



# 2010-2011 AISD Parent Survey Bedichek 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.

## Bedichek Middle School Demographic Information

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

	Bedichek	All Middle Schools
# of surveys returned	130	1,803
# of students	1052	15,562
% of students represented	12%	12%

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

Grade	% of respondents	% school population
6th	47	35
7th	34	33
8th	17	33

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

	% of respondents	% school population
Hispanic/Latino	72	82
American Indian/ Alaskan Native	4	38
Asian	0	2
Black/African American	15	9
Native Hawaiian/ Other Pacific Islander	1	1
White	34	54

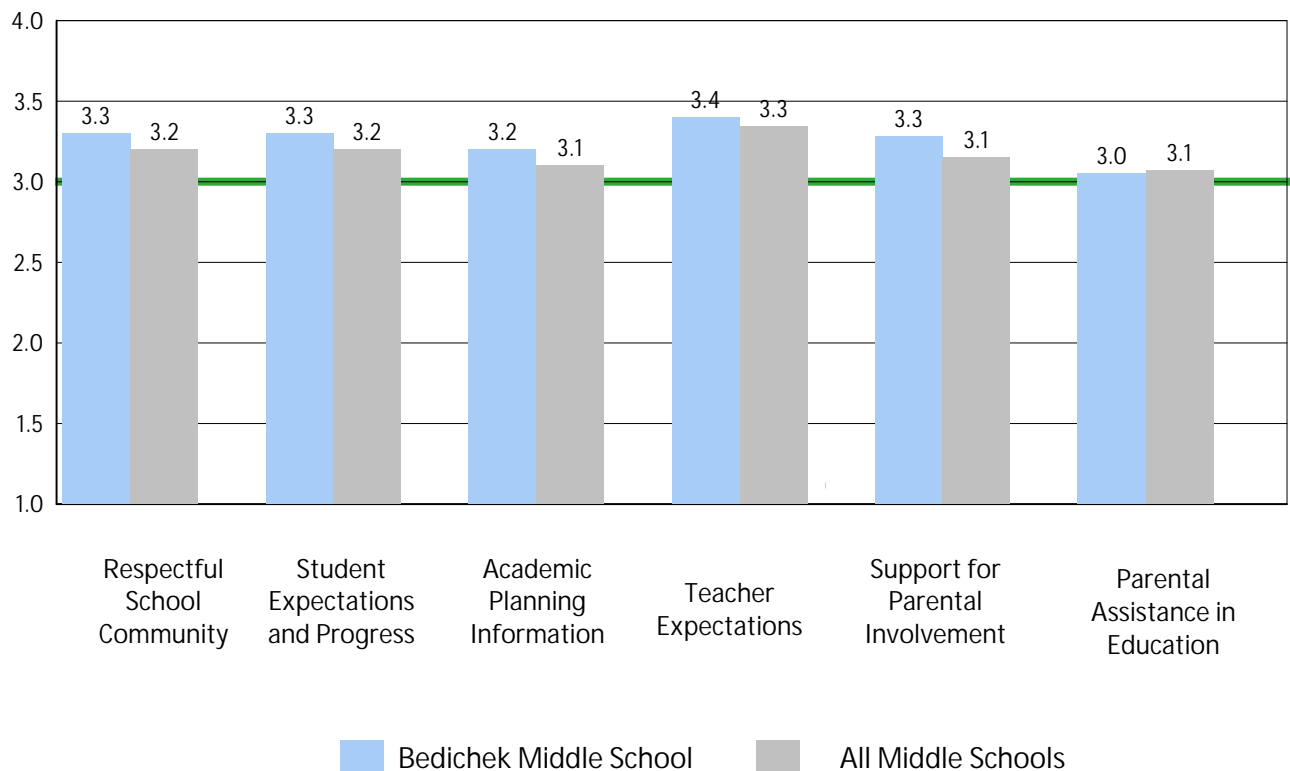
### New Federal Standards for Collecting and Reporting Ethnicity and Race

