



STRATEGIC PLANNING SURVEY– EXECUTIVE SUMMARY

Prepared for Birmingham Public Schools

March 2022

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INTRODUCTION

INTRODUCTION

METHODOLOGY

- Birmingham Public Schools (BPS) is starting a new strategic planning process and chose to partner with Hanover Research (Hanover) to obtain an objective, third-party lens to their planning process to support the identification of new priorities.
- BPS' goal is to have a new strategic plan for the next 3-5 years by the end of the 2021-2022 school year.
- To support BPS' first step in creating a plan, Hanover conducted a *Strategic Planning Survey* to measure stakeholder perceptions of key priority areas for the next 3-5 years, which items should be considered during the strategic planning process, and stakeholder satisfaction with district progress toward goals.

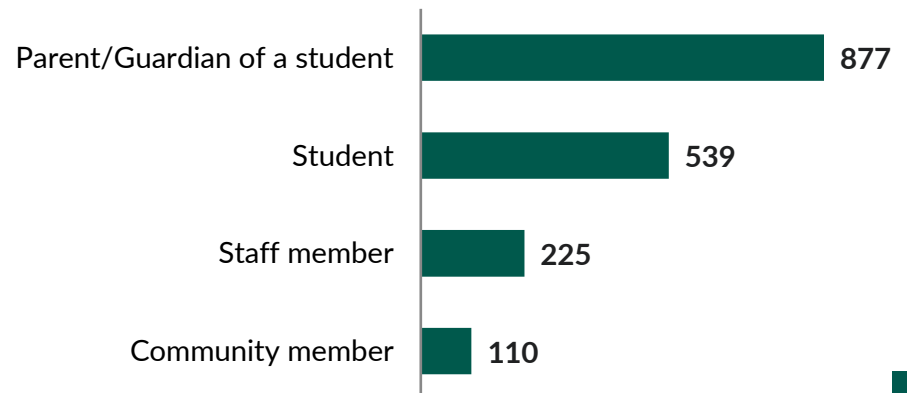
The **Strategic Priorities** phase of the survey measured stakeholder perceptions in five key categories:

- Academic Programming
- Classroom Instruction
- Extracurricular Programming
- School Culture and Climate
- Social and Emotional Learning and Health

1,751

Total Survey Respondents

Survey Respondents by Group



RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS

Based on our analysis of survey results, Hanover recommends Birmingham Public Schools (BPS) take the following actions:

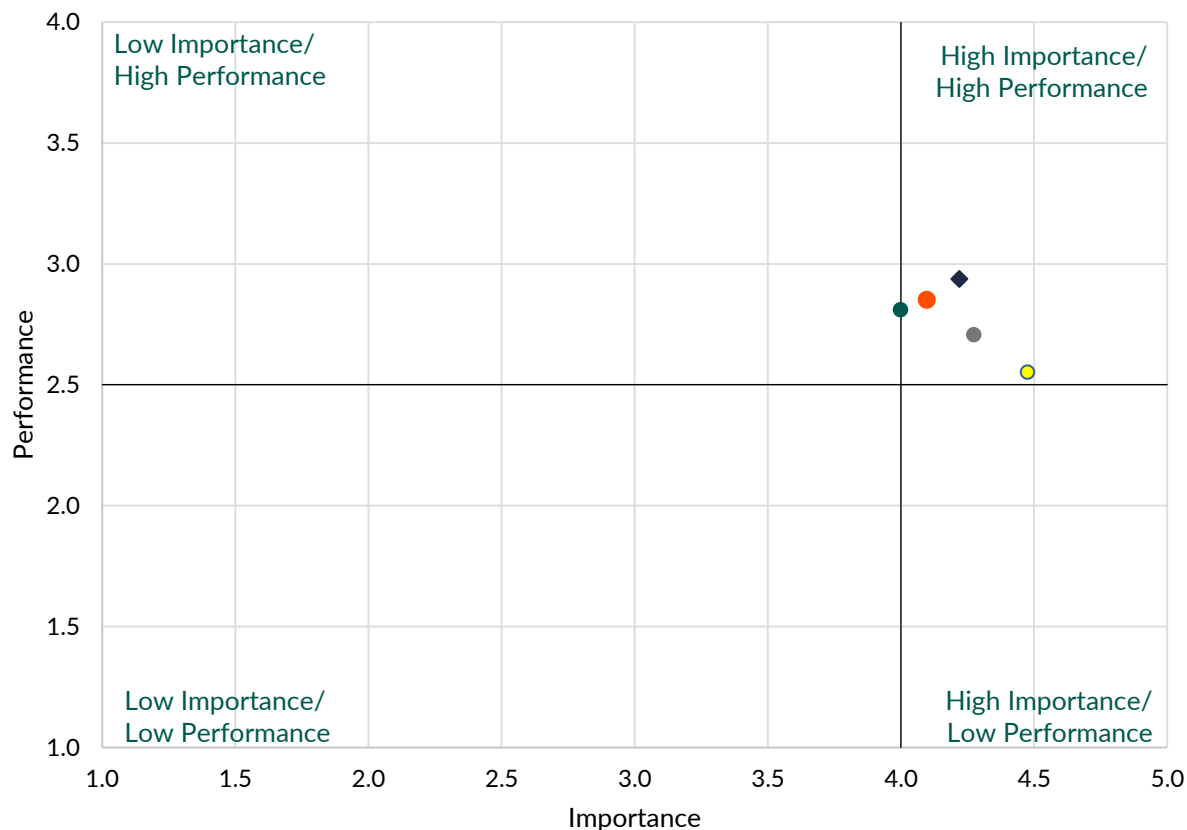
- **Continue to hire and retain high-quality teachers and staff.** Respondents consider this area to be important and they provide mostly high ratings to BPS performance on this area. Moreover, more than half of respondents report that BPS should prioritize hiring and retaining high-quality staff the most over the next 5 years.
- **Provide resources to support social and emotional learning and health for both students and staff.** This is the most important area for respondents of the five general areas. However, BPS performance in this area received mostly moderate ratings. BPS should begin with providing stress management training resources as that area received the lowest performance rating, as well as also focus on developing student empathy for others.
- **Identify and partner with external or community organizations to connect students with diverse extracurricular opportunities.** Respondents indicate room for development to provide broad options for students to explore their interests and have opportunities for them to be deeply involved. BPS should consider conducting further research to identify gaps between student interests and current extracurricular offerings to inform future resource allocation.

IMPORTANCE AND PERFORMANCE – ALL STRATEGIC AREAS

This graph and subsequent graphs demonstrate BPS' perceptions of importance and performance in those areas. In this summary graph, we see how participants rank the areas (listed on the left) – high importance are shown high on the x-axis; as compared to how participants perceive district performance in these areas – top to bottom on the y-axis. In the following pages, Hanover breaks down each priority individually.

Strategic Areas by Importance and Performance

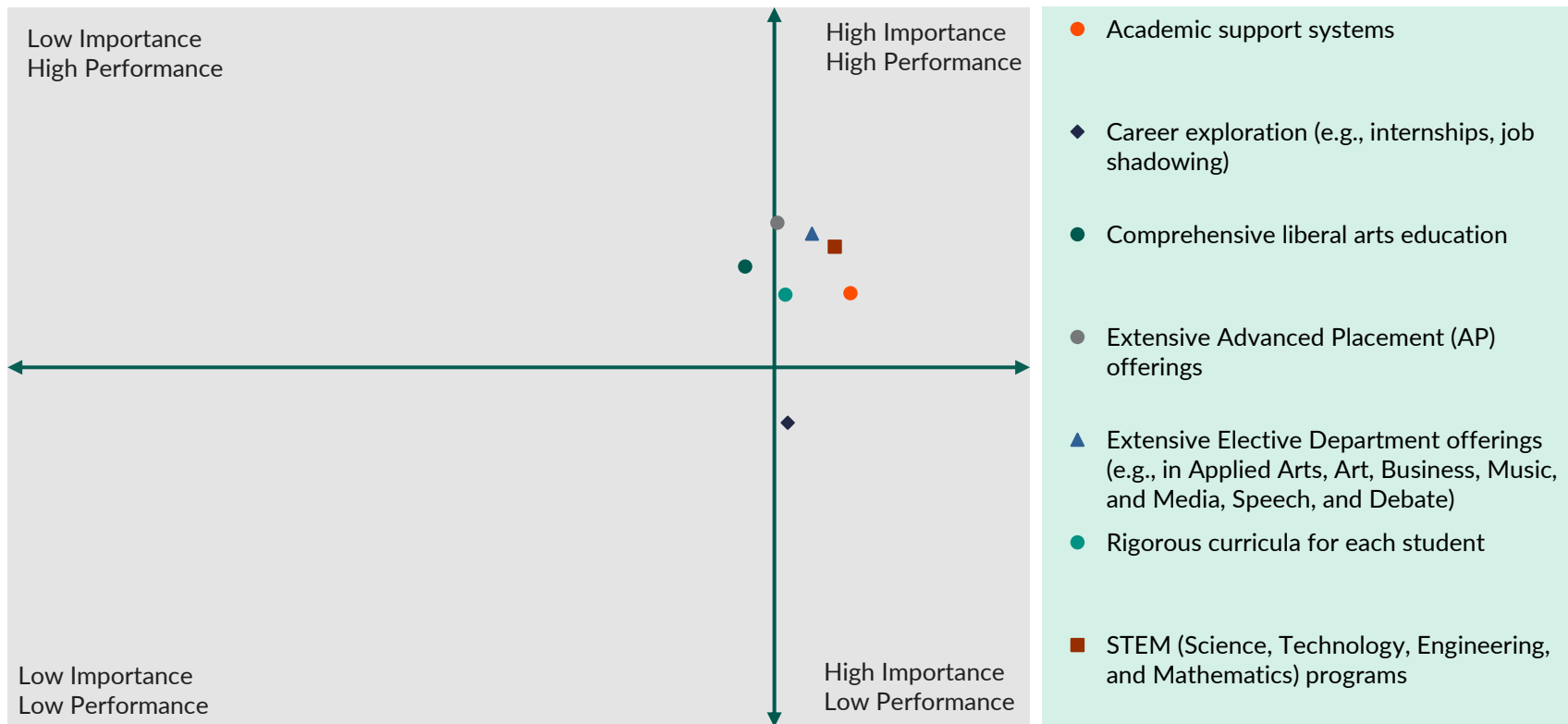
- Academic Programming
- ◆ Classroom Instruction
- Extracurricular programming
- School Culture and Climate
- Social and Emotional Learning and Health



ACADEMIC PROGRAMMING

BPS' effort in academic programming is mostly well-received by the stakeholder respondents. Generally, respondents provide high importance and performance ratings for most academic programming areas. That said, while 85% of respondents rate academic support systems to be highly important, only 68% of them rate it as "good" or "excellent" (see slides [14](#) and [15](#), respectively).

