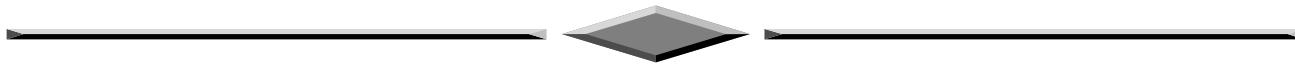




Strategic Planning Stakeholder Input Summary



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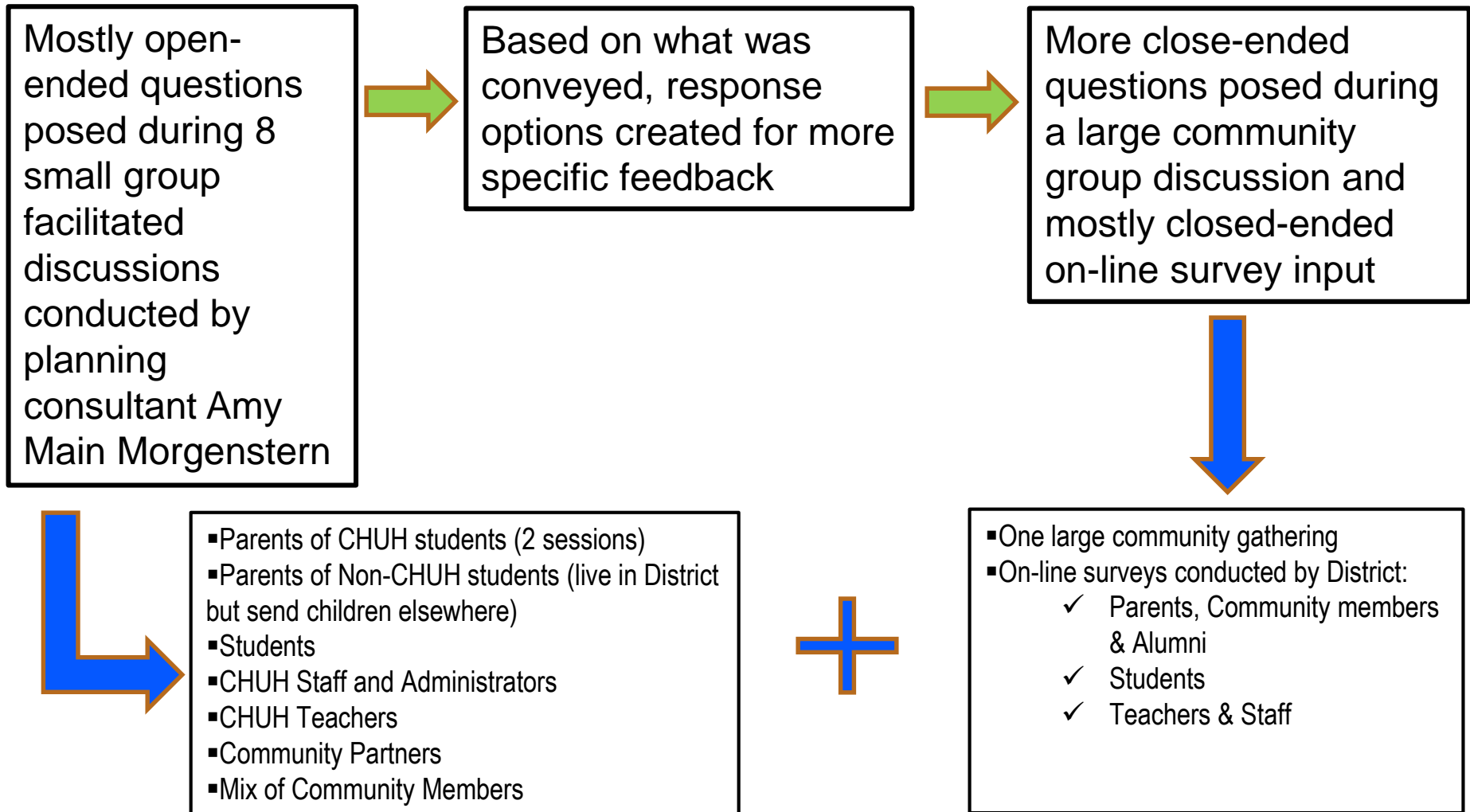
I. Introduction, Purpose, Methodology & Summary Structure

Introduction & Purpose

- Strategic planning is the process of making informed decisions about future direction and priorities.
- For the Cleveland Heights-University Heights School District, it is a good time to consider the schools as a whole, to set a limited number of measurable goals, and to determine how best to achieve them.
- Hearing and benefiting from the perspectives of an array of stakeholders is key to the planning process.
- This summary presents what was heard from a total of 1,834 Cleveland Heights-University Heights School District (“CHUH”) stakeholders who took the time to provide their thoughtful input in facilitated group discussions and through an on-line survey the District conducted.
- What follows is a detailed summary of what these stakeholders relayed. Students, parents, teachers, staff and administrators, alumni, community partners and members, shared their views about the following:
 - 1) What Distinguishes CHUH
 - 2) Success Defined for Students & for the District
 - 3) Most Beneficial Student Experiences: What Best Supports Student Success
 - 4) Ways District Can Support Success of Parents, Teachers/Staff, Community Members & Partners
 - 5) Most Beneficial Professional Development Opportunities
 - 6) Ways to Strengthen a Sense of Camaraderie, Respect & Culture of Collaboration
 - 7) Schools as a Community Center
 - 8) Priority Challenges / Concerns to Address
 - 9) Strengths Upon Which to Build

Methodology

- Members of the Strategic Planning Committee helped to identify questions posed during the following phased approach to soliciting stakeholder input:



Summary Structure

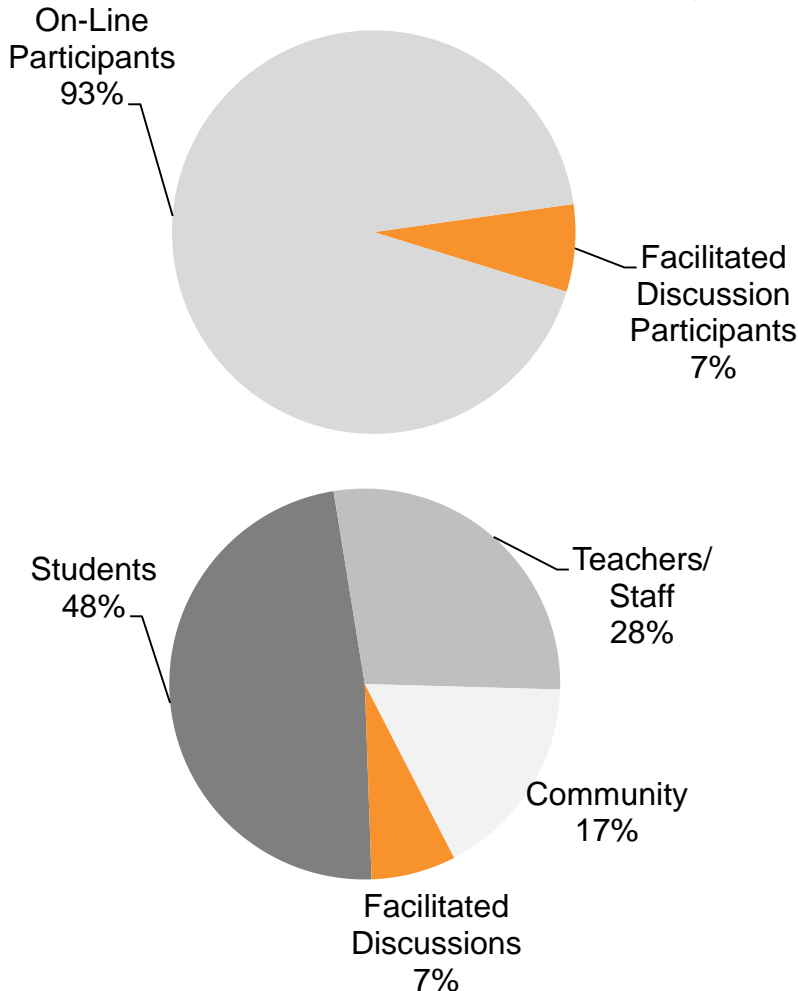
- Quantitative responses were measured and are shown in graphical form using % of total stakeholders responding on-line plus those who provided quantitative responses during facilitated discussions. Note that not all discussion participants did so, thus the difference in the number of quantitative group participant responses.
- “Top Two Score” shows the combination of ‘Extremely’ & ‘Very’ responses, ordered by % ‘Extremely.’ This score is generally used to compare and highlight relative ratings. Where distinctions are noteworthy, they are highlighted in tables showing responses from different types of stakeholders, most of whom responded on-line.
- Qualitative comments (responses to open-ended questions) are presented in the following ways:
 - 1) Discussion group comments similar in nature were summarized and grouped together. Those mentioned most often are presented in bold headings with comments showing stakeholders’ exact words. Single comments are included when space allows. (n=#) shows the number of mentions by bold heading.
 - 2) On-line comments are primarily shown in the summary the District produced - see Appendix C under separate cover. Included in this summary are examples of challenges/concerns and strengths to build upon.
 - 3) To further illustrate what was heard, a more extensive list of group quotes is included in Appendix B.
- These findings can be reviewed in a couple ways: via a quicker “executive summary” by reading:
 - (1) the “Key Messages” and only the orange-bordered text boxes with bold summary points, or
 - (2) through a more detailed analysis of the quantitative & qualitative tables and comments, including in the Appendices.

II. Who We Heard From

Who We Heard From

- A total of 1,834 stakeholders shared their views: most (93%) via the on-line survey.
- Students make up the largest proportion, followed by CHUH Teachers & Staff, and then “Community” members which for purposes of this Summary also includes Parents and Alumni.

Number & Types of Participants, As a % of Total



Who We Heard From	(n=)	% of Total
Facilitated Group Discussions*	126	6.9%
CHUH Parents	23	1.3%
Parents who send kids elsewhere	8	0.4%
CHUH Staff & Teachers	26	1.4%
Partners & Community Members	18	1.0%
Students	12	0.7%
Large Community Gathering	39	2.1%
On-Line	1,708	93.1%
Students	875	47.7%
Teachers/Staff	523	28.5%
Community (includes parents & alumni)	310	16.9%
Total	1,834	100.0%

*See Appendix A for a detailed description of Group participants

III. Key Messages

Key Messages

What Distinguishes CHUH

- The opportunity to learn about and with students from different racial, ethnic, economic, family and experiential backgrounds is highly valued, as is the variety of quality academic & extracurricular offerings, arts being the most frequently mentioned
- This wonderfully diverse community of students, parents, residents, businesses and surrounding organizations and amenities all contribute to the varied nature of CHUH's educational experience and ways the District does and can, prepare students to pursue paths they may never have imagined
- Notable are the District's dedicated teachers and innovative instruction, as well as how District faculty and staff support students' differentiated learning styles and social emotional needs
- Parent involvement is an asset
- Neighborhood schools create a sense of community
- The above said, several of the very things that positively distinguish this District also evoke constructive detractors who note that the diversity of the schools does not match the residential population; that CHUH must grapple with urban issues as a suburban school system; that breadth and depth of offerings can also impede being focused and doing certain things really well
- This increasingly diverse District has myriad demands to address and student, parent, teacher / staff, resident and broader community expectations to meet

Key Messages

Success Defined for Students & for the District

- Stakeholders conveyed that while success looks different for every student, it starts with students being motivated, engaged and excited to learn
- There is a keen appreciation that social and emotional skills, academic *and* personal attitudes and behaviors such as self-confidence, persistence, critical thinking, time management, relationship development and communication, all are critical success factors
- Graduating high school in 4 years prepared with the content knowledge needed to enroll and succeed in college or post-secondary career training and the extent of involvement in extra-curricular activities, are additional ways stakeholders gauge students' and the District's success
- In isolation, mandated state report card measures are not thought to be particularly helpful metrics of student and District success, however stakeholders recognize the influence these and other test scores have on the District's standing in the community and in comparison to other schools
- Stakeholders are vehement in their views about testing: they believe it is “out-of-control” and needs to be reined in. They are very concerned about how testing has adversely affected teachers, teaching and learning

Key Messages

Most Beneficial Student Experiences: What Best Supports Student Success

- Just as there are many ways to define student success, stakeholders conveyed there are innumerable experiences that contribute to their success
- Among the 16 student experiences rated, six were considered by 70% or more as ‘extremely’ or ‘very’ beneficial: support for students who learn differently (note that this was broadly interpreted as supporting a variety of learning approaches and styles); AP & Honors courses; college entrance support; arts; athletics; and career technical education
- Every high school student graduating having taken one college course and IB were the only two considered by less than 50% of stakeholders as ‘extremely’ or ‘very’ beneficial
- Interesting, while students consistently rated the 16 experiences as less beneficial than teachers & staff and community members, the one experience they rated more highly than others was *every high school student graduates having taken one college course*
- As anticipated, stakeholders did not like being asked to help prioritize the list by selecting just one top priority. Many chose not to do so
- Among those who did, the three most often selected: Support for students who learn differently; Athletics; and AP/ Honors Courses
- Participation in community service, foreign languages and academic competitions were selected least often
- Dozens of stakeholders selected “none” of the 16 experiences. Among their comments were that these were mostly “programs” offered primarily at the high school level, adding that it is great teachers and instruction, and academic excellence for everyone starting at the elementary level, that really matter
- When small group participants were asked what the District should ‘stop doing,’ starting new programs every year was most often mentioned. There is a call for focus and consistency, as well as continuity and connections among levels and buildings. Students want the District to stop talking about discontinuing certain AP courses and involving uncommitted students in AP classes

Key Messages

Ways District Can Support Success of Parents, Teachers/Staff, Community Members & Partners

- Parents who commented on what success looks like for them noted being a good partner with the schools, involved, and a comfortable advocate for their children. They want to set expectations and support their children's learning. Parents also want to inspire their children, instill ideas and serve as good role models
- Parents suggested a range of ways the District can be more supportive of them, from better IEP planning and re-organizing the gifted program to make it more available, to sharing curriculum and ensuring all parents across the District receive the same information and communication
- While District newsletters are informative, a desire for better communication using myriad modalities was repeatedly recommended
- Stakeholders also addressed the District's changing demographics and need to adapt to students' needs. One suggestion is for the District to play a larger role in Preschool education & kindergarten readiness
- Parents who send their children to other schools, local businesses, and partners, all want to be welcomed and invited to contribute to the District's success. Students want this too. Community members want to be passionate Ambassadors – they want the District to invite and support them in doing this effectively
- Most mentioned reasons non-CHUH parents send their children to other schools: “distracting” student behaviors; segregation of high achievers and lower expectations for students of color; sending kids across the District instead of having every neighborhood school offer the same excellent education and learning opportunities. Another reason is more personal: for some, faith-based education is a family tradition & value
- During facilitated discussions stakeholders spoke at length about ways schools, parents and external partners can and should work more effectively together. Repeatedly noted was a wealth of community resources available, and the community's strong desire to assist students and the District
- What is thought to be currently lacking is effective use of partnerships. There is a strong call for both a dedicated District champion and coordinator. CHUH schools need to be clear about what they are seeking to accomplish through collaboration. Connections need to be re-established and maintained. Views are that the District is missing opportunities and not maximizing available community assets and resources

Key Messages

Most Helpful Professional Development Opportunities

- Ten different professional development opportunities were described on-line. A subset of them were discussed in small groups. Only Instructional Technology Training and Google Classroom was viewed by at least half of District teachers and staff as ‘extremely’ or ‘very’ beneficial
- Two others were considered by $\geq 40\%$ to be helpful: MSAN and Common Core State Standards
- When asked which one the District should set as its #1 priority to best further student success, the three most selected opportunities were: CCSS (Common Core State Standards Initiative); Instructional Technology; and Classroom Management (CHAMPS)
- When asked which CHUH PD experience the District should ‘stop doing,’ International Baccalaureate (IB); Ohio Improvement Process Training; and Think Gate and assessment training in general, were most often chosen
- District teachers, staff and administrators shared several suggestions to make PD experiences more relevant for everyone: Start with understanding what is needed rather than impose compliance driven “boxed” one-size fits all approaches; re-work Teacher Based Teams (TBT); Provide back end support for implementation; Employ Peer-to-Peer learning to draw upon talented teachers and staff and encourage connections and interaction
- Less than 1/3 of teachers and staff are very familiar with the state professional development standards and requirements

Key Messages

Ways to Strengthen a Sense of Camaraderie, Respect & Culture of Collaboration

- No one thing provides a 'silver bullet' for strengthening a sense of camaraderie, respect and culture of collaboration - this takes a variety of efforts on multiple fronts
- Suggestions most often selected were: Engage older students as mentors for younger students; Consistency in leadership; Build collaborative relationships and joint efforts among and between all school levels: elementary, middle and high
- Others suggestions: Offer the same opportunities for students at every elementary and middle school; Encourage parental and community involvement around ways they can contribute to students' and schools' successes; Hold everyone responsible and accountable: students, teachers, administration, parents, the School Board
- Different types of stakeholders selected particular approaches: students more often selected being mentors and recommend expanding diversity of students participating in honors and AP classes; Community most often selected offering the same opportunities for students at every elementary and middle school and clearly & candidly communicating throughout the community what's working well and what isn't; Teachers/Staff more often selected consistency in leadership and sticking with curricular and programmatic choices so there is continuity over time
- It was also suggested that CHUH address biases and hold students, teachers, staff, administration, parents, and the School Board, responsible for actions and results

Key Messages

Schools as a Community Center

- 70% of stakeholders think it would be helpful for the District to further explore ways the community might best support the provision of before and after school extended services (often referred to as “wrap-around services”) and for schools to also serve as a “community center” whereby schools would – often through partnerships - provide wrap-around services and social-emotional support for students who may not be receiving them at home or elsewhere
- Wrap-around services most helpful for the District to provide start with: student tutoring (53%), parent support (41%) and mental health services for students (40%)
- Four additional services were selected by $\geq 30\%$ of stakeholders: preschool, college bound support, transportation, and support re: career options
- Community and teachers/staff most often selected student tutoring in every subject; teachers/staff also more often chose mental health services for students
- Students more often selected support regarding college-bound options and transportation to and from school activities
- While some cautioned that the District should avoid taking on too much and suggested first mapping and deploying what is already available, there is a lot of enthusiasm for partnering with others to among other things: develop students’ social & emotional learning (SEL); provide parent support and adult education; make mental health & medical care available; offer opportunities for community members to enjoy activities; engage University Heights residents
- When asked to identify with whom the District should partner, many entities were suggested, with Cleveland Heights Community Center cited most often, followed by nearby colleges & universities and local hospitals (Cleveland Clinic & University Hospital specifically)

Key Messages

Priority Challenges / Concerns to Address

Many comments echo what stakeholders previously conveyed about:

- Academic Achievement & Expectations
- Student Services and Support
- Student Expectations & Behaviors (bullying, fighting, general safety, attendance, lack of respect for authority)
- Continuity & Cohesion Across the District & Equity of Schools
- Excessive Testing
- PR and Communicating With the Community About Schools
- College/Career Preparation
- Diversity/Closing the Achievement Gap
- Fiscal Responsibility
- Communication & Relationships Within Schools

Ways to Address Budget Constraints:

- Focus and clearly define District needs
- Make the case to private philanthropy & public funders about how investments produce results
- Cross-pollinate among schools' strengths
- Utilize the existing community assets and resources partners bring
- Get businesses involved

Key Messages

Strengths Upon Which to Build

Stakeholders want to build upon the following strengths:

- Diversity / School Culture
- Arts
- Academic Excellence
- Quality Teachers & Support for Them
- Student, Parent, Family and Community Engagement
- Variety and Strength of Course & Extracurricular Offerings
- Communication to Spur More Awareness and Support (within buildings/throughout District and Community)
- Consistency and Continuity of Leadership and Curriculum
- Technology
- Supportive, Passionate Culture & Sense of Community
- Parents
- Students
- Heritage of Leadership in Education

Detailed Findings

IV. What Distinguishes CHUH

What Distinguishes CHUH

Please comment on what distinguishes CHUH schools and the student experiences offered from other types of schools and offerings (private, charter, parochial, home-schooling):

What Distinguishes CHUH Schools	Group Comments
Student & Community Diversity (n=28)	Exposure to a great variety of ethnicities, values, beliefs and culture expands students' experiences and understanding; Celebrate differences; have greater tolerance; Are more open, learn not to make assumptions; Experience of diversity varies depending upon student grouping, tracking and expectations; Diversity of whole community – you can find everything here; Diversity prepares students to be productive in the world
Outstanding Arts & Music (n=27)	Excellence in the arts, are valued, enable child; Men's Barbershop #1 in state and #2 in country
Breadth and Quality of Course & Extra-Curricular Options (n=21)	Size & resources support a great number and myriad types of academic and extra-curricular student opportunities from arts and athletics to science, clubs and student exchanges; connected learning programs; CHUH has lots to offer, students have lots (of specials) to pick from
Nature of Community & Its Support, Partnership with the Schools (n=10)	Community and public resources are supportive of schools; Helps you be an engaged community member and feel ownership; Schools are open to organizations supporting youth; Progressive, inclusive community; the "vibe" in CH draws people; Every person in district is welcome
Teacher Quality & Commitment to Students (n=8)	Student/teacher relationships; Diversity of teachers, and level of instruction; Dedication of high quality, exceptional teachers
Social Relationships & Connections (n=7)	Sense of responsibility to one another; inter-relationships; Concept of "Tiger Community;" At the same time there is a high level of transiency
Student Support Services (n=6)	Support centered groups – MSAN, Leading Ladies, counseling/social workers – students need & get emotional as well as academic & technical support (they may not get at home)
Parent Involvement (n=4)	PTAs are incredibly strong, a big asset; Parents are highly (sometimes overly) engaged Involved parents get what they want for their kids-customer service
Proximity to Cleveland & University Circle, Community Amenities (n=4)	Cain Park, Coventry; Great year-round activities, community amenities Also, "urban" issues in this suburban district
Neighborhood-Based Schools (n=3)	Create a sense of community
Professional Development Opportunities & Involvement (n=3)	More new teacher support provided here than elsewhere; Opportunities for teachers to be heard, involved (don't always listen to what teachers say but are asked)
Great Students, Their Ability to Be Themselves (n=2)	Amazing kids; Enduring legacy of student success

What Distinguishes CHUH (*Illustrative Quotes*)

Please comment on what distinguishes CHUH schools and the student experiences offered from other types of schools and offerings (private, charter, parochial, home-schooling):

- *Give our students world class opportunities and celebrate them – Large Group*
- *Expert level teachers who have buy in and help kids get there – Large Group*
- *Early college – for encouraging kids to go to college who might not normally go – Large Group*
- *Neighborhood schools create a sense of community – Large Group*
- *Social economic issues are pervasive in our community, sometimes have an impact on our ability to function in our roles-something we should look at as a core of what is going on in our system – Large Group*
- *Arts have been my daughter’s saving grace – music was incentive for her to do well, stay on top of everything else so she could do what she loved (music). She knew that she was not able to go to MSSP if she was not on top of stuff in class – CHUH Parent*
- *Never seen this level of parents in buildings at all times. Very invasive. Don’t parents trust what’s going on in buildings unless they are there providing supervision? Do they stop going when the kids get a little older? – CHUH Parent*
- *Heights does have the music and arts - you will not get that at other places. But you will not get the IB you get at Ed’s or the community service you get at Ignatius –Non-CHUH Parent*
- *Lot of good teachers, committed, care – can’t always say that in all districts I work in –Community Partner*

Continued...

What Distinguishes CHUH (*Illustrative Quotes*)

Please comment on what distinguishes CHUH schools and the student experiences offered from other types of schools and offerings (private, charter, parochial, home-schooling):

Continued...

