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**Academic Planning &
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SCHOOL CULTURE AND CLIMATE EVALUATION SUMMARY REPORT

The enclosed report contains findings of the School Culture and Climate Evaluation conducted in November 2012 at the Hapeville Charter Schools: Hapeville Charter Middle School and Hapeville Charter Career Academy in Fulton County, GA.

In October 2012, Academic Planning and Development Network, LLC (APDN) was secured by the Governing Board of Hapeville Charter Schools to perform a School Culture and Climate Evaluation for the Hapeville Charter Schools (HCS): Hapeville Charter Middle School and Hapeville Charter Career Academy. The purpose of this evaluation was to determine how well Hapeville Charter Schools provide quality service experiences to parents, students, faculty and staff in three areas: safety, teaching and learning, and relationships. The evaluation was conducted over a period of five days and completed in three phases. Phase I entailed the completion of parent, student, and teacher surveys; Phase II involved classroom observations; and Phase III concluded the process with focus group interviews.

This report has been prepared to present the findings of the School Culture and Climate Evaluation revealed by the triangulation of data retrieved from parent, student, and teacher surveys, classroom observations, and focus groups interviews in light of the three areas mentioned above. The middle school and high school results will be presented in this report, yet they will be reviewed and discussed separately. The report will be organized in the following sequence. Section one will review and discuss middle school student survey findings. Section two will review and discuss high school student survey findings. In section three teacher survey findings will be discussed and section four will review the results of the parent survey.

Recommendations for future actions will also be provided at the close of this report. These recommendations should serve as suggestions and not mandates to guide Hapeville Charter Schools in their efforts to continuously improve and grow as they establish future goals and objectives in their endeavor to ensure that quality services are being provided to their stakeholders.

Section One

Hapeville Charter Middle School (HCMS)

Student Survey Results

Demographic data was collected in questions one thru four. This data included questions about grade level, sex, language spoken in the home, single or two parent household, and the number of hours students spend watching television. The data collected from questions one thru four indicated that there were a total of 499 online student surveys submitted for grades 6th-8th. Of the four hundred ninety-nine surveys submitted, 145 were 6th graders, 193 were 7th graders, and 158 were 8th graders. Forty-seven percent of the respondents were male and fifty-three percent were female. The majority of the students attending Hapeville Charter Middle School are from two - parent, English speaking households. Inconsistencies in the number of respondents per question have been attributed to possible omission of responses and /or technical difficulties with hardware or internet access. The responses to each question were as follows:

Choose the ONE answer that best completes each of the following sentences.

Table 1.1

Question 5: If I could do anything I want, I would like to:	
Quit school as soon as possible	2% (11)
Just finish high school	4% (22)
Go to trade/technical school or junior college	6% (29)
Go to a 4-year college or university	75% (370)
Don't know	13% (63)

Table 1.2

Question 6: I think my parents would like me to:	
Quit school as soon as possible	1% (4)
Just finish high school	5% (23)
Go to trade/technical school or junior college	3% (17)
Go to a 4-year college or university	87% (433)
Don't know	4% (19)

Table 1.3

Question 7: Actually I will probably:	
Quit school as soon as possible.	1% (3)
Just finish high school	6% (28)
Go to trade/technical school or junior college	7% (37)
Go to a 4-year college or university	77% (380)
Don't know	9% (47)

The findings in Tables 1.1, 1.2, and 1.3 summarized the feelings students have about their future goals. The data indicates that more than 75% of middle school students think about and would like to attend a four year college or university; 87% of those students also responded that their parents would like for them to attend a four-year college or university as well. The remaining 25% reported that they would either attend a trade/technical school or junior college, quit school, or did not know what they were planning to do in the future.

The next series of questions centered on the student’s self perception. These questions solicited responses of how well students make friends, or if they feel their peers like or hold them in high regard as well as their opinion of their own academic capabilities. The responses were as follows.

The following sentences describe some of the ways in which people might think about themselves. Read each of the following sentences carefully and mark the number on the answer sheet that tells how much it is like you.

