



GENESE O
COMMUNITY UNIT
SCHOOL DISTRICT #228

Where the *future* grows.

Geneseo School District

Comprehensive District Appraisal

April 26-30, 2021



Illinois Quality Framework Standards



I. Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.



II. Culture & Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.



III. Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.



IV. Governance, Management, and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.



V. Educator & Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.



VI. Family & Community Engagement





In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, (linguistic, if applicable) and academic growth.



VII. Student & Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Performance Levels

	Level 1 Ineffective	<ul style="list-style-type: none">• Effective practices are never or rarely implemented• The district or school implements practices 0 – 25% of the time
	Level 2 Emerging	<ul style="list-style-type: none">• Effective practices are sometimes, inconsistently, minimally, or infrequently implemented• The district or school implement practices 26 – 50% of the time
	Level 3 Accomplished	<ul style="list-style-type: none">• Effective practices are frequently, mostly, often, or closely implemented• The district or school implements practices 51 – 89% of the time
	Level 4 Exemplary	<ul style="list-style-type: none">• Effective practices are consistently, regularly, fully, always, or continuously implemented• The district or school implements practices 90 – 100% of the time



Data Sources

165

Interviews

- 8 Administrators
- 157 Teachers

1754

Survey Responses

- 234 Teacher Responses
- 1096 Student Responses
- 424 Family Responses

14

Focus Groups

- 10 Staff focus groups
- 4 Student focus group

2058

Student Observations

126








Artifacts

- 123 Lesson Plans
- ELT Improvement Goals
- 2 ELT Improvement Plans

Celebrations

- 1 Families, students, and staff alike indicate a deep commitment to and appreciation for the Geneseo community.
- 2 Consistently, students indicate they feel they are cared for by their staff and have every opportunity to be successful.
- 3 Faculty indicate that school administration is very supportive and willing to work hard in service of student learning.
- 4 The district vision is widely known and understood by stakeholders.

Overall Ratings

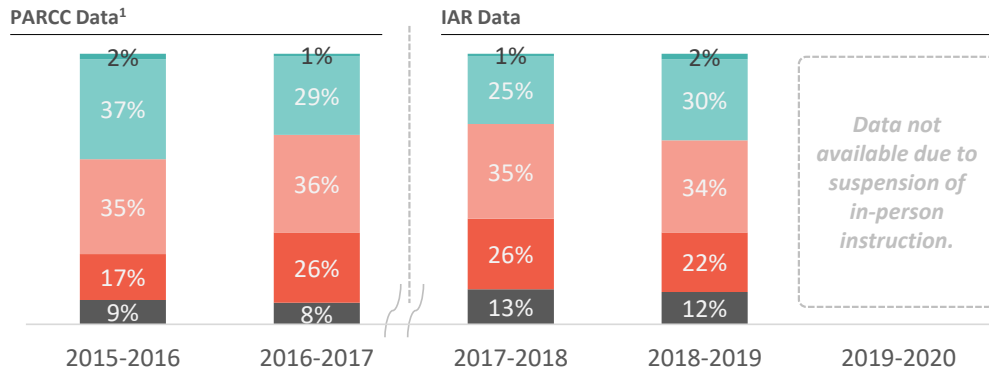
	SY2020-21
 I. Continuous Improvement	Accomplished
 II. Culture & Climate	Accomplished
 III. Shared Leadership	Emerging
 IV. Governance, Management, and Operations	Accomplished
 V. Educator & Employee Quality	Emerging
 VI. Family & Community Engagement	Accomplished
 VII. Student & Learning Development	Accomplished



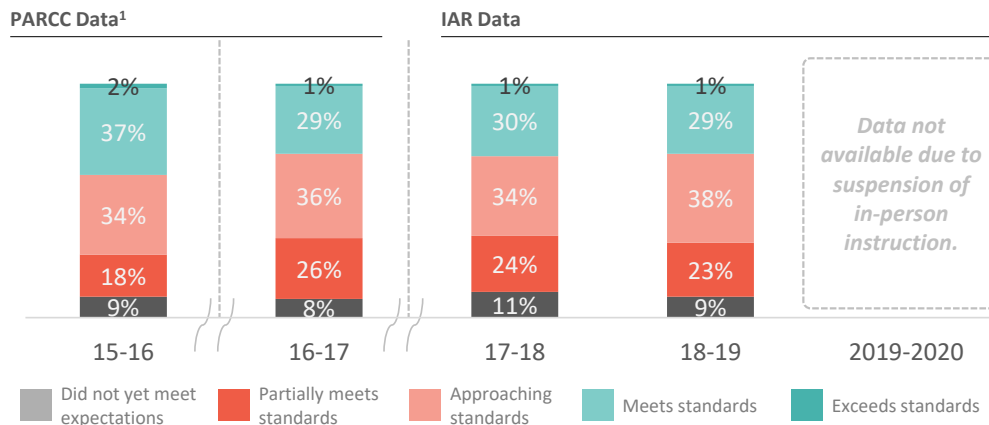
Elementary Schools | On the Surface

2020: *Commendable*
2019: *Commendable*

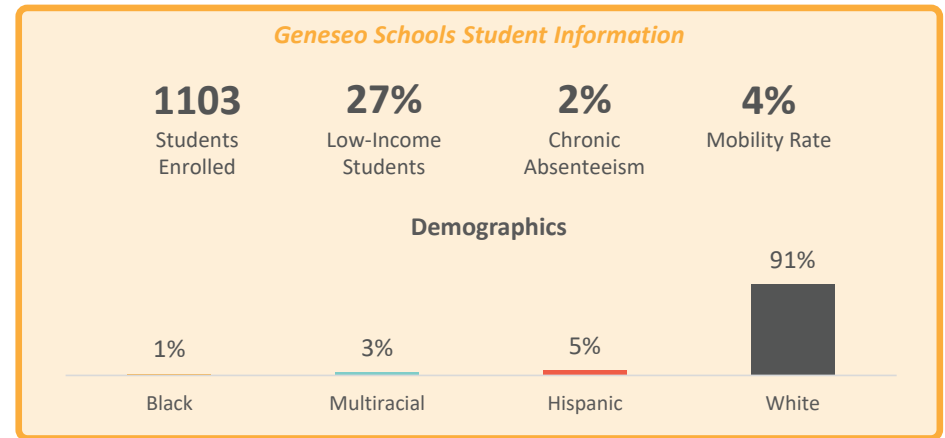
ELA – Standardized Testing Performance



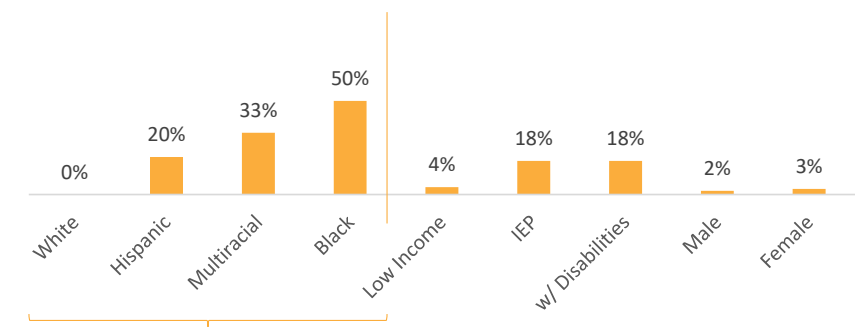
MATH – Standardized Testing Performance



Other Key Statistics (2019-20)



