



***Division of Accountability & Research***

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***Parent and Community Involvement Survey 2017-18***

***February 28, 2018***

## ***KEY FINDINGS AND RECOMMENDATIONS***

### Findings:

- The Parent and Community Involvement Survey had a 17.6% response rate in 2018. While this is higher than in past years, the rate is still very low and the survey results can not be considered representative of the APS parent population.
- Survey items continue to show high agreement rates, with only four items showing a disagreement rate over 20%, and only six items with agreement rates less than 65%. Agreement rates on the remaining items ranged from 66% to 95%.
- Of parents who completed the survey, there was general satisfaction with the environment of schools. Agreement ranged from 81% to 95% on these questions.
- Of parents surveyed, there was an increase over last year in awareness of the APS 2020 strategic plan (from 32% to 37%) which is likely due to communications campaigns currently being implemented.
- Results showed that about half of parents surveyed had awareness of their own student's plan (51%). On the other hand, 38% of parents surveyed had not talked to their student or adults at the school about their own student's plan.

### Recommendations:

- Create additional opportunities for parents to learn about their student's plan and discuss with school staff. Continue to engage families on the strategic plan and student's individual plans through the communications campaigns "Why does APS2020 Matter to Me", "Ask me About my Plan", and "Making Connections".
- To increase the representativeness of the parent survey sample, additional efforts, time, and resources are needed to increase response rates. Possible options to explore are:
  - Publicizing the parent survey at parent coffees or other school/district gatherings.
  - Sending school messenger text messages (once technology is possible) with text including survey links to all parents with phone numbers who have opted in to messages.
  - Engaging parents with survey by including results and planned actions in newsletters to parents and in school gatherings for parents.
  - Providing non-coercive incentives. E.g., partner with the Chamber of Commerce or other local business owners or community members and get their commitment to make a small donation to a local charity for each survey received (e.g., 5 cents per survey).

## ***Parent and Community Involvement Survey Report 2017-18***

### **Why is Parent Involvement Important?**

- 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 indicator of parental involvement within the Aurora Public Schools.

### **How Was the Survey Developed and Administered?**

#### **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 questions were designed to reflect attitudes related to student achievement, school environment, leadership/partnership opportunities, decision-making, assessment, evaluation, and planning.
- Revisions were made to the Parent & Community Involvement Survey for the 2017-18 school year. Questions on how parents prefer to receive APS communications were removed. Two new questions were added related to the strategic plan's objective that every student should have a plan for their future:
  1. I am aware that my student is creating a plan for his/her future with support from adults at school (counselors, teachers, or other school staff).
  2. How often have you talked to your student, a counselor, teacher or other school staff about your student's plan for the future?
- The survey was administered in November and December (unlike prior years in which the survey was administered in the late winter/early spring), so that results would be available sooner to school and district leaders enabling them to make adjustments in response during the school year.
- Printed copies of the survey in English and Spanish were distributed to APS staff at Elementary and K-8 schools. School staff then provided the surveys to parents, either by sending them home with students or by distributing them at school events. 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.

## Who Responded to the Survey?

- A total of 3,668 surveys were returned (3,299 in 2016-17), for an overall return rate of 17.6%, an increase of 2.2 percentage points since 2016-17.
- It is important to keep in mind that because the parent survey response rates are quite low (as they have been historically), the data cannot be considered representative of all parents.
- Parents of elementary school students continue to respond at a higher rate to the survey than parents of students in upper-grade levels; 67% 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: 48.3% of respondents indicated that they had students identified as Hispanic or Latino; 23.4% indicated they had students identified as white; 5.2% indicated they had students identified as two or more race backgrounds; 7.8% indicated they had students identified as Asian. Smaller percentages of respondents indicated they were parents of students that identify as Black (14.1%), Native American (1.0%) or Native Hawaiian (0.3%). The group of parents who indicated that they were white is almost 7 percentage points higher and the group of parents who indicated that they were Hispanic or Latino is almost 6 percentage points 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-five percent of the surveys were completed in Spanish and fewer than 1% each was completed in Arabic, Burmese, French, Karen, Nepali, and Somali. The survey was also available in Amharic, Karenni, and Vietnamese but none were completed in these languages.

