

**PARENT SURVEY DISTRICTWIDE RESULTS:
SUMMARY FOR 2008–2009 THROUGH 2010–2011**

AISD Parent Survey Overview

In 2010-2011, a total of 21,683 parents of Austin Independent School District (AISD) students, representing 25.5% of the district’s student population, responded to the Parent Survey. Table 1 provides a summary of respondents according to school level in 2009-2010 and 2010-2011, and Table 2 shows response rates in 2010-2011 according to race/ethnicity and level.

Table 1. Number and Percentage of Respondents, by Level. The percentage of middle school respondents decreased by 4 percentage points relative to last year; conversely, the percentage of high school respondents increased by 5 percentage points.

	Elementary		Middle		High	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Surveys returned	16,373	16,968	2,551	1,803	1,786	2,929
Students	47,986	49,087	16,022	15,562	20,288	20,917
% of students represented	34%	35%	16%	12%	9%	14%

Table 2. Percentage of Survey Respondents, by Level and Ethnicity. At the elementary school level, response rates were highest for Hispanics and Native Hawaiian/Other Pacific Islanders; at the middle and high school level response rates were highest for Native Hawaiian/Other Pacific Islanders. The percentage of American Indian/Alaskan Native respondents was lowest at all levels.

	Elementary	Middle	High
Hispanic	35%	10%	10%
American Indian/Alaskan Native	5%	1%	2%
Asian	30%	12%	19%
Black/African American	25%	10%	11%
Native Hawaiian/Other Pacific Islander	35%	18%	28%
White	21%	9%	14%

Note. Table 2 reflects the new federal standards for collecting and reporting ethnicity and race. The new standards require a person to first select his or her ethnicity (e.g., Hispanic/Latino or non-Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages might not add to 100.

¹Effect sizes (Cohen’s *d*) were calculated to measure the magnitude of the difference between two averages across years. Differences were considered meaningful where $d \geq .18$.

About the AISD Parent Survey

Each spring, AISD Department of Research and Evaluation (DRE) conducts campus-wide parent surveys. The purpose of this survey is to provide campus staff with feedback on parents’ feelings about the school environment, communication with school staff, teachers’ expectations, support for involvement, and parents’ involvement in their child’s education. Parents of students at campuses with a parent support specialist received additional items. In 2010-2011, the survey was slightly modified to include new items measuring parents’ feelings about Central Office and the superintendent. Longitudinal comparisons were included when data were available¹.

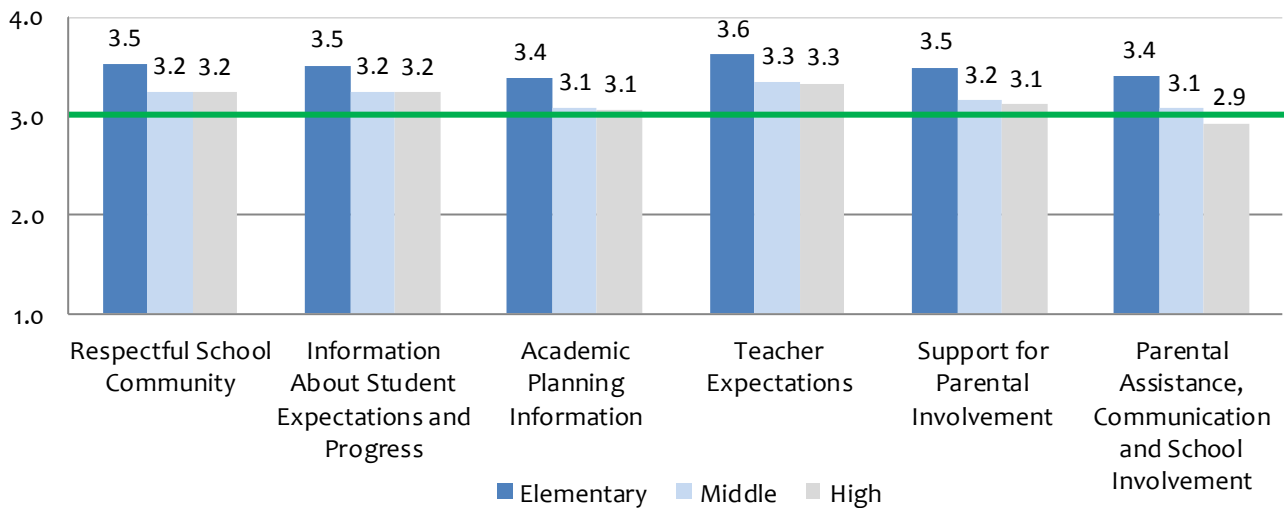
What the Research Says

Previous research has shown that 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).

