

**AISD**



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

### **HOUSTON 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 Houston, 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 Houston. 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 Houston can be found in Tables 2 and 3.

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

	<b>Houston</b>	<b>All EL</b>
<b>Number of surveys returned</b>	191	13,886

Table 3. Respondents’ Child’s Grade Level Compared to Houston Population

	Houston Survey Respondents	Houston Population
Early Childhood	1%	1%
Pre-Kindergarten	9%	15%
Kindergarten	14%	14%
1 <sup>st</sup>	23%	15%
2 <sup>nd</sup>	15%	15%
3 <sup>rd</sup>	15%	15%
4 <sup>th</sup>	20%	15%
5 <sup>th</sup>	2%	11%
6 <sup>th</sup>	0%	0%

Note. Some parents chose not to report their child’s grade level; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

### RESULTS FOR HOUSTON

Survey results for Houston for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↗ ↘).<sup>34</sup>

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tables provide the results for every question subscale. Parents responded to each statement by indicating their level agreement on a four-point scale ranging from “Strongly Disagree” to “Strongly Agree,” with the option of indicating “Don’t know/NA” or of skipping any item. It is desirable to have an average of **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Houston are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses from year to year with particular attention to any that are flagged by arrows. Keep in mind that when response rates are low, means may appear to fluctuate more without necessarily signaling a serious shift in perception. Staff should consider how representative the parent respondents are of the students at Houston, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

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Table 4. Subscale Averages for Houston

	Houston 2008-2009	All EL 2008-2009
<b>Respectful School Community</b>	<b>3.44</b>	<b>3.48</b>
<b>Support for Parent Involvement</b>	<b>3.43</b>	<b>3.42</b>
<b>Academic Planning Information</b>	<b>3.27</b>	<b>3.28</b>
<b>Student-Focused Parent Achievement Press</b>	<b>3.69</b>	<b>3.71</b>
<b>School-Focused Parent Achievement Press</b>	2.34	2.49
<b>Communication about Student Progress and Expectations</b>	<b>3.49</b>	<b>3.48</b>

**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	Houston 2006-2007	Houston 2007-2008	Houston 2008-2009	All EL 2008-2009
<b>4. School staff provide me with information in my home language.</b>	<b>3.61</b>	<b>3.50</b>	<b>3.54</b>	<b>3.56</b>
<b>5. School staff provide me with positive feedback about my child.</b>	<b>3.58</b>	<b>3.44</b>	<b>3.44</b>	<b>3.49</b>
<b>6. School staff treat my child with courtesy and respect.</b>	**	<b>3.39</b>	<b>3.45</b>	<b>3.52</b>
<b>7. I feel welcome in my child's classroom.</b>	**	<b>3.55</b>	<b>3.54</b>	<b>3.57</b>
<b>14. My child's school is a safe learning environment.</b>	<b>3.45</b>	<b>3.33</b>	<b>3.49</b>	<b>3.53</b>
<b>15a. The school principal treats me with courtesy and respect.</b>	<b>3.34</b>	<b>3.34</b>	<b>3.48</b>	<b>3.50</b>
<b>16a. The school assistant principal(s) treat me with courtesy and respect.</b>		<b>3.36</b>	<b>3.47</b>	<b>3.48</b>
<b>17a. My child's teacher(s) treat me with courtesy and respect.</b>	<b>3.55</b>	<b>3.57</b>	<b>3.64</b>	<b>3.64</b>
<b>18a. My child's counselor(s) treat me with courtesy and respect.</b>	<b>3.42</b>	<b>3.34</b>	<b>3.43</b>	
<b>19a. Office staff treat me with courtesy</b>				

**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	Houston 2006-2007	Houston 2007-2008	Houston 2008-2009	All EL 2008-2009

***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 are 1.8 (their child and their chi.

***Parent Achievement Press.***

*AISD Parent Survey Results*