FSD145
Freeport School District

FSD145 Board of Education
Dr. Anna Alvarado, Superintendent

Board of Education Meeting
State of the District
Freeport School District 145
November 17, 2026



Agenda

01

Key District Progress Metrics

1. Academic Trends
2. Student Data
3. Attendance Trends
4. Early Childhood

02

State Measures

1. The 2026 State Accountability Model
2. School Designations
3. Academic Growth

03

Resources and the Road Ahead

1. Teacher Data
2. District Finance
3. Moving forward- Next Steps by Strategic Priority

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Headlines: Key District Progress Metrics

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Graduation Rate

83.5%

↑ +12.8%

Four-Year Graduation

Significant increase from 70.7% recorded in 2023, reflecting comprehensive student support programs.

Attendance

29.1%

↓ -5.7% Absenteeism

Chronic Absenteeism

Reduced from 34.8%. District attendance initiatives continue closing the gap toward state level (23.5%).

Academic Achievement

31.8%

↑ +3.9% Growth

ELA Proficiency

English Language Arts proficiency increased up from 27.9%, demonstrating strong literacy curriculum gains.

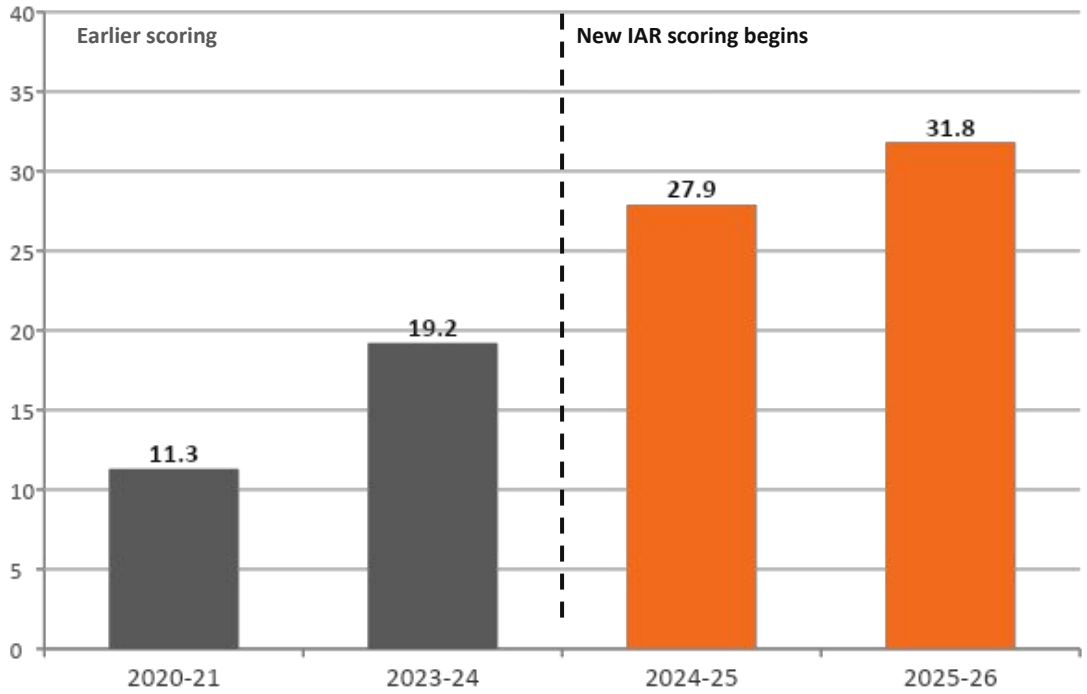
FREEPORT SCHOOL DISTRICT 145

Academic Trends

Strategic Plan Priority 1: Academic Excellence

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Reading has improved on both scoring scales



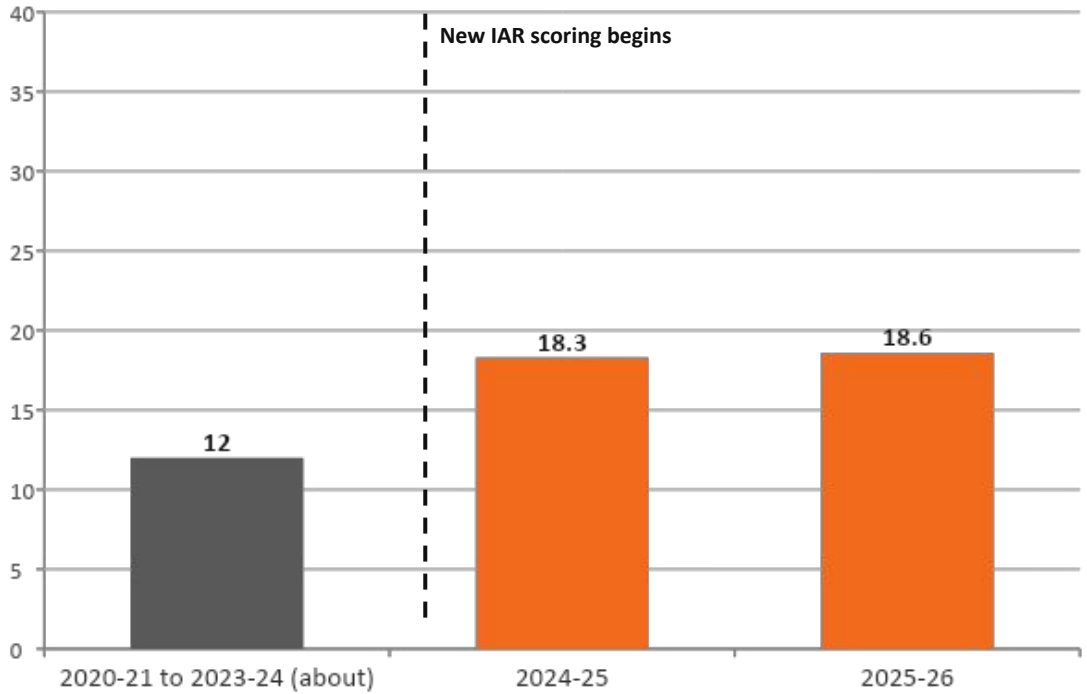
Percent of students meeting or exceeding the ELA standard. Dashed line marks the scale change. 2022 and 2023 not shown.

Up every year
2020-21 to 2023-24: 11.3% to 19.2%, above the 2018-19 mark of 15.8%

+3.9 points
2024-25 to 2025-26 on the new scale

Center 46.5%
Highest school. Empire rose from 16.0% to 23.7%, Lincoln-Douglas from 23.4% to 30.6%

Math remains flat: the district focus for the coming year



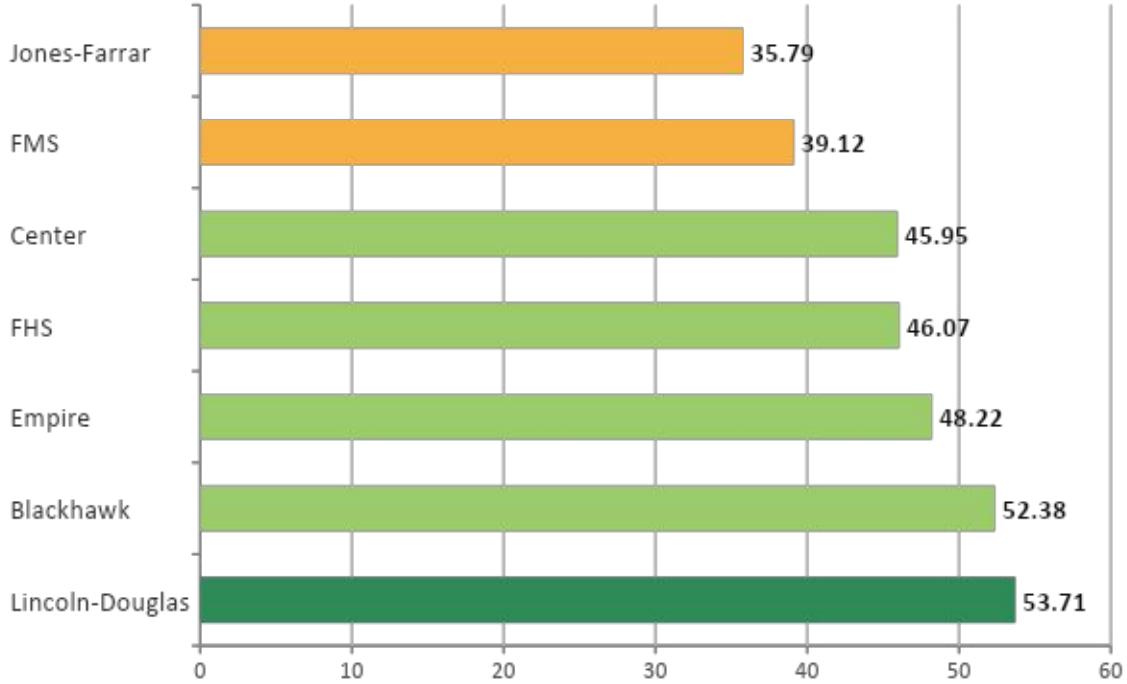
Percent of students meeting or exceeding the math standard. Dashed line marks the scale change.

18.6%
District math proficiency in 2026, up 0.3 from 18.3%

42.4
District math growth percentile. State typical rate is 50

Lincoln-Douglas
Math proficiency rose from 19.8% to 23.6% with math growth of 53.6

Growth is strongest at Lincoln-Douglas and Blackhawk



Composite growth (cohort SGP), 2026. Bar color shows the ISBE level.

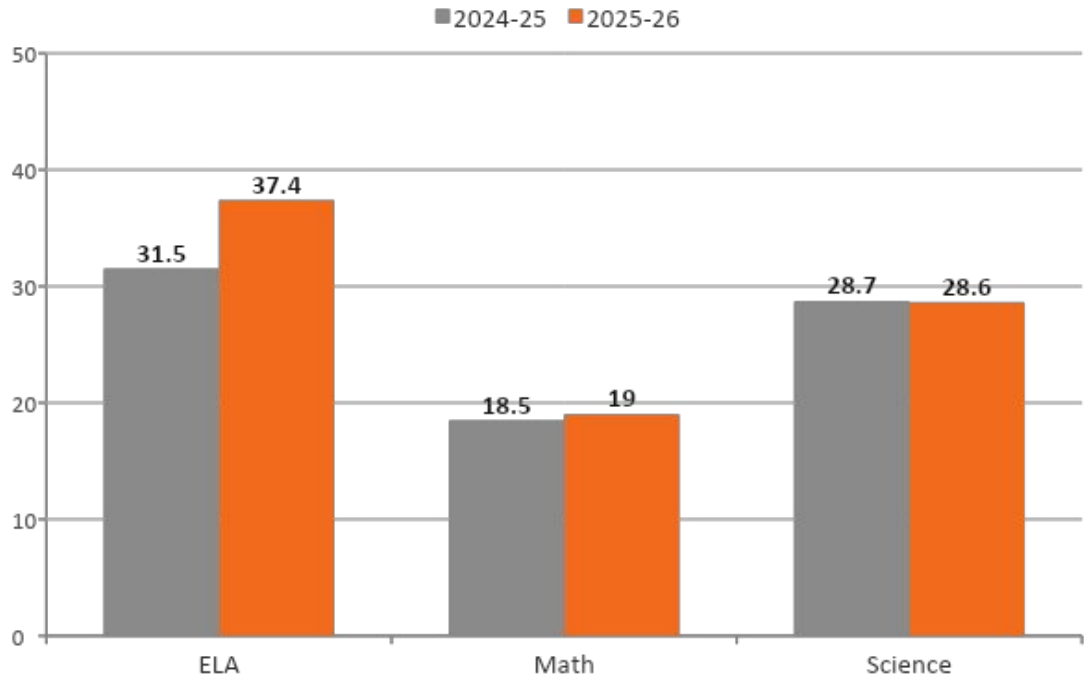
Level ranges

Approaching Exemplary	52.5 to 60
Commendable	43 to 52.5
Developing	32.5 to 43

41.4 and 42.4

District ELA and math growth percentiles. The state typical rate is 50.

High school reading rose 5.9 points; math and science held



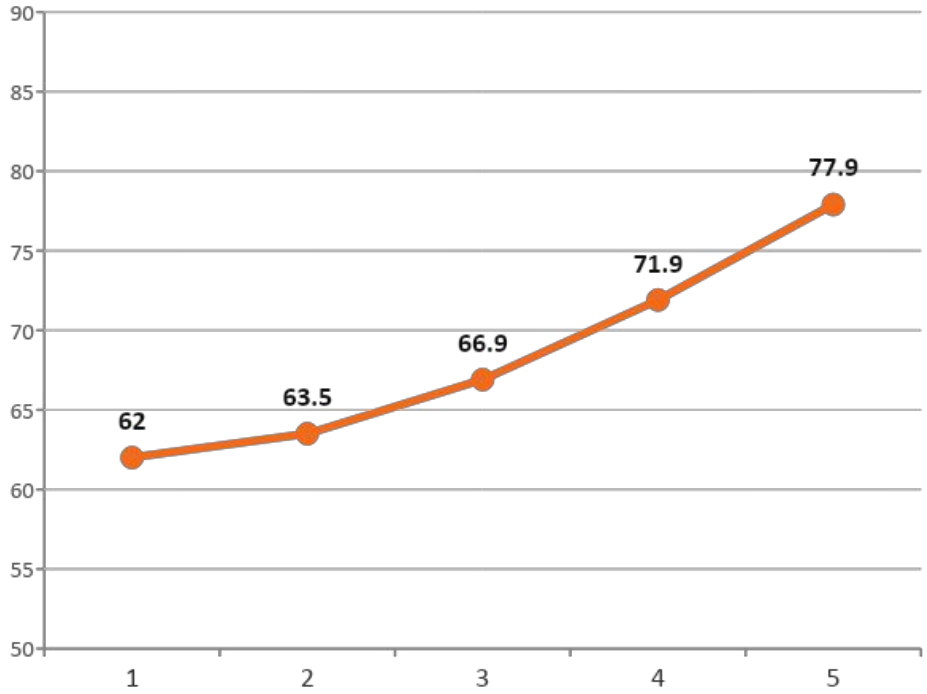
Percent proficient, Freeport High School (ACT suite and DLM). Source: Illinois Report Card.

+5.9 points
ELA proficiency, 31.5% to 37.4%

+0.5 points
Math proficiency, 18.5% to 19.0%

20.1 points
Science gap to the state (28.6% vs 48.7%)

Ninth graders on track rose from 62% to 77.9% in five years



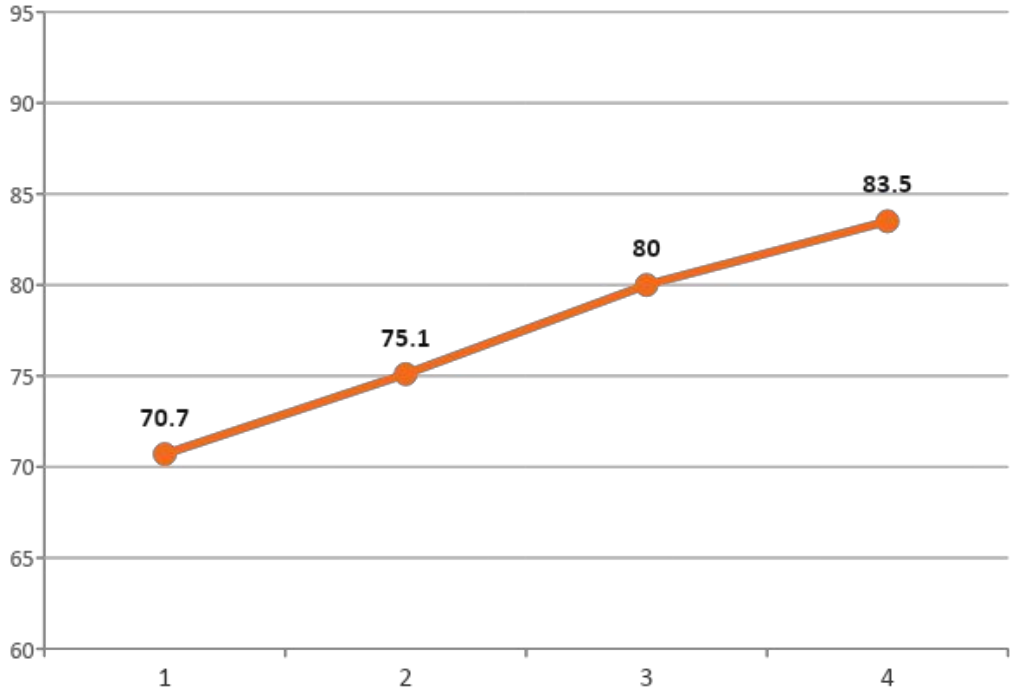
Percent of ninth graders on track to graduate. State rate in 2026: 89.6%.

By student group, 2026

2026	FHS	State	Gap
All students	**77.9%**	89.6%	**-11.7**
Black	**73.6%**	81.6%	**-8.0**
Hispanic	**71.8%**	85.7%	**-13.9**
Two or more	**80.0%**	89.4%	**-9.4**
White	**81.0%**	93.8%	**-12.8**

Other groups are redacted or have no data. On track means 5 or more full year credits and no more than one semester F in a core subject.

The graduation rate has risen every year since 2023



Four year graduation rate. State average in 2026: 89.8%.

Gains by student group, 2023 to 2026

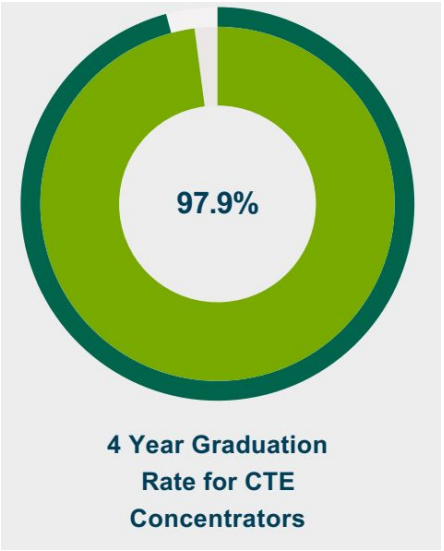
Black	54.4% to **80.6%**
Low income	60.1% to **79.8%**
Hispanic	65.9% to **75.6%**
Students with IEPs	64.6% to **74.0%**

Ninth graders on track rose from 71.9% to 77.9% in the past year.

