

October 2017 Superintendent Report  
To the Geneseo CUSD 228 Board of Education

### Middle School Basketball Philosophy Changes

The following information comes from Mr. O'Dell, Principal and Mr. Pardoe, GMS Athletic Director. For many years, the middle school has vacillated between Green and White teams that were theoretically "equal", to A and B teams, and many places in between. The following information is intended to give the Board of Education a picture of the current state of basketball affairs at GMS; which follows months of conversation with MS and HS coaches, and review of the past decade of successes and challenges. It is intended to apprise you of these changes in the event you may be approached by parents, grandparents, coaches or other interested community members.

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#### **Current structure:**

The 7th and 8th grade teams have two separate teams, each having their own coach. These teams have been named the "Greens" and the "Whites". Attempts are made to create two equal teams. The Middle School teams compete in the Heartland Conference which includes the Quad City schools of Edison (Rock Island), Washington (Rock Island), Wilson (Moline), John Deere (Moline), Seton (Moline), Jordan (Rock Island), Glenview (East Moline). Those schools all have one team per grade. In the current set up, each team played each of those opponents one time, either home or away, while the other team played the other conference game. Typically one or both of the teams play other schools closer to our size in Dixon, Sterling, etc.

#### **Rationale for a change of the Middle School basketball structure:**

- 1) Inability to compete with conference schools.
- 2) Difficulty of player and team development.
- 3) The basketball program loses many players from Middle to High School through attrition based in large part on the current structure of unlevel play and severe losses.
- 4) Players coming to the freshmen level struggle due to: Not having the benefit of the development they could have, Not 'knowing how to win' with a group culture of feeling that they cannot beat certain programs

#### **Program Changes:**

- 1) Each grade will have one team. (one 7<sup>th</sup> grade and one 8<sup>th</sup> grade team, similar to other Middle School / Junior High schools our size and in our conference).
- 2) There would be no cuts of athletes.
- 3) There would be at least two coaches for each grade, a head coach and an assistant coach. This allows for instruction and supervision during practices and games.
- 4) The one team in each grade would be a "hybrid" team. This concept means that coaches would have the flexibility of playing their stronger athletes against the most difficult opponents, while playing their developing athletes in games against opponents in which they would be more

successful. There would be a lot of flexibility for allowing athletes to play in situations where they could be successful as well as develop as players. If a team or group has many skilled athletes, flexible playing time may be used to get as much experience as possible (i.e. Platooning - playing 5 at a time and subbing as a group), the same is true for developing players by scheduling JV style games of similar skill level. This "hybrid" team would also create some flexibility for scheduling of games. Below are some examples of potential scheduling options.

Example A: When Geneseo played a conference game or team of similar size (Sterling, Dixon, Rock Falls, Princeton, etc.) at home, the entire team would dress for the game, but only athletes that coaches felt could compete at that level would play in the game. There would still be “B” quarter(s) in order to gain as much playing time at ability level as possible.

Example B: When Geneseo traveled to another conference school or opponent similar in size, a coach could decide to take just the “A” team and allow the remaining athletes to practice with the assistant coach instead of traveling, allowing for more development of all athletes.

Example C: We are scheduling games labeled as “B” or “JV” games. These will be on a weeknight vs. a team of similar ability (for example: Dixon “B”, Colona, Prophetstown, Cambridge, Erie, Bureau Valley, Annawan, etc.), and they will be scheduled on a Saturday in the GFAC where multiple games are played in a tourney style.

Example D: “C” games or quarters

If numbers dictate additional scheduling, there could be some “C” competition where those who don’t get to normally play in either “A” or “B” games could still get some game type experience. These could consist of anything between a scheduled game vs. an opponent to a intrasquad scrimmage prior to a regularly scheduled game. Situations such as this would be created as deemed necessary by the AD and basketball program.

### **Following Governor’s Signature on Senate Bill 1947**

While there was much joy and celebration in many parts of Illinois once legislators and many educational advocates believed we “Fixed the Formula”, there is much heavy lifting yet to occur.

We already will watch \$75M in state funds diverted to private schools, and the backdoor work of voucher programs, but we now face a reality that in order for Illinois to keep its promise stated as, *“The purpose of this Section is to ensure that, by June 30, 2027 and beyond, this State has a kindergarten through grade 12 public education system with the capacity to ensure the educational development of all persons to the limits of their capacities in accordance with Section 1 of Article X of the Constitution of the State of Illinois.”* So those who are furthest from adequacy as it relates to the evidence-based funding model will not see adequacy for at least a decade. And those of us who are also far from adequacy, but part of that is by choice from a local, political philosophy, will have hard decisions as more and more of the state funding moves to districts of greater perceived need via demographic changes.

Speculation exists that it will take \$650M per year increases for the next 10 years to reach adequacy... which is disconcerting considering this year’s increase is \$350M.

