



**2016 STATE OF THE DISTRICT REPORT**  
080916

**1. Curriculum, Instruction and Assessment**

TASK	ACTIONS	RESULTS
<p>1.1A Continue the development and implementation of Tier 2 and Tier 3 supports at each building, with ongoing monitoring of Tier 1. Develop a system to collect and analyze data about the effectiveness of Tier 2 and Tier 3 supports.</p>	<ul style="list-style-type: none"> <li>● Teachers will make and record classroom interventions throughout the year. The administration will report about the total number of interventions and the percentage of A, B, and C letter grades.</li> <li>● Counseling and Student Support Services (CSSS) personnel will implement and report about the effectiveness of a new tool for determining eligibility for Tier 2 and Tier 3 supports.</li> <li>● The North High CSSS department will continue the RAMP certification process.</li> <li>● South High will pursue the RAMP recertification process.</li> </ul>	<ul style="list-style-type: none"> <li>● During the 2015-16 school year, teachers recorded 15,476 interventions.</li> <li>● During the 2015-16 school year, 89.6% of all semester grades were A, B, or C.</li> <li>● D99 implemented an Early Warning System to identify students in need of interventions. This is paired with the new Alpha Problem-Solving, Alpha Intervention and Alpha Monitoring system of supports to address student academic and social emotional needs. The Student Summary Report will be the final phase of this process and implemented in 2016-2017. This report will provide key data on students allowing multiple D99 personnel the ability to provide interventions and supports. This report is vital in the District's meeting the goals of Senate Bill 100 (SB100).</li> <li>● The North High Counseling and Student Support Services (CSSS) Department reviewed its service delivery model and interventions using the structures and processes of RAMP, via the American School Counselor Association</li> </ul>

		<p>(ASCA). As part of this process the staff: 1) reviewed accomplishments related to RAMP framework; 2) developed a RAMP/Comprehensive Counseling Program timeline, which outlines what will be done each year to review/build the counseling programs according to the ASCA National Model; 3) developed PLC Teams to support RAMP processes as well as continue established interventions; 4) created Beliefs, Vision and Mission Statements as the foundation for work with students, family, staff and the community; 5) created and conducted a Needs Assessment survey of all North High seniors and sophomores; 6) used school data (attendance, academics and behavior), in conjunction with CSSS Needs Assessment data, to identify student needs/intervention gaps; and 7) outlined the Core Curriculum Action Plan and Small Group Responsive Services Action Plan using RAMP rubrics and lesson plans.</p> <ul style="list-style-type: none"> <li>● South High will pursue the RAMP recertification process.</li> </ul>
<p>1.1B Implement third full year of AVID program. Prepare for implementation of the fourth year of the program.</p>	<ul style="list-style-type: none"> <li>● AVID staff and administration will monitor the successes of students in the first, second and third year AVID cohort groups including courses taken, grade point average, and program retention.</li> <li>● AVID staff and administration will recruit a fourth, first year class for the 2016-2017 school</li> </ul>	<ul style="list-style-type: none"> <li>● The 2014 AVID cohort (AVID 11 in 2015-16) has consistently had a higher GPA than the corresponding class. <ul style="list-style-type: none"> <li>▪ As freshmen, AVID students' GPA was 3.02, whereas the freshman class was at 2.98.</li> <li>▪ As sophomores, AVID students' GPA was 3.1, compared to the District cohort of 3.07.</li> <li>▪ AVID juniors had a GPA of 3.12, compared to 3.11 for the class.</li> </ul> </li> <li>● The 2015 AVID cohort (AVID 10 in 2015-16) freshman</li> </ul>

