

**Loder Elementary School Staff and Parent Surveys**  
**Washoe County School District Parent Involvement Council**  
**Evaluation Brief July 2008**



## Background

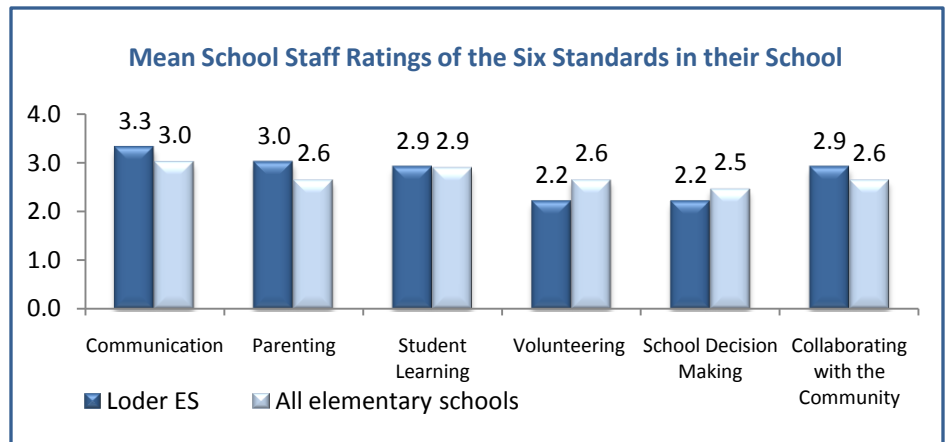
To learn more about how to strengthen partnerships between the district, individual schools, and parents, the Washoe County School District’s (WCSD) Parent Involvement Council (PIC) conducted a district-wide needs assessment. The PIC is comprised of parents, school district administrative, certified and classified employees, and business representatives. The needs assessment included three components: an online administrator survey, an online teacher and staff survey, and a parent survey administered through the mail. This evaluation brief will highlight the results from Loder Elementary School’s staff and parent surveys. Throughout the brief, percentages reported are based on the number of respondents who answered the item, which may be less than the total number of survey respondents.

## Staff Survey

- 11 respondents; 46% certified and 55% classified; 19% response rate.
- 80% felt their school was “good” or “excellent” at making parents feel welcome.
- 60% thought they would benefit from professional development specific to PI “a great deal.”
- 70% reported that in professional learning community meetings PI was talked about as a strategy for improving student academic achievement “infrequently” or “never.”
- 90% believed others at their school thought PI was “important” or “extremely important.”
- 80% would place a “high priority” on increasing PI in their school.
- 80% thought PI made a “major contribution” to a child’s academic success.

### Standards of Parent Involvement

School staff were asked to rate how well the school is doing with respect to the six well-established standards of parent involvement (PI). The items were combined to create a mean rating for each of the six standards. The response scale on these items were 1=poor, 2=fair, 3=good, and 4=excellent.



The bar graph to the right compares Loder’s staff ratings to those of all WCSD elementary staff who completed the survey. Loder’s mean ratings ranged from 2.2 to 3.3. The highest mean rating was in the area of communication, while the lowest was related to volunteering and school decision making.

### 6 Standards of Parent Involvement

<b>Communication</b>	Communication between home and school is regular, two-way and meaningful.
<b>Parenting</b>	Parenting skills are promoted and supported.
<b>Student Learning at Home</b>	Parents play an integral role in assisting student learning.
<b>Volunteering</b>	Parents are welcome in the schools and their support and assistance are sought.
<b>School Decision Making</b>	Parents are full partners in the decisions that affect children and families.
<b>Collaborating with the Community</b>	Community resources are used to strengthen schools, families and student learning.

