
East St. Louis School District 189



STATE OF THE DISTRICT

**Arthur R. Culver
Superintendent of Schools**

October 15, 2019

EAST ST. LOUIS SCHOOL DISTRICT 189

COMMUNITY CONDITIONS

District 189 serves students residing in the cities of East St. Louis and portions of Centreville, Fairview Heights and Belleville as well as the villages of Alorton, Washington Park and portions of Caseyville.

Gang violence, single-parent homes, grandparents as guardians, high unemployment, prevalence of predatory lenders and casinos, as well as poor health further characterize the environment in which the children live and strive to learn. According to City-Data, 59.9% of children in East St. Louis live below the poverty level. The US Census Bureau reports that the 2017 median household income in East St. Louis is \$20,659 (compared to Illinois' \$61,229).

East St. Louis is a cash-poor district. It has one of the highest tax rates in the state of Illinois. Despite this, local funds cannot support basic district expenses. Based on 2018 ILEARN data, the EAV per pupil spending for East St. Louis is \$20,455. By comparison, the state average is \$253,318.87.

Most students qualify as "school dependent" – those who depend on their schools to make a difference in their lives. School District 189 serves approximately 5,400 students in grades preschool through 12th grade. Nearly all East St. Louis students enter school at-risk for academic failure due to extreme poverty; 100% of students qualify for free/reduced price lunch. According to the 2018 Illinois School Report Card, 6% of our students were categorized as homeless (underreported), 97.3% of students are African-American and 1.3% are Hispanic. The percentage of students with a diagnosed disability (qualifying for special education services) is 15%.

According to an April 2019 story by the Belleville News-Democrat and St. Louis Public Radio, a person is 19 times more likely to be murdered in East St. Louis than any other U.S. city. The community is consistently ranked as one of the most violent cities in the country. Between 2000 and 2008, there were 453 murders, making the homicide rate 96 murders per 100,000 (far exceeding the national homicide rate of about 5 murders for 100,000 people). In the past year, our school district has experienced 6 student deaths: 3 by shootings and 1 through drug-related car chase. An additional student was shot but survived. The mental health of the children, youth, and families served by our district is heavily impacted by the stressors caused by the high crime rate, living in poverty, family and community violence, single parent families, grandparents as guardians, and the prevalence of substance abuse in families.

A high percentage of East St. Louis children/youth, as well as their parents, have a history of Adverse Childhood Experiences (ACEs), which result in mental health issues. ACEs include not only domestic violence but also such serious family stressors as homelessness and insecure housing, incarceration or death of a parent, lack of food, and mentally ill or substance abusing family members. Research shows that children who live in violent communities, where they experience continuous physical fighting as well as more disturbing violent incidents, manifest symptoms of Post-Traumatic Stress Disorder (PTSD).

The East St. Louis School District 189 is focused on providing rigorous, high quality education and exceptional educational experiences to approximately 5,400 students within the community. Across ten school campuses, over 800 full-time district staff provide educational services to students in preschool through 12th grade. We operate an early childhood learning center, five elementary schools, two middle schools, one high school and one alternative campus. Our students reflect the local community: they are vibrant, resilient and strong.

VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

OUTCOMES AND GROWTH BY DISTRICT GOALS

- I. **ACADEMIC EXCELLENCE** - *Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.*
 - o **System and School Accreditation**
 - o Bringing to conclusion a 5 year journey, East St. Louis SD 189 earned its first System-wide Accreditation from AdvancED (now Cognia). In addition to this award, all schools, including Vivian Adams Early Childhood Center, earned their school accreditations. These honors will be valid through 2024.
 - Highlights from the Report
 - The district's Index of Education Quality Score was 312.90. The average range of all institutions reviewed by AdvancED over the last five years is 278.34 - 283.33.
 - None of the 31 Performance Diagnostics Standard fell in the range of Needs Improvement. Nine standards were identified as Emerging, and the district met or exceeded expectations on the remaining 22 standards.
 - The Review Team praised the efforts to tie all systems and initiatives back to the district's mission, vision, goals, and strategic plan. Findings included:
 - o Commitment to continuous improvement and strategic fiscal and human resource management,
 - o Praise for the extensive use of data collection and analysis by each institution for the purposes of evaluating program effectiveness and planning for individualized intervention,
 - o Tight alignment between instruction/supervision processes and improvement priorities,
 - o Robust partnerships between the district and its community, and
 - o Encouragement to intensify efforts to support the improvement of rigor and increased communication with all stakeholders.

o **Student Performance/Graduation Data**

o **PARCC/IAR**

- Over the course of the last 4 years, District 189 has more than doubled its math performance from 4% of students meeting or exceeding standards to 10%. Meanwhile, the percentage of students meeting and exceeding expectations has increased from 7% to 13%.
- Based on existing and 2018-2019 preliminary data, every 3rd grade cohort group comes in stronger each year.

| 2018-2019 PARCC Preliminary Results and Three Year Comparison | | | | |
|--|------------------|------------------|------------------|------------------|
| | Math | | | |
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| 3rd Grade | 6% | 11% | 13% | 19% |
| 4th Grade | 8% | 6% | 7% | 13% |
| 5th Grade | 3% | 3% | 6% | 8% |
| 6th Grade | 1% | 2% | 4% | 4% |
| 7th Grade | 3% | 1% | 5% | 2% |
| 8th Grade | 2% | 1% | 2% | 5% |
| | | | | |
| 3rd-4th Grade | 7% | 8% | 11% | 17% |
| 3rd-5th Grade | 5% | 8% | 9% | 14% |
| 5th-8th Grade | 2% | 2% | 4% | 5% |
| 3rd-8th Grade | 4% | 4% | 7% | 10% |
| | ELA | | | |
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| 3rd Grade | 5% | 9% | 12% | 16% |
| 4th Grade | 6% | 7% | 13% | 15% |
| 5th Grade | 6% | 6% | 7% | 15% |
| 6th Grade | 6% | 7% | 8% | 9% |
| 7th Grade | 9% | 8% | 14% | 18% |
| 8th Grade | 9% | 11% | 13% | 9% |
| | | | | |
| 3rd-4th Grade | 6% | 8% | 12% | 16% |
| 3rd-5th Grade | 6% | 7% | 10% | 15% |
| 5th-8th Grade | 7% | 8% | 10% | 13% |
| 3rd-8th Grade | 7% | 8% | 11% | 14% |

- From Schooldigger.com: SchoolDigger.com is a website serving as a way to compare schools based on test scores alone. They retrieve their data from the National Center for Education Statistics, U.S. Department of Education, the U.S. Census Bureau, the Illinois Department of Public Health and the Illinois State Board of Education. The District has used SchoolDigger as a way to track assessment performance against its Illinois Peers for the last few years. The table below depicts the district's and school's positive movement within the ranks from SY 2017 to SY 2018. Based on preliminary data from SY 2019, we expect to see continued positive movement on SchoolDigger's list.

