

2010-2011 AISD Parent Survey Mendez 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.

Table 1. Number of respondents for Mendez

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

of surveys returned

of students

% of students represented

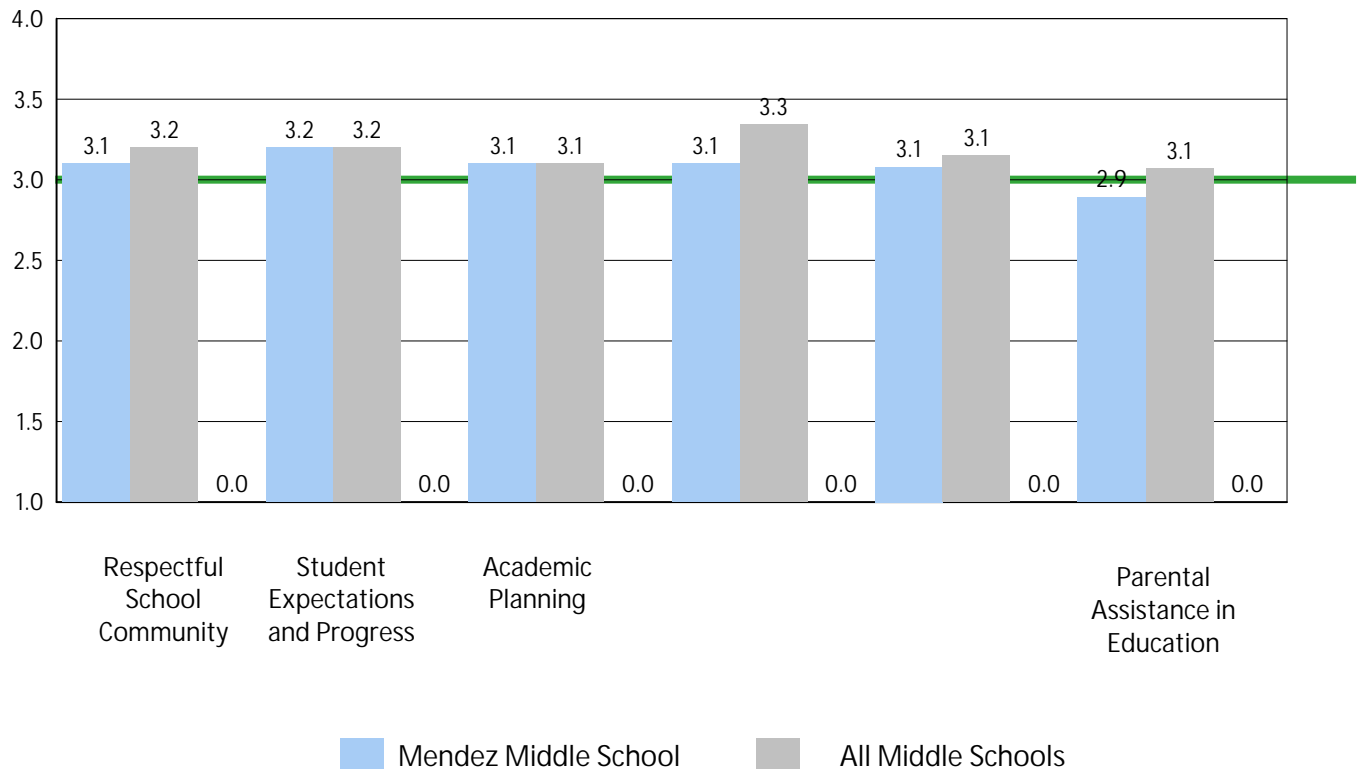
Table 3. Distribution of respondents and students by ethnicity and race for Mendez, 2010-2011

	% of respondents	% school
Hispanic/Latino	71	
American Indian/ Alaskan Native	1	
Asian	0	
Black/African American	4	
Native Hawaiian/ Other Pacific Islander	1	
White	15	

Note. Students' grade and ethnicity were self-reported. Population data reflect enrollment as of the October 2010 PEIMS snapshot date.

A summary of Mendez 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 Mendez most excels, as well as the area in which Mendez can improve most.

