



# Austin Independent School District

## Department of Program Evaluation

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## 2008-2009 PARENT SURVEY RESULTS

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with a high level of 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 Parent Survey for Austin Independent School District (AISD); longitudinal data are provided where applicable. Table 1 provides a summary of respondents by level. A total of 17,784 parents responded to the survey, representing nearly 22% of the district’s student population.

Table 1. Survey Respondents, by School Level, 2008–2009

	Elementary	Middle	High
Number of surveys returned	13,886	2,204	1,694
Number of students	46,987	15,541	19,043
% of students represented	<b>30%</b>	<b>14%</b>	<b>9%</b>

Parents who responded to this survey were generally representative of the AISD student population in terms of ethnicity and grade level, although Hispanic high school students were somewhat underrepresented, and elementary grades were somewhat overrepresented. Data for the parents who responded can be found in Tables 2 and 3.

Table 2. Student Ethnicity for Respondents and AISD Population, by School Level, 2008–2009

	ES respondents	ES population	MS respondents	MS population	HS respondents	HS population
African American	9%	11%	10%	12%	10%	13%
Asian	3%	4%	3%	3%	4%	3%
Hispanic	62%	63%	54%	57%	34%	50%
Native American	1%	<1%	<1%	<1%	<1%	<1%
White	17%	23%	26%	27%	45%	33%

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

Table 3. Student Grade Level for Respondents and AISD Population, 2008–2009

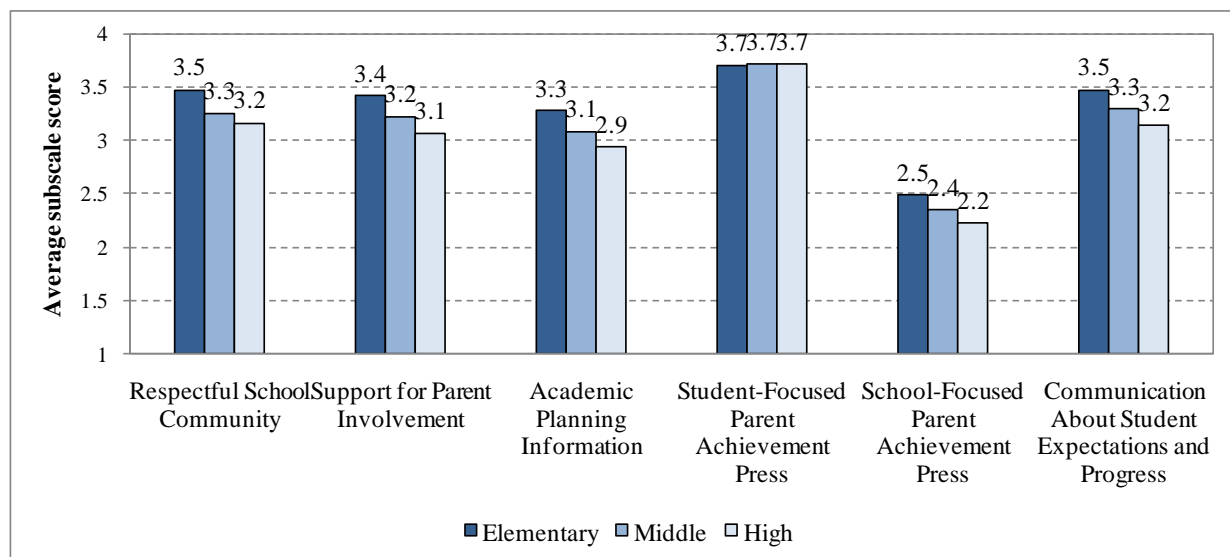
	Survey Respondents	AISD Population
Early childhood	<1%	<1%
Pre-kindergarten	8%	6%
Kindergarten	11%	9%
1 <sup>st</sup>	12%	9%
2 <sup>nd</sup>	12%	9%
3 <sup>rd</sup>	11%	8%
4 <sup>th</sup>	11%	8%
5 <sup>th</sup>	9%	7%
6 <sup>th</sup>	5%	7%
7 <sup>th</sup>	4%	7%
8 <sup>th</sup>	3%	6%
9 <sup>th</sup>	3%	7%
10 <sup>th</sup>	2%	6%
11 <sup>th</sup>	2%	5%
12 <sup>th</sup>	2%	5%

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

### SUMMARY OF RESULTS BY TOPIC AREA

Survey results for 2008–2009 are summarized here for each school level. The survey questions were grouped by topic into seven subscales. Figure 1 provides an overview of the results by subscale, and subsequent tables provide the results for every question.

Figure 1. Parent Survey Subscale Averages, by Level



Note. Parents responded to each statement by indicating their level of agreement on a 4-point scale ranging from *strongly disagree* to *strongly agree*, with the option of indicating “Don’t know/NA” or of skipping any item.

