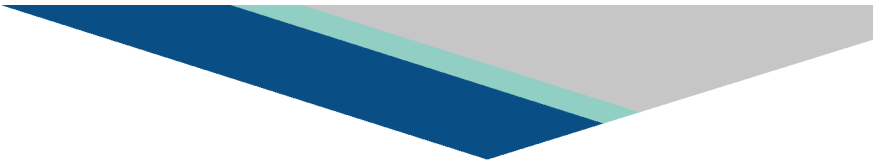




# CCSD 93 State of the District Survey for Strategic Planning

**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES



# TABLE OF CONTENTS

METHODOLOGY..... 2

EXECUTIVE SUMMARY..... 3

OVERALL QUALITY OF EDUCATION SUMMARY..... 4

STATE OF THE DISTRICT SUMMARY..... 4

ACADEMIC EXPECTATIONS SUMMARY..... 4

PRIORITIES FOR THE FUTURE DETAILS..... 5

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS..... 6

APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS..... 7

APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS..... 8

APPENDIX IV: EQUITY ITEM ANALYSIS..... 9

## METHODOLOGY

The survey results contained in this document are based on HYA's research. The survey addresses district performance and equity. The State of District 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 district programs to the broader vision of the district, 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 the district, engage with the community, and involve stakeholders in realizing the district'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 State of the District Survey was completed by 2123 stakeholders. With almost half of all respondents, the largest stakeholder group surveyed were students. Students represented 44.6 percent of all respondents. A third of respondents were parents of current cc93 students. They made up the second most populous stakeholder group at 35.5 percent of all respondents. The third largest participant group were teachers at 10.1 percent of all respondents.

### **Regarding the State of the District, the following statements were perceived to be district strengths:**

- Technology is integrated into the classroom.
- The district employs effective teachers, administrators and support staff in its schools.
- Facilities are well maintained.
- District schools are safe.
- The district provides a well-rounded educational experience for all students.

### **The top-rated priorities for the future are:**

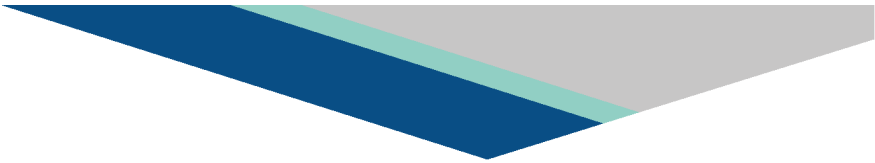
- Providing a safe environment for students and employees
- Preparing students to be ready for the next grade and ultimately college and career ready
- Addressing students' social and emotional needs
- Hiring and retaining quality teachers and administrators
- Ensuring a well-rounded experience for all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

### **The top-rated programs in the district are:**

- Library and other resource centers
- Math
- Science
- Physical education (PE) and health
- World languages (foreign language)

### **The top-rated equity items are:**

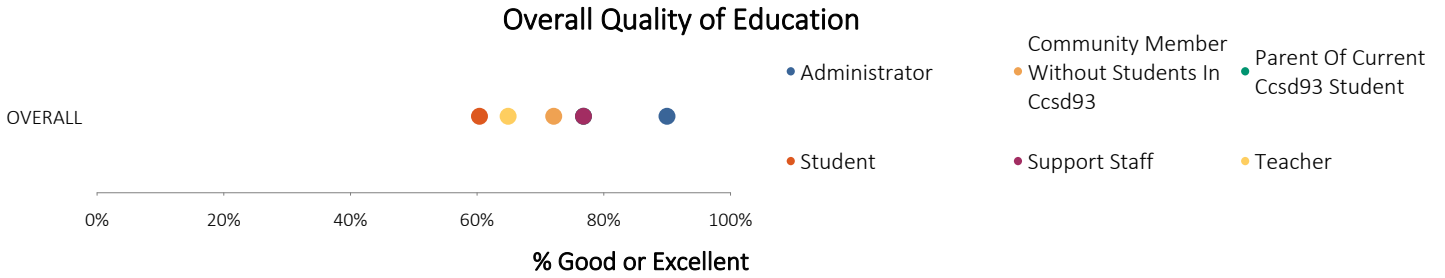
- Students have at least one trusted adult in the building that they can rely on for help.
- Minority students are encouraged to participate in extra-curricular sports and activities.
- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.
- Discipline practices that avoid suspension and expulsion are practiced.
- The district allocates resources to ensure struggling students receive support.