Table 1.4

Question	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am popular with the kids my own age.	40% (199)	33% (166)	*	*	*
Kids usually follow my ideas.	*	46% (227)	26% (130)	*	*
Most people are better liked than I am.	*	*	34% (164)	*	20% (98)
It is hard for me to make friends.	*	*	*	*	72% (352)

Question	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I have no real friends.	*	*	*	*	66% (316)
I'm not doing as well as I'd like to in school.	30% (146)	27% (134)	*	*	*
I am a good reader.	62% (304)	27% (131)	*	*	*
Do a good job	44% (216)	25% (120)	20% (97)	*	*
I'm good at math.	49% (240)	30% (144)	*	*	*
I'm doing the best work that I can.	46% (228)	29% (141)	*	*	*
I am able to do schoolwork at least as well as other students.	44% (234)	33% (161)	*	*	24% (114)
My grades are not good enough.	7% (130)	26% (127)	*	*	*
I'm always making mistakes in my school work.	*	24% (120)	*	*	*
I am a good writer.	51% (252)	24% (120)	*	*	*

Table 1.4 summarizes questions 8-21. These included Likert Scale styled categories to elicit responses that would reveal what students think and feel about themselves. The findings indicate that the majority of the students are socially adjusted. The students do not have problems making friends and they feel good about their school work, although many report that they are not performing at their best and frequently make mistakes on their school work.

Questions 22-28 sought to gain responses that describe the student's perception of their relationship with their teachers. The responses were as follows.

How much do the following words describe most of the teachers at this school?

Table 1.5

Questions	Very Much	Pretty Much	Some What	A Little Bit	Not At All
Friendly	34% (169)	23% (115)	25% (125)	*	*
Helpful	43% (214)	28% (140)	*	*	*
Have high hopes for us	56% (277)	*	*	*	*
Talk to us	51% (247)	23% (112)	*	*	*
Let us talk to them	42% (204)	26% (125)	*	*	*
Care about us	45% (219)	*	*	*	*
Do a good job	44% (216)	25% (120)	20% (97)	*	*

*Indicates least reported item

Table 1.5 outlines questions 22-28. These included Likert Scale styled categories to elicit responses that would reveal what students think and feel about their teachers. The majority of the students feel that their teachers are friendly, helpful, caring, and do a good job while communicating high expectations.

Questions 29 –35 required responses that describe the student’s perception of their relationship with their peers. The responses were as follows.

How much do the following words describe how you feel about most of the students at this school?

Table 1.6

Questions	Very Much	Pretty Much	Some What	A Little Bit	Not At All
Friendly	25% (124)	25% (125)	28% (139)	*	*
Helpful	24% (118)	*	29% (143)	*	*
Have high hopes for us	28% (139)	*	28% (138)	*	*
Smart	37% (184)	28% (137)	23% (113)	*	*
Talk to each other	72% (356)	*	*	*	*

Care about each other	30% (147)	*	24% (122)	*	*
Competitive	67% (331)	*	*	*	*

*Indicates least report item

Table 1.6 reviews questions 29-35. These included Likert Scale styled categories to elicit responses that would reveal what students think and feel about each other. The majority of the students feel that their peers are friendly, helpful, caring, and competitive.

Overall, there were a total of 499 online student surveys submitted for HCMS. The majority of the students would like to attend a four year college or university in the future. The respondents are socially adjusted and feel that their friends listen to them. They also indicate that they are not doing as well as they would like because they make mistakes on their school work. The students also indicated that they believe their teachers care about them and maintain high expectations while preparing them to move on to the next level.

The focus group data provided some additional findings that should be taken into consideration. The focus group interview questions attempted to gather information regarding safety, teaching and learning, and relationships. In response to these questions students voiced their concerns about the safety and security of the student and staff belongings while in the building. This concern was developed due to many incidents of theft that have taken place on campus. They added that cameras should be installed as a possible solution. Aside from theft, the students also mentioned that the restrooms need more privacy. In regards to teaching and learning, students noted that disruptive classroom behavior hinders learning frequently. The students also stated that the discipline process should be more consistent, fair, and proportional. The extreme problem with dress code violations and its accompanying punishment appeared to be the catalyst of this argument.

