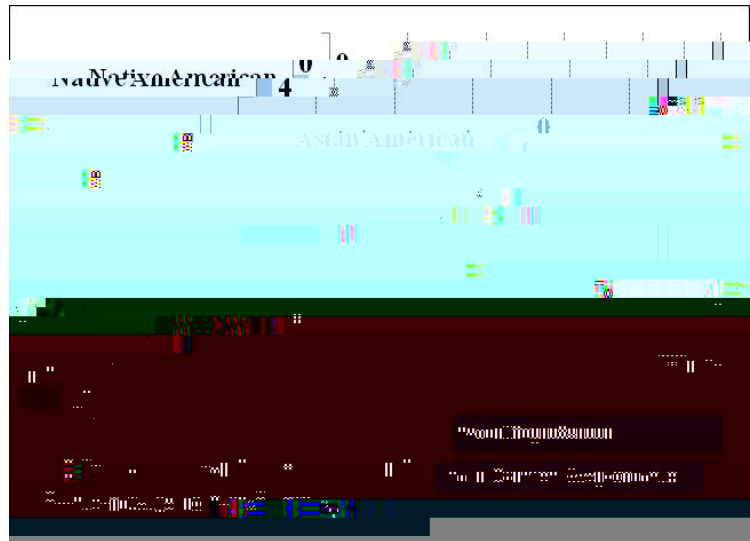


2009-2010 AISD Parent Survey

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.



The graph below depicts Clifton's parent survey ratings over time, as well as parent survey ratings across all High 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 Clifton and all High Schools, 2009-2010

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

Clifton'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:

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Respectful School Community	Clifton			All High Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.3	3.4	3.2	3.5
5. School staff treat my child with courtesy and respect.	3.4	3.3	3.4	3.5
6. I feel welcome in my child's classroom.	3.4	3.4	3.4	3.6
16. My child's school is a safe learning environment.	3.4	3.3	3.4	3.5
17a. My child's school principal treats me with courtesy and respect.	3.4	3.4	3.6	3.5
18a. The school assistant principal(s) treat me with courtesy and respect.	3.3	3.2	3.4	3.5
19a. My child's teacher(s) treat me with courtesy and respect.	3.6	3.4	3.6	3.6
20a. My child's counselor(s) treat me with courtesy and respect.	3.6	3.3	3.4	3.5
21a. Office staff treat me with courtesy and respect.	3.4	3.2	3.7	3.5
23h. School staff provided me with enough information about handling complaints and concerns.	3.3	3.1	3.2	3.3
Respectful School Community subscale	3.3	3.3	3.4	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	Clifton			All High Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.4	3.3	3.2	3.5
9. My child's behavior.	n/a	3.4	3.4	3.5
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.3	3.3	3.2	3.5
22b. Preparedness for TAKS.	3.3	3.2	3.2	3.5
22c. Risk of failing a grade.	3.3	3.2	3.1	3.4
22d. Availability of tutoring.	n/a	2.9	3.2	3.4
23a. Behavior.	3.5	3.3	3.3	3.5
23b. Attendance	n/a	n/a	3.5	3.5
Expectations and Progress subscale	n/a	n/a	3.3	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.



School staff provide me with enough information about...



APPENDIX

Support for Parental Involvement	2007-08	Clifton 2008-09	2009-10	All High Schools
7. My child's school staff use the suggestions that I make about my child's education.	3.2	3.3	3.2 	3.4 
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.2	3.5
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.3	3.1 	3.4 	3.4 
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2 	3.1	3.3 	3.4 
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.4	3.3	3.3	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.5	3.4	3.5	3.6
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.6 	3.4 	3.5	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.3 	3.3	3.2	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.4 	3.2 	3.1	3.4
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2 	3.2	3.1	3.4
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.1	3.4
Support for Parental Involvement subscale	n/a	n/a	3.3	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

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.
30. Attend PTA/CAC meetings.
31. Attend regularly scheduled parent-teacher conferences.
32. Attend annual meetings about my child's academic plans.
33. Visit my child's school (e.g., for lunch, walk them to class, observe).
34. Attend performance events and/or sports events at my child's school.

Parental Involvement subscale

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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