

# DMS Schedule Survey Results Overview

Fox Chapel Area School District

School Board Meeting

October 8, 2018



# Process



- Met with group of parents in Spring/Summer 2018 to design the survey instrument
- Launched electronic survey July 23; closed survey August 8
- 333 valid responses
- Analysis in August and September
- Shared data and initial analysis with parent group and district administration on August 22
- Results and analysis debrief with parent group on September 27
- Results similar to previous survey (February 2018)



# Survey Items

- Contact info (to verify)
- Child/children grade level
- Greatest strength (open-ended)
- Subject relative importance
- Subject future time spent
- Home Base review
- Music, art, language choice
- Opportunities and concerns (open-ended)



The Fox Chapel Area School District (FCASD) is seeking to obtain parent input on potential schedule changes for Dorseyville Middle School (DMS). This survey is designed to assist in identifying and understanding parent priorities for the DMS schedule based on your prior experiences with DMS and priorities for your child.

For more information about the current schedule and information on courses, please click [here for the Course Description Guide](#) and [here for the Bell Schedule](#).

**Thank you for your participation in this survey. Your responses are greatly appreciated. Please review the instructions prior to continuing with the survey.**

**A. Introduction and Confidentiality Notice**

Individual responses will not be identifiable by FCASD and not tied to respondent contact information. Responses will be sent directly to The Hill Group, Inc., the management consulting firm administering this survey.

**B. Instructions for Survey Completion**

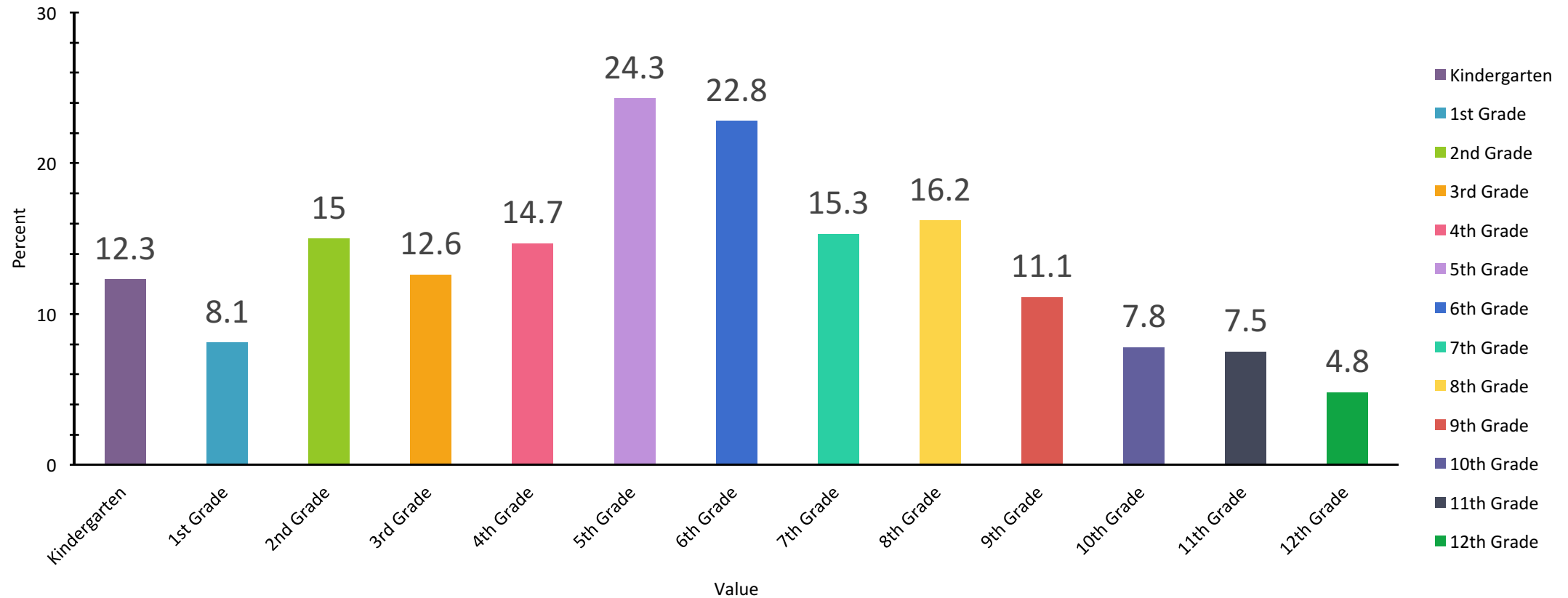
In order to make meaningful comparisons, this survey will address three areas:

1. Information on you and your child
2. Your experience with DMS
3. Your individual thoughts on scheduling priorities

This survey is only open to parents/guardians with children in the Fox Chapel Area School District. Names and addresses will be verified.



