

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.

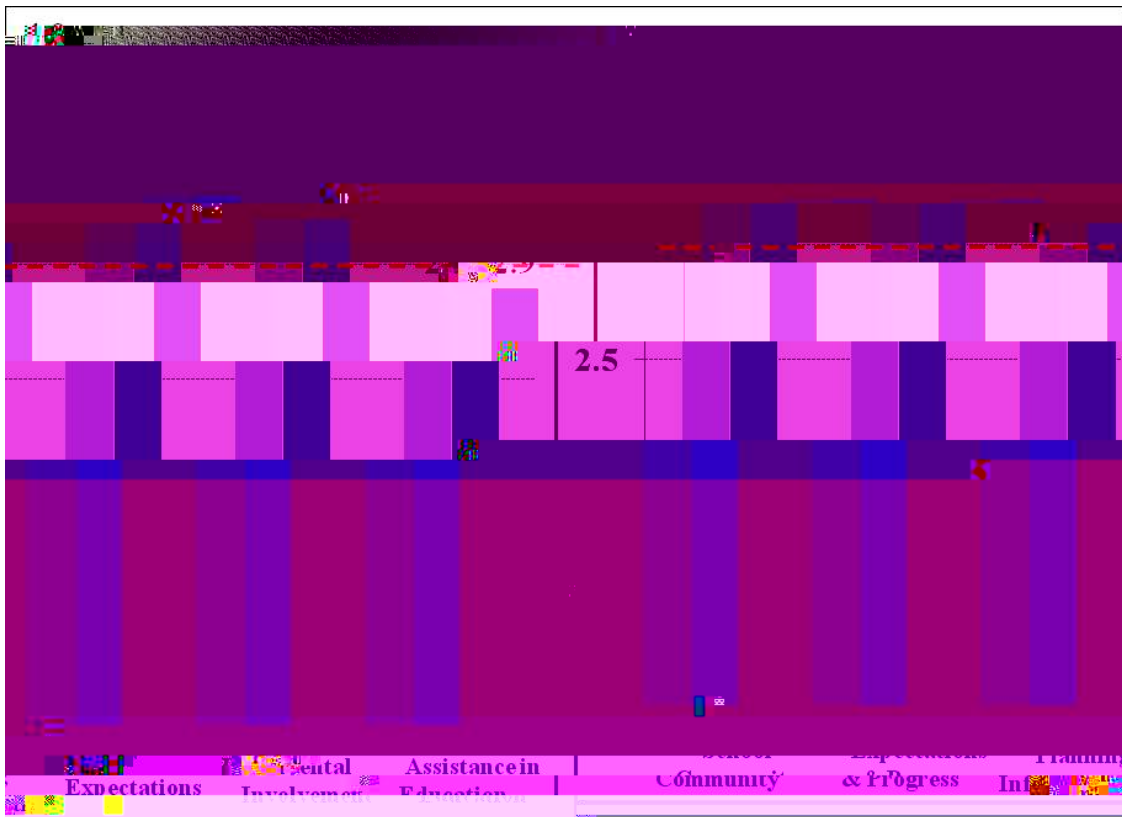
In Spring 2009, 104 parents returned surveys for Fulmore, representing 16% of students from Fulmore (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Fulmore from each ethnic group. The tables below show the total number of surveys Fulmore parents returned in 2009-2010, and the percentage of responses and students at Fulmore represented by each grade.



The appendix provides more detailed information regarding Fulmore's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Fulmore'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 Fulmore’s parent survey ratings over time, as well as parent survey ratings across all Middle 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 Fulmore and all Middle Schools, 2009-2010



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

Fulmore’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.

Fulmore’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>





Respectful School Community	Fulmore			All Middle Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.1	3.1	3.2	3.2
5. School staff treat my child with courtesy and respect.	3.2	3.2	3.2	3.3
6. I feel welcome in my child's classroom.	3.1	3.1	3.2	3.2
16. My child's school is a safe learning environment.	3.1	2.9	3.3	3.2
17a. My child's school principal treats me with courtesy and respect.	3.3	3.2	3.2	3.3
18a. The school assistant principal(s) treat me with courtesy and respect.	3.3	3.2	3.3	3.3
19a. My child's teacher(s) treat me with courtesy and respect.	3.4	3.3	3.3	3.3
20a. My child's counselor(s) treat me with courtesy and respect.	3.4	3.4	3.3	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	2.9	3	3
Respectful School Community subscale	3.1	3.1	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	Fulmore			All Middle Schools
	2007-08	2008-09	2009-10	
My child's school staff clearly communicate their expectations for...				
8. My child's learning.	3.1	3.1	3.2	3.2
9. My child's behavior.	n/a	3.1	3.2	3.3
School staff provide me with enough information about my child's...				
22a. Academic progress.	3.3	3.2	3.2	3.3
22b. Preparedness for TAKS.	3	3.1	3.1	3.2
22c. Risk of failing a grade.	3.1	3.2	3.1	3.2
22d. Availability of tutoring.	n/a	3.2	3.1	3.2
23a. Behavior.	3.1	3.1	3.1	3.2
23b. Attendance	n/a	n/a	3.2	3.3
Expectations and Progress subscale	n/a	n/a	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.

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Academic Planning Information	2007-08	Fulmore 2008-09	2009-10	All Middle Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.3	3.1 	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	3	3.1	3.1
22e. High school graduation requirements.	2.8 	2.9	3	3
23e. Career opportunities for my child.	2.5 	2.8 	3	3
23f. College admission requirements and financing options.	n/a	n/a	2.9	2.9
Academic Planning and Information subscale	n/a	n/a	3	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	Fulmore 2009-10	All Middle Schools
11. My child's teachers believe my child can do well in school.	3.4	3.4
12. My child's teachers believe my child can learn new things.	3.4	3.4
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.3	3.3
Teacher Expectations subscale	3.3	3.3

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	Fulmore 2009-10	All Middle 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.	3.2	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.

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7. My child's school staff use the suggestions that I make about my child's education.

14. My child's teachers make it easy for me to be involved with my child's education.

17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

19b. My child's teacher(s) have helped me become more involved in my child's education.

APPENDIX

Parental Assistance, Communication, and School Involvement	Fulmore 2009-10	All Middle Schools
24. Talk with my child about his/her school day.	3.7	3.8
25. Supervise my child's homework.	3.5	3.4
26. Help my child study for tests.	3.3	3.2
27. Talk with other parents about my child's school.	2.7	2.9
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	2.8	2.9
29. Volunteer at my child's school.	1.8	2.2
30. Attend PTA/CAC meetings.	2.1	2.2
31. Attend regularly scheduled parent-teacher conferences.	3	3.1
32. Attend annual meetings about my child's academic plans.	2.8	2.9
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	2.6	2.5
34. Attend performance events and/or sports events at my child's school.	2.9	3.2
Parental Involvement subscale	2.9	2.9

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	Fulmore 2009-10	All Middle Schools
35. I use the Parent Support Specialist as a resource.	2.1	2.3
36. The Parent Support Specialist helps me to be involved in my child's education.	2.1	2.5
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).	2.1	2.7
Parent Support Specialist subscale	2.1	2.5

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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