Strategic Plan Survey - Timeline

- February 2016 – Determined **need** as **outcome / feedback**
- March / April 2016 – Developed survey (McKinsey / Cabinet / DLT)
- May 2016 – **Roll Out** to parents and staff
- June 2016 – Planning for results (survey development team)
- July 2016 - **Synthesizing** results
- August 2016 – **Leadership Review** of Results (Admin Team and DLT)
- September 2016 – **Sharing** Results Board / Website
Survey Development and Support

Strategic Plan Advisory Council
- A group of parents, teacher, community leaders, and board members that advise on the strategic plan

Survey Development Support

Survey Analysis Team
- Strategic Plan Advisory
  - Chrissy Barr (Open-Ended Question Analysis)
  - Kris Gillespie (Open-Ended Question Analysis)
  - Christine Mitton (Quantitative Graphs/ Open-Ended Question Analysis/Graphing)
**MISSION:**
Provide an educational experience empowering students to maximize their potential.

**VISION:**
Within five years, we will provide a personalized education for all students.

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**CHAGRIN FALLS FRAMEWORK**

**36% COMPLETED**
Based on 5 year plan

- Successfully piloted an expansion of the 1:1 Chromebook initiative to include grades K and 1. Chromebook devices will be in all students’ hands beginning fall 2016.
- Over 58 teachers, staff, and administrators completed work to become Google Certified Educators.
- Research discussions with several model schools across the nation implementing whole-district personalized learning practices affirmed the work of our district.
- An interactive framework for the SP was developed to internally communicate past, present, and future work.
- Illuminate will provide an electronic management system that will house student information and data / staff to be trained in the fall of 2016.
- Process to routinely review and refine the Quality Profile has been established to include many stakeholder perspectives. Revisions to the document will be revealed with the 2016 release.
- Superintendent Business Advisory Council improved with increased local business attendance (48 active organizations)
- Active with the CVCC Business Expo promoting mission / vision and added business partnerships.

**74% COMPLETED**
Based on 5 year plan

- K-12 Writing and Health Committees have reviewed and refined K-12 curriculum to ensure a systemic and comprehensive approach to teaching and learning.
- 25 staff members are currently participating in grant-supported graduate coursework, via a cohort model through Ashland University, toward Gifted Endorsement.
- Selection Criteria has been identified/ refined across the district for leveled courses in grades 4-12, using varied and objective data to evidence student readiness, including new PSAT 8/9.
- Received $400,000 grant for Competency-Based Education proposal. The “REALIZE U” project implementation in 2016-19 aligns with the district’s mission, vision, and Strategic Plan.
- Identified new programming in 2016-17 to include: PLTW STEM courses in K-8, Choir 4/5, STRETCH Enrichment in grades 4-6, Art Survey for identified students, HS Arabic, AP World History, and AP Research.

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**CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS**
Survey Rationale

- Annual **benchmark** to **monitor progress** on the strategic plan
- Feedback from **parents** and **teachers** experience.
- **Compare** growth year to year through **perceptions** mission / vision.
Survey Analytics

629 Respondents
- 444 Parent
- 185 Teachers
Parents

Q3: How long have your students been enrolled in the district?

- More than 5 years: 54% (239)
- 3-5 years: 23% (101)
- Less than 3 years: 23% (103)
Parents

Q4: Number of kids in the school system

- 4 kids (3%)
- 3 kids (21%)
- 2 kids (44%)
- 1 kid (31%)
- 0 kids (0%)
TEACHER BELIEFS ABOUT SHARED LEADERSHIP

**Shared Leadership Process/Framework Being Implemented (TBT, BLT, DLT) Has Had a Positive Impact on Students (Q5)**

- Strongly Disagree/Disagree: 8%
- Neutral: 34%
- Strongly Agree/Agree: 58%

**5-Step Process Has Facilitated Positive Change for Students (Q6)**

- Strongly Disagree/Disagree: 26%
- Neutral: 55%
- Strongly Agree/Agree: 18%
TEACHER BELIEFS ABOUT COMMUNICATION, TECHNOLOGY AND BUSINESS PARTNERSHIPS

1. Effective and clear teacher to parent communication occurs in my student’s school (Q7)
   - Strongly Disagree/Disagree: 3%
   - Disagree: 10%
   - Neutral: 87%
   - Agree: 0%
   - Strongly Agree: 0%

2. Amount of communication received from district (central office and school) (Q8)
   - Too little: 17%
   - Just right: 78%
   - Too much: 5%

3. 1:1 Chromebook initiative has positively impacted student learning (Q15)
   - Strongly Disagree/Disagree: 3%
   - Disagree: 17%
   - Neutral: 78%
   - Agree: 0%
   - Strongly Agree: 0%

