

2009-2010 AISD Parent Survey Baranoff Elementary School

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.

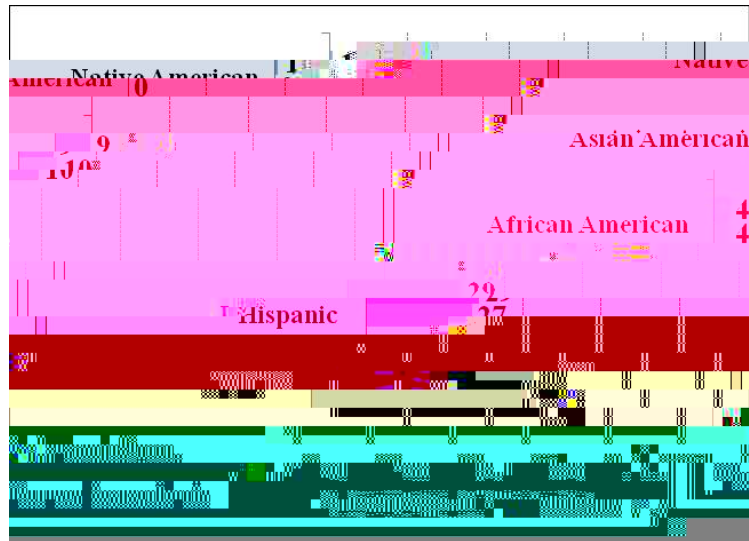
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 199 parents returned surveys for Baranoff, representing 23% of students from Baranoff (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Baranoff from each ethnic group. The tables below show the total number of surveys Baranoff parents returned in 2009-2010, and the percentage of responses and students at Baranoff represented by each grade.

Number of Respondents Baranoff	
# of surveys returned	199
# of students	854
% of students represented	23

% of students represented by grade		
grade	% of respondents	% School population
PK	n/a	n/a
K	20	16
1st	17	16
2nd	14	17
3rd	20	17
4th	16	17
5th	12	17
6th	n/a	n/a

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



Survey results for Baranoff Elementary School for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which Baranoff excels, as well as areas in which Baranoff can improve. The following websites contain resources and tips on how to improve areas measured with the parent survey.

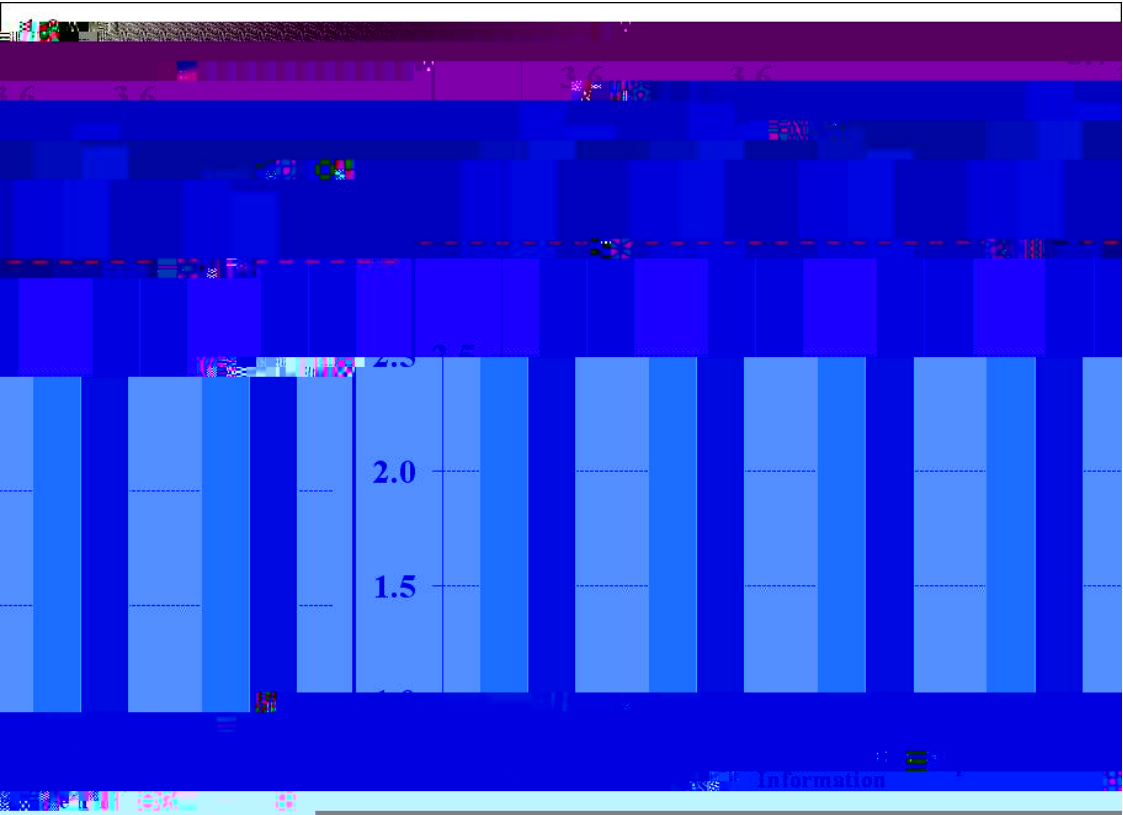
The US Department of Education:

<http://www.hfrp.org/>

The appendix provides more detailed information regarding Baranoff's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Baranoff'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 Baranoff’s parent survey ratings over time, as well as parent survey ratings across all Elementary 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).



Figure 2. Parent Survey Subscales for Baranoff and all Elementary Schools, 2009-2010



Note. The light blue bars represent 2009-2010 data for Baranoff and the dark blue bars represent 2009-2010 data for all Elementary Schools.

Baranoff’s highest score on the 2009-2010 Parent Survey was Teacher Expectations. This measure was new to the 2009-2010 survey and is designed to measure expectations parents believe that teachers have for their children. Research shows that teacher expectations relate to academic achievement. We encourage your campus to continue fostering a positive learning environment with rigorous teacher expectations for all students.

Baranoff’s lowest score on the 2009-2010 Parent Survey was Parental Assistance, Communication, and School Involvement, which measures the extent to which parents spend with their child on school-related activities. Parental involvement contributes positively to academic achievement. For resources on how to improve parental involvement, please visit The Harvard Family Research Project: <http://www.hfrp.org/complementay-learning>

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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.
 - 23h. School staff provided me with enough information about handling a714Mlc8A3
- 

Academic Planning Information

School staff provide me with enough information about...

23c. After school programs

23d. Transitions to and from elementary, middle, and high school.


22e. High school graduation requirements.

23e. Career opportunities for my child.

23f. College admission requirements and financing options.

Academic Planning and Information subscale

APPENDIX



7. My child's school staff use the suggestions that I make about my child's education.

14. My child's teachers make it easy for me to be involved with my child's education.

17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

18me with

APPENDIX

Parental Assistance, Communication, and School Involvement	Baranoff 2009-10	All Elementary Schools
24. Talk with my child about his/her school day.	4.0	3.9
25. Supervise my child's homework.	3.9	3.9
26. Help my child study for tests.	3.7	3.7
27. Talk with other parents about my child's school.	3.4	3.0
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.5	3.4
29. Volunteer at my child's school.	2.8	2.5
30. Attend PTA/CAC meetings.	2.3	2.5
31. Attend regularly scheduled parent-teacher conferences.	3.9	3.7
32. Attend annual meetings about my child's academic plans.	3.5	3.3
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.4	3.3
34. Attend performance events and/or sports events at my child's school.	3.4	3.3
Parental Involvement subscale	3.4	3.3

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.

REFERENCES

Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.

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