

AISD



## PARENT SURVEY RESULTS 2008-2009

### OAK SPRINGS 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 Springs, 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 Springs. 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 Oak Springs can be found in Tables 2 and 3.

Table 1. Total Respondents for Oak Springs Elementary, 2008-2009

Oak Springs
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**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 Springs 2006-2007	Oak Springs 2007-2008	Oak Springs 2008-2009	All EL 2008-2009
<b>8. My child's school staff use the suggestions that I make about my child's education.</b>	**	3.35	3.47 <sup>a</sup>	3.40

***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>	Oak Springs 2006-2007	Oak Springs 2007-2008	Oak Springs 2008-2009	All EL 2008-2009
<b>10. My child’s learning</b>	**	<b>3.32</b>	<b>3.56<sup>a</sup></b>	<b>3.49</b>
<b>11. My child's behavior</b>	**	**	<b>3.60</b>	<b>3.52</b>
<i>“School staff provide me with enough information about my child's...”</i>				
<b>20a. Academic progress</b>	<b>3.42</b>	<b>3.38</b>	<b>3.65<sup>a</sup></b>	<b>3.53</b>
<b>20b. Preparedness for TAKS</b>	<b>3.42</b>	<b>3.20<sup>a</sup></b>	<b>3.56<sup>a</sup></b>	<b>3.45</b>
<b>20c. Risk of failing a grade</b>	<b>3.39</b>	<b>3.19<sup>a</sup></b>	<b>3.59<sup>a</sup></b>	<b>3.41</b>
<b>20d. Availability of tutoring</b>	**	**	<b>3.54</b>	<b>3.40</b>
<b>21a. Behavior</b>	<b>3.48</b>	<b>3.51</b>	<b>3.64<sup>a</sup></b>	<b>3.53</b>
<b>Progress and Expectations Average</b>	**	**	<b>3.56</b>	<b>3.49</b>

***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>	Oak Springs 2006-2007	Oak Springs 2007-2008	Oak Springs 2008-2009	All EL 2008-2009
<b>20e. High school graduation requirements.</b>	2.99	<b>3.04</b>	<b>3.32<sup>a</sup></b>	<b>3.29</b>

**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 Springs 2008-2009	All EL
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