The next section will provide survey findings of Hapeville Charter Career Academy. Section three will provide findings of the HCS teacher survey, section four will contain findings of HCS parent survey and section five will present recommendations for future planning and program development.

Section Two

Hapeville Charter Career Academy (HCCA)

Student Survey Results

Demographic data was collected in questions one thru four. This data included questions about grade level, sex, language spoken in the home, single or two parent household, and the number of hours students spend watching television. The data collected from questions one thru four indicated that there were a total of 496 student surveys submitted for grades 9th-12th. Of the four hundred ninety-six surveys submitted, 263 were male, 230 were female. The majority of the students attending Hapeville Charter Career Academy are from two - parent, English speaking households. Inconsistencies in the number of respondents per question have been attributed to possible omission of response and /or inappropriate responses. The responses to each question were as follows:

Choose the ONE answer that best completes each of the following sentences.

Table 2.1

Question 5: If I could do anything I want, I would like to:	
Quit school as soon as possible	1.8% (9)
Just finish high school	10.5% (52)
Go to trade/technical school or junior college	6.0% (30)
Go to a 4-year college or university	75.6% (375)
Don't know	5.4% (27)

Table 2.2

Question 6: I think my parents would like me to:	
Quit school as soon as possible	.6% (3)
Just finish high school	9.7% (48)
Go to trade/technical school or junior college	3.8% (19)
Go to a 4-year college or university	82.3% (408)
Don't know	2.6% (13)

Table 2.3

Question 7: Actually I will probably:	
Quit school as soon as possible.	1.4% (7)
Just finish high school	8.9% (44)
Go to trade/technical school or junior college	7.1% (35)
Go to a 4-year college or university	77.4% (384)
Don't know	4.6% (23)

The findings in Tables 2.1, 2.2, and 2.3 summarized the feelings students have about their future goals. The data indicates that more than 75% of high school students think about and would like to attend a four year college or university; 82% of those students also responded that their parents would like for them to attend a four-year college or university as well. The remaining 22% reported that they would either attend a trade/technical school or junior college, quit school, or did not know what they were planning to do in the future.

The next series of questions centered on the student’s self perception. These questions solicited responses of how well students make friends, or if they feel their peers like or hold them in high regard as well as their opinion of their own academic capabilities. The responses were as follows.

The following sentences describe some of the ways in which people might think about themselves. Read each of the following sentences carefully and mark the number on the answer sheet that tells how much it is like you.

Table 2.4

Question	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am popular with the kids my own age.	31% (154)	37.3% (185)	21.2% (150)	*	*
Kids usually follow my ideas.	*	40% (199)	34.9% (173)	*	*
Most people are better liked than I am.	*	*	36.9% (183)	*	21.2% (105)
It is hard for me to make friends.	*	*	*	21.4% (106)	54.4% (270)

Question	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I have no real friends.	*	*	*	*	53.6% (266)
I'm not doing as well as I'd like to in school.	30% (149)	*	*	32.5% (161)	*
I am a good reader.	49.8% (247)	27.2% (135)	*	*	*
I'm proud of my school work.	23.3% (116)	36.5% (181)	*	*	*
I'm good at math.	30% (149)	29.4% (146)	*	*	*
I'm doing the best work that I can.	31% (154)	24.4% (121)	*	*	*
I am able to do schoolwork at least as well as other students.	44.8% (222)	27.2% (135)	*	*	*
My grades are not good enough.	31.3% (155)	26% (129)	*	*	*
I'm always making mistakes in my schoolwork.	23.2% (115)	*	*	29.8% (148)	*
I am a good writer.	34.1% (169)	27% (134)			

*Indicates least reported item

Table 2.4 summarizes questions 8-21. These included Likert Scale styled categories to elicit responses that would reveal what students think and feel about themselves. The findings indicate that the majority of the students are socially adjusted. The students do not have problems making friends and they feel good about their school work, although many report that they are not performing at their best and always make mistakes on their school work.