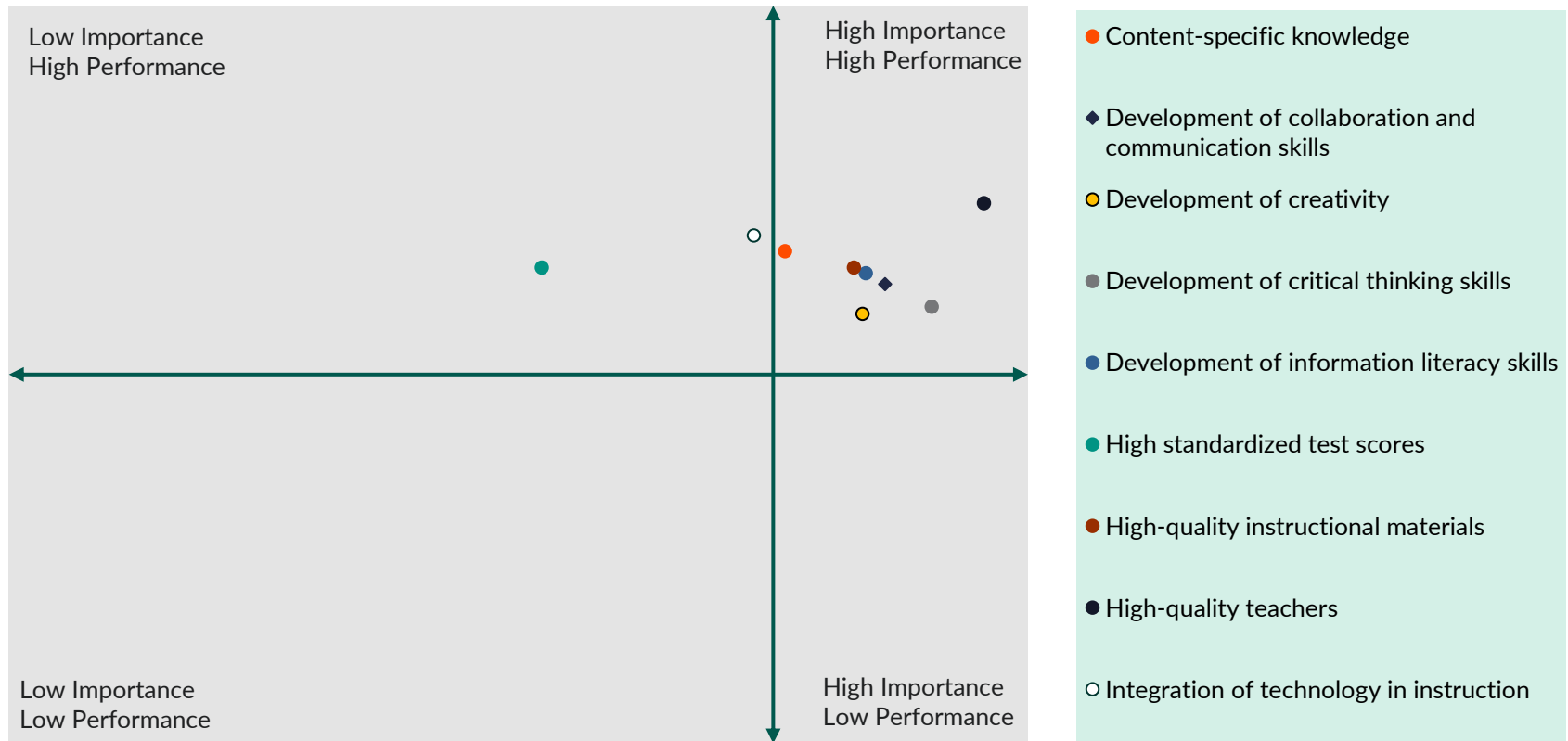
Career exploration receives the lowest performance rating despite relatively high importance. Just less than half of respondents rate the district's performance as "good" or "excellent" (41%, see slide [15](#)).



CLASSROOM INSTRUCTION

Stakeholder respondents provide varying levels of importance ratings to BPS' classroom instruction areas. Particularly, respondents report high importance and performance regarding high-quality teachers. Additionally, while respondents report that BPS' performance is high regarding having high standardized test scores, they perceive this area as least important relative to other classroom instruction areas.

Relatedly, respondents report that BPS should prioritize high-quality teachers (67%) and development of critical thinking skills (65%) for the upcoming 5-year Strategic Plan (see slide [20](#)).



EXTRACURRICULAR PROGRAMMING

Extracurricular programming areas that receive higher importance ratings often receive lower performance ratings by stakeholder respondents. Of note, broad options for students to explore their interests and opportunities for students to be deeply involved in an area of interest are most important but have relatively lower performance ratings.

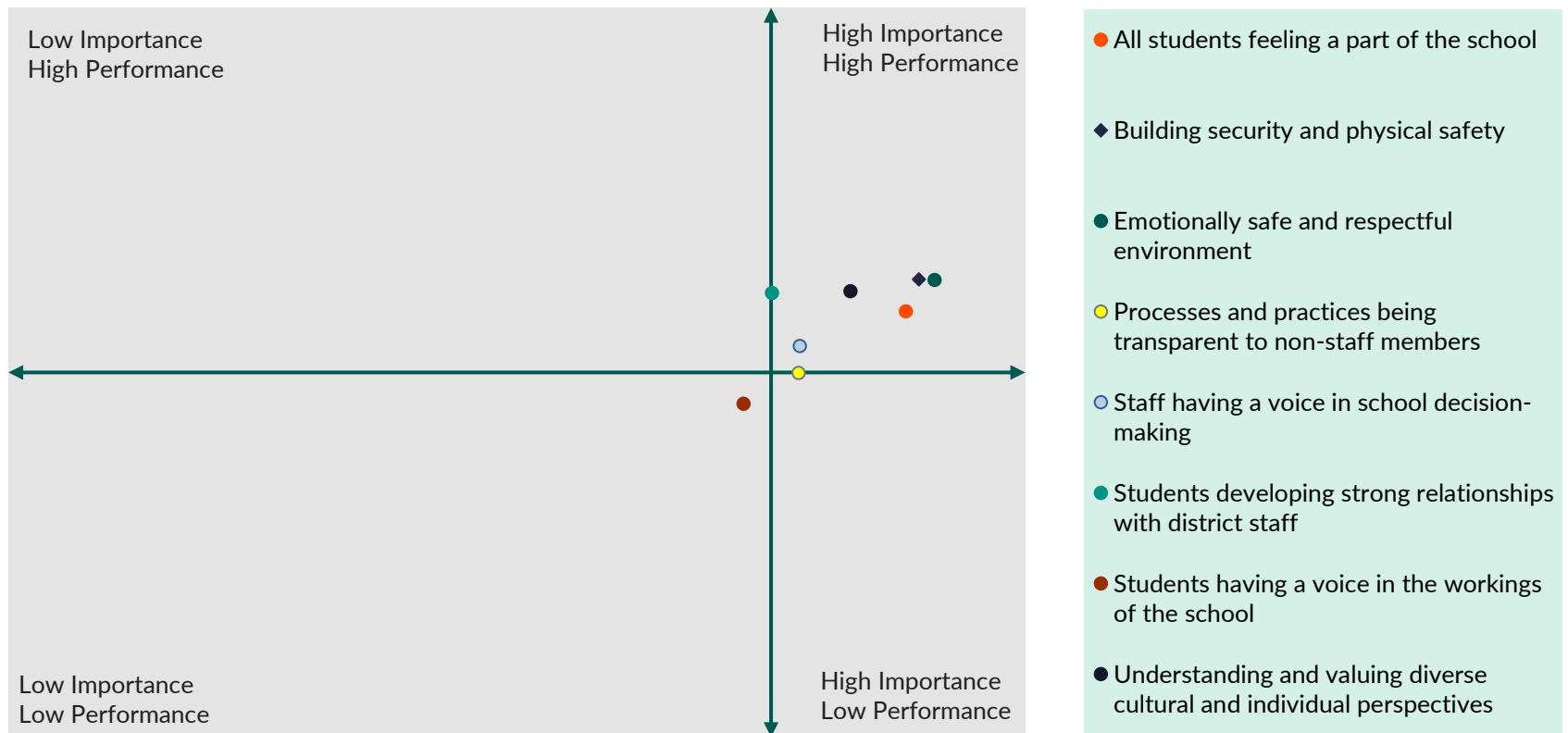
Respondents also selected these two areas as BPS's top priorities for extracurricular programming (see slide [24](#)).



SCHOOL CULTURE AND CLIMATE

Stakeholder respondents generally report high BPS performance on areas that they consider important related to **culture and climate**. Specifically, nearly all respondents perceive that emotionally safe and respectful environment (93%) as well as building security and physical safety (91%) are most important (see slide [27](#)). Respondents also report that BPS should prioritize these two specific school culture and climate areas (see slide [29](#)).

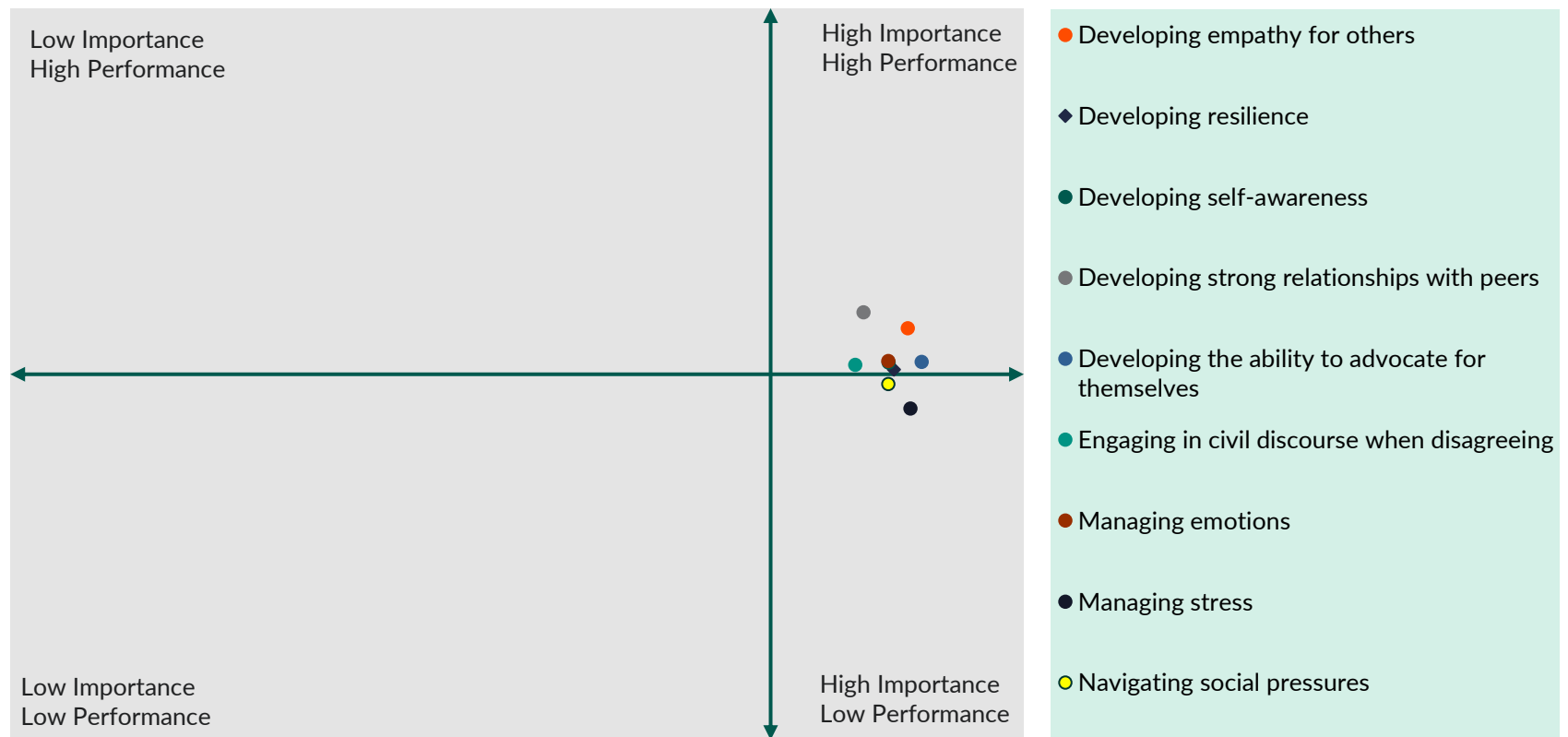
In contrast, respondents perceive lower importance and lower BPS performance regarding students having a voice in the workings of the school. However, they value staff having a voice in decision-making and ensuring processes and practices are transparent for non-staff members, both of which are rated lower in terms of performance.