Furthermore, we see a ‘brain drain’ hitting Illinois as a review of the Illinois Board of Higher Education analyzed that about 1/3 of students who graduate from Illinois high schools but attend

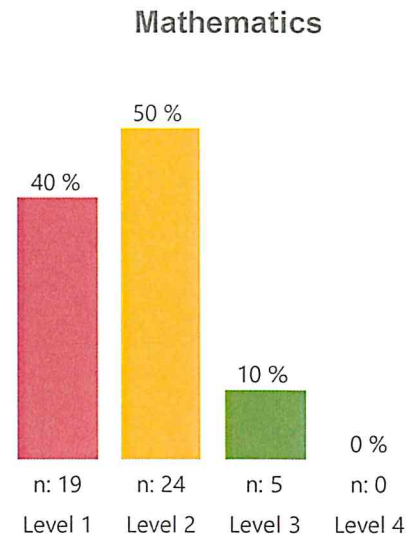
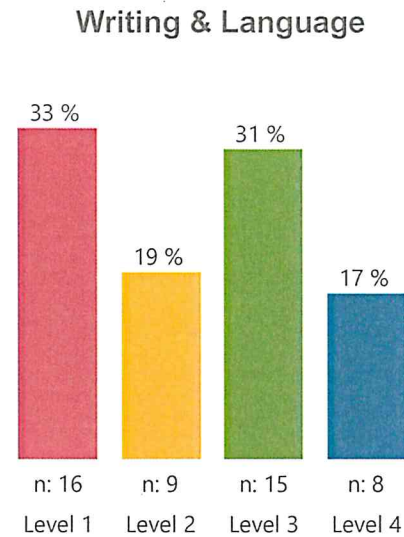
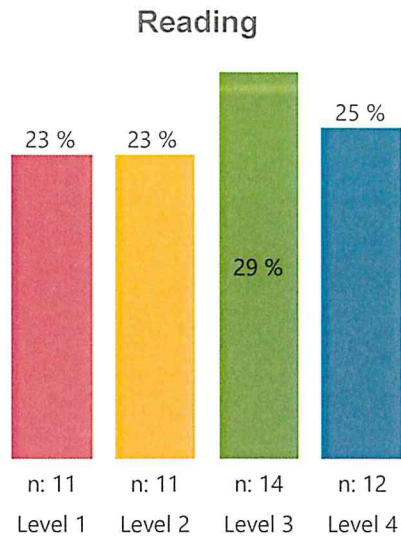
college elsewhere. And the vast majority of these students then find employment in another state. Only about 10% of those gaining a degree in Illinois take out-of-state jobs. So the state's mistreatment of Illinois institutions of higher education only exacerbates this exodus as every state university in Illinois reported declining enrollment over the past decade.

### **EmPOWER Assessment Results**

All students in grades 3-8 recently completed the EmPOWER assessments from the Measured Progress company in Reading, Mathematics and Writing and Language. In this report I share a few of the Fall 2017-18 results. In most cases the results we saw align with our prerequisite assessments used within our curriculum-based programs; but in many cases we see some serious discrepancies with how well our students performed on one assessment compared to the other. Last Spring we only tested 5th grade students and 8th grade students as a field test and to ensure that the technology worked well for us.

This Fall all students in grades 3-8 tested in all three areas, and we did see some "summer slide", though the norming group should have been consistent with our students' ages and preparation. We will administer the assessments again in December/ January and then again in May. By the time we get to our fourth administration we should have a very good handle on what information we can gather from this assessment, how it fits into our overall instructional and assessment system, and how teachers and administrators may best use this data to make teaching & learning decisions.

