

AISD



PARENT SURVEY RESULTS 2008-2009

LEE 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

Table 4. Subscale Averages for Lee

	Lee 2008-2009	All EL 2008-2009
Respectful School Community	3.59	3.48
Support for Parent Involvement	3.36	3.42
Academic Planning Information	3.32	3.28

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	Lee 2006-2007	Lee 2007-2008	Lee 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.22	3.16	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.28	3.29	3.46
15b. The principal has helped me to become more involved in my child's education.	3.32	3.20	2.96 ^â	3.34
15c. The principal values my input in academic decisions about my child.	3.36	3.27	3.25	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.52	3.48	3.34 ^â	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.28	3.29	3.06 ^â	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.24	3.36	3.29	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.47	3.48	3.38	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.62	3.65	3.54	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.63	3.56	3.52	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.73	3.67	3.63	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.41	3.70 ^â	3.50 ^â	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.37	3.67 ^â	3.54 ^â	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.47	3.72 ^â	3.61 ^â	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.64	3.75 ^â	3.82	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.46	3.53	3.18 ^â	3.38
Support for Parent Involvement Average	**	3.43	3.36	3.42

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

<i>"My child's school staff clearly communicate their expectations for..."</i>	Lee 2006-2007	Lee 2007-2008	Lee 2008-2009	All EL 2008-2009
10. My child's learning	**	3.49	3.36 ^â	3.49
11. My child's behavior	**	**	3.53	3.52
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress	3.48	3.74 ^â	3.53 ^â	3.53
20b. Preparedness for TAKS	3.32	3.50 ^â	3.18 ^â	3.45
20c. Risk of failing a grade	3.54	3.49	3.46	3.41
20d. Availability of tutoring	**	**	3.18	3.40
21a. Behavior	3.59	3.62	3.62	3.53
Progress and Expectations Average	**	**	3.42	3.49

Adequacy of Academic Planning Information. This scale consists of 7 items that measure the adequacy of the information that school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 8.

Table 8. Results for Adequacy of Academic Planning Information

<i>"School staff provide me with enough information about..."</i>	Lee 2006-2007	Lee 2007-2008	Lee 2008-2009	All EL 2008-2009
20e. High school graduation requirements.	3.36	3.17 ^â	3.29	3.29
21b. Personal Graduation Plans.	3.33	2.90 ^â	3.11 ^â	3.20
21c. College admission requirements.	**	3.07	3.13	3.12
21d. Financial aid and scholarships.	3.38	2.57 ^â	3.00 ^â	3.08
21e. Career opportunities for my child.	3.44	2.54 ^â	3.30 ^â	3.14
21h. Transitions to and from elementary, middle, and high school.	**	**	2.97	3.23
21i. After school programs.	**	**	3.46	3.40
Academic Planning Average	**	**	3.32	3.28

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	Lee 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	86%	54%
22b. Regularly scheduled parent-teacher conferences.	91%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	25%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	59%	28%
22e. Sports or performance events.	76%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	67%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	54%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	17%	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

	Lee 2007-2008	Lee 2008-2009	All EL
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