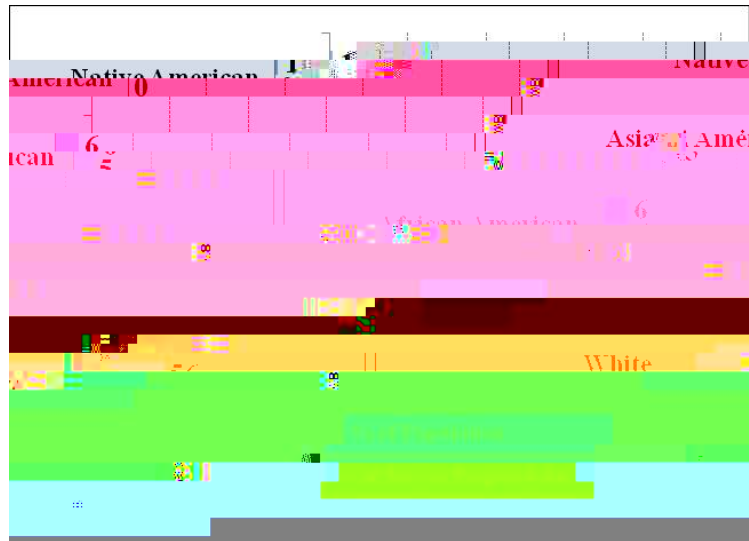




In Spring 2009, 207 parents returned surveys for Small, representing 22% of students from Small (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Small from each ethnic group. The tables below show the total number of surveys Small parents returned in 2009-2010, and the percentage of responses and students at Small represented by each grade.

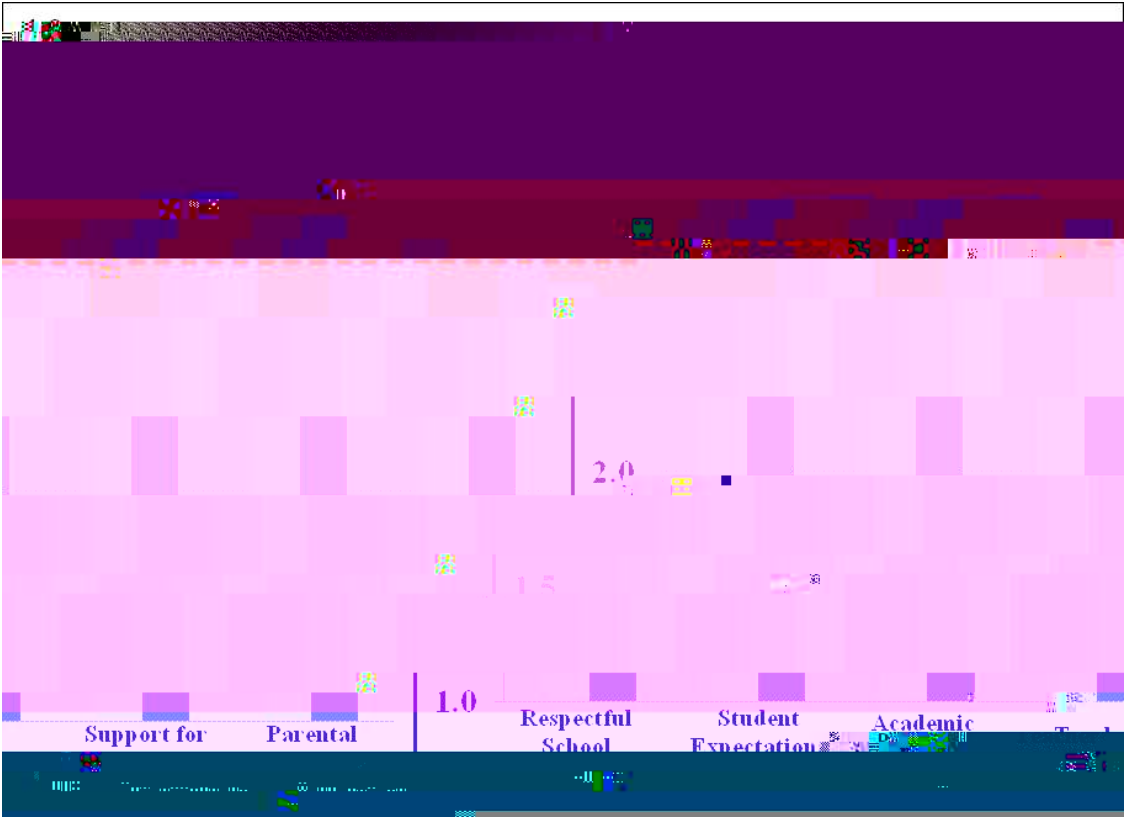
Figure 1. Percentage of Respondents and Students by



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



Note. The light blue bars represent 2009-2010 data for Small and the dark blue bars represent 2009-2010 data for all Middle Schools.

Small’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.

