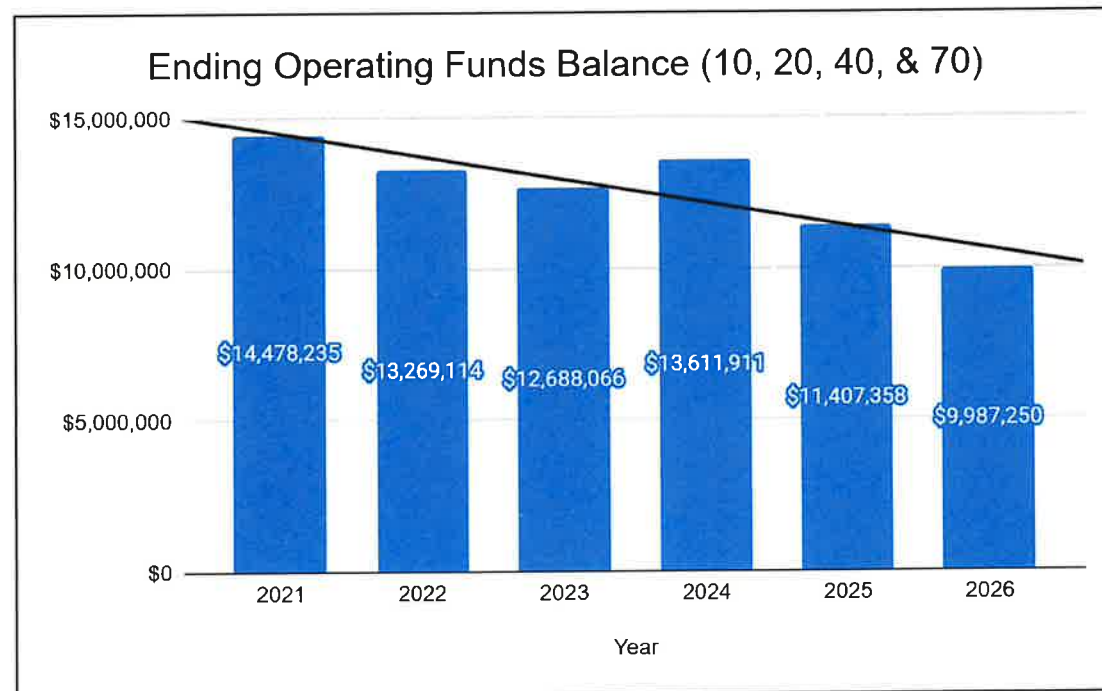


Net Surplus (Deficit)

Year	(10) Education	(20) O & M	(40) Transportation	Total Operating Funds (10, 20, 40, and 70)*
2021	2,491,852	388,882	384,056	3,316,440
2022	(938,009)	(1,075)	(384,100)	(1,263,159)
2023	(511,791)	14,786	(186,686)	(581,068)
2024	980,083	(318,396)	(140,961)	641,943
2025	(1,606,978)	(249,447)	(482,833)	(2,204,553)
2026**	(1,595,666)	545,215	(501,474)	(1,420,108)

*Meridian CUSD 223 received \$2,749,564 in ESSER Funds in FY21-FY24.

**Estimated



	Audited Beginning	FY26 BUDGET SUMMARY (Estimated)			Estimated Ending
	July 1, 2025	Revenue	Expenditures	Difference	June 30, 2026
(10) Education	9,586,437	17,240,252	18,835,918	-1,595,666	7,990,771
(20) Operations & Maintenance	15,471	2,919,806	2,374,591	545,215	560,686
(30) Debt Service	999,052	1,648,675	1,649,118	-443	998,609
(40) Transporation	678,995	1,235,296	1,736,770	-501,474	177,521
(50) IMRF/Social Security	562,256	805,014	859,207	-54,193	508,063
(60) Capital Projects	7,390	1,000	0	1,000	8,390
(70) Working Cash	1,126,455	131,817	0	131,817	1,258,272
(80) Tort	649,067	1,206,467	1,220,350	-13,883	635,184
(90) Fire Prevention & Safety	224,279	133,290	75,000	58,290	282,569
TOTAL	\$13,849,402	\$25,321,617	\$26,750,954	-\$1,429,337	\$12,420,065

The following are cost savings measures that have been implemented in the last year and a half.

