

AISD



P

Survey Report

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

	Covington Survey Respondents	Covington Population
6 th	----	28%
7 th	----	36%
8 th	----	36%

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 COVINGTON

Survey results for Covington for the past 3 years are summarized here, along with 2008-2009 results for all AISD middle schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows ().⁵

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 Covington 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 Covington, and should think about any changes in campus policies and practices that may have resulted in positive or negative changes.

Table 4. Subscale Averages for Covington

	Covington 2008-2009	All MS 2008-2009
Respectful School Community	----	3.26
Support for Parent Involvement	----	3.23
Academic Planning Information	----	3.09
Student-Focused Parent Achievement Press	----	3.72
School-Focused Parent Achievement Press	----	2.35
Communication about Student Progress and Expectations	----	3.30

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

Item	Covington 2006-2007	Covington 2007-2008	Covington 2008-2009	All MS 2008-2009
4. School staff provide me with information in my home language.	3.47	3.40	----	3.43
5. School staff provide me with positive feedback about my child.	3.65	3.20	----	3.28
6. School staff treat my child with courtesy and respect.	**	3.17	----	3.32
7. I feel welcome in my child's classroom.	**	3.19	----	3.22
14. My child's school is a safe learning environment.	3.50	3.06	----	3.27
15a. The school principal treats me with courtesy and respect.	3.72	3.29	----	3.35
16a. The school assistant principal(s) treat me with courtesy and respect.	3.54	3.16	----	3.34
17a. My child's teacher(s) treat me with courtesy and respect.	3.71	3.39	----	3.42
18a. My child's counselor(s) treat me with courtesy and respect.	3.68	3.36	----	3.38
19a. Office staff treat me with courtesy and respect.	3.33	3.24	----	3.34
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.37	3.04	----	3.07
25. I feel like a part of this school community.	**	**	----	2.91
Respectful School Community Average	**	**	----	3.26

Support for Parent Involvement. This scale consists of 15 items that measure the extent to which parents perceive that campus staff value their input and provide opportunities for two-way communication. The individual item and subscale averages are provided in Table 6.

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>	Covington 2006-2007	Covington 2007-2008	Covington 2008-2009	All MS 2008-2009
10. My child's learning	**	3.15	----	3.29
11. My child's behavior	**	**	----	3.35
<i>"School staff provide me with enough information about my child's..."</i>				
20a. Academic progress	3.66	3.34	----	3.40
20b. Preparedness for TAKS	3.38	3.04	----	3.25
20c. Risk of failing a grade	3.43	3.18	----	3.28
20d. Availability of tutoring	**	**	----	3.30
21a. Behavior	3.46	3.20	----	3.30
Progress and Expectations Average	**	**	----	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>	Covington 2006-2007	Covington 2007-2008	Covington 2008-2009	All MS 2008-2009
20e. High school graduation requirements.	2.75	2.88	----	3.12
21b. Personal Graduation Plans.	2.68	2.42	----	2.96
21c. College admission requirements.	**	2.63	----	2.90
21d. Financial aid and scholarships.	2.64	2.30	----	2.88
21e. Career opportunities for my child.	2.60	2.46	----	2.94
21h. Transitions to and from elementary, middle, and high school.	**	**	----	3.14
21i. After school programs.	**	**	----	3.27
Academic Planning Average	**	**	----	3.09

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

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

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