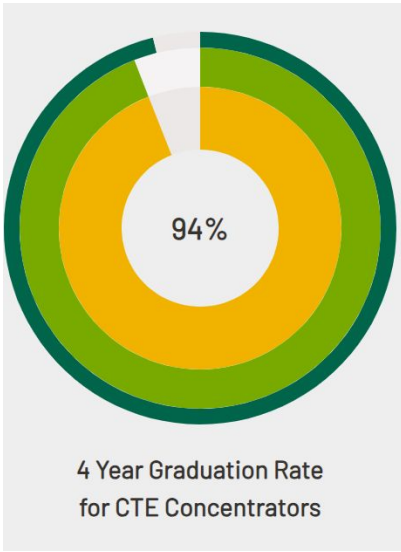
Career and Technical Education

The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate

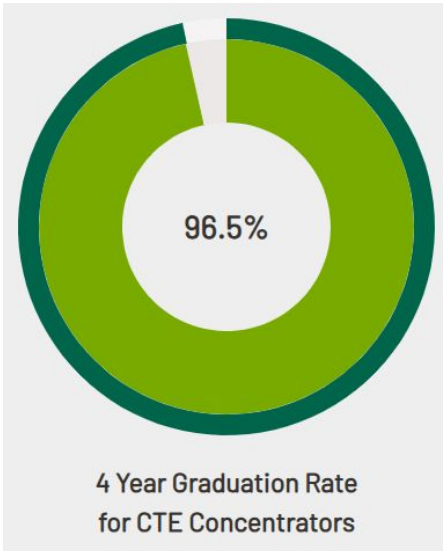
2023



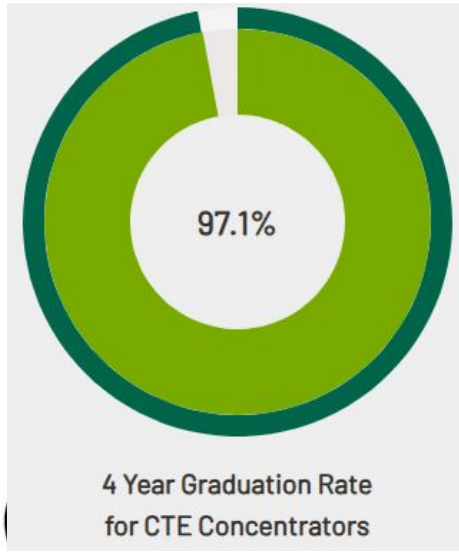
2024



2025



2026



Student Data

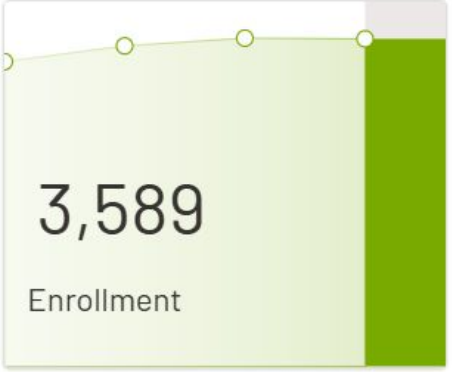
State of the District 2026

Freeport School District 145
Demographics, Enrollment & Retention Trends

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Enrollment and Demographics 2026

Demographic	District 2026
Am. Indian	11
Asian	35
Black	908
Hispanic	603
MENA	No Data
Pacific Islander	Redacted
Two or More	504
White	1,523



Key Insights

3,589 Total Students

White: 1,523 (42.4%)

Black: 908 (25.3%)

Hispanic: 603 (16.8%)

Average Class Size Comparison





Homeless

Overview & Context

This slide shows the percentage of our students experiencing homelessness, which includes kids who are doubled up with other families, staying in motels or shelters, or without a stable place to live.

Our rate dropped from 6.8% to 4.3% this year, which is a meaningful change. But we're still well above the state average of 2.5%, so this remains a real part of the daily lives of many of our students.

For these kids, school is often the most stable place in their week, and that's why our attendance supports, meals, transportation, and family engagement work matter so much.

Key Support Pillars

• Attendance Supports • Meals
• Transportation • Family Engagement

District vs. State Comparison

District (2026)
4.3%
Down from 6.8% in 2025

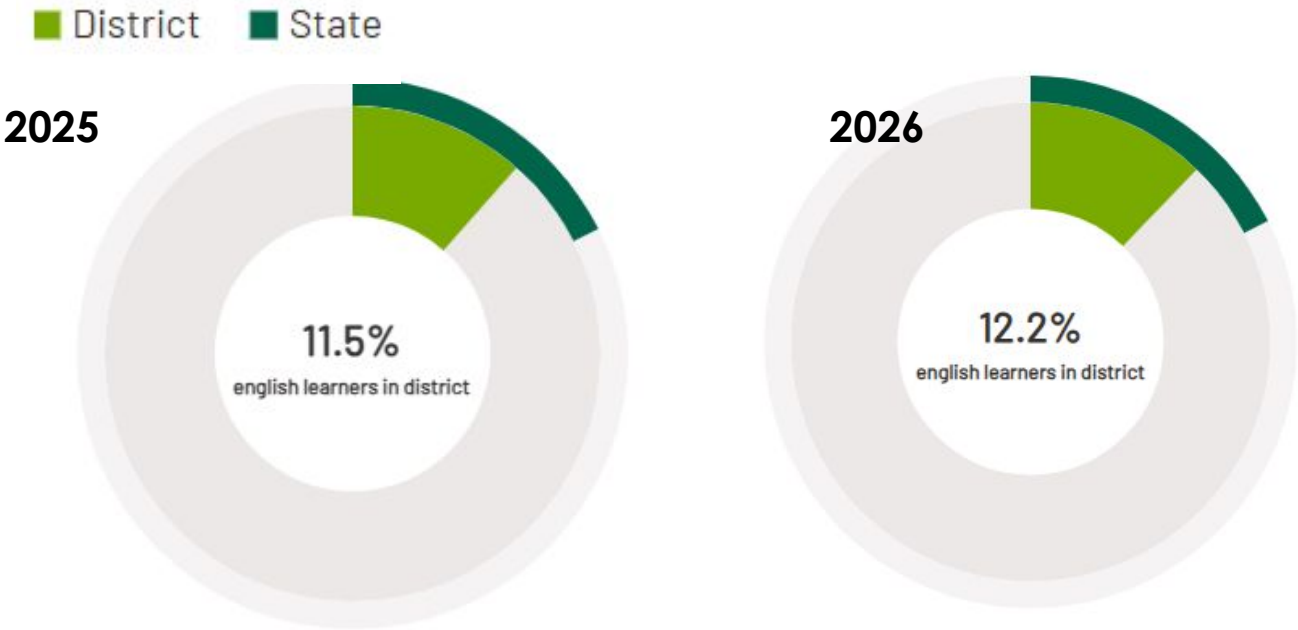
State Avg (2026)
2.5%
Down from 2.7% in 2025

Level	2025	2026
District	6.8%	4.3%
State	2.7%	2.5%

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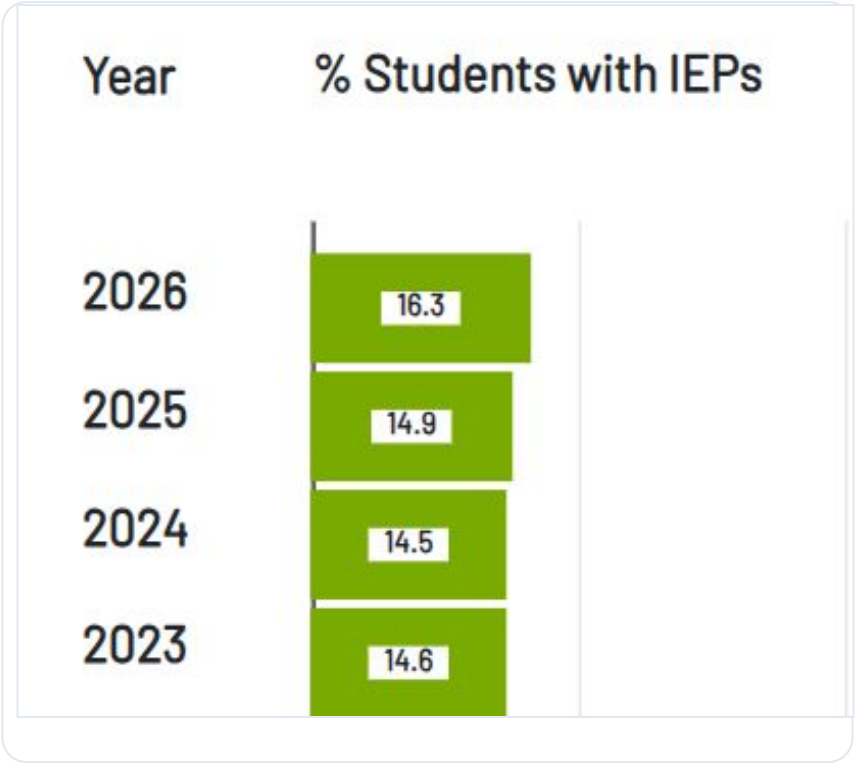
English Learners

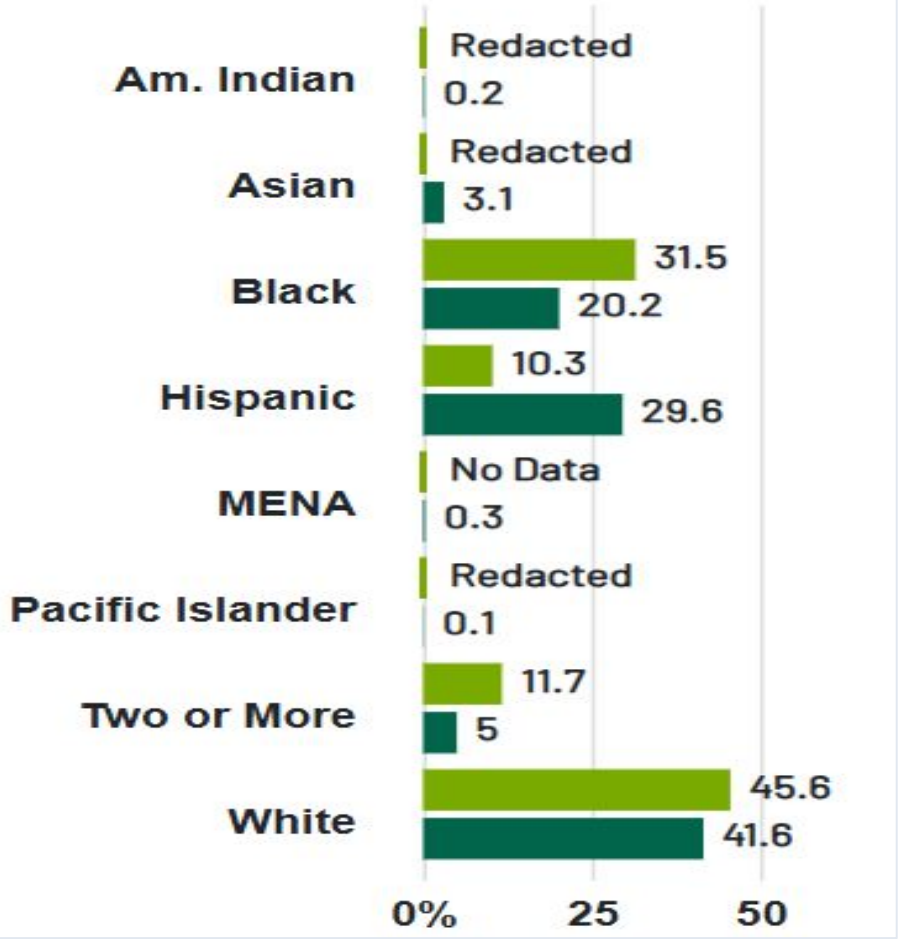
The percentage of students whose primary language is not English



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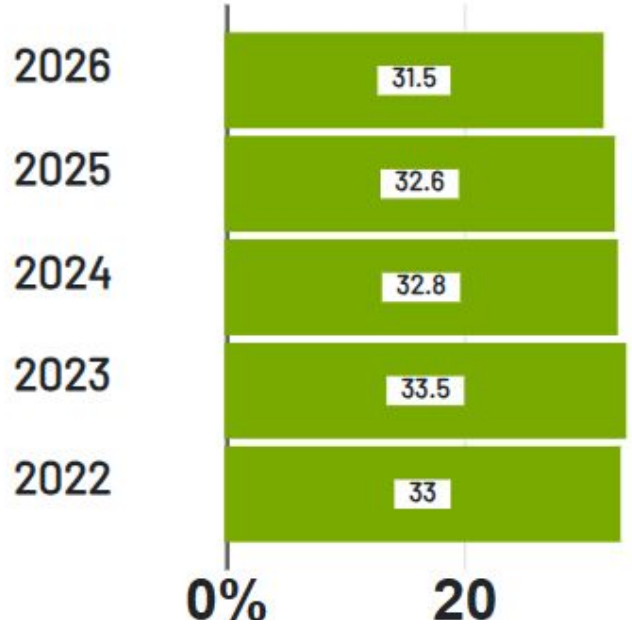
Students with IEPs



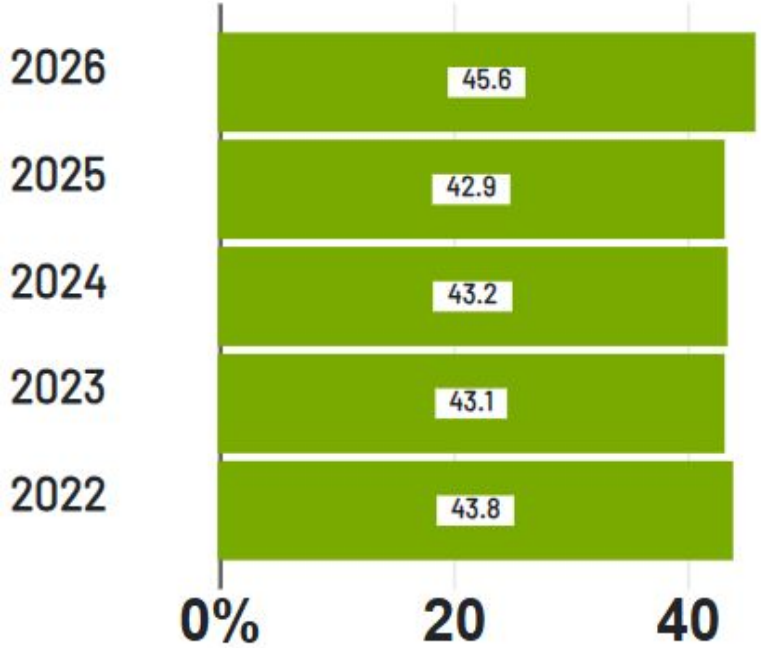


Student Demographics with IEPs

Black Students



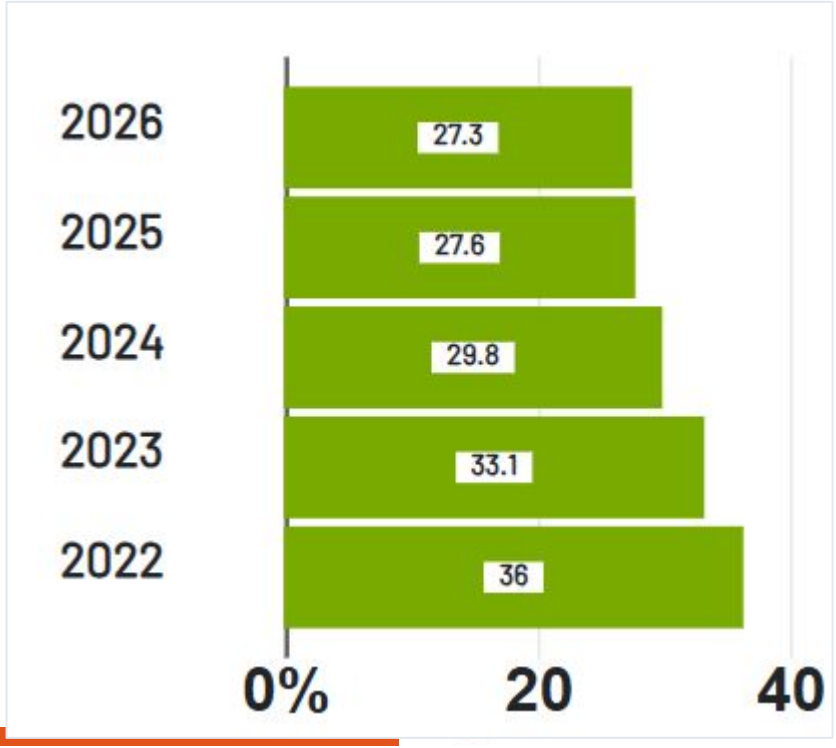
White Students



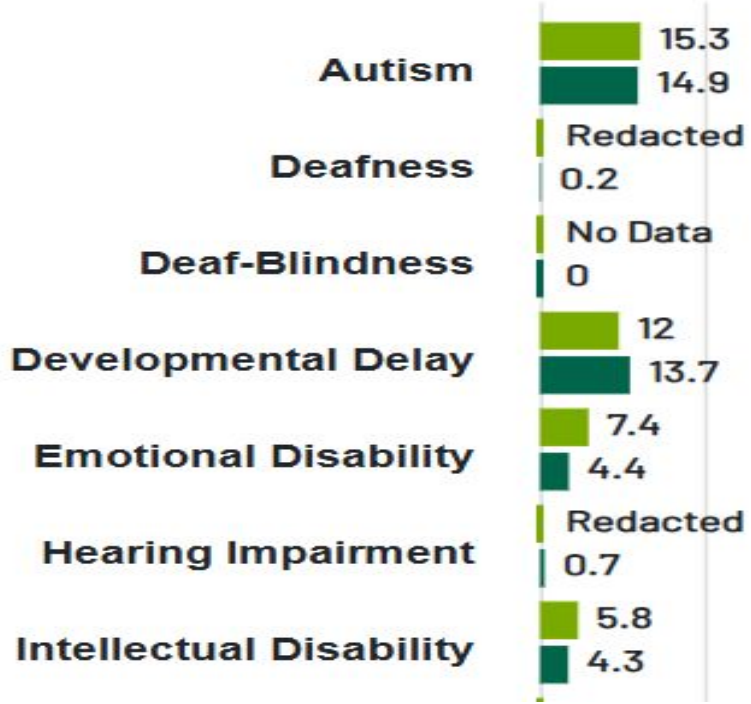
Autism Trend

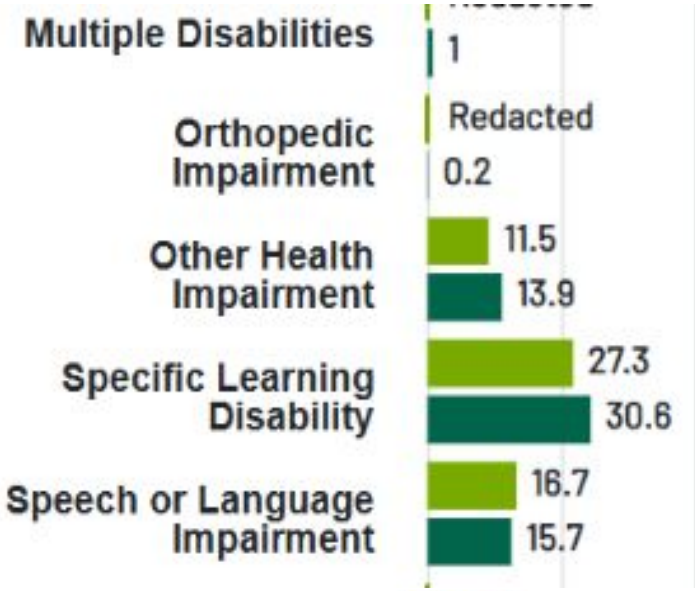


Specific Learning Disability



District vs State Comparison





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Student Mobility Rate

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year, not including graduates.