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

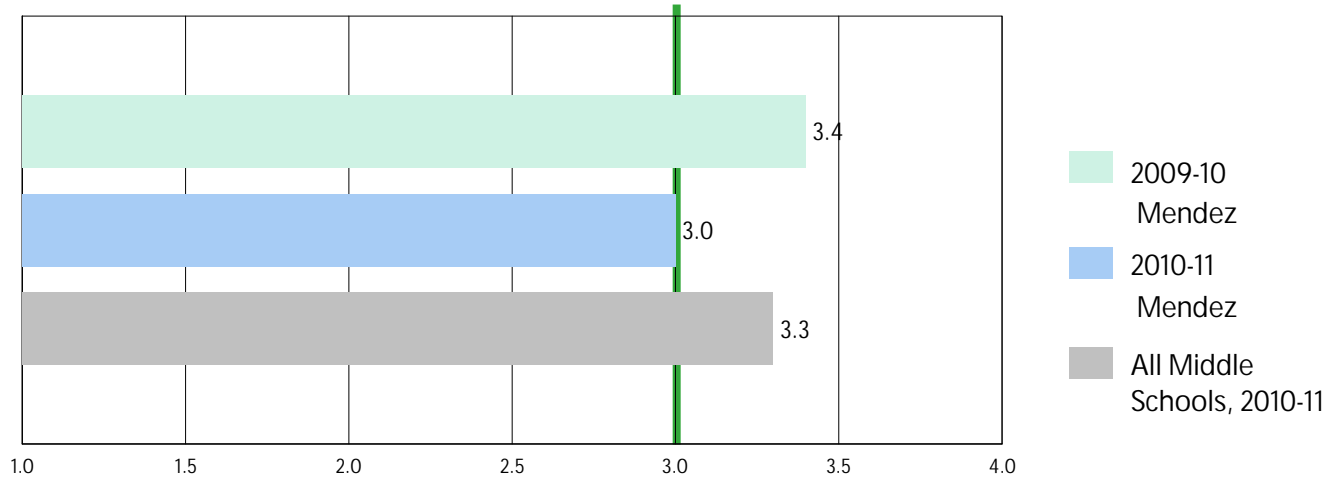


Mendez's highest score on the 2010-2011 Parent Survey was Student Expectations and Progress which measures the adequacy of communication parents of AISD students have regarding staff expectations for their child and their child's academic progress. We congratulate you on your efforts to promote open communication with parents regarding their child's learning, behavior, and academic progress.

Mendez'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.

Item Results

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



Respectful School Community	Mendez			All Middle Schools 2010-11
	2008-09	2009-10	2010-11	
4. School staff provide me with positive feedback about my child.	3.2	3.2	3.1	3.1
5. School staff treat my child with courtesy and respect.	3.3	3.3	3.0	3.2
6. I feel welcome in my child's classroom.	3.2	3.2	3.1	3.1
16. My child's school is a safe learning environment.	3.1	3.1	3.0	3.2
22a. My child's school principal treats me with courtesy and respect.	3.2	3.3	3.2	3.3
23a. My child's school assistant principal(s) treat me with courtesy and respect.	3.2	3.3	3.1	3.3
24a. My child's teacher(s) treat me with courtesy and respect.	3.3	3.3	3.2	3.4
25a. My child's counselor(s) treat me with courtesy and respect.	3.3	3.3	3.1	3.4
26. Office staff treat me with courtesy and respect.	3.3	3.3	3.2	3.4
28h. School staff provide me with enough information about handling complaints and concerns.	3.0	3.2	3.1	3.0
Respectful School Community Average	3.2	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	Mendez			All Middle Schools
	2008-09	2009-10	2010-11	2010-11
My child's school staff clearly communicate their expectations for...				
8. My child's learning	3.3	3.2	3.2	3.2
9. My child's behavior	3.2	3.2	3.2	3.3
School staff provide me with enough information about my child's...				
27a. Academic progress	3.3	3.3	3.1	3.3
27b. Preparedness for TAKS and other assessments	3.3	3.3	3.1	3.1
27c. Risk of failing a grade	3.2	3.2	3.0	3.1
27d. Availability of tutoring	3.3	3.3	3.2	3.2
28a. Behavior	3.2	3.3	3.3	3.3
28b. Attendance	n/a	3.3	3.2	3.4
Expectations and Progress Average	n/a	3.3	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. Meaningful change from year to year is indicated by a d and is defined as a Cohen's D effect size of $\geq .18$.

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

Teacher Expectations	Mendez		All Middle Schools 2010-11
	2009-10	2010-11	
11. My child's teachers believe my child can do well in school.	3.4	3.1	3.4
12. My child's teachers believe my child can learn new things.	3.3	3.1	3.4
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.2	3.0	3.3
Teacher Expectations Average	3.3	3.1	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

2008-09 2009-10 2010-11

- 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 to be involved with my child's education.
- 15. AISD's online Parent Connection/Gradespeed system has helped me monitor my child's progress.*

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17. My child has a place at home for books and school materials.

Please tell us how often you engage in the following activities with your child:

29. Talk with my child about his/her school day.

30. Supervise my child's homework.

31. Help my child study for tests.

32. Talk with other parents about my child's school.

33. Communicate with my child's teachers (e.g., telephone, email).

33. Co1Tj 018-233. Co40arenkrk. 32. Talk with other, Communication, and School Involvement

Superintendent Ratings

