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*District 90 Kindergarten Program Review Committee*

# Committee Recommendation for Kindergarten Program Model

In July 2022, the D90 Board of Education directed the administration to embark upon a review of the current kindergarten program model. Between September and January, the Kindergarten Program Review Committee (KPRC) met numerous times as a full group and in separate planning teams for this purpose. The teams included Literature Review, Facilities, Data/Geodemographics, Finance, Community Survey, and Communications. The KPRC is comprised of stakeholders from across the school community, including staff members, family members, community members, school administrators, and partners from community organizations. The KPRC considered a great deal of information and data sources to inform their findings. These included review of scholarly literature and research, facilities evaluation, financial analysis, geodemographic/data review, and the collection of perception survey data.

Once each team compiled, summarized, and presented their independent findings to the full committee, a consensus-building process was used to determine the degree to which members perceived the current kindergarten program model meets academic, social, emotional, and equity objectives. This consensus-building process was effective in eliciting a clear voice from the group leading to the attached recommendation.

Since the recommendation stems from consensus, it is almost certain that not all members of the Committee have the same reasons for supporting the final recommendation. However, Committee members are in shared support of the final recommendation and request that it be considered fully and in accordance with the key tenets of the District 90 Strategic Plan (2020-25). The Committee also submits this recommendation in the spirit of continuous improvement; it is important to acknowledge that even though the quality of instruction in the current kindergarten program is truly outstanding, the current program model can still be bolstered substantially in service of students' needs.

The membership of the KPRC hereby submits the attached recommendation for Board consideration. If approved, the Committee has full confidence that the administration, faculty, and staff will attend to all details necessary to implement the suggested program changes successfully.

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| Kathleen Fleming | Lori Suzuki | Jackie Peters |
| Maggie Berg | Mona Mann | Luke Politis |
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# *Introduction*

The information contained within this report represents the work of the District 90 Kindergarten Program Review Committee. This committee convened on September 27, 2022 and met monthly through January 17, 2023 with the intent to review the current District 90 kindergarten program and provide the Board of Education with a program recommendation based on committee findings. The role and scope of the committee work is outlined below:

- Improve understanding of how kindergarten aligns with broader instructional planning
- Ensure District 90 is providing a strong academic foundation for all students
- Garner an improved understanding of the student and family experience
- Analyze current resources (facilities and finance) that support programming across the District
- Facilitate a transparent review process through regular communication to all stakeholders
- Conduct a balanced review based on research, facts, and data gathered through investigative process

The investigation was framed through the essential question, *"Does the current District 90 half-day kindergarten program provide an optimal learning experience for our students?"* and guided the work of the committee through the following essential considerations:

*Does the current kindergarten program...*
- *Reflect District 90's commitment to equity?*
- *Allow for optimal time to focus on social emotional development?*
- *Provide optimal time to address kindergarten academic standards?*
- *Provide optimal time for developmentally appropriate play-based learning/instruction?*
- *Allow time for provision of student interventions/supports during school hours?*

To that end, the committee created working group sub-committees to conduct a comprehensive kindergarten program review study by reviewing educational research, gathering relevant data, reviewing the current use of space at Lincoln and Willard Elementary schools, and conducting a financial analysis related to potential programmatic changes. The objectives for the working groups were as follows:

Literature Review
- Identify reputable and/or peer-reviewed research related to kindergarten program models
- Review current research on impacts of expanded kindergarten
- Synthesize and summarize results of research findings

Geodemographics/Data
- Review early elementary enrollment trends
- Review current demographic study from external geo-demographer
- Review Illinois State Board of Education (ISBE) data related to current kindergarten enrollment and ratio of full vs. half day programs
- Review District 90 student growth and achievement data

Facilities
- Review current use of space at Lincoln and Willard Elementary Schools
- Analyze possible school-wide impact resulting from potential programmatic changes
- Determine possible impact on master schedule of potential changes
- Consider potential alternate kindergarten classroom configurations

Finance
- Determine impact of potential kindergarten changes on staffing
- Identify one-time versus ongoing cost implications of potential changes
- Identify potential reconfiguration or renovation of learning space(s)
- Determine impact of potential program changes to five-year financial progressions

Community Perception Survey
- Determine target groups for perception survey
- Review surveys from previous kindergarten program reviews
- Develop balanced survey to accommodate feedback from all targeted stakeholders and stakeholder groups
- Partner with Communications Working Group to disseminate survey to community
- Review and summarize survey results

Communications
- Provide Kindergarten Program Review Committee updates in D90 *Weekly Update*
- Produce informational videos, as needed
- Distribute perception survey to all targeted D90 stakeholders and stakeholder groups
- Review feedback from Town Hall Meeting

What follows in this report contains the findings/conclusions of each working group, the information gathered or compiled through their investigatory process, relevant Illinois State Board of Education documents, and information that has previously been submitted to the Board of Education since September 2022.

## Kindergarten Program Review Committee
## Literature Review Findings

The Literature Review working group compiled and reviewed 32 scholarly/research articles that analyzed the effects of full-day kindergarten on a range of student populations. Studies were sourced from peer reviewed publications, vetted think-tanks, education commissions, or State Departments of Education. Publication dates of the research findings ranged from 2004 – 2022.

As with all research, studies have limitations, and the studies included in this report are no different.  Some of the research, especially studies comparing full-day kindergarten to half-day kindergarten, is not particularly recent. With more districts across the nation offering full-day kindergarten, there are fewer studies making the comparison between the two programs.  There are also limitations with comparing one program to another, as not all programs follow the same format or utilize common curricula. Additionally, academic effects are most commonly studied rather than social emotional or other effects.  As such, the research picture may not reflect the "whole child." Finally, the population sample varies in each study, so the results reflect that particular sample of students and may not be generalizable to other populations.

All 32 articles are linked in this report with short summaries of the research conclusions for each study.

**Conclusion:** There is no evidence of detrimental effects related to full-day kindergarten programs. With few exceptions, all children benefit from full-day kindergarten. While District 90's current half-day program reflects the key elements of high-quality early childhood programming, the Literature Review working group recommends the expansion of the kindergarten program to full-day.

The summary of full-day kindergarten benefits highlighted in the research are listed below:

**Benefits of Full-Day Kindergarten – Generalized Findings**

- There is little evidence that students do not benefit from full-day kindergarten.
- Increased student achievement related to mathematics and reading.
- Incorporation of self-directed play, guided play, and playful learning builds academic language and deepens conceptual development.
- Students have more time to interact with teachers and peers in a sustained, meaningful way.
- Teachers have more time to address the diverse needs of their students.
- Incorporation of more social-emotional learning into instruction increases student self-regulation and behavioral development.
- Students are provided with greater opportunity to develop socialization skills and peer relationships.
- Contributes substantially to children's resilience and healthy development.

- Increased oral language development for English language learners.

However, in listing the benefits identified in the research, it is also important to highlight the potential drawbacks, or lack of significant findings from some of the research that was reviewed by the team.

**Potential Drawbacks of Full-Day Kindergarten**
- Early academic gains can fade as students reach upper elementary grade levels.
- Some studies concluded there were no additional benefits to full-day kindergarten.

# Kindergarten Program Review Committee
## Literature Review Summary

| Source | Key Points/Notes |
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| The State We're In 2022: A Look at the Impact of COVID-19 on Education in Illinois (Advance Illinois) | State-administered early childhood education and care programs—crucial programs that promote healthy development of children aged birth through five—saw significant enrollment declines in fiscal year 21 (FY21). In some of the largest programs, enrollment losses were disproportionately represented by younger children, children from lower-income households and Black and Latinx children. Student needs for mental health resources and social-emotional skill-building increased as a result of the pandemic. Educators and students observed a regression in student's social-emotional skills coming into SY21–22. "And given the significant disruptions in the foundational early years of learning in SY20–21, there is no doubt that our youngest learners (and educators) will be feeling the impact for years to come." |
| NAEYC's Advancing Equity in Early Childhood Education Position Statement | NAEYC (birth - age 8)Purpose in advancing equity is to provide high-quality early learning programs that build on each child's unique individual and family strengths, cultural background, language(s), abilities and experiences and eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have. All children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society. Early childhood educators should be well prepared in their professional knowledge, skills, and dispositions to teach in diverse, inclusive settings. They also need to be supported by, and to advocate for, equity-and diversity-focused public policies. Recommendations to consider in advancing equity-acknowledge and seek to understand structural inequities and their impact over time. Take action when outcomes vary significantly by social identities (lopsided achievement test scores, number and frequency of suspensions or expulsions that disproportionately target African American and Latino boys, or engagement with certain materials and activities by gender). Recognize that the professional knowledge base is changing. There is growing awareness of the limitations of child development theories and research based primarily on a normative perspective of White, middle-class children without disabilities educated in predominantly English-language schools . |
| NAEYC's Early Childhood Inclusion Position Statement | NAEYC (birth - age 8) High quality early childhood inclusion programs consist of *access, participation, and supports. ACCESS*=provide access to wide range of learning opportunities, activities, settings, and environments. Inclusion takes many forms which, in many cases, can be a simple modifications to facilitate individual needs (Universal Design for Learning). *Participation*=Adults promoting belonging, participation and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways. *Supports*=An infrastructure of systems-level supports must be in place to undergird the efforts of individuals and organizations providing inclusive services to children and families. Resources and program policies are needed to promote multiple opportunities for communication and collaboration. |

| [NAEYC's Position Statement and Guidelines and Recommendations for Developmentally Appropriate Practice](#) | NAEYC (birth - age 8) Recent advances in neuroscience "...provide robust evidence supporting the importance of high-quality early learning experiences for young children for promoting children's lifelong success" and providing consistent, responsive, sensitive care. In a reflection of systemic inequities, children of color are more likely to experience poverty and other adverse childhood experiences (ACEs), and "high-quality early childhood education contributes substantially to children's resilience and healthy development." "...integrating cognitive, emotional, social, interpersonal skills and self-regulatory competencies better prepares children for more challenging academic content and learning experiences." "Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8." "In sum, self-directed play, guided play, and playful learning, skillfully supported by early childhood educators, build academic language, deepen conceptual development, and support reflective and intentional approaches to learning—all of which add up to effective strategies for long-term success." "Educators arrange firsthand, meaningful experiences that are cognitively and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement." Educators organize the daily and weekly schedules to provide children with extended blocks of time in which to engage in sustained investigation, exploration, interaction, and play." Educators effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains and across all subject areas. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings." "From infancy through age 8, proactively building children's conceptual and factual knowledge, including academic vocabulary, is essential because knowledge is the primary driver of comprehension." "Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills." All domains of child development (physical, cognitive, social and emotional, linguistic) and approaches to learning are important; each domain supports and is supported by one another. From NAEYC publication that offers extended descriptions of the DAPs, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8, Third Edition*, Editors: Carol Copple and Sue Bredekamp): "Teachers allocate extended periods of time in learning centers (60 minutes or more in full-day and at least 45 minutes in half-day kindergarten." |
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| [A longitudinal comparison of learning outcomes in full-day and half-day kindergarten (2019)](#) | Canadian study - implications in U.S.; Longitudinal research study started in 2010 in Ontario. Followed implementation of unique kindergarten program with 2 years of full-day, play-based learning, co-taught by a trained kindergarten teacher and a registered Early Childhood Educator. Results of direct child assessments (reading, writing, and number knowledge) taken each year from kindergarten to Grade 2 demonstrated that children in both junior/senior full-day kindergarten programs outperformed children in half-day kindergarten programs at the end of kindergarten with |

| | some benefits being maintained to the end of Grade 2. Greater self-regulation was also demonstrated by full-day kindergarten children each year. |
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| The Benefits of Center-Based Care and Full-Day Kindergarten for School Attendance in the Early Grades (2017) | Results: Children who attended center-based care in preschool and kindergarten had fewer missed school days and were less likely to be chronically absent in kindergarten and first grade. Children in full-day kindergarten programs had more absences by the end of kindergarten, but fewer absences by the end of the following year. The findings reported herein underscore that the importance of these programs extend beyond testing and academics to an often-overlooked early schooling outcome—namely absenteeism. No specific combination of early school arrangements was most beneficial. Instead, children who experienced more early educational arrangements were generally absent less frequently and these benefits were larger in first grade than in kindergarten. Conclusions: When taken together, findings underscore the importance of formal early educational programs and opportunities on longer-term school attendance. |
| Full-Day Kindergarten: A look across the states (2016) - Education Commission of the States | Full-day kindergarten required in 13 states and DC. Definition of full-day kindergarten varies among the states. Different funding models used for full-day kindergarten (e.g., additional state funding, full-day kindergarten tuition). Policy consideration: have full-day kindergarten the same length of time as first grade. "Full-day kindergarten can help to close achievement gaps early on in a child's education. Research shows that longer school days enable children to receive more individualized, academically focused and meaningful instruction from teachers, as well as more time interacting with their peers – both of which can lead to long-term benefits and increased scores in third grade assessments." |
| Long-term benefits of full-day kindergarten: a longitudinal population-based study (2014) | Canadian study: This is the first longitudinal analysis examining long-term outcomes of full-day kindergarten compared to half-day kindergarten programs beyond primary school in Canada. Full-day kindergarten programs targeted at low-income areas showed long term improvements in numeracy for lower income girls. Results suggest that expectations for wide-ranging, long-term academic benefits of full-day kindergarten are unwarranted. To date (2014) there have been no long-term evaluations of full-day kindergarten that have looked at outcomes beyond high school, focusing on the 'important societal outcomes.' It will be critical to extend the results of the current study past high school age to determine whether the children in the full-day kindergarten programs experience improvements in these societal outcomes, that is, whether they are more likely to complete high school, and whether full-day kindergarten participation is associated with reductions in crime and teen pregnancy. |
| The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) - Findings from the First Round | Part of the series of longitudinal studies of young children sponsored by the U.S. Department of Education. This study researched a sample of students from the 2010-2011 cohort through fifth grade. There are a series of reports related to this research. Many data sets are included in this longitudinal study. It is unclear whether or not there are any data sets that separate students who attended full-day kindergarten versus half-day kindergarten - did not find any studies that used the data sets in this way. |
| National Center for Education Statistics. Full-day and Half-day | Considered a landmark longitudinal study/Early Childhood Longitudinal Study-Kindergarten (ECLS-K) ; Full-day kindergarten students made greater academic gains in English language arts and Math compared to students in part-time programs; differences in full-day kindergarten enrollment by race |

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| [Kindergarten in the United States Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99](#) | (e.g., public full-day kindergarten was chosen by 79% of all kindergarten students who were Black vs. 49% of all kindergarten students who were White) and by SES (e.g., public full-day kindergarten was chosen by 62% of all kindergarten students whose family income was below the poverty line vs. 51% of all kindergarten students from more affluent families) . There is general follow-up data on students from this longitudinal study through eighth grade; however, the student sample in 8th grade included additional students who did not attend kindergarten in 1998-1999. Many data sets are included in this longitudinal study. It is unclear whether or not there are any data sets from the 8th grade part of the study that separate students who attended full-day kindergarten versus half-day kindergarten. |
| [A Developmental Perspective on Full-Versus Part-Day Kindergarten and Children's Academic Trajectories Through Fifth Grade (2008)](#) | Large national sample used for this study. Initial achievement benefits in reading and math from the fall of kindergarten to the spring of kindergarten (baseline fall data did not differ significantly between the full-day kindergarten and half-day kindergarten groups). Researchers note that fade-out is partly explained by differences in the children who attend full-day kindergarten and half-day kindergarten as well as school characteristics ("For example, a greater proportion of children in full-day kindergarten (54.7%) versus part-day kindergarten (14.1%) attended schools located in the South, whereas a lower proportion of full-day kindergarteners attended schools located in the West, Northeast, and Midwest.") Other factors, such as subsequent school experiences, might explain these differences too. "Children attending part-day kindergarten programs spent more hours in child care, had a higher likelihood of receiving non-relative home-based childcare, and had a lower likelihood of receiving relative home-based child care. In contrast, during the year prior to kindergarten, children in part- and full-day kindergarten had somewhat similar child-care experiences." "More specifically, a greater proportion of children in part-day kindergarten were of Hispanic, non-Hispanic White, Asian, and multiracial backgrounds, and a smaller proportion were of non-Hispanic Black and Native American race/ethnicity, in comparison to full-day kindergarteners." |
| [Full-Day Versus Half-Day Kindergarten: In Which Program Do Children Learn More? (2006)](#) | Researchers use the ECLS-K data from 1998-99 to answer the following research questions: Do young children who attend public schools that offer full-day kindergarten programs learn more over the school year, in terms of achievement in the domains of literacy and mathematics, than their counterparts who attend schools with half-day programs? And, Are the learning benefits associated with enrollment in public schools offering full-day or half-day kindergarten different for schools of varying academic composition or in schools with different social compositions? The researchers note, "...Favorable findings for kindergarten are not confined to disadvantaged children or to low-income or urban schools—all children benefit, in terms of learning more, when they attend kindergarten as a full-day program." "Results are clear: when children's social and academic backgrounds are taken into account, as well as structural, social, and academic features of their schools, children who experience full-day kindergarten as a whole-school program are advantaged in terms of their cognitive learning (effects of 0.93 between-school SD in literacy and 0.75 between school SD in mathematics)." |
| [School Readiness, Full-Day Kindergarten, and Student](#) | RAND Report. Researchers used the data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999. Extends previous research by examining longer-term achievement outcomes, namely test scores at the end of fifth grade, and gives an indication of how other the nonacademic areas of school readiness (i.e., physical and socioemotional development) may be related to test |

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| Achievement: An Empirical Investigation (2006). | performance. Found that there were large differences in academic achievement and school readiness *at kindergarten entry* continuing through fifth grade among racial/ethnic groups. Better academic and nonacademic school readiness skills *at kindergarten entry* were associated with higher math and reading scores by fifth grade. |
| FULL-DAY KINDERGARTEN: Expanding learning opportunities (WestEd Policy Brief 2005) | Body of research indicates the following benefits of full-day kindergarten for students: contributes to increased school readiness, leads to higher academic achievement ("Achievement differences appear to persist over time and when other factors such as student demographics and classroom factors are taken into account."), improved student attendance, supports literacy and language development (higher reading achievement may persist over time - one study found higher achievement through 3rd grade and another through 7th grade), benefits children socially and emotionally, decreases costs by reducing remediation and retention rates. Possible considerations and concerns: demands on children/not enough time for informal play/exploration, accessibility (is it accessible to all?), costs |
| Is Full Better than Half? Examining the Longitudinal Effects of Full-day Kindergarten Attendance (2005) | RAND Working Paper. Researchers used ECLS-K data. Findings indicate initial benefits for students and the mother of students that attend full-day kindergarten (i.e., increases academic performance in both math and reading by the spring of the kindergarten year), yet those differences largely evaporate by third grade. Found attending full-day kindergarten provides no additional benefit for students in families with income below the poverty threshold; however, results suggest that mothers who have students in full-day kindergarten are more likely to work than mothers in half-day kindergarten (this result is likely confined to kindergarten). |
| The Effects of Full Day Versus Half Day Kindergarten: Review and Analysis of National and Indiana Data (2004) | Both the Indiana and national data (including the 1998-99 study) collected and analyzed for this report provide evidence that, relative to half-day programs, full-day kindergarten is associated with a wide range of positive outcomes, including increased student achievement and social and behavioral development. The positive outcomes associated with full-day kindergarten appear to be larger for disadvantaged students in both the national and Indiana research. The positive outcomes associated with full-day kindergarten appear to be larger for disadvantaged students in both the national and Indiana research. In the Indiana site visits, and several of the published studies used for this report, teachers reported full-day kindergarten provided them with time to address state standards more effectively and to address the diverse needs of students. |
| Full-Day Kindergarten: Exploring the Research. From Inquiry to Practice. (2000) | No evidence of detrimental effects of full-day kindergarten. Tentative evidence that full-day kindergarten has stronger, longer-lasting academic benefits for children from low-income families. |
| What Do They Do All Day? Comprehensive Evaluation of a Full-Day Kindergarten (1997) | Full-day kindergarten and half-day kindergarten programs that were compared both had a similar educational philosophy. Full-day kindergarten students spent more time in child-initiated activities, more time in teacher-directed individual work, and relatively less time in teacher-directed large groups than half-day kindergarten students. Parents of full-day kindergarten students expressed higher levels of satisfaction with program schedule and curriculum and cited benefits similar to those expressed by teachers: more flexibility; more time for child-initiated, in-depth, and creative activities; less stress and frustration. Kindergarten report card progress and first grade readiness were also |

| | rated significantly higher for full-day kindergarten. Overall, the full-day kindergarten teachers believed that they were able to offer children a more "developmentally-appropriate" kindergarten program. Full-day kindergarten teachers noted that some teachers seemed to tire during the full day at the start of the year, yet they remarked that this drawback dissipated by the middle of the school year. |
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| Effects of Full-Day Kindergarten on the Long-Term Health Prospects of Children in Low-Income and Racial/Ethnic-Minority Populations: A Community Guide Systematic Review. (2014) | In American Journal of Preventative Medicine meta-analysis; strong evidence that full-day kindergarten improves academic achievement, a predictor of longer-term health benefits and advances health equity. "The present review does not demonstrate the specific effectiveness of full-day kindergarten (versus half-day kindergarten) for low-income and minority populations, although the body of available studies examined here suggests that these groups likely benefit from full-day kindergarten." Findings suggest that longer-term effects of full-day kindergarten fade out by 3rd grade. |
| Academic Performance of Language-Minority Students and All-Day Kindergarten: A Longitudinal Study (2012) | Researchers used the ECLS database for the study - in particular, they focused on patterns of academic performance of students who are linguistically and economically disadvantaged. Found that Hispanic dual-language-speaking students who attended full-day kindergarten made significant gains in reading and narrowed the achievement gap from Hispanic English-only students during kindergarten. Also found that Black and Asian dual-language-speaking students when they attended full-day kindergarten displayed a significant gain in the growth of performances. Positive effects for full-day kindergarten were pronounced for Black and Asian language -minority students who were from low income classes. **Results of the effects of full-day kindergarten indicated that all-day Asian English learners and dual-language students from low-socioeconomic status families maintained significant gain in both reading and math until 5th grade. |
| The Impact of Full-Day Kindergarten on Learning Outcomes and Self-Regulation Among Kindergarten Children at Risk for Placement in Special Education (2019) | Canadian study - implications in U.S.; Same longitudinal research study noted in report from 2018, but with special attention to children at risk for placement in special education. Full-day kindergarten showed particular benefits for struggling children (who may be at risk for placement in special education) |
| Students with Disabilities Attending Full-Day Versus Part-Day Kindergarten: Short- and Long-Term Effects on Achievement (2019) | Children with disabilities in full-day kindergarten had higher math and reading scores at the end of kindergarten than those in half-day kindergarten; however, the differences were eliminated by the end of first grade. No differences by disability category. |
| Are Today's Student's With Disabilities More Likely to Attend Full-Day Kindergarten or Part-Day | Used the ECLK-K: 1998 and ECLS-K: 2011 data sets for this study. Primary finding is that students with disabilities in the 2010 cohort were more likely to be in full-day kindergarten compared to students with disabilities in the 1998 cohort. |