SOCIAL AND EMOTIONAL LEARNING AND HEALTH

Respondents indicate that this is most important of the five surveyed general areas, but they provide mostly moderate performance ratings. Only about half of respondents provided “good” or “excellent” ratings to the items in this area. Specifically, managing stress received the lowest performance ratings (see slide [31](#)).

There is no single specific area that respondents believe BPS should prioritize within this topic. Although managing stress is the most selected area (43%) by the respondents, other area selections range from 21% to 40% (see slide [32](#)).

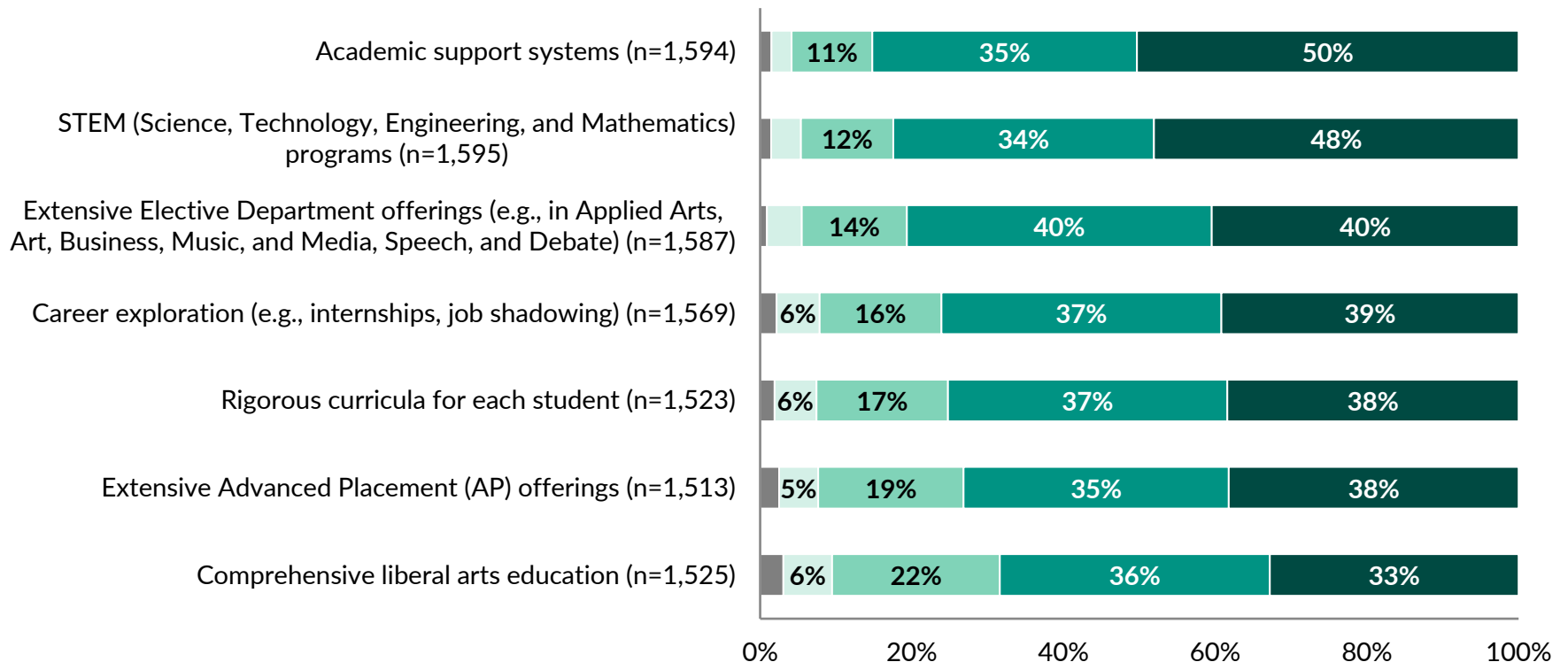


SECTION I: ACADEMIC PROGRAMMING

ACADEMIC PROGRAMMING

Please indicate how important each of the following areas related to academic programming is to you.

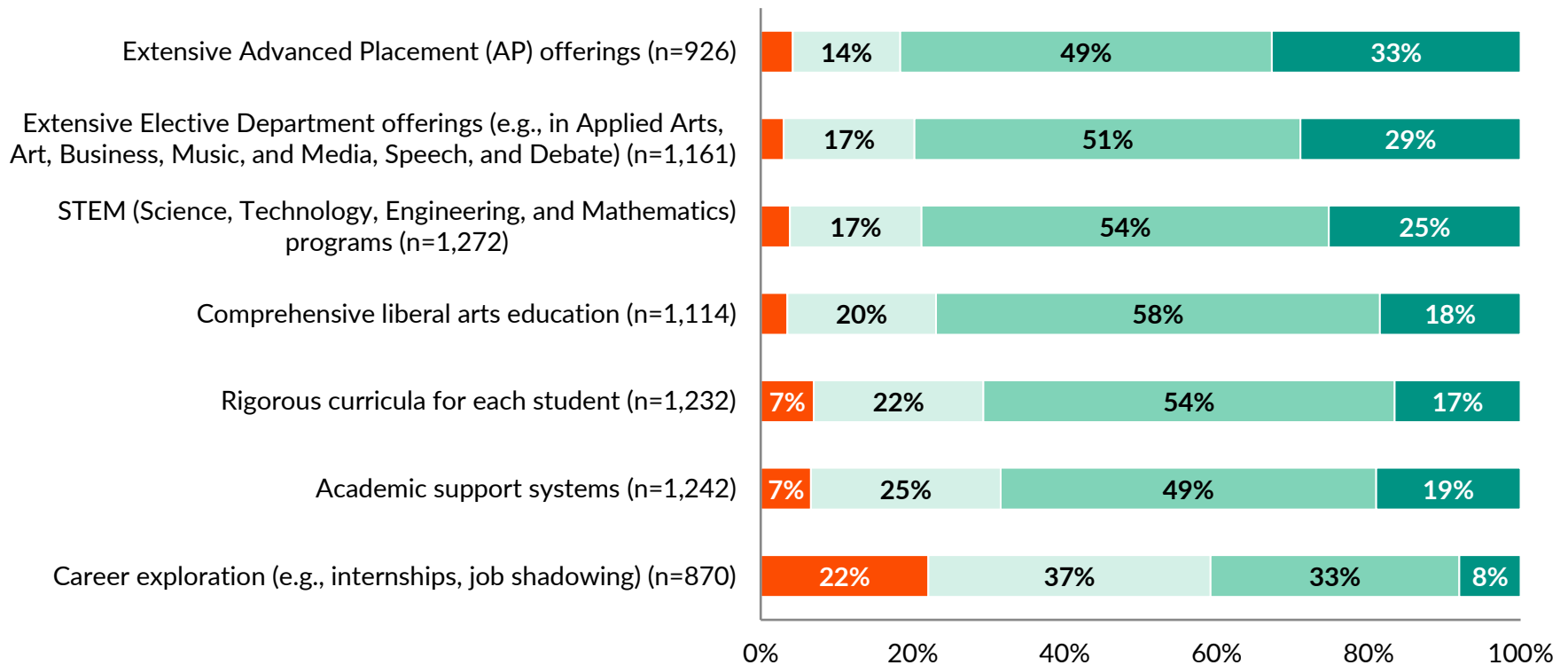
■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important



ACADEMIC PROGRAMMING

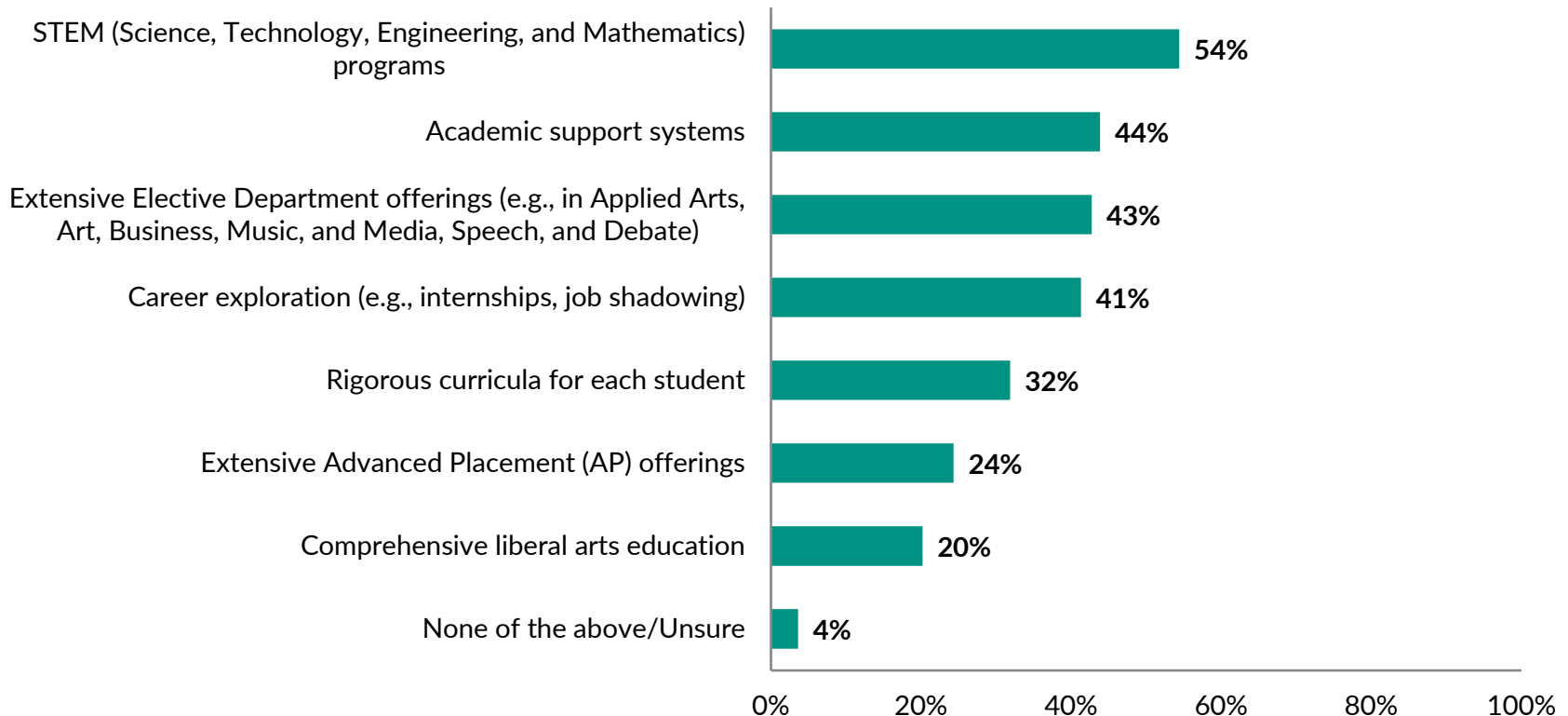
Please describe the district's performance in each of these areas related to academic programming.

