



PARENT SURVEY RESULTS 2008-2009

SANCHEZ 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 Sanchez, 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 Sanchez. 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 Sanchez can be found in Tables 2 and 3.

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

	Sanchez	All EL
Number of surveys returned	117	13,886
Number of students	590	46,987
% of students represented	20%	30%

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

	Sanchez Survey Respondents	Sanchez Population
African American	3%	3%
Asian	1%	3%
Hispanic	93%	92%
Native American	1%	0%
White	2%	2%

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.

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

	Sanchez Survey Respondents	Sanchez Population
Early Childhood	0%	0%
Pre-Kindergarten	4%	13%
Kindergarten	11%	16%
1st	9%	18%
2nd	22%	16%
3rd	25%	14%
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Table 4. Subscale Averages for Sanchez

	Sanchez 2008-2009	All EL 2008-2009
Respectful School Community	3.45	3.48
Support for Parent Involvement	3.44	3.42
Academic Planning Information	3.30	3.28
Student-Focused Parent Achievement Press	3.72	3.71
School-Focused Parent Achievement Press	2.44	2.49
Communication about Student Progress and Expectations	3.41	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	Sanchez 2006-2007	Sanchez 2007-2008	Sanchez 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.46	3.66 ^a	3.50 ^a	3.56
5. School staff provide me with positive feedback about my child.	3.50	3.62 ^a	3.40 ^a	3.49
6. School staff treat my child with courtesy and respect.	**	3.68	3.39 ^a	3.52
7. I feel welcome in my child's classroom.	**	3.58	3.53	3.57
14. My child's school is a safe learning environment.	3.47	3.58 ^a	3.47 ^a	3.53
15a. The school principal treats me with courtesy and respect.	3.62	3.63	3.55	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.53	3.54	3.48	3.48
17a. My child's teacher(s) treat me with courtesy and respect.	3.48	3.66 ^a	3.59	3.64
18a. My child's counselor(s) treat me with courtesy and respect.	3.43	3.49	3.45	3.47
19a. Office staff treat me with courtesy and respect.	3.47	3.53	3.52	3.50
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.37	3.51 ^a	3.40 ^a	3.28
25. I feel like a part of this school community.	**	**	3.24	3.22
Respectful School Community Average	**	**	3.45	3.48

Support for Parent Involvement. This scale consists of 15 items that measure the extent to

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>	Sanchez 2006-2007	Sanchez 2007-2008	Sanchez 2008-2009	All EL 2008-2009
10. My child’s learning	**	3.60	3.43^â	3.49
11. My child’s behavior	**	**	3.49	3.52
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.51	3.63^á	3.43^â	3.53
20b. Preparedness for TAKS	3.42	3.61^á	3.41^â	3.45
20c. Risk of failing a grade	3.36	3.58^á	3.30^â	3.41
20d. Availability of tutoring	**	**	3.35	3.40
21a. Behavior	3.47	3.66^á	3.49^â	3.53
Progress and Expectations Average	**	**	3.41	3.49

Adequacy of Academic Planning Information. This scale consists of 7 items that measure the adequacy of the information that school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 8.

Table 8. Results for Adequacy of Academic Planning Information

<i>“School staff provide me with enough information about...”</i>	Sanchez 2006-2007	Sanchez 2007-2008	Sanchez 2008-2009	All EL 2008-2009
20e. High school graduation requirements.	3.07	3.35^á	3.24	3.29
21b. Personal Graduation Plans.	3.14	3.46^á	3.22^â	3.20
21c. College admission requirements.	**	3.33	3.18^â	3.12
21d. Financial aid and scholarships.	3.09	3.00	3.17^á	3.08
21e. Career opportunities for my child.	3.06	3.07	3.13	3.14
21h. Transitions to and from elementary, middle, and high school.	**	**	3.31	3.23
21i. After school programs.	**	**		

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>	Sanchez 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.82	3.85
27. What he/she is learning in school.	3.83	3.85
28. Future college and career plans.	3.53	3.43
Student-Focused Achievement Press Average	3.72	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.37	2.44
24. Good teachers.	2.48	2.52
School-Focused Achievement Press Average	2.44	2.49

Parents also were asked to indicate their perception of the quality of the education that their child receives at Sanchez. Results for this item for the past two years can be found in Table 10.

Table 10. Quality of Education

	Sanchez 2007-2008	Sanchez 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	3.63	3.49	3.53

Parents also were asked to report on the kinds of activities they participate in at the school. Table 11 on the following page summarizes the percentage of responding parents for the past three years who indicated that they participated in various activities.

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

Activity	Sanchez 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	44%	54%
22b. Regularly scheduled parent-teacher conferences.	66%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-		