. There was a 26 percentage-point gap between participating middle school students (47%) and participating high school students (73%) who said their courses are rigorous. It should also be noted that 65% of participating students in grades 3-5 said their schoolwork is sometimes or never challenging.
  - Participating middle school students were more likely to say that alcohol or other drugs are not a problem at their school (59%) than participating high school students (35%).
  - There were marginal differences in agreement between participating middle school and high school students when looking at the dimensions of student support, school leadership, family involvement, equity, and cultural relevancy.

# Participation

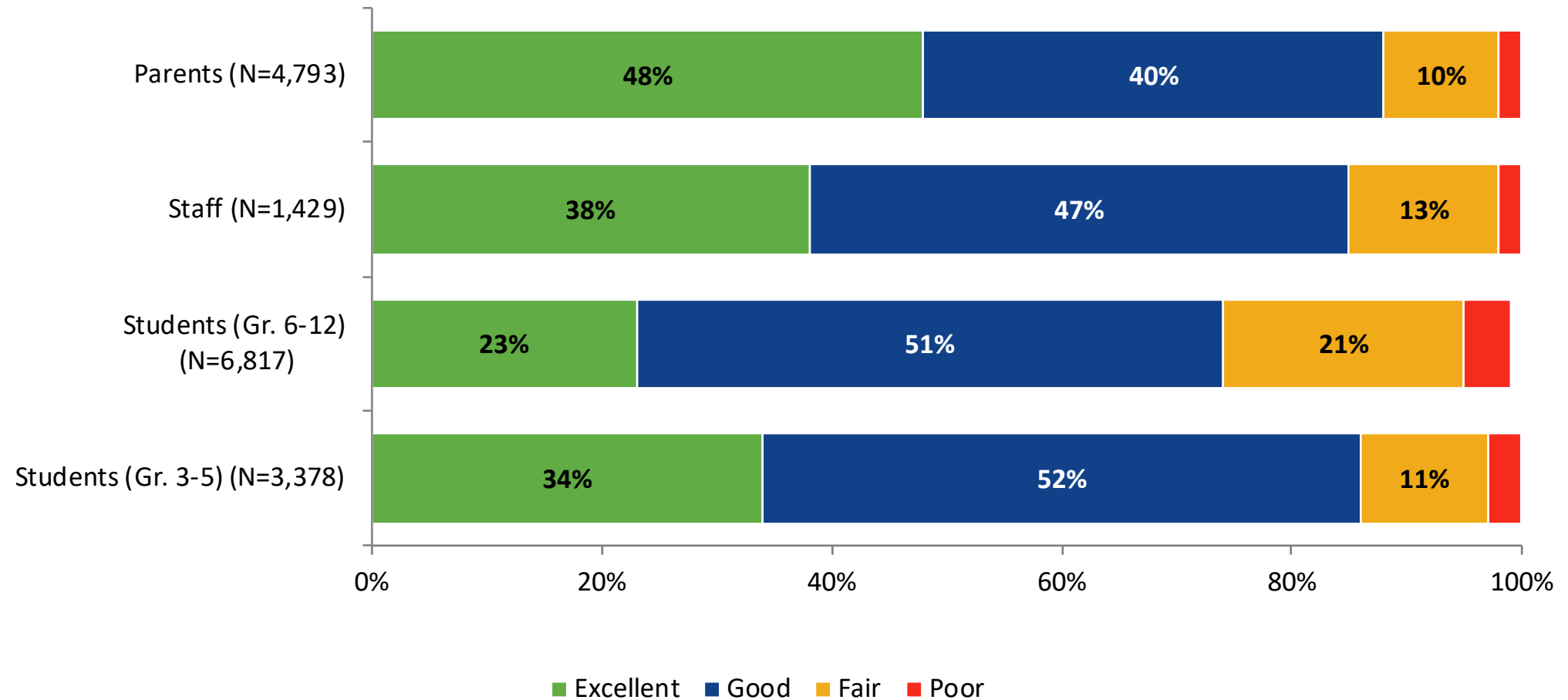
Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Total Responses
Parents	20,664	3,642	—	*4,796
Staff	2,131	1,431	67%	^1,431
Students (Gr. 6-12)	9,485	6,834	72%	6,834
Students (Gr. 3-5)	3,803	3,387	89%	3,387

\* This includes 1,154 responses from parents who completed the survey for more than one child.

^ This includes 140 responses from staff who work at multiple schools.

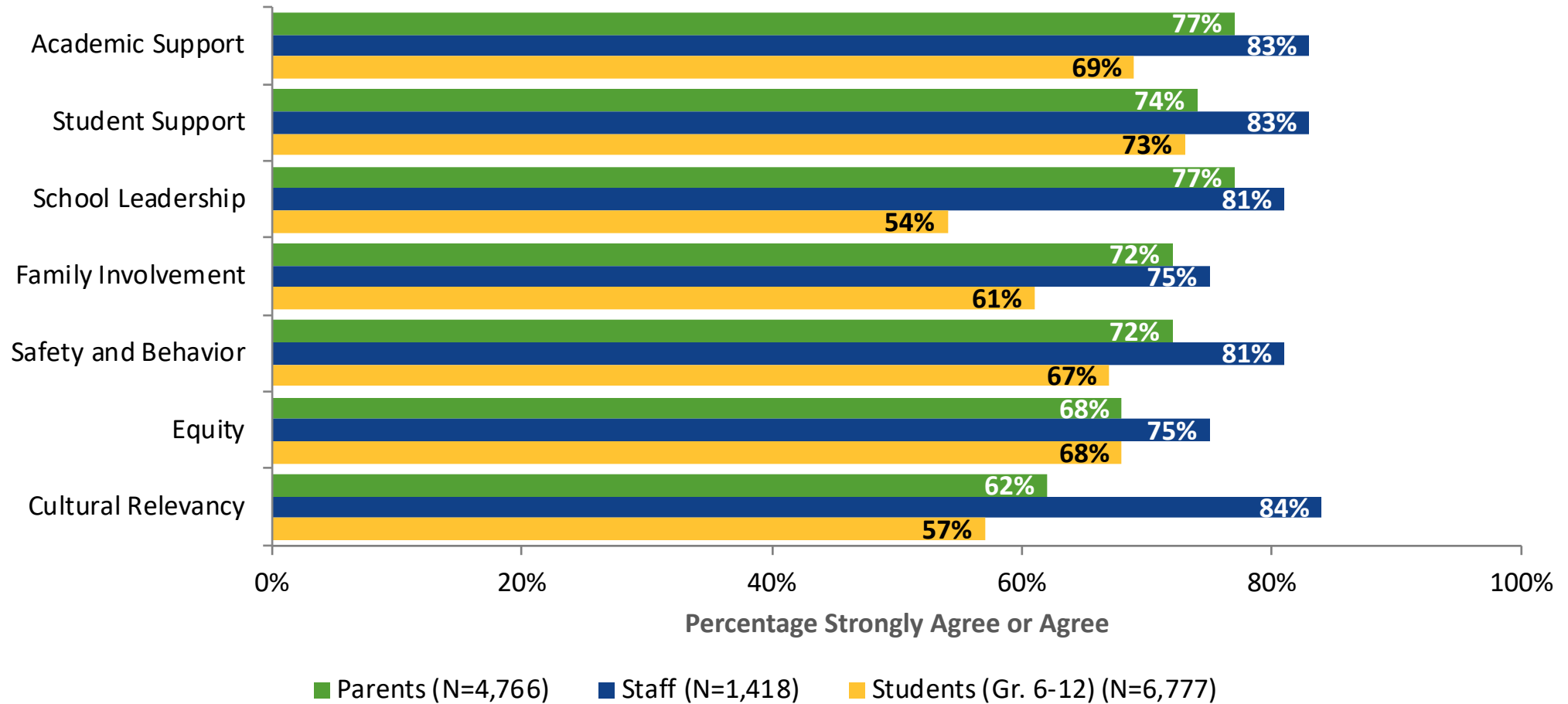
# Overall School Quality

How would you rate the overall quality of your school/your child's school?





# Dimension Scores: Comparison by Respondent Type

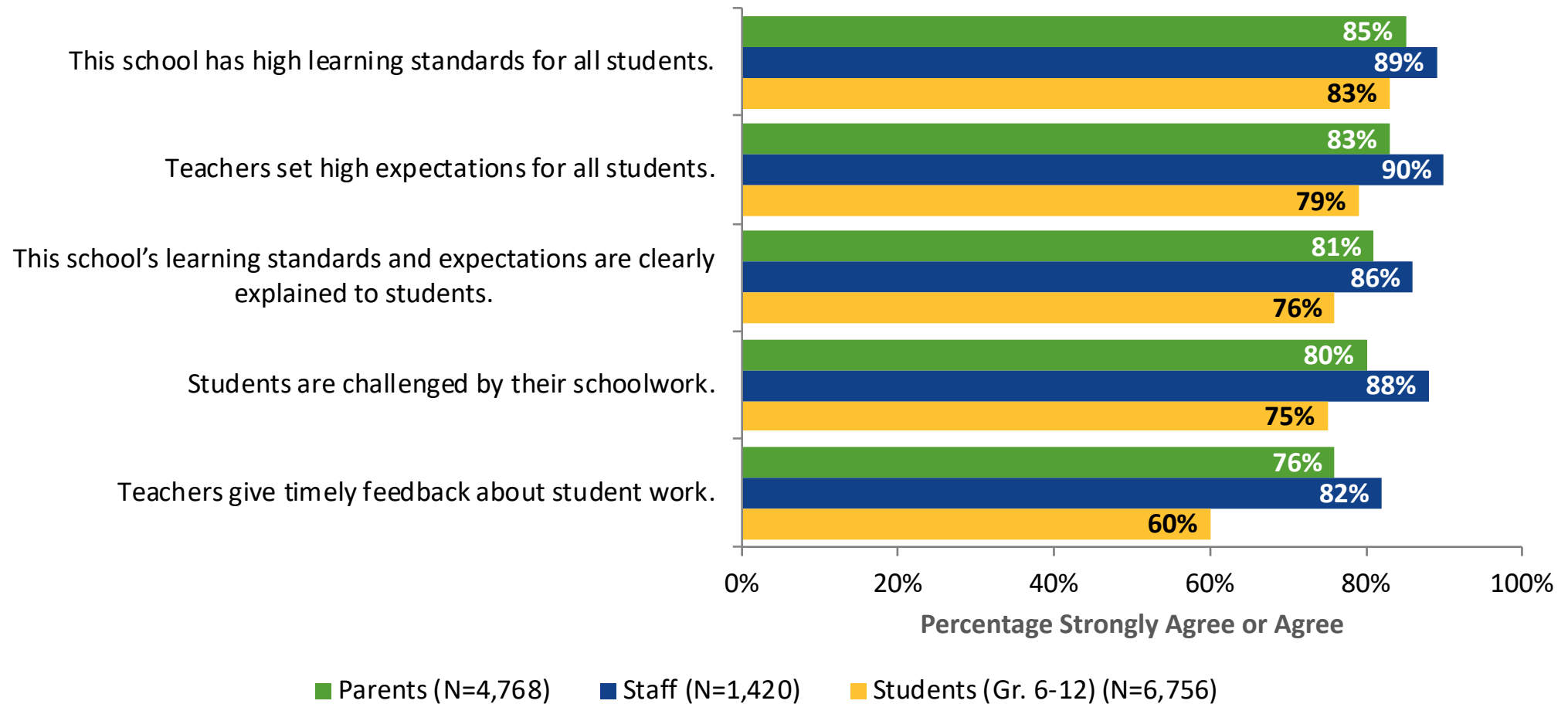


Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. The wording of survey items differed slightly for each respondent group, except in the school leadership dimension.

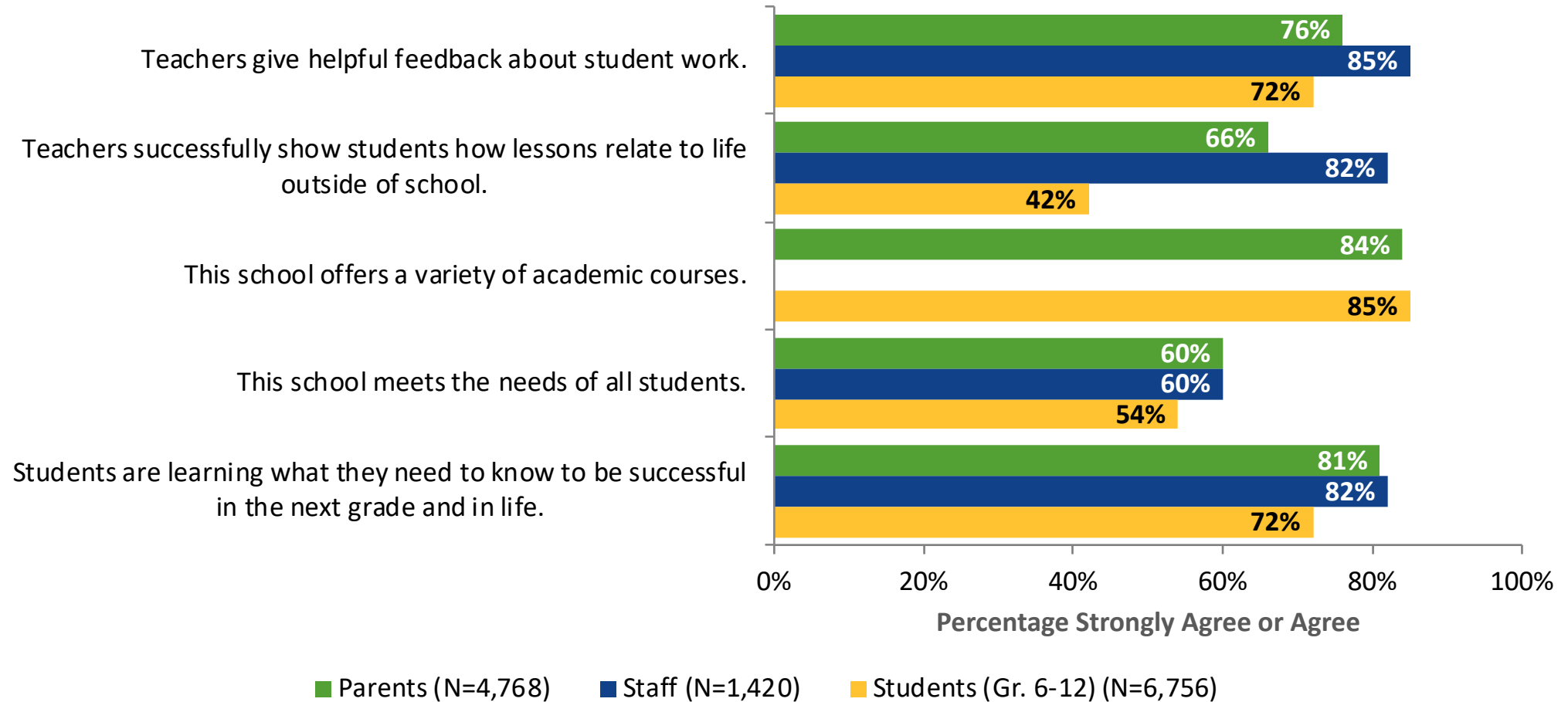
# Academic Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



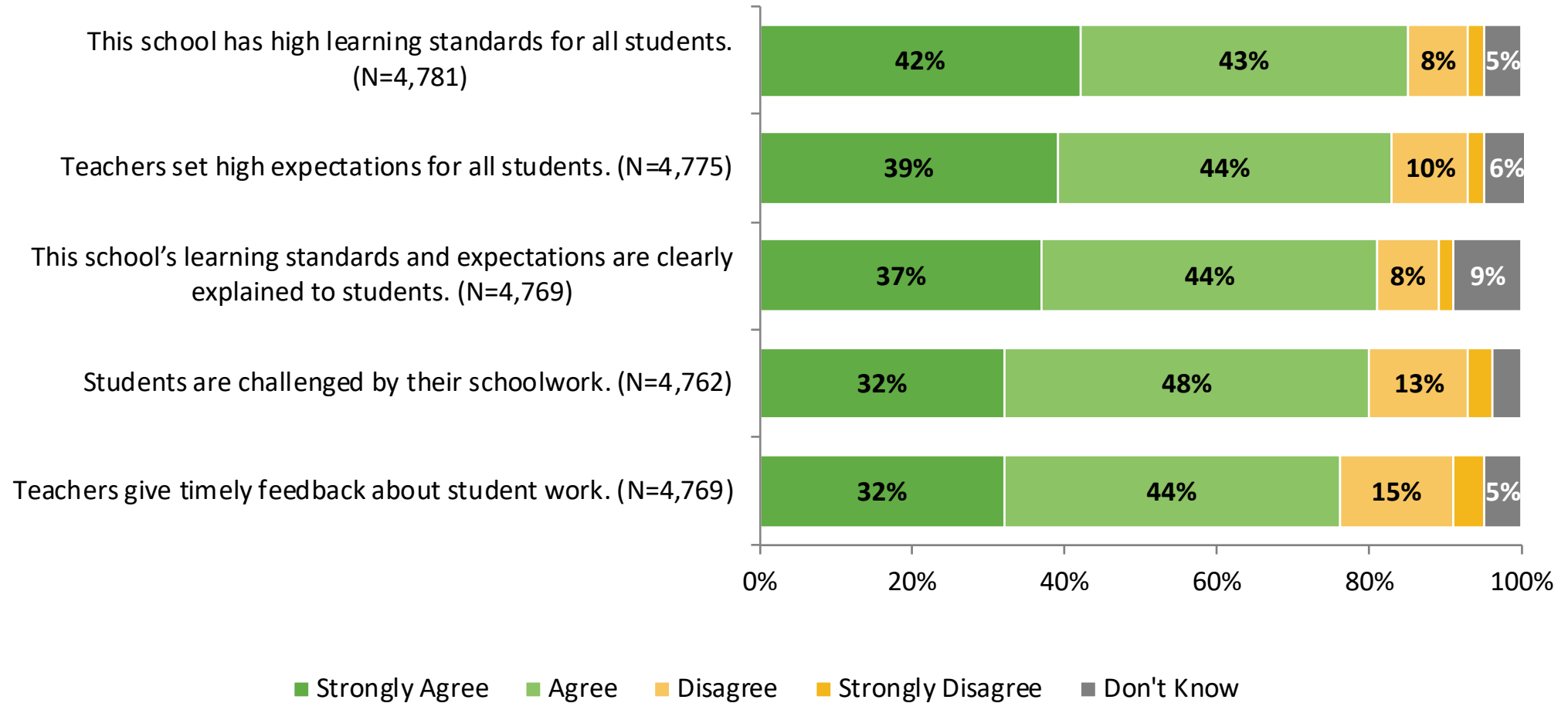
# Academic Support: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



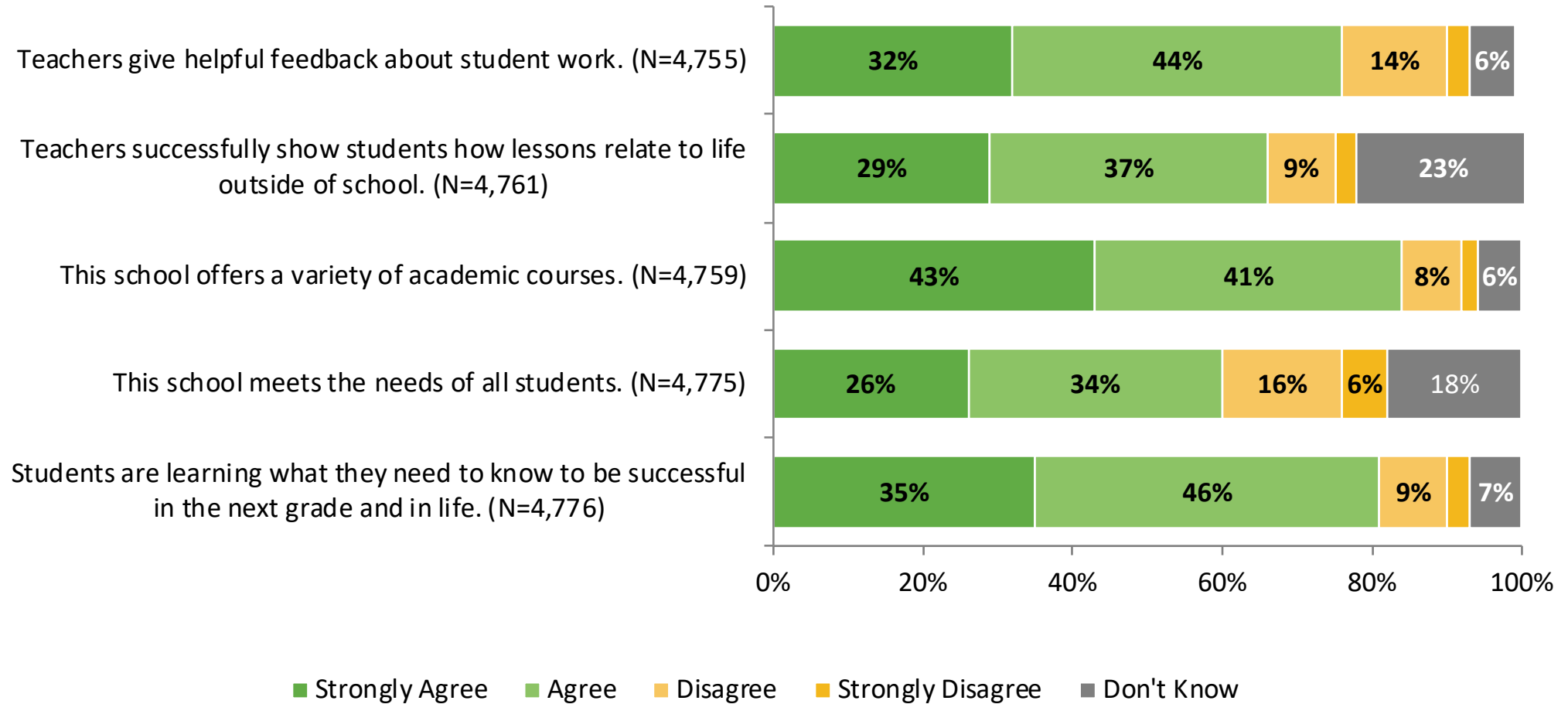
# Academic Support

How strongly do you disagree or agree with the following statements?



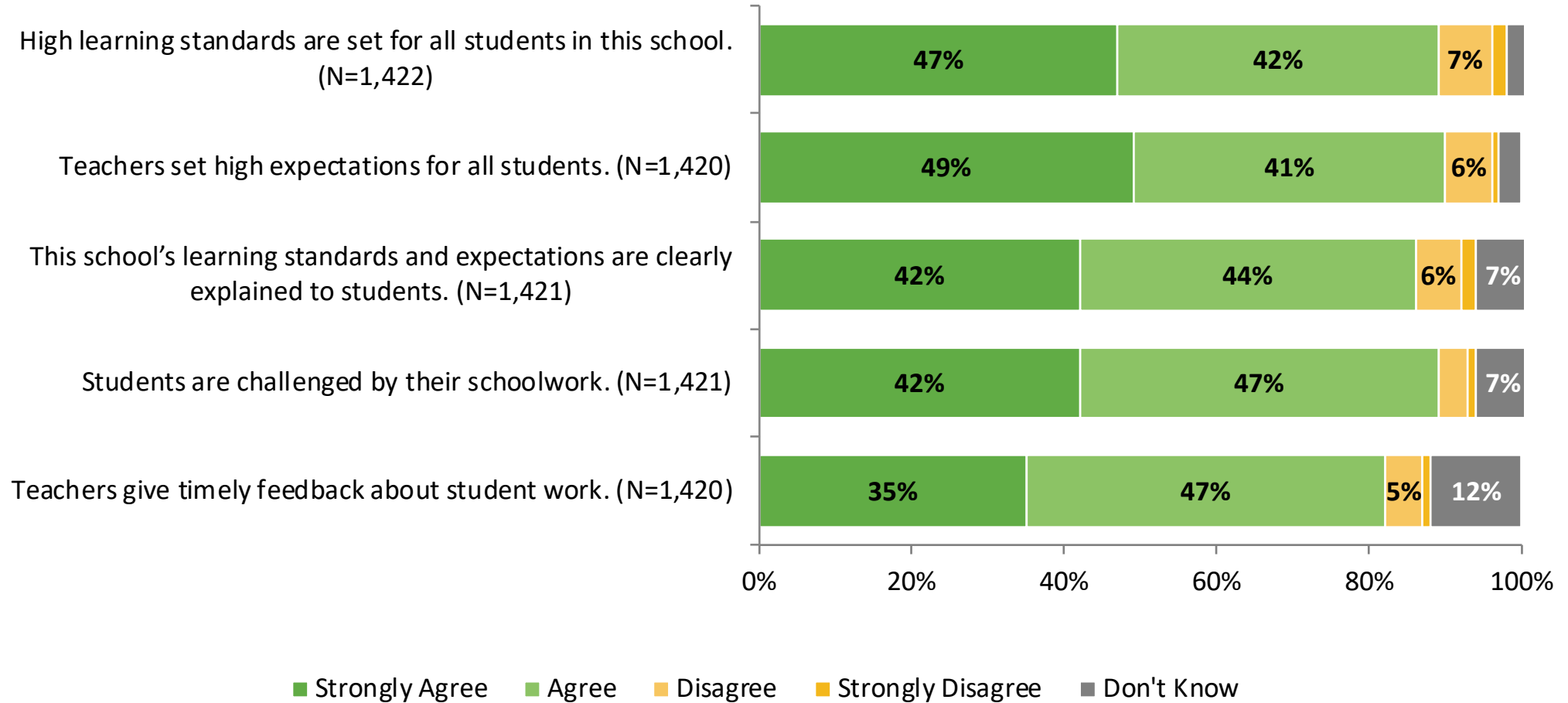
# Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



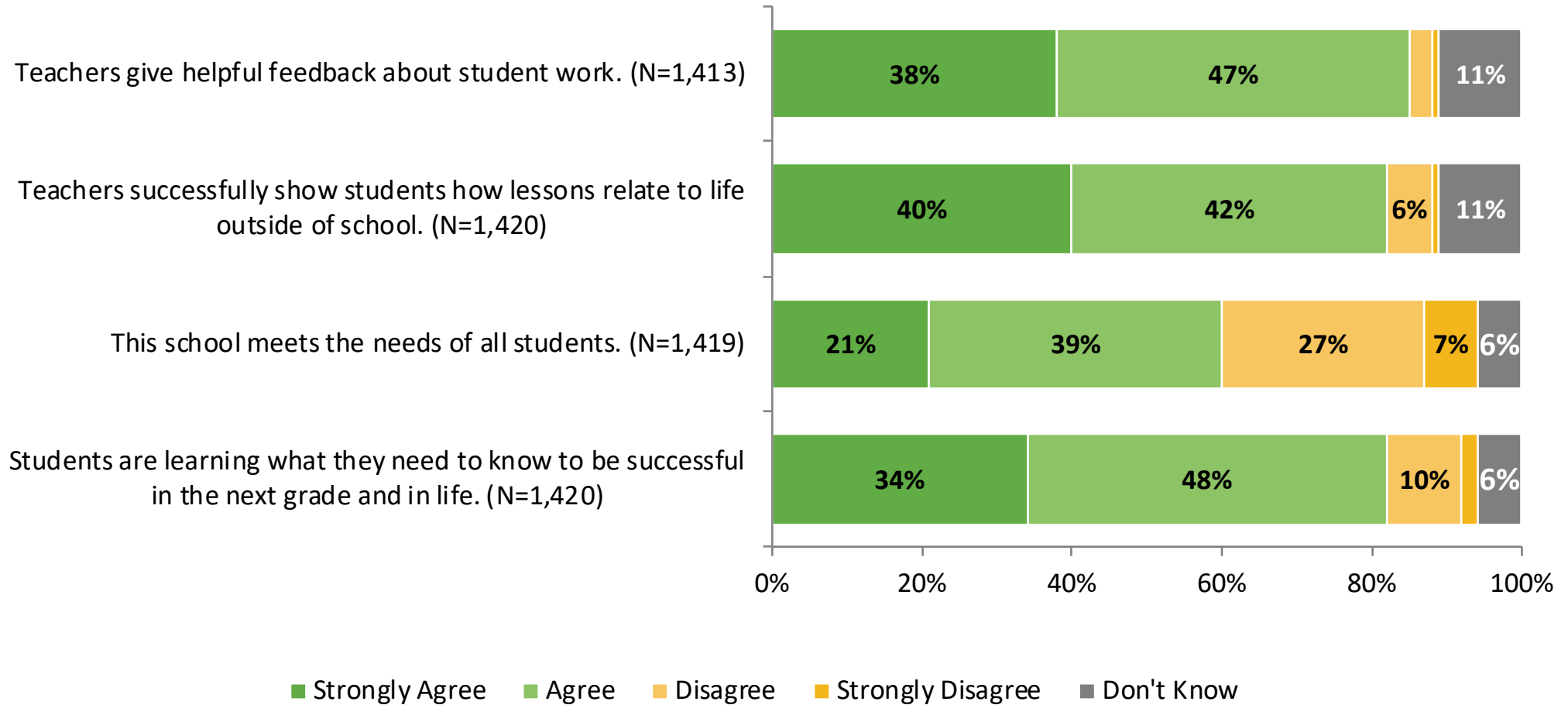
# Academic Support

How strongly do you disagree or agree with the following statements?



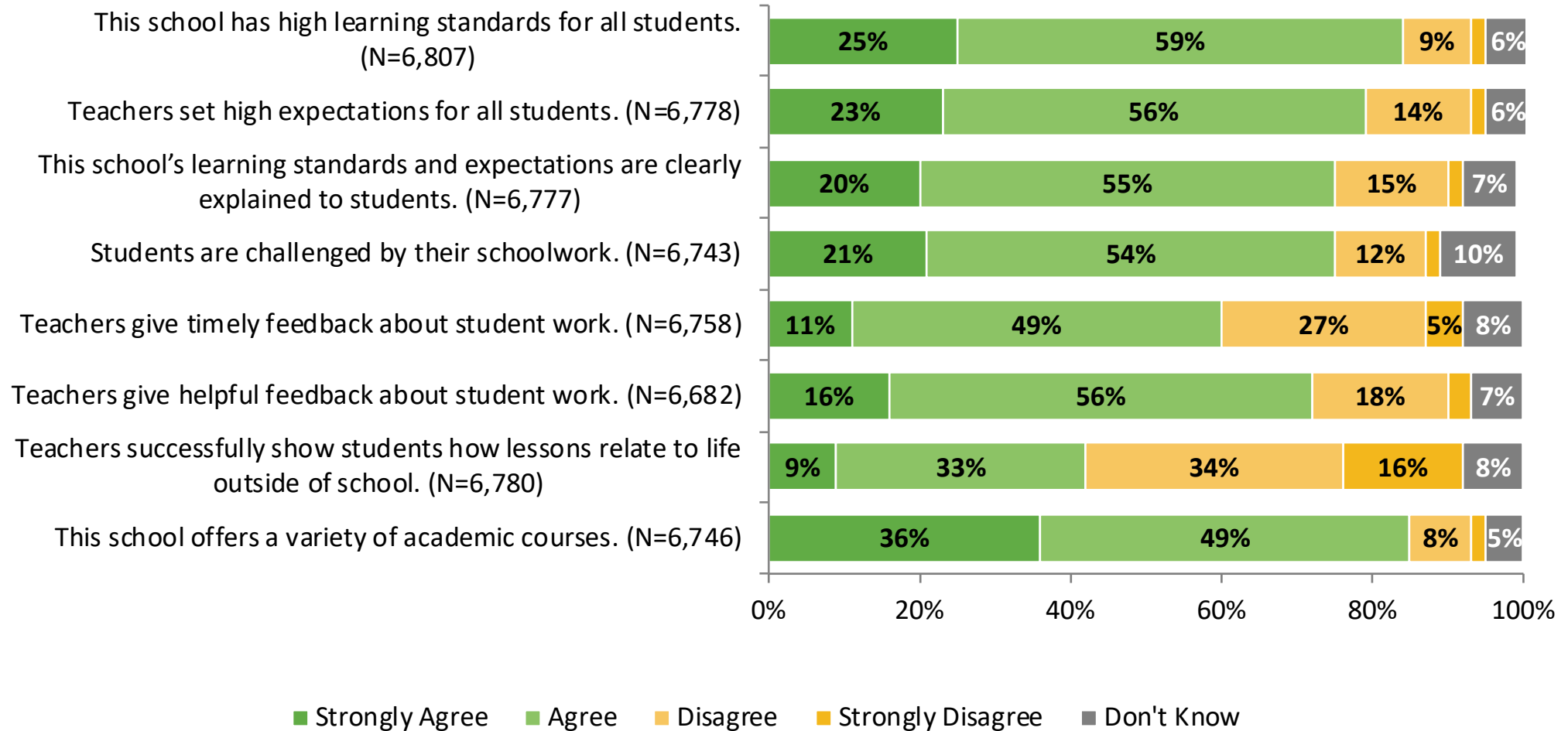
# Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



# Academic Support

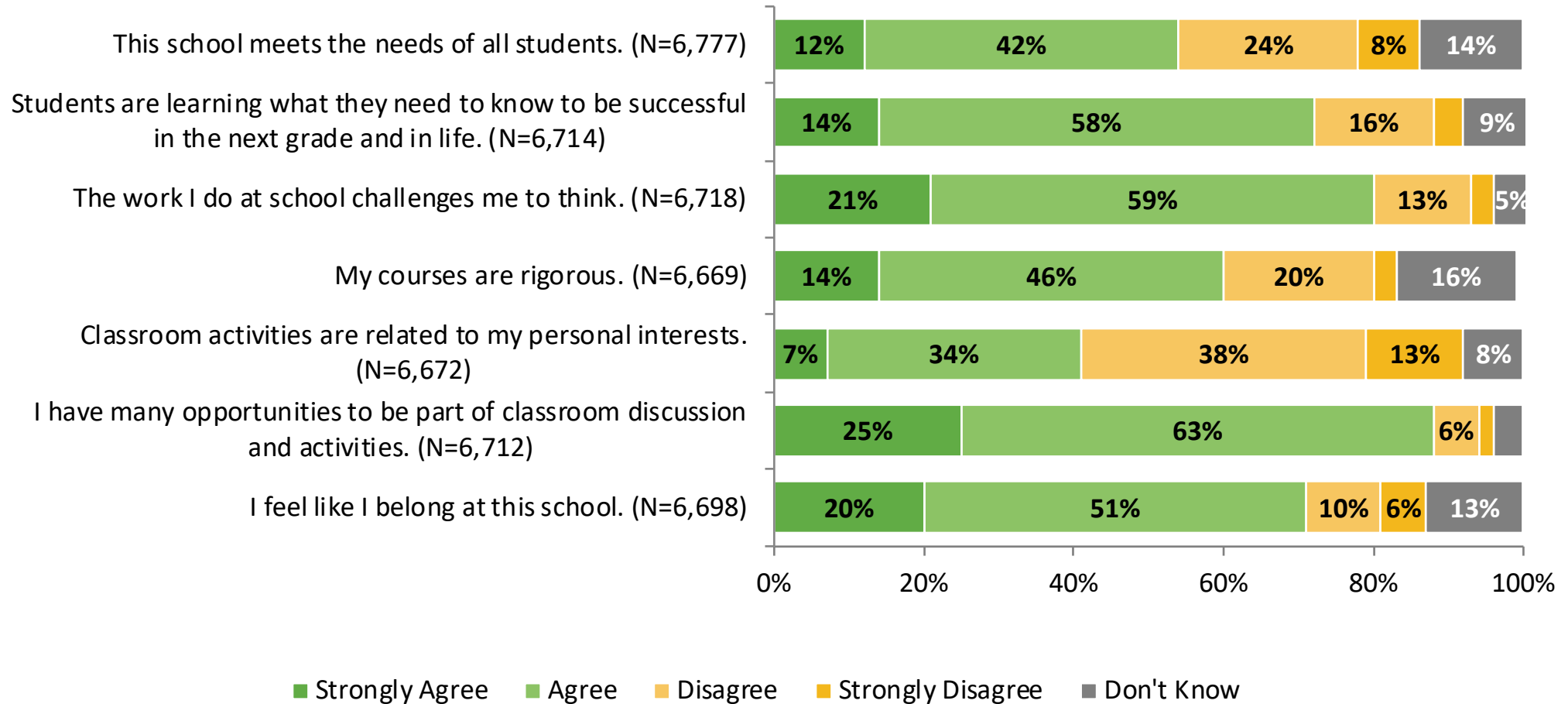
How strongly do you disagree or agree with the following statements?





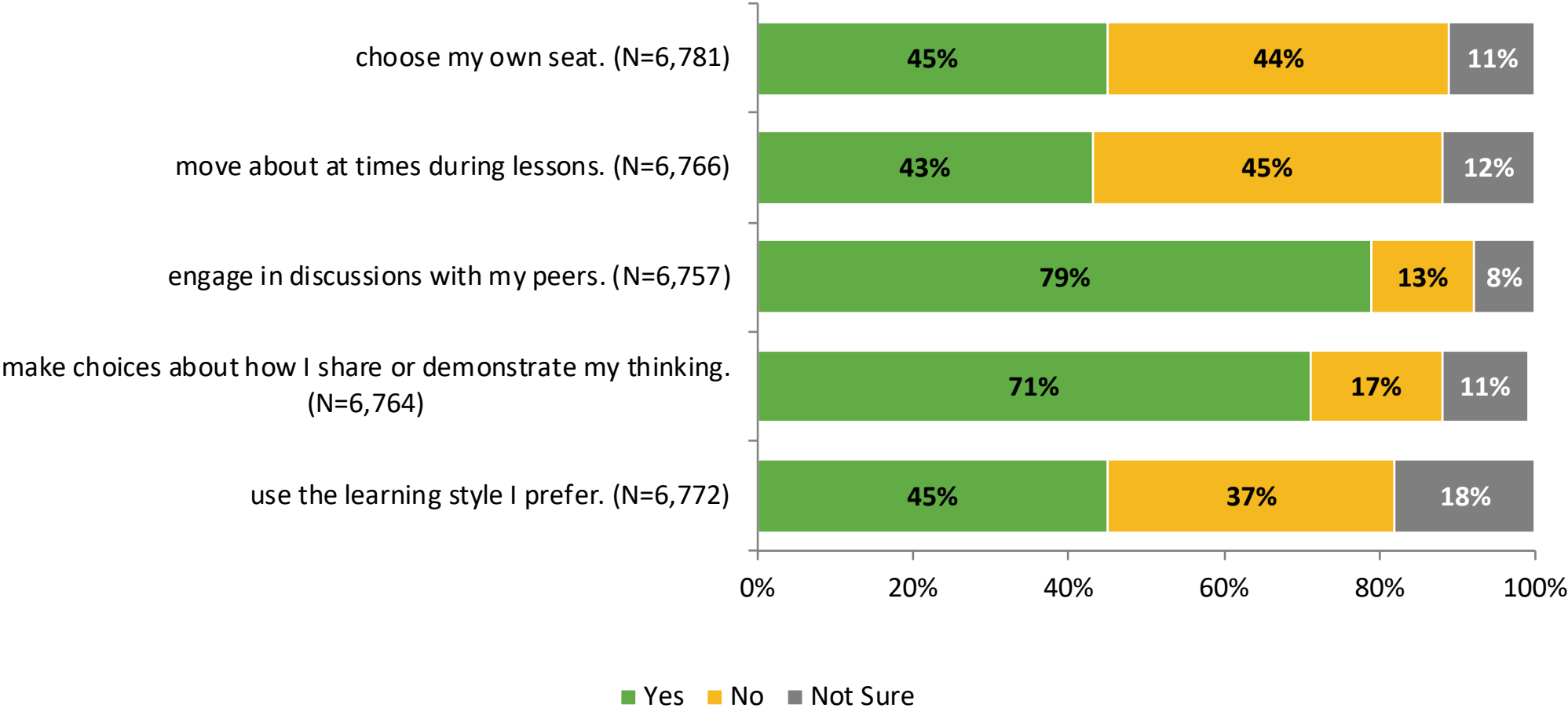
# Academic Support (Continued)

How strongly do you disagree or agree with the following statements?

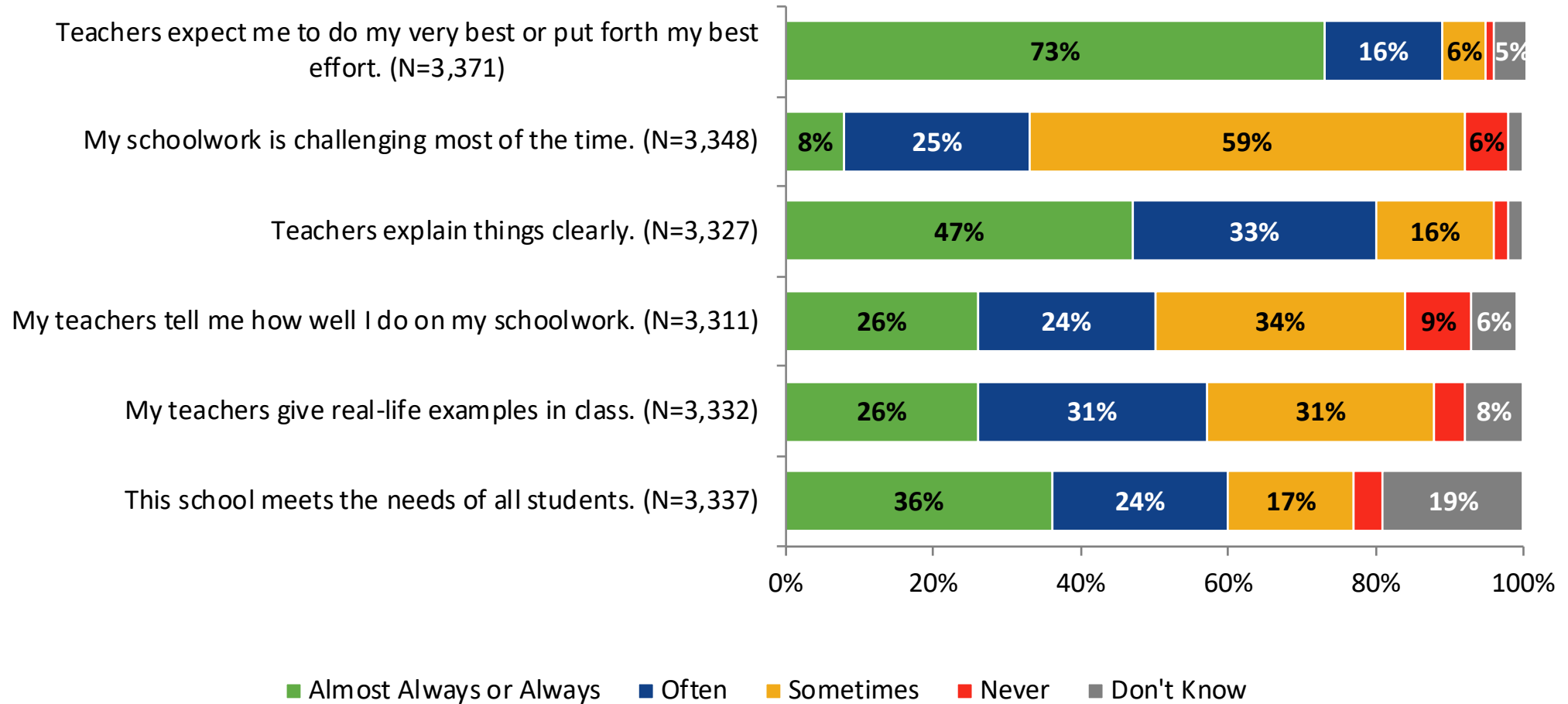


# Academic Support (Continued)

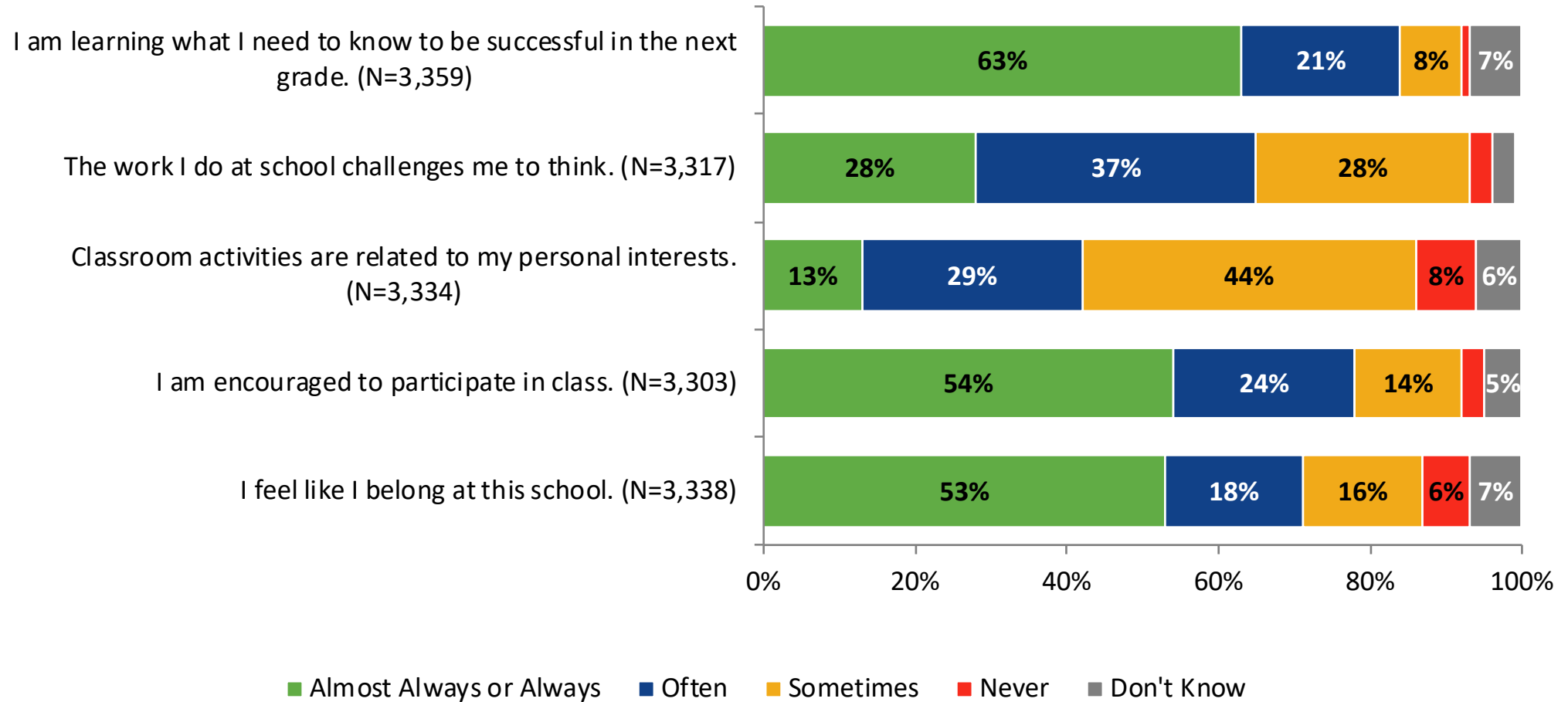
I have the opportunity to ...



# Academic Support

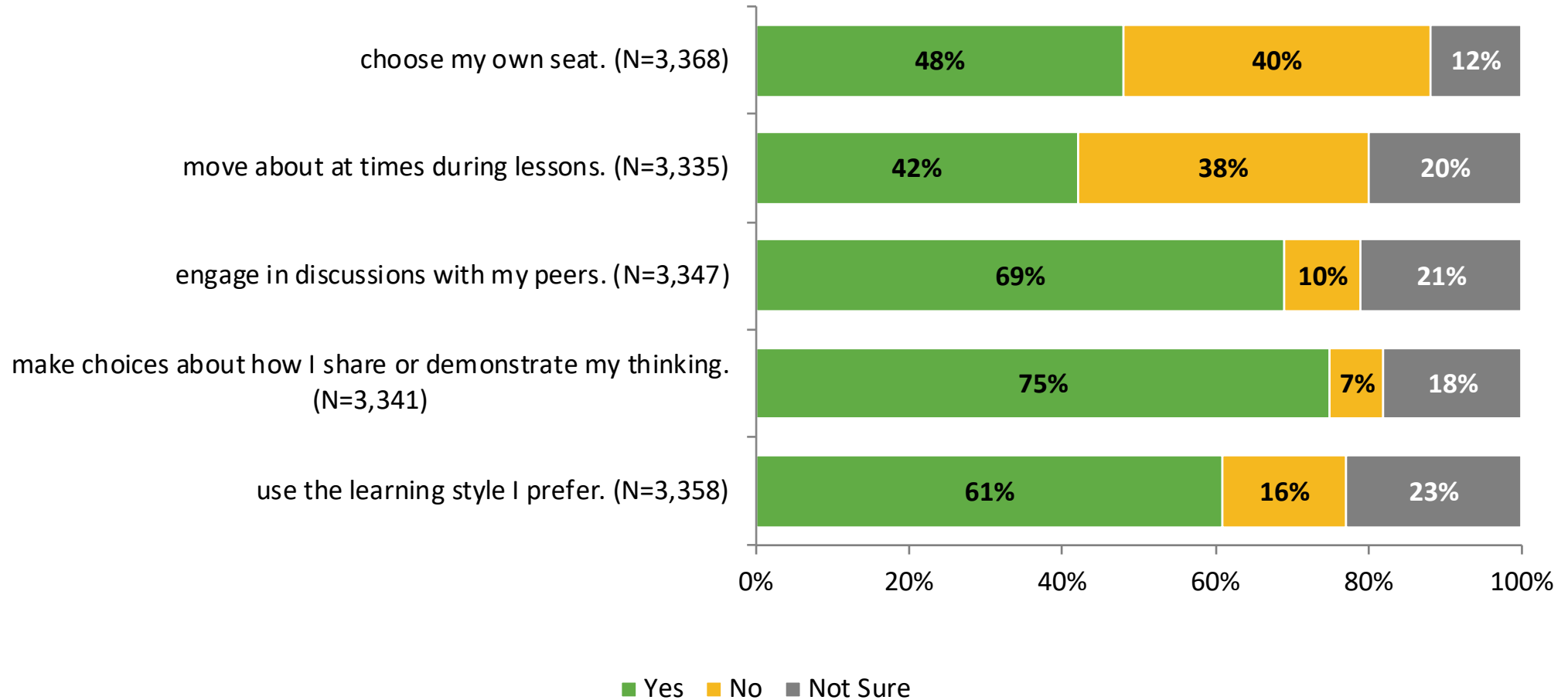


## Academic Support (Continued)



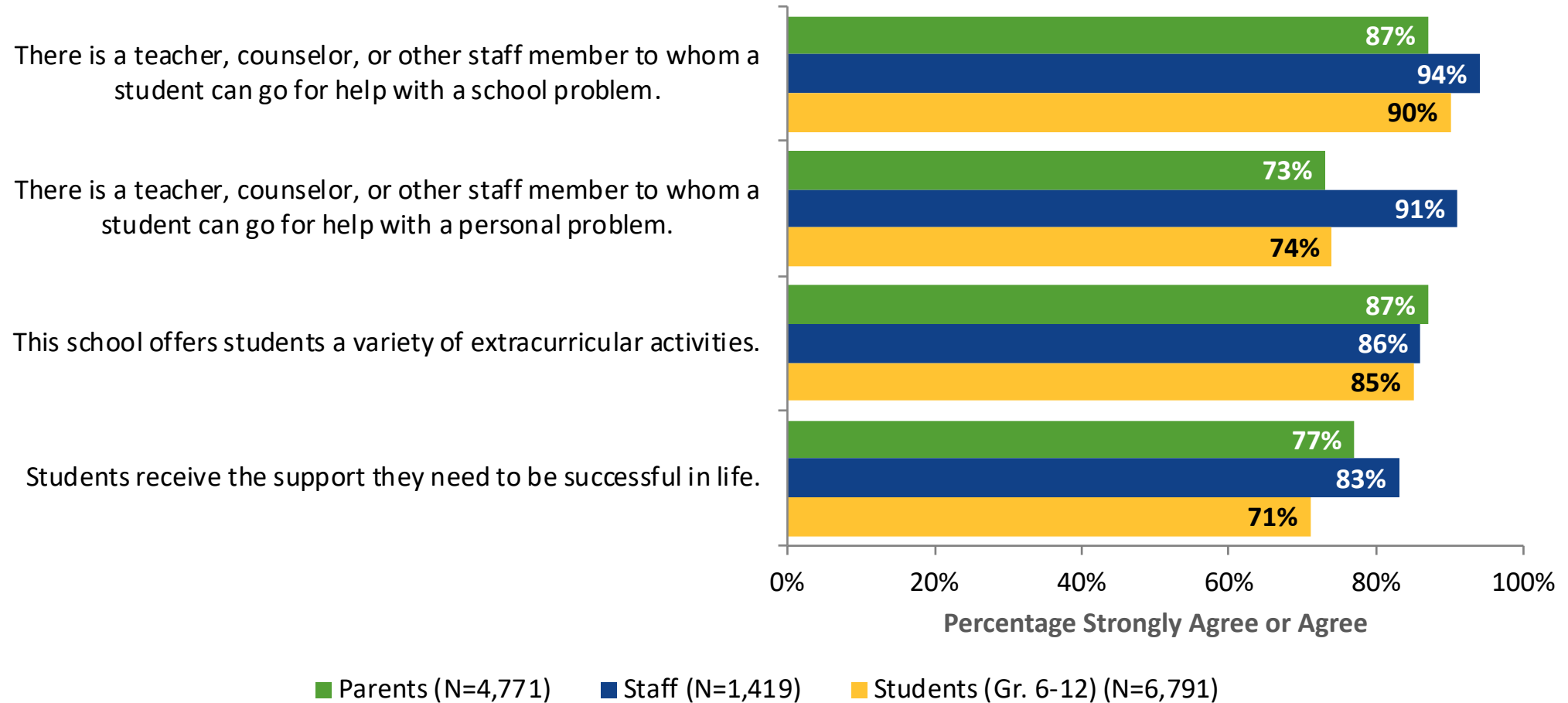
# Academic Support (Continued)

I have the opportunity to ...



