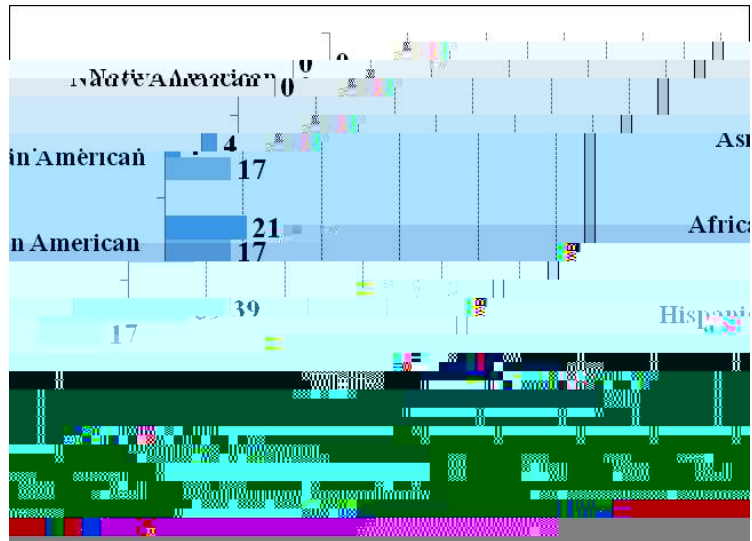


2009-2010 AISD Parent Survey



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, 6 parents returned surveys for Rosedale, representing 4% of students




The graph below depicts Rosedale’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

- 
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.
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APPENDIX

Support for Parental Involvement	2007-08	Rosedale 2008-09	2009-10	All Elementary Schools
7. My child's school staff use the suggestions that I make about my child's education.	n/a	n/a	3.3	3.0 
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.3	3.1
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.5	3.4 
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.2	3.3 
19b. My child's teacher(s) have helped me become more involved in my child's education.	n/a	n/a	3.3	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	n/a	n/a	3.4	3.3
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	3.5	3.4
20b. My child's counselor(s) have helped me become more involved in my child's education.	n/a	n/a	3.5	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	n/a	n/a	4.0	3.2
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	n/a	n/a	4.0	3.2
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.3	3.1
Support for Parental Involvement subscale	n/a	n/a	3.4	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.

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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 pak.

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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