



Division of Accountability & Research

Parent and Community Involvement Survey Executive Summary (2016-2017)

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 in a student's education by parents/guardians enhances a child's ability to succeed, and there is a 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, and assessment, evaluation, and planning.

Revisions were made to the Parent & Community Involvement Survey for the 2016-17 school year. Questions to obtain parent perspectives on use of 2008 bond funding and use of future proposed bond funding were removed. Two new questions were added. One question was added to assess parents' awareness of the new strategic plan and another question was added to assess which communication tools parents count on. The two new questions are below:

Added Questions

23. Are you aware of the district's strategic plan, called "APS 2020", whose goals include every student will develop a plan for his/her future, a set of skills and earn credentials?
24. What communication tools do you count on to stay informed about school and district news? (check all that apply)
 - School Website
 - District Website
 - School Messenger Automated Calls
 - Parent Letters
 - Parent Emails
 - Parent Meetings at School
 - Facebook
 - Twitter
 - YouTube
 - Other

Survey Participants

Printed copies of the 24 item survey were distributed to APS staff at Elementary and K-8 schools in February 2016. APS staff then provided the surveys to parents, either by sending them home with students or by distributing them at school events. Unlike previous years, no surveys were mailed to parents and there was no postage cost associated with the parent survey. Both English and Spanish versions of the surveys were provided. Parents were also able to complete the survey online. To increase parent responses two school messenger calls and emails were used to encourage parents to complete the parent survey. A total of 3,308 surveys were returned (2,676 in 2016), for an overall return rate of 15.4%, an increase of 3.2 percentage points since 2016.

Parents of elementary school students continue to respond at a higher rate to the survey than parents of students in upper grade levels; 74% percent of respondents who provided an answer indicated that their child was in kindergarten through grade five. There were differences in the distribution of respondents across race/ethnicity as compared to the overall district student population. Of those parents who completed the survey, 45% of respondents indicated that they had students identified as Hispanic or Latino; 29% indicated they had students identified as white; 6% indicated they had students identified as two or more race backgrounds; and 13% indicated they had students identified as black. Smaller percentages of respondents indicated they were parents of students that identify as Asian (6%), Native American (1%) or Native Hawaiian (1%). The group of parents who indicated that they were white is almost 14% higher and the group of parents who indicated that they were Hispanic or Latino is almost 10% lower than the reported student population for October count. Thus there is an over-representation of white parents and an under-representation of Hispanic or Latino parents. Twenty-three percent of the surveys were completed in Spanish.

Survey Results

The item level results of the parent survey are presented in Table 1 below. For the district as a whole, there were lower rates of agreement and satisfaction on 20 of the 22 items this year as compared to results from the prior year, indicating that most parents who responded to the survey are less satisfied with the overall climate of their children's schools. Despite these lower rates of satisfaction, 19 of the 22 items still had agreement rates above 60%.

The items with the highest rates of agreement and satisfaction were those associated with school environment. The rates of agreement for items in this area were between 79% and 97%. These agreement rates indicate that 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. Rates of agreement were also very high (i.e., greater than 65%; between 67%-92%) for items having to do with student achievement- for all but one item. The exception was a question relating to communication from the school regarding what is needed to prepare

their child for life after high school (56%); responses to this item were unfavorable as 27% of parents disagreed with the question. Items related to leadership and partnership opportunities had less favorable agreement rates (51% - 80%) than for the environment and student achievement. The item with the lowest agreement rate fell in this category, and was about training and resources being provided to parents when they volunteer (51%). Additionally, for the new question related to the strategic plan, only 32% of parents indicated that they were aware of the district's strategic plan.

There were 22 items for which change could be examined from the 2016 survey. Responses to eleven items on the 2017 survey showed meaningful change (a decrease of greater than three percentage points) from the previous year. Five of the eleven questions that showed meaningful change were related to student achievement. The other six questions fell across the four other areas. The items that saw the largest decrease in agreement in student achievement were related to the school communicating with families related to information on the state standards, opportunities for additional support, and preparation for life after high school.

Conclusions

- The Parent and Community Involvement Survey had a 15.4% response rate in 2017. Seventy-four percent of participants were parents of Kindergarten to 5th grade students. The reported student races over-represented families of white students and under-represented Hispanic or Latino students. Just under a quarter (23%) of the surveys were completed in Spanish.
- Survey items continue to show high agreement rates, with only three items showing a disagreement rate over 20%, and only four items with agreement rates less than 65%. Agreement rates on the remaining items ranged from 67% to 97%.
- Parents are particularly satisfied with the environment of schools in the district. The survey did bring to light that parents are less satisfied than in previous years with communication from the school regarding student achievement (e.g., what the state standards are, opportunities for additional support, and preparation for life after high school).

Table 1. Item Agreement Rates: Overall District Results

Item	2015-16	2016-17	1-Yr Change
	Agree & Strongly Agree	Agree & Strongly Agree	
Student Achievement			
1. The school has provided me with the opportunities to learn about helping my child with school work.	85.2%	81.8%	-3.4%
2. The school has provided me with information on the state standards for my child's grade level.	84.7%	78.6%	-6.1%
3. I have been informed about my child's academic performance on the standards.	92.0%	87.2%	-4.8%
4. I have received information on opportunities offered for children in need of additional support with their learning (after-school tutoring, homework clubs, parks/recreation activities).	73.6%	67.0%	-6.7%
5. My child's teacher(s) hold high expectations for my child.	87.8%	86.0%	-1.8%
6. The school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.	62.7%	56.2%	-6.5%
7. The school challenges my child academically.	79.8%	78.3%	-1.5%
Environment			
8. I feel welcomed in my child's school.	93.4%	91.9%	-1.6%
9. School information that I've received is in a language that I understand.	95.7%	96.7%	1.1%
10. The school is a safe place for my child.	89.0%	89.9%	0.9%
11. The teachers and staff in my child's school respect the different cultures that are represented in the community.	90.1%	88.8%	-1.3%
12. I find that the school's staff is able to meet with me when I need to discuss my child's progress.	90.0%	88.2%	-1.8%
15. The school makes it easy for parents to attend meetings by holding them at different times of the day, by providing an interpreter or in other ways.	82.9%	79.6%	-3.4%
18. The school enforces school rules equally for my child and all students.	83.3%	79.3%	-3.9%
Leadership/Partnership Opportunities			
13. The school provides me with the opportunity to give input on the school's programs and goals.	80.2%	77.3%	-2.9%
14. When I volunteer at the school, I am given training and resources to do my tasks well, if needed.	55.6%	51.4%	-4.3%
16. If needed, the school provides me with information on local agencies and other community support services that I can use.	66.8%	61.9%	-4.9%
17. The school provides me with many opportunities to plan and participate in the school's activities.	81.6%	80.2%	-1.5%
Assessment, Evaluation & Planning			
19. I am familiar with the school's Unified Improvement Plan.	59.5%	53.3%	-6.2%
20. I can be involved in school improvement planning and decision-making at my child's school.	71.1%	69.9%	-1.2%
Additional			
21. I have a copy of the Parent-Student handbook for my child's school (or I know where to access it online).	87.5%	87.0%	-0.4%
22. I think the Breakfast in the Classroom program is beneficial for my child(ren).	73.4%	66.5%	-7.0%

Note: 2016: n=2,676 2017: n=3308