District Chronic Absenteeism by Subgroup (2019-20)



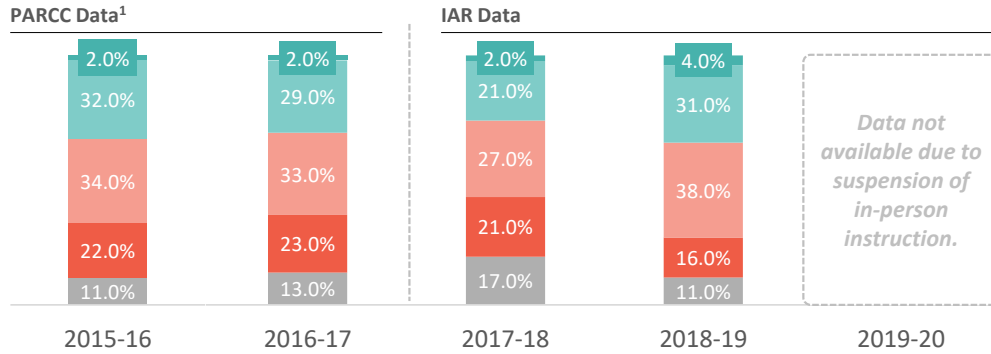
Calculated as percentage of identified subgroup

Secondary Schools | On the Surface

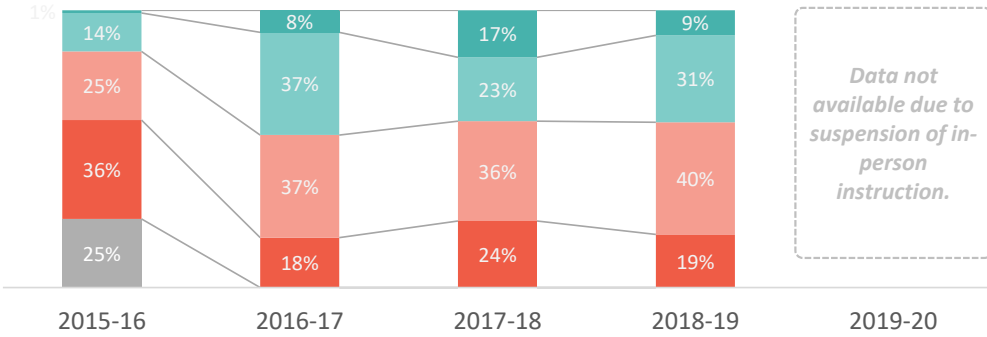
2020: *Exemplary*

2019: *Exemplary*

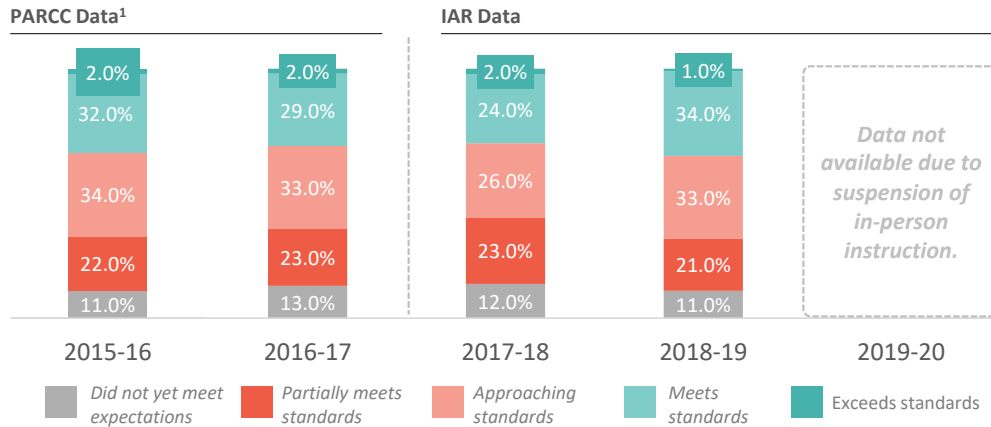
ELA – IAR Standardized Testing Performance: Geneseo Middle



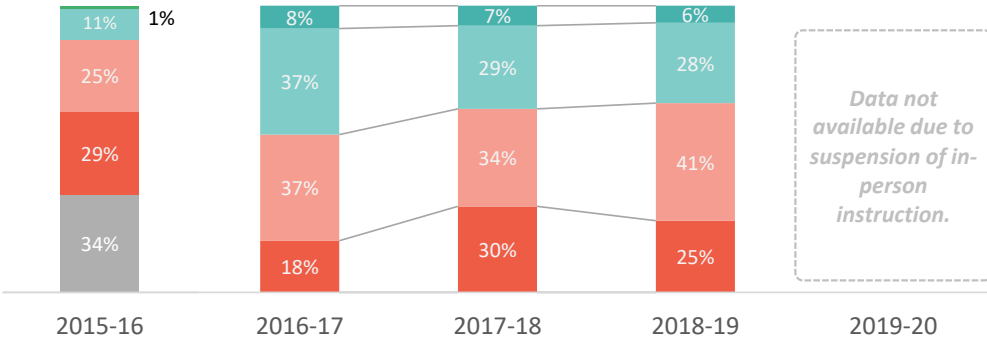
ELA – SAT Standardized Testing Performance: Geneseo High



MATH – IAR Standardized Testing Performance: Geneseo Middle

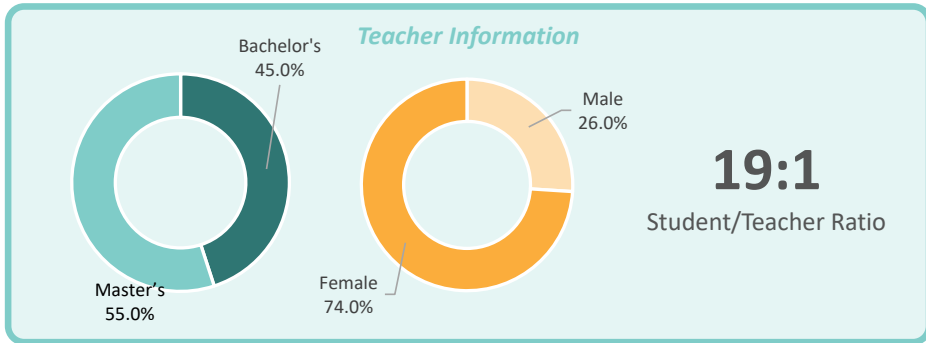


MATH – SAT Standardized Testing Performance: Geneseo High

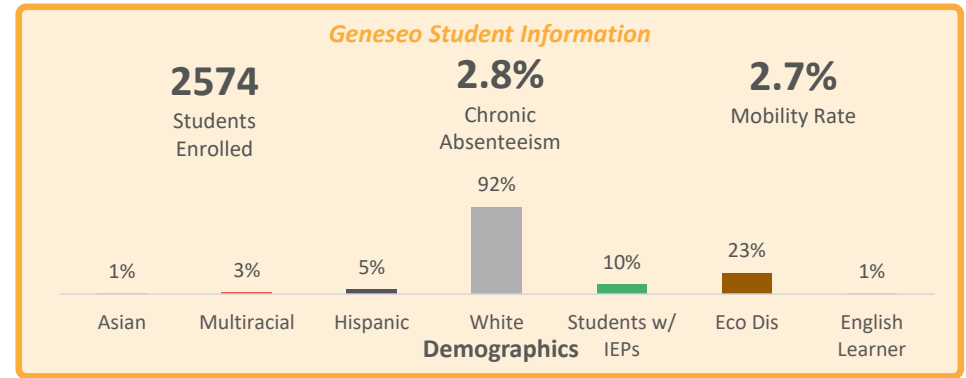


Geneseo | Digging Deeper

District Teacher Information (2019-20)



