

2009-2010 AISD Parent Survey Travis High 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.

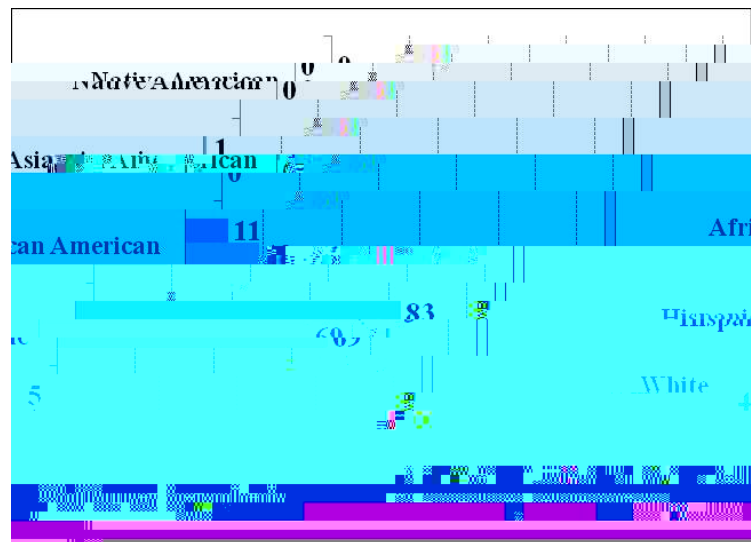
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of parents (circled in red), which has been measured with six survey subscales: Respectful School Community; Information about Student Expectations and Progress; Academic Planning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

In Spring 2009, 26 parents returned surveys for Travis, representing 2% of students from Travis (compared to the district High School response, 9%). Figure 1 represents the percentage of respondents with children at Travis from each ethnic group. The tables below show the total number of surveys Travis parents returned in 2009-2010, and the percentage of responses and students at Travis represented by each grade.

Number of Respondents Travis	
# of surveys returned	26
# of students	1,344
% of students represented	2

% of students represented by grade		
grade	% of respondents	% School population
9th	19	30
10th	23	24
11th	15	23
12th	38	24

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



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

Travis'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.

Respectful School Community	Travis			All High Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	2.9	3.4	3.1	3.1
5. School staff treat my child with courtesy and respect.	3.0	3.3	3.2	3.3
6. I feel welcome in my child's classroom.	3.1	3.3	3.1	3.2
16. My child's school is a safe learning environment.	2.8	3.4	3.2	3.3
17a. My child's school principal treats me with courtesy and respect.	3.2	3.4	3.4	3.4
18a. The school assistant principal(s) treat me with courtesy and respect.	3.3	3.4	3.4	3.4
19a. My child's teacher(s) treat me with courtesy and respect.	3.3	3.4	3.2	3.4
20a. My child's counselor(s) treat me with courtesy and respect.	3.4	3.1	3.0	3.4
21a. Office staff treat me with courtesy and respect.	3.3	3.4	3.3	3.3
23h. School staff provided me with enough information about handling complaints and concerns.	3.1	3.1	2.9	3.0
Respectful School Community subscale	3.0	3.3	3.2	3.2

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	Travis			All High Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	2.7	3.2	3.0	3.2
9. My child's behavior.	n/a	3.2	3.3	3.3
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.0	3.3	3.3	3.3
22b. Preparedness for TAKS.	2.8	3.3	3.2	3.2
22c. Risk of failing a grade.	2.9	3.1	3.0	3.2
22d. Availability of tutoring.	n/a	3.3	3.2	3.2
23a. Behavior.	2.7	3.3	3.2	3.2
23b. Attendance	n/a	n/a	3.3	3.4
Expectations and Progress subscale	n/a	n/a	3.2	3.2

APPENDIX

Academic Planning Information	2007-08	Travis 2008-09	2009-10	All High Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.2	3.0	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	3.3	3.1	3.1
22e. High school graduation requirements.	2.8	3.2	3.1	3.2
23e. Career opportunities for my child.	2.4	3.2	2.8	3.0
23f. College admission requirements and financing options.	n/a	n/a	3.2	3.1
Academic Planning and Information subscale	n/a	n/a	3.0	3.1

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	Travis 2009-10	All High Schools
11. My child's teachers believe my child can do well in school.	3.2	3.4
12. My child's teachers believe my child can learn new things.	3.2	3.4
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.2	3.3
Teacher Expectations subscale	3.2	3.4

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	Travis 2009-10	All High Schools
11. I believe my child likes to go to school.	3.4	3.3
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.5	3.4

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



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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