Meridian CUSD #223
2014-2015
Data Report

Highland Grade School

Highland School Data Report for the 2014/2015 School Year

To the Meridian CUSD #223 Board of Education:

The following data report includes much information about the quantifiable data collected at Highland School the past year and in some cases for the past 2-3 years. This is being shared with the superintendent, leadership team, community, teachers, staff, and Board of Education.

Comprehensive Data Examination

My intent is to provide Central Office and the Board of Education a solid understanding of Highland Grade School's performance and tracking as measured by several indicators. For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible).

HIGHLAND ATTENDANCE

- What is being measured?

The attendance of all boys and girls is being documented month by month with a comparison from the previous school year. The data below focuses on the average attendance for Highland School. Further comparisons have been added to look at individual grade levels, bilingual, and special education attendance trends.

- How is it being measured?

This data is taken from daily attendance records as documented on a daily basis by classroom teachers and the Highland attendance secretary. This is important as students' academic success can be related to school attendance. I will share school wide attendance data below and compare it to the previous school year.

Highland Attendance

	Attendance Rates for 2013/2014	Attendance Rates for 2014/2015	Change from last year	
August	97.68%	95.03%	down	-2.65%
September	97.24%	96.50%	down	-0.74%
October	95.60%	96.11%	up	0.51%
November	96.09%	93.46%	down	-2.63%
December	95.02%	92.16%	down	-2.86%
January	96.35%	94.86%	down	-1.49%
February	95.52%	92.90%	down	-2.62%
March	94.02%	93.52%	down	-0.50%
April	96.43%	95.59%	down	-0.84%
May	97.32%	94.74%	down	-2.58%
Monthly Attendance Average	96.127%	94.487%	down	-1.64%
Comparison to average		1 month higher than 2013/2014 9 months lower than 2013/2014		

Here the Average Monthly attendance by grade level
will be reviewed for the 2014/2015 school year

	Pre K	Kindergarten	First	Second
August	97.5% +	95.67% -	96.17% -	97.07% +
September	96.37% -	95.16% -	96.79% +	96.6% +
October	96.58% +	94.71% -	96.77% +	95.82% -
November	95.23% -	94.41% -	92.83% -	92.16% -
December	94.72% -	90.28% -	90.51% -	93.31% -
January	96.27% +	93.7% -	95.1% +	95.27% +
February	95.67% +	91.42% -	92.97% -	92.08% -
March	94.58% +	93.36% +	92.03% -	93.87% +
April	96.55% +	93.98% -	96.17% +	95.67% +
May	96.57% +	91.75% -	95.07% +	95.66% +
Total average	96.00%	93.44%	94.44%	94.75%
Comparison to average	7 months higher	1 month higher	5 months higher	6 months higher
	3 months lower	9 months lower	5 months lower	4 months lower

Here is some additional information about attendance in regards to Highland 2014/2015.

Grade Level Comparisons -

Our Prekindergarten students averaged a 97.248% attendance rate for the 2014/2015 school year. This is higher than the 94.487% average for the school.

Our Kindergarten students averaged a 93.444% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school.

Our 1st grade students averaged a 94.441% attendance rate for the 2014/2015 school year. This is slightly lower than the 94.487% average for the school.

Our second grade students averaged a 94.814% attendance rate for the 2014/2015 school year. This is slightly higher than the 94.487% average for the school.

Bilingual Comparisons -

Our Prekindergarten bilingual students averaged a 97.36% attendance rate for the 2014/2015 school year. This is higher than the 94.487% average for the school.

Our Kindergarten bilingual students averaged a 90% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school.

Our 1st grade bilingual students averaged a 91.67% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school.

Our 2nd grade bilingual students averaged a 93.56% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school.

Special Education Attendance Comparisons - The attendance rate for special education students is 94.509% which is just slightly higher than the school attendance rate of 94.487%. When looking at individual grades, some other data uncover some areas for improvement with individual special education students and special education students by grade.

Our Prekindergarten special education students averaged a 96.83% attendance rate for the 2014/2015 school year. This is higher than the 94.487% average for the school.

Our Kindergarten special education students averaged 89.881% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school. One kindergarten student had a 70% attendance rate and another had a 74% attendance rate. When these two outliers were taken out, the kindergarten special education attendance was 94.25% and is more in line with the school average.

Our 1st grade special education students averaged a 96.42% attendance rate for the 2014/2015 school year. This is slightly higher than the 94.487% average for the school.

Our second grade special education students averaged a 91.83% attendance rate for the 2014/2015 school year. This is lower than the 94.487% average for the school.   There were 5 students that had less than an 88% attendance rate. When the average is figured without these outliers, the second grade special education attendance rate is 95.17% and is slightly higher than the average for the school.

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- General Reaction

We placed more emphasis on attendance and the attendance rate went down. The prekindergarten attendance rate was the highest in the building at 96%. Kindergarten was the lowest at 93.44%. Both first and second grade had nearly or exactly ½ of the months higher than the building average month by month. Kindergarten had 9 of 10 months reporting a lower attendance rate than the building average.

This past year 32 students were referred to the truancy officer. This included 10 kindergarten students, 9 first grade students, and 13 second grade students. The students missed a range of 8.5-51 days. These 32 students missed 737 days for an average of 23 days per student. Before a truancy referral was made, an attendance letter was sent home addressing a concern about attendance. If attendance did not improve, a truancy referral was made. After looking at the data, it is clear that these 32 students should be monitored closely for attendance from the beginning of the year to really help improve the attendance rate at Highland School. This could help every sub group and grade level.

- Questions

    o What are we doing to encourage children and families to increase attendance?

    o What are we doing at each grade level to encourage attendance?

    o How are students that have more than 7 days missed per school year encouraged?

    o How can we work with families during these early years to support good attendance?

    o Why did the attendance rate go down?

    o Is this related to the changing demographics of our school district? With the number of students receiving Free and Reduced Lunch rising, absences have increased.

    o What are we doing to support the varying needs of students coming from a Low SES background?

    o Is this related to the economy?

    o How can our students and families be supported to raise the attendance rate?

    o Is some of the attendance rate related to the cleanliness of the buildings with custodial cut backs?

DISCIPLINE

- What is Being Measured

The next pages will cover the number of Positive Behavior Intervention and Support (PBIS) major and minor behavior referrals for this past year and the two years previous to that. All of this data is reviewed monthly with the PBIS committee.

- How is it Measured

Teachers and support staff are trained to support the same acceptable norms of behavior all throughout the school. These major and minor referrals are written up on three part copies and are sent home for parents to sign and return. Additionally, a phone call or parent contact like e-mail is made before the child arrives home with the referral. These are entered into the SWIS electronic system each month to monitor monthly infractions in both majors and minors. Minors can be handled by teachers and support staff. Parent communications are documented in the child's PBIS folder. Four minors in a quarter result in a major. Majors result in noon detentions or after school detentions along with a parent conference. Majors are handled by the building principal. Discipline data collected is used for school wide goal setting and quarterly celebrations.

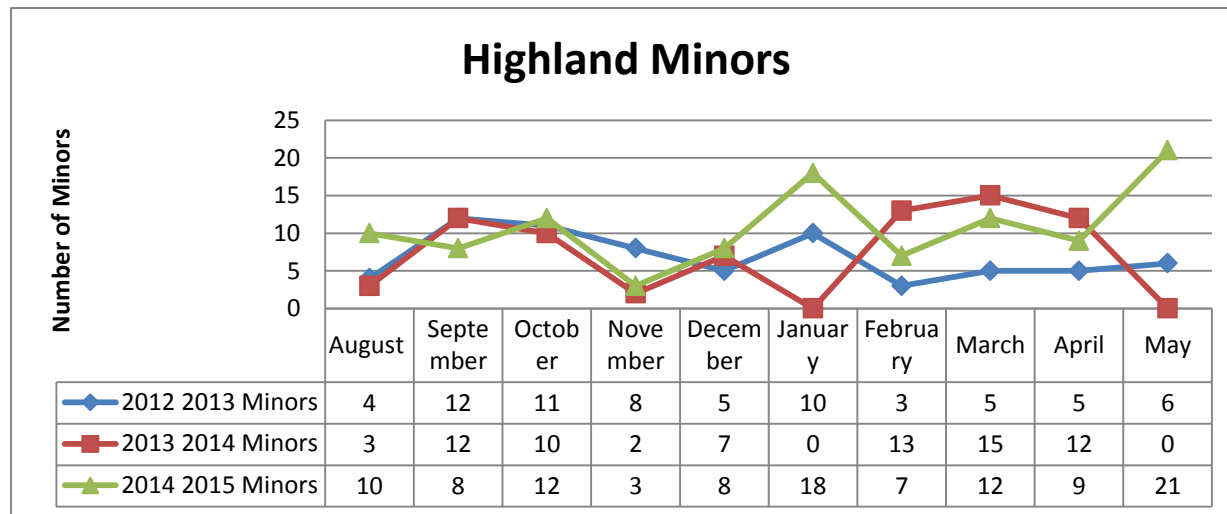- Graphic Representations of Majors and Minors follow.

2014 2015 Minors

August	10
September	8
October	12
November	3
December	8
January	18
February	7
March	12
April	9
May	21

2013 2014 Minors

August	3
September	12
October	10
November	2
December	7
January	0
February	13
March	15
April	12
May	0

2012 2013 Minors

August	4
September	12
October	11
November	8
December	5
January	10
February	3
March	5
April	5
May	6

Highland Minors

Number of Minors	August	September	October	November	December	January	February	March	April	May
2012 2013 Minors	4	12	11	8	5	10	3	5	5	6
2013 2014 Minors	3	12	10	2	7	0	13	15	12	0
2014 2015 Minors	10	8	12	3	8	18	7	12	9	21

Minors   Were up 6 months
Minors   Were down 4 months

- General Reaction

The PBIS Graph shows three years of data. During the 14/15 school year, data was relatively consistent with the previous 2 years. Spikes in minors occurred during the month of January and May. Teachers have been using this system for 4 years now and are utilizing the program as it was intended. We had a higher number than average of first graders with infractions.

- Questions

    o   What interventions will the second grade students need next year to address their higher referral numbers?

    o   What support is needed for teachers and staff to address these referrals?

    o   Why did January and May include higher numbers of referrals? How can that be addressed?
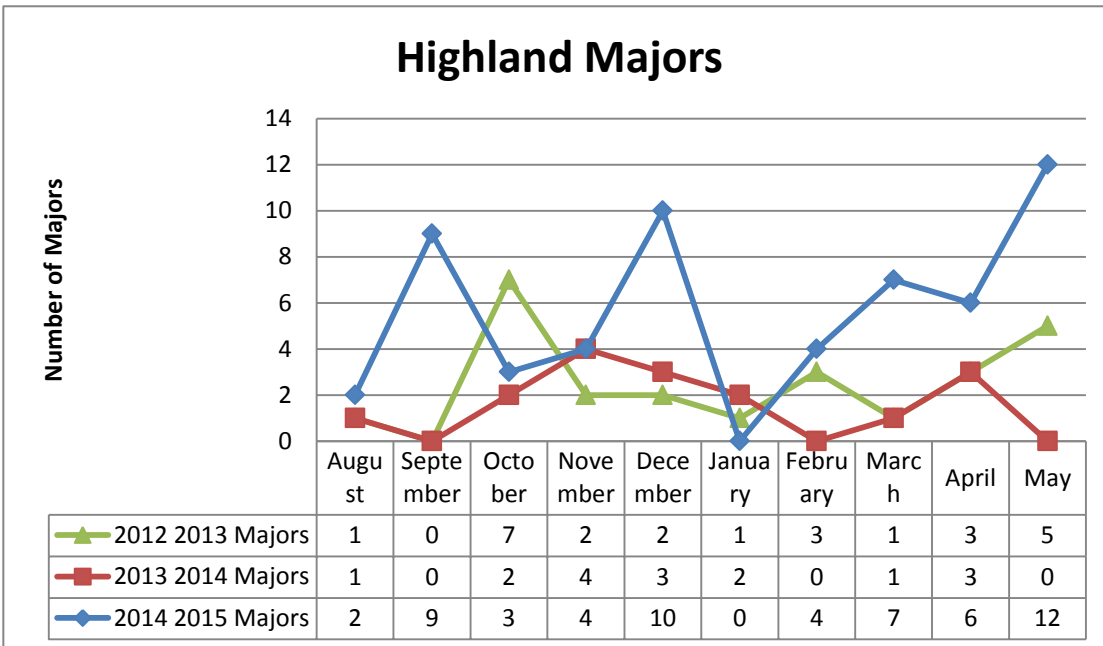
2014 2015 Majors

Month	
August	2
September	9
October	3
November	4
December	10
January	0
February	4
March	7
April	6
May	12

2013 2014 Majors

Month	
August	1
September	0
October	2
November	4
December	3
January	2
February	0
March	1
April	3
May	0

2012 2013 Majors

Month	
August	1
September	0
October	7
November	2
December	2
January	1
February	3
March	1
April	3
May	5

Highland Majors

	August	September	October	November	December	January	February	March	April	May
2012 2013 Majors	1	0	7	2	2	1	3	1	3	5
2013 2014 Majors	1	0	2	4	3	2	0	1	3	0
2014 2015 Majors	2	9	3	4	10	0	4	7	6	12

Y-axis: Number of Majors

Major   Referrals were up 8 of the months
Major   Referrals were down 1 month
Major   Referrals were the same one month

- General Reaction

The PBIS Graph shows three years of data. During the 14/15 school year, data for majors was elevated for most months over the previous year. Spikes in majors occurred during the months of Sept., Dec., March, April, and May over previous years. Again, we had a high number of first graders with infractions.

- Questions
  - What interventions will the second grade students need next year to address their higher referral numbers?
  - What support is needed for teachers and staff to address these referrals?
  - Why did Sept., Dec., March, April, and May include higher numbers of referrals? How can this be addressed?
  - What interventions can be done with a few students that had multiple majors in a school year?

Additional Analysis of Discipline at Highland School for the 2014/2015 School Year.

The percentage of majors and minors by grade level follows.

K	18	10.84%
1ST	124	74.70%
2ND	24	14.46%

The percentage of majors and minors by teachers and certified staff.

TEACHER	# REFER	
Pre K A	1	0.75%
Pre K B	1	0.75%
K	5	3.75%
1 - A	28	21%
1 - B	16	12%
1 - C	51	38%
2 - A	2	1.50%
2 - B	4	3%
2 - C	8	6.01%
2 - D	3	2.25%
Admin	11	8.27%
Sp Ed	1	0.75%
PE	1	0.75%
Art	1	0.75%
TOTAL	**133**	

33 other referrals came from support staff

71% of the referrals came from three 1st grade classrooms.

CERTIFIED PERSONNEL EVALUATION PROCESS

- What is Being Measured

Non tenured teachers are observed at least twice formally and twice informally during their evaluation cycle the first 4 years. Tenured teachers are evaluated every other year and are evaluated formally at least once and informally observed with written notes and feedback each semester during their two year evaluation cycle. The observation process utilizes the Danielson Framework and is completed using the Evaluwise system. Support staff received evaluations starting this year.

- How is it Measured

This is measured utilizing the Evaluwise system and counting up the total in all areas that were assessed and rated.

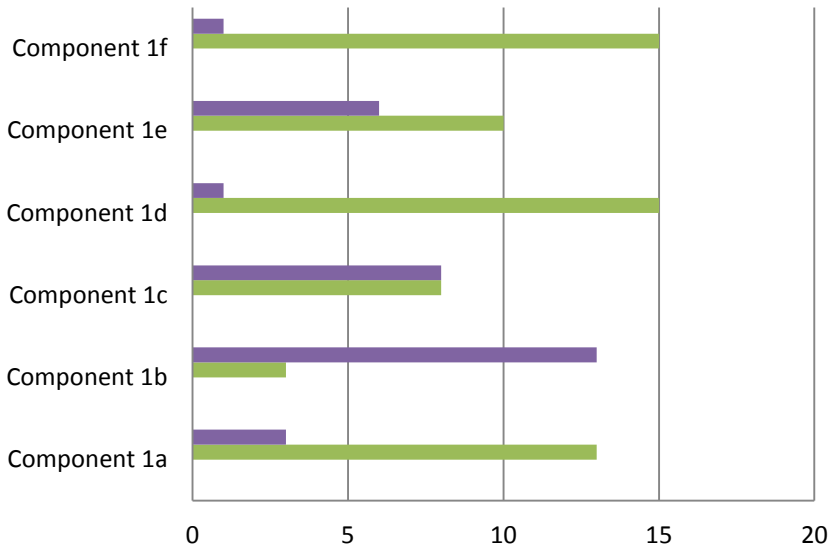| School: Highland (2014-2015)					
Domain/Component	N/A	U	NI	P	D
1a				13	3
1b				3	13
1c				8	8
1d				15	1
1e				10	6
1f				15	1
2a				10	6
2b				11	5
2c				3	13
2d				6	10
2e				14	2
3a				12	4
3b				13	3
3c				9	7
3d				15	1
3e				13	3
4a				10	6
4b				15	1
4c				16	0
4d				8	8
4e				13	3
4f				10	6
Non-Tenured Summative				4	
Tenured Summative				10	2

- General Reaction

Ten of twelve or 83% of the certified teacher evaluations were rated as proficient. Two of twelve or 17% of the certified teacher evaluations were rated as excellent. When compared to other buildings, Highland Grade School had fewer rankings in the excellent rating in 1D Knowledge of Resources, 2A Creating an Environment of Respect and Rapport, 3A Communication with Students, 3D Using Assessment in Instruction, 4B Maintaining Accurate Records, 4C Communicating with Families, and 4F Showing Professionalism. When compared to other buildings, Highland Grade School had more in the excellent rating in 2C Establishing a Culture for Learning, 2D Managing Student Behavior, and 4D Participating in a Professional Learning Community.

This was the first year where administrators looked at all district rating data and analyzed similarities and differences. This practice should continue to look at and address inter-rater reliability.

- Questions

    - How can teachers be supported in those areas listed above where fewer were rated excellent as compared to other buildings?
    - What professional development can occur at each staff meeting related to growth in these areas?
    - How can teachers be encouraged and led to developing strategies to gather additional resources for the classroom over and beyond traditional funding sources?
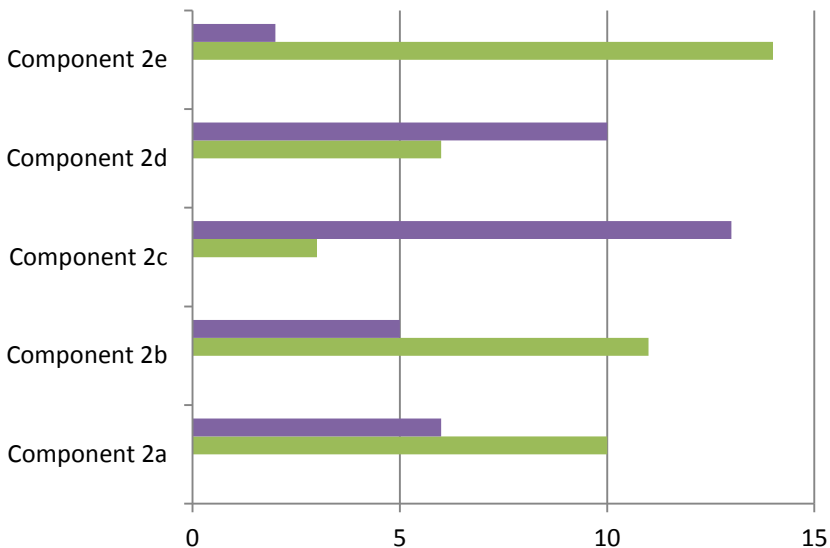   - How can communication with families be supported to raise the level to excellent?

Meridian CUSD223

DOMAIN 1

Component 1f
Component 1e
Component 1d
Component 1c
Component 1b
Component 1a

0   5   10   15   20

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Components:

1a: Demonstrating Knowledge of Content & Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

DOMAIN 2

Component 2e
Component 2d
Component 2c
Component 2b
Component 2a

0   5   10   15

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Components:

2a: Creating an Environment of Respect & Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
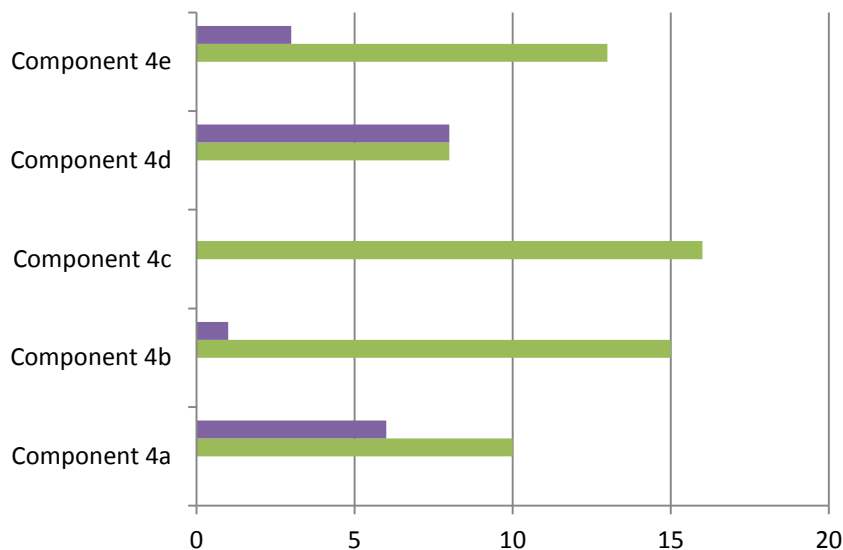2e: Organizing Physical Space

Meridian CUSD223

DOMAIN 3

Components:

3a: Communication with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

(Bar chart with categories Component 3a, Component 3b, Component 3c, Component 3d, Component 3e; x-axis from 0 to 20)

Domain 4

Components:

4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Learning Community
4e: Growing and Developing Professionally

- Excellent
- Proficient
- Need Improvement
- Unsatisfactory

(Bar chart with categories Component 4a, Component 4b, Component 4c, Component 4d, Component 4e; x-axis from 0 to 20)

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NON – LOCAL ASSESSMENT (AIMS Web)

- What is Being Measured

AIMS Web is a universal screening, progress monitoring, and data management system that can be used to support Response to Intervention. Target goals set by AIMS Web are determined over time and across states to show grade level success.

- How is it Measured

AIMS Web was used during the 2014-15 school year by all kindergarten, first and second grade teachers in math and reading. It was administered three times during the school year in the fall, winter, and spring.   AIMS Web assesses reading fluency, reading comprehension, math computation, and math problem solving. All students who were identified for additional support were also tracked to determine the effectiveness of the interventions. Additionally, students that are not making expected progress are progress monitored every two weeks to assess progress and intervention effectiveness.
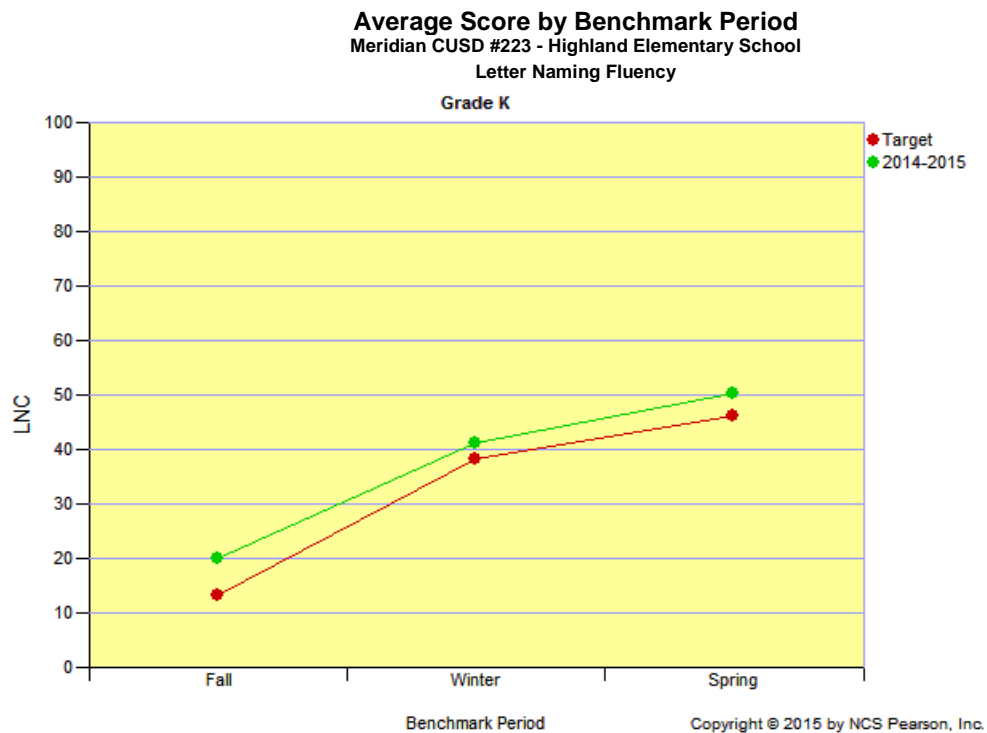
- General Reaction

The AIMS Web data is a major assessment being utilized at Highland to measure student performance and growth all through the year. Progress monitoring occurs in addition to the Fall, Winter, and Spring benchmarks with students that are not making adequate progress. This data is used to determine students that need additional instruction and interventions in reading and math.

- Questions

  - What can be done to make sure that all students are making sufficient yearly progress at the kindergarten, first and second grade levels?
  - What supports can be put into place for students that are doing fine academically in the classroom as reported by teachers, but have difficulties with the AIMS Web assessment as a result of its timed nature?
  - What measures should be looked at when students exceed the targets for their grade and age?
  - Is the data provided guiding instruction for groups and individuals?
  - How meaningful is this data to our teachers?

- Graphic Representation of Data Follows

Kindergarten AIMSweb

Average Score by Benchmark Period
Meridian CUSD #223 - Highland Elementary School
Letter Naming Fluency

Grade K

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	Fall	Winter	Spring	Growth Rate
Target	13.0	38.0	46.0	0.9 LNC/week
General Ed	19.9	41.0	50.1	0.8 LNC/week

Kindergarten students do not receive Title I services.

The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 6.9 points above the default. In winter, the general student data showed that students 3 points above the default. In spring, the general student data showed the students 4.1 points above the default.

- Why did the students start at an average rate of 6.9 points above the default average and decrease to 3 points on the winter data?
- Why did the students only end the year with an average of 4.1 points above the default average when they started the year at 6.9 points above the default data?
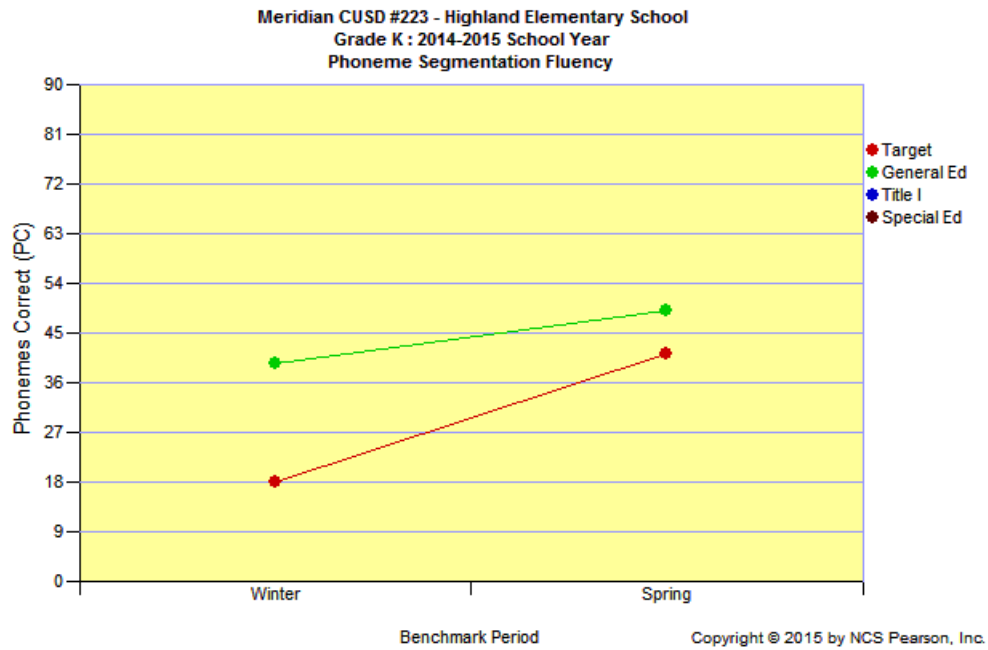
Meridian CUSD #223 - Highland Elementary School
Letter Sound Fluency
Grade K
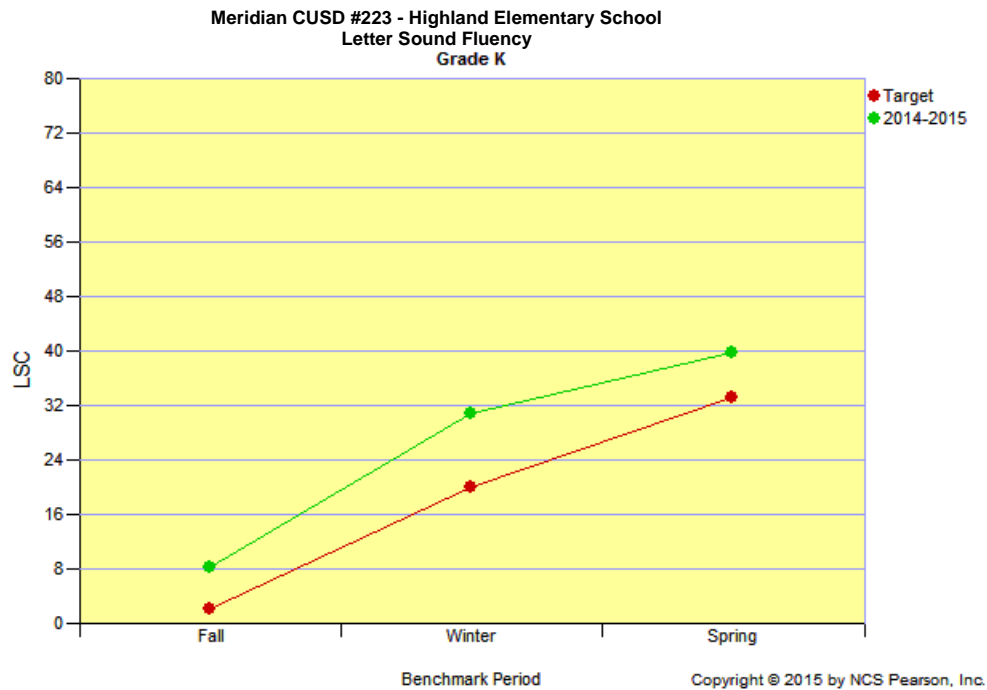
	Fall	Winter	Spring	Growth Rate
Target	2.0	20.0	33.0	0.9 LSC/week
General Ed	8.1	30.7	39.7	0.9 LSC/week

The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 6.1 points above the default. In winter, the general student data showed that students 10.7 points above the default. In spring, the general student data showed the students 6.7 points above the default.
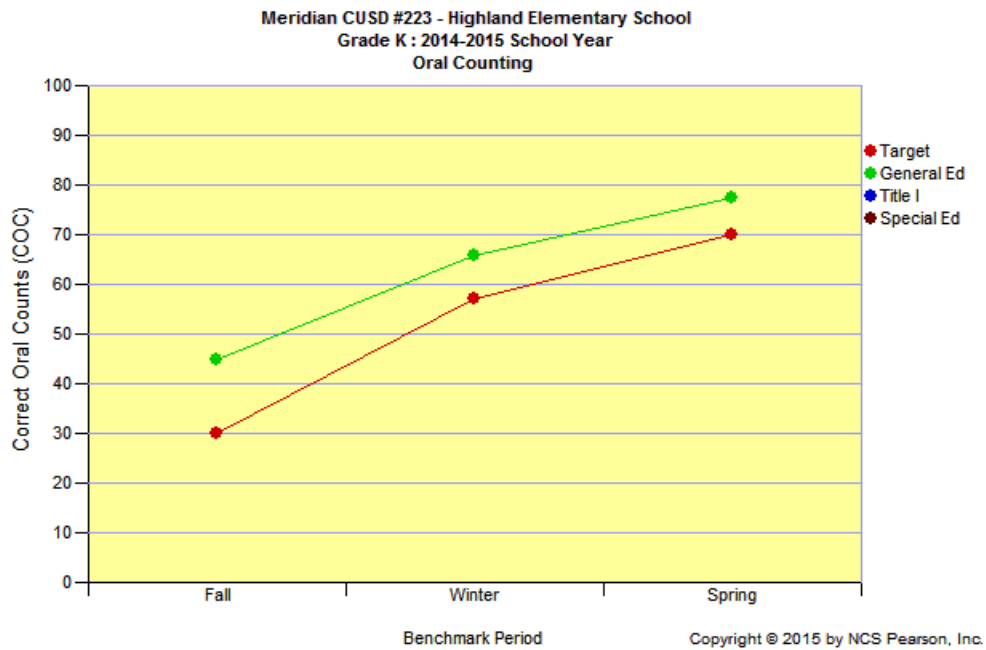
- o   Why did the students mid year to end of year assessment decrease from 10.7 points above the default to 6.7 points above the default?

Meridian CUSD #223 - Highland Elementary School
Grade K : 2014-2015 School Year
Phoneme Segmentation Fluency

	Winter	Spring	Growth Rate
Target	18.0	41.0	1.3 PC/week
General Ed	39.3	48.8	0.5 PC/week

The targets used here are the AIMS Web Defaults.   In winter, the general student data showed the students 21.3 points above the default. In spring, the general student data showed that students 7.8 points above the default.

- o   Why did the students decrease the amount that they were ahead of the target from winter to spring?

Meridian CUSD #223 - Highland Elementary School
Grade K : 2014-2015 School Year
Oral Counting

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	Fall	Winter	Spring	Growth Rate
Target	30.0	57.0	70.0	1.1 COC/week
General Ed	44.8	65.8	77.2	0.9 COC/week

The targets used here are the AIMS Web Defaults.   In Fall, the general student data showed the students 14.8 points above the default. In winter, the general student data showed the students 8.8 points above the default. In spring, the general student data showed the students 7.2 points above the default.

- o   Why did the percentage of students decrease the amount that they were ahead of the target from fall to winter and winter to spring?
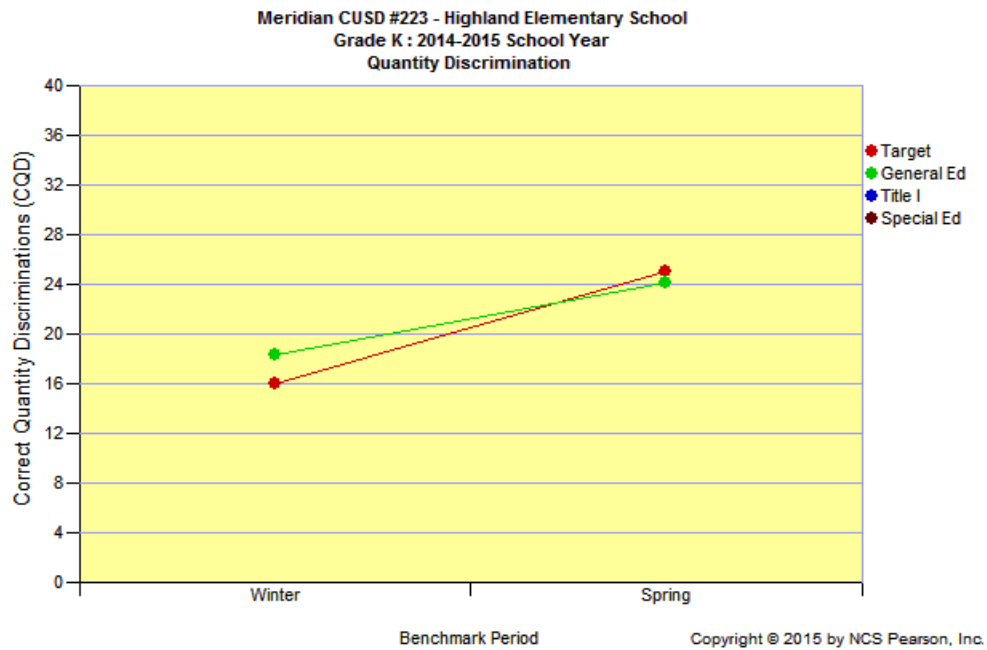
Meridian CUSD #223 - Highland Elementary School
Grade K : 2014-2015 School Year
Number Identification
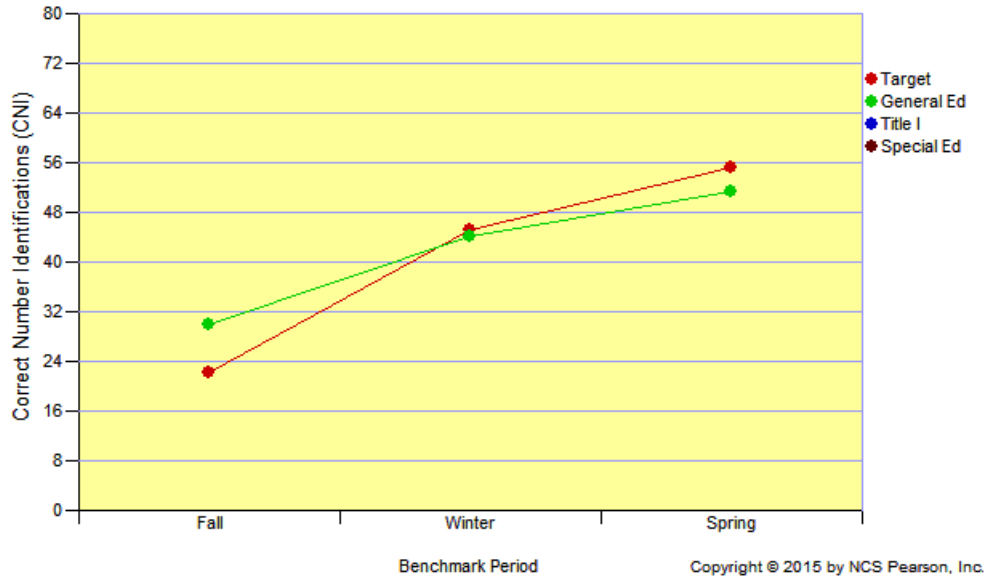
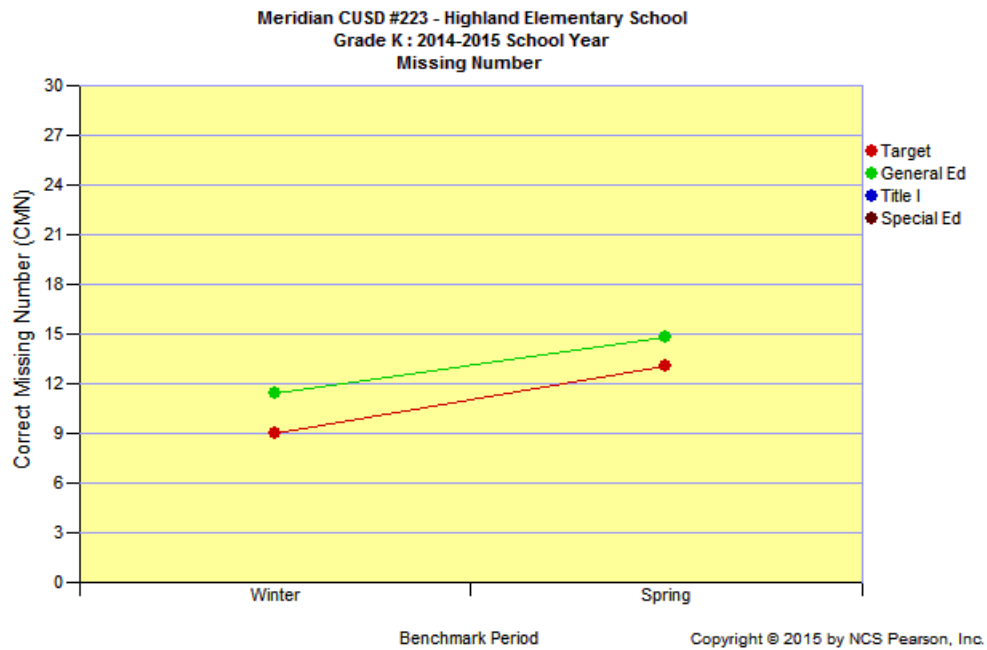|	Fall	Winter	Spring	Growth Rate
Target	22.0	45.0	55.0	0.9 CNI/week
General Ed	29.7	44.1	51.1	0.6 CNI/week

The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 7.7 points above the default. In winter, the general student data showed the students .9 points below the default. In spring, the general student data showed the students 3.9 points below the default.

- o   Why did the percentage of students in Number ID decrease to below the default during the winter and spring assessment?

Meridian CUSD #223 - Highland Elementary School
Grade K : 2014-2015 School Year
Quantity Discrimination

	Winter	Spring	Growth Rate
Target	16.0	25.0	0.5 CQD/week
General Ed	18.2	24.1	0.3 CQD/week

The targets used here are the AIMS Web Defaults.   In winter, the general student data showed the students 2.2 points above the default. In spring, the general student data showed the students .9 points below the default.

- o   Why did the percentage of students in Quantity Discrimination decrease to below the default during the winter to spring assessment?

Meridian CUSD #223 - Highland Elementary School
Grade K : 2014-2015 School Year
Missing Number

	Winter	Spring	Growth Rate
Target	9.0	13.0	0.2 CMN/week
General Ed	11.4	14.7	0.2 CMN/week

The targets used here are the AIMS Web Defaults. In winter, the general student data showed the students 2.4 points above the default. In spring, the general student data showed the students 1.7 points above the default.

- o Why did the percentage of students in Missing Number decrease to below the original 2.4 points above the default during the winter to spring assessment?

Kindergarten AIMS Web Comparisons of 2013/2014 Data to 2014/2015 Data

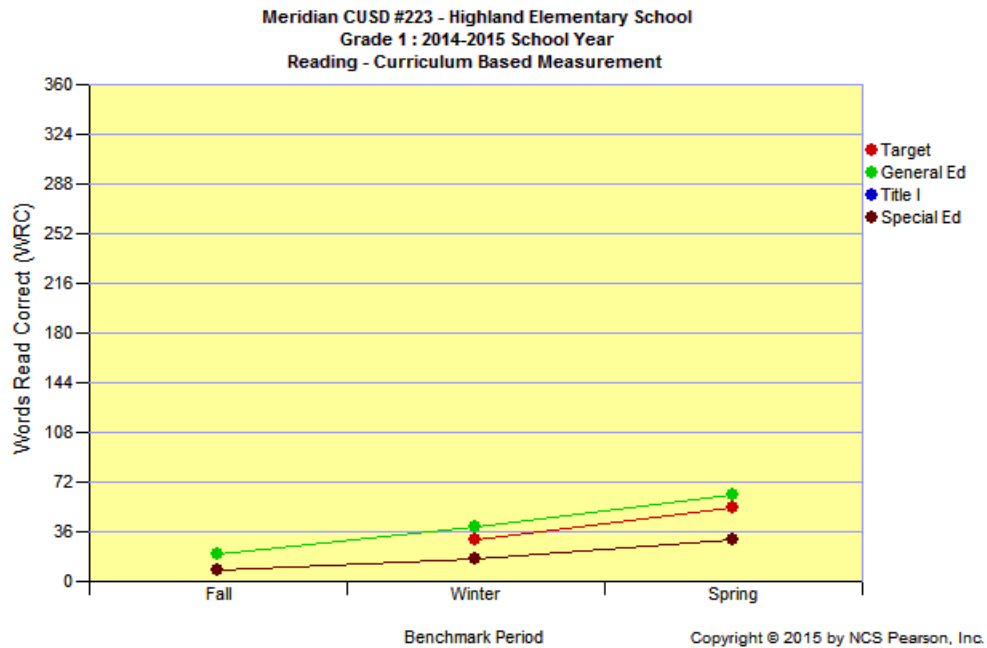| Fall 2013	Winter 2013	Spring 2014
Oral Counting 85.2% Tier 1 9.2% Tier 3	Oral Counting 81% Tier 1 6.7% Tier 3	Oral Counting 76% Tier 1 8% Tier 3
Number ID 61.2% Tier 1 9.2% Tier 3	Number ID 60.7% Tier 1 17.5% Tier 3	Number ID 50.6% Tier 1 22.6% Tier 3
Letter Naming Fluency 62.6% Tier 1 10.6% Tier 3	Letter Naming Fluency 61.5% Tier 1 19.1% Tier 3	Letter Naming Fluency 50% Tier 1 23% Tier 3

Fall 2014	Winter 2014	Spring 2015
Oral Counting 81.8% Tier 1 6.3% Tier 3	Oral Counting 68.4% Tier 1 7.5% Tier 3	Oral Counting 65.5% Tier 1 10.7% Tier 3
Number ID 64.8% Tier 1 11.6% Tier 3	Number ID 60.8% Tier 1 20.6% Tier 3	Number ID 63.3% Tier 1 18.2% Tier 3
Letter Naming Fluency 69.4% Tier 1 11.5% Tier 3	Letter Naming Fluency 58% Tier 1 16% Tier 3	Letter Naming Fluency 64.4% Tier 1 16% Tier 3

The data used above from the 2013/2014 school year is from the AIMS Web default data that was used on the 2014/2015 School Improvement Plan on a Page for kindergarten. The 2014/2015 school year AIMS web data has been added in on the second chart.

- o A higher percentage of students started the 2014/2015 school year in Tier 1 in Number ID and Letter Naming Fluency.
- o Tier 3 Number ID percentages went up by 9% in the winter session and down by 2.4% on the spring session.
- o Why was the percentage of students identified as Tier 3 during the 2nd and 3rd testing sessions higher than the first session for all three measures?
- o A lower percentage of students started the 2014/2015 school year in Tier 1 in Oral Counting. Tier 3 Oral Counting percentages went up by 1.2% in the winter session and up again by 3.2% on the spring session. Why did the number of students identified as Tier 3 rise for the second and third testing sessions?

First Grade AIMSweb

Meridian CUSD #223 - Highland Elementary School
Grade 1 : 2014-2015 School Year
Reading - Curriculum Based Measurement

	Fall	Winter	Spring	Growth Rate
Target	N/A	30.0	53.0	N/A
General Ed	19.5	38.7	61.6	1.2 WRC/week
Special Ed	8.0	16.0	30.0	0.6 WRC/week

The targets used here are the AIMS Web Defaults.   In winter, the general student data showed the students 8.7 points above the default. In spring, the general student data showed that students 8.6 points above the default. Special education students were 14 points behind the default in winter and 23 points below the default in Spring.

 Special education students started the year 11.5 points behind the general education population. They then fell to 22.7 points behind the general education population from fall to winter. They then fell to 31.6 points behind the general education population from winter to spring.

- o Why did the special education students lose more in comparison to general education from fall to winter and winter to spring?
- o Why did the special education students lose more from winter to spring over the target?

Meridian CUSD #223 - Highland Elementary School
Grade 1 : 2014-2015 School Year
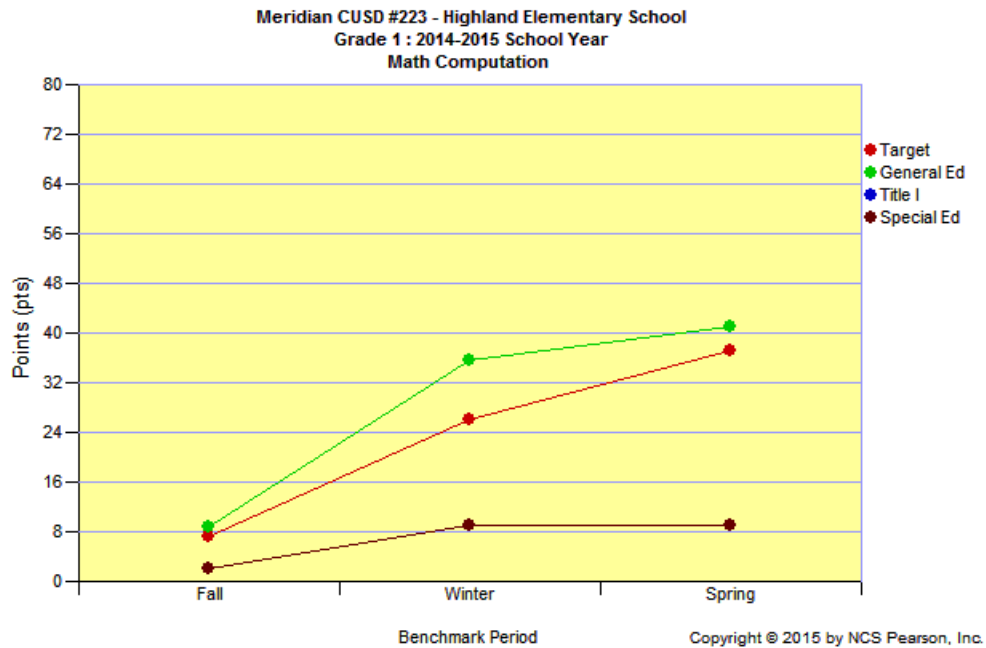Reading - Spanish Curriculum Based Measurement
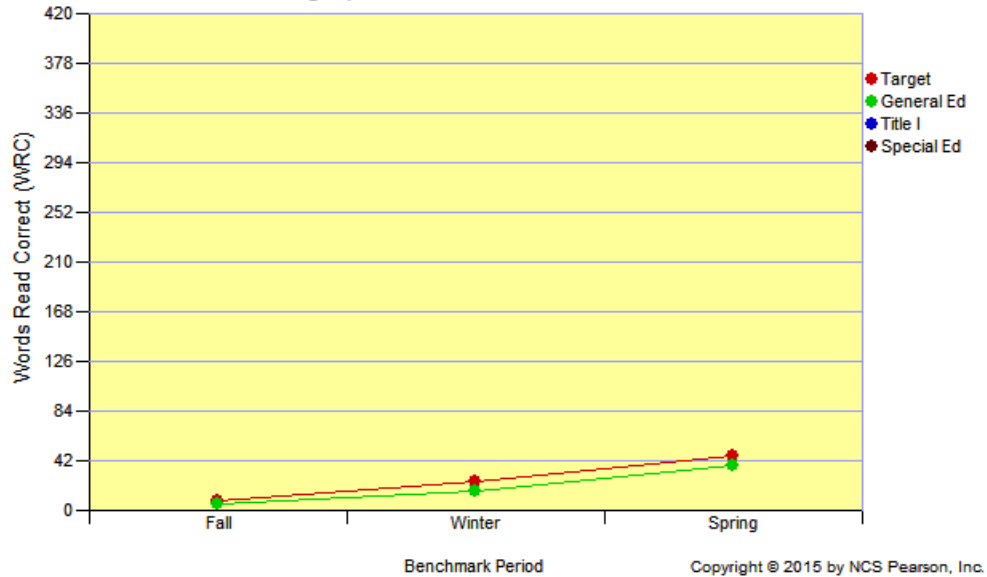
	Fall	Winter	Spring	Growth Rate
Target	8.0	24.0	45.0	1.0 WRC/week
General Ed	5.4	15.2	37.0	0.9 WRC/week

The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 2.6 points behind the default. In winter, the general student data showed that students were 8.8 points below the default. In spring, the general student data showed the students 8 points below the default.

o   Why did the Spanish students in first grade fall an additional 6.2 points below the default from fall to winter?

Meridian CUSD #223 - Highland Elementary School
Grade 1 : 2014-2015 School Year
Math Computation

	Fall	Winter	Spring	Growth Rate
Target	7.0	26.0	37.0	0.8 pts/week
General Ed	8.6	35.6	41.0	0.9 pts/week
Special Ed	2.0	9.0	9.0	0.2 pts/week

The targets used here are the AIMS Web Defaults. In fall, the general student data showed the students 1.6 points above the default. In winter, the general student data showed the students 9.6 points above the default. In spring, the general student data showed the students 4 points above the default target.

Special education students started the year 5 points behind the default target. They then fell to 17 points behind the default data in the winter assessment. The special education students showed no growth on the spring assessment. The spring assessment shows special education students 28 points behind the default target on the spring assessment.

- o   Why did the special education students show no growth from winter to spring?
- o   The general education students showed great gains from fall to winter.
- o   Why were the gains with the general education students not sustained from the second assessment to the third assessment?
- o   Why did the special education students lose more from winter to spring over the target?

First Grade AIMS Web Comparisons of 2013/2014 Data to 2014/2015 Data

Last fall, winter, and spring test cycle performance for First Grade:

Fall 2013	Winter 2013	Spring 2014
Reading Curriculum-Based Measurement 100% Tier 1 0% Tier 3 13 words	Reading Curriculum-Based Measurement 74% Tier 1 5% Tier 3 - 36 words	Reading Curriculum-Based Measurement 79% Tier 1 5% Tier 3 - 64 words
Math Computation was not given in the fall of 2013.	Math Computation 82% Tier 1 8% Tier 3	Math Computation 84% Tier 1 5% Tier 3

Fall 2014	Winter 2014	Spring 2015
Reading Curriculum-Based Measurement 100% Tier 1 0% Tier 3 13 words	Reading Curriculum-Based Measurement 47% Tier 1 17% Tier 3 - 36 words	Reading Curriculum-Based Measurement 54% Tier 1 18% Tier 3 - 64 words
Math Computation 48% Tier 1 24% Tier 3	Math Computation 79% Tier 1 10% Tier 3	Math Computation 78% Tier 1 10% Tier 3

The data used above from the 2013/2014 school year is from the AIMS Web default data that was used on the 2014/2015 School Improvement Plan on a Page for first grade. The 2014/2015 school year AIMS web data has been added in on the second chart.

- o The same percentage of students started the 2014/2015 school year in Tier 1 in Reading Curriculum Based Measurement.
- o Why were lower percentages of students in Tier 1 for the second and third assessment sessions in Reading?
- o Why were higher percentages of students in Tier 3 for the second and third assessment sessions in Reading?
- o Math computation was not assessed in the fall of 2013. No comparison for where the students started.
- o Percentage of students in Math in Tier 3 went down for the second assessment session and stayed the same for the third assessment session.
- o Percentage of students in Math in Tier 1 went up by 31% for the second assessment session. This went down by 1% or stayed relatively the same for the third assessment.

This Graph Supports the Data on the Previous Page

1st Grade AIMSweb Reading Data

Tier Transition Report
Meridian CUSD #223 - MCUSD223-Highland Elementary School
Reading - Curriculum Based Measurement
Grade 1 : 2014-2015 School Year

|	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	17 (17%)	13 3 0	18 (18%)
Tier 2	0 (0%)	0 0 0	36 (36%)	4 22 10	28 (28%)
Tier 1	100 (100%)	16 35 46	47 (47%)	0 3 43	53 (54%)
New Student		4		1	
Unscored		3		2	
Total Students	100		100		99

Note: Unscored also includes any students who may have been transferred.

During the fall assessment 100% of the students are making the AIMS Web default in Reading Curriculum Based Measure. In Winter, only 47% are making the AIMS web default in Reading and 17% have fallen to tier 3 while 36% have fallen to tier 2. In Spring, 54% meet the default in Reading increasing by 6 students. One more student has gone down to tier 3.

- o   Why do so many students go to Tier 2 and Tier 3 for the second and third assessments?
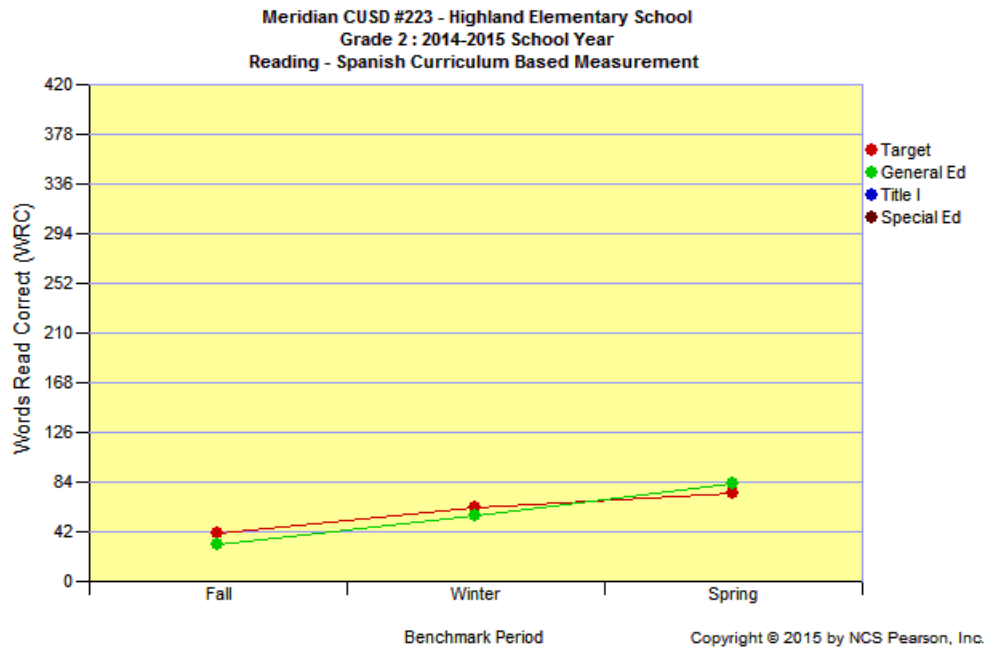
Second Grade AIMSweb

Meridian CUSD #223 - Highland Elementary School
Grade 2 : 2014-2015 School Year
Reading - Curriculum Based Measurement
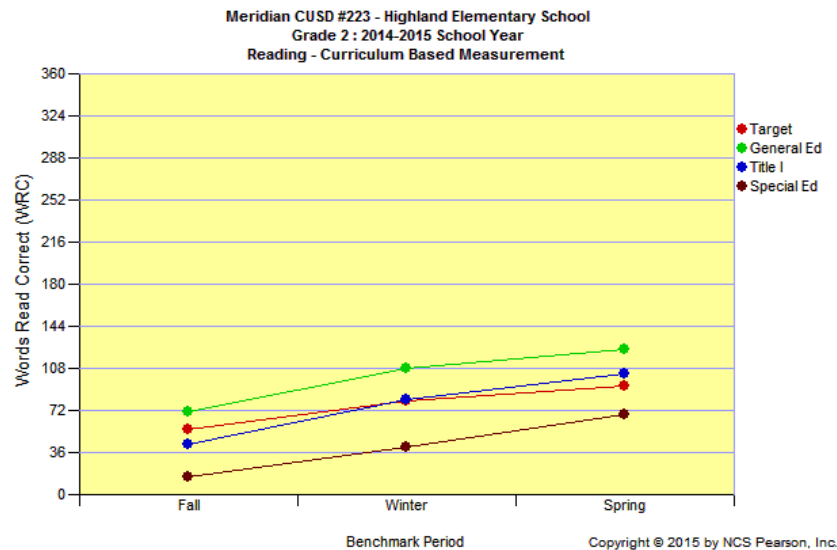
	Fall	Winter	Spring	Growth Rate
Target	55.0	80.0	92.0	1.0 WRC/week
General Ed	70.1	107.3	123.2	1.5 WRC/week
Title I	42.7	81.1	102.7	1.7 WRC/week
Special Ed	14.0	40.0	68.0	1.5 WRC/week

 The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 15.1 points above the default in Reading. In winter, the general student data showed the students 27.3 points above the default in Reading. In spring, the general student data showed the students 31.2 points above the default target in Reading.

In fall, the Title I student data showed the students 12.3 points behind the default in reading. In winter, the Title I student data showed students ahead of the default data by 1.1 points. In spring, the Title 1 student data showed students above the default data by 10.7 points. Title I students started the year out behind general ed by 27.4 points. By winter they were 26.2 points behind the general ed students. In spring, Title I students were 20.5 points behind the general education students.

Special education students started the year 41 points behind the default target in reading and 56.1 points behind the general education students. In winter, special education students were 40 points behind the default target in reading and 67.3 points behind the general education students. In spring, special education students were 24 points behind the default target in reading and 55.2 points behind the general education students.

- o The general education students and the Title I students showed great growth on the second and third assessments.
- o Title I students went from being behind the default on the fall assessment to just surpassing the default in the winter assessment to surpassing by 10.7 points in the spring.
- o Special education students made some good gains in the winter to spring assessment.
- o Why did the special education students show minimal growth from fall to winter?

Meridian CUSD #223 - Highland Elementary School
Grade 2 : 2014-2015 School Year
Reading - Spanish Curriculum Based Measurement

	Fall	Winter	Spring	Growth Rate
Target	40.0	62.0	74.0	0.9 WRC/week
General Ed	29.8	54.8	82.2	1.5 WRC/week

The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 10.2 points below the default. In winter, the general student data showed that students were 7.2 points below the default. In spring, the general student data showed the students 8.2 points **above** the default.

o   This shows some great work with the Spanish students in second grade from going behind the default to above the default from winter to spring on this assessment.

Meridian CUSD #223 – Highland Elementary School
Grade 2 : 2014-2015 School Year
Math Computation
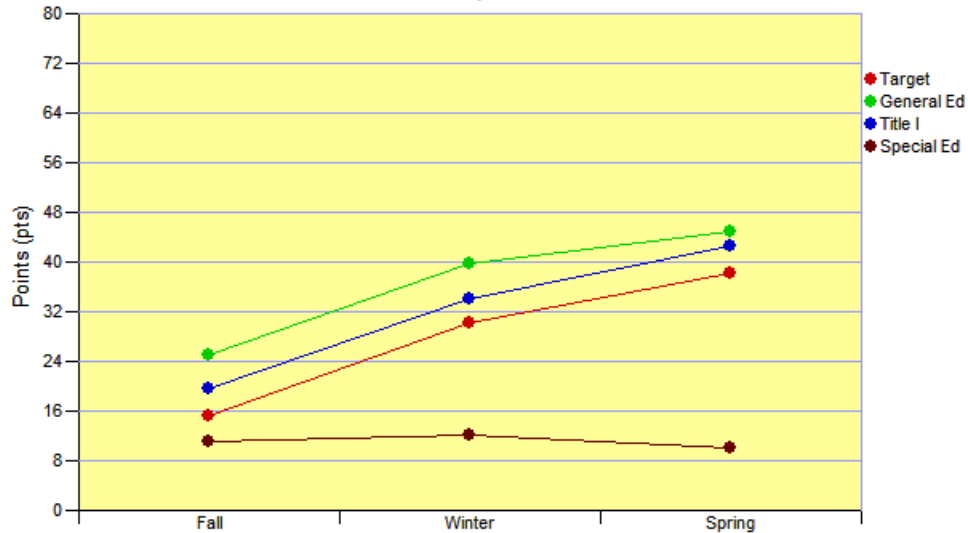
	Fall	Winter	Spring	Growth Rate
Target	15.0	30.0	38.0	0.6 pts/week
General Ed	24.9	39.5	44.7	0.6 pts/week
Title I	19.5	33.9	42.6	0.6 pts/week
Special Ed	11.0	12.0	10.0	- 0.0 pts/week

 The targets used here are the AIMS Web Defaults.   In fall, the general student data showed the students 9.9 points above the default in Math. In winter, the general student data showed the students 9.5 points above the default in Math. In spring, the general student data showed the students 6.7 points above the default target in Math.

In fall, the Title I student data showed the students 4.5 points above the default in Math. In winter, the Title I student data showed students ahead of the default target by 3.9 points. In spring, the Title 1 student data showed students above the default data by 4.6 points. In fall, the Title I student data showed the students 5.4 points behind the general ed data. In winter, the Title I student data showed students 5.6 points behind the general ed data. In spring, the Title 1 student data showed students 2.1 points behind the general ed data.

Special education students started the year 4 points behind the default target in Math and 13.9 points behind the general education students. In winter, special education students were 18 points behind the default target in Math and 27.5 points behind the general education students. In spring, special education students were 28 points behind the default target in Math and 34.7 points behind the general education students.

- o   Why was there a drop over the default from winter to spring in math?
- o   Title I students sustained their growth throughout the year in the area of math as compared to the default targets. Title I students narrowed the gap from fall to spring.
- o   Why did the special education students show minimal growth and regression in Math?

Second Grade AIMS Web Comparisons of 2013/2014 Data to 2014/2015 Data

Fall 2013	Winter 2013	Spring 2014
Reading - CBM 61% Tier 1 12% Tier 3	Reading – CBM 71% Tier 1 7% Tier 3	Reading – CBM 74% Tier 1 6% Tier 3
Math Computation 70.6% Tier 1 3.5% Tier 3	Math Computation 76.1% Tier 1 4.8% Tier 3	Math Computation 77.8% Tier 1 2% Tier 3

Fall 2014	Winter 2014	Spring 2015
Reading - CBM 64% Tier 1 13% Tier 3	Reading – CBM 77% Tier 1 9% Tier 3	Reading – CBM 79% Tier 1 7% Tier 3
Math Computation 80.5% Tier 1 5.5% Tier 3	Math Computation 81.6% Tier 1 1.6% Tier 3	Math Computation 84.1% Tier 1 4.1% Tier 3

The data used above from the 2013/2014 school year is from the AIMS Web default data that was used on the 2014/2015 School Improvement Plan on a Page for second grade. The 2014/2015 school year AIMS web data has been added in on the second chart.

- o A higher percentage of students were in Tier 1 on both assessments during the 2014/2015 school year.
- o Tier 1 student percentages increased by 13% for the second Reading assessment and increased by 2% for the third assessment.
- o Tier 3 student percentages decreased by 4% on the second Reading assessment and decreased by 2% on the third assessment.
- o Tier 1 student percentages increased by 1.1% for the second Math assessment and increased 2.5% for the third assessment.
- o Tier 3 student percentages decreased by 3.9% on the second Math assessment.
- o Why did Tier 3 student percentages increase by 2.5% from the second to third math assessment?

This Graph Supports the Data on the Previous Page

2nd Grade AIMSweb Reading Data

Tier Transition Report
Meridian CUSD #223 - MCUSD223-Highland Elementary School
Reading - Curriculum Based Measurement

Grade 2 : 2014-2015 School Year

	Fall	Transition	Winter	Transition	Spring
Tier 3	16 (13%)	10 / 4 / 1	11 (9%)	8 / 3 / 0	8 (7%)
Tier 2	28 (23%)	0 / 10 / 15	17 (14%)	0 / 11 / 6	17 (14%)
Tier 1	79 (64%)	0 / 2 / 76	92 (77%)	0 / 3 / 88	95 (79%)
New Student		3		1	
Unscored		5		1	
Total Students	123		120		120

Note: Unscored also includes any students who may have been transferred.

During the fall assessment 64% of the students are making the AIMS Web default in Reading Curriculum Based Measure. In winter, that percentage increases to 77% of students who are making the AIMS web default in Reading. During this time the percentage in tier 3 dropped from 13% to 9%.

In spring, 79% of the students are making the AIMS Web default in Reading. During this winer to spring time, the percentage in tier 3 dropped from 9% to 7%.

- o Tier 1 student percentages and tier 3 student percentages are going in the right direction for the second and third assessments.
- o How can several more students be moved up from tier 2 to tier 1 and from tier 3 to tier 2?

SPECIAL EDUCATION

- What is Being Measured

The number of students identified to receive special education services. Students are also identified for the percentage of time receiving special education services. The goal is to have students receive the lowest percentage that they can while remaining successful in their educational program.

- How is it Measured

The graphics that follow are from a Powerpoint presentation prepared by Jennifer Kitzmiller for our district near the end of this school year. The percentages are figured by dividing the number of minutes in special education with the number of total instructional minutes available in a school day. These special education services are documented as minutes on an individual education plan where a student receives additional support and services to support their academic growth. Students should be in the regular education classroom for as much time as possible to make their placement as appropriate as possible to deliver educational services in the least restrictive environment.

- General Reaction

A lot of documentations are made and students receive interventions when they are not making expected progress. The interventions are carried out to find other ways that students may learn. If a student still shows a lack of growth with multiple interventions and time a student may be found eligible for special education through a team process. Once students are identified an IEP is developed to set specific learning goals and a plan of action for helping the student to achieve these specific learning goals. The amount of time a child is out of the regular classroom is utilized to determine regular education and special education percentages. The educational team has made a determination that the student will be best served outside of the regular education classroom to receive services to help them attain their individual educational goals.

- Critical Questions
  - Are our students making educational gains as a result of their IEP special education services?
  - Are the students making up gains that will make their IEP and services no longer necessary in the next few years?
  - Are students receiving services in the most appropriate environment and are they being mainstreamed when and where appropriate?
  - Why are there higher percentages of students receiving special education services at Highland than the district average?
  - Why are the percentages of students in the least restrictive environment at Highland lower than the targeted percentages?
  - How are paraprofessionals being used to support these students in the regular education classroom?
  - What training needs to be done for the paraprofessionals to best meet the needs of the students?

- Graphic Representation of Data

Meridian CUSD223

District Wide Special Education Eligibility

- FY 14/15:   12.38%
- FY 13/14:   12.96%
- FY 12/13:   13.22%
- FY 11/12:   11.80%

- State Average: 14.80%

Our district has a lower percentage of students identified as special education than the state average.

Special Education Eligibility at Highland

                High
- 14/15: 16.35%
- 13/14: 17.27%
- 12/13: 19.01%
- 11/12: 15.54%

Highland School has a higher percentage of students identified as special education than the state average.

**MERIDIAN 223
LEAST RESTRICTIVE
ENVIRONMENT (LRE)DATA**

- DISTRICT   O1   02   03
- FY 14/15   51.29%   28.45%   4.31%
- FY 13/14   58.47%   21.77%   4.44%
- FY 12/13   59.92%   21.43%   3.97%
- FY 11/12   53.25%   28.57%   4.76%

- TARGET   52.00%   18.50%   3.90%

The district this year is meeting the 52% threshold for students being in the least restrictive environment.

- LRE-HIGHLAND ELEMENTARY SCHOOL

	01	02	03
FY 14/15	32.79%	13.11%	0.00%
FY 13/14	47.76%	2.99%	1.49%
FY 12/13	43.55%	2.74%	1.37%
FY 11/12	43.55%	12.90%	3.23%
TARGET:	52.00%	18.5%	3.9%

Why are the percentages much lower of students being in the least restrictive environment at Highland?

Are students being under-identified for service minutes?

BUILDING BUDGET

- What is Being Measured

Funds have been tracked in all areas for classroom supplies.

- How is it Measured

After the district budget is made and approved, the Highland building budget line items are tracked on an Excel spread sheet and budgets are managed to stay within budget for the entire school year.

- General Reaction

All budgets were managed well and stayed on track for the entire school year. The regular classroom supply budget line item was not fully utilized. The full budget for Highland Classroom Supplies was $12,319. At the end of the year $5,212 or 42% of the budget was not expended.

All other budgets were fully expended as budgeted.

- Critical Questions

  - The regular classroom supply budget line item was not fully utilized. How can funds be best utilized each year?

BUILDING SUBSTITUTE USAGE

- What is Being Measured

This is a review of both certified teaching sub usage and paraprofessional sub usage during the 2013/2014 and 2014/2015 school years. This reviews all types of absences inclusive of sick, personal, family leave and professional days.

- How is it Measured

Substitute usage has been tracked by sick, personal, family leave, and professional days. Teachers and support staff have the option of utilizing a half day or a full day.

- General Reaction

Illness went down by about 18% from 204 days to 168 days. This could be a reflection of the incentives put in place for teachers to double their sick days for unused days. An increase of 30 professional days or about 65% occurred during the 2014/2015 school year. More professional days were utilized this year for team meetings and IEP meeting days as a result/reflection of the teacher contract.

- Critical Questions
  - How can attendance for support and teaching staff be improved?

- Presentation of Data

Certified Staff

2013/2014		2014/2015	
Family Leave	49 days – 2 teachers	113 days – 3 teachers	Up 64 days
Illness	204	168	Down 36 days
Personal	29	30	Up 1 day
Professional	45	75	Up 30 days
Jury Duty	0	1	Up 1 day

Support Staff Absences

2013/2014		2014/2015	
Illness	185.5	287	Up 101.5 days
Personal	20.5	28	Up 7.5 days
Professional	3	1	Down 2 days
Jury Duty	1	0	Down 1 day
Vacation	11	0	Down 11 days

2014/2015 notes:

One employee was on workman's comp medical leave for a large portion of this school year.

One employee was on medical leave for a large portion of this school year.

These two employees accounted for 177 days. The other 16 employees accounted for 110 work days for an average of 5 days of sickness per year.

The employee that was qualified for vacation days retired and no other employee qualifies.

Conclusions-

1. A plan must be put into place and effectiveness of it must be tracked for student attendance with the 38 students that have attendance issues. A majority of these students missed 12 days or more.

2. PBIS Data must continually be analyzed to see where the majority of major and minor referrals are coming from. Students and teachers need to be supported in this process to help the students gain the most from their education and to minimize disruptions.

3. There will be a focus on these areas of the observation/evaluation at Highland Grade School for staff meetings and inservice during the 2015/2016 school year; 1D Knowledge of Resources, 2A Creating an Environment of Respect and Rapport, 3A Communication with Students, 3D Using Assessment in Instruction, 4B Maintaining Accurate Records, 4C Communicating with Families, and 4F Showing Professionalism.