# In what grade was your child/children in the 2017-2018 school year (n=333)?



For each subject, indicate whether it is relatively more important or less important than others (n=331):

	Not important relative to other subjects	Low importance relative to other subjects	Somewhat important relative to other subjects	Very important relative to other subjects	Responses
	Row %	Row %	Row %	Row %	Count
Arts	0.9%	13.0%	35.6%	50.5%	331
Computer Science	0.9%	7.8%	35.8%	55.4%	332
Family and Consumer Science	5.8%	25.8%	40.4%	28.0%	329
Health/Physical Education	4.6%	11.6%	44.1%	39.8%	329
Home Base (time for enrichment and/or intervention)	7.6%	18.6%	39.0%	34.8%	328
Literacy/English Language Arts	%	%	10.1%	89.9%	326
Math	%	0.3%	9.7%	90.0%	329
Music	2.4%	11.2%	41.1%	45.3%	331
Science	%	%	15.8%	84.2%	329
Social Studies	%	3.3%	30.0%	66.7%	330
Tech. Ed.	4.9%	17.7%	44.2%	33.2%	328
World Languages	1.5%	11.9%	41.0%	45.6%	329



# Indicate whether more or less time should be spent in each subject area in the future (n=325):

	Should spend MUCH LESS time in the future	Should spend SLIGHTLY LESS time in future	Appropriate amount of time now; no change needed	Should spend SLIGHTLY MORE time in future	Should spend MUCH MORE time in the future	Responses
	Row %	Row %	Row %	Row %	Row %	Count
Arts	1.6%	11.3%	73.0%	11.3%	2.8%	318
Computer Science	1.3%	6.9%	59.3%	24.6%	7.9%	317
Family and Consumer Science	6.6%	21.7%	60.1%	9.4%	2.2%	318
Health/Physical Education	4.0%	13.4%	66.4%	12.5%	3.7%	321
Home Base (time for enrichment and/or intervention)	9.4%	25.0%	56.3%	6.9%	2.5%	320
Literacy/English Language Arts	1.8%	15.7%	67.4%	12.6%	2.5%	325
Math	0.3%	1.2%	62.2%	30.3%	5.9%	323
Music	3.4%	10.3%	74.0%	9.1%	3.1%	319
Science	%	%	68.2%	25.2%	6.5%	321
Social Studies	0.6%	4.7%	76.4%	16.8%	1.6%	322
Tech. Ed.	3.1%	19.6%	62.6%	11.2%	3.4%	321
World Languages	2.2%	12.5%	61.1%	19.0%	5.3%	321

