

2010-2011 AISD Parent Survey Garcia Middle School

Strong

Table 1. Number of respondents for Garcia

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

of surveys returned

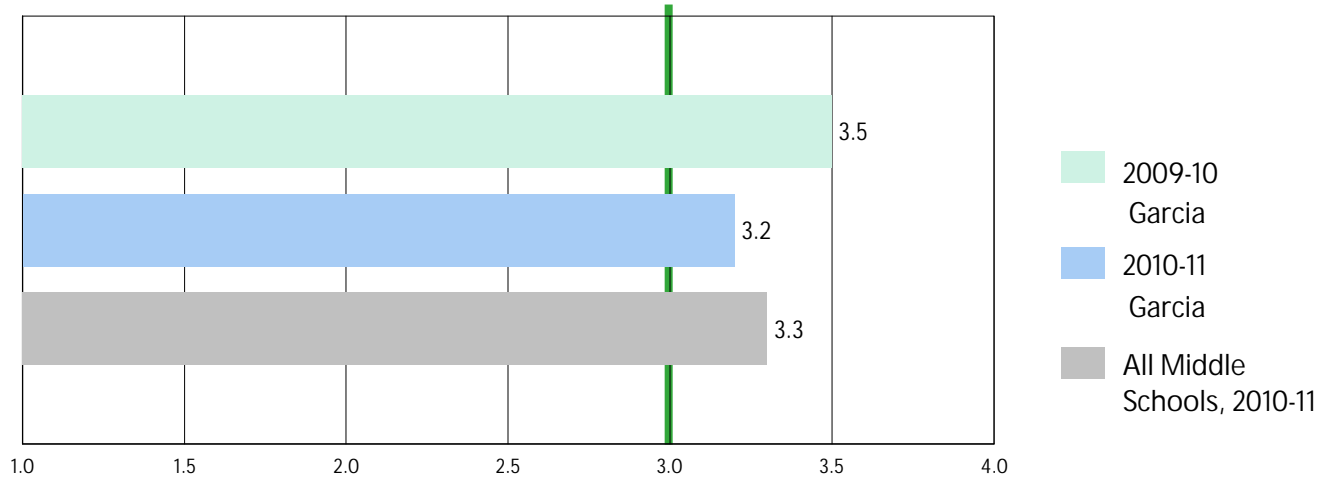
of students

% of students represented

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

Item Results

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



| Respectful School Community | Garcia | | | All Middle Schools |
|--|------------|------------|------------|--------------------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| 4. School staff provide me with positive feedback about my child. | 3.3 | 3.2 | 3.0 | 3.1 |
| 5. School staff treat my child with courtesy and respect. | 3.3 | 3.3 | 3.1 | 3.2 |
| 6. I feel welcome in my child's classroom. | 3.3 | 3.1 | 3.0 | 3.1 |
| 16. My child's school is a safe learning environment. | 3.3 | 3.2 | 2.9 | 3.2 |
| 22a. My child's school principal treats me with courtesy and respect. | 3.3 | 3.1 | 3.2 | 3.3 |
| 23a. My child's school assistant principal(s) treat me with courtesy and respect. | 3.3 | 3.2 | 3.2 | 3.3 |
| 24a. My child's teacher(s) treat me with courtesy and respect. | 3.3 | 3.2 | 3.3 | 3.4 |
| 25a. My child's counselor(s) treat me with courtesy and respect. | 3.4 | 3.3 | 3.3 | 3.4 |
| 26. Office staff treat me with courtesy and respect. | 3.3 | 3.4 | 3.2 | 3.4 |
| 28h. School staff provide me with enough information about handling complaints and concerns. | 3.1 | 3.0 | 3.0 | 3.0 |
| Respectful School Community Average | 3.3 | 3.2 | 3.1 | 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 Δ 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 | 3.2 | 3.2 | 3.0 | 3.2 |
| 9. My child's behavior | 3.3 | 3.3 | 3.1 | 3.3 |
| School staff provide me with enough information about my child's... | | | | |
| 27a. Academic progress | 3.3 | 3.3 | 3.2 | 3.3 |
| | 3.3 | 3.2 | 3.1 | 3.1 |
| | 3.2 | 3.2 | 3.1 | 3.1 |
| | 3.2 | 3.2 | 3.1 | 3.2 |
| | 3.3 | 3.4 | 3.2 | 3.3 |
| | n/a | 3.5 | 3.2 | 3.4 |
| | n/a | 3.3 | 3.1 | 3.2 |

