



Parent Satisfaction Survey 2019

Survey Report

Report Prepared by:

Research & Development Services

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This report summarizes survey feedback provided by the Halton Catholic District School Board (HCDSB) parent community regarding retention rates and overall engagement and satisfaction with current programming. All parents with children attending the HCDSB were eligible and invited to participate. All responses have been grouped and discussed below to summarize respondents' opinions.

Participants were asked through an email invitation to provide feedback on the online survey between Tuesday July 9th and Tuesday July 30th, 2019. In total, 3,230 complete survey responses were received, a response rate of 14.1%. Note that the response rate is an estimate, based on the number of families within the board for the 2018/19 school year (n=22,921). In addition, due to rounding, totals may not sum to 100 percent.

I. Demographics

Elementary versus Secondary school responses (n = 3,230)

The majority of respondents (71%; n = 2284) had children in Elementary school, while twenty-nine percent (n = 946) had children in Secondary school.

Table 1: Family of Schools (n = 3,230)

Answer	%	Count
Assumption	10%	313
Bishop P.F. Reding	12%	394
Christ the King	10%	333
Corpus Christi	10%	309
Holy Trinity	10%	335
Jean Vanier	15%	486
Notre Dame	9%	284
St. Ignatius of Loyola	16%	517
St. Thomas Aquinas	8%	256
Thomas Merton	0%	3
Total	100%	3,230

The chart above displays which Family of Schools the respondents' children belong to.

Table 2: French program status of respondents' children: Elementary only (n = 2,284)

Answer	%	Count
None (JK to Grade 3)	50%	1137
Core (mandatory French programming for Grades 4-9)	34%	766
Early French Immersion (optional program with limited enrolment, beginning in Grade 1)	6%	134
Extended French program (optional program with limited enrolment, beginning in Grade 5)	8%	180
I don't know	2%	41
Prefer not to answer	1%	26
Total	100%	2,284

Respondents whose child is in Elementary school were asked to select their child's French program. The chart above displays the number and percentage of respondents who selected each response option.

Table 3: Current program of respondents' children: Secondary only (n = 946)

Answer	%	Count
Academic	64%	601
Applied	11%	104
International Baccalaureate (IB)	4%	35
Advanced Placement (AP)	11%	100
Extended French	4%	37
Other. Please specify:	3%	31
I don't know	2%	18
Prefer not to answer	2%	20
Total	100%	946

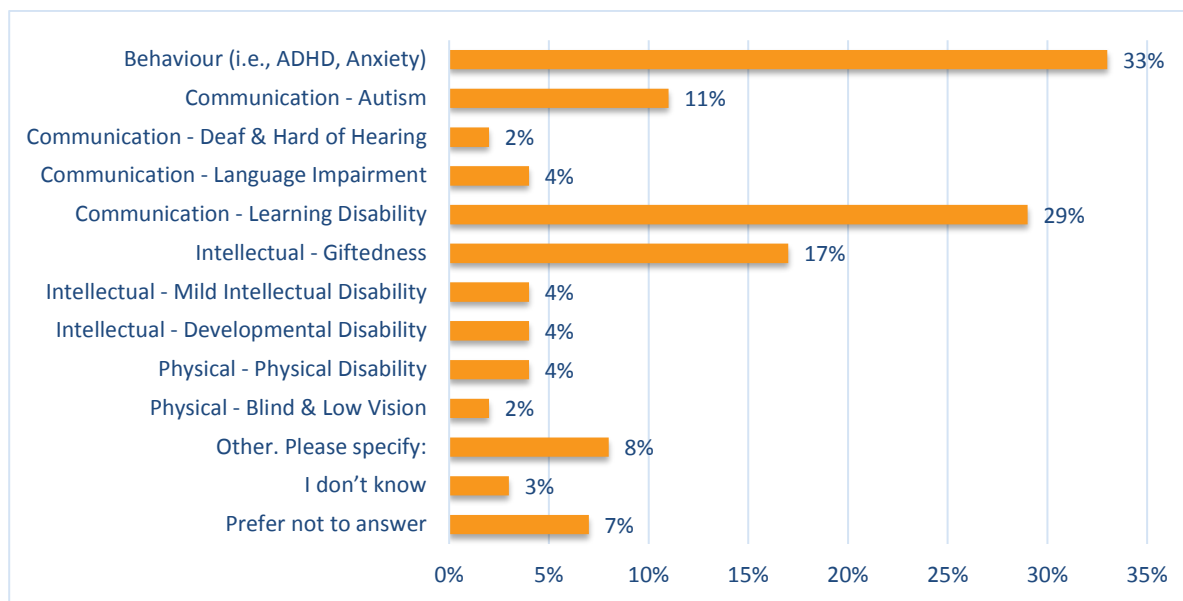
Respondents who had a child in Secondary school were asked to select their child's current program. The chart above displays the number and percentage of respondents who selected each response option. The majority of respondents (64%; n = 601) indicated that their child was in the Academic stream. For those who selected 'Other', their responses can be found in Appendix A.