| District/School | Change (SY17-SY18) |
|-----------------------------------|--------------------|
| Among Illinois Districts | |
| East St Louis SD 189 | (+10) |
| Among Illinois Elementary Schools | |
| Avant ES | (+36) |
| Bush ES | (+71) |
| Dunbar ES | (+44) |
| Officer ES | (+99) |
| Wright ES | (+174) |
| Among Illinois Middle Schools | |
| Lincoln MS | (+74) |
| Mason-Clark MS | (+156) |
| Among Illinois High Schools | |
| SIUE-CHS | (+36) |

- o **College Readiness**
 - **SAT** - Preliminary data for SY 2019 shows an increase of 4% in students meeting or exceeding expectations in Reading at ESLSH when compared to SY 2018 scores..
 - **ACT** - The Class of 2019 scores an average of 16 on the ACT. This is a 1 point increase over the Class of 2017
- o **State Report Card** - On October 31, 2018, Illinois State Board of Education (ISBE) officially released data related to school and district evaluation under the Every Student Succeeds Act (ESSA).
 - **2018 State Designations** - In East St. Louis, four schools were rated as Commendable.
 - James Avant Elementary School
 - Paul Laurence Dunbar Elementary School
 - East St. Louis Senior High School
 - SIUE - Charter High School

- This new system places great emphasis on academic growth (50% for K-8), graduation rate (50% for 9-12), chronic absenteeism (20% for K-8, 10% for 9-12), and ELA/Math proficiency (15% total). Using growth and chronic absenteeism as measurements is a new metric for schools, and played a significant role in how schools were rated.
 - The 2019 growth performance of the district meets the state average in English Language Arts (ELA) and is 6% below the state in math.
 - Chronic Absenteeism - The district put measures in place to improve chronic absenteeism throughout the district beginning in Fall 2019. The chart below indicates the gains in reducing the rate by building.

| Two Year Chronic Absenteeism Comparison | | |
|--|----------------|----------------|
| School | SY 2018 | SY 2019 |
| Avant Elementary | 66% | 44% |
| Bush Elementary | 77% | 51% |
| Dunbar Elementary | 57% | 40% |
| Officer Elementary | 79% | 54% |
| Wright Elementary | 79% | 61% |
| Lincoln Middle | 95% | 74% |
| Mason-Clark Middle | 76% | 58% |
| East St. Louis Senior High | 99% | 91% |
| District 189 | 82% | 66% |

- **Northwest Evaluation Association (NWEA)** - For the past seven years, District 189 has delivered NWEA's Measures of Academic Progress (MAP) Assessments to Kindergarten through 10th grade students in the areas of reading and math. NWEA is a not-for-profit organization that provides assessments and professional development to over 485 schools and districts in Illinois. Widely used as a trusted, stable data source that accurately measures student growth, MAP is recognized by the Illinois State Board of Education (ISBE) as an approved assessment. MAP is used by more than 7,600 schools and districts worldwide with 293

coming from Illinois. The assessment is designed to give teachers information that they can use to help each student learn and grow. As a computer adaptive assessment, if a student answers a question correctly, they get a more challenging question. If they answer a question incorrectly, they receive an easier question. MAP's precision enables teachers to track each student's progress towards standards and to personalize instruction accordingly.

Unlike other assessments, MAP measures student learning on a continuous scale (called the RIT scale). That means that teachers can see whether a student is performing at, above or below grade level—and what areas they need to focus on to help that student continue to grow. Most districts administer MAP two to three times a year, which allows teachers, parents and students to see student progress. The test takes most students about an hour to complete. Because MAP is nationally normed, districts like East St. Louis 189 can see how student's growth and achievement compares to students across the country. The results from MAP are available almost immediately after students complete the assessment, allowing teachers to adjust their teaching to better meet the needs of their classroom.

- **Growth:** Within NWEA MAP assessments, students' performance is tracked from one testing session to the next regardless of teacher, grade level, or school. The artificial intelligence within NWEA will take each student's prior performance and match it to a database of all other students who have completed that assessment. From that match, NWEA will provide a growth target for each student. For example, a 3rd grade student may have a growth target of 8 points. Attached to those points are a list of skills and standards that need to be achieved to meet the growth target. If the student makes the 8 points, they count toward the class, school, and/or district's growth calculation. In District 189, we report growth by giving the percentage of students who met the target.
 - Achieved 90% to 183% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Spring 2018.

| NWEA Growth Spring Results - Three Year Comparison | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|--|
| | Math | | | Reading | | | |
| | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2017 | Spring 2018 | Spring 2019 | |
| K | 58% | 73% | 72% | 54% | 66% | 69% | |
| 1st Grade | 57% | 68% | 64% | 46% | 55% | 50% | |
| 2nd Grade | 48% | 50% | 53% | 46% | 50% | 48% | |
| 3rd Grade | 50% | 65% | 65% | 48% | 55% | 56% | |
| 4th Grade | 47% | 53% | 58% | 50% | 55% | 54% | |
| 5th Grade | 34% | 44% | 46% | 36% | 47% | 52% | |

| | Math | | | Reading | | |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2017 | Spring 2018 | Spring 2019 |
| 6th Grade | 47% | 49% | 35% | 47% | 58% | 46% |
| 7th Grade | 36% | 49% | 44% | 59% | 61% | 47% |
| 8th Grade | 47% | 38% | 56% | 48% | 43% | 47% |
| 9th Grade | 55% | 54% | 64% | 53% | 47% | 50% |
| 10th Grade | 54% | 41% | 64% | 44% | 44% | 47% |

- **Attainment:** Attainment is used to describe meeting the national average. As with most tests, teachers and leaders like to know the average score. This helps them determine if their students are achieving at the same rate as others who have taken the test. With MAP assessments, NWEA has provided a list of averages for tests by grade level and subject area. Within their reporting system, leaders can determine what percentage of students are earning scores that are the same as or better than the national average as defined by NWEA. District 189 leaders use attainment to determine if students are improving and able to compete with their national peers.
 - Across the District in Spring 2019, an average of 24% of students met national norms in math and 28% met national norms in reading. This is an 8% increase in math and a 7% increase in reading from School Year (SY) 2017 to SY 2019 end of year performance.
 - Building leaders and teachers are aware of the gap between reported attainment and predicted IAR proficiency. As such, most leaders are encouraging teachers and students to set goals surpassing the attainment mark.

