



2010-2011 AISD Parent Survey Webb 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.

Webb Middle School Demographic Information

Table 1. Number of respondents for Webb

	Webb	All Middle Schools
# of surveys returned	45	1,803
# of students	581	15,562
% of students represented	8%	12%

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

Grade	% of respondents	% school population
6th	32	30
7th	22	38
8th	32	32

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

	% of respondents	% school population
Hispanic/Latino	73	89
American Indian/ Alaskan Native	4	60
Asian	0	1
Black/African American	18	10
Native Hawaiian/ Other Pacific Islander	0	0
White	22	31

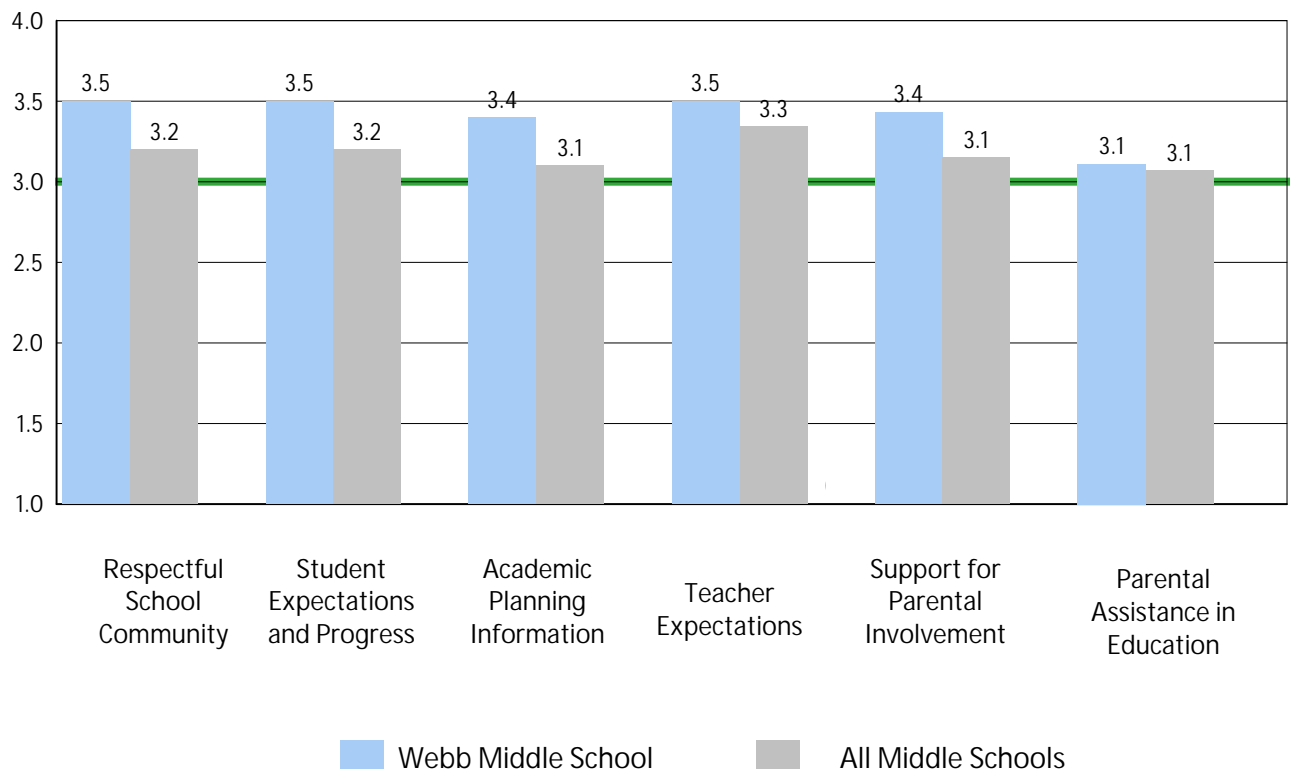
New Federal Standards for Collecting and Reporting Ethnicity and Race

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 Webb 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 Webb most excels, as well as the area in which Webb can improve most.

