

Findings of West Chicago District 94 Data Retreat

The WEGO 2030 strategic plan team met on Monday, November 4 to answer the question, “***Where are we now***”? The Data Retreat was an opportunity to share data and information about the district to develop a shared understanding of its current performance. **The agenda included:**

- **Activity One:** To identify points of pride and opportunities for improvement as perceived by the strategic plan team.
- **Activity Two:** To review and prioritize satisfaction survey results from high school students, middle school students, families, and staff. What were our strengths? What were the perceived opportunities for improvement from those who participated in the survey?
- **Activity Three:** What does the data tell us about student academic success. What does the data tell us about the district’s learning and working environment culture and climate? (Attendance, behavior, engagement, sportsmanship, relationships, communication, collaboration, working conditions, coaching experience, etc.). What does the data tell us about the district finances, facilities, and technology?
- **Activity Four:** Looking at all the data and information that defines the current performance of the district. How can we summarize the performance metrics to share with others?
 - **STRENGTHS:** What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in a positive way?
 - **WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?
 - **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? What are we not doing currently that might be the opportunity for us to improve?
 - **THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our results?

The findings of the plan team are summarized below. The fifty members of the team consisting of representatives from students, students’ families, community partners, teachers/other staff, and administration met in small table teams of 8-9. In some cases each team’s findings are identified. The facilitator then summarized in the colored box the performance indicators most often identified across all teams.

Activity One: OUR PERCEPTIONS		
Points of Pride: What is going well and needs to be celebrated? 6 Table Teams/ Consensus		
Table 1	Table 2	Table 3
· Wildcat pride · Leadership · Staff commitment to students · Open communication · Community resources · Kind, respectful students · Adapt/evolve · Diversity among students · Facilities · Community trust	· Cultural Diversity · Great students · Student involvement in activities and athletics · Communication · Lots of opportunities for student · Student engagement · Sense of community · Strong supporting teachers	· Family values · Dedicated, committed staff · Technology · Diversity · Supports for students · Facilities · Growing openness to partnerships · Unity- welcoming atmosphere · Activities and athletics · Respectful students
Table 4	Table 5	Table 6
· Sense of community · Safety · Authentic curriculum · Trusted adults · Invested and engaged educators · Financial support · Support services · Great students · Diversity	· Committed teachers · Athletics and activities-lots of options · Caring community · Facilities · Teachers and support staff · Student supports · Student-centered- want what is best for students	· Great students · Diversity- Hispanic culture · Student-teacher relationships · WEGO experience · Flexibility · Educational opportunities · Sense of community
Facilitator Points of Pride Consensus Draft: · Sense of Community · Committed Teachers · Respectful students · Cultural diversity · Educational opportunities (activities and athletics) · Financial history and stability · Facilities		

Activity One: OUR PERCEPTIONS		
Challenges: What is not going well and needs to be addressed? 6 Table Teams/ Consensus		
Table 1	Table 2	Table 3
- Attendance and tardies - Collaboration of diverse groups - Teacher retention - Student engagement - Cell phones - Support of newcomers - Parent Engagement - Challenging students academically- gaps among diverse groups - Community perception - College/career guidance	- Outside perceptions - More transparency in communication in different languages - Lack of an agreed upon direction - Antiquated school system - Social economics - Innovation, academic engagement - Attendance and absenteeism - Academic achievement- gaps among diverse groups	- Technology - Communication with parents - Nutrition/health/lunch prices - Uncertainty of state and federal funding - Customizing a student schedule/alternative education - Supporting a wide range off academic and emotional needs - Attracting good teaching candidates - Bad reputation/outside perception
Table 4	Table 5	Table 6
- Graduation rate - Absenteeism/ student mental health - Teachers being overextended - Student Engagement - Becoming a community hub - Family support/economics - Safety - Future oriented- not caring about their future - Student choice in course selection - State mandates - Resources- financial - Upgraded technology	- Using resources - Communication - Financial future unknown - Attendance and tardiness - Teacher retention - Accountability - Operating in isolation-community and family support - Inconsistent expectations - Student achievement	- Being reactionary - Achievement gaps - Student, parent and community engagement - Teacher retention - Competitive pay for all - Attendance - Budget uncertainty - Space needed by some departments - Cell phones - Chromebook distractions - Innovation- educational trends - Early intro to sports - School state rating
Facilitator Challenges Consensus Draft: - Student achievement - Achievement gaps - Attendance and absenteeism - Tardiness - Student engagement - Parent and community support - Parent and community engagement - Financial future unknown - Competitive salaries - Reputation (outside perceptions of district)		

