

**AISD**



**PARENT SURVEY RESULTS 2008-2009**

**JOSLIN 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 Joslin, 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 Joslin. 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

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

|                  | Joslin Survey Respondents | Joslin Population |
|------------------|---------------------------|-------------------|
| Early Childhood  | 0%                        | 1%                |
| Pre-Kindergarten | 7%                        | 12%               |
| Kindergarten     | 11%                       | 15%               |
| 1 <sup>st</sup>  | 12%                       | 20%               |
| 2 <sup>nd</sup>  | 11%                       | 14%               |
| 3 <sup>rd</sup>  | 23%                       | 13%               |
| 4 <sup>th</sup>  | 17%                       | 12%               |
| 5 <sup>th</sup>  | 19%                       | 13%               |
| 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 JOSLIN

Survey results for Joslin 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>36</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 Joslin 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 Joslin, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

<sup>36</sup> Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-2008 to 2008-2009. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d > .18.



**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  | Joslin<br>2006-2007 | Joslin<br>2007-2008 | Joslin<br>2008-2009 | All EL<br>2008-2009 |
|---|---------------------|---------------------|---------------------|---------------------|
| 8. My child's school staff use the suggestions that I make about my child's education.                    | **                  | 3.41                | 3.43                | 3.40                |
| 12. My child's school staff provide opportunities for me to learn how to help my child succeed in school. | **                  | 3.49                | 3.53                | 3.46                |
| 15b. The principal has helped me to become more involved in my child's education.                         | 3.37                | 3.38                | 3.47                | 3.34                |
| 15c. The principal values my input in academic decisions about my child.                                  | 3.41                | 3.43                |                     |                     |



**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> | Joslin |
|--|--------|

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