Small’s lowest subscale score on the 2009-2010 Parent Survey was Academic Planning Information, which measures the adequacy of the information and assistance that parents receive from school staff regarding their child’s academic future. Ask school staff to consider ways to involve parents in academic planning for their child.

Respectful School Community	Small			All Middle Schools
	2007-08	2008-09	2009-10	
4. School staff provide me with positive feedback about my child.	3.2	3.2	3.2	3.2
5. School staff treat my child with courtesy and respect.	3.3	3.4	3.4	3.3
6. I feel welcome in my child's classroom.	3.1	3.1	3.0	3.2
16. My child's school is a safe learning environment.	3.3	3.3	3.3	3.2
17a. My child's school principal treats me with courtesy and respect.	3.4	3.4	3.3	3.3
18a. The school assistant principal(s) treat me with courtesy and respect.	3.3	3.4	3.2	3.3
19a. My child's teacher(s) treat me with courtesy and respect.	3.5	3.5	3.4	3.3
20a. My child's counselor(s) treat me with courtesy and respect.	3.5	3.4	3.4	3.4
21a. Office staff treat me with courtesy and respect.	3.4	3.5	3.4	3.3
23h. School staff provided me with enough information about handling complaints and concerns.	3.2	3.0	2.9	3.0
<b>Respectful School Community subscale</b>	<b>3.3</b>	<b>3.3</b>	<b>3.2</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	Small			All Middle Schools
	2007-08	2008-09	2009-10	
<b>My child's school staff clearly communicate their expectations for...</b>				
8. My child's learning.	3.2	3.3	3.2	3.2
9. My child's behavior.	n/a	3.4	3.4	3.3
<b>School staff provide me with enough information about my child's...</b>				
22a. Academic progress.	3.3	3.5	3.4	3.3
22b. Preparedness for TAKS.	3.1	3.2	3.1	3.2
22c. Risk of failing a grade.	3.2	3.3	3.2	3.2
22d. Availability of tutoring.	n/a	3.3	3.2	3.2
23a. Behavior.	3.2	3.2	3.1	3.2
23b. Attendance	n/a	n/a	3.3	3.3
<b>Expectations and Progress subscale</b>	<b>n/a</b>	<b>n/a</b>	<b>3.2</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.

## APPENDIX






Academic Planning Information	2007-08	Small 2008-09	2009-10	All Middle Schools
School staff provide me with enough information about...				
23c. After school programs	n/a	3.0	3.1	3.1
23d. Transitions to and from elementary, middle, and high school.	n/a	3.2	3.2	3.1
22e. High school graduation requirements.	2.8	3.0	2.9	3.0
23e. Career opportunities for my child.	3.5	2.7	2.9	3.0
23f. College admission requirements and financing options.	n/a	n/a	2.7	2.9
Academic Planning and Information subscale	n/a	n/a	3.0	3.1

Teacher Expectations	2009-10	All Middle Schools
	3.4	
	3.4	
	3.3	
	3.3	

11. I believe my child likes to go to school.	3.3
15. AISD's online ParentConnection system has helped me to monitor my child's progress.	3.4

*Note:* These items were new to the 2009-2010 Parent Survey. Response options range from 1 (not at all) to 5 (very much). A response of 3 or higher is desirable.

## APPENDIX

Support for Parental Involvement	2007-08	Small 2008-09	2009-10	All Middle Schools
7. My child's school staff use the suggestions that I make about my child's education.	3.1	3.1	3.1	3.1
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.1	3.1
17b. My child's principal provides me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2 	3.2	3.3	3.2
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.2	3.2	3.2	3.2
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.3 	3.3	3.2	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	3.4 	3.3	3.2	3.2
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4 	3.4	3.4	3.3
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.3	3.2	3.2	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	3.3 	3.3	3.3	3.2
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.4	3.3	3.3	3.3
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.2	3.1
<b>Support for Parental Involvement subscale</b>	n/a	n/a	3.2	3.2

*Note:* Items range from 1 (strongly disagree) to 4 (strongly agree) with a response of at least 3.0 desirable. With the addition of items 14 and 23g in 2009-2010, subscale comparisons across years are no longer possible.

## APPENDIX

Parental Assistance, Communication, and School Involvement	Small 2009-10	All Middle Schools
24. Talk with my child about his/her school day.	3.9	3.8
25. Supervise my child's homework.	3.5	3.4
26. Help my child study for tests.	3.3	3.2
27. Talk with other parents about my child's school.	3.0	2.9
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.1	2.9
29. Volunteer at my child's school.	2.4	2.2
30. Attend PTA/CAC meetings.	2.0	2.2
31. Attend regularly scheduled parent-teacher conferences.	3.3	3.1
32. Attend annual meetings about my child's academic plans.	3.3	2.9
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	2.5	2.5
34. Attend performance events and/or sports events at my child's school.	3.4	3.2
<b>Parental Involvement subscale</b>	<b>3.1</b>	<b>2.9</b>

*Note:* These items were new to the 2009-2010 parent survey and are designed to measure the degree of parental involvement on your campus. 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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