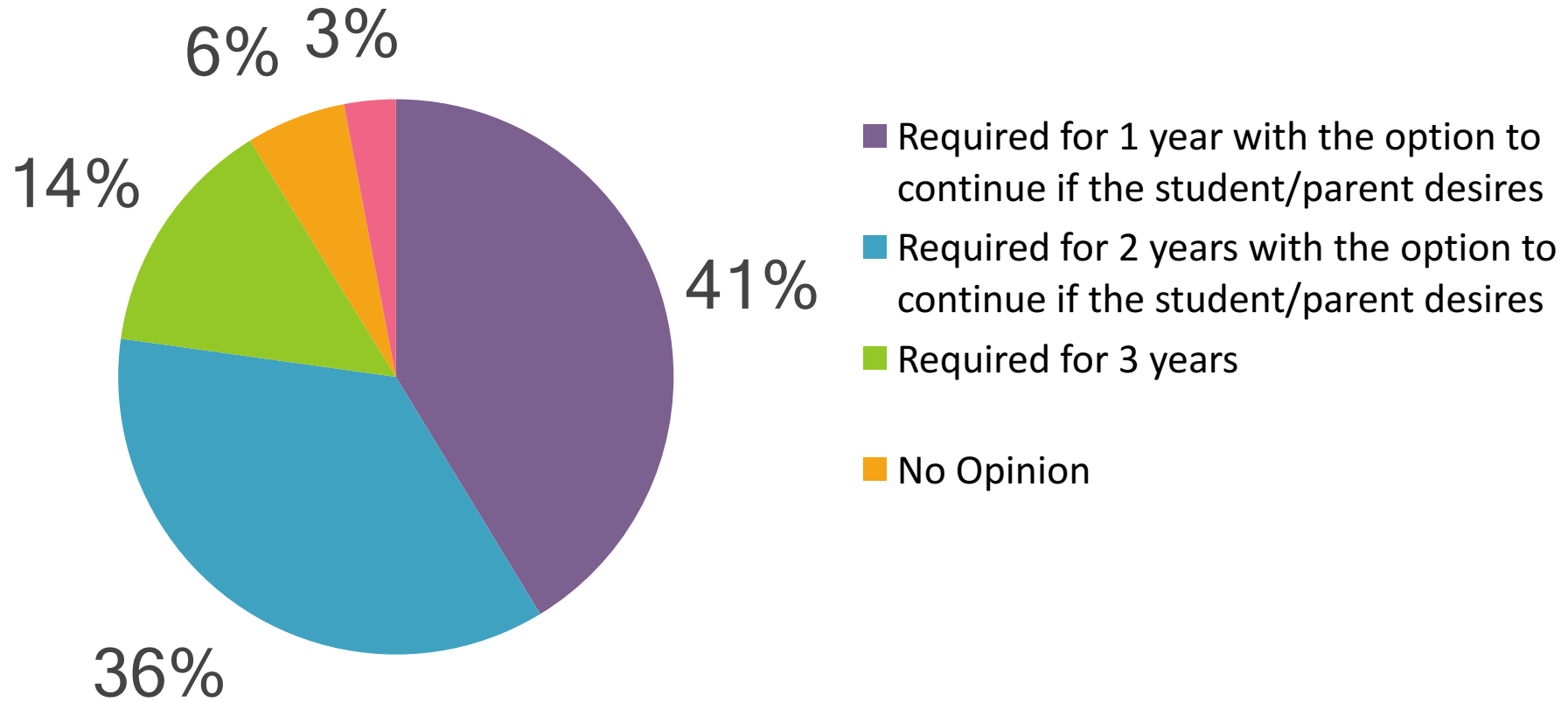


# Please rate the importance of the following components of Home Base (n=329):

	Not Important	Somewhat Important	Very Important	No Opinion	Responses
	Row %	Row %	Row %	Row %	Count
Intervention/Additional Academic Support	6.1%	29.2%	59.3%	5.5%	329
Enrichment/Opportunity to explore new topics in subjects of the students choice	10.9%	32.5%	53.8%	2.7%	329
Character Building (Respect, Responsibility, Integrity, Anti-Bullying)	6.7%	30.9%	59.6%	2.8%	327
Relationship Building (Between small groups of students and a specific teacher)	10.7%	29.6%	56.4%	3.4%	328