An average of 3.0 or higher for each item and subscale, as indicated in bold in the table, is considered desirable. Statistically meaningful changes for individual items are denoted with up

or down arrows (↑↓) in the tables that follow. Effect sizes (Cohen's *d*) were calculated using the means from year to year (effect sizes are a measure of the magnitude of the difference between two means). Mean differences were flagged as meaningful where *d* was equal to or greater than 18. Principals received customized reports for their campuses, and were encouraged to examine the results for areas of strength and opportunities for improvement.

Parents indicated they often talked with their children about school-related issues, and that they did so with similar frequency across all levels. With the exception of this subscale, average subscale responses were most favorable at the elementary level and least favorable at the high school level for each topic addressed on the survey. Parents also generally rated schools positively on items regarding the quality of communication with school staff about student progress and expectations, and items designed to identify a respectful school community. Parents also rated schools favorably, on average, in the areas of support for parent involvement and the adequacy of academic planning information provided to them.

Although ratings for items at the elementary level did not show meaningful changes since 2007–2008, ratings for several items showed meaningful increases at the middle and high school levels. Most notably, parents of middle school students were more likely in 2008–2009 than they were before to indicate school staff supported their involvement, and parents of high school students were more likely this year than they were before to give high ratings for the support provided to them by principals. Parents of high school students also rated the adequacy of information about their child's academic progress more favorably in 2008–2009 than they did the year before.

When asked to indicate the specific activities in which they have participated, parents were most likely to report participating in regularly scheduled parent-teacher conferences, general school meetings, and sports or other performance events. In general, the total number of activities in which parents participated was more highly related to school Texas Assessment of Knowledge and Skills (TAKS) performance in 2009 than any other topic measured (Appendix A), including parent reports of their achievement press at home or at school and parent ratings of the quality of school efforts to involve parents through communication, respectful interactions, and support. Parent participation and achievement press at home were reported less frequently at schools with greater economic disadvantage, though parents at those schools were more likely than parents of less disadvantaged schools to report high achievement press at school. When considering the influence of economic disadvantage on student performance, parent achievement press, and parent involvement, the quality of a school's efforts to involve parents becomes a critical factor in student achievement. At the elementary level in particular, data suggest that school efforts to involve parents can make a significant contribution to student TAKS performance (Appendix B).

### 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 4. Ratings were in the desirable range of greater than 3.0 (out of 4.0) for almost every item at each school level, particularly those about treating parents and students with courtesy and respect. Ratings were least favorable for items indicating the extent to which parents felt like a part of the school community and that school staff provided them with enough information about the process for handling complaints and concerns. Ratings changed little from the prior year for these items.

Table 4. Respectful School Community

Item	Elementary	Middle	High
4. School staff provide me with information in my home language.	3.56	3.43	3.47
5. School staff provide me with positive feedback about my child.	3.49	3.28↑	3.07
6. School staff treat my child with courtesy and respect.	3.52	3.32	3.22
7. I feel welcome in my child's classroom.	3.57	3.22	3.07
14. My child's school is a safe learning environment.	3.53	3.27	3.14
15a. The school principal treats me with courtesy and respect.	3.50	3.35	3.34↑
16a. The school assistant principal(s) treat me with courtesy and respect.	3.48	3.34	3.27
17a. My child's teacher(s) treat me with courtesy and respect.	3.64	3.42	3.35
18a. My child's counselor(s) treat me with courtesy and respect.	3.47	3.38	3.27
19a. Office staff treat me with courtesy and respect.	3.50	3.34	3.28
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.28	3.07	2.90
25. I feel like a part of this school community.	3.22	2.91	2.89
<b>Respectful School Community average</b>	<b>3.48</b>	<b>3.26</b>	<b>3.17</b>

**ADEQUACY OF COMMUNICATION ABOUT STUDENT EXPECTATIONS AND PROGRESS**

This scale consists of seven 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 5. Ratings were most favorable regarding the adequacy of communication about students’ academic progress and behavior, and parents across all levels generally agreed they received clear communication and information about the academic and behavioral expectations and progress of their children. However, middle and high school parent ratings were least favorable regarding the adequacy of information provided about their child’s preparedness for TAKS. High school parents rated many of these items more favorably in 2008–2009 than they did in 2007–2008.

Table 5. Communication About Student Expectations and Progress

<b>“My child's school staff clearly communicate their expectations for...”</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
10. My child’s learning	<b>3.49</b>	<b>3.29</b>	<b>3.12</b>
11. My child’s behavior	<b>3.52</b>	<b>3.35</b>	<b>3.23</b>
<b>“School staff provide me with enough information about my child's...”</b>			
20a. Academic progress	<b>3.53</b>	<b>3.40</b>	<b>3.27↑</b>
20b. Preparedness for TAKS	<b>3.45</b>	<b>3.25↑</b>	<b>3.05↑</b>
20c. Risk of failing a grade	<b>3.41</b>	<b>3.28</b>	<b>3.16↑</b>
20d. Availability of tutoring	<b>3.40</b>	<b>3.30</b>	<b>3.08</b>
21a. Behavior	<b>3.53</b>	<b>3.30</b>	<b>3.23↑</b>
<b>Expectations and Progress average</b>	<b>3.49</b>	<b>3.30</b>	<b>3.15</b>

### ADEQUACY OF ACADEMIC PLANNING INFORMATION

This scale consists of seven items that measure the adequacy of the information school staff provide to assist parents with academic planning. The individual item and subscale averages are provided in Table 6. Ratings for these items were among the lowest of all items on the survey, with most middle and high school average ratings below the desirable 3.0. Results suggest secondary parents would prefer to receive more information related to college and career planning.