Table 4: Individualized Education Plan (IEP) status of children: All respondents (n = 3,230)

Answer	%	Count
Yes	14%	466
No	75%	2418
I don't know	9%	281
Prefer not to answer	2%	65
Total	100%	3230

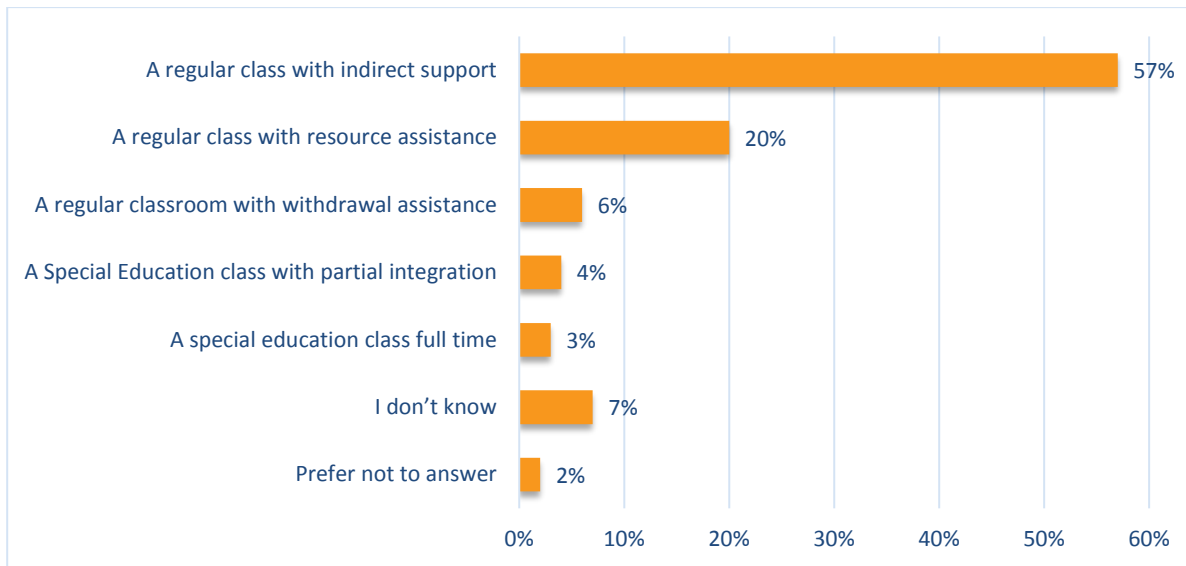
Respondents were asked to indicate if their child has an Individualized Education Plan (IEP), which is a plan developed for children who have been placed in a special education program. Fourteen percent of respondents indicated their child did have an IEP; the majority of respondents (75%; n = 2,418) said that their child does not have an IEP.

Figure 1: Exceptionalities of respondents' children: Students with IEPs only (n = 466)



Respondents who indicated that their child has an IEP were asked to select the exceptionalities that applied to their child. The graph above displays the percentage of respondents who selected each exceptionality. Behaviour (33%; n = 155) and Communication – Learning Disability (29%; n = 135) were the two most common exceptionalities. For those who selected 'Other' (8%; n = 37), responses are listed in Appendix B.

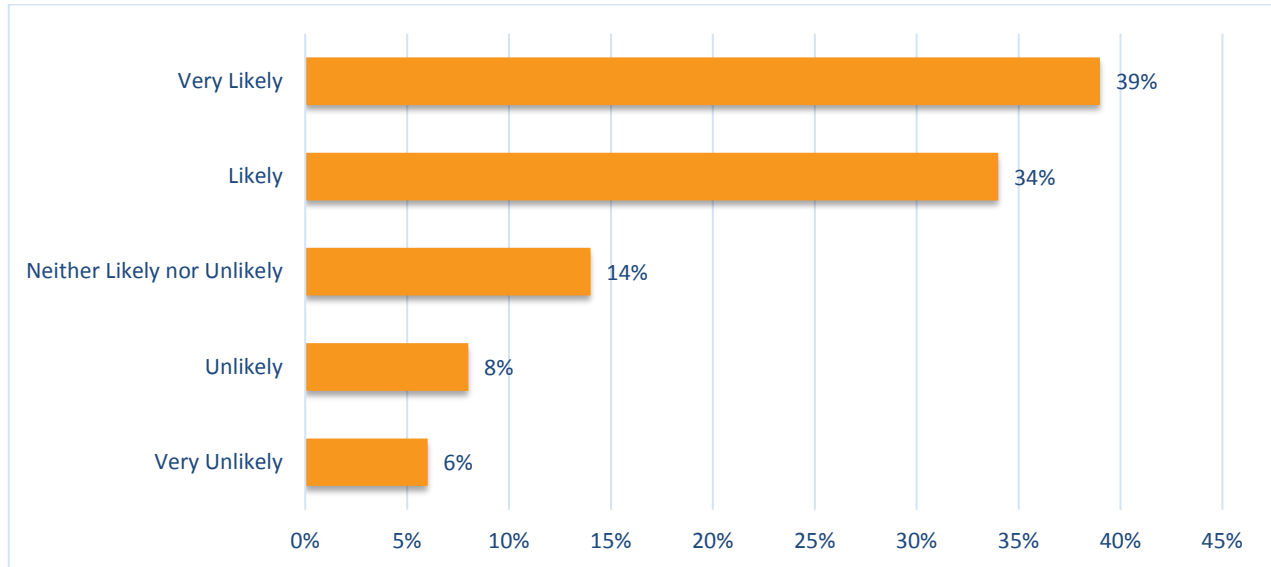
Figure 2: IPRC placement options of respondents' children: Students with IEPs only (n = 466)



Respondents who had a child with an IEP were asked to indicate their child's current IPRC placement option. The majority of respondents (57%; n = 267) selected 'A regular class with indirect support'.

