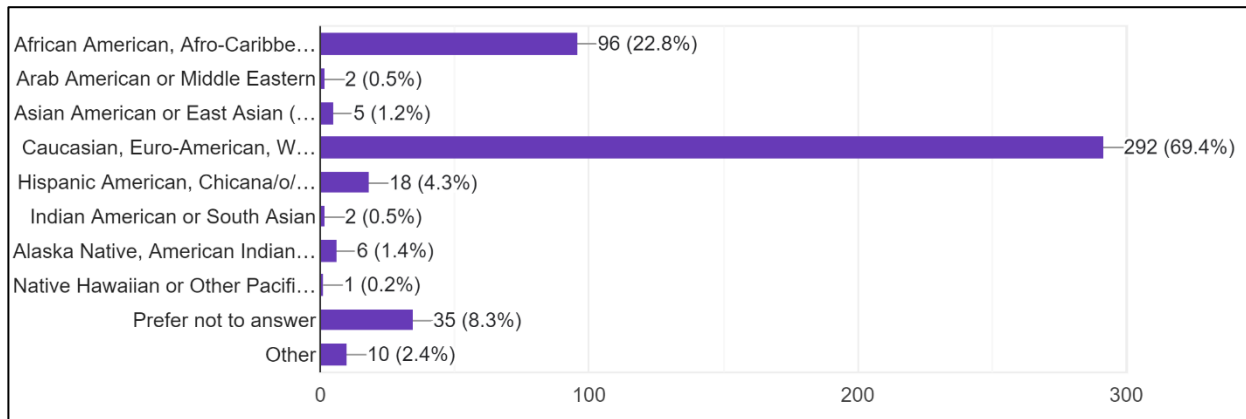
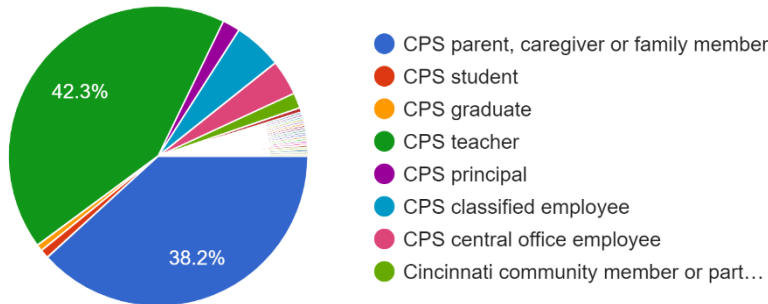


Community Vision & Values Survey Summary

Cincinnati Public Schools

Overview & Methodology: The survey asked community members five questions to ascertain their thoughts about the vision and values of the Charleston County School District Community. Each response was read and tagged with keywords/topics in alignment with what the response shared. Each question was then evaluated for frequency of keyword/topic occurrence.

There were 427 individual responses from the survey in total. Of those 427, six responded prior to the survey requesting demographic information. The breakdown for 421 of the respondents is below:



Questions and Highest Frequency Topical Occurrences

| Zip Code | Count | Zip Code | Count | Zip Code | Count | Zip Code | Count | Zip Code | Count |
|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| 45208 | 45 | 45227 | 9 | 45216 | 4 | 45103 | 2 | 45023 | 1 |
| 45230 | 24 | 45237 | 9 | 45225 | 4 | 45150 | 2 | 45030 | 1 |
| 45238 | 24 | 45239 | 9 | 45233 | 4 | 45157 | 2 | 45039 | 1 |
| 45211 | 22 | 45248 | 9 | 45244 | 4 | 45205 | 2 | 45044 | 1 |
| 45213 | 20 | 45202 | 8 | 45255 | 4 | 45207 | 2 | 45052 | 1 |
| 45223 | 19 | 45206 | 7 | 41017 | 3 | 45214 | 2 | 45066 | 1 |
| 45209 | 15 | 45242 | 7 | 41018 | 3 | 45232 | 2 | 45102 | 1 |
| 45224 | 13 | 41011 | 6 | 45217 | 3 | 45245 | 2 | 45122 | 1 |
| 45212 | 12 | 45215 | 6 | 45241 | 3 | 45246 | 2 | 45203 | 1 |
| 45236 | 12 | 45069 | 5 | 45243 | 3 | 41001 | 1 | 45219 | 1 |
| 45220 | 11 | 45204 | 5 | 45251 | 3 | 41076 | 1 | 45240 | 1 |
| 45226 | 10 | 45247 | 5 | 41005 | 2 | 41091 | 1 | 45381 | 1 |
| 45229 | 10 | 45011 | 4 | 41075 | 2 | 45002 | 1 | 47025 | 1 |
| 45231 | 10 | 45040 | 4 | 45014 | 2 | 45005 | 1 | 47240 | 1 |

