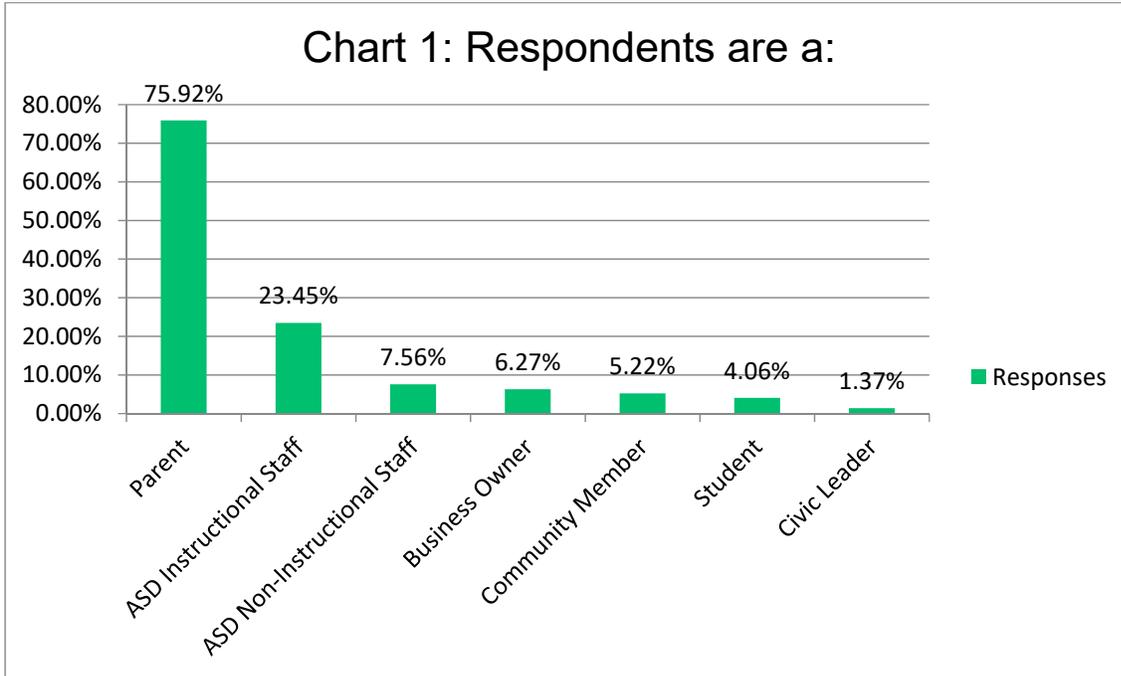


Anchorage School Board Strategic Planning: Community Input

The Strategic Plan Input Survey received 2,875 responses from the community. Most responses were from parents with 75.92%, seconded by instructional staff with 23.45%. Chart 1 shows the distribution of respondents.



Method: Survey responses via Survey Monkey and transcribed community forum responses were combined for the following data tables. The first response was open ended, so all responses were combined into one spreadsheet for analysis. Each response was assigned a random number with the first 400 random responses selected to give a statistically robust sample. These 400 responses were then analyzed using a qualitative data analysis method of condensed open/axial/selective coding (O/A/S). First, responses were read in full and themes and concepts were identified and tallied. Responses were re-read in several waves, to identify patterns and connections between themes and concepts. The goal of analysis was to identify themes and frequency (the what), identify patterns between themes to gain context (the how), and create meaning out of a large amount of complex and subjective data (the why).



Table 1: The ASD mission is “Educating All Students for Success in Life.” Respondents were asked, “What might success in life look like or mean to you?” The below table 1 summarizes common themes found in the sampled response data, along with the rate of occurrence in the sample.

Table 1. Identified Themes and Frequency of Occurrence	Percent
Self-sufficient/Independent/Responsible	25.50%
Career-Work Ready/Productive/Has Income	24.75%
Benefit to the Community – Society/Good Citizenship	24.50%
SEL Skills/Interpersonal Communication Skills	24.25%
Happiness/Mental and Physical Health	19.00%
Self-Determinism/Ability to Set and Reach Goals	16.00%
"Adulting"/Life Skills/Family Science	11.00%
ELA/Math Academics	10.75%
Ability to Make, Care, and Provide for a Family	10.50%
College/Trade School Ready	10.25%
Critical Thinking/Problem Solving	8.50%
Adaptability/Growth/Lifelong Love of Learning	8.00%
Ability to "Be the Best You Can Be"/Rise to Challenges	5.25%
All Students have Equal Opportunities	4.25%
Ability to Have Work Life Balance	2.25%
Disciplined/Follows the Rules	2.00%

The most common theme identified for a successful student was to be “Self-Sufficient.” One response summed this up as *“Being able to provide for yourself and your family doing what you love.”* This response also displayed the themes of “Ability to Make, Care, and Provide for a Family.”

