



# 2010-2011 AISD Parent Survey Fulmore Middle 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.

## Fulmore Middle School Demographic Information

**Table 1. Number of respondents for Fulmore**

|                           | Fulmore | All Middle Schools |
|---------------------------|---------|--------------------|
| # of surveys returned     | 93      | 1,803              |
| # of students             | 650     | 15,562             |
| % of students represented | 14%     | 12%                |

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

| Grade | % of respondents | % school population |
|-------|------------------|---------------------|
| 6th   | 46               | 35                  |
| 7th   | 21               | 35                  |
| 8th   | 30               | 31                  |

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

|  | % of respondents | % school population |
|--|------------------|---------------------|
| Hispanic/Latino                            | 75               | 73                  |
| American Indian/<br>Alaskan Native         | 0                | 42                  |
| Asian                                      | 2                | 3                   |
| Black/African American                     | 13               | 11                  |
| Native Hawaiian/<br>Other Pacific Islander | 0                | 0                   |
| White                                      | 33               | 51                  |

### 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.

A summary of Fulmore Middle 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 Fulmore most excels, as well as the area in which Fulmore can improve most.

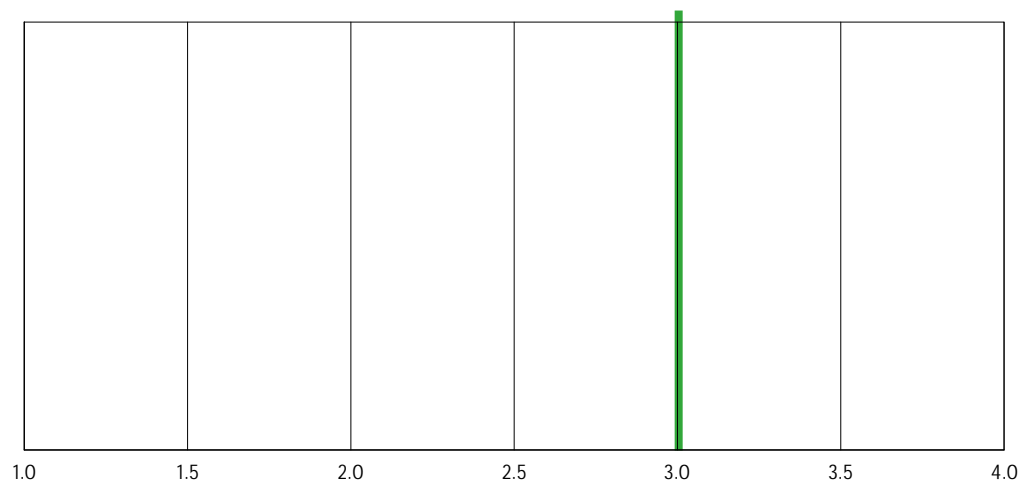
Figure 1. Parent Survey subscales for Fulmore Middle School and all AISD Middle Schools, 2010-2011



Parental  
Assistance in  
Education

Fulmore'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.

Fulmore'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.



| Respectful School Community  | All Middle Schools 2010-11 |            |            |            |
|--|----------------------------|------------|------------|------------|
|  | 2008-09                    | 2009-10    | 2010-11    |            |
| 4. School staff provide me with positive feedback about my child.                            | 3.1                        | 3.2        | 3.1        | 3.1        |
| 5. School staff treat my child with courtesy and respect.                                    | 3.2                        | 3.2        | 3.2        | 3.2        |
| 6. I feel welcome in my child's classroom.   | 3.1                        | 3.2        | 3.1        | 3.1        |
| 16. My child's school is a safe learning environment.  | 2.9                        | 3.3        | 3.1        | 3.2        |
| 22a. My child's school principal treats me with courtesy and respect.                        | 3.2                        | 3.2        | 3.1        | 3.3        |
| 23a. My child's school assistant principal(s) treat me with courtesy and respect.            | 3.2                        | 3.3        | 3.1        | 3.3        |
| 24a. My child's teacher(s) treat me with courtesy and respect.                               | 3.3                        | 3.3        | 3.3        | 3.4        |
| 25a. My child's counselor(s) treat me with courtesy and respect.                             | 3.4                        | 3.3        | 3.2        | 3.4        |
| 26. Office staff treat me with courtesy and respect.   | 3.4                        | 3.3        | 3.2        | 3.4        |
| 28h. School staff provide me with enough information about handling complaints and concerns. | 2.9                        | 3.0        | 2.9        | 3.0        |
| <b>Respectful School Community Average</b>   | <b>3.1</b>                 | <b>3.2</b> | <b>3.1</b> | <b>3.2</b> |

