



Title I School Parent Survey Report

District Summary
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Introduction

The importance of parent involvement in a child's school success cannot be overemphasized. A well established body of research provides evidence that a parent's involvement in his/her child's education affects the child's academic achievement¹. Other research findings support a direct relationship between parent involvement and children's reading improvement². Furthermore, parent involvement requirements in legislative mandates such as No Child Left Behind require schools receiving federal funds to strengthen their educational partnerships with parents in regard to student literacy, including evaluating the results and outcomes of implementing the parent involvement policy and plan:

The Local Educational Agency (LEA) must:

- *conduct with parents an annual evaluation of the content and effectiveness of the LEA's parental involvement policy/plan in improving the academic quality of schools funded under this part and identifying barriers to greater participation by parents in authorized activities;*
- *use the findings to design more effective strategies; and*
- *revise the parental involvement policy/plan, if necessary.*

Section 1118(a)(2)(E), P.L.107-110 NCLB

Research has identified a number of types of parent involvement in children's education: Parenting (establishing a home learning environment), Learning at Home (helping children with learning activities at home), Communicating (school-home communications), Volunteering (parent volunteer work at the school site), Decision Making (parents having a meaningful role in school decisions affecting their children's education) and Community Collaboration (identifying and using community resources to support their children's learning)³.

As part of the process of evaluating the effectiveness of the parent involvement plan, a survey instrument was developed by the district's Title I program. This survey was sent to a randomly selected group of parents at each Title I school to examine parental views on opportunities for parent involvement at their child's school. The results of that survey are summarized in this report.

Survey Form Development

A survey form was created based on assessment measures developed by an evaluation working group of Florida educators to assess compliance with the evaluation requirements of Section 1118, Parental Involvement in Title 1 of the No Child Left Behind (NCLB) act⁴. The survey focused on parent perceptions regarding the types of information received from the school and their awareness of opportunities for parent involvement available at the school.

1 Jeynes, W. (2005). Parental Involvement and Student Achievement: A Meta-Analysis. (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved March 15, 2007 from http://www.gse.harvard.edu/hfrp/publications_resources/publications_series/family_involvement_research_digests/parental_involvement_and_student_achievement_a_meta_analysis.

2 Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653–664.

³ Epstein, J. et al. (2002) *School, Family, and Community Partnerships: Your Handbook for Action*. Corwin Press: Thousand Oaks, CA.

⁴ Florida Regions III & IV Evaluation Working Group (2006). *Parent Involvement Evaluation Toolkit*, Arroyo Evaluation Services: Los Angeles, CA

Areas under study were selected to solicit parent responses regarding the school’s efforts to communicate with parents and involve them in their child’s education. Parents were provided a list of statements to which they were to indicate their level of agreement according to a 3-point scale: “Yes”, “No”, and “Don’t Know”.

Sample and Response Rate

A sample of 200 parents at each school was randomly selected to receive surveys. This method has been shown to efficiently and effectively provide results that are representative of the respondent group, in this case, parents of children at Title I schools⁵. Parents of selected students in each classroom received surveys. Survey forms were available in Spanish to solicit input from parents requiring this language form. In addition to the written survey an online version of the survey was available on the school website. Of the 2,000 surveys sent home, 1,255 surveys were returned for a response rate of 63%. This level of response is considered to be effective for this type of survey in yielding results that are representative of the targeted group. Findings are considered to be an accurate representation of parental views at CCPS Title I elementary schools. Forty-seven additional surveys were completed online and are included in the results. Results for the Title I middle school were not included in this report since the response rate was not sufficient to accurately reflect parental views. School survey response rates are listed in Table 1.

Table 1. Parent Survey School Response Rates

Surveys Completed	DCES	EES	KES	LES	MPES	MRES	NAES	PRES	SJES	VES	PCMS
Number	156	132	139	124	107	129	97	112	117	142	24
Percentage	78%	66%	70%	62%	54%	65%	49%	56%	59%	71%	10%

Results

Survey results show that parents have a generally positive perception of the home - school partnership factors assessed, as evidenced by an average agreement rate of 83%. This means that 83% of parents typically agreed with statements regarding knowledge of information and/or available opportunities related to parent involvement at their child’s school. The average percentage for the previous two years was 85%. District results are summarized below in Table 2.