Questions 22-28 inquired of the student's perception of their relationship with their teachers. The responses were as follows.

How much do the following words describe most of the teachers at this school?

Table 2.5

Questions	Very Much	Pretty Much	Some What	A Little Bit	Not At All
Friendly	20.4% (101)	30% (149)	33.9% (168)	*	*
Helpful	23.8% (118)	31% (154)	29% (144)	*	*
Have high hopes for us	27.4% (136)	25.8% (128)	29.4% (146)	*	*
Talk to us	30.2% (150)	27.8% (138)	26.4% (131)	*	*
Let us talk to them	26.4% (131)	24.8% (123)	27.4% (136)	*	*
Care about us	22% (109)	24% (119)	29.8% (148)	*	*
Do a good job	*	26.4% (131)	34.3% (170)	*	*

*Indicates least reported item

Table 2.5 outlines questions 22-28. These included Likert Scale styled categories to obtain responses that would reveal what students think and feel about their teachers. The majority of the students feel that their teachers are friendly, helpful, caring, and to some extent do a good job while maintaining high expectations.

Questions 29 –35 petitioned responses that describe the student’s perception of their relationship with their peers. The responses were as follows.

How much do the following words describe how you feel about most of the students at this school?

Table 2.6

Questions	Very Much	Pretty Much	Some What	A Little Bit	Not At All
Friendly	*	22.2% (110)	34.7% (172)	*	*
Helpful	*	*	31.9% (158)	22% (109)	21.2% (105)
Have high hopes for us	*	*	36.5% (181)	20.8% (103)	23% (114)
Smart	*	20.2% (100)	35.7% (177)	21.4% (106)	*

Questions	Very Much	Pretty Much	Some What	A Little Bit	Not At All
Talk to each other	38.3% (190)	21.6% (107)	22.8% (113)	*	*
Care about each other	*	*	32.9% (163)	*	*
Competitive	32.7% (162)	*	25.4% (126)	*	*

*Indicates least reported item

Table 2.6 reviews questions 29-35. These included Likert Scale styled categories to elicit responses that would reveal what students think and feel about each other. Most students feel that their peers are somewhat friendly, helpful, and caring. The data also indicates that many students have a negative outlook amongst each other.

Overall, there were 496 student surveys submitted for HCCA. The majority of the students would like to attend a four year college or university in the future. The respondents are socially adjusted and feel that their friends listen to them. They also indicate that they are not doing as well as they would like because they make mistakes on their school work. The students also indicated that they believe their teachers somewhat care about them and maintain high expectations while to some extent prepare them to move on to the next level.

The focus group data provided some additional findings that should be taken into consideration. The focus group interview questions attempted to gather information regarding safety, teaching and learning, and relationships. In response to these questions students voiced their appreciation of class sizes but wished their teachers were more knowledgeable of the subject matter in which they teach. They also shared that they would like to have more variety and differentiation in their lessons and assignments and as a result, do not feel that they are being prepared as well as they could be for the next level. In regards to student –teacher relationships, students were concerned about the confidentiality amongst teachers and students. The students voiced their discontent with the teachers’ discussion of private issues in public settings with students. They also reported that some of the teachers have poor attitudes while others are too friendly with the students. Additionally, HCCA students would like to have a media center and gymnasium in the future.

