

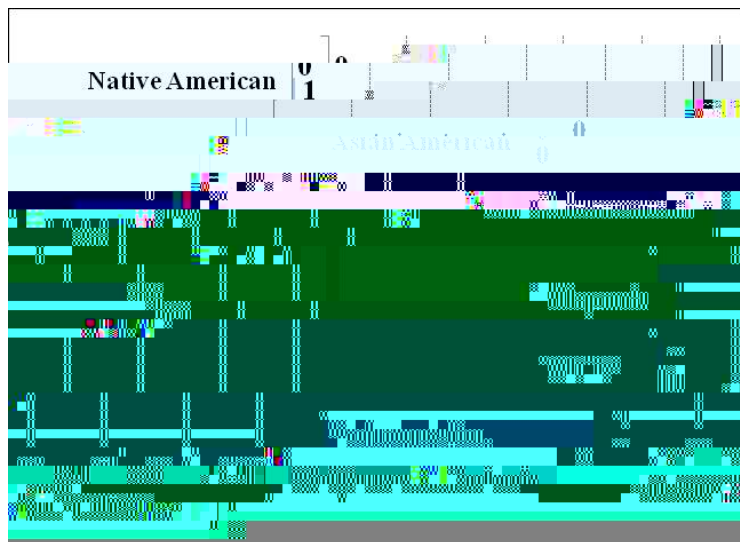
Survey Report

In Spring 2009, 138 parents returned surveys for Pecan Springs, representing 26% of students from Pecan Springs (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Pecan Springs from each ethnic group. The tables below show the total number of surveys Pecan Springs parents returned in 2009-2010, and the percentage of responses and students at Pecan Springs represented by each grade.

Number of Respondents Pecan Springs	
# of surveys returned	138
# of students	525
% of students represented	26

% of students represented by grade		
grade	% of respondents	% School population
PK	10	16
K	18	16
1st	14	16
2nd	21	15
3rd	7	10
4th	12	14
5th	12	11
6th	n/a	n/a

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



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

Pecan Springs'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.

- 4. School staff provide me with positive feedback about my child.
 - 5. School staff treat my child with courtesy and respect.
 - 6. I feel welcome in my child's classroom.
 - 16. My child's school is a safe learning environment.
 - 17a. My child's school principal treats me with courtesy and respect.
 - 18a. The school assistant principal(s) treat me with courtesy and respect.
 - 19a. My child's teacher(s) treat me with courtesy and respect.
 - 20a. My child's counselor(s) treat me with courtesy and respect.
 - 21a. Office staff treat me with courtesy and respect.
 - 23h. School staff provided me with enough information about handling complaints and concerns.
- Respectful School Community subscale

APPENDIX

Academic Planning Information	Pecan Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
School staff provide me with enough information about...				
23c. After school programs	n/a	3.3	3.4	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.2	3.2	3.3
22e. High school graduation requirements.	3.0	3.2	3.1	3.3
23e. Career opportunities for my child.	3.0	3.0	3.0	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.1	3.2
Academic Planning and Information subscale	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	Pecan Springs 2009-10	All Elementary Schools
	3.5	
	3.6	
	3.5	
	3.5	

	2009-10	All Elementary Schools
11. I believe my child likes to go to school.		3.6
15. AISD's online ParentConnection system has helped me to monitor my child's progress.		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.

APPENDIX

Support for Parental Involvement	Pecan Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
7. My child's school staff use the suggestions that I make about my child's education.	3.4	3.3 	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	3.3	3.3	3.4
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2	3.3	3.3	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.5 	3.5	3.5	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.5 	3.5	3.4	3.6
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.5	3.5	3.5	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.3	3.3	3.3	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.3 	3.3	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 	3.3	3.4	3.4
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.2	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	Pecan Springs 2009-10	All Elementary Schools
24. Talk with my child about his/her school day.	3.8	3.9
25. Supervise my child's homework.	3.9	3.9
26. Help my child study for tests.	3.7	3.7
27. Talk with other parents about my child's school.	3.0	3.0
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.3	3.4
29. Volunteer at my child's school.	2.4	2.5
30. Attend PTA/CAC meetings.	3.0	2.5
31. Attend regularly scheduled parent-teacher conferences.	3.7	3.7
32. Attend annual meetings about my child's academic plans.	3.3	3.3
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.3	3.3
34. Attend performance events and/or sports events at my child's school.	3.3	3.3
Parental Involvement subscale	3.3	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.

Parent Support Specialist	Pecan Springs 2009-10	All Elementary Schools
35. I use the Parent Support Specialist as a resource.	2.3	2.4
36. The Parent Support Specialist helps me to be involved in my child's education.	2.5	2.6
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).	2.7	2.8
Parent Support Specialist subscale	2.5	2.6

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.

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