EAST TROY
COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Mission Statement: Ensuring and providing 21st century learning through: engaged student learning, quality teaching, strong leadership, rigorous coursework, and community service opportunities while demonstrating efficiency and effectiveness for the betterment of the students and community.
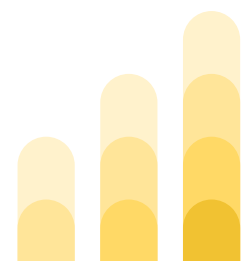
Annual Meeting: 2022-2023

Annual Meeting Agenda

I. Call to Order
II. Pledge of Allegiance
III. Open Meeting Statement
IV. Election of a Temporary Chairperson
V. Appoint Recording Clerk
VI. District Administrator's Report / State of the District
    A. District celebrations
    B. Strategic priorities
    C. District challenges
VII. Financial Components
VIII. Treasurer's Report
IX. Presentation of the Budget
X. Hearing on the Budget
XI. Resolution A - Adoption of Tax Levy
XII. Resolution B - Salaries for Board of Education Members
XIII. Resolution C – Set Date and Time for 2023 Annual Meeting
XIV. Resolution D – Acquisition of Real Property
XV. Resolution E – Leasing of Property
XVI. New Business
XVII. Adjourn

III: Open Meeting Statement

This meeting of the East Troy School District Board of Education, and all other meetings of the Board, are open to the public in compliance with state statute. Notice of the meeting has been sent to the media and/or has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting.

IV: Election of a Temporary Chairperson
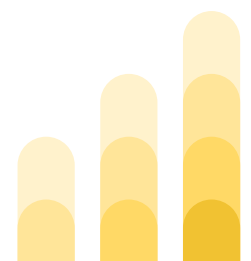
V: Appoint Recording Clerk

21st Century Learning Committee

VISION STATEMENTS

- Time for learning – remove barriers

- Competency based education – look at outcomes, not being defined by grade or age

- School partnerships with community members/parents/agencies/higher education

- Provide meaningful, practical application skills through assignments/projects

- High quality instruction – more engagement/interest, meeting the needs of all learners

- Utilizing resources, creating self-directed learners

- High levels of accountability for students and staff

- Creating opportunities through individualized experiences to encourage self directed learning
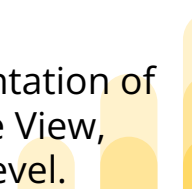
District Goals

- Ensuring a year to a year plus of learning growth for each child, each year

- Ensuring programming opportunities /experiences through systems and practices that develop the talents of each child in an era of globalization

- Ensuring individualized learning by **empowering students** with a personalized learning environment

- Employing the highest quality professional staff

- Adapting facilities for current and future educational needs

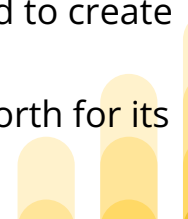- Demonstrating fiscal responsibility through efficiency and effectiveness

Celebrations... 2021-22

• Our district "Exceeded Expectations" on the 2021-22 State Report Card given by the Wisconsin Department of Public Instruction

• Our ETHS holds a graduation rate of 97.2%

• Over 16% of our students participate in Youth Apprenticeships or Work Experiences during the school day.

• Our ETHS currently offers 26 transcripted courses with Gateway Technical College, 12 AP Courses, and 36 Laude Honor Courses.

• Expanded mental health services for students by offering counseling within our buildings through a partnership with Clinical Psychology Associates.

• Awarded one of the school based mental health (SBMH) grants for the 21-22 and 22-23 school years totaling $150,000 of funds over the next two years

• All four buildings were recognized by the Wisconsin RtI Center for their successful implementation of an equitable, multi-level system of supports for the 2021-22 school year. Little Prairie, Prairie View, and the Middle School were awarded Silver level and the High School was awarded Bronze level.

Celebrations… 2021-22

• From our 2021-22 licensed staff, 55% held a Master's degree or higher and 10.8% were Nationally Board Certified.

• The East Troy High School CTE Department is proud to announce that they received Regional Career Pathway certifications in the areas of Construction, Digital Technology, and Business Administration/Finance.

• 57 students from the Class of 2022 (almost 50% of the entire senior class!) were submitted for the CTE Incentive Grant for earning one or more industry certification.

• The ETHS Jazz Ensemble took 1st place at the annual Eau Claire Jazz Festival and earned a performance spot at the Pablo Center for the Performing Arts with the nationally known U W Eau Claire Jazz I Ensemble as well as other nationally known guest artists.

• This school year our East Troy Middle School received a grant from the National Resources Foundation of Wisconsin. Led by Tracey Gross, ETMS Library Assistant, the grant awarded funds that were used to create an outdoor reading area for our students, teachers, and community to enjoy.

• The 20-21 Trojan yearbook was nationally recognized in the annual Possibilities book by Walsworth for its exceptional theme design. We were the only school in the state of Wisconsin to receive a theme recognition in this design book.

Celebrations… 2021-22

- Little Prairie Primary once again was one of top schools for the Kids Heart Challenge in southeast Wisconsin, raising $16,634 for the American Heart Association.

- Our ETHS band and choir students participated in district Solo & Ensemble earning 107 first place ratings and 18 second place ratings. The following groups and individuals received an almost perfect score and qualified for state:
  - Jazz Ensemble
  - Brass Ensemble
  - Vocal Jazz Ensemble
  - Kaden Fridley- Trombone solo and Vocal solo
  - Barbershop Quartet- Kaden Fridley, Gavin McLauchlin, Layne Peters, Gabe Vose
  - Mary Schreiber- Music Theatre Solo
  - Delany Dopke- Music Theatre Solo
  - Rob Thomas- Piano Solo

- Aimee Swanson, our MS/HS Choir teacher, led a successful session at the Wisconsin Choral Directors Association State Conference.

- Timothy Hummel, our PV/HS Band Teacher, completed the requirements to become a WSMA (Wisconsin School Music Association) Certified Adjudicator Level 2.
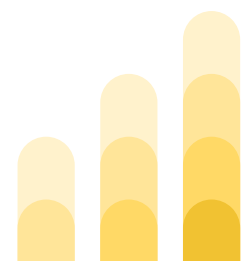
Celebrations... 2021-22

• Our ETHS NASA HUNCH teams did a fantastic job presenting their ideas to NASA engineers and community members in February. In April the team selected as finalists presented in Houston at the Johnson Space Center! Magnetic Boot Team (semi-finalists): Rebecca Barber, Natalie Goetsch, Alyssa Schauer Fungus Nanolab Team (finalists): Megan Greenlees, Samantha Holle, Lucy Schreiber.

• Dayne Lindow and Chase Cummings were selected to play in the WBCA ALL STAR game during summer 2022 in the Wisconsin Dells. As part of this game, they get to help raise money for the MACC FUND, and help fight childhood cancer.

• Our ETMS students participate in the Middle School Advanced Learner Academic Bowl. Students were nominated to attend, and this year it was hosted by Washington-Caldwell School District. Five students from each grade represented ETMS in English Math, Science, and Social Studies. ETMS ranked #1 overall!!! So proud of the students that participated, and way to make ETMS stand out!!

• Our ETMS Battle of the Books team, the Book Ends, won the State Competition. Students read 20 books and answered 35 detailed questions about them. Team members Matthew Markham, Holden Dierks, Isabel Banks, and Maya Bong, answered 34 questions correctly, earning 360 points.

• Our Literacy on the LP Town Square event hosted over 150 students and their families for a night of activities involving reading & writing!
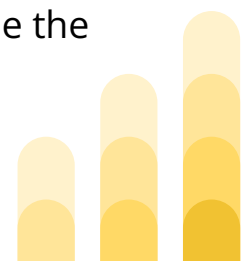
Celebrations... 2021-22

- ETHS students Max Hudson placed 4th and Jonah Edwards placed 5th at the D2 Wrestling State Tournament.

- Daniel Olsen from Snap Raise! came to ETHS to celebrate the choir's HUGE success in raising $12,000 for our March performance tour to Nashville, TN

- Four of our Prairie View students were selected for the Southern Lakes Anthology. (Ali Zwirgzdas: Poetry, Aiden McBurney: Poetry, George Heimos: Art, Jude Meighan: Art)

- Our ETHS Dance Team qualified for the State Dance Competition in both Hip Hop and Jazz.

- The ETHS Esports Team took home 2nd place at state in Super Smash Bros. The team competed against 16 other schools at Madison Area Technical College.

Celebrations... 2021-22

• ETHS was awarded over $23,000 in VOICE grants to support dual credit programs.

• National Business students took home first, second, and third place in the Finance Challenge Bowl. Our top two teams now qualify for state in Madison on May 18th.
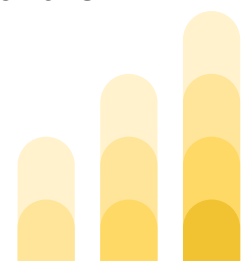
• Lauren Lindow, Sophia Rondeau, and Katie Metcalf were awarded First team All-State by the Wisconsin High School Tennis Coaches Association.

