

# PRESENTATION D214

## Capacity Review Results

Board Report Out  
August 22, 2024



Deliver *Ed*  
THE IMPLEMENTATION EXPERTS



# Objectives

- 1 Preview high level **survey feedback** from stakeholders
- 2 Explore **DeliverEd's assessment** for each component of the capacity rubric
- 3 Discuss **recommendations** and next steps

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# We had more than 2,000 stakeholders respond to the survey in five languages.

- We heard from 859 families, 246 teachers and 230 students across all schools.\* Other key groups represented included:
  - Community members
  - Feeder district families
  - Non-instructional school staff
  - District leadership & staff
  - Alumni
- We offered and received responses in English, Spanish, Ukrainian, Russian & Polish



# There was strong stakeholder alignment around a set of core strengths

## Overall District 214 strengths noted by stakeholder groups

What do you think are the greatest current strengths of District 214?

### Topics mentioned

### School affiliation

### Stakeholder role

in top themes across stakeholder group	Buffalo Grove	Elk Grove	Forest View	Hersey	Prospect	Rolling Meadows	Wheeling	Students	Teachers	Families	Building leaders	District leaders & staff
Dedicated, talented teachers & staff												
Diverse course offerings, pathways & educational opportunities												
Robust extracurricular options												
Resources & types of facilities												
Community & family engagement												
Inclusivity, belonging & diversity												
Block schedule												
College & career readiness												

 # of groups prioritizing topic



# Survey responses also elevated a couple shared opportunities for D214

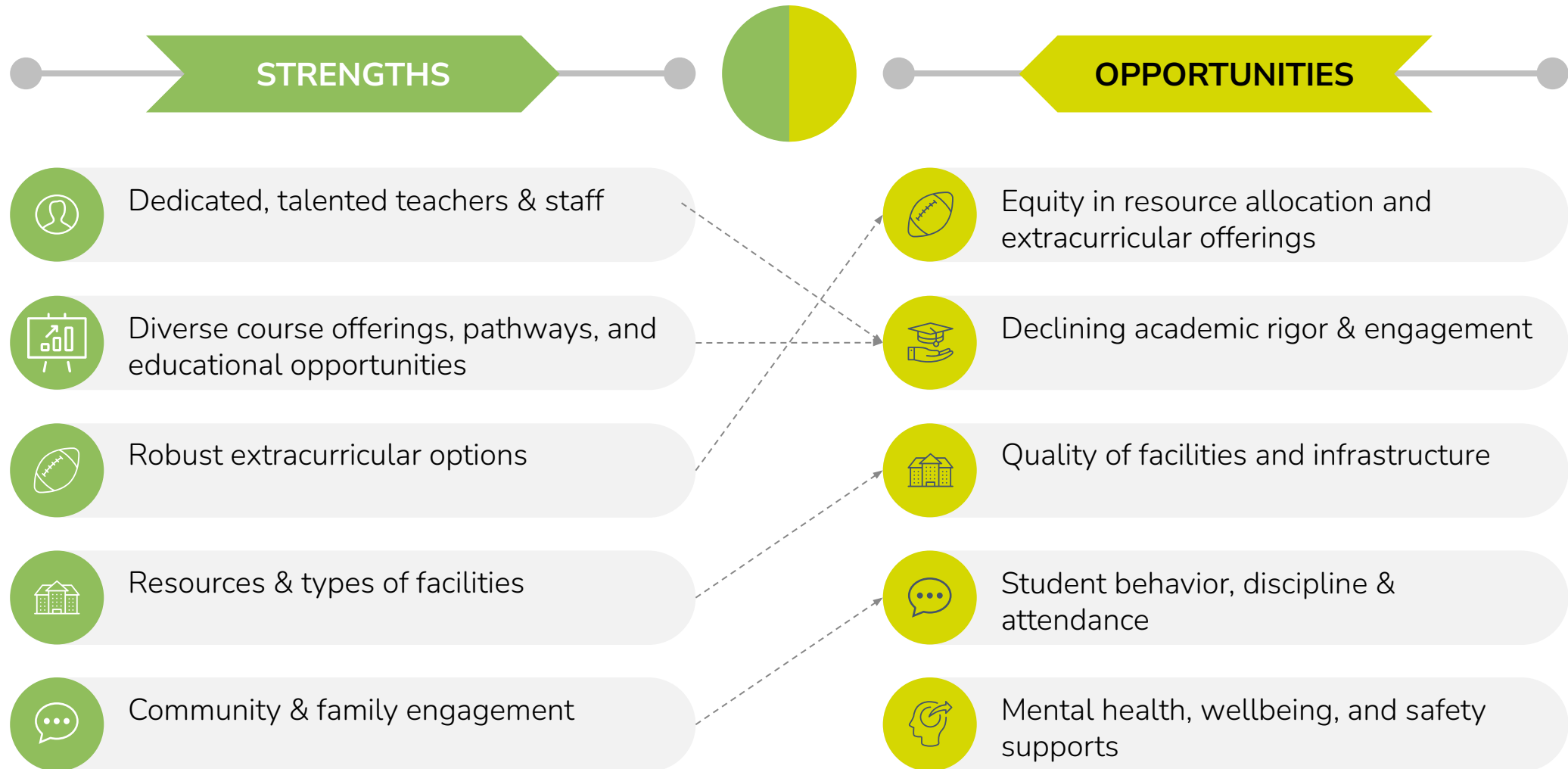
## Overall District 214 areas of opportunity noted by stakeholder groups

What do you think are the greatest current areas of challenge or opportunity for District 214?

