

2009-2010 AISD Parent Survey Bryker Woods 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.

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



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

Bryker Woods’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.

Bryker Woods’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>

Respectful School Community	Bryker Woods			All Elementary Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.7	3.5	3.7	3.5
5. School staff treat my child with courtesy and respect.	3.8	3.6	3.7	3.5
6. I feel welcome in my child's classroom.	3.7	3.4	3.7	3.6
16. My child's school is a safe learning environment.	3.7	3.5	3.7	3.5
17a. My child's school principal treats me with courtesy and respect.	3.8	3.0	3.4	3.5
18a. The school assistant principal(s) treat me with courtesy and respect.	3.7	3.3	3.6	3.5
19a. My child's teacher(s) treat me with courtesy and respect.	3.8	3.9	3.8	3.6
20a. My child's counselor(s) treat me with courtesy and respect.	3.5	3.4	3.5	3.5
21a. Office staff treat me with courtesy and respect.	3.9	3.8	3.8	3.5
23h. School staff provided me with enough information about handling complaints and concerns.	3.6	2.7	3.3	3.3
Respectful School Community subscale	3.7	3.4 	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	Bryker Woods			All Elementary Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.6	3.3	3.5	3.5
9. My child's behavior.	n/a	3.5	3.7	3.5
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.7	3.4	3.6	3.5
22b. Preparedness for TAKS.	3.6	3.3	3.6	3.5
22c. Risk of failing a grade.	3.6	3.2	3.6	3.4
22d. Availability of tutoring.	n/a	3.2	3.6	3.4
23a. Behavior.	3.6	3.4	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.

Academic Planning Information	2007-08	2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.6		3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.2		3.3
22e. High school graduation requirements.	3.4	3.0		3.3
23e. Career opportunities for my child.	3.4	3.0		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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Parental Assistance, Communication, and School Involvement	Bryker Woods 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.	3.8	3.9
26. Help my child study for tests.	3.5	3.7
27. Talk with other parents about my child's school.	3.5	3.0
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.4	3.4
29. Volunteer at my child's school.	3.2	2.5
30. Attend PTA/CAC meetings.	2.7	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.	3.6	3.3
Parental Involvement subscale	3.5	3.3

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

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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