Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

2010-2011 AISD Parent Survey
Palm 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 on how parents feel about their treatment by school staff, the school's educational environment, and how parents describe their involvement in their child's education. The following report contains the results of the 2010-2011 Parent Survey for Austin Independent School District (AISD); longitudinal data are provided where applicable.

Palm Elementary School Demographic Information

Table 1. Number of respondents for Palm

	Palm	All Elementary Schools
# of surveys returned	161	16,968
# of students	607	49,087
% of students represented	27%	35%

Table 2. Distribution of respondents relative to Palm's population, 2010-2011

Grade	% of respondents	% school population
PK	17	13
K	18	16
1st	14	14
2nd	8	16
3rd	19	12
4th	14	15
5th	9	13
6th	1	n/a

Table 3. Distribution of respondents and students by ethnicity and race for Palm, 2010-2011

	% of respondents	% school population
Hispanic/Latino	74	86
American Indian/ Alaskan Native	6	62
Asian	4	3
Black/African American	9	13
Native Hawaiian/ Other Pacific Islander	2	1
White	29	27

New Federal Standards for Collecting and Reporting Ethnicity and Race

Starting in 2010-2011, districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his/her ethnicity (Hispanic/Latino or non-Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages might not add to 100.

Note. Students' grade and ethnicity were self-reported. Population data reflect enrollment as of the October 2010 PEIMS snapshot date.

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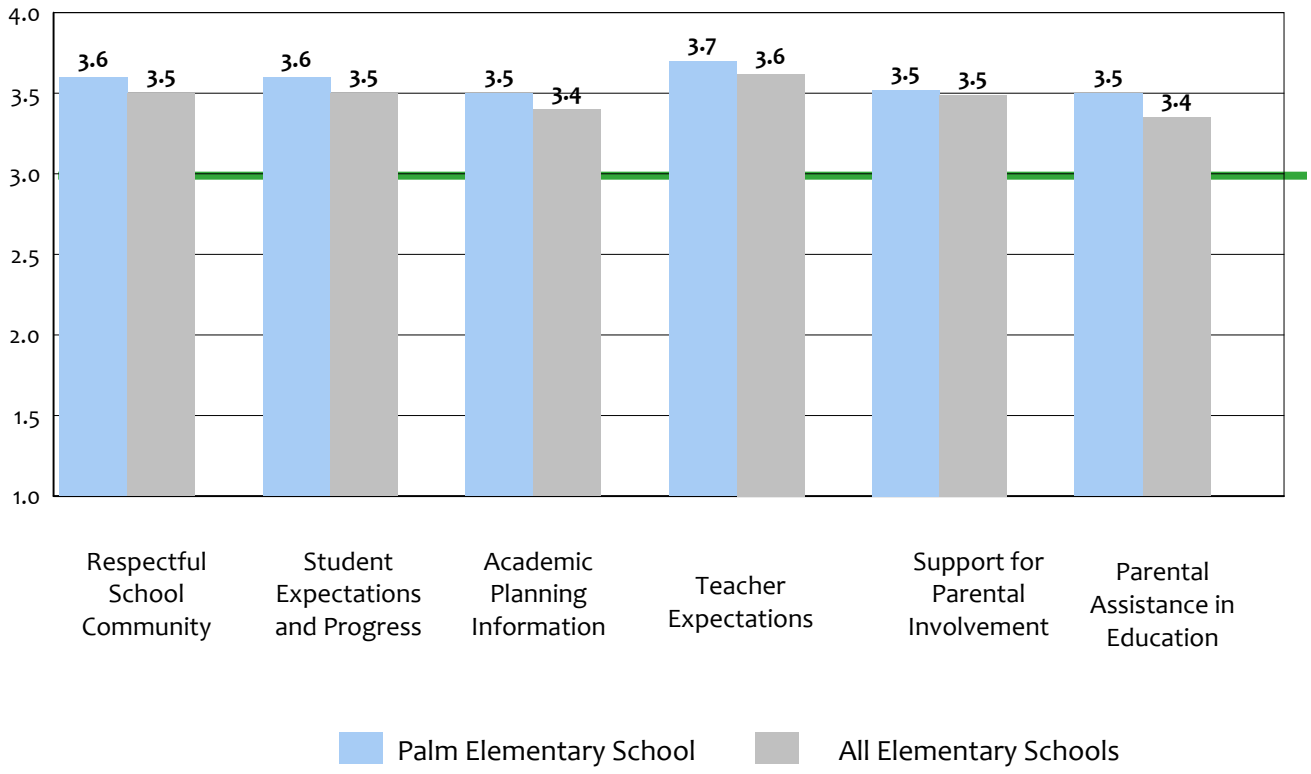
A summary of Palm Elementary School survey results for the 2010-2011 school year is presented in figure 1. Scores over 3.0 are desirable, as indicated by the green line. Also, please note the green and red boxes that highlight the specific area in which Palm most excels, as well as the area in which Palm can improve most.

