

Table 3. Respondents' Child's Grade Level Compared to Bailey Population

Bailey Survey Respondents

Respectful School Community. This scale consists of 12 items that measure the extent to which parents perceive that staff provide a welcoming, respectful environment for students and their families. The individual item and subscale averages are provided in Table 5.

Table 5. Results for Respectful School Community

Table 6. Results for Support for Parent Involvement

Item	Bailey 2006-2007	Bailey 2007-2008	Bailey 2008-2009	All MS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.56	2.95	3.16
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	2.83	2.90	
become more involved in my child's education.	2.57	2.22		

Adequacy of Communication about Student Expectations and Progress. This scale consists of 7 items that measure the adequacy of communication with parents about staff expectations for their child and their child’s academic progress. The individual item and subscale averages are provided in Table 7.

Table 7. Adequacy of Communication about Student Progress and Expectations

<i>“My child’s school staff clearly communicate their expectations for...”</i>	Bailey 2006-2007	Bailey 2007-2008	Bailey 2008-2009	All MS 2008-2009
10. My child’s learning	**	2.98	3.09	3.29
11. My child’s behavior	**	**	3.24	3.35
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.35	3.17	3.27	3.40
20b. Preparedness for TAKS	2.85	2.84	2.97	3.25
20c. Risk of failing a grade	3.18	3.00	3.13	3.28
20d. Availability of tutoring	**	**	3.11	3.30
21a. Behavior	3.08	3.05	3.17	3.30
Progress and Expectations Average	**	**	3.13	3.30

Adequacy of Academic Planning Information. This scale consists of 7 items that measure the adequacy of the information that school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 8.

Table 8. Results for Adequacy of Academic Planning Information

<i>“School staff provide me with enough information about...”</i>	Bailey 2006-2007	Bailey 2007-2008	Bailey 2008-2009	All MS 2008-2009
20e. High school graduation requirements.	2.32	2.67	2.79	3.12
21b. Personal Graduation Plans.	2.17	2.61	2.42	2.96
21c. College admission requirements.	**	2.26	2.27	2.90
21d. Financial aid and scholarships.	2.14	2.60	2.21	2.88
21e. Career opportunities for my child.	2.29	2.71	2.36	2.94

Parent Achievement Press. This subscale consists of 5 items that describe the extent to which parents exert pressure for high standards by engaging in conversations about academic priorities both their child and the school staff. The individual item and subscale averages are provided in Table 9.

Table 9. Parent Achievement Press

<i>"I talk with my child about..."</i>	Bailey 2008-2009	All MS 2008-2009
26. The importance of doing well in school.	3.91	3.79
27. What he/she is learning in school.	3.85	3.73
28. Future college and career plans.	3.72	3.64
Student-Focused Achievement Press Average	3.83	3.72
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.23	2.35
24. Good teachers.	2.19	2.36
School-Focused Achievement Press Average	2.21	2.35

Parents also were asked to indicate their perception of

Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Bailey 2008-2009	All MS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	84%	61%
22b. Regularly scheduled parent-teacher conferences.	65%	51%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	22%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	41%	27%
22e. Sports or performance events.	67%	45%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	43%	32%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	48%	40%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	16%	18%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

	Bailey 2007-2008	Bailey 2008-2009	All MS 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.21	3.18	3.21

Staff should discuss strategies to continue supporting the positive changes, and should develop strategies to address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes. We recommend that you make this report available to all campus staff and provide an opportunity for staff to discuss ideas for improving relationships with parents. Also, plan to meet with your Parent Su