Findings from the Minooka CCSD 201 Data Retreat

The Minooka Elementary School District 201 strategic planning team met on April 6 and conducted a Data Retreat. The purpose of the day was to develop a shared understanding among team members of the current performance of the district. The team reviewed perception, student growth and achievement, learning and working environment information, as well as financial and facility data. This document summarizes their findings.

Activity One: Team Perception Data
The strategic plan team identified their own perceptions about district strengths and opportunities for improvement. The six table teams' responses are listed below.

Table Team Perceptions of *What is Going Well* (STRENGTHS)		
Table A • High academic expectations for students • High quality staff • Educational technology • Strong leadership • Effective Pre-K programs • Variety of opportunities and experiences for all students • Professional development opportunities for staff • Safe environment • Student behavior plan	Table B • High quality staff • Student achievement above state average • Parent support • Safety • Extra-curricular and varied programs and services for students • Pride in schools among students and staff • Leadership • Student-centered culture	Table C • Student success- student achievement above state average • High quality staff • Overall climate • Loyalty and pride among students and staff • Student-centered culture • Extra-curricular and varied programs and services for students • Safety • Parent support
Table D • Student success- student achievement above state average • Student and staff pride • Leadership • High-quality staff • Reputation • Parent support • Collaboration of administration and staff • Strong variety of academic and extra-curricular programs and services • Safety • Proactivity	Table E • Strong academic results- students performing above state averages • Safe, secure learning environments • Extra-curricular activities • Innovation- opportunities to try new things • High expectations for students • Parent support • Reputation • Staff and student pride • High-quality staff • Student growth and continuous improvement	Table F • Reputation • High-quality staff • Student and staff safety • Administration and staff collaboration • Student-centered culture • Strong parent support • Student academic performance above state average • Facility maintenance • Professional development for staff

Table Team Perceptions of _What Needs Our Attention_
(CHALLENGES/OPPORTUNITIES FOR IMPROVEMENT)

Table A	Table B	Table C
• Failed referendum to address facility needs/ Community support • Space issues at Primary Center, Intermediate and Junior High Schools • Alignment with High School • Parent involvement • Competitive salaries and benefits • Consistencies in curriculum and instructional practices among all schools • Communication	• Curriculum consistencies • Meeting the diverse needs of students- achievement gaps • Financial support from community/ failed referendum • Space needs at intermediate and junior high schools • External communication- families and the community • State mandates without funding • Increasing student population leading to space needs • Support system for struggling students	• District consistencies: curriculum, shared practices, cohesiveness • Finances/ failed referendum • Cultural differences • Space: Primary Center, Intermediate and Junior High • Class size in upper grades • Technology access and implementation • Differentiation of instruction to meet all student needs • Achievement Gaps • Diversity • Parent collaboration • External communication
Table D	**Table E**	**Table F**
• Finances/ failed referendum/ local community support • Consistency of student behavior and academic expectations • Class sizes in upper grades • Space concerns at intermediate and junior high schools • Increasing student enrollment leading to overcrowding • District and community communication and collaboration • Supporting struggling learners • Achievement gaps • Balancing testing with teaching • Diverse and other changing needs of students • Performance transparency- parents and community understanding	• Additional support for struggling students • Consistency districtwide of student academic and behavior expectations • Curriculum inconsistencies • New opportunities to expand effective use of technology- STEM, STREAM, Projects, etc. • District-community partnerships: communication and collaboration (current divisiveness) • Partnership with high school district • Parent engagement in upper grades	• Curriculum inconsistencies • Meet student growth targets • Reduce achievement gaps among student subgroup populations • Technology access and implementation • Finances/ community support/ failed referendum • Teacher collaboration- planning and preparedness • Space needs- intermediate and junior high schools • Increasing student population leading to overcrowding

Activity Two: 5Essentials Perceptions Survey Results (Perceptions of 6-8 students and PK-8 staff)

