

AISD



PARENT SURVEY RESULTS 2008-2009

LANIER HIGH 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 Lanier, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD high schools. Table 1 provides a summary of respondents for Lanier

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

	Lanier Survey Respondents	Lanier Population
9 th	21%	36%
10 th	31%	20%
11 th	21%	23%
12 th	27%	22%

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 LANIER

Survey results for Lanier for the past 3 years are summarized here, along with 2008-2009 results for all AISD high schools. To indicate which changes are most meaningful from year to

Respectful School

Adequacy of Communication about Student Expectations and Progress. 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

<i>“My child's school staff clearly communicate their expectations for...”</i>	Lanier 2006-2007	Lanier 2007-2008	Lanier 2008-2009	All HS 2008-2009
10. My child’s learning	**	2.98	3.07	3.12
11. My child's behavior	**	**	3.17	3.23
<i>“School staff provide me with enough information about my child's...”</i>				

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>	Lanier 2008-2009	All HS 2008-2009
26. The importance of doing well in school.	3.42	3.77
27. What he/she is learning in school.	3.25	3.70
28. Future college and career plans.	3.34	3.71
Student-Focused Achievement Press Average	3.33	3.72
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.10	2.20
24. Good teachers.	2.19	2.25
School-Focused Achievement Press Average	2.15	2.23

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

Table 10. Quality of Education

	Lanier 2007-2008	Lanier 2008-2009	All HS 2008-2009
9. I believe that my child is getting a good education.	3.11	3.19	3.26

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	Lanier 2008-2009	All HS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	20%	63%
22b. Regularly scheduled parent-teacher conferences.	23%	42%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	6%	