

Urbana Public Schools



Looking toward the future...

2005-2006

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The Purpose of the Study:

- To analyze the data from the surveys given to the students, teachers, parents, and community members of Urbana Public Schools in order to understand the attitudes, beliefs, and values of the respective groups .
- To compare the descriptive data and identify the five major themes of agreement and disagreement.
- To evaluate the subgroups and use the summative data to make recommendations to the Board of Education.

Methodology:

- Four separate but similar educational climate surveys were given to four focus groups from the Urbana community.
- A small percentage of the questions were designed to retrieve demographic information which was collected as nominal data.
- The majority of the questions were designed to assess the participant's perception of the Urbana educational system. Answers were collected as Likert scale data.

Five Major Themes:

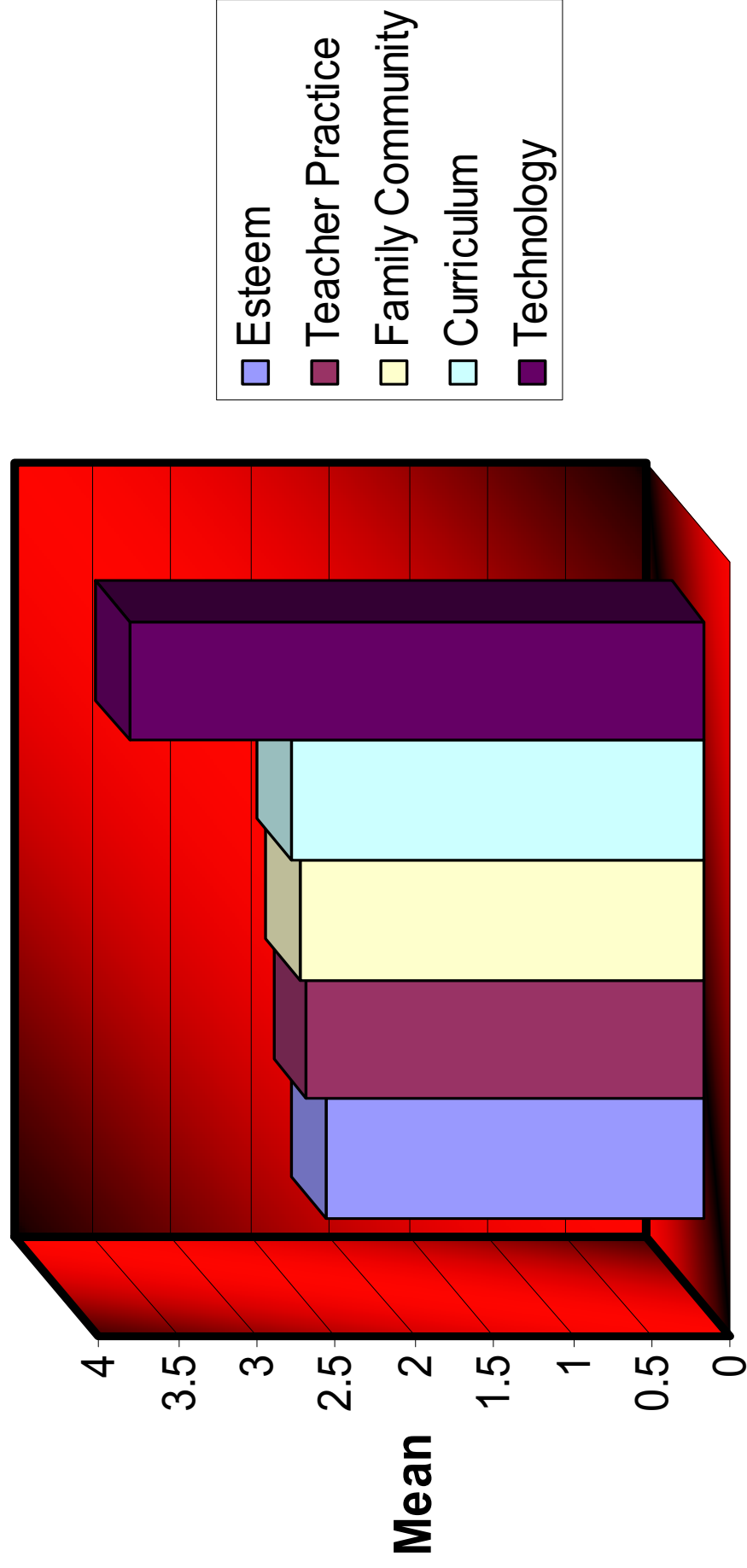
Family/ Community Support	Curriculum	Esteem	Teacher Practice	Technology
Resources at Home	Instruction	Student Achievement	Support	Computers at School
Safety	Resources	School Achievement	Communication	Computers at Home
Quality of Education	Assignments	Encouragement	Assessment	Video Technology
Communication	Differentiation	Communication	Attitude/Affect	Classroom use

