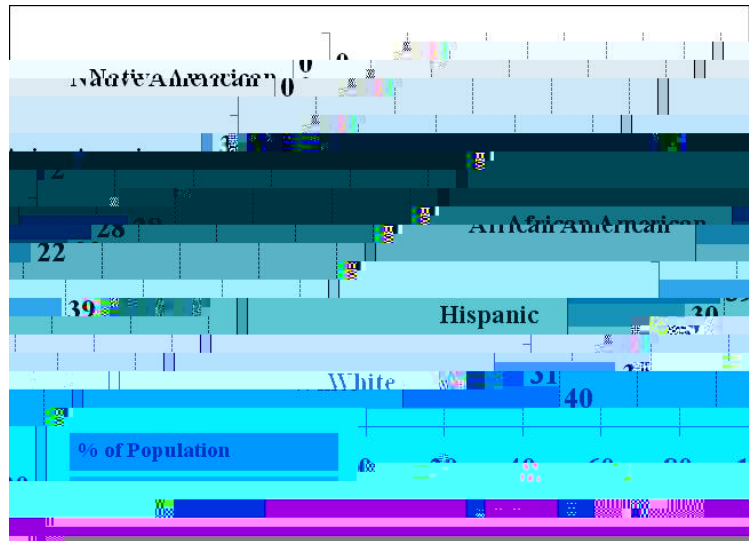


## 2009-2010 AISD Parent Survey Maplewood Elementary School

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, 63 parents returned surveys for Maplewood, representing 15% of students from Maplewood (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Maplewood from each ethnic group. The tables below show the total number of surveys Maplewood parents returned in 2009-2010,



The graph below depicts Maplewood’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 Maplewood and all Elementary Schools, 2009-2010



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

Maplewood’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.

Maplewood’s lowest subscale score on the 2009-2010 Parent Survey was Academic Planning Information, which measures the adequacy of the information and assistance that parents receive from school staff regarding their child’s academic future. Ask school staff to consider ways to involve parents in academic planning for their child.

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

Academic Planning Information	2007-08	Maplewood 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	3.1	3.3	3.3
22e. High school graduation requirements.	2.8	2.8	3.1	3.3
23e. Career opportunities for my child.	2.8	2.7	3.0	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.0	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	Maplewood 2009-10	All Elementary Schools
11. My child's teachers believe my child can do well in school.	3.7	3.6
12. My child's teachers believe my child can learn new things.	3.7	3.6
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.6	3.5
<b>Teacher Expectations subscale</b>	3.7	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	Maplewood 2009-10	All Elementary Schools
11. I believe my child likes to go to school.	3.6	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.

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## APPENDIX



- 35. I use the Parent Support Specialist as a resource.
- 36. The Parent Support Specialist helps me to be involved in my child's education.
- 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).

Parent Support Specialist subscale

*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.

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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.

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