

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

	Ortega Survey Respondents	Ortega Population
Early Childhood	3%	3%
Pre-Kindergarten	17%	18%
Kindergarten	17%	14%
1 st	15%	17%
2 nd	17%	14%
3 rd	9%	11%
4 th	11%	12%
5 th	11%	12%
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 ORTEGA

Survey results for Ortega 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 (↗ ↘).⁵³

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

⁵³ 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.

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	Ortega 2006-2007	Ortega 2007-2008	Ortega 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.27	3.37 ^á	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.38	3.47	3.46
15b. The principal has helped me to become more involved in my child's education.	3.37	3.37	3.35	3.34
15c. The principal values my input in academic decisions about my child.	3.30	3.36	3.34	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.32	3.40	3.39	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.28	3.32	3.36	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.27	3.32	3.36	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.27	3.32	3.39	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.38	3.40	3.49	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.48	3.40	3.48	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.38	3.41	3.51	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.33	3.37	3.41	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.33	3.34	3.40	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.31	3.37	3.42	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.27	3.45 ^á	3.46	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.35	3.35	3.39	3.38
Support for Parent Involvement Average	**	3.44	3.39	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



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

Activity	Ortega 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).		