■ Poor
 ■ Fair
 ■ Good
 ■ Excellent



ACADEMIC PROGRAMMING

Which of the following areas related to academic programming should Birmingham Public Schools prioritize for the upcoming 5-year Strategic Plan?
Please select up to three. (n=1,619)

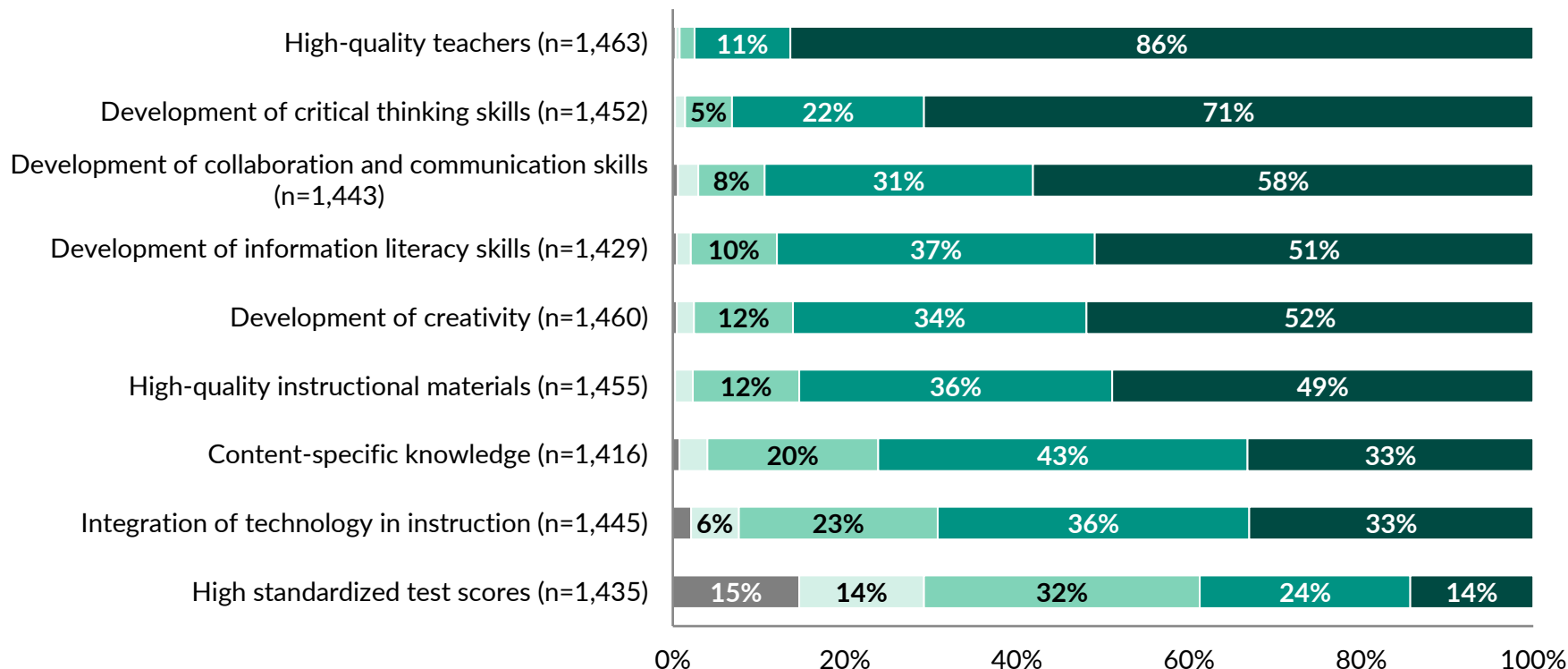


SECTION II: CLASSROOM INSTRUCTION

CLASSROOM INSTRUCTION

Please indicate how important each of the following areas related to classroom instruction is to you.

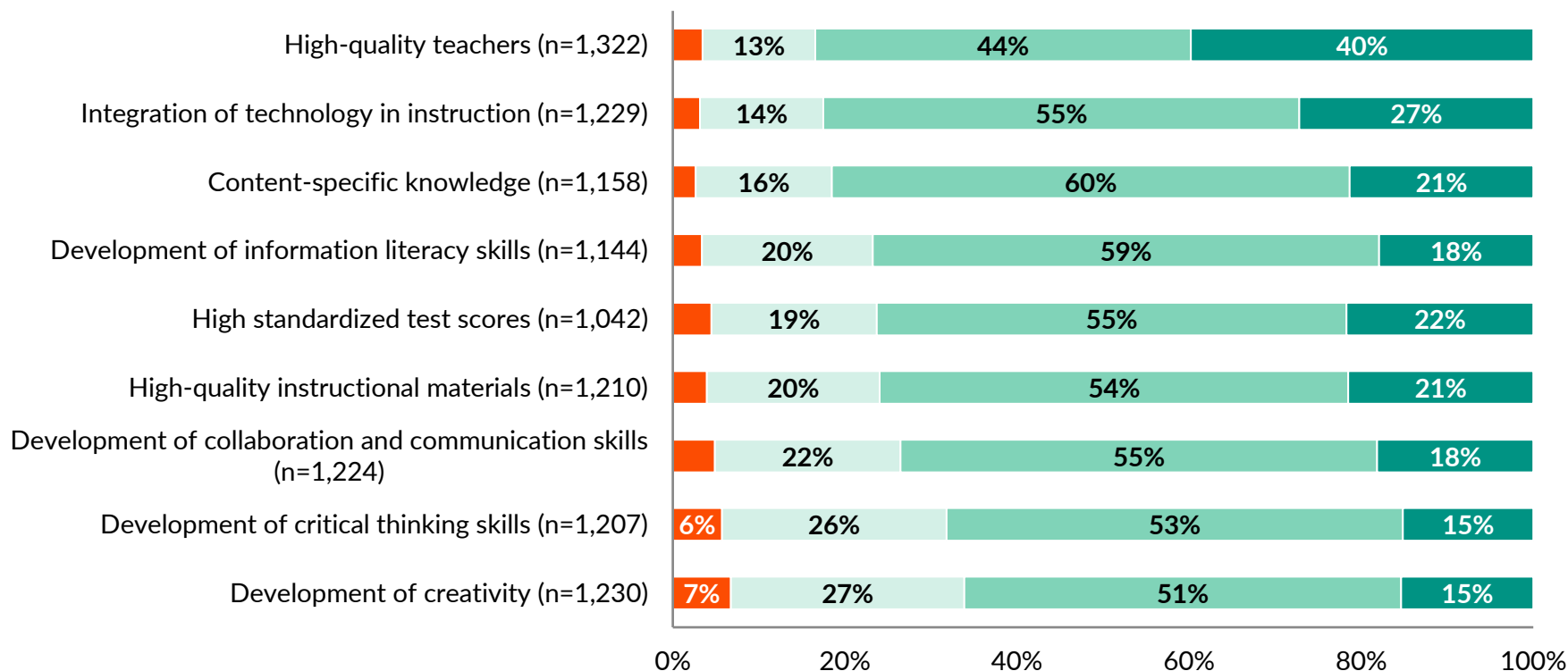
Not at all important
 Slightly important
 Moderately important
 Very important
 Extremely important



CLASSROOM INSTRUCTION

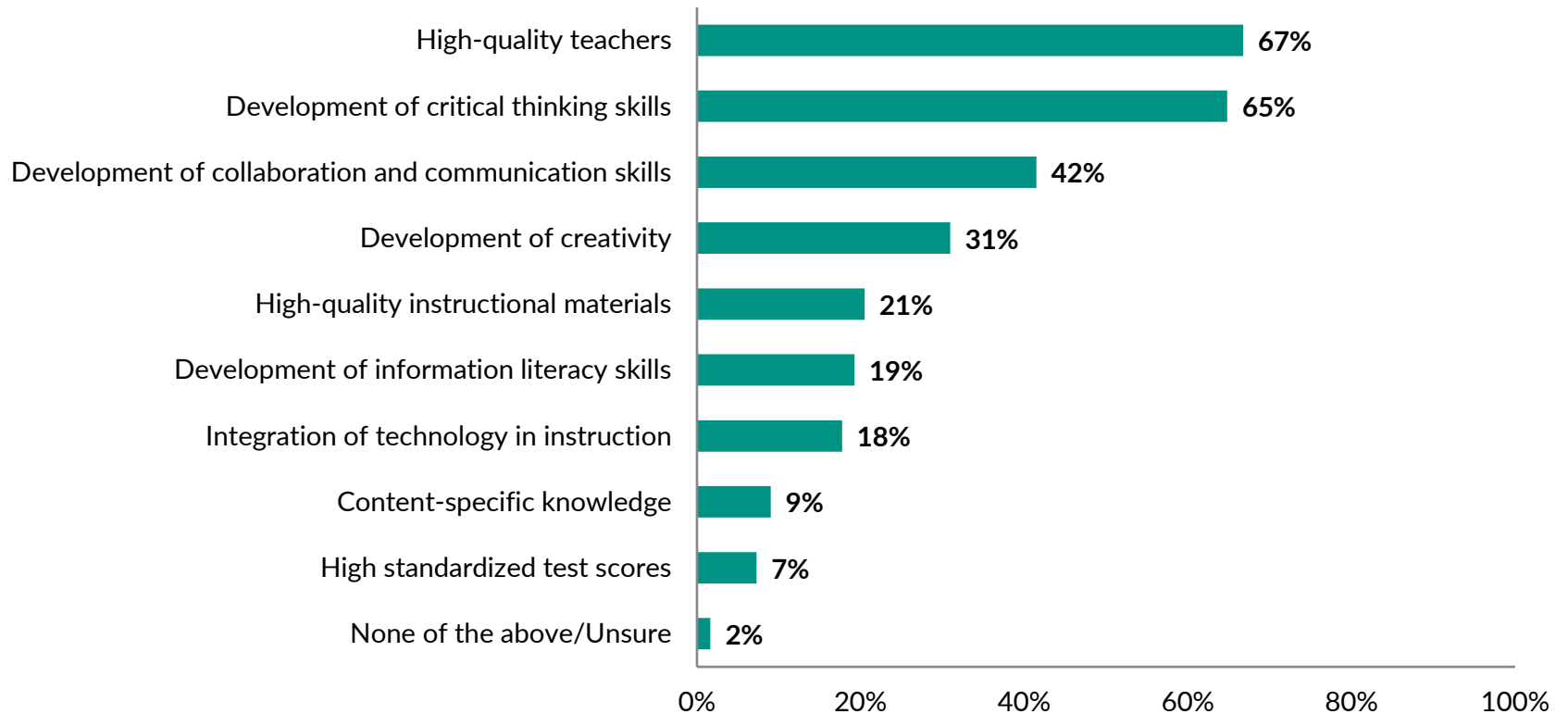
Please describe the district's performance in each of these areas related to classroom instruction.

