



## 2012 STATE OF THE DISTRICT REPORT

### INTRODUCTION

The purpose of the State of the District Report is to provide an accounting to the Board and the community about the District's progress on its strategic goals during the recently completed 2011-2012 school year. The District's 2011-2012 Goals were derived from the Strategic Plan which was developed during the 2010-2011 school year and approved in the fall of 2011. It is the intent that District Goals follow the direction of the Strategic Plan until the Strategic Plan has been substantially completed.

The State of the District Report contains two components: 1) a brief summary of the work and accomplishments for each strategic goal area included in the 2011-2012 District Goals and 2) data sets that support the summaries. The State of the District Report will not contain student achievement data from standardized testing such as the Prairie State Achievement Exam (PSAE), Advanced Placement Testing (AP), and the ACT as this data is not yet available for publication. This data will be presented to the Board at a workshop meeting during the 2012-2013 school year. Finally, the results of the State of the District Report will speak to the next round of District Goals to be implemented for the 2012-2013 school year. It is hoped that the new set of District Goals can be approved by the September Board of Education Business meeting.

### GOAL 1: CURRICULUM & INSTRUCTION

#### **1.1A. Integrate consistent implementation of Tier 1 and Tier 2 supports at each building.**

- The District 99 Systems of Support framework was reviewed by district and building leadership teams (e.g. Executive Council, the CSSS Steering Committee and District Improvement Team) to verify existing interventions being applied at each tier with specific focus on interventions applied at the classroom level. This work led to a revised and better defined pyramid of interventions available to all students. Beginning in November 2011, classroom teachers began recording specific interventions using the Teacher Access Center tool within e-School. Between November and the end of the school year, District 99 teachers recorded 10,095 interventions. Given the emphasis on recording classroom interventions did not begin until November 2011, the administration analyzed the change in D/F letter grades between the second semester of the 2010-2011 school year and the second semester of the 2011-2012 school year. The analysis found an overall reduction in the percentage of students receiving D/F letter grades from the previous school year. Additionally, the reductions in D/F grades occurred across most academic departments.

- District 99 completed its initial year of PBIS implementation. The PBIS leadership team provided quarterly reports to the Board showing PBIS activities and data relevant to the PBIS goals. By the conclusion of the school year, the administration found a slight decrease in overall referrals district-wide compared to 2010-2011. Alternatively, findings show that referrals spiked for the third and fourth quarters of the current year as compared to the third quarter of 2010-2011.

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

- Calculus 3 via North Central College will be offered for the 2012-2013 school year.
- Building administrators at both campuses monitored AP and honors level course enrollment during the registration process. Using 2009-2010 actual AP enrollments as a benchmark, there were 1,951 individual course enrollments in 2009-2010 as compared to the current enrollment of 2,447 for the 2012-2013 school year, an increase of about 25%. Looking at individual departments over the same period, English (67), Social Studies (361), and Career and Technical Education (67) showed substantial gains while there were slight reductions in world languages, science, and minimal gains in mathematics. It is important to note that, while students may be in several AP courses, they may opt to select one discipline over another. New course offerings within a specific department will shift some enrollment away from the more established courses.
- District data show an increase in enrollment in honors or weighted course enrollment in addition to increases in AP enrollment.
- Science will propose two new AP courses for Board consideration: AP Physics C and Mechanics (2013-2014) and AP Environmental Science (2014-2015).
- South High started an AP Teacher Committee with representation from all departments that offer AP courses and surveyed current AP students to ascertain information to improve its AP program and offerings. The first AP Open House held earlier in the school year was led by the AP Teacher Committee and AP teachers from every department.
- North High surveyed honors and AP students to ascertain information to improve its AP program and offerings.
- AP teachers from North and South High Schools will plan a summer AP Workshop for students in the summer of 2013.
- South High held a forum for African American students and parents to create awareness about the performance of African American students and to develop ideas about how to improve student performance. The South High administration held a follow up meeting in June including parents and staff members who participated in the March forum to establish a formal parent organization to support African American achievement. District 99 used Title I funds to hire a consultant to conduct parent leadership training at both campuses during 2012-2013. North High will organize a parent organization using a similar structure to that of South in the fall.

- Administrators from South and North investigated a program called AVID (Achievement via Individual Determination) as a means to increase enrollment in honors and AP course work and promote academic success among minority and first generation college students. For the 2012-2013 school year, each building will have an assigned AVID Coordinator who will create student profiles, establish a site team, articulate with associated school districts, research and prepare the District 99 AVID course structure, and recruit students for enrollment by April 2013.

**1.3A. Review READ 180 program implementation as linked with students testing at least two grade levels below.**

Administrators and English Department Chairs analyzed data about the effect of the READ 180 program on student reading growth during the 2012 spring semester. A total of 93 students district-wide completed a year-long enrollment in the program. Of these, 50 or 54% showed more than two years gain in reading capability; 56 or 60% gained more than one year. Eight students exhibited declines, but instructors attributed poor performance on the final assessment as a behavioral issue rather than an achievement issue. The READ 180 appears to be implemented with fidelity at both campuses.

**1.3B. Audit of D99 Literacy approaches at both campuses.**

The Assistant Superintendent for Student Learning conducted an audit of the literacy staff development approaches at both buildings and presented a report to the Board at the May 21, 2012 Business Meeting. The report indicated each campus had implemented different but equally effective staff development approaches. For 2012-2013, the goal will be to share the positive features of each model across the District and develop a consistent method of measuring the effects of reading staff development on student learning.

**1.3C. Audit of Co-Teaching model.**

The administration began a process to analyze the effect of the co-teaching model as practices in District 99 and both buildings. The goal is to define a more cohesive co-teaching model that will include professional development and definitive student growth measures for the 2013-2014 school year. The complete report will include 3 years of longitudinal data for the cohort of current sophomore students (2011-2012 school year), examining growth on standardized test scores from 8<sup>th</sup> through 11<sup>th</sup> grade, and course grades. The data will compare students who have received co-teaching versus those who have been in the instructional programs. During the fall of 2012, co-teachers will be given a survey to provide feedback on the co-teaching model in District 99. The survey will address the areas of co-planning, co-instruction, and co-assessment.

