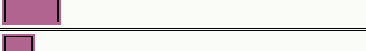
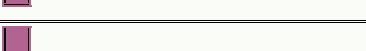
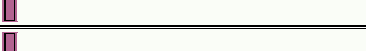
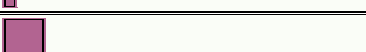
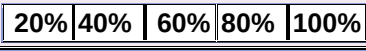
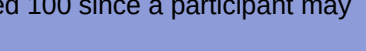


Survey Title: Survey # 408 Public
Report Type: Bar Graph
Start Date: 12-May-11
End Date: 18-May-11
Invitations Sent: 42
Delivered: 38
Bounced: 4
Completed Responses: 65
Response Rate: Public Survey
Incomplete Responses: --
Incomplete responses included in this report: --

Q1. I am a member of the following committee(s) or advisory group(s):(check all that apply)				
Responses	Count	%	Percentage of total respondents	
Classified Employee Advisory Committee	5	8.06%		
County Student Council	19	30.65%		
DART Advisory Committee	10	16.13%		
Gifted Advisory Committee	6	9.68%		
Long-Range Planning Advisory Committee	5	8.06%		
Parent Council	5	8.06%		
Principal Leadership	6	9.68%		
Quality Council	8	12.90%		
School Health Advisory Board	2	3.23%		
Special Education Advisory Committee	1	1.61%		
Teacher Advisory Committee	8	12.90%		
Total Responses	75		20%	40% 60% 80% 100%
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.				

Q2. Priority 1.1: Implement the Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, in all learning communities.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	1	1	1.54%					
2	5	2	7.69%					
3 - Insufficient Evidence	19	3	29.23%					
4	37	4	56.92%					
5 - Above Expectations	1	5	1.54%					
N/A - Unsure	2	NULL	3.08%					
Weighted Score : 3.51								
Total Responses	65			20%	40%	60%	80%	100%

Q3. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.	
Response(s)	
	Working on it.
	The nature of our advisory board is not such that we address this area.
	I think the approach in general appears to be working and the KPI numbers are, in most cases, moving in the right direction.
	My knowledge is mainly at the high school level, where there is WIDE disparity among quality learning experiences for students. Indiscriminately watching movies in 3 of 4 classes per day, one teacher having students read the text and write a research paper while other teacher hands out summaries and foregoes writing (same level class). Little to no engagement using technology or using the netbook for email. There are "gems" out there, but one must do a lot of mining to locate them. Fine Arts teachers, in my experience, provide quality learning experiences for students and motivate them to excellence.
	The key work here is "ALL" learning communities. The best get better (i.e. MESA) The best possible resources and environment is laid right at the feet of the high achieving learner. Remember, if your intention is to raise the bar, you must first lift the floor! Apply your resources first where they are needed most!
	SOL curriculums make school boring and learning short-term. They don't allow for teacher creativity- for the most part (for example, in history) we just take notes because there's not enough time to get it all in. We don't truly learn the concepts or go into any depth in the subject. Therefore, we forget the information by the end of the year. In short, we're learning for the test- which hardly tests knowledge well.
	We really do not measure outcomes for use of the FQL. We measure the "doing," or process. I think we have taken big steps in this direction in light of the fact that we are measuring. Now, let's measure student results.

Q4. Priority 1.2: Assess level of student engagement in learning communities, identifying and enhancing practices connected to high levels of student engagement.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	1	1	1.54%					
2	8	2	12.31%					
3 - Insufficient Evidence	11	3	16.92%					
4	41	4	63.08%					
5 - Above Expectations	1	5	1.54%					
N/A - Unsure	3	NULL	4.62%					
Weighted Score : 3.53								
Total Responses	65			20%	40%	60%	80%	100%

Q5. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.

Response(s)

	I can only directly speak with much evidence from what I witness daily in my school. I have seen consistent positive growth in daily student engagement levels. A real shift from more teacher directed learning to student inquiry or student focused. Classroom structures that support student engagement (learning centers and stations) in several grade levels are now a part of the daily instruction.
	I'm not aware of how student engagement is being assessed.
	Again, this isn't something our board addresses directly, but our evaluations and recommendations are aimed at removing health related barriers to education and development and in that sense, recommendations for enhancing student health are taken into consideration by the school board
	Outstanding results on 1.2b which is very important. The absenteeism numbers are scary in places, What's going on with CATEC, CPCS, Meriwether Lewis, Crozet?
	I guess if we are just measuring "assessing" as in gathering data, we are doing better, meeting expectations, because we are gathering data with walkthroughs and aggregating it. However, we are not, as yet, DOING anything with the data or making any strategies for improvement. Thus, we are assessing for assessment's sake and not for learning or improvement.
	Some classes with really good teachers follow this, but others, under the pressure of SOL scores, do not. Most of our learning is notes and reading rather than interactive discussion.
	Again, I don't think we are asking the right people (the students) about this. I think adult views are better than nothing, but if we really want to know of students are engaged, we should be asking them.