	<p>year.</p> <ul style="list-style-type: none"> <li>● The administration working with AVID staff will develop a plan to evaluate AVID’s effect on college matriculation and first-year college success.</li> </ul>	<p>year had a GPA significantly lower than the overall freshman class (2.51 to 2.99).</p> <ul style="list-style-type: none"> <li>▪ As sophomores, the AVID students narrowed the gap with a GPA of 2.77, versus the sophomore class at 3.06. It should be noted that the AVID students’ GPA grew by .26, whereas their counterparts grew by .07. This slightly lower GPA is expected as AVID students are expected to enroll in honors/AP classes.</li> <li>● The 2016-17 school year will be the first year of full AVID implementation in grades 9-12. <ul style="list-style-type: none"> <li>▪ There will be 31 AVID seniors, 21 of whom have been in AVID all four years. Of the 31 seniors, 24 are enrolled in an AP class during the 2016-17 school year.</li> <li>▪ There will be 33 AVID juniors, 28 of whom have been in AVID all three years.</li> <li>▪ There will be 52 AVID sophomores, 47 of whom were in AVID their freshman year.</li> <li>▪ There will be 24 South High and 28 North High freshman students enrolled in AVID this fall.</li> </ul> </li> <li>● In addition to collecting and analyzing local data, the District provides AVID Central with numerous data sets that show the success of the District’s program. AVID is in the process of creating a longitudinal data report specific to each AVID school. This new report will track college enrollment as well as advancement. D99 has already begun pulling data relative to high school success and college acceptance.</li> </ul>
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<p>1.2A Continue to increase enrollment in rigorous coursework at all levels of instruction, including Advanced Placement (AP) and weighted (Honors) courses.</p>	<ul style="list-style-type: none"> <li>● Each building will monitor and report about the number of students enrolled in such courses, the total number of individual enrollments, the number of AP tests taken, and the number of passing scores.</li> </ul>	<ul style="list-style-type: none"> <li>● During the 2015-16 school year, 36.4 % of eligible students completed at least one AP and/or Honors course. This year there were 1,357 unique AP enrollments, which is an increase of 56 students when compared to the 2014-15 school year.</li> <li>● Both North and South High Schools administered a record number of AP tests this spring. This May, 2,060 AP exams were administered, an increase of 331 tests from the previous year.</li> <li>● AP test data will be presented in the fall.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Teachers and administrators will monitor the effectiveness of the integrated mathematics curriculum including success rate, performance on standardized assessments, and enrollment in fourth-year mathematics courses.</li> <li>● Teachers and administrators will evaluate the effectiveness of support systems for mathematics teachers and students.</li> <li>● Teachers and administrators will continue to develop and implement rubrics for integrating speaking and listening standards across different subjects.</li> <li>● Teachers and administrators will</li> </ul>	<ul style="list-style-type: none"> <li>● The main math support is the extended period for students in need of additional assistance. This intervention replaced the 200 level track that was not designed to meet the same learning outcomes as the 300 track. The extended period classes, on the other hand, follow the same curriculum but within a longer class period. With the elimination of the 200 level, and the adoption of the extended period for Math 1, 2 and 3, there is not comparable data. That said, course data indicates that students in the extended period classes do not perform as well as their counterparts in the regular class period sections. This, to some degree, is expected as the students in the extended period entered the course with lower test scores and typically have struggled in mathematics. These students are exposed to the same rigor that students who would have been placed at the 300 level.</li> <li>● The Speaking and Listening rubrics are fully developed and are being implemented across the curriculum.</li> </ul>

	<p>undertake a study of the District’s current graduation requirements in light of new and existing state curriculum requirements.</p> <ul style="list-style-type: none"> <li>● Teachers and administrators will conduct a review of the Physical Education, Health, and Driver Education curriculum in District 99 including scope and sequence, content, and assessment.</li> <li>● Teachers and administrators will determine the content of the newly legislated Civics requirement to determine whether or to what extent it exists in the current curriculum. If needed, administrators will work with the social studies departments to develop a new course.</li> </ul>	<ul style="list-style-type: none"> <li>● A Graduation Study Committee was convened to examine the issues surrounding daily physical education and the new Civics requirement. The committee, composed of teachers, building and District administration, brainstormed several ways to resolve the daily physical education requirement and implement the new Civics requirement. The administration will continue to seek ways to meet the daily physical education requirement. During the 2016-2017 school year, the District will determine how best to meet the Civics requirement.</li> <li>● The PE/Health/Driver Education Department developed common District-wide approaches to departmental practices in the following areas: medical excused absences, dressing/uniform requirements, swimming unit, and the use of heart rate monitors for assessment purposes. The Department is continuing to review and revise the curriculum based upon student needs, facilities and assessment.</li> </ul>
<p>1.4B Implement new curriculum associated with Science, Technology, Engineering and Math (STEM). Evaluate current programs to determine long-term feasibility and</p>	<ul style="list-style-type: none"> <li>● Teachers and administrators will monitor student success in STEM courses offered in District 99.</li> <li>● The administration will submit for Board approval a course</li> </ul>	<ul style="list-style-type: none"> <li>● While there are numerous STEM courses, the following grade information distribution is offered for those STEM courses that have been recently adopted. <ul style="list-style-type: none"> <li>▪ PLTW: Introduction to Engineering Design (IED) - 95% of all grades were A, B, or C;</li> <li>▪ PLTW: Principles of Engineering (POE) - 99% of all</li> </ul> </li> </ul>

