



Geneva CUSD 304
State of The District Survey Results
January 2024

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

TABLE OF CONTENTS

METHODOLOGY.....	2
EXECUTIVE SUMMARY.....	3
OVERALL QUALITY OF EDUCATION SUMMARY.....	4
STATE OF THE DISTRICT SUMMARY.....	4
ACADEMIC EXPECTATIONS SUMMARY.....	4
PRIORITIES FOR THE FUTURE DETAILS.....	5
APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS.....	6
APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS.....	7
APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS.....	8
APPENDIX IV: EQUITY ITEM ANALYSIS.....	9

METHODOLOGY

The survey results contained in this document are based on HYA's research. The survey addresses district performance and equity. The State of the 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 2046 stakeholders. With almost half of all respondents, the largest stakeholder group surveyed were Parents of Students Attending School. Parents of Students Attending School represented 45.0 percent of all respondents. Almost a third of respondents were Students. They made up the second most populous stakeholder group at 31.6 percent of all respondents. The third largest participant group were Teachers at 11.7 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
- Providing a safe environment for students and employees
- Ensuring a well-rounded experience for all students
- Addressing students' social and emotional needs

The top-rated programs in the district are:

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

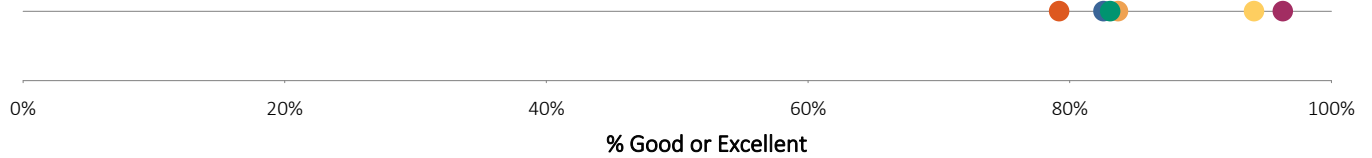
Regarding equity efforts, the following statements received the most "Strongly Agree" and "Agree" responses:

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

ANALYSIS

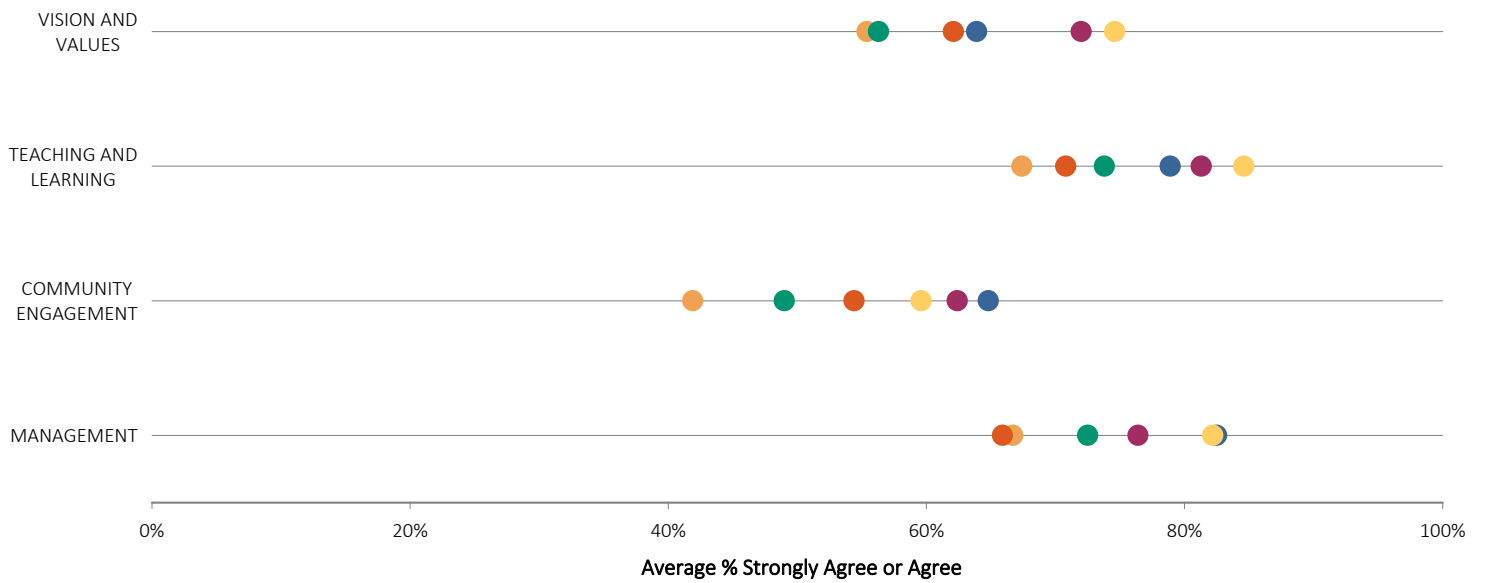
Overall Quality of Education Rating

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



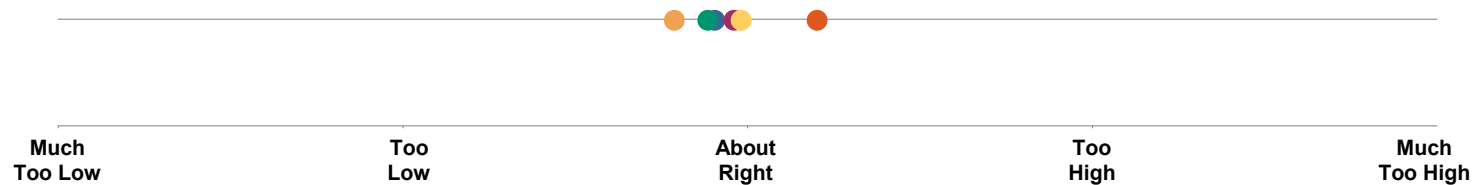
State of the District Summary

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.









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.



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

	All (1907)	Administrator (24)	Community Member (121)	Parent Of Student Attending School (859)	Student (600)	Support Staff (81)	Teacher (222)
Preparing students to be ready for the next grade and ultimately college and career ready	62%						
Hiring and retaining quality teachers and administrators	60%						
Providing a safe environment for students and employees	52%						
Ensuring a well-rounded experience for all students	48%						
Addressing students' social and emotional needs	45%						
Providing personalized instruction for students	30%						
Addressing achievement and opportunity gaps	21%						
Ensuring facilities can support a modern learning environment	20%						
Maintaining a positive relationship with the community	18%						
Ensuring high student achievement on standardized tests	13%						
Ensuring fiscal health	13%						
Integrating current technology into teaching and learning	12%						

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 (2046)	Administrator (24)	Community Member (134)	Parent Of Student Attending School (920)	Student (646)	Support Staff (82)	Teacher (240)
OVERALL							
Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good)	84%	83%	84%	83%	79%	96%	94%
VISION AND VALUES							
The district has a clear and compelling shared vision for the future.	62%	67%	55%	56%	64%	75%	77%
The district is heading in the right direction.	66%	88%	60%	60%	68%	78%	83%
The district has high performance standards for all students.	74%	67%	69%	72%	73%	87%	85%
The district makes decisions based on information from data and research.	49%	37%	48%	46%	47%	61%	61%
The district is working to close achievement and opportunity gaps.	54%	61%	44%	46%	59%	59%	67%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	72%	67%	64%	70%	72%	81%	81%
Teachers personalize instructional strategies to address individual learning needs.	63%	42%	50%	61%	60%	70%	86%
District schools are safe.	84%	96%	81%	86%	79%	85%	92%
The social and emotional needs of students are being addressed.	64%	88%	54%	67%	55%	78%	75%
Students are on track to be ready for the next grade and ultimately college and career ready.	72%	87%	73%	71%	69%	79%	81%
Technology is integrated into the classroom.	89%	96%	83%	89%	89%	93%	93%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	58%	75%	46%	53%	58%	74%	72%
There is transparent communication from the District.	58%	87%	44%	59%	52%	70%	69%
The district engages with diverse racial, cultural and socio-economic groups.	42%	33%	35%	35%	53%	43%	38%
MANAGEMENT							
Facilities are well maintained.	78%	75%	82%	87%	66%	79%	78%
The district is fiscally responsible.	64%	88%	61%	60%	62%	66%	81%
The district employs effective teachers, administrators and support staff in its schools.	78%	92%	70%	79%	71%	85%	91%
Employees are held accountable to high standards.	63%	71%	56%	62%	58%	72%	81%
District technology infrastructure is sufficient to support use of technology in the classroom.	74%	87%	65%	74%	73%	79%	81%

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 (1907)	Administrator (24)	Community Member (121)	Parent Of Student Attending School (859)	Student (600)	Support Staff (81)	Teacher (222)
Preparing students to be ready for the next grade and ultimately college and career ready	62%	63%	70%	68%	58%	48%	50%
Hiring and retaining quality teachers and administrators	60%	46%	60%	65%	46%	60%	77%
Providing a safe environment for students and employees	52%	29%	48%	58%	47%	67%	45%
Ensuring a well-rounded experience for all students	48%	63%	50%	45%	51%	52%	46%
Addressing students' social and emotional needs	45%	67%	35%	42%	46%	49%	58%
Providing personalized instruction for students	30%	25%	21%	34%	32%	23%	19%
Addressing achievement and opportunity gaps	21%	54%	23%	21%	16%	26%	30%
Ensuring facilities can support a modern learning environment	20%	21%	14%	19%	20%	27%	23%
Maintaining a positive relationship with the community	18%	13%	18%	10%	27%	15%	22%
Ensuring high student achievement on standardized tests	13%	4%	9%	8%	26%	1%	5%
Ensuring fiscal health	13%	13%	32%	12%	11%	19%	7%
Integrating current technology into teaching and learning	12%	4%	10%	12%	14%	11%	10%

APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

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

	All (1794)	Administrator (22)	Community Member (98)	Parent Of Student Attending School (811)	Student (583)	Support Staff (68)	Teacher (212)
Intramurals and/or athletics	72%	82%	82%	65%	72%	76%	85%
Library and other resource centers	71%	71%	62%	73%	67%	77%	82%
Extra-curricular	71%	83%	81%	64%	73%	81%	81%
Fine arts (visual arts, music, theatre)	71%	84%	74%	70%	65%	85%	84%
Math	69%	76%	62%	67%	71%	74%	75%
Physical education (PE) and health	69%	76%	66%	72%	62%	81%	76%
Science	68%	90%	70%	61%	72%	77%	81%
Social studies/history	66%	81%	63%	63%	66%	79%	74%
Advanced Placement, talented and/or gifted	65%	42%	67%	57%	70%	74%	76%
English/language arts/reading and writing	65%	48%	65%	64%	64%	63%	73%
World languages (foreign language)	63%	59%	60%	55%	67%	70%	76%
Special education	61%	82%	59%	58%	58%	75%	74%
Student services (guidance counselors, counseling, social work, nursing)	59%	82%	46%	55%	61%	70%	70%
English Language Learners (ELL)	52%	32%	45%	50%	53%	71%	54%
Career education	48%	20%	39%	40%	54%	55%	61%

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

	All (1837)	Administrator (22)	Community Member (113)	Parent Of Student Attending School (825)	Student (582)	Support Staff (79)	Teacher (216)
Much too low	14 1%	0 0%	2 2%	8 1%	4 1%	0 0%	0 0%
Too low	225 12%	4 18%	24 21%	139 17%	27 5%	7 9%	24 11%
About right	1,302 71%	16 73%	68 60%	572 69%	409 70%	66 84%	171 79%
Too high	155 8%	0 0%	3 3%	40 5%	92 16%	4 5%	16 7%
Much too high	46 3%	1 5%	2 2%	13 2%	28 5%	0 0%	2 1%
Don't know	95 5%	1 5%	14 12%	53 6%	22 4%	2 3%	3 1%

APPENDIX IV: EQUITY

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

	All (1706)	Administrator (22)	Community Member (94)	Parent Of Student Attending School (752)	Student (559)	Support Staff (68)	Teacher (211)
Students have at least one trusted adult in the building that they can rely on for help.	77%	85%	53%	81%	69%	86%	93%
The district allocates resources to ensure struggling students receive support.	58%	65%	51%	52%	59%	78%	67%
Discipline practices that avoid suspension and expulsion are practiced.	58%	79%	50%	51%	58%	72%	73%
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	57%	71%	47%	55%	52%	70%	75%
Under-represented minority students have equal opportunity to participate in advanced programming.	54%	75%	52%	48%	61%	43%	55%
Minority students are encouraged to participate in extra-curricular sports and activities.	54%	59%	49%	43%	60%	59%	66%
Discipline policies are equitably applied to all students.	49%	76%	36%	43%	54%	45%	53%
The district has eliminated practices that place under-represented minority students in lower level programming.	46%	59%	40%	37%	55%	40%	51%
Minority student voices are sought out for representation on school committees.	35%	29%	20%	29%	45%	31%	30%
The diversity of the student population is represented in the teaching faculty and administration.	33%	30%	29%	31%	39%	19%	27%

Respondents were asked how they self-identify:

	All (1776)	Administrator (23)	Community Member (108)	Parent Of Student Attending School (801)	Student (558)	Support Staff (72)	Teacher (214)
American Indian or Alaska Native	3 0%	0 0%	0 0%	0 0%	3 1%	0 0%	0 0%
Asian	46 3%	0 0%	0 0%	20 3%	26 5%	0 0%	0 0%
Black or African American	13 1%	0 0%	0 0%	7 1%	6 1%	0 0%	0 0%
Hispanic or Latino/a	58 3%	0 0%	4 4%	23 3%	24 4%	2 3%	5 2%
Native Hawaiian or Pacific Islander	4 0%	0 0%	0 0%	2 0%	2 0%	0 0%	0 0%
Prefer not to respond	201 11%	5 22%	23 21%	101 13%	38 7%	12 17%	22 10%
Two or More Races	58 3%	1 4%	2 2%	25 3%	29 5%	0 0%	1 0%
White or Caucasian	1,393 78%	17 74%	79 73%	623 78%	430 77%	58 81%	186 87%