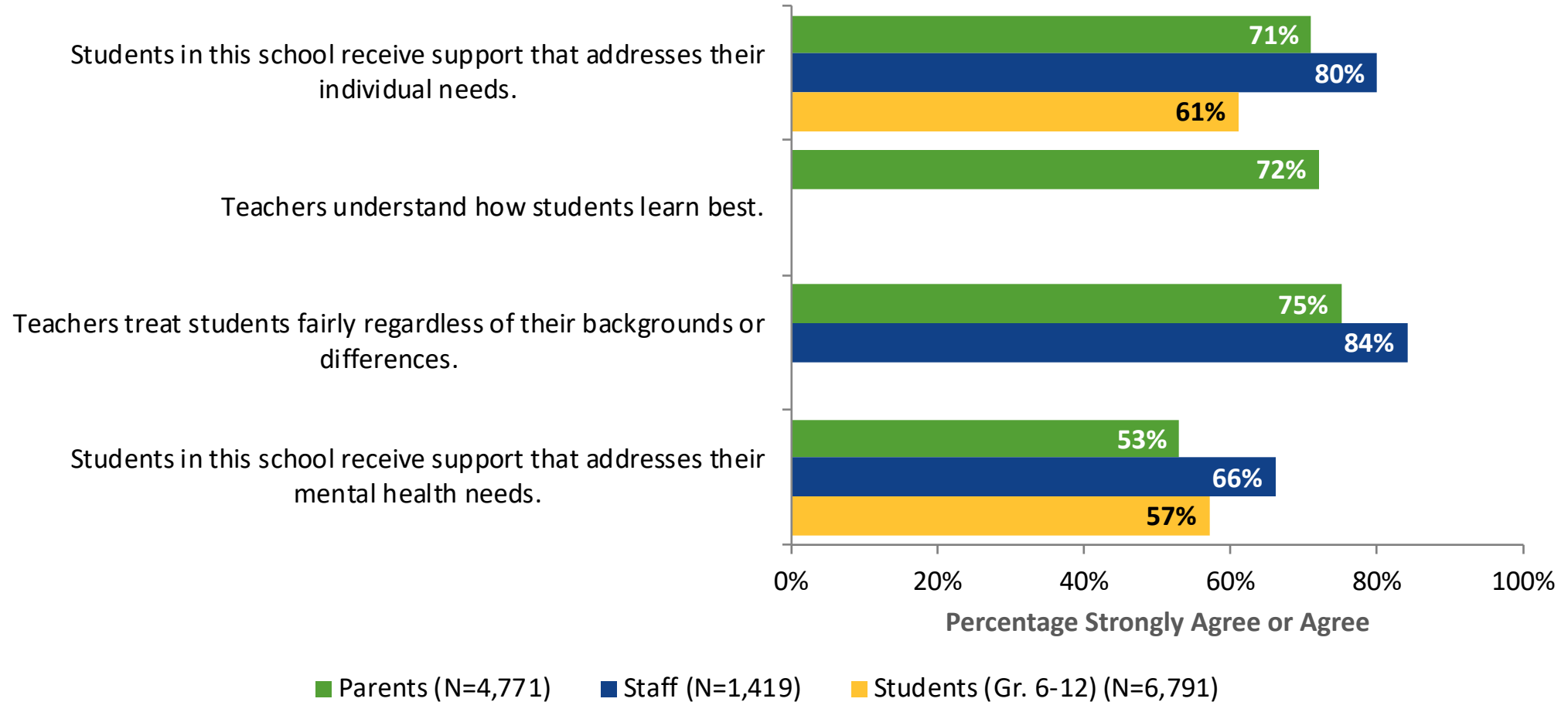
# Student Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



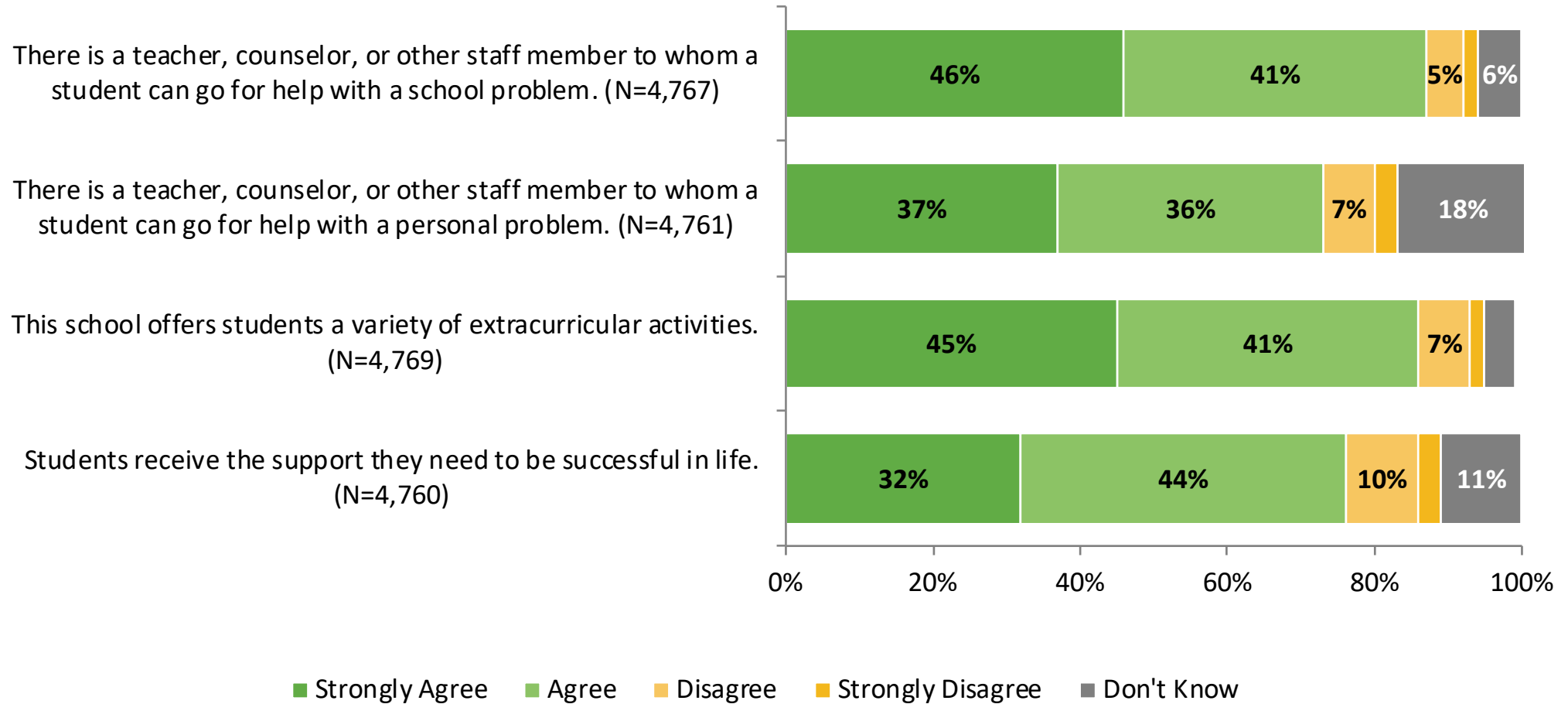
# Student Support: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



# Student Support

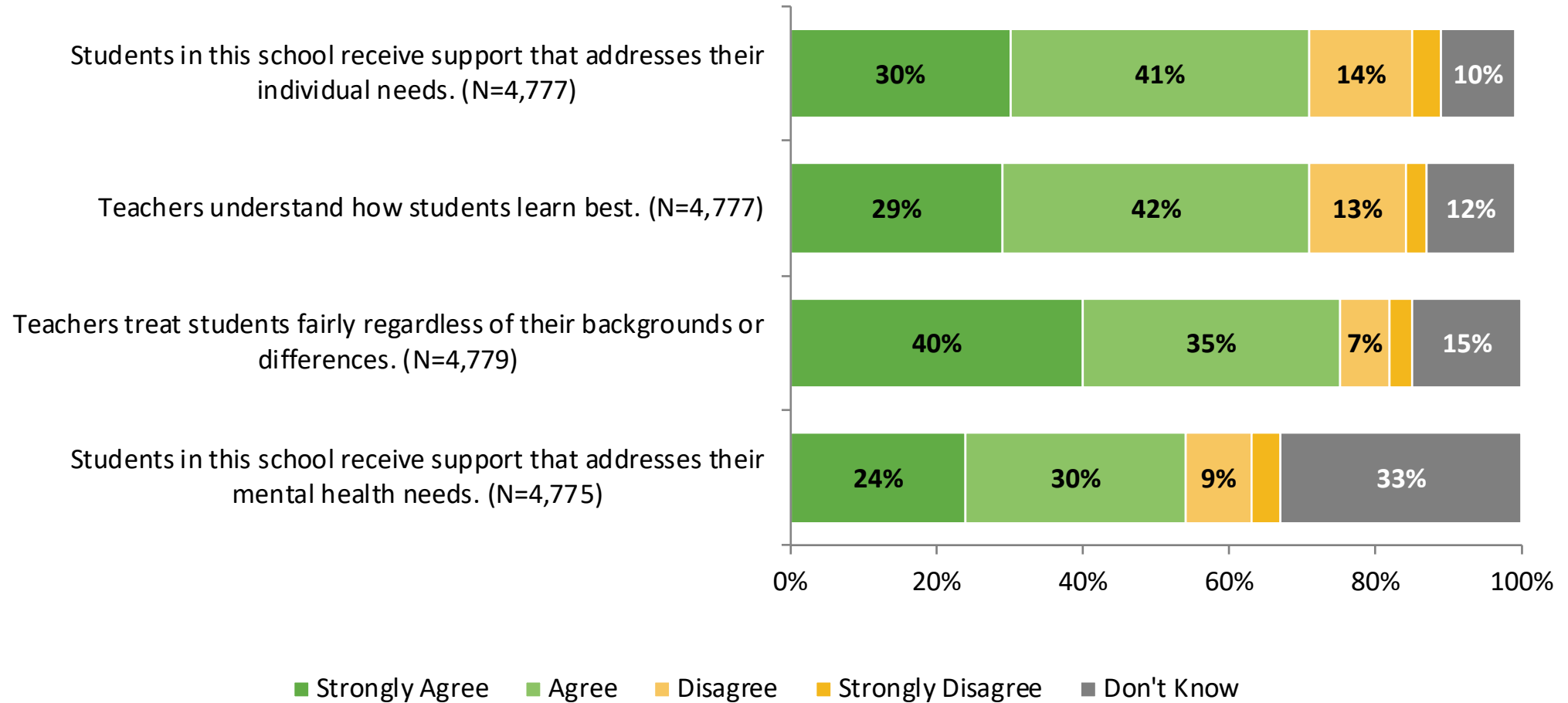
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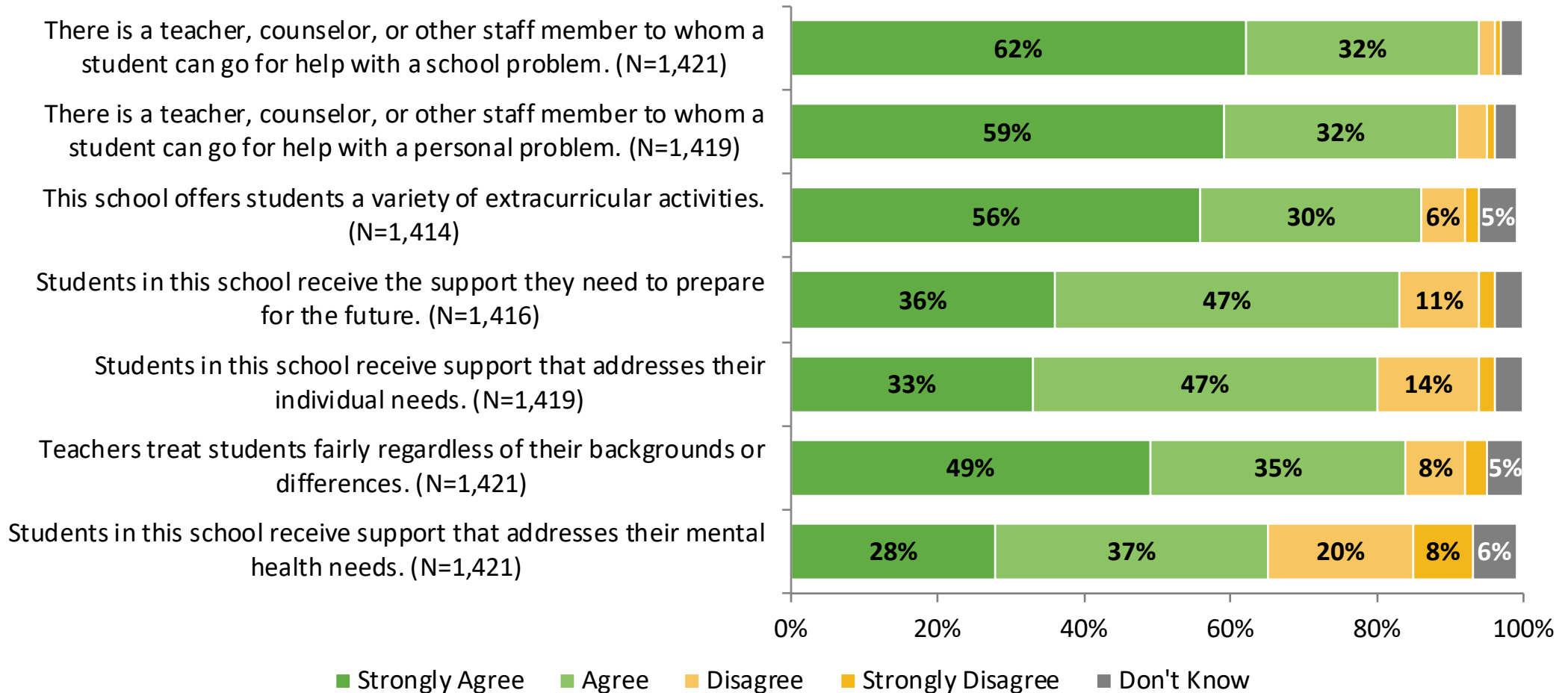
# Student Support (Continued)

How strongly do you disagree or agree with the following statements?



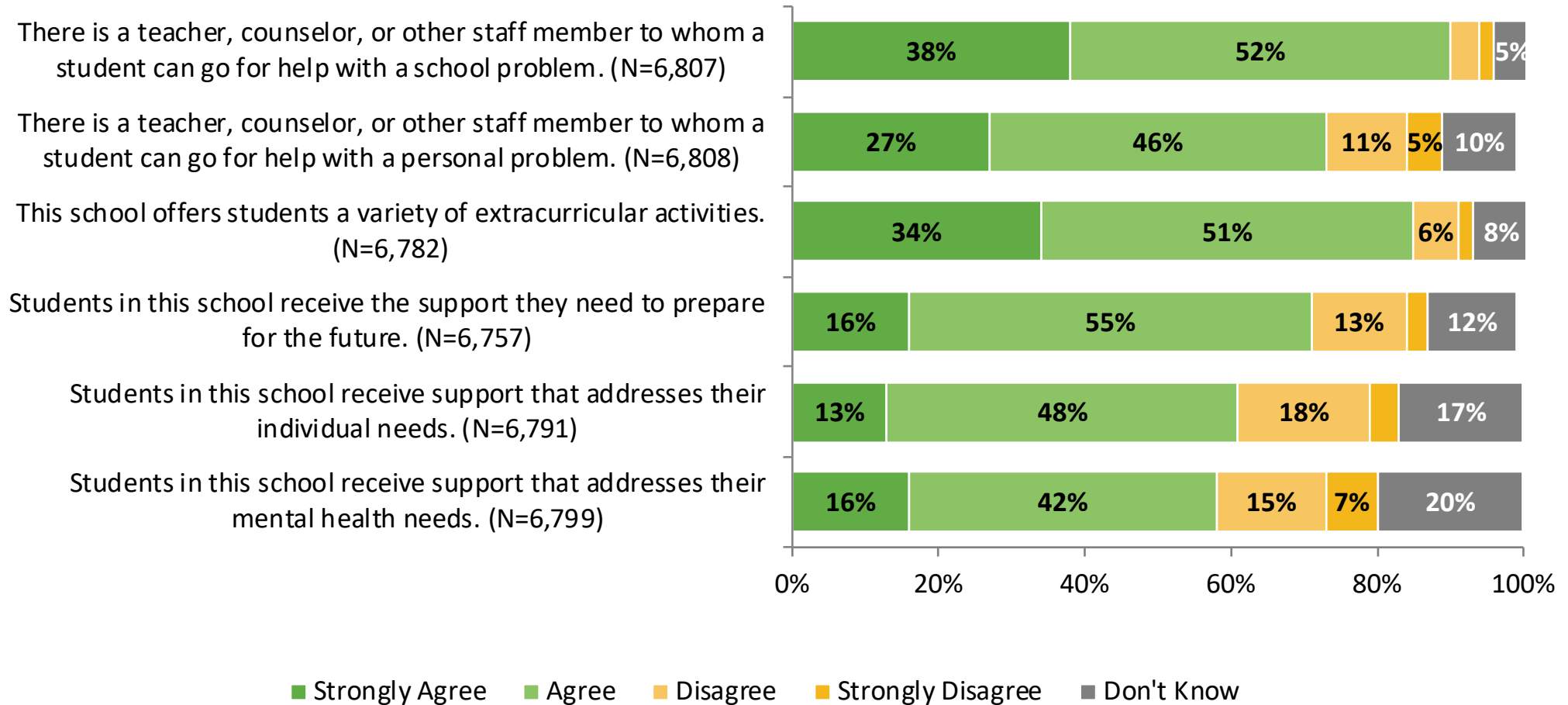
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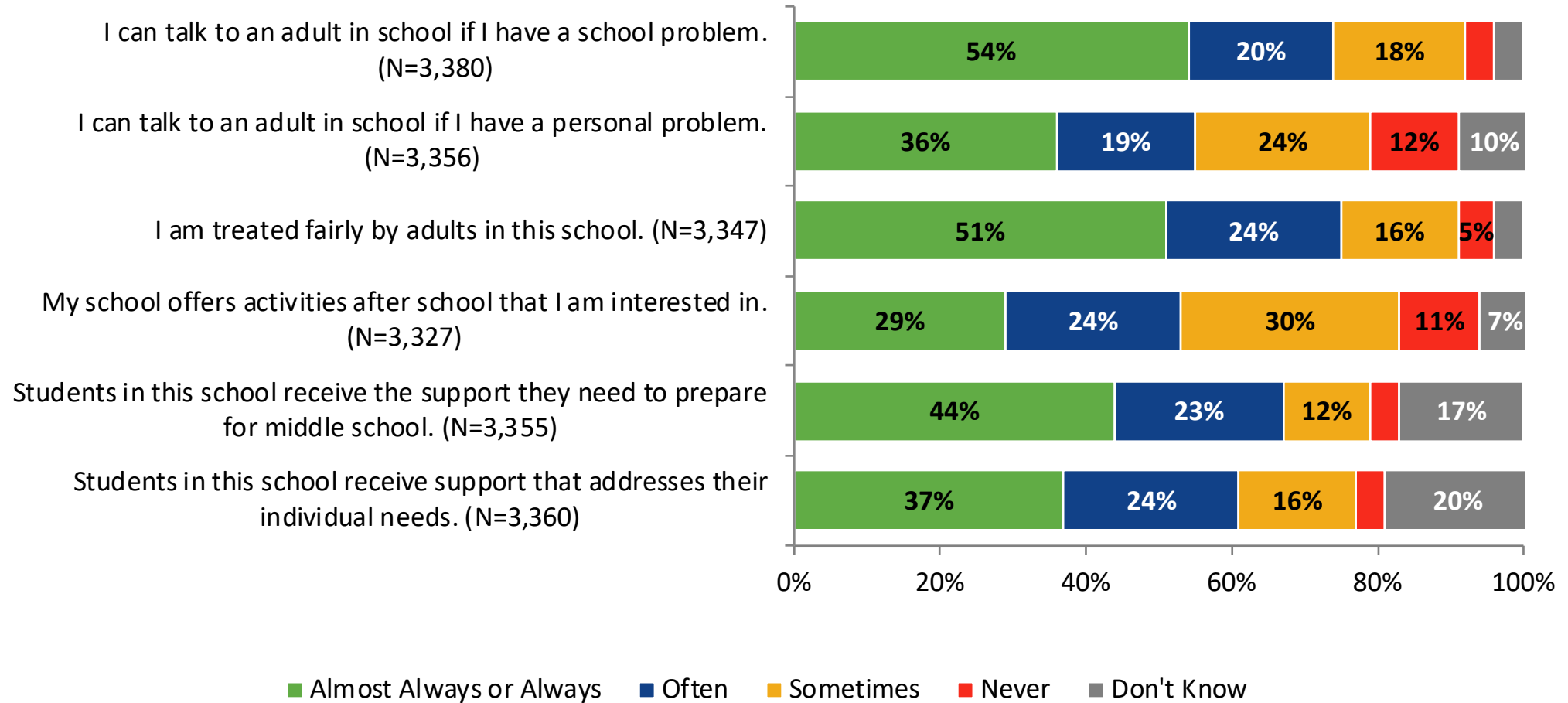


# Student Support

How strongly do you disagree or agree with the following statements?

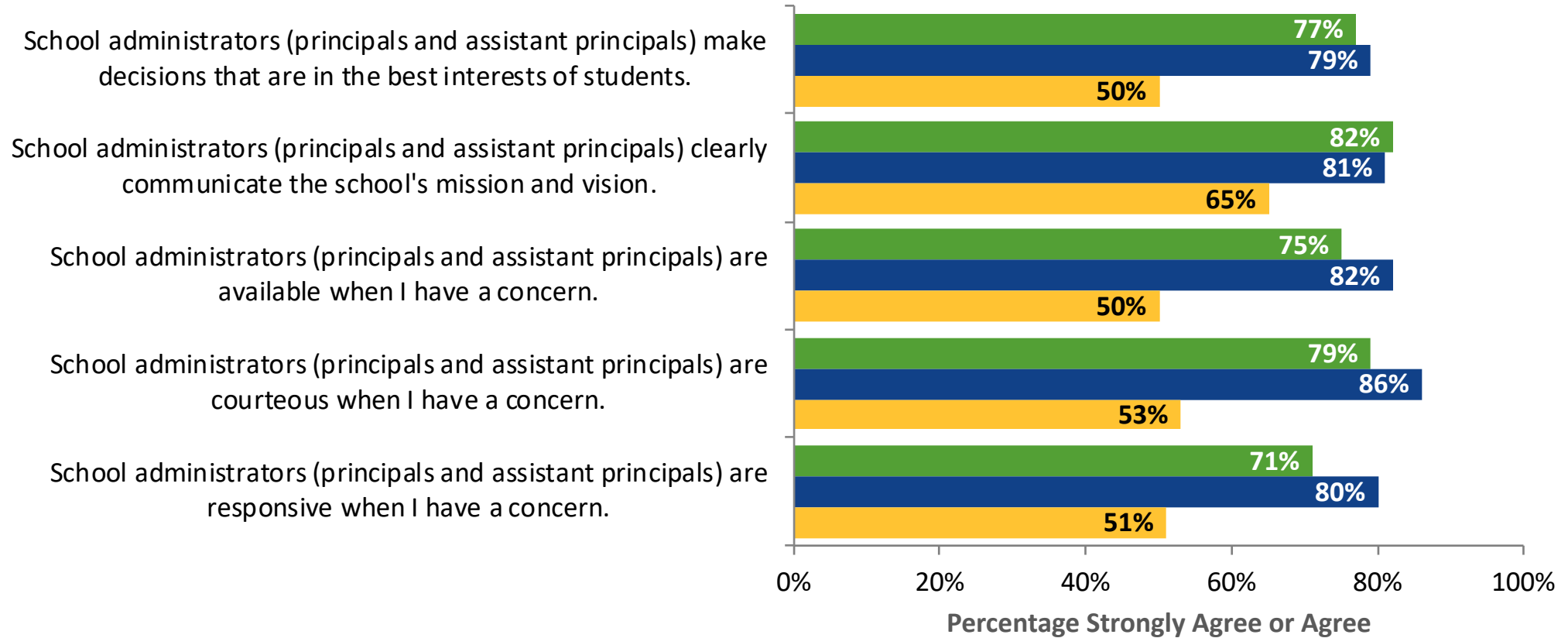


# Student Support



# School Leadership: Comparison by Respondent Type

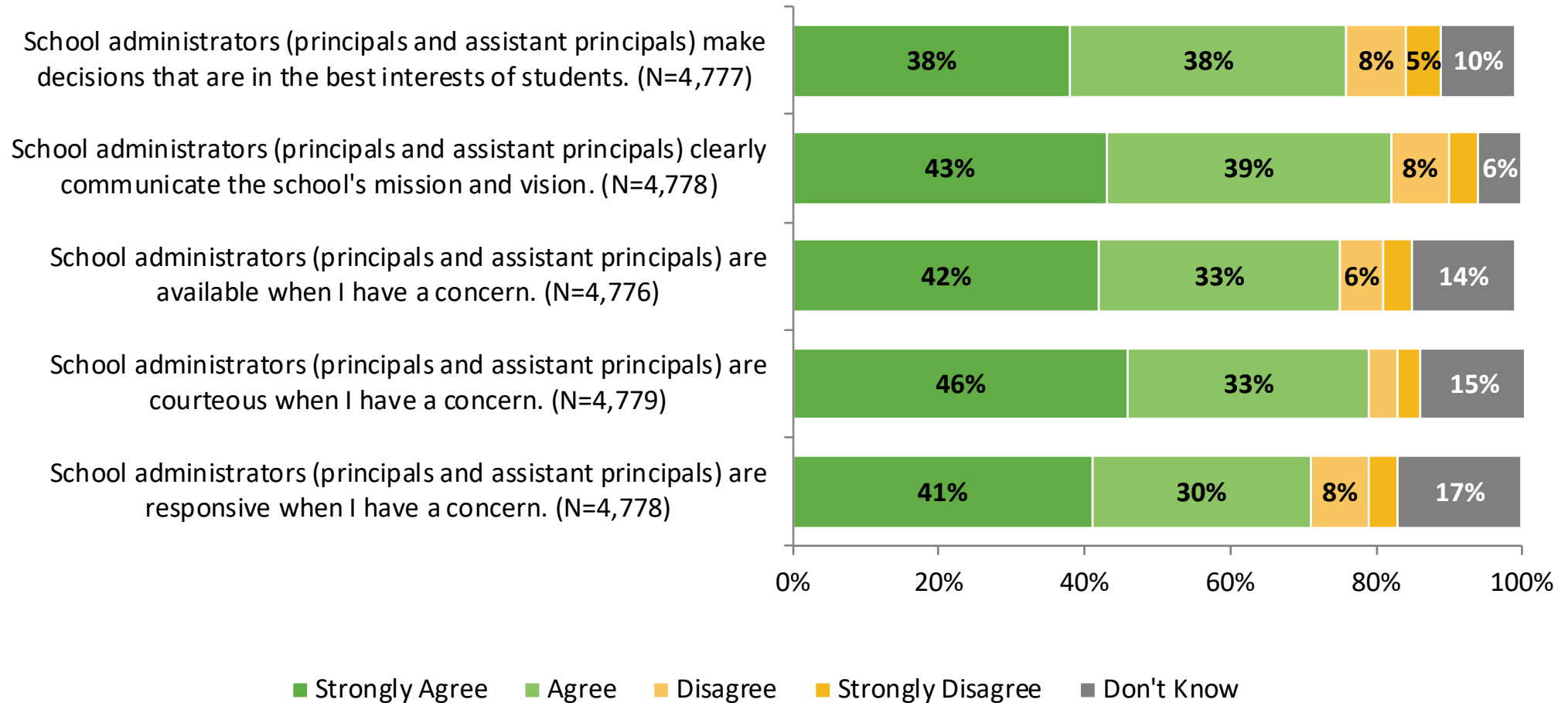
How strongly do you disagree or agree with the following statements?



■ Parents (N=4,778) ■ Staff (N=1,416) ■ Students (Gr. 6-12) (N=6,789)

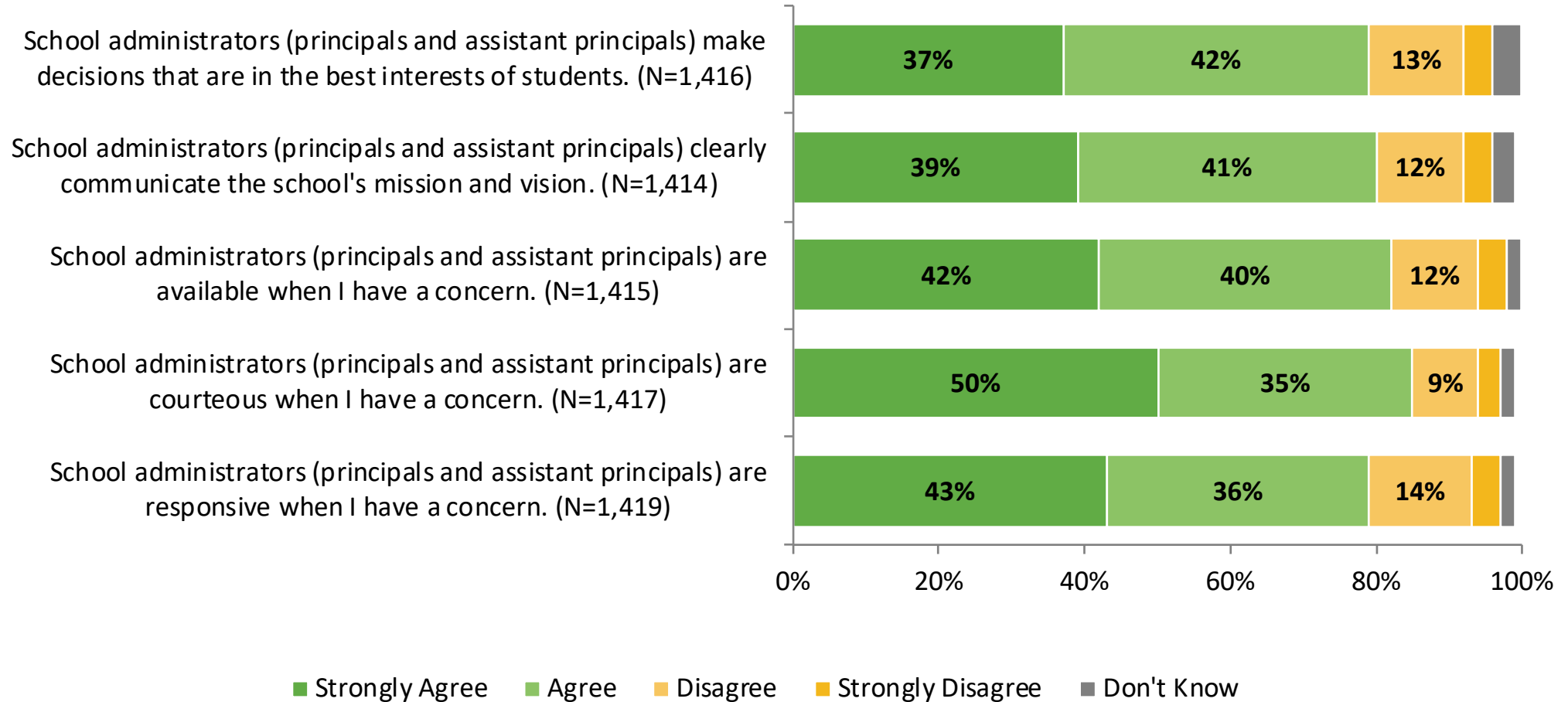
# School Leadership

How strongly do you disagree or agree with the following statements?



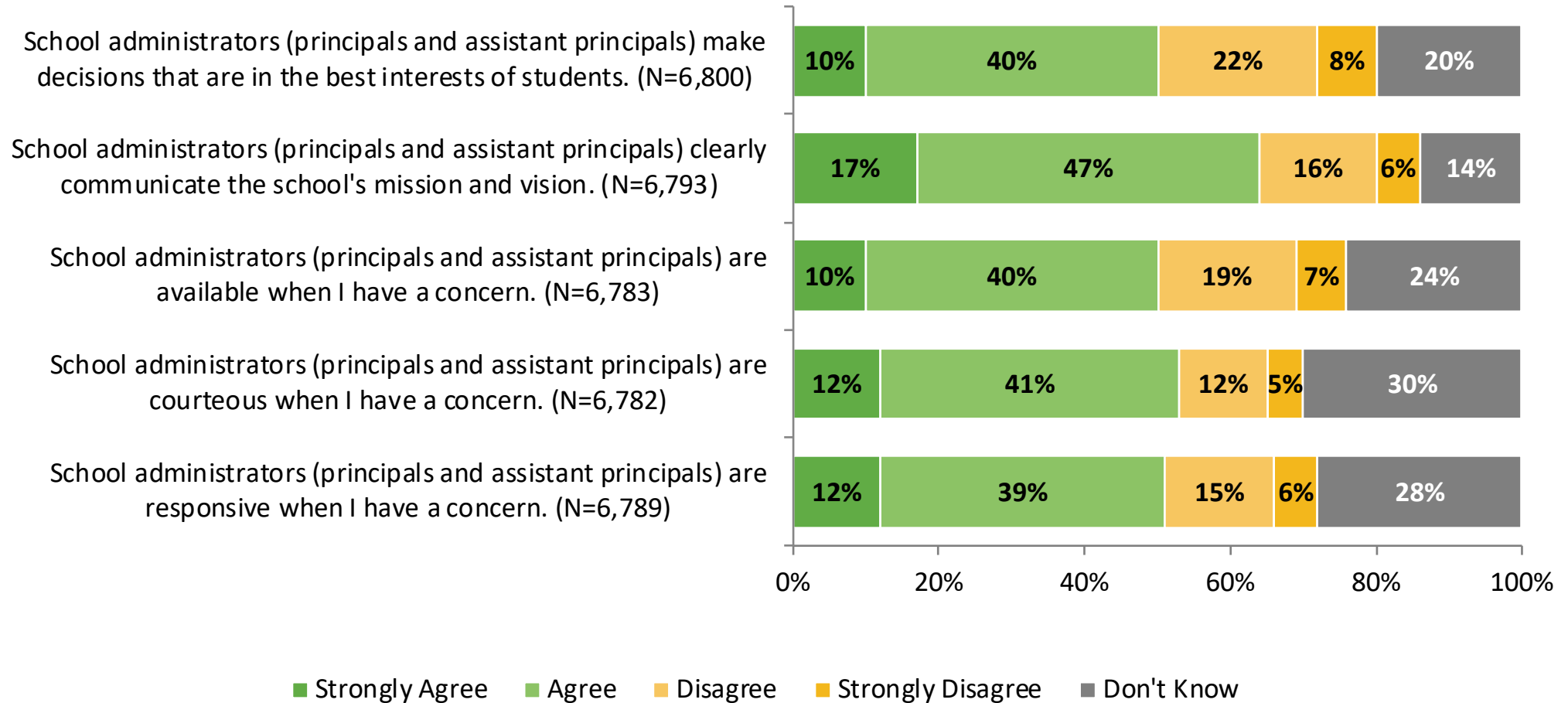
# School Leadership

How strongly do you disagree or agree with the following statements?



# School Leadership

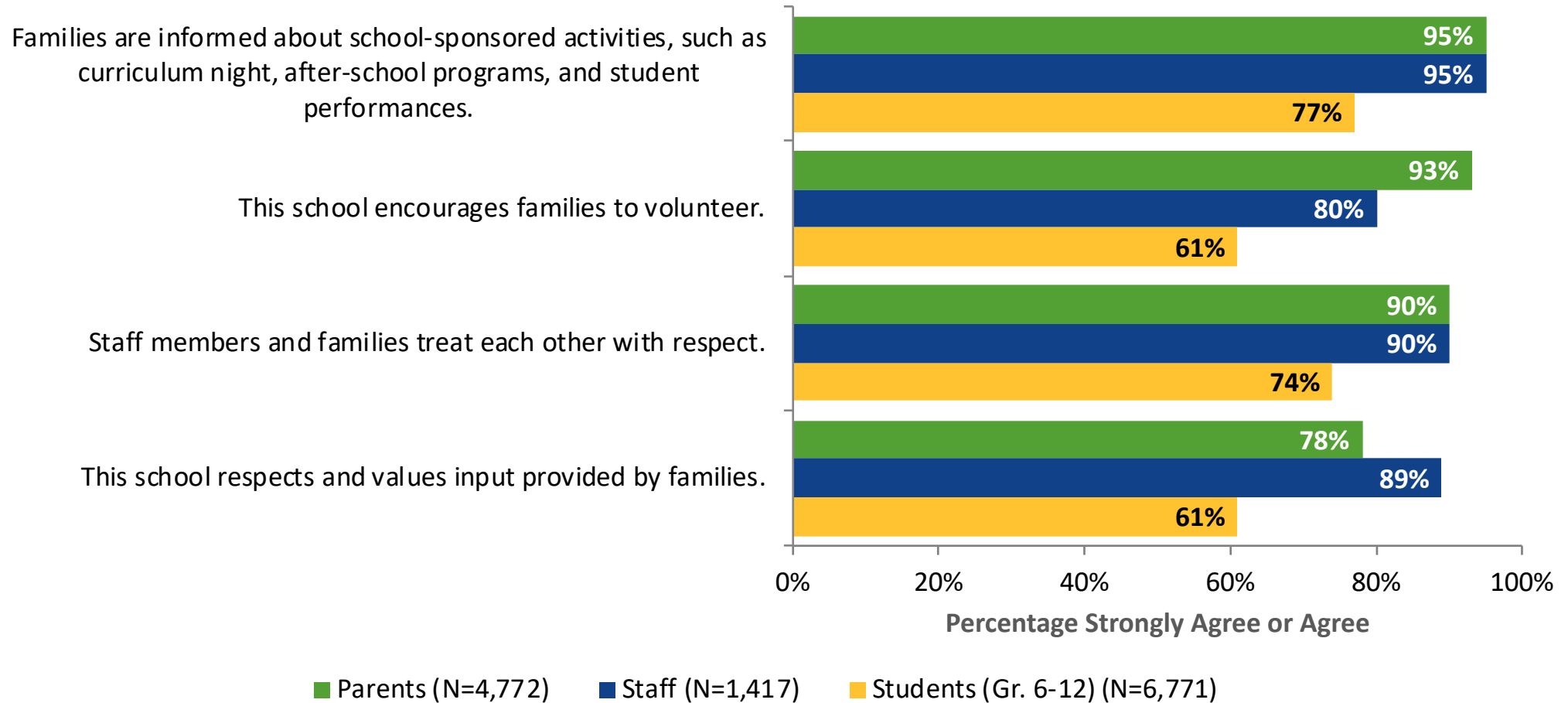
How strongly do you disagree or agree with the following statements?





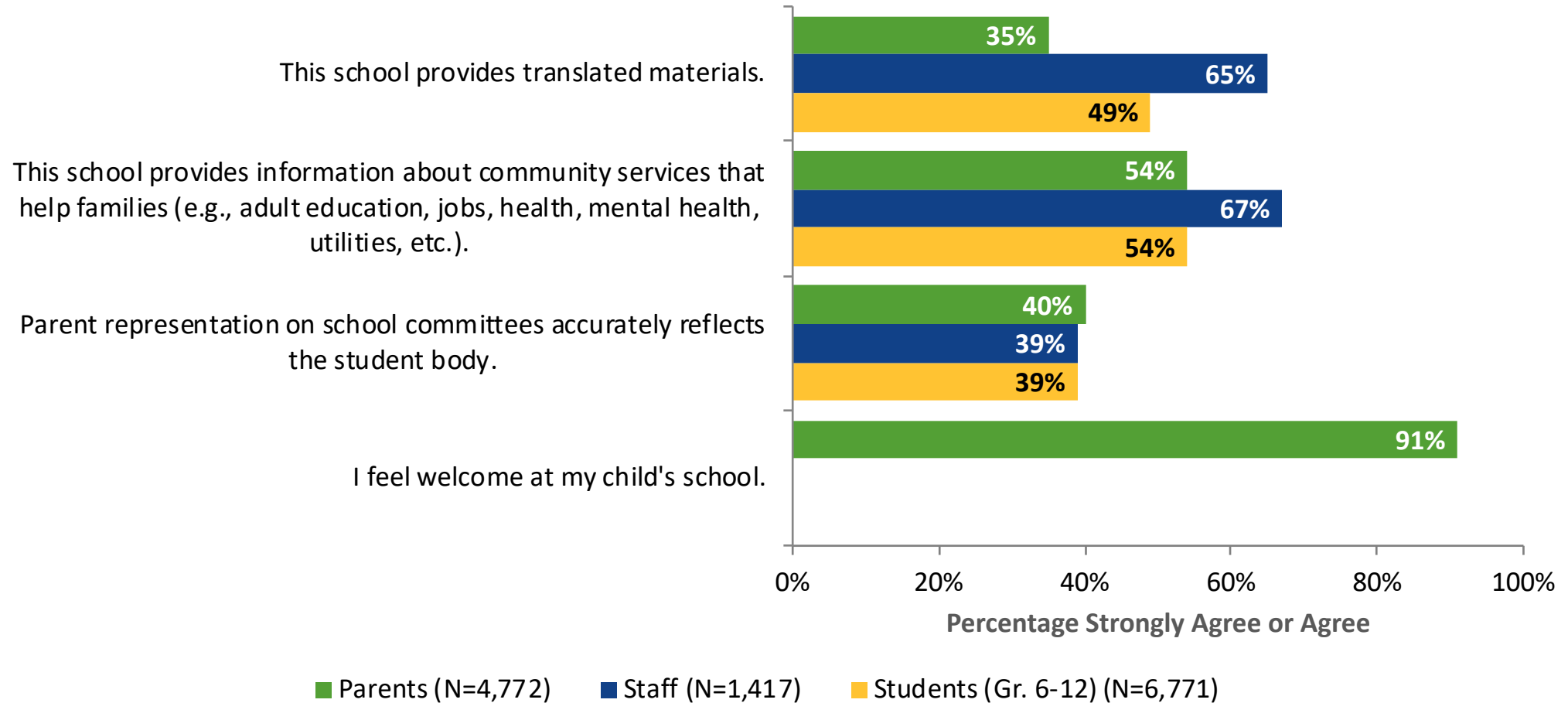
# Family Involvement: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



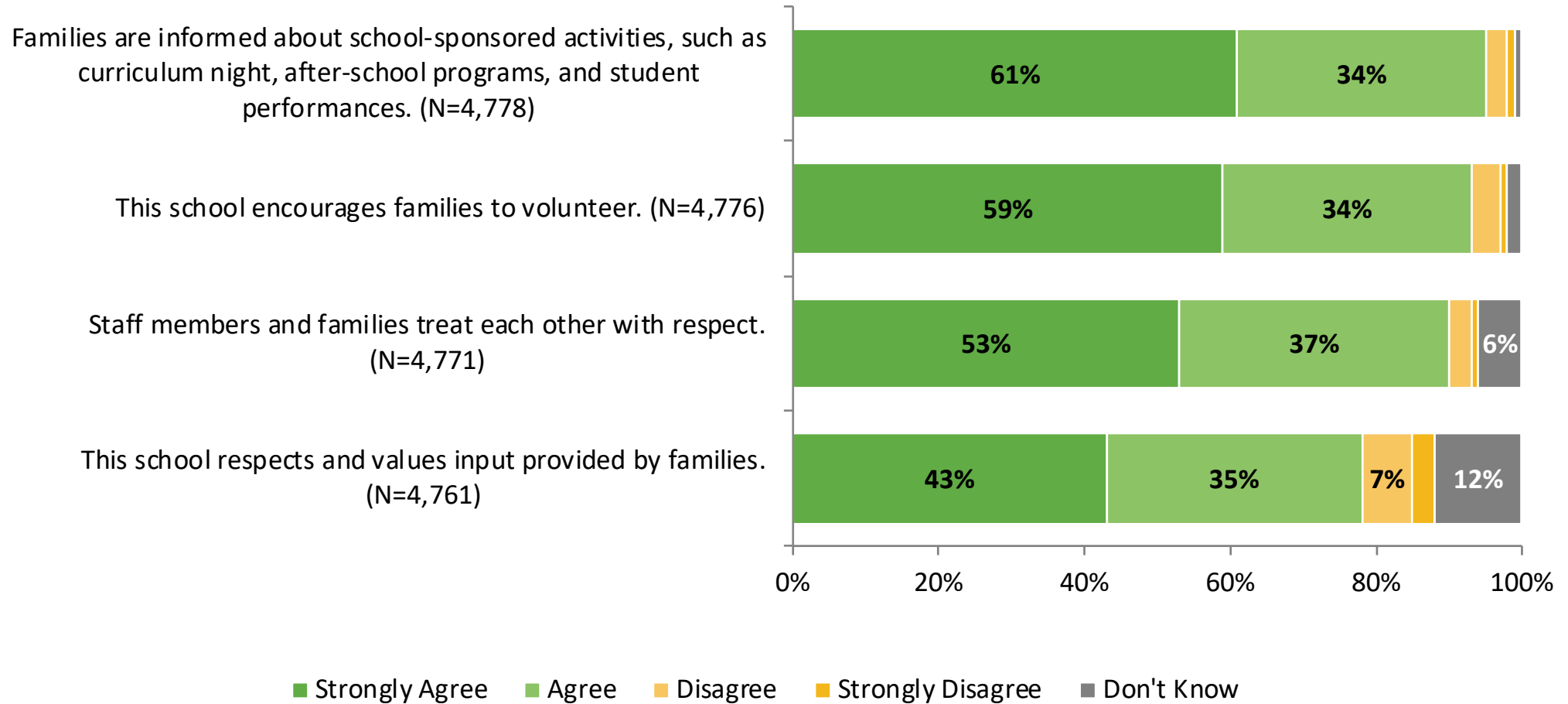
# Family Involvement: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



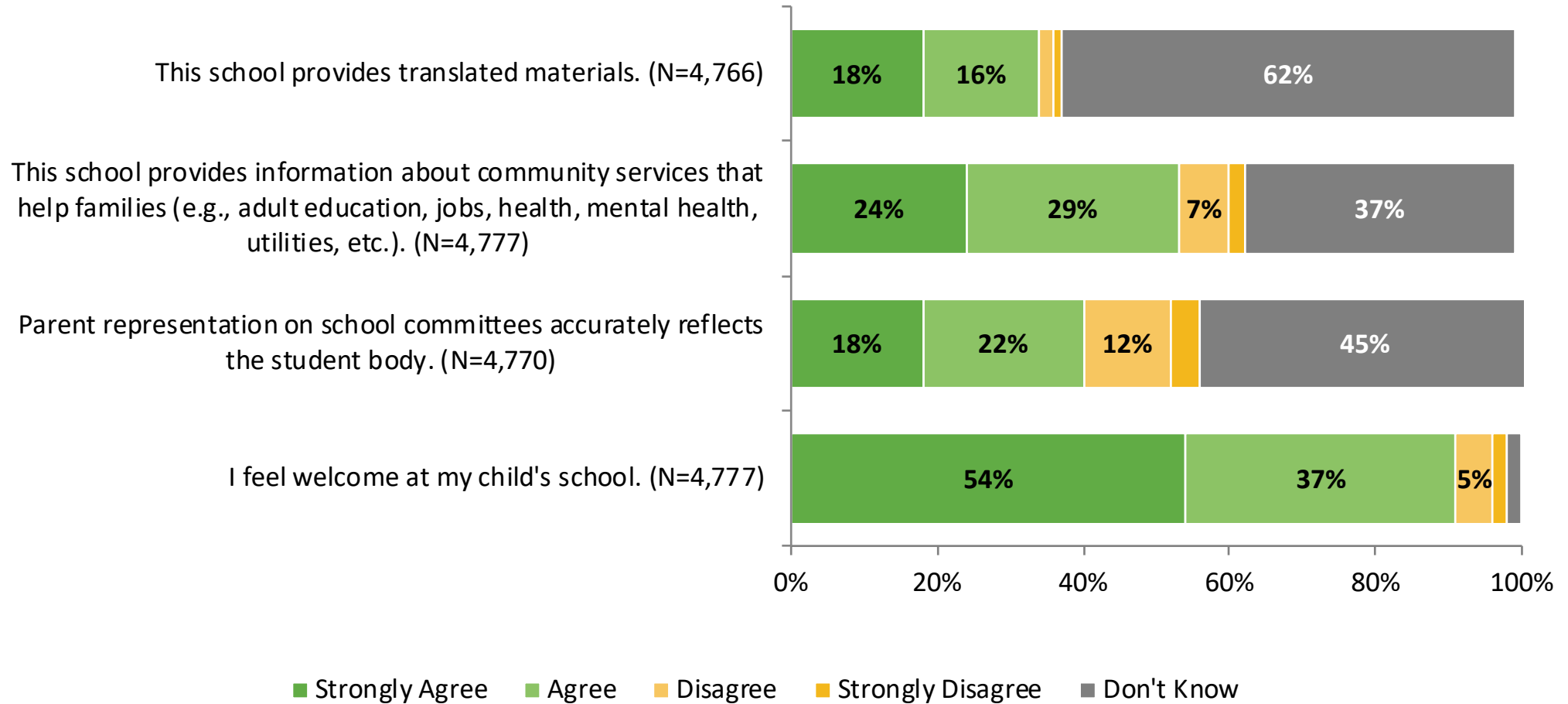
# Family Involvement

How strongly do you disagree or agree with the following statements?



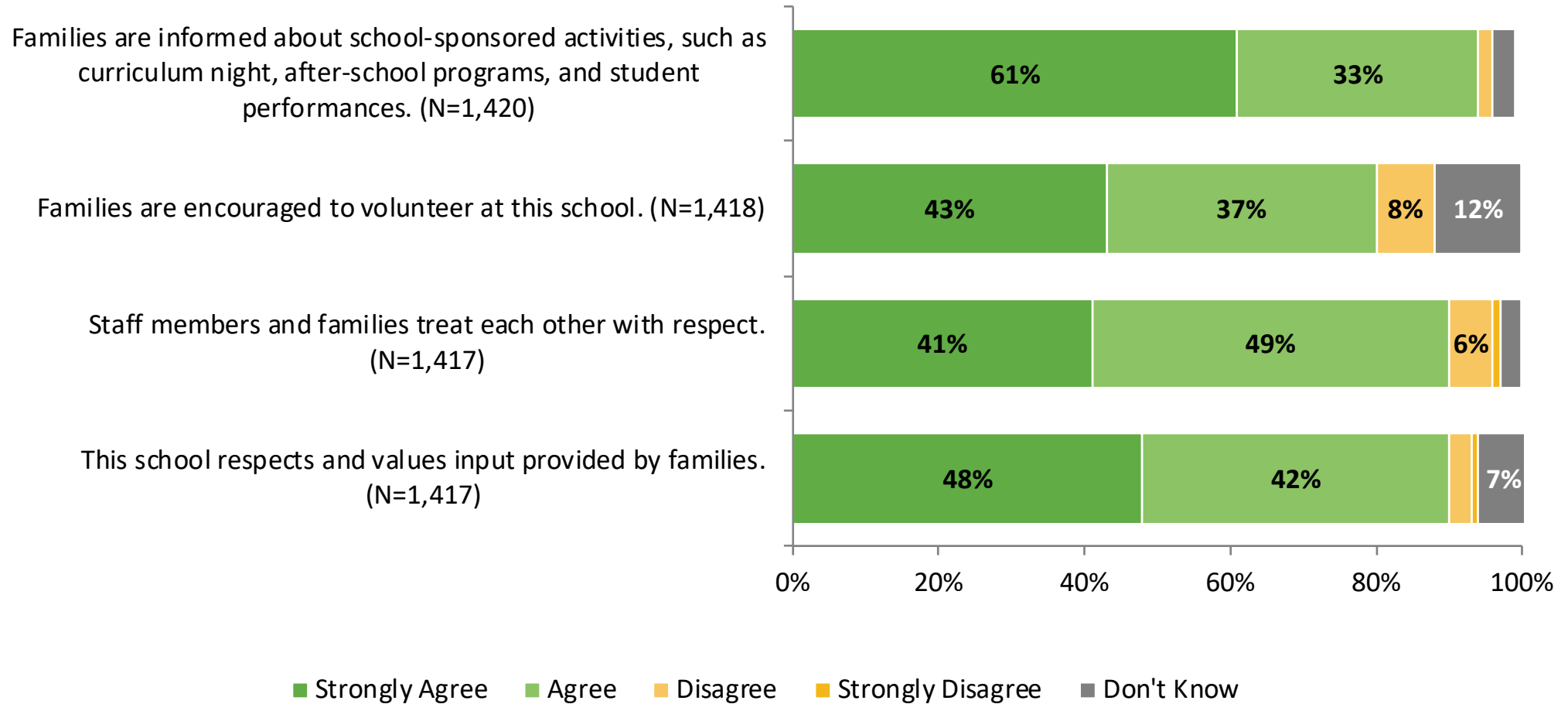
# Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



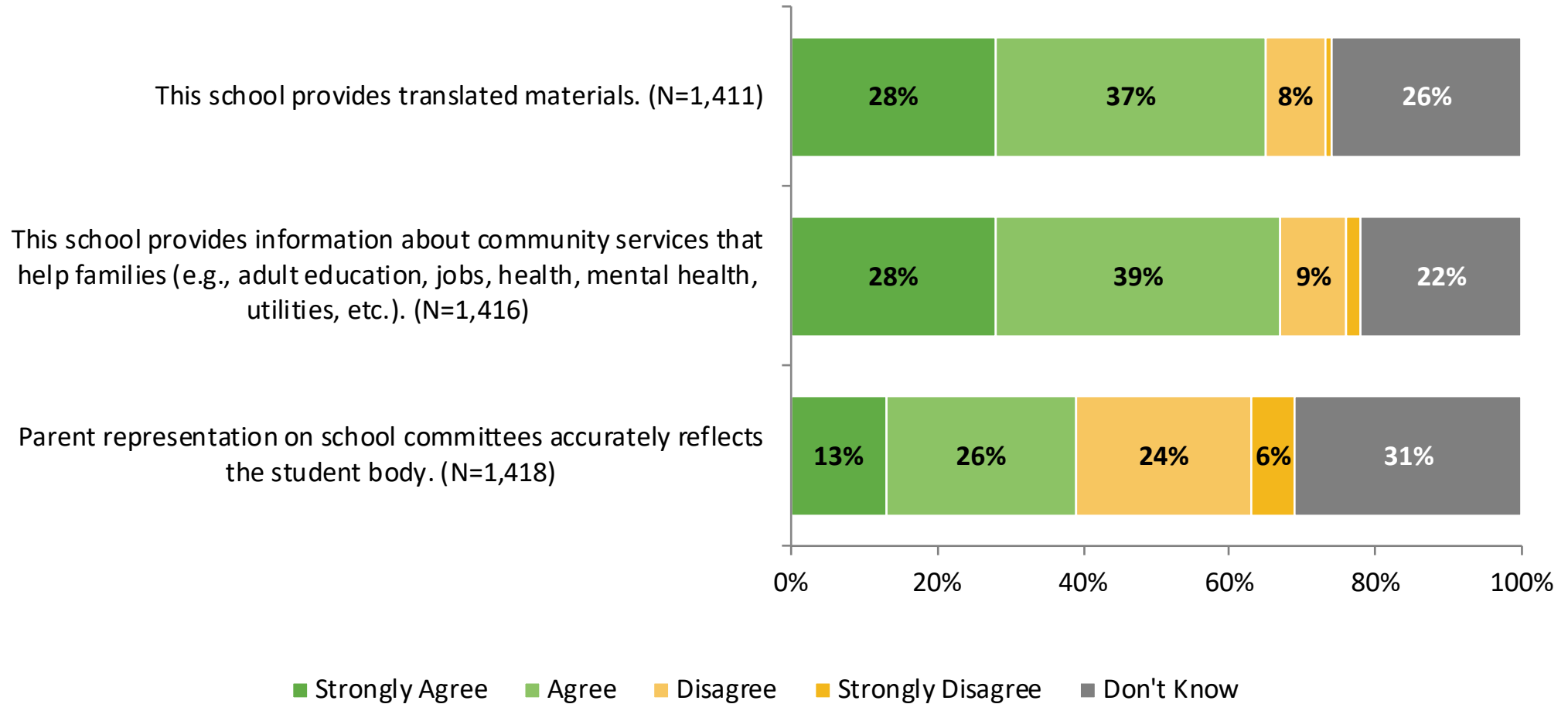
# Family Involvement

How strongly do you disagree or agree with the following statements?



