

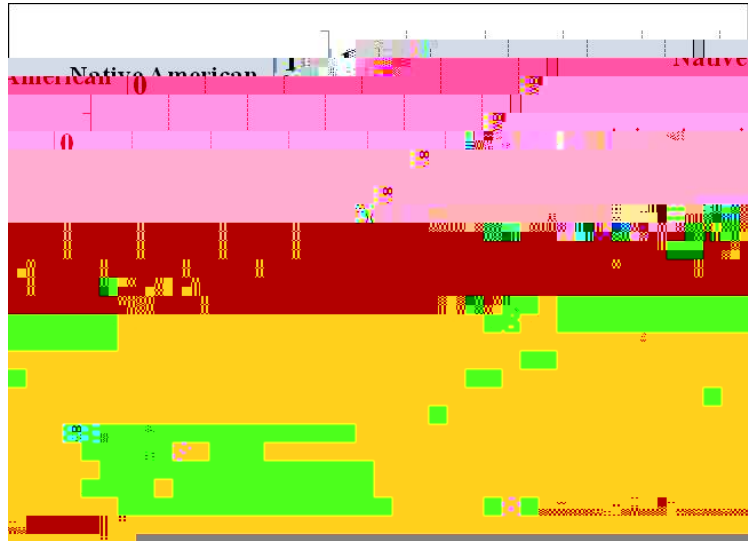
2009-2010 AISD Parent Survey

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, 82 parents returned surveys for Becker, representing 40% of students from Becker (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Becker from each ethnic group. The tables below show the total number of surveys Becker parents returned in 2009-2010, and the percentage of responses and students at Becker represented by each grade.

Figure 1. Percentage of Respondents and Students by



The appendix provides more detailed information regarding Becker's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Becker'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 Becker’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 Becker and all Elementary Schools, 2009-2010

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


Becker’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.

Becker’s lowest score on the 2009-2010 Parent Survey was

Academic Planning Information	2007-08	2008-09	All Elementary Schools
School staff provide me with enough information about...			
23c. After school programs	n/a	3.5	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.1	3.3
22e. High school graduation requirements.	3.6	3.4	3.3
23e. Career opportunities for my child.	2.8	2.9	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.2
Academic Planning and Information subscale	n/a	n/a	3.4



APPENDIX

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24. Talk with my child about his/her school day.
 25. Supervise my child's homework.
 26. Help my child study for tests.
 27. Talk with other parents about my child's school.
 28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).
 29. Volunteer at my child's school.

REFERENCES

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