• Mary Schreiber was selected as a National FFA Delegate for Wisconsin and will be traveling to the National FFA Convention with the State Officer team to represent our state in delegate business sessions. She was selected as one of just 3 additional national delegates from over 20 applicants from around the state!

• ETHS Girls tennis medaled at the WIAA State Tennis tournament - Lauren Lindow finished with the silver medal in singles and our doubles team of Sophia Rondeau and Katie Metcalf took home the silver in doubles. This was the highest place finish for singles and doubles in school history!

• Our ETHS Girls tennis finished the season as Rock Valley Conference Champions.
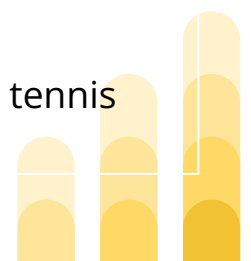
Celebrations... 2021-22

• Our ETHS girls tennis team defeated Waterford 6-1 in their annual ACE FOR THE CURE Pink Out Match. The team also donated $250 to the MACC FUND who will pass it along to the Children's Hospital to benefit kids fighting cancer. They are currently 24-0 for the season.

• School district staff members have been long-time supporters of United Way of Walworth County and its 40+ local nonprofit agencies. At the beginning of the 2021-22 school year district staff donated $2,728 to support the United Way mission.

• Girls Tennis Coach Dave Lindow was selected by the Wisconsin Tennis Coaches' Association as the recipient of the 2020-21 NFHS Girls Tennis Coach of the Year for Wisconsin ETHS student Braeden Bakken was honored as the Milwaukee Journal Sentinel Defensive Player of the week for Football during the 2021-22 season.

• ETHS Jazz Ensemble performed this summer ('21) with the band Montage on the front lawn of the high school as part of the ET Community Band summer series.

• ETHS currently offers 22 Varsity interscholastic sports stressing participation and excellence

Celebrations... 2021-22

- Since 2015, the ETHS has earned 21 Conference Championships, 18 Regional Champions, 8 Sectional Championships (Team state qualifiers), 2 Team State Championships, and well over 100 individual state qualifiers.

- Our ETHS student, Dayne Lindow, was nominated for the Milwaukee High School sports awards tennis player of the year.

- Our ETHS student, Alyssa Schauer, was nominated to represent East Troy on the 2022-23 Wisconsin Agriculture Youth Council.

- Our ETHS Esports Team took home 3rd place for Rocket League at the Esports State Competition held at Northcentral Technical College in May.

- Our ETHS Choir and Band students all took home 1st and 2nd Place Ratings at the State Solo & Ensemble Festival held at UW-Parkside.

- ETHS student, Lauren Lindow, was nominated for the Milwaukee High School sports awards tennis player of the year.

Ongoing Celebrations...

- Strategic Priorities
- Continued annual budget balancing
- Fund Balance of 27.59% after 2021-2022 school year
- Last 8 years school taxes have gone up on average 1.15%, not including this year
- Continue to update ETCSD webpage and continue to increase our social media platforms
- Continue to offer "Stay and Play" weekly program for families with children from infant to age four
- First in State of Wisconsin to provide Smart Labs to our students and Little Prairie Primary being the first in the nation to have a Smart Lab completely dedicated to primary aged-children
- State and world recognized Fab Lab
- Financial rating continued with Moody's Investor Service of Aa2: In 2020, of 365 Wisconsin School Districts with Moody's ratings, only 18 districts scored higher.

What Do We Know?

- We know that we can not wait for all the challenges and problems to be non existent before being happy.
- We know that healthy cultures have an unwavering belief in the ability of each student to achieve success and they pass on that belief to others.
- We know that to achieve success there is a difference between the perceived journey and the actual journey.
- We know that learners learn at different rates and different paces.
- We know the importance of intrinsic motivation through autonomy, mastery and purpose.
- We know that if we focus on the right work more rather than doing more work, something will happen for our students and for us.
- We know that students often wait for learning to happen to them.
- We know that student self reporting has one of the highest effect sizes (1.2) toward supporting learning.
- We know that feedback has an effect size of (.73) toward supporting student learning.
- We know that student voice is critical toward supporting student learning.
- We know that quality teaching and quality leadership have huge impacts on student learning.
- We know that teacher and student relationships have an effect size of (.72) toward supporting student learning.
- We know that acceleration opportunities and providing clarity of what is to be learned are extremely important in the learning process.
- We know that students wait to be assessed while learners assess themselves.
- We know that students must learn self advocacy.
- We know it must be about the six C's embedded authentically into their every day learning experiences.
- We know learner empowerment that is personalized by the learner is critical toward a growth mindset.
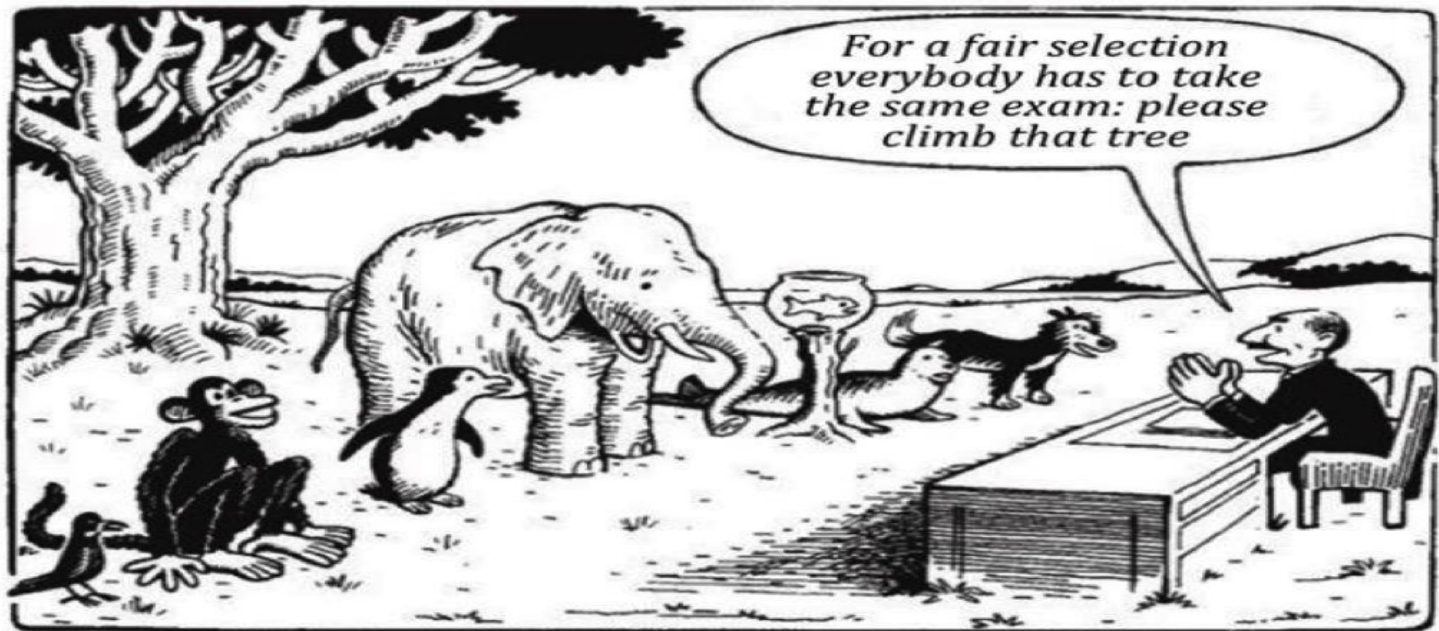
Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

— *Albert Einstein*

Strategic Priorities

[Link to ETCSD Strategic Priorities >](#)

"Culture of Learning"

"Learning is Different Here: Empowering Learners"

"All Students will Learn: committed to the growth and success of each student, each year"

"Great Place to Learn and a Great Place to Work"

"Small Community Delivering BIG on Education"

Support Conditions for **Learner Empowerment**.

Key Performance Indicators

- Student Surveys
- Graduation Rate
- Assessment Continuum progress
- School Learning Objectives (SLOs)
- Student Achievement Scores (State Assessments and District Assessments)
- Co-curricular participation, growth, and achievement
- District and Building level Report Card / Alternative Accountability for Little Prairie Primary
- Participation in Start College Now (SCN) and Early College Credit Programs (ECCP)
- AP Course Data
- Transcripted Credit Course Offerings & Pathway Certification Programs
- Post-secondary outcomes for students with disabilities

Cultivate a **healthy organizational culture** that supports learning through the values of: relationships and trust, communications, commitments, ongoing learning (growth mindset), voice, joy/happiness, compassion, gratefulness, self-reflection, feedback, accountability, and results.

Key Performance Indicators

- Staff engagement survey
- Staff retention data
- Hiring data
- Exit Survey
- Masters Degree Data
- National Board Certification Data

Maximize the value of our educational institution via families that attend ETCSD as well as the greater East Troy community through **increased communication and engagement.**

Key Performance Indicators

- Family satisfaction survey
- Annual district and building celebrations
- Student enrollment numbers
- Open enrollment numbers and surveys
- Social Media Platform Data
- Community Partnerships

Ensure the district continues to act as a **good steward of district resources** toward fostering and supporting our mottos, other strategic areas, and district goals.