Information About Expectations and Progress

2008-09 2009-10 2010-11

3.13.13.13.1

3.1 3.2 3.1 3.2

3.1200809 Add 3.1 3.3

3.2 3.1 3.3

3.1 3.0 3.1

3.1 2.9 3.1

3.1 3.0 3.2

3.1 3.1 3.3

3.2 3.2 3.4

3.2 3.1 3.2

Academic Planning Information

|   | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|
| School staff provide me with enough information about...          |         |         |         |
| 27e. High school graduation requirements.                         | 2.9     | 2.9     | 3.1     |
| 28c. After school programs.                                       | 3.3     | 3.1     | 3.2     |
| 28d. Transitions to and from elementary, middle, and high school. | 3.0     | 3.0     | 3.1     |
| 28e. Career opportunities for my child.                           | 2.8     | 2.9     | 3.0     |
| 28f. College admission requirements for financing options.        | n/a     | 2.9     | 3.0     |
| Academic Planning Information Average                             | n/a     | 3.0     | 3.1     |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

| Support for Parental Involvement   | Fulmore |         |         | All Middle Schools |
|--|---------|---------|---------|--------------------|
|  | 2008-09 | 2009-10 | 2010-11 | 2010-11            |
| 7. My child's school staff use the suggestions that I make about my child's education.   | 3.0     | 3.1 á   | 3.0     | 3.1                |
| 14. My child's teachers make it easy to be involved with my child's education.   | n/a     | 3.3     | 3.1     | 3.1                |
| 15. AISD's online Parent Connection/Gradespeed system has helped me monitor my child's progress.*                                  | n/a     | 3.2     | 3.1     | 3.4                |
| 22b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).             | 3.0     | 3.1     | 3.1     | 3.2                |
| 23b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.). | 3.0     | 3.2     | 3.1     | 3.3                |
| 24b. My child's teacher(s) have helped me become more involved in my child's education.  | 3.2     | 3.2     | 3.0     | 3.2                |
| 24c. My child's teacher(s) value my input in academic decisions about my child.  | 3.2     | 3.2     | 3.1     | 3.2                |
| 24d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).             | 3.3     | 3.2     | 3.2     | 3.3                |
| 25b. My child's counselor(s) have helped me become more involved in my child's education.  | 3.2     | 3.3     | 3.2     | 3.2                |
| 25c. My child's counselor(s) value my input in decisions about my child.   | 3.3     | 3.3     | 3.1     | 3.2                |
| 25d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).           | 3.3     | 3.2     | 3.2     | 3.3                |
| 28g. School staff provide me with opportunities to be involved.  | n/a     | 3.0     | 2.9     | 3.1                |
| <b>Support for Parental Involvement Average</b>  | n/a     | 3.2     | 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. Meaningful change from year to year is indicated by a  $\Delta$  and is defined as a Cohen's D effect size of  $\geq .18$ .

\*Item 15 was not used in the subscale calculation.

| Parental Assistance, Communication, and School Involvement  | Fulmore |         | All Middle Schools |
|---|---------|---------|--------------------|
|   | 2009-10 | 2010-11 | 2010-11            |
| 17. My child has a place at home for books and school materials.  | n/a     | 3.3     | 3.5                |
| Please tell us how often you engage in the following activities with your child:                                |         |         |                    |
| 29. Talk with my child about his/her school day.  | 3.7     | 3.5     | 3.7                |
| 30. Supervise my child's homework.  | 3.5     | 3.2     | 3.4                |
| 31. Help my child study for tests.  | 3.3     | 3.1     | 3.2                |
| 32. Talk with other parents about my child's school.  | 2.7     | 2.4     | 2.9                |
| 33. Communicate with my child's teachers (e.g., telephone, email, notes, in person).                            | 2.8     | 2.8     | 2.9                |
| 34. Volunteer at my child's school.   | 1.8     | 1.9     | 2.3                |
| 35. Attend PTSA/PTA/CAC meetings.   | 2.1     | 2       | 2.2                |
| 36. Attend regularly scheduled parent-teacher conferences.  | 3.0     | 2.6     | 3.1                |
| 37. Attend annual meetings about my child's academic plans.   | 2.8     | 2.4     | 3.0                |
| 38. Visit my child's school (e.g., for lunch, walk him/her to class, to observe).                               | 2.6     | 2.4     | 2.5                |
| 39. Attend performance events and/or sports events at my child's school.  | 2.9     | 2.7     | 3.1                |
| 40. Take my child places to learn (e.g., library, museum, zoo, historical site, live performance, art gallery). | n/a     | 2.9     | 3.2                |
| 41. Play board games/puzzles or sports together with my child.  | n/a     | 3.0     | 3.2                |
| 42. Work on projects with my child (i.e., building, making, or fixing something).                               | n/a     | 2.9     | 3.2                |
| 43. Discuss with my child how to manage his/her time.   | n/a     | 3.2     | 3.5                |
| Parental Assistance, Communication, and School Involvement  |         |         |                    |
| Average   | n/a     | 2.8     | 3.1                |

Note. Response options for the above subscales 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  $\Delta$  and is defined as a Cohen's D effect size of  $\geq .18$ .