Other Key Statistics (2019-2020)



Retention and Turnover (2019-2020)

Teacher Retention

88.2%

State = 85.9%

Teacher Attendance

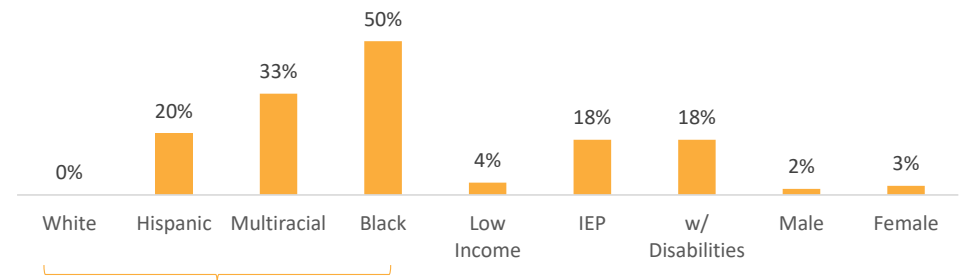
83%

State = 86.6%

Principals over the last six years

11

District Chronic Absenteeism by Subgroup (2019-20)



Calculated as percentage of identified subgroup

I. Continuous Improvement

Educator Knowledge, Beliefs, and Practices

What we heard and saw...

- *All stakeholders know the district vision: Teach, Learn, Care.*
- *Progress towards goals is measured through surveys and discussions with staff. Feedback is regularly collected from stakeholders, but some stakeholders do not feel that all feedback is equally valued.*
- *There is an opportunity to make goals more data-driven, especially academic schoolwide goals.*

Recommendations

- *Identify opportunities to set data-driven goals; determine how to link these goals to educator practices at the school.*
- *There is currently a perception that the board and superintendent “own” the goal-setting process and outcomes. Consider ways to craft data-driven goals that align with the district vision but that are customized to each school so they align more closely with educator practices and what individual educators need.*



I. Continuous Improvement



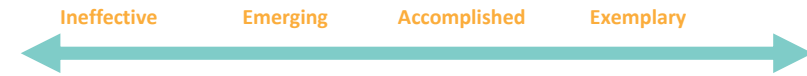
Collaborative Structures

- ✓ There is a district-level team monitoring school improvement
- ✓ There is a schoolwide leadership team that meets regularly and has ownership over school improvement goals and plans
- ✓ The schoolwide leadership team includes at least one teacher representative from each grade levels/content areas
- ✓ There is protected time for teacher collaboration at least weekly

Improvement Plan Analysis

- ✓ There is a narrow set of clear, understandable goals for school improvement
- ✓ School climate and culture are addressed explicitly in the plan
- ✓ There are implementation supports identified for each goal.
- ✓ There is a plan to monitor progress toward school improvement goals.

School Leadership Team Meeting Observation



	Ineffective	Emerging	Accomplished	Exemplary
Elementary				
Intentional			Clearly structured meetings with a set purpose.	
Data-Driven	The topic centered around candidates			
Action-Oriented			Team identified meaningful action items from discussion	
Reflective		Opportunity to reflect on meeting effectiveness		
Secondary				
Intentional		MS: Clear Agenda HS: Focused on book study		
Data-Driven	No data reviewed at observed meetings			
Action-Oriented		Some actions but not linked to school improvement efforts		
Reflective	Reflective in discussion, not about meeting or practices			

II. Culture & Climate

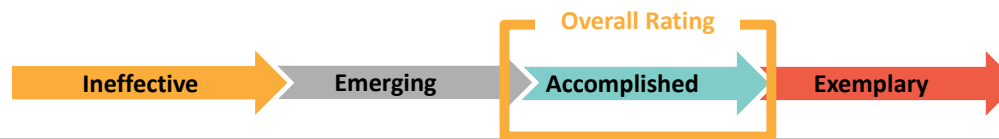
Educator Knowledge, Beliefs, and Practice

What we heard and saw...

- *For the most part, staff retention and morale is high.*
- *There is a strong camaraderie throughout the district among faculty, especially within school teams.*
- *Most families feel informed and engaged in the school community. This is indicative of district efforts to keep families engaged in their students' learning throughout the pandemic and despite social-distancing protocols.*

Recommendations

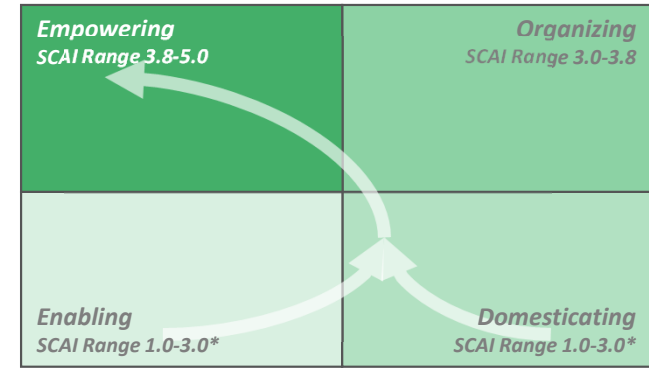
- *School culture is one of the greatest strengths in Geneseo. While most stakeholders express deep appreciation for their respective school's culture, twenty percent of parents and fifteen percent of students do not feel included by the school-community. Develop methods to identify who feels left out and expand efforts to include them.*
- *Explore opportunities to create priorities and structures to augment and sustain robust school cultures throughout the district.*



II. Culture & Climate



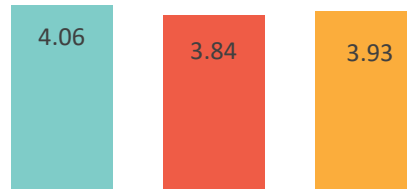
The [School Climate Assessment Instrument](#) (SCAI) is widely considered one of the best school climate instruments because of its highly predictive and valid model. Results correlate at a 0.7 level with key outcomes such as student achievement scores. A school's SCAI scores identify where it falls on a 'Continuum of Progression' toward more empowering mindsets and practices, which lead to measurable increases in student performance.