Section Three

Hapeville Charter Schools

Teacher Survey Results

The teacher survey solicited demographic data within in the first six questions. There were a total of 36 respondents. These respondents were both middle school and high school staff. Of the 36 teachers who responded, 67% were female and 33% were male. The HCS has a very diverse staff composed of: 25% Caucasian, 60% African American, 6% Latino, 11% other. The teaching staff exhibits varying levels of education: 43% Bachelors Degree, 54 % Masters Degree, and 3% Education Specialist Degree; with years of teaching experience ranging from one to fifteen years. Inconsistencies in the number of respondents per question have been attributed to possible omission of responses and /or technical difficulties with hardware or internet access. The responses to each question were as follows:

Table 3.1

Question 7: How would you characterize your effectiveness in teaching your current students?		
Extremely High	5	20% (7)
	4	51% (18)
	3	29% (10)
	2	0% (0)
Low	1	0% (0)

Table 3.1 notes how teachers perceive their effectiveness in the classroom. Fifty-one percent of the staff ranked themselves a level four, 29% ranked themselves at a level 3 and an additional 20% ranked level 5.

Questions 8-15 solicited responses that allowed teachers to describe their perceptions of Hapeville Charter’s effectiveness as it relates to school leaders, daily operations, professional development and communication amongst staff members.

Please rate your level of agreement with the following statements regarding Hapeville Charter's effectiveness.

Table 3.2

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Communication with team members	*	*	*	36% (13)	39% (14)
Communication across teams	*	22% (8)	28% (10)	33% (12)	*
Motivating teachers to be innovative in their classes	*	*	*	56% (20)	*
Involving teachers in project decision making	*	31% (11)	19% (7)	36% (13)	*
Charter School Leadership	*	*	31% (11)	29% (10)	*
School In-services	*	29% (10)	35% (12)	26% (9)	*
School Operations	*	*	44% (16)	25% (9)	*
Overall effectiveness of HCS in creating change	*	*	26% (9)	31% (11)	*

*Indicates least reported item

Table 3.2 compiles data of the teachers' level of agreement with the effectiveness of HCS. Teachers reported that there is an effective level of communication occurring amongst team members, however there is very limited communication across teams. Fifty –six percent of the staff indicated that they are encouraged to be innovative with instruction although there is a lack of professional development. In regards to shared decision making, the majority of the staff feel that they have no involvement in the decision making process. As a result, the majority of the staff appears to be indifferent toward the leadership and the effectiveness of the schools daily operations.

Questions 16-20 required responses that provided teachers with the opportunity to describe the levels of professional support they have been provided as a means of enhancing their skill levels for better classroom performance.

How effectively do you feel you have been trained by the program in the following areas?

Table 3.3

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Curriculum development	*	29% (10)	26% (9)	31% (11)	*
Use of equipment	*	*	43% (15)	26% (9)	*
Motivating teachers to be innovative in their classes	*	*	39% (14)	42% (15)	*
Use of software	*	*	37% (13)	29% (10)	*
Integrating technology	*	*	28% (10)	39% (14)	*

*Indicates least reported item

Table 3.3 reveals teachers' feelings on how effectively they have been trained in the areas listed above. According to the data, the majority of the staff is indifferent about the training they have received, although they are encouraged to be innovative in their classrooms.

Questions 21- 26 sought out responses that allowed teachers to describe their perceptions of Hapeville Charter's impact on their students' school related attitudes and behaviors. The responses were as follows.

How much of a difference (if any) do you think that attending this school has had on your students' school-related attitudes and behaviors?

Table 3.4

Questions	None	Some	A Great Deal
Increased liking of school	*	26% (9)	62% (21)
Improved Language Arts skills	*	62% (21)	32% (11)
Improved confidence as a learner	*	65% (22)	24% (8)
Improved student-Teacher rapport	*	50% (17)	47% (16)
Increased participation in class	*	76% (26)	21% (7)
Improved student – student cooperation	*	74% (25)	18% (6)

*Indicates least reported item

Table 3.4 indicates that the majority of the staff recognizes that the school has had some impact on students’ attitudes and behaviors as it relates to the students’ language arts skills, confidence levels, teacher rapport, class participation and cooperation. Moreover, the data reports it has had a great deal of impact on increasing the students liking of school.