Student Response Table

Table 1: Student Index

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Practice	478	1.00	4.39	2.5275	.5149
Family/Community Support	526	1.00	4.71	2.5792	.6121
Esteem	490	1.00	4.59	2.4071	.5463
Curriculum	492	1.00	4.63	2.6237	.4568
Technology	564	1.00	5.00	3.6442	.8946
Valid N (listwise)	408				

Student Responses



Urbana students have a good sense of self esteem. The data suggests that teacher practice, family and community relations, and curriculum are satisfactory. The area of technology, however, is clearly a concern for the students.

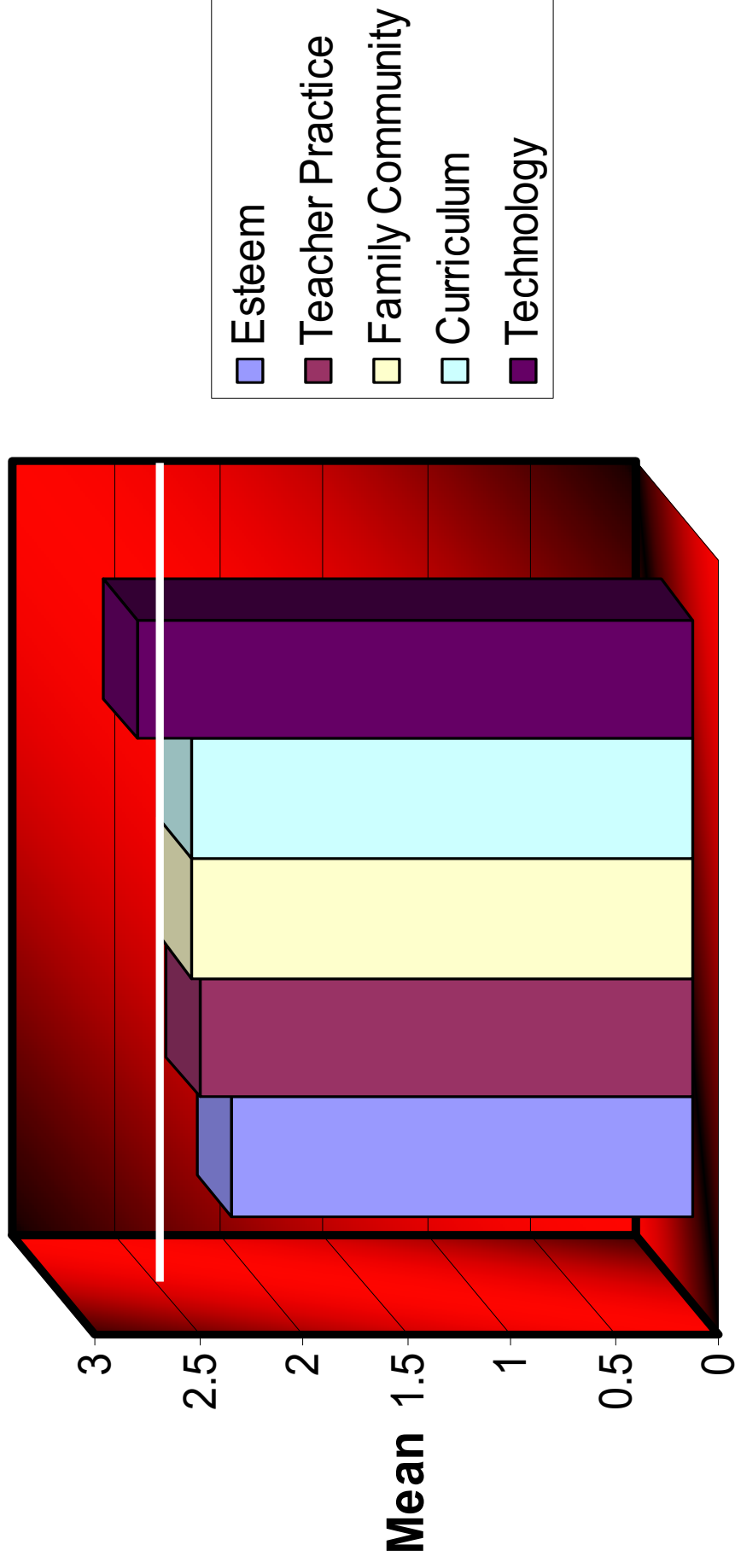
Parent Response Table

Table 2: Parent Index

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Practice	235	1.30	4.60	2.3883	.6005
Family/ Community Support	202	1.05	3.80	2.4261	.4953
Esteem	240	1.00	5.00	2.2345	.4862
Curriculum	220	1.26	4.42	2.4133	.5977
Technology	269	1.00	5.00	2.6803	.8923
Valid N (listwise)	169				

