

Appendix C: Online Survey Summary of Comments

The Cleveland Heights-University Heights City School District mounted three similar online surveys to solicit stakeholder views to help inform the Strategic Planning Committee's work in developing the District's 5-year Strategic Plan. Survey links were sent to all CHUH teachers and staff. Our middle and high school principals made the links available and set aside time for many of our 7th-12th grade students to provide their input. Links were also made available to the community, parent and alumni survey by using the School District's website, social media channels, parent emails, PTA Channels and eNewsletters.

There was a total of 1,708 online respondents. Students make up the largest proportion with 875 respondents, followed by 523 Teachers and Staff, and 310 Community Members which includes District Parents and Alumni.

The following presents the questions posed, "other" comments added, and responses to the open-ended question re: challenges/concerns and strengths upon which to build. This summary is organized by 'like' themes in response to each question. N=# shows total number of comments and n=# shows how many 'like' comments were made by each stakeholder group.

✓ Question 2 - Community and Students, Question 11 – Teachers/Staff

The CH-UH 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)

Academic Achievement N=23

Teacher/Staff n=11

Has down basic reading, writing, and math skills, which seem to be lacking these days.

Meets or exceeds standards for each grade level.

Is actively learning in a variety of areas and can connect those areas of study to each other

I feel students succeed when they are able to find their personal strengths. Students need opportunities to find what they are good at and for these qualities to be nurtured and celebrated. Growth in other areas follows.

Experience traveling abroad and therefore becoming a world citizen

Has mastered the content sufficient for needs of next course in the sequence.

Has time to master the material and practice. Not to be rushed for data purposes.

Why would we only choose three? Why not all of them?

They are successful when they have a goal and love to learn. When they take classes that are engaging and offer them something tangible -- including the ability to learn and practice new skills -- education is worth it. It must be challenging and meaningful.

Is a well-rounded human being working to their potential in areas of their choosing.

Has an excellent work ethic

Community n=2

Can read to level

is taught math, reading, literacy, and civics.

Student n=10

When I know my material and am ready for the test.

When I completely understand the material

I feel successful when I am prepared for a test or quiz and I am clear about what is expected of me

When I get an A or a B

Get an A or B

I have good grades

Get through something on my own

Finish work

I have all my work completed

I feel successful whenever I finish something important done. I find success in little steps.

Engaged and motivated, supported N=15

Teacher/Staff n=4

When parents are invested and involved in their student's education. I feel that this is a lacking component that is impacted our students' educational experience

Special education students are successful when they are prepared to be as independent as THEY can be. Sometimes that means being ready for a job, sometimes that means being able to take care of self-care issues. Our programs need to be flexible to bend to the needs of each student.

Family support

Has basic needs met.

Community n=6

Is motivated, engaged, excited to learn, has critical thinking and problem-solving skills, has an understanding of how to be functional within society in practical ways (finances,

community roles, parenting skills, etc.), and is connected and contributes in meaningful ways to the community in which s/he lives

I think that the most important aspects of K-12 Education are that the students is motivated & engaged, and ready for their next step (career/college) but after that I think all the other criteria help to define success - skills (critical thinking, problem-solving, communication, organizational, and time management) are very important, but equally important the student should feel a connection to their community

is engaged in activities that she/he enjoys

The purpose of education is to give young people the tools to participate in democracy. A focus on college and careers only does nothing to make our community stronger. It does nothing to reach lower-income youths who need emotional and social support. We live in a diverse community and need out-of-the-box solutions to engage and nurture all learners.

has the support of family and community necessary for success

His/her talents/gifts have been identified and they have acquired the necessary skills to excel on those talents/gifts.

Student n=5

Teachers praise me for good work and help me when I am not doing so well.

I feel successful when people encourage me to pursue my interests.

Work with partners

When we work with partners

When I have fun while learning

When I get something right after trying many times

Other n=20

Teacher/Staff n=9

All except "Is prepared for a career and/or college", because they will be prepared for that and much more with all of the other skills.

Can communicate, collaborate, think creatively, and problem solve in order to be prepared for a career/college.

A responsible, functioning member of society. Prepared for adult life with real life skills and critical thinking whether or not it includes college.

A positive relationship with the staff/teachers.

Has respect and civility. This will serve the student better in life than a meaningless score on a MAP test.

Has self-control and knows how to behave in different situations. Out of control students rob themselves and the other students of learning and progress.

College is nice, but it's not a reality for many students. Missing these days is the skillset for navigating the real world and handling real life situations. Check books? Wills? Paying taxes? The importance of insurance? Job interviewing? Time management? Self-care? Respect for country, self and others? True education can't be measured in a state standardized test. Kids can't even sign a document in cursive let alone read an historical document in cursive. It's a sad state of affairs when the state dominates what you need to know.

...is able to practice habit of mind.

It's all about the parents

Community n=10

All of the above (n=6)

Involved in the arts

Knows how to work independently and with a team

Passes state mandated testing

Is well disciplined, respectful and law abiding

Student n=1

Get noticed from my teachers

✓ Question #3 for Community and Students, # 12 for Teachers/Staff:

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

Graduates Prepared for College/Life N=37

Teacher/Staff n=9

For regular Ed students, graduating with a decent GPA within 4 years.

Completes college OR training in desired career.

Although I recognize college is not the best course for all students, it is quickly becoming (has already become), a necessary delay into workforce measure that results in individuals who contribute more to society and are able to sustain themselves intellectually and financially.

Holds a part-time job, learns to save money and purchases a used vehicle to sustain themselves.

Completes a professional training program other than college within 4-6 years.

Enrolls in college or other job training, but not necessarily within 12 months of graduation. I think kids need to be encouraged to go when they are ready to apply themselves.

Professional or career prep track. Work/family skills, maturity ability to adapt.

Graduates high school, period. It doesn't matter if it takes longer than 4 years. To me, it shows more about the student and the teachers that they persevered.

Has a sense of what kind of work they want to do and how to prepare for it.

Community n=25

Is prepared to enter the workforce/ begin apprenticeship training.

Is successfully engaged in more education or a good job after 18 months.

A student should either enroll in college/post-secondary training program or have a job within 12 months of graduation - otherwise some of the measures are good gauges for some students but not ALL students.

Does not have to take remedial classes in college/job training program.

Is accepted into college/University of their choosing.

is prepared by CH-UH school system to succeed in college or career no matter what academic or vocational path he or she takes in HS.

That the student develops a personal plan for success.

Students meet personal goals - either more education or employment in a field they hoped for.

There must be some self-confidence scale that could measure how students feel about their future. They need to graduate believing they can have an impact on the world.

Has a plan for what to do after graduation (job or college or post-secondary or skilled labor training) and follows through on that plan.

Proceeds on to further endeavors that please the graduate - additional schooling, employment or other activities.

Has the skills and motivation to move to success after High School. Not necessarily College.

Continues to increase graduation rates as well as college enrollment.

Persists and graduates.

Moves consistently and progressively through k-12 education with their age group.

Students who consistently advance grade level and pass their school courses.

Completes undergrad in 4 years or less.

Has a job with a living wage within 4-6 years after graduation.

Finds meaningful employment after high school or college.

Achieves at least a 3.0 GPA in high school; is a respectful and confident human being.

Volunteers, community connections, GPA at least 3.0 based on Mastery of Content not ability to color...

3.0 GPA; Graduates from high school within six years.

Leaves school still wanting to learn.

Graduates high school with a love for learning, love for community, and a desire to pursue education beyond high school.

Students display a love of learning and are active in their community

Students n=3

To stay happy, have good grades and work hard.

They work hard in school.

Students are dedicated and persistent.

Community Engagement/Civic-minded N=12

Teacher/Staff n=5

Is a well-rounded human being.

Being a member of the community (good citizenship).

Is an involved member of their community.

Develops emotional intelligence, problem solving skills and a zest for learning and finds a way to engage in contributing to his/her community in a positive way.

Works at building good character, so that our district is held in esteem for preparing students to be good citizens in the community.

Community n=5

Grows as a productive member of society and loyal to school/family/community.

Becomes an independent, productive, and engaged citizen.

Participates in local internships that teach students the value of the arts and culture that make our community unique. College degrees are becoming obsolete. Students need real skills, and relevant experiences that inspire them.

Is actively engaged in their community.

Has the skills and abilities to contribute to a better society no matter what profession the child chooses. Bad high school students can become great college students and vice versa. You can't judge every child with the same yard stick.

