



Meridian CUSD #223 2016-2017 Data Report



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Meridian CUSD #223 2017-2018 Data Report

Highland Elementary School

June 28, 2017



Highland School Data Report for the 2016/2017 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 Board of Education, Superintendent, Leadership Team, Community, Teachers, and Staff.

Comprehensive Data Examination

My intent is to provide Central Office and the Board of Education a solid understanding of Highland Elementary 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.

- 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 Rates

August	97.68%	95.03%	-2.65%	96.33%	+1.3%	97.43%	+1.1%
September	97.24%	96.50%	-.74%	96.22%	-.28%	97.03%	+0.81%
October	95.60%	96.11%	0.51%	96.48%	+0.37%	95.63%	-0.85%
November	96.09%	93.46%	-2.63%	96.50%	+3.04%	96.41%	-0.09%
December	95.02%	92.16%	-2.86%	96.26%	+4.1%	93.22%	-3.04%
January	96.35%	94.86%	1.49%	94.93%	+0.07%	95.20%	+0.27%
February	95.52%	92.90%	-2.62%	92.43%	-.47%	95.49%	+3.06%
March	94.02%	93.52%	-.50%	92.35%	-1.17%	93.95%	+1.6%
April	96.43%	95.59%	-.84%	96.53%	+0.94%	96.19%	-0.34%
May	97.32%	94.74%	-2.58%	96.14%	+1.4%	96.75%	+0.61%
Monthly Attendance Average	96.1%	94.5%	-1.34%	95.42%	Average Monthly Increase +.93%	95.73%	Average Monthly Increase +.31%

Comparison to average	7 months higher than	6 months higher than
	2014/2015	2015/2016
	3 months lower than 2014/2015	4 months lower Than 2015/2016

Highest Monthly Rates of Attendance were August and September. Last year was November and April. The year before was August and May.

Next highest months are November and May. Last year was October and December. The year before was September and April.

Lowest Monthly Rates of Attendance are December and March. Last year it was February and March. The previous year was December and March.

Next lowest month is January. Last year was January also. The previous year it was February.



Comparison of the Average Monthly attendance by grade level from
2015/2016 to 2016/2017

	<u>Pre K</u>		<u>Kindergarten</u>		<u>First</u>		<u>Second</u>	
August	98.57%	96.96%-	95.95%	98.03%+	96.71%	97.12%+	95.42%	95.63%+
September	98.16%	97.66%-	95.71%	96.34%+	96.83%	97.17%+	95.44%	97.39%+
October	97.81%	95.37%-	95.72%	95.25%-	96.49%	95.35%-	95.83%	98.26%+
November	96.93%	96.16%-	95.33%	96.27%+	97.44%	96.51%-	96.32%	96.56%+
December	97.64%	94.21%-	96.45%	91.89%-	96.24%	93.20%-	95.57%	94.22%-
January	96.57%	95.93%-	93.83%	94.63%+	95.86%	95.66%-	94.38%	94.99%+
February	95.48%	96.25%+	91.63%	95.34%+	93.40%	95.15%+	94.15%	95.64%+
March	94.14%	95.89%+	91.02%	93.58%+	93.00%	94.36%+	91.48%	92.88%+
April	97.03%	96.43%-	96.46%	96.03%-	97.32%	96.50%-	94.88%	95.90%+
May	94.96%	96.18%+	96.24%	96.37%+	96.05%	94.38%-	96.67%	96.34%-
Total average	96.73%	96.10%	94.83%	95.37%	95.93%	95.54%	95.01%	95.78%

	<u>PreK</u>	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>
Comparison to previous year	3 months higher 7 months lower	7 months higher 3 month lower	4 months higher 6 months lower	8 months higher 2 months lower



- General Reaction

Kindergarten and 2nd grade had increased attendance rates over the previous year's same grade. Prekindergarten and 1st grade had decreased attendance rates over the previous year's same grade. Kindergarten and second grade had increased attendance rates for a majority of the months during this school year.

Prekindergarten attendance rate was the highest in the building at 96.1%. Kindergarten was the lowest at 95.37%.

Second grade had 8 of the months higher than the previous year second grade class and 2 of the months lower than the previous class.

Building average month by month – Prekindergarten and 2nd grade had higher attendance rate percentage than the building average. Kindergarten and 1st grade had lower attendance rate percentage than the building average.

Prekindergarten had 8 of the months higher than the building average while 2nd grade had 6 of the months higher than the building average.

The yearly attendance average went up for the 2nd year in a row.

This past year 18 students were referred to the truancy officer in comparison to 16 the year before and 32 the previous year. This included 11 kindergartners, 4 first grade students and 3 second grade students.

The previous year there were 7 kindergarten students referred and 10 the year before that.

The previous year there were 3 first grade students referred and 9 the year before that.

The previous year there were 6 second grade students referred and 13 the year before that.

These 18 students missed a range of 10-38.5 days for a total of 395.5 days for an average of nearly 22 days per student. Before a truancy referral was made, an attendance letter was sent home addressing attendance. If attendance did not improve, a truancy referral was made. Two (2) of the students (brothers) that received a truancy referral moved out of the district on March 1. These two students missed 15 days each.

- Questions

- What attendance incentives can be offered? When? Students earned perfect attendance awards and incentives each quarter and semester. Perhaps this should be done monthly starting with August.
- How can kindergartners be identified early and encouraged to increase their attendance this coming year? They have had the lowest monthly average for the past three years. Their average attendance is improving each year, but they have the most students receiving truancy referrals.
- What supports do kindergarten families need to support good attendance?
- Why did the attendance rate go up?
- What are we doing to support the varying needs of students with excessive absences? Is it working?
- What can be done to increase the attendance rate specifically in the months of January and March?



DISCIPLINE

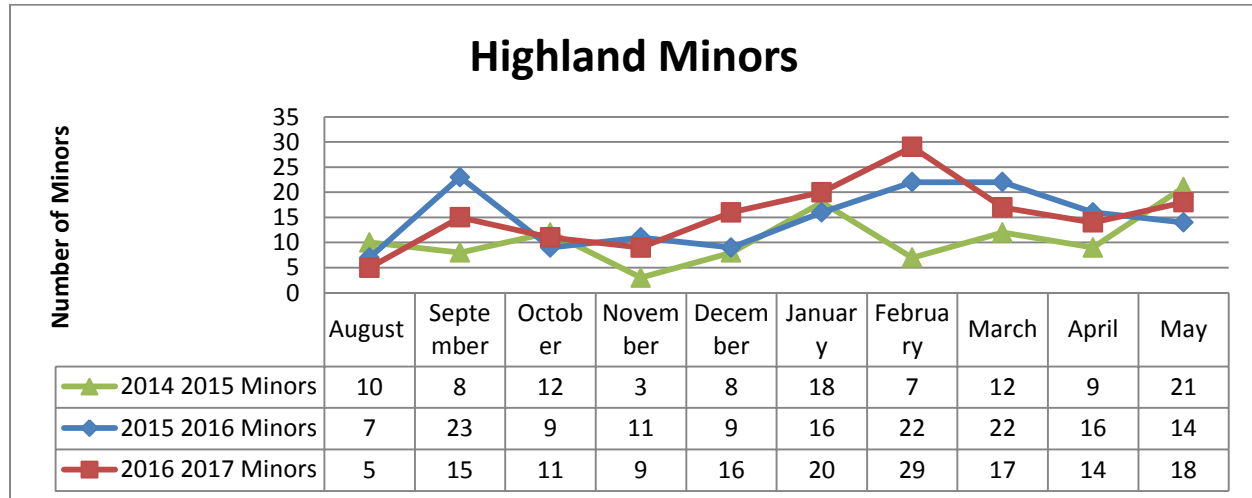
- What is Being Measured

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 and during monthly staff meetings.

- 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 duplicate 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 a phone call from the principal along with an after school detention. 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
Totals	108

2015 2016 Minors

August	7
September	23
October	9
November	11
December	9
January	16
February	22
March	22
April	16
May	14
Totals	149

2016/2017 Minors

3-1 st , 4-2 nd	August	5	1-K, 2-1 st , 2-2 nd
11-K, 6-1 st , 6-2 nd	September	15	5-K, 5-1 st , 5-2 nd
1-K, 1-1 st , 7-2 nd	October	11	4-K, 5-1 st , 2-2 nd
2-K, 5-1 st , 4-2 nd	November	9	4-K, 2-1 st , 3-2 nd
2-K, 2-1 st , 5-2 nd	December	16	1-K, 5-1 st , 10-2 nd
1-K, 9-1 st , 6-2 nd	January	20	3-K, 7-1 st , 10-2 nd
3-K, 8-1 st , 11-2 nd	February	29	10-K, 11-1 st , 8-2 nd
3-K, 10-1 st , 9-2 nd	March	17	7-K, 3-1 st , 7-2 nd
4-K, 3-1 st , 9-2 nd	April	14	8-K, 5-1 st , 1-2 nd
2-K, 5-1 st , 7-2 nd	May	18	4-k, 10-1 st , 4-2 nd
29K, 52 1st, 68 2nd	Totals	154	47K, 55 1st, 52 2nd

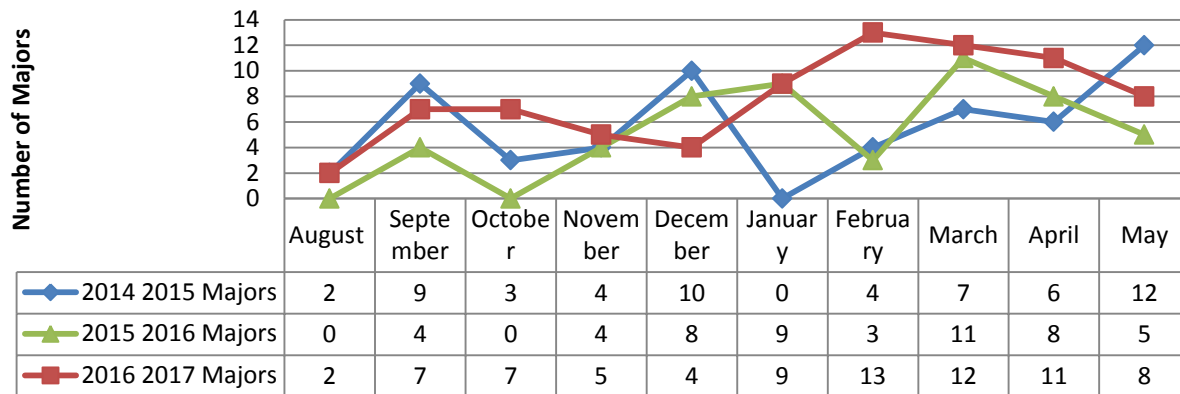
There were five more minors over the course of the school year from last year. There were fewer minors in August, September, November, March and April. There were more minors over the previous year in October, December, January, February, and May.

Kindergartners had 18 more minors this year than last year. Second grade had 8 fewer minors than last year.



Meridian CUSD223

Highland Majors



2014 2015 Majors

August	2
September	9
October	3
November	4
December	10
January	0
February	4
March	7
April	6
May	12
Totals	57

2015 2016 Majors

August	0
September	4
October	0
November	4
December	8
January	9
February	3
March	11
April	8
May	5
Totals	52

4-1st

4 - 1st

1-K, 3-1st, 4-2nd

4-K, 3-1st, 2-2nd

1-K, 2-1st

5-K, 3-1st, 3-2nd

3-K, 3-1st, 2-2nd

1-K, 3-1st, 1-2nd

15K, 25 1st, 12 2nd

2016 2017 Majors

August	2
September	7
October	7
November	5
December	4
January	9
February	13
March	12
April	11
May	8
Totals	78

2 - 1st

1 - K, 6 - 1ST

1 - K, 6 - 1ST

2- K, 2-1ST, 1-2ND

1- K, 1-1ST, 2-2ND

0- K, 4-1ST, 5-2ND

2- K, 9-1ST, 2-2ND

5- K, 6-1ST, 1-2ND

7-K, 2-1st, 2-2nd

3-k, 4-1st, 1-2nd

22K, 42 1st, 14 2nd

Majors were up by 26 for the year. First graders had 27 more majors as first graders than they did as kindergartners.

Majors were up on 8 of the months. Majors were down in December over the previous year.

Kindergartners had 7 more majors this year than last year. Second grade had 2 more majors than last year.



- General Reaction

The PBIS Graph shows three years of data. During the 16/17 school year, the minor data was relatively consistent with the previous year. Majors indicated a 50% increase. As noted, first graders had 27 more majors than they did as kindergartners. Much of this can be attributed to one first grade student.

Spikes in majors occurred during the months of October and February.

Teachers have been using this system for 6 years now and are utilizing the program as it was intended. Second graders had a drop of nearly 45% in majors in comparison to their 1st grade year.

Kim Hiort has been the PBIS Coach for two years. Previous to that, she had been the Monroe Center coach. Highland is well aligned with Monroe Center on expectations and consequences.

- Questions

- What additional interventions should occur with the one identified student? What support will the receiving second grade teacher need to help this student?
- What supports can be given during the month of February? What can be done to reinforce the PBIS program to result in fewer referrals during the month of February?



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 again 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.



**Meridian District Component Ranking Counts –
Highland Comparison**

Domain/Component	E-Dist	E-HGS	P-Dist	P-HGS	NI-Dist	NI-HGS
1a-Knowledge and Content	22	6	44	12	1	0
1b-Knowledge of Students	38	15	24	3	5	0
1c-Instructional Outcomes	28	8	37	10	2	0
1d-Knowledge of Resources	32	10	34	8	1	0
1e-Coherent Instruction	21	10	45	8	1	0
1f-Student Assessments	4	3	61	15	2	0
2a-Respect and Rapport	39	15	27	3	1	0
2b-Culture for Learning	24	12	42	6	1	0
2c-Managing Class Procedures	40	17	27	1	0	0
2d-Student Behavior	27	13	37	5	3	0
2e-Physical Space	33	7	34	11	0	0
3a-Communication with Students	28	5	39	13	2	0
3b-Questioning and Discussions	15	5	42	13	9	0
3c-Engaging Students	16	11	43	7	8	0
3d-Using Assessment in Instruction	19	5	46	13	2	0
3e-Flexibility and Responsiveness	15	5	52	13	0	0
4a-Reflecting on Teaching	26	3	39	15	2	0
4b-Maintaining Accurate Records	10	3	54	15	3	0
4c-Communicating with Families	10	6	54	10	3	2
4d-Participating in a PLC	34	10	32	8	1	0
4e-Professional Growth	24	5	42	13	1	0
4f-Showing Professionalism	26	6	40	12	1	0
Total Ranking	531	180	895	214	49	2
Percentage Highland		45.5%		54%		0.5%
Percentage District	36%		60.7%		3.3%	

396/1475=
26.9%

- At the bottom of this chart, district percentages are figured out in each rating (Excellent, Proficient, Needs Improvement) by taking the number of ratings in those areas divided by total numbers of district ratings. For example, 531 of 1475 or 36% of the ratings were rated as excellent.
- Highland percentages are figured out in each rating (Excellent, Proficient, Needs Improvement) by taking the total number of ratings in those areas at Highland divided by the total number of Highland school ratings. For example, 180 of 396 or 45.5% of the ratings were rated as excellent.



**Meridian District Percentages in Each Category –
Comparison to Highland**

Domain/Component	E – Dist	E - HGS	P - Dist	P - HGS	NI -Dist	NI – HGS
1a-Knowledge and Content	32.84%	33.33%	65.67%	66.67%	1.49%	0.00%
1b-Knowledge of Students	56.71%	83.33%	35.82%	16.67%	7.46%	0.00%
1c-Instructional Outcomes	41.79%	44.44%	55.22%	55.56%	2.99%	0.00%
1d-Knowledge of Resources	47.76%	55.56%	50.75%	44.44%	1.49%	0.00%
1e-Coherent Instruction	31.34%	55.56%	67.16%	44.44%	1.49%	0.00%
1f-Student Assessments	5.97%	16.67%	91.04%	83.33%	2.99%	0.00%
2a-Respect and Rapport	58.21%	83.33%	40.30%	16.67%	1.49%	0.00%
2b-Culture for Learning	35.82%	66.67%	62.69%	33.33%	1.49%	0.00%
2c-Managing Class Procedures	59.70%	94.44%	40.30%	5.55%	0.00%	0.00%
2d-Student Behavior	40.30%	72.22%	55.22%	27.78%	4.48%	0.00%
2e-Physical Space	49.25%	38.89%	50.75%	61.11%	0.00%	0.00%
3a-Communication with Students	41.79%	27.78%	55.22%	72.22%	2.99%	0.00%
3b-Questioning and Discussions	22.39%	27.78%	62.69%	72.22%	13.43%	0.00%
3c-Engaging Students	23.88%	61.11%	64.18%	38.89%	11.94%	0.00%
3d-Using Assessment in Instruction	28.36%	27.78%	68.66%	72.22%	2.99%	0.00%
3e-Flexibility and Responsiveness	22.39%	27.78%	77.61%	72.22%	0.00%	0.00%
4a-Reflecting on Teaching	38.81%	16.67%	58.21%	83.33%	2.99%	0.00%
4b-Maintaining Accurate Records	14.93%	16.67%	80.60%	83.33%	4.48%	0.00%
4c-Communicating with Families	14.93%	33.33%	80.60%	55.55%	4.48%	11.11%
4d-Participating in a PLC	50.75%	55.56%	47.76%	44.44%	1.49%	0.00%
4e-Professional Growth	35.82%	27.78%	62.69%	72.22%	1.49%	0.00%
4f-Showing Professionalism	38.81%	33.33%	59.70%	66.67%	1.49%	0.00%

- In this chart, district percentages are figured out in each domain component for Excellent, Proficient and Needs Improvement. The percentages were figured by taking the number of teachers that were rated in the district at that level divided by the total number rated in the district.
- To find the average percentage at Highland, the total number of teachers receiving a ranking at Highland for Excellent, Proficient, and Needs Improvement was divided by the total number of teachers at Highland that received a rating.
- A comparison was then made between district averages and Highland averages for each area. The blue highlighted areas are domain components that were selected for the principal to look more closely at to determine what professional development should take place to more closely align the building level evaluations to the district evaluations if necessary.



General Reaction

Three of seventeen or 18% of the certified teacher evaluations were rated as proficient.
Fourteen of seventeen or 82% of the certified teacher evaluations were rated as excellent.

180/396 or 45.5% of all Highland 2016/2017 rankings were rated as Excellent.
In the district, 531/1475 or 36% of all component rankings were rated as Excellent.

214/396 or 54% of all Highland 2016/2017 rankings were rated as Proficient.
In the district, 895/1475 or 60.7% of all component rankings were rated as Proficient

2/396 or .5% of all Highland 2016/2017 rankings were rated as Needs Improvement or Basic.
In the district, 49/1475 or 3.3% of all component rankings were rated as Needs Improvement or Basic.

In comparison to the district average, Highland Grade School had **fewer** rankings in the **Excellent** rating in 2E – Physical Space, 3A – Communication with Students, 4A – Reflecting on Teaching, and 4E – Professional Growth.

In comparison to the district average, Highland had a **significantly higher** percentage of teachers rated in the **Excellent** category in 1B – Knowledge of Students, 1E – Coherent Instruction, 2A – Respect and Rapport, 2B – Culture for learning, 2C – Managing Classroom Procedures, 2D – Student Behavior, and 3C – Engaging Students in Learning.

In comparison to the district average, Highland teachers were ranked **significantly higher** as **Proficient** in the following areas; 3A – Communication with Students and 4A – Reflecting on Teaching.

This was the third year where administrators looked at all district rating data and analyzed similarities and differences. This practice should continue. This year, professional development took place with Dr. Voltz to look at and address inter-rater reliability and informal observations.

- Questions
 - How can teachers be supported in those areas listed above, 2E, 3A, 4A, and 4E where a smaller percentage of teachers were rated excellent as compared to district average?
 - What professional development can occur at each staff meeting related to growth in these areas?
 - How can teachers be encouraged to formally reflect on lessons each day?
 - Did the professional development that occurred this year for administrators show closer inter rater reliability?



SLO (Student Learning Objective) - A Student Learning Objective is a specific goal that teachers set for student learning at the beginning of the school year for the students to achieve by the end of the semester or school year. The teachers in our district set specific learning goals for students this year that was used to determine growth and effectiveness of instruction. Goals are set after an initial assessment is given to determine students' present levels.

Goals were set and submitted to the principal for approval.

Teachers set two different SLO's for each student in a class of students based on their initial performance on the course assessment.

SLO Score calculations are used then in conjunction with the teacher's professional practice evaluation to determine their teacher rating. If a teacher has 84.5% or more of the students meeting the target, the teacher earns an excellent in the SLO Score calculation. A score of 69.5-84.49% earns a teacher a rating of Proficient. A score of 54.5 to 69.49% earns a teacher a ranking of needs improvement. A score below 54.49% earns a teacher an unsatisfactory.

Each of these two SLO's are scored independently then the two scores are added and divided by 2 to determine the final SLO Score calculation.

This year at Highland, 11 of 21 earned the Excellent rating on both of their SLO's.

An additional 6 teachers of 21 earned Excellent SLO rating by having one SLO in the excellent range and one in the proficient range. When these two were averaged, they came up to 84.5% or higher.

Three of 21 teachers earned the Proficient SLO rating when the two SLO's were combined.

One of 21 teachers earned a Needs Improvement SLO rating when the two SLO's were combined.

The SLO's contributed to many teachers earning an excellent on their evaluation as the excellent SLO rating bumped their Proficient professional practice (observational model) to Excellent with their SLO.

- Questions
 - Are the goals being set high enough with enough rigor?
 - This was a practice year and new Star testing was adopted. Will this year's baseline data be useful in setting more rigorous goals for next year? How should goals be set using this baseline data?
 - How can teachers be supported while setting higher goals?
 - What professional conversations should take place with this year's data as teachers set goals for next year?
 - How can teachers be encouraged to set higher goals?
 - The Star Data shows that in some classes and grades, fewer than 85% are making the expected gains as projected. How can the SLO's be written more in line with projections made by Star?



NON – LOCAL ASSESSMENT (STAR360 Assessments)

Star 360 is a computer based assessment program designed to assess students in Star Reading, Star Math, and Star Early Literacy to give teachers useful data about student learning. Teachers can determine precisely what students have mastered and what goals they still need to achieve. Teachers gain valid and reliable insights to make informed decisions to track each student's learning and to adjust instruction and interventions based on each individual's progress.

The Star Assessments are taken three times during the school year in the fall, winter, and spring. Additionally, students that are not making expected or projected progress are progress monitored every two weeks to assess progress and adjust interventions.

- **How is it Measured**

Star assessments were first used during the 2016-17 school year by all kindergarten, first and second grade teachers in math and reading. Baseline data was gathered to determine what students know and are able to do. Learning goals are set based on their performance. Intervention groups are created based on performance.

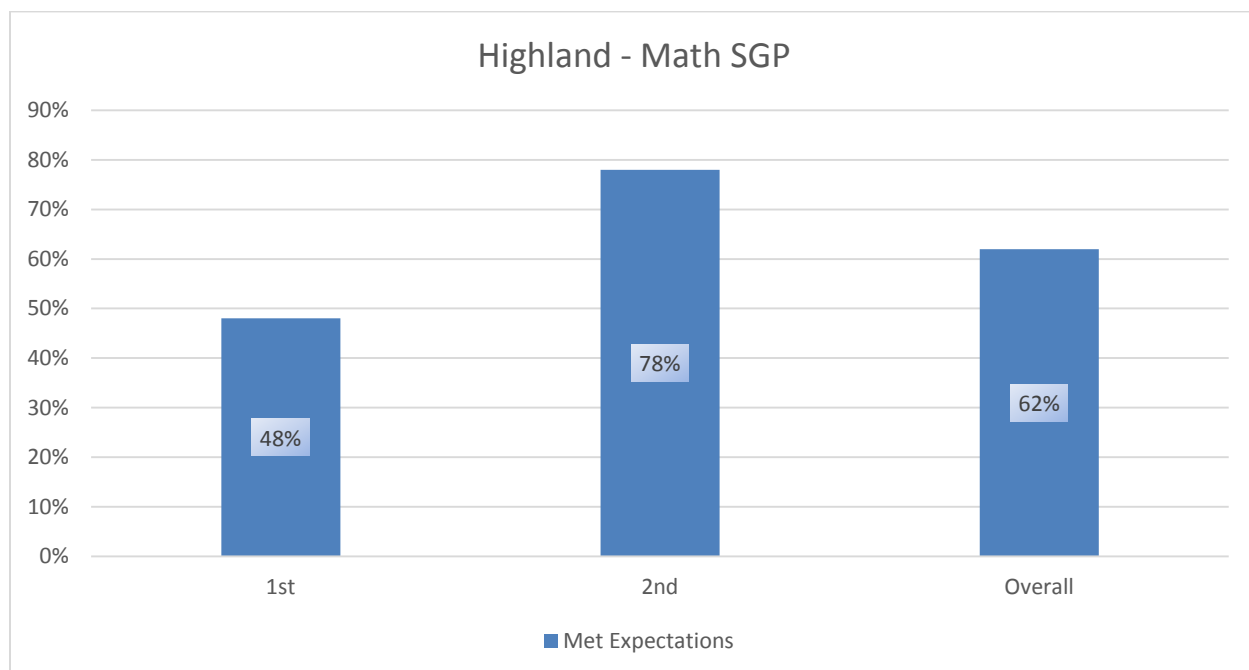
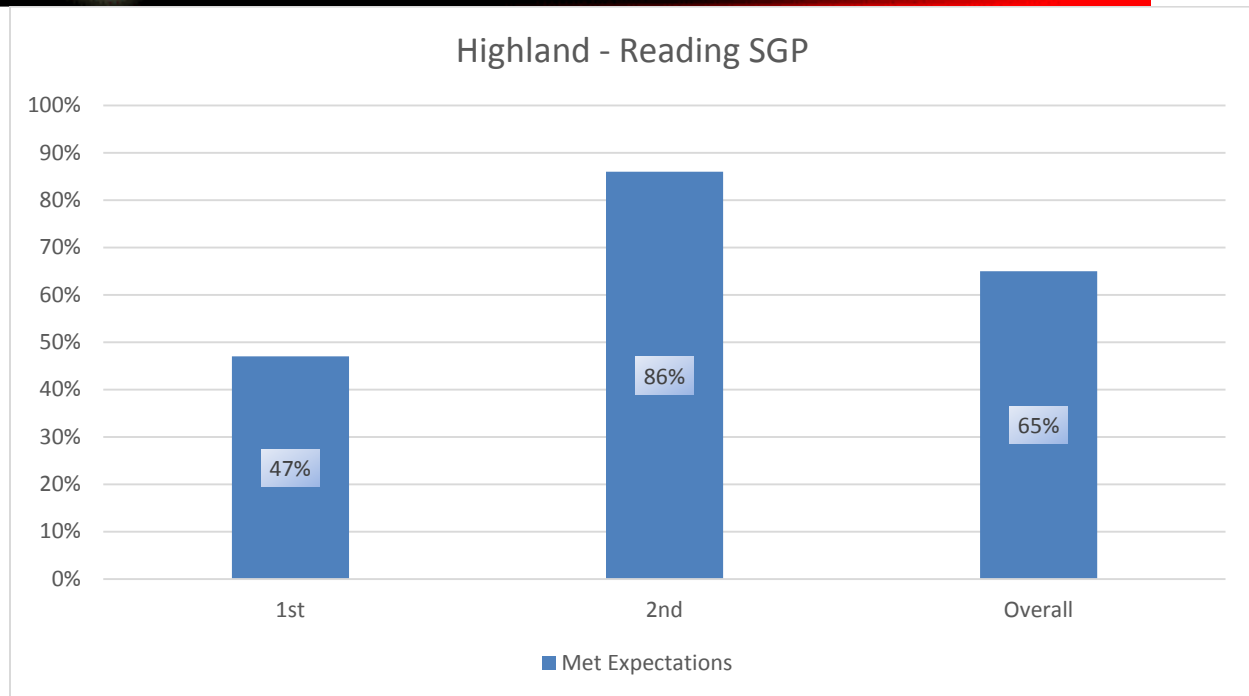
- **General Reaction**

The Star assessments are major assessments being utilized at Highland to measure student performance and growth all through the year. Progress monitoring occurs at additional times throughout the school year with students that are not making projected or expected progress.

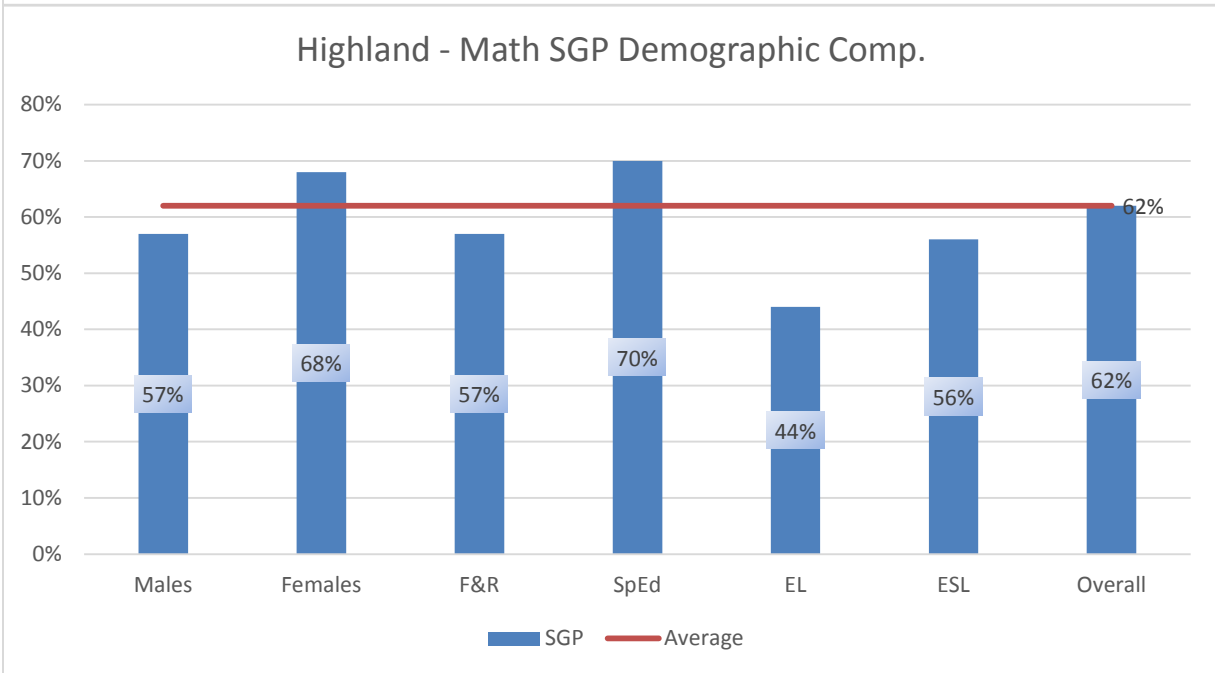
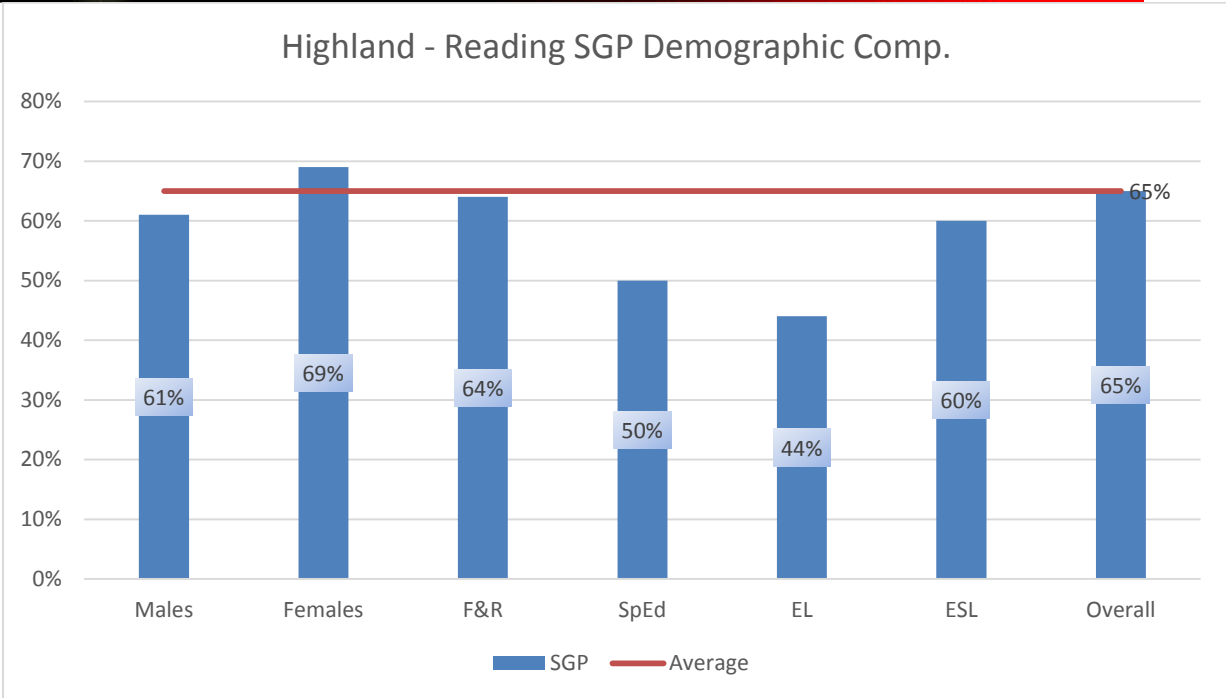
- **Questions**

- 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?
- 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?

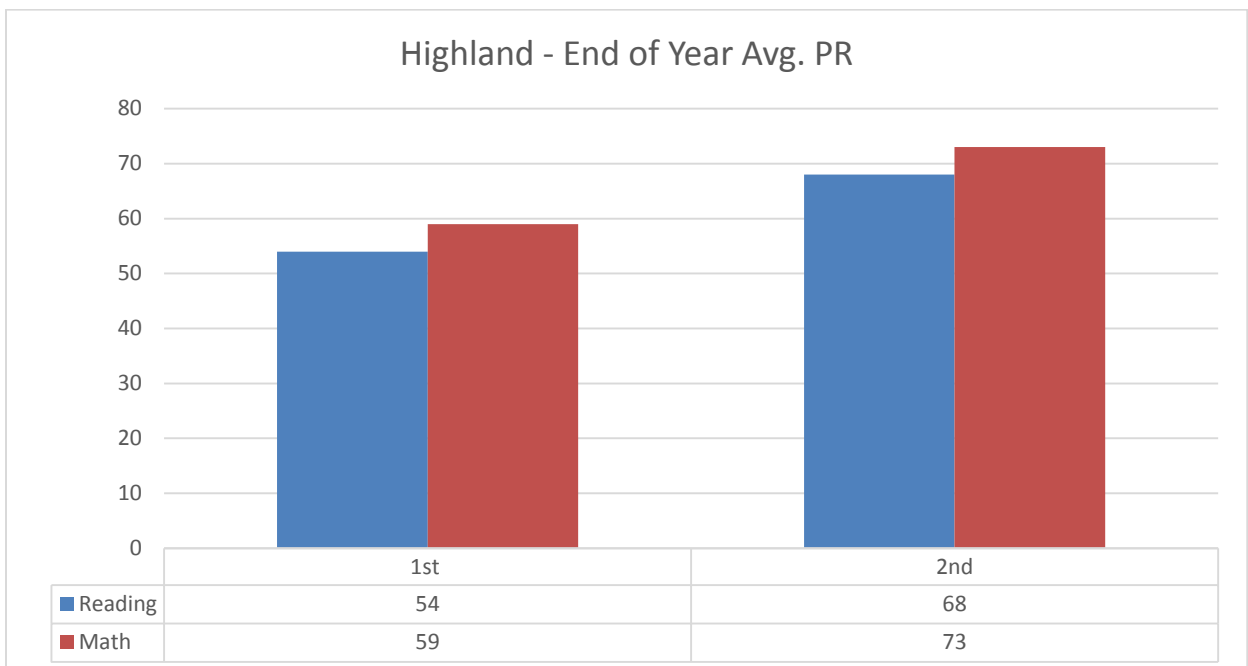
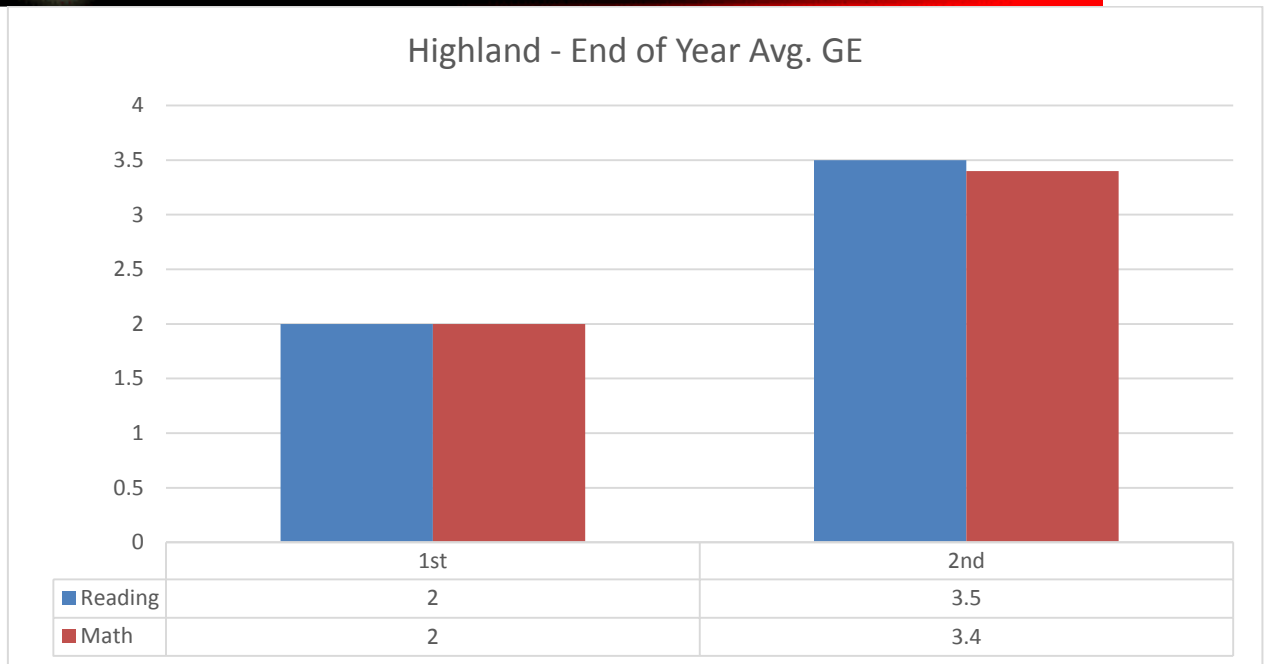
- **Graphic Representation of Data Follows**



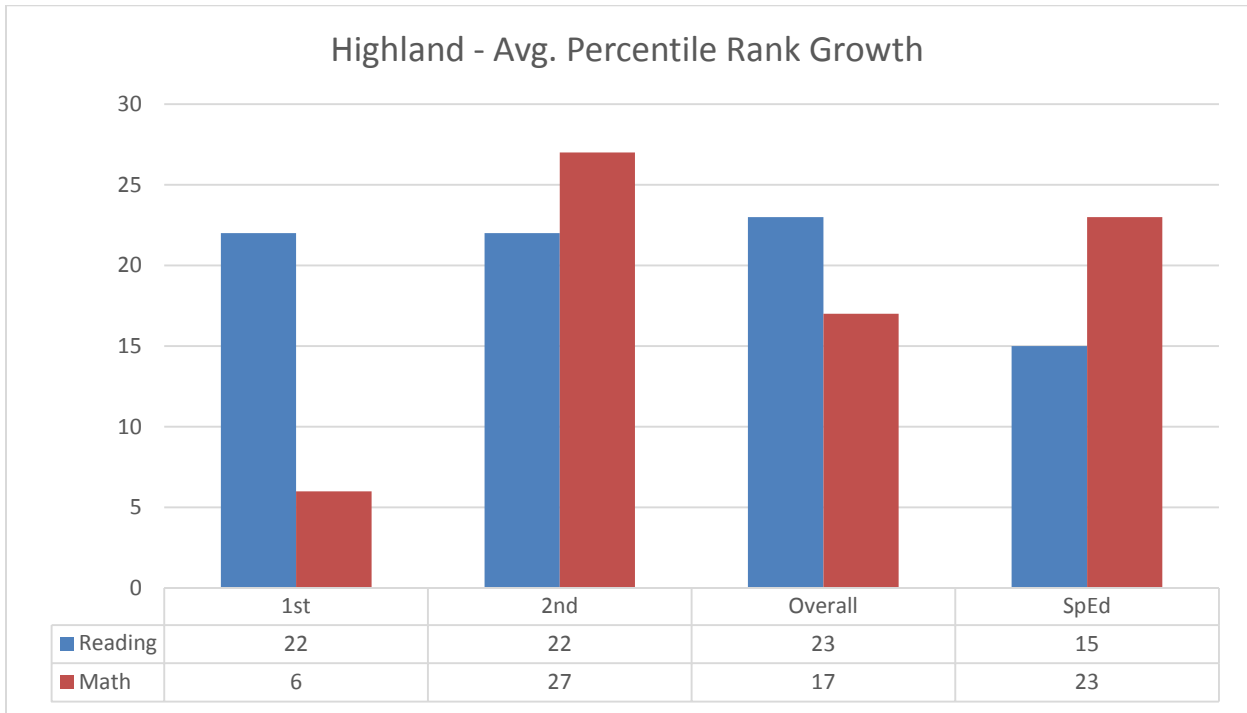
- Questions
 - Why is second grade growing at a higher rate of Student Growth Percentile than first grade in both Reading and Math?
 - What could first grade do to close this gap?



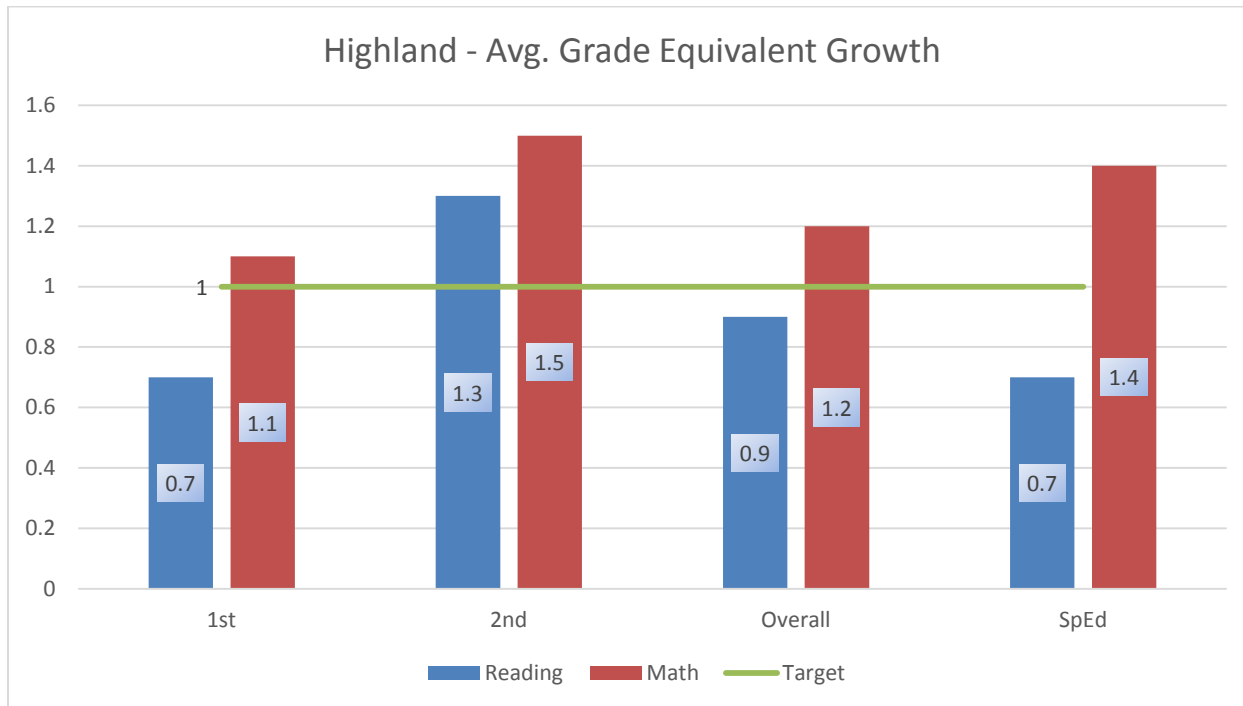
- Questions
 - Why are the girls growing at a faster rate than the boys in math and reading?
 - How can the successes with special education math students be shared with EL, ESL, males and free and reduced students?



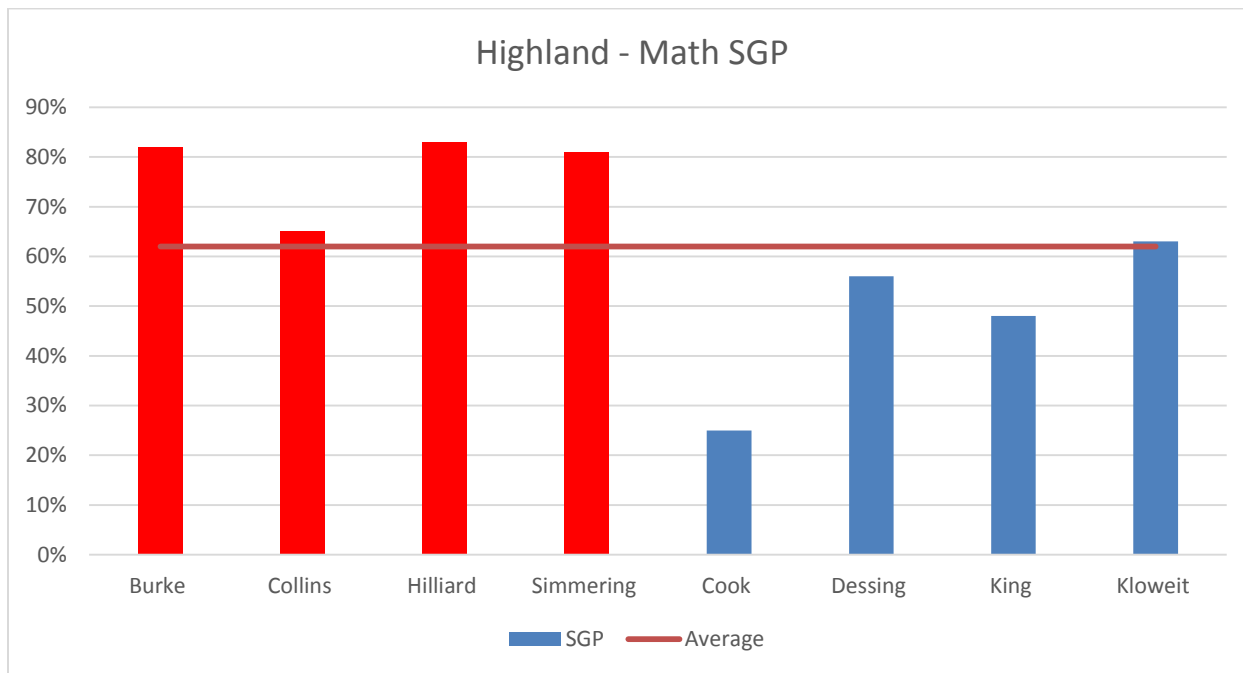
- Questions
 - Why are the 2nd grade students growing at a faster percentile ranking than the 1st grade students?
 - How can the 2nd grade successes be replicated with 1st grade?