Key Performance Indicators

- Impact on other strategic priorities
- Facilities Study and identification of high priorities, medium priorities, and low priorities of each building/grounds physical structure and learning spaces
- Salaries and Compensations
- Safety
- Utilities Energy Progress Summary
- Fund Balance
- Balanced Budget
- Credit Rating
- Short Term Debt
- Technology
- Transportation
- Food Service
- Athletics

2021 - 2022 East Troy Community School District
School Perceptions Student Data

My teachers make learning fun and interesting:

	4th & 5th Grades	6th -8th Grades	9th -12th Grades
Definitely	33.5%	16%	14.9%
Sort Of	56.9%	56.8%	57.8%
Not Really	7.1%	17.4%	18.8%
No	1.5%	8.9%	7.8%
Don't Know	1.0%	0.9%	0.6%

My teachers explained things in a way that I get:

	4th & 5th Grades	6th -8th Grades	9th -12th Grades
Definitely	39.1%	20.2%	20.8%
Sort Of	52.3%	57.7%	64.3%
Not Really	8.1%	16.4%	8.4%
No	0.5%	4.2%	5.8%
Don't Know	0%	1.4%	0.6%

School Perceptions Student Data

I can relate to what I'm learning at school:

	4th & 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	35.5%	15.6%	14.3%
Sort Of	47.7%	43.9%	48.1%
Not Really	12.7%	32.1%	24.7%
No	2.0%	6.6%	11.7%
Don't Know	2.0%	1.9%	1.3%

I tried my best at school:

	4th & 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	80.7%	48.3%	50.6%
Sort Of	18.3%	37.4%	31.8%
Not Really	0.5%	10.4%	11.7%
No	0%	2.4%	3.2%
Don't Know	0.5%	1.4%	2.6%

School Perceptions Student Data

The homework and projects I was assigned helped me learn and were more than just busy work (6th - 12th):
The homework provided to me was very worthwhile (4th and 5th):

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	42.1%	12.2%	18.2%
Sort Of	40.6%	42.3%	39.0%
Not Really	8.6%	24.4%	29.2%
No	6.1%	18.8%	12.3%
Don't Know	2.5%	2.3%	1.3%

I was provided many opportunities for choice and voice in determining how I would represent my learning:

Definitely	39.1%	27.8%	23.4%
Sort Of	44.2%	41.5%	45.5%
Not Really	8.1%	20.3%	20.8%
No	2.5%	5.7%	6.5%
Don't Know	6.1%	4.7%	3.9%

School Perceptions Student Data

I knew how well I was doing in my classes throughout the course of the year:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	38.1%	50%	61.7%
Sort Of	47.2%	35.7%	27.9%
Not Really	10.2%	10%	6.5%
No	2.5%	2.9%	2.6%
Don't Know	2.0%	1.4%	1.3%

I felt safe at school:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	70.6%	37.1%	28.3%
Sort Of	25.9%	44.8%	48.3%
Not Really	1.5%	11.4%	15.9%
No	1.5%	5.2%	5.5%
Don't Know	0.5%	1.4%	2.1%

School Perceptions Student Data

I felt safe answering questions in class even when I'm not sure I had the right answer:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	37.6%	21.0%	22.8%
Sort Of	39.6%	34.3%	40.0%
Not Really	16.2%	30.0%	20.7%
No	6.6%	13.3%	14.5%
Don't Know	0%	1.4%	2.1%

Most kids at school followed the rules:

Definitely	16.8%	7.6%	8.3%
Sort Of	54.8%	34.8%	35.9%
Not Really	23.9%	31.9%	37.2%
No	4.1%	23.3%	17.2%
Don't Know	0.5%	2.4%	1.4%

School Perceptions Student Data

If I were bullied, I felt comfortable talking to someone about it:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	47.7%	22.4%	25.5%
Sort Of	27.4%	29.0%	29.7%
Not Really	10.7%	18.1%	20.0%
No	9.6%	23.3%	14.5%
Don't Know	4.6%	7.1%	10.3%

I had friends who helped me when I needed help:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	68.5%	57.4%	66.4%
Sort Of	22.8%	27.3%	22.1%
Not Really	4.6%	8.6%	5.7%
No	2.5%	5.3%	3.6%
Don't Know	1.5%	1.4%	2.1%

School Perceptions Student Data

If I had a big problem, there was an adult at school I could talk to about it:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
Definitely	60.4%	37.8%	43.6%
Sort Of	27.4%	31.6%	32.1%
Not Really	6.1%	14.4%	15.0%
No	3.6%	12.0%	5.0%
Don't Know	2.5%	4.3%	4.3%

Did any of the things on the list below make learning hard for you:

- **Distracting students or distracting behaviors in my classes:**

Yes	48.2%	59.4%	61.2%
No	51.8%	40.6%	38.8%

- **Didn't know how/what to study:**

Yes	N/A	40.6%	47.5%
No	N/A	59.4%	52.5%

School Perceptions Student Data

Did any of the things on the list below make learning hard for you:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
● Getting nervous before tests:			
Yes	56.9%	58.0%	59.7%
No	43.1%	42.0%	40.3%
● Not staying organized/Not managing my time well:			
Yes	22.1%	41.5%	38.1%
No	77.9%	58.5%	61.9%
● School was boring			
Yes	41.0%	69.6%	67.6%
No	59.0%	30.4%	32.4%
● Too much stress			
Yes	40.0%	63.8%	57.6%
No	60.0%	36.2%	42.4%
● Worry about people posting about me online			
Yes	28.2%	36.2%	22.3%
No	71.8%	63.8%	77.7%

School Perceptions Student Data

Most days, I like my school:

	4th and 5th Grades	6th - 8th Grades	9th - 12th Grades
0 (Not at all)	1.5%	6.3%	5.1%
1	1.5%	4.4%	1.4%
2	1.5%	4.4%	5.1%
3	2.6%	6.3%	4.3%
4	8.7%	7.3%	10.1%
5 (Sort Of)	21.5%	21.0%	21.7%
6	9.2%	11.2%	12.3%
7	13.8%	11.7%	14.5%
8	16.9%	15.6%	20.3%
9	11.3%	7.3%	3.6%
10 (Definitely)	11.3%	4.4%	1.4%
{5-10}	84.0%	71.2%	73.8%

Assessment Continuum

The Assessment Continuum is intended to provide an understanding of the indicators used to define a variety of learning environments. As a district, our goal is to continuously move toward the creation of a learner-empowered environment. Please use this document and the driving questions that appear below as tools for self-reflection regarding your current assessment practices. Using your reflections, please identify an area for growth and develop your PPG.

	Curriculum-Centered	Educator-Driven	Learner-Centered	Learner-Empowered
Summative Assessment	• Curriculum provides assessments • Summative assessments are used to report out student performance.	• Educator designs assessment aligned to learning target(s). • Educator utilizes a system to track, illustrate, and translate student performance (educator assesses learning). • Educator evaluates and communicates student growth and progress.	• Student co-designs assessment with educator aligned to learning target(s). • Student co-creates a system to track, illustrate, and translate performance (student and educator assess learning). With educator assistance, the student communicates their growth and progress.	• Student designs assessment to demonstrate their level of proficiency of learning target(s). • Student uses a self created system to track, illustrate, and translate performance (assesses own learning). Student uses this system to reflect on and communicate their growth and progress.
Formative Assessment	• Educator relies upon checks for understanding included within curriculum resources or materials. • Results of these checks for understanding serve as a grade. • Results do not guide or change the course of instruction. Regardless of student performance, instruction within the unit of study moves forward.	• Formative assessment takes the form of a class activity rather than a tool to gauge student understanding. • Formative assessments are utilized but the data that is collected is not used to guide instruction. • Evidence and student data is not concrete.	• Formative assessments are utilized to gauge student understanding and guide instruction. • Evidence from formative assessments are used to inform whole-group instruction. • Learning targets assessed as part of formative assessment are consistent for all students.	• Formative assessments are continually utilized to gauge student understanding and guide instruction. • The most current evidence from formative assessments is used to design whole-group, small-group and individual instruction. • Instruction, re-teaching and extensions lead to reassessment. • Learning targets assessed as part of formative assessment may vary from student to student.

Assessment Continuum

	Curriculum-Centered	Educator-Driven	Learner-Centered	Learner-Empowered
Goal Setting	• The scope and sequence serves as the goal for the course.	• Educator uses information gathered from formative and summative assessments to identify areas for growth. Using this information, the educator sets a whole-group goal. • Educator creates a plan to achieve the goal. • Educator reflects on and communicates progress.	• Educator and student participate in goal setting conference. • Educator and student use information gathered from formative and summative assessment to identify areas for growth. Using this information, educator and student set a goal focused on continuous growth and development. • Educator and student co-create a plan to achieve the goal. • Educator and student continually discuss progress made.	• Student uses information gathered from reflections, formative assessments and summative assessments to identify areas for growth. Using this information, student sets a goal focused on continuous growth and development. • Student creates a plan to achieve the goal. • Student continually reflects on and communicates progress.
Feedback	• Feedback solely reports the student's level of proficiency and is communicated as a percentage or grade.	• Feedback relates to the whole-group goal that was set by the educator. • Feedback is solely provided by the educator. • Feedback is used to report levels of attainment rather than growth.	• Feedback is timely and meaningful. • Feedback relates to goals co-created by the educator and student. • Feedback is provided by the educator and peers. • Students use feedback as part of the learning process. • Feedback is used as part of the goal setting, monitoring and reporting process.	• Feedback is timely and meaningful. • Feedback directly relates to goals created by the student. • Feedback is provided by a variety of sources including: educator, peers, designated audience members and self-reflection. • The learner seeks feedback that expands beyond the classroom. • Students and educators mutually provide and apply feedback to the learning process. • Feedback is used as a tool for reflection and part of the goal setting, monitoring and reporting progress.