1. Did not fill 4 vacated paraprofessional positions at Highland Elementary - \$129,597
2. Switched to index pricing for utilities through January - \$3912.25 so far since July 1st
3. Non-renewed unused software at HES- approx. \$8,000
4. Transportation has cut 3 routes over the last year and a half - \$36,750
5. Health Services discontinued the "Food for Friends" elementary snack program
6. Fitness Junction memberships/classes reduced
7. Technology canceled all Verizon hotspots and switched to T-Mobile.
8. B&G had a decent budget surplus (approx \$100K) from Heather actively seeking and receiving grant funds and we made many short term repairs opposed to expensive upgrades and replacements on HVAC equipment.
 - 1: Grant funds replaced 1 vestibule, 4 outside doors and west entrance MJHS
 - 2: Current grant will be providing money towards SVHS main entrance and exterior door at MJHS.
 - 3: New bed for dump truck paused indefinitely
 - 4: Using substitutes in place of Part time or Full time employees.
9. Food Service did not fill 1 position at the Jr.High kitchen - \$13,542
10. MJHS Science Curriculum OpenSciEd - standard aligned free curriculum (few thousand annually)
11. ELA curriculum - still working on it but likely similar to science above. MJHS
12. Using PTO funds, not school funds, to bring in motivational speaker - \$2000
13. SVHS replaced a full-time science position with a part-time position (one period) - Approx \$55,000

ENROLLMENT	
2018	1,664
2019	1,642
2020	1,584
2021	1,476
2022	1,418
2023	1,462
2024	1,466
2025	1,441
2026	1,463

Position	# of Reductions	# of New Positions
Kindergarten*	2	
3rd Grade	2	
Instructional Coach	3	
ToSA - AI Specialist		1

*Will be re-evaluated after registration

Total Change: -6.0 FTE

Proposed Elementary Class Sizes for 2026-2027

Grade Level	Student Count	FY26 Staffing	FY27 Staffing	Difference	Avg Class Size
K	TBD	6	4	-2	TBD
1st	101	5	5	0	20.20
2nd	102	5	5	0	20.40
3rd	98	6	4	-2	24.50
4th	111	5	5	0	22.20
5th	113	5	5	0	22.60

Illinois District Class Size Guidelines

Barrington 220 Class Size Guidelines

K-2nd: 21-23

3rd: 23-25

4th-5th: 25-27

Harlem 122 Class Size Guidelines

K-3: 25

4th-5th: 26

Prairie Hill 144 Class Size Guidelines

K-4: 25

5th: 30 (middle school)

