



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

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

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^a	3.51	3.56

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 ^â	3.46
15b. The principal has helped me to become more involved in my child's education.	3.13	3.46 ^á	3.35 ^â	3.34
15c. The principal values my input in academic decisions about my child.	3.20	3.50 ^á	3.37 ^â	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.14	3.50 ^á	3.37 ^â	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.11	3.51 ^á	3.29 ^â	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.22	3.49 ^á	3.26 ^â	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.14	3.51 ^á	3.26 ^â	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.36	3.70 ^á	3.55 ^â	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.38	3.64 ^á	3.52 ^â	3.58
17d. Teacher(s) provide me with				

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>"I talk with my child about..."</i>	Allison 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.90	3.85

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-		