Toward Agreement

Parent Responses



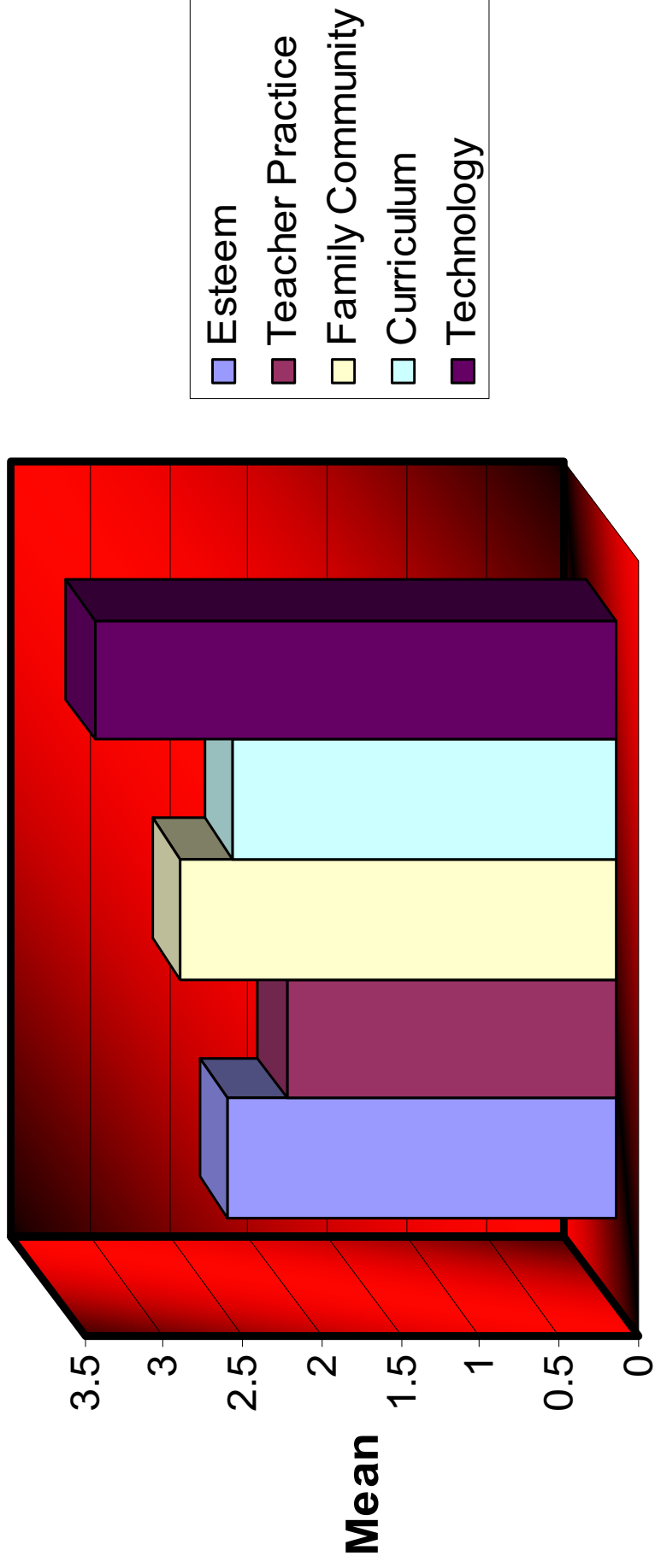
Urbana parents have good esteem, and are fairly average in their perception about teacher practice, curriculum, and family and community relations. Technology is an area in need of improvement.

Teacher Responses

Table 3: Teacher Index

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Practice	87	1.38	2.84	2.0886	.2807
Family/Community Support	84	1.64	4.08	2.7514	.5162
Esteem	93	1.52	3.43	2.4583	.4477
Curriculum	82	1.50	3.17	2.4289	.3227
Technology	88	1.44	4.67	3.3030	.6264
Valid N (listwise)	73				

Teacher Responses



Urbana teachers feel good about their own practices, and they feel good about themselves. They are satisfied with the curriculum, but would welcome more community involvement. Clearly, technology is an area of concern.