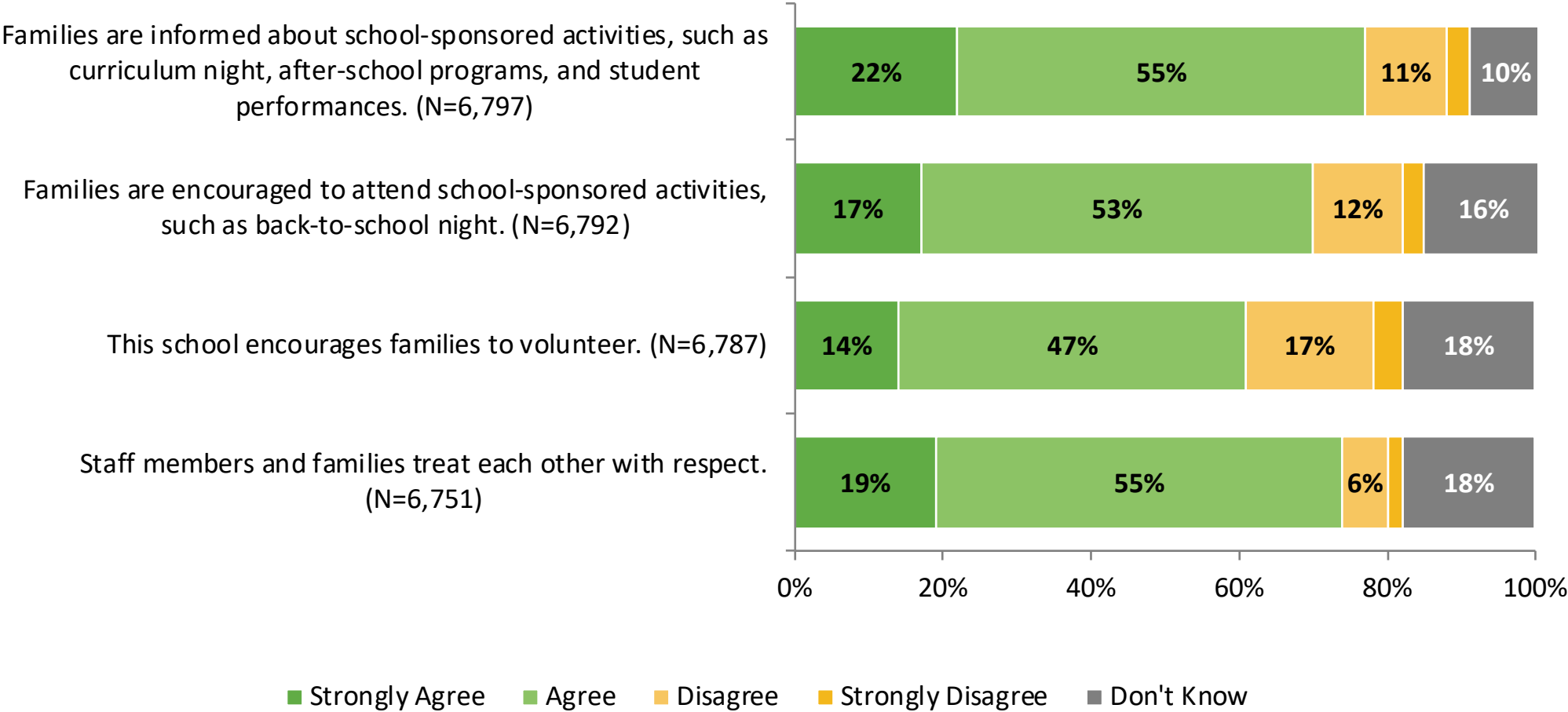
# Family Involvement (Continued)

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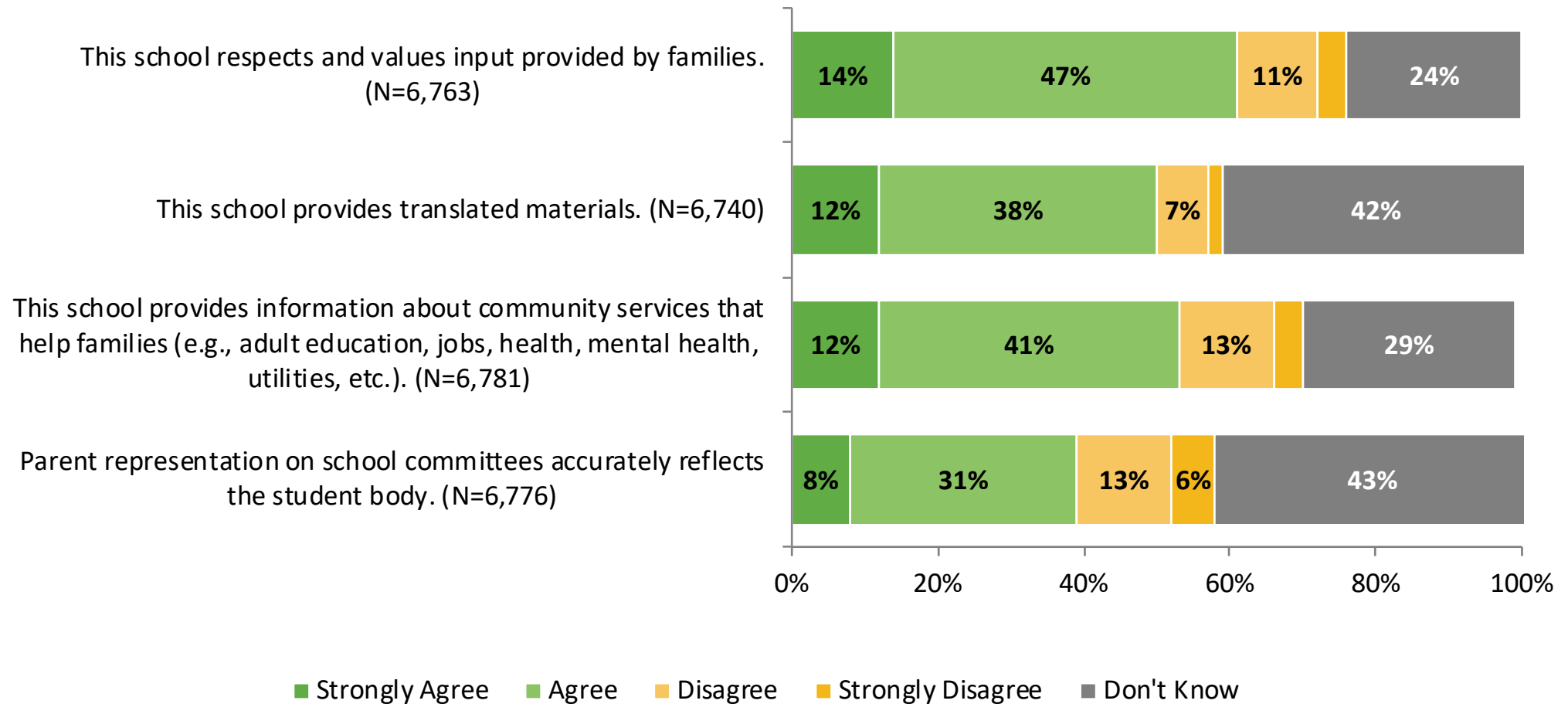
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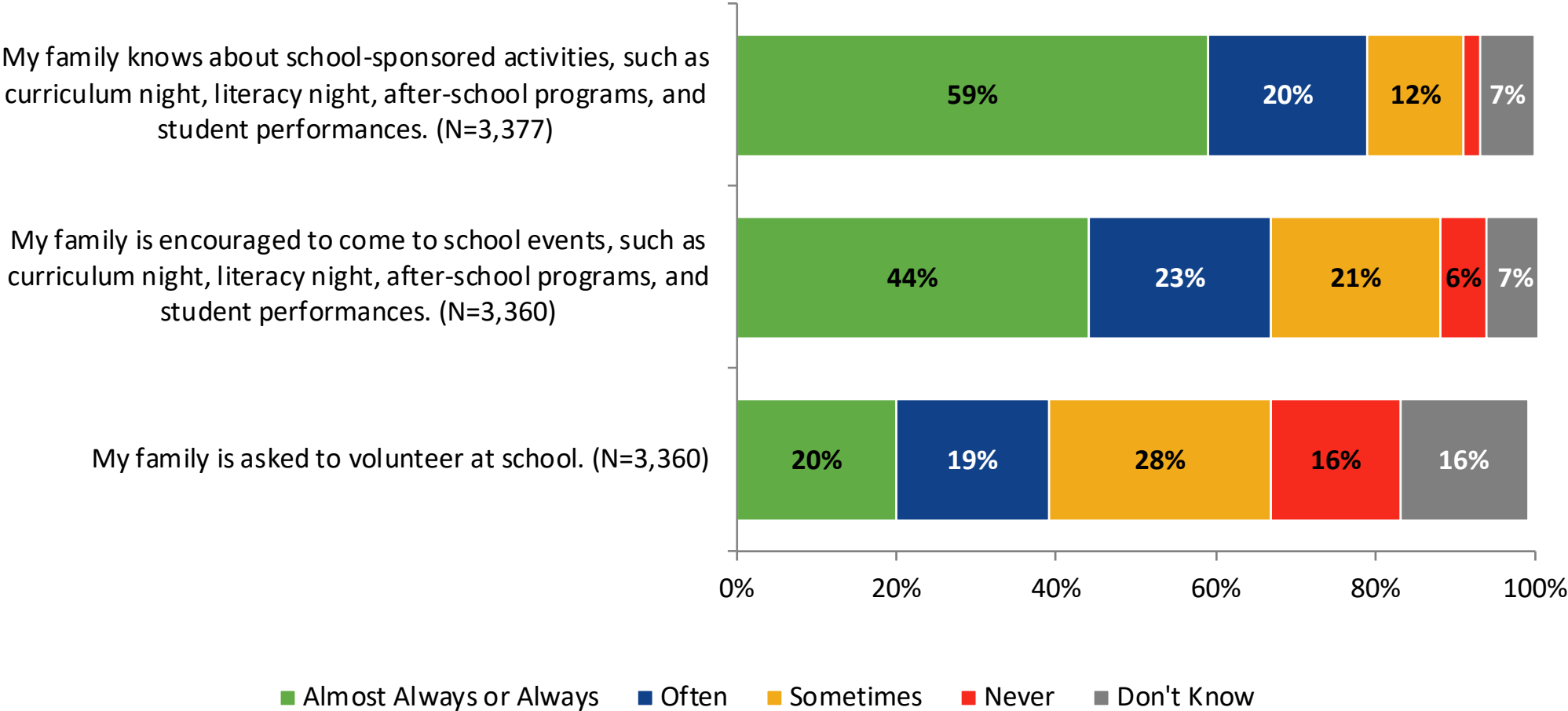
# Family Involvement (Continued)

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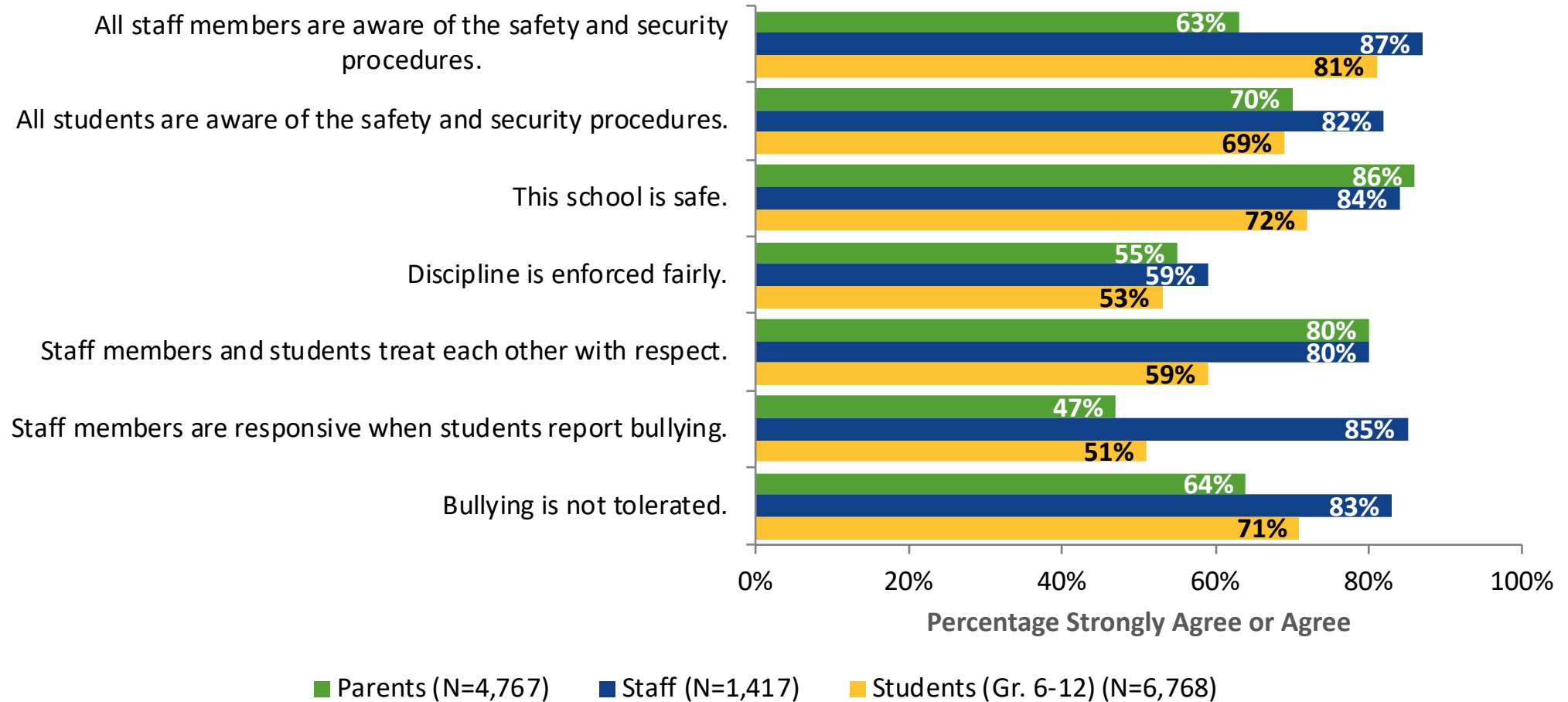


# Family Involvement



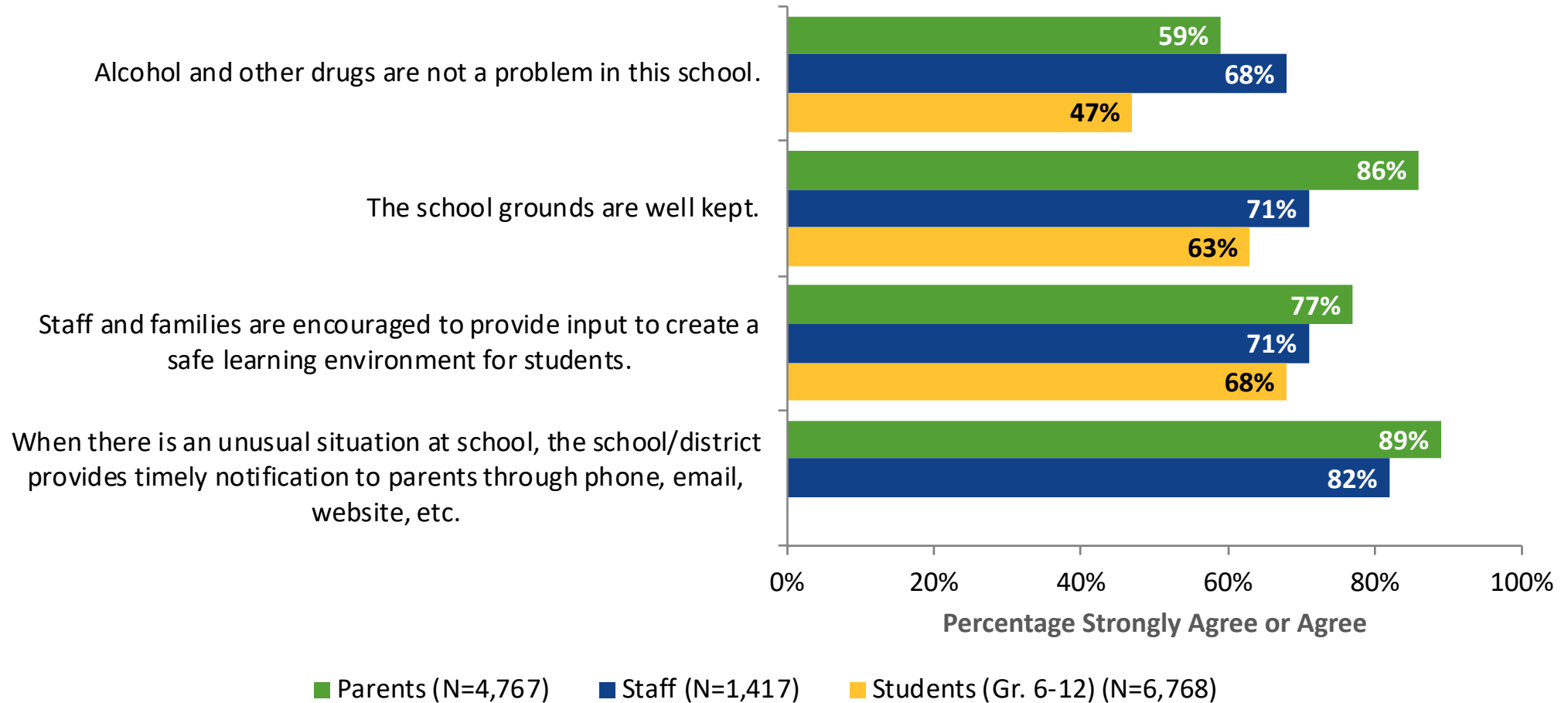
# Safety and Behavior: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



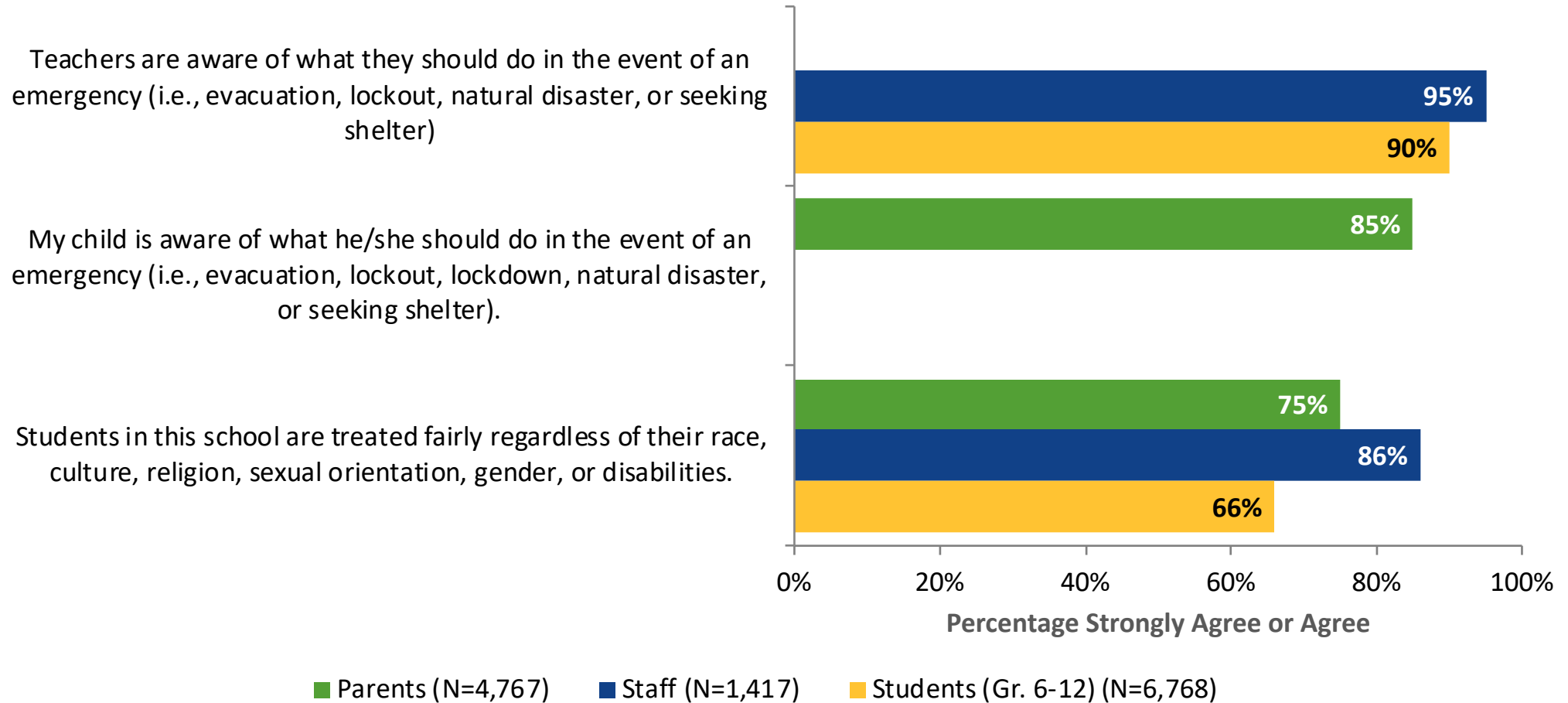
# Safety and Behavior: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



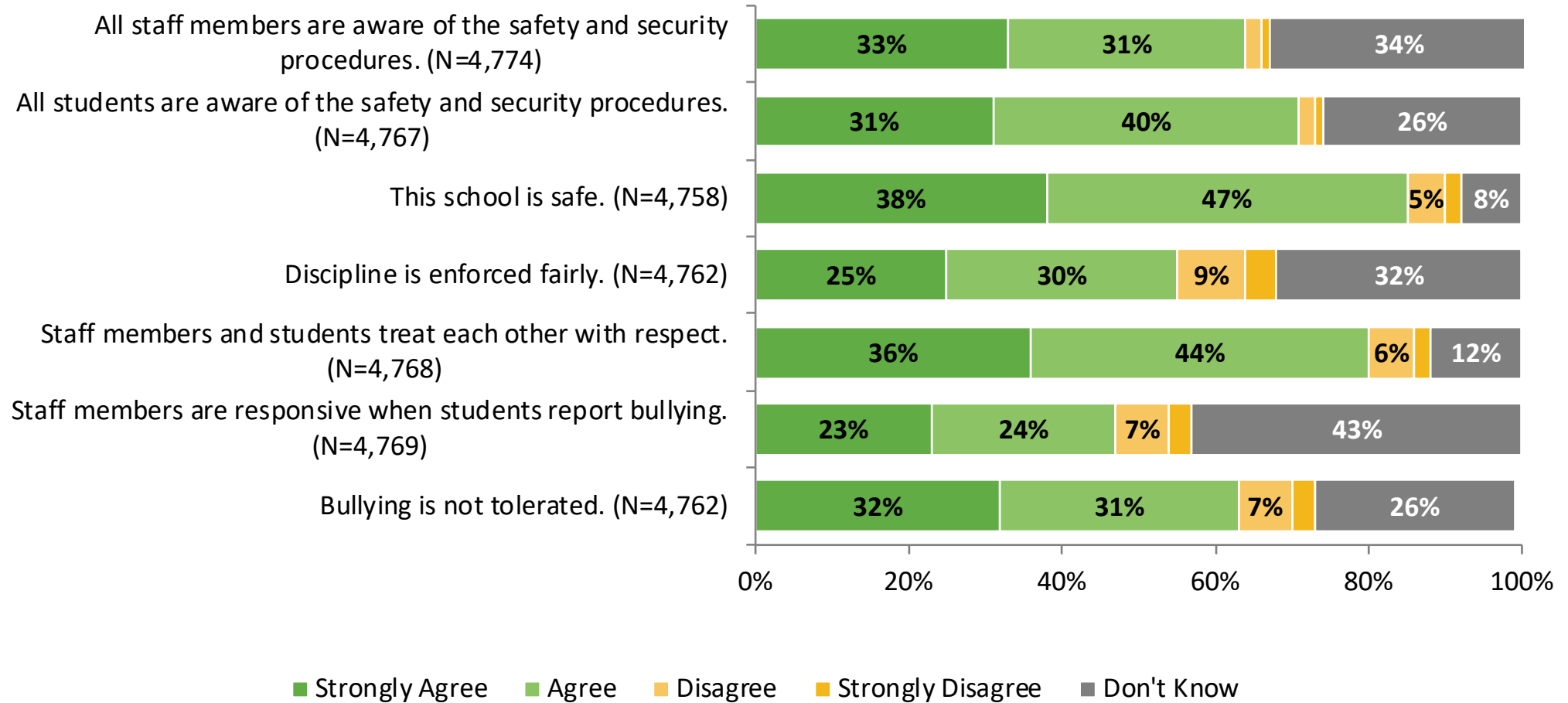
# Safety and Behavior: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



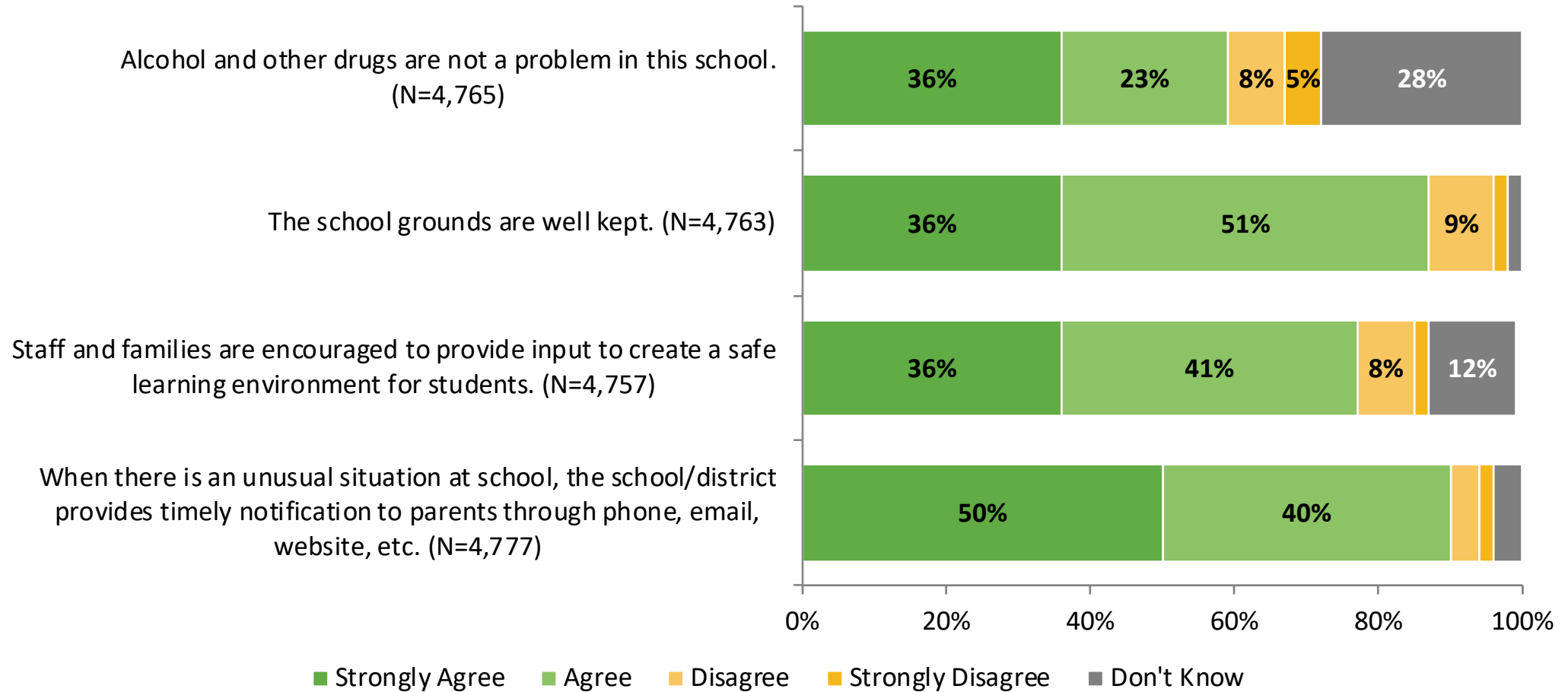
# Safety and Behavior

How strongly do you disagree or agree with the following statements?



# Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?

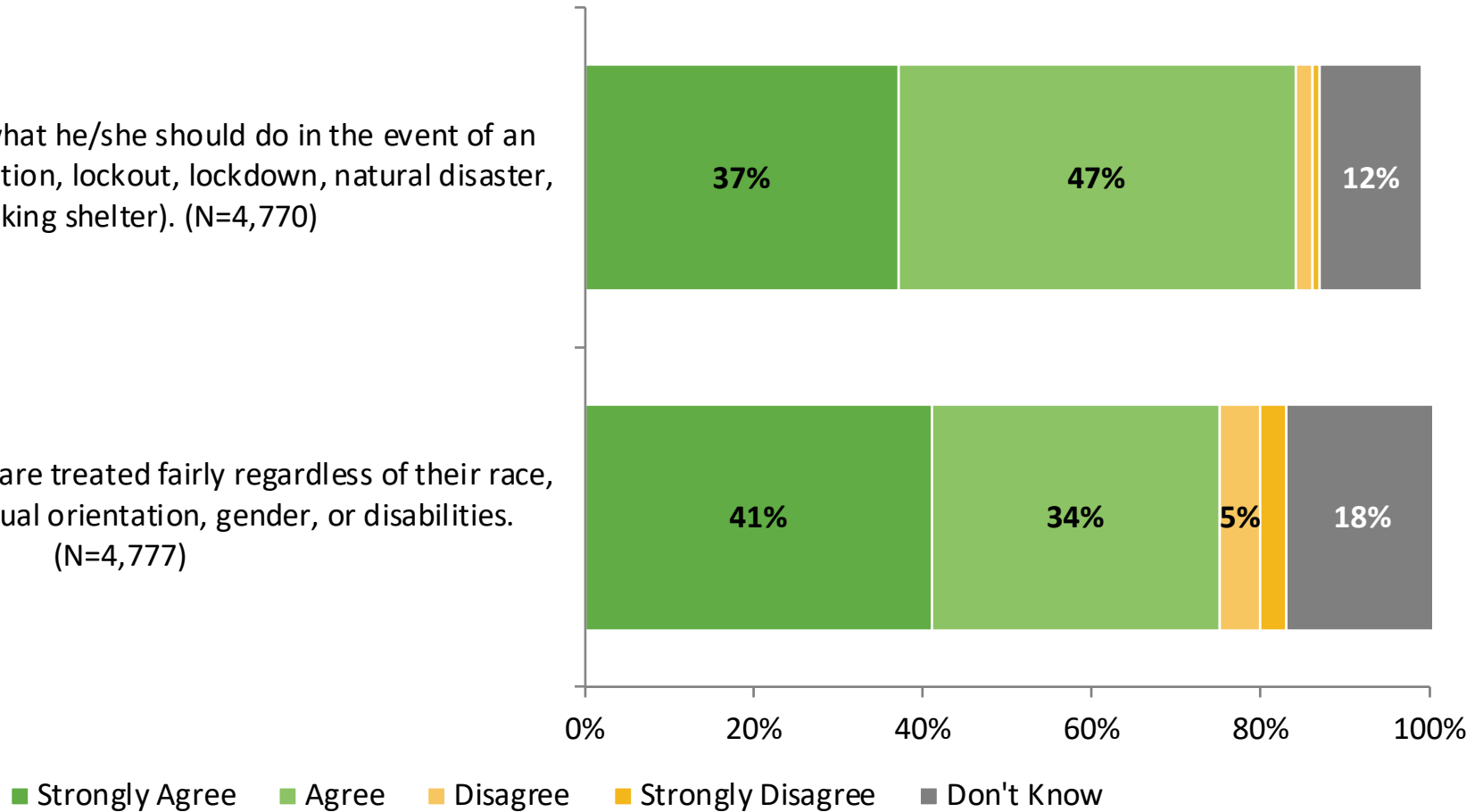


# Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?

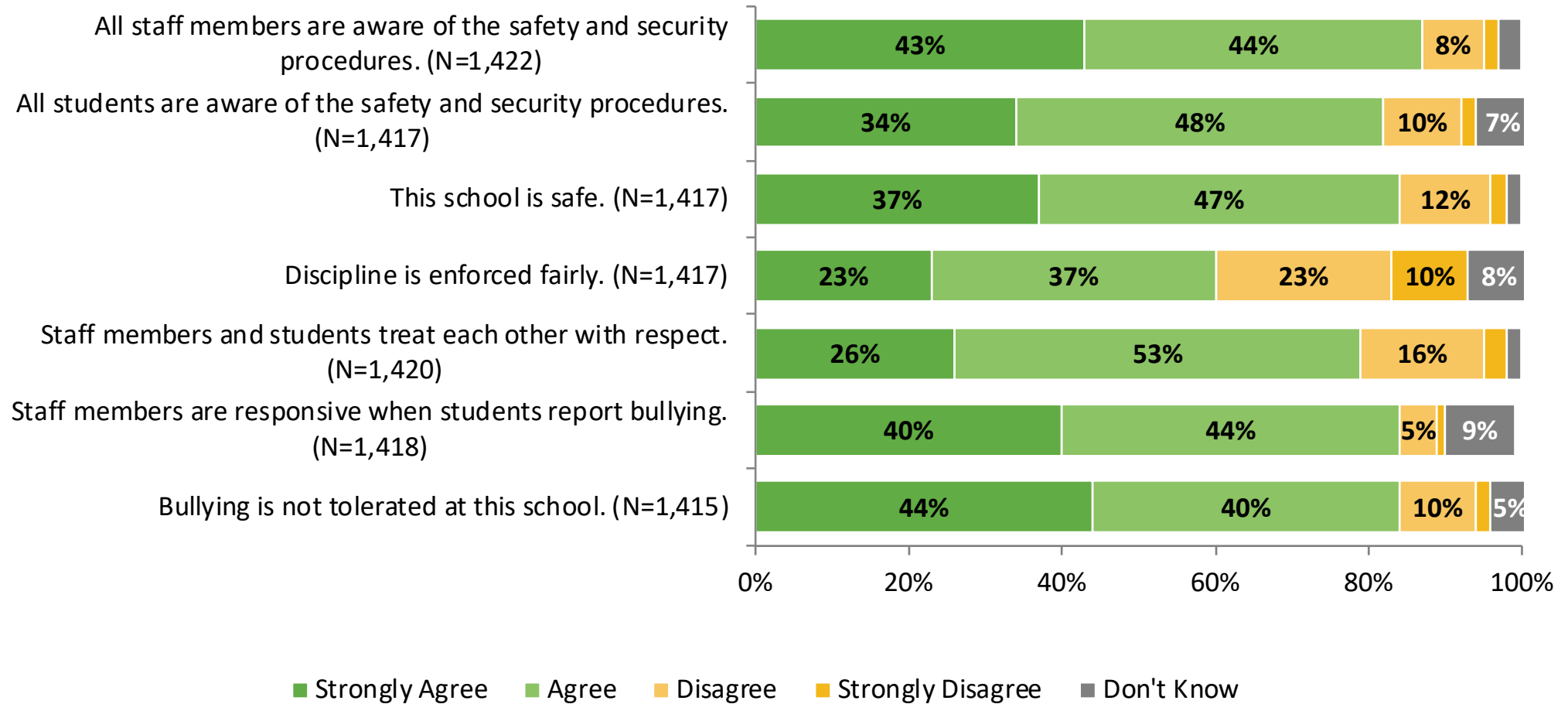
My child is aware of what he/she should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=4,770)

Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. (N=4,777)



# Safety and Behavior

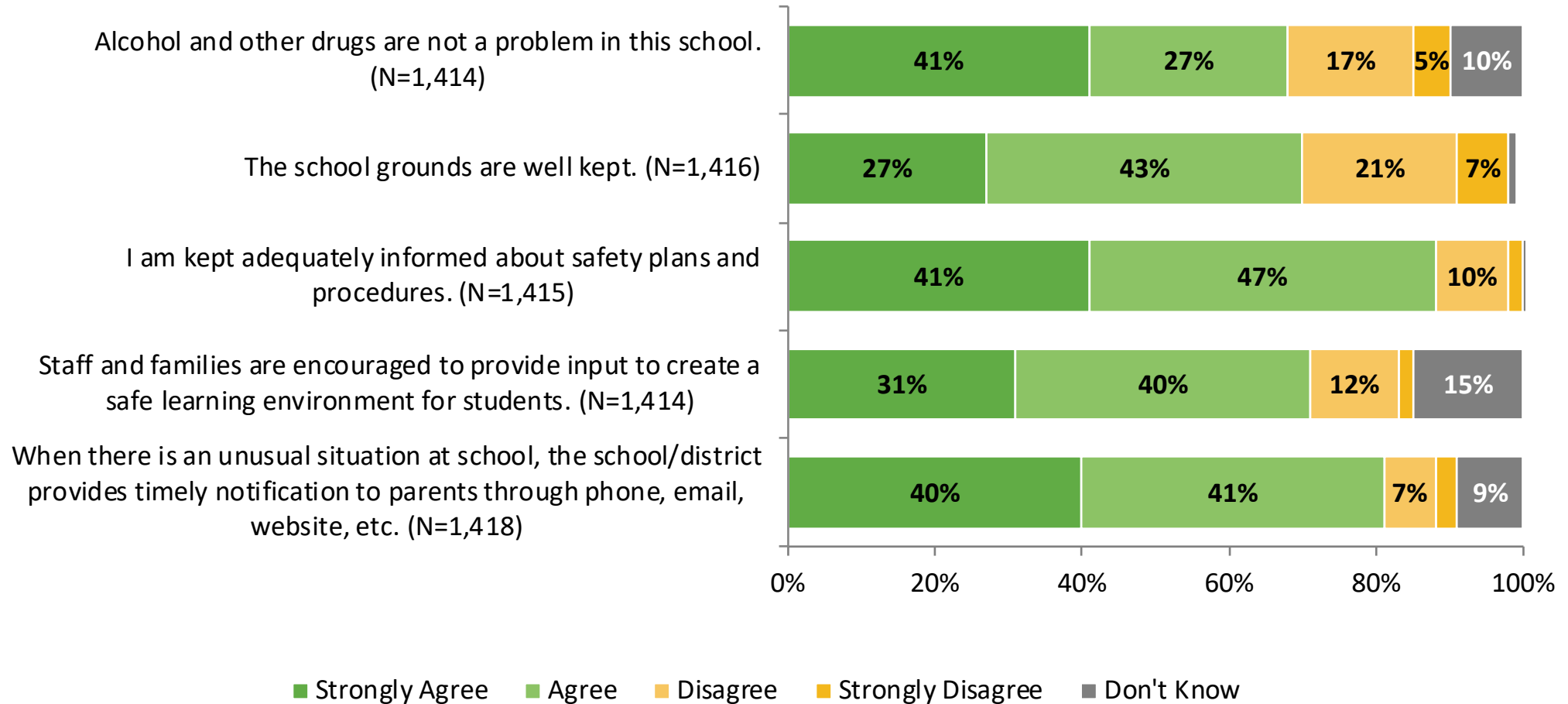
How strongly do you disagree or agree with the following statements?





# Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?



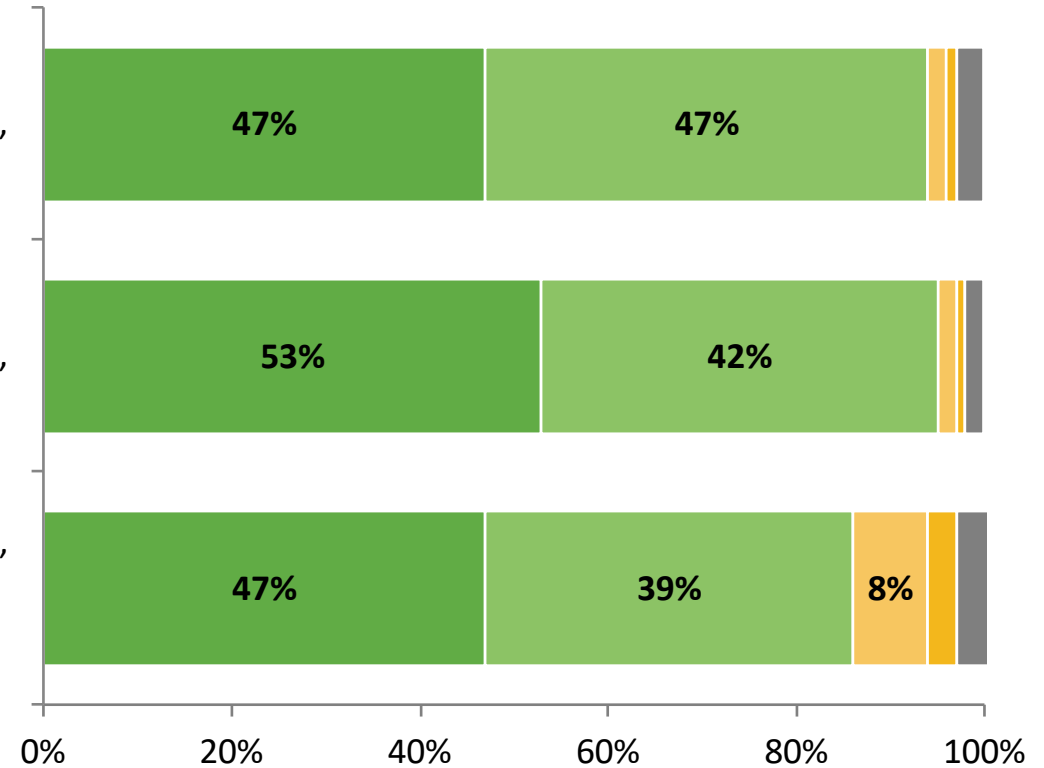
# Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?

Students are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=1,418)

Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=1,420)

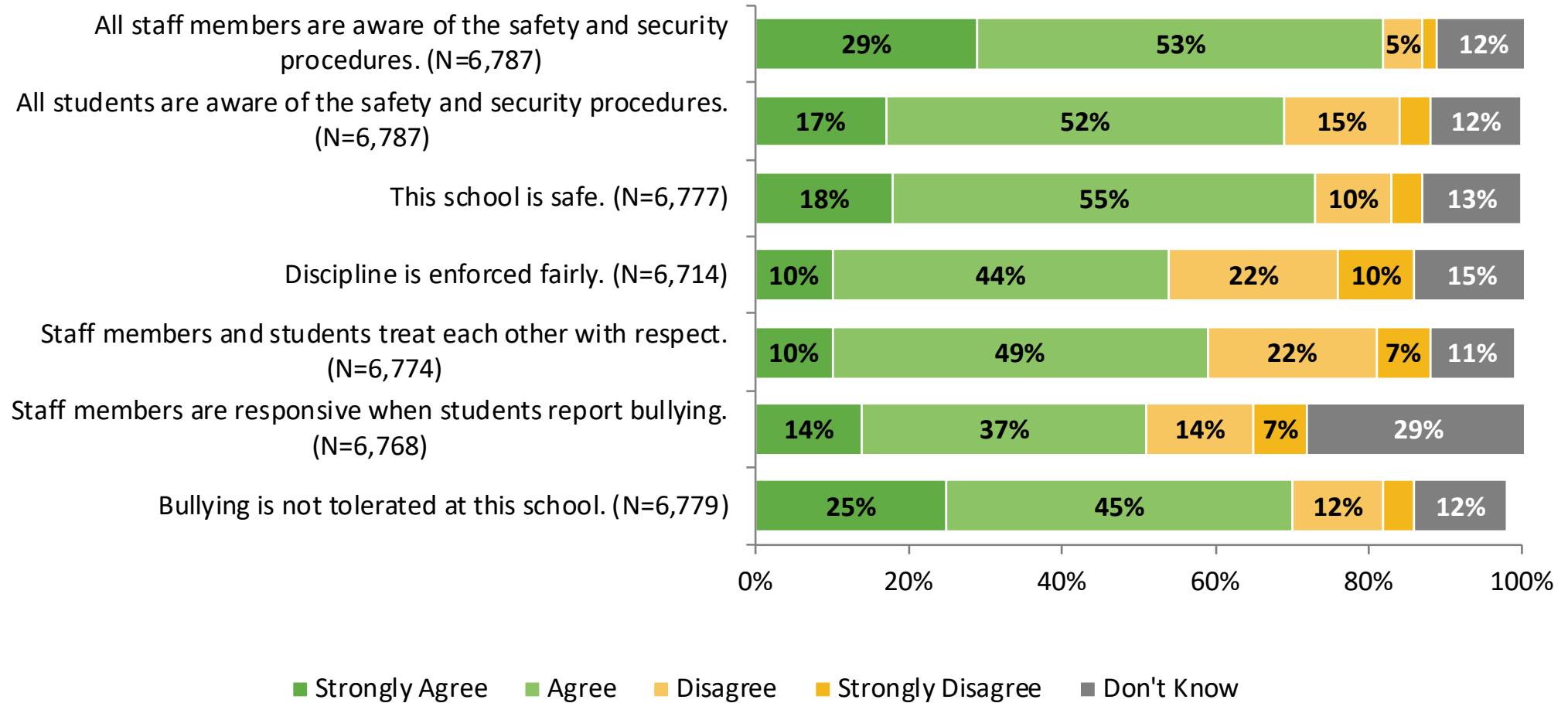
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. (N=1,420)



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

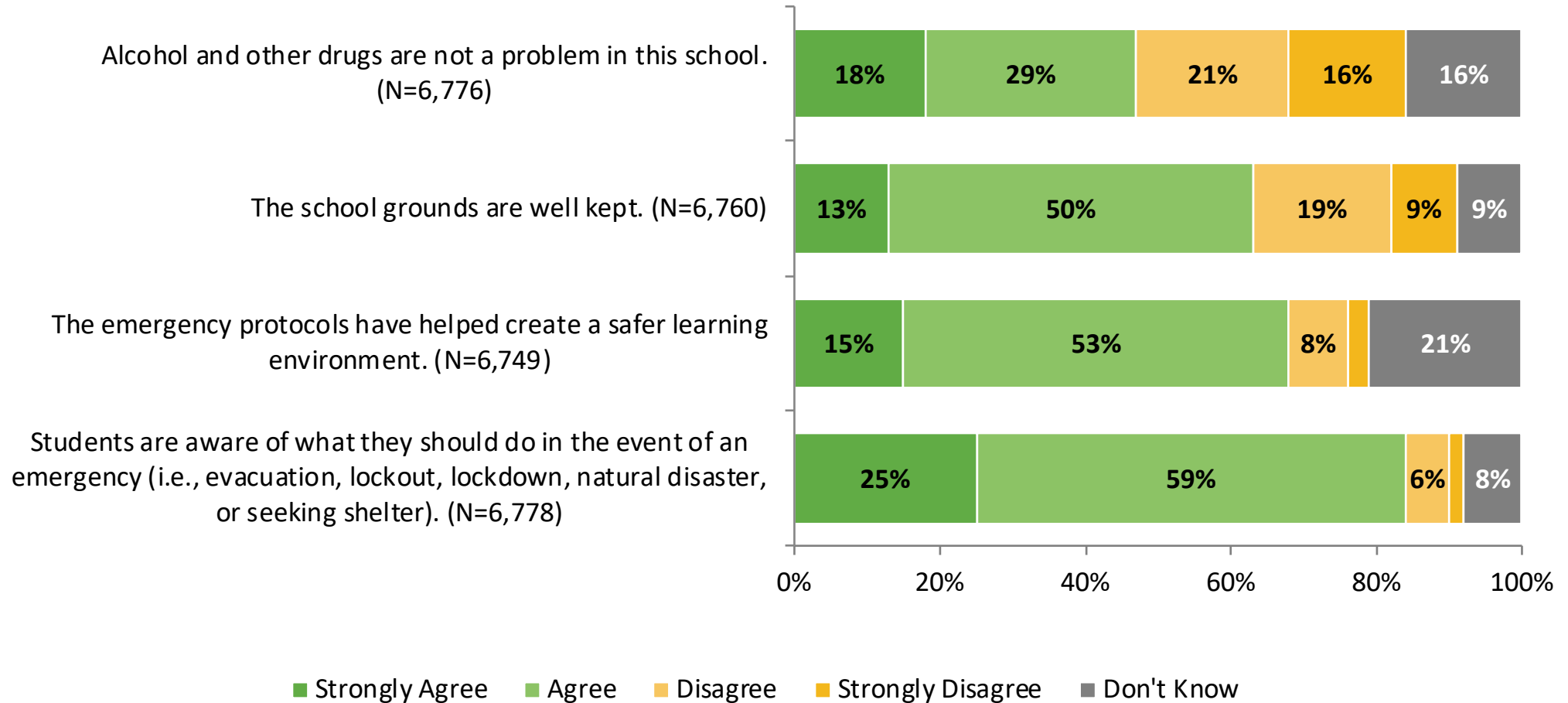
# Safety and Behavior

How strongly do you disagree or agree with the following statements?



## Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?

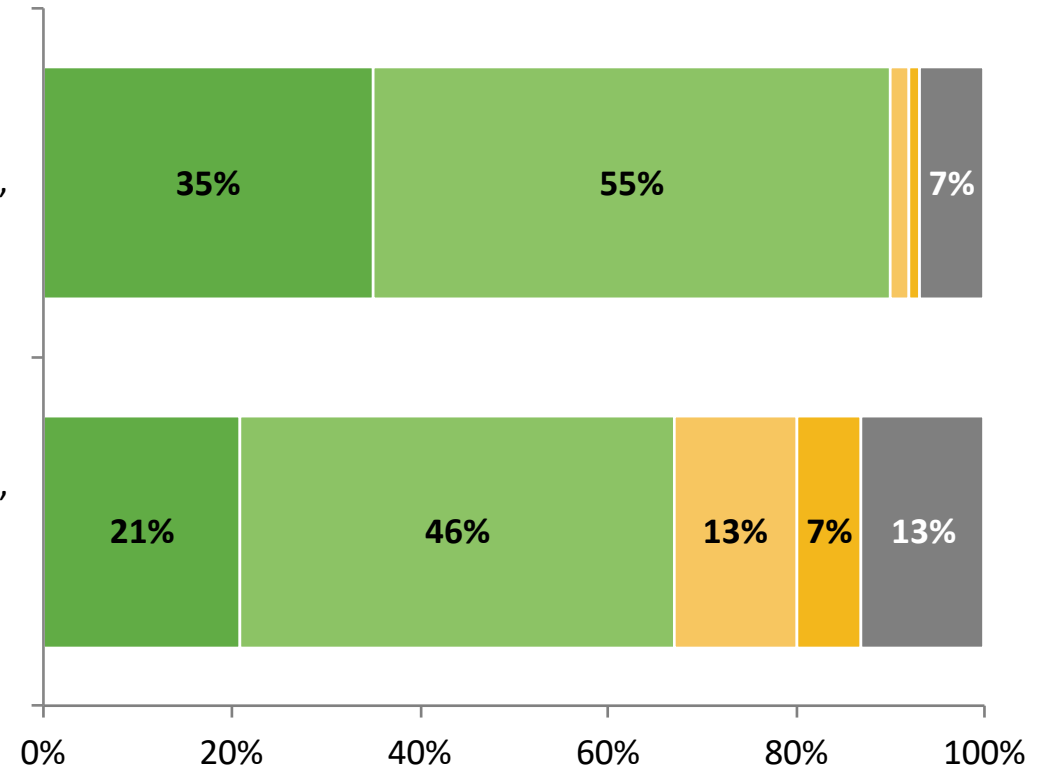


## Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?

Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=6,771)

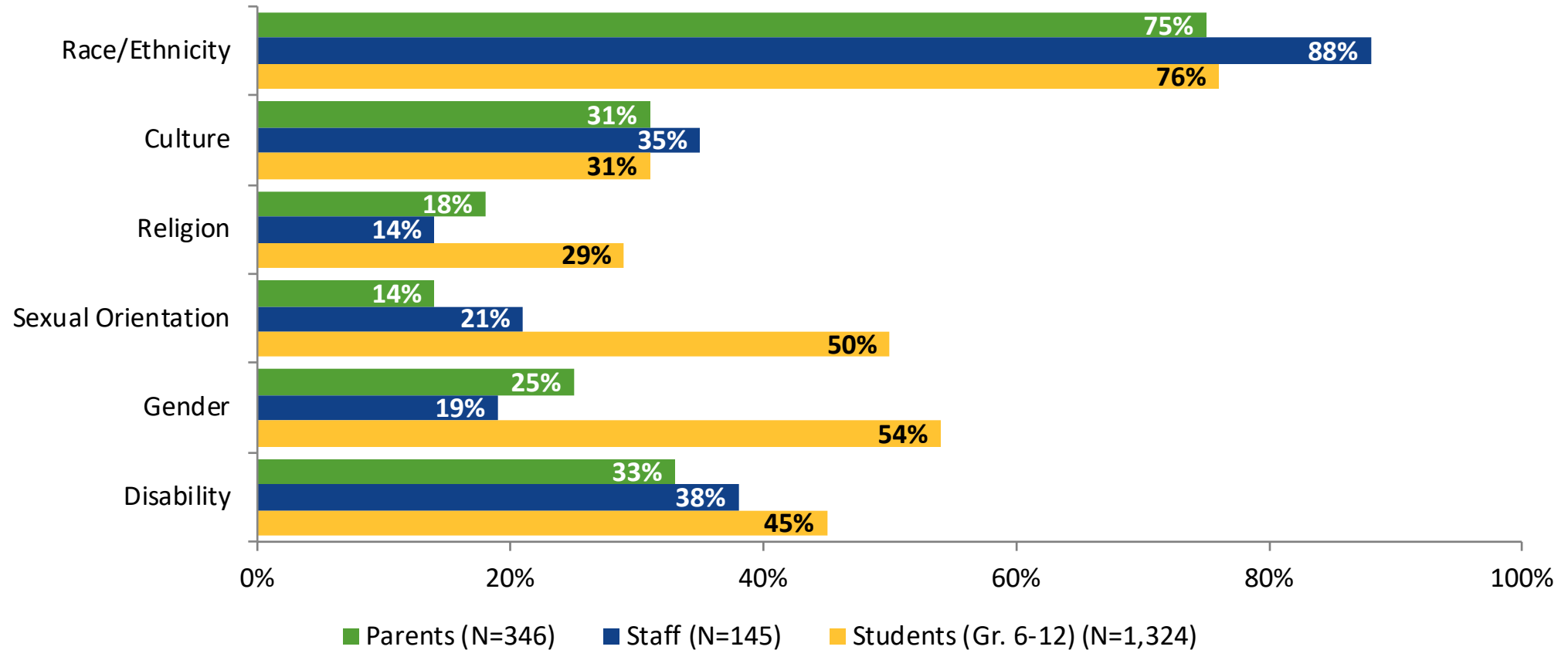
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. (N=6,776)



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

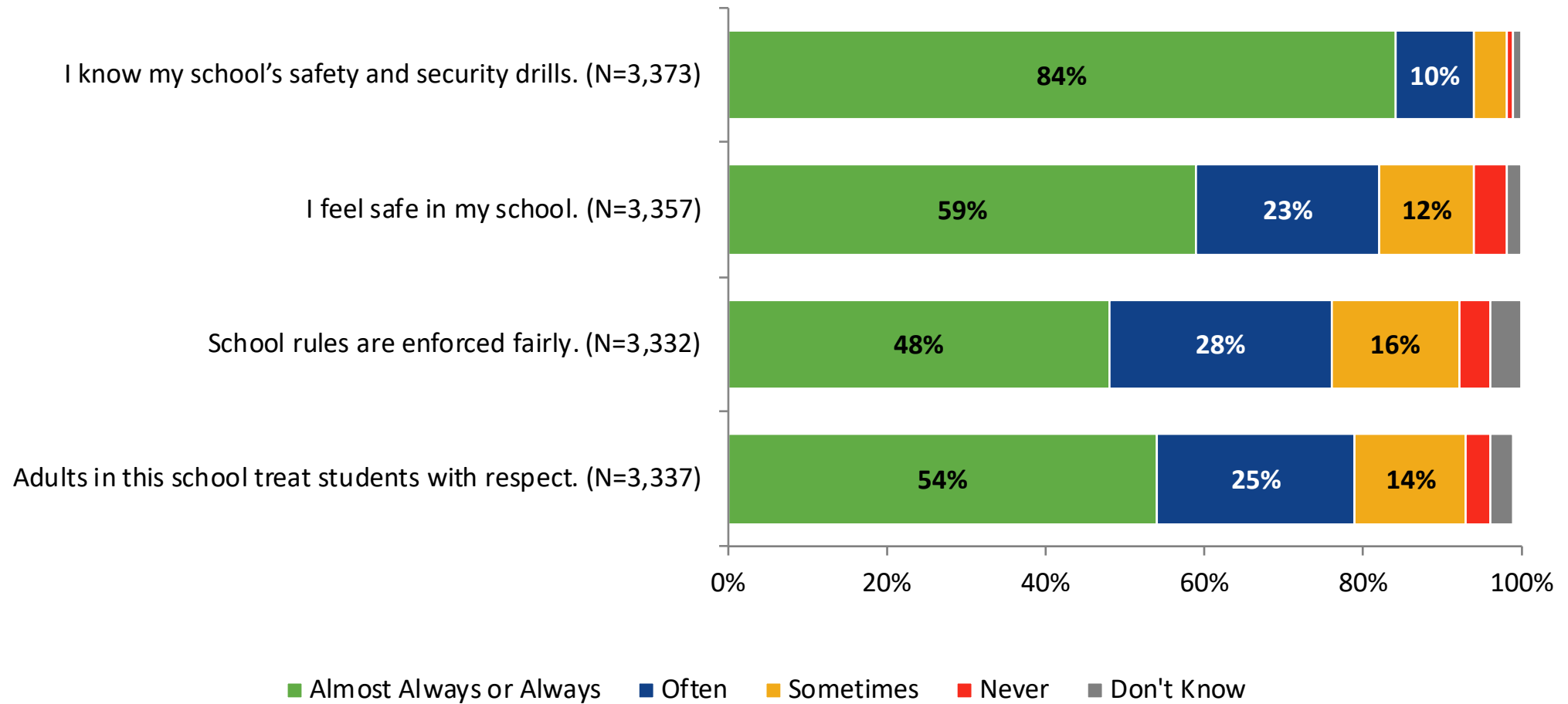
# Unfair Treatment: Comparison by Respondent Type

For which of the following are students treated unfairly?