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| Kindergarten? Analysis of Two Cohorts of Students and Their Teachers (2018) | |
| Full- Versus Part-Day Kindergarten for Children With Disabilities: Effects on Executive Function Skills (2018) | Found significant positive effects of FDK on working memory and cognitive flexibility for children with disabilities in kindergarten. Despite significant immediate effects, the benefits of FDK rapidly fade by the end of 2nd grade. |
| Effects of Full-Day Kindergarten on Academic Achievement and Social Development (2010) | Meta-analysis found that attending full-day kindergarten had a positive association with academic achievement (compared to half-day kindergarten) equal to about one quarter standard deviation at the end of the kindergarten year, but the association disappeared by third grade. Important-content and structure of full-day kindergarten matters. There is less data on measures other than achievement, and the results can be inconsistent. With that in mind, meta-analysis suggests a substantial positive association with full-day kindergarten and the child's self-confidence and ability to play with others. Meta-analysis suggests a small positive association with full-day kindergarten and attendance. Data suggests that children may not have a positive attitude toward full-day kindergarten and may experience more behavior problems; however, the non-experimental nature of all these comparisons complicates their interpretation. |
| The Social Kindergartener-Comparing Children's Perspectives of Full- and Half-Day Kindergarten (2017) | Researchers studied children's perspectives about what they thought was important about kindergarten and what was their favorite thing about kindergarten. There were no significant differences found in children's reporting regardless of whether they were in full-day or half-day kindergarten. For students in both full-day kindergarten and half-day kindergarten, children reported that their favorite things about kindergarten were play and social activities. |
| Crisis in Kindergarten: Why Children Need Play in School (2009) | "Kindergartners need a balance of child-initiated play in the presence of engaged teachers and more focused experiential learning guided by teachers." Recommendations based on the nine studies highlighted in this report: Provide time and space for kindergarteners to play inside and outside every day. Include all types of play (make believe, sensory language, gross and fine motor, mastery play, construction). Use alternatives to standardized assessments in kindergarten, such as teacher observations and assessment of children's work. |
| Implications for Educational Practice of the Science of Learning and Development (2020) | "The foundational knowledge provided by the sciences of learning and development, coupled with decades of insights from educational research, provides a framework for supporting children's welfare across the wide range of contexts they experience." Four principles of practice to consider: Supportive environment (structures for effective caring: small class size, teacher teams; classroom learning communities, connections among staff and families), Productive instructional strategies (student-centered instruction, conceptual understanding and motivation, learning how to learn), Social and Emotional Development (integration of social-emotional learning, development of habits and mindsets, educative and restorative behavioral supports), and System of Supports (Multi-Tiered Systems of Support, coordinated access to integrated services, extended learning opportunities) |
| Nurturing Nature: How Brain Development Is Inherently Social and | "An appreciation of the dynamic interdependencies of social-emotional experience, health-related factors, brain development and learning underscores the importance of a "whole child" approach to education reform and leads to important insights for research on social-emotional learning." |

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| Emotional, and What This Means for Education (2019) | |
| Malleability, Plasticity, and Individuality-How Children Learn and Develop in Context (2019) | This article synthesizes foundational knowledge from multiple scientific disciplines regarding how humans develop in context. Key drivers of positive development and learning that can optimize the potential of all children: attuned relational supports; buffering of stress; intentional, sequenced development of integrated habits, skills, and mindsets; rigorous master-oriented pedagogy; culturally responsive instructional and curricular design. |

# Kindergarten Program Review Committee
# Data/Geodemographic Findings

The Data/Geodemographic working group conducted a review of relevant data to determine potential enrollment changes and future trends that could result from a kindergarten program expansion. The team reviewed the following information:

- *River Forest Public Schools District 90 Demographic Trends and Enrollment Projections* (GeoLytics, Inc., October 2022)
- Current full-day kindergarten and half-day kindergarten student enrollment in the State of Illinois provided by the Illinois State Board of Education
- Origin of students who registered for first grade and did not attend the District 90 kindergarten program
- Kindergarten and first grade enrollment trends
- Kindergarten achievement data

## Conclusion: Geo/Demographic Data

Analysis of District 90 first grade enrollment history and the demographic study completed by GeoLytics, Inc., highlighted the likely need for three sections of Kindergarten at each elementary school to expand programming to full-day.

Enrollment trends revealed the following:
- A 10-year average of 26.8 additional students enrolling in first grade who did not attend kindergarten in District 90
- Of the students new to District 90 in first grade, 76% were previously enrolled in private/parochial schools or homeschooled

To account for enrollment shifts due to full-day program expansion, the demographic working group added 26 students to each year's enrollment to project what total enrollment might have looked like to reflect full-day kindergarten programming. Please see the charts included on the following pages.

## Conclusions: Student Achievement Data

The review of kindergarten and first grade achievement data is fraught with limitations and the ability to compare individual students or one cohort to another. Students enter District 90 with a range of pre-kindergarten experiences, some students having attended pre-school for two years, some for one year, and a small number that had no prior pre-school experience. Additionally, the developmental range of kindergarten students regardless of prior pre-school attendance also serves to limit comparability.
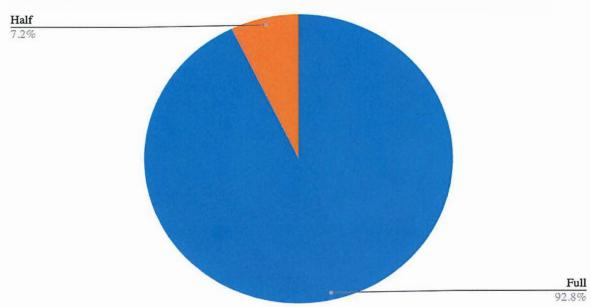
Assessment of early-childhood academic standards is largely facilitated through teacher observation and other non-standardized means such as classroom checklists, projects, and classroom-based assessments. Analysis of student achievement by race or ethnicity was also limited due to the small number of students, making meaningful comparisons difficult.

The Illinois State Board of Education (ISBE) requires school districts to administer the Kindergarten Individual Developmental Survey (KIDS) to all kindergarten students by the 40th day of school. The survey, standardized in that all schools utilize the same assessment criteria and protocols, is an observation tool that benchmarks student readiness upon entry into kindergarten. Interrater reliability across classrooms and schools is a concern, and ISBE does not disaggregate student readiness by race or ethnicity below the threshold of 10 students per racial/ethnic group.

District 90 first grade enrollment history and projections, as well as the GeoLytics, Inc. demographic study are included on the following pages.

# Illinois State Board of Education Kindergarten Program Structure
# Half-Day vs. Full-Day Programming

## 2021-22

**Half**
7.2%

**Full**
92.8%

PRIOR SCHOOL PLACEMENT OF STUDENTS ENROLLING IN D90 FOR THE FIRST TIME IN FIRST GRADE



1st Grade Enrollment History
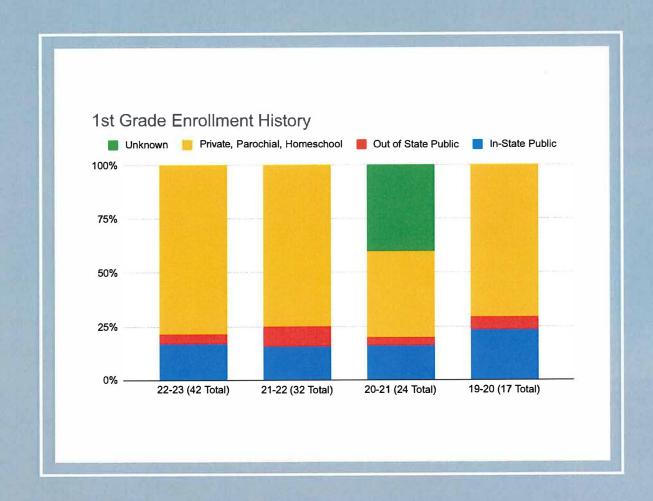
## Table 35 – District Enrollment Projections by Grade EXPECTED (B) 2023/24 to 2032/33

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2022-2023 | 89 | 139 | 148 | 154 | 127 | 182 | 155 | 168 | 167 | 1329 |
| 2023-2024 | 102 | 117 | 148 | 155 | 159 | 131 | 183 | 154 | 168 | 1317 |
| 2024-2025 | 112 | 130 | 126 | 155 | 160 | 163 | 132 | 182 | 154 | 1314 |
| 2025-2026 | 111 | 140 | 139 | 133 | 160 | 164 | 164 | 131 | 182 | 1324 |
| 2026-2027 | 107 | 139 | 149 | 146 | 138 | 164 | 165 | 163 | 131 | 1302 |
| 2027-2028 | 103 | 135 | 148 | 156 | 152 | 142 | 165 | 164 | 163 | 1328 |
| 2028-2029 | 96 | 131 | 144 | 155 | 162 | 116 | 143 | 164 | 164 | 1275 |
| 2029-2030 | 103 | 124 | 140 | 151 | 161 | 164 | 117 | 142 | 164 | 1266 |
| 2030-2031 | 99 | 131 | 133 | 147 | 157 | 165 | 165 | 116 | 142 | 1255 |
| 2031-2032 | 101 | 127 | 140 | 140 | 153 | 165 | 166 | 164 | 116 | 1272 |
| 2032-2033 | 103 | 129 | 136 | 147 | 145 | 142 | 166 | 165 | 164 | 1297 |

*Source: River Forest Public Schools District 90 Demographic Trends and Enrollment Projections. GeoLytics, Inc. (Oct. 2022)*

# Working Group Kindergarten Enrollment Projections

|  | Lincoln | Willard | Actual | *Plus average 1st grade new enrollment |
|---|---|---|---|---|
| 2019-2020 | 63 | 56 | 119 | 139 |
| 2020-2021 | 63 | 48 | 111 | 121 |
| 2021-2022 | 56 | 47 | 103 | 123 |
| 2022-2023 | 52 | 38 | 90 | 110 |
| 2023-2024 (projected) | 58 | 44 | 102 | 128 |
| 2024-25 (projected) | 62 | 50 | 112 | 132 |

# River Forest Public Schools
# School District 90
## Demographic Trends
## and
## Enrollment Projections

Prepared by
GeoLytics, Inc.
Katia Segre Cohen
Consulting Demographer
October 2022

## Contents

# Preface

This report is a continuation of a report created for the school district in 2017. We have updated the population and housing trends within River Forest School District 90 and used these new numbers to develop future projected enrollment for the individual schools and the district.

The objective of this report to paint a picture of the demographics of the school district as a whole and then to focus in on the student body changes over the past 5 years and project likely scenarios of future changes.

First, we will layout a sense of the community based upon findings from the latest Census data (American Community Survey 2016-2020). Then we will focus in on the individual schools and look at the underlying historical enrollment changes in each and in the District as a whole. Third we will analyze student migration patterns and other sources of these enrollment changes. And finally, we will create three tracks of projected enrollment, by grade and by year, for Lincoln and Willard elementary schools through school year 2027, and at Roosevelt Middle School and the District as a whole through school year 2032.

The enrollment projections have three separate scenarios. They are based upon different assumptions about future students moving into the district and kindergarten class size based upon population projections for children aged 0-4 and 5-9. These forecasts by grade and by year will be based upon (A) the minimum number of students that may be anticipated, (B) the most likely number of students to be expected, and (C) the maximum number of students that can be foreseen.

It would not have been possible to do this analysis without the data provided by administrators of District 90. We would like to acknowledge Dr. Edward J. Condon, Superintendent of River Forest Public Schools, and his staff, especially his Executive Assistant, Tracy Gutierrez, who assembled much of the information upon which this study is based. We are very appreciative of their help and expertise in compiling this report.
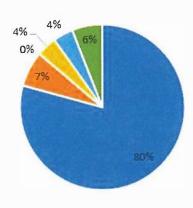
# Overview of District 90

River Forest Public School District 90 is comprised of three schools that between them offer education for kindergarten through eighth grade. Two elementary schools, Lincoln and Willard, and one middle school, Roosevelt, together comprised 1,374 students in the Fall of 2022.

River Forest is a stable, relatively affluent, suburban community of 10,883 residents (according to the most recent US Census Bureau American Community Survey 2016-2020). The median income is $125,288. Only ten percent of the households make less than $35,000 and only twenty percent make less than $65,000.

About 20 percent of the township are minority in race or ethnicity and almost all of whom are US citizens and speak English very well. The foreign-born population is only 10% of whom 6% have become naturalized citizens. And 86% of the population speaks English as their primary language. Of the remaining 14% three quarters speak English "very well" and there is only 4% remaining who speak English less than "very well".

## Chart 1 - Population By Race and Ethnicity



■ White ■ African American ■ Native People ● Asian ■ Multiracial ■ Hispanic or Latino:

Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2016-20.

# Housing Trends

District 90 is a mature suburb of Chicago. As Chart 2 shows, nearly half of the houses were built before 1940. Another third of the houses were built in the 1940's, 1950's and 1960's. Only 20% of all housing units were built in the past 50 years (since 1970). Because there isn't undeveloped land that can be built-up the housing stock has mostly stayed level. As the area has become more desirable the housing prices have gone up. This increase has been dramatic in the past 70 years (see Table 1).
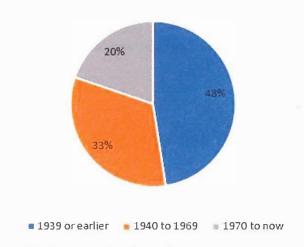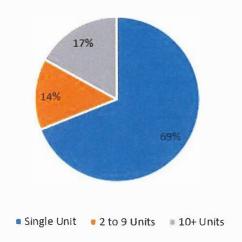
## Chart 2 - When Were Housing Units Build



- 1939 or earlier
- 1940 to 1969
- 1970 to now

Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2016-20.

Another factor feeding into the cost of housing is that almost 69% of houses are single family homes (some are detached and some are attached) but there are not many options for smaller, often less expensive housing units (see Chart 3). Relatedly the area is 87% owner occupied units and only has 13% renters.

## Chart 3 - Type of Housing Unit



■ Single Unit ■ 2 to 9 Units ■ 10+ Units

Table 1 shows that the median housing value doubled in the two decades from 1950 to 1970. Then in only one decade the values more than doubled (1970 to 1980). And then again in the next decade (1980 to 1990) they increased nearly 2.5 times. They have continued to increase but at a slower rate and have doubled again over two decades (1990 to 2010). Even in just the past 5 years they have gone up 10%. The US median home value is $229,800, so River Forest's median value of $602,405 is quite affluent. For comparison, the Illinois median housing value is $202,100, and in Cook County it is $255,500. There are only two townships in Cook County with more expensive median homes (Barrington and New Trier).

## Table 1 - Median Home Value of Owner-Occupied Housing Units: 1950 - 2020

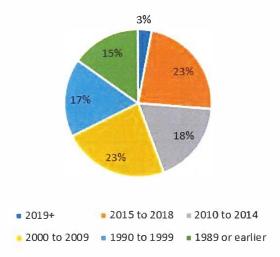| Year | River Forest Median Value |
|------|---------------------------|
| 1950 | $ 20,000+ |
| 1960 | $ 34,700 |
| 1970 | $ 45,100 |
| 1980 | $ 109,700 |
| 1990 | $ 256,600 |
| 2000 | $ 386,600 |
| 2011–2015 | $ 556,400 |
| 2012-2016 | $ 574,600 |
| 2013-2017 | $ 575,900 |
| 2014-2018 | $ 581,900 |
| 2015-2019 | $ 596,900 |
| 2016-2020 | $ 602,405 |

## Table 2 –Median Home Values for Owner-Occupied Units in Cook County, IL

| Townships in Cook County | Median Home Value |
|---|---|
| Thornton township | $ 112,000 |
| Calumet township | $ 113,700 |
| Bloom township | $ 124,900 |
| Rich township | $ 157,100 |
| Bremen township | $ 166,700 |
| Cicero township | $ 174,400 |
| Worth township | $ 189,900 |
| Stickney township | $ 196,100 |
| Proviso township | $ 209,100 |
| Hanover township | $ 215,600 |
| Berwyn township | $ 227,100 |
| Leyden township | $ 227,300 |
| Palos township | $ 249,400 |
| Schaumburg township | $ 266,900 |
| Chicago city | $ 267,600 |
| Orland township | $ 276,200 |
| Elk Grove township | $ 282,800 |
| Lyons township | $ 285,800 |
| Palatine township | $ 302,400 |
| Maine township | $ 305,400 |
| Wheeling township | $ 311,800 |
| Norwood Park township | $ 325,800 |
| Niles township | $ 327,600 |
| Riverside township | $ 332,800 |
| Lemont township | $ 382,800 |
| Oak Park township | $ 403,200 |
| Evanston city | $ 409,900 |
| Northfield township | $ 531,300 |
| River Forest township | $ 604,900 |
| Barrington township | $ 653,100 |
| New Trier township | $ 812,600 |

Source: U.S. Bureau of the Census. 2016-2020 American Community Survey 5 Year Estimates.

There is a second, important housing number to look at - the number of new, young families that move into a neighborhood. From Chart 4 we can see that according to the latest American Community Survey (2016-2020) three percent of people moved into their house in the past year and when you look at the past 5 years (2015-2019) that increases to 26% of all residents. And 44% of the residents have moved into the town within the last 10 years. This is very good news for the school system. Many of these new households will have school-aged children and will replace some of the empty-nesters who were living in the existing house.

## Chart 4 - When People Moved Into Their Housing



Legend:
- 2019+
- 2015 to 2018
- 2010 to 2014
- 2000 to 2009
- 1990 to 1999
- 1989 or earlier

Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2016-20.

## Population Trends

There has been a slight decrease in population from 2000 to present. The numbers for pre-school aged kids (under 5) are bouncing around without a clear pattern, though they did just take a sizeable uptick in 2020. The numbers for school aged children are not as good, those numbers have been decreasing substantially over the past 20 years. From 2000 where there were 919 children aged 5 to 9. There was a sizeable drop to 808 (a loss of over 100) in ten years to 2010 and then another even bigger drop by 2020 to only 619 children. This is a loss of a third of the kids in 20 years. The number of middle school students is similar to the preschoolers, there doesn't seem to be any set pattern. The number is almost the same as it was in 2010 and has been both higher and lower than it was in 2000 in the past few years.

## Table 3 – Population by Age in River Forest IL 2000-2020

| Age Group | 2000 | 2010 | 2011–15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---|---|---|---|---|---|---|---|---|
| Total | 11,635 | 11,172 | 11,233 | 11,217 | 11,215 | 11,064 | 10,970 | 10,883 |
| Under 5 | 728 | 550 | 653 | 673 | 637 | 664 | 643 | 792 |
| 5 to 9 | 919 | 808 | 754 | 653 | 690 | 645 | 656 | 619 |
| 10 to 14 | 974 | 887 | 934 | 1043 | 951 | 939 | 1035 | 890 |
| 15 to 19 | 1,003 | 1,240 | 1,238 | 1264 | 1209 | 1154 | 1107 | 1,087 |
| 20 to 24 | 765 | 812 | 653 | 689 | 683 | 654 | 644 | 525 |
| 25 to 29 | 372 | 286 | 259 | 320 | 305 | 286 | 280 | 294 |
| 30 to 34 | 501 | 327 | 360 | 364 | 282 | 299 | 279 | 567 |
| 35 to 39 | 791 | 499 | 563 | 514 | 630 | 671 | 584 | 538 |
| 40 to 44 | 1,046 | 736 | 675 | 651 | 651 | 579 | 610 | 606 |
| 45 to 49 | 1,003 | 846 | 732 | 714 | 746 | 804 | 740 | 686 |
| 50 to 54 | 828 | 1,021 | 1,114 | 1076 | 1091 | 1029 | 1075 | 900 |
| 55 to 59 | 607 | 843 | 811 | 859 | 898 | 838 | 811 | 753 |
| 60 to 64 | 474 | 727 | 844 | 725 | 671 | 663 | 671 | 742 |
| 65+ | 1,624 | 1,590 | 1,643 | 1672 | 1771 | 1839 | 1835 | 1,884 |

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000, 2010, and American Community Survey 5 Year Estimates 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, and 2016-2020.

It looks like the number of older adults is increasing. That is to say that 1,884 people over the age of 65 is more than 1,624 people over the age of 65 in 2000. But the other way to look at this is the number of people aged 45-64 in 2000 if they had stayed in their house would in 2020 all be aged 65+. So, in fact the people who are aged 45 or more in 2000 is 4,536 and these would all be 65+ in 2020. Thus, the fact that there are only 1,884 seniors means that 2,652 have either moved or died thus opening up a house for a younger family.

## Causes of Enrollment Change

Total enrollment numbers change when a child either enters or leaves a school. If no one ever moved into or out of an area then the 8th grade graduating class would be the same size as the entering kindergarten class. Children enter the school because they either are old enough to join the kindergarten class, they join the public school system instead of their private/parochial school, or they moved into the area from outside. Children leave a school when they move out of the area, their parents decide on alternative schooling options (private or parochial school or home schooling), or in the unlikely event that they die.

In reality though, people move all of the time and thus school enrollments change from year to year due to the difference in class size between the entering kindergarten class and the previous year's graduating class and the number of children who move into or out of the area.

# Enrollment Trends and Student Migration

Enrollment was increasing for 5 years from 2015/16 to 2019/20 when it peaked at 1,467 and has been decreasing for the past 3 years. As you can see from Table 4 that the 5 years of growth were in large part due to net migration into the system. So even when the entering Kindergarten class was much smaller than the exiting eighth grade there was still growth due to the net in-migration.

The net-migration in 2020-21 was only 1 child. This is probably due to Covid, either the quarantining which may have led some to home school their children or households not being able to relocate/sell their houses. In 2021/22 there is some in-migration, about half of the normal number and by 2022/23 it is almost back to normal.

## Table 4 -Enrollment History of River Forest Public Schools 2015/16 to 2022/23

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | K-8 | EC | Sp Ed | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 121 | 143 | 144 | 139 | 149 | 173 | 142 | 186 | 165 | 1362 | 9 | 0 | 1371 |
| 2016-2017 | 103 | 152 | 151 | 151 | 145 | 155 | 173 | 148 | 186 | 1364 | 17 | 10 | 1391 |
| 2017-2018 | 138. | 136 | 156 | 155 | 161 | 156 | 163 | 172 | 152 | 1389 | 26 | 10 | 1425 |
| 2018-2019 | 102 | 166 | 144 | 171 | 161 | 170 | 156 | 156 | 172 | 1398 | 27 | 8 | 1433 |
| 2019-2020 | 118 | 116 | 181 | 159 | 185 | 174 | 179 | 161 | 156 | 1429 | 28 | 10 | 1467 |
| 2020-2021 | 107 | 141 | 119 | 179 | 156 | 177 | 169 | 171 | 162 | 1381 | 27 | 8 | 1416 |
| 2021-2022 | 101 | 138 | 152 | 124 | 182 | 156 | 170 | 166 | 167 | 1356 | 31 | 10 | 1397 |
| 2022-2023 | 89 | 139 | 148 | 154 | 127 | 182 | 155 | 168 | 167 | 1329 | 35 | 10 | 1374 |

Table 5 shows the cohort that begins kindergarten in a given September and shows how their class size changes over the years through to graduation in June, nine years later. You can see that there are only 102 kindergarteners in 2011 but by graduation the class size has swelled to 156 students, a net gain of 54. This change is all in-migration to the school. There is a gain of around 50 students over the course of their nine years in school together regardless of which cohort you look at (though the later years are incomplete). You can also see looking at the data this way that some grades have much higher influxes of new students. The largest is the jump from kindergarten to first grade. The large increase from kindergarten to first grade may well be parents sending their children to private/parochial schools for kindergarten and then transferring their children to public schools when they enter first grade.

