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Ohio Valley Educational Cooperative
Strategic Planning Survey Results

June 2023

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

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METHODOLOGY

The survey results contained in this document are based on HYA's research. The survey addresses OVEC performance and equity. The Strategic Planning summary reports responses in four performance areas:

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

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

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

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

EXECUTIVE SUMMARY

The Strategic Planning Survey was completed by 224 stakeholders. With almost two-thirds of respondents, the largest stakeholder group surveyed were OVEC Staff. OVEC Staff represented 66.2 percent of all respondents. School District Teachers made up the second most populous stakeholder group at 16.9 percent of all respondents. The third largest participant group were School District Administrator - District Level (i.e., superintendent, assistant superintendent) at 9.8 percent of all respondents.

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

- OVEC facilities are safe.
- OVEC is heading in the right direction.
- OVEC has high performance standards for all learners.
- Technology is integrated into classrooms and professional development.
- Facilities are well maintained.

The top-rated priorities for the future are:

- Hiring and retaining quality teachers and administrators
- Addressing students' social and emotional needs
- Ensuring a well-rounded experience for all students
- Providing a safe environment for students and employees
- Preparing students to be ready for the next grade and ultimately college and career ready

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ANALYSIS

Overall Quality of Services Rating

Respondents were asked rate the overall quality of services provided by OVEC on a scale of 1 (Unsatisfactory) to 5 (Excellent). Percent of constituent groups responding "Good" or "Excellent" are presented below.

State of OVEC Summary

Respondents rated statements related to the state of OVEC 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.
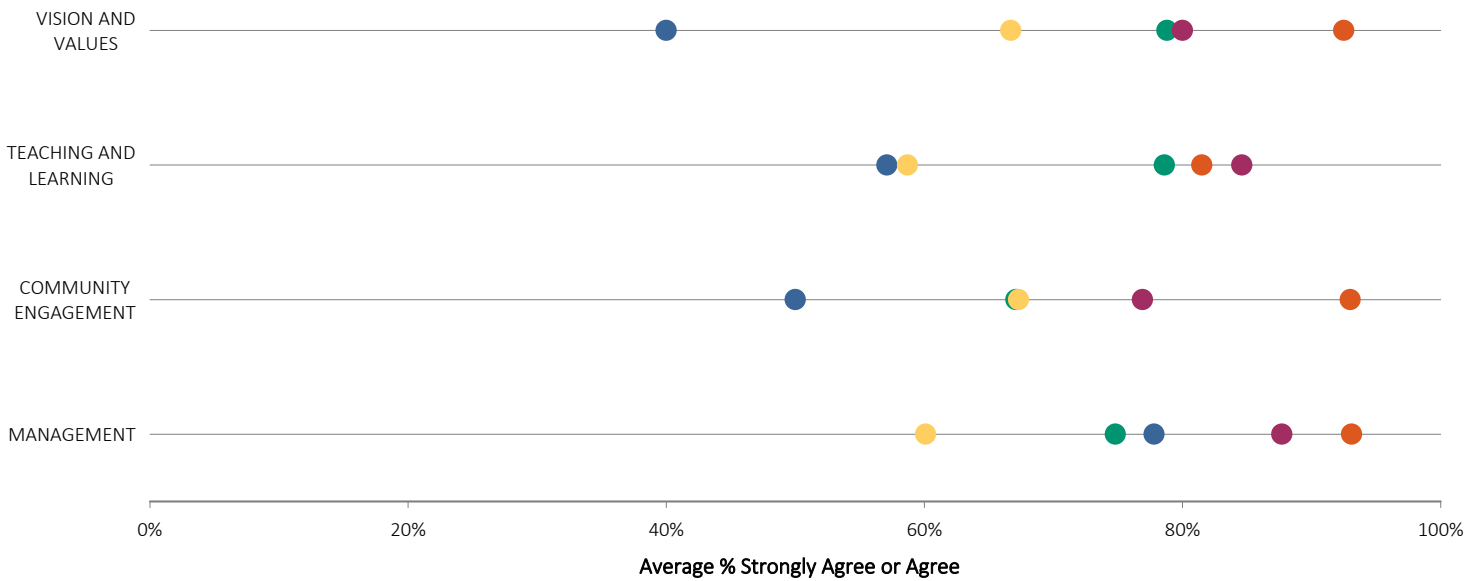
Constituent Group Legend

- Community Member
- Ovec Staff
- School District Administrator - District Level (I.E., Superintendent, Assistant Superintendent)
- School District Administrator - School Level (I.E, Principal, Assistant Principal)
- School District Teacher
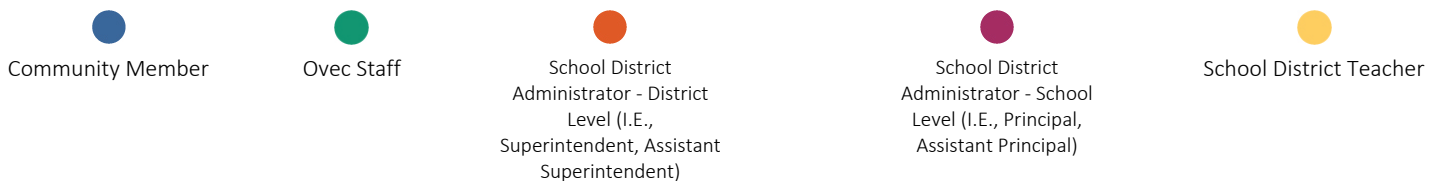
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PRIORITIES FOR THE FUTURE DETAILS