Community Vision & Values Survey Summary

Cincinnati Public Schools

The following questions were asked, both through listening sessions and via survey. (The listening session results will be reported separately.) The following is a summary highlighting the highest topic frequency for each question along with extracted comment examples.

- **Q1: What is Cincinnati Public Schools not yet doing that it should start doing?**
 - **Equity**
 - Resourcing schools according to need
 - Provide adequate staff support to schools
 - **Mental Health / SEL**
 - Make it easier and faster for students to receive services.
 - **Discipline**
 - Addressing behaviors in the classrooms with an action plan and/or having behavioral coaches helping support teachers
 - Addressing behavior consistently

- **Q2: What is Cincinnati Public Schools doing that is not working and that should be stopped?**
 - **Inequity**
 - Resourcing Equity
 - Not “one size fits all”
 - *Note: Equity was read as “equal” by some respondents (those were not counted as a “resourcing equity” topic)*
 - **Employees / Staff**
 - Ineffective Professional Development, Staff support, Initiative Fatigue
 - Retaining or hiring un- or underqualified staff both teachers and leadership
 - **Mental Health / SEL / Behavior**
 - Only using PBIS
 - Restorative justice – not implemented with fidelity, more training needed
 - **Whole Child**
 - Testing Focus; don’t leave out Arts, PE, Enrichment)
 - **Other:** Transportation

- **Q3: What is Cincinnati Public Schools doing that is working and we should keep doing?**
 - **Communication and Engagement**
 - Including families and listening
 - Communication with staff
 - “Asking the people who do the work our opinions”
 - “Simply keep moving forward. Keep getting parent, student and community feedback”
 - “There is a clear effort at parent and family engagement from the Board and Superintendent.”
 - **Equity / Diversity /Inclusion**
 - “Increasing cultural competency”
 - Continuing to focus on equity issues
 - “Continue to focus on diversity and multicultural education. We must constantly work on improving this.”

Community Vision & Values Survey Summary

Cincinnati Public Schools

- **Q4: What is one of the draft Goals policies that we've shared with you that it is most important for us to keep and why should we keep it?**

- **Goal #1 – Highest Frequency**

- It's foundational.
- "If we can't do that, Goals 2-5 will never be achieved."
- "Draft Goal 1, because it is difficult to achieve all other Goals without early reading proficiency."
- "Students reading at grade level by 3rd grade have a tendency to continue reading at grade level."

| Response | Frequency |
|---------------------------------|-----------|
| Goal 1 | 157 |
| Goal 5 | 129 |
| Goal 3 | 69 |
| Goal 2 | 56 |
| Goal 4 | 31 |
| Chose More than 1 | 25 |
| No response, N/A, didn't choose | 25 |
| None of them | 21 |

- **Goal #5 – 2nd Highest Frequency**

- "Our goal here is to get kids to graduate and enter adulthood prepared for their next steps."
- "All other goals should support this one."
- Broadest Goal

- **Q5: What is one of the draft Guardrails policies that we've shared with you that it is most important for us to keep and why should we keep it?**

- **Guardrail #4 – Highest Frequency**

- "Transparency in communication begets trust and respect."
- Create positive culture, meet diverse needs
- *Note: 88 respondents did not give a "why"*

| Response | Frequency |
|--------------------------|-----------|
| Guardrail 4 | 128 |
| Guardrail 2 | 120 |
| Guardrail 3 | 52 |
| Guardrail 1 | 52 |
| Guardrail 5 | 11 |
| None | 20 |
| No response, unsure, N/A | 19 |
| Chose more than 1 | 33 |

- **Guardrail #2 – 2nd Highest Frequency**

- Prioritizes Students, Accounts for diverse needs of students
- Mental Health/Socio-Emotional Needs, Post-Pandemic needs
- For Academic Success, Positive Learning Culture

- *Note: Clarity on guardrail formatting ("shall not" language) warrants greater communication*