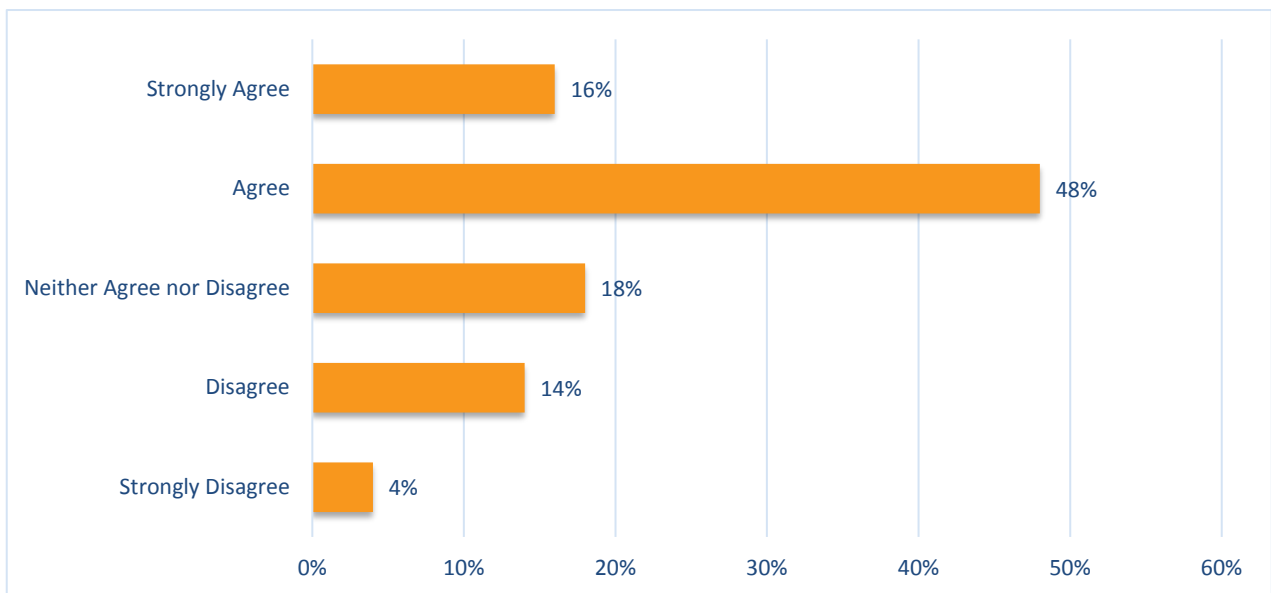
II. Satisfaction

Figure 3: How likely respondents would be to recommend their child's school to a friend, neighbour, or family member (n = 3,172)



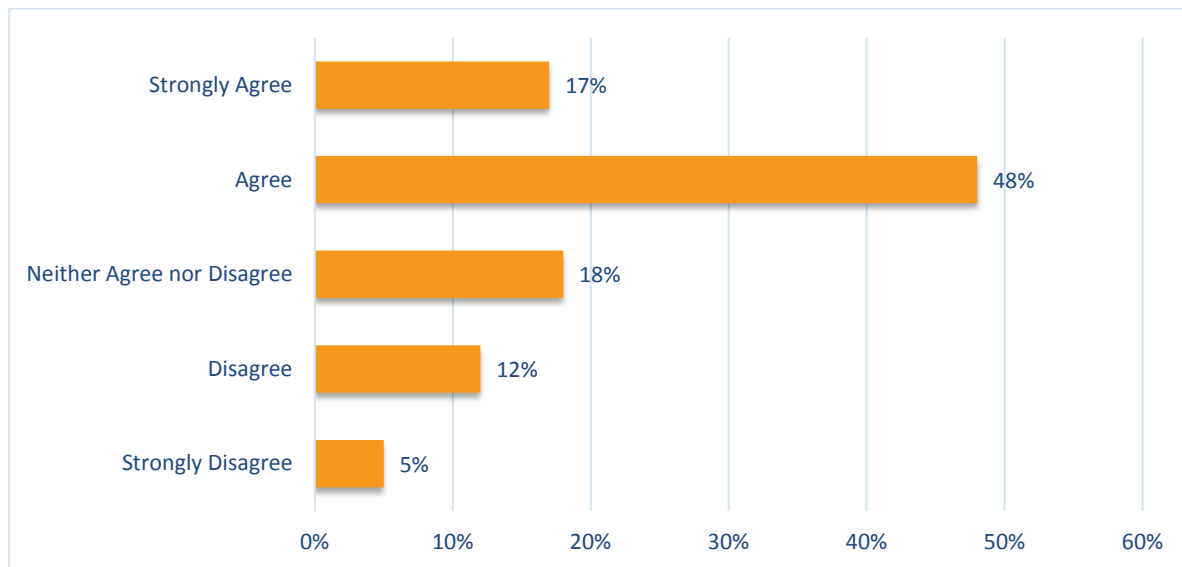
The majority of respondents (73%; n = 2,308) indicated that they would be likely or very likely to recommend their child's school to a friend, neighbor, or family member while 14% (n = 422) said they would be unlikely or very unlikely to recommend their child's school.