Table 2. District Summary of Parent Survey Results 2015

Parent Involvement Dimension/ Facet	Items	N	Average Percentage		
			“Yes”	“No”	“Don’t Know”
Availability of Information	4	1310	76%	13%	11%
Home-School Communication	10	1303	84%	12%	5%
Attendance at School Meetings	2	1301	66%	30%	4%
Awareness of Parent Involvement Opportunities	3	1286	82%	12%	5%
Parent-School Relations	6	1295	86%	5%	9%
Satisfaction with School Quality	4	1284	89%	4%	6%

The graphs on the following pages display average percentages of “Yes” responses to statements for each school facet or element for each Title I school for 2014 and 2015.

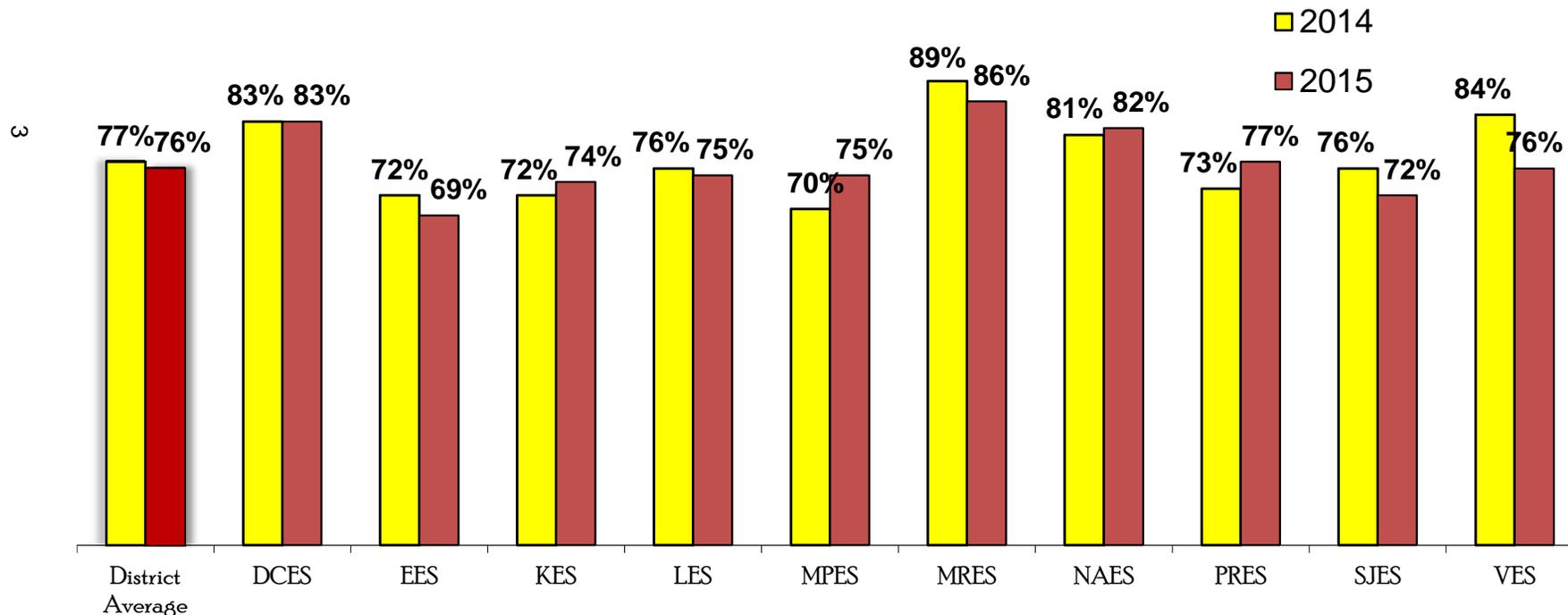
5 A stratified random sample was used. Pedhazur, E. & Schmelkin, L. (1991). Measurement, design, and analysis. Hillsdale, NJ: Lawrence Erlbaum Associates. 330-334.