Table 6. Academic Planning Information

<b>“School staff provide me with enough information about...”</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
20e. High school graduation requirements	<b>3.29</b>	<b>3.12</b>	<b>3.15</b>
21b. Personal Graduation Plans	<b>3.20</b>	2.96	2.82
21c. College admission requirements	<b>3.12</b>	2.90	2.86
21d. Financial aid and scholarships	<b>3.08</b>	2.88	2.85
21e. Career opportunities for my child	<b>3.14</b>	2.94	2.77
21h. Transitions to and from elementary, middle, and high school	<b>3.23</b>	<b>3.14</b>	<b>3.01</b>
21i. After school programs	<b>3.40</b>	<b>3.27</b>	2.92
<b>Academic Planning average</b>	<b>3.28</b>	<b>3.09</b>	2.94

Parents also were asked about their familiarity with sources for state and federal accountability ratings (Table 7). Most parents reported knowing where to obtain this information.

Table 7. Familiarity with Rating Sources

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
13. I know where to get information about my school’s state and federal ratings.	<b>3.31</b>	<b>3.21</b>	<b>3.06</b>

### QUALITY OF EDUCATION

Parents also were asked to indicate their perception of the quality of the education their child received. Results for this item can be found in Table 8. Although ratings did not change meaningfully from the prior year, parents across all levels generally reported believing their children were getting a good education.

Table 8. Quality of Education

	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
9. I believe that my child is getting a good education.	<b>3.53</b>	<b>3.38</b>	<b>3.26</b>

**PARENT ACHIEVEMENT PRESS**

This subscale consists of five items that describe the extent to which parents exert pressure for high standards by engaging in conversations about academic priorities both with their child and the school staff. The individual item and subscale averages are provided in Table 9. Parents at all levels reported high levels of achievement press with their students, indicating they talked often with their children about the importance of doing well in school and about what they are learning. Parents also reported frequently talking with their children about future college and career plans, slightly more so at the secondary level than at the elementary level. Parents were less likely to indicate frequently talking with school staff about the importance of having high standards and good teachers.

Table 9. Student-Focused and School-Focused Parent Achievement Press

<b>“I talk with my child about...”</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
26. The importance of doing well in school.	<b>3.85</b>	<b>3.79</b>	<b>3.77</b>
27. What he/she is learning in school.	<b>3.85</b>	<b>3.73</b>	<b>3.70</b>
28. Future college and career plans.	<b>3.43</b>	<b>3.64</b>	<b>3.71</b>
<b>Student-Focused Achievement Press Average</b>	<b>3.71</b>	<b>3.72</b>	<b>3.72</b>
<b>“I talk with school staff about the importance of having...”</b>			
23. High standards.	2.44	2.35	2.20
24. Good teachers.	2.52	2.36	2.25
<b>School-Focused Achievement Press average</b>	<b>2.49</b>	<b>2.35</b>	<b>2.23</b>

**SUPPORT FOR PARENT INVOLVEMENT**

This scale consists of 15 items that measure the extent to which parents perceived that campus staff valued their input and provided opportunities for two-way communication. The individual item and subscale averages are provided in Table 10. Across all levels, parents rated the support provided by teachers and counselors most favorably among the staff roles. Parents of middle school students rated items concerning school staff (in general) and office staff more favorably in 2008–2009 than they did the prior year, and parents of high school students rated items concerning the principal more favorably than they did the prior year.

Table 10. Support for Parent Involvement

Item	Elementary	Middle	High
8. My child's school staff use the suggestions that I make about my child's education.	3.40	3.16↑	2.93
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	3.46	3.22↑	3.05
15b. The principal has helped me to become more involved in my child's education.	3.34	3.15	3.02↑
15c. The principal values my input in academic decisions about my child.	3.36	3.22	3.09↑
15d. The principal provides me with opportunities for two-way communication.	3.40	3.26	3.16↑
16b. Assistant principal(s) have helped me to become more involved in my child's education.	3.36	3.21↑	3.05↑
16c. Assistant principal(s) value my input in academic decisions about my child.	3.37	3.26↑	3.08
16d. Assistant principal(s) provide me with opportunities for two-way communication.	3.40	3.26	3.13
17b. Teacher(s) have helped me to become more involved in my child's education.	3.59	3.30	3.13
17c. Teacher(s) value my input in academic decisions about my child.	3.58	3.32	3.16
17d. Teacher(s) provide me with opportunities for two-way communication.	3.61	3.37	3.25
18b. Counselor(s) have helped me to become more involved in my child's education.	3.39	3.26	3.10
18c. Counselor(s) value my input in academic decisions about my child.	3.40	3.31	3.14
18d. Counselor(s) provide me with opportunities for two-way communication.	3.41	3.30	3.13
19b. Office staff provide me with opportunities for two-way communication.	3.47	3.31↑	3.19
21g. School staff provide me with enough information about the parent involvement policy.	3.38	3.17	2.93
<b>Support for Parent Involvement average</b>	<b>3.42</b>	<b>3.23↑</b>	<b>3.07</b>



