



PARENT SURVEY RESULTS 2008-2009

LANGFORD ELEMENTARY SCHOOL

Survey Report

Strong relationships among staff, students, and parents are critical to student success. In particular, parent involvement in education is associated with higher student achievement (for a meta-analysis see Fan & Chen, 2001). These survey results provide campuses with feedback about how parents feel about their treatment by school staff, the school's educational environment, and their own involvement in the school. The following report contains the results of the 2008-2009 AISD Parent Survey for Langford, and longitudinal data are provided where applicable. In addition, averages are provided for all AISD Elementary schools. Table 1 provides a summary of respondents for Langford. Parents who respond to this survey tend to be representative of the AISD student population in terms of ethnicity and grade level; data for the parents who responded for Langford can be found in Tables 2 and 3.

Table 1. Total Respondents for Langford Elementary, 2008-2009

	Langford	All EL
Number of surveys returned	303	13,886
Number of students	873	46,987
% of students represented	35%	30%

Table 2. Respondents' Child's Ethnicity Compared to Langford Population



Table 3. Respondents' Child's Grade Level Compared to Langford Population

	Langford Survey Respondents	Langford Population
Early Childhood	0%	1%
Pre-Kindergarten	19%	14%
Kindergarten	12%	16%
1 st	15%	16%
2 nd	9%	14%
3 rd	19%	15%
4 th	15%	12%
5 th	12%	13%
6 th	0%	0%

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 LANGFORD

Survey results for Langford for the past 3 years are summarized here, along with 2008-2009 results for all AISD elementary schools. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑ ↓).³⁹

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**

Table 4. Subscale Averages for Langford

	Langford 2008-2009	All EL 2008-2009
Respectful School Community	3.36	3.48
Support for Parent Involvement	3.31	3.42
Academic Planning Information	3.19	3.28
Student-Focused Parent Achievement Press	3.74	3.71
School-Focused Parent Achievement Press	2.38	2.49
Communication about Student Progress and Expectations	3.41	3.48

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	Langford 2006-2007	Langford 2007-2008	Langford 2008-2009	All EL 2008-2009
4. School staff provide me with information in my home language.	3.44	3.54	3.51	3.56
5. School staff provide me with positive feedback about my child.	3.39	3.46	3.37	3.49
6. School staff treat my child with courtesy and respect.	**	3.47	3.35	3.52
7. I feel welcome in my child's classroom.	**	3.47	3.50	3.57
14. My child's school is a safe learning environment.	3.30	3.32	3.40	3.53
15a. The school principal treats me with courtesy and respect.	3.34	3.34	3.39	3.50
16a. The school assistant principal(s) treat me with courtesy and respect.	3.32	3.34	3.38	3.48
17a. My child's teacher(s) treat me with courtesy and respect.	3.45	3.53	3.54	3.64
18a. My child's counselor(s) treat me with courtesy and respect.	3.34	3.41	3.34	3.47
19a. Office staff treat me with courtesy and respect.	3.30	3.38	3.41	3.50
21f. School staff provide me with enough information about the process for handling complaints and concerns.	3.27	3.29	3.20	3.28
25. I feel like a part of this school community.	**	**	2.99	3.22
Respectful School Community Average	**	**	3.36	3.48

Support for Parent Involvement. This scale consists of 15 items that measure the extent to which parents perceive that campus staff value their input and provide opportunities for two-way communication. The individual item and subscale averages are provided in Table 6.

Table 6. Results for Support for Parent Involvement

Item	Langford 2006-2007	Langford 2007-2008	Langford 2008-2009	All EL 2008-2009
8. My child's school staff use the suggestions that I make about my child's education.	**	3.20	3.26	3.40
12. My child's school staff provide opportunities for me to learn how to help my child succeed in school.	**	3.36	3.33	3.46
15b. The principal has helped me to become more involved in my child's education.	3.22	3.20	3.27	3.34
15c. The principal values my input in academic decisions about my child.	3.20	3.18	3.21	3.36
15d. The principal provides me with opportunities for 2-way communication.	3.24	3.24	3.27	3.40
16b. Assistant Principal(s) have helped me to become more involved in my child's education.	3.18	3.24	3.25	3.36
16c. Assistant Principal(s) value my input in academic decisions about my child.	3.20	3.28	3.26	3.37
16d. Assistant Principal(s) provide me with opportunities for 2-way communication.	3.24	3.32	3.30	3.40
17b. Teacher(s) have helped me to become more involved in my child's education.	3.45	3.45	3.48	3.59
17c. Teacher(s) value my input in academic decisions about my child.	3.34	3.54 ^á	3.41 ^â	3.58
17d. Teacher(s) provide me with opportunities for 2-way communication.	3.41	3.47	3.47	3.61
18b. Counselor(s) have helped me to become more involved in my child's education.	3.23	3.30	3.34	3.39
18c. Counselor(s) value my input in academic decisions about my child.	3.23	3.31	3.32	3.40
18d. Counselor(s) provide me with opportunities for 2-way communication.	3.24	3.39 ^á	3.32	3.41
19b. Office staff provide me with opportunities for 2-way communication.	3.22	3.35 ^á	3.39	3.47
21g. School staff provide me with enough information about the parent involvement policy.	3.35	3.36	3.26	3.38
Support for Parent Involvement Average				

Adequacy of Communication about Student Progress and Expectations. 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



Table 11. Percentage of Parents Reporting That They Participate in School Activities

Activity	Langford 2008-2009	All EL 2008-2009
22a. General school meetings (e.g., open house, Back to School Night, Choice Sheet night, etc.).	40%	54%
22b. Regularly scheduled parent-teacher conferences.	66%	72%
22c. School leadership opportunities (e.g., Campus Advisory Council, event committees, etc.)	14%	14%
22d. Parent-Teacher Association (PTA)/ Parent-Teacher-Student Association (PTSA)	16%	28%
22e. Sports or performance events.	23%	34%
22f. Academic events (e.g., science fairs, debate competitions, etc.)	30%	30%
22g. Other special events or conferences (e.g., workshops, Family Night, Learning Walks, etc.)	30%	39%
22h. District-wide events (e.g., La Feria Educativa, Back-to-School Bash, African American Men & Boys Conference)	23%	19%

Finally, parents were asked about their familiarity with sources for state and federal accountability ratings. Table 12 summarizes these ratings.

Table 12. Familiarity with Rating Sources

	Langford 2007-2008	Langford 2008-2009	All EL 2008-2009
13. I know where to get information about my school's state and federal ratings.	3.25	3.26	3.31

Staff should discuss strategies to continue supporting the positive changes, and should develop strategies to address any undesirable changes that may have occurred. Because parental perceptions of treatment by school personnel are based on interactions with a variety of school staff, representatives from all areas should be included in discussions regarding school planning and improvement processes. We recommend that you make this report available to all campus staff and provide an opportunity for staff to discuss ideas for improving relationships with parents. Also, plan to meet with your Parent Support Specialist (if applicable) to discuss these results and their implications for future planning. In addition, you may wish to contact Claudia Santamaria, Parent Program Coordinator (414.0112) for assistance with strategies to improve your school's relationships with parents.