

2009-2010 AISD Parent Survey

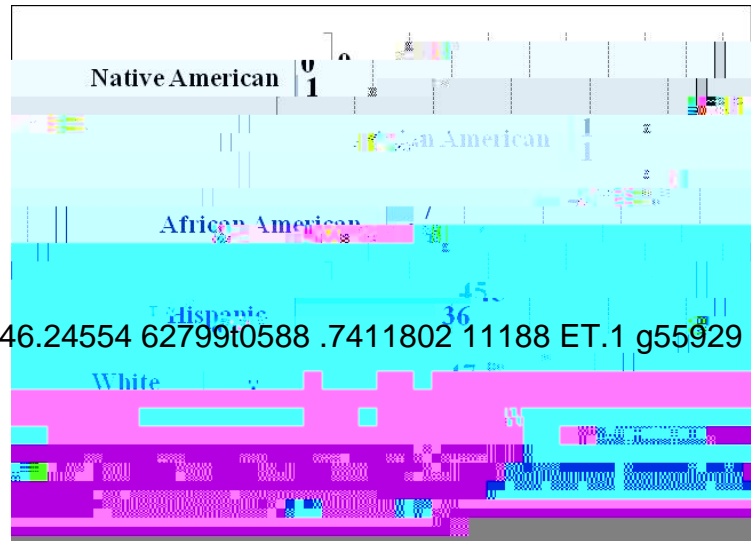
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). The following results provide information about the relationship between parent involvement and student achievement in the district. The following table displays the relationship between parent involvement and student achievement in the district.

In Spring 2009, 108 parents returned surveys for Brentwood, representing 23% of students from Brentwood (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Brentwood from each ethnic group. The tables below show the total number of surveys Brentwood parents returned in 2009-2010, and the percentage of responses and students at Brentwood represented by each grade.

Number of Respondents Brentwood	
# of surveys returned	108
# of students	478
% of students represented	23

grade	% of students represented by grade	% School population
PK	6	7
K	19	17
1st	13	12
2nd	22	21
3rd	16	14
4th	6	13
5th	9	14
6th	n/a	n/a

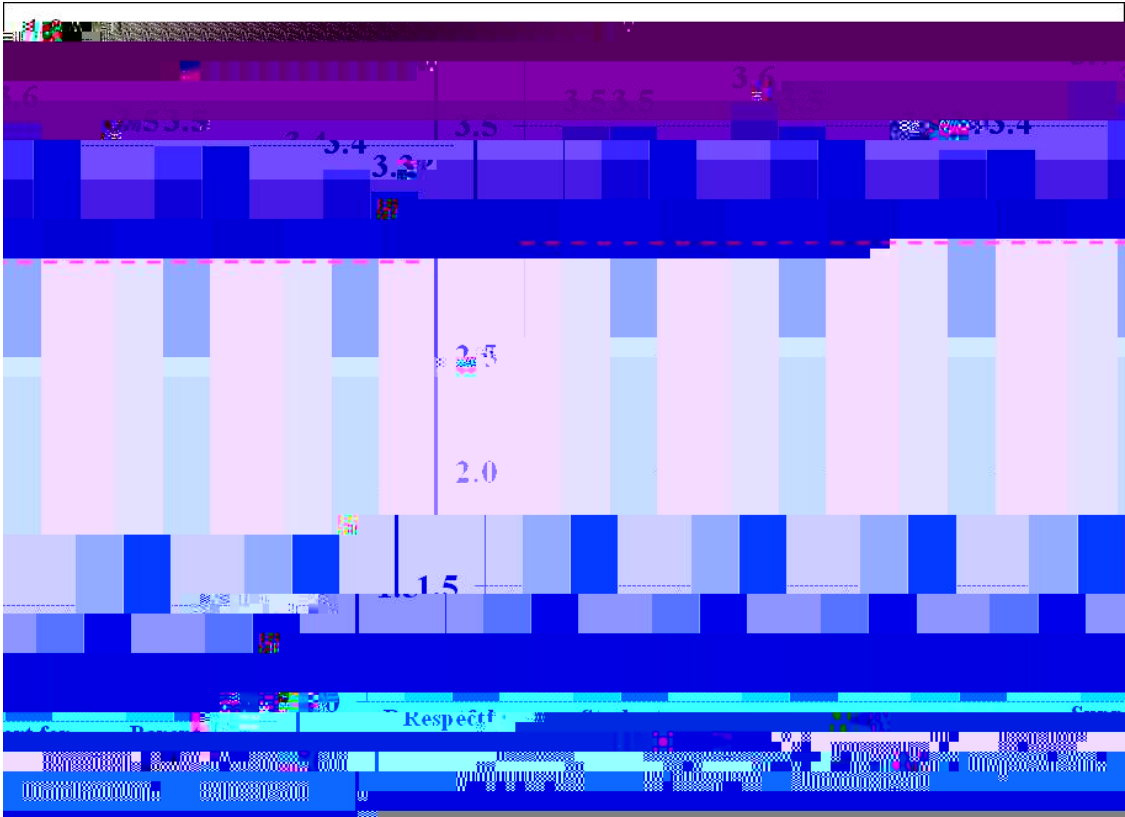
Figure 1. Percentage of Respondents and Students by Ethnicity for Brentwood, 2009-2010



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



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

Brentwood’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.


Brentwood’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>



School staff provide me with enough
information about...

23c. After school programs

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



APPENDIX

Support for Parental Involvement	Brentwood			All Elementary Schools
	2007-08	2008-09	2009-10	
7. My child's school staff use the suggestions that I make about my child's education.	3.3	3.4	3.4	3.4
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.5	3.5
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.3	3.2	3.2	3.4
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2 	3.2	3.3 	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.7 	3.7	3.6	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.7 	3.7	3.7	3.6
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.7 	3.8	3.7	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.3	3.5 	3.3 	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.4	3.6 	3.3 	3.4
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.6 	3.3 	3.4
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.6	3.4
Support for Parental Involvement subscale	n/a	n/a	3.5	3.5

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.

Parental Assistance, Communication, and School Involvement	Brentwood 2009-10	All Elementary Schools
24. Talk with my child about his/her school day.	3.9	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.	3.3	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.	3.2	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
Parental Involvement subscale	3.4	3.3

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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