### School's Barriers and Strengths Related to PI

- **Greatest Barrier to PI:** Lack of parent volunteers (40%)
- **Greatest Strength for PI:** Positive staff attitude (30%) and communication with parents (30%)

### School's Actions to Encourage PI

- Provide translation and/or interpretation services (73%)
- Hold meetings and events at different times of day (18%)
- Provide child care (18%)

## Parent Survey

Every parent in the school district was mailed a parent involvement survey written by members of the PIC. As part of the survey development process, parents outside of the PIC were also consulted for feedback and suggestions. The survey was mailed to 579 Loder Elementary School parents, and 126 were returned, yielding a response rate of 22%. The top three ways that parents got most of their information about school were from their child's folder (31%), flyers from school (24%), and phone calls from the school (20%).

### Parent Respondent Demographics

- 81% were mothers.
- 85% of the surveys were completed in Spanish.
- 67% were Hispanic/Latino; 23% white; 10% other.
- 72% had lived in Washoe County 6 years or more.
- 68% had one child in school.
- 33% had Internet access at home.

### Loder ES Student Demographics

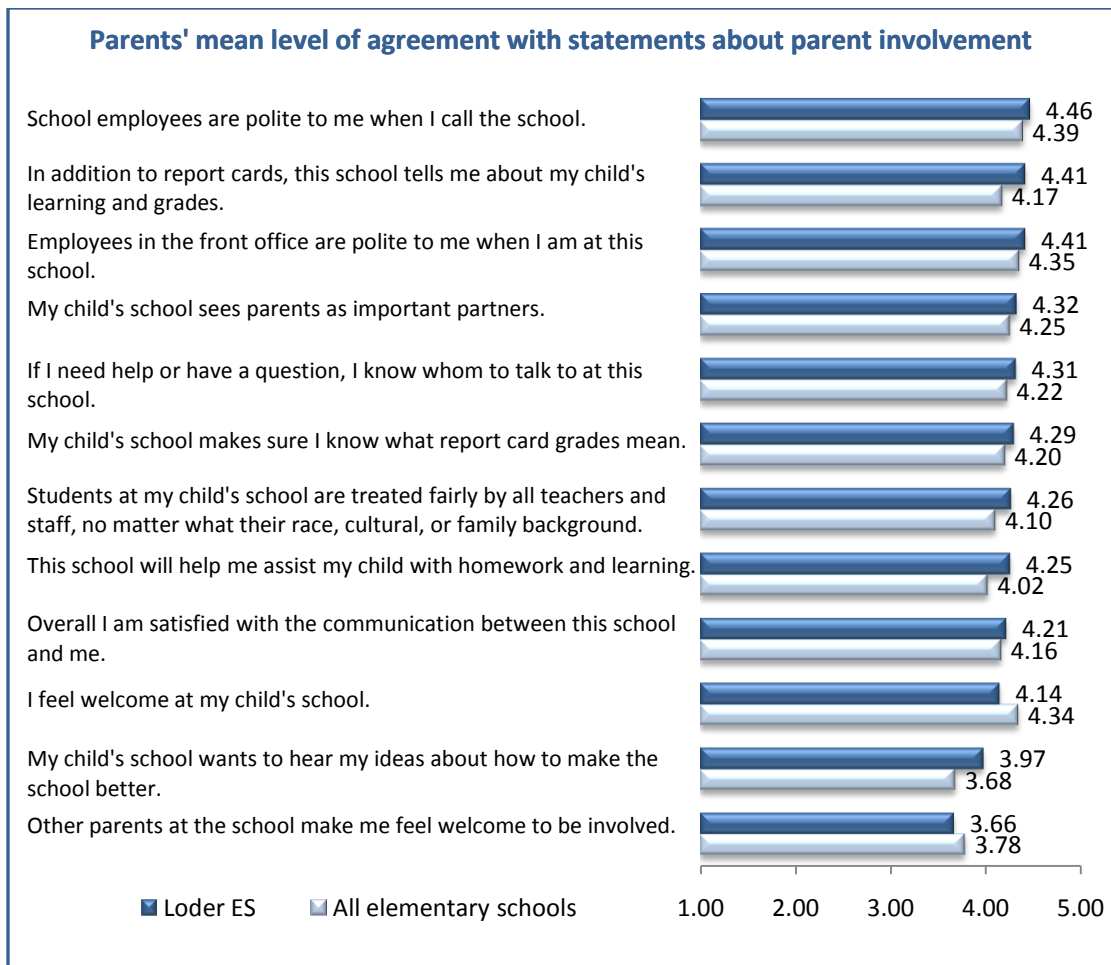
- 90% Hispanic/Latino
- 6% white; 4% other
- Transiency Rate: 43%
- Free/Reduced Lunch: 88%
- Limited English Proficiency: 77%

