



PARENT SURVEY RESULTS 2008-2009

PEASE 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 Pease, 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 Pease. 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 Pease can be found in Tables 2 and 3.

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

	Pease	All EL
Number of surveys returned	25	13,886
Number of students	251	46,987
% of students represented	10%	30%

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

	Pease Survey Respondents	Pease Population
African American	17%	22%
Asian	4%	2%
Hispanic	70%	50%
Native American	0%	0%
White	9%	27%

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.

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	Pease 2006-2007	Pease 2007-2008	Pease 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.53	3.48	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.42	3.63	3.46
15b. The principal has helped me to become more involved in my child's education.	3.59	3.52	3.68	3.34
15c. The principal values my input in academic decisions about my child.	3.59	3.63	3.72	3.36

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>	Pease 2006-2007	Pease 2007-2008	Pease 2008-2009	All EL 2008-2009
10. My child's learning	**	3.60	3.68	3.49
11. My child's behavior	**	**	3.79	3.52
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress	3.67	3.45	3.72	3.53
20b. Preparedness for TAKS	3.42	3.40	3.55	3.45
20c. Risk of failing a grade	3.66	3.45	3.71	3.41
20d. Availability of tutoring	**	**	3.62	3.40
21a. Behavior	3.72	3.42	3.76	3.53
Progress and Expectations Average	**	**	3.70	3.49

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>	Pease 2008-2009	All EL 2008-2009
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Pease 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	88%	54%