Rockton 140 Class Size Guidelines

K-2: 22

3rd: 24

4th-5th: 26

Illinois District Actual Class Sizes

Dixon 170 Class Sizes

K-2: 20.4-20.5

3rd-5th: 22.6-26.3

Harlem 122 Class Sizes

K-2: 22.2-24.1

3rd-5th: 23.8-22.9

Kinnikinnick 131 Class Sizes

K-2: 16.4-24

3rd-5th: 22.4-24.6

Oregon 220 Class Sizes

K-2: 20.5-20.6

3rd-5th: 23.8-23.9

Prairie Hill 144 Class Sizes

K-2: 17.7-19.3

3rd-5th: 23.3-27

Rochelle 231 Class Sizes

K-2: 22.3-24.5

3rd-5th: 21.2-24.9

Rockton 140 Class Sizes

K-2: 21.7-21.8

3rd-5th: 21.9-24.9

	Meridian	23.2	20.5	15.1	31.9	30.5	37.4	
6th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	13.6	12.8	25.5	42.7	36.3	60.6	2nd in 2025, 3rd in last 5 years
	Byron	69	62.6	37.3	45.5	82.6	87.7	
	Forrestville V	46.6	48.3	38.6	44.8	69.2	57.1	
	Rochelle	43	25.5	27.8	31.5	41.4	44.8	
	Polo	51	29	60	36.8	48.1	36.4	
	Meridian	44.9	36	48.6	34.6	50.8	71.7	
7th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	33.9	19.8	52.1	62.3	70.1	62.4	1st in 2025, 2nd in last five years
	Byron	68.5	58.2	61.7	69.9	69.6	81.7	
	Forrestville V	50.8	45.8	53.2	28.6	54.0	68.6	
	Rochelle	42.9	17.5	23.7	20.4	36.9	59.8	
	Polo	63.8	71.2	42	54.8	52.6	57.1	
	Meridian	60.6	62.5	51.7	44.7	40.9	82.9	
8th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	22.3	18	28.2	41.8	68.3	77.8	4th in 2025, 4th over last five years
	Byron	60.2	51.6	31	62.5	67.0	74.8	
	Forrestville V	44.6	32.9	25.4	41.4	35.9	57.1	
	Rochelle	38.3	28.2	10	22	36.7	54.7	
	Polo	49	46.2	52.9	27.8	77.5	70.3	

	Meridian	36.9	40.4	34.5	35.5	56.4	60.2	
	District	2019	2021	2022	2023	2024	2025	
	Oregon	25.4	22.1	35	45.7	55.8	66.4	
	Byron	63.9	51.1	43.5	52.7	59.4	76.6	
OVERALL	Forrestville V	48.1	43.7	44.8	42.1	49.4	64.8	5th in 2025, 5th over last five years
	Rochelle	31	18.9	17.7	22	25.7	41.5	
	Polo	48.1	44.8	47.4	38.1	53.4	60.5	
	Meridian	38.3	35.6	35	34.8	40.4	59.6	

*Cut scores were lowered in 2025

MATH DATA								
	District	2019	2021	2022	2023	2024	2025**	
	Oregon	57.3	56	66	61.3	66.3	66.7	
	Byron	82.7	67.2	74.2	57.5	55.0	87.6	
3rd Grade	Forrestville V	26.8	42.5	37.5	44.6	44.9	72.5	5th in 2025, 4th over last five years
	Rochelle	32.7	17.3	11.7	10.2	10.3	30.7	
	Polo	68.5	37	62	55.2	77.2	82.9	
	Meridian	41.4	40.4	51.1	42.3	40.2	51.8	
	District	2019	2021	2022	2023	2024	2025	
4th Grade	Oregon	32	13.2	33	48.8	47.5	69.1	3rd in 2025, 3rd over last five years
	Byron	64.2	40.4	50	42.6	40.0	57.3	

	Forrestville V	30.4	8.6	22.2	17.6	39.1	58.7	
	Rochelle	28.5	11.3	12.7	8.5	8.8	20.1	
	Polo	39.4	21.2	45.5	31.3	44.5	63.2	
	Meridian	23.4	24.5	40.8	35.9	23.3	59.4	
5th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	30.4	11.9	12.8	19.3	38.2	38.8	5th in 2025, 5th over last five years
	Byron	69.4	51.6	49.3	49.6	45.7	67.6	
	Forrestville V	33.4	14.5	21.1	31.4	29.4	67.4	
	Rochelle	23.1	14.1	13.4	15.5	9.7	18.8	
	Polo	30.2	30	33.4	37.5	42.3	65.7	
	Meridian	23.2	15.9	12.3	22.4	19.0	28.0	
6th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	19	13	9.9	18	18.1	35.1	3rd in 2025, 4th over last five years
	Byron	54.3	37.4	27.2	29.2	31.0	45.3	
	Forrestville V	32.9	29.3	22.8	29.3	41.5	49.0	
	Rochelle	19	6.4	6.7	12.9	13.4	16.7	
	Polo	29.8	16.1	34.3	10.5	18.5	22.7	
	Meridian	23.9	16.7	15.3	15.1	28.4	36.4	
7th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	22.3	22.6	22.4	30.6	25.8	31.8	3rd in 2025, 5th over last five years
	Byron	44.7	43	43	26.2	40.6	49.6	