For most years there is also a nice sized increase each year of the elementary school. Kids are still entering in second, third and fourth grade. There was an increase from fourth to fifth grade in the 2011 cohort through the 2014 cohort and then this fell off and we are now seeing a leveling off or even the loss

of students. This is something that will need to be monitored in the next few years as the data is not yet available to see if this is going to become a negative trend or if it is merely a data blip. The most likely cause is the complete disruption of regular life caused by the Covid pandemic. It could easily be that parents elected to 'home school' children or make some alternative arrangements. Additionally fewer houses were sold so fewer new families moved into the township. It is likely to be a combination of the two.

## Table 5 - Following a Cohort Through the Grades

| Cohort K Entry Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Net Change |
|---|---|---|---|---|---|---|---|---|---|---|
| 2011-2012 | 102 | 127 | 128 | 134 | 149 | 155 | 163 | 156 | 156 | 54 |
| 2012-2013 | 107 | 131 | 130 | 139 | 145 | 156 | 156 | 161 | 162 | 55 |
| 2013-2014 | 99 | 131 | 144 | 151 | 161 | 170 | 179 | 171 | 167 | 68 |
| 2014-2015 | 96 | 143 | 151 | 155 | 161 | 174 | 169 | 166 | 167 | 71 |
| 2015-2016 | 121 | 152 | 156 | 171 | 185 | 177 | 170 | 168 | | 47 |
| 2016-2017 | 103 | 136 | 144 | 159 | 156 | 156 | 155 | | | 52 |
| 2017-2018 | 138 | 166 | 181 | 179 | 182 | 182 | | | | 44 |
| 2018-2019 | 102 | 116 | 119 | 124 | 127 | | | | | 25 |
| 2019-2020 | 118 | 141 | 152 | 154 | | | | | | 36 |
| 2020-2021 | 107 | 138 | 148 | | | | | | | 41 |
| 2021-2022 | 101 | 139 | | | | | | | | 38 |
| 2022-2023 | 89 | | | | | | | | | |

Table 6 shows that the enrollment change from one year to another broken out into its component pieces: class size differences between incoming kindergarteners and graduating 8th graders, the net migration into or out of the area and the modest changes to the EC and Special Education numbers.

## Table 6 – Components of Annual Enrollment Change 2016/17 to 2022/23

| Transition Year Sept to Sept | Change Total Enrollment | Entering K Vs Exiting 8 | Net Student Migration/ Transfer | Change EC | Change Special Education |
|---|---|---|---|---|---|
| 2016 to 2017 | 20 | -62 | 64 | 8 | 10 |
| 2017 to 2018 | 34 | -48 | 73 | 9 | 0 |
| 2018 to 2019 | 8 | -50 | 59 | 1 | -2 |
| 2019 to 2020 | 34 | -54 | 85 | 1 | 2 |
| 2020 to 2021 | -51 | -49 | 1 | -1 | -2 |
| 2021 to 2022 | -19 | -61 | 36 | 4 | 2 |
| 2022 to 2023 | -23 | -78 | 51 | 4 | 0 |

As mentioned earlier, there is net growth for the 4 years from 2016/17 to 2019/20 and then the schools start having lower enrollment so by 2022/23 they are almost exactly where they were in 2015/16. Every year the incoming Kindergarten class is smaller than the graduating 8th grade. The addition of new children means that either new families with school-aged children have moved in or that families are having additional children. We can rule out the additional children per family though by looking at the data (see Table 7). There are fewer large families (3 or more children) than there were a decade or two decades ago. Instead, more families appear to be having only 1 or 2 children. So the increase in new children entering the school has to be from families moving into the area or pulling their kids from private/parochial school. In either case, they are new families to the school system.

## Table 7 - Family Household Size 2000 through 2020

|  | 2000 | ACS 2007-2011 | ACS 2011-2015 | ACS 2016-2020 |
|---|---|---|---|---|
| Total Families | 2948 | 2638 | 2886 | 2754 |
| 2-person households | 40% | 38% | 42% | 41% |
| 3-person households | 21% | 21% | 19% | 23% |
| 4-person households | 22% | 23% | 30% | 28% |
| 5-person households | 18% | 18% | 9% | 8% |

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000 and American Community Survey 5-Year Estimates 2007-2011, 2011–15, and 2016-20.

**Table 8 – Annual Enrollment Change By Grade 2015/16 to 2022/23**

| Transition Sept to Sept | K-1 | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | Total |
|---|---|---|---|---|---|---|---|---|---|
| 2015 to 2016 | 31 | 9 | 9 | 7 | 8 | 0 | 4 | -1 | 67 |
| 2016 to 2017 | 31 | 8 | 7 | 6 | 6 | 0 | 6 | 0 | 64 |
| 2017 to 2018 | 33 | 4 | 4 | 10 | 11 | 8 | -1 | 4 | 73 |
| 2018 to 2019 | 28 | 8 | 15 | 6 | 9 | 0 | -7 | 0 | 59 |
| 2019 to 2020 | 14 | 15 | 15 | 14 | 13 | 9 | 5 | 0 | 85 |
| 2020 to 2021 | 23 | 3 | -2 | -3 | -8 | -5 | -8 | 1 | 1 |
| 2021 to 2022 | 31 | 11 | 5 | 3 | 0 | -7 | -3 | -4 | 36 |
| 2022 to 2023 | 38 | 10 | 2 | 3 | 0 | -1 | -2 | 1 | 51 |
| Average | 28.63 | 8.5 | 6.9 | 5.8 | 4.9 | 0.5 | -0.8 | 0.1 | 54.5 |

The change from kindergarten to first grade is always a big growth year. There are lots of families who may make alternative decisions about kindergarten or who have just moved into the area to be there when first grade starts. The average for the eight years is an influx of 28.6 students in the transition from kindergarten to first grade. And the number steadily decreases as the kids get older. Thus, there are only 8.5 new students entering between first and second grade. Only 6.9 between second and third grade such that by the time you get to transitions from fifth grade on there is less than 1 additional child.

Covid appears to have had a profound effect on the enrollment numbers for mid to upper grades. The youngest don't seem to be affected. The enrollment changes from 2020 to 2022 for second grade through eighth grade are a net loss. In 2020 second through eighth grade is a loss of 25 students, 2021 is a loss of six students, and 2022 we begin to return to normal with a very modest gain of three students.

## Enrollment Change in the Individual Schools

Annual grade-by-grade enrollments for Lincoln and Willard elementary schools and Roosevelt Middle School from 2015 to 2022 are provided in Tables 9, 11 and 13. Tables 10, 12, and 14 show the same date by cohort year instead of by school year. The advantage of the school year is this is the group that you actually have in your building. The advantage of looking at it by cohort is that you can more easily see where new students have been added or students have left.

**Lincoln Elementary School** was going through a growth phase for the first three to four years and then in 2019 the numbers started decreasing. By September 2022 the school was 58 students less than at its height of 403 students and had lost all of the gains from 2015.

The incoming class of 2018 was dramatically smaller than the other classes and that small class size has continued to bring down the numbers for the subsequent five years as the students go through the school. When you look at Table 10 you can see that the 2018 class of only 48 initial kindergarteners in fact grows by 14 students which is a little lower rate than the other classes. But it is really the fact that the initial class had only 48 students versus a class size of 62 or 72 like the classes above and below it that makes the school size smaller.

## Table 9 –Enrollment History of Lincoln Elementary School 2015/16 to 2022/23

| School Year | K | 1 | 2 | 3 | 4 | K-4 | EC | Sp Ed | Total |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 69 | 83 | 75 | 81 | 83 | 391 | 0 | 0 | 391 |
| 2016-2017 | 64 | 78 | 88 | 81 | 86 | 397 | 0 | 0 | 397 |
| 2017-2018 | 72 | 79 | 80 | 89 | 83 | 403 | 0 | 0 | 403 |
| 2018-2019 | 48 | 89 | 83 | 89 | 93 | 402 | 0 | 0 | 402 |
| 2019-2020 | 63 | 54 | 93 | 90 | 91 | 391 | 0 | 0 | 391 |
| 2020-2021 | 61 | 68 | 56 | 89 | 86 | 360 | 0 | 0 | 360 |
| 2021-2022 | 55 | 77 | 72 | 58 | 91 | 353 | 0 | 0 | 353 |
| 2022-2023 | 52 | 77 | 82 | 72 | 62 | 345 | 0 | 0 | 345 |

**Table 10 - Cohort Enrollment Changes at Lincoln Elementary School**

| Cohort | K | 1 | 2 | 3 | 4 | Net Change |
|--------|---|---|---|---|---|-----------|
| 2015-2016 | 69 | 78 | 80 | 89 | 91 | 22 |
| 2016-2017 | 64 | 79 | 83 | 90 | 86 | 22 |
| 2017-2018 | 72 | 89 | 93 | 89 | 91 | 19 |
| 2018-2019 | 48 | 54 | 56 | 58 | 62 | 14 |
| 2019-2020 | 63 | 68 | 72 | 72 | | 9 |
| 2020-2021 | 61 | 77 | 82 | | | 21 |
| 2021-2022 | 55 | 77 | | | | 22 |
| 2022-2023 | 52 | | | | | |

**Willard Elementary School**, like Lincoln, went through a growth phase for the first four years and then in 2020 the numbers started decreasing. By September 2022 the school was 49 students less than at its height of 396 students. Though it was still 33 students above where it had been in 2015.

Table 12 shows that the incoming classes of 2016 and 2022 are dramatically smaller than the other classes. But unlike at Lincoln the 2016 cohort has some larger additions making their class size 'average'. And in fact, by fourth grade the 2016 cohort is larger than the 2018 cohort that started out 15 children larger. The 2022 class we won't know about for several years.

**Table 11 – Enrollment History of Willard Elementary School 2015/16 to 2022/23**

| School Year | K | 1 | 2 | 3 | 4 | K-4 | EC | Sp Ed | Total |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 52 | 60 | 69 | 58 | 66 | 305 | 9 | 0 | 314 |
| 2016-2017 | 39 | 74 | 63 | 70 | 59 | 305 | 17 | 0 | 322 |
| 2017-2018 | 66 | 57 | 76 | 66 | 78 | 343 | 26 | 0 | 369 |
| 2018-2019 | 54 | 77 | 61 | 82 | 68 | 342 | 27 | 0 | 369 |
| 2019-2020 | 55 | 62 | 88 | 69 | 94 | 368 | 28 | 0 | 396 |
| 2020-2021 | 46 | 73 | 63 | 90 | 70 | 342 | 27 | 0 | 369 |
| 2021-2022 | 46 | 61 | 80 | 66 | 91 | 344 | 31 | 0 | 375 |
| 2022-2023 | 37 | 62 | 66 | 82 | 65 | 312 | 35 | 0 | 347 |

**Table 12 – Cohort Enrollment Changes at Willard Elementary School**

| Cohort | K | 1 | 2 | 3 | 4 | Net Change |
|---|---|---|---|---|---|---|
| 2015-2016 | 52 | 74 | 76 | 82 | 94 | 42 |
| 2016-2017 | 39 | 57 | 61 | 69 | 70 | 31 |
| 2017-2018 | 66 | 77 | 88 | 90 | 91 | 25 |
| 2018-2019 | 54 | 62 | 63 | 66 | 65 | 11 |
| 2019-2020 | 55 | 73 | 80 | 82 | | 27 |
| 2020-2021 | 46 | 61 | 66 | | | 20 |
| 2021-2022 | 46 | 62 | | | | 16 |
| 2022-2023 | 37 | | | | | 347 |

**Roosevelt Middle School**, unlike the two elementary schools the total enrolhnent figures for the middle school are remarkably consistent across time. Over the eight years the total enrollment varied by only 36 students (from a low of 643 in 2017 to a high of 679 in 2020). When you look at the four grades in a given school year there is a lot of variation from the size of one to the size of the other (easily 30-40 students). But when you look at **Table 14** you can see that there is almost no change in class size once you get to fifth grade. The one exception is that there seems to be a small drop between sixth and seventh grade, we see this in all but one year (2017's cohort).

## Table 13 – Enrollment History of Roosevelt Middle School 2015/16 to 2022/23

| School Year | 5 | 6 | 7 | 8 | 5-8 | Sp Ed | Total |
|---|---|---|---|---|---|---|---|
| 2015-2016 | 173 | 142 | 186 | 165 | 666 | 0 | 666 |
| 2016-2017 | 155 | 173 | 148 | 186 | 662 | 0 | 662 |
| 2017-2018 | 156 | 163 | 172 | 152 | 643 | 0 | 643 |
| 2018-2019 | 170 | 156 | 156 | 172 | 654 | 0 | 654 |
| 2019-2020 | 174 | 179 | 161 | 156 | 670 | 0 | 670 |
| 2020-2021 | 177 | 169 | 171 | 162 | 679 | 0 | 679 |
| 2021-2022 | 156 | 170 | 166 | 167 | 659 | 0 | 659 |
| 2022-2023 | 182 | 155 | 168 | 167 | 672 | 0 | 672 |

# Table 14 – Cohort Enrollment Changes Roosevelt Middle School

| School Year | 5 | 6 | 7 | 8 | Net Change |
|---|---|---|---|---|---|
| 2015-2016 | 173 | 173 | 172 | 172 | 1 |
| 2016-2017 | 155 | 163 | 156 | 156 | 1 |
| 2017-2018 | 156 | 156 | 161 | 162 | 6 |
| 2018-2019 | 170 | 179 | 171 | 167 | -3 |
| 2019-2020 | 174 | 169 | 166 | 167 | -7 |
| 2020-2021 | 177 | 170 | 168 | | -9 |
| 2021-2022 | 156 | 155 | | | -1 |
| 2022-2023 | 182 | | | | |

Tables 15, 16, 17 show the change in total enrollment from one year to the next. This takes us back to the introduction where we discussed that school enrollment is comprised of the number of new students in/out of the school and the difference in size between the new incoming class and last year's graduating class. So, in these tables the first column of data tells the net difference in enrollment, which is really the bottom line. The second column tells the change from this year's entering class and last years graduating class. The third column is the number of students who entered the school in any of the grades to net out this difference. If you want to see which grades they entered you can consult one of the above tables where this is laid out in full detail. There was no material difference in EC or Special Education students, so I am not including them in this report.

Table 15 – as was noted earlier, there is an increase in enrollment for the first two years and then a steady decrease in enrollment with a large drop from 2019 to 2020. This is the beginning of the Covid pandemic and may well explain the size of the drop, though probably there would have been a decrease just a smaller one. The drop in the entering kindergarten versus the graduating fourth grade was comparable to the grades from 2017 to 2021. The difference is that instead of gaining twenty to thirty students, as was true in other years, in 2019-2020 there was the unprecedented net loss of one student. If the in-migration had been akin to other years, then the drop of 31 students would have been much lower and more similar to the years around it.

**Table 15 – Components of Annual Enrollment Change Lincoln Elementary School: September 2015 to September 2022**

| Transition Sept to Sept | Change Total Enrollment | Entering K vs Exiting 4 | Net Student Migration/Transfer |
|---|---|---|---|
| 2015 to 2016 | 4 | -19 | 23 |
| 2016 to 2017 | 6 | -14 | 20 |
| 2017 to 2018 | -1 | -35 | 34 |
| 2018 to 2019 | -11 | -30 | 19 |
| 2019 to 2020 | -31 | -30 | -1 |
| 2020 to 2021 | -7 | -31 | 24 |
| 2021 to 2022 | -8 | -39 | 31 |

**Table 16 – Components of Annual Enrollment Change Willard Elementary School: September 2015 to September 2022**

| Transition Sept to Sept | Change Total Enrollment | Entering K vs Exiting 4 | Net Student Migration/Transfer |
|---|---|---|---|
| 2015 to 2016 | 0 | -27 | 27 |
| 2016 to 2017 | 38 | 7 | 31 |
| 2017 to 2018 | -1 | -24 | 23 |
| 2018 to 2019 | 26 | -13 | 39 |
| 2019 to 2020 | -26 | -48 | 22 |
| 2020 to 2021 | 2 | -24 | 26 |
| 2021 to 2022 | -32 | -54 | 22 |

The thing most striking about Table 17 is how many years show a net out-migration of students. This is a very rare occurrence in the elementary schools whereas in the middle school it happens in four of the seven years. And it isn't just one or two students, there are twelve and fourteen students who leave in 2019-2021, this may be attributable to Covid however.

These numbers look much more 'lumpy'. It's hard to see why the changes in enrollment or the differences in entering vs graduating classes vary so widely. Table 14 helps smooth these out and explain that in fact different class cohorts are stable but they are different sizes one from another and thus create lumps as larger classes go through.

## Table 17 – Components of Annual Enrollment Change Roosevelt Middle School September 2015 to September 2022

| Transition Sept to Sept | Change Total Enrollment | Entering 5 vs Exiting 8 | Net Student Migration/Transfer |
|---|---|---|---|
| 2015 to 2016 | -4 | -10 | 6 |
| 2016 to 2017 | -19 | -30 | 11 |
| 2017 to 2018 | 11 | 18 | -7 |
| 2018 to 2019 | 16 | 2 | 14 |
| 2019 to 2020 | 9 | 21 | -12 |
| 2020 to 2021 | -20 | -6 | -14 |
| 2021 to 2022 | 13 | 15 | -2 |

Another way of looking at Tables 10, 12, and 14 is to look at where it is that we see new students joining a grade. Tables 10, 12, and 14 are looking at the class size whereas tables 18, 19, and 20 are looking at the net differences from year to year.

The striking thing in Table 18 is the loss of students in 2019-2020, which we believe to be attributable to the Covid pandemic. The other interesting thing to note is that though children join the school in every grade the number of them decreases over time. The kindergarten to first grade is particularly high and is potentially caused by a different mechanism (parents choosing full-day kindergarten), but there are still students joining in second, third and even fourth grade.

**Table 18 – Net Annual Student Migration/Transfer Lincoln 2015-2022**

| Transition Sept to Sept | K to $1^{st}$ | $1^{st}$ to $2^{nd}$ | $2^{nd}$ to $3^{rd}$ | $3^{rd}$ to $4^{th}$ | Total |
|---|---|---|---|---|---|
| 2015 to 2016 | 9 | 5 | 6 | 5 | 25 |
| 2016 to 2017 | 15 | 2 | 1 | 2 | 20 |
| 2017 to 2018 | 17 | 4 | 9 | 4 | 34 |
| 2018 to 2019 | 6 | 4 | 7 | 2 | 19 |
| 2019 to 2020 | 5 | 2 | -4 | -4 | -1 |
| 2020 to 2021 | 16 | 4 | 2 | 2 | 24 |
| 2021 to 2022 | 22 | 5 | 0 | 4 | 31 |
| Average | 12.9 | 3.7 | 3.0 | 2.1 | 21.7 |

In comparing Table 18 to Table 19 you see how much more growth there was at Willard elementary as opposed to Lincoln elementary. On average there were 5.4 more children added to Willard every year (27.1 versus 21.7). You still see a decrease as the grades go up but the number of first graders added is higher as are the numbers for each of the other grades.

**Table 19 – Net Annual Student Migration/Transfer Willard 2015-2022**

| Transition Sept to Sept | K to $1^{st}$ | $1^{st}$ to $2^{nd}$ | $2^{nd}$ to $3^{rd}$ | $3^{rd}$ to $4^{th}$ | Total |
|---|---|---|---|---|---|
| 2015 to 2016 | 22 | 3 | 1 | 1 | 27 |
| 2016 to 2017 | 18 | 2 | 3 | 8 | 31 |
| 2017 to 2018 | 11 | 4 | 6 | 2 | 23 |
| 2018 to 2019 | 8 | 11 | 8 | 12 | 39 |
| 2019 to 2020 | 18 | 1 | 2 | 1 | 22 |
| 2020 to 2021 | 15 | 7 | 3 | 1 | 26 |
| 2021 to 2022 | 16 | 5 | 2 | -1 | 22 |
| Average | 15.4 | 4.7 | 3.6 | 3.4 | 27.1 |

When we turn our attention to the Middle School, things are less rosy. There are many instances of more children leaving school than those entering school. It is not contained to a specific year (for example 2020) nor is it a single grade. There are students who leave between fifth and sixth grade, between sixth and seventh grade and even a few who leave between seventh and eighth.

**Table 20 – Net Annual Student Migration/Transfer Roosevelt 2015-2022**

| Transition Sept to Sept | 5th to 6th | 6th to 7th | 7th to 8th | Total |
|---|---|---|---|---|
| 2015 to 2016 | 0 | 6 | 0 | 6 |
| 2016 to 2017 | 8 | -1 | 4 | 11 |
| 2017 to 2018 | 0 | -7 | 0 | -7 |
| 2018 to 2019 | 9 | 5 | 0 | 14 |
| 2019 to 2020 | -5 | -8 | 1 | -12 |
| 2020 to 2021 | -7 | -3 | -4 | -14 |
| 2021 to 2022 | -1 | -2 | 1 | -2 |
| Average | .6 | -1.4 | 0.3 | -0.6 |

# The Enrollment Future of District 90

When building projections for student enrollment the first piece of information you need is total population estimates. I turned first to the Chicago Metropolitan Agency for Planning. They have created township based (Minor Civil Divisions or MCD) forecasts for 5-year increments starting in 2015 and running until 2050 (see Table 21)

## Table 21 – CMAP Household and Population Projections 2015 to 2050

|      | Households | Population | Average Household Size |
|------|------------|------------|------------------------|
| 2015 | 4,013 | 10,293 | 2.56 |
| 2020 | 4.246 | 10,709 | 2.52 |
| 2025 | 4,509 | 11,127 | 2.46 |
| 2030 | 4,807 | 11,604 | 2.41 |
| 2035 | 5,103 | 12,137 | 2.37 |
| 2040 | 5,211 | 12,319 | 2.36 |
| 2045 | 5,225 | 12,319 | 2.36 |
| 2050 | 5,227 | 12,319 | 2.36 |

Chicago Metropolitan Agency for Planning Forecasts for Minor Civil Divisions (MCDs), 2018.

There are some serious concerns with these numbers. First, they show an increase of over 1,200 households in the thirty-five years covered by their report. But as was mentioned earlier and in the previous report, there is very little land left to be built up to house 33% more families. The projected number for 2020 was 4,246 but in fact the actual number from the US Census Bureau's American Community Survey is only 4,040. A much more modest increase (27 households as opposed to 233).

It seems that the only way to accommodate this many new households would be some significant zoning changes. Either single family homes could be replaced with multiple units in the same location (either subdivide the property to create 2 or more stand-alone houses, build or convert the unit to a duplex, or build a multi-unit home instead of an existing home. The other option would be to convert office or industrial space to residential usage.

The other issue with this data is that the household numbers are increasing faster than the population numbers which means that the actual household size is going down. To have a drop of household size of 10% either more households are getting older so they are becoming empty nesters and the 'family' is smaller, the housing units are smaller so you can't have as many children and thus only smaller families are choosing to move in or people are choosing to be childless or have fewer children.