Items assessing parent perception of the availability of information related to parent involvement:

Did you receive information from your school or the district about ~

- ▶ the Florida Standards (what each grade level is expected to learn)?
- ▶ state and district tests (i-Ready, other tests)?
- ▶ how you can work with teachers to help your child succeed?

Average Percentage of "Yes" Responses

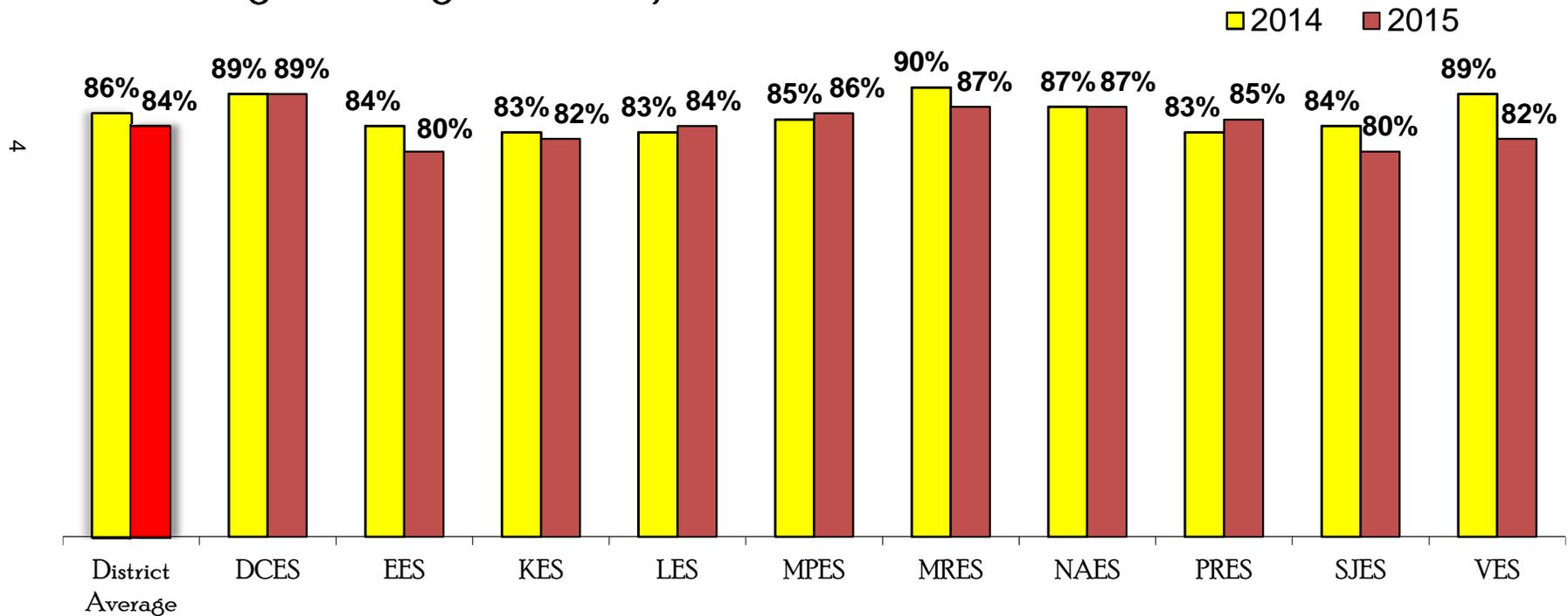


Home-School Communication

Items assessing parent perception of home-school communication:

- ▶ Does your child's teacher clearly communicate your child's learning goals?
- ▶ Do you receive information and/ or materials to help your child do better in school?
- ▶ Do you feel that teachers, principals, and other staff are willing to communicate with you?
- ▶ Is the information from your child's school easy to understand?
- ▶ Is the information from your child's school given in a language that you understand?
- ▶ Do you use the internet to get into FOCUS or view the website of your child's teacher?
- ▶ Are school newsletters helpful?
- ▶ Do you know how to contact your child's teacher?
- ▶ Are you aware that you may help with your school and district parent involvement policies?
- ▶ Does your child's teacher communicate effectively with you regarding your child's progress?