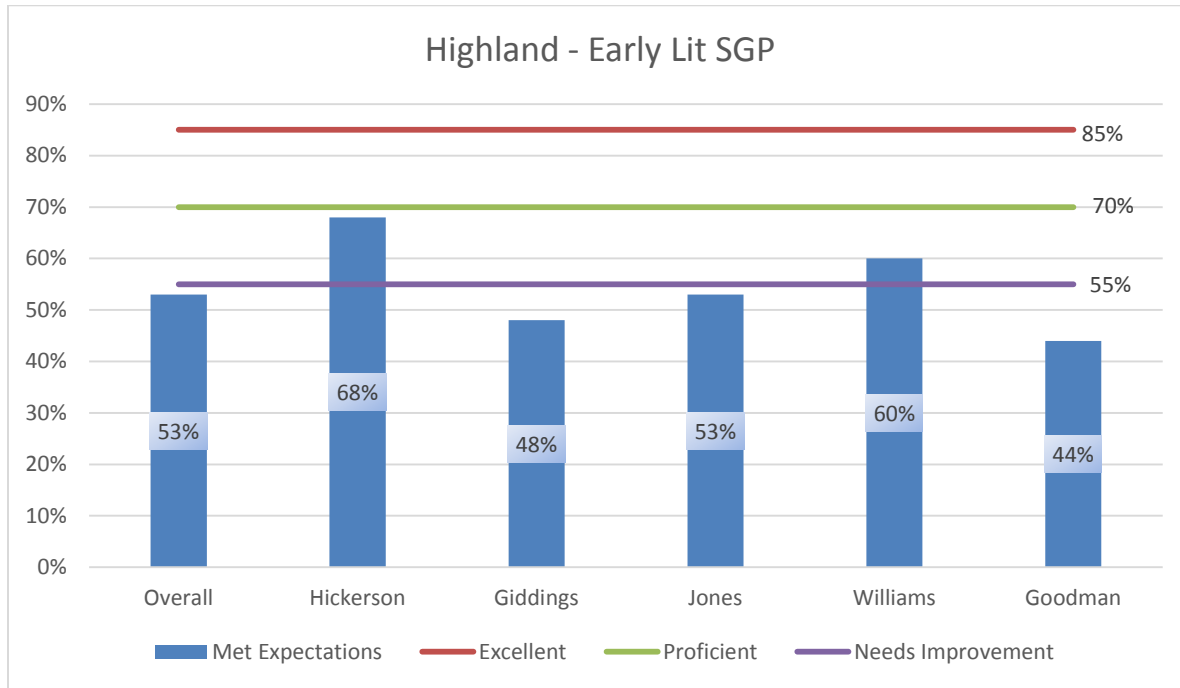
- Questions
 - Why is math growing at a slower rate in 1st grade and at a faster rate in 2nd grade?
 - How can the successes with 2nd grade math and special education math be shared with first grade?



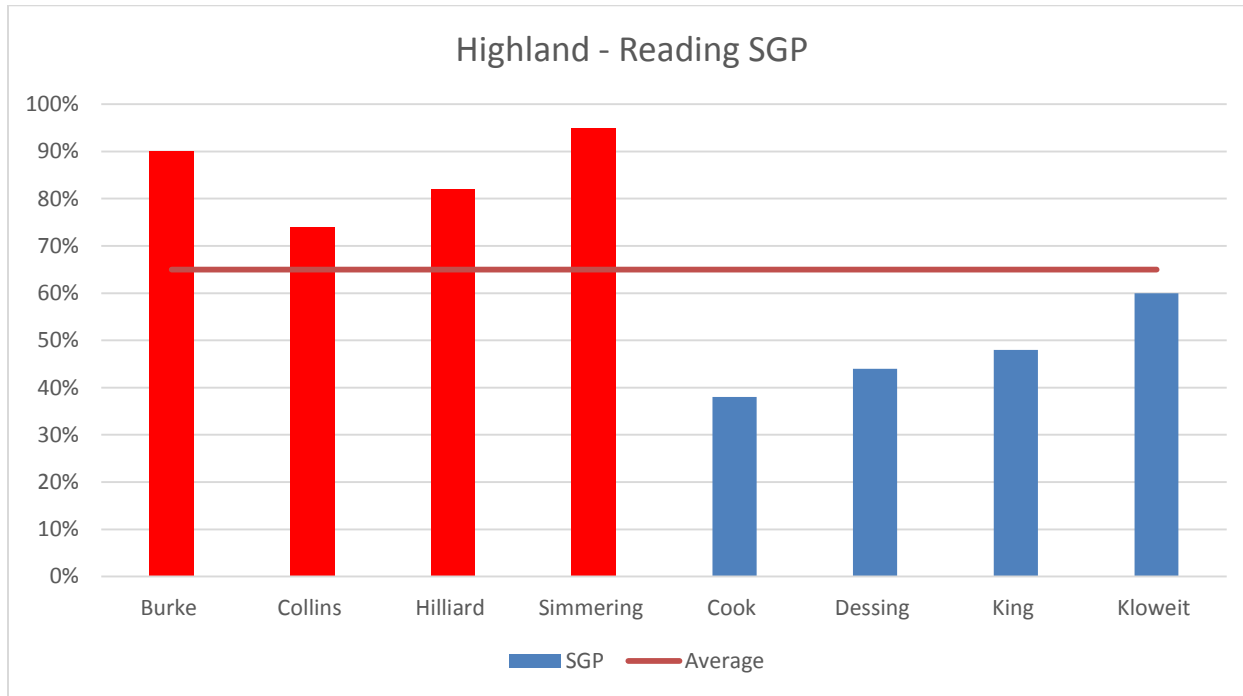
- Questions
 - Why are the 1st graders growing at a rate below 1.0 in Reading?
 - How can the successes with 2nd grade be replicated with 1st graders?



- Questions
 - What did 2nd grade teachers do to have three of four teachers have an SGP above 80% in math?
 - Why does 1st grade SGP indicate only one 1st grade teacher had SGP above 60% while the other three teachers' averages are between 25% and 55%?
 - What can first grade teachers learn from 2nd grade teachers to boost these averages?
 - Are Star suggested interventions being followed at first and second grades?
 - We had one first grade teacher have an SGP of 62%. The three remaining first grade teachers ranged from 25% to 56%. What did that teacher do differently?
 - What needs to happen in these first grade classrooms to raise the Student Growth Percentile to above 65% in all classrooms?
 - What can we do to enrich higher achieving students?
 - What are second grade teachers doing differently than first grade teachers?
 - Are STAR suggested interventions being followed at 1st grade and 2nd grade?
 - What needs to happen in these 1st grade classrooms to raise the Student Growth Percentile to above 65% in all classrooms?



- Questions
 - Why did only one teacher's class have a Student Growth Percentile above 65% while the other 4 classes ranged from 44%-60%?
 - What did one kindergarten teacher do differently than the other 4? How can that be shared?
 - What can the other kindergarten teachers learn from this kindergarten teacher to boost these averages?
 - Are Star suggested interventions being followed at kindergarten in all classes?
 - What needs to happen in these kindergarten classrooms to raise the Student Growth Percentile to above 65% in all classrooms?
 - What can we do to enrich higher achieving students?



- Questions
 - Why did second grade reading SGP averages range from 73%-95% while first grade only averaged 38%-60%?
 - What are second grade teachers doing differently than first grade teachers?
 - Are STAR suggested interventions being followed at 1st grade and 2nd grade?
 - What can 1st grade teachers learn from 2nd grade teachers to boost these averages?
 - What needs to happen in these 1st grade classrooms to raise the Student Growth Percentile to above 65% in all classrooms?



2016/2017 School Improvement Review

SIP Review

- What is Being Measured

School wide goals are set by administrator 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

Highland SIP Goal #1 for 2016-17:

Reading Goal –75% of the Students at Highland School will demonstrate one year of growth in K, 1, and 2 as measured by the Star Reading Assessment.

Reading Goal –

40 of 117 students or 34% of first grade students demonstrated one year of growth.
First graders grew on average .7 of one year of growth in reading.
72 of 100 students or 72% of second grade students demonstrated one year of growth.
Second graders grew on average 1.3 years of growth in reading.
112/217 students or 52% of the students at Highland demonstrated one year of growth.
The building average was .9 of one year of growth in reading.

Highland SIP Goal #2 for 2016-17

Math Goal - 75% of the students at Highland School will demonstrate one year of growth in math as measured on the Star Math Assessment.

Math Goal –

62 of 95 students or 65% of first grade students demonstrated one year of growth.
First graders grew on average 1.1 years of growth in math.
70 of 86 students or 81% of second grade students demonstrated one year of growth.
Second graders grew on average 1.5 years of growth in math.
132/181 students or 73% of the students at Highland demonstrated one year of growth.
The building average was 1.2 years of growth in math.

- General Reaction

By the end of the 2016-2017 school year, 52% of the students met their individual goals for STAR Reading.
By the end of the 2016-2017 school year, 73% of the students met their individual goals for STAR Math.

- Critical Questions/Observations
 - This was the first year using STAR.



- Graphic Representation of Data
 - All charts and graphs preceded this page.

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 \$20,000. At the end of the year \$722.06 or 3.6% of the budget was not expended.

All other budgets were fully or will be expended as budgeted.

- Critical Questions
 - Funding in prekindergarten is being spent now to fully utilize that budget. Can those funds be utilized to pay for more of the salary of the prekindergarten teachers? The grant has now been amended to cover 100% of 2 prekindergarten teacher salaries for the 2017/2018 school year. Each class will have access to \$700 for classroom supplies for the 2017/2018 school year and funds have been put into the grant to pay for Leader in Me costs.



BUILDING SUBSTITUTE USAGE

- What is Being Measured

This is a review of both certified teaching sub usage and paraprofessional sub usage during the 2015/2016 and 2016/2017 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 must use 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

2015/2016

Family Leave 41 days
Illness 164.5 days
Personal 24.5
Professional 90 days
Medical leave 65 days

2016/2017

No days (- 41)
271 – Up 106.5 days
30 – Up 5.5 days
100.5 days – Up 10.5 Days
No days (- 65)

16.5 more days than 2015/2016

Professional Work By Teachers

Work was done in grade level team PLC meetings –	27 days
Bilingual / ESL Workshops and conference	11 days
Leader in Me	11 days
PE Conference	2 days
Music Conference	2 Days
Prekindergarten conference	7.5 days
Kinder conference	10 days
First grade conference	4 days
Second Grade Conference	4 days
CPIU training	1.5 days
Professional for outdoor club or field trip	2 days
Reading Conferences and Workshops	4.5 days
Whitaker Conference	1 day
RTI/IEP Meetings	4 days
Prekindergarten Consortium	2 days



Bilingual Teacher Star training	.5 days
Counselor Professional Workshop/Conference	3 days

Support Staff Absences

2015/2016	2016/2017
Illness 244.5	100 days – down 144.5 days
Personal 20 days	27.5 days – up 7.5 days
Professional 1 day	3.5 days – up 2.5 days

Professional Work By Support Staff

CPI training	1.5 days
Bilingual conference	2 days

2016/2017 notes:

There were 10.5 more professional development days for teachers.
Certified staff missed 16.5 days more of absence this year than last year.
Support staff missed 134.5 days fewer than last year.



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 at 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

- Please see next sheet



District Wide Special Education Eligibility

FY 16/17		11.53%
State Average:	14.80%	

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

Highland Special Education Eligibility	
FY 16/17	16.74%
FY 15/16	17.06%
FY 14/15	16.35%
FY 13/14	17.27%
FY 12/13	19.01%

Why does Highland have a higher than state average number of students identified for SpEd?

Highland Least Restrictive Environment	
FY 16/17	42.11%
FY 15/16	34.48%
FY 16/17 District Average	51.67%

Why are the percentages lower at Highland for students being in the least restrictive environment than district average?



Meridian CUSD #223 2017-2018 Data Report

Monroe Center Grade School



Board of Education:

Throughout the 2016-2017 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.

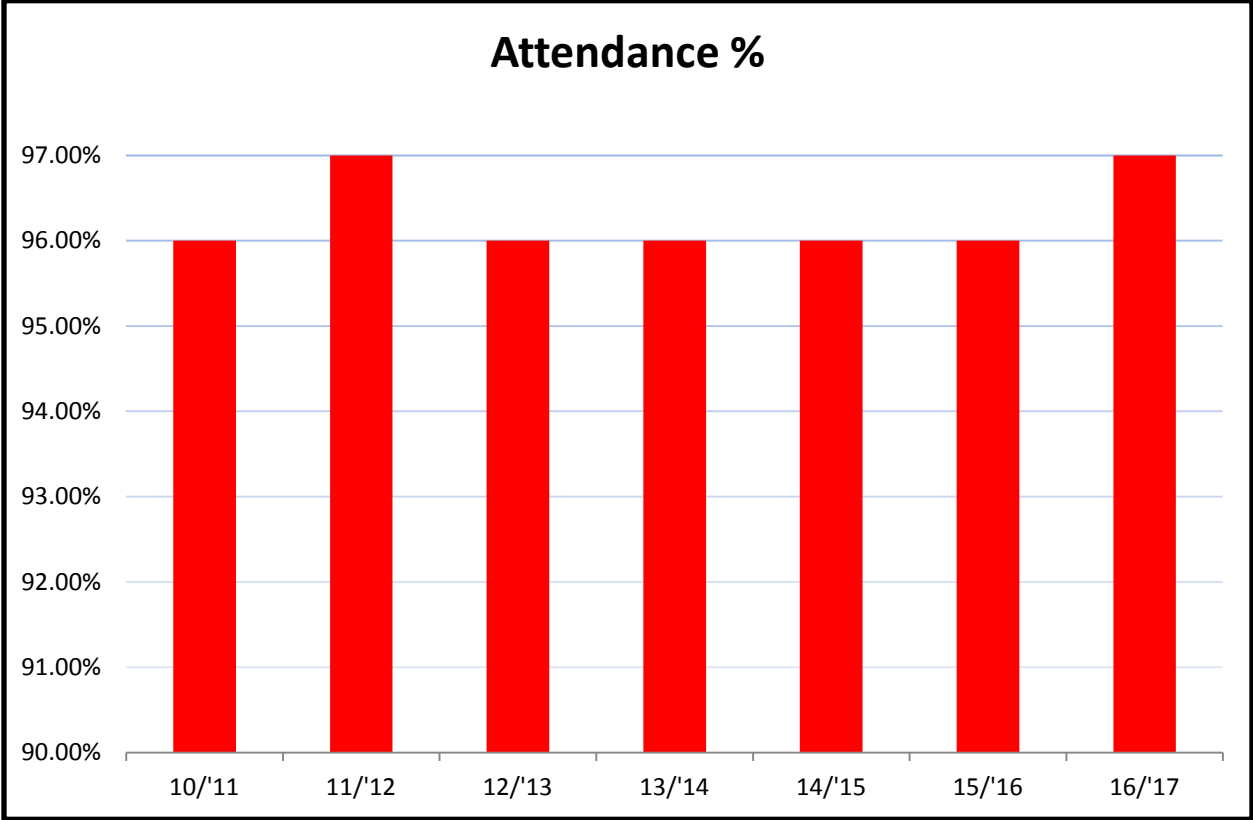
- How is it Measured

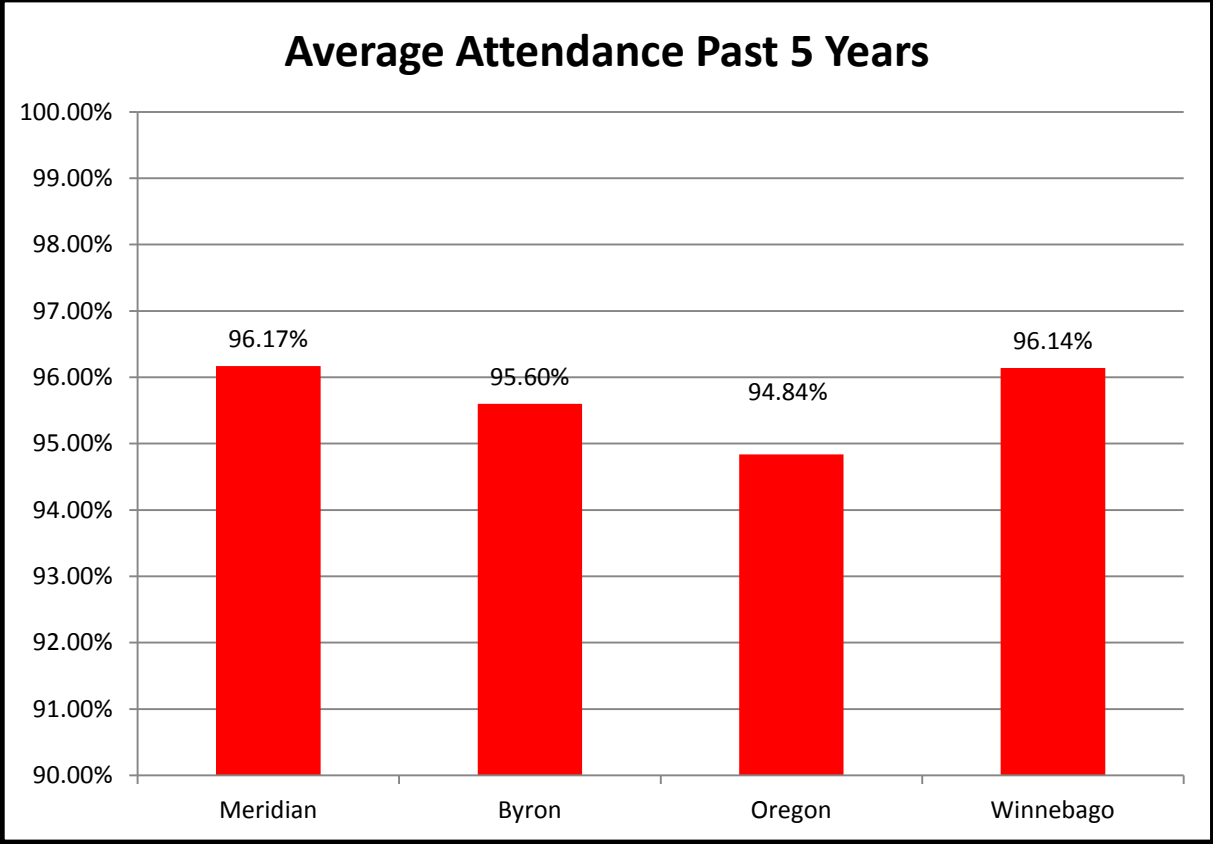
Student attendance is reported and measured through the SIS (Skyward). The data is submitted to the state of Illinois at the conclusion of each school year.

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





Truancy vs. Mobility			
Student	Grade Level Entered into District	# of Entry/Withdrawals From District	SES Free/Reduced
1	K	None	No
2	4	None	No



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.

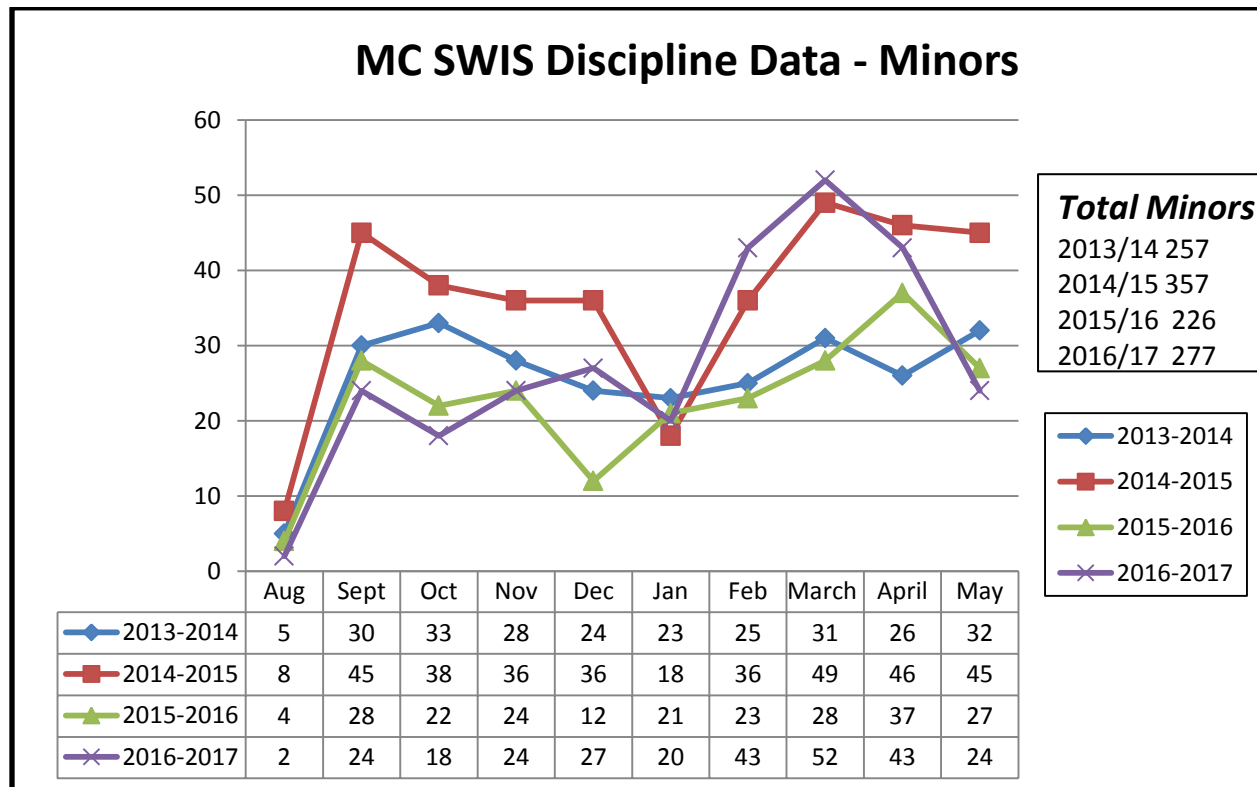
- General Reaction

Minors increased during the 2016-2017 school year. All teaching assistants, with one exception, have worked with PBIS before. This was not the case last year when we saw an increase in minors from the previous school year. 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?
- When reviewing the Disaggregated Student Discipline Data, 45% of the students on that list also have an IEP. That's almost a 5% (one student) decrease over the 2015-2016 school year. What can be done to better support these students?
- When reviewing the Disaggregated Student Discipline Data, 36% of students on that list were Low SES as well. That's a 34% decrease from the 2015-2016 school year. Did teachers do anything to focus on our Low SES student?

- Graphic Representation of Data
 - Please see next sheet

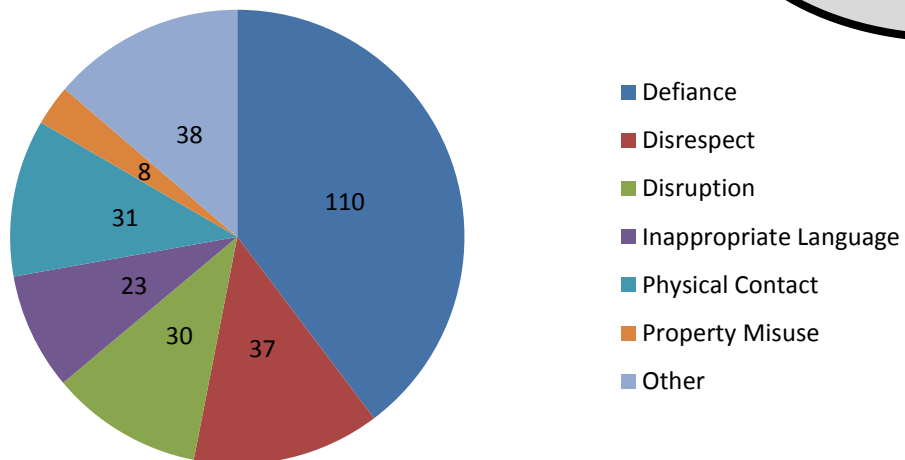


'14-'15 Minors by Grade	'15-'16 Minors by Grade	'16-'17 Minors by Grade
3 rd Grade = 89	3 rd Grade = 54	3 rd Grade = 98
4 th Grade = 111	4 th Grade = 63	4 th Grade = 49
5 th Grade = 157	5 th Grade = 109	5 th Grade = 130

PBIS Definition of
Noncompliance/disrespect

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

Problem Behaviors 2016-2017



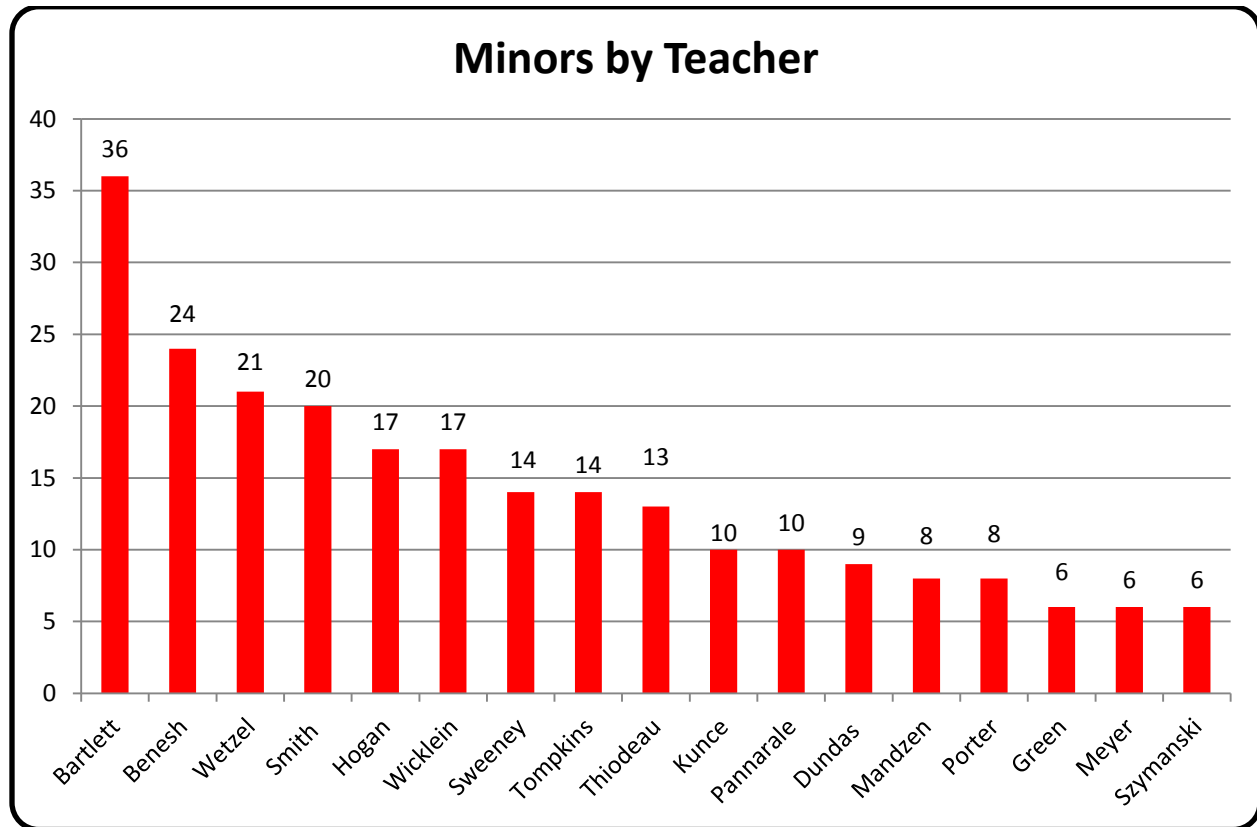


Disaggregated Student Discipline Data

The chart shows the students with the most minors during the 2016-2017 school year. Students are separated by # of minors, low socio-economic status, individualized education plan, attendance, and performance on PARCC.

Student	Grade	# of Minors	Low SES	IEP	Attendance	2016 PARCC	2016 PARCC
						ELA (M/E)	Math (M/E)
Student 1	5	12	YES	YES	7	B	B
Student 2	3	11	YES	NO	4.5	N/A	N/A
Student 3	3	10	NO	YES	10	N/A	N/A
Student 4	3	9	NO	NO	1	N/A	N/A
Student 5	5	8	NO	NO	0	B	B
Student 6	4	8	NO	NO	15	M	M
Student 7	5	8	NO	YES	9.5	B	B
Student 8	3	8	YES	YES	10	N/A	N/A
Student 9	5	7	NO	YES	8	B	B
Student 10	5	6	YES	NO	25	B	B
Student 11	5	6	NO	NO	17.5	B	B

- 45% of the students with the most minors are students with an IEP.
- 36% of the students with the most minors are low SES students.
- Approximately 90% of the students with the most minors did not meet PARCC standards.
- One student on this list was also on the list last year; however, the other ten were not on the list last year.



- The chart above shows the amount of minors that teachers and paraprofessionals gave out throughout the school year. I did not include teachers or paraprofessionals who gave out five or less minors.
- Some thoughts:
 - There is one particular class that the teacher only awarded three minors the entire year. Having been in that classroom and dealt with her students on a regular basis, I find myself wondering how this is even possible. The issues her students were having with substitute teachers alone warranted numerous minors. This is probably why behavior was so poor when there was a substitute teacher in the room.
 - I was surprised to see that Mrs. Bartlett's numbers were so high. Mrs. Bartlett does things "by the book," so that could attribute to the higher numbers in her room.
 - Mrs. Benesh awarded 24 minors, and they were all to the same four kids. That's interesting to me.
 - I'm curious to know what kind of behavior management system these teachers have in place (i.e. clip up, clip down or turn the card or nothing at all).
 - Out of the 17 people on the list, six of them are paraprofessionals.



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.

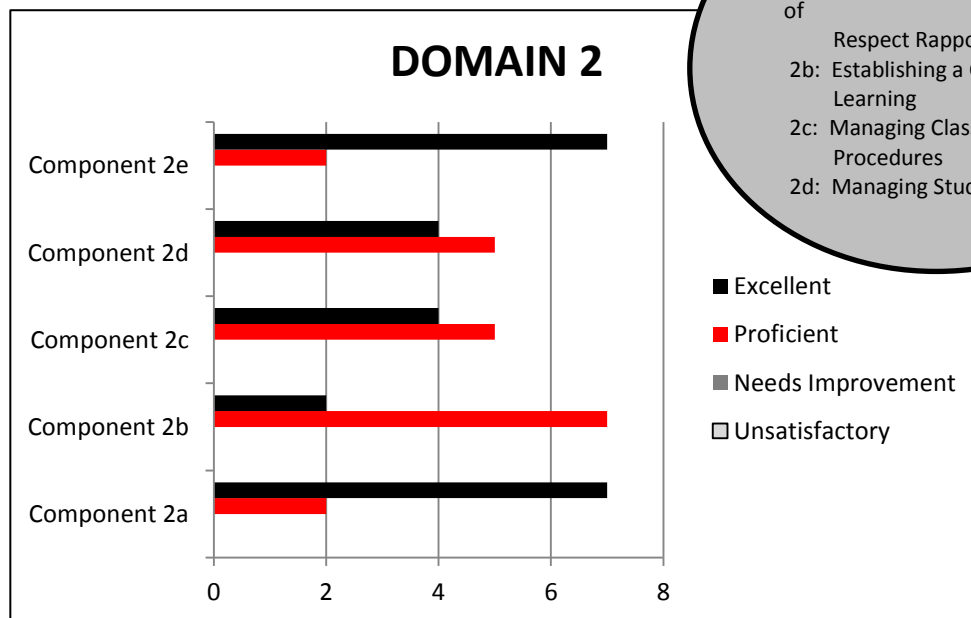
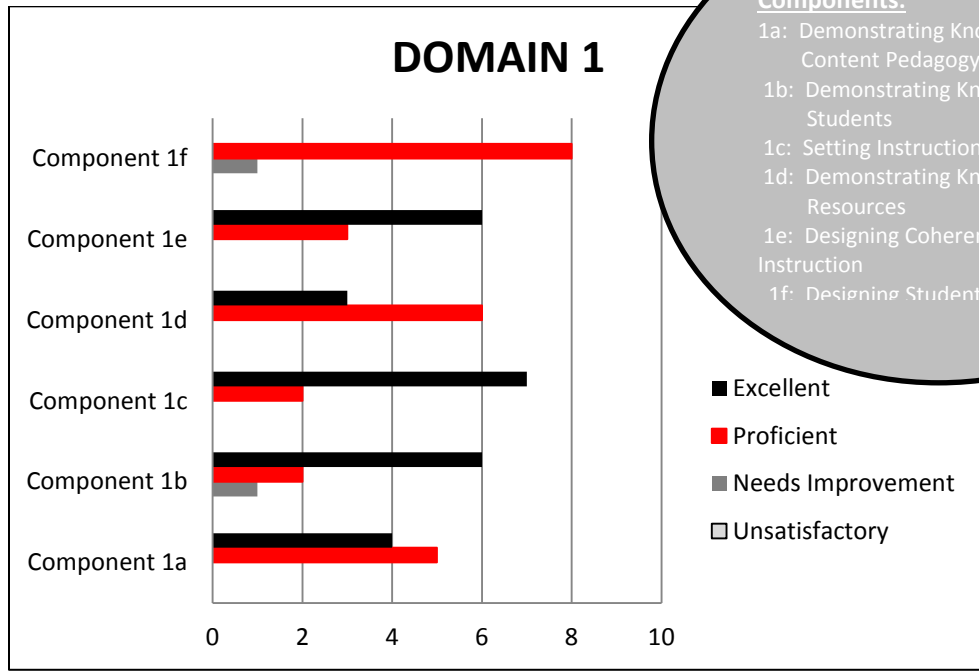
- How is it Measured

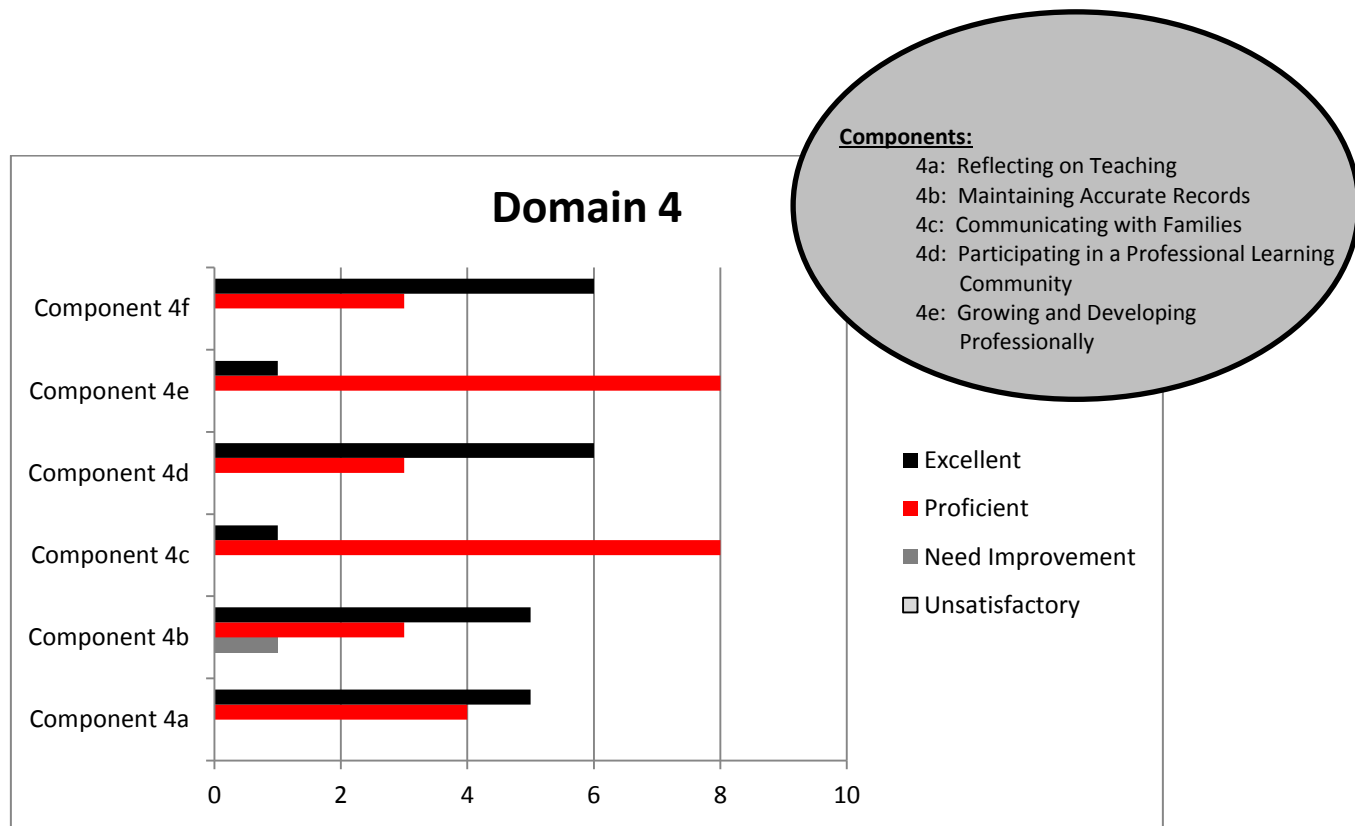
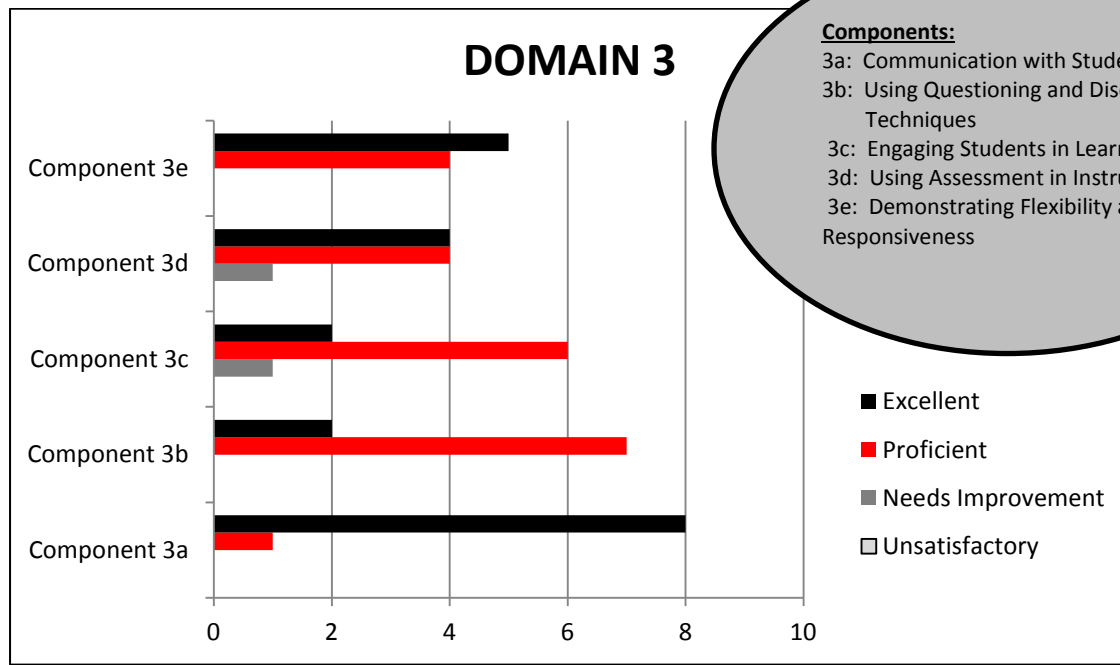
In the Framework for Teaching, teachers can be rated excellent, proficient, needs improvement, or unsatisfactory. Based on the Certified Staff Evaluation Plan with the SVEA, teachers need 13 or more components rated excellent with none others below proficient in order to be rated excellent, no more than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

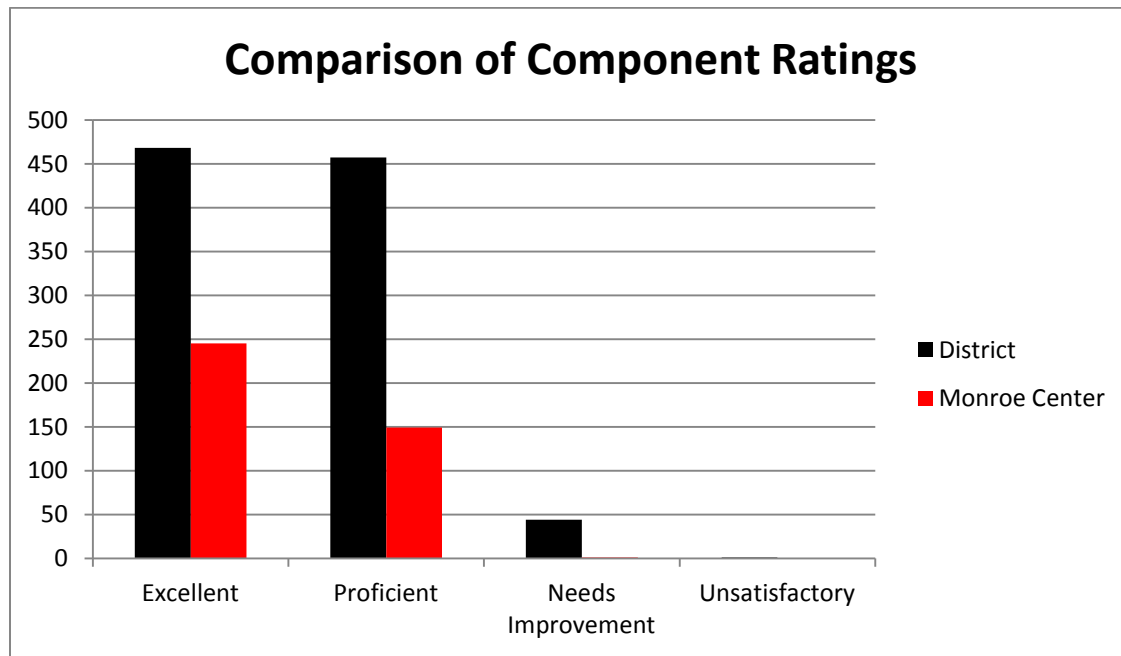
- General Reaction

All teachers at Monroe Center were rated as proficient or excellent. We had one teacher receive a needs improvement in Domain 3.

- 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?
 - When can PD be offered to faculty to help them understand the attributes aligned with each indicator?
- Graphic Representation of Data
 - Please see next sheet







NON – LOCAL ASSESSMENT (PARCC)

- What is Being Measured

The Partnership for Assessment of Readiness for College and Career (PARCC) tests were designed to measure performance against a higher set of standards. The tests go beyond multiple choice questions and require students to use skills like analyzing, problem solving, and writing effectively. All of these skills are necessary in order for students to be successful in the real world. Elementary students are tested in the area of English Language Arts (ELA) and Math.

- **English Language Arts assessments will demonstrate:**
 - Whether students can read and comprehend texts of varying complexities.
 - How well students can integrate information across sources to make a persuasive argument.
 - The degree to which students can use context to determine the meaning of academic vocabulary.



- **Math assessments will demonstrate:**
 - Whether students understand and can use important math ideas, including number sense, algebraic thinking, geometry, and data analysis.
 - The extent to which students can use math facts and reasoning skills to solve real-world problems.
 - How well students can make math arguments.

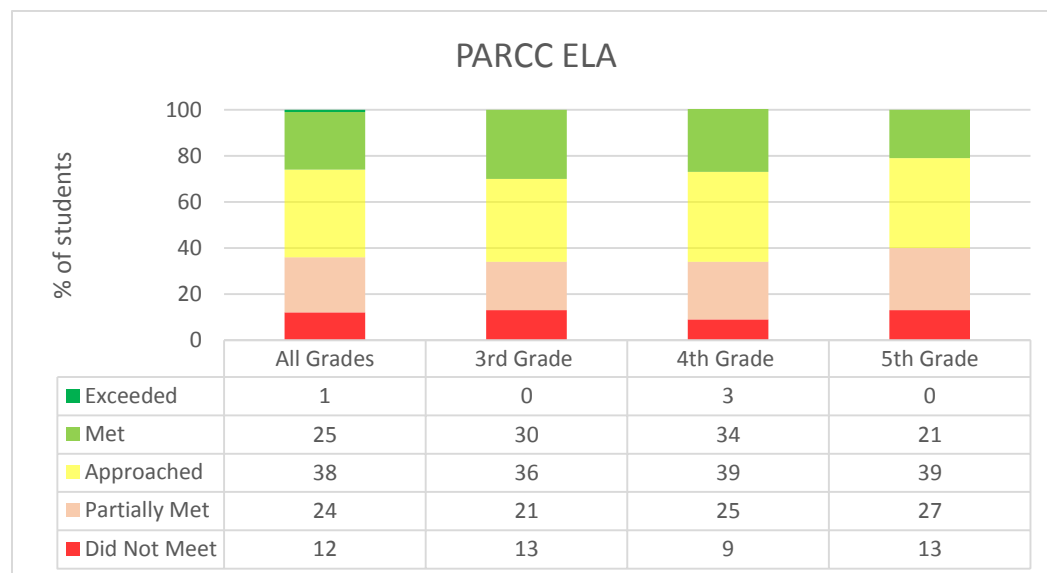
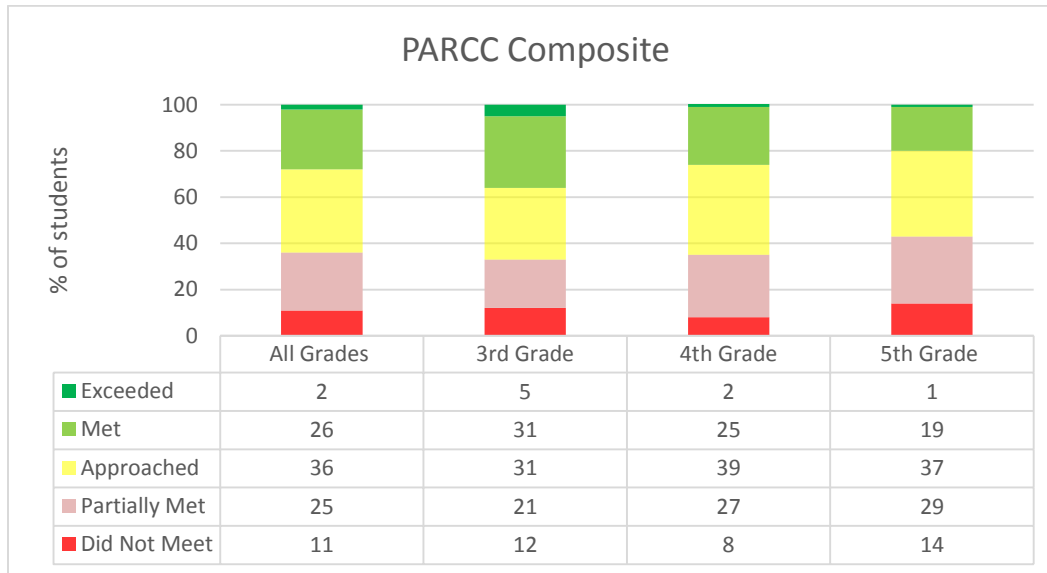
- How is it Measured

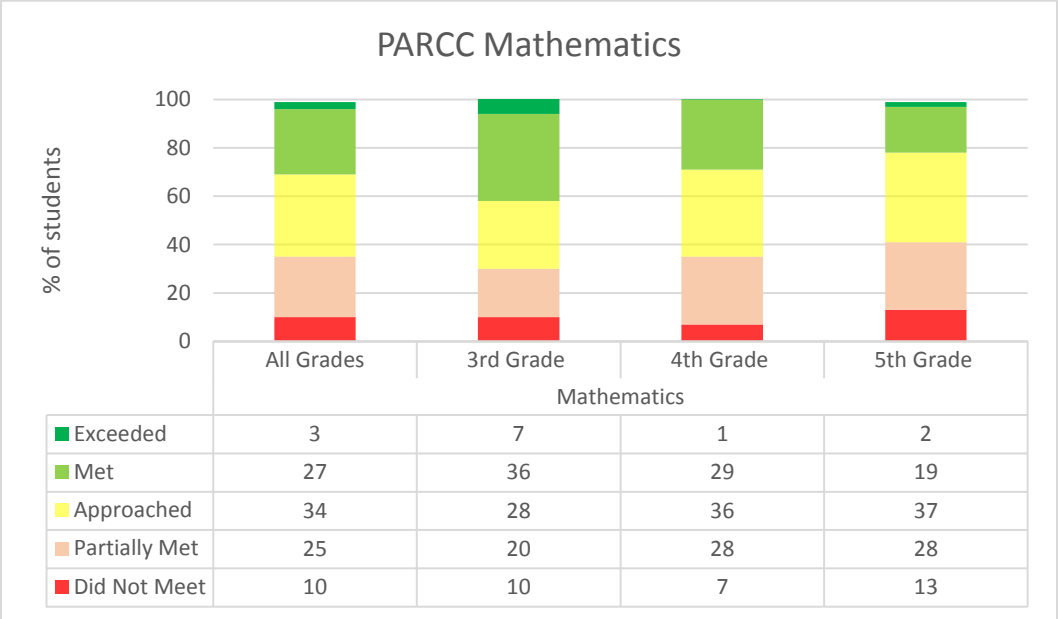
A student's overall score, out of a possible 850, is reports to parents. Students are then categorized accordingly into one of the following levels.