**1.4A. Develop curriculum, assessment, and instruction outcomes that target the needs of the 21<sup>st</sup> century student learner via Common Core integration.**

- Department chairs and teachers from both campuses and supported by building and district administrators continue collaborative work to align existing curriculum to the new common core state standards, as well as the thinking and teaching processes that must accompany it. Currently the mathematics curriculum has advanced the furthest, followed by English, and soon to come, Science. What follows are highlights of that collective work.
- South High Mathematics Chair Paul Stevenson made a presentation to the Board at the March Business Meeting about common core curriculum work in mathematics.
- Mathematics, English, Science, and Career and Technical Education (CTE) departments are currently developing three to five-year projections on common core implementation using a planning matrix that projects anticipated district allocations (e.g., funding, curriculum workshop time, textbook purchases).
- Mathematics, English, Science, and CTE departments met with building and district administration to frame out goals for the 2012-2013 school year. A brief synopsis is provided below:
  - Mathematics will focus on the development of the Math 1 curriculum including development of appropriate assessments. Mathematics faculty will continue to implement the standards of mathematical practices that are crucial to the common core curriculum.
  - English has begun a process to compare and identify the gaps between the current English curriculum and common core state standards with special emphasis on speaking and listening elements. English will also complete the development of a sophomore reading strategies course as a bridge between existing freshman reading and junior level advanced strategies.
  - Science will complete the required revision of the AP Biology course and begin a process to compare and identify the gaps between the current Biology curriculum with that advocated by the Next Generation Science Standards. Science will also plan the implementation of Anatomy and Physiology at North High for 2012-13.
  - CTE will develop a course proposal to implement the first year of the Project Lead the Way Year One course “Introduction to Engineering,” which would replace the existing Technology Education course. CTE will work with building and district administration to investigate costs for upgrading lab infrastructure at both schools and to eliminate Keyboarding and integrate skills to create a new proposed course which incorporates Web 2.0 skills, NET\*Standards and emerging technologies.
- The administration revised the curriculum workshop proposal protocol to enable more flexibility for curriculum development work going forward.
- Mathematics faculty and administration participated in a special informational session on a new real-world applications approach to mathematics being investigated by community colleges: Mathematical Literacy for College Students (MLCS).

**1.4B. Investigate curricular initiatives related to Science, Technology, Engineering and Math (STEM).**

District and building level administrators working with department chairs from Mathematics, Science, and CTE identified a set of objectives for STEM related additions and embellishments to the curriculum. One outcome of the work was the acknowledgement that STEM-related approaches to the curriculum had close linkages between the content and habits of thinking embedded in core Mathematics and Science curriculum revisions reviewed above. As such, common core curriculum development serves the dual purpose of implementing the mandate and embedding STEM concepts into the curriculum. New course pre engineering course work will be developed in the Career and Technical Education departments. The AP Physics C-Mechanics also supports STEM curriculum.

**GOAL 2: FACILITIES****2.1A. Complete Tier 1, Phase 2 work at North and South campuses.**

District 99 began the second phase of Tier 1, Phase 2 Master Site Plan projects in May 2012. These projects included site work on the South campus, the vacation of Prince Street adjacent to the North High campus, and a redesign of the North High campus including parking, bus drop off, and athletic fields. The South High project and bus drop off and parking areas at North High School will be completed in the summer of 2012. The second artificial athletic field at North High will be completed in the fall of 2012.

**2.1B. Accelerate Tier 2 subject to Board approval.**

Tier 2 projects include those projects approved by the Board in January 2011 but for which revenue resources were not available. Several of these are embellishments to the Tier 1 projects. Specific projects include additional landscaping around parking areas at North High, an outside bus shelter, parking lot lighting, and rainwater harvesting.

**2.3B. Revise Facility Maintenance Plan (FMP) to include energy conservation and sustainable construction (green technologies).**

Planning work will commence in the summer of 2012 with the goal of initial implementation during the 2013-2014 school year.

**GOAL 3: TECHNOLOGY****3.1A. Establish a plan for deploying mobile computers to faculty beginning in the fall of 2012.**

- District 99 replaced all network infrastructure components and fully installed the wireless network across the District in the summer of 2011. A pilot implementation using teacher volunteers at both buildings occurred during the first semester of 2011-2012. District staff also tested access to the guest wireless network and made it available for general use in second semester. The pilot project also allowed the District to consider peripheral equipment that would enable teachers to use the wireless capability effectively.

- Teacher volunteers received initial training including follow-up sessions and individual assistance. The experience gleaned from working with the pilot group identified initial training needs for all staff beginning in the fall of 2012.
- All certified staff members received an individual tablet device in the spring of 2012.
- The District will upgrade classroom projectors during the summer of 2012 as this equipment proved to be a key component of effective wireless implementation at the classroom level.
- All staff members will receive training for effective use of their tablet devices and the wireless network as an instructional tool at the beginning of the 2012-2013 school year.

### **3.2 Explore the application and integration of NETS\*Standards for students, teachers and administrators.**

- The District formed the Technology Integration Steering Committee in February 2012 composed of building and ASC administrators, instructional technology coordinators from both schools, and a North High librarian. The committee reviewed the NET\*Standards and Performance Indicators for Administrators, Teachers, and Students for the purpose of “unpacking” each group of standards and prioritizing specific standards for embellishment or full implementation. For 2012-2013, the committee will expand to include classroom teachers. The first task of the newly constituted group will be to determine a set of implementation goals based upon the NET\*S standards within the construct of an overall technology planning effort.