Activity Two: OTHERS' PERCEPTIONS STUDENT RESPONSES

Points of Pride: What is going well and needs to be celebrated? 6 Table Teams/ Consensus

Table 1	Table 2	Table 3
· Compassion for others · Supportive relationships · Open to listening · Student-teacher trust · Academic Engagement · Basic needs met · Aspirational · Normal Anxieties · Student Autonomy and Self awareness · Supports and future focus · Academic curiosity	· Extracurricular and supportive programs · English classes · Academic engagement · Food · Facilities · Technology · Student-teacher trust · Preparation for life beyond high school · Positive community and relationships	· Clubs and sports · Lots of extracurricular opportunities · Lots of academic opportunities · High college ambitions · Strong sense of community · Feel supported · Extra/different class options · Feel challenged to grow personally · See relevancy of education · Facilities · Like to meet new people · Student supports and relationships
Table 4	Table 5	Table 6
· Student-teacher trust · Sense of community · Safety · Becoming good citizens · Learning prepare for beyond high school	· Extracurricular activities · Technology · Supportive relationships · Facilities	· Peer support student to student · Cultural appreciation of others · Teacher-student communication · Trusted adult · Facilities

Activity Two: OTHERS' PERCEPTIONS STUDENT RESPONSES

Challenges: What is not going well and needs to be addressed? 6 Table Teams/ Consensus

Table 1	Table 2	Table 3
· Use of resources · Focus- overcoming distractions · Academic confidence · Expectations for post secondary · Supporting students with trusted adults · Teaching how to be a good student · Self-efficacy · Transition- fears and concerns	· Socialization of new teachers · Importance of high school for the future · Parent supportiveness · Offer specialized courses · Finding workload balance and. Expectations · Social anxiety · Trusted adult · Parent involvement · Self-efficacy, growth mindset	· Grit · Learning strategies · Social awareness · Self-efficacy · Growth Mindset · Safety measures to ensure secure campus · Extend electives · More free time/longer lunches · More engaging, innovative instruction-less worksheets · More academic support and tutoring · Better food/lunch options · Modify Den focus more on academics · Student engagement please · Self-efficacy · Balancing academic and other commitments · Anxiety about high school · Fear of embarrassment when I get to high school · Navigating new social dynamics at high school
Table 4	Table 5	Table 6
· Safety · Anxiety and fear concerns · Lunch -quality, options · Practical learning · Do not believe in their ability to succeed · Feel comfortable talking to an adult	· Food options · More rigor in courses · School discipline · Social and emotional needs being met · Importance of high school education for the future	· Homework-fear of it · Food options · Provide a variety of learning strategies · Trusted adult · Social dynamics

Activity Two: OTHERS' PERCEPTIONS FAMILY RESPONSES		
Points of Pride: What is going well and needs to be celebrated? 6 Table Teams/ Consensus		
Table 1	Table 2	Table 3
· Facilities · Communication · Overall grade A or B	· Diversity and inclusion · Material/equipment students have	· Safety · Security · Extracurricular activities · Athletics · Welcoming atmosphere · Student programming · Relationships with staff
Table 4	Table 5	Table 6
· Facilities · Academic support · Technology · Staff support one another	· Diversity · Extracurricular activities · Quality of staff	· Technology · Facilities · Informed on child academics · Preparing citizens · Well-equipped physically · Parent-student connection · Peer relationships- upper to lower classmen

Activity Two: OTHERS' PERCEPTIONS FAMILY RESPONSES		
Challenges: What is not going well and needs to be addressed? 6 Table Teams/ Consensus		
Table 1	Table 2	Table 3
· Be good stewards of financial resources · Responding to parent opinions · Quality of social-emotional supports	· Communication · Parent opinions	· Communication · Rigor · Curriculum updates · More professional development for teachers · Innovation
Table 4	Table 5	Table 6
· Cell phone policy · Practical learning · Parent engagement	· Safety · Discipline · More opportunities for professional development for teachers- innovation · Making better connections with students · Communication with families · Understanding of high school credit and advancement	· Discipline and student behavior · Listening to parent opinions · Communication with parents