- Level 1 – Did not meet expectations
 - Level 2 – Partially met expectations
 - Level 3 – Approached expectations
 - Level 4 – Met expectations
 - Level 5 – Exceeded expectations
- General Reaction
 - Critical Questions
 - Graphic Representation of Data
 - Please see next sheets



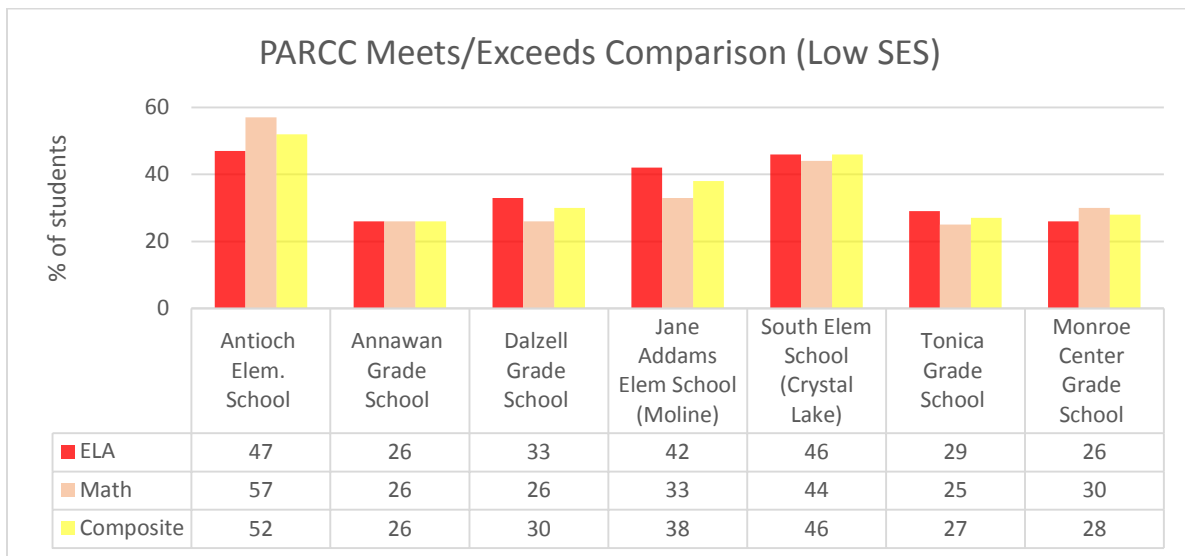
PARCC Data for Monroe Center



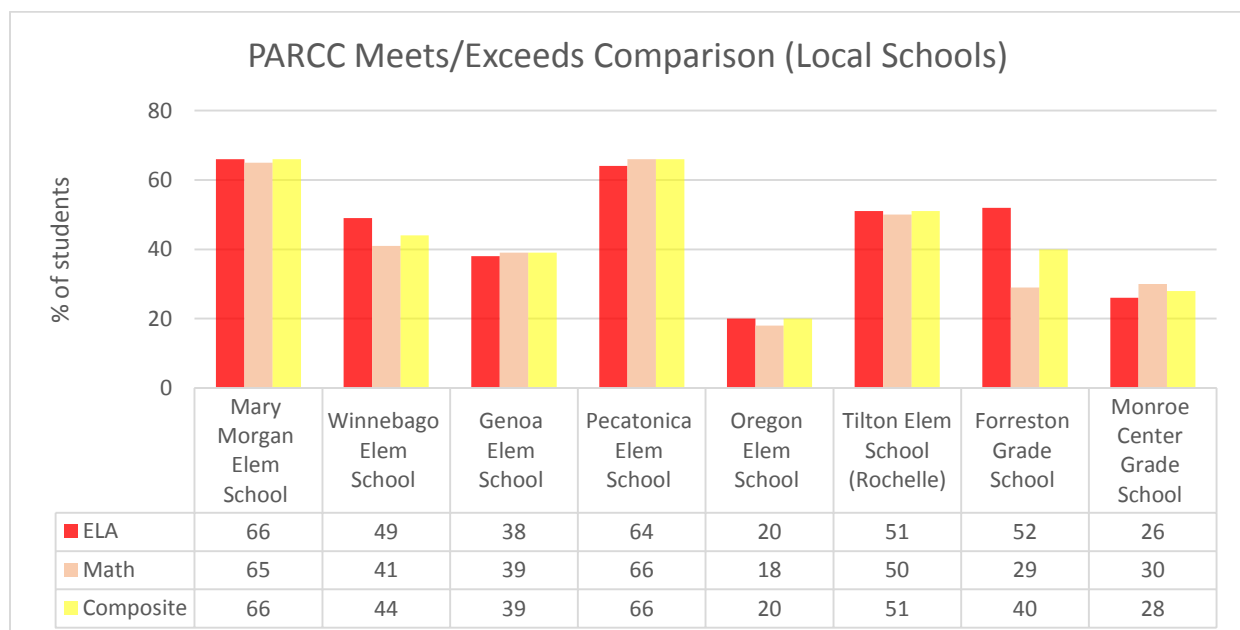




PARCC Comparison / LOW SES



PARCC Comparison / Local





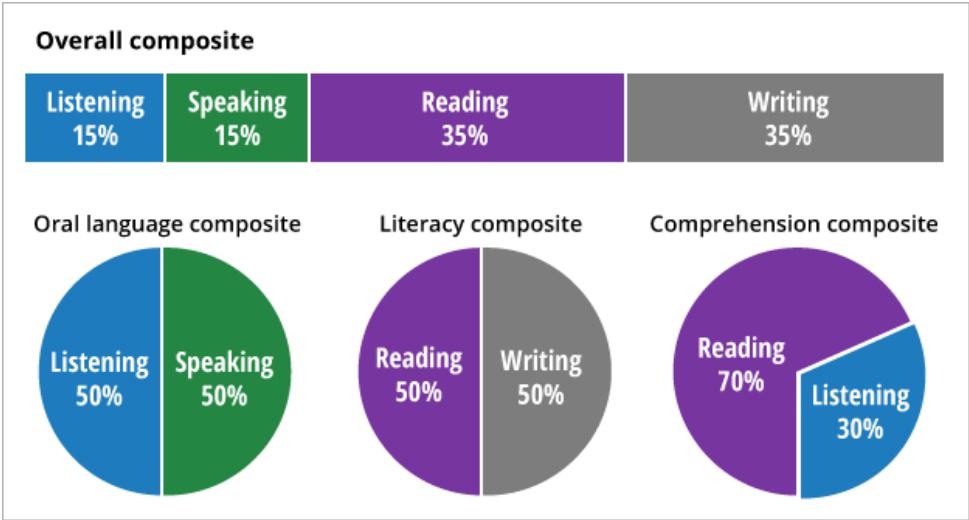
NON – LOCAL ASSESSMENT (ACCESS)

- 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 2016-2017 school year by the ELL teacher 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 2017 ACCESS data was below average. During the 2016-2017 school year, we did not have any students meet proficiency requirements, therefore, all twenty students continue to remain eligible for ESL services. During the 2015-2016 school year, we had 15 students meet requirements. Although these students tested out/met proficiency, most of them continued to receive ESL services.

From WIDA: To meet language demands of college- and career-ready state standards, WIDA is raising the bar for language proficiency. Students will need to demonstrate higher language skills in 2016–2017 to achieve the same proficiency level scores (1.0–6.0). The changes in ACCESS for ELLs 2.0 scores in 2017 are expected to impact students in the following ways: some students' scores may go down and fewer students may exit program support.

Students who met proficiency during the 2016 testing, more than likely would not have met this year under the new scoring.

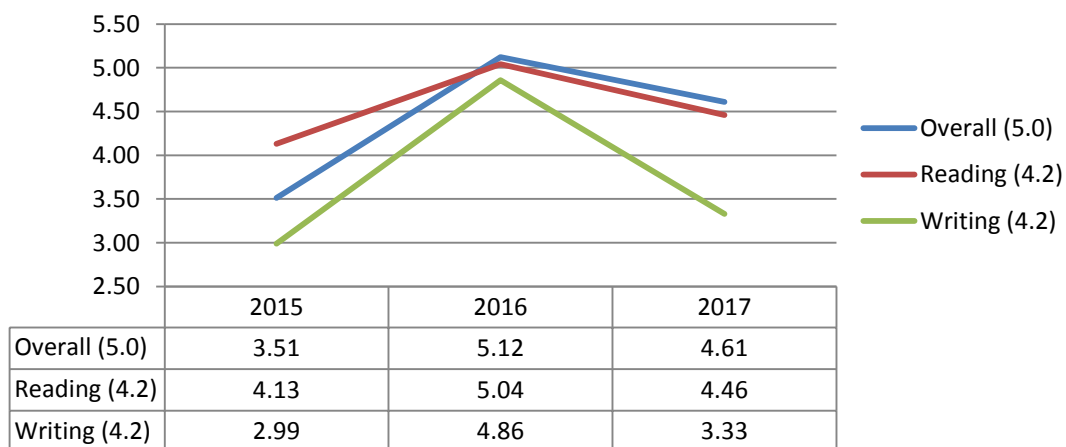
- Critical Questions
 - How can we support the ELL students in writing proficiency?
 - How can we better support our ELL students across the board?
- Graphic Representation of Data
 - Please see next sheet



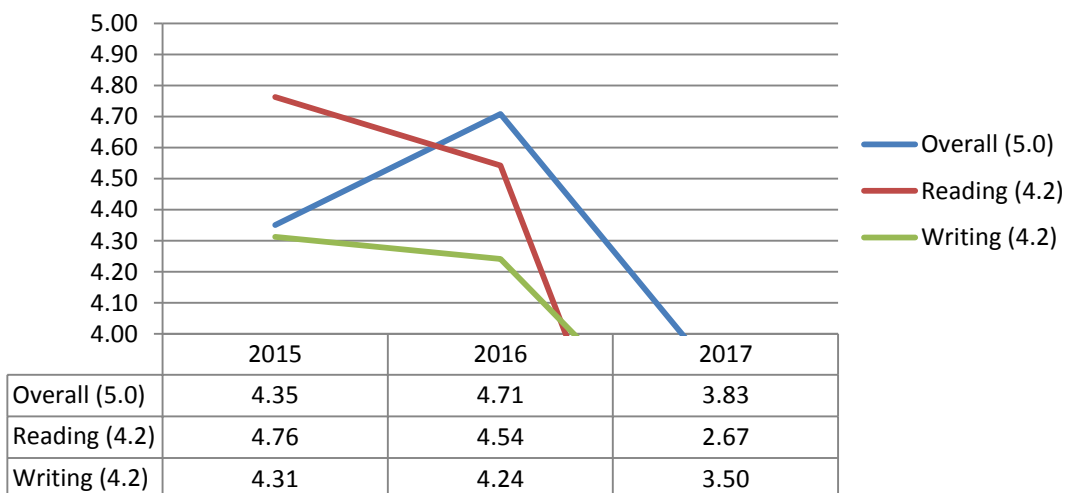
ACCESS Test Results

	Grade	Overall Proficiency 2015	Overall Prof 2016 (5.0)	Overall Prof 2017 (5.0)	Reading Prof 2015	Reading Prof 2016 (4.2)	Reading Prof 2017 (4.2)	Writing Prof 2015	Writing Prof 2016 (4.2)	Writing Prof 2017 (4.2)
1	3	4.8	5.9	4.8	5	6	6	4.1	3.6	4.4
2	3	U/A	5.2	4.2	U/A	6	6	U/A	2.6	3.7
3	3	2.8	3.1	2.6	4	3.5	2.2	2.4	2.7	3
4	3	3.1	3.2	3	2.9	4.9	3.5	3.2	3.1	3.1
5	3	3.6	4.7	3.1	5	6	4.8	2.9	3.3	2.4
6	3	2.9	4.4	3.5	2.6	6	3.1	2.8	3.1	3.9
7	3	3.2	5	4	4	6	6	3.1	2.9	3.1
8	3	1	3.8	3.3	1	4.5	3.1	1	2.9	2.8
9	3	3.4	4.8	3.2	3.6	5.6	3.8	3.1	3.7	2.8
10	3	3.2	5.2	4	4	6	5.1	2.6	2.7	4
11	3	U/A	4.9	3.3	U/A	6	3.9	U/A	2.9	2.6
12	3	U/A	5.1	4.6	U/A	5.8	6	U/A	3.9	4.2
13	4	2.9	3.6	3.2	3.8	2.2	2.5	2.1	4	3.2
14	4	3	4.2	3.5	3.8	3.7	2.3	2.6	5	3.7
15	4	2.9	3.7	3.6	3.4	3.5	3.2	2.9	4.5	3.6
16	5	U/A	4.4	3.2	U/A	2.3	1.8	U/A	4.6	3
17	5	N/A	1.9	2.9	N/A	1.9	2.2	N/A	2.5	2.8
18	5	U/A	4.1	3.6	U/A	3.5	2.8	U/A	4.1	3.4
19	5	4.7	4.8	4.4	5	4.3	5.4	4.8	4.5	4.1
20	5	2.9	3.7	2	2.8	3.9	1.7	3.3	3.7	2.7

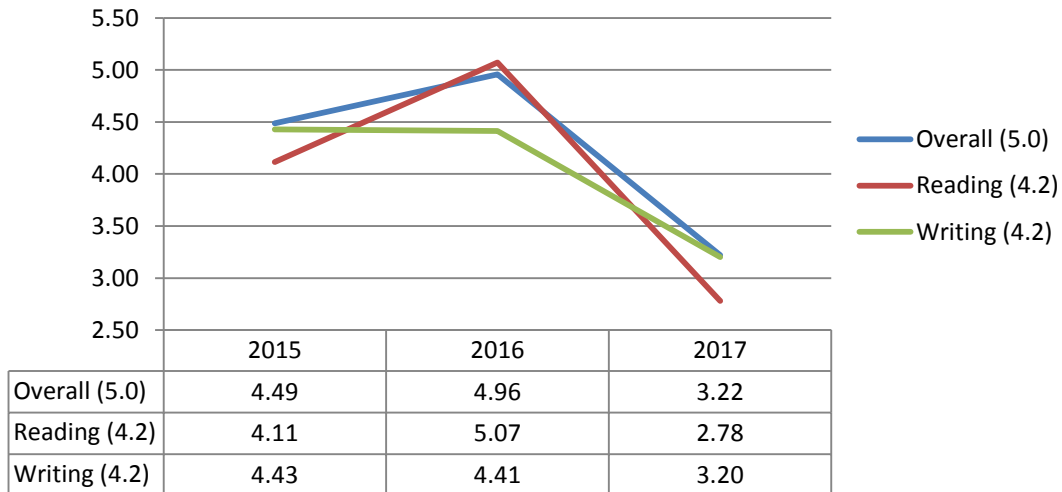
3rd Grade ACCESS



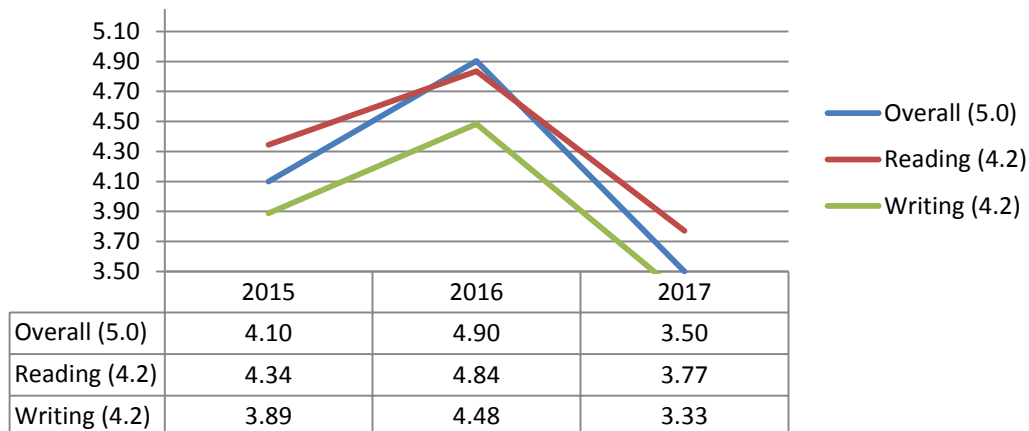
4th Grade ACCESS



5th Grade ACCESS



Monroe Center ACCESS





NON – LOCAL ASSESSMENT (STAR 360)

- What is Being Measured

STAR 360 is a universal screening, progress monitoring, and data management system that can be used to support Response to Intervention. Target goals set by STAR 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

STAR 360 was used during the 2016-2017 school year by classroom teachers. It was administered three times during the school year in the fall, winter, and spring. STAR 360 assesses reading fluency, reading comprehension, math computation, and math problem solving. All students who were identified for additional support (interventions) were also tracked to determine the effectiveness of the interventions. Students who were receiving interventions were assessed once a month using STAR 360. Some teachers chose to progress monitor all of their students once a month.

- General Reaction

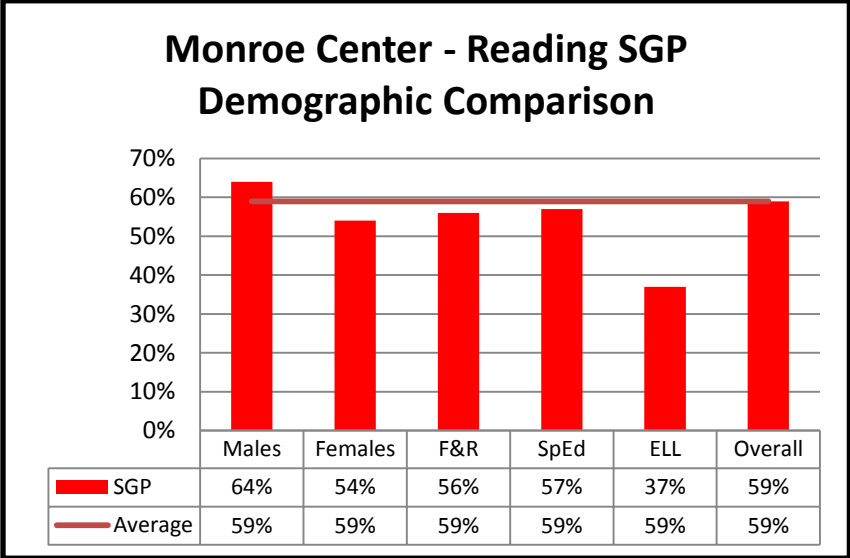
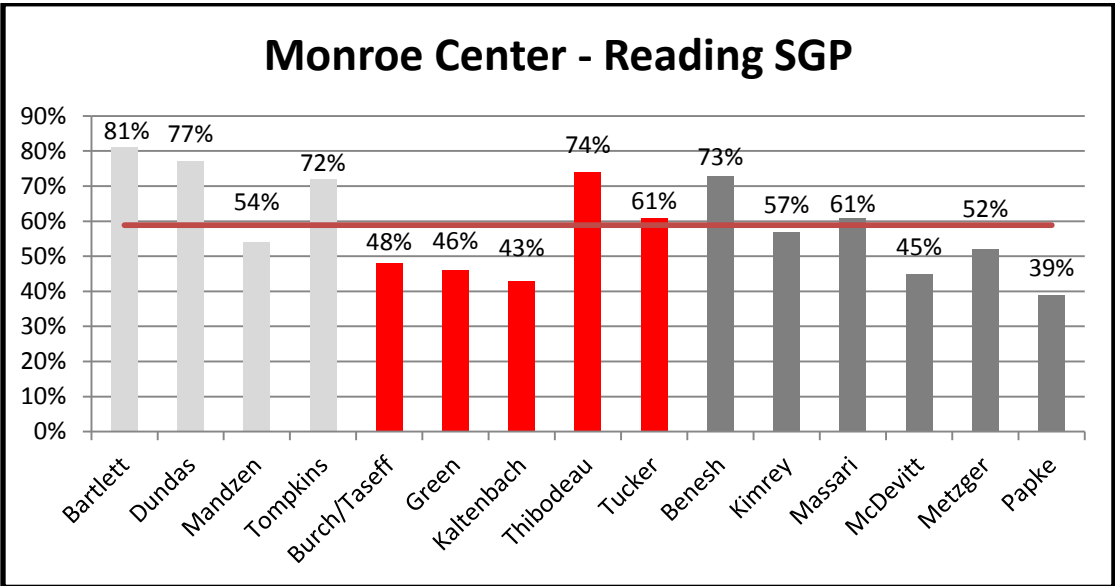
Because STAR was new to the District this year, we are still working to determine which data pieces is best to focus on, use for SLOs, etc. We started the year off setting individual student goals using the scaled score (SS) data point. This is what teachers used to track their SLOs as well. Throughout the course of the year, STAR created a document that focuses on student growth percentile (SGP) for SLOs as well as tracking student growth. This isn't familiar to the administration or staff at this point; however, it is believed that we will be going to SGP for the 2017-2018 school year.

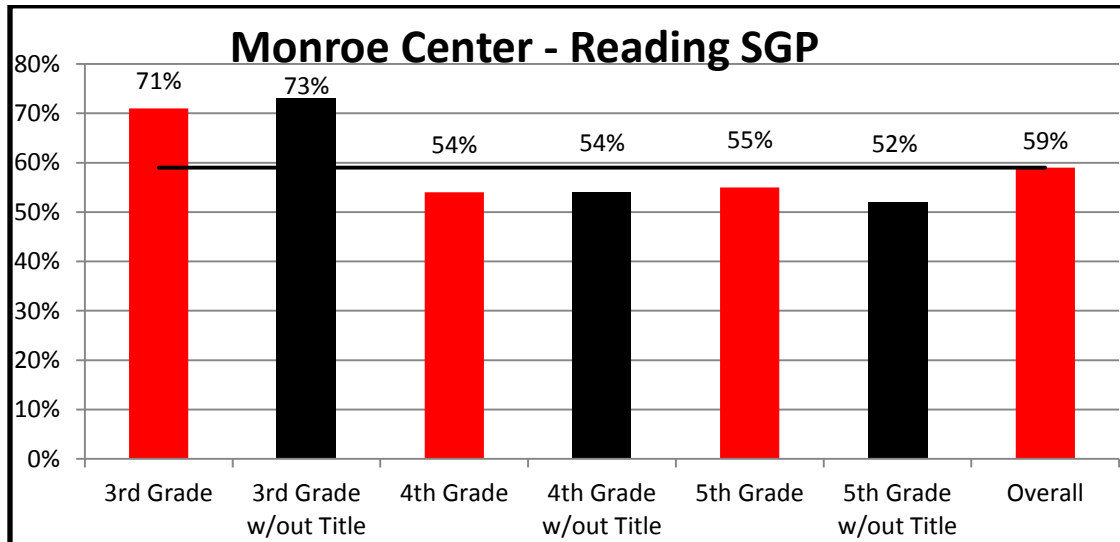
- Critical Questions

- What did 3rd grade do to have three out of four teachers have an SGP of at least 70% for their class? Did they do so much better because they followed the intervention system that SAT suggested (interventions based on deficit areas identified through STAR benchmarking/progress monitoring)?
- We had one teacher have an SGP of 74% in 4th grade and another with a 61%. The three remaining teachers were in the 40%. What did those two teachers do differently?
- 5th grade was across the board ranging from 73% in one class to 39% in another class. What is happening in those classrooms?
- Are we getting the information we need when our students already score above the initial target? What can we do to continue to enrich are higher achieving students?

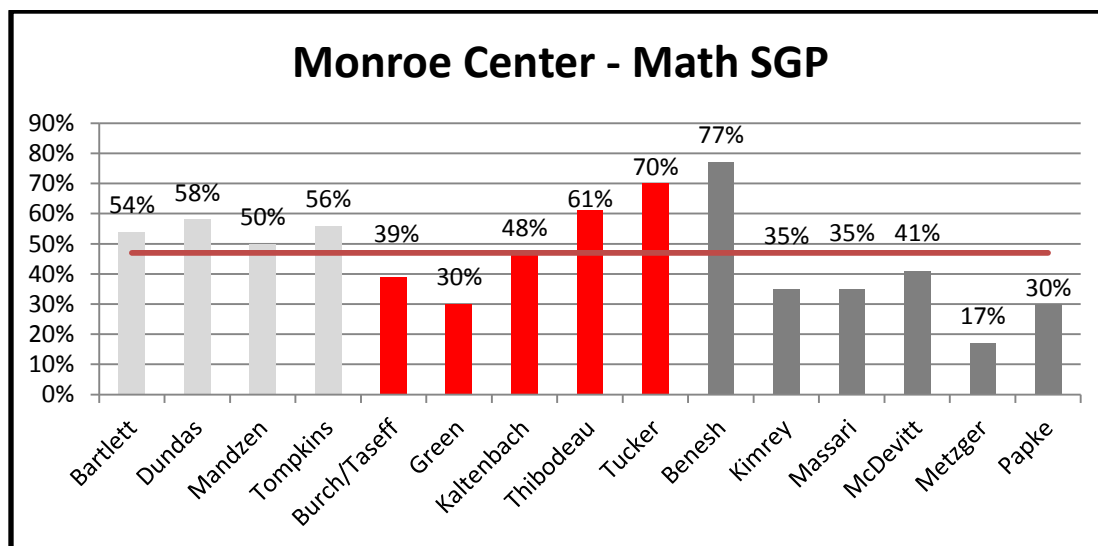
- Graphic Representation of Data
 - Please see following charts

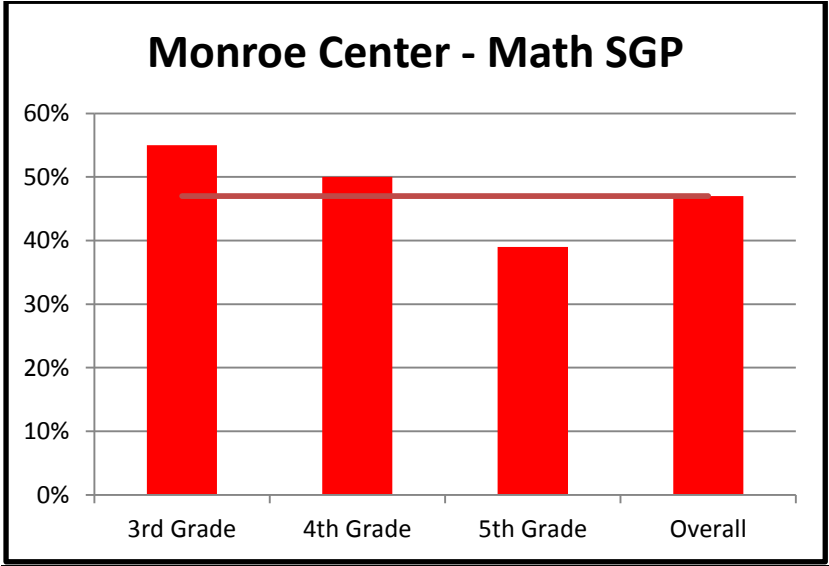
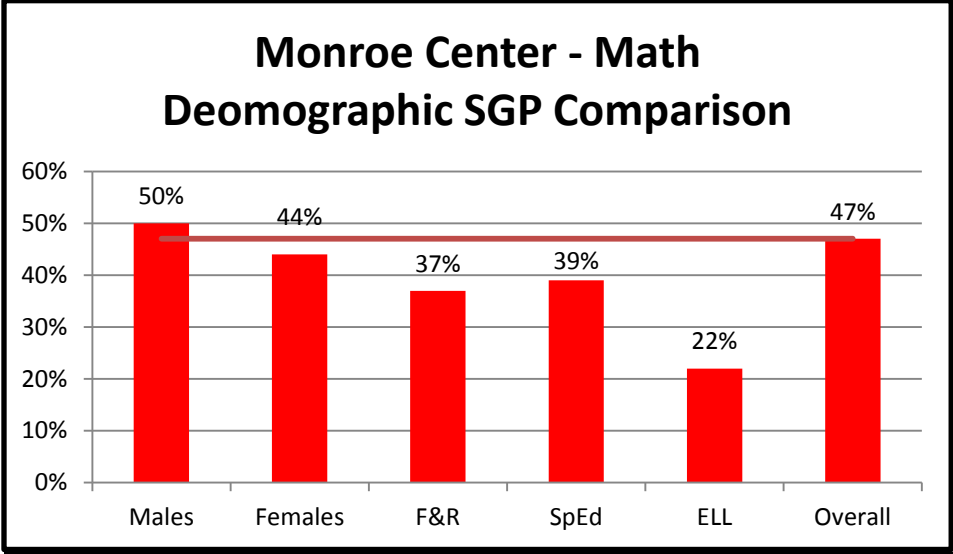
Reading



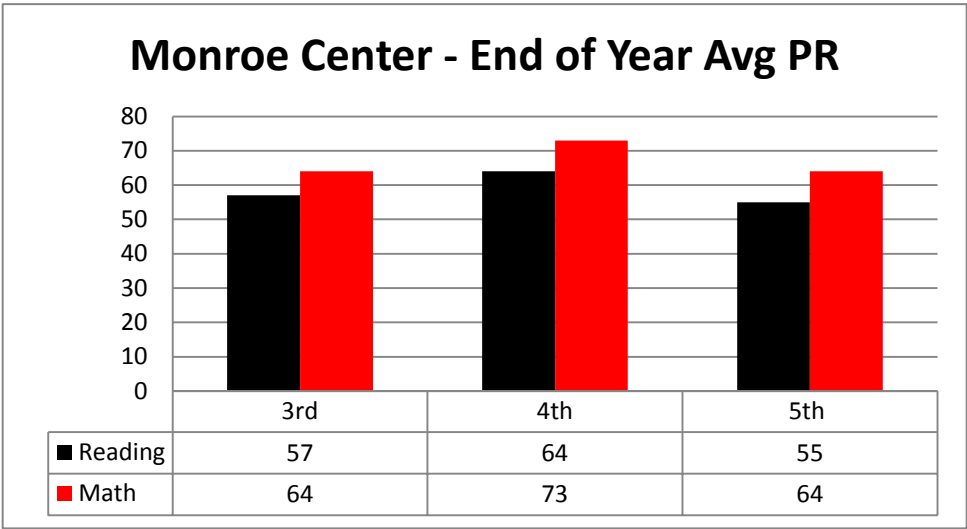
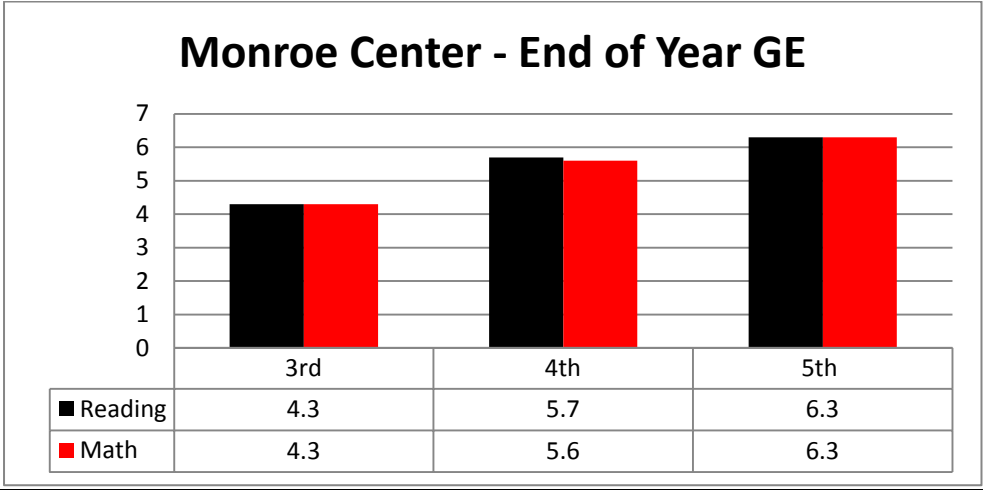


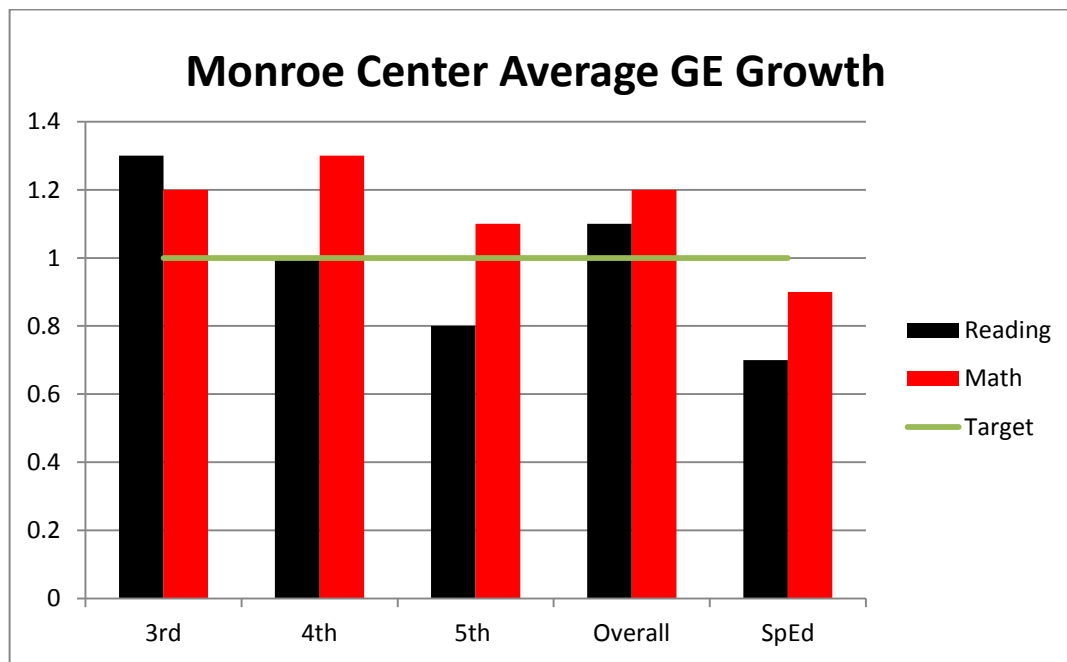
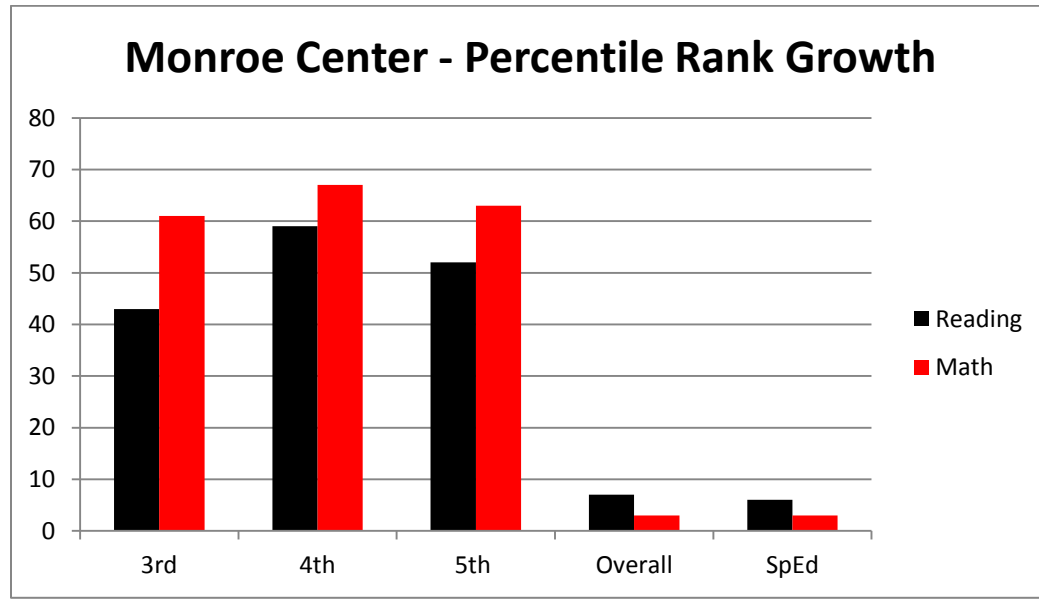
Math





Growth Comparison







ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC 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 ’16-’17 school year is listed below.

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	21,978	1,832	916	846	423
2	29,637	2,470	1,235	1,140	570
3	37,296	3,108	1,554	1,435	718
4	44,955	3,747	1,874	1,730	865
5	52,614	4,385	2,193	2,024	1,012
6	60,273	5,023	2,512	2,319	1,160
7	67,951	5,663	2,832	2,614	1,307
8	75,647	6,304	3,152	2,910	1,455
For each additional family member, add	7,696	642	321	296	148

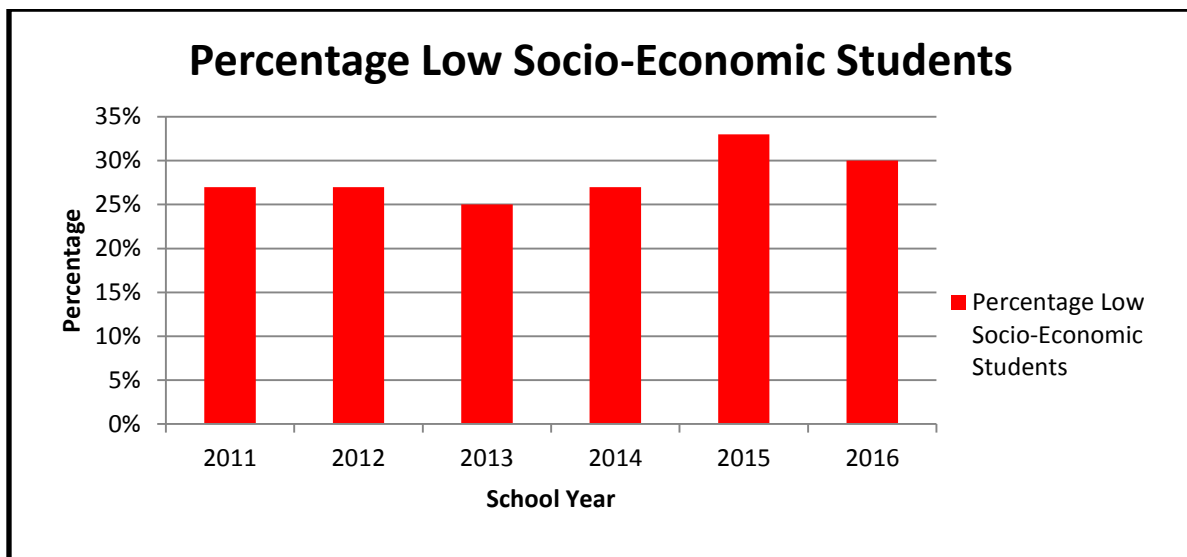
- General Reaction

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 next sheet and AIMS Web graphs above



Monroe Center: Low Socio-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.

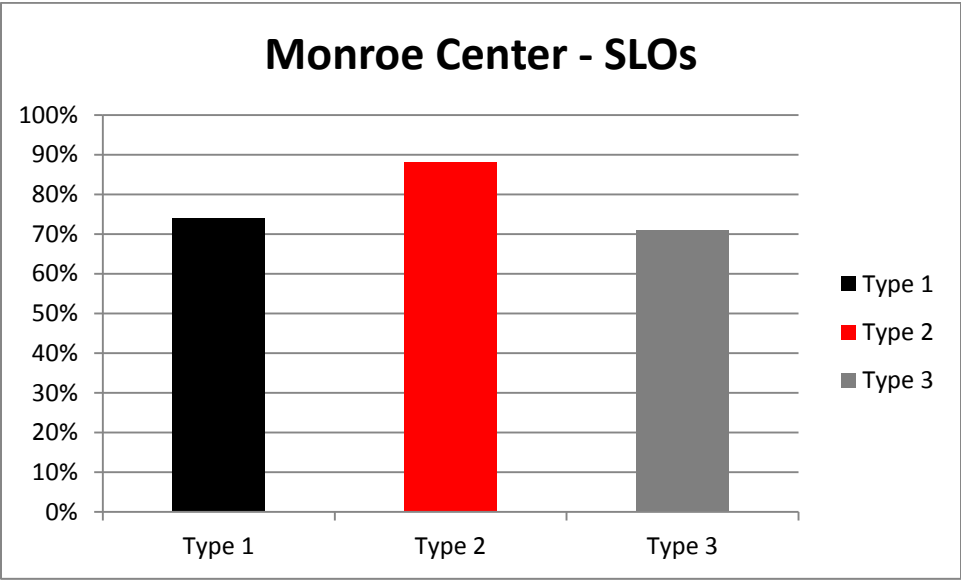
- How is it Measured

Full implementation for local assessment started in 2016-17. Teachers administered 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 individual learning goals. Teachers used historical data from the no stakes year (2015-2016) to help create individual goals for their students.

- General Reaction

During the 2016-2017 school year teachers were able to pick what SLOs they wanted to use. Some chose to use STAR as a Type 1, while other administered two Type 3 assessments. A handful of teachers used a rubric or task oriented Type 2 assessment. Teachers had total choice over what they wanted to use. When conducting my SLO recap meetings with my staff, there were mixed reviews about what SLOs they would use last year. 3rd grade seemed happy with their STAR results, as well as their pre/post assessments. They also set up an intervention system that aligned closely to STAR (i.e. interventions were based on skill deficit areas as identified via STAR). Most teams seemed very pleased with their Math Assessments, while most of them think their ELA Assessments weren't that great. 4th and 5th grade teachers are weary of using STAR as their SLO as their data did not look good.

- Critical Questions
 - What adjustments need to be made to pre/post-assessments to mirror instruction? How much time do teachers need to make these adjustments? What kind of training do they need?
 - Will teachers feel more confident during their second year of using STAR?
- 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.

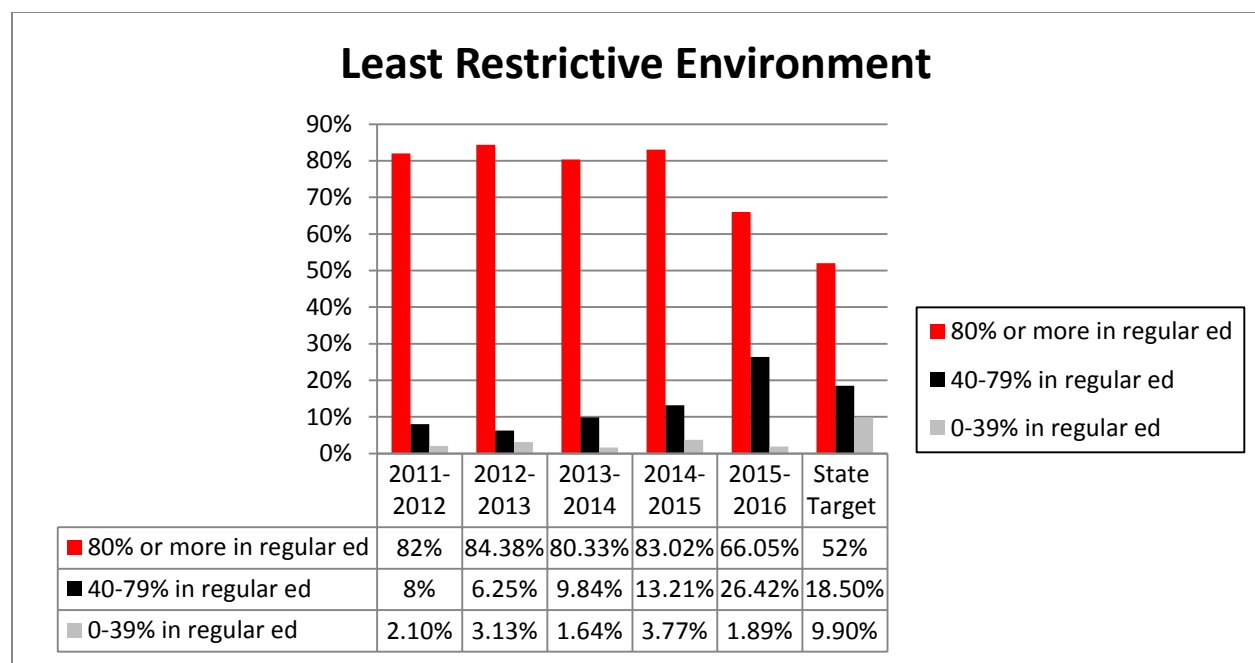
- General Reaction

The percentage of time spent special education students spend in regular education classes has decreased this past year. Several of our special education students are significantly below grade level, thus they have increase minutes in the special education classroom. Also, due to a reduction in the Special Education Department, push-in services were no longer possible. This caused special education minutes to rise. You'll notice a decrease in our code 1 percentage and an increase in our code 2.

- Critical Questions
 - Is there a way to facilitate push-in services again?
 - 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



	2015-2016	2016-2017
Initial	6	7
Re-Evaluations	16	15
Dismissals	3	1
Not Eligible(Initials)	2	1
Move-ins	Unavailable	5



During the 2015-2016 school year, the special education department decreased by one teacher. This impacted our numbers because teachers were no longer able to push in to classrooms (specifically in 3rd grade). This decreased the number of students who were in the regular classroom 80% or more of their day. This also increased the number of students who were in the regular classroom 40-79% of their day.



SIP REVIEW 2016-2017

- 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

By the end of 2016-2017 school year, 75% of Monroe Center students will meet their individual goals in STAR and ELA Pre/Post assessments.

Our current reality at MC is that 63% of the students met part of the goal. Although teachers were directed to set a goal for the ELA pre/post assessment, not all of them did. Because not of them set a goal, our SIP team was unable to track that portion of the goal.

- General Reaction

As mentioned above, 63% of MC students met their individual STAR reading goal. With this being a new assessment used in the District, I wasn't entirely sure what to expect for results. It's disappointing that only 63% of the students met their goals. It's also disappointing that although the teachers were told to create individual pre/post assessment goals, only about half of them followed through. I will ask for all goals to be submitted to me in September of the 2017-2018 school year. This way I will know that a goal was written.

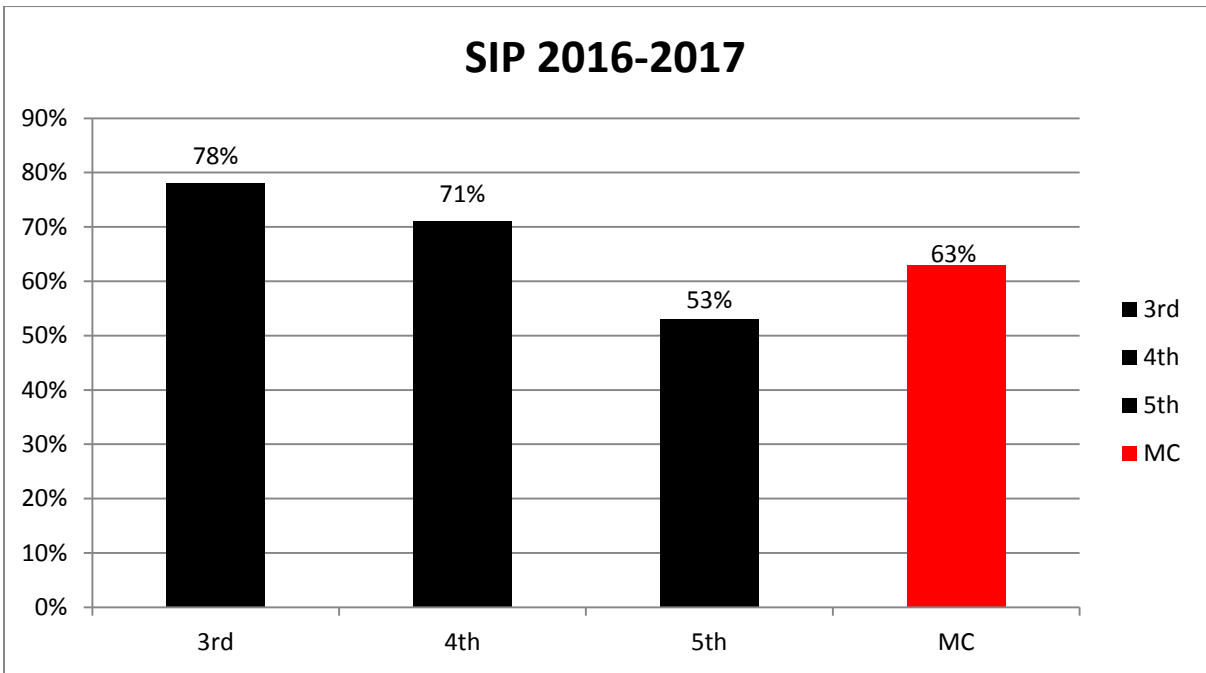
- Critical Questions/Observations
 - What can we do for our upper level students? It appears that they aren't reaching their set goal. How can we push/enrich this sect of students?
 - Students who were reading above grade level at the beginning of the year but didn't grow by one full year (i.e. A 4th grade student was reading at the 8th grade level in the Fall was only reading at the 8th grade 4th month in May.) weren't counted as meeting the goal. Is this the best way to count that student? What should the expected growth for these students be?
 - What could teachers do to increase student achievement in the area of reading?
- Graphic Representation of Data
 - Please see next sheet



SMART Goal Action Plan

School –Monroe Center

Year: 2016-2017





SIP REVIEW 2017-2018

- 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

By the end of 2017-2018 school year, 50% of Monroe Center students will meet their individual goals in STAR and Math Pre/Post assessments.

- General Reaction

By the end of the school 2016-2017 school year, 56% of the students met their individual goals for STAR Math.

- Critical Questions/Observations
 - This was the first year using STAR.
 - This was the first year that we had a Math interventionist serving Math interventions to students at MC.
- Graphic Representation of Data
 - Please see next page



SMARTGoal Action Plan

School or Department: Monroe Center School

Year: 2017-2018

SIP or DIP Goal 1: By the end of 2017-2018 school year, 50% of Monroe Center students will meet their individual goals in STAR and Math Pre/Post assessments.