Topics mentioned	School affiliation							Stakeholder role				
in top themes across stakeholder group	Buffalo Grove	Elk Grove	Forest View	Hersey	Prospect	Rolling Meadows	Wheeling	Students	Teachers	Families	Building leaders	Dist. leaders & staff
Equity in resource allocation & extracurricular offerings												
Declining academic rigor & engagement												
Quality of facilities & infrastructure												
Student behavior, discipline & attendance												
Mental health, wellbeing, & safety supports												
Communication & transparency												
Consistency across buildings												
Technology use & teaching (distractions, overreliance, etc)												
Diversity & inclusion (expectations, DEI work)												



# Looking across the overall themes, we can see ways D214 might leverage strengths to address opportunities



# Looking into the future, stakeholders elevated several themes critical to include in D214's long term vision and short term priorities

## LONG TERM VISION

- 1 Consistently high quality, well rounded education** with enhanced curriculum, rigorous pathways and dual credit, and diverse course & extra curric. opportunities
- 2 Robust educator capacity, support, and feedback** including effective recruitment, retention, professional development and feedback for supporting excellent staff
- 3 Comprehensive student supports and opportunities** for a safe and inclusive environment, robust SEL and mental health supports, and offerings and options for all
- 4 Modern well-equipped facilities and resources** for best in class learning environments, timely upgrades, & equitable (not necessarily even) distribution of resources
- 5 Unifying district culture that respects and celebrates differences** in race, ethnicity, culture and abilities; ensuring a consistent D214 feel across buildings

## SHORTER TERM PRIORITIES

- Align & improve **curriculum**
- Enhance **rigor & engagement** *(incl. stronger district-wide cell phone policy)*
- Maintain pathway & extracurricular **offerings**
- Ensure effective and diverse recruitment & **retention**
- Provide **ongoing PD** aligned to educator needs
- Create culture of **feedback** and accountability
- Address unique needs of students (e.g., **ELL**)
- Improve **attendance** and discipline rates
- Support **SEL** and mental health
- Equitably **distribute** resources and opportunities
- Make necessary facilities **upgrades**
- Be **transparent** with finances and decisions
- Create culture & **consistency** across buildings
- Enhance and align stakeholder **communications**
- Ensure all (staff, students, families) feel **welcome** and included



# This broad interest across categories was confirmed through rating of priorities, with a nearly unanimous top priority of improving academics

## Average ratings of importance for near-term priorities, by stakeholder & school

Rate the importance of the following near-term priority for our school district

Priorities rated	School affiliation							Stakeholder role					Result
Participants rated each on a scale of 1 (low) to 5 (high) for importance	Buffalo Grove	Elk Grove	Forest View	Hersey	Prospect	Rolling Meadows	Wheeling	Students	Teachers	Families	Building leaders	District leaders	Avg score 1 (low) -5 (high)
Accelerating academic achievement and student success	4.4	4.4	4.6	4.4	4.4	4.4	4.4	3.5	4.0	4.5	4.5	4.8	4.4
Investing in staff professional development and support	4.1	4.1	4.4	4.1	4.2	4.1	4.2	3.0	3.9	4.2	4.0	4.6	4.1
Upgrading school facilities and technology infrastructure	4.0	4.2	4.0	4.3	4.0	4.1	4.1	3.5	4.2	4.2	4.3	4.4	4.1
Enhancing school and district climate and culture	4.0	4.1	4.2	3.9	4.0	4.0	4.3	3.5	4.4	3.9	4.4	4.5	4.0
Strengthening community partnerships and engagement	3.8	4.0	4.0	3.7	3.8	3.9	4.1	3.5	3.8	3.8	3.7	4.1	3.9
Promoting diversity, equity, and inclusion	3.7	3.8	3.9	3.4	3.7	3.6	3.9	3.5	3.8	3.5	3.9	4.4	3.7



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# DeliverEd supplemented these survey responses with focus groups, interviews, and a review of key data and background materials

## FOCUS GROUPS / INTERVIEWS ACROSS MULTIPLE ROLES

- Board members
- Superintendent
- DEC (Superintendency & Principals)
- APs
- Teachers
- Support staff
- Community education
- Community leaders
- D214 students
- D214 Family/Caregivers (multiple languages)
- Sender district stakeholders

## SURVEY RESPONSES FROM 2000+ STAKEHOLDERS

- Students (230)
- District & School Staff (310)
- Teachers (246)
- Family members (859)
- Community and non-school staff (453)
- Sender community stakeholders (294)