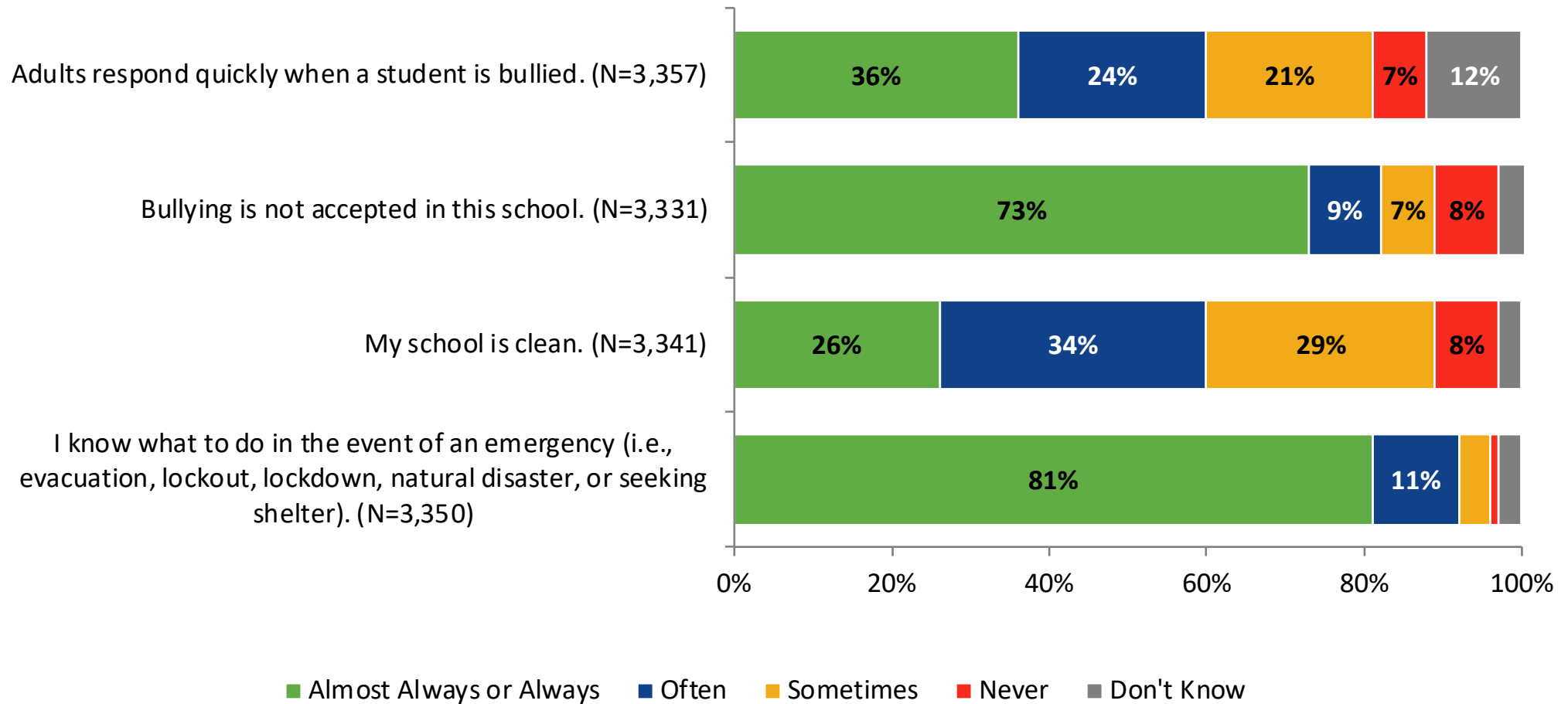


Notes: Only participants who strongly disagreed or disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities were given this question. Percentage totals may exceed 100 since participants could select more than one answer.

# Safety and Behavior



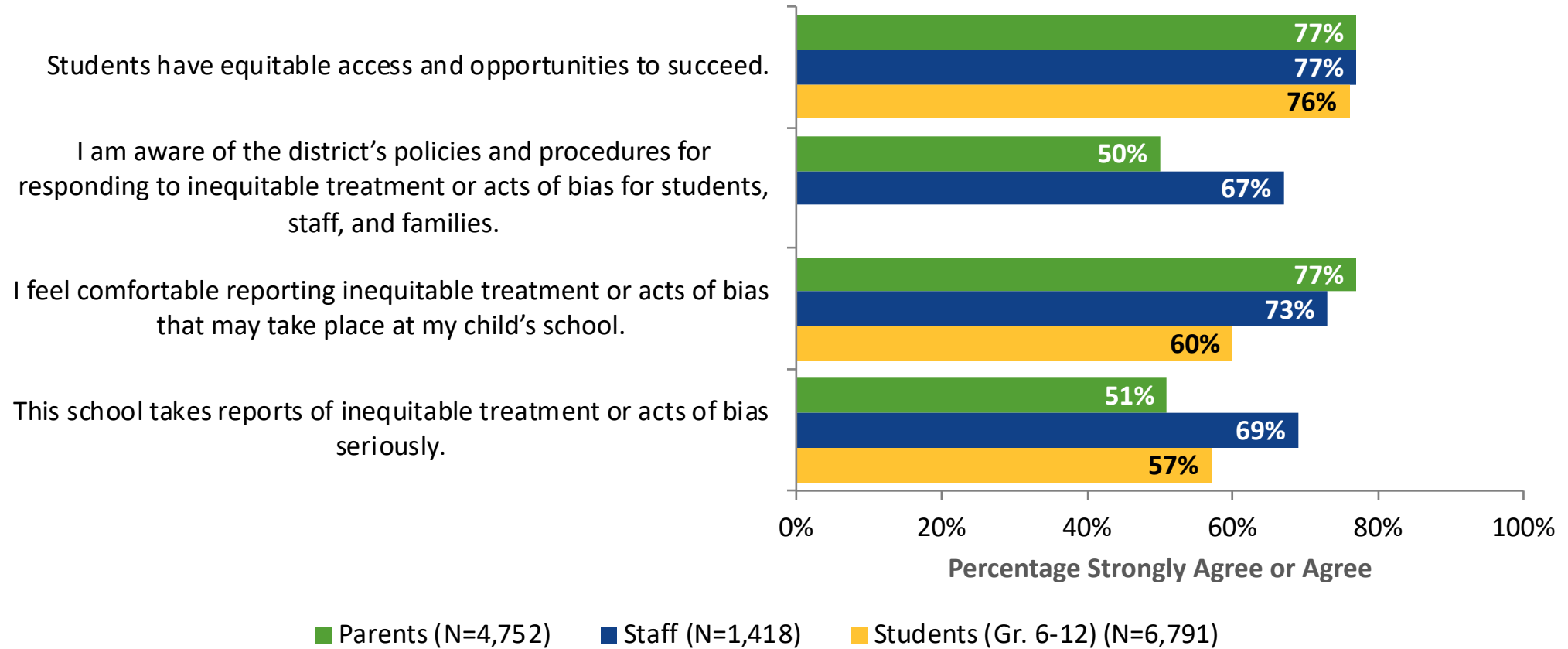
## Safety and Behavior (Continued)





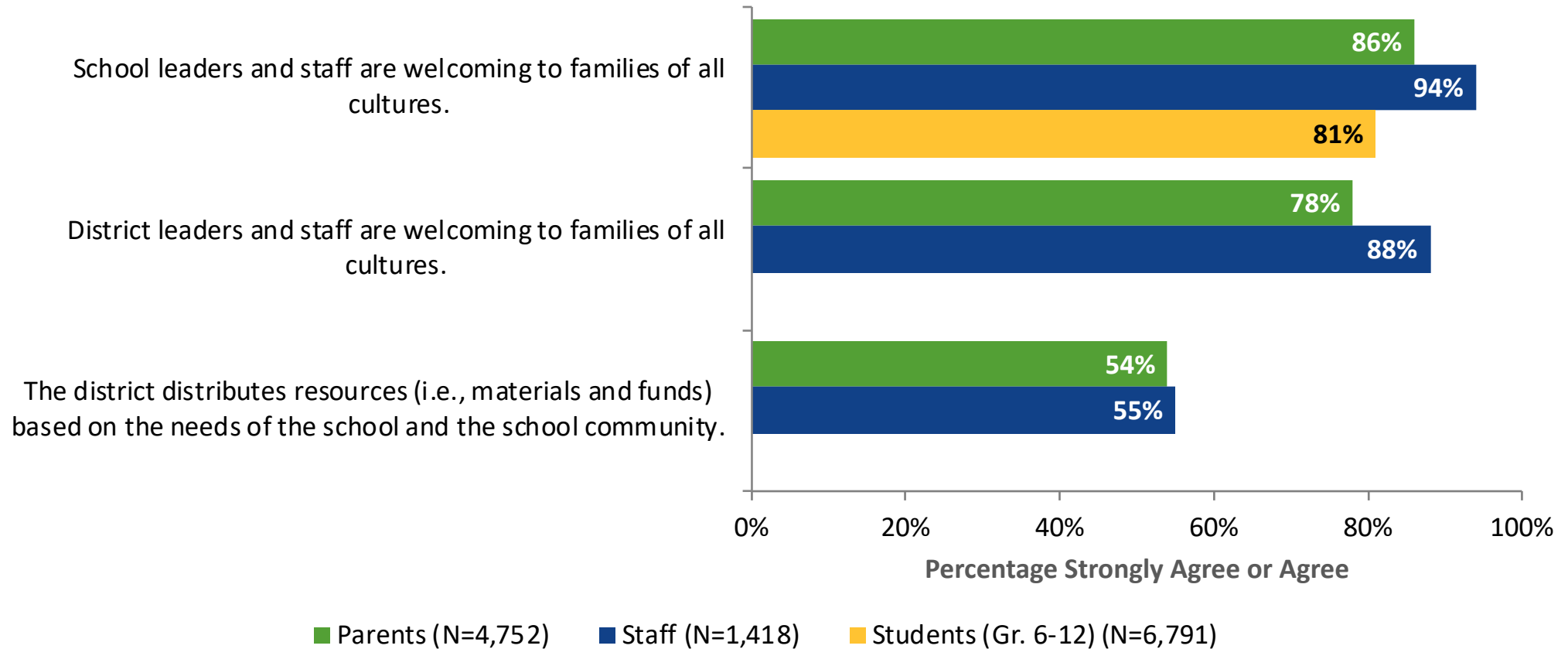
# Equity: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



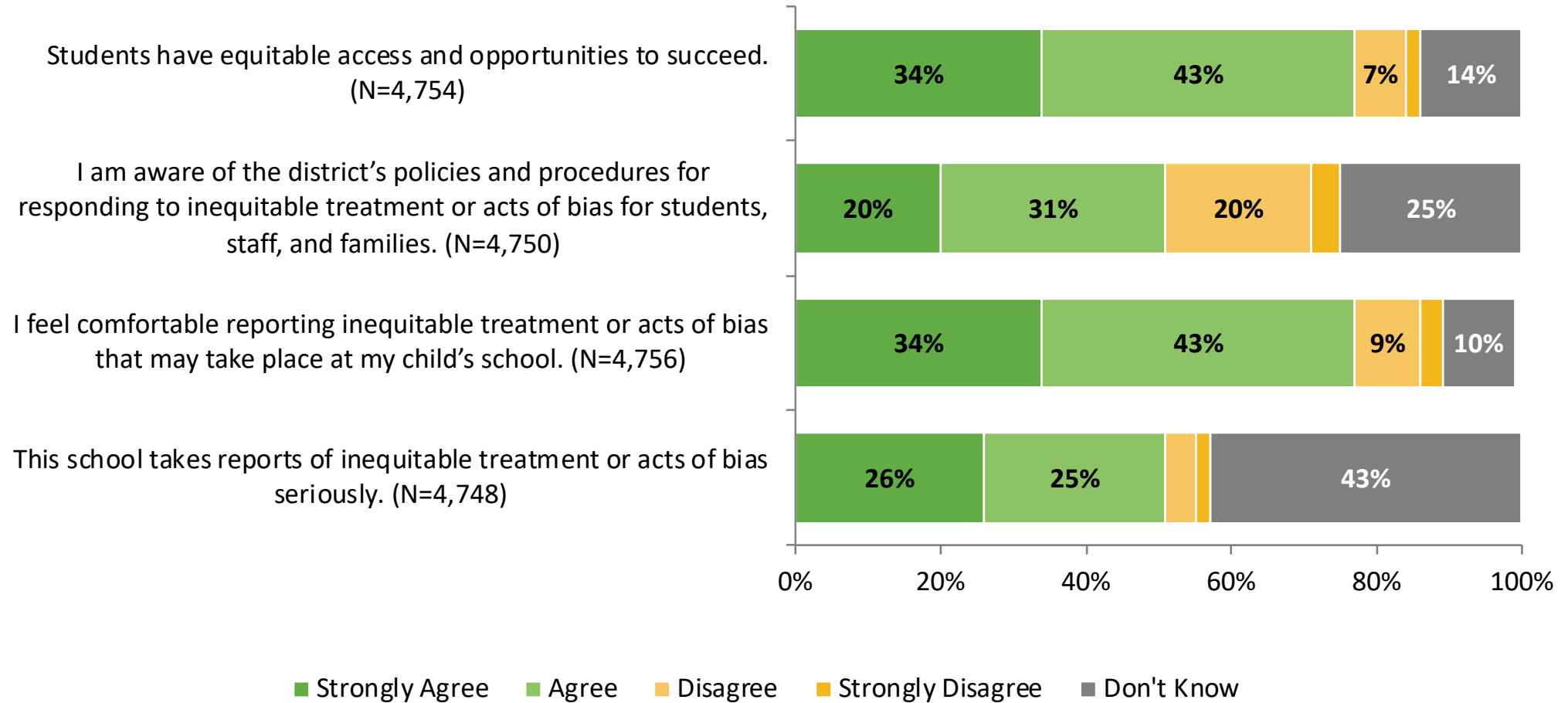
# Equity: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



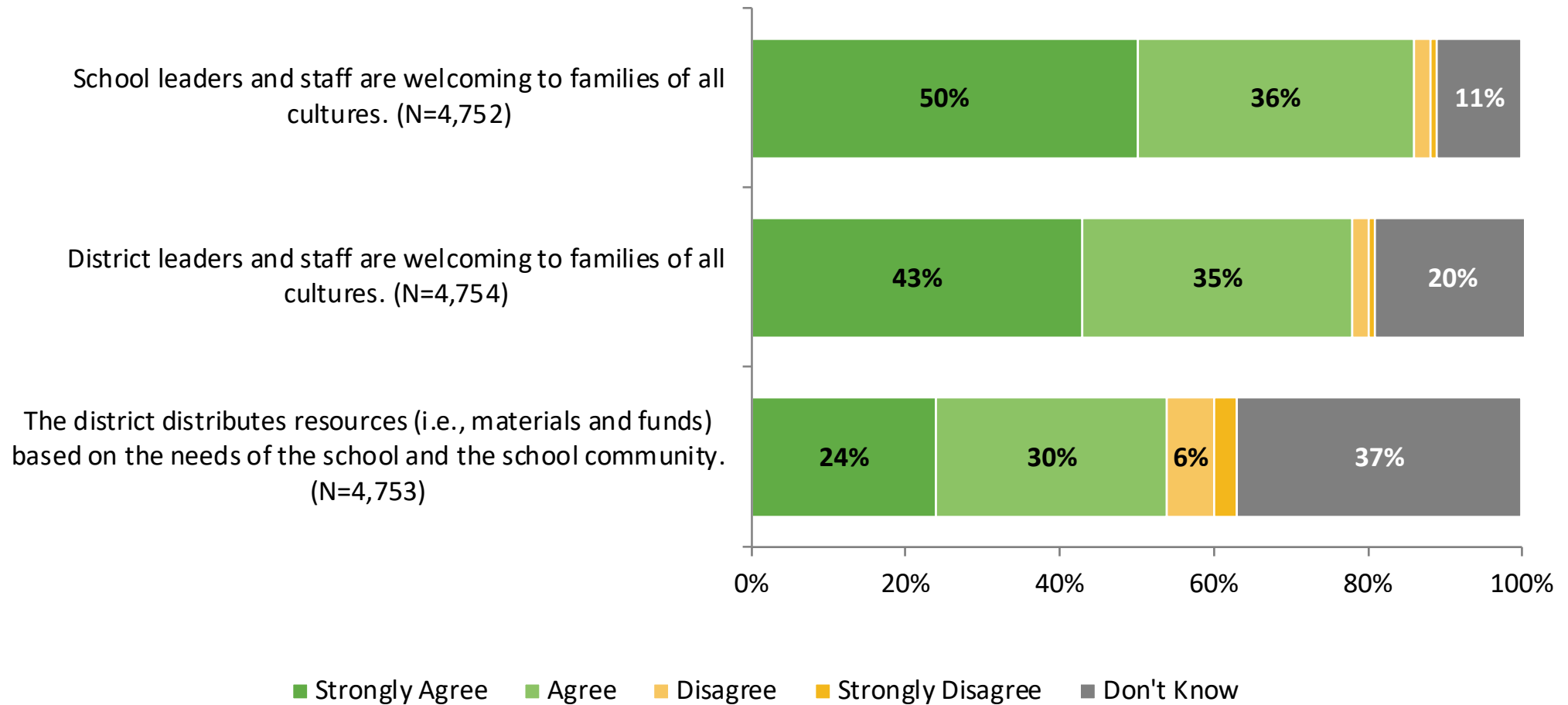
# Equity

How strongly do you disagree or agree with the following statements?



# Equity (Continued)

How strongly do you disagree or agree with the following statements?



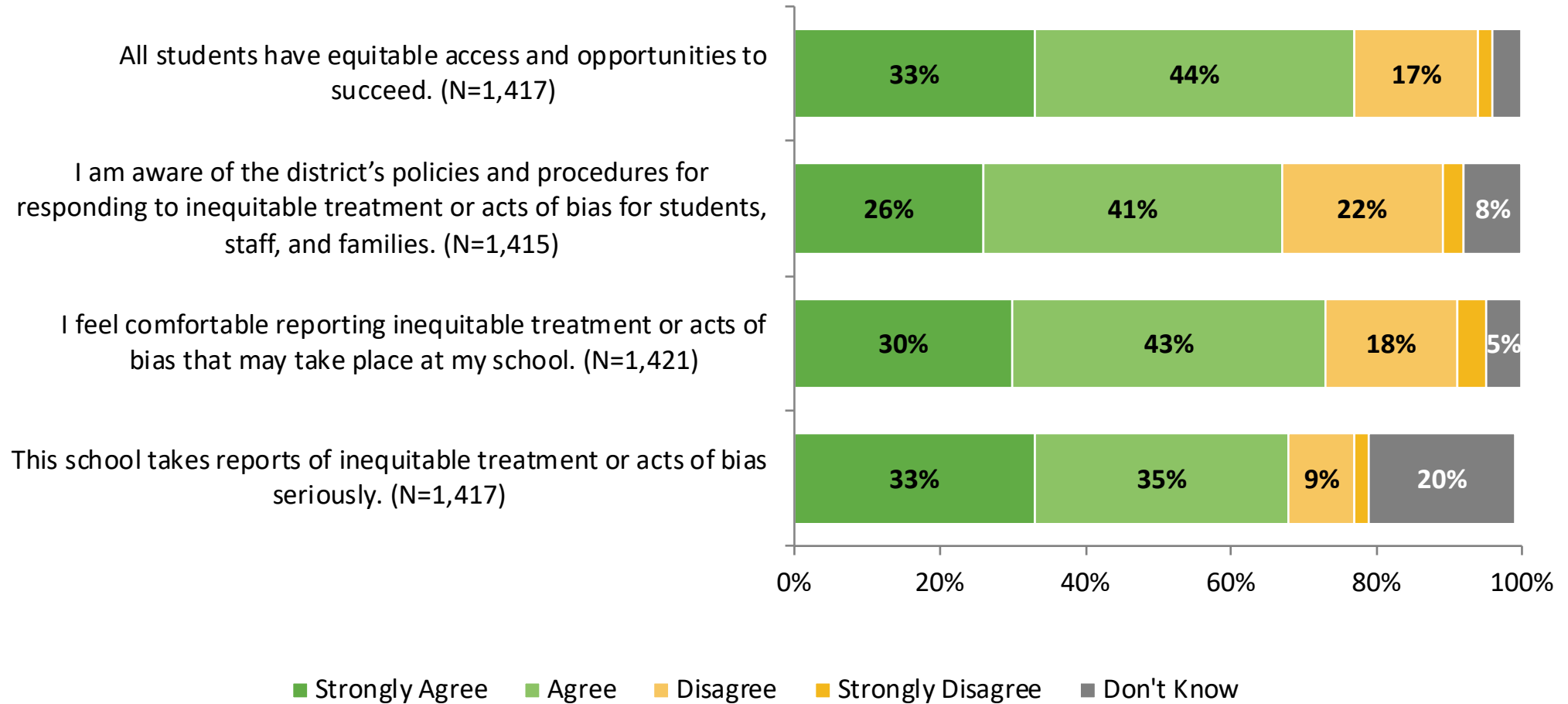
## Equity: Comparison by Race/Ethnicity

Survey Item	Asian	Black	Multiracial	Hispanic	White	Other
<b>Percentage Strongly Agree or Agree</b>						
Students have equitable access and opportunities to succeed.	88%	78%	73%	83%	75%	72%
I am aware of the district’s policies and procedures for responding to inequitable treatment or acts of bias for students, staff, and families.	67%	67%	45%	62%	46%	56%
I feel comfortable reporting inequitable treatment or acts of bias that may take place at my child’s school.	78%	81%	73%	86%	78%	89%
This school takes reports of inequitable treatment or acts of bias seriously.	65%	63%	50%	62%	47%	56%
School leaders and staff are welcoming to families of all cultures.	94%	85%	86%	92%	85%	83%
District leaders and staff are welcoming to families of all cultures.	87%	77%	73%	87%	77%	83%
The district distributes resources (i.e., materials and funds) based on the needs of the school and the school community.	74%	56%	50%	64%	50%	56%

*Note: Race/ethnicity was self-reported by parents. The race/ethnicity of a parent may differ from the race/ethnicity of their student. Few parents selected Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native, so those race/ethnicity classifications are included as Other.*

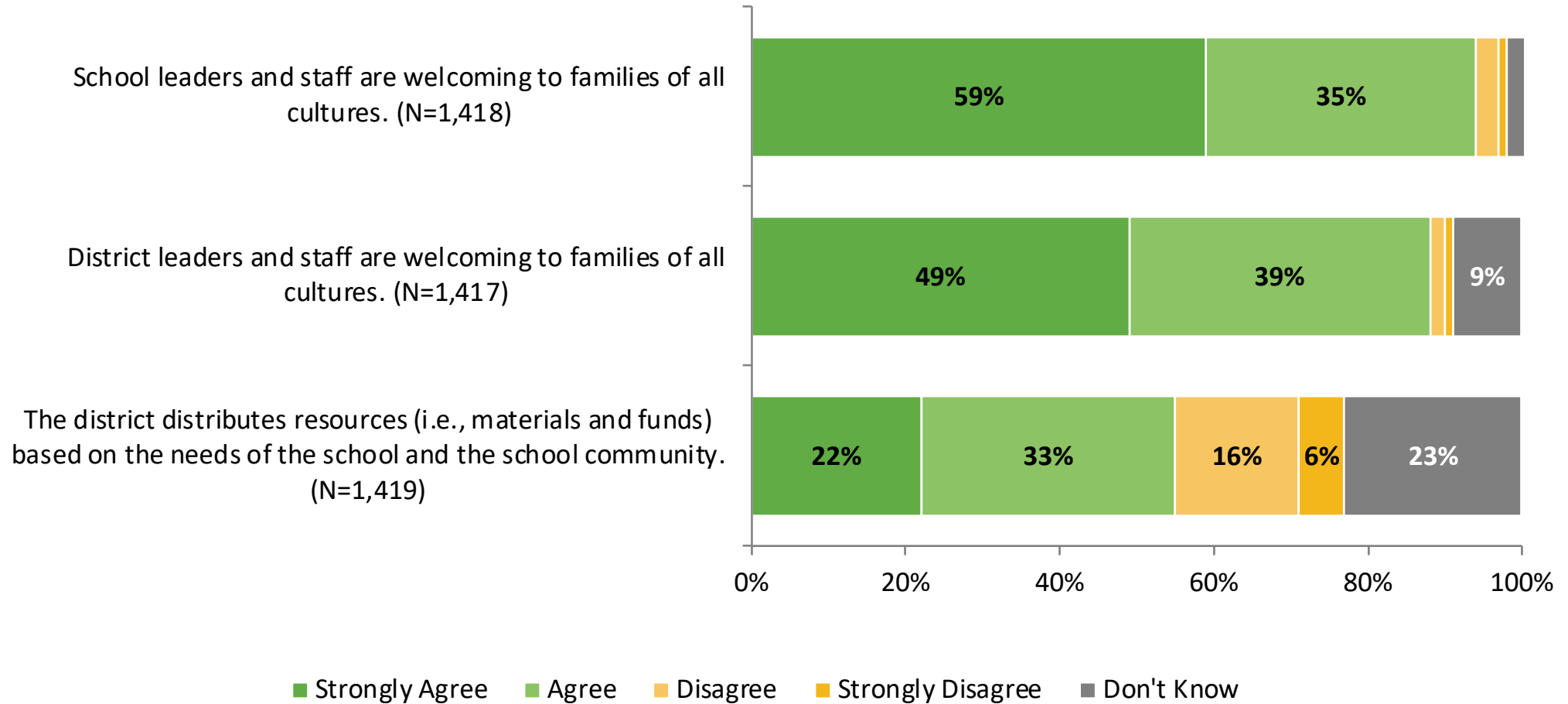
# Equity

How strongly do you disagree or agree with the following statements?



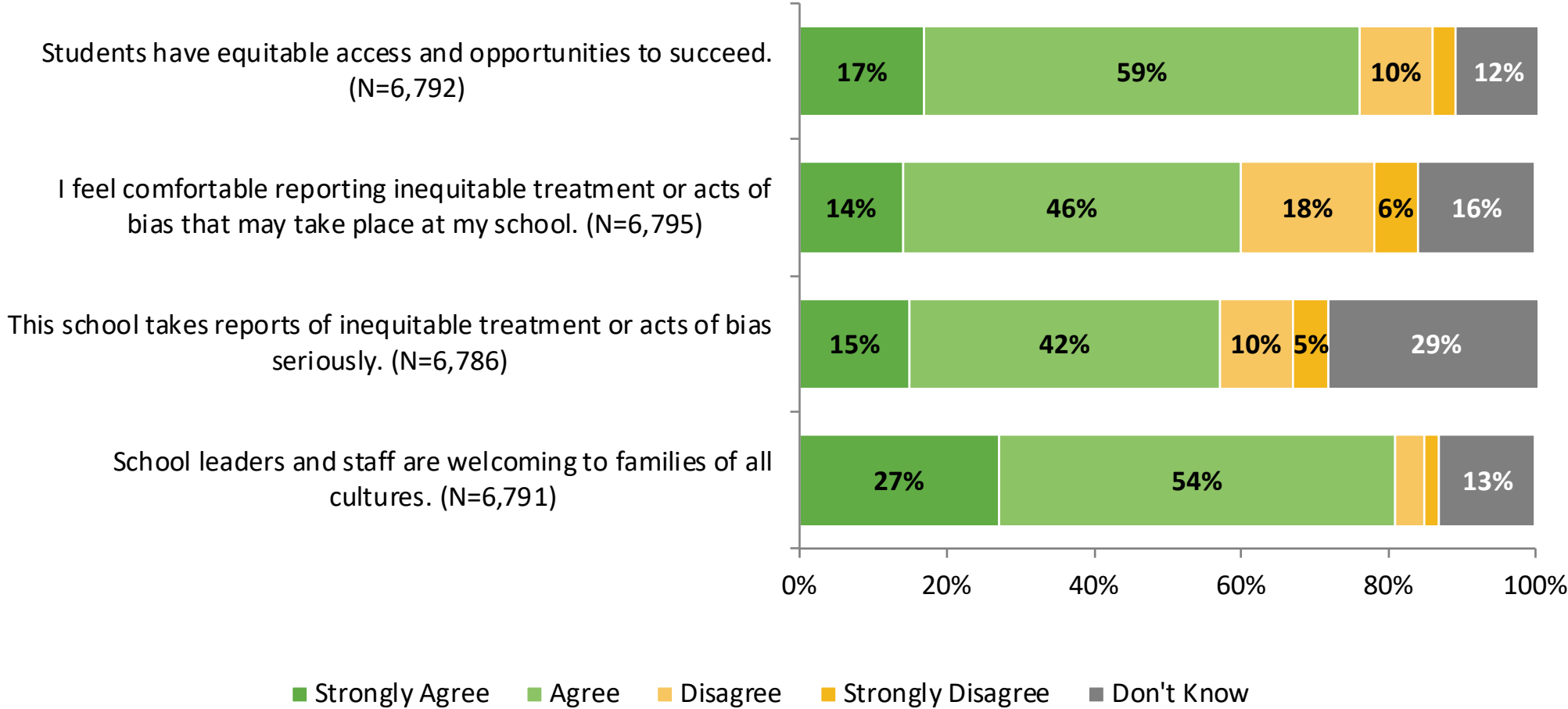
# Equity (Continued)

How strongly do you disagree or agree with the following statements?



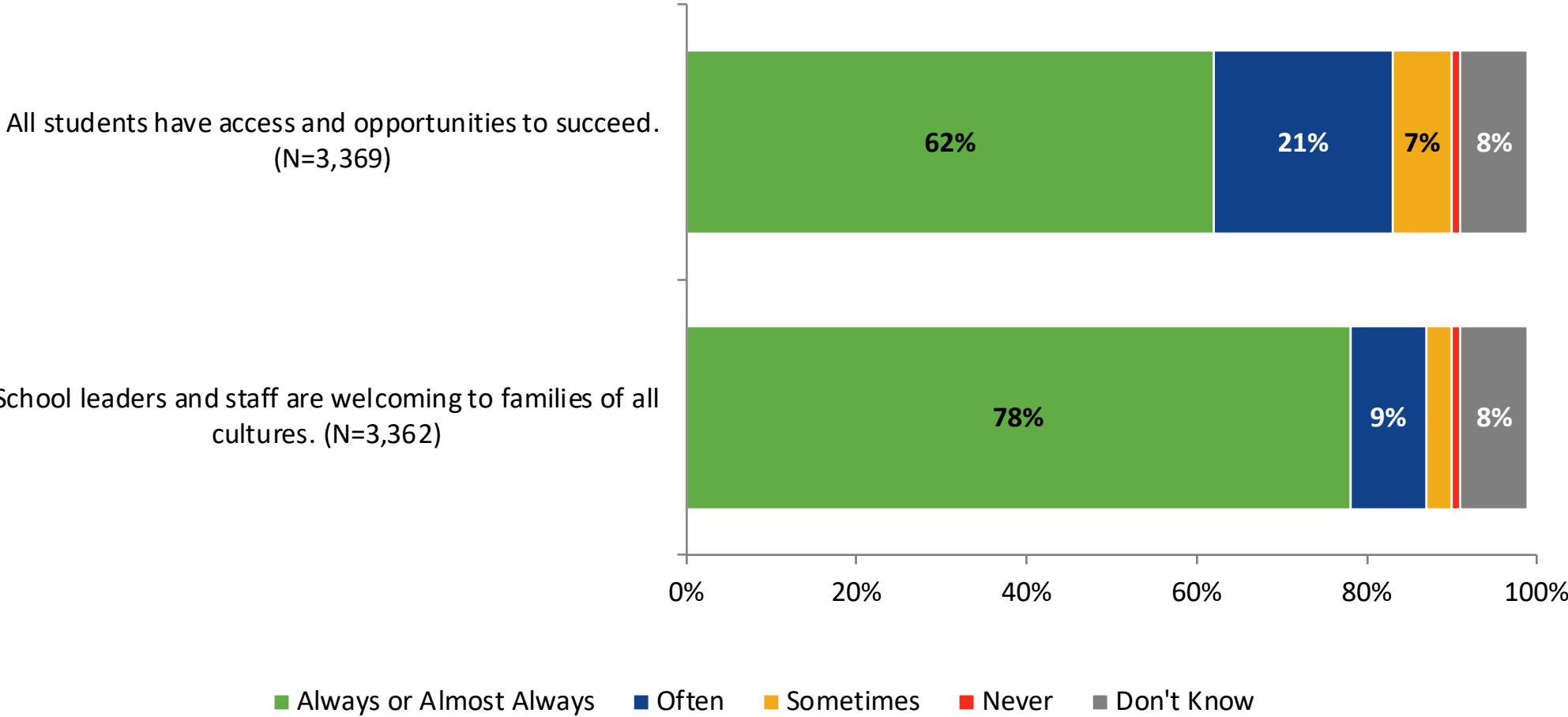
# Equity

How strongly do you disagree or agree with the following statements?



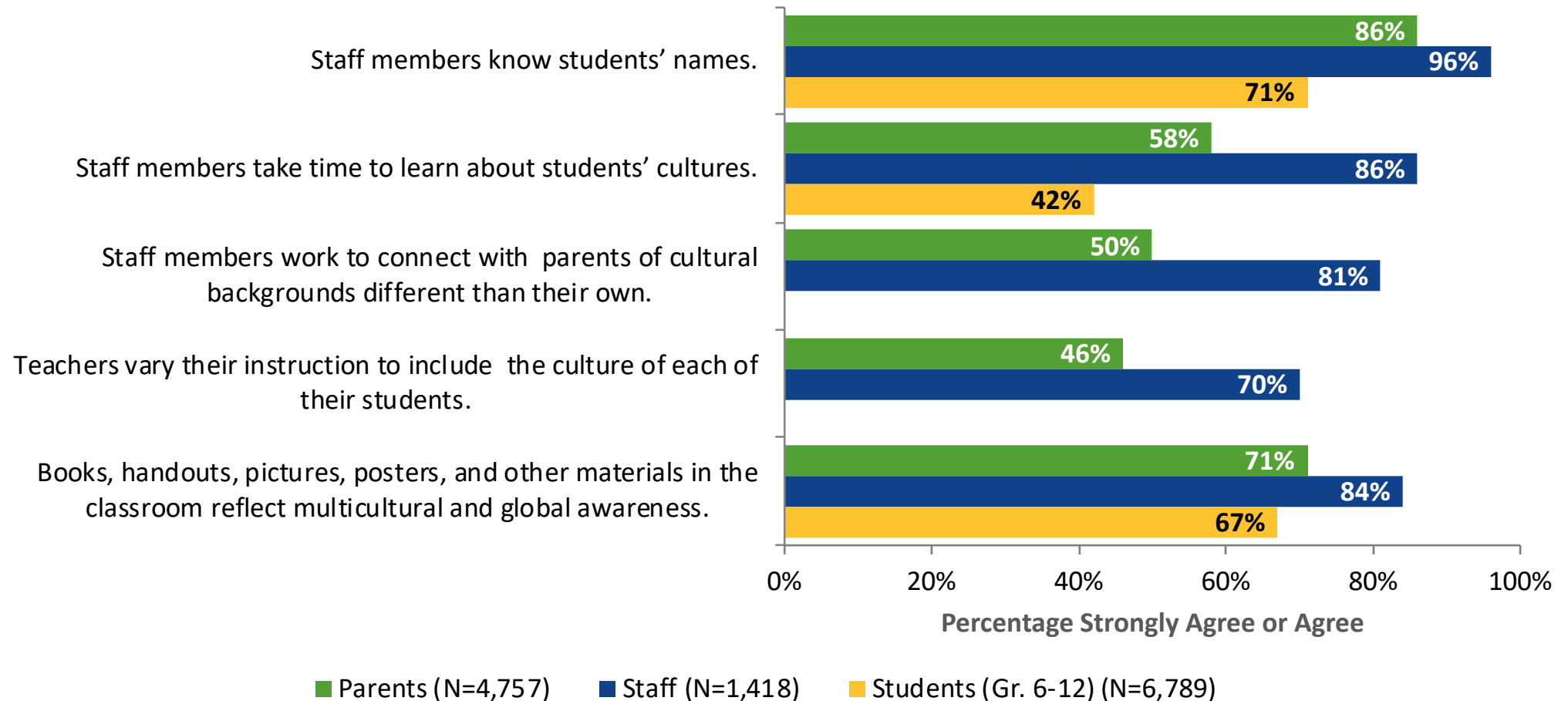


# Equity



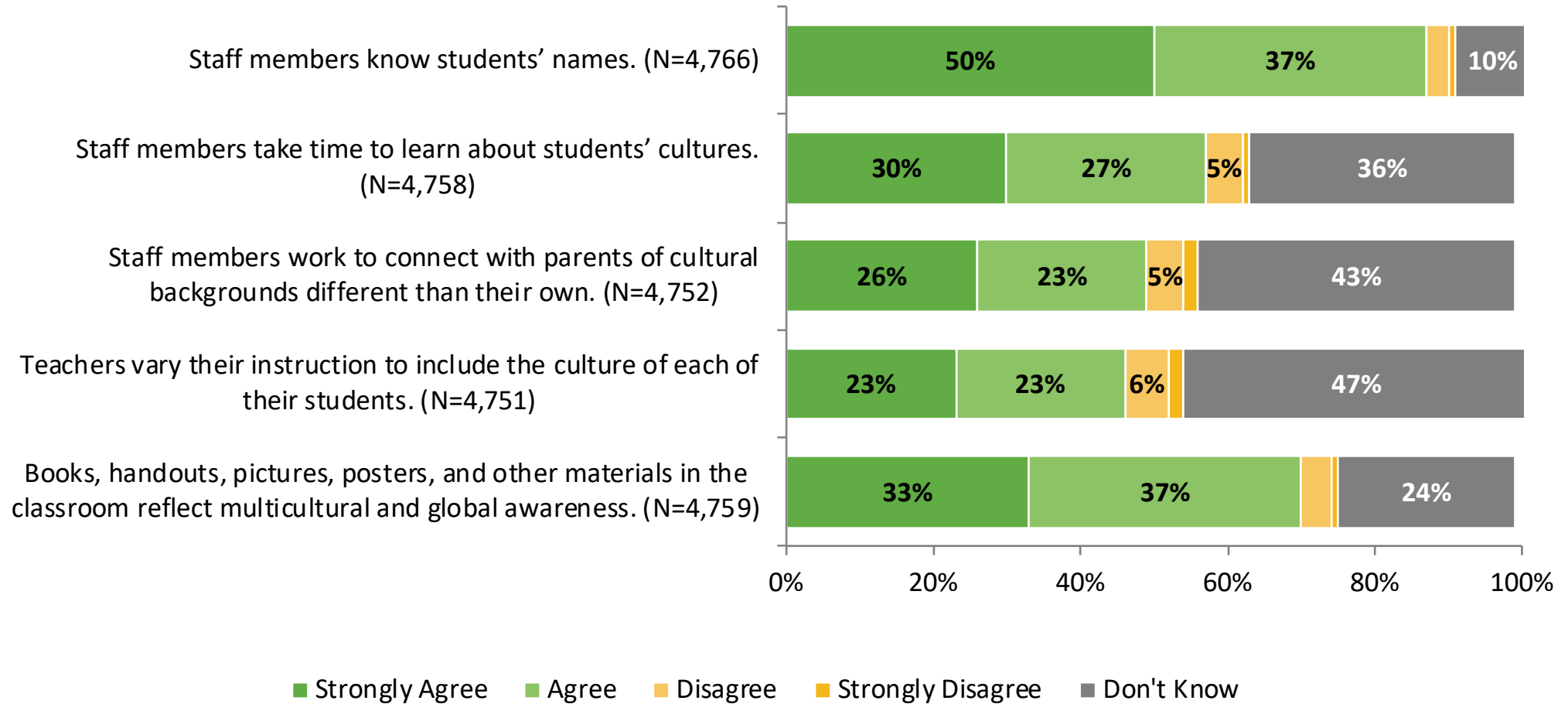
# Cultural Relevancy: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



# Cultural Relevancy

How strongly do you disagree or agree with the following statements?



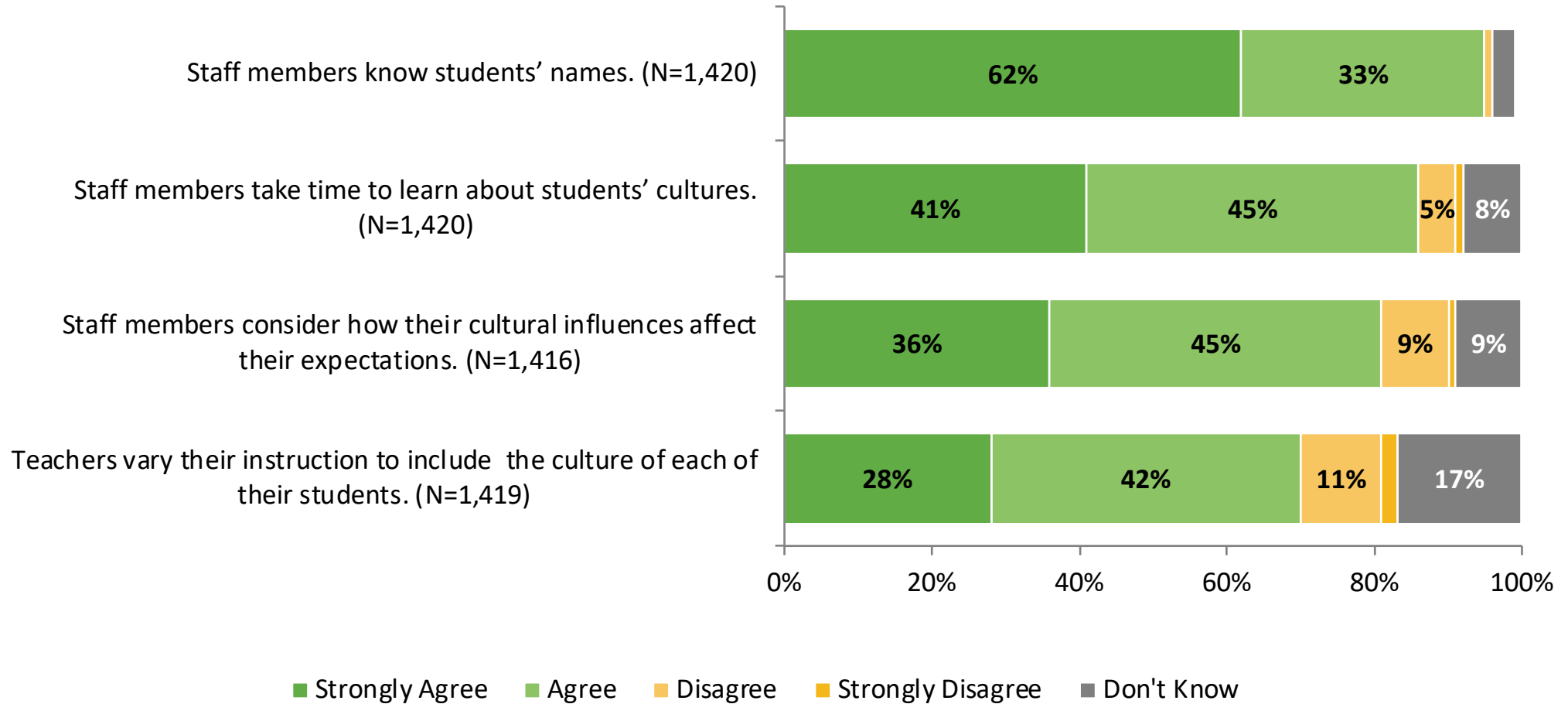
## Cultural Relevancy: Comparison by Race/Ethnicity

Survey Item	Asian	Black	Multiracial	Hispanic	White	Other
	<b>Percentage Strongly Agree or Agree</b>					
Staff members know students' names.	84%	85%	85%	83%	88%	72%
Staff members take time to learn about students' cultures.	67%	58%	57%	60%	57%	56%
Staff members work to connect with parents of cultural backgrounds different than their own.	66%	52%	47%	63%	46%	56%
Teachers vary their instruction to include the culture of each of their students.	61%	50%	43%	59%	42%	50%
Books, handouts, pictures, posters, and other materials in the classroom reflect multicultural and global awareness.	81%	67%	69%	77%	71%	78%

*Note: Race/ethnicity was self-reported by parents. The race/ethnicity of a parent may differ from the race/ethnicity of their student. Few parents selected Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native, so those race/ethnicity classifications are included as Other.*

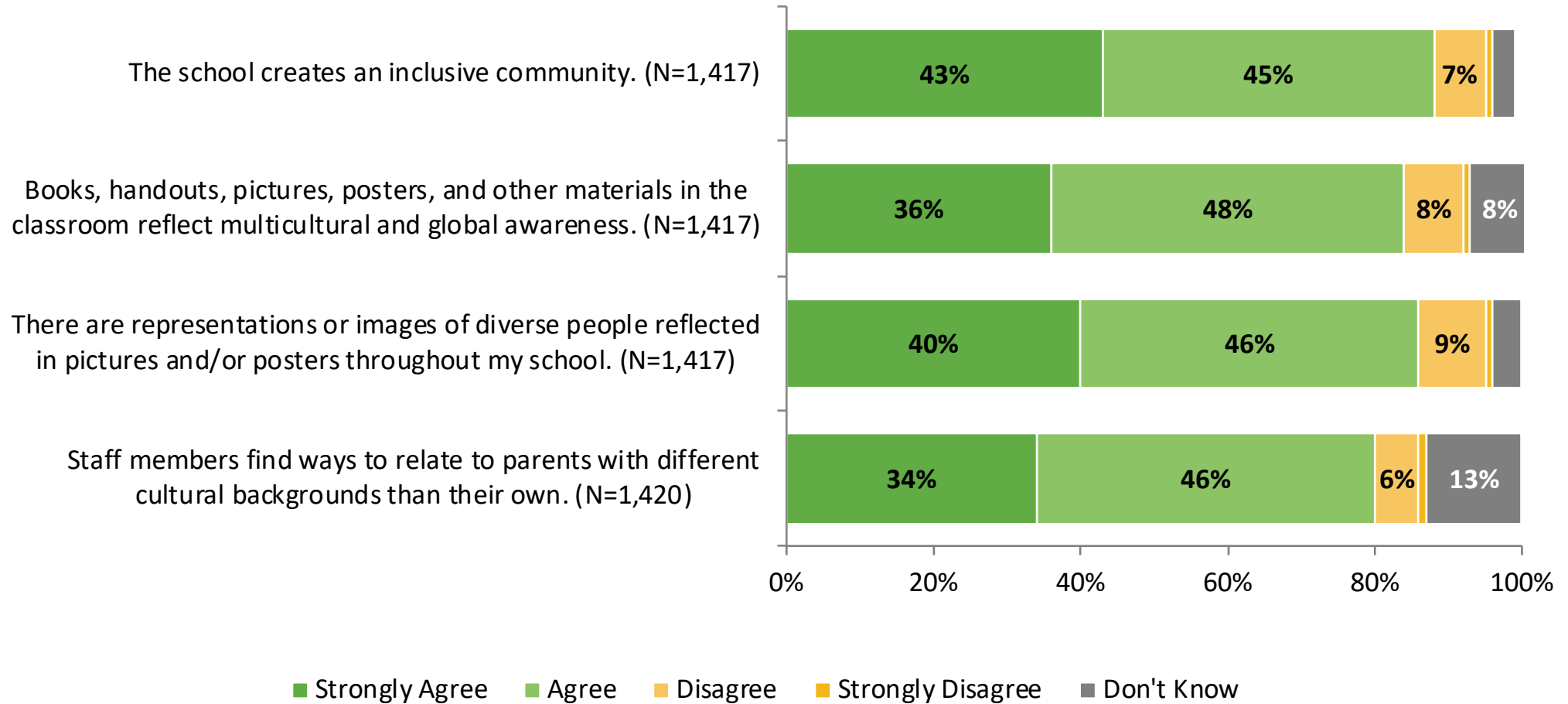
# Cultural Relevancy

How strongly do you disagree or agree with the following statements?



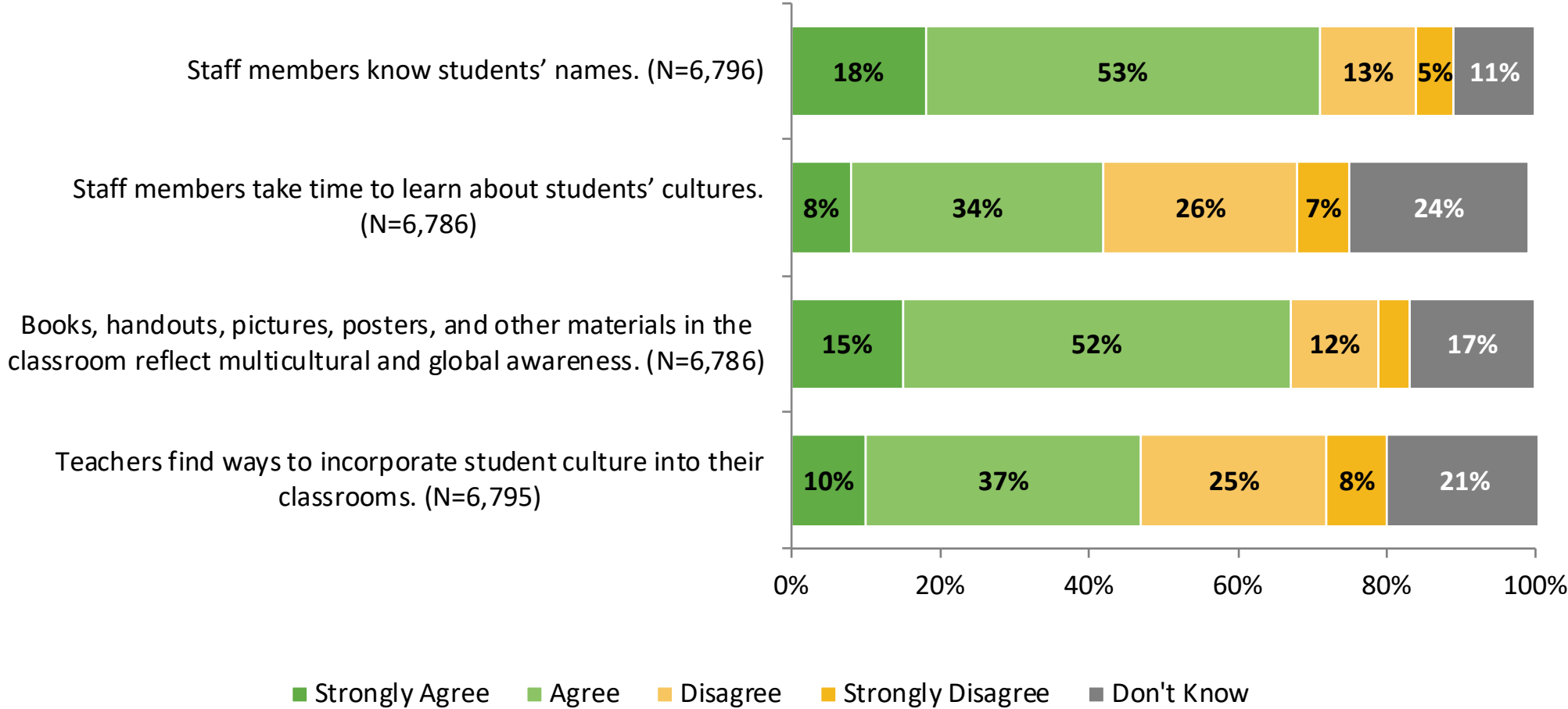
# Cultural Relevancy (Continued)

How strongly do you disagree or agree with the following statements?

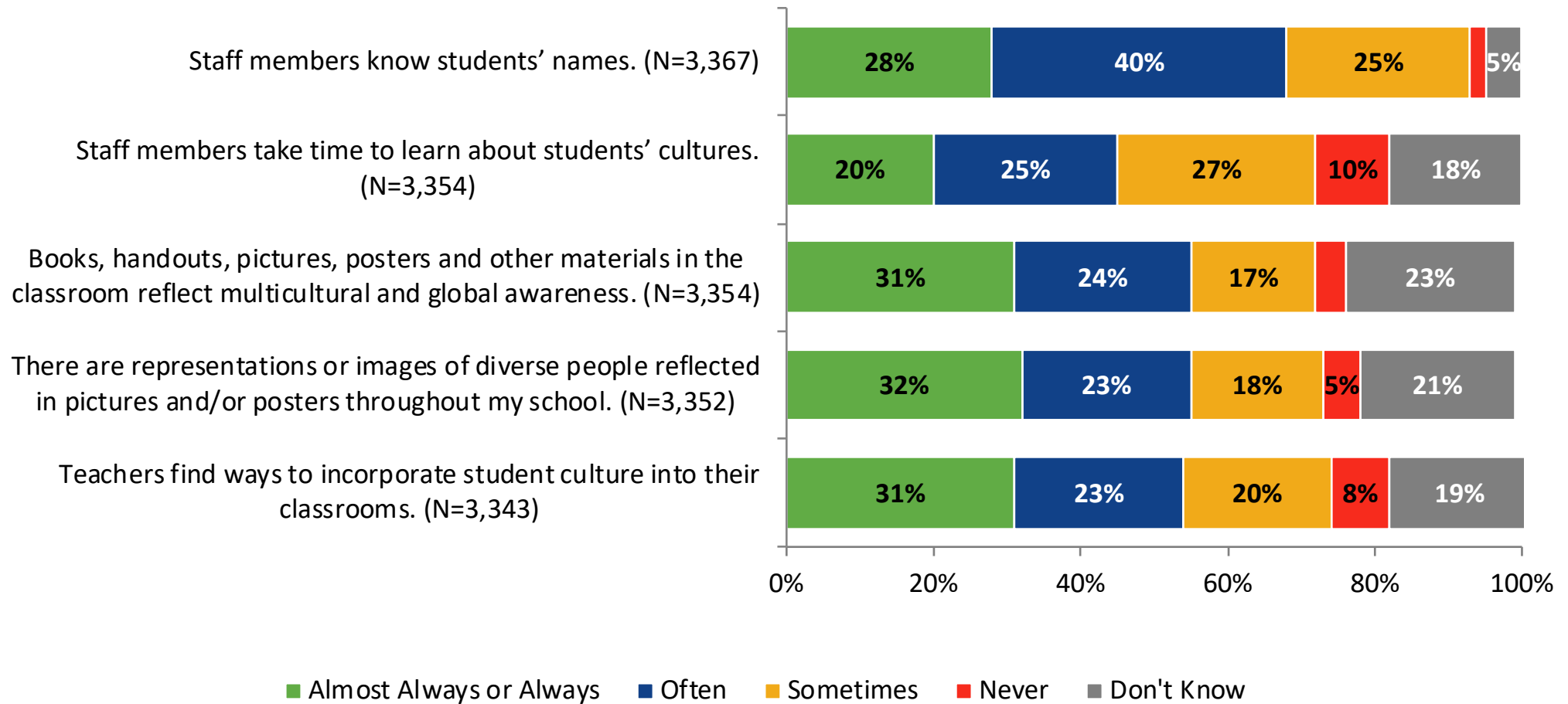


# Cultural Relevancy

How strongly do you disagree or agree with the following statements?