Instead of this option we used our own Projections which are based on the US Census Bureau's American Community Survey trends. We have already taken into account the changes in fertility, birth and death rates as well as migration. Those are all primary components of the projection model that we have built. Below in Table 22 are our proposed population changes.

## Table 22 – GeoLytics Population Projections 2022 to 2035

|  | Total Population | Aged 0-4 | Aged 5-9 |
|---|---|---|---|
| 2022 | 11,068 | 697 | 741 |
| 2027 | 10,980 | 617 | 707 |
| 2032 | 10,991 | 589 | 673 |
| 2035 | 10,981 | 593 | 677 |

GeoLytics Extended Premium Estimates 2022, 2027, 2032, 2035

Our numbers show a stable total population over the next 13 years with some fluctuations in the preschool aged cohort. There is a decrease over the next 13 years of preschoolers entering the township. The school aged children also show a drop but not as significantly. And then you look at them by cohort the you see that there is in fact growth from new families moving.

## Table 23 – GeoLytics Population Projections by cohort

|  | Total Population | Aged 0-4 | Aged 5-9 | Net Change |
|---|---|---|---|---|
| 2022 | 11,068 | 697 | 707 | 10 |
| 2027 | 10,980 | 617 | 673 | 56 |
| 2032 | 10,991 | 589 | 677 | 88 |

GeoLytics Extended Premium Estimates 2022, 2027, 2032, 2035

To build out annual class numbers we then ran the annual projections for ages 0-4 and then 5-9 as shown in Table 24.

## Table 24 – GeoLytics Population Projections 2022 to 2035

|  | Aged 0-4 | Aged 5-9 |
|---|---|---|
| 2022 | 697 | 741 |
| 2023 | 663 | 740 |
| 2024 | 641 | 738 |
| 2025 | 637 | 721 |
| 2026 | 622 | 714 |
| 2027 | 617 | 707 |
| 2028 | 609 | 702 |
| 2029 | 591 | 697 |
| 2030 | 594 | 682 |
| 2031 | 593 | 677 |
| 2032 | 589 | 673 |
| 2033 | 580 | 661 |
| 2034 | 580 | 660 |
| 2035 | 593 | 677 |

GeoLytics Extended Premium Estimates 2022 through 2035

In building the school enrollment model we look at the children aged 0-4 who are five years out, these will be the incoming elementary school children and we compart them to the projections for those aged 5-9 five years later to see about the growth in the cohort over the course of the 5 years. The other important weight that we use is to go back to Tables 18, 19, and 20 to determine the average growth rate per grade for that particular school.

When creating Series A (low), Series B (anticipated) and Series C (high) projections we used the same initial input numbers for the total population. But there are a few numbers that were altered. First the number of students entering the average grade (Tables 18, 19, and 20). For the average (B) we used those numbers, for the low (A) we dropped the highest two of the seven years and re-averaged the number and then instead added that number and for the high (C) we dropped the lowest two of the seven years and re-averaged the number and then instead added that number. Another change in the high number (C) was that we ignored what we believe to be the 'Covid' effect on the numbers and used some of the pre-Covid numbers. This was especially true in the Roosevelt numbers from Table 20. We felt that now that schools are operating mostly normally and the real estate market has recovered that the numbers should start to pick up. For the low number (A) we assumed that it isn't just Covid but that the economic issues that the pandemic created and the instabilities will stay with us and we continued this negative trend. Hopefully this will not happen, but it needs to be included in a 'low' version.

In the Low (A) version the total school enrollment for each school is about the same as the lowest average enrollment for the past eight years.

## Table 25 – Lincoln Elementary Projections LOW (A) 2023/24 to 2027/28

|  | K | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|---|
| 2022-2023 | 52 | 77 | 82 | 72 | 62 | 345 |
| 2023-2024 | 46 | 62 | 80 | 84 | 74 | 346 |
| 2024-2025 | 61 | 56 | 65 | 82 | 86 | 350 |
| 2025-2026 | 59 | 71 | 59 | 67 | 84 | 340 |
| 2026-2027 | 61 | 69 | 74 | 61 | 69 | 334 |
| 2027-2028 | 48 | 71 | 72 | 76 | 63 | 330 |

## Table 26 – Willard Elementary Projections LOW (A) 2023/24 to 2027/28

|  | K | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|---|
| 2022-2023 | 37 | 62 | 66 | 82 | 65 | 312 |
| 2023-2024 | 34 | 51 | 65 | 68 | 83 | 301 |
| 2024-2025 | 49 | 48 | 54 | 67 | 69 | 287 |
| 2025-2026 | 52 | 63 | 51 | 56 | 68 | 290 |
| 2026-2027 | 50 | 66 | 66 | 53 | 57 | 292 |
| 2027-2028 | 40 | 64 | 69 | 68 | 54 | 295 |

## Table 27 – Roosevelt Middle School Projections LOW (A) 2023/24 - 2032/2033

|  | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|
| 2022-2023 | 182 | 155 | 168 | 167 | 672 |
| 2023-2024 | 127 | 181 | 153 | 168 | 629 |
| 2024-2025 | 157 | 126 | 179 | 153 | 615 |
| 2025-2026 | 155 | 156 | 124 | 179 | 614 |
| 2026-2027 | 152 | 154 | 154 | 124 | 584 |
| 2027-2028 | 126 | 151 | 152 | 154 | 583 |
| 2028-2029 | 117 | 125 | 149 | 152 | 543 |
| 2029-2030 | 147 | 116 | 123 | 149 | 535 |
| 2030-2031 | 148 | 146 | 114 | 123 | 531 |
| 2031-2032 | 148 | 147 | 144 | 114 | 553 |
| 2032-2033 | 125 | 147 | 145 | 144 | 561 |

In the Average (B) version the total school enrollment for each school is about the same as the average enrollment for the past eight years.

### Table 28 – Lincoln Elementary Projections EXPECTED (B) 2023/24 to 2027/28

|           | K  | 1  | 2  | 3  | 4  | Total |
|-----------|----|----|----|----|----|-------|
| 2022-2023 | 52 | 77 | 82 | 72 | 62 | 345   |
| 2023-2024 | 58 | 65 | 81 | 85 | 74 | 363   |
| 2024-2025 | 62 | 71 | 69 | 84 | 87 | 373   |
| 2025-2026 | 59 | 75 | 75 | 72 | 86 | 367   |
| 2026-2027 | 61 | 72 | 79 | 78 | 74 | 364   |
| 2027-2028 | 55 | 74 | 76 | 82 | 81 | 368   |

### Table 29 – Willard Elementary Projections EXPECTED (B) 2023/24 to 2027/28

|           | K  | 1  | 2  | 3  | 4  | Total |
|-----------|----|----|----|----|----|-------|
| 2022-2023 | 37 | 62 | 66 | 82 | 65 | 312   |
| 2023-2024 | 44 | 52 | 67 | 70 | 85 | 318   |
| 2024-2025 | 50 | 59 | 57 | 71 | 73 | 310   |
| 2025-2026 | 52 | 65 | 64 | 61 | 74 | 316   |
| 2026-2027 | 46 | 67 | 70 | 68 | 64 | 315   |
| 2027-2028 | 48 | 61 | 72 | 74 | 71 | 326   |

### Table 30 – Roosevelt Middle School Projections EXPECTED (B) 2023/24 to 2032/2033

|           | 5   | 6   | 7   | 8   | Total |
|-----------|-----|-----|-----|-----|-------|
| 2022-2023 | 182 | 155 | 168 | 167 | 672   |
| 2023-2024 | 127 | 183 | 154 | 168 | 632   |
| 2024-2025 | 159 | 128 | 182 | 154 | 623   |
| 2025-2026 | 160 | 160 | 127 | 182 | 629   |
| 2026-2027 | 160 | 161 | 159 | 127 | 607   |
| 2027-2028 | 138 | 161 | 160 | 159 | 618   |
| 2028-2029 | 152 | 139 | 160 | 160 | 611   |
| 2029-2030 | 162 | 153 | 138 | 160 | 613   |
| 2030-2031 | 161 | 163 | 152 | 138 | 614   |
| 2031-2032 | 157 | 162 | 162 | 152 | 633   |
| 2032-2033 | 153 | 158 | 161 | 162 | 634   |

In the High (C) version the total school enrollment for each school is about the same as the highest average enrollment for the past eight years.

## Table 31 – Lincoln Elementary Projections HIGH (C) 2023/24 to 2027/28

|           | K  | 1  | 2  | 3  | 4  | Total |
|-----------|----|----|----|----|----|-------|
| 2022-2023 | 52 | 77 | 82 | 72 | 62 | 345   |
| 2023-2024 | 65 | 68 | 81 | 87 | 75 | 376   |
| 2024-2025 | 61 | 81 | 72 | 86 | 90 | 390   |
| 2025-2026 | 59 | 77 | 85 | 77 | 89 | 387   |
| 2026-2027 | 61 | 75 | 81 | 90 | 80 | 387   |
| 2027-2028 | 57 | 77 | 79 | 86 | 93 | 392   |

## Table 32 – Willard Elementary Projections HIGH (C) 2023/24 to 2027/28

|           | K  | 1  | 2  | 3  | 4  | Total |
|-----------|----|----|----|----|----|-------|
| 2022-2023 | 37 | 62 | 66 | 82 | 65 | 312   |
| 2023-2024 | 52 | 55 | 68 | 70 | 86 | 331   |
| 2024-2025 | 49 | 70 | 61 | 72 | 74 | 326   |
| 2025-2026 | 52 | 67 | 76 | 65 | 76 | 336   |
| 2026-2027 | 50 | 70 | 73 | 80 | 69 | 342   |
| 2027-2028 | 48 | 68 | 76 | 77 | 84 | 353   |

## Table 33 – Roosevelt Middle School Projections HIGH (C) 2023/24 -2032/2033

|           | 5   | 6   | 7   | 8   | Total |
|-----------|-----|-----|-----|-----|-------|
| 2022-2023 | 182 | 155 | 168 | 167 | 672   |
| 2023-2024 | 133 | 190 | 161 | 171 | 655   |
| 2024-2025 | 167 | 141 | 196 | 164 | 668   |
| 2025-2026 | 170 | 175 | 147 | 199 | 691   |
| 2026-2027 | 171 | 178 | 181 | 150 | 680   |
| 2027-2028 | 155 | 179 | 184 | 184 | 702   |
| 2028-2029 | 183 | 163 | 185 | 187 | 718   |
| 2029-2030 | 176 | 191 | 169 | 188 | 724   |
| 2030-2031 | 177 | 184 | 197 | 172 | 730   |
| 2031-2032 | 177 | 185 | 190 | 200 | 752   |
| 2032-2033 | 171 | 185 | 191 | 193 | 740   |

## Table 34 – District Projections by Grade LOW (A) 2023/24 to 2032/33

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2022-2023 | 89 | 139 | 148 | 154 | 127 | 182 | 155 | 168 | 167 | 1329 |
| 2023-2024 | 80 | 113 | 145 | 152 | 157 | 127 | 181 | 153 | 168 | 1276 |
| 2024-2025 | 110 | 104 | 119 | 149 | 155 | 157 | 126 | 179 | 153 | 1252 |
| 2025-2026 | 111 | 134 | 110 | 123 | 152 | 155 | 156 | 124 | 179 | 1244 |
| 2026-2027 | 111 | 135 | 140 | 114 | 126 | 152 | 154 | 154 | 124 | 1210 |
| 2027-2028 | 88 | 135 | 141 | 144 | 117 | 126 | 151 | 152 | 154 | 1208 |
| 2028-2029 | 96 | 112 | 141 | 145 | 147 | 117 | 125 | 149 | 152 | 1184 |
| 2029-2030 | 98 | 122 | 118 | 145 | 148 | 147 | 116 | 123 | 149 | 1166 |
| 2030-2031 | 97 | 121 | 128 | 122 | 148 | 148 | 146 | 114 | 123 | 1147 |
| 2031-2032 | 99 | 123 | 127 | 132 | 125 | 148 | 147 | 144 | 114 | 1159 |
| 2032-2033 | 101 | 125 | 129 | 131 | 135 | 125 | 147 | 145 | 144 | 1182 |

## Table 35 – District Projections by Grade EXPECTED (B) 2023/24 to 2032/33

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2022-2023 | 89 | 139 | 148 | 154 | 127 | 182 | 155 | 168 | 167 | 1329 |
| 2023-2024 | 102 | 117 | 148 | 155 | 159 | 131 | 183 | 154 | 168 | 1317 |
| 2024-2025 | 112 | 130 | 126 | 155 | 160 | 163 | 132 | 182 | 154 | 1314 |
| 2025-2026 | 111 | 140 | 139 | 133 | 160 | 164 | 164 | 131 | 182 | 1324 |
| 2026-2027 | 107 | 139 | 149 | 146 | 138 | 164 | 165 | 163 | 131 | 1302 |
| 2027-2028 | 103 | 135 | 148 | 156 | 152 | 142 | 165 | 164 | 163 | 1328 |
| 2028-2029 | 96 | 131 | 144 | 155 | 162 | 116 | 143 | 164 | 164 | 1275 |
| 2029-2030 | 103 | 124 | 140 | 151 | 161 | 164 | 117 | 142 | 164 | 1266 |
| 2030-2031 | 99 | 131 | 133 | 147 | 157 | 165 | 165 | 116 | 142 | 1255 |
| 2031-2032 | 101 | 127 | 140 | 140 | 153 | 165 | 166 | 164 | 116 | 1272 |
| 2032-2033 | 103 | 129 | 136 | 147 | 145 | 142 | 166 | 165 | 164 | 1297 |

## Table 36 – District Projections by Grade HIGH (C) 2023/24 to 2032/33

|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2022-2023 | 89 | 139 | 148 | 154 | 127 | 182 | 155 | 168 | 167 | 1329 |
| 2023-2024 | 117 | 123 | 149 | 157 | 161 | 133 | 190 | 161 | 171 | 1362 |
| 2024-2025 | 114 | 151 | 133 | 158 | 164 | 167 | 141 | 196 | 164 | 1388 |
| 2025-2026 | 112 | 144 | 161 | 142 | 165 | 170 | 175 | 147 | 199 | 1415 |
| 2026-2027 | 111 | 145 | 154 | 170 | 149 | 171 | 178 | 181 | 150 | 1409 |
| 2027-2028 | 105 | 145 | 155 | 163 | 177 | 155 | 179 | 184 | 184 | 1447 |
| 2028-2029 | 98 | 139 | 155 | 164 | 170 | 183 | 163 | 185 | 187 | 1444 |
| 2029-2030 | 104 | 132 | 149 | 164 | 171 | 176 | 191 | 169 | 188 | 1444 |
| 2030-2031 | 100 | 138 | 142 | 158 | 171 | 177 | 184 | 197 | 172 | 1439 |
| 2031-2032 | 102 | 134 | 148 | 151 | 165 | 177 | 185 | 190 | 200 | 1452 |
| 2032-2033 | 104 | 136 | 144 | 157 | 158 | 171 | 185 | 191 | 193 | 1439 |

The actual annual projected number for each school by grade is in their respective tables and I've already described the basic manner for calculating them. But I would like to talk about the total enrollment at each school, focusing on the Average (B), which I believe is the most likely.

Projecting the enrollment numbers for the Middle School for the next five years can be done with some certainty because these students are already enrolled in one of the two elementary schools in the system. The unknown piece is how many new students will enter the school. This of course, is tricky and explains the low, average, high version of the estimates. Low is based on the past few years' negative enrollment; Average is continuing on with what has been normal and High is going back to the growth model that had been occurring seven or eight years ago.

Determining what the size of the incoming kindergarten class will be is the most complicated. The other numbers can be modeled based upon this number and the three variations of the low, average, and high class weights. For this we had to rely heavily on the population projections and their fluctuating numbers to determine likely entry class size.

In the Low (A) version we kept the ill effects on enrollment for another year, had some recovery from built up potential and then had it settle back to the low average.

In the Average (B) version we recovered from the built-up potential from Covid next year and for the next few years and then settled back to the average numbers. There are some fluctuations because of the fluctuations that we see in the population estimates for 0-4 and 5-9 year olds.

In the High (C) version we recover all of the lost potential from Covid in the next few years and then settle back down to the higher average numbers. There is still some fluctuations because of the population estimates fluctuations.

We expect the school district enrollment to be slightly less but very steady at about the 1,300 student level.

## Concluding Remarks

With projections there are no guarantees and none of us can know the future. Who would have predicted the Covid pandemic or other disasters that have befallen us. We have tried to amass the best information available and use our best professional judgement and techniques to build the strongest model with the most reasonable scenarios included. There will always be unforeseeable events so these projections should be monitored and verified annually to make necessary alterations.

We hope that the projections and other demographic information in this report will be helpful to the District 90 Board of Education, administrators, teachers, and concerned citizens as you all plan for the future space and staff needs for your schools.

Katia Segre Cohen, MA
GeoLytics, Inc., Branchburg, NJ
October 2022

# Kindergarten Program Review Committee
# Facilities Working Group Findings

The facilities working group reviewed the current elementary floor plans and allocation of space at each building. The working group team also conducted extensive walk-throughs of each building to assess space for a possible full-day kindergarten program expansion. It is important to note that each elementary school is uniquely configured and any repurposing of space will not be uniform across schools. The reconfiguration of space in one elementary school will likely impact building usage and building-specific programs in different ways.

Upon the completion of the building walk-throughs, draft floor plans were developed to incorporate additional kindergarten classrooms at Lincoln and Willard Elementary Schools. The draft plans for each school is limited to internal construction to be completed within the current footprint of each building. Proposed changes are outlined below and the building maps are included on the pages that follow.

## Conclusion: Lincoln Elementary School
Proposed reconfiguration of learning spaces:

- Subdivide the Library Learning Center (Room 107) to create a new instructional space

This particular space has been repurposed over the years as building and programming needs have evolved. Previously, the space was home to the Lincoln computer lab. When computer labs became obsolete, the space was incorporated back into the Library Learning Center. The new instructional space could accommodate an exploratory classroom.

- Subdivide the Multipurpose Room (Room 119)

The Multipurpose room subdivision would provide instructional spaces for small group classes that support four to five students at one time.

- Remove existing electrical data wireway from STEM room (Room 208)

The electrical data wireway is no longer in use, and would be removed eventually regardless of program expansion. The STEM class is currently configured around the data wireway, however, its removal would be essential in order to repurpose the space as an instructional classroom.

## Conclusion: Willard Elementary
Proposed reconfiguration of learning spaces:
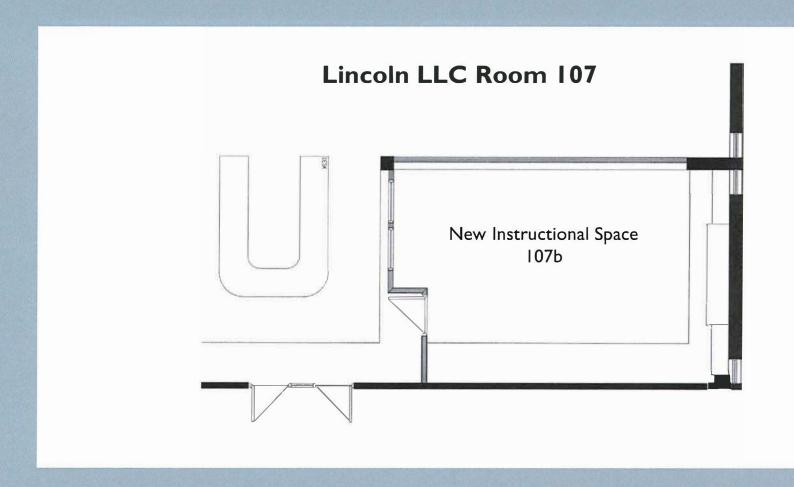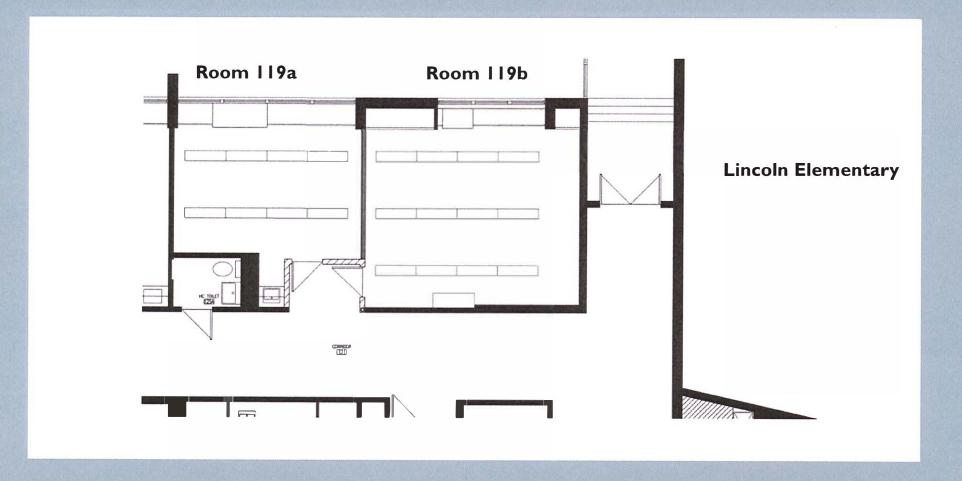
- Remove wall between Rooms 107 and 109
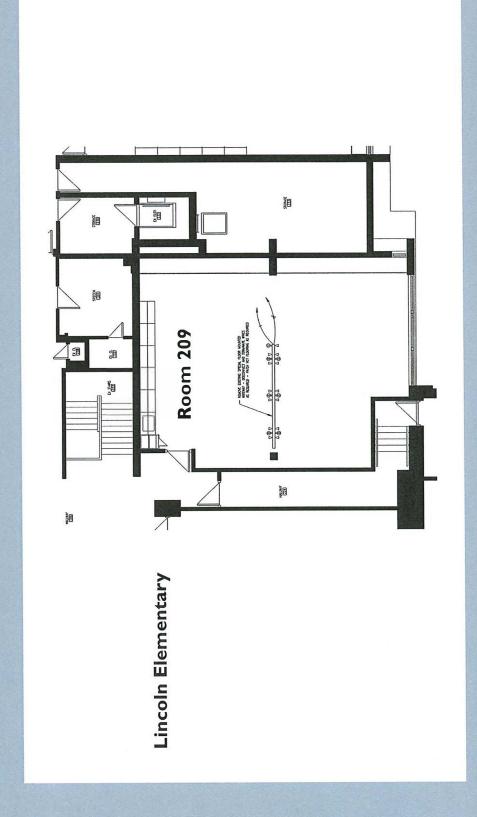
The removal of the wall between these rooms would allow for a larger Special Education instructional space that would be relocated in order to keep the kindergarten classrooms in close proximity to one another.
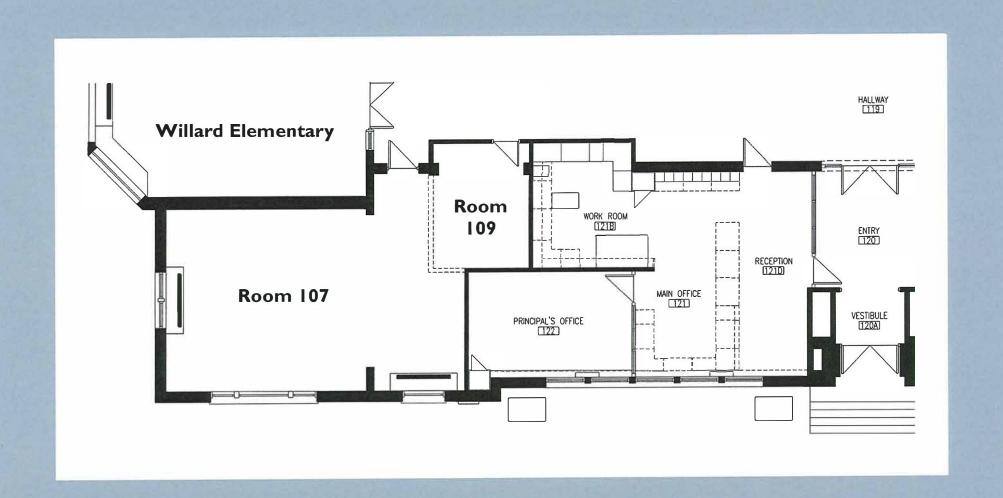
- Subdivide current Custodial Storage A and create a Copy/Workroom in front

The removal of the wall between Rooms 107 and 109 creates the need to shift office spaces for related service providers, which would be accommodated by shifting the Copy/Workroom to Custodial Storage A.

