

# **Park Ridge-Niles School District 64**



## **2016-17 Scorecard**

as of October 10, 2017

| Strategic Objective One  |                   |               |                         |                      |                       |         |                   |
|--|-------------------|---------------|-------------------------|----------------------|-----------------------|---------|-------------------|
| Develop Students Who Master the 4 C's – Communication, Collaboration, Creativity, and Critical Thinking  |                   |               |                         |                      |                       |         |                   |
| Strategies & Measures  | Baseline 2015     | 2015-16       | 2016-17                 | 2017-18              | 2018-19               | 2019-20 | Target 2020       |
| <b>STRATEGY A. Engaging, Motivating, and Challenging Educational Program</b>   |                   |               |                         |                      |                       |         |                   |
| Learning Walks (non-evaluative) – levels of student engagement<br>(Baseline data 2017-18)  |                   |               |                         | Baseline<br>Oct 2017 |                       |         | 100%              |
| Spring PARCC achievement in Reading  | 57%               | 59%           | 56%                     |                      |                       |         | 100%              |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading<br>(VCG = Virtual Comparison Group)                    | VCG .0            | VCG .0        | VCG .0                  |                      |                       |         | + .5 > VCG        |
| Spring PARCC achievement in Math   | 50%               | 58%           | 57%                     |                      |                       |         | 100%              |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math<br>(VCG = Virtual Comparison Group)                       | VCG .0            | + .1 ><br>VCG | + .1 ><br>VCG           |                      |                       |         | + .5 > VCG        |
| Student mastery of increasingly rigorous targets set for Educational Ends assessments<br>(Reframed as local common assessments)                    |                   |               |                         |                      |                       |         |                   |
| District 207 high school performance portfolio   |                   |               |                         | Baseline             |                       |         |                   |
| <b>STRATEGY B. Inquiry-Based Learning</b>  |                   |               |                         |                      |                       |         |                   |
| Minimum of 2 inquiry-based learning units at each grade level (K-8)  |                   |               | Cohort I<br>(9)         |                      |                       |         | 18                |
| Student performance rubric for the 4 C's: communication, collaboration, creativity and critical thinking<br>(Moved to Align with Mastery Learning) |                   |               |                         |                      | Tentative<br>Baseline |         |                   |
| <b>STRATEGY C. Technology Integration</b>  |                   |               |                         |                      |                       |         |                   |
| Learning Walks (non-evaluative) – level of implementation  |                   |               | Baseline                |                      |                       |         | 100%              |
| Teacher self-reporting on BrightBytes questionnaire – Classroom Domain   | Emergent          | Proficient    | Proficient/<br>Advanced |                      |                       |         | Exemplary         |
| Grades 3-8 students self-reporting on BrightBytes questionnaire – Classroom Domain   | Proficient        | Proficient    | Proficient              |                      |                       |         | Exemplary         |
| Survey to parents re: 1:1 Chromebook initiative  | UNDER DEVELOPMENT |               |                         | Baseline             |                       |         |                   |
| <b>Strategic Objective Two</b>   |                   |               |                         |                      |                       |         |                   |
| <b>Provide a Rigorous Education for All Students</b>   |                   |               |                         |                      |                       |         |                   |
| Strategies & Measures  | Baseline 2015     | 2015-16       | 2016-17                 | 2017-18              | 2018-19               | 2019-20 | Target 2020       |
| <b>STRATEGY A. Aligned, Articulated Curriculum</b>   |                   |               |                         |                      |                       |         |                   |
| % of Curriculum maps for each Core, Encore, and Elective Course  |                   | 7/21          | 10/21                   |                      |                       |         | 21/21             |
| % of documented and online unit plans that include common formative and summative assessments  |                   | 0%            | 0%                      |                      |                       |         | 100%              |
| Learning Walks (non-evaluative) to determine student understanding of learning outcomes/goals (Clear Targets/Mastery)                              | 74%/38%           | 95%/32%       | 59%/16%                 |                      |                       |         | 100%/100%         |
| <b>STRATEGY B. High-Impact Instruction</b>   |                   |               |                         |                      |                       |         |                   |
| Learning Walks (non-evaluative) – levels of student engagement<br>(Baseline data 2016-17)  |                   |               |                         | Baseline<br>Oct 2017 |                       |         | 100%              |
| Spring PARCC achievement in Reading  | 57%               | 59%           | 56%                     |                      |                       |         | 100%              |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading<br>(VCG = Virtual Comparison Group)                    | VCG .0            | VCG .0        | VCG .0                  |                      |                       |         | + .5 > VCG        |
| Spring PARCC achievement in Math   | 50%               | 58%           | 57%                     |                      |                       |         | 100%              |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math<br>(VCG = Virtual Comparison Group)                       | VCG .0            | + .1 ><br>VCG | + .1 ><br>VCG           |                      |                       |         | + .5 > VCG        |
| Student mastery of increasingly rigorous targets set for common assessments  | N/A               | N/A           | N/A                     |                      |                       |         | 100%              |
| Social-Emotional Learning indicators   | UNDER DEVELOPMENT |               |                         | Develop              |                       |         | 100%              |
| 5Essentials (5E) survey for students (grades 6-8) – Ambitious Instruction  | More (66%)        | N/A           | More<br>(61%)           | NA                   |                       | N/A     | Most<br>(80-100%) |
| 5Essentials (5E) survey for students (grades 6-8) – Academic Personalism   | More (67%)        | N/A           | Most<br>(85%)           | NA                   |                       | NA      | Most<br>(80-100%) |
| <b>STRATEGY C. Standards-Based Reporting</b>   |                   |               |                         |                      |                       |         |                   |
| Stakeholder satisfaction survey to determine effectiveness of standards-based reporting  |                   |               |                         |                      | Baseline              |         |                   |
| Parent University exit slips   |                   |               |                         | Baseline             |                       |         |                   |
| Clear targets and current performance posted to website dashboard annually<br>(MAP, PARCC, subgroup performance, Educational Ends)                 |                   | 1/5           | 2/5                     |                      |                       |         | 5/5               |