Average Percentage of "Yes" Responses

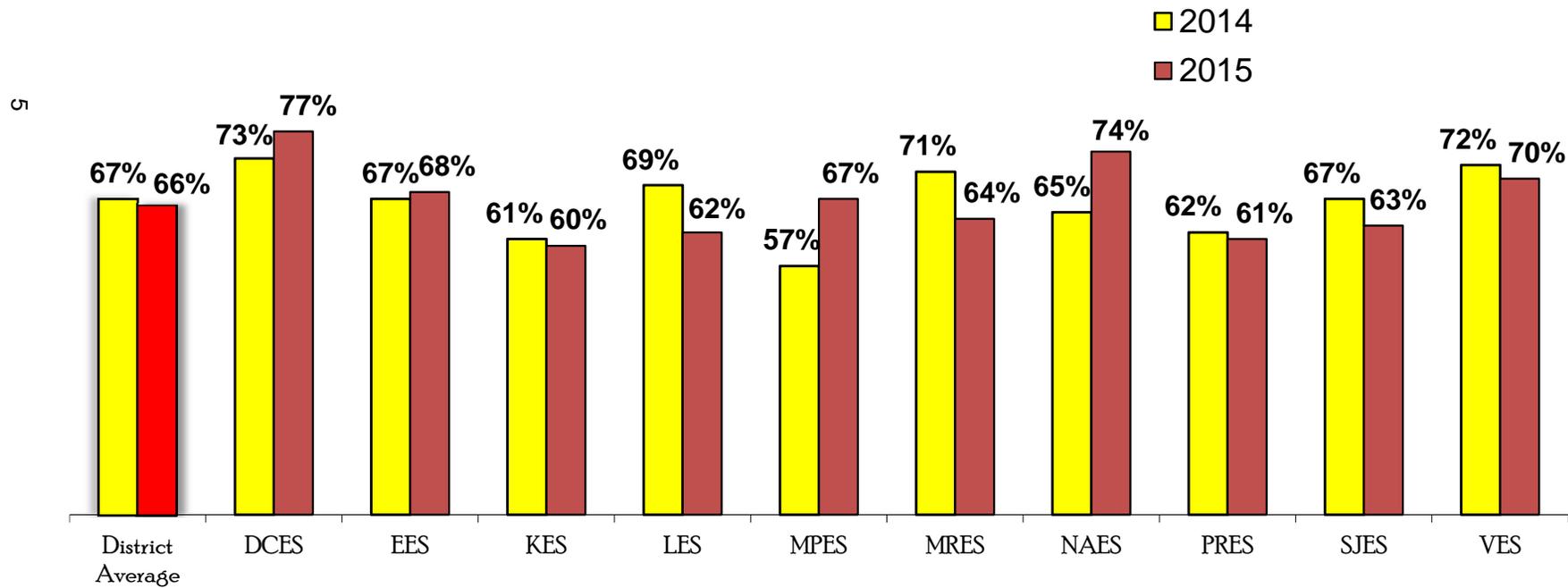


Parent Attendance at School Meetings

Items assessing parent attendance at school functions:

- ▶ Did you go to an open house or meeting where the goals and activities of Title 1 were shared?
- ▶ Did you go to any meetings (trainings, parent nights, events) on helping your child learn?