| NWEA Attainment Spring Results - Three Year Comparison | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | Math | | | Reading | | |
| | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2017 | Spring 2018 | Spring 2019 |
| K | 42% | 46% | 45% | 37% | 49% | 45% |
| 1st Grade | 29% | 32% | 37% | 29% | 26% | 27% |
| 2nd Grade | 17% | 22% | 25% | 22% | 29% | 28% |
| 3rd Grade | 19% | 25% | 31% | 25% | 24% | 32% |
| 4th Grade | 13% | 17% | 25% | 20% | 25% | 26% |
| 5th Grade | 12% | 12% | 16% | 18% | 18% | 23% |

| | Math | | | Reading | | |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2017 | Spring 2018 | Spring 2019 |
| 6th Grade | 10% | 11% | 11% | 17% | 23% | 20% |
| 7th Grade | 8% | 14% | 7% | 26% | 26% | 24% |
| 8th Grade | 15% | 10% | 18% | 28% | 26% | 23% |
| 9th Grade | 18% | 14% | 14% | 22% | 21% | 22% |
| 10th Grade | 21% | 21% | 29% | 25% | 30% | 32% |

o **Gains in Focus Areas**

EAST ST. LOUIS SENIOR HS DATA

| Metric | SY 2017 | SY 2018 | SY 2019 |
|---|--|--|--|
| Senior Graduation Rate- ESLHS Attendees | 98% | 98% | 100% |
| Post Secondary Acceptance Rate | 97% of all graduates were accepted in a Four or Two year college or University, military or Trade school. | 100% of regular education students have been accepted into 2 or 4-year colleges/universities, trade schools, vocational schools or military. | 100% of regular education students have been accepted into 2 or 4-year colleges/universities, trade schools, vocational schools or military. |
| Scholarship Earnings | \$13,836,639 (by Graduation Date 2017) Athletic: \$4.8 million Academic: \$7.2 million Military: \$1.2 million | \$12,352,176 (by Graduation Date 2018) Athletic: \$1,844,152 Academic: \$8,933,024 Military: \$1,575,000 | \$12,872,702 (By May 14, 2019) Athletic: \$6,307,624 Academic: \$6,565,078 Military: <i>Pending</i> |
| (SWIC) Associate Degrees Earned | 4 Associate Degree Earners | 6 Associate Degree Earners | 7 Associate Degree Earners 2- Dean's list Students 1- 4.0 Student |
| New Program (ILOP) Innovative Learning Opportunities Program | N/A | | 11 of the 21 enrolled students currently completed requirements for HS graduation in our first program. |

- \$12.9 Million in scholarship monies earned by the Class of 2019 (Compared to \$389,000 in 2014)
- Increased the Freshmen on Track to graduate from 64% in 2015 to 76% for SY 2019.
- Increased the high school four-year graduation rate by 13.2% (62.8% in 2012 to 76.0% in 2018).

- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 59% in 2017.
- Increased college persistence rate (percentage of those who entered college in one year and returned the second year) from 49% in 2016 to 61% in 2017.
- Decreased the dropout rate from 8% in SY 2014 to 4% in SY 2018.

o **Curriculum**

- o Placed thirty seniors from the Class of 2019, as part of the Postsecondary and Workforce Readiness (PWR) Act, in a math transitions course (Intermediate Algebra) designed to ensure none will have to take a remedial math course in college. This is 10 students more than the previous school year.
- o Continued revisions of written curriculum to match standards and assessment blueprints to curricular expectations for ELA and math.
- o Utilized a full suite of intervention resources and formative benchmark assessments through Edmentum (Study Island, Exact Path, and PARCC/IAR Aligned Benchmarks)
- o Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 314 seats in 2019.
- o Elevated two high school art classes to provide dual credit to students in partnership with Southwestern Illinois College (SWIC), benefiting 19 students the first year.

o **Special Education**

- o For SY 2019, 36% of Special Education students are receiving instruction in the General Education environment 80% or more of the day, marking a 2% increase from SY 2018.

o **Programs and Grants**

o **Running Start**

- Seventeen students from the Classes of 2017, 2018 and 2019 have successfully graduated from Southwestern Illinois College (SWIC) with an Associate's degree. Three students completed Running Start 2.0 finishing high school with 1 year of college credit.
- Thirty students from the Classes of 2019 and 2020 qualified and enrolled to participate in the Southwestern Illinois College (SWIC) dual enrollment program "Running Start." This is the largest group of students to be qualified and participate in the Running Start Program since the start of the district partnership with (SWIC). We anticipate the 2019 and 2020 classes producing more students completing associate degrees than the past three years combined.
- Last semester, four Running Start students were listed on the SWIC Dean's List for maintaining a 3.5 GPA or higher during the first semester.

o **Career and Technical Education (CTE)**

- Increased industry certifications available to students from one CTE course (CNA Nursing) to seven CTE courses, adding one AWS Welding,

three Culinary, one Cosmetology, and one NCCER Construction courses.

- Real world and career pathway opportunities included :
 - Five Students having earned AWS Certification and are now considered certified welders.
 - Fourteen students having earned ServSafe Food Handlers Certifications.
 - Four students having earned their Certified Nursing Assistants (CNAs) Certificate.
 - Five culinary students having been extended conditional offers to become trainees at one of five resorts owned by Westroc Hospitality in Phoenix, AZ
 - Three students were invited to participate in the BEST Pharmacy Summer Institute.
 - Six students were invited to attend the SIUE Summer Diversity Camp.
 - Partnering with local community colleges, Southwestern Illinois University (SWIC) and Lewis & Clark Community College, we were able to provide seven dual-credit courses by FY19. One additional dual-credit course (MCOM 201/Intro to Mass Communication) has been added for FY 2020, raising our Dual Credit offerings to eight courses for CTE students.
 - Advanced curriculum is now available in subjects of Welding, Culinary, Construction and CNA programs.
 - Supported all Career and Technical Education students in developing career plans. In this process, CTE students identified post-secondary goals, explored college and career options through field trips/off site workshops. Career plans improved student motivation and engagement, understanding of post-secondary options and course selection, thereby increasing College/Technical School enrollment.
- o **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) - Federally funded program to increase college access for low income students**
- 85% or more of students in GEAR UP, (classes of 2019 and 2020) have demonstrated growth, according to the NWEA.
 - Activities to support awareness and readiness for college have included:
 - Monthly Saturday Learning Academy Mixer (SLAMS) and Parent Pow Wows to address issues that impact college attendance and persistence.
 - Scheduled over 20 college tours for students and parents to learn about college options and choice.
 - Facilitated college entry and retention for parents and family members of District 189 students.
 - Implemented Advancement Via Individual Determination (AVID) classes for 176 high school students.
 - Implemented a 3-year GEAR UP Summer Academy to develop the skills needed for academic success. Participants receive two

high school credits upon completion of the program.

- Admitted 13 GEAR UP students to the SWIC Running Start program.
- Provided before- and after-school tutoring to assist students with homework as well as provided Saturday boot camps to help students prepare for the ACCUPLACER (college career readiness), PSAT, and SAT exams. Provided career coaching and mentoring to facilitate career exploration.

