



2014 STATE OF THE DISTRICT REPORT

1. CURRICULUM, INSTRUCTION AND ASSESSMENT

TASK	Actions
1.1A Integrate consistent implementation of Tier 2 and Tier 3 supports at each building, with ongoing monitoring of Tier 1.	<p>Both the District 99 administration and the Counseling and Student Support Services (CSSS) staff at both schools addressed consistent implementation of Tier 2 and Tier 3 supports. The new Assistant Superintendent for Special Services took an active role in PBIS programs at both buildings. His efforts supported consistency among the buildings and encouraged a District-wide focus rather than a building specific focus. The District reconvened the District 99 Support Services Advisory Committee and began regular meetings throughout the year. The District administered the Illinois Youth Survey (IYS) and will analyze the data as soon as it becomes available. South High completed the RAMP certification process which caused it to evaluate services, address service and communication gaps, and make an explicit plan to improve services. North High began the needs assessment towards RAMP certification. Both CSSS departments established Professional Learning Community (PLC) groups to improve supports for students with unique needs. The South High PLC, for example, focused on issues faced by students who are hospitalized. The AVID implementation led to new supports for AVID students and tutors.</p> <p>Teachers recorded classroom interventions during the school year. Records show 17,753 individual interventions for 2012-2013 as</p>

compared to 19,937 recorded in 2013-2014. 10.8% of all letter grades were D or F for the second semester of 2012-2013. For the second semester 2013-2014, 10.0% of all letter grades were D or F. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9GJB337E1431/\\$file/PBIS%20Board%20Update%20Feb%202014.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9GJB337E1431/$file/PBIS%20Board%20Update%20Feb%202014.pdf).

1.1B Implement first year of AVID program to support students “in the middle” with potential who are underserved and under-represented in college preparation programs. Prepare for implementation of second year of the program.

Sixteen North High School and twenty South High School freshmen were enrolled and completed the AVID course this year.

Our 2013-14 AVID freshmen earned a first semester GPA of 3.02 which is slightly lower than the average District 99 freshman who earned a first semester GPA of 3.04. Second semester AVID freshmen earned a GPA of 3.0 which is slightly lower than the average District 99 freshman who earned a second semester GPA of 3.07. Considering that one of the requirements of being an AVID student is enrollment in an honors or accelerated class, this slightly lower GPA is not surprising and, in fact, is positive. AVID students are students in the middle who may not have been recommended or placed in an honors or accelerated course without AVID support. With placement in more challenging courses, a lower GPA could be expected. Of the District 99 AVID students, the honors/accelerated course breakdown is as follows: 17 students in Honors English, 17 students in Honors Biology, 18 in Geometry 300, 2 in Geometry 400, 14 in Spanish II and 1 in French II.

The average daily attendance rate for students in the 2013-2014 AVID elective class was 97.2%. AVID students were absent, both excused and unexcused, from the AVID

elective class an average of 5.4 times this year. In terms of unexcused absences, 10 out of 40 students had one or more unexcused class absences.

There are 26 North High and 23 South High freshman students registered for Freshman AVID next year. There are currently 25 sophomores at each campus registered for AVID next year. Of those 50 sophomores district-wide, 33 were enrolled in AVID their freshman year.

1.2A Continue to offer, develop, and encourage enrollment in rigorous coursework at all levels of instruction, including Advanced Placement (AP) and weighted (Honors) courses.

Each building offered AP Open House programs for parents and prospective students in the fall of the year. The purpose of the programs was to make parents aware of AP opportunities provided by the District, encourage “non-traditional” AP students to consider AP coursework, and make students aware of the potential detriment of taking too many AP courses in a given year. District-wide almost 400 students and parents attended an AP Open House. Student participation in the AP program continues to grow in District 99. During 2013-2014, 919 students took 1,741 AP examinations. This is up from 807 students and 1,596 AP examinations in 2012-2013. Thus far, 1,381 are enrolled in one or more AP courses for the 2014-2015 school year. New AP coursework in Environmental Science, Art History and Music Theory will be offered in 2014-2015.

1.3B Implement and measure essential elements of the District 99 literacy instructional program across the District and develop and use quantitative measures to assess the results.

Literacy specialists and curriculum leaders from both campuses met jointly three times during the year. There is currently great similarity between the reading staff development protocols at both campuses. Additionally, reading specialists and curriculum leaders have agreed on assessment protocols. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9FZJDM4CAB93/\\$file/Literacy%20Coaching%20020314.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9FZJDM4CAB93/$file/Literacy%20Coaching%20020314.pdf). **This goal is effectively completed.**

1.3C Audit of Co-Teaching model.
Determine the most effective use of resources for co-teaching using regular and special education faculty.

