

## 2009-2010 AISD Parent Survey Boone 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.

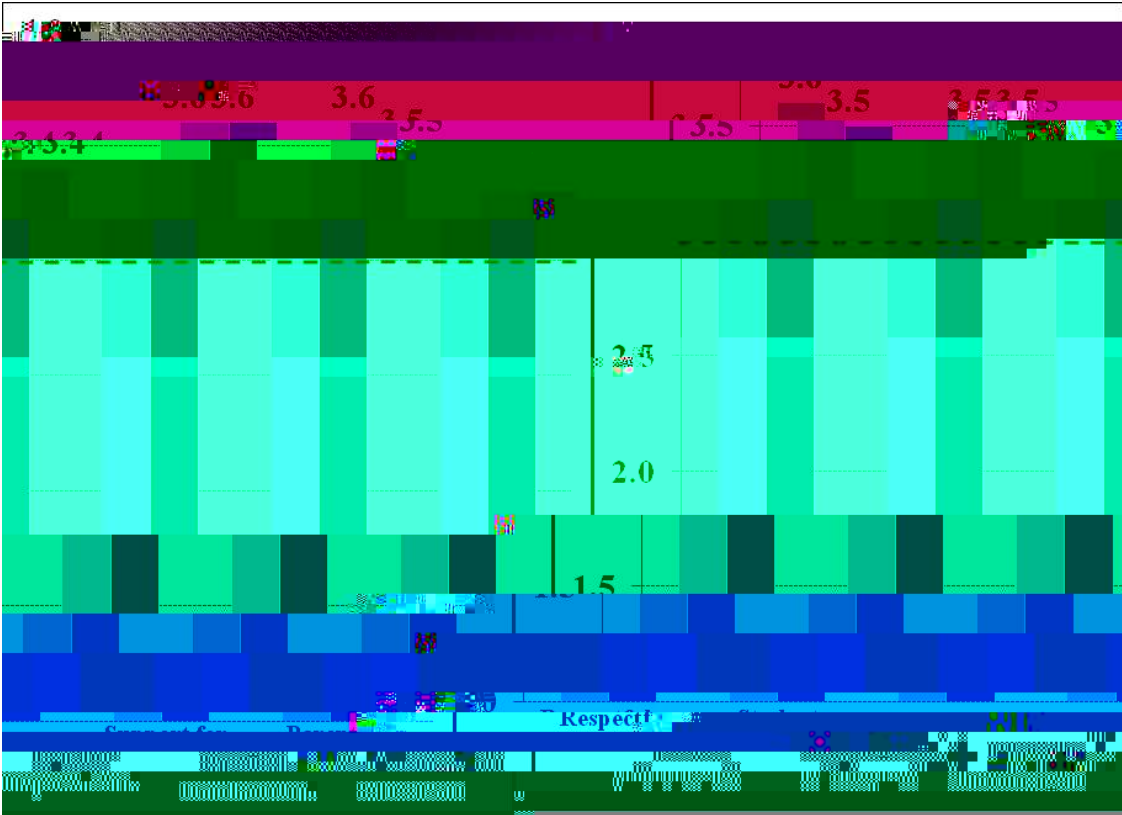
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 190 parents returned surveys for Boone, representing 37% of students



The graph below depicts Boone’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 Boone and all Elementary Schools, 2009-2010




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

Boone’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.

Boone’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>



4. School staff provide me with positive feedback about my child.



## APPENDIX

Academic Planning Information	2007-08	Boone 2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.3	3.5	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.1	3.5	3.3
22e. High school graduation requirements.	3.0	3.1	3.3	3.3
23e. Career opportunities for my child.	3.2	3.0	3.4	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.3	3.2
<b>Academic Planning and Information subscale</b>	n/a	n/a	3.4	3.4

*Note:* Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Teacher Expectations	Boone 2009-10	All Elementary Schools
	3.7	
	3.7	
	3.6	
	3.6	

Knowledge about child's experiences at school	Boone 2009-10	All Elementary Schools
11. I believe my child likes to go to school.		3.6
15. AISD's online ParentConnection system has helped me to monitor my child's progress.		3.3

*Note:* These items were new to the 2009-2010 Parent Survey. Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

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Parental Assistance, Communication, and School Involvement	Boone 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.	3.1	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.	2.5	2.5
30. Attend PTA/CAC meetings.	2.2	2.5
31. Attend regularly scheduled parent-teacher conferences.	3.9	3.7
32. Attend annual meetings about my child's academic plans.	3.4	3.3
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.3	3.3
34. Attend performance events and/or sports events at my child's school.	3.3	3.3
<b>Parental Involvement subscale</b>	<b>3.3</b>	<b>3.3</b>

*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.

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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.

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