Overall there were a total of 36 respondents. These respondents were both middle and high school staff. Of the 36 teachers who responded, 67% were female and 33% were male. The majority of HCS teachers reported that they perceived their effectiveness in the classroom between the range of three and four with five being the highest, although they are highly encouraged to be innovative with their lessons. This is also reflected in their indifference in the level and effectiveness of training they have received since employed by HCS. In the area of relationships/communication, the data indicates that there is an effective level of communication occurring amongst team members, even though there is very limited communication occurring across teams. This lack of communication appears to be apparent amongst the staff and the leadership as well, as teachers reveal their feelings about shared decision making and their lack of involvement in the process.

The focus group data validates what the survey reveals. The staff agrees that there is a strong support team amongst team members yet they would like to see more support from parents and internal/external administrative staff. The data also shows that there is a lack of trust amongst school staff and the administrative offices of HCS. This lack of trust may exist because of the lack of communication documented in the survey as well as the inconsistency reported by both students and staff in regards to policy and procedures, campus operations, and administrative offices operations. Collectively, the teachers of HCS would like to have more consistency and follow through on policy and procedures, programs that support more parental involvement, assistance with classroom management, and additional instructional support resources.

Section Four

Hapeville Charter Schools

Parent Survey Results

Demographic data was collected in questions one thru six. This data included questions about the number of students attending HCS per family, grade level of students attending HCS, primary language spoken in the home, single or two parent household, and whether or not parents would recommend HCS to relatives or friends. The data collected from questions one thru four indicated that there were a total of 74 online parent surveys submitted for grades 6th -12th. Of the seventy- four surveys submitted, 10% had students in 6th grade, 11% are 7th grade, 14% are 8th grade, 23% are 9th grade, 18% are 10th grade, 14% are 11th grade, and 21% are 12th grade. Ninety-three percent of the respondents are employed. The majority of the students attending Hapeville Charter Schools are from two - parent, English speaking households. Inconsistencies in the number of respondents per question have been attributed to possible omission of responses and /or technical difficulties with hardware or internet access. The responses to each question were as follows:

Table 4.1

Question 7: In which three academic subjects would you like to see your child improve the most?	
Language Arts	32% (23)
Science	41% (30)
Speaking	27% (20)
Mathematics	68% (50)
Reading	21% (15)
Writing	34% (25)
Social Studies	16% (12)
World Languages	26% (19)
P.E. / Health	7% (5)
Other	8% (6)

Table 4.1 compiles data that describes the subject areas parents are most concerned about for their student’s improvement. The data shows that the top four areas of concern are language arts, mathematics, science, and writing.

Questions 8-16 requires responses that describe how satisfied parents are with their child’s progress. The responses are as follows.

Question 8: *How satisfied are you with your child's progress in the following areas:*

Table 4.2

Question	Not At All	Very Little	Some	A Lot	A Great Deal	Not sure/Don't Know
Reading	*	*	26% (19)	21% (15)	36% (26)	*
Math	*	25% (18)	28% (20)	21% (15)	19% (14)	*
Writing	*	*	41% (28)	*	26% (18)	*
Science	*	*	35% (25)	*	24% (17)	*
Social Studies	*	*	37% (26)	21% (15)	25% (18)	*
Peer Relations	*	*	34% (25)	19% (14)	27% (20)	*
Self-Confidence	*	*	35% (25)	*	35% (25)	*
Cultural Sensitivity	*	*	27% (19)	21% (15)	34% (24)	*
Motivation for Learning	*	*	38% (27)	*	28% (20)	*

*Indicates least reported item

Table 4.2 substantiates the data in table 4.1. Parents tend to be somewhat satisfied with their child’s performance in writing, mathematics, social studies and science. They also report that to

some extent they are satisfied with their students' level of self-confidence and levels motivation for learning.

Questions 17-22 solicits responses that describe parents' perceptions of their student's attitude/behaviors about school. The responses were as follows

Please answer the following questions by indicating your response.