Average Percentage of "Yes" Responses



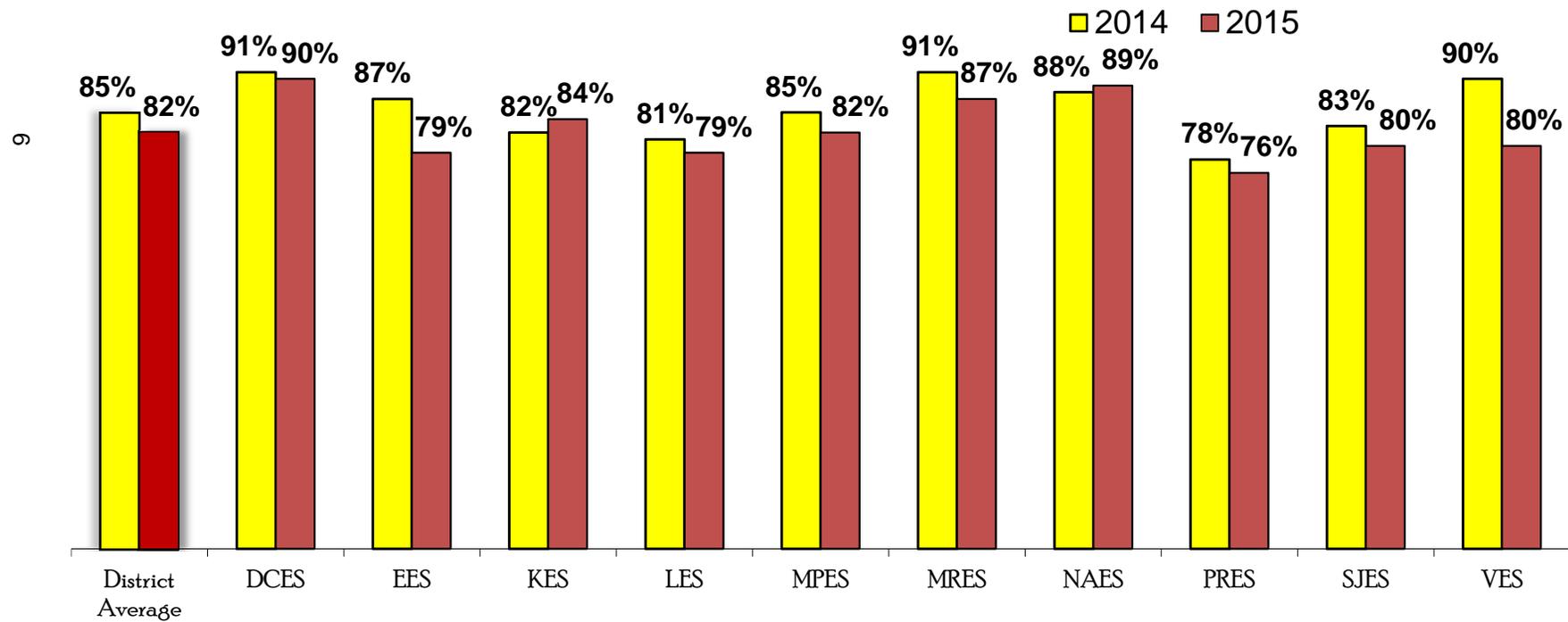
Awareness of Parent Involvement Opportunities

Items assessing parent awareness of opportunities for parent involvement:

Are you aware of opportunities to participate in: ~

- ▶ the School Advisory Council (SAC)?
- ▶ the Parent Teacher Organization (PTO)?
- ▶ Volunteering/ mentoring/ tutoring?