- *Amazing kids – not entitled; not like other students that I service – unique, kind, giving & world minded people, they are astounding –Community Member*
- *Parents who know how to navigate the district – those kids get a high quality education and are ready for life – Community Member*
- *Experiencing what many larger, urban districts deal with - need to find a way to keep students here –Community Member*
- *Provide more services and range for students – comes from having so many students – small private school might be great but they are not getting the same diversity of people and experience I get – Student*
- *Considered (going to a) private (school), one thing that kept me here: large sense of community here – surrounding community, business, people who live here, care about us and the schools – Student*
- *CH has a reputation as being an inclusive community, look at makeup of school-does not match our residential population, try to be everything to everybody and not sure we do that well – can't focus on what's important – starts with high quality education – need to engage kids and connect them with an adult that likes them and wants to help them be successful – resiliency – Staff/Admin*
- *Giving new teachers support that you need, other places don't do that – Teacher*
- *We are innovative – but we don't stay with it long enough to yield rewards – always cutting edge though – Teacher*

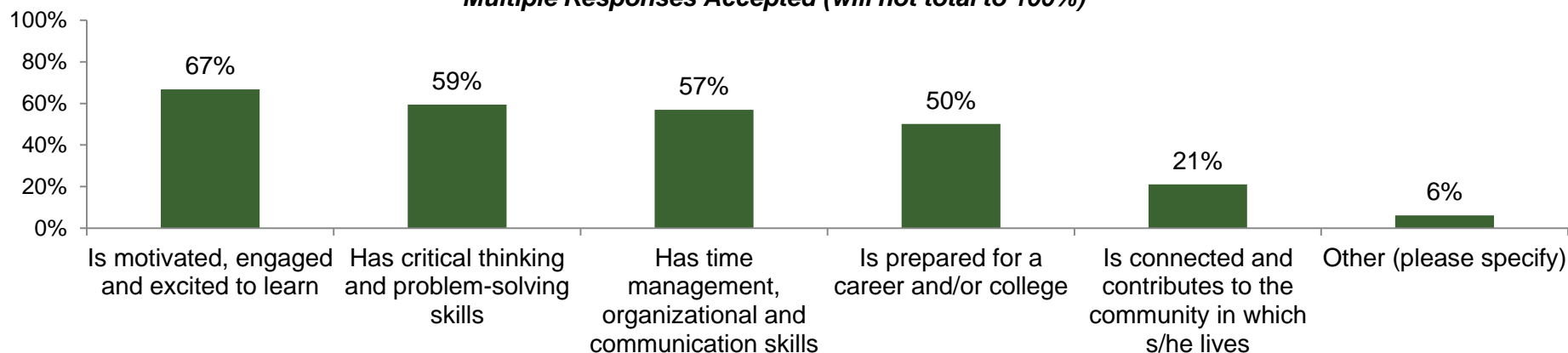
V. Success Defined for Students & for the District

Student is Successful When s/he ...

The CHUH District's current vision is P.A.S.S.A.G.E.: "Preparing All Students for Success in A Global Economy." In your opinion, a student is successful when s/he: (Choose up to 3)

- Students are successful when motivated, engaged & excited to learn – Community (parents) emphasized this.
- Teachers more often selected critical thinking & problem solving as well as time management, organizational & communication skills.
- Students more often chose being prepared for a career and/or college; critical thinking/problem-solving less so.
- Being connected and contributing to the community was least often selected among stakeholders' top three.

Total Online Respondents Only (n=1,595)
Multiple Responses Accepted (will not total to 100%)



<i>Student is Successful When s/he ...</i>	Total (n=1,595)	Teachers/ Staff (n=445)	Students (n=849)	Community (n=301)
Is motivated, engaged and excited to learn	66.7%	65.6%	62.9%	79.1%
Has critical thinking and problem-solving skills	59.4%	75.1%	47.2%	70.8%
Has time management, organizational and communication skills	57.0%	62.2%	59.5%	42.2%
Is prepared for a career and/or college	50.1%	40.7%	58.8%	39.5%
Is connected and contributes to the community in which s/he lives	21.1%	23.8%	18.5%	24.6%
Other (please specify) (See Appendix C for "Other" on-line responses)	6.1%	5.8%	6.2%	6.3%

Student is Successful When s/he ...

What is your definition of student success? A student is successful when s/he...

Student Success	Group Comments
Has critical thinking & problem solving skills (n=33)	Prepared, critical thinker – can think outside the box, demonstrate knowledge
Is prepared for a career and/or college (n=31)	Skills to make a smooth transition to the next step in life; Able to compete in the world after graduation, no matter what next step is
Has self-confidence, self-esteem (n=30)	Values self, has confidence; Has a sense of belonging
Is motivated, engaged & excited to learn (n=25)	Students feel engaged in the learning process, ask questions, excited to learn
Has emotional intelligence (n=25)	Able to handle success and failure in life; Show perspective and perseverance in hard times
Is connected & contributes to the community in which s/he lives (n=23)	Feels connected to / part of their community; Community and civic minded
Meets his/her own highest potential (n=20)	Success looks different for every child; Meet students where they are, provide supports/structure that allow that student to maximize their individual potential
Has time management, organizational & communication skills (n=19)	Able to communicate effectively, self-manage, have good organization and time management skills
Is empowered, self-sufficient, able to function independently (n=19)	Able to live an independent, engaged life
Feels accountable, has a shared sense of responsibility for actions, successes and failures in life (n=15)	Able to set their own goals, develop path to achieving those goals; Understands actions matter

Continued...

Student is Successful When s/he ...

What is your definition of student success? A student is successful when s/he...

Continued...

Student Success	Group Comments
Involved in extra-curricular activities (n=12)	Participation / achievement in extra-curricular and enrichment experiences
Exposed to multitude of opportunities, has global perspective (n=9)	Exposed to opportunities that create global awareness, awareness of choices and opportunities that exist
Graduates high school (n=8)	Able to meet requirements, graduate
Academic Achievement (n=7)	Grades / GPA are impactful on future choices; One measure of academic achievement
Able to obtain a marketable skill (n=6)	Obtain marketable skill / gainful employment
Satisfied with their education experience (n=5)	Student is satisfied with learning environment and content
Enrolls in college or post-secondary career training (n=4)	Actively engaged in college or career training post high school
Completes college (n=4)	Success in / completion of post-secondary education
Participates in AP, Honors & post secondary courses in high school (n=4)	Participation in advanced placement coursework
Each individual students achieves measurable growth year over year (n=4)	Value added, measurable year to year growth for each student; Small successes matter
Receives scholarships / national awards (n=2)	Receipt of scholarships, national awards/honors

Student is Successful When s/he ... (Illustrative Quotes)

What is your definition of student success? A student is successful when s/he...

- *Can't be measured in one way, social emotional, academic and other, success encompasses all of these things – Large Group*
- *Value all options, not just college – Need skills that make you employable, have a work ethic – Large Group*
- *Is treated with respect, met where they are with the assumption they can be successful – CHUH Parent*
- *Work in college environment, see students struggle because they don't have the motivational tools or the social tools to know how to meaningfully ask for assistance or receive assistance without becoming frustrated and defensive. That ability to know how to meaningfully partner with people and resources and ask for assistance and help – CHUH Parent*
- *Kids are competitive with others in the state and nation. Have same opportunities as other communities that have economic advantage. Able to compete for same jobs and opportunities and scholarships – CHUH Parent*
- *Is excited to go to school, engaged with learning – Non-CHUH Parent*
- *College preparedness, engaged in the process of learning, understanding how to learn not just memorizing and spitting it back – Non-CHUH Parent*
- *Healthy relationships with others – not just other peers, also community and staff – feeling a partnership (not for and against) regardless of age: Want community to see students as potential partners as well – Community Partner*

Continued...

Student is Successful When s/he ... (Illustrative Quotes)

What is your definition of student success? A student is successful when s/he...

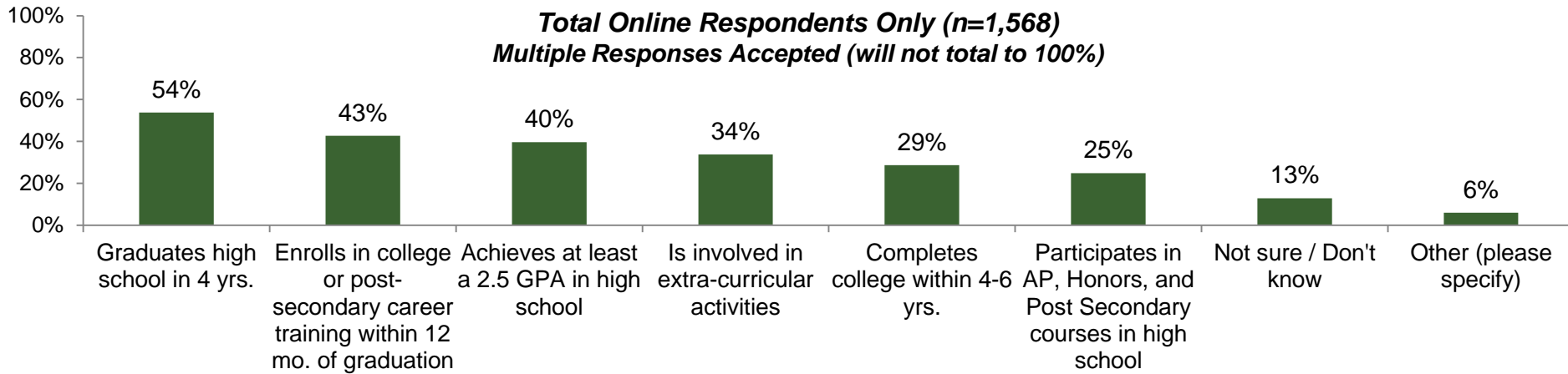
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- *Tools to be self-sufficient in an ever changing environment – Community Member*
- *As a student, you have taken something from all your courses, learned something, not just grades - Student*
- *Takes away knowledge to sustain in the real world, problem solving skills, stand on own two feet – Student*
- *Making a societal contribution– give back to community – Student*
- *I feel successful when people encourage me to follow MY dreams and encourage me to follow MY interests and talents – Student Online*
- *When we have free time and freedom and have fun interactive activities – Student Online*
- *Learns how to self-manage, organization, communication, time management skills – executive functions apply no matter what in life – Staff/Admin*
- *Meeting state measures – Staff/Admin*
- *We force kids to make decisions before we know where they are – understanding who they are, and what they are capable of doing – Staff/Admin*
- *We have stuff in place like AVID – MS students could use that – not all get it and not same building to building – Staff/Admin*
- *Professional or career prep track. Work/family skills, maturity ability to adapt – Staff/Admin Online*
- *Is a well-rounded human being – Staff/Admin Online*
- *Is an involved member of their community – Staff/Admin Online*

Quantitative Performance Measures

In your opinion, which of the following quantitative performance measures best gauge students' and the District's success? (Choose up to 3)

- Stakeholders of all types agree that graduating high school in four years best gauges success.
- Proportionately, students chose college completion and AP, Honors and Post-Secondary course participation more than others but college/career training enrollment within 12 months of graduation less often.



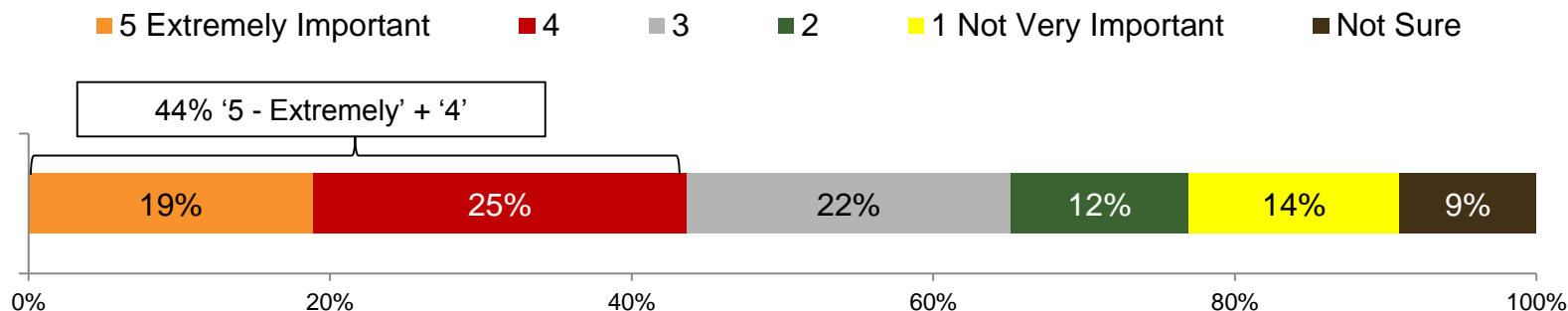
Performance Measure	Total (n=1,568)	Teachers/ Staff (n=441)	Students (n=829)	Community (n=298)
Graduates high school in 4 years	53.8%	59.0%	48.5%	60.7%
Enrolls in college or post-secondary career training within 12 months of graduation	42.7%	53.3%	32.6%	55.4%
Achieves at least a 2.5 GPA in high school	39.6%	39.2%	42.6%	31.9%
Is involved in extra-curricular activities	33.8%	34.7%	31.5%	38.9%
Completes college within 4-6 years	28.7%	21.3%	35.1%	21.8%
Participates in Advanced Placement (AP), Honors, and Post Secondary courses in high school	24.8%	15.4%	30.9%	21.8%
Not sure / Don't know	12.9%	8.2%	19.3%	2.3%
Other (please specify) (See Appendix C for "Other" on-line responses)	6.0%	5.7%	3.1%	14.4%

Importance of State and Local Performance Measures

How important to you are state and local performance measures, such as the mandated Ohio Report Card, to gauge District and student success? (Select one)

- Less than half of these stakeholders view state and local performance measures as important measures of District and student success.
- Students think the measures are more important than other stakeholders.

Total Online & Total Facilitated Discussion Participants (n=1,675)



Importance	Total (n=1,675)	Teachers/Staff (n=439)	Students (n=823)	Community (n=298)	Facilitated Discussions (n=115)
5 Extremely Important	18.9%	12.5%	26.1%	12.1%	8.7%
4	24.8%	20.7%	28.7%	21.5%	20.9%
Top Two Score: % '5 - Extremely' + '4'	43.7%	33.2%	54.8%	33.6%	29.6%
3	21.5%	27.8%	16.0%	22.1%	34.8%
2	11.8%	18.0%	4.9%	18.8%	20.0%
1 Not Very Important	14.0%	18.0%	9.4%	21.1%	13.0%
Not Sure	9.1%	3.0%	14.9%	4.4%	2.6%

Importance of State and Local Performance Measures

How important to you are state and local performance measures, such as the mandated Ohio Report Card, to gauge District and student success?

Importance of State & Local Performance Measures	Group Comments
<p>“Importance” is a relative term – measure is limiting but carries tremendous social weight (n=21)</p>	<p>“Importance” is relative, may not be important as a measure of overall student or district success but it carries tremendous social weight; Impact property values, desirability of community to those looking to relocate</p>
<p>Don’t value Ohio Report Card calculation, system is flawed, not reflective of what is going on in totality in the District (n=17)</p>	<p>Ohio Report Card methodology is flawed, not a good balanced measure of what is happening in a district in totality; Not a true reflection of district successes and failures</p>
<p>Not all students test well – not an accurate success measure for all students (n=11)</p>	<p>Not all students test well, does not accurately reflect the progress and success of those students who test poorly; Tests are a snapshot measure, kids have bad days</p>
<p>There are better metrics to gauge educational growth (n=10)</p>	<p>There are better metrics that exist to measure student growth (graduation rates, student engagement, national rankings that focus on multiple measures, not just a test score)</p>
<p>Some measure of growth / progress is helpful (n=6)</p>	<p>Some measure of growth is needed, not sure standardized tests are the right measure</p>
<p>Not just testing results that impact perceptions of District, need to have honest conversations about how diversity within District can lead to negative perceptions within/about community (n=4)</p>	<p>Testing results are not the only thing that create negative perceptions of the District; Diversity of District can be a double edged sword; Need to have honest conversations about race, and combat perception issues around young African American males</p>
<p>The amount of standardized testing has become excessive (n=4)</p>	<p>Too much time is being spent on preparing for and taking standardized tests; The amount of testing needs to be reduced; Takes too much time away from teachers ability to focus on other aspects of education</p>
<p>Need better communication about what those results really reflect (n=4)</p>	<p>Perception is reality, while the Ohio Report Card may not be reflective of the true nature of the schools/students must communicate that effectively; What do the tests really measure, how are the tests helpful; Look to others who do well with messaging to negate negative impact of scores</p>
<p>Important from standpoint of resource allocation, impacts dollars allocated and programs that are offered (n=3)</p>	<p>Determines how state dollars are allocated and impacts what programs / opportunities are offered so from that standpoint, the scores matter</p>

Importance of State and Local Performance Measures (Illustrative Quotes)

How important to you are state and local performance measures, such as the mandated Ohio Report Card, to gauge District and student success?

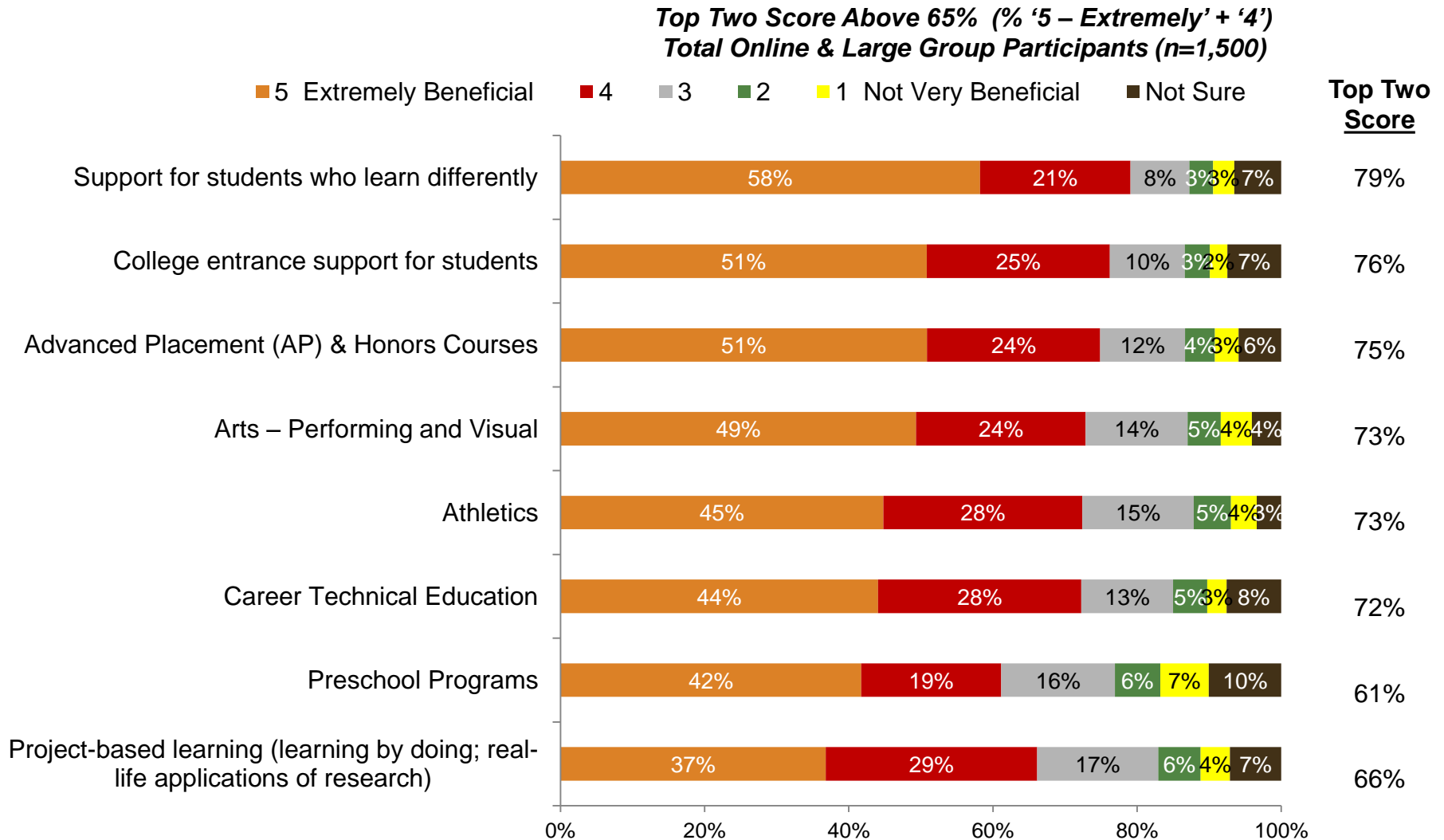
- *In terms of the District, the State Report Card is regrettable but critical to the District and community success – Large Group*
- *Some testing is OK but they have gone mad with testing now – Large Group*
- *Rated as a two but would rate even lower if it meant teachers could go back to how they want to teach – if they could not take so much time out of class for testing - Parent*
- *Importance can mean different things – what it means to property values is different than what the importance is to education - Parent*
- *Embarrassing that we get an F on the report card, get into minutia of report and it's just one thing that might be driving that but when you look at surrounding districts they don't have an F – get that you have good intentions but it's not working – Non-CHUH Parent*
- *Measure that matters to me is people that I know that have kids in the system I take their word, based on different schools and their successes, not the numbers– Non-CHUH Parent*
- *Don't agree with what's happening but have to recognize it is happening, state funding is at the heart of that – impacts neighborhood – goes far beyond what goes on in the classroom; Measures are way too narrow – Community Partner*
- *On the surface it looks to be all academics and test scores but there are other things that have to work in conjunction with that (attendance, graduation rates) – Community Partner*
- *Like it or not, it is the standard. When you are faced with a lot of places to live, lots of pluses here but I hear “I am concerned about the schools and you pay a lot of taxes” – when you are making these decisions, you don't make decisions based on nuances – Community Member*
- *Tests don't explain your knowledge fully, people who succeed have so much more even without doing well on testing - Student*
- *This is not an either or dichotomy – it's got to be both – it's a must do – it's a reality the district faces, necessary but not sufficient – how do you bring all the things you know to be true to the forefront, the things you think define success – Staff/Admin*
- *Community measures us based on this – so it's important – but I don't see students as a number. I want to empower them, encourage them that they can (succeed). Not most important – Teacher*

***VI. Most Beneficial Student Experiences:
What Best Supports Student Success***

Most Beneficial Student Experiences

The CHUH City School District offers a variety of student experiences, and is evaluating certain program initiatives. Please indicate how beneficial you believe the following CHUH experiences are/will be/have been to students' (your) success: (Select ONE response for each experience)

- Many student experiences are considered to be beneficial. More than 70% of stakeholders view 6: support for students who learn differently*; college entrance support; AP & Honors courses; arts; athletics; and career technical education as 'extremely' or 'very' beneficial.