■ Poor
 ■ Fair
 ■ Good
 ■ Excellent



CLASSROOM INSTRUCTION

Which of the following areas related to classroom instruction should BPS prioritize for the upcoming 5-year Strategic Plan? Please select up to three.
(n=1,453)

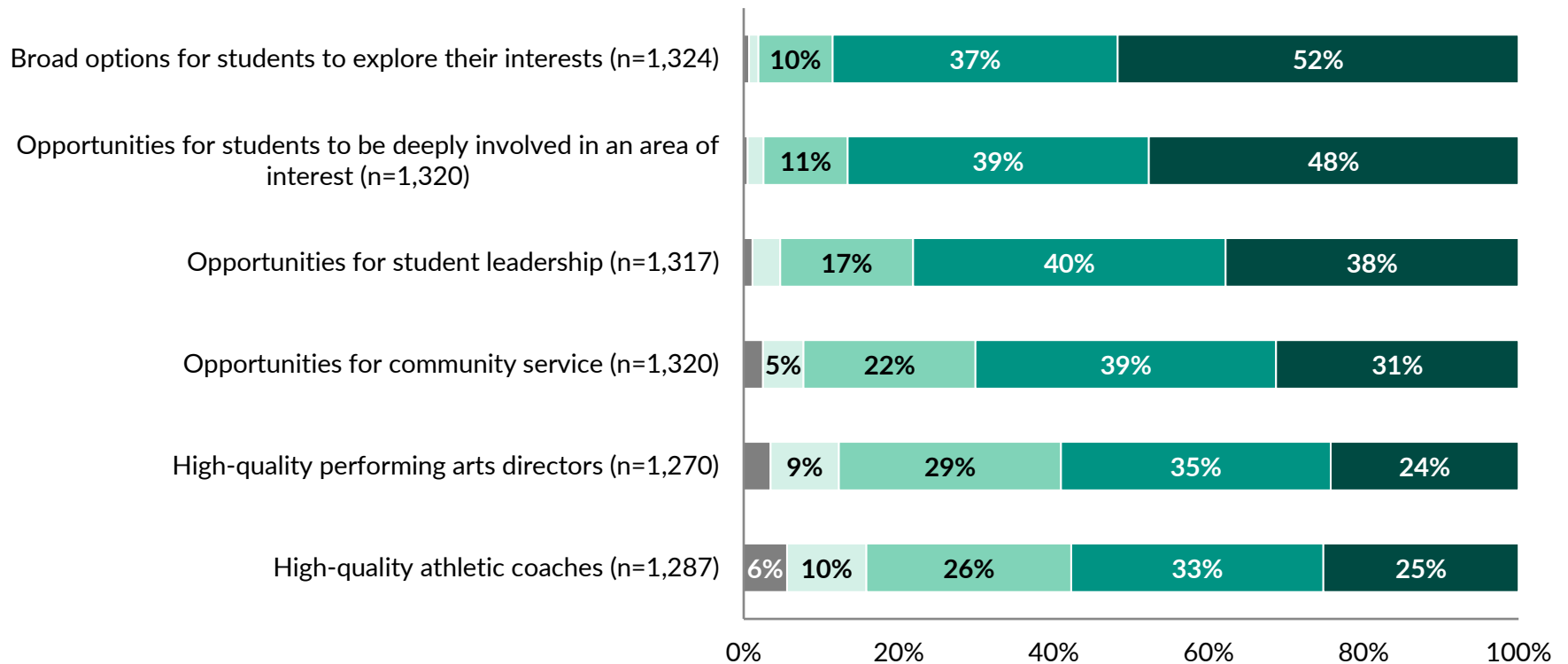


SECTION III: EXTRACURRICULAR PROGRAMMING

EXTRACURRICULAR PROGRAMMING

Please indicate how important each of the following areas related to extracurricular programming is to you.

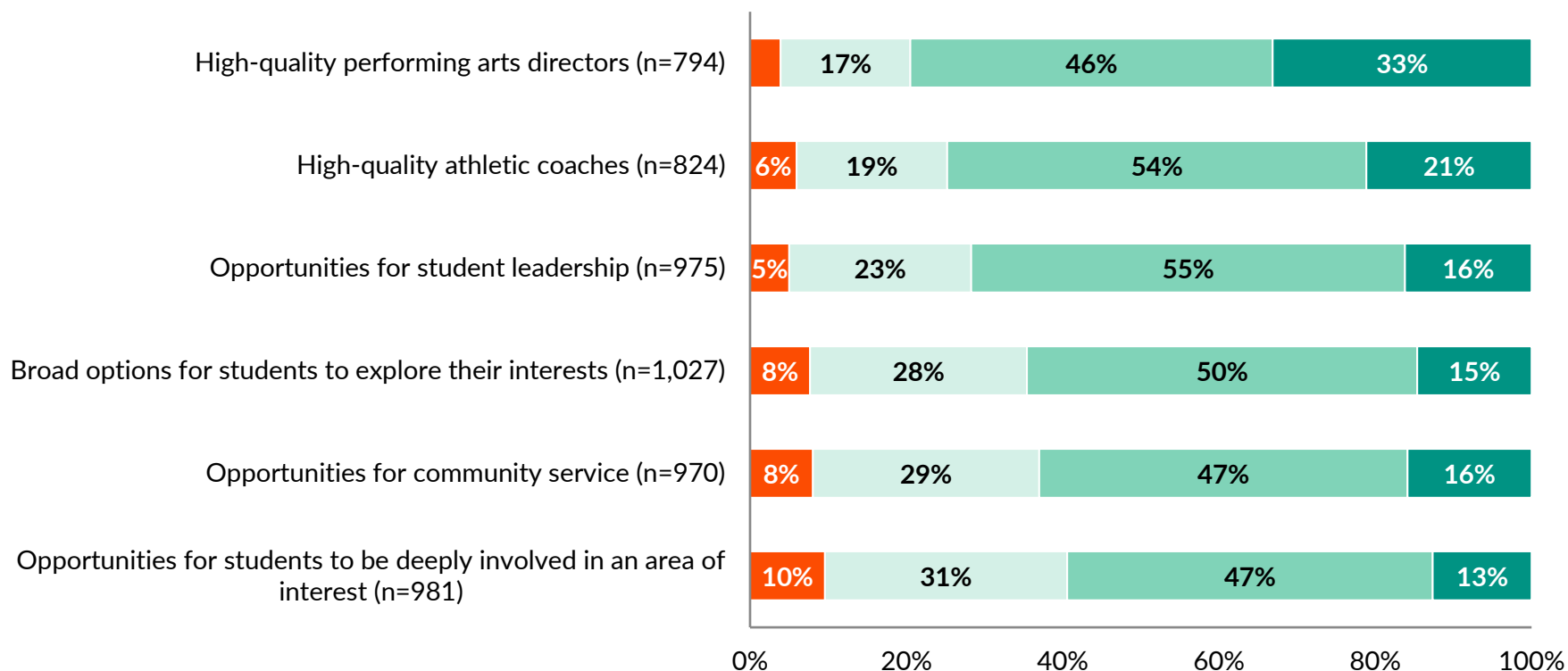
■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important



EXTRACURRICULAR PROGRAMMING

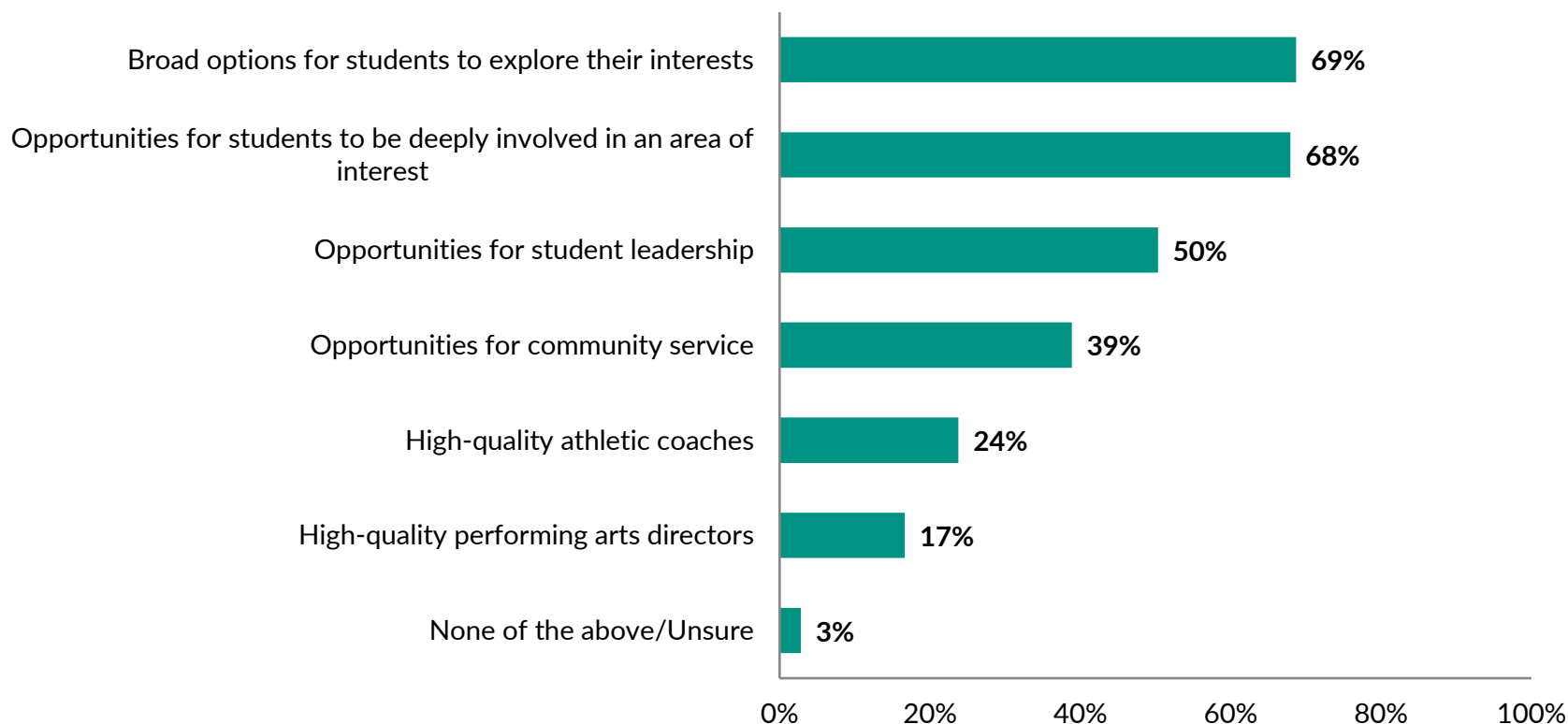
Please describe the district's performance in each of these areas related to extracurricular programming.