	Forrestville V	38.8	33.9	37.7	31.7	38.1	52.9	
	Rochelle	28	21.1	20.2	16.1	25.3	31.9	
	Polo	21.2	38.5	16.7	31	26.3	28.6	
	Meridian	29.9	27.5	25.5	18.1	19.0	43.1	
8th Grade	District	2019	2021	2022	2023	2024	2025	
	Oregon	21.4	9.8	14.6	21.4	31.7	26.3	2nd in 2025, 2nd over last five years
	Byron	45.9	33.9	32.7	17.9	21.7	42.7	
	Forrestville V	49	26	34.5	31	12.5	33.3	
	Rochelle	26.6	10.5	5	11.6	10.8	18.2	
	Polo	16.3	25	35.5	5.6	15.0	18.9	
	Meridian	29.2	26.9	23.5	22.2	31.7	37.6	
Overall	District	2019	2021	2022	2023	2024	2025	
	Oregon	29.7	19.7	25.6	33.5	37.9	45.4	5th in 2025, 5th in last five years
	Byron	60.1	47.3	45.7	36.6	38.6	57.8	
	Forrestville V	35.6	25	29.4	30.8	33.5	54.9	
	Rochelle	26.4	13.2	11.9	12.4	12.9	23.1	
	Polo	32.3	28.3	37	28.3	37.5	44.7	
	Meridian	28.7	25.4	27.4	26	27	43	

**Cut scores were lowered in 2025

Facilitated common resource use across grade levels in special education classroom ensuring students with additional needs experience coherent, rigorous, and inclusive learning across grade levels.

Bridges Intervention and Bridges Core with a more focused understanding of learning targets within the grade level standards.

Amplify CKLA - Better understanding of Amplify CKLA Instructional Shifts, Aligned CKLA components to IEP goals and objectives, Began designing Specially Designed Instruction within CKLA

Next Steps: Identifying assessment data and IEP progress monitoring, building a collaborative implementation system with regular education teachers, Creating deliverables

Instructional ELA - Collaborating with resource teacher and paraprofessionals in using Amplify Skills and Knowledge resources for students with additional needs. Progress monitoring and assessing using earlier grade level standards in a progression towards grade level standards.

Support creating IEP goals and objectives using grade level standards and learning targets with the assistance of AI

Daily Support with data, behavior, instruction of students with additional needs and implementation of Cardinal Coding with the SAT team members.

Weekly Data Chats with Teachers Leaders

Providing Professional Development - Implementation of Multiple Programs - LETRS Cohort 2024-2026 - 5 teachers; LETRS Cohort 2026-2027 - 5 Teachers; Bridges - Assessments - Teachers, Routines - Teachers and Paras; RAP, PLL, Equipped for Reading Success, Multisyllable Routine, Spellography

Total Cost of the Coaching Program in Salaries and Benefits

#1 - \$86,681.16

#2 - \$120,892.82

#3 - \$103,764.86

#4 - \$102,941.35

#5 - \$133,950.67

Consultant - \$23,660 (FY25)

Total: \$571,890.86

Positions	Salary	Total Compensation
Retirement #1	\$94,593.86	\$104,334.97
Retirement #2	\$96,379.96	\$106,297.71
Retirement #3	\$96,379.96	\$109,766.06
Retirement #4	\$94,592.87	\$104,333.88
Honorable Dismissal #3	\$51,695.73	\$57,194.17
Honorable Dismissal #2	\$44,889.17	\$49,328.75
Honorable Dismissal #1	\$44,889.17	\$49,714.43
ToSA - AI Specialist		Approx. \$65,000

Total Savings: ~\$545,000

Tentative Honorable Dismissal Timeline

This document outlines the tentative timeline for the FY26 honorable dismissal (RIF) process. Note, most of these dates are flexible as we have accelerated the timeline to accommodate affected employees who may be re-entering the job market.