Assessment Continuum

Driving Questions

- How do you currently assess your students? Identify both formative and summative assessments.
- Can you describe the importance and value of each assessment method?
- What skills do you expect students to possess and/or demonstrate after a lesson, unit, course?
- Do your current assessment practices allow students to apply these skills and concepts in meaningful ways?
- Have you established criteria that outlines expectations for demonstrating understanding of targets? If so, are they yours or are students involved in formulating them?
- Are the students able to describe the criteria?
- Do you provide feedback that is clearly related to assessment criteria/learning targets?
- How does the feedback you provide help students to know how well they are doing? Are students able to use feedback to identify specific areas of strength and areas for growth?
- How do your assessments support a growth mindset?
- How are assessments used to inform instruction?
- Are students provided with opportunities to practice and receive guidance and instruction regarding assessment methods?

ETCSD Staff Survey

National Trends

- 55% of educators now indicate that they are ready to leave the profession earlier than planned

- 76% of educators feel that lack of respect from parents and the public is a serious problem.

- Only 30% of teachers nationally say they are satisfied with their current position.

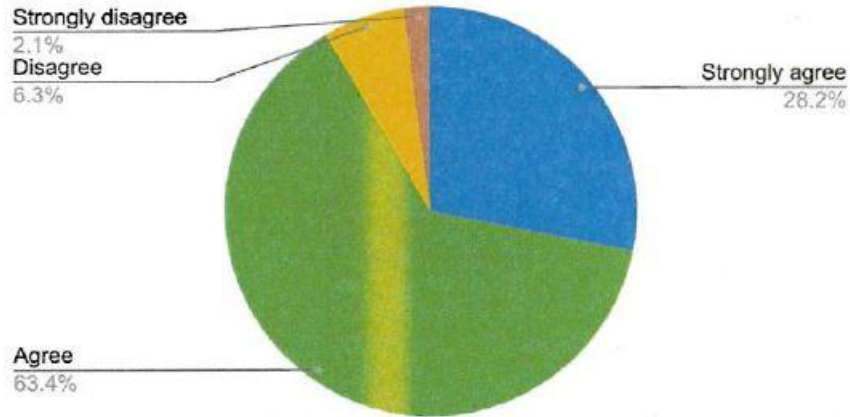- Enrollment in undergraduate teaching programs continues to decline each year.

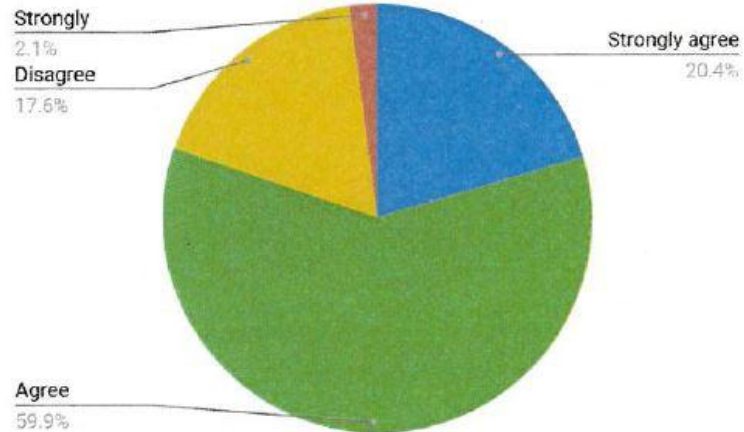Sources: MDR Education, NEA

ETCSD Staff Survey

STAFF SURVEY REPORT

I feel good about working in public education.

Strongly disagree
2.1%
Disagree
6.3%

Strongly agree
28.2%

Agree
63.4%

ETCSD Staff Survey

STAFF SURVEY REPORT

I look forward to going to work most days.

Strongly
2.1%

Disagree
17.6%

Strongly agree
20.4%

Agree
59.9%

ETCSD Staff Survey

STAFF SURVEY REPORT

Staff innovation in the district is encouraged.
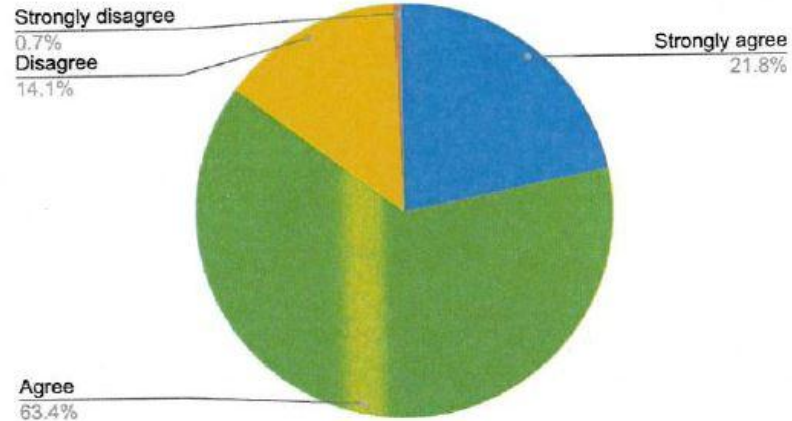
Strongly disagree
0.7%
Disagree
14.1%

Strongly agree
21.8%

Agree
63.4%
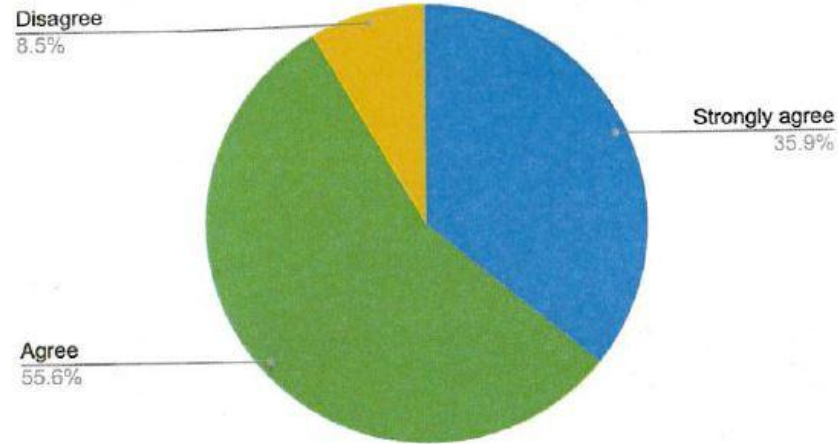
ETCSD Staff Survey

ETCSD Staff Survey

STAFF SURVEY REPORT

I believe my pay is fair for the work I do.

Strongly agree 6.3%

Agree 31.7%

Disagree 41.6%

Strongly disagree 20.4%
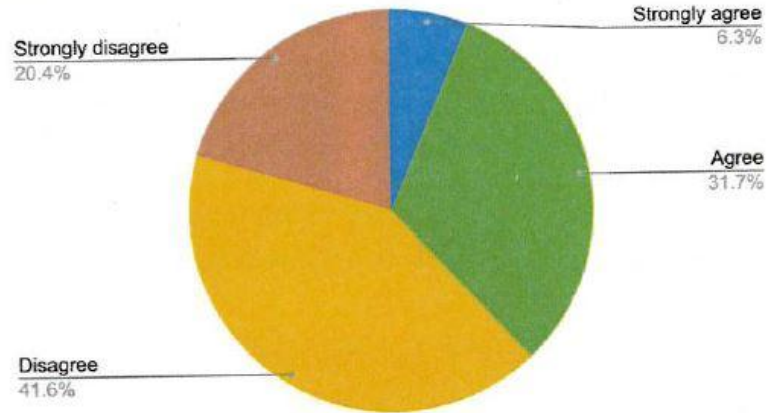
ETCSD Staff Survey

STAFF SURVEY REPORT

I feel respected and supported by my direct supervisor.