# Cultural Relevancy





# Highest & Lowest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Quality Topic
Families are informed about school-sponsored activities, such as curriculum night, after-school programs, and student performances.	95%	Family Involvement
This school encourages families to volunteer.	93%	Family Involvement
I feel welcome at my child's school.	91%	Family Involvement
Staff members and families treat each other with respect.	90%	Family Involvement
When there is an unusual situation at school, the school/district provides timely notification to parents through phone, email, website, etc.	89%	Safety and Behavior

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Quality Topic
I am aware of the district's policies and procedures for responding to inequitable treatment or acts of bias for students, staff, and families.	25%	Equity
This school meets the needs of all students.	22%	Academic Support
Teachers give timely feedback about student work.	19%	Academic Support
Teachers give helpful feedback about student work.	18%	Academic Support
Students in this school receive support that addresses their individual needs.	18%	Student Support

# Highest & Lowest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Quality Topic
Staff members know students' names.	96%	Cultural Relevancy
Families are informed about school-sponsored activities, such as curriculum night, after-school programs, and student performances.	95%	Family Involvement
Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter).	95%	Safety and Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	94%	Student Support
Students are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter).	94%	Safety and Behavior

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Quality Topic
This school meets the needs of all students.	34%	Academic Support
Discipline is enforced fairly.	33%	Safety and Behavior
Parent representation on school committees accurately reflects the student body.	30%	Family Involvement
The school grounds are well kept.	28%	Safety and Behavior
Students in this school receive support that addresses their mental health needs.	28%	Student Support

## Highest & Lowest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Quality Topic
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	90%	Student Support
Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter).	90%	Safety and Behavior
I have many opportunities to be part of classroom discussion and activities.	88%	Academic Support
This school offers a variety of academic courses.	85%	Academic Support
This school offers students a variety of extracurricular activities.	85%	Student Support

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Quality Topic
Classroom activities are related to my personal interests.	51%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	49%	Academic Support
Alcohol and other drugs are not a problem in this school.	37%	Safety and Behavior
Staff members take time to learn about students' cultures.	34%	Cultural Relevancy
Teachers find ways to incorporate student culture into their classrooms.	33%	Cultural Relevancy

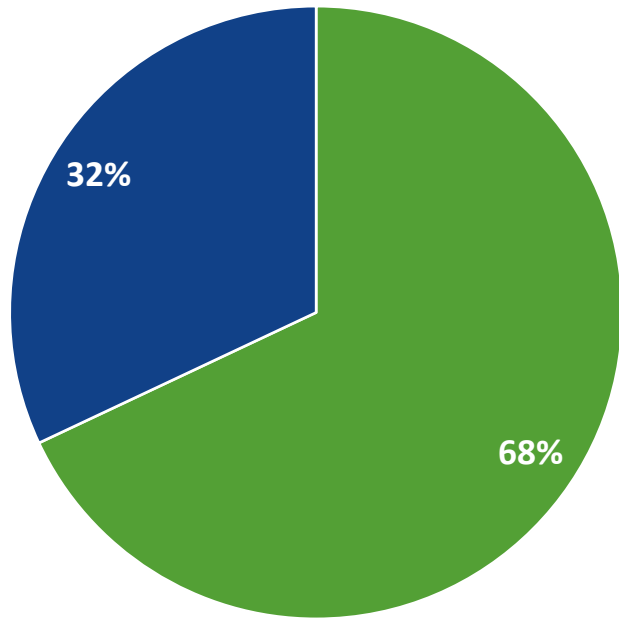
## Highest & Lowest Ranking Indicators

Survey Item	Percentage Almost Always or Always or Often(%)	School Quality Topic
I know my school's safety and security drills.	94%	Safety and Behavior
I know what to do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter).	92%	Safety and Behavior
Teachers expect me to do my very best or put forth my best effort.	89%	Academic Support
I am learning what I need to know to be successful in the next grade.	84%	Academic Support
I feel safe in my school.	82%	Safety and Behavior

Survey Item	Percentage Never or Sometimes (%)	School Quality Topic
My schoolwork is challenging most of the time.	65%	Academic Support
Classroom activities are related to my personal interests.	52%	Academic Support
My family is asked to volunteer at school.	44%	Family Involvement
My teachers tell me how well I do on my schoolwork.	43%	Academic Support
My school offers activities after school that I am interested in.	40%	Student Support

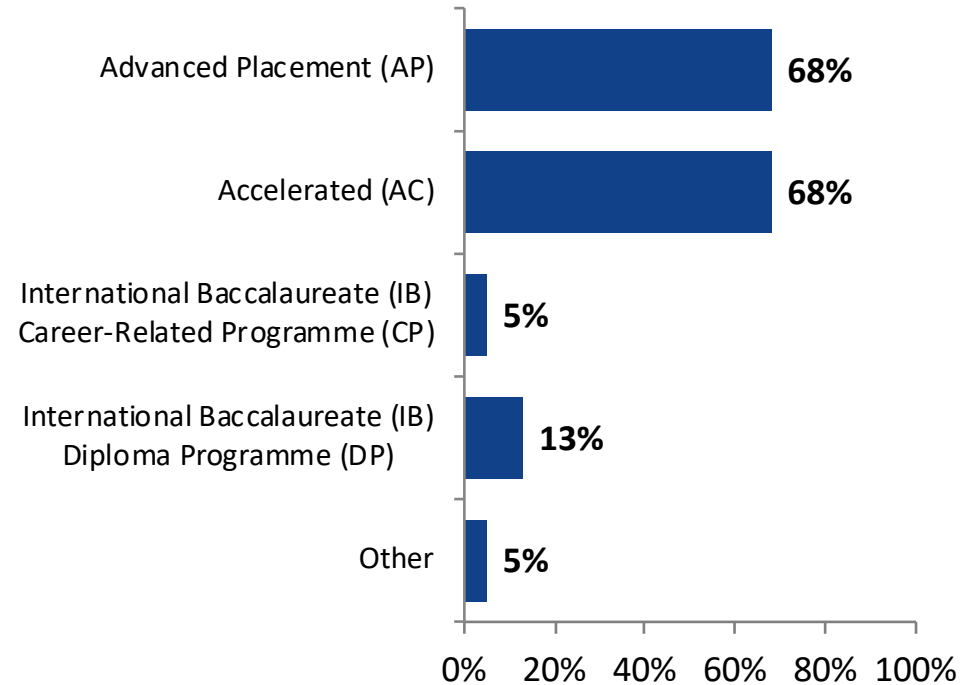
# Participation in Advanced Classes

Does your child participate in advanced classes?  
(N=1,286)



■ Yes ■ No

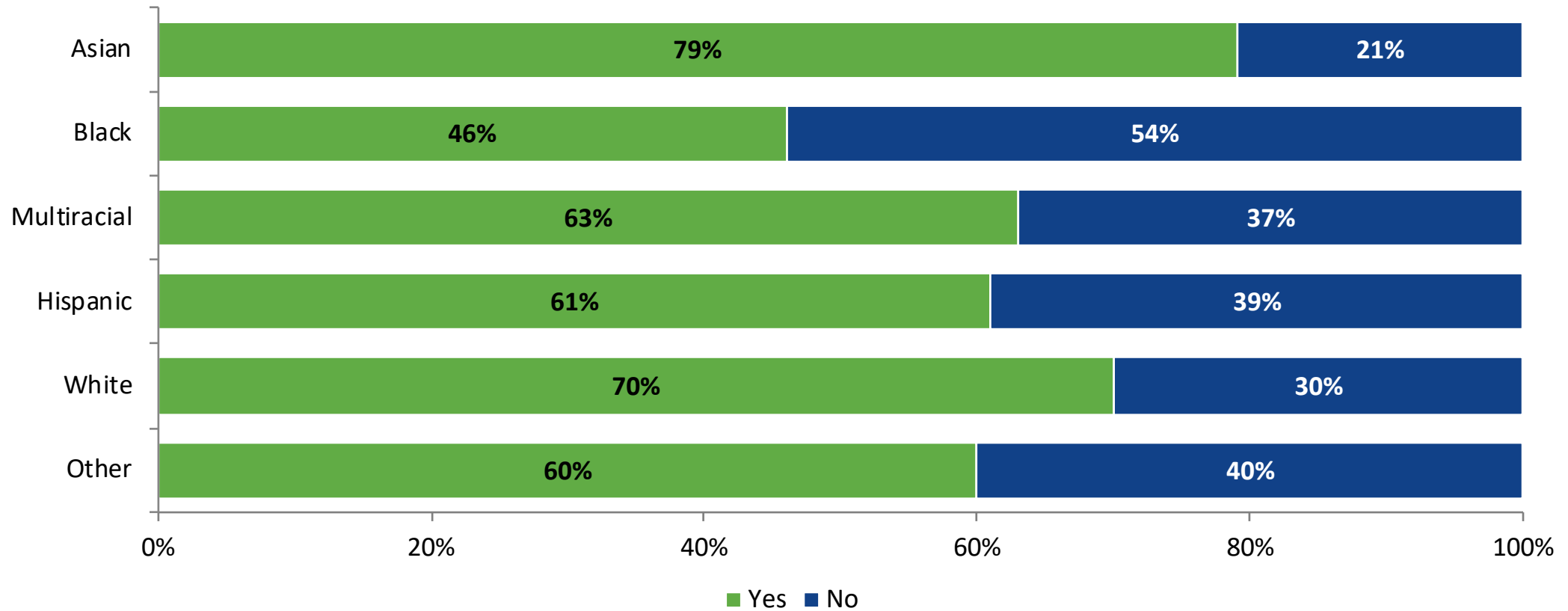
Which of the following advanced classes does your child participate in? Please select all that apply.  
(N=874)



Notes: Only parents who said their child participates in advanced classes were given this question. The sum may exceed 100 percent since participants could select more than one answer.

# Participation in Advanced Classes: Comparison by Race/Ethnicity

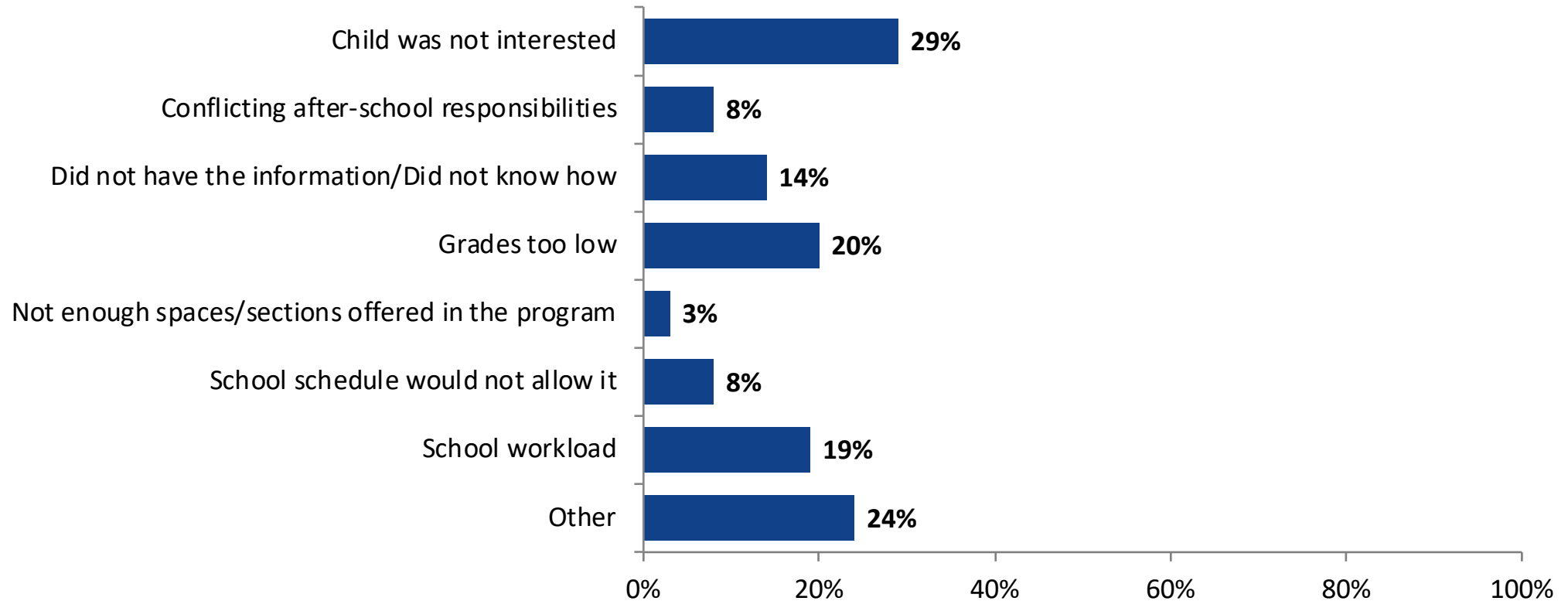
Does your child participate in advanced classes? (N=1,286)



Note: Race/ethnicity was self-reported by parents. The race/ethnicity of a parent may differ from the race/ethnicity of their student. Few parents selected Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native, so those race/ethnicity classifications are included as Other.

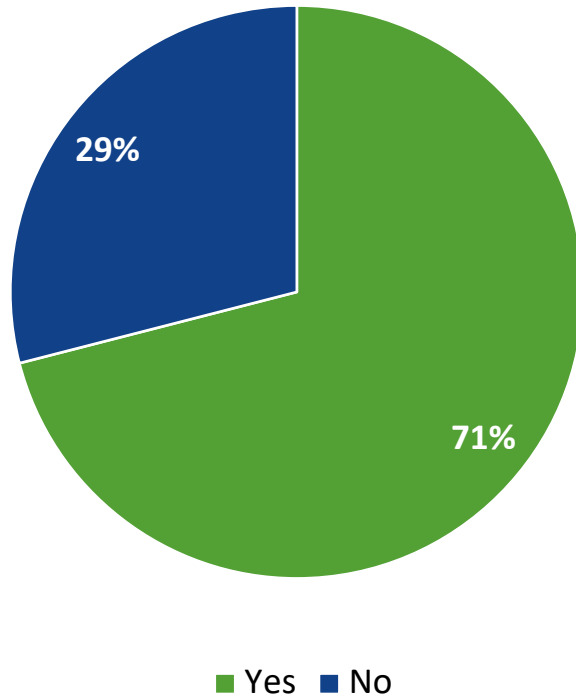
## Participation in Advanced Classes (Continued)

Which of the following best describes your child's reasons for not participating in advanced classes? (N=404)

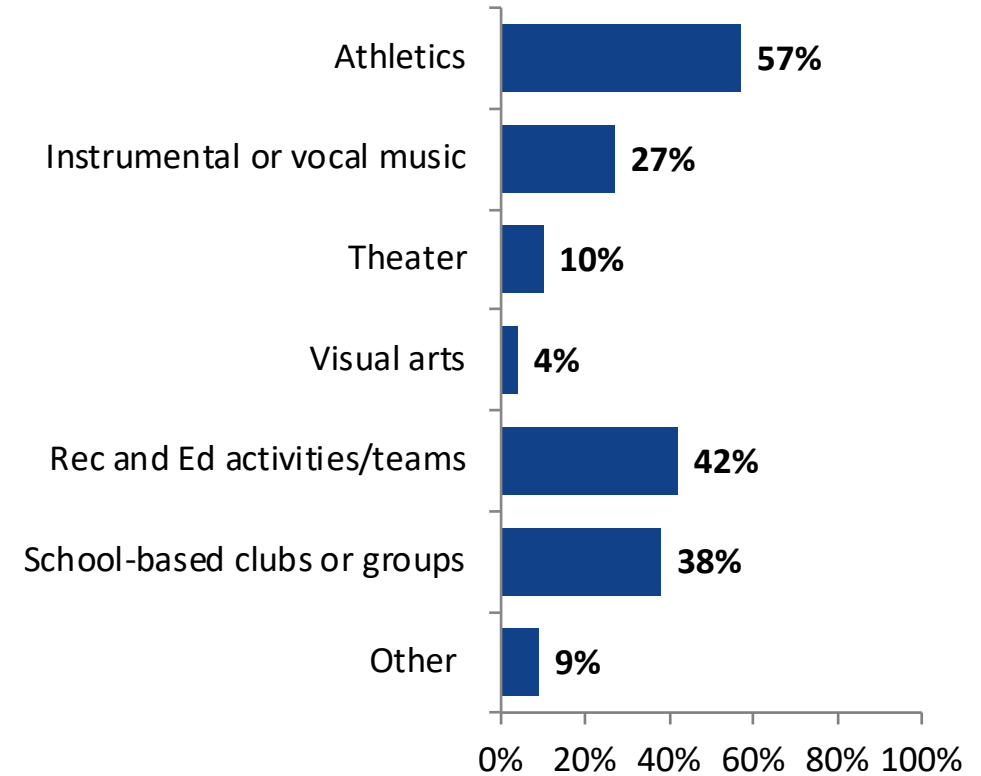


# Participation in After-school Activities

Does your child participate in after-school activities (e.g., athletics, performing arts, visual arts, etc.)?  
(N=4,774)



Which ones? (N=3,400)

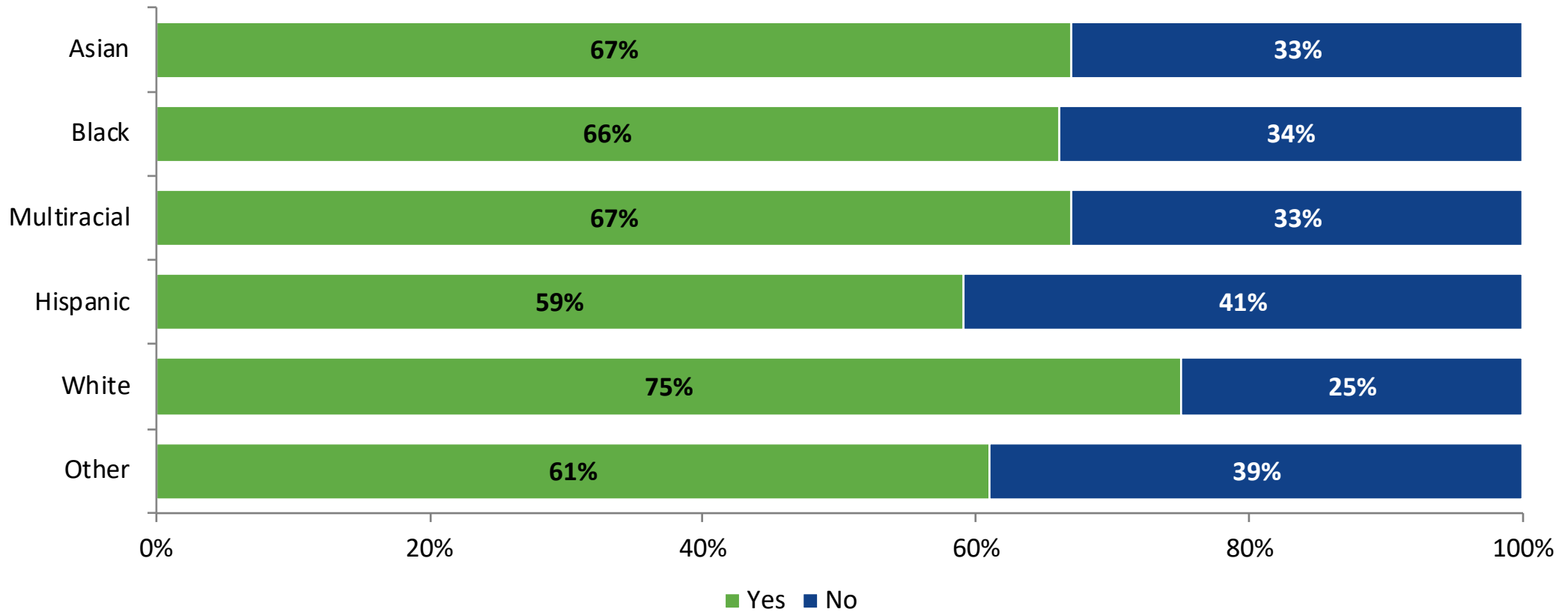


Notes: Only parents who said their child participates in after-school activities were given this question. The sum may exceed 100 percent since participants could select more than one answer.



# Participation in After-school Activities (Continued)

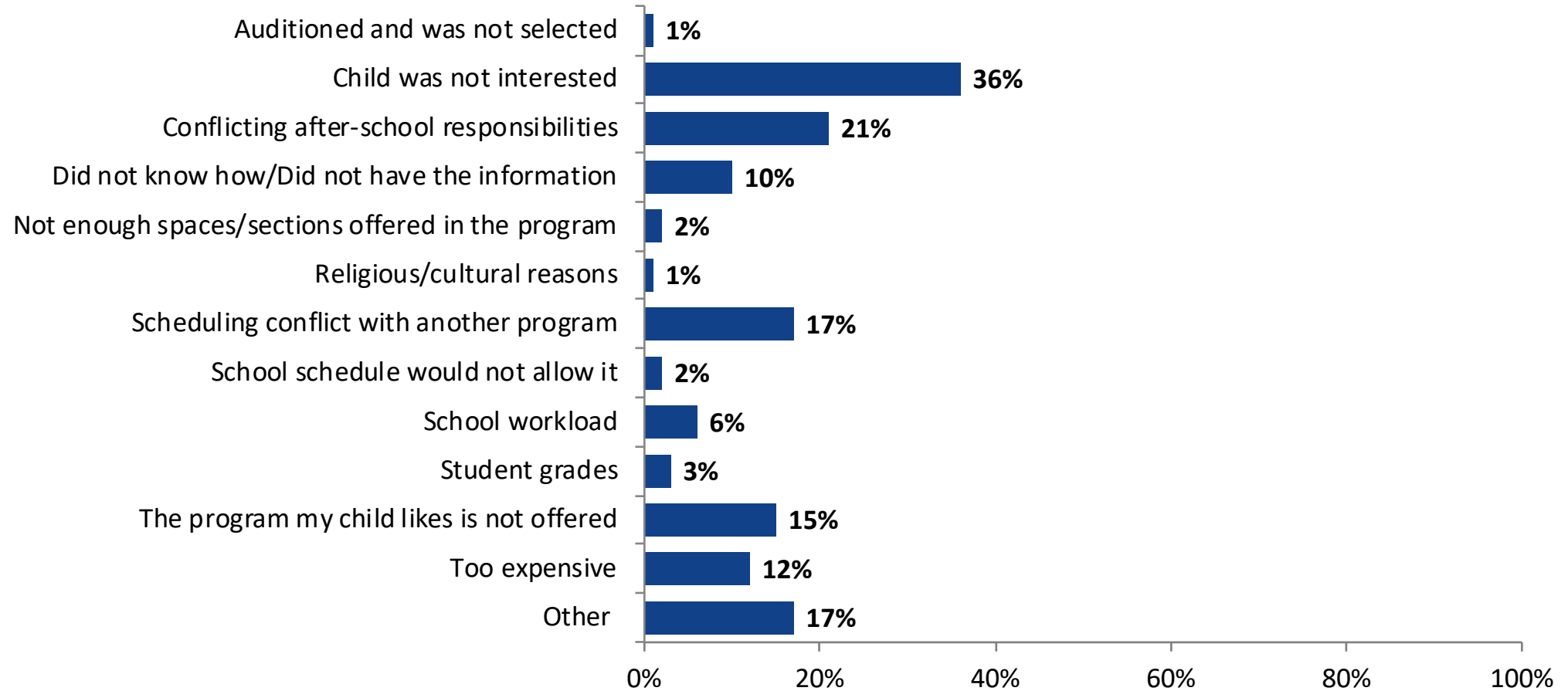
Does your child participate in after-school activities? (N=4,774)



Notes: Race/ethnicity was self-reported by parents. The race/ethnicity of a parent may differ from the race/ethnicity of their student. Few parents selected Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native, so those race/ethnicity classifications are included as Other.

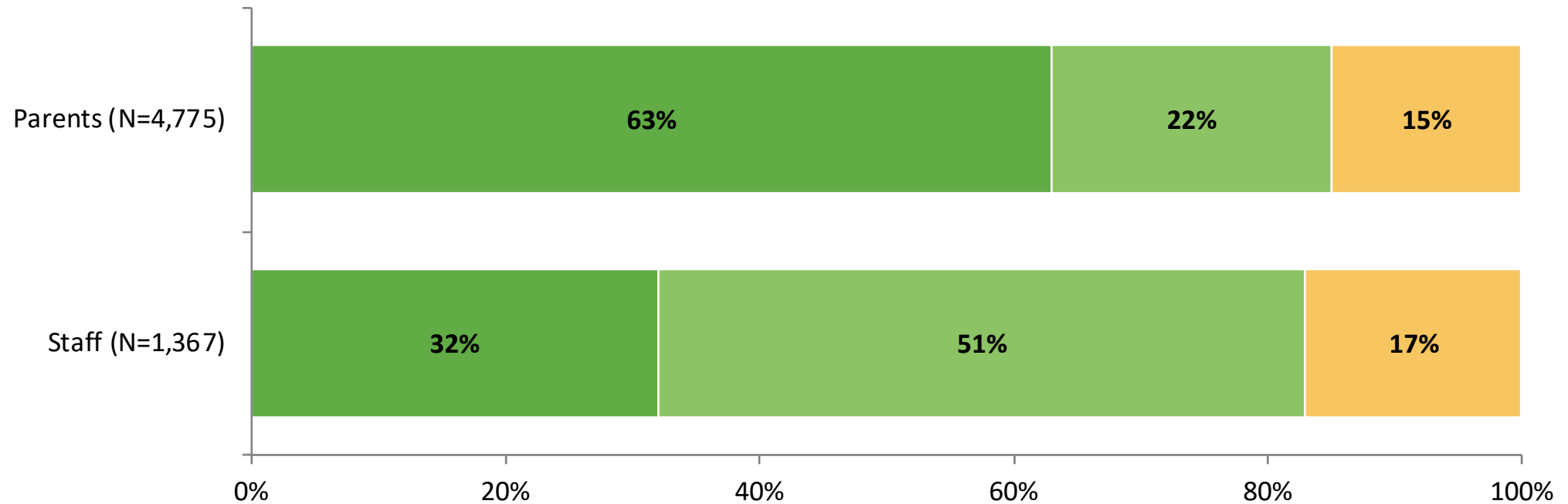
## Participation in After-school Activities (Continued)

Which of the following best describes your child's reasons for not participating in after-school activities? (N=1,333)



# Inclement Weather

Please indicate your preferences regarding the use of a two-hour delay during short-term, early-morning inclement weather.

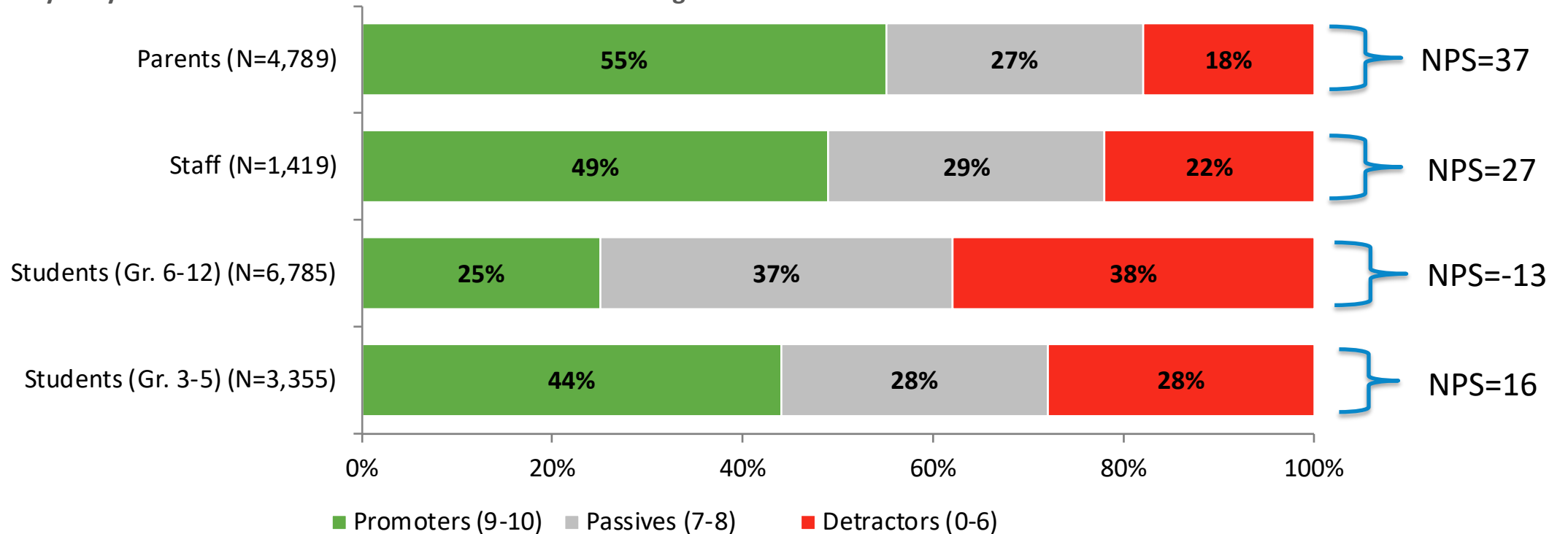


- I am in favor of a two-hour delay when weather conditions are likely to improve.
- I am not in favor of a two-hour delay and prefer that school be closed in the event of inclement weather.
- I have no preference regarding a two-hour delay.

# Net Promoter Score — School

The school net promoter score (NPS) serves as a proxy for public confidence in AAPS schools and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting AAPS schools than detracting from them.

How likely are you to recommend this school to a friend or colleague?

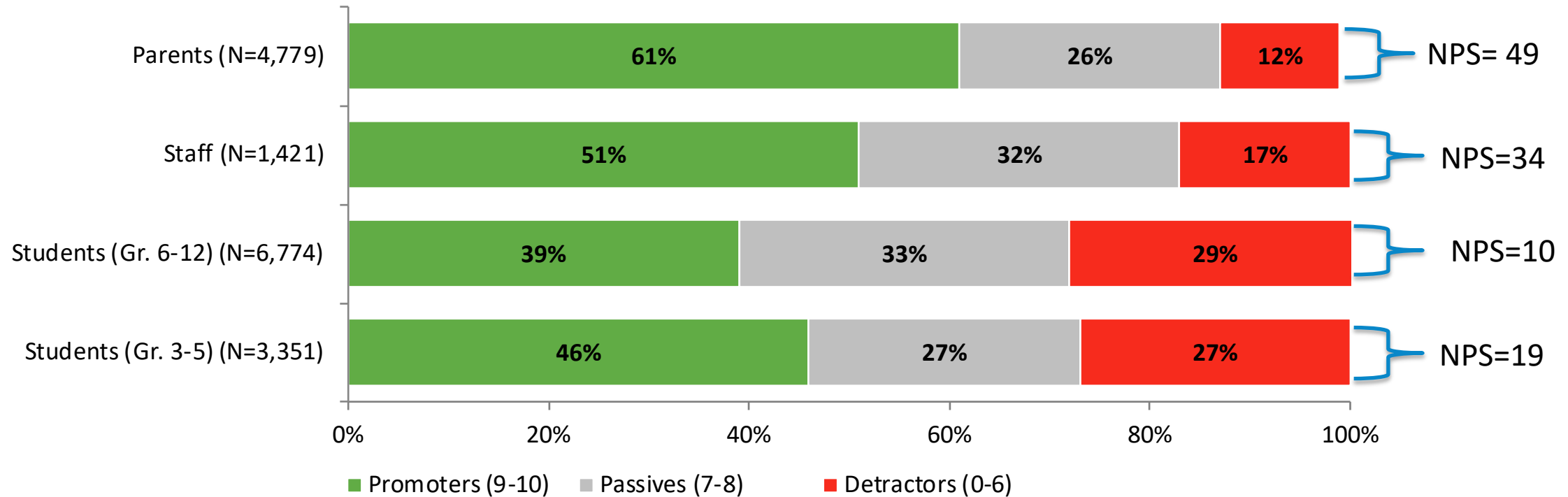


Note: Participants were asked how likely they were to recommend their school to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.

# Net Promoter Score — District

The district net promoter score (NPS) serves as a proxy for public confidence in the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it.

How likely are you to recommend Ann Arbor Public Schools to a friend or colleague?



Note: Participants were asked how likely they were to recommend Ann Arbor Public Schools to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.

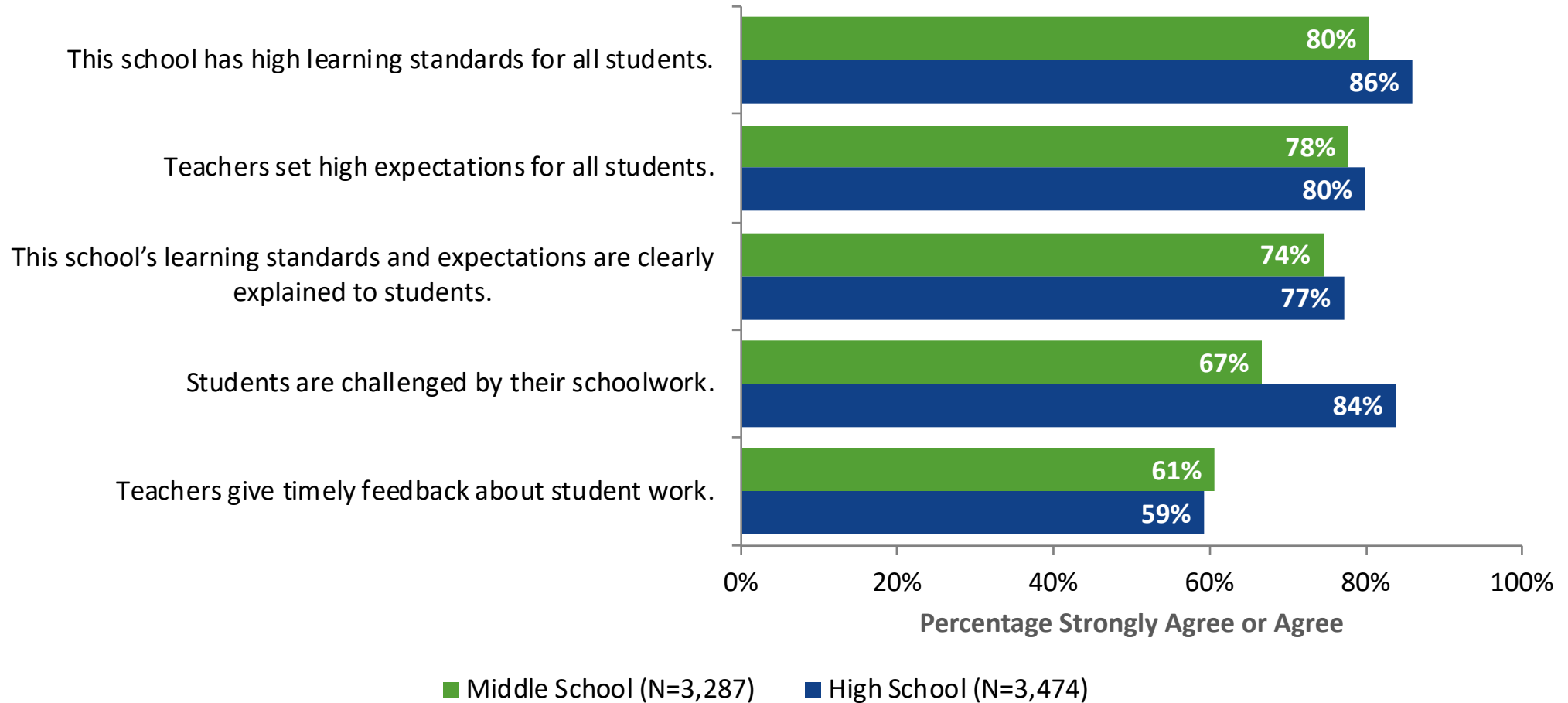
## Appendix I.

# Comparison of Data by School Level for Secondary Students

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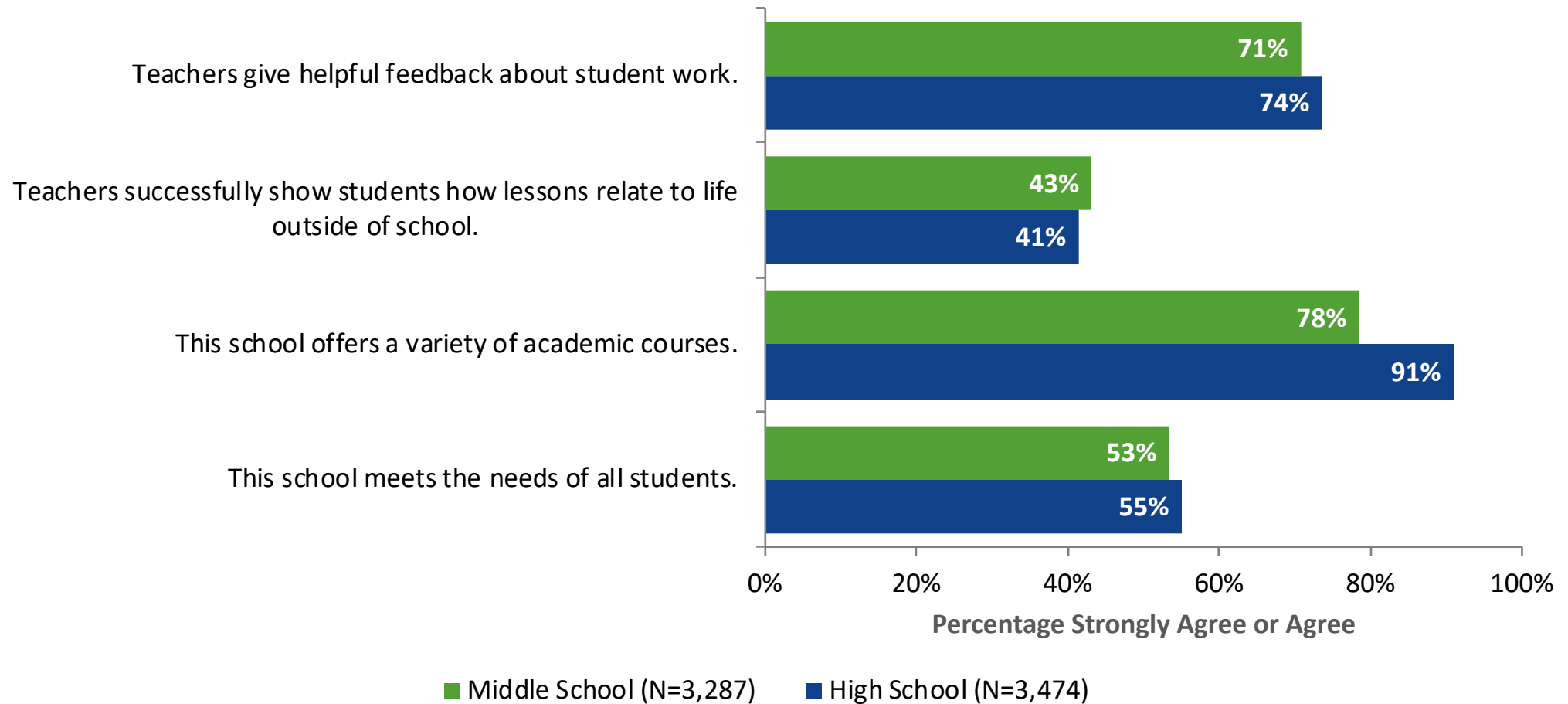
## Academic Support: Comparison by School Level

How strongly do you disagree or agree with the following statements?



## Academic Support: Comparison by School Level (Continued)

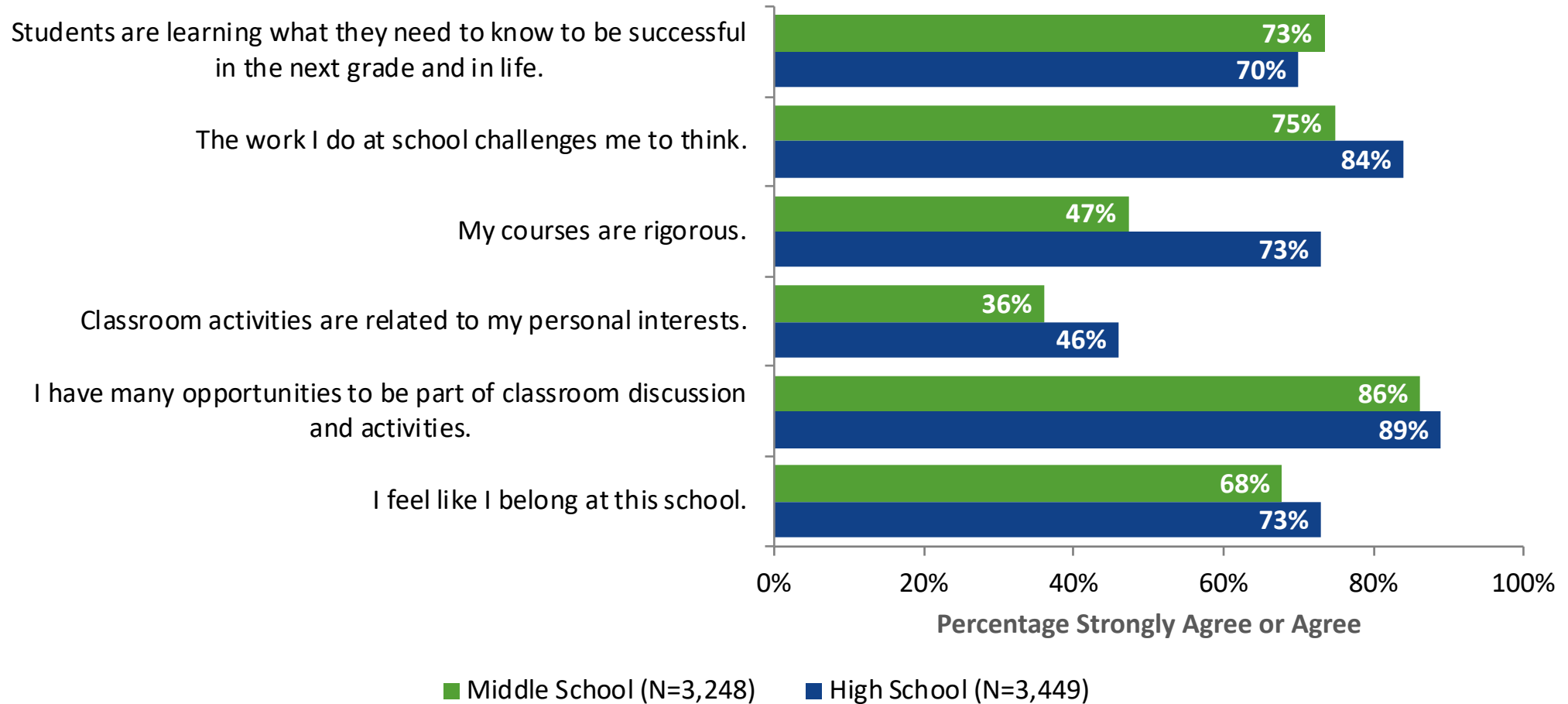
How strongly do you disagree or agree with the following statements?





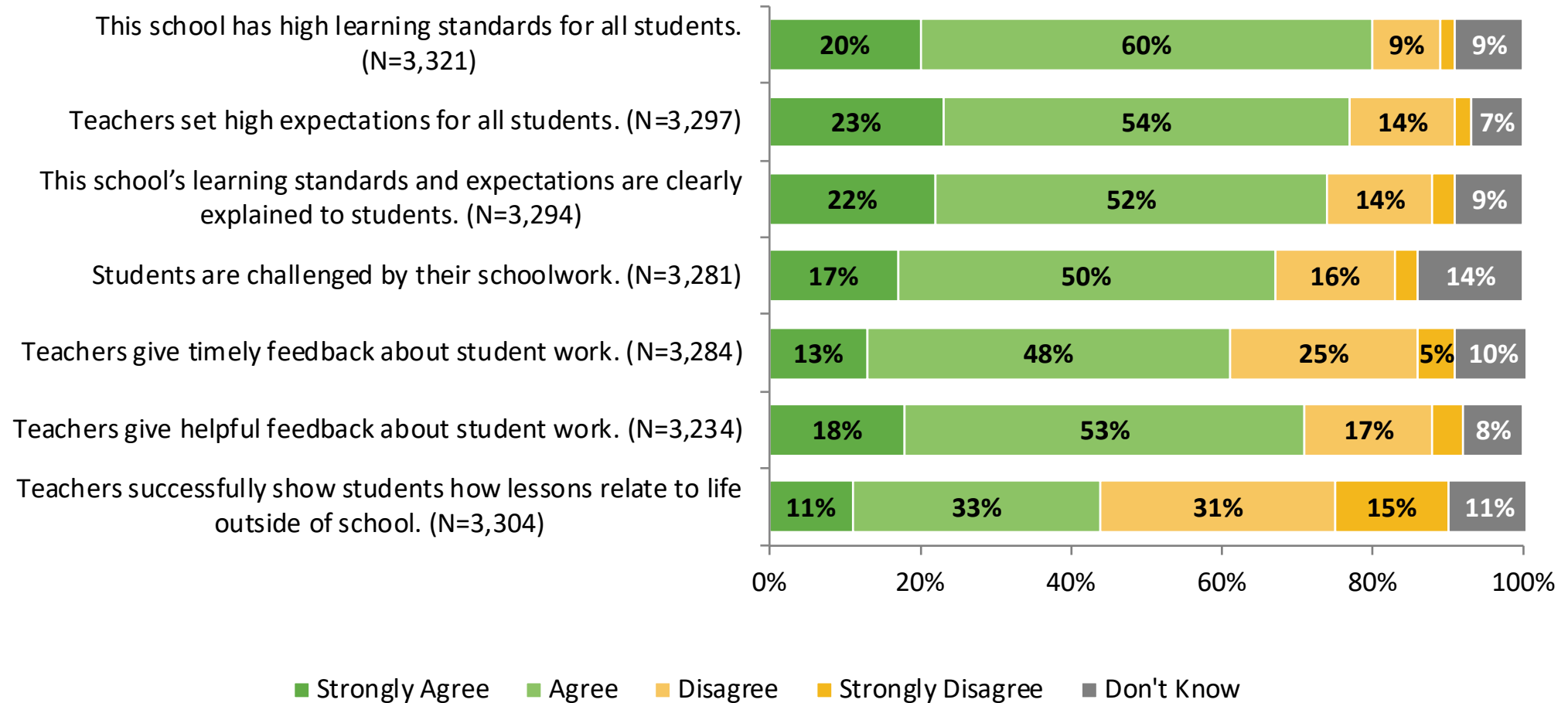
## Academic Support: Comparison by School Level (Continued)

How strongly do you disagree or agree with the following statements?



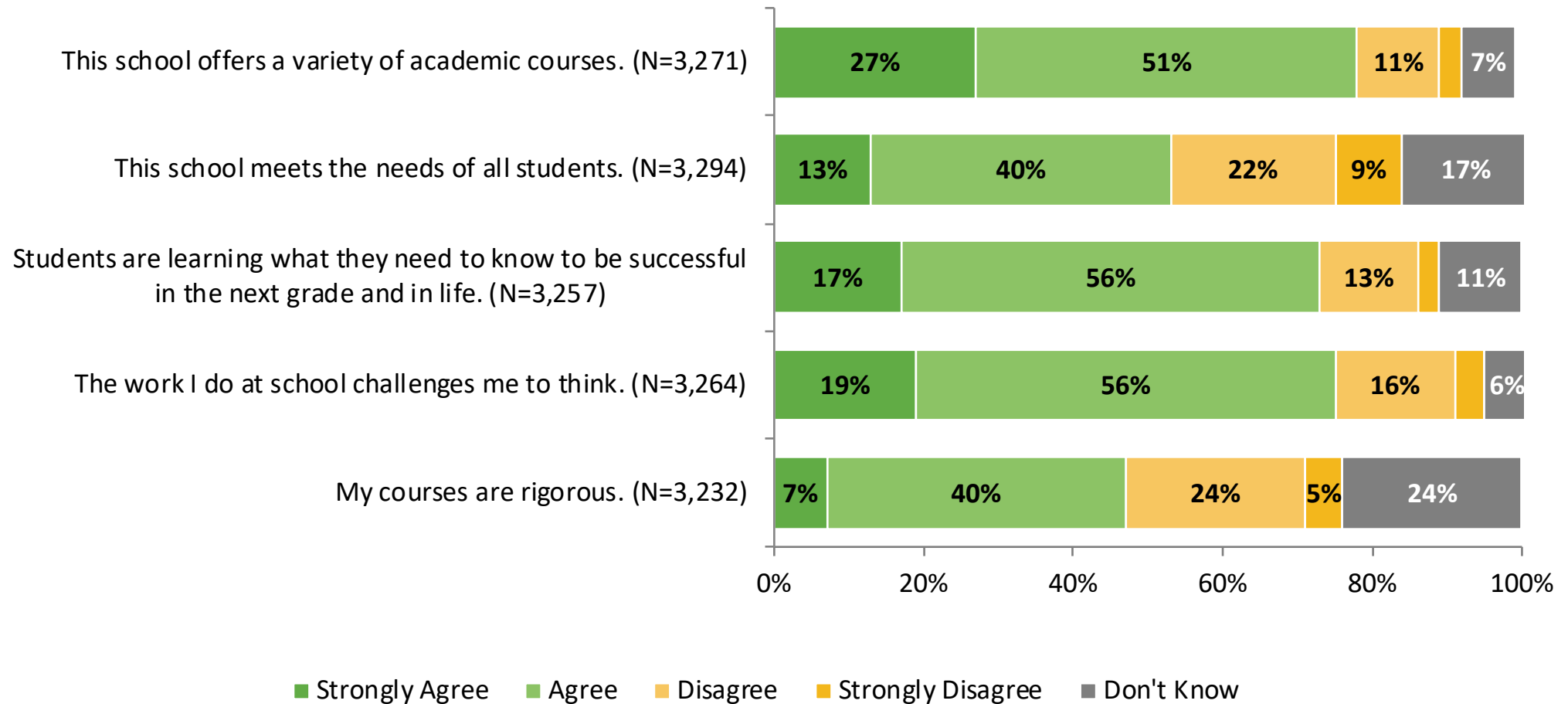
# Academic Support — Middle School

How strongly do you disagree or agree with the following statements?



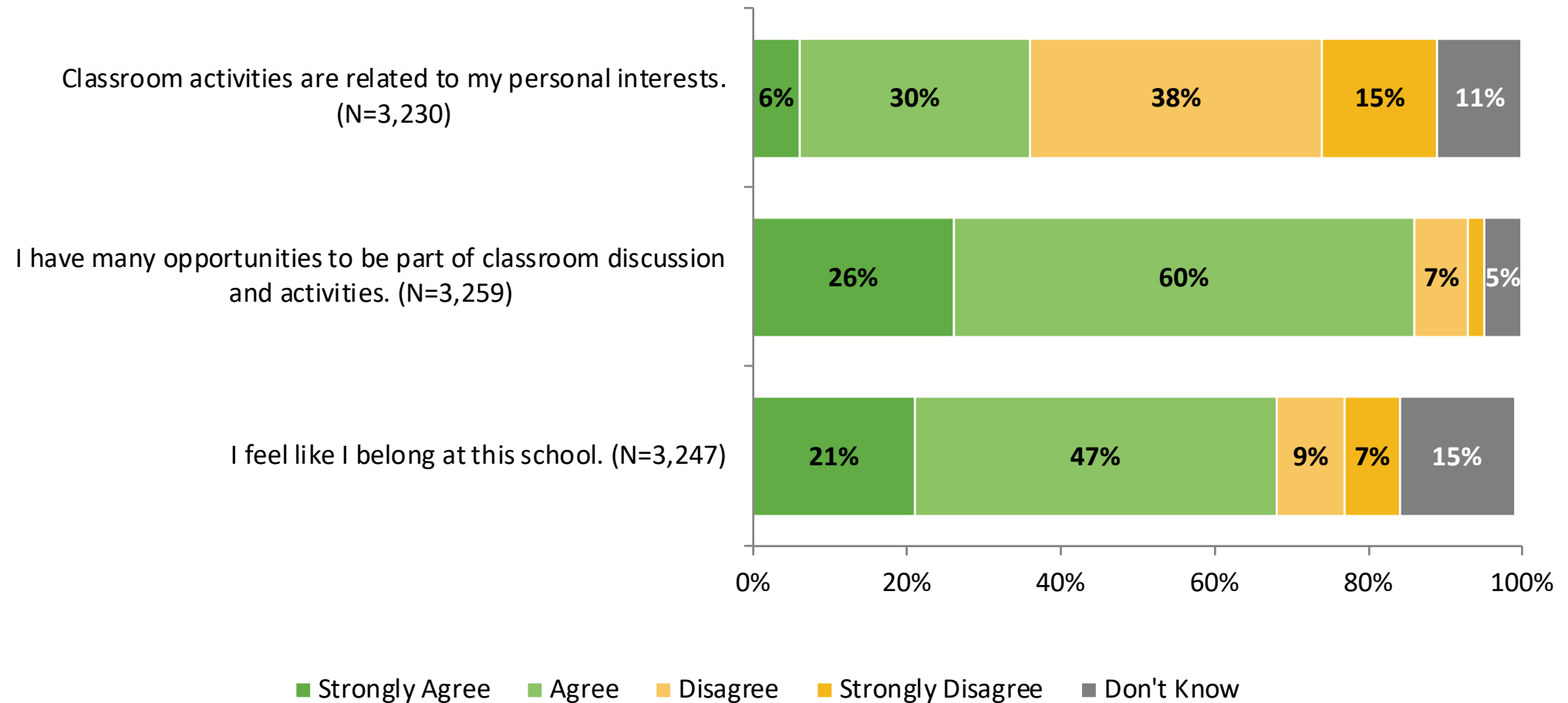
# Academic Support — Middle School (Continued)

How strongly do you disagree or agree with the following statements?



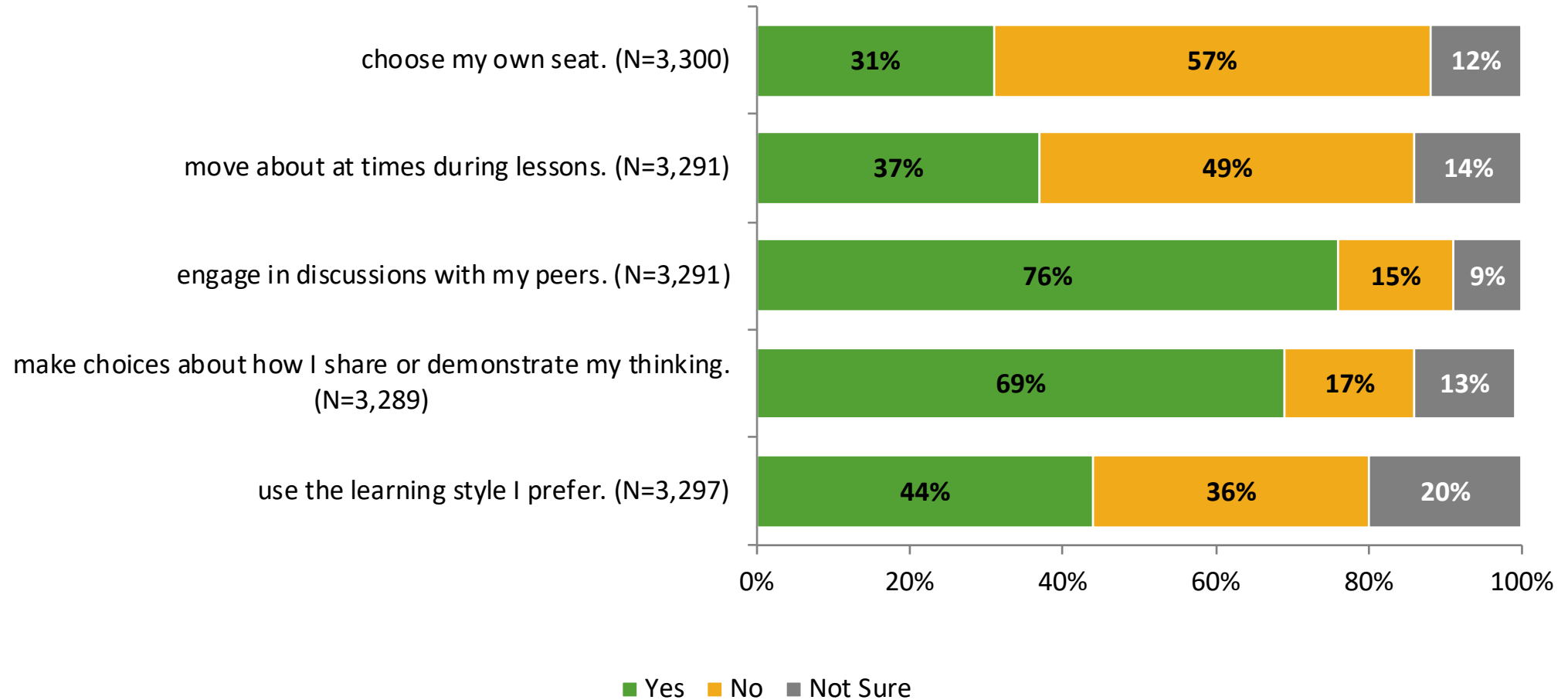
# Academic Support — Middle School (Continued)

How strongly do you disagree or agree with the following statements?