Student n=2

The football team is really good.

No negative publicity in the media.

Other N=23

Teacher/Staff n=9

Nice that you remembered to include some special education options for our students with special needs. How about a job and a feeling of success.

The district's job is to provide a basic education through 12th grade. Success is measured by students who can read, write and do math, students who have an understanding of the constitution and our country's history, and students who appreciate the arts. Students with these skills can be successful in any avenue after high school. Students are going through our district who cannot read cursive! Students are going through the district who cannot use the math they learn because classes like shop and cooking have been taken away, and because instructional time is decreasing rapidly due

to an over emphasis on testing. The state exams do not mean anything to the students except to stress and dishearten them.

Percentage of transient students moving in and out of the district that are attending private schools. Retention is the key.

Takes at least one foreign language course while in school.

Students doing something productive and meaningful with their life that contributes to society.

I don't think we can measure every child the same way.

Students who find and believe in their own strengths signify success.

STEM, yes. But let's not forget the arts.

None

Community n=14

There is no quantitative performance that will gage a student's or a district's success. A student is successful when s/he finds a passion and excels at it while being a productive member of his/her society and community. A district succeeds when it helps a student achieve this.

Shows demonstrated successes within challenging coursework--ie: improved grades.

Can read to grade level and above.

All of the above are focused on 12th grade students. This is very near-sighted, as the majority of students in the district will not graduate from here. Student success should be measured on an on-going basis throughout their time in our district.

Students grow academically and socially if they stay in the District.

Student portfolio of work upon graduation.

Does not end up in jail.

I don't think that word means what you think it means.

These are criteria measure, not quantitative. Please use the correct term.

student and staff satisfaction

learns critical thinking skills and able to apply in real life

There is no quantitative performance that will gage a students or a district's success. A student is successful when s/he finds a passion and excels at it while being a productive member of his/her society and community. A district succeeds when it helps a student achieve this.

All of the above (n=2)

Students n=0

✓ Question 14 for Teachers/Staff, Question #5 for Community and Students:

The CH-UH City School District offers a variety of student experiences, and is evaluating certain programs. On a scale of 1 to 5, where “1” is ‘not very’ beneficial and “5” is ‘extremely’ beneficial, please indicate how beneficial you believe the following CH-UH Experiences are to students’ success. (Select ONE response for each experience)

Academic Focused Programs N=26

Teacher/Staff n=16

ALL Students need to know basic math skills like how to multiply, divide, add, and subtract numbers up to 10 by 10 by 5th-6th grade. Without these skills math will be a struggle.

We need to think differently about the Performance-Based Reading or RBB. Is this really making a difference? The data doesn't show a big change in achievement. Students are being moved from group to group and the students are missing a considerable amount of content. If I have not taught something, and my colleague has already taught that concept or skill and I move a student to his or her grouping, how or when is this child going to receive the content and how is this being communicated DISTRICT-WIDE? What is the criteria for moving students and how do we know what they know or do not know as it relates to Common Core Standards. When you are teaching an Approaching Group and your students are all progressing; there is no place to move the children. What happens when you receive a student in need, that is significantly below the students that are in your current grouping. The entire dynamic should change to meet the needs of that student but they can't because there is no place to move the other students. Therefore, Performance-Based Reading should be a co-teaching model. ELA Support and Title I teachers should push in and do small group reading. Therefore, students don't miss content and there is a way to keep the cohesion of the classroom community without moving children continually.

Opportunities to participate in different learning programs- New Tech model is able to co-exist with a lot of these other programs (wasn't listed for evaluation- PBL is a part of New Tech)- also previous comment boxes would not allow comments. There is not one experience, but multiple opportunities for experiences for all students will be beneficial.

Providing alternative methods of instructions- New Tech instruction allows students to become independent learners, collaboration, opportunities to work with the community, problem solving skills, and presentation skills.

New Tech was a network that supported PBL, CTE, Honors options for ALL regardless of previous teacher recommendation, participation in community service, STEM, arts, world languages, students who learn differently, and more.

Experiential Learning, which I view differently than Project-based learning. We are geographically close to an untapped resource: our museums, hospitals, etc. Independent schools have figured out how to hone relationships with these institutions for the betterment of student learning--why can't we?

Tutoring

After school tutoring

If you are serious about closing the achievement gap, we need after school tutoring programs at every school. Write a grant, find a part time administrator, and get paid tutors from colleges.

Tutoring

After school tutoring

IB is only good if the High School adopts the program

IB offered in Middle School & not in High School Why?

Qualifier on the Stem and IB. I believe the limits and guidelines associated with specific programs are limiting in their inherent design. These limiting factors are problematic, math, science etc. have always been part of school curriculum, we don't need to buy into programs to teach the material, it's costly and doesn't really make a difference.

Every student should take at least one Advanced Placement (AP) class.

Community n=10

Students need at least a full year of Civics instruction to learn how the U.S. political system works.

We need to offer more AP courses, especially: Calculus BC, Computer Science, and European History.

More opportunities to take college classes while in high school.

Test-prep curriculum is not beneficial.

Art, music and other creative activities not covered by The Test are absolutely critical to student development.

Mastery...REAL school actually taught my son the material.

More real life classes like finance, job interviews, home ownership, and entrepreneur classes.

Need life skills - financial literacy, government/community literacy, parenting/relationship literacy, etc.

Financial literacy and etiquette/civility

Preschool programs should be FREE and in all elementary schools.

Student n=0

Social/Academic/Behavior Support/Enforce Behavior Expectations N=21

Teacher/Staff n=8

Support for students with non-academic barriers to success: attendance, drugs/alcohol, threatening behavior, bullying, self-harm, depression, anxiety, isolation, friend building skills, grief.

Support through ALC, AEP, Odyssey and Pastoral Care that can minimize the time out of the learning environment students experience due to their poor choices and increase the connection between students and staff through mutual understanding and empathy.

Strong support system for students with behavior issues.

Consistent and fair treatment of students and staff. We do a major dis-service to our students allowing them to think some of their behavior and truancy issues are acceptable. When they go into the real world they will find very little tolerance from boss or college. We have made it clear that our expectations are low. I would like to see this change. Expectations for wearing ID's for safety was rated as a high priority and yet we have already given up on enforcing.

EXPECTATIONS. Students should know they are capable and teachers should have HIGH expectations for our students (instead of accepting excuses), our students are capable of living up to our expectations when we have them.

No matter what programs we have, they will not fully benefit many of our students until we eliminate the distractions, i.e. firm cell phone policy (and enforce), uniforms (or a more limited dress code, and enforce), etc.

Proper disciplines for behaviors such as poor attendance.

Wrap around services especially social work and counseling services. Physical activity and wellness for all. Music can't be prioritized above all else.

Community n=9

Career guidance for those not wanting to attend college

Student Services

Mock Trial team

Leadership Opportunities

Extra-curricular activities beyond sports and arts (clubs, student newspaper, student radio, etc.)

Wrap around social services

Reading tutors to ensure able to read to grade or above

Nonprofit family education & support

Internships/shadowing

Student n=4

We need a group for LGBTQA (Lesbian, Gay, Bisexual, Transgendered, Queer, and Allied) youth

Extra Curricular Groups

More after school activities

Community service opportunities

Other N=12

Teacher/Staff n=8

Functional life skills/employment training programs for students with special needs right on the CHUH campus, such as running a school store!

Summer leadership opportunities: jobs, camps, academic enrichment and remediation. Community service programming k-12.

Students do not know which college they are going to go to until the middle of senior year. Some school do not accept ANY credits from other schools. College is not one size fits all. Four year college is good for MOST students, not all.

Two year college or trade school should be encouraged for some students who do not want/need the debt of a 4 year college experience.

Job readiness skills (being on time, turning work in on time)

Introduction to family law and human psychological development.

Anything that keeps students engaged and active at school.

Open Doors, Connect, and other after-school programs that support student classroom successes.

Community n=3

Truant officers -- reform school -- uniforms -- YEAR ROUND SCHOOL!

Note: the chuh programs themselves are not always very good, this is what should be important

Teaching using brain based techniques that allow students to actually learn and retain material, called "deep learning." Zull's book "The Art of Changing the Brain" is a good start.

Student n=1

Hands on learning

✓ Question #15 for Teacher/Staff, Question #6 for Community and Students:

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

Consensus that All too Important to pick one N=27

Teacher/Staff n=11

There needs to be a variety of experiences and no way to choose just one.