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

2010-2011 Parent Survey Results, by Level, for Survey Categories

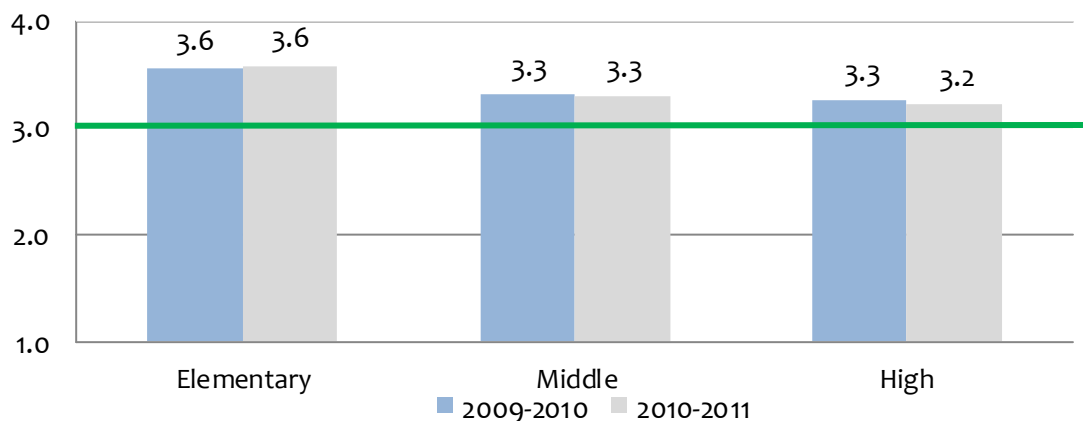
Figure 1. 2010-2011 Parent Survey Average Ratings, by Level. Across all levels, average ratings were in the desirable range (i.e., above 3.0) for all categories, with the exception of parents at the high school level for the category of parental assistance, communication and school involvement. In all cases, parents of elementary school students rated each category more favorably than did parents of middle and high school students. Across all levels, parents provided highest ratings for the category of teacher expectations, indicating that parents believed teachers had high expectations for their child. Conversely, parents provided lowest ratings in the areas of parental assistance, communication and school involvement, and academic planning information.



Note. Response options for most categories ranged from 1 (*strongly disagree*) to 4 (*strongly agree*). Response options for parental assistance, communication and school involvement ranged from 1 (*never*) to 4 (*often*). It is desirable to have a response of at least 3.0.

2010-2011 Parent Survey Item Results, by Level

Figure 2. Average Ratings for the Item: “I believe my child likes to go to school.” For the second consecutive year, parents largely agreed their child liked to go to school. However, parents of elementary and middle school students rated this item more positively than did high school parents.



2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Respectful School Community. This scale consists of 10 items that measure the extent to which parents of AISD students perceive a welcoming, respectful environment for students and their families.

Table 3. Respectful School Community Item and Overall Averages, by Level. All ratings at the elementary and middle school level were in the desirable range of greater than 3.0, and all but one item received a rating above 3.0 from parents of high school students. No meaningful differences were found from 2009-2010 to 2010-2011, and only one meaningful difference was found from 2008-2009 to 2010-2011. At the middle school level in 2010-2011, parents were less satisfied with the amount of positive feedback provided by staff than they were in 2008-2009. The overall averages suggest that parents of elementary school students feel more positive about their school community than do middle and high school parents.

Respectful school community	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
4. School staff provide me with positive feedback about my	3.49	3.47	3.48	3.28	3.16	3.14*	3.07	3.14	3.09
5. School staff treat my child with courtesy and respect.	3.52	3.50	3.52	3.32	3.26	3.23	3.22	3.30	3.25
6. I feel welcome in my child's classroom.	3.57	3.57	3.61	3.22	3.15	3.12	3.07	3.16	3.10
16. My child's school is a safe learning environment.	3.53	3.53	3.54	3.27	3.20	3.20	3.14	3.25	3.20
22a. The school principal treats me with courtesy and respect.	3.50	3.50	3.50	3.35	3.31	3.33	3.34	3.41	3.38
23a. The school assistant principal(s) treat me with courtesy and respect.	3.48	3.48	3.51	3.34	3.30	3.32	3.27	3.36	3.33
24a. My child's teacher(s) treat me with courtesy and respect.	3.64	3.62	3.68	3.42	3.34	3.39	3.35	3.40	3.38
25a. My child's counselor(s) treat me with courtesy and respect.	3.47	3.47	3.51	3.38	3.35	3.35	3.27	3.35	3.34
26. Office staff treat me with courtesy and respect.	3.50	3.47	3.47	3.34	3.33	3.35	3.28	3.32	3.29
28h. School staff provide me with enough information about the process for handling complaints and concerns.	3.28	3.34	3.34	3.07	3.02	3.03	2.90	3.04	2.96
Respectful school community average	3.50	3.48	3.52	3.28	3.22	3.24	3.17	3.23	3.23

Note. Responses range from 1 (*strongly disagree*) to 4 (*strongly agree*). It is desirable to have a response of at least 3.0. No meaningful changes were found across years.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were considered meaningful where $d \geq .18$.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Adequacy of Communication About Student Expectations and Progress. This scale consists of eight items that measure parents ratings of the adequacy of communication regarding staff expectations for their child and their child’s academic progress.