Figure 4: Respondents' agreement or disagreement that, overall, they are happy with the programming options for their child at the HCDSB (n = 3,171)



The majority of respondents (64%; n = 2,030) either agreed or strongly agreed that they are happy with current programming options for their child while 18% (n = 568) either disagreed or strongly disagreed.

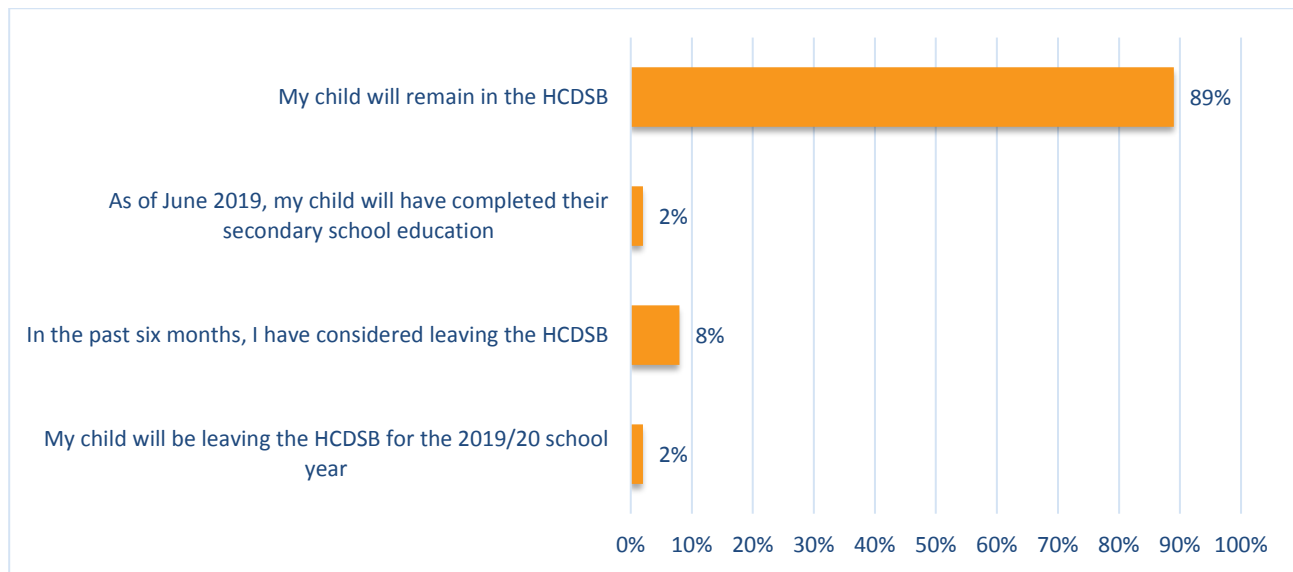
Figure 5: Respondents' agreement or disagreement that their child's current program placement meets their academic needs (n = 3,152)



The majority of respondents (65%; n = 2,059) either agreed or strongly agreed that their child's current program placement meets their academic needs. Seventeen percent of respondents (n = 533) either disagreed or strongly disagreed.

III. Retention

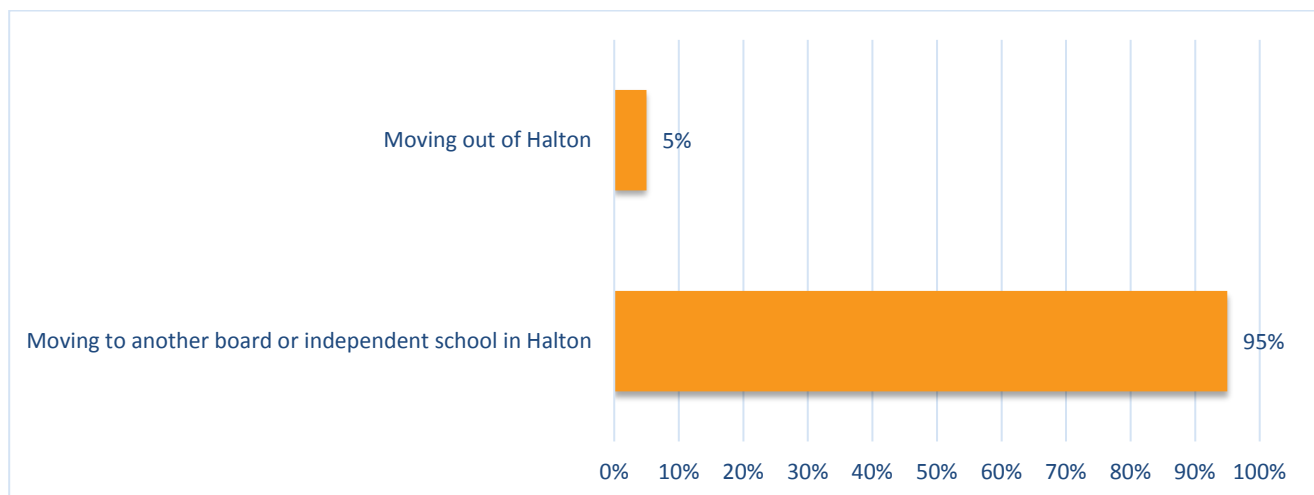
Figure 6: Respondents' plans for their child in the Fall (n = 3,143)



The majority of respondents (89%; n = 2,792) indicated that their child will remain at the HCDSB for the 2019-20 school year. Less than 2 percent (1.6%; n = 51) said that their child will be leaving the HCDSB for the 2019-20 school year; 7.6% of respondents (n = 239) have considered leaving the HCDSB in the past six months.