■ Poor ■ Fair ■ Good ■ Excellent



EXTRACURRICULAR PROGRAMMING

Which of the following areas related to extracurricular programming should Birmingham Public Schools prioritize for the upcoming 5-year Strategic Plan?
Please select up to three. (n=1,345)

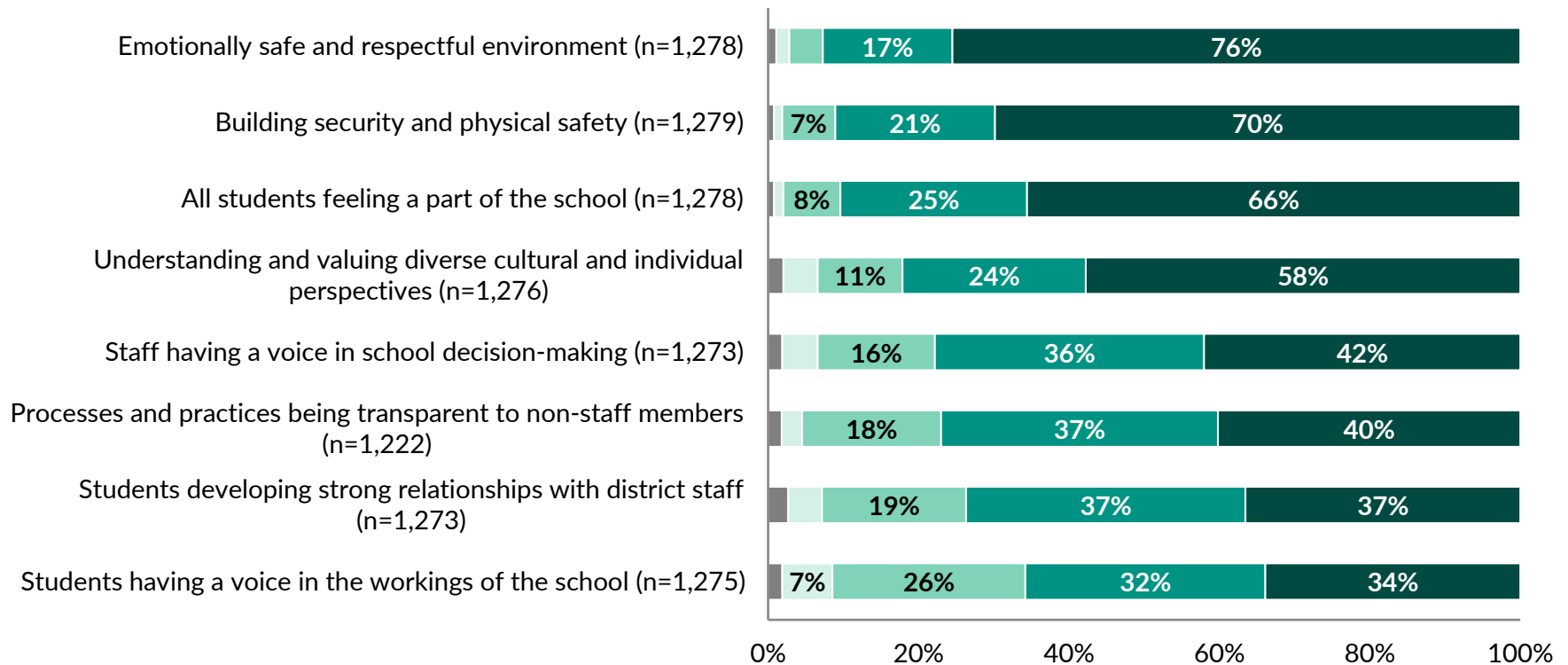


SECTION IV: SCHOOL CULTURE AND CLIMATE

SCHOOL CULTURE AND CLIMATE

Please indicate how important each of the following areas related to school culture and climate is to you.

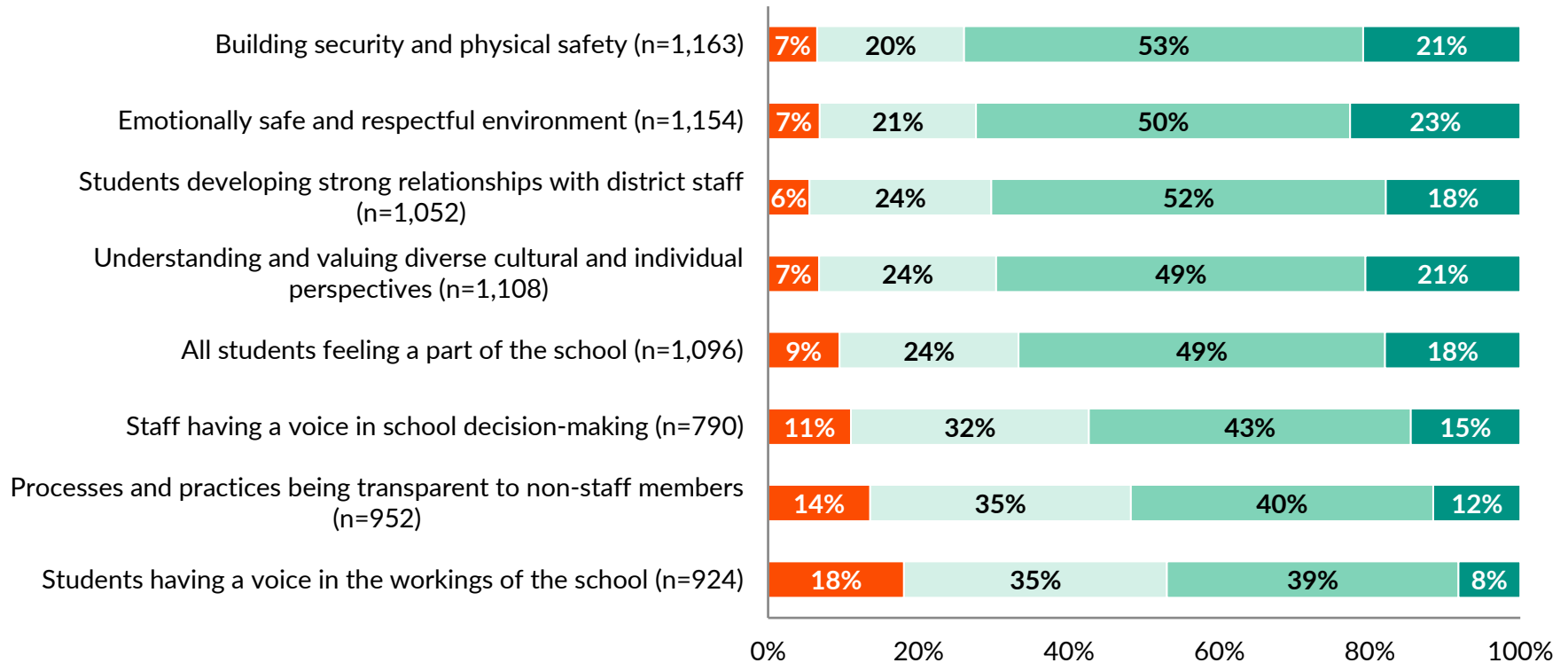
■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important



SCHOOL CULTURE AND CLIMATE

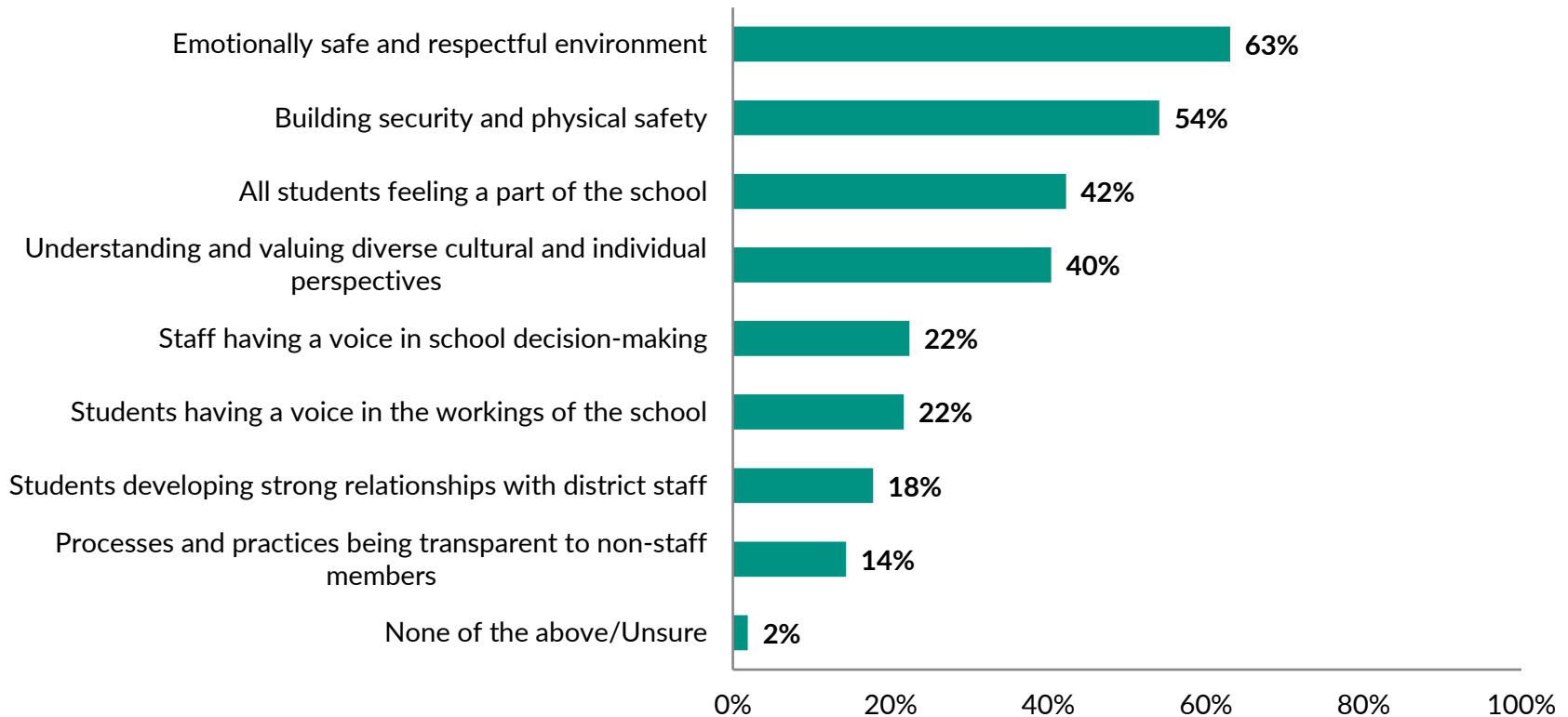
Please describe the district's performance in each of these areas related to school culture and climate.