4. Student achievement must be monitored closely throughout the year for all students. A comparison of student growth and attendance should be correlated. Student achievement for subgroups of special education, bilingual, and grade levels must be closely monitored throughout the year for each grade level and each area being assessed. Each individual student will be monitored and tracked for individual growth. This will impact how students are identified and served for interventions.

5. For the 2015/2016 School year, additional staff is being hired in special education and in counseling. This will be beneficial for student behavior and additional support for students with IEPs and supporting more growth in individual achievement for these students.

Future Actions –

This plan will be shared with the school faculty and staff. Monitoring of all areas will take place continuously throughout the school year to offer ample opportunity to make corrective actions as the data analysis is taking place during the school year.

This report for next year will follow the same or a very similar format. The expectation is that academic achievement will increase, attendance will increase for students and staff, and discipline will decrease. This report sets a very clear path of monitoring to take place during the 2015/2016 school year.

Meridian CUSD #223
2014-2015
Data Report

Monroe Center Grade School

Monroe Center School Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close read and analysis of accessible and applicable information to consistently understand the contextual situation of Monroe Center School. I will continue to complete thorough write-ups of the information in order to share my findings with the Board of Education, Superintendent, District Leadership Team, and building staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to provide the District Office and Board of Education a solid understanding of Monroe Center School's performance as measured by several indicators over the past several years. When data are available, and it is appropriate, I have compared our performance to that of other schools in our area to provide additional contextual understanding.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

ATTENDANCE

- What is Being Measured

The percentage of students who attend Monroe Center School on a daily basis is the focus of this measurement. The information is reported to the state of Illinois through our Student Information System (SIS) and then displayed on the Illinois Interactive Report Card. The data is used to as comparison data to other schools and as a fiscal component from the state.

- How is it Measured

Student attendance is reported and measured through the SIS (Skyward). The data is submitted to the state of Illinois at the conclusion of each school year.
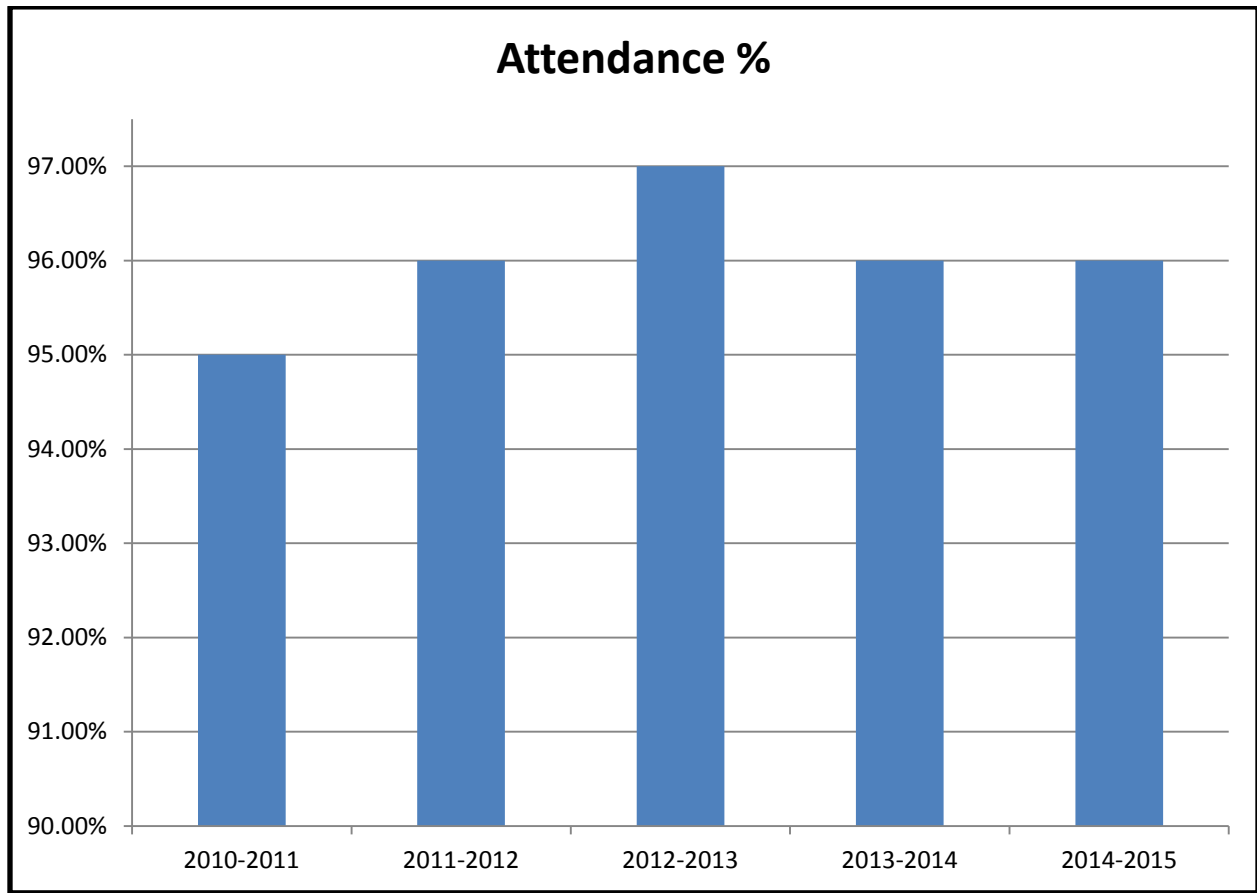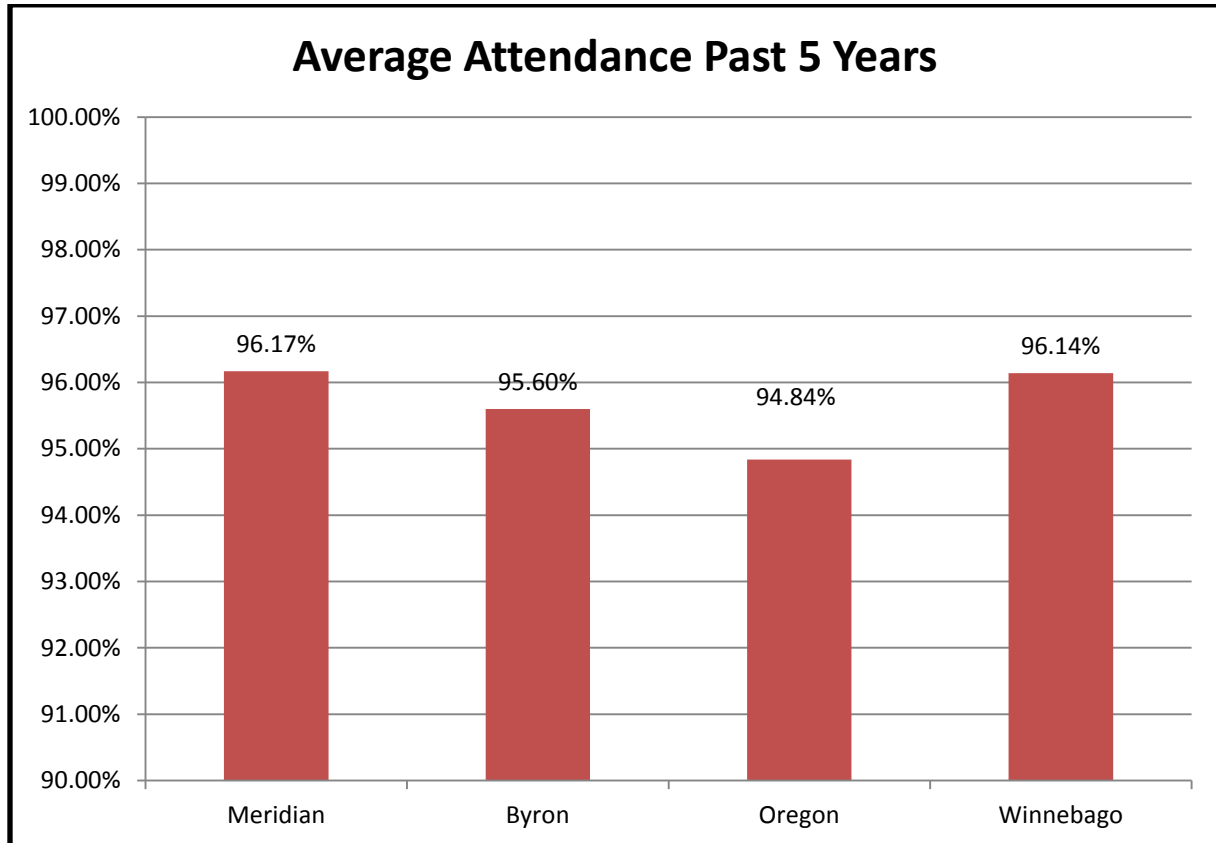
- General Reaction

The attendance rate is comparable to previous years and surrounding school districts. During the 2014-2015 school year, 4 students were referred to the truancy officer and attendance letters were sent home beginning with students who missed 5 or more days.

- Critical Questions

    o Is there a population of students who are continually absent?
    o What are we doing to support and follow up with chronically absent students of 10+ days?
    o How do we connect with the truant student?
    o What is the role of the truant officer after the initial referral is given?
    o Is the attendance policy of 10 excused days impacting overall attendance?
    o Could an attendance incentive improve our overall attendance rate?

- Graphic Representation of Data
    o Please see next sheet

Attendance %

Year	Attendance %
2010-2011	95.00%
2011-2012	96.00%
2012-2013	97.00%
2013-2014	96.00%
2014-2015	96.00%

Average Attendance Past 5 Years

Meridian	96.17%
Byron	95.60%
Oregon	94.84%
Winnebago	96.14%

Truancy vs. Mobility

Student	Grade Level Entered into District	# of Entry/Withdrawals From District	SES Free/Reduced
1	K	None	No
2	K	None	No
3	K	None	Yes
4	K	None	Yes

DISCIPLINE

- What is Being Measured

The percent of discipline cases both minor and major based on the Positive Behavior Intervention and Support (PBIS) system. Minor discipline data is used locally and major discipline cases are reported to the state.

- How is it Measured

Students receive minors or majors depending on the offense and are tracked using an electronic document shared by staff members. Minors are handled by teachers until a student receives a fourth minor in a quarter at which time it becomes a major. Minors result in a conference with the student, a parent contact, and/or an after school detention. Majors are handled by the administrator typically resulting in a detention. Discipline data collected is used for school wide goal setting and quarterly celebrations.
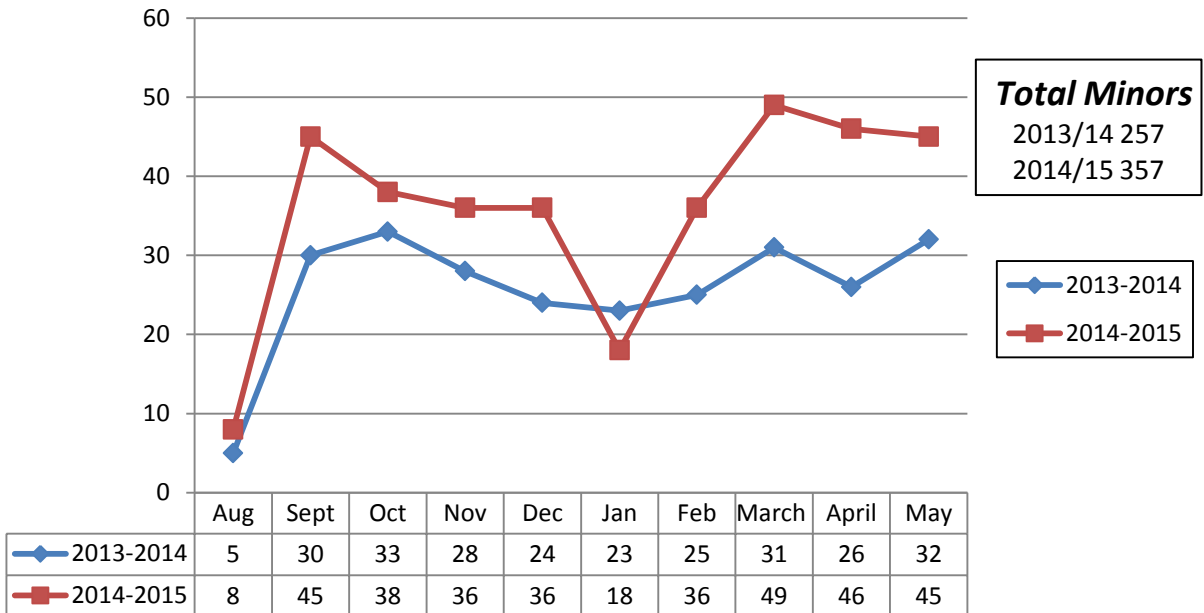
- General Reaction

Minors increased during the 2014-2015 school year. My first thought is that one of the possible reasons for the increase is because we hired three new teaching assistants last year. Two of the new teaching assistants didn't have any experience with PBIS, and they did not receive training on PBIS before they started at Monroe Center. Students entering MC have had PBIS in their school since K-2 and are familiar with the system.

- Critical Questions

  - How can we better support our students who have 3 minors within a quarter?
  - What can we do to support our at risk students?

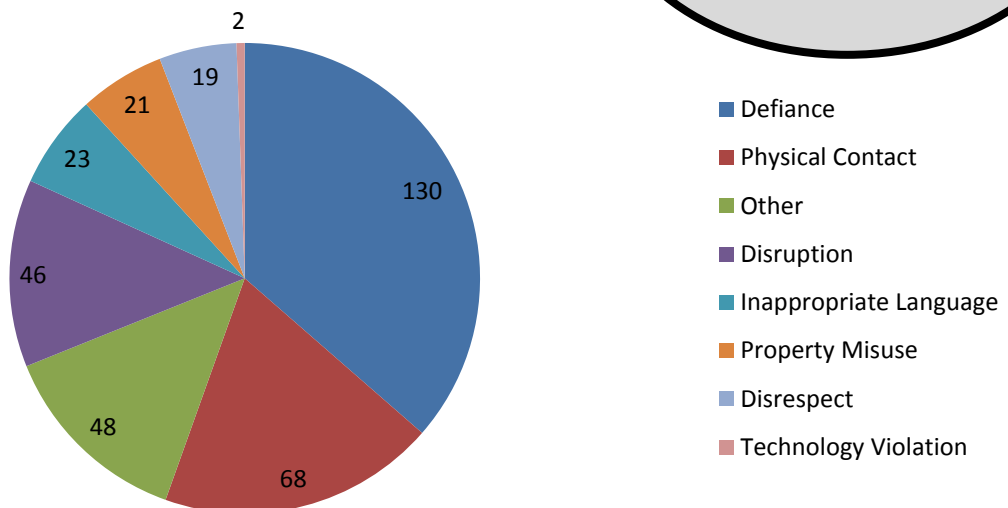- Graphic Representation of Data
  - Please see next sheet

Meridian CUSD223

MC SWIS Discipline Data - Minors

Total Minors
2013/14 257
2014/15 357

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
2013-2014	5	30	33	28	24	23	25	31	26	32
2014-2015	8	45	38	36	36	18	36	49	46	45

2014-15 Minors by Grade Level	
3rd	89
4th	111
5th	157

PBIS Definition of Noncompliance/disrespect

Disrespect is a brief or low-intensity failure to respond to an adult

Problem Behaviors

- Defiance — 130
- Physical Contact — 68
- Other — 48
- Disruption — 46
- Inappropriate Language — 23
- Property Misuse — 21
- Disrespect — 19
- Technology Violation — 2

Disaggregated Student Discipline Data

The chart shows the students with the most minors during the 2014-2015 school year. Students are separated by # of minors, low socio-economic status, individualized education, and attendance.

Student	# of Minors	Low SES	IEP	Attendance
1	28	YES	YES	6
2	13	NO	YES	15.5
3	12	NO	NO	6.5
4	10	YES	NO	8.5
5	9	YES	NO	10.5
6	9	YES	YES	15
7	9	YES	NO	5
8	9	YES	NO	6.5
9	9	YES	NO	4
10	8	NO	NO	10.5
11	8	YES	NO	12
12	8	YES	NO	10
13	7	NO	YES	7
14	7	NO	NO	1
15	7	YES	NO	4.5
16	6	NO	NO	10
17	6	NO	NO	12.5

- 59% of the students with the most minors are low SES
- .5% of the students were referred to the truancy officer
- 24% of the students have a special education eligibility

TEACHER EVALUATION

- What is Being Measured

Teacher performance in the classroom is evaluated using Charlotte Danielson's Framework for Teaching. They are evaluated in four domains; Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities, with 22 components altogether. Non-tenured teachers are formally evaluated twice per year and tenured teachers are formally evaluated once every other year. All teachers are also evaluated informally throughout the year.

- How is it Measured

In the Framework for Teaching, teachers can be rated excellent, proficient, needs improvement, or unsatisfactory. Based on the Certified Staff Evaluation Plan with the SVEA, teachers need 13 or more components rated excellent with none others below proficient in order to be rated excellent, no more than 3 components rated needs improvement with none unsatisfactory in order to be rated proficient, 4 or more components rated needs improvement with none unsatisfactory in order to be rated needs improvement, and at least one component rated unsatisfactory in order to be rated unsatisfactory.
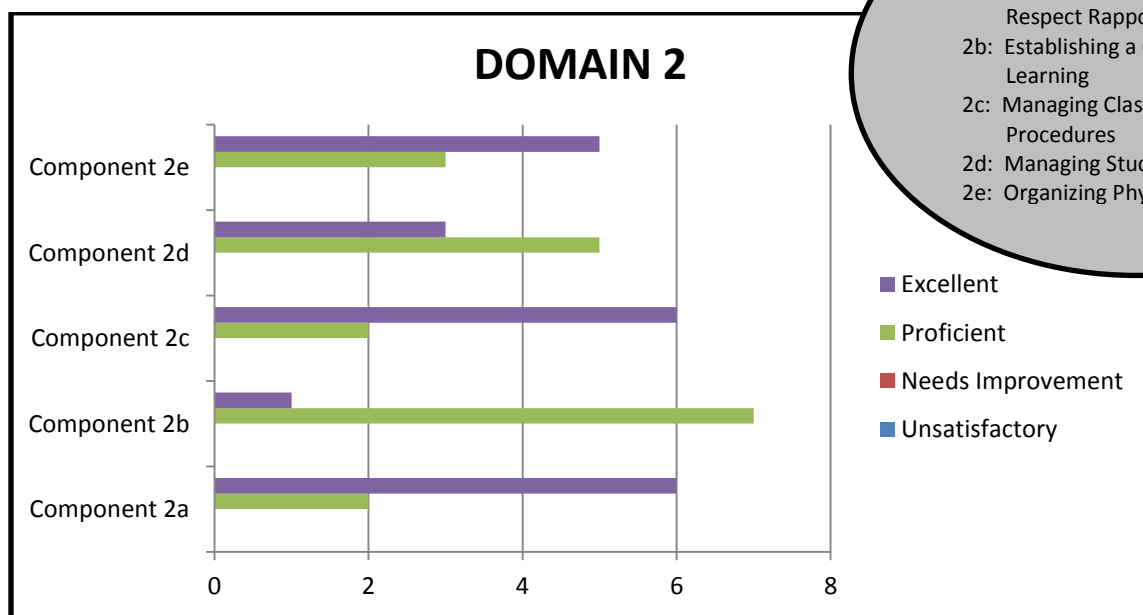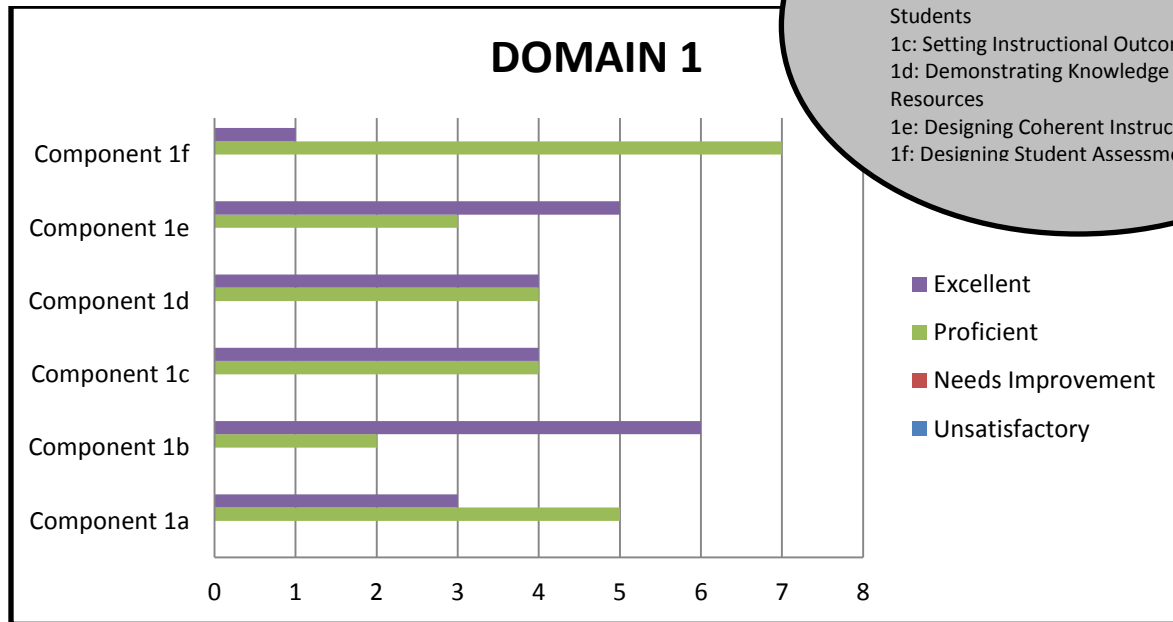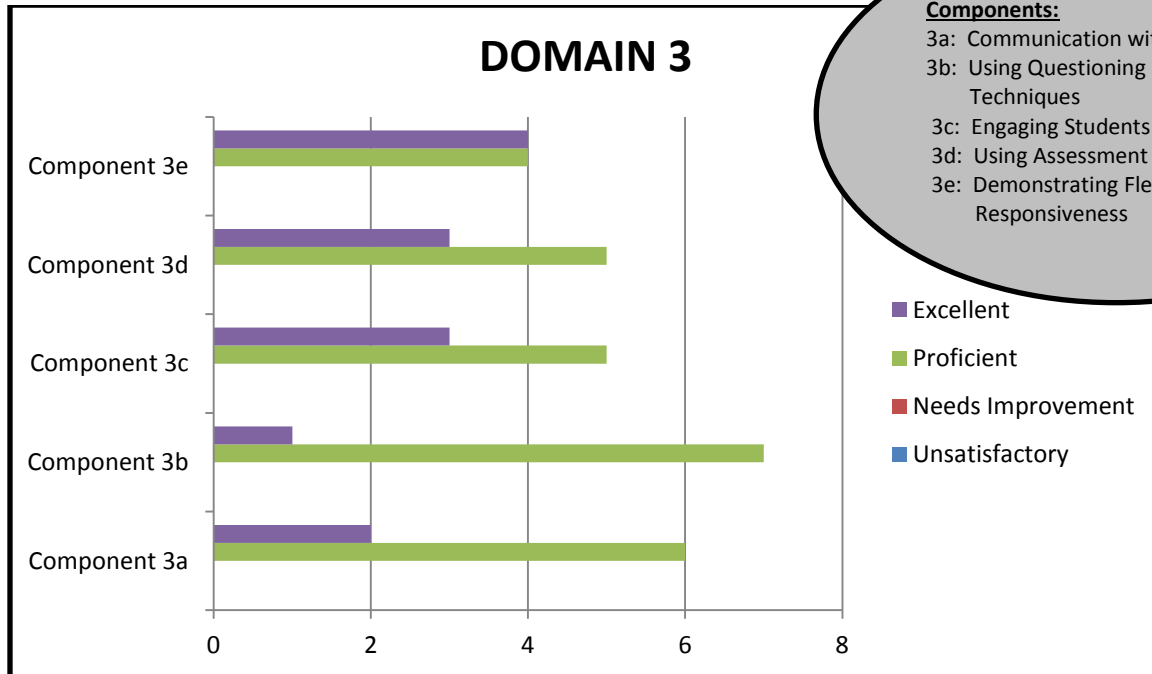
- General Reaction

During school year 2014-15 was the first time of using the Danielson tool for the teachers who were evaluated formally this year. Monroe Center doesn't have any needs improvement categories, whereas the other schools in the district do. MC also had almost an equal amount of excellent and proficient ratings.

- Critical Questions

  - What can we do to improve inter-rater reliability among administrators?
  - How can staff be supported to understand that a rating of proficient or needs improvement in an individual component is an area for growth and does not have a negative stigma?
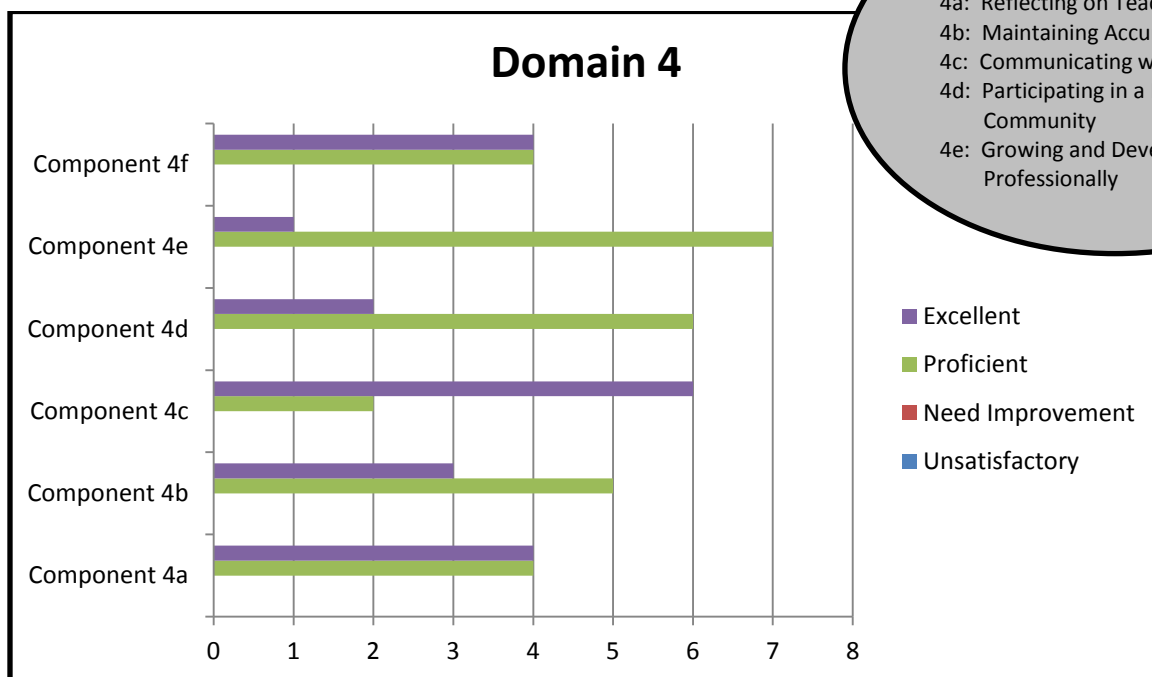
- Graphic Representation of Data
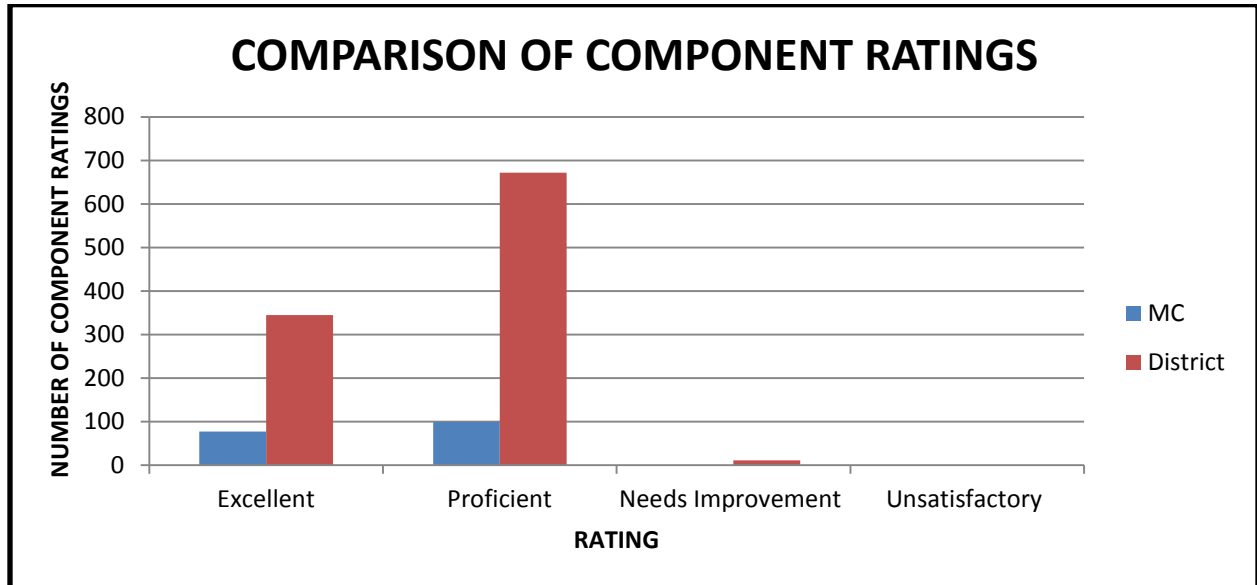 - Please see next sheet

DOMAIN 1

Component 1f
Component 1e
Component 1d
Component 1c
Component 1b
Component 1a

0 1 2 3 4 5 6 7 8

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Components:
1a: Demonstrating Knowledge of Content Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

DOMAIN 2

Component 2e
Component 2d
Component 2c
Component 2b
Component 2a

0 2 4 6 8

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Components:
2a: Creating an Environment of Respect Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space

DOMAIN 3

Component 3e
Component 3d
Component 3c
Component 3b
Component 3a

0   2   4   6   8

Excellent
Proficient
Needs Improvement
Unsatisfactory

Components:
3a: Communication with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

Domain 4

Component 4f
Component 4e
Component 4d
Component 4c
Component 4b
Component 4a

0   1   2   3   4   5   6   7   8

Excellent
Proficient
Need Improvement
Unsatisfactory

Components:
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Learning Community
4e: Growing and Developing Professionally

16

COMPARISON OF COMPONENT RATINGS

NON – LOCAL ASSESSMENT (ISAT)

- What is Being Measured

The Illinois Standards Achievement Test (ISAT) measures the achievement of students in reading and mathematics in grades three through eight. Students in fourth grade also took a science test as well. Each ISAT test is designed to assess the Illinois Learning Standards validity, reliably, and fairly. The selection of items is guided by the Illinois Assessment Frameworks. Questions correspond to the purposes, objectives, and skills framed by the learning standards.

- How is it Measured

The ISAT measure is reported as a percentage of students who are scored in Academic Warning, Below, Meets, or Exceeds state standards. Therefore, it is a measure of how many students can achieve above a set benchmark. It does not reward schools who have students that exceed the set benchmark.

- General Reaction

When comparing the 3 year trend, there is an obvious drop in scoring starting in 2012-2013 because a new cut score for student performance levels was created. In general, over all grade levels and subject areas we are comparable with the state average.

- Critical Questions
    - After taking the first round of PARCC, how will our scores compare to the state?
    - How can we use the data we receive to improve instruction?

- Graphic Representation of Data
    - Please see next sheets

Meridian CUSD223

ISAT Data by Grade Level

Reading 2013-2014
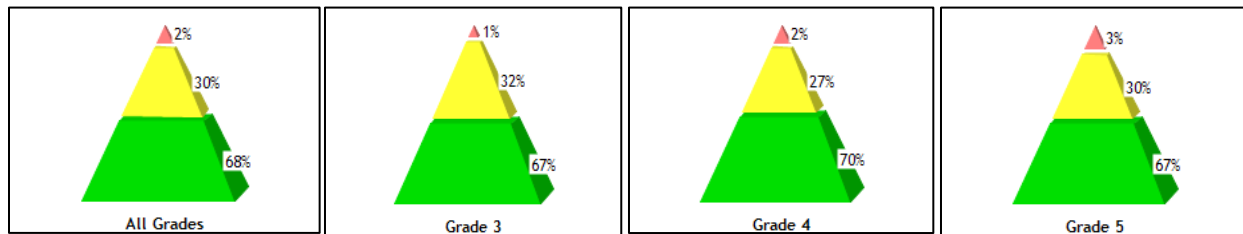
ISAT Reading (2013-14)	All Grades % (#)	Grade 3 % (#)	Grade 4 % (#)	Grade 5 % (#)
Tier III - Academic Warning	2% (9)	1% (1)	2% (3)	3% (5)
Tier II - Below Standards	30% (126)	32% (38)	27% (35)	30% (53)
Tier I - Meets and Exceeds Standards	68% (289)	67% (79)	70% (90)	67% (120)
Total Tested	100% (424)	100% (118)	100% (128)	100% (178)

Math 2013- 2014
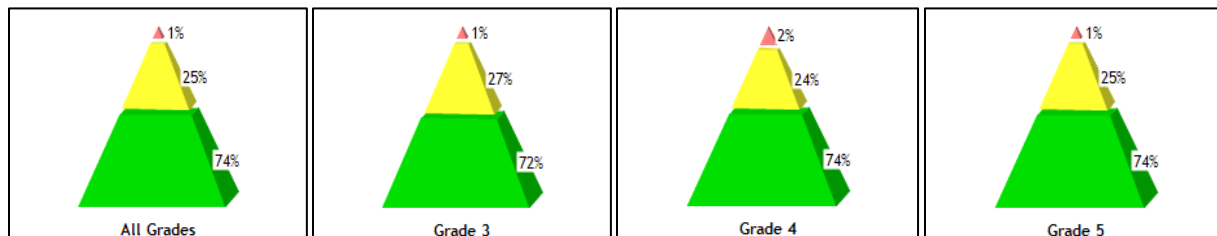
ISAT Mathematics (2013-14)	All Grades % (#)	Grade 3 % (#)	Grade 4 % (#)	Grade 5 % (#)
Tier III - Academic Warning	1% (4)	1% (1)	2% (2)	1% (1)
Tier II - Below Standards	25% (108)	27% (32)	24% (31)	25% (45)
Tier I - Meets and Exceeds Standards	74% (312)	72% (85)	74% (95)	74% (132)
Total Tested	100% (424)	100% (118)	100% (128)	100% (178)

Science 2013 – 2014
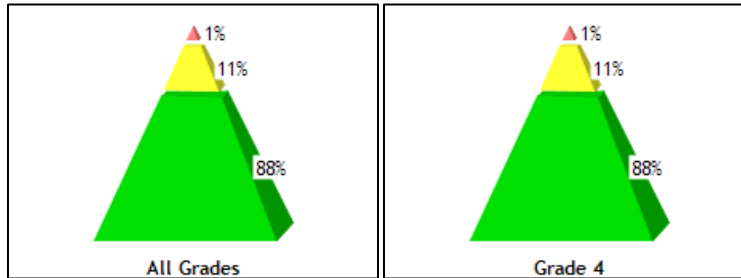
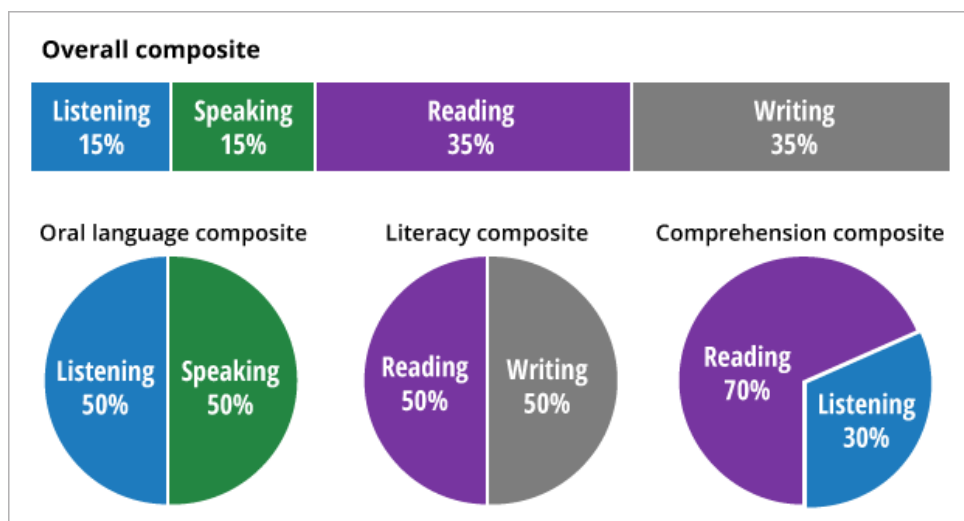| ISAT Science (2013-14)	All Grades	Grade 4
	% (#)	% (#)
Tier III - Academic Warning	1% (1)	1% (1)
Tier II - Below Standards	11% (14)	11% (14)
Tier I - Meets and Exceeds Standards	88% (113)	88% (113)
Total Tested	100% (128)	100% (128)

NON – LOCAL ASSESSMENT (ACCESS)

- What is Being Measured

ACCESS is a standard's based criterion referenced English language proficiency test designed to measure English language learners social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context. It is a universal screener given to students K-12 who are identified as English language learners.

- How is it Measured

ACCESS was used during the 2014-15 school year by the ELL teacher in early February to assess ELL student's proficiency levels of English in areas of listening, speaking, reading, and writing with these students. In January 2014, new proficiency levels were implemented. Students who obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on this annually administered test are considered to be English language proficient. Below is the breakdown of how the ACCESS test is scored.

- General Reaction

Overall, the reaction to the 2015 ACCESS data shows a positive trend of a 15% average growth in the overall composite score of the identified ELL students. There are 20 students who were receiving services this past year. According to this year's ACCESS scores, 1 student will be dismissed from the program.

- Critical Questions

    o How can we support the ELL students in writing proficiency?
    o How can the 2015-2017 SIP goal be adapted to support the ELL students in the areas of reading and math.

- Graphic Representation of Data
    o Please see next sheet

ACCESS Test Results

STUDENT	GRADE LEVEL	OVERALL COMPOSITE 2014	OVERALL COMPOSITE 2015 (5.0)	READING PROFICIENCY 2014	READING PROFICIENCY 2015 (4.2)	WRITING PROFICIENCY 2014	WRITING PROFICIENCY 2015 (4.2)
Student 1	3	3.5	4.2	4.0	5.0	2.9	4.1
Student 2	3	3.8	4.9	5.0	5.7	3.2	4.4
Student 3	3	3.1	4.9	4.0	5.0	2.8	4.3
Student 4	3	3.6	4.6	5.0	5.0	3.1	4.9
Student 5	3	3.9	5.9	5.0	6.0	3.6	4.9
Student 6	3	3.2	4.7	5.0	5.0	2.3	4.8
Student 7	3	N/A	4.2	N/A	5.0	N/A	4.1
Student 8	3	2.0	2.9	1.9	2.8	1.8	3.3
Student 9	3	3.7	4.4	3.7	4.6	2.8	4.6
Student 10	4	3.6	4.0	N/A	5.0	N/A	3.8
Student 11	4	4.4	4.8	5.0	3.1	4.1	4.4
Student 12	4	3.5	3.8	3.4	3.7	3.9	3.5
Student 13	4	3.9	4.4	4.4	4.0	4.6	4.6
Student 14	4	N/A	5.0	N/A	5.0	N/A	4.9
Student 15	4	4.9	5.4	5.7	5.9	4.9	4.8
Student 16	4	3.8	4.4	3.4	4.8	4.3	4.6
Student 17	4	4.3	4.9	3.9	4.8	5.2	4.8
Student 18	4	4.1	5.1	4.4	3.4	4.6	5.3
Student 19	5	N/A	6.0	N/A	6.0	N/A	5.6
Student 20	5	3.7	3.6	4.8	3.1	3.9	3.8
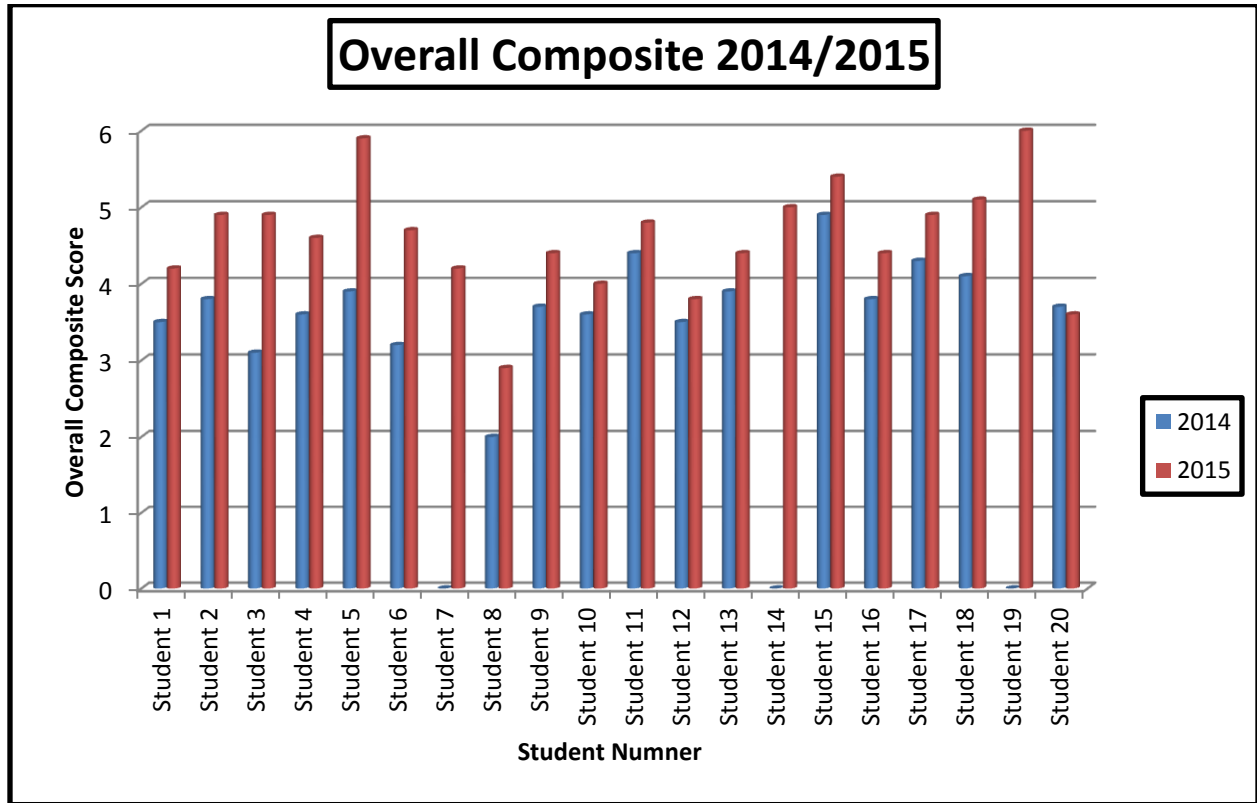
Overall Composite 2014/2015

NON – LOCAL ASSESSMENT (AIMS Web)

- What is Being Measured

AIMS Web is a universal screening, progress monitoring, and data management system that can be used to support Response to Intervention. Target goals set by AIMS Web are determined over time and across states to show grade level success. Reading assesses general reading proficiency and fluency. The mathematics domains assessed include number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.

- How is it Measured

AIMS Web was used during the 2014-15 school year by classroom teachers. It was administered three times during the school year in the fall, winter, and spring.   AIMS Web assesses reading fluency, reading comprehension, math computation, and math problem solving. All students who were identified for additional support were also tracked to determine the effectiveness of the interventions.
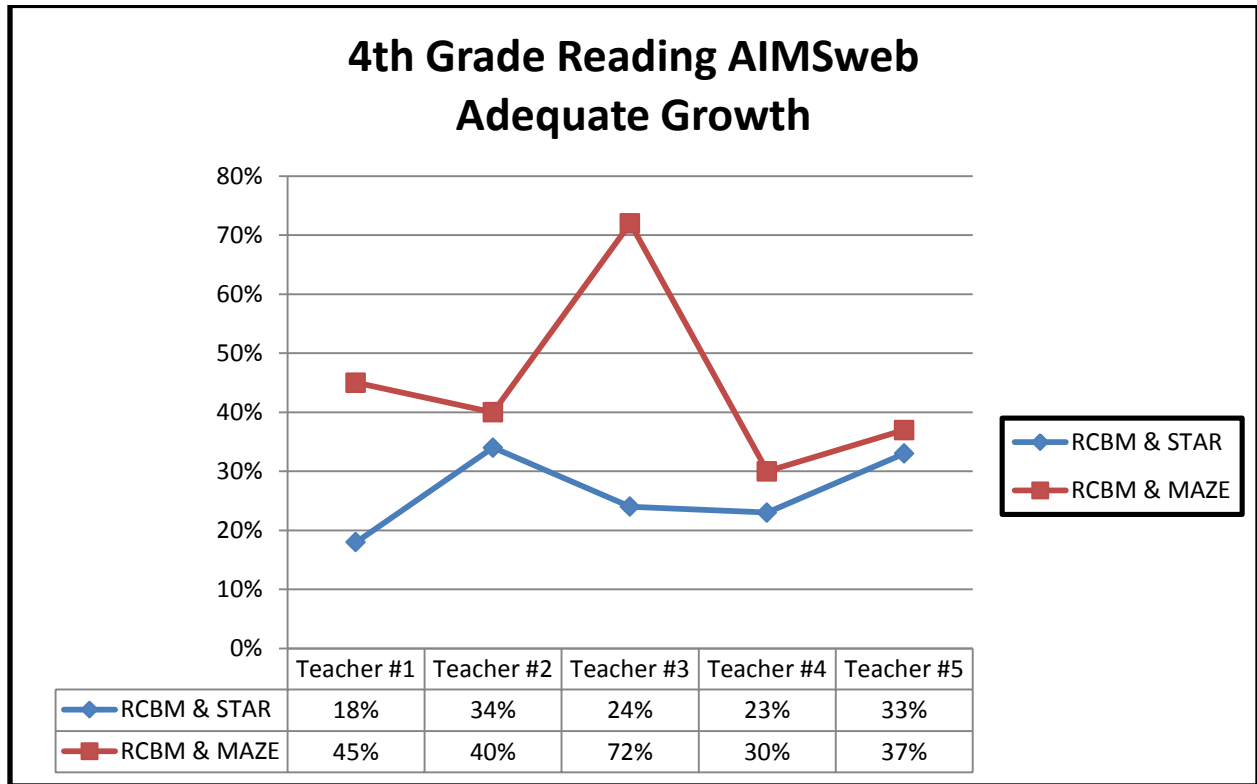
- General Reaction

The data included focuses on Reading Curriculum-Based Measurement (R-CBM) which measures oral reading and MAZE which measures comprehension. Overall, students are scoring above the national target when they begin and continue to show progress throughout the year. The special education sub-group continually scores low in all categories which could be attributed to tests being timed.

The data included for math focused on Mathematics Concepts and Applications (M-CAP) which measures general mathematics problem solving skills. Overall, students scored above the intended target except for the sub-group of special education.
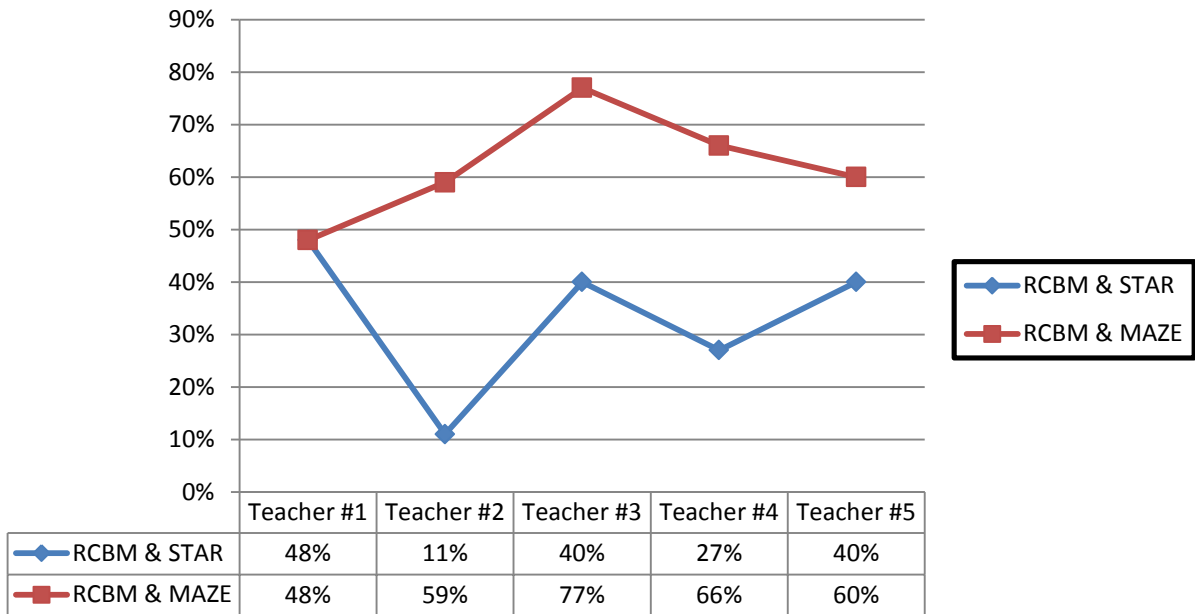
- Critical Questions

  - Is AIMS Web giving providing the right information to make accurate decisions that affect student achievement?
  - Are we getting the information we need when our students already score above the initial target?
  - The SIP selected RCBM and STAR to include in SIP goal. Is this a better combination that RCBM and MAZE?
  - Is AIMS Web really necessary? Are there other sources that can provide the same data?
  - Is it worthy of the cost and instructional time lost to administer and score?
  - Is the data provided guiding any curricular/instructional changes?

- Graphic Representation of Data
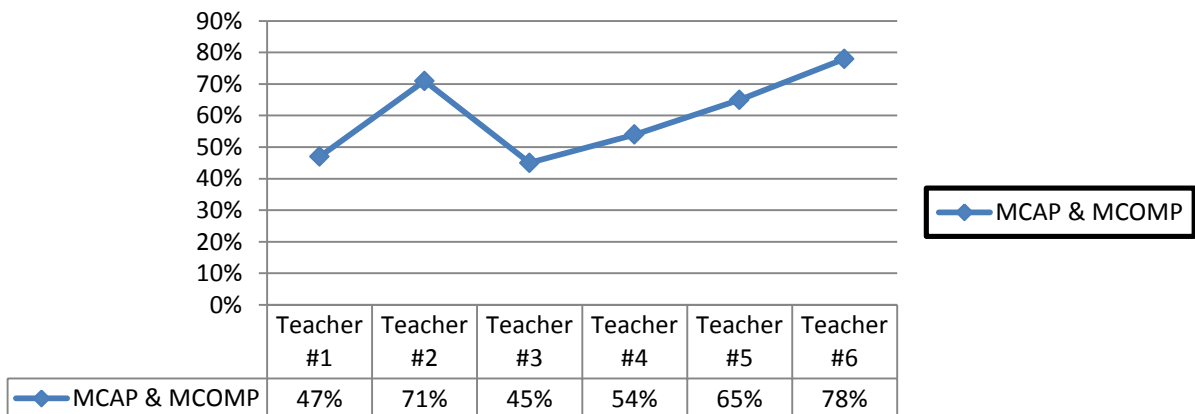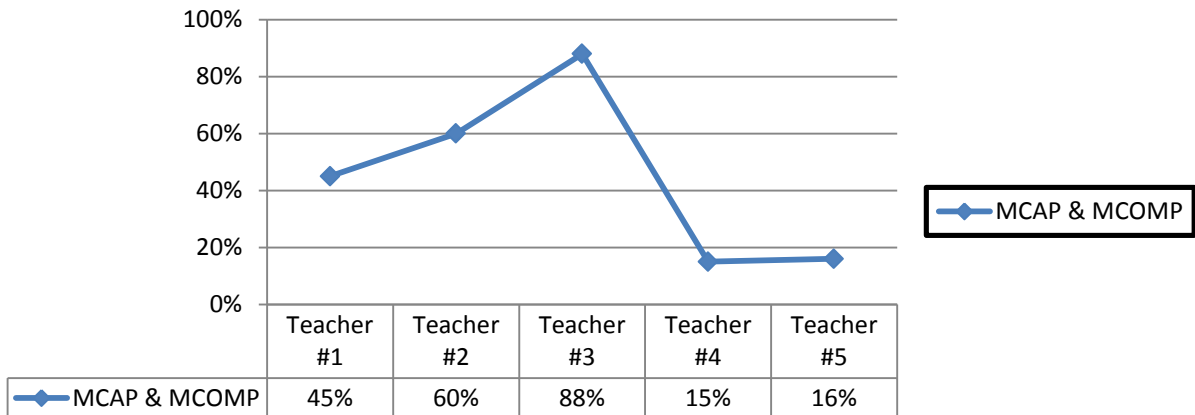
4th Grade Reading AIMSweb Adequate Growth

	Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5
RCBM & STAR	18%	34%	24%	23%	33%
RCBM & MAZE	45%	40%	72%	30%	37%

5th Grade Reading AIMSweb Adequate Growth

	Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5
RCBM & STAR	48%	11%	40%	27%	40%
RCBM & MAZE	48%	59%	77%	66%	60%

3rd Grade Math AIMSweb Data Adequate Growth

	Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5	Teacher #6
MCAP & MCOMP	47%	71%	45%	54%	65%	78%

4th Grade Math AIMSweb Data
Adequate Growth

	Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5
MCAP & MCOMP	45%	60%	88%	15%	16%

5th Grade Math AIMSweb Data
Adequate Growth

	Teacher #1	Teacher #2	Teacher #3	Teacher #4	Teacher #5
MCAP & MCOMP	88%	92%	100%	40%	84%

ACADEMIC PERFORMANCE OF LOW SOCIO-ECOMONIC STATUS

- What is Being Measured

Low SES is a measure of a family's income in comparison to the total size of their family. This is measured primarily to ensure that schools are in compliance with the federal law regarding free and reduced lunch prices for students who are labeled through the process as having Low Socio-Economic Status. Additionally, schools look at this data frequently because students with Low SES often have different subsets of strengths and potential issues. When looking at academic data over time, most low SES students usually underachieve in comparison to non-low SES students.

- How is it Measured

Low SES is measured by federal guidelines measuring family size compared to family income. The breakdown of the guidelines for the 14-15 school year is listed below.

INCOME ELIGIBILITY GUIDELINES
[Effective from July 1, 2014 to June 30, 2015]

Household size	Federal poverty guidelines—100%					Reduced price meals—185%				
	Annual	Monthly	Twice-monthly	Bi-weekly	Weekly	Annual	Monthly	Twice-monthly	Bi-weekly	Weekly
48 Contiguous States, D.C., Guam and Territories										
1	$11,670	$973	$487	$449	$225	$21,590	$1,800	$900	$831	$416
2	15,730	1,311	656	605	303	29,101	2,426	1,213	1,120	560
3	19,790	1,650	825	762	381	36,612	3,051	1,526	1,409	705
4	23,850	1,988	994	918	459	44,123	3,677	1,839	1,698	849
5	27,910	2,326	1,163	1,074	537	51,634	4,303	2,152	1,986	993
6	31,970	2,665	1,333	1,230	615	59,145	4,929	2,465	2,275	1,138
7	36,030	3,003	1,502	1,386	693	66,656	5,555	2,778	2,564	1,282
8	40,090	3,341	1,671	1,542	771	74,167	6,181	3,091	2,853	1,427
Each add'l family member add	+ 4,060	+ 339	+ 170	+ 157	+ 79	+ 7,511	+ 626	+ 313	+ 289	+ 145

- General Reaction

The demographics of Meridian CUSD 223 are changing. Since 2010, the free and reduced population has increased 10%. Since 2010, the free and reduced population has increased 8%. 59% of the students at MC who are repeat offenders in regards to minors are free and reduced students. Half of the students who were referred to truancy were also from the free and reduced population.
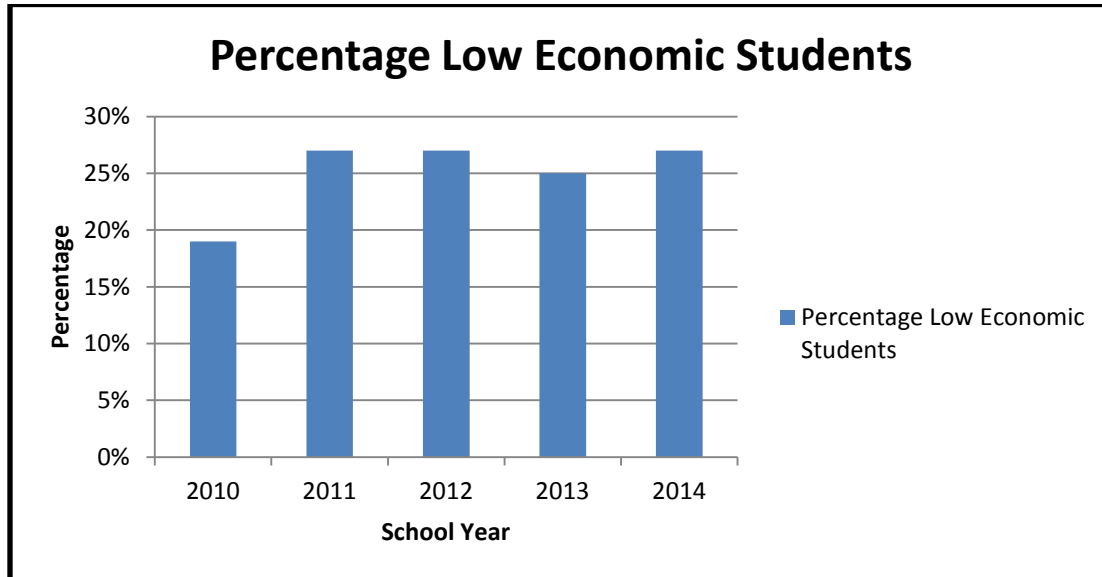
- Critical Questions
  - Is this population being served by the reading and math interventionists?
  - As the numbers continue to rise, how do we better support these students?
  - Is the newly formed student assistance team targeting this population?

- Graphic Representation of Data
  - Please see graph below and AIMS Web graphs above

Percentage Low Economic Students

LOCAL ASSESSMENT

- What is Being Measured

The Performance Evaluation Reform Act (PERA) and SB7 states evaluations must use data and indicators of student growth as a significant factor in rating teacher performance. For this purpose starting in 2016-17, thirty percent of a teacher's evaluation must represent student growth by collecting multiple data points for each student over time. Teachers must choose 2 different types of tests such as a nationally normed, local to district, or specific to a course to use for the student growth portion of the overall evaluation rating.

- How is it Measured

School year 2015-16 is a no stakes implementation year to see if adjustments need to be made to the district created assessments and plan before full implementation in 2016-17. Teachers will administer mirrored assessments at the beginning and end of the school year. After pre-assessments are given, student learning objectives (SLO's) will be set for each student. Teachers will do a mid-point check with the students to determine instructional or SLO adjustments. At the end of the year post-assessments will be given and evaluated to see how many students reached their goal of 51% improvement from the pre-assessment score.

- General Reaction

At the end of the 2014-15 school year, several teachers administered their post-assessment to informally collect assessment results. This will help teachers determine any instructional adjustments to be made before the no stakes implementation year.

- Critical Questions

    - What adjustments need to be made to pre/post-assessments to mirror instruction?
    - What adjustments need to be made based on student performance?
    - How will the student performance modify or enhance instruction in the classroom?

- Graphic Representation of Data
    - Not Available

SPECIAL EDUCATION

- What is Being Measured

Students identified to receive special education services should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate.

- How is it Measured

The minutes provided in a student's IEP are the minutes of additional support a student must be given to support their academic goals. The goal of special education is to have students in the least restrictive environment as possible. The target is to provide students the opportunities in regular education classrooms as much as possible.

- General Reaction

The percentage of time spent special education students spend in regular education classes has decreased this past year. When examining these students the disabilities have warranted placement with additional support. A lot of these students required support for autistic tendencies and emotional development. This requires more direct contact with the special education teacher.

- Critical Questions
    - How are paraprofessionals being used to support these students in the regular education classroom?
    - How will our numbers change with the reduction of one special education teacher?
    - How will our numbers change with the elimination of "push-in" as a result of a reduction in staff?
    - What training needs to be done for the paraprofessionals to best meet the needs of the students?
    - Does an examination of curriculum within the instructional classes needs to be done to ensure student needs are being met?

- Graphic Representation of Data
    - Please see next sheet

Special Education Evaluations 2014-2015	
Initial IEP's	6
Re-Evaluations	15
Dismissals	0
Not Eligible	2

Least Restrictive Environment
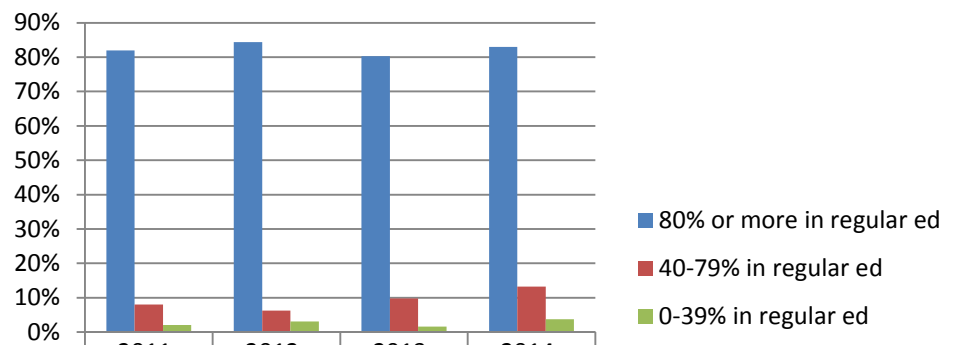
	2011-2012	2012-2013	2013-2014	2014-2015
80% or more in regular ed	82%	84.38%	80.33%	83.02%
40-79% in regular ed	8%	6.25%	9.84%	13.21%
0-39% in regular ed	2.10%	3.13%	1.64%	3.77%

SIP REVIEW

- What is Being Measured

School wide goals are set to by administrators and teachers to improve student achievement. Areas of growth are determined by looking at achievement data and standards students are expected to meet.

- How is it Measured

The first SIP goal for MC is by the end of 2015-2016 school year, 65% of Monroe Center students will meet their individual goals in Aimsweb RCBM and ELA Pre/Post assessments, as well as increase their STAR Grade Equivalent score by a full year (1.0). The second SIP goal for MC is by the end of 2015-2016 school year, 65% of Monroe Center students will meet their individual goals in Aimsweb MCap and MComp.

Our current reality at MC is that at the end of the 2014-2015 school year, 34% of Monroe Center students met their individual goals in Aimsweb RCBM, and they increased their STAR Grade Equivalent score by a full year (1.0). Pre/post assessments were developed during the 2014-2015 school year, so data is not available at this time. Also, at the end of the 2014-2015 school year, 62% of Monroe Center students met their individual goals in Aimsweb MCap and MComp.

- General Reaction

When comparing our 2014-2015 school year data to the SIP goal for 2015-2016, it appears that we are below target at this point; however, it's difficult to determine since we don't have the ELA pre/post assessment to include. Our school wide percentage increases a fair amount when the RCBM and MAZE is used as opposed to the RCBM and STAR. This was a debate that was had in the spring amongst the SIP team. Based on the 2014-2015 school year data, it appears that our math data is within 3% of the target goal. It is clear that Math is a strong area at Monroe Center. The fifth grade students did an outstanding job when tested in the spring.

- Critical Questions

  o What is fifth grade doing to produce such outstanding math scores?
  o What could teachers do to increase student achievement in the area of reading?
  o How do we know if we are using the right assessments to determine what success looks like? (ie RCBM & STAR vs RCBM & MAZE)

- Graphic Representation of Data
  o Please see next page

Meridian CUSD223

SMART Goal Action Plan

School – Monroe Center   Year: 2015-2017

SIP or DIP Goal 1: By the end of 2015-2016 school year, 65% of Monroe Center students will meet their individual goals in Aimsweb RCBM and ELA Pre/Post assessments, as well as increase their STAR Grade Equivalent score by a full year (1.0).

SIP or DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
	Teachers will analyze 2014-2015 RCBM and STAR data as a whole staff.	Principal	August 12, 2015	2014-2015 AIMSweb RCBM &STAR Data	Key take-a-ways shared as whole
Current reality: At the end of the 2014-2015 school year, 34% of Monroe Center students met their individual goals in Aimsweb RCBM, and they increased their STAR Grade Equivalent score by a full year (1.0). Pre/post assessments were developed during the	SWAT will administer the RCBM to all enrolled students by September 1st.	SWAT	September 1, 2015	AIMSweb	Growth Analysis Data Grid
	Teachers will administer the ELA Pre-Assessment to all enrolled students by September 1st.	Classroom Teachers	September 1, 2015	ELA Pre-Assessment	NA
	Teachers will administer STAR assessment to all enrolled students by September 1st.	Classroom Teachers	September 1, 2015	STAR	Growth Analysis Data Grid
	Teachers will analyze data from three assessments to determine which students need interventions and to what extent.	Classroom Teachers	September 11, 2015	AIMSweb Assessment ELA Pre-Assessment STAR Assessment	Growth Analysis Data Grid (to be used entire school year to track student growth)
	Grade level teams will create an intervention schedule for their	Grade Level Teams	September 11, 2015	AIMSweb Assessment ELA Pre-Assessment	Schedule to be turned into Principal

2014-2015 school year, so data is not available at this time. **SMART Goal:** By the end of 2015-2016 school year, 65% of Monroe Center students will meet their individual goals in Aimsweb RCBM and ELA Pre/Post assessment, as well as increase their STAR Grade Equivalent score by a full year (1.0).	**team.**			**STAR Assessment**	
	SWAT will administer the RCBM to all enrolled students by January 10th.	**SWAT**	**January 10, 2015**	**AIMSweb**	**Growth Analysis Data Grid**
	Teachers will administer the ELA Mid-Assessment to all enrolled students by January 10th. (If Mid-Assessment is ready.)	**Classroom Teachers**	**January 10, 2015**	**ELA Mid-Assessment**	**N/A**
	Teachers will administer STAR assessment to all enrolled students by January 10th.	**Classroom Teachers**	**January 10, 2016**	**STAR**	**Growth Analysis Data Grid**
	Teachers will analyze data from all three assessments to determine student progress.	**Classroom Teachers**	**January 15, 2016**	**AIMSweb Data ELA Assessment Data STAR Assessment**	**Growth Analysis Data Grid (to be used entire school year to track student growth)**
	Grade level teams will analyze data as a whole. Teams will determine three areas of strengths and three areas of improvement.	**Grade Level Teams**	**January 22, 2016**	**AIMSweb Data ELA Assessment Data STAR Assessment Classroom Data**	**Form to be turned into Principal**
	Teachers will develop an individual plan for his or her classroom to focus on enrichment and intervention for specific students.	**Classroom Teachers**	**January 29, 2016**	**Growth Analysis Data Grid Classroom Data**	**Plan to be turned into Principal**

	SWAT will administer the RCBM to enrolled students by May 1st.	SWAT	May 1, 2016	AIMSweb	Individual SLO
	Teachers will administer ELA Post-Assessment to all previously assessed students by May 1st.	Classroom Teachers	May 1, 2016	ELA Post-Assessment	65% of students meeting Individual SLO
	Grade level teams will analyze ELA Pre/Post Assessments and data to determine if adjustments need to be made to the assessments for the 2016-2017 school year.	Grade Level Teams	May 20, 2016	ELA Pre/Post Assessment	Revised/Edited Pre/Post Assessments
	Teachers will administer STAR assessment to all enrolled students by May 1st.	Classroom Teachers	May 1, 2016	STAR	65% of students increased GE by a full year (1.0)

SMART Goal Action Plan

School – Monroe Center   Year: 2015-2016

SIP or DIP Goal 1: By the end of 2015-2016 school year, 65% of Monroe Center students will meet their individual goals in Aimsweb MCap and MComp.					
SIP or DIP GOAL	**Specific Activities and Action Steps**	**Who is Responsible?**	**Target Dates and Timelines**	**Deliverables**	**Evidence of Effectiveness**
	Teachers will analyze 2014-2015 MCap and MComp data as a whole staff.	**Principal**	**August 12, 2015**	**2014-2015 AIMSweb MCap & MComp Data**	**Key take-a-ways shared as whole**
Current reality: At the end of the 2014-2015 school year, 62% of Monroe Center students met their individual goals in Aimsweb MCap and MComp.	**Teacher will administer the MCap to all enrolled students by September 1st.**	**Classroom Teacher**	**September 1, 2015**	**AIMSweb**	**Growth Analysis Data Grid**
	Teacher will administer the MComp to all enrolled students by September 1st.	**Classroom Teacher**	**September 1, 2015**	**AIMSweb**	**Growth Analysis Data Grid**
	** IF DEVELOPED** Teachers will administer the Math Pre-Assessment to all enrolled students by September 1st.	Classroom Teachers	September 1, 2015	Math Pre-Assessment	NA
SMART Goal: By the end of 2015-2016 school year, 65% of Monroe Center students will meet	**Teachers will analyze data from both assessments to determine which students need interventions and to what extent.**	**Classroom Teachers**	**September 11, 2015**	**AIMSweb Data**	**Growth Analysis Data Grid (to be used entire school year to track student growth)**
	Teacher will administer the MCap to all enrolled students by January 10th.	**Classroom Teacher**	**January 10, 2016**	**AIMSweb**	**Growth Analysis Data Grid**

their individual goals in AIMSweb MCap and MComp.	**Teacher will administer the MComp to all enrolled students by January 10th.**	**Classroom Teacher**	**January 10, 2016**	**AIMSweb**	**Growth Analysis Data Grid**
	** IF DEVELOPED ** Teachers will administer the Math Mid-Assessment to all enrolled students by January 10th. **(If Mid-Assessment is ready.)**	Classroom Teachers	January 10th, 2015	ELA Mid-Assessment	N/A
	Teachers will analyze data from both assessments to determine student progress.	**Classroom Teachers**	**January 15, 2016**	**AIMSweb Data**	**Growth Analysis Data Grid (to be used entire school year to track student growth)**
	Grade level teams will analyze data as a whole. Teams will determine three areas of strengths and three areas of improvement.	**Grade Level Teams**	**January 22, 2016**	**AIMSweb Data Rocket Math Classroom Data**	**Form to be turned into Principal**
	Teachers will develop an individual plan for his or her classroom to focus on enrichment and intervention for specific students.	**Classroom Teachers**	**January 29, 2016**	**Growth Analysis Data Grid Classroom Data**	**Plan to be turned into Principal**
	Teacher will administer the MCap to enrolled students by May 1st.	**Classroom Teacher**	**May 1, 2016**	**AIMSweb**	**65% of students meeting Individual Goal**
	Teacher will administer the MComp to all enrolled students by May 1st.	**Classroom Teacher**	**May 1, 2016**	**AIMSweb**	**65% of students meeting Individual Goal**

	** IF DEVELOPED ** Teachers will administer Math Post-Assessment to all previously assessed students by May 1st.	Classroom Teachers	May 1, 2016	Math Post-Assessment	65% of students meeting Individual SLO
	Grade level teams will analyze Math Pre/Post Assessments and data to determine if adjustments need to be made to the assessments for the 2016-2017 school year.	**Grade Level Teams**	**May 20, 2016**	**Math Pre/Post Assessment**	**Revised/Edited Pre/Post Assessments**

BUDGET

- What is Being Measured

The amount of money spent at MC during the 2014-15 school year.

- How is it Measured

The process followed at MC for purchases was that each teacher was allotted $50 to spend. Teachers were to submit their orders to the secretary, and she would place the order.
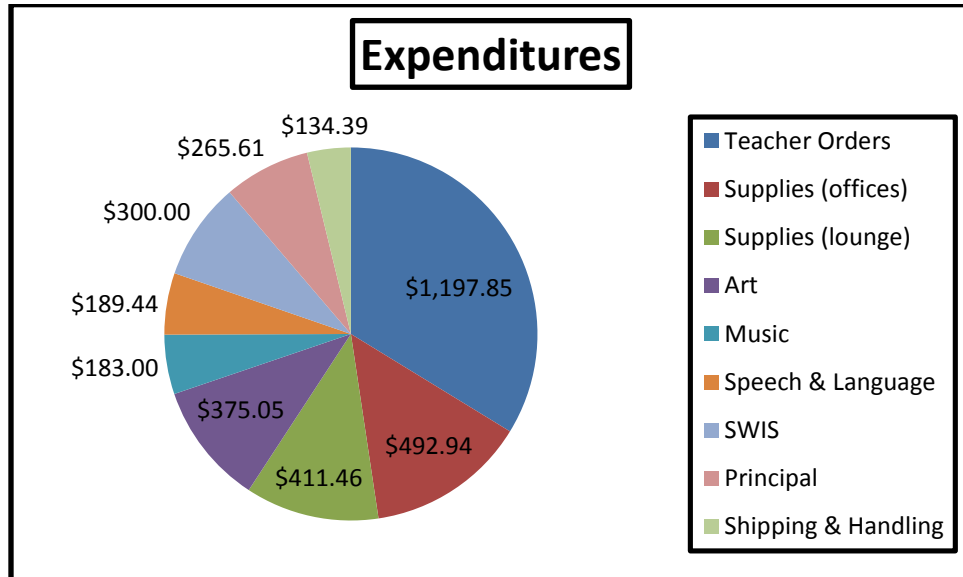
- General Reaction

Money spent at MC during the 2014-2015 school year was mainly student related; however, there was a substantial amount spent on office supplies for the office and the rest of the school. We also had a large SWIS bill to contend with as well.