The Assistant Superintendent for Special Services completed a thorough audit of the value of the co-teaching model in terms of its effect on student achievement. In addition to the report, the audit established a set of metrics that can be analyzed annually to assess the effectiveness of the program. The report was presented at the June Board Business Meeting. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9KYKWM4CF1F6/\\$file/Co-Teaching%206-16-2014%20PDF.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9KYKWM4CF1F6/$file/Co-Teaching%206-16-2014%20PDF.pdf). **This goal is effectively completed.**

1.4A Develop curriculum, assessment, and instruction outcomes that target the needs of the 21st century student learner including common core standards curriculum, integrated course rubrics, and communication with associated elementary districts.

District 99 offered the first year integrated mathematics course (Math 1) for students in ninth grade. The mathematics faculty developed the second integrated course in the sequence which will be offered to sophomores in 2014-2015. The second course will include an honors track. Scores of District 99 teachers across all academic disciplines developed and helped to implement rubrics for the new speaking and listening standards. District and building level administration and department heads liaised with elementary districts regarding the mathematics and English curriculum changes. Most of the issues dealing with accelerating students once they reach high school have been resolved. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9L34KT5AFD2C/\\$file/Common%20Core%20Report%20061614.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9L34KT5AFD2C/$file/Common%20Core%20Report%20061614.pdf) and [https://www.boarddocs.com/il/csd99/Board.nsf/files/9D5RVU64B71C/\\$file/Common%20Core](https://www.boarddocs.com/il/csd99/Board.nsf/files/9D5RVU64B71C/$file/Common%20Core)

1.4B Implement new curriculum associated with Science, Technology, Engineering and Math (STEM).

During the 2013-14 school year, 211 students completed both semesters of District 99's new STEM courses – Advanced Placement (AP) Physics C: Mechanics (98 students) and Project Lead the Way (PLTW): Introduction to Engineering (113 students).

93% of AP Physics C: Mechanics students earned semester grades of A, B or C. There are 41 North High students and 42 South High students registered for AP Physics C: Mechanics for 2014-2015.

98% of students earned semester grades of A, B, or C in PLTW: Introduction to Engineering Design. Of these students, 36 District-wide registered for Principles of Engineering next year, thereby continuing in the PLTW sequence. There are 67 South High students and 26 North High students registered for the course for 2014-2015.

100% of AP Computer Science students earned a grade of A, B or C. There are 46 North High students and 41 South High South students registered next year for AP Computer Science.

100% of Architecture I students successfully earned a letter grade of A, B or C. There are 8 North High students and 11 South High students registered next year for Architecture I.

Students successfully completed Architecture II Honors with 100% of students earning semester grades of A or B. There are 5 North High students and 9 South High students registered next year for Architecture II.

94% of students earned semester grades of A, B, or C in Electricity/Electronics. There are 35 students from North and South registered for Electricity/Electronics in 2014-2015.

This summer District 99 offered its first academic summer camp, Architecture and Engineering, in support of STEM education. Sixty 6th, 7th and 8th grade students participated in this one week camp that was offered two different weeks in June.

Beginning with the 2014-15 school year, District 99 will add Advanced Placement Environmental Science to its list of STEM courses. There are 56 North High students and 80 South High students registered for this course.

2. FACILITIES

Task	Actions
2.1B Complete renovation of the Transition Program facility.	The Transition Program facility was completed on time and on budget in January 2014. The Transition Program occupied the facility the beginning of the second semester of the 2013-2014 school year. This goal is effectively completed.
2.2A Continue to offer District facilities for community use.	District 99 continues to rent its facilities to community groups and organizations as well as out of the community and profit-making groups.
2.3A Conduct program development process to establish the essential components of the Master Facility Plan.	The administration began the process in August 2013. To date, the leadership team including District-level and building-level administrators and Wight architects have met ten times. Wight staff also met with small groups of school staff members including

administrators, department heads, teachers, support staff and CMG personnel. The meetings produced some recurrent themes. The study will move to the community in the fall of 2014. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9KA28L69D50D/\\$file/Master%20Facility%20Update.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9KA28L69D50D/$file/Master%20Facility%20Update.pdf).

2.3B Implement Facility Maintenance Plan.

