



# Reinvesting for our Future: Structural Deficit Reduction Plan (SDRP)

January 27, 2025

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**EVANSTON/SKOKIE**  
SCHOOL DISTRICT 65

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Every Child, Every Day, Whatever it Takes

# Revisiting the focus for SDRP Phase 2 reductions



Provide reductions for the FY26 school year that will:

- Minimize impact to our students
- Minimize impact to staff that directly support students
- Minimize racial inequities
- Focus on the key areas identified by the administration and approved by the Board
- Avoid short-term borrowing (TAWs) and related expenses

**As provided previously, this will mean \$13.2 million in reductions for the FY26 school year.**

# Preserving Critical Investments



## What we heard

## Our Response

<b>Prioritize and retain talented educators</b>	Reached a four-year contract with DEC with highly competitive compensation package
<b>Reduce central office administration</b>	Reimagining “top-down” approach of central office Reduction of 22 central office FTEs in FY25 with proposed reductions of 21-26 FTEs in FY26
<b>Support our most vulnerable students</b>	Maintaining, with the goal of enhancing, individualized education and multilingual services
<b>Retain staff who support students’ mental health and social emotional needs</b>	No reduction to social work, psychology, mental health, and therapy services
<b>Avoid short-term borrowing / state takeover</b>	Resolute decision making by bringing forward aggressive plan that hits reduction targets

# Preserving Critical Investments



## What we heard

## Our Response

**Class sizes should remain small**

Class sizes will remain within district guidelines  
(K-2: 23 students; 3-5: 25 students; 6-8: 28 students)

**Ensure students have access to arts, athletics, and extracurriculars**

Maintaining fine arts, physical education, and library services as part of students' daily schedule (includes SEEL, Computer Science, athletics)

**Ensure continuance of magnet programs**

Continue to offer ACC/TWI (with dual language expansion through eighth grade)

**Be thoughtful about school closures and retaining assets**

No school closures for the 2025-2026 school year.  
SDRP Phase 3 will begin in February 2025  
(consideration for future school closures/consolidation)

# Scenarios At-A-Glance (presented January 13, 2025)



Category	FTE	Scenario 1	FTE	Scenario 2	FTE	Scenario 3	FTE	Scenario 4
Central Office/ Administration	26.0	\$3,077,660	26.00	\$3,077,660	21.0	\$2,459,165	26.0	\$3,077,660
Purchased Services (Non-Transportation)		\$1,770,370		\$1,770,370		\$1,770,370		\$1,770,370
Purchased Services (Transportation)		\$4,499,544		\$4,499,544		\$4,499,544		\$4,499,544
Supplies - 10%		\$432,214		\$432,214		\$432,214		\$432,214
Other Objects - 5%		\$370,011		\$370,011		\$370,011		\$370,011
Academic Skill Center/ Summer Learning		\$934,769		\$934,769		\$934,769		\$934,769
School Level Section Reductions	22.0	\$2,288,957	22.00	\$2,288,957	22.0	\$2,288,957	22.0	\$2,288,957
School Level-Non Direct Instruction/SEL	24.5	\$1,859,808	28.00	\$2,225,386	37.5	\$3,346,367	31.0	\$2,148,795
	<b>72.50</b>	<b>\$15,233,332</b>	<b>76.00</b>	<b>\$15,598,910</b>	<b>80.50</b>	<b>\$16,101,397</b>	<b>79.00</b>	<b>\$15,522,320</b>

# What we heard: January Key Takeaways

Developing a Structural Deficit Reduction Plan that is rooted in community voice



## Concern over elimination of transportation and child care services

Concerns about the importance of early childhood education and disproportionate impact on historically marginalized students



## Communication and transparency

in D65's decision-making process has been well received by staff and the community. Maintaining this level of collaboration and communication should remain central to the work moving forward.



## Prioritizing student-facing over central office roles

when considering staff reductions was identified as essential in maintaining focus on student learning.



## Wrap around student services

Prioritizing these services was identified as one of the ways to mitigate the impact of budget reduction decisions on historically marginalized students.



## Teacher to student ratios

Small class sizes was identified as essential to student learning

# What we heard: January Key Takeaways

Developing a Structural Deficit Reduction Plan that is rooted in community voice



## School/Student Needs-Based Modeling

was proposed by both staff and community members as a tool to help ensure equitable distribution of resources and reduce the impact of budget cuts on historically marginalized students and their families.