Figure 1. Parent Survey subscales for Palm Elementary School and all AISD Elementary Schools, 2010-2011



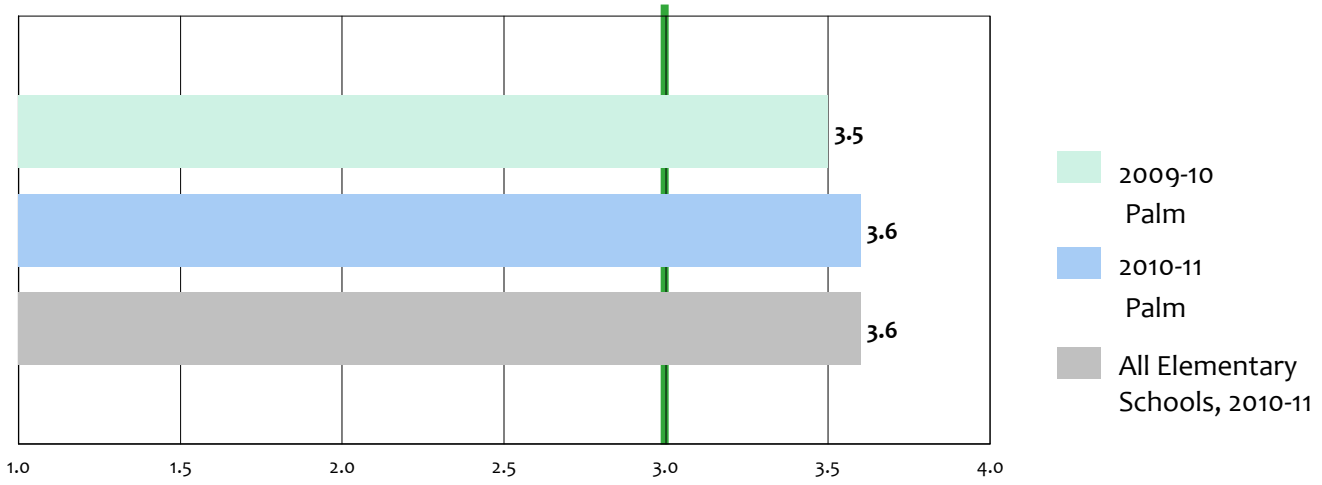
Palm's highest score on the 2010-2011 Parent Survey was Teacher Expectations. This subscale is designed to measure expectations parents believe that teachers have for their children. We encourage your campus to continue fostering a positive learning environment with rigorous teacher expectations for all students.

Palm's lowest score on the 2010-2011 Parent Survey was Parental Assistance, Communication, and School Involvement. This subscale asks parents to report the frequency with which they participated in a variety of school-related activities, both at home and at their child's school. We encourage your campus to consider ways to work with parents to promote their involvement in their child's education.