SIP or DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
	Teachers will refresh themselves over the STAR Assessment. Using tips/suggestions/background knowledge based on 2016-2017 use of the tool	Principal	August 2017	Administer Designed Key-Take-Aways	Team reflection to be shared with principal
	The Monroe Center School SIP Team will meet on a monthly basis	Principal/SIP Team	Monthly	Meeting Agenda and Meeting Notes	Make changes to SIP plan as needed. Report out on progress of plan
Current reality: At the end of the 2016-2017 school year, 56% of the students of Monroe Center met their individual STAR goal for Math. SMART Goal: By the end of 2017-2018 school year, 60% of	Teachers will administer the STAR assessment to all enrolled students three times a year.	Teachers	August 2017 December 2017 May 2018	Teacher Record Keeping and/or Conference Document (teachers will track all assessments in one document)	100% participation by students enrolled in Monroe Center & scores are reflected in teacher record keeping and/or conference document
	Teachers will administer the Math Pre/Mid/Post Assessment one time each during the school year.	Classroom Teachers	August 2017 December 2017 May 2018	Teacher Record Keeping and/or Conference Document (teachers will track all assessments in one document)	100% participation by students enrolled in Monroe Center & scores are reflected in teacher record keeping and/or conference document



Meridian CUSD223

Monroe Center students will meet their individual goals in STAR and Math pre/post assessments.	Teachers and teams will analyze grade level data from the STAR and pre-assessment to determine which students need interventions and to what extent. Grade level teams and interventionist (along with administrative support) will create an intervention schedule for Math Interventionist.	Grade Level Teams	September 8, 2017	Intervention Schedule	Student movement off intervention schedule
	Based on historical data, grade level PLCs will identify two areas to focus on for the school year (i.e. deficit skills based on STAR and/or pre/post Math assessment)	Grade Level Teams	September 2017	Reflection document turned into administrator when skills are determined. PLCs will reflect on deficit skills once a quarter and will PLC notes will reflect that discussion.	Increased skill level for identified deficit areas as seen on STAR, classroom assessments, interventions, etc
	Teachers will create individual student goals using the Math pre-assessment data. (This can be one of the teacher's SLOs, but it doesn't have to be one.)	Classroom Teachers	September 2017	Document of individual or tiered SLO for each student	100% completion of individual or tiered SLO
	Teachers will create individual student goals using STAR data. (This can be one of the teacher's SLOs, but it doesn't have to be one; however, all students need a pre/mid/post STAR goal.)	Classroom Teachers	September 2017	Documentation of individual or tiered SLO for each student	100% completion of individual or tiered SLO
	Students will create a quarterly Rocket Math goal using school wide document.	Teachers	August 2017 October 2017 January 2018 March 2018	Teachers will review and approve student goals.	100% completion by the students of Monroe Center.



	Feedback/Approval of individual or tiered SLOs	Admin	September 15, 2017	Approval to teachers	N/A
	The school counselor will use the 2 nd Step curriculum to teach one lesson a month in each grade level classroom.	Counselor	<u>Monthly</u> September October November January February March April	Counselor documentation within Google Drive Document	Counselor will have a wrap-up reflective conversation with class regarding 2 nd Step lesson. Teacher and counselor will communicate as needed regarding 2 nd Step lesson and student need (i.e. safe unsafe, bullying, etc)
	Teachers will present 2 nd Step/social emotional learning lessons one time a month.	Classroom Teachers	<u>Monthly</u> September October November January February March April	Teacher documentation within Google Drive Document	Teacher will have a wrap-up reflective conversation with class regarding 2 nd Step/social emotional learning lessons at the end of lesson. Teacher will report out to team regarding the lesson (i.e. pros, cons, take-a-ways, etc). This will become a PLC agenda item once a month. Shared with whole staff via notes.
	Celebrate students who meet Rocket Math goals at PBIS Celebrations	Administrator	<u>Quarterly</u> October December March May	Student goal sheet	Increased amount of students meeting their quarterly Math data



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	Teachers will implement Common Core Daily Math	Teacher	Four Times a Week	SIP Team members will check in with their PLCs on a monthly basis	Increased scores on STAR Math and PARCC
	80 informal observations (focused on student engagement and questioning) will be completed.	Administrator	Semester	Feedback shared with teachers via Evaluwise	Ratings on formal observations will increase
	Focused professional development in the area of Math (articles, apps, programs, teachers sharing, grade level focus areas, etc)	Administrator	September	Beginning of the year survey sent to teachers by principal.	Principal and SIP team will create PD for ½ SIP days for teachers. Teachers will complete evaluation on PD provided.
	Communication with Math Interventionist regarding progress of students in intervention.	Deb Lawson Sarah Hogan	Monthly	Intervention Schedule	Increased STAR scores on progress monitoring assessments and movement on intervention schedule.
	Grade level teams will meet in PLCs to analyze monthly progress monitoring data. Teams will revise intervention schedule and make adjustments as needed	Grade Level Teams	Monthly	Intervention Schedule	Decrease in needed interventions for current students on intervention schedule. Allowing for additional students to be added on the schedule.
	Grade level teams will analyze benchmark data as a whole. Teams will revise intervention schedule and make adjustments as needed.	Grade Level Teams	January 2018	Intervention Schedule	Decrease in needed interventions for current students on intervention schedule. Allowing for additional



					students to be added on the schedule.
	Teams will use one of two Professional Development Days to analyze pre/post assessment data and progress towards SLO/SIP goals. Teams also analyze PARCC to determine areas of improvement.	Grade Level Teams	January 31, 2018	Administrator designed Google Drive document	Teacher documentation indicating which students are on track to meet individual or tiered SLO
	After students take end of the year benchmark, grade level teams will analyze data individually as well as a whole team.	Teachers / Grade Level Teams	May 2018	Data grid & administrator designed Google Drive document id	75% of students will have met their individual goal as well as their individual Math Pre/Post goal.



BUDGET

- What is Being Measured

The amount of money spent at MC during the 2016-17 school year.

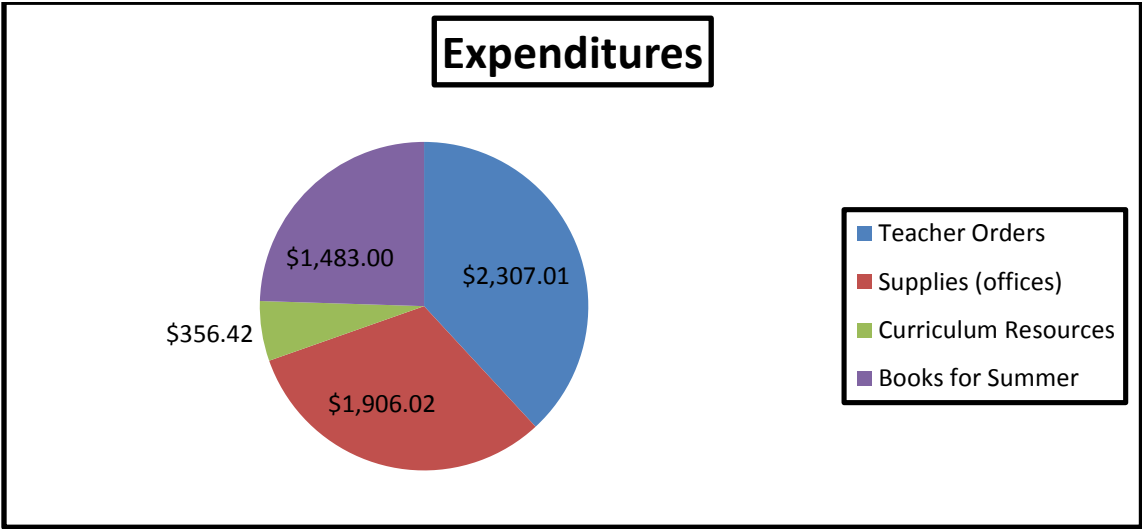
- How is it Measured

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 2016-2017 school year was mainly student related. Money spent during this school year was about \$2,694.83 more than the 2015-2016 school year. Of the \$2,694.83, \$1483.00 was spent of books for students for the summer. ALL students at Monroe Center were able to choose a book of their choice to take home and read for the summer. As mentioned in my report last year, I also spent money out of the budget to purchase new musical instruments. We also purchases supplementary materials for teachers for Journeys.

- Critical Questions
 - How could we be more creative with our funds?
 - How can we use the community to support large purchases?
- Graphic Representation of Data
 - Please see next sheet



Teacher Orders	\$2,307.01
Supplies (offices)	\$1,906.02
Curriculum Resources	\$356.42
Books for Summer	\$1,483.00
Total Spent ('16-'17)	\$6,052.45
Total Started w/	\$19,726.98
Amount Remaining	\$13,674.53



BUILDING SUBSTITUTE USAGE

- What is Being Measured

AESOP 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.

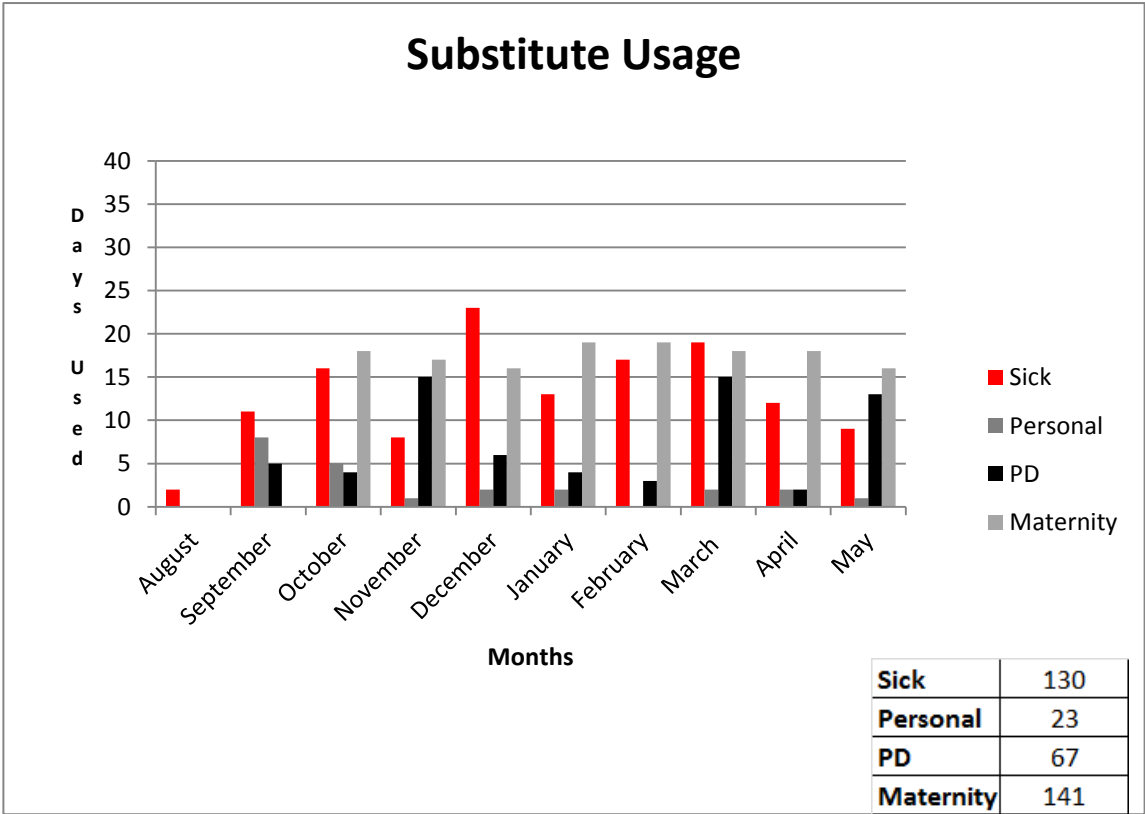
- How is it Measured

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 are granted two professional development days per year per their teacher contract. 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





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

- Ms. Haugh pushed into two different classrooms. I would like to see the data that she gathered from that separated out for 2017-2018. How will we determine if that time spent in the classroom is effective?
- How are the minute meetings reflected?

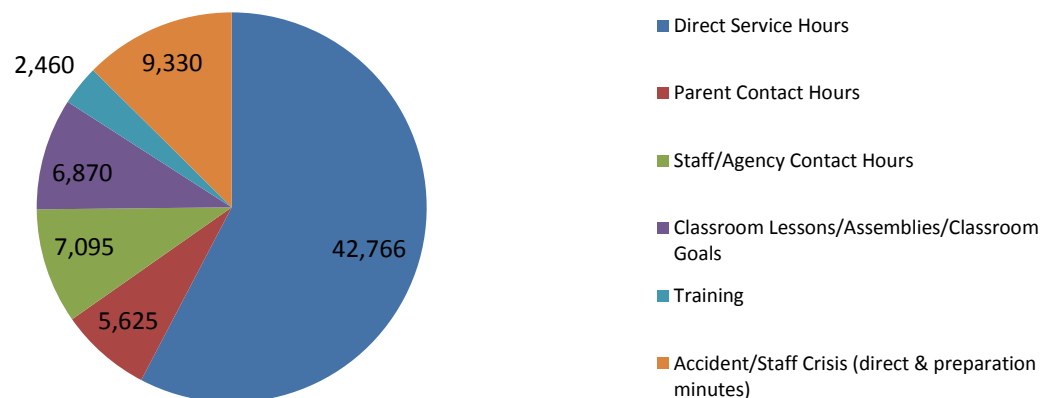
- Graphic Representation of Data
 - Please see next sheet



Number of Minutes Spent

Type	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Direct Service Hours	2,325	5,280	3,735	3,600	3,720	4,230	4,575	5,610	5,686	4,005
Parent Contact Hours	555	885	465	390	450	315	630	540	555	840
Staff/Agency Contact Hours	795	615	195	960	690	555	750	690	405	1035
Classroom Lessons/Assemblies/Classroom Goals	525	810	570	660	690	765	675	900	660	615
Training	0	210	1260	240	0	390	0	0	360	0
Accident/Staff Crisis (direct & preparation minutes)	0	0	1320	0	0	0	0	0	420	0
Total Minutes by Month	4,200	7,800	7,545	5,850	5,550	6,255	6,630	7,740	8,086	6,495

Counseling Minutes 2016-2017 School Year





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 2016-2017 school year, identified students worked with interventionists/teaching assistants or the Title 1 teacher.

- How it is Measured

Students were progressed monitored using STAR 630, classroom grades, and retake scores.

- General Reaction

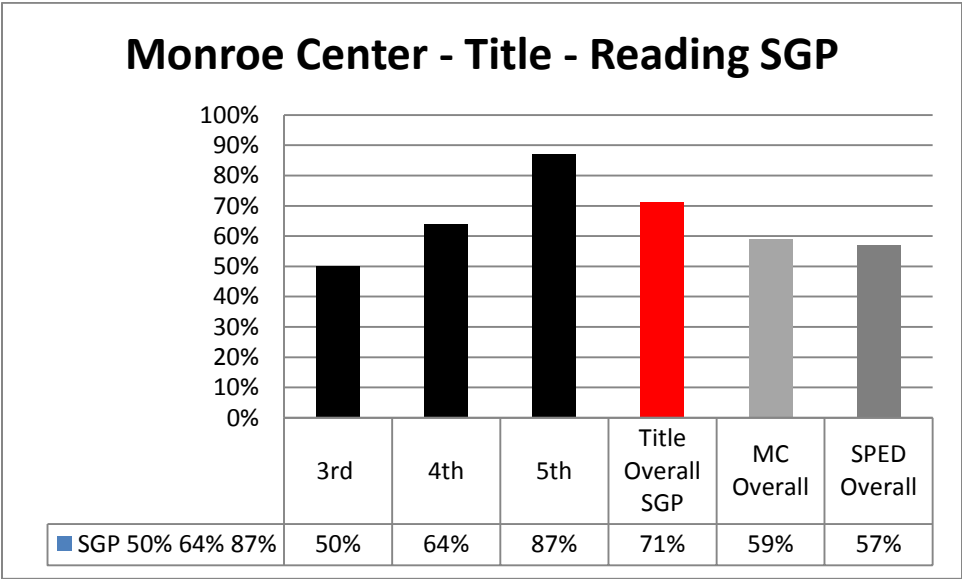
Students were identified by looking at the fall benchmark of STAR 360 testing. Teachers were also allowed to refer students to the interventionists if students were struggling in the classroom. While many students showed growth, they are still below the target goal set.

- Critical Questions

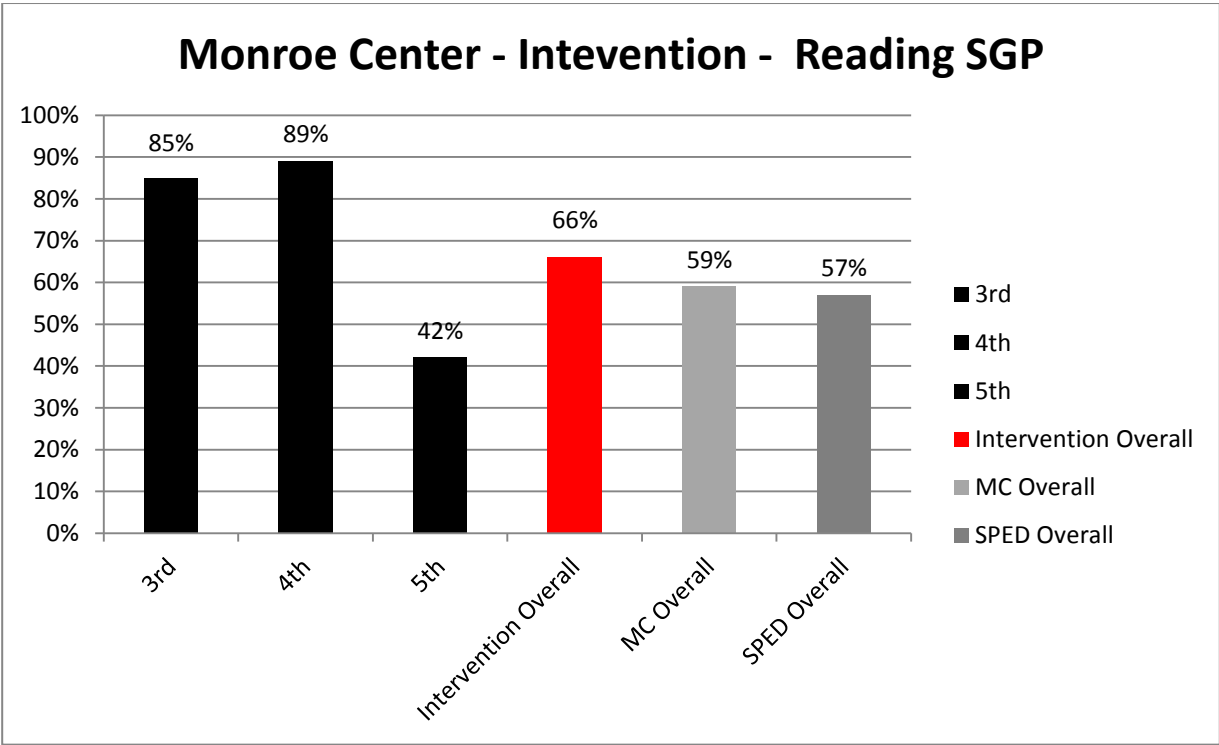
- Could the Title program be more effective if there were fewer students in it?
- Are the interventionists/teaching assistants meeting the needs of our students?
- How are we supporting the students who are showing minimal growth?
- Interventions were a lot more fluid this year; however, we still have work to do in regards to identifying students' needs and moving them in and out of interventions.
- Should more students be serviced for less time?
- Are 5th grade's Reading Intervention students not making the same amount of growth due to the fact that most teachers at 5th grade weren't using interventions focused on deficit areas identified by STAR?
- Upon reviewing the Reading Intervention SGP data, I was expecting my Math students to have done better due to the fact that we have a Math Interventionist; however, they weren't as good. Once I compared it to the whole school overall and to SPED, they are making higher growth than both of those areas.
- What can we do to reach our students who need enrichment? Enrichment interventionist? Enrichment time?

- Graphic Representation of Data
 - Please see next sheet

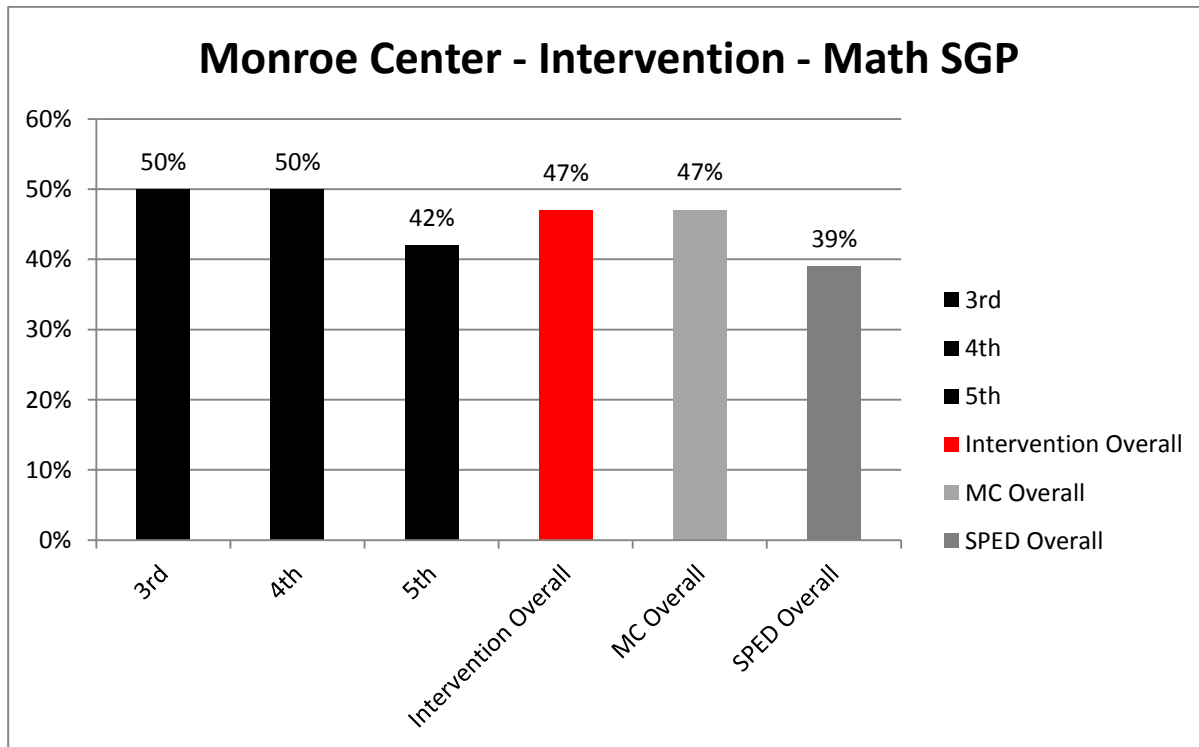
Title – Reading SGP



Intervention – Reading SGP



Intervention – Math SGP





Meridian CUSD #223 2017-2018 Data Report

Meridian Junior High



Board of Education:

Throughout the 2016-2017 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.

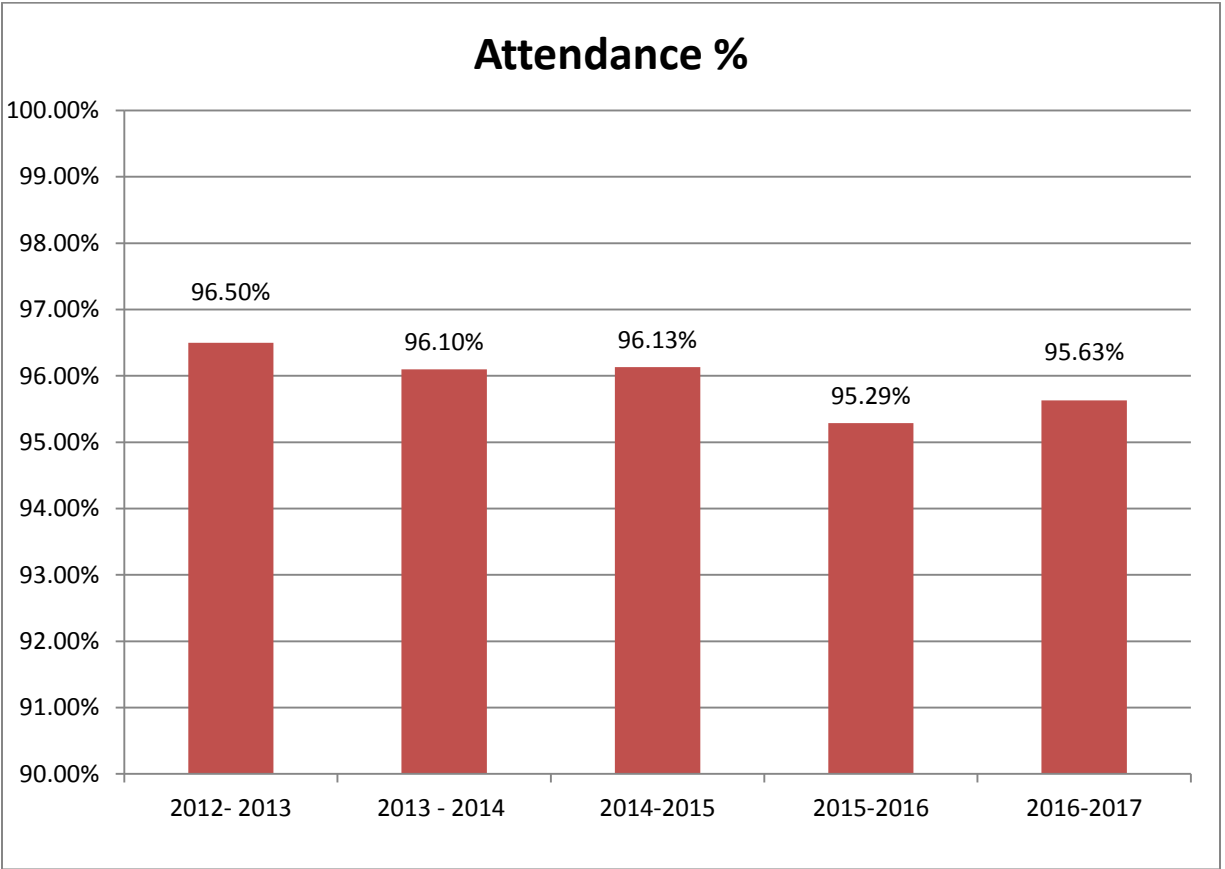
- General Reaction

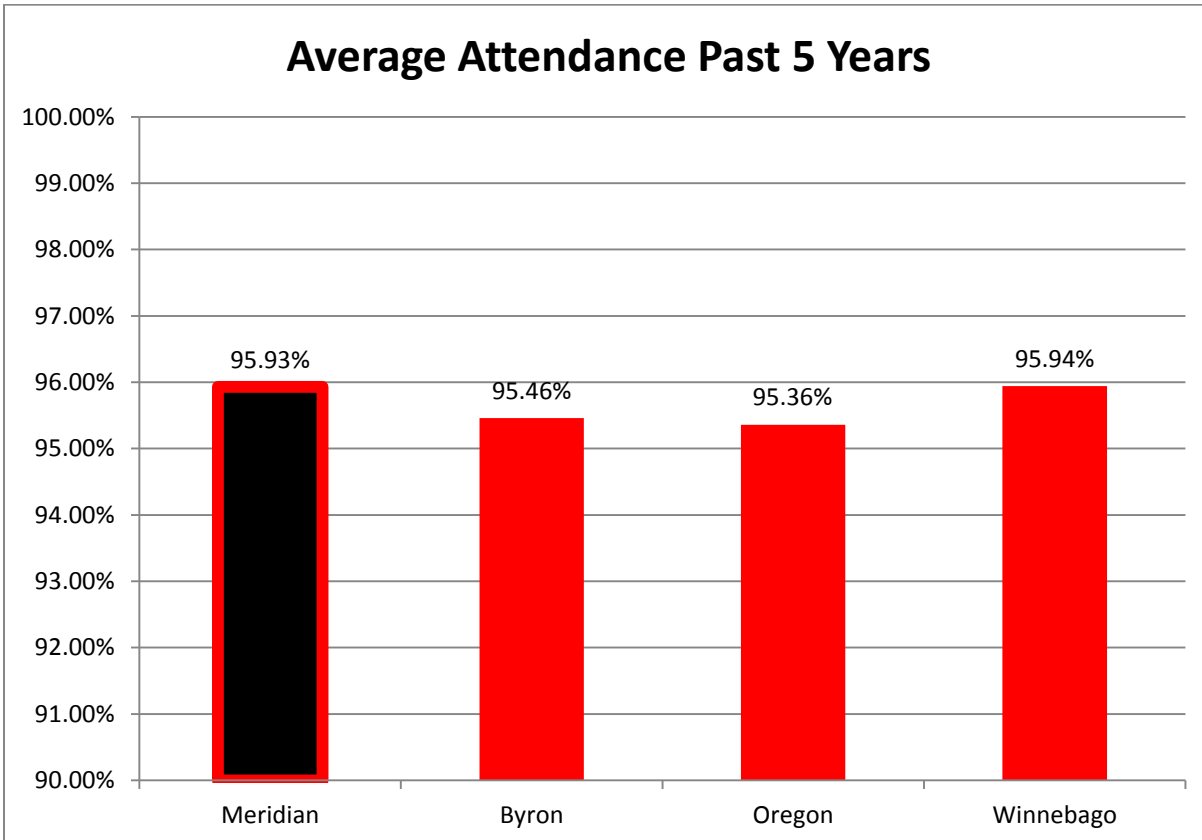
The attendance rate for the 16-17 school year increased slightly from previous years, although still comparable to surrounding districts. This past year 11 students were referred to truancy, down slightly from 13 last year. Of these 11, 4 were free and reduced lunch students. A new truant officer was assigned to Meridian 223 this year. Even though 11 one time referrals were given, she only met with 2 students face to face.

- Critical Questions

- Is there a population of students who are continually absent?
- What are we doing to support and follow up with chronically absent students of 10+ days?
- How do we educate or connect with the parents of truant students?
- What is the role of the truant officer after the initial referral is given?
- Is the attendance policy of 10 excused days impacting overall attendance?
- Could an attendance incentive improve our overall attendance rate?
- Is there a way to contact doctors regarding blanket attendance letters given for missed school days over time?

- Graphic Representation of Data
 - Please see next sheet





Truancy Letters 2017	
Policy reminder letter	17
5 day letter	25
7 day letter	19
7 + letter	6
Total letters sent	67



Truancy Referrals			
Year	2014-2015	2015-2016	2016-2017
One time Referral	11	12	11
Full Referral	2	2	4

Truancy vs. Mobility of Students Identified in 2016					
Student	Grade Level Entered into District	Days 2016	Days 2017	# of Entry/Withdrawals From District	SES Free/Reduced
1	4 th	18.5	29.5	-	Yes
2	K	10	15	-	No
3	1 st	11.5	19	2	No
4	K	27	21	-	No
5	1 st	18	26	-	No
6	K	5.5	16	-	Yes
7	K	6.5	16	-	Yes
8	K	26.5	30.5	-	No
9	Pre-k	30.5	22	-	Yes
10	6	22	31.5	-	No
11	6	6.5	22	-	No



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

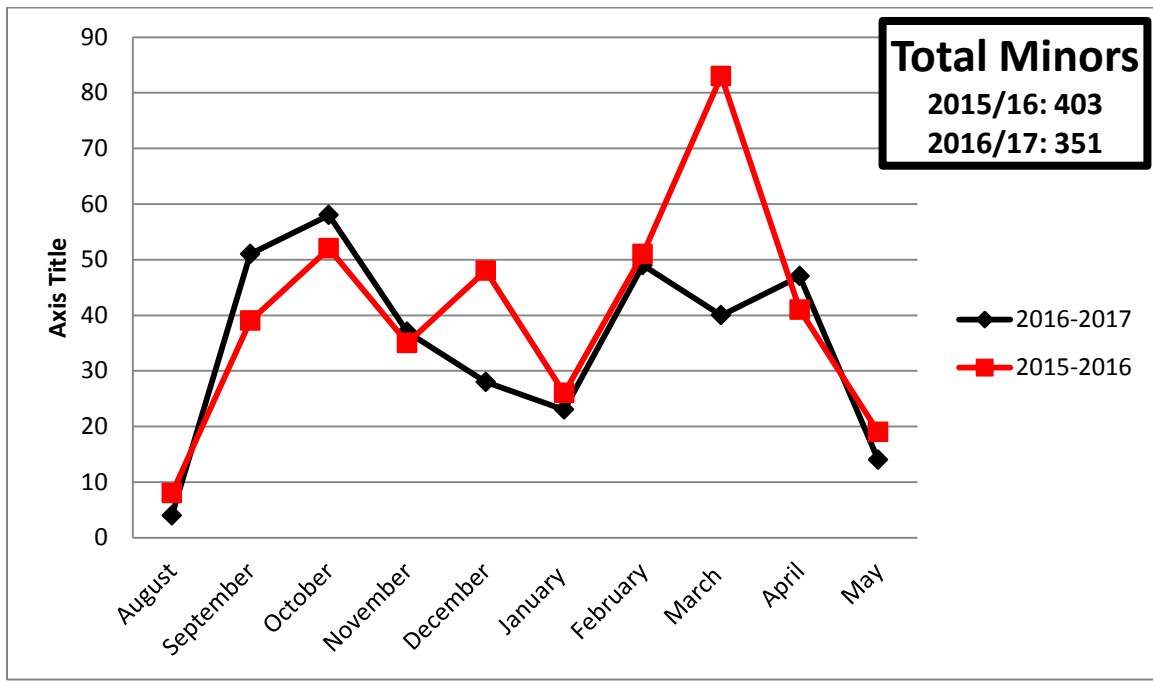
For the third year in a row, the number of minors has decreased. During the 16-17 school year 51 fewer minors were issued. This is an interesting result since teachers were allowed to give minors for being unprepared for class for chronic students. Some of the decrease in minors could be attributed to the change in detention practices. All detentions that were issued for 3 minors were served in the office after school for an hour.

- 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?

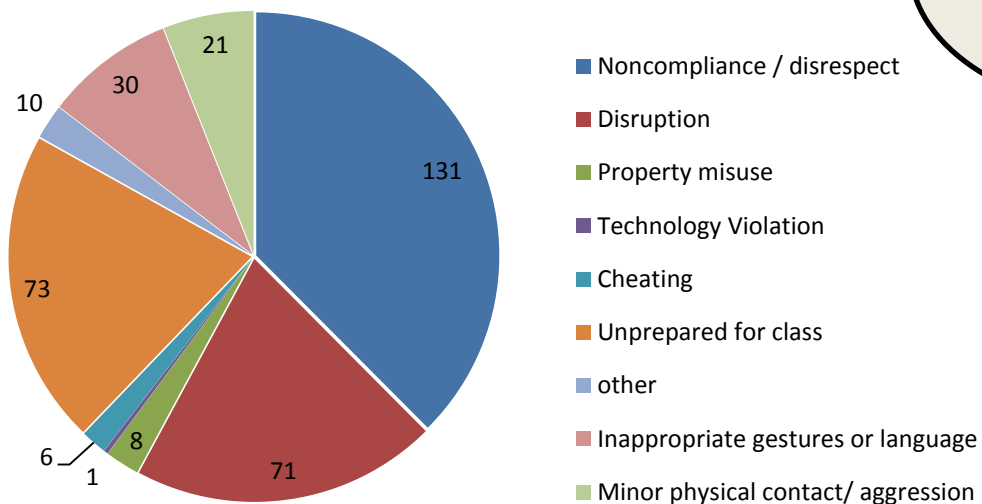
- Graphic Representation of Data
 - Please see next sheet

MJHS DISCIPLINE DATA-MINORS



2016-17 Minors by Grade Level	
6th	92
7th	126
8th	133

Problem Behaviors



PBIS Definition of
Noncompliance/disrespect:

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



Disaggregated Student Discipline Data

The chart shows the students with the most minors during second semester of school year 2016-2017 separated by # of minors, low socio-economic status, attendance, and standardized test scores.

Student	# of Minors	Low SES	Attendance	Parcc	
				Math	Reading
1	8	Yes	4	B	M
2	8	Yes	4	B	B
3	7	No	13	B	B
4	5	No	2	B	B
5	5	No	16	B	B
6	4	Yes	11	B	B
7	4	Yes	16	B	B
8	4	Yes	21	B	B

- 62% of the students with the most minors are low SES
- 25% of the students were referred to the truancy officer
- 25% of the students have a special education eligibility
- 0% of the students meet in both reading and math on the Parcc Exam
- 12% of the students meet in one area on the Parcc Exam
- 88% of the students approached expectations, partially approached expectations or did not meet expectations on the Parcc Exam



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.

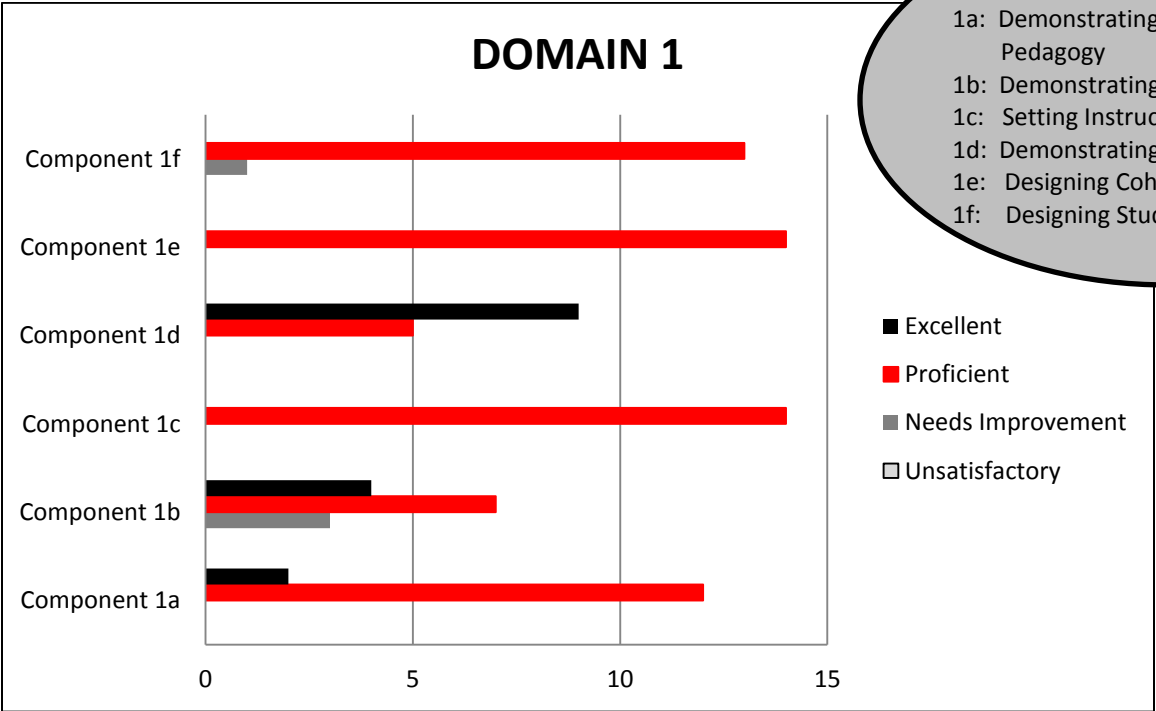
- How is it Measured

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

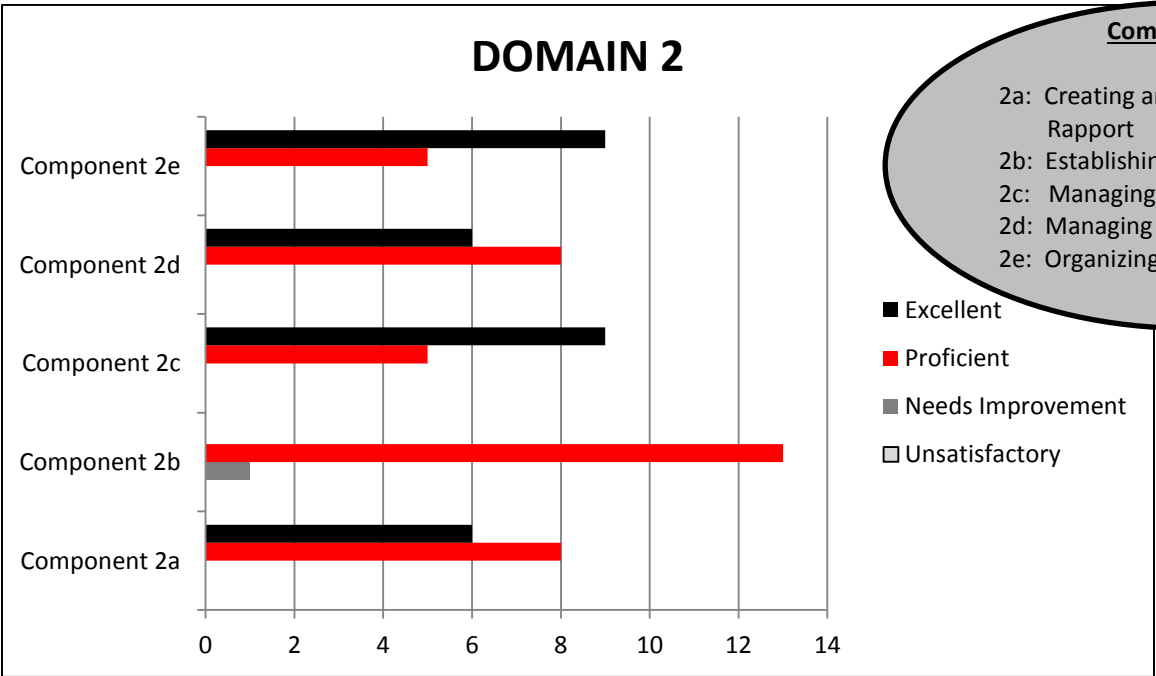
During the 2016-2017 school year 14 teachers were evaluated. Of these 14 teachers, 7 were non-tenured. One teacher resigned after being rated unsatisfactory. When compared to other building, MJHS has a higher number of needs improvement ratings.

- Critical Questions
 - How can a teacher be supported when rating falls below a proficient status?
 - What strategies can be used to help teachers in questioning and discussion techniques?
 - 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



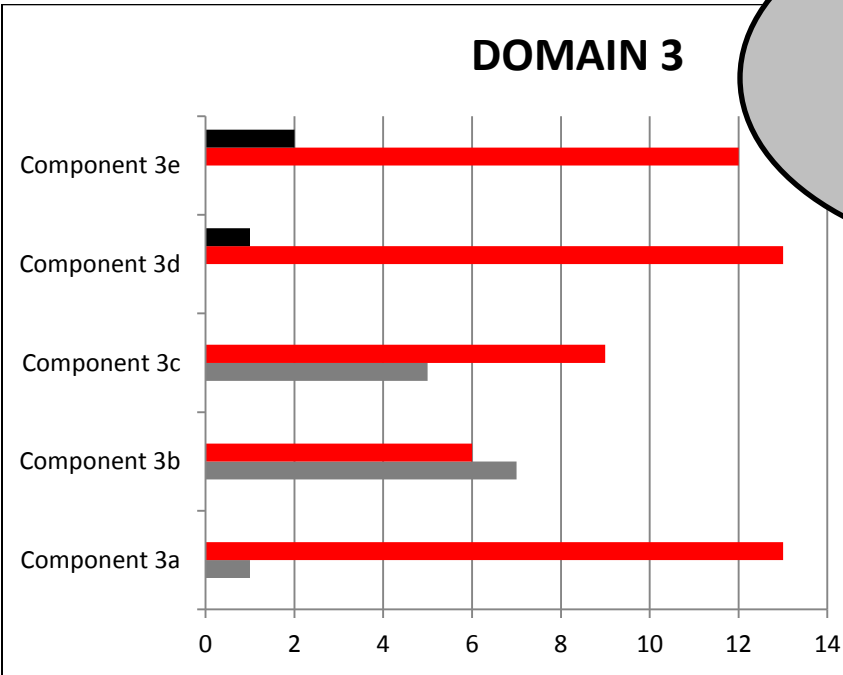
Components:

- 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



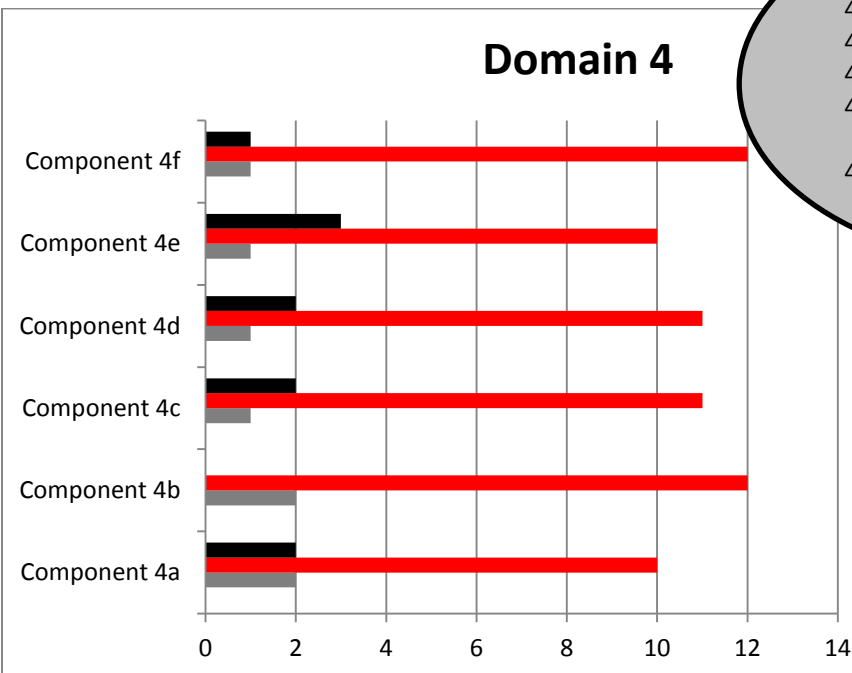
Components:

- 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



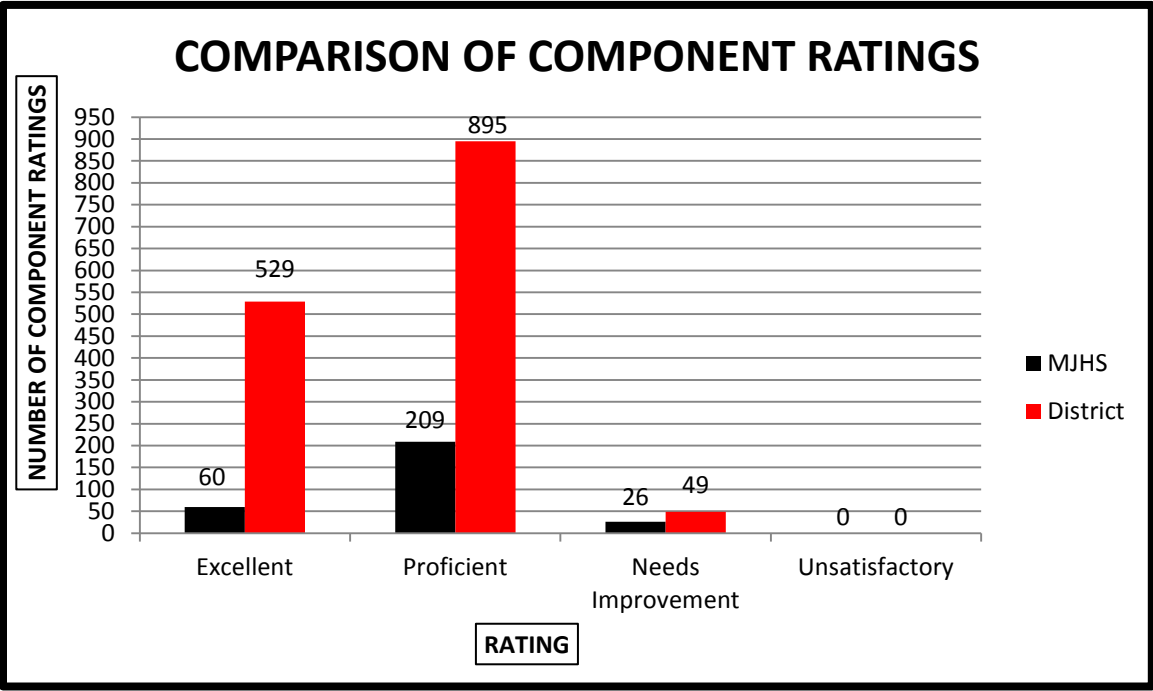
Components:

- 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



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



MJHS District Comparison	
Excellent	11%
Proficient	23%
Needs Improvement	53%
Unsatisfactory	0%



School: Meridian Junior High School 2016-2017				
Domain/Component	U	NI	P	E
1a- Demonstrating Knowledge of Content & Pedagogy	0	0	12	2
1b-Demonstrating Knowledge of Students	0	3	7	4
1c-Setting Instructional Outcomes	0	0	14	0
1d-Demonstrating Knowledge of Resources	0	0	5	9
1e-Designing Coherent Instruction	0	0	14	0
1f-Designing Student Assessments	0	1	13	0
2a-Creating an Environment of Respect and Rapport	0	0	8	6
2b-Establishing a Culture for Learning	0	1	13	0
2c-Managing Classroom Procedures	0	0	5	9
2d-Managing Student Behavior	0	0	8	6
2e-Organizing Physical Space	0	0	5	9
3a-Communication with Students	0	1	13	0
3b-Using Questioning and Discussion Techniques	0	7	6	0
3c-Engaging Students in Learning	0	5	9	0
3d-Using Assessment in Instruction	0	0	13	1
3e-Demonstrating Flexibility and Responsiveness	0	0	12	2
4a-Reflecting on Teaching	0	2	10	2
4b-Maintaining Accurate Records	0	2	12	0
4c-Communicating with Families	0	1	11	2
4d-Participating in a Professional Learning Community	0	1	11	2
4e-Growing and Developing Professionally	0	1	10	3
4f-Showing Professionalism	0	1	12	1



Star

- What is Being Measured

The STAR tests are computer-adaptive tests given at least 3 times a year in the areas of math and reading. STAR Math is an assessment that tracks development in these four domains: numbers and operations, algebra, geometry and measurement, and data analysis, statistics, and probability. STAR Reading is an assessment of reading comprehension and skills for independent readers. STAR Reading tracks development in these five domains: word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding author's craft and analyzing argument and evaluating text.