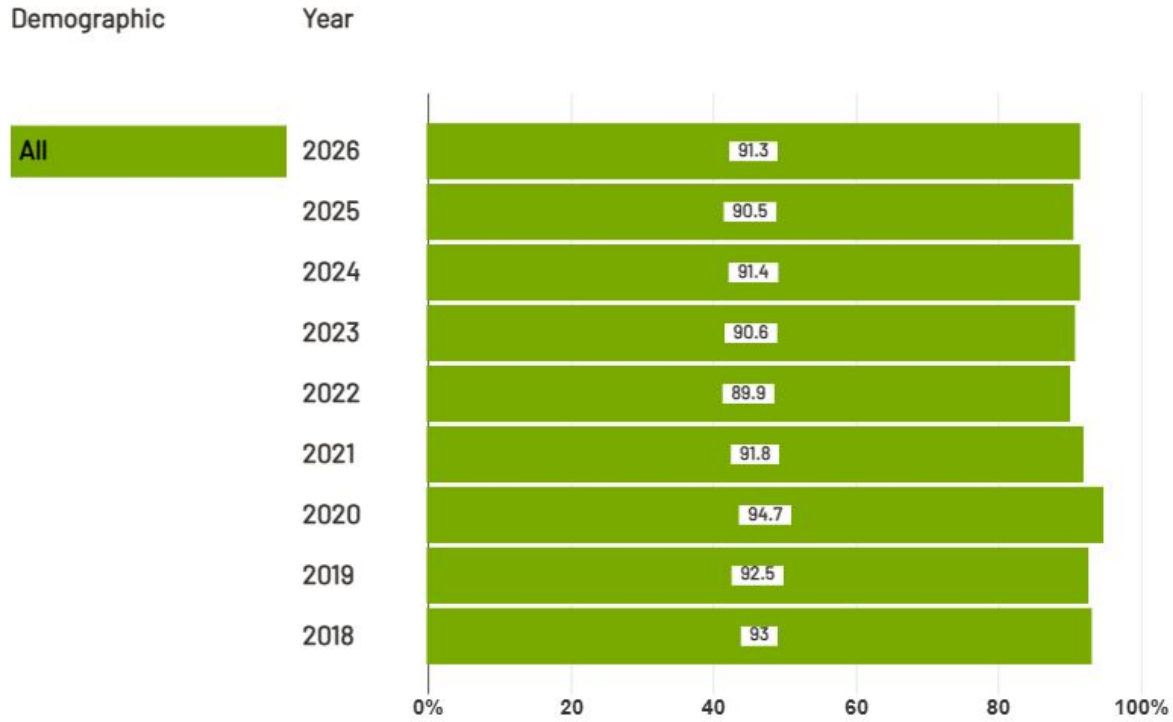
	District	State	District	State
Demographic	2026	2026	2025	2025
All	11.7	6.9	14.3	7.3
Am. Indian	Redacted	10	Redacted	10.5
Asian	Redacted	5.9	Redacted	7
Black	17.5	12	17.4	12.6
Hispanic	12.7	7.7	17.5	8.3
MENA	No Data	10.1	No Data	11.9
Pacific Islander	Redacted	7.7	Redacted	9
Two or More	9.4	7.7	13.8	8
White	8.4	4.5	11.3	4.5

Attendance Trends

Chronic absenteeism by school and student group, and the new consistent attendance measure

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Student Attendance 2025-2026 School Year



Current Attendance

91.3%

+0.8% vs. 2024-2025 (90.5%)

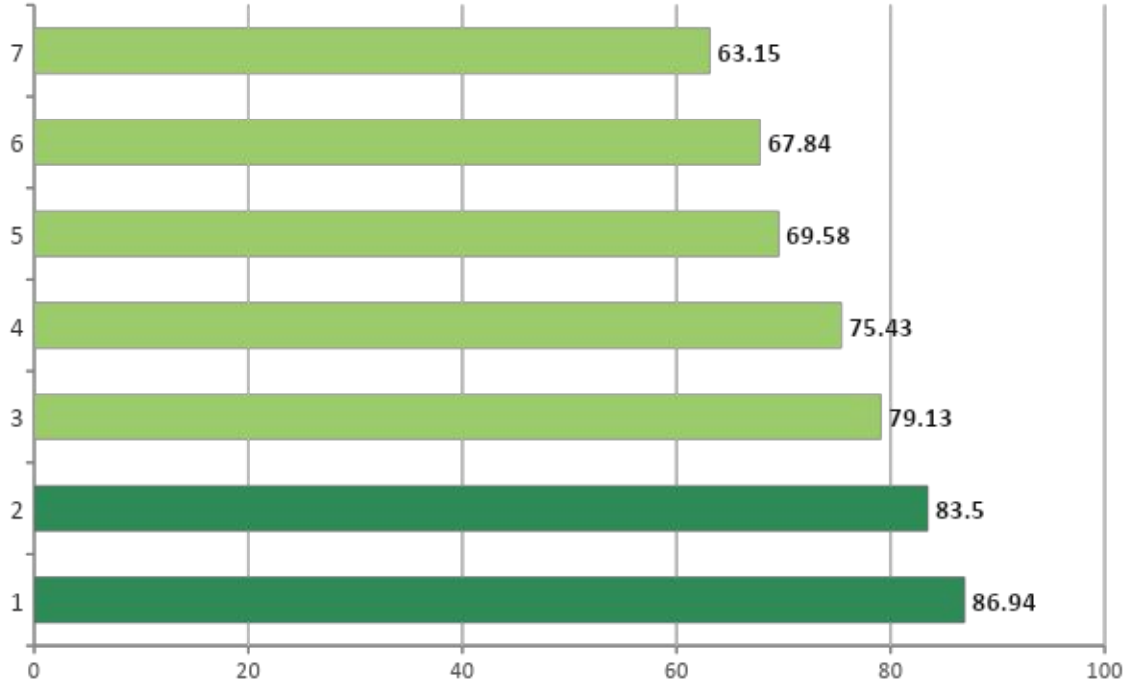
Attendance Insights

Peak Year: 94.7% (2020)

9-Year Avg: 91.9%

Attendance reflects steady multi-year stability across district demographics.

The new attendance measure counts students above 90%



Percent of students attending more than 90% of days, 2026. Bar color shows the ISBE level.

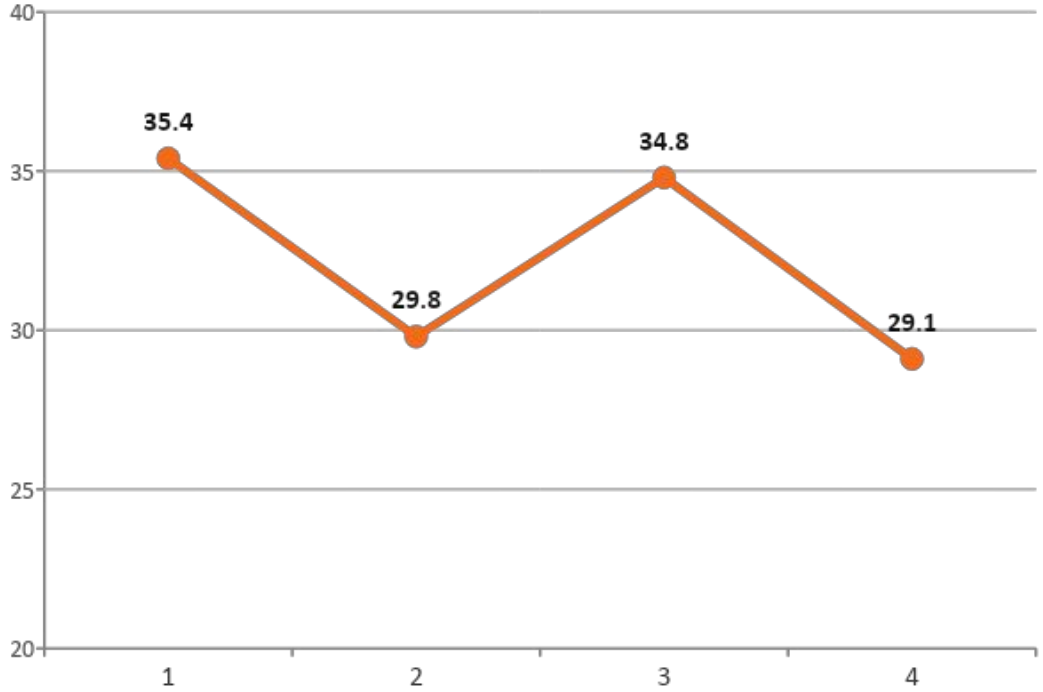
Level ranges, K-8

Approaching Exemplary	80 to 88
Commendable	65 to 80
Developing	50 to 65

Freeport High is scored on the high school range, where 55 to 70 is Commendable.

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Chronic absenteeism fell to 29.1%, still above the state



Percent of students who miss 10% or more of school days.

5.7 point improvement

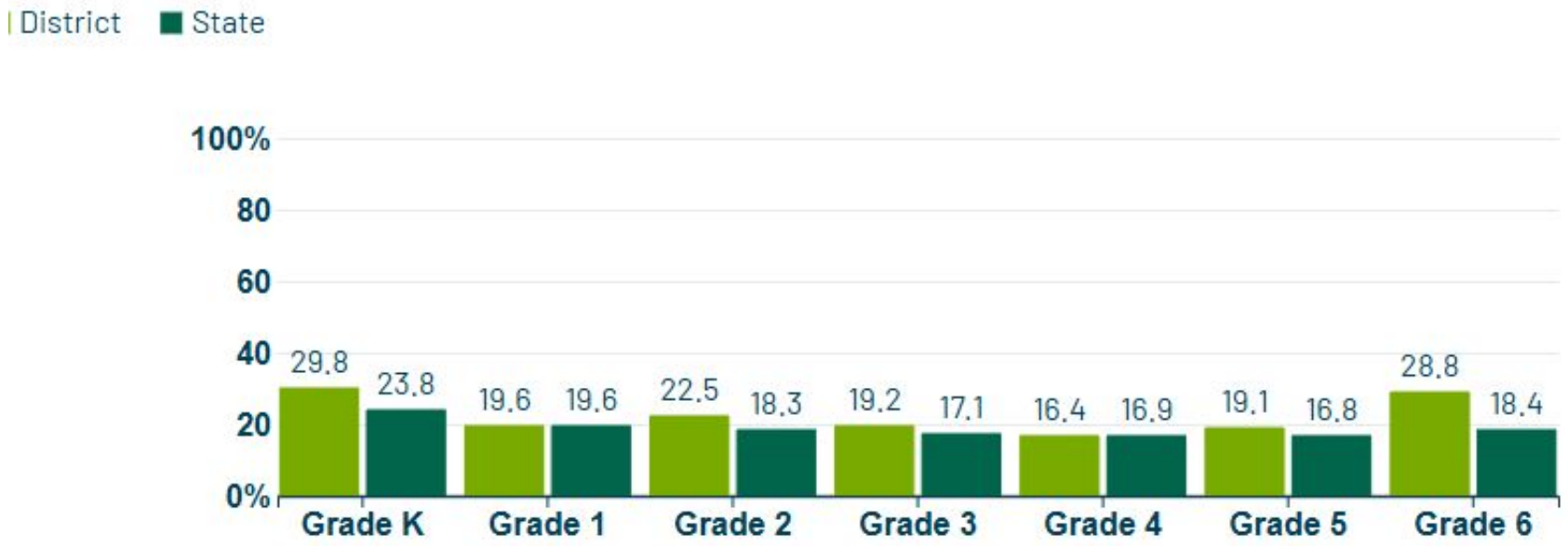
Drop in chronic absenteeism, SY25 to SY26

5.6 points closer to state average

Gap to the state (23.5%), down from 9.4 points

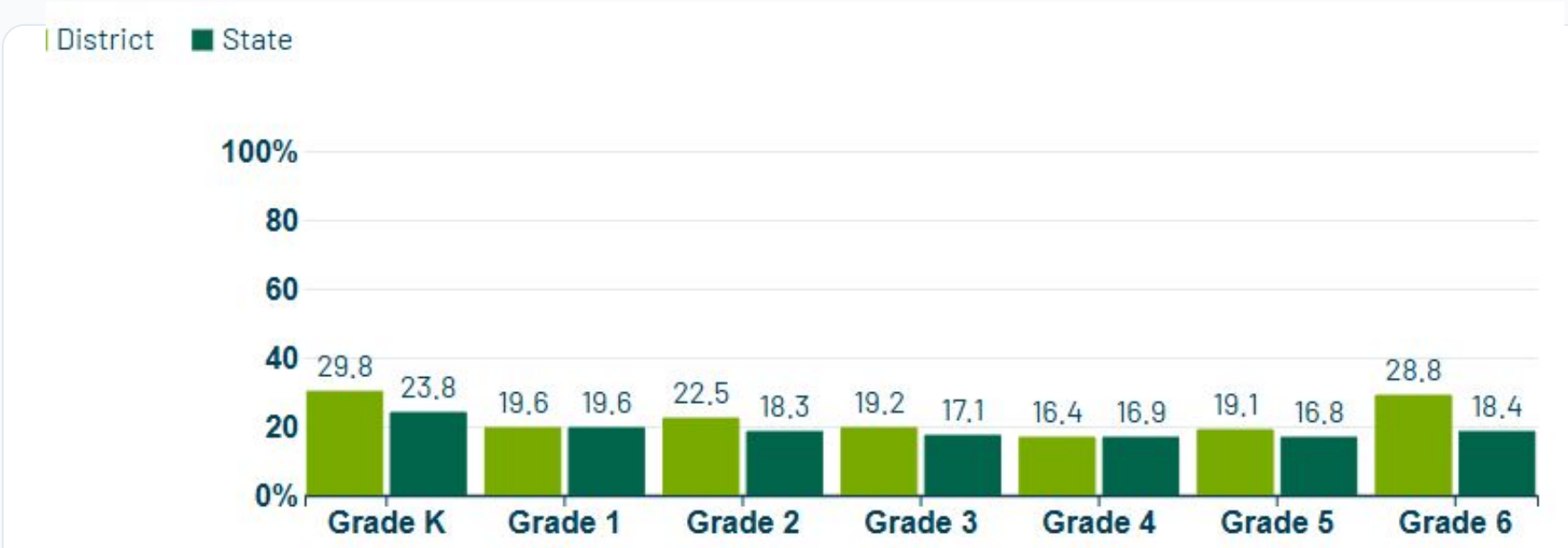
Elementary Chronic Absenteeism 2026

Elementary & Intermediate Grades (K–6) District vs. State Comparison

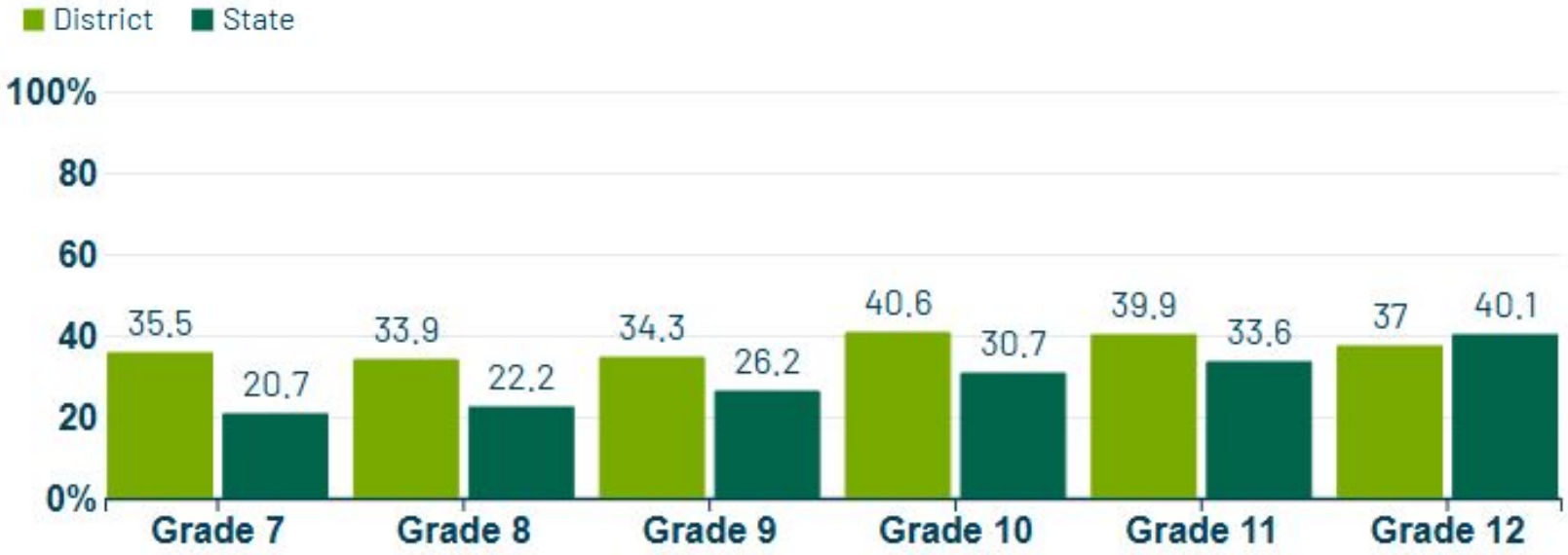


Elementary Chronic Absenteeism 2026

Elementary & Intermediate Grades (K–6) District vs. State Comparison

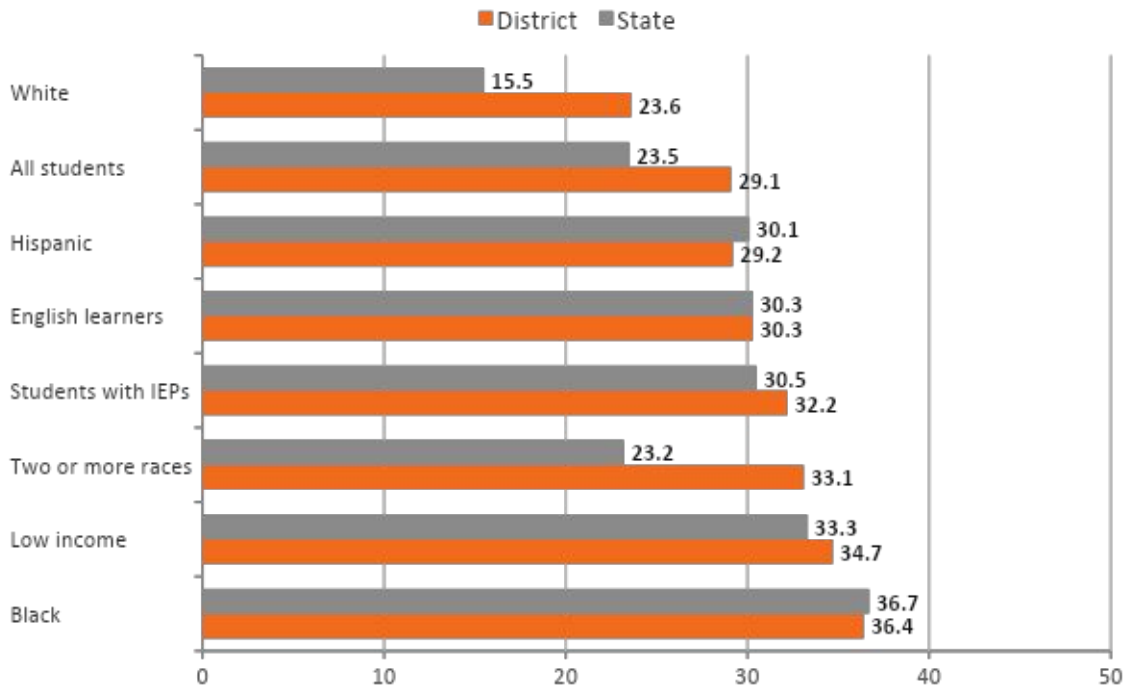


Secondary Chronic Absenteeism 2026



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Chronic Absenteeism Is Highest for Black and Low Income Students



Percent of students who miss 10% or more of school days, 2026. Source: Illinois Report Card.