Respondents were asked to select 4 statements that best represent what they believe should be the priority and focus of OVEC in the next 3-5 years. 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	Community Member	OVEC Staff	School District Administrator - District Level	School District Administrator - School Level	School District Teacher
	(213)	(2)	(143)	(22)	(13)	(33)
Hiring and retaining quality teachers and administrators	75%	Top 4	Top 4	Top 4	Top 4	Top 4
Addressing students' social and emotional needs	59%	Top 4	Top 4		Top 4	Top 4
Ensuring a well-rounded experience for all students	45%	Top 4	Top 4	Top 4	Top 4	Top 4
Providing a safe environment for students and employees	39%		Top 4			
Preparing students to be ready for the next grade and ultimately college and career ready	35%			Top 4	Top 4	
Addressing achievement and opportunity gaps	34%			Top 4		Top 4
Addressing issues of diversity, equity, inclusion, and belonging	26%	Top 4				
Providing personalized instruction for students	25%					
Ensuring facilities can support a modern learning environment	19%					
Integrating current technology into teaching and learning	14%					
Ensuring fiscal health	13%					
Ensuring high student achievement on standardized tests	2%					

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APPENDIX I: STATE OF OVEC ITEM ANALYSIS

Percentages of respondents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(224)	(2)	(149)	(22)	(13)	(38)
OVERALL						
Please rate the overall quality of services provided by OVEC. (5 - Excellent or 4 - Good)	86%	50%	89%	90%	92%	74%
VISION AND VALUES						
OVEC has a clear and compelling shared vision for the future.	71%	50%	72%	85%	85%	54%
OVEC is heading in the right direction.	84%	50%	88%	91%	85%	71%
OVEC has high performance standards for all learners.	83%	50%	85%	95%	85%	71%
OVEC makes decisions based on information from data and research.	70%	50%	68%	91%	69%	68%
OVEC is working to close achievement and opportunity gaps.	80%	0%	81%	100%	77%	69%
TEACHING AND LEARNING						
Individual learning needs are addressed through personalized learning strategies.	75%	50%	76%	81%	85%	66%
OVEC facilities are safe.	88%	100%	89%	100%	100%	77%
The social and emotional needs of Head Start students are being addressed.	57%	0%	68%	50%	54%	24%
Technology is integrated into classrooms and professional development.	81%	50%	82%	90%	100%	68%
COMMUNITY ENGAGEMENT						
OVEC engages the community as a partner to improve the educational system.	71%	50%	73%	84%	69%	62%
There is transparent communication from OVEC.	59%	50%	50%	95%	77%	71%
OVEC engages with diverse racial, cultural and socio-economic groups.	79%	50%	78%	100%	85%	69%
MANAGEMENT						
Facilities are well maintained.	81%	100%	79%	100%	100%	71%
OVEC is fiscally responsible.	70%	50%	74%	84%	85%	45%
OVEC employs effective teachers, administrators and support staff in its programs.	79%	100%	77%	95%	92%	74%
Employees are held accountable to high standards.	69%	100%	69%	95%	77%	52%
OVEC technology infrastructure is sufficient to support use of technology in classrooms and in professional development.	74%	50%	76%	89%	85%	56%

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APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS

Respondents were asked to select 4 statements that best represent what they believe should be the priorities and focus of OVEC in the next 3-5 years. Results are presented below by constituent group.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(213)	(2)	(143)	(22)	(13)	(33)
Hiring and retaining quality teachers and administrators	75%	100%	84%	55%	77%	48%
Addressing students' social and emotional needs	59%	50%	66%	41%	46%	45%
Ensuring a well-rounded experience for all students	45%	50%	44%	55%	38%	48%
Providing a safe environment for students and employees	39%	0%	49%	14%	15%	24%
Preparing students to be ready for the next grade and ultimately college and career ready	35%	0%	29%	55%	54%	39%
Addressing achievement and opportunity gaps	34%	0%	26%	73%	23%	48%
Addressing issues of diversity, equity, inclusion, and belonging	26%	100%	22%	32%	31%	33%
Providing personalized instruction for students	25%	50%	20%	23%	38%	39%
Ensuring facilities can support a modern learning environment	19%	0%	17%	32%	15%	18%
Integrating current technology into teaching and learning	14%	0%	9%	23%	31%	21%
Ensuring fiscal health	13%	50%	18%	0%	0%	0%
Ensuring high student achievement on standardized tests	2%	0%	1%	0%	8%	3%

