



2016–2017 AISD Parent Survey District Report

Each spring, the Department of Research and Evaluation (DRE) coordinates with the campuses of Austin Independent School District (AISD) to administer the Parent Survey. The 2016–2017 survey asked parents to rate their level of agreement with statements about the following topics: quality of parents’ interactions with school staff, adequacy of information provided to parents, adequacy of opportunities provided to students, school climate, community support and engagement, and district decision making.

The survey was available to parents in paper form and electronically. Online versions of the survey were available in English, Spanish, and Vietnamese. In addition to those languages, paper versions of the survey were available in Arabic, Burmese, Korean, Mandarin, Nepali, Pashtu, and Swahili.

This report summarizes the district-wide results of the 2016–2017 AISD Parent Survey. The feedback provided by parents will inform decision making by campus and district leaders as they plan for the 2017–2018 school year. Campus-level reports can be found at the DRE’s [website](#).

Demographic Information

Table 1.
Response rates were highest for elementary schools and lowest for high schools.

Level	Surveys returned	Student population	Response rate
Elementary school	14,595	45,505	32%
Middle school	3,251	16,333	20%
High school	2,172	20,986	10%

Source. AISD Spring 2017 Parent Survey records and PEIMS Fall 2016 snapshot enrollment data

Table 2.
More than 99% of parents completed the survey in English or Spanish.

Survey language	# of respondents
Arabic	14
Burmese	5
English	14,214
Mandarin	2
Nepali	1
Spanish	5,756
Vietnamese	26
Total surveys returned	20,018

Source. AISD Spring 2017 Parent Survey records

Note. No parents completed the survey in Korean, Pashtu, or Swahili.

Table 3.
The ethnicity and race distribution of survey respondents mostly resembled that of the district population, with the exception of African Americans.

Ethnicity or race	% survey respondents	% district population
Hispanic/Latino	60%	58%
American Indian/Alaskan Native	<1%	<1%
Asian	4%	4%
African American/Black	4%	8%
Native Hawaiian/other Pacific Islander	<1%	<1%
White	30%	27%
Two or more races	2%	3%

Source. AISD Spring 2017 Parent Survey records and PEIMS Fall 2016 snapshot enrollment data

Note. Parents indicated their student's ethnicity on the survey. Responses may not total 100% due to rounding.

Results of Survey Items

The following pages display the results of the Parent Survey for each school level for the last 3 school years. For each survey item, the results represent the percentage of parents who strongly agreed or agreed with the statement (excluding those parents who responded “Don’t Know/ N.A.”).

Federal Standards for Collecting and Reporting Ethnicity and Race Data

In the 2009–2010 school year, the Texas Education Agency (TEA) began implementing new federal standards for the collection of ethnicity and race information. The current standards ask the individual first to select his or her ethnicity from two options (Hispanic/Latino or not Hispanic/Latino) and then to select one or more of five race options. For this report, parents who indicated their child's ethnicity was Hispanic/Latino are included in the Hispanic/Latino category. Percentages for the remaining race categories reflect parents who indicated their child's ethnicity was not Hispanic/Latino.

Download this document for more information about TEA's standards for collecting and reporting ethnicity and race: <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769812438>

Parents' Interactions With School Staff

Table 4.

Parents continued to report feeling positively about their interactions with school staff.

	Elementary			Middle			High		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
The principal...									
treats me with courtesy and respect.	98%	97%	97%	96%	97%	98%	96%	96%	96%
welcomes my involvement in my child's education.	96%	97%	97%	94%	96%	97%	94%	95%	96%
The assistant principal...									
treats me with courtesy and respect.	98%	97%	97%	97%	97%	97%	95%	95%	95%
welcomes my involvement in my child's education.	97%	98%	97%	94%	98%	97%	93%	95%	94%
The teachers...									
treat me with courtesy and respect.	98%	99%	98%	97%	98%	97%	96%	96%	96%
welcome my involvement in my child's education.	98%	99%	98%	95%	97%	97%	93%	95%	95%
The counselors...									
treat me with courtesy and respect.	98%	98%	98%	96%	98%	97%	95%	95%	93%
welcome my involvement in my child's education.	97%	98%	98%	95%	97%	97%	93%	95%	93%
The office staff...									
treats me with courtesy and respect.	96%	96%	96%	95%	95%	96%	93%	94%	94%

Information and Opportunities Provided by the School

Table 5.

Most parents agreed that the information and opportunities provided by the school were adequate.

	Elementary			Middle			High		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
My child's school provides ...									
adequate information about academic programs and services (e.g., special education, gifted and talented, bilingual education, career and technical education).	93%	94%	92%	89%	91%	89%	86%	88%	87%
adequate information about future career opportunities for my child.	90%	90%	88%	81%	85%	84%	83%	86%	81%
adequate opportunities for my child to study the arts / experience creative learning.	95%	95%	95%	95%	96%	96%	93%	94%	94%
adequate opportunities for my child to learn about how to make healthy lifestyle choices.	96%	97%	97%	92%	96%	95%	90%	92%	88%
adequate opportunities for my child to learn about other languages and cultures.	92%	93%	92%	92%	94%	94%	92%	92%	92%
adequate opportunities for my child to use technology.	95%	95%	96%	94%	96%	96%	93%	94%	92%
I am familiar with career and technical education (CTE) programs at the high school my child attends or will attend.	75%	63%	58%	64%	63%	62%	70%	69%	66%

School Climate

Table 6.

Most parents perceived a favorable school climate at their child's school, but responses about the quality of food services varied by school level.

	Elementary			Middle			High		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
My child...									
attends school in a safe learning environment.	98%	98%	98%	95%	95%	94%	95%	95%	93%
likes going to school.	97%	96%	96%	91%	93%	91%	90%	89%	89%
is treated with respect by other students.	94%	94%	93%	89%	90%	90%	92%	94%	92%
I am satisfied with the quality of the food services at my child's school.	*	83%	83%	*	71%	72%	*	73%	65%

Note. Items marked with * were not included on the survey that year.

Community Engagement and District Decision Making

Table 7.

Parents reported strong community-school partnerships, but they were less aware of how to participate in district decision-making processes.

	Elementary			Middle			High		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
I feel...									
comfortable contacting staff at my child's school.	97%	97%	97%	94%	96%	95%	92%	93%	93%
our local community supports our school.	97%	97%	97%	95%	96%	95%	93%	93%	94%
our school works hard to engage our local community.	96%	96%	96%	92%	94%	95%	91%	92%	92%
I am aware of opportunities to provide input into district decision-making processes.	*	*	74%	*	*	61%	*	*	44%
The district is making effective use of its resources.	*	*	78%	*	*	67%	*	*	53%

Note. Items marked with * were not included on the survey that year.

AUSTIN INDEPENDENT SCHOOL DISTRICT

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