

2009-2010 AISD Parent Survey

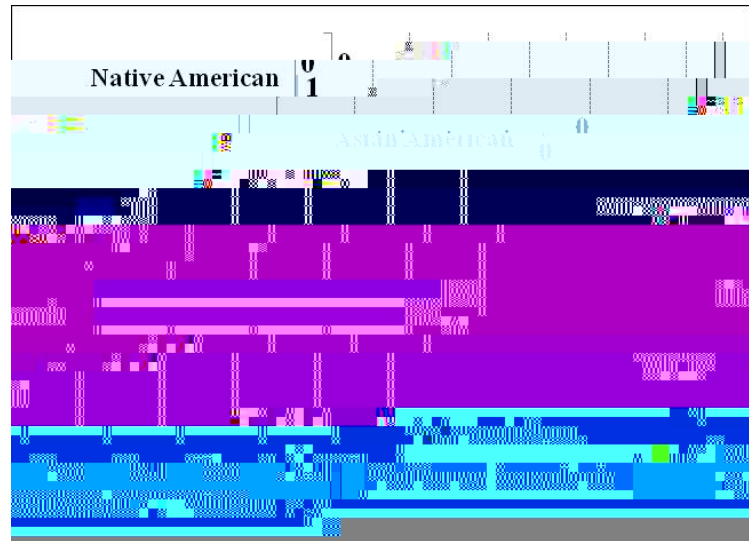
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide

In Spring 2009, 315 parents returned surveys for Rodriguez, representing 33% of students from Rodriguez (compared to the district Elementary School response, 34%). Figure 1 represents the percentage of respondents with children at Rodriguez from each ethnic group. The tables below show the total number of surveys Rodriguez parents returned in 2009-2010, and the percentage of responses and students at Rodriguez represented by each grade.

Number of Respondents Rodriguez	
# of surveys returned	315
# of students	955
% of students represented	33

% of students represented by grade		
grade	% of respondents	% School population
PK	12	16
K	9	13
1st	21	16
2nd	18	15
3rd	15	14
4th	8	14
5th	9	12
6th	n/a	n/a

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



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

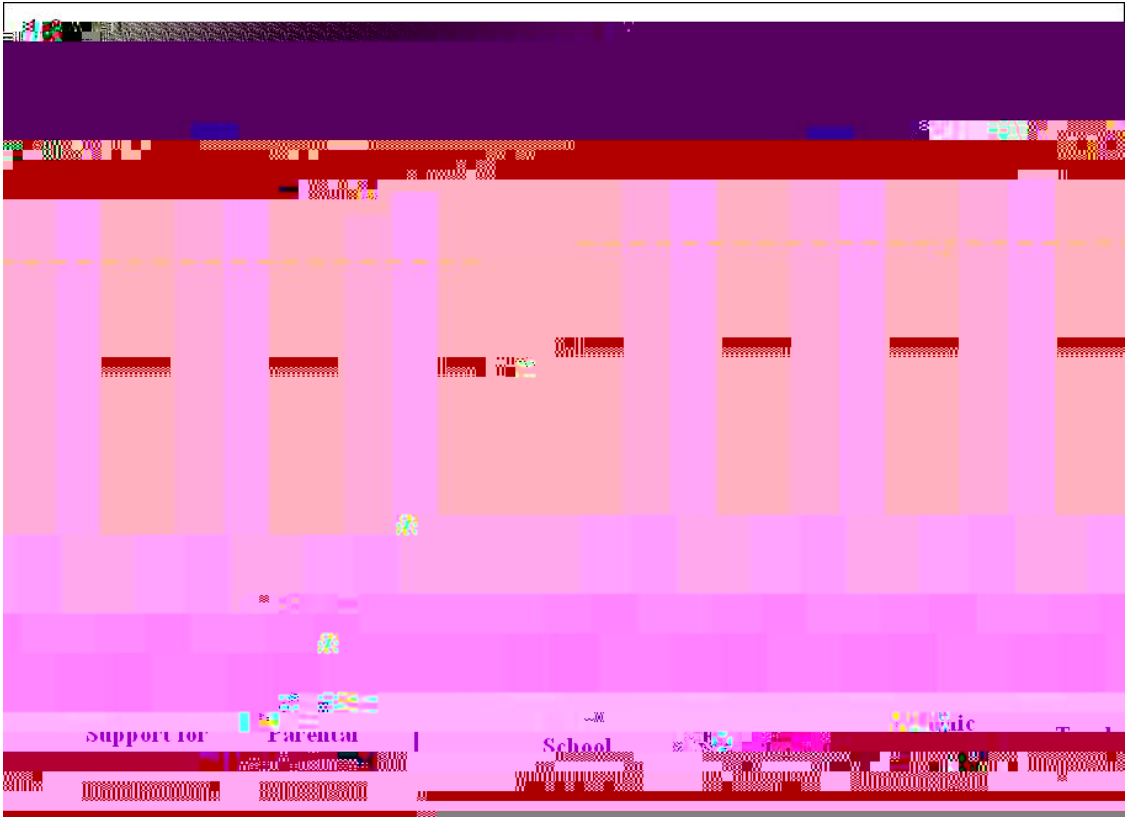
The National Center for Parental Involvement in Education <http://www.ncpie.org>

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

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



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

Rodriguez’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.

Rodriguez’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>

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

School staff provide me with enough information about...	
23c. After school programs	3.5
23d. Transitions to and from elementary, middle, and high school.	3.3
22e. High school graduation requirements.	3.3
23e. Career opportunities for my child.	3.3
23f. College admission requirements and financing options.	3.2
Academic Planning and Information subscale	3.4

APPENDIX

Support for Parental Involvement	Rodriguez			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.	3.2	3.3	3.4	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.).	3.5 	3.3 	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	3.3 	3.4	3.4
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.7 	3.4 	3.5	3.6
19c. My child's teacher(s) value my input in academic decisions about my child.	3.6 	3.4 	3.5	3.6
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.7 	3.5 	3.5	3.6
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.4	3.3 	3.4 	3.4
20c. My child's counselor(s) value my input in academic decisions about my child.	3.4 	3.3 	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	3.3 	3.4 	3.4
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.4	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	Rodriguez 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.	3.8	3.9
26. Help my child study for tests.	3.7	3.7
27. Talk with other parents about my child's school.	2.8	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.	2.2	2.5
30. Attend PTA/CAC meetings.	2.6	2.5
31. Attend regularly scheduled parent-teacher conferences.	3.6	3.7
32. Attend annual meetings about my child's academic plans.	3.2	3.3
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.2	3.3
34. Attend performance events and/or sports events at my child's school.	3.1	3.3
Parental Involvement subscale	3.2	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	Rodriguez 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	2.4	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.

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