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PARENT SURVEY RESULTS: SUMMARY FOR 2007–2008 THROUGH 2009–2010

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). The Austin Independent School District (AISD) Parent Survey provides campuses with feedback about how parents feel about their treatment by school staff, teachers’ expectations for their child, the school’s educational environment, and their own involvement in the school. This report contains the results of the 2009–2010 AISD Parent Survey. Longitudinal data are provided where applicable.

Table 1 provides a summary of respondents by level. A total of 20,770 parents of AISD students responded to the survey, representing nearly 25% of the district’s student population. The response rate increased slightly from 2008–2009 to 2009–2010 for elementary and middle schools.

Table 1. Parents of elementary school students exhibited greater participation rates than did parents of middle school students and parents of high school students in 2009–2010.

	Elementary		Middle		High	
	2008–2009	2009–2010	2008–2009	2009–2010	2008–2009	2009–2010
Surveys returned	13,886	16,373	2,204	2,551	1,694	1,786
Students	46,987	47,986	15,541	16,022	19,043	20,288
% of students represented	30%	34%	14%	16%	9%	9%

Note. An additional 60 parents of students from special campuses (including The Alternative Learning Center, Clifton, and Rosedale) responded.

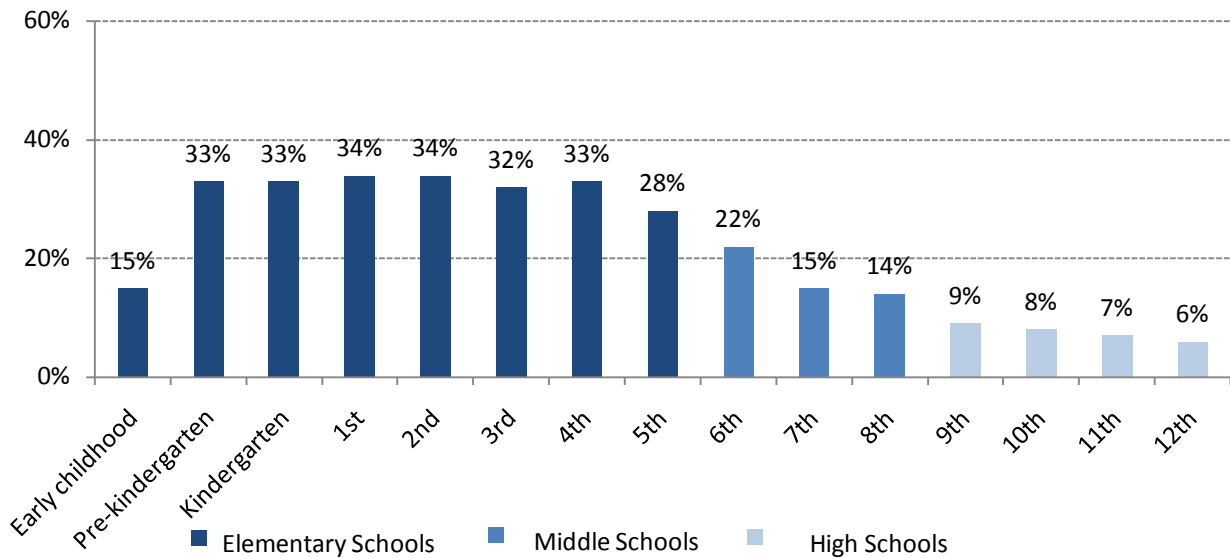
Parents who responded to this survey were generally representative of the AISD student population in terms of ethnicity and grade level, although Hispanic and African American parents of middle and high school students were somewhat less likely to respond than were parents of White students. Data for the parents who responded can be found in Tables 2 and 3.

Table 2. Response rates were slightly higher for parents of White and Asian American secondary students than for parents of African American and Hispanic students, although at least 25% of parents from each ethnic group at the elementary school level responded.

	Elementary response rate	Middle school response rate	High school response rate	Special campus response rate
African American	26%	10%	7%	46%
Asian American	29%	20%	11%	43%
Hispanic	34%	14%	7%	38%
White	26%	18%	11%	17%

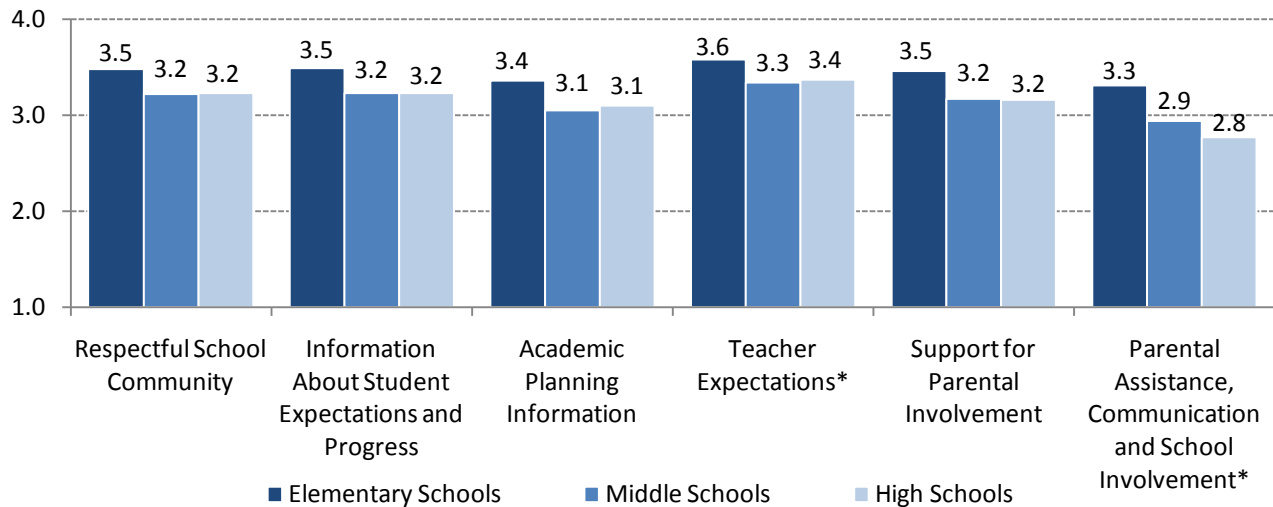
Note. Approximately 9% of respondents did not indicate the ethnicity of their child. Student population data were based on Fall 2009 PEIMS enrollment. Response distributions compared with the AISD population are presented in Appendix A.