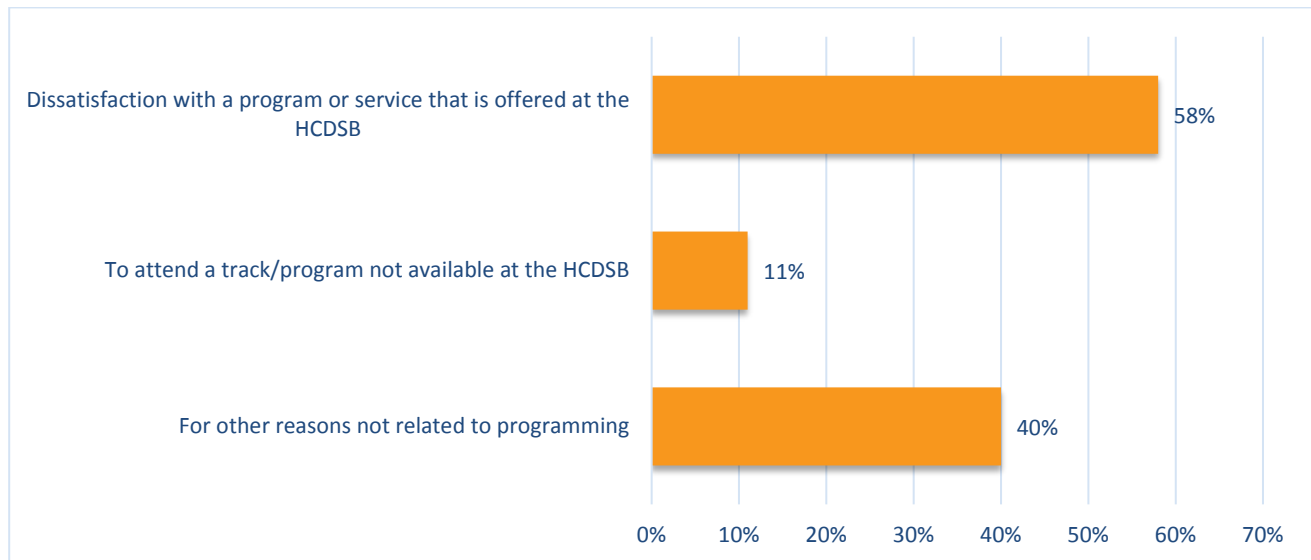
The following data represents only respondents who indicated that they are leaving or have considered leaving the HCDSB for the 2019-20 school year (n=290)

Figure 7: Respondents who are moving or have considered moving their child out of the HCDSB in the past six months (n = 218)



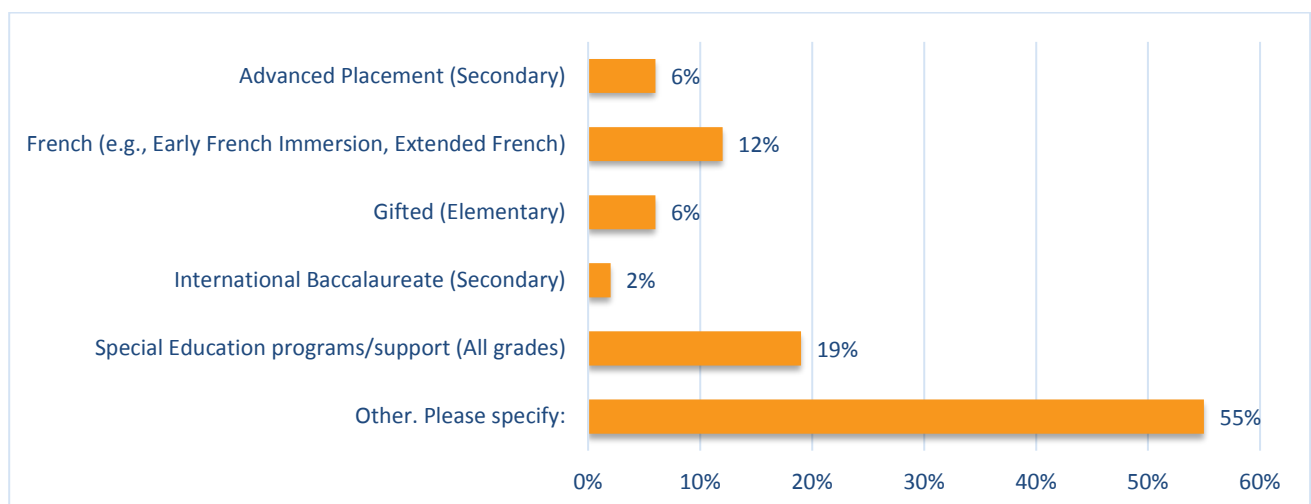
The majority of respondents (95%; n = 208) indicated that their child is or may be leaving the HCDSB to go to another board or independent school in Halton. Ten respondents (5%) are leaving because they are moving out of Halton.

