HARVARD CUSD50

Supporting Evidence 2016

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Background

Harvard Community Unit School District 50 (the "District") serves approximately 2,500 students from the greater Harvard area, located in Illinois. The District includes one preschool, two grade-level schools (K-3 and 4-5), one middle school, and one high school.

The Harvard community has become more diverse over the past decade. Sixty-five percent of students are designated as low income[1] compared to 35 percent[2] in 2002. Sixty-four percent of students are Hispanic, compared to 39 percent of students in 2002. The District's Dual Language program has been expanded to meet the changing student population. Stakeholders want all students to develop the necessary academic and life skills needed to excel in college or career pathways. The Harvard community actively supports District success and is evident in their commitment with the Harvard Community Education Foundation.

During the 2016-2017 school year, the District partnered with ECRA Group, Inc. (ECRA), a third-party research firm, to develop a strategic plan to document the current state of the District and determine a future direction based on stakeholder values and best practices. Involvement of stakeholders from every corner of the community resulted in the establishment of a strategic plan to support decision making and align workforce and resources around student outcomes.

The strategic planning process was designed to authentically engage stakeholders including parents, students, teachers, administrators, staff, and community members to articulate organizational priorities and stakeholder values. Stakeholders participated in interviews, focus groups, and surveys. A total of approximately 775 stakeholders provided input during the process. In addition, archival reports and student achievement data were analyzed. Findings are based upon themes that emerged across data sources collected in the research phase of the strategic planning process. Results across data sources were synthesized to support the development of a framework for planning and decision making. The following document details the methodology, data sources, and key findings.

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[1] Illinois Report Card 2015-2016
[2] Illinois Report Card 2002

Methodology

The methodology section includes an explanation of the inference and reporting standards utilized by ECRA as well as a description of the data sources, collection, and analysis incorporated in the supporting evidence document.

Inference and Reporting

ECRA follows the major principles of *Standards for Reporting on Empirical Social Science Research*, published by the American Educational Research Association (AERA), when reporting research findings. AERA was founded in 1916 and is considered a premier authority related to educational research, best practices, and standards for reporting research grounded in the empirical traditions of the social sciences. The following are from *Standards for Reporting on Empirical Social Science Research*.

AERA defines two overarching principles that underlie the development of reporting standards:

1. Reports of empirical research should be *warranted,* that is, adequate evidence should be provided to justify the results and conclusions.
2. Reports of empirical research should be *transparent,* that is, reporting should make explicit the logic of inquiry.

ECRA adheres to the first principle by providing evidence in the form of data, statistics, and information from a variety of analyses that support findings contained in this document. This is considered best practice by AERA, which states:

"WHILE MANY STATISTICAL ANALYSES MAY BE CARRIED OUT IN A STUDY, TYPICALLY ONLY A SUBSET IS CRITICAL TO THE EVENTUAL RESULTS AND INTERPRETATIONS. IT IS IMPORTANT TO REPORT THE RESULTS OF ANALYSES THAT ARE CRITICAL FOR INTERPRETATION OF FINDINGS."

ECRA adheres to the second principle by clearly articulating the rigorous analysis employed. AERA states:

"IT IS THE RESEARCHER'S RESPONSIBILITY TO SHOW THE READER THAT THE REPORT CAN BE TRUSTED… THE WARRANT FOR THE CLAIMS CAN BE ESTABLISHED THROUGH A VARIETY OF PROCEDURES INCLUDING TRIANGULATION OR COMPARISON OF EVIDENCE FROM DIFFERENT SOURCES."

ECRA uses the process of triangulation*,* as described by AERA, to arrive at the findings contained in this report. Triangulation yields accurate findings because it incorporates multiple methods (quantitative and qualitative) and sources to verify results. ECRA identifies themes across stakeholder groups that arise from archival reports, assessment data, interviews, focus groups, and surveys.

Methodology

Data Sources

Data was collected from multiple sources. The following tables highlight the archival reports, interviews, focus groups, surveys, and assessment data used to develop the Harvard CUSD50 Strategic Plan.

Table 1: Archival Reports Reviewed

Archival Reports (Sorted Alphabetically)
Dual Language Program
Enrollment Projection thru 2019
Harvard CUSD50 Employee Climate Survey 2016
Harvard 1:1 Computing Program
Illinois Report Card 2002
Illinois Report Card 2015-2016
2014-2015 Strategic Themes and Goal Areas
5-Year Projection Update February 2016

Table 2: Interview Participants

Stakeholder Group	Number of Participants
Board Members	7
TOTAL	**7**

Table 3: Focus Group Participants

Stakeholder Group	Number of Participants
Parents	10
Students	37
Teachers	26
Administrators	17
Support Staff	8
Community Members	4
TOTAL	**102**

Methodology

Table 4: Survey Respondents

Stakeholder Group	Survey Responses	Number of Invitations	Response Rate
Parents	258	1,169	22%
Employees	224	320	70%
Community Members	189	---	---
TOTAL	**671**	---	---

Table 5: Student Assessment Data

Assessment Sources
2014-2016 EPAS (EXPLORE, PLAN, Practice ACT, and ACT) assessment data
2014-2016 NWEA Measures of Academic Progress (MAP) assessment data
2014-2016 Partnership for Assessment of Readiness for College and Careers (PARCC) assessment data
2014-2016 Standardized Test for the Assessment of Reading (STAR) assessment data

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Data Collection and Analysis

The following section details the data collection efforts employed to allow stakeholders the opportunity to provide individual input in the strategic planning process.

Archival Reports

A broad spectrum of archival data and documents related to planning and operations were reviewed throughout the strategic planning process.

Interviews

All Board of Education members participated in individual, structured interviews. Each participant was asked to share his or her opinions on a variety of topics, including: expectations of the strategic planning process, district strengths, significant issues, quality of education, curriculum and standards, financial state, facilities, communication, and vision for the future. All interview transcripts were coded to identify recurring themes.

Focus Groups

Twelve focus groups were conducted with District stakeholders. ECRA worked with the District to identify key stakeholder populations, including parents, students, teachers, administrators, staff, and community members. Participants were asked to share their thoughts about the desired skills and characteristics of a graduate, district strengths, significant issues, and vision for the future. All focus group responses were transcribed and coded to identify recurring themes. In all, 102 stakeholders participated.

Surveys

Strategic planning survey data were collected during September and October of 2016. The survey was offered in both English and Spanish. Administrators, faculty, staff, parents, and community members were surveyed online. Multiple communications were sent inviting stakeholders to share input regarding their experiences with the District. A range of questions were asked on the survey regarding the quality of education, programs and curriculum, teaching and learning environment, communication, community relations, operations, and priorities for the future. A total of 671 stakeholders completed the survey.

Participants were asked to rate the District in a number of areas on a scale of 1 to 5: Unsatisfactory (1), Poor (2), Average (3), Good (4), and Excellent (5). For the purpose of this report, a respondent was considered to rate the District favorably if the respondent selected either Good (4) or Excellent (5). Results were reported based on the percentage of respondents in each stakeholder group who selected Good/Excellent on each survey question.

Methodology

Survey (Continued)

Participants were also asked to rate their agreement with various aspects of the District on a scale of 1 to 5: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). For the purpose of this document, a stakeholder was considered to agree with a statement if they selected either Agree (4) or Strongly Agree (5). Results were reported based on the percentage of respondents in each stakeholder group who selected Agree/Strongly Agree on each survey question.

Participants were also asked to prioritize areas for future planning on a scale of 1 to 5, where 1 signified *Lowest Priority* and 5 signified *Highest Priority*. Results were reported based on the percentage of respondents in each stakeholder group who selected a 5, signifying *Highest Priority.*

Where an "All" column is present, responses from each stakeholder group were averaged. Every stakeholder group was considered of equal importance, therefore each stakeholder group was assigned equal weight in the calculation. When employee responses were disaggregated by position, the "All Employees" label counted each employee equally instead of taking an average of administrator, teacher, and staff responses.

The ECRA Survey Benchmark

The ECRA Industry Benchmark was incorporated, where available, to provide a national industry comparison. The benchmark was compiled based on the survey responses of approximately 41,000 stakeholders in the ECRA database and was available for the following survey items:

- The overall quality of education in the District.
- Teachers provide quality instruction to students.
- My school is a *great place to work*.
- I have adequate opportunities for relevant professional development.
- I am appropriately involved in decisions that affect my work.
- The District makes research-based decisions.
- The social and emotional needs of students are being addressed.
- There is transparent communication from the District.
- The School Board represents my needs and expectations.
- The District effectively communicates the roll out of initiatives.
- The District is fiscally responsible.
- Facilities are well maintained.
- District schools are safe.

Methodology

Survey (Continued)

Color-Coding Key
A consistent color-coding key for survey questions, seen below, was used throughout the report to illustrate relative strengths and areas for improvement. The key was based on the percentage of stakeholders who rated an area Good/Excellent or Agree/Strongly Agree with each statement about the District. For this survey, positive ratings were considered percentages greater than or equal to 75, mixed ratings as percentages including or between 50 and 74, and lower ratings as percentages less than or equal to 49.

Key

Positive rating (≥ 75%)
Mixed rating (50%‐74%)
Lower rating (≤ 49%)

Achievement Analysis

Two types of achievement analyses were conducted: **status and growth**. The analysis of student attainment (status) examined the performance of each student on standardized assessments compared to the state and nation. The growth analysis examined how much students learned, or grew, between standardized assessments.

Illinois Percentile Analysis—PARCC (Status)
This analysis compared the percentage of students who met or exceeded state standards on PARCC in each school within the District to the percentage of students who met or exceeded state standards in other schools across Illinois. The percent of CUSD50 students meeting or exceeding PARCC standards in each school was compared to other elementary, middle, and high schools across Illinois, and an achievement percentile was assigned. A percentile for 2015 PARCC utilizing the same methodology was also reported to provide a comparison to prior year performance. City of Chicago School District 299 data were excluded from all analyses. PARCC data from the 2015-2016 school year were examined and reported in Table 12.

National Percentile Analysis—NWEA MAP (Status)
The national percentile for students enrolled in CUSD50 for the spring 2016 NWEA MAP assessment was examined at different local percentile ranks to understand how student achievement in the District compared to students across the nation. Student assessment data was examined in reading and math. The NWEA MAP scores were identified for students at the 25th, 50th, and 75th local percentiles. The corresponding national percentiles for each of these district-level scores were identified and presented in graphs (Figure 4 and Figure 5).

Methodology

Achievement Analysis (Continued)

Local Student Growth

The local student growth analysis provides a comparison within the District of how much students learned, or grew, over the course of a single school year. Student growth metrics were built using data from students enrolled in Harvard between 2014 and 2016 to reflect typical student growth in the District. With this model, each student with prior assessment data from the 2014-2015 school year was assigned a propensity, or composite achievement score, based on his or her historical assessment scores. The composite achievement score indicated the expected achievement for that student during the 2015-2016 school year. To evaluate student growth, students' actual spring 2016 test scores were compared to the expected value provided by the prediction model.

Assessments included in the growth analysis by grade and subject are listed below.

Table 6: Harvard Local Student Growth Model Criterion by Grade and Subject*

Grade	English	Mathematics	Reading	Science	Writing
K	**	Spring CPAA	Spring ERASe & CPAA	**	**
1	**	Spring MAP & CPAA	Spring MAP, ERASe, CPAA, & CBMR	**	**
2	**	Spring MAP & CPAA	Spring MAP, CPAA, & CBMR	**	**
3-5	**	Spring MAP & PARCC	Spring MAP, PARCC, & CBMR	**	Spring PARCC
6-8	**	Spring MAP, PARCC, & STAR	Spring Achieve 3000, STAR, & PARCC	**	Spring PARCC
9	**	Spring MAP	Spring MAP	**	**
10	Spring Practice ACT	Spring Practice ACT	Spring Practice ACT	Spring Practice ACT	**
11	Spring ACT	Spring ACT	Spring ACT	Spring ACT	**

* Since PARCC English/Language Arts is a composite score of reading and writing, growth was reported for each subtest.

** Assessments were not administered in these grades and subjects.

Research Findings

This section presents key findings from the research phase of the strategic planning process. Major themes that emerged through an analysis and synthesis of data from archival reports, student assessment data, interviews, focus groups, and surveys are also presented. The remainder of the document is organized around the areas below.

Stakeholder Summaries
- Board of Education Interviews
- Parent, Student, Employee, and Community Member Focus Groups

Vision for the Future
- Portrait of a Graduate
- Stakeholder Priorities

Quality of Education
- Perceptions of the Quality of Education and Programs

Student Success
- Academic Achievement
- College and Career Readiness
- Classroom Environment
- Social and Emotional Well-being
- Technology Use

Organizational Effectiveness
- Workplace Climate
- Employee Satisfaction
- Professional Development
- Decision Making

Communication and Community Relations
- Communication
- Community Relations

Finance and Operations
- Finance
- Facilities
- Safety

Stakeholder Summary

Board Interview Summary

All Board of Education members participated in individual, structured interviews that were completed in August of 2016. In the interviews, Board members were asked their views on a variety of topics, including: expectations of the strategic planning process, district strengths, significant issues, quality of education, financial state, facilities, communication, and vision for the future. A summary of the themes that emerged as strengths and areas for focus is described below.

Strengths: The Dual Language program has supported the changing needs of the diverse community. The District's technology program, providing each student access to either a Chromebook or an iPad, was applauded. District schools were described as being well-maintained and provide a secure learning environment for students and employees. The financial state of the District was described as stable and strong.

Areas for Focus: One of the greatest concerns expressed is the academic achievement of students in the District and the increase in the percentage of students not meeting grade-level standards. The Board is concerned about the curriculum and standards and whether or not they are aligned across grade levels. There is a desire to improve student achievement and ensure quality educational opportunities for all students. The District would like to offer a high quality education that is competitive with neighboring districts and rejuvenate District pride both in schools and across the community. There are opportunities to increase the rigor of course offerings, especially in high school (e.g., Advanced Placement). Additional skill-based courses or programs are desired to support student pathways for career entry upon graduation. There are workplace climate concerns to address with employee trust, leadership, and communication issues.

The current superintendent has been fulfilling a dual role as both the District superintendent and the Director of Special Education for the past several years due to financial decisions. However, the current superintendent is retiring at the end of the 2016-17 school year and a new leader will begin July 1 of 2017. As the new superintendent and Board establish a charter for the future, administrator positions necessary to the core functions of the District should be identified. Provisioning for appropriate staff and resources to ensure the organizational structure supports the District's needs should be a priority.

Stakeholder Summary

Focus Group Summary

Structured focus groups were conducted with parents, students, teachers, administrators, support staff, and community leaders in September of 2016. Stakeholders were asked to share their thoughts about the desired skills and characteristics of a graduate, district strengths, significant issues, and vision for the future. Themes that emerged are summarized below by stakeholder group.