**PARENT PARTICIPATION**

Parents also were asked to report on the kinds of activities they participated in at the school. Table 11 summarizes the percentage of responding parents who indicated they participated in various activities. Parents were most likely to report participating in regularly scheduled parent-teacher conferences, general school meetings (e.g., open houses, Back-to-School Night) and sports or other performance events.

The total number of activities in which parents participated was the factor most related to school 2009 TAKS performance, compared with all other topics measured on this survey.

Table 11. Parents Reporting They Participated in School Activities

Activity	Percentage elementary	Percentage middle	Percentage high
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night)	54%	61%	63%
22b. Regularly scheduled parent-teacher conferences.	72%	51%	42%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees)	14%	14%	16%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	28%	27%	28%
22e. Sports or performance events	34%	45%	58%
22f. Academic events (e.g., science fairs, debate competitions)	30%	32%	25%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks)	39%	40%	29%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	19%	18%	11%

### APPENDIX

#### Appendix A. Pearson's Partial Correlation (*r*) for Parent Survey Subscales and 2009 TAKS Passing Percentages After Controlling for Economic Disadvantage of School, by Grade Level

	Elementary	Middle	High
<b>Math TAKS</b>			
Respectful School Community	.15*	.30*	--
Support for Parent Involvement	.14*	.21 <sup>a</sup>	--
Academic Planning Information	.17*	.25 <sup>a</sup>	--
Student-Focused Achievement Press	--	.19 <sup>a</sup>	--
School-Focused Achievement Press	--	--	--
Information About Student Expectations and Progress	.24*	.33*	--
# of Activities Parents Attended	--	.53*	--
<b>Reading TAKS</b>			
Respectful School Community	.20*	--	.16 <sup>a</sup>
Support for Parent Involvement	.17*	--	.23 <sup>a</sup>
Academic Planning Information	.13*	--	.28 <sup>a</sup>
Student-Focused Achievement Press	--	--	--
School-Focused Achievement Press	--	--	--
Information About Student Expectations and Progress	.23*	--	.14 <sup>a</sup>
# of Activities Parents Attended	--	.26 <sup>a</sup>	--

*Source.* 2009 TAKS passing percentages by grade level for each campus; AISD Parent Survey  
*Note.* Pearson's *r* can range from -1 to +1. Zero indicates no relationship between two variables, while values of -1 or +1 indicate a perfect relationship. Positive relationships are those in which both variables are high or low together; negative relationships are those in which one variable increases as the other decreases. \*correlation is statistically significant at or below  $p = .05$ . <sup>a</sup>Smaller sample sizes are less likely to result in statistical significance than larger sample sizes. Although these relationships are not statistically significant, the magnitude of correlation is comparable to that found at the elementary level. Relationships that are not statistically significant or which have a correlation magnitude of less than  $r = .13$  are indicated with --.

#### Appendix B. Results from Multiple Regression Analyses Using Parent Survey Results to Predict 2009 TAKS Passing Percentages by Grade Level

	Elementary			Middle			High		
	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
<b>Math TAKS</b>									
School's Involvement of Parents	.12	.04	.15*	.08	.11	.08	-.00	.07	-.00
School Economic Disadvantage	-.00	.00	-.70*	-.00	.00	-.36*	-.01	.00	-.83*
# of Activities Parents Attended	-.01	.01	-.10	.08	.02	.49*	.01	.02	.06
<b>Reading TAKS</b>									
School's Involvement of Parents	.10	.03	.16*	-.05	.09	-.06	.04	.03	.10
School Economic Disadvantage	-.00	.00	-.63*	-.00	.00	-.45*	-.00	.00	-.86*
# of Activities Parents Attended	-.00	.01	-.05	.03	.02	.28 <sup>a</sup>	.01	.01	.05

*Source.* 2009 TAKS passing percentages by grade level for each campus; AISD Parent Survey  
*Note.* Four subscales were combined into one factor called School's Involvement of Parents. Parent reports of Achievement Press at Home and School were not included in these models due to their weak relationship with TAKS. \*The contribution of this factor to predictions of TAKS is statistically significant at  $p < .05$ . <sup>a</sup>Smaller sample sizes are less likely to result in statistical significance than larger sample sizes. Although this coefficient is not statistically significant, the magnitude of contribution is comparable to that found at the elementary level, and it approaches significance with  $p < .10$ .