Figure 1. Middle and high school parents had the lowest response rate among levels in 2009–2010.



Survey results for 2009–2010 are summarized here for each school level. The survey questions were grouped by topic into six school-related subscales. Figure 2 provides an overview of the results, by subscale, and subsequent tables provide the results for every question.

Figure 2. Parents of elementary school students rated all subscales higher than did parents of middle school students in 2009–2010, and ratings were similar for parents of middle school students and parents of high school students.



Note. Parents of AISD students responded to each statement by indicating their level of agreement on a 4-point scale ranging from *strongly agree* to *strongly disagree*, with the option of indicating “Don’t know/NA” or of skipping any item. * Indicates a new subscale added to the 2009–2010 Parent Survey.

An average of 3.0 or higher for each item and subscale is considered desirable.

Statistically meaningful changes are denoted with up or down arrows (↑↓) in the tables that follow.¹ Principals received customized reports for their campuses and were encouraged to examine the results for areas of strength and opportunities for improvement.

Parents of elementary school students rated each subscale more favorably than did parents of middle school students and parents of high school students. Across grade levels, parents of students rated their child’s school favorably on each of the six school-related subscales, with scores above the desired 3.0 range. Ratings of teacher expectations were highest of all subscales at each level, indicating parents believed their child’s teachers had high expectations for him or her. The lowest school-related subscale scores were in the area of academic planning information, which measures the adequacy of information school staff provide to assist parents with their child’s academic planning.

In general, ratings remained stable from 2008–2009 to 2009–2010. However, a positive trend emerged at the high school level, where ratings for many items increased meaningfully from 2007–2008 to 2009–2010. Most notably, ratings of respectful school community for parents of high school students increased meaningfully during this period (Table 5). Additionally, parents of middle and high school students rated the adequacy of information

¹ Effect sizes (Cohen’s *d*) were calculated to measure the magnitude of the difference between two averages. Differences were flagged as meaningful where *d* ≥ than .18.

provided regarding career opportunities for their child higher in 2009–2010 than in 2007–2008.

Research suggests parental involvement often is a critical factor relating to students' academic achievement (e.g., Seginer, 1983; Sheldon and Epstein, 2002). Analyses were conducted to determine if parents' self-reported assistance, communication, and school involvement varied by school level. Results indicated that parents of elementary school students were more frequently involved in their child's education (both in and outside of the classroom) than were parents of middle school students and parents of high school students. These results were consistent with research suggesting that parents of elementary school students tend to be more involved than are their middle and high school counterparts (Stouffer, 1992). However, it is important for secondary campuses to foster parental involvement because it is often cited as a protective factor for students transitioning from primary to secondary schools (Chen & Gregory, 2010).

Analyses also were conducted to determine the relationships among the six subscales from the Parent Survey and the 2010 Texas Assessment of Knowledge and Skills (TAKS), for mathematics (math) and reading only. First, correlations were calculated to determine the relationship among economic disadvantage and the six subscales (Table 3). Results suggested that parents of students at elementary schools with high poverty generally reported lower ratings of all six school-related Parent Survey subscales than did parents of students at less disadvantaged elementary schools. Parents of students at high-poverty middle and high schools reported lower ratings of parental assistance, communication, and school involvement than did their peers with students at less disadvantaged middle and high schools. However, parents at high-poverty middle and high schools rated the adequacy of the academic planning information they received more favorably than did parents with students at less disadvantaged schools.

Given that economic disadvantage also is highly related to student performance, additional analyses were conducted to examine how Parent Survey results related to TAKS performance, regardless of economic disadvantage. Across all levels of economic disadvantage, several Parent Survey subscales were found to be positively related to TAKS performance in reading and math (Table 4).

Table 3. Schools with high economic disadvantage were likely to have lower Texas Assessment of Knowledge and Skills (TAKS) performance and somewhat less favorable parent ratings, particularly at the elementary level, than did less disadvantaged schools.

	Pearson <i>r</i> correlation		
	Elementary	Middle	High
Economic disadvantage			
Math TAKS	-.56*	-.66*	-.81*
Reading TAKS	-.58*	-.75*	-.88*
Respectful school community	-.46*	--	--
Academic planning information	-.23*	.29 ^a	.23 ^a
Information about student expectations and progress	-.28*	--	--
Teacher expectations	-.48*	--	--
Support for parent involvement	-.35*	--	--
Parental assistance, communication, and school involvement	-.55*	-.37*	-.21 ^a

Source. 2010 TAKS passing percentages, by grade level, for each campus; AISD Parent Survey, by grade level, for each campus

Note. Pearson's *r* can range from -1 to +1, with zero indicating no relationship between variables, and values of -1 or +1 indicating a perfect relationship. Positive relationships occur when both variables are high or low together; negative relationships occur when one variable increases as the other decreases.

