

AISSD



## PARENT SURVEY RESULTS 2008-2009

### LBJ HIGH SCHOOL

## Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher 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, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for LBJ, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD high schools. Table 1 provides a summary of respondents for LBJ. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for LBJ can be found in Tables 2 and 3.

Table 1. Total Respondents for LBJ High School, 2008-2009

	LBJ	All HS
Number of surveys returned	21	1,694
Number of students	985	19,043
% of students represented	2%	9%

Table 2. Respondents' Child's Ethnicity Compared to LBJ Population



Table 3. Respondents' Child's Grade Level Compared to LBJ Population

	LBJ Survey Respondents	LBJ Population
9 <sup>th</sup>	19%	31%
10 <sup>th</sup>	33%	26%
11 <sup>th</sup>	24%	22%

***Respectful School Community.*** This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. The individual item and subscale averages are provided in Table 5.

Table 5. Results for

Table 6. Results for Support for Parent Involvement

Item	LBJ 2006-2007	LBJ 2007-2008	LBJ 2008-2009	All HS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.95	3.36	

**Adequacy of Communication about Student Expectations and Progress.** This scale consists of 7 items that measure the adequacy of communication with parents about staff expectations for their child and their child’s academic progress. The individual item and subscale averages are provided in Table 7.

Table 7. Adequacy of Communication about Student Progress and Expectations

<i>“My child’s school staff clearly communicate their expectations for...”</i>	LBJ 2006-2007	LBJ 2007-2008	LBJ 2008-2009	All HS 2008-2009
<b>10. My child’s learning</b>	**	<b>3.14</b>	<b>3.16</b>	<b>3.12</b>
<b>11. My child’s behavior</b>	**	**	<b>3.26</b>	<b>3.23</b>
<i>“School staff provide me with enough information about my child’s...”</i>				
<b>20a. Academic progress</b>	<b>3.14</b>	<b>3.15</b>	<b>3.21</b>	<b>3.27</b>
<b>20b. Preparedness for TAKS</b>	<b>3.02</b>	<b>3.05</b>	<b>3.05</b>	<b>3.05</b>
<b>20c. Risk of failing a grade</b>	<b>3.07</b>	<b>3.11</b>	<b>3.05</b>	<b>3.16</b>
<b>20d. Availability of tutoring</b>	**	**	<b>3.05</b>	<b>3.08</b>
<b>21a. Behavior</b>	<b>3.03</b>	<b>3.30</b>	<b>3.10</b>	<b>3.23</b>
<b>Progress and Expectations Average</b>	**	**	<b>3.07</b>	<b>3.15</b>

**Adequacy of Academic Planning Information.** This scale consists of 7 items that measure the adequacy of the information that school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 8.

Table 8. Results for Adequacy of Academic Planning Information

<i>“School staff provide me with enough information about...”</i>	LBJ 2006-2007	LBJ 2007-2008	LBJ 2008-2009	2009-2010

**Parent Achievement Press.** This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by engaging in conversations about academic priorities both their child and the school staff. The individual item and subscale averages are provided in Table 9.

Table 9. Parent Achievement Press

<i>"I talk with my child about..."</i>	<b>LBJ 2008-2009</b>	<b>All HS 2008-2009</b>
<b>26. The importance of doing well in school.</b>	<b>3.58</b>	<b>3.77</b>
<b>27. What he/she is learning in school.</b>	<b>3.32</b>	<b>3.70</b>
<b>28. Future college and career plans.</b>	<b>3.47</b>	<b>3.71</b>
<b>Student-Focused Achievement Press Average</b>	<b>3.46</b>	<b>3.72</b>
<i>"I talk with school staff about the importance of having..."</i>		
<b>23. High standards.</b>	2.61	2.20
<b>24. Good teachers.</b>	2.89	2.25
<b>School-Focused Achievement Press Average</b>	2.74	

**Table 1**