



**RESULTS OF THE AISD PARENT SURVEY 2005:
PARENT PERCEPTIONS OF THEIR RELATIONSHIPS
WITH CAMPUS BASED STAFF FOR AFRICAN AMERICAN,
HISPANIC, AND WHITE STUDENTS**

OVERVIEW

The following report contains a subset of the results from the 2004-2005 AISD Parent Survey, focusing on items 3-7, each of which asked parents to rate the extent to which they agreed with positive statements about their relationships and interactions with AISD staff. For each item, parents were asked to answer the question as it applied to *each staff type* including: principals, assistant principals, counselors, office staff, and teachers. Not every parent evaluated every staff type, so the tables in each section present the *weighted average score* for each item, in order to account for this variation in response rates.¹

Results were examined separately for elementary, middle, and high school for AISD’s three largest ethnic groups: African American, Hispanic, and White. In comparison to their overall representation in AISD, African American parents and Hispanic parents were slightly underrepresented among respondents at the elementary and middle school level, and White parents were slightly underrepresented among high school level respondents (see Table 1). There is no way to confirm that the views of responding parents are representative of all AISD parents, so results presented here should be interpreted with caution.

Table 1. Ethnic Distribution of Respondents (RES) and of the Overall AISD Population (POP).

	Elementary		Middle		High	
	<u>RES</u>	<u>POP</u>	<u>RES</u>	<u>POP</u>	<u>RES</u>	<u>POP</u>
African American	9.2%	12.7%	9.0%	13.4%	14.4%	13.8%
Hispanic	49.0%	62.1%	43.6%	54.9%	47.0%	46.0%
White	22.1%	22.2%	34.8%	29.1%	27.8%	37.1%

Note. Columns do not sum to 100%. Responses from Native American, Asian, and parents who did not identify their ethnicity on the survey are not included in these analyses.

HIGHLIGHTS

- Parents *at all levels* and *of all ethnicities* provide mostly positive responses regarding their relationships with a variety of campus staff. Across each item, elementary parents had the highest average ratings, followed by middle school parents. High school parents reported the lowest average ratings.

¹ The ranges in the number of responses within each item are detailed in Appendix II.

- *Across the three ethnicities*, variation in satisfaction with parent-staff relationships was greatest among elementary parents followed by high school parents. Middle school parents' ratings were least likely to differ by ethnicity.
- *At the elementary level*, White parents consistently reported higher levels of satisfaction with parent-staff relationships than African American parents. Hispanic parents reported statistically higher levels of satisfaction than African American parents in about 60% of contrasts, but these levels were often still lower than those reported by White parents.
- *At the middle school level*, there was remarkable consistency in parent reports across the three ethnic groups. However, there are two noteworthy contrasts: (a) White parents were least likely to agree that AISD staff helped them become more involved in their child's education, and (b) African American parents were less likely than Hispanic parents to agree that AISD staff treat their child fairly with respect to culture, gender, ethnicity, etc.
- *At the high school level*, when there were significant differences across ethnicity, African American parents generally reported the lowest levels of satisfaction with parent-staff relationships. Occasionally these reports are significantly lower than those of White parents, and they were also likely to be lower than the ratings of Hispanic parents.