Can't pick one-they work together.

Many important programs, it's hard to say #1

This question is slightly absurd. With one or two exceptions, these programs are far too focused to warrant being a #1 priority.

I couldn't possibly pick one. We have many different students with different needs.

When students are human beings and unique, you cannot prescribe 1 best program. This is a ridiculous question.

I find it impossible to select one when many contribute to a well-rounded learning experience for students at various levels.

Too many are important to choose just one.

Each one is important

You cannot just choose one of these.

This is not a list to set a priority for a district. A priority must span K-12 and many of these are just for the high school or just for elementary, while others are necessities. How can athletics and the Arts be on the same list?

Community n=14

All of the above

All are important and should be equally valued and supported.

Poor question. No one option serves all students best. Thus can't set a #1 priority.

This is an odd question - it doesn't make sense to choose just one of these as students have different needs/paths to be successful.

This is not a fair question - you can ask people to prioritize but it is meaningless to demand that they select only one as NONE of these are the appropriate first priority for every single student in the district

*It is unfair to ask that only one of these important topics be picked as a priority.
I cannot believe that any educator could believe that a single item listed above is a "sole"
contributor to all students' success! Shocking you even thought of asking such.*

There is no #1 priority - different students need different things

They're all important

Our student body is much too diverse to choose just one.

There is not one answer to this question.

*They are all important, some more than others, but they're all necessary for a well
rounded educational experience.*

*It will not benefit anyone to prioritize the needs and pathways of one group over another.
It is vital that the needs of the various subpopulations of students be addressed in
balanced fashion, such that it is clear that the fate and well-being of each one relates to
that of the whole community.*

I couldn't possibly pick just one--also gifted should start earlier than 3

Student n=2

*They should support everything because everyone should be able to do what they
love/want.*

All of the above

Academics/Curriculum/Graduation/Readiness (Kindergarten/Career/College) N=25

Teachers n=11

*Making certain that all students read at grade level before middle school
Developing Reading Skills to be on grade level*

I think we need free, public preschool starting earlier than age 4.

Student success starts at birth. The earlier we can intervene and help fill the holes and gaps the greater chance all students will learn and succeed and we will be playing less "catch up" or in intervention mode as a district.

Ensuring regular attendance to school k-12

Practical Skills - Job skills, life skills, and other skills that promote student success after high school including problem-based learning and career and technical education.

Help students with the college enrollment process- esp. those whose parents did not attend college.

Graduation!

More actual differentiation for all ranges of learners

I would choose Project based learning. I pick this because it could affect the most students. Again however, I question the methodology of this survey. Why would you want us to pick just one. That seems silly.

Find, and stick with, a curriculum that can be adjusted based on ability and provides results

Community n=10

Set academic standards and MEET THEM

Teaching and curricula that fires up students and instills a love of learning

Good basic curriculum, varied by abilities, that doesn't change frequently as it seems has been the case

Mastery...that approach actually helps ALL children succeed

I feel strongly that all our students need to be offered a rich, well balanced education that includes rigorous academics, hands on projects, foreign language, both music and visual arts, sports, as well as strong after school clubs and programs.

Academic rigor across all classes!

100% Graduation Rate, 100% enrollment in post HS education

I thought that I had read that something like 25% of the freshman class drops out. If that's the case, then a goal of getting 95% of the students to graduate seems plenty hard enough to reach. If that's not the case, then I pick the choice about AP classes.

IB will certainly raise everyone's standards and outputs; though its value to those not going into college may not be as great as those who are. Ideally, the District's plethora of opportunities (for those pursuing an education in college, or technical fields, or career, or the arts) ensures that ALL students leave prepared for whatever comes next.

Helping each child reach his/her full potential

Student n=4

Core classes

Helping students get into good colleges with financial aid, scholarships and a good, enjoyable career path

Education

Academics

Behavior/Student/Family Social Support N=12

Teacher/Staff n=8

Structures for students who struggle academically.

More actual differentiation for all ranges of learners

Support for students who learn differently--such as English language learners

Engagement on how parents can be productive members of the educational team.

Family involvement

I am in support of any program our district has that enhances the character and academics of the students, so that the students represent the quality of our district. I want our district to graduate well rounded students into the community.

Raise behavioral expectations and enforce them in order to create an academic environment in which all students can learn. Then help them all with the college enrollment process- esp. those whose parents did not attend college.

A program where students are held responsible for their behavior, learn to live with the consequences of their mistakes, (therefore modifying/improving their behavior).

Community n=2

Involving parents/guardians closely and authentically in students' journeys through their schooling. Create and maintain active and authentic collaborations with social service

and supportive agencies that can help with family and home issues that are proven to significantly impact learning and future success.

Reading tutors to ensure ability to read to grade or above with comprehension

Students n=2

Being accepting and open minded of those who don't fit all stereotypes. To be accepting to those who are lesbian or gay or transgendered. To understand sexuality and gender.

Social Support

Other n=6

Teacher/Staff n=3

Again however, I question the methodology of this survey. Why would you want us to pick just one. That seems silly.

Honors & AP classes should stay but be actually restricted to students who are willing and able to complete the curriculum for the course. (not lowering the course to fit more students who just want to be in an "honor" class)

Non-academic barriers to success, school climate this would positively affect everyone.

Community n=2

Year round school -- REFORM SCHOOL -- truant officers -- all day school (8 hours, not 6)

Each of these leaves out a segment of your population

Students n=1

When kids like school. We hate it here.

✓ Question #16 for Teachers/Staff, Question #7 for Community and Students:

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)

Culture/Consistency/Continuity/Clear Vision N=33

Teacher/Staff n=11

Clear vision of what we need to be doing and not depend on outside programs (not to say we should not have community partners).

We need a clear mission grounded in reality -- not a slogan that means nothing.

Continuity is key. We have seen so many changes in the 12 years I have been in the district.

Consistency in job assignment

Consideration of realistic workloads

New leadership is refreshing, but there is a need to continue to weed out remaining leadership that hasn't impacted the desired changes and attainment of goals.

Develop a new and Vision that is owned by the district

Have high and clear expectation. Apply standards of behavior and discipline consistently and equally. Teach life skills. Listening to authority

Offer same opportunities for students at every ELEMENTARY school, then have students BEGIN to narrow their focus in middle school.

We need a limited focus that we stick with and do well instead of doing many things -- too many things -- poorly. We need to take our mission to the people. To stand for something. The Superintendent of Orange just applied for a waiver from Standardized Testing based on a set of beliefs he put forward. I believe our community does not want to be defined by the state report card either. We have talent. We have kids who would succeed if they were engaged.

District wide efforts to provide PD on professionalism, communication and a clear vision with buy in.

Community n=10

Adhere to a consistent set of expectations for all staff and students re: academics and behavior

Please get rid of the "fluff" and related expenses and get back to the basics of educating children

Needed stricter rules for those students who constantly disrupt class, school and other students. Put parents on call for these students

Restorative justice model of punishment (not zero tolerance); enforcement of Title IX provisions against sexual abuses

Demand civility at levels, cultivate a culture of wanting to learn

No yelling by teachers and aides in school (its why we pulled our child out) - teaches children negativity; teachers and aides need to be held to a high expectation and given ways to reduce stress (wellness programs)

Systematically develop preschool programming to engage parents at the preschool level within the home school building that the person would send their child to.

Adhere to a consistent set of expectations for all staff and students re: academics and behavior; AND Improve communication with parents at all levels

Be flexible in policy to fit what is best for individual students if need be. Don't be rigid and turn parents off.

Stop thinking "we're special". We aren't. We need to be as good as other school districts!

Students n=12

NO (I repeat, NO) collective punishment. It achieves nothing.

Making sure all of the teachers actually want to teach us and don't have an attitude every time we ask for help

Help us get prepared for college n=2

If kids enjoyed school they would be more respectful

Teach more about sexuality and gender

Get rid of gifted and IB

Eliminate boundary between gifted/average/below

Improve communication between the administration and students/parents (i.e. updating website calendar)

Give internet access for students at home

Other N=28

Teacher/Staff n=16

Respect teachers as professionals by upper administration.

Hold administrators at all levels accountable.

Start a preschool program where students will be exposed to reading and writing in order to increase their vocabulary and their skills they need to actually succeed in HS and get into college.