# ANALYSIS

## Overall Rating

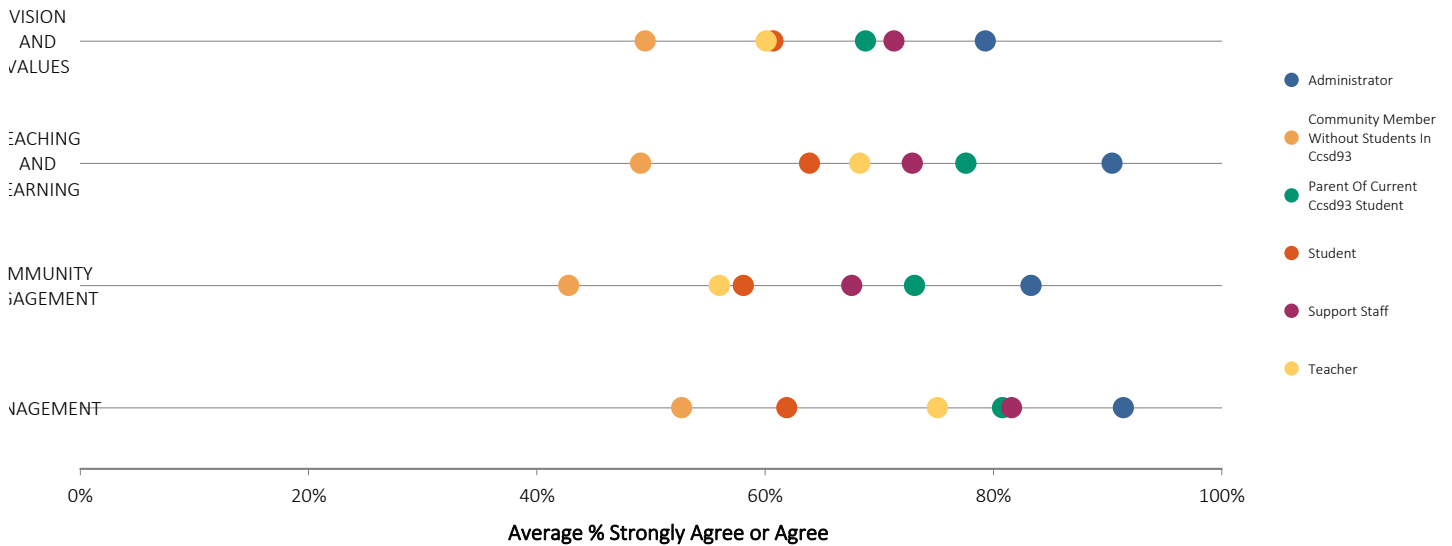
Respondents were asked to rate the overall quality of education in the District. Results are presented below; results for the individual item is reported on the next page.



## State of the District Summary

Respondents rated statements related to the state of the district 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.

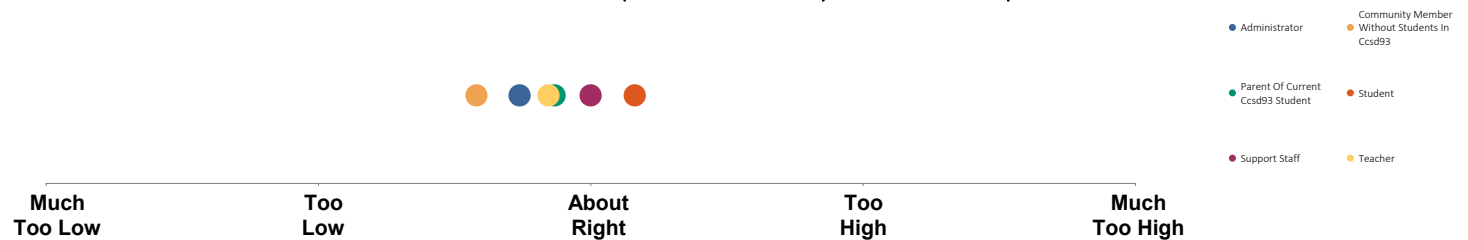
### State of the District Results by Constituent Group

