

AISD

Table 3. Respondents' Child's Grade Level

Table 4. Subscale Averages for Graham

	Graham 2008-2009	All EL 2008-2009
Respectful School Community	3.39	3.48
Support for Parent Involvement	3.38	3.42
Academic Planning Information	3.23	3.28
Student-Focused Parent Achievement Press	3.73	3.71
School-Focused Parent Achievement Press	2.56	2.49
Communication about Student Progress and Expectations	3.42	3.48

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	Graham 2006-2007	Graham 2007-2008	Graham 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.49	3.45	3.49	3.56
5. School staff provide me with positive feedback about my child.	3.46	3.42	3.44	3.49
6. School staff treat my child with courtesy and respect.	**	3.46	3.46	3.52
7. I feel welcome in my child's classroom.	**	3.46	3.49	3.57
14. My child's school is a safe learning environment.	3.35	3.33	3.46^a	3.53
15a. The school principal treats me with courtesy and respect.	3.36	3.46	3.49	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.25	3.42^a	3.43	3.48
17a. My child's teacher(s) treat me with courtesy and respect.	3.47	3.52	3.52	3.64
18a. My child's counselor(s) treat me with courtesy and respect.	3.38	3.36	3.39	3.47
19a. Office staff treat me with courtesy and respect.	3.30	3.41	3.39	3.50
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.42	3.28	3.20	3.28
25. I feel like a part of this school community.	**			

AISD Parent Survey Results

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 enga

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

Activity	Graham 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	44%	54%
22b. Regularly scheduled parent-teacher conferences.	63%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	12%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	17%	28%
22e. Sports or performance events.	20%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	20%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	28%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	23%	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

	Graham 2007-2008	Graham 2008-2009	All EL 2008-2009
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