

AISD



Survey Report

**PARENT SURVEY RESULTS 2008-2009**

**PICKLE ELEt196 52.14o2 0 0 13nY 13.98 225.36 670.5 T301 91 8-2009**

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

	Pickle Survey Respondents	Pickle Population
Early Childhood	0%	0%
Pre-Kindergarten	14%	15%
Kindergarten	14%	16%
1 <sup>st</sup>	25%	16%
2 <sup>nd</sup>	16%	16%
3 <sup>rd</sup>	9%	14%
4 <sup>th</sup>	11%	13%
5 <sup>th</sup>	10%	11%
6 <sup>th</sup>	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 PICKLE

Survey results for Pickle 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 (↑ ↓).<sup>60</sup>

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 of agreement on a four-point scale ranging from "Strongly Disagree" to "Strongly Agree," with the

Source: Florida Department of Education, Office of Research and Statistics, 2009. [http://wwwfldoe.org/assessment/assessment\\_data/2009/09\\_01\\_09\\_picklesurveyresults.pdf](http://wwwfldoe.org/assessment/assessment_data/2009/09_01_09_picklesurveyresults.pdf)

Table 4. Subscale Averages for Pickle

	Pickle 2008-2009	All EL 2008-2009
<b>Respectful School Community</b>	<b>3.38</b>	<b>3.48</b>
<b>Support for Parent Involvement</b>	<b>3.49</b>	<b>3.42</b>
<b>Academic Planning Information</b>	<b>3.16</b>	<b>3.28</b>
<b>Student-Focused Parent Achievement Press</b>	<b>3.71</b>	<b>3.71</b>
<b>School-Focused Parent Achievement Press</b>	2.48	2.49
<b>Communication about Student Progress and Expectations</b>	<b>3.36</b>	<b>3.48</b>

**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	Pickle 2006-2007	Pickle 2007-2008	Pickle 2008-2009	All EL 2008-2009
<b>4. School staff provide me with information in my home language.</b>		<b>3.48<sup>a</sup></b>	<b>3.43</b>	<b>3.56</b>
<b>5. School staff provide me with positive feedback about my child.</b>		<b>3.34<sup>a</sup></b>	<b>3.38</b>	<b>3.49</b>
<b>6. School staff treat my child with courtesy and respect.</b>	**	<b>3.34</b>	<b>3.43</b>	<b>3.52</b>
<b>7. I feel welcome in my child's classroom.</b>	**	<b>3.45</b>	<b>3.52</b>	<b>3.57</b>
<b>14. My child's school is a safe learning environment.</b>		<b>3.41</b>	<b>3.45</b>	<b>3.53</b>
<b>15a. The school principal treats me with courtesy and respect.</b>		<b>3.43</b>	<b>3.41</b>	<b>3.50</b>
<b>16a. The school assistant principal(s) treat me with courtesy and respect.</b>		<b>3.39</b>	<b>3.38</b>	<b>3.48</b>
<b>17a. My child's teacher(s) treat me with courtesy and respect.</b>		<b>3.52</b>	<b>3.53</b>	<b>3.64</b>
<b>18a. My child's counselor(s) treat me with courtesy and respect.</b>		<b>3.39</b>	<b>3.37</b>	<b>3.47</b>
<b>19a. Office staff treat me with courtesy and respect.</b>		<b>3.33</b>	<b>3.36</b>	<b>3.50</b>
<b>21f. School staff provide me with enough information about the process for handling complaints and concerns.</b>		<b>3.22</b>	<b>3.17</b>	<b>3.28</b>
<b>25. I feel like a part of this school community.</b>	**	**	<b>3.11</b>	<b>3.22</b>
<b>Respectful School Community Average</b>	**	**	<b>3.38</b>	<b>3.48</b>

**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	Pickle 2006-2007	Pickle 2007-2008	Pickle 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.22	3.33	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.32	3.37	3.46
15b. The principal has helped me to become more involved in my child's education.		3.28	3.27	3.34
15c. The principal values my input in academic decisions about my child.		3.26	3.26	3.36
15d. The principal provides me with opportunities for 2-way communication.		3.28	3.30	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.		3.24	3.29	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.		3.27	3.29	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.		3.24	3.29	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.		3.44	3.48	3.59
17c. Teacher(s) value my input in academic decisions about my child.		3.43	3.44	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.		3.43	3.48	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.		3.27	3.26	3.39
18c. Counselor(s) value my input in academic decisions about my child.		3.29	3.32	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.		3.26	3.32	3.41
19b. Office staff provide me with opportunities for 2-way communication.	1.67	3.51 <sup>a</sup>	3.56	3.47



***Parent Achievement Press.*** This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by enga

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

Activity	Pickle 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	40%	54%
22b. Regularly scheduled parent-teacher conferences.	62%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	12%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	22%	28%
22e. Sports or performance events.	16%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	17%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	27%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	23%	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

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