*Apply standards of behavior and discipline consistently and equally. Teach life skills.
Listening to authority*

Teachers: We are frequently not involved in decisions, are lied to, or are brought in for input AFTER things have been decided (ex. small schools). I believe in Dr. Dixon, but there are others that have not been as cooperative in TOTAL collaboration.

Hold administrators at all levels accountable for collaborating with teachers whenever programs and schedules are designed in order to roll out workable and stable initiatives.

Get rid of small schools

*Get rid of the alphabet soup - TBT, BLT, DLT, OIP, etc. (more time and money wasted)
There is tons of research that shows many schools are low-performing due to POVERTY.
How about if we put money towards laptop carts for every classroom rather than useless programs like IB (which actually promotes a political agenda)? Schools should be non-partisan and teach BOTH sides of an issue.*

Give teachers respect and the support to do their job. They interact directly with the students.

Classes such as Foreign language should be part of the elementary school curriculum for every kid who (doesn't need extra help in English), because it helps students by building brain connections, as well as improving high level thinking, and learning/understanding of their primary language.

Act upon issues and be aware of history within the community and district and don't pander to a small group of highly involved individuals who do not represent the school population at large.

We have lost so many families over the past few years. I wish we would reach out to the community to try to get back those private and parochial school families.

Long term project to repair corporate culture

They are all so important. It is difficult to check just 5.

Arrange for unstructured collaborative time within schools and between schools multiple times a month.

*Apply standards of behavior and discipline consistently and equally. Teach life skills.
Listening to authority*

Community n=12

Communication with the parents!

Stop the "bait and switch" use of tax levy funding

There is no diversity at Heights other than Roxboro Elem. All the schools are black. That's not diverse.

Actively discourage re-segregation of schools, racially and economically (the Roxboro Effect)

Not having all the rich white families run everything

School uniforms or strict dress code K-12

Keep the Options Program and Odyssey. These Programs have been excellent for our students and community.

I have issues with some of these vague and over used statements. I will provide an example: Adhere to consistent set of expectations for all students re: academics and behavior. This is a problematic statement because the needs and abilities of all students are not the same so how can the expectations be? This is a far larger question of fairness. Sometimes what is fair is not equal or consistent.

The problem with same opportunities in each school is that it is used to hold back the school with energy to do something great instead of promoting the school without the same opportunity.

Stop social promotion

It feels like there are some agendas here that many community members will be unaware of. I certainly am.

Systematically develop preschool programming to engage parents at the preschool level within the home school building that the person would send their child to. ie a free boulevard preschool for students that will then be districted to boulevard. Build a cohort within the preschool community at each school. Encourage interaction between older students and preschoolers. Have the principal have a lot of face time in the preschool program. bc the reality is that the communities that surround many of our elementary schools do not trust that their school is adequate. I think this is the single most critical initiative for this district. It feels as though people roll their eyes at Rox's popularity as intra-district destination. And they blame the parent for not choosing their home school. But this is a systems issue...not the individual parent. Must build community from age 3-5.

Students n=0

Question #21 for Teachers/Staff, Question #12 for Community and Students

Describe a Strength that you want to see the District build upon:

Variety of Student Experiences & Extra-Curricular Activities N=112

Teacher/Staff n=21

The wide range of services/opportunities for students n=7

MSAN n=3

Athletics n=3

Extra Curricular activities n=3

Social workers/mental health support n=2

Follow through on programming in place - CHAMPS, Second Step, Leveled Literacy Intervention, etc.

Power of the Pen

AVID program

Community n=15

Continue the wide variety of programs for students. For some kids, their extra-curricular activities might be the thing that motivates them to come to school every day

VARIETY: The 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.

Breadth and depth of curricular and extra-curricular opportunities for all students

Breadth of offerings for students with diverse strengths and interests

Diversity of options and opportunities for students

Diversity of offerings and pathways with the potential to fully engage and realize the potential of a very diverse student body, and community

diverse opportunities

After school enrichment opportunities

Opportunity to sample different experiences

Great extracurricular and arts offerings- keep them coming!

Foreign exchange opportunities, languages and exposure to the real life circumstances of other less fortunate children

Arts, athletics and academic extra-curriculars. Help each student find his/her passion, reason for coming to school each day.

The music, art and athletic programs. For some troubled students this may be the only reason to come to school each day

Continue to support the arts, athletics, and student community service

Culture - both ethnicity as well as arts and athletics

Student n=76

Athletic n=40

Extra-curricular/After School Activities n=17

Community service n=8

Pep Rallies/Dances/ Fun activities n=7

Football team n=2

LGBT teen support groups

Open Doors Program

Arts N=100

Teacher/Staff n=41

Arts n=33

Music n=8

Community n=37

Arts

Arts

Arts

Arts

arts

arts

Arts

Arts

Arts and music

arts and music

arts, musical visual and performing

Arts, visual, musical, etc.

Visual and performing arts

Performing arts programming.

THE ARTS!

THE ARTS! You should only continue to build on that valuable asset. It's something that puts us ahead of the outlying suburbs.

I would like to see us continue to build on our arts program.

Music and theater program. Art

The arts programs are wonderful

We have been a district that strongly supports the arts and provides wonderful instructors to teach and inspire all of our students. It is critical for that emphasis to remain strong in order for our district to continue to remain an attractive choice for students and families.

Arts in the schools are a great way for our students to express themselves. I have watched "bad" students blossom through music and art!!!!

Fine arts! Continue to support the AMAZING fine arts programs that we already have.

Continue the strong arts and music programs that bring the community together.

The musical and visual arts are a strength of the district, but current scheduling and curriculum are gutting the programs.

The arts: visual, vocal, musical - these are unique strengths of the district that should be supported and expanded. I've lived in many places, but none compare: what the district has here is really special.

Arts curriculum

Increased arts programming

Keeping the arts

I would like to see the Heights continue to offer strong programs in the musical, visual, and performing arts.

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.

Your extraordinary arts program.

Arts and music programming.

The arts seem to increase many students' self-esteem and opportunities beyond sports.

Arts programming/connection to college and careers (I.e.-connection to science, math).

Creative arts and partnerships to support the arts.

Supporting arts and music education and access to related programming for any and all students

Continue to strengthen the wonderful music and arts program in the district.

Student n=22

Arts n=13

Performing arts n=3

Instrumental Music n=3

The vocal music department n=2

Visual arts

School Culture/Diversity N=98

Teacher/Staff n=43

Diversity/Acceptance n=31

Tiger Nation n=6

Diversity at the elementary school n=2

Diversity of its students and staff n=2

An educated public and teaching staff who understands politics, economics and responsibility.

Diversity in gifted programming

Community n=27

Diversity

Being diverse and progressive

Its diversity

True diversity

Diversity among student body is valuable.

Embrace diversity

Diversity and community pride!

Diversity is a great strength. I would like to see the District be able to attract more students back away from private schools to improve the diversity.

The district has a very diverse community of students & parents who either believe in public education or can't afford alternative options or both. There is a profound experience to be had in this type of educational environment that can't be replicated elsewhere.

A diverse community

The diversity in the district

Its diverse population

Strong, diverse, loving elementary schools serving our neighborhoods.

Diversity and our location right next to Case, UH and CCF. We used to be the place to live for Orchestra members, professors and young doctors.

We live in an intellectually diverse community -- arts, medicine, music, science, small business, academia are all represented in our community. We should take advantage of this and diversify the curriculum, doing away with state-mandated rote drilling on tests.

We have a wonderful melting pot of the world. Let's show how we can co-exist while educating.

Student n=28

Diversity n=9

Bully free programs n=6

Discipline n=3

Leadership/Mentoring n=3

Integrate UH and its residents into the district

Holding everyone accountable, including students, teacher, the BOE, and any staff in the district.

School spirit

Student voice

Welcoming the freshmen

I applaud you on asking the opinion of the community, I hope you act on it.

Academic equity between middle schools

Academics N=79

Teacher/Staff n=30

Academics n=7

AP/Honors n=6

Variety of courses offerings/opportunities n=6

College classes in high school – Early College/Dual Credit/PSEO/CCP n=3

Achievement Gap progress n=2

Alternative high school/Options n=2

Consistency in academic programs n=2

College readiness

Career readiness

Community n=14

academics

Academics

Strong academics, especially for top high school students.

Strengthening academics.