36.4%

Black students have the highest rate of any group, in line with the state rate of 36.7%

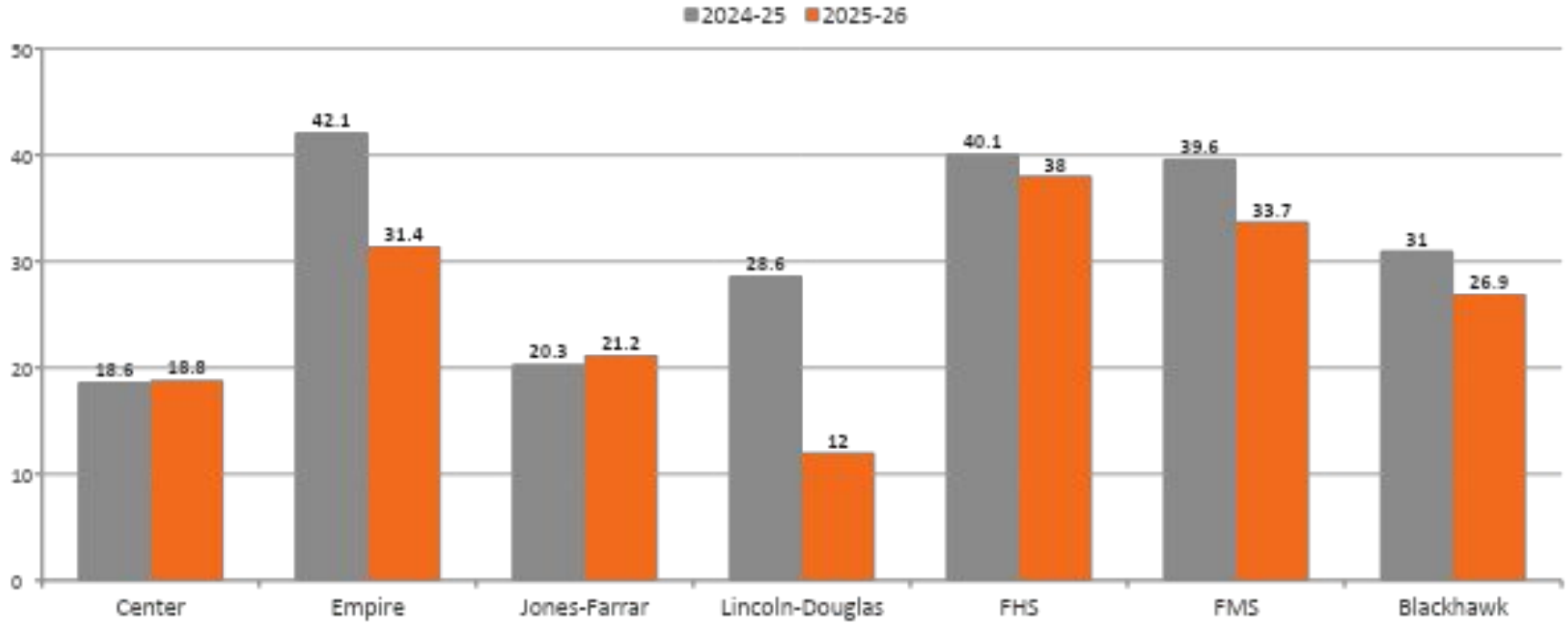
+9.9 points

Two or more races group is above the state (33.1% vs 23.2%). White students are 8.1 points above the state

Within 1 point

Black, Hispanic, and English learner rates match the state rate for the same group

Five Of Seven Schools Lowered Chronic Absenteeism



Percent of students chronically absent (10% or more of school days).

Five Year Trend: Lincoln-Douglas And Center Improved the Most

School	SY22	SY23	SY24	SY25	SY26	Change since SY22
Lincoln-Douglas	34.8%	34.8%	28.1%	28.6%	**12.0%**	**-22.8 pts**
Center	33.1%	29.4%	22.4%	18.6%	**18.8%**	**-14.3 pts**
FMS	43.3%	34.7%	31.5%	39.6%	**33.7%**	**-9.6 pts**
Empire	39.0%	41.1%	33.7%	42.1%	**31.4%**	**-7.6 pts**
Blackhawk	32.2%	43.0%	30.2%	31.0%	**26.9%**	**-5.3 pts**
FHS	39.3%	38.4%	33.1%	40.1%	**38.0%**	**-1.3 pts**
Jones-Farrar	19.5%	20.7%	20.0%	20.3%	**21.2%**	**+1.7 pts**

Percent of students chronically absent. SY26 is school year 2025-26. Lower is better.

Early Childhood Data

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Kindergarten Individual Development Survey (KIDS)

Statewide Observational Assessment • Implemented in Illinois (2017–2018)

KIDS is used annually in the fall by kindergarten teachers to observe students on **14 measures** across **3 core developmental areas** during the first few weeks of school.

Social & Emotional
Development Domain

Language & Literacy
Development Domain

Cognition: Math
Development Domain

Natural Observation

Children are observed naturally while playing, working, and lining up during regular daily routines without disruption.

Learning Pathways

Teachers utilize observation data to accurately place each child's abilities along an individualized learning pathway.

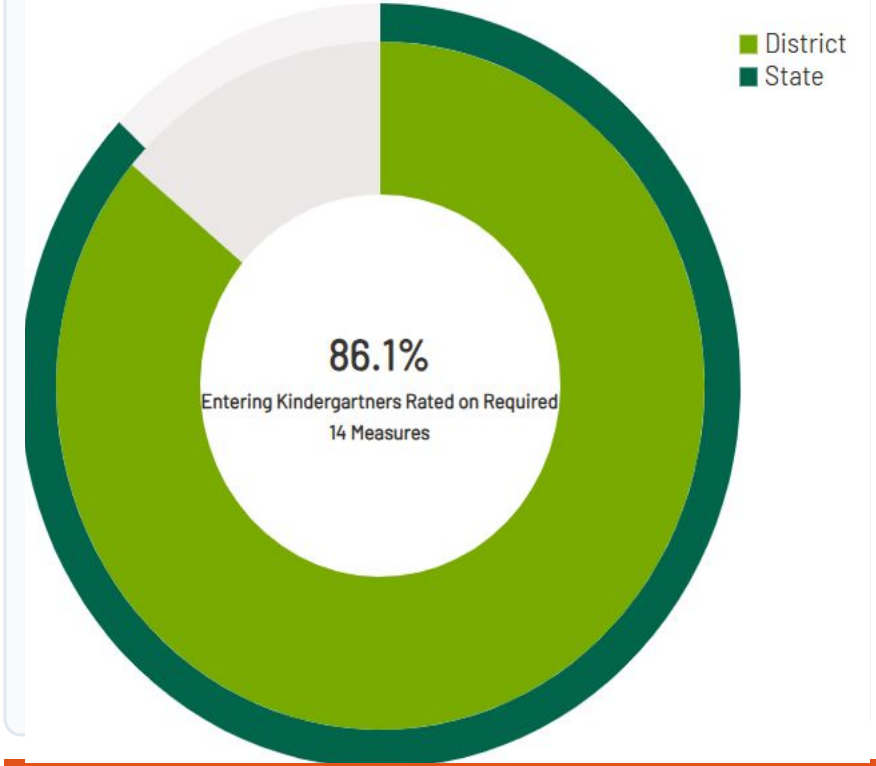
Annual Cadence

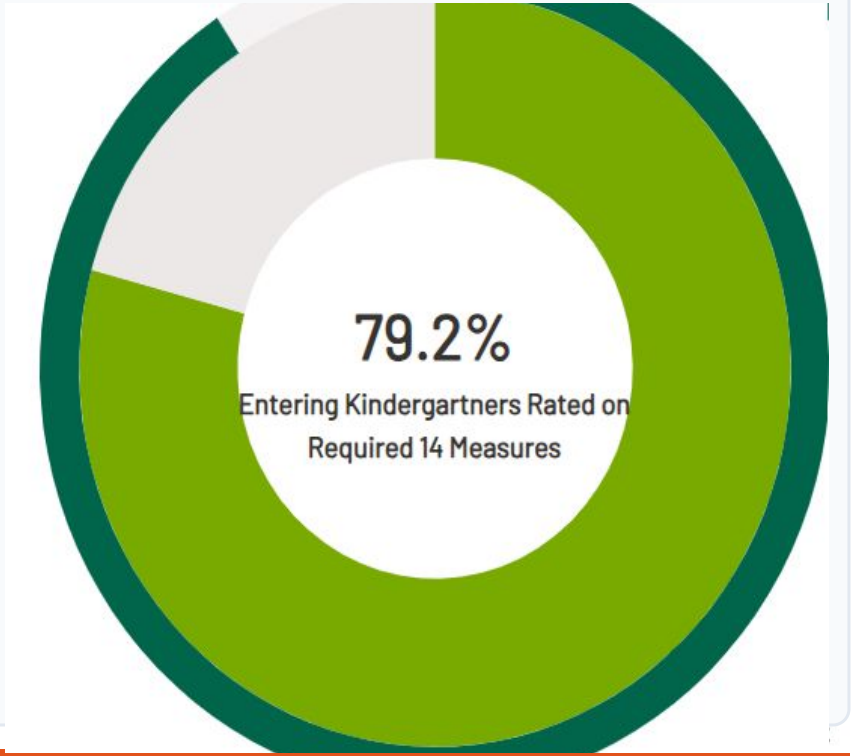
Teachers and school districts conduct and review this observation process systematically at least once per school year.

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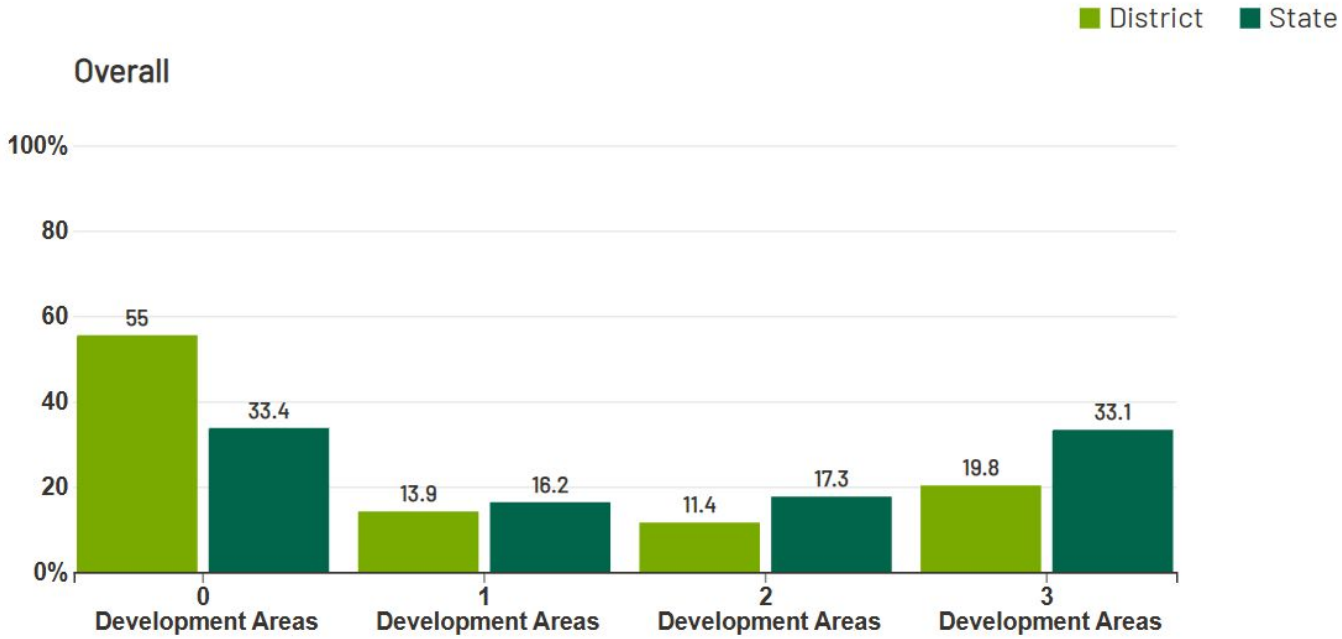
Kindergarten Readiness Assessment Participation

Percentage of entering kindergartners rated on all 14 required measures





These displays show the percentage of students ready in 0, 1, 2 or 3 developmental areas and a breakdown of the percentage of students ready in each of those developmental areas.



Developmental Areas
1)SEL Development
2) Language & Literacy
3) Cognition- Math

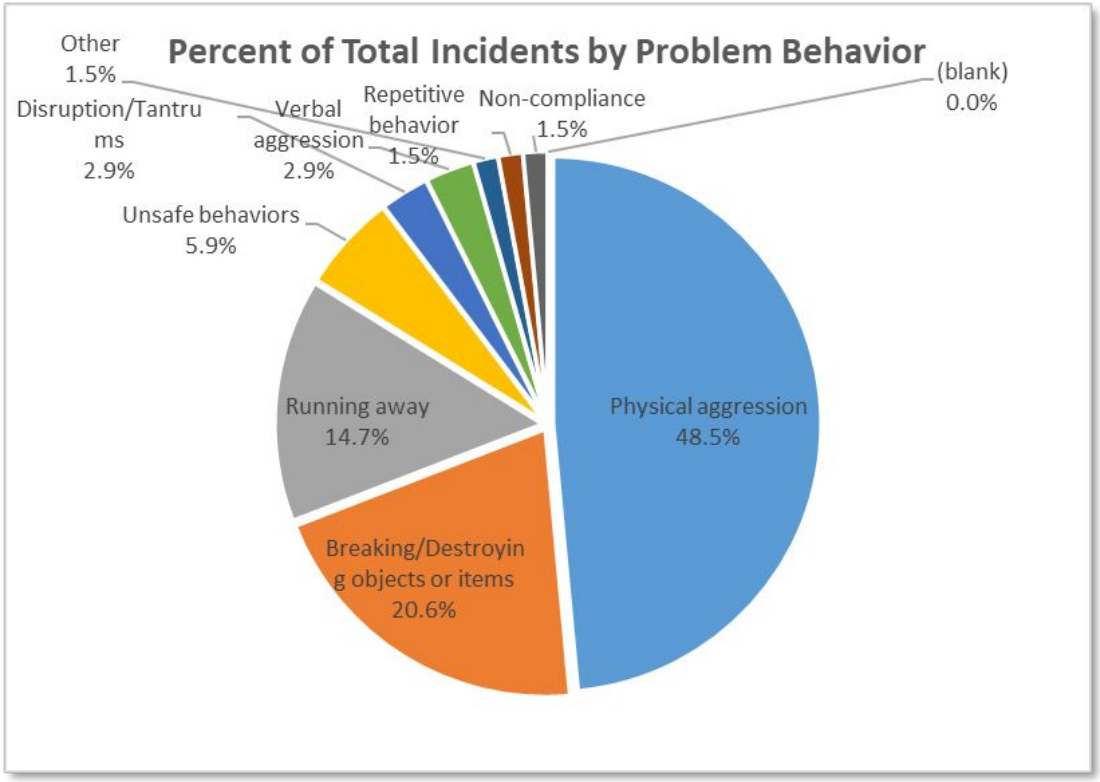
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Demographic Breakdown Of Students Ready In All 3 Of The Observed Developmental Areas.

Demographic	District 2025	State 2025
All	18	31.5
Am. Indian	No Data	28.3
Asian	0	37.7
Black	5.8	24.5
Hispanic	10.3	20.2
MENA	No Data	22.9
Pacific Islander	No Data	24.2
Two or More	31.3	34.4
White	24.7	39.3

Demographic	District 2026	State 2026
All	19.8	33.1
Am. Indian	Redacted	23.9
Asian	Redacted	37.3
Black	21.1	26.9
Hispanic	Redacted	22.1
MENA	No Data	24.4
Pacific Islander	Redacted	26.3
Two or More	37.5	35.5
White	17.1	41

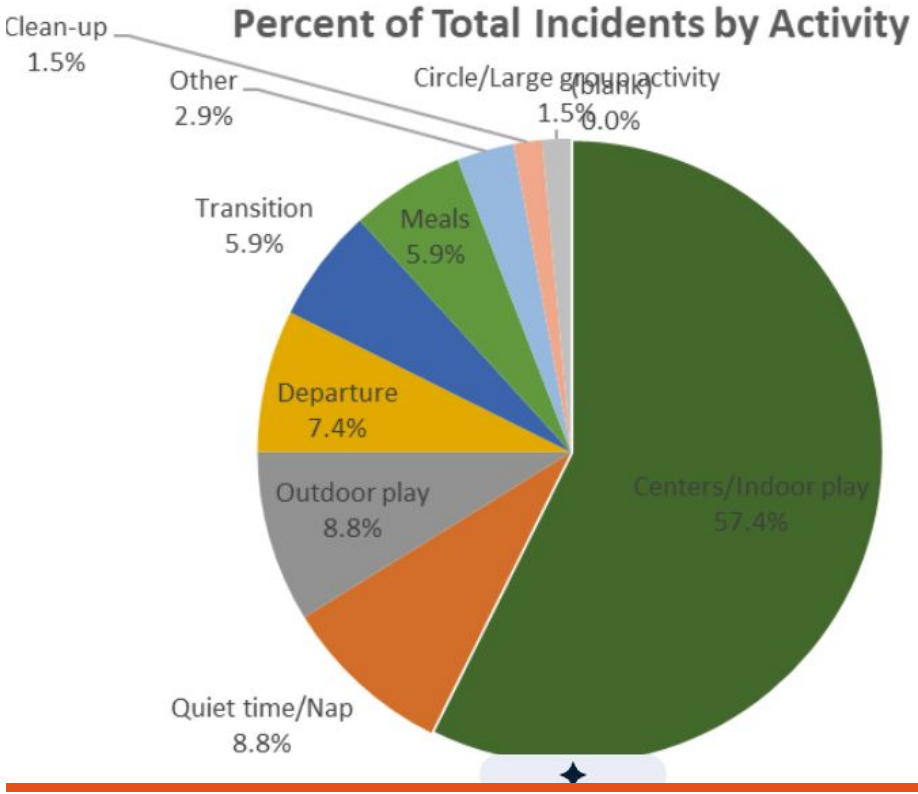
BIRS Data



This display shows us what behavior our students are showing most often. This data leads us to what we need to reteach, what social stories we may need, and what reminders we may need to give before certain activity times.