Table 4. Information About Student Expectations and Progress Item and Overall Averages, by Level. All ratings were in the desirable range (i.e., greater than 3.0). However, the ratings by parents of middle school students for the adequacy of staff’s communication about their child’s education and for information about the risk of failing a grade were lower in 2010-2011 than in 2008-2009. No meaningful changes were found from 2009-2010 to 2010-2011. Overall, in 2010-2011, parents of elementary school students rated this category higher than did parents of middle and high school students.

	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Student expectations and progress									
School staff clearly communicate their expectations for:									
8. My child’s education.	3.49	3.50	3.53	3.29	3.20	3.15*	3.12	3.21	3.14
9. My child's behavior	3.52	3.52	3.55	3.35	3.29	3.26	3.23	3.30	3.26
School staff provide me with enough information about the following academic topics:									
27a. Academic progress	3.53	3.52	3.54	3.40	3.3	3.30	3.27	3.29	3.27
27b. Preparedness for TAKS and other assessments	3.45	3.45	3.48	3.25	3.15	3.15	3.05	3.15	3.11
27c. Risk of failing a grade	3.41	3.41	3.36	3.28	3.20	3.14*	3.16	3.21	3.16
27d. Availability of tutoring	3.40	3.40	3.43	3.30	3.23	3.21	3.08	3.21	3.14
28a. Behavior	3.53	3.53	3.58	3.30	3.22	3.27	3.23	3.22	3.20
28b. Attendance	n/a	3.60	3.59	n/a	3.33	3.38	n/a	3.36	3.35
Student expectations and progress average	n/a	3.49	3.51	n/a	3.23	3.23	n/a	3.23	3.19

Note. Responses range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. No meaningful changes were found across years.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were considered meaningful where $d \geq .18$.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Adequacy of Academic Planning Information. This scale consists of five items that measure the adequacy of the information school staff provide to assist parents with academic planning.

Table 5. Academic Planning Information Item and Overall Averages, by Level. In 2010-2011, parents of elementary school students were more satisfied than they were in 2008-2009 with the amount of information provided about the transition to middle school; furthermore, in 2010-2011, parents of elementary and high school students were more satisfied than they were in 2008-2009 with the information they received about career opportunities for their child. Overall, parents of elementary schools students rated this category higher than did parents of middle and high school students.

	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Academic planning information average									
School staff provide me with enough Information about:									
27e. High school graduation requirements	3.29	3.34	3.35	3.12	3.13	3.06	3.15	3.12	3.15
28c. After school programs	3.40	3.45	3.48	3.27	3.04	3.15	2.92	3.20↑	3.04
28d. Transitions to and from elementary, middle, and high school	3.23	3.34	3.38*	3.14	3.13	3.13	3.01	3.09	3.11
28e. Career opportunities for my child	3.14	3.27	3.33*	2.94	2.96	3.02	2.77	2.99↑	2.96*
28f. College admission requirements and financing options	n/a	3.24	3.29	n/a	2.90	2.98	n/a	3.10	3.08
Academic planning information average	n/a	3.36	3.38	n/a	3.05	3.08	n/a	3.10	3.06

Teacher Expectations. This subscale measures parents' perceptions regarding teachers' expectations for their child.

Table 6. Teacher Expectations Item and Overall Averages, by Level. Across all levels, parents rated these items favorably, the ratings of parents of elementary school students were especially favorable.

	Elementary		Middle		High	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
11. My child's teachers believe my child can do well in school.	3.6	3.64	3.40	3.39	3.43	3.40
12. My child's teachers believe that my child can learn new things.	3.62	3.66	3.40	3.39	3.44	3.41
13. My child's teachers encourage my child to stick with problems until he/she can solve them.	3.54	3.57	3.25	3.27	3.27	3.23
Teacher expectations average	3.58	3.62	3.34	3.34	3.37	3.33

Note. Responses range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. ↑ or ↓ denotes a meaningful change from the previous year.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were considered meaningful where $d \geq .18$.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Support for Parental Involvement. This scale consists of 12 items and measures the extent to which parents perceive that campus staff value their input, are open to communication, and support their involvement on campus.

Table 7. Support for Parental Involvement Item and Overall Averages, by Level. Ratings across all levels were in the desirable range. Parents of middle school students felt less positive in 2010-2011 than they did in 2009-2009 about the degree to which their child's teachers assisted them in becoming involved in their child's education. However, no meaningful changes were found at any level from 2009-2010 to 2010-2011. Overall, in 2010-2011, parents of elementary school students rated this scale higher than did parents of middle and high school students.