## All Students

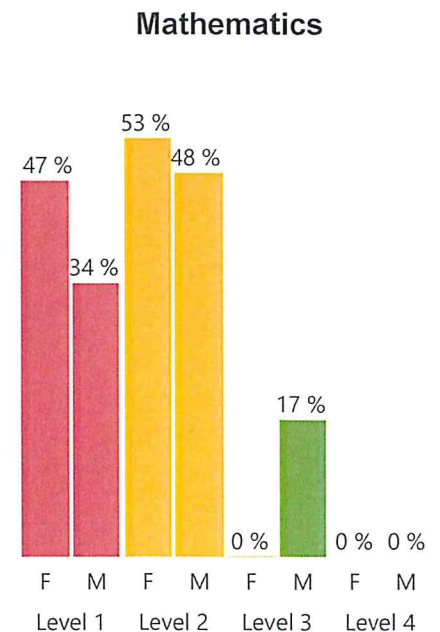
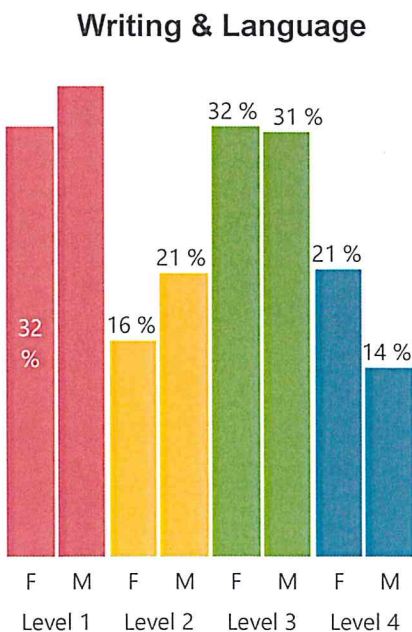
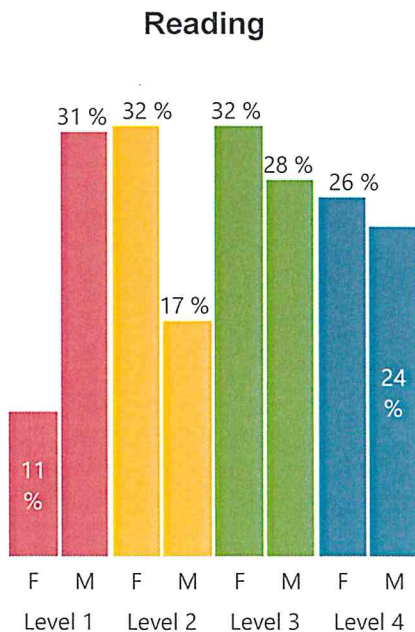