CONCLUSIONS

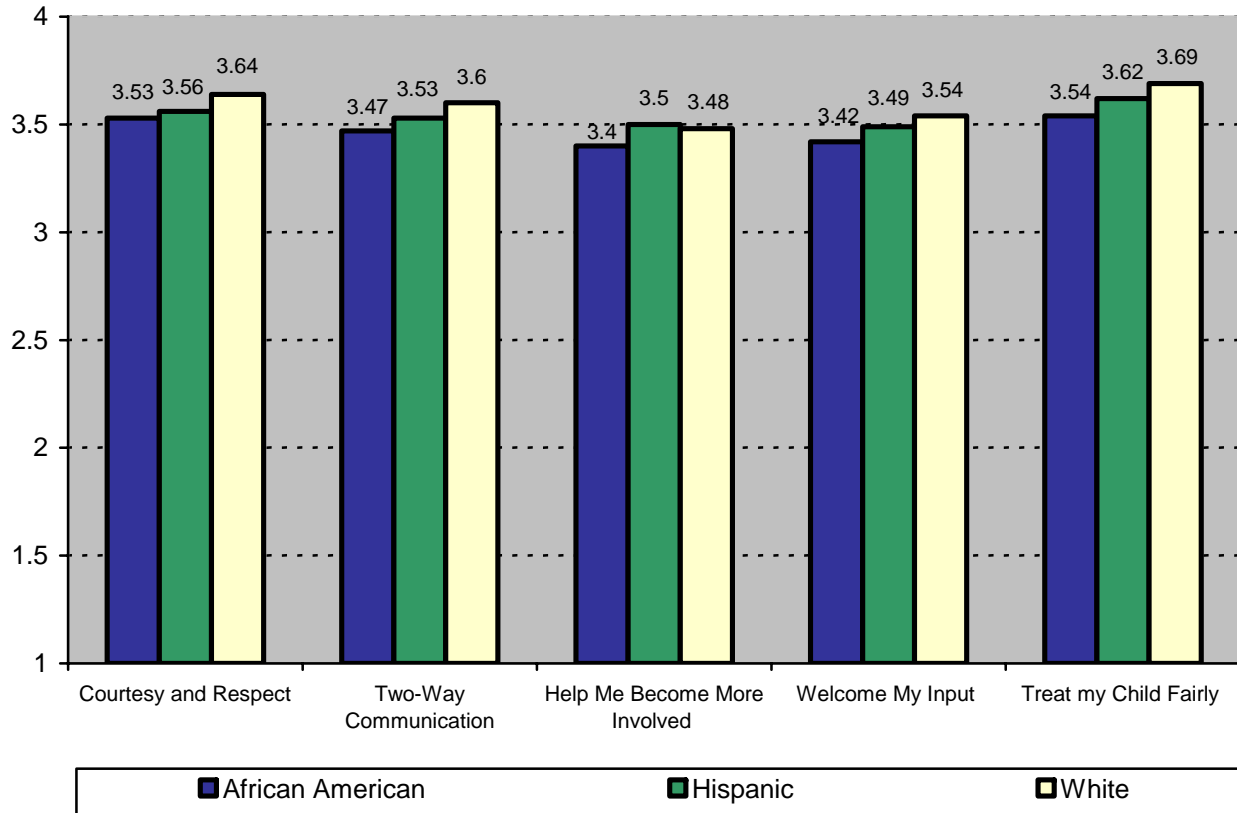
Overall, AISD staff and administrators are doing a good job of maintaining positive relationships with the *parents of elementary age* children of all ethnicities. However, these perceptions are consistently lower among African American and Hispanic parents than among White parents.

There is a relatively high level of satisfaction with the relationships between *middle school parents* and AISD staff and administrators and, with a few exceptions, these relationships are perceived similarly across the three ethnic groups.

High school parents of all ethnicities report lower levels of satisfaction with parent-staff relationships than do parents of younger students. This may be because many parents play less of a role in the day-to-day school life of their high school age children and, as a result, have fewer opportunities to establish close positive relationships with AISD staff and administrators.

Parents of Hispanic and White students report similarly high ratings for quality of their relationship at the secondary level. However, there appears to be room for improving relationships with the parents of African American children, particularly at the elementary and high school level, and with Hispanic parents at the elementary level.