Activity Two: OTHERS' PERCEPTIONS STAFF RESPONSES		
Points of Pride: What is going well and needs to be celebrated? 6 Table Teams/ Consensus		
Table 1	Table 2	Table 3
· Academic engagement · Socialization of new teachers · Facilities · Technology · Quality of resources to student · Quality of staff	· Response to staff opinions · Opportunities for professional growth · Being informed	· Student support · Awesome staff
Table 4	Table 5	Table 6
· Providing student support · Technology · Sense of community	· Equipment · Technology · Preparing students for post secondary education · Quality of staff	· Teacher-student communication · Cultural appreciation of others · Challenging learning environment · Academic support · Quality of staff · Overall educational experience · Parent-teacher communication

Activity Two: OTHERS' PERCEPTIONS STAFF RESPONSES		
Challenges: What is not going well and needs to be addressed? 6 Table Teams/Consensus		
Table 1	Table 2	Table 3
· Teacher influence · Safety · Response to staff opinions · Opportunities for professional growth · Being informed	· Listening and responding to staff opinions · Quality of academic programs and curriculum to meet student needs · Lack of professional development opportunities	· Student achievement · Feel listened to · Communication
Table 4	Table 5	Table 6
· Do not feel adequately informed · Students are not held accountable · Poor satisfaction working here · Quality of curriculum is lacking · Lack of meaningful professional development	· Professional development opportunities · Student engagement & motivation · School discipline · Importance of high school for the future · Social emotional mental health needs of students · Teaching strategies for student engagement	· Competitive salaries · ISS · Extended time · Feeling hears · Lack of transparent communication · Social and emotional support · Management of funds · No shared vision for improvement

Academics: Student Achievement Data

Working Well	Needs Attention
· 86.5% 9th grade on track for high school · Slightly higher for at state average for last 5 years · Increase this last year in students attending university or junior college · Below state average in percentage community college remediation · Students in 9-10-11 take NWEA Map given in reading and math. · Math showing growth in MAP · Moving from SAT to ACT at the state level · White students meeting or exceeding in SAT reading and math · Math Free Reduced Lunch students above state average · Illinois colleges must award credit if student earns a 3, 4 or 5 on an AP exam · No. of students in an AP class and the No. of exams taken has increased over time · 75% of senior students scored a 3+ on exams · 77% of Freshman students scored a 3+ on exams · Increasing number of students enrolled in AP Spanish · Exceed state and national average in students earning 3+ AP Spanish language · Exceed state and national average in students earning 3+ AP Spanish literature · D94 “reaching” and “bridging” percentage on Access increasing · Students scoring above state average in science.	· 11th grade SAT SCORES 19% in reading and 18% in math met or exceeded expectations compared to state average of 39% reading and 28% math. · Achievement gaps in several ethnic student populations compared to white students. · Achievement gaps significant among Latino students in reading and math · Achievement gaps significant among low income, students with IEPs, and English Language Learners. · 9th grade on track declining slightly across all student subgroup populations · 9th grade on track gaps with low income and Black students · Slight decline in graduation rate · Disparity of white and Asian students to all other subgroups · Slightly below state average in post-secondary enrollment · Reading not showing growth in MAP · Large increasing number of EL students · IEP students and FRL students in reading and math achievement gaps · Number of students testing slightly declining · AP testing gaps between white, Latino, black and Asian students. · AP Spanish Literature number of students enrolled significantly declining