**Levels 3 and 4:** These students are on track for college and career readiness.

**Level 2:** These students may need targeted instructional support to progress toward level 3.

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## Gender

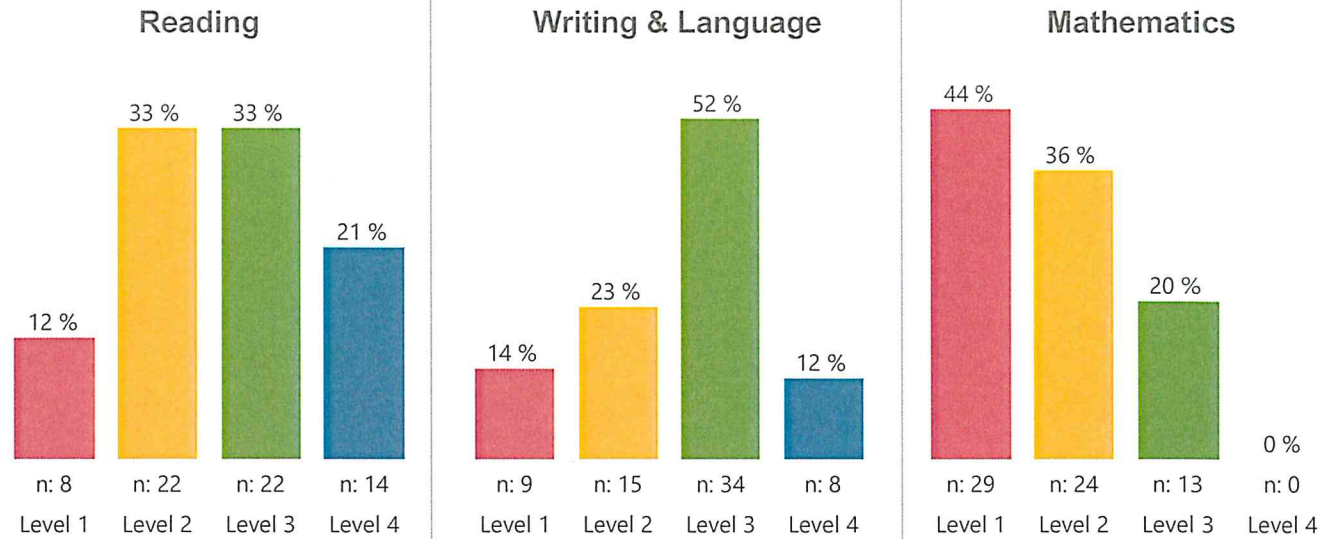


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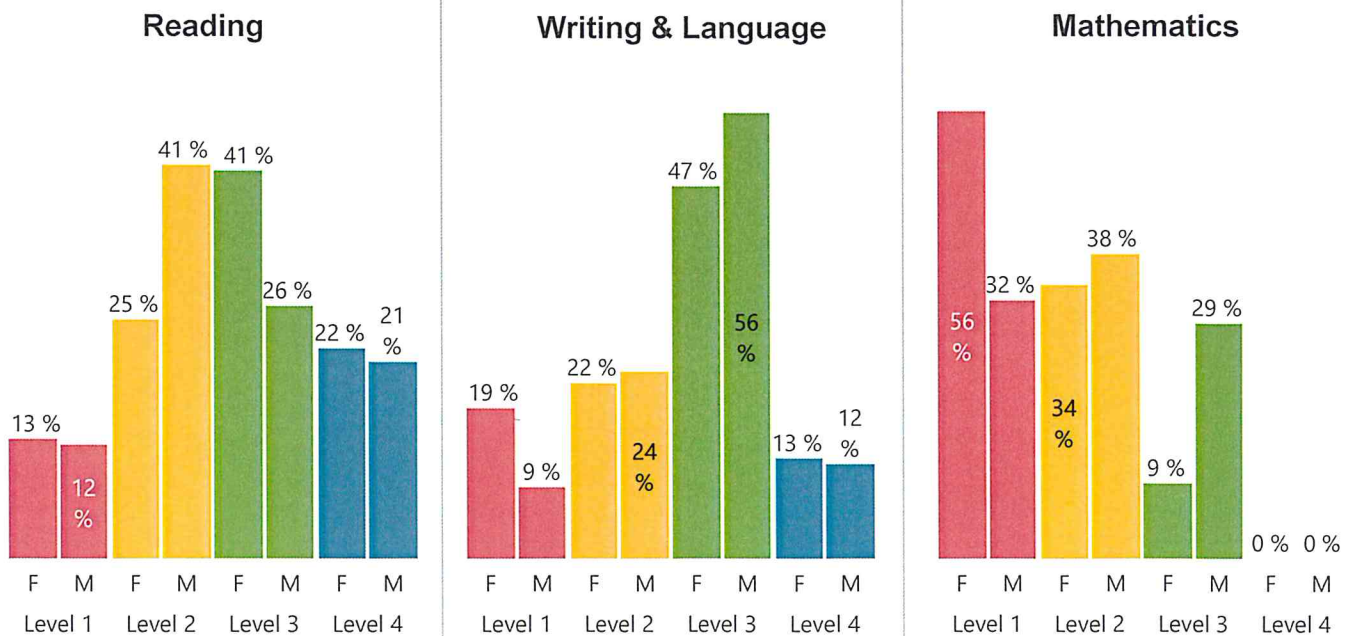


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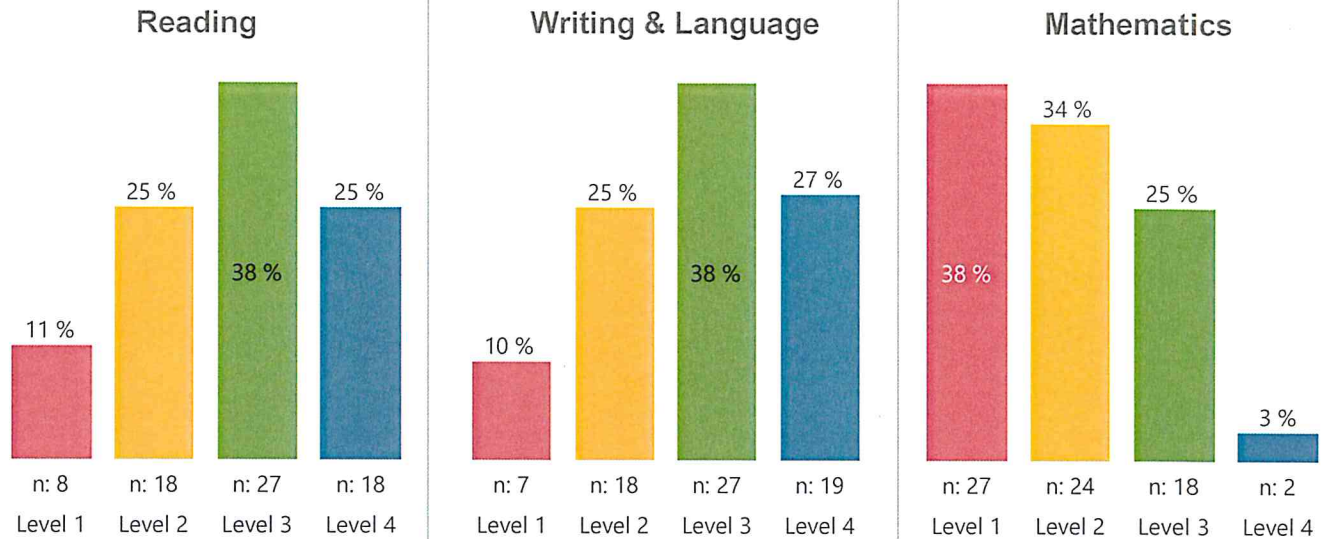