Appendix C. Elementary Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Support for Parent Involvement	Academic Planning Info	Student Achievement Press	School Achievement Press	Student Progress and Expectations	Average # Activities Parents Attended	# Surveys	% of Students Represented
<b>ALL Elementary</b>	↑ 3.48	↑ 3.43	↑ 3.28	↑ 3.71	↓ 2.49	↑ 3.48	2.90	13,886	30%
Allan	↑ 3.47	↑ 3.38	↑ 3.34	↑ 3.77	↓ 2.56	↑ 3.48	2.55	108	27%
Allison	↑ 3.42	↑ 3.38	↑ 3.17	↑ 3.79	↓ 2.60	↑ 3.42	3.02	173	34%
Andrews	↑ 3.45	↑ 3.46	↑ 3.35	↑ 3.69	↓ 2.57	↑ 3.48	2.62	203	34%
Baranoff	↑ 3.53	↑ 3.43	↑ 3.32	↑ 3.73	↓ 2.42	↑ 3.52	4.39	151	18%
Barrington	↑ 3.28	↑ 3.25	↑ 3.17	↑ 3.66	↓ 2.32	↑ 3.36	2.38	82	9%
Barton Hills	↑ 3.77	↑ 3.66	↑ 3.58	↑ 3.81	↓ 2.66	↑ 3.69	4.24	75	20%
Becker	↑ 3.42	↑ 3.35	↑ 3.27	↑ 3.79	↓ 2.58	↑ 3.41	2.70	83	37%
Blackshear	↑ 3.48	↑ 3.44	↑ 3.40	↑ 3.62	↓ 2.51	↑ 3.50	2.24	138	53%
Blanton	↑ 3.49	↑ 3.42	↑ 3.34	↑ 3.78	↓ 2.63	↑ 3.53	2.55	152	27%
Blazier	↑ 3.36	↑ 3.32	↑ 3.16	↑ 3.76	↓ 2.23	↑ 3.39	2.50	206	33%
Boone	↑ 3.55	↑ 3.51	↑ 3.21	↑ 3.73	↓ 2.48	↑ 3.50	3.33	198	34%
Brentwood	↑ 3.55	↑ 3.43	↑ 3.28	↑ 3.63	↓ 2.62	↑ 3.40	3.11	96	21%
Brooke	↑ 3.39	↑ 3.32	↑ 3.17	↑ 3.70	↓ 2.46	↑ 3.43	2.96	248	58%
Brown	↑ 3.55	↑ 3.55	↑ 3.46	↑ 3.75	↓ 2.65	↑ 3.57	2.50	216	39%
Bryker Woods	↑ 3.45	↑ 3.21	↑ 3.40	↑ 3.71	↓ 2.56	↑ 3.37	5.44	102	26%
Campbell	↑ 3.49	↑ 3.40	↑ 3.34	↑ 3.75	↓ 2.65	↑ 3.52	2.92	206	51%
Casey	↑ 3.40	↑ 3.38	↑ 3.09	↑ 3.78	↓ 2.17	↑ 3.47	2.68	135	20%
Casis	↑ 3.73	↑ 3.62	↑ 3.47	↑ 3.70	↓ 2.57	↑ 3.64	4.88	123	15%
Clayton	↑ 3.65	↑ 3.52	↑ 3.31	↑ 3.68	↓ 2.47	↑ 3.51	4.58	272	28%
Cook	↑ 3.45	↑ 3.43	↑ 3.29	↑ 3.74	↓ 2.33	↑ 3.50	2.75	286	34%
Cowan	↑ 3.70	↑ 3.63	↑ 3.62	↑ 3.72	↓ 2.56	↑ 3.69	4.22	107	16%
Cunningham	↑ 3.52	↑ 3.44	↑ 3.20	↑ 3.72	↓ 2.40	↑ 3.50	2.87	157	29%
Davis	↑ 3.66	↑ 3.62	↑ 3.44	↑ 3.72	↓ 2.57	↑ 3.61	3.98	126	20%
Dawson	↑ 3.63	↑ 3.58	↑ 3.51	↑ 3.68	↓ 2.67	↑ 3.65	3.06	69	21%
Doss	↑ 3.62	↑ 3.49	↑ 3.30	↑ 3.74	↓ 2.47	↑ 3.55	4.32	142	21%
Galindo	↑ 3.50	↑ 3.46	↑ 3.33	↑ 3.70	↓ 2.37	↑ 3.49	2.77	310	42%
Govalle	↑ 3.42	↑ 3.39	↑ 3.23	↑ 3.75	↓ 2.68	↑ 3.45	2.57	172	43%
Graham	↑ 3.39	↑ 3.38	↑ 3.23	↑ 3.73	↓ 2.56	↑ 3.42	2.26	246	39%
Gullett	↑ 3.60	↑ 3.37	↑ 3.43	↑ 3.62	↓ 2.30	↑ 3.47	4.78	123	25%
Harris	↑ 3.48	↑ 3.46	↑ 3.31	↑ 3.68	↓ 2.50	↑ 3.52	2.40	568	76%
Hart	↑ 3.38	↑ 3.39	↑ 3.17	↑ 3.83	↓ 2.23	↑ 3.39	2.63	87	11%
Highland Park	↑ 3.63	↑ 3.46	↑ 3.38	↑ 3.68	↓ 2.75	↑ 3.52	4.95	113	19%
Hill	↑ 3.56	↑ 3.41	↑ 3.44	↑ 3.73	↓ 2.42	↑ 3.50	4.55	137	19%
Houston	↑ 3.44	↑ 3.43	↑ 3.27	↑ 3.69	↓ 2.34	↑ 3.49	2.63	191	20%
Jordan	↑ 3.47	↑ 3.44	↑ 3.38	↑ 3.79	↓ 2.55	↑ 3.49	2.38	115	15%
Joslin	↑ 3.54	↑ 3.50	↑ 3.27	↑ 3.65	↓ 2.54	↑ 3.55	3.09	183	57%
Kiker	↑ 3.62	↑ 3.55	↑ 3.45	↑ 3.73	↓ 2.77	↑ 3.56	4.35	159	21%
Kocurek	↑ 3.32	↑ 3.25	↓ 2.96	↑ 3.77	↓ 2.24	↑ 3.37	2.83	144	22%