4. District actively promotes successful business/school partnerships to stimulate interest and expand involvement from community (Q19)
   - Strongly Disagree/Disagree: 4%
   - Disagree: 25%
   - Neutral: 65%
   - Agree: 0%
   - Strongly Agree: 6%

5. Provide example of business/school partnership within district (Q20)
   - No: 40%
   - Yes: 60%
PARENT BELIEFS ABOUT COMMUNICATION, TECHNOLOGY AND BUSINESS PARTNERSHIPS

**Effective and Clear Teacher to Parent Communication Occurs in My Student’s School (Q7)**
- Strongly Disagree/Disagree: 17%
- Neutral: 18%
- Strongly Agree/Agree: 65%
- Unsure: 7%

**Amount of Communication Received from District (Central Office and School) (Q8)**
- Too little: 14%
- Just right: 79%
- Too much: 7%

**1:1 Chromebook Initiative Has Positively Impacted Student Learning (Q15)**
- Too little: 15%
- Just right: 60%
- Too much: 19%

**District Actively Promotes Successful Business/School Partnerships to Stimulate Interest and Expand Involvement From Community (Q19)**
- Too little: 12%
- Just right: 40%
- Too much: 19%

**Provide Example of Business/School Partnership Within District (Q20)**
- No: 67%
- Yes: 33%
TEACHER BELIEFS ABOUT PERSONALIZED LEARNING

DISTRICT IS PERSONALIZING EDUCATION (Q9)
- Strongly Disagree/Disagree: 7%
- Neutral: 21%
- Strongly Agree/Agree: 71%
- Unsure: 0%

ADDITIONAL INTERVENTION AND ENRICHMENT HAS LED TO GREATER SUPPORT AND PERSONALIZATION (Q10)
- Strongly Disagree/Disagree: 13%
- Neutral: 19%
- Strongly Agree/Agree: 66%
- Unsure: 2%

USE OF VARIED DATA POINTS HAS HELPED STUDENTS PURSUE CHOICES BETTER SUITED TO NEEDS AND INTERESTS (Q11)
- Strongly Disagree/Disagree: 20%
- Neutral: 31%
- Strongly Agree/Agree: 43%
- Unsure: 6%

ADDITIONAL ADVANCED COURSE OFFERINGS HAVE HELPED STUDENTS PURSUE CHOICES BETTER SUITED TO NEEDS AND INTERESTS (Q12)
- Strongly Disagree/Disagree: 7%
- Neutral: 33%
- Strongly Agree/Agree: 53%
- Unsure: 7%

MY STUDENTS’ CHOICES AND PLACEMENT OPTIONS ARE BETTER THAN 2 YEARS AGO (Q13)
- Strongly Disagree/Disagree: 7%
- Neutral: 31%
- Strongly Agree/Agree: 49%
- Unsure: 13%
PARENT BELIEFS ABOUT PERSONALIZED LEARNING

DISTRICT IS PERSONALIZING EDUCATION (Q9)
- Strongly Disagree/Disagree: 29%
- Neutral: 30%
- Strongly Agree/Agree: 42%
- Unsure: 4%

ADDITIONAL INTERVENTION AND ENRICHMENT HAS LED TO GREATER SUPPORT AND PERSONALIZATION (Q10)
- Strongly Disagree/Disagree: 26%
- Neutral: 21%
- Strongly Agree/Agree: 48%
- Unsure: 4%

USE OF VARIED DATA POINTS HAS HELPED STUDENTS PURSUE CHOICES BETTER SUITED TO NEEDS AND INTERESTS (Q11)
- Strongly Disagree/Disagree: 34%
- Neutral: 26%
- Strongly Agree/Agree: 29%
- Unsure: 10%

ADDITIONAL ADVANCED COURSE OFFERINGS HAVE HELPED STUDENTS PURSUE CHOICES BETTER SUITED TO NEEDS AND INTERESTS (Q12)
- Strongly Disagree/Disagree: 13%
- Neutral: 24%
- Strongly Agree/Agree: 47%
- Unsure: 15%

MY STUDENT'S CHOICES AND PLACEMENT OPTIONS ARE BETTER THAN 2 YEARS AGO (Q13)
- Strongly Disagree/Disagree: 16%
- Neutral: 35%
- Strongly Agree/Agree: 31%
- Unsure: 18%
TEACHER BELIEFS ABOUT DATA-DRIVEN DECISION MAKING

Use of student achievement data has helped to personalize learning and maximize potential of each child (Q17)

- Strongly Disagree/Disagree: 11%
- Neutral: 31%
- Strongly Agree/Agree: 57%
- Unsure: 2%

Informed about how use of student achievement data have helped to personalize learning and maximize potential of each child (Q18)

- Strongly Disagree/Disagree: 14%
- Neutral: 28%
- Strongly Agree/Agree: 56%
- Unsure: 2%
PARENT BELIEFS ABOUT DATA-DRIVEN DECISION MAKING