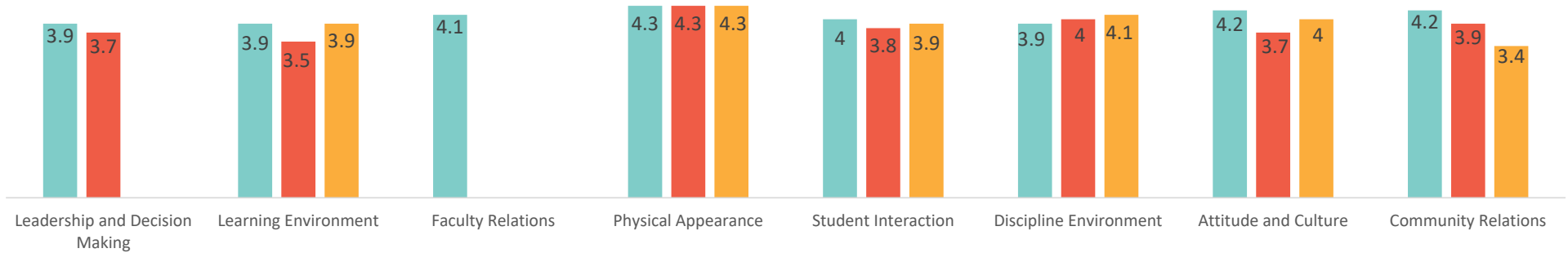
*From the work of DRIVE, Dr. John Shindler and the Alliance for the Study of School Climate. California State University, Los Angeles
From the work of William Glasser Choice Theory

Overall School Climate Results

Staff ■ *N = 224*
Parent ■ *N = 424*
Student ■ *N = 1098*



Results by Dimension



III. Shared Leadership Ready for Review

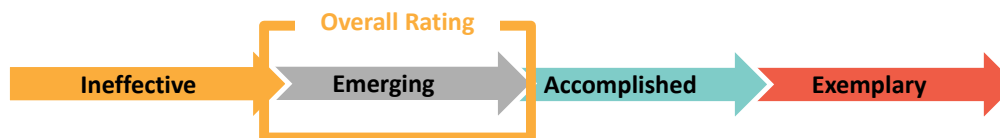
Educator Knowledge, Beliefs, and Practice

What we heard and saw...

- *Many faculty felt left out of decision-making process and were “caught off guard” by changes made at the district level to school operations. Some faculty describe these feelings in the context of pandemic-related policies, while others cite pre-pandemic examples.*
- *There are mixed impressions about communication between leadership and staff. While some indicate communication is sufficient, others indicate electronic delivery of information can feel incomplete and overwhelming.*
- *The faculty believe school administration are accountable, supportive, and hard working.*

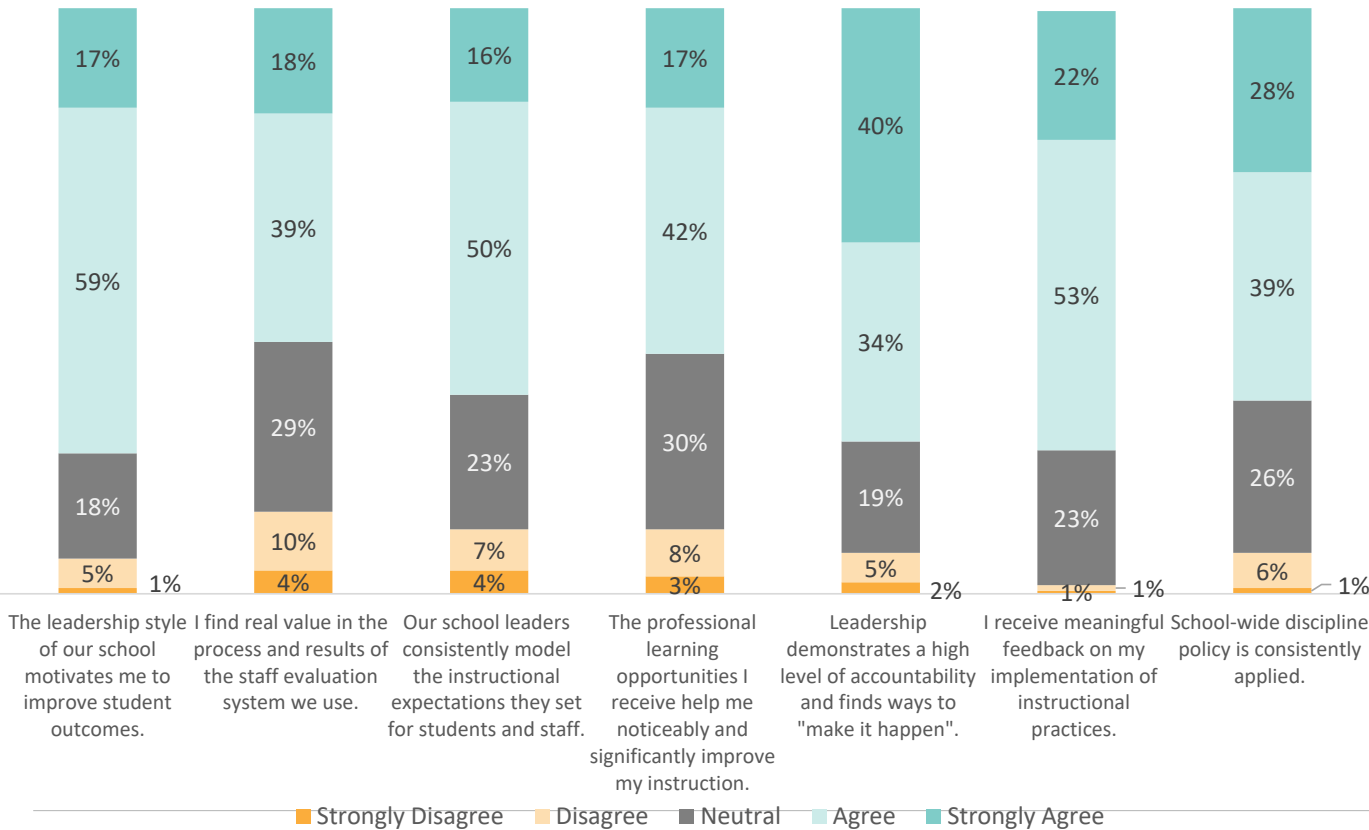
Recommendations

- *Revisit communication strategies to ensure they are holistic and accessible for all stakeholders, paying special attention to ensuring district leadership remains as informed as school leadership.*
- *Examine how decision-making processes solicit and incorporate teacher input and identify opportunities for improvement.*

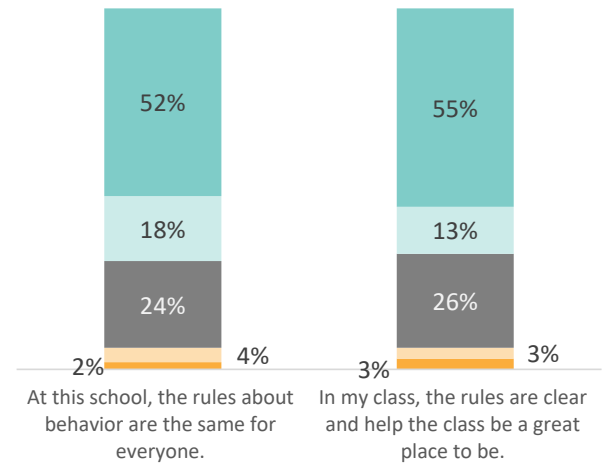


III. Shared Leadership

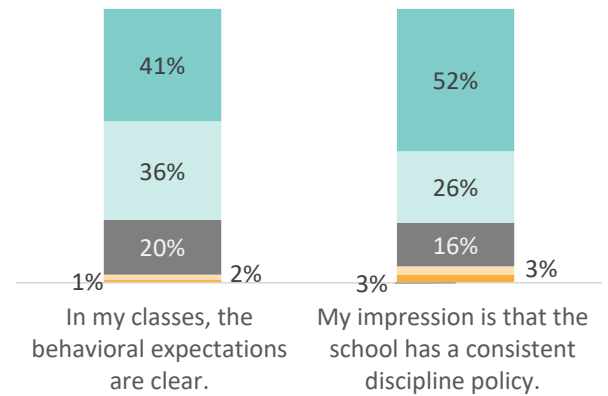
Teacher Survey Responses



Elementary Student Survey Responses



Secondary Student Survey Responses



IV. Governance, Management, & Operations

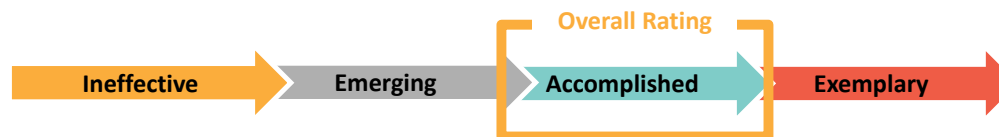
Educator Knowledge, Beliefs, and Practice

What we heard and saw...

