AISD

PARENT SURVEY RESULTS 2008-2009

WILLIAMS 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 Williams, and longitudinal data are preirclliams

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

	Williams Survey Respondents	Williams Population
Early Childhood	1%	1%
Pre-Kindergarten	10%	9%
Kindergarten	9%	14%
1st	17%	15%
2nd	28%	17%
3rd	17%	12%
4th	9%	15%
5th	10%	15%
6th	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 WILLIAMS

Survey results for Williams 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 (á â).[74]

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 **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Williams are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses from year to year with particular attention to any that are flagged by arrows. Keep in mind that when response rates are low, means may appear to fluctuate more without necessarily signaling a serious shift in perception. Staff should consider how representative the parent respondents are of the students at Williams, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

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[74] Effect sizes (Cohen's d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-2008 to 2008-2009. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d   .18.

Table 4. Subscale Averages for Williams

	Williams 2008-2009	All EL 2008-2009
Respectful School Community	**3.53**	**3.48**
Support for Parent Involvement	**3.47**	**3.42**
Academic Planning Information	**3.34**	**3.28**
Student-Focused Parent Achievement Press	**3.74**	**3.71**
School-Focused Parent Achievement Press	2.46	2.49
Communication about Student Progress and Expectations	**3.45**	**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	Williams 2006-2007	Williams 2007-2008	Williams 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	**3.55**	**3.58**	**3.62**	**3.56**
5. School staff provide me with positive feedback about my child.	**3.54**	**3.53**	**3.48**	**3.49**
6. School staff treat my child with courtesy and respect.	**	**3.51**	**3.52**	**3.52**
7. I feel welcome in my child's classroom.	**	**3.54**	**3.55**	**3.57**
14. My child's school is a safe learning environment.	**3.50**	**3.45**	**3.54**	**3.53**
15a. The school principal treats me with courtesy and respect.	**3.59**	**3.58**	**3.63**	**3.50**
16a. The school assistant principal(s) treat me with courtesy and respect.	**3.55**	**3.54**	**3.62**	**3.48**
17a. My child's teacher(s) treat me with courtesy and respect.	**3.63**	**3.63**	**3.63**	**3.64**
18a. My child's counselor(s) treat me with courtesy and respect.	**3.48**	**3.55**	**3.59**	**3.47**
19a. Office staff treat me with courtesy and respect.	**3.51**	**3.45**	**3.57á**	**3.50**
21f. School staff provide me with enough information about the process for handling complaints and concerns.	**3.56**	**3.48**	**3.33â**	**3.28**
25. I feel like a part of this school community.	**	**	**3.41**	**3.22**
Respectful School Community Average	**	**	**3.53**	**3.48**

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on with parents about staff expectations for
individual item and subscale averages are

ut Student Progress and Expectations

	Williams 2007-2008	Williams 2008-2009	All EL 2008-2009
	3.48	**3.49**	**3.49**
	**	**3.52**	**3.52**
	3.55	**3.53**	**3.53**
	3.44	**3.39**	**3.45**
	3.39	**3.43**	**3.41**
	**	**3.37**	**3.40**
	3.55	**3.49**	**3.53**
	**	**3.45**	**3.49**

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e to assist parents with academic planning.
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cademic Planning Information

	Williams 2007-2008	Williams 2008-2009	All EL 2008-2009
	3.23	**3.26**	**3.29**

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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 talk with my child about…"	Williams 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.	**3.88**	**3.85**
28. Future college and career plans.	**3.44**	**3.43**

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

Activity	Williams 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	55%	54%
22b. Regularly scheduled parent-teacher conferences.		