Langford Elementary School
2015–2016 AISD Parent Survey Report

This report summarizes the results of the 2015–2016 Parent Survey for Austin Independent School District (AISD) for Langford Elementary School. The survey assessed parents' perceptions of their interactions with school staff; the information provided by the school about academic programs, enrichment opportunities, and future career opportunities for the students; school climate; and the quality of the food services.

The survey was available to parents in paper form (distributed to each child by hand) and in electronic form on the AISD website. In addition, the survey was available in English, Spanish, Vietnamese, Arabic, Burmese, Korean, and Mandarin Chinese.

In Spring 2016, a total of 185 parents of Langford Elementary School students responded to the parent survey. This report compares district results from Spring 2015 and Spring 2016. Unless otherwise noted, results in this report represent the percentage of respondents who strongly agreed or agreed with each item. Arrows (↑ ↓) in the tables indicate a statistically meaningful change from the prior year. Meaningful changes were identified with a statistical computation of effect size using Cohen's h. Changes with an effect size of at least .20 were considered meaningful.

The feedback provided by parents will inform decision making by campus and district leaders as they plan for the 2016–2017 school year.

Demographic Information

Table 1.
Number of respondents for Langford, 2015—2016

	Langford	All Elementary Schools
# of surveys returned	185	14,636
# of students	687	46,048
% of students represented	27	32

Source. AISD parent survey records, 2016

Table 2.

Distribution of Respondents Relative to Langford's Population by grade level, 2015–2016

Grade	% of respondents	% school population
Early childhood	0	0
Pre-Kindergarten	17	15
Kindergarten	16	12
First grade	14	13
Second grade	14	15
Third grade	14	15
Fourth grade	18	15
Fifth grade	7	14

Note. Students' grade was self-reported. Population data reflect enrollment as of the October 2015 PEIMS snapshot date. Responses to items may not total 100% for various reasons, including participants not answering a question.

Table 3.

Distribution of Respondents and Students by Ethnicity and Race, 2015–2016

	% of respondents	% school population
Hispanic/Latino	94	93
American Indian/Alaskan Native	0	0
Asian	0	0
African American/Black	0	4
Native Hawaiian/Other Pacific Islander	0	0
White	3	2
Two or more races	0	1

Note. Students' ethnicity was self-reported. Population data reflect enrollment as of the October 2015 PEIMS snapshot date. Responses to items may not total 100% for various reasons, including participants not answering a question.

Item Results

The following pages contain more detailed information regarding Langford's parent survey results from 2014–2015 to 2015–2016. As you review the individual items, note how Langford's percentage of parents indicating they agree or strongly agree with the items statements has changed or remained consistent over time. For items where longitudinal data are available, statistically meaningful changes were noted with up or down arrows.

Federal Standards for Collecting and Reporting Ethnicity and Race

Starting in 2010–2011, school districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his or her ethnicity (Hispanic/Latino or not Hispanic/Latino) and one or more of five race values. Because more than one race value may be chosen, percentages may not add to 100.

Parents' Interactions With School Staff

School staff	% Agree/strongly agree Langford 2014–2015	% Agree/strongly agree Langford 2015–2016	% Agree/strongly agree all Elementary Schools 2015–2016
The principal...			
treats me with courtesy and respect.	99	98	97
welcomes my involvement in my child's education.	96	96	97
The assistant principal...			
treats me with courtesy and respect.	96	99	97
welcomes my involvement in my child's education.	93	97	98
The teachers...			
treat me with courtesy and respect.	99	100	99
welcome my involvement in my child's education.	100	99 ↓	98
The counselors...			
treat me with courtesy and respect.	98	91 ↓	98
welcome my involvement in my child's education.	97	89 ↓	98
The school staff...			
treats me with courtesy and respect.	96	98	96

Information and Opportunities Provided by the School

	% Agree/strongly agree Langford 2014–2015	% Agree/strongly agree Langford 2015–2016	% Agree/strongly agree all Elementary Schools 2015–2016
My child's school provides ...			
adequate information about academic programs and services, such as special education, gifted and talented, bilingual education, and career and technical education.	97	95	94
adequate information about future career opportunities for my child.	97	92 ↓	90
adequate opportunities for my child to study the arts / experience creative learning.	96	95	95
adequate opportunities for my child to learn about how to make healthy lifestyle choices.	98	97	97
adequate opportunities for my child to learn about other languages and cultures.	97	97	93
adequate opportunities for my child to use technology.	96	96	95
I am familiar with career and technical education (CTE) programs at the high school my child attends or will attend.	85	79	63

School and Community

	% Agree/strongly agree Langford 2014–2015	% Agree/strongly agree Langford 2015–2016	% Agree/strongly agree all Elementary Schools 2015–2016
My child...			
attends school in a safe learning environment.	97	98	98
likes going to school.	97	98	96
is treated with respect by other students.	94	94	94
I feel...			
comfortable contacting staff at my child's school.	98	99	97
our local community supports our school.	96	94	97
our school works hard to engage our local community.	96	96	96
I am satisfied with the quality of the food services at my child's school.	N/A	90	83