## **GOAL 4: RESOURCES (PERSONNEL/STAFF DEVELOPMENT/FINANCES)**

### **4.1A. Identify where, how we are recruiting, how we are addressing diversity in recruiting, retaining and mentoring minority faculty members.**

- A diversity committee of administration and faculty from the District held several meetings in the 2011-2012 school year to discuss recruitment and retention strategies. The committee reviewed diversity and recruiting/retention practices first established by the DuPage Regional Office of Education in 2008-09 and used the template that was developed as their framework. The committee also identified specific colleges and universities as potential partners in supporting recruitment and retention efforts. Committee members held face to face meetings with college and university education department officials during the 2011-12 school year and have planned follow up activities to foster long-term relationships with those institutions. One goal of these partnerships is to bring a diverse group of teacher candidates to the District for their clinical and student teaching experiences.
- The work of the committee supported the District’s efforts to recruit minority educators for the teaching staff, both in terms of the number of minority candidates interviewed and those selected for positions. Seventeen minority candidates participated in school site interviews; three minority candidates have been hired thus far for 2012-13 teaching positions.

- Looking ahead to 2012-13, the Committee would also like to explore expanding their work to include additional diversity related initiatives involving, students, staff and parents.

#### **4.1B. Review current teacher mentoring program for alignment to ISBE model (e.g., Mentor Training, formalized Year Two program).**

The District 99 Mentor Committee completed an audit of the current program using the Illinois State Board of Education's (ISBE) Illinois Induction Program Continuum. Following the audit, the Mentor Committee planned several substantial program upgrades to be included this fall. Improvements include the following:

- A revised framework based upon the Danielson teaching rubric.
- An online interactive site and discussion board for mentors and protégés.
- New mentor/protégé structures including quarterly observations, reflective feedback journals and scholarly readings
- Participants will define goals based upon student outcomes
- A formalized "year two" mentor program including a combination of on-line and face to face training.

#### **4.2B. Facilitate the work of the D99 Teacher Appraisal Committee.**

The District 99 Teacher Appraisal Committee completed the following work during 2011-2012: 1) revised the basic structure of the summative appraisal process for non-tenured and tenured teachers as required by recent legislation, 2) articulated the specific roles of department chairs and building administration in those processes, 3) developed specific instruments for gathering data about teacher practices, 4) established a rubric, using the Danielson model to explain the requirements for summative evaluation ratings for non-tenured and tenured teachers, and 5) eliminated the requirement for an individual professional growth plan as part of the process. The revised appraisal process was shared electronically with District professional staff in May 2012 and the Board of Education approved the appraisal plan in June 2012. The new appraisal process will go into effect for the 2012-2013 school year as per the legislation.

#### **4.2C. Facilitate the Senate Bill 7(SB7) Ed Reform Joint Committee.**

The required Education Reform Joint Committee met during the 2011-2012 school year and completed its initial work with regard to specific components of the SB 7 legislation. Using past appraisal ratings, the District administration developed a draft Honorable Dismissal List as a means for understanding the complexities of the list. The Honorable Dismissal List will go into effect for the 2012-2013 school year as per the legislation.

#### **4.2D. Senate Bill 315, Performance Evaluation Reform Act (PERA) compliance.**

- District and building administrators developed a framework for principal and assistant principal appraisal to meet the required legislative changes effective September 2012. For the 2011-12 school year, principals were evaluated using a version of the principal

evaluation tool recommended by DuPage County. Principals will evaluate associate and assistant principals using the modified appraisal tool in 2012-13. Requirements to tie student growth to the principal and assistant principal's ratings will be effective with the 2012-13 school year.

- All district evaluators including administrators and department chairs are registered for the required ISBE principal and teacher evaluation training.
- Legislative requirements related to teacher evaluation will cause each teacher's final summative evaluation rating to be more directly related to measurable student growth. Based on discussions during the recently completed negotiations related to appraisal, the Downers Grove Educational Association (DGEA) set a goal of exploring a modified student/teacher work day to better meet students' academic needs. Teachers and administrators will begin work in the summer of 2012 to identify and possibly implement work day schedule options that would allow the District to enhance the levels of support in place for all students.
- The administration and the DGEA successfully negotiated a new four year contract including language that addressed the key facets and components of Senate Bill 7 and Senate Bill 315 legislation.

**4.4A. Prepare the current year's budget in a manner that maximizes the use of available resources towards the achievement of District goals.**

- The administration has completed preliminary work on the 2012-2013 school year budget; a tentative budget will be presented at the July Board Business Meeting. Within the budget is a 21.8 to 1 staffing ratio for the 2012-2013 school year which is lower than the ratio used in both 2009-2010 and 2010-2011. The 21.8 staffing ratio was applied to revised enrollment projections resulting in the reduction of only three staff members for 2012-2013. A reduction of 5.15 teachers would have occurred without the change to the lower ratio.
- It remains the administration's intent to use operating funds to repay the Alternative Revenue Bonds which were sold to finance the South High School boiler and piping project during the summer of 2011. Similarly, the administration will recommend that a portion of the fund balance from the operating funds be used to support the sewer and water piping project going on at North High this summer.

**4.4B. Prepare a 5-year forecast to identify expected future operational issues that could affect the stability of the District's finances.**

The District will present a five-year forecast in August prior to approval of the current year's operating budget. The five-year forecast will provide guidance in the development of the next year's budget as well.

**GOAL 5: COMMUNICATIONS****5.1A. Issue a community-wide survey to determine current levels of engagement and areas for improvement.**

- District 99 administered a District-wide communications survey at nominal cost using “Zoomerang,” (located at [www.csd99.org/survey](http://www.csd99.org/survey)) between April 16 and May 4, 2012. 718 persons responded to the survey.
- The administration made a report to the Board of Education about the initial findings of the survey at the workshop on May 7, 2012. Results were also posted on the District 99 web site.
- Based upon survey feedback, modifications will be made to the 2012-13 communications program and publications.
- Based on survey results, the Board and administration will attempt an alternative community engagement strategy to Bagels with the Board, for which there is low participation and interest. For the 2012-13 school year, the district will hold two open houses for the community on the nights of Board recognition programs: on October 15, 2012, after the North High recognition ceremony and on May 20, 2013, after the South High recognition ceremony. The open houses will be advertised in local media to notify all community members of the opportunity to learn more about the district.