effectiveness.	proposal for a 3 <sup>rd</sup> year Project Lead the Way (PLTW) course. This will allow North and South High Schools to pursue becoming PLTW Certified Schools.	<p>grades were A, B, or C;</p> <ul style="list-style-type: none"> <li>▪ AP Physics Mechanics - 94% of all grades were A, B, or C; and</li> <li>▪ AP Environmental Science - 94% of all grades were A, B, or C.</li> </ul> <ul style="list-style-type: none"> <li>● As part of the District’s STEM course offerings, PLTW enrollment has remained strong. There are 188 students registered for a PLTW class in 2016-2017. Students have shown success in the first two courses, IED and POE, as demonstrated on the official PLTW end of course assessments. 87.3% of IED and POE students scored proficient or advanced on the official PLTW end of course assessment.</li> <li>● The third year PLTW course, Civil Engineering and Architecture (CEA), approved in December, and capstone of the District’s engineering strand, has 48 students registered for the course this fall.</li> </ul>
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## 2. Facilities

TASK	ACTIONS	RESULTS
2.2A Evaluate community usage of District 99 facilities. Establish goals and guidelines for future rentals including frequency of usage and rental income.	<ul style="list-style-type: none"> <li>● District administrators will collect data on facility usage by non-school or outside groups. Data will include the number and type of non-school or outside groups using District facilities. Data will also include income generated from rentals.</li> </ul>	<ul style="list-style-type: none"> <li>● The administration has collected data on rentals of our facilities by all user groups during the fiscal year ended June 30, 2016. This information includes the number and type of user; facility type/area used; and the amount of revenue, costs, and net income generated from rental activities. This information will be presented to the Board of Education during the 2016-17 school year.</li> </ul>

<p>2.3A Complete the development of the Master Facility Plan.</p>	<ul style="list-style-type: none"> <li>• The administration will recommend a concept plan to the Board for approval.</li> <li>• The Board and administration will discuss and make plans for implementing the Master Facility Plan in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• The administration and Wight &amp; Company worked with the Board of Education to develop a list of key components for the Master Facility Plan. After several prioritizing processes it became evident that the process was far enough along to initiate a community engagement phase.</li> </ul>
<p>2.3B Implement Facility Maintenance Plan; demonstrate how the plan informs capital project development for building maintenance and facility improvements.</p>	<ul style="list-style-type: none"> <li>• Administrators and CMG staff will use the Facility Maintenance Plan to develop the capital project plan for the summer of 2016 including projects associated with Life Safety dollars.</li> </ul>	<ul style="list-style-type: none"> <li>• The administration developed a capital project plan for implementation during the 2016-2017 school year. The Board was successful in submitting almost \$5 million in projects for Life Safety Bonds.</li> </ul>

### 3. Technology

TASK	ACTIONS	RESULTS
<p>3.1B Develop a required District 99-wide staff development framework that supports student achievement through implementation of instructional technology.</p>	<ul style="list-style-type: none"> <li>• Administrators and teachers will design and offer professional development that integrates essential learnings for teachers with instructional technology applications. The administration will evaluate the trainings in terms of teacher participation and teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• District 99 teachers and administrators received training in Google Apps at the beginning of the school year. Trainings were differentiated to account for prior knowledge. Additional training occurred on the end-of-the-school year institute day. Note, the focus is always on <u>learning</u>, with the technology playing a supportive role; technology is not a separate and disparate entity.</li> </ul>

<p>3.1C Implement “One to One Learning”</p>	<ul style="list-style-type: none"> <li>● Administrators and teachers will monitor and report about the implementation of 1:1 Learning.</li> <li>● The administration, with teacher input, will update its 1:1 Learning plan as needed during the first year of implementation. This will include establishing new instructional methods, determining teacher expectations, including expectations for communication and sharing information with parents, and professional development.</li> <li>● The Board and administration will review the current plan to fund 1:1 Learning and make adjustments as warranted.</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators conducted informal and formal assessments of 1:1 classroom usage during the year.</li> <li>● The administration believes the 1:1 plan progressed appropriately given the first year of implementation. The administration has communicated an expectation for teachers’ digital presence. Teachers and administrators worked during the year to determine what the presence should be and the appropriate tools for such. The work was initially shared with the Board and various leadership groups across the District; it was shared with the larger staff prior to the end of the school year.</li> <li>● The administration advised, and the Board agreed, to the continuation of funding the 1:1 initiative via an individual technology fee.</li> </ul>
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**4. Resources (Personnel/Staff Development/Finances)**