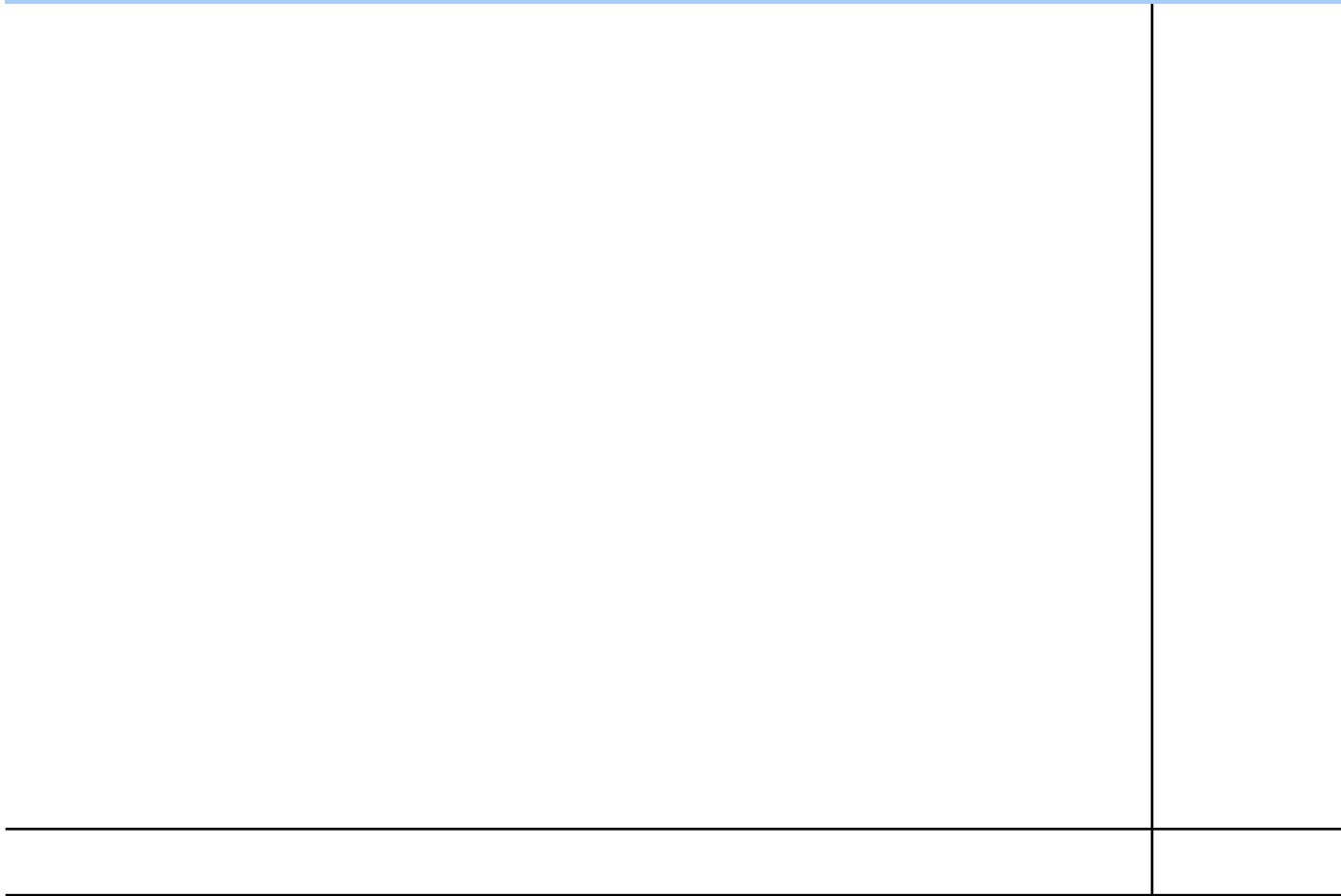
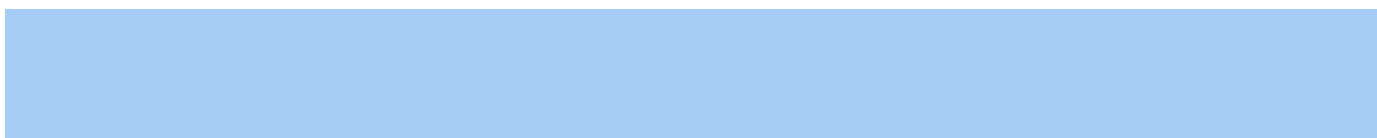
Figure 1. Parent Survey subscales for Webb Middle School and all AISD Middle Schools, 2010-2011