Q6. Priority 2.1: Through common rigorous assessments and use of high-yield instructional strategies all students will meet high expectations for performance and achievement.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	1	1	1.54%					
2	15	2	23.08%					
3 - Insufficient Evidence	15	3	23.08%					
4	30	4	46.15%					
5 - Above Expectations	3	5	4.62%					
N/A - Unsure	1	NULL	1.54%					
Weighted Score : 3.30								
Total Responses	65			20%	40%	60%	80%	100%

Q7. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.	
Response(s)	
	Common assessments have moved beyond simple multiple choice options to more performance based assessments. We still have much work to do, but I would still rate the effort above expectations at this point.
	SOL scores not back for this year.
	Working toward this goal.
	We collect a lot of data. However, I don't think we are that the point as a division where we actually USE the data to make instructional practice choices. We are not afforded that kind of time to actually participate in Lesson Studies.
	I do not find common assessments to be rigorous. And if they are, working together to grade them is extremely time consuming.
	This is another area not really addressed by our board.
	I think we are doing a lot of rigorous assessments, and high yield strategies... But we have not done enough of a campaign to get student buy-in, and parent buy-in - if only the teachers and administrators are trying, we are not going to get there.
	Mixed bag, 2.1a is showing improving results in an important area, 2.1b is not getting it done in a very

	important area.
	I ranked this low because of the clear gap that emerged on Social Studies SOL scores. We have been touting for years that we do not teach to the lowest common denominator or merely to the standard, to the test. As the tests became more rigorous and began assessing the very skills we supposedly teach through the FQL and reach through the high-yield strategies, our scores plummeted. This belies our "rigorous assessments" and reveals a common focus on low-order thinking as well as ill-preparation for the changes through focused curriculum work and professional development. As the new SOLs for math, science and English come on board, we must ensure our strategies and our common assessments are more in line with the higher level thinking now being assessed. Our common assessments have been, for the most part, fact recall multiple choice items.
	You really need to reconsider pulling funding and staff for Reading intervention at the Middle and High School level. It is completely unfair to expect the most when you are provided the least. Every student deserves the chance and opportunity to learn to read at every level - including the upper grades. We must value every student at every level as an individual worthy of an education. Something else can go, but you owe it to every student to have an opportunity to learn to read. That is what one must be able to do if your goal is "lifelong learner".
	County focuses on superior education of students
	Standardized tests are not a bad way to test students' abilities, but the way Virginia and many other states go about the process is plain terrible. SOLs are a joke, and don't test our THINKING abilities. In the future this will be much more important than knowing where this war happened.
	We have common SOL-like assessments. Now, this is a big step for the PLC model, but the work of the vertical teams and our study of the CWRA will help us move forward with this.

Q8. Priority 3.1: Review and align human capital management systems to support workforce development and enhance diversity throughout the Division.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	3	1	4.69%					
2	11	2	17.19%					
3 - Insufficient Evidence	16	3	25.00%					
4	24	4	37.50%					
5 - Above Expectations	1	5	1.56%					
N/A - Unsure	9	NULL	14.06%					
Weighted Score : 3.16								
Total Responses	64			20%	40%	60%	80%	100%

Q9. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.

Response(s)

Career development not supported by management and County expectations for service, quality and staff collaboration discarded at the building level.

I don't know anything about this.

I have not seen an increase in hiring or retaining a diverse staff. At any level....

Not sure the "coaches" are as useful as hoped.

HR has made some strides this year, yet problems remain. The failure to hire a new HR Director hinders progress. Multiple examples of non-compliance with FLSA are serious issues. The County's "pay by exception" system serves only a portion of our workforce and management well.

The school board has always been receptive to recommendations from the Health Advisory Board on matters of human capital and health related professional development.

While I know this is a Division Priority, I'm not sure to what extent it occurs throughout the Division. We may be meeting the expectations, but it is not information that I have.

We appear to be a remarkably undiverse division and it is not clear what efforts are being made to change that.

