2011 2012 AISD Parent Survey Pecan Springs 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 various school-based opportunities parents would like for their children. The following report contains the results of the 2011-2012 Parent Survey for Austin Independent School District (AISD) for Pecan Springs Elementary School. The district report can be found at: http://www.austinisd.org/dre/district-campus-surveys#parent.

Table 1. Number of respondents for Pecan Springs, 2011-2012		Table 3. Distribution of respondents and students by ethnicity and race, 2011-2012		
Ρ	ecan Springs	All Elementary Schools		
# of surveys returned	40	5,970	Hispanic/Latino	63
#of students	474	48,939	•	<u>,</u>
% of students represented	8%	12%	American Indian/ Alaskan Native	0
Table 2. Distribution of res	•		Asian	0
Springs's popu	liation, 2017-2	2012	Black/African American	35
Grade			Native Hawaiian/ Other Pacific Islander	0
EE	5	1	\A.A. '(-	3
PK	15	18	White	3
KG	8	15	New Federal Standard Reporting Ethnic	•
1st	20	17	Reporting Ltring	city and Race
2nd	18	11	Starting in 2010-2011, dis required to report race	
3rd	13	14	revised standards. The	, ,
4th	8	13	require a person to first ethnicity (Hispanic/Latir	
5th	15	11	non-Hispanic/Latino) an	nd one <u>or more</u> of
6th	0	0	five race values. Since n value may be chosen, p not add to 100.	

Note. Students' grade and ethnicity were self-reported. Population data reflect enrollment as of the October 2011 PEIMS

Item Results

Communication	
I receive information from school staff about my child's	
academic performance.	
behavior.	
attendance.	
I receive information about my child that is	
in my preferred language.	
in my preferred method of communication (e.g., e-mail, phone, letter, face-to-face meeting).	
My preferred method of communication is	
e-mail.	
phone.	
letter.	
face-to-face meeting.	
School staff clearly communicates their expectations for my child's	
learning.	
behavior.	
School staff provide me with positive feedback about my child's	
academic performance.	
behavior.	
AISD's online ParentConnection/Gradespeed system has helped me	

Superintendent and Central Office Staff	Percent Agree Pecan Springs 2011-2012	Percent Agree All Elementary Schools 2011-2012
The Superintendent does a good job		
asking for input from parents.	100	43
communicating with parents.	100	58
managing the district's finance/budget and staffing needs.	100	57
The Superintendent has made a positive impact on students' academic progress.	100	44
Staff at the district's main offices		
are responsive to my needs.	100	41
treat me with courtesy and respect.	100	48

Equity	Percent Agree Pecan Springs 2011-2012	Percent Agree All Elementary Schools 2011-2012
I am satisfied with the		
quality of my child's teacher(s).	100	89
condition of my child's school building.	100	87
technology available at my child's school.	100	83
learning materials (e.g., textbooks, classroom supplies, lab equipment) at my child's school.	100	83
The educational experience at my child's school is just as good as or better than that at any other school in the district.	100	81

92
94
33
64
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Customer Service	Percent Agree Pecan Springs 2011-2012	Percent Agree All Elementary Schools 2011-2012
My child's teacher(s)		
has helped me support my child's education.	100	93
values my input in academic decisions about my child.	100	90
provides me with opportunities for two-way communication.	100	93
provides the extra effort to ensure that my child is successful.	100	87
is enthusiastic about teaching.	100	91
School staff use the suggestions I make about my child's education.	100	69
School staff provide me with enough information about		
the process for handling complaints and concerns.	100	68
my child's preparedness for state assessments.	100	59
high school graduation requirements.	na	22
career opportunities for my child.	na	21
college admission requirements and financing options.	na	17
transitions to and from elementary, middle, and high school.	100	37
opportunities to volunteer.	100	92
when PTA meetings/events occur.	100	93
school events.	100	95
what occurred at school committee meetings.	100	68
The following school staff treat me with courtesy and respect		
The following school staff treat me with courtesy and respect	80	85
principal	83	80
assistant principals	85	94
teachers	88	89
school office staff		
counselors	73	79

A value of "na" indicates that parents from Pecan Springs Elementary School did not respond to this item.

Customer Service	Percent Agree Pecan Springs 2011-2012	Percent Agree All Eementary Schools 2011-2012
The counselor(s) at my child's school		
have helped me support my child's education.	100	59
value my input in decisions about my child.	100	55
I am aware of opportunities to provide input at the district level.	100	76
My child's school offers convenient opportunities for me to be involved in my child's education.	91	86
I would be interested in my child having more opportunities to participate in		
academy or magnet programs.	100	73
an all girls' or all boys' school.	100	45
fine arts.	100	88
athletics.	100	81
community service.	100	86
technology.	100	90
dual language program other than Spanish.	100	71
My child applies what he/she learned at school to areas outside of school.	100	94

A value of "na" indicates that parents from Pecan Springs Elementary School did not respond to this item.

References

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