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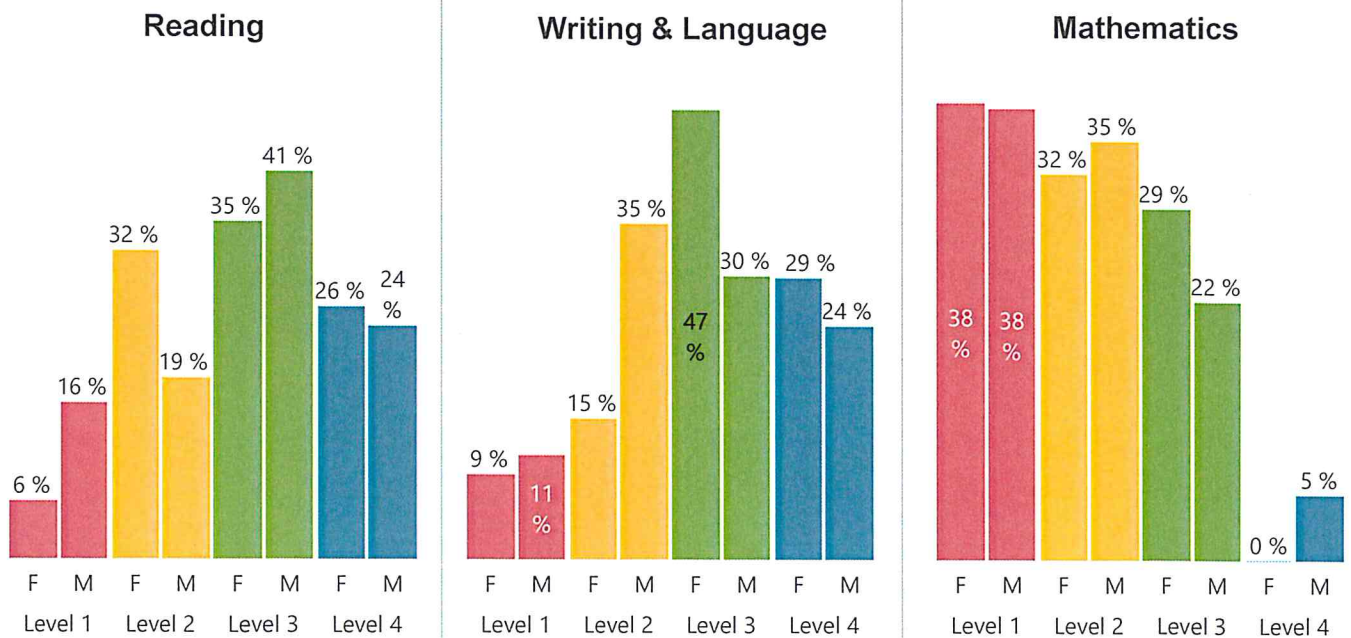


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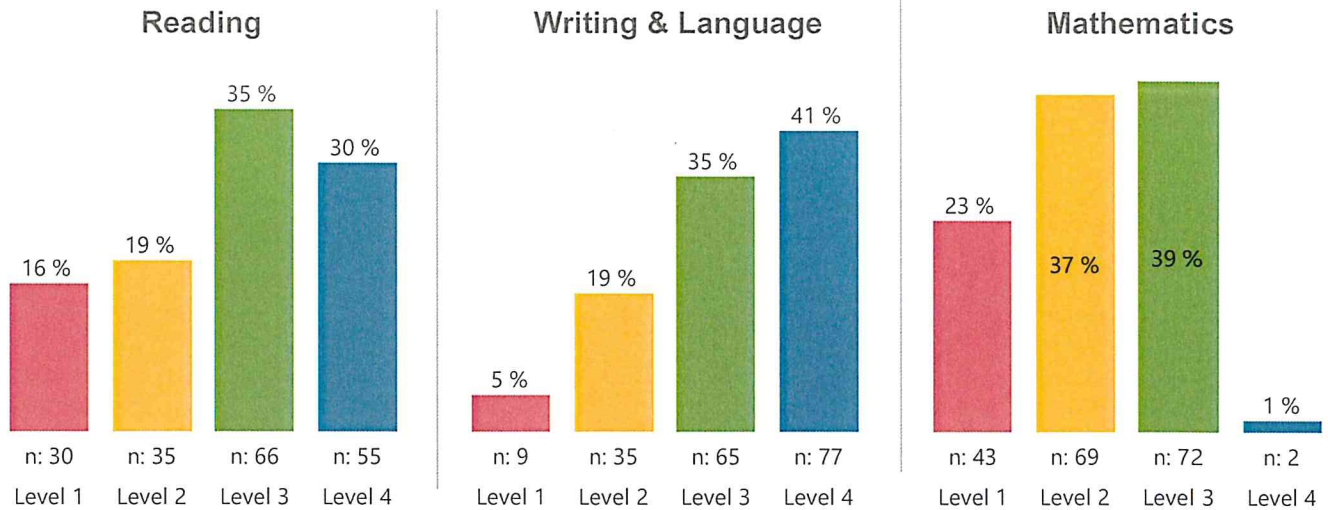