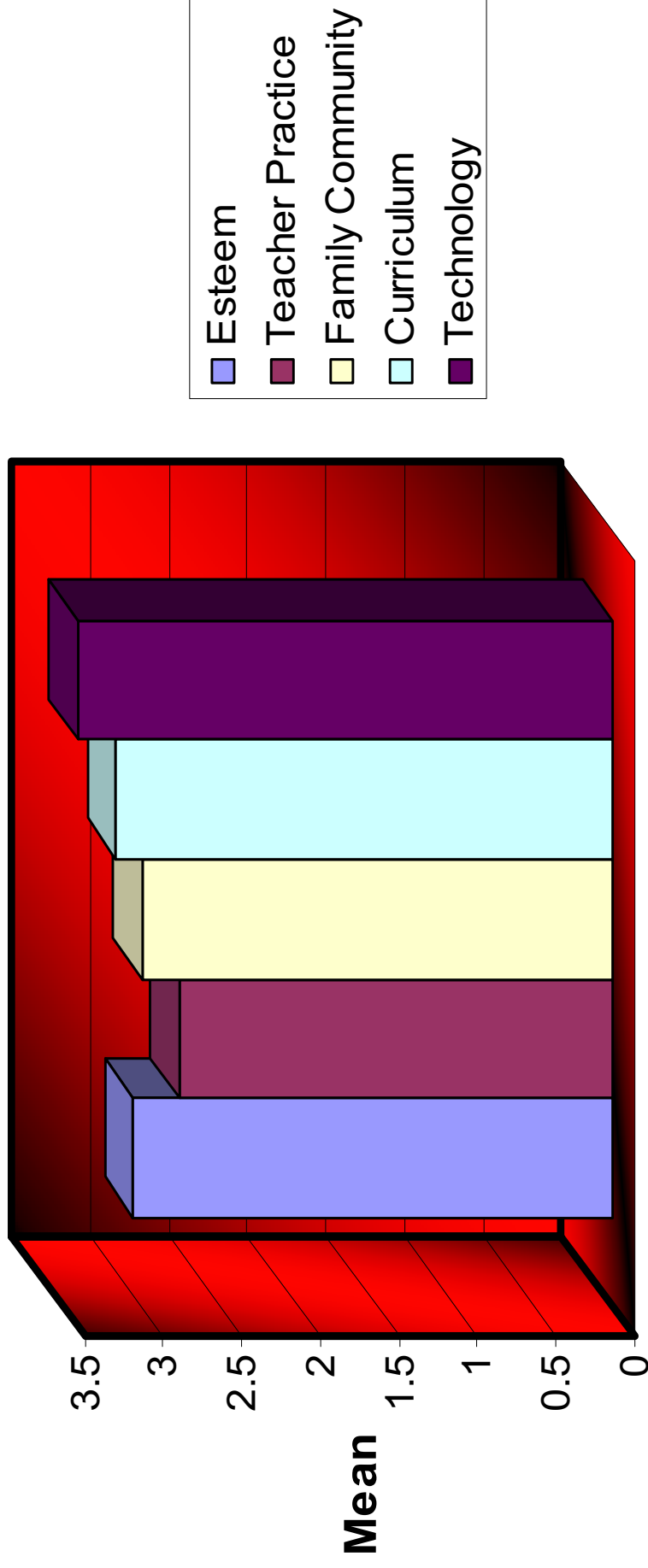
Community Responses

Table 4: Community Index

	N	Minimum	Maximum	Mean	Std. Deviator
Teacher Practice	30	1.54	4.08	2.7615	.6670
Family/Communit Support	29	2.16	3.87	3.0091	.4780
Esteem	27	2.20	4.04	3.0563	.5188
Curriculum	26	2.31	3.94	3.1635	.4772
Technology	42	1.00	5.00	3.4048	1.2309
Valid N (listwise)	21				

Toward Disagreement

Community Responses



The community sees teacher practice as relatively good. While family and community relations, esteem, curriculum, and technology are all areas of concern for the community.

