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.

	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%

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.

	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%

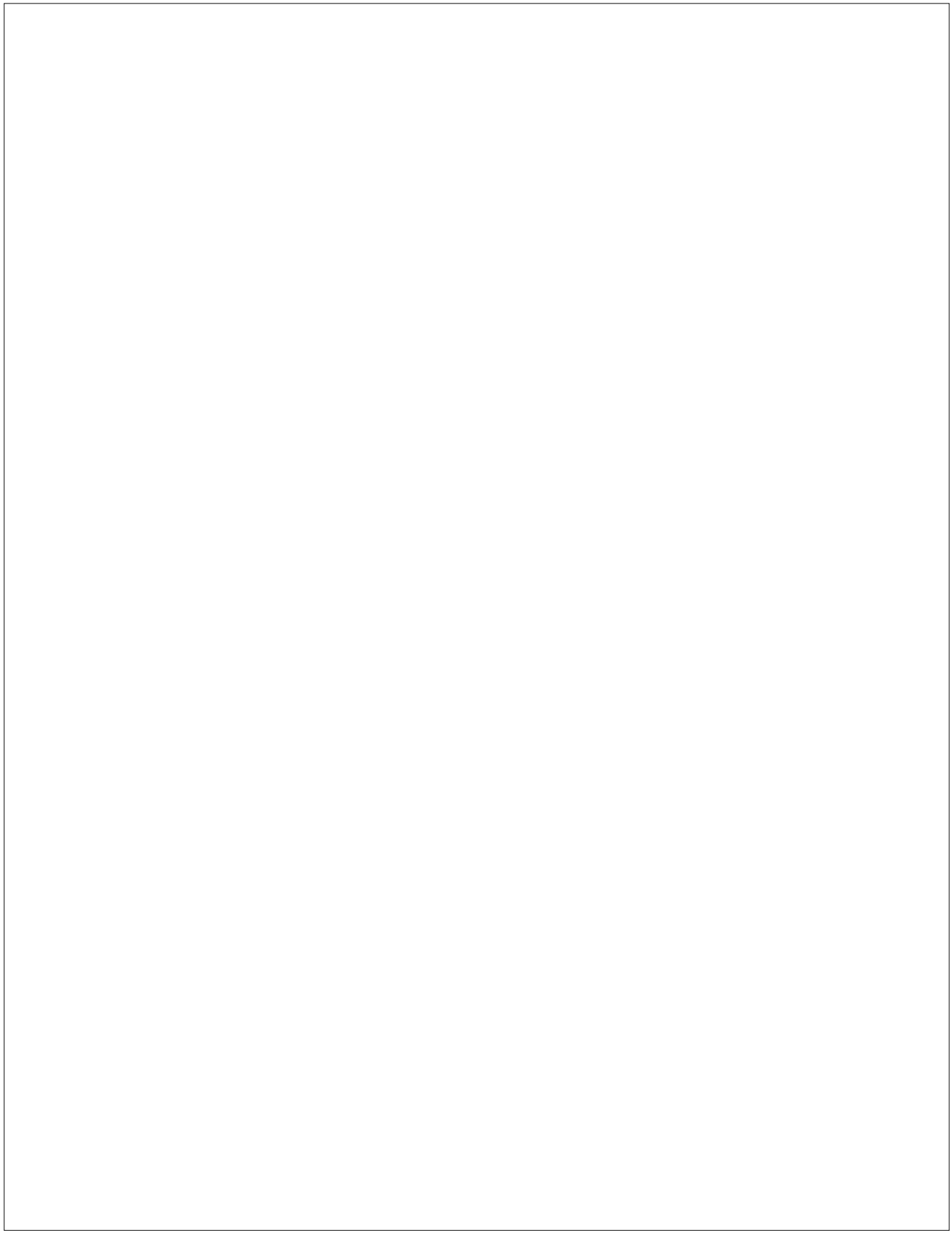
Note. Table 2 reflects the new federal standards for collecting and reporting ethnicity and race. The new standards require a person to first select his or her ethnicity (e.g., Hispanic/Latino or non-Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages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

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

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-

comparisons were included

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.



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

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

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.

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.

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	
Parental assistance, communication, and school involvement average	2009-2010	2010-2011		2010-2011	2009-2010	2010-2011
[illegible]	n/a	[illegible]	n/a	[illegible]	n/a	[illegible]
rials						
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.						

. 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.

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.

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

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

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
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.

In 2010-2011, parents of AISD students were asked to rate their satisfaction with Central O f ce accessibility.

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 sta f 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 o f ce sta f treat me with courtesy an dMt			

‘ – •5p

Respectful
School
Community

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

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

Meria J. Carstarphen Ed.D. William H. Caritj, M.Ed. Holly Williams, N ń ő Ň ľ