

AISD



PARENT SURVEY RESULTS 2008-2009

PECAN 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 Pecan 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 Pecan 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 Pecan Springs can be found in Tables 2 and 3.

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

	Pecan Springs	All EL
Number of surveys returned	273	13,886
Number of students	508	46,987
% of students represented	54%	30%

Table 2. Respondents' Child's Ethnicity Compared to Pecan Springs Population

	Pecan Springs Survey Respondents	Pecan Springs Population
Asian	32%	43%

Table 3. Respondents' Child's Grade Level Compared to Pecan Springs Population

	Pecan Springs Survey Respondents	Pecan Springs Population
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Table 4. Subscale Averages for Pecan Springs

	Pecan Springs 2008-2009	All EL 2008-2009
Respectful School Community	3.36	3.48
Support for Parent Involvement	3.44	3.42
Academic Planning Information	3.15	3.28
Student-Focused Parent Achievement Press	3.63	3.71
School-Focused Parent Achievement Press	2.64	2.49
Communication about Student Progress and Expectations	3.40	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	Pecan Springs 2006-2007	Pecan Springs 2007-2008	Pecan Springs 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.36	3.53	3.44	3.56
5. School staff provide me with positive feedback about my child.	3.46	3.48	3.34	3.49
6. School staff treat my child with courtesy and respect.	**	3.50	3.39	3.52
7. I feel welcome in my child's classroom.	**	3.61	3.48	3.57
14. My child's school is a safe learning environment.	3.31	3.39	3.35	3.53
15a. The school principal treats me with courtesy and respect.	3.23	3.52	3.38	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.19	3.45	3.40	3.48
17a. My child's teacher(s) treat me with courtesy and respect.	3.40	3.63	3.52	3.64
18a. My child's counselor(s) treat me with courtesy and respect.	3.22	3.43	3.31	3.47
19a. Office staff treat me with courtesy and respect.	3.21	3.46	3.35	3.50
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.29	3.27	3.23	3.28

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

Activity	Pecan Springs 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	41%	54%
22b. Regularly scheduled parent-teacher conferences.	58%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	9%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	26%	28%
22e. Sports or performance events.	17%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	16%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	26%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	16%	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

	Pecan Springs 2007-2008	Pecan Springs 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.22	3.37	3.31

Staff should discuss strategies to continue supporting the positive changes, and should develop strategies to address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes. We recommend that you make this report available to all campus staff and provide an opportunity for staff to discuss ideas for improving relationships with parents. Also, plan to meet with your Parent Support Specialist (if applicable) to discuss these results and their implications for future planning. In addition, you may wish to contact Claudia Santamaria, Parent Program Coordinator (414.0112) for assistance with strategies to improve your school's relationships with parents.