Note: Arrows represent the desirability of the mean score: ↑=3.0 or above, ↗=2.75-3.0, ↓=2.5-2.75 ↓=below 2.5.

Appendix C. Elementary, Continued

School	Respectful School Environment	Support for Parent Involvement	Academic Planning Info	Student Achievement Press	School Achievement Press	Student Progress and Expectations	Average # Activities Parents Attended	# Surveys	% of Students Represented
Langford	↑ 3.36	↑ 3.31	↑ 3.19	↑ 3.74	↓ 2.38	↑ 3.41	2.41	303	35%
Lee	↑ 3.59	↑ 3.36	↑ 3.32	↑ 3.74	↓ 2.42	↑ 3.42	4.73	72	18%
Linder	↑ 3.32	↑ 3.30	↑ 3.16	↑ 3.68	↓ 2.38	↑ 3.37	2.11	283	34%
Lucy Read	↑ 3.49	↑ 3.38	↑ 3.34	↑ 3.68	↓ 2.31	↑ 3.48	2.30	257	46%
Maplewood	↑ 3.50	↑ 3.64	↑ 3.23	↑ 3.79	↘ 2.50	↑ 3.40	3.31	64	17%
Mathews	↑ 3.67	↑ 3.47	↑ 3.49	↑ 3.71	↘ 2.52	↑ 3.59	4.19	78	19%
McBee	↑ 3.46	↑ 3.50	↑ 3.25	↑ 3.76	↓ 2.39	↑ 3.54	2.81	299	41%
Menchaca	↑ 3.57	↑ 3.50	↑ 3.38	↑ 3.72	↘ 2.60	↑ 3.49	3.57	98	15%
Metz	↑ 3.57	↑ 3.56	↑ 3.29	↑ 3.77	↘ 2.52	↑ 3.65	2.67	111	21%
Mills	↑ 3.64	↑ 3.43	↑ 3.31	↑ 3.72	↘ 2.63	↑ 3.57	4.05	231	21%
Norman	↑ 3.43	↑ 3.40	↑ 3.17	↑ 3.64	↘ 2.63	↑ 3.43	1.67	257	75%
Oak Hill	↑ 3.47	↑ 3.50	↑ 3.13	↑ 3.69	↓ 2.45	↑ 3.45	3.29	211	22%
Oak Springs	↑ 3.51	↑ 3.35	↑ 3.33	↑ 3.43	↘ 2.68	↑ 3.56	2.46	80	25%
Odom	↑ 3.40	↑ 3.41	↑ 3.17	↑ 3.71	↓ 2.41	↑ 3.39	2.14	504	70%
Ortega	↑ 3.43	↑ 3.39	↑ 3.33	↑ 3.66	↘ 2.66	↑ 3.45	2.04	246	86%
Overton	↑ 3.43	↑ 3.42	↑ 3.28	↑ 3.72	↓ 2.39	↑ 3.50	2.37	202	30%
Palm	↑ 3.49	↑ 3.56	↑ 3.20	↑ 3.77	↓ 2.40	↑ 3.41	3.09	106	17%
Patton	↑ 3.64	↑ 3.58	↑ 3.35	↑ 3.76	↓ 2.45	↑ 3.59	3.96	144	20%
