

Data Retreat Reports AH25 November 17

Teaching and Learning	
Points of Pride	Opportunities for Improvement
<ul style="list-style-type: none"> • Students perform highest of all feeder districts into HS District 214 on state English/Language Arts and mathematics assessments • State assessment data in English/Language Arts and mathematics is significantly above state average last three years • Elementary students spend approximately 50% instructional time in reading, writing, and mathematics • Middle school student spend approximately 50% instructional time in reading, mathematics, science and social science • Number of students placed in Honors or Higher classes at District 214 is high and remain consistent over time (Math, Science, ELA, Social Science) • Each school has a full time reading and math interventionist and provides additional reading and math instructional support to identified students • The District offers an array of programs and services to students with disabilities • The state reviewed special education placements and determined the District has not overidentified students with disabilities and also that it meets proportionality (comparison or race ethnicity identified to total student population) • The District has significantly increased the number of tech devices (I-Pads and Chromebooks) due to the pandemic and need for remote learning 	<ul style="list-style-type: none"> • No state assessment data 2020 due to the pandemic • Performance gaps are evident on state assessments with low income, Hispanic, and students with IEPs compared to White students in Reading from 2019 data • Performance gaps are evident on state assessments with low income, Hispanic, Black, and Students with IEPs compared to White students in Mathematics from 2019 data • MAP Reading Growth trends are near 50% expectations in grades 4-8 over the last four years • MAP Mathematics Growth trends are near 50% expectations in grades 4-8 over the last four years • The percentage of District students receiving special education services in the regular education setting for 80% of more of their day is lower than the percentage for feeder districts

Culture and Professional Staff

Points of Pride

- There are currently 5,148 students enrolled in District 25
- Student enrollment steadily increased from 2003 to 2018
- Student enrollment was projected to slightly increase in the future following the last projection study
- Student diversity has changed over the past 5 years. There is a slight increase in Asian, Hispanic, and Black students and a decrease in White students
- 45 different languages are spoken in homes (Spanish 18%, Polish 18%, Hindi 8%, Telugu 8%, Tamil 6%)
- Of the six feeder districts, AH25 is third highest in student population
- Of the six feeder districts, AH25 is fifth with English language learner population
- Of the six feeder districts, AH25 is lowest in low- income population
- Teacher population of approximately 412 ranks third compared to feeder districts.
- The current collective bargaining agreement show interest in encouraging advanced degrees
- Teacher evaluation ratings required by the state show 100% with an excellent or proficient rating.
- The number of proficient ratings is declining slightly over time while the number of excellent ratings is slightly increasing
- Teacher salary comparison show significantly above state average and slightly above feeder districts
- Teacher retention is above 90% and high compared to the national average of 85%
- Teacher retention is highest among feeder districts according to the state report card
- Student to Staff ratios are significantly below state averages

Opportunities for Improvement

- Student enrollment has declined recently due to the pandemic
- It is uncertain about future enrollment projections at this time due to the pandemic
- There were 5481 students in 2018 compared to the 5148 currently enrolled
- Subgroups with achievement gaps include low-income students, Students with Disabilities, and English language learners.
- Staff demographics are 96% White, 2%, Asian, 1% Hispanic, 1% Unknown
- There is a national shortage of teacher candidates
- Current recruiting efforts have not changed significantly the diversity of staff
- There are fewer staff employed with master or high degrees compared to the past
- There is interest in partnerships with local universities for cohort programs leading to advance degree work
- There are two salary schedules- one for veteran teachers and the other for teachers more recent in employment since 2015
- It is uncertain how teachers most recently employed compare with feeder districts.
- While student enrollment is declining, staff employment is increasing. (Teacher assistants, interventionists, etc. have increased)
- Teacher satisfaction results identified challenges in relationships, support/resources, performance planning, mission conscious and recognition

<ul style="list-style-type: none"> • Student to Staff ratios are slightly below feeder district averages • Current class size averages are low. (K-19, 1-2 19, 3-5 21, 6-8 25) • Future targeted class size averages are K-20, 1-2 22, 3-5 25 and 6-8 25+ • Student to administrator ratios show the district comparable to state averages and slightly higher than feeder districts • Teacher satisfaction results identified celebrations in pride, talent, fit, continuous improvement and career development 	
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<h2 style="text-align: center;">Finance and Operations</h2>	
<h3 style="text-align: center;">Points of Pride</h3>	<h3 style="text-align: center;">Opportunities for Improvement</h3>
<ul style="list-style-type: none"> • The District has received the highest state financial rating, RECOGNITION, for four of the five recent years • There is a history of financial sound management practices and health • The District received the highest bond rating from Moody's of Aaa • The Districts received a 4 out of 4 in overall financial strength; a 4 out of 4 in balancing revenue and expenditures; a 4 out of 4 in cash on hand (reserves); a 4 out of 4 in short term borrowing; and a 3 out of 4 in long term borrowing • As with most district near 80% of the budget rests with personnel salaries and benefits • District 25 is fifth out of six compared to feedback districts in the operating expense per pupil • District 25 receives almost 90% of its revenues locally, with 7% from the state and 3% from federal • Assessed valuation continues to rise as the tax rate falls. 	<ul style="list-style-type: none"> • The current debt of the district lies within borrowing for a facilities update/additions • Future budget projections forecast deficits without adjustments for the next two years • The amount of reserves is declining. • The pandemic has had a negative impact on district finances • Some Pension costs are shifting from state to district starting 2021/22 • Legislation could produce a 1-year tax freeze • There is an increase in the number of residents filing tax objections/refunds. The has increased over the last four years • The state has a serious financial problem • The state is unable to fund Evidenced Based Funding without a tax increase • District buildings are aging with a 56.5 age average. • The District has projected top building needs for the near future for \$27,707.500 in projected 5-year costs. Currently about \$2.9 per year is budgeted.

- **The average EAV per pupil \$366,428 for the District and compares third out of 6 among feeder districts**
- **The total tax rate for the District compares fifth out of 6 among feeder districts**
- **The District has a 5-year facilities master plan and is conscious of life expectancy for capital and maintenance projects**