- Critical Questions

  - How are we going to continue meeting the curricular needs of students when funds are limited?
  - How can we use the community to support large purchases?
  - Can we learn more about applying for grants, scholarships, etc.?

- Graphic Representation of Data
  - Please see next sheet

Expenditures

$134.39
$265.61
$300.00
$189.44
$183.00
$375.05
$1,197.85
$492.94
$411.46

- Teacher Orders
- Supplies (offices)
- Supplies (lounge)
- Art
- Music
- Speech & Language
- SWIS
- Principal
- Shipping & Handling

Text Books**	$7,178.47
Teacher Orders	$1,197.85
Supplies (office)	$492.94
Supplies (lounge)	$411.46
Art	$375.05
Music	$183.00
Speech & Language	$189.44
SWIS (PBIS Data)	$300.00
Principal	$265.61
Shipping & Handling	$134.39
Total spent ('14-'15)	$3,549.74
Total budget	$12,370.00
Remaining Balance	$8,820.26

** Not included in 2014-2015 building budget **

BUILDING SUBSTITUTE USAGE

- What is Being Measured

Sub Finder is a program used for teachers to request a substitute for a day or an extended period of time. This program is used for all types of absences inclusive of sick, personal, or professional days. Teachers may request a substitute, pre-arrange a substitute by making a personal contact ahead of time with a person, or randomly be assigned a substitute from the system.
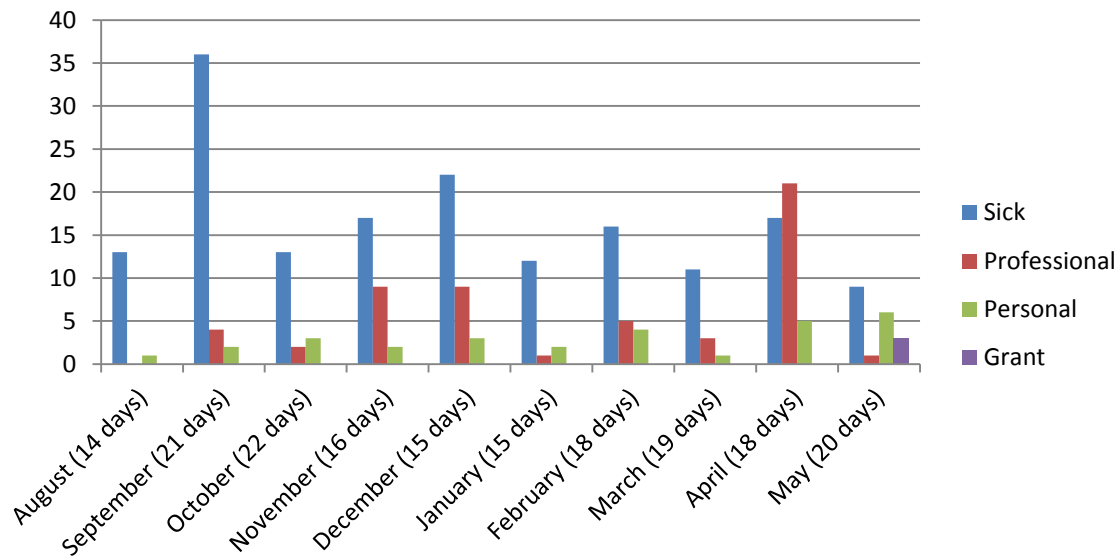
- How is it Measured

Substitute usage has been tracked by sick, personal, and professional days. Teachers may use a half day or a full day.
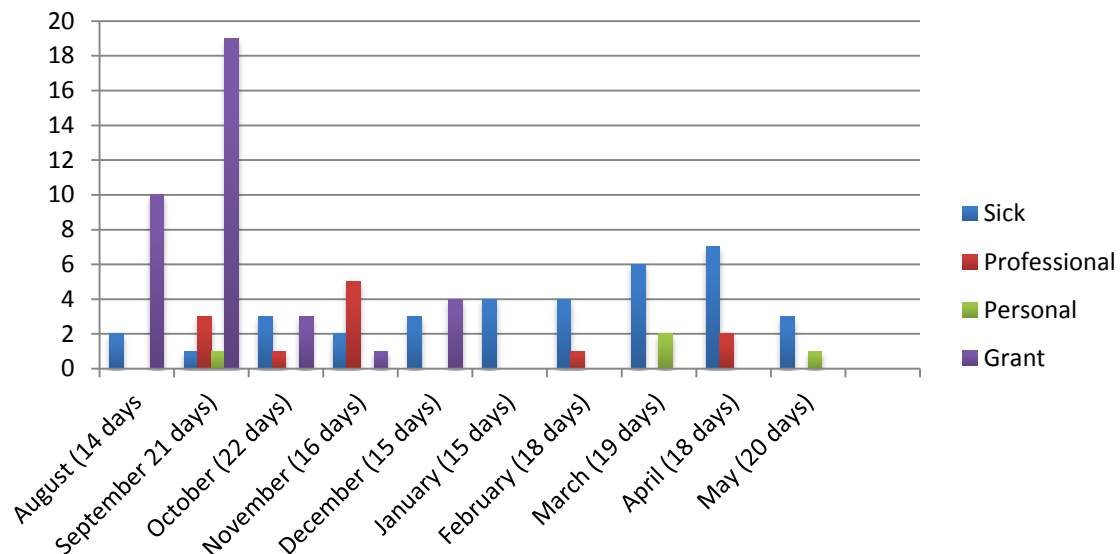
- General Reaction

All teachers were given the opportunity to take two professional days to write assessments to be in compliance with the PERA law this past year. The new incentive of matching unused sick days that started during 2014-15 school year did not seem to make a difference in days used. More days were used this year than last year.

- Critical Questions

  - How has the attendance incentive of matching unused sick days affected the amount of days teachers took this year compared to years past?

- Graphic Representation of Data
  - Please see next sheet

FULL DAY SUBSTITUTE USAGE

HALF DAY SUBSTITUTE USAGE

COUNSELING DEPARTMENT

- What is Being Measured

The counseling minutes at MC were tracked by the time spent intervening with students as individuals, groups, and families. Based on the needs of the students, the focus was on mental health and behavioral concerns, along with meeting academic needs, and future college and career goals.

- How is it Measured

Beginning August 2014, the school counselor tracked students contact time based on direct service, parent contact, staff/agency contact, and classroom lessons, assemblies, classroom goals, etc.

- General Reaction

The counselor spends a lot of time on crisis situations with high needs students. She also helped by handling and minimizing student conflict and being proactive in supporting students in the classroom and emotionally. She also served as a liaison to the principal in regards to investigating incidents.
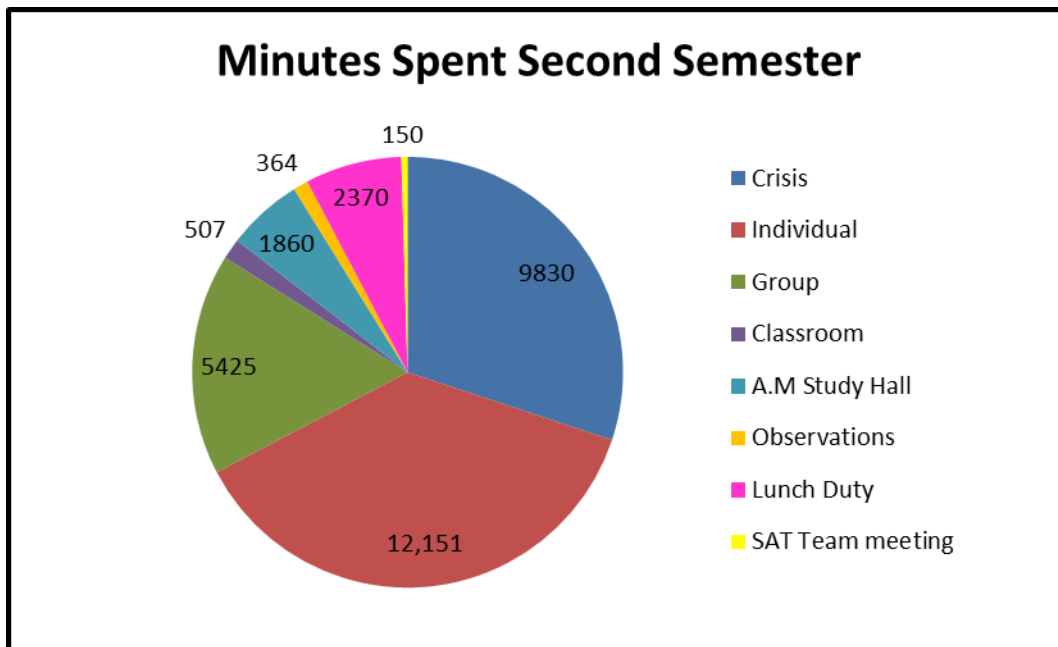
- Critical Questions

    o Are all of her roles truly that of a counselor or have they become more administrative?
    o How do we better meet the needs of special education students using our school social worker and psychologist?
    o How do we share counseling resource information more effectively with parents to help with support at home?

- Graphic Representation of Data
    o Please see next sheet

Meridian CUSD223

Number of Minutes Spent

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Direct Service	1,710	3,705	5,550	3,945	2,130	3,345	2,745	4,245	3,135	3,465
Parent Contact	645	720	1,200	1,005	1,050	315	390	1,080	750	555
Staff/Agency	765	945	765	765	600	450	165	570	510	390
Classroom Lessons/Assemblies/Classroom Goals	450	690	690	630	630	660	660	750	375	1,065
Total Minutes by Month	3,570	6,060	8,205	6,345	4,410	4,770	3,960	6,645	4,770	5,475

Minutes Spent Second Semester

- Crisis — 9830
- Individual — 12,151
- Group — 5425
- Classroom — 507
- A.M Study Hall — 1860
- Observations — 364
- Lunch Duty — 2370
- SAT Team meeting — 150

RESPONSE TO INTERVENTION

- What is Being Measured

Students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs. During the 2014-2015 school year, identified students worked with interventionists/teaching assessments or the Title 1 teacher.

- How it is Measured

Students were progressed monitored using Aimsweb, classroom grades, and retake scores.

- General Reaction

Students were identified by looking at the fall benchmark of Aimsweb testing. Teachers were also allowed to refer students to the interventionists if students were struggling in the classroom. While many students showed growth, they are still below the target goal set.

- Critical Questions

    o Could the Title program be more effective it there were fewer students in it?
    o Are the interventionists/teaching assistants meeting the needs of our students?
    o How are we supporting the students who are showing minimal growth?
    o What is our growth goal? Is it based solely off of the Aimsweb target? Is that enough?
    o The reading interventionist is able to measure growth, but is Aimsweb measuring the skills we need it to?
    o Is Aimsweb the tool that we wish to continue using when defining student success?
    o Should the interventionist role be more fluid? Should more students be serviced for less time?
    o If the students are not seeing success with the intervention in place are they then referred to SAT?

- Graphic Representation of Data
    o Please see next sheet

READING INTERVENTION STUDENTS
FALL/SPRING BENCHMARK COMPARISON
3rd GRADE

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 87	Spring RCBM Nationally Normed 127	RCMB Difference
Student 1	No	150	51	118	+67
Student 2	No	150	60	103	+43
Student 3	Yes	150	57	92	+35
Student 4	No	150	24	74	+50
Student 5	No	90	39	73	+34
Student 6	No	90	39	63	+24
Student 7	Yes	90	37	76	+39
Student 8	Yes	75	71	120	+49
Student 9	Yes	75	43	96	+53
Student 10	No	75	63	126	+63
Student 11	Yes	75	53	122	+69
Student 12	Yes	75	44	75	+31
Student 13	Yes	100	66	95	+29
Student 14	Yes	100	37	67	+30
Student 15	No	100	40	115	+75
Student 16	No	100	68	111	+43
Student 17	No	100	63	110	+47
Student 18	Yes	100	63	117	+54
Student 19	No	100	25	55	+30
Student 20	No	100	42	80	+38
Student 21	No	150	46	78	+32
Student 22	No	100	48	93	+45
Student 23	Yes	100	46	125	+79
Student 24	No	100	31	58	+27
Student 25	No	100	73	93	+20
Student 26	Yes	100	39	101	+62
Student 27	Yes	100	38	102	+64

Comprehension

	Free/ Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 13	Spring MAZE Nationally Normed 16	MAZE Difference
Student 1	No	150	9	17	+8
Student 2	No	150	7	18	+11
Student 3	Yes	150	11	15	+4
Student 4	No	150	1	14	+13
Student 5	No	90	6	19	+13
Student 6	No	90	1	12	+11
Student 7	Yes	90	4	10	+6
Student 8	Yes	75	10	17	+7
Student 9	Yes	75	9	17	+8
Student 10	No	75	9	16	+7
Student 11	Yes	75	11	21	+10
Student 12	Yes	75	3	12	+9
Student 13	Yes	100	3	13	+10
Student 14	Yes	100	4	9	+5
Student 15	No	100	8	16	+8
Student 16	No	100	8	10	+2
Student 17	No	100	11	14	+3
Student 18	Yes	100	9	17	+8
Student 19	No	100	2	8	+6
Student 20	No	100	1	16	+15
Student 21	No	150	13	18	+5
Student 22	No	100	5	12	+7
Student 23	Yes	100	7	12	+5
Student 24	No	100	6	11	+5
Student 25	No	100	12	8	-4
Student 26	Yes	100	3	11	+8
Student 27	Yes	100	3	7	+4

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 107	Spring RCBM Nationally Normed 139	RCBM Difference
Student 1	No	90	87	114	+27
Student 2	Yes	120	79	126	+47
Student 3	Yes	90	96	120	+24
Student 4	Yes	120	90	131	+41
Student 5	No	120	71	120	+49
Student 6	No	120	86	122	+36
Student 7	No	120	93	110	+17
Student 8	No	120	61	95	+34
Student 9	Yes	120	67	109	+42
Student 10	Yes	120	92	134	+42
Student 11	No	60	63	101	+38
Student 12	No	120	35	64	+29
Student 13	Yes	100	57	73	+16
Student 14	No	120	77	106	+29
Student 15	No	120	89	103	+14
Student 16	No	120	80	93	+13
Student 17	No	120	59	82	+23

Comprehension

	Free/Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 14	Spring MAZE Nationally Normed 20	MAZE Difference
Student 1	No	90	8	16	+8
Student 2	Yes	120	11	14	+3
Student 3	Yes	90	12	15	+3
Student 4	Yes	120	13	18	+5
Student 5	No	120	9	15	+6
Student 6	No	120	10	13	+3
Student 7	No	120	10	15	+5
Student 8	No	120	9	8	-1
Student 9	Yes	120	9	10	+1
Student 10	Yes	120	9	10	+1
Student 11	No	60	12	16	+4
Student 12	No	120	0	11	+11
Student 13	Yes	100	7	15	+8
Student 14	No	120	11	18	+7
Student 15	No	120	12	12	0
Student 16	No	120	14	11	-3
Student 17	No	120	9	12	+3

**READING INTERVENTION STUDENTS
FALL/SPRING BENCH MARK COMPARISON
5TH GRADE**

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 121	Spring RCBM Nationally Normed 153	RCBM Difference
Student 1	Yes	75	117	128	+11
Student 2	No	45	100	117	+17
Student 3	No	45	73	127	+54
Student 4	Yes	100	85	131	+46
Student 5	No	100	88	117	+29
Student 6	Yes	100	78	101	+23
Student 7	No	100	98	133	+35
Student 8	No	60	62	98	+36
Student 9	No	60	109	124	+15
Student 10	No	60	77	120	+43
Student 11	No	80	75	100	+25
Student 12	No	60	77	126	+49
Student 13	No	40	89	156	+67
Student 14	No	40	103	157	+54
Student 15	Yes		85	110	+25

Comprehension

	Free/ Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 17	Spring MAZE	MAZE Difference Nationally Normed 27
Student 1	Yes	75	19	27	+8
Student 2	No	45	15	28	+13
Student 3	No	45	16	31	+15
Student 4	Yes	100	11	26	+15
Student 5	No	100	6	29	+23
Student 6	Yes	100	11	22	+11
Student 7	No	100	8	30	+22
Student 8	No	60	11	20	+9
Student 9	No	60	20	29	+9
Student 10	No	60	13	17	+4
Student 11	No	80	10	11	+1
Student 12	No	60	12	22	+10
Student 13	No	40	17	25	+8
Student 14	No	40	14	26	+12

Meridian CUSD #223
2014-2015
Data Report

Meridian Junior High

Meridian Junior High School Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close read and analysis of accessible and applicable information to consistently understand the contextual situation of Meridian Junior High School. I will continue to complete thorough write-ups of the information in order to share my findings with the Board of Education, Superintendent, District Leadership Team, and building staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to provide the District Office and Board of Education a solid understanding of Meridian Junior High School's performance as measured by several indicators over the past several years. When data are available, and it is appropriate, I have compared our performance to that of other schools in our area to provide additional contextual understanding.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

ATTENDANCE

- What is Being Measured

The percentage of students who attend Meridian Junior High School on a daily basis is the focus of this measurement. The information is reported to the state of Illinois through our Student Information System (SIS) and then displayed on the Illinois Interactive Report Card. The data is used to as comparison data to other schools and as a fiscal component from the state.
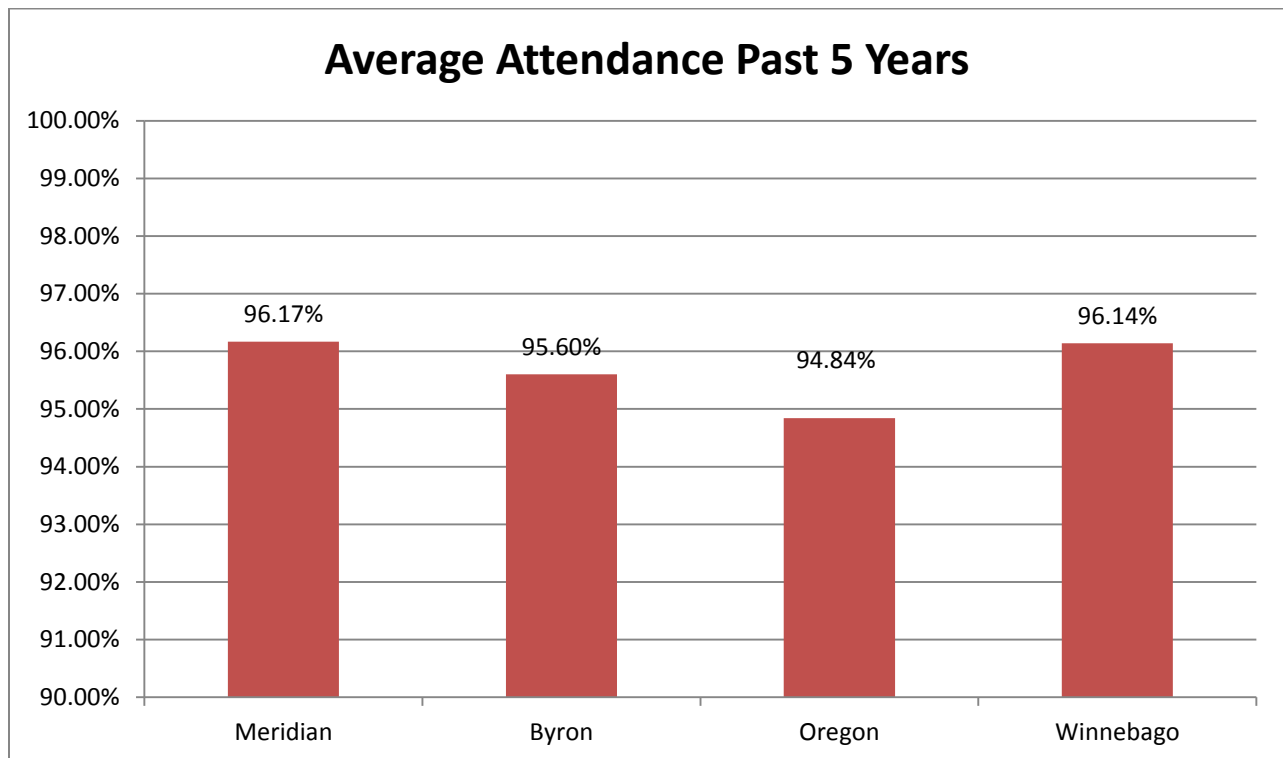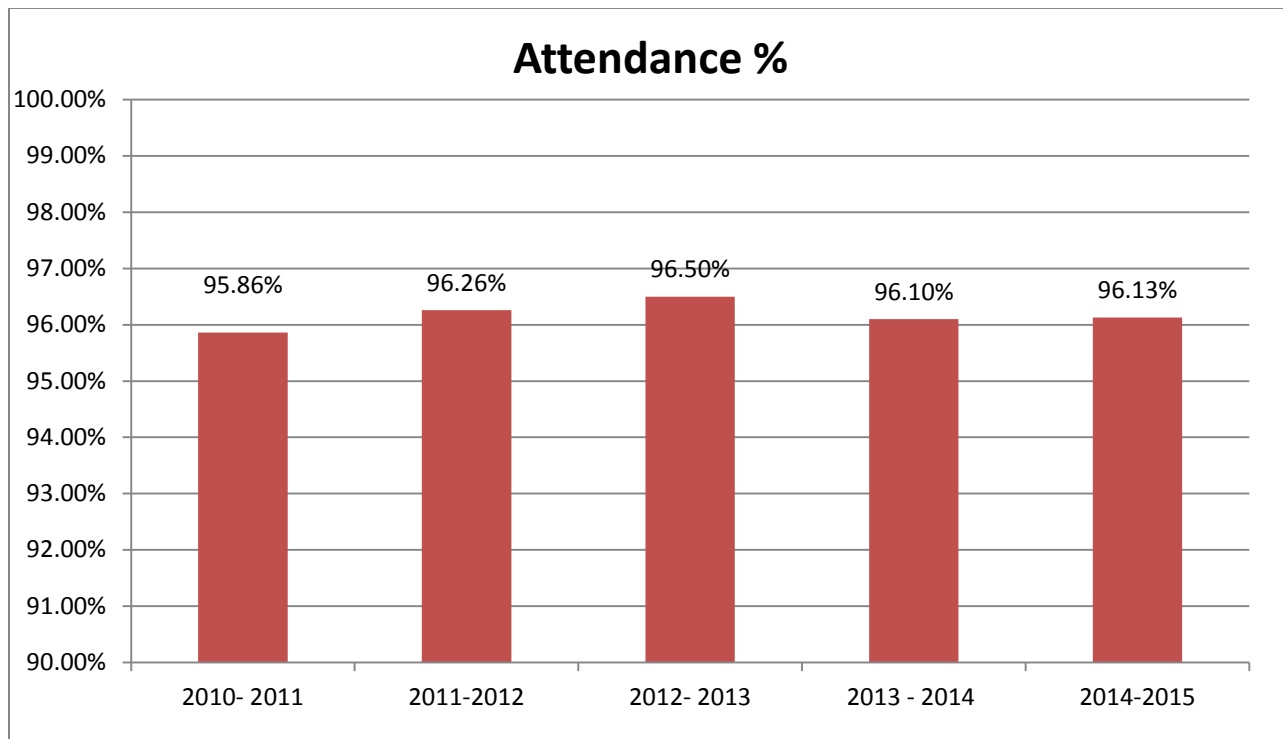
- How is it Measured

Student attendance is reported and measured through the SIS (Skyward). The data is submitted to the state of Illinois at the conclusion of each school year.

- General Reaction

The attendance rate is comparable to previous years and surrounding school districts. This past year 11 students were referred to the truancy officer and numerous attendance letters were sent home beginning with students who missed 5 or more days. Of the 11 students reported for truancy this year, eight students were of free and reduced lunch status. 73% of these identified truant students have never left the district after originally enrolling. 5 of the 11 have been enrolled in the district since kindergarten.

- Critical Questions

    o Is there a population of students who are continually absent?
    o What are we doing to support and follow up with chronically absent students of 10+ days?
    o How do we connect with the truant student?
    o What is the role of the truant officer after the initial referral is given?
    o Is the attendance policy of 10 excused days impacting overall attendance?
    o Could an attendance incentive improve our overall attendance rate?

- Graphic Representation of Data
    o Please see next sheet

Meridian CUSD223

Attendance %

Year	Attendance
2010- 2011	95.86%
2011-2012	96.26%
2012- 2013	96.50%
2013 - 2014	96.10%
2014-2015	96.13%

Average Attendance Past 5 Years

District	Attendance
Meridian	96.17%
Byron	95.60%
Oregon	94.84%
Winnebago	96.14%

Truancy vs. Mobility

Student	Grade Level Entered into District	# of Entry/Withdrawals From District	SES Free/Reduced
1	K	None	Yes
2	K	None	Yes
3	K	None	Yes
4	2nd	4	Yes
5	K	None	No
6	3rd	2	Yes
7	4th	None	Yes
8	K	6	Yes
9	6th	None	No
10	3rd	None	No
11	6th	None	Yes

DISCIPLINE

- What is Being Measured

The percent of discipline cases both minor and major based on the Positive Behavior Intervention and Support (PBIS) system. Minor discipline data is used locally and major discipline cases are reported to the state.

- How is it Measured

Students receive minors or majors depending on the offense and are tracked using an electronic document shared by staff members. Minors are handled by teachers until a student receives a fourth minor in a quarter at which time it becomes a major. Minors result in a conference with the student, a parent contact, and/or an after school detention. Majors are handled by the administrator typically resulting in a Saturday School, an in-school suspension, or an out-of-school suspension. Discipline data collected is used for school wide goal setting and quarterly celebrations.

- General Reaction

Over time, the amount of minors has decreased due to adjustments made as a building as to how to handle certain behaviors. Students entering MJHS have had PBIS in their school since K-2 and are familiar with the system. After examining the tardy data, there were 275 students with at least one tardy.

- Critical Questions

  - How can we better support our students who have 3 minors within a quarter?
  - What can we do to support our at risk students?
  - How do we minimize tardies?

- Graphic Representation of Data
  - Please see next sheet

MJHS-SWIS DISCIPLINE DATA-MINORS

Total Minors
2013/14: 580
2014/15: 511
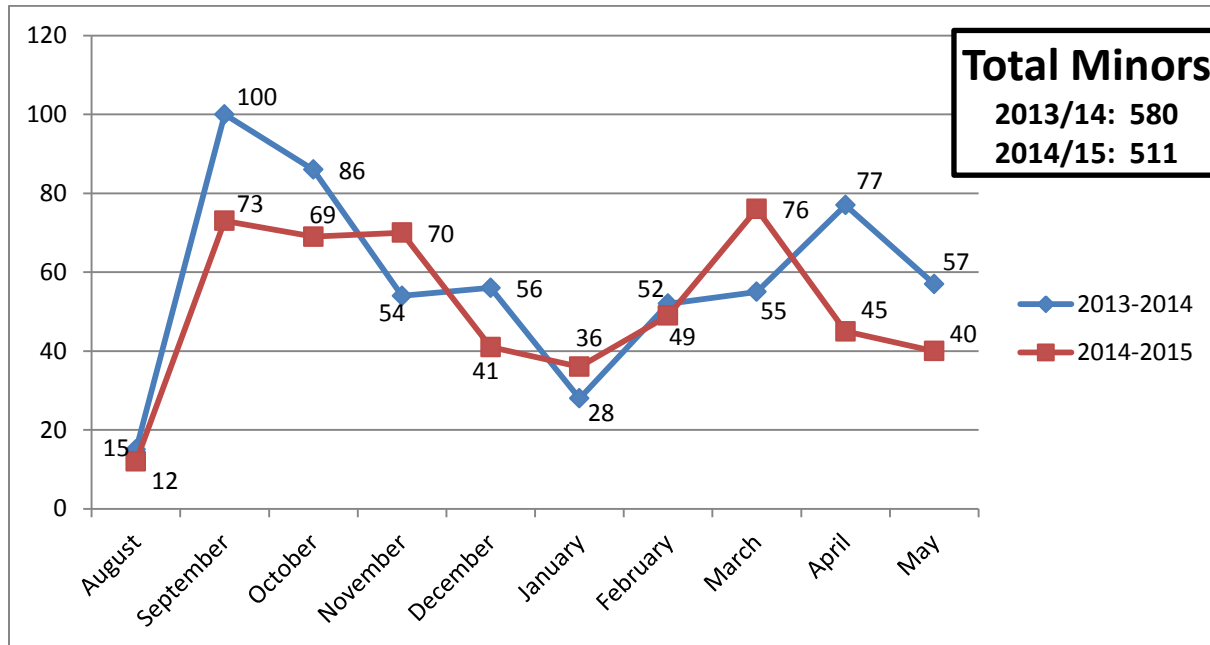
2014-15 Minors by Grade Level	
6th	128
7th	292
8th	91

Problem Behaviors

PBIS Definition of Noncompliance/disrespect:

Disrespect is a brief or low-intensity
failure to respond to an adult

- Noncompliance / disrespect
- Disruption
- Property misuse
- Technology Violation
- Cheating
- Unprepared for class
- other

Disaggregated Student Discipline Data

The chart shows the students with the most minors during second semester of school year 2014-2015 separated by # of minors, low socio-economic status, attendance, and standardized test scores.

Student	# of Minors	Low SES	Attendance	Standardized Test	
				Math	**Reading**
1	11	YES	10	B	B
2	7	YES	4	B	B
3	6	YES	7	N/A	N/A
4	6	NO	12	B	B
5	6	YES	4	N/A	N/A
6	5	YES	9	M	B
7	5	NO	5	B	B
8	5	NO	4	B	B
9	4	YES	3	N/A	N/A
10	4	YES	5	B	M
11	4	NO	1	N/A	N/A
12	4	NO	.5	N/A	N/A
13	3	NO	8	B	M
14	3	YES	7	M	M
15	3	YES	31	N/A	N/A
16	3	NO	6	B	B

- 56% of the students with the most minors are low SES
- 18% of the students were referred to the truancy officer
- 25% of the students have a special education eligibility
- 21% of the students meet in both reading and math on standardized tests
- 6% of the students meet in one area on standardized tests
- 50% of the students fall below or in academic warning on standardized tests

TEACHER EVALUATION

- What is Being Measured

Teacher performance in the classroom is evaluated using Charlotte Danielson's Framework for Teaching. They are evaluated in four domains; Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities, with 22 components altogether. Non-tenured teachers are formally evaluated twice per year and tenured teachers are formally evaluated once every other year. All teachers are also evaluated informally throughout the year.

- How is it Measured

In the Framework for Teaching, teachers can be rated excellent, proficient, needs improvement, or unsatisfactory. Based on the Certified Staff Evaluation Plan with the SVEA, teachers need 13 or more components rated excellent with none others below proficient in order to be rated excellent, no more than 3 components rated needs improvement with none unsatisfactory in order to be rated proficient, 4 or more components rated needs improvement with none unsatisfactory in order to be rated needs improvement, and at least one component rated unsatisfactory in order to be rated unsatisfactory.

- General Reaction

During school year 2014-15 was the first time of using the Danielson tool for the teachers who were evaluated formally this year. Overall, teachers evaluated this year were dominated by the proficient rating. Needs improvement ratings were mostly given in 3b. When compared to other buildings, MJHS tends to have a higher number of needs improvement ratings in certain components.

- Critical Questions

    o How can a teacher be supported when rating falls below a proficient status?
    o What strategies can be used to help teachers in questioning and discussion techniques?
    o What can we do to improve inter-rater reliability among administrators?
    o How can staff be supported to understand that a rating of proficient or needs improvement in an individual component is an area for growth and does not have a negative stigma?
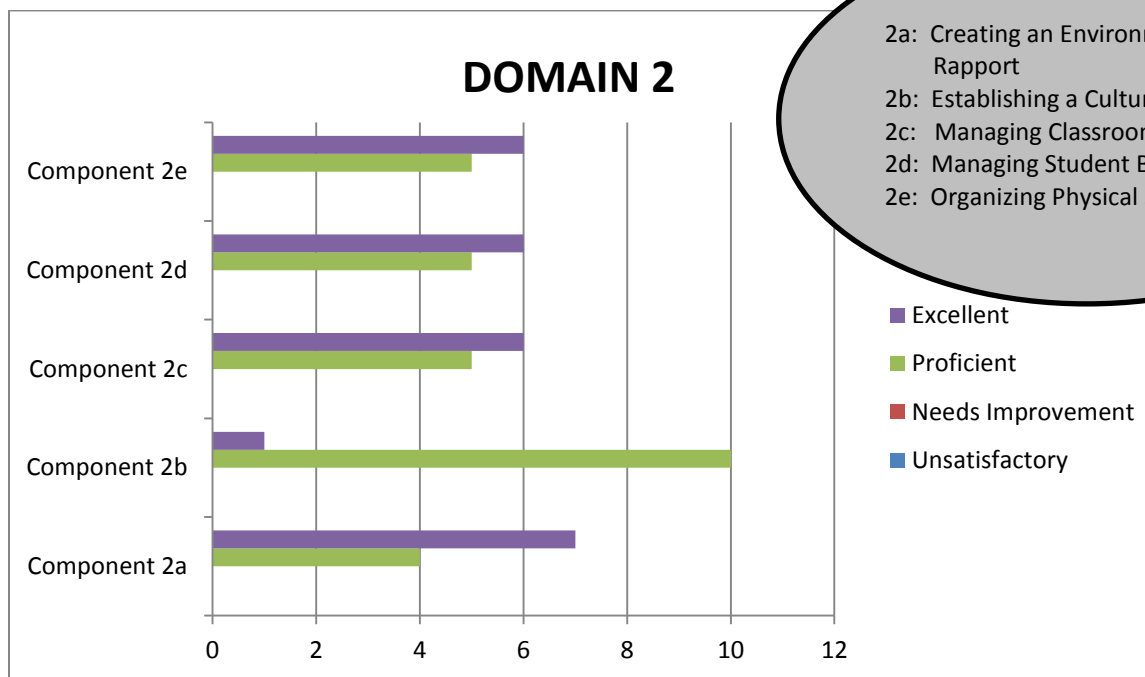
- Graphic Representation of Data
    o Please see next sheet

DOMAIN 1
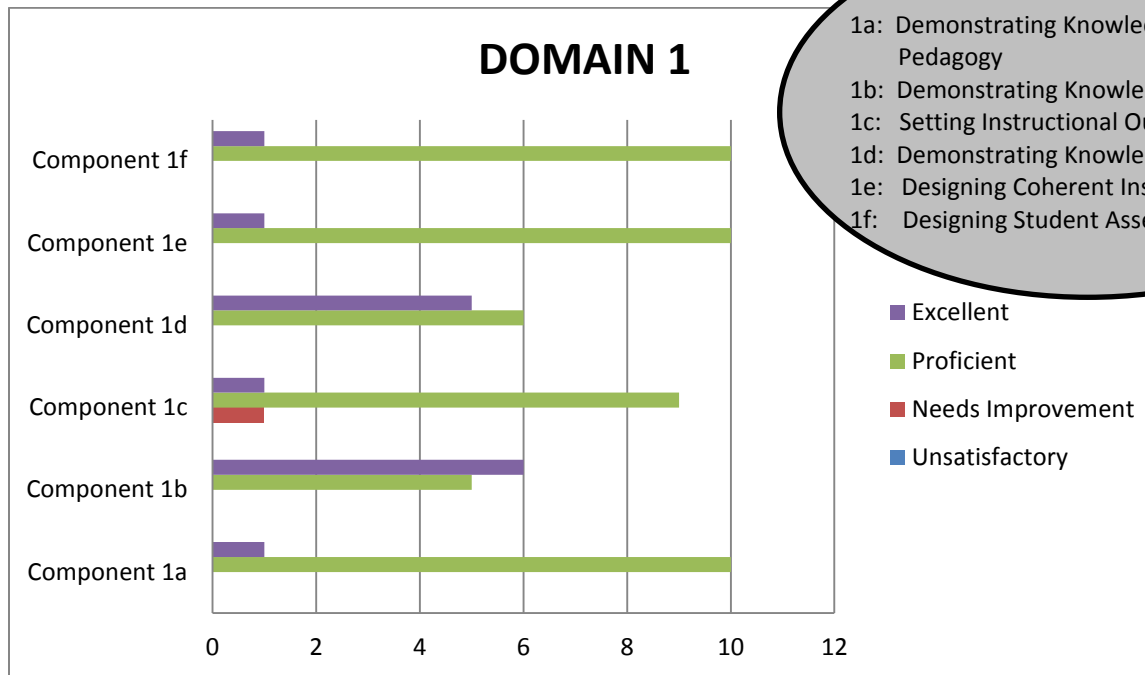
Components:
- 1a: Demonstrating Knowledge of Content & Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
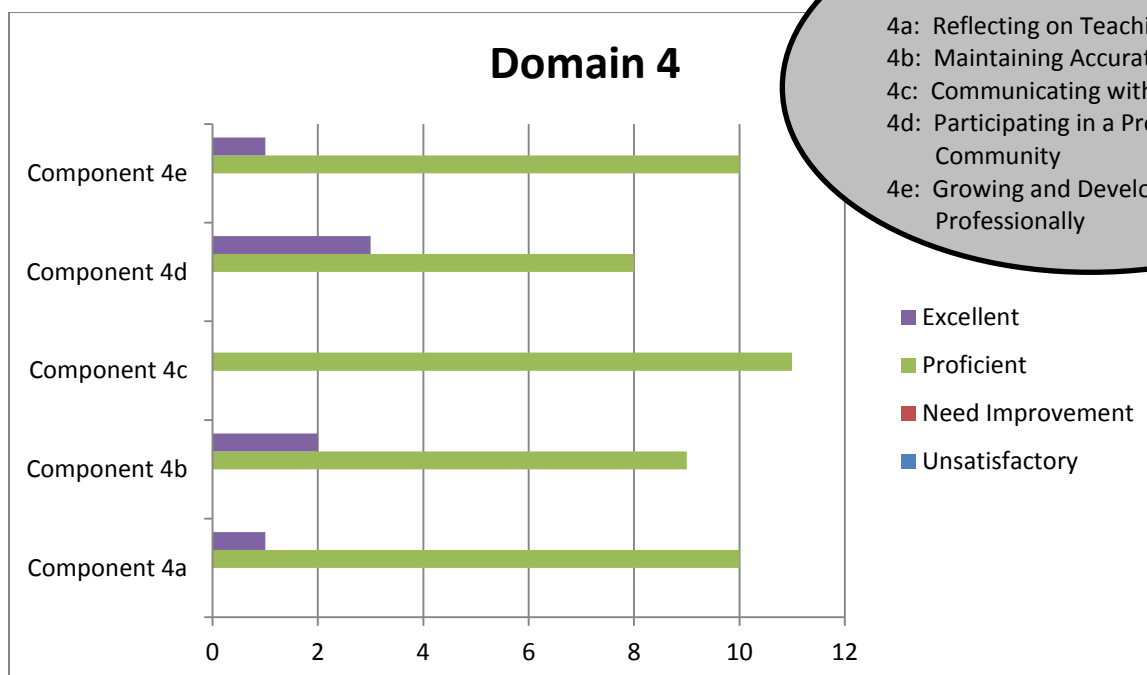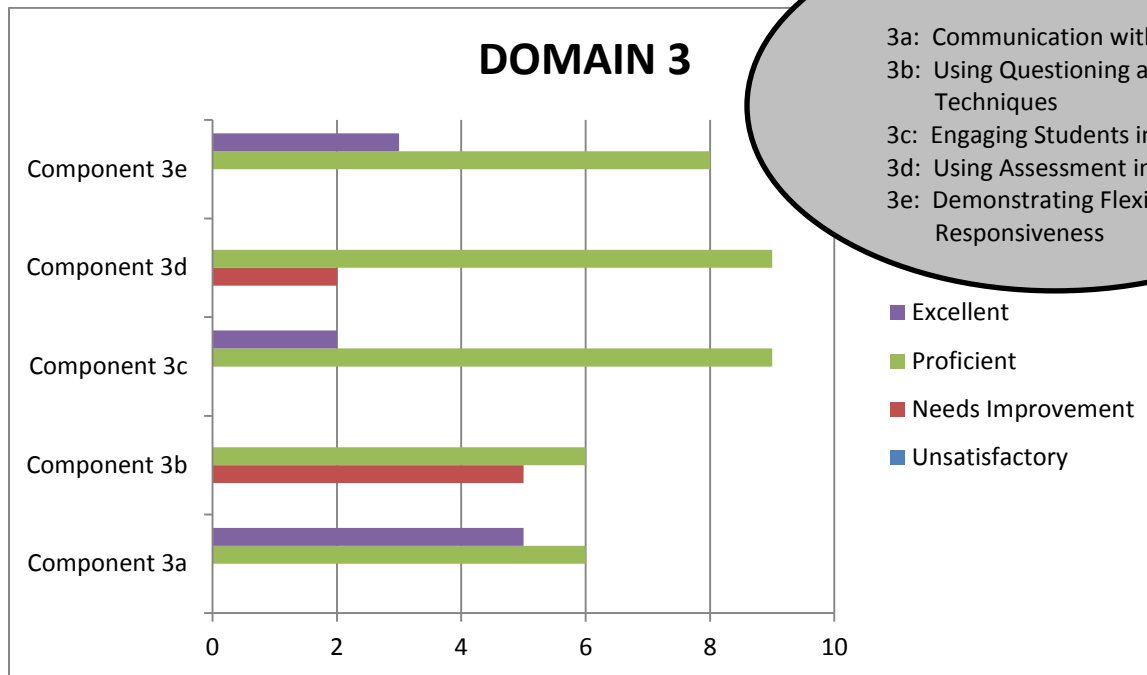- 1f: Designing Student Assessments

- Excellent
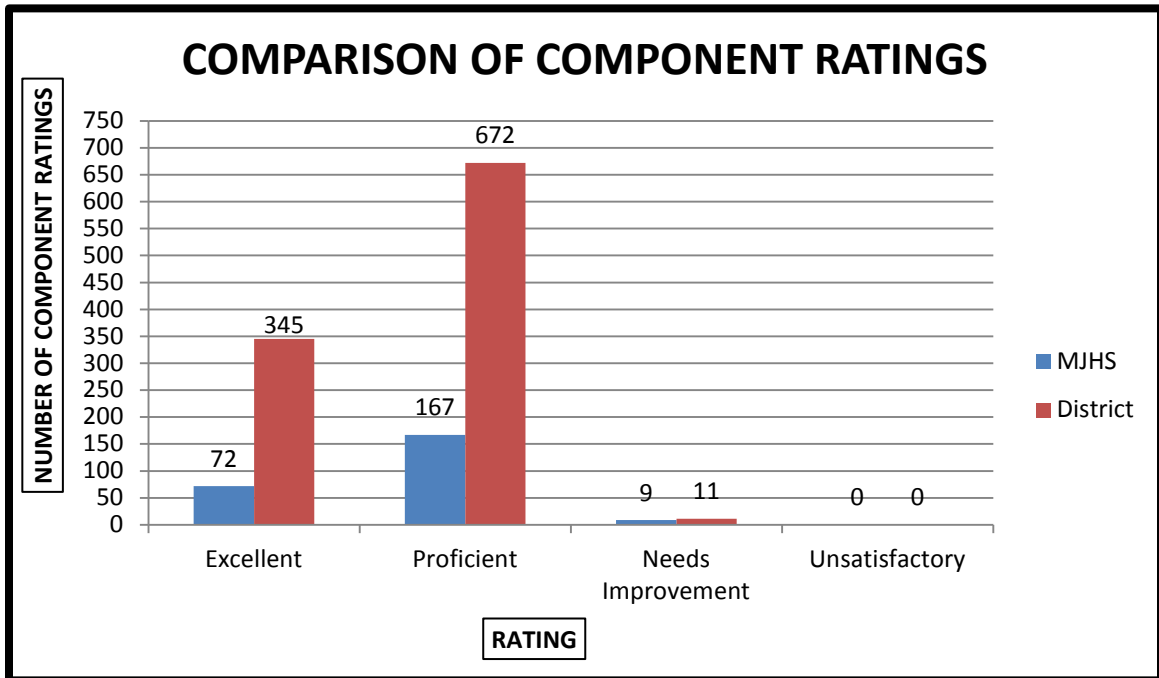- Proficient
- Needs Improvement
- Unsatisfactory

DOMAIN 2

Components:
- 2a: Creating an Environment of Respect & Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

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Meridian CUSD223

DOMAIN 3

Components:

3a: Communication with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

Legend:
- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Categories: Component 3e, Component 3d, Component 3c, Component 3b, Component 3a
Axis: 0, 2, 4, 6, 8, 10

Domain 4

Components:

4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Learning Community
4e: Growing and Developing Professionally

Legend:
- Excellent
- Proficient
- Need Improvement
- Unsatisfactory

Categories: Component 4e, Component 4d, Component 4c, Component 4b, Component 4a
Axis: 0, 2, 4, 6, 8, 10, 12

64

COMPARISON OF COMPONENT RATINGS

A bar chart comparing MJHS and District component ratings:

Rating	MJHS	District
Excellent	72	345
Proficient	167	672
Needs Improvement	9	11
Unsatisfactory	0	0

Y-axis: NUMBER OF COMPONENT RATINGS
X-axis: RATING

NON – LOCAL ASSESSMENT (ISAT)

- What is Being Measured

The Illinois Standards Achievement Test (ISAT) measures the achievement of students in reading and mathematics in grades three through eight. Each ISAT test is designed to assess the Illinois Learning Standards validity, reliably, and fairly. The selection of items is guided by the Illinois Assessment Frameworks. Questions correspond to the purposes, objectives, and skills framed by the learning standards.

- How is it Measured

The ISAT measure is reported as a percentage of students who are scored in Academic Warning, Below, Meets, or Exceeds state standards. Therefore, it is a measure of how many students can achieve above a set benchmark. It does not reward schools who have students that exceed the set benchmark.

- General Reaction

When comparing the 3 year trend, there is an obvious drop in scoring starting in 2012-2013 because a new cut score for student performance levels was created. In general, over all grade levels and subject areas we are comparable with the state average.

- Critical Questions
  - After taking the first round of PARCC, how will our scores compare to the state?
  - How can we use the data we receive to improve instruction?

- Graphic Representation of Data
  - Please see next sheets

ISAT Data by Grade Level

8th Grade Reading 2011/12 – 2014:

2011 – 2012   2012 – 2013   2013 – 2014
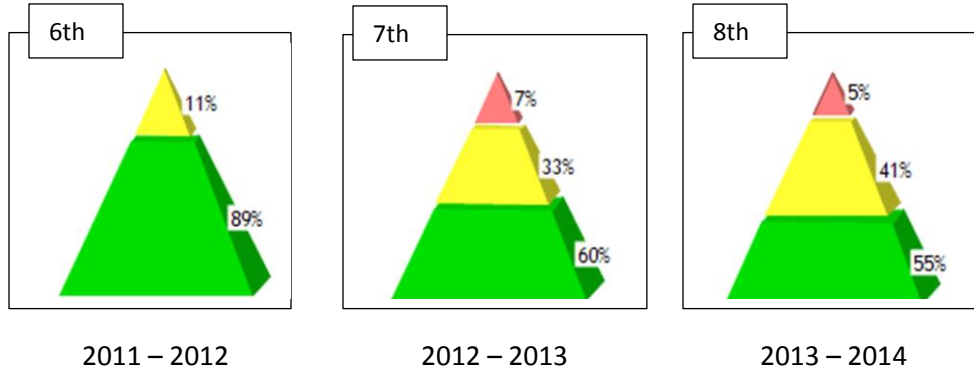
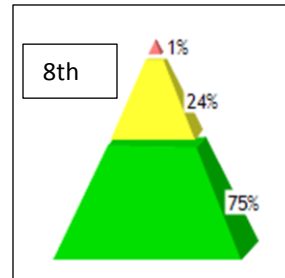| ISAT Reading 8th Grade	Grade 6	Grade 7	Grade 8
	% (#)	% (#)	% (#)
Tier III – Academic Warning	0% (0)	7% (10)	5% (7)
Tier II – Below Standards	11% (16)	33% (50)	40% (62)
Tier I – Meets and Exceeds Standards	89% (133)	60% (90)	55% (83)
Total Tested	100% (149)	100%(150)	100% (152)

8th Grade Math 2011/12 – 2013/14:
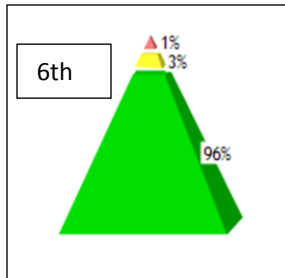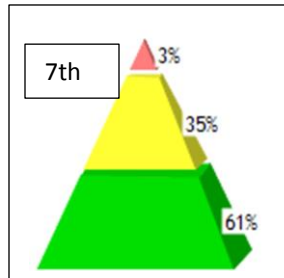
6th	7th	8th
▲1% 3% 96%	▲3% 35% 61%	▲1% 24% 75%
2011 – 2012	2012 – 2013	2013 – 2014

ISAT Math 8th Grade	Grade 6 % (#)	Grade 7 % (#)	Grade 8 % (#)
Tier III – Academic Warning	0% (0)	3% (5)	1% (2)
Tier II – Below Standards	6% (10)	35% (53)	24% (36)
Tier I – Meets and Exceeds Standards	94% (144)	61% (92)	75% (114)
Total Tested	100% (154)	100% (150)	100% (152)

7th Grade Reading 2011/12 – 2014:
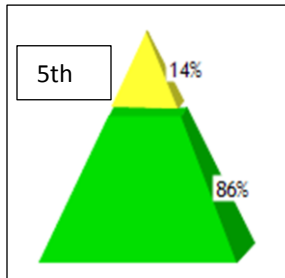
5th	6th	7th
14%	1%	5%
86%	34%	26%
	65%	69%
2011 – 2012	2012 – 2013	2013 – 2014

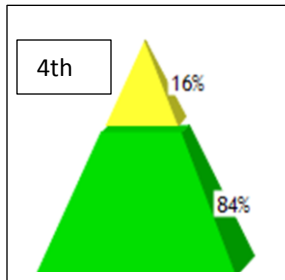| ISAT Reading 7th Grade	Grade 5 % (#)	Grade 6 % (#)	Grade 7 % (#)
Tier III – Academic Warning	0% (0)	1% (2)	2% (3)
Tier II – Below Standards	14% (20)	34% (48)	31% (44)
Tier I – Meets and Exceeds Standards	86% (118)	65% (93)	67% (96)
Total Tested	100% (138)	100% (143)	100% (143)

7th Grade Math 2011/12 – 2013/14:

| 5th |
| 6th |
| 7th |
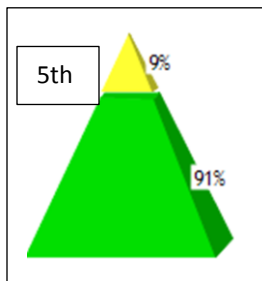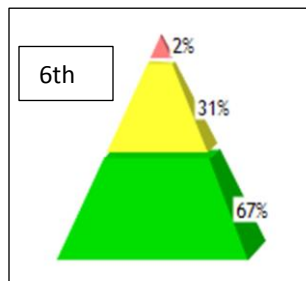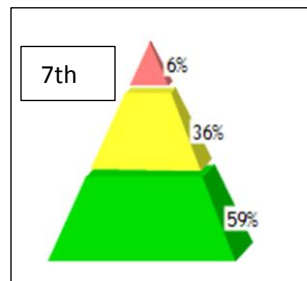
2011 – 2012   2012 – 2013   2013 – 2014

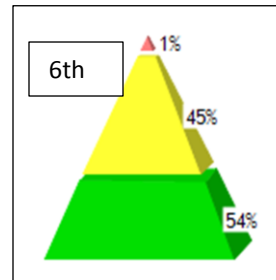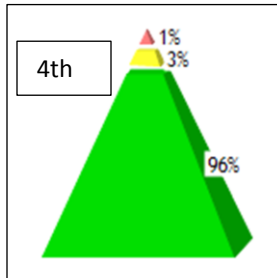| ISAT Math 7th Grade	Grade 5 % (#)	Grade 6 % (#)	Grade 7 % (#)
Tier III – Academic Warning	0% (0)	2% (3)	6% (8)
Tier II – Below Standards	9% (13)	31% (44)	36% (52)
Tier I – Meets and Exceeds Standards	91% (125)	67% (96)	59% (85)
Total Tested	100% (138)	100% (143)	100% (145)

6th Grade Reading 2011/12 – 2014:

4th	5th	6th
16%	▲1% 33%	▲1% 45%
84%	67%	54%
2011 – 2012	2012 – 2013	2013 – 2014

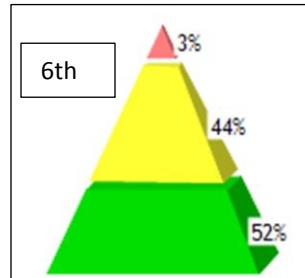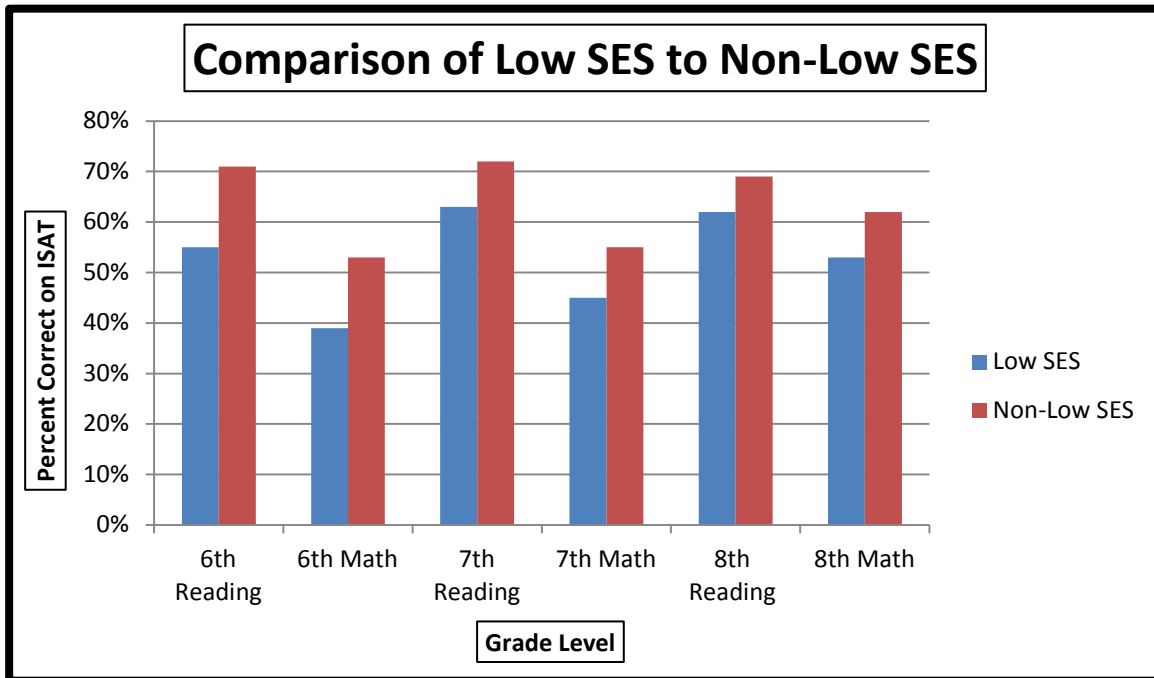| ISAT Reading 6th Grade	Grade 4	Grade 5	Grade 6
	% (#)	% (#)	% (#)
Tier III – Academic Warning	0% (0)	1% (1)	1% (1)
Tier II – Below Standards	16% (21)	33% (44)	45% (65)
Tier I – Meets and Exceeds Standards	84% (107)	67% (90)	54% (78)
Total Tested	100% (128)	100% (135)	100% (144)

6th Grade Math 2011/12 – 2013/14:

4th
1%
3%
96%

2011 – 2012

5th
4%
36%
61%

2012 – 2013

6th
3%
44%
52%
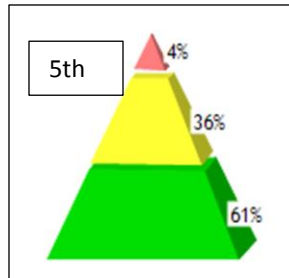
2013 – 2014

ISAT Math 6th Grade	Grade 4 % (#)	Grade 5 % (#)	Grade 6 % (#)
Tier III – Academic Warning	1% (1)	4% (5)	3% (5)
Tier II – Below Standards	3% (4)	36% (48)	44% (64)
Tier I – Meets and Exceeds Standards	96% (123)	61% (82)	52% (76)
Total Tested	100% (128)	100% (135)	100% (145)

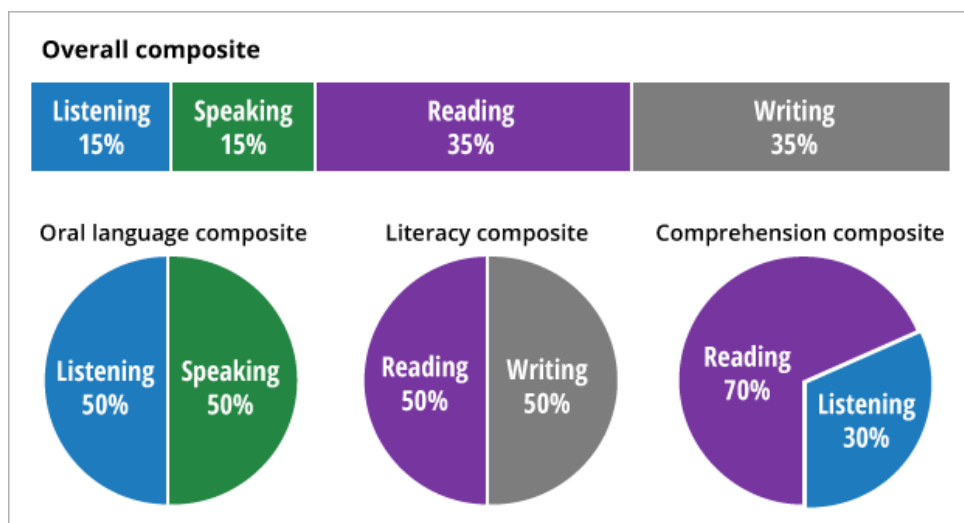**Comparison of Low SES to Non-Low SES**

NON – LOCAL ASSESSMENT (ACCESS)

- What is Being Measured

ACCESS is a standard's based criterion referenced English language proficiency test designed to measure English language learners social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context. It is a universal screener given to students K-12 who are identified as English language learners.

- How is it Measured

ACCESS was used during the 2014-15 school year by the ELL teacher in early February to assess ELL student's proficiency levels of English in areas of listening, speaking, reading, and writing with these students. In January 2014, new proficiency levels were implemented. Students who obtain an overall composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on this annually administered test are considered to be English language proficient. Below is the breakdown of how the ACCESS test is scored.

- General Reaction

Overall, the reaction to the 2015 ACCESS data shows a positive trend of a 15% average growth in the overall composite score of the identified ELL students. There are 26 students who have been identified as ELL students at some point in their school career who are currently attending the Junior High and only 6 were receiving services this past year. According to this year's ACCESS scores, 2 students will be dismissed from the program. Students will be supported with additional writing in content areas using school-wide writing rubric.

- Critical Questions

    o How can we support the ELL students in writing proficiency?
    o How can the 2015-2017 SIP goal be adapted to support the ELL students in the area of writing proficiency?

- Graphic Representation of Data
    o Please see next sheet

ACCESS Test Results

STUDENT	GRADE LEVEL	OVERALL COMPOSITE 2014	OVERALL COMPOSITE 2015 (5.0)	READING PROFICIENCY 2014	READING PROFICIENCY 2015 (4.2)	WRITING PROFICIENCY 2014	WRITING PROFICIENCY 2015 (4.2)
Student 1	7	N/A	4.9	N/A	4.4	N/A	3.5
Student 2	7	N/A	3.8	N/A	2.2	N/A	3.7
Student 3	8	4.4	5.6	4.9	6.0	3.8	3.8
Student 4	8	4.6	5.6	4.9	6.0	3.8	3.7
Student 5	8	4.2	4.1	4.2	3.0	3.7	3.7
Student 6	8	3.9	4.2	3.2	3.8	3.8	3.7
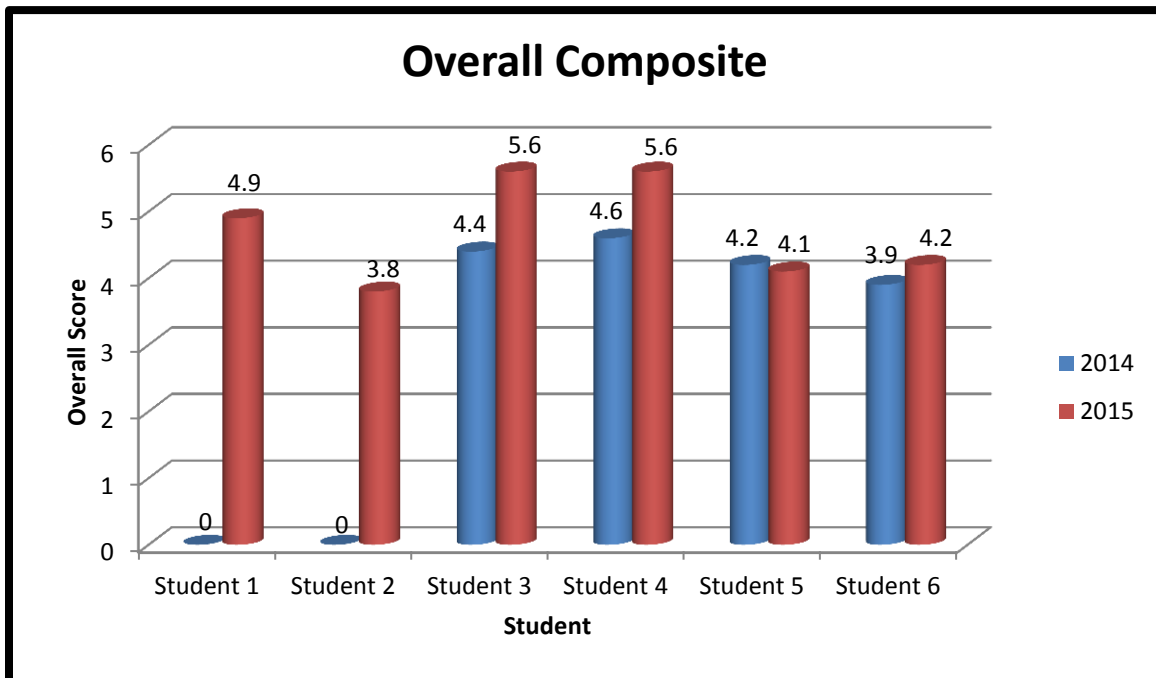
NON – LOCAL ASSESSMENT (AIMS Web)

- What is Being Measured

AIMS Web is a universal screening, progress monitoring, and data management system that can be used to support Response to Intervention. Target goals set by AIMS Web are determined over time and across states to show grade level success. Reading assesses general reading proficiency and fluency. The mathematics domains assessed include number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.

- How is it Measured

AIMS Web was used during the 2014-15 school year by both the math and reading interventionist in addition to classroom teachers. It was administered three times during the school year in the fall, winter, and spring.   AIMS Web assesses reading fluency, reading comprehension, math computation, and math problem solving. All students who were identified for additional support were also tracked to determine the effectiveness of the interventions.

- General Reaction

The data included focused on Reading Curriculum-Based Measurement (R-CBM) which measures oral reading. Overall, students are scoring above the national target when they begin and continue to show progress throughout the year. The special education sub-group continually scores low in all categories which could be attributed to tests being timed.

The data included for math focused on Mathematics Concepts and Applications (M-CAP) which measures general mathematics problem solving skills. Overall, students scored above the intended target except for the sub-group of special education.

- Critical Questions

  - Is AIMS Web giving providing the right information to make accurate decisions that affect student achievement?
  - Are we getting the information we need when our students already score above the initial target?
  - Is AIMS Web really necessary? Are there other sources that can provide the same data?
  - Is it worthy of the cost and instructional time lost to administer and score?
  - Is the data provided guiding any curricular/instructional changes?

