

## 2009-2010 AISD Parent Survey

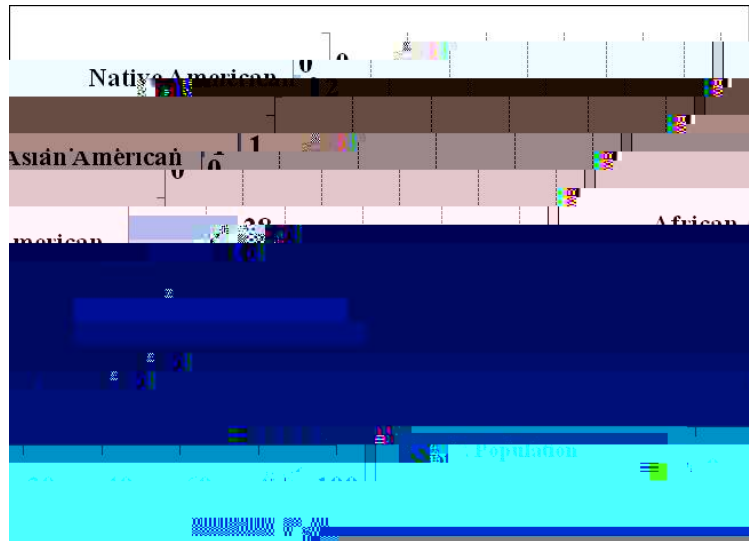
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents 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, 63 parents returned surveys for Pearce, representing 14% of students from Pearce (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Pearce from each ethnic group. The tables below show the total number of surveys Pearce parents returned in 2009-2010, and the percentage of responses and students at Pearce represented by each grade.

Number of Respondents Pearce	
# of surveys returned	63

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



The appendix provides more detailed information regarding Pearce’s parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Pearce’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 Pearce's parent survey ratings over time, as well as parent survey ratings across all Middle 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).

Pearce'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.

Respectful School Community	Pearce			All Middle Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.2	3.1	3.2	3.2
5. School staff treat my child with courtesy and respect.	3.1	3.0	3.4	3.3
6. I feel welcome in my child's classroom.	3.2	3.1	3.4	3.2
16. My child's school is a safe learning environment.	2.8	3.0	3.3	3.2
17a. My child's school principal treats me with courtesy and respect.	2.9	2.4	3.4	3.3
18a. The school assistant principal(s) treat me with courtesy and respect.	3.2	2.9	3.4	3.3
19a. My child's teacher(s) treat me with courtesy and respect.	3.2	3.4	3.4	3.3
20a. My child's counselor(s) treat me with courtesy and respect.	3.0	3.3	3.4	3.4
21a. Office staff treat me with courtesy and respect.	3.0	3.0	3.4	3.3
23h. School staff provided me with enough information about handling complaints and concerns.	3.1	3.0	3.3	3.0
Respectful School Community subscale	3.1	3.1	3.3	3.2




















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	Pearce			All Middle Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.2	3.0	3.3	3.2
9. My child's behavior.	n/a	3.1	3.3	3.3
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.2	3.2	3.4	3.3
22b. Preparedness for TAKS.	3.0	3.0	3.4	3.2
22c. Risk of failing a grade.	3.0	3.2	3.2	3.2
22d. Availability of tutoring.	n/a	3.1	3.2	3.2
23a. Behavior.	3.0	3.2	3.3	3.2
23b. Attendance	n/a	n/a	3.3	3.3
Expectations and Progress subscale	n/a	n/a	3.2	3.2

Academic Planning Information	2007-08	2008-09	All Middle Schools
School staff provide me with enough information about...			
23c. After school programs	n/a	3.2	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	3.1	3.1
22e. High school graduation requirements.		2.9	3.0
23e. Career opportunities for my child.		2.8	3.0
23f. College admission requirements and financing options.		n/a	2.9
Academic Planning and Information subscale		n/a	3.1



## APPENDIX

Support for Parental Involvement	2007-08	Pearce 2008-09	2009-10	All Middle Schools
7. My child's school staff use the suggestions that I make about my child's education.	3.1	3.0	3.4 	3.1
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.4	3.1
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	2.9 	2.2 	3.4 	3.2
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.1 	3.0	3.3 	3.2
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.0 	3.2 	3.3	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	3.1 	3.3 	3.3	3.2
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2 	3.3	3.4	3.3
20b. My child's counselor(s) have helped me become more involved in my child's education.	2.9 	3.3 	3.4 	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	2.9 	3.3 	3.3	3.2
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	2.9 	3.2 	3.4 	3.3
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.3	3.1
<b>Support for Parental Involvement subscale</b>	n/a	n/a	3.3	3.2

*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.



---

## REFERENCES

Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.

### Austin Independent School District

Superintendent of Schools  
Meria Carstarphen, Ed.D.

Office of Accountability  
William Caritj, Ed.D.

Department of Program Evaluation  
Holly Williams, Ph.D.

Authors  
Lindsay M. Lamb, Ph.D.  
Lisa N. T. Schmitt, Ph.D.



Board of Trustees  
Mark Williams, President  
Vincent Torres, M.S., Vice President  
Lori Moya, Secretary  
Cheryl Bradley  
Annette LoVoi, M.A.  
Christine Brister  
Robert Schneider  
Karen Dulaney Smith  
Sam Guzman