Support for parental involvement	Elementary			Middle			High		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
7. My child's school staff use the suggestions that I make about my child's	3.40	3.39	3.41	3.16	3.09	3.06	2.93	3.06	3.01
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	3.51	3.54	n/a	3.14	3.10	n/a	3.09	3.01
22b. My child's principal provides me with opportunities for two-way communication.	3.40	3.43	3.45	3.26	3.23	3.23	3.16	3.30	3.23
23b. My child's assistant principal(s) provide me with opportunities for two-way communication.	3.40	3.43	3.47	3.26	3.24	3.27	3.13	3.28↑	3.24
24b. Teacher(s) have helped me to become more involved in my child's education.	3.59	3.55	3.61	3.30	3.18	3.16*	3.13	3.15	3.11
24c. Teacher(s) value my input in academic decisions about my child.	3.58	3.55	3.60	3.32	3.23	3.22	3.16	3.21	3.18
24d. Teacher(s) provide me with opportunities for two-way communication.	3.61	3.59	3.64	3.37	3.29	3.28	3.25	3.28	3.28
25b. Counselor(s) have helped me to become more involved in my child's education.	3.39	3.39	3.42	3.26	3.19	3.21	3.10	3.15	3.12
25c. Counselor(s) value my input in academic decisions about my child.	3.40	3.41	3.43	3.31	3.24	3.22	3.14	3.21	3.19
25d. Counselor(s) provide me with opportunities for two-way communication.	3.41	3.40	3.44	3.3	3.25	3.27	3.13	3.22	3.21
28g. School staff provide me with enough information about opportunities to be involved.	n/a	3.40	3.44	n/a	3.12	3.11	n/a	3.15	3.08
15. AISD online ParentConnection system has helped me to monitor my child's progress. ²	n/a	3.34	3.34	n/a	3.44	3.43	n/a	3.44	3.44
Support for parent involvement average	n/a	3.46	3.49	n/a	3.17	3.15	n/a	3.16	3.11

Note. Responses range from 1 (*strongly disagree*) to 4 (*strongly agree*). It is desirable to have a response of at least 3.0. ↑ or ↓ denotes a meaningful change from the previous year.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were considered meaningful where $d \geq .18$.

²Item # 15 was not included in the average calculation.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Parental Assistance, Communication, and School Involvement. This scale asks parents to report the frequency with which they participate in a variety of school-related activities, both at home and at their child's school, as a means of understanding their involvement with their child's education.

Table 8. Parental Assistance, Communication, and School Involvement Item Means, by Level. In 2010-2011 five new items specific to parental involvement in education at home were added to this subscale; therefore, in 2009-2010, overall averages were not computed. Overall, parents of elementary and middle school students reported significantly greater involvement than did parents of high school students. However, parents at all levels reported frequently talking with their child about their school day and discussing time management. Across all levels, the activities that parents engaged in the least were volunteering at their child's school and attending Parent Teacher Association (PTA) or Campus Advisory Council (CAC) meetings.

	Elementary		Middle		High	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Parental assistance, communication, and school involvement average	n/a	3.35	n/a	3.07	n/a	2.93
17. My child has a place at home for books and school materials	n/a	3.58	n/a	3.48	n/a	3.50
29. Talk with my child about his/her school day.	3.87	3.86	3.76	3.73	3.74	3.78
30. Supervise my child's homework.	3.85	3.83	3.44	3.40	3.03	3.03
31. Help my child study for tests.	3.66	3.63	3.21	3.16	2.76	2.78
32. Talk with other parents about my child's school.	3.03	3.03	2.89	2.93	2.89	2.88
33. Communicate with my child's teachers (e.g., telephone, email, notes, in person).	3.43	3.44	2.92	2.94	2.75	2.81
34. Volunteer at my child's school.	3.48	2.51↓	2.19	2.27	2.21	2.23
35. Attend PTA/CAC meetings.	3.49	2.47↓	2.15	2.22	2.05	2.03
36. Attend regularly scheduled parent-teacher conferences.	3.71	3.70	3.1	3.11	2.86	2.95
37. Attend annual meetings about my child's academic plans.	3.29	3.28	2.94	2.96	2.79	2.86
38. Visit my child's school (e.g., for lunch, walk them to class, observe).	3.28	3.25	2.52	2.51	2.27	2.28
39. Attend performance events and/or sports events at my child's school.	3.25	3.22	3.17	3.15	3.12	3.11
40. Take my child places to learn (e.g., library, museum, zoo, historical site, live performance, art gallery).	n/a	3.27	n/a	3.17	n/a	3.14
41. Play board games/puzzles or sports together with my child.	n/a	3.44	n/a	3.23	n/a	3.01
42. Work on projects with my child (i.e., building, making, or fixing something).	n/a	3.48	n/a	3.24	n/a	3.03
43. Discuss with my child how to manage his/her time.	n/a	3.59	n/a	3.54	n/a	3.50
Parental assistance, communication, and school involvement average	n/a	3.35	n/a	3.07	n/a	2.93

Note. Responses range from 1 (never) to 4 (often), except for item # 17 which ranges from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. ↑ or ↓ denotes a meaningful change from the previous year.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were considered meaningful where $d \geq .18$.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Parent Support Specialist. Parents of children attending schools with a parent support specialist were asked to provide feedback regarding their experiences with their school's parent support specialist.

Table 9. Parent Support Specialist Item and Overall Averages, by Level. Ratings of the assistance from parent support specialists fell below the desirable score, especially at the high school level, where a meaningful decrease was found between 2009-2010 and 2010-2011 in parents' perceptions regarding their child's parent support specialist.

	Elementary		Middle		High	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
44. I use the parent support specialist as a resource.	2.38	2.44	2.34	2.39	2.34	2.15
45. The parent support specialist helps me to be involved in my child's education.	2.60	2.64	2.54	2.52	2.54	2.28↓
Parent support specialist average	2.48	2.53	2.42	2.45	2.43	2.22↓

Note. Response options range from 1 (never) to 4 (often).

