

Chapel Hill-Carrboro City Schools Long Term Planning Survey Report



Overview

To assist in the design and planning of a new Long-Range Plan, the Chapel Hill-Carrboro City Schools has reached out to community members, students, and staff to hear their opinions and concerns.

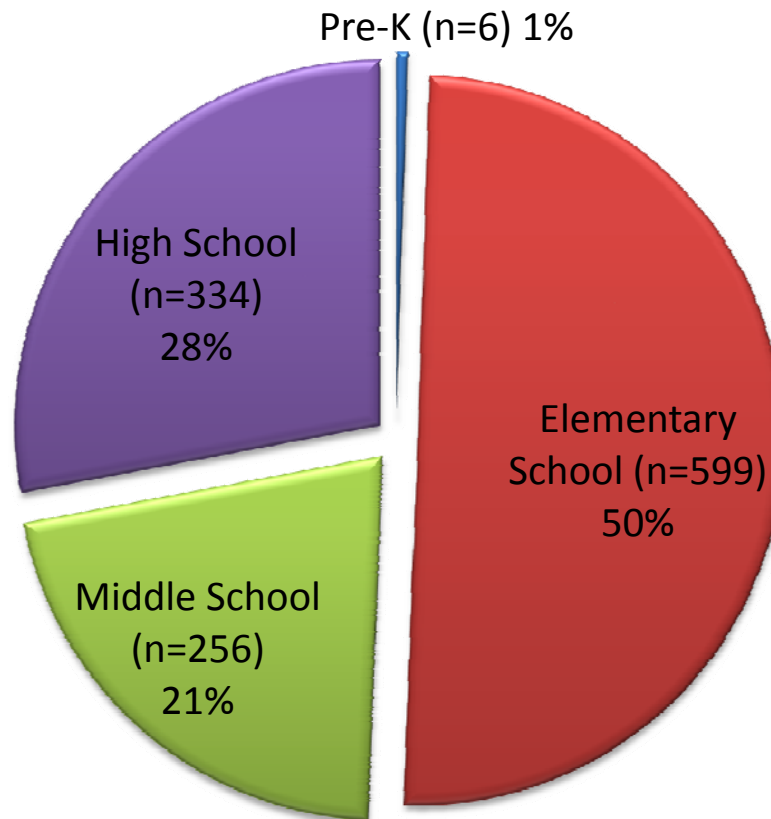
As part of this process, parents and guardians were surveyed between January 17 and February 2, 2012. The survey included questions addressing all aspects of education services.

This report provides a high-level summary of findings. Detailed reports are provided separately to support planning work.

Participation

A total of 1,245 parents/guardians answered the survey. They responded to the survey while keeping in mind their child whose birthday is closest to January 1.