## DOCUMENTS AND DATA

- District & school performance and achievement data
- Staff recruitment and retention data
- Course offerings and pathways
- Expenditures and financial health
- Org chart and role descriptions
- Draft equity and facilities report

# Taken together, these inputs informed D214's organizational capacity to achieve its goals using DeliverEd's Capacity Framework



# Our summary emphasizes how D214 can leverage existing strengths while addressing areas of opportunity

See the **appendix** for detailed rationales for each rating, as well as key supporting data

1. Academics	2. Equity	3. Culture	4. Talent	5. Organization & Systems
Curriculum & instruction	Leadership for equity	District culture	Recruitment, hiring & retention	Plan & priorities
Access & rigor for all	Culture of equity	School culture	Intentional growth and capacity building	Data & routines
Assessment	Action for equity	Stakeholder collaboration & relationships	Strategic staffing design	Operations & resources
Instructional leadership				

<b>G</b>	Green: Good, requires slight refinements
<b>AG</b>	Amber - Green: Mixed, some aspect(s) require attention
<b>AR</b>	Amber - Red: Needs attention
<b>R</b>	Red: Needs urgent attention and decisive action

## We see this as a moment to rally the district for greater impact

- D214 has a **strong reputation** and overall enthusiasm from the community
- ➔ Stakeholders are generally **excited about the new leadership** and a **renewed commitment to students**
- ➔ Schools have been operating individually, with a great deal of success; there is an opportunity to **come together for even greater impact**
- ➔ This will allow us to address head-on the disparities within and across schools that continue to perpetuate inequities and create more **engaging, rigorous instruction for all students**





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# The capacity review suggests that D214 should focus on the following key themes as it moves ahead

## Engage every student every day in meaningful learning

- Align and ensure high quality curriculum within and across buildings
- Develop stronger academic supports for EL students
- Strengthen instructional leadership, coaching & excellence
- Student ownership and leadership for their academic success (power sharing with adults)
- Audit access and opportunities to pathways and post-secondary success

## Build a culture of excellence and inclusion

- Establish a district-wide culture that expects excellence for all (students, staff, etc.)
- Provide supports for students to be connected with adults within their building and better support their socio-emotional wellness
- Make intentional shifts so that schools are more inclusive for non-English speaking families and families of color

## Support staff to meet changing student needs and do the above

- Build better supports for staff to meet the evolving needs of students and utilize emerging technologies
- Establish a culture of regular, honest feedback as a key to growth for all staff
- Provide more opportunities for cross-school collaboration and learning

## Modernize systems and processes for future success

- Audit existing systems for inefficiencies and establish processes that are fit for purpose and aligned to our strategic vision
- Invest in infrastructure and facilities upgrades and prioritize based on areas of need
- Utilize the wealth of data available to regularly problem solve
- Allocate resources equitably - based on need - and be transparent about these decisions



# These recommendations closely align to address stakeholder priorities, ensuring broad buy in and commitment to the work ahead

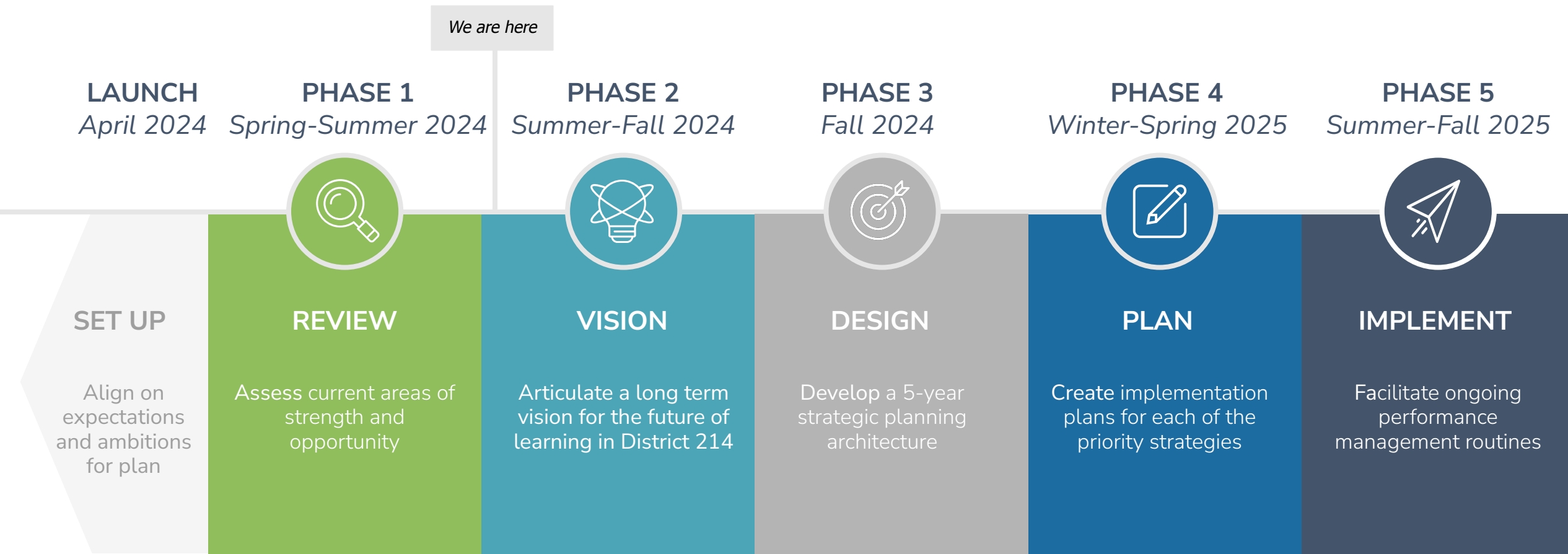
## Stakeholder priorities for next 5 years