The strategic plan team studied the state's 5Essentials perception data. Researchers showed that schools strong on these Essentials are more likely to improve student learning and attendance, graduate students from high school, improve test scores, get students into college, and keep their teachers. Please note that this survey does not include students below grade 6. Please also note that *there was insufficient parent participation to receive any parent perception data*. **The team's findings are summarized below.**
Ratings:

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- No Data
- Low Response/ Not applicable

Essential	Strengths More or Most	Challenges/Opportunities for Improvement Average or below
Ambitious Instruction Classes are challenging and engaging MORE IMPLEMENTATION	• Results are improving over time	• Absent parent response • Student response different that staff response • Only 2 schools have scores • No elementary schools have scores
Effective Leaders Principals and teachers implement a shared vision for success AVERAGE IMPLEMENTATION	• Results are improving over time	• Absent parent response • Variance in school scores • Program Coherence • Teacher-Principal Trust • Teacher Influence • Instructional Leadership
Collaborative Teachers Teachers collaborate to promote professional growth AVERAGE IMPLEMENTATION	• Results are improving over time	• Absent parent response • Variance in school scores • Collaborative Practices • Collective Responsibility • Quality Professional Development • School Commitment • Teacher-Teacher Trust
Involved Families The entire staff builds strong external relationships MORE IMPLEMENTATION	• Results are improving over time • Teacher-Parent Trust • Parent Support	• Absent parent response • Parent influence in decision making in school • Variance in school scores
Supportive Environment	• Results are improving over time	• Absent parent response • Only 2 schools have scores

The school is safe, demanding, and supportive MORE IMPLEMENTATION	• Student-Teacher Trust • Safety • Academic Personalism • Peer Support for Academic Work	• No elementary schools have scores

Activity Three: **The strategic plan team heard three data, evidenced-based reports prepared by the district to inform the team about district performance in three areas:**
- **Student growth and Achievement**
- **Learning and Working Environments (including technology)**
- **Facilities and Finances**

The PowerPoint presentations for these reports can be found on the district strategic plan website. The following summarizes the data and information presented.

Student Growth and Achievement\Minooka Elementary	
Strengths	**Opportunities for Improvement**
o PARCC scores above state average last three years (Grades 3-8) o Last PARCC 37% met or exceeded (deemed ready) o 49.6% On Track Reading on NWEA MAP assessment o MAP growth in Math met or exceeded growth target in grades K, 1, 5, 6, 7, 8 (fall and winter administration) o NWEA MAP assessment is a new addition o Student growth is now a measurement in addition to proficiency	o Last PARCC 10% did not meet; 53% were approaching expectations o Achievement Gaps among student subgroup populations: Some ethnic groups, Low Income, English Learners, and Students With Disabilities o English Language Arts results were higher than Math results o District Ranks 3rd out of 4 comparative neighboring districts on PARCC assessment o 29.5% across all grade levels were on track in Math on NWEA MAP assessment o MAP growth in Reading met or exceeded growth targets only in grades K, 1, 5, and 6. (fall and winter administration)

Finance and Facilities\Minooka Elementary	
Strengths	**Opportunities for Improvement**
o 72 square miles in 3 counties o Preschool Primary Center o Increase last three years in state funding- full day Kindergarten, increased number of students, evidence based funding model o Increase last three years in local funding due to new property	o Space needs; overcrowding o Capacity issues at intermediate and junior high school o Future capacity would include the possibility of one new school o Deficit budgets last few years

o Adopted a surplus budget this year o Operating expense per pupil compared to three neighboring district ranks fourth of four districts o Equalized Assessed Valuation- property values on the increase o Tax rate fairly stable	o $4.0M of working cash bond proceeds issued in September 2017 o Failed referendum last month o Greatly increasing debt service o Uncertainty Illinois Funding (property tax freeze, pension reform/cost shift) o Uncertainty of personnel costs, bargaining o Enrollment growth, shrinking capacity housing growth continues

