

AISSD



PARENT SURVEY RESULTS 2008-2009

BLAZIER 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 AISSD Parent Survey for Blazier, and longitudinal data are provided where applicable. In addition, averages are provided for all AISSD Elementary schools. Table 1 provides a summary of respondents for Blazier. Parents who respond to this survey tend to be representative of the AISSD student population in terms of ethnicity and grade level; data for the parents who responded for Blazier can be found in Tables 2 and 3.

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

	Blazier	All EL
	206	13,886
Number of students	623	46,987
	33%	30%

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

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

	Blazier Survey Respondents	Blazier Population
Early Childhood	0%	1%
Pre-Kindergarten	10%	11%
Kindergarten	20%	20%
1 st	6%	13%
2 nd	15%	15%
3 rd	17%	14%
4 th	22%	14%
5 th	10%	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 BLAZIER

Survey results for Blazier 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 (↗ ↘).¹⁰

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 Blazier 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 Blazier, and should think about any changes in campus policies and practices that

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

<i>"My child's school staff clearly communicate their expectations for..."</i>	Blazier 2006-2007	Blazier 2007-2008	Blazier 2008-2009	All EL 2008-2009
10. My child's learning	**	3.38	3.39	3.49
11. My child's behavior	**	**	3.43	3.52
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress		3.36	3.47^a	3.53
20b. Preparedness for TAKS		3.18	3.32	3.45
20c. Risk of failing a grade		3.17	3.29	3.41
20d. Availability of tutoring	**	**	3.30	3.40
21a. Behavior		3.44	3.43	3.53
Progress and Expectations Average	**	**	3.39	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

<i>"School staff provide me with enough information about..."</i>	Blazier 2006-2007	Blazier 2007-2008	Blazier 2008-2009	All EL 2008-2009
20e. High school graduation requirements.		3.10	3.26	3.29
21b. Personal Graduation Plans.		3.09^a	3.08	3.20
21c. College admission requirements.	**	3.00	3.01	3.12
21d. Financial aid and scholarships.		3.03	3.00	3.08
21e. Career opportunities for my child.		3.08	3.03	3.14
21h. Transitions to and from elementary, middle, and high school.	**	**	3.12	3.23
21i. After school programs.	**	**	3.25	3.40
Academic Planning Average	**	**	3.16	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>"I talk with my child about..."</i>	Blazier 2008-2009
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AISD Parent Survey Results