- Graphic Representation of Data

6th Grade AIMSweb Reading Data
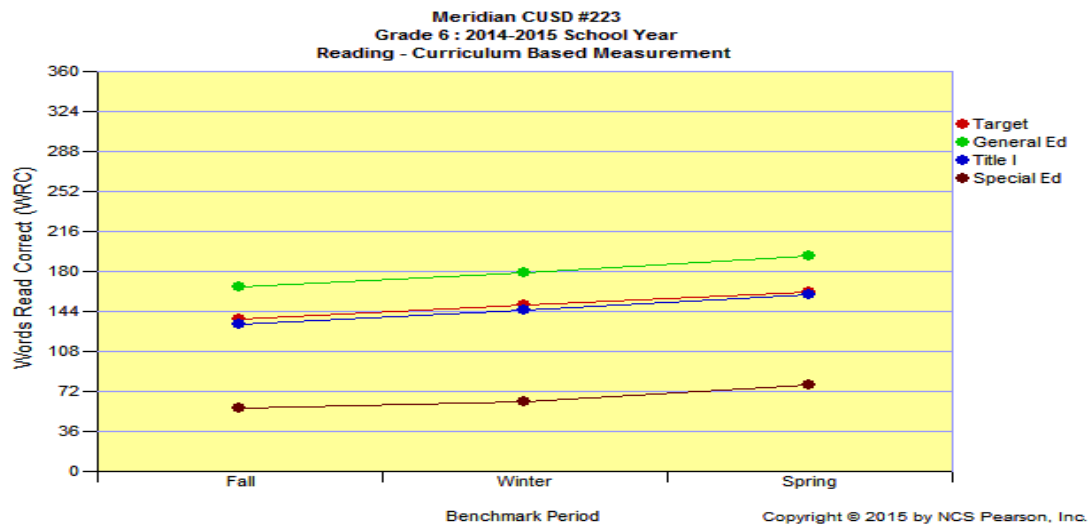
	Fall	Winter	Spring	Growth Rate
Target	136.0	149.0	161.0	0.7 WRC/week
General Ed	166.0	178.6	193.8	0.8 WRC/week
Title I	131.5	144.2	158.9	0.8 WRC/week
Special Ed	56.0	61.6	77.6	0.6 WRC/week

Meridian CUSD #223
Grade 6 : 2014-2015 School Year
MAZE - Comprehension
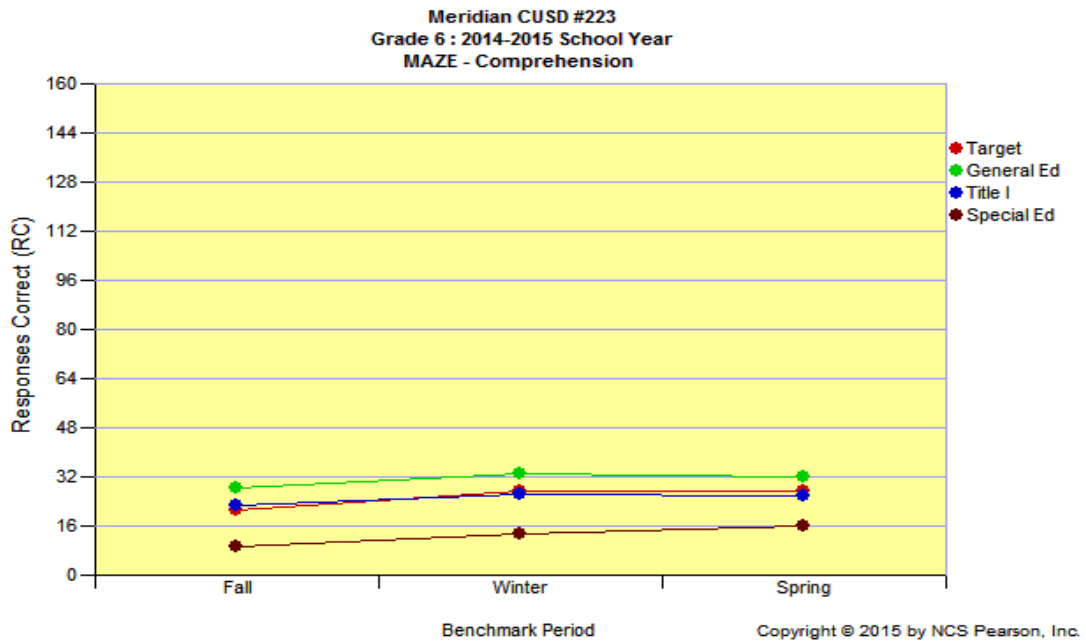
	Fall	Winter	Spring	Growth Rate
Target	21.0	27.0	27.0	0.2 RC/week
General Ed	27.9	32.7	31.8	0.1 RC/week
Title I	22.6	26.2	25.5	0.1 RC/week
Special Ed	9.2	13.2	16.0	0.2 RC/week

7th Grade AIMSweb Reading Data

Meridian CUSD #223 – Meridian Junior High School
Grade 7 : 2014–2015 School Year
Reading – Curriculum Based Measurement
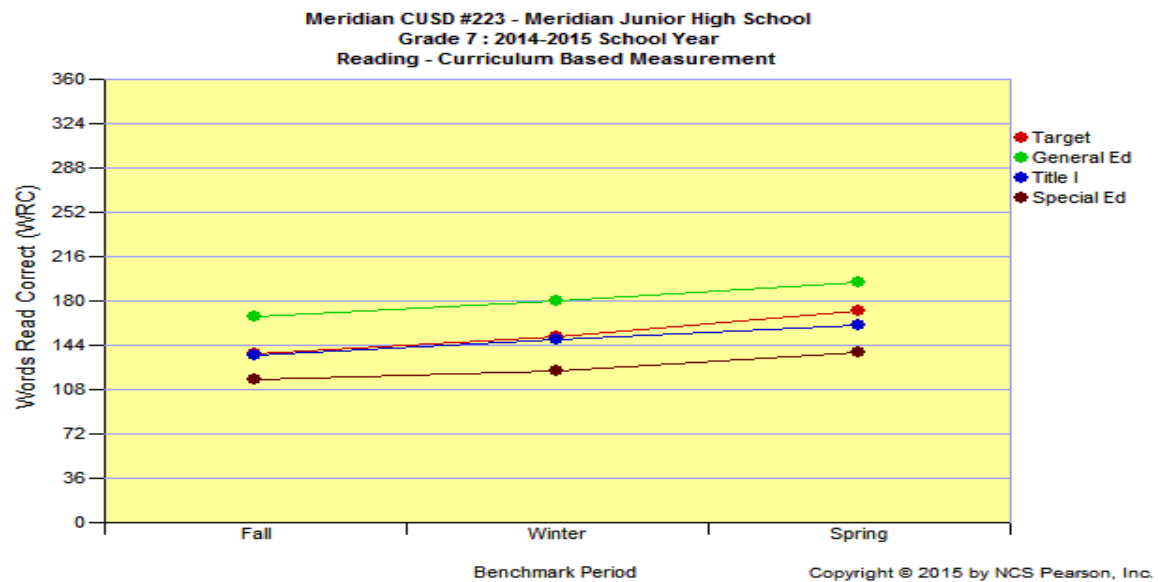
	Fall	Winter	Spring	Growth Rate
Target	136.0	150.0	171.0	1.0 WRC/week
General Ed	166.7	179.4	194.5	0.8 WRC/week
Title I	135.3	147.9	159.3	0.7 WRC/week
Special Ed	115.8	122.7	138.1	0.6 WRC/week

Meridian CUSD #223 - Meridian Junior High School
Grade 7 : 2014-2015 School Year
MAZE - Comprehension
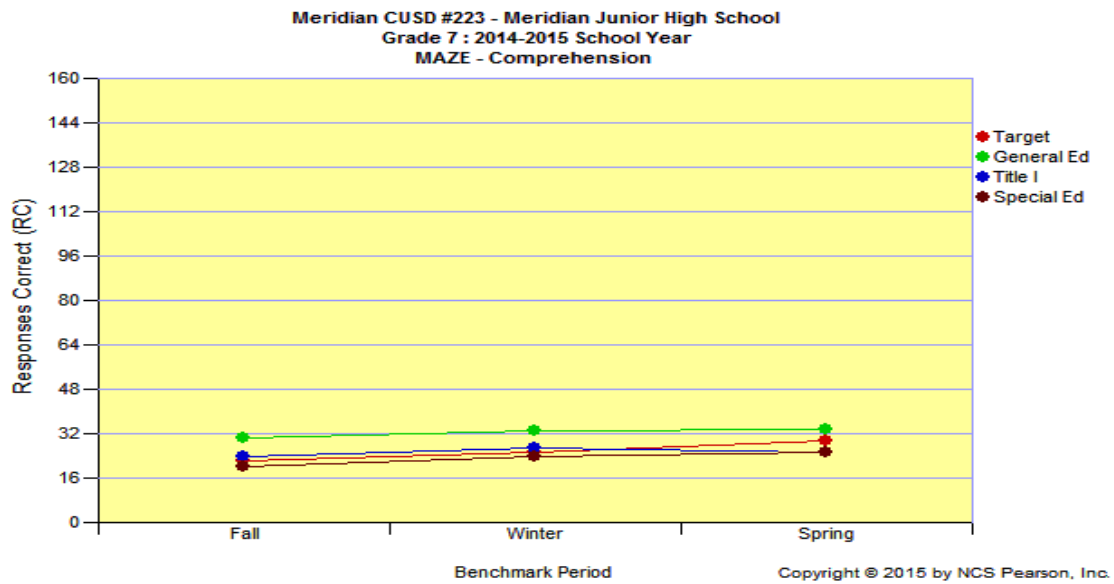
	Fall	Winter	Spring	Growth Rate
Target	22.0	25.0	29.0	0.2 RC/week
General Ed	30.0	32.8	33.4	0.1 RC/week
Title I	23.7	26.6	25.2	0.0 RC/week
Special Ed	19.8	23.6	25.1	0.1 RC/week

8th Grade AIMSweb Reading Data

Meridian CUSD #223 - Meridian Junior High School
Grade 8 : 2014-2015 School Year
Reading - Curriculum Based Measurement
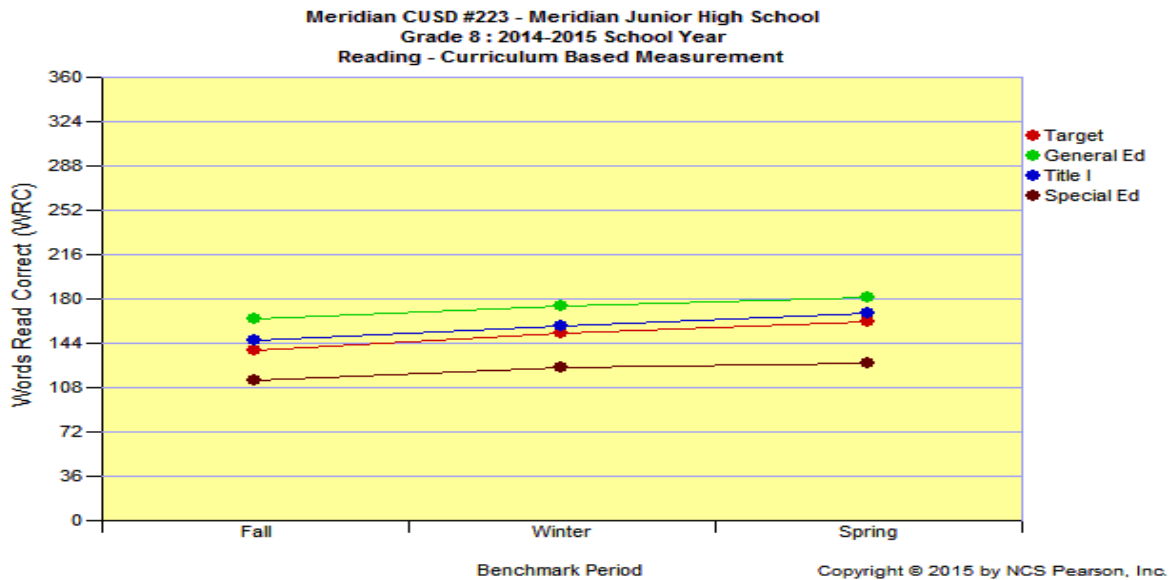
	Fall	Winter	Spring	Growth Rate
Target	138.0	151.0	161.0	0.6 WRC/week
General Ed	163.2	173.9	180.2	0.5 WRC/week
Title I	146.0	157.3	167.9	0.6 WRC/week
Special Ed	113.0	124.1	127.7	0.4 WRC/week

Meridian CUSD #223 – Meridian Junior High School
Grade 8 : 2014–2015 School Year
MAZE – Comprehension
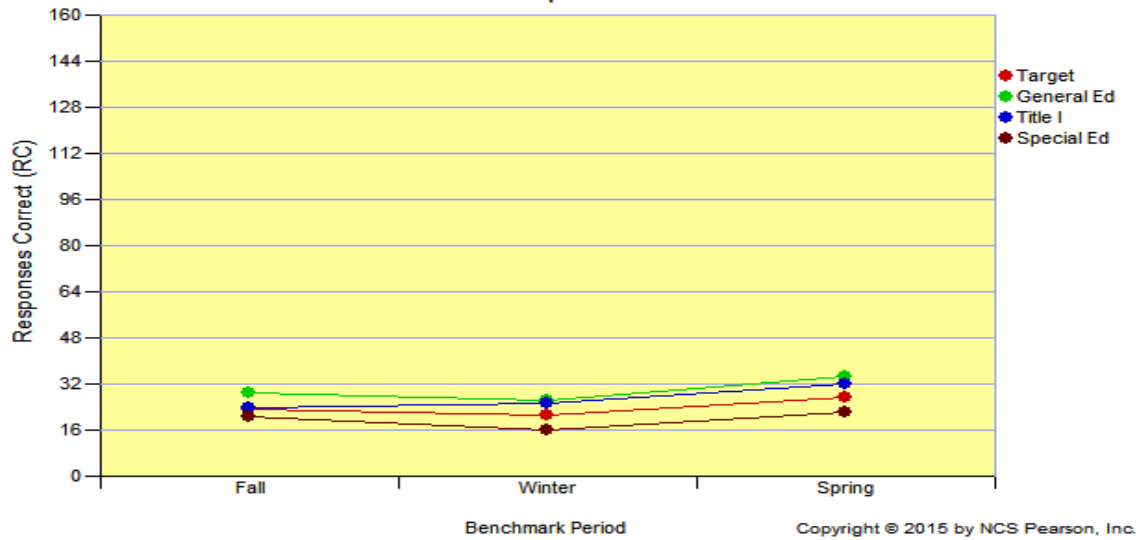
	Fall	Winter	Spring	Growth Rate
Target	23.0	21.0	27.0	0.1 RC/week
General Ed	28.7	25.9	34.4	0.2 RC/week
Title I	23.4	25.1	31.6	0.2 RC/week
Special Ed	20.5	15.7	21.9	0.0 RC/week

6th Grade AIMSweb Math Data

Meridian CUSD #223 - Meridian Junior High School
Grade 6 : 2014-2015 School Year
Mathematics Concepts and Applications

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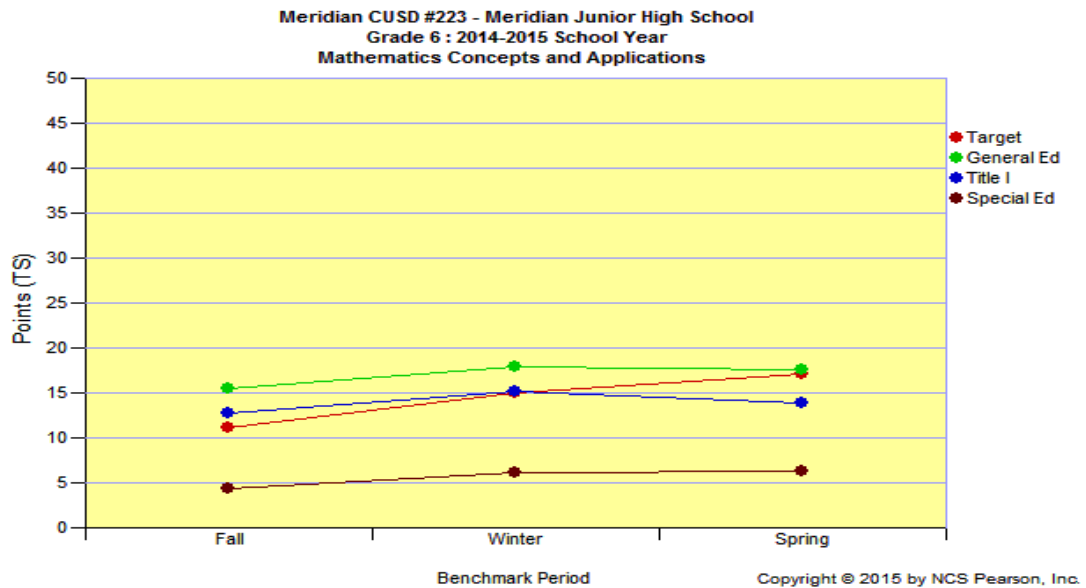
	Fall	Winter	Spring	Growth Rate
Target	11.0	15.0	17.0	0.2 TS/week
General Ed	15.5	17.8	17.5	0.1 TS/week
Title I	12.6	15.1	13.9	0.0 TS/week
Special Ed	4.2	6.0	6.2	0.1 TS/week

Meridian CUSD #223 – Meridian Junior High School
Grade 6 : 2014–2015 School Year
Math Computation
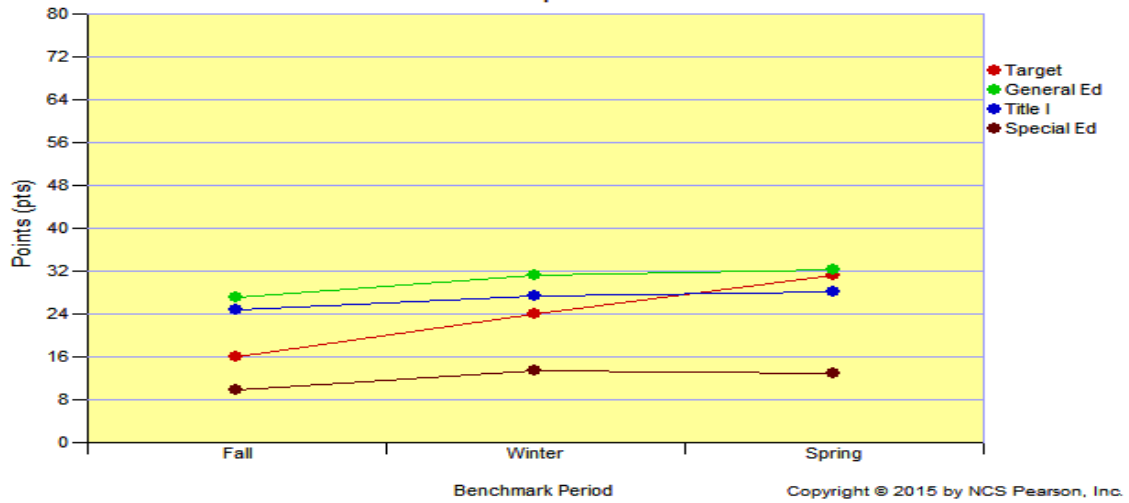
	Fall	Winter	Spring	Growth Rate
Target	16.0	24.0	31.0	0.4 pts/week
General Ed	26.9	31.0	32.1	0.1 pts/week
Title I	24.6	27.2	27.9	0.1 pts/week
Special Ed	9.6	13.2	12.8	0.1 pts/week

7th Grade AIMSweb Math Data

Meridian CUSD #223 - Meridian Junior High School
Grade 7 : 2014-2015 School Year
Mathematics Concepts and Applications

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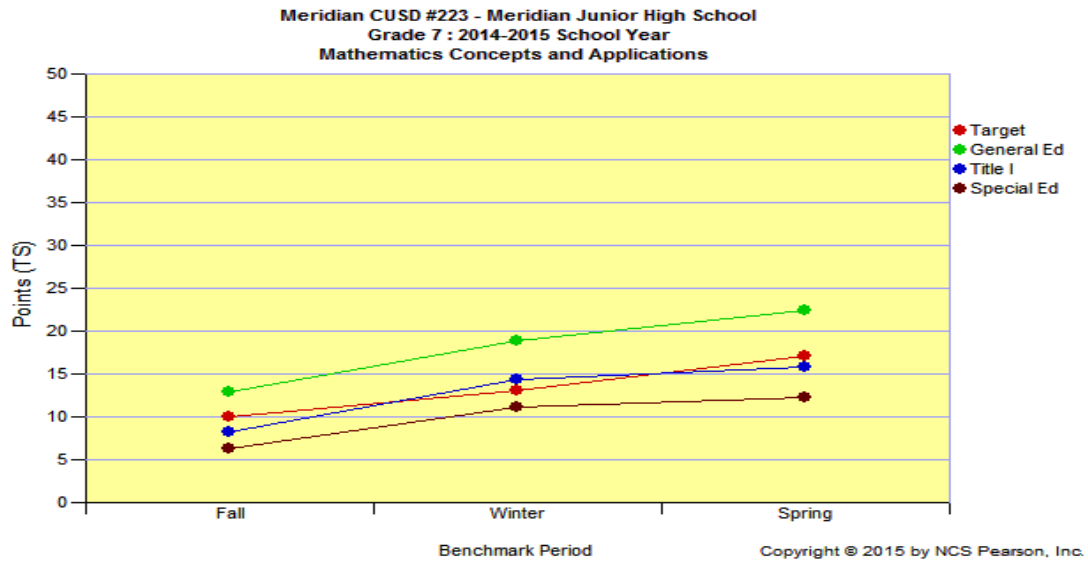
	Fall	Winter	Spring	Growth Rate
Target	10.0	13.0	17.0	0.2 TS/week
General Ed	12.8	18.8	22.3	0.3 TS/week
Title I	8.2	14.2	15.7	0.2 TS/week
Special Ed	6.2	11.0	12.1	0.2 TS/week

Meridian CUSD #223 – Meridian Junior High School
Grade 7 : 2014–2015 School Year
Math Computation

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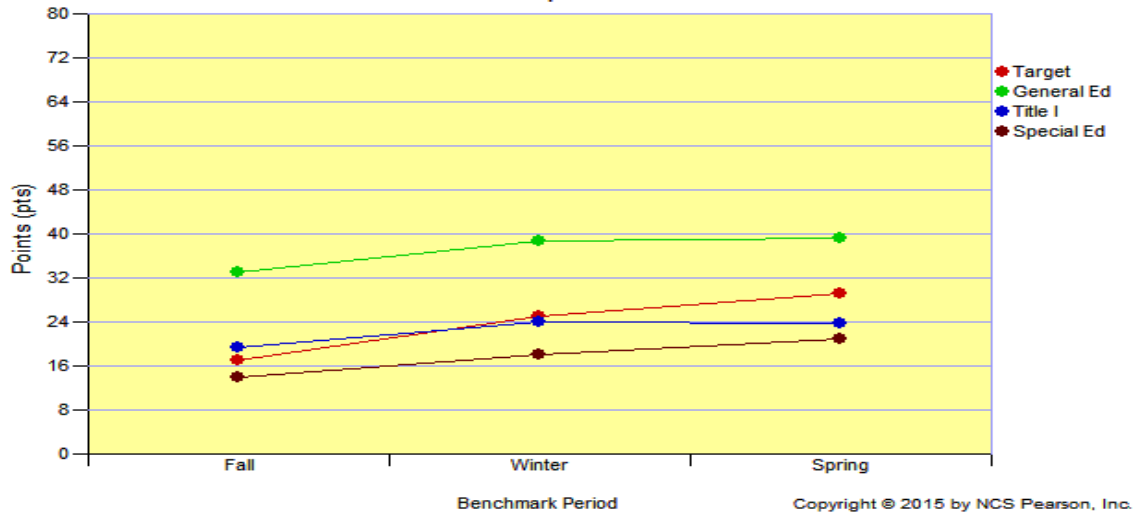
	Fall	Winter	Spring	Growth Rate
Target	17.0	25.0	29.0	0.3 pts/week
General Ed	32.9	38.6	39.1	0.2 pts/week
Title I	19.2	23.9	23.5	0.1 pts/week
Special Ed	13.7	18.0	20.7	0.2 pts/week

8th Grade AIMSweb Math Data

Meridian CUSD #223 - Meridian Junior High School
Grade 8 : 2014-2015 School Year
Mathematics Concepts and Applications

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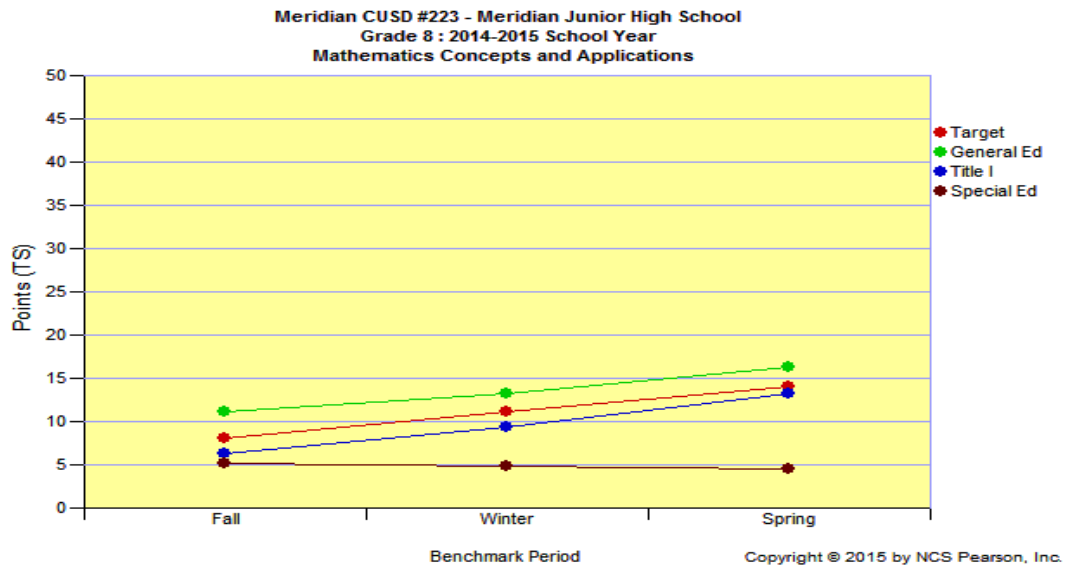
	Fall	Winter	Spring	Growth Rate
Target	8.0	11.0	14.0	0.2 TS/week
General Ed	11.0	13.1	16.2	0.1 TS/week
Title I	6.3	9.3	13.1	0.2 TS/week
Special Ed	5.1	4.7	4.4	- 0.0 TS/week

Meridian CUSD #223 – Meridian Junior High School
Grade 8 : 2014–2015 School Year
Math Computation

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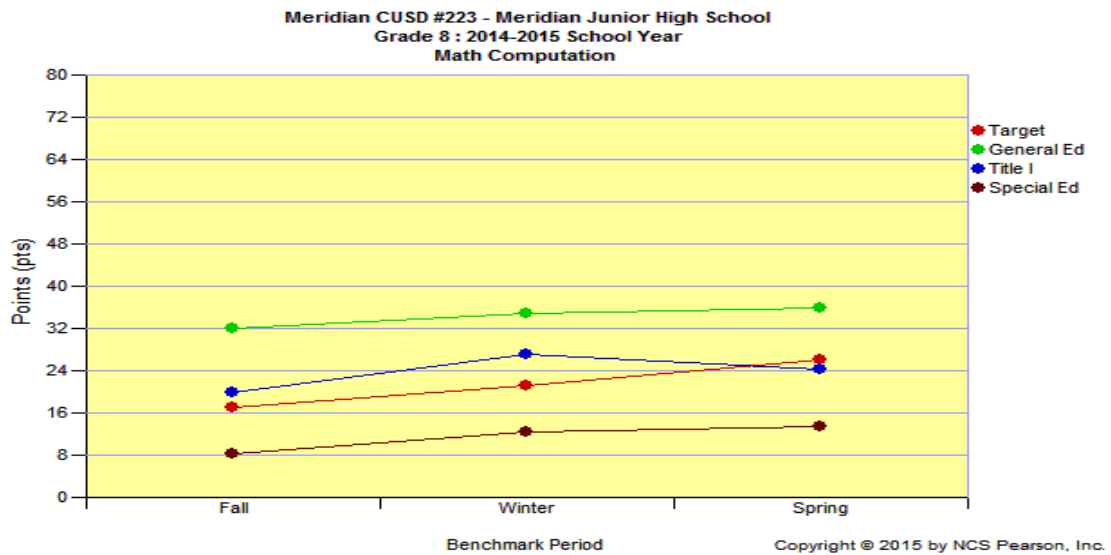
	Fall	Winter	Spring	Growth Rate
Target	17.0	21.0	26.0	0.3 pts/week
General Ed	31.9	34.7	35.7	0.1 pts/week
Title I	19.7	27.0	24.1	0.1 pts/week
Special Ed	8.1	12.1	13.3	0.1 pts/week

ACADEMIC PERFORMANCE OF LOW SOCIO-ECOMONIC STATUS

- What is Being Measured

Low SES is a measure of a family's income in comparison to the total size of their family. This is measured primarily to ensure that schools are in compliance with the federal law regarding free and reduced lunch prices for students who are labeled through the process as having Low Socio-Economic Status. Additionally, schools look at this data frequently because students with Low SES often have different subsets of strengths and potential issues. When looking at academic data over time, most low SES students usually underachieve in comparison to non-low SES students.

- How is it Measured

Low SES is measured by federal guidelines measuring family size compared to family income. The breakdown of the guidelines for the 14-15 school year is listed below.

INCOME ELIGIBILITY GUIDELINES
[Effective from July 1, 2014 to June 30, 2015]

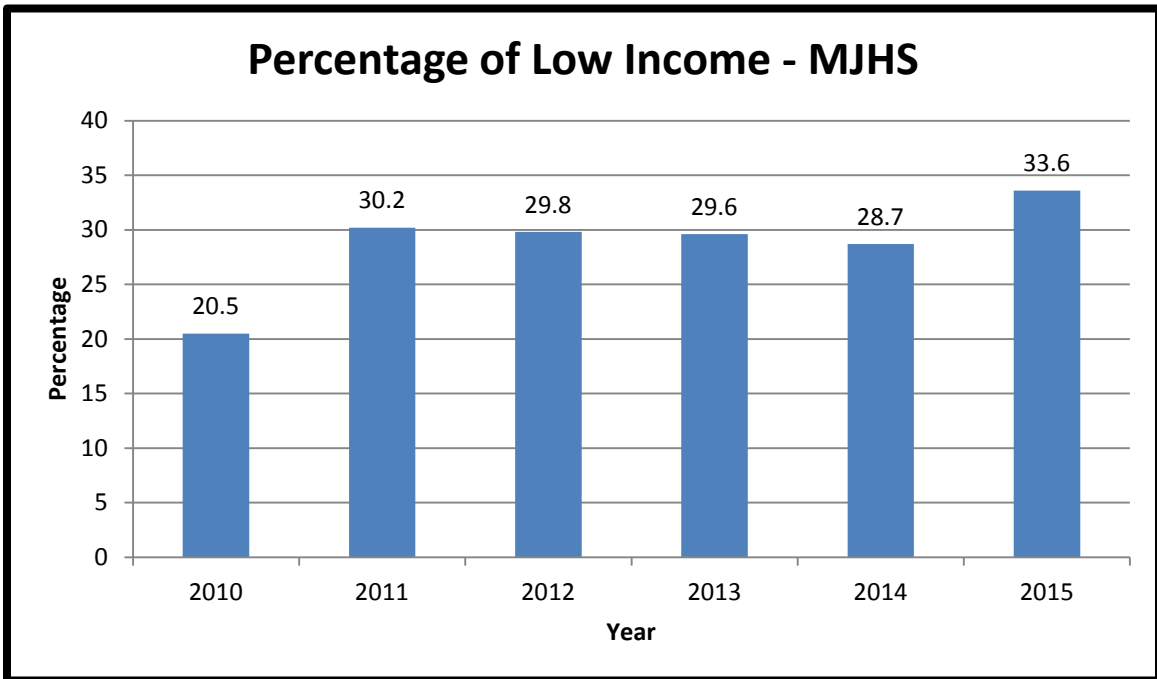| Household size	Federal poverty guidelines—100%					Reduced price meals—185%				
	Annual	Monthly	Twice-monthly	Bi-weekly	Weekly	Annual	Monthly	Twice-monthly	Bi-weekly	Weekly
48 Contiguous States, D.C., Guam and Territories										
1	$11,670	$973	$487	$449	$225	$21,590	$1,800	$900	$831	$416
2	15,730	1,311	656	605	303	29,101	2,426	1,213	1,120	560
3	19,790	1,650	825	762	381	36,612	3,051	1,526	1,409	705
4	23,850	1,988	994	918	459	44,123	3,677	1,839	1,698	849
5	27,910	2,326	1,163	1,074	537	51,634	4,303	2,152	1,986	993
6	31,970	2,665	1,333	1,230	615	59,145	4,929	2,465	2,275	1,138
7	36,030	3,003	1,502	1,386	693	66,656	5,555	2,778	2,564	1,282
8	40,090	3,341	1,671	1,542	771	74,167	6,181	3,091	2,853	1,427
Each add'l family member add	+ 4,060	+ 339	+ 170	+ 157	+ 79	+ 7,511	+ 626	+ 313	+ 289	+ 145

- General Reaction

The demographics of MJHS is changing. Since 2010, the free and reduced population has increased 13.1%. When comparing achievement of this low income population to non-low income population in reading, these students are scoring below their non-low income peers, however often perform at or above the AIMS Web target goal. In the area of math, the low income population is performing below or at the AIMS Web target goal.

- Critical Questions
    - Is this population being served by the reading and math interventionists?
    - As the numbers continue to rise, how do we better support these students?
    - Is the newly formed student assistance team targeting this population?

- Graphic Representation of Data
  - Please see next sheet and AIMS Web graphs above

Percentage of Low Income - MJHS

Year	Percentage
2010	20.5
2011	30.2
2012	29.8
2013	29.6
2014	28.7
2015	33.6

LOCAL ASSESSMENT

- What is Being Measured

The Performance Evaluation Reform Act (PERA) and SB7 states evaluations must use data and indicators of student growth as a significant factor in rating teacher performance. For this purpose starting in 2016-17, thirty percent of a teacher's evaluation must represent student growth by collecting multiple data points for each student over time. Teachers must choose 2 different types of tests such as a nationally normed, local to district, or specific to a course to use for the student growth portion of the overall evaluation rating.

- How is it Measured

School year 2015-16 is a no stakes implementation year to see if adjustments need to be made to the district created assessments and plan before full implementation in 2016-17. Teachers will administer mirrored assessments at the beginning and end of the school year. After pre-assessments are given, student learning objectives (SLO's) will be set for each student. Teachers will do a mid-point check with the students to determine instructional or SLO adjustments. At the end of the year post-assessments will be given and evaluated to see how many students reached their goal of 51% improvement from the pre-assessment score.

- General Reaction

At the end of the 2014-15 school year, several teachers administered their post-assessment to informally collect assessment results. This will help teachers determine any instructional adjustments to be made before the no stakes implementation year.

- Critical Questions

  - What adjustments need to be made to pre/post-assessments to mirror instruction?
  - What adjustments need to be made based on student performance?
  - How will the student performance modify or enhance instruction in the classroom?

- Graphic Representation of Data
  - Not Available

SPECIAL EDUCATION

- What is Being Measured

Students identified to receive special education services should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate.

- How is it Measured

The minutes provided in a student's IEP are the minutes of additional support a student must be given to support their academic goals. The goal of special education is to have students in the least restrictive environment as possible. The target is to provide students the opportunities in regular education classrooms as much as possible.

- General Reaction

The percentage of time spent special education students spend in regular education classes has decreased this past year. When examining these students the disabilities have warranted placement with additional support. A lot of these students required support for autistic tendencies and emotional development. This requires more direct contact with the special education teacher.

- Critical Questions
    - How are paraprofessionals being used to support these students in the regular education classroom?
    - What training needs to be done for the paraprofessionals to best meet the needs of the students?
    - Does an examination of curriculum within the instructional classes needs to be done to ensure student needs are being met?

- Graphic Representation of Data
    - Please see next sheet

Special Education Evaluations 2014-2015	
Initial IEP's	4
Re-Evaluations	14
Dismissals	3
Not Eligible	1
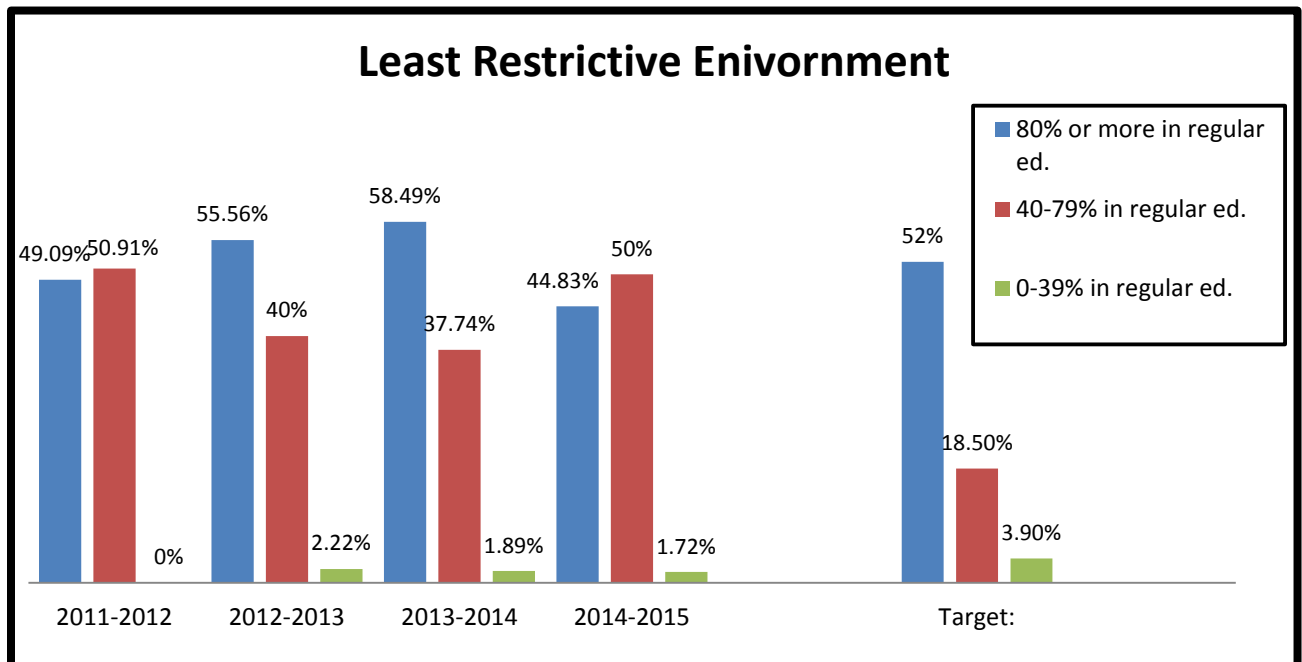
Least Restrictive Enivornment

Legend:
- 80% or more in regular ed.
- 40-79% in regular ed.
- 0-39% in regular ed.

	80% or more in regular ed.	40-79% in regular ed.	0-39% in regular ed.
2011-2012	49.09%	50.91%	0%
2012-2013	55.56%	40%	2.22%
2013-2014	58.49%	37.74%	1.89%
2014-2015	44.83%	50%	1.72%
Target:	52%	18.50%	3.90%

SIP REVIEW

- What is Being Measured

School wide goals are set to by administrators and teachers to improve student achievement. Areas of growth are determined by looking at achievement data and standards students are expected to meet.

How is it Measured

The SIP goal for 2015-16 is for teachers to write an academic smart goal for students to improve their pre-test score by improving their post-test score by the 51% rule. The SIP goal for 2015-17 is for student's writing scores to increase by 10% or more when averaged across disciplines. This goal was developed to help teachers collect data and improve test questions before full stakes implementation of PERA.

Teachers will use a common writing rubric to evaluate student writing in each subject area. Based on current ACCESS data, 2012 ISAT writing scores, and current implementation of Common Core ELA standards across all disciplines, writing is an area to focus on for future growth. On the ACCESS test, there was no growth on the writing proficiency portion between school year 2014 and 2015. No students were considered proficient in writing on the 2015 ACCESS. Only 19% of students scored a 3 or higher out of a 4 point scale on the extended response item on the 2012 ISAT. During the first year professional development will be for teachers to create the common rubric and practice scoring student work creating inter-rater reliability among staff. Year two will focus on authentic use of the rubric in all subject areas.

- General Reaction

Teachers will use their pre-test data to write their own academic smart goal and individual student SLO's. Data will be tracked using a universal tool by all teachers. A common feeling among teachers was stress and anxiety about creating tests and implementing PERA. By having a no stakes pilot year, hopefully the stress and anxiety will subside.

The rubric for the writing goal has been created by the English department and will be modified by content area teachers to fit their Common Core standards for their content.

- Critical Questions

  o How can professional development support inter-rater reliability when using the writing rubric?
  o How can teachers who are not typically writing teachers be supported and empowered to use writing stems related to their instruction to get measurable outcomes?

- Graphic Representation of Data

SMART Goal Action Plan

School - Meridian Jr. High   Year: 2015-2017

SIP Goal 1: Over the next two school years (2015-2017) a student's score on the MJHS Common Writing Rubric will increase by 10% or more when averaged across disciplines.

SIP	Specific Activities and Action steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current Reality: During the 2012 school year when writing was assessed on the ISAT only 19% of students scored a 3 or higher. The 2015 ACCESS scores showed no growth or proficiency in the area of writing. **SMART Goal:** Over the next two school years (2015-2017) a student's score on the MJHS Common Writing Rubric will increase by 10% or more when averaged across disciplines.	Data Presentation	Admin	August, 2015	Brainstorm list of critical skills	N/A
	Introduce English Rubric to Staff	English Dept	August, 2015	Identify critical skills for content areas	Content area teachers list
	PLC's meet to determine content area needs	PLC Teams	Sept, 2015	Google Doc to Admin	Teacher Reflection
	Team meetings to determine crucial skills for content area rubric	Teacher Leaders	October, 2015	Google Doc to Admin	N/A
	First Draft of Content Area Rubric	Teacher Leaders/Admin	December, 2015	First Draft of Rubric	Draft of rubric By content area
	First Draft taken back to PLC's	PLC Teams	January, 2016	Google Doc to Admin	N/A
	Draft #2 of Rubric	Teacher Leaders/Admin	February, 2016	Final Draft of Rubric	Final rubric of critical skills by content area
	PD to incorporate writing across curriculum	Admin	March, 2016	Idea for collection of first writing sample	Teacher survey regarding PD
	Set Date for common writing assignment/prompt	Teacher Leaders/Admin	April, 2016	Date to practice writing sample	N/A

				to be collected	
Each teacher will grade one class using rubric	Teachers	April, 2016	Rubric Scores	Teacher reflection on scoring process
Exchange 5 student writing samples and grade; discuss scoring for inter-rater reliability	PLC Teams	May, 2016	Scores by two different teachers on same writing sample	Teacher reflection on scoring compared to partner
Survey teachers	Admin	May, 2016	Survey Monkey	Teacher survey regarding use

SMART Goal Action Plan

School - Meridian Jr. High   Year: 2015-2016

SIP					
SIP Goal 2: During the 2015-2016 school year all teachers at Meridian Junior High will write a curriculum smart goal with their students based on pretest data, this goal will improve post-test scores by the 51% rule.					

SIP	Specific Activities and Action steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current Reality: Teachers have not written a curriculum smart goal in the past. They will be piloting this goal writing process during the no stakes year. **SMART Goal:** During the 2015-2016 school year all teachers at Meridian Junior High will write a curriculum smart goal with their students based on pretest data, this goal will improve post-test scores by the 51% rule.	Administer Pretest	Content Area Teachers	Completed by Friday, August 28, 2015	Admin Designed Google Doc	N/A
	Score Pretest	Content Area Teachers	By September 3, 2015	Scores to Admin	Record of student data
	SLO Examples/Write SLO/Classroom SLOs	Content Area Teachers	September 4, 2015	SLO to Admin	Teacher written SLO
	Analyze Data with PLC	PLCs	September 11, 2015	Admin Designed Google Doc	Teacher documentation of collaboration
	Feedback/approval of SLOs	Administrator	By September 17, 2015	Approval to individual teachers	N/A
	Midpoint Data Collection	Content Area Teachers	Week of December 14-18	Scores to Admin	Teacher reflection and analysis of student performance
	Adjust SLOs	Content Area Teachers	January 4, 2016	Revised SLO to Admin	If applicable, new SLO written by teacher.
	Administer posttest	Content Area Teachers	May, 2016	Data to Admin	N/A
	Final Data Report on SLO	Content Area Teachers	May 19, 2016	Data Report from Individual Teachers to Admin	All student pretest to post test growth reflective of 51% rule

BUDGET

- What is Being Measured

The amount of money spent at MJHS during the 2014-15 school year.

- How is it Measured

The process followed at MJHS for purchases included preapproval from administration based on rationale of need and tracking of purchase orders by office staff. All purchases were to focus on supporting students and achievement.

- General Reaction

Money spent at MJHS this past year was mainly curricular related. Most of the money was spent on textbooks for the large 6th grade class. Staff was very conscientious about purchases and their rationale behind their purchases to better meet student's needs.

- Critical Questions

  - How are we going to continue meeting the curricular needs of students when funds are limited?
  - How can we use the community to support large purchases?
  - Can we learn more about applying for grants, scholarships, etc.?

- Graphic Representation of Data
  - Please see next sheet

Meridian CUSD223

Expenditures
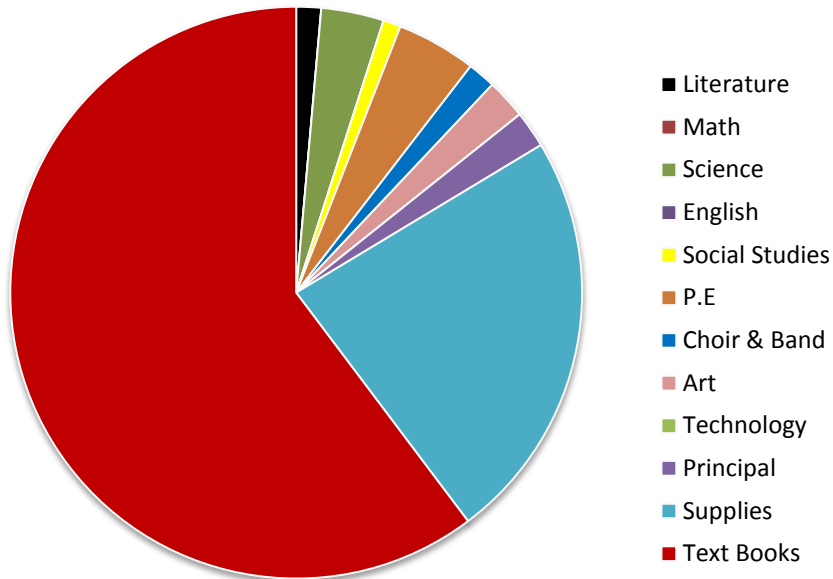
Literature	$155.87
Math	$0.00
Science	$393.26
English	$0.00
Social Studies	$110.35
P.E	$500.00
Choir & Band	$176.00
Art	$250.00
Technology	$0.00
Principal	$231.05
Supplies	$2,594.00
Text Books	$6,689.01
Total spent	$4,410.53
Total budget	$11,434.00
Remaining Balance	$334.46

BUILDING SUBSTITUTE USAGE

- What is Being Measured

Sub Finder is a program used for teachers to request a substitute for a day or an extended period of time. This program is used for all types of absences inclusive of sick, personal, or professional days. Teachers may request a substitute, pre-arrange a substitute by making a personal contact ahead of time with a person, or randomly be assigned a substitute from the system.

- How is it Measured

Substitute usage has been tracked by sick, personal, and professional days. Teachers may use a half day or a full day.

- General Reaction

All teachers were given the opportunity to take two professional days to write assessments to be in compliance with the PERA law this past year. The new incentive of matching unused sick days that started during 2014-15 school year did not seem to make a difference in days used. More days were used this year than last year.

- Critical Questions

  - How has the attendance incentive of matching unused sick days affected the amount of days teachers took this year compared to years past?

- Graphic Representation of Data
  - Please see next sheet

FULL DAY SUBSTITUTE USAGE
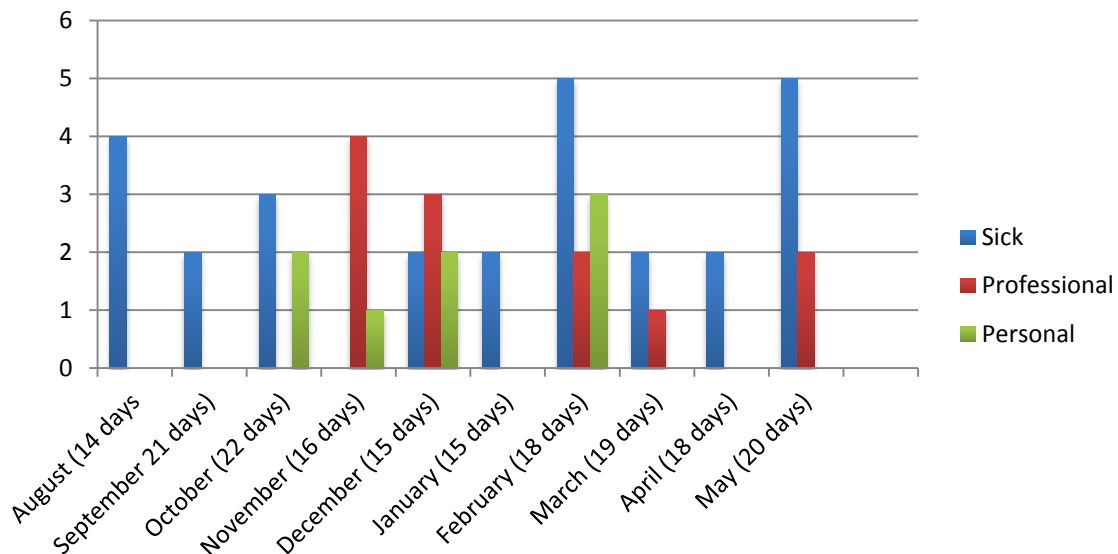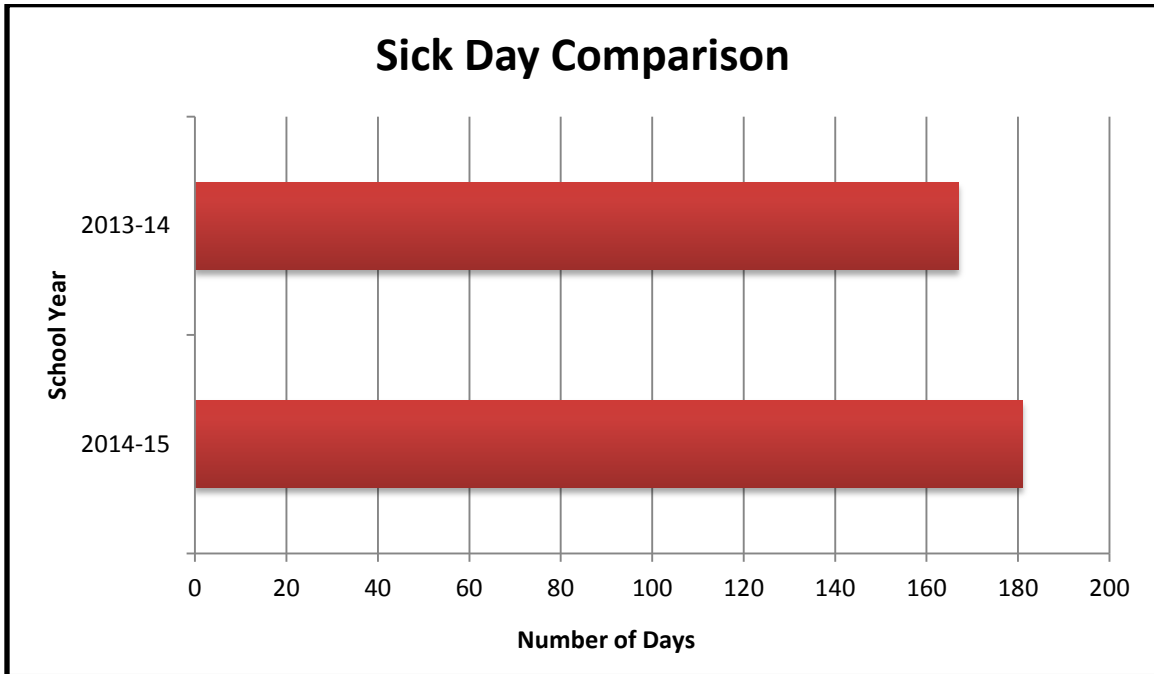

HALF DAY SUBSTITUTE USAGE

Sick Day Comparison

COUNSELING DEPARTMENT

- What is Being Measured

The counseling minutes at MJHS were tracked by the time spent intervening with students as individuals, groups, and families. Based on the needs of the students, the focus was on mental health and behavioral concerns, along with meeting academic needs, and future college and career goals.

- How is it Measured

Beginning January 2015, the school counselor tracked students contact time based on crisis interventions, individual crisis, group interventions, classroom presentations, before school study hall, classroom/student observations, lunch supervision, etc.

- General Reaction

The counselor spends a lot of time on crisis situations with high needs students whom often are found in the special education classroom.   She also is the first line of defense when handling and minimizing student conflict and being proactive in supporting students in the classroom and emotionally.

- Critical Questions

    o Are all of her roles truly that of a counselor or have they become more administrative?
    o How do we better meet the needs of special education students using our school social worker and psychologist? Crisis caseworkers?
    o How do we share counseling resource information more effectively with parents to help with support at home?

- Graphic Representation of Data
    o Please see next sheet

Number of Minutes Spent

	January	February	March	April	May
Crisis	3,135	1,830	2,160	855	1,850
Individual	2,375	3,276	2,360	2,185	1,955
Group	765	960	1,210	1,590	900
Classroom	210	84	84	84	45
A.M Study Hall	360	480	360	360	300
Observations	160	84	40	80	0
Lunch Duty	390	450	570	480	480
SAT Team meeting	0	90	60	0	0
Total Minutes by Month	7,395	7,254	6,844	5,634	5,530
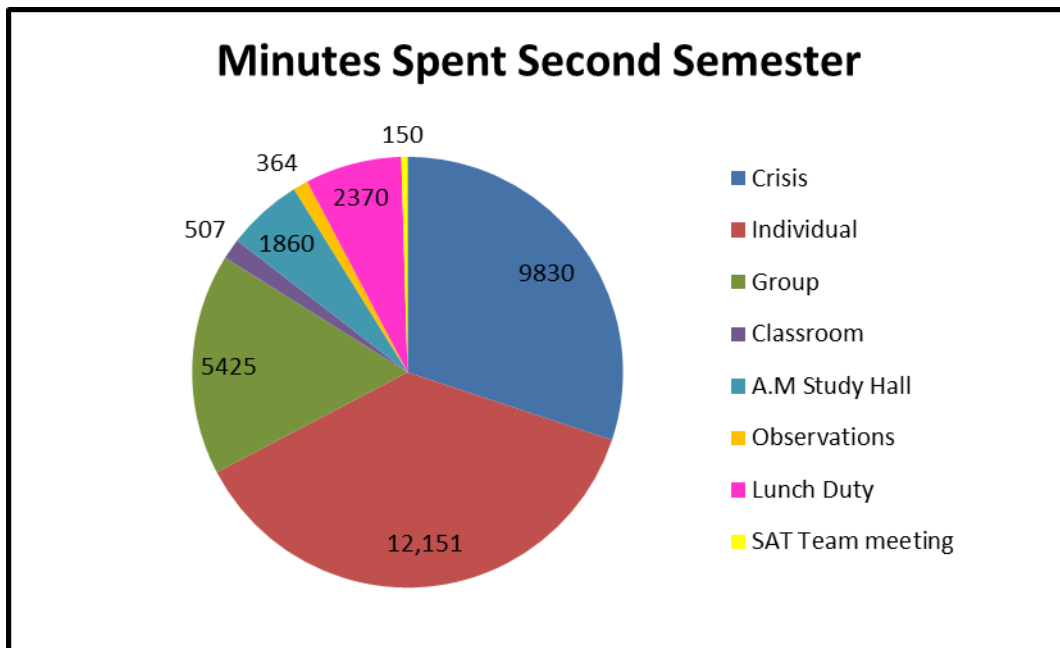
Minutes Spent Second Semester

150
364
2370
507
1860
9830
5425
12,151

- Crisis
- Individual
- Group
- Classroom
- A.M Study Hall
- Observations
- Lunch Duty
- SAT Team meeting

RESPONSE TO INTERVENTION

- What is Being Measured

Students not making adequate progress in the regular classroom are provided with increasingly intensive instruction matched to their needs. During the 2014-2015 school year, identified students worked with two interventionists in the areas of reading and/or math.

- How it is Measured

Students were progressed monitored using Aimsweb, classroom grades, and retake scores.

- General Reaction

Students were identified by looking at the fall benchmark of Aimsweb testing. Teachers were also allowed to refer students to the interventionists if students were struggling in the classroom. Overall, in the area of math students improved on both Aimsweb tests. Of the students who did not improve on both tests 1 received an IEP and 3 were referred to the Student Assistance Team at the end of the year. In the area of reading, students also improved. Improvement was more obvious in the CBM test, which is fluency, than the MAZE which is more comprehension/skills based.

- Critical Questions

  o Are the interventionists meeting the needs of our students?
  o Have the interventionists, particularly math, turned into more of a homework support system with no measurable program to use?
  o How are we supporting the students who are showing minimal growth?
  o What is our growth goal? Is it based solely off of the Aimsweb target? Is that enough?
  o The reading interventionist is able to measure growth, but is Aimsweb measuring the skills we need it to?
  o Should the interventionist role be more fluid? Should more students be serviced for less time?
  o If the students are not seeing success with the intervention in place are they then referred to SAT?

- Graphic Representation of Data
  o Please see next sheet

**MATH INTERVENTION STUDENTS
FALL/SPRING BENCHMARK
COMPARISON**

Computation

	Free/ Reduced Lunch	Mins per week	Fall M-COMP Nationally Normed 16	Spring M-COMP Nationally Normed 31	M-COMP Difference	Student Growth Nationally Normed Growth 97%
Student 1	Yes	1 hour	14	22	Up 8	57%
Student 2	No	1 hour	19	24	Up 5	26%
Student 3	Yes	1 hour	18	24	Up 6	33%
Student 4	Yes	1 hour	12	14	Up 2	17%
Student 5	No	1 hour	18	17	Down 1	-6%
Student 6	Yes	1 hour 40 min	5	10	Up 5	100%
Student 7	No	1 hour	19	28	Up 9	50%
Student 8	Yes	1 hour	29	27	Down 2	-9%
Student 9	Yes	1 hour 40 min	12	27	Up 15	125%
Student 10	No	1 hour	14	34	Up 20	143%
Student 11	No	1 hour	22	29	Up 7	32%

Problem Solving

	Free/ Reduced Lunch	Mins per week	Fall M-CAP Nationally Normed 11	Spring M-CAP Nationally Normed 17	M-CAP Difference	Student Growth Nationally Normed Growth 55%
Student 1	Yes	1 hour	4	6	Up 2	50%
Student 2	No	1 hour	12	20	Up 8	67%
Student 3	Yes	1 hour	6	8	Up 2	33%
Student 4	Yes	1 hour	6	7	Up 1	17%
Student 5	No	1 hour	7	8	Up 1	14%
Student 6	Yes	1 hour 40 min	2	10	Up 8	400%
Student 7	No	1 hour	6	14	Up 8	133%
Student 8	Yes	1 hour	16	11	Down 5	-31%
Student 9	Yes	1 hour 40 min	11	7	Down 4	-36%
Student 10	No	1 hour	12	13	Up 1	8%
Student 11	No	1 hour	15	12	Down 3	-20%

MATH INTERVENTION STUDENTS
FALL/SPRING BENCHMARK COMPARISON
7TH GRADE

Computation

	Free/ Reduced Lunch	Mins per week	Fall M-COMP Nationally Normed 17	Spring M-COMP Nationally Normed 29	M-COMP Difference	Student Growth Nationally Normed Growth 71%
Student 1	No	40 min	19	30	Up 11	58%
Student 2	Yes	40 min	24	29	Up 5	21%
Student 3	No	40 min	14	30	Up 16	114%
Student 4	Yes	1 hour 40 min	10	5	Down 5	-50%
Student 5	Yes	1 hour	15	6	Down 9	-60%
Student 6	Yes	1 hour 40 min	11	7	Down 4	-36%
Student 7	Yes	1 hour	20	32	Up 12	60%
Student 8	Yes	1 hour	16	14	Down 2	-13%
Student 9	Yes	40 min	7	23	Up 16	229%
Student 10	No	40 min	7	18	Up 11	157%
Student 11	No	1 hour	10	10	No change	0%
Student 12	Yes	1 hour	23	36	Up 13	57%

Problem Solving

	Free/ Reduced Lunch	Mins per week	Fall M-CAP Nationally Normed 10	Spring M-CAP Nationally Normed 17	M-CAP Difference	Student Growth Nationally Normed Growth 70%
Student 1	No	40 min	9	22	Up 13	144%
Student 2	Yes	40 min	12	23	Up 11	92%
Student 3	No	40 min	7	17	Up 10	143%
Student 4	Yes	1 hour 40 min	1	5	Up 4	400%
Student 5	Yes	1 hour	4	6	Up 2	50%
Student 6	Yes	1 hour 40 min	6	9	Up 3	50%
Student 7	Yes	1 hour	8	30	Up 22	275%
Student 8	Yes	1 hour	2	4	Up 2	100%
Student 9	Yes	40 min	0	15	Up 15	1500%
Student 10	No	40 min	6	13	Up 7	262%
Student 11	No	1 hour	6	13	Up 7	117%
Student 12	Yes	1 hour	13	23	Up 7	54%

Computation

	Free/ Reduced Lunch	Mins per week	Fall M-COMP Nationally Normed 17	Spring M-COMP Nationally Normed 26	M-COMP Difference	Student Growth Nationally Normed Growth 53%
Student 1	No	1 hour	13	10	Down 3	-23%
Student 2	Yes	1 hour	20	25	Up 5	25%
Student 3	Yes	40 min	4	5	Up 11	275%
Student 4	No	40 min	13	20	Up 7	54%
Student 5	No	40 min	29	36	Up 7	24%
Student 6	Yes	40 min	33	24	Down 9	-27%
Student 7	Yes	40 min	14	22	Up 8	57%
Student 8	Yes	40 min	21	37	Up 16	76%
Student 9	Yes	40 min	17	18	Up 1	6%
Student 10	Yes	40 min	20	18	Down 2	-10%
Student 11	No	40 min	16	17	Up 1	6%
Student 12	Yes	40 min	4	12	Up 8	200%
Student 13	No	1 hour	20	29	Up 9	45%

Problem Solving

	Free/ Reduced Lunch	Mins per week	Fall M-CAP Nationally Normed 8	Spring M-CAP	M-CAP Difference Nationally Normed 14	Student Growth Nationally Normed Growth 75%
Student 1	No	1 hour	4	9	Up 5	125%
Student 2	Yes	1 hour	6	15	Up 9	150%
Student 3	Yes	40 min	3	5	Up 2	67%
Student 4	No	40 min	3	14	Up 11	367%
Student 5	No	40 min	9	9	No change	0%
Student 6	Yes	40 min	4	4	No change	0%
Student 7	Yes	40 min	10	5	Down 5	-50%
Student 8	Yes	40 min	9	17	Up 8	89%
Student 9	Yes	40 min	4	12	Up 8	200%
Student 10	Yes	40 min	7	17	Up 10	149%
Student 11	No	40 min	5	14	Up 9	180%
Student 12	Yes	40 min	6	7	Up 1	17%
Student 13	No	1 hour	7	8	Up 1	14%

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 136	Spring RCBM Nationally Normed 161	RCBM Difference	Student Growth Nationally Normed Growth 18%
Student 1	Yes	60 mpw	160	210	Up 50	31%
Student 2	Yes	60 mpw	142	190	Up 48	34%
Student 3	No	60 mpw	111	150	Up 39	35%
Student 4	No	60 mpw	134	177	Up 43	32%
Student 5	Yes	60 mpw	135	146	Up 11	8%
Student 6	Yes	60 mpw	163	186	Up 23	14%
Student 7	Yes	60 mpw	155	176	Up 21	14%
Student 8	Yes	60 mpw	101	141	Up 40	40%
Student 9	Yes	60 mpw	109	144	Up 35	32%
Student 10	No	60 mpw	106	169	Up 63	59%
Student 11	No	60 mpw	128	164	Up 36	28%
Student 12	Yes	40 mpw	101	144	Up 43	43%
Student 13	No	60 mpw	101	163	Up 62	61%
Student 14	Yes	60 mpw	120	143	Up 23	19%
Student 15	Yes	60 mpw	132	153	Up 21	15%
Student 16	Yes	60 mpw	148	175	Up 27	18%
Student 17	Yes	60 mpw	61	109	Up 48	79%
Student 18	Yes	60 mpw	97	135	Up 38	39%
Student 19	Yes	60 mpw	106	125	Up 19	18%
Student 20	No	60 mpw	102	126	Up 24	24%
Student 21	Yes	60 mpw	148	186	Up 38	26%

Comprehension/Skills

	Free/ Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 21	Spring MAZE Nationally Normed 27	MAZE Difference	Student Growth Nationally Normed Growth 29%
Student 1	Yes	60 mpw	17	30	Up 13	76%
Student 2	Yes	60 mpw	17	24	Up 7	41%
Student 3	No	60 mpw	21	29	Up 8	38%
Student 4	No	60 mpw	15	29	Up 14	93%
Student 5	Yes	60 mpw	26	34	Up 8	31%
Student 6	Yes	60 mpw	27	30	Up 3	11%
Student 7	Yes	60 mpw	27	29	Up 2	7%
Student 8	Yes	60 mpw	12	23	Up 11	92%
Student 9	Yes	60 mpw	16	28	Up 12	75%
Student 10	No	60 mpw	23	32	Up 9	39%
Student 11	No	60 mpw	21	30	Up 9	43%
Student 12	Yes	40 mpw	21	23	Up 2	10%
Student 13	No	60 mpw	18	23	Up 5	28%
Student 14	Yes	60 mpw	20	24	Up 4	20%
Student 15	Yes	60 mpw	16	25	Up 9	56%
Student 16	Yes	60 mpw	23	23	No Change	0%
Student 17	Yes	60 mpw	10	13	Up 3	30%
Student 18	Yes	60 mpw	24	21	Down 3	-13%
Student 19	Yes	60 mpw	15	31	Up 16	107%
Student 20	No	60 mpw	20	22	Up 2	5%
Student 21	Yes	60 mpw	27	22	Down 5	-19%

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 136	Spring RCBM Nationally Normed 171	RCBM Difference	Student Growth Nationally Normed Growth 26%
Student 1	Yes	40 mpw	121	142	Up 21	17%
Student 2	Yes	40 mpw	164	185	Up 21	13%
Student 3	No	40 mpw	122	163	Up 41	34%
Student 4	Yes	40 mpw	202	310	Up 108	53%
Student 5	No	40 mpw	125	140	Up 15	12%
Student 6	Yes	40 mpw	138	152	Up 26	19%
Student 7	No	40 mpw	131	191	Up 60	46%
Student 8	Yes	40 mpw	111	141	Up 30	27%
Student 9	Yes	60 mpw	94	132	Up 38	40%
Student 10	Yes	60 mpw	117	139	Up 22	19%
Student 11	Yes	40 mpw	137	155	Up 18	13%
Student 12	Yes	40 mpw	190	215	Up 25	13%
Student 13	No	40 mpw	146	171	Up 25	17%
Student 14	Yes	60 mpw	104	123	Up 19	18%

Comprehension/Skills

	Free/ Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 22	Spring MAZE Nationally Normed 29	MAZE Difference	Student Growth Nationally Normed Growth 32%
Student 1	Yes	40 mpw	20	20	No change	0%
Student 2	Yes	40 mpw	30	22	Down 8	-27%
Student 3	No	40 mpw	21	28	Up 7	33%
Student 4	Yes	40 mpw	45	42	Down 3	-7%
Student 5	No	40 mpw	19	27	Up 8	42%
Student 6	Yes	40 mpw	26	36	Up 10	38%
Student 7	No	40 mpw	26	31	Up 5	19%
Student 8	Yes	40 mpw	26	33	Up 7	27%
Student 9	Yes	60 mpw	14	23	Up 9	64%
Student 10	Yes	60 mpw	18	18	No change	0%
Student 11	Yes	40 mpw	20	21	Up 1	5%
Student 12	Yes	40 mpw	27	29	Up 2	7%
Student 13	No	40 mpw	21	24	Up 3	14%
Student 14	Yes	60 mpw	23	26	Up 3	13%

**READING INTERVENTION STUDENTS
8TH GRADE
COMPARISON OF FALL/SPRING**

Fluency

	Free/ Reduced Lunch	Mins per week	Fall RCBM Nationally Normed 138	Spring RCBM Nationally Normed 161	RCBM Difference	Student Growth Nationally Normed Growth 17%
Student 1	No	40 mpw	100	108	Up 8	8%
Student 2	Yes	40 mpw	166	191	Up 25	15%
Student 3	No	40 mpw	118	127	Up 9	8%
Student 4	No	40 mpw	90	122	Up 32	35%
Student 5	No	60 mpw	73	97	Up 24	33%
Student 6	No	40 mpw	146	188	Up 42	29%
Student 7	Yes	40 mpw	106	117	Up 11	10%
Student 8	No	40 mpw	131	178	Up 47	36%
Student 9	No	40 mpw	196	213	Up 17	9%
Student 10	Yes	40 mpw	110	116	Up 6	5%

Comprehension/Skills

	Free/ Reduced Lunch	Mins per week	Fall MAZE Nationally Normed 23	Spring MAZE Nationally Normed 27	MAZE Difference	Student Growth Nationally Normed Growth 17%
Student 1	No	40 mpw	18	18	No change	0%
Student 2	Yes	40 mpw	18	31	Up 13	72%
Student 3	No	40 mpw	22	38	Up 16	73%
Student 4	No	40 mpw	19	32	Up 13	68%
Student 5	No	60 mpw	11	20	Up 9	82%
Student 6	No	40 mpw	17	36	Up 19	112%
Student 7	Yes	40 mpw	21	30	Up 9	43%
Student 8	No	40 mpw	18	27	Up 9	50%
Student 9	No	40 mpw	28	30	Up 2	7%
Student 10	Yes	40 mpw	13	32	Up 19	146%

Meridian CUSD #223
2014-2015
Data Report

Stillman Valley High School

Stillman Valley High School Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close read and analysis of accessible and applicable information to consistently understand the contextual situation of Stillman Valley High School. I will continue to complete thorough write-ups of the information in order to share my findings with the Board of Education, Superintendent, District Leadership Team, and SVHS Faculty & Staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to provide the District Office and the Board of Education a solid understanding of Stillman Valley High School's performance as measured by several indicators over the past several years. When data are available, and it is appropriate, I have compared our performance to that of other schools in our area to provide additional contextual understanding.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

ACT COLLEGE READINESS BENCHMARKS

- What is Being Measured

ACT, Inc. has attempted to answer the question, "What does a student need to score on each subsection of the ACT to have greater than 50% percent likelihood to be successful in content area courses of that nature in college?"

- How is it Measured

ACT, Inc. has backwards engineered these benchmark scores. Since so many college students have taken the ACT for college entrance, ACT has been able to track students that have been successful in their entry-level courses and then attach the ACT score they achieved while in high school. This leads to each subsection having one score, which becomes the College Readiness Benchmark (CRB). The benchmarks are as follows:

  - English – 18
  - Math – 22
  - Reading – 22
  - Science – 23

- General Reaction

Our longitudinal trend for ACT's CRBs is relatively stagnant, and the scores from our 2015 graduates were discouraging. Our 2015 graduates' subsection scores were some of the lowest in past years, and overall, the average composite score for the Class of 2015 was one of our lowest.

- Critical Questions

  - What are we doing to push kids past simply meeting state standard?
  - What are we doing to drive the bottom up?
  - Why are reading scores trending down over the past eight years?
  - How will the PARCC assessment compare to CRB?

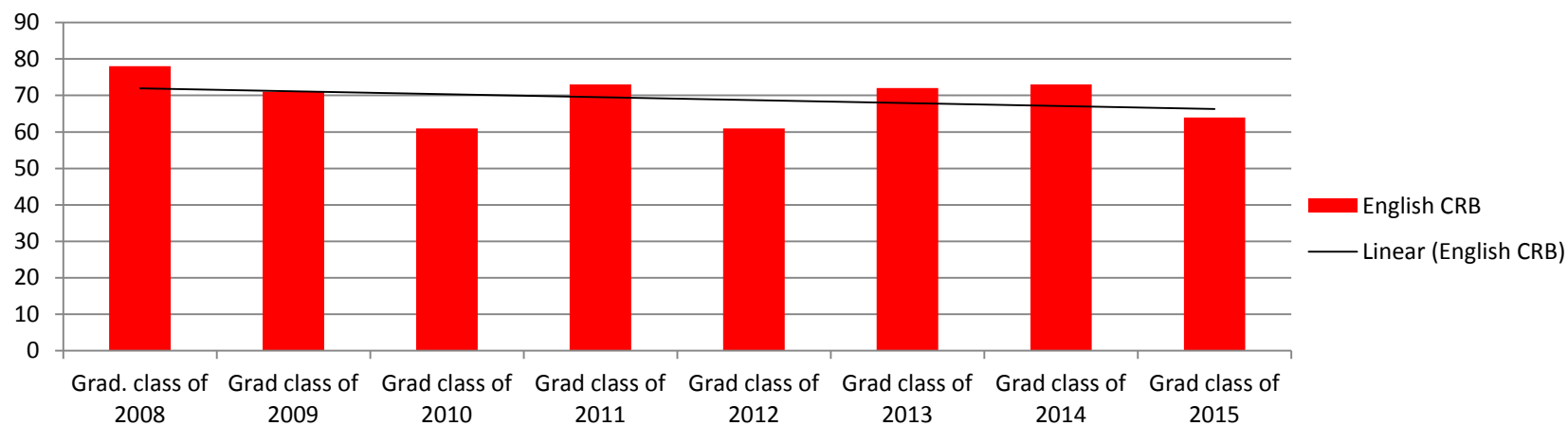- Graphic Representation of Data

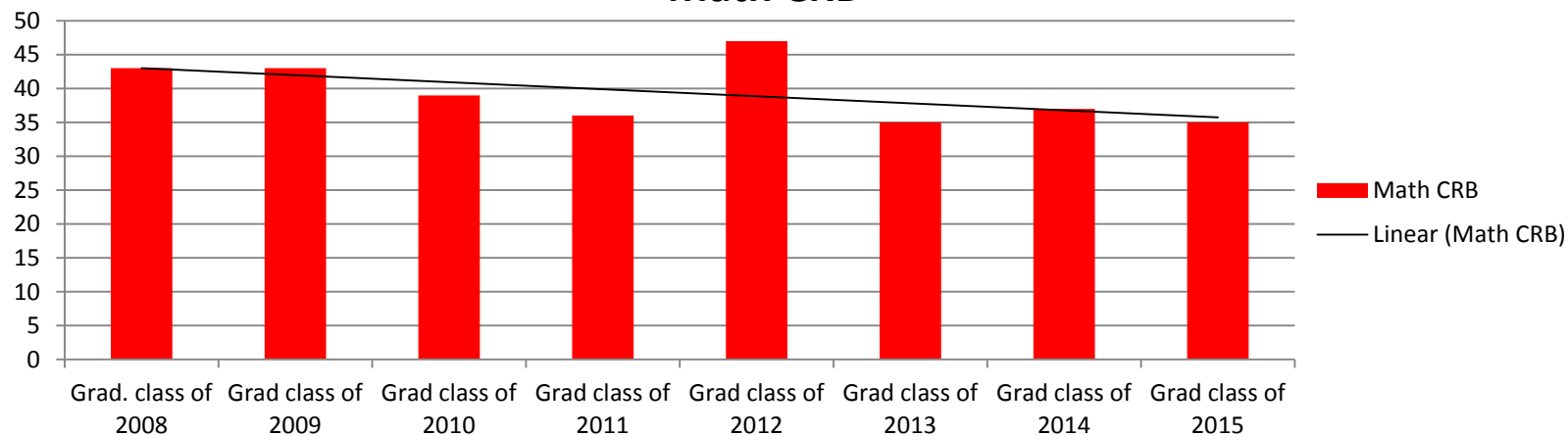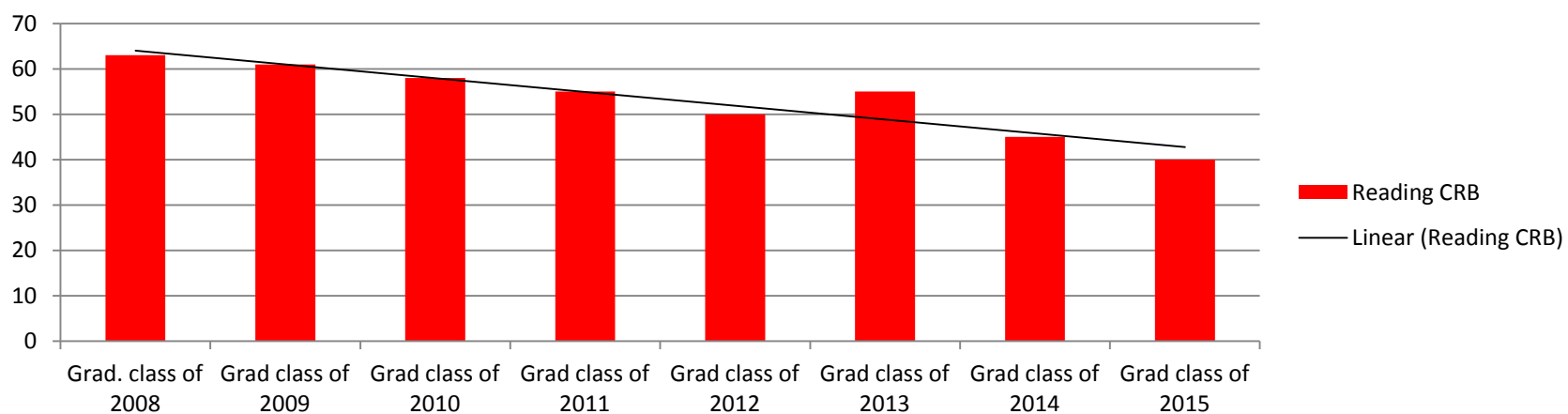 - Please see next page

SVHS College Readiness Benchmarks

	Grad. class of 2008	Grad class of 2009	Grad class of 2010	Grad class of 2011	Grad class of 2012	Grad class of 2013	Grad class of 2014	Grad class of 2015
English	78	71	61	73	61	72	73	64
Math	43	43	39	36	47	35	37	35
Reading	63	61	58	55	50	55	45	40
Science	31	38	29	28	30	30	38	28
Met All 4	22	30	24	22	26	30	19	16

Percentage of Student Meeting CRB

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English CRB

Values by graduating class:
- Grad. class of 2008: 78
- Grad class of 2009: 71
- Grad class of 2010: 61
- Grad class of 2011: 73
- Grad class of 2012: 61
- Grad class of 2013: 72
- Grad class of 2014: 73
- Grad class of 2015: 64

Legend:
- English CRB
- Linear (English CRB)

Math CRB

Values by graduating class:
- Grad. class of 2008: 43
- Grad class of 2009: 43
- Grad class of 2010: 39
- Grad class of 2011: 36
- Grad class of 2012: 47
- Grad class of 2013: 35
- Grad class of 2014: 37
- Grad class of 2015: 35

Legend:
- Math CRB
- Linear (Math CRB)

Reading CRB

Science CRB
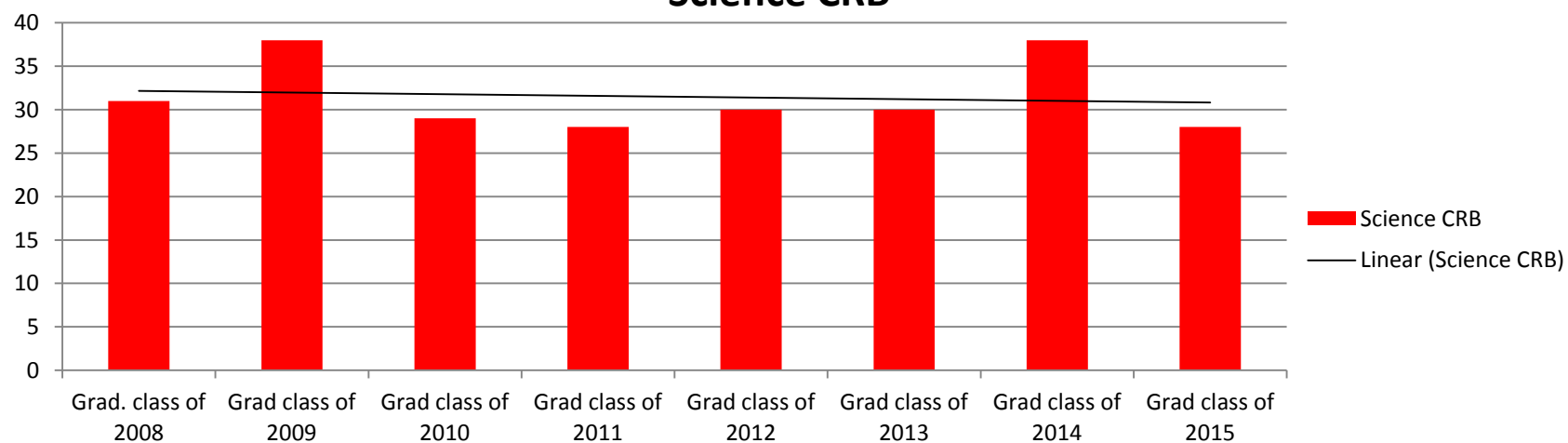
LOW SOCIOECONOMIC STATUS (SES)

- What is Being Measured

Low SES is a measure of a family's income in comparison to the total size of their family. This is measured primarily to ensure that schools are in compliance with the federal law regarding free and reduced lunch prices for students who are labeled through the process as having Low Socio-Economic Status. Additionally, schools look at this data frequently, because students with low SES often have different subsets of strengths and potential issues. Another reason to track these numbers is that a large amount of research has been conducted indicating that as Low SES numbers rise in a school or district, student achievement should drop – hence, they are inversely correlational.