# Lincoln LLC Room 107

New Instructional Space
107b

Room 119a    Room 119b

Lincoln Elementary

**Lincoln Elementary**

Room 209

**Willard Elementary**

Room
109

Room 107

WORK ROOM
121B

ENTRY
120

RECEPTION
121D

MAIN OFFICE
121

PRINCIPAL'S OFFICE
122

VESTIBULE
120A

**Willard Elementary**

COMPUTER LAB
144A

**Custodial Storage**

AUDITORIUM
100

**New Copy Room**

STORAGE
106

S TOILET
145

HC TOIL
104

STAIRS
105A

CLASSROOM
115

CLOSET
117A

ENTRY
116

STORAGE
116A

# Kindergarten Program Review Committee
# Finance Working Group Findings

The finance working group conducted a cost analysis and developed cost assumptions for the following:

- Interior construction at each building
- Costs related to salary and benefits for additional kindergarten teachers
- Classroom supplies
- Classroom furniture and equipment
- Five-year financial projections

Cost related to kindergarten program expansion and five-year financial projections are included on the following pages.

## Conclusion: Education Fund Expenses

Salary – Additional 3.0 full-time equivalent (FTE) kindergarten teachers (two at Lincoln and one at Willard).
- Annual increases of 5.0%, 3.0%, 3.0%, and 3.0% for FY's 24-27 respectively

Benefits – Includes employer share of Teachers Retirement System (TRS), Teachers Health Insurance Security (THIS), and Medicare benefits.
- Health insurance – annual increases of 11.5%

Supplies – Year 1 includes $8000 each for 3 new teachers, plus $400 each for 60 new iPads. Years 2-4 includes $2000 for each new teacher, plus $400 each for 60 new iPads.

Removal of pension cost shift assumption from existing Long-Range Financial Plan, which reduces projected future expenditures.

## Conclusion: Operations and Maintenance Fund Expenses

Lincoln interior construction
- LLC Room 107 instructional space - $55,000
- Room 119 subdivision - $77,000
- Room 208 electrical/data wireway removal - $7000

Willard interior construction
- Rooms 107/109 throughway - $9000
- Storage Room subdivision - $45,000

Classroom furniture for 3 new classrooms and additional lunch tables - $20,000

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

## EDUCATION FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
### With Comparative Actual Amounts For FY 2021/22 and Projections
### For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior construction only)

| | Actual 2021/22 | Budget 2022/23 | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 24,731,503 | $ 24,563,048 | $ 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 |
| Receipts | 23,303,919 | 22,227,900 | 23,380,000 | 25,202,000 | 26,329,000 | 26,947,000 |
| Trans In | - | 5,000,000 | - | - | - | - |
| Expenditures | (23,472,374) | (24,542,700) | (25,644,300) | (26,811,000) | (27,964,000) | (29,092,000) |
| Ending Fund Balance, 6/30 | $ 24,563,048 | $ 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 | $ 19,594,948 |
| | | | | | | |
| **PRO FORMA WITH CHANGES:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 24,731,503 | $ 24,563,048 | $ 27,248,248 | $ 24,669,948 | $ 22,876,748 | $ 21,177,448 |
| Receipts | 23,303,919 | 22,227,900 | 23,380,000 | 25,202,000 | 26,329,000 | 26,947,000 |
| Trans In | - | 5,000,000 | - | - | - | - |
| Expenditures | (23,472,374) | (24,542,700) | (25,644,300) | (26,811,000) | (27,964,000) | (29,092,000) |
| **Changes to Expenditures:** | | | | | | |
| Removal of pension cost shift assumption | - | - | 123,000 | 250,000 | 386,000 | 527,000 |
| Xtra Full K Salary/Benefits | - | - | (389,000) | (404,200) | (420,300) | (437,300) |
| Xtra Full K Supplies | - | - | (48,000) | (30,000) | (30,000) | (30,000) |
| Ending Fund Balance, 6/30 | $ 24,563,048 | $ 27,248,248 | $ 24,669,948 | $ 22,876,748 | $ 21,177,448 | $ 19,092,148 |
| Net cost for first four years | | | | | | $ 502,800 |

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

### OPERATIONS AND MAINTENANCE FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
### With Comparative Actual Amounts For FY 2021/22 and Projections
### For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior construction only)

| | Actual 2021/22 | Budget 2022/23 | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | | | |
| | | | | | | |
| Beginning Fund Balance, 7/1 | $ 738,261 | $ 1,071,125 | $ 1,060,525 | $ 801,025 | $ 960,525 | $ 926,025 |
| Receipts | 2,247,361 | 2,149,000 | 2,115,500 | 2,115,500 | 2,115,500 | 2,115,500 |
| Trans In | 2,200,000 | - | - | - | - | - |
| Expenditures | (4,114,497) | (2,159,600) | (2,375,000) | (1,956,000) | (2,150,000) | (2,249,000) |
| Ending Fund Balance, 6/30 | $ 1,071,125 | $ 1,060,525 | $ 801,025 | $ 960,525 | $ 926,025 | $ 792,525 |
| | | | | | | |
| **PRO FORMA WITH CHANGES:** | | | | | | |
| | | | | | | |
| Beginning Fund Balance, 7/1 | $ 738,261 | $ 1,071,125 | $ 1,060,525 | $ 588,025 | $ 747,525 | $ 713,025 |
| Receipts | 2,247,361 | 2,149,000 | 2,115,500 | 2,115,500 | 2,115,500 | 2,115,500 |
| Trans In | 2,200,000 | - | - | - | - | - |
| Expenditures | (4,114,497) | (2,159,600) | (2,375,000) | (1,956,000) | (2,150,000) | (2,249,000) |
| **Changes to Expenditures:** | | | | | | |
| Cap exp for Full K construct | - | - | (193,000) | - | - | - |
| Xtra misc for addt'l rooms | - | - | (20,000) | - | - | - |
| Ending Fund Balance, 6/30 | $ 1,071,125 | $ 1,060,525 | $ 588,025 | $ 747,525 | $ 713,025 | $ 579,525 |
| Cost for first three years | | | | | | $ 213,000 |

2

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

## COMBINED PROJECTED ENDING FUND BALANCES - OPERATING FUNDS
## FISCAL YEARS 2024 - 2027 (with proforma FDK changes - interior construction only)

| Fund | | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | | |
| Education | $ | 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 | $ 19,594,948 |
| Operations and Maintenance | | 1,060,525 | 801,025 | 960,525 | 926,025 | 792,525 |
| Transportation | | 580,483 | 845,483 | 871,483 | 677,483 | 457,483 |
| Working Cash | | 59,988 | 9,671,988 | 9,823,988 | 9,975,988 | 10,112,988 |
| Total Projected Ending Fund Balances, Operating Funds | $ | 28,949,244 | $ 36,302,444 | $ 35,030,944 | $ 33,319,444 | $ 30,957,944 |
| **PRO FORMA WITH CHANGES:** | | | | | |
| Education | $ | 27,248,248 | $ 24,669,948 | $ 22,876,748 | $ 21,177,448 | $ 19,092,148 |
| Operations and Maintenance | | 1,060,525 | 588,025 | 747,525 | 713,025 | 579,525 |
| Transportation | | 580,483 | 845,483 | 871,483 | 677,483 | 457,483 |
| Working Cash | | 59,988 | 9,671,988 | 9,823,988 | 9,975,988 | 10,112,988 |
| Total Projected Ending Fund Balances, Operating Funds | $ | 28,949,244 | $ 35,775,444 | $ 34,319,744 | $ 32,543,944 | $ 30,242,144 |
| Net change in Ending Fund Balances | | | | | | $ (715,800) |

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

### EDUCATION FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
### With Comparative Actual Amounts For FY 2021/22 and Projections
### For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior plus 4 classroom add)

| | Actual 2021/22 | Budget 2022/23 | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 24,731,503 | $ 24,563,048 | $ 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 |
| Receipts | 23,303,919 | 22,227,900 | 23,380,000 | 25,202,000 | 26,329,000 | 26,947,000 |
| Trans In | -- | 5,000,000 | - | -- | - | - |
| Expenditures | (23,472,374) | (24,542,700) | (25,644,300) | (26,811,000) | (27,964,000) | (29,092,000) |
| Ending Fund Balance, 6/30 | $ 24,563,048 | $ 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 | $ 19,594,948 |
| | | | | | | |
| **PRO FORMA WITH CHANGES:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 24,731,503 | $ 24,563,048 | $ 27,248,248 | $ 24,669,948 | $ 22,137,348 | $ 19,670,548 |
| Receipts | 23,303,919 | 22,227,900 | 23,380,000 | 25,202,000 | 26,329,000 | 26,947,000 |
| Trans In | -- | 5,000,000 | - | - | - | - |
| Expenditures | (23,472,374) | (24,542,700) | (25,644,300) | (26,811,000) | (27,964,000) | (29,092,000) |
| **Changes to Expenditures:** | | | | | | |
| Removal of pension cost shift assumption | - | - | 123,000 | 250,000 | 386,000 | 527,000 |
| Xtra Full K Salary/Benefits | - | - | (389,000) | (808,400) | (840,600) | (874,600) |
| Xtra Support Serv Sal/Ben | - | - | - | (303,200) | (315,200) | (328,000) |
| Xtra Full K Supplies | - | - | (48,000) | (62,000) | (62,000) | (62,000) |
| Ending Fund Balance, 6/30 | $ 24,563,048 | $ 27,248,248 | $ 24,669,948 | $ 22,137,348 | $ 19,670,548 | $ 16,787,948 |
| Net cost for first four years | | | | | | $ 2,807,000 |

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

**OPERATIONS AND MAINTENANCE FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23**
**With Comparative Actual Amounts For FY 2021/22 and Projections**
**For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior plus 4 classroom add)**

| | Actual 2021/22 | Budget 2022/23 | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 738,261 | $ 1,071,125 | $ 1,060,525 | $ 801,025 | $ 960,525 | $ 926,025 |
| Receipts | 2,247,361 | 2,149,000 | 2,115,500 | 2,115,500 | 2,115,500 | 2,115,500 |
| Trans In | 2,200,000 | - | - | - | - | - |
| Expenditures | (4,114,497) | (2,159,600) | (2,375,000) | (1,956,000) | (2,150,000) | (2,249,000) |
| Ending Fund Balance, 6/30 | $ 1,071,125 | $ 1,060,525 | $ 801,025 | $ 960,525 | $ 926,025 | $ 792,525 |
| | | | | | | |
| **PRO FORMA WITH CHANGES:** | | | | | | |
| Beginning Fund Balance, 7/1 | $ 738,261 | $ 1,071,125 | $ 1,060,525 | $ 588,025 | $ (4,086,475) | $ (4,120,975) |
| Receipts | 2,247,361 | 2,149,000 | 2,115,500 | 2,115,500 | 2,115,500 | 2,115,500 |
| Trans In | 2,200,000 | - | - | - | - | - |
| Expenditures | (4,114,497) | (2,159,600) | (2,375,000) | (1,956,000) | (2,150,000) | (2,249,000) |
| **Changes to Expenditures:** | | | | | | |
| Cap exp for Full K construct | - | - | (193,000) | (4,796,000) | - | - |
| Xtra misc for addt'l rooms | - | - | (20,000) | (38,000) | - | - |
| Ending Fund Balance, 6/30 | $ 1,071,125 | $ 1,060,525 | $ 588,025 | $ (4,086,475) | $ (4,120,975) | $ (4,254,475) |
| Cost for first three years | | | | | | $ 5,047,000 |

# RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

### COMBINED PROJECTED ENDING FUND BALANCES - OPERATING FUNDS
### FISCAL YEARS 2024 - 2027 (with proforma FDK changes - interior plus 4 classroom add)

| Fund | Projected 2023/24 | Projected 2024/25 | Projected 2025/26 | Projected 2026/27 |
|---|---|---|---|---|
| **CURRENT PROJECTIONS:** | | | | |
| Education | $ 27,248,248 | $ 24,983,948 | $ 23,374,948 | $ 21,739,948 | $ 19,594,948 |
| Operations and Maintenance | 1,060,525 | 801,025 | 960,525 | 926,025 | 792,525 |
| Transportation | 580,483 | 845,483 | 871,483 | 677,483 | 457,483 |
| Working Cash | 59,988 | 9,671,988 | 9,823,988 | 9,975,988 | 10,112,988 |
| Total Projected Ending Fund Balances, Operating Funds | $ 28,949,244 | $ 36,302,444 | $ 35,030,944 | $ 33,319,444 | $ 30,957,944 |
| **PRO FORMA WITH CHANGES:** | | | | |
| Education | $ 27,248,248 | $ 24,669,948 | $ 22,137,348 | $ 19,670,548 | $ 16,787,948 |
| Operations and Maintenance | 1,060,525 | 588,025 | (4,086,475) | (4,120,975) | (4,254,475) |
| Transportation | 580,483 | 845,483 | 871,483 | 677,483 | 457,483 |
| Working Cash | 59,988 | 9,671,988 | 9,823,988 | 9,975,988 | 10,112,988 |
| Total Projected Ending Fund Balances, Operating Funds | $ 28,949,244 | $ 35,775,444 | $ 28,746,344 | $ 26,203,044 | $ 23,103,944 |
| Net change in Ending Fund Balances | | | | | $ (7,854,000) |

# Kindergarten Program Review Committee
# Community Perception Survey Results

The Community Perception Survey working group disseminated the survey to all District 90 staff and River Forest residents in early December 2022. The link to the survey was included in the District 90 December Weekly Update to families. The River Forest Public Library and the Village of River Forest also included the survey QR code in their community fliers/communications to allow for broader community access. Designed with "skip logic," the survey was intentionally constructed to capture the range of individual circumstances, backgrounds, or experiences with District 90 of the survey respondents. There were 754 total responses to the survey that also included 351 qualitative feedback responses. The survey team reviewed the qualitative responses for recurring themes that are highlighted below; please see the attached exhibits including the perception survey instrument and the comprehensive quantitative data.

**Primary/Secondary Themes Identified from Qualitative Responses - Questions 31, 33, 34**
***(For additional context please reference questions 15, 23, 26, 30)***

The following questions from the survey instrument offered respondents the option to provide qualitative feedback and yielded substantial data. For each question, the KPR survey team collaborated to identify the primary theme, additional prominent themes, and other recurring themes to the degree possible. Though this thematic approach blurs the specific feedback details, it provides a more efficient way for individuals to consider large amounts of qualitative data. The KPR survey team apologizes in advance for any oversights or omissions that may have occurred from processing the qualitative data through a thematic approach but hope this document provides a useful summary.

Question 31: *If any, please identify program elements that you believe the current D90 kindergarten program may be lacking. Please check any that apply (or specify "other elements"):*

PRIMARY THEME:

- The predominant desired improvement for the D90 kindergarten program would be a shift to full-day structure.

ADDITIONAL PROMINENT THEMES:

- Increased instructional time in kindergarten is perceived as vital for student success.
- The current program model is perceived as inequitable for stakeholders across the community.

OTHER RECURRING THEMES:

- It is perceived that specific curriculum elements (i.e. science, social emotional learning, play) are not provided to an optimal level in the current program model.
- There is a perceived need for additional support for diverse circumstances of families (i.e. transportation, costs, scheduling, social emotional considerations).

Question 33: *Please use this comment box to provide additional information you would like to share about any of the questions asked previously:*

PRIMARY THEME:

- It is perceived across stakeholder groups that increased instructional and social-emotional needs require expanding the current kindergarten model to a full-day program.

ADDITIONAL PROMINENT THEMES:

- The current kindergarten model is perceived to put District 90 students at a competitive disadvantage and is outdated.
- It is perceived that the resources available to our school community can support the implementation of a full day program, if identified as a priority.
- District 90 kindergarten teachers are perceived as outstanding.
- There is a perception that critical kindergarten foundations are essential for academic success but difficult to ensure by supplementing at home or with complementary programs.

OTHER RECURRING THEMES:

- Alternate kindergarten options are available in the community for families desiring a full-day program; however, they are often selected specifically because D90 offers half-day programming.
- It is perceived by many individuals that District 90 should provide a full-day program like similarly situated communities immediately.
- Expanded kindergarten programming will have implications for finances and facilities that must be considered.

Question 34: *Do you have a relevant story or personal experience pertaining to kindergarten in District 90 that you would like to share?  If so, please insert it in the comment box:*

PRIMARY THEME:

- It is perceived by many individuals that the current half-day kindergarten program is not optimal and must be expanded.

ADDITIONAL PROMINENT THEMES:

- Many families enroll in private/alternate programs in lieu of District 90 to access full-day kindergarten programming.
- District 90 kindergarten teachers are perceived as dedicated and excellent but do not have adequate time to provide all that is needed in an optimal program.
- The current kindergarten program model is perceived as outdated and requiring improvement.

OTHER RECURRING THEMES:

- Many families move to River Forest and are surprised and disappointed by the current half-day program model; others do not move to River Forest because full day is not offered.
- It is perceived that the current half-day program model does not meet the learning needs of many students fully.

District 90 Kindergarten Program Review

Perception Survey Instrument

Administered December 2022

# River Forest District 90 Kindergarten Program Survey

Created on 10/27/2022  |  16 pages, 39 questions

Edit design  |  Preview survey  |  Send survey  |  Analyze Results

**SURVEYMONKEY GENIUS**

| TOTAL RESPONSES | OVERALL SURVEY STATUS | • | NOTIFICATIONS ❓ | |
|---|---|---|---|---|
| 754 | CLOSED | | **Only you** | Edit |

Not getting enough responses? Unlock your custom subdomain to share as  https://subdomain.example.com/make-content...2021    Learn more

| ESTIMATED COMPLETION RATE | ESTIMATED TIME TO COMPLETE |
|---|---|
| 81% | 7 |
| Completed | Minutes |

## Collectors

**CLOSED**

**Web Link 1**
Created: 11/9/2022

**754**
RESPONSES
COLLECTED

Survey Language: English

Theme: **Aqua**

Logo added ❓

Logic added ❓

Professional survey services ❓

Add a survey to your Zoom meeting >

## Did you know?

## Responses Volume

November 17 – December 19

# River Forest District 90 Kindergarten Program Survey

6%

Dear Member of the River Forest District 90 School Community,

District 90 is in the process of evaluating the current kindergarten program to ensure ongoing student success and we are seeking your feedback as a stakeholder in the school community. The survey will request that you describe your relationship with the school district (parent/family member, faculty/staff member, student, community member, etc.). Please answer each question to the best of your ability, even if you feel your knowledge level about the question is limited. Your survey responses will remain anonymous. This survey will take most respondents about 8 minutes to complete.

If you have questions or concerns about this survey, please feel free to contact Dr. Alison Hawley, Assistant Superintendent of Instruction, at hawleya@district90.org or (708) 771-8282.

Thank you in advance for your willingness to share your feedback! We appreciate your input on this important topic and are grateful for your participation.

Next

# River Forest District 90 Kindergarten Program Survey

12%

**\* 1. Please identify your current relationship with the River Forest District 90 school district. Please choose the answer that best reflects your relationship.** 💬

○ Parent/guardian of current District 90 student(s)

○ Parent/guardian of graduated District 90 student(s)

○ Parent/guardian of a child below the age of 5 years (River Forest resident)

○ Parent/guardian of a child or children who attends or attended private school (River Forest resident)

○ Faculty/staff member - District 90 schools

○ Student currently enrolled in District 90 schools

○ Student graduate of District 90 schools

○ Community member/resident of River Forest

○ Not a member of the River Forest community

Prev    **Next**

# River Forest District 90 Kindergarten Program Survey

19%

**\* 2. Please indicate which District 90 school your child or children presently attend. Please check all that apply.**

Lincoln Elementary School

Willard Elementary School

Roosevelt Middle School

**\* 3. Did your child or children attend kindergarten (or currently attends kindergarten) in District 90?**

Yes

No

Prev    Next

25%

**\* 4. If your child or children attended kindergarten in District 90, on what criteria did you base the decision to enroll them?  Please check all that apply.** 💬

| | Convenience of location

| | Other family members attending neighborhood school

| | Financial decision

| | Strength of curriculum

| | Preferred local school for socialization with neighbors, friends.

| | Balance of play versus academic instruction

| | Child has a unique instructional need

| | Length of instructional day (half-day versus full-day)

| | Climate of school/classroom

| | Special offering of program or service

| | None of the above

Prev          Next

50%

* 5. How would you rate your child or children's overall kindergarten experience in District 90?

Excellent

Good

Neutral

Needs Improvement

Unsatisfactory

* 6. How would you rate your child or childrens' overall *social development* experience in the District 90 kindergarten program?

Excellent

Good

Neutral

Needs Improvement

Unsatisfactory

**\* 7. How would you rate your child's or childrens' overall *academic* experience in the District 90 kindergarten program?**

Excellent

Good

Neutral

Needs Improvement

Unsatisfactory

**\* 8. How would you rate your child's or childrens' overall *emotional development* experience in the District 90 kindergarten program?**

Excellent

Good

Neutral

Needs Improvement

Unsatisfactory

**\* 9. Please indicate the areas in which you believe your child or children were prepared for first grade. Please check all that apply.**

Academically

Socially

Emotionally

Knowledge and awareness of school structure and routine

Other (please specify)

None of the above

**\* 10. Did you elect to supplement your child's or childrens' formal kindergarten experience with other learning activities or social programming?** 🗩

    Yes

    No

If yes, please identify program or activity

---

**\* 11. How many children in your household do not yet attend elementary school?** 🗩

    None

    One

    Two

    Three or more

**\* 12. Has your child (or children) participated in any type of pre-school program, and if so, for how many years?** 🗩

    No pre-school program

    Pre-school program for one year

    Pre-school program for two years

    Other pre-school configuration

Prev     **Next**

75%

**\* 13. To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individuals students?** 🗨

Always

Mostly

Sometimes

Rarely

Never

**\* 14. To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individual families?** 🗨

Always

Mostly

Sometimes

Rarely

Never

**\* 15. To what degree, if at all, do you believe the current half-day D90 kindergarten program provides an equitable learning foundation for all students entering the school district?** 💬

- Always

- Mostly

- Sometimes

- Rarely

- Never

**16. If any, please identify program elements that you believe the current D90 kindergarten program may be lacking. Please check any that apply.** 💬

- Sufficient academic learning experiences

- Sufficient play-based learning experiences

- Sufficient social-emotional learning experiences

- Sufficient opportunity to build relationships with educators

- Sufficient opportunity build relationships with peers

- Other element(s) (please specify)

- No program elements are lacking

Prev          Next

81%

**\* 17. Do you believe that anyone in the community is not having their needs met with the current structure of the D90 kindergarten program?** 💬

Yes

No

Please expand your response, if desired.