**Activity Three: Culture: Learning, Working, and Community Environments Data Report
Summary**

Working Well	Needs Attention
· Average daily attendance better than state average · Daily average attendance down since covid and remains down · Chronic absenteeism slightly lower than state average · Student Resource Center-class for support/intervention system for struggling students- students pass 88% of their classes which exceeds target/effectiveness of intervention (semester intervention) · STAR credit deficient intervention. Students pass 72% of their classes which exceeds target/effectiveness of. Intervention (semester intervention) · Three-year increase in students involved in athletics or Activities shows significant increase since onset of covid. · Freshman class most involved in athletics. 56% · Athletics participation among women and men is almost the same · Activities highest participation among seniors · 14 students over 100 hours, 21 over 60 and 252 completed 30+ in community service · 60% enrolling in post-secondary 264. (75 private. 147 4 year 117 2 year 222 in state) · Parent teacher conference spring conference data fall conference slightly up · 21 admin, 164 licensed staff, 93 support staff · 24% Latino staff · Trend shows greater diversity in hiring · Offers a voluntary exit survey and interview · Positive impact of student, paid time off · Staff satisfaction: Supportive community, welcoming autonomy. Empathy flexibility, relationships, student interactions	· Daily average attendance down since covid and remains down · Chronic absenteeism. 27% · Decline in athletics or activities in senior year 36% · 10% more female students engaged in athletics or activities compared to males · Activities lowest participation among freshman class · Want to collect more data over community service participation · Largest discrepancies in post secondary attendance IEP and EL students · Parent teacher conference fall conference data fall conference slightly down · Parent and community engagement is an area of focus for improvement. Parent survey participation is low. There is no 5 Essentials parent survey data as the district is below the required percentage · Is there a set of parental expectations? Where is it? How is it communicated? · Staff demographics do not mirror student demographics · Turnover rate increasing, retention slightly decreasing · Career advancement, communication from district, compensation, feeling value · Staff satisfaction: Turnover, resistance to change, top down decision making challenges with student behavior, workload demands, lack of supp, isolated, inconsistent policies · Disparity of salaries with county high schools

Activity Three: Resources: Data Report Finance, Facilities & Technology

Working Well	Needs Attention
· Facility project completed prior to 2017 without referendum · IT infrastructure and equipment has been updated for both safety, security and high-speed access · 300 devices in 1997, 600 in 2005, 1200 in 2010, 2233 in 2019 and one to one today · Speed and efficiency of networked has increased significantly over time. · Senior has option to buy Chromebook at end of 4 years. · Staff has laptops. · Freshmen receive new laptops · April 2017 Referendum approved a no tax increase 37.5 million referendum to pay for various building projects · 1997 was the last referendum with a tax increase · Signage, branding and safety has been completed · Students and staff expect tech works effectively and efficiently on a day-to-day basis · Strong financial profile- highest with the state. 3.9/4.0 · Fund balances has grown over the past few years. Increases each year · Day cash on hand 289 days- additional days the district could go with increased funding. · Tier I evidenced based funding- we are receiving more new money from the state as a result · State funding increased from 11-21% as a result of evidence-based funding. · As revenues increase, expenditures increase	· \$2.6M per year debt to 2035 · There are additional facilities projects to complete · Fear of changing from Tier I to Tier 2 in evidenced-based funding. We are at 70% adequacy.

Activity Four: SWOT Analysis. Each table team reviewed all data and information and listed up to ten Strengths, Weaknesses, Opportunities, and Threats. The facilitator did the consensus.

STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in a positive way?

Table 1	Table 2	Table 3
· Facilities · Technology · Fiscal responsibility · Quality of staff · Resources available and accessible to students · Community ownership · Academic supports and interventions · Positive relationships	· Relationships · Sense of community · Recovery of student participation in athletics and activities · Authentic learning opportunities · Tier II and Tier III academic interventions having success · Overall fiscal health and fund balances · IT infrastructure · Facilities	· Facilities · Diversity · Sense of Community · Staff Quality · AP offerings and test results · Extracurricular activities and athletics · Availability of challenging courses · Finances · Supports for students
Table 4	Table 5	Table 6
· Buildings/Facilities · Sense of Community · Student-Teacher relationships · Diversity/multiculturalism · Technology/IT · Financial security/stability · Activity and Athletic student opportunities and involvement · Student sense of connectedness · Social Emotional Learning · Collaboration · Deficits as opportunities	· Buildings/Facilities · Student services/resources · Athletics/Activities · WEGO pride and branding · Teachers care about student · Technology · AP classes/ Curricular pathways offered · Diversity · Strong Financial History	· Sense of community · Diversity · Steady mathematics student growth · Fiscally sound · Facilities · Class offerings · Resources · AP class offerings and performance · Great teachers · Wego student experience

Facilitator Consensus Draft: Facilities, Sense of community, Fiscally sound, Dedicated and committed staff, Academic supports, Diversity, Athletics and Activities, Academic supports for students, AP course offerings and test scores, and Technology

