

AISD



PARENT SURVEY RESULTS 2008-2009

PEARCE MIDDLE SCHOOL

Survey Report

Strong relationships among staff, students, and parents are critical to student success. In

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

	Pearce Survey Respondents	Pearce Population
6 th	34%	32%
7 th	39%	33%
8 th	27%	35%

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 PEARCE

Survey results for Pearce 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 ().¹⁸

The survey questions were grouped by topic in

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	Pearce 2006-2007	Pearce 2007-2008	Pearce 2008-2009	All MS 2008-2009
4. School staff provide me with information in my home language.	3.44	3.23	3.12	3.43
5. School staff provide me with positive feedback about my child.	3.32	3.15	3.11	3.28
6. School staff treat my child with courtesy and respect.	**	3.11	3.00	3.32
7. I feel welcome in my child's classroom.	**	3.17	3.11	3.22
14. My child's school is a safe learning environment.	3.36	2.79	3.02	3.27
15a. The school principal treats me with courtesy and respect.	3.49	2.94	2.36	3.35
16a. The school assistant principal(s) treat me with courtesy and respect.	3.50	3.23	2.93	3.34
17a. My child's teacher(s) treat me with courtesy and respect.	3.51	3.15	3.38	3.42
18a. My child's counselor(s) treat me with courtesy and respect.	3.43	2.98	3.33	3.38
19a. Office staff treat me with courtesy and respect.	3.41	3.00	3.04	3.34
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.36	3.06	3.02	3.07
25. I feel like a part of this school community.	**	**	3.15	2.91
Respectful School Community Average	**	**	3.01	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.

Table 6. Results for Support for Parent Involvement

Item	Pearce 2006-2007	Pearce 2007-2008
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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>	Pearce 2006-2007	Pearce 2007-2008	Pearce 2008-2009	All MS 2008-2009

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>	Pearce 2008-2009	All MS 2008-2009
26. The importance of doing well in school.	3.48	3.79

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

Activity	Pearce 2008-2009	All MS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	38%	61%
22b. Regularly scheduled parent-teacher conferences.	40%	51%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	16%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	18%	27%
22e. Sports or performance events.	26%	45%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	24%	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)	28%	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

	Pearce 2007-2008	Pearce 2008-2009	All MS 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.09	3.09	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.