Parents: Parents value the teaching staff and hope the District can continue to retain supportive and dedicated educators. Parents hope that extracurricular and co-curricular opportunities are broadened in the arts. There are mixed views on the District's technology program. Some parents believed that the integration of technology supports individualized instruction for students, while other parents suggested that technology distracts students from classroom instruction. More curricular options are also sought to adequately prepare students for college or career entry.

Students: Students appreciate their teachers and their engagement in the classroom. As students continue to explore their own likes and interests, they would like to have more choices for academic courses. Students want to select from class options that support either college or career pursuits (e.g., honors/advanced placement, a particular career path, life skills). Expanding current extracurricular program offerings was frequently mentioned.

Employees: Employees are proud of the technology program and its potential to advance student learning. They would like to see the District expand career-related opportunities for students who want to enter the workforce upon graduation (e.g., Internships). There is a shared concern about the curriculum alignment in literacy and math. Additional resources such as textbooks and teaching materials are desired. Employees believe the expectations for student performance should be higher. Special education services are described as a strength, although some believe the identification process needs to occur much earlier. There are opportunities to improve communication across the District and overall relations between administrators and staff.

Community Members: Community members noted that the District provides a safe learning environment for all students. They would like the District to set higher academic standards and expectations for student performance and offer more college and career preparation through rigorous coursework. Community members hope that technology use in the classroom will not be substituted for other modes of instruction they believe are important for life success (e.g., reading from textbooks, writing with pencil and paper).

Vision for the Future

Vision for the Future

This section includes a portrait of a graduate and a summary of stakeholder priorities for the future. The themes are presented to assist in the development of a vision and goals aligned to stakeholders' values and priorities.

Portrait of a Graduate

Stakeholders were asked to describe the skills and characteristics they would like students to acquire by graduation. Figure 1 illustrates the desired Portrait of a Graduate, with the characteristics more frequently mentioned displayed in larger fonts.

Figure 1: Harvard CUSD50 Portrait of a Graduate

 Skills and characteristics desired by graduation are:

- Critical thinking
- College/career readiness
- Strong academics
- Good work ethics, including the ability to manage time and be resourceful
- Excellent verbal and written communication skills
- Accountability, responsibility, and open-mindedness
- Good leadership and problem solving
- Real-world and life-skills, such as respecting diversity, being socially responsible, understanding finances, and working well with others

Vision for the Future

Stakeholder Priorities

This section summarizes stakeholders' priorities for the future. Stakeholders were asked to rate each statement on a scale of 1 to 5, where 1 signified *Lowest Priority* and 5 signified *Highest Priority*. The percentage of respondents who selected each area as highest priority is detailed in Table 7.

Table 7: Percentage of Respondents Who Selected Each Area as Highest Priority

	ALL	Parents	Employees	Community
Hiring and retaining quality teachers.	**62%**	63%	64%	58%
Providing a safe environment for students and employees.	**56%**	55%	59%	54%
Preparing students to be college and career ready.	**52%**	55%	45%	57%
Hiring and retaining quality administrators.	**50%**	48%	52%	50%
Ensuring high academic standards for student performance.	**42%**	47%	39%	41%
Maintaining a positive relationship with the community.	**41%**	41%	34%	49%
Ensuring there are high standards for positive student behavior.	**39%**	41%	38%	37%
Ensuring a well-rounded experience for all students.	**38%**	38%	37%	38%
Addressing the achievement gap.	**35%**	31%	35%	39%
Ensuring facilities can support 21st Century Learning.	**32%**	34%	30%	33%
Addressing students' social and emotional needs.	**30%**	25%	38%	26%
Integrating current technology into teaching and learning.	**29%**	29%	29%	29%
Providing individualized instruction for students.	**28%**	33%	26%	25%
Ensuring fiscal health.	**27%**	30%	24%	28%
Ensuring timely communication to stakeholders.	**25%**	26%	17%	32%
Ensuring students are prepared for state testing.	**20%**	28%	14%	19%

Five Areas Selected as *Highest Priority* Least Often	Five Areas Selected as *Highest Priority* Most Often

Overall, hiring and retaining quality teachers, providing a safe environment for students and employees, and preparing students to be college and career ready were rated *highest priority* most often.

Quality of Education

Quality of Education

Thirty-six percent of stakeholders rated the overall quality of education in the District as good or excellent. The ECRA Industry Benchmark, as seen in Figure 2, provides an external comparison for the District against other school districts across the nation. The quality of education has been identified as an area for improvement by all stakeholders. There is a desire to improve the quality of programs, increase student achievement levels, and meet the individual learning needs, interests, and passions of all students.

Figure 2: The Overall Quality of Education in the District
Parent, Employee, and Community Respondents, Percentage *Good/Excellent*
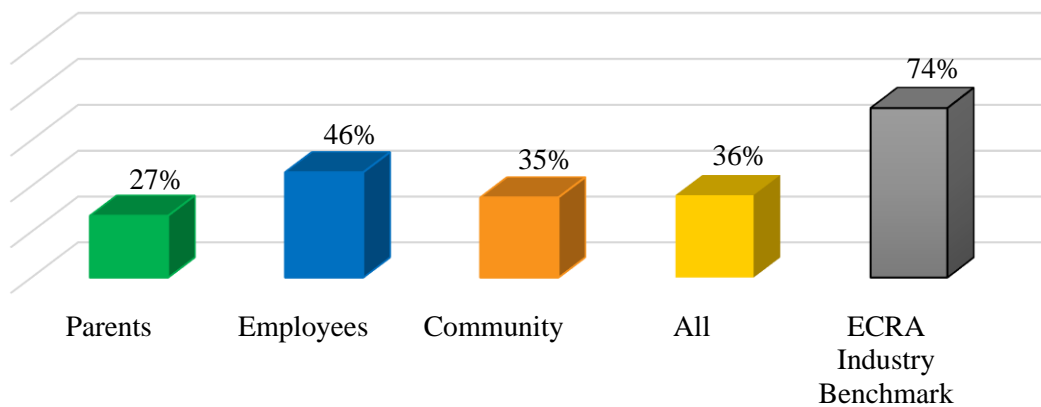
Quality of Education

Quality of Education (Continued)

As seen in Table 8 below, the majority of programs were not rated favorably by most stakeholders. The quality of special education services was rated favorable (good/excellent) by 59 percent of employees and 35 percent of parents. The quality of PE/health and English/Language Arts programs were rated favorably by 48 percent of parents and employees. The quality of programs for advanced learners was the least favorably rated with only 29 percent of employees and 31 percent of parents assessing it as good or excellent. In survey comments, parents reiterated a need to examine current curriculum and ensure each student is performing at or above their assigned grade level.

Table 8: Ratings of the Quality of Curricular Areas and Programs
Parent and Employee Respondents, Percentage *Good/Excellent*

	ALL	Parents	Employees
The quality of the PE/health program.	48%	43%	52%
The quality of the English/Language Arts program.	48%	40%	56%
The quality of special education services.	47%	35%	59%
The quality of programs for English Language Learners (ELLs).	43%	37%	49%
The quality of the fine arts program.	40%	34%	45%
The quality of the social studies program.	39%	32%	46%
The quality of the science program.	37%	31%	43%
The quality of the math program.	37%	34%	40%
The quality of the world languages program.	34%	31%	37%
The quality of the District's program for advanced learners.	30%	31%	29%

Key

Positive rating (≥ 75%)
Mixed rating (50%-74%)
Lower rating (≤ 49%)

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Quality of Education

Quality of Education (Continued)

Stakeholder ratings of the overall quality of education may be influenced by many factors. Looking at related survey items provides context to how stakeholders view the quality of education. These findings could be utilized to maintain or improve ratings. Correlations measure the extent to which two variables are related to each other. Possible correlations range from -1.00 to +1.00. A zero correlation means there is no relationship between the variables. The higher the absolute value of the correlation, the stronger the association between the variables. A key is provided at the bottom of the page to assist in the interpretation of the correlation coefficients.

The top 5 parent survey questions that are most highly correlated with perceptions of overall quality are displayed in Table 9. Survey items with high correlations and mixed or low stakeholder ratings may be areas for strategic focus. For instance, 40 percent of parents rated the quality of the English/Language Arts program as good or excellent, which is highly correlated (0.82) with ratings of the overall quality of education. Parents view educational quality through the lens of the core academic programs and whether or not school is preparing their children to be successful in life. Since the areas below have low ratings and high correlations, all may be areas for strategic focus.

Table 9: Parent Correlations with Overall Quality of Education in the District

	Correlation Coefficient*	Favorable Ratings**
The quality of the English/Language Arts program.	0.82	40%
My child(ren)'s school(s) is preparing my child(ren) to be successful in life.	0.79	38%
The quality of the math program.	0.78	34%
The quality of the social studies program.	0.76	32%
The quality of the science program.	0.75	31%

All correlations are significant (p < .01).
*** Percentage of parents who rated the survey item good/excellent or agree/strongly agree*

Key

Positive rating (≥ 75%)
Mixed rating (50%-74%)
Lower rating (≤ 49%)

Small Correlation Coefficient	Moderate Correlation Coefficient	Large Correlation Coefficient
0.10 – 0.29	0.30 – 0.49	0.50 – 1.00

Quality of Education

Quality of Education (Continued)

Correlations between employees' perceptions of the overall quality of education and other survey items are detailed in Table 10. The top 5 employee survey items most highly correlated with perceptions of the overall quality of education are provided. In addition to the math, social studies, and English/Language Arts programs, preparing students for state testing and providing a competitive education are also driving influences on employee perceptions of overall quality of education. Since these survey questions have high correlations and mixed or low ratings, all may be areas for strategic focus.

Table 10: Employee Correlations with Overall Quality of Education in the District

	Correlation Coefficient*	Favorable Ratings**
The quality of the English/Language Arts program.	0.70	56%
The quality of the social studies program.	0.65	46%
The quality of the math program.	0.64	40%
Students are well prepared for state testing.	0.63	25%
The District provides an education competitive with districts across Illinois	0.61	26%

* All correlations are significant (p < .01).

** Percentage of employees who rated the survey item good/excellent or agree/strongly agree

Key

Positive rating (≥ 75%)
Mixed rating (50%‑74%)
Lower rating (≤ 49%)

Small Correlation Coefficient	Moderate Correlation Coefficient	Large Correlation Coefficient
0.10 – 0.29	0.30 – 0.49	0.50 – 1.00

Quality of Education

Quality of Education (Continued)

Correlations between community members' perceptions of the overall quality of education and other survey items are detailed in Table 11. The top 5 community survey items most highly correlated with perceptions of the overall quality of education are provided. As seen below, community members view quality through the lens of student preparation for state testing, providing a well-rounded educational experience for students that is competitive across the state and prepares them for state testing, as well as working with the community to improve student learning. The survey areas below have high correlations and low ratings, indicating potential areas of strategic focus.

Table 11: Community Correlations with Overall Quality of Education in the District

	Correlation Coefficient*	Favorable Ratings**
The District provides an education competitive with districts across Illinois.	0.77	24%
The District provides a well-rounded educational experience for all students.	0.75	31%
The District is heading in the right direction.	0.63	34%
Students are well prepared for state testing.	0.62	18%
The District works with the community to improve student learning.	0.61	21%

All correlations are significant (p < .01).

** Percentage of community members who rated the survey item good/excellent or agree/strongly agree

Key

Positive rating (≥ 75%)
Mixed rating (50%-74%)
Lower rating (≤ 49%)

Small Correlation Coefficient 0.10 – 0.29	Moderate Correlation Coefficient 0.30 – 0.49	Large Correlation Coefficient 0.50 – 1.00

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Quality of Education

Quality of Education (Continued)

Thirty-two percent of stakeholders agreed the District is heading in the right direction and 21 percent of stakeholders agreed the District provides an education competitive with districts across Illinois, as seen in Figure 3.

Figure 3: Agreement with Quality of Education Related Questions
Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*

Legend: ■ Parents   ■ Employees   ■ Community   ■ All

The District is heading in the right direction.
- Parents: 27%
- Employees: 36%
- Community: 34%
- All: 32%

The District provides an education competitive with districts across Illinois.
- Parents: 14%
- Employees: 26%
- Community: 24%
- All: 21%

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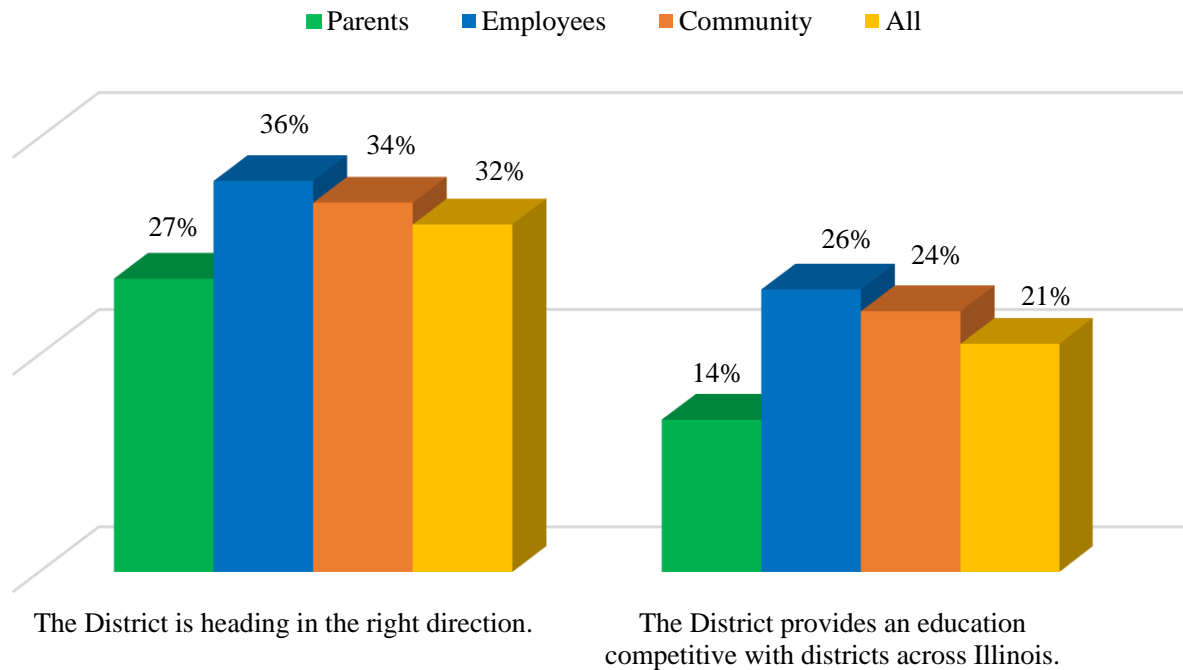
Student Success

Student Success

This section is organized by academic achievement, college and career readiness, classroom environment, social and emotional well-being, and technology use in the District. Results from this section summarize the current state of the District and support discussions regarding student success within the strategic planning framework.