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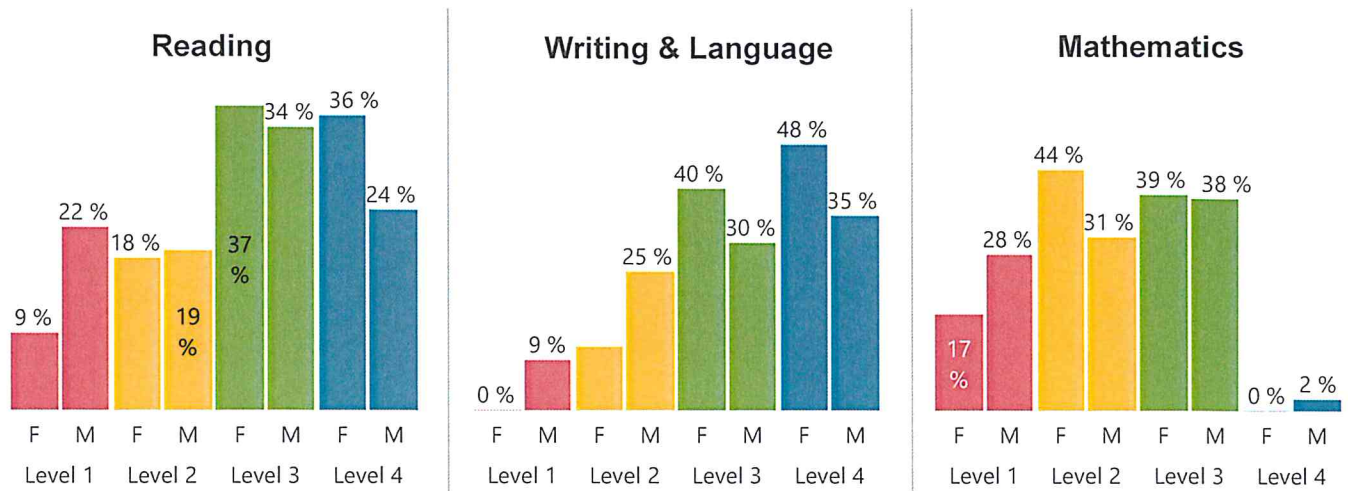


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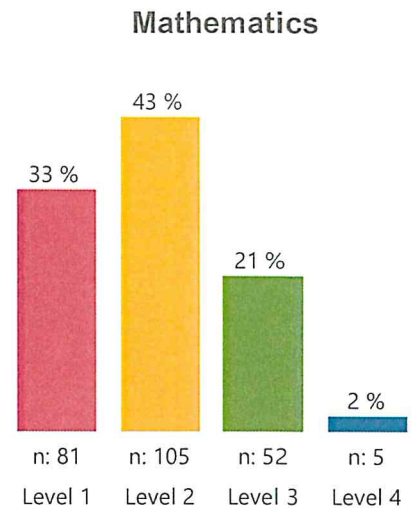
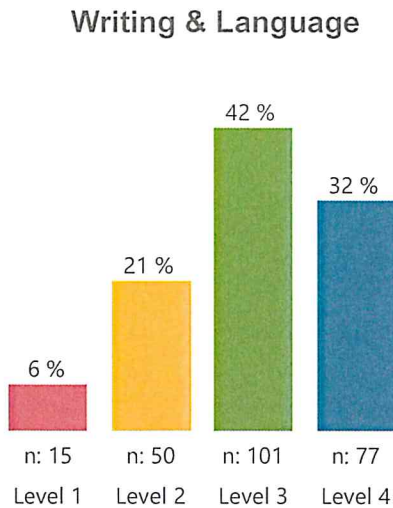
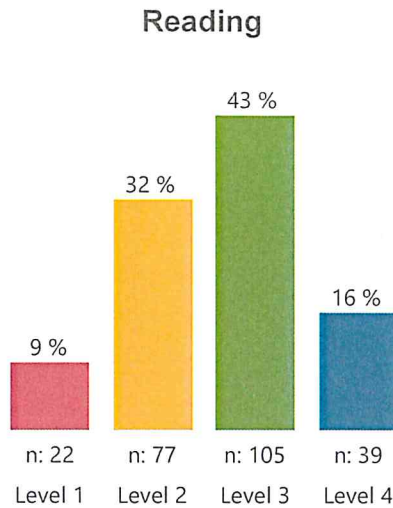
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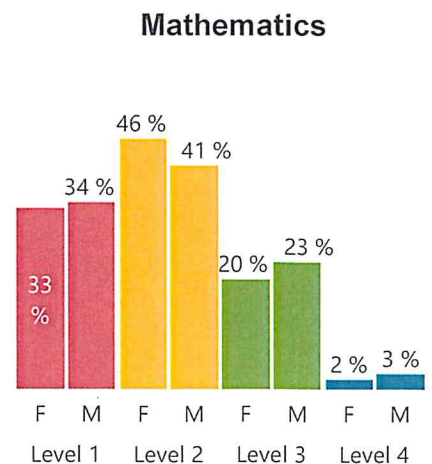
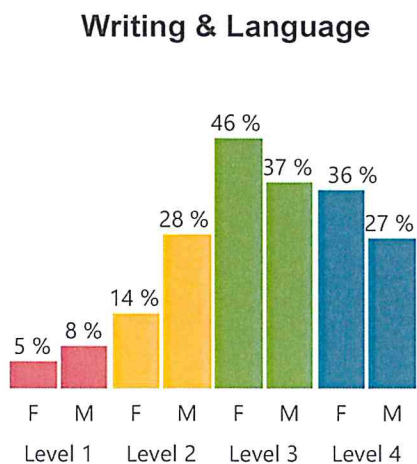
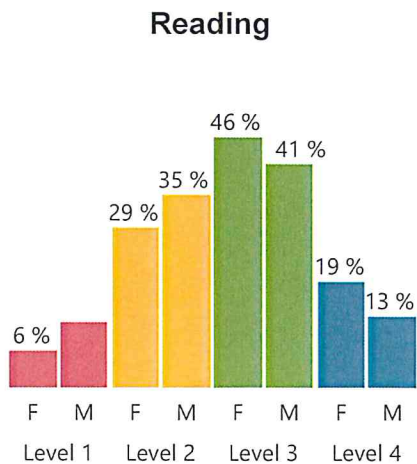