Pease	↑ 3.70	↑ 3.34	↑ 3.59	↑ 3.84	↘ 2.94	↑ 3.70	5.00	25	10%
Pecan Springs	↑ 3.36	↑ 3.44	↑ 3.15	↑ 3.63	↘ 2.64	↑ 3.40	2.08	273	54%
Perez	↑ 3.49	↑ 3.32	↑ 3.28	↑ 3.76	↘ 2.51	↑ 3.51	2.59	221	30%
Pickle	↑ 3.38	↑ 3.49	↑ 3.16	↑ 3.71	↓ 2.48	↑ 3.36	2.18	242	34%
Pillow	↑ 3.53	↑ 3.37	↑ 3.22	↑ 3.70	↓ 2.35	↑ 3.56	2.96	276	50%
Pleasant Hill	↑ 3.42	↑ 3.47	↑ 3.19	↑ 3.66	↘ 2.54	↑ 3.39	2.89	140	22%
Reilly	↑ 3.58	↑ 3.48	↑ 3.39	↑ 3.59	↓ 2.26	↑ 3.60	3.27	94	35%
Ridgetop	↑ 3.68	↑ 3.60	↑ 3.41	↑ 3.61	↑ 3.10	↑ 3.68	2.75	12	6%
Rodriguez	↑ 3.31	↑ 3.31	↑ 3.23	↑ 3.76	↓ 2.43	↑ 3.40	2.84	148	16%
Sanchez	↑ 3.45	↑ 3.44	↑ 3.30	↑ 3.72	↓ 2.44	↑ 3.41	2.71	117	20%
Sims	↑ 3.59	↑ 3.59	↑ 3.55	↑ 3.52	↘ 2.82	↑ 3.61	2.15	143	36%
St. Elmo	↑ 3.37	↑ 3.32	↑ 3.19	↑ 3.72	↓ 2.31	↑ 3.39	3.31	154	46%
Summit	↑ 3.57	↑ 3.45	↑ 3.46	↑ 3.70	↘ 2.56	↑ 3.50	3.35	116	16%
Sunset Valley	↑ 3.52	↑ 3.45	↑ 3.28	↑ 3.67	↘ 2.54	↑ 3.50	3.17	168	37%
Travis Heights	↑ 3.44	↑ 3.37	↑ 3.19	↑ 3.70	↓ 2.49	↑ 3.44	3.05	134	25%
Walnut Creek	↑ 3.38	↑ 3.36	↑ 3.23	↑ 3.70	↓ 2.45	↑ 3.43	2.43	413	54%
Widen	↑ 3.34	↑ 3.29	↑ 3.16	↑ 3.74	↓ 2.32	↑ 3.38	2.46	185	23%
Williams	↑ 3.53	↑ 3.47	↑ 3.34	↑ 3.74	↓ 2.46	↑ 3.45	2.84	173	25%
Winn	↑ 3.37	↑ 3.32	↑ 3.19	↑ 3.70	↘ 2.74	↑ 3.39	2.45	164	37%
Wooldridge	↑ 3.44	↑ 3.43	↑ 3.31	↑ 3.72	↓ 2.43	↑ 3.45	2.53	320	37%
Wooten	↑ 3.48	↑ 3.50	↑ 3.40	↑ 3.73	↓ 2.41	↑ 3.53	2.14	237	35%
Zavala	↑ 3.52	↑ 3.51	↑ 3.30	↑ 3.70	↘ 2.68	↑ 3.47	2.94	115	27%
Zilker	↑ 3.56	↑ 3.45	↑ 3.07	↑ 3.66	↘ 2.68	↑ 3.50	4.37	68	14%