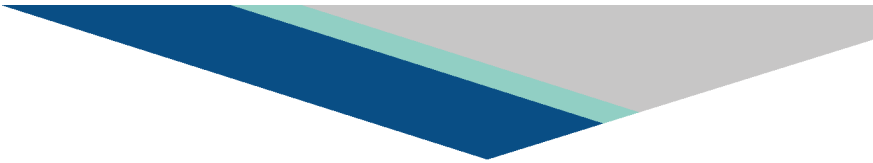


## Academic Expectations in the District

Respondents rated the academic expectations in the district on a scale of 1 (Much too low) to 5 (Much too high). Overall results are presented below, results by response are reported in the appendix.

### Academic Expectations Results by Constituent Group



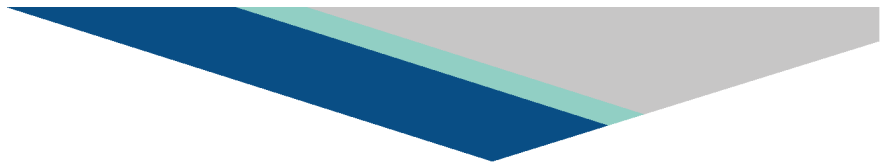


# PRIORITIES FOR THE FUTURE DETAILS

Respondents were asked to select 4 statements that best represent what they believe should be the priority and focus of the Board of Education and Superintendent 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

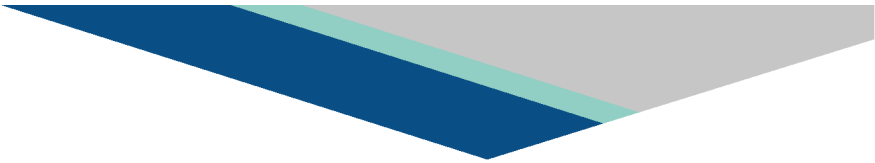
	All (1895)	Administrator (26)	Community Member Without Students ... (51)	Parent Of Current Ccsd93 Student (683)	Student (819)	Support Staff (108)	Teacher (208)
Providing a safe environment for students and employees	59%						
Preparing students to be ready for the next grade and ultimately college and career ready	58%						
Addressing students’ social and emotional needs	45%						
Hiring and retaining quality teachers and administrators	42%						
Ensuring a well-rounded experience for all students	38%						
Providing personalized instruction for students	28%						
Addressing achievement and opportunity gaps	25%						
Maintaining a positive relationship with the community	23%						
Ensuring high student achievement on standardized tests	19%						
Ensuring facilities can support a modern learning environment	19%						
Integrating current technology into teaching and learning	19%						
Ensuring fiscal health	14%						



# APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

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

	All (2123)	Administrator (30)	Community Member Without Students ... (63)	Parent Of Current Ccsd93 Student (754)	Student (946)	Support Staff (115)	Teacher (215)
<b>OVERALL</b>							
Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good)	68%	90%	72%	77%	60%	77%	65%
<b>VISION AND VALUES</b>							
The district has a clear and compelling shared vision for the future.	66%	71%	48%	72%	59%	77%	71%
The district is heading in the right direction.	64%	82%	47%	72%	62%	68%	47%
The district has high performance standards for all students.	67%	89%	51%	70%	65%	66%	64%
The district makes decisions based on information from data and research.	62%	79%	50%	65%	58%	76%	62%
The district is working to close achievement and opportunity gaps.	62%	75%	51%	65%	59%	70%	57%
<b>TEACHING AND LEARNING</b>							
The district provides a well-rounded educational experience for all students.	72%	93%	47%	77%	72%	67%	60%
Teachers personalize instructional strategies to address individual learning needs.	70%	86%	45%	72%	66%	77%	82%
District schools are safe.	73%	96%	57%	84%	62%	85%	76%
The social and emotional needs of students are being addressed.	62%	100%	37%	74%	52%	65%	60%
Students are on track to be ready for the next grade and ultimately college and career ready.	56%	68%	44%	64%	55%	51%	39%
Technology is integrated into the classroom.	85%	100%	64%	94%	77%	90%	92%
<b>COMMUNITY ENGAGEMENT</b>							
The district engages the community as a partner to improve the school system.	63%	82%	41%	72%	57%	70%	55%
There is transparent communication from the District.	60%	93%	41%	74%	52%	58%	47%
The district engages with diverse racial, cultural and socio-economic groups.	68%	75%	46%	73%	66%	74%	66%
<b>MANAGEMENT</b>							
Facilities are well maintained.	76%	100%	66%	93%	59%	89%	79%
The district is fiscally responsible.	66%	96%	56%	71%	61%	70%	61%
The district employs effective teachers, administrators and support staff in its schools.	77%	96%	53%	83%	70%	86%	86%
Employees are held accountable to high standards.	67%	89%	47%	70%	59%	87%	85%
District technology infrastructure is sufficient to support use of technology in the classroom.	71%	75%	41%	86%	60%	75%	63%



## 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 the Board of Education and Superintendent in the next 3-5 years. Results are presented below by constituent group.

	All (1895)	Administrator (26)	Community Member Without Students ... (51)	Parent Of Current Ccsd93 Student (683)	Student (819)	Support Staff (108)	Teacher (208)
Providing a safe environment for students and employees	59%	50%	78%	63%	54%	65%	62%
Preparing students to be ready for the next grade and ultimately college and career ready	58%	62%	65%	65%	52%	56%	59%
Addressing students' social and emotional needs	45%	73%	25%	41%	43%	57%	63%
Hiring and retaining quality teachers and administrators	42%	50%	69%	46%	32%	51%	50%
Ensuring a well-rounded experience for all students	38%	54%	47%	37%	35%	40%	44%
Providing personalized instruction for students	28%	19%	2%	33%	28%	24%	21%
Addressing achievement and opportunity gaps	25%	69%	16%	20%	21%	29%	52%
Maintaining a positive relationship with the community	23%	4%	18%	16%	35%	23%	8%
Ensuring high student achievement on standardized tests	19%	12%	20%	20%	23%	6%	8%
Ensuring facilities can support a modern learning environment	19%	4%	20%	17%	23%	10%	16%
Integrating current technology into teaching and learning	19%	0%	14%	20%	22%	16%	6%
Ensuring fiscal health	14%	0%	16%	9%	21%	13%	4%

## APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

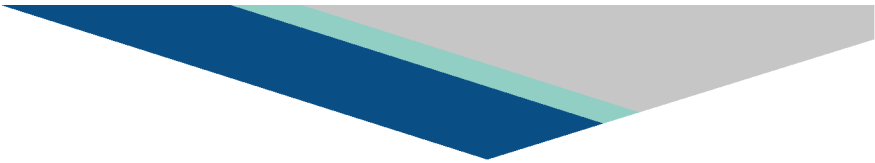
Percentages of respondents selecting 5 (Excellent) or 4 (Good) for each program listed below.

	All (1771)	Administrator (23)	Community Member Without Students ... (33)	Parent Of Current Ccsd93 Student (647)	Student (777)	Support Staff (90)	Teacher (201)
Library and other resource centers	73%	87%	69%	81%	64%	81%	77%
Math	62%	57%	62%	64%	62%	68%	58%
Science	62%	55%	52%	63%	63%	64%	55%
Physical education (PE) and health	61%	48%	53%	66%	58%	59%	64%
World languages (foreign language)	60%	50%	52%	64%	59%	58%	62%
English/language arts/reading and writing	59%	35%	52%	63%	61%	60%	46%
Fine arts (visual arts, music, theatre)	59%	64%	55%	64%	53%	58%	66%
Student services (guidance counselors, counseling, social work, nursing)	58%	78%	56%	66%	51%	70%	53%
Intramurals and/or athletics	57%	52%	70%	52%	58%	66%	61%
Social studies/history	54%	45%	52%	60%	52%	59%	41%
Special education	53%	78%	58%	59%	47%	70%	45%
Extra-curricular	52%	55%	69%	53%	46%	67%	61%
English Language Learners (ELL)	50%	50%	46%	61%	46%	57%	34%
Advanced Placement, talented and/or gifted	45%	41%	43%	51%	43%	50%	37%
Career education	40%	6%	38%	48%	39%	40%	23%