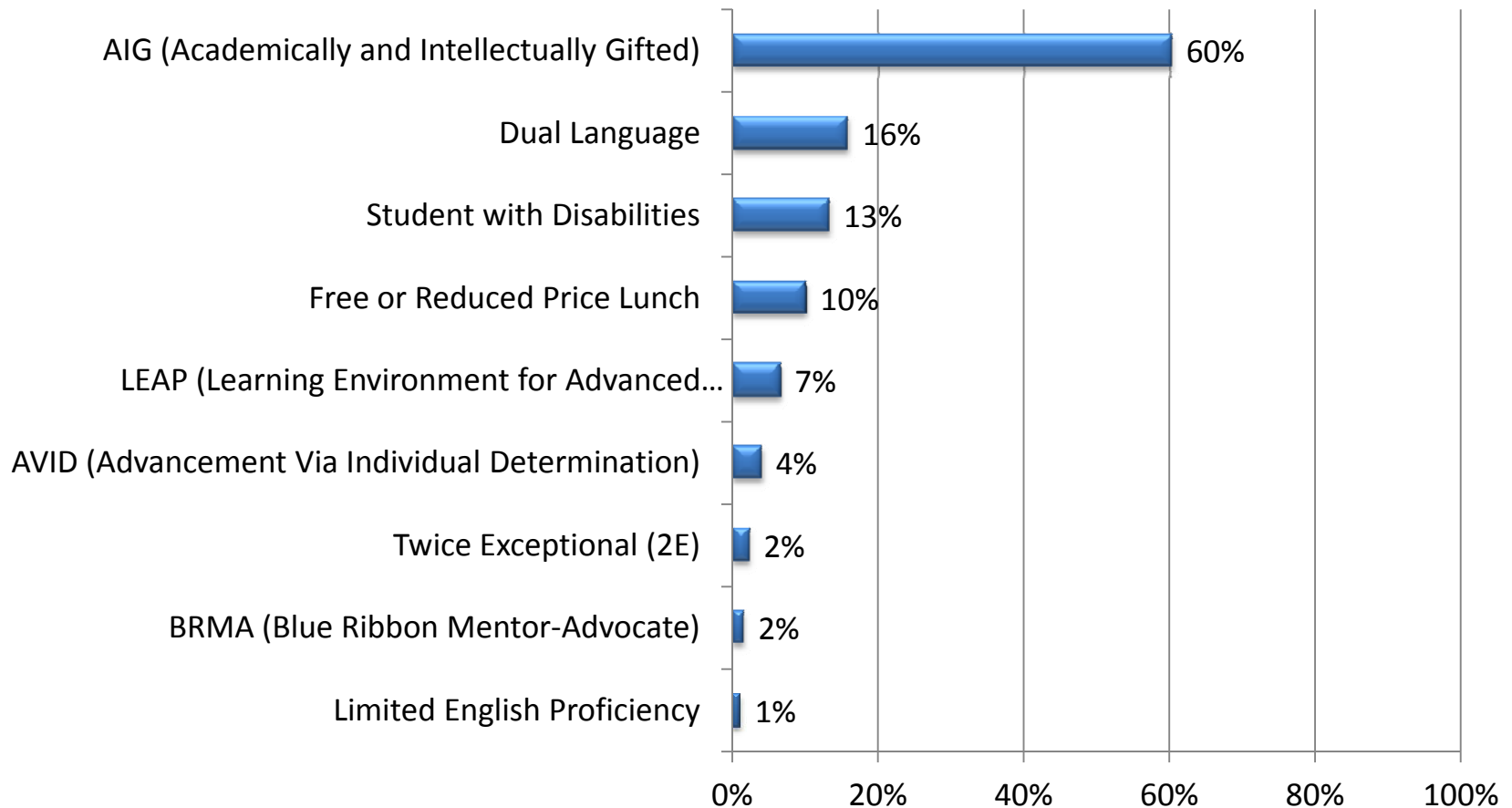
Child's School Level



Services

Children of these parents/guardians use the range of available services. Most participants said their children are Academically and Intellectually Gifted.

Does your child receive services in any of the following programs?



Item Analysis

Survey participants indicated whether they agreed with 49 survey items addressing the following education issues:

- 21st Century Learning
- Academic Rigor & Challenge
- Engagement
- Equity
- Expectations
- Outcomes
- Relationships
- School Board
- Teacher Development
- Whole Child

Items are sorted based on the percent of parents/guardians expressing agreement or strong agreement. The following slides show the sorted items based on the responses of all participants. The items are grouped into four tiers from most highly-rated to lowest-rated groups.

Top Tier Items

Topic	Item	Agree & Strongly Agree
Relationships	Education is a joint responsibility of the teacher(s), parents, and student.	100%
Teacher Development	Ongoing training for our teachers is important so they continue to improve the quality of their instruction.	97%
21st Century Learning	The ability to use a computer effectively is a basic skill for the 21st century.	97%
Whole Child	I believe courses in the fine and performing arts are essential to a well-rounded educational program.	95%
Relationships	I feel that my child is safe at school.	94%
Whole Child	My child partakes in hobbies or other recreation.	93%
Relationships	My child is treated well by school staff.	93%
Whole Child	The school offers classes in the arts, music, and electives to help my child develop a range of interests.	93%
Equity	My child is learning to value the diversity of our community.	87%
Outcomes	I would recommend my child's school to another parent.	86%
21st Century Learning	My child uses technology like computers and the Internet to learn new things at school.	85%
Teacher Development	My child receives high quality instruction.	84%