**5.1B. Provide relevant, timely, and transparent information to the community-and support ways to foster two-way communications.**

- The District established a monthly electronic newsletter, “News at 99.”
- Beginning December 5, 2011 video recordings of Board meetings are available and archived on YouTube via a link on the web site. Thus far, each meeting has averaged about 130 views.
- District 99 began posting District and school announcements on Facebook and Twitter. On Facebook, the District has 33 followers, North High has 626 followers, South High has 199 followers and South High Activities and Athletics has 299 followers. The District Twitter account has 75 followers.
- District 99 continues to provide information and articles to the local media and to respond to questions in a timely manner.

**5.2B. Review/revise our crisis communication plan.**

- The administration developed and disseminated a crisis communication plan for the ASC.
- District 99 upgraded its mass communication system to School Messenger, a leader in the industry. This system enables the District to send critical messages to our stakeholders via multiple channels, including text messaging.
- The Communications Director has developed a close collaboration with the District 99 Safety Committee which includes members of the Village of Downers Grove Police and Fire Departments.
- Both schools have updated their safety reference plans.

**GOAL 7: INNOVATION/ADAPTATION****7.2A. Analyze the capacity to which Student Services staff integrate resources and strategies to advance student college and career awareness as well as academic and social-emotional learning.**

The Counseling and Student Support Services (CSSS) Departments at both buildings completed the RAMP program audit as a standardized practice to evaluate the quality of their counseling services. Upon conclusion of the audit, the North High CSSS staff decided to collect more data to identify gaps in its Tier 2 support systems. The South High CSSS decided to apply for RAMP certification in October of 2013. Since the RAMP process assesses counseling services and programs specifically, both CSSS departments committed to developing a process to analyze the effectiveness of other services provided by the Counseling and Student Support Services departments. This work was scheduled for the summer of 2012 and is ongoing.

**7.3C. Establish a process for systematic quantitative analysis of district programs.**

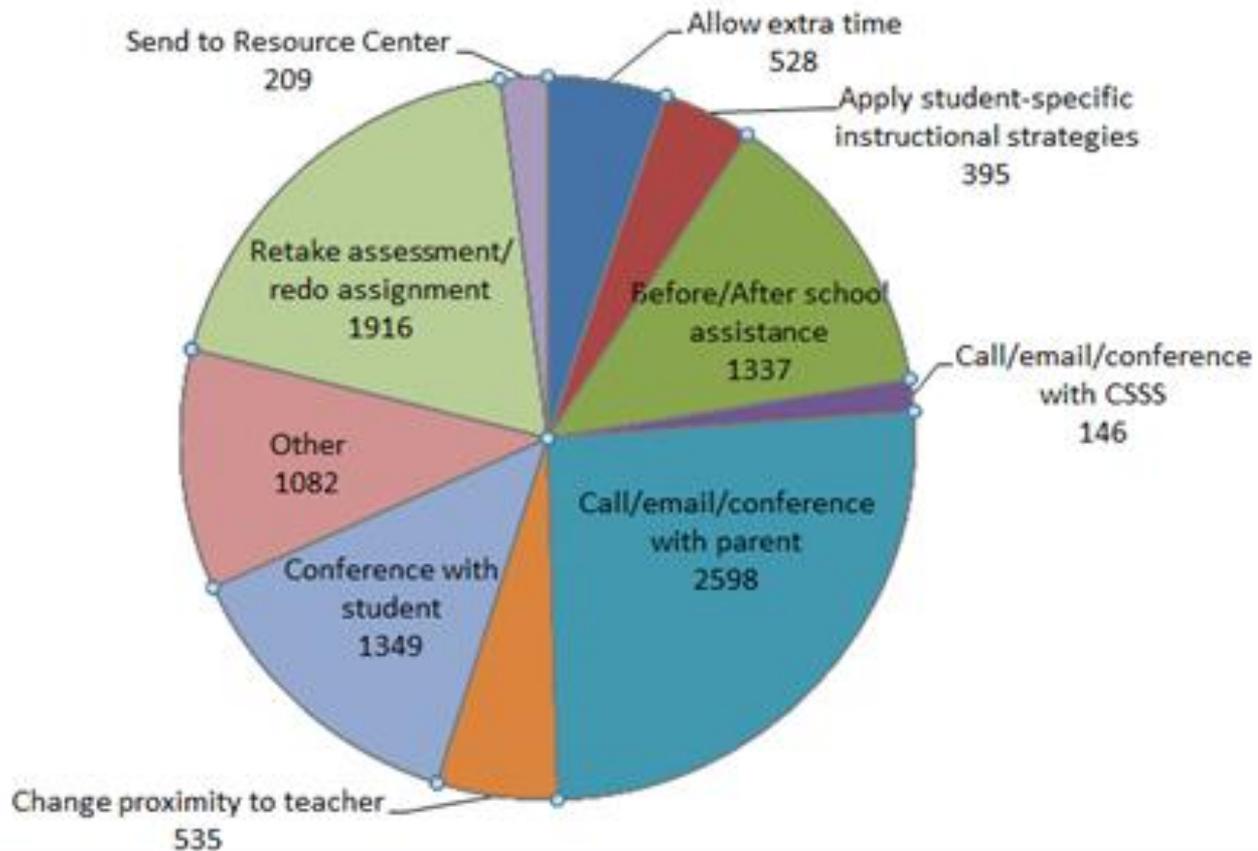
A planning team including District and building administrators, teachers, and specific persons tasked with data collection and coordination met throughout the school year to review current processes involved in gathering, analyzing, and reporting data at the building and District levels and develop a more coherent system. Additionally, the group sought to develop a comprehensive list of required annual data reports and assign responsibilities for those reports. As of the conclusion of the school year, the team has reviewed and defined the protocols for State reporting and analysis. In some cases it established new protocols based upon changes in requirements for State reports. Finally, it has established a preliminary list of required reports associated with the Strategic Plan.