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

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



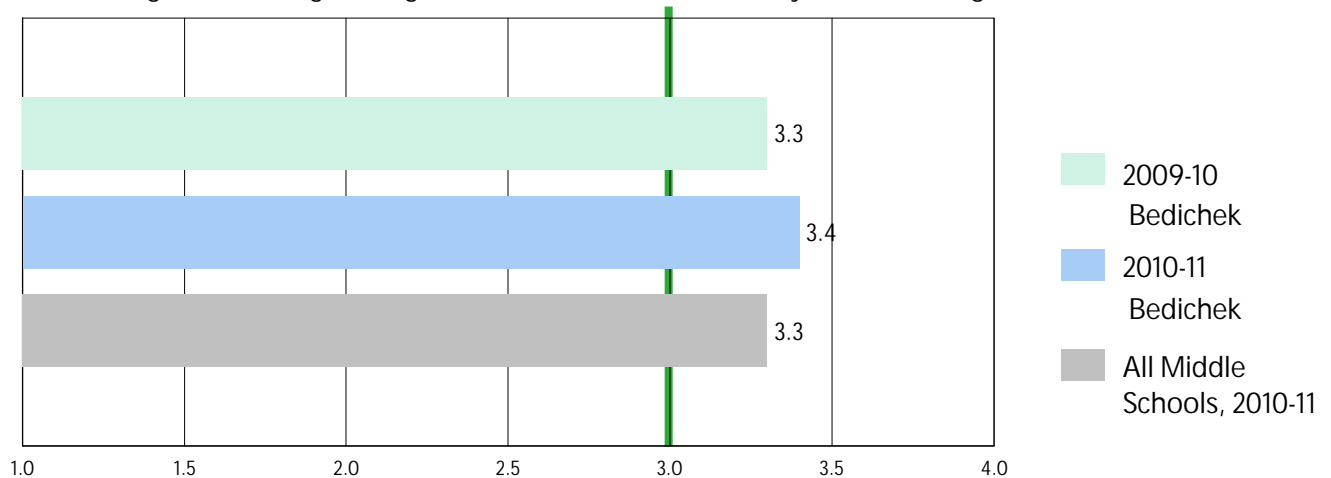
Bedichek's highest score on the 2010-2011 Parent Survey was Teacher Expectations. This subscale is designed to measure expectations parents believe that teachers have for their children. We encourage your campus to continue fostering a positive learning environment with rigorous teacher expectations for all students.

Bedichek'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.

## Item Results

Figure 2. Average rating for the item: "I believe that my child likes to go to school."



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

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  $\geq .18$ .

Information About Expectations and Progress

	2008-09	2009-10	2010-11	
My child's school staff clearly communicate their expectations for...				
8. My child's learning	3.3	3.3	3.2	3.2
9. My child's behavior	3.3	3.3	3.4	3.3
9.28c Behavior				
d.28b.rAttendance	3.4	3.3	3.3	3.3
	3.2	3.2	3.3	3.1
	3.2	3.1	3.2	3.1
	3.2	3.1	3.3	3.2
	3.3	3.2	3.4	3.3
	n/a	3.3	3.5	3.4
	n/a	3.2	3.3	3.2

## Academic Planning Information

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

## Teacher Expectations

	2009-10	2010-11
11. My child's teachers believe my child can do well in school.		
12. My child's teachers believe my child can learn new things.		

Support for Parental Involvement	Bedichek			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.	3.2	3.1	3.2	3.1
14. My child's teachers make it easy to be involved with my child's education.	n/a	3.2	3.3	3.1
15. AISD's online Parent Connection/Gradespeed system has helped me monitor my child's progress.*	n/a	3.5	3.5	3.4
22b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.3	3.4	3.2
23b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.3	3.2	3.5	3.3
24b. My child's teacher(s) have helped me become more involved in my child's education.	3.3	3.2	3.3	3.2
24c. My child's teacher(s) value my input in academic decisions about my child.	3.3	3.2	3.3	3.2
24d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.3	3.3	3.4	3.3
25b. My child's counselor(s) have helped me become more involved in my child's education.	3.3	3.2	3.3	3.2
25c. My child's counselor(s) value my input in decisions about my child.	3.3	3.2	3.2	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	3.3	3.3
28g. School staff provide me with opportunities to be involved.	n/a	3.1	3.2	3.1
<b>Support for Parental Involvement Average</b>	n/a	3.2	3.3	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  $d$  and is defined as a Cohen's D effect size of  $.18$ .

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