Table 4.3

Question	Almost Never	Rarely	Sometimes	Often	Almost Always	Not Sure / Don't Know
My child enjoys going to school.	*	*	26% (19)	20% (15)	45% (33)	*
My child talks to me about what s/he does in school.	*	*	26% (19)	*	46% (34)	*
My child likes to do schoolwork on computers.	*	*	*	21% (15)	58% (42)	*
My child likes to do school work with their peers.	*	*	26% (19)	20% (15)	28% (21)	*
My child talks to me about their schoolwork.	*	*	27% (19)	23% (16)	39% (27)	*
I am satisfied with how much my child learns in school.	*	*	30% (22)	20% (15)	24% (18)	*

*Indicates least reported item

Table 4.3 reveals how parents perceive their students attitudes and behaviors about school. Forty five percent of parents state that their students enjoy going to school, 46% talk to their students about what they are doing in school, 58% of the students enjoy doing homework on the

computer, and 30% say that they are sometimes satisfied with how much their students are learning in school.

Table 4.4

Question 23: How often do you visit the school?	
Once a week	*
More than once a week	21% (15)
2 to 3 times a week	*
Once a month	33% (24)
Less than once a month	23% (17)

*Indicates least reported item

Table 4.4 shows data that describes how often parents visit the school. The data shows that 21% of the respondents visit the school more than once a week, 33% visit at least once per month and another 23% that visit less than once per month.

Overall, there were 74 online surveys submitted. Of the seventy- four surveys submitted, 10% had students in 6th grade, 11% are 7th grade, 14% are 8th grade, 23% are 9th grade, 18% are 10th grade, 14% are 11th grade, and 21% are 12th grade. The majority of the respondents visit the school at least once per month and are concerned about their students’ academic performance in language arts, mathematics, science, and writing. To this end, they are somewhat satisfied with their students’ level of academic performance, motivation for learning, and self confidence.

In addition to academic performance, parents voiced their concerns about daily classroom behavior and understanding the charter school process. Many of the respondents were concerned about the many minor classroom behavioral disruptions that occur on a daily basis in their child’s classroom. In regards to the charter school process, many parents are not knowledgeable of their school leaders, nor do they understand the role of the governing board.

Section Five

Hapeville Charter Schools

Recommendations

The purpose of this evaluation was to determine how well Hapeville Charter Schools provide quality service experiences to parents, students, faculty and staff in three areas: safety, teaching and learning, and relationships. The quantitative and qualitative findings of this study indicate that there are several areas of need. These areas of need span all categories evaluated.

Academic Planning and Development Network, LLC recommends that Hapeville Charter Schools begin to address the deficiencies identified in this evaluation one step at a time. Those deficiencies have been identified as safety, teaching and learning, and relationships. There are four recommendations listed below.

Student achievement is the greatest priority of all educational institutions. To this end, it is recommended that all staff and building professionals attend a comprehensive classroom management training to address low level disciplinary behavior and to develop positive relationships among students and teachers. This training will also create a common practice among everyone in the building, which establishes consistency in communication and ultimately protocol. A training of this magnitude should focus on five major components: self-control, unconditional positive regard, teaching expectations, classroom arrangement, and **REFOCUS**.

Secondly, the evaluation data shows that there is a need for strengthening teacher preparation both in content and effective teaching practices. As means of addressing this issue, teachers need to be provided content based professional learning opportunities that will provide them with the instructional skills and best practices needed for preparing, developing, and implementing rigorous lessons.

Thirdly, it is recommended that HCS develop professional learning communities (PLC), that establishes a platform for discipline based teams to communicate across grade levels as well provides grade level teams to evaluate student performance, behavior, and deficiencies. The PLC platform should also be used to develop pathways of communication among school staff and internal/external administration that provides staff with input in the decision-making process.

Finally, we recommend the development of parental involvement programs that provide parents with support for their child's learning at home, information about the instructional program, student performance data and opportunities for shared decision-making as well.

These recommendations should serve as very strong suggestions and not mandates to guide Hapeville Charter Schools in their efforts to continuously improve and grow as they establish future goals and objectives in their endeavor to ensure that quality services are being provided to their stakeholders.