*"Support for Students Who Learn Differently" is broadly interpreted, underscoring the appreciation that students have very different learning styles and needs

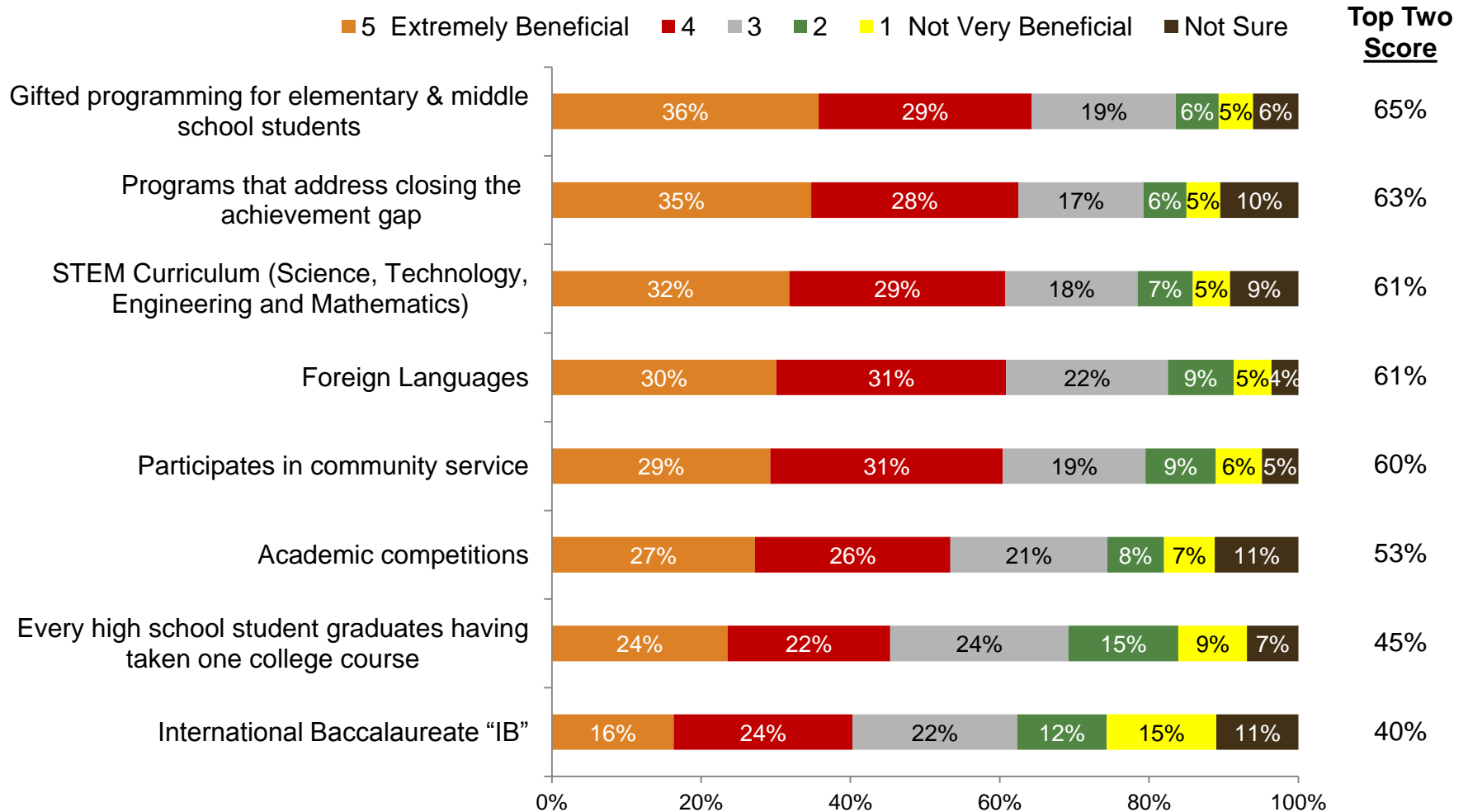
Most Beneficial Student Experiences

The CHUH City School District offers a variety of student experiences, and is evaluating certain program initiatives. Please indicate how beneficial you believe the following CHUH experiences are/will be/have been to students' (your) success: (Select ONE response for each experience)

▪ Less than 50% of stakeholders view 2: every HS student graduates having taken one college course and IB, as 'extremely' or 'very' beneficial.

Top Two Score of 65% or below: (% '5 – Extremely' + '4')
Total Online & Large Group Participants (n=1,500)

■ 5 Extremely Beneficial ■ 4 ■ 3 ■ 2 ■ 1 Not Very Beneficial ■ Not Sure



Most Beneficial Student Experiences

The CHUH City School District offers a variety of student experiences, and is evaluating certain program initiatives. Please indicate how beneficial you believe the following CHUH experiences are/will be/have been to students' (your) success: (Select ONE response for each experience)

- Overall, students view these experiences as less beneficial than other stakeholder groups.

Top Two Score Above 65% (% '5 – Extremely' + '4')
Total Online & Large Group Participants (n=1,500)

Student Experiences	Total (n=1,500)	Teacher/ Staff (n=413)	Students (n=759)	Community (n=289)	Large Group (n=39)
Support for students who learn differently	79.1%	89.8%	71.1%	82.7%	92.3%
Advanced Placement (AP) & Honors Courses	74.9%	79.9%	65.3%	90.0%	94.9%
College entrance support for students – selection, application and financial aid search	76.2%	88.4%	63.9%	89.6%	87.2%
Arts – Performing and Visual (instrumental and vocal music, theater, visual art)	72.9%	86.2%	58.2%	90.0%	89.7%
Athletics	72.4%	81.6%	67.7%	71.3%	74.4%
Career Technical Education	72.3%	86.0%	60.3%	81.3%	92.3%
Preschool Programs	61.1%	82.1%	43.1%	75.8%	82.1%
Project-based learning (learning by doing; real-life applications of research)	66.1%	75.5%	54.3%	81.7%	82.1%

Most Beneficial Student Experiences

The CHUH City School District offers a variety of student experiences, and is evaluating certain program initiatives. Please indicate how beneficial you believe the following CHUH experiences are/will be/have been to students' (your) success: (Select ONE response for each experience)

- Students view graduating HS having taken one college course more highly than others; community members rated STEM, academic competitions, and IB more highly than other stakeholders.

Top Two Score of 65% or below: (% '5 – Extremely' + '4')
Total Online & Large Group Participants (n=1,500)

Continued...

Student Experiences	Total (n=1,500)	Teacher/ Staff (n=413)	Students (n=759)	Community (n=289)	Large Group (n=39)
Gifted programming for elementary & middle school students	64.3%	66.1%	58.4%	76.5%	69.2%
Programs that address closing the achievement gap (MSAN - Minority Student Achievement Network), Advancement Via Individual Determination (AVID), Mighty Males, Ladies of Leadership	62.5%	73.1%	53.2%	69.6%	76.9%
STEM Curriculum (Science, Technology, Engineering and Mathematics)	60.7%	57.9%	54.3%	80.3%	71.8%
Foreign Languages	60.9%	65.1%	53.1%	74.4%	66.7%
Participates in community service	60.4%	79.7%	43.3%	75.1%	79.5%
Academic competitions (Power of the Pen) Civics (Model UN) Academic Challenge	53.4%	64.9%	37.7%	74.4%	82.1%
Every high school student graduates having taken one college course	45.3%	36.1%	54.5%	35.6%	35.9%
International Baccalaureate "IB": focuses on global issues and international-mindedness, collaborative planning and reflection	40.3%	34.9%	36.5%	57.1%	46.2%

Experience District Should Set as #1 Priority to Best Further Student Success

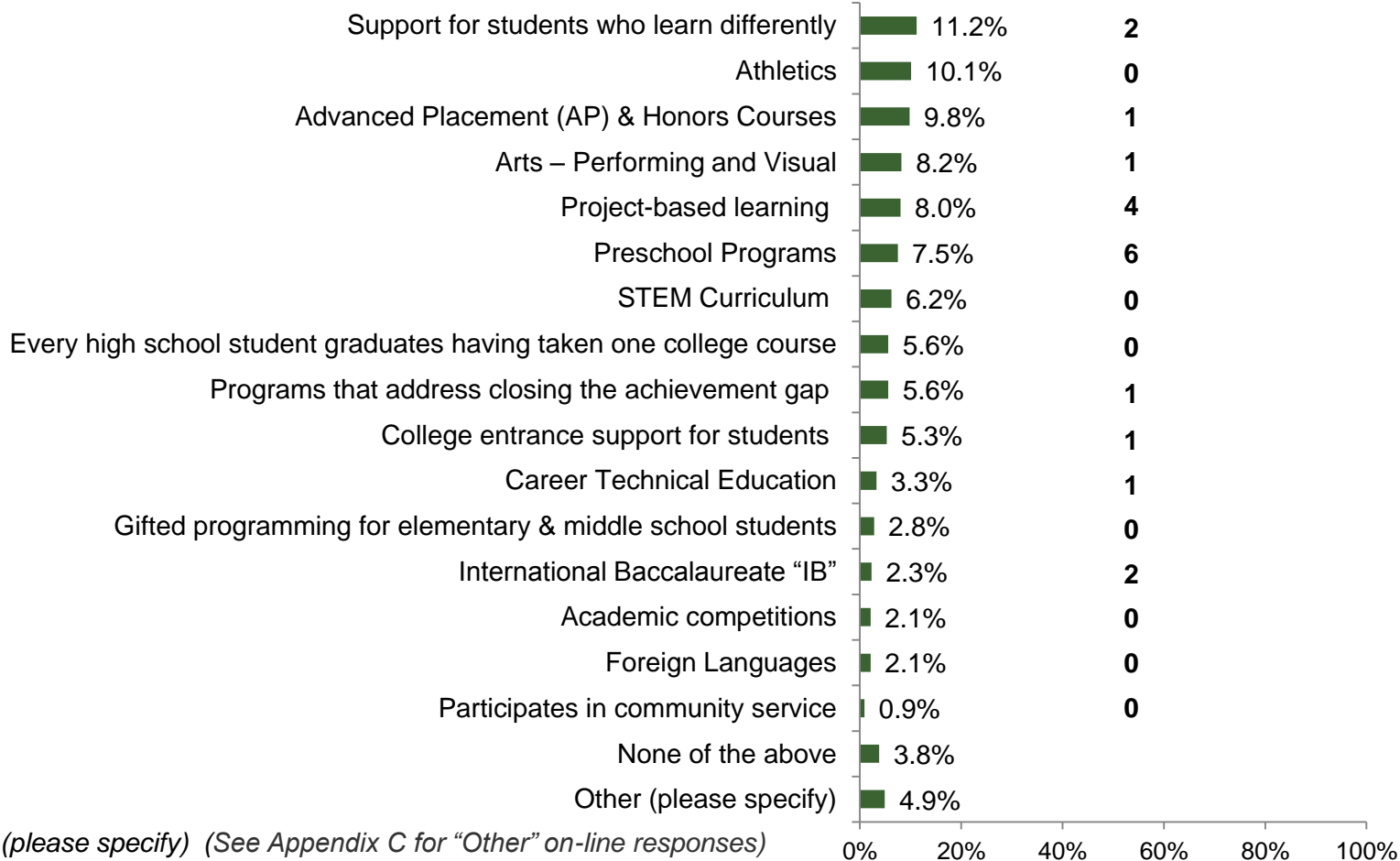
To help prioritize the above, which student experience option do you recommend the District set as its #1 top priority, to best further student success? (Select one)

- Many stakeholders noted that it was not possible (nor should they have been asked) to select just one experience.
- Among those who did name one top priority, the three most often selected: Support for students who learn differently,* Athletics, and AP/ Honors Courses.

*“Support for Students Who Learn Differently” is broadly interpreted, underscoring the appreciation that students have very different learning styles and needs

Of the 19 large group participants who identified just one #1 priority experience, # who cited:

Total Online Respondents Only (n=1,444)



#1 Priority Student Experiences

Which student experience option do you recommend the District set as its #1 priority, to best support student success? (Select one)

- Just two experiences: support for students who learn differently and athletics, were selected by more than 10% of stakeholders.
- Students most often chose athletics and AP / Honors Courses; Community members emphasized Project-based learning and STEM, and Teachers / Staff more often prioritized Preschool & Project-based learning.

Total Online Respondents Only (n=1,444)
 $\geq 5\%$

Student Experience	Total (n=1,444)	Teacher/ Staff (n=408)	Students (n=751)	Community (n=285)
Support for students who learn differently	11.2%	15.7%	9.9%	8.4%
Athletics	10.1%	1.5%	18.6%	0.0%
Advanced Placement (AP) & Honors Courses	9.8%	2.5%	13.4%	10.9%
Arts – Performing and Visual (instrumental and vocal music, theater, visual art)	8.2%	5.6%	10.1%	7.0%
Project-based learning (learning by doing; real-life applications of research)	8.0%	14.7%	1.6%	15.4%
Preschool Programs	7.5%	16.7%	1.1%	11.2%
STEM Curriculum (Science, Technology, Engineering and Mathematics)	6.2%	5.6%	4.4%	11.6%
Every high school student graduates having taken one college course	5.6%	2.7%	7.9%	3.9%
Programs that address closing the achievement gap (Minority Student Achievement, (MSAN), Advancement Via Individual Determination (AVID), Mighty Males, Ladies of Leadership)	5.6%	10.3%	3.2%	5.3%
College entrance support for students – selection, application and financial aid search	5.3%	3.7%	7.1%	3.2%

#1 Priority Student Experiences

Which student experience option do you recommend the District set as its #1 priority, to best support student success? (Select one)

- Distinctions among the following experiences are quite small.
- Community (parents) selected gifted programming and IB more than other stakeholders.
- Students more often chose academic competitions.

Total Online Respondents Only (n=1,444)
 $\leq 5\%$

Student Experience	Total (n=1,444)	Teacher/ Staff (n=408)	Students (n=751)	Community (n=285)
Career Technical Education	3.3%	2.9%	4.1%	1.8%
Gifted programming for elementary & middle school students (includes pullout instruction for those who are identified in grades 3-7 and self-contained gifted classrooms for grades 4-5)	2.8%	1.5%	2.9%	4.6%
International Baccalaureate "IB": focuses on global issues and international-mindedness, collaborative planning and reflection	2.3%	2.7%	1.3%	4.2%
Academic competitions (Power of the Pen) Civics (Model UN) Academic Challenge	2.1%	0.0%	4.0%	0.4%
Foreign Languages	2.1%	1.5%	3.3%	0.0%
Participates in community service	0.9%	1.2%	0.4%	1.8%
None of the above	3.8%	4.2%	4.8%	0.7%
Other (please specify) (See Appendix C for "Other" on-line responses)	4.9%	7.1%	1.9%	9.8%

Small Group Comments re: #1 Priority Student Experiences

Which student experience option do you recommend the District set as its #1 priority, to best support student success? (Select one)

- Small group participants rated an initial list. Below are their Top Two % Score and number (n) who chose the item as #1 priority.

Priority Student Experiences CHUH Offers	Small Group Comments
Arts – Performing and Visual (instrumental and vocal music, theater, visual art) Top Two Score: 86% #1 priority: n=9	Arts is CHUH's edge; separates this district from other districts; is central to community, helps with community engagement; as important is what students learn through music & arts – they have to be on time, prepared; STEM is also #1 priority – add “Arts” and make it STEAM; academics might be hard for some kids who can be part of arts group, learn group roles; levels the playing field; key to children mobilizing themselves; so jazzed every year to see the play; draws people in; brings out artistic, creative side of kids; provides opportunity for scholarships; arts save a lot of kids
AP & Honors Top Two Score: 84% #1 priority: n=10	Challenge students, offerings on par with – and better – than others private or public; Not sufficient understanding or promotion in community of how good these are; helps with college, teaches you (students) how to deal with stress and work under pressure, want to be sure courses are right for kids, ensure that they are continued
Athletics Top Two Score: 77% #1 priority: n=5	Motivates students; connects community; extension of classroom; second family for lots of kids; opens doors to scholarships to universities; can transform a kid who is struggling, provides a place to fit in; motivates students to maintain GPA; athletics save a lot of kids
Participates in community service Top Two Score: 74% #1 priority: n=3	Very important to give back to community; promotes interaction with others, improves social skills (which are needed for all students: those who do and do not go to college); connections are made: students see why they need other things; important for students to know community, their place in it, community heart; most organic form of learning – from someone not a teacher
Academic competitions (Power of the Pen), Civics (Model UN), Academic Challenge Top Two Score: 73%	These competitions are important only if everyone had the opportunity to take advantage of them
STEM Curriculum (Science, Technology, Engineering and Mathematics) Top Two Score: 72% #1 priority: n=9	Pairs with Project-based learning; use STEM labs to help kids become less intimidated by math; science & tech is hands-on, which kids like; this is where private schools are going, important to improve students' mastery of science & math; where life and jobs are going; hits every student, intersects with teaching & learning with technology, blended learning – why is Boulevard only school doing STEM? Expand to make STEAM (addition of Arts)
Teaching & Learning with Technology Top Two Score: 71% #1 priority: n=8	Is a leveler: provides access to education for everyone no matter entry point; penetrates everything, is prevalent throughout, used in all other areas and niches; will need technology in the future, to know how new stuff works; gives kids an edge by exposing to technology; brings world to kids and kids to the world; lots of students don't have technology at home but can get it at school

Small Group Comments re: #1 Priority Student Experiences

Which student experience option do you recommend the District set as its #1 priority, to best support student success? (Select one)

Continued...

Priority Student Experiences CHUH Offers	Small Group Comments
<p>Project-based learning (learning by doing; real-life applications of research) Top Two Score: 70% #1 priority: n=13</p>	<p>Kids learn better, are more engaged and enjoy school more when they experience hands-on learning, relate to content, something tangible, are involved, complete an individual or group project; work in collaboration using other skills want kids to learn to be successful professionals; cross all disciplines across all levels, including ES; apply to manufacturing, how to make something work; have to give students room to make mistakes, can't just be busy work; find ways to make learning relevant, move beyond worksheets; gets students more invested in their education, applicable to all students</p>
<p>Foreign languages Top Two Score: 68%</p>	<p>Be able to interact with people from other places in the world, to adapt easily when traveling</p>
<p>Gifted programming for elementary & middle school students Top Two Score: 66% #1 priority: n=1</p>	<p>If you start a child out the right way in terms of education when they are young & build that foundation then you get a student who loves to learn and can succeed; before the bells and whistles, back in the day it was just really good teaching from really good teachers, no AP/gifted, everybody did well working together; MSSP for vast majority they want & need that, gives them an avenue within building to do that</p>
<p>Naviance: College entrance support for students – selection, application and financial aid search Top Two Score: 48% #1 priority: n=7</p>	<p>With only 4 guidance counselors it's a tool to make their jobs approachable (not manageable); helps with goals, for young people to see past high school, develop small steps to reach success, sense of achievement; needs to start in middle school, seems like it would be a very useful tool; also about career readiness</p>
<p>International Baccalaureate (“IB”: focuses on global issues and international-mindedness, collaborative planning and reflection) Top Two Score: 44% #1 priority: n=4</p>	<p>Live in global world, need to understand people from other cultures and appreciate differences; there are multiple examples of this working well in urban populations, used in other districts with success; can be project-based, is student-responsive; great track record; strong liberal arts approach, well-rounded education, unifies across buildings and content; acknowledge incompatibility with performance based grouping</p>
<p>Every high school student graduates having taken one college course Top Two Score: 38% #1 priority: n=4</p>	<p>Opportunity for students who may not have considered, thought post-secondary education was for them, to experience a college course, the immersion lifts students up, provides sense of accomplishment; helps students prepare to succeed, need a glimpse of what next step is like; not all students are college-bound but this helps figure out next steps whatever they may be</p>

Small Group Comments re: #1 Priority Student Experiences

Which student experience option do you recommend the District set as its #1 priority, to best support student success? (Select one)

Continued...

Priority Student Experiences CHUH Offers	Small Group Comments
<p>Career Technical Education -WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES, HEARD ONLY COMMENTS</p>	<p>Kids can be excited about many things; has to be something for everyone; vocational training is helpful; every kid does not need to go to college, is not college-bound; prepare for career pathways; needs to be a distinct option; Parma Heights Schools students work with GM's automotive section; don't all enter & exit learning pathways in the same way</p>
<p>Great Teachers & Effective Learning -WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES, HEARD ONLY COMMENTS</p>	<p>None of the other options matters absent great teachers and instruction: must teach fundamentals to be successful, learn how to learn; good teaching from top notch teachers; need academic excellence for everyone; just start with effective teaching & learning</p>
<p>Neighborhood Schools -WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES, HEARD ONLY COMMENTS</p>	<p>Schools built around neighborhoods to be walkable, contributes to value of our schools especially at elementary level; relates to school pride, having a good reputation</p>
<p>Other:</p>	<p>-Experiences listed lean towards high school kids – most change occurring now is at elementary level in terms of curriculum and testing; at ES have smaller classroom sizes</p> <p>-Most of these are “programs” that may or may not appeal to many of our students</p> <p>-Need family involvement, parent support, parenting classes</p> <p>-Student councils would be beneficial</p>
<p>Programs that address closing the achievement gap (MSAN - Minority Student Achievement Network), Advancement Via Individual Determination (AVID), Mighty Males, Ladies of Leadership</p>	<p>-WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES-</p>
<p>Preschool Programs</p>	<p>-WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES-</p>
<p>Support for students who learn differently</p>	<p>-WAS NOT ON SMALL GROUP DISCUSSION LIST OF EXPERIENCES-</p>

Most Beneficial Experiences to Support Student Success in Global Economy

The CHUH District's current vision is "Preparing All Students for Success in A Global Economy". Please identify what for you, are (have been) the most beneficial experiences, to support student success in a global economy.

- Students' small group comments echoed previous points they made about what distinguishes CHUH (Arts, AP) and is beneficial.
- These students also appreciate career tech, credit recovery and the Delisle Options Center.

According to Students:

Beneficial Experiences	Group Illustrative Quotes
Arts (Performing & Visual Arts)	<ul style="list-style-type: none"> • <i>In instrument music program – one of strongest music and arts programs here – we are the top in our small bubble of districts around us – good for giving back to community – put on musicals, etc.</i> • <i>Performing arts are so important – in Men's Barbershop – have a good influence on community and people like see us, people feel happy when they see us</i>
AP / Honors Courses Graduate taking one college course	<ul style="list-style-type: none"> • <i>Honors and any advanced courses – taking 3 classes at JCU and it's easy because I have taken AP and honors since MS</i>
Career Technical Education	<ul style="list-style-type: none"> • <i>Took a career tech course, got certifications for what I want to do – can use it after school</i>
Diversity	<ul style="list-style-type: none"> • <i>District is special because we are so diverse – especially when you are in an untracked class – experience all of the diversity, teaches you so many life skills that are important</i>
Credit Recovery Program	<ul style="list-style-type: none"> • <i>Credit Recovery program - really beneficial. APEX, online course, you can take that course online the next year if you make a mistake and fail</i>
Delisle Options Center	<ul style="list-style-type: none"> • <i>Options– very beneficial to people who fall behind and need that help, different environment, smaller, tend to have kids catch up and graduate early – I went there and did this, really helped me</i>

Most Beneficial Experiences to Support Student Success in Global Economy

The CHUH District's current vision is "Preparing All Students for Success in A Global Economy". Please identify what for you, are (have been) the most beneficial experiences, to support student success in a global economy.

- Experiences that parents find most beneficial cut across the variety of courses and programs offered from languages, math and gifted to AP, Honors and the arts, to the IEP process and music lesson scholarship Reaching Heights provided.

According to Parents:

Beneficial Experiences	Group Illustrative Quotes
Diversity of courses	<ul style="list-style-type: none"> Broad base of classes offered Diversity of courses and options –very useful in college and life Students have experience that supports their success; they can advance and get the courses they need without going to private. Languages, math, gifted, etc.
AP / Honors Courses	<ul style="list-style-type: none"> HS is strongest; AP courses are excellent – daughter is in college and AP courses have helped her stay on track Didn't know about all the honors and AP courses that were offered in the district
Arts (Performing & Visual Arts)	<ul style="list-style-type: none"> Kids have been places, had experiences with arts and music that parents have never had
IEP Process	<ul style="list-style-type: none"> IEP process – children with disabilities; they have modified curriculum and many teachers are willing to modify teaching to make sure each student gets the best learning experience
Other	<ul style="list-style-type: none"> Reaching Heights – Son got scholarship for private music lessons Been here 20 years because of belief in district and diversity

District Should Stop Doing

To help prioritize the above, anything the District should stop doing?