Second most common theme was “Career-Work Ready”, closely tied with “Benefit to the Community-Society”. One respondent wrote, *“Kids need to graduate with the skills necessary to hold down a job and be a productive member of society. That doesn’t always mean college.”*

A goal for many educators in K-12 education is to ensure our students are college and career ready. Of the sample responses, 10.25% mentioned being “College/Trade School Ready” as part of being a successful student, with emphasis on technical/trade schools not being overlooked. One respondent wrote that students educated for success in life were *“Prepared in basic knowledge and ability to seek college or vocational education to be productive, contributing citizens.”*

Least common in the responses was the theme of “Disciplined/Follows the Rules” at only 2% of responses. Respondents more often associated success in life with being independent (25.5%), critically thinking (8.5%), and making one’s own decisions (16%) over obedience or being a follower.



Academics such as English Language Arts or math were mentioned 10.75% of the time. For example, *“Ensuring that all of our students achieve basic standards in math, science, and reading, as well as social emotional learning goals.”*

Table 2: Respondents were asked to rate their level of concern on a list of potential barriers that families face in accessing learning. The most frequently selected barriers were “Drug and Alcohol Abuse” at 9.07%, with “Bullying and Negative Peer Pressure” at 8.99%, and “School and Community Safety” at 8.93%. Table 2 shows the barriers respondents were most concerned about, from most to least selected.

Table 2: Potential Barriers Families Face in Accessing Learning	
Drug and Alcohol Abuse	9.07%
Bullying and Negative Peer Pressure	8.99%
School and Community Safety	8.93%
Access to Mental Health Services	8.18%
The Changing Economy	7.89%
Child Care	7.25%
Food, Clothing and Shelter	7.19%
Higher Job Requirements in the Work Force	6.90%
Course Availability	6.39%
Access to Services for the Disabled	6.33%
Language	6.08%
Computer/Technology Access	5.89%
School Day Schedule	5.49%
Transportation	5.42%



Table 3: This table demonstrates the rate of concern for the potential barriers ASD faces in helping students achieve success. The top concern selected by respondents was “Recruiting and Retaining High Quality Teachers and Staff” at 16.04%, followed by “School Funding” at 15.05%, and “Increasing Student Achievement” at 13.64%.

Table 3: Potential Barriers the ASD Faces in Helping Students Succeed	
Recruiting and Retaining High Quality Teachers and Staff	16.04%
School Funding	15.05%
Increasing Student Achievement	13.64%
Providing a Safe Environment	12.62%
Family Engagement	11.78%
Providing Challenging Instructional Programs	11.42%
Chronic Absenteeism	9.99%
Expanding Communication and Community Involvement	9.47%

Table 4: Respondents were asked to rate the importance of several areas under consideration for the strategic plan. Table 4 highlights the distribution of areas considered “Highly Important” by respondents for the strategic plan. The most selected area was “Student Learning in Reading, Mathematics, and Science” at 11.4%, followed by “A Safe Environment” at 11.05%.

Table 4: Areas of Strategic Plan Priority Rated "Highly Important"	
Student learning in reading, mathematics, and science	11.40%
A safe environment	11.05%
Preparing students for the workplace	9.48%
Opportunity and access for all students (equity)	8.60%
Challenging curriculum and instruction	7.73%
Expanded social and Emotional learning	6.84%
Preparing students for college	6.61%
Career technology education (CTE).	6.11%
Access to Advanced Placement and Honors level coursework	5.64%
Support for extracurricular programs	5.45%
Improved family/community outreach and engagement	4.82%
School choice/alternative learning opportunities	4.80%
Access to dual-enrollment college credit coursework	4.33%
Computer instruction and coding	4.00%
Expanded correspondence learning opportunities	3.14%