Figure 8: The main reason(s) respondents are leaving or have considered leaving the HCDSB in the past six months (n = 204; respondents were able to select all that apply so the bars below exceed 100%)



More than half of respondents (58%; n = 119) indicated that they are leaving or have considered leaving the HCDSB due to dissatisfaction with a program or service that is offered at the HCDSB. Eleven percent of respondents (n = 22) indicated that they are/may be moving their child to attend a track/program not available at the HCDSB. Forty percent of respondents (n = 81) stated that their consideration/decision is due to other reasons not related to programming.

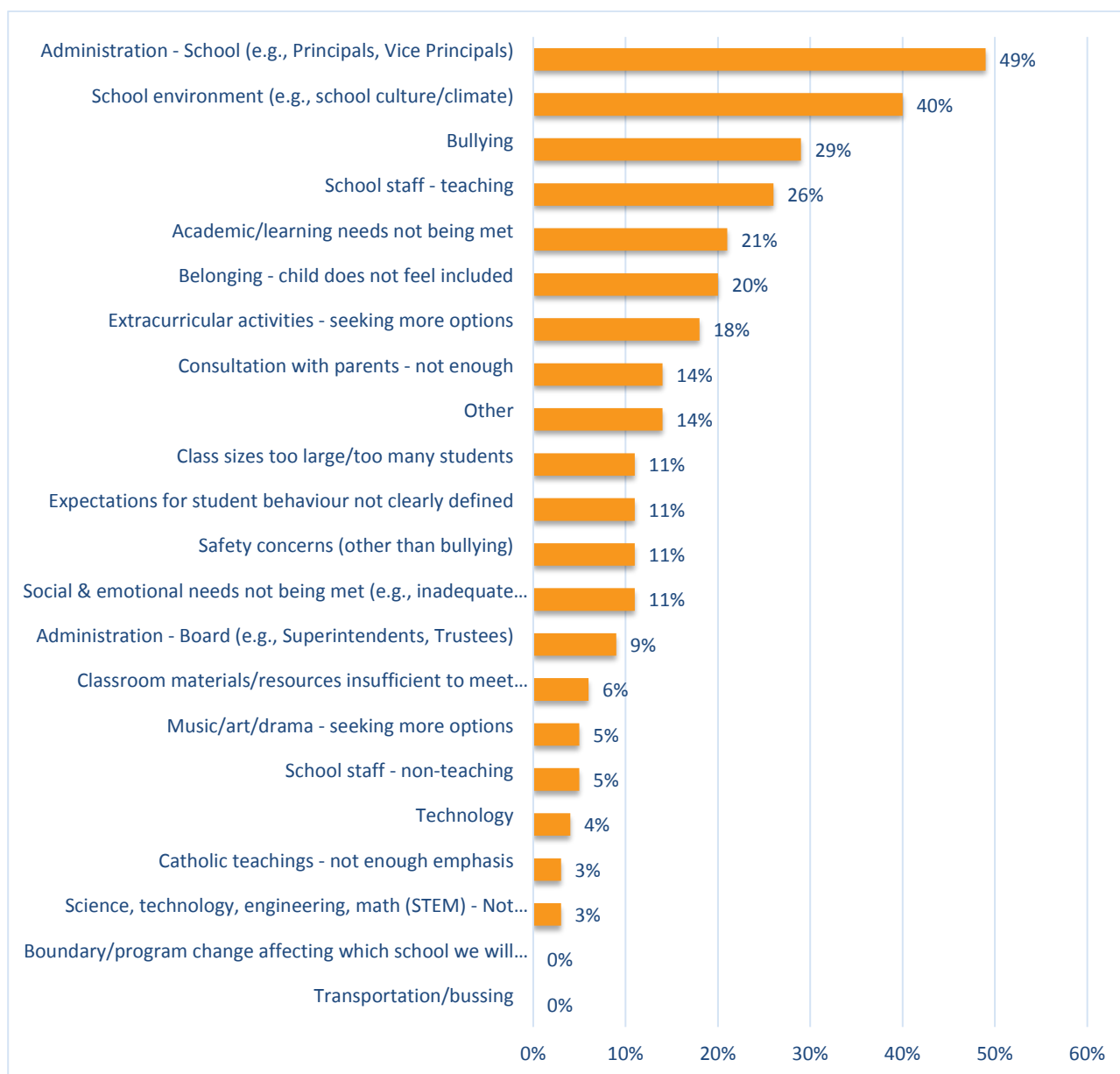
Figure 9: Summary of the programs or services respondents were dissatisfied with (n = 109)



Of the provided programs/services, the most selected response was 'Special Education programs/services (All grades)' (19%; n = 21). More than half of respondents (55%; n = 60) selected 'Other'. Of those, 57 specified the program/service; their answers are provided in Appendix C.

Parents who considered leaving the HCDSB to attend a track/program not available at the HCDSB (n = 20) indicated they were seeking mostly enhanced French options. The complete list of answers to this question are provided in Appendix D.

