

AISD



Survey Report

**PARENT SURVEY RESULTS 2008-2009**

**TRAVIS HIGH SCHOOL**

Table 3. Respondents’ Child’s Grade Level Compared to Travis Population

	Travis Survey Respondents	Travis Population
9 <sup>th</sup>	28%	30%
10 <sup>th</sup>	11%	23%
11 <sup>th</sup>	39%	24%
12 <sup>th</sup>	22%	22%

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

### RESULTS FOR TRAVIS

Survey results for Travis for the past 3 years are summarized here, along with 2008-2009 results for all AISD high schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows ( ).<sup>14</sup>

The survey questions were grouped by topic into seven subscales. Table 4 on the following page provides an overview of the results by subscale, and subsequent tables provide the results for every question subscale. Parents responded to each statement by indicating their level agreement on a four-point scale ranging from “Strongly Disagree” to “Strongly Agree,” with the option of indicating “Don’t know/NA” or of skipping any item. It is desirable to have an average of **3.0 or higher** for each item and subscale, indicated in **bold**.

Carefully examine the results for your campus to determine areas of strength and opportunities for improvement. Areas of strength can be identified by subscale averages at or **above 3.0**. Opportunities for improvement can be identified by subscale or item averages below 2.5. If the averages for Travis are very different from those reported by parents district-wide,

Table 4. Subscale Averages for Travis

**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 5.

Table 5. Results for Respectful School Community

Item	Travis 2006-2007	Travis 2007-2008	Travis 2008-2009	All HS 2008-2009
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Table 6. Results for Support for Parent Involvement

Item	Travis 2006-2007	Travis 2007-2008	Travis 2008-2009	All HS 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	2.63	<b>3.33</b>	2.93
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	2.60	<b>3.32</b>	<b>3.05</b>
15b. The principal has helped me to become more involved in my child's education.	<b>3.31</b>	2.78	<b>3.40</b>	<b>3.02</b>
15c. The principal values my input in academic decisions about my child.	<b>3.36</b>	2.56	<b>3.20</b>	<b>3.09</b>
15d. The principal provides me with opportunities for 2-way communication.	<b>3.29</b>	2.67	<b>3.35</b>	<b>3.16</b>
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	<b>3.46</b>	<b>3.00</b>	<b>3.26</b>	<b>3.05</b>
16c. Assistant Principal(s) value my input in academic decisions about my child.	<b>3.50</b>	<b>3.00</b>	<b>3.26</b>	<b>3.08</b>
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	<b>3.50</b>	<b>3.13</b>	<b>3.44</b>	<b>3.13</b>
17b. Teacher(s) have helped me to become more involved in my child's education.	<b>3.29</b>	<b>3.10</b>	<b>3.30</b>	<b>3.13</b>
17c. Teacher(s) value my input in academic decisions about my child.	<b>3.00</b>	2.90	<b>3.35</b>	<b>3.16</b>
17d. Teacher(s) provide me with opportunities for 2-way communication.	<b>3.18</b>	<b>3.10</b>	<b>3.25</b>	<b>3.25</b>
18b. Counselor(s) have helped me to become more involved in my child's education.	<b>3.23</b>	2.71	<b>3.19</b>	<b>3.10</b>
18c. Counselor(s) value my input in academic decisions about my child.	<b>3.20</b>	2.71	<b>3.25</b>	<b>3.14</b>
18d. Counselor(s) provide me with opportunities for 2-way communication.	<b>3.31</b>	2.57	<b>3.06</b>	<b>3.13</b>
19b. Office staff provide me with opportunities for 2-way communication.	<b>3.24</b>	2.83	<b>3.33</b>	<b>3.19</b>
21g. School staff provide me with enough information about the parent involvement policy.	<b>3.42</b>	<b>3.33</b>	<b>3.05</b>	

***Adequacy of Communication about Student Expectations and Progress.*** This scale consists of 7 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 7.

Table 7. Adequacy of Communication about Student Progress and Expectations

<i>“My child’s school staff clearly communicate their expectations for...”</i>	Travis 2006-2007	Travis 2007-2008	Travis 2008-2009	All HS
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Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Travis 2008-2009	All HS 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	65%	63%
22b. Regularly scheduled parent-teacher conferences.	65%	42%
22c. School leadership opportunities (e.g., Campus Advisory		