■ Poor
 ■ Fair
 ■ Good
 ■ Excellent



SCHOOL CULTURE AND CLIMATE

Which of the following areas related to culture and climate should Birmingham Public Schools prioritize for the upcoming 5-year Strategic Plan? Please select up to three. (n=1,283)

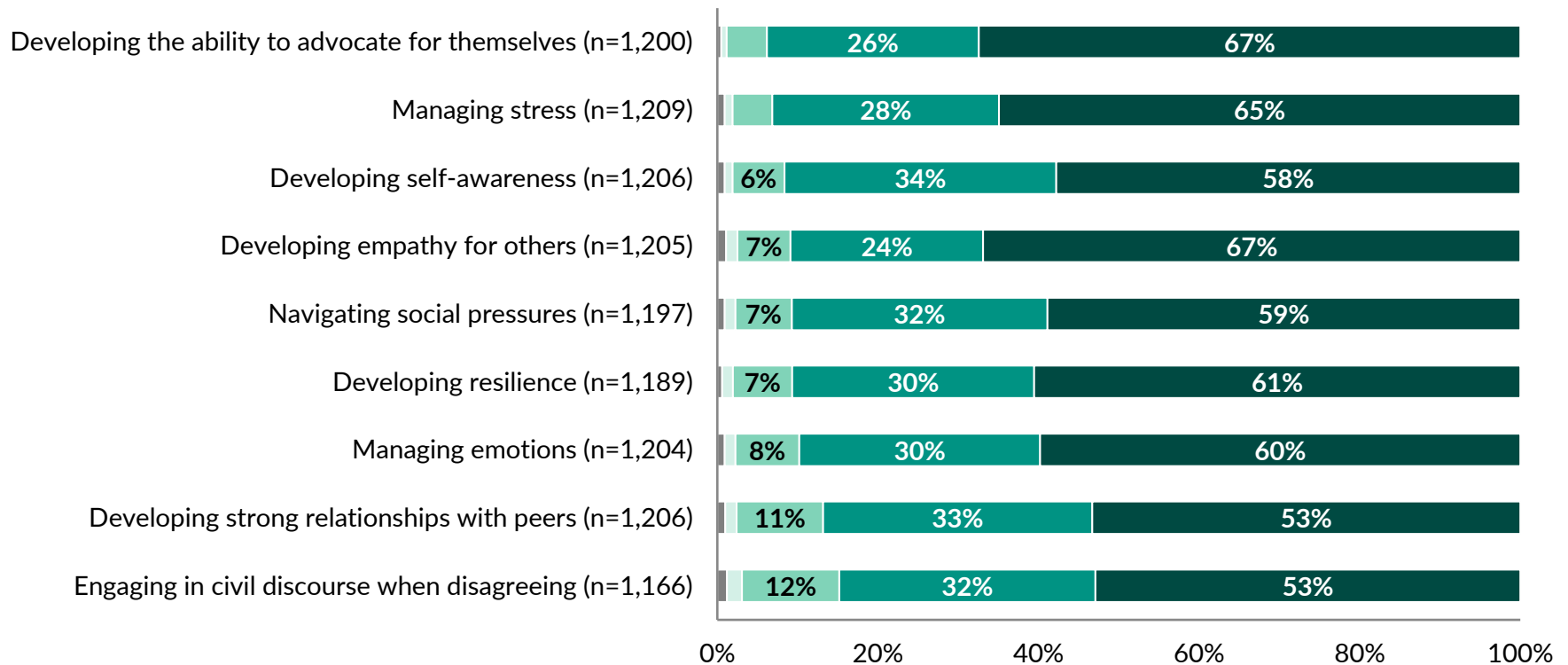


SECTION V: SOCIAL AND EMOTIONAL LEARNING AND HEALTH

SOCIAL AND EMOTIONAL LEARNING AND HEALTH

Please indicate how important each of the following areas related to students' social and emotional learning and health is to you.

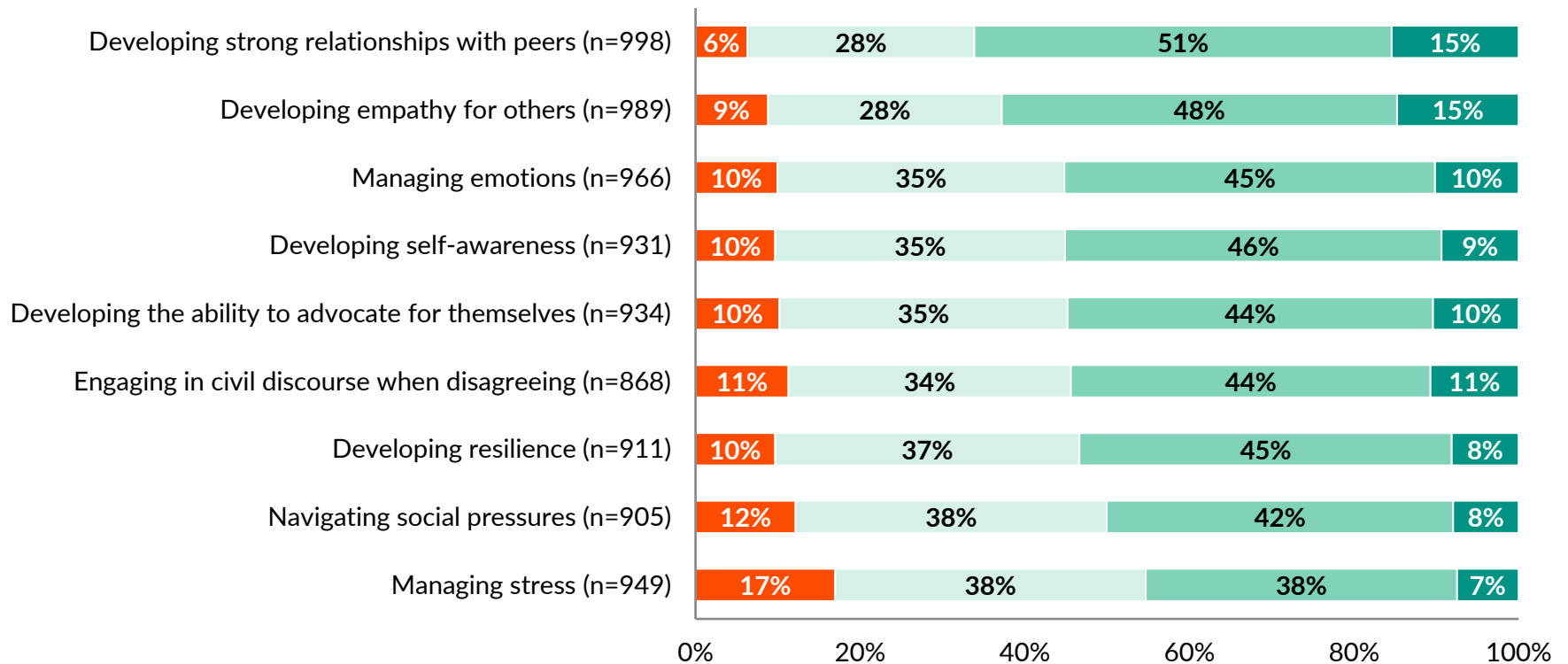
■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important



SOCIAL AND EMOTIONAL LEARNING AND HEALTH

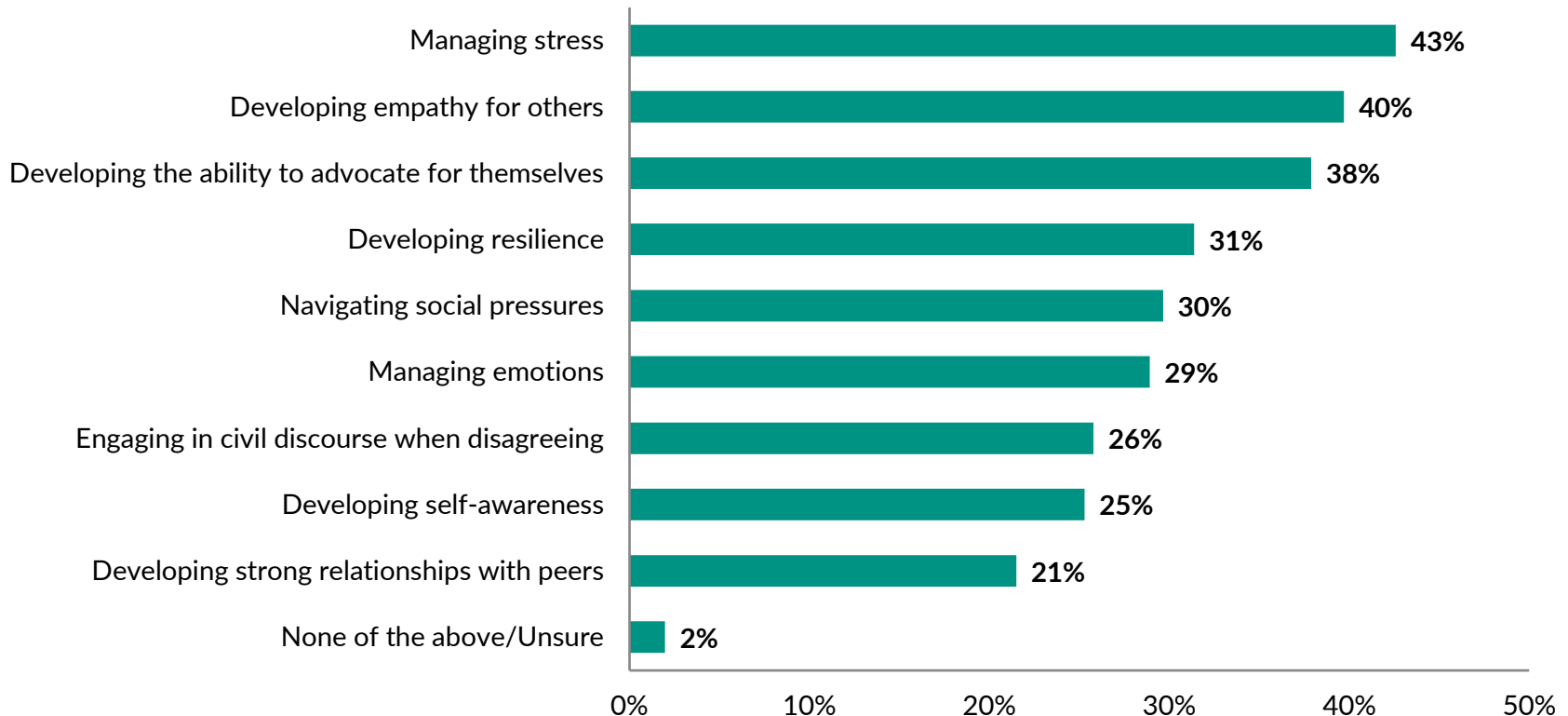
Please describe the district's performance in each of these areas related to students' social and emotional learning and health.