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APPENDIX III: SELF IDENTIFICATION ITEM ANALYSIS

Respondents were asked how they self-identify:

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(208)	(2)	(138)	(22)	(13)	(33)
Asian	1	0	1	0	0	0
	0%	0%	1%	0%	0%	0%
Black or African American	10	0	9	1	0	0
	5%	0%	7%	5%	0%	0%
Hispanic or Latino/a	5	0	4	0	0	1
	2%	0%	3%	0%	0%	3%
Prefer not to respond	22	0	18	1	0	2
	11%	0%	13%	5%	0%	6%
Two or More Races	4	0	1	1	1	1
	2%	0%	1%	5%	8%	3%
White or Caucasian	167	2	105	19	12	29
	80%	100%	76%	86%	92%	88%

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APPENDIX IV: CUSTOM ITEMS

This section includes custom survey items. The first record in each cell is response count. The second record in the cell is the response percent per role.

Communicating clearly and directly with its audience.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(193)	(2)	(129)	(21)	(12)	(29)
Not a priority	7 4%	0 0%	4 3%	1 5%	1 8%	1 3%
Somewhat a priority	84 43%	2 100%	48 37%	10 48%	7 58%	16 55%
Top priority	103 53%	0 0%	77 60%	10 48%	4 33%	12 41%

Engaging students in meaningful learning experiences.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(199)	(2)	(132)	(22)	(12)	(31)
Not a priority	3 2%	0 0%	3 2%	0 0%	0 0%	0 0%
Somewhat a priority	41 21%	1 50%	32 24%	5 23%	1 8%	2 6%
Top priority	156 78%	1 50%	97 73%	17 77%	11 92%	29 94%

Improving coherence across its professional learning programs.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(187)	(2)	(125)	(21)	(11)	(28)
Not a priority	5 3%	0 0%	3 2%	0 0%	0 0%	2 7%
Somewhat a priority	110 59%	1 50%	72 58%	12 57%	10 91%	15 54%
Top priority	73 39%	1 50%	50 40%	9 43%	1 9%	11 39%

Reducing costs of educational programs and resources for school districts through competitive bidding and procurement.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(183)	(2)	(119)	(21)	(12)	(29)
Not a priority	38 21%	0 0%	24 20%	4 19%	2 17%	7 24%
Somewhat a priority	126 68%	2 100%	85 71%	12 57%	7 58%	20 69%
Top priority	20 11%	0 0%	10 8%	5 24%	3 25%	2 7%

Creating more academies and/or schools that serve multiple districts and address critical needs.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(191)	(2)	(125)	(22)	(12)	(30)
Not a priority	38 20%	1 50%	22 18%	6 27%	3 25%	6 20%
Somewhat a priority	99 52%	1 50%	68 54%	11 50%	9 75%	10 33%
Top priority	55 29%	0 0%	35 28%	5 23%	0 0%	14 47%

Offering aspiring administrator/principal programs.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(185)	(2)	(122)	(21)	(12)	(28)
Not a priority	39 21%	0 0%	29 24%	5 24%	2 17%	3 11%
Somewhat a priority	115 62%	2 100%	70 57%	14 67%	7 58%	22 79%
Top priority	32 17%	0 0%	23 19%	2 10%	3 25%	3 11%

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Advocating with state and federal legislators for policies that strengthen public education.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(193)	(2)	(129)	(21)	(12)	(29)
Not a priority	9 5%	0 0%	6 5%	0 0%	2 17%	1 3%
Somewhat a priority	90 46%	1 50%	66 51%	8 38%	4 33%	11 38%
Top priority	95 49%	1 50%	57 44%	13 62%	6 50%	17 59%

Retaining educators at all levels, early childhood through high school.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(199)	(2)	(134)	(21)	(11)	(31)
Not a priority	3 2%	0 0%	1 1%	0 0%	1 9%	1 3%
Somewhat a priority	44 22%	0 0%	26 19%	7 33%	2 18%	9 29%
Top priority	153 77%	2 100%	107 80%	14 67%	8 73%	21 68%

Increasing students' sense of belonging in schools.

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(191)	(2)	(126)	(21)	(12)	(30)
Not a priority	4 2%	0 0%	3 2%	1 5%	0 0%	0 0%
Somewhat a priority	90 47%	1 50%	49 39%	10 48%	10 83%	19 63%
Top priority	98 51%	1 50%	74 59%	10 48%	2 17%	11 37%

Other

	All	Community Member	OVEC Staff	School District Administrator - District Level ...	School District Administrator - School Level ...	School District Teacher
	(110)	(1)	(77)	(12)	(8)	(12)
Not a priority	99 89%	1 100%	71 92%	11 92%	7 88%	9 75%
Somewhat a priority	2 2%	0 0%	1 1%	0 0%	0 0%	1 8%
Top priority	10 9%	0 0%	5 6%	1 8%	1 13%	2 17%