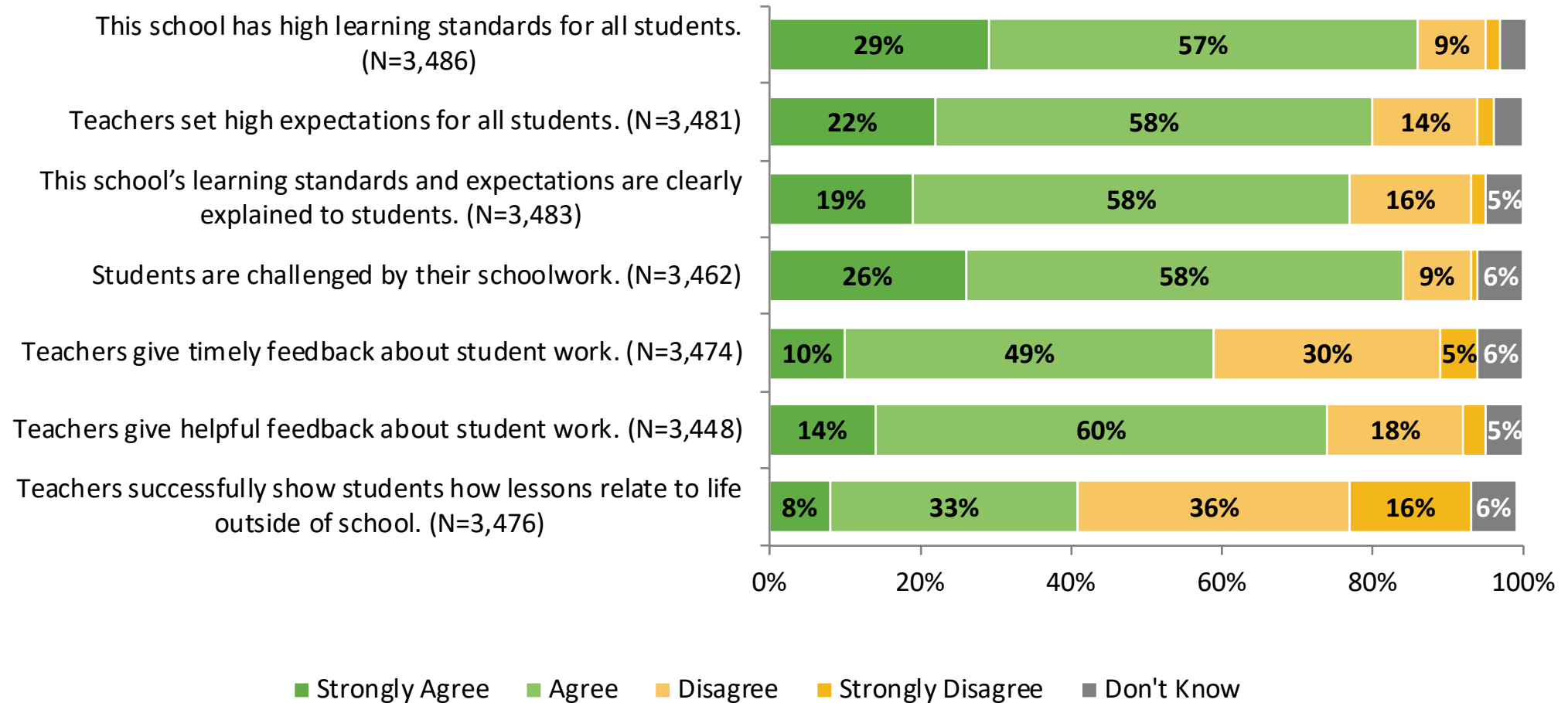
# Academic Support — Middle School (Continued)

I have the opportunity to ...



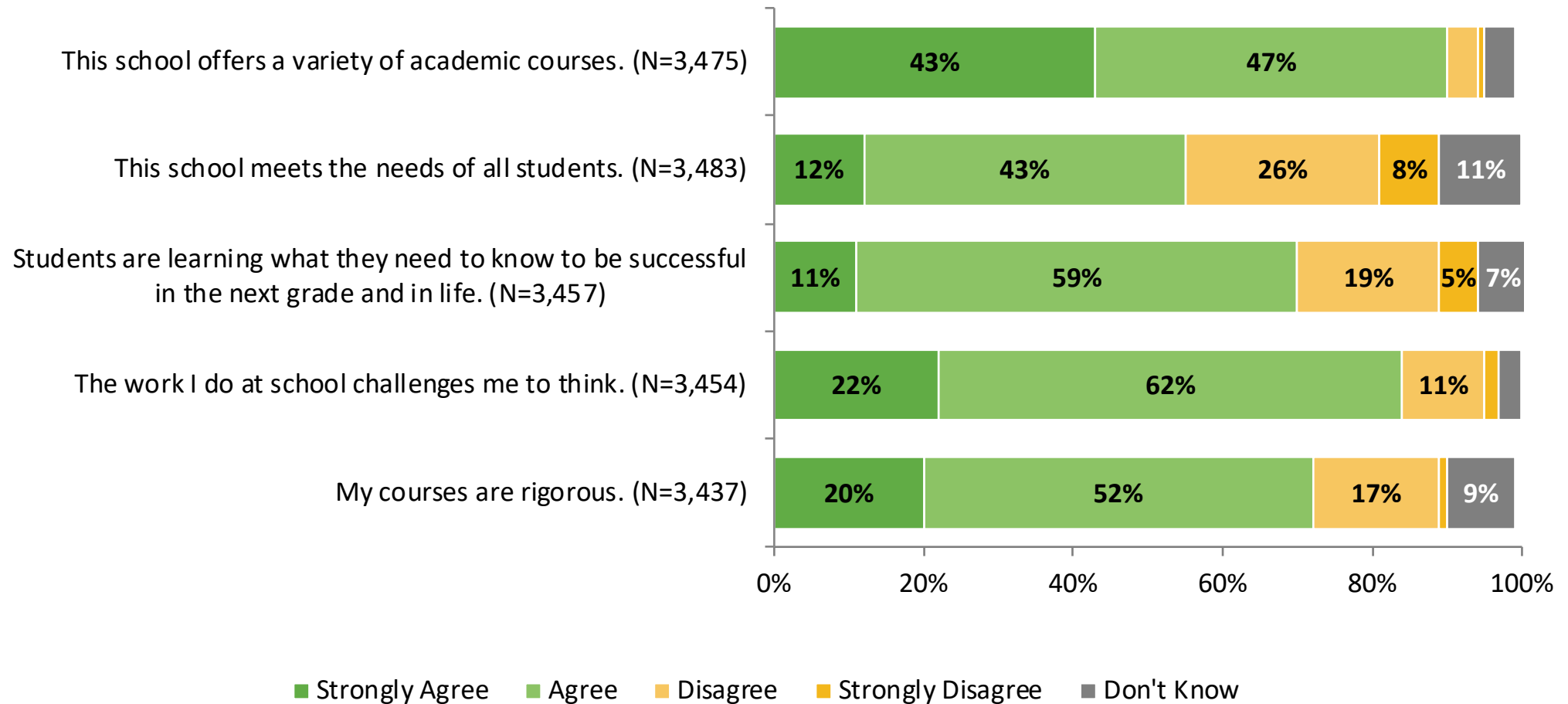
# Academic Support — High School

How strongly do you disagree or agree with the following statements?



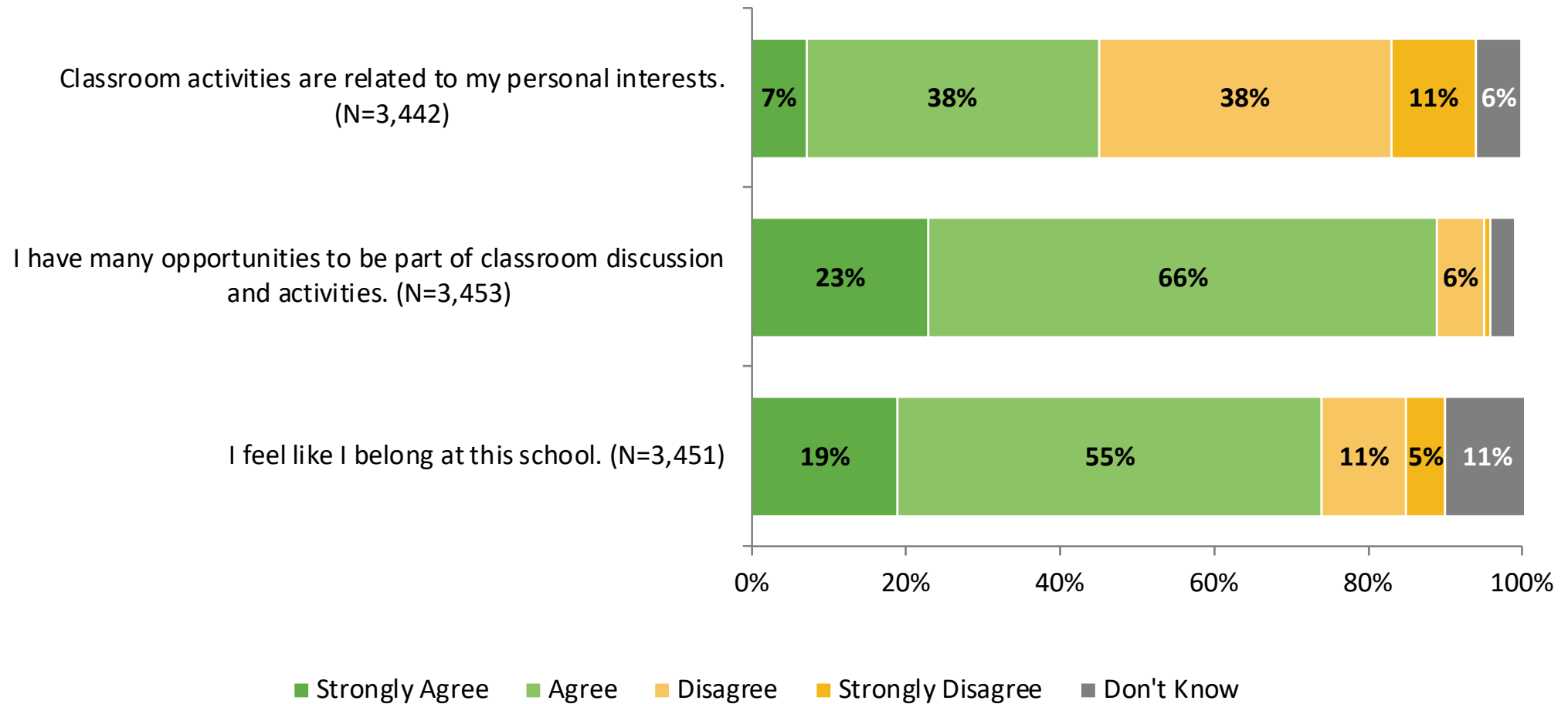
# Academic Support — High School (Continued)

How strongly do you disagree or agree with the following statements?



# Academic Support — High School (Continued)

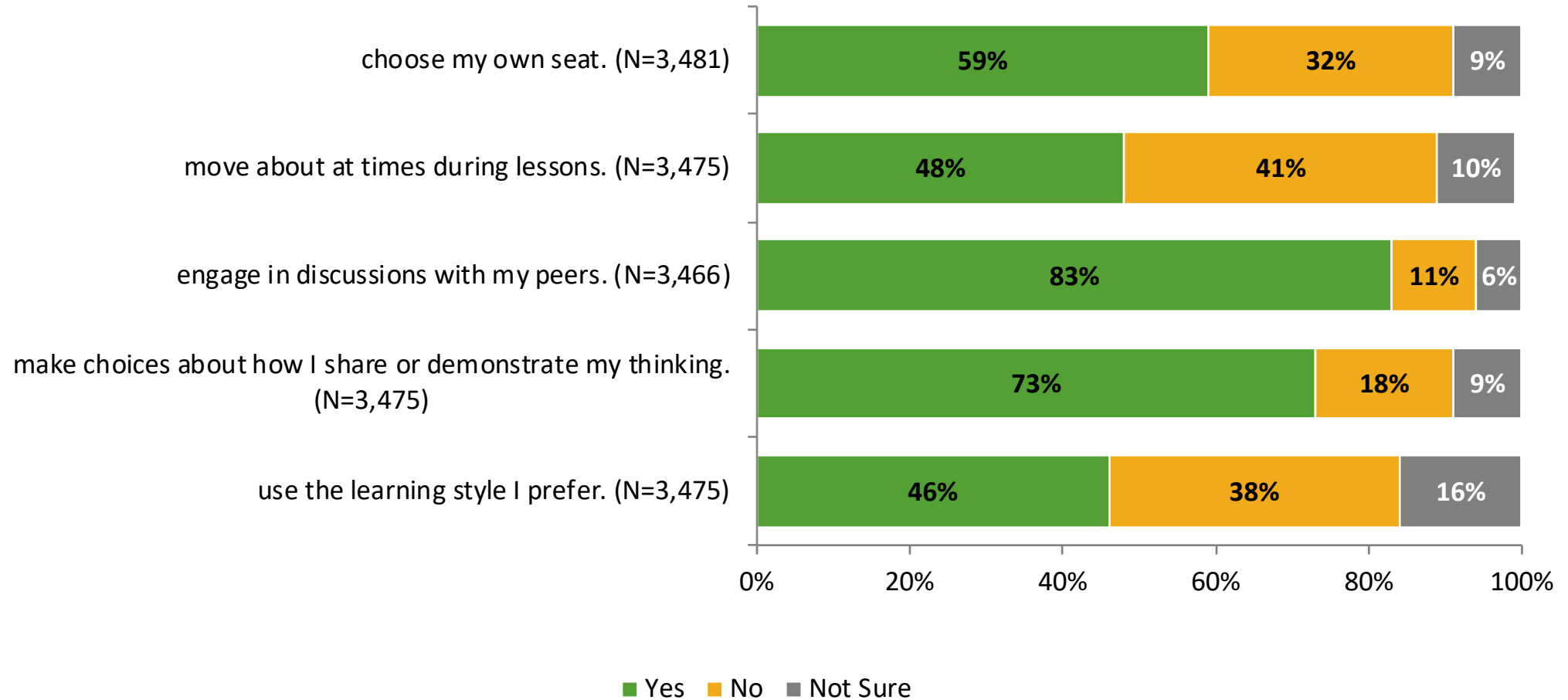
How strongly do you disagree or agree with the following statements?





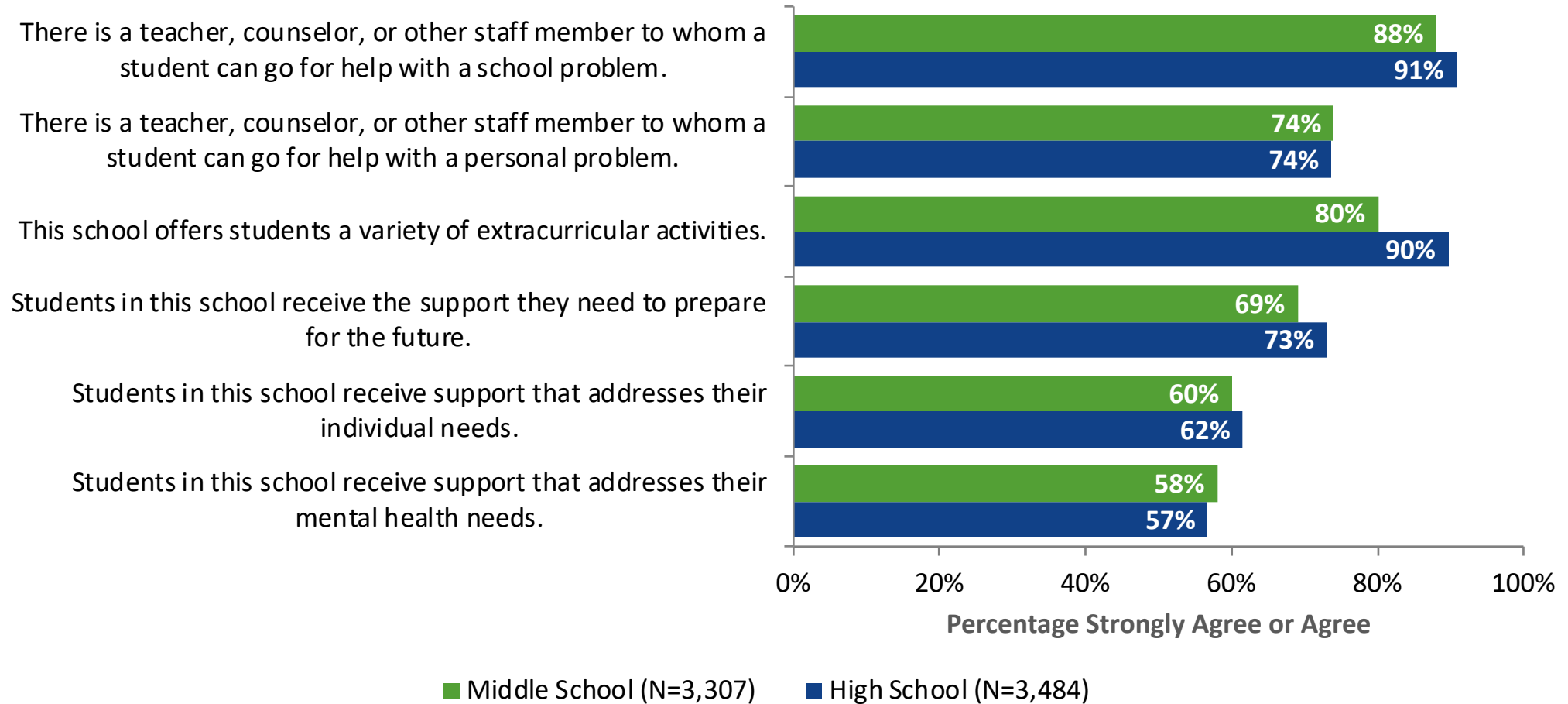
# Academic Support — High School (Continued)

I have the opportunity to ...



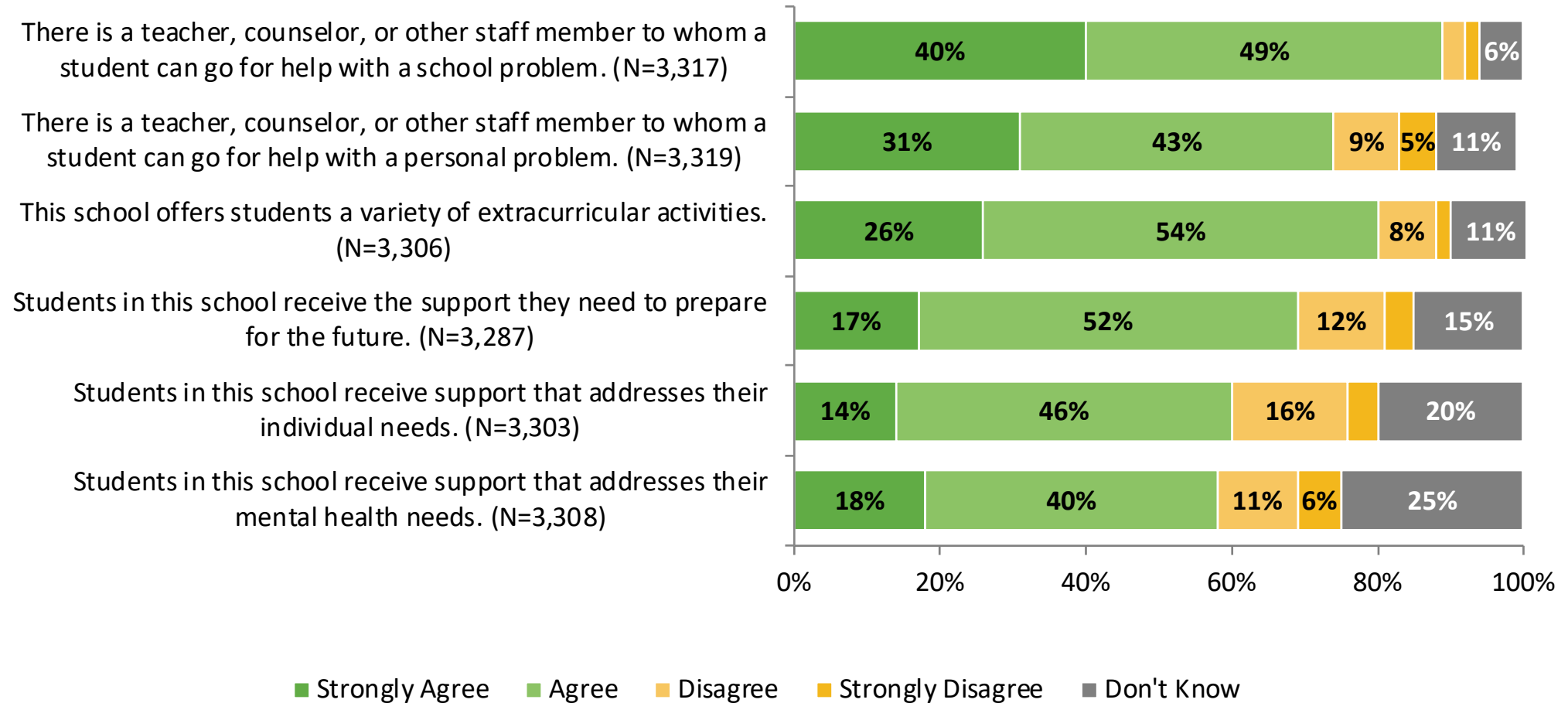
## Student Support: Comparison by School Level

How strongly do you disagree or agree with the following statements?



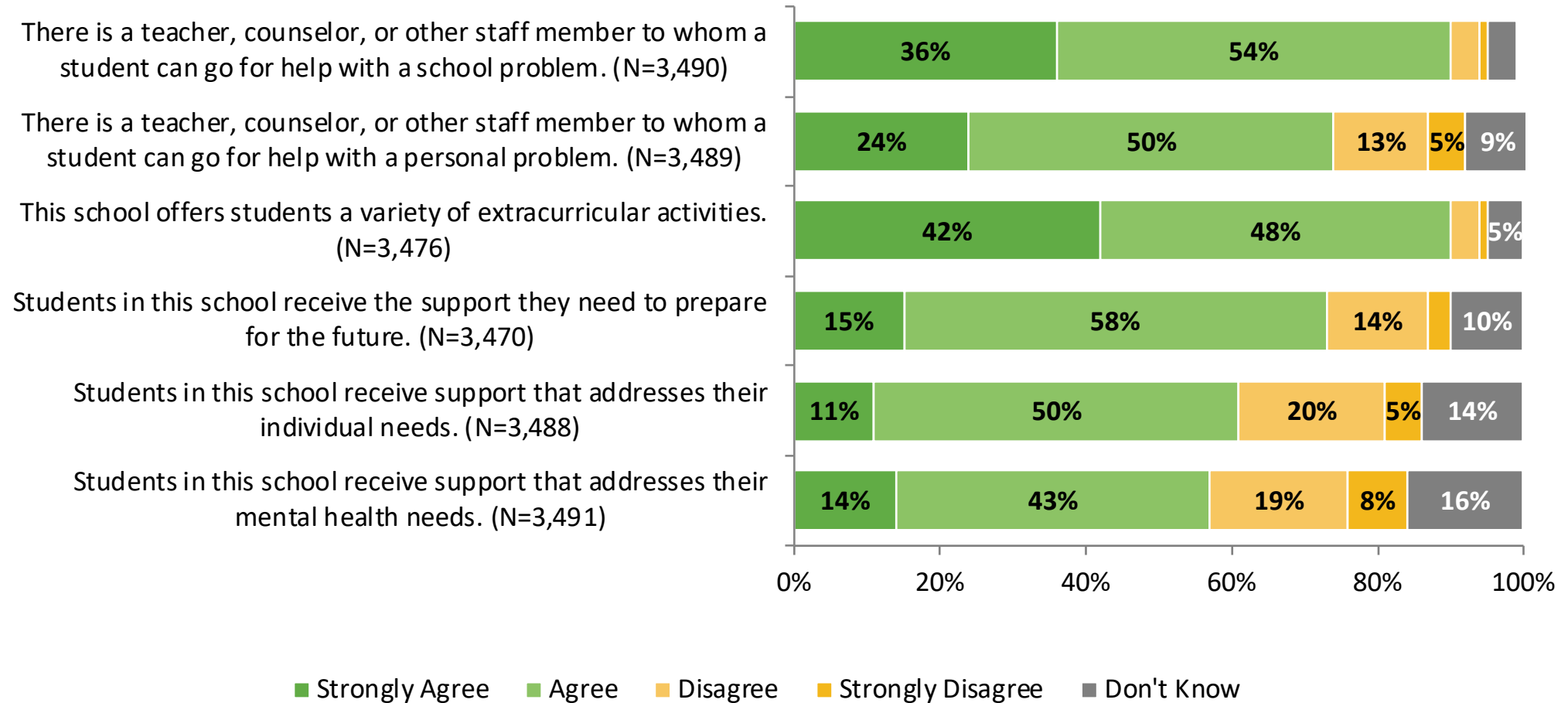
# Student Support — Middle School

How strongly do you disagree or agree with the following statements?



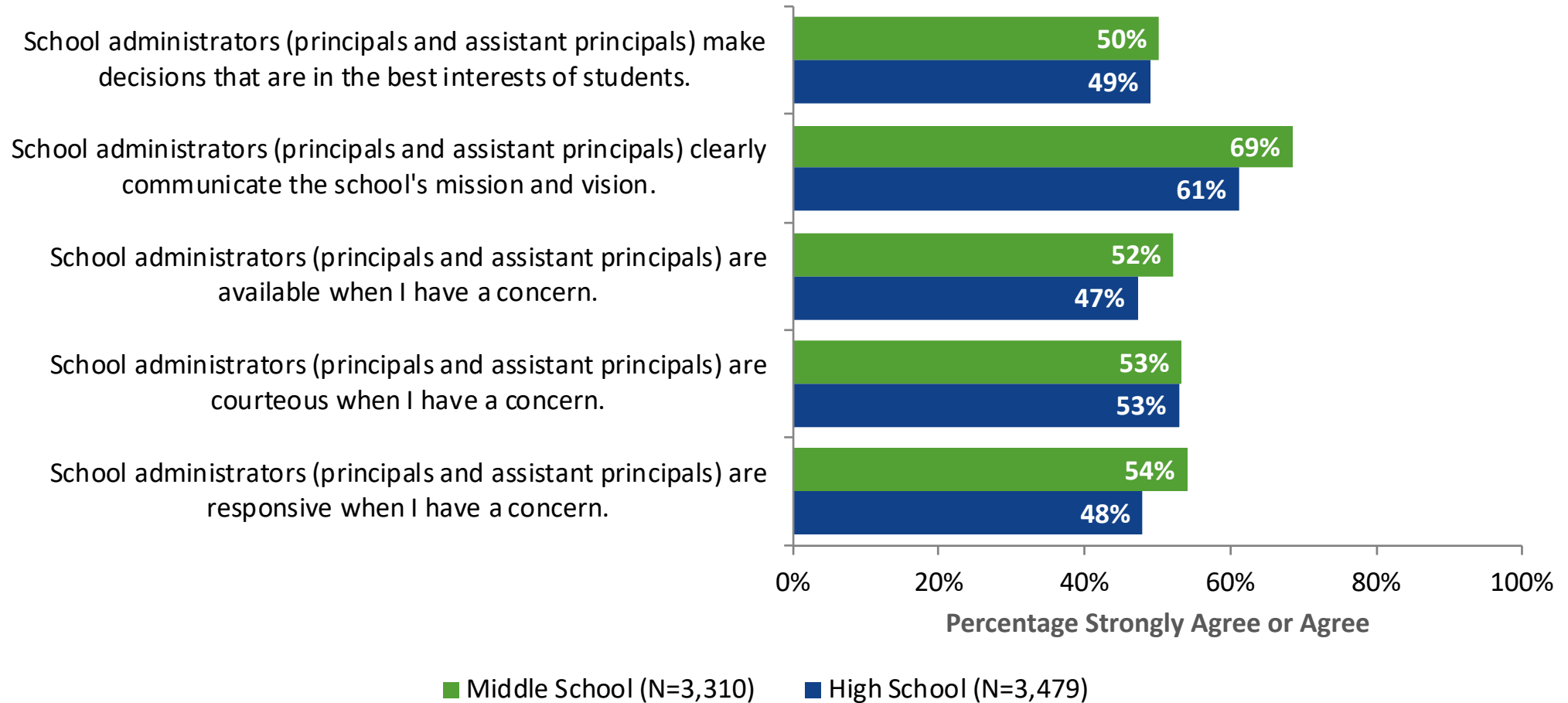
# Student Support — High School

How strongly do you disagree or agree with the following statements?



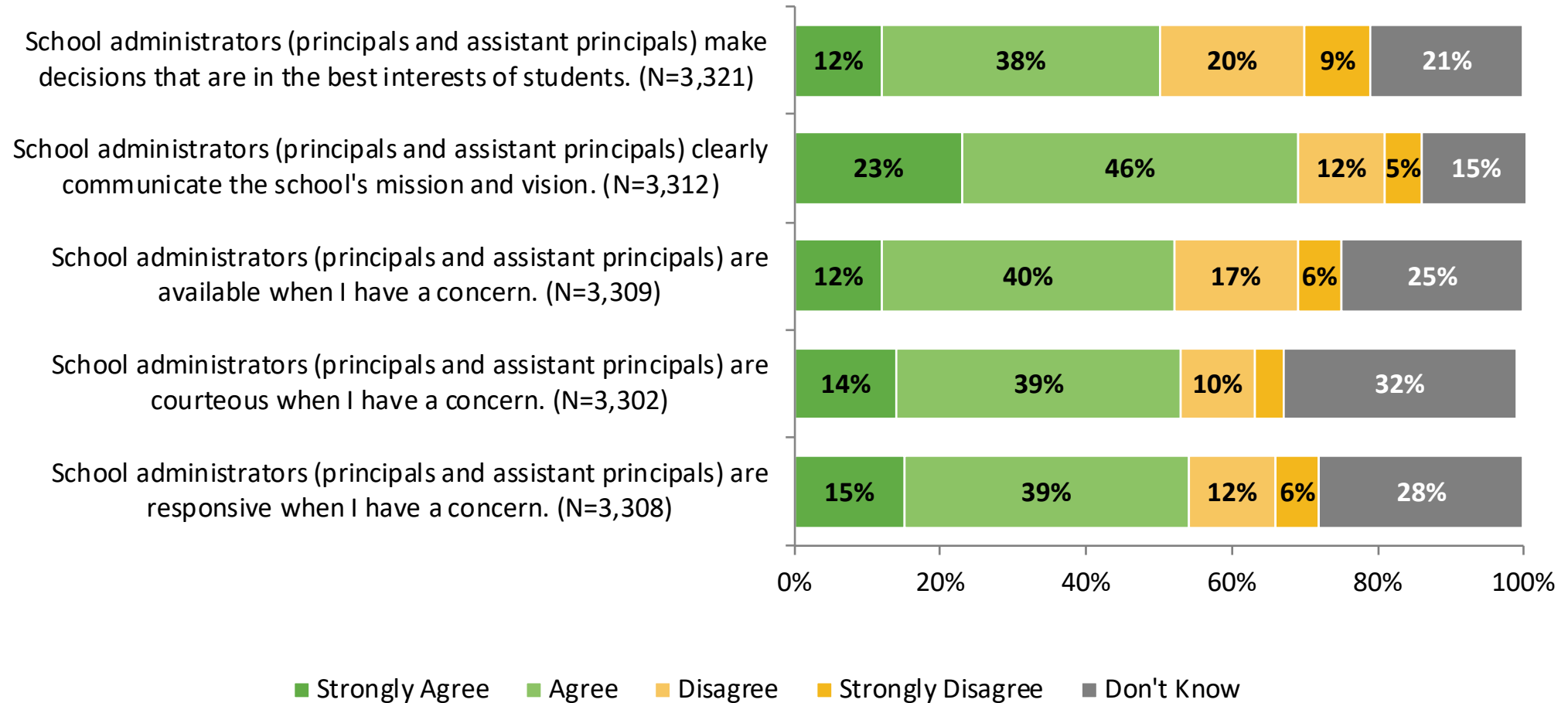
## School Leadership: Comparison by School Level

How strongly do you disagree or agree with the following statements?



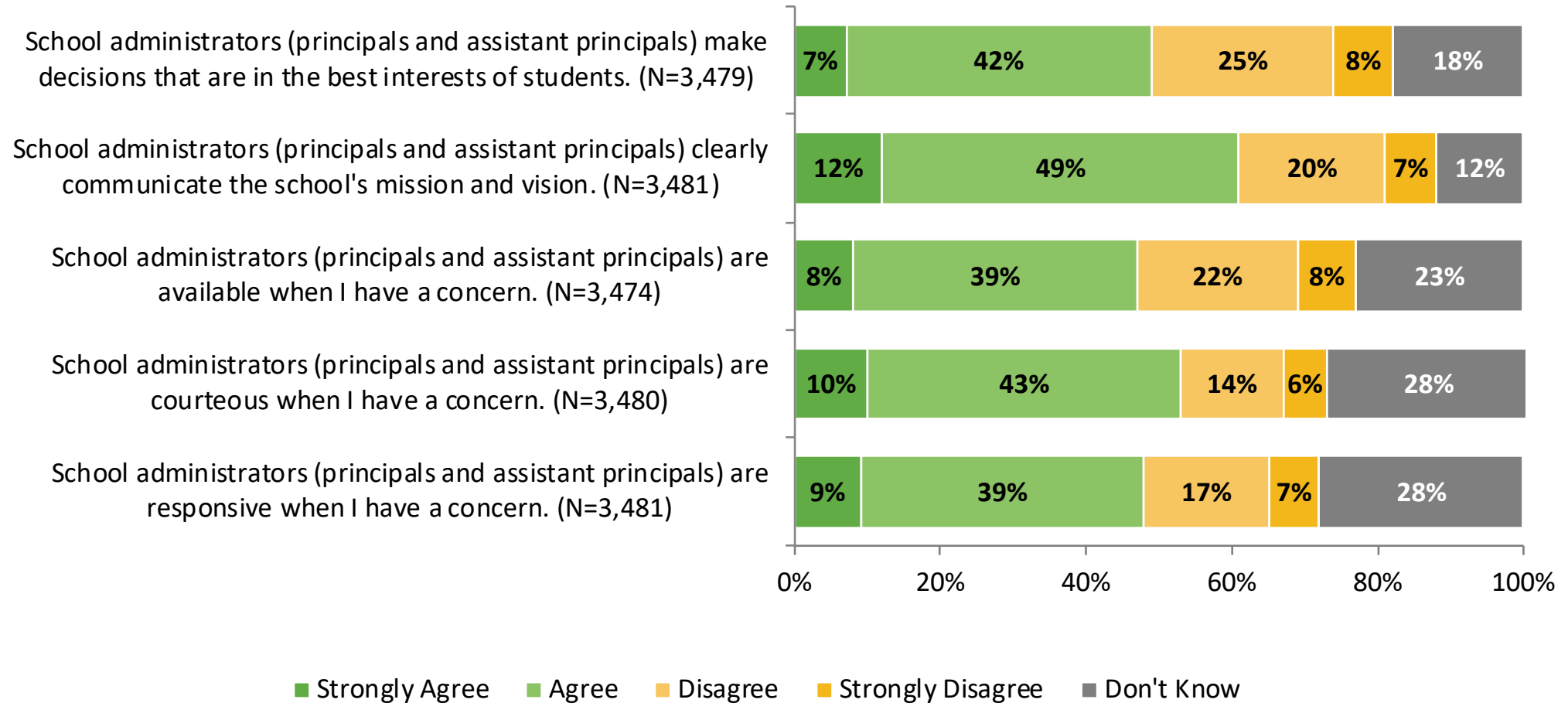
# School Leadership — Middle School

How strongly do you disagree or agree with the following statements?



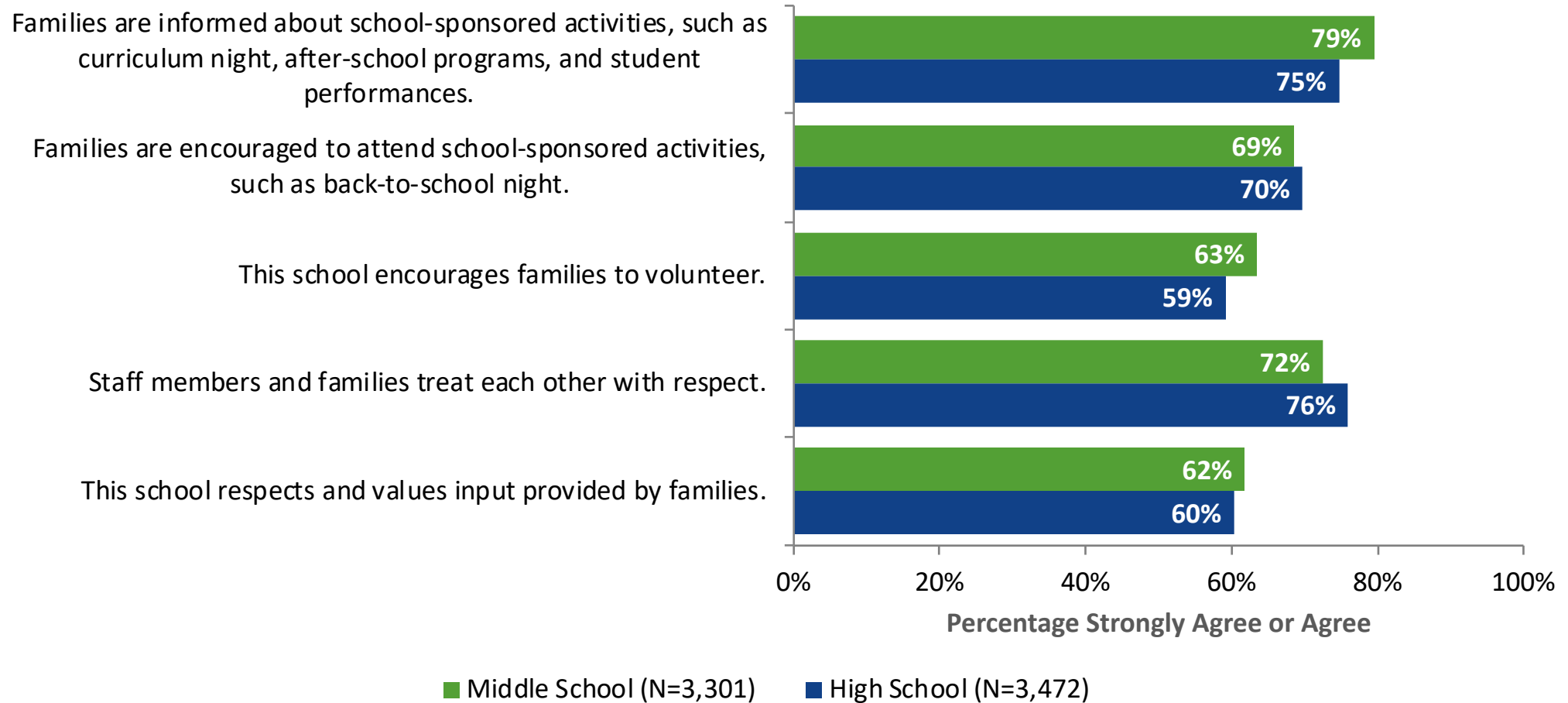
# School Leadership — High School

How strongly do you disagree or agree with the following statements?



## Family Involvement: Comparison by School Level

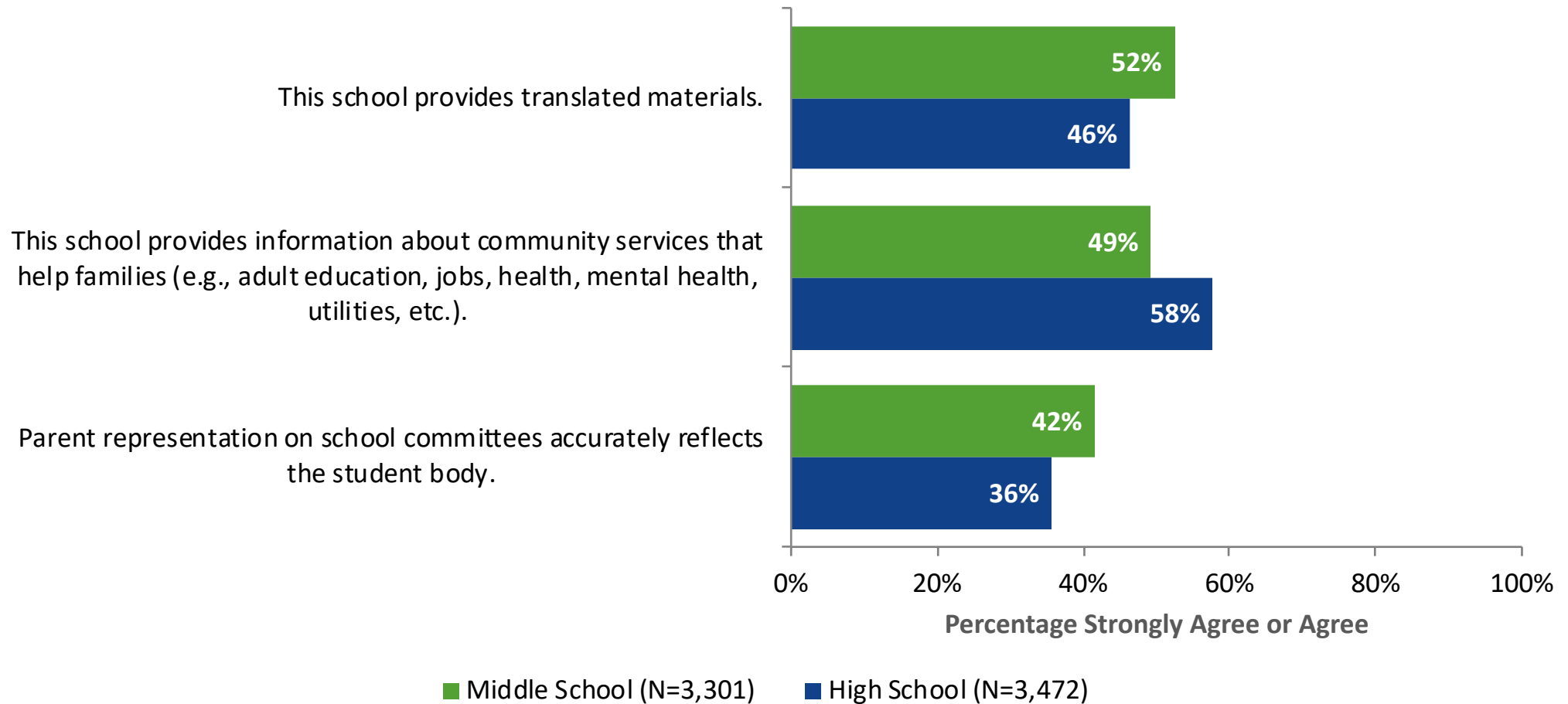
How strongly do you disagree or agree with the following statements?





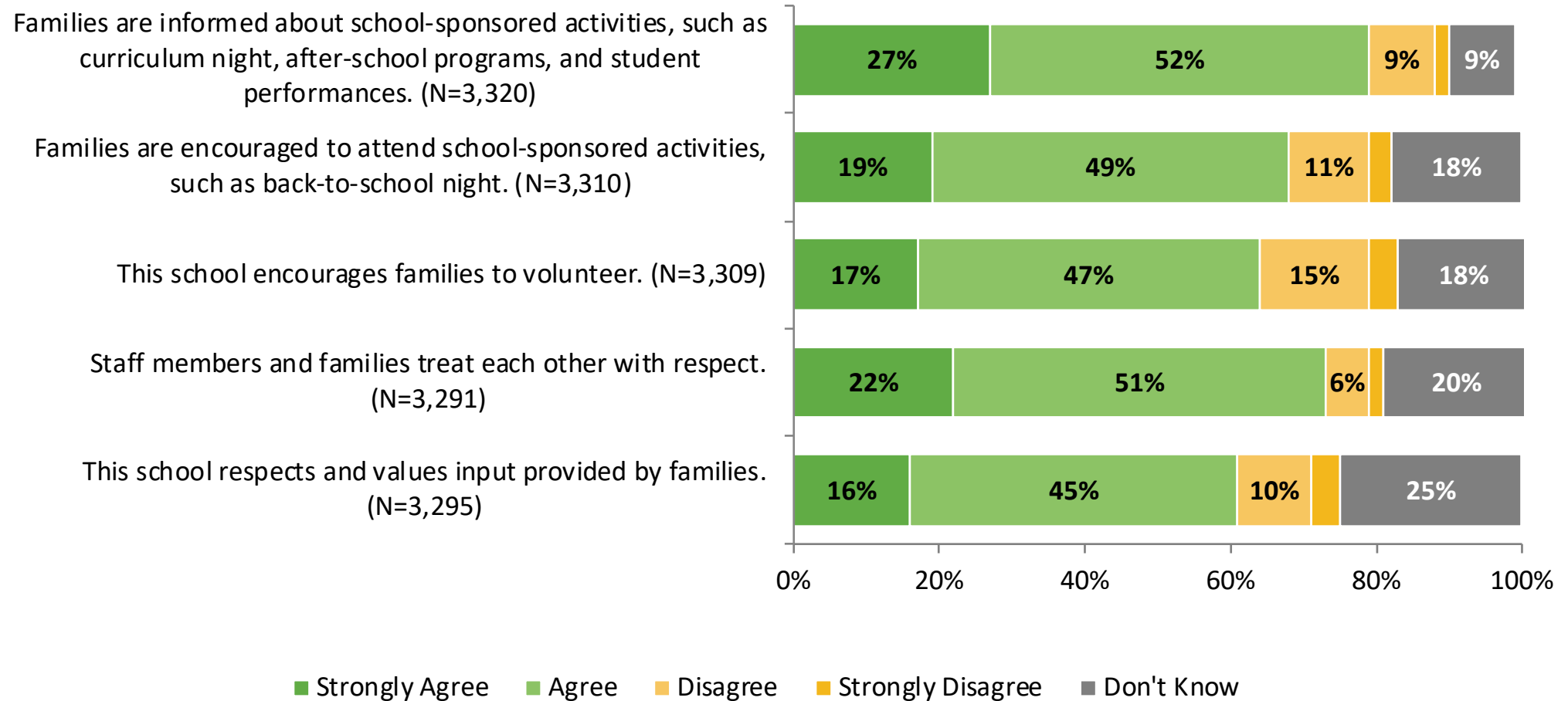
## Family Involvement: Comparison by School Level (Continued)

How strongly do you disagree or agree with the following statements?



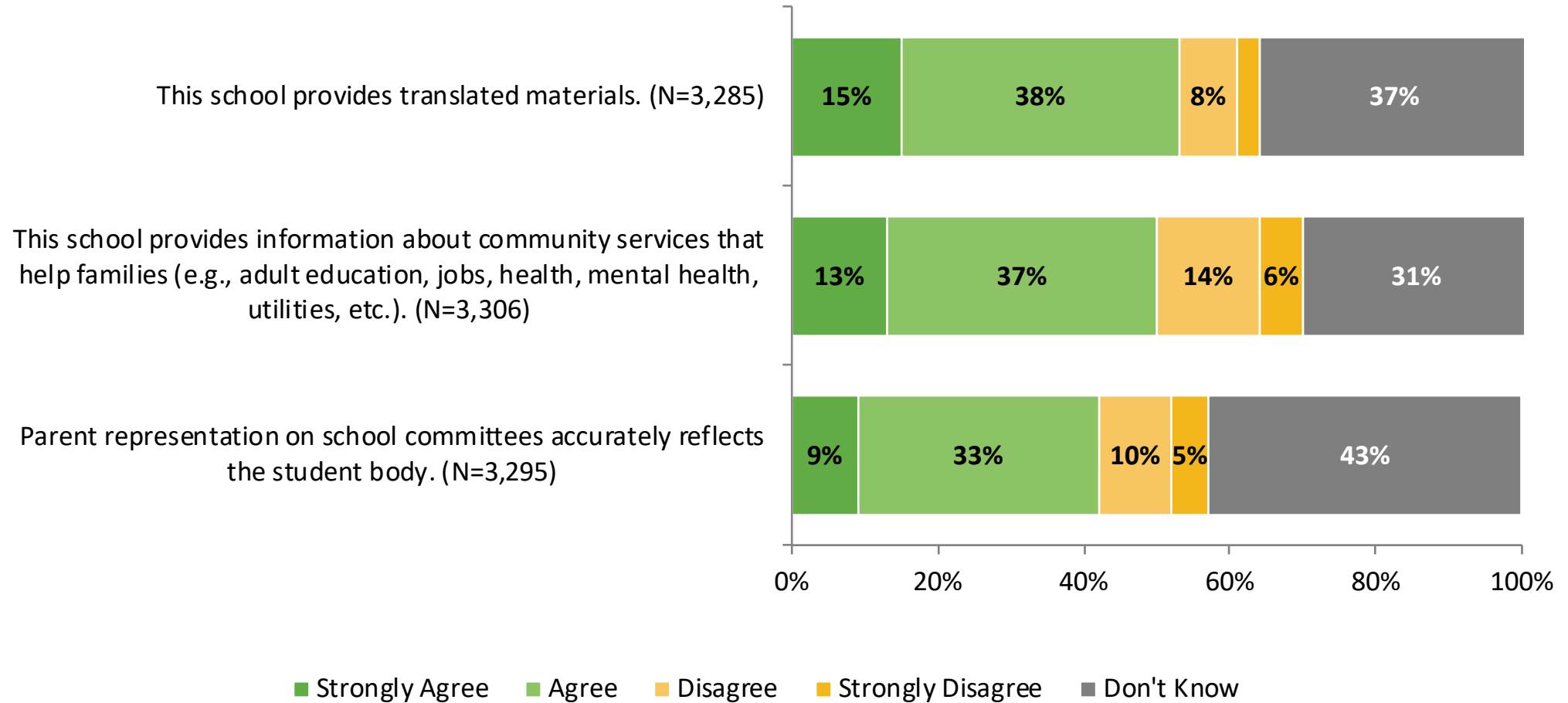
# Family Involvement — Middle School

How strongly do you disagree or agree with the following statements?



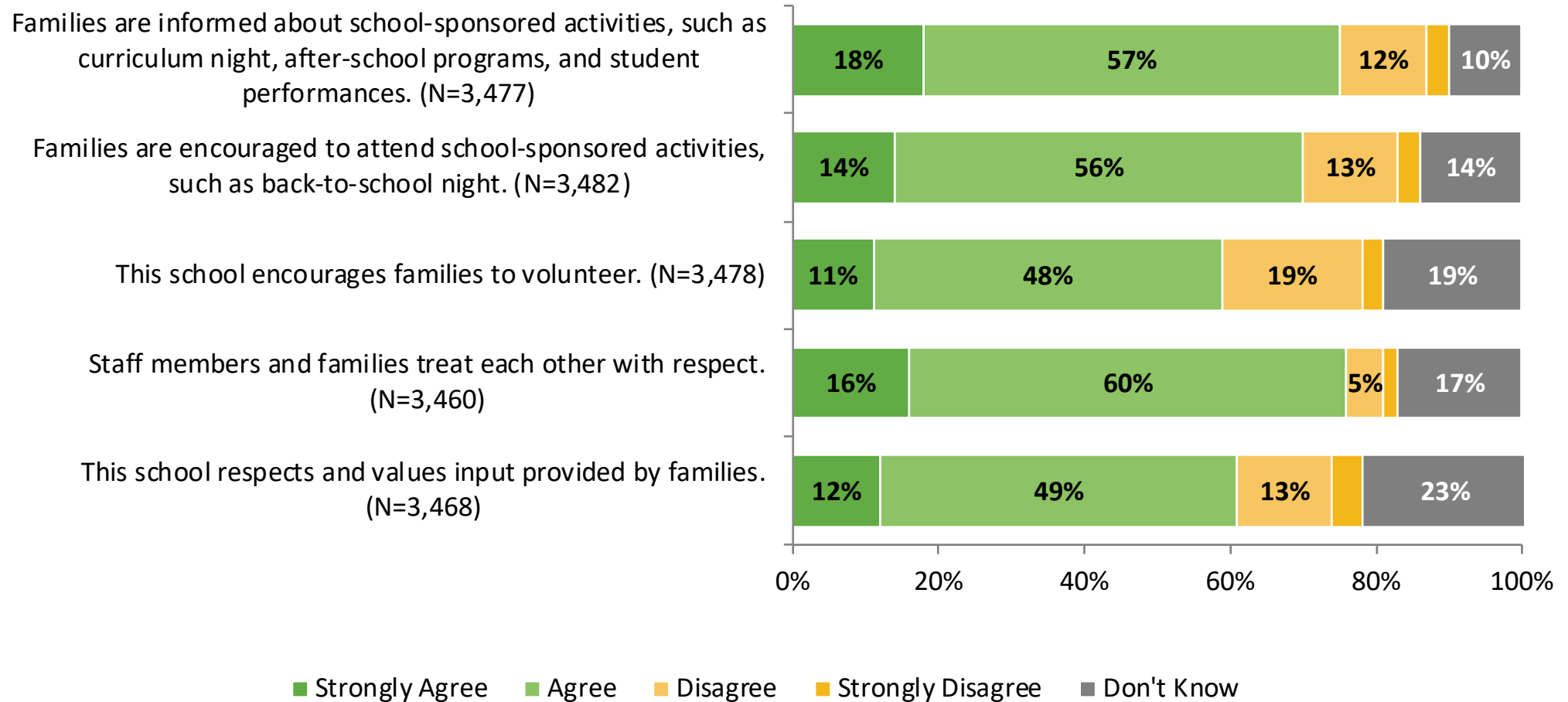
# Family Involvement — Middle School (Continued)

How strongly do you disagree or agree with the following statements?



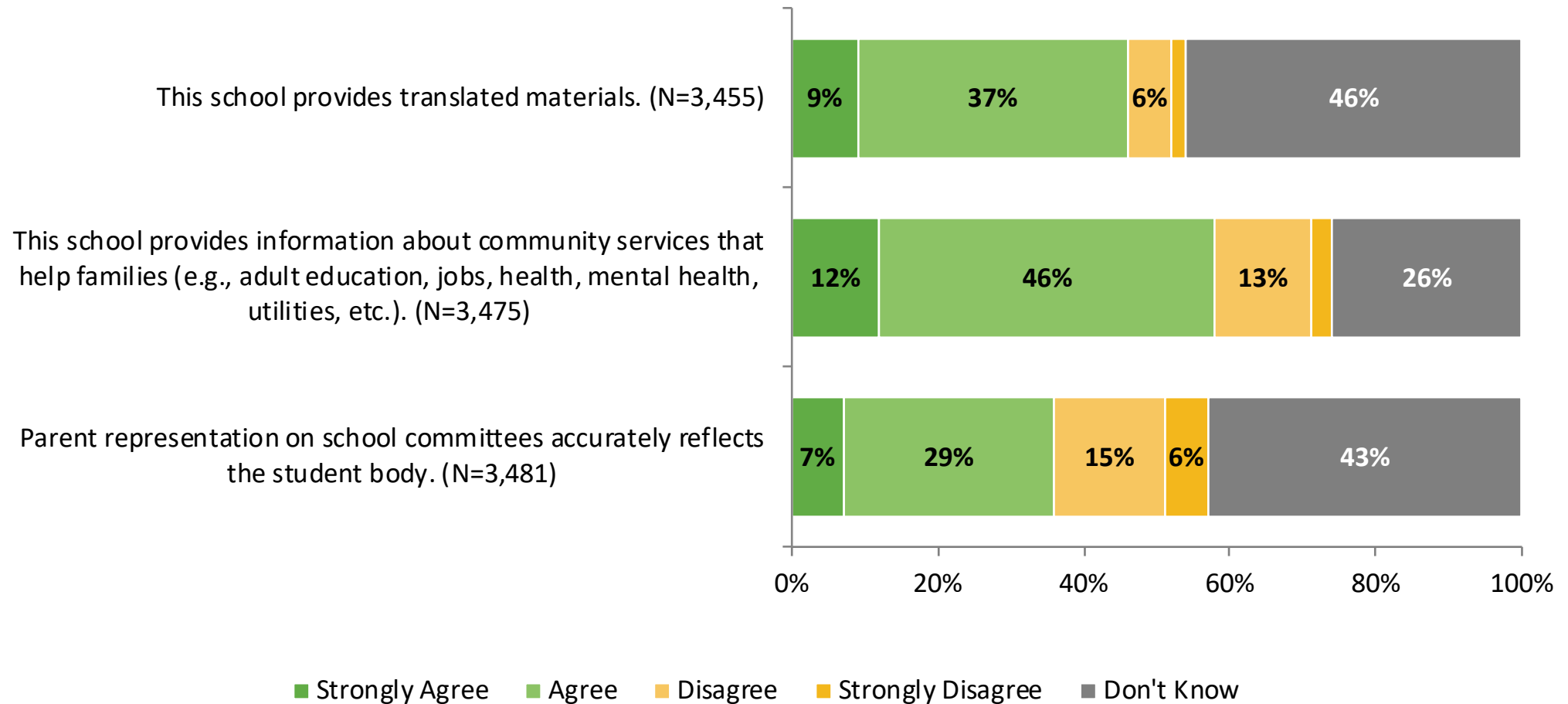
# Family Involvement — High School

How strongly do you disagree or agree with the following statements?