Superintendent Ratings. In 2010-2011 parents were asked to rate the Superintendent's impact on academic programs and support for parent involvement.

Table 10. Superintendent Item Averages by Level. Parents of elementary school students rated the Superintendent more favorably than did parents of middle and high school students.

	Elementary 2010-2011	Middle 2010-2011	High 2010-2011
The Superintendent:			
21a. Has made a positive impact on the district's academic programs.	3.15	2.89	2.76
21b. Does a good job of asking for input from parents.	3.22	3.02	2.95
21c. Does a good job of communicating with parents.	3.22	3.01	2.95

Note. Responses range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Central Office Accessibility. In 2010-2011, parents of AISD students were asked to rate their satisfaction with Central Office accessibility.

Table 11. Central Office Accessibility Item Averages by Level. Across all levels, ratings were favorable; ratings were, especially favorable at the elementary school level.

	Elementary 2010-2011	Middle 2010-2011	High 2010-2011
18. District staff are responsive to parents.	3.35	3.08	2.99
19. I know who to contact if I have a question or concern about my child's education.	3.53	3.25	3.21
20. Central office staff treat me with courtesy and respect.	3.44	3.25	3.22

Note. Responses range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

↑ or ↓ denotes a meaningful change from the previous year.

* Denotes a meaningful change from 2008-2009 to 2010-2011. Differences were flagged as meaningful where $d \geq .18$.

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Appendix: 2010-2011 Elementary School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Student Progress and Expectations	Academic Planning Information	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Elementary	↑ 3.52	↑ 3.51	↑ 3.38	↑ 3.62	↑ 3.49	↑ 3.35	16,968	35%
ACES	↑ 3.52	↑ 3.39	↑ 3.18	↑ 3.56	↑ 3.48	↑ 3.11	10	50%
Allan	↑ 3.64	↑ 3.60	↑ 3.41	↑ 3.76	↑ 3.57	↑ 3.37	137	36%
Allison	↑ 3.54	↑ 3.54	↑ 3.45	↑ 3.57	↑ 3.52	↑ 3.33	245	44%
Andrews	↑ 3.54	↑ 3.53	↑ 3.42	↑ 3.61	↑ 3.52	↑ 3.28	227	32%