- How is It Measured

The STAR assessments continually adjust the difficulty of a student's test by choosing a test question based on the child's previous response. If a student answers correctly, the difficulty of the next item is increased. If a student misses a question, the difficulty level is decreased. Every student receives a scaled score which is based on the difficulty of the questions and the number of correct answers. Scaled scores are useful for comparing a student's performance over time and across grades. A scaled score ranges from 0-1400. The Student Growth Percentile, or SGP, compares a student's growth to that of his or her peers nationwide. SGP scores are reported on a 1-99 scale. SGP's are important to examine because even though a student may be performing at a low level, they may be experiencing high rates of growth. Conversely, a high performing student can be stagnating.

- General Reaction

Growth in Math and Reading was similar across Math and Reading in 6th and 7th grade. 8th grade math is an area of concern.

- Critical Questions

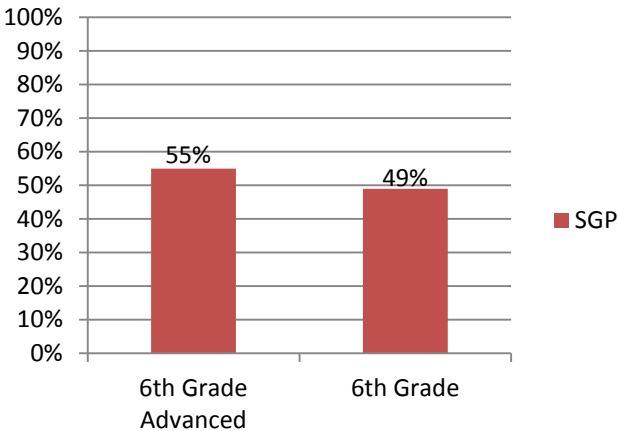
- How can we incentivize STAR testing? Or should we?
- Do we teach students to not "guess"?
- How can the special education co-teaching situations be improved?
- How can we better utilize STAR reports to enhance instruction?
- How do we increase parent knowledge surrounding STAR?

- Graphic Representation of Data

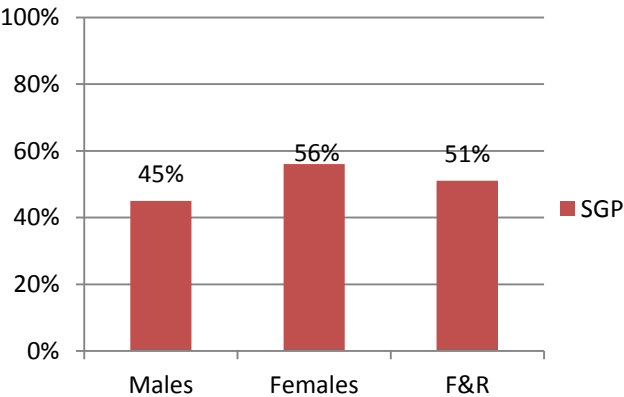
- Please see next sheet



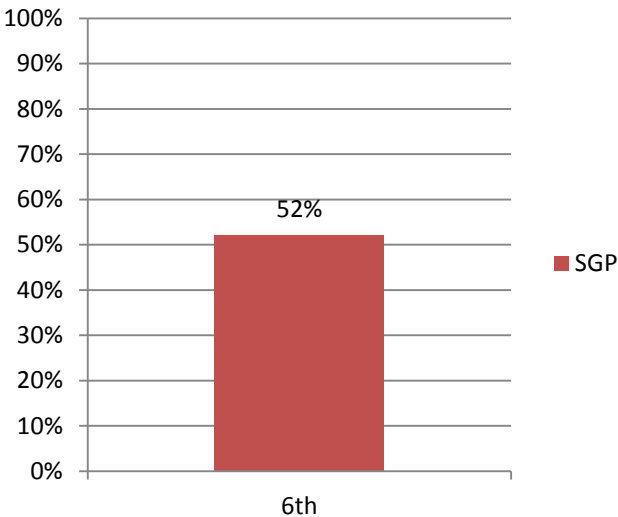
6th Grade Math SGP



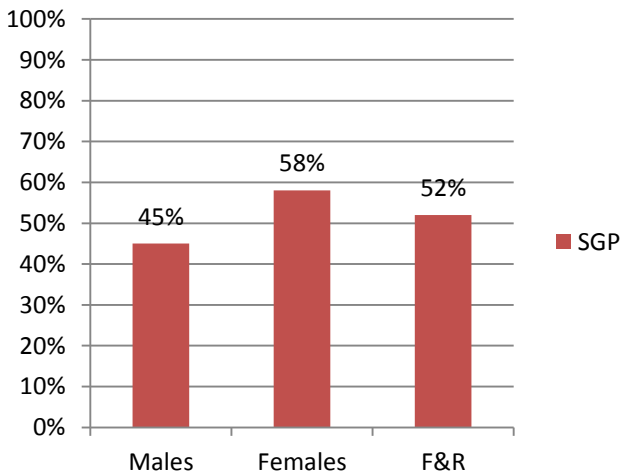
6th Grade Math Demographics Comparison



6th Grade Reading SGP

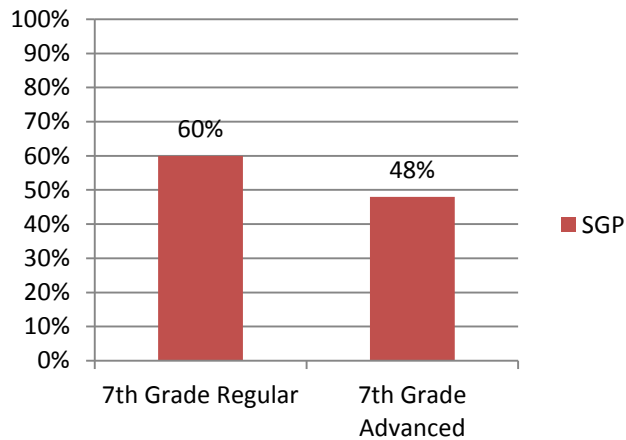


6th Grade Reading Demographic Comparison

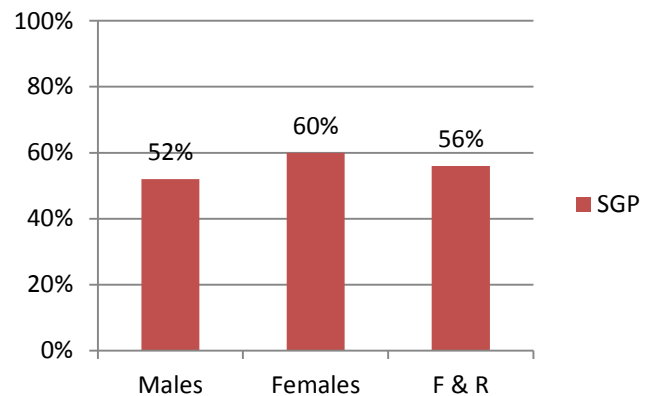




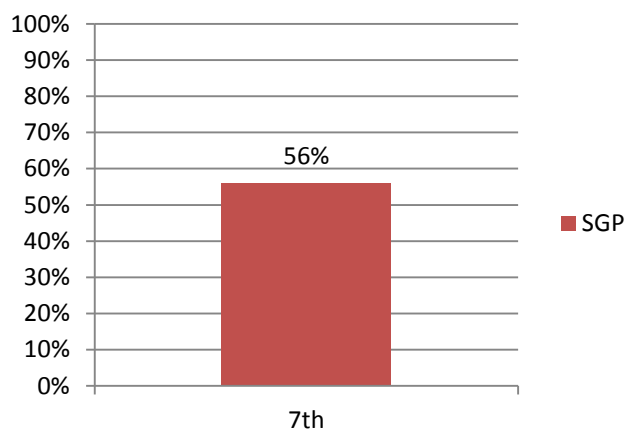
7th Grade Math SGP



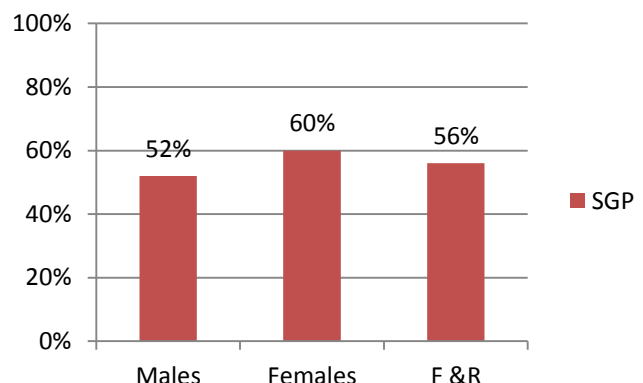
7th Grade Demographic Comparison

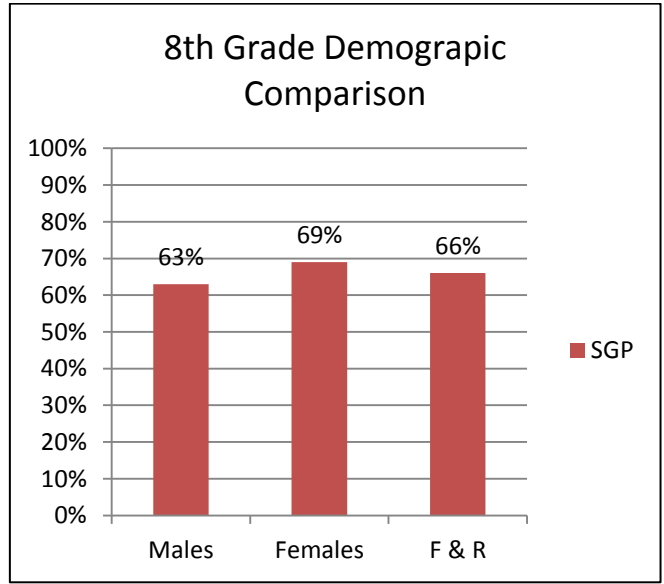
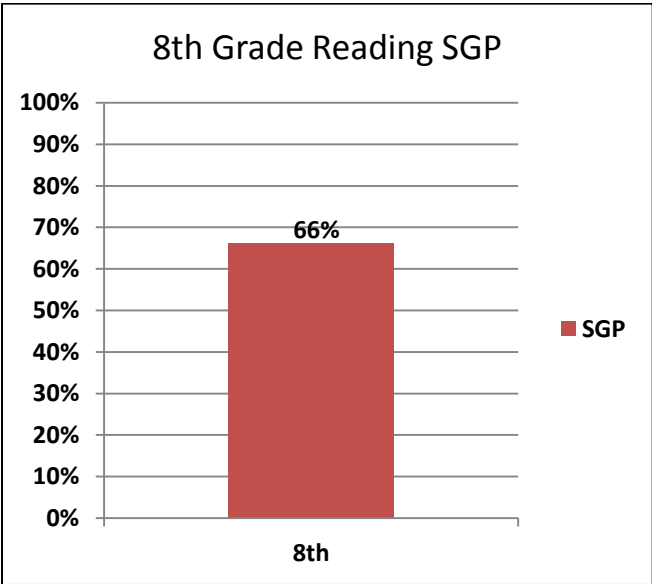
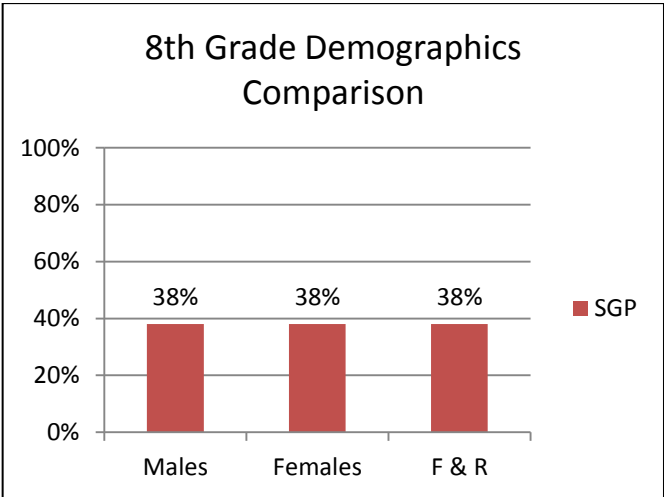
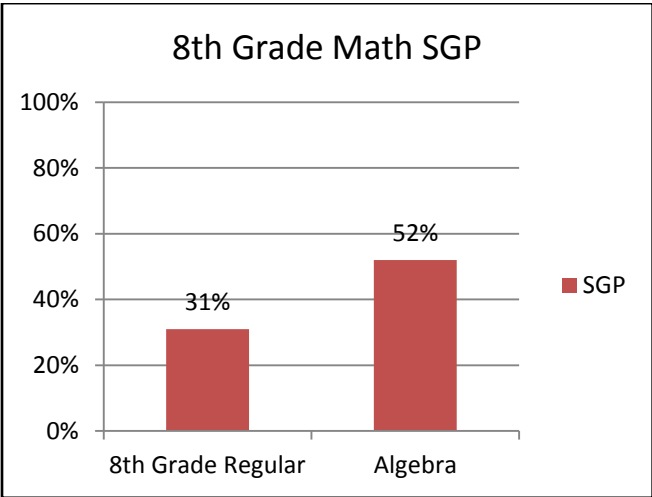


7th Grade Reading SGP



7th Grade Reading Demographic Comparison







NON – LOCAL ASSESSMENT (PARCC)

- **What is Being Measured**

The partnership for Assessment of Readiness for College and Career (PARCC) tests were designed to measure performance against a higher set of standards. The tests go beyond multiple choice questions and require students to use skills like analyzing, problem solving, and writing effectively. All of these skills are necessary in order for students to be successful post high school. Middle school students are tested in the area of English Language Arts (ELA) and Math.

- English Language Arts assessments will demonstrate:
 - Whether students can read and comprehend texts of varying complexities.
 - How well students can integrate information across sources to make a persuasive argument.
 - The degree to which students can use context to determine the meaning of academic vocabulary.
- Math assessments will demonstrate:
 - Whether students understand and can use important math ideas, including number sense, algebraic thinking, geometry, and data analysis.
 - The extent to which students can use math facts and reasoning skills to solve real-world problems.
 - How well students can make math arguments

- **How is it Measured**

Students are given an overall numeric score out of 850 on both the ELA and Math assessments. Students are given a Performance Level based on numeric scores.

These Performance Levels include:

- 650-700 Level 1- Did Not Meet Expectations
- 700-725 Level 2- Partially Met Expectations
- 725-750 Level 3- Approached Expectations
- 750-803 Level 4- Met Expectations
- 803-850 Level 5- Exceeded Expectations

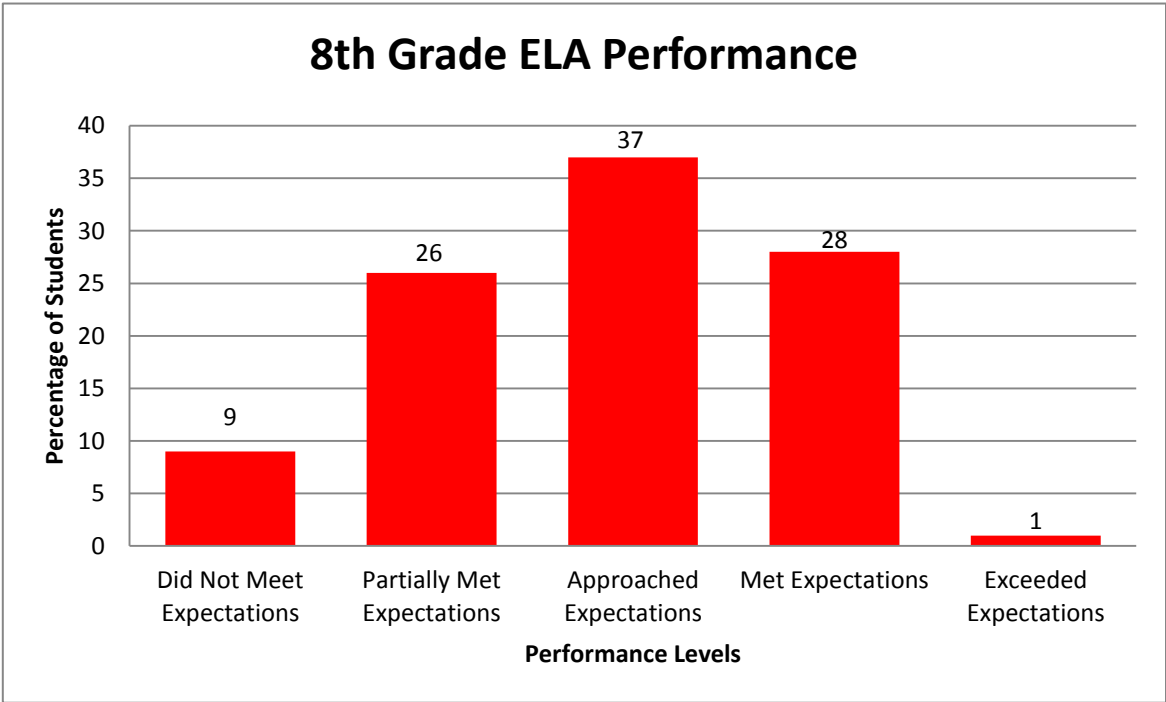
- **General Reaction**

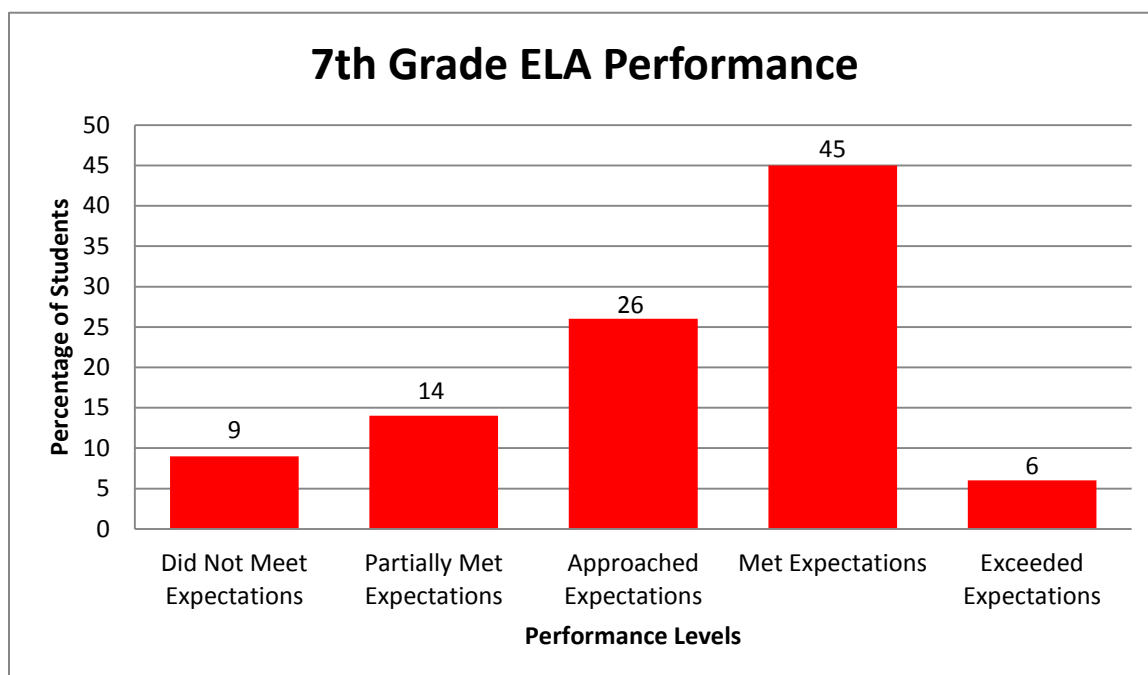
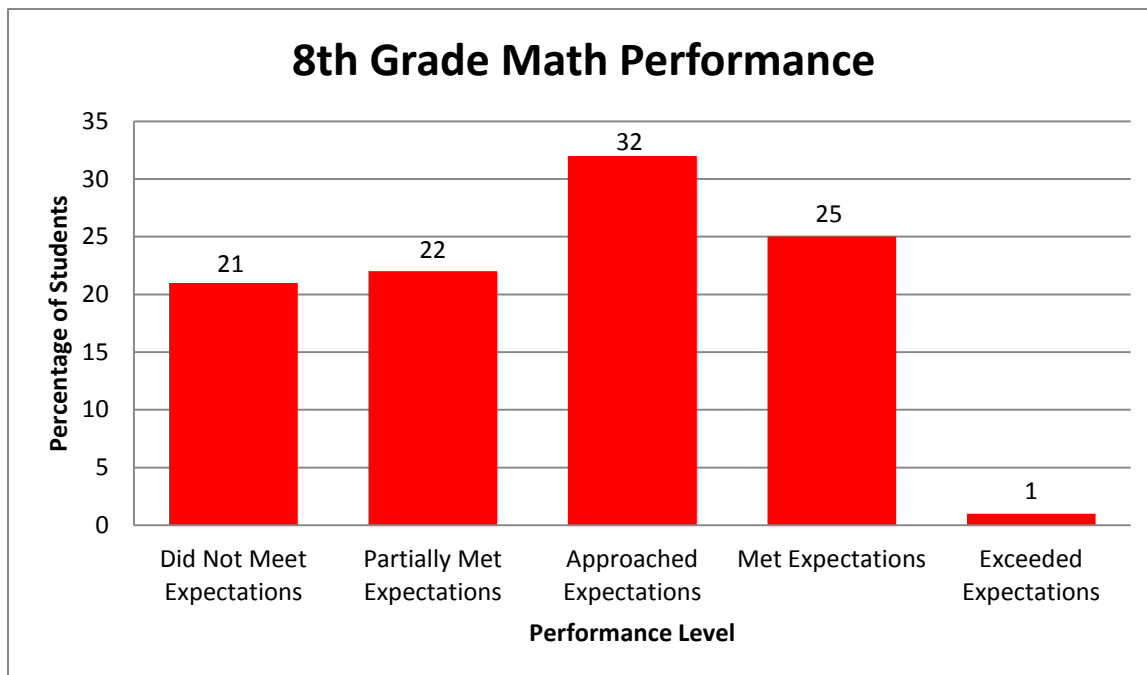
- **Critical Questions**

- **Graphic Representation of Data**

- Please see next sheets

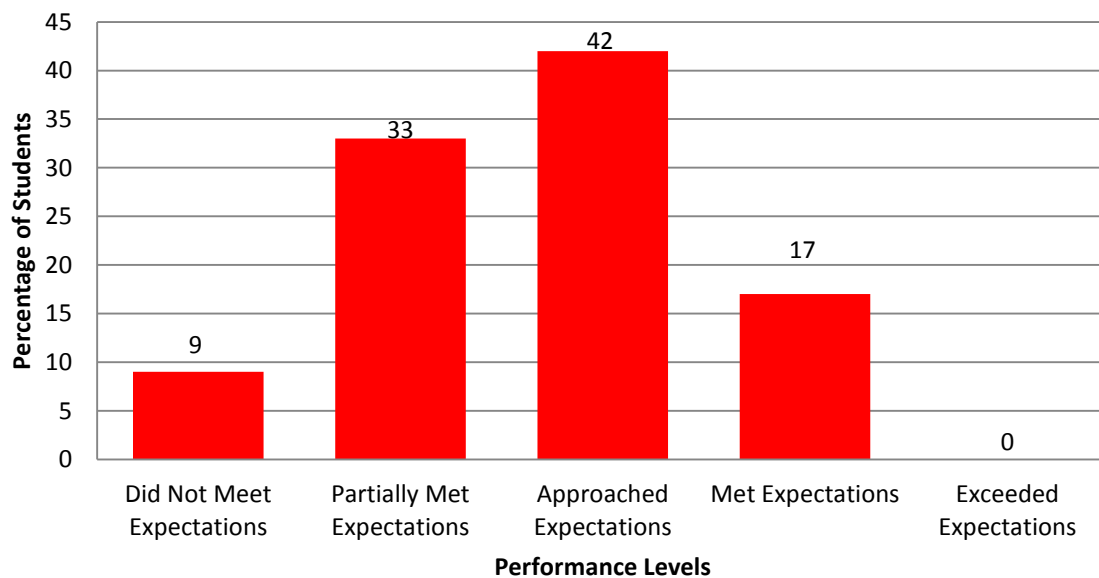
PARCC Data by Grade Level



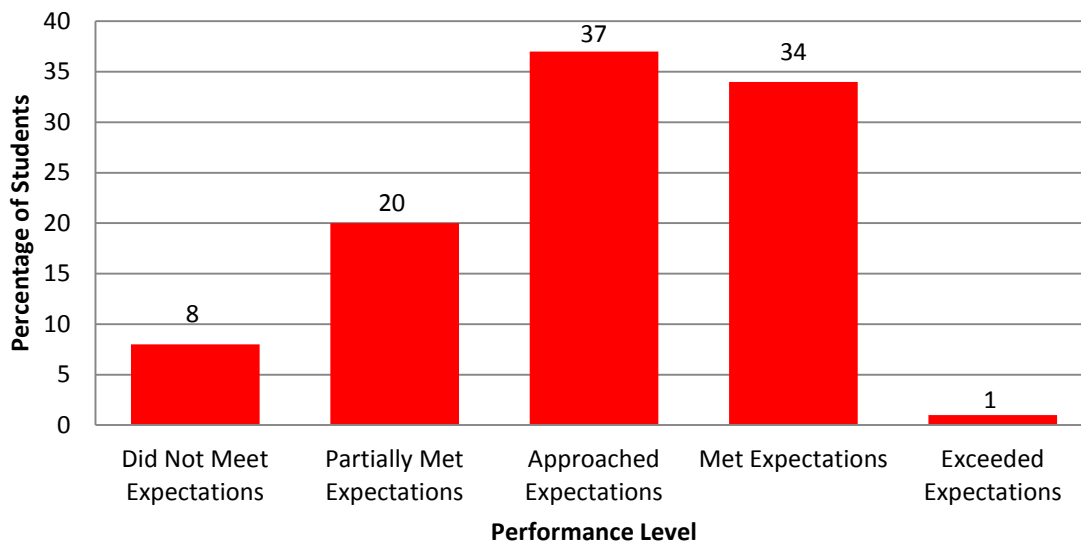


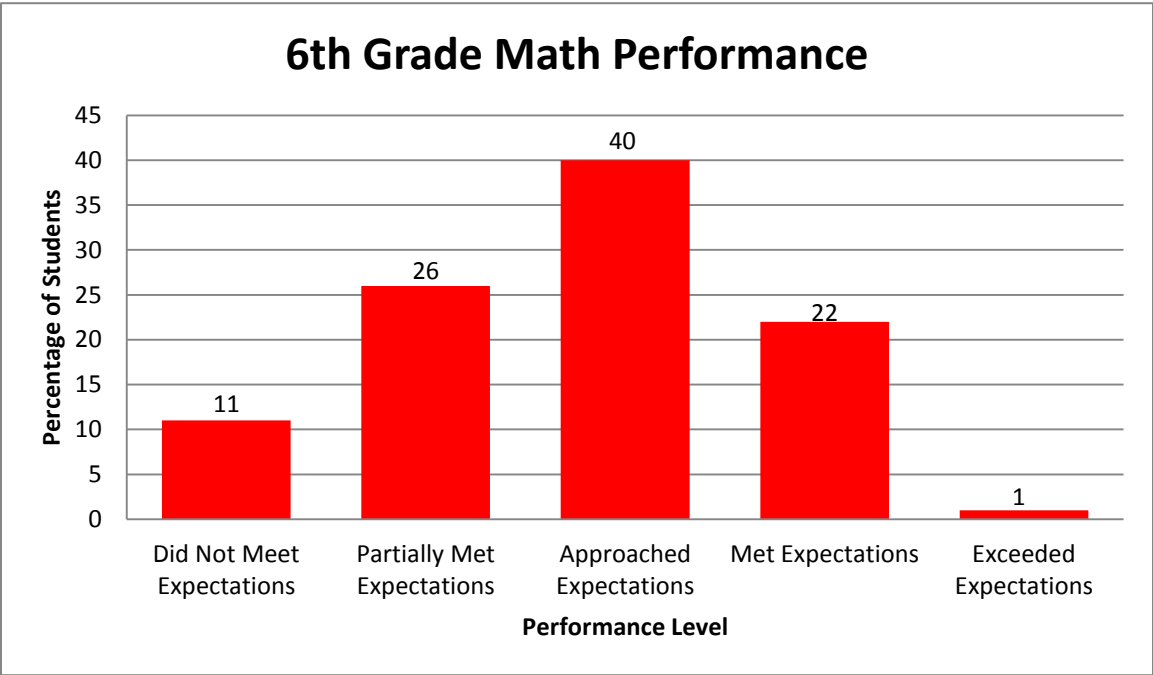


7th Grade Math Performance



6th Grade ELA Performance





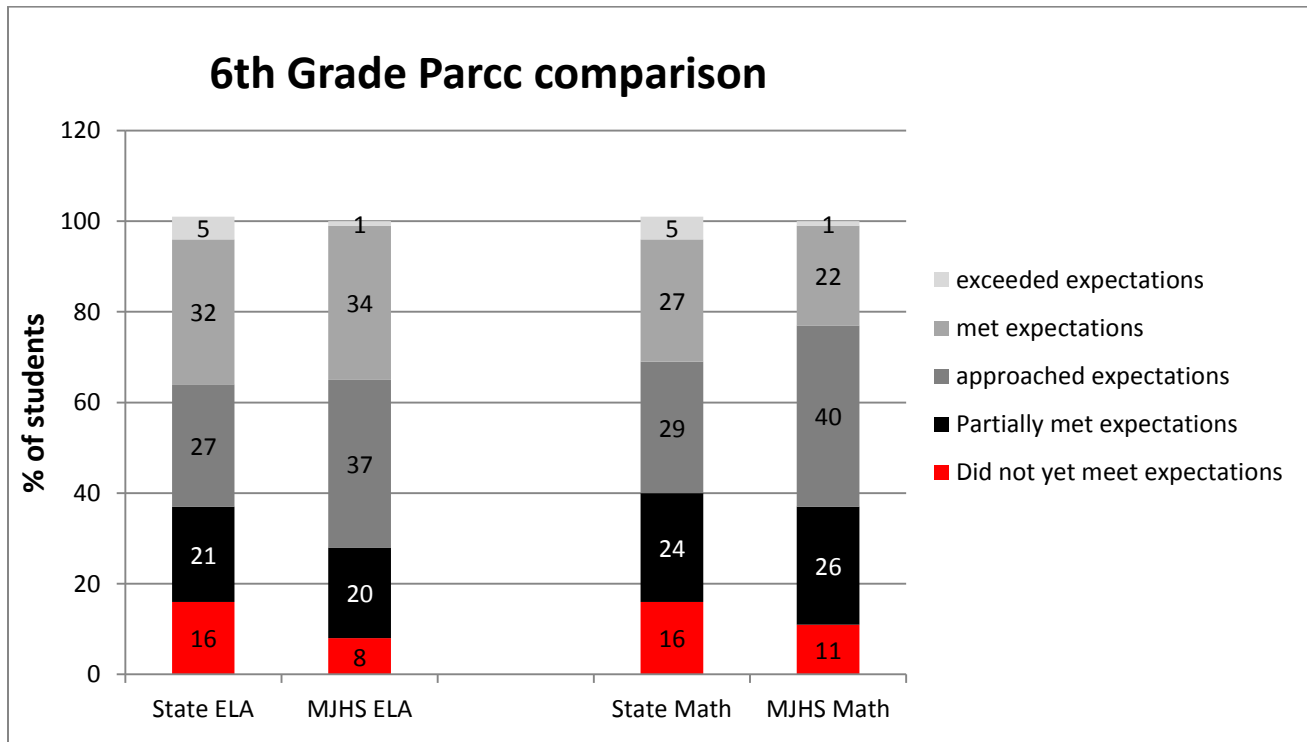


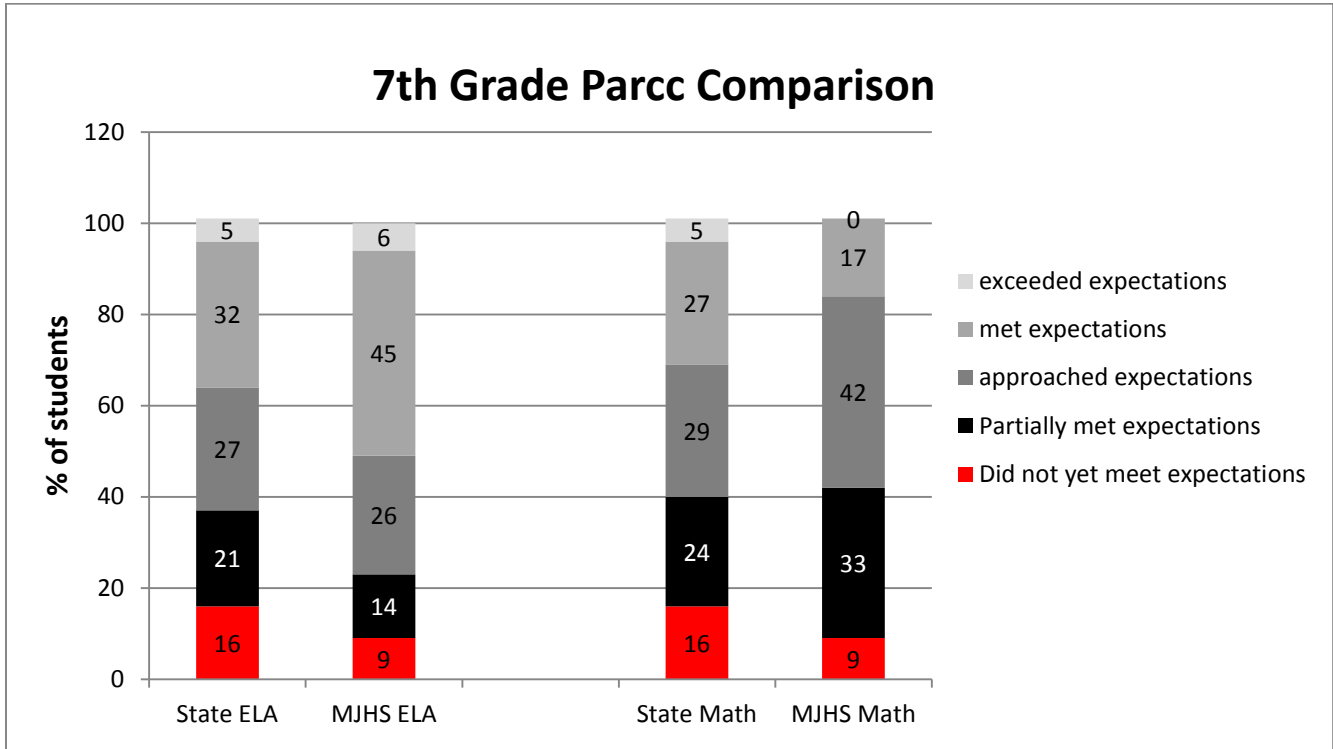
District Comparisons

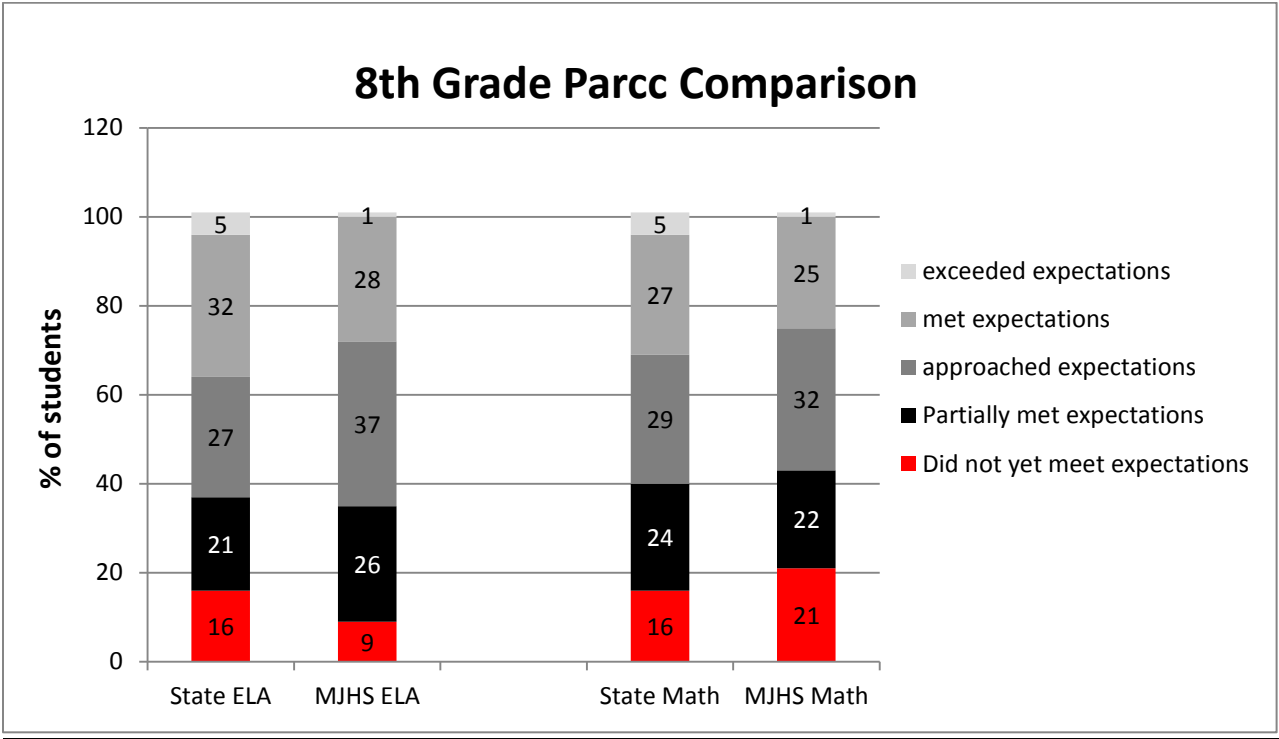
Percent of Students Meeting or Exceeding Expectations

	6 th Grade Math	7 th Grade Math	8 th Grade Math
Meridian	23%	17%	26%
Byron	49%	37%	52%
Winnebago	28%	26%	40%
Pecatonica	57%	57%	49%
Oregon	20%	23%	25%

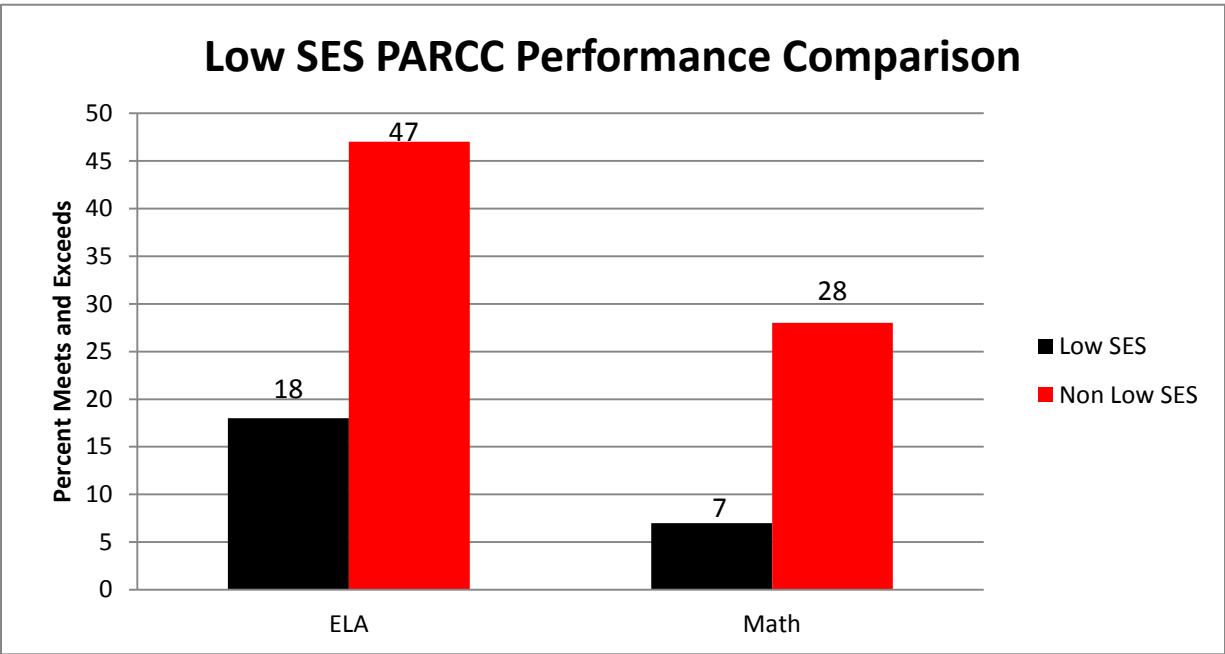
	6 th Grade ELA	7 th Grade ELA	8 th Grade ELA
Meridian	35%	51%	29%
Byron	61%	60%	55%
Winnebago	37%	44%	41%
Pecatonica	70%	57%	39%
Oregon	20%	33%	35%

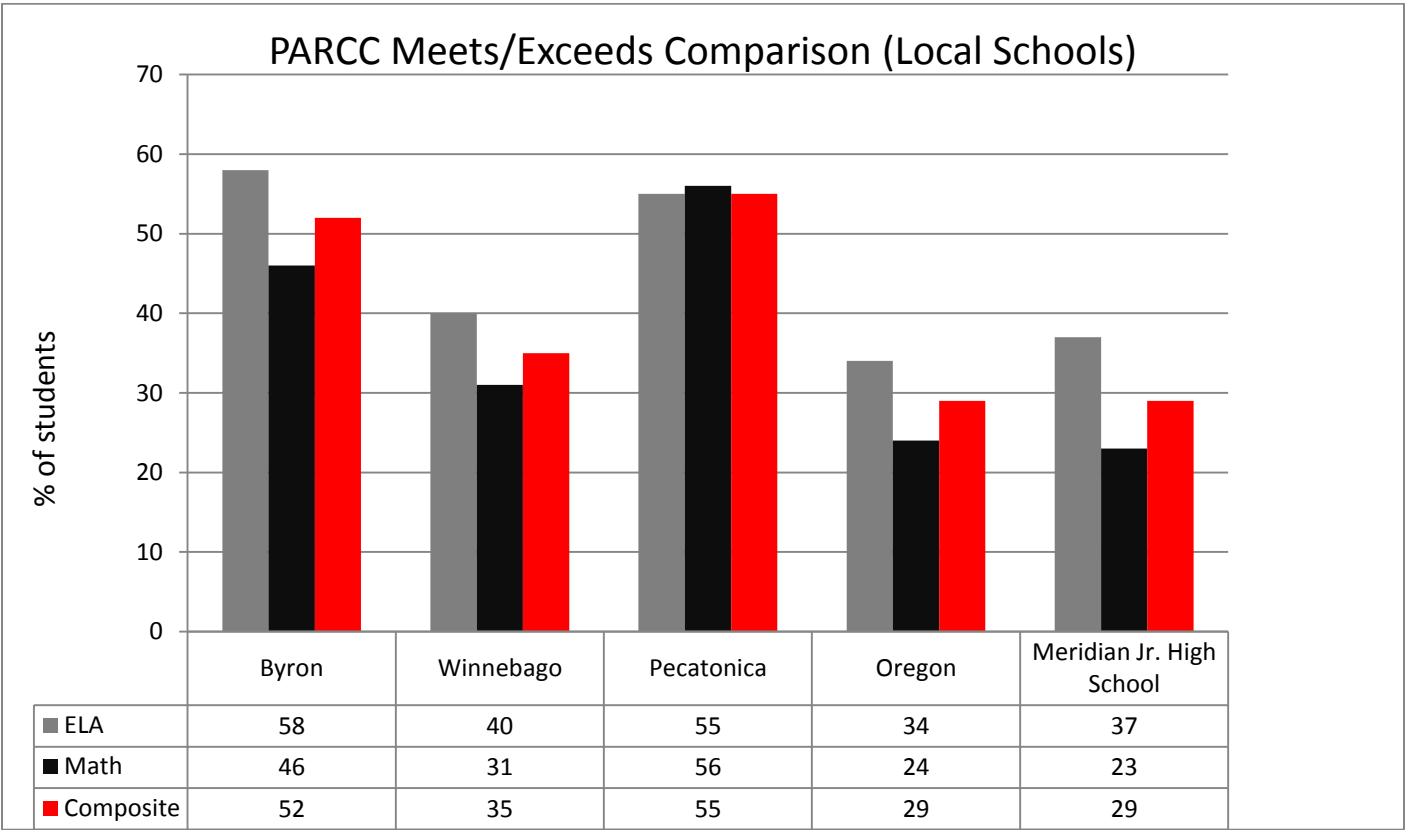


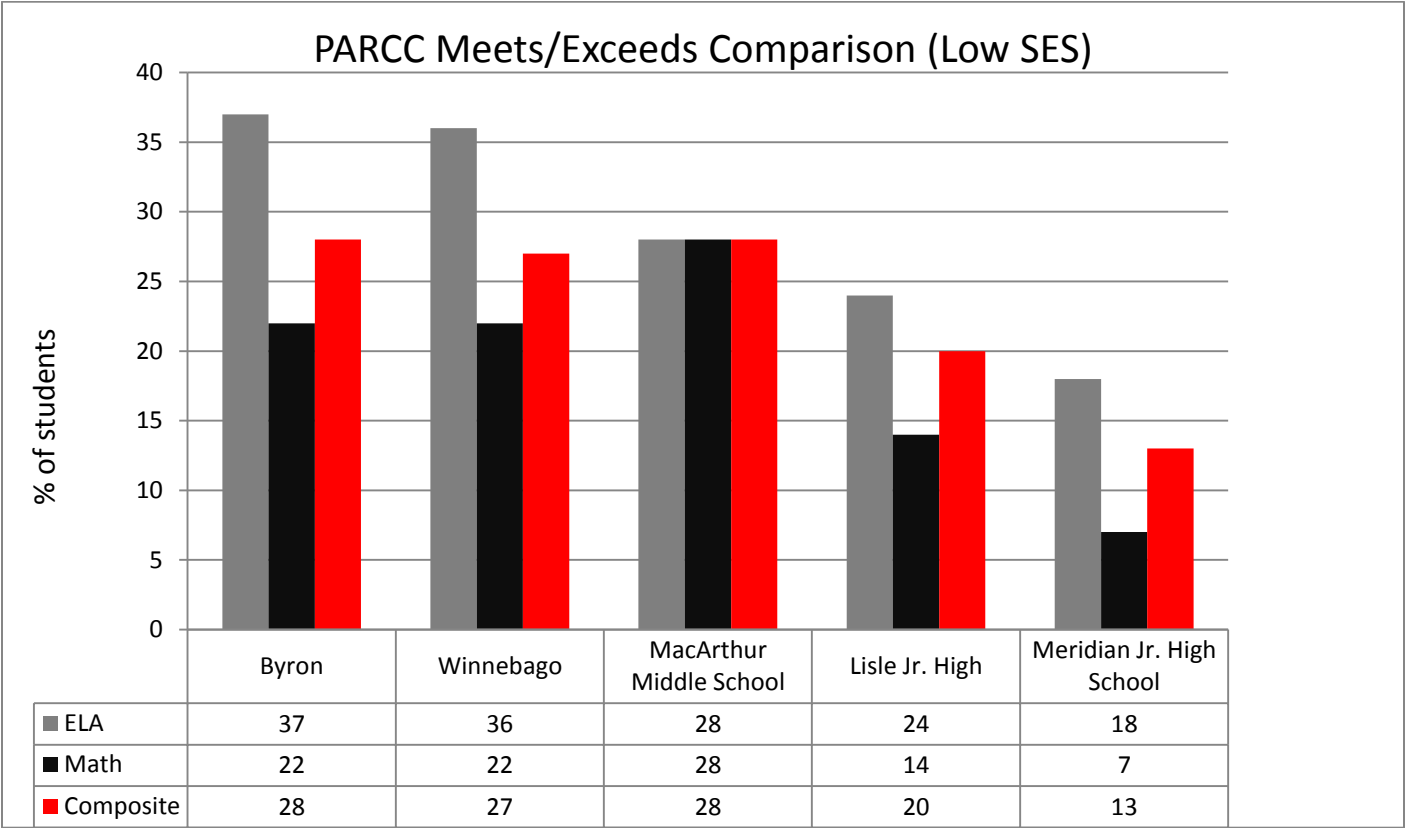




Low Income









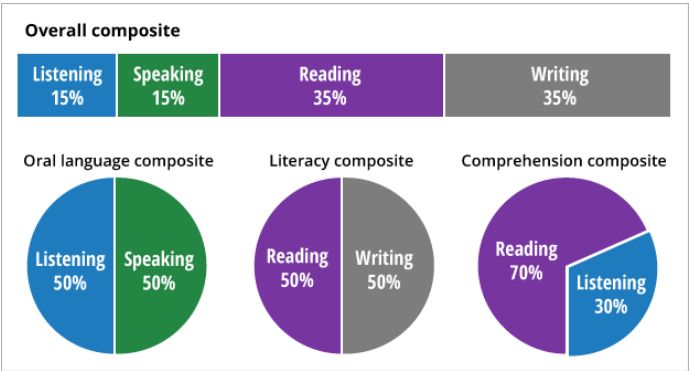
NON – LOCAL ASSESSMENT (ACCESS)

- 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 2016-2017 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

The 2017 Access data was below average. During the 2016-2017 school year, of the seven students tested zero met the proficiency requirements. Students who met proficiency during the 2016 testing session, more than likely would not have exited under these new proficiency standards.