Average Percentage of "Yes" Responses



Parent- School Relations

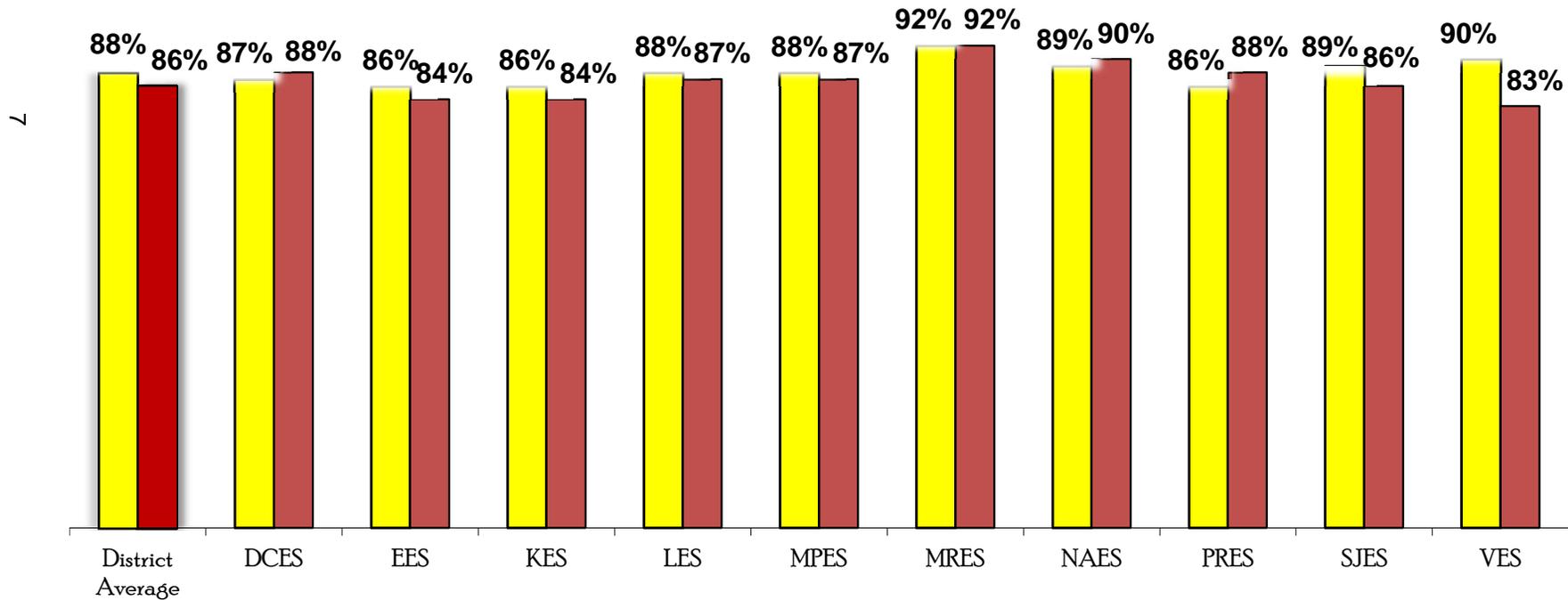
Title I School
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Items assessing parent perception of the partnership between the school and parents

- ▶ Do you believe that students and parents are treated fairly by your child's teacher?
- ▶ Do you believe that students and parents are treated fairly by school administrators?
- ▶ Does your child's school value your opinions and suggestions?
- ▶ Do you feel welcome at your child's school?
- ▶ Have school administrators responded to your concerns in a timely manner?
- ▶ Does the office staff communicate and respond in a friendly, professional manner?