* Correlation is statistically significant at or below $p = .05$.

^aSmaller sample sizes are less likely to result in statistical significance than are 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 that have a correlation magnitude of less than $r = .20$ are indicated with --. After examining analyses for middle schools, magnet middle schools were removed, based on the negative relationship found between TAKS scores and Parent Survey subscale scores.

Table 4. Across all levels of economic disadvantage, Parent Survey subscale scores were positively related to students' Texas Assessment of Knowledge and Skills (TAKS) performance in reading at the high school level.

	Pearson <i>r</i> correlation		
	Elementary	Middle	High
Math TAKS			
Respectful school community	--	--	--
Academic planning information	--	--	--
Information about student expectations and progress	.20*	--	--
Teacher expectations	--	.36*	--
Support for parent involvement	--	--	--
Parental assistance, communication, and school involvement	--	.24 ^a	--
Reading TAKS			
Respectful school community	--	--	.49*
Academic planning information	--	--	.46*
Information about student expectations and progress	--	--	.53*
Teacher expectations	--	--	.49*
Support for parent involvement	--	--	.47*
Parental assistance, communication, and school involvement	--	--	--

Source. 2010 TAKS passing percentages, by grade level, for each campus; AISD Parent Survey, by grade level, for each campus

Note. Please refer to the note in Table 3 for an explanation about the data presented in Table 4.

Additional analyses were conducted to determine whether parent ratings could reliably predict school TAKS performance. Although economic disadvantage served as the strongest predictor for both TAKS math and reading scores at all levels, respectful school community positively predicted TAKS math and reading scores for elementary schools (Appendix B). Based on these findings, it is imperative for campuses to actively foster positive relationships with parents as a potential means of improving academic achievement.

Taken together, these results offer valuable information for district administrators, principals, teachers, and parents. The tables that follow provide detailed item-level data for each of the six subscales. Administrators can work with parents and staff to address areas with low ratings and to share best practices with others in areas where they excel.

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. Responses on this scale range from 1 (*strongly disagree*) to 4 (*strongly agree*), with responses of 3.0 or greater considered desirable. Ratings were in the desirable range of greater than 3.0 for every item at each school level, with parents of all students rating items related to the amount of courtesy and respect they receive from campus staff, teachers assistant principals, and principals higher than other items (individual item and subscale averages provided in Table 5).

Table 5. Parents of high school students rated many of the respectful school community items higher in 2009–2010 than in 2007–2008.

Respectful school community	Elementary			Middle			High		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
4. School staff provide me with positive feedback about my child.	3.49	3.49	3.47	3.14	3.28↑	3.16	2.99	3.07	3.14*
5. School staff treat my child with courtesy and respect.	3.53	3.52	3.50	3.21	3.32	3.26	3.11	3.22	3.30*
6. I feel welcome in my child's classroom.	3.57	3.57	3.57	3.12	3.22	3.15	2.99	3.07	3.16*
16. My child's school is a safe learning environment.	3.47	3.53	3.53	3.14	3.27	3.20	3.02	3.14	3.25*
17a. The school principal treats me with courtesy and respect.	3.51	3.50	3.50	3.30	3.35	3.31	3.14	3.34↑	3.41*
18a. The school assistant principal(s) treat me with courtesy and respect.	3.47	3.48	3.48	3.25	3.34	3.30	3.13	3.27	3.36*
19a. My child's teacher(s) treat me with courtesy and respect.	3.64	3.64	3.62	3.38	3.42	3.34	3.33	3.35	3.40
20a. My child's counselor(s) treat me with courtesy and respect.	3.47	3.47	3.47	3.32	3.38	3.35	3.23	3.27	3.35
19a. Office staff treat me with courtesy and respect.	3.46	3.50	3.47	3.26	3.34	3.33	3.20	3.28	3.32
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.34	3.28	3.34	3.09	3.07	3.02	2.94	2.90	3.04
Respectful school community average	3.49	3.50	3.48	3.20	3.28	3.23	3.10	3.17	3.23*

↑↓ Denotes a significant change within a give school level from 2008–2009 to 2009–2010

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010

ADEQUACY OF COMMUNICATION ABOUT STUDENT EXPECTATIONS AND PROGRESS

This scale consists of eight items that measure the adequacy of communication parents of AISD students have regarding staff expectations for their child and their child’s academic progress. Ratings were most favorable regarding the adequacy of communication about students’ attendance, and parents of students across all levels responded favorably (e.g., above 3.0) to all items. Importantly, parents of high school students were more likely to agree that their child’s school clearly communicated expectations for their child’s learning in 2009–2010 than in 2007–2008. Although meaningful improvements from 2008–2009 to 2009–2010 were not documented, parents of high school students rated several items higher in 2009–2010 than in 2007–2008. Individual item and subscale averages are presented in Table 6.

Table 6. Parents of high school students rated items on the communications about expectations and progress scale higher in 2009–2010 than in 2007–2008.

