

AISD



PARENT SURVEY RESULTS 2008-2009

ANDREWS 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 Andrews, 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 Andrews. 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 Andrews can be found in Tables 2 and 3.

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

	Andrews	All EL
Number of surveys returned	203	13,886

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

	Andrews Survey Respondents	Andrews Population
Early Childhood	0%	1%
Pre-Kindergarten	13%	14%
Kindergarten	11%	16%
1 st	19%	16%
2 nd	17%	15%
3 rd	6%	14%
4 th	16%	13%
5 th	19%	11%
6 th	0%	0%

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 ANDREWS

Survey results for Andrews 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 (↑ ↓)

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	Andrews 2006-2007	Andrews 2007-2008	Andrews 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.25	3.39 ^á	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.36	3.45	3.46
15b. The principal has helped me to become more involved in my child's education.	3.51	3.36 ^â	3.44	3.34
15c. The principal values my input in academic decisions about my child.	3.41	3.34	3.41	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.47	3.37	3.51 ^á	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.48	3.27 ^â	3.42 ^á	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.38	3.25 ^â	3.43 ^á	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.43	3.27 ^â	3.47 ^á	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.57	3.47	3.60 ^á	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.50	3.43	3.58 ^á	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.51	3.45	3.63 ^á	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.47	3.34 ^â	3.45 ^á	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.45	3.32 ^â	3.42 ^á	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.48	3.32 ^â	3.47 ^á	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.45	3.33 ^â	3.44 ^á	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.48	3.32 ^â	3.42	3.38
Support for Parent Involvement Average	**	3.34	3.46	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.

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>	Andrews 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.77	3.85
27. What he/she is learning in school.	3.78	3.85
28. Future college and career plans.	3.53	3.43
Student-Focused Achievement Press Average	3.69	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.52	2.44
24. Good teachers.	2.60	2.52
School-Focused Achievement Press Average	2.57	2.49

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

Table 10. Quality of Education

	Andrews 2007-2008	Andrews 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	3.40		

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

Activity	Andrews 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	43%	54%
22b. Regularly scheduled parent-teacher conferences.	63%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	15%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	24%	28%
22e. Sports or performance events.	27%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	27%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	35%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)		