Strategic Planning Survey Results

Executive Summary

As of December 3, 2012

Introduction

In late October and early November, 1,934 respondents completed the strategic planning survey, including students (308), parents (n=902), staff (n=214), and community members (n=510). The survey had two versions: a student survey and a community survey for parents, non-parents, and staff. The survey was conducted online, with a paper option made available as well. Unique survey codes were provided for each individual taking the survey online. Results were anonymous; the code helped ensure that respondents took the survey only once.

Outreach to solicit input was conducted through a variety of methods, including:

- A postcard mailed to every residential address in Oak Park and River Forest
- News items in local media
- Information in the November/December FYI/OP newsletter
- Weekly news items in the HuskiEmail parent newsletter
- Emails to parents, faculty, and staff
- Distribution of cards with survey codes to every student
- Daily announcements
- Direct outreach by steering committee members to constituents
- The District website

The original survey deadline of November 12, 2012, was extended to November 19, to ensure that all who wanted to take the survey had the opportunity to do so. After extensive discussion following review of the results from this time period, the survey will remain open and outreach to parents, students, and community will continue.

All respondents were asked questions in the following areas:

- Academic achievement
- Communications
- Technology
- Facilities
- Budget Planning
- Overall satisfaction

In addition, there were school feedback sections for parents and students, and an additional facilities section for staff.

Community survey demographics

AREA (708) 383-0700  TTY/TDD (708) 434-3949  http://www.oprhs.org  FAX (708) 434-3910
The majority of the 1,626 respondents were ages 46-55 (47%), live in Oak Park (74%), and speak only English in the home (90%). Of the total respondents, 1,025 have a child in grades 9 through 12, with 94% of this figure reporting their child attends OPRF and 71% saying their high school child gets mostly As and Bs. Overall, 79% of respondents were white, 9% black, 2% Asian/Pacific Islander, 2% Hispanic, 2% Multiracial/multiethnic, 0% Native American, and 6% did not answer.

Student demographics
The majority of the 308 respondents live in Oak Park (83%) and speak only English at home (88%). More female students (54%) participated, as did more students in grade 12 (32%) compared to grades 11 (26%), 10 (22%), and 9 (20%). Seventy-seven percent of respondents said they received mostly As and Bs on recent report cards, and 48% reported taking three or more honors classes. Overall, 61% of respondents were white, 18% black, 7% multiracial/multiethnic, 6% Hispanic, 3% Asian/Pacific Islander, 1% Native American, and 4% did not answer.

Results
Detailed results are available in the accompanying reports. In general, survey findings were very positive. At least 80% of each of the three adult subgroups, as well as 91% of students, would recommend District 200 to a friend moving to the area. Roughly 75% of the adults as well as 78% of students rated OPRFHS a little better to much better than other neighboring school districts. When it comes to the impact OPRFHS has on home value, 76% of parents and 65% of non-parents said the high school’s effect is positive. Ratings for financial management, technology, and communications were very positive overall. In the area of academics, math, science, and reading represent opportunities for growth.

In the social-emotional area, an extremely positive finding is that 95% of students who responded agreed or strongly agreed that they have a positive relationship with at least one adult at school. While 71% disagreed or strongly disagreed that bullying/cyber-bullying is a problem at school, one area of concern is that 17% agreed or strongly agreed that bullying/cyber-bullying is a problem. Also, 35% were not satisfied with efforts to educate students about how to prevent bullying. Among parents, 72% disagreed or strongly disagreed that bullying/cyber-bullying is a problem for their student, while 11% agreed or strongly agreed that bullying/cyber-bullying is a problem. In addition, 43% of parents said “don’t know/doesn’t apply” when asked whether they are satisfied with the school’s efforts about ways to prevent bullying, indicating a communications gap about these efforts.

Following are some highlights of various sections of the survey. Complete results, disaggregated by parents, non-parents, staff, and students, are available in the Survey Results.

Academic Achievement
Respondents rated the importance of 22 different programs and services to the future success of students.

- For adult subgroups, reading/English, language arts, preparation for college/employment, science, mathematics, and counseling services (college guidance/social services) were highly ranked.
For students, the top five were preparation for college/employment, reading/English/language arts, mathematics, special education, and counseling services (college/guidance/social services).

When asked “how are we currently doing” in the 22 areas, the most highly ranked were:

- For parents: Performing arts, Advanced Placement (AP) classes, history/social studies, extra-curricular (non-athletic), extra-curricular (athletic).
- For staff: Extra-curricular (athletic), performing arts, extra-curricular (non-athletic), AP classes, history/social studies.
- For students: Extra-curricular activities (athletics), AP classes, history/social studies, visual arts, and extra-curricular activities (non-athletic).