- *School leaders and teachers describe that the district typically does a good job of meeting school resource needs.*
- *Most stakeholders indicate that schools have a well-understood and consistently enforced behavior matrix.*
- *While faculty retention is high, some school leaders and teachers believe there is an opportunity to strengthen policies to attract high quality teachers.*

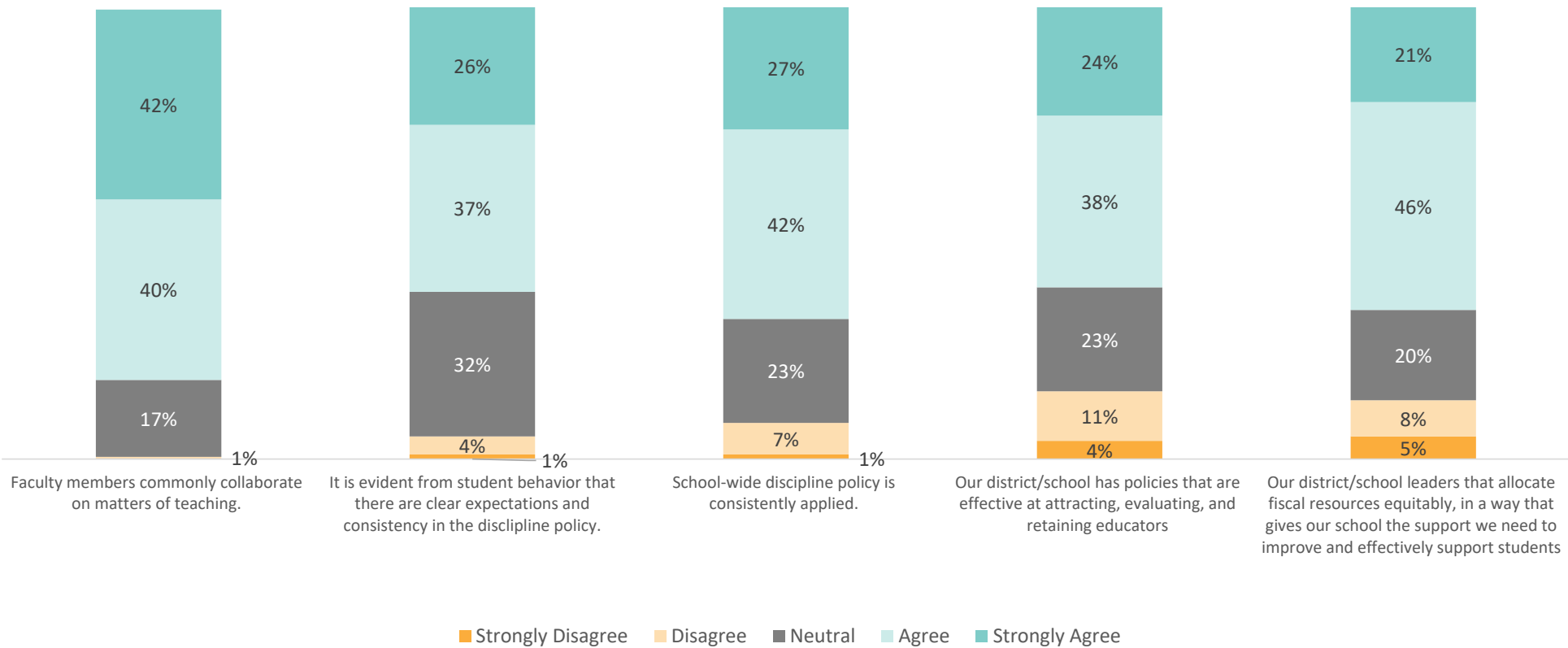
Recommendations

- *Examine opportunities to collaborate with current faculty to enhance policies aimed at attracting new high-quality hires within the context of district resource limitations.*
- *Revisit behavioral matrices and related support resources to ensure students are set up for success by individual schools' and the district's overall system.*



IV. Governance, Management, & Operations

Teacher Survey Responses



V. Educator & Employee Quality

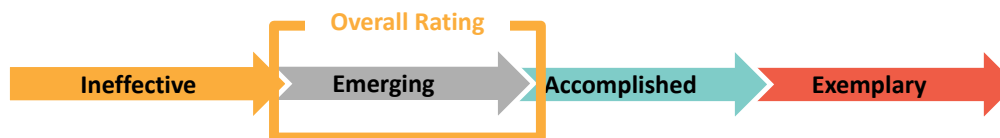
Educator Knowledge, Beliefs, and Practice

What we heard and saw...

- *Teachers throughout the district consistently articulated the desire for more vertical collaboration across grade levels. They also expressed interest in stronger collaboration across subject areas and departments.*
- *Most faculty indicate professional learning links to school or district priorities and is in service of student learning; consistently, faculty also express that professional learning does not always align with professional goals and is instead in service of district priorities (such as standards-based grades)*

Recommendations

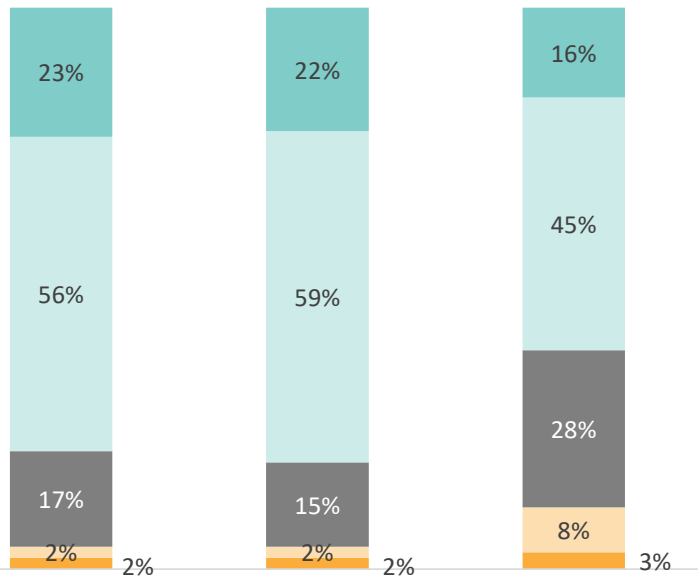
- *Bridge the districtwide priorities that create professional learning to individual teacher development goals.*
- *Revisit the schedule for 21-22 to identify opportunities for more consistent collaborative structures both within teams, across teams, and across grade levels.*
- *For elementary schools, consider collaborative structures that invite interschool collaboration as well as collaboration at individual schools.*



V. Educator & Employee Quality



Teacher Survey Responses



The staff evaluation process we use gathers data from multiple sources and allows me to meaningfully reflect on my own practice and professional growth.

