

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

	Pillow Survey Respondents	Pillow Population

Table 4. Subscale Averages for Pillow

	Pillow 2008-2009	All EL 2008-2009
Respectful School Community	3.53	3.48
Support for Parent Involvement	3.37	3.42
Academic Planning Information	3.22	3.28
Student-Focused Parent Achievement Press	3.70	3.71
School-Focused Parent Achievement Press	2.35	2.49
Communication about Student Progress and Expectations	3.56	3.48

Respectful School Community. This scale consists of 12 items

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	Pillar 2006-2007
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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 9.

Table 9. Parent Achievement Press

<i>"I talk with my child about..."</i>	Pillow 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.88	3.85

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

Activity	Pillow 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	61%	54%
22b. Regularly scheduled parent-teacher conferences.	80%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	8%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	25%	28%
22e. Sports or performance events.	33%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	31%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	48%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	11%	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

	Pillow 2007-2008	Pillow 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.06	3.18	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.