



In Spring 2009, 70 parents returned surveys for Eastside - Green, representing 15% of students from Eastside - Green (compared to the district High School response, 9%). Figure 1 represents the percentage of respondents with children at Eastside - Green from each ethnic group. The tables below show the total number of surveys Eastside - Green parents returned in 2009-2010, and the percentage of responses and students at Eastside - Green represented by each grade.

Number of Respondents Eastside - Green	
# of surveys returned	70
# of students	456
% of students represented	15

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

% of students represented by grade		
grade	% of respondents	% School population
9th	23	25
10th	6	15
11th	46	33
12th	23	26

Survey results for Eastside - Green High 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 Eastside - Green excels, as well as areas in which Eastside - Green 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 Eastside - Green's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Eastside - Green'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 Eastside - Green'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).

Eastside - Green's highest score on the 2009-2010 Parent Survey was Teacher

Respectful School Community	Eastside - Green			All High Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	n/a	n/a	3.1	3.1
5. School staff treat my child with courtesy and respect.	n/a	n/a	3.3	3.3
6. I feel welcome in my child's classroom.	n/a	n/a	3.2	3.2
16. My child's school is a safe learning environment.	n/a	n/a	3.3	3.3
17a. My child's school principal treats me with courtesy and respect.	n/a	n/a	3.4	3.4
18a. The school assistant principal(s) treat me with courtesy and respect.	n/a	n/a	3.2	3.4
19a. My child's teacher(s) treat me with courtesy and respect.	n/a	n/a	3.3	3.4
20a. My child's counselor(s) treat me with courtesy and respect.	n/a	n/a	3.2	3.4
21a. Office staff treat me with courtesy and respect.	n/a	n/a	3.2	3.3
23h. School staff provided me with enough information about handling complaints and concerns.	n/a	n/a	3.1	3.0
Respectful School Community subscale	n/a	n/a	3.2	3.2

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	Eastside - Green			All High Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	n/a	n/a	3.2	3.2
9. My child's behavior.	n/a	n/a	3.2	3.3
School staff provide me with enough information about my child's...				
22a. Academic progress.	n/a	n/a	3.3	3.3
22b. Preparedness for TAKS.	n/a	n/a	3.2	3.2
22c. Risk of failing a grade.	n/a	n/a	3.2	3.2
22d. Availability of tutoring.	n/a	n/a	3.2	3.2
23a. Behavior.	n/a	n/a	3.2	3.2
23b. Attendance	n/a	n/a	3.2	3.4
Expectations and Progress subscale	n/a	n/a	3.2	3.2

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	Eastside - Green			All High Schools
	2007-08	2008-09	2009-10	
School staff provide me with enough information about...				
23c. After school programs	n/a	n/a	3.1	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	n/a	3.0	3.1
22e. High school graduation requirements.	n/a	n/a	3.3	3.2
23e. Career opportunities for my child.	n/a	n/a	3.0	3.0
23f. College admission requirements and financing options.	n/a	n/a	3.1	3.1
Academic Planning and Information subscale	n/a	n/a	3.1	3.1

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

Teacher Expectations	Eastside - Green	All High Schools
	2009-10	
11. My child's teachers believe my child can do well in school.	3.3	3.4
12. My child's teachers believe my child can learn new things.	3.4	3.4
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.2	3.3
Teacher Expectations subscale	3.3	3.4

Note These items were new to the 2009-2010 Parent Survey and were designed to measure teacher's expectations for their students. Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Knowledge about child's experiences at school	Eastside - Green	All High Schools
	2009-10	
11. I believe my child likes to go to school.	3.4	3.3
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.2	3.4

Note These items were new to the 2009-2010 Parent Survey. Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

APPENDIX

Support for Parental Involvement	Eastside - Green			All High Schools
	2007-08	2008-09	2009-10	
7. My child's school staff use the suggestions that I make about my child's education.	n/a	n/a	2.9	3.1
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.1	3.1
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.2	3.3
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.1	3.3
19b. My child's teacher(s) have helped me become more involved in my child's education.	n/a	n/a	3.1	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	n/a	n/a	3.3	3.2
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.0	3.3
20b. My child's counselor(s) have helped me become more involved in my child's education.	n/a	n/a	3.1	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	n/a	n/a	3.1	3.2
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.1	3.2
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.1	3.2
Support for Parental Involvement subscale	n/a	n/a	3.1	3.2

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.

APPENDIX

Parental Assistance, Communication, and School Involvement	Eastside - Green 2009-10	All High Schools
24. Talk with my child about his/her school day.	3.4	3.7
25. Supervise my child's homework.	3.0	3.0
26. Help my child study for tests.	2.7	2.8
27. Talk with other parents about my child's school.	2.6	2.9
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	2.7	2.8
29. Volunteer at my child's school.	2.0	2.2
30. Attend PTA/CAC meetings.	2.4	2.1
31. Attend regularly scheduled parent-teacher conferences.	2.9	2.9
32. Attend annual meetings about my child's academic plans.	2.7	2.8
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	2.4	2.3
34. Attend performance events and/or sports events at my child's school.	2.8	3.1
Parental Involvement subscale	2.7	2.8

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 (often). It is desirable to have a response of at least 3.0.

Parent Support Specialist	Eastside - Green 2009-10	All High Schools
35. I use the Parent Support Specialist as a resource.	2.3	2.3
36. The Parent Support Specialist helps me to be involved in my child's education.	2.5	2.5
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).	2.8	3.0
Parent Support Specialist subscale	2.5	2.6

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.

REFERENCES

Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*,(13) 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.

**Board of Trustees**

Mark Williams, President

Vincent Torres, M.S., Vice President

Lori Moya, Secretary

Cheryl Bradley

Annette LoVoi, M.A.

Christine Brister

Robert Schneider

Karen Dulaney Smith

Sam Guzman