Academic Achievement

Two types of achievement analysis were conducted: status and growth. Academic status (attainment) is the performance of each student on a standardized assessment compared to a state or national benchmark. Academic growth examines how much students learn, or grew, between standardized assessments. Achievement gaps in both status and growth were also examined.

Achievement Status
The following section includes a summary of Harvard students' academic attainment compared to students across the state of Illinois and the nation.

Illinois Percentile Analysis—PARCC
The following section reports district student achievement compared to students across the state of Illinois. Mathematics performance is more competitive with the state than English/Language Arts across schools, and the percentile compared to the state has increased since 2015 for all schools in math.

Schools in the District typically fell below the 20th percentile compared to other schools across the state with a few exceptions. Student achievement in Harvard Junior High fell around the 32nd state percentile and achievement in Harvard High school fell around the 41st state percentile in math. Overall, student achievement across subjects at Harvard Junior High fell around the 22nd percentile compared to the state.

Table 12: 2016 PARCC Percentile by Subject Compared to Schools in the State of Illinois

	Harvard 2016 PARCC Percentage Meets/Exceeds	2016 State of Illinois Percentile	2015 State of Illinois Percentile
ENGLISH LANGUAGE ARTS			
Crosby Elem School	14.6%	11.2%	3.5%
Jefferson Elem School	10.5%	5.2%	13.5%
Harvard Jr High School	19.3%	16.4%	9.4%
Harvard High School	11.8%	7.8%	0.5%
MATHEMATICS			
Crosby Elem School	16.1%	17.7%	16.2%
Jefferson Elem School	14.0%	13.4%	7.8%
Harvard Jr High School	19.3%	31.6%	22.3%
Harvard High School	12.9%	40.5%	22.7%
COMBINED ENGLISH LANGUAGE ARTS AND MATHEMATICS			
Crosby Elem School	15.4%	12.9%	7.6%
Jefferson Elem School	12.3%	8.1%	10.5%
Harvard Jr High School	19.3%	22.4%	13.7%
Harvard High School	12.5%	12.1%	0.9%

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Student Success

Academic Achievement (Continued)

National Percentile Analysis—NWEA MAP
The following section illustrates CUSD50 student achievement on spring 2016 NWEA MAP compared to students across the nation.

CUSD50 students performed below national levels in reading, particularly in the early grades as seen in Figure 4. Performance in grades 7 through 9 kept closer pace with the nation, with students in seventh grade slightly outperforming the nation in the 25th and 50th percentiles.

**Figure 4: District Local Percentile Compared to National Percentile by Grade
2015-2016 Spring NWEA MAP Reading**
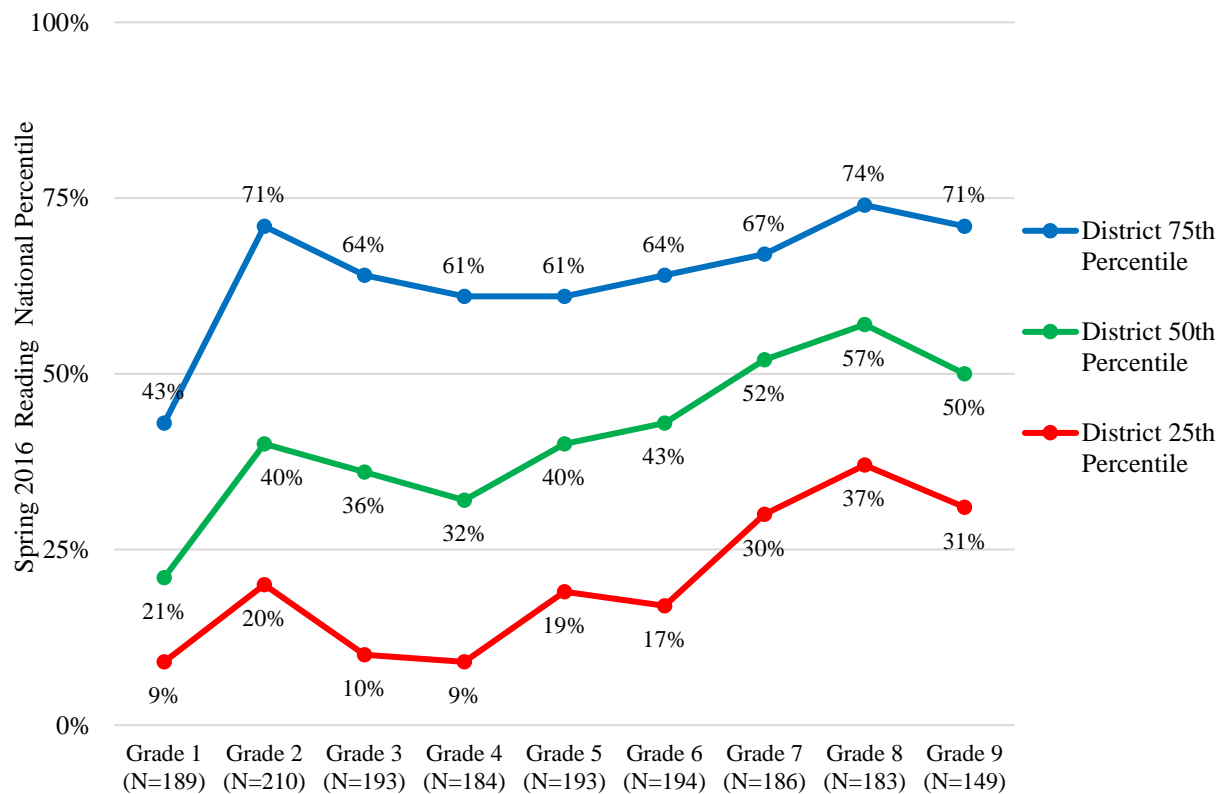
Student Success

Academic Achievement (Continued)

National Percentile Analysis—NWEA MAP (Continued)

While achievement status in Math increased in second grade, grades 3 through 8 are not keeping pace with the nation, as seen in Figure 5. However, there is a slight increase locally across grades, with students in eighth grade outperforming the nation in math at the 25th and 50th percentiles.

**Figure 5: District Local Percentile Compared to National Percentile by Grade
2015-2016 Spring NWEA MAP Math**
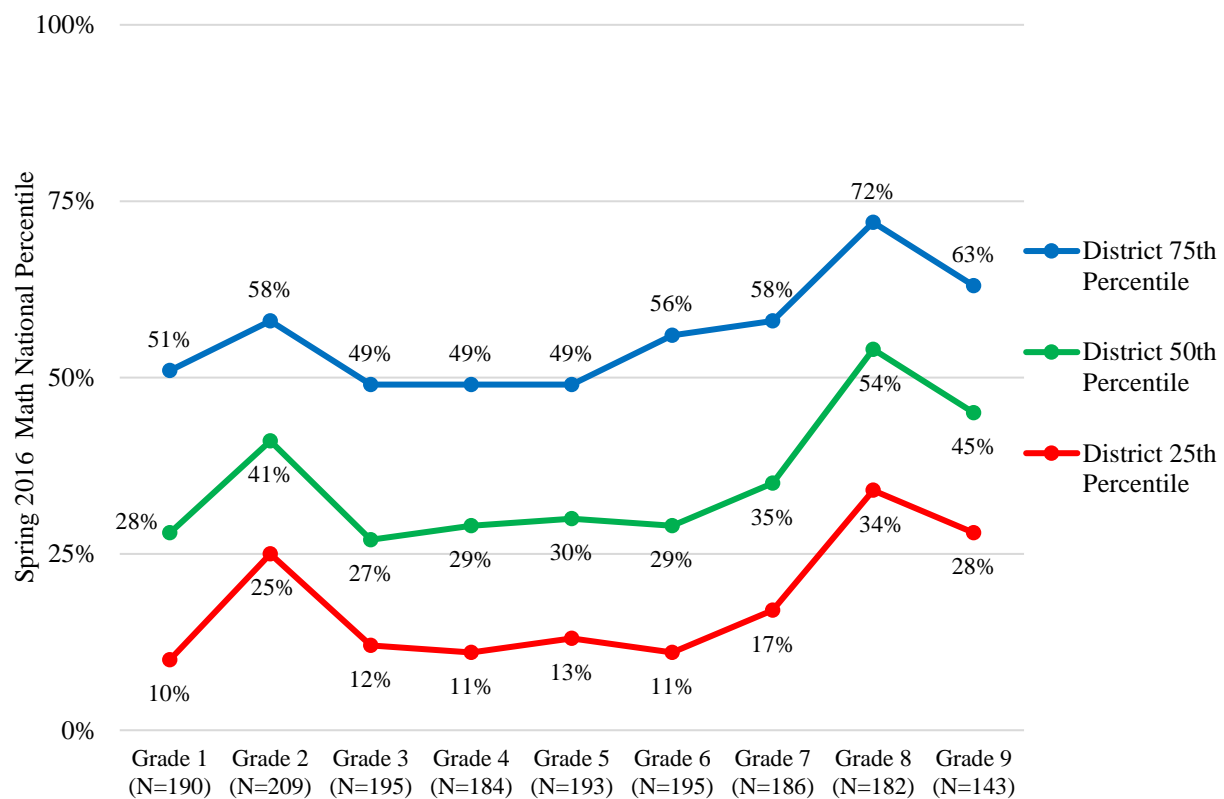
Student Success

Academic Achievement (Continued)

High School Assessments

The following section reports CUSD50 high school students' PLAN, IACT, and ACT average scores from 2013-2014 to 2015-2016 by year, grade, and subject.

Overall, in 2015-2016, CUSD50 students achieved an average composite score of 18 on the ACT in eleventh grade (see Figure 6). The percentage of eleventh graders meeting ACT composite college readiness benchmark score of 21 has slightly increased from 2014-2015 to 2015-2016 (see Figure 7).

Figure 6: Harvard CUSD50 High School Students Average Composite Scores
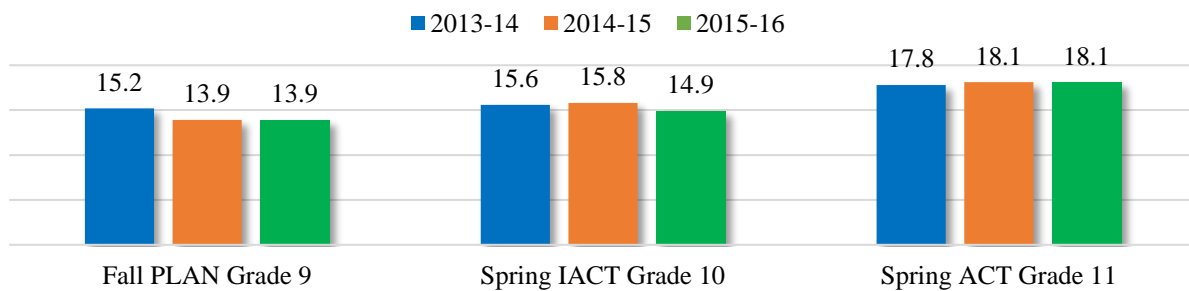
Figure 7: Harvard CUSD50 High School Percentage of 11ᵗʰ Graders Meeting ACT Composite College Readiness Standards

In reviewing 2015-2016 high school records, it was found that CUSD50 high school students' average assessment scores generally increased as they progressed through the assessment sequences, as seen in Figure 8.

Figure 8: Harvard CUSD50 2015-2016 High School Average Assessment Scores

Student Success

Academic Achievement (Continued)

Academic Growth

The following section reports how much students learned, or grew, in a single school year compared to the growth of students with similar historical a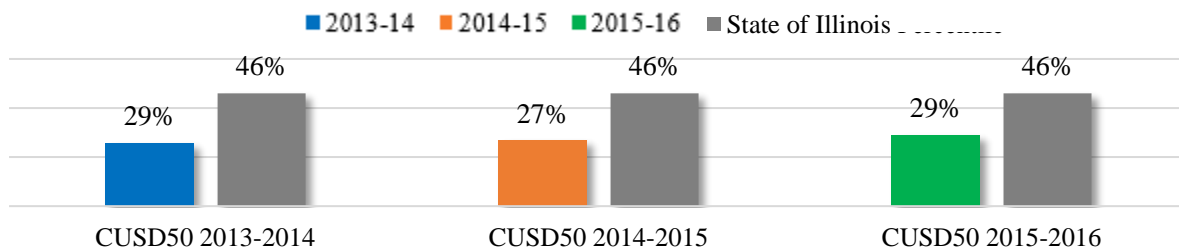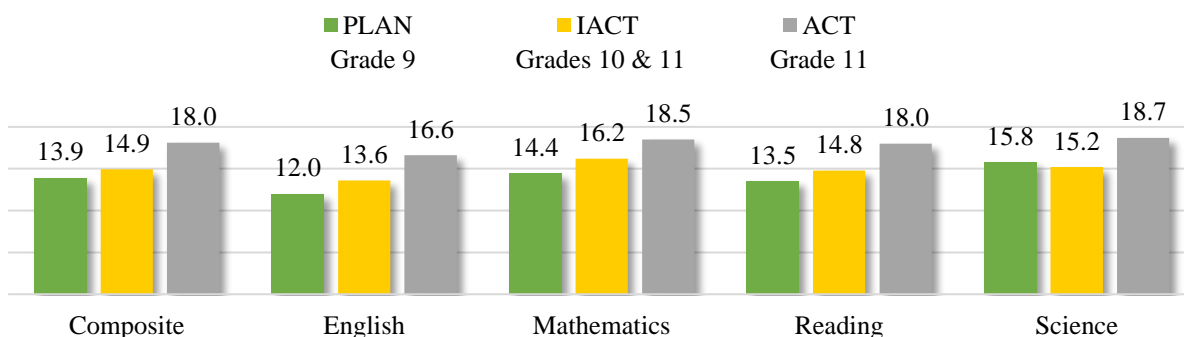chievement in the District. Student growth metrics represent the magnitude of the difference between actual and expected achievement. Each deviation from zero indicates more (or less) than expected growth observed in the District. A negative growth score does not indicate a student did not grow, but rather that the student did not learn as much throughout the school year as his or her peers with the same historical achievement. A positive growth score indicates a student is learning more throughout the school year than his or her peers with the same historical achievement. Expected growth ranges from -0.29 to +0.29 as indicated by the legend below Table 13. Expected growth indicates students are growing consistent with local norms.

Students in kindergarten through eleventh grade achieved growth consistent with historical local norms, as seen in Table 13. Overall, expected growth on spring assessments was observed in all grades and subjects, with the exception of lower than expected growth in grade 11 English. (See methodology section for grade-level assessments included in the growth analysis).