The District Should Stop	Group Comments
<p>Starting new programs every year, and then changing approach (n=14)</p>	<p>Board makes these decisions; constantly chasing new this, try that; district takes on too many things at one time, sometimes multiple competing initiatives, is exhausting for teachers and everyone else; remain consistent with system we use, will see growth because students will be used to what we're doing; we're like the Browns: "there's always next year;" "Heights is a place where programs die;" we pick latest & greatest thing and throw out everything we've done in the past; one year we were going to be a tech school then not; pick one thing, focus on it and build it as a district; use data and track long enough to see if there are desired outcomes; simplify approach; worry about quality & effectiveness</p>
<p>Talking about not having certain AP classes & involving uncommitted students in AP classes (n=7) (All students)</p>	<p>Need to revamp; bunch of students sign up and drop out, no commitment from students on this; look at how students are being held to contracts they sign at beginning of year; don't have enough students in some AP classes, such as AP Calculus; don't think it's about student commitment - can faculty prepare students for what they're taking on? AP is different from Honors: more pressure, boundaries, and have to take AP tests; make everyone fully aware before committing, being exposed to what AP courses look like; AP not a part of most students' lives</p>
<p>The disconnect among programs (e.g., IB), differences between levels and buildings (n=6)</p>	<p>No continuity among each level (e.g., HS & MS science teachers don't talk, plan continuum); conflicting programs; IB and performance based groupings don't agree; pass along kids that are unsuccessful; nobody knows what's going on, is accountable; need more continuity with IB program across all levels, don't end in MS - can really engage students and help develop skills; Kids at Monticello do not get the same books or get pushed to higher levels as do kids at wealthier Roxboro MS; haven't seen effects of small schools program</p>
<p>Using & adapting models that do not fit with our students (n=4)</p>	<p>IB is an example; "the Heights Way" of modifying programs we use does not work; dig deeper into state initiatives (e.g., college options); Everyday Math curriculum is not right for our type of kids-high failure rate, expensive curriculum; foundations of learning not being taught</p>

District Should Stop Doing

To help prioritize the above, anything the District should stop doing?

Continued...

The District Should Stop	Group Comments
Organizing our 'gifted programming' as is currently done (n=3)	Revise gifted programming (MSSP) because it's tracking and tracking does not work; schedule is a major issue: self-contained program would work but considered elitist; in MS students are pulled out of regular class, miss core class; all kids should be privy to what's offered in gifted program; not all kids are gifted in the same way; teachers need to be flexible
Gap in communication within and external to District (n=3)	Find the right vehicles; stop playing defense - create own road for getting message out vs. having to explain/respond to sensational stories blown out of proportion by others to generate clicks (e.g., schools & University Heights); drop the ball, terrible at communicating things (e.g., what staff needs to know either communicated wrong or not communicated); update and change external communication with people not in schools - current lines of communication are used only by parents
Setting retroactive policies (n=3) (All students)	Tardy policy started by HS Principal: can't participate in after school programs or prom, makes things negative; involve students in revising & creating policies through the Student Union Board; need rewards as well as punishments
International Baccalaureate ("IB") (n=2)	IB does not fit with our population; don't compete with Shaker; decided to do it, now have to do it "their way with their forms;" first focus students locally, then to larger global thinking; IB has been ignored
Access difficulties (n=2) (All students)	Can only enter through 2 doors, clogged when trying to get dropped off; getting ride to school is sometimes difficult, can't get to class
Top leadership changes (n=2)	CHUH has had such churn in contrast to SH's long-term stability with Superintendent; need long-term leadership (impressed with new Superintendent)
Testing (n=2) (All parents)	Best teachers at ES level are handcuffed by testing
Pulling teachers out of class (n=2) (All parents)	Is disruptive, damages sense of community especially for kindergarteners; find more qualified substitute teachers
Unorganized scheduling (n=1)	Scheduling at Heights is a problem, not handled well; counselors need to deal with this
Foreign Languages (n=1)	Relevant for small group of students
Every HS graduate taking one college course (n=1)	Slightly out of place, not a priority for all students
Unequal resources and attention given to some sports offerings (n=1)	Different sports get more attention and resources, football is really overlooked
Having meetings without diversity among participants (n=1)	NOTE: The community partners discussion was the only session that did not have a diverse mix of participants: everyone in the room was Caucasian, thus prompting this observation

***VII. Ways District Can Support Success of
Parents, Teachers/Staff, Community Members
& Partners***

Measures of Success for Parents / Schools

What is your definition of success for you as a parent? As a parent I am successful when ...

Success for Parents/Schools	Group Comments
Partner well with schools, with the right balance b/ home & school (n=16)	Has to be a good connection as a parent, not too many distractions; Want to know you are partnering well with the school and vice versa; Comfortable advocating for children, welcomed to do so; Both parents and district want the same outcome for students. Want parents working on that at home but also trust that teachers are trying to bring that out in each student; Involvement in building & District activities (committees, programs, etc.); Learn from leaders or admin above them, those who are in a position to lead in bldg., accept it
Reduce testing, especially at elementary level (n=7)	Concentration now is teaching kids to take tests instead of teaching kids to learn; Testing at elementary level is what causes issues; Son finds 4th grade gifted program “awesome” because he “learns so much” – they don’t test there
Set expectations, be engaged, provide resources and exposure (n=9)	Parents must engage in all aspects of child’s education process; Schools can’t do it all, parents must provide supports throughout entire process of their child’s education; Support children’s’ learning; Provide students with what they need to graduate
Provide engaging & enriching experiences starting in younger years (n=5)	Elementary school is not creative enough; younger kids can do more than generic work; At HS level kids are able to enjoy, find themselves through music, art, sports – don’t get this at younger years
Inspire passion, ideas to build on strengths (n=6)	Instill ideas about how to live life; Practice what you preach, you have to be doing the same thing “walk the talk;” Meet each student where they are
Awareness of biases (n=2)	Being aware of biases which can impact ability to teach and students ability to learn

Measures of Success for Parents / Schools (Illustrative Quotes)

What is your definition of success (for you) as a parent? As a parent I am successful when ...

- As a dad, successful if I can instill ideas of how to live life, be an authority but also walk that line of closeness, be friends – Parent
- As parent of 3, help them figure out what they are passionate about, what their strengths are and help them define success – district should be a partner in that process – Community Partner
- My parents were involved every step of the way and in every step of my education – knew building as well as I did – never a feeling that school would do everything, parents knew it was part of their job to be involved in my education throughout the entire process. Also involved when you came home - school didn't stop – Community Member
- What we can do as parents, piece of the deal here – schools are not raising our kids – Community Member
- Feel like a lot of people feel OK going through elementary school because it's just elementary school – starts around 3rd to 4th – starts to feel a little scary – have had some great teachers at elementary school level – but talk to others – testing here is ferocious and it's relentless and it's not that way in other districts - Parent
- Engagement – elementary school is not creative enough, it's very generic – kids are more sophisticated at younger ages then they get credit for. One son goes to private school – it's not a difference in what they are learning, it's how they are learning it – at private school they have done nine different projects – makes daughter want that too – CHUH & Non-CHUH Parent
- Being able to support what's going on in school from all aspects (education, emotion, etc.) - want a learning environment that allows me to depend on the school in a way that helps me support child -Parent
- See myself, teachers, administration as a community of life-long learners – always will be challenges, need that respectful giving mentality to tackle those challenges – Parent
- (Stop) Cutting PE, Art, Music – those are the things that round out education - Parent
- Tiger Nation, it's a community, it's our job to be involved – Staff/Admin
- Flexible, willing to adjust or adapt to needs of learners and needs in the environment – Staff/Admin
- Empower students to own classroom as well – Teacher
- Want to see kids as individuals – I have weakness too, want them to know that I care if they are getting what they need – don't just settle that you know it and that's it – set expectation that I know you can – Teacher
- Help make connections among all pieces and parts to put forth to create successful students – making connections, personal relations, engaging – Teacher

Ways For District To Be More Supportive of Parent Success

What is one thing the District can and should do (that it currently is not) to be more supportive of your success as a parent?

- According to parents, there are several ways the District could be more supportive.

Ways To Be More Supportive of Parents	Group Comments
Strengthen planning & support for parents and their special needs children, those who have an IEP (n=3)	District does not do well with kids who learn differently; resources to work with special needs kids are not as extensive as in other districts; System is not picking up special needs when kids are younger; put into action what is discussed during meetings; provide PD to teachers; have no idea how child with Autism is expected to navigate MS & HS
Re-organize gifted program (n=3)	Should be clearly defined (using data) - students are misidentified as “gifted;” make available at all schools, not just two ES; could do better
Ensure information is communicated consistently and to all parents (n=2)	Some parents get great communication but others in the same grade level, with a different teacher, do not; there are tools such as “Infinite Campus” for missing assignment scores that everyone does not know about
Share curriculum (n=2)	Parents need more information about curriculum to teach & support children’s learning at home; provide overview of curriculum and expectations at curriculum night, set tone for what child should learn in 6-8 months - this helps parents to work with the teacher
Provide teachers with the support and resources they need (n=2)	Protect teachers prep time during day; need to resource more staffing so they are not shared between buildings
Better coordinate scheduling (n=1)	Math tutoring schedule interferes with choir rehearsals – are left and right hand talking with one another?
Provide informative onboarding process for those coming to HS from another school (n=1)	Need a point person when entering the system – make it easier. Appreciate nice welcome; need competent guidance
Provide more transportation (n=1)	With numbers of athletes all going to same practices, provide a bus

Ways For District To Be More Supportive of Parent Success (*Illustrative Quotes*)

What is one thing the District can and should do (that it currently is not) to be more supportive of your success as a parent?

Parents' Illustrative Comments

- *Need to support parents (whose children have IEPs) in conversations; don't feel they are hearing parent concerns – or it's 'yes we hear you' but follow up does not happen*
- *Professional Development is also needed: support teachers handling these students*
- *Planning (for kids with IEPs) has to be put into place or we will all find alternative environments*
- *While gifted program is a good thing, could do better at defining "gifted" – have pull outs and push ins and no cohesive definition in ES, MS, HS*
- *Gifted kids get sent to two different elementary schools, this breaks up community – should be at all schools*
- *Board needs to figure out how to work with the data (re: gifted program)*
- *Have had amazing communications – with teachers and across various schools – many ways they communicate with us, that I am getting information*
- *Can't get curriculum information in 4th grade unless I go during my work day*
- *Curriculum night is a social gathering*
- *Would have loved someone to be there to help me figure it all out when child entered HS from a Non-CHUH school (class scheduling, which small school). If you didn't come from middle school in district you were on your own. Super nice, welcoming and accommodating but it could have been so much easier*

Ways CHUH Schools & CHUH Communities Can Work Together to Support Success

In what way(s) can CHUH schools and the Cleveland Heights, University Heights and S. Euclid communities work more closely/better together to support the success of our: Pre-K Students; K-12 Students; K-12 Teachers & Staff; Parents:

Ways to Work More Closely Together to Support Success of Students, Parents, Teachers, Staff	Group Comments
Invest in and better utilize external resources: welcome, be clear about purpose & strengthen partnerships, draw upon successful models (n=16)	Need both a dedicated champion & coordinator to attend to logistics of space, time, students to be seen; break down silos; others are finding solutions (e.g., RapArt, Family Connections, FAST; The Collaborative); learn from Intergenerational Schools & CMSD; some external supportive student resources that were once accessible no longer are, remake connections; reach out to get students the care needed; reduce bureaucracy, provide access
Reach out to and connect parents, keep them informed (n=11)	Go where parents are, don't make parents come to where you are; teach parents to get more parents engaged, to build the support network/connections; many do not know Parent Ambassadors groups exist, about the MS Board or other programs – better communicate so parents can take advantage; cross-pollinate when someone is using/doing one thing, highlight other offerings (“Did you know...?”)
Welcome, better communicate & build cadre of community ambassadors (n=8)	Welcome everyone, including those who do not have children in schools; they want to be active ambassadors, they appreciate school's value, the ROI strong schools deliver to home & business owners; send parent newsletter to feeder schools; reinstitute regular meetings with community councils and local safety force to jointly address intersections; have opportunities for community use of schools
Address kindergarten readiness (n=7)	District has a role in preparing children to enter Kindergarten; have some entering K reading and others who don't know shapes; even if you are behind in K can get caught up quickly; many don't know these programs exist
Recognize & appreciate changing demographics, nature of District students & their families (n=7)	Without judgment, appreciate burden many students face because of where they come from - students aren't all the same; kids need to be healthy in school; need District professionals to understand differences in today's school population; families who move to District for great education may not know how to navigate the system; reality is they won't show up at meetings; there are students without support at home; ours is not an isolated situation
Engage & support students, make them part of the solution (n=7)	Older students to teach younger, serve as role models; students need to feel a part; young people give up in 9 th & 10 th grades, there's no support for them, don't know what they'll do upon graduating, why learning matters; teach a trade and soft skills, to be a person, they need to know how to act; know what transpired in ES, MS & HS to get kids to college level – show productivity, if kids aren't advancing who is responsible?
Dedicate resources to expand & connect internal support services (n=5)	Make mental health care more available: takes overcoming stigma and ready access; have example at Roxboro (bullying prevention, substance abuse); need more nurses, counselors, librarians, social workers available throughout district; provide transportation to wrap-around services; need to approve levy to have the resources to do this

Ways CHUH Schools & CHUH Communities Can Work Together to Support Success (*Illustrative Quotes*)

In what way(s) can CHUH schools and the Cleveland Heights, University Heights and S. Euclid communities work more closely/better together to support the success of our: Pre-K Students; K-12 Students; K-12 Teachers & Staff; Parents:

- *We focus so much on grades, and looking at academics only – one factor for why no minority students are in AP is they don't have other factors fundamentally sound. If your parents don't push you, or if you don't have an advocate in life, hard to be successful in any level of school. Need support for students beyond an academic setting -Student*
- *I don't have good resources at home, take care of my younger siblings, am responsible for my own success. There are not a lot of programs to counsel kids, tell (them) they can do this. I know I have things that I have to do now, help with siblings, but I know I have a future, need to do things to make sure I have that future -Student*
- *Used to have regular monthly meeting with CH safety people, council, etc. to talk about how things intersected in the community, concerns. Helped us begin to understand that we are inter-connected, created a sense of working together. We touched base on regular basis. Communication gaps that are existing now were eliminated by that –Staff/Administrator*
- *Live in UH, know there is a value added for my taxes. As a tax payer feel like piranha in the school system because my kids don't go there – don't know what's going on, don't feel welcome at the school. Only thing (solution) I can think of makes my taxes go up. We are Tiger Nation because we live here — you are a home owner– want district to succeed –Community Member*
- *Best investment in terms of redevelopment and restructure is schools – every business on Lee Road is relying on strength of schools, every home owner. University Heights taxes are very high. This (the schools) is really where we should be putting effort because it's smart – there is a return on investment here –Community Member*
- *Need network to draw people in, large number of us who live in district by choice and don't have children going to schools, and don't have connection to the schools – if you pay taxes should have access to schools and facilities regardless – might also engage people who send kids elsewhere – if it was an environment where people felt that they could come back in evening, be a source of engagement (would help) – Staff/Admin*
- *Visitors have to swipe license at door, get ID badge – need balance between what's appropriate connection to community and also keeping kids safe – Staff/Admin*
- *District as large as this should have a strong adult education program, even senior programing. Brings community into fold. Mayfield does a good job of this, Solon has peer to peer enrichment for kids on weekends – Staff/Admin*
- *Tiger Nation – all the schools are just one instead of this divide across the district; We are a whole, we are unified – Staff/Admin*

Ways CHUH Schools & CHUH Communities Can Work Together to Support Success (*Illustrative Quotes*)

In what way(s) can CHUH schools and the Cleveland Heights, University Heights and S. Euclid communities work more closely/better together to support the success of our: Pre-K Students; K-12 Students; K-12 Teachers & Staff; Parents:

Continued...

Additional Feedback from District Community Partners & Members:

- *Am a non-parent but very passionate about district – there’s a really strong lack of PR to non-parents –Community Member*
- *Clear vision, clarity of mission will make partnerships more possible –Community Partner*
- *Need things to happen in a timely fashion, point person serving in a coordinator role has to be an integrator who knows curriculum and can see how all the pieces fit together, where to bring in the needed resources -Community Partner*
- *Been a good partnership over multiple decades; lots of evolution: turnover at district made it hard, a lot of change; don’t want to add more to their plate -Community Partner*
- *Great partnership; lots of personalities at all the levels and people to deal with at school. Currently working in ES, hard right now to get into MS –Community Partner*
- *A lot of other stuff going on, get it – not resistance, we just need to figure out a way that we are taking people’s time and making sure we are being most helpful. Even took a while when we said you don’t have to pay us, we have the money –Community Partner*
- *Challenging, there was a plan and excitement about pursuing initiative(s) but leadership continuity not there – not a go-to district for us right now –Community Partner*
- *The district has to decide what it wants to be before we come back and offer anything –Community Partner*
- *Can’t get traction here to provide same type of mental health services we provide to many schools elsewhere; know what each student brings to table impacts learning and behavior, which impacts success; geared up & hired staff to support district but things are moving very slowly –Community Partner*
- *Want to prevent extra work for district – do all we can to limit that to help them – we would work as team with them to help prevent student suspensions, etc.; has been a struggle for us to get in and help no matter what we try –Community Partner*

Why Non-CHUH Parents Send Their Children to Other Schools

Posed to Non-CHUH Parents: Why do you send your kids to schools other than district schools?

Our Children Go To Other Schools Because	Group Comments
Of student (social) behaviors & problems (n=5)	Student behavior is an issue, students need to be educated about and expected to behave; those that don't are the issue; toured HS last year with private school: saw students acting up, teachers screaming, when shadowing daughter saw huge fight, scared her away; social behavior is uncomfortable, not what I want my kids exposed to; kids went to Oxford ES: teachers were great but there was a sense of distraction; CHUH expects behavioral problems
There is not the same opportunity at every school (n=4)	Roxboro is considered THE building, is a great model, has high involvement; not the same elsewhere; stop splitting everyone up all over the place; at my kid's private school everyone gets the same opportunity within the same building; have heard there are issues after ES, that high achievers are segregated from rest of students; instead of shipping kids around make all schools excellent
Faith-based education matters (n=3)	Went to Catholic schools, family tradition, predisposed to religious-based school; like uniforms which public schools don't have, reduces distractions; was always going to private or we were moving
Lack of confidence in academic excellence, quality of CHUH education (n=3)	Think students can get a good education at CHUH but have to be tracked into getting it at HS-parents have to be all over this to make sure child is on that track; performance based grouping is a problem; don't trust the quality of education for my child; don't think true academic excellence exists at CHUH
There are lower academic expectations for children of color at CHUH (n=2)	Don't think high expectations exist; CHUH expects kids to fail; don't expect excellence or reward good behavior; there is not the same expectation for every student, wanted my kids to see an AP class with students of color, didn't want them to feel that "Smart is White;" so many African American parents go elsewhere because they don't want to take this risk with their kids
Want individually-focused learning (n=2)	Want each kid to get what they need, didn't think they would at CHUH; chose alternative where there is individualized learning and multiple grade level groupings; always potential to return to CHUH
Off-putting attitude (n=2)	Negative attitude, tone from those who send their kids to CHUH; don't care what my experience is; some schools pretentious, others you feel like no one cares
Lack of transparency about school plans (n=1)	Toured Coventry prior to child entering K, reason told it was closing was not accurate, left bad taste
None of their friends go to CHUH; too large & intimidating (n=1)	Kids looked at Heights but none of friends go there; size is intimidating for children who don't start out in the district, who don't have support from friends
Don't want kids being pushed to take college classes (n=1)	Want my kids to be in HS, not taking classes at CSU, don't think this is beneficial for my family; want them to be ready for college

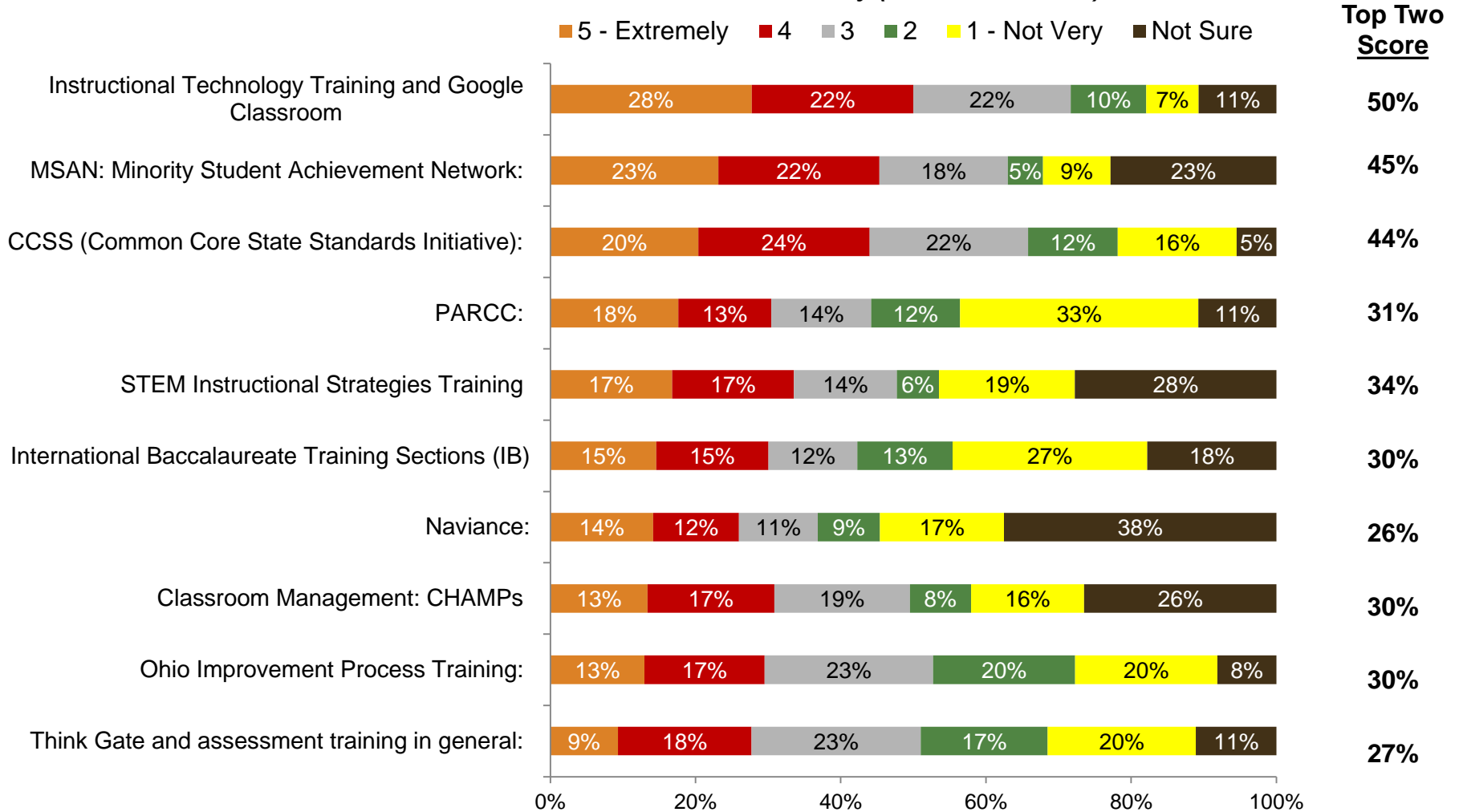
VIII. Most Beneficial Professional Development Opportunities

Beneficial Professional Development PD Opportunities

With regard to achieving student success, how helpful and beneficial to you are the following professional development opportunities? (Chose one response for each row. Please skip if this question does not apply to you).

- Only one PD opportunity was viewed by at least half of District professionals as 'extremely' or 'very' beneficial: Instructional Technology Training and Google Classroom (50%).
- Two others were considered by $\geq 40\%$ to be helpful: MSAN (45%) and Common Core State Standards (44%).