Baldwin	↑ 3.69	↑ 3.59	↑ 3.46	↑ 3.72	↑ 3.63	↑ 3.54	166	32%
Baranoff	↑ 3.55	↑ 3.56	↑ 3.46	↑ 3.63	↑ 3.53	↑ 3.52	166	19%
Barrington	↑ 3.48	↑ 3.49	↑ 3.34	↑ 3.66	↑ 3.47	↑ 3.20	187	19%
Barton Hills	↑ 3.82	↑ 3.81	↑ 3.60	↑ 3.90	↑ 3.81	↑ 3.73	126	32%
Becker	↑ 3.53	↑ 3.52	↑ 3.39	↑ 3.65	↑ 3.50	↑ 3.32	111	53%
Blackshear	↑ 3.48	↑ 3.43	↑ 3.39	↑ 3.49	↑ 3.40	↑ 3.30	112	45%
Blanton	↑ 3.50	↑ 3.46	↑ 3.32	↑ 3.55	↑ 3.49	↑ 3.22	354	60%
Blazier	↑ 3.46	↑ 3.51	↑ 3.32	↑ 3.61	↑ 3.46	↑ 3.29	451	58%
Boone	↑ 3.65	↑ 3.65	↑ 3.50	↑ 3.70	↑ 3.63	↑ 3.44	129	26%
Brentwood	↑ 3.57	↑ 3.63	↑ 3.50	↑ 3.80	↑ 3.60	↑ 3.52	80	16%
Brooke	↑ 3.42	↑ 3.46	↑ 3.36	↑ 3.53	↑ 3.42	↑ 3.26	153	35%
Brown	↑ 3.65	↑ 3.59	↑ 3.48	↑ 3.67	↑ 3.58	↑ 3.39	158	30%
Bryker Woods	↑ 3.67	↑ 3.60	↑ 3.61	↑ 3.77	↑ 3.53	↑ 3.57	106	26%
Campbell	↑ 3.63	↑ 3.56	↑ 3.55	↑ 3.67	↑ 3.59	↑ 3.36	61	17%
Casey	↑ 3.32	↑ 3.32	↑ 3.15	↑ 3.57	↑ 3.35	↑ 3.32	176	26%
Casis	↑ 3.69	↑ 3.68	↑ 3.40	↑ 3.83	↑ 3.69	↑ 3.66	172	21%
Clayton	↑ 3.70	↑ 3.59	↑ 3.51	↑ 3.71	↑ 3.63	↑ 3.59	241	28%
Cook	↑ 3.41	↑ 3.42	↑ 3.27	↑ 3.51	↑ 3.39	↑ 3.23	475	52%
Cowan	↑ 3.63	↑ 3.59	↑ 3.40	↑ 3.72	↑ 3.61	↑ 3.46	139	18%
Cunningham	↑ 3.44	↑ 3.44	↑ 3.23	↑ 3.59	↑ 3.44	↑ 3.35	106	21%
Davis	↑ 3.71	↑ 3.62	↑ 3.51	↑ 3.74	↑ 3.69	↑ 3.50	156	23%
Dawson	↑ 3.68	↑ 3.61	↑ 3.57	↑ 3.74	↑ 3.60	↑ 3.31	102	31%
Doss	↑ 3.60	↑ 3.57	↑ 3.42	↑ 3.74	↑ 3.49	↑ 3.57	227	29%
Galindo	↑ 3.51	↑ 3.50	↑ 3.38	↑ 3.55	↑ 3.49	↑ 3.38	408	58%
Govalle	↑ 3.56	↑ 3.53	↑ 3.38	↑ 3.66	↑ 3.48	↑ 3.39	158	39%
Graham	↑ 3.48	↑ 3.48	↑ 3.21	↑ 3.58	↑ 3.42	↑ 3.28	237	31%
Gullett	↑ 3.30	↑ 3.17	↘ 2.98	↑ 3.47	↑ 3.16	↑ 3.53	115	21%
Harris	↑ 3.35	↑ 3.39	↑ 3.27	↑ 3.47	↑ 3.35	↑ 3.22	547	72%
Hart	↑ 3.45	↑ 3.47	↑ 3.32	↑ 3.56	↑ 3.41	↑ 3.21	355	40%
Highland Park	↑ 3.68	↑ 3.55	↑ 3.40	↑ 3.70	↑ 3.59	↑ 3.56	227	34%
Hill	↑ 3.61	↑ 3.51	↑ 3.47	↑ 3.63	↑ 3.53	↑ 3.53	155	21%
Houston	↑ 3.46	↑ 3.45	↑ 3.31	↑ 3.54	↑ 3.41	↑ 3.28	268	29%
Jordan	↑ 3.43	↑ 3.46	↑ 3.32	↑ 3.56	↑ 3.43	↑ 3.28	359	43%
Joslin	↑ 3.64	↑ 3.62	↑ 3.50	↑ 3.72	↑ 3.61	↑ 3.42	278	77%
Kiker	↑ 3.73	↑ 3.65	↑ 3.64	↑ 3.81	↑ 3.71	↑ 3.55	187	20%
Kocurek	↑ 3.49	↑ 3.48	↑ 3.36	↑ 3.61	↑ 3.48	↑ 3.31	170	26%