- How is it Measured

Low SES is measured by federal guidelines measuring family size compared to family income. The breakdown of the guidelines for the 14-15 school year is listed below.

FISCAL YEAR 2015 INCOME ELIGIBILITY GUIDELINES

The United States Department of Agriculture has issued the following income guidelines for the period July 1, 2014, through June 30, 2015:

Income Eligibility Guidelines
Effective from July 1, 2014, to June 30, 2015

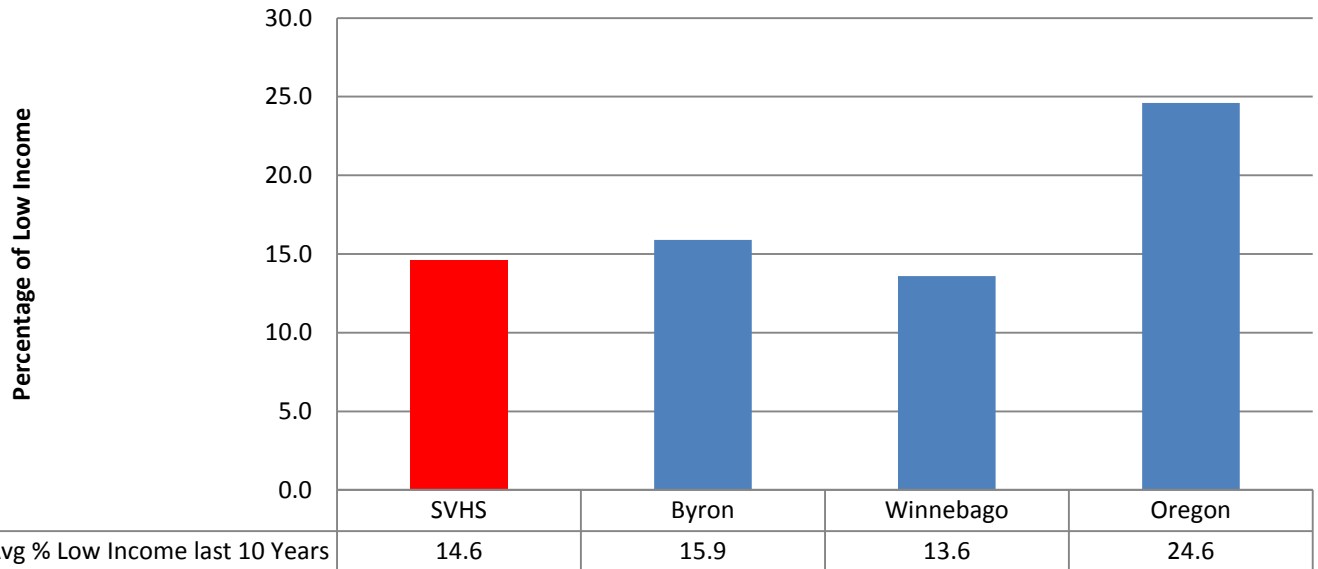| Household Size	Free Meals 130% Federal Poverty Guideline					Household Size	Reduced-Price Meals 185% Federal Poverty Guideline				
	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly		Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	15,171	1,265	633	584	292	1	21,590	1,800	900	831	416
2	20,449	1,705	853	787	394	2	29,101	2,426	1,213	1,120	560
3	25,727	2,144	1,072	990	495	3	36,612	3,051	1,526	1,409	705
4	31,005	2,584	1,292	1,193	597	4	44,123	3,677	1,839	1,698	849
5	36,283	3,024	1,512	1,396	698	5	51,634	4,303	2,152	1,986	993
6	41,561	3,464	1,732	1,599	800	6	59,145	4,929	2,465	2,275	1,138
7	46,839	3,904	1,952	1,802	901	7	66,656	5,555	2,778	2,564	1,282
8	52,117	4,344	2,172	2,005	1,003	8	74,167	6,181	3,091	2,853	1,427
For each additional family member, add	5,278	440	220	203	102	For each additional family member, add	7,511	626	313	289	145

- General Reaction

The demographic of our school and of our supporting communities is changing. With the number of students receiving Free and Reduced Lunch rising, so too have academic achievement scores – therefore defying the inversely correlational relationship the national data suggests. This is to be commended. Additionally, the comparison of SVHS to other schools over time allows for a quick, albeit incomplete view of what neighboring districts are dealing with.
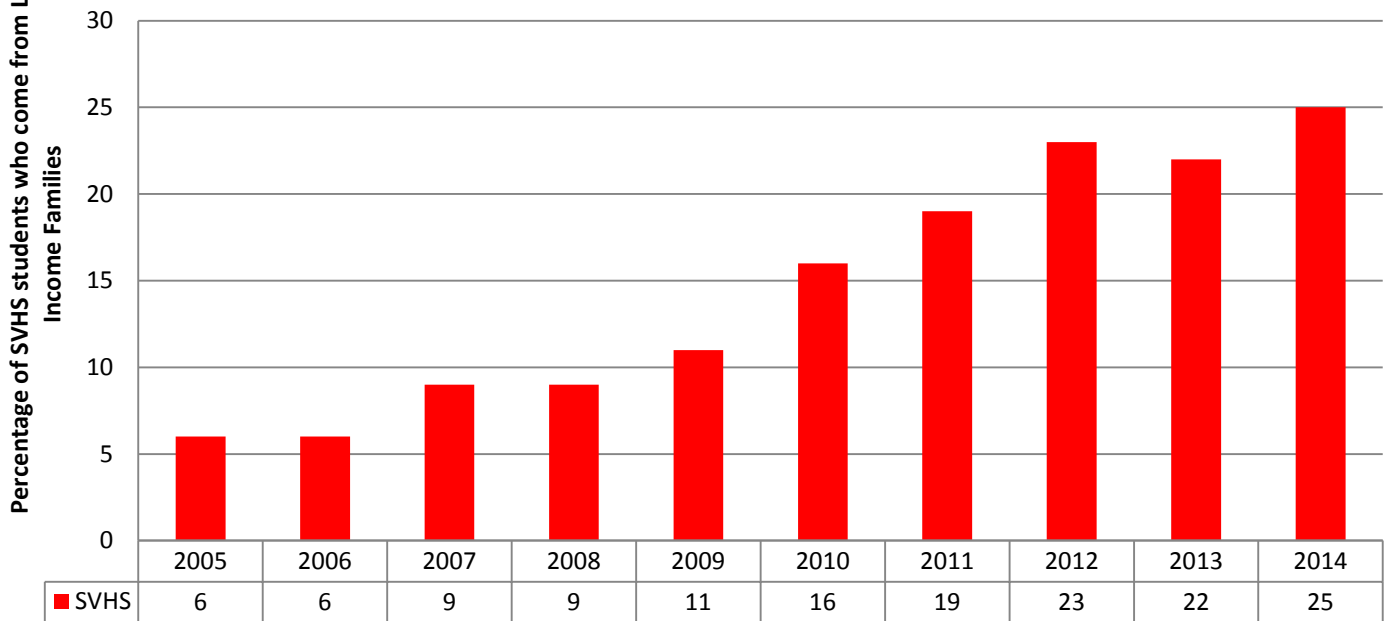
- Critical Questions

    o What are we doing to support the varying needs of students coming from a Low SES background?

    o Is this a true measure of a student's upbringing – or in the case of a community like ours, a recent upturn can be attributed to the economy and the numbers might change in the coming years?

    o We cannot change the economic status of our families. How do we change our school experience to best support them?

- Graphic Representation of Data

    o Please see next page

Avg % Low Income Last 10 Years

Percentage of Low Income

	SVHS	Byron	Winnebago	Oregon
Avg % Low Income last 10 Years	14.6	15.9	13.6	24.6

SVHS Low Income %

Percentage of SVHS students who come from Low-Income Families

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SVHS	6	6	9	9	11	16	19	23	22	25

STUDENT ATTENDANCE PERCENTAGE

- What is Being Measured

The percentage of students who attend Stillman Valley High School on a daily basis is the focus of this measurement. This information is reported to the state of Illinois through our Student Information System (SIS) and then displayed on the Illinois Interactive Report Card, thus allowing comparison data to other schools to be collected. As we all know, student attendance is a major factor in determining levels of state funding, so there is a fiscal component to the importance of attendance, not simply an academic impact.

- How is it Measured

Student attendance is measured through SIS & Skyward, and we report the data to the state of Illinois at the conclusion of each school year.

- General Reaction

Our attendance numbers are slightly lower than our neighboring schools, but without further information it is difficult to draw any conclusions. For instance, with attendance, a singular outlier can impact your overall percentage by 0.1 to 0.3 percent. If a particular school has a handful of outliers in a particular year, it may look as though they have a compulsory attendance issue, when in fact the attendance issue rests with how the school could have reported a few individual students.

- Critical Questions

    o Can we get more data? For instance, how many students missed 10+ days of school last year? What did we do for those kids in terms of intervention?

    o Are we 'routing' kids appropriately to other educational destinations that may be more appropriate for them?

    o How can we support our students and families better to encourage improved attendance?
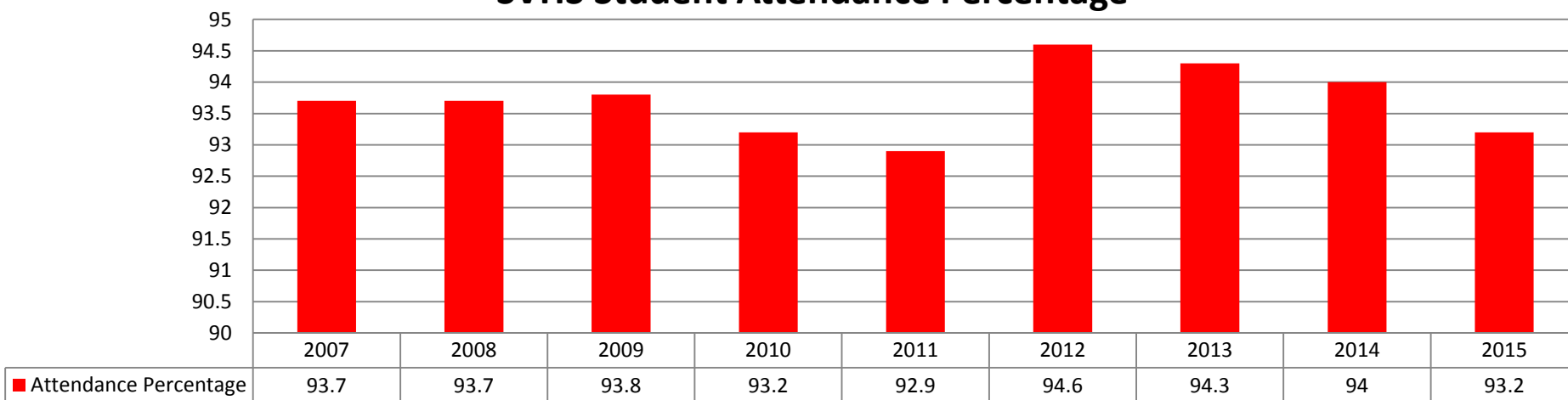
- Graphic Representation of Data

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Avg Attendance Past Eight Years

	Oregon	Stillman Valley	Byron	Bago
Avg Attend. Last 8 Years	94.0	93.8	95.2	95.0

SVHS Student Attendance Percentage

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Attendance Percentage	93.7	93.7	93.8	93.2	92.9	94.6	94.3	94	93.2

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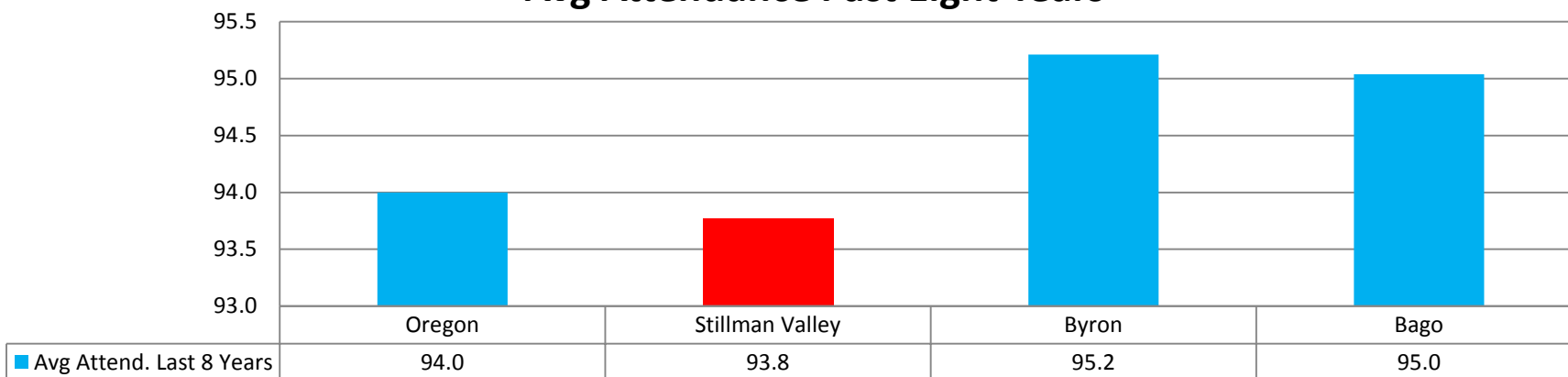
GRADUATION RATE PERCENTAGE

- What is Being Measured

The graduation rate is the percentage of students who graduate from Stillman Valley High School four years after a cohort of students entered, divided by the amount of students that entered the cohort. This is a statistical measure that has drawn lots of criticism over the years from administration since it does not take into account student mobility. This caused such conversation that the Federal Government issued a guidance document that is over 30 pages in length (http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf). Since 2011 schools have been charged with accounting for mobility with many specific rules. The bottom line is that the system is not perfect, but it has been standardized and meets the test of common sense.

- How is it Measured

Schools self-report for their graduation rate, but the formula is as follows (same since 2011). The number of graduates for a given year DIVIDED by (The number of first time 9th graders in the Fall four years prior, plus students who transfer in, minus students that transfer out, emigrate, or die during the four years following their first enrollment in high school). Students with disabilities that stay in school to the age they are legally permitted to do so, DO count against graduation rate data.

- General Reaction

Our data is climbing and is quite good currently. It is important to recognize if there are certain programs that we can point to that have led to this increase, for instance Nachusa, FLEX Program, etc.
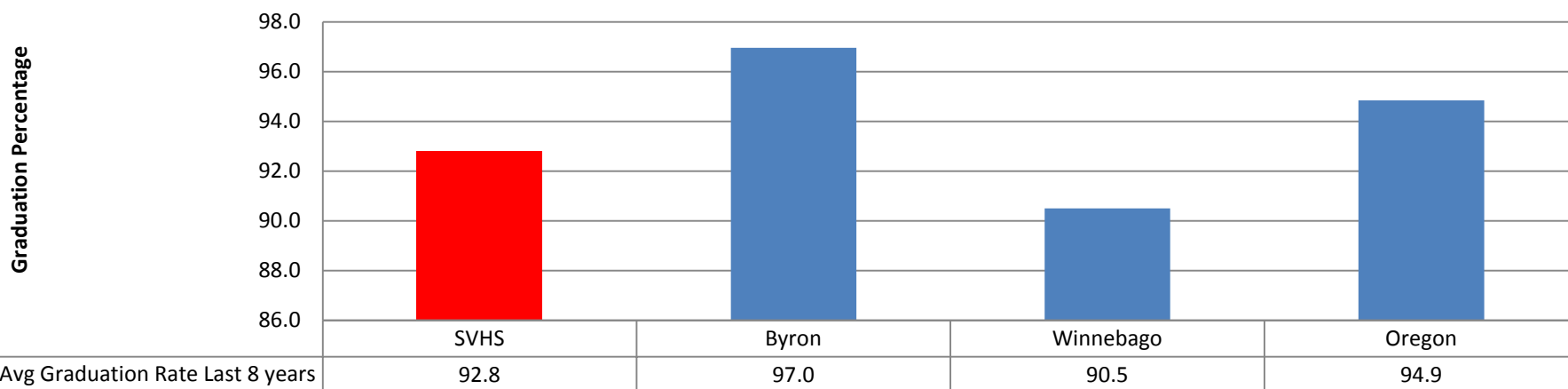
- Critical Questions

    o One kid not graduating on time (unless it is the case of disability discussed above) is too much – how are we losing kids? How can we provide more support?

    o How can we utilize our School Counselors and staff mentors to meet the needs of these students?

    o Has there been a specific, sustainable plan to support the increase in current data?
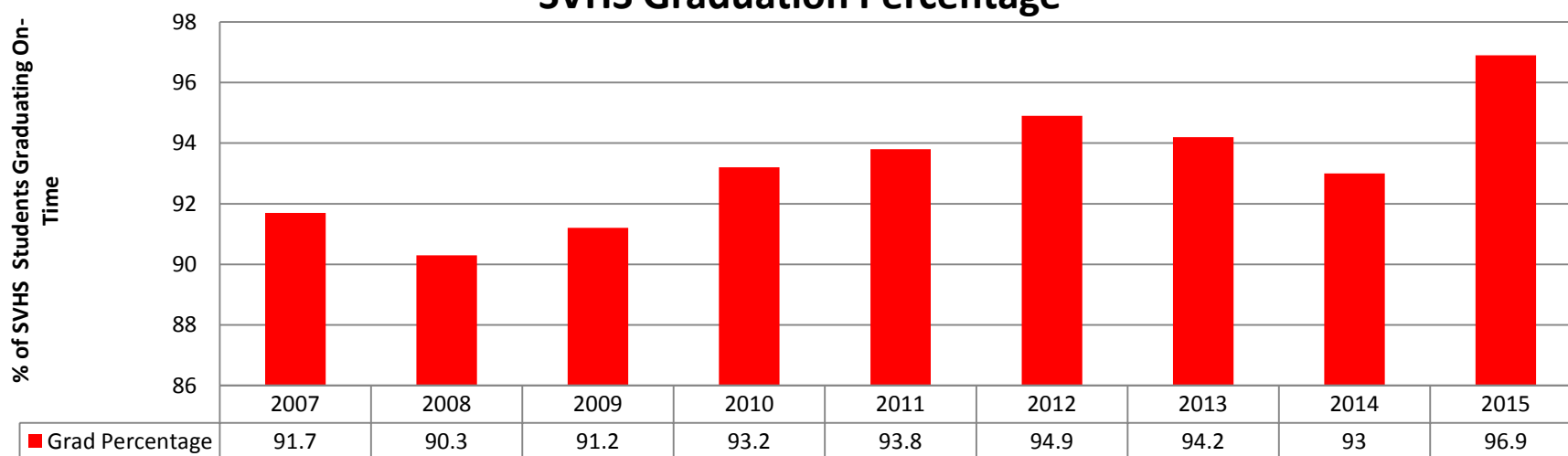
- Graphic Representation of Data

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Meridian CUSD223

Avg Graduation Rate Last Eight Years

Graduation Percentage

	SVHS	Byron	Winnebago	Oregon
Avg Graduation Rate Last 8 years	92.8	97.0	90.5	94.9

SVHS Graduation Percentage

% of SVHS Students Graduating On-Time

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Grad Percentage	91.7	90.3	91.2	93.2	93.8	94.9	94.2	93	96.9

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SVHS BUDGET – FY15

- What is Being Measured

The amount of money spent at SVHS during the 2014-15 school year.

- How is it Measured

The process followed at SVHS for purchases included preapproval from administration based on rationale of need and tracking of purchase orders by office staff. All purchases were to focus on supporting students and achievement.

- General Reaction

Money spent at SVHS this past year was mainly curricular in nature. Most of the money was spent on necessary materials for performance-based courses and/or projects. The faculty and staff were very conscientious about prioritizing purchases and providing a rationale for each purchase to better meet student needs. I was overly conservative with the building supply line in 2014-2015 in order to observe the actual needs of the building and how far the money could be stretched.

- Critical Questions

    o How are we going to continue meeting the curricular needs of students when funds are limited?

    o How can we collaborate with community partnerships and organizations to support large purchases?

    o Should we be seeking opportunities to apply for grants, scholarships, etc.?

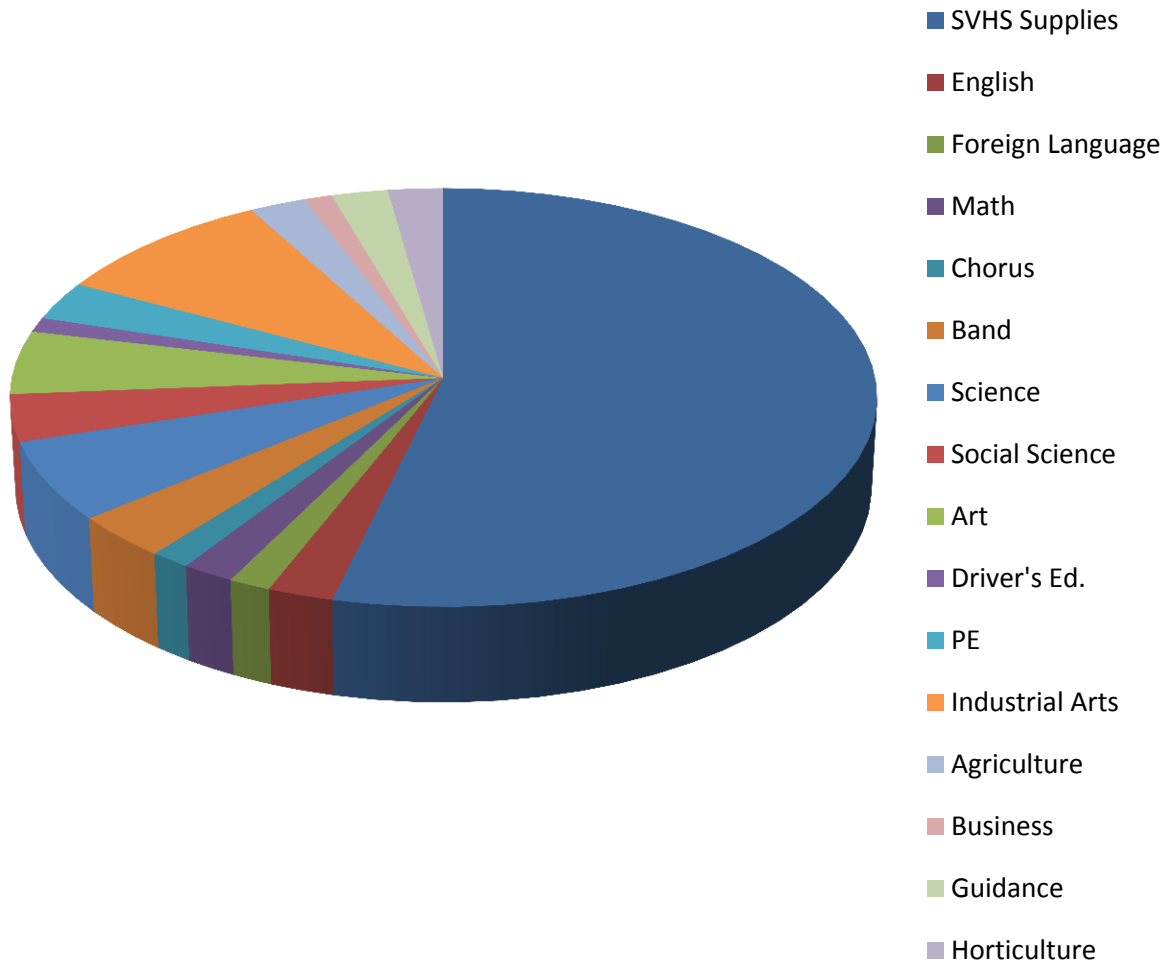- Graphic Representation of Data

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SVHS Department Supply Budgets

- FY15 Allocated
- FY15 Spent
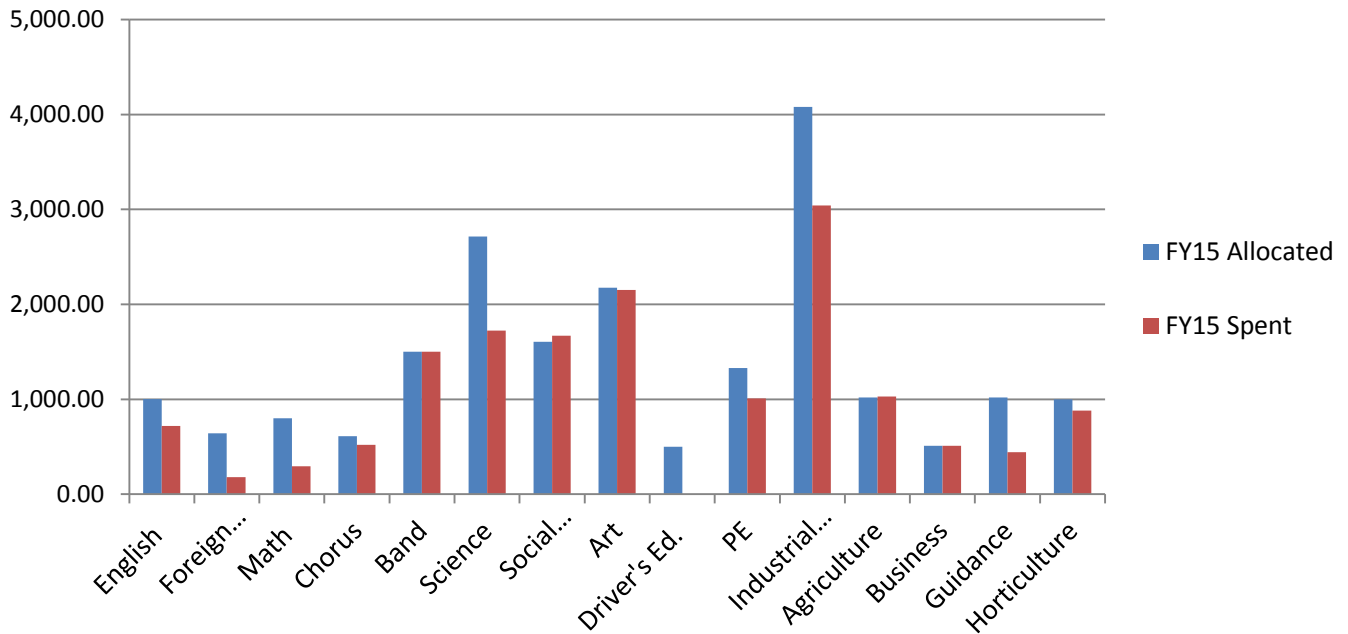
SVHS Office Supply Budget

- FY15 Allocated
- FY15 Spent

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Budget Allocation FY15

Legend:
- SVHS Supplies
- English
- Foreign Language
- Math
- Chorus
- Band
- Science
- Social Science
- Art
- Driver's Ed.
- PE
- Industrial Arts
- Agriculture
- Business
- Guidance
- Horticulture
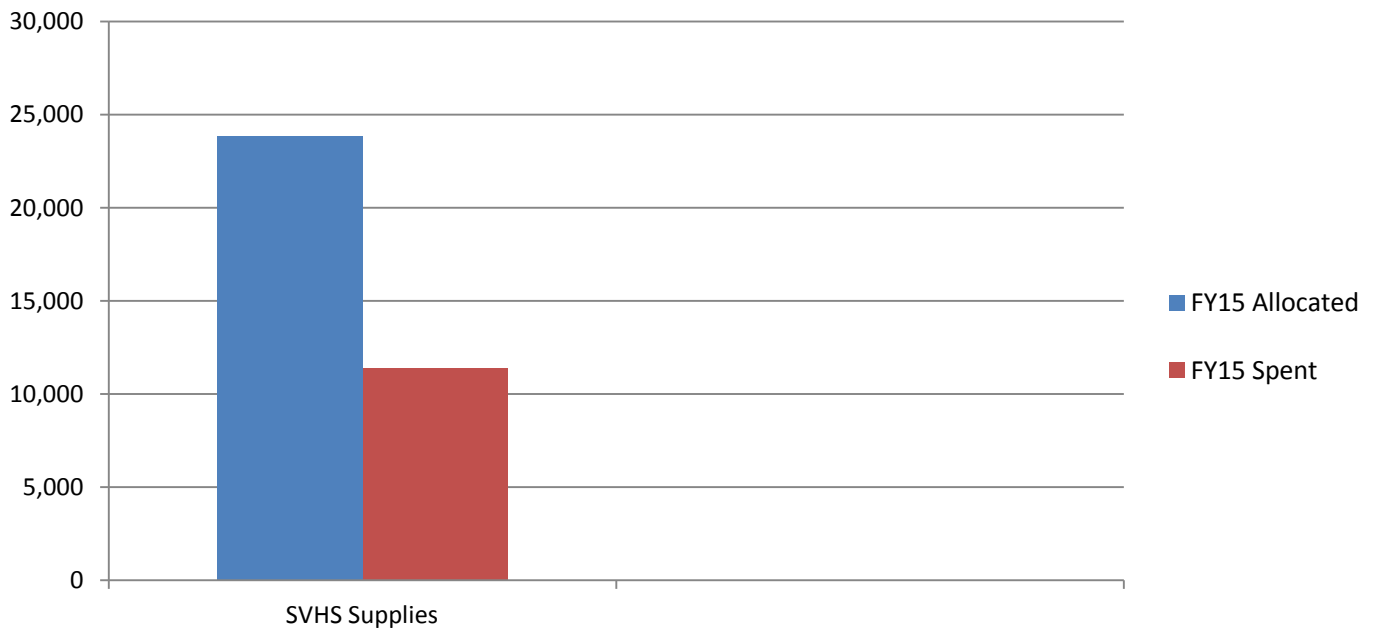
STUDENT ACT PERFORMANCE

- What is Being Measured

In this data report the focus is on student performance on the ACT as measured by their Composite Scores. The Composite Score provides the answer for the traditionally asked question, "What did you get on your ACT?"

- How is it Measured

ACT Composite Scores for entire classes are listed in two different ways in the state of Illinois, and they can be rather confusing. The first report that schools receive from ACT references the performance of students on the ACT when it is taken as part of the PSAE exam. The Class of 2015 was the last class to complete the PSAE through the state of Illinois. The second report is the final report provided for a graduating class. The school receives this report in the fall following the class's graduation and this composite average is always higher than the average on testing day. This is because a number of students will choose to re-take the ACT to earn a higher score. This composite average only looks at the highest score a student has attained. This second, final number is the one used almost exclusively when state-wide reports and rankings of schools take place.

The ACT Composite Score is created by finding the average of the four subsection scores on the ACT. As discussed earlier in this report, the four subsections are: English, Math, Reading, and Science. When figuring the score, traditional rounding rules apply, anything .5 or above is rounded up, and anything .4 or below is rounded down.

- General Reaction

The ACT Composite average for all students exceeded the hopes and projections formed from the two ACT practice tests that students were exposed to during their 10th and 11th grade years.   However, the graduating class of 2015 had very similar composite score results to the graduating class of 2012, which was previously thought to be an outlier in terms of student achievement (in a negative sense). Without the administration of the PSAE, we are now lacking any reliable predictors of ACT performance for the Class of 2016 and beyond.

Beginning in 2015-2016 in Illinois, the ACT – a critical requirement for getting into most colleges and given free to high school juniors – will become optional for the first time in nearly 15 years. This change will likely have a significant impact on our overall ACT Composite Score.

- Critical Questions

  - What can we do to better track the data to determine the success of the ACT prep activities we are currently using?

  - How can we make sure there is a focus to move all students forward based on their previous data, not just students on the Meets/Exceeds bubble?

  - What questions can we answer about the 2012 and 2015 graduating classes?

  - Will the PARCC assessment results eventually replace ACT as the College Readiness Benchmark?

- Graphic Representation of Data

  - Please see next page

Class of 2015's ACT Composite Scores by Range
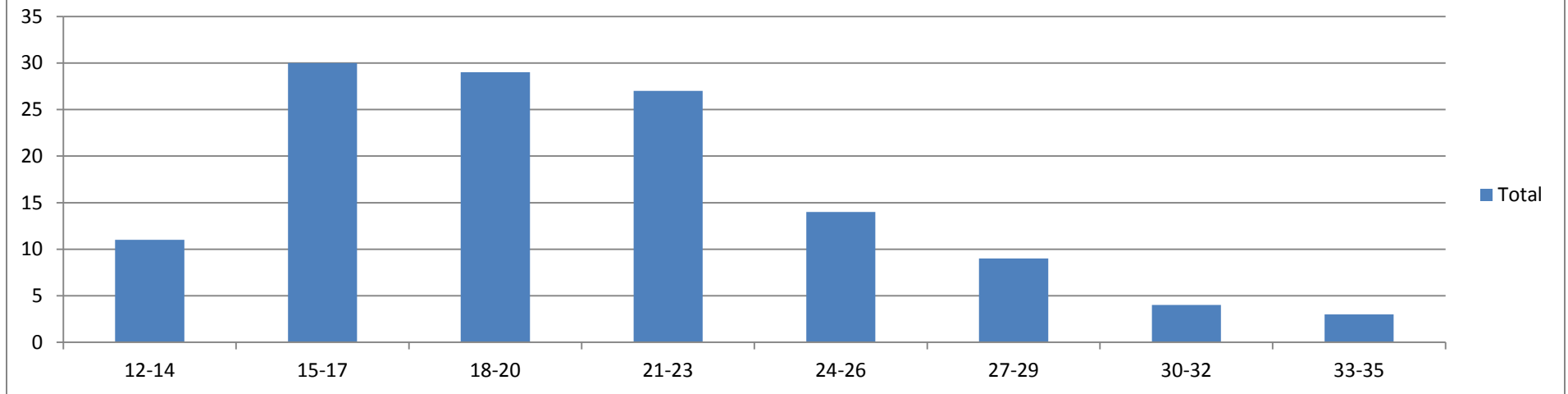
Our 50th percentile is in the 54th percentile nationally – Remember, ALL of our students take the test – in most states (38) only college bound students take the exam.

Our ACT composite average from exam day is a 20.5.

SVHS vs State Average

ACT Composite Average

|	2008	2009	2010	2011	2012	2013	2014
Graduating Class Composite ACT - SVHS	21.8	21.6	21	21.5	20.6	21.5	21.5
Graduating Class Composite ACT - State	20.7	20.8	20.7	20.9	20.9	20.6	20.7

Graduating Class Composite ACT - SVHS

	2008	2009	2010	2011	2012	2013	2014	2015
Graduating Class Composite ACT - SVHS	21.8	21.6	21	21.5	20.6	21.5	21.5	20.5
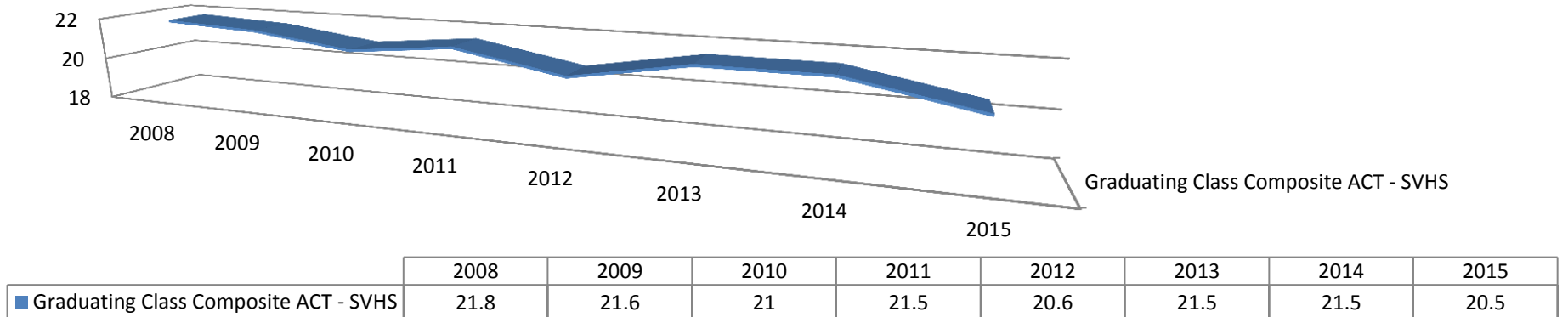
PSAE - 5 Year Meets and Exceeds Average
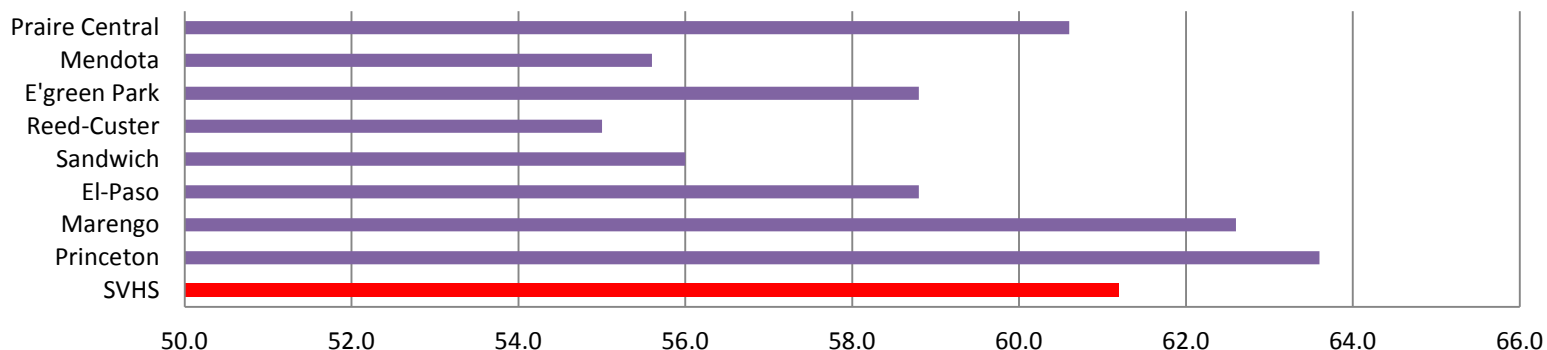
	SVHS	Princeton	Marengo	El-Paso	Sandwich	Reed-Custer	E'green Park	Mendota	Praire Central
■ 5 Year Meets and Exceeds Average	61.2	63.6	62.6	58.8	56.0	55.0	58.8	55.6	60.6

PSAE - Composite Meets and Exceeds 2014
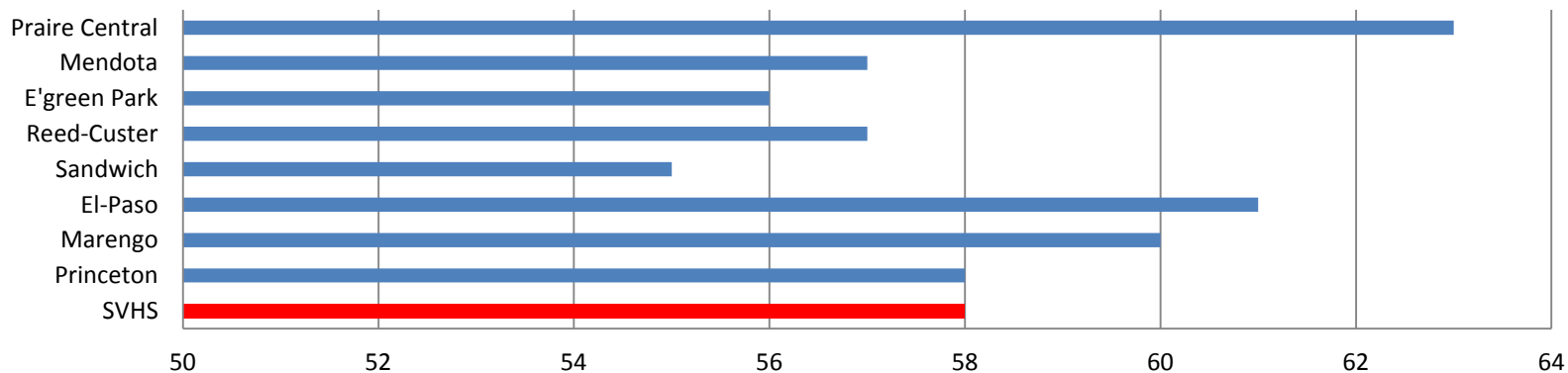
	SVHS	Princeton	Marengo	El-Paso	Sandwich	Reed-Custer	E'green Park	Mendota	Praire Central
■ Composite Meets and Exceeds 2014	58	58	60	61	55	57	56	57	63

ADVANCED PLACEMENT (AP) PROGRAM DATA

- What is Being Measured

In this data report the focus is on all components of SVHS's Advanced Placement program. Student enrollment, course offerings, and student performance are all highlighted.

- How is it Measured

Advanced Placement Testing is a division of CollegeBoard, Inc. – the group which also produces the SAT exam. All of the information provided in this report is a synthesis between the data we input to them and the data they provide back to us in July with our annual reports.

- General Reaction

The excellence our students have demonstrated in nearly every other data measurement is not reflected in terms of their performance on the Advanced Placement tests. We have stagnated in growth in nearly all measurable data points – including pass rate and average score. However, student performance in AP Art continues to excel with an 85% pass rate in 2014-2015, and student performance in AP Biology and AP US History are also encouraging. It is important to note that we do not select or place certain students in our AP Courses. At SVHS we believe that all students have the ability to be successful in an AP Course if they wish to be challenged.

- Critical Questions

  o What can we do to support those teachers who are currently experiencing low pass rates?

  o How can we prepare our students to be successful when they choose to take an AP Course?

  o How can we encourage students to challenge themselves by taking rigorous Advanced Placement courses?

  o How can we evaluate the strength of our current AP courses and the integrity of each?

- Graphic Representation of Data

  o Please see next page

Advanced Placement: Current and Historical Perspective

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
SVHS Enrollment	492	545	557	602	620	599	599	588	604	618	620	604	**587**
Enrolled in AP Courses	97	88	73	98	95	117	129	151	227	232	183	175	**248**
AP Students Tested	48	35	35	31	47	62	87	108	102	89	94	89	**156**
AP Exams Taken	61	42	38	37	47	72	113	145	140	116	118	116	**201**
AP Exams Passed	30	25	13	34	22	24	41	38	34	33	31	34	**61**
Students w/One or More Passing Scores								35	33	32	36	25	**45**
Percentage of Passing Scores	49	60	34	92	47	33	37	26	24	28	26	29	**30**
Courses Offered	4	5	5	4	3	4	4	7	5	5	4	5	**9**
Courses Exams Were Taken In	4	5	5	4	3	4	4	7	7	5	5	5	**10**

CRITICAL TRENDS

-Number of tests taken increased in 2014-2015.

-Achievement has been relatively stagnant.

-Three new AP Course offerings for 2014-2015 with exams tied to two of the three new courses.

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2014-2015 AP Subject Scores & Totals

Score	Studio Art 2D	Studio Art Drawing	English Literature & Composition	US Government & Politics	US History	World History	Calculus BC	Biology	Chemistry	Enviro. Science	Spanish Language	Total Exams	% of Total Exams
5		1										1	0.5
4		1		2	5	4		2		2		16	8.0
3	1	8	4	5	9	7		5	3		1	43	21.4
2	1	1	13	11	13	20	1	12	2	8		82	40.8
1			3	15	16	13		1	5	6		59	29.4
Total # of Exams	2	11	20	33	43	44	1	20	10	16	1	201	100.0
Average Score	2.5	3.182	2.05	1.818	2.07	2.045	2.0	2.4	1.8	1.875	3.0	--	--
Pass %	50%	90.9%	20.0%	21.2%	32.5%	25.0%	0.0%	35.0%	30.0%	12.5%	100.0%	--	-

CERTIFIED PERSONNEL EVALUATION PROCESS

- What is Being Measured

Certified faculty and staff are evaluated annually using the *Danielson Framework for Teaching*. The framework includes four domains: Planning and Preparation, The Classroom Environment, Instruction and Assessment Strategies, and Professionalism. A visual representation with more information can be found at: Danielson Framework for Teaching.

- How is it Measured

Tenured faculty and certified staff must be formally observed at least once every other year and evaluated at least once every-other year. Non-tenured faculty and certified staff must be formally observed at least twice per year and evaluated every year until they earn tenure. An expectation of informal observations of faculty and certified staff is also in place, and administrators are encouraged to informally observe all certified personnel at least once per semester. If the information collected during an informal observation is shared with the faculty or certified staff member in writing, then the information can be included in the certified personnel's next evaluation.

- General Reaction

An administrator's role as the instructional leader for faculty and staff is one of the most critical aspects of the profession. Teacher quality has been consistently identified as the most important school-based factor in student achievement, which adds emphasis to the role of the administrator to ensure that all teachers are skilled practitioners with sound methods of instruction and assessment and a passion for student-focused learning. This year Mr. Voltz and I completed nearly 100 informal observations, walk-through observations, and formal observations. While this is a good start, we must be purposeful in our efforts to increase observations, timely feedback, and discussions focused on effective teaching that is rigorous and challenges every student.

- Critical Questions

  - How will Student Growth Assessments affect the evaluation process and results beginning officially in 2016-2017?

  - How can we strategically organize informal observations to support the teachers who need it the most?
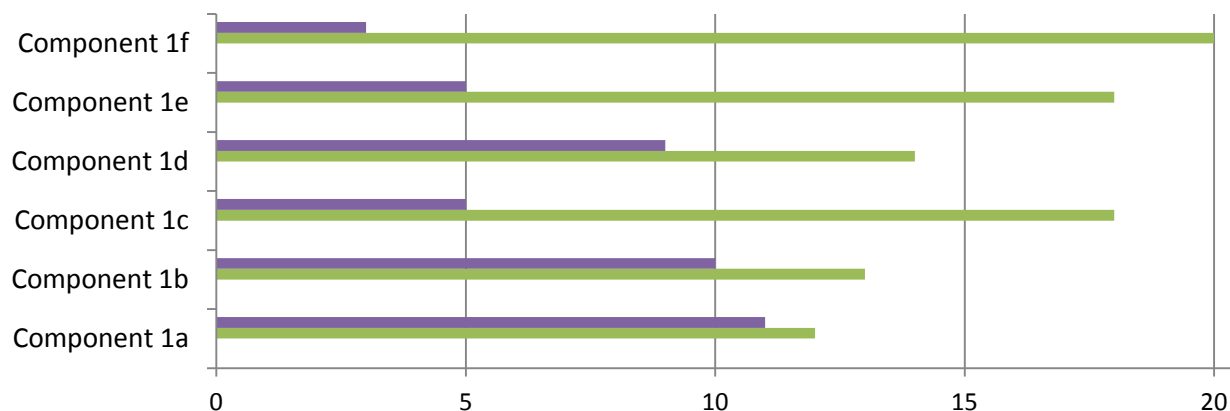
- Graphic Representation of Data

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2014-2015 SUMMATIVE EVALUATION DATA

DOMAIN 1

Component 1f
Component 1e
Component 1d
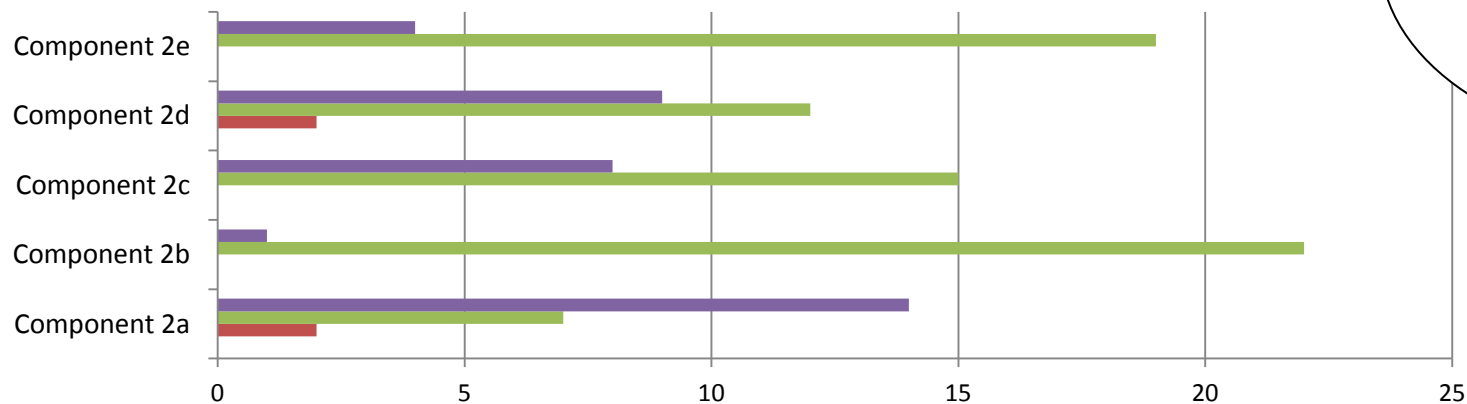Component 1c
Component 1b
Component 1a

0   5   10   15   20

Components:
1a: Demonstrating Knowledge of Content & Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction

- Excellent
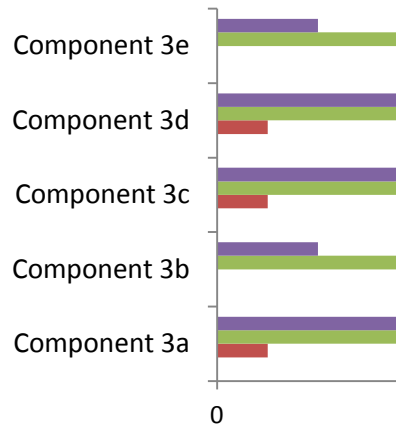- Proficient
- Needs Improvement
- Unsatisfactory

DOMAIN 2

Component 2e
Component 2d
Component 2c
Component 2b
Component 2a

0   5   10   15   20   25

Components
2a: Creating an Environment of Respect & Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

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DOMAIN 3

Components:
3a: Communication with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

- Excellent
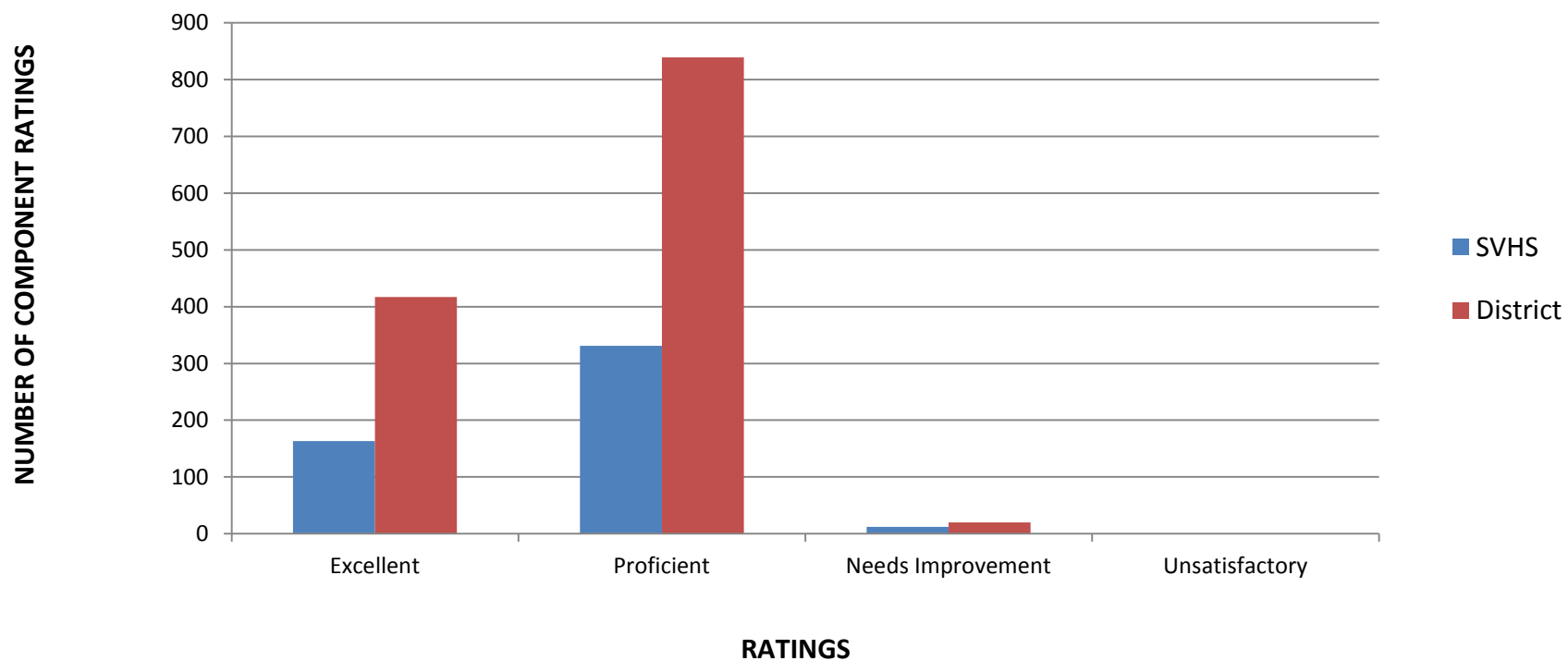- Proficient
- Needs Improvement
- Unsatisfactory

DOMAIN 4

Components:
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a PLC
4e: Growing and Developing Professionally
4f: Showing Professionalism

- Excellent
- Proficient
- Needs Imrprovement
- Unsatisfactory

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COMPARSION OF COMPONENT RATINGS

(Bar chart)

Y-axis: NUMBER OF COMPONENT RATINGS (0 to 900)

X-axis: RATINGS — Excellent, Proficient, Needs Improvement, Unsatisfactory

Legend: SVHS (blue), District (red)

School: Stillman Valley High School 2014-2015				
Domain/Component	U	NI	P	E
1a- Demonstrating Knowledge of Content & Pedagogy	0	0	12	11
1b-Demonstrating Knowledge of Students	0	0	13	10
1c-Setting Instructional Outcomes	0	0	18	5
1d-Demonstrating Knowledge of Resources	0	0	14	9
1e-Designing Coherent Instruction	0	0	18	5
1f-Designing Student Assessments	0	0	20	3
2a-Creating an Environment of Respect and Rapport	0	2	7	14
2b-Establishing a Culture for Learning	0	0	22	1
2c-Managing Classroom Procedures	0	0	15	8
2d-Managing Student Behavior	0	2	12	9
2e-Organizing Physical Space	0	0	19	4
3a-Communication with Students	0	1	6	16
3b-Using Questioning and Discussion Techniques	0	0	21	2
3c-Engaging Students in Learning	0	1	17	5
3d-Using Assessment in Instruction	0	1	15	7
3e-Demonstrating Flexibility and Responsiveness	0	0	21	2
4a-Reflecting on Teaching	0	0	11	12
4b-Maintaining Accurate Records	0	1	18	4
4c-Communicating with Families	0	3	17	3
4d-Participating in a Professional Learning Community	0	1	13	9
4e-Growing and Developing Professionally	0	0	15	8
4f-Showing Professionalism	0	0	7	16

LOCAL ASSESSMENT

- What is Being Measured

The Performance Evaluation Reform Act (PERA) and SB7 state that evaluations must use data and indicators of student growth as a significant factor in rating teacher performance. For this purpose starting in 2016-17, thirty percent of a teacher's evaluation must represent student growth by collecting multiple data points for each student over time. Teachers must choose two different types of tests such as a nationally normed, local to district, or specific to a course to use for the student growth portion of the overall evaluation rating.

- How is it Measured

The 2015-2016 school year is a no stakes implementation year to see if adjustments need to be made to the district-created assessments and plan before full implementation in 2016-17. Teachers will administer mirrored assessments at the beginning and end of the school year. After pre-assessments are given, student learning objectives (SLO's) will be set for each student. Teachers will do a mid-point check with the students to determine instructional or SLO adjustments. At the end of the year, post-assessments will be given and evaluated to see how many students reached their goal of 51% improvement from the pre-assessment score.

- General Reaction

At the end of the 2014-15 school year, several teachers administered their post-assessments to informally collect assessment results. This will help teachers determine any instructional adjustments to be made before the no stakes implementation year.

- Critical Questions

    o What adjustments need to be made to pre/post-assessments to mirror instruction?

    o What adjustments need to be made based on student performance?

    o How will the student performance modify or enhance instruction in the classroom?

- Graphic Representation of Data

    o Not Available

BUILDING SUBSTITUTE USAGE

- What is Being Measured

SubFinder is a web-based program used for teachers to request a substitute for a day or an extended period of time. This program is used for all types of absences inclusive of sick, personal, or professional days. Teachers may request a substitute, pre-arrange a substitute by making a personal contact ahead of time with a person, or randomly be assigned a substitute from the system.

- How is it Measured

Substitute usage has been tracked by sick, personal, and professional days. Teachers may use a half day or a full day. Supplemental days have also been tracked, which include substitutes who served as test proctors and one long-term substitute who served as a special education teacher for the entire first quarter of 2014-2015 until a special education teacher could be hired.
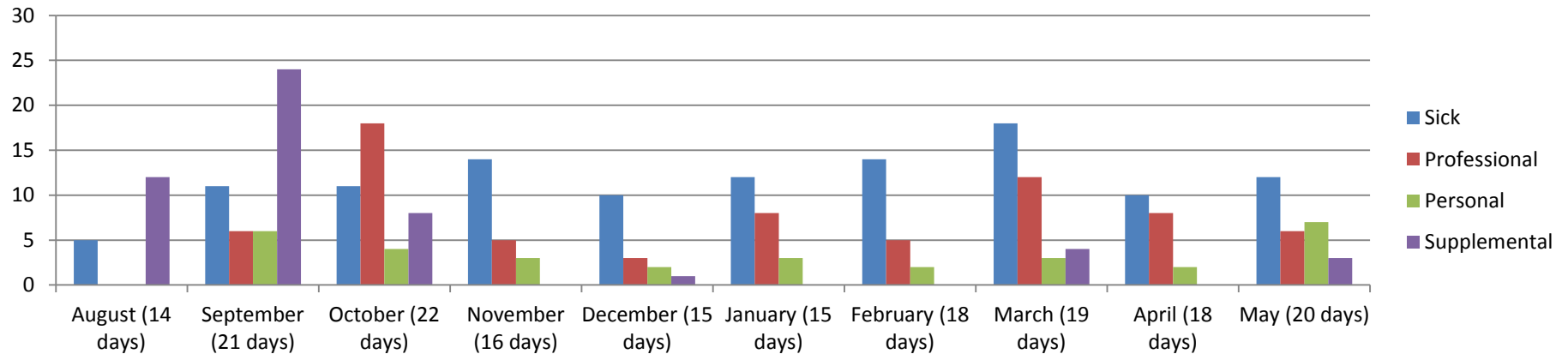
- General Reaction

All teachers were given the opportunity to take two professional days to write assessments to be in compliance with the PERA law this past year. Also, the new incentive of matching unused sick days that started during 2014-15 school year did not make a positive difference in days used. Significantly more days were used this year than last year.
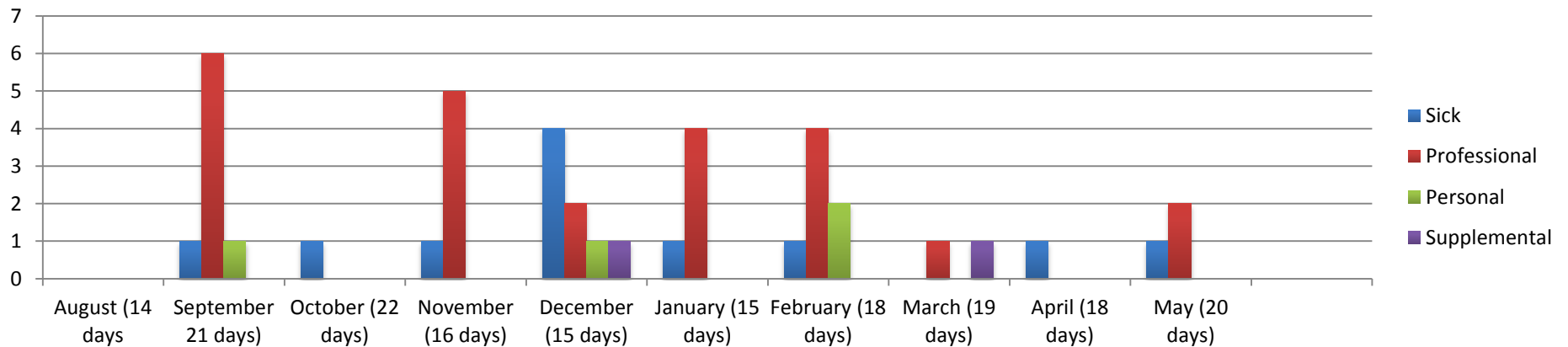
- Critical Questions

  - How has the attendance incentive of matching unused sick days affected the amount of days teachers took this year compared to years past?

  - Were there significant outbreaks of flu and other health-related issues, which impacted the number of sick days used by SVHS Staff?

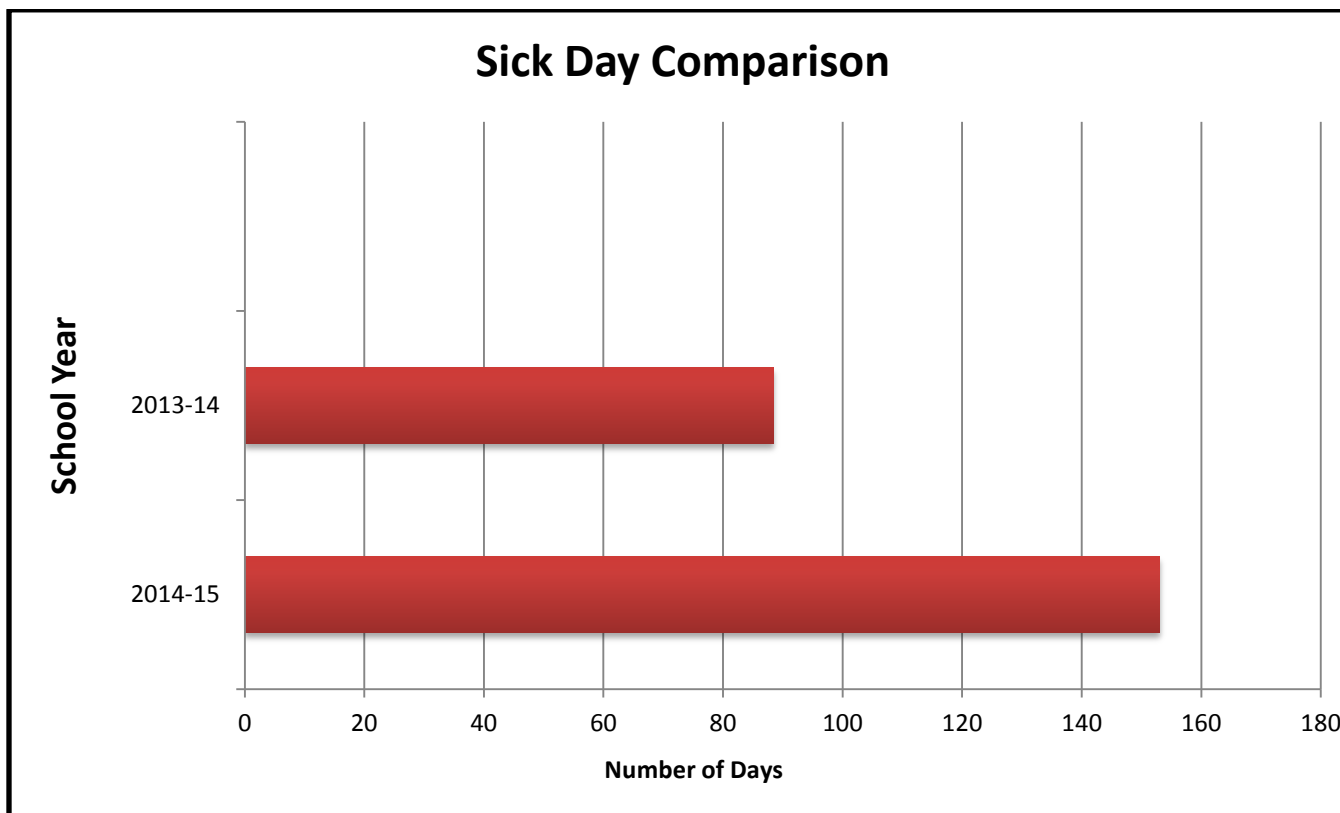- Graphic Representation of Data

  - Please see next page

Meridian CUSD223

FULL DAY SUBSTITUTE USAGE

Legend: Sick, Professional, Personal, Supplemental

X-axis: August (14 days), September (21 days), October (22 days), November (16 days), December (15 days), January (15 days), February (18 days), March (19 days), April (18 days), May (20 days)

HALF DAY SUBSTITUTE USAGE

Legend: Sick, Professional, Personal, Supplemental

X-axis: August (14 days, September 21 days), October (22 days), November (16 days), December (15 days), January (15 days), February (18 days), March (19 days), April (18 days), May (20 days)

148

Meridian CUSD223

Sick Day Comparison

School Year

2013-14

2014-15

Number of Days

DISCIPLINE

- What is Being Measured

The 2014 – 2015 school year was our third year of implementation for the HEAT program at SVHS. The HEAT program was expanded for the 2013 – 2014 school year to include all sophomore students and any juniors or seniors in freshman or sophomore level classes. Again this year, students who chose to ignore their HEAT assignment after school to complete their homework were issued disciplinary consequences. These students were typically assigned after school detentions for failing to show up to HEAT.

As has been stated in previous discipline summaries, the HEAT program does cause the number of after school detentions assigned to increase but also had adverse effects on other disciplinary categories. Some students who chose to ignore their HEAT assignments also chose not to serve their after school detentions. These types of actions then led to assignments of additional detentions, Saturday schools, missed Saturday schools, and in some cases assignment to in-school suspensions. Overall, the HEAT program has proved to be very effective in decreasing the number of D's and F's for sophomore and freshman students.

- How is it Measured

When comparing this year's suspension results to the results from the 13-14 school year there was a net increase of three suspensions. In-school suspensions were down sixteen, while out of school suspensions were up nineteen. A handful of our students did take advantage of the Ogle County Focus House Alternative to Suspension Program to decrease their lengthy suspensions. This enabled the students to return to the classroom more quickly and the students were held accountable for their time while they were suspended. Additional counseling and tutoring is provided when students attend this program at Focus House.

- General Reaction

I am encouraged by the decrease in the number of missed HEAT assignments (-14%); missed Saturday detentions (-7%); and missed after school detentions (-6%). This is a positive trend that seems to indicate that our students are making better choices and showing responsibility when it comes to doing their homework and serving assigned detentions. The hope is that these areas will continue to trend lower over the next few years.

We will work to continue to find ways to reduce our disciplinary incidents by continuing to incorporate and implement the PBIS initiative in our building. As PBIS principles continue to take hold in our building and the district it is our hope that PBIS will be a driving force behind a decrease in disciplinary incidents while supporting increased student achievement.

- Critical Questions

    o   How can we better support our students who have three minors within a quarter?

    o   What can we do to support our at risk students?

    o   What organizations can we partner with to provide more education for our students regarding the dangers of drugs and alcohol?