Learning and Working Environments\Minooka Elementary	
Strengths	Opportunities for Improvement
o 4739 students o 26 average class size o Significant growth last few years o Average class size in Primary and 7-8 o Student attendance 95% above state o 5% mobility down from 7-8 % o Primary Center- early learning opportunities o Special Education – co teaching o 274 Teachers o 53% masters or higher (many retired recently) o 19:1 student to staff ratio (at state average) o 91.1 teacher retention rate (well above state average) o 98% staff evaluated as excellent or proficient o 80.6% teachers are absent 10 days or fewer o Devices: Chromebooks, Ipad, Desktops, Laptops. o Teachers have laptops. o STEM and STEAM labs in intermediate and junior high school o Google Classrooms in intermediate and junior high school	o 25% low income- decreased from previous years o 12% identified disability increased from previous years o 3% English Language learners o 70% white compared to other diverse, ethnic groups o Average class size 5-6 is large o Chronic truancy rate 5.7%- more than 5% of the school year o 5% mobility (students entering and exiting during the year) o Need to increase preschool programming but have space limitations o Waiting lists for both tuition and preschool for all students o Staff demographics to more closely represent student demographics o 288:1 Student to administrator ratio (higher ratio that state) o Average teacher and administrator salary below state average

Activity Four: SWOT Analysis
The final activity of the day was to examine all the data and information and prepare a summary of the key STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS of the district.
Each table team prepared a SWOT Analysis. Their work is grouped by team. It is followed by a consensus draft of the SWOT Analysis prepared by the facilitator.

STRENGTHS

Table A	Table B	Table C
• High expectations for students • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • High quality staff • High teacher retention • Loyalty, Pride • Fiscally responsible • Low pupil expenditure • Balanced operational budget • Technology devices • Social–emotional support for students • Extra programs for students	• High expectations for students • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • High quality staff • High teacher retention • Loyalty, Pride • Fiscally responsible • Low pupil expenditure • Balanced operational budget • Technology devices • Social–emotional support for students • Extra programs for students	• High expectations for students • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • High quality staff • High teacher retention • Loyalty, Pride • Fiscally responsible • Low pupil expenditure • Balanced operational budget • Technology devices • Social–emotional support for students • Extra programs for students
Table D	Table E	Table F
• High quality staff • Teacher retention • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • Balanced operational budget • Extra programs for students • Student attendance	• High quality staff • Teacher retention • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • Balanced operational budget • Extra programs for students • Student attendance	• High quality staff • Teacher retention • Student achievement above state average on PARCC • Students demonstrating growth on MAP assessment • Balanced operational budget • Extra programs for students • Student attendance

WEAKNESSES

Table A	Table B	Table C
• Debt management escalating • Failed referendum • Parent engagement and communication • Lack of space at the primary center, intermediate school, and junior high school • Class sizes in the upper grades • Chronic truancy- students missing more than 9 days • Teacher collaboration	• Lack of space at the primary center, intermediate school, and junior high school • Program Coherence: Consistencies between schools • Teacher Collaboration • Effective use of survey data • Debt management escalating • Additional support for struggling students • Achievement gaps	• Lack of space at the primary center, intermediate school, and junior high school • Teacher collaboration • Failed referendum • Debt management escalating • Larger class sizes in upper grades • Additional support for struggling students • Achievement gaps • Growth targets not met by all grade levels

• Program Coherence: Consistency in processes, procedures, and practices • Competitive salaries and benefits • Data analysis and progress monitoring	• Greater number of students demonstrating readiness on PARCC and MAP • Lack of parent participation on state 5Essentials Survey • Variance among schools on state 5Essentials Survey • Collective responsibility	• Greater number of students demonstrating readiness on PARCC and MAP • Data analysis and progress monitoring • Lack of parent participation on state 5Essentials Survey • Collective responsibility
Table D • Lack of space at the primary center, intermediate school, and junior high school • Debt management escalating • Parent engagement and communication • Curriculum consistencies • Teacher collaboration • Internal communication • Consistencies between schools • Additional support for struggling students • Collective responsibility	**Table E** • Additional support for struggling students • Achievement gaps • Program Coherence: Curriculum implementation and consistency within district • Class size upper grade • Debt management escalating • Lack of space at the primary center, intermediate school, and junior high school • Teacher collaboration • Growth targets not met by all grade levels • Lack of parent participation on state 5Essentials Survey • Variance among schools on state 5Essentials Survey	**Table F** • Debt management escalating • Failed referendum • Chronic truancy- students absent more than 9 days • Achievement gaps • Teacher collaboration • Greater number of students demonstrating readiness on PARCC and MAP • Data analysis and progress monitoring • Program Coherence: Curriculum implementation and consistency within district • Lack of space at the primary center, intermediate school, and junior high school • Additional support for struggling students • Internal communication