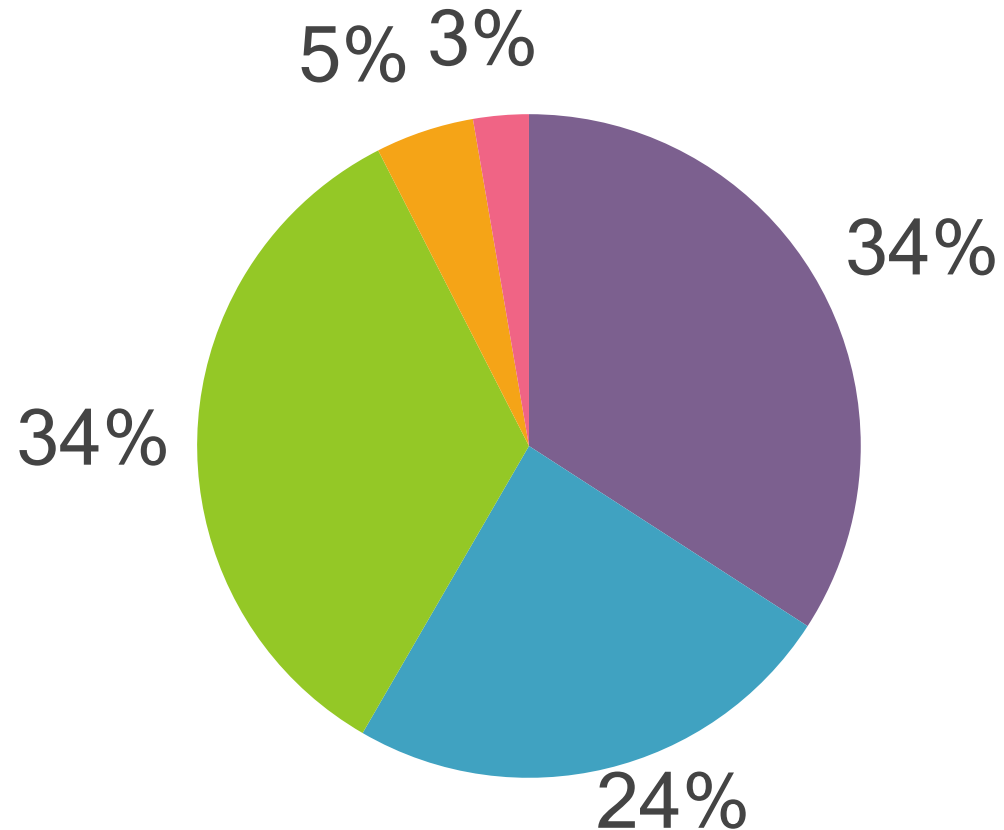


I believe that music should be (n=329):





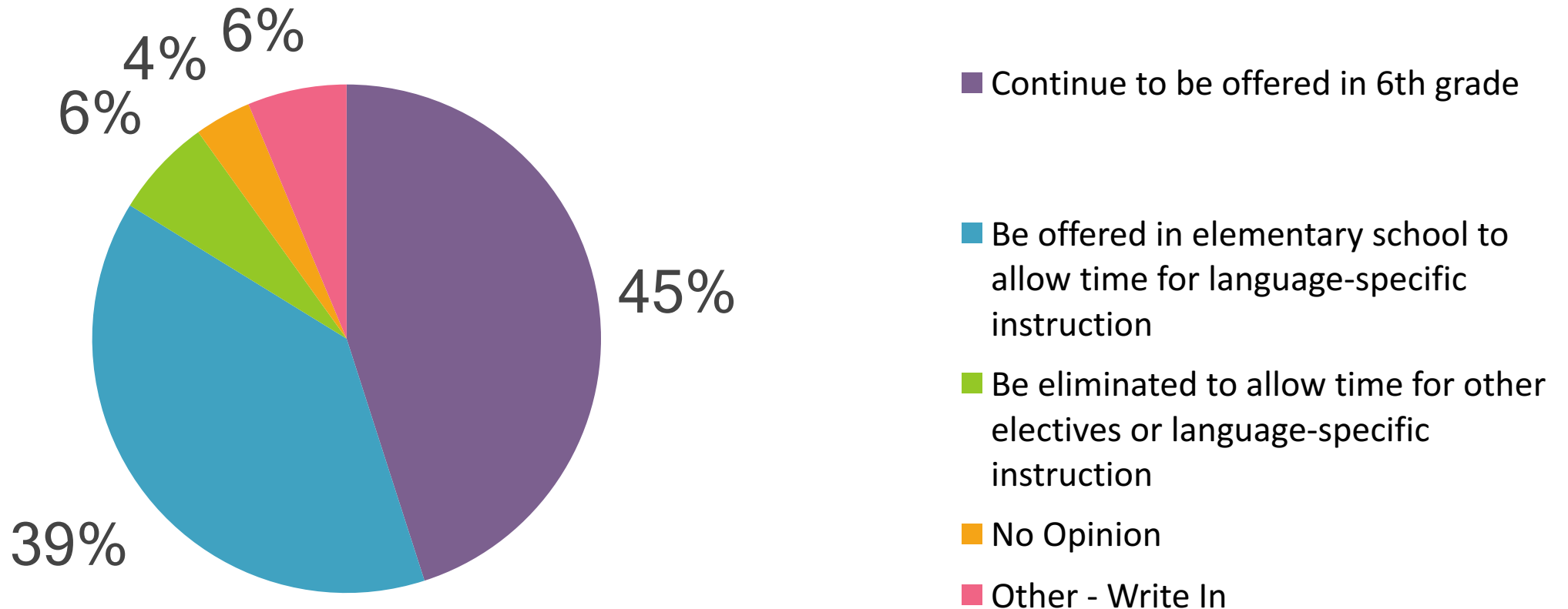
I believe that Art should be (n=331):