- 1 Consistently high quality, well rounded education:**  
Align & improve curriculum; enhance rigor & engagement (*incl. stronger district-wide cell phone policy*); and maintain pathway & extracurricular offerings
- 2 Robust educator capacity, support, and feedback:**  
Ensure effective and diverse recruitment & retention; provide ongoing PD aligned to educator needs; and create a culture of feedback and accountability
- 3 Comprehensive student supports and opportunities:**  
Address needs of students (e.g., ELL); improve attendance and discipline rates; and support SEL & mental health
- 4 Modern well-equipped facilities and resources:**  
Equitably distribute resources and opportunities; make necessary facilities upgrades; be transparent with finances and decisions
- 5 Unifying district culture that respects and celebrates differences:**  
Create culture & consistency across buildings; enhance and align stakeholder communications; ensure all (staff, students, families) feel welcome and included

## Recommended themes

- 1 3 5 Engage every student every day in meaningful learning**
- 3 5 Build a culture of excellence and inclusion**
- 2 5 Support staff to meet changing needs and do the above**
- 4 5 Modernize systems and processes for future success**

# We will support D214 to leverage this feedback as we start to build and then execute the upcoming strategic plan



## Immediate next steps:



- Gather **your feedback**
- Engage in **Steering Committee workshops** August-December:
  - Group of ~30 members spanning various roles across district
  - Dates set for 4 workshops throughout rest of 2024
  - Expected outputs are a draft vision and 5-year plan architecture by end of October



→ Thank you ←

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# APPENDIX

# D214 Results - Academics Rationale

G	Green: Good, requires slight refinements
AG	Amber - Green: Mixed, some aspect(s) require attention
AR	Amber - Red: Needs attention
R	Red: Needs urgent attention and decisive action

## Characteristic

## Strength

## Rationale

### 1A. Curriculum & instruction

*To what extent does the district ensure a rigorous and effective learning environment for all students?*

AG

The district has a robust set of course offerings with a focus on career pathways that leverage strong industry partnerships. There are however significant concerns about the inconsistency of curriculum and instruction within and across schools, as well as the use of technology.

### 1B. Access and rigor for all

*To what extent does the district ensure all students (including English Learners and SWD) have equitable access to rigorous opportunities?*

R

Stakeholders expressed concern about the rigor, quality, and engagement of instruction. There are significant disparities in outcomes by student group that suggest not all students are getting what they need to be successful or receiving equitable access to advanced coursework. Staff express a desire for more support in how to best meet the needs of the growing EL population.

### 1C. Assessment

*Does the district ensure use of aligned assessment to measure and improve student learning?*

AR

The district is implementing some consistent formative assessments in the coming year (Horizons), but use of informal assessments (e.g., exit tickets, unit tests) is varied across buildings. Families and students indicated real concerns about grading practices and whether they are reflective of student learning.

### 1D. Instructional leadership

*To what extent does the district have strong and effective instructional leadership at all levels starting with the superintendent?*

