# Elmhurst CUSD 205
# State Of The District Survey Results

## April 2022

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 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 1642 stakeholders. With over half the respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 57.2 percent of all respondents. Over a quarter of respondents were community members. They made up the second most populous stakeholder group at 25.6 percent of all respondents. The third largest participant group were teachers at seven 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.
- District schools are safe.
- Facilities are well maintained.
- The district employs effective teachers, administrators and support staff in its schools.
- District technology infrastructure is sufficient to support use of technology in the classroom.

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

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

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

- Fine arts (visual arts, music, theatre)
- Extra-curricular
- Intramurals and/or athletics
- Library and other resource centers
- Advanced Placement, talented and/or gifted

**Regarding student support efforts, the following statements received the most "Strongly Agree" and "Agree" responses:**

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

# ANALYSIS

## Overall Quality of Education Rating

Respondents were asked to rate the overall quality of education in the District on a scale of 1 (Unsatisfactory) to 5 (Exellent). Percent of constituent groups responding "Good" or "Excellent" are presented below.
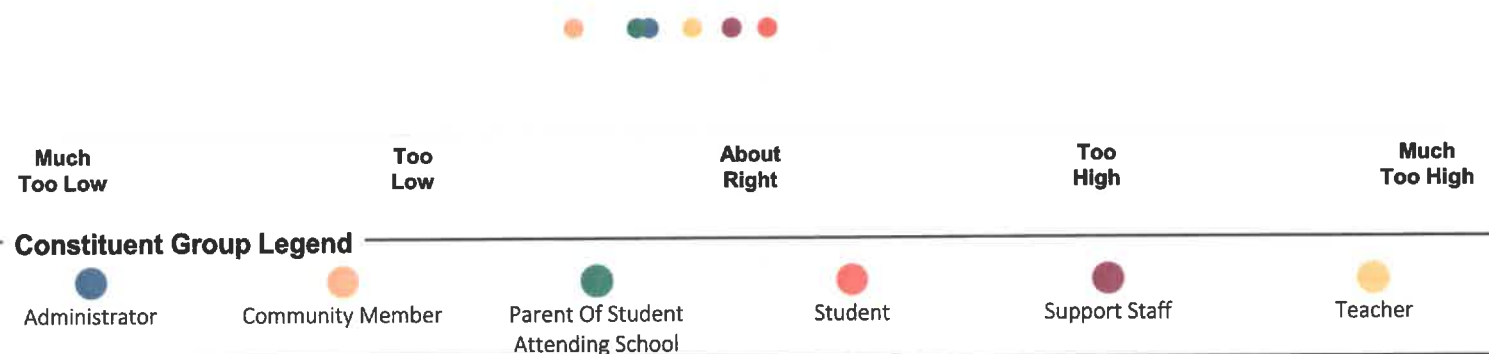


% Good or Excellent
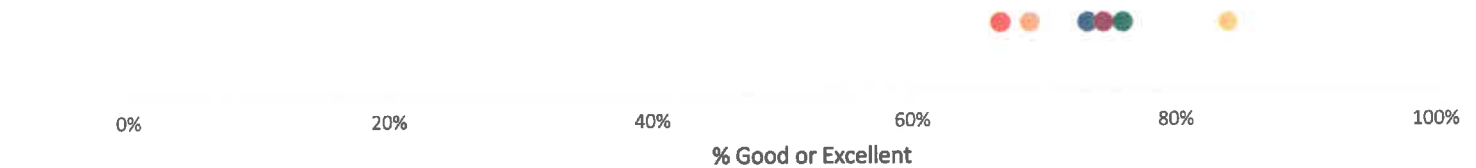
## State of the District Summary

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.



