

2009-2010 AISD Parent Survey Brown Elementary School

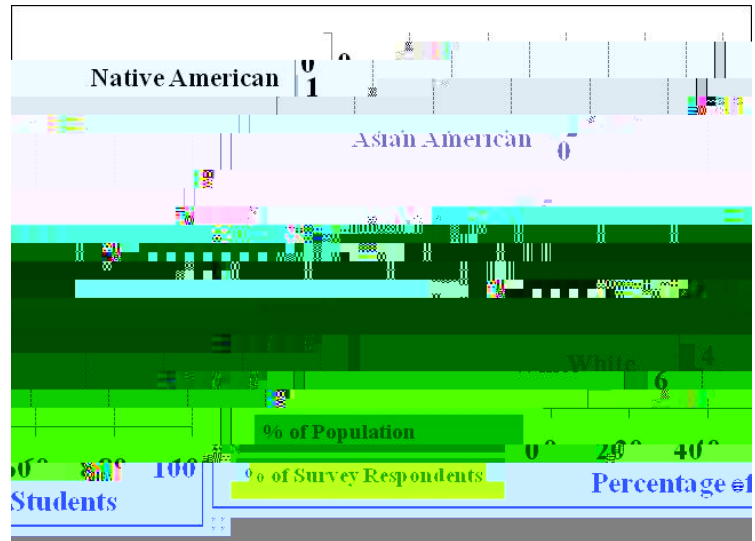
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents 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, 222 parents returned surveys for Brown, representing 44% of students from Brown (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Brown from each ethnic group. The tables below show the total number of surveys Brown parents returned in 2009-2010, and the percentage of responses and students at Brown represented by each grade.

Number of Respondents Brown	
# of surveys returned	222
# of students	502
% of students represented	44

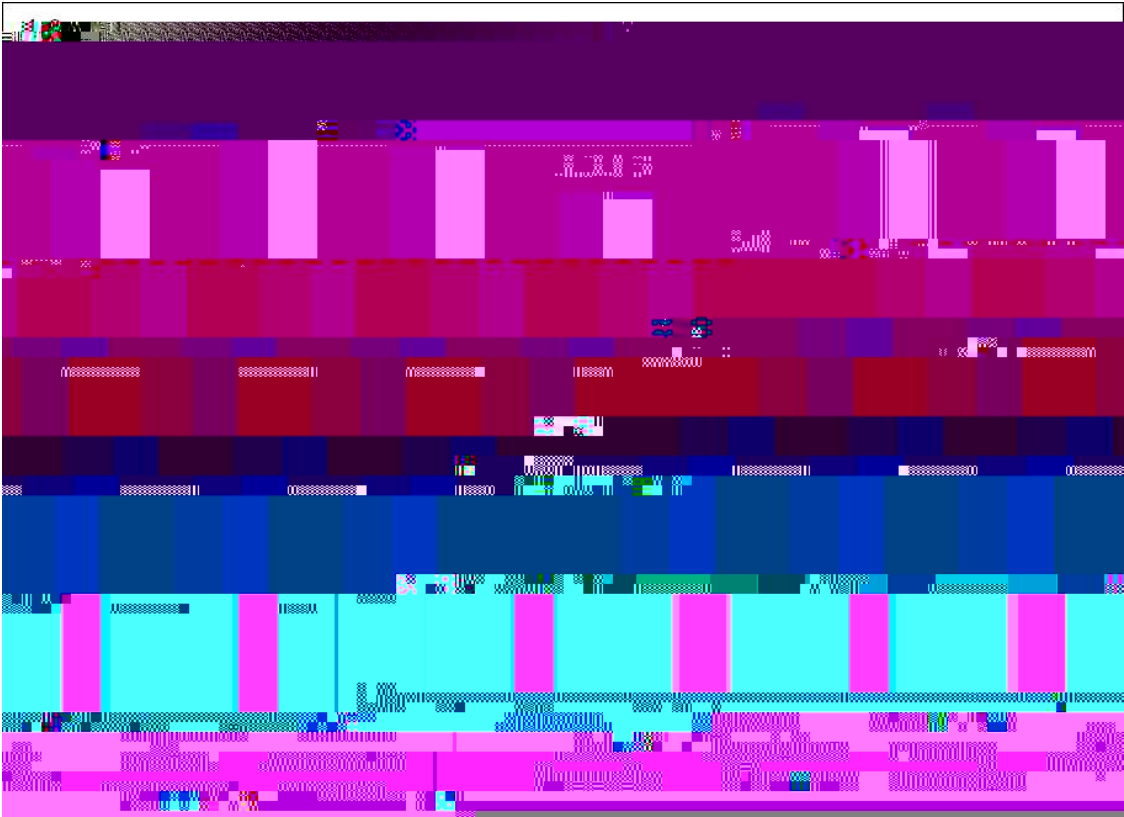
Figure 1. Percentage of Respondents and Students by Ethnicity for Brown, 2009-2010



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



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

Brown’s highest subscale score on the 2009-2010 Parent Survey was Information about Student Expectations and Progress which measures the adequacy of communication with parents about staff expectations for their child and their child’s academic progress. We encourage you to continue informing parents about the expectations you have for their child.

Brown’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/complementary-learning>

Respectful School Community	Brown			All Elementary Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.5	3.6	3.5	3.5
5. School staff treat my child with courtesy and respect.	3.6	3.6	3.6	3.5
6. I feel welcome in my child's classroom.	3.6	3.7	3.7	3.6
16. My child's school is a safe learning environment.	3.5	3.6	3.6	3.5
17a. My child's school principal treats me with courtesy and respect.	3.6	3.6	3.5	3.5
18a. The school assistant principal(s) treat me with courtesy and respect.	3.6	3.6	3.6	3.5
19a. My child's teacher(s) treat me with courtesy and respect.	3.7	3.7	3.6	3.6
20a. My child's counselor(s) treat me with courtesy and respect.	3.7	3.6	3.6	3.5
21a. Office staff treat me with courtesy and respect.	3.6	3.7	3.6	3.5
23h. School staff provided me with enough information about handling complaints and concerns.	3.5	3.5	3.5	3.3
Respectful School Community subscale	3.6	3.6	3.6	3.5

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

Information About Student Expectations and Progress	Brown			All Elementary Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.5	3.6	3.6	3.5
9. My child's behavior.	n/a	3.6	3.6	3.5
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.6	3.6	3.7	3.5
22b. Preparedness for TAKS.	3.6	3.6	3.6	3.5
22c. Risk of failing a grade.	3.5	3.6	3.6	3.4
22d. Availability of tutoring.	n/a	3.6	3.6	3.4
23a. Behavior.	3.6	3.6	3.6	3.5
23b. Attendance	n/a	n/a	3.6	3.5
Expectations and Progress subscale	n/a	n/a	3.6	3.5


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

APPENDIX

Academic Planning Information	2007-08	Brown 2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.6	3.6	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.5	3.5	3.3
22e. High school graduation requirements.	3.3	3.5	3.6	3.3
23e. Career opportunities for my child.	3.4	3.4	3.5	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.5	3.2
Academic Planning and Information subscale	n/a	n/a	3.5	3.4

11. I believe my child likes to go to school.
15. AISD's online ParentConnection system has helped me to monitor my child's progress.

APPENDIX

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



Note: These items were new to the 2009-2010 parent survey and are designed to measure the

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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