Online Teachers/Staff/Admin Only (n=rated row item)

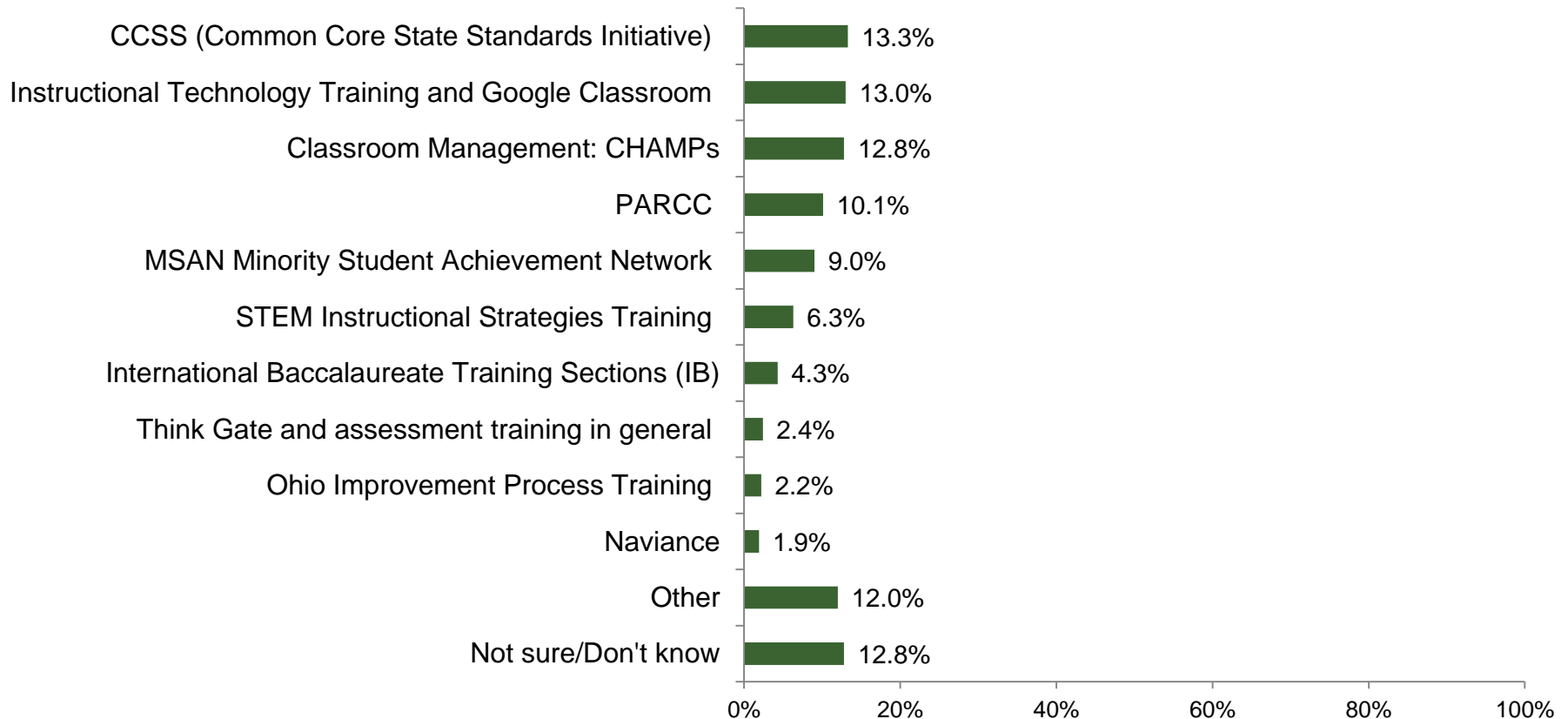


PD Opportunity District Should Set as #1 Priority to Best Further Student Success

Which one do you recommend the District set as its #1 top priority, to best further student success? (Select one)

- When asked which PD experience the District should set as the #1 priority to best further student success, the top three selected were:
 - 1) CCSS (Common Core State Standards Initiative)
 - 2) Instructional Technology Training and Google Classroom
 - 3) Classroom Management: CHAMPs

Online Teachers/Staff/Admin Only (n=368)



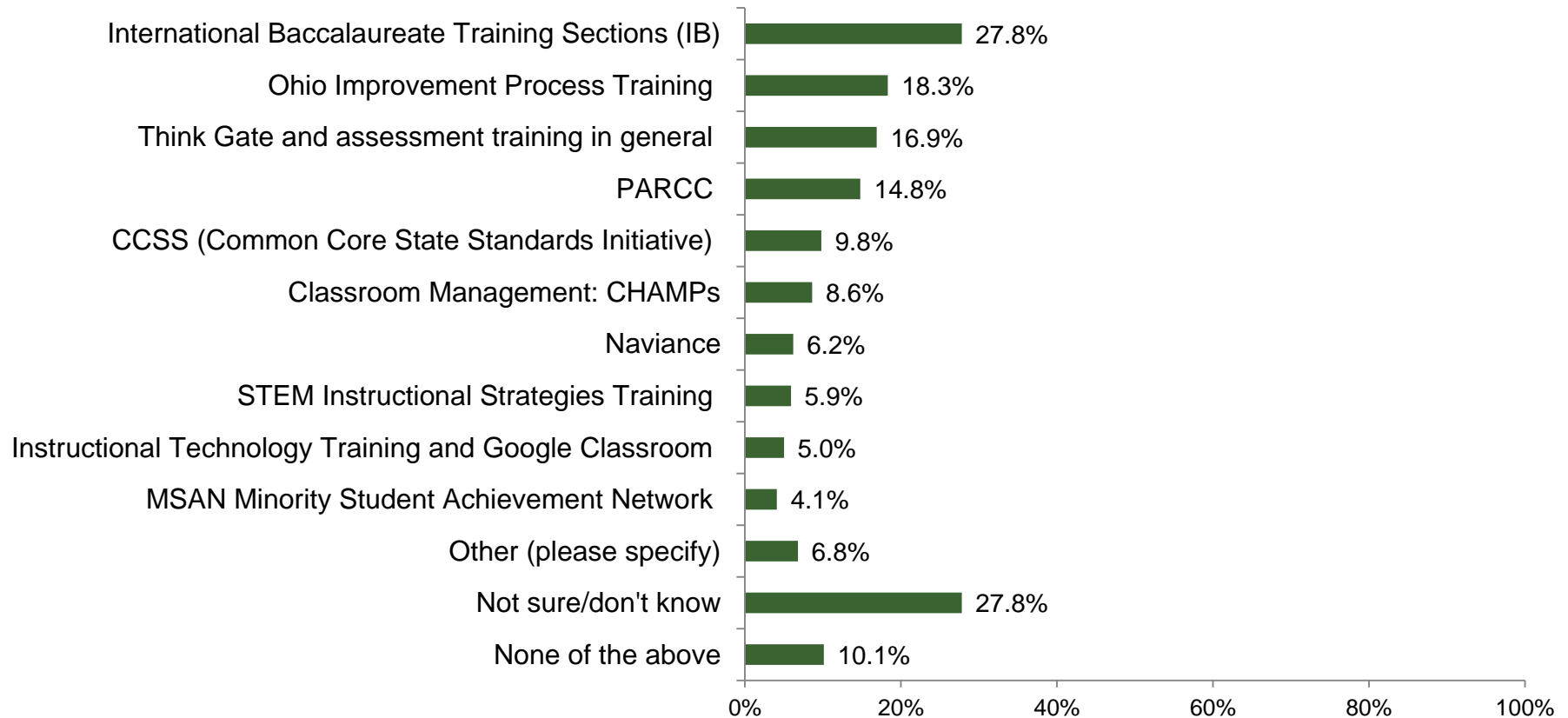
Other (please specify) (See Appendix C for "Other" on-line responses)

Professional Development District Should Stop Doing

Which PD option(s), if any, do you recommend the District stop doing? (check all that apply)

- When asked which PD experience the District should ‘**stop doing,**’ the three most often chosen were:
 - 1) International Baccalaureate (IB)
 - 2) Ohio Improvement Process Training
 - 3) Think Gate and assessment training in general

Online Teachers/Staff/Admin Only (n=338)



Other (please specify) (See Appendix C for “Other” on-line responses)

Group Teachers / Staff / Administration Thoughts on Professional Development

What types of PD opportunities are most helpful to you, that you would like the District to prioritize and undertake on a long-term basis into the future?

- During the initial discussions, two different lists were tested, 1 longer with staff and 1 shorter with teachers.
- The staff's top PD choice was instructional technology training; for teachers it was MSAN.

Facilitated Discussion Participants Only
***Not asked of teachers / **Not asked of Staff/Admin**

Professional Development Opportunities	Staff Top Two Score (n=16)	Teachers Top Two Score (n=10)
Big Ideas*	25%	
Career Tech Education Training*	44%	
Carnegie Math*	31%	
Classroom Management (CHAMPs)	56%	20%
CCSS (Common Core State Standards Initiative)	50%	60%
Cultural Pedagogy Training*	38%	
District Adopted Curriculum and Software Training*	50%	
Instructional Technology Training & Google Classroom**		50%
Google Docs*	50%	
Instructional Strategies*	63%	
Instructional Technology Training*	69%	
International Baccalaureate Training Sessions (IB)	19%	20%
MSAN (Minority Student Achievement Network)	50%	70%
Ohio Improvement Process Training	31%	50%
Leadership Teams*	44%	
PARCC	56%	60%
STEM Instructional Strategies Training	25%	60%
Think Gate and Instructional Training in General**		10%
Think Gate*	38%	

Professional Development: Desired Opportunities / Barriers to Use of Current PD

Any other suggestions re: ways for PD experiences to be most relevant, best meet your needs? Any the District should 'stop doing'? / What gets in the way of your availing yourself of the PD opportunities offered?

Ways for PD Experiences to be Most Relevant	Group Comments
First identify PD needs, then develop solutions; Should not be compliance driven but driven by the needs of staff (n=11)	Boxed, one size fits all PD is not effective; PD can't be top down approach, first determine (based on input from staff) what PD is desired then provide PD opportunities to meet those needs
Teacher Based Teams (TBT) do not work as currently structured; Need better organization and coordination so that TBT sessions function in a productive, efficient manner (n=10)	TBT as currently run are not working; time spent is a huge issue, both in terms of time spent not being productive and too much time being spent; need program specialists organizing and providing content, someone who knows the data, knows curriculum, coordinates, provides common assessments, tests, etc.
Be thoughtful about what PD is offered and why; Provide back end support (n=8)	Too much 'quick blast' PD being offered, have one session on it and never hear about it again; pick a focus, stick with it and provide the back end support that is needed to ensure that staff is able to implement; PD should not just result in more work & responsibilities for teachers; many PD offerings ultimately result in more work for teachers, more time spent learning a new standard, new materials
Provide opportunities for peer to peer learning (n=5)	Peer to peer learning would be beneficial on multiple levels: encourages interaction between staff, gets staff into each other's classrooms/areas, builds camaraderie, empowers staff to become content experts, lead; why pay to bring someone in when you can use the valuable knowledge already in the District
Provide range of relevant opportunities; allow staff to determine which option(s) best meet needs (n=5)	Allow staff to decide which PD option would suit their needs best; provide a day of PD where there are a number of smaller groups with various PD topics (that have been identified as areas of need) and allow staff to pick which to attend; ensure that there are relevant PD opportunities for all staff, not just teachers (e.g., for trades, IT, finance)
For many staff PD does not apply; is imposed (n=4)	Who must participate in PD should be based on topic of PD and job function, not just blanket mandatory attendance; don't force all staff to sit through PD that is not at all relevant to them
Focus on strengths based teaching in K-12 (e.g., Gallup Tool) (n=3)	Gallup's is a widely used tool, could be helpful, focuses on strengths not weaknesses

Professional Development (*Illustrative Quotes*)

Any other suggestions re: ways for PD experiences to be most relevant, best meet your needs? Any the District should 'stop doing'? / What gets in the way of your availing yourself of the PD opportunities offered?

Illustrative Quotes from Staff/Admin & Teachers:

- *PD is done as a box, we don't teach our kids that way, can't do PD that way either – everyone has strengths and weaknesses - let them get the help they need, start with what the needs are instead of bringing a boxed solution to the table*
- *Can you honestly think Band Director and Grounds need same PD; inherently a lack of respect for professionals with that top down approach – we as professionals know what we need, they should want to try to get these things for us*
- *Frequently PD days or meetings are basically 'here is more work for you' day, new thing that involves more time for me to jump through hoops and do materials. Almost a standard now, almost always come out with new responsibility. Not all that motivated to go, knowing you have more to do*
- *Time (35 minutes) is not enough time to do it, we don't have time to make common assessments to have an effective TBT*
- *Used to be one Math person in charge of math in district - and science too - Pulled data, knows curriculum, knows how to coordinate linearly because knows what's going on at all grade levels – ensured that tests are created (knowing this)*
- *So many professionals in district so good at what they do, encourage, promote, empower teachers that are good at what they do – give them opportunities to show that we are great at this – power that we bring to our district that we believe so much in you we want you to show others in district - builds camaraderie*
- *Gallup focuses on strengths – not weakness. No educator looks the same, would show teachers what they can use to their advantage in the classroom*
- *I don't know how to run Alice, know I need to do it, but don't know how to do it – don't know how to utilize the other teachers – instead (in PD) I see a PowerPoint on 'this is a failing school'*
- *We refer to it as drive by PD: You get a quick blast of something on the way by and never hear about it again – so common to the district*
- *If they are going to pick a focus, make that (what is chosen) a focus of PD - but we have no focus so PD is all over the place*
- *Entry Year Teaching (YET) – Laura Chapman, this was great*

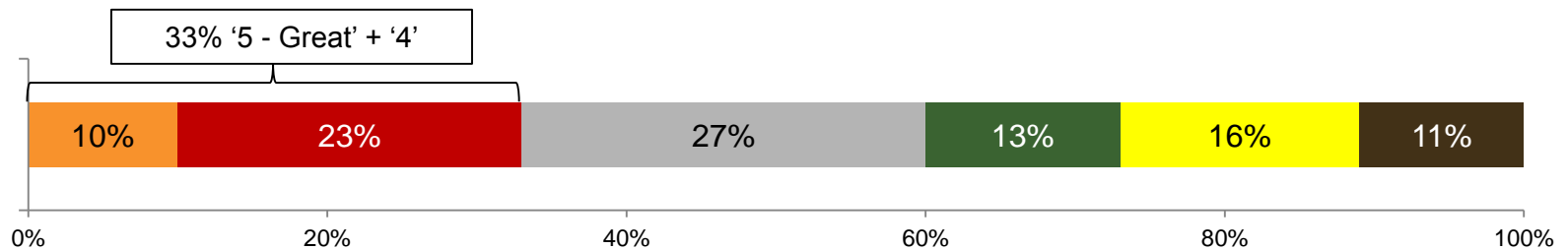
Familiarity With State Professional Development Standards & Requirements

To what extent are you familiar with the state professional development standards and requirements? (Select one)

- Less than 1/3 of teachers and staff are very familiar with the state professional development standards and requirements.

Online Teachers/Staff/Admin & Facilitated Discussion Teachers/Staff/Admin Only (n=469)

■ Great Extent
 ■ 4
 ■ 3
 ■ 2
 ■ 1 - Very Little Extent
 ■ 0 - No knowledge at all



Familiarity	Total (n=469)	Online Teachers/Staff (n=448)	Facilitated Discussion Teachers/Staff (n=21)
5 – Great Extent	9.8%	9.4%	19.0%
4	22.8%	22.5%	28.6%
% '5- Great Extent' + '4'	32.6%	31.9%	47.6%
3	27.3%	28.6%	0.0%
2	13.4%	13.8%	4.8%
1 Very Little Extent	15.8%	15.6%	19.0%
0 – No knowledge at all	10.9%	10.0%	28.6%

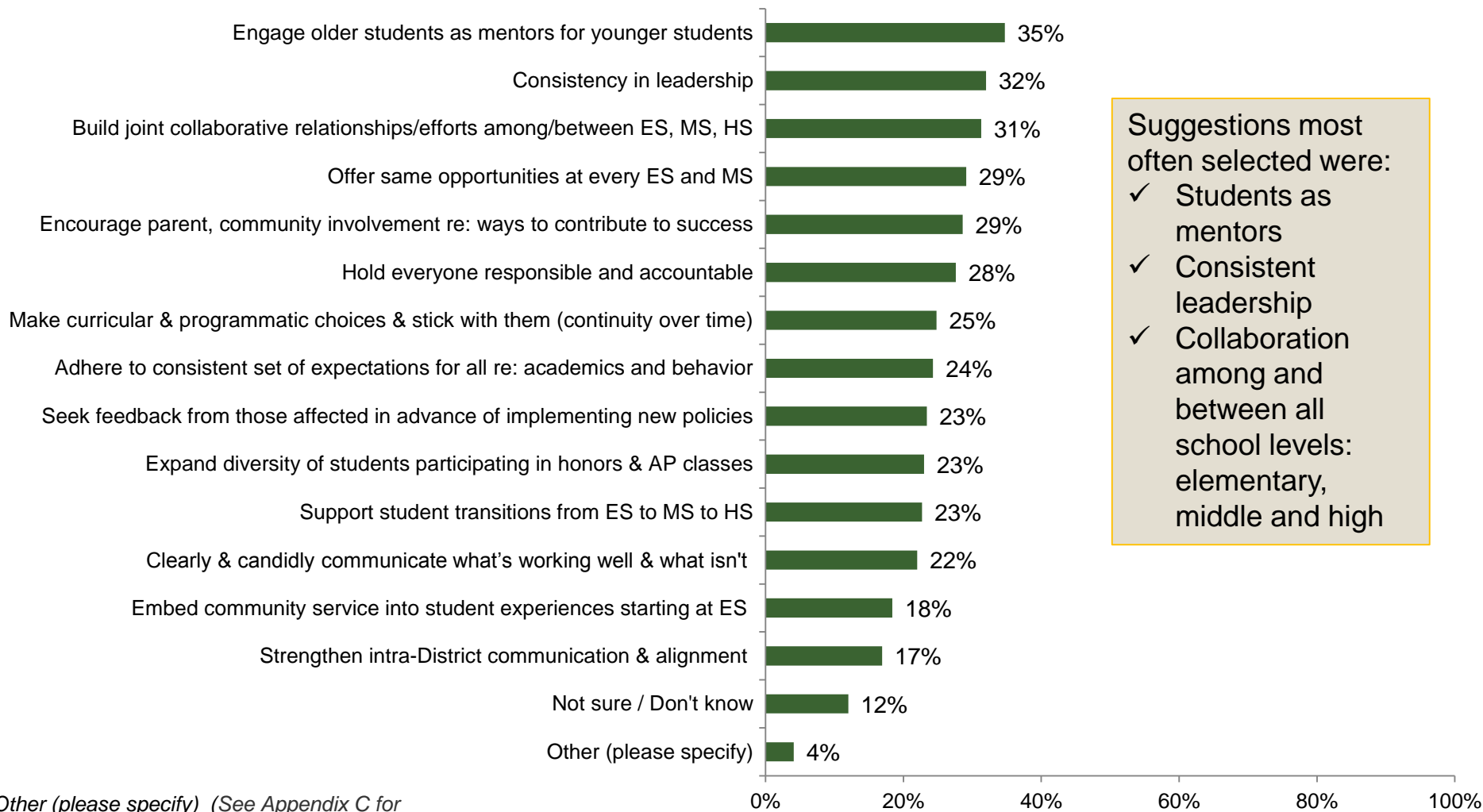
***IX. Ways to Strengthen a Sense of Camaraderie,
Respect & Culture of Collaboration***

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration

Which of the following would MOST strengthen a sense of camaraderie, respect and culture of collaboration among the schools and between District constituencies (e.g., teachers, staff, students, parents, community partners and members)? (Choose up to 5)

- No one thing strengthens a sense of camaraderie, respect and culture of collaboration - a number of approaches carried out by many stakeholders are suggested.

Online Respondents Only (n=1,422)
Multiple Responses Accepted (will not total to 100%)



Suggestions most often selected were:

- ✓ Students as mentors
- ✓ Consistent leadership
- ✓ Collaboration among and between all school levels: elementary, middle and high

Other (please specify) (See Appendix C for "Other" on-line responses)

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration

Which of the following would MOST strengthen a sense of camaraderie, respect and culture of collaboration among the schools and between District constituencies (e.g., teachers, staff, students, parents, community partners and members)? (Choose up to 5)

Online Respondents Only (n=1,422)

Multiple Responses Accepted (will not total to 100%)

Ways to Strengthen	Total (n=1,422)	Teachers/ Staff (n=400)	Students (n=741)	Community (n=281)
Engage older students as mentors for younger students	34.7%	29.5%	42.0%	23.1%
Consistency in leadership	32.0%	42.5%	28.3%	26.7%
Build collaborative relationships and joint efforts among and between all school levels: elementary, middle and high	31.3%	35.3%	30.5%	27.8%
Offer the same opportunities for students at every elementary and middle school	29.1%	27.5%	25.6%	40.6%
Encourage parental and community involvement on ways they can contribute to students' and schools' successes	28.6%	37.0%	20.0%	39.5%
Hold everyone responsible and accountable: students, teachers, administration, parents, the School Board, etc.	27.6%	35.8%	19.3%	38.1%
Make curricular and programmatic choices and stick with them so there's continuity over time	24.8%	43.3%	13.8%	27.8%
Adhere to a consistent set of expectations for all students re: academics and behavior	24.3%	39.5%	10.9%	38.1%
Inform and seek feedback from those who will be affected in advance of implementing new policies	23.4%	30.5%	18.5%	26.3%
Expand diversity of students participating in honors and AP classes	23.0%	12.0%	30.6%	18.5%
Support student transitions from elementary to middle to high school	22.7%	19.0%	27.7%	14.9%
Clearly & candidly communicate what's working well and what isn't throughout the community	22.0%	19.0%	19.0%	34.2%
Embed community service into student experiences starting at the elementary school level	18.4%	23.0%	12.3%	28.1%
Strengthen intra-District communication and alignment, especially between administration and teachers	16.9%	24.3%	14.6%	12.8%
Not sure / Don't know	12.0%	1.3%	21.6%	2.1%
Other (please specify) (See Appendix C for "Other" on-line responses)	4.1%	4.5%	2.6%	7.5%

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Ways to Strengthen Camaraderie/Respect/Collaboration	Group Comments
Inform & seek feedback from those who will be affected in advance of implementing new policies (n=20)	Do not implement new policies without first obtaining and reflecting input from those who will be impacted; too “top down” about changes; asked for our input all the time, then input is disregarded, not taken into account when decisions are made If input is asked for, use it
Offer the same opportunities for students at every ES and MS (n=19)	Focus on equity, same offerings and learning environments across all schools; every child is treated as equal
Clearly & candidly communicate what’s working well & what isn’t throughout the community (n=16)	Need transparency with regard to what is happening in the District; clearly communicate about success and challenges the District is facing and proposed solutions to challenges
Encourage parental & community involvement on ways they can contribute to students’ & schools’ successes (n=15)	Ensure parents and community members feel welcomed in and connected to schools; make a greater effort to ask parents / community members to participate in various endeavors
Strengthen intra-District communication & alignment, especially between administration & teachers (n=13)	Need to strengthen intra-district communications between administration and faculty; should meet regularly to discuss new policies and initiatives prior to implementation
Clearly distinguish fact from fiction - combat the perceptions & stereotypes (n=11)	Provide more in-depth information to clarify issues which are more a matter of perception than reality – provide clarification/facts to demonstrate where negative perceptions are incorrect
Create buildings that are warm and welcoming to community (n=9)	Bring the community into the buildings, helps to form connections
Build respect among stakeholders (n=8)	Create and nurture a culture of respect within buildings, across all relationships (student to student, student to staff, staff to staff, etc.); ensure safe/secure environment

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Continued...

