# Chesterfield County Public Schools - Community Survey

# TABLE OF CONTENTS

# METHODOLOGY

The survey results contained in this document are based on HYA's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

•    Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders

•    Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change

•    Community Engagement (CE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision

•    Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

# EXECUTIVE SUMMARY

The Chesterfield County Public Schools - Community Survey was completed by 1935 stakeholders. With almost half of all respondents, the largest stakeholder group surveyed were parents/guardians of ccps students. Parents/guardians of ccps students represented 43.8 percent of all respondents. Ccps certified staff other than administrators or supervisors made up the second most populous stakeholder group at 38.6 percent of all respondents. The third largest participant group were ccps non-certified staff other than administrators or supervisors at seven percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- Technology is integrated into the classroom. (TL)

- The School Division employs effective teachers, administrators and support staff in its schools. (M)

- CCPS technology infrastructure is sufficient to support use of technology in the classroom. (M)

- CCPS schools are safe. (TL)

- The School Division engages with diverse racial, cultural and socio-economic groups. (CE)

The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Recruit, employ, and retain effective personnel throughout CCPS schools (M)

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)

- Establish a culture of high expectations for all students and personnel (VV)

- Understand and be sensitive to the needs of a diverse student population (TL)

- Provide transparent communication (CE)

## ANALYSIS

### State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.

### State of the District Results by Constituent Group
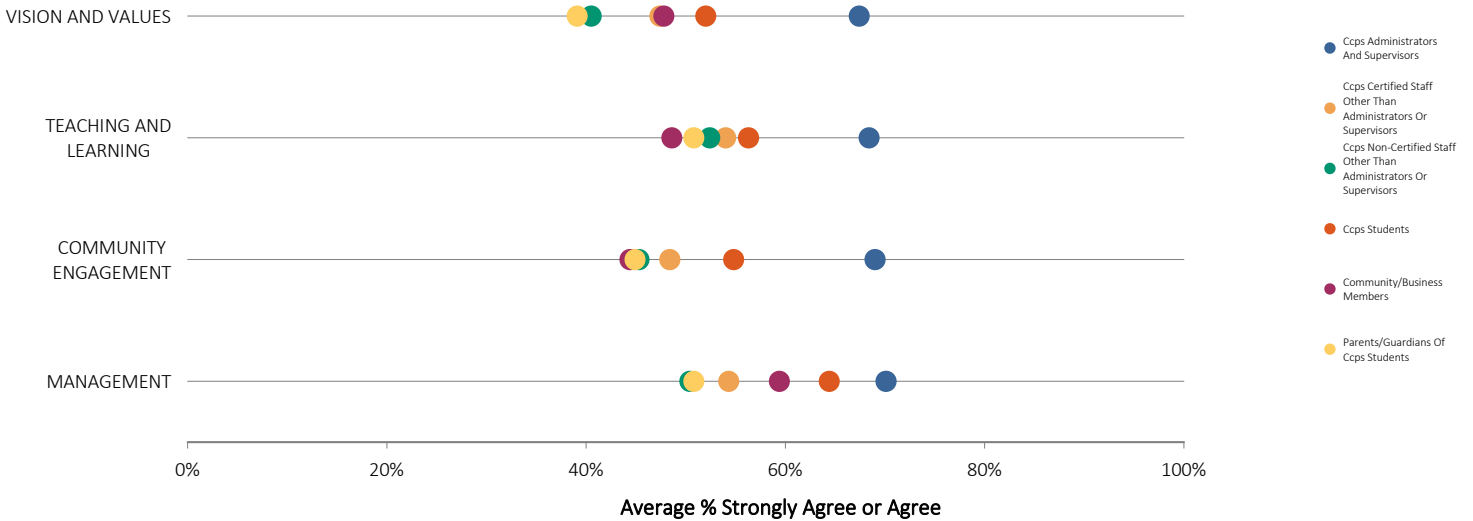


### Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.
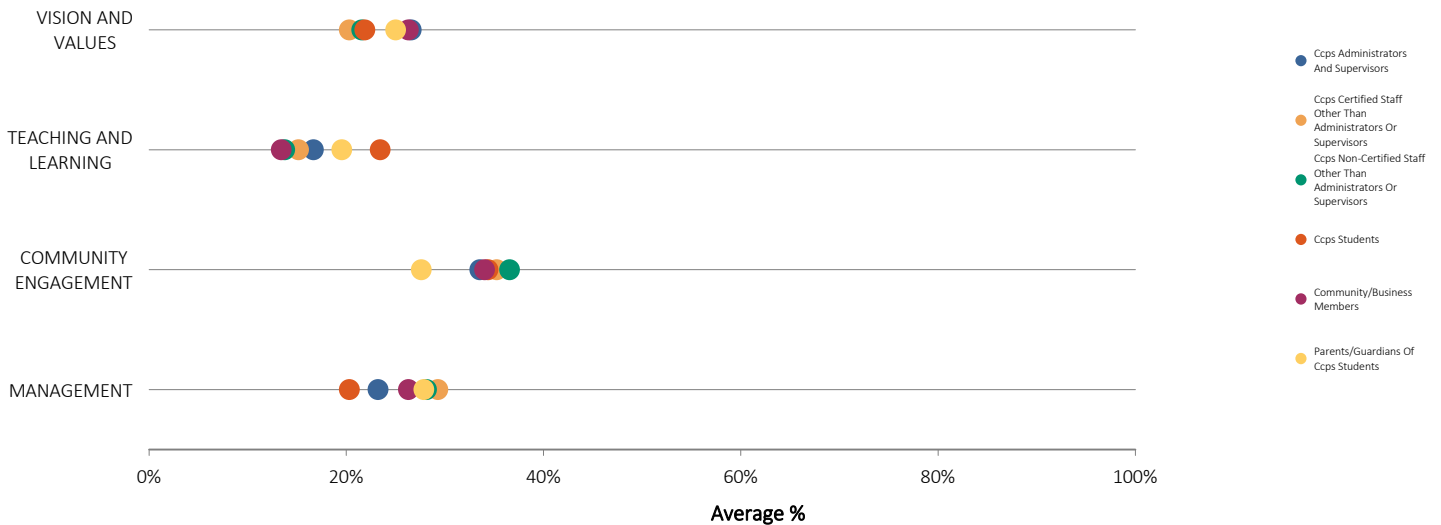
### Leadership Profile Results by Constituent Group

# LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

■ Top 4

| | All (1935) | Ccps Administrators And Supervisors (133) | Ccps Certified Staff Other Than ... (746) | Ccps Non-Certified Staff Other Than ... (136) | Ccps Students (21) | Community/Business Members (52) | Parents/Guardians Of Ccps Students (847) |
|---|---|---|---|---|---|---|---|
| Recruit, employ, and retain effective personnel throughout CCPS schools | 54% | Top 4 | Top 4 | Top 4 | | Top 4 | Top 4 |
| Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators | 53% | Top 4 | Top 4 | Top 4 | Top 4 | Top 4 | Top 4 |
| Establish a culture of high expectations for all students and personnel | 39% | Top 4 | Top 4 | Top 4 | | Top 4 | Top 4 |
| Understand and be sensitive to the needs of a diverse student population | 35% | | Top 4 | | Top 4 | | |
| Provide transparent communication | 34% | | | Top 4 | Top 4 | Top 4 | |
| Be visible throughout the School Division and actively engaged in community life | 32% | | | | Top 4 | | |
| Demonstrate a deep understanding of educational research and emerging best practices and implement strategies | 29% | | | | | | Top 4 |
| Effectively plan and manage the long-term financial health of the CCPS schools | 27% | | | | | | |
| Be an effective manager of the CCPS schools day-to-day operations | 23% | | | | | | |
| Provide a clear, compelling vision for the future | 17% | Top 4 | | | | | |
| Integrate personalized educational opportunities into the instructional program | 16% | | | | | | |
| Provide guidance for CCPS curriculum and instruction | 13% | | | | | | |

# APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

| | All (1935) | Ccps Administrators And Supervisors (133) | Ccps Certified Staff Other Than … (746) | Ccps Non-Certified Staff Other Than … (136) | Ccps Students (21) | Community/Business Members (52) | Parents/Guardians Of Ccps Students (847) |
|---|---|---|---|---|---|---|---|
| **OVERALL** | | | | | | | |
| Please rate the overall quality of education in CCPS schools. | 57% | 76% | 57% | 52% | 57% | 69% | 55% |
| **VISION AND VALUES** | | | | | | | |
| The School Division provides a clear, compelling shared vision for the future. | 51% | 72% | 59% | 42% | 43% | 56% | 42% |
| The School Division is heading in the right direction. | 39% | 65% | 40% | 30% | 43% | 46% | 35% |
| The School Division has high performance standards for all students. | 45% | 66% | 46% | 40% | 57% | 37% | 42% |
| The School Division makes decisions based on information from data and research. | 39% | 62% | 43% | 36% | 57% | 40% | 31% |
| The School Division is working to close achievement and opportunity gaps. | 43% | 65% | 45% | 37% | 52% | 48% | 38% |
| **TEACHING AND LEARNING** | | | | | | | |
| The School Division provides a well-rounded educational experience for all students. | 44% | 65% | 43% | 38% | 48% | 37% | 44% |
| Teachers personalize instructional strategies to address individual learning needs. | 52% | 56% | 67% | 51% | 52% | 42% | 39% |
| CCPS schools are safe. | 53% | 77% | 51% | 51% | 57% | 52% | 51% |
| The social and emotional needs of students are being addressed. | 39% | 55% | 39% | 40% | 33% | 25% | 37% |
| Students are on track to be ready for the next grade and ultimately college and career ready. | 40% | 62% | 30% | 35% | 57% | 37% | 46% |
| Technology is integrated into the classroom. | 82% | 86% | 86% | 73% | 90% | 79% | 80% |
| **COMMUNITY ENGAGEMENT** | | | | | | | |
| The School Division engages the community as a partner to improve the school system. | 48% | 78% | 51% | 45% | 48% | 40% | 41% |
| There is transparent communication from the School Division. | 39% | 58% | 35% | 28% | 52% | 31% | 40% |
| The School Division engages with diverse racial, cultural and socio-economic groups. | 53% | 66% | 55% | 49% | 62% | 52% | 49% |
| **MANAGEMENT** | | | | | | | |
| Facilities are well maintained. | 48% | 63% | 42% | 44% | 52% | 58% | 51% |
| The School Division is fiscally responsible. | 43% | 76% | 43% | 36% | 67% | 58% | 39% |
| The School Division employs effective teachers, administrators and support staff in its schools. | 59% | 71% | 62% | 49% | 57% | 62% | 56% |
| Employees are held accountable to high standards. | 52% | 65% | 60% | 48% | 52% | 54% | 44% |
| CCPS technology infrastructure is sufficient to support use of technology in the classroom. | 58% | 66% | 59% | 55% | 90% | 37% | 56% |

# APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

| | All (1935) | Ccps Administrators And Supervisors (133) | Ccps Certified Staff Other Than ... (746) | Ccps Non-Certified Staff Other Than ... (136) | Ccps Students (21) | Community/Business Members (52) | Parents/Guardians Of Ccps Students (847) |
|---|---|---|---|---|---|---|---|
| Recruit, employ, and retain effective personnel throughout CCPS schools | 54% | 42% | 56% | 54% | 33% | 48% | 54% |
| Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators | 53% | 62% | 66% | 54% | 33% | 50% | 40% |
| Establish a culture of high expectations for all students and personnel | 39% | 39% | 40% | 40% | 29% | 48% | 38% |
| Understand and be sensitive to the needs of a diverse student population | 35% | 38% | 36% | 26% | 33% | 29% | 35% |
| Provide transparent communication | 34% | 32% | 34% | 40% | 33% | 38% | 33% |
| Be visible throughout the School Division and actively engaged in community life | 32% | 32% | 34% | 36% | 38% | 38% | 28% |
| Demonstrate a deep understanding of educational research and emerging best practices and implement strategies | 29% | 24% | 24% | 18% | 29% | 25% | 37% |
| Effectively plan and manage the long-term financial health of the CCPS schools | 27% | 25% | 30% | 23% | 10% | 25% | 26% |
| Be an effective manager of the CCPS schools day-to-day operations | 23% | 21% | 25% | 24% | 19% | 25% | 22% |
| Provide a clear, compelling vision for the future | 17% | 38% | 13% | 18% | 10% | 25% | 17% |
| Integrate personalized educational opportunities into the instructional program | 16% | 13% | 9% | 10% | 19% | 15% | 24% |
| Provide guidance for CCPS curriculum and instruction | 13% | 13% | 12% | 14% | 19% | 6% | 13% |