From WIDA: To meet language demands of college- and career-ready state standards, WIDA is raising the bar for language proficiency. Students will need to demonstrate higher language skills in 2016–2017 to achieve the same proficiency level scores (1.0–6.0). The changes in ACCESS for ELLs 2.0 scores in 2017 are expected to impact students in the following ways: some students’ scores may go down and fewer students may exit program support.

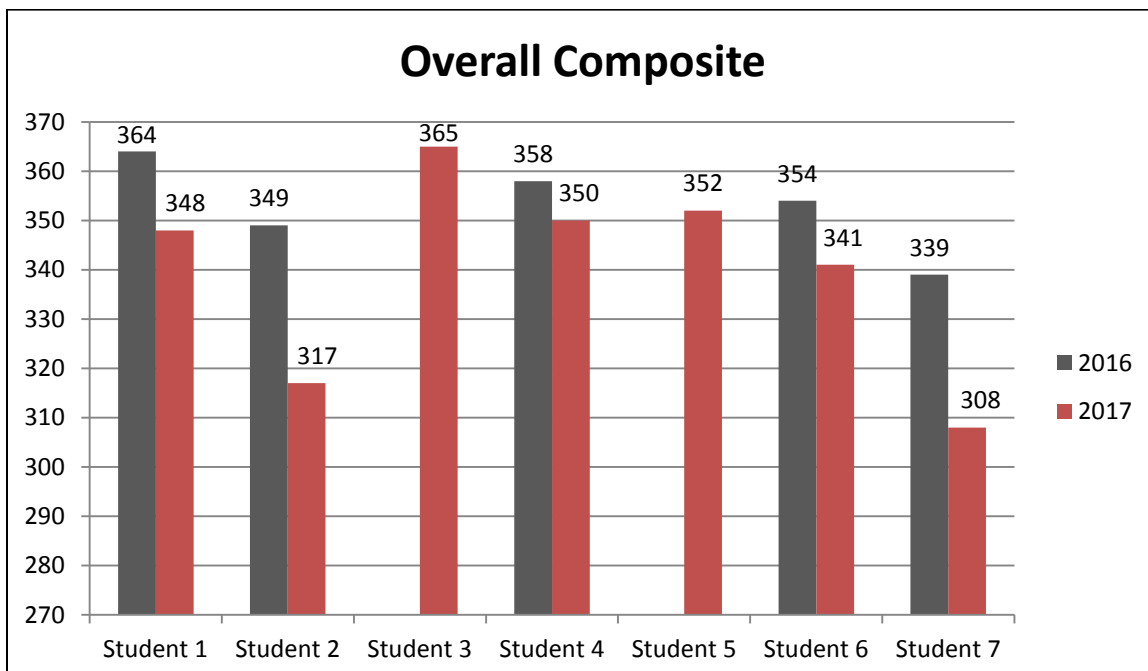
- Critical Questions
 - How can we support the ELL students in writing proficiency?
 - Why did the extra interventions given to 6th grade EL students in reading seem to have no impact? (Would like to add STAR data to table)



- Graphic Representation of Data
 - Please see below

ACCESS Test Results

<u>STUDENT</u>	<u>GRAD E LEVEL</u>	<u>OVERALL PROFICIENCY 2016</u>	<u>OVERALL PROFICIENCY 2017</u>	<u>READING PROFICIENCY Y 2016</u>	<u>READING PROFICIENCY Y 2017</u>	<u>WRITING PROFICIENCY 2016</u>	<u>WRITING PROFICIENCY 2017</u>
Student 1	6	4.8	3.5	3.7	2.7	4.3	2.5
Student 2	6	3.9	2.7	3.3	1.8	4.6	3.3
Student 3	6	-	4.0	-	3.5	-	4.2
Student 4	6	5.1	3.6	5.5	2.4	4.1	3.8
Student 5	7	-	3.5	-	2.7	-	3.5
Student 6	7*	3.8	3.2	3.5	3.2	3.1	3.1
Student 7	7*	3.2	2.3	2.0	1.7	3.7	2.8





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 16-17 school year is listed below.

**Income Eligibility Guidelines
Effective from July 1, 2016 to June 30, 2017
Reduced Price Meals
185% Federal Poverty Guidelines**

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	21,978	1,832	916	846	423
2	29,637	2,470	1,235	1,140	570
3	37,296	3,108	1,554	1,435	718
4	44,955	3,747	1,874	1,730	865
5	52,614	4,385	2,193	2,024	1,012
6	60,273	5,023	2,512	2,319	1,160
7	67,951	5,663	2,832	2,614	1,307
8	75,647	6,304	3,152	2,910	1,455
For each additional family member, add	7,696	642	321	296	148

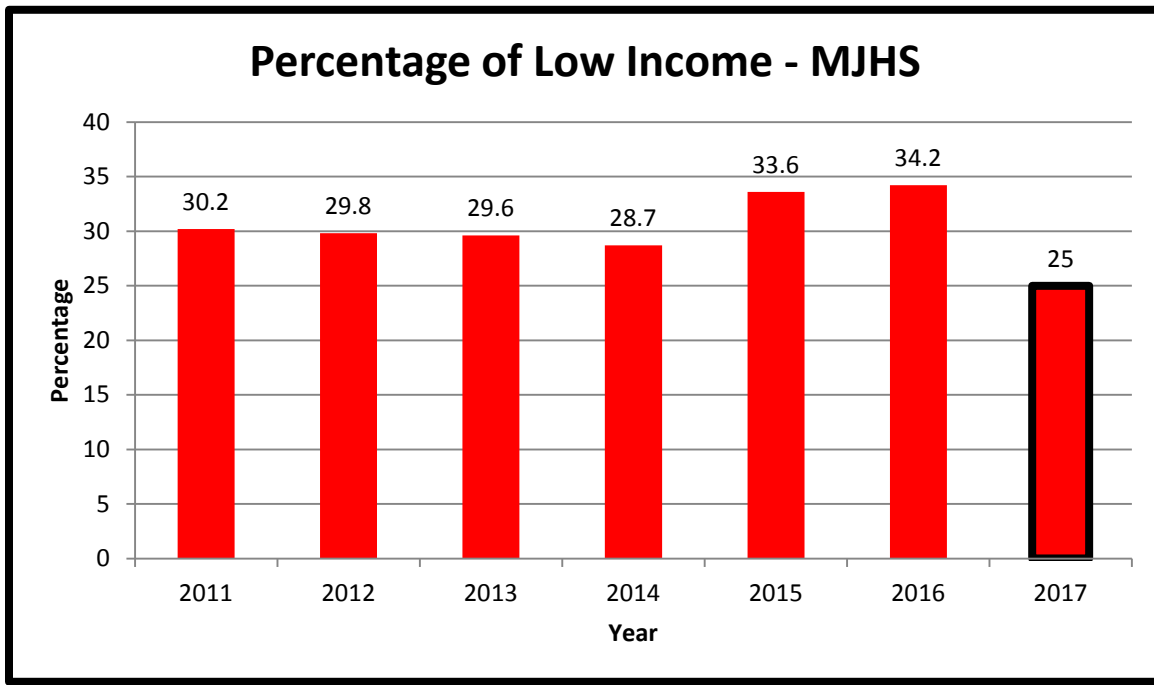


- General Reaction

The Low SES population decreased slightly during the 2016-2017 school year. Of the 121 low income students, 101 received free lunch, and 12 paid a reduced price.

- Critical Questions

- Should this population be main goal of the math interventionists next year?
- Is the Counselor targeting these families with free supplies, Holiday Hope Chest, etc.?
- Are we communicating and/or referring enough families for additional services?





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

Full implementation for PERA started during the 16-17 school year. Teachers administered mirrored assessments at the beginning at end of the school year. After the pretests were given student learning objectives (SLOs) were created for each student. Teachers were able to use historical data from last year's no stake year to help determine their SLO's. Teachers did a mid-point check to monitor instructional progress. Teachers had the opportunity to adjust their SLO at this time. After post-assessments were given, teachers determined how many students met their individual learning goals.

- General Reaction

During the 16-17 school year teachers used teacher created summative growth assessments. During individual meetings with teachers, many expressed minor adjustments they were going to make to their assessments for next year. Only the 8th grade math teacher was rewriting all of her assessments. The English Department used a rubric. They found difficulty with grading the post writing sample.

- 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?
- Will Math and Literature use STAR next year after one year of implementation?

- 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

We continue to look at ways to support more students in the general education setting. Four paras were utilized to support students mainly in the regular education classroom.

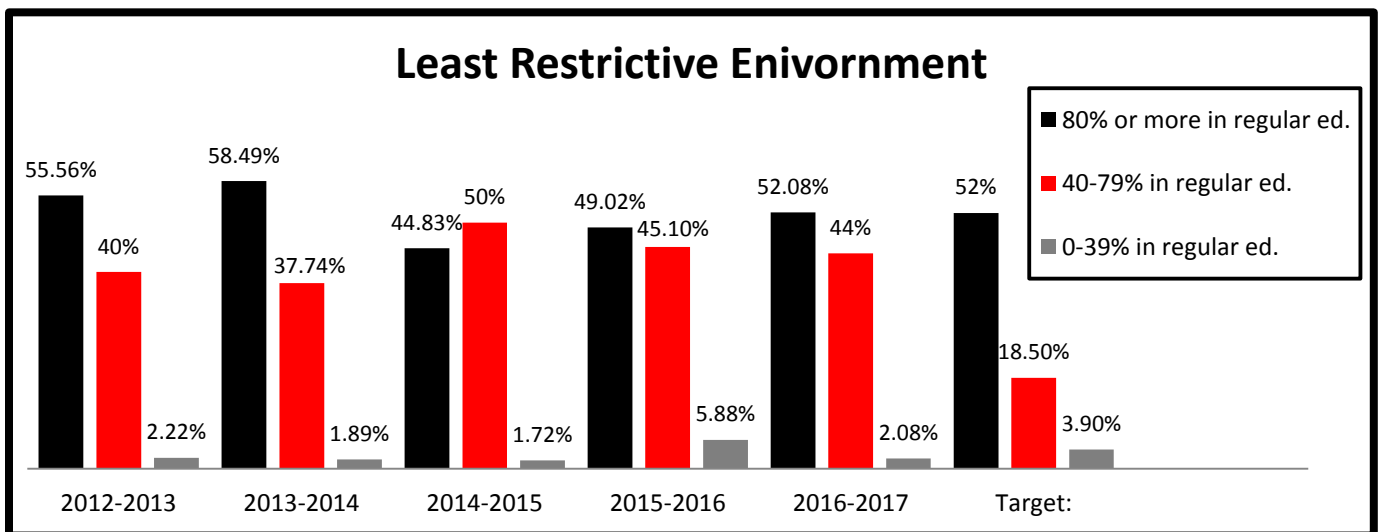
- Critical Questions

- 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?
- Are we offering too much support as a student transitions from MC?
- How do measure the use and impact of a para in a regular education class?

- Graphic Representation of Data
 - Please see next sheet



<u>Special Education Evaluations 2016-2017</u>	
Initial IEP's	1
Re-Evaluations	15
Dismissals	2
Not Eligible	0





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 2015-17 is for student's writing scores to increase by 10% or more when averaged across disciplines. This was modified and now includes a short response rubric and color coded writing response procedure that has been used across grade levels and content areas.

- **General Reaction**

In the famous words of Dr. Caposey "what gets monitored gets done". This goal was lofty and has been modified as we worked through how to improve writing. All content areas have used a writing sample and the short response rubric with various colleagues for inter-rater reliability. The short response rubric is being used consistently throughout 6th grade. The other teachers are using it, but not as consistently as intended. When meeting with the English teachers regarding their SLOs, they report growth in writing because of the other content areas using the short response rubric and same vernacular.

- **Critical Questions**

- How can professional development continue to support the writing initiative?
- 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**

- Please see next page



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
<p>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.</p> <p>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.</p>	Data Presentation	Admin	August, 2015	Brainstorm list of critical skills	List of skills generated after looking at writing scores/started conversations
	Introduce English Rubric to Staff	English Dept	August, 2015	Identify critical skills for content areas	Gave identifiable skills to each content area to look at/rubric way too complicated for other content areas
	PLC's meet to determine content area needs	PLC Teams	Sept, 2015	Google Doc to Admin	Was effective for certain teams
	Team meetings to determine crucial skills for content area rubric	Teacher Leaders	October, 2015	Google Doc to Admin	Eased anxiety after seeing skills were common across content areas
	First Draft of Content Area Rubric	Teacher Leaders/Admin	December, 2015	First Draft of Rubric	Amended step & created rubric for each content area based on identified skills
	First Draft taken back to PLC's	PLC Teams	January, 2016	Google Doc to Admin	Not effective/staff overwhelmed with student growth data
	Draft #2 of Rubric	Teacher Leaders/Admin	March, 2016	Final Draft of Rubric	Met with SIP Team/Amending rubric
	Development of Short Answer Response Rubric	Teacher Leaders	April, 2016	Short Response Rubric	Seems to have been well received; have evaluated several writing samples from science who used it



	Set Date for common writing assignment/prompt	Teacher Leaders/Admin	April, 2016	Date to practice writing sample to be collected	Staff wanted flexibility; will collect sample by May 6 th Early Release
	Each teacher will grade one class using rubric	Teachers	April, 2016	Rubric Scores	Completed in May
	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	Great Conversations during Early Release; will need to do this, again as review in Aug./Sept
	Generate next steps	Faculty	May, 2016	Updated action steps	See Below
	Analyze Parcc writing data	PLCs	Aug-Sept 2016	Admin created form	No Detailed Report to Use
	Review Short Response Rubric	Aimee Stewart/Admin	August, 2016	Student examples to grade	
	Inclusion of short response rubric onto all graded assignments	All Teachers	Ongoing	Observations	This has been observed in all content areas, including electives
	Short response data collected for students across teachers	All Teachers	Completed by October 31, 2016	Teacher Leader Created Data collection form	***Changed action steps. Began to use color coding writing response***



BUDGET

- What is Being Measured

The amount of money spent at MJHS during the 2016-17 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

During the 2016-2017 school year was spent. The staff continues to be

Literature	145.00
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approximately 37% of the building budget resourceful with their use of supplies.

The science and art departments were able to purchase supplies as needed.

- Critical Questions

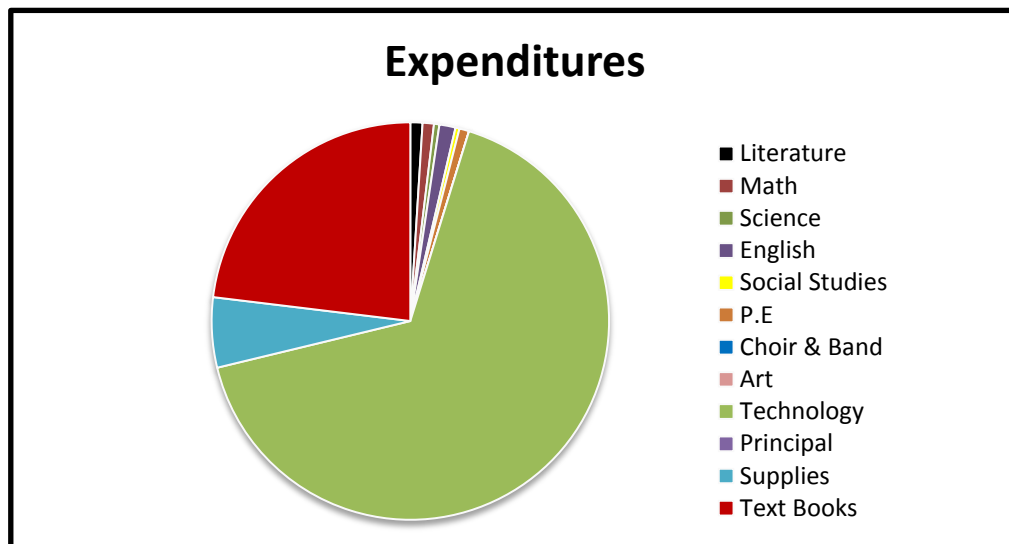
- How are we going to continue meeting the curricular needs of students when funds are limited?
- How can we use the community to support large purchases?
- Can we learn more about applying for grants, scholarships, etc.?
- Is there a textbook rotation?

- Graphic Representation of Data

- Please see next sheet



Math	0
Science	226.29
English	0
Social Studies	0
P.E	0
Choir & Band	0
Art	333.71
Technology	248.00
Principal	280.66
Supplies	1481.47
Text Books	4876.29
Equipment	1575.77
Professional	495.00
Total spent	9662.19
Total budget	26000
Remaining Balance	16337.81





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

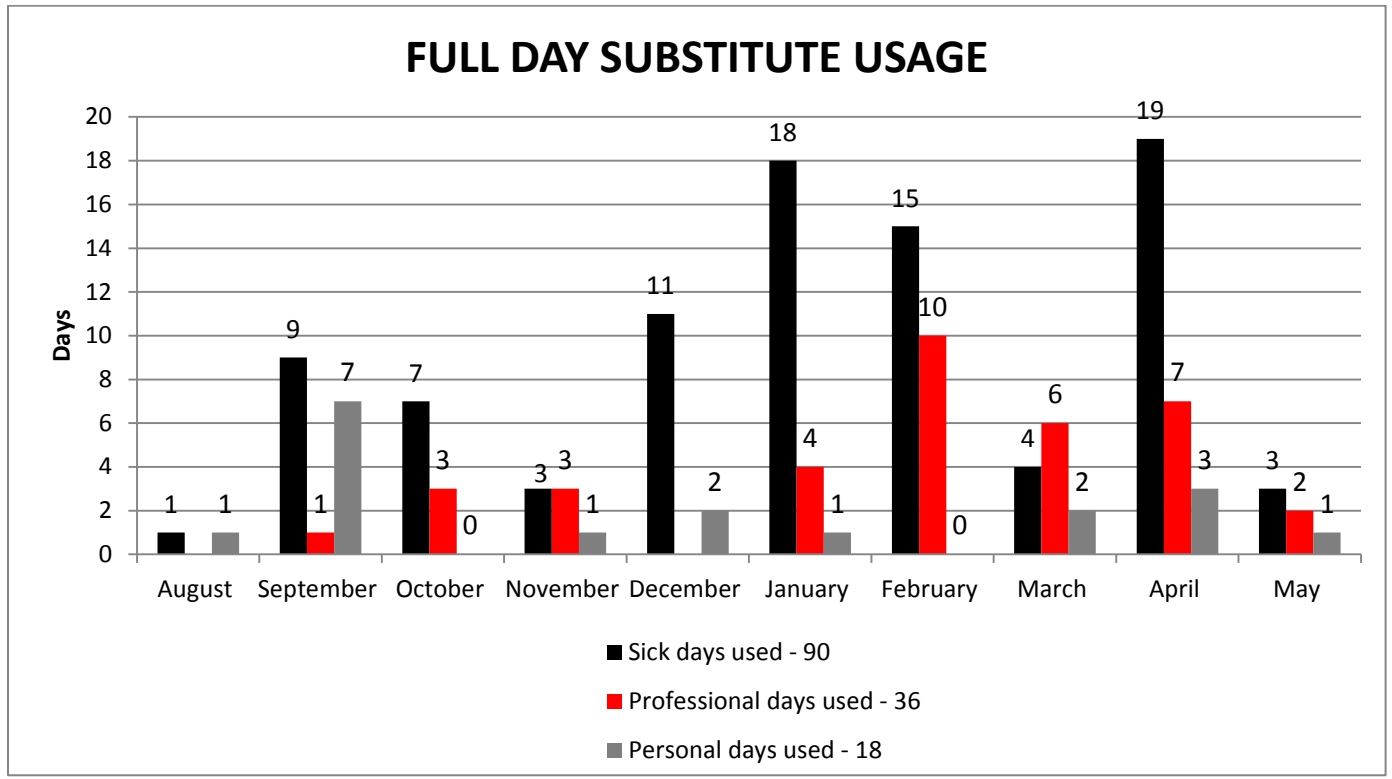
The number of sick days used during the 2016-2017 school year increased by 2 over last year. The substitutes we used at MJHS were very loyal and flexible. Teachers were more diligent with contacting substitutes directly to set them up ahead of personal days.

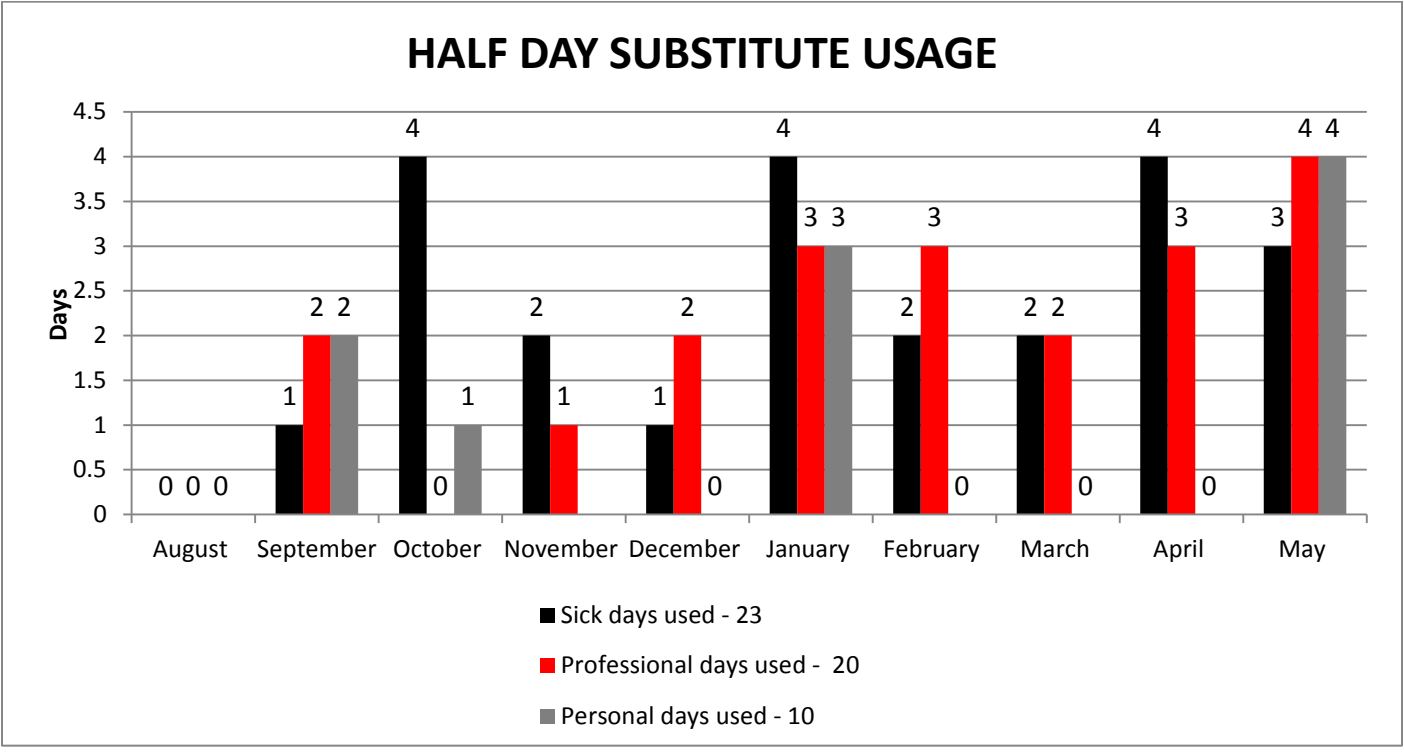
- Critical Questions

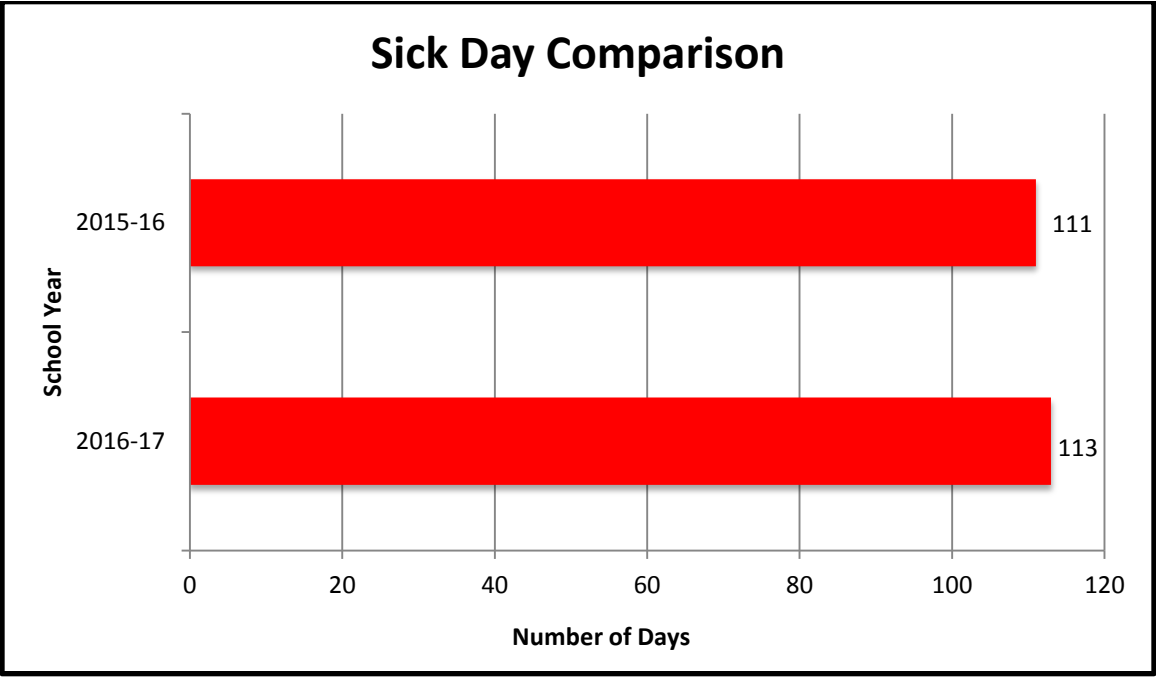
- How has the attendance incentive of matching unused sick days affected the amount of days teachers took this year compared to years past?

- Graphic Representation of Data

- Please see next sheet









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.

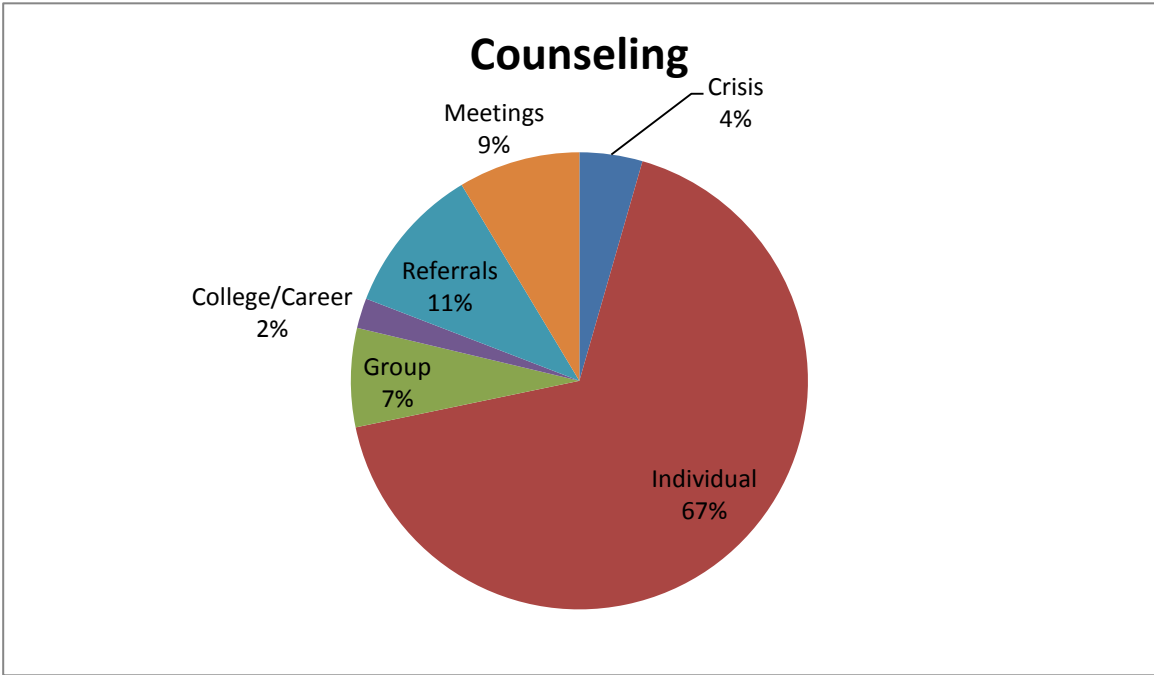
- General Reaction

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. During the 17-18 school year she will be running more groups and completing more lessons during common study halls.

- Critical Questions
 - How can the counselor better support families that continuously contact her?
 - How do we better meet the needs of special education students using our school social worker and psychologist?
 - How do we share counseling resource information more effectively with parents to help with support at home?
- Graphic Representation of Data
 - Please see next sheet



	August	September	October	November	December	January	February	March	April	May
Crisis	3	4	5	5	9	4	7	0	0	7
Individual	28	78	129	93	53	102	93	0	0	88
Group	0	2	6	13	8	14	15	0	0	11
College/Career	0	3	7	3	2	4	0	0	0	2
Referral	9	11	16	13	7	8	17	0	0	23
Meetings	4	15	8	10	10	12	17	0	0	9





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 2016-2017 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 STAR Math, STAR Reading, classroom grades, and retake scores.

- General Reaction

The math interventionist tried a few different approaches to interventions this year. The first groups she worked with focused on students that were higher performing, but lacking a few specific skills according to STAR math. These groups saw a jump in SGP after they were serviced by the interventionist. But, after the winter benchmark was given, they were slowly declining in growth.

- Critical Questions

- Are the interventionists meeting the needs of our students?
- How are we supporting the students who are showing minimal growth?
- What is our growth goal? Should we focus on reaching 50 SGP?
- Should the interventionist role be more fluid? Should more students be serviced for less time?
- If the students are not seeing success with the intervention in place are they then referred to SAT?
- How can the interventionists be maximized during the common study halls next year?

- Graphic Representation of Data

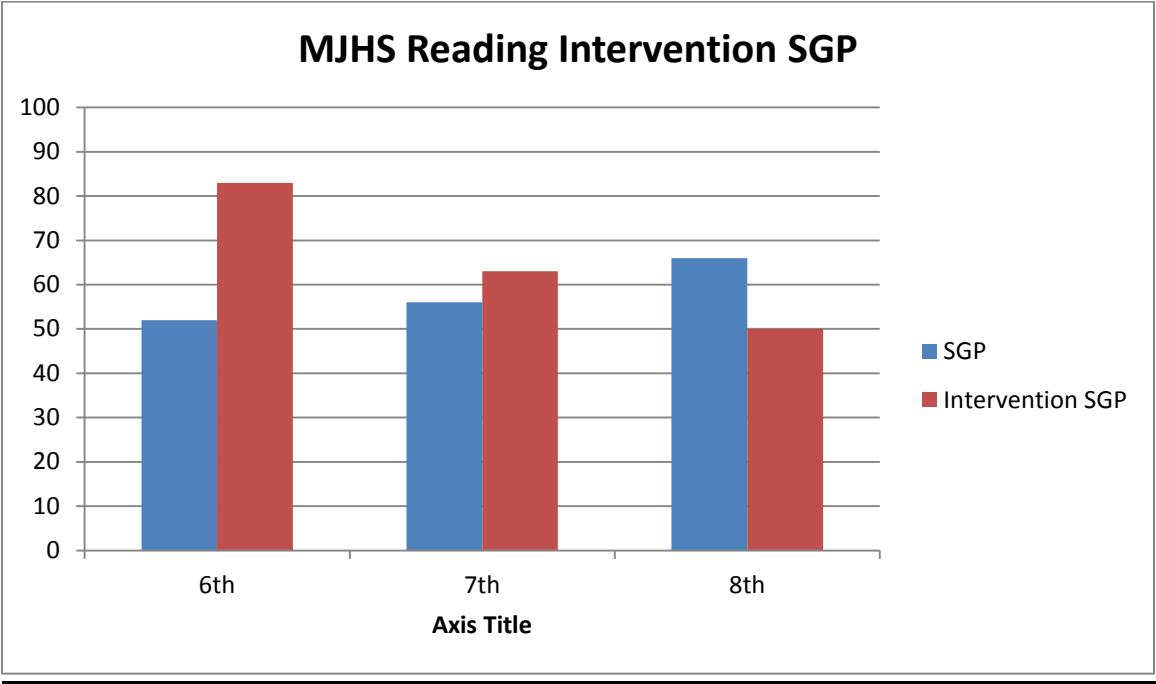
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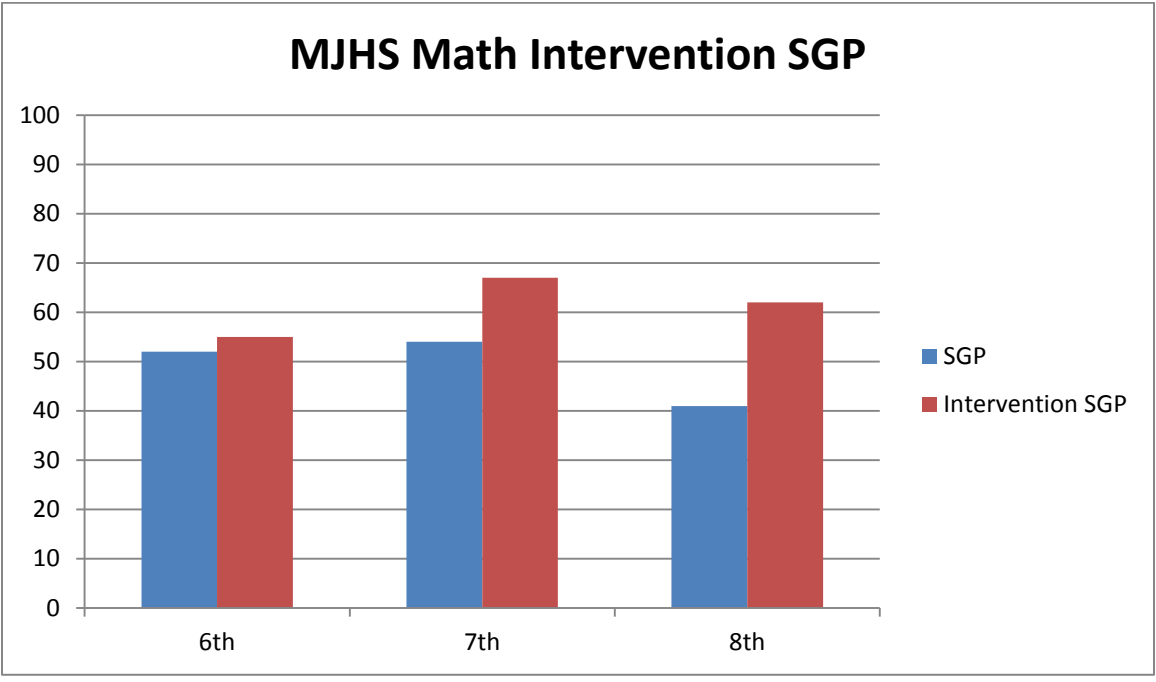


MATH INTERVENTION

Student Name	Gr. Level	SS-Fall	Catch-up Goal	10/24 SS post intervention	Change in score	SS-Winter
Student 1	6th	755	774	782	27	780
Student 2	6th	751	772	742	-9	778
Student 3	6th	757	776	779	22	769
Student 4	6th	755	774	759	4	820
Student 5	6th	753	772	785	32	727
Student 6	6th	739	762	818	79	824
Student 7	6th	738	762	845	107	846
Student 8	6th	752	773	783	31	827
Student 9	6th	714	739	785	71	774
Student 10	6th	718	746	735	17	698
Student 11	6th	727	753	692	-35	689
Student 12	6th	725	751	842	67	719
Student 13	6th	758	777	775	17	728

This data is related to the first group served by the interventionist. This group represents students were predicted to be able to meet expectations on the PARCC with some additional support. The progress monitoring that was done at the end of the intervention time resulted in all but 2 students reaching their goal. These students were examined, again, after the winter benchmark. 8 students were no longer at their catch up goal. It can be concluded that students scored well originally because the interventionist was pre-teaching skills that the students had not been exposed to yet in the classroom.







Meridian CUSD #223 2017-2018 Data Report

Stillman Valley High School



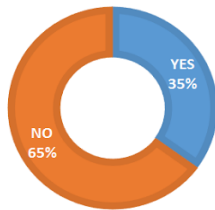
Meridian CUSD 223

"Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors"

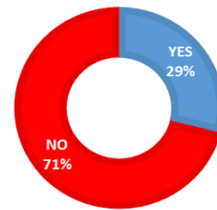
Data Dashboard

Building: Stillman Valley High School

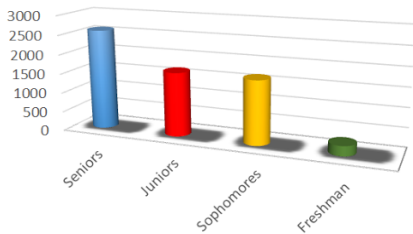
CLASS OF 2017 COLLEGE & CAREER READINESS



2018 GRAD CLASS COLLEGE & CAREER READINESS

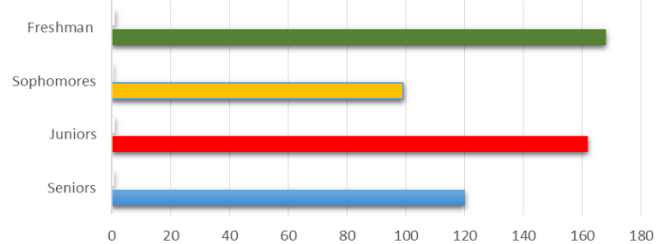


Community Service Hours



	Seniors	Juniors	Sophomores	Freshman
Total	2587	1653	1646	255
Average per student	18.5	10.9	10.8	1.8

D/F Report

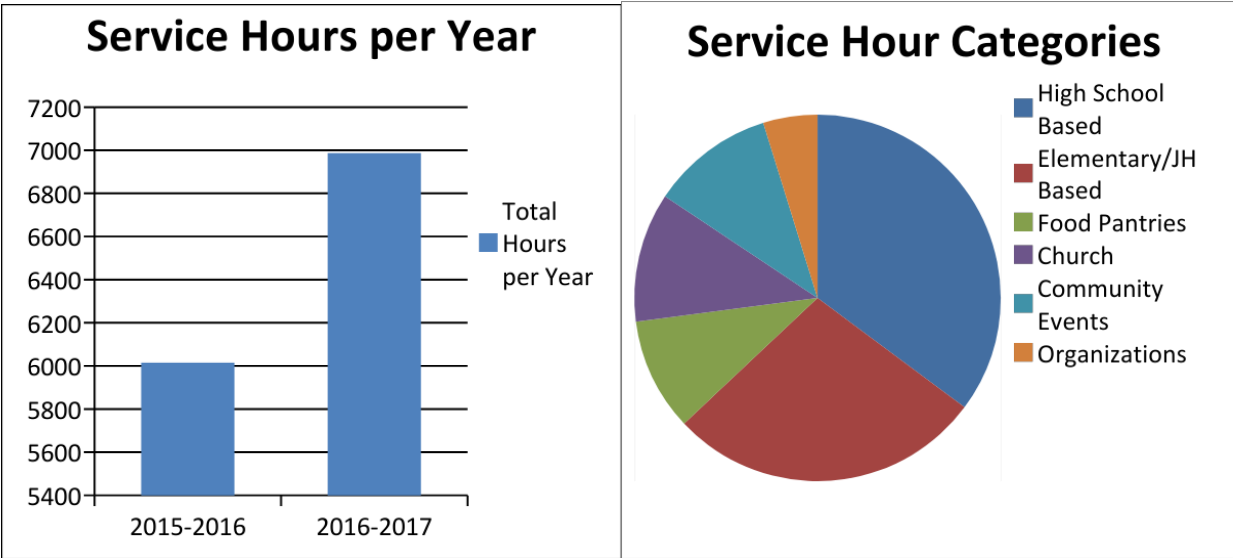
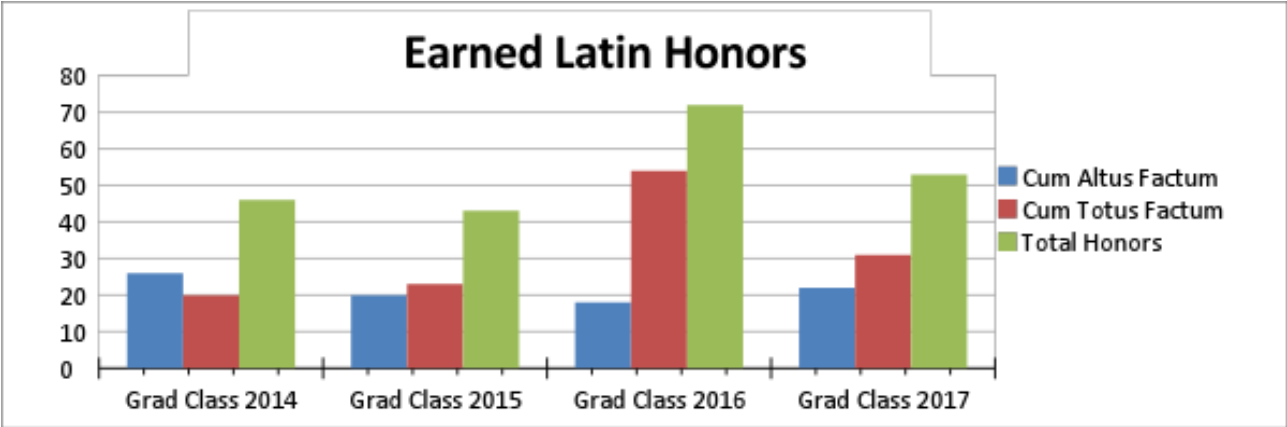


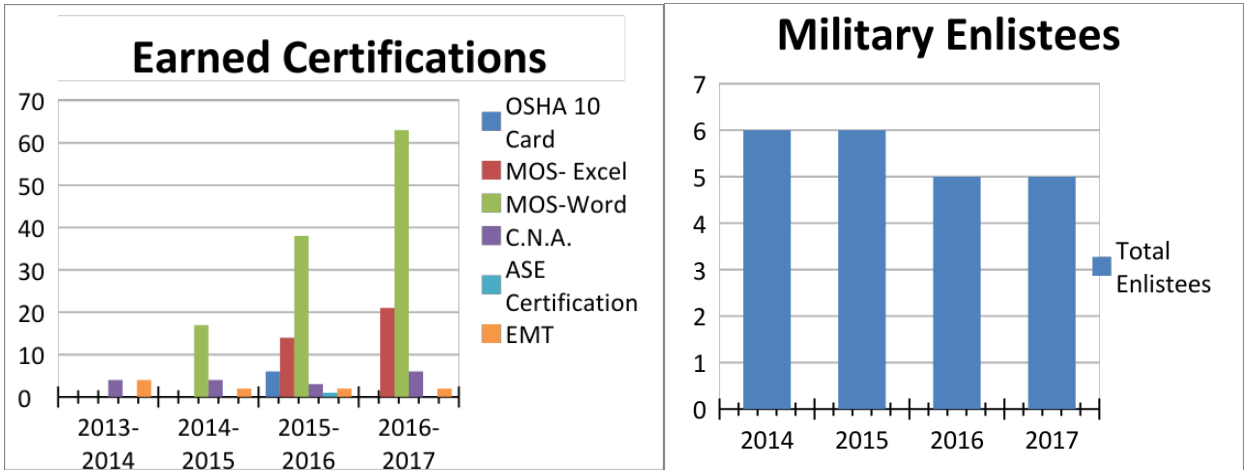
	Seniors	Juniors	Sophomores	Freshman
Average per student	0.9	1.1	0.6	1.2
Total	120	162	99	168

April 2017



College & Career Readiness Data







Board of Education:

Throughout the 2016 - 2017 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 Leadershiprrr 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

Beginning with the 2015-2016 school year in Illinois, the ACT – a critical requirement for getting into most colleges and given free to high school juniors – became optional and unfunded by the State for the first time in nearly 15 years. This component of the data analysis will continue to be included, but the data will only represent the students in the junior class that elect to take the ACT on their own each year since it is no longer free and required by the state. The 2016 – 2017 school year was the first year of the new Illinois required SAT exam for all juniors. Neither the ACT nor the SAT was provided by the state in 2015-2016, so only 55% of our Class of 2017 took the ACT on their own. Currently, only five percent of the Class of 2018 has taken the ACT.

