



Division of Accountability & Research

Parent and Community Involvement Survey Executive Summary (2010-2011)

The purpose of the Parent and Community Involvement survey is to collect information from parents on the opportunities afforded to them to be actively and meaningfully involved in their children's education. Research indicates that increased participation from parents enhances a child's ability to succeed. Regardless of socioeconomic status or race, studies show a direct correlation between parental involvement and a child's academic achievement. This survey is used to provide one measure of parental involvement within the Aurora Public Schools.

Survey Development

The Parent & Community Involvement Survey was developed during the 2005-06 school year in collaboration with the Diversity Education Office, the Grants Office, and the Division of Accountability & Research. The items were designed to reflect attitudes related to student achievement, school environment, leadership/partnership opportunities, and decision-making (assessment, evaluation, and planning). For 2011, there were minor changes to the survey from previous years. One item that is no longer applicable ("I've received the School Accountability Report") was removed from the survey, and one new item was added to the survey. The new item asked parents to rate their awareness of the school's expectations for their child's behavior.

Survey Participants

Printed copies of the 22 item survey were distributed to administrators at all schools in February 2011. Administrators then provided surveys to parents, either by sending home with students or by distributing at school events, and returned completed surveys to the Division of Accountability & Research by mid-April. Both English and Spanish versions of the surveys were provided. Parents were also able to complete the survey online. A total of 3,928 completed surveys were returned, translating to a return rate of approximately 16%. As in years past, the 2011 survey showed a markedly higher return rate for parents of elementary school students than for parents of students in upper grade levels; 81% percent of respondents indicated that their child was in Kindergarten through grade five. The distribution of students across ethnic and linguistic groups was very similar to the distribution of the overall district population. Fifty-five percent (55.1%) of respondents indicated that they were parents of Hispanic or Latino students; 15.8% indicated they were parents of white students; 11.9% indicated they were parents of students from two or more ethnic backgrounds; and 10.2% were parents of black students. Smaller percentages of respondents indicated they were parents of students from Asian (3.8%), Native American (2.4%), Native Hawaiian (0.7%), or other minority backgrounds. Forty-four percent of the surveys were completed in Spanish.

Survey Results

The Parent Involvement survey results have been examined based on item specific responses. Table 1, included below, shows the percentages of parents who agreed or strongly agreed with each survey item. It shows the percentages for both the 2010 and the 2011 survey. For the district as a whole, there were high rates of agreement and satisfaction on all items this year, indicating that most parents are satisfied with the overall climate of their children's schools. The items with the highest rates of agreement and satisfaction were those associated with school environment. The overall rate of agreement for items in this area was 90.7%. In effect, most parents feel welcome in their child's school, they believe school is a safe place for their child, they believe the school respects different cultures, and they believe the school's staff is accessible. Overall rates of agreement were also very high for items having to do with student achievement (85.5%), and with items related to leadership and partnership opportunities (81.5%).

Responses to seven items on the 2011 survey showed meaningful change (>3%) from the previous year. All of these showed higher rates of agreement. No items showed any meaningful decline. There was particularly strong improvement in the area of evaluation, planning, and assessment. Here, a much larger proportion of parents indicated that they are familiar with the School Improvement Plan (SIP) for their children's schools (69.2% in 2011 versus 57.5% in 2010). Of those parents, more than 80% knew how the SIP was developed and knew what the school's achievement goals were. All items that showed meaningful change appear in bold italics on Table 1.

Conclusions

- The Parent and Community Involvement Survey had a 16% response rate in 2010. Most participants were parents of Kindergarten to 5th grade students. The reported ethnicities reflect those found in the general student population. Nearly half of all surveys were completed in Spanish.
- All survey items continue to show high agreement rates, with seven of the 22 items showing significant improvement over last year. The most significant growth was associated with parents' familiarity with School Improvement Plans.
- Parents are particularly satisfied with the environment of schools in the district. The survey did not bring to light any significant areas of concern. However, satisfaction with centralized admissions, which had declined by 4.6% between 2009 and 2010, remains below 70%.

Table 1. Item Agreement Rates: Overall District Results

Item	%Ag/SA 10	%Ag/SA 11
Student Achievement		
1. The school has provided me with opportunities to learn about helping my child with homework.	84.0%	87.6%
2. The school has provided me information on the state standards*	86.2%	86.6%
3. I have been informed about my child's performance on the standards.*	91.3%	93.0%
4. I have received information on opportunities offered for children in need of additional support with their learning*	72.3%	76.6%
5. I understand how my child's academic progress is evaluated in all subject areas.	82.0%	83.4%
6. My child has attended after-school support programs.	32.3% (Yes)	32.0% (Yes)
6b. I think the after-school programs have helped my child.	83.0%	83.0%
Environment		
7. I feel welcomed in my child's school.	92.7%	91.7%
8. School information that I've received is in a language that I understand.	94.3%	93.4%
9. The school is a safe place for my child.	88.7%	88.7%
10. The school respects the different cultures that are represented in the community.	90.1%	89.8%
11. I find that the school's staff is able to meet with me*	90.2%	89.9%
Leadership/Partnership Opportunities		
12. The school provides me the opportunity to give input on the school's programs and goals.	80.3%	81.7%
13. The school provides me with information on how to become involved in the school's decision-making process, if I choose.	78.3%	79.0%
14. The school encourages me to participate in school leadership activities.	75.4%	77.3%
15. If needed, the school provides me with information on local agencies and other community support services that I can use.	69.3%	73.6%
16. The school provides me many opportunities to plan and participate in the school's activities.	79.6%	83.8%
17. I am aware of the behavior expectations/rules for my child's school.	--	93.7%
Assessment, Evaluation, & Planning		
18. I am familiar with the School Improvement Plan (SIP).	57.5%	69.2%
19. I understand how the SIP is developed.	77.1%	80.6%
20. I know what the school's achievement goals are for the SIP.	78.6%	82.2%
21. I am aware of how the achievement data is collected to develop the SIP.	78.3%	79.8%
Additional Questions		
22. Satisfaction with centralized admissions.*	66.9%	68.6%

Note. All responses of "not applicable" were omitted from this analysis. 2010: n=6,212. 2011: n=3,928.
 Italicized/bolded Items indicate meaningful positive change. *: question abbreviated for report.