



PARENT SURVEY RESULTS 2008-2009

ODOM 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 Odom, 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 Odom. 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 Odom can be found in Tables 2 and 3.

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

	Odom	All EL
Number of surveys returned	504	13,886
Number of students	719	46,987
% of students represented	70%	30%

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

	Odom Survey Respondents	Odom Population
African American	5%	8%
Asian	0%	0%
Hispanic	87%	85%
Native American	2%	0%
White	7%	7%

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 Odom Population

	Odom Survey Respondents	Odom Population
Early Childhood	1%	1%
Pre-Kindergarten	10%	11%
Kindergarten	17%	14%
1 st	15%	17%
2 nd	15%	15%
3 rd	15%	15%
4 th	15%	13%
5 th	11%	14%
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 ODOM

Survey results for Odom 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 (↗ ↘).⁵²

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

⁵² 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.

Table 4. Subscale Averages for Odom

	Odom 2008-2009	All EL 2008-2009
Respectful School Community	3.40	3.48
Support for Parent Involvement	3.41	3.42
Academic Planning Information	3.17	3.28
Student-Focused Parent Achievement Press	3.71	3.71
School-Focused Parent Achievement Press	2.41	2.49
Communication about Student Progress and Expectations	3.39	3.48

Respectful School Community. This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. The individual item and subscale averages are provided in Table 5.

Table 5. Results for Respectful School Community

Item	Odom 2006-2007	Odom 2007-2008	Odom 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.58	3.54	3.52	3.56
5. School staff provide me with positive feedback about my child.	3.14	3.47^a	3.44	3.49
6. School staff treat my child with courtesy and respect.	**	3.51	3.44	3.52
7. I feel welcome in my child’s classroom.	**		3.56	3.57
14. My child’s school is a safe learning environment.	3.20	3.45^a	3.43	3.53
15a. The school principal treats me with courtesy and respect.	3.44	3.50	3.41	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.29	3.44^a	3.39	3.48
17a. My child’s teacher(s) treat me with courtesy and respect.	3.47	3.67^a	3.63	3.64
18a. My child’s counselor(s) treat me with courtesy and respect.	3.33	3.52^a	3.41	3.47
19a. Office staff treat me with courtesy and respect.	3.56	3.45	3.42	3.50
21f. School staff provide me with enough 3.523.50				

Support for Parent Involvement.

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>	Odom 2006-2007	Odom 2007-2008	Odom 2008-2009	All EL 2008-2009
10. My child's learning	**	3.50	3.43	3.49
11. My child's behavior	**	**	3.44	3.52
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress	3.25	3.52^a	3.48	3.53
20b. Preparedness for TAKS	3.07		3.39	3.45
20c. Risk of failing a grade	3.15	3.40^a	3.28	3.41
20d. Availability of tutoring	**			

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

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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Odom 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	44%	54%
22b. Regularly scheduled parent-teacher conferences.	65%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	7%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	14%	28%
22e. Sports or performance events.	27%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	20%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	23%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	15%	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

	Odom 2007-2008	Odom 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.25	3.33	3.31