Average % Strongly Agree or Agree
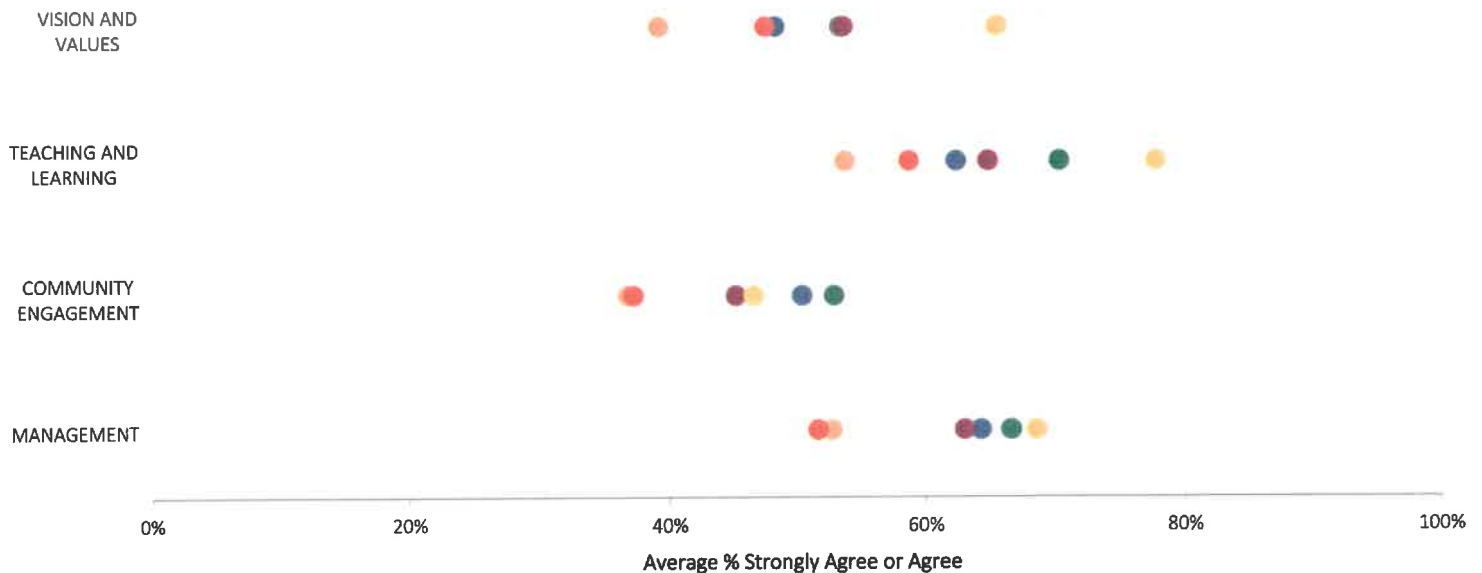
## Academic Expectations in the District

Respondents rated the academic expectations in the district on a scale of 1 (Much too low) to 5 (Much too high). Each constituent group's mean is presented below.



| Much Too Low | Too Low | About Right | Too High | Much Too High |

### Constituent Group Legend

| Administrator | Community Member | Parent Of Student Attending School | Student | Support Staff | Teacher |

# 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** (blue cells)

| | All (1543) | Administrator (44) | Community Member (383) | Parent Of Student Attending School (901) | Student (55) | Support Staff (58) | Teacher (102) |
|---|---|---|---|---|---|---|---|
| Preparing students to be ready for the next grade and ultimately college and career ready | 70% | Top 4 | Top 4 | Top 4 | Top 4 | Top 4 | Top 4 |
| Hiring and retaining quality teachers and administrators | 61% | Top 4 | Top 4 | Top 4 | | Top 4 | Top 4 |
| Ensuring a well-rounded experience for all students | 42% | Top 4 | | Top 4 | Top 4 | Top 4 | Top 4 |
| Addressing students' social and emotional needs | 36% | Top 4 | | Top 4 | Top 4 | | Top 4 |
| Providing a safe environment for students and employees | 36% | | Top 4 | | Top 4 | Top 4 | |
| Addressing achievement and opportunity gaps | 29% | | | | | | |
| Providing personalized instruction for students | 29% | | | | | | |
| Ensuring fiscal health | 23% | | Top 4 | | | | |
| Ensuring high student achievement on standardized tests | 19% | | | | | | |
| Ensuring facilities can support a modern learning environment | 18% | | | | | | |
| Integrating current technology into teaching and learning | 16% | | | | | | |
| Maintaining a positive relationship with the community | 16% | | | | | | |

