

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.

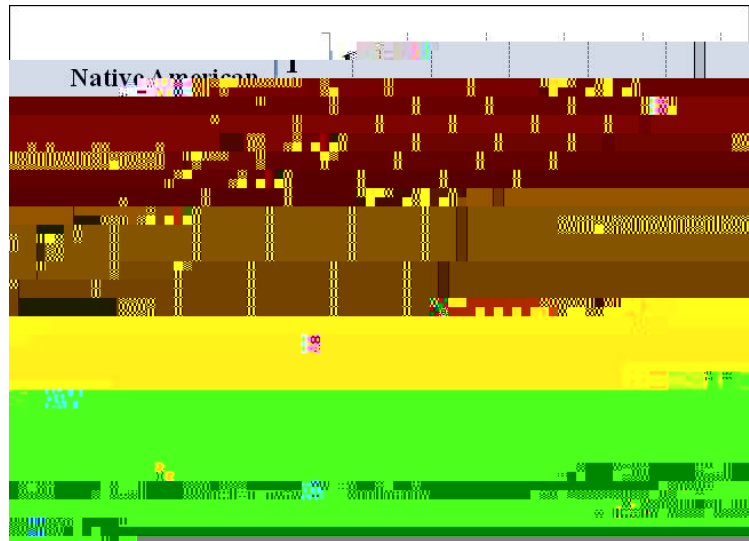
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 85 parents returned surveys for Lee, representing 19% of students from Lee (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Lee from each ethnic group. The tables below show the total number of surveys Lee parents returned in 2009-2010, and the percentage of responses and students at Lee represented by each grade.

Number of Respondents Lee	
# of surveys returned	85
# of students	443
% of students represented	19

% of students represented by grade		
grade	% of respondents	% School population
PK	n/a	n/a
K	21	16
1st	7	15
2nd	13	13
3rd	19	16
4th	20	17
5th	7	14
6th	7	10

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



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











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School staff provide me with enough



APPENDIX

Support for Parental Involvement	2007-08	Lee 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	3.2	3.4 	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.).	3.5	3.3 	3.3	3.4
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.5	3.4	3.4	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.7	3.5	3.5	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.6	3.5	3.5	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	3.5 	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.7 	3.5 	3.4	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.7 	3.5 	3.5	3.4
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.7 	3.6 	3.4 	3.4
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.5	3.4
Support for Parental Involvement subscale	n/a	n/a	3.4	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.

APPENDIX

Parental Assistance, Communication, and School Involvement	Lee 2009-10	All Elementary Schools
24. Talk with my child about his/her school day.	4.0	3.9
25. Supervise my child's homework.	3.8	3.9
26. Help my child study for tests.	3.5	3.7
27. Talk with other parents about my child's school.	3.6	3.0
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.4	3.4
29. Volunteer at my child's school.	3.1	2.5
30. Attend PTA/CAC meetings.	2.1	2.5
31. Attend regularly scheduled parent-teacher conferences.	3.9	3.7
32. Attend annual meetings about my child's academic plans.	3.5	3.3
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.4	3.3
34. Attend performance events and/or sports events at my child's school.	3.9	3.3
Parental Involvement subscale	3.5	3.3

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.

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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