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

Identify the extracurricular activities that are most thoroughly and effectively supported by parent volunteers and find a way to replicate that support effort for more academic activities. For example, science olympiad, robotics competition, debate.

The academic successes of our students who have been in the district k-12.

Education

Great 9-12 program

Reading

authentic learning experiences for students

Course offerings

Accelerated and challenging coursework

maintaining/expanding high level academics for advanced students

Student n=35

Academic success n=10

Grades n=8

Education n=5

Career tech n=4

Closing the achievement gap n= 4

Learning n=2

AVID

Credit recovery

Great Teachers & Support for Teachers N=79

Teacher/Staff n=44

Quality teaching/Rigor n=8

Great staff n=7

Great teachers n=4

Professional, caring and hard-working teachers and support staff n=4

Good teaching resources n=4

Using expert teachers in the district for PD n=4

Investing in teachers n=3

Recognize non-teaching staff n=2

Hiring and retaining high quality teachers n=2

Teachers coaching teachers n=2

Using the expertise and experience of the teachers

Teacher's ability to access resources

Teachers who care about our future and want change

Building capacity among strong staff

Community n=17

Good teachers who want to make a difference

Good teachers!!

Teachers

Great teachers and staff

The great teachers

Support for the excellent/dedicated teachers in the school district

Have better teachers and students to work much harder

Supporting the strong teachers (eliminating teachers who can't control the class)

Letting the teachers, who are the experts, provide quality education

*Our teachers are great and need more support so that they can spend more time
TEACHING*

*Our fabulous teachers! Get the mandated testing out of their way and let them do their
jobs*

You have some amazing teachers

Strong teachers

Reality of what happens inside buildings with committed teachers every day

Excellent teaching faculty

*Our well paid teachers choose to stay with us - let's hear from them more often with good
ideas*

*I want to see more teachers and counselors who are completely involved with the
students.*

Students n=18

Teachers n=15

Learning environment

The teachers care about children's problems outside school

Teachers help us after school

Family/Parental Engagement n=52

Teacher/Staff n=43

Community Connections/Support n=19

Community involvement n=9

Parent involvement n=6

Family support n=5

Collaborating with community n=2

Educated, resourceful and willing community that wants to help

Sense of Community within the district

Community n=9

Community and parental engagement

Communication and parental involvement

Getting parents involved

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/help

Communication and engagement from both schools and families

Connecting with families - continue to promote and expand upon resources/programs that bring students families into the school buildings. These type of offerings let families take true "ownership" of their school/community

Creating opportunities for parental involvement in the schools. Having 1 child in CHUH and the other in a private school I feel as though CHUH is closed to parents. I have a hard time connecting meaningfully to my daughter's school ROXM while my son's school actively creates opportunities for parental involvement

Educator and parental investment

Our teachers and our families are our strength and we need to support and listen to them in every way possible

Students n=0

Quality Curriculum for Different Learning Styles and Special Needs (n=47)

Teacher/Staff (n=6)

Special Education n=4

Differentiated learning

Performance grouping in elementary schools

Community (n=15)

Educational opportunities for different learners.

Using the small schools at the high school as an example, It's been said that the district is discontinuing the small schools. However I hope the district will continue to offer classes similar to what was offered in small schools and expand it to elementary and middle school because all kids learn differently. I believe that is probably why some children start to lose interest.

Good students who want to learn, but don't know how.

Creating individualized education experiences for all students.

Individual help where needed

Focus on the individual.

They have the ability to educate bright kids, let's extend that skill set to the kids who are left behind

Everyone tells me that Cleveland Heights has a ton of options for those that need extensive help - everything from mental health counseling for students whose parents are deployed overseas, to special reading tutoring for students with lead exposure, to IB classes for college-bound students. This is AWESOME. Keep making sure that every student who comes into your building has a chance to truly grow academically - that's the statistic on the report card that pinpoints how wonderful teachers and staff at the school really are.

The Success of the Options Program and Odyssey

Commitment to the success of every child and appreciation for the complicated lives they lead.

Continuing to meet each student where they are, and offer classes and opportunities that allow for success - not testing success, but life success.

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 or celebrates, every student

Bolster student confidence so that they can learn in any situation (school, home, community)

Closing the achievement and opportunity gap

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

Student (n=26)

Tutoring n=10

Closing the achievement gap n= 4

Continue to help students who can't focus in class n=2

Organizational skills n=2

Learning n=2

Helping students who learn differently

Help for the kids with disabilities

Tutoring – one to one from a teacher

Tutoring after school - mandatory

Dropout prevention

Options program

Consistent/Continuity in Curriculum/Leadership N=26

Teachers/Staff n=12

Leadership n=5

Consistent leadership n=4

Equality among buildings n=2

Curriculum Alignment throughout the district

Community n=14

Consistency for students

Identify a STEM curriculum and stick to it or at least stop trying so do too many things and focus on a few but do them well.

Project based learning. I'm disappointed to see the work done by Legacy going away.

Our elementary school has done a good job of improving equity between students from varying backgrounds. I think this is a strength of CH-UH and should be a central goal

Racial integration in the small schools

inclusivity, determination and perseverance - we ROCK!

Support

Support

Commitment to students

Committed parents and teachers - let's continue to build on this community's interest in the schools.

Honor and AP classes can be expanded and give these students more resources to learn

Keeping and adding AP and pre-AP classes

I would like to see the district hold high expectations for student and hold them accountable. Show some strength without the fear of our report card.

Parent & Student accountability

Students n=0

Communications/Public Relations (within buildings/throughout District and Community) N=26

Teacher/Staff n=12

Communication n=7

Communication between teachers and parents

Communication – we all have a role to play!

Communication is improving – we need more communication with teachers across buildings.

Better communication between staff and administration.

Good website

Community n=11

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.

Continue to unite all schools/one district

Very efficient and well-written regular newsletters - I love seeing our students & teachers get praised and noticed publicly for great work they're doing in them!

Celebrating the district's students publicly and loudly

We have amazing things happening in our district, we really need to have better pr to encourage more families to stay in and join our community

Positive PR

We hear very little about the successful students (National Merit Scholars) & programs. Consider promoting your academic strengths, which are perceived to be lacking

Communication

Communication between middle/high school and home.

Greater Communication and Involvement of Parents, Community Leaders and Students communication with residents

Student n=3

Communication about Heights High transformation n=2

Communication from teachers to parents

Technology N=18

Teacher/Staff n=9

Technology n=8

Internet access and quality technology for every classroom

Community n=0

Student n=9

Technology for students n=6

Internet access n=2

The diversity of the use of computers to further education

Other N=308

Teacher/Staff n=90

IB Program n=10

Ohio Improvement Process n=8

Career Tech n=8

STEM n=5

Early childhood program (preschool) n=4

Literacy n=4

New Tech/PBL n=4

Professional development n=4

Transitioning to a new high school n=3

Closing the achievement gap n=3

Curriculum n=3

Flexible grouping for English Language Arts n=3

Science n=2

Math n=2

Collaboration n=2

Equality among buildings n=2

Serving all students n=2

Excellent website and eNewsletters coming from the District about the wonderful students, staff and programs.

Evaluating programs for effectiveness

Including teachers in the decision-making process

The District's willingness to continually re-evaluate plans and priorities.

Streamlining initiatives so that teachers are focused on one or two and do them well.

Developing our students into well-rounded citizens.

Working closely with the union

Foreign languages

Credit recovery programs

Gifted

Character education

Allowing the union to offer and support ER&D classes

PD is focused, pertinent and relevant

ALC at the elementary level is a valuable resource

Technology training for teachers

School based workshops

Using great community resources

Curriculum Alignment throughout the district

Teachers and Staff Strategic Planning Survey

Blocking classes - math and ELA

Department work- to get more alignment among subject teachers

Community n=114

Not sure n=7

Community support n=3

Community involvement n=3

potential for use of technology

Above average music programs.

The music program (vocal and instrumental) is phenomenal and has great community support. Building and maintaining that will help the school greatly.

IMD and VMD are the crown jewel, consistently excellent, where students live the 21st century skills.

Instrumental & vocal music programs should be fully supported.

Build on music programs success

Identify how the music program maintains its standard of excellence. How can that standard be implemented and adhered to in the academic classes?

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.