Strongly disagree
4.9%
Disagree
12.7%
Strongly agree
38.7%
Agree
43.7%
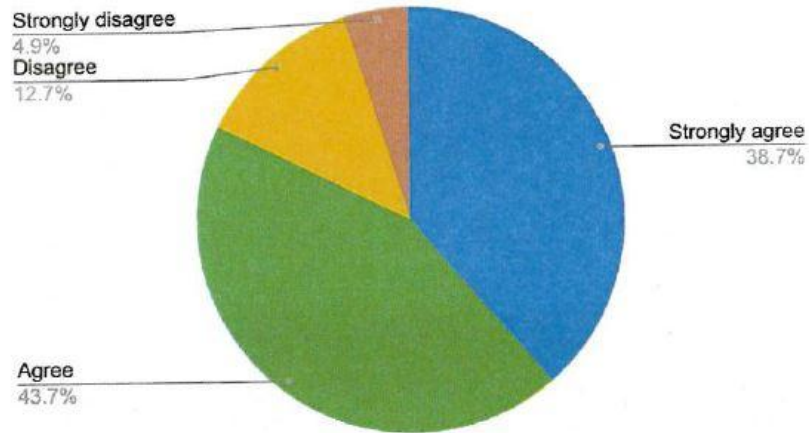
ETCSD Staff Survey

STAFF SURVEY REPORT

I feel I am appreciated by our parents.

Strongly disagree
2.8%

Disagree
26.8%

Strongly agree
12.0%

Agree
58.5%
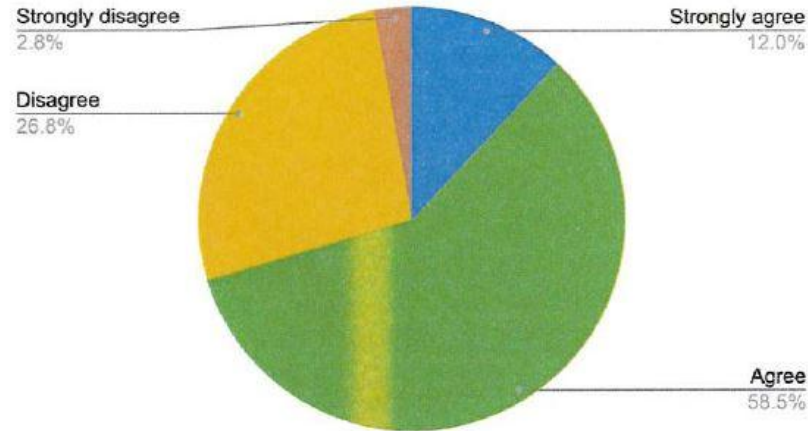
ETCSD Staff Survey

STAFF SURVEY REPORT

I feel I am appreciated by our community.
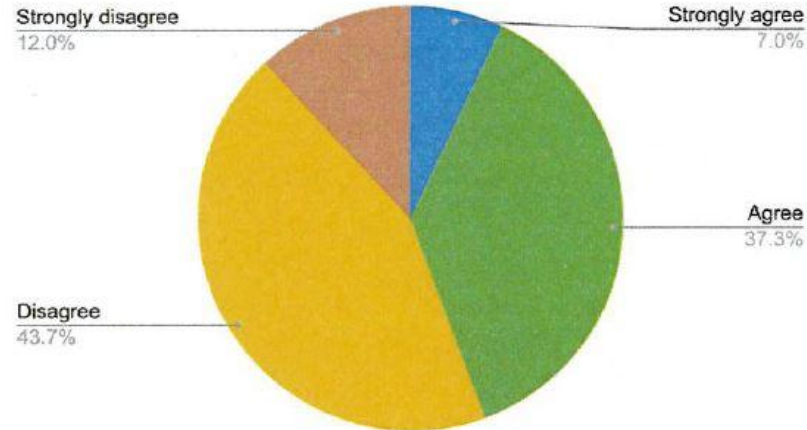
Strongly disagree
12.0%

Strongly agree
7.0%

Agree
37.3%

Disagree
43.7%

ETCSD Staff* Retention Since 2017-18

*Licensed staff, Special Education Aides and Aides

District-Wide Hires Since 2017-18 by School

Bar chart — Number of Hires by School Building:
- Little Prairie: 47
- Prairie View: 31
- Middle School: 63
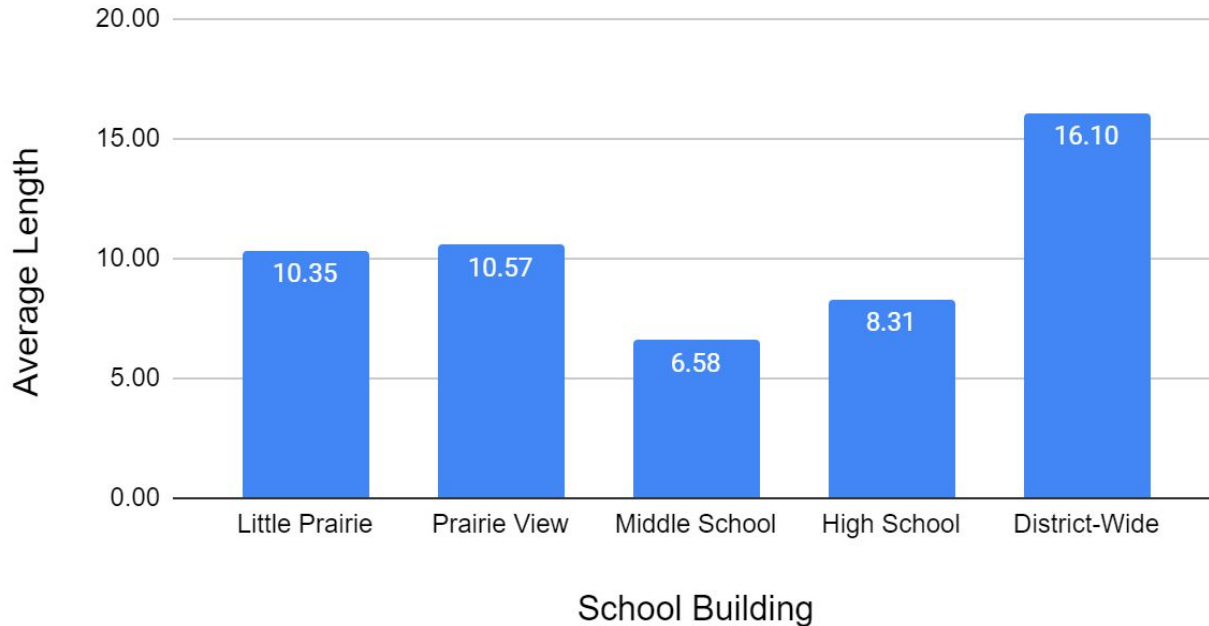- High School: 47
- Other: 21
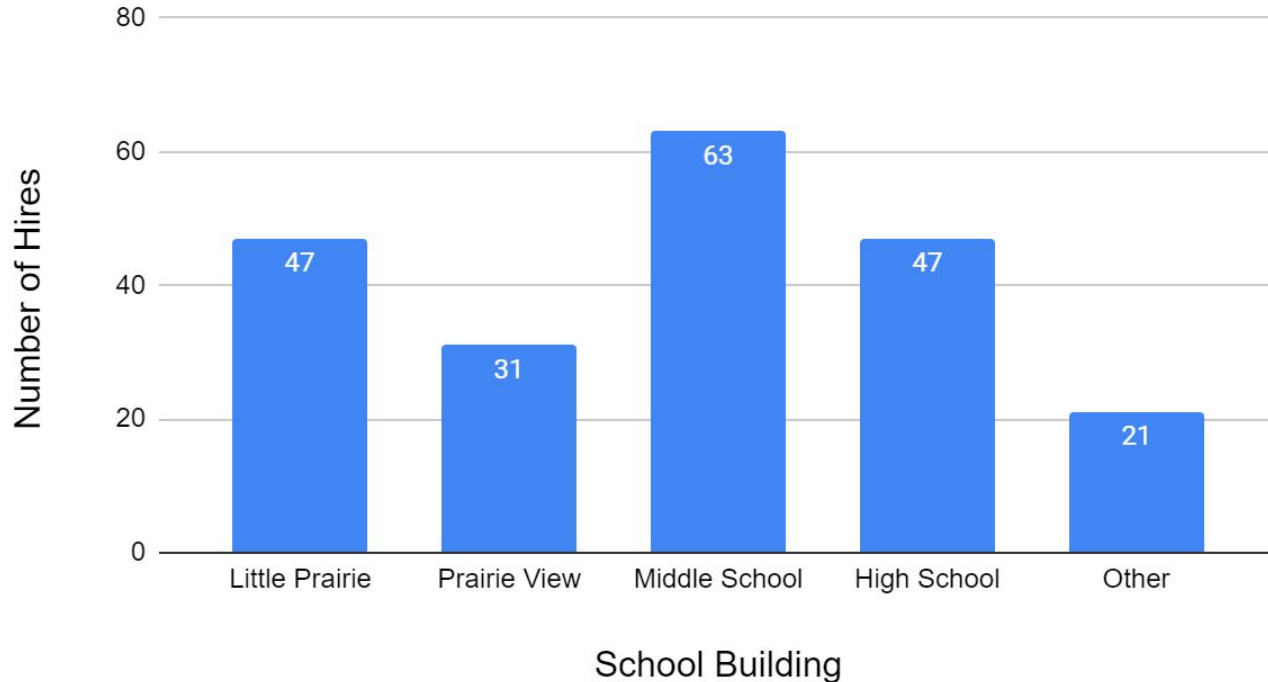
ETCSD Staff* Retention Since 2017-18

