

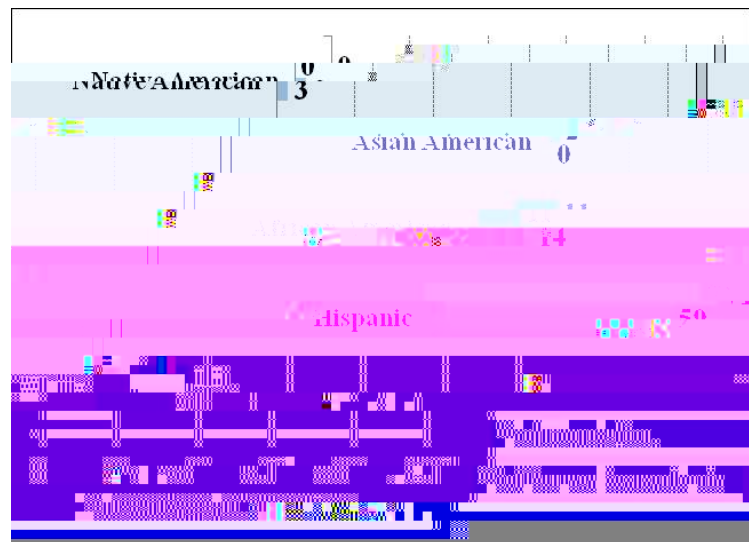


In Spring 2009, 66 parents returned surveys for Akins, representing 2% of students from Akins (compared to the district High School response, 9%). Figure 1 represents the percentage of respondents with children at Akins from each ethnic group. The tables below show the total number of surveys Akins parents returned in 2009-2010, and the percentage of responses and students at Akins represented by each grade.

Number of Respondents Akins	
# of surveys returned	66
# of students	2,676
% of students represented	2

% of students represented by grade		
grade	% of respondents	% School population
9th	56	28
10th	12	28
11th	17	22
12th	12	22

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



Survey results for Akins High School for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which Akins excels, as well as areas in which Akins can improve. The following websites contain resources and tips on how to improve areas measured with the parent survey.

The US Department of Education <http://www.dww.ed.gov/>

The National Center for Parental Involvement in Education <http://www.ncpie.org>





The Harvard Family Research Project <http://www.hfrp.org/>

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

Akins'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.

Respectful School Community	Akins			All High Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.0	3.0	3.0	3.1
5. School staff treat my child with courtesy and respect.	3.0	3.0	3.1	3.3
6. I feel welcome in my child's classroom.	3.0	2.9	3.1 	3.2
16. My child's school is a safe learning environment.	2.8	2.9	3.1 	3.3
17a. My child's school principal treats me with courtesy and respect.	3.2	3.1	3.4 	3.4
18a. The school assistant principal(s) treat me with courtesy and respect.	3.1	3.2	3.2	3.4
19a. My child's teacher(s) treat me with courtesy and respect.	3.3	3.3	3.3	3.4
20a. My child's counselor(s) treat me with courtesy and respect.	3.1	3.1	3.3 	3.4
21a. Office staff treat me with courtesy and respect.	3.2	3.1	3.2	3.3
23h. School staff provided me with enough information about handling complaints and concerns.	2.8	2.8	2.7	3.0
<b>Respectful School Community subscale</b>	<b>3.1</b>	<b>3.0</b>	<b>3.1</b>	<b>3.2</b>

*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	Akins			All High Schools
	2007-08	2008-09	2009-10	
<b>My child's school staff clearly communicate their expectations for...</b>				
8. My child's learning.	3.0	3.0	3.0	3.2
9. My child's behavior.	n/a	3.1	3.1	3.3
<b>School staff provide me with enough information about my child's...</b>				
22a. Academic progress.	3.0	3.2	3.0 	3.3
22b. Preparedness for TAKS.	2.8 	3.0 	2.8 	3.2
22c. Risk of failing a grade.	2.9 	3.1 	3.0 	3.2
22d. Availability of tutoring.	n/a	3.0	3.0	3.2
23a. Behavior.	3.0	3.1	3.1	3.2
23b. Attendance	n/a	n/a	3.3	3.4
<b>Expectations and Progress subscale</b>	<b>n/a</b>	<b>n/a</b>	<b>3.0</b>	<b>3.2</b>

*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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## APPENDIX

### Support for Parental Involvement

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.

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



35. I use the Parent Support Specialist as a resource.

*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.

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## 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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