- Critical Questions

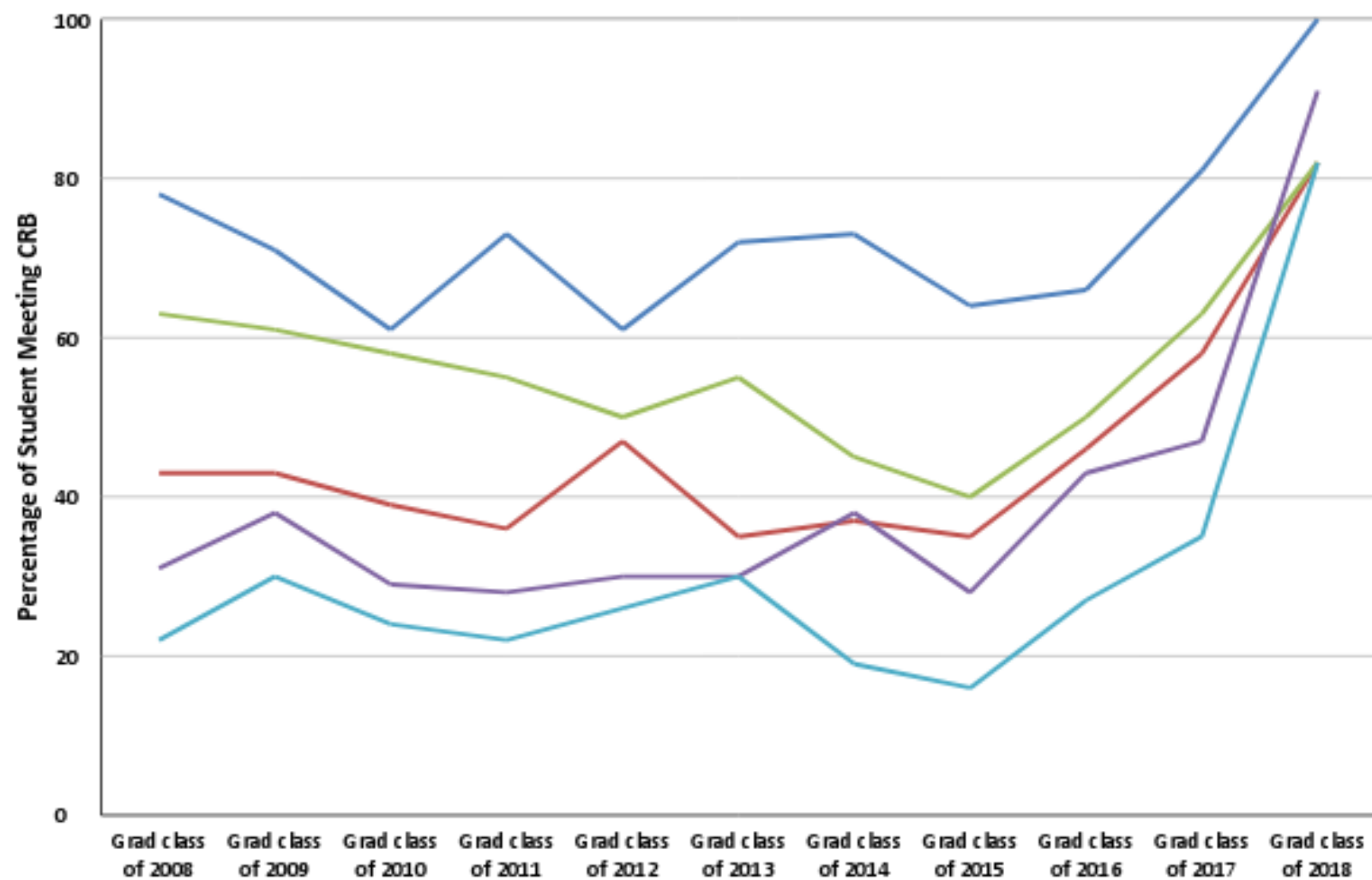
- How will this year’s SAT assessment data compare to past ACT CRBs?
- How will this year’s SAT assessment data compare with our local high schools, comparative Low SES high schools, and our comparative high-performing high schools?

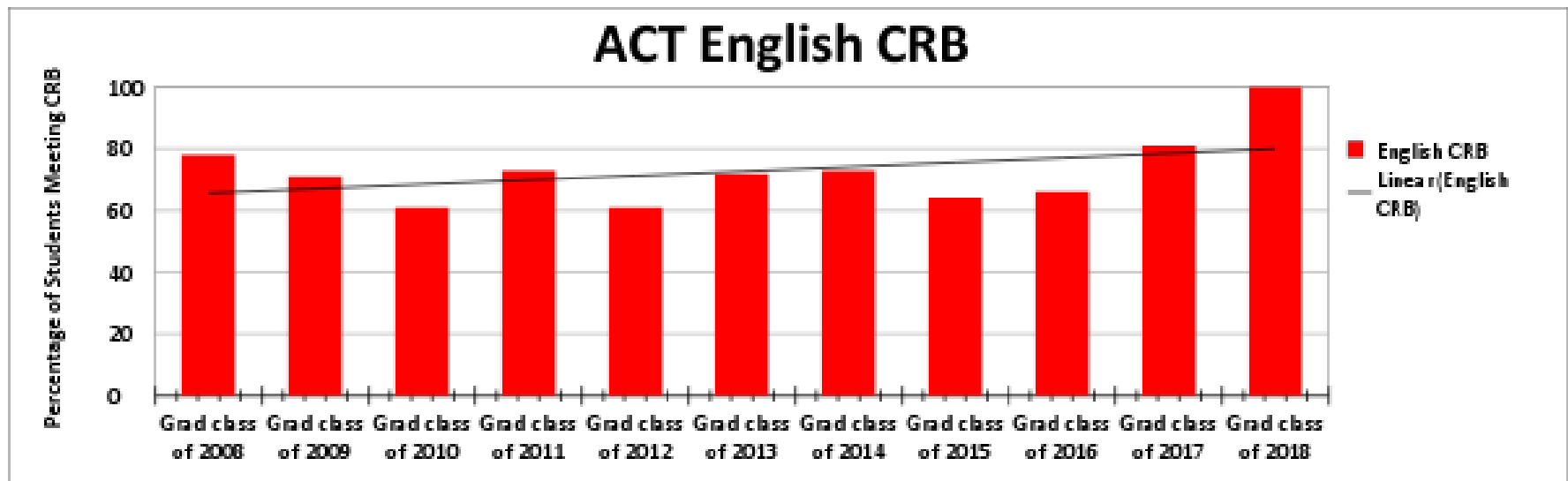
- Graphic Representation of Data

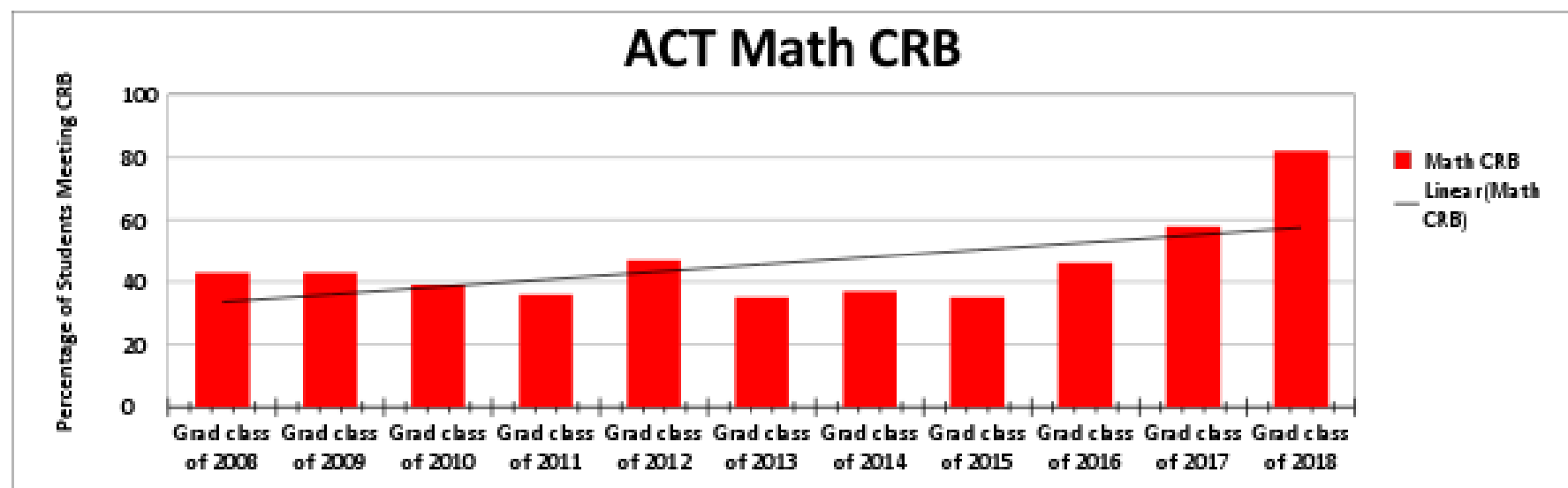
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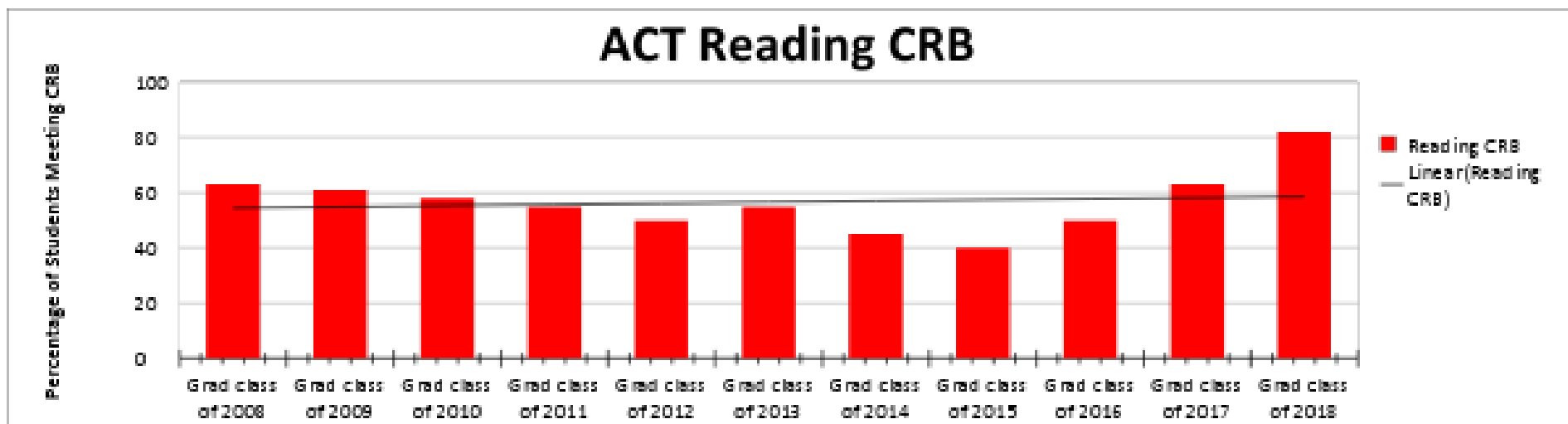


SVHS College Readiness Benchmark



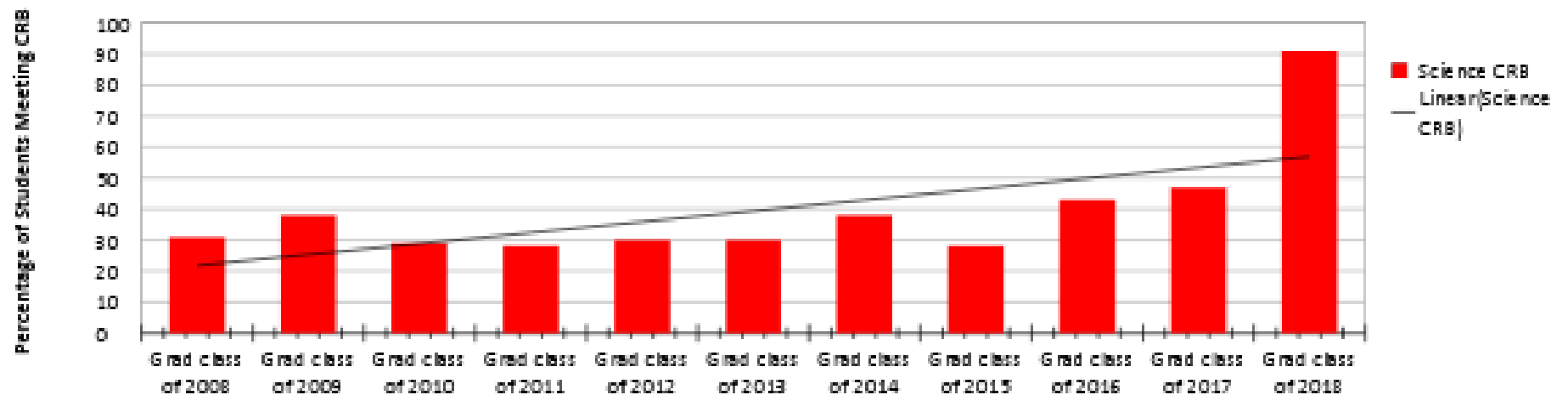






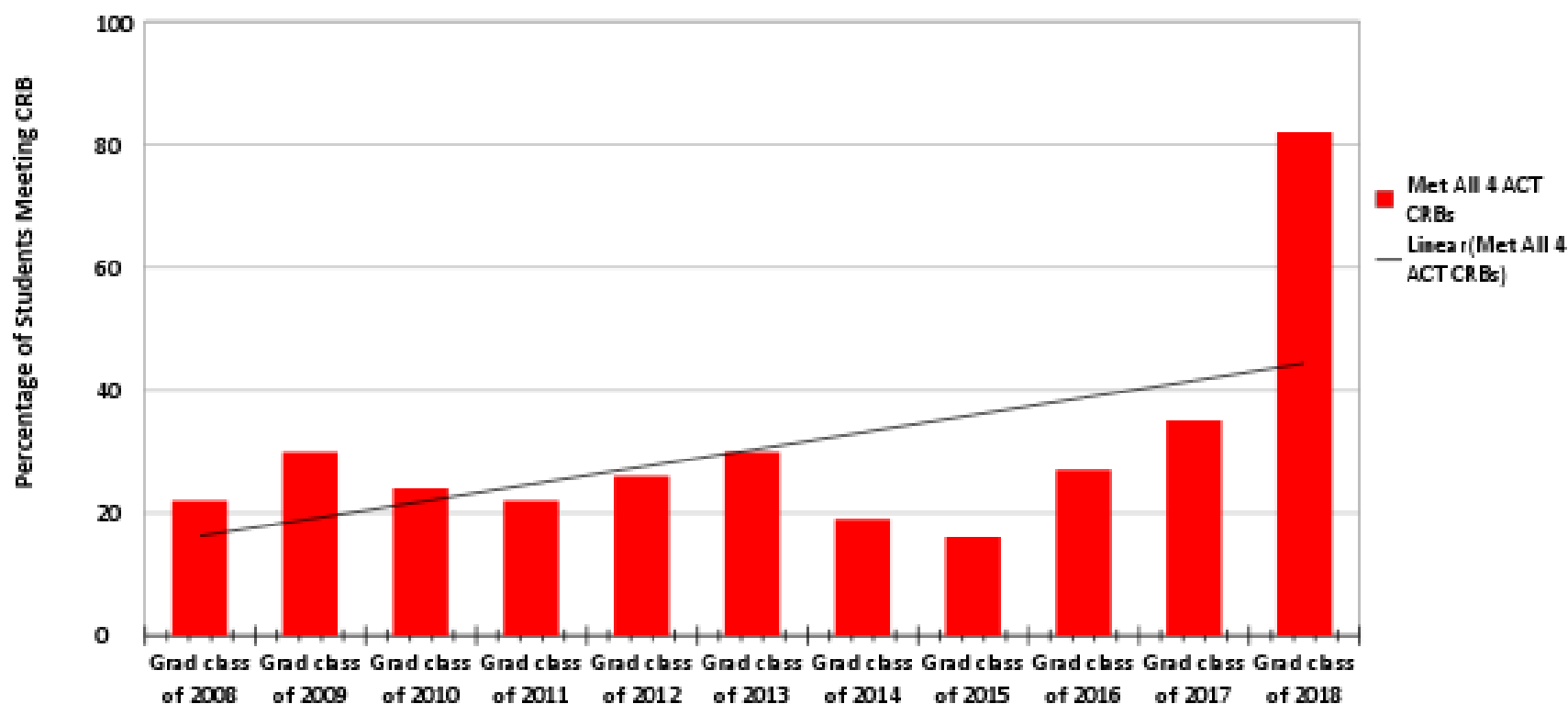


ACT Science CRB





ACT CRB - Met All 4





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 16-17 school year is listed below.

FISCAL YEAR 2017 INCOME ELIGIBILITY GUIDELINES

The United States Department of Agriculture has issued the following income guidelines for the period July 1, 2016, through June 30, 2017:

Income Eligibility Guidelines
Effective from July 1, 2016 to June 30, 2017

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	15,444	1,287	644	594	297	1	21,978	1,832	916	846	423
2	20,826	1,736	868	801	401	2	29,637	2,470	1,235	1,140	570
3	26,208	2,184	1,092	1,008	504	3	37,296	3,108	1,554	1,435	718
4	31,590	2,633	1,317	1,215	608	4	44,955	3,747	1,874	1,730	865
5	36,972	3,081	1,541	1,422	711	5	52,614	4,385	2,193	2,024	1,012
6	42,354	3,530	1,765	1,629	815	6	60,273	5,023	2,512	2,319	1,160
7	47,749	3,980	1,990	1,837	919	7	67,951	5,663	2,832	2,614	1,307
8	53,157	4,430	2,215	2,045	1,023	8	75,647	6,304	3,152	2,910	1,455
For each additional family member, add	5,408	451	226	208	104	For each additional family member, add	7,696	642	321	296	148



- General Reaction

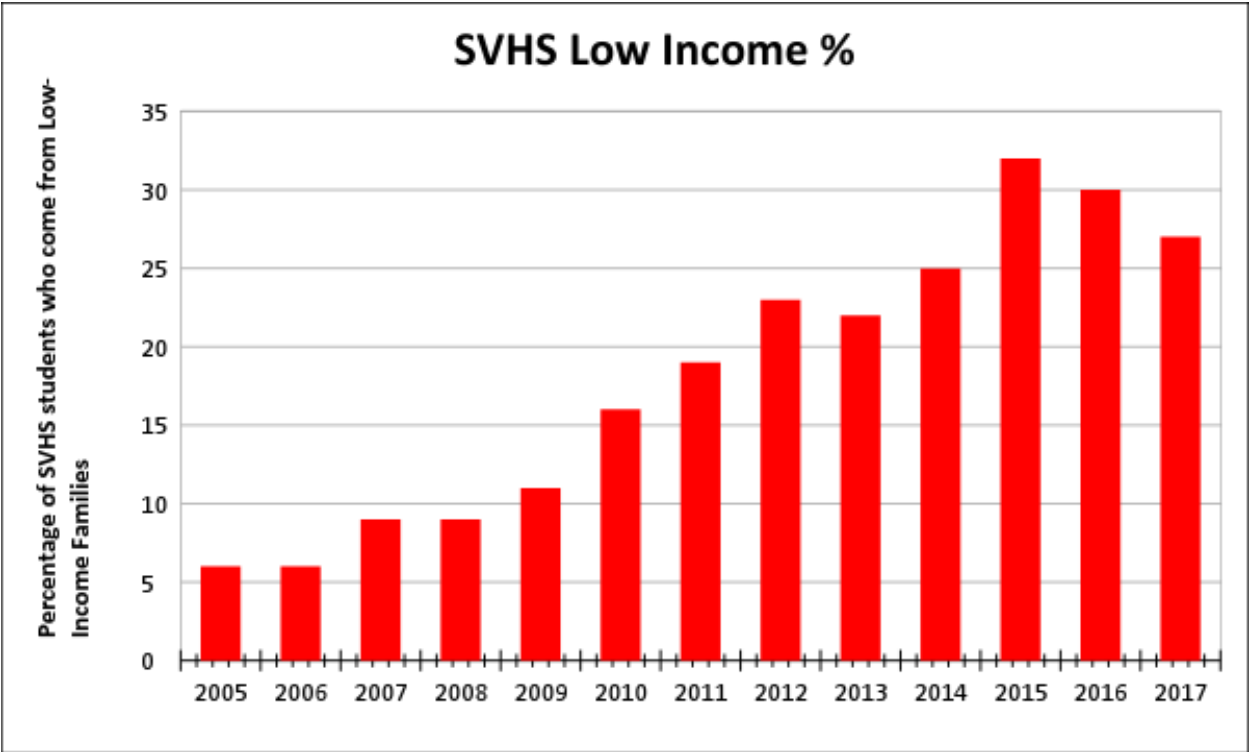
The demographic of our school and of our supporting communities is changing. With the number of students receiving Free and Reduced Lunch rising, so too have academic achievement scores – therefore defying the inversely correlational relationship the national data suggests. This is to be commended. Additionally, 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

- What are we doing to support the varying needs of students coming from a low SES background?
- Is our decrease these past two years attributed to an improvement in our local/state/federal economy?
- We cannot change the economic status of our families. How do we tailor their school experiences to best support them?

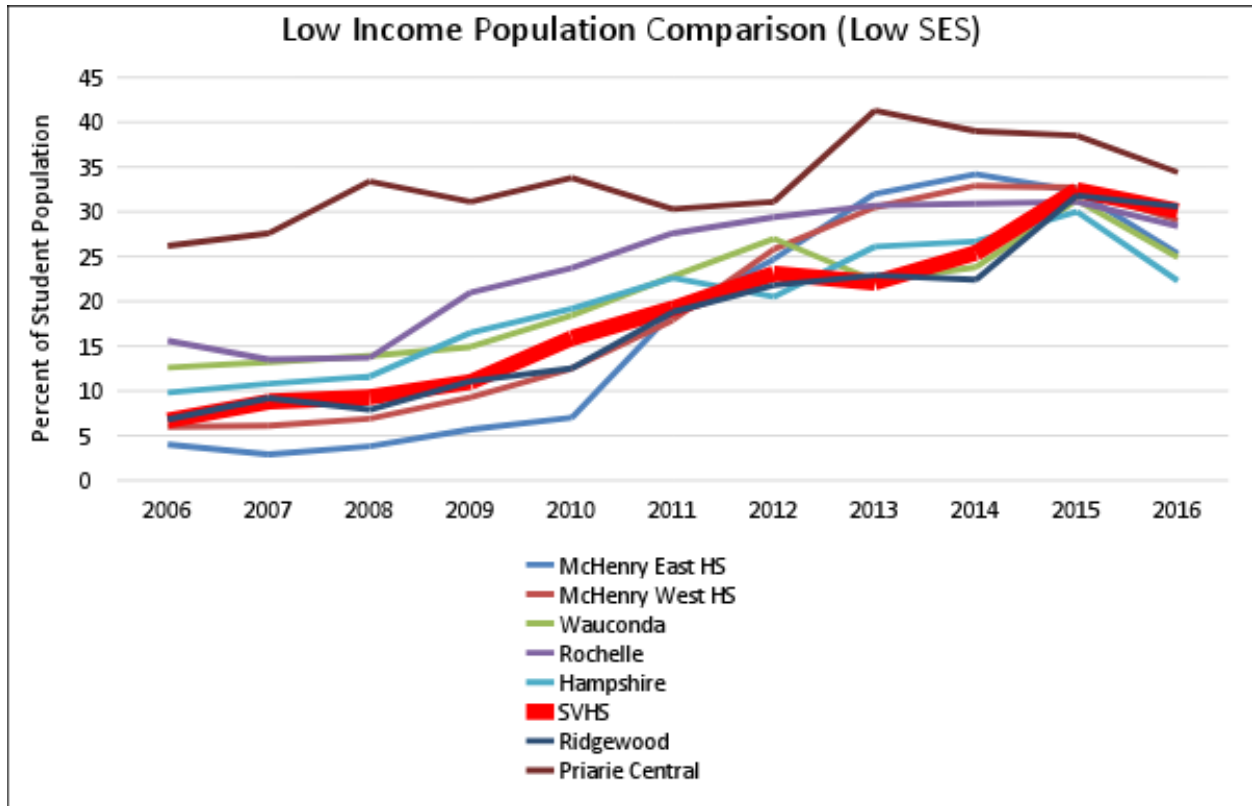
- Graphic Representation of Data

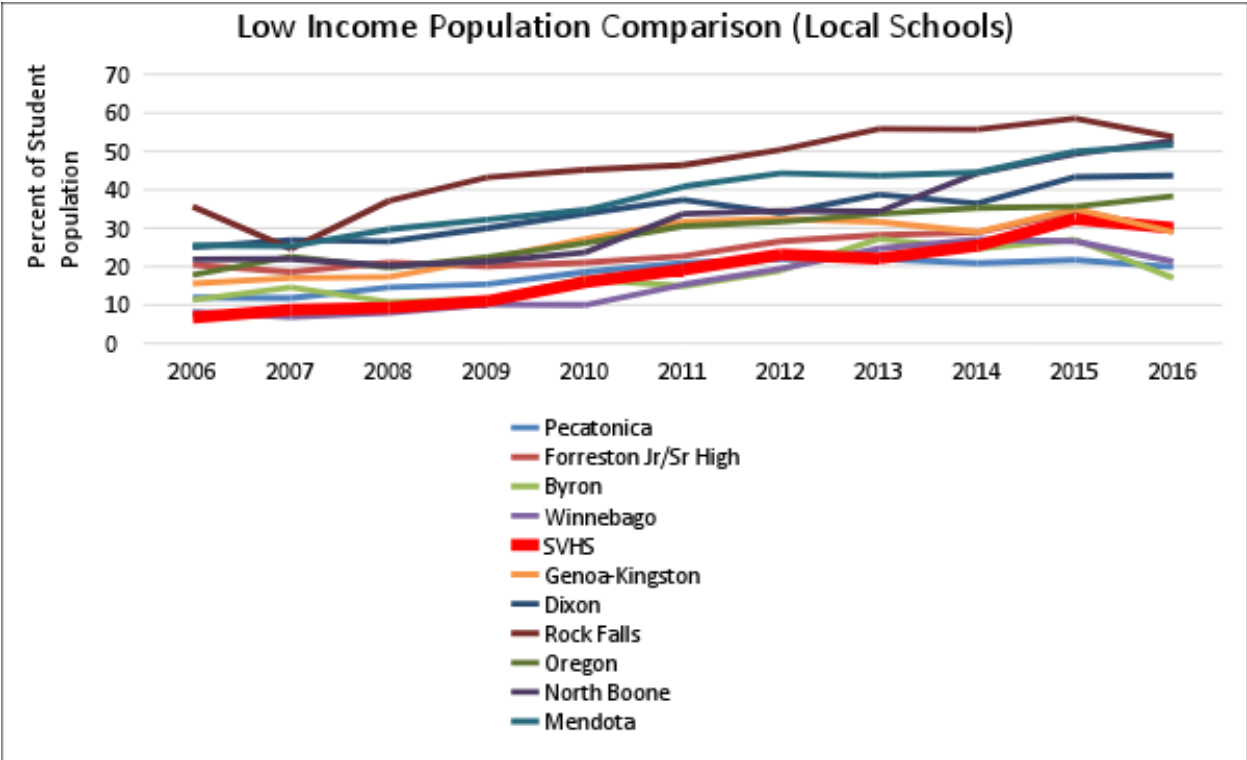
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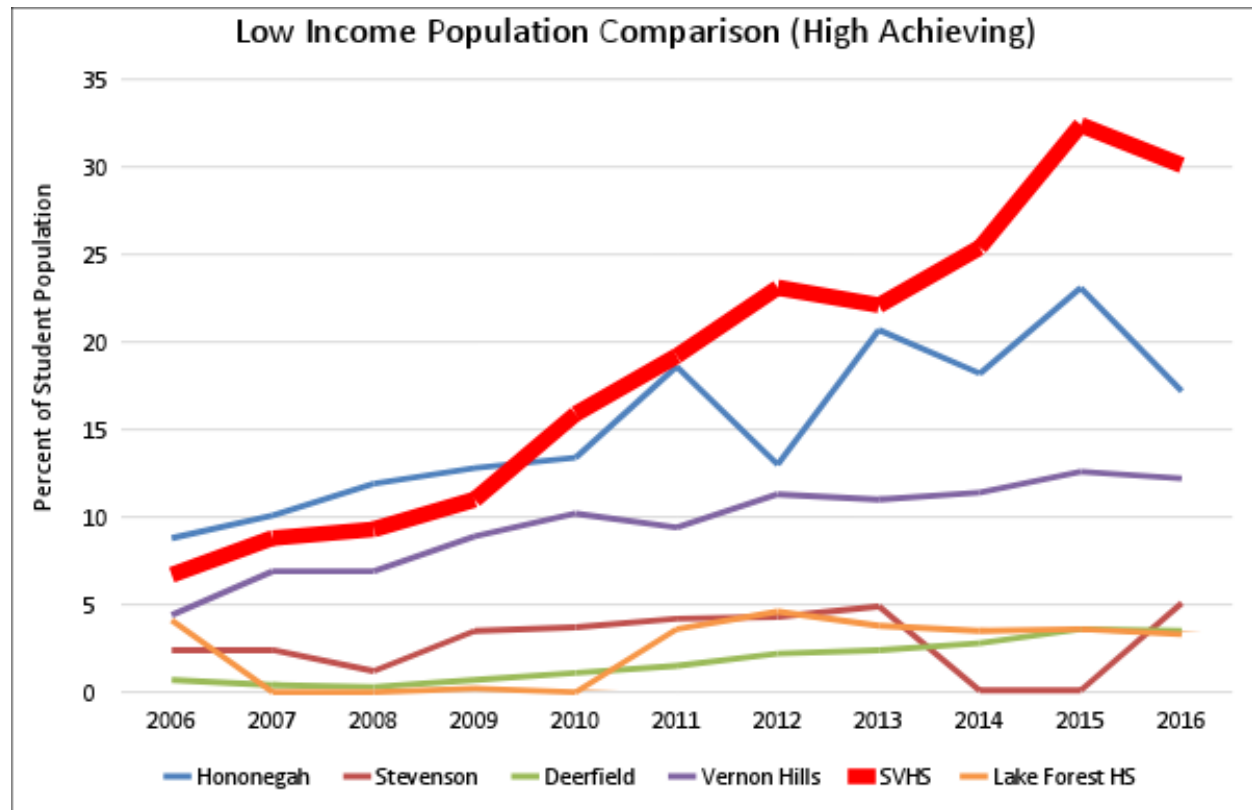
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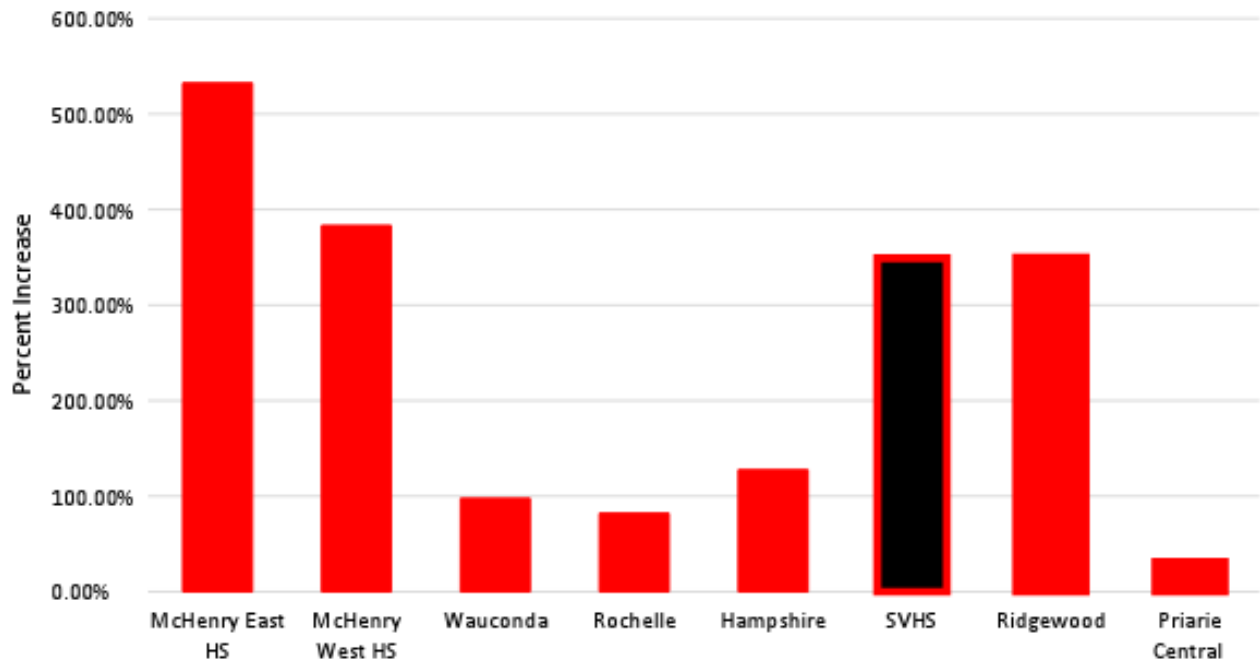
Meridian CUSD223



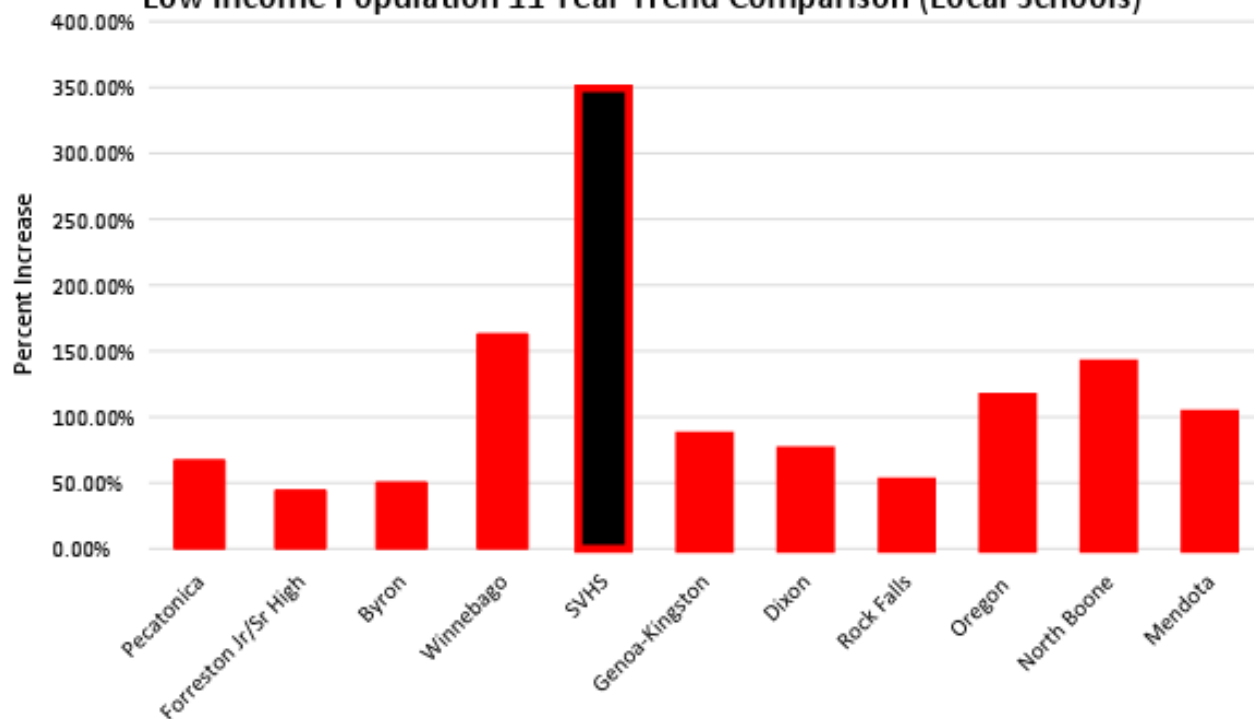


Meridian CUSD223

Low Income Population 11 Year Trend Comparison (Low SES)

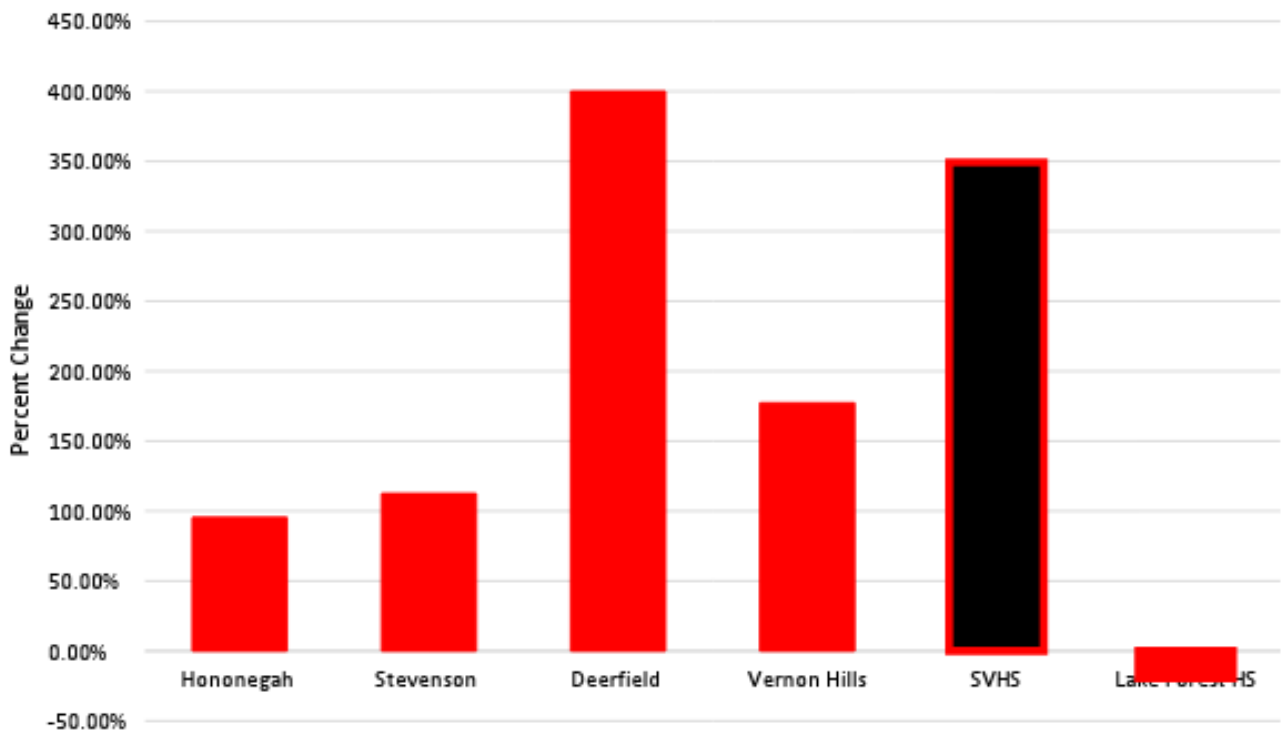


Low Income Population 11 Year Trend Comparison (Local Schools)





Low Income Population 11 Year Trend Comparison (High Achieving)





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

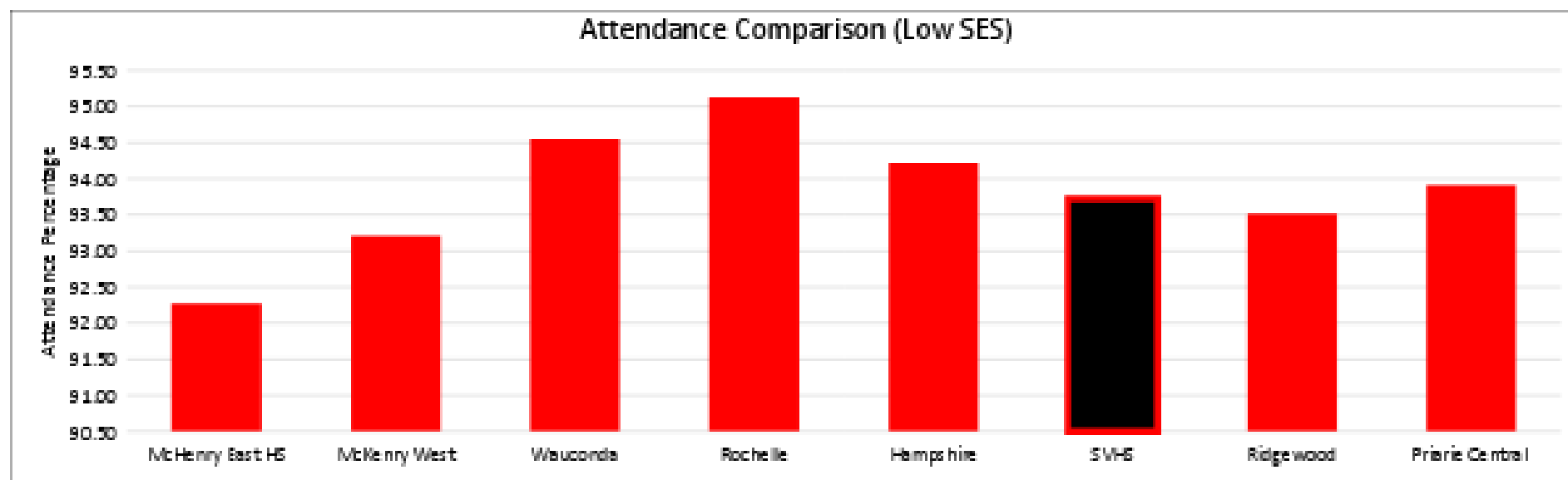
Our attendance numbers are slightly lower than our neighboring schools, but without further information it is difficult to draw any conclusions. For instance, with attendance, a singular outlier can impact your overall percentage by 0.1 to 0.3 percent. If a particular school has a handful of outliers 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.

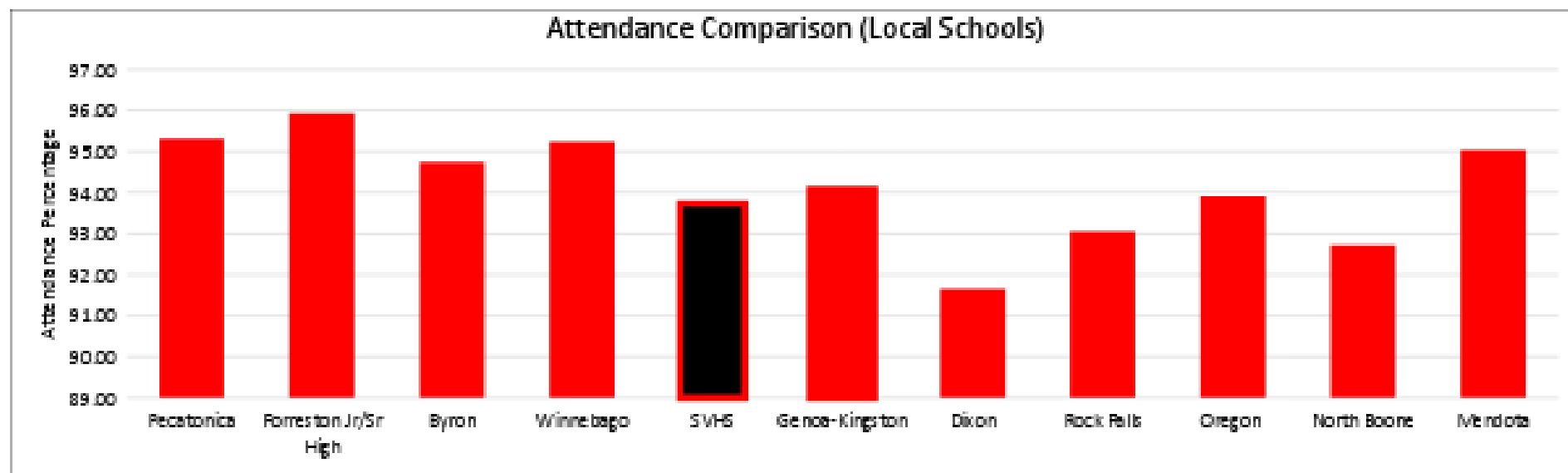
- Critical Questions

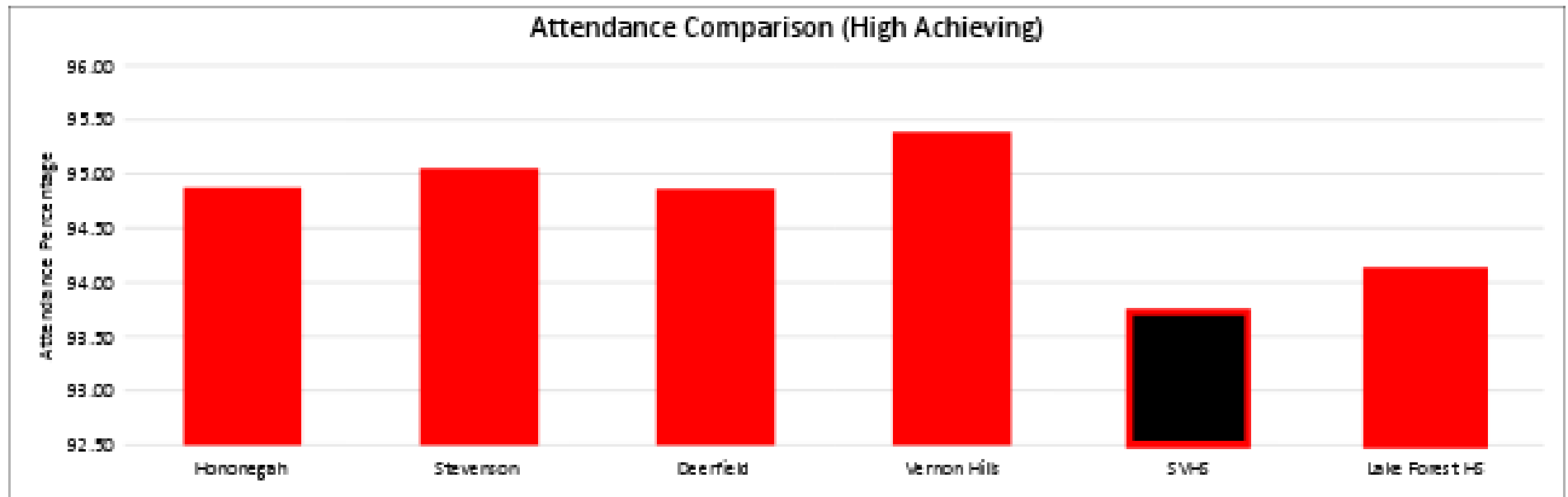
- How can we use our data more effectively? For instance, how many students missed 10+ days of school last year? What did we do for those kids in terms of interventions, academic, social, and emotional support?
- Are we 'routing' kids appropriately to other educational destinations that may be more appropriate for them?
- How can we support our students and families better to encourage improved attendance?
- How will our 2017-2018 Social/Emotional Wellness SIP Goal impact student attendance?

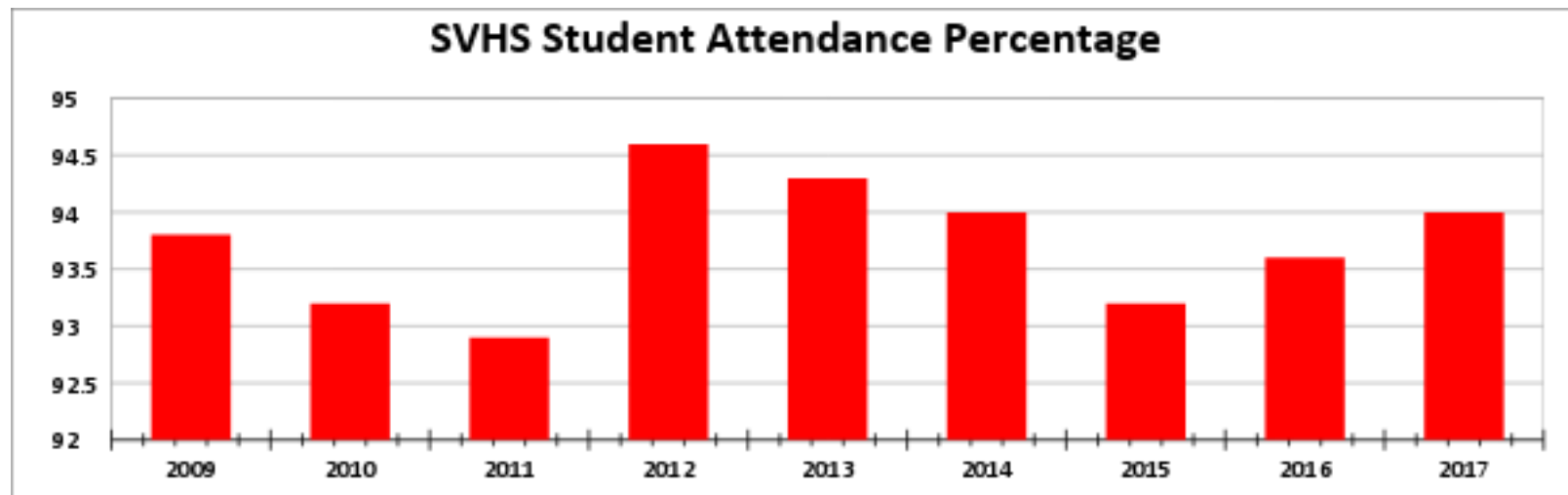
- Graphic Representation of Data

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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

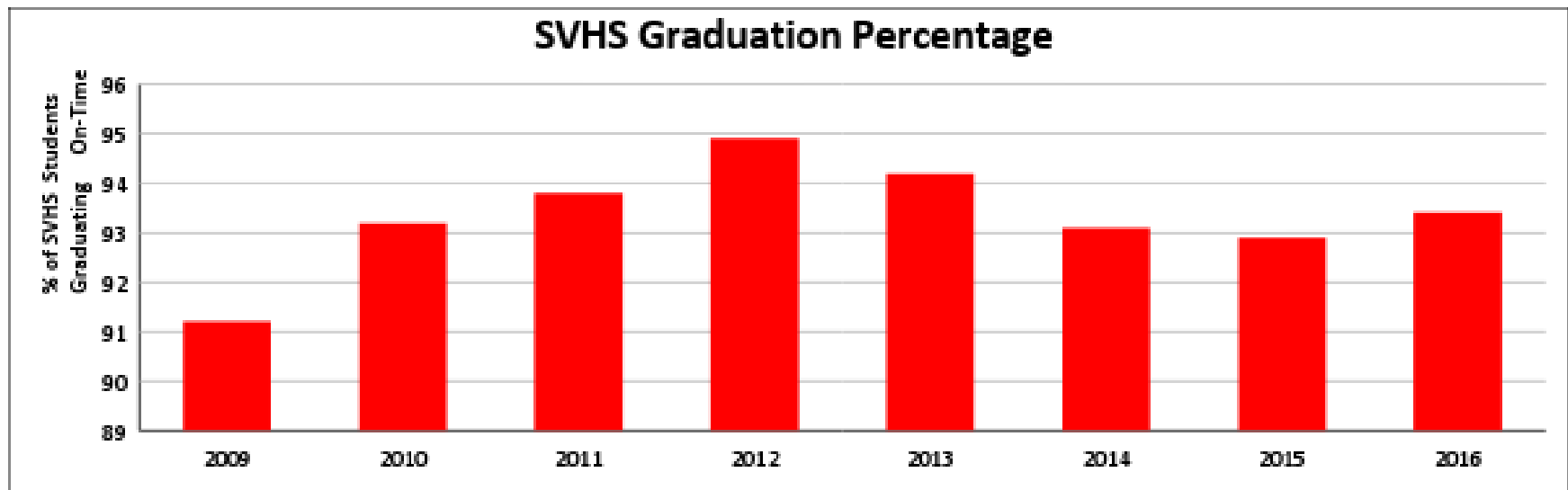
Our data is climbing and is quite good currently. It is important to recognize if there are certain programs that we can point to that have led to this increase, for instance Nachusa, FLEX Program, etc.

