



PARENT SURVEY RESULTS 2008-2009

MILLS 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 Mills, 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 Mills. 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 Mills can be found in Tables 2 and 3.

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

	Mills	All EL
Number of surveys returned	231	13,886
Number of students	1,075	46,987
% of students represented	21%	30%

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

	Mills Survey Respondents	Mills Population
African American	2%	4%
Asian	22%	15%
Hispanic	14%	20%
Native American	0%	0%
White	62%	61%

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

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

	Mills Survey Respondents	Mills Population
Early Childhood	0%	1%
Pre-Kindergarten	6%	7%
Kindergarten	14%	16%
1 st	23%	17%
2 nd	12%	16%
3 rd	15%	16%
4 th	16%	15%
5 th	14%	13%
6 th	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 MILLS

Survey results for Mills 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 (↗ ↘).⁴⁸

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 Mills 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 Mills, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

⁴⁸ 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.

AISD Parent Survey Results

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	Mills 2006-2007	Mills 2007-2008	Mills 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.38	3.56 ^a	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.37	3.57 ^a	3.46
15b. The principal has helped me to become more involved in my child's education.	3.39	3.39	3.41	3.34
15c. The principal values my input in academic decisions about my child.	3.51	3.41	3.44	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.58	3.58	3.58	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.43	3.45	3.49	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.51	3.52	3.56	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.64	3.57	3.63	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.64	3.65	3.73	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.65	3.64	3.71	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.76	3.78	3.80	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.23	3.39 ^a	3.46	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.42	3.43	3.48	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.44	3.41	3.40	3.41
19b. Office staff provide me with opportunities for 2-way communication.		3.40	3.51	3.47
21g. School staff provide me with enough opportunities for 2-way communication.	3.70	3.62	3.71	3.71

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>	Mills 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.93	3.85
27. What he/she is learning in school.	3.94	3.85
28. Future college and career plans.	3.28	3.43
Student-Focused Achievement Press Average	3.72	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.53	2.44
24. Good teachers.	2.72	2.52
School-Focused Achievement Press Average	2.63	2.49

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

Table 10. Quality of Education

	Mills 2007-2008	Mills 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	3.38	3.64	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	Mills 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	81%	54%