



PARENT SURVEY RESULTS 2008-2009

GULLETT 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 Gullett, 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 Gullett. 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 Gullett can be found in Tables 2 and 3.

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

	Gullett	All EL
Number of surveys returned	123	13,886
Number of students	494	46,987
% of students represented	25%	30%

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

	Gullett Survey Respondents	Gullett Population
	1%	2%
Asian	3%	3%

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

	Gullett Survey Respondents	Gullett Population
Early Childhood	0%	2%
Pre-Kindergarten	1%	0%
Kindergarten	27%	16%
1st	21%	19%
2nd	11%	14%
3rd	16%	16%
4th	15%	17%
5th	10%	16%
6th	0%	0%

Note.

Table 4. Subscale Averages for Gullett

	Gullett 2008-2009	All EL 2008-2009
Respectful School Community	3.60	

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>	Gullett 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.86	3.85
27. What he/she is learning in school.	3.96	3.85
28. Future college and career plans.	3.02	3.43
Student-Focused Achievement Press Average	3.62	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.28	2.44
24. Good teachers.	2.30	2.52
School-Focused Achievement Press Average	2.30	2.49

Parents also were asked to indicate their perception of the quality of the education that their child receives at Gullett. Results for this item for the past two years can be found in Table 10.

Table 10. Quality of Education

	Gullett 2007-2008	Gullett 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	3.56	3.57	3.53

Parents also were asked to report on the kinds of activities they participate in at the school. Table 11 on the following page summarizes the percentage of responding parents for the past three years who indicated that they participated in various activities.

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

Activity	Gullett 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	91%	54%
22b. Regularly scheduled parent-teacher conferences.	98%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	27%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	55%	28%
22e. Sports or performance events.	83%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	53%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	61%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	10%	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

	Gullett 2007-2008	Gullett 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.45	3.39	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.