*Licensed staff, Special Education Aides and Aides

Average Length of Employment by School

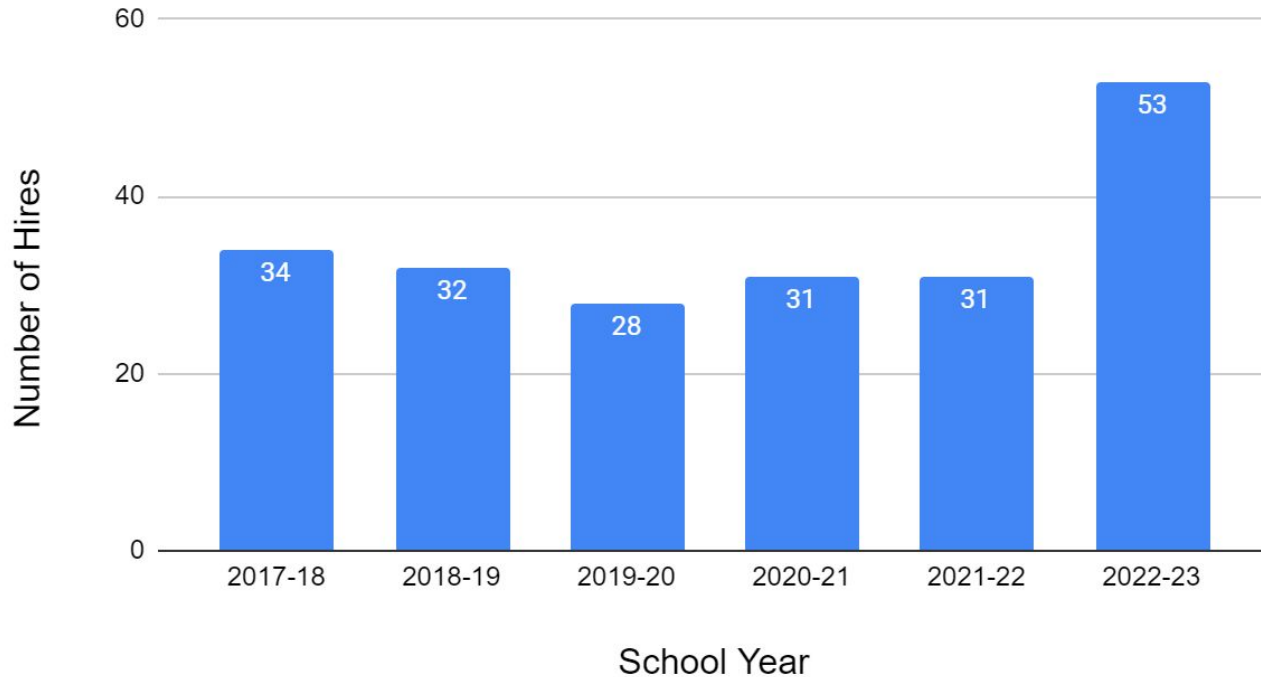Average Length of Employment Prior to Termination Since 2017-18

School Building	Average Length
Little Prairie	10.35
Prairie View	10.57
Middle School	6.58
High School	8.31
District-Wide	16.10

ETCSD Staff* Retention Since 2017-18

*Licensed staff, Special Education Aides and Aides

District-Wide Hires by School Year

July 2022 Family Satisfaction Survey

402 Total Respondents *(26% participation rate)*

District-Wide Index Breakdowns – Index scores are calculated by combining several questions with similar themes. Average Scores have a maximum of 5

Informed	**Included**	**Atmosphere**	**Equity**
I am kept up-to date on my child's progress and what's happening at school.	I am welcomed, respected, and part of the school community.	My child feels safe and supported at school.	My family is accepted, respected, and supported at school.
3.98	**3.88**	**4.11**	**4.11**

July 2022 Family Satisfaction Survey

402 Total Respondents *(26% participation rate)*

District-Wide Results & Analysis – Percent Agree/Strongly Agree and Average scores are shown for each question. Averages have a maximum score of 5.

District Direction	Percent Agree/Strongly Agree	Average (out of 5)
I believe the ETCSD should always provide resources and proper staffing toward attaining district goals.	94%	4.40
I support learning environments that considers my child's voice and choice in their learning, focuses on continual improvement, and accurately assesses what my child knows and is able to do.	93%	4.28
I am satisfied with the transportation of the district before and after school.	92%	4.21

July 2022 Family Satisfaction Survey

402 Total Respondents *(26% participation rate)*

District-Wide Results & Analysis – Percent Agree/Strongly Agree and Average scores are shown for each question. Averages have a maximum score of 5.

District Direction	Percent Agree/Strongly Agree	Average (out of 5)
I believe the ETCSD is right to focus on the 6 C's for learning creativity, critical thinking, collaboration, communication, content, and curiosity.	93%	4.19
I would support additional funding per a referendum to support the district staffing/operational needs.	84%	4.18
I would support additional funding per a referendum to support the district facility needs.	81%	4.07

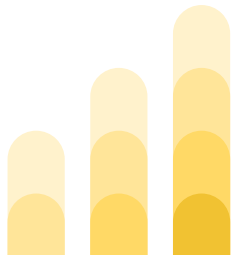# July 2022 Family Satisfaction Survey

402 Total Respondents *(26% participation rate)*

District-Wide Results & Analysis – Percent Agree/Strongly Agree

Overall, how would you rate communications from the District?

- Great: 32%
- Good: 48%
- Fair: 14%
- Poor: 5%
- Don't Know: 1%

How would you like to receive district information? (Mark all that apply)

- Emails: 96%
- Automated phone/text notifications: 64%
- School website: 44%
- Meetings with teachers and administrators: 39%
- School and district newsletters: 37%
- Parent portal: 35%
- Facebook: 25%
- School Board Meetings: 19%
- Parent organizations: 8%
- Newspaper: 5%
- Other: 2%
- Other social media (such as Instagram, TikTok, etc.: 2%
- Twitter: 2%
- Radio: 1%

District Challenges

- Inadequate funding
- Unprecedented inflation
- One time federal stimulus monies toward operational deficits
- Improving upon conditions related to student achievement and student feedback/surveys
- Improving upon conditions for learner empowered environments
- Improving upon conditions related to family satisfaction feedback/surveys
- Retaining quality professional staff
- Attracting quality professional staff
- Improving upon conditions related to staff feedback/surveys
- Students and staff emotional well being
- Maintaining and evolving of student programming/courses
- Maintaining and adapting facilities for current and future safety,educational, and efficiency needs
- Maintaining reasonable tax levy impact on residents

VII. FINANCIAL COMPONENTS

WI SCHOOL FUNDING FORMULA

In Wisconsin, the majority of the amount of money a school district receives (approx 85%) is restricted by a state-imposed revenue limit, also known as a revenue cap. Every district has its own revenue limit.

PROPERTY
TAXES
STATE AID +
_____

REVENUE LIMITS

In general, as state aid goes down, property taxes go up.

Headcount Definition (Actual Enrollment)

Head Count is the number of students attending ETCSD (students in desks), regardless of their resident district. Revenue Limit is not calculated on Headcount, but rather residents. However, headcount is still an important piece of the equation.

Includes Students Who Are

ETCSD Residents

Open-enrolled IN

Non-residents enrolled at ETCSD

Excludes Students Who Are

Enrolled in alternative/off-site placements

Open-enrolled out

Residents enrolled outside the district

The enrollment numbers in the following charts are as of September of each year, except for the estimate for the current year (roll-forward method)

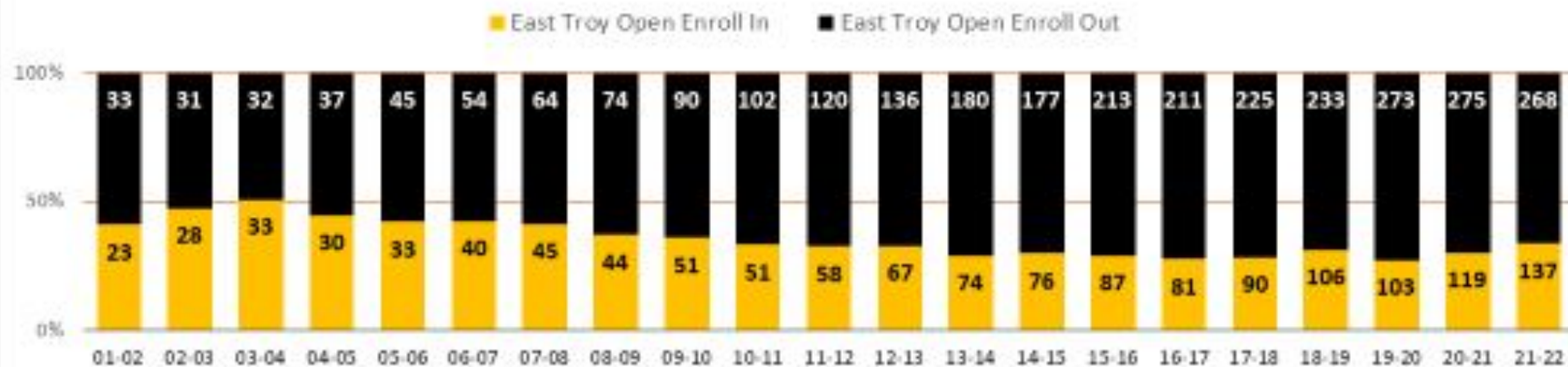# Impact of 4K Enrollment & Gradual Declining Enrollment

