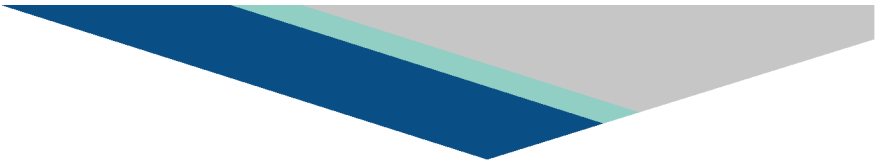




# Bloomington School District 13 Strategic Planning Survey Results

May 2021

**HYA** | HAZARD  
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## METHODOLOGY

The survey results contained in this document are based on HYA's research related to strategic planning standards. The survey addresses district performance and equity. The State of District summary reports responses in four performance areas:

- Vision and Values (VV) - Leadership's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - Leadership's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - Leadership's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - Leadership's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees



## EXECUTIVE SUMMARY

The Bloomingdale School District 13 Strategic Planning Survey was completed by 236 stakeholders. With almost two-thirds of respondents, the largest stakeholder group surveyed were parents. Parents represented 63.6 percent of all respondents. Over a quarter of respondents were certified staff. They made up the second most populous stakeholder group at 24.6 percent of all respondents. The third largest participant group were intergovernmental/community at eight percent of all respondents.

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

- District schools are safe.
- Technology is integrated into the classroom.
- Facilities are well maintained.
- The district employs effective teachers, administrators and support staff in its schools.
- The district has high performance standards for all students.

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

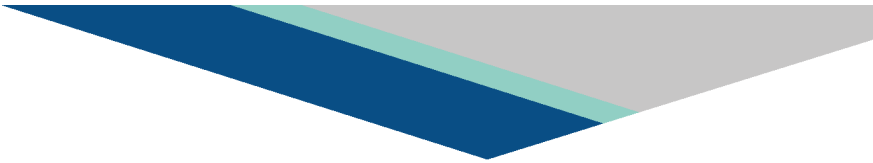
- Hiring and retaining quality teachers and administrators
- Preparing students to be ready for the next grade and ultimately college and career ready
- Providing a safe environment for students and employees
- Ensuring a well-rounded experience for all students
- Addressing students' social and emotional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

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

- Special education
- Math
- Library and other resource centers
- English/language arts/reading and writing
- Science

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

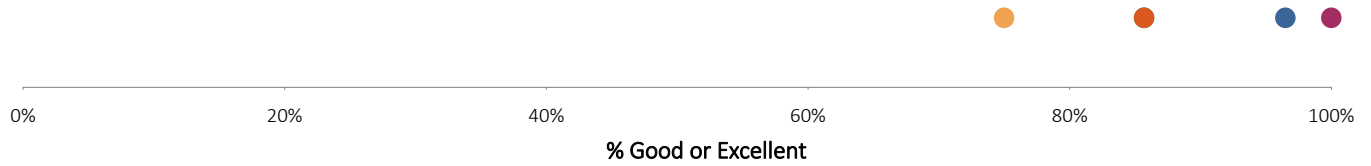
- Students have at least one trusted adult in the building that they can rely on for help.
- The district allocates resources to ensure struggling students receive support.
- Discipline policies are equitably applied to all students.
- Under-represented minority students have equal opportunity to participate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



