

AISD



PARENT SURVEY RESULTS 2008-2009

OAK HILL 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 Oak Hill, 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 Oak Hill. Parents who respond to this survey tend to be

AISD Parent Survey Results

Table 4. Subscale Averages for Oak Hill

Oak Hill

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	Oak Hill 2006-2007	Oak Hill 2007-2008	Oak Hill 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.34	3.37	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.38	3.39	3.46
15b. The principal has helped me to become more involved in my child's education.	3.55	3.32 ^â	3.23	3.34
15c. The principal values my input in academic decisions about my child.	3.54	3.39 ^â	3.31	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.54	3.46	3.37	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.46	3.33 ^â	3.27	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.52	3.35 ^â	3.27	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.41	3.33	3.35	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.56	3.65 ^â	3.58	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.58	3.61	3.55	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.50	3.69 ^â	3.62	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.35	3.37	3.24 ^â	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.38	3.39	3.30	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.31	3.37	3.31	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.68	3.43 ^â	3.64 ^â	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.52	3.45	3.31 ^â	3.38
Support for Parent Involvement Average	**	3.36	3.50	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



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>	Oak Hill 2008-2009
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Oak Hill 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	59%	54%
22b. Regularly scheduled parent-teacher conferences.	82%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	17%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	41%	28%
22e. Sports or performance events.	42%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	37%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	39%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-		