Average Percentage of "Yes" Responses

2014 2015



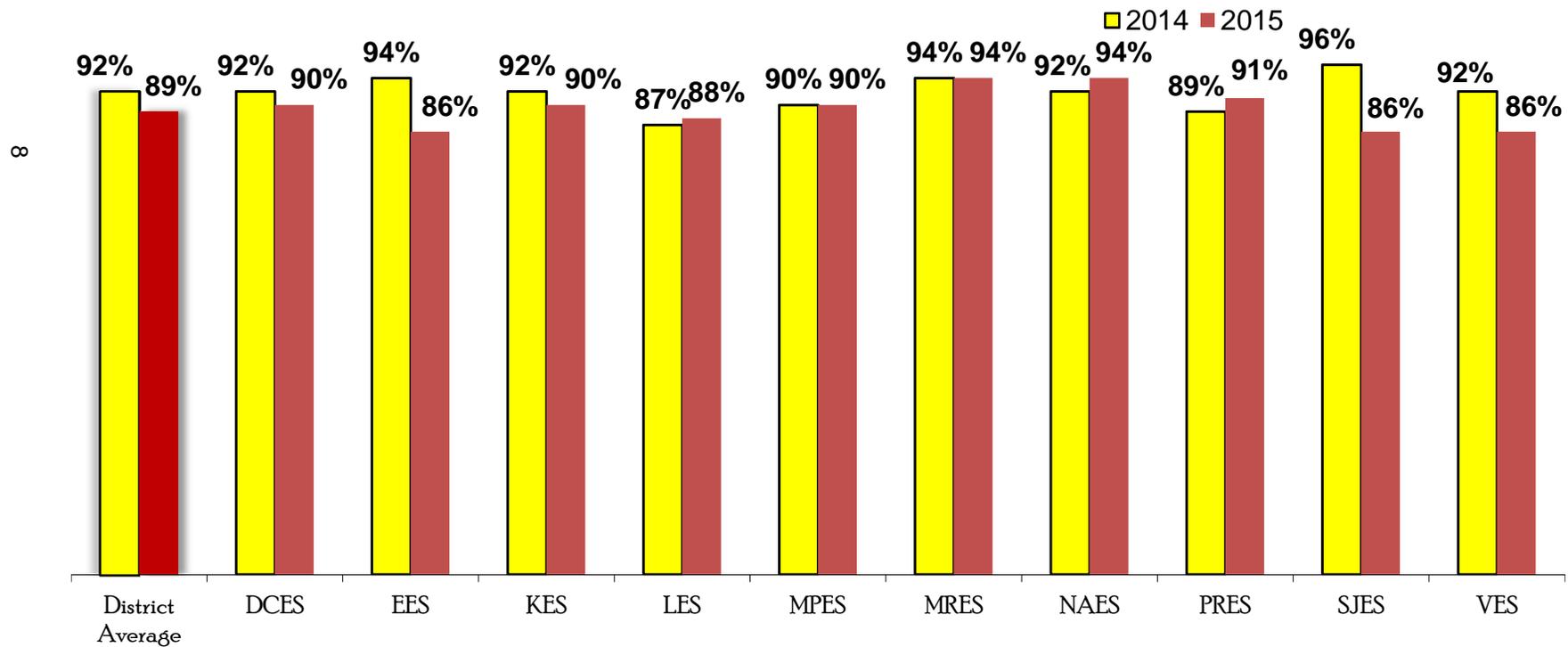
Parent Satisfaction With School Quality

Title I School
2014-2015 Parent Survey Report

Items assessing parent perception of the quality of education at this school

- ▶ Does the school appear to be well organized and efficiently run?
- ▶ Do you believe that your child's school provides high quality educational instruction?
- ▶ Do you feel that your child is safe at school?
- ▶ Would you recommend your child's school to another parent?