COMMUNITY HIGH SCHOOL DISTRICT 99  
STATE OF THE DISTRICT REPORT  
DATA ABOUT DISTRICT GOALS

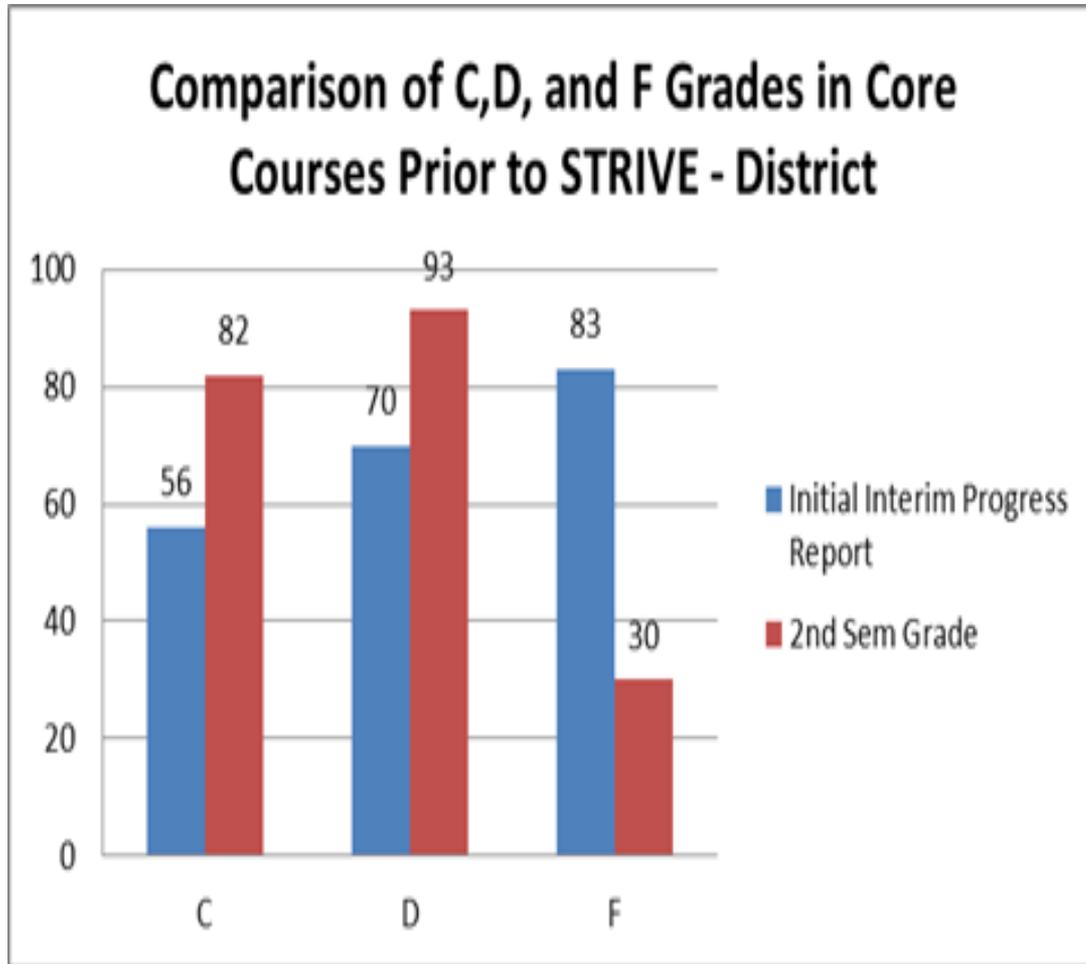
July 16, 2012

# 1.1A: Tier 1 Academic Supports

**Community High School District 99 Tier 1 Interventions - 2011-12  
(10,095 Total Interventions)**



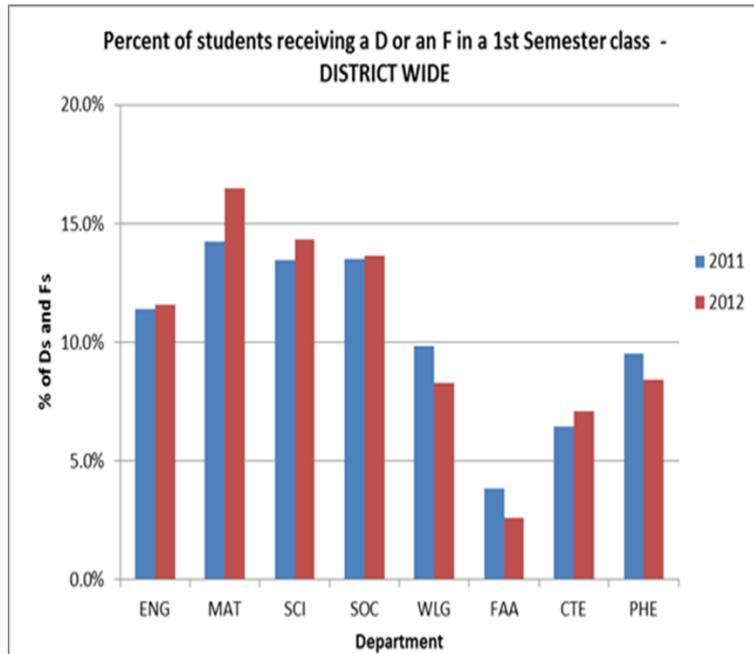
# 1.1A: Tier 2 Academic Supports



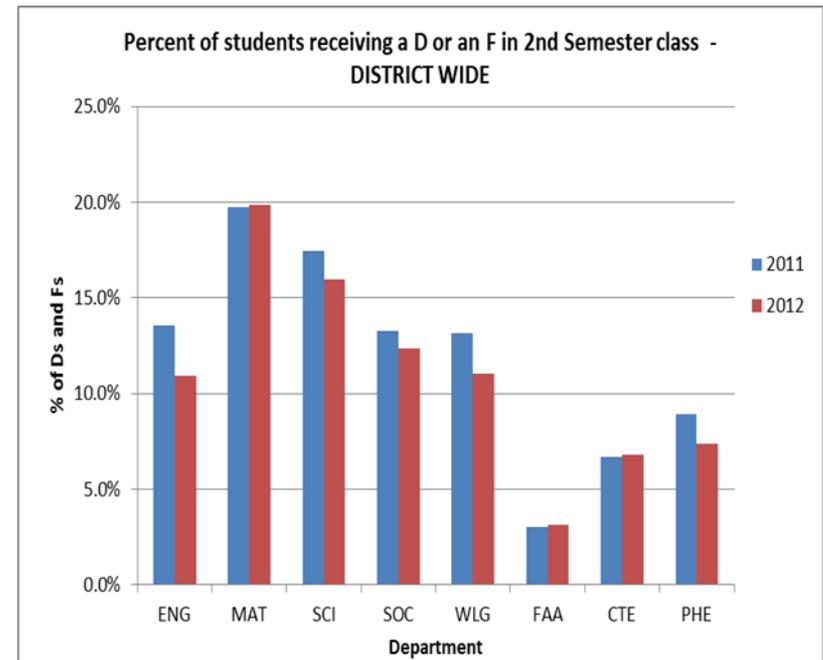
- Findings on students' interim progress report as compared with students' second semester grade after completing one STRIVE contract of 12 after-school tutoring sessions
- 60% decrease in failures among STRIVE participants in core classes, showing impact of this Tier 2 support
- Reduction in failures means fewer courses needing to be repeated by students