**18. Please use this comment box to provide additional information you would like to share about any of the questions asked previously.** 💬

Prev    Next

88%

**19. Do you have a relevant story or personal experience pertaining to kindergarten in District 90 that you would like to share?  If so, please insert it in the comment box.**

Prev     Next

## River Forest District 90 Kindergarten Program Survey

94%

**20. Which statement best describes your perceived length of experience with District 90 schools?**

My family or I have had a lengthy relationship with District 90 schools

My family or I have had a medium-length relationship with District 90 schools

My family or I have had a short relationship with District 90 schools

My family or I do not have a personal relationship with District 90 schools

Other (please describe)

## 21. My race/ethnicty is:

Native American/Alaska Native

Asian

Black/African American

Hispanic/Latino of any race

Native Hawaiian/Other Pacific Islander

Two or more races

White

I prefer not to respond

Other (please Identify)


## 22. Which of the following best describes your gender identity?

Female

Male

Non-Binary

I prefer not to respond

**23. Which of these categories describes your annual household income?** 💬

Less than $10,000

Between $10.000 and $50,000

Between $50.000 and $100,000

Between $100.000 and $150,000

Over $150,000

I prefer not to respond

Prev    Next

# River Forest District 90 Kindergarten Program Survey

100%

*Thank you for responding to the District 90 kindergarten survey. Your time and feedback are greatly appreciated.*

Prev     Done

# Ancillary Questions

# for Targeted Respondent Groups

# River Forest District 90 Kindergarten Program Survey

31%

* 2. Please indicate which District 90 school your child or children attended.  Please check all that apply. 💬

    Lincoln Elementary School

    Willard Elementary School

    Roosevelt Middle School

* 3. Did your child or children attend kindergarten in District 90? 💬

    Yes
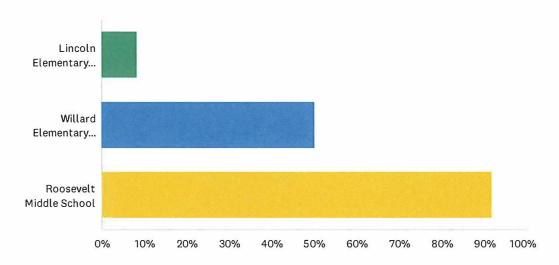
    No

Prev    Next

**\* 4. If your child or children attended kindergarten in District 90, on what criteria did you base the decision to enroll them?  Please check all that apply.** 💬

☐ Convenience of location

☐ Other family members attending neighborhood school

☐ Financial decision

☐ Strength of curriculum

☐ Preferred local school for socialization with neighbors, friends.

☐ Balance of play versus academic instruction

☐ Child has a unique instructional need

☐ Length of instructional day (half-day versus full-day)

☐ Climate of school/classroom

☐ Special offering of program or service

☐ None of the above

Prev        Next

## River Forest District 90 Kindergarten Program Survey

69%

* 2. If you enrolled your child or children in a kindergarten program other than the kindergarten program offered by District 90, please indicate whether the program was half-day or full-day in length.

- Half-day

- Full-day

- *Not applicable*

**\* 3. If you enrolled your child in a kindergarten program other than the kindergarten program offered in District 90, please indicate your reason(s) for this decision.  Please check all that apply.** 💬

Convenience of location

Religious preference

Other family members attending private program

Strength of curriculum

Balance of play versus academic instruction

Child has a unique instructional need

Length of instructional day (half-day versus full-day)

Climate of school/classroom

Need for child care

Philosophical preference (i.e. Montessori program)

*Not applicable*

Other (please specify)

**\* 4. Did you elect to supplement your child's or childrens' formal kindergarten experience with other instructional activities or social programming?** 💬

Yes

No

*Not applicable*

Please identify/describe supplemental program

## River Forest District 90 Kindergarten Program Survey

44%

**\* 2. Please indicate which District 90 school you currently attend or attended.  Please check all that apply.** 💬

Lincoln Elementary School

Willard Elementary School

Roosevelt Middle School

**\* 3. Did you attend any type of pre-school program, and if so, for how many years?** 💬

No pre-school program

Pre-school program for one year

Pre-school program for two years

Other (please describe)

**\* 4. Did you attend kindergarten in District 90?** 💬

Yes

No

# River Forest District 90 Kindergarten Program Survey

62%

**\* 2. If you had a child or children, did your child or children attend kindergarten in District 90?**

Yes

No

No school aged children during residency in River Forest
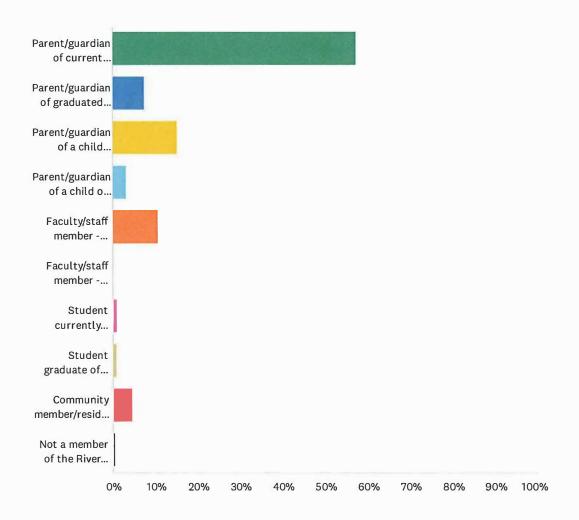
Prev     **Next**

# Q1 Please identify your current relationship with the River Forest District 90 school district.  Please choose the answer that best reflects your relationship.

Answered: 754    Skipped: 0

# River Forest District 90 Kindergarten Program Survey
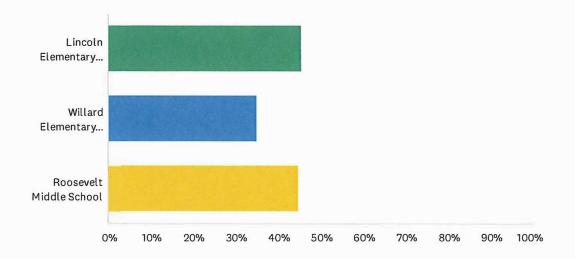
| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Parent/guardian of current District 90 student(s) | 57.43% | 433 |
| Parent/guardian of graduated District 90 student(s) | 7.56% | 57 |
| Parent/guardian of a child below the age of 5 years (River Forest resident) | 15.12% | 114 |
| Parent/guardian of a child or children who attends or attended private school (River Forest resident) | 3.18% | 24 |
| Faculty/staff member - District 90 schools | 10.34% | 78 |
| Faculty/staff member - District 90 schools (middle school level) | 0.00% | 0 |
| Student currently enrolled in District 90 schools | 0.80% | 6 |
| Student graduate of District 90 schools | 0.80% | 6 |
| Community member/resident of River Forest | 4.38% | 33 |
| Not a member of the River Forest community | 0.40% | 3 |
| TOTAL | | 754 |

# Q2 Please indicate which District 90 school your child or children presently attend. Please check all that apply.

Answered: 435    Skipped: 319
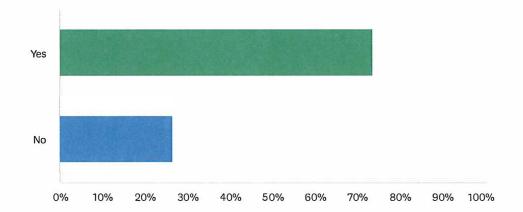


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Lincoln Elementary School | 45.52% | 198 |
| Willard Elementary School | 34.94% | 152 |
| Roosevelt Middle School | 44.60% | 194 |
| Total Respondents: 435 | | |
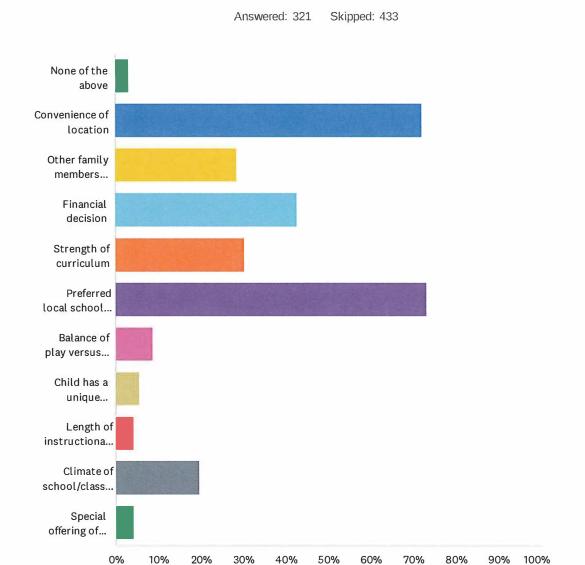
# Q3 Did your child or children attend kindergarten (or currently attends kindergarten) in District 90?

Answered: 435   Skipped: 319



| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Yes | 73.56% | 320 |
| No | 26.44% | 115 |
| TOTAL | | 435 |
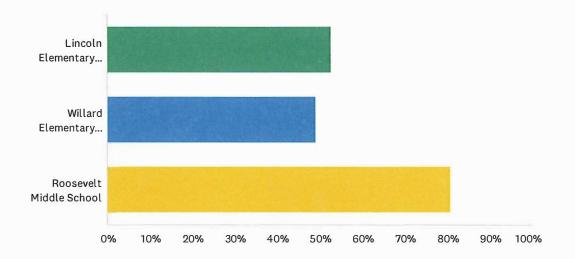
## Q4 If your child or children attended kindergarten in District 90, on what criteria did you base the decision to enroll them? Please check all that apply.

Answered: 321     Skipped: 433

# River Forest District 90 Kindergarten Program Survey

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| None of the above | 3.12% | 10 |
| Convenience of location | 71.96% | 231 |
| Other family members attending neighborhood school | 28.66% | 92 |
| Financial decision | 42.68% | 137 |
| Strength of curriculum | 30.22% | 97 |
| Preferred local school for socialization with neighbors, friends. | 73.21% | 235 |
| Balance of play versus academic instruction | 8.72% | 28 |
| Child has a unique instructional need | 5.61% | 18 |
| Length of instructional day (half-day versus full-day) | 4.36% | 14 |
| Climate of school/classroom | 19.63% | 63 |
| Special offering of program or service | 4.36% | 14 |

Total Respondents: 321

# Q5 Please indicate which District 90 school your child or children attended. Please check all that apply.

Answered: 57     Skipped: 697
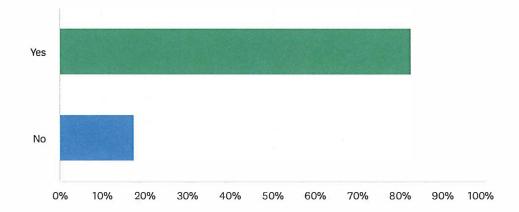


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Lincoln Elementary School | 52.63% | 30 |
| Willard Elementary School | 49.12% | 28 |
| Roosevelt Middle School | 80.70% | 46 |
| Total Respondents: 57 | | |

# Q6 Did your child or children attend kindergarten in District 90?

Answered: 57    Skipped: 697
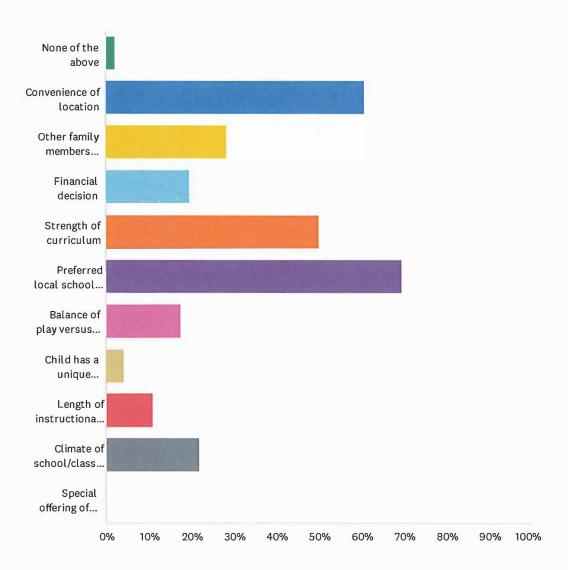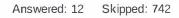


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Yes | 82.46% | 47 |
| No | 17.54% | 10 |
| TOTAL | | 57 |

# Q7 If your child or children attended kindergarten in District 90, on what criteria did you base the decision to enroll them? Please check all that apply.

Answered: 46    Skipped: 708

# Q8 Please indicate which District 90 school you currently attend or attended. Please check all that apply.

Answered: 12    Skipped: 742
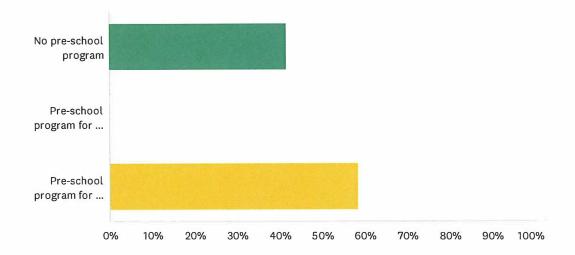


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Lincoln Elementary School | 8.33% | 1 |
| Willard Elementary School | 50.00% | 6 |
| Roosevelt Middle School | 91.67% | 11 |
| Total Respondents: 12 | | |

# River Forest District 90 Kindergarten Program Survey

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| None of the above | 2.17% | 1 |
| Convenience of location | 60.87% | 28 |
| Other family members attending neighborhood school | 28.26% | 13 |
| Financial decision | 19.57% | 9 |
| Strength of curriculum | 50.00% | 23 |
| Preferred local school for socialization with neighbors, friends. | 69.57% | 32 |
| Balance of play versus academic instruction | 17.39% | 8 |
| Child has a unique instructional need | 4.35% | 2 |
| Length of instructional day (half-day versus full-day) | 10.87% | 5 |
| Climate of school/classroom | 21.74% | 10 |
| Special offering of program or service | 0.00% | 0 |

Total Respondents: 46

# Q9 Did you attend any type of pre-school program, and if so, for how many years?

Answered: 12    Skipped: 742
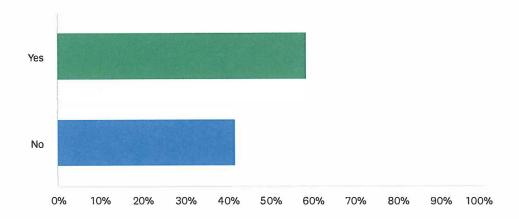


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| No pre-school program | 41.67% | 5 |
| Pre-school program for one year | 0.00% | 0 |
| Pre-school program for two years | 58.33% | 7 |
| TOTAL | | 12 |
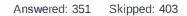
# Q10 Did you attend kindergarten in District 90?

Answered: 12    Skipped: 742
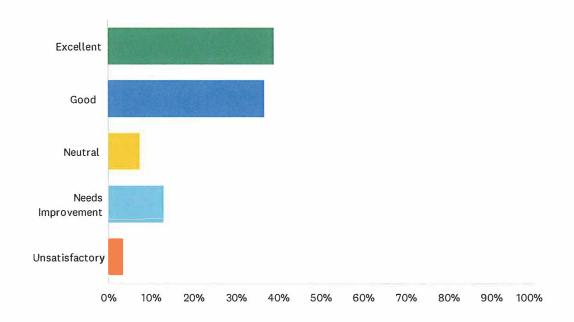


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Yes | 58.33% | 7 |
| No | 41.67% | 5 |
| TOTAL | | 12 |

# Q11 How would you rate your child or children's overall kindergarten experience in District 90?

Answered: 351    Skipped: 403
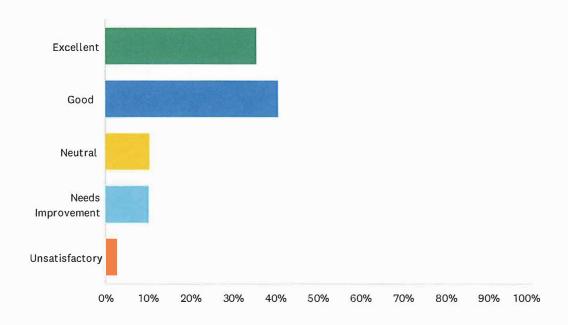


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Excellent | 39.03% | 137 |
| Good | 36.75% | 129 |
| Neutral | 7.41% | 26 |
| Needs Improvement | 13.11% | 46 |
| Unsatisfactory | 3.70% | 13 |
| TOTAL | | 351 |
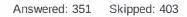
## Q12 How would you rate your child or childrens' overall social development experience in the District 90 kindergarten program?

Answered: 351    Skipped: 403
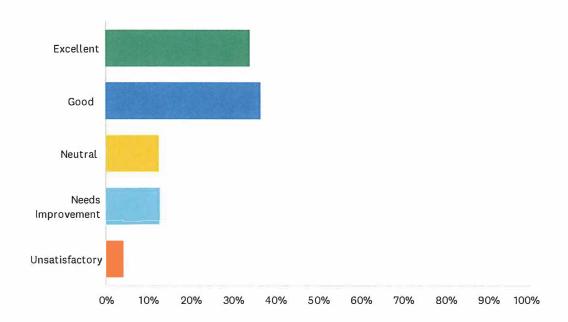


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Excellent | 35.61% | 125 |
| Good | 40.74% | 143 |
| Neutral | 10.54% | 37 |
| Needs Improvement | 10.26% | 36 |
| Unsatisfactory | 2.85% | 10 |
| TOTAL | | 351 |
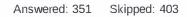
# Q13 How would you rate your child's or childrens' overall academic experience in the District 90 kindergarten program?

Answered: 351    Skipped: 403
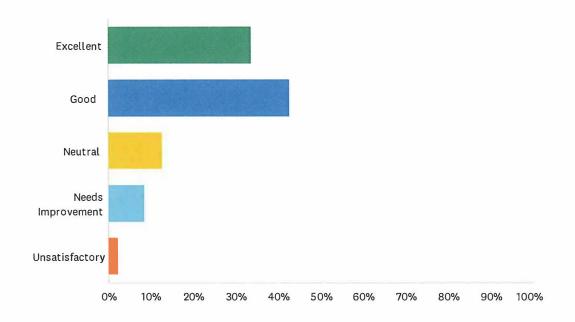


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Excellent | 33.90% | 119 |
| Good | 36.47% | 128 |
| Neutral | 12.54% | 44 |
| Needs Improvement | 12.82% | 45 |
| Unsatisfactory | 4.27% | 15 |
| TOTAL | | 351 |

# Q14 How would you rate your child's or childrens' overall emotional development experience in the District 90 kindergarten program?

Answered: 351    Skipped: 403
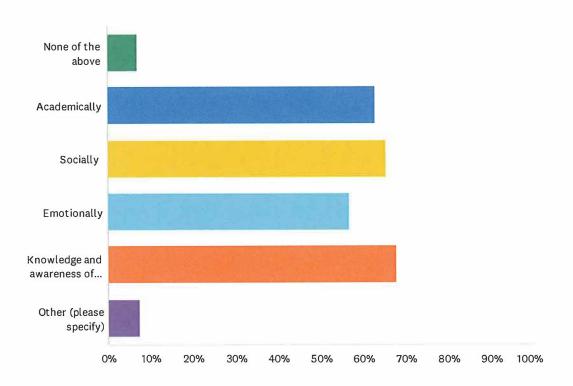


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Excellent | 33.62% | 118 |
| Good | 42.74% | 150 |
| Neutral | 12.82% | 45 |
| Needs Improvement | 8.55% | 30 |
| Unsatisfactory | 2.28% | 8 |
| TOTAL | | 351 |

# Q15 Please indicate the areas in which you believe your child or children were prepared for first grade. Please check all that apply.

Answered: 351    Skipped: 403
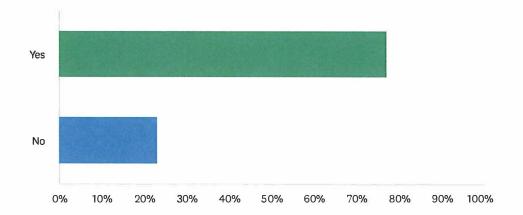


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| None of the above | 7.12% | 25 |
| Academically | 62.96% | 221 |
| Socially | 65.53% | 230 |
| Emotionally | 56.70% | 199 |
| Knowledge and awareness of school structure and routine | 67.81% | 238 |
| Other (please specify) | 7.41% | 26 |
| Total Respondents: 351 | | |

## Q16 Did you elect to supplement your child's or childrens' formal kindergarten experience with other learning activities or social programming?

Answered: 351     Skipped: 403
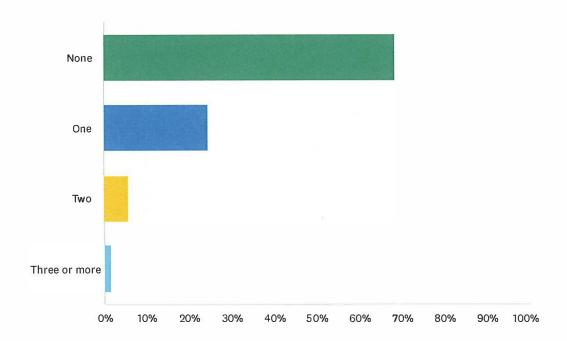


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Yes | 76.92% | 270 |
| No | 23.08% | 81 |
| TOTAL | | 351 |

# Q17 How many children in your household do not yet attend elementary school?

Answered: 351    Skipped: 403
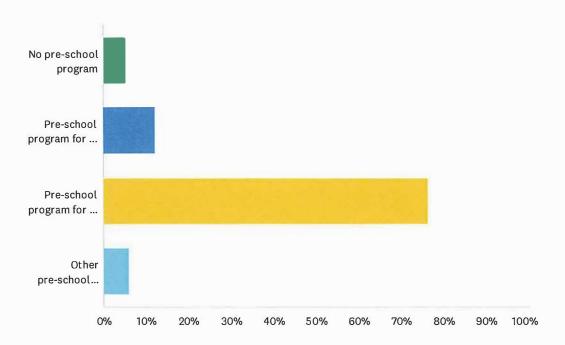


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| None | 68.38% | 240 |
| One | 24.50% | 86 |
| Two | 5.70% | 20 |
| Three or more | 1.42% | 5 |
| TOTAL | | 351 |
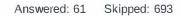
# Q18 Has your child (or children) participated in any type of pre-school program, and if so, for how many years?