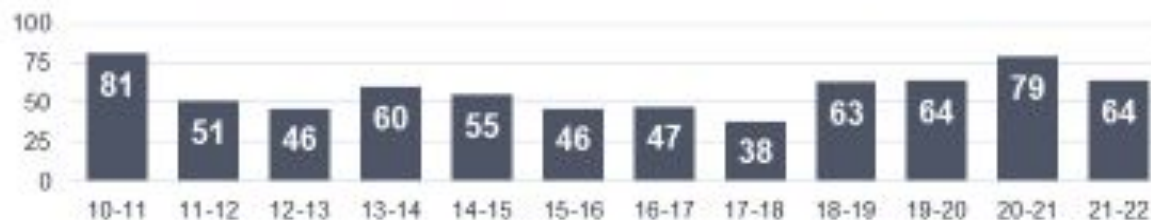## East Troy Enrollment and Resident Count Based Upon September Count
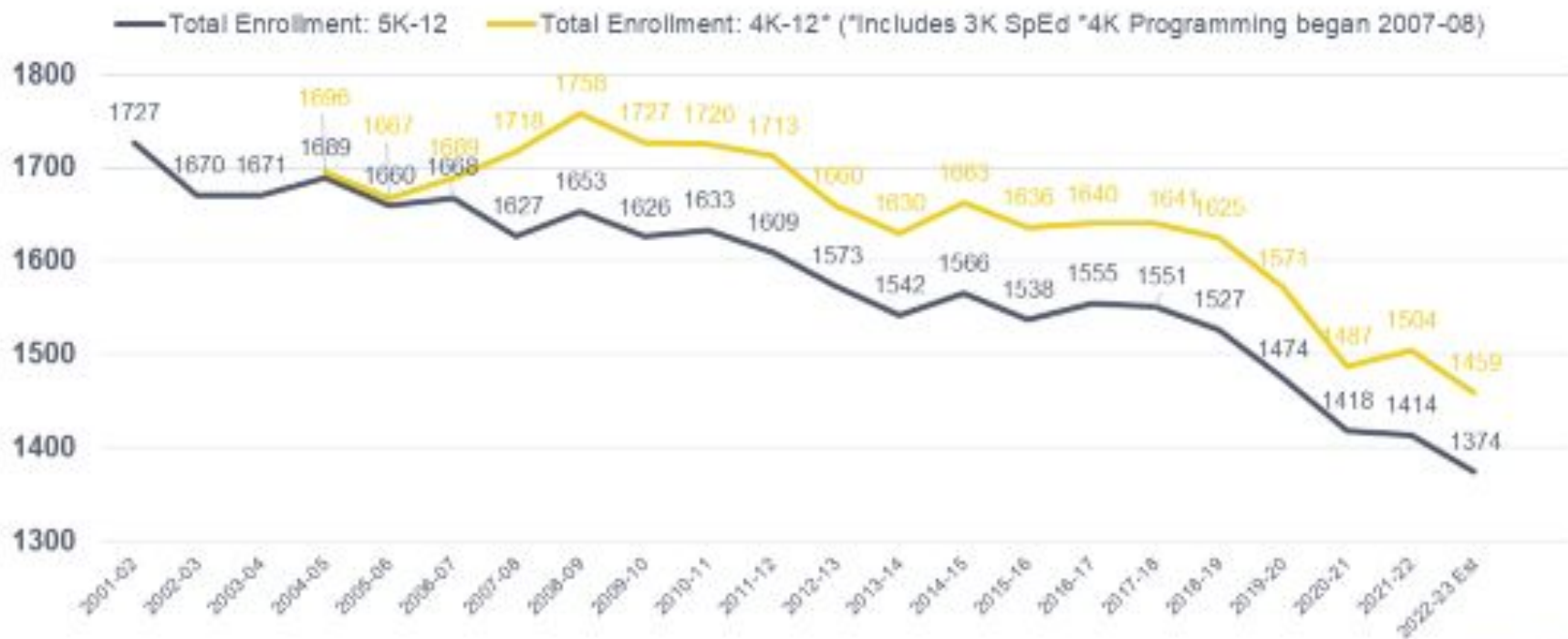
Additional Data (Open Enrollment and Home School)

East Troy Open Enroll In and East Troy Open Enroll Out

■ East Troy Open Enroll In   ■ East Troy Open Enroll Out

Year	Open Enroll In	Open Enroll Out
01-02	23	33
02-03	28	31
03-04	33	32
04-05	30	37
05-06	33	45
06-07	40	54
07-08	45	64
08-09	44	74
09-10	51	90
10-11	51	102
11-12	58	120
12-13	67	136
13-14	74	180
14-15	76	177
15-16	87	213
16-17	81	211
17-18	90	225
18-19	106	233
19-20	103	273
20-21	119	275
21-22	137	268

ETCSD Number of Home School Students By Year

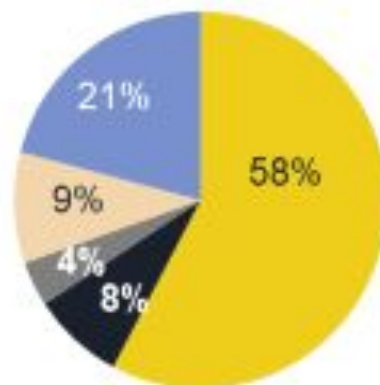| Year	Students
10-11	81
11-12	51
12-13	46
13-14	60
14-15	55
15-16	46
16-17	47
17-18	38
18-19	63
19-20	64
20-21	79
21-22	64

General Fund Components

2022-23 Revenues

- Property Taxes (LOCAL)
- Equalization Aid (STATE)
- Per Pupil Aid
- Other

14%
5%
59%
22%
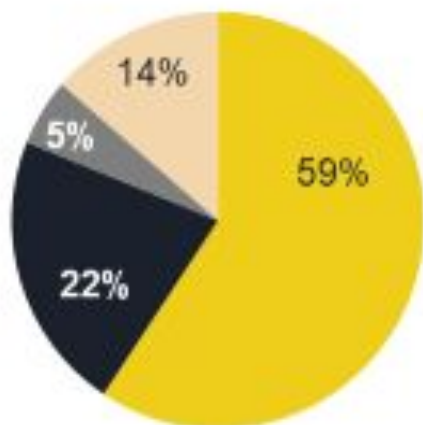
2022-23 Expenditures

- Salaries & Benefits
- Fund 27 Transfer
- One time expenses
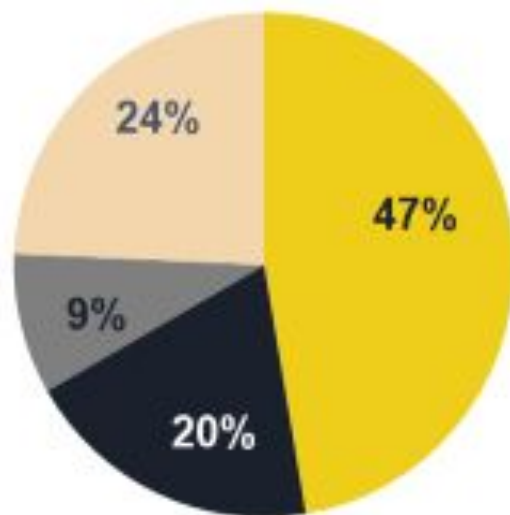- Open Enrollment Out
- Other

21%
58%
9%
4%
8%

- Open Enrolment Out costs are salaries and benefit costs for staffing out of district.
- The Fund 27 transfer is for salaries and benefits costs for staffing in district.

General Fund & Fund 27 (Salaries/Benefits)

2022-23 General Fund & Fund 27 Salaries and Benefits

■ Salaries ■ Benefits ■ Open Enrollment ■ Other

School property taxes have been kept in check.

■ Over the last six years, school taxes have gone up an average of 1.2% per year.

	16-17	17-18	18-19	19-20	20-21	21-22	AVG
Levy inc	0%	1.5%	0%	2.88%	1.5%	1.43%	1.2%

■ In 21-22, the East Troy mill rate, the tax rate per $1,000 of home value, is $8.34. This is well below the state average of $8.67 for K-12 Districts.