Instrumental and vocal music education and support

City support

increase community involvement

Engaging the community

Enlisting skilled members of the community

Community based learning

Community service and involvement

A caring community and volunteers

The community is supportive and will be supportive of a good academic plan that incorporates partners

The community loves the schools

Community enthusiasm and support for the district. Help spread that to those who don't know how great it is

Utilizing community resources

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

School/community connections

The relationship with the Heights Youth club

Close proximity to world class business and institutions. Opportunities for partnerships

Cleve Hts centered and proud of school district

Not sure. Very disappointed in our experience.

Don't Know

dont know

Unknown - I only just moved here so I haven't heard about everything regarding the school system in the city.

n/a

N/A

NA

?

I am not aware of District strengths in 2015. 1954 graduate and proud of it.

At this point, I wonder if there are any

I do not have an answer.

I am not familiar enough with the school district to answer this question.

Gifted program

Gifted programs

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 outside of just Roxboro

GIFTED SERVICES

it was a step in the right direction with the gifted programming. It could start earlier, not just at 3rd when they start "counting"

Maintain high quality AP and Honors courses

AP programs

AP/CCP

Safety for our children

IB

The IB program

the principles of IB should be part of every humans day...

The IB curricular focus is great but cannot succeed amidst test-mania

Continue STEM

STEM

College and Career planning

College bound students a priority

College placement

Percent of students attending college

Career paths for non college bound

Focus on training in the trades not just college

CTE

*expanding PSEO at Tri-C and Cleveland State including providing transportation
dual enrollment options like PSEOP*

More participation in PSEOP

COLLEGE PARTNERSHIPS

JCU placement in from High School

*None. too much money spent on the outside and not what really matters as in the
education of our youth. Very disappointed in the district*

there are none

Honestly, hard to think of one

nothing

*You have no strengths. This is the worst school system in suburban Cleveland, and
everyone knows it, and it is destroying our housing values -- along with our sky high
taxes (highest in the state -- for the worst schools?)*

Our children

The students are impressive and that's the most important factor in the district.

The potential in each child to learn

Kids' curiosity

The elementary schools are rated well.

Elementary Schools

Early education

Preschool

State scores

Improving school report card/State evaluation

State ranking

Please make better use of building space

*Heights families should be able to do a inner school transfer to nearby schools. So that
our children do not have to attended an overcrowded school!*

*One more thing - In the end, please keep Wiley open and close Monticello. I went to
Monty but it seems only fair to the UH contingent. Plus, isn't bus access better on
Cedar? The students can work it that area after school, too*

Continued effort on attendance

*Project based learning and the New Tech model...the students in this small school are
engaged and doing great things!*

*Accountability for project based learning - we already acknowledge it's importance by
choosing IB and STEM*

Quality

Respect

Involvement

Expand personnel who ensure students live in district.

Look into everymomentcounts.org

Showcase to the community in the Fall, maybe a free concert at the football stadium showcasing the music programs?

It is admirable how important community input is to the District.

Peace

This includes reducing the time, effort and importance placed on the ridiculous amount of testing and out of classroom PD (district mandated) that is required

The rabid support many parents have is constantly being misused by the District and the BOE to promote fear mongering - The District needs to be "honest" with those types of supporters rather than feeding their emotional demands. Their support is key to true success for ALL students.

Continue forward thinking.

CH/UH is the ONLY school district that uses it's musical as a "choir show" -- It should be open to ALL students to audition as it is in EVERY other district. Some really talented kids can't devote the after-school time to choir (which goes beyond the school day for a year of commitment) and then they miss out on being able to do theatre!

continue to build sense of community

Every graduate should have the skills necessary to compete in the real world. That means effective communication skills and the ability to think critically. Presently, the school district's performance is dismal. Our money is being wasted.

Students n=104

Graduation rate n=20

Food n=15

Math n=10

College going support n=9

AP and Honors classes n=8

College credits in high school n=6

Science n=5

Transportation to school n=5

Safety/Security n=5

Reading n=4

Foreign language n=4

Hands on learning n=2

MSSP n=2

Gifted student support n=2

Small Schools n=2

Project Based Learning

Healthy lunches

Hurry up and get the high school done cause nobody wants be in trailers

Support for families

Electives

Question #11 for Students & Community, #20 for Teacher/Staff

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

Academics N=94

Teacher/Staff n=4

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.

Focus on the basics - cursive writing, clock time, math without calculators, public speaking, etiquette, address mailing envelopes.

Get back to basic curriculum

Curriculum with resources for all content areas

Community n=24

Set high expectations for all students

Every student should have access to quality education

If we are working towards No Child Left behind - we are forgetting the students at the top tier. There needs to be a lot of AP classes, even if the enrollment is below 15.

Academic excellence

Academic Excellence early foreign language choices besides French, Spanish

Educating (especially high school) in practical, necessary life skills- budgeting money, applying for college/jobs, economics, current events, how mortgages work, etc.

Educating all students so can cope with the society in which they live in a civil way while finding their role so they may be productive citizens when they grow up

Engaged Learners

Engagement

Maintaining/expanding high level academics for advanced students

Demand that all students adhere to the same high ACADEMIC standards. While Arts and Athletics have their place, that place should be at the Community Rec Center. Academics is the main, if not only, business of the school, and there is no other institution that can cover that.

Improving our academic curriculum and the expectations from our students by example

Ask MORE of the students, i.e. academics, behavior, expectations.

Academic rigor and critical thinking to actually be taught to students (rather than just talked about).

Improving academics. And stopping people from out of district in attending our schools. Make parents more accountable

Academics - I am concerned about sending my daughter to CH-UH schools when she is school age.

Maintaining a rigorous academic program that will attract and keep families with gifted students WITHOUT asking for an increase in taxes from a community that is already stretched to the limit financially.

Developing strong academic and social related programs aimed at increasing parental involvement.

Student academic achievement

Elementary & middle school students do not seem to be getting the same educational opportunities across the district.

The district needs to offer the finest education to all students which includes the arts, foreign language, science, technology, and sports. The district also needs to add early childhood education at every elementary school.

Mastery has changed my son's attitude toward school - he attended the REAL school for 2 years and is motivated, is learning and looks forward to going to school!

Mastery of basic skills

Offer classes that are comparable to other schools. My child's Honors English 3 is not the least bit rigorous.

Student n=66

Graduation rate n=23

Grades n=15

Academics n=10

Education n=8

AP n=3

Helping student graduate and help them prepare for success.

Not passing

Bad grades

Falling behind

Student grade point average

Homework: Completing homework

The stress of having homework every day for each class.

Student Services and Support N=90

Teacher/Staff n=12

After school programs to help students in need

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.

Focus on the basics - cursive writing, clock time, math without calculators, public speaking, etiquette, address mailing envelopes.

Directing at risk students elementary students transitioning to the secondary level proficient in math and reading

ELL. This is not new. The district should be ashamed of itself for not having a real program that has a certified TESOL teacher for every grade level at least. Placing the kids in a classroom with little to NO support for teachers is a crime.

After school programs to help students in need (Troubled youth)

Under-achieving students who are intelligent and capable, but not making grades

Understanding the importance of the arts in education

Student technology in the middle school (need computer labs)

Special education curriculum, needs to be rigorous and relevant, scientifically based, not just modifying general education curriculum

Providing nurses every day in order to deal with the increasing amount of medical issues facing students.

The school district should partner with ADAMHS Board or juvenile court judges or someone similar to institute a child maltreatment prevention program. Too many kids are maltreated at home and they arrive at school angry and unable to learn.

Community n=10

Programming that focuses on and supports the way children learn, especially in elementary school. Get rid of the high stakes testing and let the teachers teach so children enjoy learning

Support for students to get into careers after high school - not just college.

Recognize that the large poverty rate in our District is long-term; work with the County to provide more functional support and not lame "programs" that require ridiculous amounts of money - use volunteers, not money-hungry non-profit organizations.

Mental Health Services

Continuing to reduce costs by strategically closing one more elementary school thereby concentrating much needed services to our youngest students

Special education families and services

Work to address issues of stability in students' home environments and help families meet basic needs

You need to hire teachers who are supportive -- not critical to students...There needs to be a way to better screen or fire teachers...We've encountered some really, really negative and mean ones and it shouldn't be allowed.

Section 8 students without parental guidance

Tutoring

Student n=68

Tutoring=29

Listen to student concerns n=4

Helping the students who learn in a different way n=6

Students who have problems focusing n=4

Emotional support for children esp. those that have problems at home n=4

More opportunities for students with learning disabilities n=3

Special Learning students should get better attention

Foreign students need help with school transition and choosing colleges.

