

Table 3. Respondents’ Child’s Grade Level Compared to Rodriguez Population

	Rodriguez Survey Respondents	Rodriguez Population
Early Childhood	0%	0%
Pre-Kindergarten	9%	11%
Kindergarten	8%	16%
1 st	22%	17%
2 nd	17%	16%
3 rd	16%	15%
4 th	8%	12%
5 th	20%	12%
6 th	0%	0%

Note. Some parents chose not to report their child’s grade level; thus, percentages may not sum to 100%. Student population data are based on January enrollment, and may differ from the official AEIS report.

RESULTS FOR RODRIGUEZ

Survey results for Rodriguez for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↗ ↘).⁶⁵

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tables provide the results for every question subscale. Parents responded to each statement by indicating their level agreement on a four-point scale ranging from “Strongly Disagree” to “Strongly Agree,” with the option of indicating “Don’t know/NA” or of skipping any item. It is desirable to have an average of **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Rodriguez are very different from those reported by parents district-wide, consider potential reasons for discrepancies. Likewise, it is important to look at the responses from year to year with particular attention to any that are flagged by arrows. Keep in mind that when response rates are low, means may appear to fluctuate more without necessarily signaling a serious shift in perception. Staff should consider how representative the parent respondents are of the students at Rodriguez, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

⁶⁵ Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-2008 to 2008-2009. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

Table 4. Subscale Averages for Rodriguez

	Rodriguez 2008-2009	All EL 2008-2009
Respectful School Community	3.31	3.48
Support for Parent Involvement	3.31	3.42
Academic Planning Information	3.23	3.28
Student-Focused Parent Achievement Press	3.76	3.71
School-Focused Parent Achievement Press	2.43	2.49
Communication about Student Progress and Expectations	3.40	3.48

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.

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Adequacy of Communication about Student Progress and Expectations. 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>	Rodriguez 2006-2007	Rodriguez 2007-2008	Rodriguez 2008-2009	All EL 2008-2009
10. My child’s learning	**	3.59	3.39 â	3.49
11. My child’s behavior	**	**	3.44	3.52
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.40	3.61 á	3.42 â	3.53
20b. Preparedness for TAKS	3.32	3.53 á	3.36 â	3.45
20c. Risk of failing a grade	3.28	3.47 á	3.38	3.41
20d. Availability of tutoring	**	**	3.37	3.40
21a. Behavior	3.43	3.57 á	3.40 â	3.53
Progress and Expectations Average	**	**	3.40	3.49

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>	Rodriguez 2006-2007	Rodriguez 2007-2008	Rodriguez 2008-2009	All EL 2008-2009
20e. High school graduation requirements.	3.08	3.14	3.25	3.29
21b. Personal Graduation Plans.	2.97	3.10	3.06	3.20
21c. College admission requirements.	**	2.93	3.05	3.12
21d. Financial aid and scholarships.	2.89	2.97	3.03	3.08
21e. Career opportunities for my child.	2.91	2.97	3.05	3.14
21h. Transitions to and from elementary, middle, and high school.	**	**	3.17	3.23
21i. After school programs.	**	**	3.33	3.40
Academic Planning Average	**	**	3.23	3.28

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>	Rodriguez 2008-2009	All EL 2008-2009
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Table 11. Percentage of Parents Reporting That They Participate in School Activities