Note. In addition to the subscales reflected in figure 1, parents responded to items regarding the Superintendent and Central Office Staff. For more information, see page 8.

Item Results

Figure 2. Average rating for the item: "I believe that my child likes to go to school."



Respectful School Community	Palm 2008-09	Palm 2009-10	Palm 2010-11	All Elementary Schools 2010-11
4. School staff provide me with positive feedback about my child.	3.5	3.3	3.6↑	3.5
5. School staff treat my child with courtesy and respect.	3.5	3.4↓	3.6↑	3.5
6. I feel welcome in my child's classroom.	3.5	3.5	3.6↑	3.6
16. My child's school is a safe learning environment.	3.5	3.3↓	3.6↑	3.5
22a. My child's school principal treats me with courtesy and respect.	3.5	3.4↓	3.5	3.5
23a. My child's school assistant principal(s) treat me with courtesy and respect.	3.5	3.4↓	3.6↑	3.5
24a. My child's teacher(s) treat me with courtesy and respect.	3.7	3.5↓	3.7↑	3.7
25a. My child's counselor(s) treat me with courtesy and respect.	3.5	3.4	3.6↑	3.5
26. Office staff treat me with courtesy and respect.	3.6↑	3.5	3.6↑	3.5
28h. School staff provide me with enough information about handling complaints and concerns.	3.2	3.2	3.5↑	3.3
Respectful School Community Average	3.5	3.4	3.6	3.5

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

Information About Expectations and Progress	Palm 2008-09	Palm 2009-10	Palm 2010-11	All Elementary Schools 2010-11
My child's school staff clearly communicate their expectations for...				
8. My child's learning	3.4	3.4	3.6↑	3.5
9. My child's behavior	3.5	3.4	3.6↑	3.6
School staff provide me with enough information about my child's...				
27a. Academic progress	3.4	3.4	3.6↑	3.5
27b. Preparedness for TAKS and other assessments	3.4↑	3.3↓	3.6↑	3.5
27c. Risk of failing a grade	3.4↑	3.3↓	3.5↑	3.4
27d. Availability of tutoring	3.4	3.3	3.5↑	3.4
28a. Behavior	3.5	3.4	3.7↑	3.6
28b. Attendance	n/a	3.5	3.6↑	3.6
Expectations and Progress Average	n/a	3.4	3.6	3.5

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

Academic Planning Information	Palm			All Elementary Schools
	2008-09	2009-10	2010-11	2010-11
School staff provide me with enough information about...				
27e. High school graduation requirements.	3.3	3.2	3.5 ↑	3.3
28c. After school programs.	3.3	3.4	3.6 ↑	3.5
28d. Transitions to and from elementary, middle, and high school.	3.2	3.2	3.5 ↑	3.4
28e. Career opportunities for my child.	3.1	3.1	3.4 ↑	3.3
28f. College admission requirements for financing options.	n/a	3.1	3.4 ↑	3.3
Academic Planning Information Average	n/a	3.3	3.5	3.4

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

Teacher Expectations	Palm		All Elementary Schools
	2009-10	2010-11	2010-11
11. My child's teachers believe my child can do well in school.	3.5	3.7↑	3.6
12. My child's teachers believe my child can learn new things.	3.6	3.7↑	3.7
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.5	3.6	3.6
Teacher Expectations Average	3.5	3.7↑	3.6