The professional learning opportunities I receive focus on evidence-based practices designed to improve student achievement.

The professional learning opportunities I receive help me noticeably and significantly improve my instruction.

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

Grade Level Team Meeting Observations

Four meetings observed from Millikin, Southwest, and Northside



	Ineffective	Emerging	Accomplished	Exemplary
Intentional		Followed agendas with all voices heard. Focused on instruction but not related to student performance		
Data-Driven	Student performance data not utilized as a component of the meetings			
Action-Oriented		Team members identified actions related to overall instructional planning		
Reflective	Reflective of instruction but not over meeting effectiveness or student performance			

Professional Learning Community (PLC) Meeting Observations

Intentional				
Data-Driven				
Action-Oriented				
Reflective				

None Observed April 26-30

VI. Family & Community Engagement

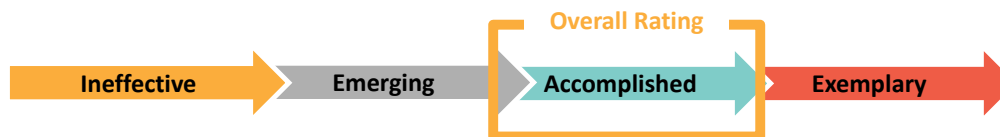
Educator Knowledge, Beliefs, and Practice

What we heard and saw...

- *Faculty regularly express their appreciation for the support and involvement of the community.*
- *Overwhelmingly, students feel safe to attend schools, and they feel cared for by their teachers.*
- *Families indicate there is steady communication and community outreach; leaders and teachers are accessible and always open to discussing their students learning and success.*
- *Thirty-four percent of families (twenty-nine percent elementary, thirty-seven percent secondary) indicate they do not feel they have a voice in the school.*

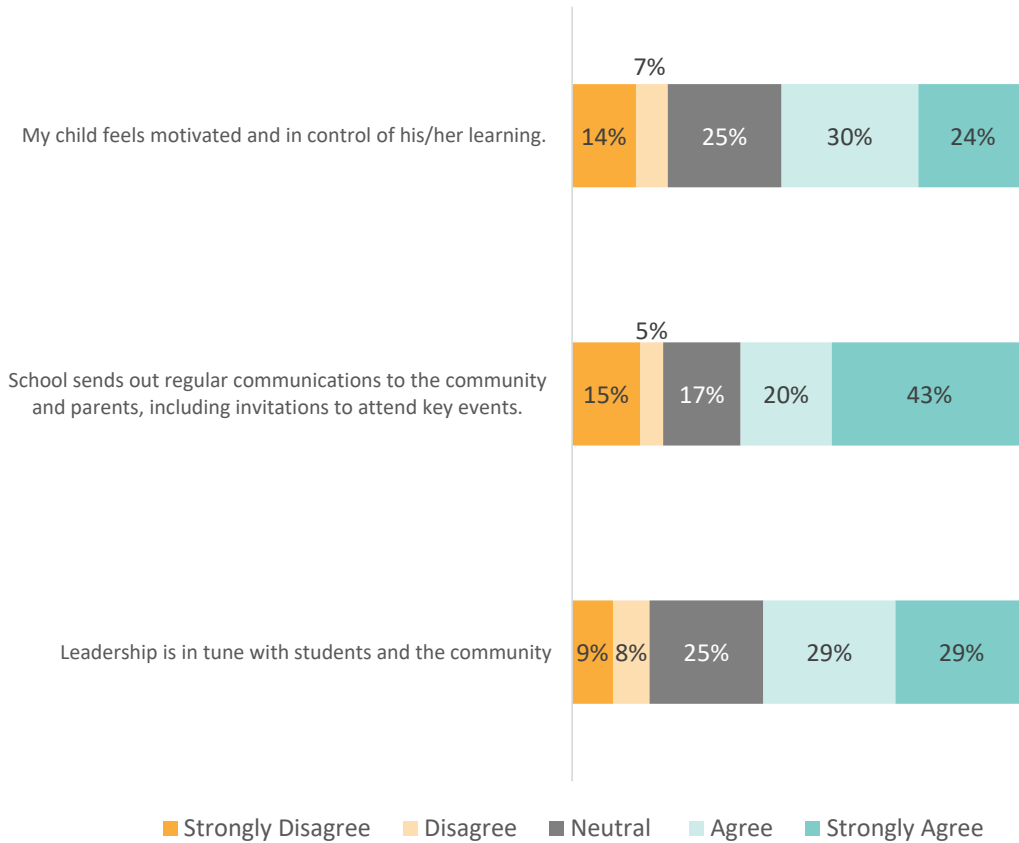
Recommendations

- *Identify the root cause and take action to reduce the statistic that one-third of families in the district feel they do not have a voice “in the direction of the school and how it works to improve student learning”.*

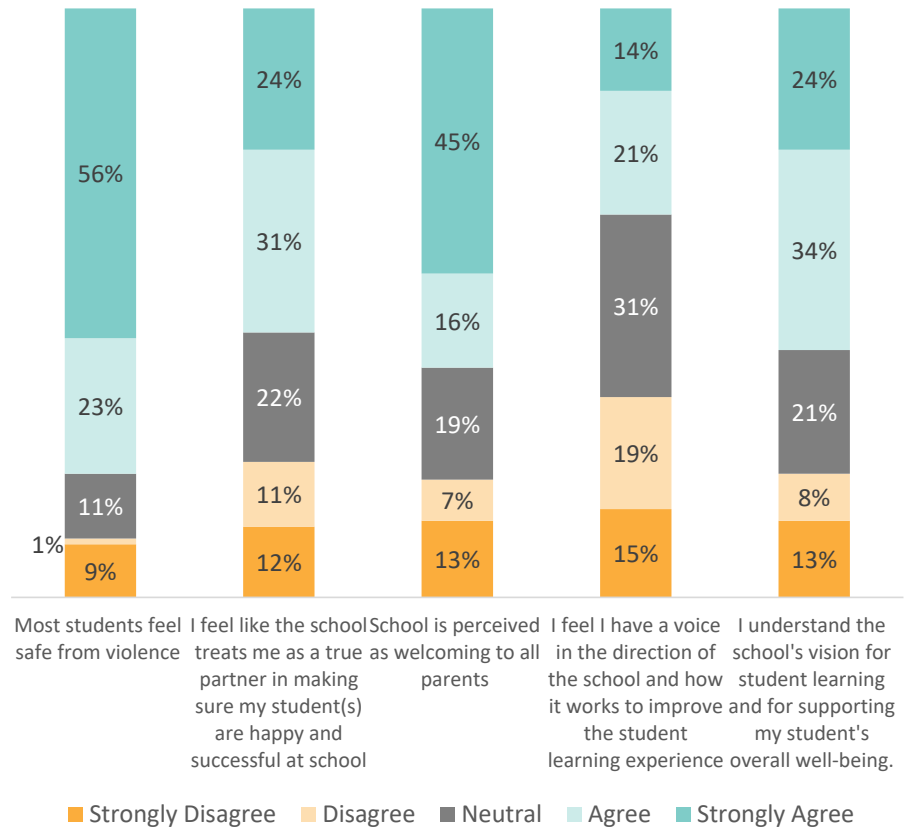


VI. Family & Community Engagement

Family Survey Responses



Family Survey Responses



VII. Student & Learning Development

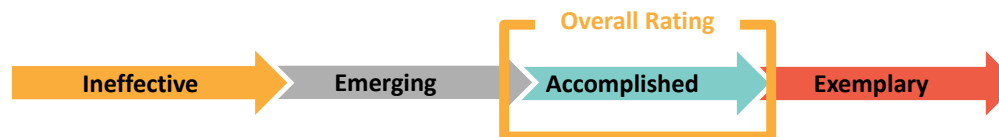
Educator Knowledge, Beliefs, and Practice

We heard and saw...

