

AISD



PARENT SURVEY RESULTS 2008-2009

BROOKE 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 Brooke, 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 Brooke. 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 Brooke can be found in Tables 2 and 3.

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

	Brooke Survey Respondents	Brooke Population
Early Childhood	0%	1%
Pre-Kindergarten	13%	13%
Kindergarten	14%	17%
1st	14%	17%
2nd	11%	14%
3rd	19%	16%
4th	13%	10%
5th	14%	13%
6th	0%	0%

Note.

Support for Parent Involvement. This scale consists of 15 items that measure which parents perceive that campus staff value their input and provide communication. The individual item and subscale averages are provided below.

Table 6. Results for Support for Parent Involvement

Item	Brooke 2006-2007	Brooke 2007-2008		
8. My child's school staff use the suggestions that I make about my child's education.	**	3.22	3.31	3.40
12. My child's school staff provide opportunities for me to learn how to help				

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



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>	Brooke 2008-2009	All EL
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