AR

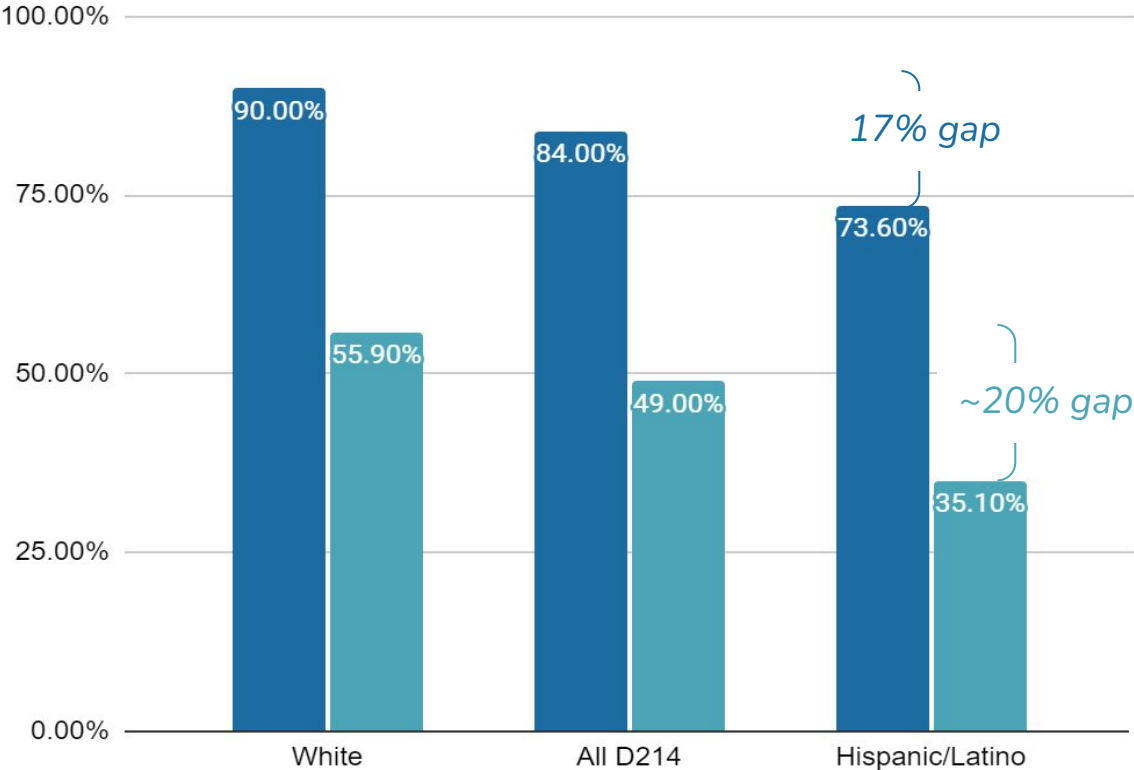
The district's instructional leaders are experienced. focused on instruction, and building a strong culture of learning in the district. There is a general optimism about the new Superintendent's vision and efforts. There are however opportunities to better align across the district including with shared vision for effective instruction and more sharing of best practices.

# Academic ratings - supporting data (1 of 2)

“Assignments should be more interactive and more focused on teaching the student and having the student engaged. In many classes, and/or students are asked to use the internet to answer the questions on the sheet that is provided. This does not benefit students in any way.” ~Current student

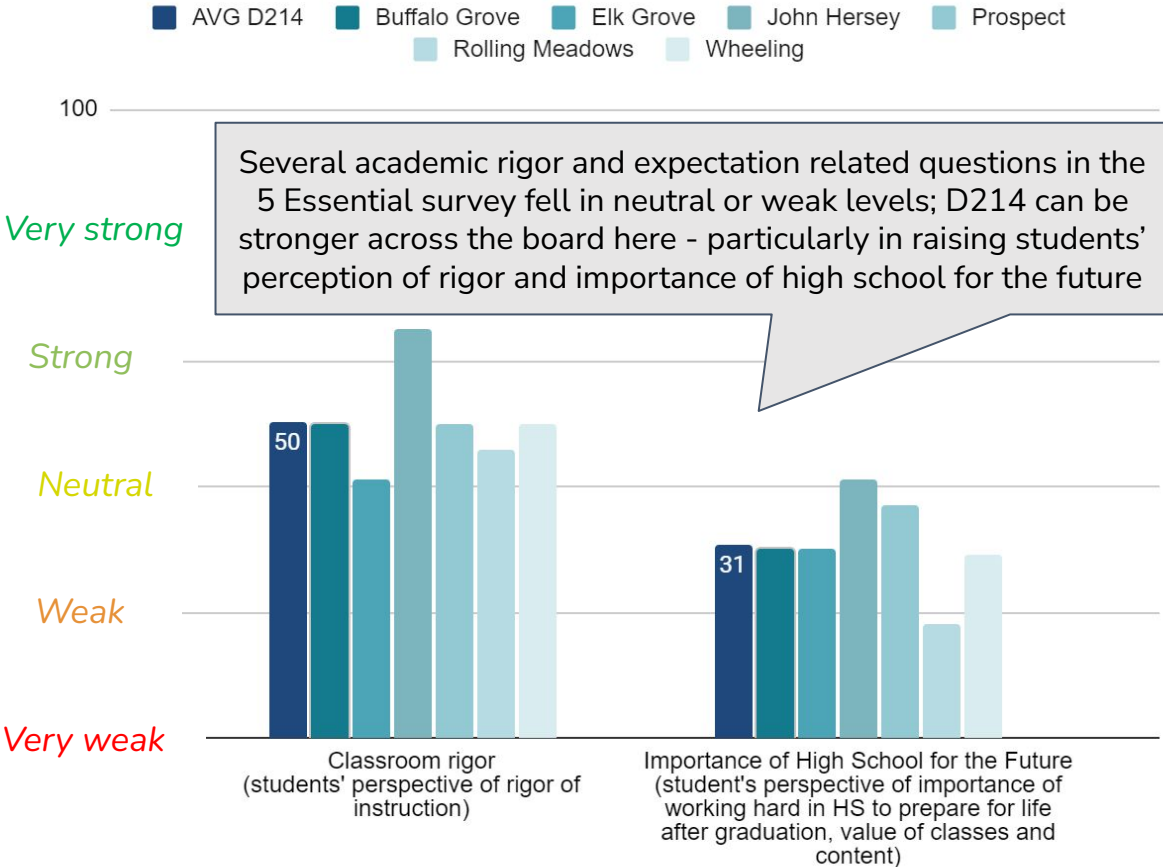
## % of students earning college credits while in HS