Extra help even if the student does not ask for it

Extra help every day after school

Helping underachievers

Encourage students so that they will work harder and be smart.

Leadership

Organizational skills

Respect

Social Skills

Social stress

Student responsibility

Teaching self-discipline

Student Health

Health

Healthy food

Student Behavioral Issues N=71 (Bullying, fighting, general safety, attendance, lack of respect for authority)

Teacher/Staff (n=8)

Behavior management support in elementary schools

Behavior problems - many students lack parental guidance/support

Behavioral support/classroom management PD

Consistent enforcement of behavior rules – from teacher to teacher or classroom to classroom

Enforce consistent behavioral standards

Respect and responsibility

Respect for authority

Consistent expectations for behavior. Behavior problems are the root of many other problems, including engagement. If a student stops behavior that distracts him/her, it would be possible to engage that student in learning.

Community n=11

Discipline

Thug culture: learning is uncool

Ask MORE of the students, i.e. academics, behavior, expectations.

Classroom behavior/respect at all class levels.

Disruptive and disrespectful student behavior in the school.

Educate para-professionals (lunch aids, security personnel) on how to deal with problem behavior properly and sensitively.

Student behavior

Student behavior/ transient students

Unruly/disruptive behavior in the classroom and on and off campus (walking to and from school).

Behavior Managing students who bring disruptive behavior to the classroom and therefore interrupt learning and perpetuate the negative perceptions of Cleveland Heights Schools.

Bullying

Student n=52

Bullying n=11

Student Behavior n=9

Attendance/Tardiness n=7

Safety/security n=7

Fighting n=6

Build healthy relationships in the schools n=4

Drugs n=3

Respect n=2

Safety when going home after school

People in the halls push and 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.

The severe lack of discipline in Cleveland Heights High School.

Excessive Testing N=61

Teacher/Staff n=3

*Do not let the State dictate what we do. Stop the testing and data collection madness.
Follow the common core but do it our way and in a way that truly engages and motivates*

Reduce teacher required time out of classroom instruction (testing, p.d., etc.)

Return to student, rather than test, focused environment

Community n=19

Decrease mandated testing and emphasize teaching instead of teaching to the state mandated tests.

TOO MUCH TESTING

Chasing ill-conceived state-imposed test requirements.

Quality vs. concern over tests

Programming that focuses on and supports the way children learn, especially in elementary school. Get rid of the high stakes testing and let the teachers teach so children enjoy learning

Standardized testing; because it's not beneficial or productive

Too much emphasis on standardized tests

Decrease in amount of testing (especially at elementary level).

Don't let testing take the place of education

Excessive testing

Improving the community's perception of the quality of our schools. You can do this by doing an excellent job in renovating our school facilities; defining what a quality education is and demonstrating how we provide that (beyond test scores); showcasing the unique attributes of our district--such as arts and music--through community events.

Increasing student achievement as measured by test scores

Increasing test scores or achievement measurements

Not teaching to the test

Raise state wide test scores

Rebuilding community's trust in elementary schools which are eroded by poor test scores. saying that the scores don't really matter anyhow sounds lame.

Teaching to the tests, get rid of it! Make learning fun and engaging.

The over use of instructional time on testing that undermines hope and engenders fear in all parties.

Placements based on reading scores - talented science and math students suffer with this system

Student n=39

Testing n=19

No PARCC tests n=11

OGT n=3

Standardized tests - (ACT and SAT)

Eliminate MAP

Change the back to OAA

Over testing 9th graders

Get rid of standardized testing because it doesn't help anyone

Excessive and over testing, not enough learning because of them

Continuity Across the District N=55 (curriculum, programming & leadership)

Teacher/Staff n=32

The district should focus on continuity between the schools and focusing on maintaining sustainable procedures, instead changing things very quickly.

The district has too many initiatives - lets pick a couple and be really good with them.

Not jumping to the flavor of the day

A clearly defined mission or vision so we all know where we are headed.

A steady, capable, consistent administration

Curriculum with resources for all content areas

Building a core curriculum used across elementary schools with a reading series.

Consistent curriculum (not teacher generated).

Administration with consistent expectations and respect for all staff in all content areas.

Defining our own vision. Do not let the State dictate what we do. Stop the testing and data collection madness. Follow the common core but do it our way and in a way that truly engages and motivates kids.

Focusing on too many teaching strategies that blur focus!

Consistent enforcement of behavior rules – from teacher to teacher or classroom to classroom

Enforce consistent behavioral standards

Less focus on politics and more on the student: Teachers who are not living up to the call of 100% commitment of instruction for the students seek refuge with the Union and Principals who are weak buckle under the pressure of other interests and/or subjective Union representatives in the building and do not stay on a consistent course according to academic plan and time line

Reduce the number of new initiatives that are introduced at the one time.

Not involving teachers in the decision making process

Not removing programs that are demonstrating success and have strong teacher support- The removal of programs, like New Tech without discussion- staff and parents have come to bat for this program, which could potentially fit in a whole building culture as just a specialized mode of instruction. This program does provide: honors/community connection/21st century skills/problem solving skills/professional development, along with having connections to schools all over the country.

The district should make it mandatory that every student takes a foreign language by the 11th grade.

Stop chasing programs. Simplify and prioritize a quality education, make things available. Small schools, IB, STEM, pathways are all inherently restrictive, none have really made things better and have done tremendous damage. Stop chasing money for bad ideas.

Building a core curriculum used across elementary schools with a reading series.

Classroom environment that is comfortable for students from diverse backgrounds

Each student achieve mastery in at least one subject area

Educating students regardless of race, economics or pace that they learn.

Education of all students not just honors AP, IB

Common tier 1 curriculum for all subjects.

Equity (does not mean equal) among buildings - placing services and support where they are most needed

Allocating resources fairly based on building need (not necessarily equally)

Reduce the number of new initiatives that are introduced at the one time.

Competition between Schools

Disconnect between buildings

Disconnect with BOE and teachers. Stop wasting money if a plan works, don't try to fix it.

The biggest concern is commitment to leadership and a clear focus on the drivers of change. Without this we will lose people who could help the change. Morale is low as it has been in my time here. This is a byproduct of leadership and clarity issues.

Community n=23

Align curriculum in all elementary and middle schools.

Consistency so that I know what my 4th graders high school experience will look like

Consistency in academic programs.

Policy and programming continuity over time and better planning of implementation over the course of a student's career i.e. take into acct what offerings will look like in middle schools and high school after initial implementation in elementary school.

Continuity between all schools, curriculum should be the same, resources should be the same

Programs constantly changing. I had two children in the district and took them out last year. Too many failed programs and no communication. Very frustrating.

Ability to creatively and consistently enforce discipline effectively.

Consistency

Decide what we value, not what is imposed from outside or has money attached.

Consistency - too much volatility in the system so we can't set a strategic direction. We are just like the Browns.

It feels like every year we have been in the district has brought a new focus and direction, which only lasts 1-2 years.

Consistency for students, teachers, admin. I would like to elaborate. Echo was a great tool, why doesn't the whole school use it?

Consistency so that I know what my 4th graders high school experience will look like.

Consistent expectations for students

Consistent experience across elementary schools, particularly leadership with Roxboro as an example

Continuity of programs/administrators

Continuity of teaching platforms.

I would like to see consistent leadership for the next five years.

Reduction of administrative overhead at Miramar, consistency and realism in programming, including increasing/improving career tech and STEAM options. The District does not have a clear consistent curriculum throughout each and every school.

Providing the same opportunities for everyone

Programming that focuses on and supports the way children learn, especially in elementary school. Get rid of the high stakes testing and let the teachers teach so children enjoy learning

Elementary & middle school students do not seem to be getting the same educational opportunities across the district.

Student n=0

College/Career Preparation N=29

Teacher/Staff (n=2)

Building students' ability to work together in the real world.

Career guidance

Community (n=4)

College Readiness

Educating (especially high school) in practical, necessary life skills- budgeting money, applying for college/jobs, economics, current events, how mortgages work, etc.

Support for students to get into careers after high school - not just college.

Encourage college education

Student n=23

College n=7

College courses in high school

Getting students into colleges

More early college programs

Preparation for middle school/ high school/college.

Diversity/Closing the Achievement Gap (n=21)

Teacher/Staff (n=4)

Cultural diversity

Cultural relevance

Focusing on race as the primary element of the achievement gap rather than poverty.

