



## ***Division of Accountability & Research***

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### ***Parent and Community Involvement Survey Executive Summary (2015-2016)***

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 2015-16 school year. Questions were added to obtain parent perspectives on use of 2008 bond funding and use of future proposed bond funding. The revisions included removing one question and adding nine questions to the survey. The nine new questions are listed below.

#### **Added Questions**

23. Eight years ago, in 2008, Aurora Public School District voters approved a bond package to pay for improvements to Aurora schools. How well do you think the school district performed in using that money in an effective and efficient manner?

Next we would like to ask you about some of the specific projects and programs that might be funded by a future proposed school bond. Tell me if you think each is definitely worth paying higher taxes for, probably worth it, or not worth paying higher taxes for.

24. Repair or replace aging heating and air conditioning systems.
25. Repair and replace the District's bus fleet.
26. Upgrade classroom technology at all schools.
27. Add classroom space at overcrowded schools.
28. Enhance safety with surveillance cameras and new building entry security systems to keep students safe.
29. Replace or repair aging and/or leaking roofs on school buildings.

30. Build a new pre-K through 8th grade school to handle student enrollment growth.
31. Pay off the district loan that was incurred to build the new Mosley pre-K through 8th grade school.

### **Survey Participants**

Printed copies of the 31 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. Surveys with postage paid return envelopes were mailed to parents with students in middle and high school. Both English and Spanish versions of the surveys were provided. Parents were also able to complete the survey online. A total of 2,676 surveys were returned (2,616 in 2015), for an overall return rate of 12.2%, an increase of 1.2 percentage points since 2015.

Parents of elementary school students continue to respond at a higher rate to the survey than parents of students in upper grade levels; 78% percent of respondents who provided an answer indicated that their child was in kindergarten through grade five. The distribution of respondents across race/ethnicity and linguistic groups was similar to the distribution of the overall district student population. Of those parents who completed the survey, fifty-three percent of respondents indicated that they had students identified as Hispanic or Latino; 19% 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 (7%), Native American (2%) or Native Hawaiian (1%). Thirty-one 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 high rates of agreement and satisfaction on all items this year, indicating that most parents who responded to the survey 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 rates of agreement for items in this area were between 83% and 96%. 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. Overall rates of agreement were also very high for items having to do with student achievement-greater than 65% (74%-92%) 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 (63%); responses to this item were moderately unfavorable as 24% of parents disagreed with the question. Items related to leadership and partnership opportunities

had less favorable agreement rates (56% - 82%) 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 (56%).

There were 22 items for which change could be examined from the 2015 survey. Responses to two items on the 2016 survey showed meaningful change (a decrease of greater than three percentage points) from the previous year. One of the two questions—parent’s familiarity with the Unified Improvement Plan –had one of the lower rates of agreement (60%) and decreased by almost four percentage points. A second question related to the benefit of Breakfast in the Classroom decreased by almost five percentage points, but still showed favorable opinions (73%).

### **Conclusions**

- The Parent and Community Involvement Survey had a 12.2% response rate in 2016. Seventy-eight percent of participants were parents of Kindergarten to 5<sup>th</sup> grade students. The reported student races reflect those found in the general student population. Just under a third (31%) of the surveys were completed in Spanish.
- Survey items continue to show high agreement rates, with only one item showing a disagreement rate over 20%, and only three items with agreement rates less than 65%. Agreement rates on the remaining items ranged from 67% to 96%.
- Parents are particularly satisfied with the environment of schools in the district. The survey did bring to light that parents would like training and resources when they volunteer in their child’s school, and that they are not familiar with their school’s Unified Improvement Plan.

**Table 1. Item Agreement Rates: Overall District Results**

Item	Agree/Strong/SA 2015	A/SA 2016	1-Yr Change
<b>Student Achievement</b>			
1. The school has provided me with opportunities to learn about helping my child with homework.	85.4%	85.2%	-0.2%
2. The school has provided me information on the state standards*	83.4%	84.7%	+1.3%
3. I have been informed about my child's performance on the standards.*	90.8%	92.0%	+1.2%
4. I have received information on opportunities offered for children in need of additional support with their learning*	73.9%	73.6%	-0.3%
5. My child's teacher(s) hold high expectations for my child.	87.3%	87.8%	+0.5%
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.	63.4%	62.7%	-0.7%
7. The school challenges my child academically	81.4%	79.8%	-1.6%
<b>Environment</b>			
8. I feel welcomed in my child's school.	92.7%	93.4%	+0.8%
9. School information that I've received is in a language that I understand.	95.7%	95.7%	0.0%
10. The school is a safe place for my child.	89.4%	89.0%	-0.5%
11. The teachers and staff in my child's school respect the different cultures that are represented in the community.	90.2%	90.1%	-0.2%
12. I find that the school's staff is able to meet with me when I need to discuss my child's progress.	89.6%	90.0%	+0.4%
15. The school makes it easy for parents to attend meetings by holding them at different times of the day, providing an interpreter or in other ways.	83.4%	82.9%	-0.5%
18. The school enforces school rules equally for my child and all students.	83.8%	83.3%	-0.6%
<b>Leadership/Partnership Opportunities</b>			
13. The school provides me the opportunity to give input on the school's programs and goals.	78.2%	80.2%	+2.0%
14. When I volunteer at the school, I am given training and resources to do my tasks well, if needed.	58.4%	55.6%	-2.7%
16. If needed, the school provides me with information on local agencies and other community support services that I can use.	68.4%	66.8%	-1.5%
17. The school provides me many opportunities to plan and participate in the school's activities.	81.8%	81.6%	-0.1%
<b>Assessment, Evaluation &amp; Planning</b>			
19. I am familiar with the school's Unified Improvement Plan.	63.0%	59.5	-3.6%
20. I can be involved in school improvement planning and decision-making at my child's school.	68.6%	71.1%	+2.5%
22. I have a copy of the Parent-Student handbook for my child's school*.	85.6%	87.5%	+1.9%
22. I think the Breakfast in the Classroom program is beneficial for my child(ren)	78.1%	73.4%	-4.7%

**Note.** 2015: n=2,616 2016: n=2,676.

\* Question abbreviated for report.