- Graphic Representation of Data
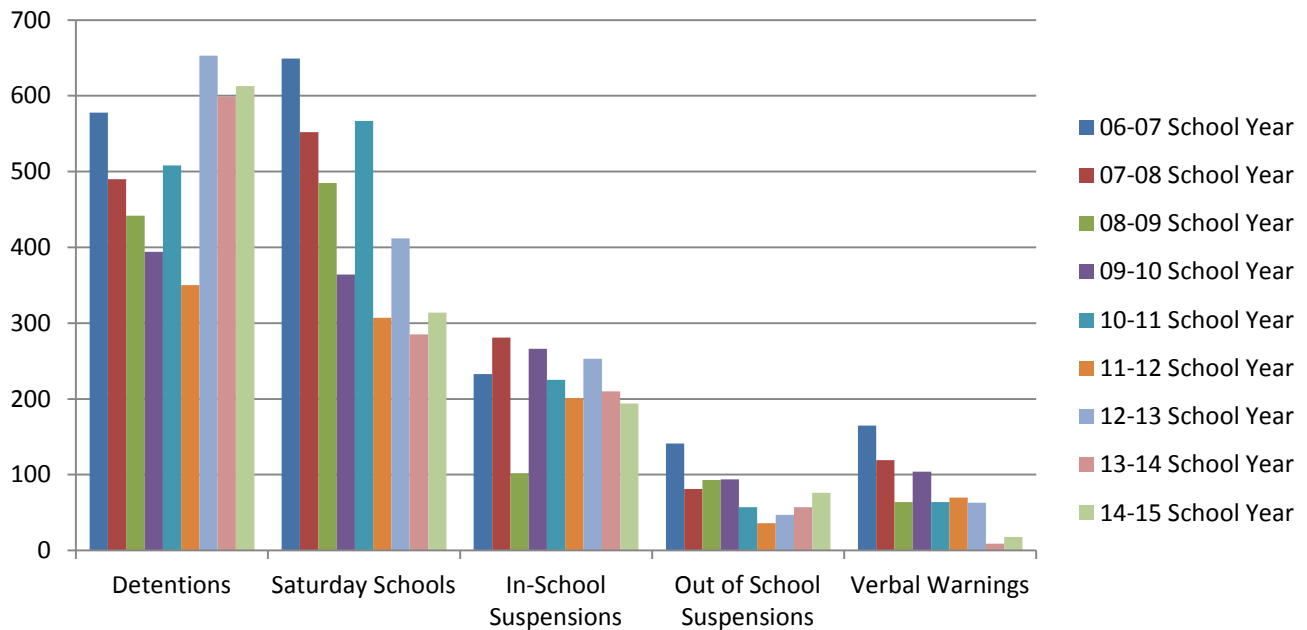
    o   Please see next page

Stillman Valley High School
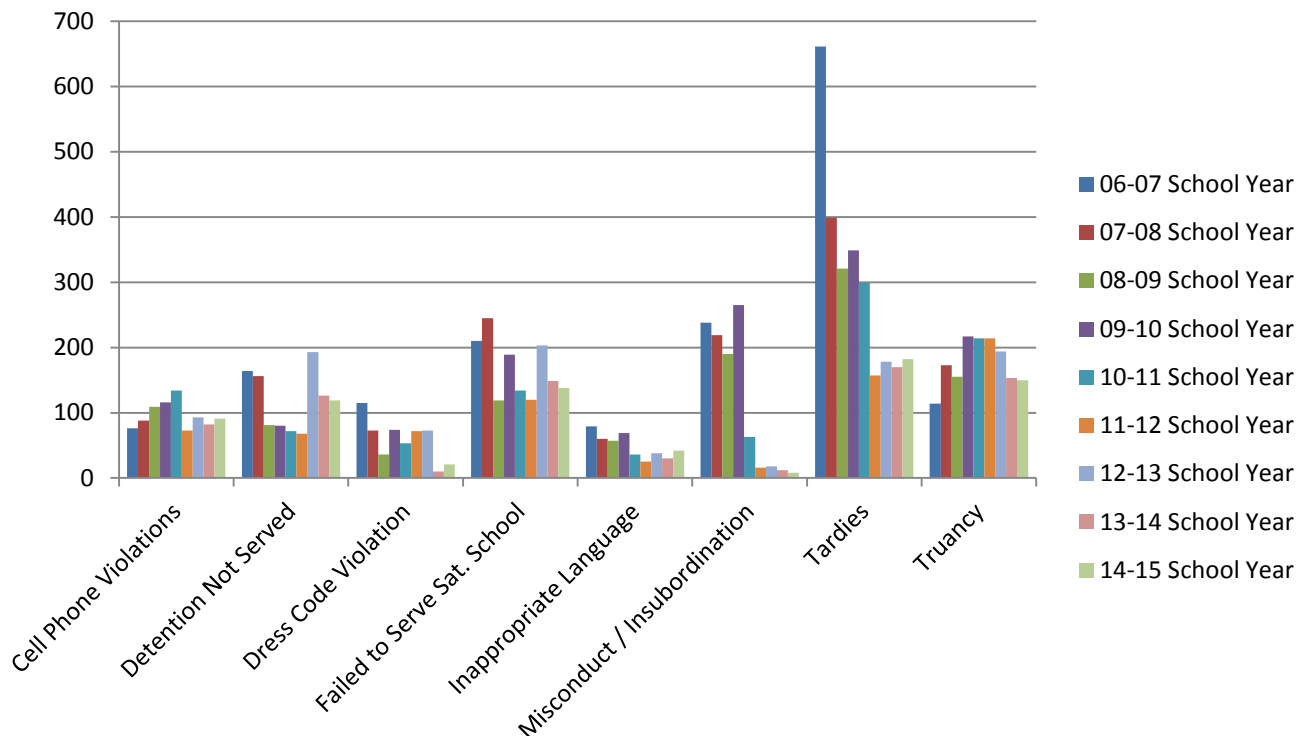# Discipline Report
2014-15 Year End Results

Most Frequent Actions	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	14-15 School Year	Increase/ Decrease from 13-14	% Inc. / Dec.	Increase/ Decrease from 06-07	% Inc. / Dec.
Detentions	578	490	442	394	508	350	653	599	613	14	2.34%	35	6.06%
Saturday Schools	649	552	485	364	567	307	412	285	314	29	10.18%	-335	-51.62%
In-School Suspensions	233	281	102	266	225	201	253	210	194	-16	-7.62%	-39	-16.74%
Out of School Suspensions	141	81	93	94	57	36	47	57	76	19	33.33%	-65	-46.10%
Verbal Warnings	165	119	64	104	64	70	63	9	18	9	100.00%	-147	-89.09%

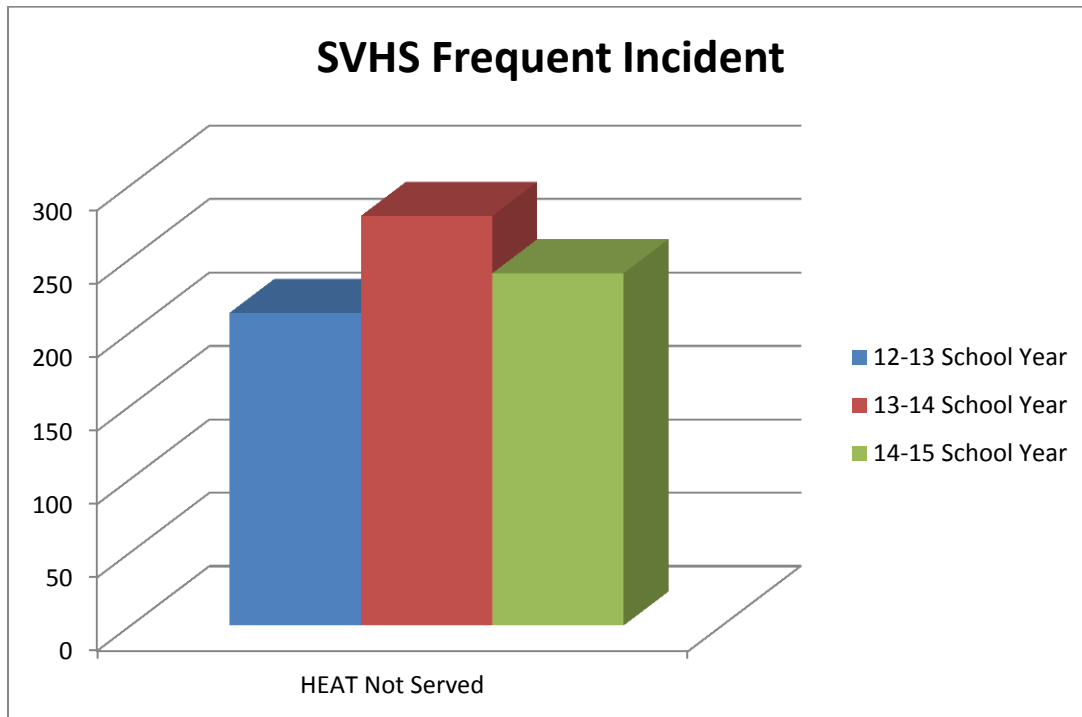| Most Frequent Incidents	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	14-15 School Year	Increase/ Decrease from 13-14	% Inc. / Dec.	Increase/ Decrease from 06-07	% Inc. / Dec.
Cell Phone Violations	76	88	109	116	134	73	93	82	91	9	10.98%	15	19.74%
Detention Not Served	164	156	81	80	72	68	193	126	119	-7	-5.56%	-45	-27.44%
Dress Code Violation	115	73	36	74	53	72	73	10	21	11	110.00%	-94	-81.74%
Failed to Serve Sat. School	210	245	119	189	134	120	203	149	138	-11	-7.38%	-72	-34.29%
Inappropriate Language	79	60	57	69	36	25	38	30	42	12	40.00%	-37	-46.84%
Misconduct / Insubordination	238	219	190	265	63	16	18	12	8	-4	-33.33%	-230	-96.64%
Tardies	661	399	321	349	299	157	178	170	182	12	7.06%	-479	-72.47%
Truancy	114	173	155	217	214	214	194	153	150	-3	-1.96%	36	31.58%
HEAT Not Served	********	********	********	********	********	********	213	279	240	-39	-13.98%	N/A	N/A

- Misconduct / Insubordination were re-categorized during the 10-11 school year during the implementation of the (PBIS) Integrity Program. This category has now been broken up to more specifically define the disciplinary incident.
- HEAT program implemented beginning 12-13 school year (Freshmen Only)
- HEAT program expanded during the 13-14 school year (Freshmen & Sophomores)

Most Frequent Actions

	Detentions	Saturday Schools	In-School Suspensions	Out of School Suspensions	Verbal Warnings

Legend:
- 06-07 School Year
- 07-08 School Year
- 08-09 School Year
- 09-10 School Year
- 10-11 School Year
- 11-12 School Year
- 12-13 School Year
- 13-14 School Year
- 14-15 School Year

Most Frequent Incidents

Categories: Cell Phone Violations, Detention Not Served, Dress Code Violation, Failed to Serve Sat. School, Inappropriate Language, Misconduct / Insubordination, Tardies, Truancy

Legend:
- 06-07 School Year
- 07-08 School Year
- 08-09 School Year
- 09-10 School Year
- 10-11 School Year
- 11-12 School Year
- 12-13 School Year
- 13-14 School Year
- 14-15 School Year

SVHS Frequent Incident

PBIS (Integrity) Minors for 2014-15 School Year – 233

PBIS (Integrity) Minors for 2013-14 School Year – 104**

PBIS (Integrity) Minors for 2012-13 School Year – 246*

PBIS (Integrity) Minors for 2011-12 School Year – 595

PBIS (Integrity) Minors for 2010-11 School Year – 420

*= data incomplete due to loss of records (server failure)
**=data incomplete due to the inability of some teachers to access the shared drive (unfilled work order)

Counseling Department

- What is Being Measured

Contact data is recorded and tracked regarding academic consults, social/emotional consults, and college/career consults. Outreach, referral services, presentations, and supports are also recorded.

- How is it Measured

The data is measured in terms of the number of meetings, consults, phone calls, etc. In the future, it may be useful to track minutes as well.

- General Reaction

Our School Counselors and staff continue to improve the SVHS Counseling Department to provide student-focused meetings, groups, and presentations that meet the ever-changing needs of every individual. Monthly meetings are led by Mr. Voltz to review student data and revise services as determined necessary by the data.

- Critical Questions

  o How effective are student-surveys regarding the needs and interests of our students?

  o How can this team work together to improve our SVHS attendance data and graduation rate?

  o How has the online Overgrad system been used by our students in preparation for college?

- Graphic Representation of Data

  o Please see next page

Student Contact Component:

Academic	Social/Emotional	College/Career	Total Sessions
Individual: 1,679	Individual: 569	Individual: 982	Individual: 3,230
Group Sessions: 21	Group Sessions: 16	Group Sessions: 25	Group: 62
Classroom Guidance: 15	Classroom Guidance: 3	Classroom Guidance: 50	Classroom: 68

Responsive Services Component:

1	Number of crisis or emergency sessions	29
2	Number of referrals/contact from teachers or other staff	729
3	Number of contacts with parents (phone, email, meeting)	722
4	Number of referrals to school resources (school social worker, nurse, school psychologist)	58
5	Number of referrals to outside professionals, agencies, etc.	56
6	Number of contacts with other schools (Nachusa, Ombudsman, Chana, RVC, etc.)	145

Systems Support Component:

1	Number of registrations (After school started)	14
2	Number of students who moved from district and left SVHS	24
3	Number of sessions involving testing (administration, coordination, etc.)	36
4	Number of program/curriculum planning and/or evaluation sessions	18
5	Number of parent programs (Senior College Info Night, PT Conferences, etc.)	3
6	Number of department meetings	44
7	Number of professional development activities (Conferences, Trainings, etc.)	11
8	Number of schedule adjustments/planning meetings	475
9	Number of IEP or 504 meetings	83

SPECIAL EDUCATION

- What is Being Measured

Students identified to receive special education services should have the opportunity to be educated with non-disabled peers in the least-restrictive environment whenever appropriate.

- How is it Measured

The minutes provided in a student's IEP are the minutes of additional support a student must be given to support his or her academic goals. The goal of special education is to have students in the least restrictive environment as much as possible.

- General Reaction

The percentage of time special education students spent in regular education classes decreased this past year. When examining these students, their disabilities warranted placement with additional support. Many of these students required support for autistic tendencies and emotional development, which required more direct contact with the special education teacher.

- Critical Questions
    - How are paraprofessionals being used to support these students in the regular education classroom?

    - What training needs to be provided for special ed. teachers and paraprofessionals to best meet the needs of the students?

    - Does an examination of curriculum within the instructional classes need to be done to ensure student needs are being met?

    - Are we cognizant of the EE Code targets? Do we need to review placement data?

- Graphic Representation of Data

    - Please see next page

Special Education Evaluations 2014-2015	
Initial IEP's	1
Re-Evaluations	12

Least Restrictive Environment

Legend:
- 80% or more in regular ed.
- 40-79% in regular ed.
- 0-39% in regular ed.

	2011-2012	2012-2013	2013-2014	2014-2015	Target:
80% or more in regular ed.	43.8%	48.6%	49.3%	48.3%	52%
40-79% in regular ed.	40.6%	42.9%	38.8%	36.7%	18.50%
0-39% in regular ed.	13.6%	8.6%	11.9%	11.7%	3.90%
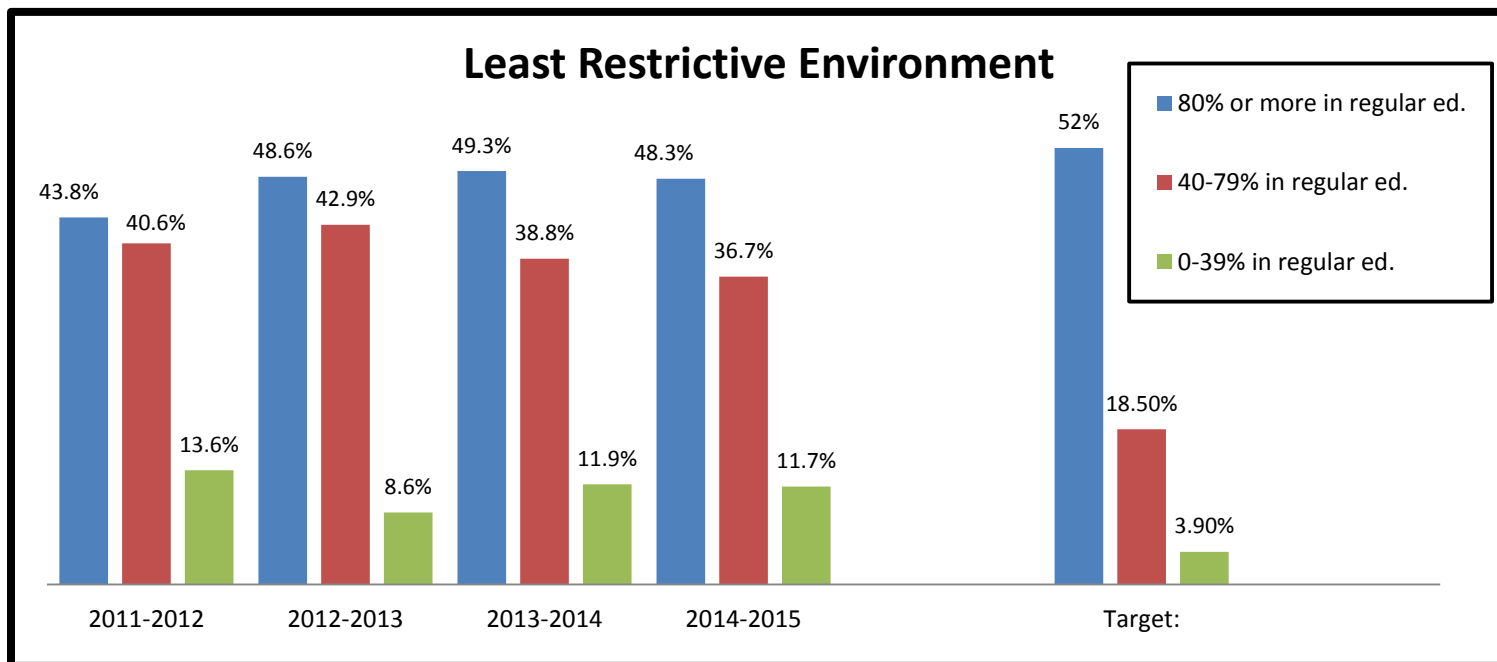
SIP REVIEW

- What is Being Measured

School wide goals are set by administrators and teachers to improve student achievement. Areas of growth are determined by looking at achievement data and the standards that students are expected to meet.

- How is it Measured

SVHS SIP Goal #1 for 2015-16: The number of students determined to be College & Career Ready as defined by SVHS based on the attainment of Latin Honors criteria, successful Military Enlistment, and/or benchmark attainment on all four ACT components will increase by 10% or more over the next two school years (2015-2016 & 2016-2017).

SVHS SIP Goal #2 for 2015-16: The number of students successfully earning 20 or more service hours per year will increase by 10% from 2016 to 2017.

Data regarding the number of students recognized for Latin Honors, successful military enlistment, and ACT performance will be collected and analyzed every year to determine the effectiveness of our first goal. Our students' community service hours will also be recorded throughout each school year in an effort to positively promote a service culture within our student body.

- General Reaction

Latin Honors data from the past two years shows that only around 35% of our graduating seniors earn Latin Honors recognition, which focuses on GPA, PSAE/ACT scores, Capstone courses, and discipline. Also, the number of students meeting all four ACT benchmarks has been decreasing over the past two years. The focus on community service for our students is new, so no past data is available for review.

- Critical Questions

  o How can we promote and encourage our students to consistently engage in community service opportunities?

  o How can we positively influence ACT scores in all four college readiness benchmarks?

- Graphic Representation of Data

  o Please see next page

SMARTGoal Action Plan

School: Stillman Valley High School
2015 – 2016

SIP Goal 1: The number of students determined to be College & Career Ready as defined by SVHS based on the attainment of Latin Honors criteria, successful Military Enlistment, and/or benchmark attainment on all four ACT components will increase by 10% or more over the next two school years (2015-2016 & 2016-2017).

SIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current Reality: Students who earned Latin Honors recognition: **2013-2014:** CAF - 26 CTF - 20 **2014-2015:** CAF - 20 CTF - 23 Students who successfully enlisted in the Military: **2013-2014:** Army - 2 Navy - 1 Air Force - 1 Marines - 2	**Review 2015 ACT assessment results, Latin Honors totals, and Military totals to calculate targets for 2015- 2016 and 2016- 2017.**	**Counseling Dept. & Administration**	**May 20, 2015 & May 20, 2016**	**Annual Data Report (June) &** **Current Reality- SIP**	**Increase in numbers for Latin Honors (total), Military Enlistment, and ACT Benchmark Scores**
	Review the 2015 PARCC ELA assessment results to determine baseline data and calculate target for 2015-2016. This data may eventually become part of the CCR definition.	**Admin.**	**November 1, 2015 -** **Projected ETA from Pearson Comp.**	**Annual Data Report (June)**	**N/A**
	Utilize ACT and/or PARCC resources through http://www.actstudent.org/testprep/ and/or **www.parcconline.org.**	**Classroom Teachers**	**September 1, 2015 & throughout the 2015-2016 School Year (At least once per quarter)**	**Individual or Classroom Data Chart/Graph**	**Teachers and/or students will record the data and reflect on progress.**

| 2014-2015: Army - 0 Navy -1 Air Force - 1 Marines - 2 National Guard - 1

Students who met benchmarks on all four ACT components in **2013-2014:** 29 **2014-2015:** 43

SMART Goal: The number of students considered CCR as defined by SVHS will increase by 10% or more over the next two years.	**Provide a daily ACT and/or PARCC prep question on our SVHS website.**	**Counseling Dept.**	**Begin: September 1, 2015 & continue daily**	**SVHS Website**	**Student Survey regarding use**
	The STAR assessment for high school use will be researched for possible implementation at SVHS as an additional measure for reading improvement.	**Division Leaders & Admin.**	**January 1, 2016**	**Division Leader Meeting Agendas and Minutes**	**N/A**

SMARTGoal Action Plan

School: Stillman Valley High School
2015 – 2016

SIP Goal 2: The number of students successfully earning 20 or more service hours per year will increase by 10% from 2016 to 2017.					
SIP GOAL	**Specific Activities and Action Steps**	**Who is Responsible?**	**Target Dates and Timelines**	**Deliverables**	**Evidence of Effectiveness**
Current Reality: We do not currently track our students' community service hours. Division Leaders, PSAC, PPAC, and Admin. spent this year developing a Community Service Hours Program for implementation in 2015-2016. **Graduation Recognition:** 40 CSHs during high school and 80 CSHs during high school. **SMART Goal:** The number of students successfully	**Log students' approved Community Service Hours (CSH) in our Skyward System.**	**Counseling Dept.**	**Updated at least once per week with final number for each school year determined one week prior to Graduation.**	**SKYWARD Reports & Family Access**	**SKYWARD Reports: Number of students completing CSH & Number of Community Service Hours logged per student**
	Inform students of the CSH Program and encourage participation and leadership.	**Admin., Counselors, & Seminar Teachers**	**First Day of School Each Year & Quarterly**	**Freshmen Only Day Agenda, Grade Level Assemblies, Hallway Banners**	**SKYWARD Reports: Number of students completing CSH & Number of Community Service Hours logged per student**
	Inform parents of the CSH Program and student participation hours.	**Admin., Counseling Dept., Activities Dept.**	**First Week of School, Open House/Back to School Night,**	**Family Access, Monthly Counseling Department Newsletter, All-Calls, Target Meeting for Athletes and Club Participants, Informational**	**SKYWARD Reports: Number of students completing CSH & Number of Community Service Hours logged per**

earning 20 or more service hours per year will increase by 10% from 2016 to 2017.				Flyer	student
	Inform Coaches & Advisors of the CSH Program and encourage participation by creating CSH opportunities for athletes and members.	**Mike Reagan**	**Coaches/Advisors Beginning of Year Meeting & Semester Updates**	**SKYWARD Reports**	**SKYWARD Reports: Number of students completing CSH & Number of Community Service Hours logged per student**
	Inform Teachers of the CSH Program and encourage participation by creating CSH opportunities for students when appropriate & applicable.	**Division Leaders**	**At least once per month in PLC Department Meetings beginning in August 2015**	**SKYWARD Reports, PLC Meeting Agendas/Minutes, Shared Google Doc**	**Increase in number of opportunities and total participation per year**

Meridian CUSD #223
2014-2015
Data Report

Technology

Technology Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, we have performed an in depth analysis of accessible and applicable information to consistently understand and improve the position of the Technology Department here at Meridian Community Unit School District 223. Moving forward we will continue to track and document this information in order to share our findings with the Board of Education, Superintendent, District Leadership Team, and district staff to ensure total transparency in communication.

Comprehensive Data Examination

Our intent is to begin to provide the District Office, Board of Education, and Leadership Team the culmination of data dictating the current status of the Technology Department compared to previous years. In the areas where data is available we will begin to compare, contrast and report the data on a year to year basis. We will begin with last year's statistics compared to this years and will add subsequent years to the report moving forward. The number of metrics we have available for comparison from this year to last year are minimal but will grow exponentially over the coming years. We will begin to include first response times for all tickets, Time spent working on tickets for each building/overall, Time spent onsite in each building as well as other metrics in future years.

For each group of data presented, we will include:

- An explanation of what is being measured

- How it is being measured

- General reaction to the data

- Critical questions about the subject that should be considered moving forward

- A chart or table representing the data

TICKET CREATION AND CLOSURE NUMBERS

- What is Being Measured

This measurement shows the number of Technology Department tickets created or closed over the past two years. This measurement will be displayed by both building as well as overall.

- How is it Measured

Every ticket that is created gets maintained and logged in the new ticket system. We are then able to export sum the creation date, closure date, and building of associated tickets.
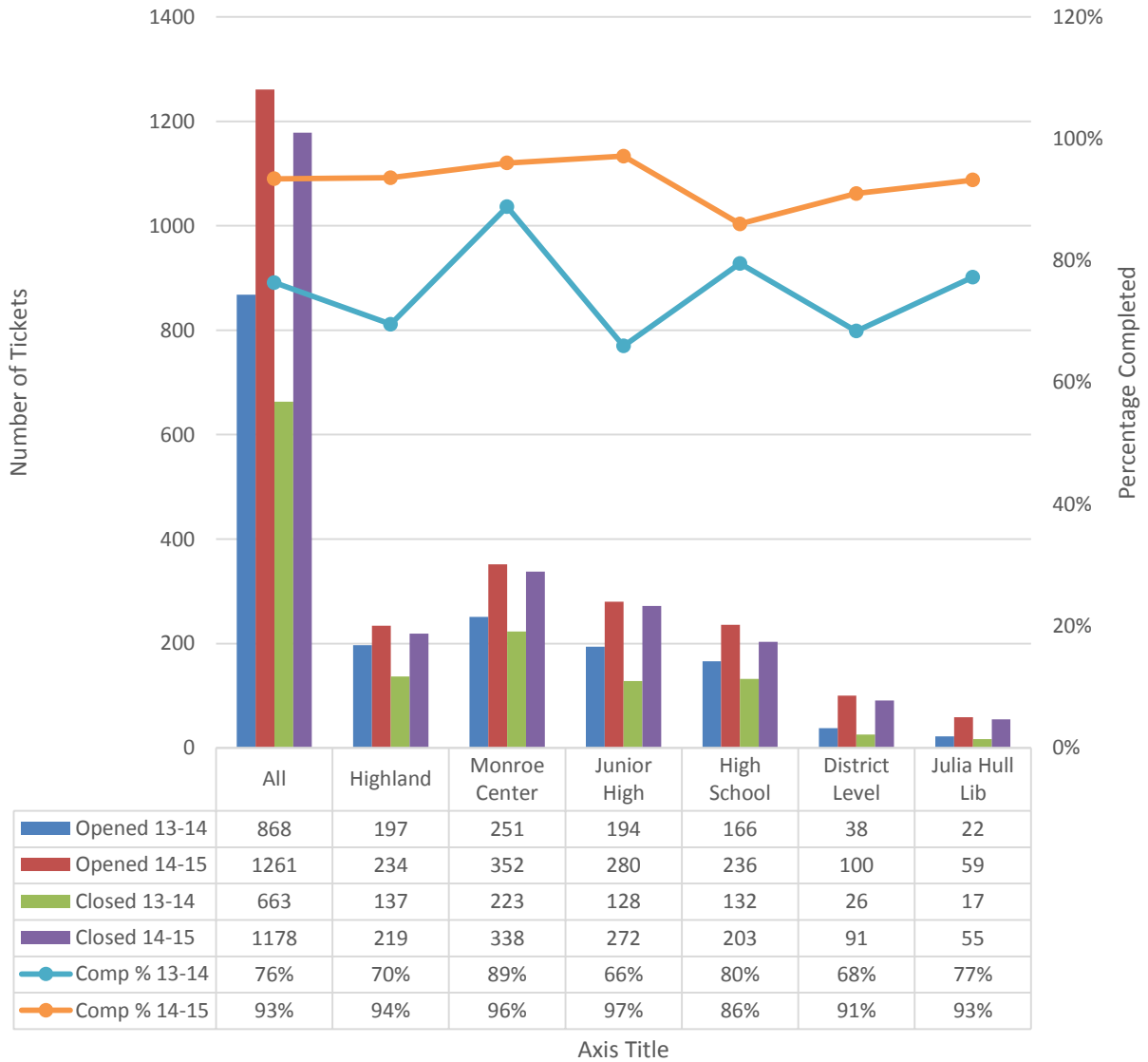
- General Reaction

The number of tickets created over the last year is almost double last years and the closed percentage has increased by almost 20% across the board. What is not graphed is that our average number of open tickets at any time is currently at 24 where last year the average was approximately 125

- Critical Questions

    - How can we continue to build the trust needed so a larger majority of the staff will submit issues to us?

    - What measures can be taken to now reduce the influx of tickets on a yearly basis?

    - How to we maintain the level of service we have attained over the past year?

Ticket Creation/Closure Overview

	All	Highland	Monroe Center	Junior High	High School	District Level	Julia Hull Lib
Opened 13-14	868	197	251	194	166	38	22
Opened 14-15	1261	234	352	280	236	100	59
Closed 13-14	663	137	223	128	132	26	17
Closed 14-15	1178	219	338	272	203	91	55
Comp % 13-14	76%	70%	89%	66%	80%	68%	77%
Comp % 14-15	93%	94%	96%	97%	86%	91%	93%

Axis Title

YEAR BY YEAR COMPARISON

AVERAGE TICKET CLOSURE TIME

- What is Being Measured

The Average time it takes from creation of a ticket to closure of a ticket on a per-building as well as overall basis.

- How is it Measured

Every ticket that is created gets maintained and logged in the new ticket system. We are then able to export sum the creation date, closure date, and building of associated tickets. With that data we are then able to ascertain the average time to close per ticket.

- General Reaction

The average closure time is well approaching our goal of 24 business hours average for closures. This is exiting considering just last year this number was in the range of 30-50 business days. It is apparent because the previous year employees were assigned to specific buildings that there was an extra 30 day average close time for one employee over the other.

- Critical Questions

  o How do we ensure that we can maintain this level of service?

  o What else can be done to further reduce the time to close for tickets?

Average Resolution time Per building
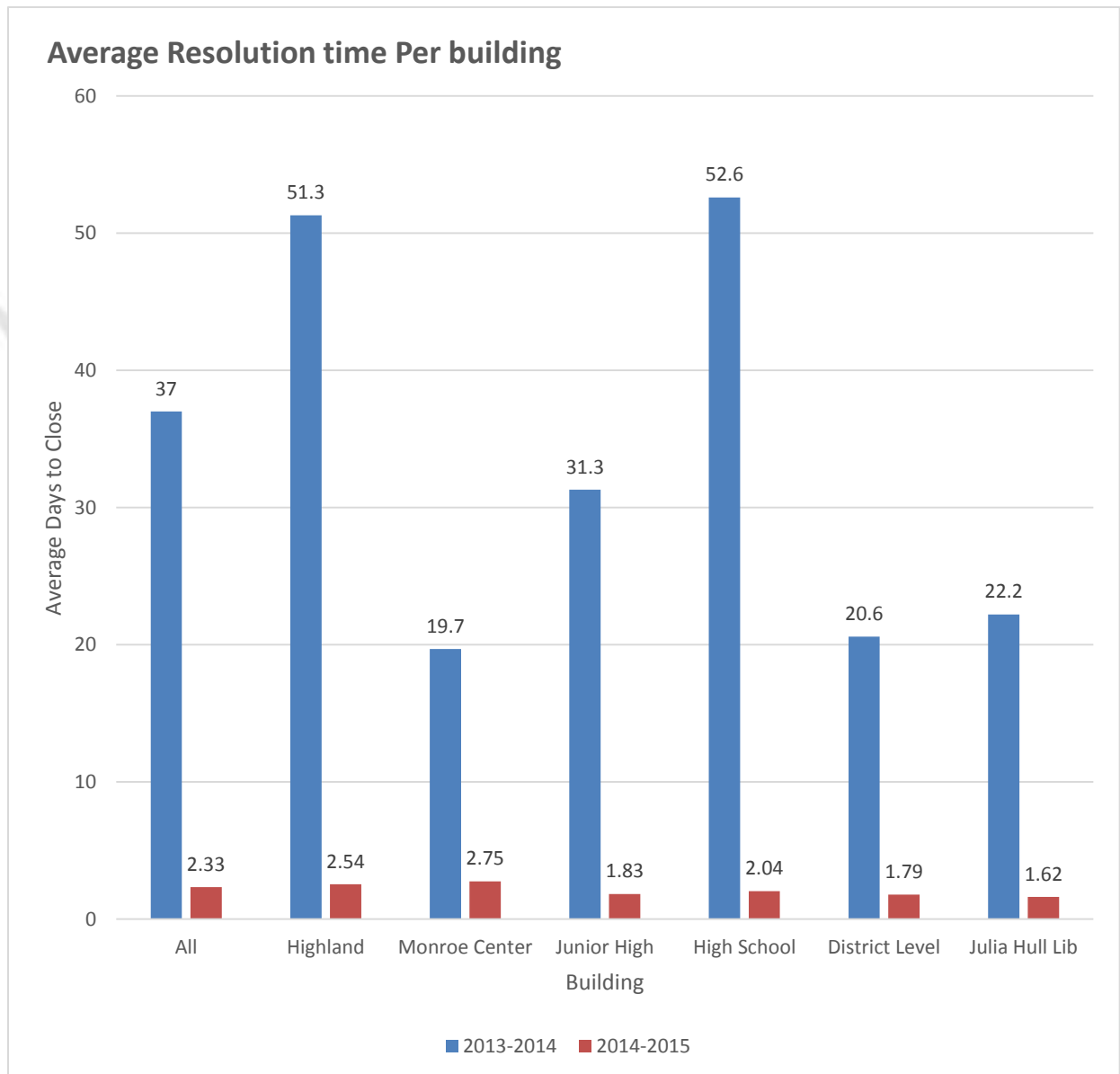
SURVEY DATA COMPARISON

- What is Being Measured

A year to year comparison of the responses of MCUSD staff in regards to their perception of the state of the Technology Department in the areas of customer service, district technology related services, and technology related devices

- How is it Measured

A survey is sent out on a yearly basis to collect and monitor data. Not all survey data is represented here. However, all pertinent data is represented.

- General Reaction

The overall perception of the department in the eyes of the staff has improved greatly. As a result more staff are putting their faith in the department to solve their issues both skill wise and in a timely manner creating an influx of tickets and increase in positive reviews over last year.

- Critical Questions

  - How do we continue to maintain the growth?

  - What areas did we grow less than others?

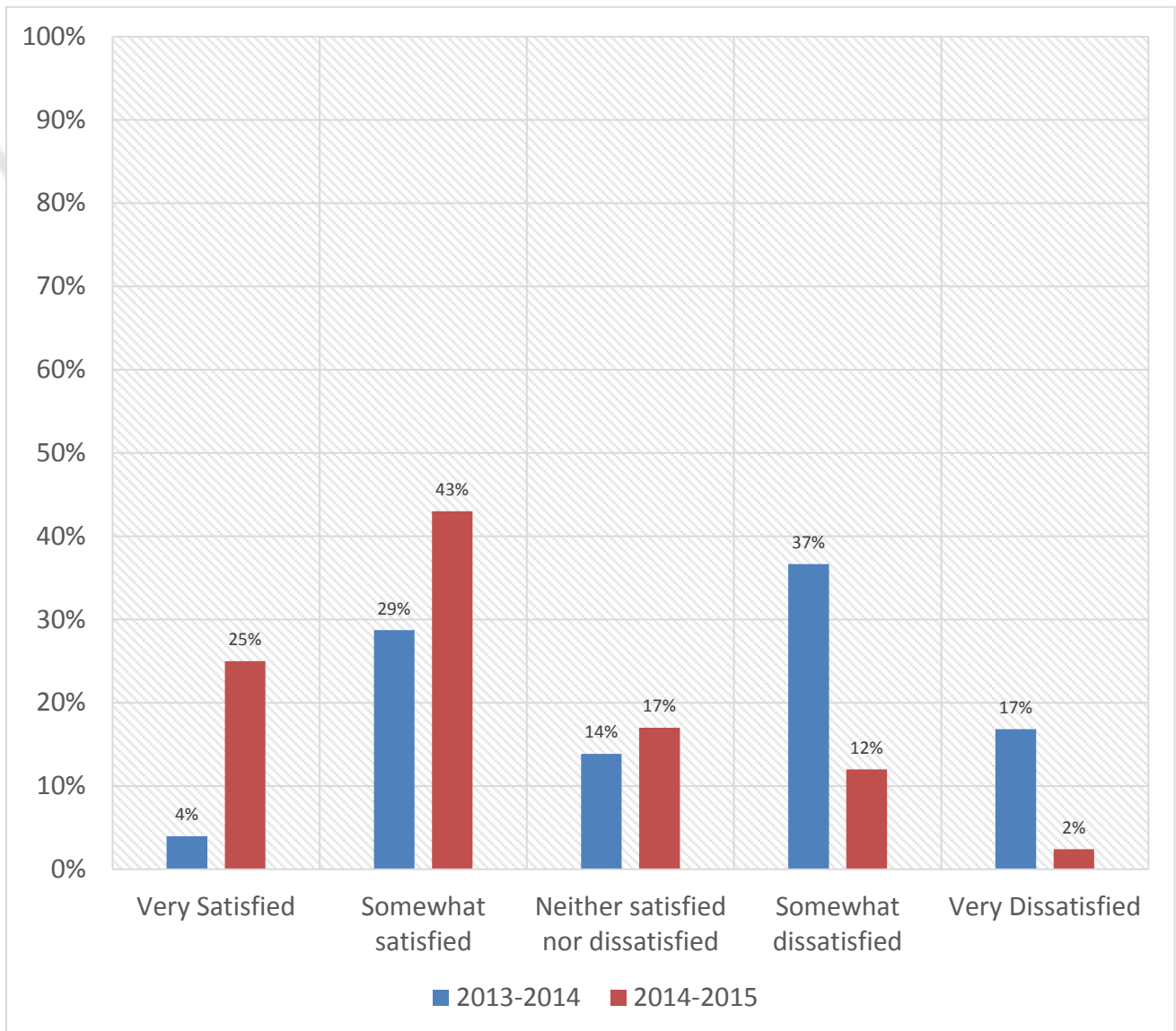 - Is there anything we are not asking that we should be?

Question 1: Overall, I am satisfied with the computing environment at Meridian CUSD #223.
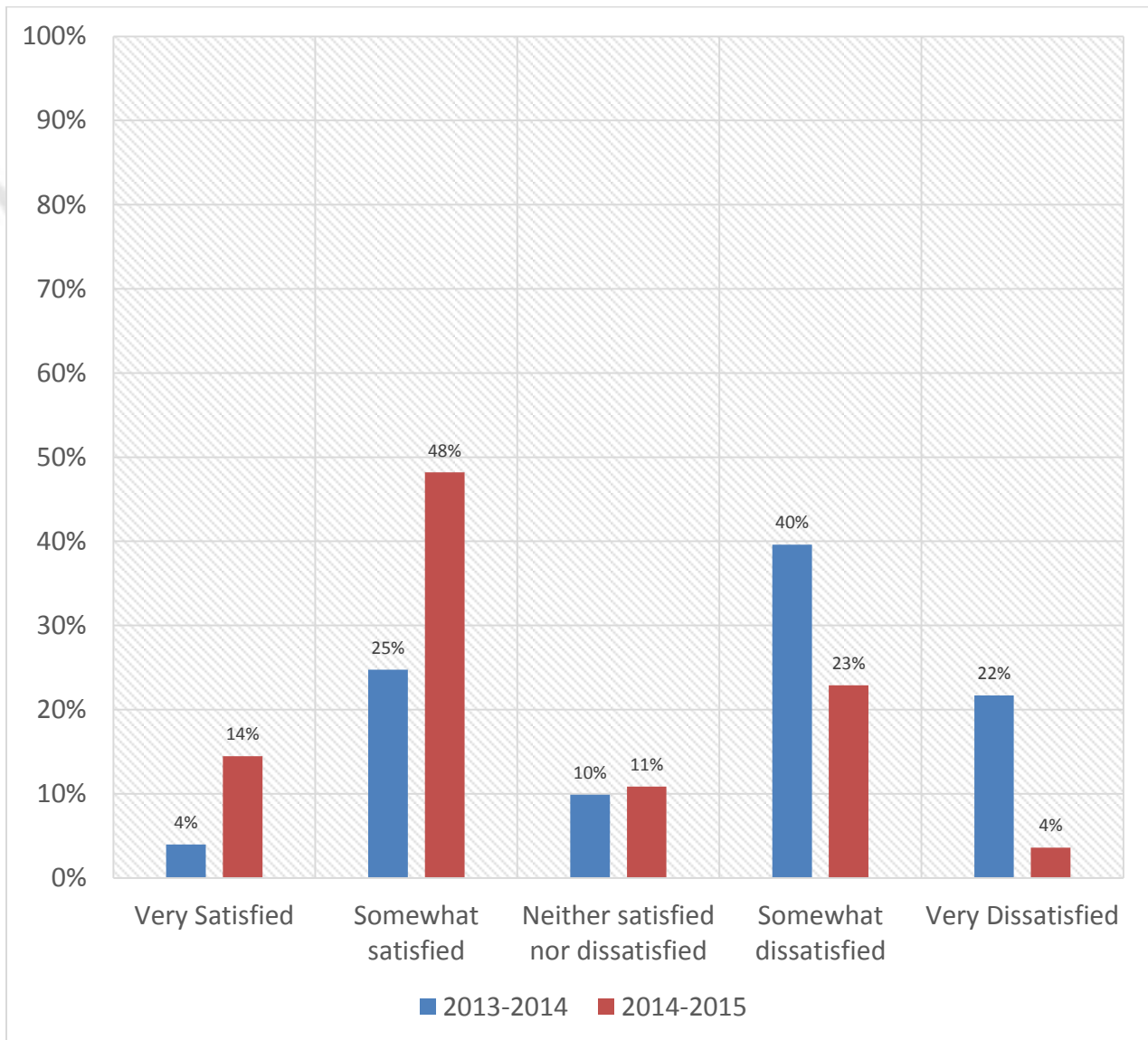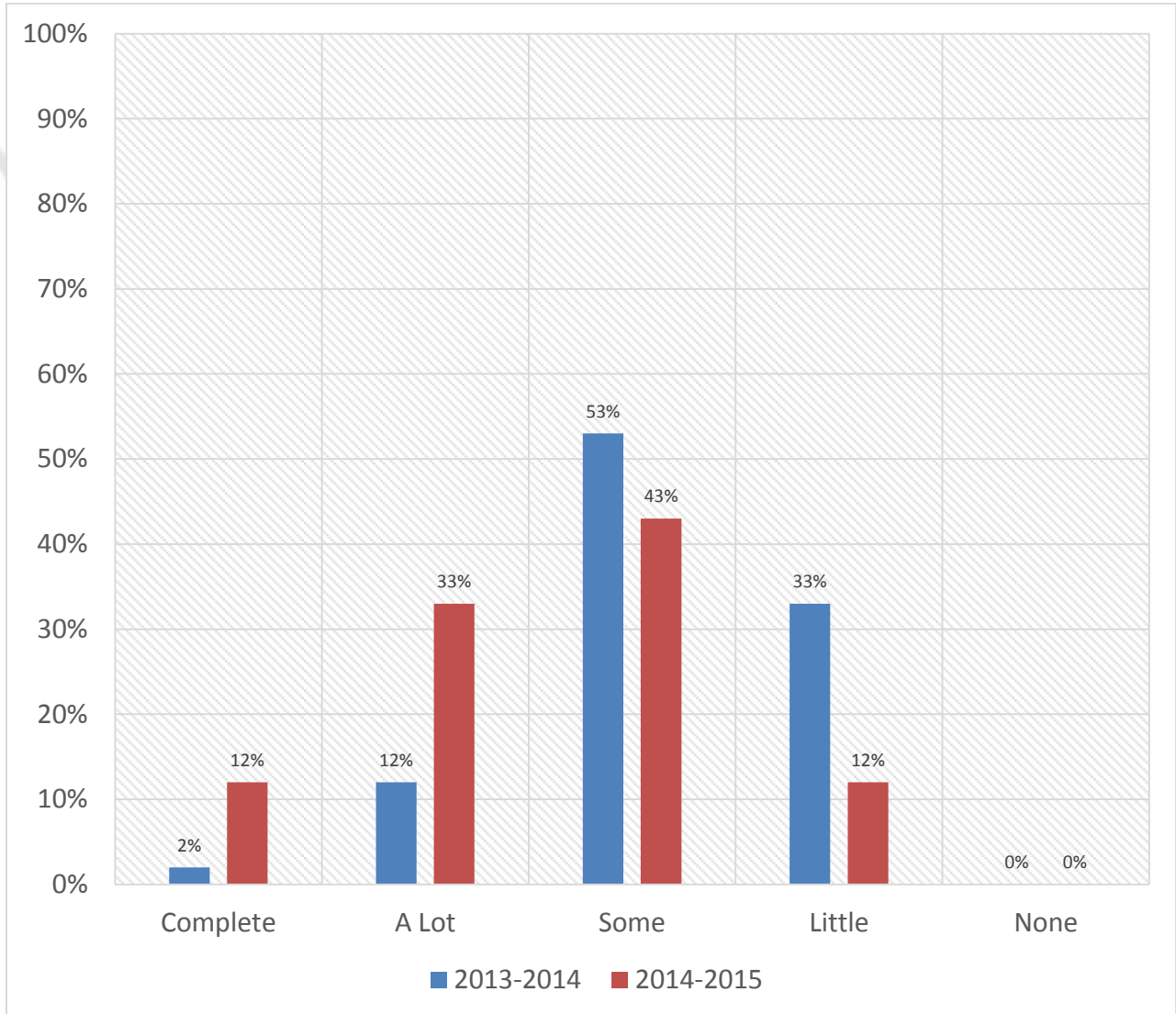
Question 2: Overall, I am satisfied with the quality and reliability of services provided by the Technology Department.
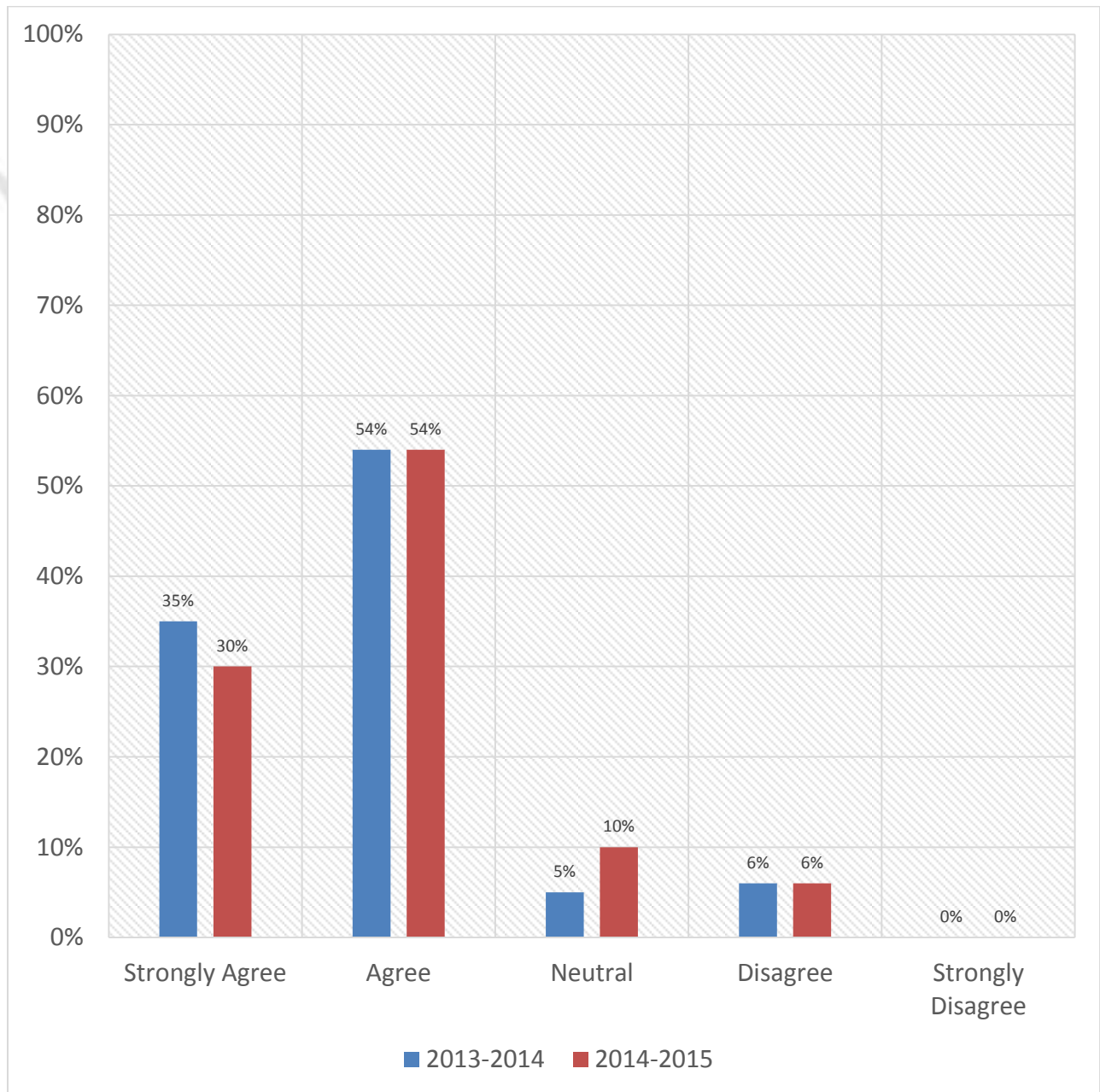
Question 3: What level of confidence do you have in the Technology Department to deliver the services that you require?
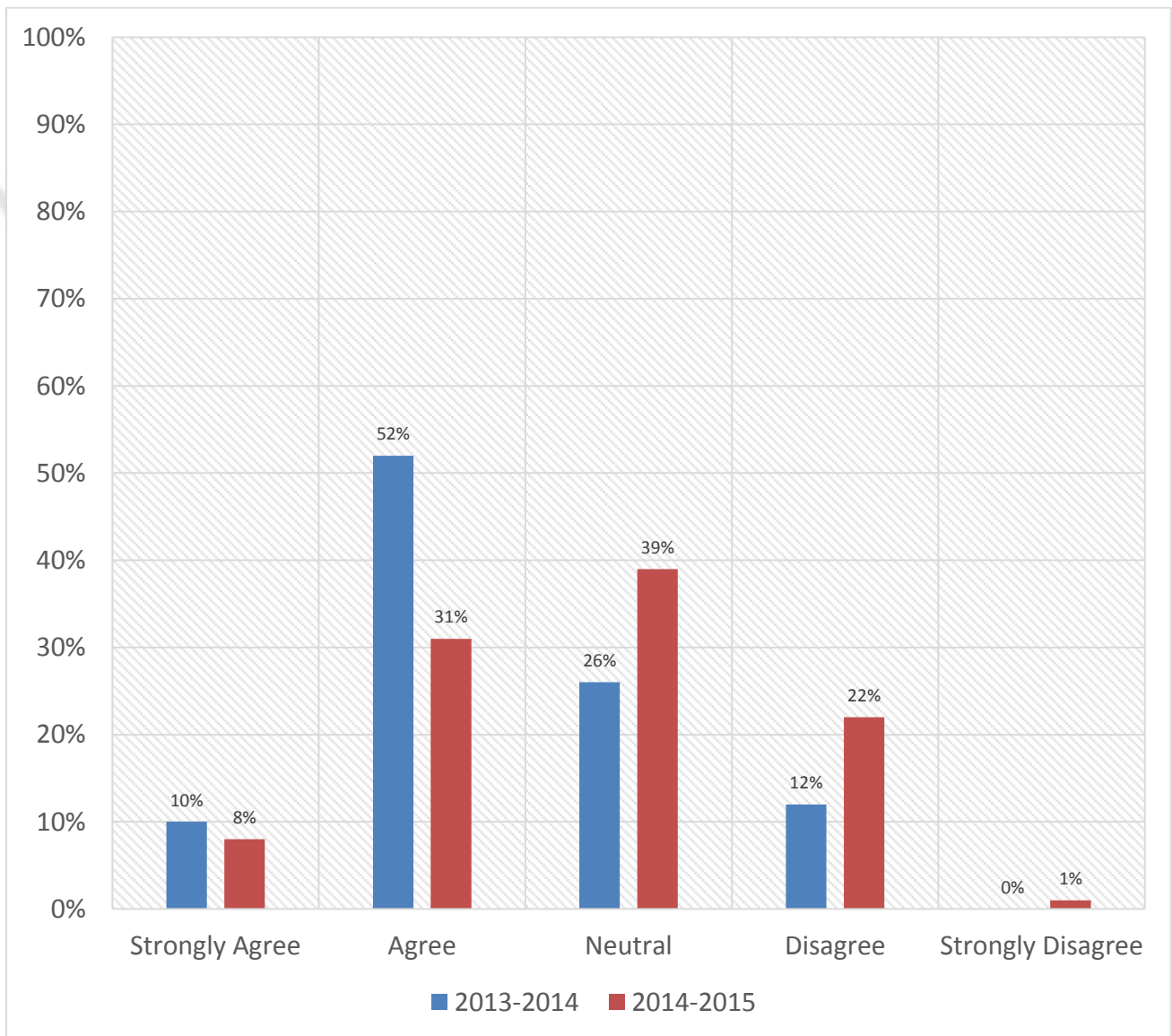
Question 4: I know who to contact when I have a technology question or problem.
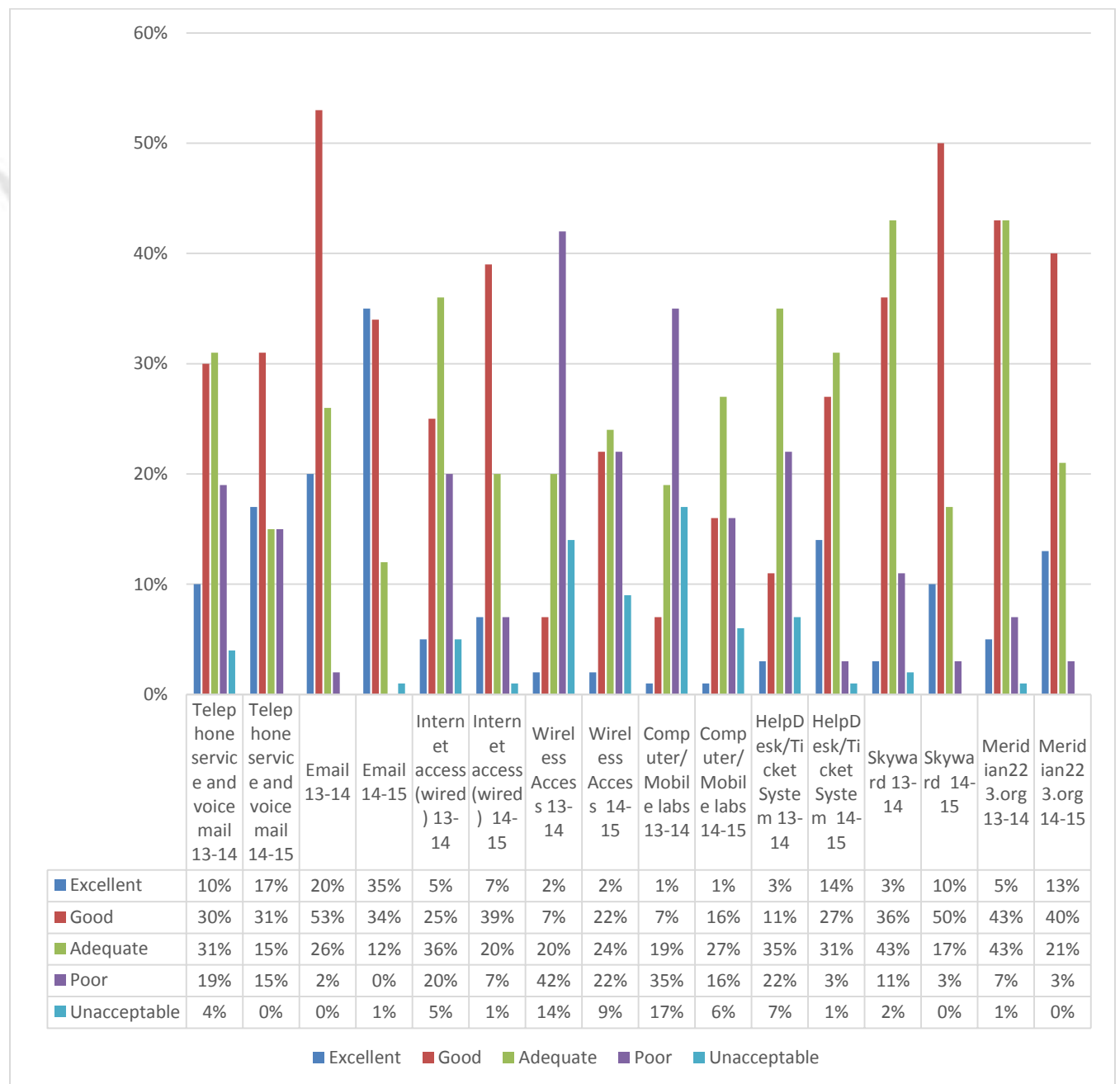
Question 6: I know what services the Information Technology Department provides to the district.
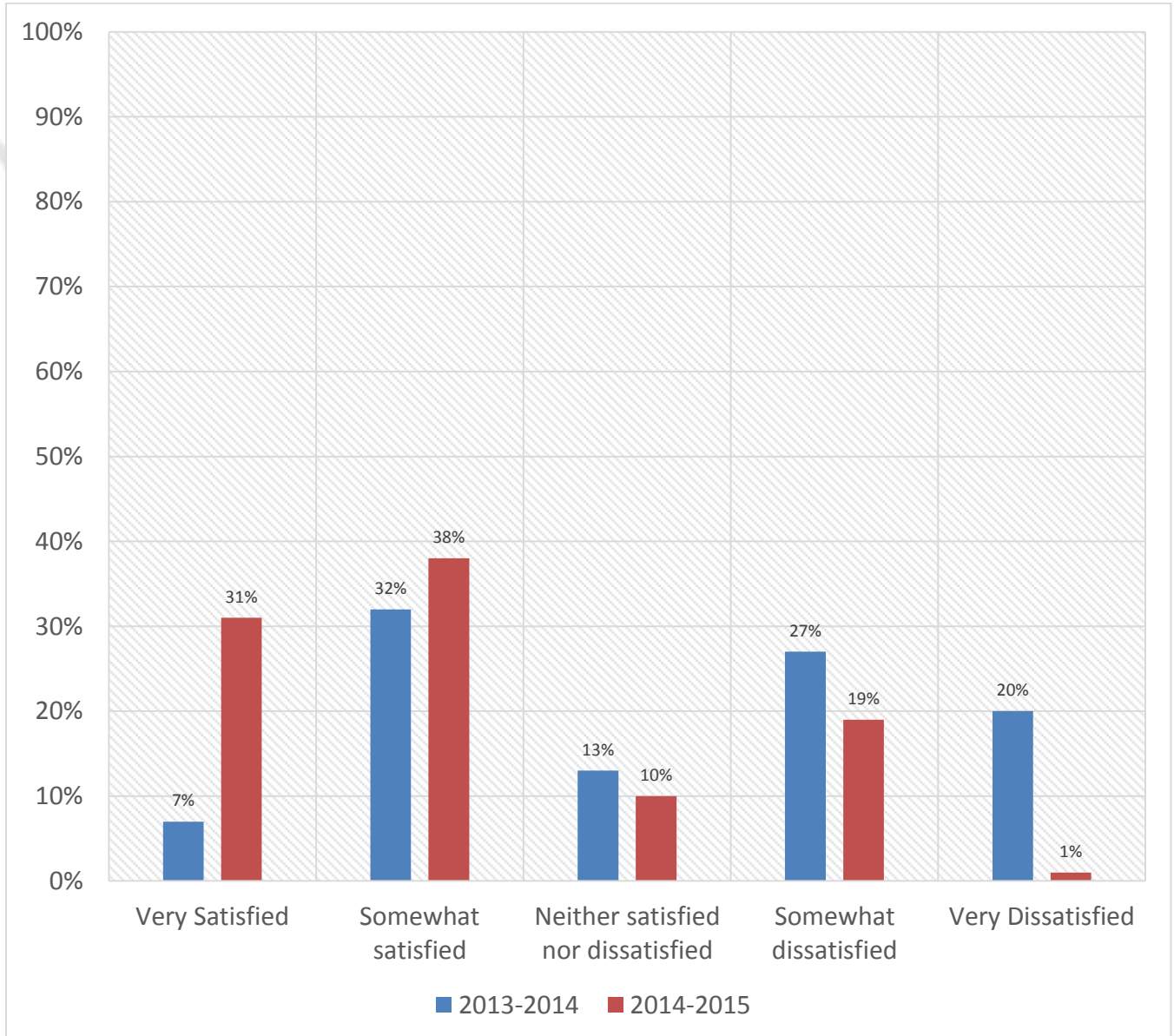
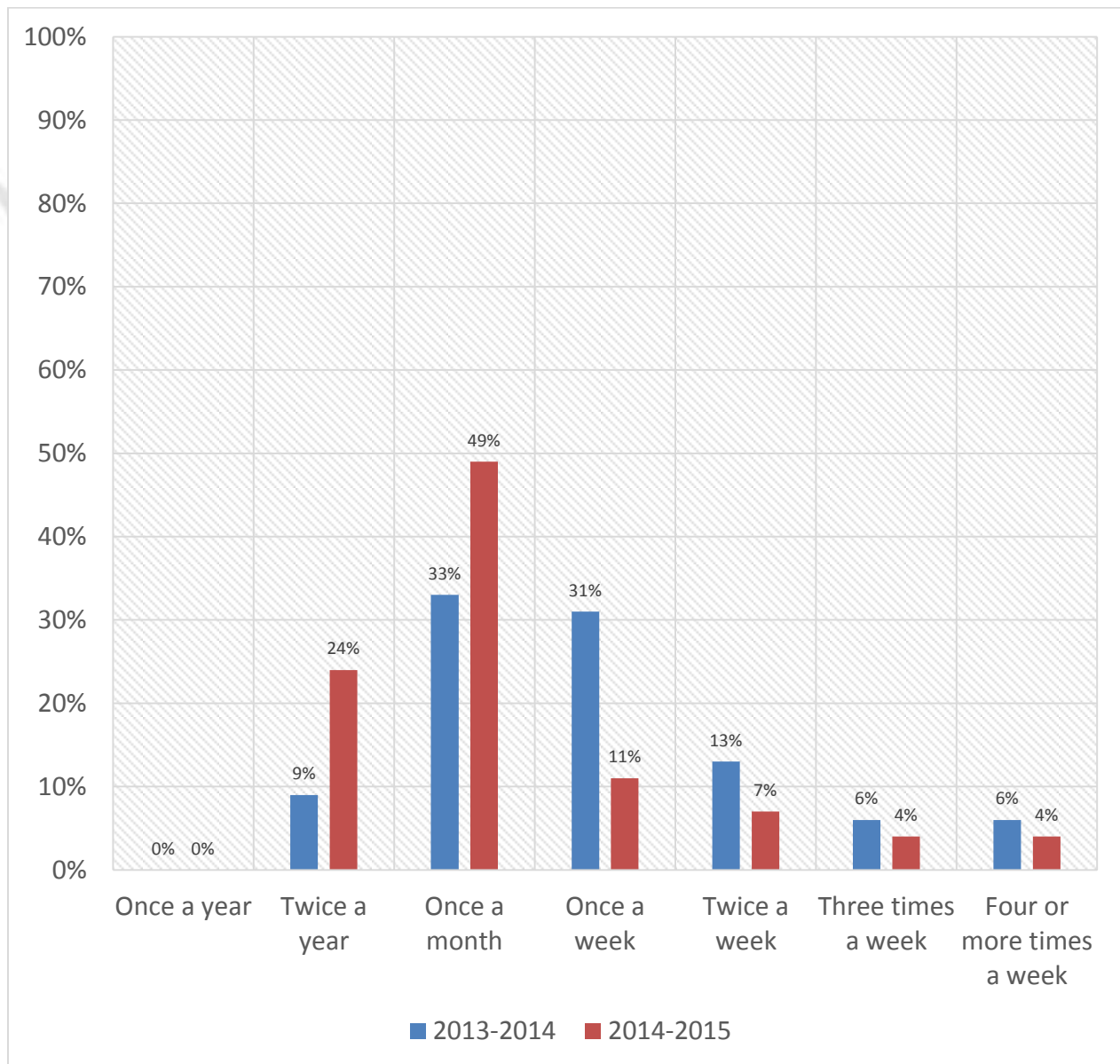**Question 9: Please rate the quality of the following products and services.**

	Telephone service and voice mail 13-14	Telephone service and voice mail 14-15	Email 13-14	Email 14-15	Internet access (wired) 13-14	Internet access (wired) 14-15	Wireless Access 13-14	Wireless Access 14-15	Computer/ Mobile labs 13-14	Computer/ Mobile labs 14-15	HelpDesk/Ticket System 13-14	HelpDesk/Ticket System 14-15	Skyward 13-14	Skyward 14-15	Meridian223.org 13-14	Meridian223.org 14-15
Excellent	10%	17%	20%	35%	5%	7%	2%	2%	1%	1%	3%	14%	3%	10%	5%	13%
Good	30%	31%	53%	34%	25%	39%	7%	22%	7%	16%	11%	27%	36%	50%	43%	40%
Adequate	31%	15%	26%	12%	36%	20%	20%	24%	19%	27%	35%	31%	43%	17%	43%	21%
Poor	19%	15%	2%	0%	20%	7%	42%	22%	35%	16%	22%	3%	11%	3%	7%	3%
Unacceptable	4%	0%	0%	1%	5%	1%	14%	9%	17%	6%	7%	1%	2%	0%	1%	0%

Excellent ■ Good ■ Adequate ■ Poor ■ Unacceptable

Question 11: Overall how satisfied are you with the response times the Technology Department has had to your issues?

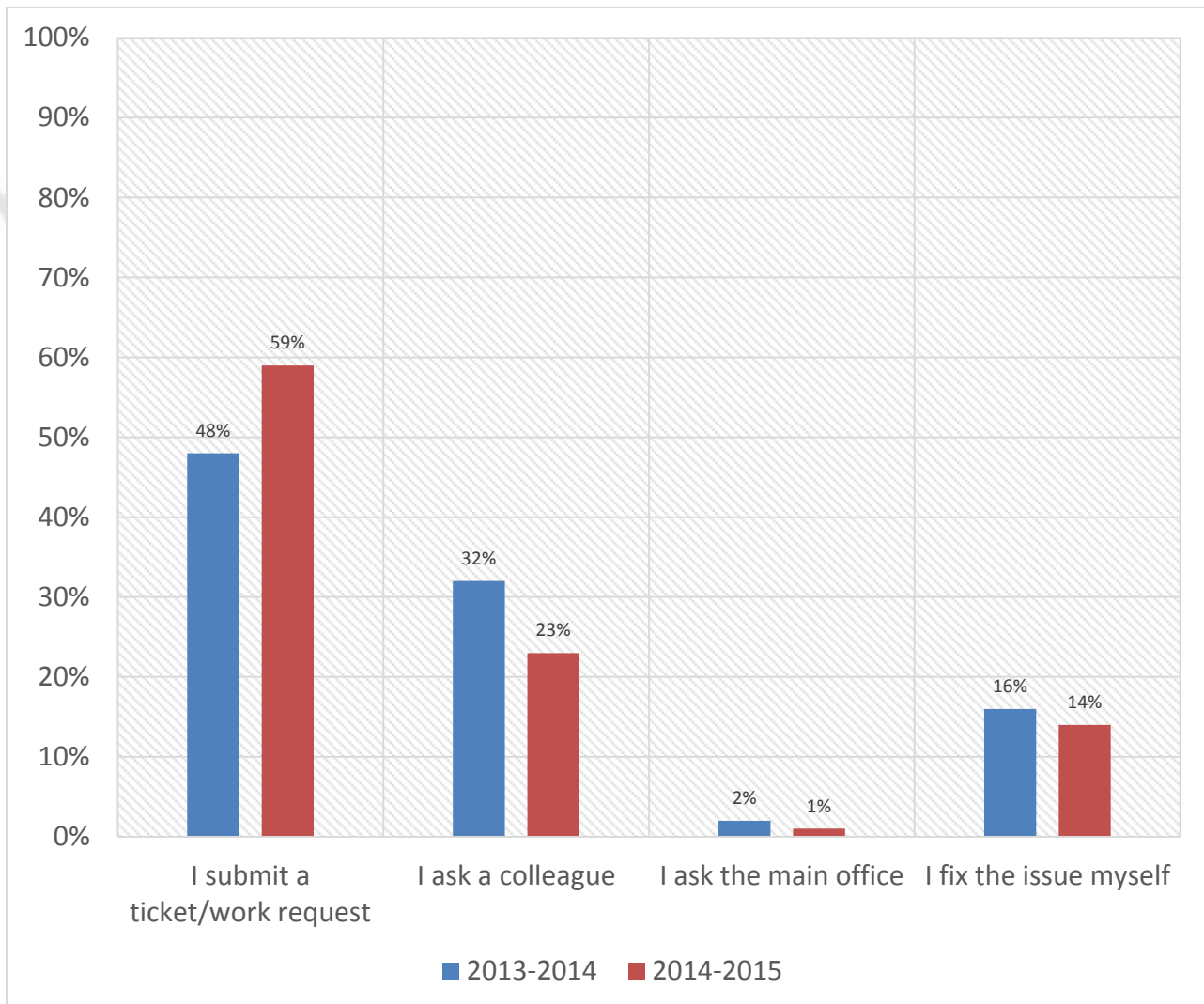Chart showing satisfaction levels for 2013-2014 and 2014-2015:

Category	2013-2014	2014-2015
Very Satisfied	7%	31%
Somewhat satisfied	32%	38%
Neither satisfied nor dissatisfied	13%	10%
Somewhat dissatisfied	27%	19%
Very Dissatisfied	20%	1%

Question 12: How of often do you experience Tech related issues? (Round to the nearest answer)

Question 13: When you have a technology related issue how do you typically resolve it?

	I submit a ticket/work request	I ask a colleague	I ask the main office	I fix the issue myself
2013-2014	48%	32%	2%	16%
2014-2015	59%	23%	1%	14%

BUDGET

- What is Being Measured

District Technology Budgetary Numbers

- How is it Measured

The budget is monitored every time a purchase order is entered into the system. The budget status is then reviewed monthly.

- General Reaction

Standard monthly bills were reviewed for accuracy, and issues were discovered.

A software license was reduced by 50% due to over purchasing last year ($4800 savings)

A data line was terminated when it was discovered that it was no longer used ($1300 per month savings)

E-rate monies from 2013 were recovered ($25,000 returned to the district)

During the change of management we focused on purchasing equipment necessary to stabilize the environment.

Major purchases were as follows:

Big Items		
Phone System		$ 78,000
SVHS Camera System		$ 23,000
Wifi upgrades		$ 15,000
Webfilter and Firewall		$ 72,000
RENAISSANCE LEARNIN		$ 10,000
Aimsweb		$ 7,800
DeepFreeze		$ 25,000
New Computers		$ 33,000

Total	$ 263,800

- Critical Questions

    - What are our possible gotcha's next year?

    - How can we continue to stretch our budget?

    - How can we continue to save money?

    - How can we bring additional funds into the department?

	Budget	YTD	projections	Balance	% spent	% of year	Comments
Website	$100	$4,490		($4,390)	4490%	100%	
Professional Services	$84,660	$105,709		($21,049)	125%	100%	
Software Renewals	$137,700	$75,108		$62,592	55%	100%	
lease	$75,626	$74,042		$1,584	98%	100%	
Communication/Phone	$100	$25,717		($25,617)	25717%	100%	
Supplies	$15,300	$12,772		$2,528	83%	100%	
Copier	$17,340	$16,200		$1,140	93%	100%	
Capital	$10,200	$3,672		$6,528	36%	100%	
Equipment	$130,000	$164,047		($34,047)	126%	100%	
	$471,026	$481,757	$ -			Remaining Balance =	($10,731)
						YTD % =	102%

Meridian CUSD #223
2014-2015
Data Report

Health Services

Health Services Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I regularly analyzed any and all information that would help me understand the contextual situation of the Health Services Department here at Meridian Community Unit School District 223. Moving forward I will continue to assess this data to measure the effectiveness of the department, and share my findings with the Board of Education, Superintendent, District Leadership Team, and department staff to ensure total transparency in communication.

Comprehensive Data Examination

The intent is to provide the District Office and the Board of Education with a solid understanding of the Health Services Department and its performance as measured by several indicators over the past year. Below is a summary of the departmental activities and relevant data.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

Departmental Vision

- What is Being Measured?

Beginning in August, one of our 1st orders of new business was to begin discussing, as a department, a departmental vision statement

- How it is Measured?

We began as a department, by discussing what we each believed 'nursing' should contribute to the education process and found quickly that, though we each may have articulated it a little differently, there were strong commonalities. 3 similar components kept appearing:

> 1. Student wellness – not just 'sick and emergent care' but also a component of overall wellness with intrinsic tools that will span our student's life time.
> 2. To provide for students and their families, health related services, available through the vehicle of our school district.
> 3. Collaborating with community resource groups to enhance student wellness programs and to support (either financially or through physical effort) student and family opportunities that can be provided by the district. Examples of this would include Immunization clinics and well student exams, dental programs, CPR certification programs, Health and wellness programs and incentives, just to name a few.

After a clear, unified direction was identified, the following vision statement was created:

To maintain optimal student wellness, district services and community collaboration in order to support excellence in education and achievement.

- General Reaction

Though the start of the school year is an extremely busy time, it's also a time of 'refreshed outlook' that brings good clarity to 'who we are' and 'what we do' – so though it was a busy time, it was also an ideal time be begin talking about the 'identity' of Health Services and its role in the district!

To begin discussing, for the first time, what we each believed 'nursing' should contribute to the education process was both enlightening and rewarding as we found that, while we may have articulated it slightly differently, our individual visions contained recurring similarities. It was a very cohesive process for the team.

- Questions Moving Forward

  - How will this vision serve us as we work this year to put our goals into motion?.

  - In what way will a defined vision statement guide the department toward streamlining future goals?

  - What will the fiscal impact of streamlined operations be?

- Graphic of Data
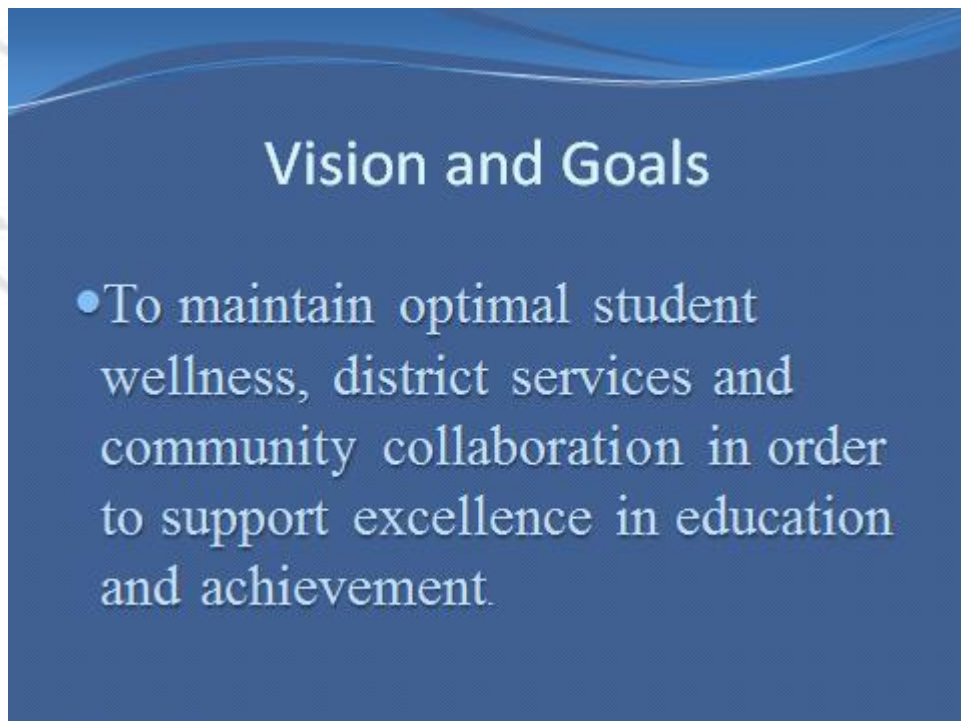
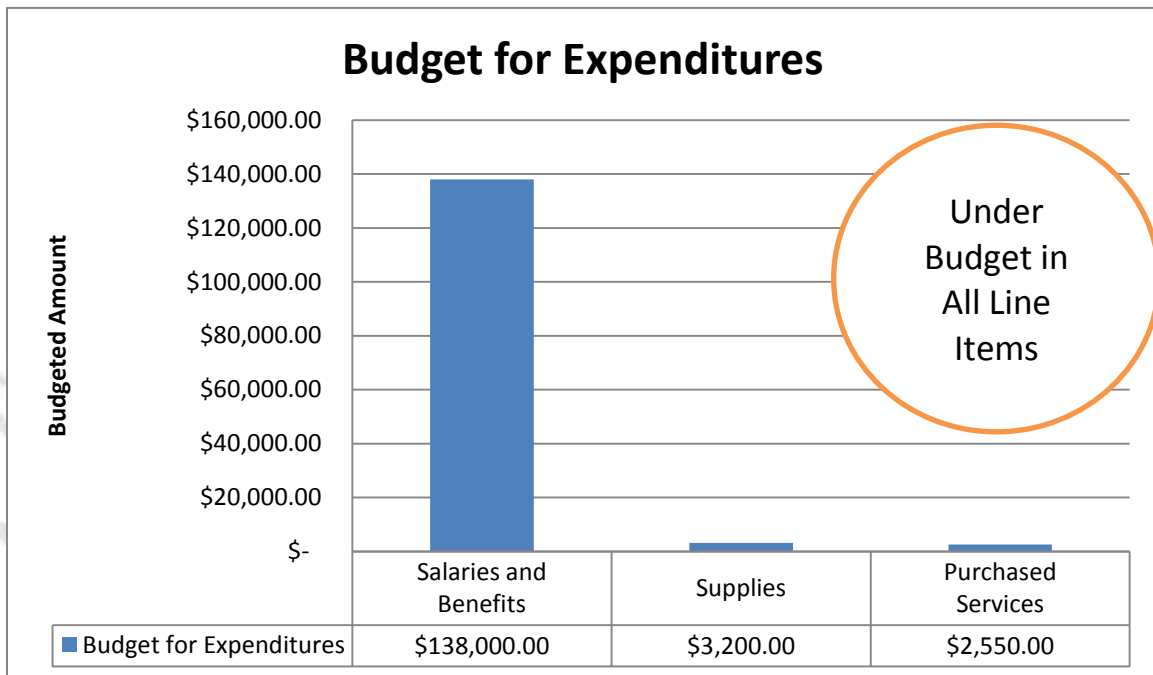**BUDGET**

- What is Being Measured?