Blue = those earning 1+ credit; teal = 15+ credits



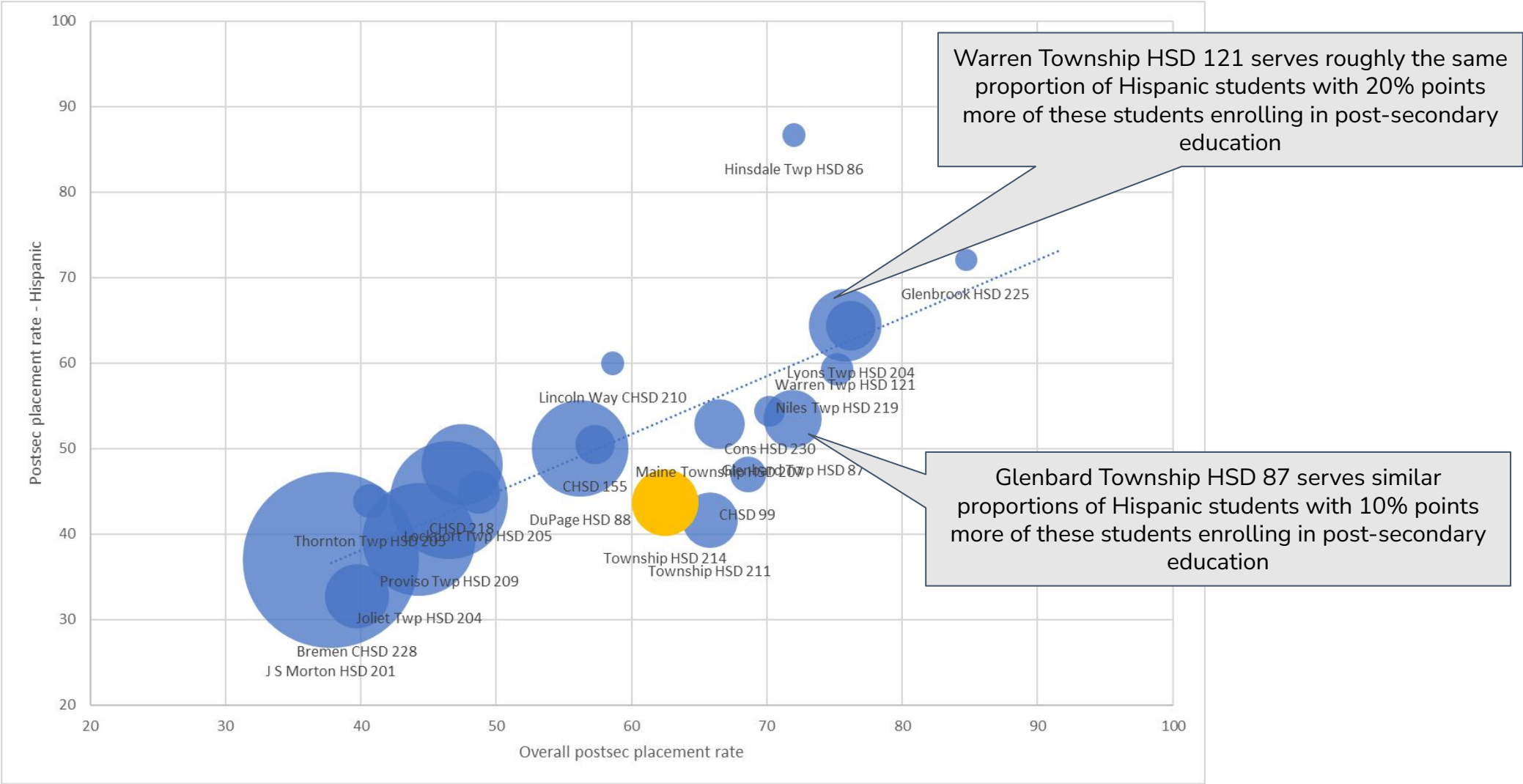
There is a 17% point gap for the growing Hispanic/Latino population earning at least 1 college credit compared to White students; the gap widens to 20% for students earning 15+ credits

## Academic rigor and expectations related 5 Essential measures, by school



# Academic ratings - supporting data (2 of 2)

Postsecondary placement rates demonstrate opportunities to learn from other districts





# D214 Results - Equity Rationale

**G** Green: Good, requires slight refinements  
**AG** Amber - Green: Mixed, some aspect(s) require attention  
**AR** Amber - Red: Needs attention  
**R** Red: Needs urgent attention and decisive action



*“Put programs in place that actually IMPROVE equity for our language learners and low income students. Stop talking about improving equity and actually SHOW how you will achieve it.” ~Current family*

## 2. EQUITY

### Characteristic

### Strength

### Rationale

#### 2A. Leadership for equity

*Does district leadership demonstrate an authentic and unwavering commitment to equity?*



It is clear through continued rhetoric and focus that equity is a priority for district leadership. People throughout the community are talking about equity, looking at data related to equity, and having important conversations about how to address the existing gaps.