Property Tax Levy
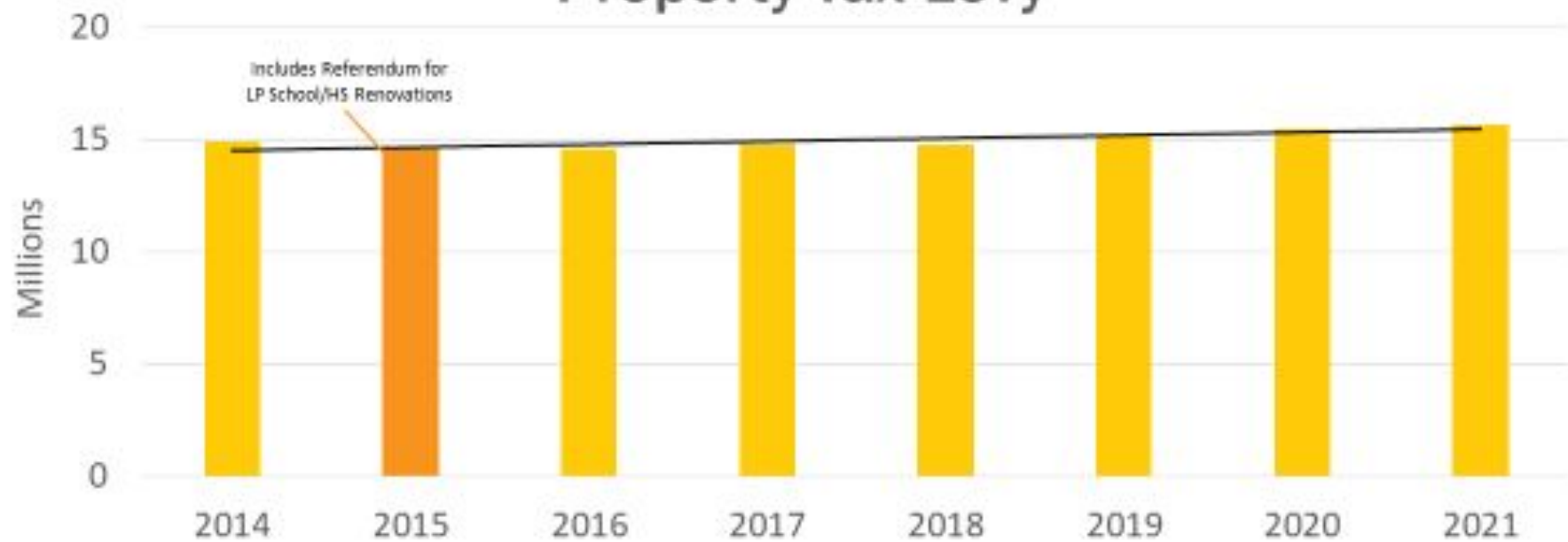
As state aid decreases, in general school districts rely more on property taxes. ETCSD has been able to keep taxes low.

Mill Rate

## East Troy Community School District Mill Rate

Line graph values:
- 09-10: $8.85
- 10-11: $9.16
- 11-12: $8.88
- 12-13: $9.99
- 13-14: $10.21
- 14-15: $10.42
- 15-16: $9.97
- 16-17: $9.69
- 17-18: $9.66
- 18-19: $9.21
- 19-20: $9.18
- 20-21: $8.72
- 21-22: $8.34
- Est. 22-23: $8.42

2021-22 Rock Valley Athletic Conference and Local Mill Rate

Bar chart values:
- Clinton: $12.50
- Whitewater: $11.00
- McFarland: $10.52
- Jefferson: $10.47
- Evansville: $9.85
- Parkview: $9.19
- Edgerton: $8.96
- Beloit-Turner: $8.90
- East Troy: $8.34
- Palmyra-Eagle: $8.10
- Elkhorn: $8.05
- Mukwonago: $7.57
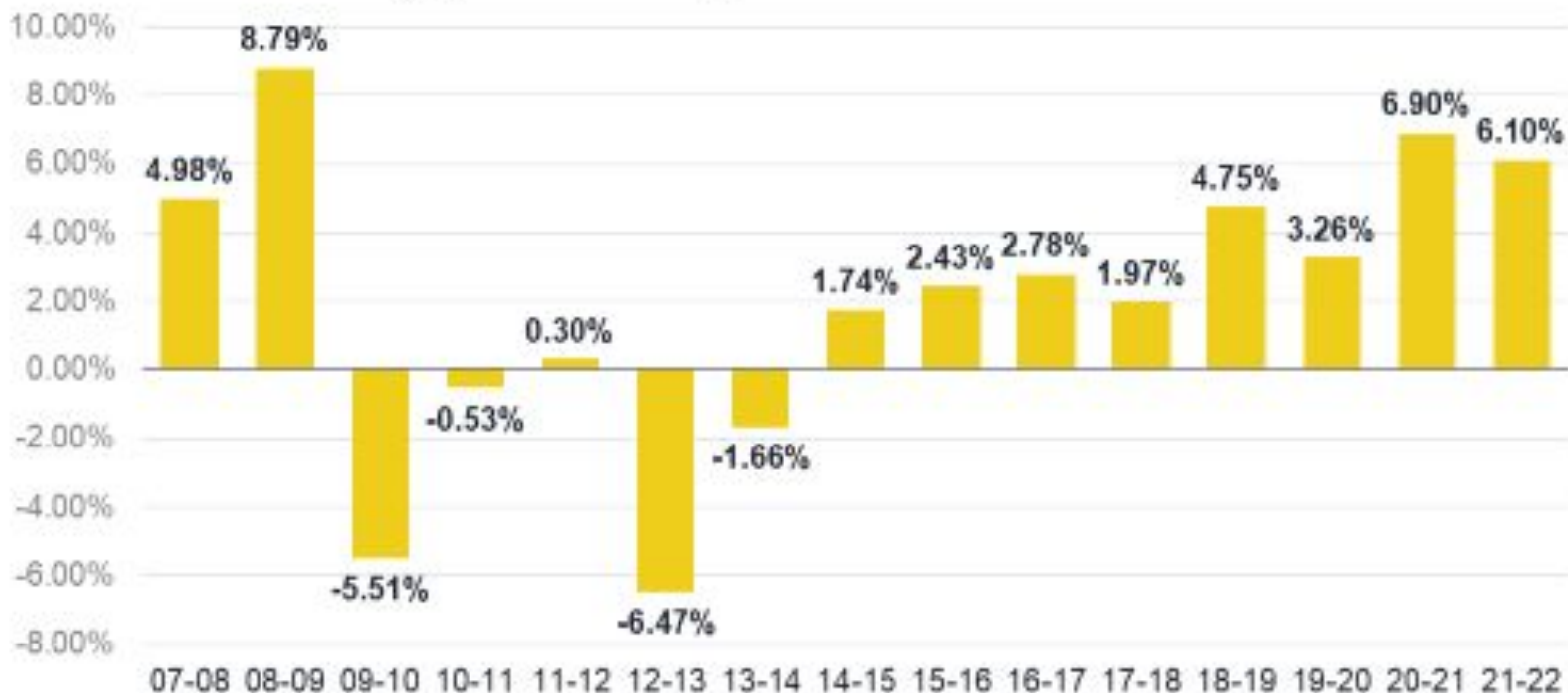- Muskego-Norway: $7.12
- Brodhead: $6.52

See Appendix "Rock Valley Athletic Conference 2020-21 Equalized Tax Levy Information" for Comparables

A Factor Driving Taxes:
Percent of Revenue Limit Made
Up of State Aid
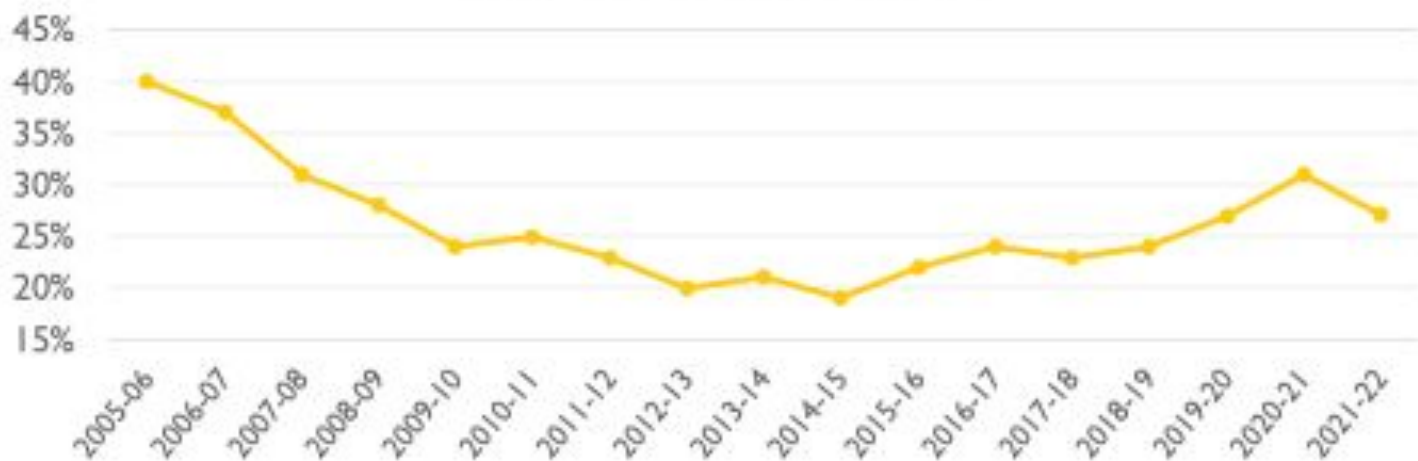
Another Factor Driving Taxes: Percent Change in Equalized Value

See Appendix "WI DPI Analysis of General Aid and Equalization Aid Formula Components" for Comparisons to State Increases