Table 13: 2015-2016 School Year Growth of CUSD50 Students by Subject and Grade*

Grade	Sample Size	English	Math	Reading	Science	Writing
K	98	**	-0.06	-0.06	**	**
1	121	**	-0.08	-0.01	**	**
2	196	**	-0.02	0.00	**	**
3	176	**	-0.09	-0.02	**	-0.06
4	174	**	+0.01	-0.02	**	-0.01
5	184	**	+0.01	+0.02	**	+0.01
6	184	**	0.00	-0.03	**	0.00
7	176	**	+0.02	-0.01	**	-0.03
8	174	**	-0.01	-.001	**	-0.01
9	129	**	+0.10	+0.02	**	**
10	129	+0.07	0.00	-0.10	-0.03	**
11	137	-0.52	+0.12	-0.18	+0.02	**

* Since PARCC English/Language Arts is a composite score of reading and writing, growth was reported for each subtest.
** Assessments were not administered in these grades and subjects.

Unsatisfactory Growth is ≤ -0.60	Lower than Expected Growth is -0.59 to -0.30	Expected Growth is -0.29 to +0.29	Higher than Expected Growth is ≥ 0.30

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Student Success

Academic Achievement (Continued)

Achievement Gaps

The following section compares district student growth and attainment by subgroup in order to examine achievement gaps. Achievement gaps are defined as the differences in academic performance between groups of students of different backgrounds. **Achievement gaps are a challenge nationally and have been documented with respect to students' ethnic, racial, gender, disability, English language learner, and income status.**

The percentage of students meeting or exceeding state standards by subgroup indicates achievement gaps are also present in CUSD50. For instance, among students identified as low income, only 12 percent of these students met standards in math, compared to 26 percent of students not identified as low income (see Table 14). Similar achievement gaps are observed across subjects and subgroups.

When looking at student academic growth in the District, students identified as low income grew at rates consistent with local trends in math (-0.03), English (-0.21), reading (-0.05), science (0.00), and writing (-0.05) (see Tables 14-18). When growth scores are in the "expected" range, it means that students are growing consistent with typical/expected local historical norms. While maintaining consistent growth infers the achievement gap is not widening, it also means the gap will persist. **To reduce achievement gaps, students belonging to historically lower achieving subgroups must experience higher than expected growth.**

Table 14: 2015-2016 Subgroup-Level Local Math Growth Summary

Subgroup	Sample Size	Percentage of Students Who Met Standards*	Math Growth Metric*
Asian	6	78%	+0.51
Black	6	0%	-0.02
Hispanic	1,203	10%	-0.03
Other	35	24%	0.00
White	616	29%	+0.05
Female	894	14%	-0.07
Male	984	18%	+0.06
IEP	181	5%	-0.14
No IEP	1,697	18%	+0.01
Low Income	1,254	12%	-0.03
Not Low Income	624	26%	+0.07
LEP	504	4%	-0.05
Not LEP	1,374	21%	+0.02

Unsatisfactory Growth is ≤ -0.60	Lower than Expected Growth is -0.59 to -0.30	Expected Growth is -0.29 to +0.29	Higher than Expected Growth is ≥ 0.30

The percentage of students who met state standards on PARCC, equated state standards on NWEA MAP, and college readiness standards on practice ACT or ACT.

Student Success

Academic Achievement (Continued)

Table 15: 2015-2016 Subgroup-Level Local English Growth Summary

Subgroup	Sample Size	Percentage of Students Who Met Standards*	English Growth Metric*
Asian	N/A	N/A	N/A
Black	N/A	N/A	N/A
Hispanic	166	23%	-0.27
Other	5	60%	-0.25
White	95	52%	-0.18
Female	122	41%	-0.07
Male	144	28%	-0.38
IEP	19	16%	-0.33
No IEP	247	36%	-0.23
Low Income	168	28%	-0.21
Not Low Income	98	45%	-0.27
LEP	30	0%	-0.78
Not LEP	236	39%	-0.17

The percentage of students meeting college readiness benchmark on practice ACT and ACT.

Table 16: 2015-2016 Subgroup-Level Local Reading Growth Summary

Subgroup	Sample Size	Percentage of Students Who Met Standards*	Reading Growth Metric*
Asian	6	72%	+0.40
Black	6	17%	-0.47
Hispanic	1,205	14%	-0.05
Other	35	44%	+0.21
White	620	38%	+0.01
Female	900	26%	-0.01
Male	984	19%	-0.05
IEP	181	6%	-0.20
No IEP	1,703	24%	-0.01
Low Income	1,259	17%	-0.05
Not Low Income	625	33%	+0.01
LEP	504	4%	-0.08
Not LEP	1,380	29%	-0.01

Unsatisfactory Growth is ≤ -0.60	Lower than Expected Growth is -0.59 to -0.30	Expected Growth is -0.29 to +0.29	Higher than Expected Growth is ≥ 0.30

The percentage of students who met state standards on PARCC, equated state standards on NWEA MAP, and/or college readiness standards on practice ACT or ACT.

Student Success

Academic Achievement (Continued)

Table 17: 2015-2016 Subgroup-Level Local Science Growth Summary

Subgroup	Sample Size	Percentage of Students Who Met Standards*	Science Growth Metric*
Asian	N/A	N/A	N/A
Black	N/A	N/A	N/A
Hispanic	166	11%	+0.03
Other	5	60%	+0.74
White	95	21%	-0.11
Female	122	15%	-0.01
Male	144	17%	0.00
IEP	19	0%	-0.68
No IEP	247	17%	+0.05
Low Income	168	12%	0.00
Not Low Income	98	22%	-0.01
LEP	30	0%	-0.42
Not LEP	236	18%	+0.05

The percentage of students meeting college readiness benchmark on practice ACT and ACT.

Table 18: 2015-2016 Subgroup-Level Local Writing Growth Summary

Subgroup	Sample Size	Percentage of Students Who Met Standards*	Writing Growth Metric*
Asian	4	50%	***
Black	1	100%	***
Hispanic	467	14%	-0.04
Other	15	53%	+0.29
White	254	33%	-0.02
Female	403	30%	+0.19
Male	341	12%	-0.26
IEP	44	14%	-0.13
No IEP	700	22%	-0.01
Low Income	499	17%	-0.05
Not Low Income	245	31%	+0.05
LEP	144	5%	-0.02
Not LEP	600	26%	-0.02

Unsatisfactory Growth ≤ -0.60	Lower than Expected Growth is -0.59 to -0.30	Expected Growth is -0.29 to +0.29	Higher than Expected Growth ≥ 0.30

The percentage of students meeting state standards on PARCC.

Student Success

College and Career Readiness

Fifty-one percent of parents and employees agreed each student is encouraged to meet his or her highest potential. Twenty-two percent of stakeholders agreed that students are well prepared for state testing, as seen in Figure 9. Parents commented that raising student expectations and increasing learning standards is necessary. Preparing students to be ready for their desired college or career pathways is a priority for stakeholders. Overall, 80 percent of CUSD50 students graduate within four years and 29 percent of students are ready for college-level courses.[3]

Figure 9: Agreement with College And Career Readiness Related Questions
Parent, Employee, and Community Respondents, Percentage *Agree*/*Strongly Agree*
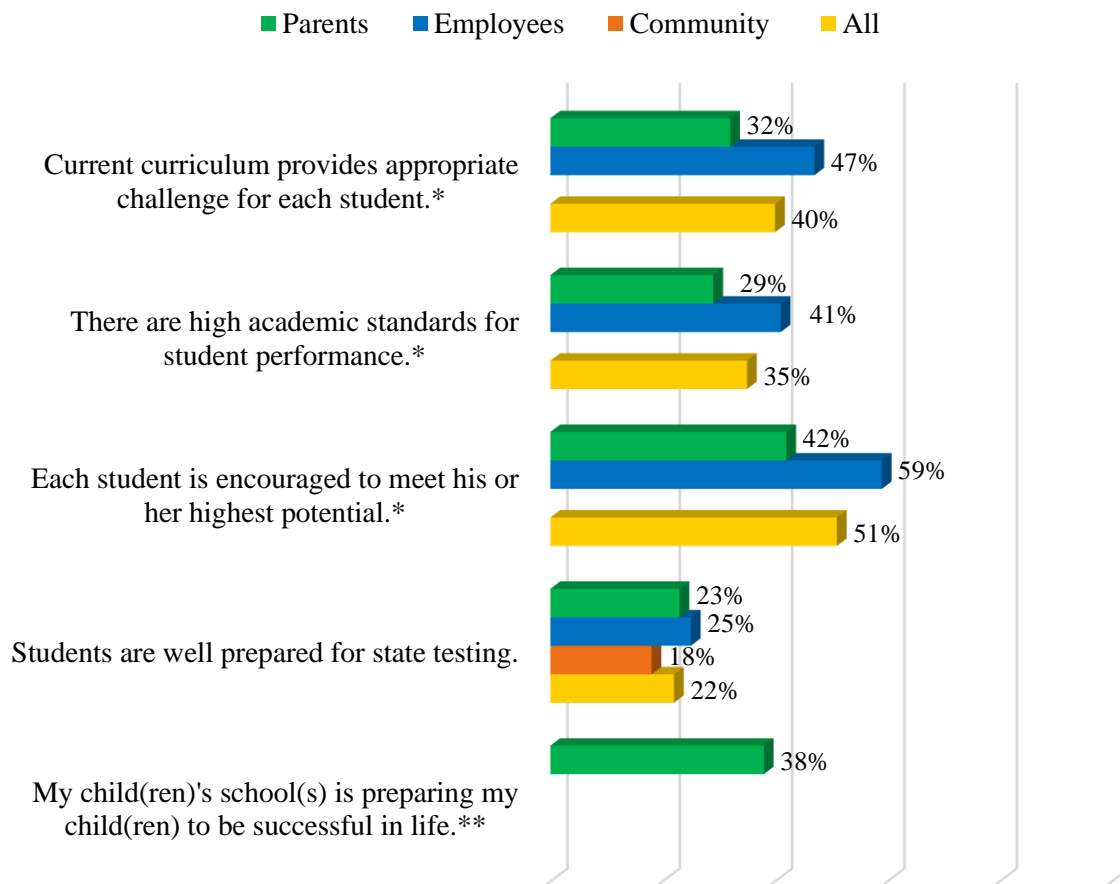
*The community was not asked these questions.
**Only parents were asked this question.

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[3] Illinois Report Card 2015-2016

Student Success

Classroom Environment

Fifty-one percent of stakeholders agreed teachers provide quality instruction to students, compared to 81 percent in the ECRA Industry Benchmark, as seen in Figure 10. Parents and employees would like a classroom environment that encourages student engagement and ownership of their learning experiences.

Figure 10: Agreement with Classroom Environment Related Questions
Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*
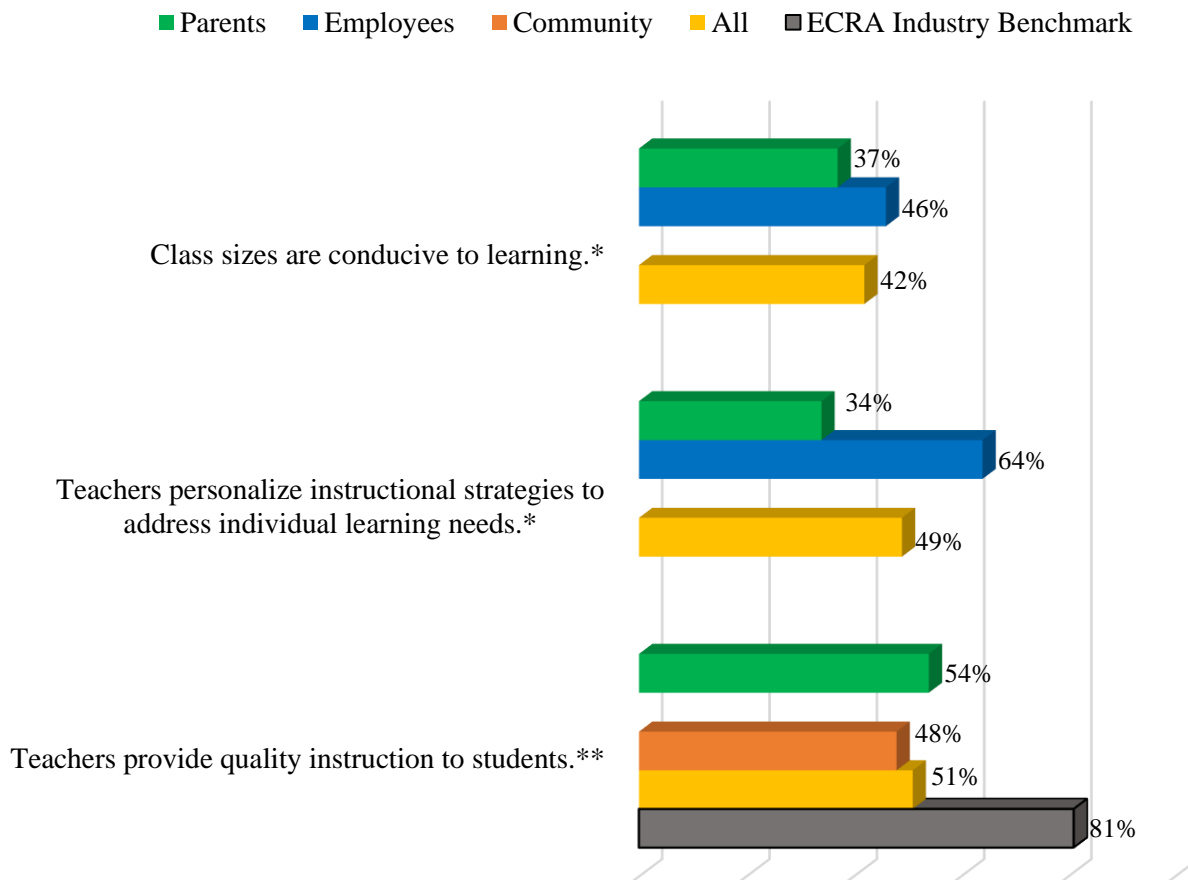
*The community was not asked these questions.
**Employees were not asked this question.

Student Success

Social and Emotional Well-being

Thirty percent of parents and 52 percent of employees agreed the social and emotional needs of students are being addressed, compared to 60 percent in the ECRA Industry Benchmark, as seen in Figure 11.

Figure 11: The Social And Emotional Needs of Students Are Being Addressed.