Health Services Budget

- How is it Being Measured?

Budget line items are monitored monthly via Skyward Finance and discussed at monthly one on one meeting's with Supt. Caposey Since I am responsible for generating PO's for all department expenditures outside of payroll, the Skyward tool makes quick glance updates easy and accessible.

- General Reaction

 Staff is aware of budget and related budget issues in a more general sense as it pertains to supply orders and True Time.   Additionally, each nurse's hours were cut by .5 hours this year due to budget constraints, and while this has increased the intensity of the workload by compacting more into less, the response has been positive as great effort was made to complete the same workload in 2.5 less hours per week.

- Questions Moving Forward

    o With no major capital expenses required this year, the budget should remain steady. But there is always that question of what 'unexpected expense' might occur.

    o What partnerships can we create to defray the cost of new programs we would like to create for our students and families?

    o Where can we continue to tighten our belts?

- Graphic of Data

Budget for Expenditures

Budget for Expenditures	Salaries and Benefits	Supplies	Purchased Services
	$138,000.00	$3,200.00	$2,550.00

Under Budget in All Line Items

MEDICAID REIMBURSEMENT

- What is Being Measured?

Screenings for Hearing and Vision are preformed yearly for the state mandated population (Hearing: EC, PreK, and 1st through 3rd grades – Vision: EC, PreK, 2nd and 8th graders – new or transfer students, Special Ed and teacher referrals) Additionally, in our district, we screen for Hearing in 5th, 7th and 9th with needed follow ups in 11th, and Vision in 1st, 3rd, 5th and 9th with needed follow ups in 11th). All these screenings, re-test and follow ups are documented and reported to the state and the end of each school year. All nurses in the district are certified Hearing and Vision Technicians through the Illinois Department of Public Health. We have 2 new nurses who started with the district in October and December of the 2014-2015 school year who will become certified in November of this coming year.

New this year, we also began billing for Medicaid Reimbursement for Health History's obtained on any Medicaid student for whom we manage a health issue of any sort.

- How is it Measured?

Initial screenings being no later than November of each school year with the goal of having round 1 completed by Christmas Break. Students who fail round 1 must be 're-screened' . If they fail the screening in round 2, paperwork is completed for a referral and sent home to parents for follow up medical care. The nurses will track these referrals, often making more than one call to a parent to remind them to address the issue with their Dr. and to return the findings to us so we can complete the referral process.

At the end of the program, no later than the close of school in May, all data is collected and a report to the Illinois Department of Public Health is submitted. At that time, I submit our paperwork for screenings, re-screenings and referrals to our representative at My Service Tracker and he sorts it and submits it to Medicaid for reimbursement to the district. We receive $7 for each Hearing and/or Vision screening completed ($14 for both), each time, on all Medicaid eligible students.

For Health History's, the same procedure is followed to submit for reimbursement. We are reimbursed at $40 per ½ hour for any time spent, by an RN, on a Medicaid student's medical history. This has increased our reimbursements by 26% this year.
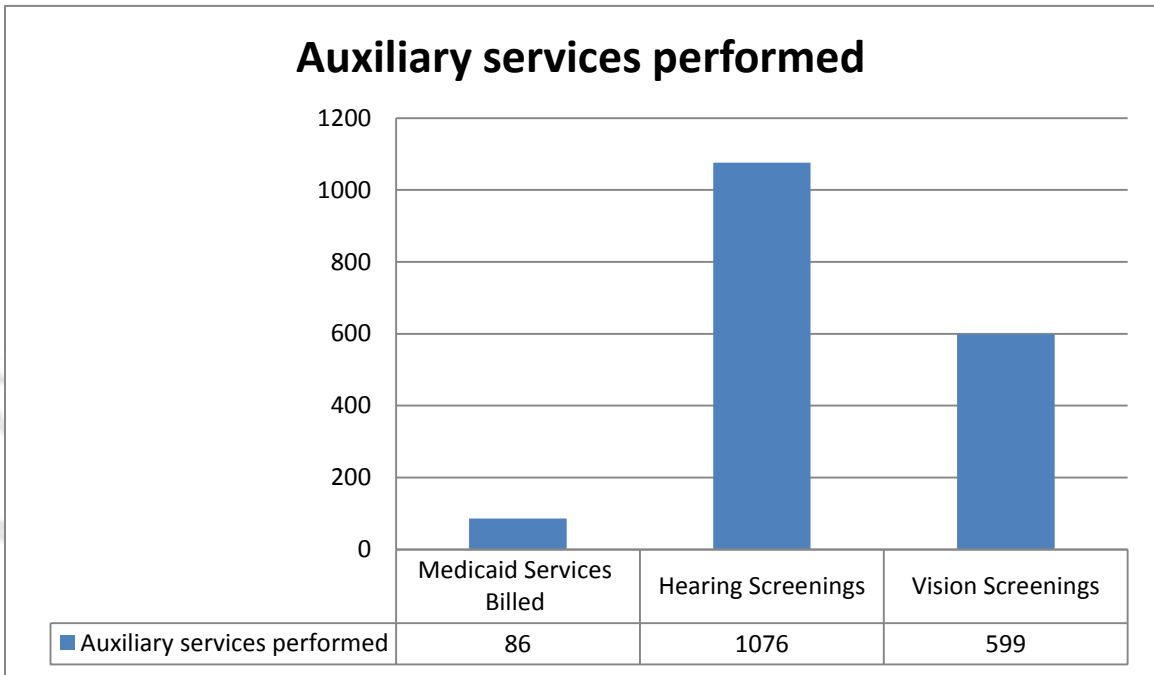
- General Reaction

The Hearing and Vision program is the largest program we run in the course of the school year. It is time consuming and often challenging as we struggle with student's class schedules, test dates, absences and illnesses, etc to capture the required student population.   But every year, the consensus is that finding those students with significant hearing and/or vision issues, and helping to get them 'plugged into' much needed assistance, is very rewarding. It should be noted that, for the students from homes who are experiencing financial hardships, our local Lion's Club has an assistance program that will cover the cost of the exam and corrective lenses for them entirely.   Each year this makes a difference to anywhere from 5-15 families in our district and is also a very rewarding experience for both our nurse's and the Lion's Club.

- Questions Moving Forward

    - Can we feasibly offer these services to more of our students that we do with the time constraints that we have?

    - We continue to look for ways to increase our reimbursements. How can we increase that number this next year?

    - What new things can we do to 'incentivize' parents who do not follow up on referrals?

- Graphic Data

Auxiliary services performed

	Medicaid Services Billed	Hearing Screenings	Vision Screenings
Auxiliary services performed	86	1076	599

HEALTH OFFICE STATS

- What is Being Measured?

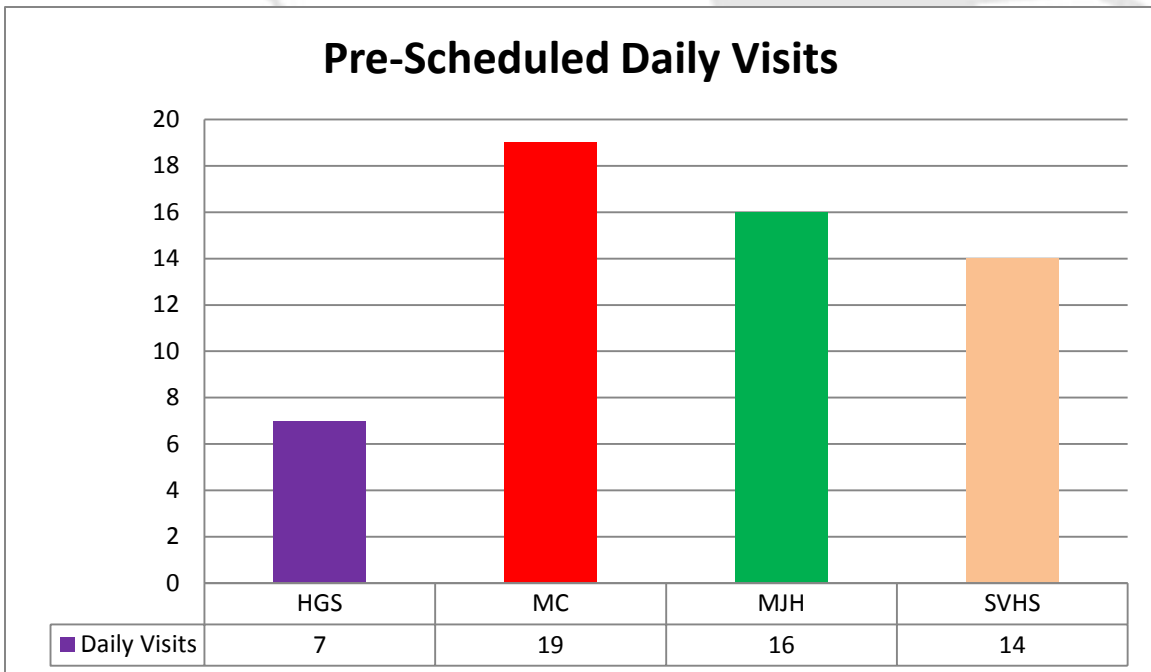Visits to the Nurse's Office and time out of class due to the nature of the visit.

- How is it Measured?

In September we began a push for more thorough computer documentation of our shorter office visits so we would have a clearer picture of the nature and frequency of student's time out of class due to trips to the nurse. We use the health module in Skyward for all our data entry which allows us to generate reports in a variety of ways fairly easily. For the extremely short, what we call 'in/out' visits (ie: a cough drop, bandaid, Kleenx, etc) we created a tally sheet so we could begin to capture those numbers as well.

- General Reaction

Response to the computer documentation has been favorable. Most of health care has progressed this way so it's a 'keep up with the times' issue. We have always been strong on documentation as required by the profession, but the computer system has not only created convenience in that area, but has also become a great tool for digging into our data through the report feature. Reaction to the tracking of 'in/out' visits is a little more mixed as, during high volume times, when nurses are trying to service student needs, filter out significant health issues from those that are not, and get students moving back to class quickly, it can be easy to let some of the less essential charting fall by the wayside or become forgotten. However, we are finding that it gets easier with practice and the habit that comes over time!

- Questions Moving Forward

  - How can we realistically capture data from the 'frequent flyers' for in/out visits?
  - What can we do to shorten student's time out of class? This is always a concern!
  - Are we using our time in the best way possible?
  - Are we seeing and addressing student health issues in the best way?

- Graphic Data

Meridian CUSD223

Visit breakdown

Visits under 15 minutes ■ Visits over 15 minutes

39%

61%

Pre-Scheduled Daily Visits

	HGS	MC	MJH	SVHS
Daily Visits	7	19	16	14

Meridian CUSD #223
2014-2015
Data Report

Buildings and Grounds

Buildings and Grounds Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close analysis of accessible and applicable information to consistently understand the position of the Buildings and Grounds Department here at Meridian Community Unit School District 223. Moving forward I will continue to complete thorough write-ups of the information in order to share my findings with the Board of Education, Superintendent, District Leadership Team, and department staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to begin to provide the District Office and Board of Education a solid understanding of the work performed, and the needs of the Buildings and Grounds Department. Where data is available, I will begin with last year's statistics compared to this years and will report moving forward yearly.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

BUDGET

- What is Being Measured

*Operations and Maintenance Budget*

- How is it Measured

Budget line items are monitored during each month, Staff has started to be involved with the way our budget runs. It is pretty black and white looking at the expenditures against what has been budgeted.

- General Reaction

This has been a very up and down year budget wise. I feel I have grown in my overall understanding of the budget process. I still have a way to go, but I am growing. I have enjoyed starting to introduce how my department's budget works to my staff and slowly giving them responsibility when it comes to purchasing items. Budgetary cuts clearly limit some of the things my department can do, BUT it does not give us the excuse to lesser service to our stakeholders. I look forward to next year's budgetary challenge and continuing to bringing my staff into a better understanding and a bigger buy in from my staff with the process.

- Critical Questions

  - Digging deeper, what else can be cut without affecting educational support from my department?
  - How can we gain exterior financial support through donations and partnerships?
  - Can investments in energy efficient projects payback enough in a short amount of time to affect my budget in a positive way?

- Graphic Representation of Data
  - Please see next sheet
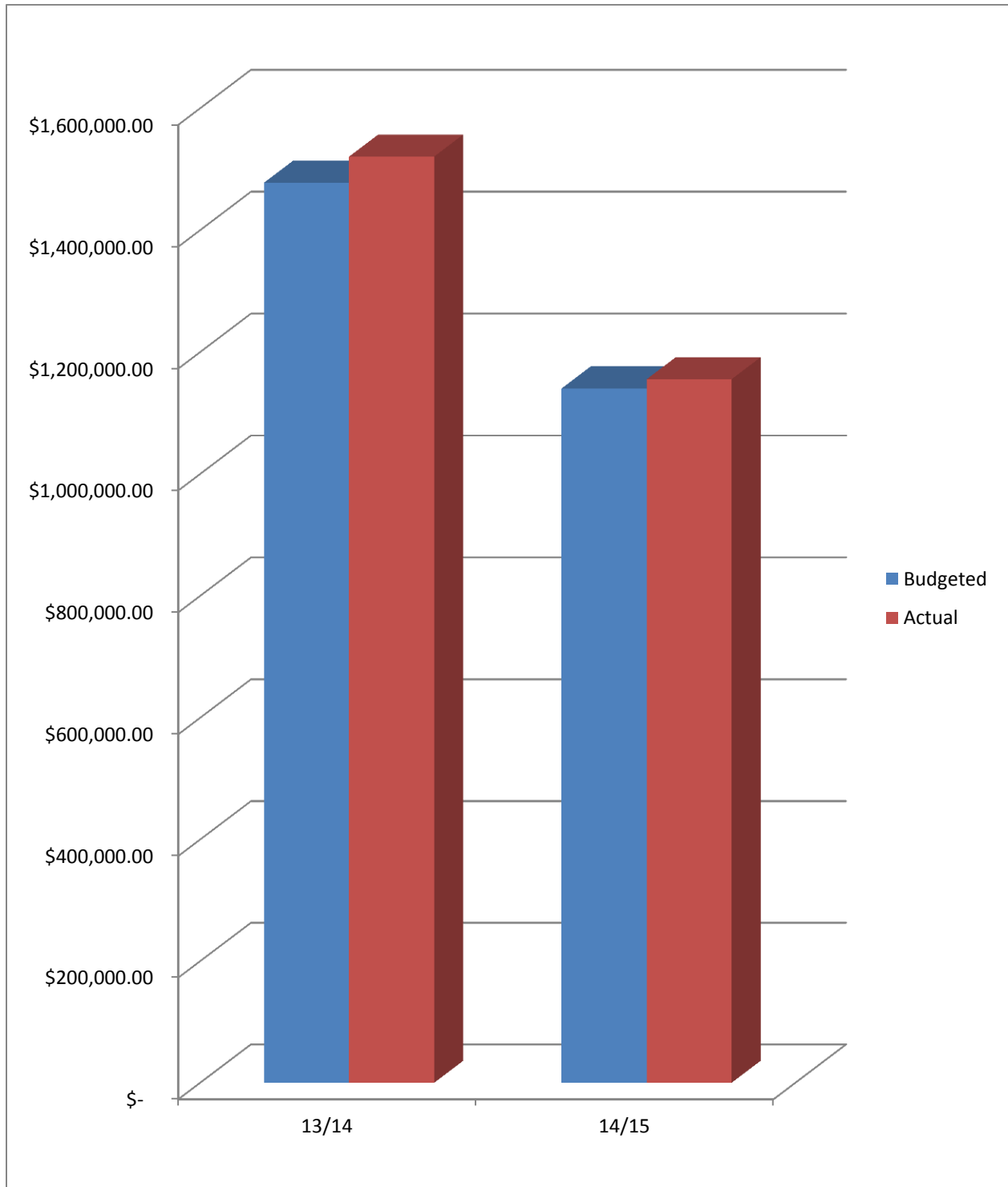
WORK ORDERS

- What is Being Measured

Work Orders Completed

- How is it Measured

We currently use Schooldude and paper DTR's (daily time report). The current breakdown of work completed is hvac, electrical, plumbing, plowing, mowing, athletic field prep, woodworking, delivery and Misc. The process is, stakeholder enters the work order, I assign the work order, my staff completes the project and it gets put into the system or the dtr.
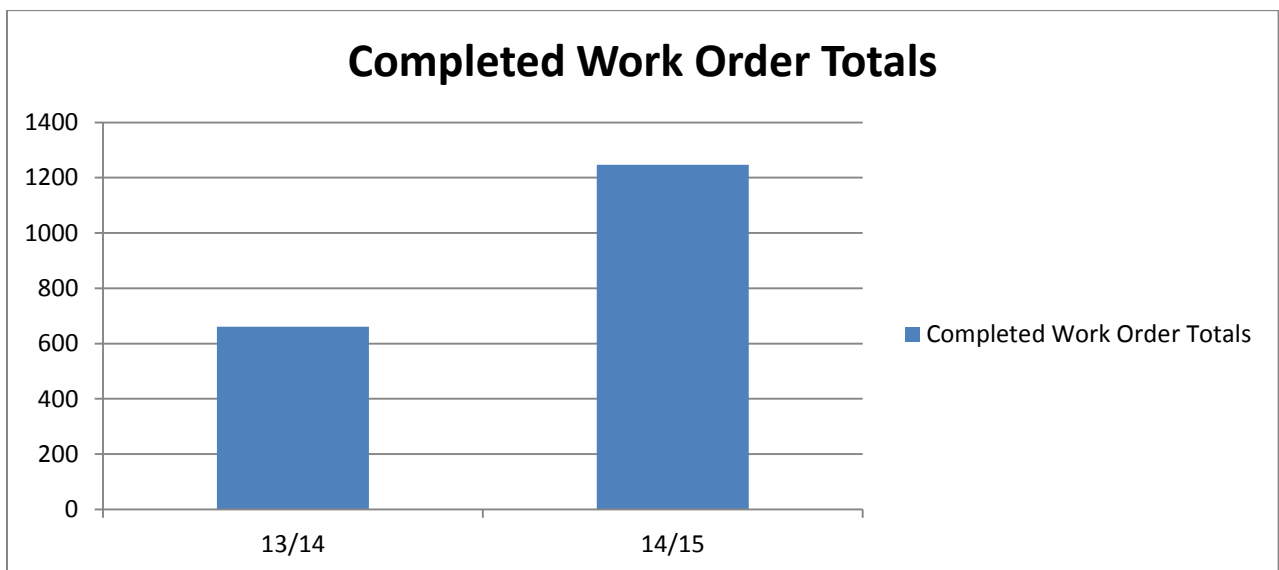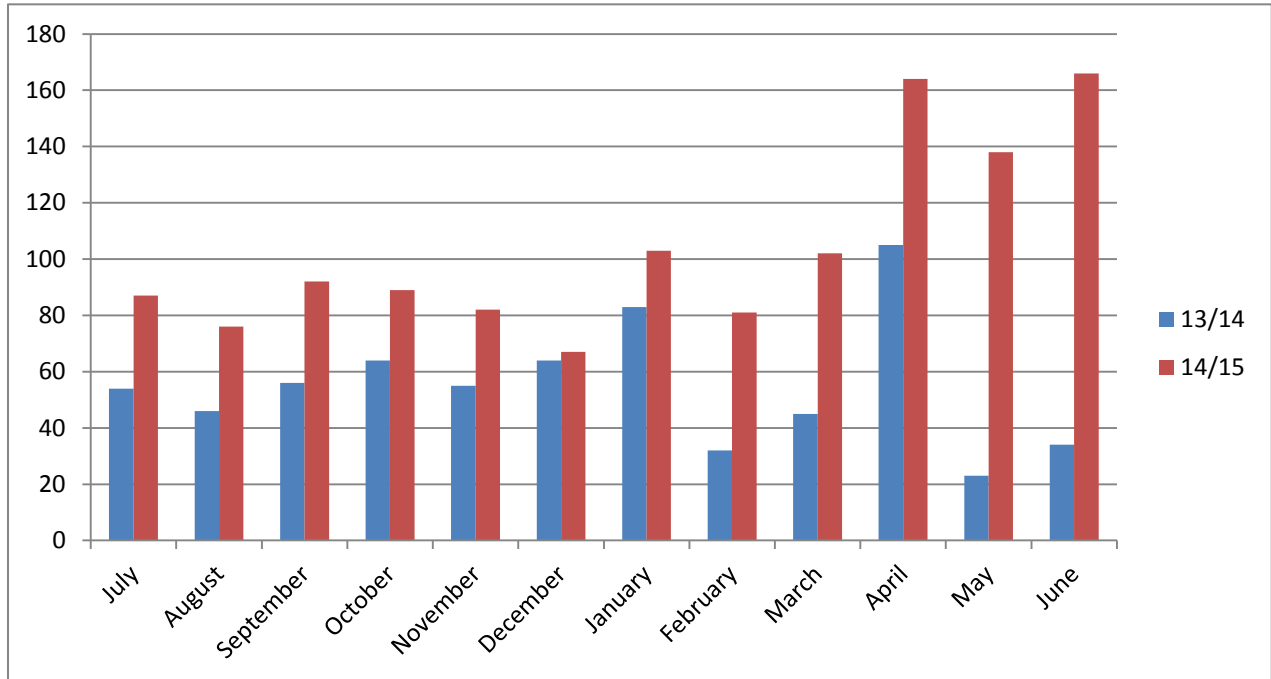
- General Reaction

Overall this year has been a disappointment with this procedure. It is one of my Department Improvement Plan Goals moving into next year. It is imperative that we capture as much data from what work my department completes. With a more in depth user friendly system, I look to improve trust from all stakeholders to use the system as our department as a whole has responsibilities from top to bottom in the process. Moving into the 15/16 year, for data reporting we will be breaking the work down further into tasks and by school.

- Critical Questions

    - Will the new system work?
    - How can we reach out better to our stakeholders to have them buy in to the new process?
    - How can I support my team and have them totally buy in?

- Graphic Representation of Data
    - Please see next sheet

COMPLETED WORK ORDERS

ELECTRICAL USAGE

- What is Being Measured

Building Usage of Electric

- How is it Measured

Kilowatt used in buildings for our HVAC, power everything that requires electricity are monitored and calculated to watch our usage.

- General Reaction

It is very hard to judge the kilowatt usage on a year to year basis. The usage is largely driven by weather conditions. We have however performed some actions to help limit the usage. We have continued to raise temperatures during the evening hours. And shut down air conditioning except for vital areas during the summer. Overall though, the end of the summer and start of the 14/15 school year was much worse than the previous year.
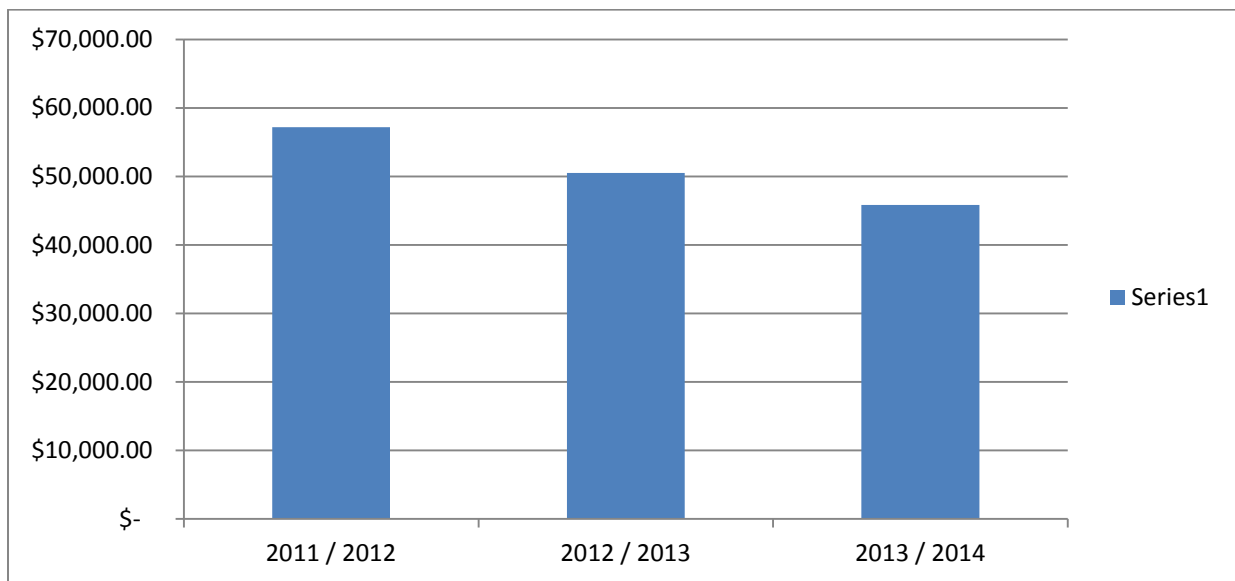
- Critical Questions

    o What else can be done to cut usage?
    o How can we get more energy efficient without high cost?
    o Would the timeframe of payback be worth the initial investment, with all our other issues?

- Graphic Representation of Data
    - Please see next sheet

ELECTRICAL USAGE

ELECTRICAL COST

NATURAL GAS USAGE

- What is Being Measured

Building Usage of Natural Gas

- How is it Measured

Therms used in buildings for our HVAC and heating water are monitored and calculated to watch our usage.

- General Reaction

It is very hard to judge the therm usage on a year to year basis. The usage is largely driven by weather conditions. We have however performed some actions to help limit the usage. We have continued to turn temperatures down during the evening hours.

- Critical Questions

    - What else can be done to cut usage?
    - How can we get more energy efficient without high cost?
    - Would the timeframe of payback be worth the initial investment, with all our other issues?

- Graphic Representation of Data
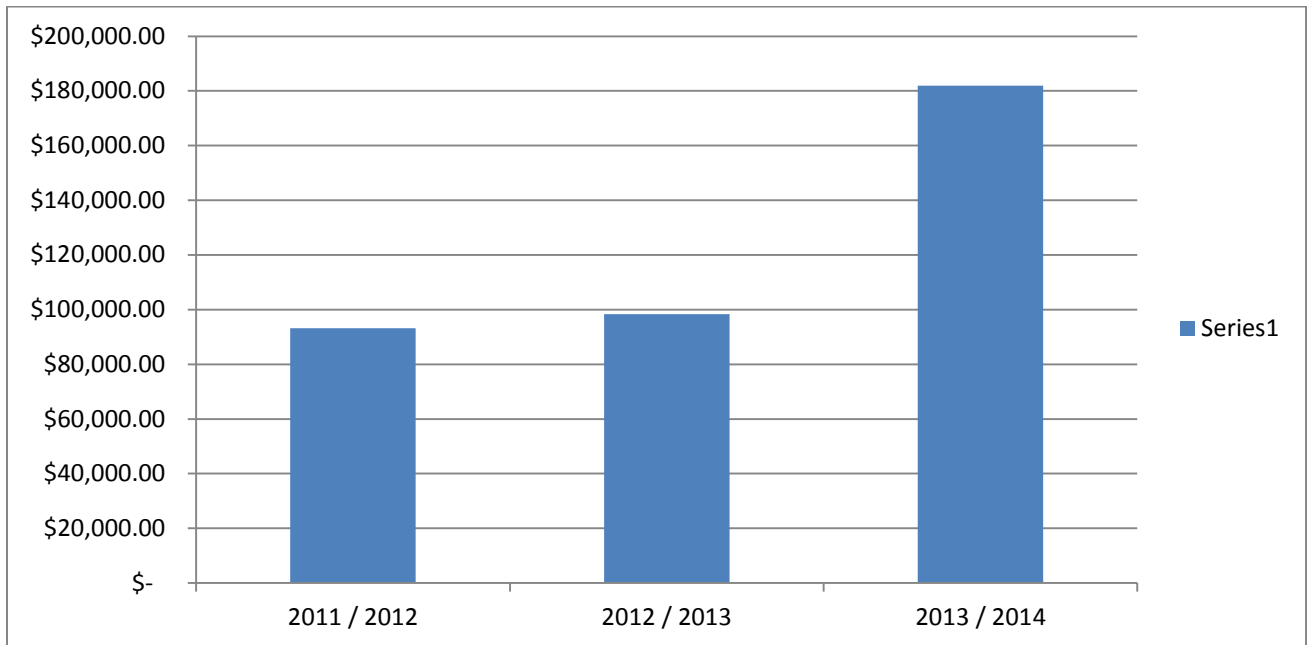   - Please see next sheet
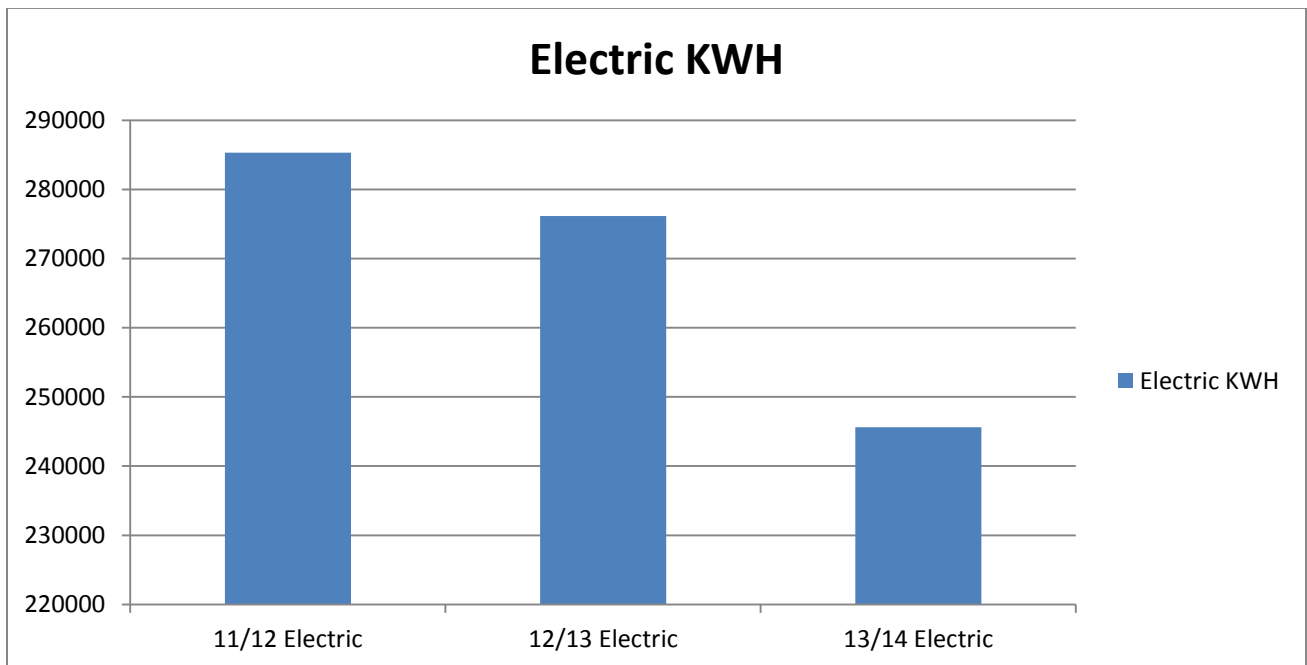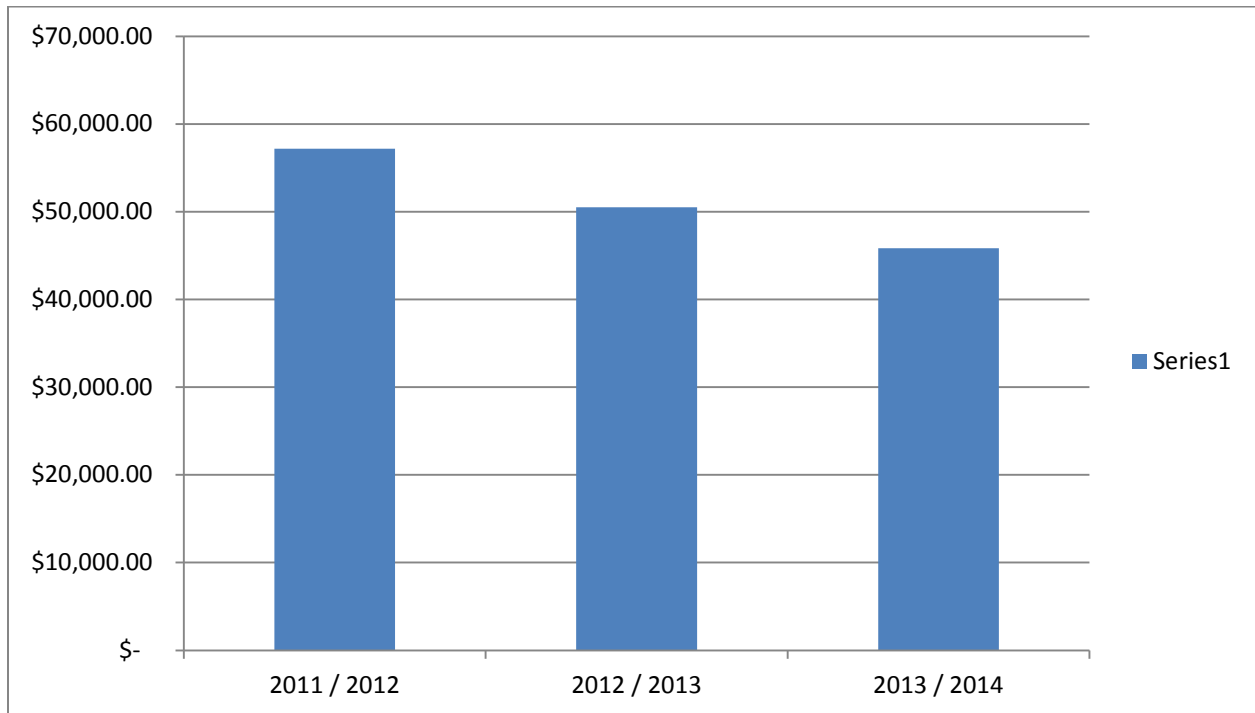
NATURAL GAS USAGE
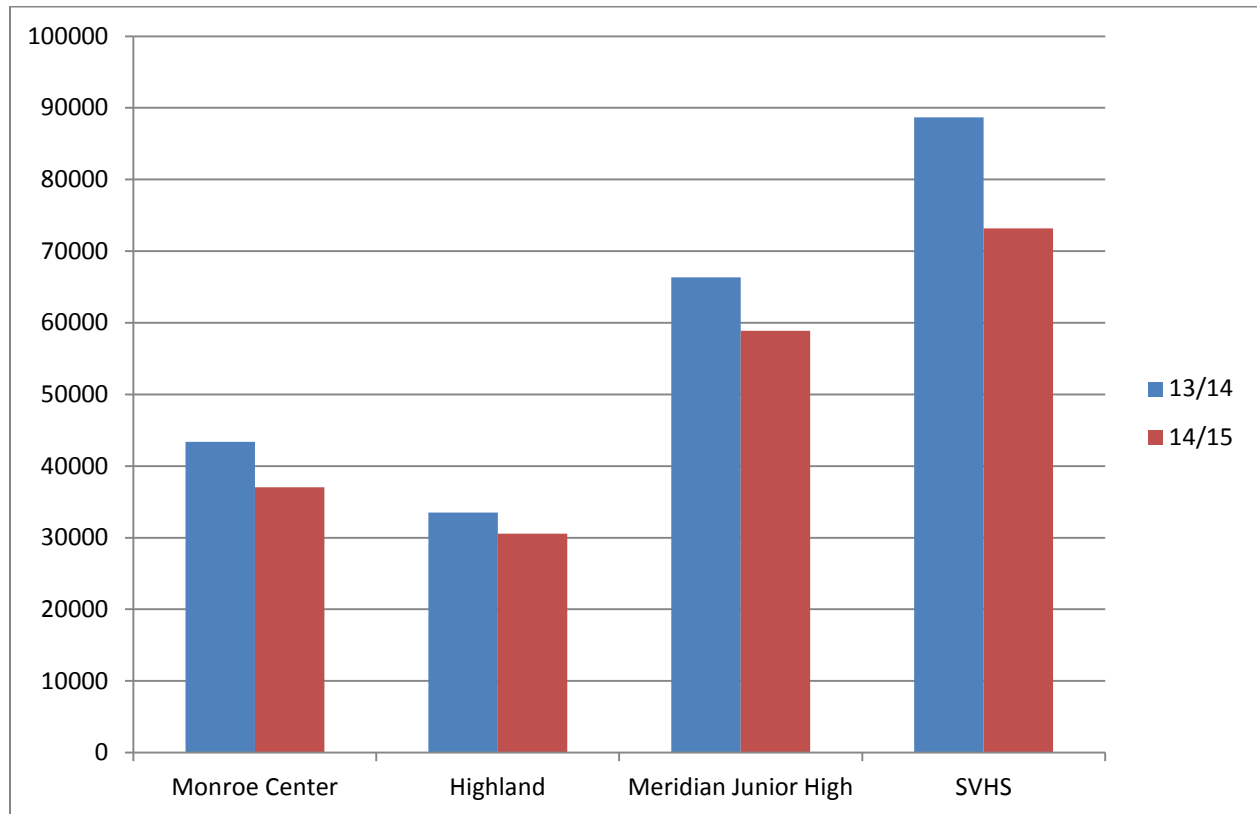
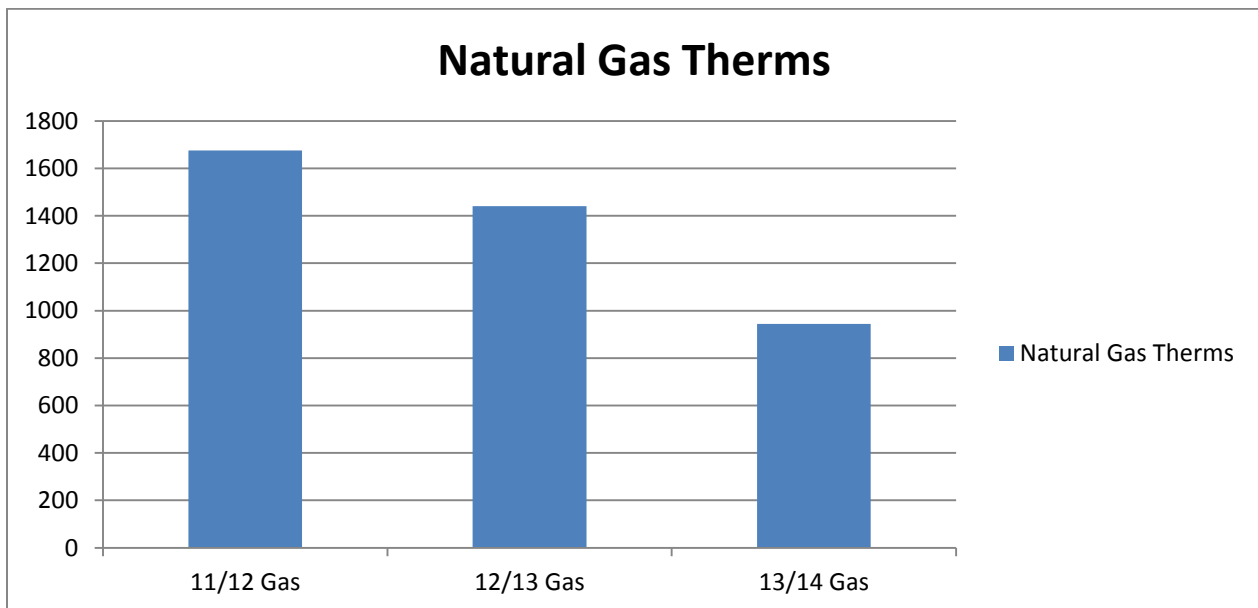## NATURAL GAS USAGE

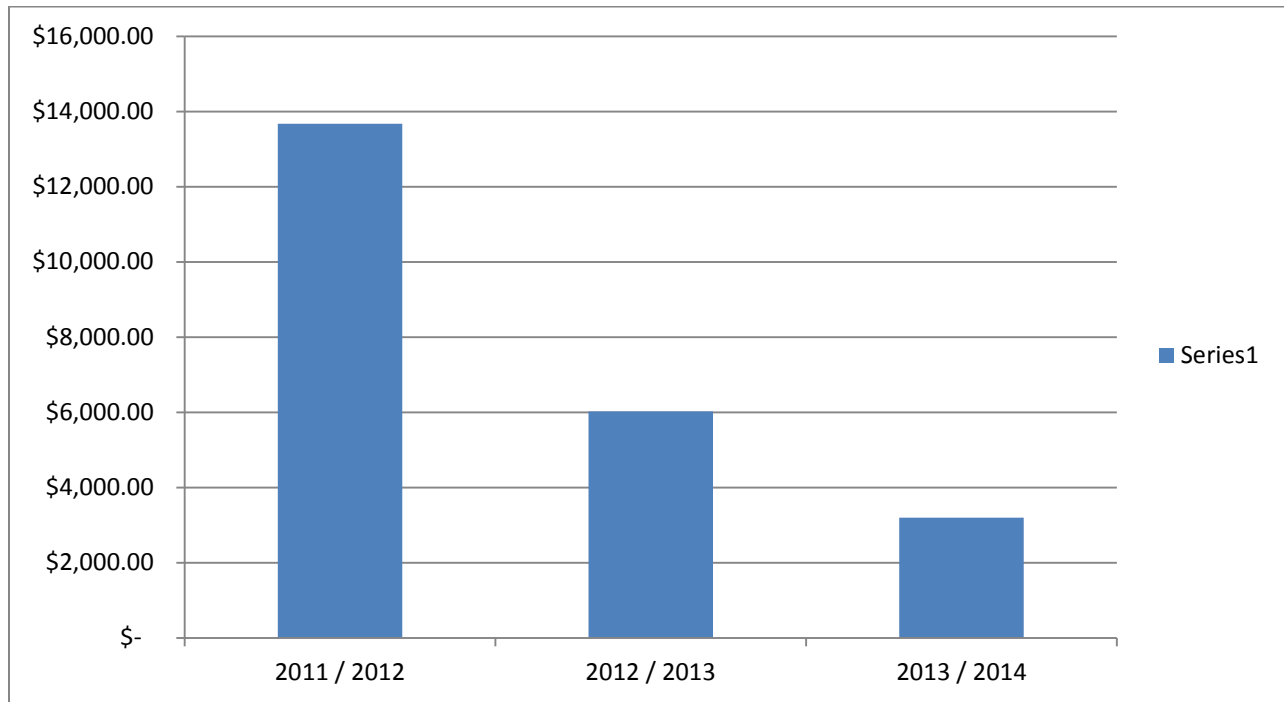## ELECTRICAL SUMMER COMPARISON

ELECTRICAL SUMMER COST

NATURAL GAS COMPARISON

Natural Gas Therms

NATURAL GAS COMPARISON

SNOW REMOVAL

- What is Being Measured

Snow removal hours of maintenance, building staff for parking lots, driveways and sidewalks.

- How is it Measured

Staff reported hours for snow, ice removal and remediation. This included initial removal, salting and follow up clean up and salting.

- General Reaction

Two of my concerns this year were the loss of one plowing vehicle and the change in starting times for the facilities. The first graph shows the increase in maintenance department man hours when it came to plowing for all but one staff member. We shifted our schedules to adapt to the loss of the vehicle. The decrease in the building hours for sidewalks is result of parking lot priority planning laid out in the beginning of the snow season that allowed us to help clear larger sidewalk areas with plows which helped building staff in clearing of snow. One factor this year was losing the big dump truck large box Salter. Every time salt was needed, we had to put it bag by bag into the vbox spreader on the truck. This was a very time consuming event each time.

- Critical Questions

    - Would contracting out more buildings assist in our removal or increase costs?
    - Would adding another larger snow blower on a tractor assist in cutting hours down?
    - Would adding another plow and large spreader cut down hours for maintenance staff?

- Graphic Representation of Data
    - Please see next sheet

MAINTENANCE STAFF HOURS
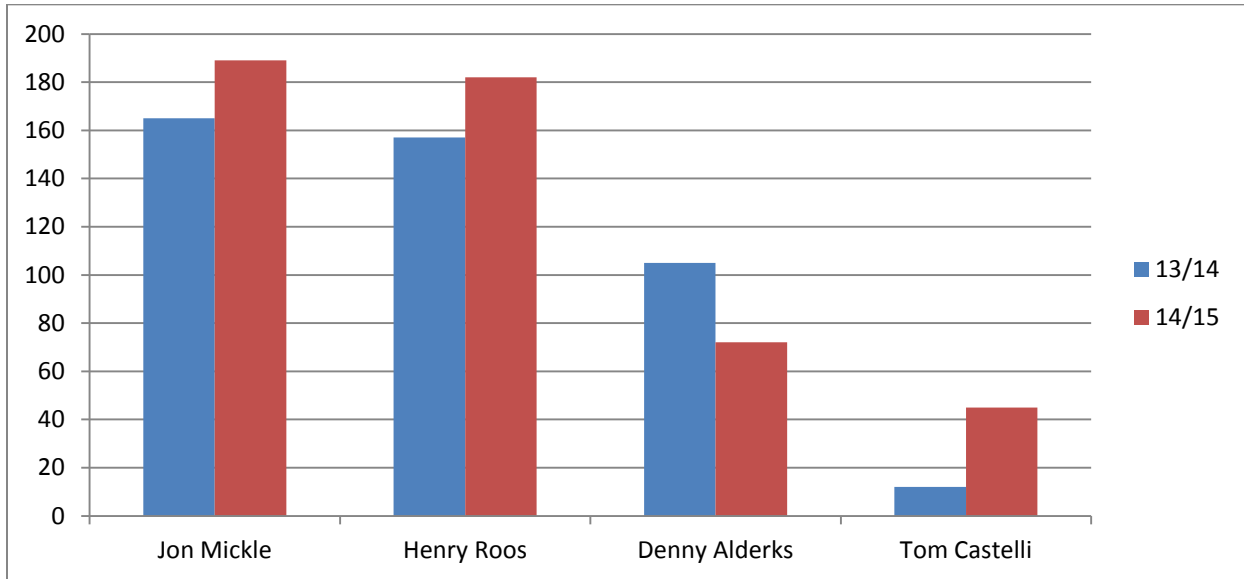
MAINTENANCE STAFF COST
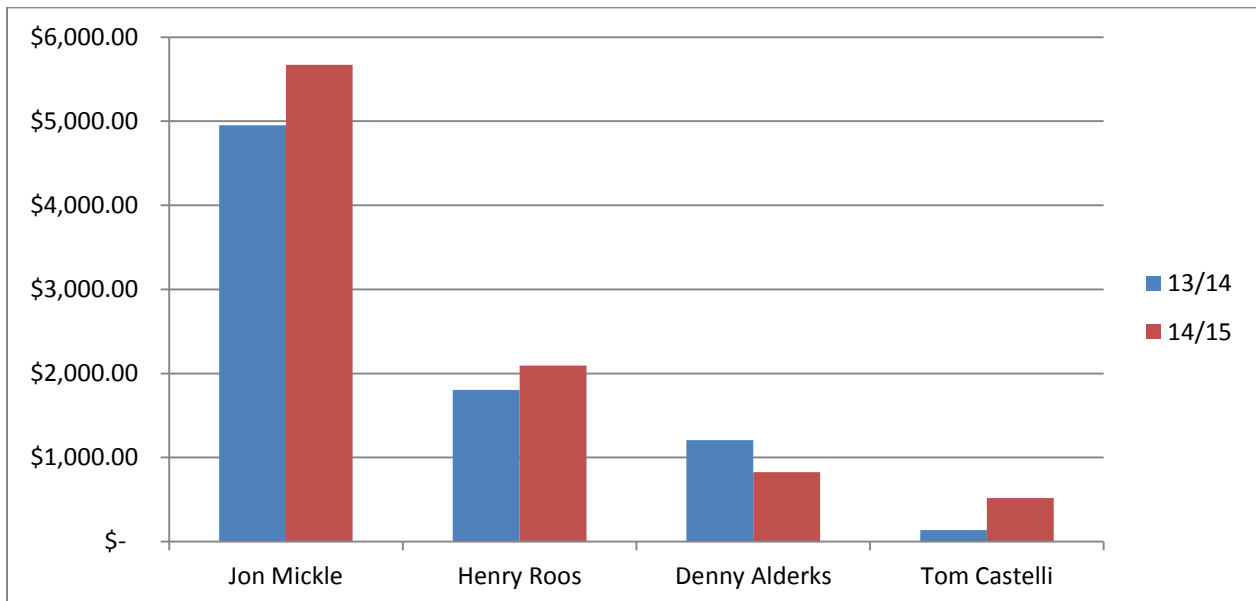
SCHOOL STAFF SIDEWALK CLEARING HOURS
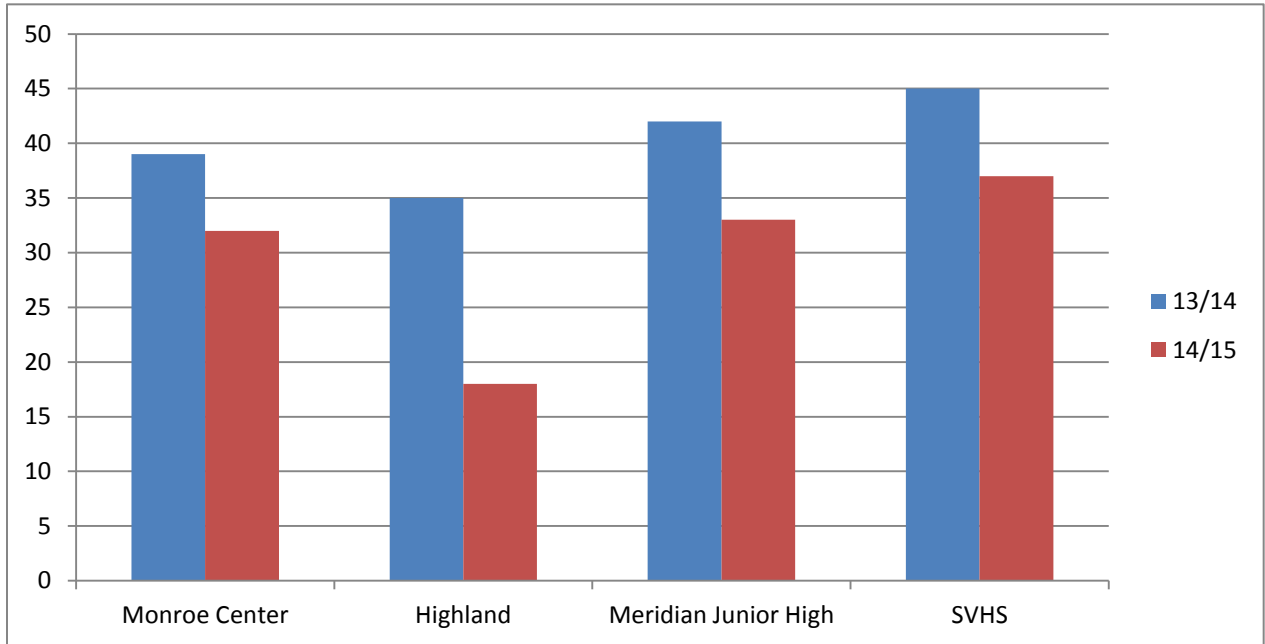
SCHOOL STAFF SIDEWALK CLEARING COSTS
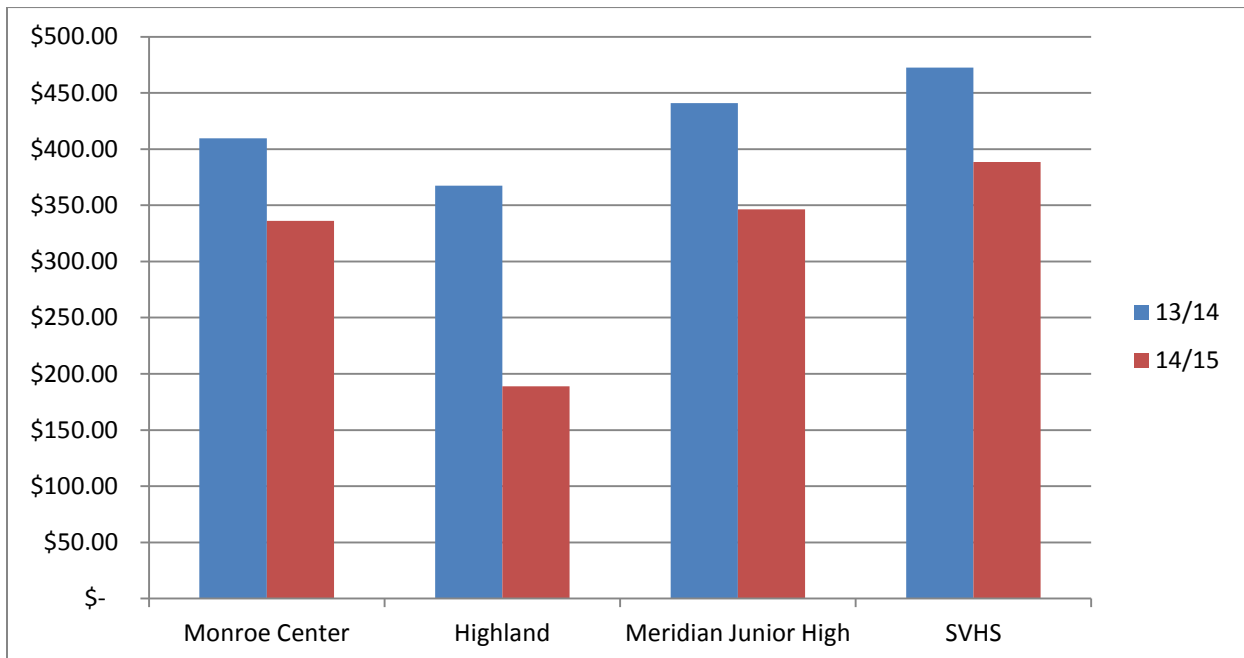
SALT USAGE

- What is Being Measured

Salt usage on parking lots and sidewalks.

- How is it Measured

Counts of salt bags used were collected at the building level and the district level for salt. For the 13/14 school year we were able to weigh the dump truck with the bulk salt at Glendenning's scale in town after loading.

- General Reaction

Clearly it is cheaper to buy bulk rather than in 50lb bags. The cost per ton this past year for bulk salt was $110, where bagged salt was $260 for treated salt and $180 for softener style salt. Overall our usage went up this year due mainly to more ice storms than in previous years. Also the smaller granular bagged salt once applied at SVHS melted through the ice and fell into the cracks of the chip seal surface.

- Critical Questions

    - Will a large dump style spreader save us, money, time and possible injuries lifting 50 lb salt bags?
    - Would chemical pretreatment assist with snow and ice removal?

- Graphic Representation of Data
    - Please see next sheet

SIDEWALK SALT USAGE
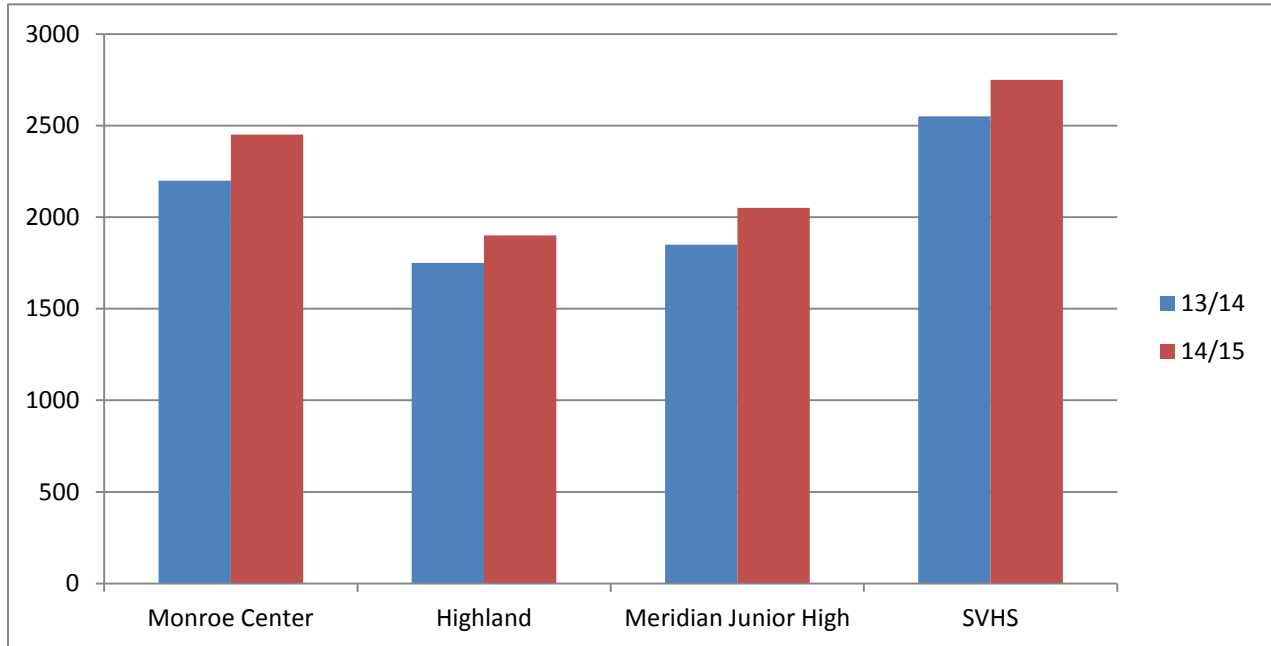
SIDEWALK SALT COST
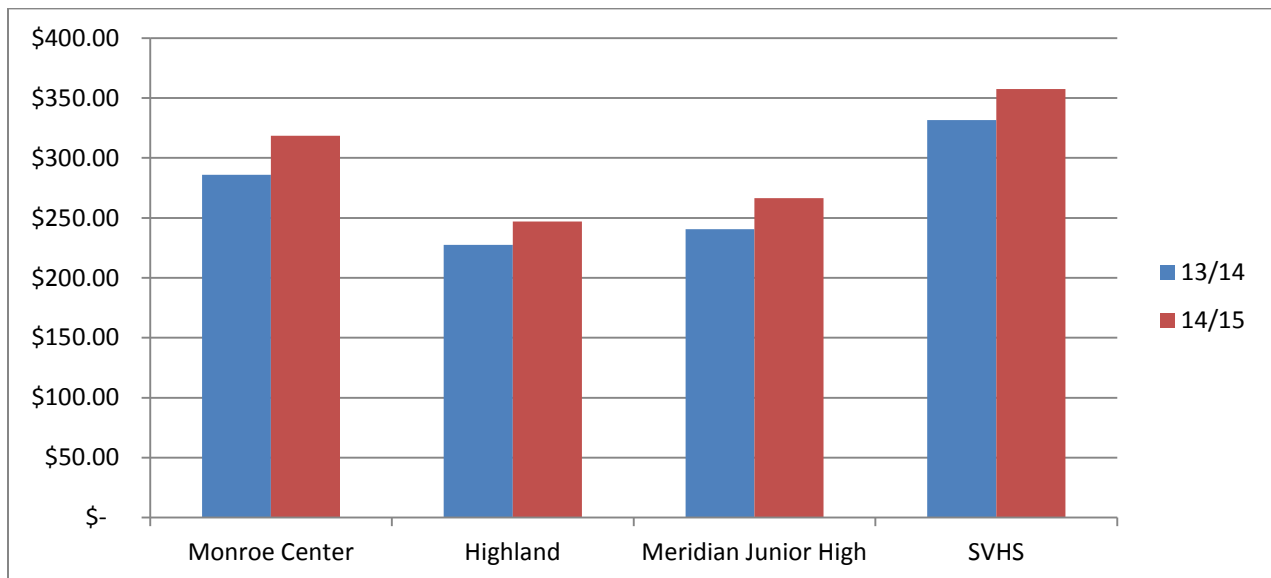
PARKING LOT SALT USAGE
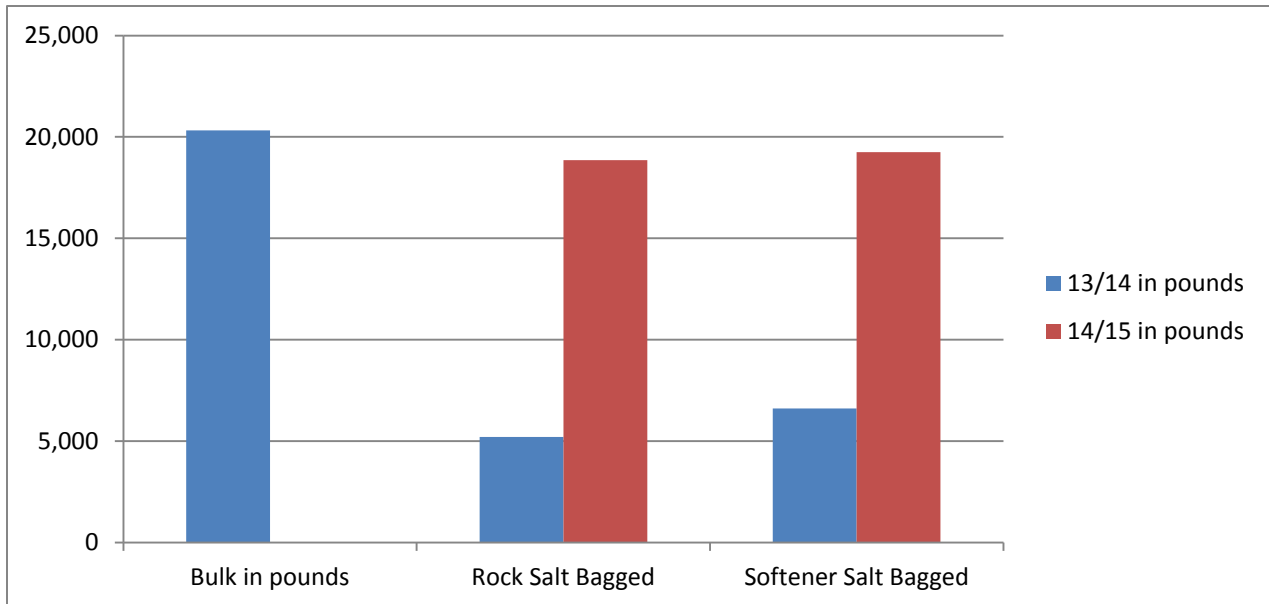
PARKING LOT SALT COST
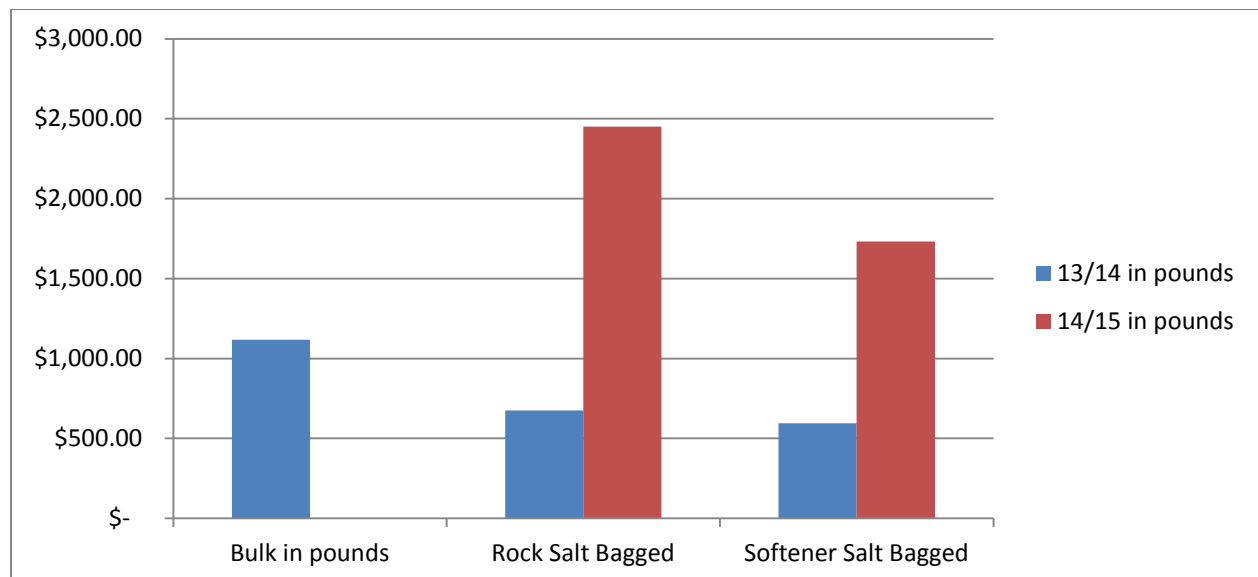
FLEET USAGE COMPARISON

- What is Being Measured

Monitoring the increased usage of our dwindling fleet of vehicles, through mileage and repair costs for each vehicle.

- How is it Measured

We looked at the total mileage and the cost of repairs to each from the 13/14 school year to the 14/15

- General Reaction

Our overall fleet is wearing down due to increased usage with the removal of three vehicles no longer capable of serving the district. As expected with general use and increased plowing, we saw an increase in costs for repairs due to the wear and tear.

- Critical Questions

    - How long can we continue to use the current fleet, without replacing and or adding a vehicle?
    - How can we replace/add with current budget situation?
    - Look at developing a long range fleet replacement schedule?
    - Can we look at the Transportation mechanic to work on fleet now that buses are being leased?

- Graphic Representation of Data

Please see next sheet

FLEET MILAGE COMPARISON
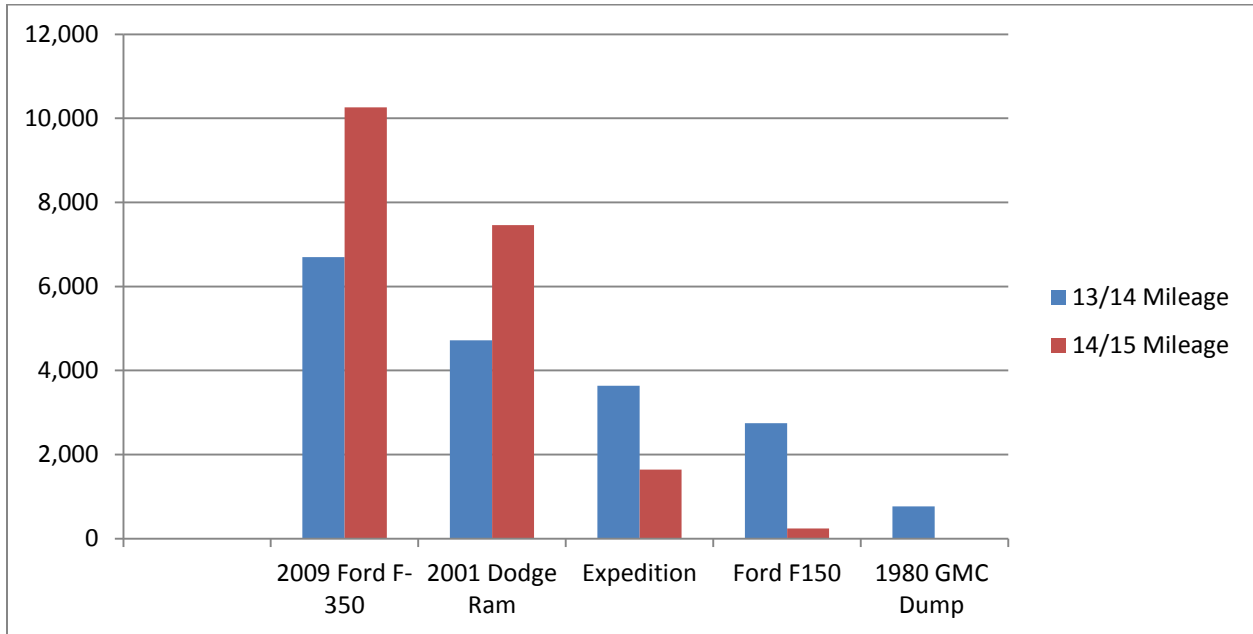
REPAIR COST COMPARISON
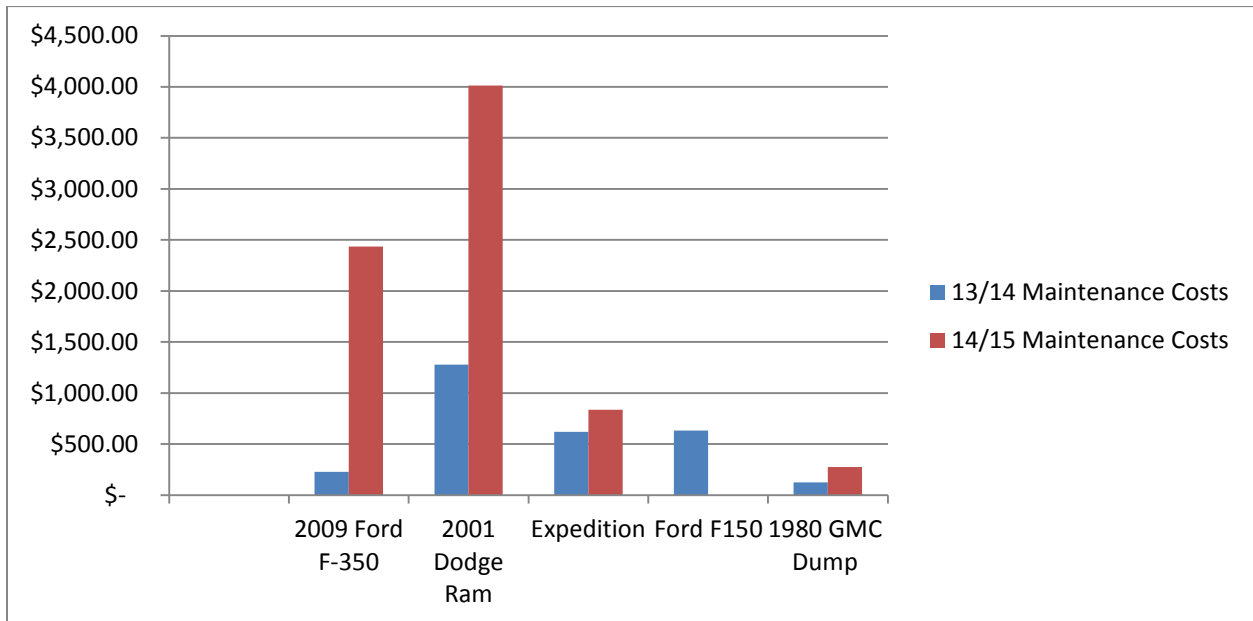
SQUARE FOOT CLEANING COMPARISON

- What is Being Measured

Cleaning areas of our employees

- How is it Measured

With the reduction in staff over the past few years, it is very important to monitor the amount of space our custodial staff covers and cleans during their 8 hour shift. The industry standard of cleaning space nationwide averages out to twenty three thousand (23,000) square feet per custodian, per 8hr. shift.

- General Reaction

With two consecutive years of reduction, we have steadily increased our employees individual cleaning areas. With this past year, I am concerned we are starting to arrive at an unsustainable cleaning level at the buildings. Adjustments will be made this summer utilizing the input of head custodians and myself on ways to adapt our approach to the cleaning areas.

- Critical Questions

  - Is this a contributing factor of our recent turnover?
  - What equipment can be procured to assist our staff in their cleaning schedules?
  - What cleaning techniques or chemicals can we incorporate into our program?
  - How can we adjust schedules, or responsibilities of staff to support the health and cleanliness of the buildings in the best way?