Table 5: Summative Means to Compare Themes

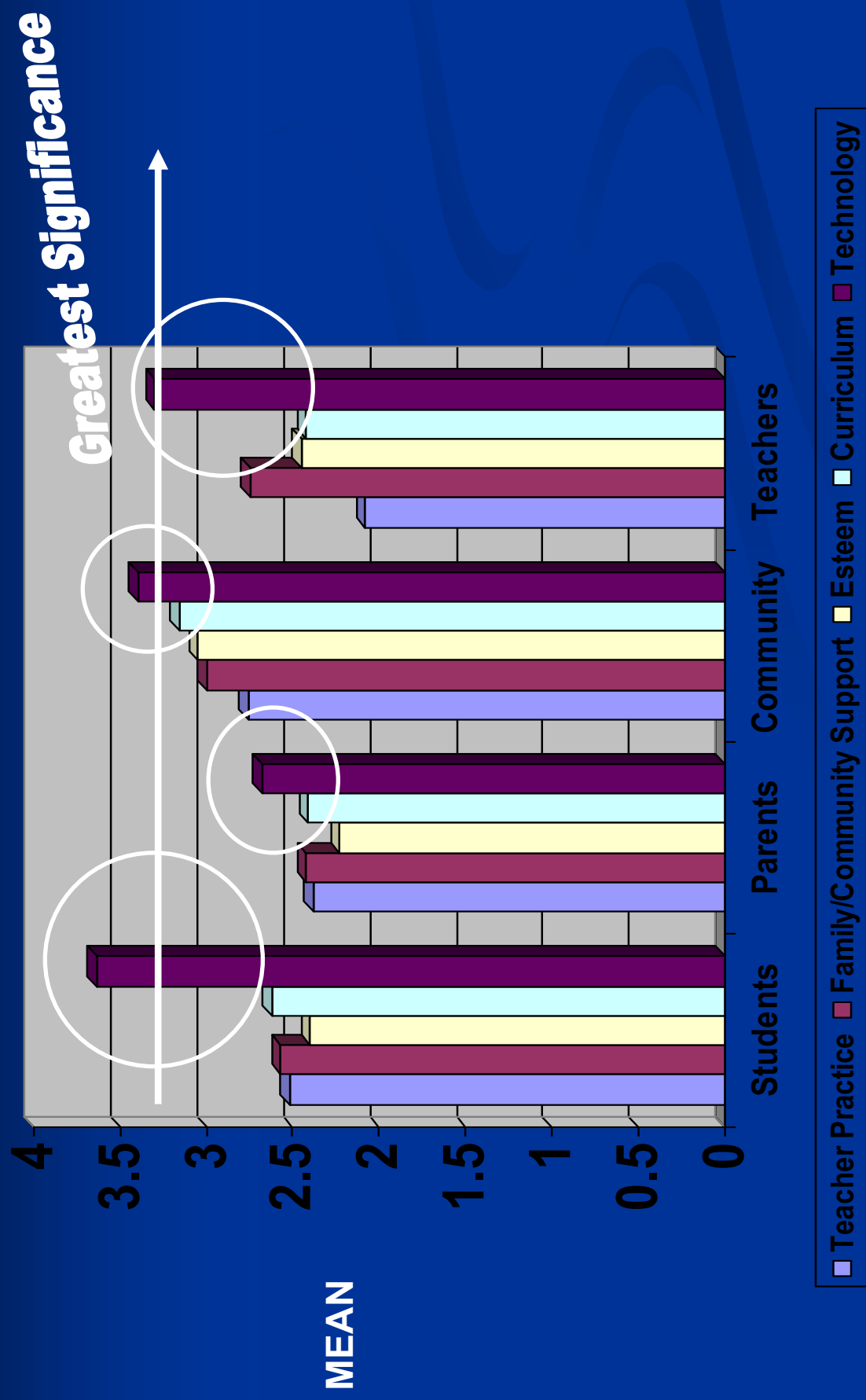
	Students	Parent	Community	Teachers
Teacher Practice	2.52	2.38	2.76	2.08
Family/Community Support	2.57	2.42	3.00	2.75
Esteem	2.40	2.23	3.05	2.45
Curriculum	2.62	2.41	3.16	2.42
Technology	3.64	2.68	3.40	3.30

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Toward Agreement

Toward disagreement

Summative Means to Compare Themes



Recommendations:

Technology is clearly an issue for all four focus groups.

- In order to compensate for the lack of technology in the home, the community must support the district's investment in more technology, and the application of technology to improve student learning.
- Representatives from all four focus groups should form a committee to create an action plan and timeline to address the district's need for an increase in technology.
- A professional development plan should be implemented to help teachers use technology to improve student learning.
- The district should incorporate technology in the district's after-school care.
- Public relations should increase the parents and community's awareness of the ways technology is being used and improved in the district.

- Another important area that needs to be addressed is the area of community support. Both the school district and the community must work toward improved relations.
- While the district needs to feel supported by the community, the community must be confident that the district is addressing the needs of its children.

Suggestions for Further Research:

- More data should be collected directly from district administrators and the technology department to determine the extent of the technological resources in each building throughout the Urbana School District.
- Specific data from each building would allow committee members to create an action plan and timeline that addresses the district's technology needs building by building.
- A follow up survey should be given yearly to determine the district's progress in the area of technology.