○ **Illinois State Board of Education Early Childhood - Preschool for All Expansion Grant**

- For School Year 2018-2019, District 189 was awarded a \$5.9 million Preschool for All Expansion (PFA) state grant to provide high quality preschool services to 520 at-risk youth. As a result of the PFA-Expansion State Grant, the following services and resources were added to the previous program:
 - Twenty-three classrooms are supported at two campuses, Vivian Adams Early Childhood Center and three additional classrooms at Katie Wright Elementary School, allowing for an additional 280 students to the PreK program. The district expansion trend shows an enrollment increase from 195 students in 2015 to the current enrollment of 401 students. Based on recent screenings, 86 more participants will be added to the program by November 2019.
 - Ten additional full-time teacher aides were added to meet the number of new students that were enrolled.
 - Three instructional coaches were hired to support classroom teachers and improve classroom instruction, monitor best practices and provide professional development.
 - A Family Community Engagement Coordinator and Mental Health Consultant were added to support and work with the students and parents.
 - A part-time nurse is provided to link between school, home and the community and to improve the health and well-being of the students.
 - Bus transportation is available for all preschool students to and from school.

○ **Competency Based Education (CBE)**

- Participated in cohort program for SY 17-18 to include support from Rose Colby, ISBE staff, and fellow cohort schools.
- Partnered and collaborating with Dr. Patrick Hardy at Proviso East High School in an effort to improve District 189 implementation
- Implementing CBE programming in 9th – 12th grade science classrooms at Wyvetter Younge Alternative Center for Education.

- o **Technology**

- Successful implementation of district-wide 1:1 Chromebook deployment for SY18.
- Added two Technology Integration Specialists for curriculum and technology teacher supports.
- Implementing a SY 2019 board approved Five Year Technology Plan.

II. FINANCIAL STEWARDSHIP AND ACCOUNTABILITY - *Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.*

- o In the prior year, \$3.2 million in intervention funds were used for debt service on the Districts' Alternate Revenue Bonds. Funding allowed the District to employ music and PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff. Negotiated teacher contract to include:
 - Limited Teacher Retirement System (TRS) contributions to 3%.
 - Designed salary schedule to attract and retain young teachers by securing annual vertical steps with percentage increases over the next three years.
 - Increased number of steps from 11 to 19 in the teacher salary schedule saving close to \$32 million over a ten-year period.
- o In FY 2020, the district received a total of \$6.05 million in intervention funds for debt services (\$3.2m) and capital projects (\$2.85m) needs for the district, such as:
 - Upgrade Security Systems
 - Upgrade Fire Alarm Systems
 - Roof Repairs and Replacements
 - Drinking Fountain Replacements
 - HVAC Updates
 - Update and Replace Building Automation Systems
 - Upgrade Electrical Wiring
 - Repair ERVs
- o **Evidence Based Funding (EBF)** comprehensively changes the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' most under-resourced students by using a Tier funding model. The new funding flows to the Tiers where Tier 1 and 2 districts received 99%. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students.
 - The district is at a Tier 2, 72% financial capacity to meet expectations (SY2019)
 - The district's adequacy target is \$53 million; it should be at \$81 million.

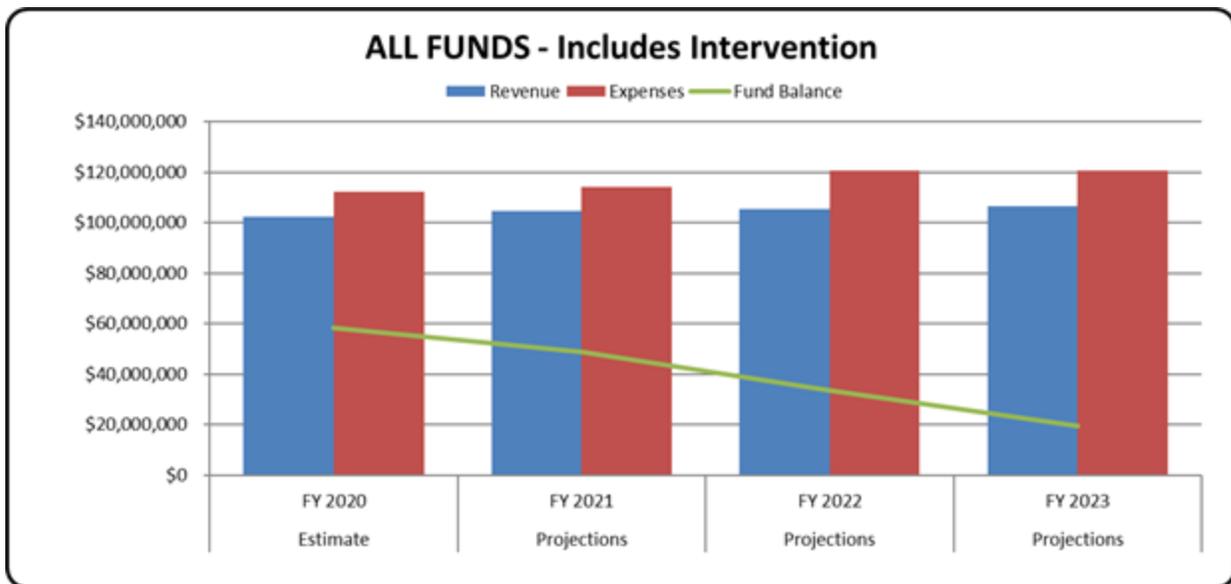
| Benefits students... | Specifically... | Our plans for future new money added to the formula... |
|--|---|---|
| <ul style="list-style-type: none"> ● Retain Quality Teachers in Hard to Staff Areas ● Support Student Social Emotional Learning Needs ● Train and coach teachers for successful classroom practices and instruction ● Provide specialized trainings for ELL and Special Education teachers and staff ● Acquire Academic Intervention programs and resources ● Provide Instructional Coaching/Consulting ● Support data visualizations, monitoring, and analysis. ● Respond to Strategic Planning | <ul style="list-style-type: none"> ● Teacher and Leader Mentoring & Coaching ● Homeless and Truancy Support, Social Emotional Learning Interventions (Ripple Effects), Social Emotional Content Specialist, Americorps BAGS program, Family and Engagement Center, Trauma Informed Trained Schools ● Job-Embedded Coaching ● RISE Training, ELL Training ● Specific Curriculum Training ● Blueprint Math Fellows, Literacy Island, Exact Path and other intervention programs ● Additional Instructional & SEL staff for specialization purposes. ● DOMO data system, Data Management Specialist ● Cognia (AdvancED) Training for administrative staff | <ul style="list-style-type: none"> ● Expand Teacher Residency Program, ● Create a program to develop secondary math teachers ● Extend Social Emotional Programs to all buildings and develop Trauma Responsive Schools ● Reinstate Instructional Facilitators ● Send ELL staff to state sponsored training ● Special Education Curriculum Writing ● Offer Exact Path to Secondary Students ● Support MTSS coordination and consultation for the school district ● Provide training on the use of DOMO and ED360 to building leaders ● Provide professional development time for modification, evaluation and updates to actions in the strategic plan |

