

2009-2010 AISD Parent Survey Garcia Middle School

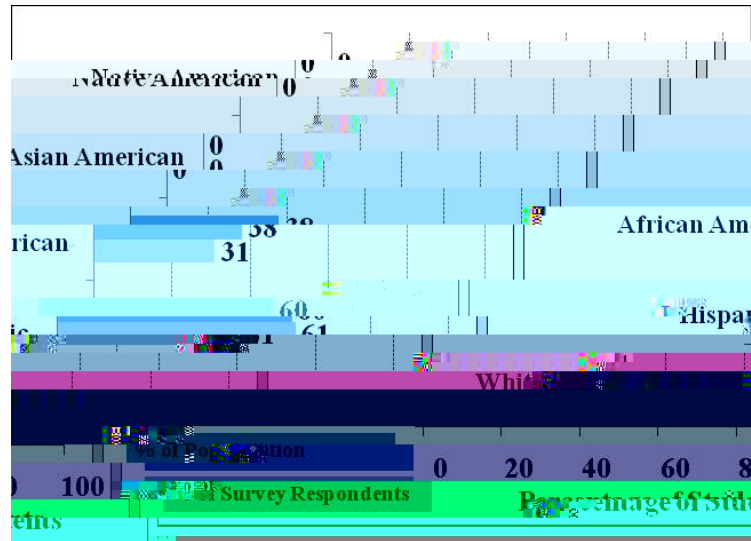
Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents 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, 54 parents returned surveys for Garcia, representing 8% of students from Garcia (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Garcia from each ethnic group. The tables below show the total number of surveys Garcia parents returned in 2009-2010, and the percentage of responses and students at Garcia represented by each grade.

Number of Respondents Garcia	
# of surveys returned	54
# of students	693
% of students represented	8
% of students represented by grade	



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



The appendix provides more detailed information regarding Garcia's parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Garcia'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 Garcia'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).

Garcia'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

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4. School staff provide me with positive feedback about my child.
 5. School staff treat my child with courtesy and respect.
 6. I feel welcome in my child's classroom.
 16. My child's school is a safe learning environment.
 - 17a. My child's school principal treats me with courtesy and respect.
 - 18a. The school assistant principal(s) treat me with courtesy and respect.
 - 19a. My child's teacher(s) treat me with courtesy and respect.
 - 20a. My child's counselor(s) treat me with courtesy and respect.
 - 21a. Office staff treat me with courtesy and respect.
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APPENDIX

Academic Planning Information	2007-08	Garcia 2008-09	2009-10	All Middle Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.4	3.3	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	3.1	3.1	3.1
22e. High school graduation requirements.		3.2	3.1	3.0
23e. Career opportunities for my child.	n/a	3.0	2.9	3.0
23f. College admission requirements and financing options.	n/a	n/a	2.9	2.9
Academic Planning and Information subscale	n/a	n/a	3.2	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	Garcia 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	Garcia 2009-10	All Middle Schools
11. I believe my child likes to go to school.	3.5	3.3
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.3	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

Support for Parental Involvement

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

3.1

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

23g25.10293 staff pro

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

23g0-1.0001 staff pro

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

23g.23g.23g.23g

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

19c. My child's teacher(s) value my input in academic decisions about my child.

19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

20b. My child's counselor(s) have helped me become more involved in my child's education.

20c. My child's counselor(s) value my input in academic decisions about my child.

20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).

23g. School staff provide me with enough information about opportunities to be involved.

Support for Parental Involvement subscale

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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