Second Tier Items

Topic	Item	Agree & Strongly Agree
Rigor & Challenge	My child works hard to do well in school.	83%
Whole Child	My child gets plenty of sleep most nights.	82%
Rigor & Challenge	My child has opportunities to apply knowledge in school projects.	82%
Whole Child	My child gets plenty of exercise.	82%
Outcomes	I believe my child will be well-prepared for college after graduation from the Chapel Hill-Carrboro City Schools.	82%
Expectations	My child's teacher holds high expectations for his/her learning.	82%
21st Century Learning	My child's school has reliable computers and other technology for teaching and learning.	79%
Relationships	My child's school has a warm and nurturing environment.	79%
Engagement	My child is interested in the work the teacher assigns.	78%
Relationships	The school treats me as an important partner in my child's education.	76%
Expectations	My child's school is teaching students to take responsibility for their own learning.	74%
Rigor & Challenge	I believe that focused effort makes one smarter.	72%
Rigor & Challenge	The schoolwork provides the right level of challenge for my child.	72%

Third Tier Items

Topic	Item	Agree & Strongly Agree
Equity	My child has access to high-level academic classes.	70%
Engagement	My child's teachers make him/her want to learn more.	70%
21st Century Learning	Instruction at my child's school focuses on thinking and problem-solving skills.	70%
Relationships	The number of students in my child's classes is appropriate.	69%
Rigor & Challenge for All Students	My child has the support at school needed to perform at high levels.	67%
21st Century Learning	My child works with other students on meaningful schoolwork.	67%
Equity	My child has had consistently good teachers in this district.	65%
Equity	All students, regardless of racial or ethnic background, are treated fairly at my child's school.	63%
Outcomes	I believe my child will be well-prepared for the workplace after graduation from the Chapel Hill-Carrboro City Schools.	62%
Rigor & Challenge for All Students	My child's school promotes directed effort as essential for high achievement.	61%
21st Century Learning	My child is working to master another language.	61%
21st Century Learning	My child is asked to create and evaluate products that apply and demonstrate knowledge and skills.	61%
Equity	My child has access to high-level academic classes.	70%

Fourth Tier Items

Topic	Item	Agree & Strongly Agree
School Board	The School Board makes the right decisions in support of education for this community.	53%
Expectations	There is too much emphasis on grades and standardized test scores at my child's school.	51%
Equity	All students, regardless of racial or ethnic background, are held to the same high learning standards.	51%
Whole Child	There is a lot of pressure at school for my child to perform well.	51%
Equity	I am comfortable with my child being assigned to any teacher in this school.	47%
Expectations	The grading system encourages my child to learn.	47%
School Board	The School Board gives an appropriate level of focus to issues that are important to me and my child.	47%
Whole Child	My child feels a lot of stress or anxiety about how well he or she is doing in school.	45%
Rigor & Challenge	My child is assessed primarily for ability to remember facts.	42%
Rigor & Challenge	My child has a tutor outside of school because his/her needs are not being met by school staff members.	24%
Relationships	Bullying is a problem for my child at school.	19%
Rigor & Challenge	My child has a tutor outside of school because we wish him/her to learn more than the school requires.	17%

Written Feedback—Good Job

Survey participants were asked to share their views about the areas where they believe the district is doing a good job. 716 (58%) responded to this question. Major themes cited included positive views of:

- Academic programs including variety and level of rigor
- Faculty/teachers including quality, responsiveness
- Schools including safety and organization
- Students' social development and support
- Communication with parents

Written Feedback--Improvement

Survey participants were also asked to share their views as to the areas where they believe the district could improve. 683 (55%) responded to this question. Major themes related to areas of improvement included:

- Academics including concerns about standards, differentiated instruction/helping all students, level of challenge, and curriculum in specific subject areas.
- School including concerns about facilities/maintenance, food services.
- Student behavior and discipline enforcement
- Teacher quality, responsiveness

Conclusions

The responding parents provided a number of helpful insights. It was gratifying to find that parents believe that education is not the sole responsibility of the teacher, but rather a collaborative effort of teachers, parents, and students. Other responses confirm that district initiatives are aligned with the views of parents, namely the emphasis on preparing students for life in the 21st century and the importance of continuous training to ensure our teachers are up-to-date. Parents also indicated that a balanced, well-rounded experience is important for their children as they stressed the importance of arts education as well as hobbies and recreation for their children.

Areas for improvement also emerged from the parent feedback. Some responses indicated concerns about students' motivation to learn. Nearly 42% of parents say that their child is assessed primarily for the ability to remember facts and less than half say that the grading system encourages their child to learn (47%). Equity emerged as an issue as half the parents say that all students are held to the same high standards while two-thirds say that they all students are treated fairly regardless of their backgrounds.