## Prioritizing the retainment of quality teachers who meet their students' academic and socio-emotional needs

especially teachers with a proven track-record of building strong relationships with our most marginalized students.



## Community-based support

leveraging community organizations, resources, and volunteers to reduce or replace the costs of school services and supports



## Prioritizing teacher autonomy and expertise

Identified as essential to student learning; leverage over costly curriculum and professional development contracts

# Modified Scenarios At-A-Glance



Category	FTE	Scenario 1	FTE	Scenario 2	FTE	Scenario 3	FTE	Scenario 4
Central Office/Administration	26.0	\$3,077,660	26.0	\$3,077,660	21.0	\$2,459,165	26.0	\$3,077,660
Purchased Services (Non Transportation)		\$1,770,370		\$1,770,370		\$1,770,370		\$1,770,370
Purchased Services (Transportation)		\$2,326,405		\$2,326,405		\$2,326,405		\$2,326,405
Supplies - 10%		\$432,214		\$432,214		\$432,214		\$432,214
Other Objects - 5%		\$370,011		\$370,011		\$370,011		\$370,011
Academic Skill Center/Summer Learning		\$1,011,958		\$1,011,958		\$1,011,958		\$1,011,958
School Level Section Reductions	18.0	\$2,239,293	18.0	\$2,239,293	18.0	\$2,239,293	18.0	\$2,239,293
School Level-Non Direct Instruction/SEL	25.0	\$1,823,449	29.0	\$2,094,361	38.0	\$2,703,913	31.0	\$2,099,060
	69.0	\$13,051,360	73.0	\$13,322,272	77.0	\$13,313,330	75.0	\$13,326,971

Based on what was shared by staff and community during feedback sessions and board discussion at the 1/13 COTW meeting, changes from the 1/13 scenarios include:

- \*No Preschool Transportation reductions
- \*School Level Section Reductions reduced from 22 to 18

Additionally, there has been fine tuning of reduction amounts based on latest financial information



# Recommended Scenario 2 & Impact Analysis



Category	FTE	\$ Amount	Staff Impact	Student Impact
Central Office	26.00	\$3,077,660	1.0	1.0
Purchased Services (Non Transportation)		\$1,770,370	1.0	1.0
Purchased Services (Transportation)		\$2,326,405	1.0	2.0
Supplies - 10%		\$432,214	1.0	1.0
Other Objects - 5%		\$370,011	1.0	2.0
Academic Skill Center/Summer Learning		\$1,011,958	2.0	2.0
School Level Section Reductions	18.00	\$2,239,293	2.0	2.0
School Level-Non Direct Instruction/SEL	29.00	\$2,094,361	1.0	2.0
	73.00	\$13,322,272	1.2	1.6

For the impact analysis: 1=minimal impact, 2=moderate impact, 3= high level impact

# Scenario 2 Preliminary REIA Analysis



Category	Score
Identifying Stakeholders	3.0
Engaging Stakeholders	1.5
Identifying Racial Inequities	1.0
Examining the Causes	1.0
Clarifying Purpose	1.0
Considering Adverse Impacts	1.0
Advancing Equitable Impacts	1.0
Examining Alternatives/Improvements	2.0
Ensuring Viability/Sustainability	2.0
Identifying Success Indicators	1.0
<b>Score</b>	<b>14.5</b>

