

## 2009-2010 AISD Parent Survey Dawson 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.

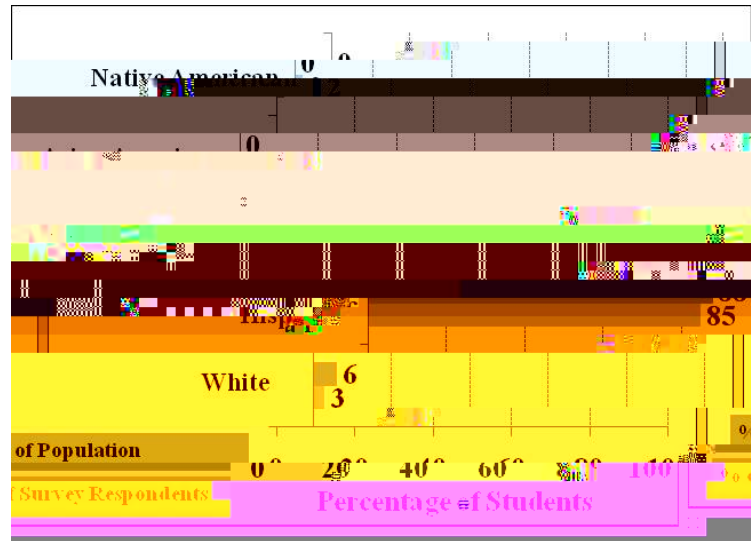
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 94 parents returned surveys for Dawson, representing 28% of students from Dawson (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Dawson from each ethnic group. The tables below show the total number of surveys Dawson parents returned in 2009-2010, and the percentage of responses and students at Dawson represented by each grade.

Number of Respondents Dawson	
# of surveys returned	94
# of students	333
% of students represented	28

% of students represented by grade		
grade	% of respondents	% School population
PK	11	11
K	12	15
1st	10	13
2nd	30	17
3rd	15	16
4th	15	12
5th	4	14
6th	n/a	n/a

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



Survey results for Dawson Elementary School for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which Dawson excels, as well as areas in which Dawson can improve. The following websites contain resources and tips on how to improve areas measured with the parent survey.

The US Department of Education <http://www.dww.ed.gov/>

The National Center for Parental Involvement in Education <http://www.ncpie.org>

The Harvard Family Research Project <http://www.hfrp.org/>

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

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

Dawson'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://vbchoo.h>

Respectful School Community	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.6	3.7	3.6	3.5
5. School staff treat my child with courtesy and respect.	3.5	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	3.7	3.7	3.5
17a. My child's school principal treats me with courtesy and respect.	3.6	3.6	3.6	3.5
18a. The school assistant principal(s) treat me with courtesy and respect.	3.4	3.5	3.7	3.5
19a. My child's teacher(s) treat me with courtesy and respect.	3.7	3.8	3.6	3.6
20a. My child's counselor(s) treat me with courtesy and respect.	3.6	3.6	3.6	3.5
21a. Office staff treat me with courtesy and respect.	3.5	3.7	3.7	3.5
23h. School staff provided me with enough information about handling complaints and concerns.	3.4	3.5	3.5	3.3
<b>Respectful School Community subscale</b>	<b>3.5</b>	<b>3.6 </b>	<b>3.6</b>	<b>3.5</b>

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

*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

School staff provide me with enough information about...

23c. After school programs

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

22e. High school graduation requirements.

23e. Career opportunities for my child.

23f. College admission requirements and financing options.

Academic Planning and Information subscale

## APPENDIX

Support for Parental Involvement	2007-08	Dawson 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	3.4
14. My child's teachers make it easy for me to be involved with my child's education.	n/a		3.6	3.5
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.5		3.6	3.4
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4		3.6	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.7		3.6	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	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		3.6	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.5		3.4	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.			3.5	3.4
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).			3.4	3.4
23g. School staff provide me with enough information about opportunities to be involved.			3.5	3.4
Support for Parental Involvement subscale			3.5	3.5

- 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**

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Parent Support Specialist	Dawson 2009-10	All Elementary Schools
35. I use the Parent Support Specialist as a resource.	2.7	2.4
36. The Parent Support Specialist helps me to be involved in my child's education.	3.0	2.6
37. The Parent Support Specialist on my campus is accessible during a variety of times (e.g., before school, during school hours, after school, in the evenings, on the weekend).	3.0	2.8
<b>Parent Support Specialist subscale</b>	<b>2.8</b>	<b>2.6</b>

*Note:* These items were new to the 2009-2010 parent survey and are designed to measure the degree to which parents use their school's parent support specialist (if applicable). 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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