Two out of three quarters well below expectation. Whatever is working well in Q1 is not getting it done in Q3,4

While we are making progress in this area by redesigning the Human Resources department and creating a position focused on teacher quality, the lack of clear recruiting strategies and the loss of a dedicated Professional Development coordinator (and subsequent location of this function in the technology department) reveal a lack of importance placed on workforce development and diversity.

Please refer to comments in previous questions. All one has to do is listen to the "state of the school" address at the beginning of each year to know that diversity and a diverse education is not valued equally. Every principal in every school must begin first by sharing pride and accomplishments in all programs within a school and pride in all students and embrace a diverse learning population. Too much emphasis and value is placed on # of students in AP, Dual enrollment, SAT scores, etc. and poor scores are often blamed out loud on sub groups, which sends a poor message about who is important and who isn't in the school community. I challenge administrators and principals to listen to their speeches from the perspective of someone who may be in one of those sub groups (you know, one of those groups that needs to get their scores up if Albemarle is ever going close that pesky achievement gap). It hasn't closed yet, so it may be time to embrace something new; like these students

Last year at Henley the PE department bought a bunch of itouches for "research"- the problem with this is that one can hardly read the text on this- the main purpose of these is music- the other stuff is a bonus. That is an example of bad use of money.

I'm not aware of any real accumulation of this work other than the tables we put together to decide who to / not to RIF.

Q10. Priority 4.1: Benchmark Division performance against Baldrige National Quality Criteria, aligning or creating structures, systems, and processes to support continuous improvement.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	0	1	0%					
2	7	2	10.77%					
3 - Insufficient Evidence	23	3	35.38%					
4	24	4	36.92%					
5 - Above Expectations	1	5	1.54%					
N/A - Unsure	10	NULL	15.38%					
Weighted Score : 3.35								
Total Responses	65			20%	40%	60%	80%	100%

Q11. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.

Response(s)

Don't know about this.
I do not think this applies to our board.
I was on this committee. We were talking about leadership and communication. But I haven't heard from them all year (were we done? was I kicked off the committee? was it abandoned?) The meetings seemed productive, but how I got on the committee (without ANY information/ explanation..) and whatever happened to it kind of show where we are on leadership and communication!
I feel there are pockets of this occurring, but not Division-wide. The Quality Council has worked hard on this alignment. We are seeing more of it through School and Department improvement plans, but don't feel that everyone in the Division is aligned with this.
This is simply good management, ie set SMART goals, analyze results, change or adjust to improve and do it again. I have long been a proponent of the notion that if we get goals 1,2,3 and 5 right, goal 4 will take care of itself. I do not see goal 4 as driver of achievement, by definition it is a recognition of achievement.
Plan-Do-Study-Act is becoming part of the culture of ACPS. Baldrige is not so much, except in the operational areas, where it is definitely in place (Bravo, Transportation, Building Services, Child Nutrition!) Also, the Department Improvement Plans are progressing well, and School Improvement Plans are much improved over previous years, with excellent coordination. It would be nice to take these more public with our stakeholders.
I appreciate that the board is asking the questions, and is coming from a place of wanting to improve. Thank you for presenting this opportunity.

Quality council is headed in the right direction. You can see it reflected in the information on the county website. As a division, we are moving more and more toward making decisions aligned with our goals after careful planning.

Q12. Priority 4.2: Implement balanced scorecard model, aligning Division strategies and performance measures in dynamic and transparent ways.

Responses	Count	Assigned Weight	%	Percentage of total respondents				
1 - Well Below Expectations	0	1	0%					
2	9	2	13.85%					
3 - Insufficient Evidence	20	3	30.77%					
4	23	4	35.38%					
5 - Above Expectations	4	5	6.15%					
N/A - Unsure	9	NULL	13.85%					
Weighted Score : 3.39								
Total Responses	65			20%	40%	60%	80%	100%

Q13. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.

Response(s)

Significant progress has been made in Balanced Scorecard implementation, but the School Board is just beginning to engage with the information provided in this format. It is clear that some metrics need to be revised for 2011-12.

While the balanced scorecard model keeps an ongoing focus on performance, we need to ensure that the KPIs accurately measure what they are intended to measure.

The two KPI's that make up this priority are really activities that should be part of job expectations. For example KPI 4.2a "Departments will monitor and record progress in meeting their departmental goals by entering quarterly metrics in the department scorecard." Pardon my bluntness, but this is a KPI to improve record keeping, not results. A KPI is something that requires real extra effort, problem solving and skill mastery to improve results.

