

2009-2010 AISD Parent Survey

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment by school staff, and the school's educational environment, and how parents describe their child's education. The following report contains the results of the 2009-2010 Parent Survey for Austin Independent School District (AISD); longitudinal data are provided where applicable.

The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning Information; Teacher Expectations; Support for Parental Involvement; and Parental Assistance, Communication and School Involvement.

In Spring 2009, 335 parents returned surveys for Ann Richards, representing 77% of students from Ann Richards (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Ann Richards from each ethnic group. The tables below show the total number of surveys Ann Richards parents returned in 2009-2010, and the percentage of responses and students at Ann Richards represented by each grade.

Number of Respondents Ann Richards	
# of surveys returned	335
# of students	437
% of students represented	77



Figure 1. Percentage of Respondents and Students by Ethnicity for Ann Richards, 2009-2010

% of students represented by grade	
	32
	29

The appendix provides more detailed information regarding Ann Richards's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Ann Richards's average ratings have changed or remained consistent over time. Please note that some subscales have changed from previous years, making longitudinal comparisons inappropriate for some items and subscales. For items and subscales where longitudinal data are available, statistically meaningful changes are flagged with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

The graph below depicts Ann Richards's parent survey ratings over time, as well as parent survey ratings across all Middle Schools in 2009-2010. Scores over 3.0 are desirable, as indicated by the red dashed line in the graph below. The first step in improving these characteristics is to examine the score for each area (Figure 2).

Ann Richards's highest score on the 2009-2010 Parent Survey was Teacher

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4. School staff provide me with positive feedback about my child.
 5. School staff treat my child with courtesy and respect.
 6. I feel welcome in my child's classroom.
 16. My child's school is a safe learning environment.
 - 17a. My child's school principal treats me with courtesy and respect.
 - 18a. The school assistant principal(s) treat me with courtesy and respect.
 - 19a. My child's teacher(s) treat me with courtesy and respect.
 - 20a. My child's counselor(s) treat me with courtesy and respect.
 - 21a. Office staff treat me with courtesy and respect.
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APPENDIX

Support uor Parental Involvement	Ann Richards			All Middle Schools
	2007-08	2008-09	2009-10	
7. My child's school staff use the suggestions .at I make about my child's education.	3.2	3.3	3.4	3.1
14. My child's teachers make it easy5uor me to be involved with my child's education.	n/a	n/a	3.4	3.1
17b. My child's principal provides me with opportunities uor 2-way communication (phone calls, meetings, email, etc.).	3.3	3.5	3.5	3.2
18b. My child's assistant principal(s) provide me with opportunities uor 2-way communication (phone calls, meetings, email, etc.).	3.2	3.5	3.5	3.2
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.3	3.5	3.4	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	3.2	3.5	3.4	3.2
19d. My child's teacher(s) provide me with opportunities uor 2-way communication (phone calls, meetings, email, etc.).	3.3	3.5	3.5	3.3
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.3	3.4	3.4	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	3.3	3.5	3.5	3.2
20d. My child's counselor(s) provide me with opportunities uor 2-way communication (phone calls, meetings, email, etc.).	3.2	3.5	3.5	3.3
23g. School staff provide me with enough inuormation about opportunities to be involved.	n/a	n/a	3.5	3.1
Support uor Parental Involvement subscale	n/a	n/a	3.4	3.2

Note Items range from 1 (strongly disagree) to 4 (strongly agree) with a response of at least 3.0 desirable. With the addition of items 14 and 23g in 2009-2010, subscale comparisons across years are no longer possible.

3.4

3.5

APPENDIX

Parental Assistance, Communication, and School Involvement	Ann Richards 2009-10	All Middle Schools
24. Talk with my child about his/her school day.	3.8	3.8
25. Supervise my child's homework.	3.3	3.4
26. Help my child study for tests.	3.0	3.2
27. Talk with other parents about my child's school.	3.0	2.9
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	2.8	2.9
29. Volunteer at my child's school.	2.3	2.2
30. Attend PTA/CAC meetings.	2.3	2.2
31. Attend regularly scheduled parent-teacher conferences.	3.0	3.1
32. Attend annual meetings about my child's academic plans.	2.9	2.9
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	2.6	2.5
34. Attend performance events and/or sports events at my child's school.	3.3	3.2
Parental Involvement subscale	2.9	2.9

Note These items were new to the 2009-2010 parent survey and are designed to measure the degree of parental involvement on your campus. Response options range from 1 (never) to 4 (often). It is desirable to have a response of at least 3.0.

Parent Support Specialist	Ann Richards 2009-10	All Middle Schools
35. I use the Parent Support Specialist as a resource.	2.6	2.3
36. The Parent Support Specialist helps me to be involved in my child's education.	2.9	2.5
37. The Parent Support Specialist on my campus is accessible during a variety of times (e.g., before school, during school hours, after school, in the evenings, on the weekend).	3.5	2.7
Parent Support Specialist subscale	3.0	2.5

Note These items were new to the 2009-2010 parent survey and are designed to measure the degree to which parents use their school's parent support specialist (if applicable). Response options range from 1 (never) to 4 (often). It is desirable to have a response of at least 3.0.

REFERENCES

Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*,(1) 1-22.

Austin Independent School District

Superintendent of Schools

Meria Carstarphen, Ed.D.

Office of Accountability

William Caritj, Ed.D.

Department of Program Evaluation

Holly Williams, Ph.D.

Authors

Lindsay M. Lamb, Ph.D.

Lisa N. T. Schmitt, Ph.D.

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