**Strategic Objective Three  
Provide a Rigorous Education for All Students**

| Strategies & Measures   | Baseline 2015 | 2015-16          | 2016-17          | 2017-18 | 2018-19 | 2019-20 | Target 2020      |
|---|---------------|------------------|------------------|---------|---------|---------|------------------|
| <b>STRATEGY A. High-Quality Tier 2 and Tier 3 Intervention</b>  |               |                  |                  |         |         |         |                  |
| Spring PARCC achievement in Reading   | 57%           | 59%              | 56%              |         |         |         | 100%             |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading (VCG = Virtual Comparison Group)      | VCG .0        | VCG .0           | VCG .0           |         |         |         | + .5>VCG         |
| Spring PARCC achievement in Math  | 50%           | 58%              | 57%              |         |         |         | 100%             |
| Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math (VCG = Virtual Comparison Group)         | VCG .0        | + .1> VCG        | + .1> VCG        |         |         |         | + .5>VCG         |
| Tier 2 and Tier 3 intervention participation rates for students with at-risk academic performance (Reading, Math, Writing, SEL)   |               | 100% reading K-8 | 100% reading K-8 |         |         |         | 100% all 4 areas |
| Special education student serviced in the Least Restrictive Environment   | 55.0%         | 63%              | TBA              |         |         |         | 65%              |
| <b>STRATEGY B. Data-Driven Decision-Making</b>  |               |                  |                  |         |         |         |                  |
| Implementation of data-based decision-making guidelines by school (fidelity checklists) (UNDER DEVELOPMENT)                       |               |                  |                  |         |         |         | 8                |
| PARCC student subgroup analysis for low socioeconomic status (SES) (Math/ELA)   | 29%/39%       | 35%/38%          |                  |         |         |         | 100%/100%        |
| MAP student subgroup analysis for low socioeconomic status (SES) (Math/ELA)   |               |                  | Baseline         |         |         |         | 100%/100%        |
| PARCC student subgroup analysis for students with disabilities (Math/ELA)   | 14%/12%       | 16%/13%          |                  |         |         |         | 100%/100%        |
| MAP student subgroup analysis students with disabilities (Math/ELA)*  | 39%/48%       | TBA#             |                  |         |         |         | 100%/100%        |
| PARCC student subgroup analysis for English Learners (EL) (Math/ELA)  | 19%/12%       | 40%/26%          |                  |         |         |         | 100%/100%        |
| MAP student subgroup analysis for English Learners (EL) (Math/ELA)*   | 42%/39%       | TBA#             |                  |         |         |         | 100%/100%        |
| * 2014-15 MAP data does not include 2 <sup>nd</sup> grade and 8 <sup>th</sup> grade # TBA = when available through Data Analytics |               |                  |                  |         |         |         |                  |

