



# 2011 2012 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 on how parents feel about their treatment by school staff, the school's educational environment, and various school based opportunities parents would like for their children. The following report contains the results of the 2011 2012 Parent Survey for Austin Independent School District (AISD) for Baranoff Elementary School. The district report can be found at: [http://www.austinisd.org/dre/district campus surveys#parent](http://www.austinisd.org/dre/district%20campus%20surveys#parent).

## Demographic Information

Table 1. Number of respondents for Baranoff, 2011 2012

	Baranoff	All Elementary Schools
# of surveys returned	138	5,970
# of students	954	48,939
% of students represented	14%	12%

Table 3. Distribution of respondents and students by ethnicity and race, 2011 2012

	% of respondents	% school population
Hispanic/Latino	31	36
American Indian/ Alaskan Native	0	1
Asian	10	8
Black/African American	2	2
Native Hawaiian/ Other Pacific Islander	0	1
White	52	50

Table 2. Distribution of respondents relative to Baranoff's population, 2011 2012

Grade	% of respondents	% school population
EE	0	1
PK	0	0
KG	10	17
1st	15	16
2nd	15	18
3rd	23	16
4th	20	16
5th	19	16
6th	0	0

### New Federal Standards for Collecting and Reporting Ethnicity and Race

Starting in 2010 2011, districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his/her ethnicity (Hispanic/Latino or non Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages might not add to 100.

*Note.* Students' grade and ethnicity were self reported. Population data reflect enrollment as of the October 2011 PEIMS snapshot date.

## Item Results

Communication	Percent Agree Baranoff		Percent Agree All Elementary Schools	
	2011	2012	2011	2012
<b>I receive information from school staff about my child's...</b>				
academic performance.	91		86	
behavior.	90		88	
attendance.	90		92	
<b>I receive information about my child that is...</b>				
in my preferred language.	94		90	
in my preferred method of communication (e.g., e mail, phone, letter, face to face meeting).	100		91	
<b>My preferred method of communication is...</b>				
e mail.	73		57	
phone.	18		11	
letter.	9		6	
face to face meeting.	0		26	
<b>School staff clearly communicates their expectations for my child's...</b>				
learning.	100		90	
behavior.	91		92	
<b>School staff provide me with positive feedback about my child's...</b>				
academic performance.	100		91	
behavior.	91		91	
<b>AISD's online ParentConnection/Gradespeed system has helped me to monitor my child's progress.</b>				
	73		48	

A value of "na" indicates that parents from Baranoff Elementary School did not respond to this item.

**Superintendent and Central Office Staff**

**The Superintendent does a good job...**

- asking for input from parents.
- communicating with parents.
- managing the district's finance/budget and staffing needs.

**The Superintendent has made a positive impact on students' academic progress.**

**Staff at the district's main offices...**

- are responsive to my needs.
- treat me with courtesy and respect.

**I am satisfied with the...**

- quality of my child's teacher(s).
- condition of my child's school building.
- technology available at my child's school.
- learning materials (e.g., textbooks, classroom supplies, lab equipment) at my child's school.

**The educational experience at my child's school is just as good as or better than that at any other school in the district.**

<b>Customer Service</b>	<b>Percent Agree Baranoff 2011 2012</b>	<b>Percent Agree All Elementary Schools 2011 2012</b>
<b>My child's teacher(s)...</b>		
has helped me support my child's education.	91	93
values my input in academic decisions about my child.	82	90
provides me with opportunities for two way communication.	91	93
provides the extra effort to ensure that my child is successful.	73	87
is enthusiastic about teaching.	82	91
<b>School staff use the suggestions I make about my child's education.</b>	73	69
<b>School staff provide me with enough information about...</b>		
the process for handling complaints and concerns.	64	68
my child's preparedness for state assessments.	100	59
high school graduation requirements.	9	22
career opportunities for my child.	27	21
college admission requirements and financing options.	na	17
transitions to and from elementary, middle, and high school.	45	37
opportunities to volunteer.	100	92
when PTA meetings/events occur.	100	93
school events.	100	95
what occurred at school committee meetings.	73	68
<b>The following school staff treat me with courtesy and respect</b>		
principal	82	85
assistant principals	76	80
teachers	94	94
school office staff	83	89
counselors	75	79

A value of "na" indicates that parents from Baranoff Elementary School did not respond to this item.

Customer Service	Percent Agree Baranoff 2011 2012	Percent Agree All Elementary Schools 2011 2012
<b>The counselor(s) at my child's school...</b>		
have helped me support my child's education.	45	59
value my input in decisions about my child.	36	55
<b>I am aware of opportunities to provide input at the district level.</b>	82	76
<b>My child's school offers convenient opportunities for me to be involved in my child's education.</b>	89	86
<b>I would be interested in my child having more opportunities to participate in...</b>		
academy or magnet programs.	73	73
an all girls' or all boys' school.	64	45
fine arts.	91	88
athletics.	82	81
community service.	82	86
technology.	91	90
dual language program other than Spanish.	36	71
<b>My child applies what he/she learned at school to areas outside of school.</b>	82	94

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## References

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