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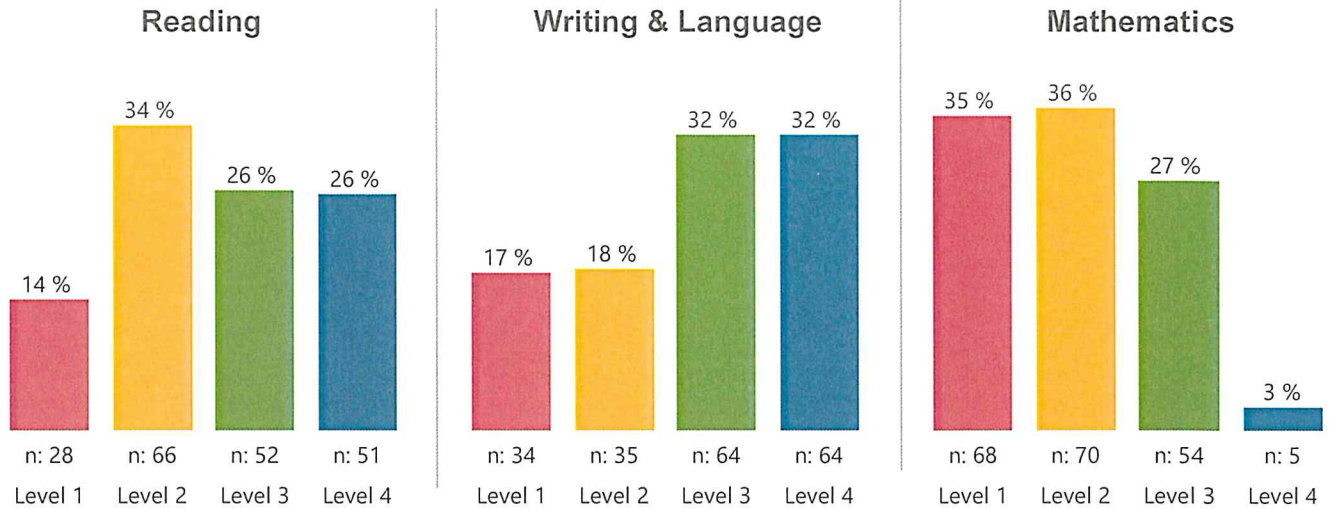


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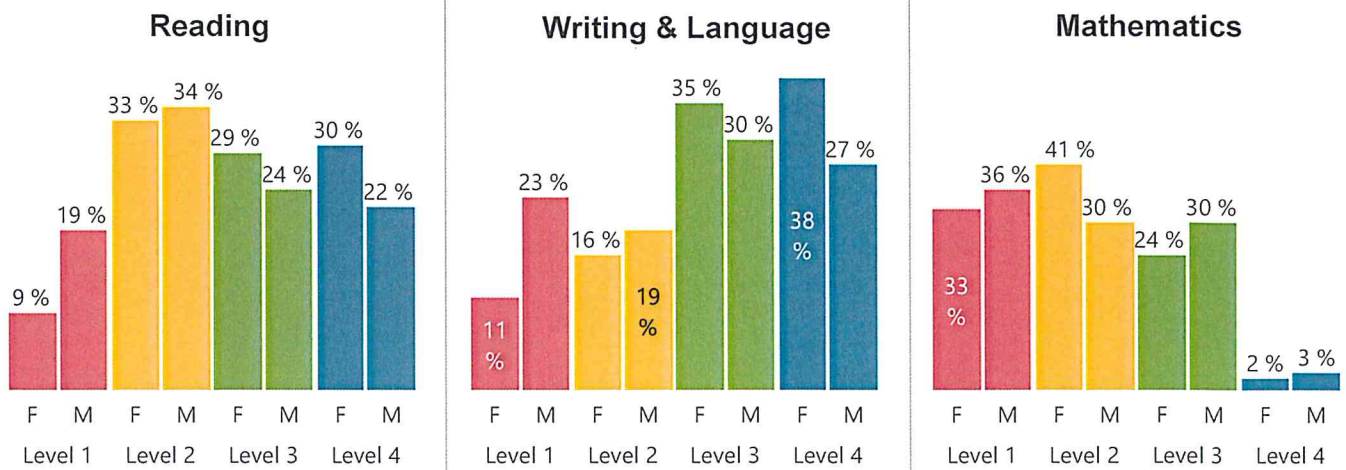


