

AISD



## **PARENT SURVEY RESULTS 2008-2009**

### **BOONE 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 Boone, 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 Boone. 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 Boone can be found in Tables 2 and 3.

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



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

**Boone Survey Respondents**

Table 4. Subscale Averages for Boone

	Boone 2008-2009	All EL 2008-2009
<b>Respectful School Community</b>	<b>3.55</b>	<b>3.48</b>
<b>Support for Parent Involvement</b>	<b>3.51</b>	<b>3.42</b>
<b>Academic Planning Information</b>	<b>3.21</b>	<b>3.28</b>
<b>Student-Focused Parent Achievement Press</b>	<b>3.73</b>	<b>3.71</b>
<b>School-Focused Parent Achievement Press</b>	2.48	2.49
<b>Communication about Student Progress and Expectations</b>	<b>3.50</b>	<b>3.48</b>

***Respectful School Community.*** This scale consists of 12 items that measure the extent to which parents perceive that staff pr

**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	Boone 2006-2007	Boone 2007-2008	Boone 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.21	3.41 <sup>á</sup>	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.36	3.50 <sup>á</sup>	3.46
15b. The principal has helped me to become more involved in my child's education.	3.47	3.28 <sup>â</sup>	3.41	3.34
15c. The principal values my input in academic decisions about my child.	3.43	3.34	3.45	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.59	3.44 <sup>â</sup>	3.53	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.39	3.26	3.50 <sup>á</sup>	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.37	3.30	3.47 <sup>á</sup>	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.55	3.31 <sup>â</sup>	3.53 <sup>á</sup>	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.64	3.60	3.63	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.61	3.57	3.63	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.65	3.63	3.66	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.43	3.40	3.49	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.42	3.40	3.49	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.53	3.39 <sup>â</sup>	3.56 <sup>á</sup>	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.55	3.51	3.63 <sup>á</sup>	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.57	3.44 <sup>â</sup>	3.40	3.38
Support for Parent Involvement Average	**	3.39	3.51	3.42



**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>	Boone 2008-2009	All EL 2008-2009
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Boone 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	72%	54%
22b. Regularly scheduled parent-teacher conferences.	83%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	5%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	28%	28%
22e. Sports or performance events.	43%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	43%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	53%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	9%	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

	Boone 2007-2008	Boone 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.33	3.31	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.