- *Thirteen percent of classes were observed to use small-group instruction and partner work.*
- *Over eighty percent of students indicated that teachers want them to succeed and have high expectations for them.*
- *More than half (53%) of lesson plans did not include any form of differentiation.*

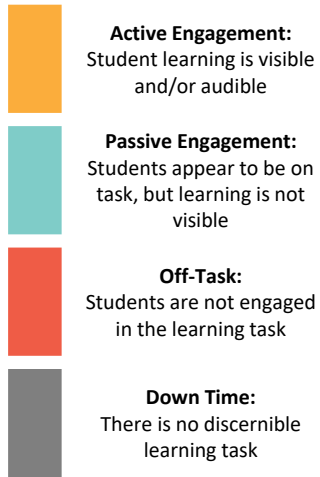
Recommendations

- *Investigate why the majority of lessons do not include differentiation, the impact that has on students, how to overcome the barriers preventing teachers from meeting students' diverse learning needs, and determine appropriate professional learning and supports to increase the percentage of lessons that incorporate differentiation.*



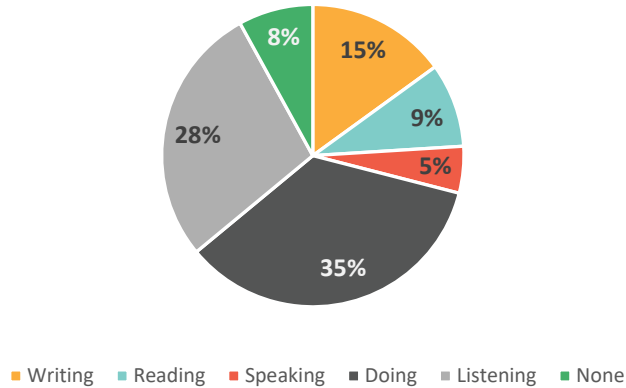
VII. Student & Learning Development

Observed Levels of Student Engagement

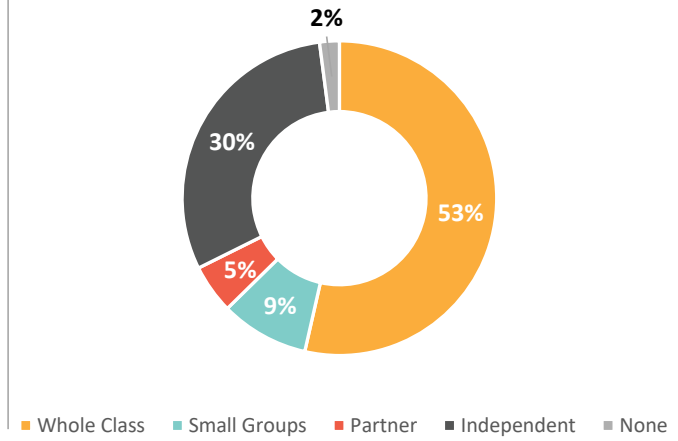


2021

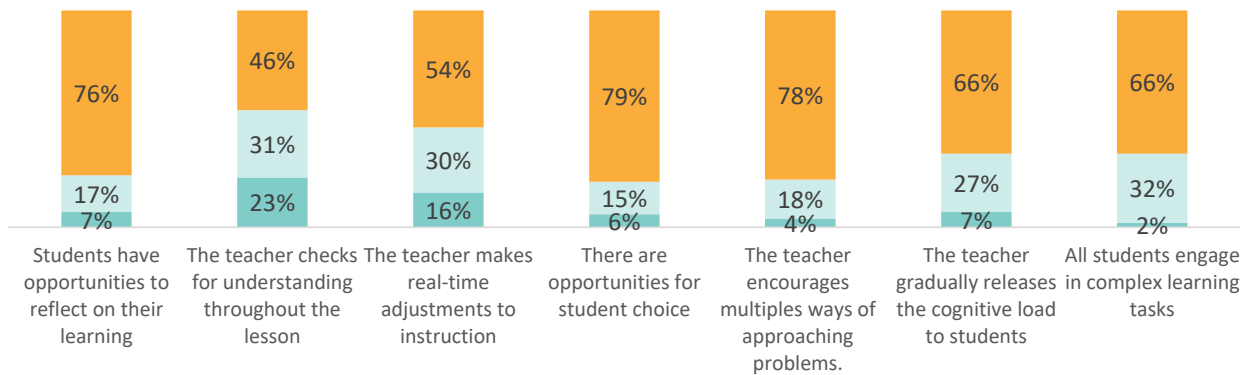
Observed Learning Tasks



Observed Student Groupings ¹



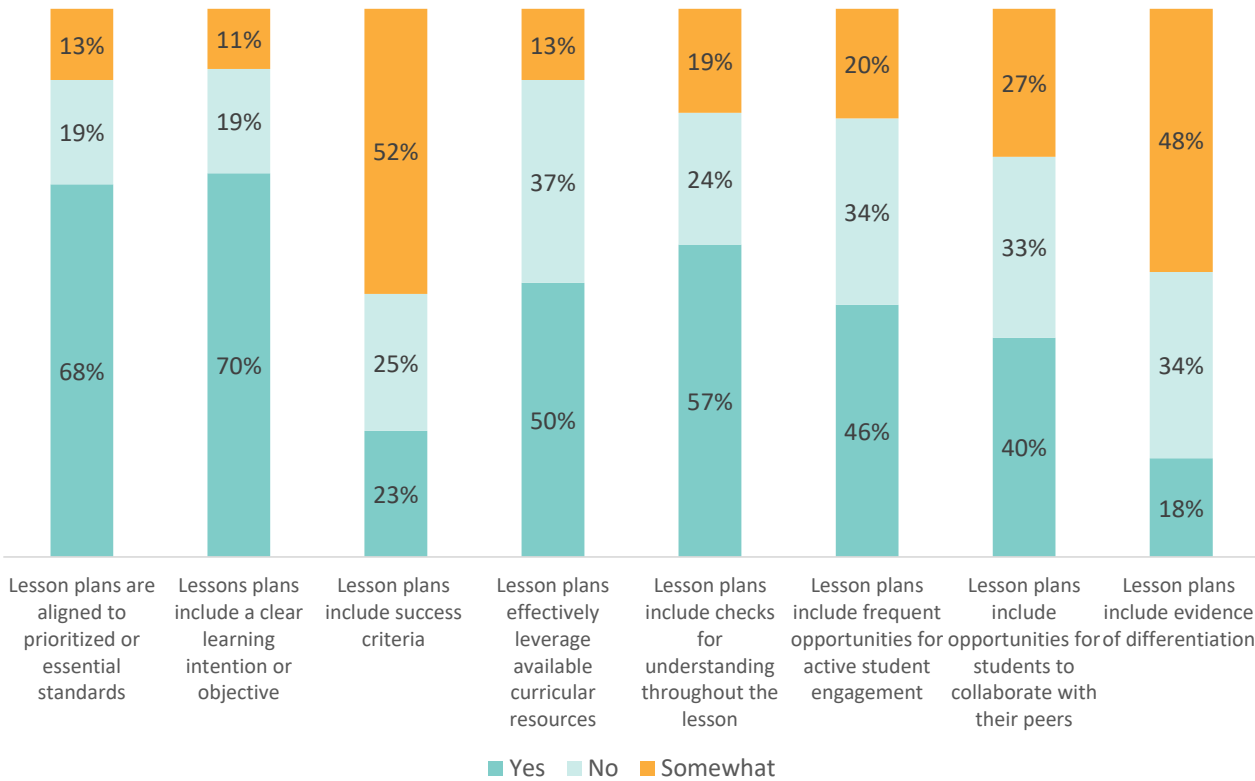
Observed Opportunities for Student Ownership



