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

ADEQUACY OF COMMUNICATION ABOUT STUDENT EXPECTATIONS AND PROGRESS

This scale consists of seven items that measure the adequacy of communication with parents

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

"I talk with my child about…"	Elementary	Middle	High

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			

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Appendix C. Elementary Parent Survey Subscale Scores, by Campus

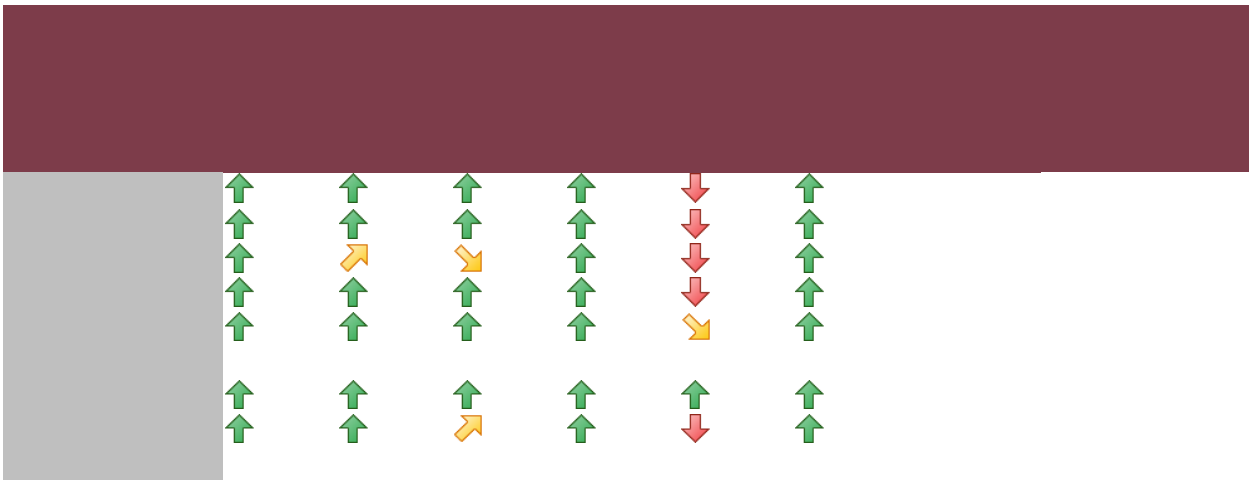
Note: Arrows represent the desirability of the mean score: =3.0 or above, =2.75-3.0, =2.5--

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



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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