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BIRS Data: Incidents by Activity



Primary Finding

This identifies Centers/Indoor Play as the activity where most problem behaviors occur (57.4%).

Action Plan & Interventions Taken

1. Reteaching Center Time

Re-instilling clear behavioral expectations and routines during center activities.

2. Visual Picture Directions

Providing step-by-step visual guidance cards at each individual center station.

3. Timer Process Review

Reviewing the structured process for setting timers to promote fair sharing of activities.

The 2026 State Accountability Model

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The state moved from a weighted score to a profile

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Through 2025

- Weighted index of indicator scores
- Schools ranked against each other
- Annual targets and rank cut points
- One accountability score per school

2026 and forward

1 **Core indicators**
Proficiency, growth, and graduation rate set the starting level

2 **Elevating indicators**
EL progress, attendance, and climate can raise the level by one, never lower it

3 **Student groups**
A Comprehensive group caps the school at Commendable

2026 designations do not compare directly with earlier years.

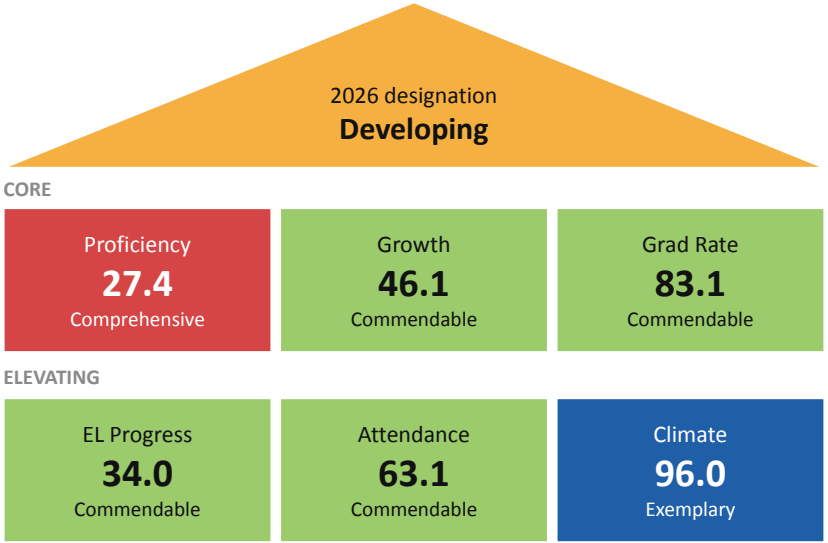
Every Indicator Earns One Of Five Performance Levels

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Indicator	Exemplary	Approaching Exemplary	Commendable	Developing	Comprehensive
Composite proficiency Core	75 or more	52 to 75	48 to 52	35 to 48	Below 35
Composite growth (cohort SGP) Core	60 or more	52.5 to 60	43 to 52.5	32.5 to 43	Below 32.5
Graduation rate Core, high school	93 or more	88 to 93	80 to 88	67 to 80	Below 67
EL progress Elevating, K-8	75 or more	50 to 75	32.5 to 50	15 to 32.5	Below 15
Consistent attendance Elevating, K-8	88 or more	80 to 88	65 to 80	50 to 65	Below 50
Climate survey participation Elevating, all schools	95 or more	90 to 95	85 to 90	65 to 85	Below 65

A school is automatically Comprehensive if proficiency is below 13.75, growth is below 30, or graduation rate is below 66.67.

How To Read The ISBE House



Example: Freeport High School, 2026

Roof

The school designation: Exemplary, Approaching Exemplary, Commendable, Developing, or Comprehensive

Core row

Highest core indicator sets the start. Any Comprehensive core indicator lowers it one level

Elevating row

Two Exemplary indicators raise a Developing or Comprehensive core one level

Student groups

Each group has its own house. One Comprehensive group caps the school at Commendable

What State Status Means For A School

FSD145
Freeport School District

Who is identified

- Comprehensive: schools designated Comprehensive. Freeport Middle and Jones-Farrar IB
- Targeted: schools with a Comprehensive student group, even when the school designation is higher

What the school receives

- Improvement grant funds for several years
- A learning partner and an ISBE improvement coordinator
- ROE 8 coaching, needs assessment, and planning support

What the school does

- Planning year: leadership team, needs assessment, root cause analysis
- Improvement plan with academic goals
- Three years of implementation and progress monitoring

Status lasts four years, a planning year plus three years of implementation, regardless of annual designation changes.

The 2029 goal: Approaching Exemplary in every school

2026 is our baseline

Comprehensive	Developing	Commendable	2029 goal: Approaching Exemplary	2029 goal: Exemplary
FMS	Empire	Blackhawk	*No schools yet*	*No schools yet*
Jones-Farrar	FHS	Center		
		Lincoln-Douglas		

Composite proficiency holds most schools down: six of seven are below 35% of students achieving at the state benchmark.

2026 Designations

FSD145
Freeport School District

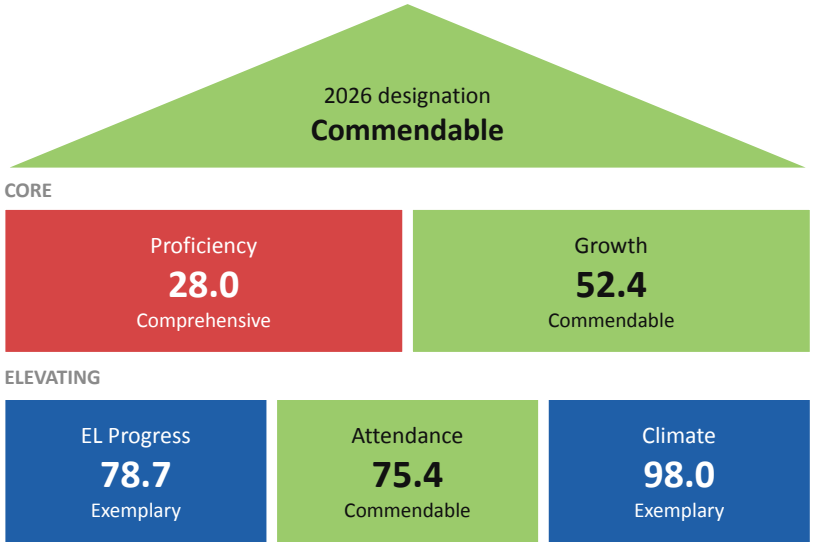
Currently, Proficiency Holds Most Schools Back

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Freeport School District

School	Proficiency	Growth	Graduation	EL Progress	Attendance	Climate	Designation
Blackhawk	28.0	52.4	n/a	78.7	75.4	98.0	Commendable
Center	41.1	46.0	n/a	n/a	83.5	100.0	Commendable
Lincoln-Douglas	27.7	53.7	n/a	n/a	86.9	100.0	Commendable
Empire	20.1	48.2	n/a	n/a	69.6	100.0	Developing
Freeport High	27.4	46.1	83.1	34.0	63.2	96.0	Developing
Freeport Middle	22.4	39.1	n/a	46.3	67.8	98.2	Comprehensive
Jones-Farrar IB	20.5	35.8	n/a	n/a	79.1	96.8	Comprehensive

Scores are for the All Students group. Cell colors show the ISBE performance level. n/a means the indicator does not apply or fewer than 20 students.

Blackhawk Elementary



Core level was Developing; elevation raised the designation to Commendable

Wins

- Only school moved up a level by elevation: English learner progress and climate are both Exemplary
- Math growth reached Approaching Exemplary at 53.1
- Chronic absenteeism fell from 31.0% to 26.9%

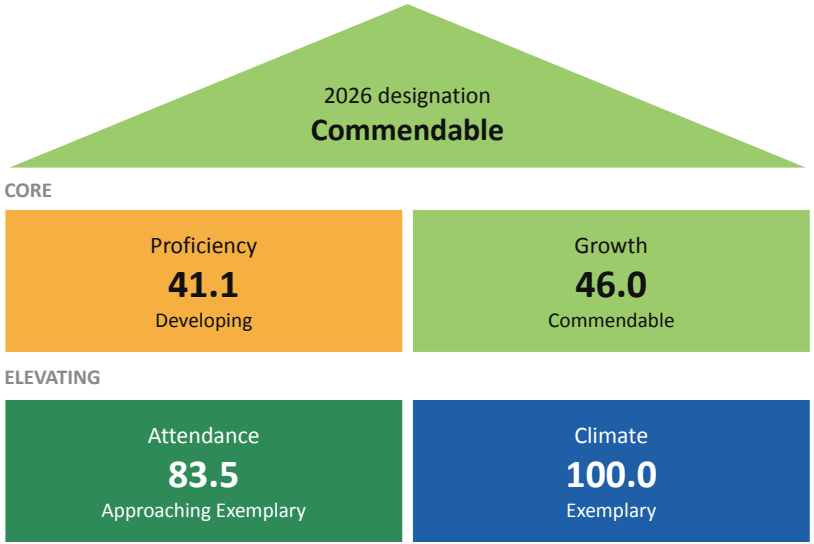
Focus

- Composite proficiency of 28.0 is at the Comprehensive level (ELA 30.7, math 26.7)

31% to 26.9%
Chronic absenteeism, SY25 to SY26

0 of 7
Student groups at Comprehensive

Center Elementary



Wins

- Highest proficiency in the district at 41.1, and the only school above the Comprehensive level
- Attendance at Approaching Exemplary
- Climate participation at 100

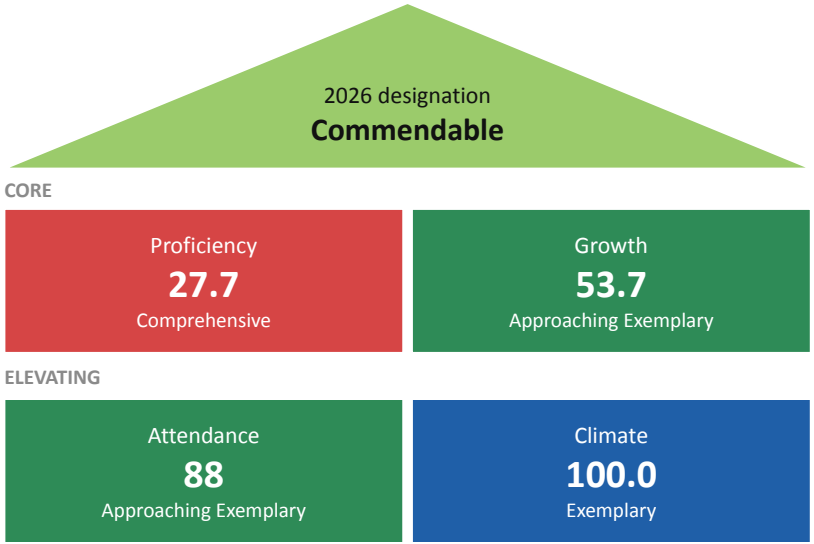
Focus

- Growth of 46.0 sits at Commendable; 52.5 reaches Approaching Exemplary
- Chronic absenteeism held flat (18.6% to 18.8%)
- One student group profile is Comprehensive

18.6% to 18.8%
Chronic absenteeism, SY25 to SY26

1 of 5
Student groups at Comprehensive

Lincoln-Douglas Elementary



Wins

- Chronic absenteeism fell from 28.6% to 12.0%, the lowest in the district
- Highest growth in the district at 53.7 (ELA 53.8, math 53.6)
- No student group profile is Comprehensive

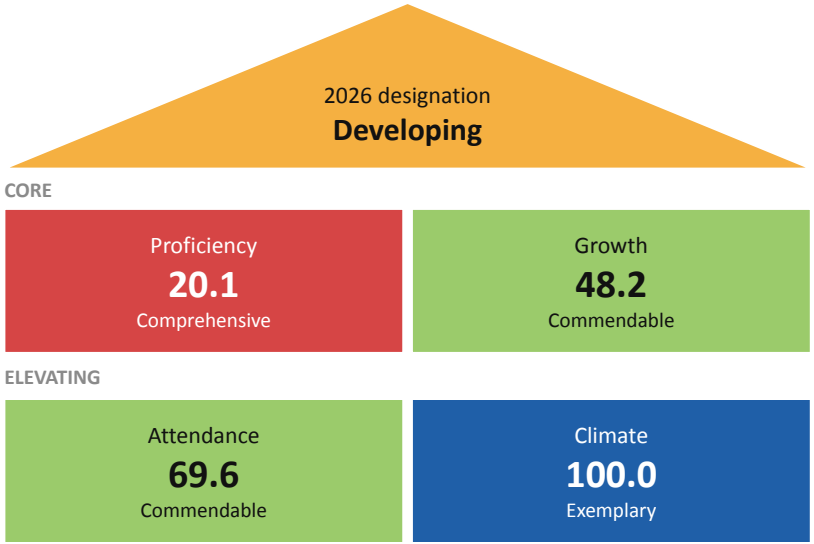
Focus

- Composite proficiency of 27.7 is Comprehensive; math is 24.0
- Move strong growth into proficiency gains

28.6% to 12%
Chronic absenteeism, SY25 to SY26

0 of 5
Student groups at Comprehensive

Empire Elementary



Wins

- Chronic absenteeism fell from 42.1% to 31.4%, a 10.7 point drop
- ELA proficiency rose from 16.0% to 23.7%
- Growth of 48.2 is Commendable

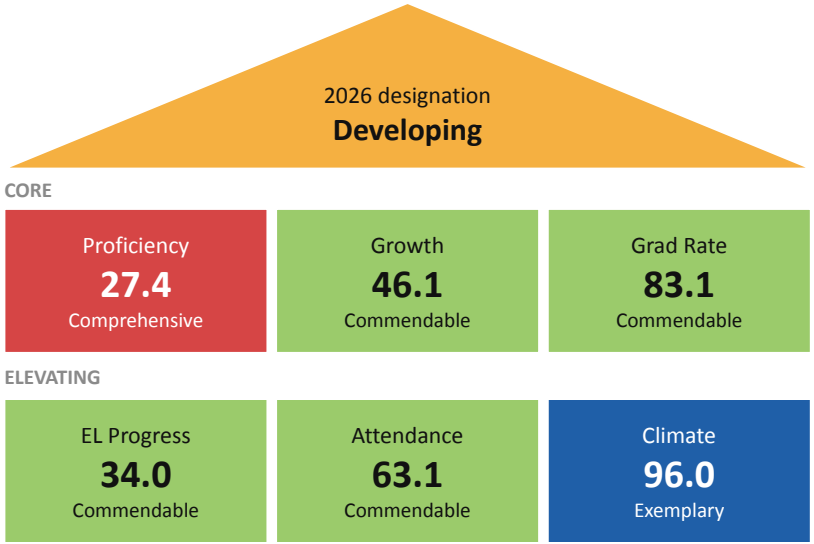
Focus

- Composite proficiency of 20.1 is the lowest in the district (math 13.2)
- One student group is Comprehensive
- Attendance of 69.6 is the lowest among elementary schools

42.1% to 31.4%
Chronic absenteeism, SY25 to SY26

1 of 6
Student groups at Comprehensive

Freeport High School



Wins

- Four year graduation rate reached 83.5%, up from 70.7% in 2023
- High school ELA proficiency rose from 31.5% to 37.4%
- Growth of 46.1 includes high school for the first time

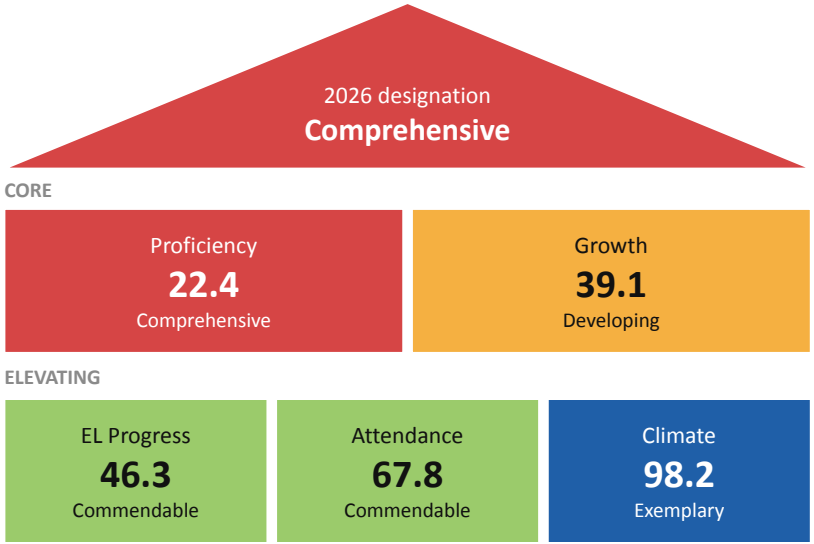
Focus

- Composite proficiency of 27.4 is Comprehensive (math 18.4, science 28.2)
- Chronic absenteeism of 38.0% is the highest in the district
- One student group profile is Comprehensive

40.1% to 38%
Chronic absenteeism, SY25 to SY26

1 of 8
Student groups at Comprehensive

Freeport Middle School



Wins

- Chronic absenteeism fell from 39.6% to 33.7%
- Former EL Students are Approaching Exemplary
- English Learner Growth is Commendable

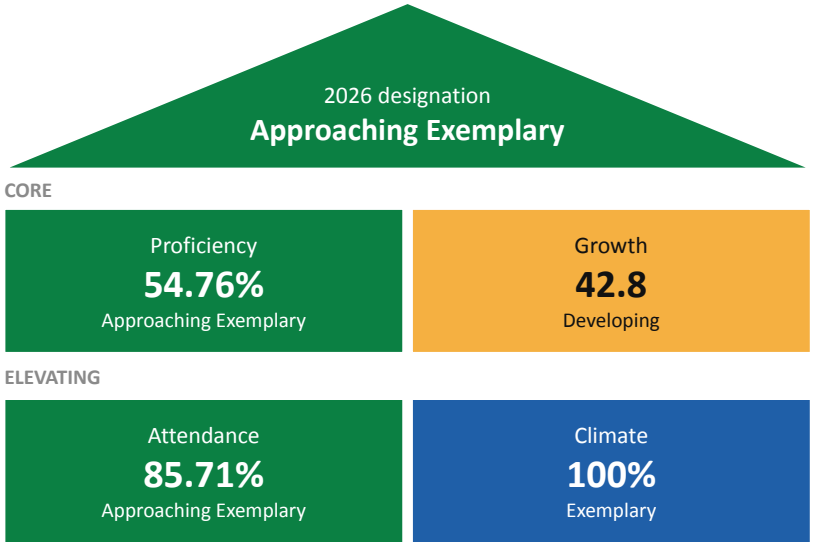
Focus

- Growth of 39.1 is Developing
- Composite proficiency of 22.4 (math 13.6)
- Six student group profiles are Comprehensive