Ways to Strengthen Camaraderie/Respect/Collaboration	Group Comments
Adhere to a consistent set of expectations for all students re: academics & behavior (n=7)	Expect excellence from all; consistently hold everyone accountable to meet expectations
Consistency in leadership / Strong leadership (n=7)	Consistent, strong leadership within the District, stop churn
Cultural competency, anti-bias diversity training (n=7)	Need training / ways to learn about biases that prevent productive interactions
Embed community service into student experiences, starting at the ES level (n=7)	All kids should participate in community service, provides them with sense of pride in community and way for community to engage with students
Build collaborative relationships and joint efforts among & between all schools levels (ES, MS, HS) (n=7)	Need vertical collaboration between school levels, create pipelines of information
Support student transitions from ES to MS to HS (n=6)	Strengthen supports for transitions
Engage older students as mentors for younger children (n=5)	Create feeder programs, good peer influences, way to learn from other students
Community based approach to education (n=4)	All community members should feel vested to spend time providing some level of commitment to ensure student success; we are all in
Hold everyone responsible & accountable: students, teachers, staff, parents, the School Board, etc. (n=4)	Everyone, including students must take personal responsibility for actions, successes and failures
Make curricular & programmatic choices & stick with them so there's continuity over time (n=3)	Do not pick curriculum because it is the newest fad, pick and stick with a curriculum that works for the District
Expand diversity of students participating in honors and AP classes (n=1)	Ensure all students have access to advanced courses
Students specifically noted: Tracking starts early, lacks diversity, is hard to break into later; Love student teacher relationships, that closeness	Only untracked classes have a lot of diversity; tracked course (AP/Honors) start at an early age, if you are not tracked, miss out – those tracked classes lack diversity; hard to 'break in' to the track if you were not placed there at a young age; amazing relationships with teachers, always willing to spend extra time, be there for you when you need someone; occasionally teachers share too much but overall, good relationships

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Large Group participants conveyed...

- *Invite the community into the schools, elementary not just CHHS*
- *We need everyone employed in all buildings to be kind, welcoming, respectful, and child centered. This includes lunch aides*
- *Develop curriculum and policies that build parity and equality at all of our schools*
- *Older students should mentor younger kids – feeder programs, reach back, 10th graders engage with 6th graders in project based learning*
- *We need cultural competency training for teachers and admin staff so that they can learn about the biases they have re: race, socioeconomic, gender, etc. that prevents them from dealing with and connecting appropriately with students*
- *We are a district where about 77% of the population is African American students - there should be an equitable balance of faculty. HS should be first to engage more educators that are African American and more AA males*
- *Strategic plan will be district wide but buildings should try to accomplish this too – we should have teams get together in the beginning of the year (ambassadors, role models, PTA leaders) to create system pipeline so that new leaders and parents will have a chance to understand the focus and the strategic efforts at each building*
- *Middle schools should not compete against each other, should have joint teams*
- *Better communication – go beyond those expensive mailings & communicate in other ways (e.g. posters, signs, kids as messengers, get the kids involved)*
- *Return of the Black and Gold, student newspaper – been missing for 4 or 5 years, not as a club but a journalism class – so kids can put this on a resume, sell advertising to businesses, let kids share their opinions on hot button issues, can just be a weekly PDF to those that subscribe – easy but we have to want it*

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Continued..

Quotes from Parents, Community Partners & Community Members:

- *Same opportunities offered for every child no matter which school they attend. Every student can excel - Parent*
- *AP and gifted is segregated. Not friendly for students of diverse background. Starts early - Parent*
- *Would love CHUH to be known as district that you go to when you want a great education, if district made the assumption that every parent wants the best for their child, if they demanded that parents participate in the process, you not only matter you are essential: 'find the time' – everyone is too busy - Parent*
- *Noble and Monticello get bad wrap. Didn't see it exactly playing out the way they wanted with segregating schools by type of focused instruction. Different perceptions. Combat the perceptions and stereotypes: they pigeon hole kids - Parent*
- *Transparency and communication – when something happens, even if the District has to adjust tell us why the adjustment is made. At least tell us why, even if we can't change it; feel that they are very top down about many changes – Parent*
- *You have to expect academic excellence for all, and there is an undercurrent of different expectations by race. If you want these disruptions to go away – (make clear) it's not OK for any of these kids to be like that – Non-CHUH Parent*
- *I came (to this facilitated discussion) because I got an email asking me to come – but I don't get asked and I know a lot of people who feel the same way – Non-CHUH Parent*
- *Don't see a lot of accountability from the leadership, don't see accountability for what the dollars coming in are going for, know that there are budget constraints everywhere but that's where the tough choices come in – Non-CHUH Parent*
- *Big disconnect between admin and teachers. We have partnerships with "both sides" but sometimes the gap is between the two, not our partnership with each of them – Community Partner*
- *See about 100 guests a week – about 90% are shocked about the positive based information that I share with them – Want student spot light posters, to put things up in local businesses – Put up posters about plays – Community needs to see what kids are doing – Need to connect merchant districts with schools achievements – Community Member*
- *Schools don't reach out to me – Give us stuff, engage us – Community Member*

Continued..

Ways to Strengthen Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Continued..

Quotes from Students, Teachers, Staff/Admin:

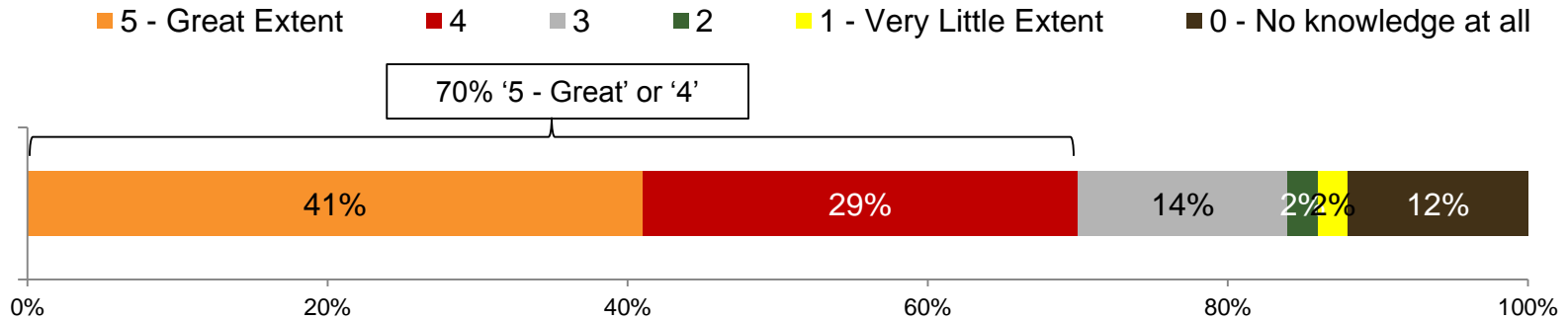
- *Implement things without talking to students, discussing with students – we have a different perspective, and so do teachers; admin does these things without talking to anyone - Student*
- *Administrators, teachers and student representatives should meet on schedule to discuss issues, who will do what, provide input and opinions, options - Student*
- *Diverse in population but in classrooms it's not – more black kids would take AP if they heard about benefits & not just challenges - Student*
- *Why not as many people of color in AP? I think being pigeon holed is big factor – remember being identified as gifted and was only black student in all white group – either you were selected or you were not - Student*
- *Real willingness to accept communications – Might listen to me directly but then it gets lost in layers – opportunities for feedback – even today, rare for me to have a voice, an opportunity like this (facilitated discussion) – Staff Admin*
- *No man can be left behind, we must wrap around any that is struggling – No matter what the thorn or problem, we all wrap around it to support it. Can't just be happy that my school is running well, it's the whole not the pieces – Staff/Admin*
- *Communication – not just vertical between staff and teachers, admin in my bldg. does not want to talk to teachers in that situation, they don't want to know, they have their own vision of what's happening – not even a willingness to discuss it - Teacher*
- *Been in these before – do all this work, collect all this information and then they do the exact opposite of what we have suggested – first response to this invite is why? They are not going to do anything that we suggest – not once has it ever happened - Teacher*
- *Measureable and vested interest – we don't all have to show the same type of investment but we all have to commit to investing some time and interest in the product – well rounded confident kids that walk out after graduation – what can I contribute, each commit to that contribution - Teacher*
- *Equal is not equitable – different levels & sense of equality, but not all the schools have the same needs – need more of an equitable system – meet the needs the children have, as opposed to a fair to all system - Teacher*

X. Schools as a Community Center

Schools As a Community Center

Among the things the District is further exploring are ways the community might best support the provision of before and after school extended services (often referred to as “wrap-around services”). To what extent would it be helpful for schools to also serve as a “community center” whereby schools would – often through partnerships - provide wrap-around services and social-emotional support for students who may not be receiving them at home or elsewhere? (Choose ONE response where “1” is ‘very little’ extent and “5” is ‘great extent’)

- 70% of stakeholders think it would be helpful for schools to also serve as a “community center” – 41% to a ‘great’ extent.
- 56% of teachers/staff and community (parents) members think this would help to a ‘great’ extent.
- Facilitated group participants were most enthusiastic (72% to a ‘great’ extent).
- Many students (19%) were *Not Sure*.



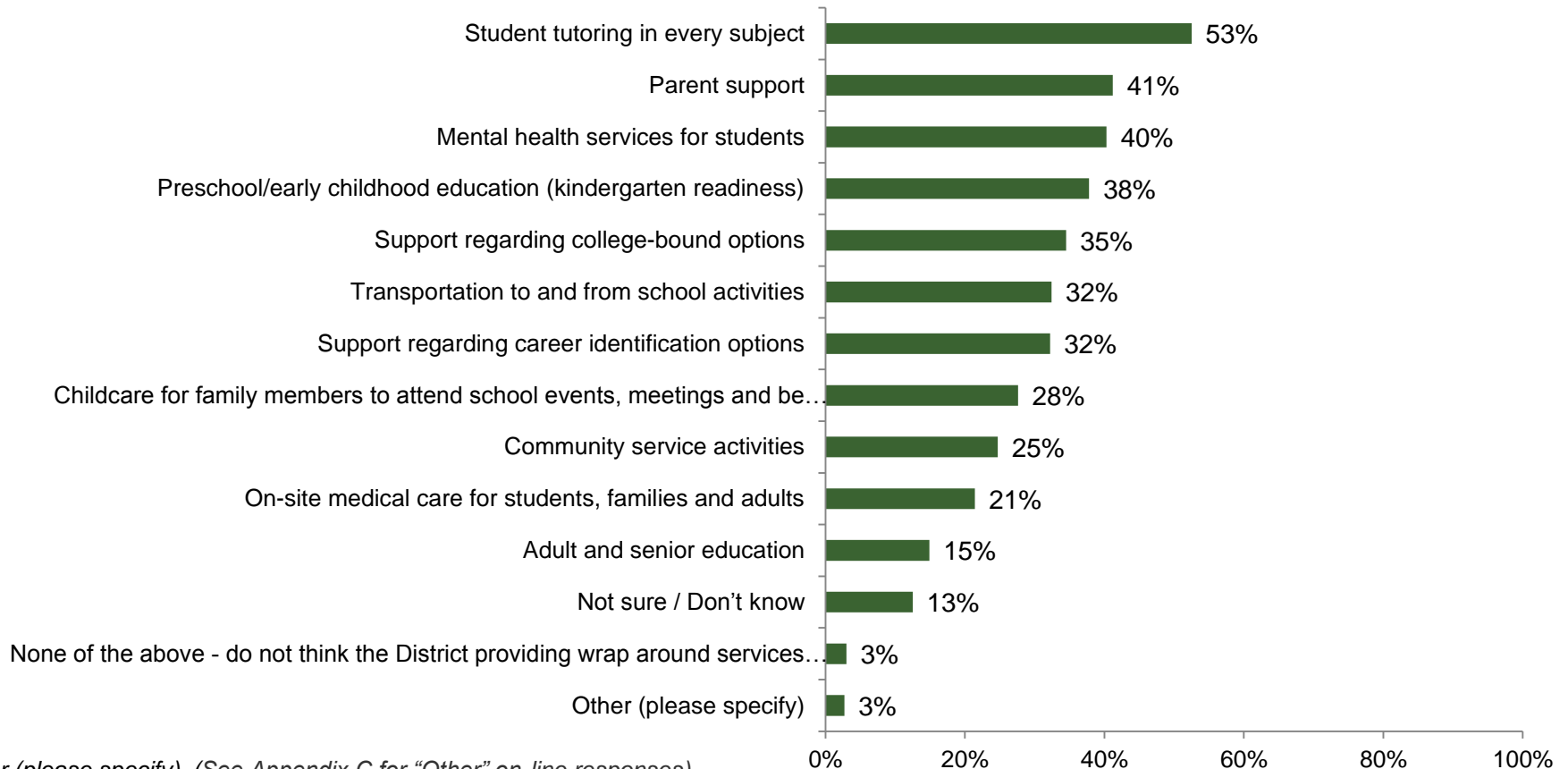
Helpful	Total (n=1,518)	Teachers/ Staff (n=400)	Students (n=723)	Community (n=280)	Facilitated Groups (n=115)
5 Great Extent	40.9%	56.3%	21.4%	56.4%	72.2%
4	28.7%	26.0%	33.1%	25.7%	18.3%
% 5 – Great Extent + ‘4’	69.6%	82.3%	54.5%	82.1%	90.4%
3	14.4%	8.5%	20.7%	9.6%	6.1%
2	1.8%	1.8%	2.2%	1.8%	0.0%
1 Very Little Extent	2.1%	0.5%	3.2%	2.1%	0.9%
Not Sure	12.1%	7.0%	19.4%	4.3%	2.6%

For What Purposes Schools Should Serve as a Community Center

If you think it would be helpful for the District to provide “wrap-around” services, please identify which services among the following you suggest the District offer: (Choose up to 5)

- “Wrap-around” services most helpful for the District to provide start with: student tutoring (53%), parent support (41%) and mental health services for students (40%).
- Four additional services were selected by $\geq 30\%$ of stakeholders: preschool, college bound support, transportation and support re: career options.

Online Respondents Only (n=1,390)
Multiple Responses Accepted (will not total to 100%)



Other (please specify) (See Appendix C for “Other” on-line responses)

For What Purposes Schools Should Serve as a Community Center

If you think it would be helpful for the District to provide “wrap-around” services, please identify which services among the following you suggest the District offer: (Choose up to 5)

- Community (parents) highlighted Preschool and with teachers/staff most often selected student tutoring in every subject; teachers/staff also more often chose mental health services for students; and students more often selected support regarding college-bound options and transportation to and from school activities.

Online Respondents Only (n=1,390)
Multiple Responses Accepted (will not total to 100%)

Wrap Around Service	Total (n=1390)	Teachers/ Staff (n=397)	Students (n=714)	Community (n=279)
Student tutoring in every subject	52.5%	59.7%	41.5%	70.6%
Parent support	41.2%	55.9%	33.1%	41.2%
Mental health services for students	40.3%	55.9%	29.8%	44.8%
Preschool/early childhood education (kindergarten readiness)	37.8%	54.2%	20.7%	58.4%
Support regarding college-bound options	34.5%	27.7%	37.5%	36.6%
Transportation to and from school activities	32.4%	27.5%	36.3%	29.4%
Support regarding career identification options	32.2%	27.5%	32.5%	38.4%
Childcare for family members to attend school events, meetings and be engaged with the schools	27.6%	27.5%	25.8%	32.3%
Community service activities	24.7%	31.0%	20.6%	26.2%
On-site medical care for students, families and adults	21.4%	24.7%	19.6%	21.5%
Adult and senior education	14.9%	8.8%	21.1%	7.5%
Not sure / Don't know	12.5%	5.5%	20.6%	1.8%
None of the above - do not think the District providing wrap around services is helpful	3.0%	0.5%	4.9%	1.8%
Other (please specify) (See Appendix C for “Other” on-line responses)	2.7%	3.5%	1.1%	5.7%

For What Purposes Schools Should Serve as a Community Center

Among the things CHUH is further exploring are way(s) the community might best support the provision of the following before and afterschool extended services (often referred to as “wrap-around services”)? What are your suggestions regarding these/other community support options?

Suggestions for Community Support Options	Group Comments
Services need to be open to everyone, easily & comfortably accessible (n=18)	Services must be open to everyone, not just those with kids in the district; Center must be easily accessible to all community members and must be in an unintimidating setting to ensure people feel safe and secure reaching out for assistance
First maximize use of available resources (n=16)	So many resources already exist, first step is to determine what exists and who CHUH can serve as a coordinator/promoter of those resources. Then determine if other resources are needed and how CHUH can best accommodate those needs
Develop students’ social & emotional learning (SEL) to complement their content knowledge (n=10)	Schools should be providing more than just ‘book learning’ - need to ensure students are provided with the supports necessary to become well rounded, well adjusted adults
Provide parent supports and place to positively engage (n=9)	Many parents in the District need additional supports; also a great way to engage with parents in a positive way, not just engagement because there is an issue
Include adult & senior education (n=6)	Provide adult and senior continuing education / enrichment courses
Make mental health services available (n=6)	Mental health services should be available, especially for students; untreated issues impact student ability/engagement
Offer community activities (n=4)	Good way to bridge gap between schools and the community
Learn from other well run models (n=4)	Learn from the successes of other Districts who have taken this on, don’t reinvent the wheel

Continued...

For What Purposes Schools Should Serve as a Community Center

Among the things CHUH is further exploring are way(s) the community might best support the provision of the following before and afterschool extended services (often referred to as “wrap-around services”)? What are your suggestions regarding these/other community support options?

Continued...

Suggestions for Community Support Options	Group Comments
Don't try to do too much - Focus on kids and families, make it family driven (n=3)	Make the services child and family focused, don't try to be everything to everyone or go too broad with offerings
On-site medical care for students, families & adults (n=3)	Provide on-site medical care as needed for children and families Medical issues left untreated impact ability to learn/engage
Student tutoring in every subject (n=3)	Provide tutoring in every subject for all students
Summer services (camps, child care services, food service) (n=3)	Provide summer activities, ways to engage during off-school time
Support regarding college-bound options (n=3)	Provide support services for college search and application process
Engage University Heights residents (n=3)	Need engagement from UH residents as well, must be reflective of their desires and needs as well as the needs of CH residents; hard to talk as a unit or have buy-in when they don't feel part of the community of Cleveland Heights
Preschool/early childhood education (kindergarten readiness) (n=2)	Very important to have a solid base, we could be doing more
Find the resources (n=2)	In the end, all comes down to resources, where will the resources for new services come from?
Transportation to & from school activities (n=2)	Lack of transportation can be a barrier to involvement in school activities, transportation would provide greater access to activities for all
Reach out to new parents (n=2)	Good way to reach out to new parents; if done well, might be a way to increase enrollment in District
Childcare for family members to be more engaged with the schools (n=1)	Provide child care so parents can be more engaged
Support regarding career identification options (n=1)	Provide career identification / search supports
None - do not think District should provide wrap-around services (n=2)	Against schools trying to be more than schools; fix what is wrong in the system before trying to do more

For What Purposes Schools Should Serve as a Community Center (Illustrative Quotes)

Among the things CHUH is further exploring are way(s) the community might best support the provision of the following before and afterschool extended services (often referred to as “wrap-around services”)? What are your suggestions regarding these/other community support options?

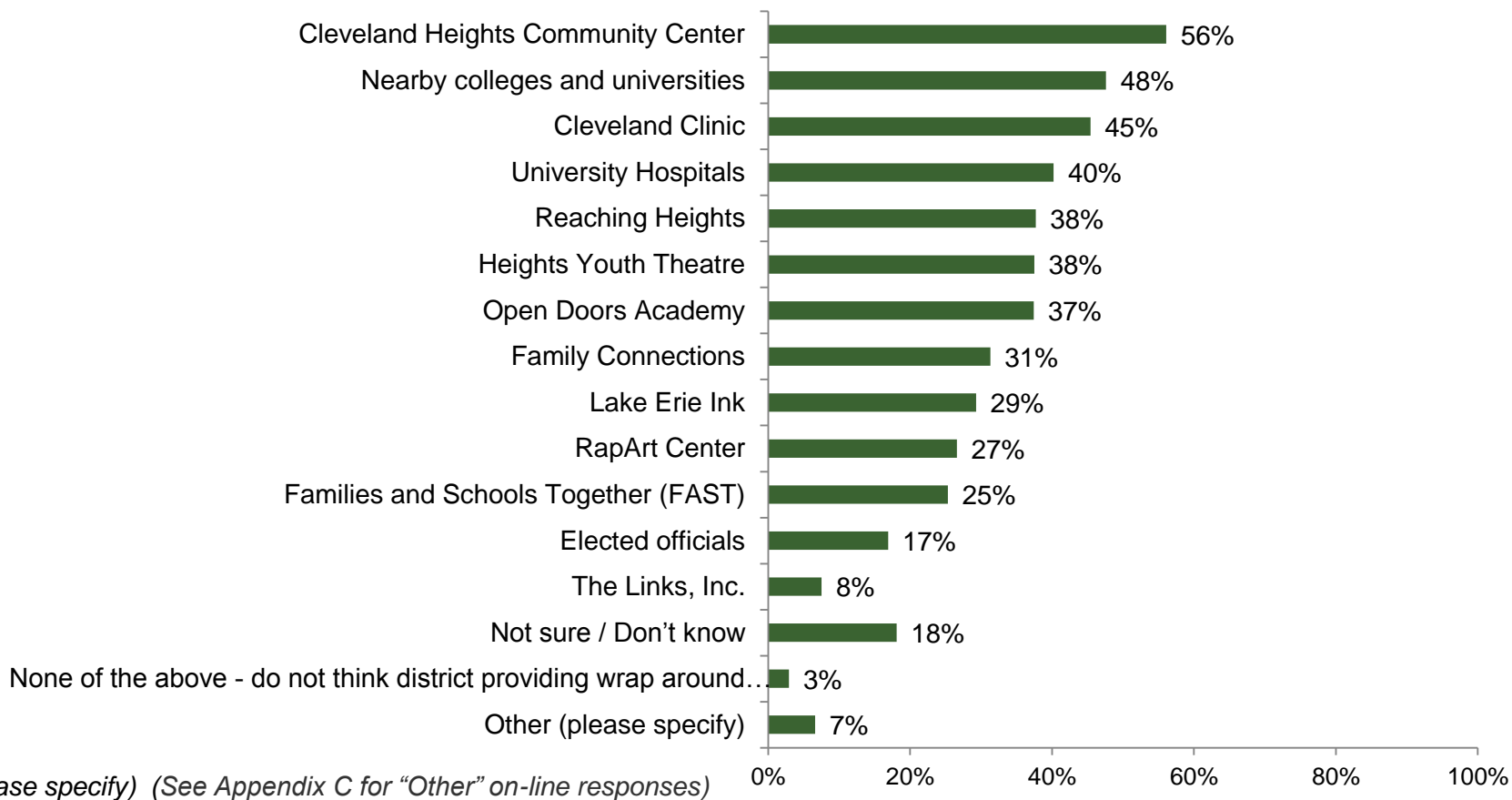
- Lots of services are already available in community, but they are not well coordinated, lots of silos, may need coordination rather than recreating services that already exist – Large Group
- (Service providers) don't have good access to families in schools – Large Group
- Availability should not be limited to only those with kids in the schools, all members of community should be welcome, that's how you get people in the door, make this work: make it open and available to all people in community – Large Group
- After school – way to help parents with accessibility to after school endeavors - Parent
- Kids have to reach out as much as business owners have to reach in - Parent
- They need to fix what's wrong first. It has to be education based. It's not that those things are not wonderful but they are not getting the basics right first – Non-CHUH Parent
- Kids who are not loved at home go to school to be loved, those that are loved go to learn. Love this community, believe it takes a village – Non-CHUH Parent
- Concept makes sense, district may not always be the lead on all parts and must be in a neutral space, location matters – Community Partner
- Takes such coordination – so many factors involved – needs to be built from ground up, need an infrastructure to connect all the services here – Need to determine if it is the space that is needed or if it is a coordination of all the services that are already here – Community Partner
- Don't make it too broad – worry that best intentions don't go so well – focus on the students, family structure in the home, parental classes are a need – Community Partner
- Partner with businesses – could see [Name of Business] Community Room – that's something we would do – Community Partner
- Gets people engaged – will get to know kids, change attitudes – Community Member
- Exactly the role they should play, not just classes, preparing you for life beyond school. If you are not in ideal family setting as a child, since school is so influential, school is where it should be – Student
- Would be great, mostly emotional for kids like me. A lot to handle when you know you have to do so much – Student
- Students need to get over stigma of using school resources, would not want to go to school psychologist, don't want to share that with staff - Student
- Some ways we already are, we just are not supported: trying to do tutoring and run aftercare and trying to feed students before games, but doing it with what is already in place. But if we are really going to do that we are going to need more staffing and support – we know the problems but to really help students we need more resources - Staff/Admin
- Way to invite parents in without it being because there is a problem with your kid; Kids get what they need and parents would be willing to get the help that they need. If parent only walks into building when there it is a problem, school is a problem - Teacher

With Which Community Partners CHUH Should Work to Provide Services

If you think it would be helpful for the District to provide “wrap-around” services, please identify with whom you suggest the District partner. (Choose ALL that apply)

- Cleveland Heights Community Center was the only partner cited by more than half of all online respondents (56%).
- Nearby colleges & universities, and local hospitals (Cleveland Clinic & University Hospital specifically) were the second and third most cited partners by online respondents.

