AISD

PARENT SURVEY RESULTS 2008-2009

ALLISON ELEMENTARY SCHOOL

Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment by school staff, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for Allison, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD Elementary schools. Table 1 provides a summary of respondents for Allison. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for Allison can be found in Tables 2 and 3.

Table 1. Total Respondents for Allison Elementary, 2008-2009

	Allison	All EL
Number of surveys returned	173	13,886
Number of students	513	46,987
% of students represented	**34%**	**30%**

Table 2. Respondents' Child's Ethnicity Compared to Allison Population

	Allison Survey Respondents	Allison Population
African American	8%	7%
Asian	1%	0%
Hispanic	88%	91%
Native American	1%	0%
White	3%	2%

Note. Some parents chose not to report their child's ethnicity; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

Table 3. Respondents' Child's Grade Level Compared to Allison Population

	Allison Survey Respondents	Allison Population
Early Childhood	0%	0%
Pre-Kindergarten	16%	11%
Kindergarten	17%	18%
1st	17%	17%
2nd	16%	12%
3rd	7%	14%
4th	10%	12%
5th	12%	12%
6th	5%	5%

Note. Some parents chose not to report their child's grade level; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

RESULTS FOR ALLISON

Survey results for Allison for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑↓).[2]

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tables provide the results for every question subscale. Parents responded to each statement by indicating their level agreement on a four-point scale ranging from "Strongly Disagree" to "Strongly Agree," with the option of indicating "Don't know/NA" or of skipping any item. It is desirable to have an average of **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Allison are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses from year to year with particular attention to any that are flagged by arrows. Keep in mind that when response rates are low, means may appear to fluctuate more without necessarily signaling a serious shift in perception. Staff should consider how representative the parent respondents are of the students at Allison, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

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[2] Effect sizes (Cohen's d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-2008 to 2008-2009. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d≥ .18.

Table 4. Subscale Averages for Allison

	Allison 2008-2009	All EL 2008-2009
Respectful School Community	**3.42**	**3.48**
Support for Parent Involvement	**3.38**	**3.42**
Academic Planning Information	**3.17**	**3.28**
Student-Focused Parent Achievement Press	**3.79**	**3.71**
School-Focused Parent Achievement Press	2.60	2.49
Communication about Student Progress and Expectations	**3.42**	**3.48**

Respectful School Community. This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. The individual item and subscale averages are provided in Table 5.

Table 5. Results for Respectful School Community

Item	Allison 2006-2007	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	**3.24**	**3.57↑**	**3.51**	**3.56**
5. School staff provide me with positive feedback about my child.	**3.26**	**3.53↑**	**3.40↓**	**3.49**
6. School staff treat my child with courtesy and respect.	**	**3.58**	**3.47**	**3.52**
7. I feel welcome in my child's classroom.	**	**3.62**	**3.55**	**3.57**
14. My child's school is a safe learning environment.	**3.24**	**3.54↑**	**3.30↓**	**3.53**
15a. The school principal treats me with courtesy and respect.	**3.40**	**3.72↑**	**3.49↓**	**3.50**
16a. The school assistant principal(s) treat me with courtesy and respect.	**3.33**	**3.63↑**	**3.39↓**	**3.48**
17a. My child's teacher(s) treat me with courtesy and respect.	**3.49**	**3.74↑**	**3.59↓**	**3.64**
18a. My child's counselor(s) treat me with courtesy and respect.	**3.34**	**3.53↑**	**3.42**	**3.47**
19a. Office staff treat me with courtesy and respect.	**3.35**	**3.57↑**	**3.49**	**3.50**
21f. School staff provide me with enough information about the process for handling complaints and concerns.	**3.14**	**3.56↑**	**3.26↓**	**3.28**
25. I feel like a part of this school community.	**	**	**3.29**	**3.22**
Respectful School Community Average	**	**	**3.42**	**3.48**

Support for Parent Involvement. This scale consists of 15 items that measure the extent to which parents perceive that campus staff value their input and provide opportunities for two-way communication. The individual item and subscale averages are provided in Table 6.