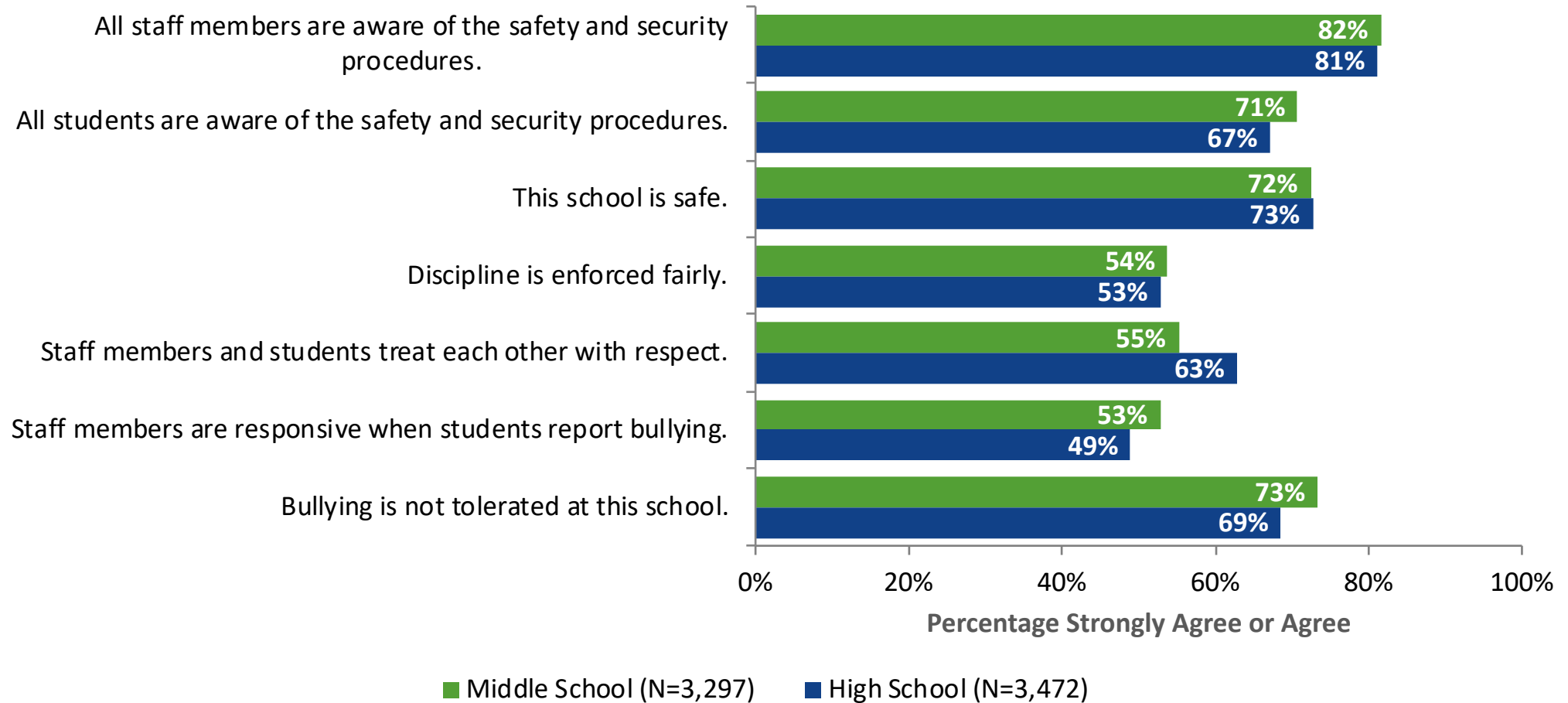
# Family Involvement — High School (Continued)

How strongly do you disagree or agree with the following statements?



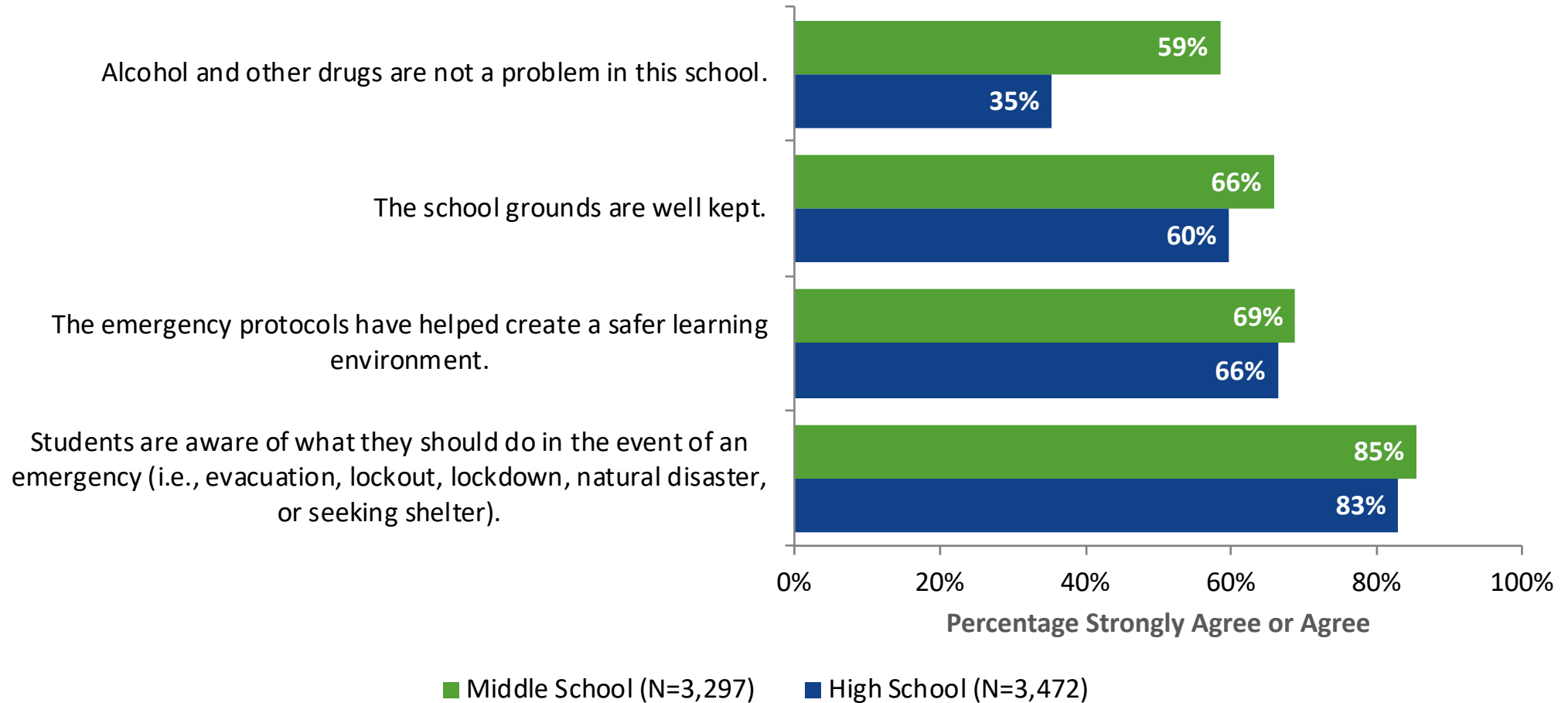
## Safety and Behavior: Comparison by School Level

How strongly do you disagree or agree with the following statements?



## Safety and Behavior: Comparison by School Level (Continued)

How strongly do you disagree or agree with the following statements?

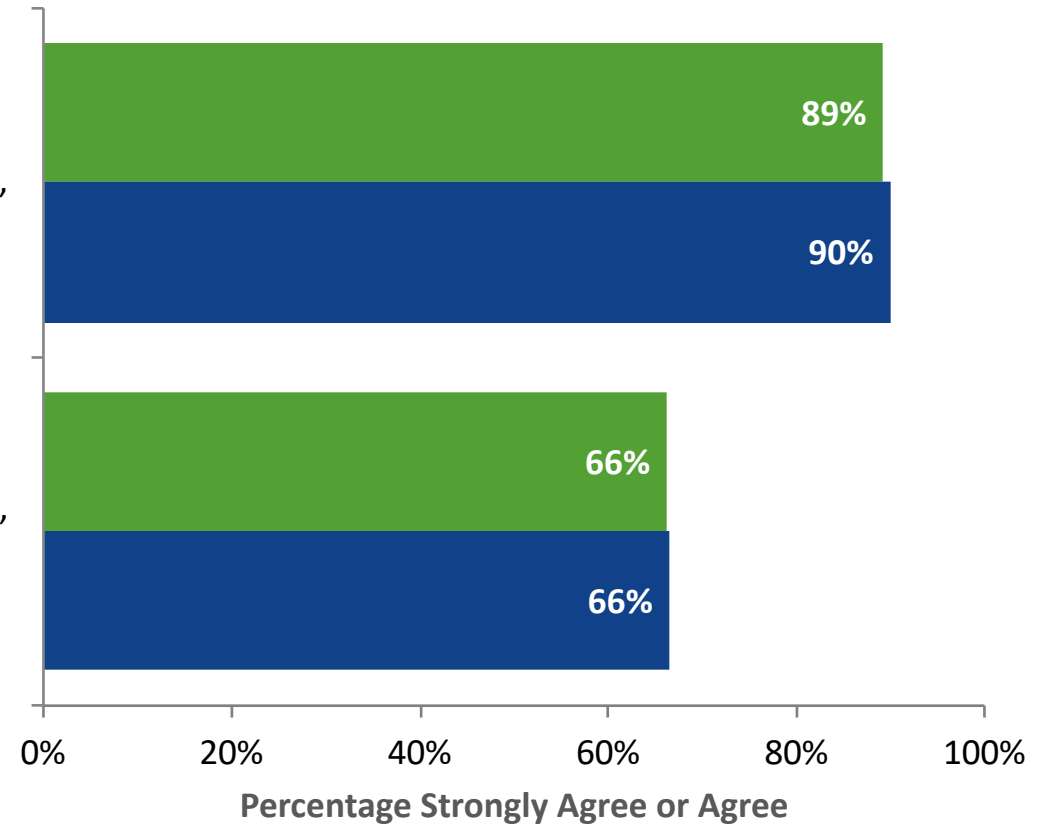


## Safety and Behavior: Comparison by School Level (Continued)

How strongly do you disagree or agree with the following statements?

Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter).

Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

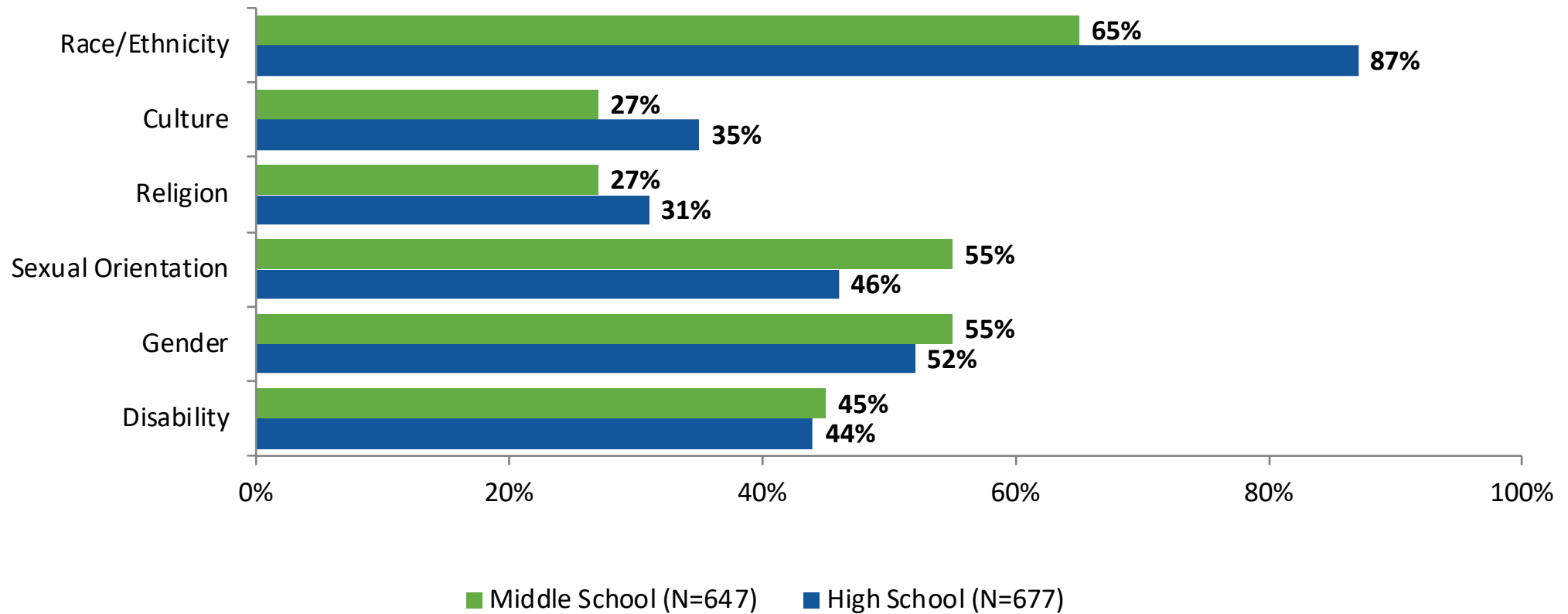


■ Middle School (N=3,297) ■ High School (N=3,472)



# Unfair Treatment

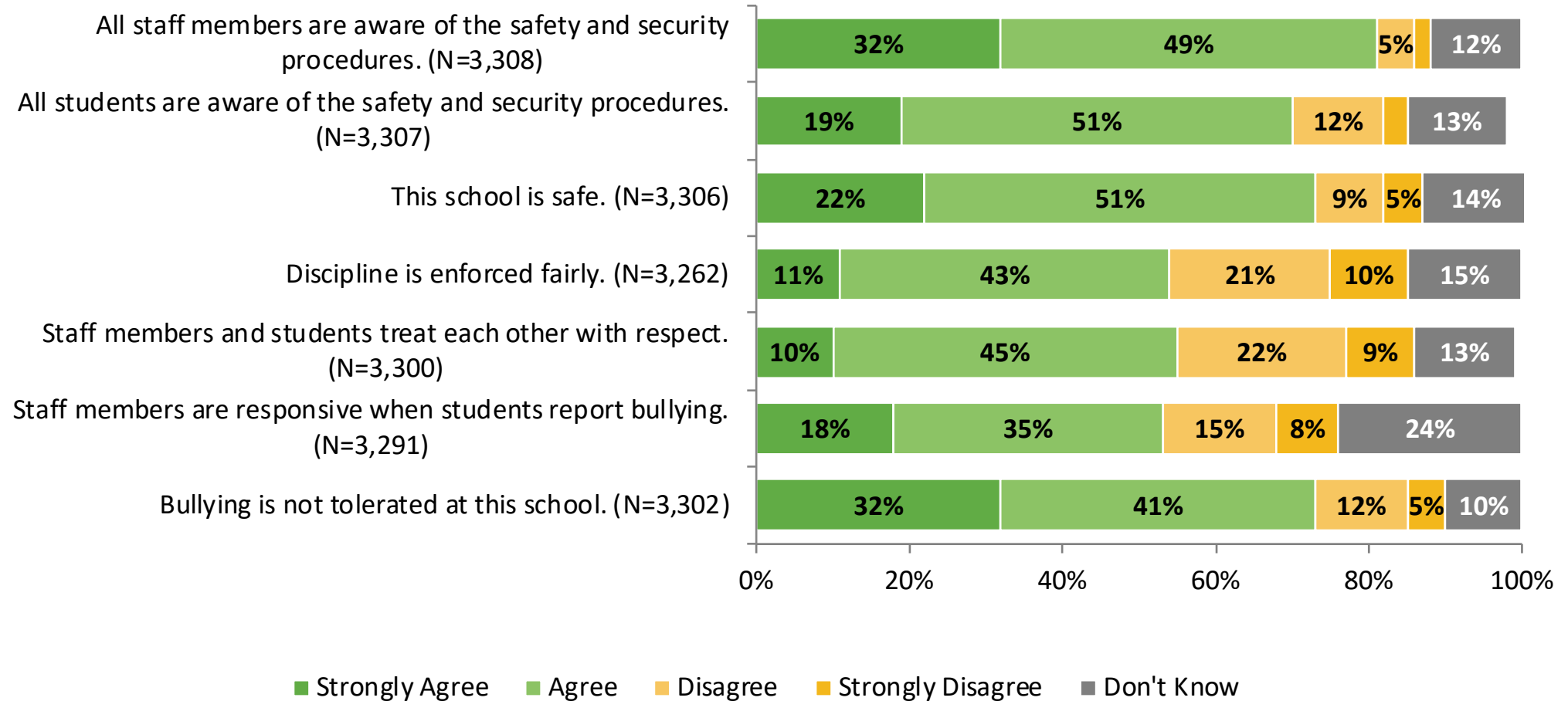
For which of the following are students treated unfairly?



Notes: Only participants who strongly disagreed or disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities were given this question. Percentage totals may exceed 100 since participants could select more than one answer.

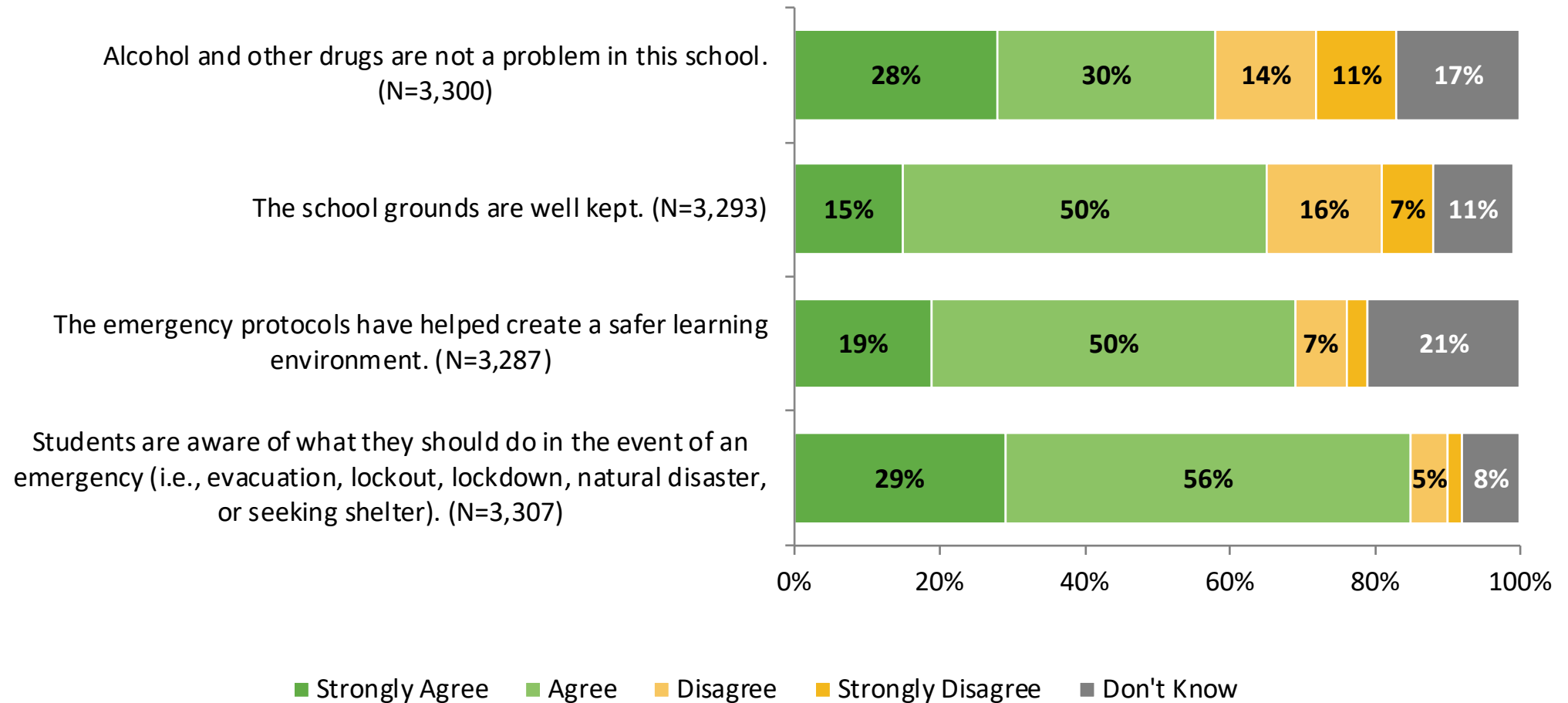
# Safety and Behavior — Middle School

How strongly do you disagree or agree with the following statements?



# Safety and Behavior — Middle School (Continued)

How strongly do you disagree or agree with the following statements?

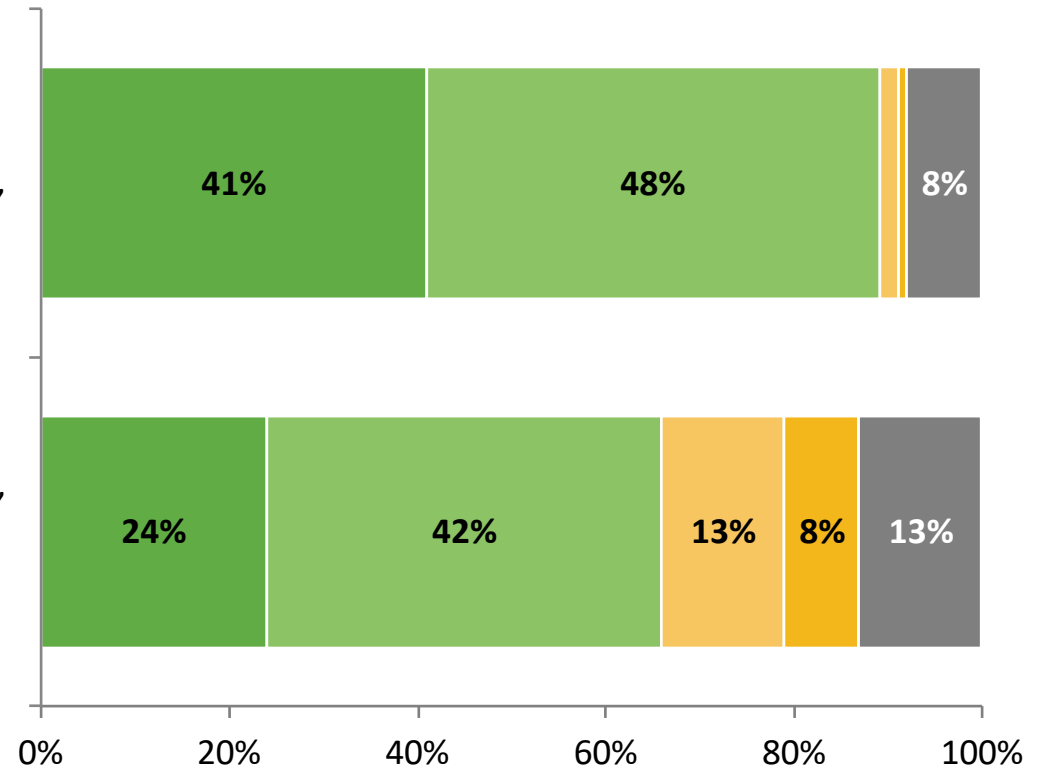


# Safety and Behavior — Middle School (Continued)

How strongly do you disagree or agree with the following statements?

Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=3,303)

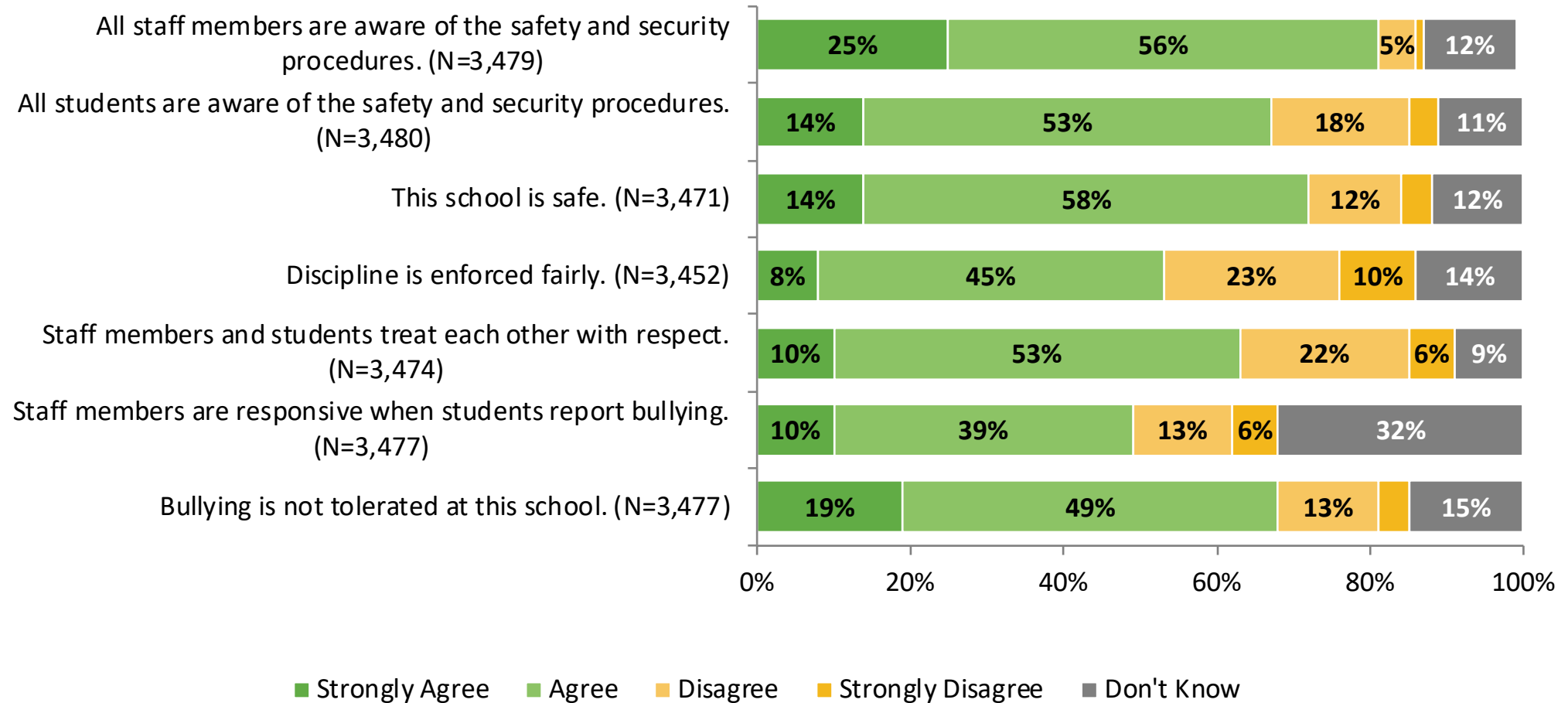
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. (N=3,298)



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

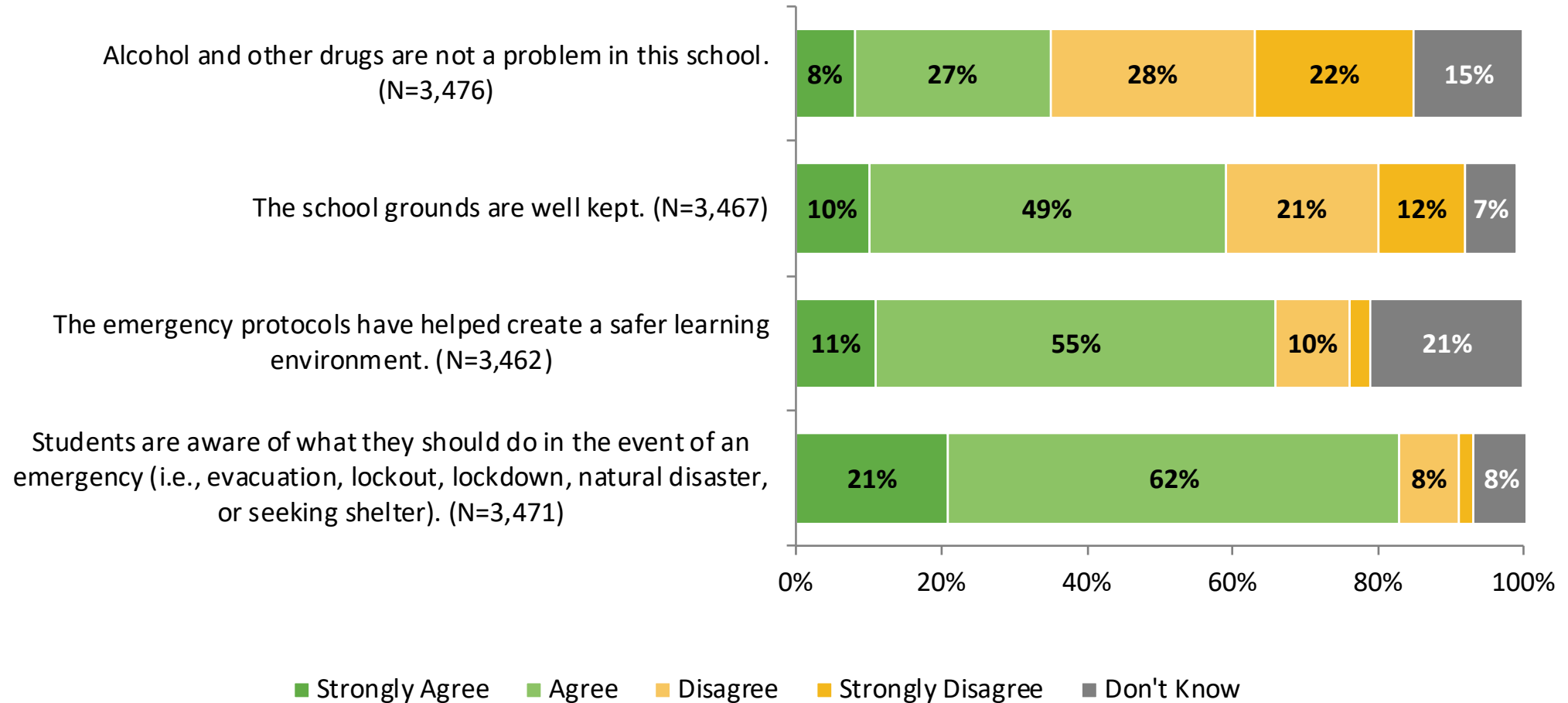
# Safety and Behavior — High School

How strongly do you disagree or agree with the following statements?



# Safety and Behavior — High School (Continued)

How strongly do you disagree or agree with the following statements?

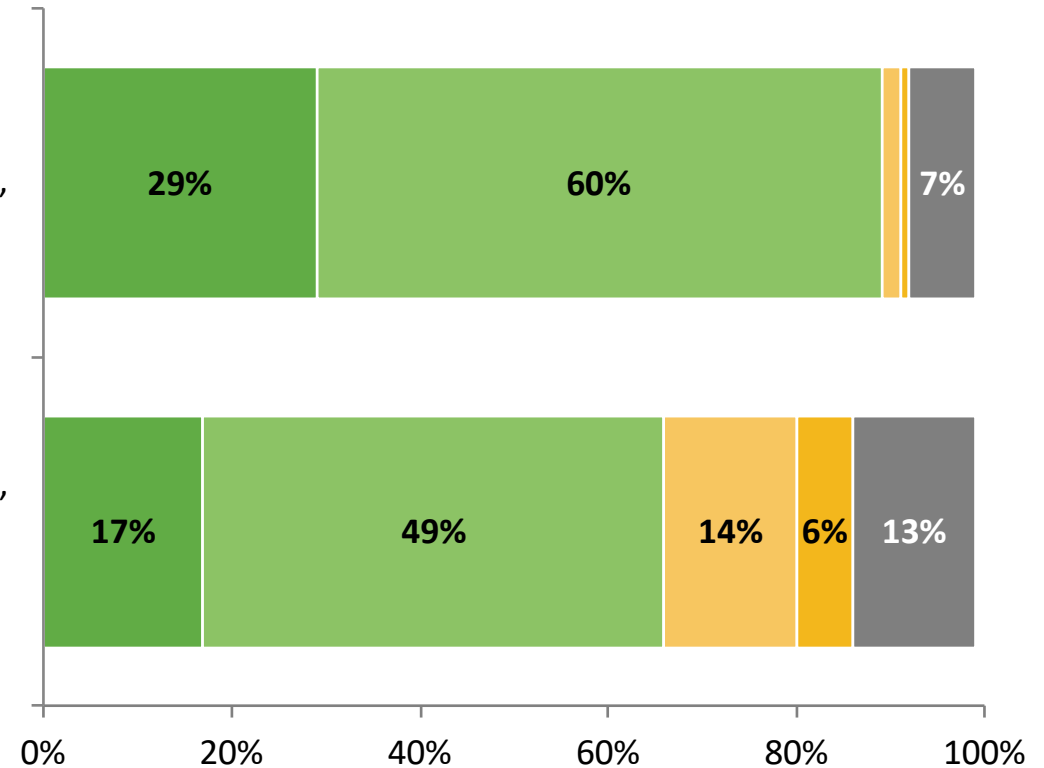


# Safety and Behavior — High School (Continued)

How strongly do you disagree or agree with the following statements?

Teachers are aware of what they should do in the event of an emergency (i.e., evacuation, lockout, lockdown, natural disaster, or seeking shelter). (N=3,468)

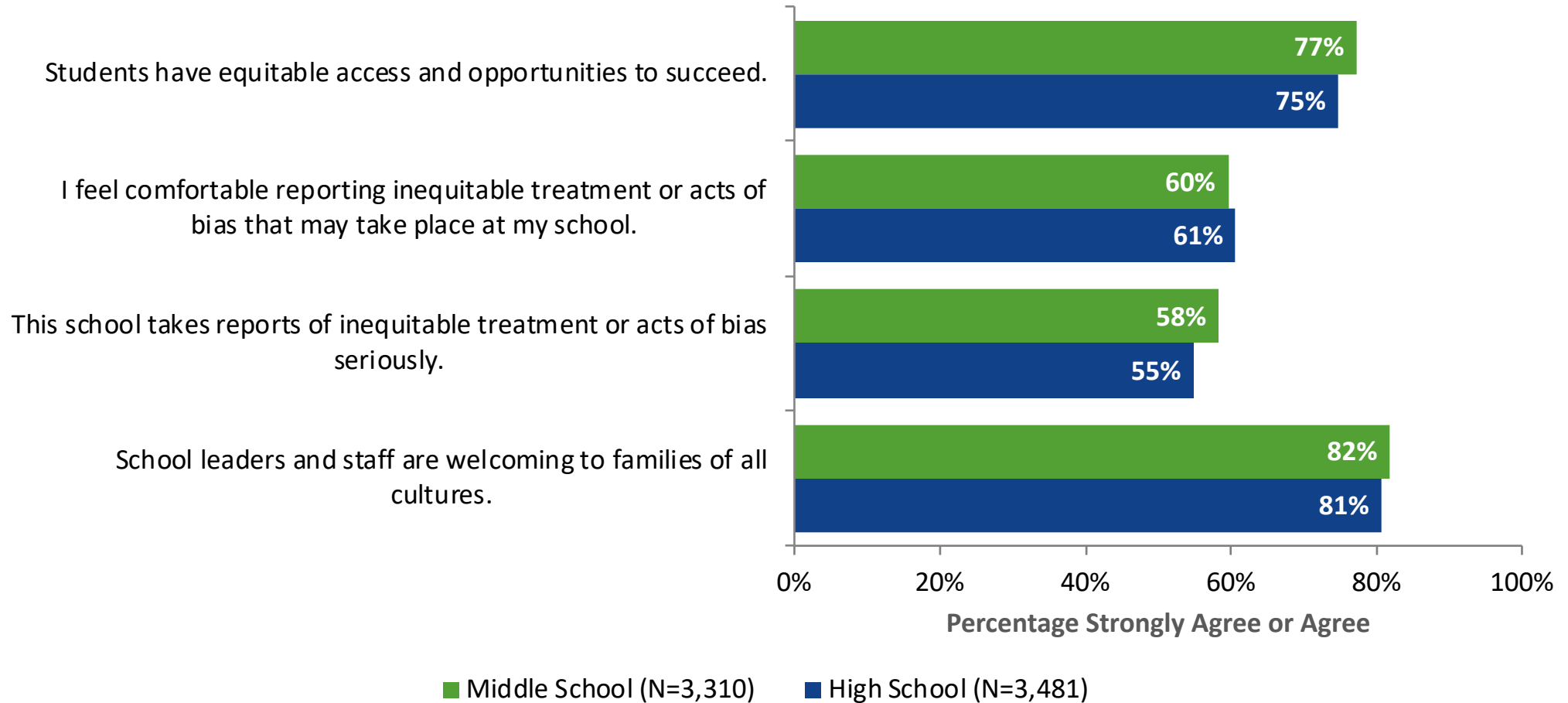
Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. (N=3,478)



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

## Equity: Comparison by School Level

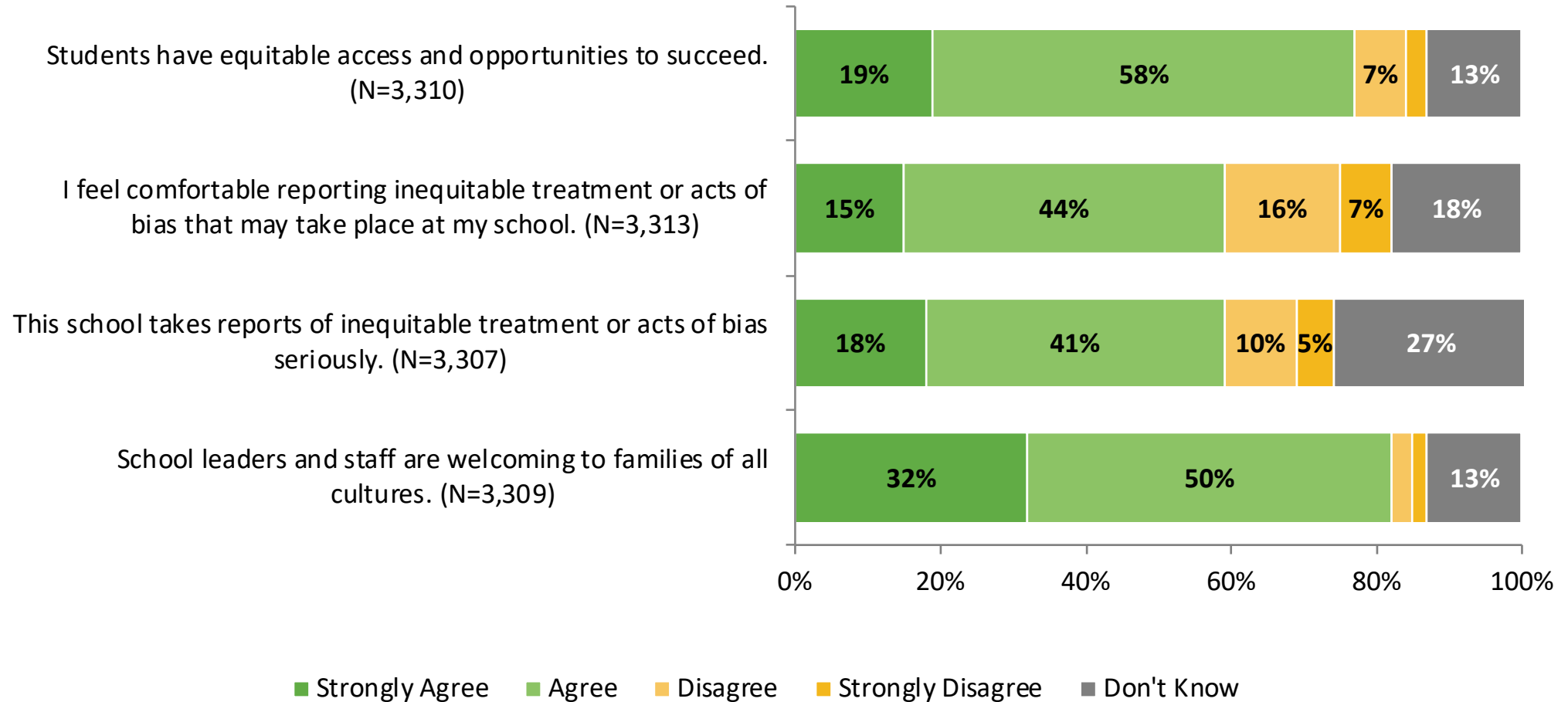
How strongly do you disagree or agree with the following statements?





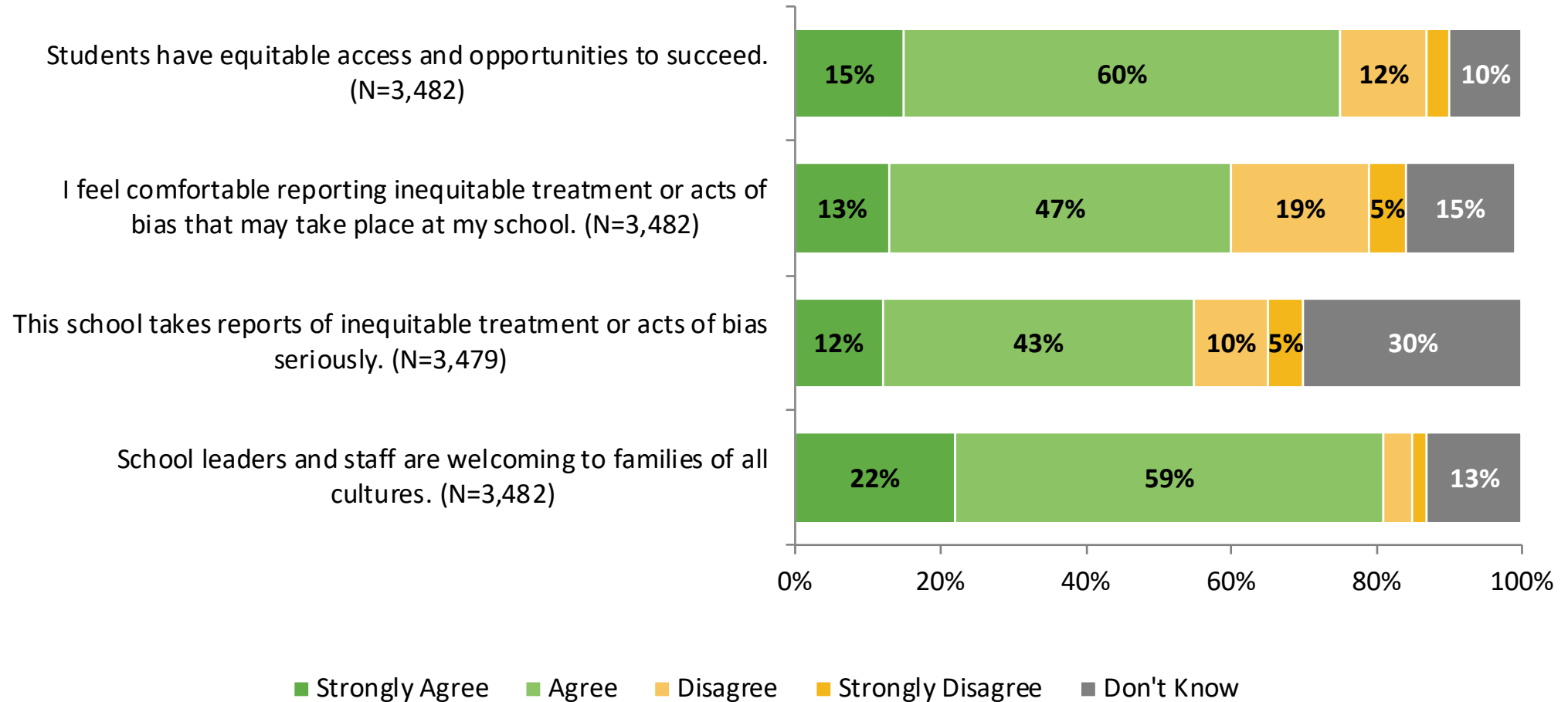
# Equity — Middle School

How strongly do you disagree or agree with the following statements?



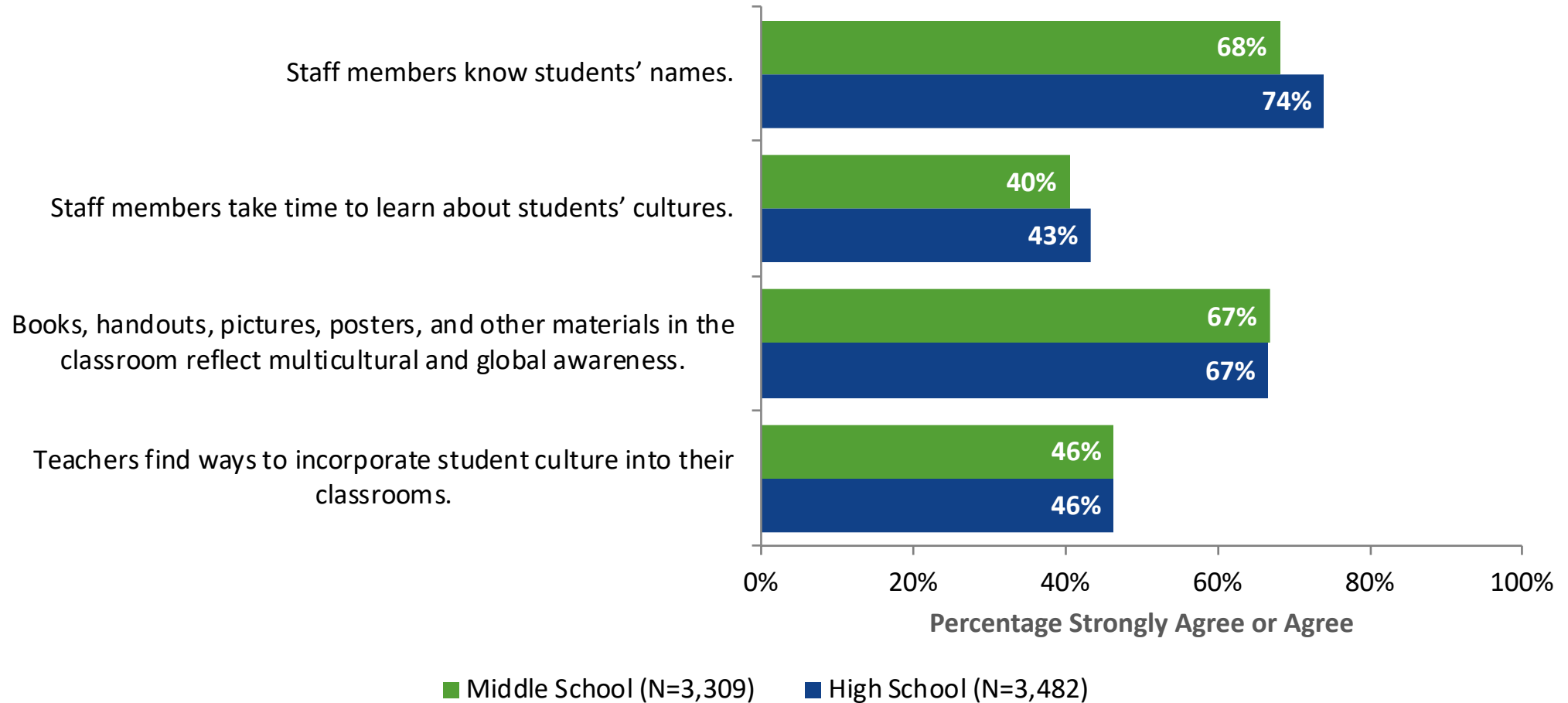
# Equity — High School

How strongly do you disagree or agree with the following statements?



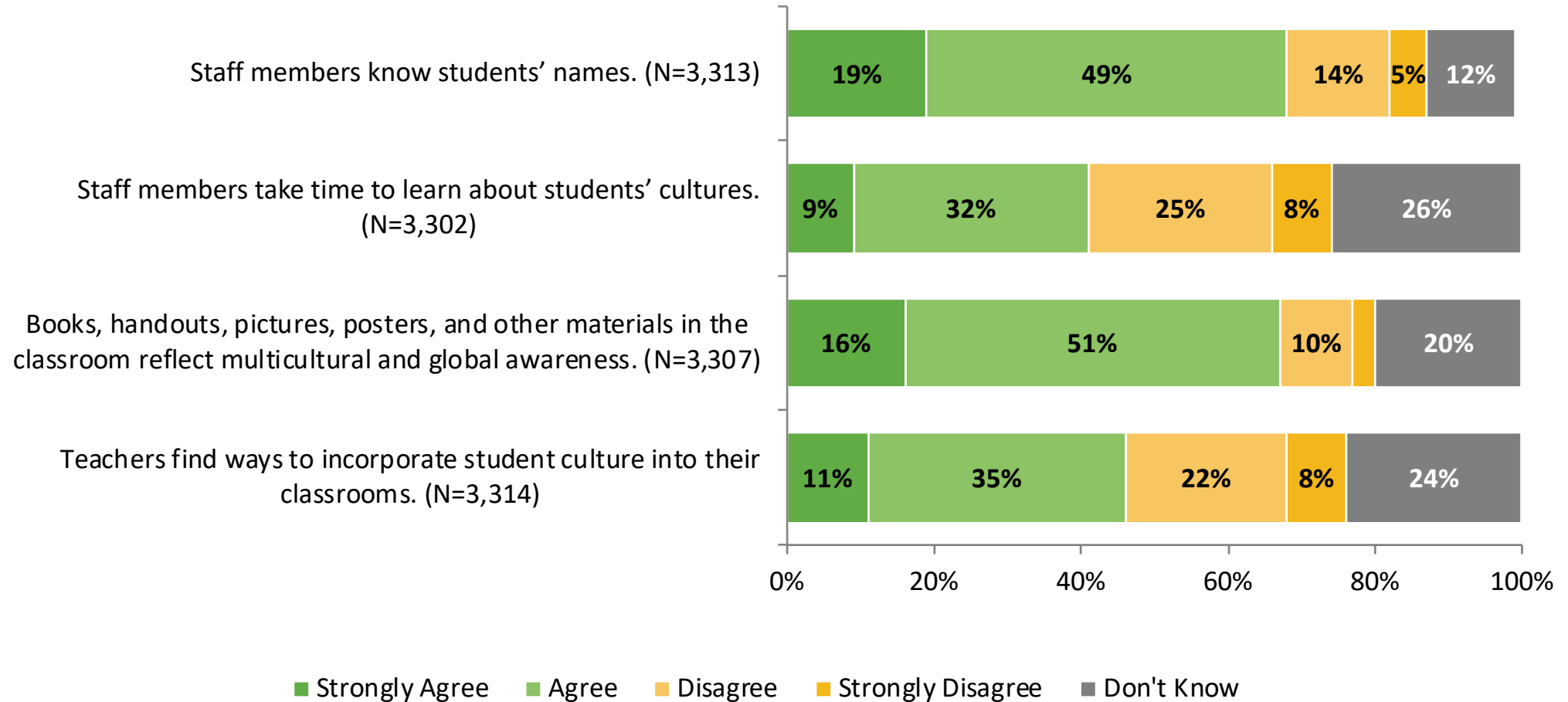
## Cultural Relevancy: Comparison by School Level

How strongly do you disagree or agree with the following statements?



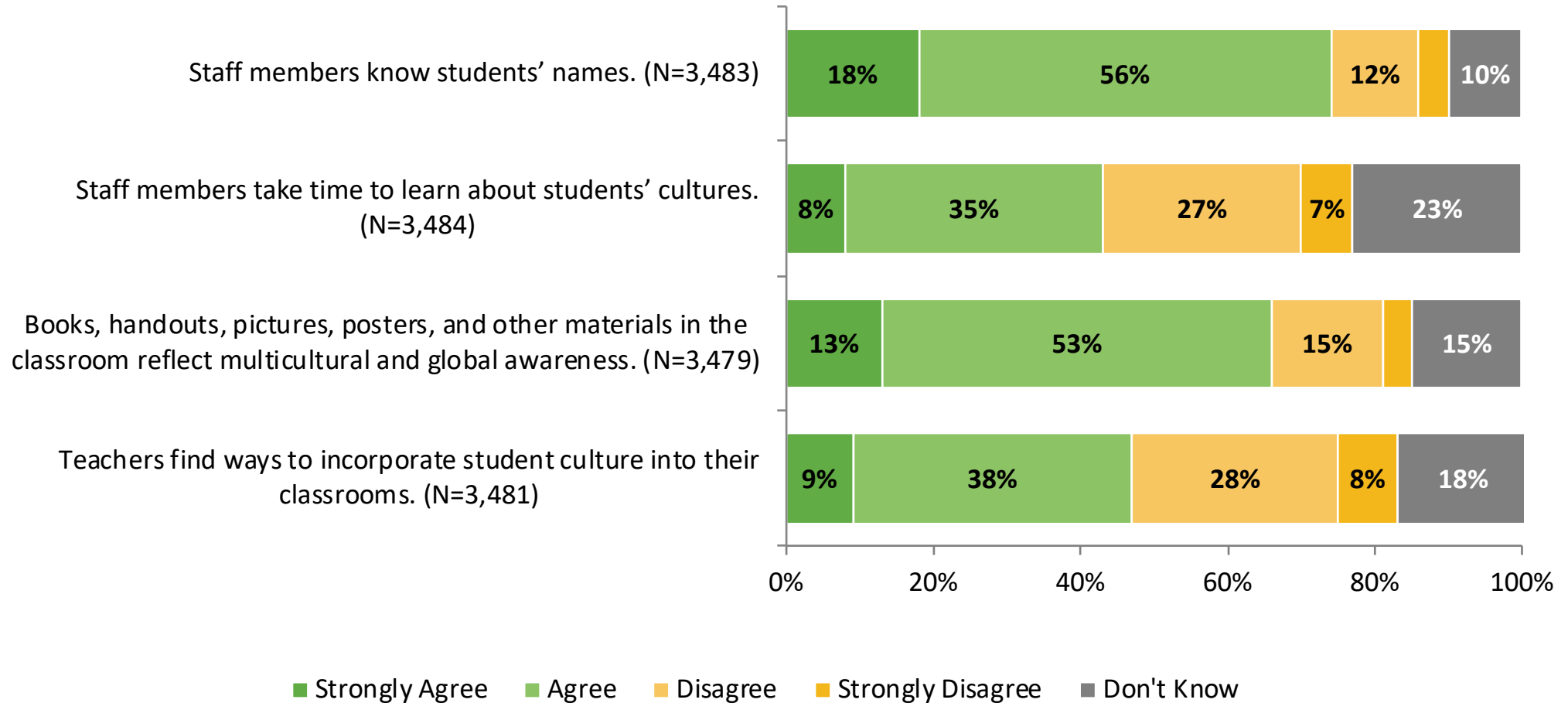
# Cultural Relevancy — Middle School

How strongly do you disagree or agree with the following statements?