Online Respondents Only (n=1,384)
Multiple Responses Accepted (will not total to 100%)



With Which Community Partners CHUH Should Work to Provide Services

If you think it would be helpful for the District to provide “wrap-around” services, please identify with whom you suggest the District partner. (Choose ALL that apply)

- For both Teachers/Staff & Community, the only three mentioned by 50% or more was Cleveland Heights Community Center, Nearby colleges & universities and Cleveland Clinic (UH was a close 4th).
- Community members were more likely to recommend partnerships with “nearby colleges & universities.”

Online Respondents Only (n=1,384) Multiple Responses Accepted (will not total to 100%)

Partner	Total (n=1,384)	Teachers/ Staff (n=396)	Students (n=710)	Community (n=278)
Cleveland Heights Community Center	56.1%	57.6%	54.8%	57.6%
Nearby colleges and universities	47.6%	55.8%	34.1%	70.5%
Cleveland Clinic	45.4%	56.8%	37.3%	50.0%
University Hospitals	40.2%	48.0%	32.8%	48.2%
Reaching Heights	37.7%	47.2%	28.3%	48.2%
Heights Youth Theatre	37.5%	38.4%	34.5%	43.9%
Open Doors Academy	37.4%	41.2%	35.2%	37.4%
Family Connections	31.3%	45.2%	19.7%	41.0%
Lake Erie Ink	29.3%	29.5%	23.9%	42.8%
RapArt Center	26.6%	35.9%	21.7%	25.9%
Families and Schools Together (FAST)	25.3%	32.6%	21.1%	25.5%
Elected officials	16.9%	18.4%	14.4%	21.2%
The Links, Inc.	7.5%	8.3%	5.9%	10.4%
Not sure / Don't know	18.1%	18.4%	19.6%	13.7%
None of the above - do not think district providing wrap around services is helpful	2.9%	0.3%	4.4%	2.9%
Other (please specify) (See Appendix C for “Other” on-line responses)	6.6%	6.1%	3.1%	16.2%

With Which Community Partners CHUH Should Work to Provide Services

With whom should CHUH partner (more closely) in the future – and for what reasons?

Group participants identified...

Partner	# of Mentions	Partner	# of Mentions
Local hospitals / medical providers (UH, Clinic)	19	Orchestra	2
Nearby colleges & universities	17	Reaching Heights	2
Local businesses	10	Summer learning partners	2
Parent to parent engagement (e.g., Cubs in Pubs)	9	AFS Foreign Exchange Program	1
Local mental health providers / Counseling services	8	America Reads	1
Adult education, financial education providers	7	Aspire at HB	1
Food, nutrition needs providers (food banks, etc.)	7	Facing History & Ourselves	1
Family connections	6	Gallup Org Strength Finder	1
College search support - College Now	5	Heights Arts	1
Other local schools (John Hay, other districts, private, etc.)	5	History Alive	1
FAST (Families and Schools Together)	4	Local Non-Profits	1
Library	4	MedWorks	1
Local municipalities / elected officials	4	RapArt Center	1
Open Doors	4	Ride All	1
Alumni	3	Roots of American Music	1
Center for Children & Families	3	UMADOP (Urban Minority Alcoholism And Drug Abuse Outreach)	1
Heights Youth Club	3	Youth Opportunities Unlimited (Y.O.U.)	1
Lake Erie Ink	3		
University Circle cultural institutions	3		
Bookstores / book clubs (e.g., Replicate LINK)	2		
Civic organizations (Kiwanis, Boys & Girls, etc.)	2		
Future Heights	2		
Hanna Perkins Center	2		
Local authorities (First responders, EMS, Fire, Police, etc.)	2		

Other: See Appendices B & C

XI. Priority Challenges / Concerns to Address

Priority Challenges / Concerns to Address

Please identify 1 challenge/concern you recommend the District focus on over the course of the next 5 years:

Challenges/Concerns to Focus on Next 5 Years

Group & Online Comments

Academic Achievement & Expectations (n=100)

Focus on basic skills in the younger elementary years - if we can stick to basic skills, students will be more prepared when they get to the higher levels; Academic rigor and critical thinking to actually be taught to students (rather than just talked about); Follow the common core but do it in a way that truly engages and motivates kids; Maintain high quality academics, expectations & student engagement in the classroom

Student Services and Support (n=90)

Extra help even if the student does not ask for it; Attend to emotional trauma that blocks learning

Student Expectations & Behaviors (n=88)

(Bullying, fighting, general safety, attendance, lack of respect for authority)

Start with expectations & culture; have high expectations for all students; deal with distracting behaviors, safety; Find a way that black males don't bully, harass, and are generally mean to other black boys that are doing well in school; Address attendance: if kids are late & not coming it's an issue; People in the halls push, scream and fight so that it is a struggle to get to class on time; I want a good education and don't want to come to school to get hurt and fear for my safety

Continuity & Cohesion Across the District & Equity of Schools (n=93)

(Select & Stick With Clear Strategic Game Plan)

The district should focus on continuity between the schools & on maintaining sustainable procedures, instead (of) changing things very quickly; Still competition between schools, idea that one elementary is better than another; Tiger Nation is a good start to move against competition, conveys we are all one; One way of doing this is by consolidating both Middle Schools (5-6 Rox; 7-8 Monti); Select a strategic curriculum and stay with it-define what curriculum will be used, not used; Tired of changing; Pick a great game plan and spend 5 years executing it without changing it constantly; Please keep our wonderful Superintendent around for a solid amount of time so we can truly implement great things; Ensure high quality teachers; Leadership growth from within – top turnover rate does not look good; Need strong school board leadership

Excessive Testing (n=64)

State demand & emphasis on testing / scores; Do not let the State dictate what we do; Stop the testing and data collection madness; Choose an appropriate path for our district to assess student success; (Unnecessary) graduation requirements

Continued...

Priority Challenges / Concerns to Address

Please identify 1 challenge/concern you recommend the District focus on over the course of the next 5 years:

Continued...

Challenges/Concerns to Focus on Next 5 Years	Group & Online Comments
PR and Communicating With Community About Schools (n=32)	Better communication with people not invested about what is happening / available in schools; Educate the community on the value of current educational practices; Better reach those who don't have children in our schools; (Want) 100% community support; Invest in human capital to have bandwidth to do communication the right way; We need to find a way to change the perception of Heights schools created by low test scores. Many young parents don't even look at the schools; Improve public opinion of the MS and CHHS; Improve negative thoughts; Brand
College/Career Preparation (n=29)	Encourage college education; Support students to get into careers after high school - not just college; Build students' ability to work together in the real world
Diversity/Closing the Achievement Gap (n=23)	Close achievement gap; Address racial/economic segregation of students; Diversity of the student body (especially at the high school) does NOT reflect the diversity of the broader community
Fiscal Responsibility (n=14)	Give careful attention to per student expenditure, align with other districts while finding a way to give our kids a good basic education; Bring the facilities project in on time, on budget with the value creation promised to the voters; Cut costs & stop raising taxes: 578 out of 610 districts; Safety for buildings is the only cosmetic concern, all other money should go to what is going on inside the buildings
Communication & Relationships Within Schools (n=9)	Respect for people who are trying to work hard for students; Transparency; Teachers are the last to know anything that is happening in the district. We have to hear things from our students - That is totally unacceptable and makes teachers feel like we are the least valuable part of this equation; Be more open with students, solicit their input; Give kids an identity, especially with building transitions; Need commitment & unity among everyone
Be School of Choice (n=3)	For students who live in this district, be the school of choice; Neighborhood schools make people want to use them, not jump ship; Distinguish schools from others (Shaker, Brush)-contributes to retention. If CHUH is not different, won't draw
Other	Pre-school support for families; Not using existing resources to the maximum extent possible to reach the maximum number of people (e.g., access to playgrounds during school hours for non-district families); Address transportation and space issues; Major dislocation occurring in UH; Fuchs Mizrahi park issue

Priority Challenges / Concerns to Address (*Illustrative Quotes*)

Please identify 1 challenge/concern you recommend the District focus on over the course of the next 5 years:

Group Quotes from Parents, Community Partners & Community Members:

- *Be able to reach out into outlying community that does not have a child in one of the schools, educating people – don't communicate well enough here – CHUH Parent*
- *Love Tiger Nation, all the good things that are done – still a little bit of competition between schools –the idea that one elementary school is better than another – not helpful – CHUH Parent*
- *Elementary – not that great, downhill after 3rd grade – but they said give Monticello a try and I had an 'ah, ha' moment – night and day – CHUH Parent*
- *Address curriculum and segregation – CHUH Parent*
- *Need a strong school board – don't see leadership – CHUH Parent*
- *High expectations for all students and dealing with behavioral distractions in school that compromise education – Non-CHUH Parent*
- *Need to get people involved, not just parents, anyone who cares – we will not know that they are succeeding if they don't get us involved – it takes the whole village: communication engagement involvement – Non-CHUH Parent*
- *As parent, district is responsive – don't always change but they respond – never felt ignored, may not change or may not be what I want to hear but they do respond – Community Partner & Parent*
- *Instructional practice, we have too many; build on ones you define as good – Community Partner*
- *Communication needs to be re-vamped, that is how you get kids in the door and change feeling about kids who are there – Community Partner*
- *Timing is important for this – couple of years ahead will be challenging - figure out how we are going to pull together to figure out issues such as major dislocation taking place in UH – need to deal with that – Community Partner*
- *Continue to reduce costs by strategically closing one more elementary school thereby concentrating much needed services to our youngest students – Community Member*

Priority Challenges / Concerns to Address (Illustrative Quotes)

Please identify 1 challenge/concern you recommend the District focus on over the course of the next 5 years:

Continued...

Group Quotes from Students, Teachers, Staff/Admin:

- *Distinguishing itself, other schools that have small schools, one time that was different, now CHUH is not different than Shaker or Brush – contributes to retention in district, in the end if Heights is no different, no draw - Student*
- *Have more people here like us (students) to talk to them (school leaders) and talk about issues – Student*
- *Continuity, pick something and go deep into it (when it gets rough don't quit) – Staff/Admin*
- *Simplicity and focus are the biggest things – we can't do 10 things at one time, be everything to everybody – Teacher*
- *We should not go into a school year with more than 3 big ideas – Staff/Admin*
- *Commitment, unity among everyone, leave no person behind – Staff/Admin*
- *Show how ideas are connected; support one another – Staff/Admin*
- *Focus on curriculum and commonality: make sure everyone knows what they are supposed to be doing, there is a common ground among all – Teacher*
- *Don't think we do a good job of promoting and working with people from within. Have not had a Superintendent that comes from within – what's incentive for Admin people here if there is never a process to move up the ladder within the community? Employees as whole don't feel buy in, better you do, less you are respected a lot of the time – Staff/Admin*
- *Redefine what we will use, and what we are not using – so that I can decide what to keep and throw out – curriculum is the big idea – what binders to keep, which to throw away - Teacher*
- *Consistency, tired of changing –Teacher*
- *Close achievement gap for all students - Teacher*
- *Students should be focus – need to think about how each one is so different and prepare them for their future – Teacher*

Ideas to Address Budget Constraints

Ideas for addressing budget constraints, which affect offerings such as arts and music programming?

- Only a few groups had time to address budget constraints – following are stakeholder suggestions:

Ways to Address Budget Constraints	Group Comments
Focus and clearly define District needs (n=5)	Be selective and focus; we are trying to do way too much; offer less and do it well; consistency; too many buzz words: apply best practices to provide high quality education; fancy gizmos don't change kids' lives, interactions do
Make the case to private philanthropy & public funders about what investments produce results (n=4)	Don't know if we're accessing all available funds through grants and public programs; make it simple for funders: bullet points about what is needed and why – here's what will result; grant funding for innovative ideas; use private philanthropy, including articulating for parents what is needed
Cross-pollinate among area school's strengths (n=4)	Each school has something really special to enrich student experiences; bus kids to them (e.g., Shaker's Planetarium); combine resources when possible
Utilize existing community assets and resources partners bring (n=3)	Maximize untapped potential; work with partners on what can be funded; we have a rec center; take advantage of church facilities & their desire to interact with kids
Get businesses involved (n=2)	Provide window posters so businesses can promote students

Illustrative Quotes from Just the Handful of Small Groups That Addressed This Question:

- *Are we availing ourselves of every money opportunity out there? -Staff/Admin*
- *This is where community partnerships come in, while there are limits, many services they provide come with funding sources –Community Partner*
- *Risk trying to do too much on too many fronts – grow what we do well –Community Partner*
- *Need clarity on what we need – not sure that the district has articulated what we need as a district to be what we want to be. Before we write a 3k check a month to send kid to private we can work with district to meet some of these needs. Use private philanthropy – CHUH Parent*
- *Make more asks of businesses – if kids need hockey equipment – ask if we want to sponsor a board (banner) on the ice – come to business owners and ask for support - Community Member*
- *Take advantage of church outreach as well – numerous churches would like to have interaction with kids, have facilities and they want to keep in use – CHUH Parent*

XII. Strengths Upon Which to Build

Strengths Upon Which to Build

Please identify 1 strength you most want to see the District build upon (e.g., for students: would further support you to develop 21st c. skills to prepare for success in a global economy; for parents & teachers: would further support your child/student...):

Strengths Most Want to Build Upon	Group & Online Comments
Diversity / School Culture (n=106)	Diversity of races and cultures – bring them together to celebrate, learn from each other and create authentic relationships; Bring in Student Group on Race Relations (SGORR), a powerful program in Shaker schools that creates leadership development, mentoring, bias/cultural sensitivity training, and trust across races; Creativity & diversity across the population, living together; The district has a very diverse community of students & parents who believe in public education. There is a profound experience to be had in this type of educational environment that can't be replicated elsewhere; Equal opportunities for every student, light or dark, athletic or awkward, extra bright or needing a bit extra help, whatever it is that challenges or separates celebrate every student; Inclusion of the amazing diversity of students, their abilities, and interests. Keep finding a way to foster the innate ability of a variety of students
Arts (n=100)	Arts in the schools are a great way for our students to express themselves. I have watched "bad" students blossom through music and art; Cleveland Heights is home to the arts. We have many artists, musicians and other creative people who live here. We know that the arts enrich education and help students of all levels engage in learning. We should focus on being the absolute best in integrating the arts into our public education; The District has decent high school level music programs which could be so much better if we devoted adequate resources to music instruction in the elementary and middle schools
Academic Excellence (n=79)	Academic excellence, nothing less to once again attract families to Cleveland Heights; we need to restore our faith in education to keep our families here; Gifted program at elementary is excellent. Continue self-contained gifted options at middle school and high school; Gifted programming -- I would like to see our gifted students continue to be nourished and developed at ALL schools and not specific ones; Maintain high quality AP and Honors courses
Quality Teachers & Support for Them (n=73)	Creativity of teachers we already have; Good teachers in classroom, a real asset – maximize them; Great professional development opportunities in district; Excellent teaching; strong knowledge base: actualize it; Teacher/Student relationships; Teacher to teacher relationships; Our teachers are great and need more support so that they can spend more time teaching; Teachers coaching teachers; Teacher's ability to access resources

Continued...

Strengths Upon Which to Build

Please identify 1 strength you most want to see the District build upon (e.g., for students: would further support you to develop 21st c. skills to prepare for success in a global economy; for parents & teachers: would further support your child/student...):

Continued...

Strengths Most Want to Build Upon	Group & Online Comments
Student, Parent, Family and Community Engagement (n=65)	Provide opportunities for student and families to engage, connect and feel a sense of belonging; The concept of village committed to grads; Use the collective knowledge & passion of the public / families; Positive involvement of our strong community at large; all the people who show up every day to be involved in the district; Outreach, collaboration; access resources; Don't view those whose kids go to school elsewhere as the enemy; make them part of the solution; Community Center a great idea; The Preschool program could be expanded and connected with family support services to create a place families with young children can go and be together and get support and help
Variety and Strength of Course & Extracurricular Offerings (n=64)	Varied course & extra-curricular offerings; Strong academics; vast curriculum; Build on music and arts; Strong special education programs; Science/technology driven; Continue the wide variety of programs for students; Quality Curriculum for Differentiated Learning Styles; For some kids, their extracurricular activities might be the thing that motivates them to come to school every day; Variety of offerings, and diversity of the students, staff and community, the ability to see and value and address the unique contributions and needs, and the understanding that people are not interchangeable pegs to fit into a board; Maximize all of the advantages of our proximity to world-class cultural and scientific institutions to build an educational program that really serves students and prepares them to be productive citizens
Communication to spur more awareness and support (within buildings/throughout District and Community) (n=33)	Communicate strengths; we are really great; Create more buy-in, not just when asking for levy support; Communication will be key with changes next 5 years; Include teachers in the decision-making process; Great move creating Tiger Nation and letting go of individual school mascots. Continue to build on that bond to decrease the desire to leave the district in higher grades; Very efficient and well-written regular newsletters - I love seeing our students & teachers get praised and noticed publicly for great work they're doing

Continued...

Strengths Upon Which to Build

Please identify 1 strength you most want to see the District build upon (e.g., for students: would further support you to develop 21st c. skills to prepare for success in a global economy; for parents & teachers: would further support your child/student...):

Continued...

Strengths Most Want to Build Upon	Group & Online Comments
Consistency and Continuity of Leadership and Curriculum (n=27)	Equality among buildings; Curriculum Alignment throughout the district; Streamlining initiatives so that teachers are focused on one or two and do them well; Evaluating programs for effectiveness
Technology (n=18)	Internet access and quality technology for every classroom
Supportive, Passionate Culture & Sense of Community (n=10)	Equal support of all students at all levels; Students need more support than teachers alone can provide; Passion for helping students, keeping them in the forefront; People in community really care; Develop students to be prepared for their future; Sense of community students feel; Continuing to meet each student where they are, and offer classes and opportunities that allow for success - not testing success, but life success; Bolster student confidence so that they can learn in any situation (school, home, community)
Parents (n=5)	Strength & positive involvement of parents
Students (n=3)	Use our students to change public perception; Loyalty among elementary and middle students to CHUH through sports HS students coach / teach younger students, use that model for non-athletic things
Heritage of leadership in education (n=3)	Innovation, keep trying; High standards; be good at what works for our district
Alumni (n=2)	Success of our graduates

Strengths Upon Which to Build (*Illustrative Quotes*)

Please identify 1 strength you most want to see the District build upon (e.g., for students: would further support you to develop 21st c. skills to prepare for success in a global economy; for parents & teachers: would further support your child/student...):

- *Positive involvement of parents and community at large –CHUH Parent*
- *Strength of parents that do want to be involved, for example with MSAN – said we want to help: what do you need? Parents that would love to help and share what they have –CHUH Parent*
- *We are really great, we (often) don't feel really great, there is a lot of potential here –CHUH Parent*
- *People – we have people that are recruited out of there because we have amazing people here, amazing teachers –Non-CHUH Parent*
- *If we have all these great people then the system we are using is not working to maximize them –Non-CHUH Parent*
- *Arts program and athletics: people rave about them –Non-CHUH Parent*
- *Passion for education, helping students and keeping them at forefront of discussions – Community Partner*
- *Continue to focus on excellent teaching – Community Partner*
- *More than one way to skin a cat – don't have to have a bunch of money to inspire kids and touch children to lift them up and make them feel that they are important – Community Partner*
- *Idea of making schools a Community Center – best new idea that I heard – Community Partner*

Continued...

Strengths Upon Which to Build (*Illustrative Quotes*)

Please identify 1 strength you most want to see the District build upon (e.g., for students: would further support you to develop 21st c. skills to prepare for success in a global economy; for parents & teachers: would further support your child/student...):

Continued...

- *There is a really cool passion among people who live in Heights – people know what it means when I say “I am a Heights Guy” – we can have the change because people care – Community Partner*
- *Strengthen communication – create more buy in – I should see more black and gold not just when a levy is up – Community Partner*
- *We don’t need to view kids who don’t go to the school but live here as the enemy – don’t see them as any less involved with the community – They need to be part of the solution – Community Partner*
- *Thrilled to be invited to this – knowing my voice is valued, they get information and I get to have a voice – Community Partner*
- *Teacher to Student and Teacher to Teacher relationships – Student*
- *Student body is strongest – Student*
- *Spirit of community – Staff/Admin*
- *Strong knowledge & talent base already here: need to actualize it – Staff/Admin*
- *Vast curriculum selection for students – Staff/Admin*
- *Figure out what works, and get good at what works for our district - Teacher*

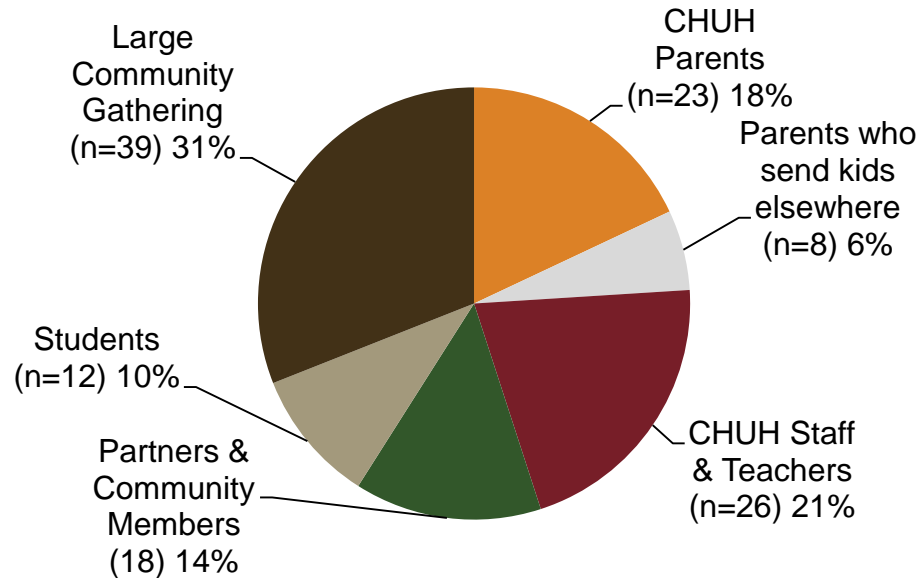
Appendices

A: Detailed Description of Group Participants

Facilitated Discussion Group Participants

A total of 9 facilitated discussions (8 small; 1 large) were conducted to solicit input from a variety of CHUH stakeholders. Each participant was asked to provide some general background information. This chart and the following pages describe participants who completed forms and provided background information.

