

2009-2010 AISD Parent Survey Perez 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.

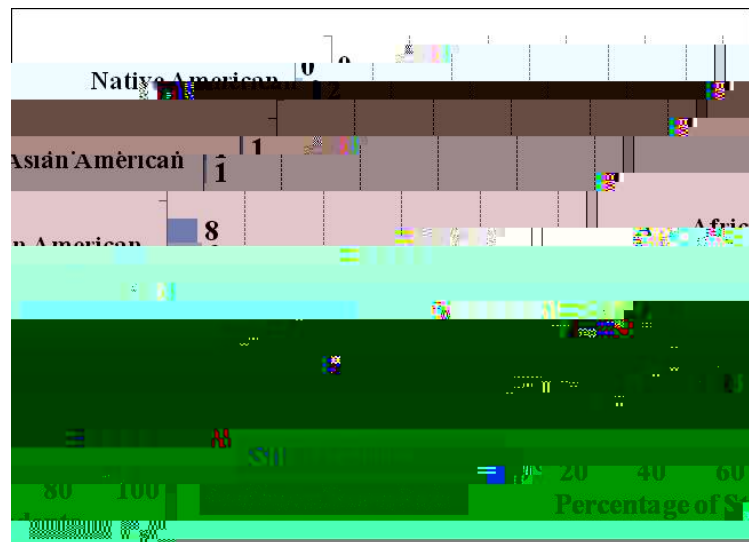
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 160 parents returned surveys for Perez, representing 20% of students from Perez (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Perez from each ethnic group. The tables below show the total number of surveys Perez parents returned in 2009-2010, and the percentage of responses and students at Perez represented by each grade.

Number of Respondents Perez	
# of surveys returned	160
# of students	803
% of students represented	20

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

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



Survey results for Perez 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 Perez excels, as well as areas in which Perez 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/>

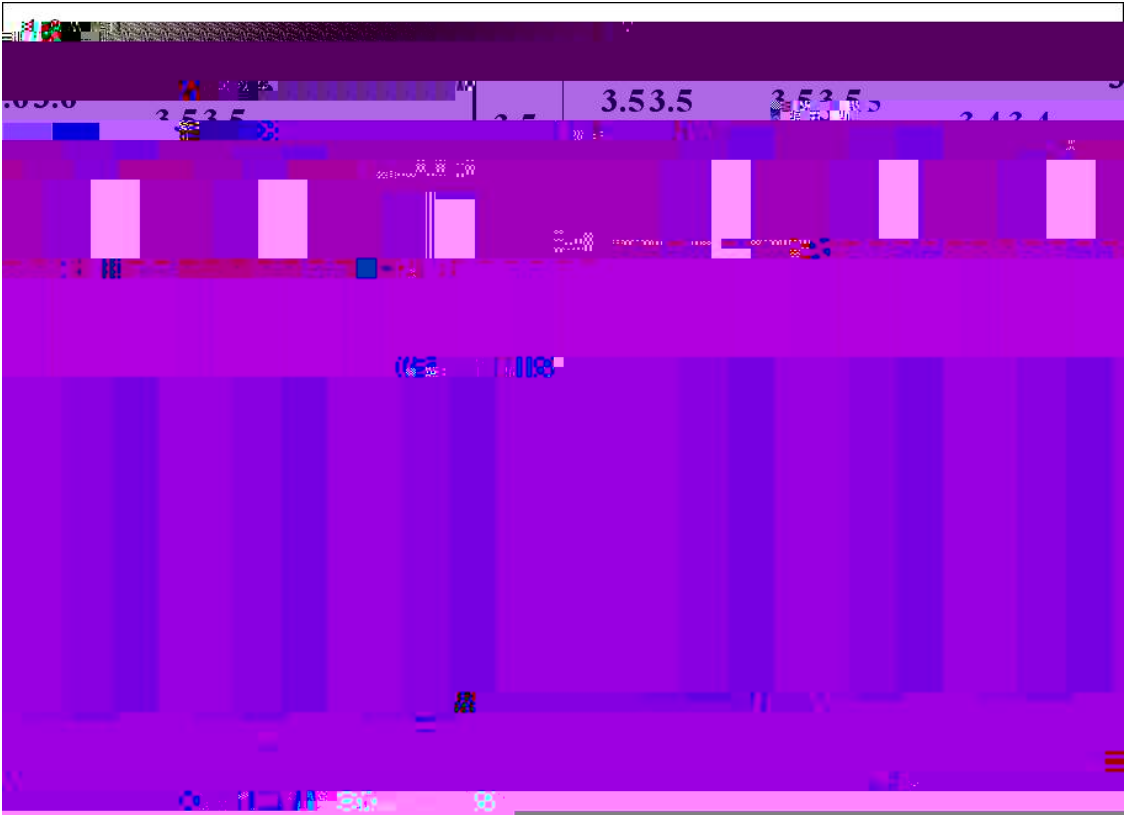
The National Center for Parental Involvement in Education <http://www.ncpie.org>

The Harvard Family Research Project <http://www.hfrp.org/>

The appendix provides more detailed information regarding Perez's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Perez'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 Perez’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 Perez and all Elementary Schools, 2009-2010



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

Perez’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.



Perez’s lowest score on the 2009-2010 Parent Survey was Parental Assistance, Communication, and School Involvement, which measures the extent to which parents spend with their child on school-related activities. Parental involvement contributes positively to academic achievement. For resources on how to improve parental involvement, please visit The Harvard Family Research Project: <http://www.hfrp.org/complementay-learning>

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

Academic Planning Information	2007-08	Perez 2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.3	3.5	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.2	3.5	3.3
22e. High school graduation requirements.	3.2	3.4	3.3	3.3
23e. Career opportunities for my child.	2.6	3.1	3.4	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.3	3.2
Academic Planning and Information subscale	n/a	n/a	3.4	3.4



APPENDIX

Support for Parental Involvement	2007-08	Perez 2008-09	2009-10	All Elementary Schools
7. My child's school staff use the suggestions that I make about my child's education.	3.3	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	3.5	3.5
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.3 	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.).	3.3	3.4	3.5	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.5	3.6 	3.6	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.5	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	3.6	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.4	3.4	3.4	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.4	3.4	3.4	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	3.4	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	3.5	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.
- 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.

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