

2009-2010 AISD Parent Survey Palm 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.

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



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

Palm’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.

Palm’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.




School staff provide me with enough information about...










23c. After school programs

23d. Transitions to and from elementary, middle, and high school.

22e. High school graduation requirements.



APPENDIX

Support for Parental Involvement	2007-08	Palm 2008-09	2009-10	All Elementary Schools
7. My child's school staff use the suggestions that I make about my child's education.	3.4	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.).	3.4 	3.4	3.4	3.4
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.4	3.3	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.6	3.6	3.4 	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.6	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.).	3.6	3.6	3.4 	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.5 	3.4	3.3	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.5 	3.4	3.3 	3.4
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.4	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
Support for Parental Involvement subscale	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.



35. I use the Parent Support Specialist as a resource.

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.

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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