| Academic Planning Information | Garcia | | All Middle Schools |
|---|---------|---------|--------------------|
| | 2008-09 | 2009-10 | 2010-11 |
| School staff provide me with enough information about... | | | |
| 27e. High school graduation requirements. | 3.2 | 3.1 | 3.0 |
| 28c. After school programs. | 3.4 | 3.3 | 3.1 |
| 28d. Transitions to and from elementary, middle, and high school. | 3.1 | 3.1 | 3.0 |
| 28e. Career opportunities for my child. | 3.0 | 2.9 | 3.0 |
| 28f. College admission requirements for financing options. | n/a | 2.9 | 3.0 |
| Academic Planning Information Average | n/a | 3.2 | 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. Meaningful change from year to year is indicated by a $d \geq .18$ and is defined as a Cohen's D effect size of $\geq .18$.

| Teacher Expectations | Garcia | | All Middle Schools |
|--|---------|---------|--------------------|
| | 2009-10 | 2010-11 | 2010-11 |
| 11. My child's teachers believe my child can do well in school. | 3.4 | 3.2 | 3.4 |
| 12. My child's teachers believe my child can learn new things. | 3.4 | 3.2 | 3.4 |
| 13. My child's teachers encourage my child to stick with problems until he/she can solve them. | 3.3 | 3.1 | 3.3 |
| Teacher Expectations Average | 3.3 | 3.2 | 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 $d \geq .18$ and is defined as a Cohen's D effect size of $\geq .18$.

| Support for Parental Involvement | Garcia | | | 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 | 2.8 | 3.1 |
| 14. My child's teachers make it easy to be involved with my child's education. | n/a | 3.1 | 3.0 | 3.1 |
| 15. AISD's online Parent Connection/Gradespeed system has helped me monitor my child's progress.* | n/a | 3.3 | 3.0 | 3.4 |
| 22b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.). | 3.3 | 3.2 | 3.0 | 3.2 |
| 23b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.). | 3.2 | 3.3 | 3.1 | 3.3 |
| 24b. My child's teacher(s) have helped me become more involved in my child's education. | 3.3 | 3.2 | 3.0 | 3.2 |
| 24c. My child's teacher(s) value my input in academic decisions about my child. | 3.3 | 3.0 | 3.1 | 3.2 |
| 24d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.). | 3.3 | 3.2 | 3.1 | 3.3 |
| 25b. My child's counselor(s) have helped me become more involved in my child's education. | 3.3 | 3.1 | 3.1 | 3.2 |
| 25c. My child's counselor(s) value my input in decisions about my child. | 3.3 | 3.1 | 3.1 | 3.2 |
| 25d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.). | 3.3 | 3.1 | 3.1 | 3.3 |
| 28g. School staff provide me with opportunities to be involved. | n/a | 3.1 | 3.0 | 3.1 |
| Support for Parental Involvement Average | n/a | 3.1 | 3.0 | 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 Δ and is defined as a Cohen's D effect size of $\geq .18$.

*Item 15 was not used in the subscale calculation.

| Superintendent Ratings | Garcia 2010-11 | All Middle Schools 2010-11 |
|---|-------------------|----------------------------------|
| 21a. The superintendent has made a positive impact on the district's academic programs. | 2.9 | 2.9 |
| 21b. The superintendent does a good job of asking for input from parents. | 3.0 | 3.0 |
| 21c. The superintendent does a good job of communicating with parents. | 3.0 | 3.0 |
| Superintendent Ratings Average | 3.0 | 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 | Garcia 2010-11 | All Middle Schools 2010-11 |
|---|-------------------|----------------------------------|
| 18. District staff are responsive to parents. | 2.9 | 3.1 |
| 19. I know who to contact if I have a question or concern about my child's education. | 3.1 | 3.3 |
| 20. Central Office staff treat me with courtesy and respect. | 3.2 | 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 | Garcia | | All Middle Schools 2010-11 |
|--|------------|------------|----------------------------------|
| | 2009-10 | 2010-11 | |
| 44. I use the Parent Support Specialist as a resource. | 2.1 | 2.2 | 2.4 |
| 45. The parent Support Specialist helps me to be involved in my child's education. | 2.3 | 2.3 | 2.5 |
| Parent Support Specialist Average | 2.1 | 2.3 | 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.