Parent and Employee Respondents, Percentage *Agree/Strongly Agree*
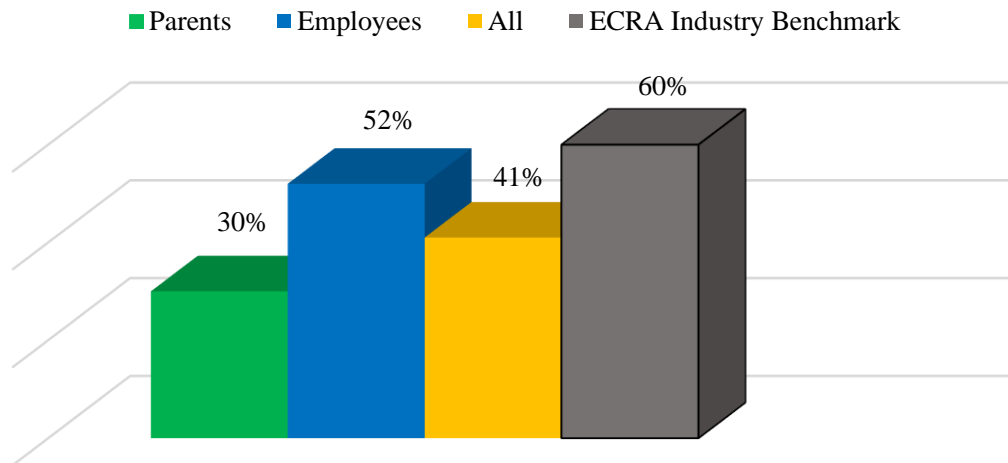
Fifty percent of parents and employees agreed there are high standards and expectations for positive student behavior, as seen in Figure 12.

Figure 12: There Are High Standards And Expectations For Positive Student Behavior

Parent and Employee Respondents, Percentage *Agree/Strongly Agree*
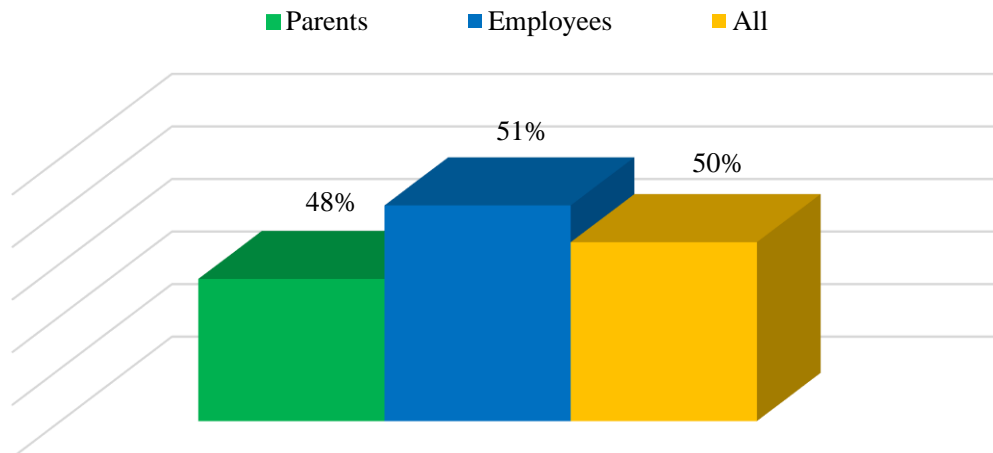
Student Success

Social and Emotional Well-being (Continued)

Seventy-seven percent of parents agreed their child(ren) is well known by at least one adult who supports their child(ren)'s educational experience, as seen in Figure 13. Approximately 92 percent of parents reported being an active participant in their child(ren)'s education (Appendix, Table C).

Figure 13: My Child(ren) Is Well Known By At Least One Adult Who Supports My Child(ren)'s Educational Experience*
Parent Respondents, Percentage *Strongly Disagree/Disagree, Neutral, Agree/Strongly Agree*
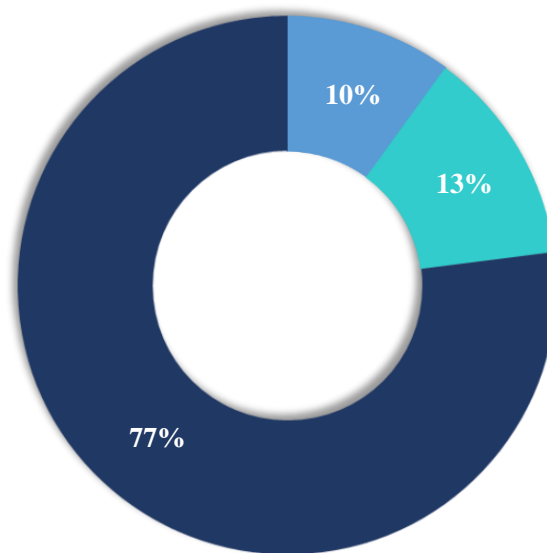
*Percentages may not add up to 100 percent due to rounding.

Student Success

Technology Use

In all, 68 percent of parents and employees agreed technology is integrated in curriculum and instruction, as seen in Figure 14. The 1:1 Technology program was praised and described as cutting edge by parents and staff. Students are provided a personal computing device through the program. Stakeholders believe offering additional courses related to technology for students to achieve advanced technological competence and digital citizenship[4] would be beneficial.

Figure 14: Technology is Integrated in Curriculum and Instruction
Parent and Employee Respondents, Percentage *Agree/Strongly Agree*

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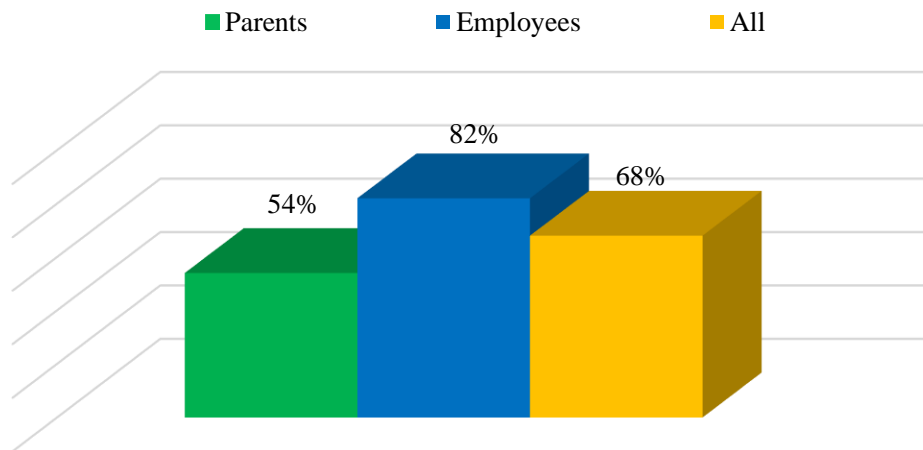
[4] Harvard 1:1 Computing Program

Organizational Effectiveness

Organizational Effectiveness

This section summarizes themes related to workplace climate, employee satisfaction, professional development, and decision making. Results from this section summarize the current state of the District and support discussions regarding organizational effectiveness within the strategic planning framework.

Workplace Climate

Fifty-three percent of employees trust the information they receive from their school administrators, and 50 percent of employees feel valued, as seen in Figure 15. Organizational trust can impact leadership, employee engagement, employee retention, and overall employee performance. Improving trust and creating positive relationships between leadership and staff is an area that merits attention.

Figure 15: Agreement with Workplace Climate Related Questions
Employee Respondents, Percentage *Agree/Strongly Agree*

■ Employees

Question	Percentage
I am evaluated fairly.	69%
I have a clear understanding of what is expected of me at work.	65%
My supervisor encourages employees to collaborate to help perform their jobs better.	64%
I trust the information I receive from my school administrator.	53%
I feel valued as an employee.	50%
I feel a sense of cohesion among my colleagues.	47%
There is a strong sense of trust in my school.	26%

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Organizational Effectiveness

Employee Satisfaction

Fifty-eight percent of employees agreed that their school is a *great place to work*, compared to 75 percent in the ECRA Industry Benchmark. Eighty-three percent of employees enjoy their work. Disaggregated responses by employee position are seen in Figure 16 and Figure 17.

Figure 16: Employee Agreement That Their School Is A *Great Place to Work*
By Employee Position, Percentage *Agree/Strongly Agree*

Administrators	Teachers	Support Staff	All	ECRA Industry Benchmark
69%	52%	67%	58%	75%
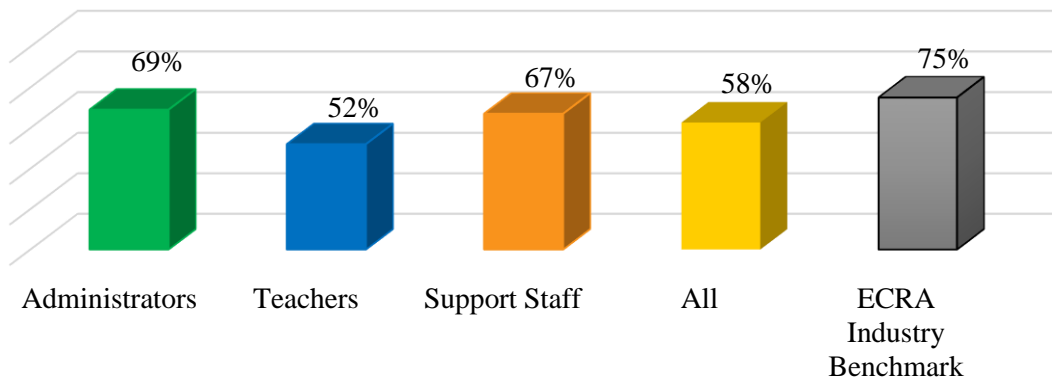
Figure 17: Employee Agreement That They Enjoy Their Work
By Employee Position, Percentage *Agree/Strongly Agree*

Administrators	Teachers	Support Staff	All
94%	81%	83%	83%
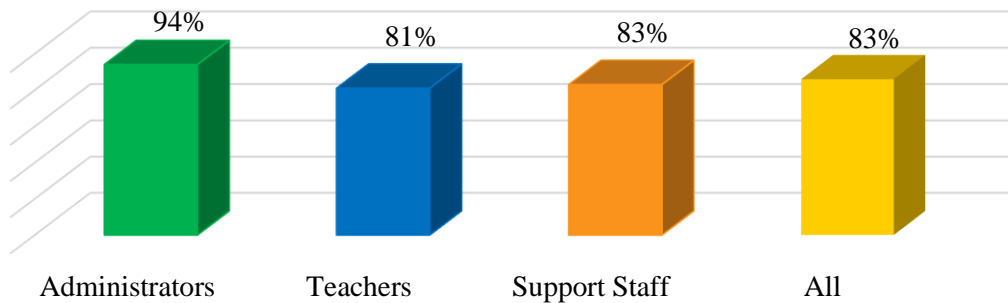
Organizational Effectiveness

Professional Development

Overall, 57 percent of employees agreed that they are provided opportunities for relevant professional development, compared to 66 percent in the ECRA Industry Benchmark, as seen in Figure 18. Disaggregated responses by employee position are detailed below.

Figure 18: Employee Agreement That They are Provided Opportunities for Relevant Professional Development

By Employee Position, Percentage *Agree/Strongly Agree*
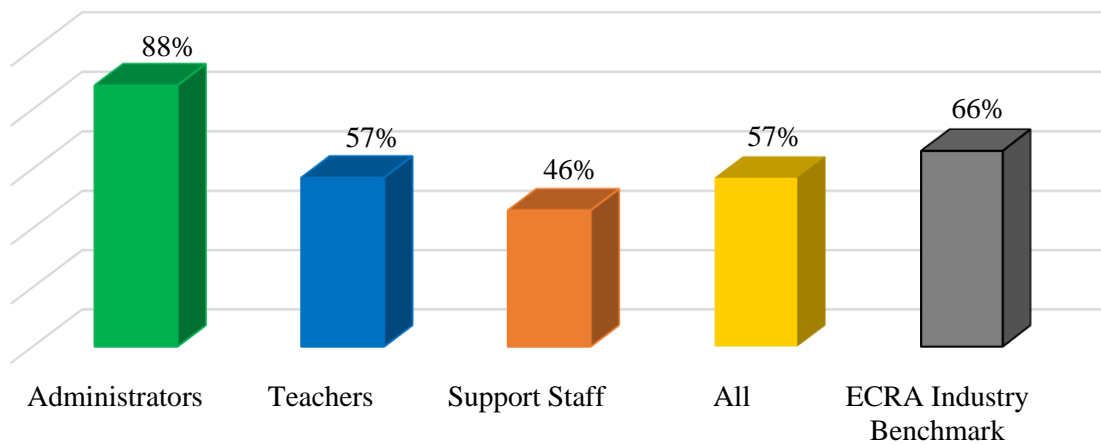
Organizational Effectiveness

Professional Development (Continued)

Thirty-three percent of employees agreed that they have sufficient training to implement new initiatives, and 59 percent of employees agreed they have the resources to do their job, as seen in Figure 19.

Figure 19: Agreement with Professional Development Related Questions*
Employee Respondents, Percentage *Strongly Disagree/Disagree*, *Neutral*, and *Agree/Strongly Agree*

■ Strongly Disagree/Disagree   ■ Neutral   ■ Agree/Strongly Agree

	Strongly Disagree/Disagree	Neutral	Agree/Strongly Agree
I have the resources I need to do my job.	21%	19%	59%
When new initiatives are introduced, sufficient training is provided to implement them successfully.	45%	22%	33%
I have opportunities to collaborate with my colleagues to enhance student learning.	21%	31%	48%
I have adequate planning time.	44%	26%	29%
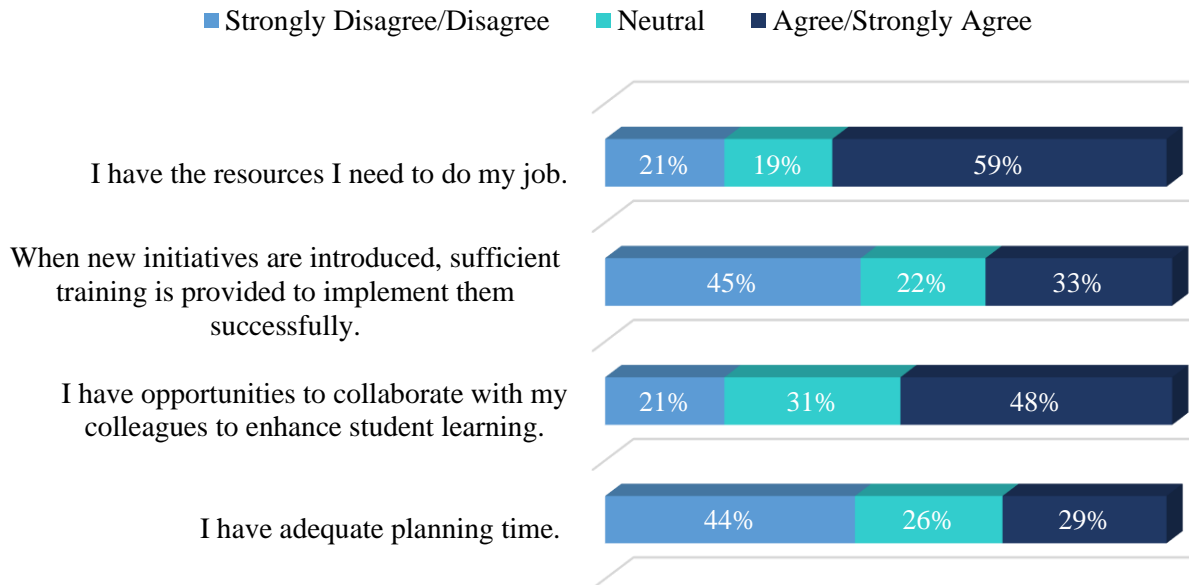
*Percentages may not add up to 100 percent due to rounding.