#### 2B. Culture of equity

*To what extent has the district fostered a culture that is inclusive and engages with all its members?*



Stakeholders point out the disparities in how students are being served and the need to address it. There is a perception that some schools are the “haves” while others are the “have-nots” and real concerns about the inclusiveness for EL students and their families (e.g., lacking translation services and understanding of students’ home cultures).

#### 2C. Action for equity

*To what extent does the district take action to address identified inequities?*



There are significant, pervasive inequities across schools in terms of the student populations served and the success of those students. Most stakeholders have trouble identifying specific actions that have been taken to address these inequities. Resource allocation has only recently shifted toward a focus on what each school truly needs instead of every school getting the same thing.



# D214 Results - Culture Rationale

**G** Green: Good, requires slight refinements  
**AG** Amber - Green: Mixed, some aspect(s) require attention  
**AR** Amber - Red: Needs attention  
**R** Red: Needs urgent attention and decisive action

*"There's such a different academic experience from school to school in the district. Yes, each school in the district has a different population to tend to, so their \*support\* needs and strategies might look a bit different, but classes with the same title should NOT be covering different core skills!"~Current teacher*

## Characteristic

## Strength

## Rationale

### 3A. District culture

*To what extent does district leadership implement a connected, supportive, and accountable culture focused on serving students?*



The district has strong relationships with community leaders, school leaders, and an overall positive reputation. Historically, a general "hands-off" approach has allowed school leaders an extreme amount of autonomy, resulting in a lack of any true cohesion across the district.

### 3B. School culture

*To what extent does the district support school leaders to establish strong school cultures?*



There is a great deal of school pride and many students express feeling welcome and safe in their buildings. At the same time, some students are not fully, likely contributing to attendance and behavior challenges. Family engagement efforts are varied, with stakeholders explicitly calling out the need for more focus on how to engage diverse families.

### 3C. Stakeholder collaboration & relationships

*Does the district promote strong stakeholder collaboration & relationships?*



The district has many strong relationships with industry and higher education partners that allow for the impressive range of course offerings and pathways. There is a desire for a more cohesive unified voice coming from the district on key issues, alongside increased transparency. Communication with multilingual families remains a significant challenge.

# D214 Results - Talent Rationale

**G** Green: Good, requires slight refinements  
**AG** Amber - Green: Mixed, some aspect(s) require attention  
**AR** Amber - Red: Needs attention  
**R** Red: Needs urgent attention and decisive action

*“As for PD - I would love for more admin to be in my class to give me feedback. That doesn’t happen. The direction from admin is that teachers can teach what and how they want.”~Supt. Advisory member*

## Characteristic

## Strength

## Rationale

### 4A. Recruitment, hiring & retention

*Does the district effectively recruit, hire, and retain a high-quality and diverse staff?*

**G**

There are many high-quality, experienced educators who are excited and eager to work in D214. Recruiting and retaining staff of color is an area in need of attention, as well as continued focus on ensuring a manageable workload with ample opportunities for recognition and promotion.

### 4B. Intentional growth and capacity building

*To what extent does the district prioritize and support all staff to build capacity and grow as professionals?*

**R**

While there is budget and time for professional learning, most teachers indicate the training they receive is surface-level and they lack regular coaching or feedback to accelerating their growth. The evaluation system is not seen as a meaningful tool for improvement and managers are not receiving support to give actionable, timely feedback.