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

Support for Parental Involvement	Palm 2008-09	Palm 2009-10	Palm 2010-11	All Elementary Schools 2010-11
7. My child's school staff use the suggestions that I make about my child's education.	3.4	3.3 â	3.4	3.4
14. My child's teachers make it easy to be involved with my child's education.	n/a	3.4	3.6 ↑	3.5
15. AISD's online Parent Connection/Gradespeed system has helped me monitor my child's progress.*	n/a	3.3	3.4↑	3.3
22b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.4	3.6 ↑	3.5
23b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.3	3.6 ↑	3.5
24b. My child's teacher(s) have helped me become more involved in my child's education.	3.6	3.4 ↓	3.6 ↑	3.6
24c. My child's teacher(s) value my input in academic decisions about my child.	3.6	3.5 ↓	3.7 ↑	3.6
24d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.6	3.4 ↓	3.7	3.6 ↑
25b. My child's counselor(s) have helped me become more involved in my child's education.	3.4	3.3 ↓	3.4	3.4
25c. My child's counselor(s) value my input in decisions about my child.	3.4	3.3 ↓	3.4	3.4
25d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.3 ↓	3.5 ↑	3.4
28g. School staff provide me with opportunities to be involved.	n/a	3.3	3.5	3.4
Support for Parental Involvement Average	n/a	3.3	3.5	3.5

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

*Item 15 was not used in the subscale calculation.

Parental Assistance, Communication, and School Involvement	Palm		All Elementary Schools
	2009-10	2010-11	2010-11
17. My child has a place at home for books and school materials.	n/a	3.6	3.6
Please tell us how often you engage in the following activities with your child:			
29. Talk with my child about his/her school day.	4	4	3.9
30. Supervise my child's homework.	3.9	3.9↓	3.8
31. Help my child study for tests.	3.8	3.7	3.6
32. Talk with other parents about my child's school.	2.9	3.1↑	3.0
33. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.5	3.5	3.4
34. Volunteer at my child's school.	2.4	2.8↑	2.5
35. Attend PTSA/PTA/CAC meetings.	2.6	2.7	2.5
36. Attend regularly scheduled parent-teacher conferences.	3.9	3.8	3.7
37. Attend annual meetings about my child's academic plans.	3.4	3.6	3.3
38. Visit my child's school (e.g., for lunch, walk him/her to class, to observe).	3.2	3.4	3.2
39. Attend performance events and/or sports events at my child's school.	3.4	3.5	3.2
40. Take my child places to learn (e.g., library, museum, zoo, historical site, live performance, art gallery).	n/a	3.4	3.3
41. Play board games/puzzles or sports together with my child.	n/a	3.5	3.4
42. Work on projects with my child (i.e., building, making, or fixing something).	n/a	3.7	3.5
43. Discuss with my child how to manage his/her time.	n/a	3.7	3.6
Parental Assistance, Communication, and School Involvement Average	n/a	3.5	3.4

Note. Response options for the above items range from 1 (never) to 4 (often), except for item # 17 which was rated on a scale from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

Superintendent Ratings	Palm 2010-11	All Elementary Schools 2010-11
21a. The superintendent has made a positive impact on the district's academic programs.	3.1	3.2
21b. The superintendent does a good job of asking for input from parents.	3.1	3.2
21c. The superintendent does a good job of communicating with parents.	3.1	3.2
Superintendent Ratings Average	3.1	3.2

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.
These items were new to the 2010-2011 parent survey.

Central Office Accessibility	Palm 2010-11	All Elementary Schools 2010-11
18. District staff are responsive to parents.	3.4	3.3
19. I know who to contact if I have a question or concern about my child's education.	3.6	3.5
20. Central Office staff treat me with courtesy and respect.	3.6	3.4

Note. Response options for the above items range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.
These items were new to the 2010-2011 parent survey.

Parent Support Specialist	Palm		All Elementary Schools 2010-11
	2009-10	2010-11	
44. I use the Parent Support Specialist as a resource.	2.1	2.3	2.4
45. The parent Support Specialist helps me to be involved in my child's education.	2.3	2.5	2.6
Parent Support Specialist Average	2.2	2.4	2.5

Note. Response options for the above items range from 1 (never) to 4 (often). It is desirable to have a response of at least 3.0. Meaningful change from year to year is indicated by a ↑ or ↓, and is defined as a Cohen's D effect size of ≥ .18.

References

Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.