# ANALYSIS

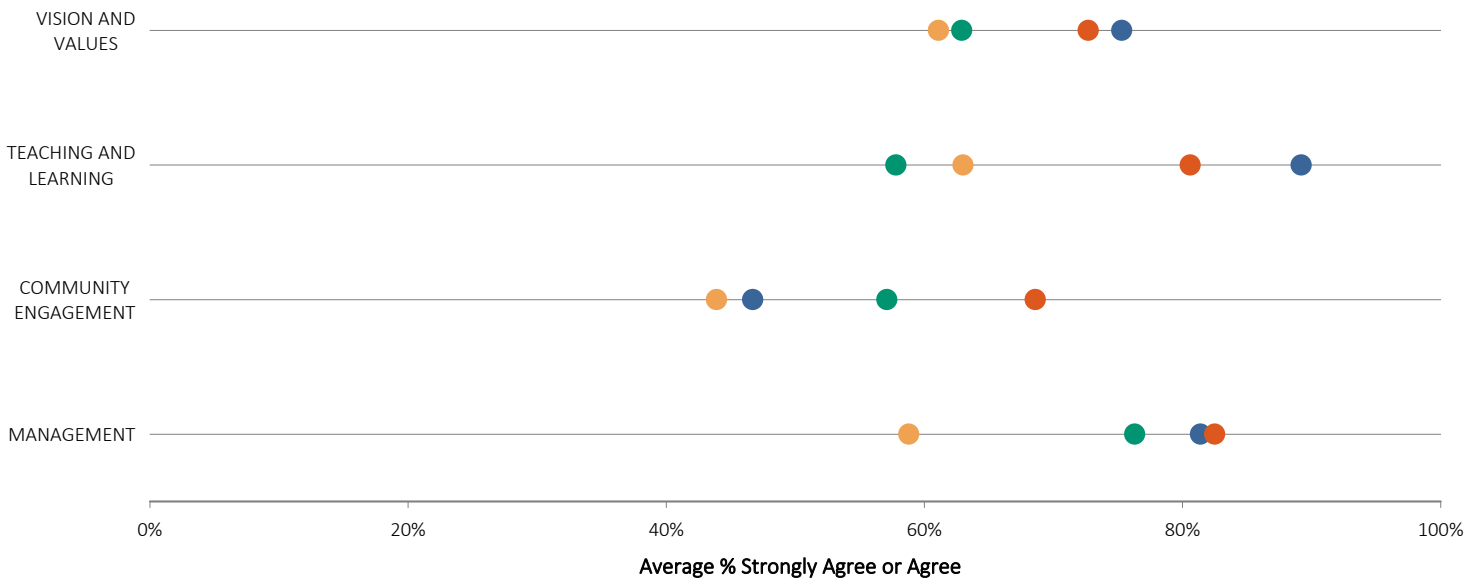
## Overall Quality of Education Rating

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.



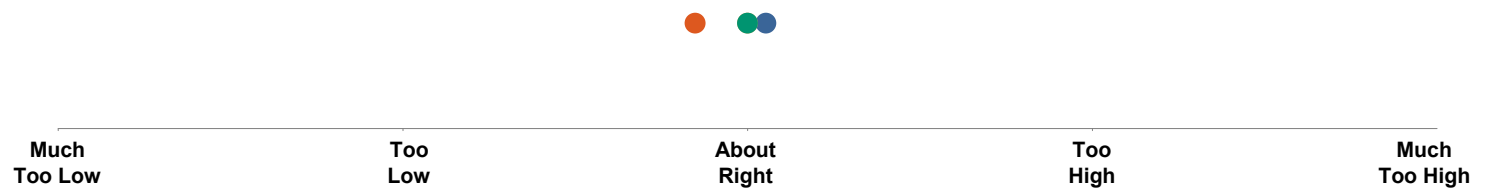
## State of the District Summary

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.



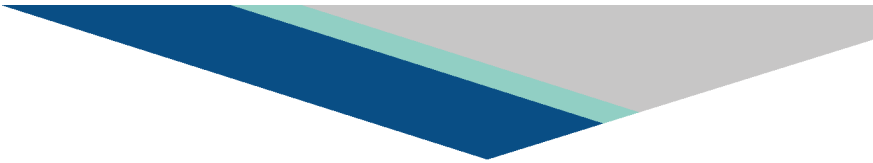
## Academic Expectations in the District