**Use of Student Achievement Data Has Helped to Personalize Learning and Maximize Potential of Each Child (Q17)**

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<td>25%</td>
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**Informed About How Use of Student Achievement Data Have Helped to Personalize Learning and Maximize Potential of Each Child (Q18)**

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<tr>
<th>Strongly Disagree/Disagree</th>
<th>Neutral</th>
<th>Strongly Agree/Agree</th>
<th>Unsure</th>
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<tbody>
<tr>
<td>37%</td>
<td>26%</td>
<td>31%</td>
<td>7%</td>
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</tbody>
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Strongly Disagree/Disagree: Brown
Neutral: Orange
Strongly Agree/Agree: Brown
Unsure: Yellow
TEACHER BELIEFS ABOUT GRADING

Grades/Progress reports are clear indication of achievement in my student’s classes (Q22)

- Strongly Disagree/Disagree: 10%
- Disagree: 21%
- Neutral: 69%

Effort factors into my student’s Grades/Progress reports in his/her classes (Q23)

- Strongly Disagree/Disagree: 4%
- Disagree: 11%
- Neutral: 86%

Students should have opportunity to retake tests or assignments if he/she does not earn passing score (Q24)

- Strongly Disagree/Disagree: 20%
- Disagree: 25%
- Neutral: 54%
PARENT BELIEFS ABOUT GRADING

Grades/Progress Reports are a clear indication of achievement in my student's classes (Q22)

- 22% Strongly Disagree/Disagree
- 19% Neutral
- 60% Strongly Agree/Agree

Effort factors into my student's grades/progress reports in his/her classes (Q23)

- 12% Strongly Disagree/Disagree
- 19% Neutral
- 70% Strongly Agree/Agree

Students should have the opportunity to retake tests or assignments if he/she does not earn a passing score (Q24)

- 24% Strongly Disagree/Disagree
- 31% Neutral
- 45% Strongly Agree/Agree
Q21: Our district operates from a foundation of core beliefs, listed below. To what extent do you agree these are driving the work within our district?
Q21: Our district operates from a foundation of core beliefs, listed below. To what extent do you agree these are driving the work within our district?
Q25 I believe the district is headed in the right direction.

Answered: 517  Skipped: 112
Open Ended – Parents – Personalize Learning

- **8% of the 195** parents who responded expressed concern about the average student being left behind, especially relative to the services for the gifted students.

- A concern for options for the kids who are not identified as gifted or on IEPs.

- **Definition** of and **opportunities** for **personalized learning** need to be better communicated to parents.

- Placement is voiced as a concern. **Parents believe that teachers should have more input** into class placement and that placement should not be solely based on testing.

- Parents would appreciate **more teacher narratives / comments** on report cards.

- Parents continue to feel that there is **disproportionate** amounts of **testing**.
Open Ended – Parents – 1 : 1 Initiative

- Responses from only 28% of parents. This is a positive statement on the 1:1 initiative because **72% didn’t feel the need to respond**.

- Parent education on top three things parents need to know about Chromebook usage:
  - How to access and manage Google calendar
  - On-line textbook accessibility
  - Monitoring homework assignments

- Belief stated that **Chromebooks are not a substitute for the teachers**, they are a tool.

- A few parents voiced questions / concerns about actual tech issues
What 3 words describe our district? (Parent)
What 3 words describe our district? (Teacher)

Chagrin Potential Excellence Creative Competitive
Successful Traditional Busy Focused Quality
Driven Growing Caring Flexible
Innovative Professional Community
Technology Progressive Students
Challenging Academic High Achieving
Invested Evolving Strong Committed Ambitious
Some Lessons Learned – year 1

- Give parents the **opportunity** to take the survey for **each student**
  - **Action**: Provide opportunity to take survey multiple times for each student.

- Parents seem **under informed** about details of how strategic plan / mission / vision as applies to their school/student
  - **Action**: Provide specific examples through **Strategic Plan Framework** (by building / pillar) as clear communication tool designed to provide clarity

- Some **teacher understanding** with overall strategic plan needs improved
  - **Action**: Involve teachers and front line staff in **more discussion and application** of strategies and action steps.
Gallup Student Poll

- Online measure of non-cognitive metrics linked to school and student success.

- **24 core items** on the Gallup Student Poll measure and provide **actionable data** on four dimensions of student success:
  - **Engagement** - the involvement in and enthusiasm for school.
  - **Hope** - the ideas and energy students have for the future.
  - **Entrepreneurial Aspiration** - the talent and energy necessary to build businesses that survive, thrive and employ others.
  - **Financial/Career Literacy** - the information, attitudes and behaviors that students need for healthy participation in the economy.

- **No Cost** to the District

- **Survey window** – 1 month set for Sept 26 – Oct 26
Next steps...

- Annual survey development with local company; Opinions Inc.
- Annual survey question results used for benchmarking