- Graphic Representation of Data

  - Please see next sheet

SQUARE FOOT CLEANING COMPARISON
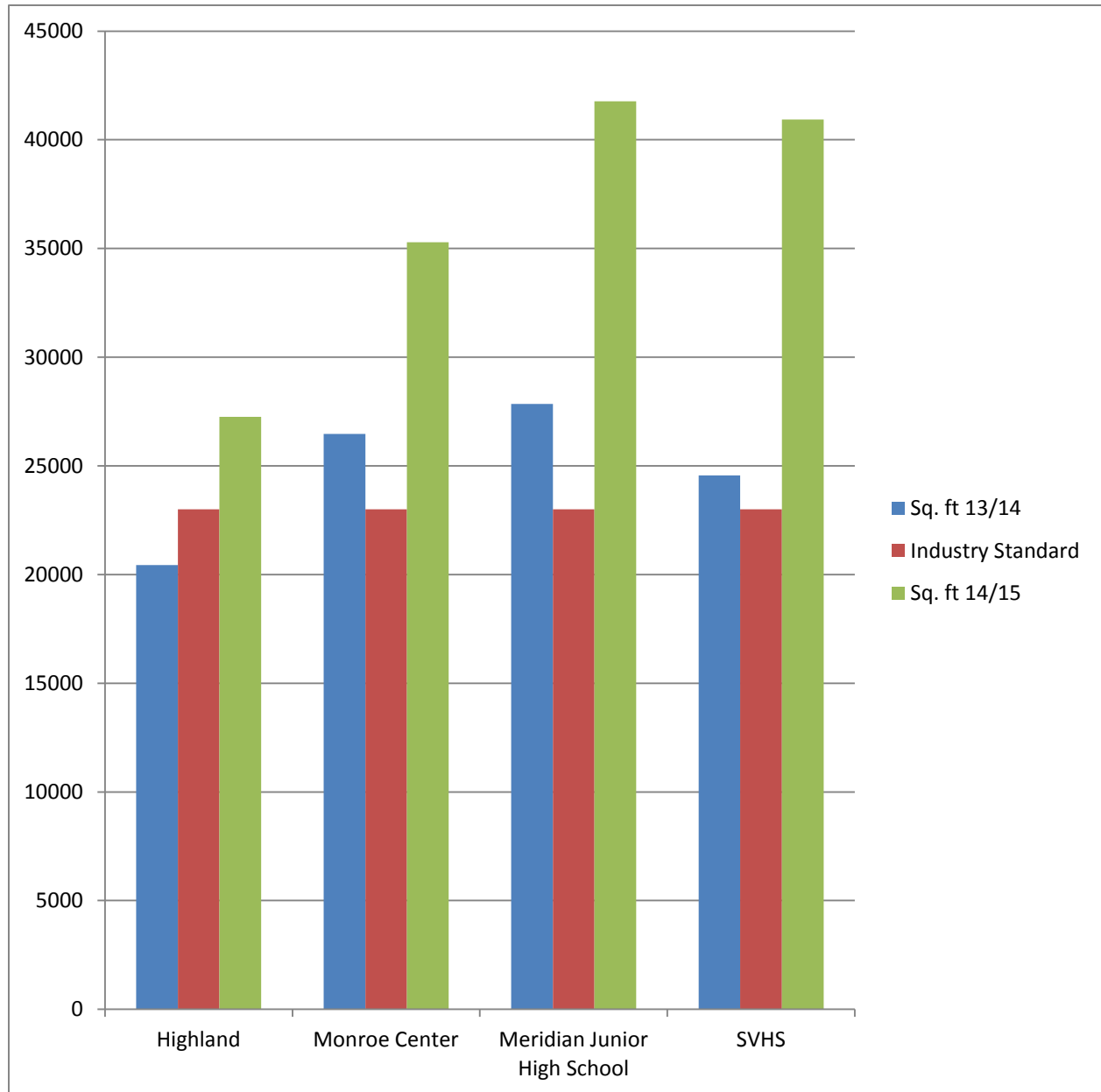
SALARY COMPARISON

- What is Being Measured

I belong to the Northern Illinois Facilities Managers Co Op. We did a salary comparison to look at starting wages for staff in the Buildings and Grounds Department across the region.

- How is it Measured

Starting wages were collected from forty two (42) School Districts, I chose Thirteen (13) of the closest districts to compare. There were four (4) categories in the matrix that we can compare our wages with, starting salary for a night custodian, head custodian, maintenance and grounds. The second matrix compares our starting wage to the high, low and average starting salaries of the other Thirteen (13) Districts.

- General Reaction

Our District is the lowest in all four categories, not only with the thirteen (13) Districts shown, but the lowest of all forty two(42)Districts compared.

- Critical Questions

  - Is this a contributing factor of our high turnover?
  - What can we do to bring our support staff compensation to at least a competitive level?
  - Can we increase other benefits outside of wages to counter the salary gap?

- Graphic Representation of Data

  - Please see next sheet

WAGE COMPARISON
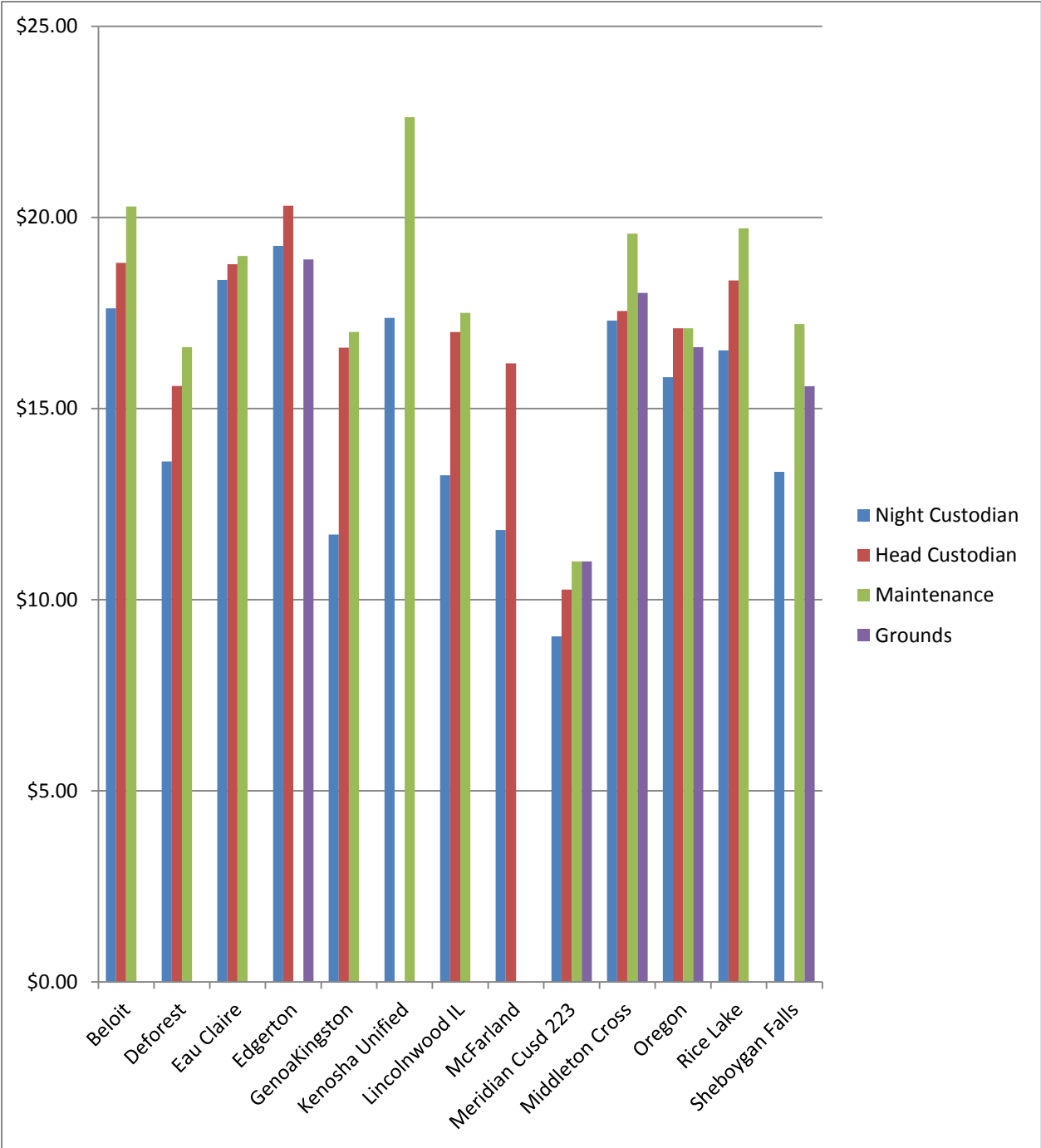
Meridian CUSD #223
2014-2015
Data Report

Transportation

Transportation Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close analysis of accessible and applicable information to consistently understand the position of the Transportation Department here at Meridian Community Unit School District 223. I will continue to complete thorough write-ups of the information in order to share my findings with the Board of Education, Superintendent, District Leadership Team, and department staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to begin to provide the District Office and Board of Education a solid understanding of the work performed, and the needs of the Transportation Department. Where data is available, I will begin with last year's statistics compared to this years and will report moving forward yearly.

For each group of data presented, I will include:

- Explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

BUS RIDER CRITERIA MONTHLY CHANGES 2014-15

- What is Being Measured
    - Changes to bus riders monthly pick-up or drop-off address
    - New riders coming into the district
    - Riders discontinuing bus service or moving out of district
    - How the ridership numbers change with the sport seasons

- How is it Measured
    - Handwritten route changes (add/drop/change) for the purpose of informing drivers
    - Counted and tracked in a spreadsheet

- General Reaction
    - Able to track possible inconsistencies in route timing due to multiple changes occurring throughout the year
    - Increases routing updates/changes in routing system
    - Could be able to track specific students who have numerous "permanent" changes to bus stops for the purpose of implementing new criteria to making changes.

- Critical Questions
    - Is this a contributing factor adding to daily office work and route changing?
    - What if anything can we do to minimalize the number of changes being made on a very regular basis to routes?
    - Would implementing and standing firm with number of changes and the timeliness of them discourage multiple changes?

- Graphic Representation of Data
    - Please see next 4 sheets

Monthly Bus Changes 2014-15

	Add	Drops	Changes
August	34	7	21
September	35	24	24
October	25	17	15
November	15	10	31
December	13	13	5
January	42	13	15
February	10	18	10
March	3	16	16
April	8	1	5
May	2	0	3

Student Ridership during the Fall Sport Season
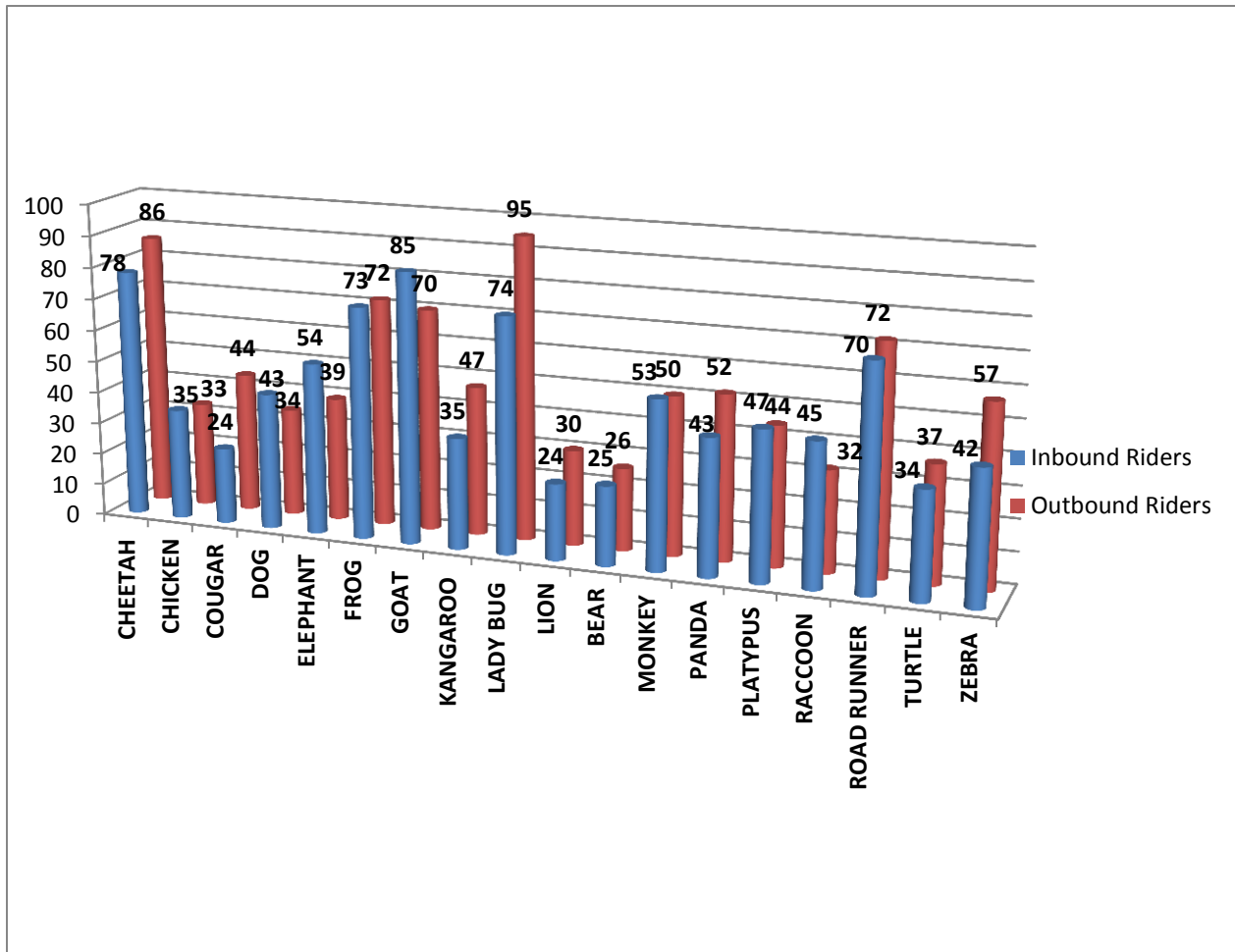
Total Inbound riders = 884

Total Outbound riders = 920

Student Ridership during the Winter Sport Season
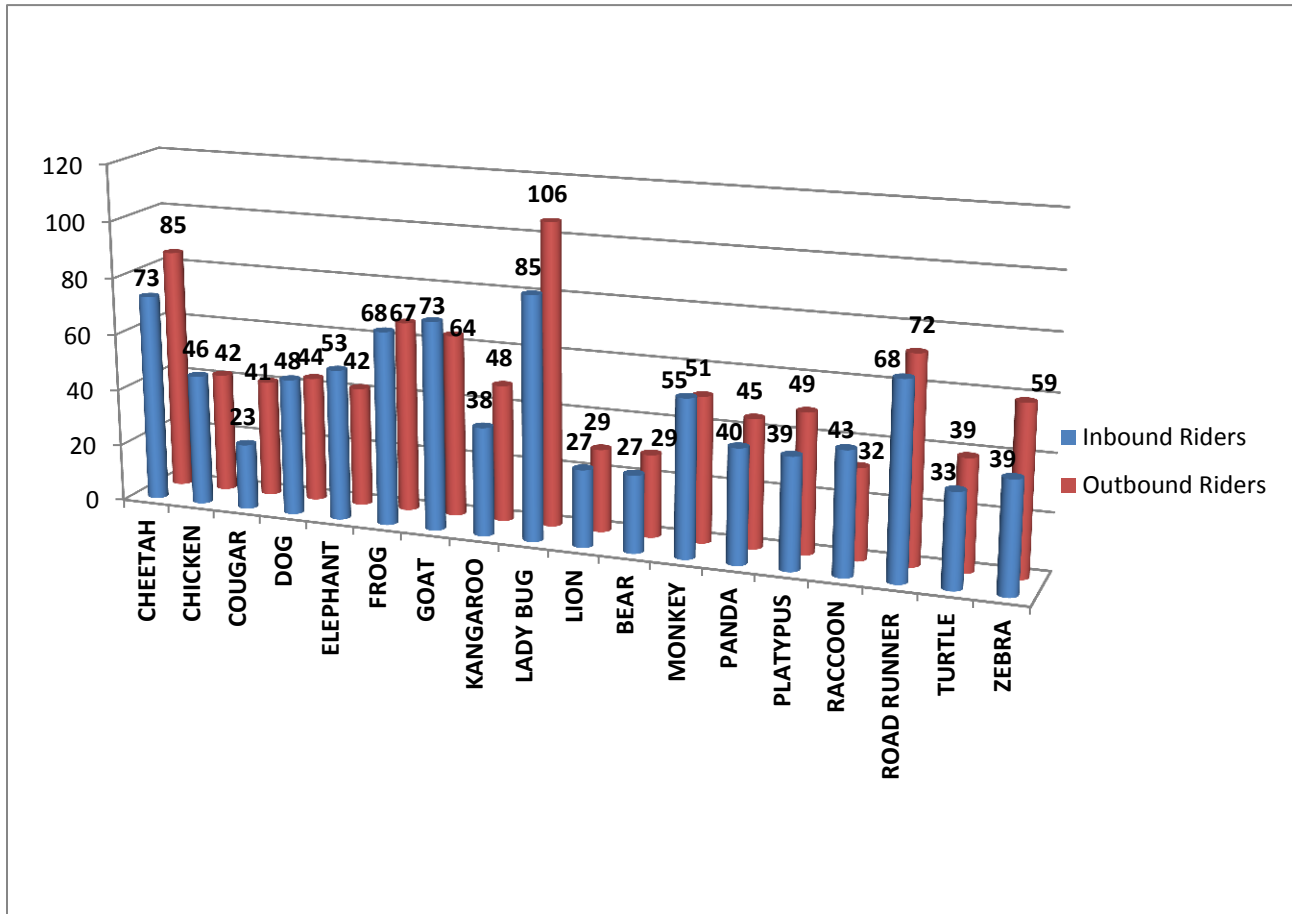
Total Inbound Riders = 878

Total Outbound Riders = 944

Student Ridership during the Spring Sport Season
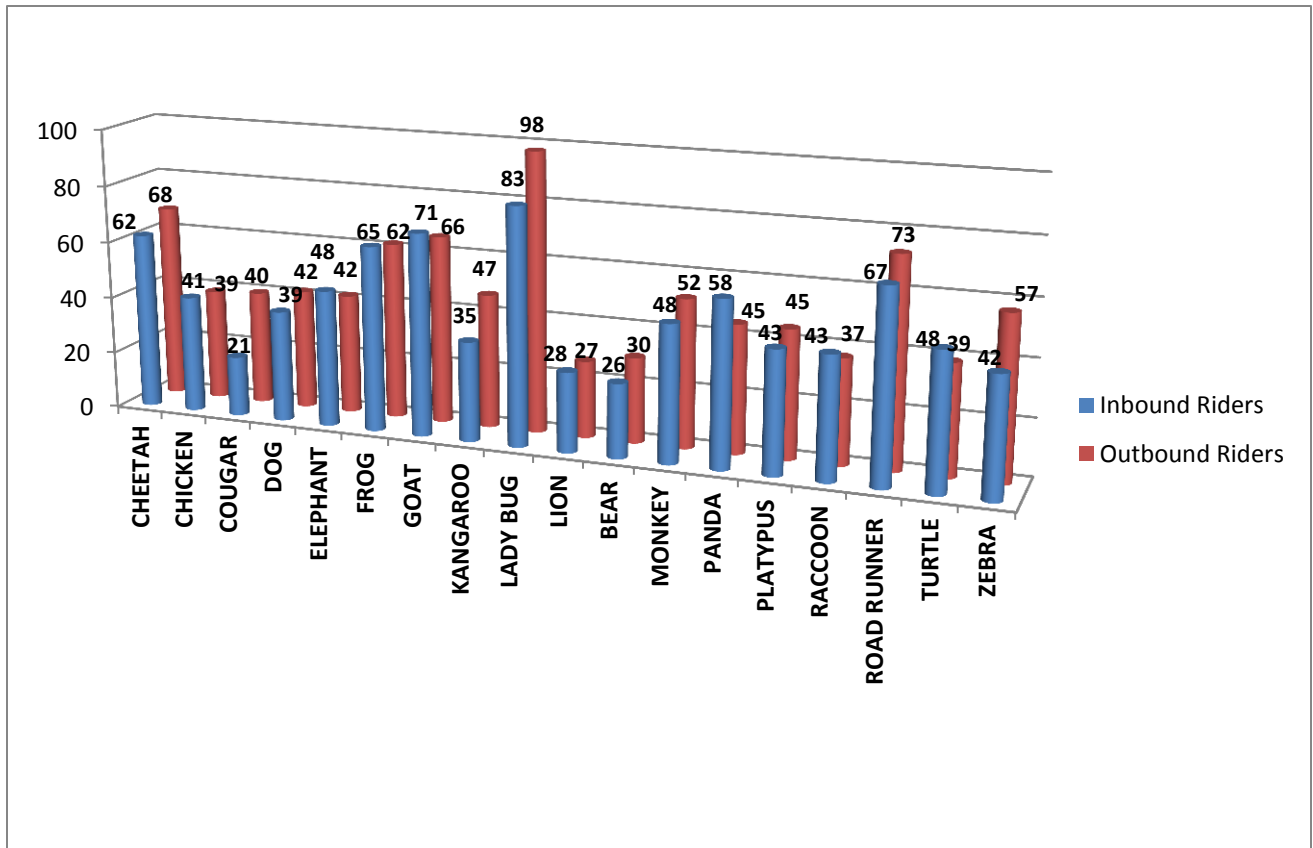
Total Inbound Riders = 868

Total Outbound Riders = 909

MAJOR/MINORS (DISCIPLINE)

- What is Being Measured

    - The number of Major/Minors that are occurring at each building level

- How is it Measured

    - Manually count the Major/Minor Discipline referrals
    - Enter into spreadsheet for tracking purposes
    - Moving forward we will be tracking using electronic documents in a pilot program with the MJH.

- General Reaction

    - This allows us to track which student group or groups may have the most difficulty in bus riding behavior
    - The electronic documents will allow us quicker notification to the building for handling discipline issues.
    - Starting in the 2015-16 school year, drivers will speak with the student as well as contact the parent for any minor received on the bus.

- Critical Questions

    - What information can we reinforce with riders/students to ensure a safe ride for all as well as desired behavior?

- Graphic Representation of Data

    - Please see next sheet

Major/Minor Discipline Comparison

■ 2013 - 14 ■ 2014 - 15

HGS — Majors: 10, 2; Minors: 69, 46
MC — Majors: 16, 6; Minors: 77, 38
MJH — Majors: 11, 6; Minors: 86, 39
SVHS — Majors: 6; Minors: 22, 17
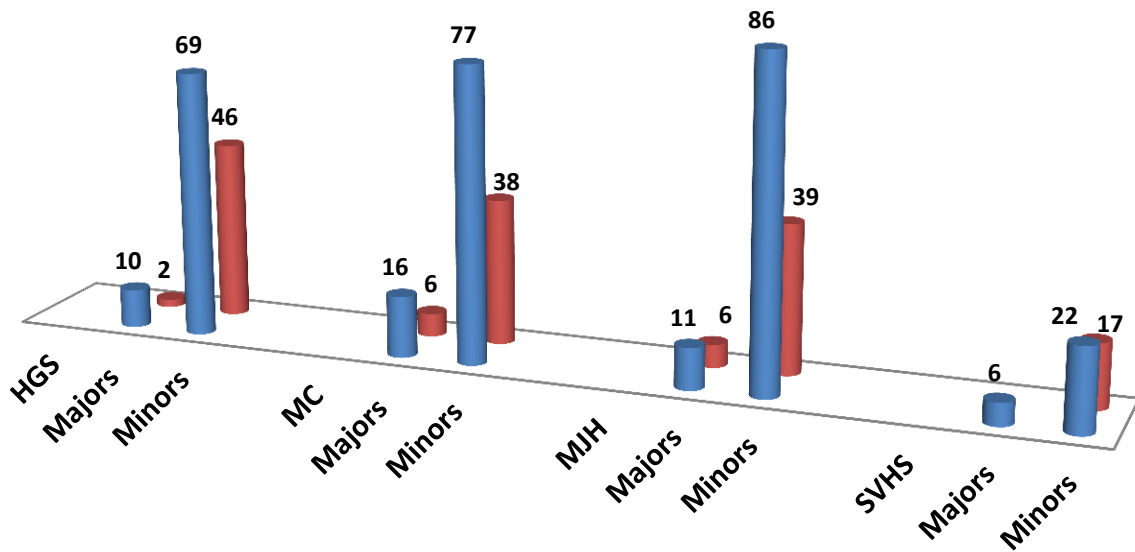
BUDGET

- What is Being Measured

  - The amount of monies being spent in the Transportation Department for the 2014-15 school year.

- How is it Measured

  - We closely monitor the budget on a monthly basis

- General Reaction

  - Money spent is mainly on equipment and fuel
  - Any projects to improve our department area have come at an extremely minimal cost to the district as we have been able to secure donations of time, equipment and funding from community and other stakeholders.

- Critical Questions

  - Is the efficiency of the department as a whole, in a constant state of savings for the betterment of the district?

- Graphic Representation of Data

  - Please see next two sheets

2014-15 Budget Information

Line Item	Description	Budget Amount	Amount Spent
3100	Professional Services	$35,000	$19,997
3230	Maintenance & repair	$117,300	$76,359
4100	Supplies	$25,000	$13,799
4640	Fuel	$132,600	$118,597

Budget Comparison

Dollars Spent

	2011/12	2012/13	2013/14
Original Budget	$1,165,719	$1,095,814	$1,078,385
Budget activity	$1,238,885	$1,075,881	$1,014,691
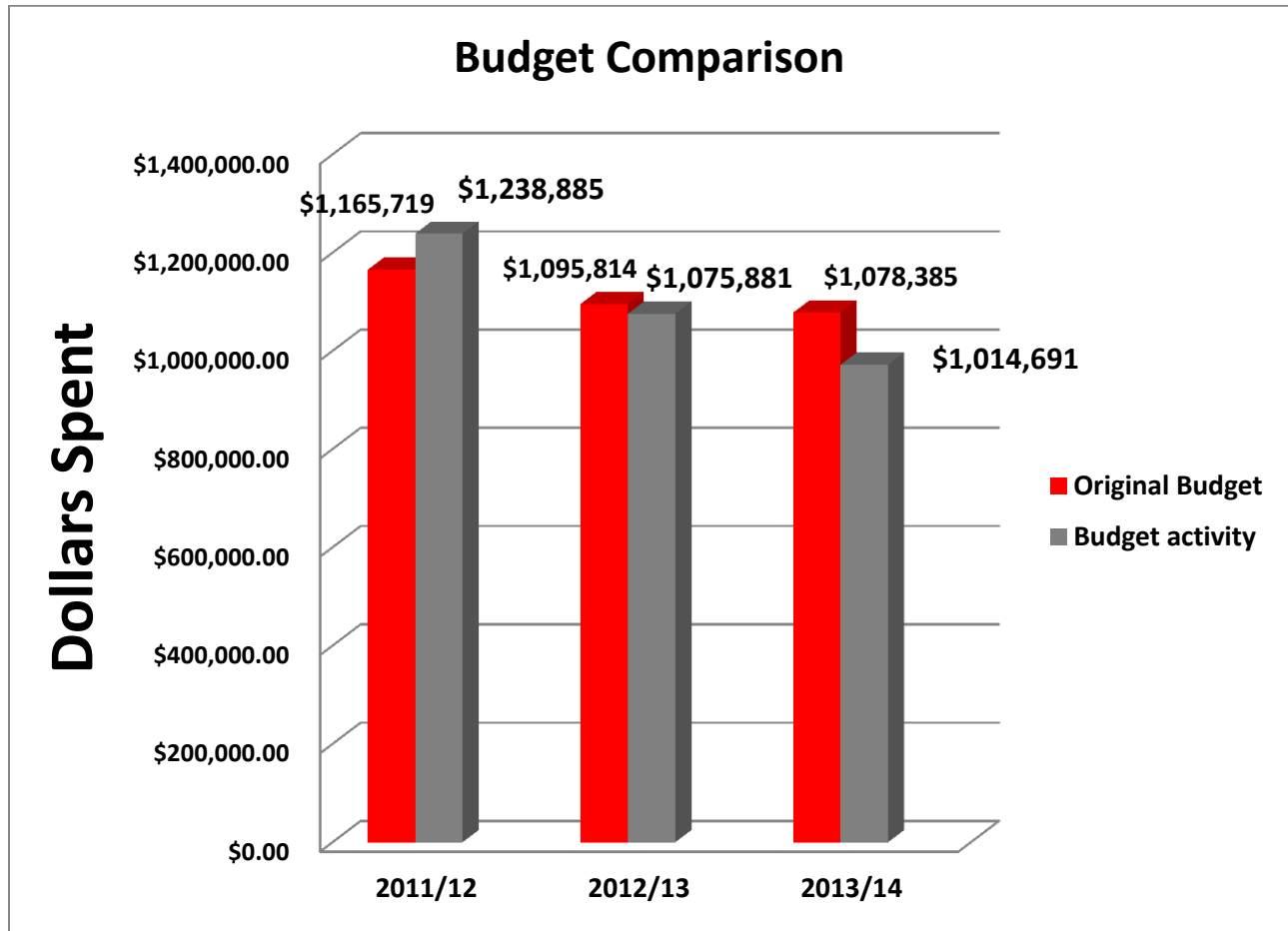
MILEAGE

- What is Being Measured

    o Regular route mileage only

- How is it Measured

    o Drivers are required to log all mileage route, trip, special needs etc.
    o Totaled monthly and entered into a spreadsheet for totals by individual bus

- General Reaction

    o This allows us to track number of miles used in a given year per bus and as a total for the district

- Critical Questions

    o Are the current routes the most efficient way possible?
    o Would less stops in congested areas be more efficient?

- Graphic Representation of Data

    o Please see next sheet

Yearly Mileage Comparison
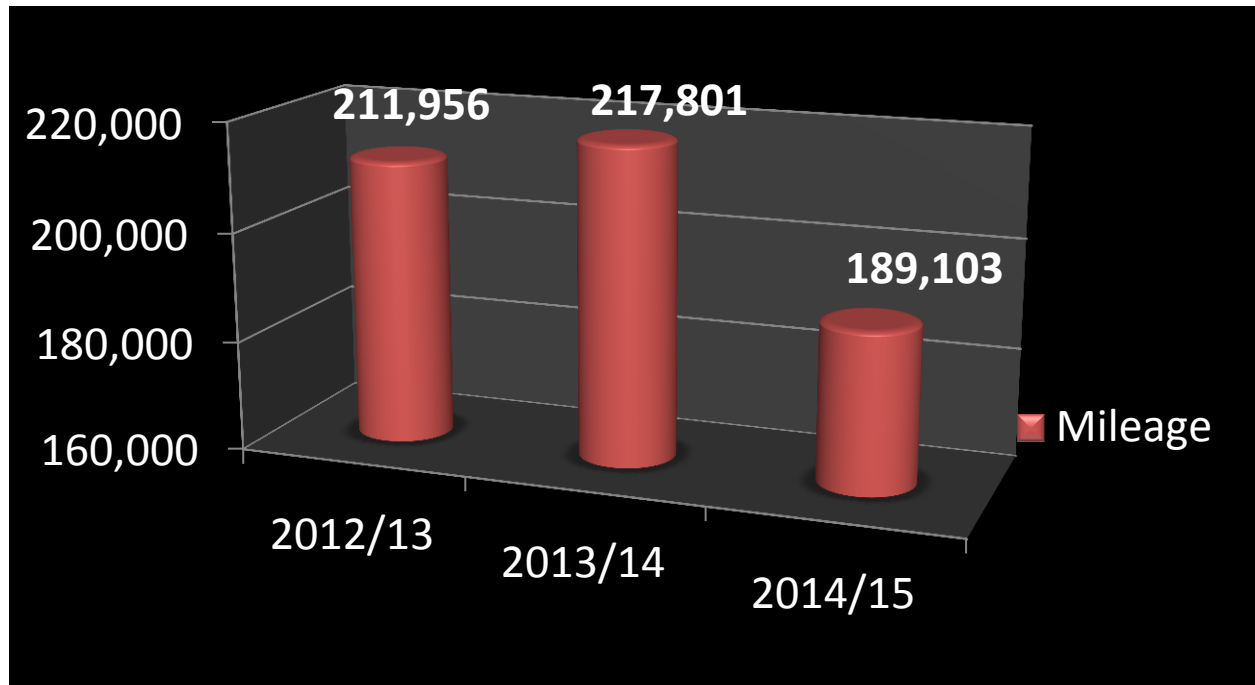
Mileage breakdown

- We are recording mileage by month, by bus and bus category for our yearly transportation report.
- The following spreadsheets show the breakdown of regular route mileage, special education route mileage, Pre-K, Kindergarten, Non curriculum field trips and Sporting events
- You will also notice that the following spreadsheets list mileage by bus number vs. route names. The reason for this is sometimes we use a sub bus on a route for various reasons such as trips, or mechanical issues etc.

SCHOOL YEAR 2014-2015

Regular Mileage

BUS #	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1		432	502	712	571	550	536	600	375	43				4321
2		821	1371	1390	1030	1092	1067	1141	1290	1401	1244			11847
3		791	1242	470	71	1103	795			157	800			5429
4		779	1411	1370	1037	995	984	1140	1279	1150	1341			11486
5		574	893	881	689	667	623	767	803.4	975	978.1			7850.5
6		746	1208	1211	928	863	837	975	1057	1025	1190			10040
7			179				475	540	462	790	558			3004
8		1015	1591											2606
9		329	629	654	443	415	655	1877		1098	1150			7250
10														0
11		178												178
12		908	1330	1271	994	959	717	1212		1136	1391			9918
13		538	983	941	716	681	689	780	835	819	1014			7996
14		940	1583	1580	1166	571	1178	771	1368	1396				10553
15		573	411	1200	900	841	351	1524	1364	82	203			7449
16			762	649	502	499	470	563	711	549	608			5313
17							172	62	279	546	634			1693
18		1022	1700	1594	1284	1147	1156	1329	1497	1117	535			12381
19		581	1238	1213	956	877	881	1028	1146	1057	1153			10130
20														0
21		339	269								301			909
22		876	1656	1612	1267	1180	1179	1349	1472	598	533			11722
23		762.4	1382.6	1278.4	999.6	894.6	926.3	1078.7	1106.5	1110.7	1260.3			10800.1
24														0
25														0
26		1295	1670	1318	1263	1154	402	1574	1385	1355	1511			12927
27		1200	2128	2132	1617	806	1546	1789	1942	1812	1949			16921
28		283	714	738	517	424	429	562.6	523	1417	772			6379.6
99														0
0														0
TOTAL	0	14982.4	24852.6	22214.4	16950.6	15718.6	16068.3	20662.3	18894.9	19633.7	19125.4	0	0	189103.2

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SCHOOL YEAR 2014-2015

Special Education

BUS #	July	August	September	October	November	December	January	February	March	April	May	June	July	TOTAL
1														0
2														0
3														0
4														0
5														0
6										23				23
7														0
8				2161	1009	891	1628	1756	2009	1123	1775			12352
9														0
10		178	407		601	454				725				2365
11		893	1728	1291	1039	994	914	1261	1238	1245	1357			11960
12														0
13														0
14														0
15				22	405									427
16				29										29
17														0
18				458		319	251	254	323	249	138			1992
19														0
20														0
21														0
22										19				19
23					23									23
24		1521	2619	2426	1893	1435	1507	1759	1766	2682	2228			19836
25				1161	955	1169	1103	1110	1062	1098	1398			9056
26					97									97
27														0
28														0
99					678									678
0					207									207
TOTAL	0	2592	4754	7548	6907	5262	5403	6140	6398	7164	6896	0	0	59064

Meridian CUSD223

SCHOOL YEAR 2014-2015														
Prek/EC														
BUS #	July	August	September	October	November	December	January	February	March	April	May	June	July	TOTAL
1														0
2														0
3				90		29	178				67			364
4			35											35
5														0
6			24	160	31	96	129	69	72	76	269			926
7														0
8							75							75
9							36	306	63		34			439
10														0
11		349	478	406	452	442	421	506	711	606	664			5035
12			1330			34	37				35			1436
13									33					33
14			116	129	31	36	97	97	68					574
15														0
16									35					35
17														0
18			34	63	33									130
19														0
20														0
21														0
22		348	628	558	459	460	310	550	565	73	38			3989
23														0
24														0
25						359								359
26		328	569	299	443		105	93	384	486	527			3234
27														0
28				60					31	473	73			637
TOTAL	0	1025	3214	1765	1449	1456	1388	1621	1962	1714	1707	0	0	17301

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	SCHOOL YEAR 2014-2015												
				Kindy Education									
BUS #	July	August	September	October	November	December	January	February	March	April	May	June	July	TOTAL
1														0
2														0
3		162	441	147	27	185	209			29	186			1386
4				144	27	26								197
5														0
6			74	63		51	76	112			230			606
7											65			65
8							25							25
9							111	309	76	336	20			852
10														0
11		253	422	465	340	369	317	192	462	452	458			3730
12							52	62			25			139
13														0
14		321	549	490	373	194	239	419	404	368				3357
15				432	323	330	131	341	321					1878
16									36	25				61
17							44							44
18				94	21	86	172	81	159	72	146			831
19														0
20														0
21														0
22		283	490	557	363	317	249	386	433	74	95			3247
23														0
24														0
25							32		23					55
26		459	635	332	514	411	135	105	471	503	558			4123
27			27			56								83
28		69		27			41		52	329	123			641
TOTAL	0	1547	2638	2751	1988	2025	1833	2007	2437	2188	1906	0	0	21320

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Meridian CUSD223

SCHOOL YEAR 2014-2015

Non-Curriculum Trips/Field Trips 2014-2015

BUS #	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1														0
2						34								34
3											33			33
4				149							11			160
5											56.3			56.3
6				107					19		86			212
7														0
8														0
9														0
10														0
11														0
12				17										17
13														0
14				92										92
15														0
16				14							185			199
17														0
18				12				7		73				92
19									134		50			184
20														0
21														0
22														0
23											19.3			19.3
24														0
25								73						73
26				31							67			98
27														0
28				92					20		202			314
99					1483						3238			4721
0					172						1625			1797
TOTAL	0	0	0	514	1655	34	0	80	39	207	5572.6	0	0	**8101.6**

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Sports Trips 2014-2015

BUS #	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1														**0**
2			140	44	131	91		183		416	129			**1134**
3						40	143							**183**
4				132						68	57			**257**
5						182	395	64.1		216	399.5			**1256.6**
6														**0**
7				127			19				81			**227**
8														**0**
9														**0**
10														**0**
11														**0**
12				110	13									**123**
13				77										**77**
14			56			78	184	35		14	167			**534**
15			121	45		13	14				38			**231**
16			179				61	33		75				**348**
17							33							**33**
18			185	202	20	241	160	162		430	373			**1773**
19				100		34			90.9					**224.9**
20														**0**
21			119								13			**132**
22							66			39	277			**382**
23				198.5		67	162.2	68.3		176.9				**672.9**
24														**0**
25														**0**
26			36	75		228	135			124				**598**
27			12	74		517	46			34				**683**
28		83	149	93	90		251	152		149	262			**1229**
99					2497						1597			**4094**
0					895						2130			**3025**
TOTAL	0	83	997	1277.5	3646	1491	1669.2	697.4	90.9	1741.9	5523.5	0	0	17217.4

Meridian CUSD #223
2014-2015
Data Report

Food Service

Food Service Data Report for the 2014/2015 School Year

Board of Education:

Throughout the 2014-2015 school year, I performed a close analysis of

Accessible and applicable information to consistently understand the position of the Food Service Department here at Meridian Community Unit School District 223. Moving forward I will continue to track through and document this information in order to share my finding with the Board of Education, Superintendent, District Leadership Team, and department staff to ensure total transparency in communication.

Comprehensive Data Examination

My intent is to begin to provide the District Office, Board of Education, and Leadership Team the culmination of data dictating the current status of the Food Service Department compare, contrast and report the data on a year to year basis. We begin with the past two year's statistics compared to 2014-2015 school year.

For each group of data presented, we will include:

- An explanation of what is being measured
- How it is being measured
- General reaction to the data
- Critical questions about the subject that should be considered moving forward
- A graphic (if possible)

PARTICIPATION

- What is being measured

Possible participation of free and reduced lunches served to the students

- How is it measured

March was picked because there were no new applications processed for the month. Each graph is broken down by cafeteria and total number of students that qualify for the program. The red line on each graph shows total number of students on free and reduce, the blue line shows the total of free and reduced meals that were served to the student and the green line shows the told of free and reduced breakfast that were served to the students.

- Findings
  - o 60% High School students are taking the free lunch
  - o 42% High School students that qualify for reduced are taking lunch
  - o 60% High School students that qualify for free breakfast are taking breakfast
  - o 14% High School students that qualify for reduced breakfast are taking breakfast
  - o 72% Jr. High School students that qualify for free lunch are taking lunch
  - o 68% Jr. High School students that qualify for reduced lunch are taking lunch
  - o 10% Jr. High School students that qualify for free breakfast are taking breakfast
  - o 9% Jr. High School students that qualify for reduced breakfast are taking breakfast
  - o 75%MonroeCenter students that qualify for free lunch are taking lunch
  - o 76%MonroeCenter students that qualify for reduced are taking lunch
  - o 20% Monroe Center students that qualify for free breakfast are taking breakfast
  - o 2%   Monroe Center students that qualify for reduced breakfast are taking breakfast
  - o 64% Highland students that qualify for free lunch are taking lunch
  - o 56% Highland students that qualify for reduced lunch are taking lunch
  - o 29% Highland students that qualify for free breakfast are taking breakfast
  - o 22% Highland students hat qualify for reduced breakfast are taking breakfast

- Critical Questions:
  - o Why we are not capturing all possible students
  - o What can we do to increase participation in the program
  - o How many times year should we check participation
  - o How can we get the word out on the program

- General Reaction
  - o Students that qualify for benefits are not taking the hot lunch and less student on the breakfast program are not taking the breakfast.
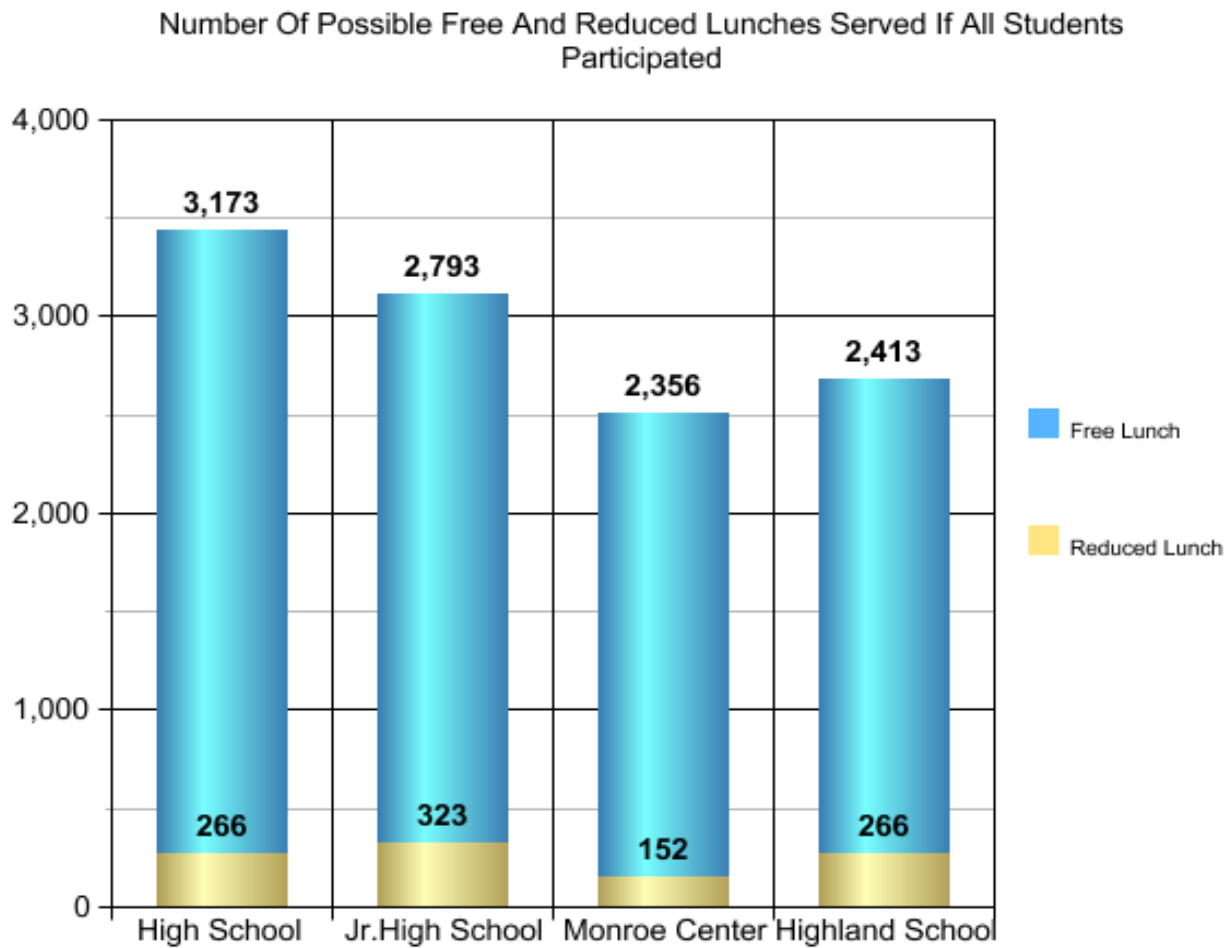
- Graphic Representation of Data

District Buildings	Free	Reduced
High School	167	14
Jr. High School	147	17
Monroe Center	124	8
Highland School	127	14

This graph shows the total number of students that are eligible for free and reduced meals in each school.

Number Of Possible Free And Reduced Lunches Served If All Students Participated

Free Lunch

Reduced Lunch
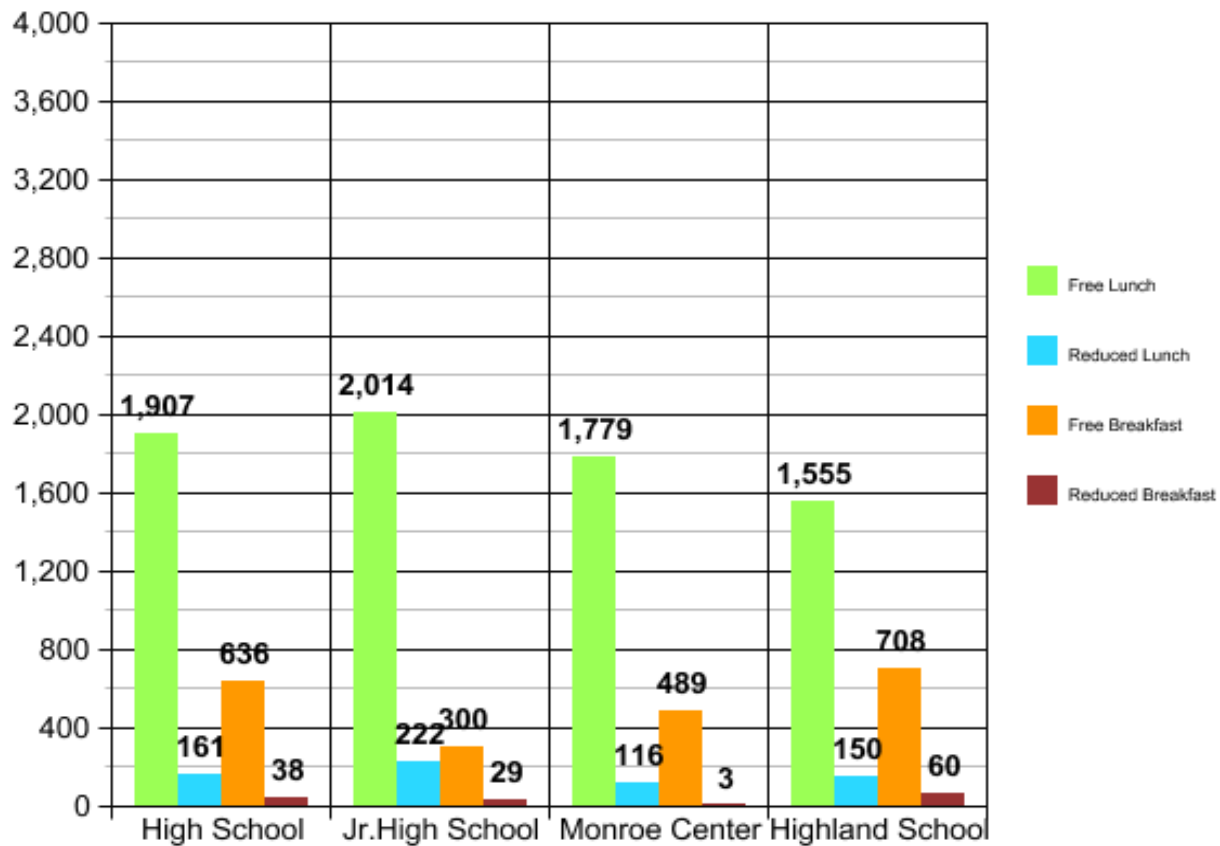
This graph shows the actual number of meals served to free and reduced students at each school for the reporting period.

Total of Free and Reduced Lunches and Breakfast Served Over a 19 Day Period

Free Lunch
Reduced Lunch
Free Breakfast
Reduced Breakfast

School	Free Lunch	Reduced Lunch	Free Breakfast	Reduced Breakfast
High School	1,907	161	636	38
Jr.High School	2,014	222	300	29
Monroe Center	1,779	116	489	3
Highland School	1,555	150	708	60

LUNCH COUNTS OVER THE PAST THREE YEARS

- What is Being Measured

Number of normal priced student lunches served over the past three years

- How is it Measured

Data has been gathered from the Skyward end of the year reports and put into a graph for viewing.

- General Reaction

There is a decrease of student participation in the school lunch program due to changes in the meal requirements put in place by Healthy, Hunger-Free Kids Act Of 2010. Nutrition Standards for Food to be allowable, a food item must 1 whole grain rich product (50% or more Whole grains); or 2 having the first ingredient a fruit, vegetable, dairy product or protein food (meat, beans, poultry, etc.) ; or 3 be a "combination food" with at least ¼ cup fruit and/or vegetable (fruit and yogurt, hummus and vegetables) or 4 contain 10% of the daily value of one nutrient of public health concern (only through June 30, 2016) Calcium, Potassium, Vitamin D, Dietary Fiber
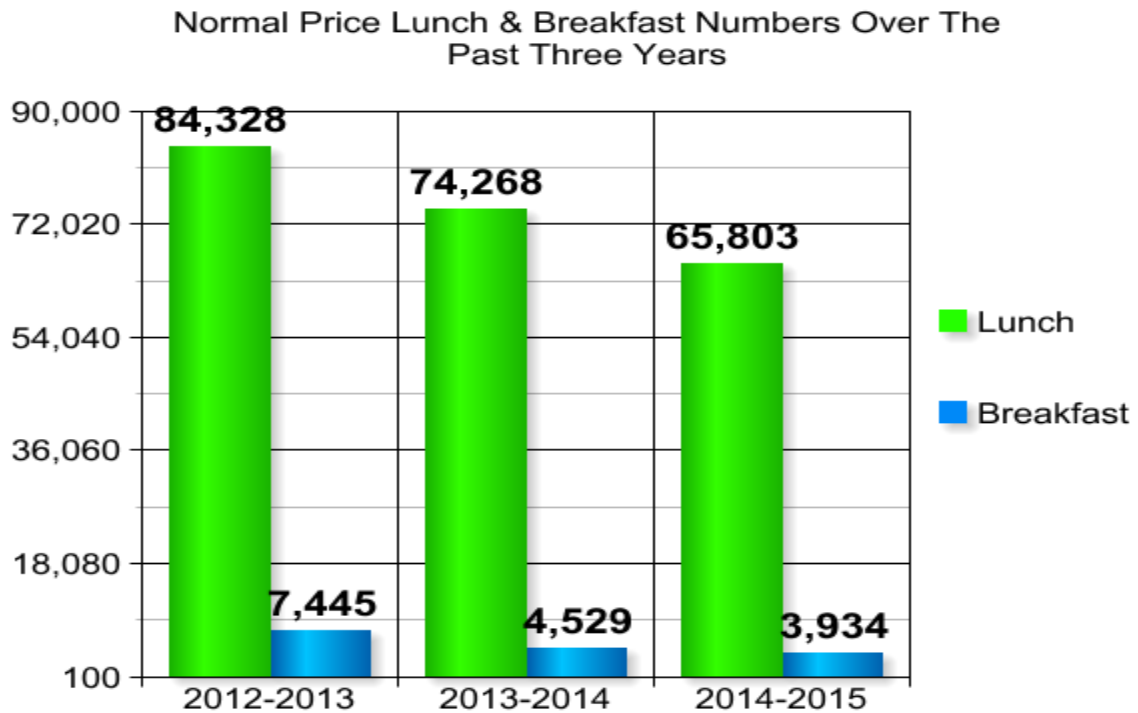
- Critical Questions
  - What are we doing to increase participation
  - Is this data true measured without looking at Free and Reduced numbers

This graph shows the total number of normal priced meals served in the District

Normal Price Lunch & Breakfast Numbers Over The Past Three Years

	2012-2013	2013-2014	2014-2015
Lunch	84,328	74,268	65,803
Breakfast	7,445	4,529	3,934

Students on normal lunch and breakfast price benefits have decreased over the past three year by the average of 12%

FREE AND REDUCED NUMBERS OVER THE PAST THREE YEARS

- What is being Measured

Number of Free & Reduced student meals served over the past three years

- How is it Measured

Data has been gather form the skyward end of the year reports and put into a graph for viewing

- General Reaction

Increase of students that are eligible free and reduced meals by the year income guideline, show the economic need has increase within are School District Direct Certification is a simplified method of determining student's eligibility for free meals through the National School Lunch and School Breakfast Programs without completing a Household Eligibility Application

FISCAL YEAR 2015 INCOME ELIGIBILITY GUIDELINES

The United States Department of Agriculture has issued the following income guidelines for the period July 1, 2014, through June 30, 2015:
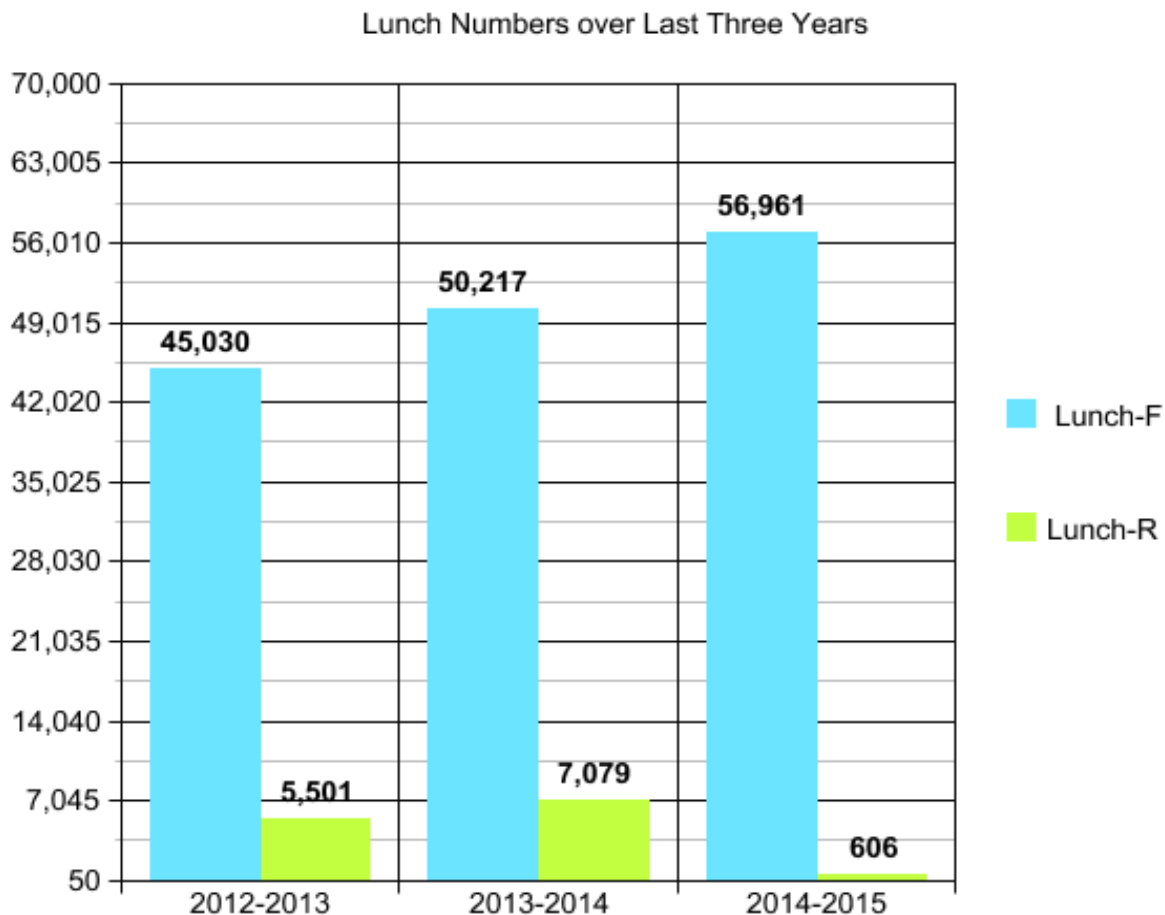
Income Eligibility Guidelines
Effective from July 1, 2014, to June 30, 2015

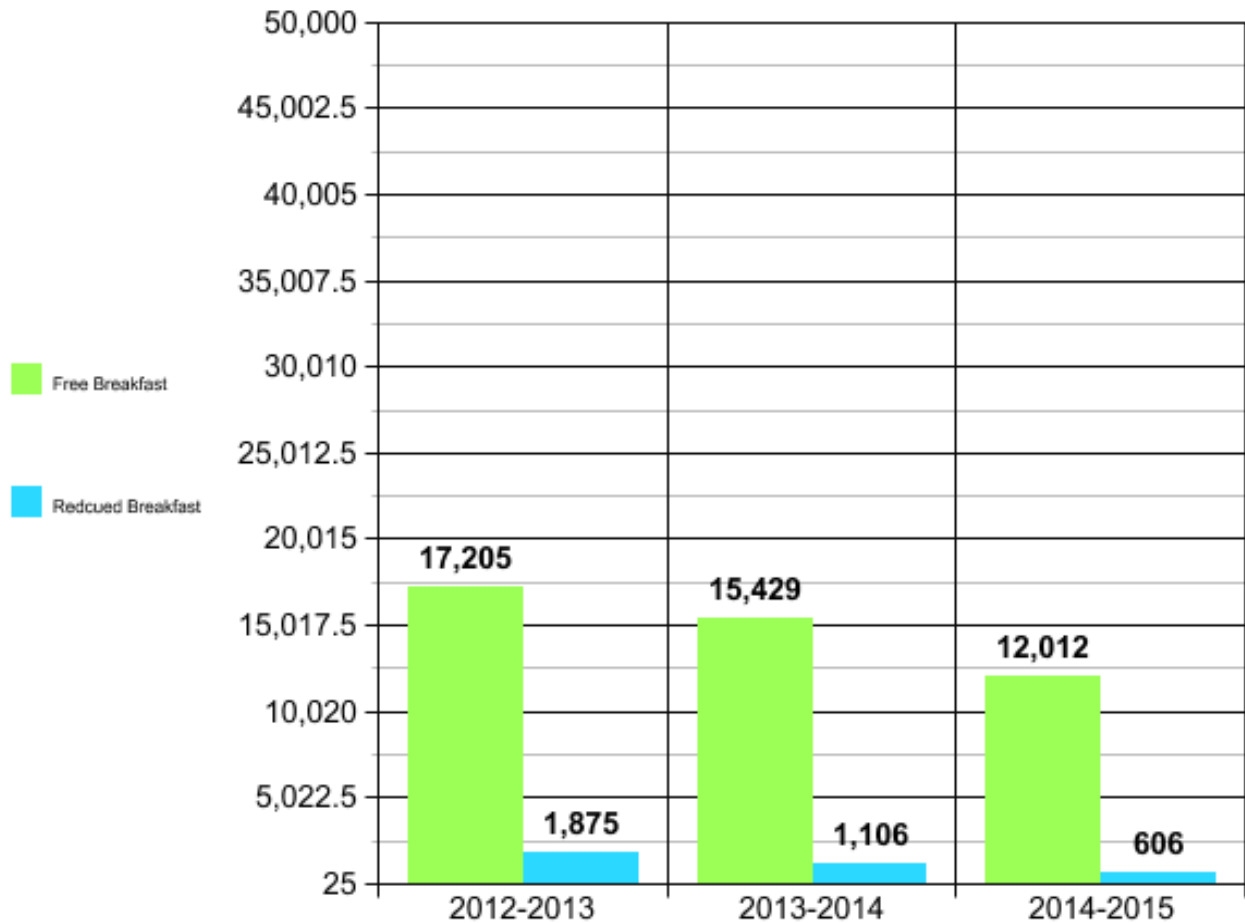| Household Size	Free Meals 130% Federal Poverty Guideline					Household Size	Reduced-Price Meals 185% Federal Poverty Guideline				
	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly		Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	15,171	1,265	633	584	292	1	21,590	1,800	900	831	416
2	20,449	1,705	853	787	394	2	29,101	2,426	1,213	1,120	560
3	25,727	2,144	1,072	990	495	3	36,612	3,051	1,526	1,409	705
4	31,005	2,584	1,292	1,193	597	4	44,123	3,677	1,839	1,698	849
5	36,283	3,024	1,512	1,396	698	5	51,634	4,303	2,152	1,986	993
6	41,561	3,464	1,732	1,599	800	6	59,145	4,929	2,465	2,275	1,138
7	46,839	3,904	1,952	1,802	901	7	66,656	5,555	2,778	2,564	1,282
8	52,117	4,344	2,172	2,005	1,003	8	74,167	6,181	3,091	2,853	1,427
For each additional family member, add	5,278	440	220	203	102	For each additional family member, add	7,511	626	313	289	145

- Critical Questions
  - Are there more student being Direct Certified by the State
  - Do we have more student in are District that need benefits
  - How can we support parents with the filling out paper work

- Graphic Representation of Data on Free and Reduced Lunches Served Over The Past Three Years

- Graphic Representation of Data on Free and Reduced Lunches Served

Lunch Numbers over Last Three Years

	2012-2013	2013-2014	2014-2015
Lunch-F	45,030	50,217	56,961
Lunch-R	5,501	7,079	606

- Graphic Representation of Data on Free and Reduced Breakfast Served

Free Aand Reduced Breakfast Meals Served Over Last Three Years

Free Breakfast

Redcued Breakfast

	2012-2013	2013-2014	2014-2015
Free Breakfast	17,205	15,429	12,012
Reduced Breakfast	1,875	1,106	606

COMPOSITE OF LUNCH DATA OVER THE PAST THREE YEARS

- This graph shows a clearer picture of the past three years of data showing the increase of student meals served on the free lunch program.
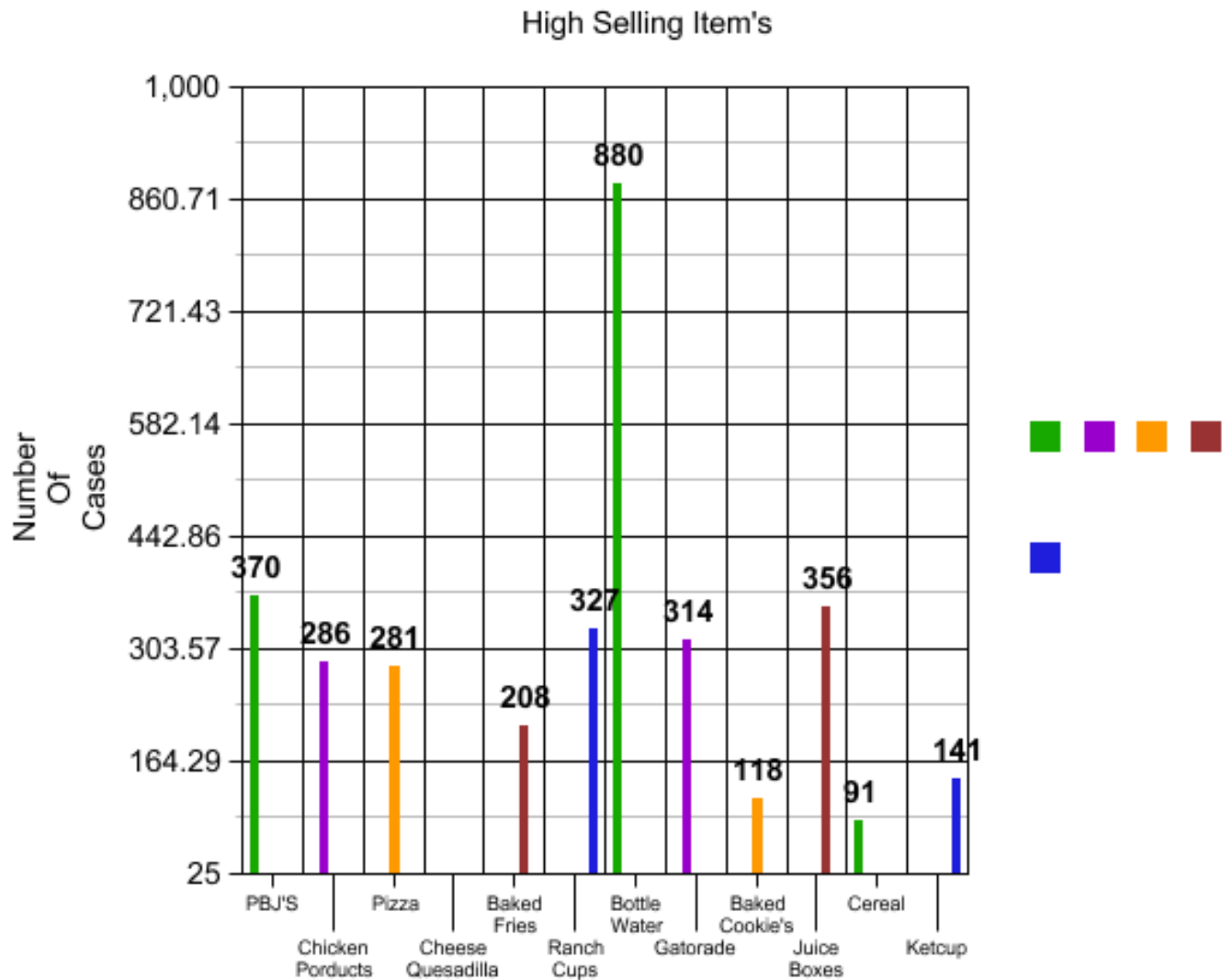

Lunch Numbers over Last Three Years
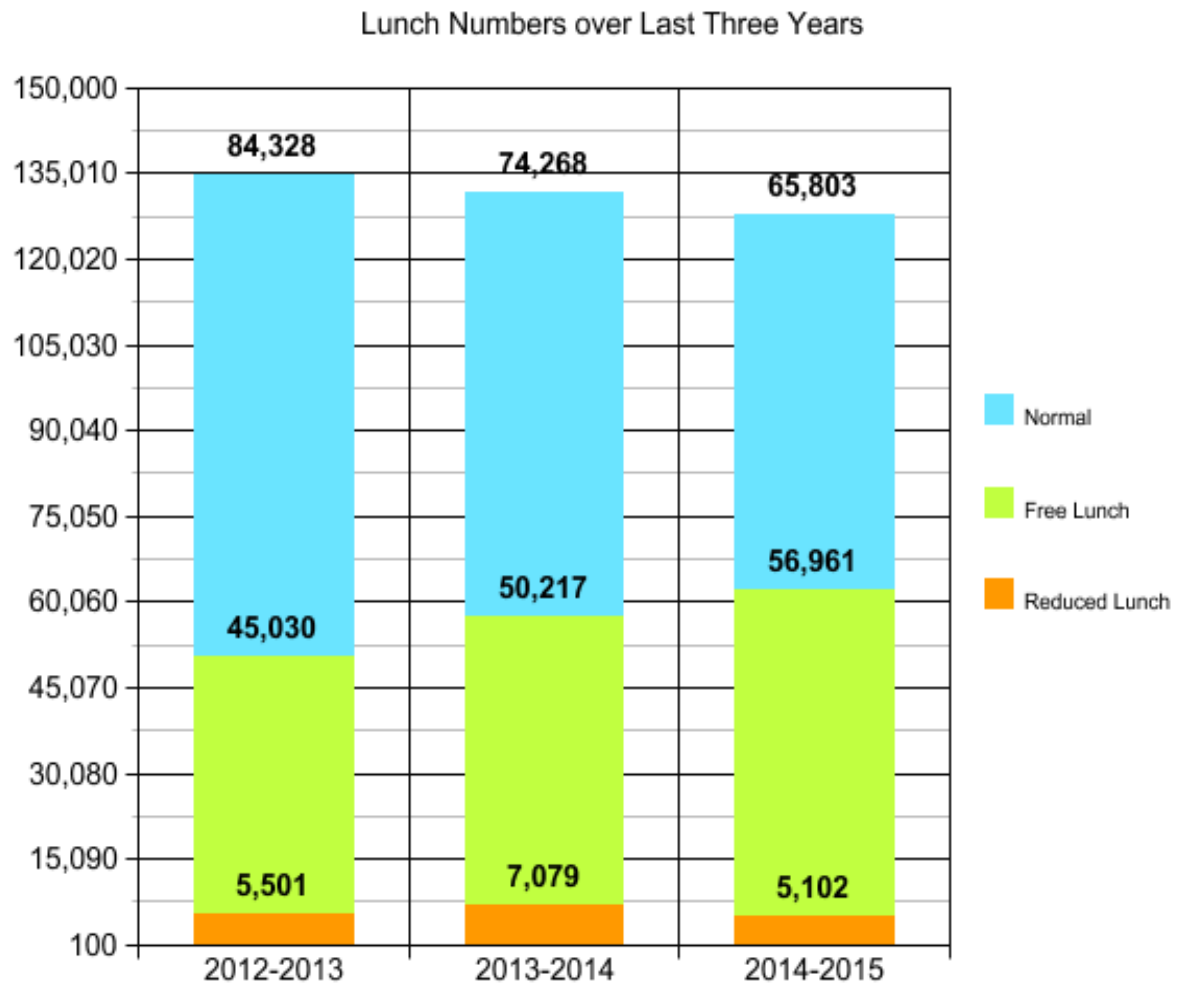
TOP LUNCH ITEMS SOLD

- What is Being Measured
    - The object of this usage report to identify top item's sold in the 2014-2015 school year to the students at lunch and breakfast.

- How is it Being Measured
    - Usage reports were run on the Fox River web site identifying high usage items by cases. Information was gathered and graphed.

- General Reaction
    - Student participated in a survey on the food service program at the beginning of the school on lunch item's serviced and what they would like to see add to the menu. Items that the students recommended showed up as some of the top item's sold for this year. Increase usage of light ranch dressing would be expected, with the increase of students taking the fresh vegetables. Feedback has been meaningful and may make students more willing to participate in the school lunch program and/or purchase items in the cafeteria in the future.

- Critical Questions
    - How many times a year should we do surveys or place comment boxes for student feedback
    - Do we implement food tasting to get more feedback
    - Do we drop low usage item's

- This graph shows our highest selling items for the year

High Selling Item's

Number Of Cases

1,000

880

860.71

721.43

582.14

442.86

370

356

327   314

303.57   286   281

208

164.29   118   141

91

25

PBJ'S   Pizza   Baked   Bottle   Baked   Cereal
                   Fries   Water   Cookie's

Chicken   Cheese   Ranch   Gatorade   Juice   Ketcup
Porducts   Quesadilla Cups   Boxes

REVENUE GENERATED IN 2014-2015 SCHOOL YEAR

- What is being Measured
    - Revenue Generated by the School Food Service Department through National School lunch and breakfast program with the additional revenue from the sales of ala carte item's at the High School And Jr. High School

- How is it being Measured
    - Data was gathered from the ISBE web site for the 2013-2014 and 2014-2015 school year additional information was taken from the Skyward system monthly report.

- General Reaction
    - Under the new Federal Guidelines in the recent years and the drop in student enrollment we also seen a drop in revenue. With the changes taking place in the food services department and district wide we need to promote healthier eating habits and offer more variations of products throughout the school district.

This data shows the total revenue dollars that have been raised by Food Service for the District

	2013-2014	2	2014-2105
National School Lunch	$ $212,873.85		$233,837.64
National School Breakfast	$31,825.43		$34,859.77
Revenue Sales			
Total Lunch Revenue	$192,880.95		$165,231.20
Total Breakfast Revenue	$8310.90		$7,191.60
Total Ala Carte	211,437.85		$171,569.05
Total Revenue	$657,328.93		$612,689.20

EXPENDITURES 2014-2015 SCHOOL YEAR

- What is being Measured

Food Services Budget line item's end of the year balance

- How is it being measured

Budget expenditures are monitored each month.

- General Reaction

With close monitoring of the budget line items the Food Service Department was under the budget amount for the 2014-2015 school year. With the New Regulation in the upcoming school the year, we will have to watch the professional & Student Development line for those expenders will be up.

- Critical Question
  - o Do we look for coupons rebates on products that we use from manufactures
  - o Do we look for grant money for professional development or even equipment
  - o How do we get parents to pay their balance on negative accounts

This Chart shows the Revenue Balance

Budget Line	2014-2015 Budget	End Year Balance
Equipment	$10,200.00	$1,343.86
Supply Line	$ 341,700.00	$65,115.52
Professional & Student Development	$10,200.00	$8,466.35