- 3 year Financial Projection Assumptions
 - Revenue assumed \$6.05 million Intervention Funds
 - Increase state categorical for new transportation law (reimbursement at 75%-100%), approx \$881,000
 - Assessed value increased by 1.5% annually
 - All other Revenue increase by approximately 1.5%
 - Assumed 1,097 total employees plus 43 new support roles
 - Expenses assumed \$3 million additional spending for support staff
 - Expenses for salary are increased according to negotiated contract, average of 3%
 - Insurance increased 6%
 - Operational spending increased 9%
 - Tech spending approx \$1.2 million a year

- O&M minimum of \$2.9 million a year
- Transportation approx \$1.2 million a year for new HB5195 transportation act
- Vacancies approximately \$1.5 million

Total School District 189 All Funds

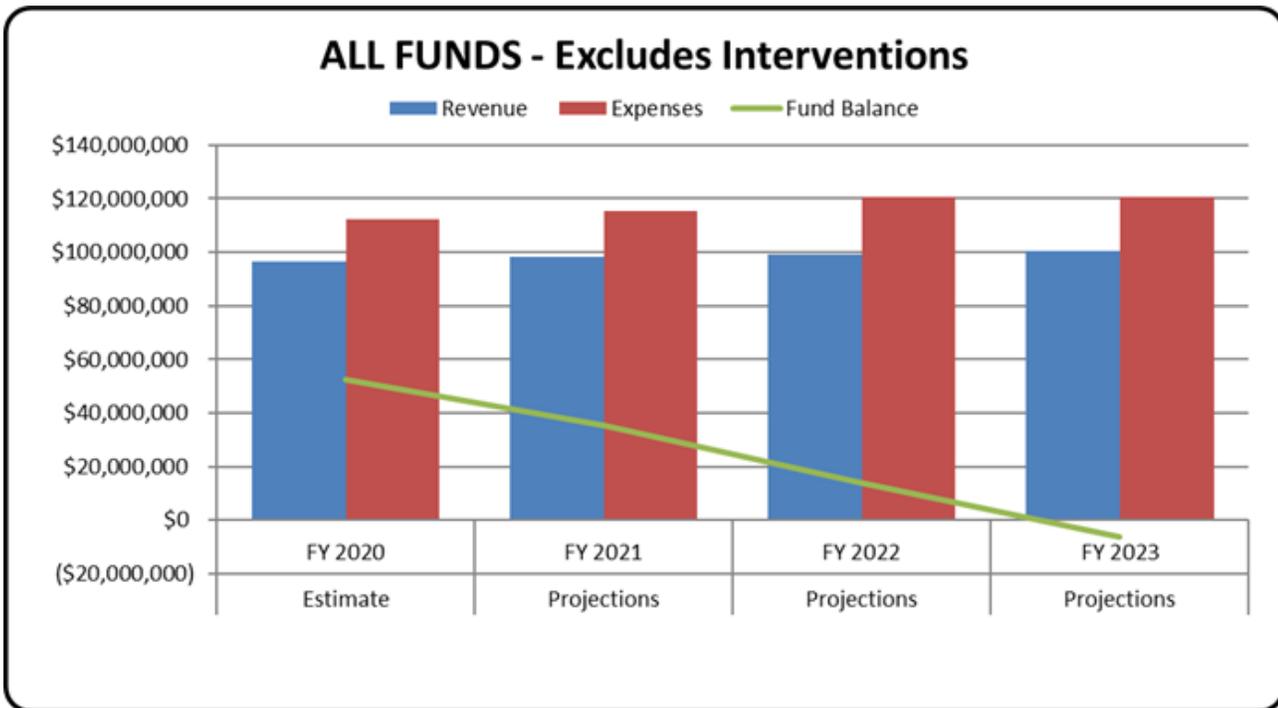
| | Estimated FY 2020 | Projections FY 2021 | Projections FY 2022 | Projections FY 2023 |
|-------------------------------|----------------------|------------------------|------------------------|------------------------|
| Total Revenue | \$102,439,662 | \$104,578,359 | \$105,351,682 | \$106,467,122 |
| Total Expenditures | \$112,193,321 | \$113,978,765 | \$120,517,463 | \$120,634,334 |
| Beginning Fund Balance | \$68,087,981 | \$58,334,323 | \$48,891,705 | \$33,682,648 |
| Net Gain (Loss) | (\$9,753,659) | (\$9,400,406) | (\$15,165,781) | (\$14,167,212) |
| Ending Fund Balance | \$58,334,323 | \$48,933,917 | \$33,725,924 | \$19,515,436 |
| Spend Per Month | \$9,349,443 | \$9,498,230 | \$10,043,122 | \$10,052,861 |
| Months of Reserves | 6.24 | 5.15 | 3.36 | 1.94 |