### Respondents were asked to rate the academic expectations in the district:

	All (1794)	Administrator (25)	Community Member Without Students ... (44)	Parent Of Current Ccsd93 Student (657)	Student (769)	Support Staff (99)	Teacher (200)
Much too low	37 2.1%	1 4.0%	1 2.3%	14 2.1%	7 0.9%	0 0.0%	14 7.0%
Too low	211 11.8%	4 16.0%	12 27.3%	112 17.1%	30 3.9%	12 12.1%	41 20.5%
About right	1,118 62.3%	18 72.0%	17 38.6%	410 62.4%	505 65.7%	60 60.6%	108 54.0%
Too high	161 9.0%	0 0.0%	1 2.3%	31 4.7%	98 12.7%	8 8.1%	23 11.5%
Much too high	53 3.0%	0 0.0%	0 0.0%	16 2.4%	27 3.5%	2 2.0%	8 4.0%
Don't know	214 11.9%	2 8.0%	13 29.6%	74 11.3%	102 13.3%	17 17.2%	6 3.0%





## APPENDIX IV: EQUITY

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

	All (1652)	Administrator (24)	Community Member Without Students ... (32)	Parent Of Current Ccsd93 Student (608)	Student (692)	Support Staff (95)	Teacher (200)
Students have at least one trusted adult in the building that they can rely on for help.	73%	92%	50%	81%	62%	83%	84%
Minority students are encouraged to participate in extra-curricular sports and activities.	64%	75%	54%	61%	60%	77%	78%
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	63%	91%	50%	69%	52%	84%	74%
Discipline practices that avoid suspension and expulsion are practiced.	61%	96%	54%	64%	53%	67%	79%
The district allocates resources to ensure struggling students receive support.	61%	78%	41%	66%	59%	66%	48%
Under-represented minority students have equal opportunity to participate in advanced programming.	59%	43%	58%	67%	54%	63%	55%
Discipline policies are equitably applied to all students.	57%	75%	47%	63%	53%	57%	51%
Minority student voices are sought out for representation on school committees.	49%	59%	46%	52%	49%	50%	37%
The diversity of the student population is represented in the teaching faculty and administration.	48%	12%	38%	55%	53%	30%	24%
The district has eliminated practices that place under-represented minority students in lower level programming.	46%	64%	38%	51%	42%	51%	49%

Respondents were asked how they self-identify:

	All (1659)	Administrator (22)	Community Member Without Students ... (45)	Parent Of Current Ccsd93 Student (614)	Student (684)	Support Staff (97)	
American Indian or Alaska Native	0 0.0%	8 0.5%	0 0.0%	0 0.0%	8 1.2%	0 0.0%	
Asian	0 0.0%	260 15.7%	0 0.0%	1 2.2%	131 21.3%	119 17.4%	3 3.1%
Black or African American	0 0.0%	50 3.0%	0 0.0%	0 0.0%	14 2.3%	32 4.7%	1 1.0%
Hispanic or Latino/a	0 0.0%	247 14.9%	0 0.0%	1 2.2%	105 17.1%	126 18.4%	11 11.3%
Native Hawaiian or Pacific Islander	0 0.0%	1 0.1%	0 0.0%	0 0.0%	0 0.0%	1 0.2%	0 0.0%
Prefer not to respond	0 0.0%	256 15.4%	4 18.2%	6 13.3%	70 11.4%	124 18.1%	17 17.5%
Two or More Races	0 0.0%	103 6.2%	0 0.0%	1 2.2%	21 3.4%	75 11.0%	3 3.1%
White or Caucasian	1 0.0%	734 44.2%	18 81.8%	36 80.0%	273 44.5%	199 29.1%	62 63.9%