39.6% to 33.7%
Chronic absenteeism, SY25 to SY26

6 of 8
Student groups at Comprehensive

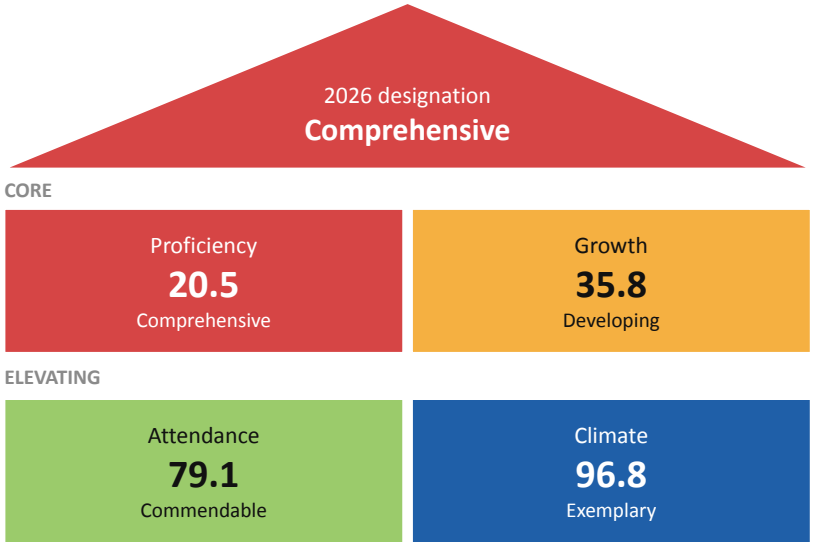
Former EL Students at FMS



Wins

- Proficiency reached 54.76%, rating Approaching Exemplary
- Consistent attendance of 85.71% is Approaching Exemplary
- Climate survey participation achieved 100% Exemplary

Jones-Farrar IB World School



Wins

- Attendance of 79.1 is the third strongest in the district

Focus

- Growth of 35.8 is the lowest in the district (math 37.5, ELA 34.0)
- Composite proficiency of 20.5 is Comprehensive
- Five student group profiles are Comprehensive

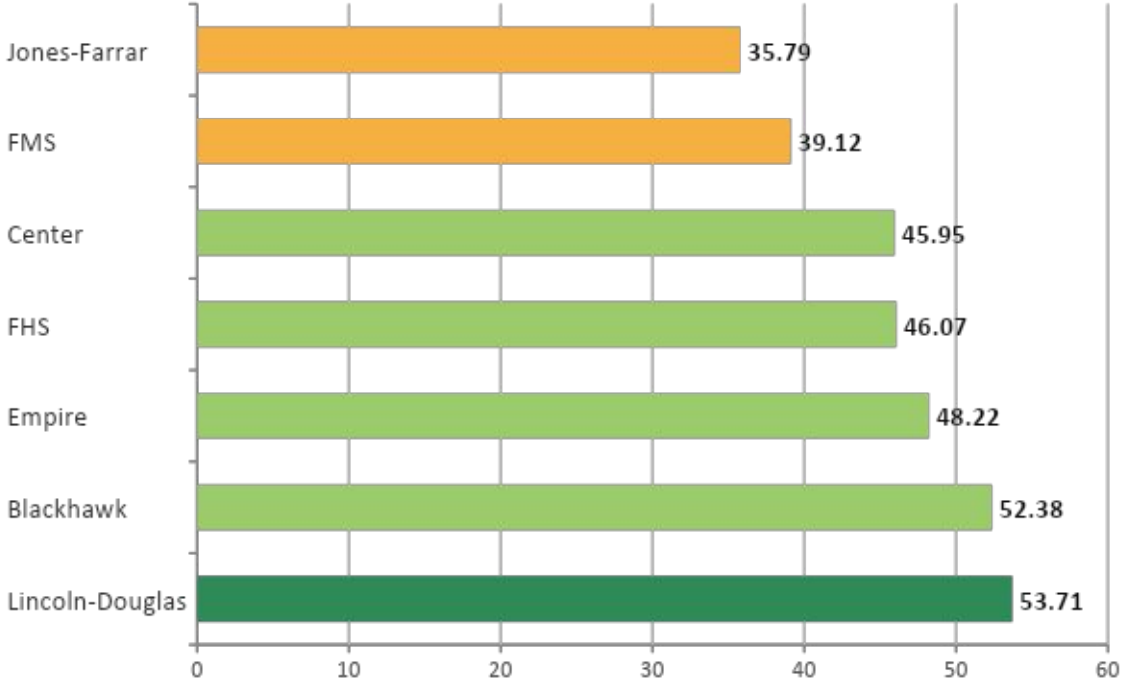
20.3% to 21.2%
Chronic absenteeism, SY25 to SY26

5 of 6
Student groups at Comprehensive

Academic Growth

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Freeport School District

Growth Is Commendable Or Better At Five Of Seven Schools



Composite growth (cohort SGP), 2026. Bar color shows the ISBE level.

Level ranges

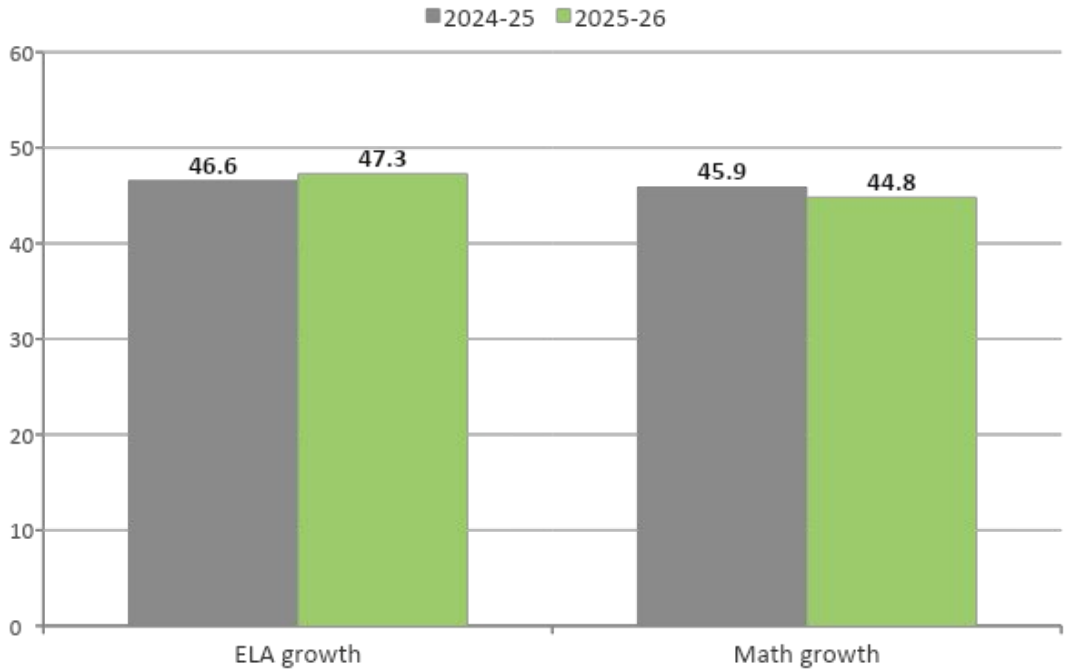
Approaching Exemplary	52.5 to 60
Commendable	43 to 52.5
Developing	32.5 to 43

41.4 and 42.4

District ELA and Math Growth Percentiles. The state average is 50.

FSD145 Freeport School District

High School Reading Growth Improved. Reading and Math Growth are Commendable



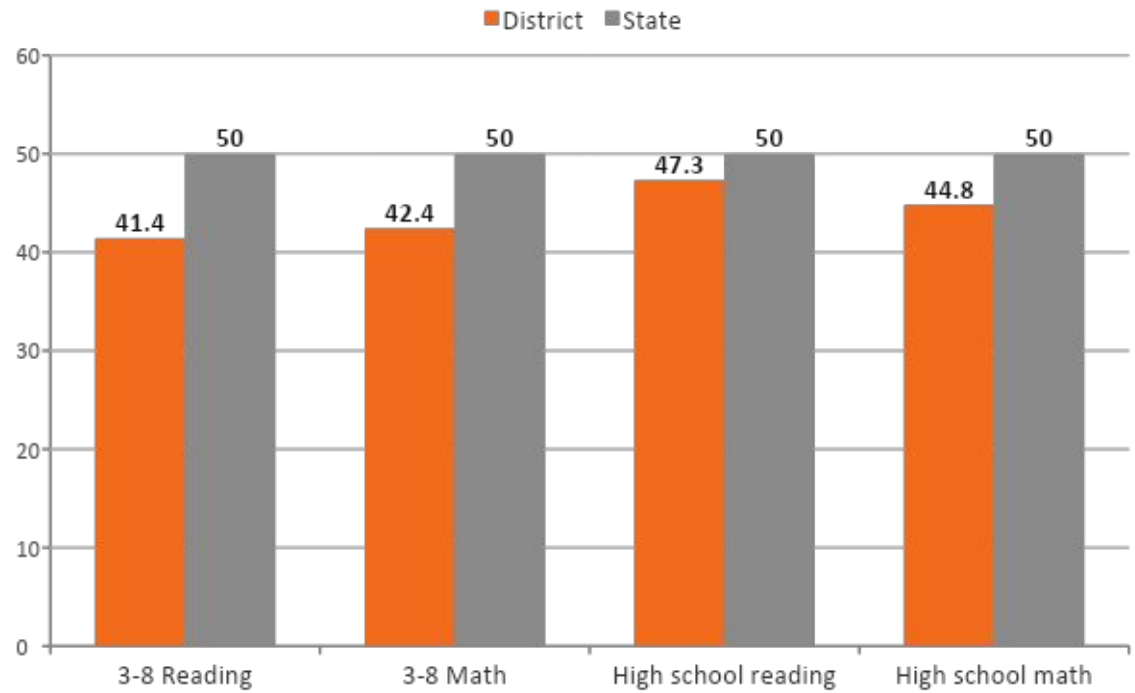
+0.7
ELA growth, 46.6 to 47.3

-1.1
Math growth: 45.9 to 44.8

50
Average state growth rate. *52.5 reaches Approaching Exemplary - the next level*

Student growth percentile, Freeport High School. Source: Illinois Report Card.

Our Goal is to Reach the State Average of 50 for Overall Growth

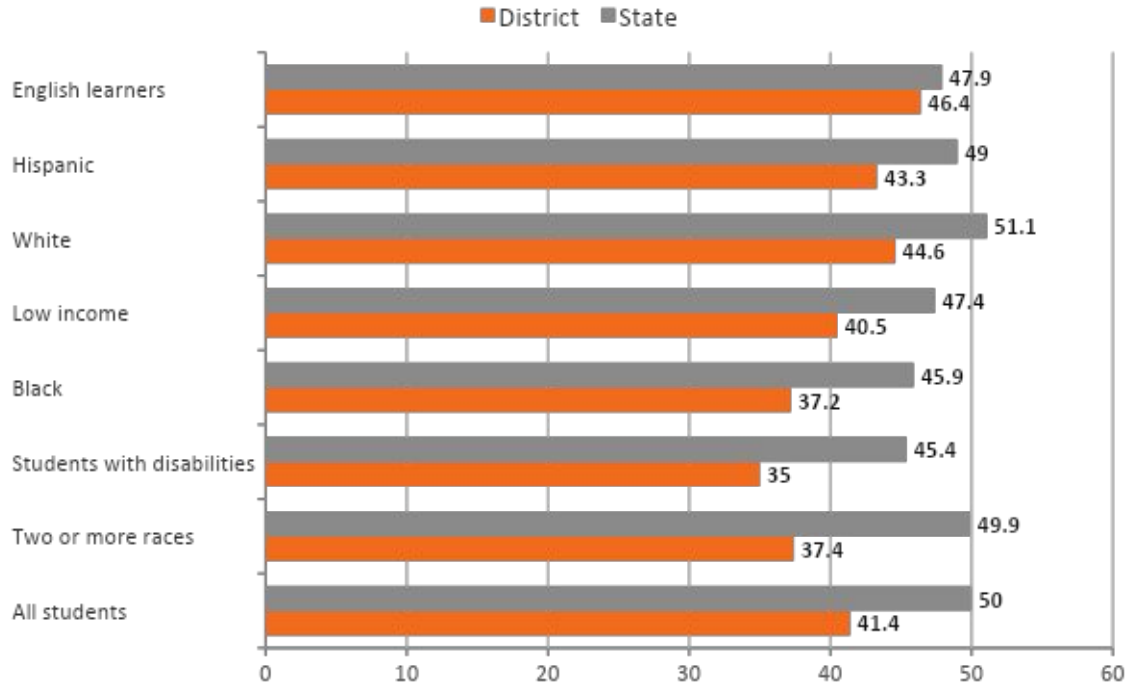


High school reading growth is closest to the state average (47.3 vs 50)

Student growth percentile, 2026. Source: Illinois Report Card.

FSD145 Freeport School District

Reading Growth: English Learners Are Closest To The State Average by Subgroup

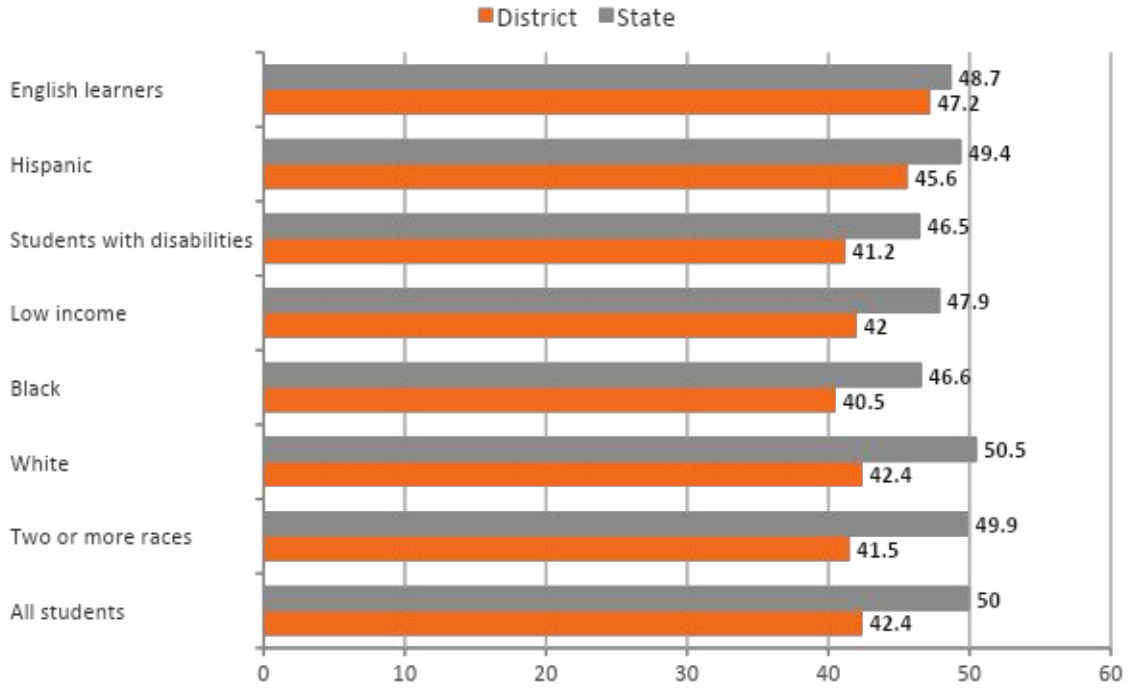


-12.5 points

Largest opportunity: two or more races (37.4 vs 49.9).

Student growth percentile in reading, 2026. Source: Illinois Report Card.

Math Growth: English Learners And Hispanic Students Are Close to State Averages by Subgroup



-8.4 points

Largest opportunity: two or more races (41.5 vs 49.9). White students are 8.1 below

Student growth percentile in math, 2026. Source: Illinois Report Card.

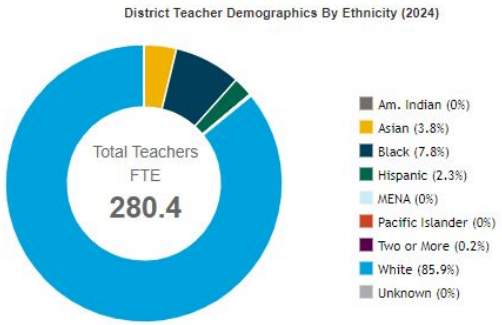
FREEPORT SCHOOL DISTRICT 145

Teacher Data Report



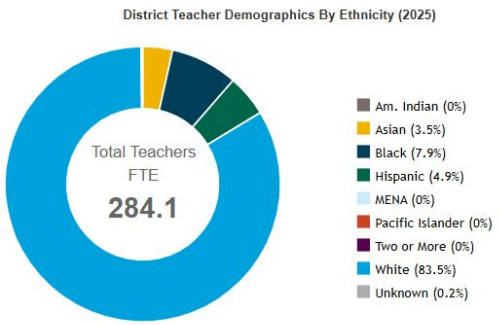
Teacher Demographic Data

2024



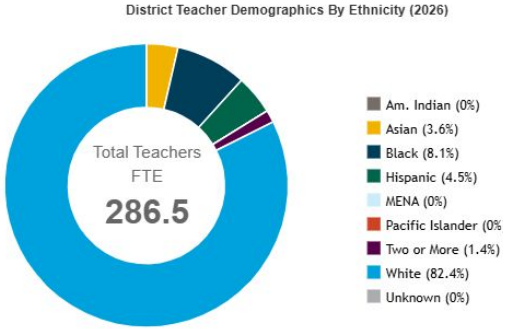
Total FTE: 280.4

2025



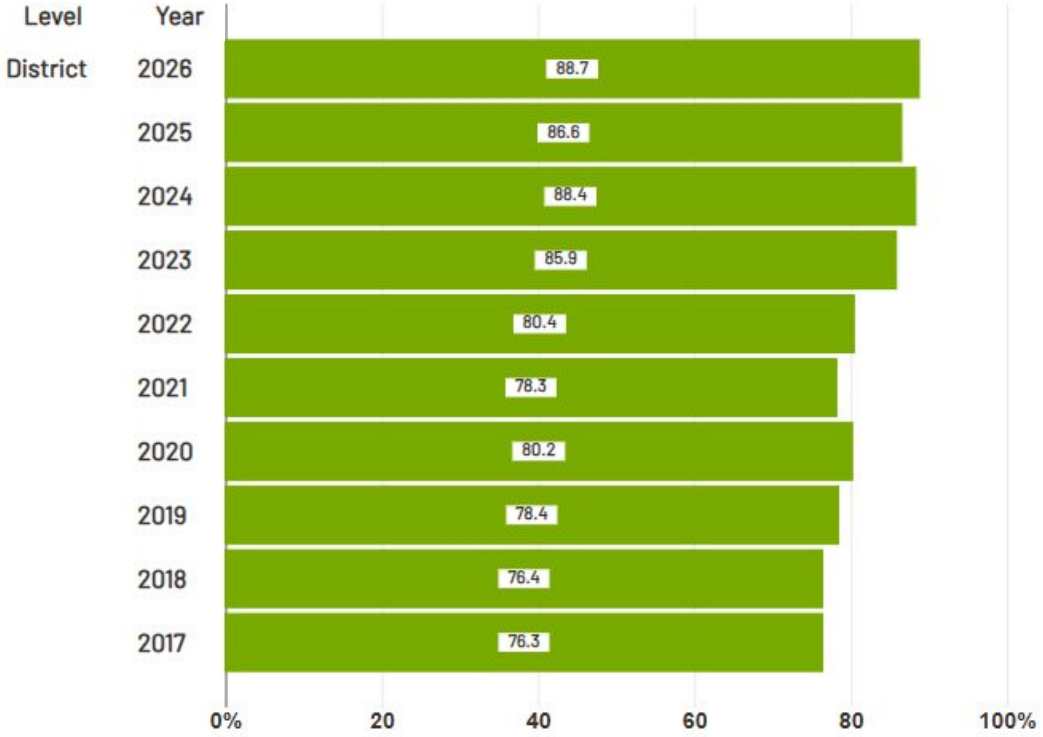
Total FTE: 284.1

2026



Total FTE: 286.5

Teacher Retention



How can we continue to improve?