Organizational Effectiveness

Decision Making

Less than 50 percent of employees agreed they are involved in decisions and understand the logic behind decisions that affect their work, as illustrated in Figure 20.

Figure 20: Agreement with Decision Making Related Questions

Employee Respondents, Percentage *Agree/Strongly Agree*
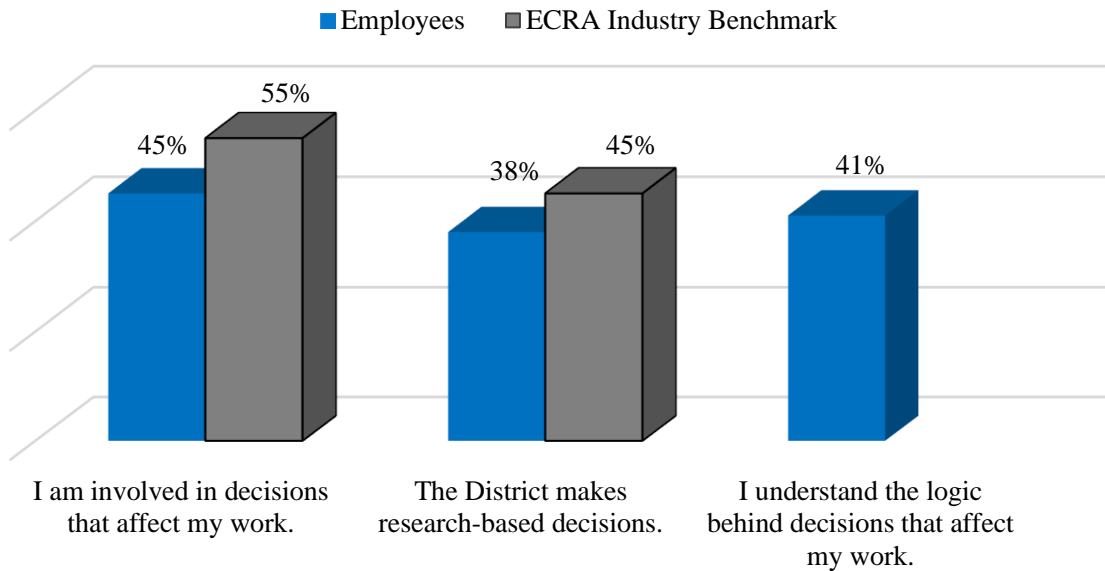
Communication and Community Relations

Communication and Community Relations

This section summarizes results of research findings regarding communication and community relations. Results reflect the current state of the District and support discussions regarding communication and community relations within the strategic planning framework.

Communication

Twenty-two percent of stakeholders agreed there is transparent communication from the District, compared to 50 percent in the ECRA Industry Benchmark, as seen in Figure 21. Fifty-three percent of parents agreed that teachers communicate their child's progress effectively (Appendix, Table C). Stakeholders across the District identified internal and external communication as an area for improvement.

Figure 21: There is Transparent Communication from the District
Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*
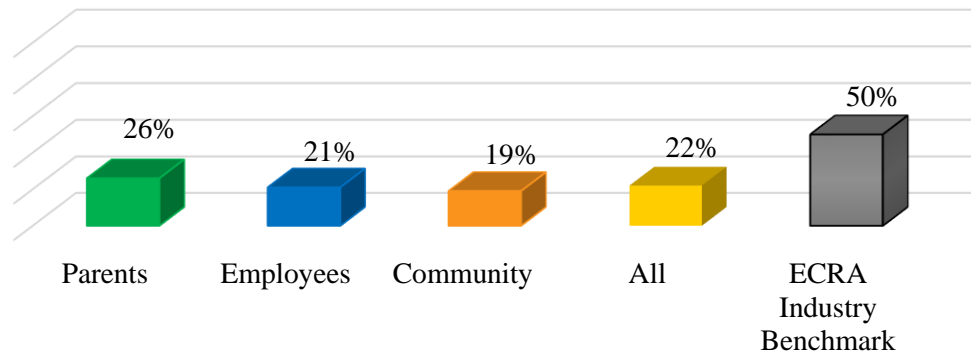
Twenty-eight percent of employees agreed the District effectively communicates the roll out of initiatives, compared to 40 percent in the ECRA Industry Benchmark, while 35 percent of employees agreed that building leadership effectively communicates the plans, goals, and progress of the District, as seen in Figure 22.

Figure 22: Agreement with Leadership Communication Questions
Employee Respondents, Percentage *Agree/Strongly Agree*
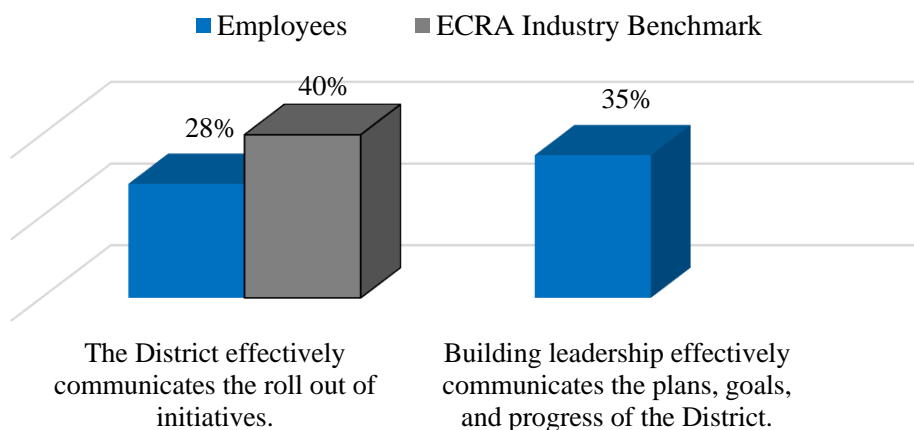
Communication and Community Relations

Communication (Continued)

On the survey, stakeholders were asked to select their *two* most important sources of information about the District. Among parents, school communications and school website were selected most frequently as their most important source of information, as seen in Figure 23. Community members are more likely to get information from District employees or neighbors/friends. Frequencies and percentages of all sources of information are reported in the Appendix (Table K and Table Z).

The District communication tool, Buzzline, was praised by parents and community members. Stakeholders, however, would like to see a wider variety of communication strategies, such as social media, emails, and newsletters to stay current with school events, policies, and procedures.

Figure 23: What Are Your TWO Most Important Sources of Information About the District?
Parent and Community Respondents, Percentage Selected*

Source	Parents	Community
School communications	34%	0%
District employees	19%	35%
Newspaper (print or online)	11%	25%
School website	27%	8%
Neighbors/friends	26%	33%
District social media	11%	19%
District website	25%	24%
District students	15%	20%
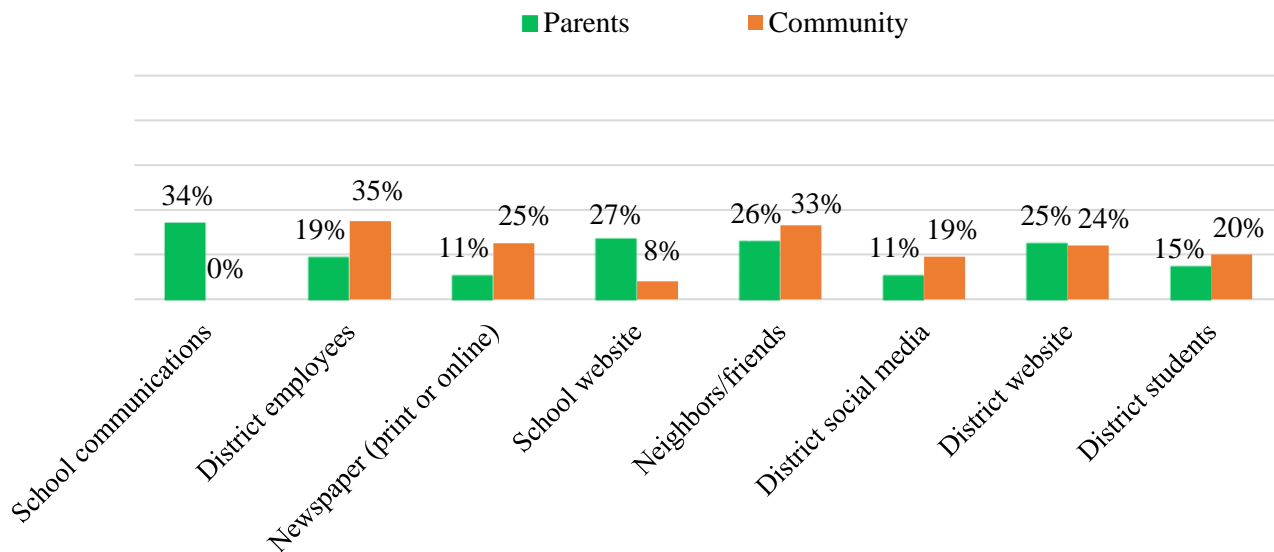
*Respondents were allowed to select up to two options. Employees were not asked this question.

Communication and Community Relations

Community Relations

Twenty-four percent of parents agreed the District works with **parents** to improve student learning, while 21 percent of community members agreed the District works with the **community** to improve student learning, as seen in Figure 24. Stakeholders would like to see greater collaboration between the schools and community to support student learning.

Figure 24: Agreement with Community Relations Related Questions
Parent and Community Respondents, Percentage *Agree/Strongly Agree*
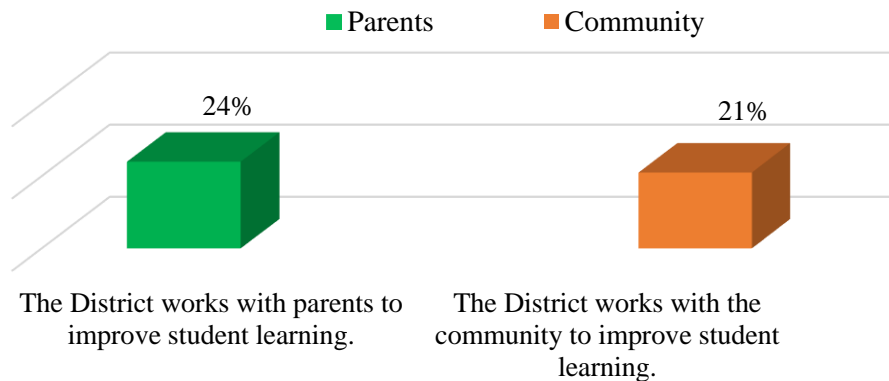
Twenty-two percent of parents and community members agreed the Board represents their needs and expectations, compared to 45 percent in the ECRA Industry Benchmark, as seen in Figure 25.

Figure 25: Agreement with School Board Related Questions
Parent and Community Respondents, Percentage *Agree/Strongly Agree*
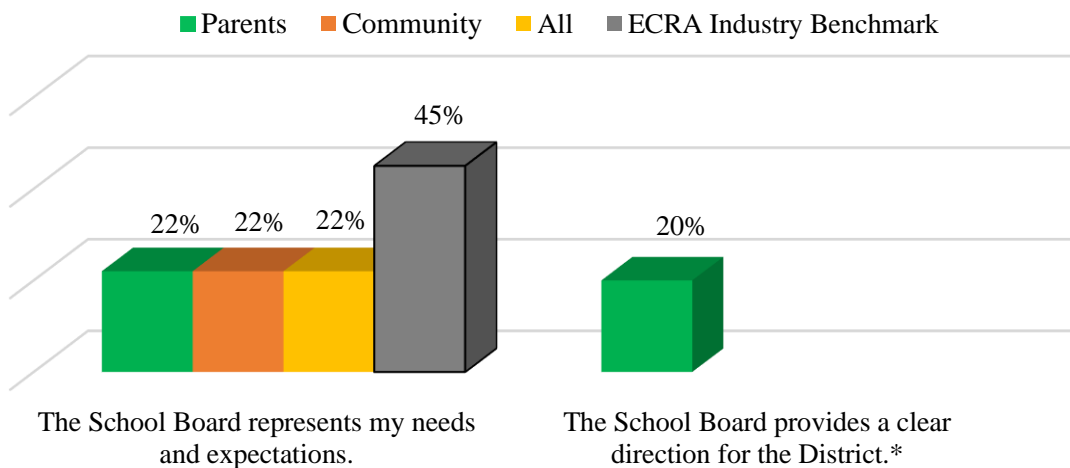
*Only parents were asked this question.

Finance and Operations

Finance and Operations

This section summarizes results related to finances, facilities, and safety. The following section highlights the current state of the District to support themes regarding finance and operations within the strategic planning framework.

Finance

Forty-four percent of all stakeholders agreed the District is fiscally responsible, compared to 64 percent in the ECRA Industry Benchmark, as seen in Figure 26. The Board described the financial state of the District as stable, but there is also concern that some financial decisions left the leadership too lean at the District level, with multiple functions collapsed into one position. As financial resources are allocated to support the strategic plan, administrator positions necessary for core functions should be identified and staffed for the future.

Figure 26: The District is Fiscally Responsible
Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*
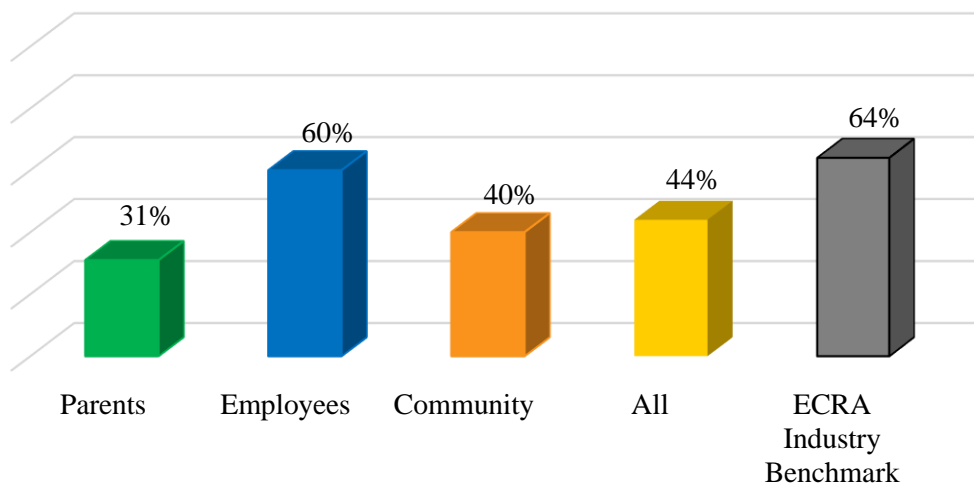
Finance and Operations

Facilities

Seventy-one percent of all stakeholders agreed facilities are well maintained, as illustrated below in Figure 27. However, employees expressed an interest to update school buildings to ensure facilities can support modern day learning and future growth.

