

2009-2010 AISD Parent Survey

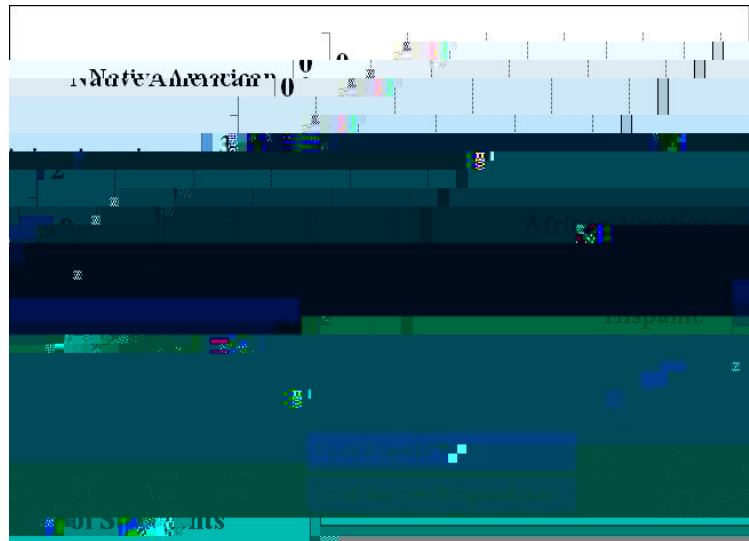
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide

In Spring 2009, 163 parents returned surveys for Reilly, representing 54% of students from Reilly (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Reilly from each ethnic group. The tables below show the total number of surveys Reilly parents returned in 2009-2010, and the percentage of responses and students at Reilly represented by each grade.

Number of Respondents Reilly	
# of surveys returned	163
# of students	304
% of students represented	54

% of students represented by grade		
grade	% of respondents	% School population
PK	19	15
K	12	16
1st	12	16
2nd	12	14
3rd	7	14
4th	13	11
5th	17	12
6th	n/a	n/a

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



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

Respectful School Community	Reilly			All Elementary Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.5	3.6	3.4	3.5
5. School staff treat my child with courtesy and respect.	3.6	3.6	3.5	3.5
6. I feel welcome in my child's classroom.	3.6	3.7	3.5	3.6
16. My child's school is a safe learning environment.	3.5	3.6	3.6	3.5
17a. My child's school principal treats me with courtesy and respect.	3.7	3.7	3.5	3.5
18a. The school assistant principal(s) treat me with courtesy and respect.	3.6	3.7	3.4	3.5
19a. My child's teacher(s) treat me with courtesy and respect.	3.8	3.7	3.6	3.6
20a. My child's counselor(s) treat me with courtesy and respect.	3.6	3.6	3.5	3.5
21a. Office staff treat me with courtesy and respect.	3.6	3.6	3.5	3.5
23h. School staff provided me with enough information about handling complaints and concerns.	3.3	3.5	3.2	3.3
Respectful School Community subscale	3.5	3.6	3.5 	3.5

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	Reilly			All Elementary Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.6	3.6	3.5	3.5
9. My child's behavior.	n/a	3.6	3.5	3.5
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.6	3.7	3.5	3.5
22b. Preparedness for TAKS.	3.3	3.6	3.5	3.5
22c. Risk of failing a grade.	3.3	3.5	3.4	3.4
22d. Availability of tutoring.	n/a	3.6	3.4	3.4
23a. Behavior.	3.5	3.6	3.5	3.5
23b. Attendance	n/a	n/a	3.6	3.5
Expectations and Progress subscale	n/a	n/a	3.5	3.5

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

APPENDIX

Academic Planning Information	2007-08	Reilly 2008-09	2009-10	All Elementary Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.6	3.4	3.5
23d. Transitions to and from elementary, middle, and high school.	n/a	3.4	3.3	3.3
22e. High school graduation requirements.	3.2	3.3	3.4	3.3
23e. Career opportunities for my child.	3.2	3.3	3.2	3.3
23f. College admission requirements and financing options.	n/a	n/a	3.2	3.2
Academic Planning and Information subscale	n/a	n/a	3.3	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	Reilly 2009-10	All Elementary Schools
11. My child's teachers believe my child can do well in school.	3.5	3.6
12. My child's teachers believe my child can learn new things.	3.6	3.6
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.6	3.5
Teacher Expectations subscale	3.5	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	Reilly 2009-10	All Elementary Schools
11. I believe my child likes to go to school.	3.5	3.6
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.4	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



7. My child's school staff use the suggestions that I make about my child's education.

14. My child's teachers make it easy for me to be involved with my child's education.

17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, ema).

~~18b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, ema).~~

~~18b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, ema).~~

Parental Assistance, Communication, and School Involvement

All Elementary Schools

- 24. Talk with my child about his/her school day.
- 25. Supervise my child's homework.
- 26. Help my child study for tests.
- 27. Talk with other parents about my child's school.
- 28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).
- 29. Volunteer at my child's school.
- 30. Attend PTA/CAC meetings.
- 31. Attend regularly scheduled parent-teacher conferences.
- 32. Attend annual meetings about my child's academic plans.
- 33. Visit my child's school (e.g., for lunch, walk them to class, observe).
- 34. Attend performance events and/or sports events at my child's school.

Parental Involvement subscale

Parent Support Specialist	Reilly 2009-10	All Elementary Schools
35. I use the Parent Support Specialist as a resource.	2.5	2.4
36. The Parent Support Specialist helps me to be involved in my child's education.	2.7	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).	3.0	2.8
Parent Support Specialist subscale	2.7	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