- Maintain competitive regional salary package
- Continue to support the Affinity Group for diverse teachers.
- Be responsive to what we learn in the staff belonging survey.
- Level up supports for new teachers through coaching and mentoring.

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Retention Trends SY21-SY26

Freeport School District 145 • Multi-Year Staff Retention Analysis (%)

Ethnicity	2021	2022	2023	2024	2025	2026
All	**78.3%**	**80.4%**	**85.9%**	**88.4%**	**86.6%**	**88.7%**
Asian	100%	80%	92%	92.9%	92.9%	**96.4%**
Black	61.4%	75.7%	89.5%	95%	95.7%	**95.8%**
Hispanic	80%	87.5%	**100%**	90%	83.3%	68.8%
White	79.3%	80.8%	85.4%	87.8%	85.7%	**88.3%**

HIGHLIGHTED GROWTH

+34.4%

Black teacher retention surged from 61.4% in 2021 to 95.8% in 2026.

Key Takeaways

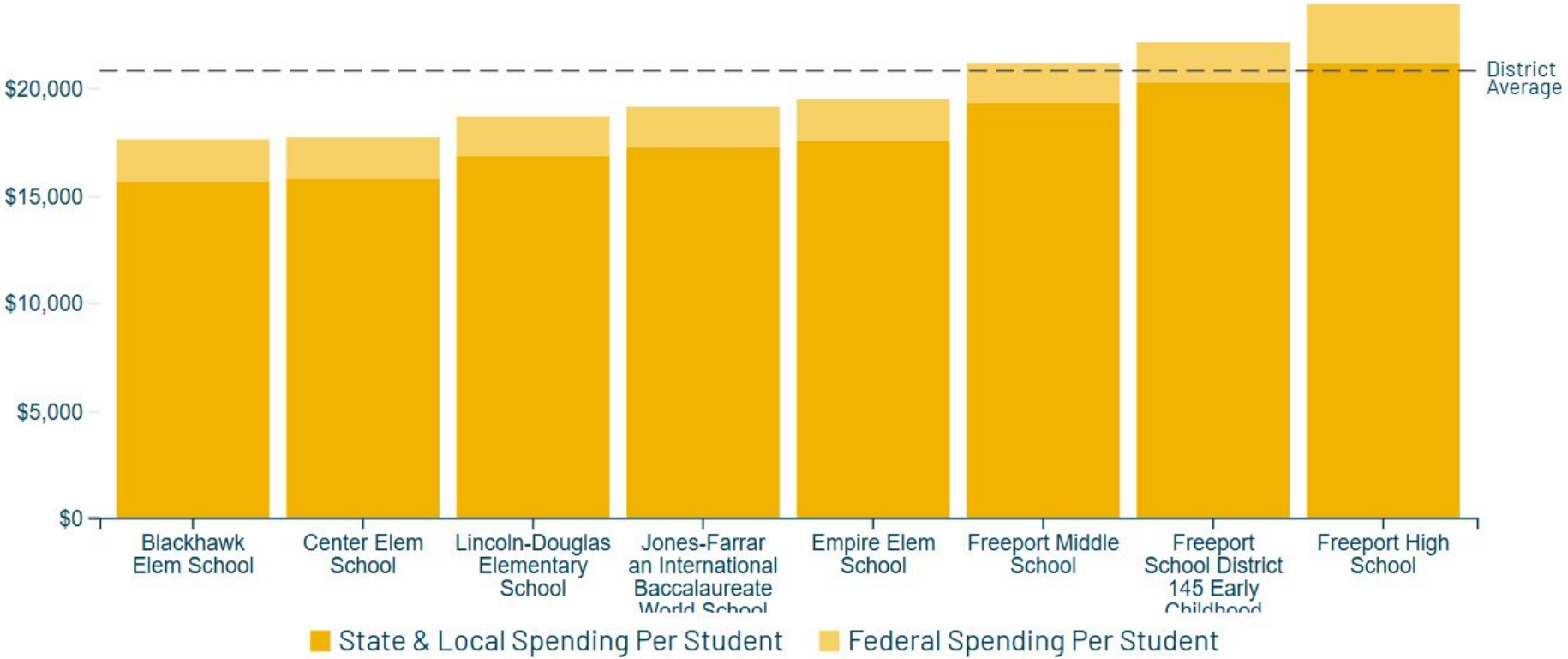
District Average: Increased overall by +10.4% over 6 years.

Asian Cohort: Consistently high, reaching 96.4% in 2026.

Hispanic Cohort: Peaked in 2023 (100%) before dropping to 68.8%.

District Finance

Per Pupil Allocation



School	School Type	Spending Per Student	Enrollment	English Learners	w/ IEPs	Low Income Students
✱ Freeport SD 145 - District Outplacements	High	$23,924	1,062.71	11.3%	14.7%	54.6%
		3.93%	*5.31%*	*11.88%*	*8.89%*	*0.37%*
Freeport High School						
Change from Previous Year						
Freeport Middle School	Middle	$21,189	679.15	14.2%	16.8%	65.1%
Change from Previous Year		*8.46%*	*33.69%*	*15.45%*	*20%*	*10.9%*
Blackhawk Elem School	Elementary	$17,612	351.02	39.1%	9.3%	55.2%
Change from Previous Year		*5.76%*	*-4.88%*	*2.09%*	*1.09%*	*-7.54%*
Center Elem School	Elementary	$17,683	306.01	2.3%	13.4%	71.6%
Change from Previous Year		*-3.46%*	*14.49%*	*0%*	*-18.79%*	*16.42%*
Lincoln-Douglas Elementary School	Elementary	$18,721	272.5	4.1%	20.3%	73.4%
Change from Previous Year		*0.82%*	*-14.99%*	*-4.65%*	*-11.35%*	*11.38%*
Empire Elem School	Elementary	$19,469	236.41	4.9%	19.8%	77%
Change from Previous Year		*7.01%*	*-20.09%*	*-30.99%*	*11.86%*	*16.14%*
Jones-Farrar an International Baccalaureate World School	Elementary	$19,162	513.56	3.6%	15.2%	55.1%
		3.71%	*46.68%*	*56.52%*	*10.14%*	*3.96%*

Percent of Adequacy

It's the state's own measure. This isn't the district saying it needs more. It's the state's formula saying Freeport is underfunded,

Percent of Adequacy = 70.2%

District		Spending Per Student	Enrollment	English Learners	w/ IEPs	Low Income Students
Freeport SD 145		$20,796	3,564.99	12.2%	16.3%	60.6%
Change from Previous Year		*2.81%*	*-2.67%*	*6.09%*	*9.4%*	*1.85%*
74.5%	**2025**	**$20,228**	**3,662.85**	**11.5%**	**14.9%**	**59.5%**
79.8%	**2024**	**$19,940**	**3,628.49**	**9.5%**	**14.5%**	**63.6%**

The state is behind on its promise. The 2017 law aimed to get every district to adequacy, but the state has been adding only about $300 million or so a year. At that pace, districts like Freeport stay underfunded for a long time, which is why local revenue decisions carry so much weight

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Freeport School District

Percentage of Adequacy Calculation

Understanding how the Illinois Evidence-Based Funding formula defines district needs (105 ILCS 5/18-8.15)

Percentage of Adequacy

Resources ÷ Adequacy Target

Assigned each year as the result of dividing calculated district Resources by the total Adequacy Target.

District Resources

LCT + CPPRT + BFM

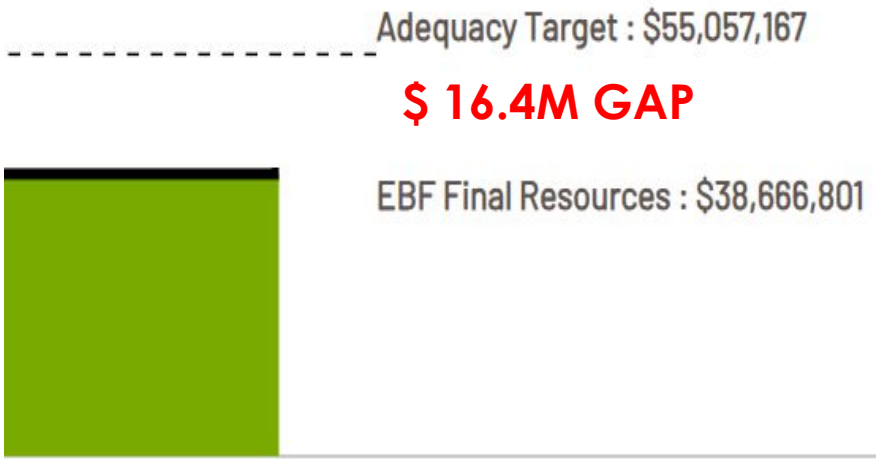
Sum of Local Capacity Target (LCT), Corporate Personal Property Replacement Taxes (CPPRT), and Base Funding Minimum (BFM).

Adequacy Target

Sum of 34 Cost Factors

The total sum of all 34 Education Cost Factors calculated for each individual school district.

FSD 145 Resource Comparison



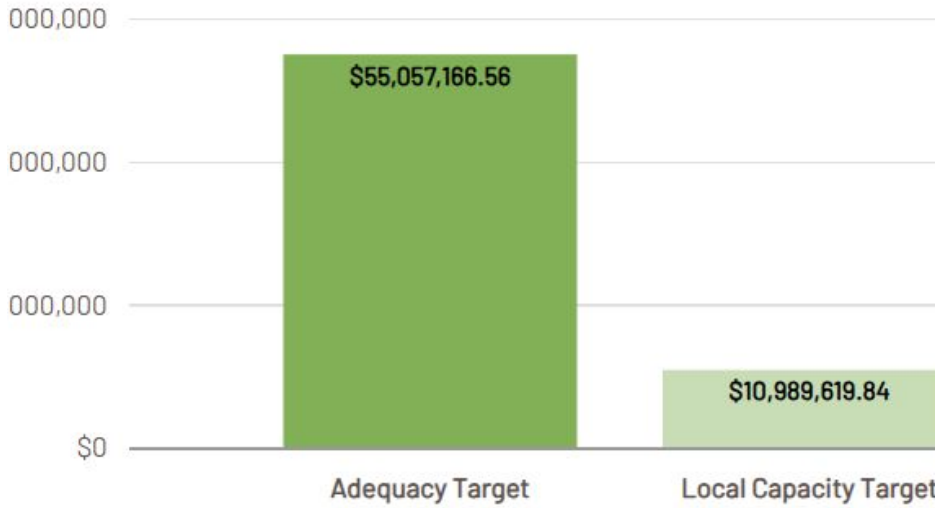
Local Capacity & Funding Breakdown

This shows how much of Freeport's funding the state expects to come from local property taxes.

Adequacy Target: $55,057,167
This is what the state's formula says it should cost to educate FSD 145's students well.

Local Capacity Target: $10,989,620
What the state thinks Freeport can reasonably raise locally based on property wealth (an expectation, not actual collection).

20% Local Coverage: The state expects local taxes to cover only ~1/5 of student need. Freeport's property wealth is modest, leaving the district heavily dependent on state aid to close the rest of the gap.



Combined with your 70.2% adequacy figure, here's the math:

Adequate Funding	What You Have	Annual Funding Gap
$55.06M	**~$38.65M**	**~$16.4M / yr**
Full formula adequacy target	70.2% of total adequacy	Shortfall needed to reach adequacy

Revenue Amounts

Dollar amount of revenues for this district from the three primary funding sources - local, state, and federal.

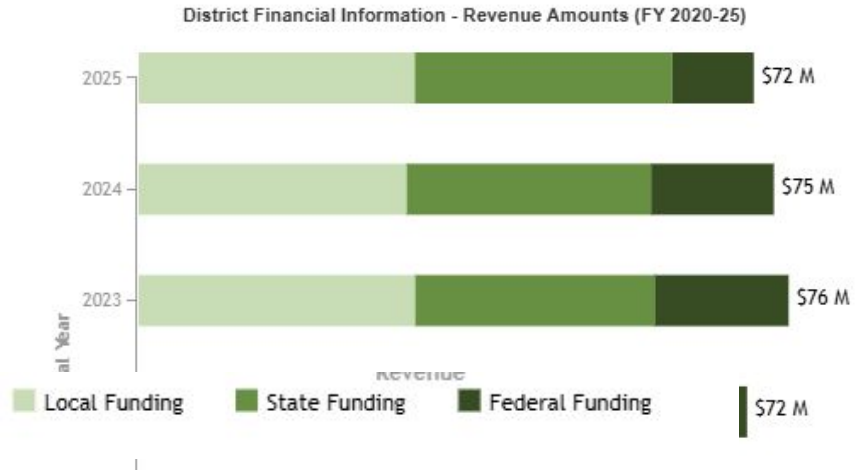
Understanding Revenue Sources

District operations are sustained through a combination of Local property taxes, State foundational aid, and targeted Federal program grants.

Funding Stability & Distribution

Local and State contributions form the backbone of annual school funding, while Federal relief and specific grants provide flexible support across fiscal cycles.

District Revenue Breakdown ($ Millions)



FY2025 TOTAL REVENUE

$72 M

Combined revenue across local, state, & federal sources

PEAK REVENUE (FY2023)

$76 M

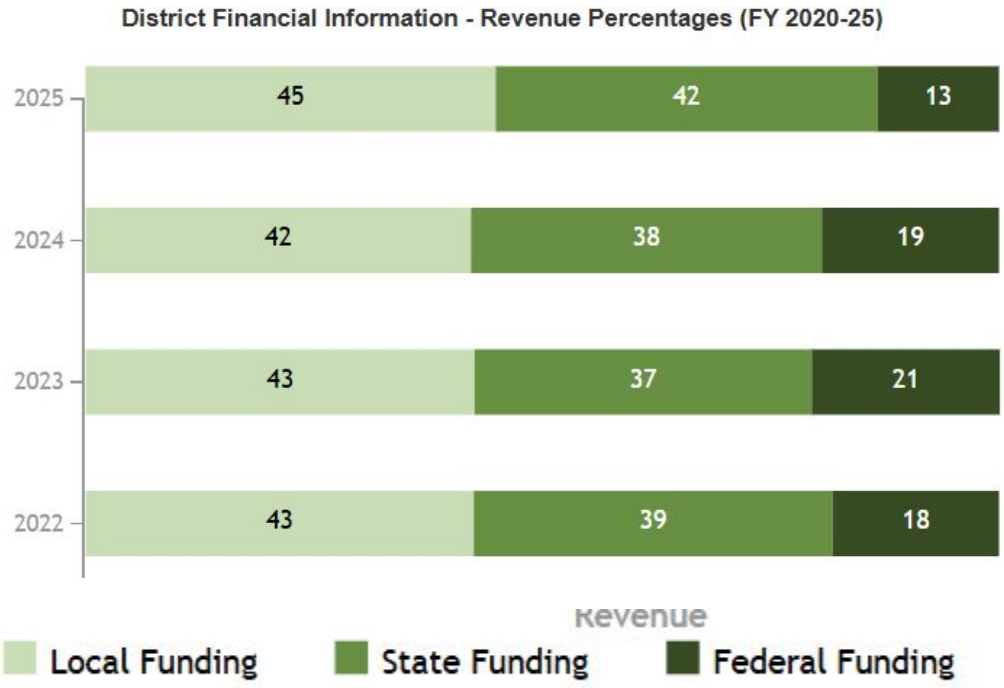
Highest multi-year funding total recorded in FY23