WEAKNESSES: What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

Table 1	Table 2	Table 3
· Staff compensation · Achievement disparities · Staff retention' · Student attendance · Staff demographics · Loss of grit and academic stamina · Post secondary education percentages	· Elective opportunities · EL support · Lack of School spirit · Staff Development · Staff recognition · Staff salaries · Chronic absenteeism · Standardized test scores · Family engagement	· Articulation, communication and collaboration with feeder elementary districts · Achievement gaps across student subgroup populations · Lunch options · Communication · Parent Engagement · Student attendance · Staff Dissatisfaction · Hiring diverse staff
Table 4	Table 5	Table 6
· Disparity in achievement amongst ethnic subgroups · Community perception of school · Staff salaries · Lack of professional development · MAP reading scores · Graduation rate · Outsourced security and safety gaps · Rigor in general – curriculum revamping · SAT/ACT preparation' · Better support of LTLLs	· Staff salaries · Connection with middle schools · Latihan athletic participation · Attendance and tardiness · Update contract information · Parent Engagement · Communication · Staff Retention · Safety	· Chronic absenteeism · Teacher retention · Teacher Salaries · Professional Development · Feeder middle school communication and collaboration · Parent engagement · Internal and External Communication · Reading scores · Racial disparity

Facilitator Consensus Draft: Staff compensation, Student achievement, Achievement gaps, Attendance & absenteeism, Parent engagement, Clear and transparent internal and external communication, Teacher retention, English Language Learner support, Feeder elementary district communication and collaboration

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? What are we not doing currently that might be the opportunity for us to improve?

Table 1	Table 2	Table 3
· Intramurals · Students don't dream big enough · Making school relevant · Students accessing opportunities that are available · Strengthen Tier I instruction · Parent engagement · Expanding honors/AP enrollment · Incorporating more community values · Communication	· ACT is new · Vertical alignment · Family Engagement · Career Pathways · Food options · Being proactive · Being data informed	· More access to the trades · Involving more students in extra-curriculars · Better community partnerships · Student service in the community · Advocating for standardized testing in more languages · Recognizing out of country transcripts differently · Public perception
Table 4	Table 5	Table 6
· Allocate funds for PD · Alternative assessments for EL · Explore in-house security · More communication students regarding safety measures · Community engagement and partnerships	· Artificial Intelligence education · State test prep for non-on-track students · Lunch Prices · Supports LTLL · More support for staff for EL	· Support staff salaries · Consistent cell phone policy · Male involvement in clubs and activities · Being pro-active and data-informed · Internal teacher support

Facilitator Consensus Draft: Community engagement and partnerships, Becoming more proactive than reactive, Becoming data informed, Exploring more staff supports for innovation and effective instructional practices, Pathways to the trades and careers

THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our results?

Table 1	Table 2	Table 3
· Time · Social media · Cell phones · Mandates · Funding uncertainty · Cultural problems with standardized tests · Single high school · Staff retention · Opportunity gaps · Lack of exposure outside West Chicago	· Evidenced based funding · In class motivation and engagement · Safety · Learning gaps among student subgroup populations · Nonnative English speakers	· Teacher shortages · Politics · Cellphones · Artificial Intelligence · Future finances · Societal shifts toward apathy in public schools · Enrollment in the future · Accountability measures
Table 4	Table 5	Table 6
· Teacher and staff salaries · Student Mental Health · Eventual aging of facilities · Change	· Tier 2 and evidence-based funding · Gap in education for newcomers to special education · Economic disparities among families · Unknown of finances · Future Enrollment	· Being reactive · School safety · Resistance to change · Revenues · Socio Economic disparities · Socio economic resonator-absenteeism and truancy
Facilitator Consensus Draft: Outside perceptions, Economic disparities among families, Unknown financial future, Future enrollment, Resistance to change		

WEST CHICAGO COMMUNITY SCHOOL DISTRICT 94 DRAFT SWOT ANALYSIS from Data Retreat

STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways? · Facilities · Sense of community · Fiscally sound · Dedicated and committed staff · Academic supports · Diversity · Athletics and Activities · Academic supports for students · AP course offerings and test scores · Technology	WEAKNESSES: What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention? · Student achievement, · Achievement gaps · Attendance & absenteeism · Staff compensation · Parent engagement · Clear and transparent internal and external communication · Teacher retention · English Language Learner support · Feeder elementary district communication and collaboration
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? What are we not doing currently that might be the opportunity for us to improve. · Community engagement and partnerships · Becoming more proactive than reactive · Becoming data informed · Exploring more staff supports for innovation and effective instructional practices · Pathways to the trades and careers	THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources? · Outside perceptions, · Economic disparities among families · Unknown financial future · Future enrollment · Resistance to change

Note: We will seek feedback on this first draft and reflect/revise at our next meeting.