Pre-Board Action Phase

- **January 16, 2026: Bargaining Demand Deadline (Completed - 1/15)**
 - The deadline for the union to demand bargaining regarding RIF plans.
- **January 23, 2026: Distribute Internal Seniority List (Completed)**
- **February 1, 2026: Official Seniority List Publication (Completed/Dec BOE Mtg.)**
 - The formal deadline for publishing the Seniority List per the Collective Bargaining Agreement (CBA).
- **February 15, 2026: Target Date to Complete All Teacher Evaluations**
- **February 17, 2026: Confirmation Letters Sent**
 - Approximate date to send letters to teachers confirming their evaluation ratings, qualifications, seniority, and grouping.
- **February 24, 2026: Teacher Objection & Confirmation Deadline**
 - The final day for teachers to submit objections to the Seniority List.
 - Target date for teachers to confirm their individual ratings and qualifications.
- **February 25, 2026: Sequence of Honorable Dismissal (SOHD) List Distribution**
 - Recommended internal deadline to distribute the SOHD list, occurring one week before the Board meeting.

Board Action & Post-Notification Phase

- **March 4, 2026: Board Action on RIF Resolutions**
 - The target date for the Board to officially act on the Reduction in Force (RIF) resolutions.
- **April 15, 2026: Official RIF Notice Deadline**
 - The firm deadline for teacher-licensed staff to receive their formal RIF notices.

Executive Summary: Teacher on Special Assignment - AI Specialist Position

Recently, I conducted a listening tour across the district following the administration of the Great Place to Work survey. Faculty feedback indicated an unsustainable “time poverty” where administrative tasks are crowding out teaching time and leading to burn-out. In response to staff concerns, this document provides the rationale for the creation of a temporary, two-year Teacher on Special Assignment (TOSA) - AI Specialist position. Unlike traditional instructional coaches who focus on pedagogy, this role is a technical specialist dedicated to operational efficiency. The primary key performance indicator for this employee is to identify, build, and implement automated workflows that remove administrative burdens from our staff. This is a strategic investment to combat teacher burnout by returning hours of autonomous planning time to our educators.

The Problem: Administrative Load and Teacher Burnout

Teacher burnout is no longer just a feeling; it is a measurable crisis driven largely by non-instructional tasks.

- Burnout Statistics: According to a [2024 survey by the RAND Corporation](#), 60% of K-12 educators reported feeling burned out, with "administrative work outside of teaching" cited as a primary stressor.
- Retention Risk: [Research from the University of Missouri \(2025\)](#) indicates that nearly 78% of teachers have considered leaving the profession since the pandemic, often citing excessive workloads.

Our teachers are spending valuable time on data entry, email drafting, and routine paperwork, time that should be spent on student instruction and personal well-being.

The Solution: Automation as a Support Strategy

I am proposing a 2-year specialist position to build the infrastructure required to automate these tasks. This specialist will not just show teachers how to use AI; they will build the tools that do the work for them.

Qualifications

Key qualifications for this position include:

- Minimum of five years of successful teaching experience.
- Demonstrated proficiency in artificial intelligence platforms, Large Language Models (LLMs), and workflow automation tools.
- Experience in researched-based instructional practices.

Research Supporting This Approach

1. The AI Dividend and Time Savings

Recent [polling by the Gallup and Walton Family Foundation \(2025\)](#) coined the term "AI Dividend." Their data shows that teachers who utilize AI

automation tools at least weekly save an average of 5.9 hours per week. Over a school year, this equates to roughly six weeks of regained time that can be reinvested in student learning and teacher work-life balance.

2. Potential for Automation

A landmark [report by McKinsey & Company](#) analyzed the specific daily activities of teachers and found that 20% to 40% of current teacher hours are spent on activities that could be automated using existing technology. By targeting this 20-40% (administration, preparation, and evaluation), we can significantly reduce the after-hours work that leads to burnout without impacting face-to-face student time.

3. Federal Recommendations

The U.S. Department of Education's Office of Educational Technology released the report "[Artificial Intelligence and the Future of Teaching and Learning.](#)" which specifically advocates for "human-centered" automation. The Department argues that AI should be used to reduce low-level administrative burdens, explicitly stating that the goal of AI in schools should be to enhance, not replace, the human element of teaching by handling the rote tasks that distract from instruction.