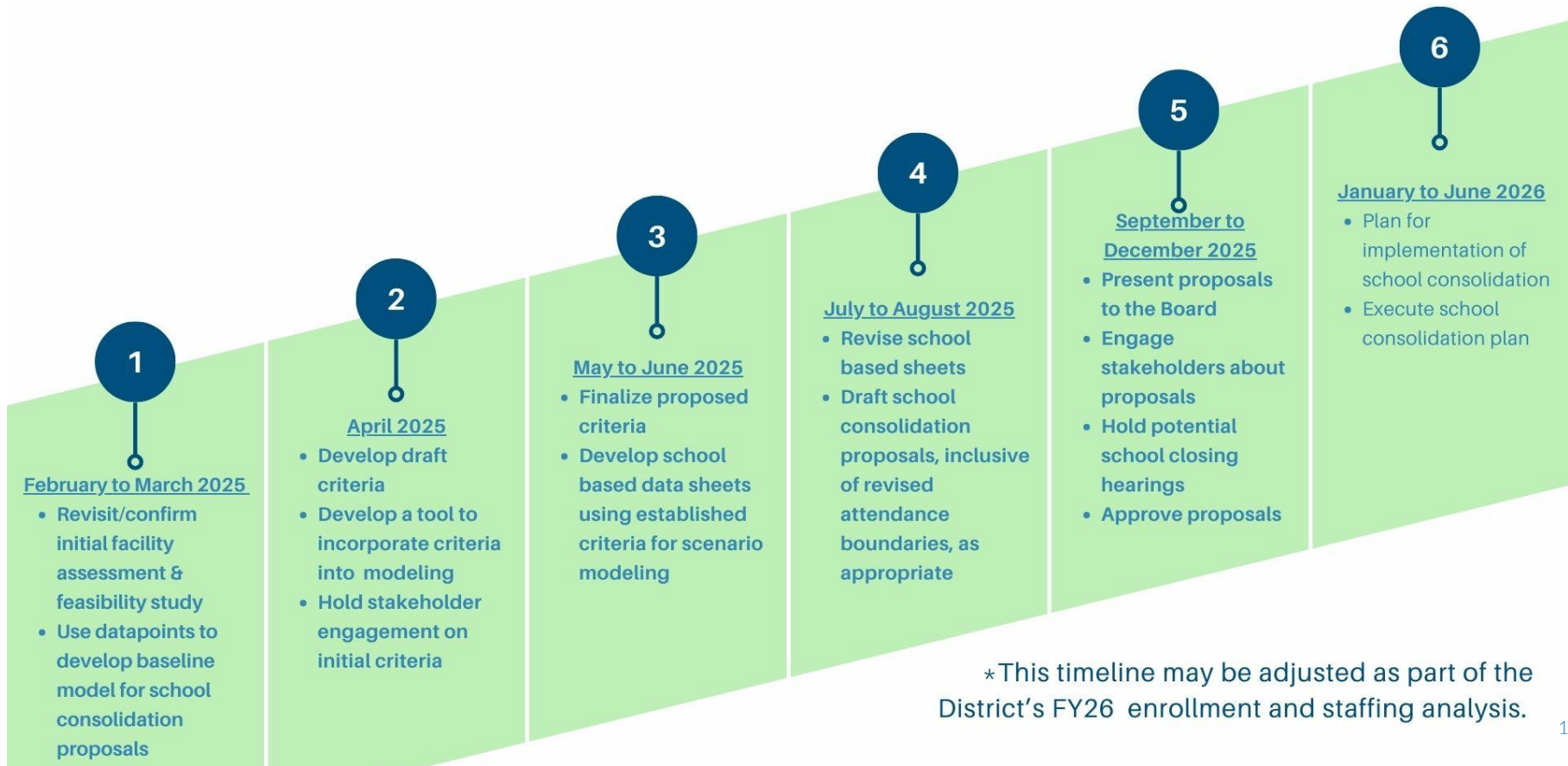
- Impact cannot be fully understood until a scenario is approved and implementation is underway (e.g., impact on staffing)
- Scenario development and refining of recommendation was through an equity lens (e.g., school based staffing model based on numerous building level and student demographic data, eliminating pre k transportation as a reduction)



## Note

We believe many of these items can be addressed prior to the July 1 implementation. The District will continue to engage in the REIA to quantify and document the work as part of the operationalization of the approved scenario.

# SDRP Tentative Timeline for Phase 3: Sustainability\*



\*This timeline may be adjusted as part of the District's FY26 enrollment and staffing analysis.



# Questions

# Scenario 2 REIA Analysis



<u>Category</u>	<u>Score</u>	<u>Comment for Scores &lt;2</u>
Identifying Stakeholders	3.0	N/A
Engaging Stakeholders	1.5	Opportunities to be informed where maximized, but didn't track data by race/ethnicity
Identifying Racial Inequities	1.0	Work should be done to analyze reductions impact to race/ethnicity and implement in ways to minimize impact
Examining the Causes	1.0	Staff should call out the racial inequities that might occur as part of this plan.
Clarifying Purpose	1.0	Not adopting a scenario would be detrimental to all race/ethnicity, D65 staff be conscious of staff reductions and minimize impact on racial/ethnic groups
Considering Adverse Impacts	1.0	Not adopting a scenario would be detrimental to all race/ethnicity, D65 staff be conscious of staff reductions and minimize impact on racial/ethnic groups
Advancing Equitable Impacts	1.0	There is anecdotal data that would score this higher, but this information should be verified.
Examining Alternatives/ Improvements	2.0	N/A