Number & Type Discussion Participants, As a % of Total



Parents – General Background Information

A total of 31 parents participated in the small group facilitated discussions. 23 are current CHUH parents and 8 are parents whose children attend other schools. Below is the general background information they provided:

CHUH Parents: (n=23)

- *Number of years living in District:*
 - *Range 4 years to 40 years*
 - *Average (mean): 16.7 years*
- *# With children currently in grades:*
 - *Pre-K: 0*
 - *Elementary: 15*
 - *Middle School: 9*
 - *High School: 7*
 - *Post High School: 2*
- *5 (of 21 who answered this question) have children that have graduated from District*
- *Parents currently had at least one child in the following buildings (9 currently have children in 2 different District schools):*
 - *CHHS*
 - *Monticello / Roxboro Middle*
 - *Boulevard / Canterbury / Fairfax / Noble / Roxboro Elementary*
 - *While no parents currently had children attending Oxford, 3 had children that had attended previously*

Parents who send kids elsewhere: (n=8)

- *Number of years living in District:*
 - *Range 3 years to 48 years*
 - *Average (mean): 21.7 years*
- *# With children currently in grades:*
 - *Pre-K: 2*
 - *Elementary: 6*
 - *Middle School: 4*
 - *High School: 2*
 - *Post High School: 1*
- *Only 1 had a child that graduated from District*
- *Parents currently had at least one child in the following schools: (4 currently have children in 2 different schools)*
 - *The Music Settlement*
 - *GESU*
 - *Communion of Saints*
 - *Hathaway Brown*
 - *Hawken*
 - *Ratner*
 - *Intergenerational School*
 - *The Ohio State University*

CHUH Staff & Teachers – General Background Information

A total of 26 CHUH staff and teachers participated in the small group facilitated discussions, 16 staff and 10 teachers. Below is the general background information they provided:

Teachers: (n=10) (only 9 provided information)

- *Number of year working in District:*
 - *Range 1 years to 20 years*
 - *Average (mean): 8 years*
- *Number of years teaching:*
 - *Range 4 years to 26 years*
 - *Average (mean): 10.8 years*
- *Teachers from all levels (ES, MS, HS) were represented and currently teach in the following schools:*
 - *CHHS (2)*
 - *Oxford Elem (2)*
 - *Roxboro Middle (3)*
 - *Legacy High New Tech*
 - *Monticello Middle*
- *Two previously taught at Wiley Middle and one previously taught at Boulevard.*
- *Only one teacher had a child that currently or previously attended a school in the District*

Staff: (n=16) (only 15 provided background)

- *Number of years working in District:*
 - *Range 1 year to 29 years*
 - *Average (mean): 12.9 years*
- *Staff play a variety of roles in the District and work at a # of buildings depending on their role:*
 - *Administrators*
 - *Athletics*
 - *Coordinators*
 - *Principals*
 - *Custodians / Operations & Maintenance*
 - *Program Specialists*
 - *Secretaries*
 - *Technology*
- *Three had a child that currently or previously attended a school in the District*

Students – General Background Information

A total of 12 students participated in the small group facilitated discussions. Below is the general background information they provided:

Students: (n=12) (only 11 provided background)

- *Number of years living in District:*
 - *Range 0.5 years to 17 years*
 - *Average (mean): 11 years*
- *Two of the students were in middle school, the remainder were high school students (sophomores, juniors and seniors, with the majority (7) being juniors)*
- *Half had also attended elementary and middle school in the District*
- *Five have siblings that have graduated from CHHS*
- *Two had parents that have graduated from CHHS*
- *All currently live in Cleveland Heights*

Partners & Community Members – General Background Information

A total of 18 stakeholders participated in the small group facilitated discussions: 11 representing District community partners and 7 with a mix of community affiliations and District connections. Below is the general background information they provided:

Community Partners: (n=11)

- *All but one are currently engaged in a working partnership with the District*
- *Type of organization:*
 - *Non-Profit (7)*
 - *Educational Institution (2)*
 - *Public sector (1)*
 - *Private sector (1)*
- *Longevity of partnerships range from less than one year to 60 years*
- *Four live in Cleveland or University Heights (one for 30 years, others for 17 years)*
- *Three have children that currently or previously attended a District school*
- *Two are CHUH alumnus*

Mixed Community: (n=7) (only 6 provided background)

- *Community affiliation:*
 - *Work for private sector business (3)*
 - *Works for public sector entity (1)*
 - *Works for public & private sector entities (1)*
 - *Not currently working, resident (1)*
- *All but one have partnered with the District*
- *One has children that currently or previously attended a District school*
- *None are CHUH alumnus*
- *Current city of residence:*
 - *Cleveland Heights (7 years)*
 - *University Heights (20 & 25 years)*
 - *South Euclid, Shaker & Cleveland*

Large Community Gathering – General Background Information

A total of 32 community members provided background information at the large facilitated discussion. Below is the general background information they provided:

Large Community Gathering: (n=39) (only 32 provided background)

- *Number of years living in District:*
 - *Range 4 years to 52 years*
 - *Average (mean): 26.7 years*
- *Community affiliation (check all):*
 - *Parents (26)*
 - *Alumnus (13)*
 - *Resident Cleveland Heights (25)*
 - *Resident University Heights (6)*
 - *Resident South Euclid (0)*
 - *Local Business Owner (3)*
 - *Local Non-profit (6)*
 - *Work for partner organization (5)*
- *# With children currently in grades (check all):*
 - *Pre-K: (0)*
 - *Elementary: (9)*
 - *Middle School: (8)*
 - *High School: (13)*
 - *Post High School: (7)*
- *Parents currently had at least one child in the following District buildings:*
 - *CHHS*
 - *Monticello / Roxboro Middle*
 - *Boulevard / Canterbury / Fairfax / Oxford / Roxboro Elementary*
 - *While no parents currently had children attending Noble, one had children that had attended previously*

Appendix B: Additional Group Comments

What Distinguishes CHUH (Illustrative Quotes)

Please comment on what distinguishes CHUH schools and the student experiences offered from other types of schools and offerings (private, charter, parochial, home-schooling):

- So many different types of people in public education; students learn from each other's cultures – Large Group
- Our diversity defines us in ways that are positive and negative – Large Group
- Social economic issues are pervasive in our community, sometimes have an impact on our ability to function in our roles-something we should look at as a core of what is going on in our system – Large Group
- Give our students world class opportunities and celebrate them – Large Group
- Every student counts – no one can be invisible – Large Group
- We are rich in resources, programs, support, passion, pride, knowledge, culture – there are pros and cons to that – Large Group
- Opportunities for students to showcase capabilities, arts, academics and athletics – Large Group
- Expert level teachers who have buy in and help kids get there – Large Group
- One thing we are rich in is our social relationships underscore a sense of community among our students, real value that can't be found other places – Large Group
- Early college – for encouraging kids to go to college who might not normally go – Large Group
- Neighborhood schools create a sense of community – Large Group
- Arts have been my daughter's saving grace – music was incentive for her to do well, stay on top of everything else so she could do what she loved (music). She knew that she was not able to go to MSSP if she was not on top of stuff in class – CHUH Parent
- Diversity of community our schools reflect that – not a 'football' district – not a one thing to the detriment to everyone else – CHUH Parent
- In these schools my kids feel like they can be whoever they want to be – don't have to pretend to be rich or like football and they are who they are and still fit in – CHUH Parent
- When not tearing them apart, neighborhood schools. Three kids on our street went to 3 different schools based on the assessment they got – CHUH Parent
- Never seen this level of parents in buildings at all times, where parents are told 'you need to go home.' Very invasive. Don't parents trust what's going on in buildings unless they are there providing supervision? Do they stop going when the kids get a little older? – CHUH Parent
- Heights does have the music and arts - you will not get that at other places. But you will not get the IB you get at St ED's or the community service you get at Ignatius –Non-CHUH Parent

Continued...

What Distinguishes CHUH (*Illustrative Quotes*)

Please comment on what distinguishes CHUH schools and the student experiences offered from other types of schools and offerings (private, charter, parochial, home-schooling):

Continued...

- *Don't think students having taken one college course is important, why? It bothers me, needs to be defined better –Non-CHUH Parent*
- *Open, at least to JCU, idea of plugging students in for teaching and student teaching and observation, they see it as a true partnership –Community Partner*
- *Passion and energy in district I don't see elsewhere, make it fun to work with them –Community Partner*
- *Lot of good teachers, committed, care – can't always say that in all districts I work in –Community Partner*
- *Minority district but diversity in class and interest that you don't experience in many other places –Community Partner*
- *Amazing kids – not entitled; not like other students that I service – unique and kind and giving and world minded people, they are astounding –Community Member*
- *Parents who know how to navigate the district – those kids get a high quality education and are ready for life –Community Member*
- *Experiencing what many larger, urban districts deal with - need to find a way to keep students here –Community Member*
- *Historical legacy of success – enduring legacy of students success –Community Member*
- *HS lots of kids allows us to provide more services and range for students – comes from having so many students – small private school might be great but they are not getting the same diversity of people and experience I get – Student*
- *Considered (going to a) private (school), one thing that kept me here: large sense of community here – surrounding community, business, people who live here, care about us and the schools – Student*
- *Community bond – like what we are doing here, have respect for each other, get along well, come together and we can be honest – Student*
- *CH has a reputation as being an inclusive community, look at makeup of school and does not match our residential population, try to be everything to everybody and not sure we do that well – can't focus on what's important – starts with high quality education – need to engage kids and connect them with an adult that likes them and wants to help them be successful – resiliency – Staff/Admin*
- *Giving new teachers support that you need, other places don't do that - Teacher*
- *PD opportunities – offered, not sure that people apply it properly, get support to implement – but opportunity to grow is here - Teacher*
- *We are innovative – but we don't stay with it long enough to yield rewards – always cutting edge though - Teacher*

Student is Successful When s/he ... (Illustrative Quotes)

What is your definition of student success? A student is successful when s/he...

- *Have to teach students that success is a process, a progression, to help them believe in themselves – Large Group*
- *Good social skills, people skills – being able to work together, how to handle different types of people – Large Group*
- *Understand their role in being a productive member of society – citizens – Large Group*
- *Children who are under and over achieving who find themselves engaged in process of learning, hungry to learn – Large Group*
- *Has a sense of belonging, comfortable in their own skin – Large Group*
- *Want to see success for a student who has disability and take it beyond food service, flowers and sanitation – Every child can excel, maximize their potential – CHUH Parent*
- *Be respectful of students. We know respect through successful interactions, that's how we learn – CHUH Parent*
- *Talk one to one – have those interpersonal conversations instead of just talking down to students – CHUH Parent*
- *Part of school experience is learning how to socialize in the real world, not just a select world. Potential here to learn how to do that successfully – CHUH Parent*
- *When they are excited and show enthusiasm about what they doing – excited, talk about it they are engaged – CHUH Parent*
- *All they talk about is tests – daughter reads at the highest level but still she was very stressed because she thought she might not meet a reading requirement – Not so sure we'll continue in district. I think it's a different paradigm now – with the younger grades – CHUH Parent*
- *Kids being accountable to themselves and their responsibility for learning – Non-CHUH Parent*
- *Character, morality – be able to try hard and know if you are always trying hard, working hard you will have success – take the bull by the horns and go after it, don't expect people to do it for you – then when you reach problems you can take care of them – Non-CHUH Parent*
- *Resilience – at HB that's a big thing, teaching kids not to fall apart over the smallest thing – Non-CHUH Parent*
- *Ready to compete against the very best wherever they go, to be totally ready – Non-CHUH Parent*
- *Emotional intelligence, well-being – being able to handle challenges that school setting brings not only in primary years but post-graduation, being able to handle success and challenges – Community Partner*
- *Empower students to feel that their actions do matter – Community Partner*
- *Develop sense of self and their place in the world – awareness of ones talents, areas for growth, sense of place in the world – Community Partner*

Student is Successful When s/he ... (Illustrative Quotes)

What is your definition of student success? A student is successful when s/he...

Continued...

- *Help students and parents develop those large goals but help them break it down into small steps, big goals but have no idea how to get there – Community Partner*
- *Able to go on to secondary education with skills and background to put them in a good place. Not starting with Math 101 – or whatever their trade is – Community Member*
- *Skill sets to compete when they get out of college – skills and confidence to compete – Community Member*
- *Learning how to learn in new situations– your surroundings will always change – ability to adapt to that, based on my experiences I can take these steps to figure out what to do in those new situations – Community Member*
- *Be able to come away from HS, take away fundamentals of knowledge, being with friends, gaining from peers, learning social skills – Learn and build on your basis of knowledge you enter with – Student*
- *Success is kids who are excited to come to school – good sense of self, confidence – also have a vision, no matter what the next step is – Staff/Admin*
- *Community minded and civic active – create buy in to community – might find classroom more relevant to them – Staff/Admin*
- *Gauge student strengths –Not something they are really thinking about so we need to push them to the resources that they need to determine what their strengths are – narrow down interests – Staff/Admin*
- *Open up lanes – find where are kids are – we try to push them down the road too early before we know where they are at. More time on this in MS. By HS they have to narrow their decisions– Staff/Admin*
- *They want you to give them the info and they don't want to think about it - don't want them to be a passive vessel – Staff/Admin*
- *Critical thinker – and being able to self-asses and reflect be in touch with their own needs, when they recognize a deficiency they know where to go for help. Can problem solve – Staff/Admin*
- *HS more ways for kids to be involved, reduced but at MS nothing – Have to be able to work collaboratively – Staff/Admin*
- *They have to be engaged – everything about kids has changed – the way they learn, etc. – Staff/Admin*

Importance of State and Local Performance Measures (Illustrative Quotes)

How important to you are state and local performance measures, such as the mandated Ohio Report Card, to gauge District and student success?

- *Not important to me, not big on the excessive standardized testing being shoved down our throats now - Parent*
- *Not sure important but the effect makes them important – if we just got rid of them my house might double in value - Parent*
- *Don't think scores are accurate enough, some test well, some don't - Parent*
- *More information by talking to other school personnel or other partners – big on partnerships e.g., what's your experience with teachers in this school, if there is an issue how do they deal with it. When you look at ratings, there are lots of other factors that are in place there that are largely beyond their control (e.g., renters in and out) – Non-CHUH Parent*
- *Young families looking at that report card, for good or for bad impacts community – Community Partner*
- *If you rate people on things they are not good at they will not succeed – Community Partner*
- *If you look at report card Shaker at lower end but their PR people are fantastic – nationally known – Community Member*
- *Hard conversations as a community they need to have – it's a perception of young African American males – Community Member*
- *They only see a sheet of paper, don't see anything that went on behind that – Student*
- *I know it affects other things I believe in – they take away from the other things that we care about - Teacher*

Ways to Strengthen a Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Large Group participants conveyed...

- *More effective engagement of parents and residents*
- *Friendlier buildings, where people feel welcomed and greeted when they arrive*
- *Leadership – that shares power and unites, shared ownership, transparency & empowerment*
- *We need a true deep focus on equity, ensuring that we have the same offerings and environments for all students at every building - turn Roxboro into 5/6 and Monticello into 7/8 and then everyone in the District goes based on grade, not home location*
- *SGORR (a program at Shaker that matches older and younger students together, across racial and economic lines – a mentoring programming)*
- *Creating an environment that is totally about respect – need to deal with how fear is driving education and our community at this point – got to get it (fear) out of there*
- *Building community partnerships at ES and MS level as well, not just HS*
- *Strengthen transition between MS and HS (more like ES to MS)*

Continued...

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Continued...

Quotes from Parents, Community Partners & Community Members:

- *District stance on inequality – having a transfer policy for people to get into Roxboro – they need to just make all the schools equal and then deal with white people leaving – Roxboro gets what they want because of squeaky wheels - Parent*
- *Despite the fact that we are very diverse we are a very segregated district. Not so much as community, but segregation around who is benefiting getting services at top, middle and bottom - Parent*
- *Where I live is not where we attend school. Geographic issue is a very dirty secret, north Noble and Oxford get next to nothing and those on south get way more - Parent*
- *If every child was treated as equal – and that’s not happening right now. Have ES in district that has a full-time gifted teacher and then others share one between many schools - Parent*
- *Inclusion beyond for just inclusion sake, send my kid to class even though they are not teaching to my child, what child needs - Parent*
- *Want kids to know community service – you graduated here you live here you come here and you give back to your community - Parent*
- *Our responsibility to teach these kids how to be engaged – if you go through life never engaged then you never learned how to be engaged – Give HS and MS kids a way to be engaged at lower ES level - Parents*
- *Focus on what is going well – brag about the solutions - Parent*
- *Distinguish fact from fiction - Parent*

Ways to Strengthen a Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

What would strengthen a sense of camaraderie, respect and culture of collaboration among different constituencies such as students and teachers, parents and school leaders/teachers, teachers across grades and units?

Continued...

Quotes from Parents, Community Partners & Community Members:

- *More in-depth information about what fuels the perceptions about the community, is it just perception or is something really going on. If only 60% of kids here pass a test but 90% over here pass, that's not just perception - Parent*
- *Have to make parents feel warm and welcome, you have to have a relationship with the parents - Parent*
- *Take the small school program – I can't get any info on why it failed and what's taking its place – Non-CHUH Parent*
- *You can get what you want out of CHUH but not everyone is going to get the same thing – Non-CHUH Parent*
- *Perception with the school is top 20% it's great for them and bottom 20% it's great for, but the 60% in the middle get lost. – Non-CHUH Parent*
- *Hit nail on head for why I am not in CHUH – don't want him to have to try to contend with those kinds of distractions when I can make a choice for him to be in a supportive diverse educational environment – Non-CHUH Parent*
- *Had been a culture of top down initiatives; Faculty wanted what we were doing and then admin pulled it – Community Partner*
- *Sounds like there are efforts around communication that might be helpful for district – breakdown between admin and faculty and then those who want to provide services – Community Partner*
- *Have to ignite young people, show people they belong – Community Member*
- *Give them a sense of ownership, connectedness – Tiger Nation extends beyond the school boundary - Students can't do what they don't know – they need to see people as partners – Community Member*

Ways to Strengthen a Sense of Camaraderie, Respect & Culture of Collaboration (Illustrative Quotes)

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Continued...

Quotes from Students, Teachers, Staff/Admin:

- *More communications before they start doing new things - Student*
- *More than just communication – if you tell me, what if I don't agree with what you tell me? We need a say - Student*
- *I find teachers invite our opinions and engage us – Student*
- *Lot of amazing relationships with teachers that are great, help me in and out of school – very few I don't like - Students*
- *No immersion – when in untracked class, gym, health, been the only white in my class a lot, and then in AP only one black person - Student*
- *Not sufficient understanding, if you get pigeonholed it's not easy to break out of the track that you are put into - Student*
- *Where are the resources going? Going to people who need them or to people who can get those resources at home. It's treated hush, hush - Student*
- *Communication – do well communicating to community, sometimes I get info there as district employee that I don't get at work – INTRA communication needs to be improved – red flag that I get info there instead of work – Staff/Admin*
- *Bring community into school building – don't do a good job of this (e.g., adult education programs in evening that take place there at night, or walk track, swim at pool, etc.) – Staff/Admin*
- *Vertical collaboration – big disconnect between 3 levels – Teacher*
- *Communication – among all – we have more things in common than differences parents, teachers, students, community, if we open this up as a community based approach to make our kids even if they don't go to school in district, make kids and community safe and successful - Teacher*
- *No cohesion – HS all 5 principals says something different about the same thing - Teacher*
- *Continuity - stick to it - Teacher*

For What Purposes Schools Should Serve as a Community Center (Illustrative Quotes)

Among the things CHUH is further exploring are way(s) the community might best support the provision of the following before and afterschool extended services (often referred to as “wrap-around services”)? What are your suggestions regarding these/other community support options?

- *Take advantage of what we already have – Large Group*
- *We have lots of resources for kids to go to for academics, or mental health, need to broadcast resources to kids who are outside of school to have bigger impact on students’ lives, need to show kids not to be afraid of those (available services) – Large Group*
- *Don’t just serve students in building during school hours but be a community center – Large Group*
- *Library, gymnasium, pool – (open up for) usage by community – Large Group*
- *Services need to be in the building, accessible and immediate – Large Group*
- *Need to embrace resources we see making a difference in urban communities - Parent*
- *Hear kids wonder out loud in HS classrooms why can only 3 of us go into CVS at once, Wendy’s as well. Has to be more than just the library that says we are proud of you, you belong to us and we are happy to have you here. Hurts there psyche when they hear you are not wanted, you are going to do something bad - Parent*
- *Totally against trying to be more than a school district. Already have free breakfast/lunch – focus on being a strong district – concerned about doing another thing that is a distraction – Non-CHUH Parent*
- *Districts role as a holistic center – but they can’t spread themselves too thin – Non-CHUH Parent*
- *These programs only seem successful when they are parent driven, can’t be school driven – Non-CHUH Parent*

Continued..

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Continued..

- *Like idea of wrap around being in the building or a central location – Community Partner*
- *Need leadership communications and follow through– Community Partner*
- *From standpoint of creating buy in – notion of opening schools to be a community resource – even if I don’t have kids in schools I can be welcomed there, or participate there – Community Member*
- *If you go through the security entrance though it can be intimidating – Community Member*
- *Schools have responsibility in the end – it’s not just reading that they need to teach and kids suffer because this stuff is not being taught – Community Member*
- *It does not look inviting for parents to come in – campuses should look inviting. When you have kids sitting in front of door – drive past 60 kids sitting there and walk in there and not all the kids are the best behaved - Teacher*
- *It always comes down to more money - Staff/Admin*
- *Give kids opportunities to be students – dealing with so many life issues, they forget to just be kids and learn what it means to grow up – so many have adult responsibilities already - Teacher*
- *Way to rally round students instead of linear discussions: teacher-parent then student-teacher, then parent-student, etc. - Teacher*
- *If this is done the right way, numbers will increase in district - Staff/Admin*
- *School buildings should be a hub of community - Staff/Admin*

With Which Community Partners CHUH Should Work to Provide Services (Other)

With whom should CHUH partner (more closely) in the future – and for what reasons?

Group participants identified...

Other suggested partnerships and comments:

- *Learning disability assessors, ADD ADHD*
- *Children's Advocacy group – not well advertised*
- *Cleveland Hts. Community - Grass roots org committed to youth leadership*
- *Coats for kids*
- *Daycare*
- *Gardening groups (get kids outdoors)*
- *Help families who are isolated*
- *HHS*
- *If I don't feel good about me or myself I will shut down – emotional stuff for kids is important too*
- *Jane is great – need more people like her to be involved*
- *Mandate community service, at many creative levels*
- *Markers - Spaces to make things*
- *Mentorship programs for K to 12*
- *Ms. Hentry Bell*
- *Nursing homes for intergenerational learning (Homewood?)*
- *Parent liaison in each building*
- *PTA*
- *Refugee Services - EST, Community / cultural resources for immigrant families*
- *So many scholarships that we are not aware of, they should do more to let us know what is out there, we don't know about half the stuff going on*
- *They should explain clearly to parents and residents of preschoolers what financial help they offer to lower income families. For preschool programs (such as scholarships) financial / education is needed definitely.*
- *Vertical Partners within our district – MS kids come back to ES to help tutor - Easy to do, could happen*
- *What is the list of partners that they work with? – They need to communicate better about who they are already partnering with*
- *What the community indicates it needs BEFORE deciding what programs to develop*
- *Wrap around services are essential*
- *Youth leadership and development programs along with arts and music programs*