Table 6. Results for Support for Parent Involvement

Item	Allison 2006-2007	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.31	3.29	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.51	3.38↓	3.46
15b. The principal has helped me to become more involved in my child's education.	3.13	3.46↑	3.35↓	3.34
15c. The principal values my input in academic decisions about my child.	3.20	3.50↑	3.37↓	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.14	3.50↑	3.37↓	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.11	3.51↑	3.29↓	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.22	3.49↑	3.26↓	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.14	3.51↑	3.26↓	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.36	3.70↑	3.55↓	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.38	3.64↑	3.52↓	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.35	3.64↑	3.55	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.14	3.50↑	3.38↓	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.19	3.48↑	3.36↓	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.16	3.57↑	3.39↓	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.14	3.50↑	3.43	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.36	3.59↑	3.27↓	3.38
Support for Parent Involvement Average	**	3.51	3.38	3.42

Adequacy of Communication about Student Progress and Expectations. This scale consists of 7 items that measure the adequacy of communication with parents about staff expectations for their child and their child's academic progress. The individual item and subscale averages are provided in Table 7.

Table 7. Adequacy of Communication about Student Progress and Expectations

"My child's school staff clearly communicate their expectations for…"	Allison 2006-2007	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
10. My child's learning	**	**3.57**	**3.45↓**	**3.49**
11. My child's behavior	**	**	**3.43**	**3.52**
"School staff provide me with enough information about my child's…"				
20a. Academic progress	**3.34**	**3.63↑**	**3.47↓**	**3.53**
20b. Preparedness for TAKS	**3.10**	**3.47↑**	**3.39**	**3.45**
20c. Risk of failing a grade	**3.15**	**3.45↑**	**3.39**	**3.41**
20d. Availability of tutoring	**	**	**3.38**	**3.40**
21a. Behavior	**3.35**	**3.59↑**	**3.45↓**	**3.53**
Progress and Expectations Average	**	**	**3.42**	**3.49**

Adequacy of Academic Planning Information. This scale consists of 7 items that measure the adequacy of the information that school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 8.

Table 8. Results for Adequacy of Academic Planning Information

"School staff provide me with enough information about…"	Allison 2006-2007	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
20e. High school graduation requirements.	2.55	**3.37↑**	**3.23↓**	**3.29**
21b. Personal Graduation Plans.	2.56	**3.02↑**	**3.09**	**3.20**
21c. College admission requirements.	**	**3.28**	**3.03↓**	**3.12**
21d. Financial aid and scholarships.	2.60	2.97↑	2.95	**3.08**
21e. Career opportunities for my child.	2.55	**3.03↑**	**3.04**	**3.14**
21h. Transitions to and from elementary, middle, and high school.	**	**	**3.19**	**3.23**
21i. After school programs.	**	**	**3.33**	**3.40**
Academic Planning Average	**	**	**3.17**	**3.28**

Parent Achievement Press. This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by engaging in conversations about academic priorities both their child and the school staff. The individual item and subscale averages are provided in Table 9.

Table 9. Parent Achievement Press

"I talk with my child about…"	Allison 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	**3.90**	**3.85**
27. What he/she is learning in school.	**3.91**	**3.85**
28. Future college and career plans.	**3.56**	**3.43**
Student-Focused Achievement Press Average	**3.79**	**3.71**
"I talk with school staff about the importance of having…"		
23. High standards.	2.58	2.44
24. Good teachers.	2.61	2.52
School-Focused Achievement Press Average	2.60	2.49

Parents also were asked to indicate their perception of the quality of the education that their child receives at Allison. Results for this item for the past two years can be found in Table 10.

Table 10. Quality of Education

	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	**3.54**	**3.48**	**3.53**

Parents also were asked to report on the kinds of activities they participate in at the school. Table 11 on the following page summarizes the percentage of responding parents for the past three years who indicated that they participated in various activities.

Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Allison 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	57%	54%
22b. Regularly scheduled parent-teacher conferences.	77%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	33%	28%
22e. Sports or performance events.	33%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	26%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	41%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	22%	19%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

	Allison 2007-2008	Allison 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	**3.34**	**3.11**↓	**3.31**

Staff should discuss strategies to continue supporting the positive changes, and should develop strategies to address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes. We recommend that you make this report available to all campus staff and provide an opportunity for staff to discuss ideas for improving relationships with parents. Also, plan to meet with your Parent Support Specialist (if applicable) to discuss these results and their implications for future planning. In addition, you may wish to contact Claudia Santamaria, Parent Program Coordinator (414.0112) for assistance with strategies to improve your school's relationships with parents.