Communication about expectations and progress	Elementary			Middle			High		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
“My child’s school staff clearly communicate their expectations for...”									
8. My child’s learning	3.48	3.49	3.50	3.18	3.29	3.20	3.03	3.12	3.21*
9. My child’s behavior	n/a	3.52	3.52	n/a	3.35	3.29	n/a	3.23	3.30
“School staff provide me with enough information about my child’s...”									
22a. Academic progress	3.50	3.53	3.52	3.28	3.40	3.30	3.09	3.27↑	3.29*
22b. Preparedness for TAKS	3.39	3.45	3.45	3.07	3.25↑	3.15	2.87	3.05↑	3.15*
22c. Risk of failing a grade	3.37	3.41	3.41	3.17	3.28	3.20	2.99	3.16↑	3.21*
22d. Availability of tutoring	n/a	3.40	3.40	n/a	3.30	3.23	n/a	3.08	3.21
23a. Behavior	3.50	3.53	3.53	3.18	3.30	3.22	3.05	3.23↑	3.22*
23b. Attendance	n/a	n/a	3.60	n/a	n/a	3.33	n/a	n/a	3.36
Expectations and progress average	n/a	n/a	3.49	n/a	n/a	3.23	n/a	n/a	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. ↑↓ Denotes a significant change within a give school level from 2008–2009 to 2009–2010. * Denotes a significant change within a given school level from 2007–2008 to 2009–2010

ADEQUACY OF ACADEMIC PLANNING INFORMATION

This scale consists of seven items designed to measure the adequacy of the information school staff provide to assist parents with academic planning. Parents of middle and high school students were more likely to feel that their child’s school provided them with information regarding career opportunities for their child in 2009–2010 than in 2007–2008, and parents of high school students rated the adequacy of information about after school programs and career opportunities more favorably than in 2007–2008. Individual item and subscale averages are presented in Table 7.

Table 7. Middle and high school parents reported receiving more information regarding career opportunities for their child in 2009–2010 than in 2007–2008.

“School staff provide me with enough information about...”	Elementary			Middle			High		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
22c. After school programs	n/a	3.40	3.45	n/a	3.27	3.04	n/a	2.92	3.20↑
22d. Transitions to and from elementary, middle, and high school	n/a	3.23	3.34	n/a	3.14	3.13	n/a	3.01	3.09
22e. High school graduation requirements	3.16	3.29	3.34	2.86	3.12	3.13	3.03	3.15	3.12
23e. Career opportunities for my child	3.04	3.14	3.27	2.69	2.94	2.96*	2.72	2.77	2.99↑*
23f. College admission requirements and financing options	n/a	n/a	3.24	n/a	n/a	2.90	n/a	n/a	3.10
Academic planning information average	n/a	n/a	3.36	n/a	n/a	3.05	n/a	n/a	3.10

Note. Responses range from 1 (*strongly disagree*) to 4 (*strongly agree*). It is desirable to have a response of at least 3.0. ↑↓ Denotes significant changes within a given school level from the previous year.

* Denotes a significant change within a given school level from 2007–2008 to 2009–2010.

Parents of AISD students also were asked if they believed their child liked to go to school, and if they felt the ParentConnection system helped them monitor their child’s academic progress (Table 8). In general, parents of students at all grade levels responded favorably to these two items, with responses greater than the desired 3.0 range.

Table 8. AISD parents agreed their child liked to go to school and that the ParentConnection system helped them monitor their child’s progress.

Item	Elementary	Middle	High
10. I believe my child likes to go to school.	3.55	3.31	3.26
15. AISD’s online ParentConnection system has helped me to monitor my child’s progress.	3.34	3.44	3.44

TEACHER EXPECTATIONS

Teacher Expectations was a new subscale added to the 2009–2010 survey. This subscale measures perceptions that parents of AISD students have regarding teachers’ expectations for their child. Although parents of students across all levels rated these items favorably, parents of elementary school students rated these items more favorably than did parents of middle school students and parents of high school students. The individual item and subscale averages are provided in Table 9.

Table 9. Parents of elementary school students rated items on the teacher expectations subscale higher than did parents of middle school students and parents of high school students.

Teacher expectations	Elementary	Middle	High
11. My child’s teachers believe my child can do well in school.	3.60	3.40	3.43
12. My child’s teachers believe that my child can learn new things.	3.62	3.40	3.44
13. My child’s teachers encourage my child to stick with problems until he/she can solve them.	3.54	3.25	3.27
Teacher expectations average	3.58	3.34	3.37

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

SUPPORT FOR PARENT INVOLVEMENT

This scale consists of 11 items and measures the extent to which parents perceived that campus staff valued their input, were open to communication, and supported their involvement on campus. Although parents of elementary school students and parents of middle school students did not rate these items significantly higher in 2009–2010 than in previous years, parents of students at each level rated the support provided by their child’s campus favorably, on average, in 2009–2010. Parents of high school students were more likely to agree that school staff used suggestions they made about their child’s education and were more likely to agree that assistant principals provided them with opportunities for two-way communication in 2009–2010 than in 2007–2008. The individual item and subscale averages are provided in Table 10. Additionally, parents with children attending schools with a parent support specialist were asked to provide feedback regarding their experiences with their school’s parent support specialist (Table 10).

Table 10. High school parents' perceived support for parent involvement from various school staff members increased in 2009–2010, compared with the previous 2 years.