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

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Appendix: 2010-2011 Elementary School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Student Progress and Expectations	Academic Planning Information	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Elementary	↑ 3.52	↑ 3.51	↑ 3.38	↑ 3.62	↑ 3.49	↑ 3.35	16,968	35%
Langford	↑ 3.37	↑ 3.35	↑ 3.28	↑ 3.48	↑ 3.35	↑ 3.24	213	25%
Lee	↑ 3.60	↑ 3.51	↑ 3.19	↑ 3.62	↑ 3.41	↑ 3.49	114	27%
Linder	↑ 3.44	↑ 3.45	↑ 3.37	↑ 3.56	↑ 3.43	↑ 3.19	533	60%
Lucy Read	↑ 3.65	↑ 3.59	↑ 3.43	↑ 3.67	↑ 3.62	↑ 3.33	327	64%
Maplewood	↑ 3.61	↑ 3.51	↑ 3.37	↑ 3.67	↑ 3.47	↑ 3.42	79	19%
Mathews	↑ 3.68	↑ 3.54	↑ 3.55	↑ 3.72	↑ 3.60	↑ 3.39	78	19%
McBee	↑ 3.53	↑ 3.50	↑ 3.39	↑ 3.57	↑ 3.48	↑ 3.30	361	48%
Menchaca	↑ 3.60	↑ 3.54	↑ 3.44	↑ 3.69	↑ 3.55	↑ 3.56	80	12%
Metz	↑ 3.51	↑ 3.51	↑ 3.32	↑ 3.60	↑ 3.45	↑ 3.31	217	43%
Mills	↑ 3.56	↑ 3.51	↑ 3.35	↑ 3.66	↑ 3.51	↑ 3.52	229	25%
Norman	↑ 3.59	↑ 3.60	↑ 3.49	↑ 3.63	↑ 3.56	↑ 3.27	237	72%
Oak Hill	↑ 3.58	↑ 3.56	↑ 3.29	↑ 3.66	↑ 3.52	↑ 3.44	216	28%
Oak Springs	↑ 3.61	↑ 3.57	↑ 3.51	↑ 3.69	↑ 3.51	↑ 3.42	45	16%
Odom	↑ 3.57	↑ 3.56	↑ 3.46	↑ 3.65	↑ 3.53	↑ 3.38	449	68%
Ortega	↑ 3.58	↑ 3.59	↑ 3.52	↑ 3.65	↑ 3.56	↑ 3.41	280	95%
Overton	↑ 3.48	↑ 3.51	↑ 3.35	↑ 3.61	↑ 3.43	↑ 3.30	206	31%
Palm	↑ 3.58	↑ 3.58	↑ 3.45	↑ 3.68	↑ 3.52	↑ 3.50	161	27%
Patton	↑ 3.59	↑ 3.51	↑ 3.47	↑ 3.66	↑ 3.55	↑ 3.50	191	21%
Pease	↑ 3.72	↑ 3.64	↑ 3.62	↑ 3.78	↑ 3.62	↑ 3.69	52	20%
Pecan Springs	↑ 3.34	↑ 3.30	↑ 3.20	↑ 3.41	↑ 3.29	↑ 3.29	122	23%
Perez	↑ 3.54	↑ 3.55	↑ 3.41	↑ 3.67	↑ 3.54	↑ 3.33	484	55%
Pickle	↑ 3.45	↑ 3.54	↑ 3.35	↑ 3.61	↑ 3.45	↑ 3.23	149	20%
Pillow	↑ 3.52	↑ 3.56	↑ 3.36	↑ 3.65	↑ 3.50	↑ 3.39	195	30%
Pleasant Hill	↑ 3.25	↑ 3.42	↑ 3.33	↑ 3.58	↑ 3.32	↑ 3.26	222	36%
Reilly	↑ 3.53	↑ 3.53	↑ 3.34	↑ 3.57	↑ 3.52	↑ 3.31	132	44%
Ridgetop	↑ 3.63	↑ 3.57	↑ 3.53	↑ 3.64	↑ 3.58	↑ 3.47	85	39%
Rodriguez	↑ 3.42	↑ 3.45	↑ 3.36	↑ 3.55	↑ 3.43	↑ 3.23	262	28%
Rosedale	↑ 3.58	↑ 3.55	↑ 3.27	↑ 3.61	↑ 3.52	↑ 3.17	24	14%
Sanchez	↑ 3.59	↑ 3.60	↑ 3.45	↑ 3.69	↑ 3.57	↑ 3.32	172	29%
Sims	↑ 3.51	↑ 3.53	↑ 3.39	↑ 3.68	↑ 3.44	↑ 3.19	98	36%
St. Elmo	↑ 3.45	↑ 3.50	↑ 3.35	↑ 3.61	↑ 3.44	↑ 3.40	182	60%
Summit	↑ 3.59	↑ 3.53	↑ 3.41	↑ 3.63	↑ 3.49	↑ 3.36	215	25%
Sunset Valley	↑ 3.58	↑ 3.55	↑ 3.44	↑ 3.66	↑ 3.56	↑ 3.30	260	58%
Travis Heights	↑ 3.58	↑ 3.54	↑ 3.46	↑ 3.63	↑ 3.51	↑ 3.39	252	47%
Walnut Creek	↑ 3.41	↑ 3.46	↑ 3.32	↑ 3.58	↑ 3.44	↑ 3.27	225	24%
Widen	↑ 3.45	↑ 3.47	↑ 3.28	↑ 3.55	↑ 3.41	↑ 3.35	101	13%
Williams	↑ 3.47	↑ 3.44	↑ 3.27	↑ 3.52	↑ 3.44	↑ 3.32	305	48%
Winn	↑ 3.50	↑ 3.45	↑ 3.39	↑ 3.62	↑ 3.49	↑ 3.31	189	39%
Wooldridge	↑ 3.46	↑ 3.46	↑ 3.34	↑ 3.57	↑ 3.43	↑ 3.24	452	51%
Wooten	↑ 3.47	↑ 3.46	↑ 3.36	↑ 3.56	↑ 3.46	↑ 3.24	294	42%
Zavala	↑ 3.49	↑ 3.46	↑ 3.37	↑ 3.56	↑ 3.46	↑ 3.35	120	29%
Zilker	↑ 3.73	↑ 3.67	↑ 3.43	↑ 3.83	↑ 3.73	↑ 3.68	123	23%