We have a "Balanced Scorecard" but it is not a true BSC. It does not have dynamic data and the KPIs are not measuring what we are trying to discern. Much of the data is "soft" or subjective. Wide disparity among department and school improvement goals that do not roll up into Division BSC. We had to take these baby steps, though. The danger lies, in my opinion, if we "pat ourselves on the back" for what we have done rather than critically assessing it and working for improvement (which I have hopes for us doing given the PDSA focus). I am also concerned about lack of Board understanding of the BSC model, KPIs and the relationship to

	strategic planning. Public discussions among the Board have been dizzying and not focused on the data.
	The balanced scorecard and the KPIs are a great way to evaluate programs. However, directions are sometimes not clear...which may prove that some statistics are not quite accurate as people report different things. Some things - like KPI for attendance could/should be handled at central office to ensure consistency.
	This is first evidence of this.
	The balanced scorecard model doesn't allow for any explanation of the data as part of the report. Also, it is comparative the way we are doing it.

Q14. Priority 5.1: Support Division vision, mission and goals through ongoing resource utilization review and strategic allocation of capital and operating revenues.							
Responses	Count	Assigned Weight	%	Percentage of total respondents			
1 - Well Below Expectations	1	1	1.54%				
2	6	2	9.23%				
3 - Insufficient Evidence	12	3	18.46%				
4	38	4	58.46%				
5 - Above Expectations	2	5	3.08%				
N/A - Unsure	6	NULL	9.23%				
Weighted Score : 3.58							
Total Responses	65			20%	40%	60%	80% 100%

Q15. Rankings of 5 (Above Expectations) or 1 (Well Below Expectations) must include an explanation in the box provided.	
Response(s)	
	I feel with the current economy, the School Division has had to make cuts that may not be liked by everyone, but are necessary. You have done a great job dealing with "the cards you have been dealt".
	We don't plan for growth. I don't blame the School Board. I blame the Board of Supervisors. However, both boards need to work together to accomplish this goal. If something doesn't change and change quickly, the QUALITY of teachers in ACPS will not be quality at all. Teachers cannot afford to be treated and pressured the way they have been for the last several years. Something needs to give before people leave the County.
	Yes, BUT - maybe it isn't your fault, but the fault of the state - Still - our graduates have not a clue about the world issues unless someone goes off the page, beyond the curriculum - and there is not much encouragement for that. Small example - there is no financial support for Model UN - just for starters.

	In answer to priority 5.1 While I cannot comment on the results obtained with the implementation of all RUS recommendations, I give excellent grades to the Transportation Department for slicing some \$1.8 million dollars off annual transportation spending. I would urge the Board and Superintendent to continue to find ways to get more effective and efficient in every area by comparing ourselves to and learning from the best. The best defined as those who get the best or better results with lower costs. More generally, I think good progress has been made in the division's ability to identify both strength and opportunity areas. I am particularly pleased with the development of the drill down capability which enables staff to clearly see solutions to the impediments to student learning at building level. The dividends are starting to come in.
	The new CIO will help with this tremendously. Operational departments have been very efficient.
	The CSAC receives a budget from the school board, but the communication between the council and the board is seriously lacking. The council's views and opinions are not represented in the decisions made by the school board, particularly regarding the 4X4 schedule. Last year, before the 4X4 was approved, the School Board requested our opinions about the new schedule. We spent about four hours brainstorming and putting down our thoughts against the new schedule. Despite our solid opinions against the new schedule, the School Board seemed to ignore the students, and the schedule was established.

Q16. Please provide input and/or suggestions for potential areas of focus for the upcoming year's priorities.

Response(s)

	Impress upon and reinforce the notion of respect for all employees and encourage input and sharing. New hires to the county need to be educated in this model of workplace efficiency and atmosphere.
	Please make sure the new SIS works! Teachers don't have a lot of extra time to learn and figure out any glitches at the beginning of the year. Also, a complaint I hear time and time again is the workload is increasing with less time to do it in. Don't know what one can do about it, but it makes for negative conversations in the buildings. Keep those raises coming! The economy is hurting everyone, and the raises make us feel like the previous complaint can be put aside, as we are getting paid more for the increasing workload. Also, figure out the early start date soon and get it out to the public sooner than later for planning purposes.
	Moving beyond SOL tests as an assessment of student growth.
	I would like to see narrowing the achievement gap a priority. There needs to be improvement in the communication system of ideas and needs of the teachers to the board and district administrators. Survey questions also need to improve in frankness and directness.
	The County's financial, payroll, and human resource management systems must finally be modernized. The School Division's Technology Department needs a focused plan for continued improvement. Classified employee compensation is lagging, and the quality of our blue-collar workforce is suffering from turnover.
	Please list the criteria for the KPIs such as how to determine the attendance data for the quarter.
	Efficiencies of principals in supporting stated goals and strategies (including assessment of engagement, differentiation, etc.).
	Focus on the remaining 10+/-% of students who have not been successful on federal/state or local assessments. Focus on finding the best possible new teachers. Focus on developing a division alternative education program to include the charter schools, Enterprise and other associated programs.