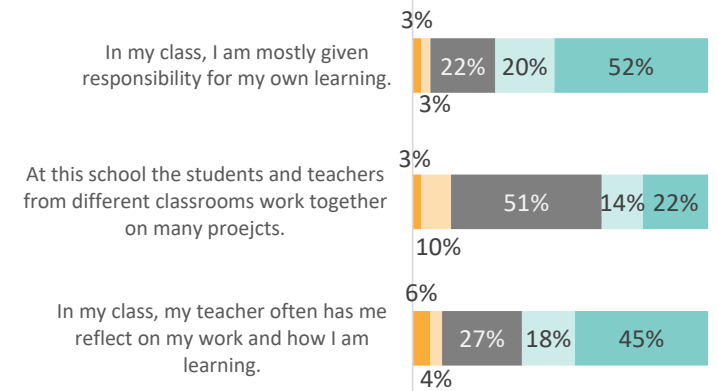
■ Yes ■ Somewhat ■ No

VII. Student & Learning Development

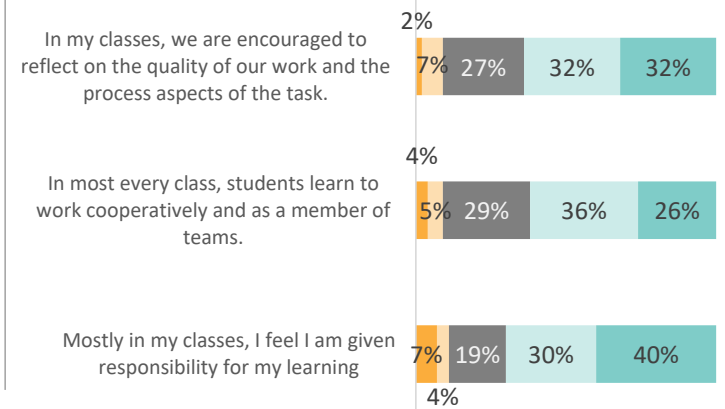
Lesson Plan Components



Elementary Student Survey Responses



Secondary Student Survey Responses



Summary

Overall Rating

Recommendations



I. Continuous Improvement

A

- Identify opportunities to set data-driven goals; determine how to link these goals to practices at school.
- There is currently a perception that the board and superintendent “own” the goal-setting process and outcomes. Consider ways to craft data-driven goals that align with the district vision but that are customized to each school so they align more closely with educator practices and what individual educators need.



II. Culture & Climate

A

- School culture is one of the greatest strengths in Geneseo. While most stakeholders express deep appreciation for their respective school’s culture, twenty percent of parents and fifteen percent of students do not feel included by the school-community. Develop methods to identify who feels left out and expand efforts to include them.
- Explore opportunities to create priorities and structures to augment and sustain robust school cultures throughout the district.



III. Shared Leadership

E

- Revisit communication strategies to ensure they are holistic and accessible for all stakeholders, paying special attention to ensuring district leadership remains as informed as school leadership.
- Examine how decision-making processes solicit and incorporate teacher input and identify opportunities for improvement.



IV. Governance, Management, and Operations

A

- Examine opportunities to collaborate with current faculty to enhance policies aimed at attracting new high-quality hires within the context of district resource limitations.
- Revisit behavioral matrices and related support resources to ensure students are set up for success by individual schools’ and the district’s overall system



V. Educator & Employee Quality

E

- Bridge the districtwide priorities that create professional learning to individual teacher development goals.
- Revisit the schedule for 21-22 to identify opportunities for more consistent collaborative structures both within teams, across teams, and across grade levels.
- For elementary schools, consider collaborative structures that invite interschool collaboration as well as collaboration at individual schools.



VI. Family & Community Engagement

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- Identify the root cause and take action to reduce the statistic that one-third of families in the district feel they do not have a voice “in the direction of the school and how it works to improve student learning”.



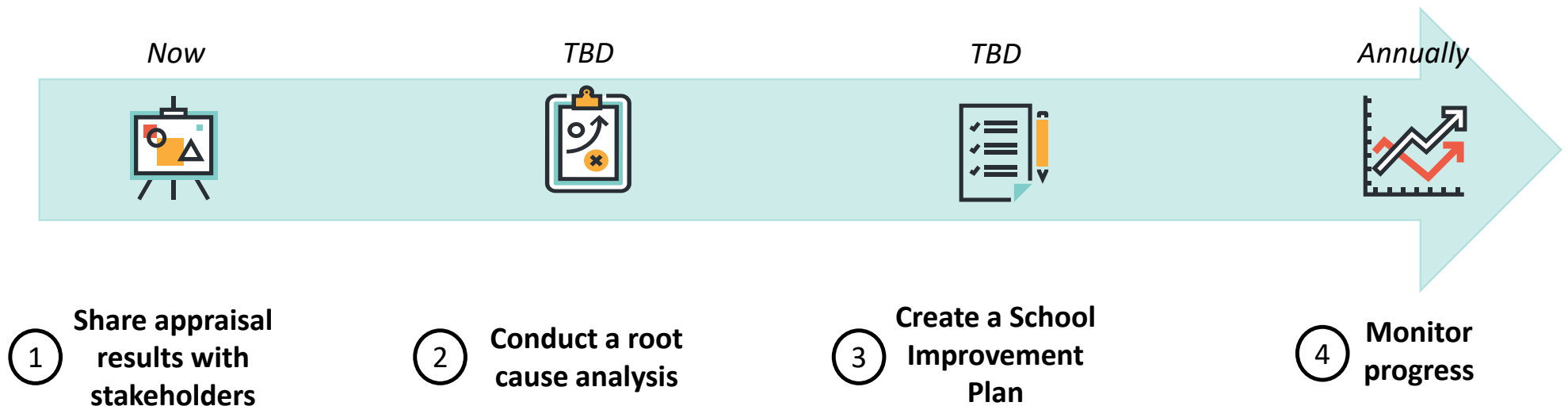
VII. Student & Learning Development

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- Investigate why the majority of lessons do not include differentiation, the impact that has on students, how to overcome the barriers preventing teachers from meeting students’ diverse learning needs, and determine appropriate professional learning and supports to increase the percentage of lessons that incorporate differentiation.



Next Steps



Thank You!

Allison Miller | Senior Director

p. 404-421-0095

e. amiller@eddirection.com



Carrie Miller | Director

p. 720-239-3069

e. cmiller@eddirection.com



Gideon Goff | Program Director

p. 801-456-6700

e. ggoff@eddirection.com