Note: Arrows represent the desirability of the mean score: ↑=3.0 or above, ↘=2.75-3.0, ↙=2.5-2.75 ↓=below 2.5.

Appendix D. Middle School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Support for Parent Involvement	Academic Planning Info	Student Achievement Press	School Achievement Press	Student Progress and Expectations	Average # Activities Parents Attended	# Surveys	% of Students Represented
<b>ALL Middle</b>	↑ 3.26	↑ 3.23	↑ 3.09	↑ 3.72	↓ 2.35	↑ 3.30	<b>2.88</b>	<b>2,204</b>	<b>14%</b>
<b>Ann Richards</b>	↑ 3.45	↑ 3.42	↑ 3.34	↑ 3.72	↓ 2.27	↑ 3.51	3.56	291	90%
<b>Bailey</b>	↑ 3.04	↘ 2.94	↘ 2.73	↑ 3.83	↓ 2.21	↑ 3.13	3.84	128	11%
<b>Bedichek</b>	↑ 3.25	↑ 3.25	↑ 3.04	↑ 3.76	↓ 2.25	↑ 3.28	2.34	288	26%
<b>Burnet</b>	↑ 3.33	↑ 3.36	↑ 3.22	↑ 3.69	↘ 2.52	↑ 3.38	2.02	141	15%
<b>Covington</b>	**Not Enough Cases for Meaningful Analysis**							2	0%
<b>Dobie</b>	↑ 3.34	↑ 3.32	↑ 3.30	↑ 3.55	↑ 3.09	↑ 3.39	4.14	76	14%
<b>Fulmore</b>	↑ 3.15	↑ 3.02	↘ 2.91	↑ 3.60	↓ 2.48	↑ 3.12	1.61	44	6%
<b>Fulmore Magnet</b>	↑ 3.23	↑ 3.22	↘ 2.89	↑ 3.83	↘ 2.62	↑ 3.19	4.26	39	15%
<b>Garcia</b>	↑ 3.24	↑ 3.25	↑ 3.14	↑ 3.62	↓ 2.36	↑ 3.26	1.88	173	27%
<b>Kealing</b>	↑ 3.28	↑ 3.31	↑ 3.23	↑ 3.84	↓ 2.12	↑ 3.45	2.56	92	12%
<b>Kealing Magnet</b>	↑ 3.27	↑ 3.26	↑ 3.23	↑ 3.86	↓ 2.03	↑ 3.45	3.87	17	4%
<b>Lamar</b>	↑ 3.15	↑ 3.07	↘ 2.86	↑ 3.76	↓ 2.30	↑ 3.16	2.70	96	13%
<b>Martin</b>	↑ 3.22	↑ 3.21	↑ 3.05	↑ 3.60	↓ 2.21	↑ 3.27	2.03	154	21%
<b>Mendez</b>	↑ 3.15	↑ 3.16	↑ 3.08	↑ 3.58	↓ 2.41	↑ 3.25	1.60	206	23%
<b>Murchison</b>	↑ 3.14	↑ 3.03	↘ 2.94	↑ 3.87	↘ 2.56	↑ 3.15	5.06	61	5%
<b>O. Henry</b>	↑ 3.42	↑ 3.40	↑ 3.19	↑ 3.84	↓ 2.43	↑ 3.38	3.74	78	8%
<b>Paredes</b>	**Not Enough Cases for Meaningful Analysis**							5	1%
<b>Pearce</b>	↑ 3.01	↘ 2.94	↘ 2.99	↑ 3.49	↑ 3.01	↑ 3.11	2.20	50	10%
<b>Small</b>	↑ 3.29	↑ 3.23	↘ 2.98	↑ 3.86	↓ 2.22	↑ 3.31	3.78	261	22%
<b>Webb</b>	**Not Enough Cases for Meaningful Analysis**							2	0%

Note: Arrows represent the desirability of the mean score: ↑=3.0 or above, ↘=2.75-3.0, ↙=2.5-2.75 ↓=below 2.5.

Appendix E. High School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Support for Parent Involvement	Academic Planning Info	Student Achievement Press	School Achievement Press	Student Progress and Expectations	Average # Activities Parents Attended	# Surveys	% of Students Represented
<b>ALL High</b>	↑ 3.17	↑ 3.08	↗ 2.94	↑ 3.72	↓ 2.23	↑ 3.15	2.70	1,694	9%
Akins	↗ 2.98	↗ 2.96	↗ 2.83	↑ 3.47	↓ 2.09	↑ 3.05	1.90	180	7%
Anderson	↑ 3.18	↑ 3.02	↗ 2.86	↑ 3.86	↓ 2.16	↑ 3.08	3.51	149	7%
Austin	↑ 3.27	↑ 3.16	↑ 3.02	↑ 3.90	↓ 2.26	↑ 3.20	3.57	329	15%
Bowie	↑ 3.17	↑ 3.02	↗ 2.89	↑ 3.89	↓ 2.21	↑ 3.14	3.67	165	6%
Crockett	↗ 2.98	↗ 2.89	↘ 2.73	↑ 3.78	↓ 2.31	↗ 2.95	3.00	66	4%
Eastside	↑ 3.34	↑ 3.27	↑ 3.07	↑ 3.83	↘ 2.58	↑ 3.44	2.05	21	5%
Garza	↑ 3.65	↑ 3.55	↑ 3.41	↑ 3.81	↓ 2.32	↑ 3.55	2.15	60	23%
International	↑ 3.34	↑ 3.27	↑ 3.19	↑ 3.39	↓ 2.27	↑ 3.28	1.16	39	16%
Lanier	↑ 3.05	↑ 3.10	↑ 3.01	↑ 3.33	↓ 2.15	↑ 3.14	1.11	161	11%
LASA	↑ 3.24	↑ 3.08	↑ 3.06	↑ 3.87	↓ 2.24	↑ 3.29	3.56	99	12%
LBJ	↑ 3.17	↑ 3.13	↗ 2.98	↑ 3.46	↘ 2.74	↑ 3.07	2.15	21	2%
McCallum	↑ 3.12	↑ 3.03	↗ 2.85	↑ 3.70	↓ 2.17	↑ 3.07	2.36	350	21%
Reagan	↑ 3.03	↑ 3.04	↗ 2.92	↑ 3.63	↘ 2.55	↑ 3.08	1.82	34	4%
Travis	↑ 3.28	↑ 3.28	↑ 3.16	↑ 3.92	↑ 3.03	↑ 3.23	3.35	20	2%

Note: Arrows represent the desirability of the mean score: ↑=3.0 or above, ↗=2.75-3.0, ↘=2.5-2.75 ↓=below 2.5.

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