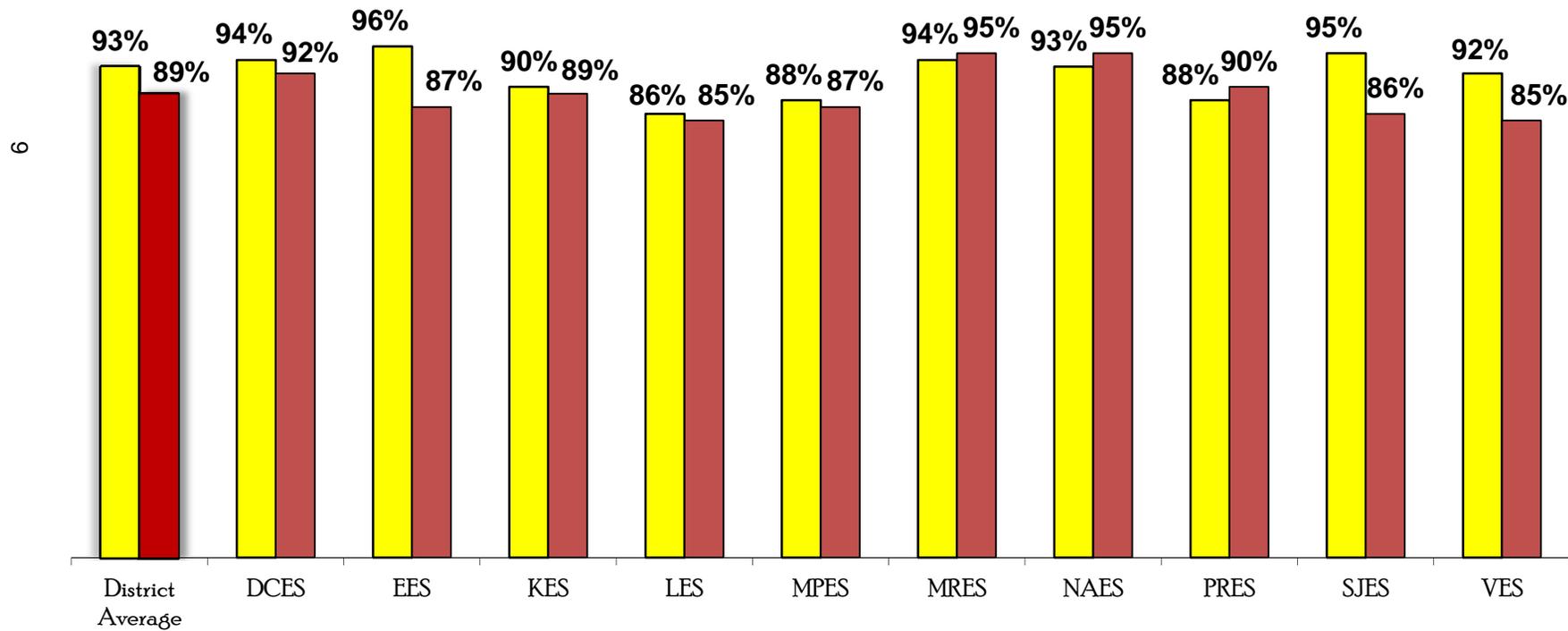
Average Percentage of "Yes" Responses



The "ultimate question"

- ▶ Would you recommend your child's school to another parent?

Percentage of "Yes" Responses



Barriers to Parent Participation in School Activities

Parents were asked to indicate what keeps them from being more involved in school based activities and functions. Of the reasons listed, parents most often cited: conflicts with work schedules (65%), school activities scheduled at a time when the parent can't attend (59%), personal or family responsibilities (46%), and lack of childcare (21%). Six percent of parents indicated that a lack of transportation prevented them from greater participation. These results are similar to those from the previous year's parent survey.

Suggestions for Improving Parent Involvement

Parents were asked to make suggestions for improving parent involvement activities. Of the 227 responses by parents district wide, the comments most often given were expressions of appreciation for school quality/efforts, requests for more activities scheduled at night and/or weekends, and requests for additional notices and types of communication. The type and number of the most common parent comments are listed in Table 3 below.

Table 3. Most Frequently Cited Parent Comments by School

Comment	District	DCE	EES	KES	LES	MPE	MRE	NAES	PRES	SJES	VES
The school is doing well and is appreciated by parents.	48	6	4	8	4	2	5	3	6	3	7
Schedule more activities at night and/ or weekends.	35	1	7	1	4	7	1	2	1	3	8
Provide more and different types of communication to parents.	33	3	2	2	7	5	2	4	4	3	1

In conclusion, research results on parent involvement show that the more parents are involved with their child's education, the more their children benefit through increased levels of achievement and improvement in other important outcomes. With changing economic factors affecting family schedules and parent participation in school activities, schools are compelled to examine new and expanded strategies for cultivating the parent-school partnership. It is hoped that the information presented in this report will help inform school planning efforts to strengthen parent-school collaboration in supporting student learning.