



PARENT SURVEY RESULTS 2008-2009

MATHEWS ELEMENTARY 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 by school staff, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for Mathews, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD Elementary schools. Table 1 provides a summary of respondents for Mathews. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for Mathews can be found in Tables 2 and 3.

Table 1. Total Respondents for Mathews Elementary, 2008-2009

	Mathews	All EL
Number of surveys returned	78	13,886
Number of students	415	46,987
% of students represented	19%	30%

Table 2. Respondents' Child's Ethnicity Compared to Mathews Population

	Mathews Survey Respondents	Mathews Population
African American	4%	11%
Asian	21%	16%
Hispanic	42%	38%
Native American	0%	0%
White	33%	35%

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

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

	Mathews Survey Respondents	Mathews Population
Early Childhood	0%	0%
Pre-Kindergarten	8%	9%
Kindergarten	16%	15%
1 st	18%	15%
2 nd	8%	12%
3 rd	16%	13%
4 th	16%	16%
5 th	12%	11%
6 th	8%	9%

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 MATHEWS

Survey results for Mathews 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 (↑ ↓).⁴⁴

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

Table 4. Subscale Averages for Mathews

	Mathews 2008-2009	All EL 2008-2009
Respectful School Community	3.67	3.48
Support for Parent Involvement	3.47	3.42
Academic Planning Information	3.49	3.28
Student-Focused Parent Achievement Press	3.71	3.71
School-Focused Parent Achievement Press	2.52	2.49
Communication about Student Progress and Expectations	3.59	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.

Table 5. Results for Respectful School Community

Item	Mathews 2006-2007	Mathews 2007-2008	Mathews 2008-2009	All EL 2008-2009	All EL
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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>	Mathews 2006-2007	Mathews 2007-2008	Mathews 2008-2009	All EL 2008-2009
10. My child’s learning	**	3.52	3.61	3.49
11. My child’s behavior	**	**	3.63	3.52
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.62	3.57	3.71^á	3.53
20b. Preparedness for TAKS	3.59	3.44^â	3.45	3.45
20c. Risk of failing a grade	3.54	3.48	3.56	3.41
20d. Availability of tutoring	**	**	3.52	3.40
21a. Behavior	3.63	3.53	3.57	3.53
Progress and Expectations Average	**	**	3.59	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>	Mathews 2006-2007	Mathews 2007-2008	Mathews 2008-2009	All EL 2008-2009
	3.00	2.95	3.41^á	3.29

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>	Mathews 2008-2009	All EL 2008-2009
26. The importance of doing well in school.	3.89	3.85
27. What he/she is learning in school.	3.93	3.85
28. Future college and career plans.	3.27	3.43
Student-Focused Achievement Press Average	3.71	3.71
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.44	2.44
24. Good teachers.	2.60	2.52

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

Activity	Mathews 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	81%	54%
22b. Regularly scheduled parent-teacher conferences.	90%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	24%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	44%	28%
22e. Sports or performance events.	59%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	55%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	59%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	8%	19%

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

	Mathews 2007-2008	Mathews 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.42	3.45	3.31

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.