

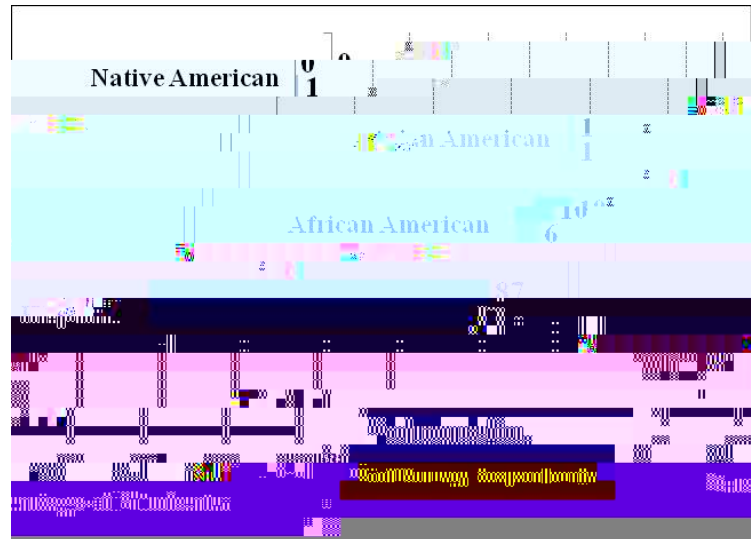


In Spring 2009, 186 parents returned surveys for Martin, representing 27% of students from Martin (compared to the district Middle School response, 16%). Figure 1 represents the percentage of respondents with children at Martin from each ethnic group. The tables below show the total number of surveys Martin parents returned in 2009-2010, and the percentage of responses and students at Martin represented by each grade.

Number of Respondents Martin	
# of surveys returned	186
# of students	677
% of students represented	27

% of students represented by grade		
grade	% of respondents	% School population
		27
		36
		37

Figure 1. Percentage of Respondents and Students by Ethnicity for Martin, 2009-2010




Survey results for Martin Middle School for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which

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The appendix provides more detailed information regarding Martin’s parent survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Martin’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 Martin'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).

Martin's highest score on the 2009-2010



4. School staff provide me with positive feedback



## Academic Planning Information

School staff provide me with enough information about...

23c. After school programs

23d. Transitions to and from elementary, middle, and high school.



















22e. High school graduation requirements.

23e. Career opportunities for my child.

23f. College admission requirements and financing options.

Academic Planning and Information subscale

## APPENDIX

Support for Parental Involvement	2007-08	Martin 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	3.2 	3.0 	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.).	3.1 	3.3 	3.1	3.2
18b. My child's assistant principal(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.0 	3.2 	3.2	3.2
19b. My child's teacher(s) have helped me become more involved in my child's education.	3.1	3.4 	3.2 	3.2
19c. My child's teacher(s) value my input in academic decisions about my child.	3.1	3.4 	3.2 	3.2
19d. My child's teacher(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.1	3.3 	3.2 	3.3
20b. My child's counselor(s) have helped me become more involved in my child's education.	3.1 	3.2	3.1	3.2
20c. My child's counselor(s) value my input in academic decisions about my child.	3.1 	3.3 	3.1 	3.2
20d. My child's counselor(s) provide me with opportunities for 2-way communication (phone calls, meetings, email, etc.).	3.0 	3.2 	3.1	3.3
23g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.0	3.1
<b>Support for Parental Involvement subscale</b>	n/a	n/a	3.1	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	Martin 2009-10	All Middle Schools
24. Talk with my child about his/her school day.	3.5	3.8
25. Supervise my child's homework.	3.1	3.4
26. Help my child study for tests.	3.0	3.2
27. Talk with other parents about my child's school.	2.5	2.9
28. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.0	2.9
29. Volunteer at my child's school.	2.0	2.2
30. Attend PTA/CAC meetings.	2.1	2.2
31. Attend regularly scheduled parent-teacher conferences.	2.9	3.1
32. Attend annual meetings about my child's academic plans.	2.7	2.9
33. Visit my child's school (e.g., for lunch, walk them to class, observe).	2.4	2.5
34. Attend performance events and/or sports events at my child's school.	2.9	3.2
<b>Parental Involvement subscale</b>	<b>2.8</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.

Parent Support Specialist	Martin 2009-10	All Middle Schools
35. I use the Parent Support Specialist as a resource.	2.5	2.3
36. The Parent Support Specialist helps me to be involved in my child's education.	2.6	2.5
37. The Parent Support Specialist on my campus is accessible during a variety of times (e.g., before school, during school hours, after school, in the evenings, on the weekend).	2.7	2.7
<b>Parent Support Specialist subscale</b>	<b>2.6</b>	<b>2.5</b>

*Note:* These items were new to the 2009-2010 parent survey and are designed to measure the degree to which parents use their school's parent support specialist (if applicable). 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.

### Austin Independent School District

Superintendent of Schools  
Meria Carstarphen, Ed.D.

Office of Accountability  
William Caritj, Ed.D.

Department of Program Evaluation  
Holly Williams, Ph.D.

Authors  
Lindsay M. Lamb, Ph.D.  
Lisa N. T. Schmitt, Ph.D.



Board of Trustees  
Mark Williams, President  
Vincent Torres, M.S., Vice President  
Lori Moya, Secretary  
Cheryl Bradley  
Annette LoVoi, M.A.  
Christine Brister  
Robert Schneider  
Karen Dulaney Smith  
Sam Guzman