Support for parent involvement	Elementary			Middle			High		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	07-08	09-10
7. My child's school staff use the suggestions that I make about my child's education.	3.32	3.40	3.39	3.00	3.16↑	3.09	2.80	2.93	3.06*
14. My child's teachers make it easy for me to be involved with my child's education.	n/a	n/a	3.51	n/a	n/a	3.14	n/a	n/a	3.09
17b. My child's principal provides me with opportunities for two-way communication.	3.41	3.40	3.43	3.14	3.26	3.23	2.96	3.16↑	3.30*
16d. My child's assistant principal(s) provide me with opportunities for two-way communication.	3.37	3.40	3.43	3.14	3.26	3.24	3.00	3.13	3.28↑*
17b. Teacher(s) have helped me to become more involved in my child's education.	3.58	3.59	3.55	3.19	3.30	3.18	3.15	3.13	3.15
17c. Teacher(s) value my input in academic decisions about my child.	3.57	3.58	3.55	3.21	3.32	3.23	3.17	3.16	3.21
17d. Teacher(s) provide me with opportunities for two-way communication.	3.60	3.61	3.59	3.28	3.37	3.29	3.26	3.25	3.28
18b. Counselor(s) have helped me to become more involved in my child's education.	3.37	3.39	3.39	3.15	3.26	3.19	3.08	3.10	3.15
18c. Counselor(s) value my input in academic decisions about my child.	3.38	3.40	3.41	3.20	3.31	3.24	3.10	3.14	3.21

Table 10, Continued. High school parents’ perceived support for parent involvement from various school staff members increased in 2009–2010, compared with the previous 2 years.

Support for parent involvement	Elementary			Middle			High		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	07-08	09-10
18d. Counselor(s) provide me with opportunities for two-way communication.	3.39	3.41	3.40	3.19	3.30	3.25	3.12	3.13	3.22
21g. School staff provide me with enough information about opportunities to be involved.	n/a	n/a	3.40	n/a	n/a	3.12	n/a	n/a	2.15
Support for parent involvement average	n/a	n/a	3.46	n/a	n/a	3.17	n/a	n/a	3.16

Table 11. Parents of high school students were more likely to agree their child’s parent support specialist was accessible during a variety of times than were elementary and middle school parents.

	Elementary	Middle	High
35. I use the parent support specialist as a resource.	2.38	2.34	2.34
36. The parent support specialist helps me to be involved in my child’s education.	2.60	2.54	2.54
37. The parent support specialist on my campus is accessible during a variety of times (e.g., before school, during school hours, after school, in the evenings, on the weekend).	2.78	2.70	2.95
Parent support specialist average	2.57	2.50	2.58

Note. Response options range from 1 (*strongly disagree*) to 4 (*strongly agree*). It is desirable to have a response of at least 3.0. Responses were calculated only for schools that had a parent support specialist in 2009–2010.

PARENTAL ASSISTANCE, COMMUNICATION, AND SCHOOL INVOLVEMENT

In 2009–2010 a new subscale added to the Parent Survey asked parents of AISD students to report the frequency with which they participated 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. Parents of elementary school students had significantly higher ratings of parental involvement than did middle and high school parents. The individual item and subscale averages are provided in Table 12.

Table 12. Parents of elementary school students reported greater involvement in their child’s education than did parents of middle and high school students.

Parental assistance, communication, and school involvement	Elementary	Middle	High
24. Talk with my child about his/her school day.	3.87	3.76	3.74
25. Supervise my child’s homework.	3.85	3.44	3.03
26. Help my child study for tests.	3.66	3.21	2.76
27. Talk with other parents about my child’s school.	3.03	2.89	2.89
28. Communicate with my child’s teachers (e.g., telephone, email, notes, in person).	3.43	2.92	2.75
29. Volunteer at my child’s school.	3.48	2.19	2.21
30. Attend PTA/CAC meetings.	3.49	2.15	2.05
31. Attend regularly scheduled parent-teacher conferences.	3.71	3.10	2.86
32. Attend annual meetings about my child’s academic plans.	3.29	2.94	2.79
33. Visit my child’s school (e.g., for lunch, walk them to class, observe).	3.28	2.52	2.27
34. Attend performance events and/or sports events at my child’s school.	3.25	3.17	3.12
Parental assistance, communication, and school involvement average	3.31	2.94	2.77

Note. Response options range from 1 (*never*) to 4 (*often*). It is desirable to have a response of at least 3.0.

APPENDIX

Appendix A. Student Ethnicity for Respondents and AISD Population, by School Level, 2009–2010

	All EL respondents	ALL EL population	All MS respondents	All MS population	All HS respondents	All HS population
African American	9%	10%	8%	11%	12%	13%
Asian	4%	4%	5%	4%	4%	4%
Hispanic	68%	63%	54%	57%	42%	52%
White	19%	23%	34%	27%	41%	31%
Unknown	9%	N/A	7%	N/A	5%	N/A

Appendix B. Respectful school community positively predicted Texas Assessment of Knowledge and Skills (TAKS) performance in reading for elementary and high school students.

	Elementary			Middle			High		
	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>B</i>	<i>SE B</i>	<i>β</i>
Math TAKS									
School Economic Disadvantage	-.16	.02	-.52*	-.31	.06	-.59*	-.53	.07	-.80*
Respectful School Community	.10	.03	.20*	.06	.11	.06	.02	.08	.03
Parental Assistance, Communication and School Involvement	-.06	.04	-.11	.17	.12	.12	.08	.08	.10
Reading TAKS									
School Economic Disadvantage	-.16	.02	-.53*	-.36	.05	-.77*	-.28	.02	-.89*
Respectful School Community	.07	.03	.14*	-.00	.09	-.00	.09	.03	.24*
Parental Assistance, Communication and School Involvement	-.02	.04	-.03	-.05	1.0	-.05	-.00	.03	-.01

Source. 2010 TAKS passing percentages by grade level for each campus; AISD Parent Survey

* The contribution of this factor to predictions of TAKS is statistically significant at $p < .05$.