<b>TASK</b>	<b>ACTIONS</b>	<b>RESULTS</b>
<p>4.1A Implement plan for recruiting, retaining, and mentoring a diverse work force.</p>	<ul style="list-style-type: none"> <li>● HR will track and report about recruitment of certified minority staff members for the 2015-2016 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● For 2016-17 school year the following have been done: <ul style="list-style-type: none"> <li>▪ 12 minority candidates were screened</li> <li>▪ 10 minority candidates were interviewed</li> <li>▪ Diverse candidates were hired for Assistant Principal for Student Support Services, Dean of Students, Guidance Counselor, and Math teacher.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>● North High hired 4 diverse support staff members and South High hired 8 diverse support staff members this year.</li> <li>● 9 non-diverse certified staff were hired who are polite or fluent in Spanish, 2 in French, 2 in Sign Language, and 1 in Latin.</li> </ul>
<p>4.2D Implement the Performance Evaluation Reform Act (PERA) compliance. Convene “formal” student growth committee and come to a decision for the first year of the process (2016-2017).</p>	<ul style="list-style-type: none"> <li>● The student growth component will be determined by June 2016. Teachers and administrators will receive training about the specific components.</li> </ul>	<ul style="list-style-type: none"> <li>● The PERA agreements document can be found here: <a href="#">PERA Agreements</a></li> <li>● The document the PERA Committee created to manage the process and allow for the recording of all the information can be found here: <a href="#">Student Growth Contact Form</a>.</li> <li>● An all-staff presentation was conducted on April 19, 2016 in both large group and department group formats to explain the process and answer any questions.</li> <li>● A discussion was held at Executive Council following the April presentations to allow administrators to pose additional questions.</li> <li>● Time is scheduled at the Administrators’ Academy in August for department chairs and administrators to discuss the process further.</li> </ul>
<p>4.4A Prepare current year’s budget in a manner that maximizes the use of available resources towards the achievement of District goals. Investigate potential reductions in</p>	<ul style="list-style-type: none"> <li>● The current year’s budget, including anticipated Life Safety expenditures, will be approved at the September Board meeting.</li> <li>● The administration will begin a process to determine budget</li> </ul>	<ul style="list-style-type: none"> <li>● The FY 16 Budget was approved in September 2015.</li> <li>● The administration reviewed and prioritized expenditures throughout the year and reduced expenditures by more than \$1.1 million for FY17.</li> <li>● The Foundation completed a Strategic Plan and decided to hire a part time Executive Director.</li> </ul>

<p>programs to reduce District costs. Develop a plan to secure and use Life Safety dollars to address important capital needs.</p>	<p>prioritization and reductions should legislative action negatively affect the revenue stream.</p> <ul style="list-style-type: none"> <li>• The Board and administration will support the Foundation’s efforts to develop new sources of revenue for the District.</li> </ul>	
<p>4.4B Prepare 5-year forecast to identify future operational issues, projected expenditures, and revenue threats that could affect the stability of the District’s finances.</p>	<ul style="list-style-type: none"> <li>• The Controller’s office will present five-year forecasts based upon different revenue and expenditure scenarios at the September Board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• The Controller presented a five-year budget forecast at the September 2015 Board Business Meeting.</li> </ul>

## 5. Communications

<b>TASK</b>	<b>ACTIONS</b>	<b>RESULTS</b>
<p>5.1E Develop networks and methods to assess the impact of District communications.</p>	<ul style="list-style-type: none"> <li>• The administration will continue to seek out and implement effective measures to communicate with the community and will administer a Communications Survey in May of 2016..</li> <li>• The Board will use the District’s communications tools to enable the community to learn about</li> </ul>	<ul style="list-style-type: none"> <li>• District 99 switched website providers and redesigned its website. All email address lists were moved to a new platform to ease emailing. The District now emails the Board Meeting briefs and newsletters to over 3,000 subscribers. The District posts on “Next Door,” a neighborhood social media website, and “Flickr,” a photo sharing platform.</li> <li>• The District used its communications tools to publicize components of the superintendent search in support of the search firm consultants.</li> </ul>