# 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 (1642) | Administrator (47) | Community Member (420) | Parent Of Student Attending School (939) | Student (70) | Support Staff (58) | Teacher (108) |
|---|---|---|---|---|---|---|---|
| **OVERALL** | | | | | | | |
| Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good) | 74% | 73% | 69% | 76% | 67% | 75% | 84% |
| **VISION AND VALUES** | | | | | | | |
| The district has a clear and compelling shared vision for the future. | 50% | 43% | 36% | 52% | 49% | 62% | 69% |
| The district is heading in the right direction. | 50% | 43% | 33% | 56% | 48% | 43% | 61% |
| The district has high performance standards for all students. | 57% | 57% | 48% | 59% | 56% | 51% | 73% |
| The district makes decisions based on information from data and research. | 46% | 41% | 35% | 50% | 38% | 55% | 56% |
| The district is working to close achievement and opportunity gaps. | 50% | 57% | 43% | 49% | 45% | 56% | 68% |
| **TEACHING AND LEARNING** | | | | | | | |
| The district provides a well-rounded educational experience for all students. | 60% | 57% | 50% | 64% | 53% | 53% | 66% |
| Teachers personalize instructional strategies to address individual learning needs. | 55% | 56% | 38% | 56% | 58% | 62% | 89% |
| District schools are safe. | 81% | 80% | 73% | 84% | 70% | 84% | 83% |
| The social and emotional needs of students are being addressed. | 58% | 60% | 42% | 64% | 37% | 60% | 66% |
| Students are on track to be ready for the next grade and ultimately college and career ready. | 58% | 54% | 49% | 63% | 47% | 44% | 68% |
| Technology is integrated into the classroom. | 85% | 67% | 70% | 90% | 88% | 84% | 95% |
| **COMMUNITY ENGAGEMENT** | | | | | | | |
| The district engages the community as a partner to improve the school system. | 50% | 50% | 33% | 56% | 37% | 48% | 57% |
| There is transparent communication from the District. | 46% | 52% | 28% | 55% | 33% | 37% | 42% |
| The district engages with diverse racial, cultural and socio-economic groups. | 48% | 49% | 50% | 48% | 41% | 50% | 41% |
| **MANAGEMENT** | | | | | | | |
| Facilities are well maintained. | 72% | 51% | 73% | 77% | 48% | 68% | 45% |
| The district is fiscally responsible. | 51% | 67% | 42% | 54% | 40% | 37% | 58% |
| The district employs effective teachers, administrators and support staff in its schools. | 68% | 72% | 52% | 73% | 60% | 71% | 87% |
| Employees are held accountable to high standards. | 55% | 64% | 45% | 56% | 41% | 70% | 82% |
| District technology infrastructure is sufficient to support use of technology in the classroom. | 67% | 67% | 52% | 72% | 67% | 69% | 70% |

# 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 (1543) | Administrator (44) | Community Member (383) | Parent Of Student Attending School (901) | Student (55) | Support Staff (58) | Teacher (102) |
|---|---|---|---|---|---|---|---|
| Preparing students to be ready for the next grade and ultimately college and career ready | 70% | 48% | 73% | 73% | 62% | 67% | 56% |
| Hiring and retaining quality teachers and administrators | 61% | 45% | 61% | 63% | 27% | 60% | 66% |
| Ensuring a well-rounded experience for all students | 42% | 45% | 34% | 43% | 47% | 43% | 59% |
| Addressing students' social and emotional needs | 36% | 45% | 22% | 39% | 55% | 41% | 44% |
| Providing a safe environment for students and employees | 36% | 30% | 35% | 35% | 44% | 43% | 36% |
| Addressing achievement and opportunity gaps | 29% | 43% | 29% | 28% | 22% | 28% | 35% |
| Providing personalized instruction for students | 29% | 32% | 17% | 35% | 20% | 29% | 21% |
| Ensuring fiscal health | 23% | 27% | 42% | 17% | 18% | 24% | 8% |
| Ensuring high student achievement on standardized tests | 19% | 23% | 26% | 17% | 24% | 9% | 9% |
| Ensuring facilities can support a modern learning environment | 18% | 16% | 14% | 16% | 29% | 19% | 35% |
| Integrating current technology into teaching and learning | 16% | 23% | 19% | 15% | 13% | 14% | 10% |
| Maintaining a positive relationship with the community | 16% | 20% | 23% | 13% | 24% | 7% | 15% |

# APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

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

| | All (1401) | Administrator (43) | Community Member (311) | Parent Of Student Attending School (849) | Student (47) | Support Staff (52) | Teacher (99) |
|---|---|---|---|---|---|---|---|
| Fine arts (visual arts, music, theatre) | 77% | 73% | 77% | 74% | 84% | 82% | 93% |
| Extra-curricular | 73% | 55% | 78% | 69% | 84% | 79% | 90% |
| Intramurals and/or athletics | 72% | 63% | 74% | 70% | 80% | 82% | 84% |
| Library and other resource centers | 67% | 64% | 57% | 70% | 80% | 63% | 72% |
| Advanced Placement, talented and/or gifted | 61% | 45% | 59% | 61% | 56% | 69% | 69% |
| Physical education (PE) and health | 60% | 51% | 48% | 63% | 57% | 58% | 74% |
| Math | 59% | 55% | 50% | 60% | 57% | 61% | 71% |
| Student services (guidance counselors, counseling, social work, nursing) | 56% | 51% | 42% | 58% | 59% | 56% | 76% |
| Science | 55% | 55% | 52% | 55% | 63% | 51% | 68% |
| Special education | 55% | 57% | 47% | 55% | 53% | 59% | 73% |
| Social studies/history | 53% | 44% | 44% | 56% | 67% | 45% | 59% |
| English/language arts/reading and writing | 53% | 50% | 44% | 54% | 52% | 57% | 64% |
| World languages (foreign language) | 49% | 56% | 43% | 48% | 67% | 55% | 65% |
| English Language Learners (ELL) | 47% | 41% | 44% | 48% | 46% | 49% | 50% |
| Career education | 42% | 50% | 31% | 45% | 39% | 49% | 57% |