## Survey Results

- The item level results of the parent survey are presented in Table 1 below. Of parents who completed the survey, rates of agreement were above 65% for 17 of the 24 agreement or yes/no items.
- The items with the highest rates of agreement and satisfaction by parents who completed the survey were those associated with **school environment**. The rates of agreement for items in this area were between 81% and 95%. These agreement rates indicate that of parents completing the survey, most 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 by parents who completed the survey were relatively high (i.e., between 66%-89%) for items related to **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 (60%); responses to this item were unfavorable as 25% 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 provided to parents when they volunteer (51%).
- With regard to questions related to the **strategic plan**, only 37% of parents indicated that they were aware of the district's strategic plan. However, this is a 5.2 percentage point increase compared to last year. Agreement was higher with regard to awareness of the parent's own individual student's plan (51%). A total of 38% of parents reported that they had not talked with their students or adults at school about their child's own plan for the future.
- Three of the four remaining agreement questions ranged from 68% to 86% agreement. The exception was a question regarding being familiar with the school's Unified Improvement Plan (54%).
- With regard to **changes in agreement since the prior year**, there were 23 items for which change could be examined from the 2018 survey. Responses to three items on the 2018 survey showed meaningful change (an increase of greater than three percentage points) from the previous year. One of the three questions that showed change was related to student achievement regarding preparation for life after high school. The second was related to the benefit of the Breakfast in the Classroom program; the percentage agreement increased from 67% to 72% from 2016-17 to 2017-18. The final question that showed improvement was related to the awareness of APS 2020 Strategic plan regarding students' future plans which increased from 32% to 37%. None of the questions had declines of greater than three percentage points.

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

Item	2016-17	2017-18	1-Yr Change
	Agree & Strongly Agree	Agree & Strongly Agree	
<b>Student Achievement</b>			
1. The school has provided me with the opportunities to learn about helping my child with school work.	81.8%	82.1%	0.3%
2. The school has provided me with information on the state standards for my child's grade level.	78.6%	80.9%	2.3%
3. I have been informed about my child's academic performance on the standards.	87.2%	88.5%	1.3%
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).	67.0%	65.5%	-1.5%
5. My child's teacher(s) hold high expectations for my child.	86.0%	84.7%	-1.3%
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.	56.2%	59.7%	3.5%
7. The school challenges my child academically.	78.3%	78.7%	0.4%
<b>Environment</b>			
8. I feel welcomed in my child's school.	91.9%	91.5%	-0.4%
9. School information that I've received is in a language that I understand.	96.7%	94.9%	-1.8%
10. The school is a safe place for my child.	89.9%	88.4%	-1.5%
11. The teachers and staff in my child's school respect the different cultures that are represented in the community.	88.8%	88.7%	-0.1%
12. I find that the school's staff is able to meet with me when I need to discuss my child's progress.	88.2%	88.2%	0%
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.	79.6%	80.6%	1.0%
18. The school enforces school rules equally for my child and all students.	79.3%	81.1%	1.8%
<b>Leadership/Partnership Opportunities</b>			
13. The school provides me with the opportunity to give input on the school's programs and goals.	77.3%	74.7%	-2.6%
14. When I volunteer at the school, I am given training and resources to do my tasks well, if needed.	51.4%	50.9%	-0.5%
16. If needed, the school provides me with information on local agencies and other community support services that I can use.	61.9%	63.2%	1.3%
17. The school provides me with many opportunities to plan and participate in the school's activities.	80.2%	80.4%	0.2%
<b>Assessment, Evaluation &amp; Planning</b>			
19. I am familiar with the school's Unified Improvement Plan.	53.3%	54.2%	0.9%
20. I can be involved in school improvement planning and decision-making at my child's school.	69.9%	67.7%	-2.2%
<b>Additional</b>			
21. I have a copy of the Parent-Student handbook for my child's school (or I know where to access it online).	87.0%	85.5%	-1.5%
22. I think the Breakfast in the Classroom program is beneficial for my child(ren).	66.5%	71.9%	5.4%
<b>Strategic Planning</b>			
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?	2016-17 %Yes 31.6	2017-18 %Yes 36.8	5.2%

24. I am aware that my student is creating a plan for his/her future with support from adults at school (counselors, teachers, or other school staff)?	---	51.0	N/A	
	2017-18			
	1-2 Times	3-4 Times	5 or More Times	Never
25. How often have you talked to your student, a counselor, teacher or other school staff about your student's plan for the future?	34.9%	14.9%	12.3%	37.9%

**Note:** 2016-17: n=3299 2017-18: n=3668