The Strategy

This position is designed as a temporary insertion of technical expertise.

- **Year 1:** Audit district workflows and build automations (e.g., parent communication logs, grading assistants, IEP data summaries).
- **Year 2:** Train staff on maintaining these systems and develop a district AI guidebook
- **End of Term:** By the end of the second year, the systems will be self-sustaining. The role will dissolve, and the employee will return to their previous assignment or a new role within the district, leaving behind an infrastructure of efficiency.

Return on Investment (ROI)

If this specialist can implement tools that save just 2 hours per week for our 100+ certified staff members, we effectively return over 200 hours of productivity to the district every single week. This creates a more sustainable work environment, reduces substitute costs associated with burnout-related absences, and directly impacts classroom energy.

Recommendation

I recommend the Board consider the approval of the Teacher on Special Assignment - AI Specialist for a term of two years, effective immediately for the upcoming school year.

MERIDIAN COMMUNITY UNIT SCHOOL DISTRICT NO. 223
JOB DESCRIPTION

Position Title: Teacher on Special Assignment - AI Specialist
Reports to: Superintendent

Mission Statement of District: To instruct and assist students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.

Qualifications:

1. Valid and properly registered Professional Educator License, issued by the Illinois State Educator Preparation and Licensure Board.
2. Minimum of five years of successful teaching experience.
3. Demonstrated proficiency in artificial intelligence platforms, Large Language Models (LLMs), and workflow automation tools.
4. Experience in researched-based instructional practices.
5. Desire to continue career improvement.
6. Evidence of physical fitness and freedom from communicable disease.
7. Successful completion of criminal background check.
8. **PREFERRED:** Previous experience in technology integration, curriculum leadership, or systems automation.

Required Knowledge, Skills, and Abilities:

- Possess effective oral and written communication skills
- Able to comprehend and follow written and verbal instructions
- Physically and emotionally able to perform job responsibilities
- Skilled in the use of office computer equipment, related software applications, and other standard office machines
- Specific proficiency in identifying and configuring AI-driven automation tools to streamline administrative workflows
- Able to gather data, compile information, prepare reports and use to improve performance
- Able to make procedural decisions and judgments
- Able to work effectively with a wide range of constituencies in a diverse community

- Able to perform multiple concurrent tasks
- Able to set and establish methods for achieving goals
- Knowledge in content area and accompanying pedagogy
- Knowledge of resources available to best support personal and student growth

Responsibilities and Duties:

- Workflow Optimization & Administrative Reduction:
 - Identify, build, and implement automated tools and AI-driven workflows that remove administrative burdens for teachers.
 - Analyze current district and classroom operational procedures to locate inefficiencies that can be solved through AI automation.
- District AI Strategy & Governance:
 - Develop and maintain a comprehensive Artificial Intelligence Guide for the District.
 - Advise purchase and utilization of AI software and intervention resources.
 - Research and provide content knowledge and resources to staff about current developments in artificial intelligence.
- Student Instruction & Ethics:
 - Teach students how to effectively and ethically use AI to enhance their learning.
 - Engage students in critical learning regarding the societal impacts and moral implications of artificial intelligence.
 - Support teachers in their efforts to ask effective and appropriate questions to deepen student learning through AI interaction.
- Instructional Support:
 - Support MCUSD 223's efforts to align AI technologies with K-12 curricula.
 - Design coherent instruction by coordinating knowledge of content, students, and resources.
 - Provide guidance, training, coaching, and on-going support for teachers with the goal of expanding proficiency in AI tools.
 - Actively engage in district, building, and team-level committees and participate in district/building initiatives.
- Professional Responsibilities:
 - Implement the District's philosophy of education and instructional goals and objectives.
 - Protect confidentiality of records and information gained as part of exercising professional duties in accordance with the law and Board policies.
 - Report suspected child abuse/neglect cases as required by statute and board policy.
 - Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students,

- parents, and representatives of resource agencies within the community.
- Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
 - Demonstrate self-management and coordination skills and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program.
 - Use effective presentation skills, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
 - Continue to grow professionally through collaboration with colleagues and professional growth experiences.
 - Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
 - Complete the required professional learning to keep licensure current.
 - Participate cooperatively with the Superintendent to develop the method by which the teacher will be evaluated in conformance with guidelines.
 - Be knowledgeable of and adhere to contractual obligations and the law and regulations, including but not limited to, the Illinois School Code, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures.
 - Perform other duties as assigned.