The survey results include a gap analysis, which was calculated by taking each area’s average importance rating and subtracting its average performance rating. Essentially, the gap analysis looks at importance in relation to performance.

- For parents: The greatest gaps were found in preparation for college/employment, counseling services, science, computer education, and mathematics.
- For staff: The greatest gaps were found in preparation for college/employment, reading/English/language arts, mathematics, counseling services, and science.
- For students: The greatest gaps were found in preparation for college/employment, mathematics, gifted/talented opportunities, reading/English/language arts, and science.

When it comes to being challenged, 91% of parents agreed or strongly agreed that their student is appropriately challenged academically, and 88% of students agreed or strongly agreed that they are challenged at school. In terms of homework, 25% of parents and 43% of students said the amount is too high.

Communications

Overall, 89% of parents reported being satisfied or very satisfied with communications, compared to 76% of staff, and 68% of students. Among non-parents, 27% reported being satisfied or very satisfied, with 58% responding “don’t know/doesn’t apply.”

The level of interest in information about OPRFHS varied by group, with 80% of parents saying they are very interested, compared to 46% of non-parents, and 57% of staff. The majority of all respondents prefer to receive information electronically, though 41% of non-parents prefer to receive information in printed/mailed form.

Preferred sources of information also varied by group.

- For parents: The top three preferred sources were the school/District website, weekly HuskiEmail electronic newsletter, and email.
- For staff: Website, administration, and staff.
- For non-parents: Wednesday Journal, website, and email.
- For students: Website, staff, and email.

Technology

Overall satisfaction with the use of technology at OPRFHS is high, with 79% percent of students, 75% of parents, and 78% of staff saying they are satisfied or very satisfied.
Students appear to have significant access to technology, with 97% of students and 98% of parents reporting that they have a computer at home. However, 82% of students said that they always have ready access to the Internet to do homework, while 17% said they sometimes have such access and 1% said they never do.

**Facilities**

Overall satisfaction with facilities is high, with 90% of parents, 91% of staff, and 86% of students very satisfied to satisfied. Of non-parents, 37% were satisfied to very satisfied, with 58% answering don’t know/doesn’t apply.

Respondents were asked to rank 21 different areas for their ability to support student learning and student life at OPRF. The top five most highly ranked were:

- For parents: Performing arts, labs, athletic, library, and building security.
- For students: Performing arts, athletic, library, labs, and classroom lighting.
- For staff: Performing arts, athletic, labs, cleanliness, technology-enabled spaces.
- For non-parents: Labs, performing arts, library, technology-enabled spaces, and cleanliness.

Respondents were asked to assign a priority level to improving each of the areas. The highest priorities were similar for the adult groups, with technology-enabled spaces, labs, building security, energy efficiency, and cleanliness all high on the list. For students, however, the five highest priorities for improvement were temperature control, performing-arts facilities, athletic facilities, swimming pools, and energy efficiency.

**Budget planning**

Overall satisfaction with the financial management of the District is good, with 64% of parents, 76% of staff, and 50% of students satisfied to very satisfied. Of non-parents, 37% reported being satisfied to very satisfied, with 39% responding they don’t know/doesn’t apply.

When asked to rank the greatest challenges facing the high school in the near future, parents and non-parents were pretty closely aligned in the top choices:

- Developing new and innovative programs to improve student learning
- Keeping up to date with technology
- Sustaining high quality academic programs over time
- Preparing students for college
- Recruiting and retaining high-quality staff in an increasingly competitive market.

However, the top challenges named by staff differed, with priority given to:

- Addressing disparities in racial equity across all programs and services
- Preparing students for life after high school
- Recruiting and retaining high-quality staff in an increasingly competitive marketplace tied with keeping up to date with technology
- Narrowing achievement gaps tied with sustaining high-quality academic programs over time

Students’ responses varied yet again, with priority given to:

- Preparing students for college
• Helping students with career planning
• Keeping up to date with technology
• Sustaining high-quality academic programs over time
• Preparing students for life after high school

In conclusion
The District appreciates the more than 1,900 stakeholders who took the time to fill out the strategic-planning survey. After extensive discussion following review of the results from this time period, the survey will remain open and outreach to parents, students, and community will continue. The feedback provided will play an important role in shaping the goals of Oak Park and River Forest High School for the next five years.