**Strategic Objective Four  
Foster Effective Communities of Practice Through Professional Development and Staff Support**

| Strategies & Measures  | Baseline 2015                    | 2015-16                         | 2016-17                         | 2017-18  | 2018-19 | 2019-20 | Target 2020    |
|--|----------------------------------|---------------------------------|---------------------------------|----------|---------|---------|----------------|
| <b>STRATEGY A. Collaboration and Teaming for Continuous Improvement</b>                                |                                  |                                 |                                 |          |         |         |                |
| 5 Essentials survey data – Collaborative Teachers  | Average (56%)                    | N/A                             | Average (54%)                   | N/A      |         | N/A     | Most (80-100%) |
| 5 Essentials survey data – Effective Leaders   | Average (44%)                    | N/A                             | Average (44%)                   | N/A      |         | N/A     | Most (80-100%) |
| District teacher satisfaction survey (Thoughtexchange survey)  |                                  | 1                               | N/A                             | 1        | N/A     | 1       | 3              |
| District parent satisfaction survey (Thoughtexchange survey)   |                                  | 1                               | N/A                             | 1        | N/A     | 1       | 3              |
| % of school SMART goals achieved (UNDER DEVELOPMENT) – Reading (60%)                                   | 0/7                              | 0/7                             | 2/7                             |          |         |         | 7/7            |
| % of school SMART goals achieved (UNDER DEVELOPMENT) – Math (65%)                                      | 0/7                              | 0/7                             | 1/7                             |          |         |         | 7/7            |
| <b>STRATEGY B. Professional Communities of Practice</b>  |                                  |                                 |                                 |          |         |         |                |
| Availability of Digital Communities of Practice  | N/A                              | Subject area/topic based        | Subject area/topic based        |          |         |         | 100%           |
| Communities of Practice fast feedback ratings  |                                  |                                 |                                 |          |         |         |                |
| <b>STRATEGY C. Differentiated Professional Development</b>   |                                  |                                 |                                 |          |         |         |                |
| Participation rates in professional development sequence – HII   | 40%                              | 81%                             | 91%                             |          |         |         | 100%           |
| Participation rates in professional development sequence – 7S/AFL                                      | 65%                              | 72%                             | 95%                             |          |         |         | 100%           |
| Learning Walks (non-evaluative) – level of implementation  | UNDER DEVELOPMENT                |                                 |                                 | Baseline |         |         | 100%           |
| Coaching program satisfaction feedback   | UNDER DEVELOPMENT                |                                 |                                 | Baseline |         |         |                |
| Number of instructional practice requests  | UNDER DEVELOPMENT                |                                 |                                 | Baseline |         |         |                |
| Teachers self-reporting on BrightBytes questionnaire – Skills Domain (Foundational/Online/Multi-Media) | Advanced/ Proficient/ Proficient | Exemplary/ Proficient/ Advanced | Exemplary/ Proficient/ Advanced |          |         |         | Exemplary      |

