

AISD



PARENT SURVEY RESULTS 2008-2009

BOWIE HIGH 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 Bowie, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD high schools. Table 1 provides a summary of respondents for Bowie. 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 Bowie can be found in Tables 2 and 3.

Table 1. Total Respondents for Bowie High School, 2008-2009

	Bowie	All HS
Number of surveys returned	165	1,694
Number of students	2,680	19,043
% of students represented	6%	9%

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

	Bowie Survey Respondents	Bowie Population
African American	1%	4%
Asian	4%	6%
Hispanic	22%	29%
Native American	0%	1%
White	73%	60%

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 Bowie Population

	Bowie Survey Respondents	Bowie Population
9 th	28%	29%
10 th	33%	25

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	Bowie 2006-2007	Bowie 2007-2008	Bowie 2008-2009	All HS 2008-2009
4. School staff provide me with information in my home language.	3.51	3.48	3.47	3.47
5. School staff provide me with positive feedback about my child.	3.19	3.01	3.05	3.07
6. School staff treat my child with courtesy and respect.	**	3.16	3.16	3.22
7. I feel welcome in my child's classroom.	**	2.99	2.84	3.07
14. My child's school is a safe learning environment.	3.23	3.13	3.24	3.14
15a. The school principal treats me with courtesy and respect.	3.52	3.21	3.17	3.34
16a. The school assistant principal(s) treat me with courtesy and respect.	3.43	3.16	3.28	3.27
17a. My child's teacher(s) treat me with courtesy and respect.	3.50	3.33	3.39	3.35
18a. My child's counselor(s) treat me with courtesy and respect.	3.47	3.24	3.26	3.27
19a. Office staff treat me with courtesy and respect.	3.40	3.17	3.30	3.28
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.16	3.01	2.85	2.90
25. I feel like a part of this school community.	**	**	3.06	2.89
Respectful School Community Average	**	**	3.17	3.17

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.

Adequacy of Communication about Student Expectations and Progress. 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>	Bowie 2006-2007	Bowie 2007-2008	Bowie 2008-2009	All HS 2008-2009
10. My child’s learning	**	3.09	3.09	3.12
11. My child’s behavior	**	**	3.25	3.23
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.36	3.16	3.32	3.27
	2.91	2.85	2.96	

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>	Bowie 2008-2009	All HS 2008-2009
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