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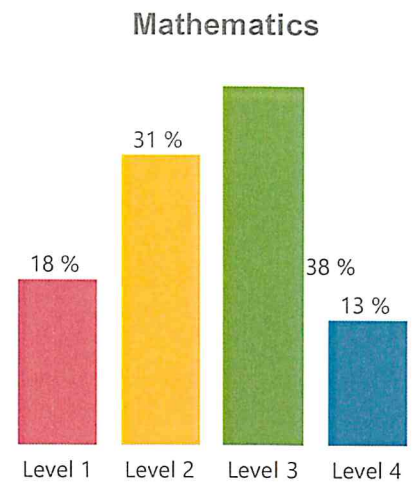
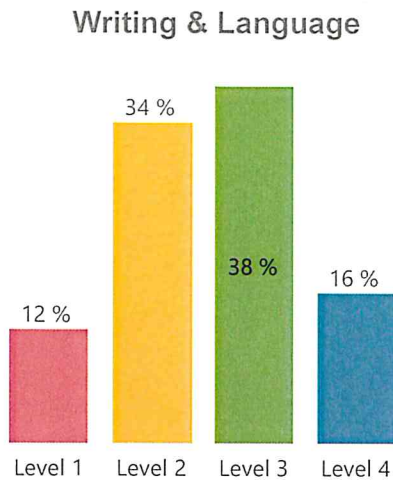
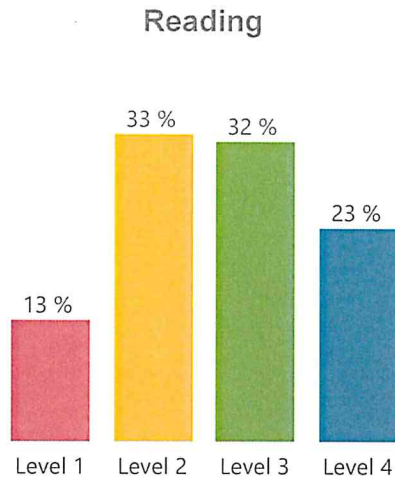


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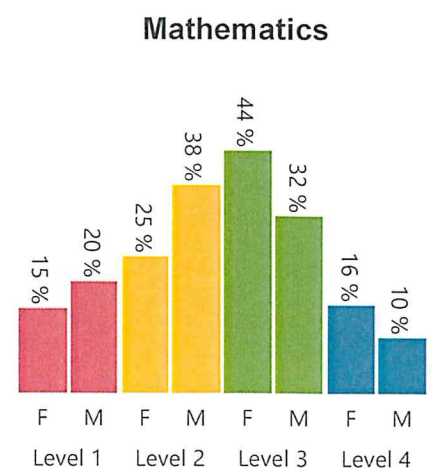
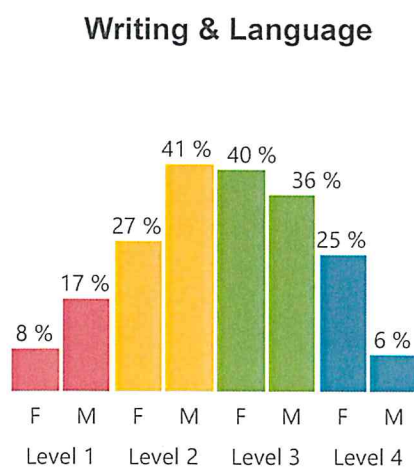
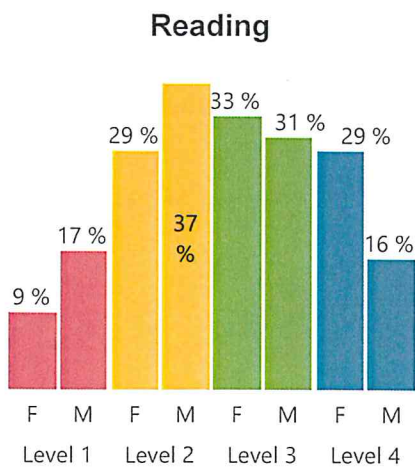


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