**Strategic Objective Five  
Provide Safe and Secure Learning Spaces to Support 21<sup>st</sup> Century Learners**

| <b>Strategies &amp; Measures</b>  | <b>Baseline 2015</b> | <b>2015-16</b>   | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>Target 2020</b> |
|---|----------------------|------------------|----------------|----------------|----------------|----------------|--------------------|
| <b>STRATEGY A. Life Safety and Universal Access</b>   |                      |                  |                |                |                |                |                    |
| Category A Health Life Safety Survey completion rate following submission to ISBE                 |                      | N/A              | 22+%           |                |                |                | \$12.6 M           |
| % of facilities that accommodate accessibility needs of students and adults                       |                      | 8 /9 buildings   | 8 /9 buildings |                |                |                | 9 buildings        |
| <b>STRATEGY B. Master Facilities Plan</b>   |                      |                  |                |                |                |                |                    |
| Annual Master Facilities Plan (includes Maintenance Plan) recommendations and funding information |                      | 1                | 1              |                |                |                | Total = 5          |
| <b>STRATEGY C. Environmental Health</b>   |                      |                  |                |                |                |                |                    |
| Student satisfaction with District facilities   |                      |                  | N/A            | Baseline       |                |                |                    |
| Staff satisfaction with District facilities   |                      | Thought-exchange | N/A            | Baseline       |                |                |                    |
| Community satisfaction with District facilities   |                      | Thought-exchange | N/A            | Baseline       |                |                |                    |

**Strategic Objective Six  
Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services**

| <b>Strategies &amp; Measures</b>  | <b>Baseline 2015</b> | <b>2015-16</b>          | <b>2016-17</b>  | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>Target 2020</b> |
|---|----------------------|-------------------------|-----------------|----------------|----------------|----------------|--------------------|
| <b>STRATEGY A. Financial Stewardship</b>  |                      |                         |                 |                |                |                |                    |
| Monthly financial reports and investment summaries  |                      | 12                      | 12              |                |                |                | 60                 |
| Annual long-term enrollment and staffing projections  |                      | 1                       | 1               |                |                |                | 5                  |
| Flexible long-term financial projections model  |                      | Yes                     | Yes             |                |                |                | Yes                |
| Annual financial audit (Unqualified Auditor Opinion)  |                      | 1                       | 1               |                |                |                | 5                  |
| <b>STRATEGY B. Finance Priority Projects</b>  |                      |                         |                 |                |                |                |                    |
| Annual priority project list and financing options  |                      | 1                       | 1               |                |                |                | 5                  |
| Rubric to assess how classrooms support 21 <sup>st</sup> century learning (UNDER DEVELOPMENT) |                      |                         |                 | Baseline       |                |                | 5                  |
| <b>STRATEGY C. Fund Balance Policy</b>  |                      |                         |                 |                |                |                |                    |
| Days of cash on hand at end of fiscal year  |                      | 200+                    | 200+            |                |                |                | 120                |
| Track progress continuously on Board extended referendum goal of 2020-21                      |                      | Yes                     | Yes             |                |                |                | On demand          |
| <b>STRATEGY D. Finance Priority Programs</b>  |                      |                         |                 |                |                |                |                    |
| Fund priorities recommended by Program Review Committees                                      |                      | 2/2 (CofC, K-5 Science) | K-8 ELA Reading |                |                |                | 100%               |
| <b>STRATEGY E. Plan for Future Challenges</b>   |                      |                         |                 |                |                |                |                    |
| Adequate space for student enrollment   |                      | Yes                     | Yes             |                |                |                | 100%               |
| <b>STRATEGY F. Parent and Community Education</b>   |                      |                         |                 |                |                |                |                    |
| Advisory committees include community volunteers  |                      | Yes                     | Yes             |                |                |                | 100%               |
| Annual updates on investments in student learning and financial challenges                    | 1                    | 1                       | 1               |                |                |                | 5                  |
| District satisfaction survey – 5 Essentials (5E)/Thoughtexchange (TE)                         | 5E                   | TE                      | 5E              |                | 5E             |                | 100%               |
| Website dashboard to communicate progress on applicable Strategic Plan metrics                |                      | Yes                     | Yes             |                |                |                | 100%               |