District and building level administrators used the Facility Maintenance Plan (FMP) to plan the 2014 Capital Projects list in the fall of 2013. Throughout the year, staff have entered projects identified in the FMP as well as new projects; completed projects were deleted – thus the intent is that the FMP will be a dynamic document.

3. TECHNOLOGY

Task	Actions
<p>3.1B Develop a required District 99-wide staff development framework that supports student achievement through implementation of instructional technology.</p>	<p>This goal evolved throughout the year as it became apparent to the planners that in order to be effective, technology staff development required integration into other existing staff development, just as technology should be integrated into regular classroom teaching and learning. Thus staff development in 2013-2014 (and in the future) included technology applications with new learning about pedagogy. The District did offer stand-alone instructional technology training in the following: 1) SMART Notebook Software, 2) Introduction to Screen Casting, 3) Advanced Screen Casting, 4) Blackboard/Alternate Assessment, 5) Using Digital Media, 5) Blackboard/Dynamic Learning Environments, 6) Blackboard/Student Centered Classroom, and 7) Google Apps for Teachers. For 2014-2015 new trainings are planned for 1) Google</p>

for Educators, 2) Managing the On-line Classroom, and 3) Tools to Enhance Digital Learning.

3.1C Articulate an instructional technology vision that includes faculty and student access, instructional methods, budget, and instructional expectations.

The District Technology Team developed a plan for a pilot “one to one” project involving almost 25% of the District’s students. The plan includes 1) an overall vision of technology as a means to enhance learning, 2) research about different one to one applications, 3) a budget for the initial roll out, 4) recommended devices for the pilot, 5) roll out plan, and 6) next steps for 2015-2016. Additionally the Technology Team has proposed reorganization of the existing District 99 leadership and planning structure for instructional technology. The above will be presented at the July 2014 Board Business Meeting. Please see:

[https://www.boarddocs.com/il/csd99/Board.nsf/files/9M2RDA614A6D/\\$file/District%2099%20Instructional%20Technology%20Plan%20-%202014-2015.pdf](https://www.boarddocs.com/il/csd99/Board.nsf/files/9M2RDA614A6D/$file/District%2099%20Instructional%20Technology%20Plan%20-%202014-2015.pdf)

4. RESOURCES(PERSONNEL/STAFF DEVELOPMENT/FINANCES)

Task	Actions
4.1A Implement plan for recruiting, retaining, and mentoring faculty members. Build “cultural competency.”	<p>The Assistant Superintendent for Human Resources reconvened the District 99 Diversity committee and held monthly meetings. At its direction, the Assistant Superintendent contacted the District’s Mentor Committee and planned mentoring activities specifically designed to retain minority staff.</p> <p>Overall, District 99 interviewed eleven minority candidates for positions during the 2014 hiring process. To date the District has hired a minority administrator, a minority counselor and a minority teacher. A minority teaching candidate was offered a position and</p>

declined. It is likely a recent teaching vacancy will be filled by a minority candidate.

The Assistant Superintendent also contacted teacher preparation programs at colleges and universities across the state to offer opportunities for teacher candidates to do observation hours and student teaching in District 99.

District administrators, department heads, and teachers attended eleven different teacher recruitment fairs over the 2013-2014 school year in search of promising candidates. The Assistant Superintendent also met with building administrators and department chairs to brainstorm effective strategies for recruiting exceptional candidates including minority candidates.

4.2A Develop common understanding of the District 99 appraisal process. Clarify and articulate performance rubrics for teachers and other certificated groups.

The District 99 Appraisal Committee met throughout the year. Early in the year it conducted a survey among the teaching staff about the state of the teacher appraisal process. The results became the work of the Appraisal Committee for the remainder of the school year. Specifically, the committee examined the types and volumes of evidence to be considered in evaluations: rubric language, how to assess Domain 4, the substance of evaluation conferences, and flexibility in interpreting the rubric.

All certified District 99 administrators participated in inter rater reliability training throughout the school year. The training enabled administrators and department heads to glean a deeper understanding of the context of the evaluation rubric pertaining to Domains II and III.