Figure 27: Facilities Are Well Maintained

Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*
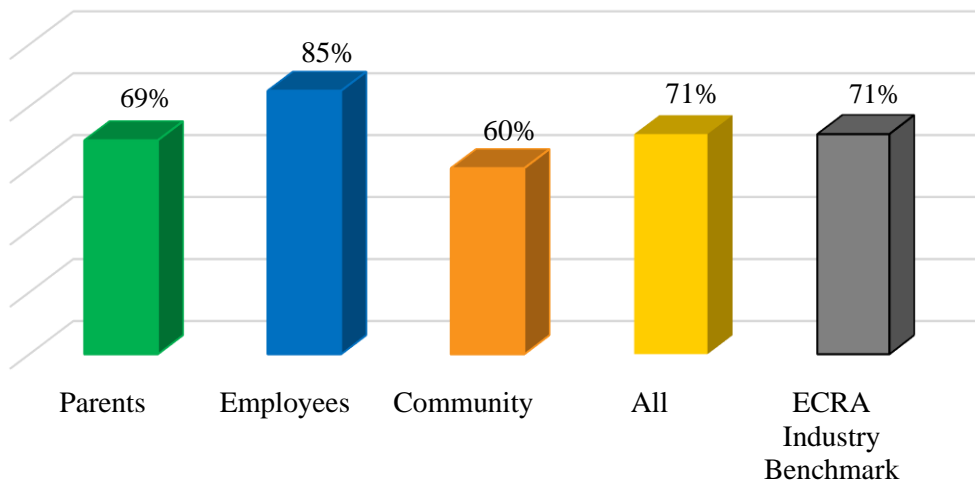
Finance and Operations

Safety

Seventy-two percent of all stakeholders agreed District schools are safe, compared to 77 percent in the ECRA Industry Benchmark, as seen in Figure 28. Providing a safe and secure learning environment for both students and staff remains a high priority for the future.

Figure 28: District Schools Are Safe
Parent, Employee, and Community Respondents, Percentage *Agree/Strongly Agree*
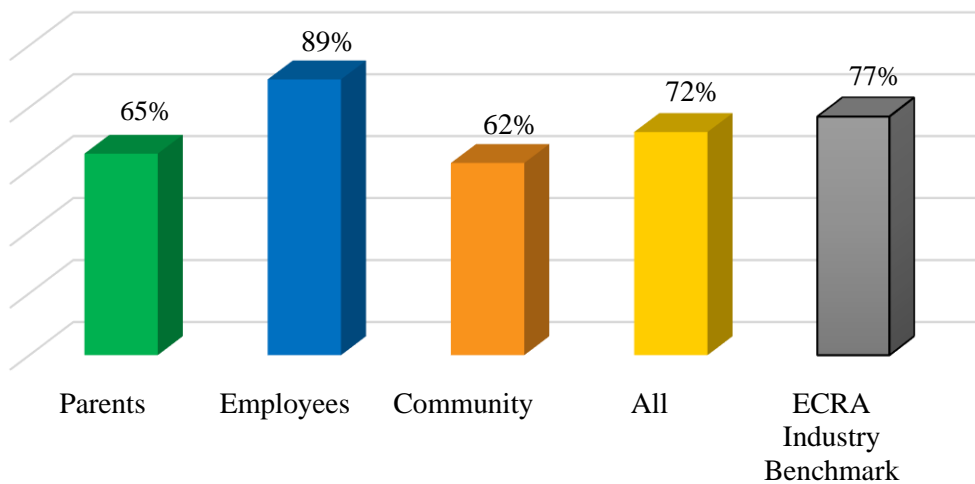
Conclusion

The findings in this document emerged through a comprehensive research process that included the collection, analyses, and synthesis of stakeholder feedback gathered through structured interviews, focus groups, and surveys, as well as a review of archival reports and analysis of student achievement data. Strengths and areas for focus are listed below.

Strengths to Leverage

- Facilities and school safety are rated favorably

- Stakeholders applaud the 1:1 technology program and its potential to support learning

- Employees enjoy their jobs and are supportive and dedicated to students

Areas for Strategic Focus

- Student academic performance

- Curriculum, instruction, and standards

- Programs and course offerings to prepare students for college, as well as career pathways

- Focus on organizational health: leadership, trust, and communication

- Structure District leadership to support the future vision

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Appendix

Parent Survey

Table A: Parent Quality of Education Questions (n=258)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Unsatisfactory to 5=Excellent)

Item #	Question	Unsatisfactory	Poor	Average	Good	Excellent	Mean	% Favorable Good/Excellent
8	The quality of the PE/Health program.	5%	10%	43%	32%	11%	3.34	43%
2	The quality of the English/Language Arts program.	4%	14%	41%	30%	10%	3.29	40%
10	The quality of programs for English Language Learners (ELLs).	7%	11%	45%	26%	11%	3.22	37%
11	The quality of special education services.	7%	16%	42%	24%	11%	3.15	35%
3	The quality of the math program.	6%	16%	45%	25%	9%	3.16	34%
7	The quality of the fine arts program.	11%	14%	41%	27%	7%	3.03	34%
5	The quality of the social studies program.	5%	15%	49%	23%	9%	3.17	32%
4	The quality of the science program.	5%	15%	49%	24%	7%	3.11	31%
6	The quality of the world languages program.	8%	22%	39%	22%	9%	3.01	31%
9	The quality of the District's program for advanced learners.	16%	16%	36%	24%	7%	2.89	31%
1	The overall quality of education in the District.	10%	22%	40%	21%	6%	2.89	27%

* Percentages may not add to 100 percent due to rounding.

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Parent Survey (Continued)

Table B: Parent Teaching & Learning Environment Questions (n=254)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
27	My child(ren) is well known by at least one adult who supports my child(ren)'s educational experience.	5%	5%	13%	37%	40%	4.01	77%
19	Technology is integrated in curriculum and instruction.	4%	9%	33%	40%	14%	3.51	54%
16	Teachers provide quality instruction to students.	4%	16%	27%	42%	12%	3.42	54%
28	The District offers an appropriate variety of extracurricular activities.	8%	13%	32%	33%	15%	3.34	48%
23	There are high standards and expectations for positive student behavior.	14%	15%	23%	34%	14%	3.19	48%
25	Each student is encouraged to meet his or her highest potential.	12%	16%	31%	29%	13%	3.15	42%
14	I am happy with my child(ren)'s school(s).	13%	21%	28%	26%	13%	3.03	39%
15	My child(ren)'s school(s) is preparing my child(ren) to be successful in life.	16%	18%	28%	27%	11%	2.98	38%
22	Class sizes are conducive to learning.	13%	19%	32%	24%	13%	3.04	37%

*Percentages may not add to 100 percent due to rounding.

Parent Survey (Continued)

Table B (Continued): Parent Teaching & Learning Environment Questions (n=254)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
21	Teachers personalize instructional strategies to address individual learning needs.	15%	15%	35%	24%	10%	2.99	34%
20	Current curriculum provides appropriate challenge for each student.	15%	24%	28%	21%	11%	2.88	32%
26	The social and emotional needs of students are being addressed.	16%	23%	30%	21%	9%	2.84	30%
24	There are high academic standards for student performance.	15%	23%	34%	19%	10%	2.86	29%
17	The District provides a well-rounded educational experience for all students.	18%	26%	28%	20%	7%	2.72	27%
12	The District is heading in the right direction.	20%	25%	28%	21%	6%	2.67	27%
18	Students are well prepared for state testing.	25%	24%	28%	19%	4%	2.54	23%
13	The District provides an education competitive with districts across Illinois.	31%	32%	22%	10%	4%	2.24	14%

Percentages may not add to 100 percent due to rounding.

Parent Survey (Continued)

Table C: Parent Communication & Community Relations Questions (n=251)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
33	I am an active participant in my child(ren)'s education.	0%	1%	7%	30%	62%	4.52	92%
30	Teachers communicate my child(ren)'s progress effectively	6%	16%	25%	39%	14%	3.39	53%
32	District administration has positive relationships with parents.	25%	25%	24%	17%	9%	2.59	26%
29	There is transparent communication from the District.	29%	21%	23%	18%	8%	2.55	26%
31	The District works with parents to improve student learning.	22%	27%	27%	16%	8%	2.80	24%

Percentages may not add to 100 percent due to rounding.

Table D: Parent Operations Questions (n=251)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
34	Facilities are well maintained.	1%	9%	21%	47%	22%	3.80	69%
35	District schools are safe.	3%	9%	22%	43%	22%	3.72	65%
36	The District is fiscally responsible.	8%	15%	46%	22%	9%	3.08	31%
37	District administration makes decisions in the best interest of students.	24%	25%	27%	15%	9%	2.59	24%
38	The School Board represents my needs and expectations.	22%	25%	32%	15%	7%	2.59	22%
39	The School Board provides a clear direction for the District.	19%	25%	35%	11%	9%	2.67	20%

Percentages may not add to 100 percent due to rounding.

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Parent Survey (Continued)

Table E: Parent Strategic Priority Questions (n=244)*
Higher Percentage Indicates Higher Priority, Sorted Highest to Lowest Priority
(Scale 1-5, 1=Lowest Priority to 5=Highest Priority)

Item #	Question	Lowest Priority to Highest Priority				
		1	2	3	4	5
50	Hiring and retaining quality teachers.	5%	8%	12%	13%	63%
54	Providing a safe environment for students and employees.	6%	3%	12%	24%	55%
53	Preparing students to be college and career ready.	10%	6%	11%	18%	55%
49	Hiring and retaining quality administrators.	11%	7%	12%	21%	48%
45	Ensuring high academic standards for student performance.	5%	8%	15%	25%	47%
47	Ensuring there are high standards for positive student behavior.	5%	7%	16%	30%	41%
52	Maintaining a positive relationship with the community.	7%	7%	14%	31%	41%
42	Ensuring a well-rounded experience for all students.	6%	7%	19%	30%	38%
43	Ensuring facilities can support 21st Century Learning.	4%	9%	18%	35%	34%
55	Providing individualized instruction for students.	6%	8%	23%	29%	33%
40	Addressing the achievement gap.	4%	8%	22%	35%	31%
44	Ensuring fiscal health.	4%	7%	25%	34%	30%
51	Integrating current technology into teaching and learning.	3%	6%	27%	36%	29%
46	Ensuring students are prepared for state testing.	12%	13%	23%	25%	28%
48	Ensuring timely communication to stakeholders.	7%	7%	27%	32%	26%
41	Addressing students' social and emotional needs.	7%	14%	27%	28%	25%

*Percentages may not add to 100 percent due to rounding.

Parent Survey (Continued)

Table F: Please mark the school(s) your child(ren) attend(s). (n=158)*

	Frequency	Percent
Crosby Elementary School	67	42%
Jefferson Elementary School	48	30%
Washington School	17	11%
Harvard Junior High School	53	33%
Harvard High School	43	27%

* Respondents were instructed to mark all that apply.

Table G: How many years have you resided in this community? (n=238)*

	Frequency	Percent
0 to 4 years	19	8%
5 to 10 years	43	18%
More than 10 years	176	74%
Total	238	100%

Table H: Which of the following options best describes your child(ren)'s academic performance? (n=135)*

	Frequency	Percent
Below grade level	17	13%
At grade level	65	48%
Above grade level	53	39%
Total	135	100%

* Respondents were instructed to mark all that apply.

Table I: Does your child, or any of your children, receive special education services? (n=135)

	Frequency	Percent
No	116	86%
Yes	19	14%
Total	135	100%

Parent Survey (Continued)

Table J: Does your child, or any of your children, receive English Language Learner (ELL) services? (n=135)

	Frequency	Percent
No	129	96%
Yes	6	4%
Total	135	100%

Table K: What are your TWO most important sources of information about the District? (n=236)*

	Frequency	Percent
Newspaper (print or online)	26	11%
Neighbors/friends	61	26%
District website	58	25%
School communications	81	34%
District students	35	15%
District publications	23	10%
School website	64	27%
School meetings and events	14	6%
District employees	46	19%
School Board meetings	20	8%
District social media	27	11%

* Respondents were allowed to select up to two options.

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Employee Survey

Table L: Employee Quality of Education Questions (n=220)*

Higher Percentages Indicate More Favorable Ratings, Sorted Highest to Lowest Percentage

(Scale 1-5, 1= Unsatisfactory to 5=Excellent)

Item #	Question	Unsatisfactory	Poor	Average	Good	Excellent	Mean	% Favorable Good/Excellent
11	The quality of special education services.	2%	10%	30%	43%	16%	3.60	59%
2	The quality of the English/Language Arts program.	< 1%	6%	37%	47%	9%	3.58	56%
8	The quality of the PE/Health program.	2%	3%	43%	44%	8%	3.53	52%
10	The quality of programs for English Language Learners (ELL).	5%	11%	35%	36%	13%	3.41	49%
1	The overall quality of education in the District.	3%	9%	43%	41%	5%	3.36	46%
5	The quality of the social studies program.	1%	12%	41%	38%	8%	3.41	46%
7	The quality of the fine arts program.	2%	15%	39%	35%	10%	3.37	45%
4	The quality of the science program.	1%	11%	45%	34%	9%	3.39	43%
3	The quality of the math program.	3%	19%	37%	35%	5%	3.20	40%
6	The quality of the world languages program.	5%	13%	45%	27%	10%	3.25	37%
9	The quality of the District's program for advanced learners.	10%	23%	38%	22%	7%	2.93	29%

Percentages may not add to 100 percent due to rounding.

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Employee Survey (Continued)

Table M: Employee Teaching & Learning Environment Questions (n=220)*
Higher Percentages Indicate More Favorable Ratings, Except for Bold Items Where a Lower Percentage
is More Desirable, Sorted Highest to Lowest Percentage
(Scale 1-5, 1= Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
26	I enjoy my work.	3%	6%	8%	38%	45%	4.16	83%
16	Technology is integrated in curriculum and instruction.	< 1%	2%	16%	53%	29%	4.07	82%
30	I am evaluated fairly.	6%	8%	16%	38%	31%	3.80	69%
58	I have appropriate autonomy to perform my job.	6%	7%	20%	46%	21%	3.70	67%
29	I have a clear understanding of what is expected of me at work.	6%	11%	17%	39%	26%	3.69	65%
17	Teachers personalize instructional strategies to address individual learning needs.	2%	11%	23%	45%	19%	3.67	64%
51	My supervisor encourages employees to collaborate to help perform their jobs better.	5%	11%	20%	42%	22%	3.64	64%
24	The District offers an appropriate variety of extracurricular activities.	4%	14%	21%	42%	19%	3.59	61%
50	Employees work well together in my school.	5%	14%	21%	44%	17%	3.55	61%
22	Each student is encouraged to meet his or her highest potential.	1%	13%	27%	43%	16%	3.59	59%
48	I have the resources I need to do my job.	5%	16%	19%	42%	17%	3.49	59%
25	My school is a great place to work.	9%	13%	20%	32%	26%	3.53	58%
54	My ideas are valued.	6%	16%	21%	43%	15%	3.46	58%
46	I am provided opportunities for relevant professional development.	6%	13%	25%	39%	18%	3.50	57%

Percentages may not add to 100 percent due to rounding.