Answered: 351    Skipped: 403
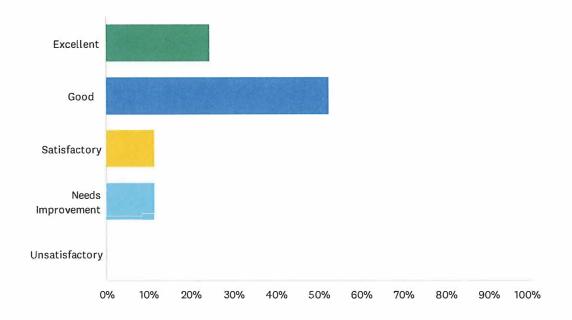


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| No pre-school program | 5.41% | 19 |
| Pre-school program for one year | 12.25% | 43 |
| Pre-school program for two years | 76.35% | 268 |
| Other pre-school configuration | 5.98% | 21 |
| TOTAL | | 351 |

# Q19 How would you rate the overall kindergarten experience in District 90?

Answered: 61    Skipped: 693
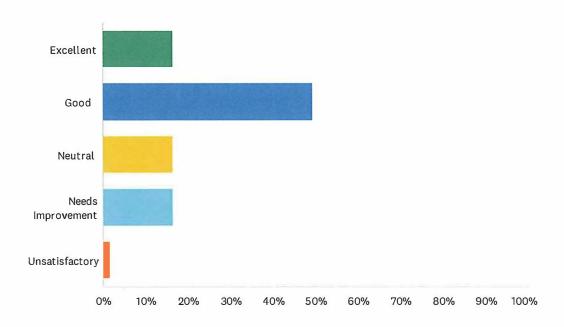


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Excellent | 24.59% | 15 |
| Good | 52.46% | 32 |
| Satisfactory | 11.48% | 7 |
| Needs Improvement | 11.48% | 7 |
| Unsatisfactory | 0.00% | 0 |
| TOTAL | | 61 |

# Q20 How would you rate the overall social development experience in the District 90 kindergarten program?

Answered: 61    Skipped: 693
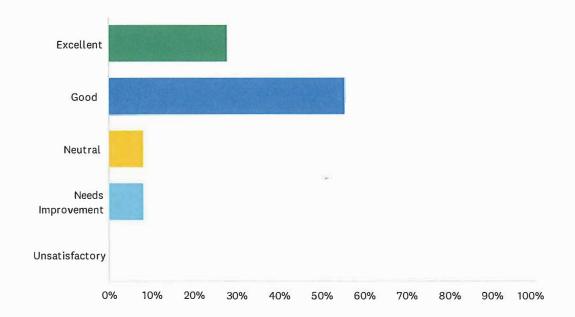


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Excellent | 16.39% | 10 |
| Good | 49.18% | 30 |
| Neutral | 16.39% | 10 |
| Needs Improvement | 16.39% | 10 |
| Unsatisfactory | 1.64% | 1 |
| TOTAL | | 61 |

# Q21 How would you rate the overall academic experience in the District 90 kindergarten program?

Answered: 61    Skipped: 693
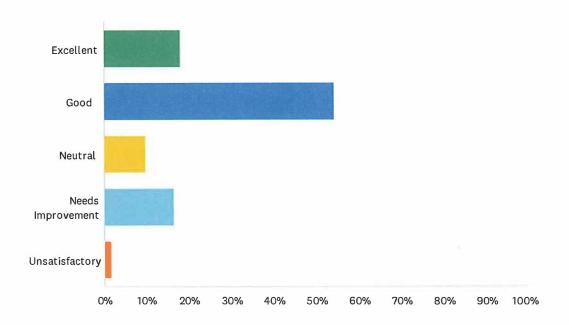


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Excellent | 27.87% | 17 |
| Good | 55.74% | 34 |
| Neutral | 8.20% | 5 |
| Needs Improvement | 8.20% | 5 |
| Unsatisfactory | 0.00% | 0 |
| TOTAL | | 61 |

# Q22 How would you rate the overall emotional development experience in the District 90 kindergarten program?

Answered: 61    Skipped: 693
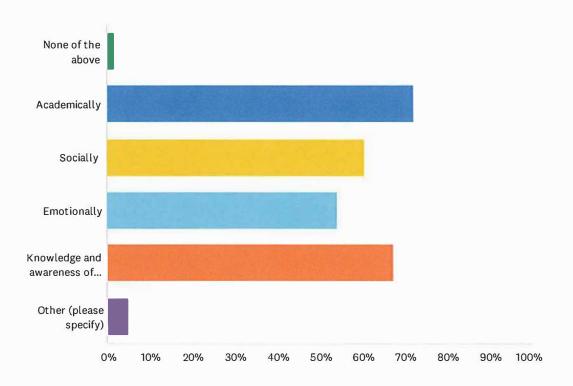


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Excellent | 18.03% | 11 |
| Good | 54.10% | 33 |
| Neutral | 9.84% | 6 |
| Needs Improvement | 16.39% | 10 |
| Unsatisfactory | 1.64% | 1 |
| TOTAL | | 61 |

# Q23 Please indicate the areas in which you believe kindergarten students are prepared for first grade. Please check all that apply.

Answered: 61    Skipped: 693
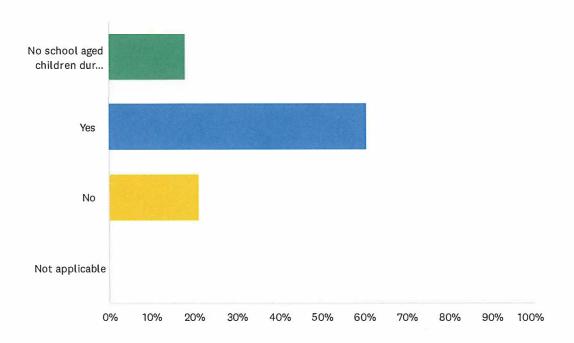


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| None of the above | 1.64% | 1 |
| Academically | 72.13% | 44 |
| Socially | 60.66% | 37 |
| Emotionally | 54.10% | 33 |
| Knowledge and awareness of school structure and routine | 67.21% | 41 |
| Other (please specify) | 4.92% | 3 |
| Total Respondents: 61 | | |
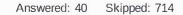
# Q24 If you had a child or children, did your child or children attend kindergarten in District 90?

Answered: 33    Skipped: 721
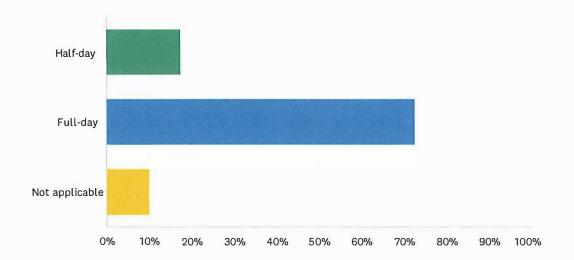


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| No school aged children during residency in River Forest | 18.18% | 6 |
| Yes | 60.61% | 20 |
| No | 21.21% | 7 |
| Not applicable | 0.00% | 0 |
| TOTAL | | 33 |
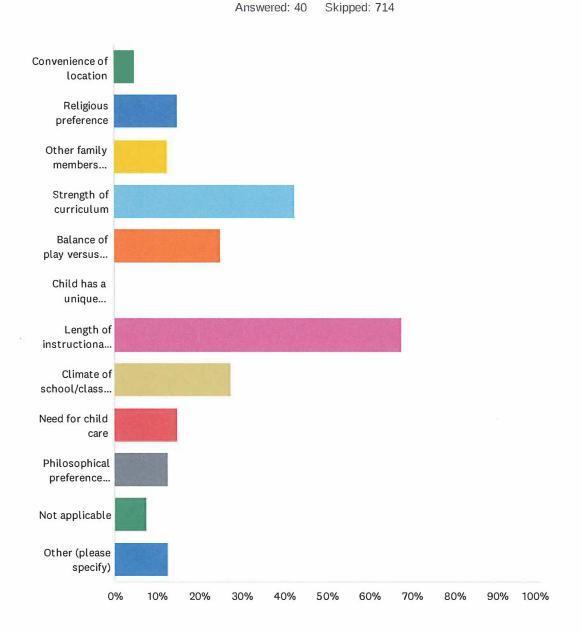
# Q25 If you enrolled your child or children in a kindergarten program other than the kindergarten program offered by District 90, please indicate whether the program was half-day or full-day in length.

Answered: 40    Skipped: 714



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Half-day | 17.50% | 7 |
| Full-day | 72.50% | 29 |
| Not applicable | 10.00% | 4 |
| TOTAL | | 40 |

# Q26 If you enrolled your child in a kindergarten program other than the kindergarten program offered in District 90, please indicate your reason(s) for this decision. Please check all that apply.

Answered: 40    Skipped: 714

# River Forest District 90 Kindergarten Program Survey
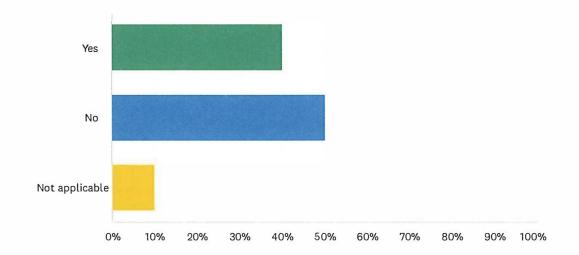
| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Convenience of location | 5.00% | 2 |
| Religious preference | 15.00% | 6 |
| Other family members attending private program | 12.50% | 5 |
| Strength of curriculum | 42.50% | 17 |
| Balance of play versus academic instruction | 25.00% | 10 |
| Child has a unique instructional need | 0.00% | 0 |
| Length of instructional day (half-day versus full-day) | 67.50% | 27 |
| Climate of school/classroom | 27.50% | 11 |
| Need for child care | 15.00% | 6 |
| Philosophical preference (i.e. Montessori program) | 12.50% | 5 |
| Not applicable | 7.50% | 3 |
| Other (please specify) | 12.50% | 5 |

Total Respondents: 40

# Q27 Did you elect to supplement your child's or childrens' formal kindergarten experience with other instructional activities or social programming?

Answered: 40    Skipped: 714
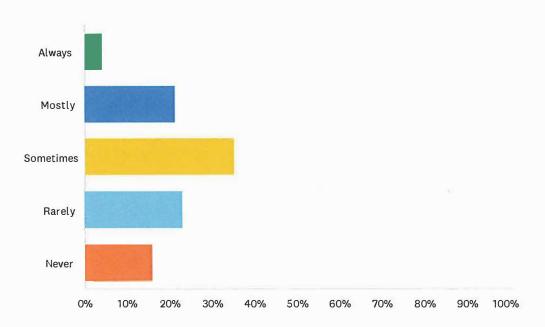


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Yes | 40.00% | 16 |
| No | 50.00% | 20 |
| Not applicable | 10.00% | 4 |
| TOTAL | | 40 |
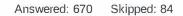
# Q28 To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individuals students?

Answered: 670    Skipped: 84
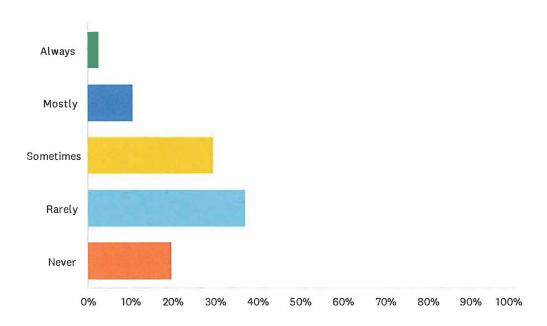


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Always | 4.33% | 29 |
| Mostly | 21.34% | 143 |
| Sometimes | 35.22% | 236 |
| Rarely | 23.13% | 155 |
| Never | 15.97% | 107 |
| TOTAL | | 670 |

# Q29 To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individual families?

Answered: 670    Skipped: 84
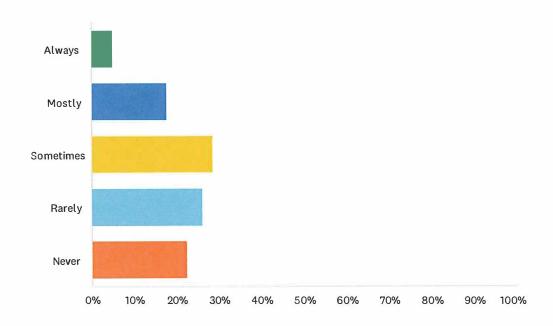


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Always | 2.84% | 19 |
| Mostly | 10.60% | 71 |
| Sometimes | 29.70% | 199 |
| Rarely | 37.16% | 249 |
| Never | 19.70% | 132 |
| TOTAL | | 670 |

# Q30 To what degree, if at all, do you believe the current half-day D90 kindergarten program provides an equitable learning foundation for all students entering the school district?

Answered: 670    Skipped: 84
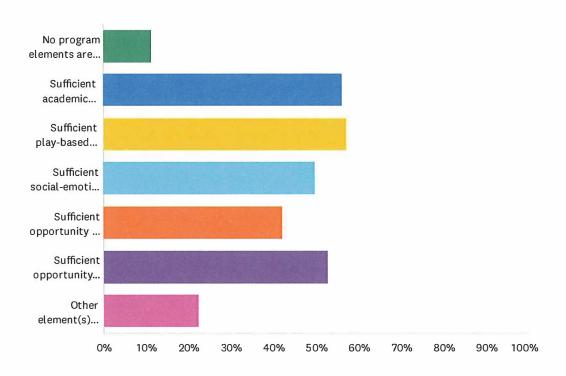


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Always | 5.07% | 34 |
| Mostly | 17.76% | 119 |
| Sometimes | 28.66% | 192 |
| Rarely | 26.12% | 175 |
| Never | 22.39% | 150 |
| TOTAL | | 670 |

# Q31 If any, please identify program elements that you believe the current D90 kindergarten program may be lacking. Please check any that apply.

Answered: 632    Skipped: 122
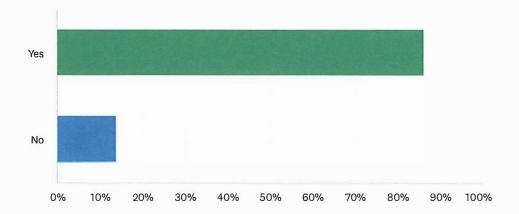


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| No program elements are lacking | 11.39% | 72 |
| Sufficient academic learning experiences | 56.01% | 354 |
| Sufficient play-based learning experiences | 57.12% | 361 |
| Sufficient social-emotional learning experiences | 49.68% | 314 |
| Sufficient opportunity to build relationships with educators | 42.09% | 266 |
| Sufficient opportunity build relationships with peers | 52.69% | 333 |
| Other element(s) (please specify) | 22.47% | 142 |
| Total Respondents: 632 | | |

# Q32 Do you believe that anyone in the community is not having their needs met with the current structure of the D90 kindergarten program?

Answered: 659    Skipped: 95



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Yes | 86.04% | 567 |
| No | 13.96% | 92 |
| TOTAL | | 659 |

# Q33 Please use this comment box to provide additional information you would like to share about any of the questions asked previously.
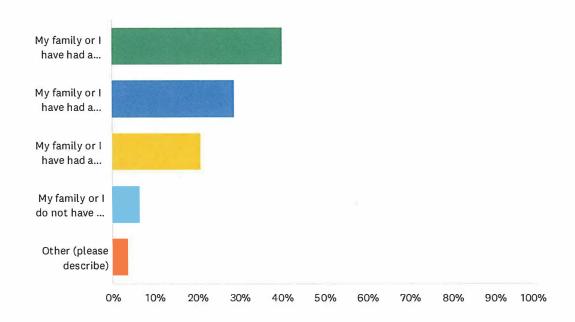
Answered: 302    Skipped: 452

# Q34 Do you have a relevant story or personal experience pertaining to kindergarten in District 90 that you would like to share? If so, please insert it in the comment box.

Answered: 183    Skipped: 571

# Q35 Which statement best describes your perceived length of experience with District 90 schools?
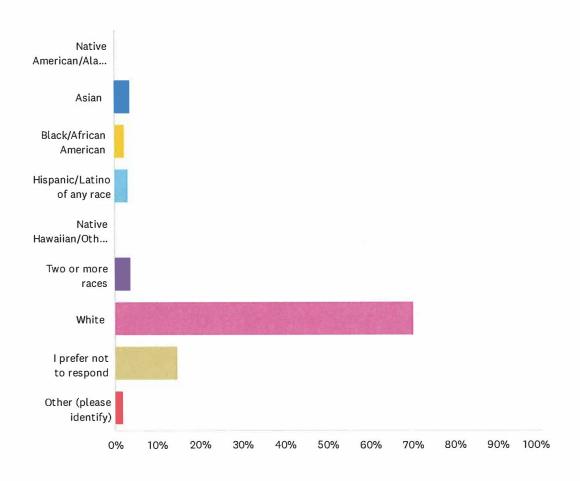
Answered: 645    Skipped: 109



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| My family or I have had a lengthy relationship with District 90 schools | 40.00% | 258 |
| My family or I have had a medium-length relationship with District 90 schools | 28.68% | 185 |
| My family or I have had a short relationship with District 90 schools | 20.93% | 135 |
| My family or I do not have a personal relationship with District 90 schools | 6.51% | 42 |
| Other (please describe) | 3.88% | 25 |
| TOTAL | | 645 |

# River Forest District 90 Kindergarten Program Survey

## Q36 My race/ethnicty is:

Answered: 641    Skipped: 113
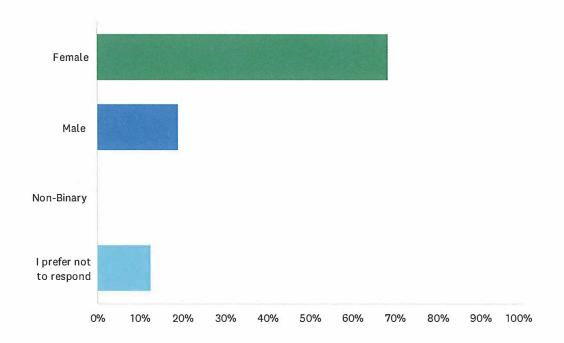


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Native American/Alaska Native | 0.16% | 1 |
| Asian | 3.90% | 25 |
| Black/African American | 2.34% | 15 |
| Hispanic/Latino of any race | 3.12% | 20 |
| Native Hawaiian/Other Pacific Islander | 0.00% | 0 |
| Two or more races | 3.74% | 24 |
| White | 70.20% | 450 |
| I prefer not to respond | 14.66% | 94 |
| Other (please identify) | 1.87% | 12 |
| TOTAL | | 641 |

# Q37 Which of the following best describes your gender identity?
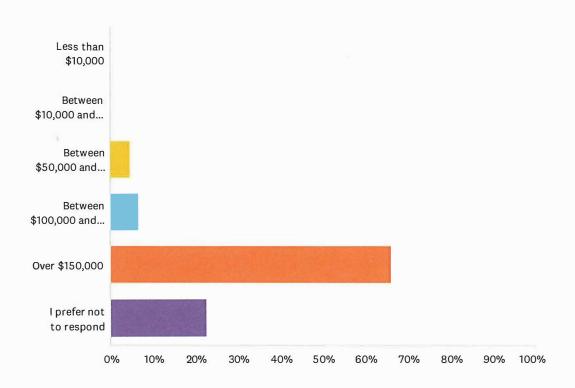
Answered: 639    Skipped: 115



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Female | 68.54% | 438 |
| Male | 18.94% | 121 |
| Non-Binary | 0.00% | 0 |
| I prefer not to respond | 12.52% | 80 |
| TOTAL | | 639 |

# Q38 Which of these categories describes your annual household income?

Answered: 641    Skipped: 113



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Less than $10,000 | 0.00% | 0 |
| Between $10,000 and $50,000 | 0.31% | 2 |
| Between $50,000 and $100,000 | 4.68% | 30 |
| Between $100,000 and $150,000 | 6.71% | 43 |
| Over $150,000 | 65.99% | 423 |
| I prefer not to respond | 22.31% | 143 |
| TOTAL | | 641 |

# Kindergarten Program Review Committee
# Communications Working Group

The Communications working group developed a timeline to ensure program review updates were regularly communicated to District 90 families and River Forest community members. Questions or feedback received as a result of D90 communications were reviewed and responded to in a timely manner.

## Communications Timeline

| November 22, 2022 | December 22, 2022 | January 23, 2023 | February 23, 2023 | March 23, 2023 |
|---|---|---|---|---|
| Weekly Updates | Weekly Updates | Weekly Updates | Weekly Updates | Weekly Updates |
| Special BrightArrow Message to Families (Invite to Survey) | Special BrightArrow Message to Families (Survey Results) | Special BrightArrow (Progress Update) | Special BrightArrow (Final Recommendation) | Special BrightArrow (Next Steps) |
| Community Trifold – Introduction | | | Community Trifold – Progress Update/Final Recommendation | |
| Creation of D90 Webpage | Webpage Update | Webpage Update | Webpage Update (Final Recommendation) | Webpage Update (Next Steps) |
| D90 Parent Facebook Group | Regular Updates on Process & D90 response to messages. | Regular Updates on Process & D90 response to messages | Regular Updates on Process & D90 response to messages | Regular Updates on Process & D90 response to messages |

## *Conclusion/Recommendation*

Due to the comprehensive findings contained within this report and significant deliberation amongst Committee members, the Kindergarten Program Review Committee has reached consensus that the current half-day kindergarten program model in District 90 is not optimal. Though the quality of instruction provided in the current program is excellent, the challenges posed by the length of instructional day limits our ability to fully meet the academic and developmental needs of kindergarten students. Further, the current program model does not reflect the District 90's commitment to equity, prioritization of social emotional learning, incorporation of teacher-facilitated, play-based instruction, and adequate time to ensure the provision of student interventions and supports during the school day.

**The Kindergarten Program Review Committee has concluded that the optimal kindergarten program for River Forest District 90 consists of a full-day model, hosted onsite in D90 elementary schools. The Kindergarten Program Review Committee recommends that District 90 shift to a full-day program as soon as it can be implemented with fidelity.** Implementation details should be coordinated between District/school administrators and key instructional faculty (i.e., kindergarten teachers, specials teachers, instructional specialists), with regular progress reporting provided to the Board of Education and D90 families between program approval and launch.