# 1.1A: Tier 1 & 2 Supports - Outcomes

## SEMESTER 1 COMPARISON

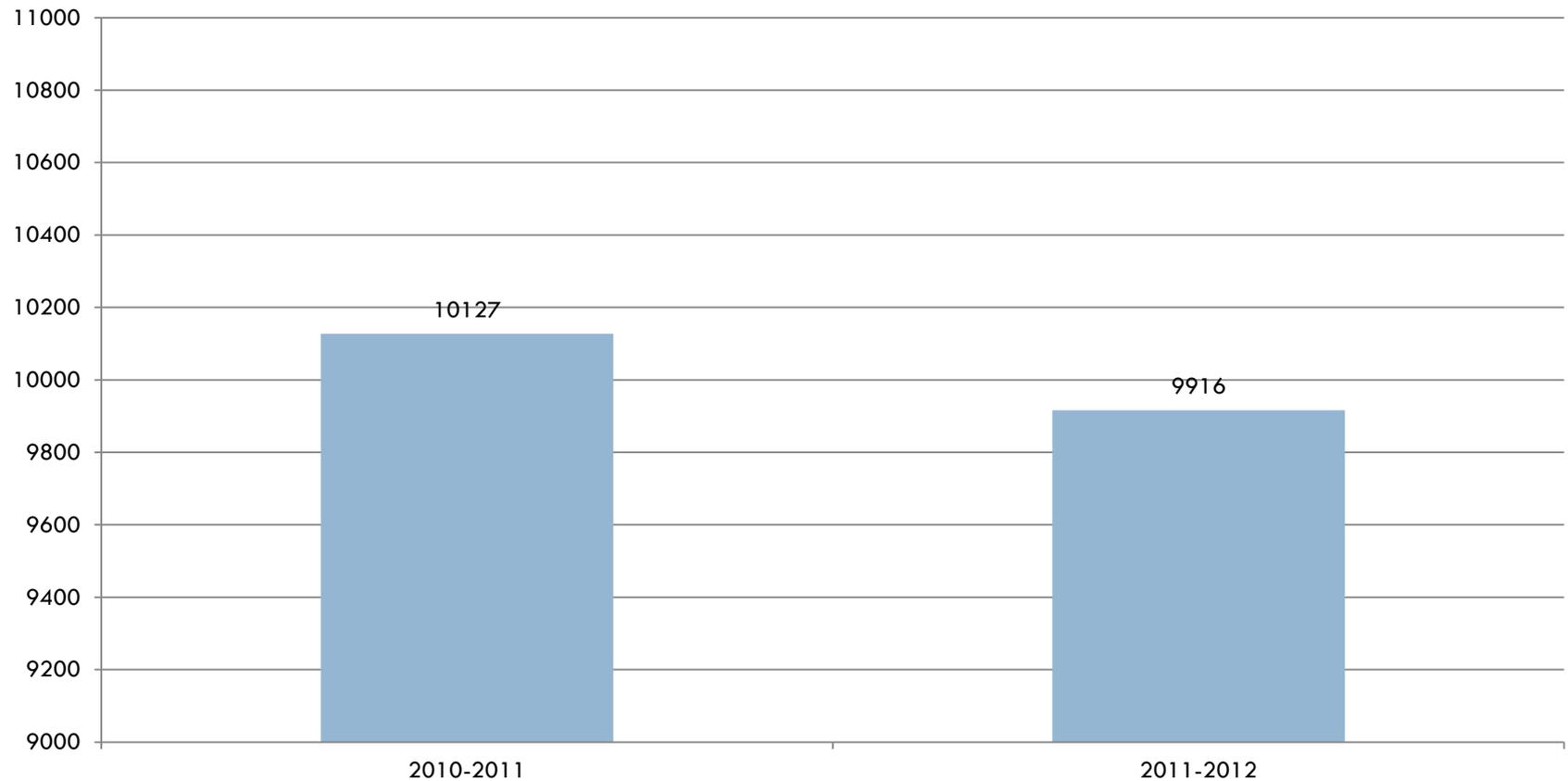


## SEMESTER 2 COMPARISON



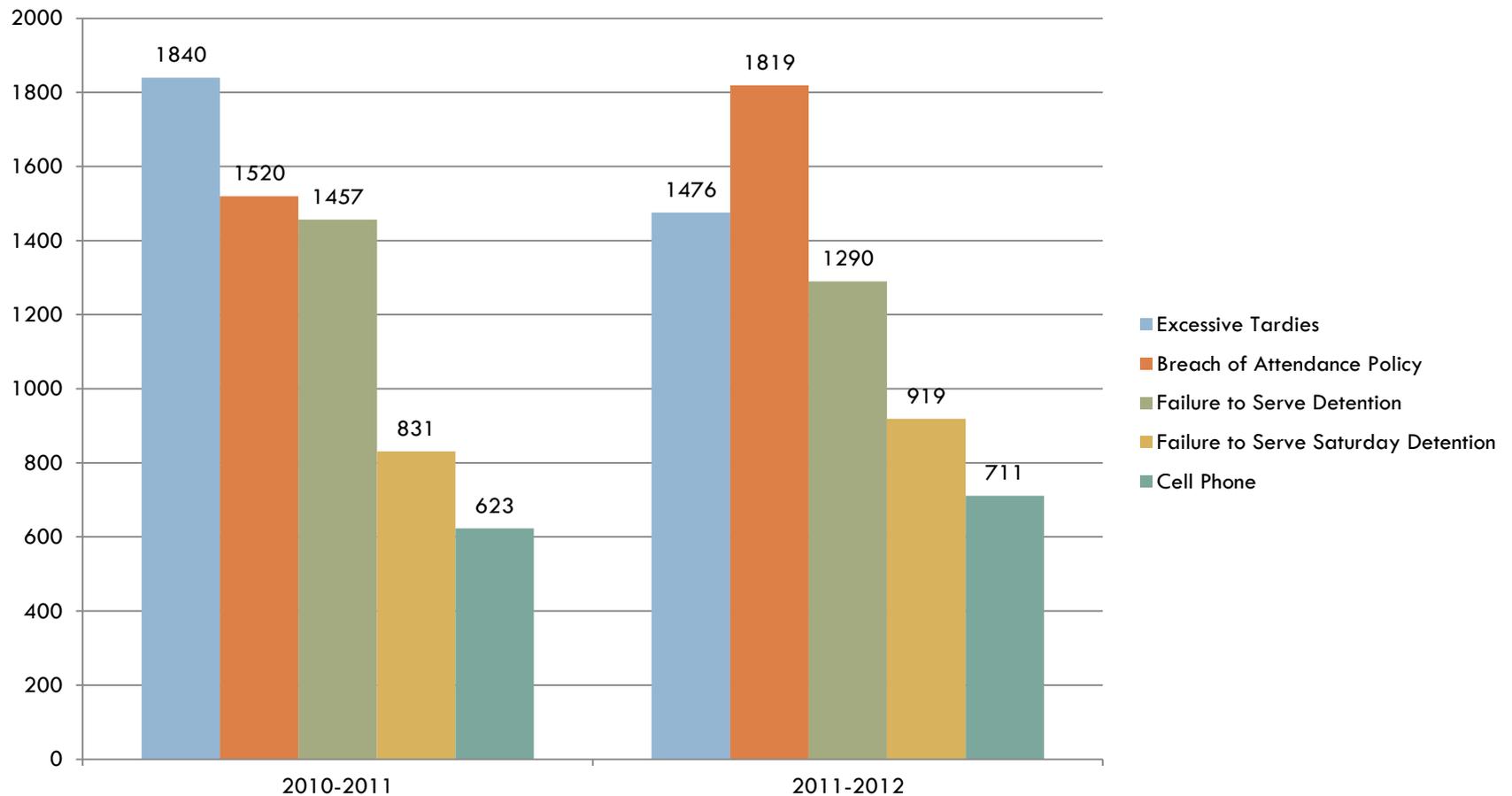
# 1.1A: PBIS Tier 1 - Outcomes

**District-wide Office Discipline Referral (ODR) Comparison**



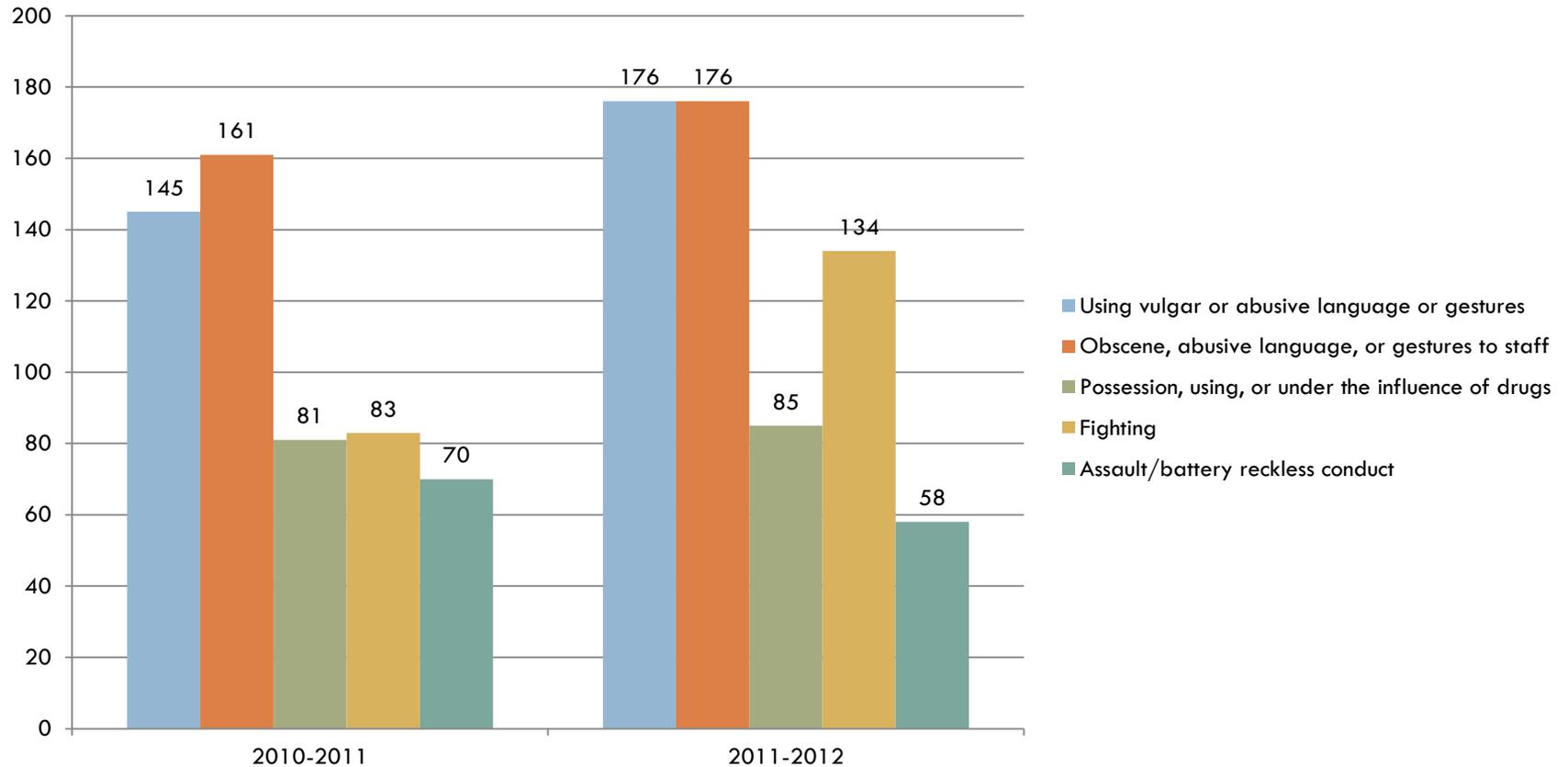