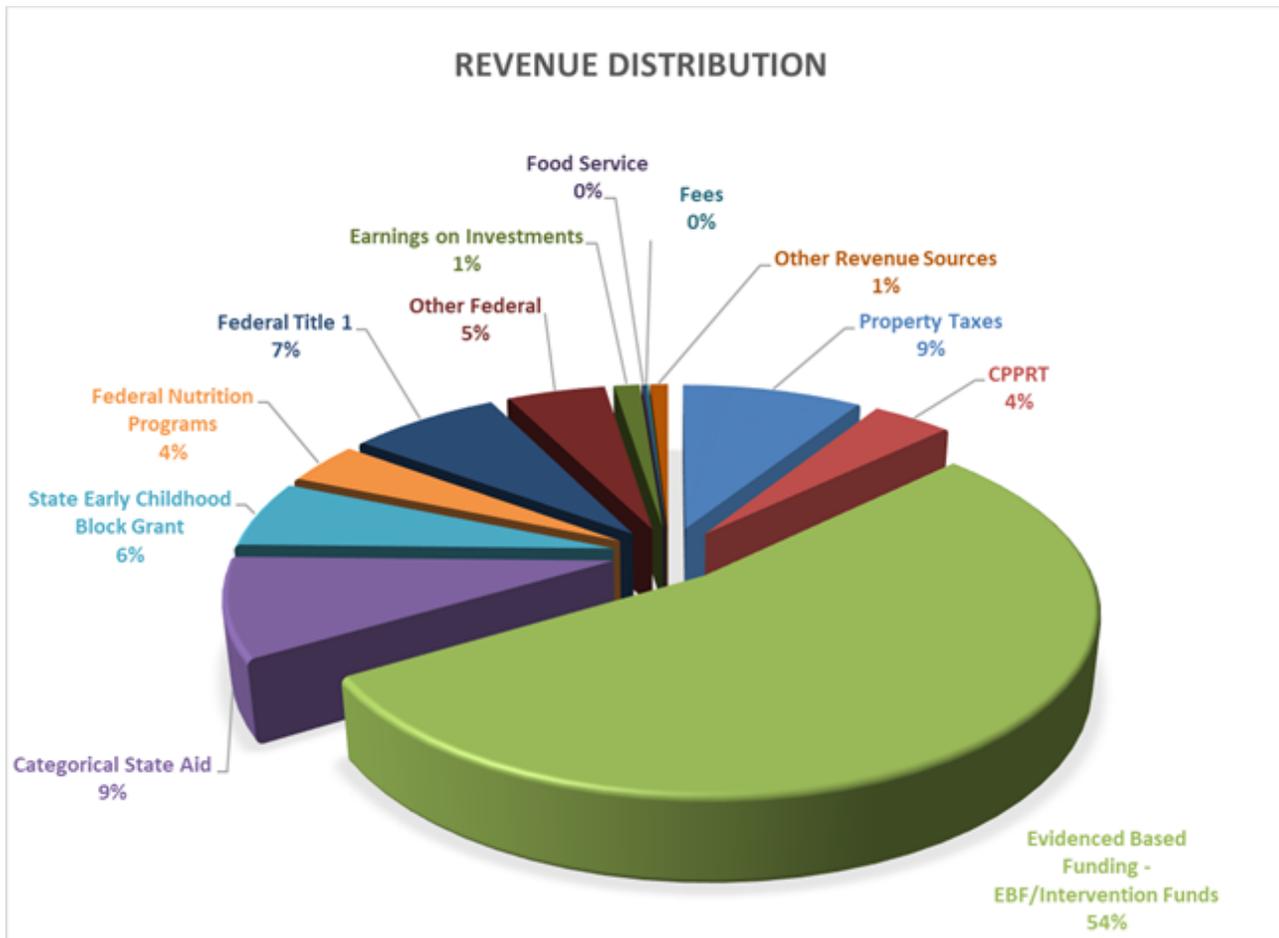
- 3 year Financial Projection Assumptions (excludes Intervention Funds)
 - Revenue assumed no Intervention Funds
 - All other Revenue and Expense remain the same

Total School District 189 All Funds (excludes Intervention Funds)

| | Estimate FY 2020 | Projections FY 2021 | Projections FY 2022 | Projections FY 2023 |
|-------------------------------|---------------------|------------------------|------------------------|------------------------|
| Total Revenue | \$96,389,662 | \$98,087,813 | \$99,301,682 | \$100,417,122 |
| Total Expenditures | \$112,193,321 | \$115,153,310 | \$120,517,463 | \$120,634,334 |
| Beginning Fund Balance | \$68,087,981 | \$52,284,323 | \$35,176,614 | \$13,917,557 |
| Net Gain (Loss) | (\$15,803,659) | (\$17,065,497) | (\$21,215,781) | (\$20,217,212) |
| Ending Fund Balance | \$52,284,323 | \$35,218,826 | \$13,960,833 | (\$6,299,655) |
| Spend Per Month | \$9,349,443 | \$9,596,109 | \$10,043,122 | \$10,052,861 |
| Months of Reserves | 5.59 | 3.67 | 1.39 | -0.63 |



- District 189 received competitive grants in SY 2019 totaling \$6.4 million. This includes 21st Century, Advanced Placement, Educator Equity, GEAR UP, Healthy Communities, National School Lunch Program - Equipment, SIG 1003(g), TAOEP, and Teacher and School Leader Grants.
- Approximately \$28 million needed annually to reach Illinois adequacy target
- Sources of Revenue
 - Property Tax and Other Local - 15%
 - Federal - 16%
 - GSDA/EBF and Other State - 69%
 - Detailed Chart of Revenue Sources - See below



III. SAFE AND HEALTHY ENVIRONMENT - *Foster a positive culture and climate that supports the health and social-emotional well-being of every individual.*

- In partnership with East Side Aligned and Teachers' Union AFT/IFT Local 1220, trained more than 500 educators and youth development professionals within the District 189 footprint in trauma-informed practices.
- Ten additional trainers were added in FY 2019 to support the needs of Restorative Practices on all campuses.
- Established a centralized Family and Community Engagement (FACE) Center in SY 2018 designed as a parent and student services hub for enrollment, transcripts, parent courses and school relations support.
- Developed a comprehensive Tier System for gathering school-wide data on SEL factors and to prioritize support.
- Hired and placed a school nurse and social worker at each building.
- Created a comprehensive district-wide crisis plan that correlates with school crisis teams for better efficiency and support when dealing with district or school crises.
- Established a Crisis Team for each campus as well as the District's central office.
- Social-Emotional Tier I Learning programming is available in all K-12 schools.
- Hired a former Chief of Police as the Supervisor of Safety and Security as well as six

Safety Officers.

- Provided Crisis Prevention and Intervention (CPI) training for security guards to renew their certification.
- Trained and established PBIS teams in all ten campuses for FY 20 and subsequent years.

IV. STRATEGIC PARTNERSHIPS - *Engage families, community members and all stakeholders in a collaborative process to support academic excellence.*

Launched by Superintendent Culver in 2012, School District 189 continues partnership efforts with a P-20 collective impact initiative, East Side Aligned. Our group represents a cross-section of stakeholders working to align policy, practice and investment to move the needle on student outcomes and life preparation. This effort maximizes the existing community resources and supports the use of shared data to ensure continuous improvement and preparation for large scale grants.

Since 2015, East Side Aligned stakeholders have generated over \$4 million to improve the readiness, safety and well-being of children and youth within the District 189 footprint. In addition to investment in community-based organizations that have an indirect benefit to the district, these funds have directly supported the district in the following ways:

- **Guided the creation and funded a Social Emotional Learning (SEL) Specialist within East St. Louis School District 189:** The SEL Specialist provides ongoing coaching to administrators, teachers and other school personnel to support District 189's integration of SEL practices. The SEL Specialist is also helping to ensure the thoughtful, full implementation of Illinois' SEL state standards as well as facilitate activities to strengthen school culture and climate, improve student and staff well-being. Comfort Corners have been established in classrooms within each school building, staff trainings are being conducted and new policies and procedures are being created and implemented.
- **Funded staff that established and manages 13 Service Agreements with physical and mental health providers:** ESA has improved the coordination of organizations and services operating within schools, established accountability protocols and clear metrics for service delivery and are ensuring programs and services are based on best fit, developmentally on target and culturally appropriate and responsive to kids served.
- **Advanced the use of data including a continued partnership with the Erikson Institute to assess vulnerabilities of young children:** East St. Louis serves as one of two initial Illinois communities piloting the use of the Early Development Instrument (EDI). The EDI is an evidence-based population measure of developmental strengths and vulnerabilities of young children. Our first assessment was in January 2017 and the next will be January 2020.