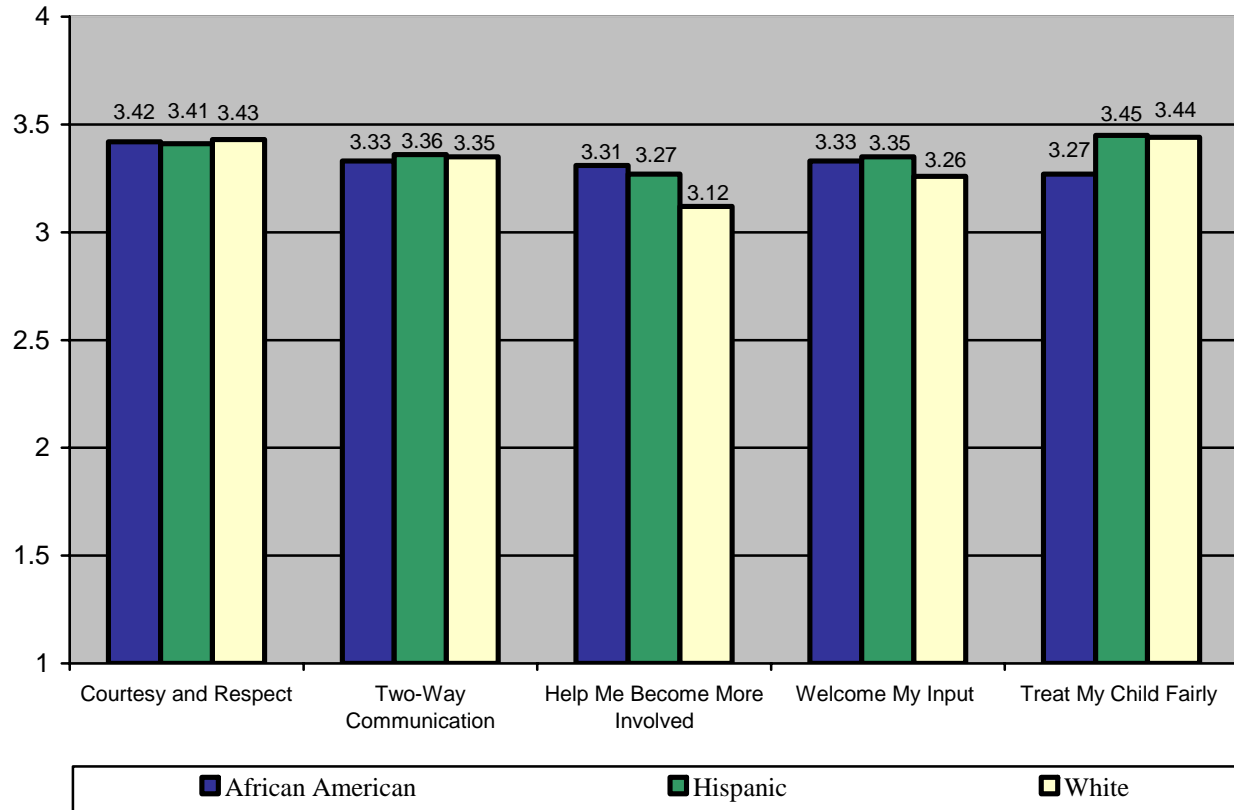
Figure 1. Elementary Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.



Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

Key: Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).
 Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

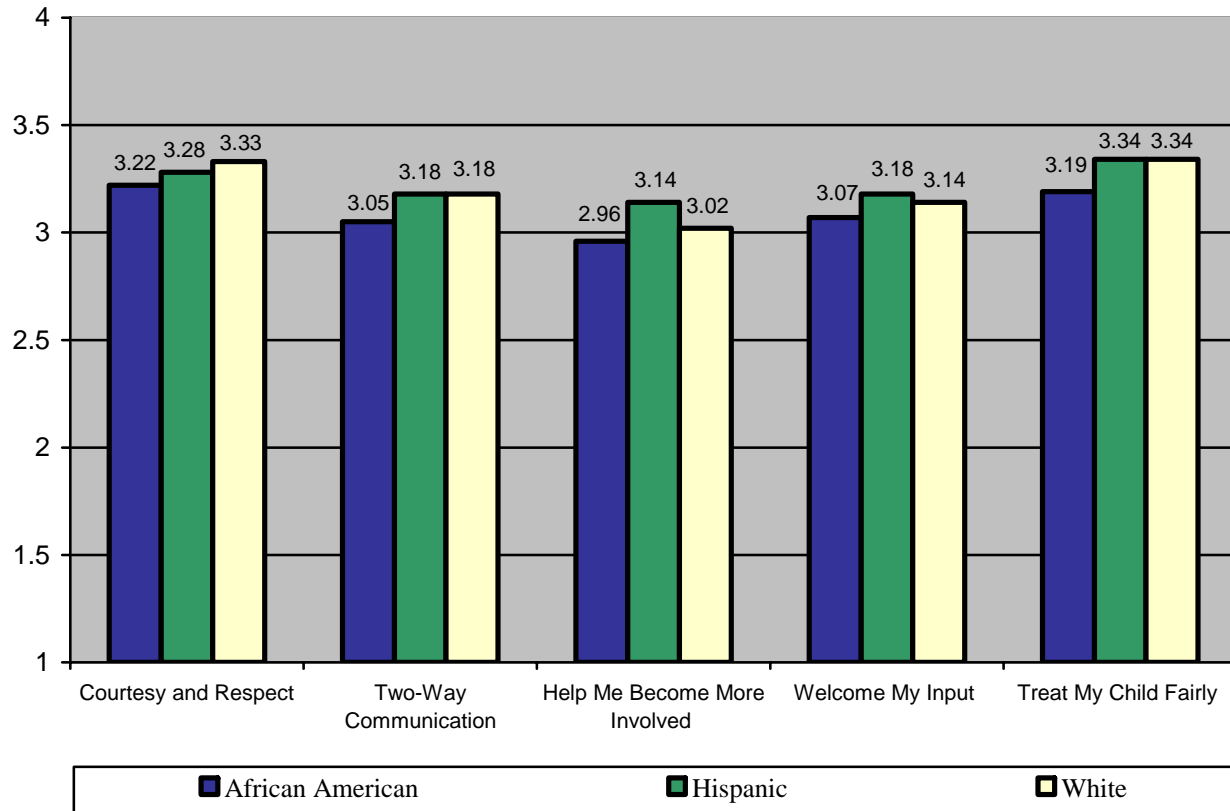
Figure 2. Middle School Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.



Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

- Key:** Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).
 Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

Figure 3. High School Parent Perceptions of Staff-Parent Relationships from the AISD Parent Survey 2004-05, Questions 3-7.



Note. Responses range from (1) Strongly disagree, (2) Disagree, (3) Agree, to (4) Strongly Agree. Parent responses of “don’t know” and “does not apply” have been excluded from these analyses.

- Key:** Courtesy and Respect: The following school staff treat me with courtesy and respect (Item 3)
 Two-Way Communication: The following school staff provide me with opportunities for two-way communication (e.g. phone calls, students agenda book, meetings, etc.) (Item 4).
 Help Me Become More Involved: The following school staff have helped me become more involved in my child’s education (Item 5).
 Welcome My Input: The following school staff welcome my input in academic decisions about my child (Item 6).
 Treat My Child Fairly: The following school staff treat my child fairly with respect to culture, gender, ethnicity, age, religion, and disability (Item 7).

Appendix I. Statistically significant contrasts by staff type and ethnicity of child.

Elementary	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect	AA & H < W	AA & H < W	AA & H < W	AA & H < W	AA & H < W
Provide me with opportunities for 2 way communication	AA < W & H	AA & H < W	AA < H & W	AA & H < W	AA < H < W
Helped me become more involved in my child's education	AA & W < H	AA < H	AA < H & W	AA & W < H	AA < H < W
Welcome my input into academic decisions about my child	AA < H & W	AA < H & W	AA < H & W	AA < H & W	AA & H < W
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < H < W	AA < H < W	AA < H < W	AA < H < W	AA < H < W
Middle School	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect					
Provide me with opportunities for 2 way communication					
Helped me become more involved in my child's education	W < AA & H	W < H		W < H	W < AA & H
Welcome my input into academic decisions about my child					
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < H & W	AA < H	AA < H		
High School	Principal	Assistant Principal	Counselors	Office Staff	Teachers
Treat me with courtesy and respect	AA < W		AA & H < W	H < W	
Provide me with opportunities for 2 way communication			AA < W	AA < H	AA < H
Helped me become more involved in my child's education	AA < H	W < H		AA & W < H	AA & W < H
Welcome my input into academic decisions about my child	AA < H	AA < H			AA & W < H
Treat my child fairly with respect to culture, gender, ethnicity, age, religion & disability	AA < W & H	AA < W	AA < W & H		AA < H

Note. High numbers of responses among elementary level parents (see Appendix II) increase the likelihood of finding statistically significant contrasts. For this reason, it is important to focus on the overall pattern of results rather than any particular contrast.

Appendix II. Range in the number of responses across staff type, within each item, by school level and child ethnicity.

School level Ethnicity	Range in the Number of Responses Across Staff Type within Each Item				
	Item 3	Item 4	Item 5	Item 6	Item 7
<u>Elementary</u>					
African American	809-1064	767-1051	754-1027	687-986	818-1042
Hispanic	4243-5477	4021-5367	3902-5394	3697-4994	4406-5346
White	2012-2626	1742-2534	1594-2433	1303-2309	1989-2513
<u>Middle</u>					
African American	133-160	130-159	121-148	109-145	126-157
Hispanic	631-705	589-709	589-672	512-610	639-700
White	502-649	447-636	400-603	348-561	512-610
<u>High</u>					
African American	278-329	272-309	274-331	259-315	294-321
Hispanic	921-1064	876-1026	868-1007	818-930	956-1043
White	502-694	461-683	435-657	394-590	530-645