### Parent Contact and Involvement with School

	Loder ES	All WCSD ES
Attended 3-5 school events a year	45%	47%
Contacted the school between 3-5 times in the past year	30%	40%
Had been asked to volunteer	49%	69%
Had volunteered for their child's school	42%	62%
Had not volunteered but would like to	68%	60%

### Opinions about Parent Involvement

Parent respondents indicated their level of agreement with 12 statements about parent involvement at their child's school (see bar graph on the page to the right). Responses could range from 1=strongly disagree to 5=strongly agree. The level of agreement was fairly high ranging between a mean of 3.7 to 4.5. The lowest level of agreement was on the item "other parents in the school make me feel welcome to be involved." The highest level of agreement was for the item "school employees are polite to me when I call the school."



### Comparisons of English-speaking and Spanish-speaking parents' responses

- English-speaking parents were more likely to have volunteered at their child's school (67%) than Spanish-speaking parents (39%).
- Spanish-speaking parents were more likely than English-speaking parents to agree that "other parents at the school make me feel welcome to be involved;" "in addition to report cards, this school tells me about my child's learning and grades;" "this school will help me assist my child with homework and learning;" and, "overall, I am satisfied with the communication between this school and me."

### Comparisons of white and non-white parents' responses

- White parents were more likely to have Internet access at home (88%) than non-white parents (17%).
- White parents had attended more school events than non-white parents.
- White parents were more likely to have volunteered at their child's school (72%) than non-white parents (34%).
- Non-white parents who had never volunteered at their child's school were more likely to want to do so (73%) than white parents (33%).
- Non-white parents were more likely than white parents to agree that "other parents at the school make me feel welcome to be involved," and "in addition to report cards, this school tells me about my child's learning and grades."

## Conclusions and Recommendations

Communication and student learning at home seem to be the strongest areas of parent involvement at Loder Elementary School. School staff respondents rated communication and student learning at home as top areas of parent involvement at their school. Parent respondents had high levels of agreement on several student learning at home-related items and communication-related items. Results from both the school staff and parent surveys suggest that school decision making and volunteering are areas in which Loder Elementary School could strengthen parent involvement.

As parent involvement is a viable and necessary strategy for student achievement, a general recommendation is to reallocate school site funding to support systemic implementation of parent involvement. Another recommendation is to provide all school staff with appropriate professional development on how to effectively engage parents in their children's education. Schools also should help parents understand academic standards, state and district assessments, how to monitor a child's progress and work with educators to improve the achievement of their children. A variety of strategies to improve parent involvement are highlighted below.

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## Strategies to Improve Parent Involvement

### General

- Reallocate school site funding to support systemic implementation of parent involvement. Example: Pay teachers overtime for working with parents at school wide meetings from the school general fund budget.
- Provide appropriate professional development to all school staff on how to effectively engage parents in their children's education. Example, customer service training for education support professionals; training for teachers in how to reach out to, communicate with, and work with parents as equal partners.

### School Decision Making

- Create networks to link all families with parent representatives.

### Volunteering

- Create a parent room or family center for volunteer work, meetings, and resources for families.
- Send out an annual postcard survey to identify all available talents, times, and locations of volunteers.