



PARENT SURVEY RESULTS 2008-2009

TRAVIS HEIGHTS 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 Travis Heights, 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 Travis Heights. 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 Travis Heights can be found in Tables 2 and 3.

Table 1. Total Respondents for Travis Heights Elementary, 2008-2009

	Travis Heights	All EL
Number of surveys returned	134	13,886
Number of students	535	46,987
% of students represented	25%	30%

Table 2. Respondents' Child's Ethnicity Compared to Travis Heights Population

	Travis Heights Survey Respondents	Travis Heights Population
African American	12%	13%
Asian	1%	1%
Hispanic	60%	64%
Native American	1%	0%
White	27%	22%

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 4. Subscale Averages for Travis Heights

	Travis Heights 2008-2009	All EL 2008-2009
Respectful School Community	3.44	3.48
Support for Parent Involvement	3.37	3.42
Academic Planning Information	3.19	3.28
Student-Focused Parent Achievement Press	3.70	3.71
School-Focused Parent Achievement Press	2.49	2.49
Communication about Student Progress and Expectations	3.44	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

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

Activity	Travis Heights 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	58%	54%
22b. Regularly scheduled parent-teacher conferences.	85%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	28%	28%
22e. Sports or performance events.	38%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	30%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	41%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	13%	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

	Travis Heights 2007-2008	Travis Heights 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.13	3.16	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 the Department of Program Evaluation at 299.6441997s 0.98 406.38 581.28 Tr