Respectfully Submitted:  February 7, 2023

# Board of Education Community Presentation Materials

# PROPOSED KINDERGARTEN PROGRAM REVIEW PROCESS

River Forest District 90

Committee of the Whole Meeting

September 6, 2022

# RATIONALE FOR KINDERGARTEN PROGRAM REVIEW PROCESS

- Program evaluation comports with *District 90 Strategic Plan (2020-25)* objective to maintain the provision of "an equitable, high-quality education for all students"

- Ongoing review of the K-8 learning continuum as part of routine review cycle

- Expanded evidence/research related to early childhood and primary grade learning outcomes

- Continued Board of Education and District commitment to ensure opportunities for student growth and academic success for all learners

# TENTATIVE REVIEW COMMITTEE MEMBERSHIP

- Elementary School Principals (2)
- Instructional Specialist
- Elementary Social Worker
- Kindergarten Teacher
- Grade 1 Teacher
- Grade 2 Teacher
- Elementary Teacher Aide
- Early Childhood Community Leader
- External Equity Partner Representative
- Elementary Specials Teacher
- Parents of Current D90 Students (2)
- English Language (EL) Teacher
- Director of Communications
- Director of Student Services
- Assistant Superintendent of Instruction
- Consulting Members:
  - Superintendent
  - Chief Operations Officer

# GOALS OF KINDERGARTEN PROGRAM REVIEW

| | |
|---|---|
| **Improve** | Improve understanding of how kindergarten aligns with broader instructional programming |
| **Ensure** | Ensure District 90 is providing a strong academic foundation for all students |
| **Garner** | Garner an improved understanding of the student and family experience |
| **Analyze** | Analyze current resources (facilities and finance) that support programming across the District |
| **Facilitate** | Facilitate a transparent review process through regular communication to all stakeholders |
| **Conduct** | Conduct a balanced review based on research, facts and data gathered through investigative process |

## PROGRAM REVIEW TASKS

Identify Group Goals

Develop Working Norms

Establish Timeline for Process

Identify Key Tasks to Accomplish

Identify Deliverables and Form Working Groups
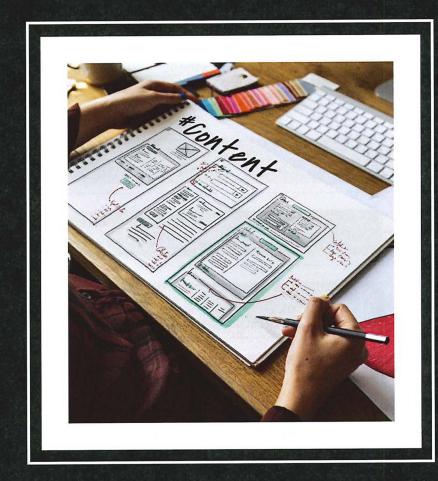
Identify Working Group Chairs

Convene and Support Working Group Investigations
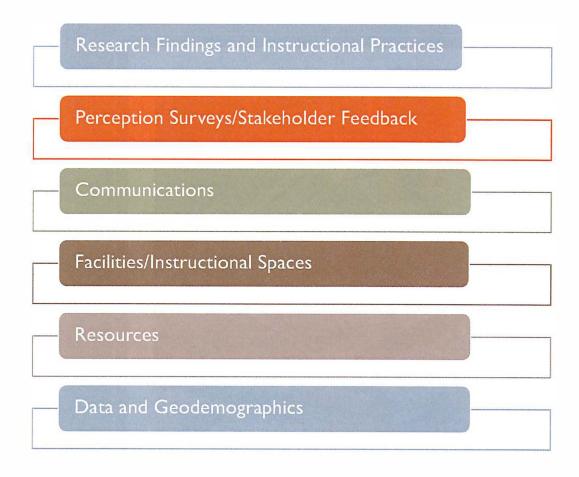
Communicate Ongoing Progress to Board of Education
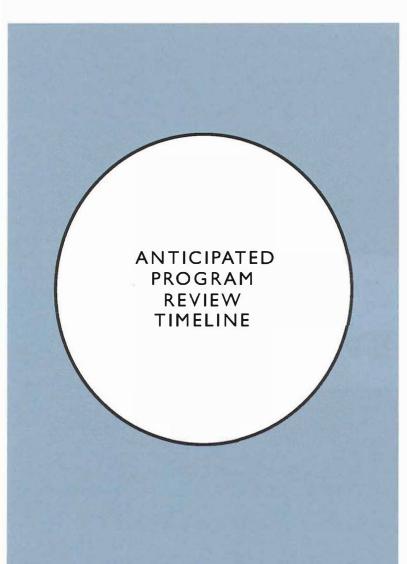
Compile and Integrate Working Group Findings

Deliver Final Report to Board of Education and Community

## PLANNED WORKING GROUPS

Research Findings and Instructional Practices

Perception Surveys/Stakeholder Feedback

Communications

Facilities/Instructional Spaces

Resources

Data and Geodemographics

**ANTICIPATED PROGRAM REVIEW TIMELINE**

| Date | Major Tasks/Actions |
|---|---|
| September | Establish Committee and hold initial meeting |
| October | Working groups convene |
| November | Initial update at Board of Education COW meeting |
| December | COW meeting (Town Hall format): community engagement session and progress report |
| January | Analyze data and compile/draft recommendation |
| February | Present recommendation to Board at COW meeting |

# BOARD OF EDUCATION QUESTIONS

*Thank You!*

# KINDERGARTEN PROGRAM REVIEW COMMITTEE UPDATE

Committee of the Whole Town Hall Meeting

December 6, 2022

# Kindergarten Program Review Committee Members

| Member | Role | School |
|---|---|---|
| Casey Godfrey | Elementary School Principal | Lincoln Elementary |
| Diane Wood | Elementary School Principal | Willard Elementary |
| Kathleen Fleming | Instructional Specialist | Willard Elementary |
| Barb Garvey | Kindergarten Teacher | Willard Elementary |
| Lori Suzuki | Kindergarten Teacher | Lincoln Elementary |
| Jackie Peters | Grade 1 Teacher | Willard Elementary |
| Maggie Berg | Grade 2 Teacher | Lincoln Elementary |
| Mona Mann | Specials Teacher - Music | Lincoln Elementary |
| Luke Politis | Teacher Aide | Lincoln Elementary |
| Sarah Lim | English Learner Teacher | Willard Elementary |
| Sharon Payton | Social Worker | Lincoln Elementary |

# Kindergarten Program Review Committee Members

| Member | Role | School/Organization |
|---|---|---|
| Juan Alegria | External Equity Partner | National Equity Project |
| Laura Crawford | Early Childhood Community Leader | Collab. for Early Childhood |
| Sharon Ellison | Early Childhood Community Leader | Collab. for Early Childhood |
| Respicio Vazquez | River Forest Community Member | River Forest |
| Devin Howe | D90 Parent | Lincoln Elementary |
| Rashida Dairyko | D90 Parent | Willard Elementary |
| Dawne Simmons | Director of Communications | District Office |
| Debbie Lubeck | Director of Student Services | District Office |
| Alison Hawley | Assistant Superintendent - Instruction | District - Committee Chair |
| Anthony Cozzi | Chief Operations Officer/CSBO | District - Consult. Member |
| Ed Condon | Superintendent | District – Consult. Member |

# ROLE AND SCOPE OF KINDERGARTEN PROGRAM REVIEW

| | |
|---|---|
| **Improve** | *Improve* understanding of how kindergarten aligns with broader instructional programming |
| **Ensure** | *Ensure* District 90 is providing a strong academic foundation for all students |
| **Garner** | *Garner* an improved understanding of the student and family experience |
| **Analyze** | *Analyze* current resources (facilities and finance) that support programming across the District |
| **Facilitate** | *Facilitate* a transparent review process through regular communication to all stakeholders |
| **Conduct** | *Conduct* a balanced review based on research, facts and data gathered through investigative process |

**REVIEW PROCESS WORKING GROUPS**

| WORKING GROUP | CHAIR(S) |
|---|---|
| LITERATURE REVIEW | KATHLEEN FLEMING |
| PERCEPTION SURVEY | ED CONDON |
| DATA/GEODEMOGRAPHIC | DEBBIE LUBECK |
| FACILITIES | CASEY GODFREY & DIANE WOOD |
| FINANCE | ANTHONY COZZI |
| COMMUNICATIONS | DAWNE SIMMONS |

# WORKING GROUP: LITERATURE REVIEW

| Objective | Status/Timeline |
|---|---|
| Identify reputable and/or peer-reviewed research related to kindergarten models | Complete |
| Review current research on impacts of expanded kindergarten | Complete |
| Synthesize and summarize results of research findings | In process |
| Finalize themes and study conclusions presented in research | December |

# WORKING GROUP: FACILITIES

| Objective | Status/Timeline |
| --- | --- |
| Review current use of space at Lincoln and Willard Schools | Complete |
| Analyze possible school-wide impact resulting from potential programmatic changes | Complete |
| Determine possible impact on master schedule of potential changes | Complete |
| Consider potential alternate kindergarten classroom configurations | In-process |

# WORKING GROUP: FINANCE

| Objective | Status/Timeline |
| --- | --- |
| Determine impact of potential kindergarten changes on staffing | Complete |
| Identify one-time versus ongoing cost implications of potential changes | In process |
| Identify potential reconfiguration or renovation of learning space(s) | In process |
| Determine impact of potential program changes to five-year financial projections | In process |

# WORKING GROUP: PERCEPTION SURVEY

| Objective | Status/Timeline |
|---|---|
| Determine target groups for perception survey | Complete |
| Review surveys from previous kindergarten program reviews | Complete |
| Develop balanced survey to accommodate feedback from all targeted stakeholders and stakeholder groups | Complete |
| Partner with Communications Working Group to disseminate survey to community | Complete |
| Review and summarize survey results | December/January |

# WORKING GROUP: DATA/DEMOGRAPHICS

| Objective | Status/Timeline |
|---|---|
| Review early elementary student enrollment trends | Complete |
| Review demographic study from external geo-demographer | Complete |
| Review Illinois State Board of Education (ISBE) data related to current kindergarten enrollment and ratio of full vs. half day programs | Complete |
| Review of District 90 student growth and achievement data | Complete |

# WORKING GROUP: COMMUNICATIONS

| Objective | Status/Timeline |
|---|---|
| Provide Kindergarten Program Review Committee updates in D90 *Weekly Update* | Ongoing |
| Produce informational videos, as needed | In process |
| Distribute perception survey to all targeted D90 stakeholders and stakeholder groups | Complete |
| Review feedback from Town Hall Meeting | December |

## PROGRAM REVIEW TIMELINE: NEXT STEPS

| Date | Major Tasks/Actions |
|---|---|
| December | • Committee of the Whole Town Hall: *Kindergarten Program Review Community Feedback Session*<br>• Board of Education engagement session (December 19 BOE Meeting)<br>• Working Group development of summary findings |
| January | • Finalize and share Working Group Summary Conclusions<br>• Analyze data and compile/draft Committee recommendation |
| February | • Present recommendation to Board of Education for consideration (tentatively February 7 COW Meeting) |

# Q & A

River Forest
Public Schools

District 90 Kindergarten Program Review

**Committee of the Whole "Town Hall Forum" Feedback**
December 6, 2022

*This document is intended to provide a summary of comments/feedback shared by participants from the River Forest school community at the Forum on the topic of kindergarten programming:*

- Social emotional development is lacking in a part-day kindergarten program; this involves both managing emotions and allowing for adequate free time for children to form lasting beneficial relationships
- Financial costs are substantial when supplemental program is needed – though many families may be able to afford that, it is not equitable to force families to encumber these costs, however
- Transitions between D90 kindergarten and supplemental activities/programs are difficult for children; they impact feelings of structure, routine and a safe environment
- Students matriculate to first grade in D90 from numerous programs that may not have the same foundational curriculum or academic preparation
- This issue is essential to the community and needs to be given substantial and thoughtful attention
- It is important to find the financing to implement a full-day kindergarten program
- When families find out that District 90 does not have a full-day kindergarten program, they frequently choose to live in other communities
- Though research clearly supports a full-day program, the addition of a full-day program is necessary also for equity-based reasons. This is doable for District 90.
- Concerns with the survey questioning – potential bias by not simply asking respondents if they would prefer a different program model, and a question about the degree of expense that families are incurring for supplemental programming. Also whether there are reasons for children excelling or experiencing challenges for early childhood learning
- Students in first grade at D90 who have attended private full-day programming are being exposed to instruction that they have received previously. Cost to families to supplement the full-day program are sizable and not equitable for all members of the community.
- Is District 90 also looking at the experiences that other school districts are having in considering how to implement a new program, if that might offer value
- What messages are we sending about not perpetuating inequities across the community?
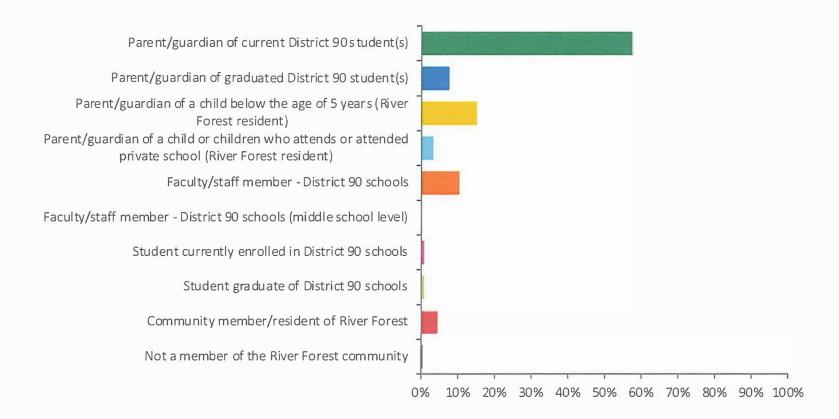
- What messages are we sending to parents about their involvement in their students' education?  Both these questions deserve attention and consideration.
- Families are forced to make decisions about how to balance the challenges of cost vs. sacrifice.  Full-day kindergarten programming allows a broader range of individuals to come into the community successfully.
- Current kindergarten teacher is outstanding.  The education that River Forest has been providing over time has been excellent. Our main area of focus in our small town is education and it is critical that we consider programming carefully – we cannot afford to not do right by the needs of our children.

# River Forest District 90 Kindergarten Program Survey

Administered December 2022

# Q1: Please identify your current relationship with the River Forest District 90 school district. Please choose the answer that best reflects your relationship.

Answered: 754   Skipped: 0

## Q2: Please indicate which District 90 school your child or children presently attend. Please check all that apply.

Answered: 435   Skipped: 319

# Q3: Did your child or children attend kindergarten (or currently attends kindergarten) in District 90?

Answered: 435   Skipped: 319

# Q4: If your child or children attended kindergarten in District 90, on what criteria did you base the decision to enroll them? Please check all that apply.

Answered: 321   Skipped: 433

# Q11: How would you rate your child or children's overall kindergarten experience in District 90?

Answered: 351   Skipped: 403

# Q12: How would you rate your child or childrens' overall social development experience in the District 90 kindergarten program?

Answered: 351   Skipped: 403

# Q13: How would you rate your child's or childrens' overall academic experience in the District 90 kindergarten program?

Answered: 351   Skipped: 403

# Q14: How would you rate your child's or childrens' overall emotional development experience in the District 90 kindergarten program?

Answered: 351   Skipped: 403

# Q15: Please indicate the areas in which you believe your child or children were prepared for first grade.  Please check all that apply.

Answered: 351   Skipped: 403

# Q16: Did you elect to supplement your child's or childrens' formal kindergarten experience with other learning activities or social programming?

Answered: 351   Skipped: 403

# Q17: How many children in your household do not yet attend elementary school?

Answered: 351   Skipped: 403

# Q18: Has your child (or children) participated in any type of pre-school program, and if so, for how many years?

# Q28: To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individuals students?
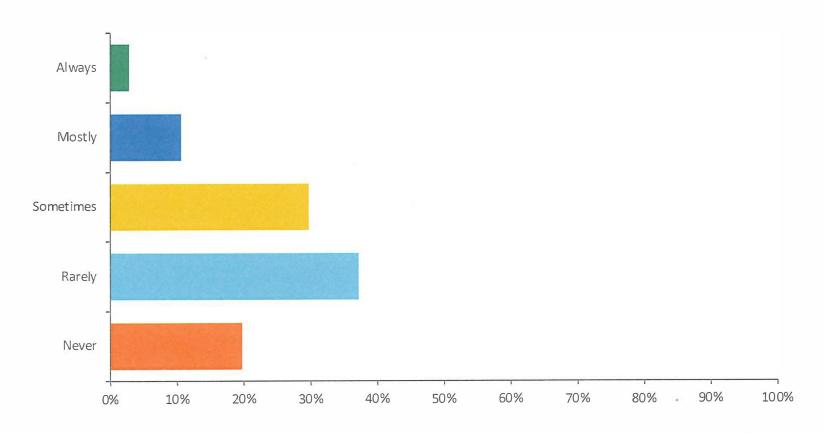
Answered: 670   Skipped: 84

# Q29: To what degree, if at all, do you believe the current half-day D90 kindergarten program meets the unique needs of individual families?

Answered: 670   Skipped: 84

# Q30: To what degree, if at all, do you believe the current half-day D90 kindergarten program provides an equitable learning foundation for all students entering the school district?

Answered: 670   Skipped: 84

## Q31: If any, please identify program elements that you believe the current D90 kindergarten program may be lacking. Please check any that apply.
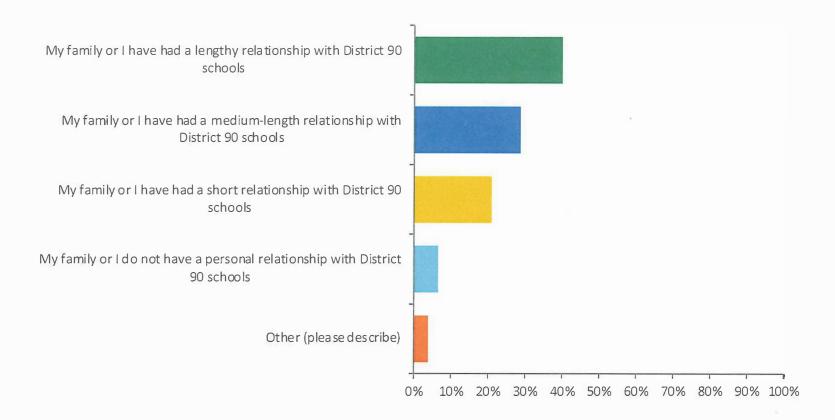
Answered: 632   Skipped: 122
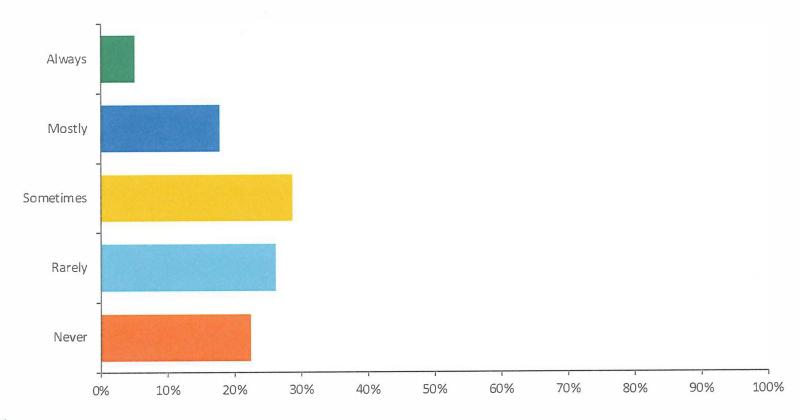


Powered by SurveyMonkey

# Q32: Do you believe that anyone in the community is not having their needs met with the current structure of the D90 kindergarten program?
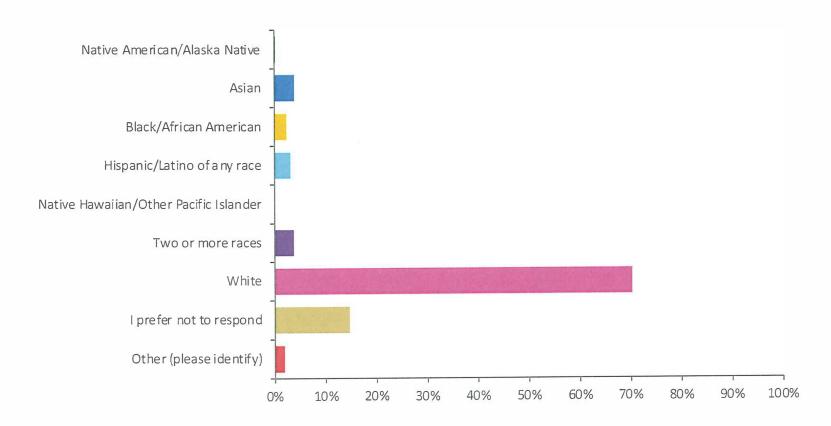
Answered: 659   Skipped: 95

# Q35: Which statement best describes your perceived length of experience with District 90 schools?

Answered: 645   Skipped: 109

# Q36: My race/ethnicty is:

Answered: 641   Skipped: 113

# Q37: Which of the following best describes your gender identity?

Answered: 639   Skipped: 115

# Q38: Which of these categories describes your annual household income?

Answered: 641   Skipped: 113

# Questions?

*Thank You!*

District 90 Kindergarten Program Review – Perception Survey (December 2022)

**Primary/Secondary Themes Identified from Qualitative Responses - Questions 31, 33, 34**
*(For additional context please reference questions 15, 23, 26, 30)*

The following questions from the survey instrument offered respondents the option to provide qualitative feedback and yielded substantial data. For each question, the KPR survey team collaborated to identify the primary theme, additional prominent themes, and other recurring themes to the degree possible. Though this thematic approach blurs the specific feedback details, it provides a more efficient way for individuals to consider large amounts of qualitative data. The KPR survey team apologizes in advance for any oversights or omissions that may have occurred from processing the qualitative data through a thematic approach but hope this document provides a useful summary.

Question 31: *If any, please identify program elements that you believe the current D90 kindergarten program may be lacking. Please check any that apply (or specify "other elements"):*

PRIMARY THEME:

- The predominant desired improvement for the D90 kindergarten program would be a shift to full-day structure.

ADDITIONAL PROMINENT THEMES:

- Increased instructional time in kindergarten is perceived as vital for student success.
- The current program model is perceived as inequitable for stakeholders across the community.

OTHER RECURRING THEMES:

- It is perceived that specific curriculum elements (i.e. science, social emotional learning, play) are not provided to an optimal level in the current program model.
- There is a perceived need for additional support for diverse circumstances of families (i.e. transportation, costs, scheduling, social emotional considerations).

Question 33: *Please use this comment box to provide additional information you would like to share about any of the questions asked previously:*

PRIMARY THEME:

- It is perceived across stakeholder groups that increased instructional and social-emotional needs require expanding the current kindergarten model to a full-day program.

ADDITIONAL PROMINENT THEMES:

- The current kindergarten model is perceived to put District 90 students at a competitive disadvantage and is outdated.
- It is perceived that the resources available to our school community can support the implementation of a full day program, if identified as a priority.
- District 90 kindergarten teachers are perceived as outstanding.
- There is a perception that critical kindergarten foundations are essential for academic success but difficult to ensure by supplementing at home or with complementary programs.

OTHER RECURRING THEMES:

- Alternate kindergarten options are available in the community for families desiring a full-day program; however, they are often selected specifically because D90 offers half-day programming.
- It is perceived by many individuals that District 90 should provide a full-day program like similarly situated communities immediately.
- Expanded kindergarten programming will have implications for finances and facilities that must be considered.

Question 34: *Do you have a relevant story or personal experience pertaining to kindergarten in District 90 that you would like to share? If so, please insert it in the comment box:*

PRIMARY THEME:

- It is perceived by many individuals that the current half-day kindergarten program is not optimal and must be expanded.

ADDITIONAL PROMINENT THEMES:

- Many families enroll in private/alternate programs in lieu of District 90 to access full-day kindergarten programming.
- District 90 kindergarten teachers are perceived as dedicated and excellent but do not have adequate time to provide all that is needed in an optimal program.
- The current kindergarten program model is perceived as outdated and requiring improvement.

OTHER RECURRING THEMES:

- Many families move to River Forest and are surprised and disappointed by the current half-day program model; others do not move to River Forest because full day is not offered.
- It is perceived that the current half-day program model does not meet the learning needs of many students fully.