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| 4.2D Facilitate the Senate Bill 315, Performance Evaluation Reform Act (PERA) compliance. Begin exploratory discussions about performance evaluation leading up to decision making process. | The Assistant Superintendent formed a preliminary committee including administrators, department chairs, and teachers to begin exploratory discussions about the performance phase of SB 315. That group will meet monthly in 2014-2015. |
| 4.3A Implement National Board Certification cohort program for teachers. | Twelve National Board Certification candidates have completed the process and submitted materials for certification. The District is recruiting for a new certification class for the 2015-2016 school year. |
| 4.3B Work with local universities and area districts to investigate rigorous and relevant in-district graduate level coursework and endorsement program options that will support teaching and learning. | The Assistant Superintendent for Human Resources has contacted several local universities about developing programs that might be housed in District 99 buildings. The District has not identified an interested institution as of this report. |
| 4.4A Prepare current year's budget in a manner that maximizes the use of available resources towards the achievement of District goals. | Tentative Budget for 2014-2015 will be presented at the July Board Business Meeting. The Budget will include a plan for purchasing one to one devices for the expanded pilot process. The administration will recommend a bond refinancing option for 2014-2015 that maximizes resources and enables tax relief. |
| 4.4B Prepare 5-year forecast to identify expected future operational issues that could affect the stability of the District's finances. | The 5-year budget forecast for 2014 through 2019 will be part of the formal 2014-2015 budget approval process in September 2014. The administration continues to follow the legislative actions with regard to Senate Bill 16 (redistribution of state aid) and potential cost shift legislation. |

5. COMMUNICATIONS

Task	Actions
5.1A Conduct follow-up survey to determine changes in community engagement and areas for improvement.	The Director of Communications conducted a follow up survey during the month of May. Initial findings showed the community remains more supportive of traditional communications methods rather than social media. Board Open House programs might be more effective if geared to a specific issue. Some respondents applauded the District for not pushing out too much information. The administration will report more in depth findings later in summer or early fall.
5.1E Conduct individual outreach with “key communicators” within the community; establish a schedule for communications. Launch new blog with special access to key communicators.	The Director of Communications selected a list of key communicators and included those persons on lists to receive email and other notifications.
5.2C Conduct media training for Board and administration.	District 99 provided media relations training for Board Members and District and building administrators on April 7.

6. COMMUNITY

Task	Actions
6.1A Support and grow community partnerships that benefit our students.	District 99 administrators worked with the Downers Grove Chamber of Commerce in support of the Attainable Futures Program. Attainable Futures is a workplace readiness/ personal readiness program that targets sophomore students. Participation in the program has almost doubled over the past four years. District 99 also actively supports the Downers Grove Economic Development Corporation and its activities.

District 99 publishes a “community connections” section in its monthly newsletter in which it highlights the activities and events of community partners such as the District 99 Education Foundation, the Downers Grove Junior Women’s Club, and the League of Women Voters.

District 99 staff supported the District 99 Educational Foundation Pizza Wars event which raised over \$5000 for the Foundation.

7. INNOVATION/ADAPTATION

Task	Actions
7.2A Implement new counseling and student support services service interventions/ social emotional learning supports as identified following self-assessment.	Note that this information was also included under section 1.1A. The new Assistant Superintendent worked closely with the PBIS programs in both schools to support consistency and encourage a District-wide focus rather than a building specific focus. Through his leadership the District reconvened the District 99 Support Services Advisory Committee and began regular meetings throughout the year. The District administered the Illinois Youth Survey (IYS) and will analyze the data as soon as it becomes available. South High completed the RAMP certification process which caused it to evaluate services, address service and communication gaps, and make an explicit plan to improve services. North High began the needs assessment towards RAMP certification. Both CSSS departments established Professional Learning Community (PLC) groups to improve supports for students with unique needs. The AVID implementation led to new supports for AVID students and tutors.

7.3C Establish process for systematic quantitative analysis of district programs using local relevant data sets as well as required data for state and federal compliance reporting.

District 99 continues to gather, review, and analyze quantitative data to measure the effectiveness of various programs and share that information with various stakeholders. District programs are evaluated based upon data sets relative to programmatic goals on an annual or semi-annual basis. With the addition of ELA rubric scores into our eSchool system, teachers may use the data to make instructional decisions.

For the purpose of both placement and progress monitoring, we are using the Performance Series reading test for all freshman and sophomore students as well as selected upperclassmen. Two years of Performance Series Reading test data demonstrates that students are increasing their reading comprehension based upon increases in scaled scores. For example, three years of District 99 freshman data demonstrates an average growth of 36.3 scaled score points between first and fourth quarter. Sophomore students for the last two years demonstrated an average growth of 26.5 scaled score points between first and fourth quarter. More importantly, students in our full year reading course, Strategies for Academic Success, have demonstrated an average growth of 92.4 scaled score points between first and fourth quarter. This growth of students who have taken Strategies for Academic Success is significant as students are strategically placed in the course because they are reading below grade level. We will continue to monitor student reading growth via the Performance Series reading test.