After school programs to help students in need Troubled youth

Community (n=9)

Hire more Black educators and professionals.

School should more reflect the population of the city.

Racial/economic segregation of students

Segregation

Gaining more diversity, not being a total black school district. The demographics of the school district, in no way, shape, or form, reflect the demographics of the city. Also, what's with all the property tax hikes? Don't we have one of the highest per pupil expenditures in the State? Is it due to the recidivism rate?

Radically different racial achievement profiles.

Diversifying the student population - drawing back white families. We need to be integrated again and reflective of the area population. Millikin was an excellent feeder school as it was diversified (the most in the system) and was an excellent source/community for families with young children. This has not been re-created yet since its closing.

Recognize that the large poverty rate in our District is long-term; work with the County to provide more functional support and not lame "programs" that require ridiculous amounts of money - use volunteers, not money-hungry non-profit organizations.

The Minority Achievement Gap.

Student (n=8)

Diversity in AP and honors n=8

Public Relations N=16 (Communication to the stakeholders, public perception)

Teacher/Staff n=6

Communication that is open and honest. Defining our own vision.

Communication - 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.

Communication to parents regarding our academic goals and strategies, and provide knowledgeable about standards, academic progress reporting measures.

Changing the public's view of wrong-headed test accountability hype

Develop and maintain a shared sense of community and responsibility among students - perhaps through community service.

Community n=10

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.

Enhanced communication between the District and the community.

Clear communication with members of the community regarding spending and curricular decisions.

Improved communications from district and high school administrative staff to parents. Most administrators need training in effective public speaking. All public presentations should be videotaped and reviewed by staff for critique and improvement. Also, communications about high school to 8th grade parents is insufficient.

Communication with families and the greater community

Marketing campaign to draw parents to choose public schools over private schools, and draw relocating families to the Heights over surrounding areas.

Changing perception of failure due to state report card and negative publicity

Improving the community's perception of the quality of our schools. You can do this by doing an excellent job in renovating our school facilities; defining what a quality education is and demonstrating how we provide that (beyond test scores); showcasing the unique attributes of our district--such as arts and music--through community events.

Perception of the schools to the rest of the community

Student n=0

Fiscal Responsibility N=16

Teacher/Staff n=1

Be fiscally responsible and do not waste time and money on programming that will soon be discontinued.

Community n=14

Careful review of how District allocates funds.

Careful attention to per student expenditure - Please look at per pupil spending to align with other districts while finding a way to give our kids a good basic education.

Education not what the buildings look like. Safety for buildings is the only cosmetic concern, all other money should go to what is going on inside the buildings.

Bringing the facilities project in on time, on budget with the value creation promised to the voters.

Operating within budget.

Budget Control

Radically different racial achievement profiles. Less than gifted administrators and poor financial management of school priorities and budgets.

Continuing to reduce costs by strategically closing one more elementary school thereby concentrating much needed services to our youngest students

Cost. You have a taxpayer rebellion brewing out here.

Cut costs & stop raising taxes. 578 out of 610 districts

Focus on cost effective programs

Reduce administrative costs that do not contribute to classroom success, focus on helping our children learn a skill or get an education that will enable them to earn a living wage

Where money is being spent

Cease wasting tax money on football fields - use for education

Students n=1

We are spending too much money on athletics, when our district is clearly artistically oriented

Parental Engagement (n=12)

Community (n=11)

Please focus on parent accountability

Providing services to assist working parents as they attempt to support their children academically.

Developing strong academic and social related programs aimed at increasing parental involvement.

Getting parents directly and continuously involved in their children's education.

Partner with parents and community to make all schools reflect our community's resources and our wishes.

Increase parental involvement in the education of their children.

Parent engagement

Parent involvement

Increase parental involvement in the education of their children.

Teacher to parent communication can be enhanced

Providing services to assist working parents as they attempt to support their children academically.

Teachers (n=1)

Communication to parents regarding our academic goals and strategies, and provide knowledgeable about standards, academic progress reporting measures.

Other n=208

Teachers n=12

Combative teachers and teachers who are not willing to form connections with students which would create better classroom environments

Dispelling the thought that educators in the buildings are stupid

Best practices with differentiation

Retain students with flexible learning options. Reduce number of programs and focus on good curriculum producing results.

Administration - teacher relationship

Respect for teachers and union.

Camaraderie

After the Wiley is done being swing space, use for community activities such as academic, mental, medical, recreational type support or activities and to support our teachers by using the facility for teacher/staff collaboration/PD

Create a plan, identify and spread best practices, develop a collaborative environment at all levels, monitor student improvement and hold people accountable for results.

Move toward flexible grouping: pre-assessed, students float between teachers for differentiated instruction in all subject areas. Teachers take turns working with different ability levels to avoid stagnation. The assessments for each ability group must be differentiated to include the basic skills and higher level questions. Until we take a stand and stop letting families tell us how to teach, we will always be floundering. We are highly educated professionals, in most instances, and if encourage to attend out of district PD on topics that are current and of interest, that investment has big pay-off in the classrooms.

Administration treating educators with respect; creating a high school without the fad of the day influencing decisions (sharing of classrooms may work in colleges, but we have other issues that will preclude it from working); more teachers involved in decision-making processes; reducing the number of administrators (only 61% of our expenses go toward those who directly impact education - according to the ODE).

Apathy about the importance of learning

Community n=16

Next, the elementary schools need to be led by visionary and talented principals and by teachers who are respectful and are given support by the district (ask them what they need - include wellness services).

Teacher Absenteeism and Quality of Instruction performed by Substitute Teachers. Positive, friendly employees

Leadership. Recognize the promises of uniquely being educated in the Heights Do not close schools!!! Eliminate teachers who fail to teach ... especially those who are teaching at the honors middle school level.

have the teachers union involved in maintaining the quality of educators including moving out low quality teachers

Provide the teachers the resources they need to be good role models and have a strong presence in the lives of students.

Training teachers in Common core enough

All students working at high levels

Attracting and retaining higher socio-economic students.

Collaboration between administration, teachers, and parents.

Community Partnership Partner with parents and community to make all schools reflect our community's resources and our wishes.

Making sure we are one nation! No one school has more or better.

Professional Development & Teacher Retention

Maintain Academic Excellence with none or little tax increases

School Uniforms

Smaller class sizes

Overall Atmosphere

Students n=180

Food n=22

Teachers n=19

Math n=17

Athletics and sports n=11

Rebuilding Heights as fast as you can n=9

Transportation n=6

English/reading n=5

The arts n=4

Cleanliness in schools n=4

The tardy bell should ring later n=4

Foreign language n=3

Consistency n=3

Diversity n=3

Teaching too fast n=3

Favoritism n=3

Technology n=3

Get rid of IB n=3

Busy work is a big concern n=2

Learning n=2

Make sure teachers understand what they are teaching n=2

Time management n=2

All sexualities and genders are accepted by everyone/use preferred pronouns n=2

Let students from other schools attend our games and dances n=2

Building up students' confidence and giving them more motivation.

Keeping students, especially seniors, motivated about school.

No headphones during school hours

Police arresting less African American kids

Racism

Teaching self-control

Students aren't taking school as seriously as they should.

Lack of minority (black, Asian, Hispanic) teachers

Better substitute teachers

Teachers should make school more fun so that students could focus more and not talk with each other while class is in session

Teachers that care about students

Helping teachers control their anger and frustration.

Student learning versus students grades

The principal should come in the class once in a while

The consequences (or lack thereof) that irresponsible teachers receive

No project-based learning

Early college classes

More gym time for student

Project based learning

Replacement of ageing musical instruments

Science

Social studies

No bacon in lunches

Funding for after-school activities.

making sure that all extra-curricular activities get the same amount of money

Student activities

The rules are too strict. Like the id policy in the high school

Controlling student

Getting through advanced classes more efficiently.

Gifted pressure

Stop putting 13 year olds into courses meant for 16 year olds...

Going to the middle school for the 2015-2016 school year.

The transition from the high school to Wiley.

I want the district to refurbish all of the schools

How kids get to school and home

Transportation From After School Activities

Transportation to the new high school

Add an extra period to our schedules

More time in between classes

Take away the new tardy practice

Schedules

Have better computers

Internet Access for the school district

Better Technology

Internet access at student's homes

Communicating with students