Appendix C. Elementary Parent Survey Subscale Scores, by Campus

School	Respectful School Community	Student Progress and Expectations	Academic Planning Info	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Elementary	↑ 3.48	↑ 3.49	↑ 3.36	↑ 3.58	↑ 3.46	↑ 3.31	16,373	34%
Allan	↑ 3.49	↑ 3.52	↑ 3.33	↑ 3.61	↑ 3.47	↑ 3.35	124	32%
Allison	↑ 3.52	↑ 3.54	↑ 3.39	↑ 3.57	↑ 3.47	↑ 3.24	156	29%
Andrews	↑ 3.48	↑ 3.52	↑ 3.44	↑ 3.57	↑ 3.47	↑ 3.28	193	34%
Baranoff	↑ 3.55	↑ 3.56	↑ 3.48	↑ 3.68	↑ 3.55	↑ 3.43	199	23%
Barrington	↑ 3.38	↑ 3.40	↑ 3.29	↑ 3.53	↑ 3.38	↑ 3.21	333	36%
Barton Hills	↑ 3.67	↑ 3.65	↑ 3.52	↑ 3.69	↑ 3.61	↑ 3.52	65	17%
Becker	↑ 3.42	↑ 3.40	↑ 3.27	↑ 3.52	↑ 3.35	↑ 3.17	82	40%
Blackshear	↑ 3.29	↑ 3.36	↑ 3.26	↑ 3.43	↑ 3.26	↑ 3.23	155	64%
Blanton	↑ 3.44	↑ 3.47	↑ 3.41	↑ 3.55	↑ 3.47	↑ 3.27	229	41%
Blazier	↑ 3.51	↑ 3.51	↑ 3.31	↑ 3.62	↑ 3.48	↑ 3.27	227	31%
Boone	↑ 3.58	↑ 3.54	↑ 3.42	↑ 3.61	↑ 3.55	↑ 3.33	190	37%
Brentwood	↑ 3.51	↑ 3.56	↑ 3.41	↑ 3.66	↑ 3.51	↑ 3.37	108	23%
Brooke	↑ 3.46	↑ 3.43	↑ 3.34	↑ 3.49	↑ 3.40	↑ 3.25	126	30%
Brown	↑ 3.55	↑ 3.61	↑ 3.50	↑ 3.60	↑ 3.54	↑ 3.32	222	44%
Bryker Woods	↑ 3.60	↑ 3.59	↑ 3.58	↑ 3.77	↑ 3.53	↑ 3.46	121	30%
Campbell	↑ 3.37	↑ 3.42	↑ 3.27	↑ 3.57	↑ 3.33	↑ 3.34	153	39%
Casey	↑ 3.32	↑ 3.36	↑ 3.10	↑ 3.56	↑ 3.32	↑ 3.18	218	33%
Casis	↑ 3.64	↑ 3.61	↑ 3.53	↑ 3.79	↑ 3.63	↑ 3.60	129	16%
Clayton	↑ 3.64	↑ 3.56	↑ 3.41	↑ 3.72	↑ 3.55	↑ 3.51	252	26%
Cook	↑ 3.45	↑ 3.48	↑ 3.31	↑ 3.54	↑ 3.44	↑ 3.24	656	73%
Cowan	↑ 3.61	↑ 3.64	↑ 3.50	↑ 3.70	↑ 3.61	↑ 3.37	209	28%
Cunningham	↑ 3.38	↑ 3.35	↑ 3.28	↑ 3.48	↑ 3.37	↑ 3.28	138	25%
Davis	↑ 3.59	↑ 3.56	↑ 3.44	↑ 3.69	↑ 3.60	↑ 3.37	168	24%
Dawson	↑ 3.63	↑ 3.58	↑ 3.52	↑ 3.63	↑ 3.52	↑ 3.25	94	28%
Doss	↑ 3.64	↑ 3.64	↑ 3.46	↑ 3.78	↑ 3.60	↑ 3.44	121	17%
Galindo	↑ 3.48	↑ 3.49	↑ 3.41	↑ 3.55	↑ 3.46	↑ 3.28	375	52%
Govalle	↑ 3.41	↑ 3.53	↑ 3.43	↑ 3.57	↑ 3.39	↑ 3.36	183	46%
Graham	↑ 3.49	↑ 3.51	↑ 3.40	↑ 3.57	↑ 3.48	↑ 3.29	333	50%
Gullett	↑ 3.57	↑ 3.50	↑ 3.38	↑ 3.67	↑ 3.50	↑ 3.54	120	23%
Harris	↑ 3.42	↑ 3.45	↑ 3.34	↑ 3.55	↑ 3.42	↑ 3.31	508	69%
Hart	↑ 3.40	↑ 3.44	↑ 3.33	↑ 3.48	↑ 3.39	↑ 3.21	273	32%
Highland Park	↑ 3.64	↑ 3.55	↑ 3.44	↑ 3.71	↑ 3.57	↑ 3.50	348	55%
Hill	↑ 3.62	↑ 3.52	↑ 3.50	↑ 3.64	↑ 3.55	↑ 3.36	161	23%
Houston	↑ 3.46	↑ 3.47	↑ 3.39	↑ 3.56	↑ 3.48	↑ 3.34	220	23%
Jordan	↑ 3.34	↑ 3.39	↑ 3.23	↑ 3.46	↑ 3.34	↑ 3.29	221	27%
Joslin	↑ 3.53	↑ 3.56	↑ 3.38	↑ 3.62	↑ 3.50	↑ 3.28	195	60%
Kiker	↑ 3.70	↑ 3.63	↑ 3.55	↑ 3.77	↑ 3.66	↑ 3.48	216	24%
Kocurek	↑ 3.40	↑ 3.42	↑ 3.29	↑ 3.50	↑ 3.43	↑ 3.27	145	23%

