

AISD



## **PARENT SURVEY RESULTS 2008-2009**

**MARTIN MIDDLE SCHOOL**

### Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment

**Table 3.** Respondents' Child's Grade Level Compared to Martin Population





**Table 6. Results for Support for Parent Involvement**

<b>Item</b>	<b>Martin 2006-2007</b>	<b>Martin 2007-2008</b>
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**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>	Martin 2006-2007	Martin 2007-2008	Martin 2008-2009	All MS 2008-2009
<b>10. My child's learning</b>	**	<b>3.13</b>	<b>3.27</b>	<b>3.29</b>
<b>11. My child's behavior</b>	**	**	<b>3.34</b>	<b>3.35</b>
<i>"School staff provide me with enough information about my child's..."</i>				
<b>20a. Academic progress</b>	2.89	<b>3.19</b>	<b>3.33</b>	<b>3.40</b>
<b>20b. Preparedness for TAKS</b>	2.66	<b>3.11</b>	<b>3.25</b>	<b>3.25</b>
<b>20c. Risk of failing a grade</b>	2.66	<b>3.15</b>	<b>3.22</b>	<b>3.28</b>
<b>20d. Availability of tutoring</b>	**	**	<b>3.23</b>	<b>3.30</b>
<b>21a. Behavior</b>	<b>3.06</b>	<b>3.15</b>	<b>3.29</b>	<b>3.30</b>
<b>Progress and Expectations Average</b>	**	**	<b>3.27</b>	<b>3.30</b>

**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>	Martin 2008-2009	All MS 2008-2009
26. The importance of doing well in school.	3.67	3.79
27. What he/she is learning in school.	3.57	3.73
28. Future college and career plans.	3.54	3.64
<b>Student-Focused Achievement Press Average</b>	<b>3.60</b>	<b>3.72</b>
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.25	2.35
24. Good teachers.	2.17	2.36
<b>School-Focused Achievement Press Average</b>	<b>2.21</b>	<b>2.35</b>

Parents also were asked to indicate their perception of the quality of the education that their child receives at Martin. Results for this item for the past two years can be found in Table 10.

Table 10. Quality of Education

	Martin 2007-2008	Martin 2008-2009	All MS 2008-2009
<b>9. I believe that my child is getting a good education.</b>	<b>3.17</b>	<b>3.38</b>	<b>3.38</b>

Parents also were asked to report on the kinds of activities they participate in at the school. Table 11 on the following page summarizes the percentage of responding parents for the past three years who indicated that they participated in various activities.

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

Activity	Martin 2008-2009	All MS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	42%	61%
22b. Regularly scheduled parent-teacher conferences.	45%	51%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	5%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	13%	27%
22e. Sports or performance events.	34%	45%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	20%	32%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	30%	40%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	16%	18%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

	Martin 2007-2008	Martin 2008-2009	All MS 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.11	3.16	3.21

Staff should discuss strategies to continue supporting the positive changes, and should develop strategies to address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes. We recommend that you make this report available to all campus staff and provide an opportunity for staff to discuss ideas for improving relationships with parents. Also, plan to meet with your Parent Support Specialist (if applicable) to discuss these results and their implications for future planning. In addition, you may wish to contact Claudia Santamaria, Parent Program Coordinator (414.0112) for assistance with strategies to improve your school's relationships with parents.