# 1.1A: PBIS Tier 1 - Outcomes

**District-wide Top 5 A Code Violations  
2010-2011 Vs. 2011-2012\***



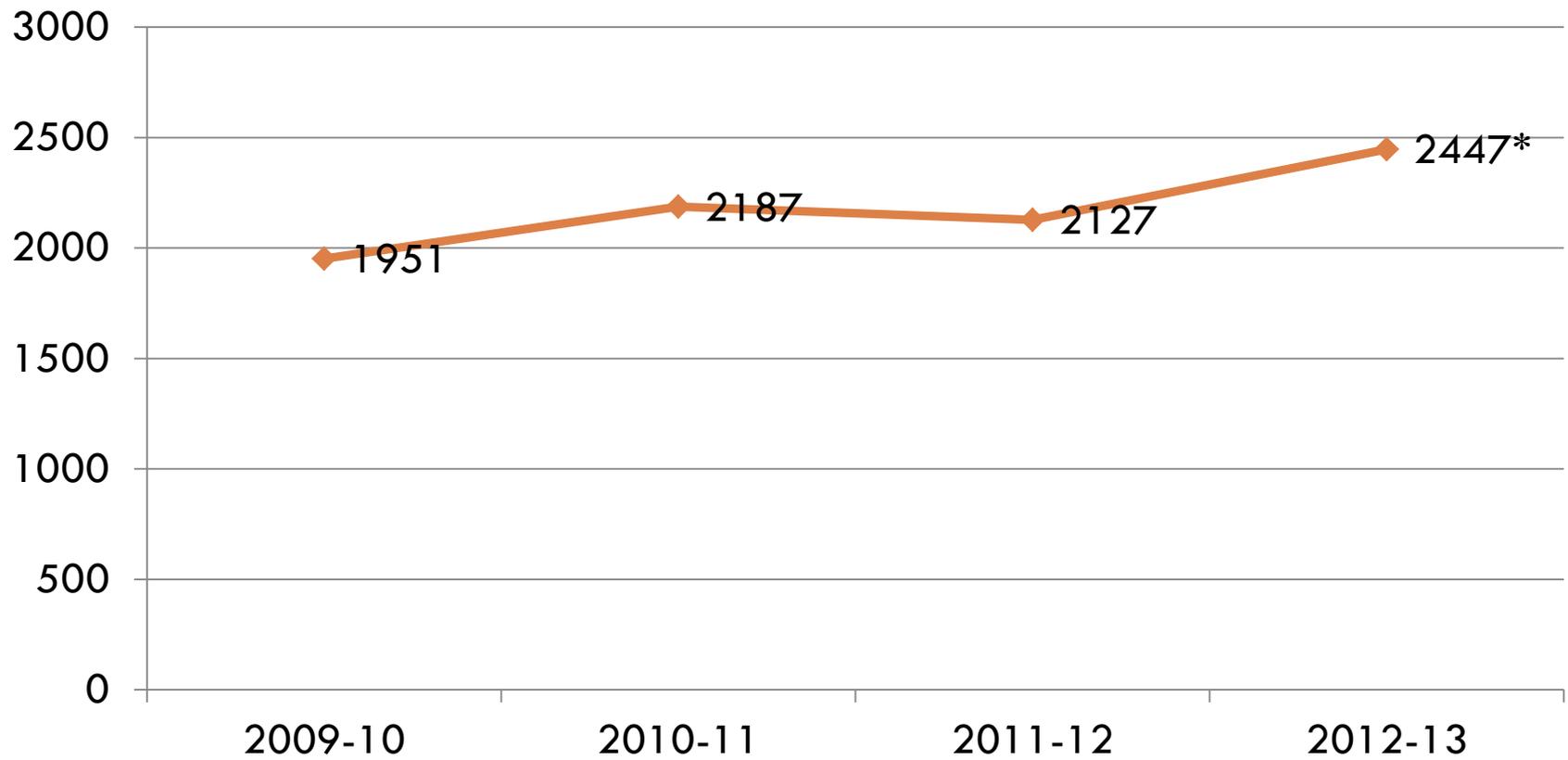
# 1.1A: PBIS Tier 1 - Outcomes

## District-wide Top 5 B Code Violations



# 1.2 A: AP Course Enrollment

**AP Course Enrollment**



# 1.2 A: AP Enrollment

## Percent of Students Completing at Least One AP or Honors Course

Eligible students for AP Course include sophomore, junior and senior students served.  
Eligible students for Honors and AP or Honors Course include freshman, sophomore, junior and senior student