The East Side Aligned movement also continues to make great strides to:

- Increase the number of children, birth to 5, receiving developmental screenings
- Improve the quality of early childhood programs and services

- Increase access to high-quality out-of-school time programs
- Reduce youth violence and victimization
- Cultivate resident leadership

Highlighted current collaborative partnerships, aligned with action strategies from our Strategic Plan, include:

- Higher Education: Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program; National Louis University for Masters in Education courses through our Teacher Residency Program; Washington University in St. Louis for youth mentors, college preparation and masters level social work interns; University of Illinois for Principal Scholars program and STEM activities; Southern Illinois University - Edwardsville and McKendree University for student teachers.
- Nonprofit partners: Blueprint Schools Network for AmeriCorps math fellows; Newspapers in Education with St. Louis American for free weekly newspapers including a STEM page with pictured African American STEM professionals; Oasis Intergenerational Tutoring for one-on-one mentors with select elementary students; Center of Creative Arts for co-teaching in the arts at the alternative center; Jobs for America's Graduates for student leadership development and employability preparation.
- Employer partners: Vistra Energy for high school student mentorship through the STEM Challenge program with the Illinois Science and Technology Institute.

V. COMMITTED, HIGHLY EFFECTIVE STAFF - *Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.*

- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Negotiated a three-year contract with AFT/IFT Local 1220 staff.
 - Important attributes of the contract:
 - Smaller class sizes
 - 22 students - Elementary School
 - 27 students - Middle School
 - 29 students - High School
 - Preparation time for one Professional Learning Community (PLC) per month
 - Monthly early dismissal for building level professional development stemming from school improvement plans and student performance data
 - Out of school time for a faculty meeting once a month
- Negotiated a performance incentive program for teachers, based on student performance data, teacher attendance, and state report card data.
- Preparing 16 teacher residents through Cohort 2 of the new Urban Education Teacher Residency Program. After successful completion of the residency program and the acquisition of their teacher certification, 12 residents from Cohort 1 were hired as first year teachers within District 189 and will serve for a minimum of three years.

- Providing intensive leadership training to 35 Principals, Assistant Principals, and District Leaders with New Leaders.
- Determined staffing deficiencies based on Student Needs in District 189 and on EBF Statute. *According to EBF Statute and the formula used to determine adequacy, the school district has significant funding gaps that result in shortages in the following areas:*

| Type of Support | EBF Statute | D189 Actual | Proposed 2020 | Gaps After 2020 |
|---------------------------------|-------------|--------------------|--------------------|--------------------|
| Instructional Facilitator | 27.5 | 4 | 4 | 19.5 |
| Intervention Teacher: All Types | 57.5 | 22 | 11 | 24.5 |
| Pupil Support: All Types | 46.4 | 9 | 24 | 13.4 |
| Librarian Teacher | 11.3 | 9 | 1 | 1.3 |
| Guidance Counselors | 17 | 8 | 3 | 6 |
| Total Positions | 160 | 52 | 43 | 65 |
| TOTAL STAFF NEED: | | \$7,674,464 | \$3,000,000 | \$4,674,464 |

Successes

| | | Historical Results | | | | |
|--------------------------|---|--------------------|------|------|------|------|
| | | 2015 | 2016 | 2017 | 2018 | 2019 |
| Academic Progress | % Graduates Enrolled in College w/in 16 months | 56 | 53 | 61 | 50 | * |
| | % Students Graduating w/in 5 Years | 76 | 76 | 72 | 72 | 75 |
| | % Graduates needing Community College Remediation | 93 | 78 | * | * | * |
| | % Students enrolled in Early College Coursework | | | 15 | 16 | 24 |
| | % Graduates Ready for College Coursework | 5 | 5 | 5 | | |
| | % Grade 11 Students Meeting or Exceeding Standards in reading/math | 3 | 6 | 3 | 3 | 4 |
| | % Freshmen On Track | 64** | 70 | 80 | 59 | 76 |
| | % Grade 8 Students Meeting or Exceeding Standards in reading /math | 2 | 6 | 6 | 8 | 8 |
| | % Grade 3 Students Meeting or Exceeding Standards in reading/math | 5 | 6 | 10 | 13 | 18 |
| | % Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math | 3 | 6 | 7 | 9 | 12 |
| | Reading Growth Measure | | | | | 50 |
| | Math Growth Measure | | | | | 44 |
| Achievement Gap | % Students w/ IEP Graduating w/in 5 Years | 62 | 54 | 71 | 68 | 71 |
| | % Grade 3 through 8 Students w/IEP Meeting or Exceeding Standards in reading/math* | 1 | 1 | 1 | 0 | 3 |
| | Proficiency gap between ESL black/African American students and state average for black/African American students in reading/math | -12 | -9 | -9 | -6 | * |

| | | Historical Results | | | | |
|--|--|--------------------|-------------|-------------|-------------|------|
| | | 2015 | 2016 | 2017 | 2018 | 2019 |
| District Environment | % Students Chronically Truant | 3 | 5 | 20 | 84 | 82 |
| | % Student Attendance | 88 | 85 | 86 | 85 | 86 |
| | % Students Suspended at Least Once | 14 | 13 | | 9 | 10 |
| | % Students Suspended More than Once | 15 | 10 | | 6 | 7 |
| | Number of expulsions and moves to alternative education placements | 93 | 94 | 90 | 118 | 163 |
| Finances | Annual profile score | 3.6 | 3.6 | 3.6 | 3.7 | * |
| | Annual profile rating | Recognition | Recognition | Recognition | Recognition | * |
| Human Resources | % Evaluated Teachers Rated Excellent or Proficient | 100 | 95 | 91 | 92 | 99 |
| | % Teacher Attendance | | 95 | 75 | 64 | 64 |
| | % Teacher Retention | 70 | 74 | 73 | 76 | 80 |
| * Data is being compiled and not yet reported. | | | | | | |
| ** Data not corrected by deadline. State Report Card reports 4%. However, the calculated FOT is 64%. | | | | | | |