OPPORTUNITIES		
Table A • Technology integration and use leading to one-to-one • Increased community education opportunities • Bridge the relationship between the elementary district and the high school district • Better satisfaction survey data, analysis, reporting, and action • Community relationships	**Table B** • Safety • Staff diversity • Family Involvement • Community engagement • Working with local business and other agencies • Continued integration and expansion of use of technology	**Table C** • Staff diversity • Community engagement • Better satisfaction survey data, analysis, reporting, and action • Bridge the relationship between the elementary district and the high school district

Table D	Table E	Table F
• Staff diversity • Community support and relationships • Public relations/ communication/ social media • Continued integration and expansion of use of technology • Increase financial resources	• Better satisfaction survey data, analysis, reporting, and action • Community support and relationships • Bridge the relationship between the elementary district and the high school district • Continued integration and expansion of use of technology	• Bridge the relationship between the elementary district and the high school district • Community support and relationships • Working with local business and other agencies • Increase financial resources • Better satisfaction survey data, analysis, reporting, and action

THREATS

Table A	Table B	Table C
• State funding uncertainty • Student enrollment increases • Competitive Salaries and Benefits	• State funding uncertainty • State unfunded mandates • Changes in state assessment • Teacher Pensions • Student enrollment increases	• State funding uncertainty • Student enrollment increases/ housing growth • Outside perceptions
Table D	Table E	Table F
• State funding uncertainty • Student enrollment increases • Mobility • State unfunded mandates • State financial crisis • Teacher pensions	• State funding uncertainty • Student enrollment increases • Competitive salaries and benefits	• State funding uncertainty • Teacher shortage • Student enrollment increases • Vouchers

The consensus SWOT is documented below. This draft will be shared with stakeholders between now and the next meeting of the plan team. Feedback will be shared with the plan team and the SWOT will be refined at the next meeting.

MINOOKA ELEMENTARY SCHOOL DISTRICT 201 DRAFT SWOT ANALYSIS

STRENGTHS: What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?

- Student achievement in grades 3-8 above state average on PARCC state assessment
- Students demonstrating growth on MAP assessment from fall to winter in all grades K-8
- High quality staff
- 91% teacher retention rate
- Loyalty and Pride among staff
- 95% Student attendance rate
- Thriving Pre-School and Primary Center Programming
- Social-emotional supports for students
- Technology
- Variety of extra programs and activities for students
- History of fiscal transparency and responsibility
- Operational per pupil expenditure lower than neighboring districts

WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaint about? What do we seem to have a hard time doing well?

- Number of students demonstrating readiness on PARCC and MAP assessments
- Achievement gaps among subgroup student populations
- Additional support for struggling students
- Program Coherence: Curriculum implementation and consistencies among schools
- Teacher collaboration and collective responsibility
- Internal communication
- Data analysis and progress monitoring
- Lack of space at the primary center, intermediate school, and junior high school
- Larger class sizes in the upper grades
- Variance among schools on state 5Essentials Survey
- Parent engagement and communication
- Lack of parent participation in state 5Essentials Survey
- Debt management escalating

OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?

- Bridge the relationship between the elementary district and the high school district
- Better satisfaction survey data, analysis, reporting, and action
- Continued integration and expansion of use of technology
- Increase financial resources/failed referendum /community financial support
- Other Community support and relationships/Working with local business and other agencies
- Staff diversity

THREATS: Who or what threatens us the most? What challenges re coming that we must respond to? What might block our progress?

- State funding uncertainty
- State unfunded mandates
- Competitive salaries and benefits
- Changes in state assessment
- Teacher Pensions
- Student enrollment increases