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

| | All (1469) | Administrator (43) | Community Member (345) | Parent Of Student Attending School (877) | Student (47) | Support Staff (56) | Teacher (101) |
|---|---|---|---|---|---|---|---|
| Much too low | 96 | 3 | 30 | 59 | 1 | 1 | 2 |
| | 7% | 7% | 9% | 7% | 2% | 2% | 2% |
| Too low | 361 | 13 | 109 | 201 | 8 | 10 | 20 |
| | 25% | 30% | 32% | 23% | 17% | 18% | 20% |
| About right | 840 | 19 | 162 | 532 | 24 | 34 | 69 |
| | 57% | 44% | 47% | 61% | 51% | 61% | 68% |
| Too high | 53 | 3 | 7 | 23 | 10 | 3 | 7 |
| | 4% | 7% | 2% | 3% | 21% | 5% | 7% |
| Much too high | 17 | 2 | 1 | 10 | 1 | 3 | 0 |
| | 1% | 5% | 0% | 1% | 2% | 5% | 0% |
| Don't know | 102 | 3 | 36 | 52 | 3 | 5 | 3 |
| | 7% | 7% | 10% | 6% | 6% | 9% | 3% |

# APPENDIX IV: STUDENT SUPPORT

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

|  | All (1342) | Administrator (40) | Community Member (306) | Parent Of Student Attending School (806) | Student (41) | Support Staff (53) | Teacher (94) |
|---|---|---|---|---|---|---|---|
| Students have at least one trusted adult in the building that they can rely on for help. | 70% | 66% | 44% | 76% | 60% | 75% | 90% |
| Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs. | 60% | 72% | 47% | 65% | 47% | 63% | 71% |
| Minority students are encouraged to participate in extra-curricular sports and activities. | 56% | 50% | 63% | 50% | 59% | 66% | 65% |
| The district allocates resources to ensure struggling students receive support. | 54% | 68% | 47% | 56% | 49% | 53% | 61% |
| Under-represented minority students have equal opportunity to participate in advanced programming. | 52% | 34% | 56% | 50% | 49% | 60% | 56% |
| Discipline practices that avoid suspension and expulsion are practiced. | 48% | 58% | 40% | 46% | 51% | 48% | 77% |
| Discipline policies are equitably applied to all students. | 44% | 39% | 45% | 45% | 26% | 36% | 51% |
| Minority student voices are sought out for representation on school committees. | 41% | 43% | 44% | 39% | 46% | 40% | 38% |
| The district has eliminated practices that place under-represented minority students in lower level programming. | 37% | 27% | 40% | 34% | 39% | 46% | 43% |
| The diversity of the student population is represented in the teaching faculty and administration. | 28% | 33% | 24% | 29% | 29% | 29% | 33% |

## Respondents were asked how they self-identify:

|  | All (1429) | Administrator (40) | Community Member (349) | Parent Of Student Attending School (850) | Student (42) | Support Staff (51) |
|---|---|---|---|---|---|---|
| American Indian or Alaska Native | 0 | 7 | 3 | 2 | 0 | 2 | 0 |
|  | 0% | 0% | 8% | 1% | 0% | 5% | 0% |
| Asian | 0 | 33 | 0 | 4 | 26 | 3 | 0 |
|  | 0% | 2% | 0% | 1% | 3% | 7% | 0% |
| Black or African American | 1 | 33 | 4 | 10 | 15 | 1 | 2 |
|  |  | 2% | 10% | 3% | 2% | 2% | 4% |
| Hispanic or Latino/a | 0 | 58 | 3 | 5 | 38 | 5 | 3 |
|  | 0% | 4% | 8% | 1% | 4% | 12% | 6% |
| Native Hawaiian or Pacific Islander | 0 | 7 | 6 | 1 | 0 | 0 | 0 |
|  | 0% | 0% | 15% | 0% | 0% | 0% | 0% |
| Prefer not to respond | 1 | 274 | 1 | 91 | 162 | 3 | 2 |
|  |  | 19% | 3% | 26% | 19% | 7% | 4% |
| Two or More Races | 0 | 56 | 2 | 14 | 34 | 3 | 2 |
|  | 0% | 4% | 5% | 4% | 4% | 7% | 4% |
| White or Caucasian | 0 | 961 | 21 | 222 | 575 | 25 | 42 |
|  | 0% | 67% | 53% | 64% | 68% | 60% | 82% |