Webb's highest score on the 2010-2011 Parent Survey was Respectful School Community, which refers to the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. We encourage you to continue fostering this kind of environment on your campus and to share the best practices that lead to a respectful school community.

Webb'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.

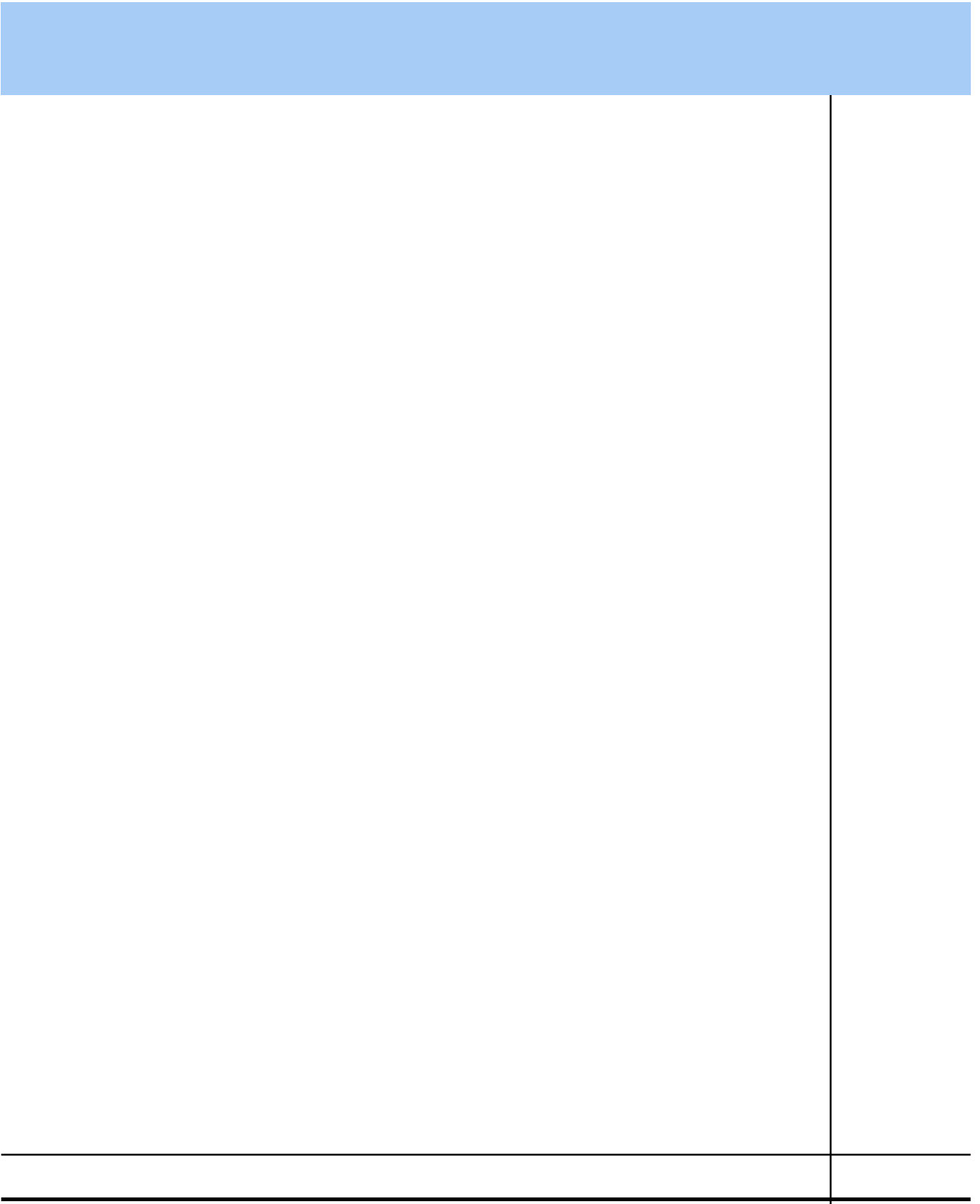


Academic Planning Information	Webb		All Middle Schools 2010-11	
	2008-09	2009-10		2010-11
School staff provide me with enough information about...				
27e. High school graduation requirements.	n/a	n/a	3.4	3.1
28c. After school programs.	n/a	n/a	3.5	3.2
28d. Transitions to and from elementary, middle, and high school.	n/a	n/a	3.5	3.1
28e. Career opportunities for my child.	n/a	n/a	3.3	3.0
28f. College admission requirements for financing options.	n/a	n/a	3.3	3.0
Academic Planning Information Average	n/a	n/a	3.4	3.1

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 Δ and is defined as a Cohen's D effect size of $\geq .18$.

Teacher Expectations	Webb		All Middle Schools 2010-11
	2009-10	2010-11	
11. My child's teachers believe my child can do well in school.	n/a	3.5	3.4
12. My child's teachers believe my child can learn new things.	n/a	3.5	3.4
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	n/a	3.5	3.3
Teacher Expectations Average	n/a	3.5	3.3

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 Δ and is defined as a Cohen's D effect size of $\geq .18$.



Parental Assistance, Communication, and School Involvement	Webb		All Middle Schools
	2009-10	2010-11	2010-11
17. My child has a place at home for books and school materials.	n/a	3.4	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.	n/a	3.6	3.7
30. Supervise my child's homework.	n/a	3.5	3.4
31. Help my child study for tests.	n/a	3.1	3.2
32. Talk with other parents about my child's school.	n/a	2.9	2.9
33. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	n/a	3.1	2.9
34. Volunteer at my child's school.	n/a	2.6	2.3
35. Attend PTSA/PTA/CAC meetings.	n/a	2.8	2.2
36. Attend regularly scheduled parent-teacher conferences.	n/a	3.3	3.1
37. Attend annual meetings about my child's academic plans.	n/a	3.2	3.0
38. Visit my child's school (e.g., for lunch, walk him/her to class, to observe).	n/a	2.9	2.5
39. Attend performance events and/or sports events at my child's school.	n/a	3.1	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	3.3	3.5
Parental Assistance, Communication, and School Involvement			
Average	n/a	3.1	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 Δ and is defined as a Cohen's D effect size of $\geq .18$.

Superintendent Ratings	Webb 2010-11	All Middle Schools 2010-11
21a. The superintendent has made a positive impact on the district's academic programs.	3.3	2.9
21b. The superintendent does a good job of asking for input from parents.	3.3	3.0
21c. The superintendent does a good job of communicating with parents.	3.2	3.0
Superintendent Ratings Average	3.3	3.0

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	Webb 2010-11	All Middle Schools 2010-11
18. District staff are responsive to parents.	3.4	3.1
19. I know who to contact if I have a question or concern about my child's education.	3.4	3.3
20. Central Office staff treat me with courtesy and respect.	3.4	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.

Parent Support Specialist	Webb		All Middle Schools 2010-11
	2009-10	2010-11	
44. I use the Parent Support Specialist as a resource.	n/a	2.8	2.4
45. The parent Support Specialist helps me to be involved in my child's education.	n/a	3.1	2.5
Parent Support Specialist Average	n/a	2.9	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 $d \geq .18$ and is defined as a Cohen's D effect size of $\geq .18$.

References

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