

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.

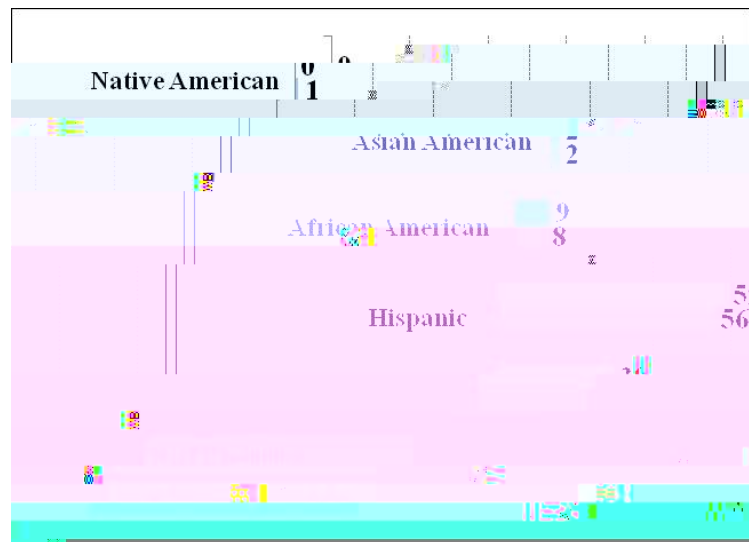
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 145 parents returned surveys for Kocurek, representing 23% of students from Kocurek (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Kocurek from each ethnic group. The tables below show the total number of surveys Kocurek parents returned in 2009-2010, and the percentage of responses and students at Kocurek represented by each grade.

Number of Respondents Kocurek	
# of surveys returned	145
# of students	643
% of students represented	23

% of students represented by grade		
grade	% of respondents	% School population
PK	6	9
K	10	14
1st	14	15
2nd	17	14
3rd	10	17
4th	14	16
5th	27	14
6th	n/a	n/a

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



Survey results for Kocurek 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 Kocurek excels, as well as areas in which Kocurek 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/>

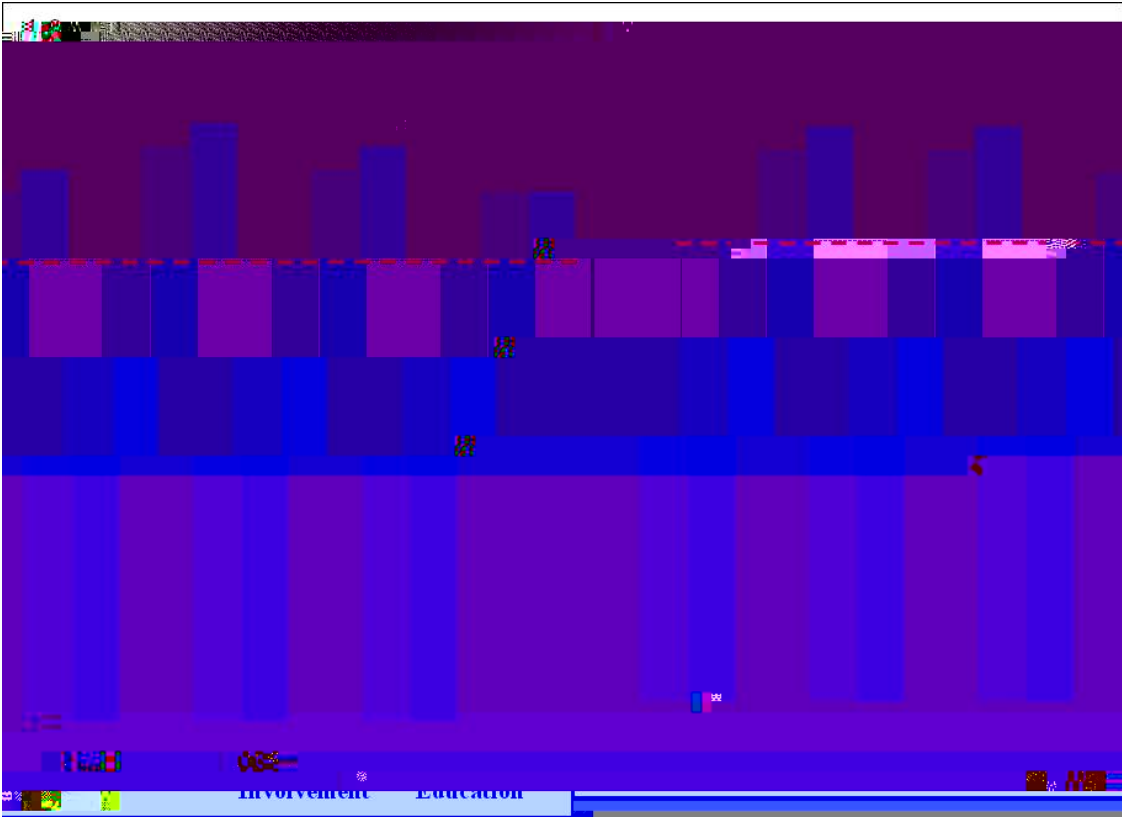
The National Center for Parental Involvement in Education <http://www.ncpie.org>

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

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



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

Kocurek’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.

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



School staff provide me with enough





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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