



PARENT SURVEY RESULTS 2008-2009

O. HENRY 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 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 O. Henry, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD middle schools. Table 1 provides a summary of respondents for O. Henry. 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 O. Henry can be found in Tables 2 and 3.

Table 1. Total Respondents for O. Henry Middle School, 2008-2009

	O. Henry	All MS
Number of surveys returned	78	2,204
Number of students	970	15,541
% of students represented	8%	14%

Table 2. Respondents' Child's Ethnicity Compared to O. Henry Population

	O. Henry Survey Respondents	O. Henry Population
African American	4%	9%
Asian	1%	2%
Hispanic	32%	43%
Native American	0%	0%
White	63%	46%

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 O. Henry Population

	O. Henry Survey Respondents	O. Henry Population
6 th	49%	31%
7 th	39%	36%
8 th	12%	33%

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 O. HENRY

Survey results for O. Henry 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 ().¹⁶

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 O. Henry 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 O. Henry, 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 O. Henry

	O. Henry 2008-2009	All MS 2008-2009
Respectful School Community	3.42	3.26
Support for Parent Involvement	3.40	3.23

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	O. Henry 2006-2007	O. Henry 2007-20a1 g.00236 15.66 refBT/TT6 65.76/1
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Table 6. Results for Support for Parent Involvement

Item	O. Henry 2006-2007	O. Henry 2007-2008	O. Henry 2008-2009	All MS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.89	3.39	3.16
	**	3.08	3.34	3.22
15b. The principal has helped me to become more involved in my child's	3.59	3.17	3.53	3.15
	3.61			

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>	O. Henry 2006-2007	O. Henry 2007-2008	O. Henry 2008-2009	All MS 2008-2009
10. My child’s learning	**	3.17	3.42	3.29
11. My child’s behavior	**	**	3.47	3.35
<i>“School staff provide me with enough information about my child’s...”</i>				
20a. Academic progress	3.60	3.25	3.50	3.40
20b. Preparedness for TAKS	3.46	3.00	3.28	3.25
20c. Risk of failing a grade	3.53	3.15	3.40	3.28
20d. Availability of tutoring	**	**	3.35	3.30
21a. Behavior	3.20	3.15	3.33	3.30
Progress and Expectations Average	**	**	3.38	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>	O. Henry 2006-2007	O. Henry 2007-2008	O. Henry 2008-2009	All MS 2008-2009
20e. High school graduation requirements.	3.02	2.95	3.29	3.12
21b. Personal Graduation Plans.	3.03	2.79	3.00	2.96
21c. College admission requirements.	**	2.49	3.00	2.90
21d. Financial aid and scholarships.	2.95	2.70	2.93	2.88
21e. Career opportunities for my child.	3.11	2.69	3.03	2.94
21h. Transitions to and from elementary, middle, and high school.	**	**	3.24	3.14
21i. After school programs.	**	**	3.12	3.27
Academic Planning Average	**	**	3.19	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>	O. Henry 2008-2009	All MS 2008-2009
26. The importance of doing well in school.	3.92	3.79
27. What he/she is learning in school.	3.89	3.73
28. Future college and career plans.	3.73	3.64
Student-Focused Achievement Press Average	3.84	3.72
<i>"I talk with school staff about the importance of having..."</i>		
23. High standards.	2.42	2.35
24. Good teachers.	2.42	2.36
School-Focused Achievement Press Average	2.43	2.35

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

Table 10. Quality of Education

	O. Henry 2007-2008	O. Henry 2008-2009	All MS 2008-2009
9. I believe that my child is getting a good education.	3.26	3.39	3.38

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.

