

## 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.

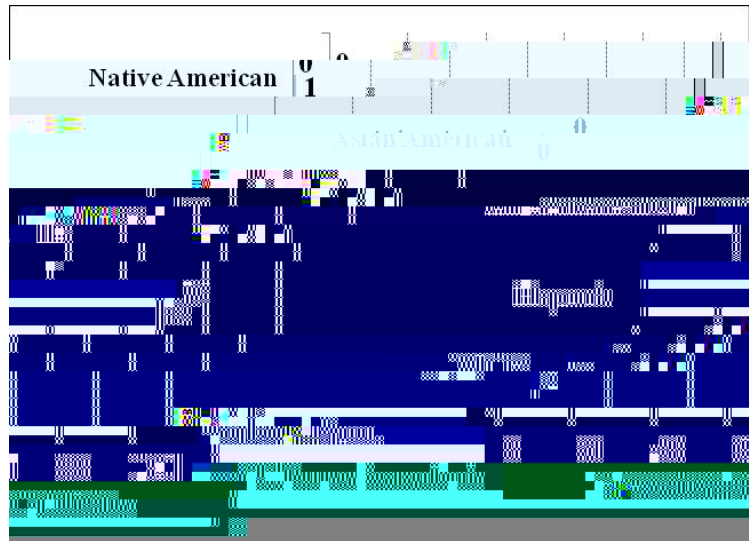
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 221 parents returned surveys for Jordan, representing 27% of students from Jordan (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Jordan from each ethnic group. The tables below show the total number of surveys Jordan parents returned in 2009-2010, and the percentage of responses and students at Jordan represented by each grade.

Number of Respondents Jordan	
# of surveys returned	221
# of students	822
% of students represented	27

% of students represented by grade		
grade	% of respondents	% School population
PK	16	15
K	14	15
1st	21	15
2nd	22	15
3rd	12	14
4th	7	13
5th	2	11
6th	n/a	n/a

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



Survey results for Jordan Elementary School for the 2009-2010 school year are presented



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The appendix provides more detailed information regarding Jordan's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Jordan'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 and your agreement planning.

The graph below depicts Jordan'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).

Jordan'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

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4. School staff provide me with positive feedback about my child.
  5. School staff treat my child with courtesy and respect.
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## APPENDIX

Academic Planning Information	2007-08	Jordan 2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.5	3.3 	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.4	3.2 	3.3
22e. High school graduation requirements.	3.1 	3.4 	3.2 	3.3
23e. Career opportunities for my child.	2.9 	3.4 	3.2 	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.2	3.2
<b>Academic Planning and Information subscale</b>	n/a	n/a	3.2	3.4

*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	Jordan 2009-10	All Elementary Schools
11. My child's teachers believe my child can do well in school.	3.5	3.6
12. My child's teachers believe my child can learn new things.	3.5	3.6
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.4	3.5
<b>Teacher Expectations subscale</b>	3.5	3.6

*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	Jordan 2009-10	All Elementary Schools
11. I believe my child likes to go to school.	3.4	3.6
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.3	3.3

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



*J.pPe*

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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.

### 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  
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Sam Guzman