### 4C. Strategic staffing design

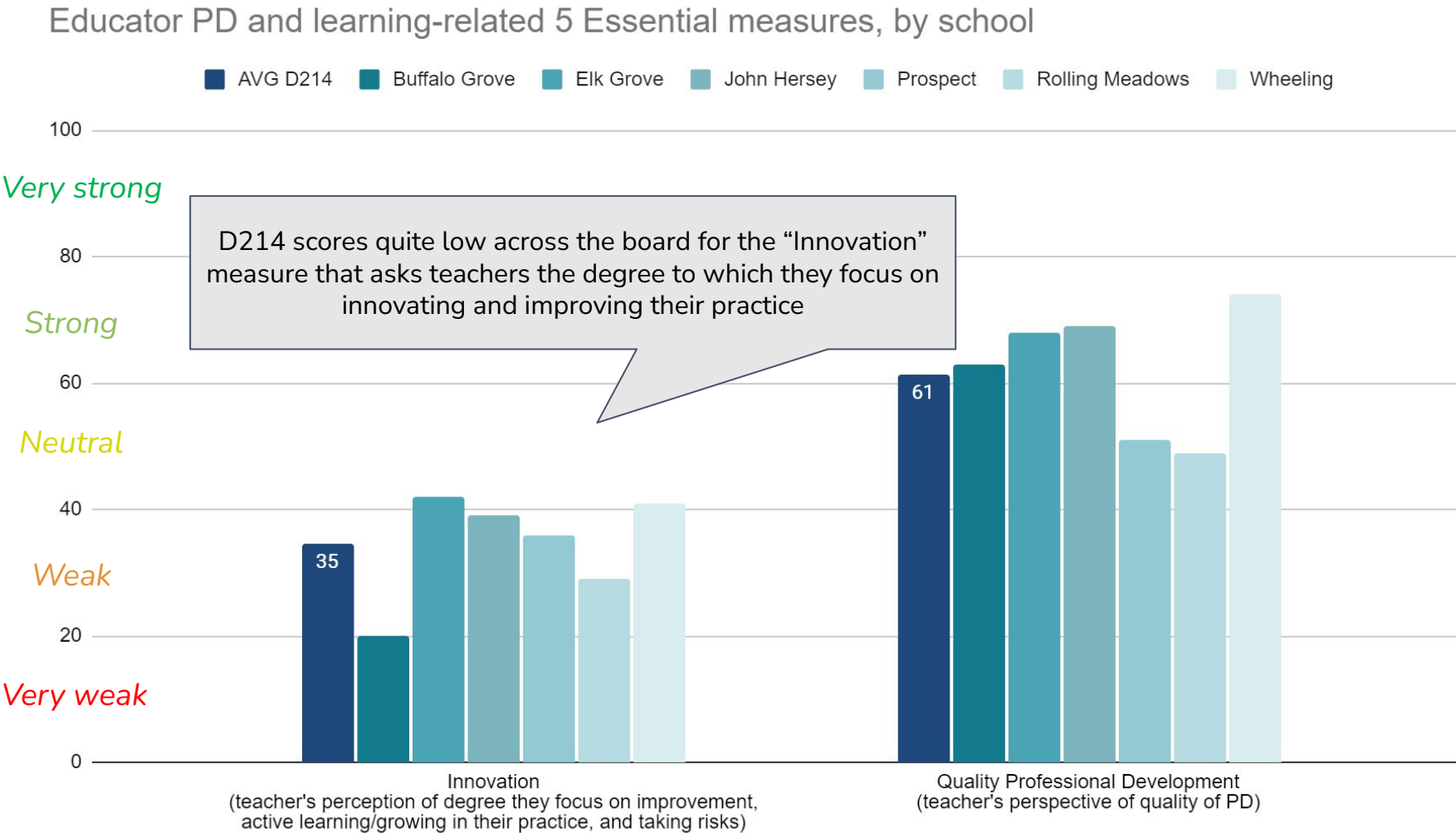
*Does the district strategically approach staffing design and decisions to maximize impact?*

**AG**

There have been recent shifts to address areas of need, including giving school leaders autonomy to allocate FTE as needed rather than a “one size fits all” approach to staffing. To date, there has not been strategic allocation of resources in line with district-wide priorities, and at times the “flat organizational structure” has led to some confusion about the role of central office versus school-based staff.

# Talent ratings - supporting data

Teachers seem satisfied with PD opportunities, but could do more to learn, improve, and collaborate in service of stronger practice



# D214 Results - Org & Systems Rationale

G Green: Good, requires slight refinements  
AG Amber - Green: Mixed, some aspect(s) require attention  
AR Amber - Red: Needs attention  
R Red: Needs urgent attention and decisive action



*"We don't always have a clear goal (not sure if that should be school specific or district specific); sometimes there are so many different initiatives, you don't know where to put your time or energy; you can't effectively implement all the things all at once."~Supt. Staff Advisory*

## 5. ORGANIZATION & SYSTEMS

### Characteristic

### Strength

### Rationale

#### 5A. Plan & priorities

*Does the district have a clearly articulated plan - complete with targets, owners, and a prioritized set of strategies - for how it plans to maximize student outcomes?*



There has not been a clear plan for the district to align on a shared set of SMART goals. Staff report feeling like the priorities are constantly changing, don't allow for assessment of what is actually working, and too often rely on hiring more people instead of addressing root causes.

#### 5B. Data & routines

*Does the district regularly track progress, identify and solve problems, and adjust course as needed to maximize impact?*



There is an abundance of data available and a strong infrastructure to support data analysis. The district is moving toward utilizing data more effectively to drive decision making, but that hasn't historically been the culture across the district or schools.

#### 5C. Operations and resources

*To what extent do district operations and resources support effective, efficient, and high-quality delivery of services?*



The district benefits from a strong financial position and has an abundance of resources available for staff and students. There is a lack of systems that leads to inefficiency across many operational departments, and equity issues come up with regard to distribution of resources. A recent audit revealed significant facilities needs that must be addressed in the coming years to avoid serious infrastructure issues.

# Organization & Systems ratings - supporting data

Per pupil funding across schools is relatively consistent, despite significant variation in concentration of poverty