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, Continued. Elementary Parent Survey Subscale Scores, by Campus

School	Respectful School Community Student Progress and Expectations	Academic Planning Info	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Elementary	↑ 3.48	↑ 3.36	↑ 3.58	↑ 3.46	↑ 3.31	16,373	34%
Langford	↑ 3.36	↑ 3.25	↑ 3.50	↑ 3.35	↑ 3.21	511	61%
Lee	↑ 3.55	↑ 3.33	↑ 3.62	↑ 3.41	↑ 3.46	85	19%
Linder	↑ 3.43	↑ 3.43	↑ 3.55	↑ 3.46	↑ 3.23	612	73%
Lucy Read	↑ 3.58	↑ 3.40	↑ 3.66	↑ 3.55	↑ 3.26	292	61%
Maplewood	↑ 3.49	↑ 3.22	↑ 3.66	↑ 3.36	↑ 3.32	63	15%
Mathews	↑ 3.63	↑ 3.52	↑ 3.69	↑ 3.55	↑ 3.46	68	17%
McBee	↑ 3.46	↑ 3.36	↑ 3.54	↑ 3.44	↑ 3.25	233	29%
Menchaca	↑ 3.50	↑ 3.38	↑ 3.65	↑ 3.46	↑ 3.39	69	10%
Metz	↑ 3.41	↑ 3.37	↑ 3.46	↑ 3.41	↑ 3.30	120	24%
Mills	↑ 3.58	↑ 3.30	↑ 3.66	↑ 3.58	↑ 3.47	215	20%
Norman	↑ 3.42	↑ 3.33	↑ 3.50	↑ 3.44	↑ 3.28	221	70%
Oak Hill	↑ 3.51	↑ 3.26	↑ 3.61	↑ 3.49	↑ 3.36	242	24%
Oak Springs	↑ 3.55	↑ 3.51	↑ 3.60	↑ 3.53	↑ 3.37	77	25%
Odom	↑ 3.45	↑ 3.37	↑ 3.57	↑ 3.43	↑ 3.31	478	69%
Ortega	↑ 3.44	↑ 3.41	↑ 3.48	↑ 3.43	↑ 3.45	263	92%
Overton	↑ 3.39	↑ 3.35	↑ 3.51	↑ 3.39	↑ 3.22	199	28%
Palm	↑ 3.36	↑ 3.25	↑ 3.52	↑ 3.33	↑ 3.36	141	21%
Patton	↑ 3.66	↑ 3.49	↑ 3.74	↑ 3.65	↑ 3.42	241	31%
Pease	↑ 3.76	↑ 3.79	↑ 3.79	↑ 3.74	↑ 3.50	42	17%
Pecan Springs	↑ 3.36	↑ 3.23	↑ 3.52	↑ 3.35	↑ 3.34	138	26%
Perez	↑ 3.46	↑ 3.42	↑ 3.57	↑ 3.45	↑ 3.31	160	20%
Pickle	↑ 3.38	↑ 3.32	↑ 3.57	↑ 3.40	↑ 3.23	134	19%
Pillow	↑ 3.57	↑ 3.39	↑ 3.67	↑ 3.55	↑ 3.33	233	36%
Pleasant Hill	↑ 3.39	↑ 3.22	↑ 3.53	↑ 3.38	↑ 3.21	214	34%
Reilly	↑ 3.45	↑ 3.29	↑ 3.52	↑ 3.42	↑ 3.26	163	54%
Ridgetop	↑ 3.62	↑ 3.49	↑ 3.62	↑ 3.59	↑ 3.33	112	59%
Rodriguez	↑ 3.40	↑ 3.33	↑ 3.53	↑ 3.44	↑ 3.20	315	33%
Sanchez	↑ 3.44	↑ 3.39	↑ 3.55	↑ 3.42	↑ 3.14	170	28%
Sims	↑ 3.43	↑ 3.33	↑ 3.55	↑ 3.43	↑ 3.21	89	28%
St. Elmo	↑ 3.30	↑ 3.22	↑ 3.46	↑ 3.31	↑ 3.24	134	39%
Summit	↑ 3.54	↑ 3.42	↑ 3.60	↑ 3.50	↑ 3.34	167	22%
Sunset Valley	↑ 3.55	↑ 3.48	↑ 3.60	↑ 3.54	↑ 3.33	130	28%
Travis Heights	↑ 3.42	↑ 3.23	↑ 3.54	↑ 3.41	↑ 3.28	249	47%
Walnut Creek	↑ 3.53	↑ 3.45	↑ 3.65	↑ 3.54	↑ 3.30	250	28%
Widen	↑ 3.27	↑ 3.19	↑ 3.50	↑ 3.31	↑ 3.20	383	48%
Williams	↑ 3.48	↑ 3.35	↑ 3.53	↑ 3.48	↑ 3.30	246	37%
Winn	↑ 3.41	↑ 3.30	↑ 3.53	↑ 3.42	↑ 3.27	138	31%
Wooldridge	↑ 3.43	↑ 3.33	↑ 3.46	↑ 3.40	↑ 3.18	181	20%
Wooten	↑ 3.51	↑ 3.43	↑ 3.61	↑ 3.51	↑ 3.27	380	56%
Zavala	↑ 3.46	↑ 3.37	↑ 3.56	↑ 3.46	↑ 3.40	133	34%
Zilker	↑ 3.51	↑ 3.22	↑ 3.74	↑ 3.57	↑ 3.50	102	20%