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

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Appendix: 2010-2011 Middle School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Student Progress and Expectations	Academic Planning Information	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Middle	↑ 3.24	↑ 3.23	↑ 3.08	↑ 3.34	↑ 3.15	↑ 3.07	1,803	12%
Bailey	↑ 3.24	↑ 3.25	↑ 3.03	↑ 3.33	↑ 3.14	↑ 3.34	63	6%
Bedichek	↑ 3.32	↑ 3.32	↑ 3.19	↑ 3.41	↑ 3.28	↑ 3.05	130	12%
Burnet	↑ 3.29	↑ 3.27	↑ 3.12	↑ 3.38	↑ 3.27	↑ 3.04	85	9%
Covington	↑ 3.11	↑ 3.04	↗ 2.86	↑ 3.28	↑ 3.05	↑ 3.22	76	9%
Dobie	↑ 3.34	↑ 3.34	↑ 3.23	↑ 3.41	↑ 3.27	↗ 2.98	111	18%
Fulmore	↑ 3.12	↑ 3.08	↑ 3.03	↑ 3.18	↑ 3.05	↗ 2.78	93	14%
Fulmore Magnet	↑ 3.33	↑ 3.30	↑ 3.07	↑ 3.47	↑ 3.25	↑ 3.19	57	17%
Garcia	↑ 3.11	↑ 3.09	↑ 3.01	↑ 3.19	↑ 3.03	↗ 2.75	121	18%
Gorzycki	↑ 3.27	↑ 3.18	↗ 3.00	↑ 3.31	↑ 3.10	↑ 3.26	205	21%
Kealing	↑ 3.36	↑ 3.39	↑ 3.22	↑ 3.31	↑ 3.25	↑ 3.12	27	6%
Kealing Magnet	↑ 3.41	↑ 3.39	↑ 3.10	↑ 3.67	↑ 3.33	↑ 3.28	97	12%
Lamar	↑ 3.19	↑ 3.13	↗ 2.90	↑ 3.31	↑ 3.04	↑ 3.23	60	10%
Martin	↑ 3.06	↑ 3.07	↑ 3.01	↑ 3.18	↑ 3.02	↗ 2.83	63	10%
Mendez	↑ 3.08	↑ 3.15	↑ 3.06	↑ 3.07	↑ 3.08	↗ 2.89	82	9%
Murchison	↑ 3.20	↑ 3.15	↗ 2.96	↑ 3.30	↗ 2.97	↑ 3.33	144	11%
O. Henry	↑ 3.37	↑ 3.29	↑ 3.18	↑ 3.47	↑ 3.33	↑ 3.20	62	6%
Paredes	↑ 3.30	↑ 3.35	↑ 3.24	↑ 3.40	↑ 3.21	↗ 2.93	137	15%
Pearce	↑ 3.09	↑ 3.07	↑ 3.01	↑ 3.21	↑ 3.01	↘ 2.71	42	13%
Small	↑ 3.24	↑ 3.24	↑ 3.08	↑ 3.38	↑ 3.12	↑ 3.14	103	11%
Webb	↑ 3.48	↑ 3.46	↑ 3.40	↑ 3.47	↑ 3.43	↑ 3.11	45	8%

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

2010-2011 PARENT SURVEY DISTRICTWIDE RESULTS

Appendix: 2010-2011 High School Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Student Progress and Expectations	Academic Planning Information	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL High	↑ 3.23	↑ 3.19	↑ 3.06	↑ 3.33	↑ 3.11	↗ 2.93	2,929	14%
Akins	↑ 3.17	↑ 3.08	↘ 2.98	↑ 3.20	↑ 3.06	↗ 2.84	116	4%
ALC	↑ 3.43	↑ 3.34	↑ 3.17	↑ 3.25	↑ 3.34	↘ 2.65	21	11%
Anderson	↑ 3.22	↑ 3.14	↑ 3.03	↑ 3.27	↑ 3.04	↑ 3.02	400	19%
Ann Richards	↑ 3.49	↑ 3.45	↑ 3.35	↑ 3.55	↑ 3.37	↑ 3.06	373	71%
Austin	↑ 3.22	↑ 3.18	↑ 3.03	↑ 3.31	↑ 3.11	↗ 2.95	383	17%
Bowie	↑ 3.05	↑ 3.04	↘ 2.92	↑ 3.19	↘ 2.92	↗ 2.99	506	18%
Clifton	↑ 3.64	↑ 3.54	↑ 3.48	↑ 3.58	↑ 3.60	↑ 3.15	27	24%
Crockett	↑ 3.18	↑ 3.18	↘ 2.92	↑ 3.30	↑ 3.06	↘ 2.71	100	6%
Eastside - Global	↑ 3.38	↑ 3.41	↑ 3.26	↑ 3.49	↑ 3.42	↗ 2.85	15	6%
Eastside - Green	↑ 3.34	↑ 3.36	↑ 3.11	↑ 3.45	↑ 3.22	↘ 2.61	73	17%
Garza	↑ 3.65	↑ 3.49	↑ 3.45	↑ 3.67	↑ 3.56	↗ 2.81	107	42%
International	↑ 3.41	↑ 3.31	↑ 3.23	↑ 3.34	↑ 3.29	↘ 2.71	92	51%
Lanier	↑ 3.17	↑ 3.19	↑ 3.06	↑ 3.27	↑ 3.12	↘ 2.69	177	12%
LASA	↑ 3.19	↑ 3.20	↑ 3.04	↑ 3.39	↑ 3.05	↗ 2.95	121	14%
LBJ	↑ 3.21	↑ 3.21	↑ 3.03	↑ 3.20	↑ 3.17	↑ 3.18	42	4%
McCallum	↑ 3.07	↑ 3.02	↘ 2.83	↑ 3.23	↘ 2.97	↗ 2.90	310	17%
Reagan	↑ 3.27	↑ 3.26	↑ 3.04	↑ 3.43	↑ 3.18	↗ 2.85	40	5%
Travis	↑ 3.37	↑ 3.40	↑ 3.22	↑ 3.57	↑ 3.32	↗ 2.92	26	2%

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

SUPERINTENDENT OF SCHOOLS
 Meria J. Carstarphen Ed.D.

OFFICE OF ACCOUNTABILITY
 William H. Caritj, M.Ed.

DEPARTMENT OF RESEARCH AND EVALUATION
 Holly Williams, 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 • Tamala Barksdale • Sam Guzman