Figure 10: Summary of the reasons respondents considered leaving the board, where programming was not the primary concern (n = 80; respondents were able to select up to four reasons so the bars below exceed 100%)



The respondents who said they were considering moving their child to a different school in Halton for reasons unrelated to programming were asked to select up to four reason(s) for their consideration/decision. The

top reasons were: Administration – School (e.g., Principals, Vice Principals) (49%; n = 39); School environment (e.g., school culture/climate) (40%; n = 32); Bullying (29%; n = 23); School staff – teaching (26%; n = 21). Fourteen percent (n = 11) of respondents selected ‘Other’; their answers are provided in Appendix E.

Appendix A: Details for respondents who selected “Other” for Current Program: Secondary Only (Table 3)

& Academic
Academic and applied
Academic and Applied (2 children)
Academic and applied mix
Academic and Extended French
Academic, AP, Extended French
Accommodated
Advanced placement, Extended French, academic and Specialist High Skills Major
And academic
Both academic and applied
Both AP & Extended French
College
With extended French
Life skills (n=2)
Locally developed (n=4)
mix of Academic and AP
mix AP Academic
Mix academic and applied
Mixed (grade 9)
Mixed college/university courses
Mostly academic a couple applied
Pathways to independence
some academic some applied
Special Needs classes

special education

Special Ed

Appendix B: Details for respondents who selected “Other” for their child’s exceptionalities (Figure 1)

Expressive speech delay

Not yet identified

She process information slower than regular kids

FASD, learning disability.

it is the ADHD-I - related to short-term memory and auditory

Poor fine motor skills

FASD

Distractedness

Anxiety

Social anxieties

processing information

Speech delay

Some executive function deficit

Censory Audio Processing Sydrom (CAPS)

ADD, non- hyperactive

Auditory learning

Multiple - Multiple Exceptionalities

Fine motor delay

Attention Deficit

Developmental cognitive delay

written expression and fine motor

Non Identified

Anxiety

No LD identified through assessment just slower to learn and needs tech support

Auditory processing disorder

Math

Reading and writing

Gross and fine motor delays.

Gross and fine motor delays,

None

short term memory

Social anxieties

Speech and language

Not sure yet just starting testing

Undiagnosed language and learning

Unidentified IEP.

Appendix C: Details for respondents who selected “Other” in response to dissatisfaction with current program (Figure 9)

Academic
Academic and applied mix
Academic quality of XXX
arts programming
Before and After Care Program Availability/Quality
commitment level of grade 3 English teacher
curriculum
diversity of programs offered - eg High Performance Program(Dufferin/Peel board offers) also the Writing(grammar) and some Math skills appear to be a an issue for students entering grade 9. We are hearing from many parents that their children are not adequately prepared for High School level math.
English students are negatively affected by having the EFI program at XXX. The school is too crowded now
Extremely low average level in all classes that do not prepare our kids to enter universities.
frequency of supply teachers and lack of continuity that would not be tolerated in a non-unionized environment. Use of sick time by teachers as extra vacation time for Christmas shopping. Teachers' children in the same school.
General lack of standards
Gifted in high school, I don't think her needs were met at XXX
Guidance office has to be more welcoming for students- they should feel they can drop in anytime and not make an appointment. Also I wasn't impressed with the principal very unprofessional but now she has left so I'm hoping they'll be a good change
I consider the level very low
I disagree with publicly funded religious education
I found that the public school offers more of a range of programs. If you are not into sports XXX does not seem like the best choice. Classes offered have been cancelled due to "lack of interest" but they have not been properly promoted in my opinion.
I'm disappointed I'm the level of engagement of the teaching staff. They teach the bare minimum curriculum and there are so many absences of teachers, buyouts etc.. Our kids need to compete on a global level and our public system is falling behind. Sadly, the union environment rewards tenure over merit and our kids are suffering.
Lack of administrative leadership
Lack of career focused education, and social activities. This is the only school I've ever heard of that does not have regular dances and talent nights for the students. Shameful
Lack of teacher feedback to students which does not give them the opportunity to learn from their mistakes.

Loss of EF

My child left the IB program and then was unable to continue with her extended French program.

My sons IEP is routinely ignored and he got almost no support from the SERT. Through experience with my daughter, the teachers at XXX are totally disengaged and are not creating a supportive environment. I did not think that my son would succeed there.

No more split grades! My children have been in splits every year. Lower teacher student ratio.

Not challenging work, Teachers extremely stale and been at XXX too long-especially in senior level-don't have desire to teach or lead academically or athletically at all. Couldn't care less, just there for the paycheck.

not enough art and music

Not enough hands on skilled trades. Especially when the demand is the greatest in this country and around the world photography doesn't cut it. XXX has building construction, marching, electrical and more. Not enough support at guidance or even through Pathways. I had to research everything myself and do Everton my own to have child ready and guide his courses. XXX skilled trades Counsellor was exceptional and has been helping me for the last 2 semesters since ours are either over loaded or dis interested in guiding kids into the trades.

Not enough preparation for High School in her Grade 8 Science, Math and English classes.

Perceived lower educational standards

Politics, Hyper Inclusiveness, Social Studies Focus and Large Class Sizes

Possible school closure and the suggested school to be merged into was too far to walk so we were considering the public school board elementary school in the area

Principal

Principal and office staff.

