

Table 3. Respondents’ Child’s Grade Level Compared to Zavala Population

	Zavala Survey Respondents	Zavala Population
Early Childhood	0%	2%
Pre-Kindergarten	19%	12%
Kindergarten	14%	13%
1 st	24%	13%
2 nd	28%	16%
3 rd	6%	13%
4 th	0%	10%
5 th	6%	10%
6 th	3%	12%

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 ZAVALA

Survey results for Zavala 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 (↗ ↘).⁷⁸

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 Zavala 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 Zavala, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

⁷⁸ 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 Zavala

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AISD Parent Survey Results

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

Activity	Zavala 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	53%	54%
22b. Regularly scheduled parent-teacher conferences.	70%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	10%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	28%	28%
22e. Sports or performance events.	28%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	34%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	47%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	23%	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

	Zavala 2007-2008	Zavala 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.19	3.23	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.