	<p>and participate in the superintendent search.</p> <ul style="list-style-type: none"> <li>● The Board and administration will communicate with and glean feedback from the community about the Master Facility Plan.</li> </ul>	<ul style="list-style-type: none"> <li>● The District conducted its third bi-annual communications survey in June. Findings will be compared to the 2012 and 2014 survey results.</li> <li>● Given the delay in completing the initial portion of the Master Facility Plan, the community engagement portion of the process will begin in 2016-2017. Board members and administrators participated in informational meetings throughout the year about how to conduct an effective community engagement process around a potential capital referendum question.</li> </ul>
5.3A Strengthen communications internally – between the district and the schools and between and within the schools.	<ul style="list-style-type: none"> <li>● The administration will evaluate the effectiveness of the new website in terms of internal and external communications.</li> <li>● The administration will review, and edit as needed, the District’s policy for appropriate and defensible social media use.</li> </ul>	<ul style="list-style-type: none"> <li>● The new website was evaluated as part of the June 2016 communications survey.</li> <li>● The administration revised the District’s administrative regulations pertaining to social media use.</li> </ul>

## 6. Community

TASK	ACTIONS	RESULTS
6.1A Support and grow community partnerships that benefit our students.	<ul style="list-style-type: none"> <li>● The administration will report to the Board about Attainable Futures and other potential community partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>● The Attainable Futures program has increased in enrollment in each of the past five years. In 2016, over 60 students were enrolled from both North High and South High.</li> <li>● In the fall of 2015, North High held its first “DGN Gives Back Day.” The District helped to contact organizations</li> </ul>

		throughout the community; Chamber630 assisted in the outreach to coordinate volunteer opportunities for students. The second annual event is planned for Saturday, October 10.
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## 7. Innovation/Adaptation

TASK	ACTIONS	RESULTS
7.1A Develop and promote processes that will enable district staff to share professional knowledge to advance innovation.	<ul style="list-style-type: none"> <li>● The Professional Growth Steering Committee will develop a process to enable all staff that attend outside the District conferences and trainings to record and share their learnings.</li> <li>● Teachers and administrators will refocus the PLC concept in the District to enable the full use of its capacities to support teacher learning and staff development related to new initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>● The Professional Growth Steering Committee created a template for staff to complete after attending out-of-state workshops, and an example for them to follow.</li> <li>● Completed sharing documents are posted to the D99 Shares community.</li> </ul>
7.2A Implement new counseling and student support services service interventions/ social emotional learning supports as identified following self-assessment.	<ul style="list-style-type: none"> <li>● Counseling and Student Support Services (CSSS) personnel will implement and report about the effectiveness of a new tool for determining eligibility for Tier 2 and Tier 3 supports.</li> </ul>	<ul style="list-style-type: none"> <li>● CSSS departments and deans implemented an “Early Warning System” to provide meaningful and timely interventions to students. <ul style="list-style-type: none"> <li>▪ The system pulls critical data from eschool into a report that sorts students by specific and critical areas or “threshold categories.” Threshold categories included absences (excused and unexcused), number of hospitalizations, suspension days (in-school and out-</li> </ul> </li> </ul>

		<p>of-school), discipline code violations (both A and B offenses) and academic grades (D and F grades). Using these categories, students are sorted to indicate greatest level of need or intervention.</p> <ul style="list-style-type: none"> <li>▪ The goal for 2016-2017 is to create a Student Summary Report that captures critical student data in one report. The report will be available to all staff. A notable strength of this report is the ability to generate a listing of all the interventions provided to support each student - such will be invaluable as the District implements SB100.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● The administration and key teachers will develop, report about, and publish quantitative and qualitative data about program effectiveness.</li> <li>● Continue the process of gathering longitudinal data about intervention and support initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>● This report includes data on several programs including, but not limited to, PLTW and AVID.</li> <li>● Each year the District uses the Performance Series Reading Test to measure student growth by class from the fall of freshman year to the spring of sophomore year. Average Scaled Score growth for the Classes of 2015-2017 ranges from 56 to 104. Reading progress of all students, including those in direct reading instruction programs, is monitored.</li> </ul>