1. AdvancEd accreditation secured through 2024. See page 4
2. Student performance on PARCC/IAR increased 6% in math and 7% in reading from SY2016 to SY2019. See page 5.
3. Four schools are designated as commendable based on the ISBE's Rating System. See page 6
4. Based on 2017 Schooldigger.com rankings, eight of the nine district schools improved between 36 and 174 positions.(Based on IL state test data) See page 6
5. Our students achieved 90% to 183% of expected growth in NWEA scores across all cohorts, reading and math from Fall 2014 to Spring 2019. See pages 8-9
6. Across the District in Spring 2019, and average of 24% of students met the national norms in math and 28% met national norms in reading. This is an 8% increase in math and 7% increase in reading from SY 2017 to SY 2019. See page 9-10
7. \$12.9 Million in scholarship monies earned by the Class of 2019 (Compared to \$389,000 in 2014) See page 10
8. Increased the Freshmen on Track to graduate from 69% in 2016 to 76% for SY 2019. See page 10
9. Increased the four-year graduation rate by 13.2% (62.8% in 2012 to 76.0% in 2018). See page 10
10. Thirty students from the Classes of 2019 and 2020 qualified and enrolled to participate in the Southwestern Illinois College (SWIC) dual enrollment program "Running Start." These students will take college courses at the SWIC campus. This is our largest cohort since the inception of the district partnership with (SWIC) See page 11

11. Increased PreK enrollment from 195 students in 2015 to the current enrollment of 401 students in 2019. See page 13
12. \$3.2 million in intervention funds were used for debt service on the Districts' Alternate Revenue Bonds. This allowed the District to increase the Education Fund budget by \$3.2 million, which resulted in the hiring of music, PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff. See page 14
13. In partnership with East Side Aligned and Teachers' Union AFT/IFT Local 1220, trained more than 500 educators and youth development professionals within the District 189 footprint in trauma-informed practices. See page 18
14. One of two initial Illinois communities to pilot the use of the Early Development Instrument (EDI) in partnership with Erikson Institute giving us valuable data on the developmental strengths and vulnerabilities of kindergarten students. See page 19
15. Currently housing 16 teacher residents through the new Urban Education Teacher Residency Program. Upon completion, the 12 residents from SY 2018 were hired by District 189 as teachers for the current school year. See page 20-21

Challenges

1. Recruitment and retention of high quality staff is an ongoing challenge. On average, the District has 25 unfilled teaching positions each year.
2. The District has 36% of teachers who miss 10 or more days per year. It is difficult to secure substitute teachers to fill teacher absences.
3. Student chronic absenteeism is excessively high at 82% (the state average is 17%).
4. Approximately 48% of students live below the poverty level, compared to the state rate of 17%.
5. Community residents are almost 14 times more likely to experience violent crime in East St. Louis compared to the rest of the United States. The Crime Index indicates that East St. Louis ranks #1 for being the most dangerous city in the nation.
6. A person is nearly 20 times more likely to be assaulted in East St. Louis compared to the United States average.
7. Based on Early Development Instrument (EDI) data from UCLA and the Erikson Institute, District 189 children are entering Kindergarten with high levels of vulnerability in the domains of Social Competence as well as in Language and Cognitive Development.

Sustainable Budget Needs

- District 189 is a property poor district. When comparing Equalized Assessed Value (EAV) per pupil between the state and the district, our students receive \$233,000 less per student than the average of all districts in the state. This is the second lowest EAV in comparison to all districts. Pairing this with having the second highest tax rate among community unit districts in Illinois makes it difficult to depend on adequate local funding. The table below shows the disparity.

Summary iLearn FS 2018

Total - ALL School Districts

| | EAV (2016) | EAV Per Pupil |
|--------------|-----------------|---------------|
| State | 456,005,472,612 | 253,318.87 |
| District 189 | 92,147,032 | 20,455.94 |

Total - Community Unit School District (CUSD)

| | EAV (2016) | EAV Per Pupil |
|--------------|-----------------|---------------|
| State | 184,962,007,317 | 143,687.75 |
| District 189 | 92,147,032 | 20,455.94 |

Total - High School

| | EAV (2016) | EAV Per Pupil |
|--------------|-----------------|---------------|
| State | 135,400,587,526 | 545,966.72 |
| District 189 | 92,147,032 | 20,455.94 |

Total - Elementary

| | EAV (2016) | EAV Per Pupil |
|--------------|-----------------|---------------|
| State | 135,642,877,769 | 250,743.17 |
| District 189 | 92,147,032 | 20,455.94 |

Second Lowest EAV per pupil out of 851 school districts reporting
 Second Highest tax rate (10.83) for Community Unit School District
 Source: iLearn - IL State Board of Education (ISBE) website

- With more than ten times less per pupil EAV than any other district in the state and few viable local funds, it is difficult to maintain a high quality district without financial intervention. Grant funds and intervention funds are not reliable or guaranteed - we need consistency. For SY 2020, the district received \$6.05 million in intervention funds.

Summary of District Intervention Funding E. St. Louis SD 189

| Total Funds Awarded SD 189 | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Total |
|----------------------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|
| | \$9,000,000 | \$3,000,000 | \$8,201,250 | \$5,400,000 | No DIF Funds | \$3,196,800 | \$3,196,800 | \$6,050,000 | \$38,041,350 |

- In FY 2020, the district received a total of \$6.05 million in intervention funds for debt

services (\$3.2m) and capital projects (\$2.85m) needs for the district. Funding in these two areas allowed the District to reallocate funds to employ music and PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff.

4. Without the \$3.2 million in intervention funds for FY20, District 189 will need to cut many essential staff listed above and reduce academic and social emotional support programs.
5. For sustainability purposes, the District needs a minimum of \$6.05 million in intervention funds to be added to the current EBF model.
6. To achieve 100% of adequacy, District 189 would need an additional \$28 million in funding from the state.



7. New EBF laws to support equity like Public Act 101-0451 supports smaller class size, not in line with reducing staff a part of a long-range financial plan.
8. HB 2078 supports a minimum base pay for Illinois Teachers resulting in SD 189 salary less competitive.
9. SD 189 is the only school district in the region that does not pay TRS benefits for certified staff. This has been noted in exit interviews and offer refusals as reasons for candidates taking positions with other school districts.
10. All factors included, class size, salary, etc., and the reputation of the East St. Louis Community makes recruitment difficult. SD 189 is considering signing bonuses for hard to fill content or support areas. (Foreign Language, Science, Math, Special Education, Fine Arts, MSW Social Workers, ELL/ESL Certified, School Counselors)
11. Teacher residency program provides a solution for some of the district's vacancy needs. The grant will end SY2021. Cohorts of teachers from this residency program provide relief to the historical 25-30 vacancies left at the end of each school year. Once the pipeline of residents ceases, the district will be back to being unable to adequately staff classrooms.

Goals for FY20

1. Develop and implement hiring incentives for teachers in hard to fill positions - Foreign Language, Bilingual, Upper Level Math, Science and Special Services. [On average, the District has 25 unfilled teaching positions each year.]
2. Implement a sustainable schedule for performance-based bonuses as an essential method to recruit and retain high quality teachers.
3. Hire additional support staff to meet the social-emotional needs of students.
4. Advance parent engagement services.
5. Provide instructional support to increase the level of rigor taught, monitored, and assessed.
6. Expand competency-based education at the alternative center.
7. Advance career exploration as well as career and technical education activities at the secondary level.