	More art International Studies
	google group
	Continued focus on quality instruction and learning opportunities for all students.
	Setting SMART goals is critical to improving performance. Based on my review some departmental and school KPI's need work in constructing SMART goals.
	Aligning school goals with division and board goals
	I would like to see the priorities be focused on STUDENTS and STUDENT OUTCOMES. Every single one of the previous priorities are administrative in nature. Could a priority be that all students will participate in collaborative learning X percent of each marking period, or all students will use multimedia technology to create/ performance assessment a minimum of once per marking period or students will report on an annual survey that they are engaged X percent of the time XX percentage of teachers will be NETS*T certified, 100 % of instructional programs will be evaluated and aligned; etc.
	Priorities must include fully funding intervention programs, especially reading and specialists trained in research based practices to implement these supports. This resource must be available at ALL levels and to "All" students regardless of language proficiency, income, color, or learning disparity whom are not able to read and comprehend on grade level - High School especially since this is their last opportunity. The side effect will be enormously positive. Our division must take an honest look at how students and the individual learning track they pursue is valued. The best and the greatest are defined as the student who is on a four year college track with the most rigorous course load. This continuous message by the division has created barriers in our schools and among students because the message they hear is that aspirations of anything different doesn't measure up. Our division needs to display EQUAL pride and boast ALL students whether college bound, in CATEC, the arts, or simply learning a specific job skill per their IEP. Every student must feel they are important and worthy of the contributions they will bring to our community regardless of the diploma they receive, or their aspirations beyond high school. Our division must establish an environment and tone that reflects equality, including resources, if we are going to grow a healthy productive community that exceeds high school.
	1. closing the achievement gap 2. meeting the needs of highly able students
	N/A
	MORE STUDENT INPUT!
	More ways to contact each other
	make sure it is clear and where meetings are occurring
	N/A...Good Job!
	CSAC receives little respect as an advisory group to the School Board and often our ideas and suggestions are seen as irrelevant when really we are the voice of the student body and deserve as much if not more attention as the parent advisory councils.
	Need to focus more on the students and how they will do with the changes you make.
	Teachers are stressed

	Implement more solid communication between the CSAC and the School Board, so that the students' opinions can be represented in decisions that affect their own schools. After all, the goal of the School Board is to improve the lives of the students through their school.
	The Finnish education system is fantastic. They have more rare standardized tests that test thinking rather than information or test how to find the info by thinking. It's real-world-applicable.
	We need a standardized assessment that measures our students' growth toward college and work readiness across curricula. We need to survey students directly on how well engaged they are with their classes. We need direct feedback from students on teacher performance. We need to revamp all of our appraisal systems for different reasons for each. The TPA, APA, and classified evaluation model each have their own problems and opportunities for improvement with technologies that we didn't have at the time they were developed. The school based principal and assistant principal survey needs a total overhaul to measure what we value in a way that is supportive of growth. On another note, I think it is very important for us to learn to put individual complaints in perspective. As a county, we honor the "quick and loud." On the flip side of this, we should continue to be as transparent as possible with our work and proactive in seeking input. Our community has a stagnating effect in many ways, and the students suffer for it. While disruptive change can be powerful, it is important to recognize that the power to disrupt in a positive way is related to the resources we can put behind, in front, and after an initiative.
	As an elementary teacher of 30+ years I have seen educational programs come and go. My personal ambition is to guide children along the global road of life and put in place those building blocks to help children achieve success. It has been a challenging time these past few years, doing more with less. I can personally say it's never been about the money (although I enjoy raises too) but making a difference in someone's life. It was very exciting when the county had the mentor program in place for new teachers several years ago. Their focus was to offer new teachers support. Many of our teachers said how valuable it was for them to have had this in place. Other people have said they wished it was still in place. I felt it was a vital program, gone. Yes I know we have lead teachers but not the same and spread too thin. Another area is offering our teachers classes in continuing their education. I feel like we have gone many steps backwards in this process. Yes it's due to less money. So how can we help?? Budget is a top priority and school board needs to go to bd of supervisors and ask for money to keep us from slipping further behind. Next year will be a challenging year since some money used this year was one time money!!!!