Principal and some teachers at XXX are inattentive. I have had to call the school on several occasions for basic safety concerns; therefore, I have taken education concerns into my own hands as they can't even meet bare minimums.

Programs available, teachers, principal

psychoeducational assessment

Quality of teaching has been very spotty. Discussions with principal about concerns with current teacher have been taken lightly with no improvement. Aren't principals responsible for coaching teachers who are ineffective? It did not appear so even after several concrete examples of incompetence. Very disappointing. We are also very dissatisfied with communication from trustees regarding recent changes to Ontario education that the Ford government announced this year. I feel like trustees did give parents reassurance on what to expect in the fall nor was there any push back on the government about these changes. I received more information from HDSB. Very disappointing. f

Reg school program. I dislike the split class for higher grade. It is extremely important for grade 7 and 8 student. Especially the school have enough students in each grade!

Regular classroom placement is not academically engaging or challenging

XXX way to organize classes: my child was on a split class last year and spent half of the year on hallway or other classes as teachers were focusing on the gr 8 including trips

XXX has not prepared my child for high school. The school has become too big due to french immersion. I feel that the french immersion kids should have their own school.

XXX schools, along with the other Catholic Schools in Halton, continue to decline in Fraser institute school rankings, year after year. Concerns about the safety of our children are very slow and inefficiently dealt with. It seems like the aggressive student is more protected than the victim. Not sure what is taught in school as we receive no information or feedback at home, until the year end. We are not sure what our kids study in school on a monthly basis.

Staff

Substandard Teachers and Leadership

Survey is not relevant, schools listed are limited. My daughter attends XXX school in XXX and changing school because she spent two years in portables instead of the school. Her grade is barely allowed in the school. Teachers are also not professional and observed racism in the school. This year she will attend grade 9th at XXX

Teachers are not instructing and guiding students. Instead, assignments are given out, never marked and student doesn't receive feedback prior to another assignments being or test taking place. Culminating tasks and exams are taking place in the last three weeks of a semester. These account for the majority of the students' grades. Again, lack of parental communication in regards to students' progress and achievement. Very disappointed with the lack of engagement, interest, motivation and encouragement for students' success. The number of days in which the students are encouraged to 'buy out' and the interruption to the school day for EQAO and the Literacy tests is ridiculous. The cafeteria and Gymnasium should be used to host the Grade 9 and 10 students. Further exam should be consisted for the elite school. Too much confusion and lack of teaching in the days where Grade 9 and 10 students were to attend classes yet there were exams for the Grade 11 and 12. Further, teachers are pulled too frequently from classes to attend sports, fundraising, SoCal events rather than actually teaching their courses. The secondary program is not focussed on the consistency, feedback, and instruction that students require.

The curriculum is sub-standard, the teaching is sub-standard, the significant growth/increased size of the school body due to amalgamation

The school atmosphere at XXX

The teacher (principal/support staff) population at XXX, for the majority, seem really dissatisfied and disinterested in the children and the futures of the children that attend this school

There is no support for either of my children. Teachers are not interested in helping, they literally run out of the school when the bell rings.

There is not enough experiential learning and arts related programming at my child's school

Too much focus on religion and child is losing interest in school. I find the teachers not focused on the individual child and really do not care for boys in particular. Because my son was not in the extended french program with more academic kids I feel he was with children with learning disabilities and behavioural issues and his academics were negatively affected.

Vague information regarding school renovation

Very bad time management: teachers are not returning kids works for months, don't provide feedback because busy with the other part of the split class; kids working half of their school year in the hallway or

assigned to other classes for same reason: teachers are unable to allocate adequate time to cover properly the curriculum. Was really necessary all covering gr7-8 split classes teachers to go to Quebec trip and have AGAIN gr7 spread over multiple classes to spend poor quality education time?did the principal know that gr7 students number was bigger than gr8 and need more attention?

Very dissatisfied with our schools current principal

was not happy with attention to detail specifically in the math education. poor wellness and health decisions by the school (pizza days, popsicle fundraisers. Poor after school sports programs.

Appendix D: Details for parents who considered leaving the HCDSB to attend a track or program not available in their child's school

Additional services available

Any program. School only had 5 grade 2 girls this year!

area independent schools, but have not made final decisions

Due to low number in school, I feel my children are missing

Early French Immersion

French Immersion

French Immersion

French immersion beginning in grade 2

French Immersion is not a lottery system at HDSB

French Immersion is not a lottery system; it's guaranteed!

French Immersion programm

French in the lower grades

French pre grade 3

Halton Public, they offer more EFI options.

I'd like to have more advanced program for my child.

Secondary Gifted

Sports / Health focus

To attend a French program that starts prior to grade 4

Track and field

Trade related

Appendix E: Details for respondents who selected “Other” in response to considering leaving the board for reasons not related to programming or services (Figure 10)

introduce other culture's

No focus on LGTBQ education, promotion of archaic views

Not enough girl students in her grade. Only 5 in whole schoo

Poor outside space, lack of supervision on playground

Possibility of uniforms

Principle XXX is by far the worse principle

Proximity to HDSB high school

School is waaay tooo small. Friend options are limited.

Staff dishonest, making up facts, labelling, favouring kids.

victim blaming by teacher who sides with bully

want more diversity and inclusivity