Physical Demands and Work Environment: The physical demands and work environment described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of the job, the employee is regularly required to sit; use hands to manipulate, handle, or feel; and talk or hear. The employee regularly is required to reach with hands and arms. The employee is regularly required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include: close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Other physical demands of the position include: regular bending, squatting, kneeling, twisting/turning/balancing, reaching above shoulder/outward, and typing/keyboarding.

In the work environment, the employee is regularly exposed to video display and regularly works in typical interior/office environmental conditions. The employee works as designated through a collective bargaining agreement. The noise level in the work environment is usually moderate.

Term of Employment: As designated through collective bargaining agreement + 5 days

FLSA Status: Exempt

Evaluation: As designated through collective bargaining agreement and Teacher Evaluation Plan

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and School Board Policy and procedures. Job functions are subject to modification.

Non-Discrimination Statement: Meridian Community Unit School District No. 223 is an equal opportunity employer. The District does not discriminate on the basis of race, religion, color, sex, age, national origin, or disability.

Fall 2025 Instructional Coaching Survey Results

Grade Level Band	Total Responses (N)	0-5 Years	6-15 Years	16+ Years
PreK-2	21	28.6%	42.9%	28.6%
3-5	28	14.3%	42.9%	42.9%
6-12	5	0.0%	60.0%	40.0%
Overall Survey	54	18.5%	44.4%	37.0%

Trends by Grade Level Band and Years of Experience

The survey data shows a clear difference in the perceived value and engagement with the coaching program across grade bands and experience levels. The overall value of coaching is rated on a 1-5 scale, with 5 being the most valuable.

By Grade Level Band

Grade Band	Coaching Cycle Participation (Yes/Total)	Avg. Overall Value (Q10)	Avg. Overall Impact (Q12)

PreK-2	66.7%	4.44	4.56
6-12	60.0%	4.0	4.6
3-5	22.7%	2.77	3.73

PreK-2 and 6-12 teachers show significantly higher participation in coaching cycles and report a much higher overall value and impact of the program.

The **3-5 band** reports the lowest coaching cycle participation (22.7%) and the lowest average scores for both overall value and impact.

By Years of Teaching Experience

Experience Band	Coaching Cycle Participation (Yes/Total)	Avg. Overall Value (Q10)	Avg. Overall Impact (Q12)
0-5 years	62.5%	4.63	4.88
16+ years	38.5%	3.0	4.15
6-15 years	21.1%	3.05	4.0

Newer Teachers (0-5 years) report the highest average overall value and impact scores, as well as the highest coaching cycle participation rate.

Mid-Career Teachers (6-15 years) have the lowest coaching cycle participation and report the lowest overall value and impact scores among the three groups.

Veteran Teachers (16+ years) have a moderate participation rate and score the value lower than newer teachers, though they still report a positive overall impact on teaching and learning (4.15).

Thematic Analysis of Feedback

Themes of Appreciation (What teachers find most helpful)

1. **Data Analysis and Targeted Instruction:** Teachers highly value the coaches' ability to "take a deep dive into the data," help analyze student work and performance data, and plan targeted instruction.
2. **Collaboration, Support, and Expertise:** The collaborative planning opportunities, the coaches' expertise, and their ability to provide support and practical strategies without judgment are frequently praised.
3. **Real-Time Feedback and Modeling:** Receiving real-time feedback and having coaches model different strategies or co-teach lessons are cited as strengthening teaching practice and confidence.

Obstacles for Teachers

1. **Time and Scheduling:** The most common barrier to cycle participation and the main area for improvement is lack of time to commit.
2. **Program Scope and Teacher Workload:** There is a concern about program overload, with requests to "stop adding additional programs" and decrease the amount of work added to teachers' plates.