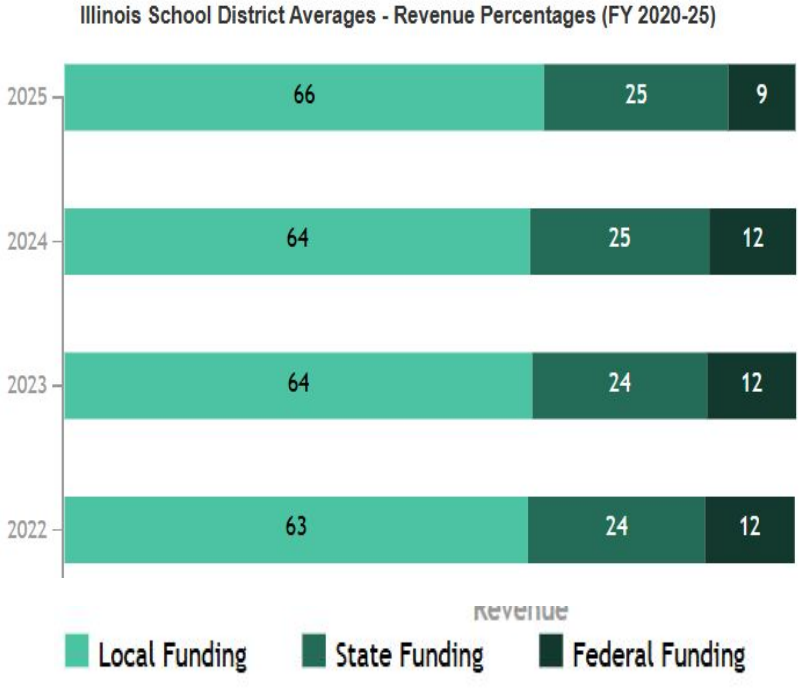
FUNDING STRUCTURE

3 Primary Streams

Local, State, and Federal funding balance

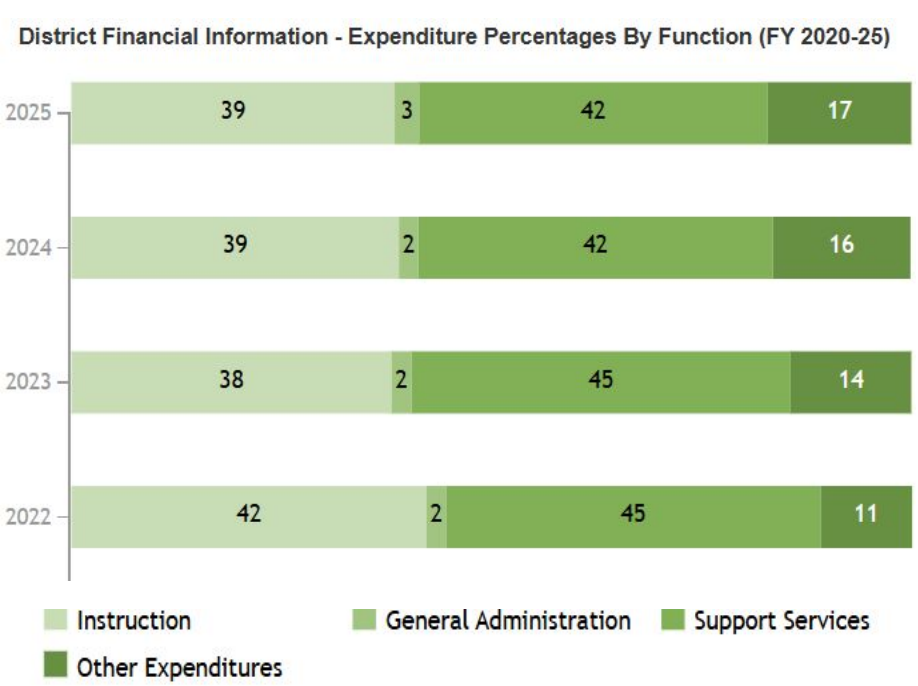
Revenue Percentages Trend Data

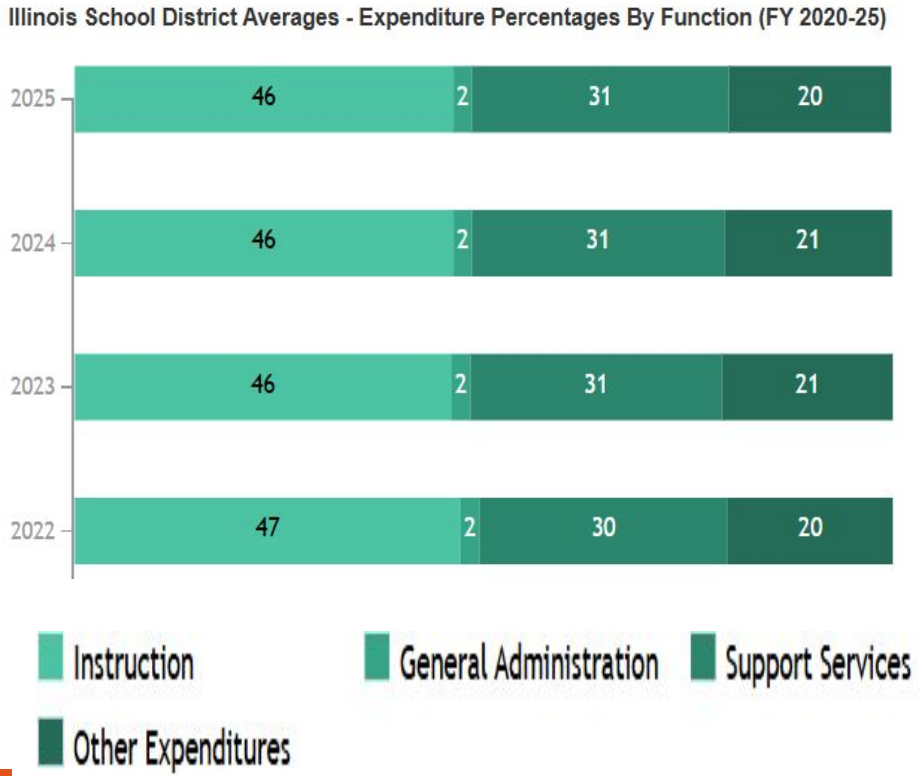




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Expenditure Percentages Trend Data





Instructional Spending vs. State Average

Per-student classroom teaching & direct student interaction investment (FY2021–FY2025)

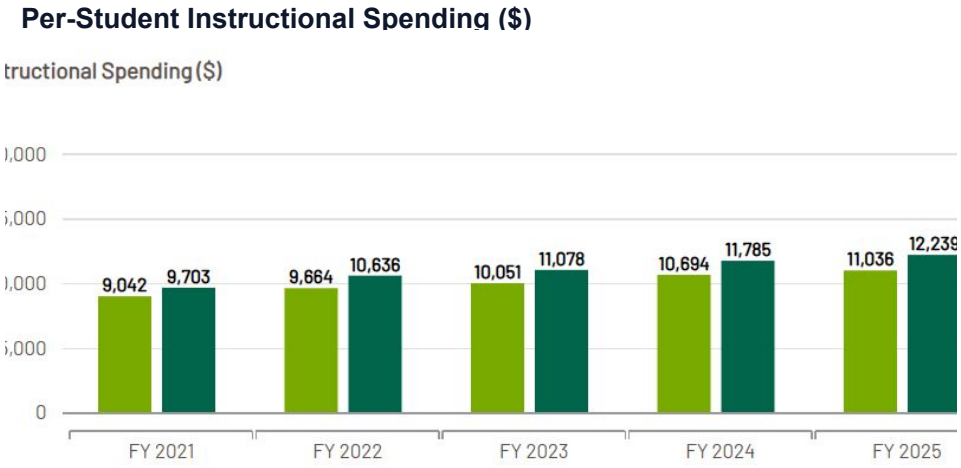
FSD145 Freeport School District

Understanding Instructional Spending

Instructional Spending Per Student includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

Persistent Classroom Gap

While Freeport's instructional spending grew 22% over 5 years (from $9,042 to $11,036), it has consistently remained below the Illinois state benchmark each year.



FY2025 INSTRUCTIONAL SPENDING

$11,036

Freeport per-student instruction investment

STATE AVERAGE (FY2025)

$12,239

Illinois statewide benchmark average

INSTRUCTIONAL SPENDING GAP

-$1,203 / student

Freeport trails the state average by ~10%

Operational Spending vs. State Average

Tracking FSD 145 student support & operational investments relative to Illinois benchmarks (FY2021–FY2025)

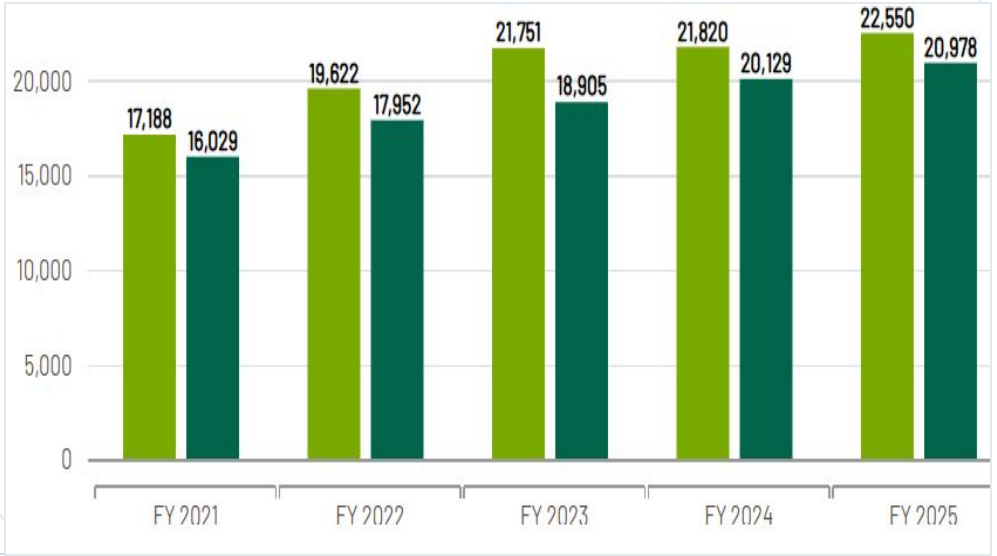
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Freeport School District

Operational Spending Drivers

Operational spending includes student support services, special education, transportation, facilities, and food service.

High-Need District Factors

High poverty, elevated homelessness, mobility, and chronic absenteeism require greater investment outside the classroom to ensure student readiness. Older facilities add fixed costs.



5-YEAR GROWTH RATE

31% vs 31%

Freeport operational spending grew 31% over five years, matching state growth.

FY2025 SPENDING DIFFERENCE

+$1,572 / student

Freeport reached $22,550 vs $20,978 statewide ($1,572 higher per student).

PEAK SPENDING GAP

$2,846 in FY2023

Gap peaked in FY23 driven by temporary federal relief funds before narrowing.

More Difficult Times for School Districts

- ESSER Funding Ended
- CPPRT (Corporate Personal Property Replacement Tax)
- EBF Shorted Last Year (FY26)
- Mandated Categoricals
- Health Insurance increase in premiums

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BUDGET CUTS PER DEPARTMENT SY 25-26 UNTIL OCTOBER 2026

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Area	Documented Reduction	Main Categories
Curriculum and Instruction	$1,085,002	Five positions, eight programs and licenses, travel, summer programs
Transportation	$1,094,157	Deferred purchasing and repairs, monitor positions, four routes, athletic and field trip miles
Facilities (NDS)	$816,448.	Deferred projects, one HVAC and one custodial position, supplies
Language and Culture	$218,000	Three positions, travel, professional development
Human Resources	$2,408,806	Recruiting, wellness program, software, events, 25-26 RIF, not filling positions for 26-27
Technology (Business	$715,000	Repair budget, device refresh delay, and software licensing

Area	Documented Reduction	Main Categories
Office)		licensing
Pupil Personnel Services	$276,000	Two positions, Licenses, Programs, Professional Development, Travel
Superintendent's Office	$137,000	Administrator substitute coverage and Overall budget
Total Documented	**$6,750,413.**	**as of October 2026**

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FY27 Tentative Budget

FY2027 Tentative Budget			
Fund	Revenues	Expenses	Fund Surplus(Deficit)
10-Educational	$58,388,118	$63,219,356	-$4,831,238
20-Operations & Maintenance	$4,938,158	$5,743,582	-$805,424
30-Debt Service	$4,401,477	$4,404,523	-$3,046
40-Transportation	$3,668,000	$4,896,273	-$1,228,273
50-IMRF/Social Security	$2,026,300	$2,365,032	-$338,732
60-Capital Projects	$70,000	$8,060,817	-$7,990,817
70-Working Cash	$178,100	$0	$178,100
80-Tort	$900,000	$805,714	$94,286
90-Life Safety	$72,000	$87	$71,913
TOTAL	$74,642,153	$89,495,384	
Deficit		-$14,853,231	
est. Life Safety expenses		$7,271,817	
Operating Deficit		-$7,581,414	

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Prior Operating Deficits

Operating Deficits (in millions)*

	FY2025 - audited	FY2026 - unaudited
Revenues	$65.5	$64.4
Expenditures	$73.4	$73.0
Deficit	-$7.9	-$8.6

*Educational, Operations & Maintenance, Transportation, Working Cash

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Who Pays the Levied Taxes

Equilized Assessed Valuation (EAV)

Property Type	2015 ($)	2025 ($)	2015 (%)	2025 (%)
Farm	22,068,995	40,371,390	7.17%	8.21%
Residential	190,658,754	331,104,232	61.97%	67.36%
Commercial	75,971,844	94,067,203	24.69%	19.14%
Industrial	16,335,808	21,197,861	5.31%	4.31%
Mineral	0	1,067,096	0.00%	0.22%
State RR	2,634,383	3,762,643	0.86%	0.77%
Local RR	491	498	0.00%	0.00%
Total	307,670,275	491,570,923	100.00%	100.00%

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2026 Tentative Levy

Fund	Prior Year Extension	2026 Tentative Levy Amounts
Educational	$14,973,226.64	$26,816,097
Operations & Maintenance	$2,000,472.34	$2,560,817
Transportation	$1,651,567.58	$2,701,387
Working Cash	$175,137.62	$1,000
Municipal Retirement	$792,467.00	$1,000
Social Security	$1,060,182.76	$1,000,000
Fire Prevention & Safety	$0.00	$0
Tort Immunity	$877,436.63	$1,000
Special Education	$2,998,274.73	$3,088,278
Leasing	$245,977.15	$253,361
Capped Funds	**$24,774,742.45**	**$36,422,940**
Truth in Taxation Percentage		47.02%
Debt Service	$4,426,548.94	$4,404,523
Total (Capped & Not Capped)	**$29,201,291.39**	**$40,827,463**
Total Increase		39.81%
Revenue Recapture	$42,910.13	
Total Tax Extension	$29,244,201.52	

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Referendum Options – First Presented

			value of home	$127,780								
							2.7% CPI + .3% new construction					
	2025 - paid in 2026						2026 - paid in 2027					
	Tax Levy Total $	Limit Rate	Taxes Paid			Tax Levy Total $ est.	Taxes Paid	chg $				
Operating Levy	$24,774,742.45	5.24246	$2,232.94			$25,522,072	$2,299.93	$66.99				
Debt Service	$4,469,459.07	0.94576	$402.83			$4,404,523	$414.92	$12.08				
Total	$29,244,201.52	6.18822	$2,635.77			$29,926,595	$2,714.84	$79.07				
* need $12 million more dollars												
* out of cash & credit												
option 1 ($4 mil ref & $8 mil non-ref)					option 2 ($8 mil ref & $4 mil non-ref)				option 3 ($12 mil ref & no non-ref changes)			
	Tax Levy Total $ est.	Taxes Paid	chg $			Tax Levy Total $ est	Taxes Paid	Chg $		Tax Levy Total $ est	Taxes Paid	Chg $
Operating Levy	$29,522,071	$2,660.39	$360.46		Operating Levy	$33,522,071	$3,020.85	$720.92	Operating Levy	$37,522,071	$3,381.31	$1,081.38
Debt Service	$4,404,523	$414.92	$12.08		Debt Service	$4,404,523	$414.92	$12.08	Debt Service	$4,404,523	$414.92	$12.08
Total	$33,926,594	$3,075.30	$372.55		Total	$37,926,594	$3,435.76	$733.01	Total	$41,926,594	$3,796.22	$1,093.47
* does not factor when we become Tier 2												

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Referendum Options - Refocused

		3.02% + $8 million	.02% + $8.5 million	3.02% + $9 million	3.02% + $9.5million	3.02% + $10 million	3.02% + $10.5million	3.02% + $11 million	.02% + $11.5 million	3.02% + $12 million
	2025 Extension									
Capped Funds	$24,774,742.45	$33,522,072	$34,022,072	$34,522,072	$35,022,072	$35,522,072	$36,022,072	$36,522,072	$37,022,072	$37,522,072
Debt Service	$4,426,548.94	$4,404,523	$4,404,523	$4,404,523	$4,426,549	$4,404,523	$4,404,523	$4,404,523	$4,404,523	$4,404,523
Total Levy	$29,201,291.39	$37,926,595	$38,426,595	$38,926,595	$39,448,621	$39,926,595	$40,426,595	$40,926,595	$41,426,595	$41,926,595
Truth-in-Taxation % Inc.		31.35%	33.30%	35.26%	37.22%	39.18%	41.14%	43.10%	45.06%	47.02%
Overall % Increase		26.73%	28.40%	30.07%	31.82%	33.42%	35.09%	36.76%	38.43%	40.10%

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Potential Impact of a Failed Referendum

- Maximized class size
- Staff reduction
- Deferred building maintenance
- Potential building closure
- Elimination of instructional programs and models
- Elimination of extracurricular activities district-wide
- Reduced transportation services (bare minimum, no field trips)
- State Board of Education tight monitoring or takeover

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Timeline

01

January 2027

Filing with the County

02

April 6, 2027

Election Day

03

Support

We Really Need Your Help

04

Updates

More Information to Come

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NEXT STEPS

All In for All Kids

Our 2026–2029 Strategic Plan priorities will guide what we do next.

ESSENTIAL QUESTION

What will we do differently this year so that every student in Freeport grows, belongs, and graduates ready?

01 **Academic Excellence**	02 **Safe and Healthy Environments**	03 **High Quality Staff and Community Partnerships**	04 **Fiscal Resourcefulness**

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Moving Forward

Where the data points our plan actions

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STRATEGIC PRIORITY 01

Academic Excellence

Where We Are

Student Growth

Student Growth: Commendable at five of seven schools. District growth is 41.4 in reading and 42.4 in math, with a goal of 50.

Graduation Rate

Graduation Rate: Up from 70.7% to 83.5% in four years, now 6.3 points from the state.

Ninth graders on track rose from 62% to 77.9% in five years, which sets up the next graduating classes.

Next Steps

- Focus on student mastery of state standards using the ISBE Performance Learning Descriptors and frequent checks of progress
- Targeted growth plans for students with disabilities and our Black and multiracial students in ELA
- Use Freshman On Track data to catch 9th graders early
- Continue monitoring cycles for improvement and align with the instructional coaching model

How We'll Know

Student Growth Goal

Growth in every student group moving toward 50.

Proficiency Goal

Incrementally increase proficiency in each subgroup and grade level

Graduation Rate Goal

Graduation rate closing the gap with the state.

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STRATEGIC PRIORITY 02

Safe and Healthy Environments

Where We Are

Chronic Absenteeism

Chronic absenteeism down from 34.8% to 29.1%, still above the state.

Attendance Rate

Attendance at 91.3%.

Next Steps

- Keep what's working on attendance and focus on the grades with the highest absenteeism
- Wraparound support for students facing housing instability or frequent moves
- Use behavior data to reteach routines and expectations
- Partner with families through the FACE Office on attendance and belonging

How We'll Know

Absenteeism Trend

Chronic absenteeism moving toward the state's 23.5%.

Attendance Goal

Attendance back to our pre-pandemic 92–93%.

STRATEGIC PRIORITY 03

High Quality Staff and Community Partnerships

Where We Are

HR Goal

A workforce that reflects the students we serve.

Current Support

Affinity Group, coaching, and mentoring already in place.

Next Steps

- Keep our salary package competitive in the region
- Act on what we learn from the staff belonging survey
- Strengthen coaching and mentoring for new teachers
- Grow family engagement through the FACE Office and expand community partnerships
- Continue Grow Our Own eeasures for hard to fill positions

How We'll Know

Staff Metrics

Teacher retention and diversity trends.

Engagement & Culture

Belonging survey results and family engagement participation.

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Strategic Priority 04

Fiscal Resourcefulness

Where We Are

$16.4M Gap

Funded at 70.2% of adequacy

Current funding level leaves a significant budgetary shortfall for district operations.

Baseline operational costs continue to rise.

Next Steps

Protect classroom instruction

- Prioritized first in every budget decision
- Review department budgets & report cuts openly
- Share clear, factual info on April 2027 referendum
- Advocate with staff & community on district future

How We'll Know

Balanced Budget

Measurable progress toward achieving a balanced budget.

Transparent Updates

Regular finance updates delivered to board and community.

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THANK YOU

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