■ Poor
 ■ Fair
 ■ Good
 ■ Excellent



SOCIAL AND EMOTIONAL LEARNING AND HEALTH

Which of the following areas related to students' social and emotional learning and health should Birmingham Public Schools prioritize for the upcoming 5-year Strategic Plan? Please select up to three. (n=1,214)

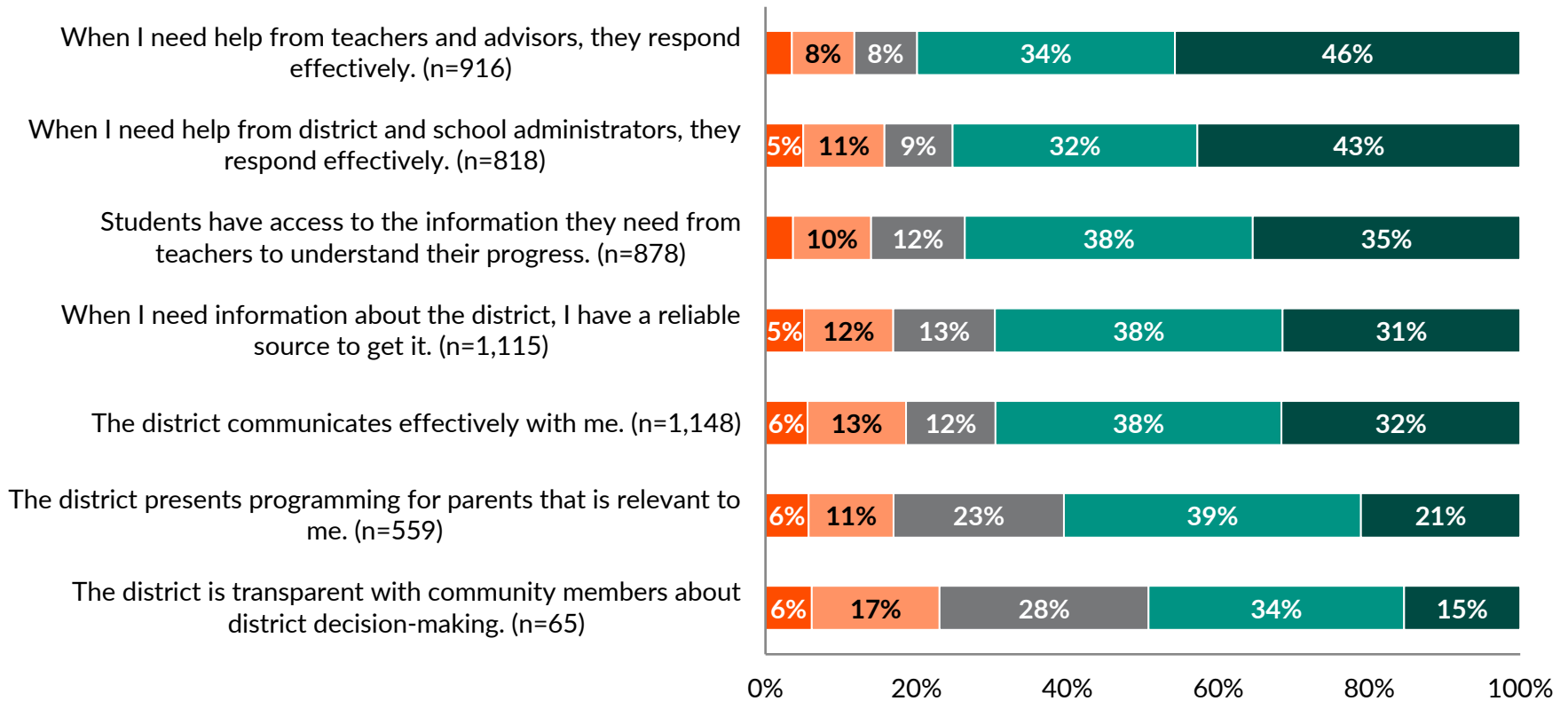


SECTION VI: COMMUNICATION AND CONNECTION

COMMUNICATION AND CONNECTION

Please think about your experience with Birmingham Public Schools and indicate how much you disagree or agree with the following statements related to communication.

■ Completely disagree
 ■ Somewhat disagree
 ■ Neither agree nor disagree
 ■ Somewhat agree
 ■ Completely agree

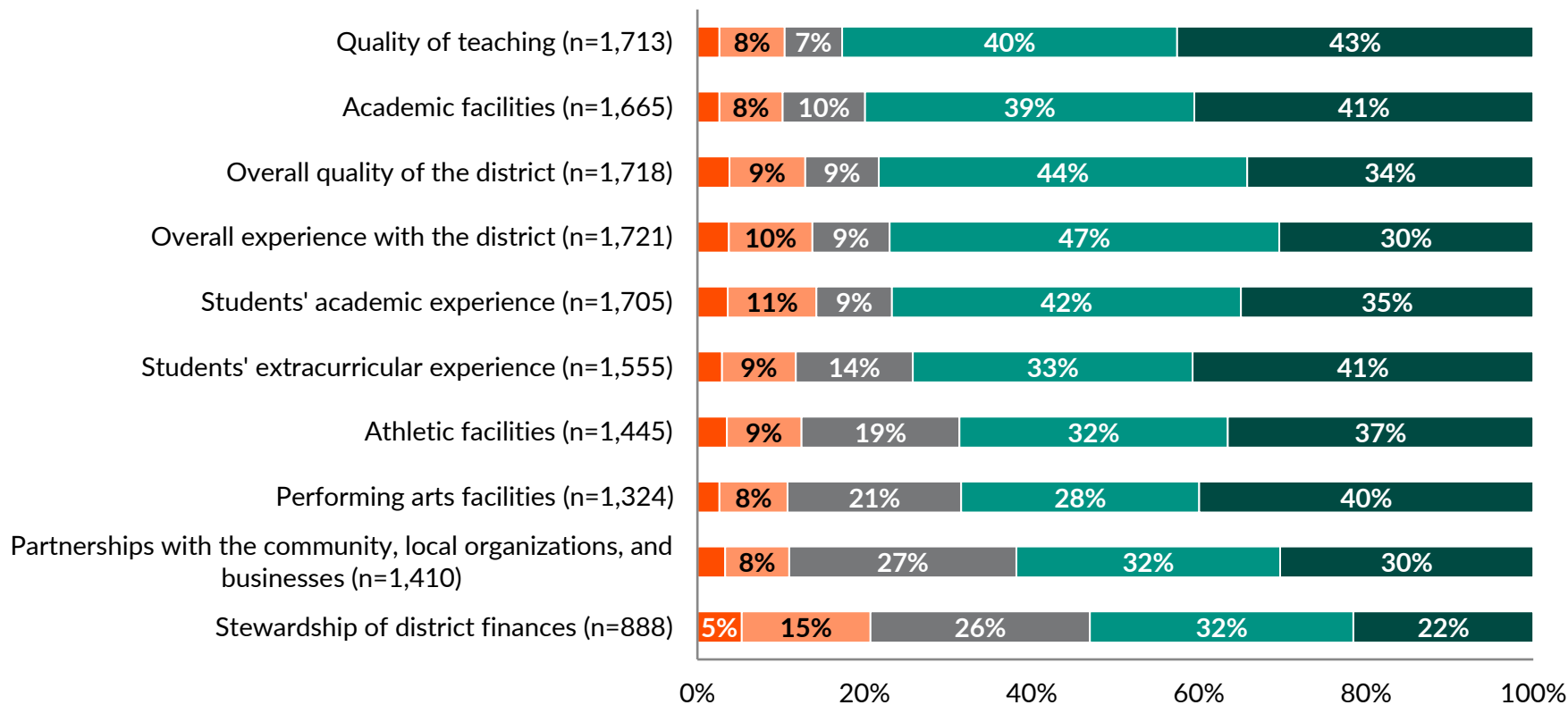


SECTION VII: OVERALL EXPERIENCE AND STRATEGIC PRIORITIES

OVERALL EXPERIENCE AND STRATEGIC PRIORITIES

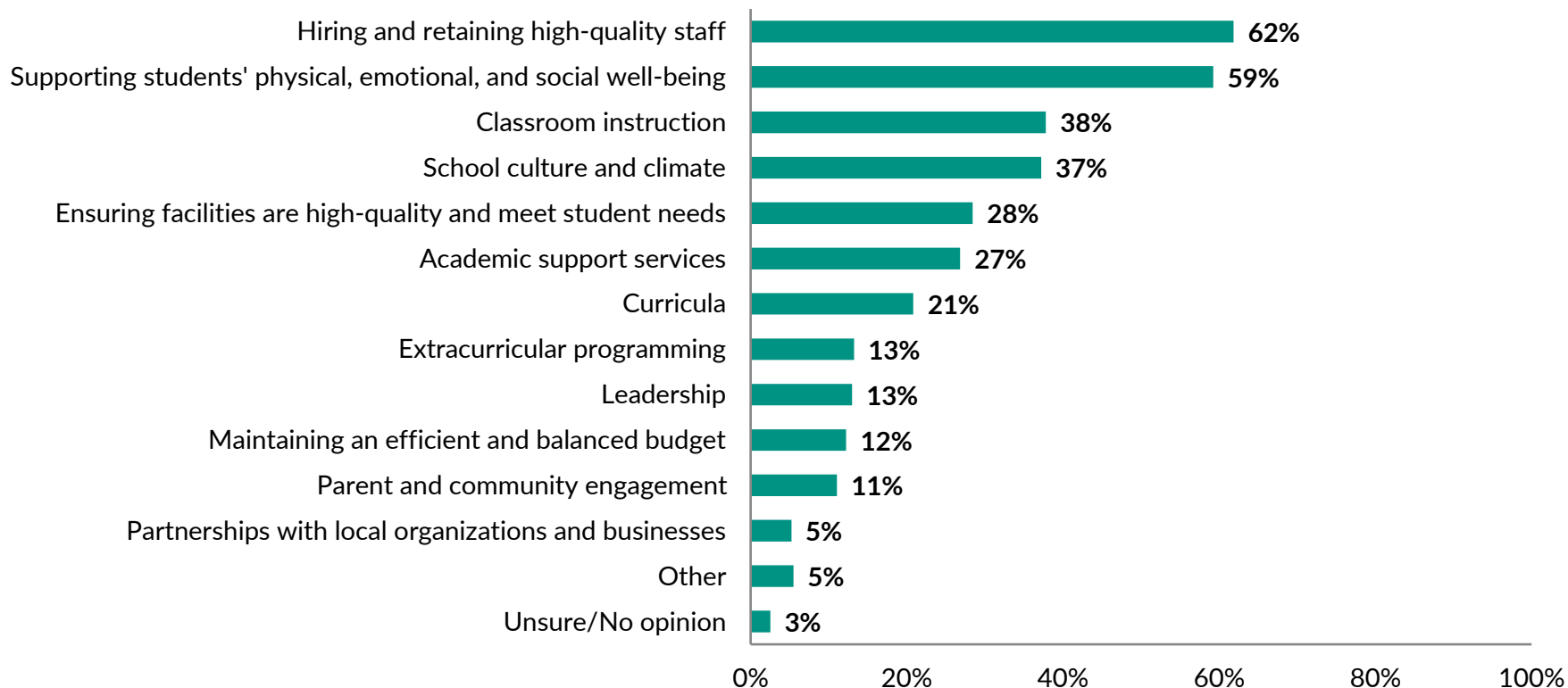
Please indicate how satisfied or dissatisfied you are with each of the following areas related to overall experience.

- Completely dissatisfied
 ■ Somewhat dissatisfied
■ Neither satisfied nor dissatisfied
- Somewhat satisfied
 ■ Completely satisfied



OVERALL EXPERIENCE AND STRATEGIC PRIORITIES

All the areas listed below are important for Birmingham Public Schools, but which of the following areas does the district need to prioritize the most over the next 5 years? Please select up to four areas. (n=1,185)





Thank you.

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