



Buffalo Parent and Guardian Survey Results 2018-19

Overview

Approximately 53 parents or guardians of students completed the Student Centered Accountability Program (S-CAP) Parent Survey during November, 2018. Most items were answered by all parent/guardian respondents. Where there was a statistically significant difference between the elementary (n=26) and junior/senior high school (n=25), we report those as well as the district-wide results. Most survey questions were selected from previously published, publicly available, statistically validated survey instruments to provide information about specific elements of the S-CAP frameworks.

Groups of Items or Constructs

Individual parent survey items were grouped into categories (constructs) to make it easier to interpret the results. Researchers added the “names” of the groups (constructs), so it may be helpful to look at the wording of the individual items to fully understand what the items within a group were measuring. Parent survey items addressed the following elements from the S-CAP frameworks:

- Learning Climate: Welcoming and Positive; Safe and Accepting; and Empowering
- Learning Dispositions: Supporting the development of Student Growth Mindsets and Resiliency
- Curriculum & Instruction: Curriculum is aligned; Instruction is important and demanding; Systems are in place to ensure instruction supports specific learning needs/home supports for specific learning needs; and Teacher communication with parents/guardians
- Leadership & Vision: Effective processes established for exchange of information; and Communication supports involvement in the school
- Overall opinion of the school

Interpreting Percent Positive

All survey items asked parents/guardians to indicate how much they agreed with a statement choosing from the following responses: strongly agree, agree, neutral, disagree, or strongly agree. To simplify the reporting of the results, for each group if items the score reported is the “average percent positive” for all of the items in the group. For most of the items, the “desirable” response would be to agree (or strongly agree) with the statement. For these items, the percent positive includes the parent/guardian responses of “agree” or “strongly agree” with the statement. Some items were “reverse coded,” in that the desirable response would be disagreement (or strong disagreement) with the statement. For these items, the percent positive includes the parent/guardian responses of “disagree” or “strongly disagree” with the statement. Items that were “reverse coded” are indicated in italics on the results report.

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	Elem % Agree	Jr/Sr % Agree	District Avg % Agree	Area Overall District
Leadership & Vision: Communication Effective processes are established for exchange of information				
My child's school is very good about staying in touch with me (e.g., letters, phone calls or emails)			81%	78%
When my child's school communicates with me it is easy for me to read or understand.			94%	
If I have a question, concern or comment about my child the teacher, principal or guidance counselor gets back to me right away.			88%	
The school makes it easy for families to communicate with teachers.	92%	71%	83%	
I can talk to the school principal when I need to.			96%	
It is easy to get a translator if I need one. *			24%	
If the school can't help me, they will connect me to someone who can.	67%	38%	54%	
I understand the rules and requirements for student dress, language, and behavior.			100%	
Leadership & Vision: Communication supports involvement.				
I can be involved in school improvement planning and decision			66%	67%
I know about volunteering opportunities at my child's school.	85%	64%	74%	
I know about special events at my child's school.			87%	
I feel empowered to advocate for my own child's and other children's success in school.			72%	
The school consults with me and other families before making important decisions (e.g., changes in curriculum, school policies, dress code).			37%	
Overall view of district schools:				
I really trust the leaders, teachers, and staff at this school.			79%	79%
The leaders, teachers, and staff at this school do a terrific job.			81%	
People at this school are always ready to help.			77%	
Learning Climate: welcoming and positive				
My child's school is a friendly environment for students, parents and families.	96%	72%	85%	84%
My involvement in my child's education is valued at my school.			79%	
The school's policies and programs reflect, respect, and value the diversity of the families in the community.	100%	72%	87%	
Students in the school are treated fairly no matter what their race or cultural background.			85%	
Learning Climate: safe and accepting				
Kids at this school are well cared for.			89%	87%
I never worry about my child when he/she is there.			83%	
My child's school is a safe place to learn.			91%	
Learning Climate: empowering environment				
At this school, I know I'll be listened to.			76%	
Learning Dispositions: support for development of students' growth mindsets, resilience, engagement				
When my child is making a lot of mistakes on a task, I encourage him or her to try a different task.			72%	67%
I congratulate my child when he or she does better than others.			62%	
* note: n-size smaller as this question is relevant to only a sub-set of parents				

	Elem % Agree	Jr/Sr % Agree	District Avg % Agree	
Curriculum & Instruction: curriculum written/aligned, intentional planning, focused/engaging/scaffolded				
The school helps my child feel comfortable as he/she moves from one grade to the next.	92%	71%	83%	66%
I receive information on what my child should learn and be able to do in each grade in school.	73%	52%	62%	
I understand the academic standards my child is supposed to meet and how the curriculum is linked to those standards.			62%	
The school and teachers adequately support my child's special learning needs. (If your child has special learning needs... otherwise leave blank) *			56%	
Curriculum & Instruction: important and demanding, high expectations.				
This school has high standards for all kids.			72%	79%
All students are challenged to do their best.			77%	
My child's teacher(s) hold high expectations for my child.			83%	
I believe my child is challenged by the school's academic curriculum.			85%	
Curriculum & Instruction: Systems in place to ensure instructional supports for specific learning needs.				
My child's teacher(s) adjust their teaching to meet the academic needs of my child.	69%	48%	58%	56%
My child receives the academic support needed to meet his/her individual needs.	82%	60%	71%	
I am asked what my goals are for my child's learning.			38%	
I am asked about my child's talents and strengths.	77%	44%	57%	
Curriculum & Instruction: Home supports for students and learning needs.				
I receive information on what I can do at home to help my child improve or advance his/her learning.	64%	40%	49%	83%
I know how to communicate effectively with my child about the school day.			96%	
I know how to explain things to my child about his or her homework.			75%	
I know enough about the subjects of my child's homework to help him or her.			79%	
Someone in this family talks with our child(ren) about the school day.			100%	
Someone in this family practices spelling, math or other skills with our child(ren).			94%	
Someone in this family reads with our child(ren).			89%	
Curriculum & Instruction: communications with teachers/school about supporting student.				
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	96%	72%	83%	70%
I receive regular updates from the teacher on my child's progress.			77%	
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration).			53%	
I know how to communicate effectively with my child's teacher.			94%	
I receive information on health and nutrition.			44%	
* note: n-size smaller as this question is relevant to only a sub-set of parents				