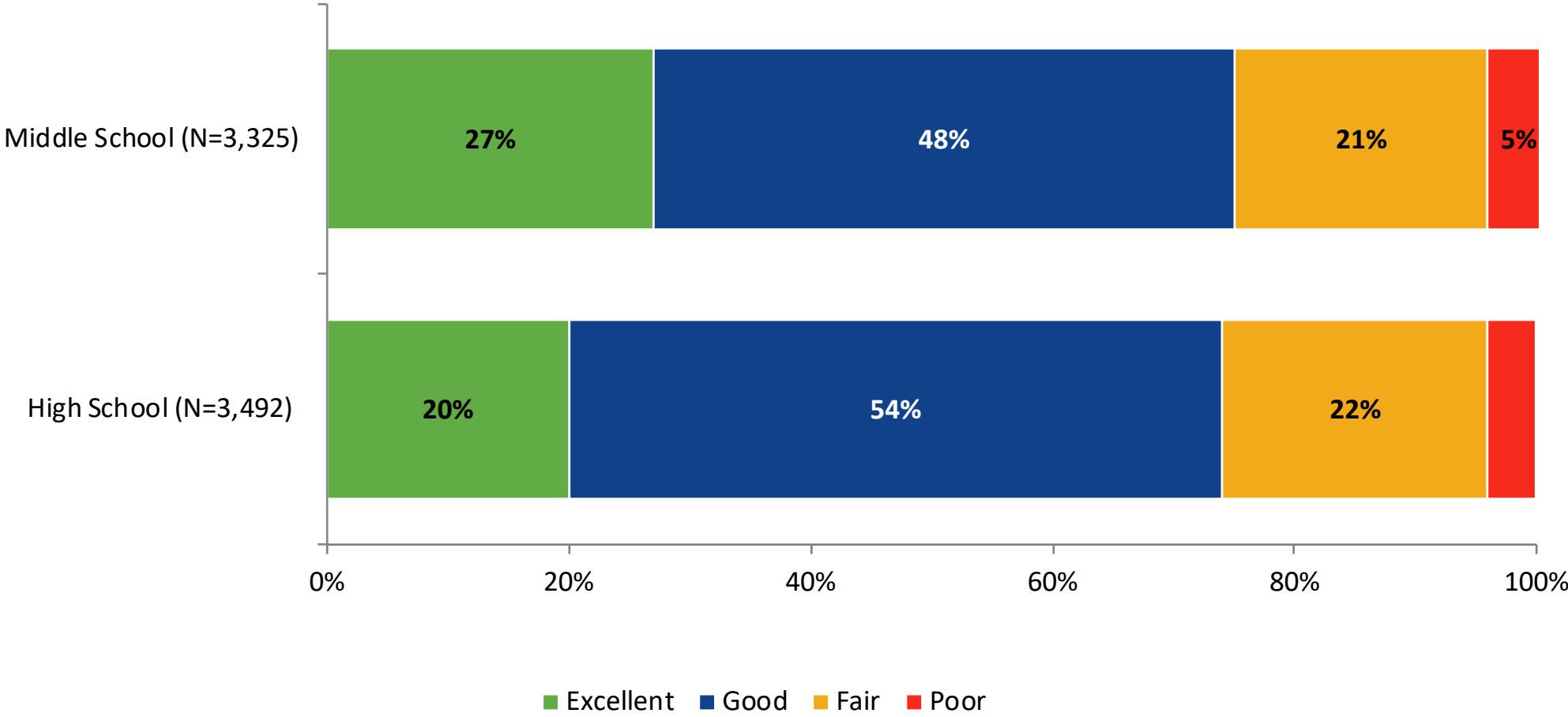
# Cultural Relevancy — High School

How strongly do you disagree or agree with the following statements?



# Overall School Quality: Comparison by School Level

How would you rate the overall quality of this school?



# Theme Analysis

K12 *Insight* researchers reviewed 10 percent of randomly selected comments provided by parents using the constant comparative analysis (CCA) method. CCA is an analytical approach where all units of data are compared with other units to discover properties and dimensions in the data.

**Please share any other thoughts you have about your experiences this year. (N=2,247)**

The highest percentage of parent responses were related to their satisfaction with their child's experience. Several participating parents said that their child attends a great school, praised staff members, and commented on the positive school climate.

Several parents said they would like to see an improvement in the interactions between students and teachers, as well as parents and teachers. This included creating a more inclusive environment for students and parents (e.g., at PTO meetings) and creating more opportunities for parent involvement.

Several parents said they would like to see a focus on maintaining and improving the safety of their child's school, including addressing student behavior like bullying and fights..

Several participating parents said how important it was to ensure all students have access to a quality education and a variety of school-based personnel to support their needs. This included having more support staff for students in the gifted and talented and special education programs. In addition, parents noted the importance of students having access to their school counselor.

A few parent responses were related to parents said there were too many snow days during the school year.

## Appendix II. Participant Details

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# Participant Details

Please select your child's school. (N=4,796)

School	Count (N)	Percentage (%)
A2 Virtual+ Academy	5	0%
Abbot Elementary School	76	2%
Allen Elementary School	140	3%
Angell Elementary School	124	3%
Ann Arbor Open School (K-8)	157	3%
Ann Arbor Preschool and Family Center	27	1%
Ann Arbor STEAM @ Northside (K-8)	192	4%
Bach Elementary School	114	2%
Bryant Elementary School	71	1%
Burns Park Elementary School	155	3%
Carpenter Elementary School	133	3%

## Participant Details (Continued)

Please select your child's school. (N=4,796)

School	Count (N)	Percentage (%)
Clague Middle School	226	5%
Community High School	149	3%
Dicken Elementary School	114	2%
Eberwhite Elementary School	120	3%
Forsythe Middle School	156	3%
Haisley Elementary School	84	2%
Huron High School	388	8%
King Elementary School	266	6%
Lakewood Elementary School	92	2%
Lawton Elementary School	171	4%
Logan Elementary School	93	2%

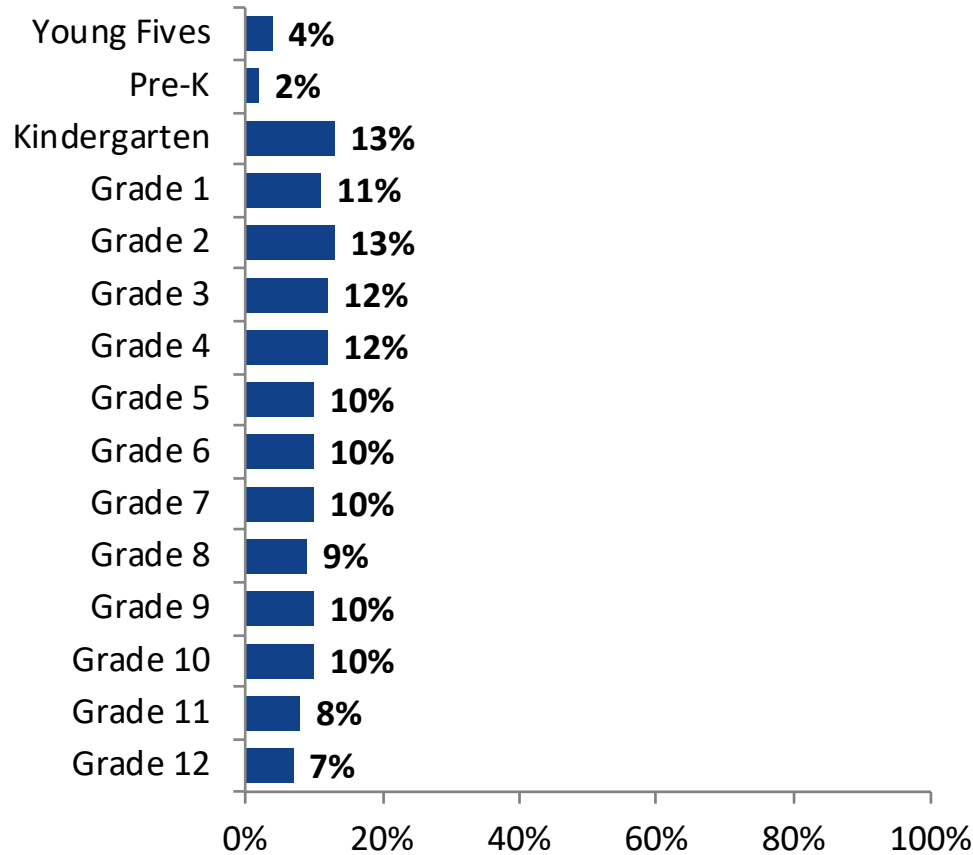
## Participant Details (Continued)

Please select your child's school. (N=4,796)

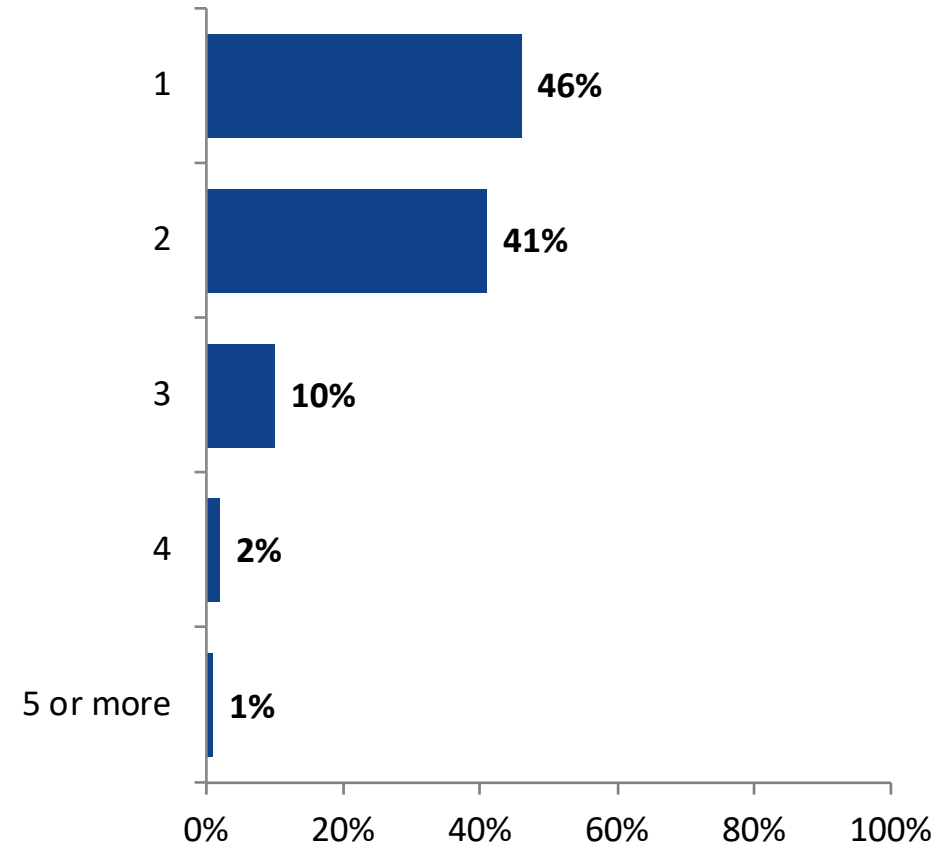
School	Count (N)	Percentage (%)
Mitchell Elementary School	78	2%
Pathways to Success Academic Campus	4	0%
Pattengill Elementary School	78	2%
Pioneer High School	446	9%
Pittsfield Elementary School	72	2%
Scarlett Middle School	112	2%
Skyline High School	301	6%
Slauson Middle School	188	4%
Tappan Middle School	148	3%
Thurston Elementary School	160	3%
Wines Elementary School	156	3%

# Participant Details (Continued)

Please select your child(ren)'s grade(s). (N=4,660)



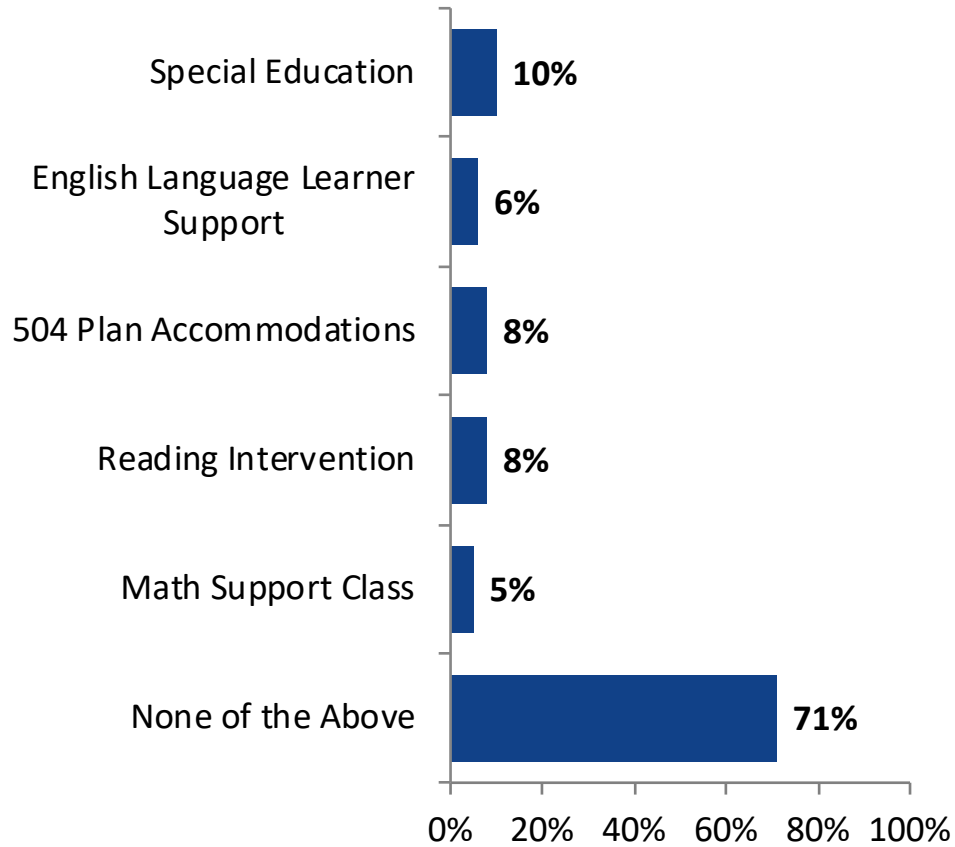
How many of your children attend schools in AAPS? (N=4,691)



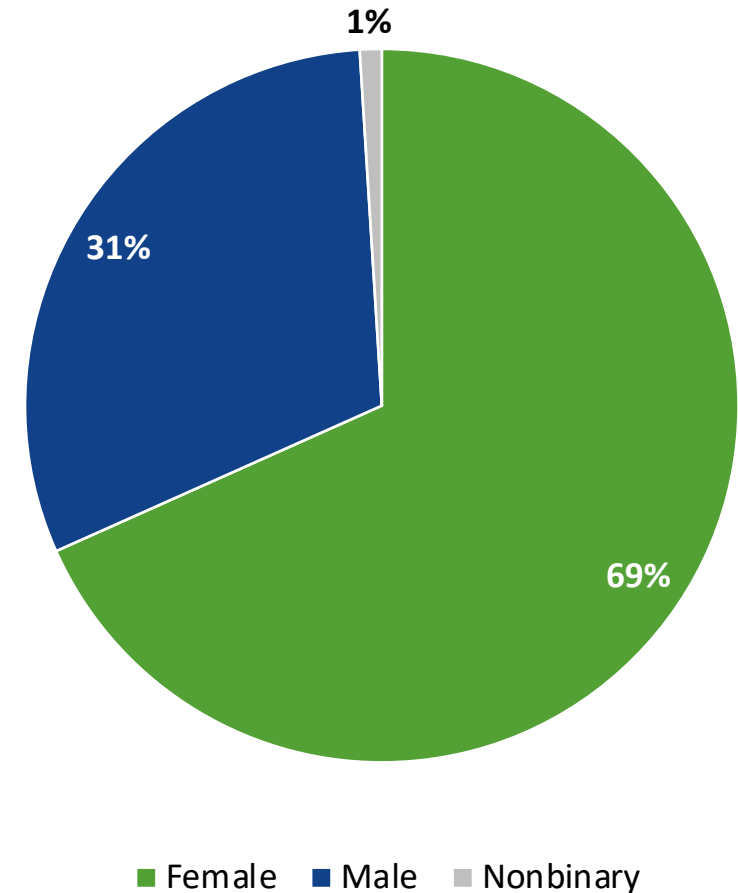
Note: The sum of percentages may exceed 100 since participants could select more than one answer.

## Participant Details (Continued)

Which of the following services do your children receive at this school? (N=4,507)



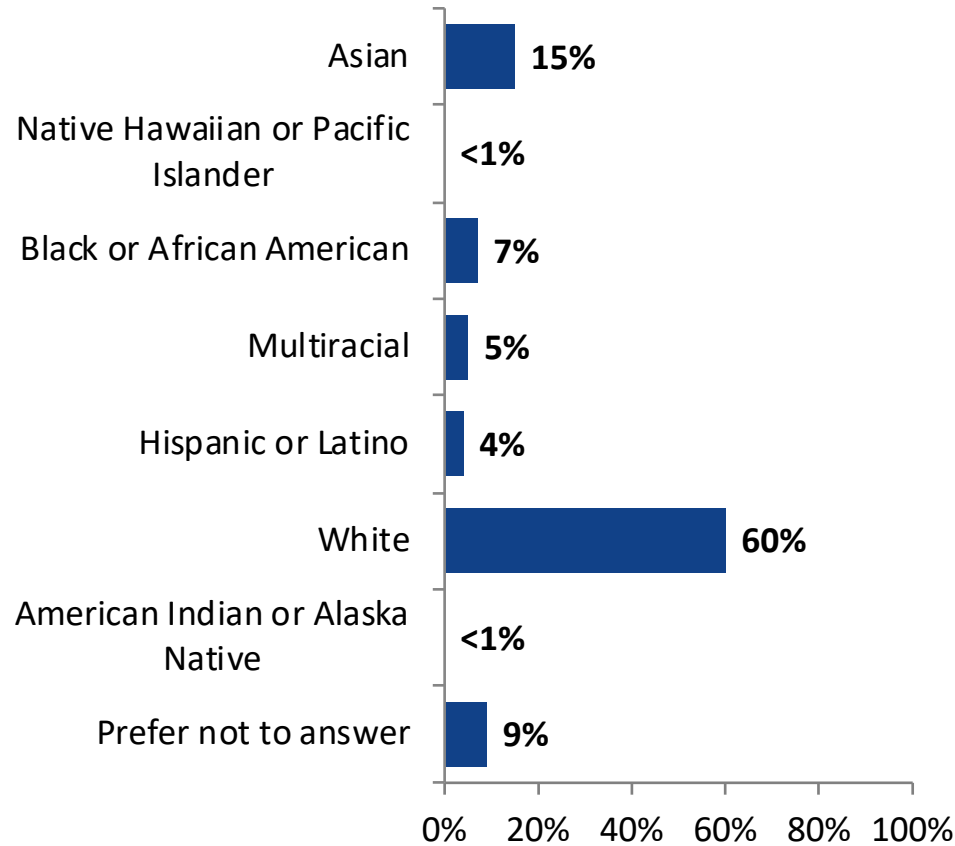
Please select your gender. (N=4,591)



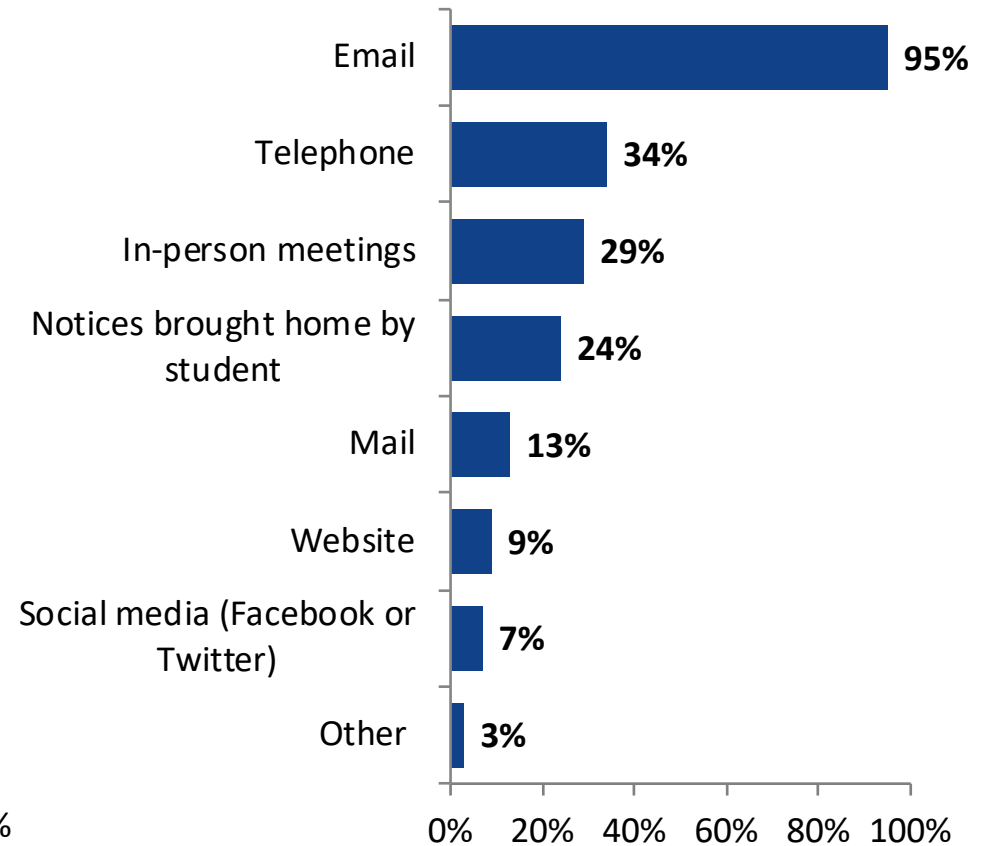
Note: The sum of percentages may exceed 100 since participants could select more than one answer.

# Participant Details (Continued)

Which of the following best describes your race/ethnicity? (N=4,620)



What are the best ways for the school to communicate with you about your child's education? (N=4,681)



Note: The sum of percentages may exceed 100 since participants could select more than one answer.

## Participant Details (Continued)

Primary Workplace (N=1,431)	Count (N)	Percentage (%)
A2 Virtual+ Academy	3	0%
Abbot Elementary School	29	2%
Allen Elementary School	40	3%
Angell Elementary School	27	2%
Ann Arbor Open School (K-8)	33	2%
Bach Elementary School	28	2%
Balas Administration Building	34	2%
Bryant Elementary School	28	2%
Burns Park Elementary School	40	3%
Carpenter Elementary School	34	2%
Clague Middle School	51	4%
Community High School	28	2%

## Participant Details (Continued)

Primary Work Location (N=1,431)	Count (N)	Percentage (%)
Community Recreation & Education	10	1%
Dicken Elementary School	27	2%
Eberwhite Elementary School	26	2%
Forsythe Middle School	65	5%
Haisley Elementary School	21	1%
Huron High School	128	9%
King Elementary School	36	3%
Lakewood Elementary School	20	1%
Lawton Elementary School	31	2%
Logan Elementary School	24	2%
Mitchell Elementary School	38	3%
Northside Elementary School	47	3%

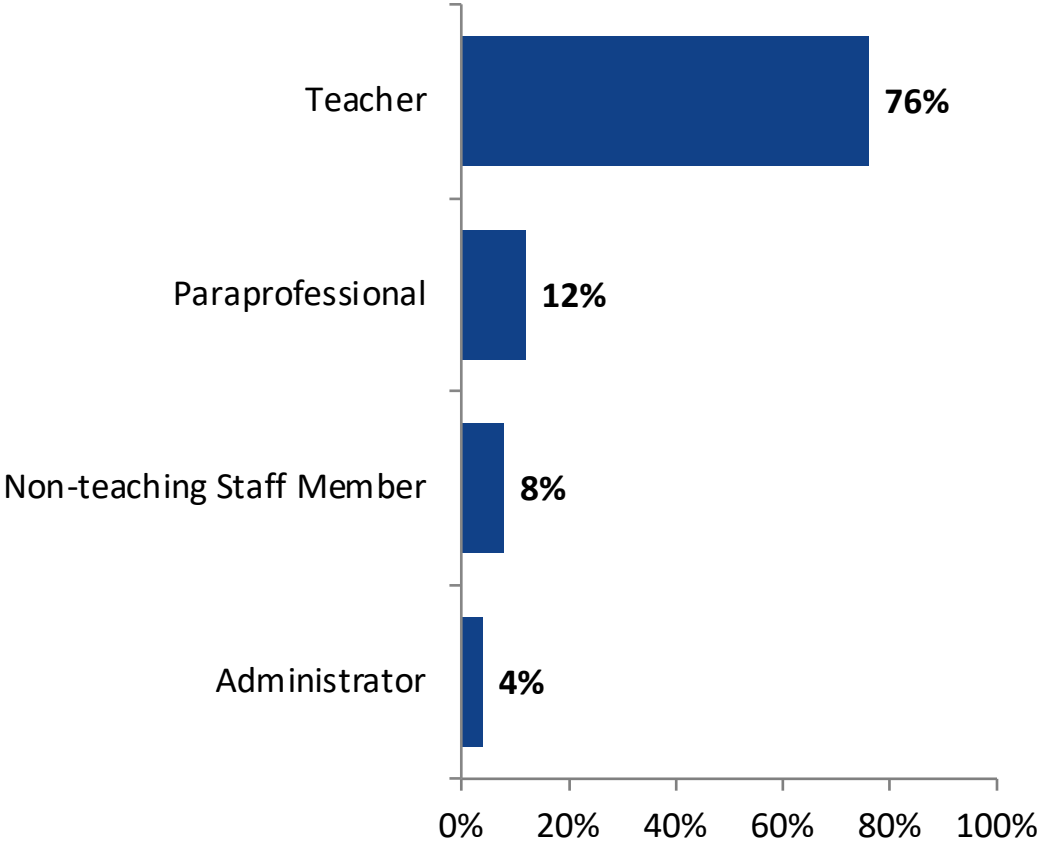


## Participant Details (Continued)

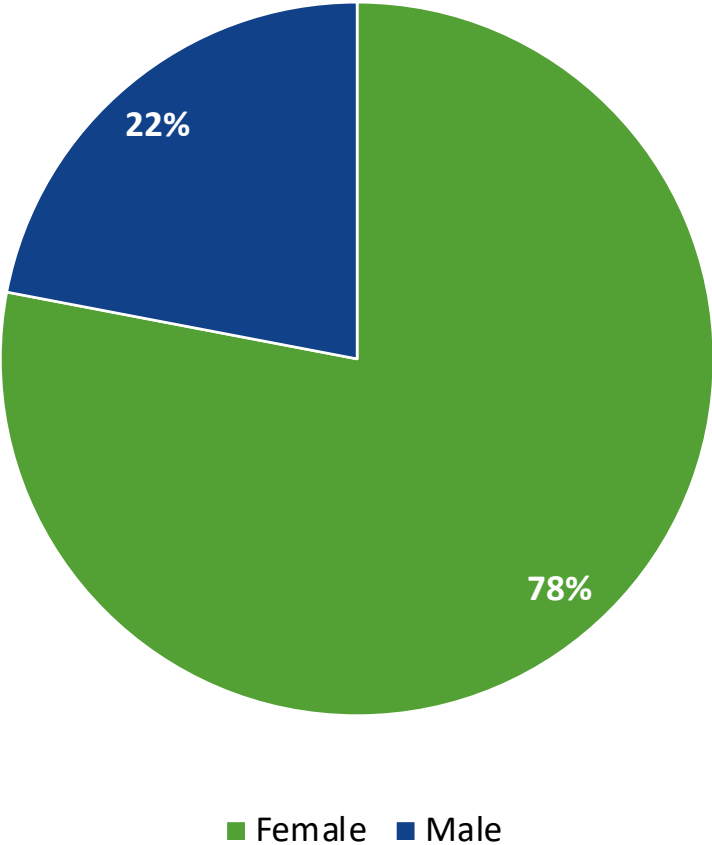
Primary Work Location (N=1,431)	Count (N)	Percentage (%)
Pathways to Success Academic Campus	32	2%
Pattengill Elementary School	21	1%
Pioneer High School	124	9%
Pittsfield Elementary School	37	3%
Ann Arbor Preschool and Family Center	45	3%
Scarlett Middle School	57	4%
Skyline High School	105	7%
Slauson Middle School	46	3%
Tappan Middle School	56	4%
Thurston Elementary School	28	2%
Wines Elementary School	32	2%

# Participant Details (Continued)

Which of the following best describes your role? (N=1,403)

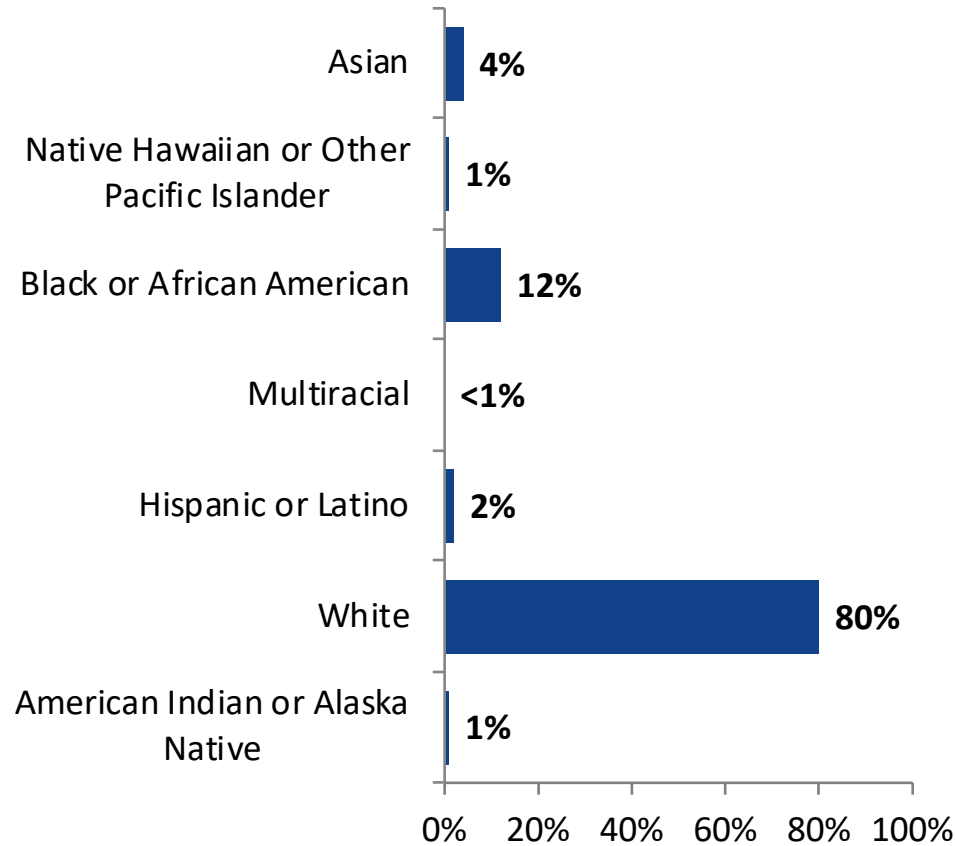


Gender (N=1,402)

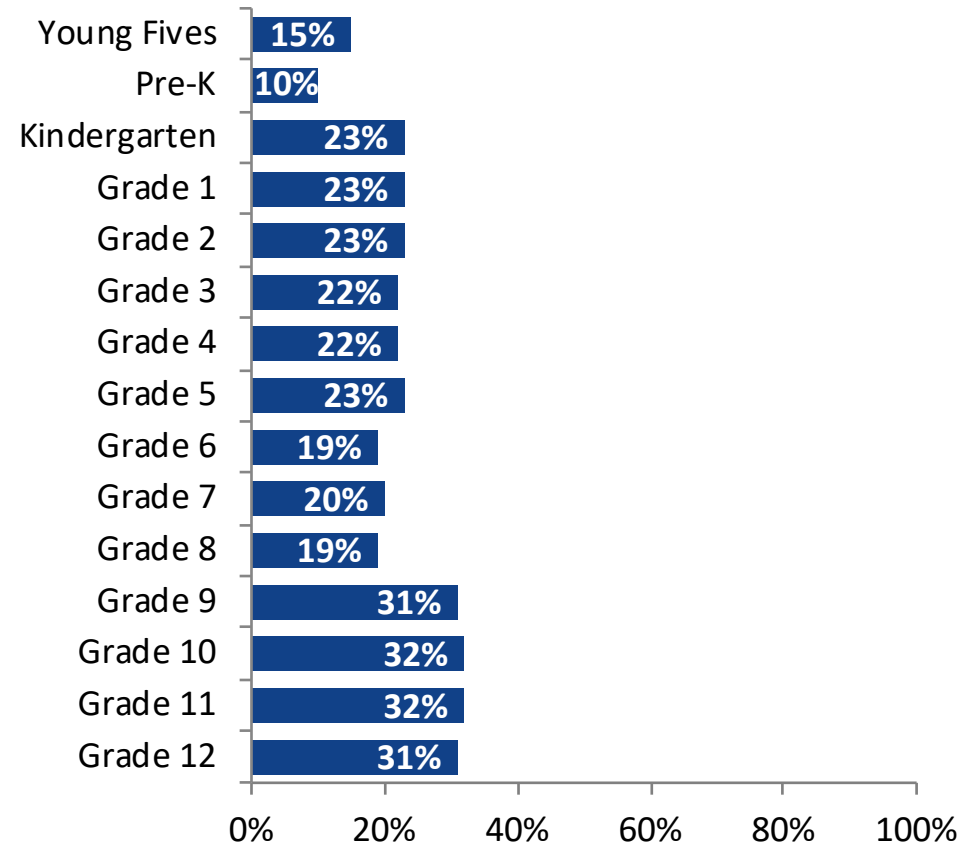


# Participant Details (Continued)

Race/ethnicity (N=1,388)



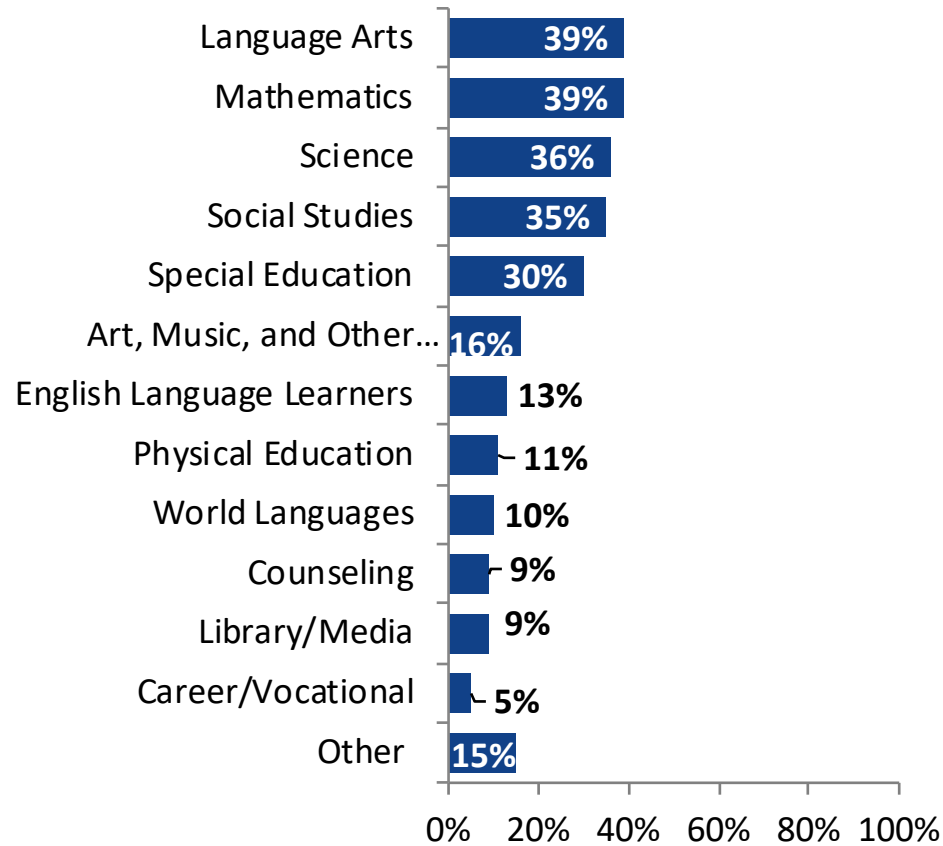
What grade(s) do you teach or support? (N=1,311)



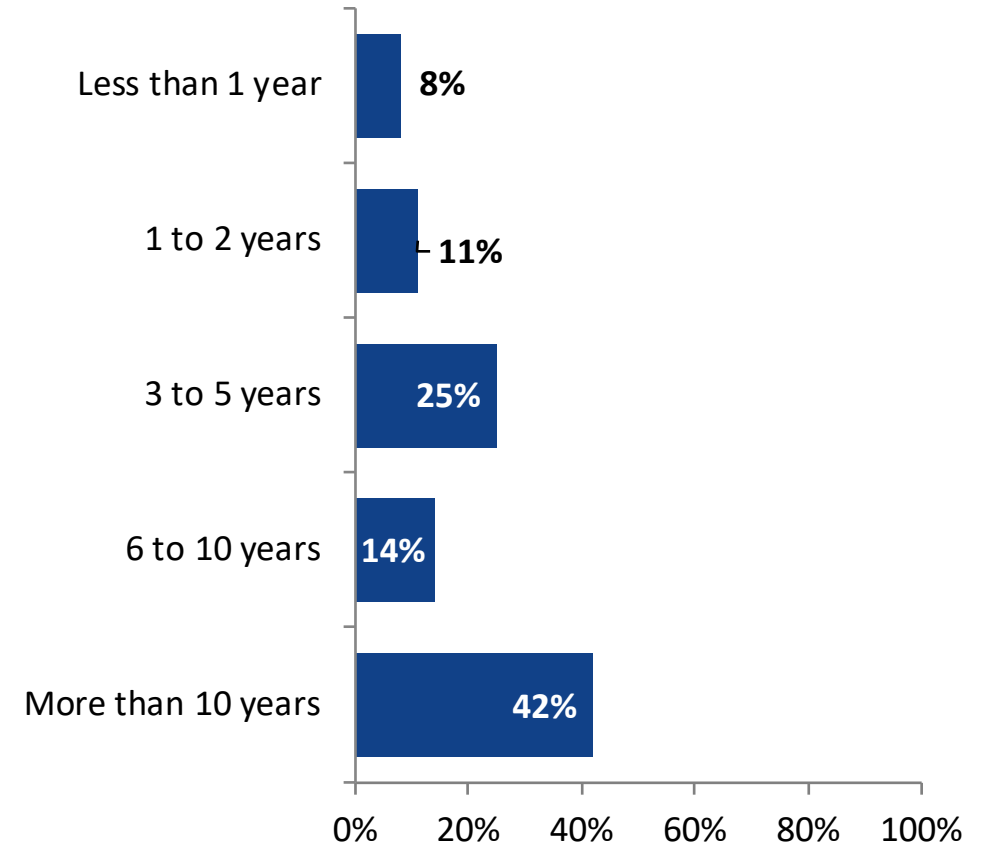
Note: The sum of percentages may exceed 100 since participants could select more than one answer.

## Participant Details (Continued)

What subject areas do you teach or support? (N=1,199)



How many years have you worked in AAPS? (N=1,348)



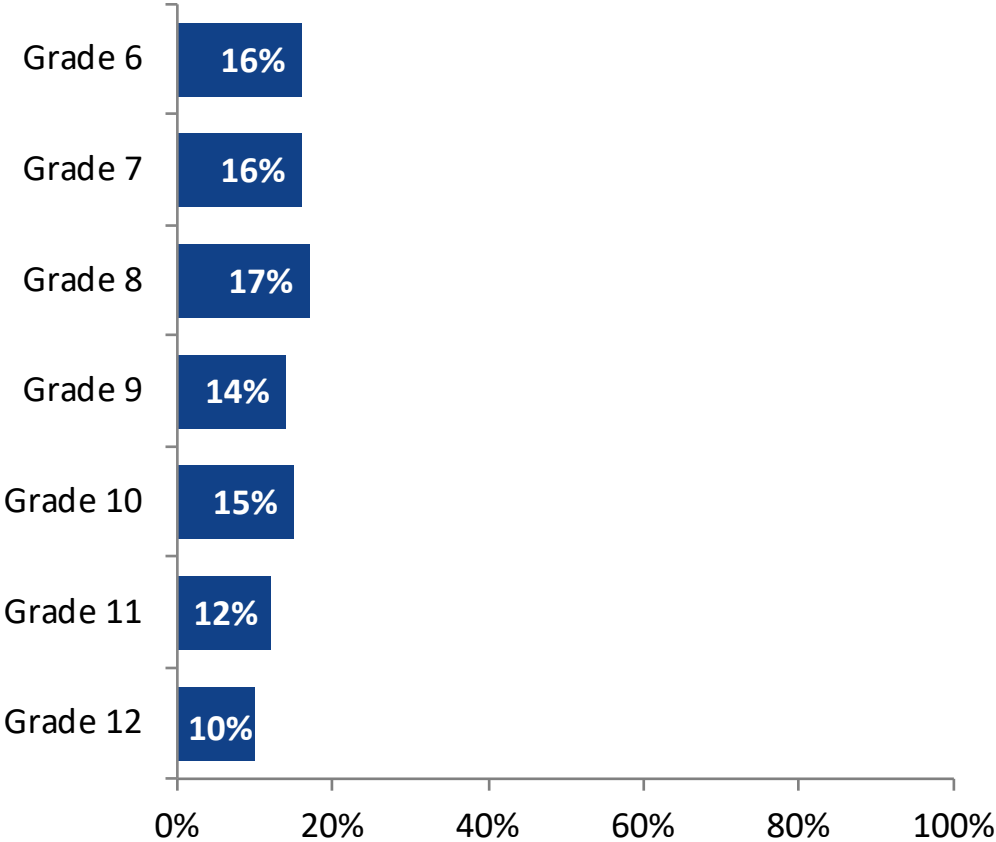
Note: The sum of percentages may exceed 100 since participants could select more than one answer.

## Participant Details (Continued)

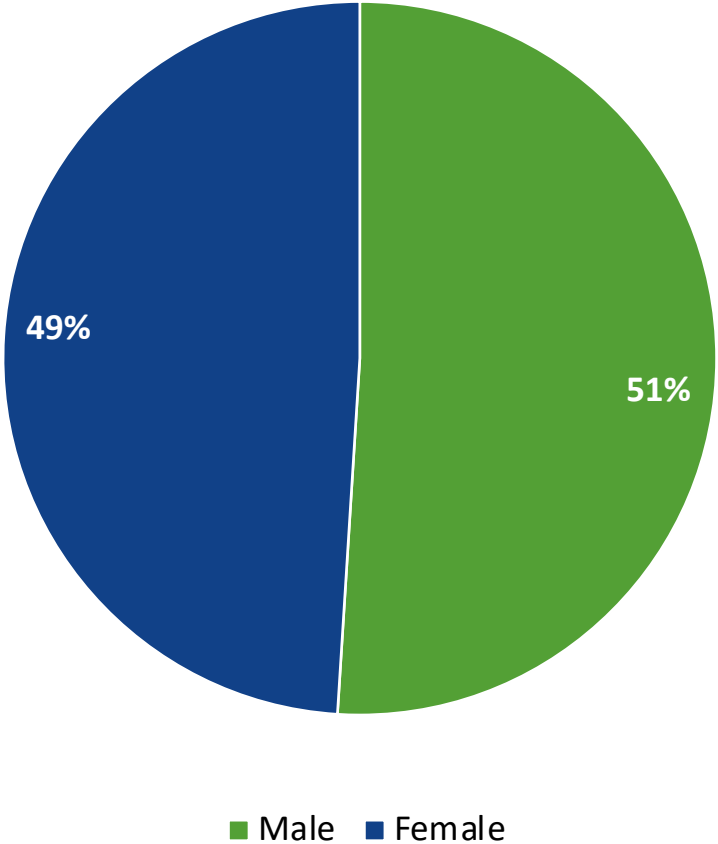
School (N=6,834)	Count (N)	Percentage (%)
Ann Arbor Open School (K-8)	152	2%
Clague Middle School	605	9%
Community High School	333	5%
Forsythe Middle School	550	8%
Huron High School	1,304	19%
Northside Elementary School	154	2%
Pathways to Success Academic Campus	6	0%
Pioneer High School	1,015	15%
Scarlett Middle School	536	8%
Skyline High School	844	12%
Slauson Middle School	590	9%
Tappan Middle School	745	11%

# Participant Details (Continued)

Grade Level (N=6,834)

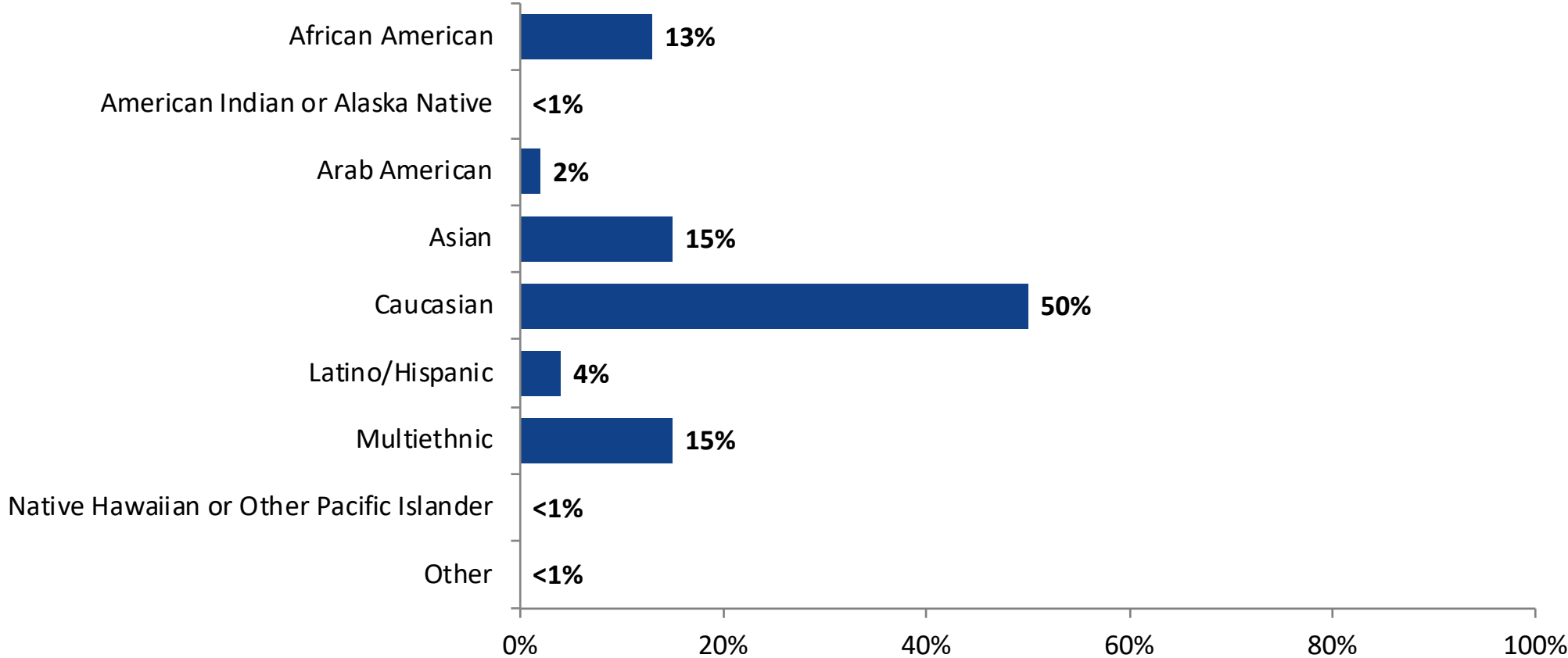


Gender (N=6,834)



# Participant Details (Continued)

Race/Ethnicity: (N=6,834)



# Participant Details (Continued)

School (N-3,387)	Count (N)	Percentage (%)
Abbot Elementary School	117	3%
Allen Elementary School	175	5%
Angell Elementary School	158	5%
Ann Arbor Open School (K-8)	168	5%
Bach Elementary School	159	5%
Burns Park Elementary School	199	6%
Carpenter Elementary School	193	6%
Dicken Elementary School	115	3%
Eberwhite Elementary School	171	5%
Haisley Elementary School	135	4%

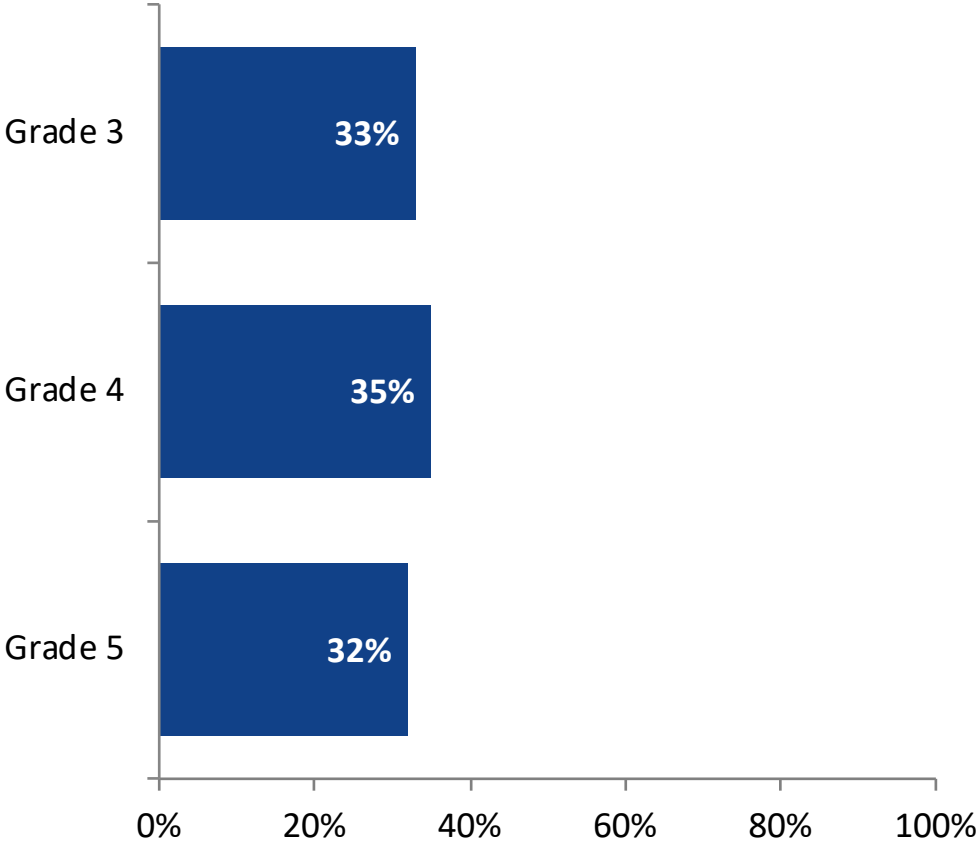


# Participant Details (Continued)

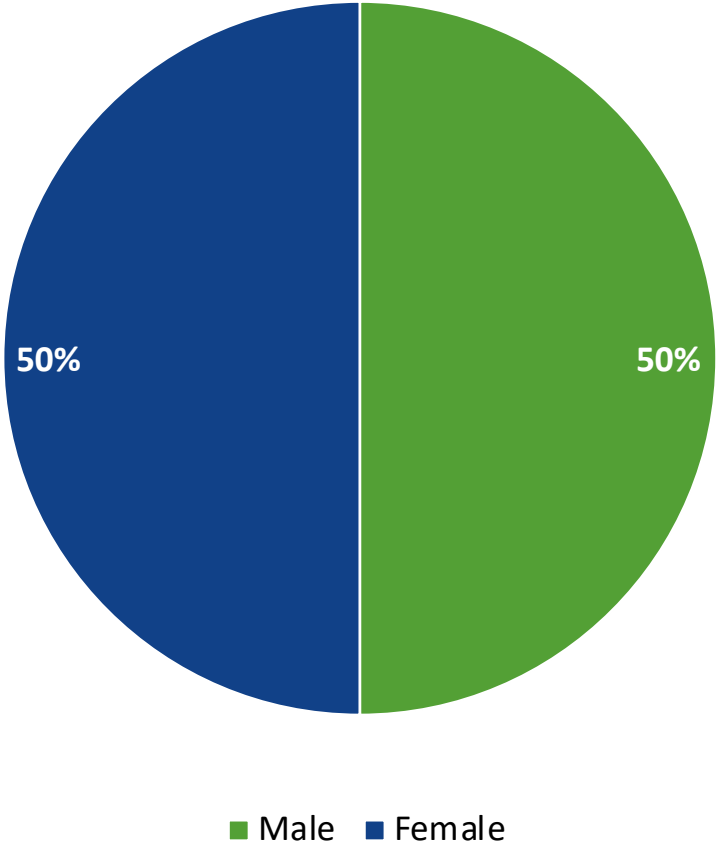
School (N=3,387)	Count (N)	Percentage (%)
King Elementary School	188	6%
Lakewood Elementary School	133	4%
Lawton Elementary School	205	6%
Logan Elementary School	121	4%
Mitchell Elementary School	187	6%
Northside Elementary School	174	5%
Pattengill Elementary School	255	8%
Pittsfield Elementary School	106	3%
Thurston Elementary School	228	7%
Wines Elementary School	200	6%

# Participant Details (Continued)

Grade Level (N=3,387)

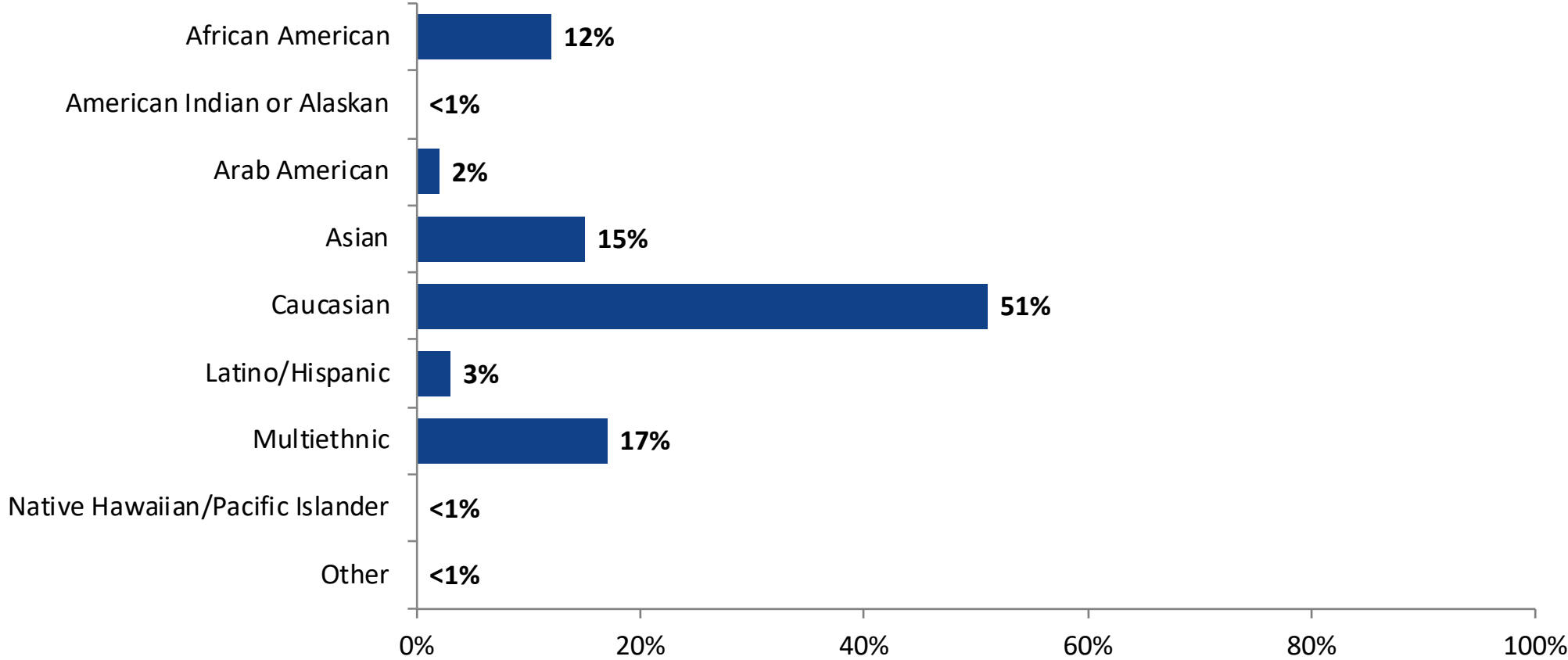


Gender (N=3,387)



# Participant Details (Continued)

Race/Ethnicity (N=3,384)



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