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



















































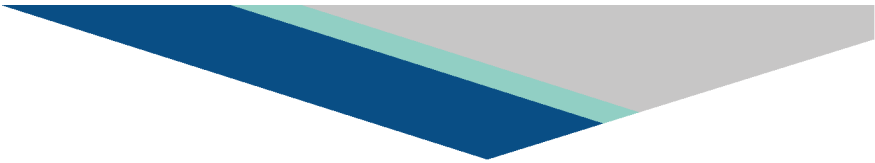


# PRIORITIES FOR THE FUTURE DETAILS

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

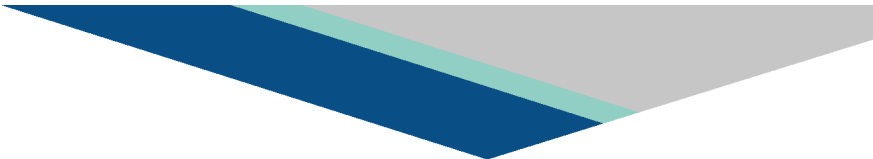
	All (216)	Certified Staff (58)	Intergovernmental/Community (15)	Non-Certified Staff (7)	Parent (136)
Hiring and retaining quality teachers and administrators	57%				
Preparing students to be ready for the next grade and ultimately college and career ready	57%				
Providing a safe environment for students and employees	48%				
Ensuring a well-rounded experience for all students	47%				
Addressing students’ social and emotional needs	40%				
Providing personalized instruction for students	32%				
Ensuring facilities can support a modern learning environment	31%				
Addressing achievement and opportunity gaps	25%				
Integrating current technology into teaching and learning	21%				
Ensuring fiscal health	14%				
Ensuring high student achievement on standardized tests	9%				
Maintaining a positive relationship with the community	9%				



# APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

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

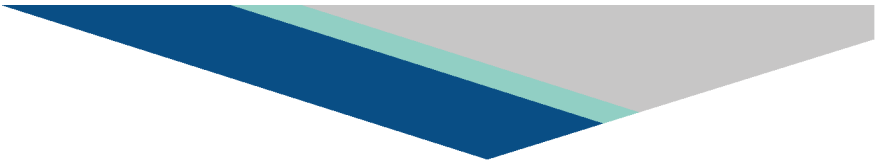
	All (236)	Certified Staff (58)	Intergovernmen- tal/Community (19)	Non-Certified Staff (8)	Parent (150)	Student (1)
<b>OVERALL</b>						
Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good)	88%	96%	75%	86%	86%	100%
<b>VISION AND VALUES</b>						
The district has a clear and compelling shared vision for the future.	70%	70%	73%	57%	70%	0%
The district is heading in the right direction.	68%	64%	53%	57%	72%	0%
The district has high performance standards for all students.	78%	91%	67%	71%	74%	0%
The district makes decisions based on information from data and research.	75%	74%	57%	71%	77%	0%
The district is working to close achievement and opportunity gaps.	70%	77%	54%	57%	70%	0%
<b>TEACHING AND LEARNING</b>						
The district provides a well-rounded educational experience for all students.	77%	84%	71%	57%	76%	0%
Teachers personalize instructional strategies to address individual learning needs.	77%	91%	46%	57%	75%	0%
District schools are safe.	93%	98%	80%	63%	94%	0%
The social and emotional needs of students are being addressed.	76%	83%	42%	57%	77%	0%
Students are on track to be ready for the next grade and ultimately college and career ready.	71%	82%	62%	50%	68%	0%
Technology is integrated into the classroom.	92%	96%	71%	63%	94%	0%
<b>COMMUNITY ENGAGEMENT</b>						
The district engages the community as a partner to improve the school system.	67%	68%	50%	43%	70%	0%
There is transparent communication from the District.	56%	19%	23%	43%	75%	0%
The district engages with diverse racial, cultural and socio-economic groups.	59%	53%	57%	86%	61%	0%
<b>MANAGEMENT</b>						
Facilities are well maintained.	89%	79%	93%	86%	93%	0%
The district is fiscally responsible.	74%	66%	69%	86%	76%	0%
The district employs effective teachers, administrators and support staff in its schools.	87%	95%	54%	88%	86%	0%
Employees are held accountable to high standards.	78%	95%	36%	88%	75%	0%
District technology infrastructure is sufficient to support use of technology in the classroom.	75%	72%	43%	38%	82%	0%



## 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 (216)	Certified Staff (58)	Intergovernmental/Community (15)	Non-Certified Staff (7)	Parent (136)		
Hiring and retaining quality teachers and administrators	57%	74%	47%	43%	51%		
Preparing students to be ready for the next grade and ultimately college and career ready	57%	33%	47%	57%	68%		
Providing a safe environment for students and employees	48%	41%	53%	43%	51%		
Ensuring a well-rounded experience for all students	47%	64%	33%	57%	41%		
Addressing students' social and emotional needs	40%	43%	40%	43%	39%		
Providing personalized instruction for students	32%	14%	20%	29%	41%		
Ensuring facilities can support a modern learning environment	31%	52%	20%	43%	22%		
Addressing achievement and opportunity gaps	25%	29%	13%	29%	24%		
Integrating current technology into teaching and learning	21%	14%	27%	29%	23%		
Ensuring fiscal health	14%	14%	53%	14%	10%		
Ensuring high student achievement on standardized tests	9%	2%	0%	14%	13%		
Maintaining a positive relationship with the community	9%	9%	33%	0%	7%		



## APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

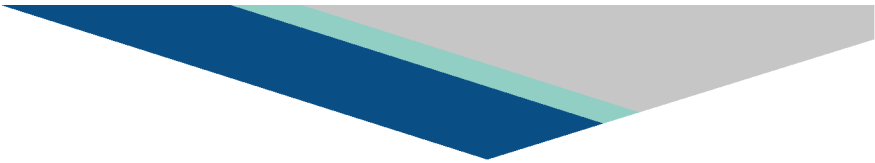
Percentages of respondents selecting 5 (Excellent) or 4 (Good) for each program listed below.

	All (196)	Certified Staff (56)	Intergovernmen- tal/Community (7)	Non-Certified Staff (7)	Parent (126)		
Special education	74%	89%	80%	67%	62%		
Math	74%	77%	100%	83%	70%		
Library and other resource centers	73%	80%	50%	43%	73%		
English/language arts/reading and writing	73%	84%	67%	86%	68%		
Science	71%	83%	100%	83%	63%		
Physical education (PE) and health	69%	82%	100%	67%	62%		
Social studies/history	66%	71%	100%	83%	62%		
Fine arts (visual arts, music, theatre)	64%	71%	83%	57%	60%		
Student services (guidance counselors, counseling, social work, nursing)	63%	67%	75%	60%	61%		
Intramurals and/or athletics	56%	67%	80%	80%	49%		
Advanced Placement, talented and/or gifted	55%	63%	67%	100%	47%		
Extra-curricular	53%	60%	57%	71%	48%		
English Language Learners (ELL)	41%	22%	75%	50%	52%		
Career education	34%	23%	50%	50%	37%		
World languages (foreign language)	33%	51%	25%	33%	26%		

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

	All (204)	Certified Staff (57)	Intergovernmen- tal/Community (11)	Non-Certified Staff (7)	Parent (129)
Too low	31 15%	4 7%	0 0%	1 14%	26 20%
About right	150 74%	45 79%	6 55%	5 71%	94 73%
Too high	11 5%	7 12%	0 0%	1 14%	3 2%
Much too high	2 1%	0 0%	0 0%	0 0%	2 2%
Don't know	10 5%	1 2%	5 45%	0 0%	4 3%





## APPENDIX IV: EQUITY

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

	All (192)	Certified Staff (58)	Intergovernmen- tal/Community (10)	Non-Certified Staff (7)	Parent (117)		
Students have at least one trusted adult in the building that they can rely on for help.	90%	98%	100%	100%	85%		
The district allocates resources to ensure struggling students receive support.	76%	84%	83%	83%	72%		
Discipline policies are equitably applied to all students.	75%	79%	67%	50%	74%		
Under-represented minority students have equal opportunity to participate in advanced programming.	74%	86%	56%	83%	69%		
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	73%	87%	67%	60%	65%		
Discipline practices that avoid suspension and expulsion are practiced.	72%	91%	83%	50%	60%		
Minority students are encouraged to participate in extra-curricular sports and activities.	69%	82%	71%	80%	62%		
The district has eliminated practices that place under-represented minority students in lower level programming.	58%	69%	63%	50%	51%		
Minority student voices are sought out for representation on school committees.	53%	58%	75%	83%	48%		
The diversity of the student population is represented in the teaching faculty and administration.	34%	27%	25%	14%	39%		

Respondents were asked how they self-identify:

	All (197)	Certified Staff (55)	Intergovernmen- tal/Community (11)	Non-Certified Staff (7)	Parent (124)
Asian	12 6%	0 0%	0 0%	0 0%	12 10%
Black or African American	1 1%	0 0%	0 0%	0 0%	1 1%
Hispanic or Latino/a	3 2%	0 0%	0 0%	0 0%	3 2%
Prefer not to respond	15 8%	2 4%	2 18%	1 14%	10 8%
Two or More Races	1 1%	0 0%	0 0%	0 0%	1 1%
White or Caucasian	165 84%	53 96%	9 82%	6 86%	97 78%