- Required for 1 year with the option to continue if the parent/student desires
- Required for 2 years with the option to continue if the parent/student desires
- Required for 3 years
- No Opinion
- Other - Write In



# I believe the World Language Exposure Program should (n=331):



# Open-Ended Response Themes

## Key DMS Strengths

(n=284)

- Faculty (104)
- Curriculum (63)

## New Subject Areas

(n=135)

- Language – Mandarin (16)
- Computer Science (13)
- Business Skills (10)
- Typing (8)
- Civics (7)

## Excitement about Schedule Change

(n=173)

- Choice (45)
- Exposure (12)

## Concern about Schedule Change

(n=228)

- Limiting exposure (121)
- Attention issues (34)



# Comparison to Prior Survey

- February and July survey questions not identical, but both asked about:
  - Relative importance of courses at DMS
  - Parent preferences related to student choice
- Results were similar in both areas:
  - Literacy/English Language Arts and Math top-two most important courses
  - Enabling student choice is a common theme



# Comparison to Prior Survey

	February 2018 School District Survey	July 2018 Parent Committee Survey
Respondents	264 respondents indicated "parent"	333 parents responded to survey
Relative Importance of Courses	<p>In core courses, the order of relative importance from highest to lowest number of "1" rankings:</p> <ol style="list-style-type: none"> <li>1. Literacy/English Language Arts</li> <li>2. Math</li> <li>3. Computer Science</li> <li>4. Social Studies</li> <li>5. Science</li> </ol> <p>In noncore courses, the order of relative importance from highest to lowest number of "1" rankings:</p> <ol style="list-style-type: none"> <li>1. Computer Science</li> <li>2. World Languages</li> <li>3. Music</li> <li>4. Tech. Ed.</li> <li>5. Health/Physical Education</li> <li>6. Arts</li> <li>7. Family and Consumer Science</li> </ol>	<p>Not differentiating between core and noncore courses, the order of relative importance from highest to lowest number of "very important relative to other subject" responses:</p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Literacy/English Language Arts</li> <li>3. Science</li> <li>4. Social Studies</li> <li>5. Computer Science</li> <li>6. Arts</li> <li>7. World Languages</li> <li>8. Music</li> <li>9. Health/Physical Education</li> <li>10. Home Base</li> <li>11. Tech. Ed.</li> <li>12. Family and Consumer Science</li> </ol>



# Comparison to Prior Survey

<p>Embedding More “Choice” in Curriculum</p>	<p>The vast majority of respondents indicated a positive view of increasing “choice” in the curriculum, enabling parents and/or students to explore courses of interest to them.</p>	<p>Asked specifically about choice versus requirements in music, art, and world languages:</p> <ul style="list-style-type: none"><li>• 41.3 percent of respondents prefer requiring <b>music</b> for one year and allowing students to choose thereafter; 35.9 percent prefer requiring for two years; 14 percent prefer requiring for three years</li><li>• 34.1 percent of respondents prefer requiring <b>art</b> for one year and allowing students to choose thereafter; an equal 34.1 percent prefer requiring for three years; 24.2 percent prefer requiring for two years</li><li>• 45 percent of respondents prefer to continue the <b>world language exposure</b> program in sixth grade; 38.7 percent prefer moving it to elementary school to enable language-specific instruction in sixth grade; 6.3 percent prefer eliminating it to make room for other electives</li></ul>
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# Moving forward

## Common priorities identified across stakeholder groups:

- Variety of courses maintaining the integrity of the middle school philosophy
- Limited increase in class time
- Maintain safety nets for students
- Maintain strong connections between staff and students