Employee Survey (Continued)

Table M (Continued): Employee Teaching & Learning Environment Questions (n=220)*
Higher Percentages Indicate More Favorable Ratings, Except for Bold Items Where a Lower Percentage
is More Desirable, Sorted Highest to Lowest Percentage
(Scale 1-5, 1= Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
27	My supervisor communicates expectations for my performance.	12%	18%	13%	34%	23%	3.39	57%
32	**Employees in this school feel a great deal of pressure.**	**5%**	**18%**	**21%**	**33%**	**23%**	**3.53**	**56%**
38	I trust the information I receive from my school administrator.	14%	17%	17%	33%	20%	3.28	53%
23	The social and emotional needs of students are being addressed.	8%	17%	24%	39%	13%	3.33	52%
43	I feel supported in my work by building leadership.	13%	16%	20%	38%	14%	3.24	52%
20	There are high standards and expectations for positive student behavior.	9%	17%	21%	36%	15%	3.31	51%
62	My principal makes decisions in the best interest of students.	13%	13%	22%	33%	18%	3.31	51%
44	I am comfortable talking to building leadership when things are going wrong.	17%	18%	14%	32%	19%	3.17	51%
28	Administration has reasonable expectations for employees.	13%	19%	18%	32%	19%	3.27	51%
41	I feel valued as an employee.	15%	16%	20%	30%	20%	3.25	50%
70	My principal has positive relationships with parents.	10%	7%	34%	34%	15%	3.37	49%
52	I have opportunities to collaborate with my colleagues to enhance student learning.	6%	15%	31%	35%	13%	3.33	48%

*Percentages may not add to 100 percent due to rounding.

Employee Survey (Continued)

Table M (Continued): Employee Teaching & Learning Environment Questions (n=220)*
Higher Percentages Indicate More Favorable Ratings, Except for Bold Items Where a Lower Percentage
is More Desirable, Sorted Highest to Lowest Percentage
(Scale 1-5, 1= Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
42	Employees are treated with respect by administration in my building.	13%	21%	18%	31%	17%	3.17	48%
53	I feel a sense of cohesion among my colleagues.	5%	18%	31%	30%	17%	3.38	47%
18	Current curriculum provides appropriate challenge for each student.	4%	17%	33%	38%	9%	3.30	47%
19	Class sizes are conducive to learning.	8%	20%	26%	34%	12%	3.22	46%
39	Administrators recognize a job well done.	15%	19%	20%	31%	15%	3.11	46%
49	Educational resources are equitably distributed in my school.	7%	15%	32%	34%	11%	3.27	45%
56	I am involved in decisions that affect my work.	11%	20%	25%	33%	12%	3.14	45%
35	**Employees are fearful of building administrators.**	**19%**	**17%**	**20%**	**21%**	**23%**	**3.12**	44%
68	My principal has positive relationships with school employees.	18%	17%	20%	25%	19%	3.10	43%
21	There are high academic standards for student performance.	5%	21%	33%	34%	7%	3.18	41%
57	I understand the logic behind decisions that affect my work.	12%	20%	27%	32%	9%	3.07	41%
37	Administrators trust employees.	13%	20%	27%	29%	11%	3.05	40%
31	**I feel burned out by the demands of my job.**	**17%**	**22%**	**21%**	**24%**	**16%**	**2.98**	40%

*Percentages may not add to 100 percent due to rounding.

Employee Survey (Continued)

Table M (Continued): Employee Teaching & Learning Environment Questions (n=220)*
Higher Percentages Indicate More Favorable Ratings, Except for Bold Items Where a Lower Percentage
is More Desirable, Sorted Highest to Lowest Percentage
(Scale 1-5, 1= Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
60	My principal consults employees when making decisions.	14%	18%	28%	26%	13%	3.05	39%
45	Employees can count on administration for support.	19%	20%	22%	26%	13%	2.95	39%
14	The District provides a well-rounded educational experience for all students.	8%	21%	33%	30%	8%	3.10	38%
55	The District makes research-based decisions.	11%	16%	35%	25%	13%	3.14	38%
64	My principal provides a clear, compelling vision for the future.	19%	15%	29%	25%	13%	3.00	38%
66	My principal is an instructional leader for my building.	20%	12%	30%	27%	11%	2.97	38%
40	My supervisor rewards good performance.	20%	17%	25%	27%	11%	2.92	38%
12	The District is heading in the right direction.	9%	23%	32%	28%	8%	3.02	36%
63	District administration makes decisions in the best interest of students.	15%	21%	29%	27%	9%	2.95	36%
59	Employees in my school are held to consistent standards.	17%	25%	22%	26%	9%	2.85	35%
71	District administration has positive relationships with parents.	9%	12%	44%	25%	10%	3.15	35%
69	District administration has positive relationships with school employees.	16%	21%	29%	25%	9%	2.91	34%

Percentages may not add to 100 percent due to rounding.

Employee Survey (Continued)

Table M (Continued): Employee Teaching & Learning Environment Questions (n=220)*
Higher Percentages Indicate More Favorable Ratings, Except for Bold Items Where a Lower Percentage
is More Desirable, Sorted Highest to Lowest Percentage
(Scale 1-5, 1= Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
47	When new initiatives are introduced, sufficient training is provided to implement them successfully.	15%	30%	22%	27%	6%	2.79	33%
67	District administration provides instructional leadership for the District.	18%	17%	35%	25%	6%	2.84	31%
34	I have adequate planning time.	17%	27%	26%	22%	7%	2.75	29%
33	**I am required to be on too many committees.**	**11%**	**28%**	**32%**	**16%**	**13%**	**2.93**	29%
65	District administration provides a clear, compelling vision for the future.	19%	18%	34%	21%	7%	2.79	28%
61	District administration consults employees when making decisions.	20%	22%	31%	23%	5%	2.71	28%
13	The District provides an education competitive with districts across Illinois.	8%	35%	30%	23%	3%	2.79	26%
36	There is a strong sense of trust in my school.	23%	27%	25%	17%	9%	2.63	26%
15	Students are well prepared for state testing.	9%	26%	39%	22%	3%	2.83	25%

Percentages may not add to 100 percent due to rounding.

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Employee Survey (Continued)

Table N: Employee Communication & Community Relations Questions (n=219)*
Higher Percentages Indicate More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
76	I have interactions with parents that support student learning.	3%	4%	25%	46%	21%	3.79	67%
77	Communication is good between school and parents.	5%	12%	28%	37%	19%	3.53	56%
78	The District works with the community to improve student learning.	9%	15%	31%	35%	10%	3.21	45%
74	Building leadership effectively communicates the plans, goals, and progress of the District.	14%	19%	32%	27%	8%	2.96	35%
73	Communication within my school is good.	19%	26%	22%	22%	11%	2.80	33%
79	Community members are active partners with school staff.	13%	21%	34%	25%	7%	2.92	32%
75	The District effectively communicates the roll out of initiatives.	18%	19%	35%	23%	5%	2.79	28%
72	There is transparent communication across the District.	22%	32%	25%	17%	4%	2.50	21%

*Percentages may not add to 100 percent due to rounding.

Table O: Employee Operations Questions (n=221)*
Higher Percentages Indicate More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1-5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
81	District schools are safe.	1%	2%	7%	45%	44%	4.30	89%
80	Facilities are well maintained.	2%	5%	9%	45%	40%	4.17	85%
82	The District is fiscally responsible.	5%	7%	27%	33%	27%	3.71	60%

*Percentages may not add to 100 percent due to rounding.

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Employee Survey (Continued)

Table P: Employee Strategic Priority Questions (n=217)*

Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Priority

(Scale 1-5, 1=Lowest Priority to 5=Highest Priority)

Item #	Question	*Lowest Priority to Highest Priority*				
		1	2	3	4	5
93	Hiring and retaining quality teachers.	3%	8%	13%	13%	64%
97	Providing a safe environment for students and employees.	1%	2%	12%	27%	59%
92	Hiring and retaining quality administrators.	8%	7%	14%	20%	52%
96	Preparing students to be college and career ready.	3%	6%	17%	29%	45%
88	Ensuring high academic standards for student performance.	1%	7%	19%	34%	39%
84	Addressing students' social and emotional needs.	1%	8%	18%	36%	38%
90	Ensuring there are high standards for positive student behavior.	2%	6%	19%	35%	38%
85	Ensuring a well-rounded experience for all students.	1%	6%	20%	36%	37%
83	Addressing the achievement gap.	1%	7%	22%	36%	35%
95	Maintaining a positive relationship with the community.	2%	6%	24%	34%	34%
86	Ensuring facilities can support 21st Century Learning.	0%	5%	23%	42%	30%
94	Integrating current technology into teaching and learning.	2%	5%	21%	44%	29%
98	Providing individualized instruction for students.	2%	9%	22%	41%	26%
87	Ensuring fiscal health.	1%	5%	31%	39%	24%
91	Ensuring timely communication to stakeholders.	3%	11%	42%	26%	17%
89	Ensuring students are prepared for state testing.	7%	15%	36%	28%	14%

Percentages may not add to 100 percent due to rounding.

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Employee Survey (Continued)

Table Q: What is your position at Harvard Community Unit School District 50? (n=224)*

	Frequency	Percent
Administrator	17	8%
Teacher	138	62%
Support Staff	69	31%
Total	224	100%

*Percentages do not add up to 100 due to rounding.

Table R: What is your work location(s) at Harvard Community Unit School District 50? (n=224)*

	Frequency	Percent
Central Admin. Center	21	9%
Crosby Elementary	62	27%
Harvard High School	61	27%
Harvard Jr. High School	45	20%
Jefferson School	30	13%
Washington School	9	4%
Total	228	100%

*Some respondents were assigned to more than one school.

Table S: How long have you worked in Harvard Community Unit School District 50? (n=219)

	Frequency	Percent
0 to 4 years	85	39%
5 to 10 years	57	26%
More than 10 years	77	35%
Total	219	100%

Community Survey

Table T: Community Quality of Education Question (n=189)*
Higher Percentage Indicates More Favorable Ratings
(Scale 1 to 5, 1=Unsatisfactory to 5=Excellent)

Item #	Question	Unsatisfactory	Poor	Average	Good	Excellent	Mean	% Favorable Good/Excellent
1	The overall quality of education in the District.	8%	19%	37%	24%	11%	3.11	35%

*Percentages may not add to 100 percent due to rounding.

Table U: Community Teaching & Learning Environment Questions (n=152)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1 to 5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
4	Teachers provide quality instruction to students.	7%	14%	31%	35%	13%	3.34	48%
2	The District is heading in the right direction.	16%	22%	28%	26%	8%	2.88	34%
5	The District provides a well-rounded educational experience for all students.	15%	21%	33%	22%	9%	2.88	31%
3	The District provides an education competitive with districts across Illinois.	21%	29%	26%	16%	8%	2.61	24%
6	Students are well prepared for state testing.	21%	25%	36%	13%	5%	2.55	18%

*Percentages may not add to 100 percent due to rounding.

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Community Survey (Continued)

Table V: Community Communication & Community Relations Questions (n=136)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1 to 5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
8	The District works with the community to improve student learning.	27%	28%	24%	13%	8%	2.47	21%
7	There is transparent communication from the District.	30%	26%	26%	13%	6%	2.39	19%

Percentages may not add to 100 percent due to rounding.

Table W: Community Operations Questions (n=125)*
Higher Percentage Indicates More Favorable Ratings, Sorted Highest to Lowest Percentage
(Scale 1 to 5, 1=Strongly Disagree to 5=Strongly Agree)

Item #	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	% Favorable Agree/Strongly Agree
10	District schools are safe.	6%	12%	20%	45%	17%	3.56	62%
9	Facilities are well maintained.	4%	9%	27%	40%	20%	3.63	60%
11	The District is fiscally responsible.	10%	17%	34%	29%	11%	3.13	40%
13	The School Board represents my needs and expectations.	23%	28%	28%	16%	6%	2.53	22%
12	District administration makes decisions in the best interest of students.	28%	27%	27%	11%	7%	2.43	18%

Percentages may not add to 100 percent due to rounding.

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Community Survey (Continued)

Table X: Community Strategic Priority Questions (n=97)*
Higher Percentage Indicates Higher Priority, Sorted Highest to Lowest Priority
(Scale 1-5, 1=Lowest Priority to 5=Highest Priority)

Item #	Question	Lowest Priority to Highest Priority				
		1	2	3	4	5
24	Hiring and retaining quality teachers.	9%	8%	8%	18%	58%
27	Preparing students to be college and career ready.	9%	7%	11%	16%	57%
28	Providing a safe environment for students and employees.	7%	5%	11%	22%	54%
23	Hiring and retaining quality administrators.	15%	7%	9%	20%	50%
26	Maintaining a positive relationship with the community.	6%	6%	15%	23%	49%
19	Ensuring high academic standards for student performance.	5%	8%	17%	28%	41%
14	Addressing the achievement gap.	5%	10%	20%	26%	39%
16	Ensuring a well-rounded experience for all students.	6%	13%	15%	29%	38%
21	Ensuring there are high standards for positive student behavior.	3%	12%	21%	27%	37%
17	Ensuring facilities can support 21st Century Learning.	1%	11%	23%	31%	33%
22	Ensuring timely communication to stakeholders.	5%	14%	21%	28%	32%
25	Integrating current technology into teaching and learning.	3%	7%	22%	38%	29%
18	Ensuring fiscal health.	4%	7%	26%	34%	28%
15	Addressing students' social and emotional needs.	4%	19%	22%	29%	26%
29	Providing individualized instruction for students.	9%	8%	29%	30%	25%
20	Ensuring students are prepared for state testing.	7%	15%	38%	20%	19%

Percentages may not add to 100 percent due to rounding.

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Community Survey (Continued)

Table Y: How many years have you resided in this community? (n=75)*

	Frequency	Percent
0 to 4 years	3	4%
5 to 10 years	7	9%
More than 10 years	65	87%
Total	75	100%

Table Z: What are your TWO most important sources of information about the District? (n=75)*

	Frequency	Percent
Newspaper (print or online)	19	25%
Neighbors/friends	25	33%
District website	18	24%
School flyers	0	0%
District students	15	20%
District publications	6	8%
School website	6	8%
School meetings and events	6	8%
District employees	26	35%
School Board meetings	11	15%
District social media	14	19%

Respondents were allowed to select up to two options.