



PARENT SURVEY RESULTS 2008-2009

SUMMIT 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 Summit, 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 Summit. 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 Summit can be found in Tables 2 and 3.

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

	Summit	All EL
Number of surveys returned	116	13,886
Number of students	707	46,987
% of students represented	16%	30%

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

	Summit Survey Respondents	Summit Population

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

	Summit Survey Respondents	Summit Population
Early Childhood	0%	1%
Pre-Kindergarten	16%	10%
Kindergarten	19%	15%
1 st	15%	17%
2 nd	10%	15%
3 rd	12%	15%
4 th	17%	15%
5 th	11%	12%
6 th	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 SUMMIT

Survey results for Summit 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 (↑ ↓).⁶⁹

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 agreement on a four-point scale ranging from “Strongly Disagree” to “Strongly Agree,” with the option of indicating “Don’t know/NA” or of skipping any item. It is desirable to have an average of

Table 4. Subscale Averages for Summit

	Summit 2008-2009	All EL 2008-2009

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>	Summit 2006-2007	Summit 2007-2008	Summit 2008-2009	All EL 2008-2009
10. My child’s learning	**	3.41	3.57 ^á	3.49
11. My child’s behavior	**	**	3.55	3.52
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress		3.57	3.55	3.53
20b. Preparedness for TAKS		3.41	3.48	3.45
20c. Risk of failing a grade		3.39	3.39	3.41
20d. Availability of tutoring		**	3.29	3.40
21a. Behavior		3.60		3.53
Progress and Expectations Average				

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>	Summit 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.89	3.85
27. What he/she is learning in school.	3.92	3.85
28. Future college and career plans.	3.25	3.43
Student-Focused Achievement Press Average	3.70	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.51	2.44
24. Good teachers.	2.61	2.52
School-Focused Achievement Press Average	2.56	2.49

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

Table 10. Quality of Education

	Summit 2007-2008	Summit 2008-2009	All EL 2008-2009
9. I believe that my child is getting a good education.	3.51	3.61	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	Summit 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	63%	54%
22b. Regularly scheduled parent-teacher conferences.	85%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	16%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	40%	28%
22e. Sports or performance events.	57%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	35%	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)	18%	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

	Summit 2007-2008	Summit 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.52	3.35	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