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 Student Progress and Expectations	Academic Planning Info	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL Middle	↑ 3.22	↑ 3.23	↑ 3.05	↑ 3.34	↑ 3.17	2,551	16%
Ann Richards	↑ 3.53	↑ 3.51	↑ 3.40	↑ 3.60	↑ 3.43	335	77%
Bailey	↑ 3.17	↑ 3.21	↘ 2.96	↑ 3.29	↑ 3.09	287	30%
Bedichek	↑ 3.22	↑ 3.21	↑ 3.02	↑ 3.29	↑ 3.19	108	11%
Burnet	↑ 3.23	↑ 3.26	↑ 3.16	↑ 3.32	↑ 3.19	127	13%
Covington	↑ 3.15	↑ 3.16	↘ 2.84	↑ 3.28	↑ 3.17	117	12%
Dobie	↑ 3.32	↑ 3.34	↑ 3.29	↑ 3.40	↑ 3.34	77	13%
Fulmore	↑ 3.18	↑ 3.16	↑ 3.01	↑ 3.32	↑ 3.15	104	10%
Fulmore Magnet	↑ 3.16	↑ 3.19	↘ 2.92	↑ 3.33	↑ 3.08	64	18%
Garcia	↑ 3.17	↑ 3.28	↑ 3.15	↑ 3.34	↑ 3.11	54	8%
Gorzycki	↑ 3.32	↑ 3.29	↑ 3.05	↑ 3.42	↑ 3.23	260	31%
Kealing	↑ 3.46	↑ 3.51	↑ 3.39	↑ 3.43	↑ 3.42	28	2%
Kealing Magnet	↑ 3.20	↑ 3.34	↘ 2.97	↑ 3.44	↑ 3.21	88	11%
Lamar	↑ 3.10	↑ 3.07	↘ 2.68	↑ 3.35	↘ 3.00	117	18%
Martin	↑ 3.14	↑ 3.18	↑ 3.10	↑ 3.26	↘ 2.75	186	27%
Mendez	↑ 3.21	↑ 3.25	↑ 3.18	↑ 3.29	↑ 3.18	246	28%
Murchison	↑ 3.18	↑ 3.19	↘ 3.00	↑ 3.37	↑ 3.07	163	13%
O. Henry	↑ 3.29	↑ 3.27	↑ 3.08	↑ 3.43	↑ 3.28	75	7%
Paredes	↑ 3.27	↑ 3.30	↑ 3.25	↑ 3.36	↑ 3.24	180	20%
Pearce	↑ 3.28	↑ 3.24	↑ 3.22	↑ 3.37	↑ 3.31	63	14%
Small	↑ 3.23	↑ 3.24	↑ 3.02	↑ 3.34	↑ 3.19	207	22%
Webb	**Not Enough Cases for Meaningful Analysis**					0	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 Student Progress and Expectations	Academic Planning Info	Teacher Expectations	Support for Parental Involvement	Parental Assistance, Communication and School Involvement	# Surveys	% of Students Represented
ALL High	↑ 3.23	↑ 3.10	↑ 3.37	↑ 3.16	↗ 2.77	1,786	9%
Akins	↑ 3.07	↗ 2.91	↑ 3.24	↗ 3.00	↘ 2.66	66	2%
Anderson	↑ 3.07	↗ 2.93	↑ 3.32	↑ 3.01	↘ 2.69	124	6%
Austin	↑ 3.17	↑ 3.01	↑ 3.25	↑ 3.11	↗ 2.83	180	8%
Bowie	↑ 3.02	↗ 2.91	↑ 3.21	↗ 2.91	↗ 2.84	242	9%
Crockett	↑ 3.05	↗ 2.97	↑ 3.22	↑ 3.02	↘ 2.61	70	4%
Eastside - Global	↑ 3.37	↑ 3.40	↑ 3.49	↑ 3.41	↓ 2.27	27	13%
Eastside - Green	↑ 3.18	↑ 3.11	↑ 3.30	↑ 3.10	↘ 2.68	70	15%
Garza	↑ 3.64	↑ 3.48	↑ 3.64	↑ 3.53	↘ 2.51	95	36%
International	↑ 3.51	↑ 3.46	↑ 3.55	↑ 3.44	↘ 2.68	47	20%
Lanier	↑ 3.16	↑ 3.07	↑ 3.27	↑ 3.15	↘ 2.55	159	11%
LASA	↑ 3.19	↑ 3.06	↑ 3.50	↑ 3.10	↗ 2.75	106	12%
LBJ	↑ 3.25	↑ 3.25	↑ 3.39	↑ 3.24	↗ 2.96	34	3%
McCallum	↑ 3.11	↗ 2.85	↑ 3.27	↑ 3.08	↗ 2.87	157	9%
Reagan	↑ 3.08	↗ 2.96	↑ 3.23	↑ 3.01	↗ 2.82	48	5%
Travis	↑ 3.18	↗ 2.97	↑ 3.21	↑ 3.08	↑ 3.00	26	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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