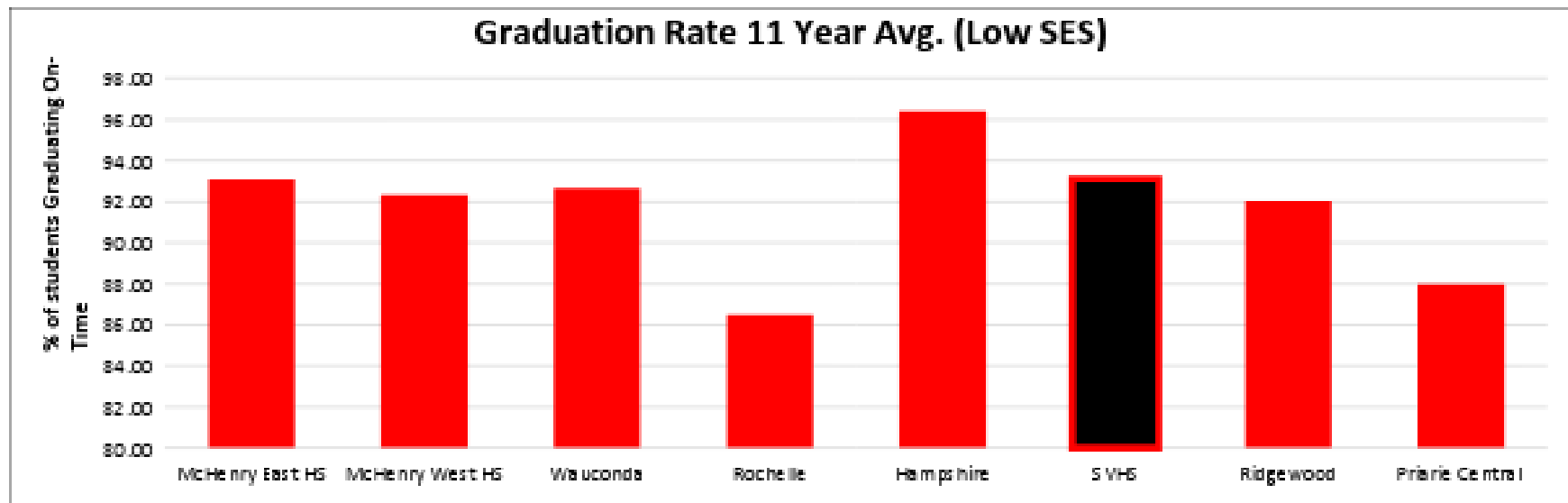
- Critical Questions

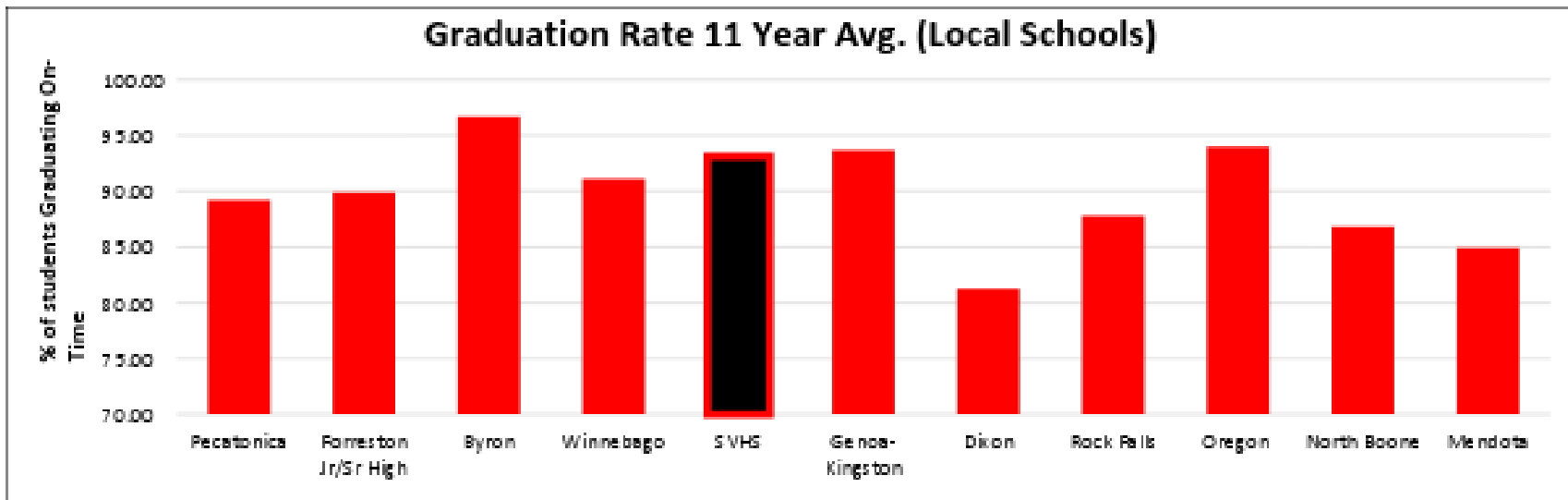
- One kid not graduating on time (unless it is the case of disability discussed above) is too many – how are we losing kids? How can we provide more support?
- How can we utilize our School Counselors and staff mentors to meet the needs of these students?
- Has there been a specific, sustainable plan to support the increase in current data?
- How could a greater focus on the social/emotional needs of our students impact the number of students graduating on time?

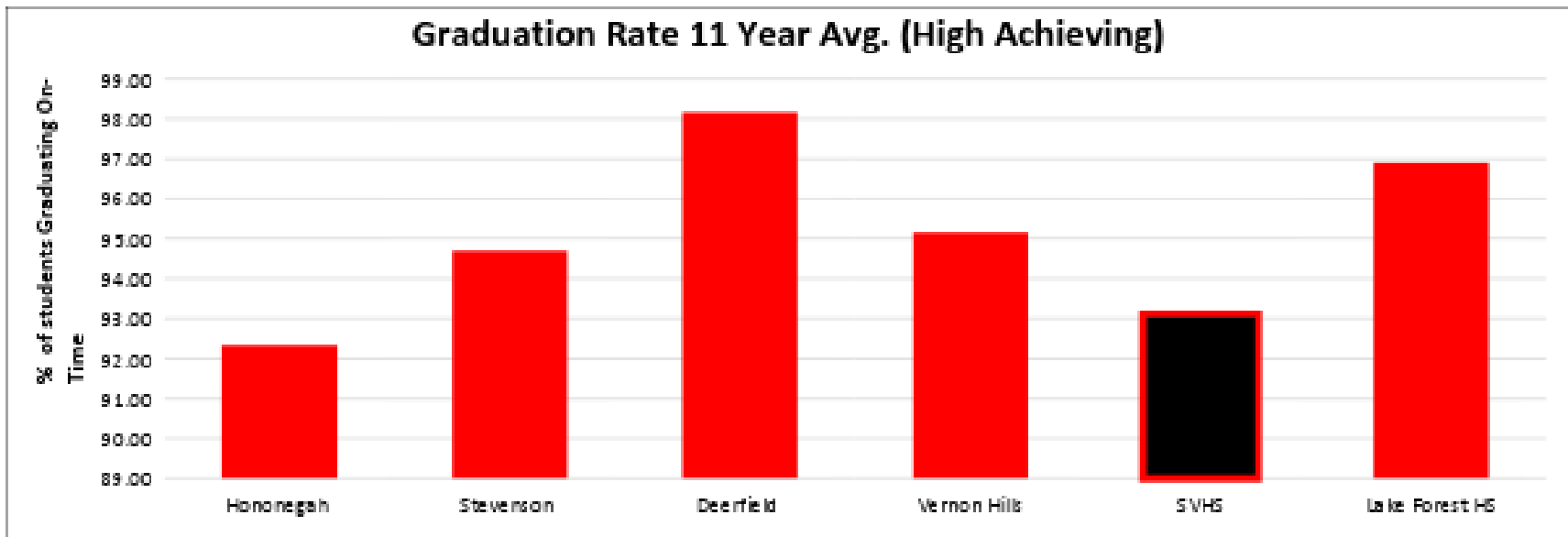
- Graphic Representation of Data

- Please see next page











SVHS BUDGET – FY17

- What is Being Measured

The amount of money spent at SVHS during the 2016-17 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

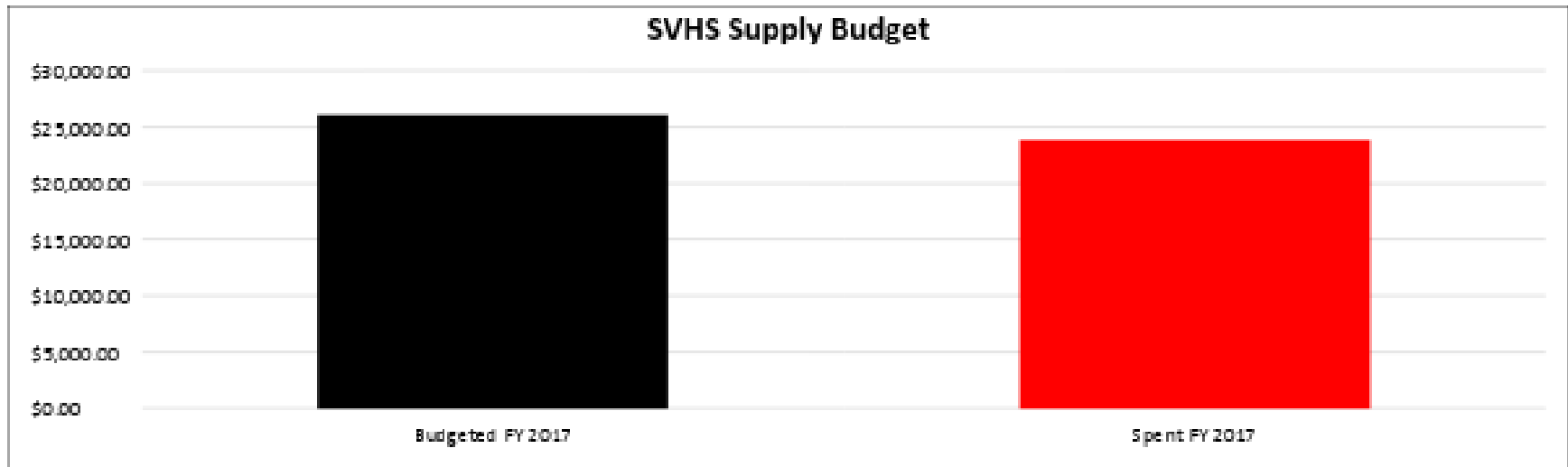
Money spent at SVHS this past year was mainly curricular in nature. Most of the money was spent on necessary materials for performance-based courses and/or projects. The faculty and staff were very conscientious about prioritizing purchases and providing a rationale for each purchase to better meet student needs. It is worth noting that partnerships pursued by Mr. Mike Reagan (SVHS A.D.) with our local banks led to significant improvement in our athletic score boards and resources. A partnership with the Exelon Generating Station also made it possible for SVHS to acquire a new portable stage for various school events.

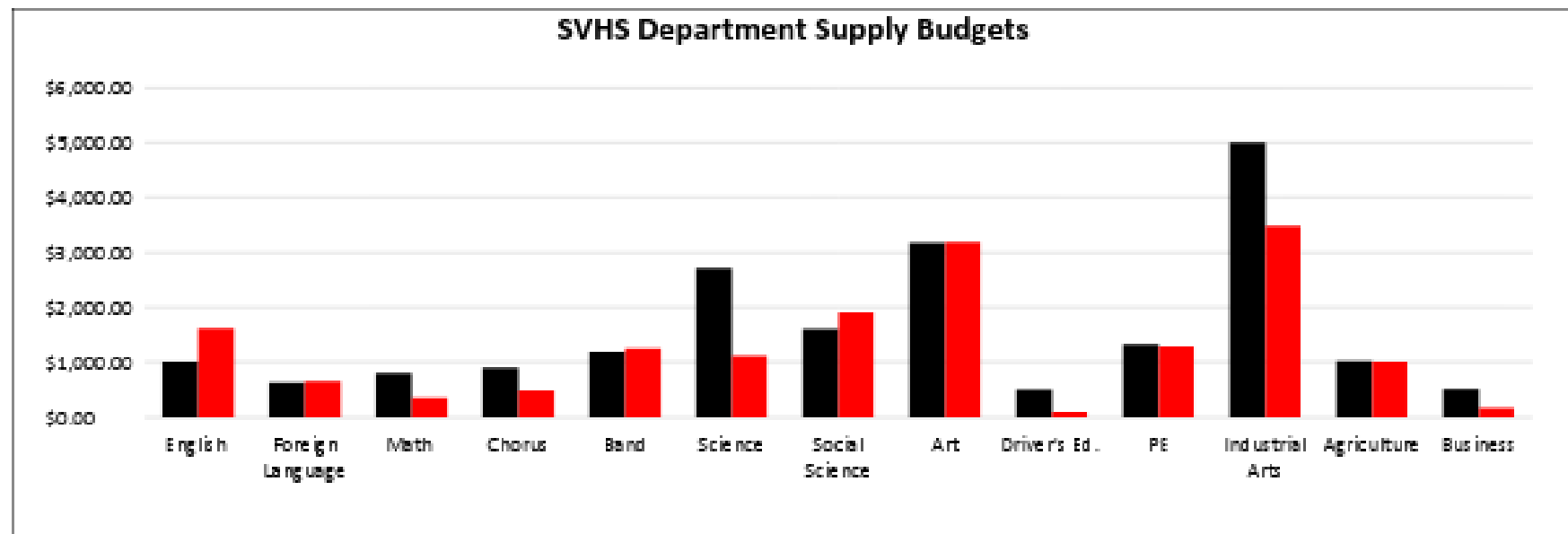
- Critical Questions

- How are we going to continue meeting the curricular needs of students when funds are limited?
- How can we collaborate even more through community partnerships with local organizations to support large purchases?
- Are we seeking opportunities to apply for grants, scholarships, etc.?

- Graphic Representation of Data

- Please see next page

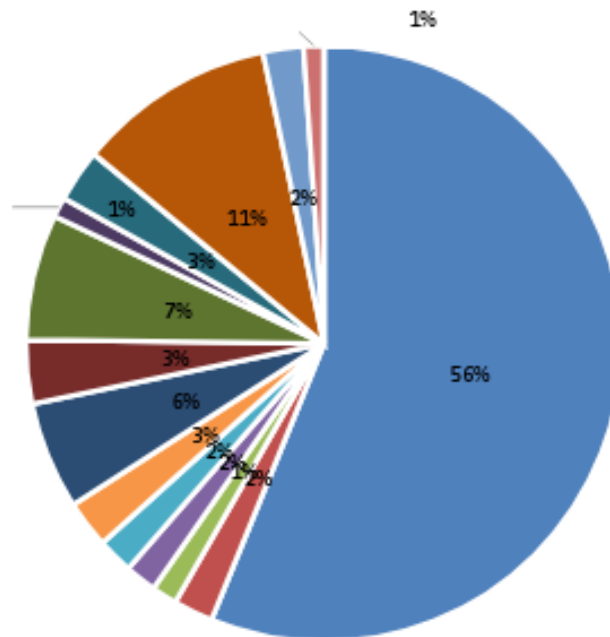






Allocated Department Budgets FY 2017

- SVHS Supplies
- English
- Foreign Language
- Math
- Chorus
- Band
- Physical Education
- Art
- Library
- Technology
- Transportation
- Facilities
- Food Service
- Other





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

The school receives the report regarding ACT data 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 retake 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

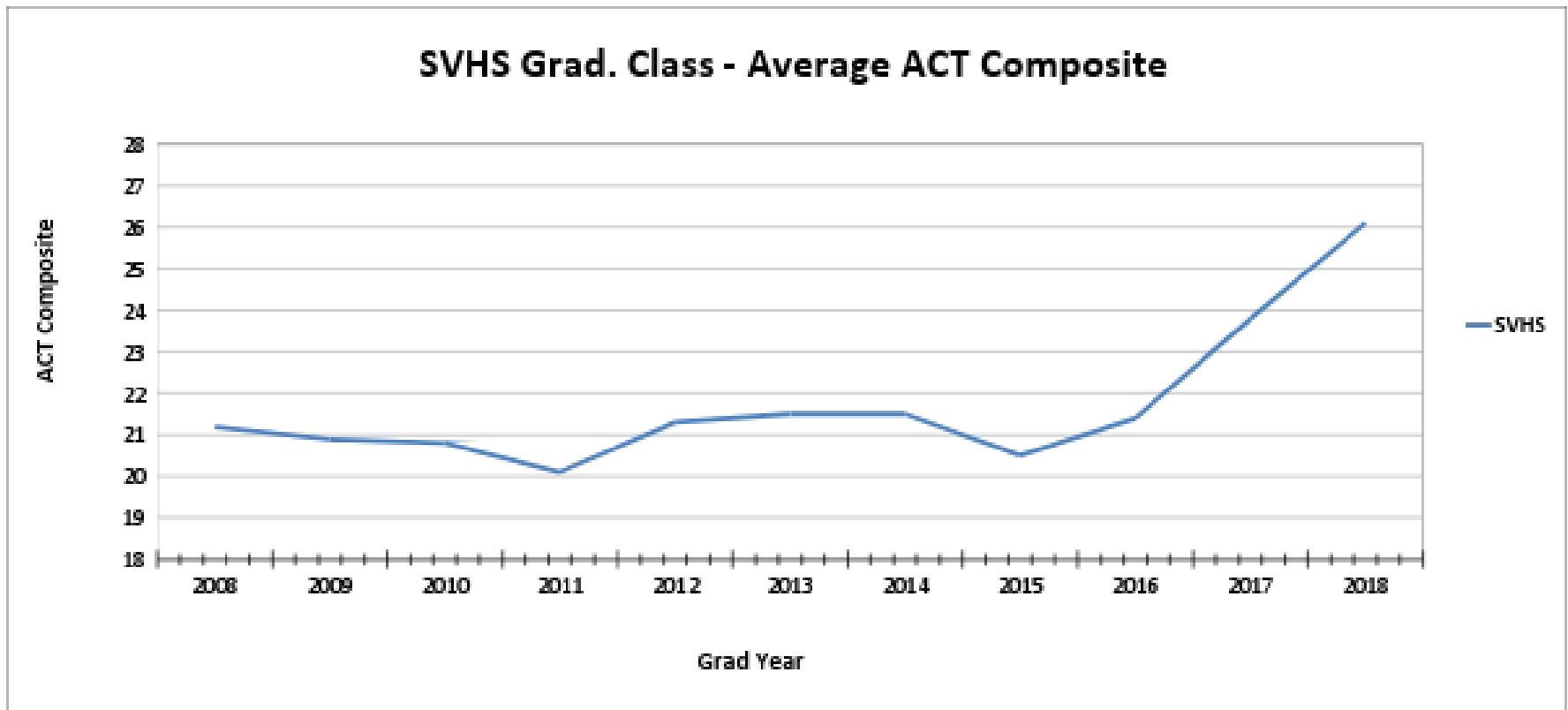
- Beginning with the 2015-2016 school year in Illinois, the ACT – a critical requirement for getting into most colleges and given free to high school juniors – became optional and unfunded by the State for the first time in nearly 15 years. This component of the data analysis will continue to be included, but the data will only represent the students in the junior class that elect to take the ACT on their own each year since it is no longer free and required by the state. The 2016 – 2017 school year was the first year of the new Illinois required SAT exam for all juniors. Neither the ACT nor the SAT was provided by the state in 2015-2016, so only 55% of our Class of 2017 took the ACT on their own. Currently, only five percent of the Class of 2018 has taken the ACT.

- Critical Questions

- How will this year’s SAT assessment data compare to past ACT College Readiness Benchmarks?
- How will this year’s SAT assessment data compare with our local high schools, comparative Low SES high schools, and our comparative high-performing high schools?

- Graphic Representation of Data

- Please see next page.



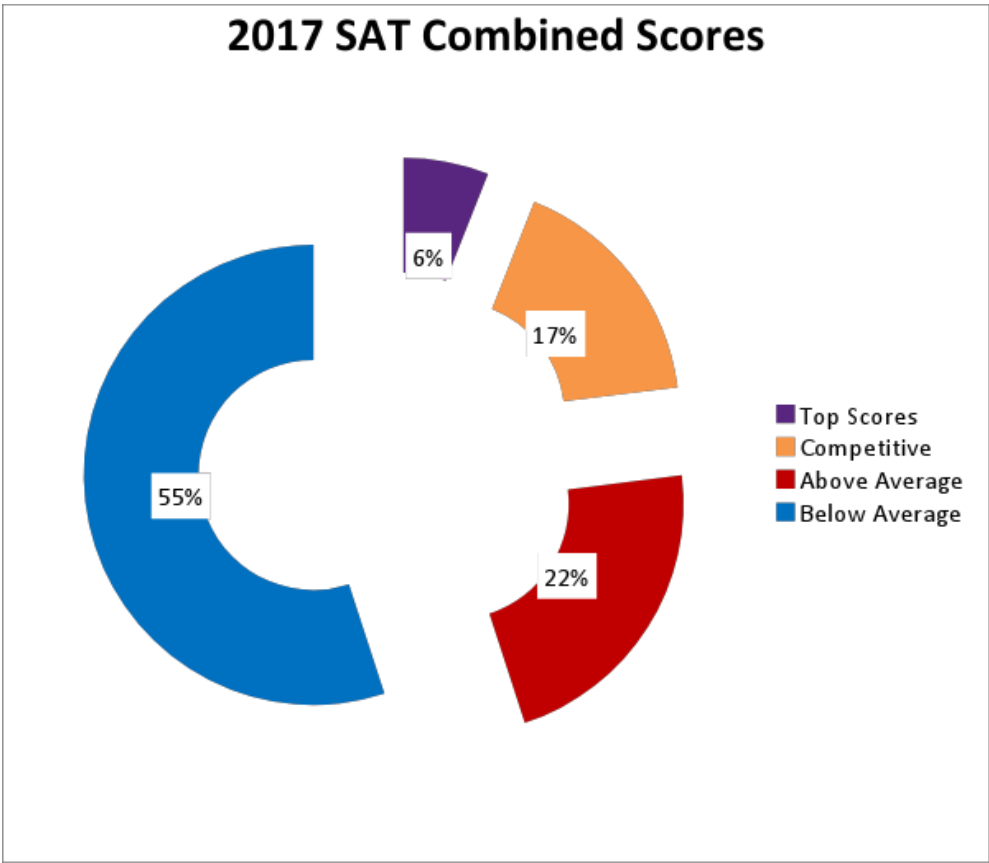


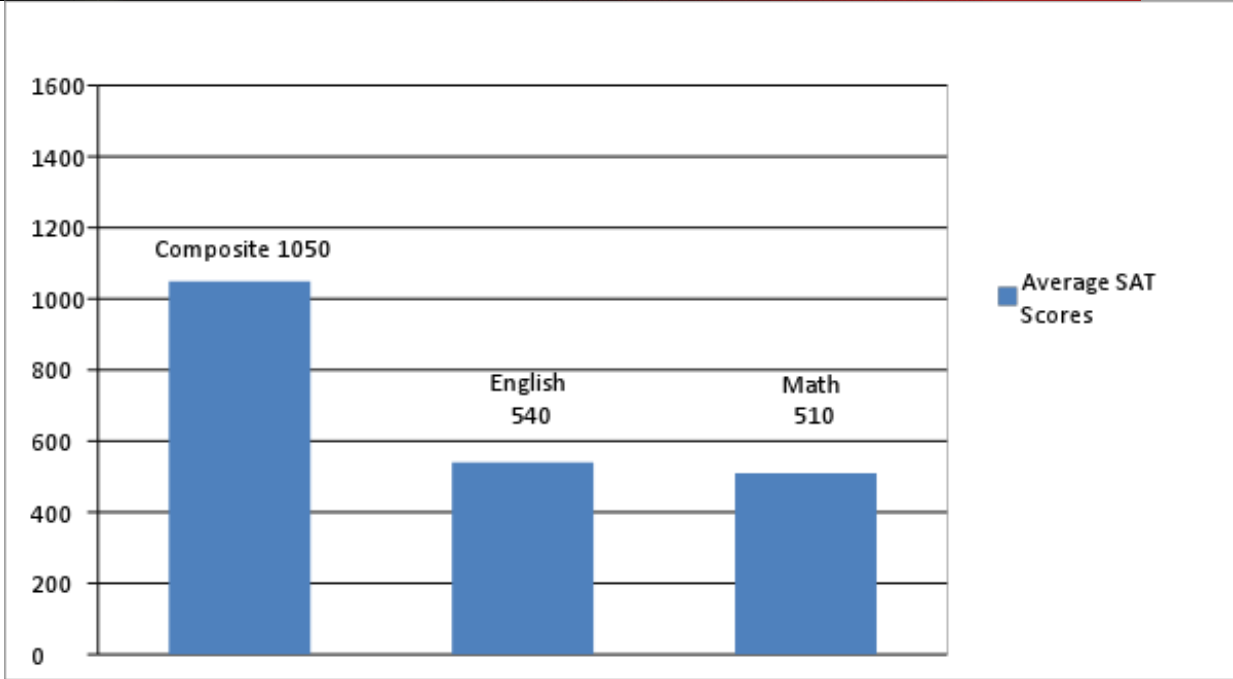
SAT PERFORMANCE

- What is Being Measured
 - The SAT is based on a 1600-point scale, with two sections—Math and Evidence-Based Reading and Writing—scored between 200 and 800, and the optional essay evaluated separately.
- How is it Measured
 - There is no penalty for wrong answers, so your raw score is the sum of the number of questions you answer correctly. Raw scores are converted to scaled scores, which are used to determine percentile ranks. The percentile indicates how well you did compared to other test takers. For example, if you score in the 72nd percentile, you did better than 72% of test takers.
 - Combined Scores
 - 400 – 1010
 - Below Average
 - These scores may be enough to get into a wide variety of college programs, but will be below average compared to the testing population.
 - 1030 – 1180
 - Above Average
 - These scores put you ahead of the pack at 50%+, but won't be as advantageous when applying to highly competitive programs.
 - 1200 – 1320
 - Competitive
 - These scores will put you in a highly competitive place in admissions – top 25% of all test takers.
 - 1340 – 1600
 - Top Scores
 - These scores will put you in the top 10% of all test takers.
- General Reaction
 - Based on Illinois's composite benchmark for the SAT, 45% of our juniors met or exceeded the state target. However, 55% of our juniors “met or exceeded” expectations according to the benchmarks established and recognized by College Board. Ultimately, we will use the state's composite benchmark to compare ourselves to local high schools, high schools in Illinois with a similar SES to us, and high achieving high schools across the state.

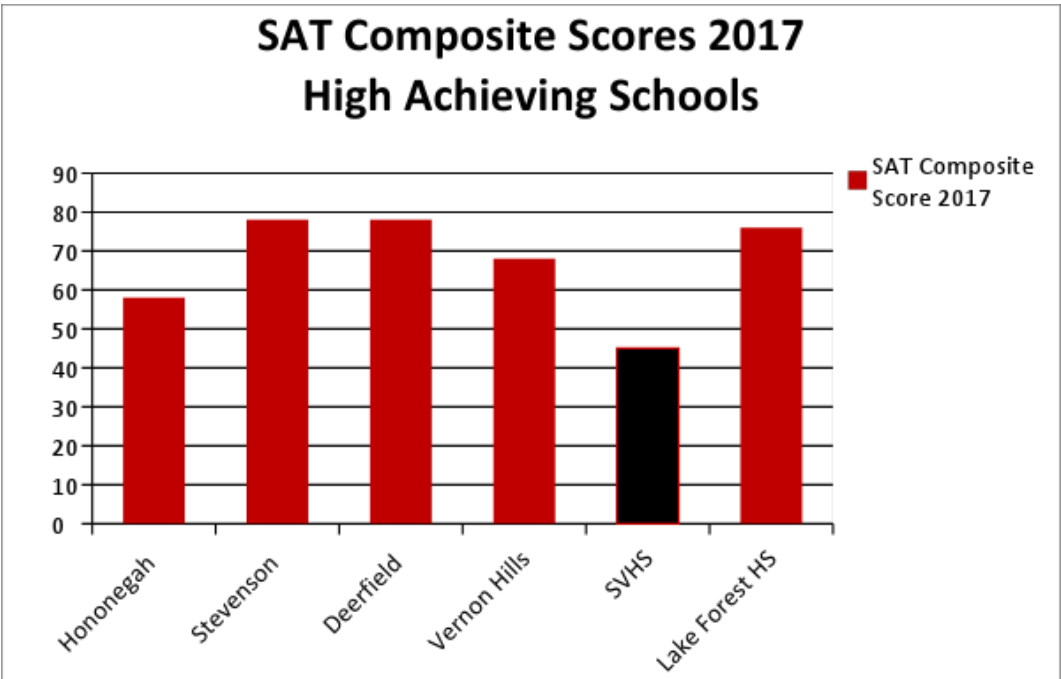


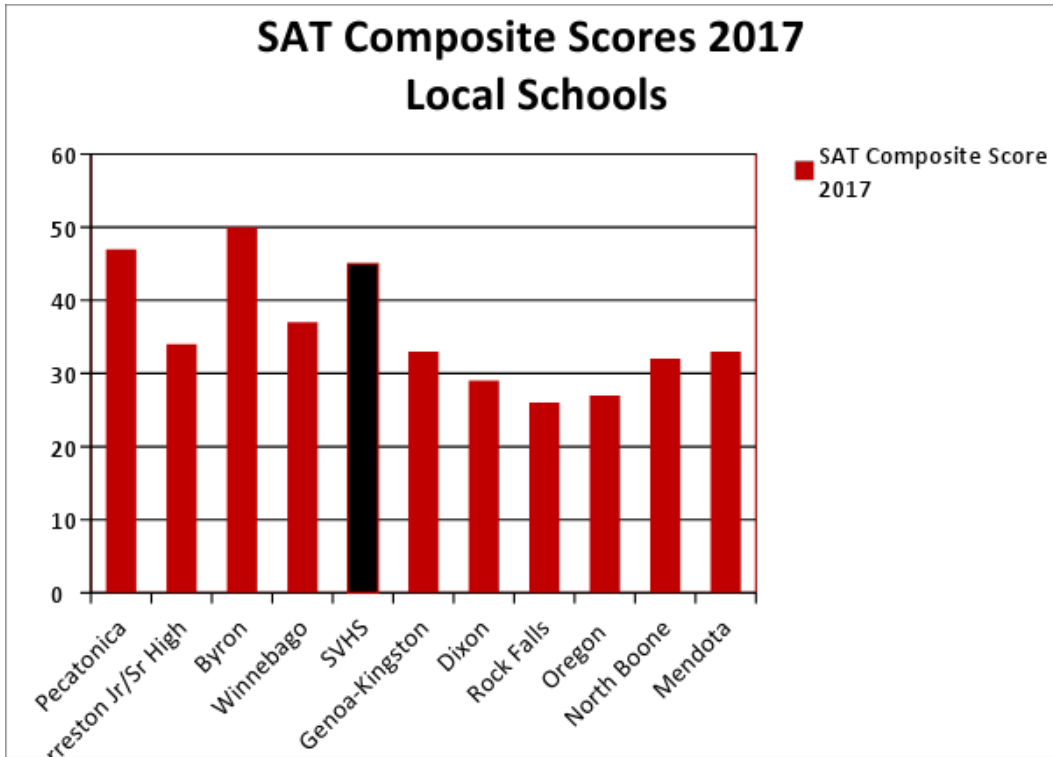
- Critical Questions
 - What can we do to better track the data to determine the success of the SAT prep activities that we are currently weaving into our curriculum and through Khan Academy and ZAPs SAT test prep?
 - How can we make sure there is a focus to move all students forward based on their previous data, not just students on the Meets/Exceeds bubble?
 - Are our current incentives for this assessment motivating for all of our juniors? How will we create a culture of intrinsic drive and determination for every student regardless of incentives?
 - How will SVHS SAT data compare to our neighboring high schools, comparative low SES high schools, and high achieving high schools in Illinois?
- Graphic Representation of Data
 - Please see next page.





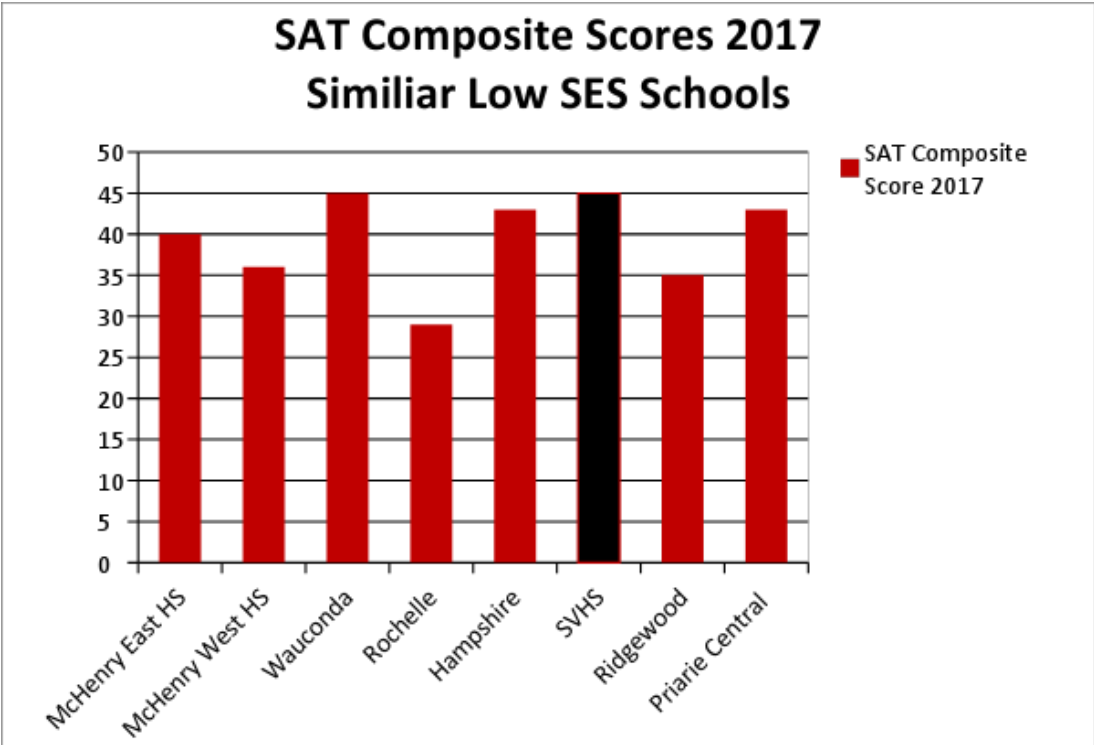
Ready for the Next Level – Comparative SAT Composite Scores







Ready for the Next Level – Comparative SAT Composite Scores – Con’t.





ADVANCED PLACEMENT (A.P.) 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 equally reflected in terms of their performance on Advanced Placement tests. However, we did see a positive increase in the overall pass percentage in 2017 with outstanding pass rates in AP Biology and AP U.S. History. AP English, AP Spanish, and AP World History also demonstrated strong student test performance. 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

- What can we do to support those teachers who are currently experiencing low pass rates?
- How can we prepare our students to be successful on the AP Exam when they choose to take an AP Course?
- What more should be done to encourage students to challenge themselves by taking rigorous Advanced Placement courses?
- How can we evaluate the strength of our current AP courses and the integrity of each?

- Graphic Representation of Data

- 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	15-16	16-17
SVHS Enrollment	492	545	557	602	620	599	599	588	604	618	620	604	587	600	575
Enrolled in AP Courses	97	88	73	98	95	117	129	151	227	232	183	175	248	208	191
AP Students Tested	48	35	35	31	47	62	87	108	102	89	94	89	156	123	116
AP Exams Taken	61	42	38	37	47	72	113	145	140	116	118	116	201	166	162
AP Exams Passed	30	25	13	34	22	24	41	38	34	33	31	34	61	45	64
Students w/One or More Passing Scores								35	33	32	36	25	45	35	53
Percentage of Passing Scores	49%	60%	34%	92%	47%	33%	37%	26%	24%	28%	26%	29%	30%	27%	40%
Courses Offered	4	5	5	4	3	4	4	7	5	5	4	5	9	7	7
Courses Exams Were Taken In	4	5	5	4	3	4	4	7	7	5	5	5	10	7	7



CRITICAL
TRENDS

A.P. data in almost every category has been relatively stagnant; however, we saw a positive increase in exam pass percentage in 2017.

11 students took the A.P. Spanish Test this year despite the absence of an A.P. Spanish course. The continued interest has led to the offering of a combined Spanish 4/A.P. Spanish Course in 2017-2018.



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 approximately 80 informal observations, walk-through observations, and formal observations. While this is a good start, we must be intentional in our efforts to increase strategic observations with timely feedback and discussions focused on effective, rigorous teaching.

Critical Questions

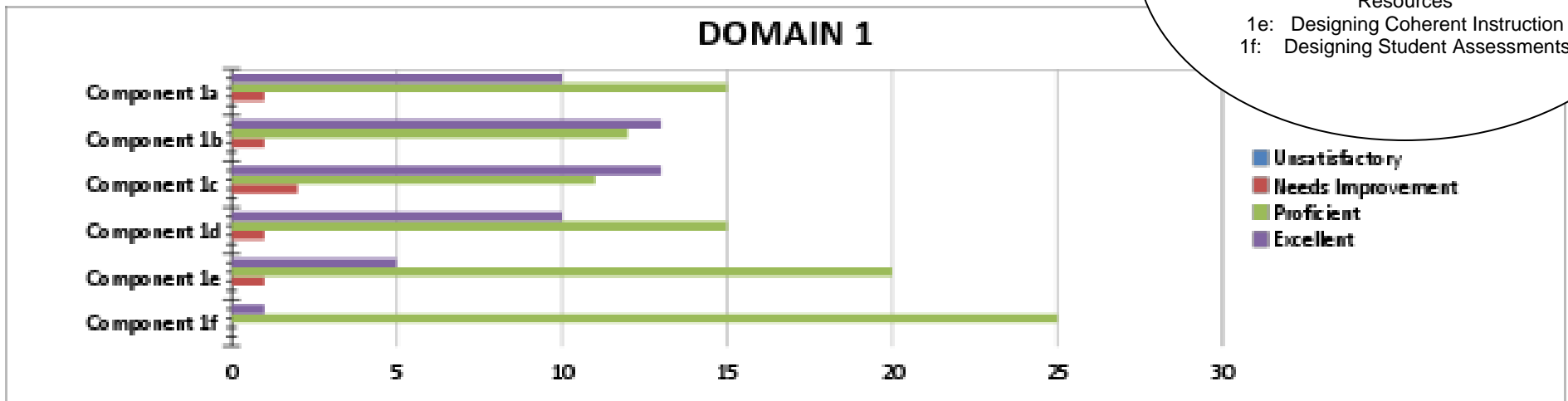
- How will Student Growth Assessments affect the evaluation process and results after year two of the PERA process in 2017-2018?
- How can we strategically organize informal observations to support the teachers in need of strategic feedback?
- How can we provide additional support, support, and discussion to grown in Domain Components 3b, 3c, and 3d?

- Graphic Representation of Data

- Please see next pag

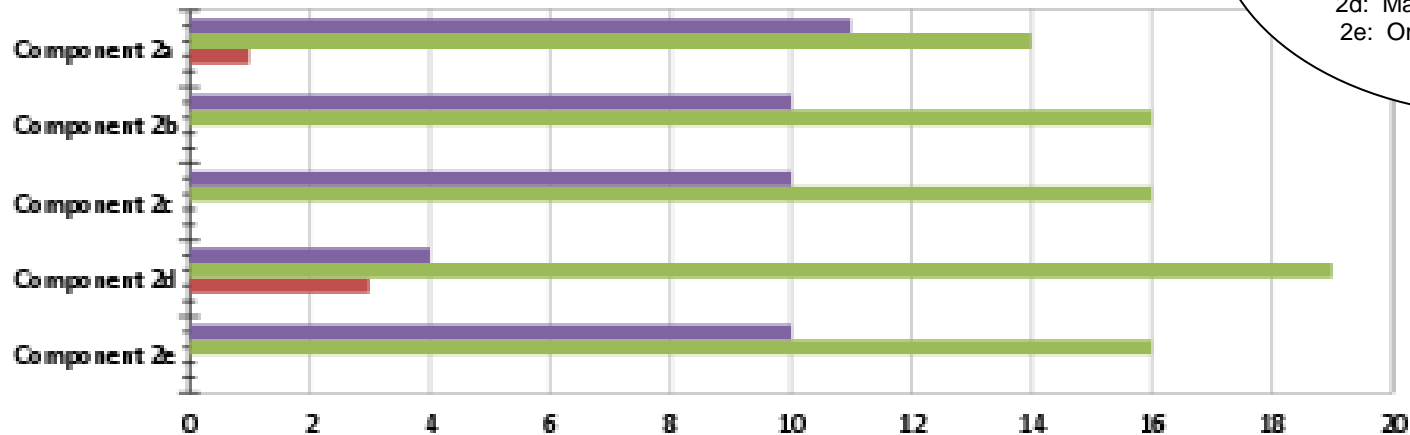


2016 – 2017 SUMMATIVE EVALUATION DATA





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

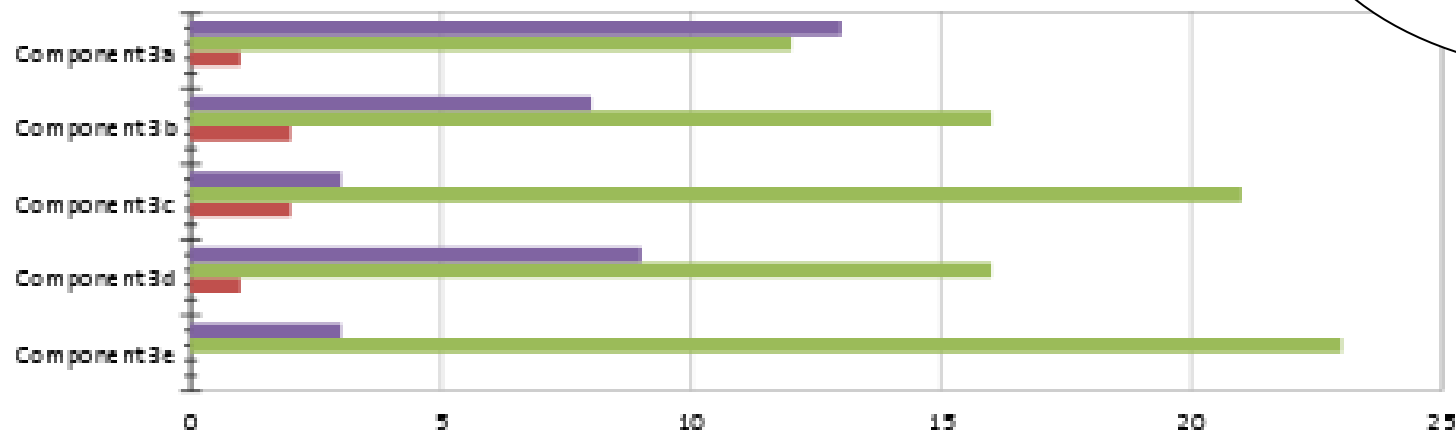
■ Needs Improvement
■ Proficient
■ Excellent



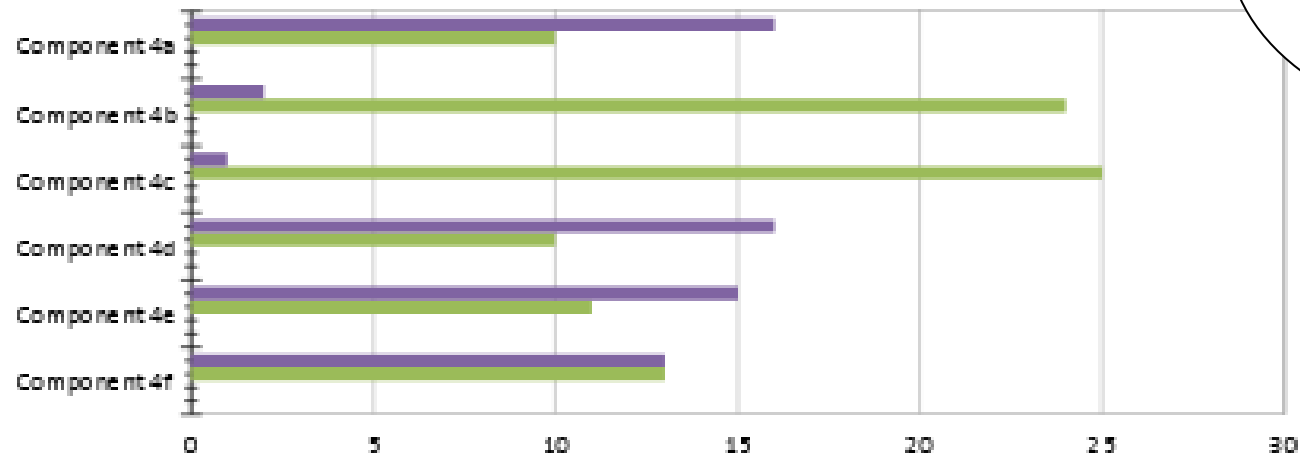
Components:

- 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 3



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

■ Unsatisfactory
■ Needs Improvement
■ Proficient
■ Excellent



School: Stillman Valley High School 2016-2017

Domain/Component	U	NI	P	E
1a- Demonstrating Knowledge of Content & Pedagogy	0	1	15	10
1b-Demonstrating Knowledge of Students	0	1	12	13
1c-Setting Instructional Outcomes	0	2	11	13
1d-Demonstrating Knowledge of Resources	0	1	15	10
1e-Designing Coherent Instruction	0	1	20	5
1f-Designing Student Assessments	0	0	25	1
2a-Creating an Environment of Respect and Rapport	0	1	14	11
2b-Establishing a Culture for Learning	0	0	16	10
2c-Managing Classroom Procedures	0	0	16	10
2d-Managing Student Behavior	0	3	19	4
2e-Organizing Physical Space	0	0	16	10
3a-Communication with Students	0	1	12	13
3b-Using Questioning and Discussion Techniques	0	2	16	8
3c-Engaging Students in Learning	0	2	21	3
3d-Using Assessment in Instruction	0	1	16	9
3e-Demonstrating Flexibility and Responsiveness	0	0	23	3
4a-Reflecting on Teaching	0	0	10	16
4b-Maintaining Accurate Records	0	0	24	2
4c-Communicating with Families	0	0	25	1
4d-Participating in a Professional Learning Community	0	0	10	16
4e-Growing and Developing Professionally	0	0	11	15
4f-Showing Professionalism	0	0	13	13

- **Areas of focus/growth for 2017-2018**





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, thirty percent of a teacher's evaluation now represents student growth by collecting multiple data points for each student over time. Teachers 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 was a no-stakes implementation year to see if adjustments needed to be made to the district-created assessments and to plan before full implementation this past school year. Teachers administered mirrored assessments at the beginning and end of the school year. After pre-assessments were given, student learning objectives (SLO's) were set for each student. Teachers established a mid-point check with the students to determine instructional or SLO adjustments. At the end of the year, post-assessments were given and evaluated to see how many students reached their growth goals.

- General Reaction

At the end of the first semester of the 2015-2016 school year, several teachers administered their post-assessments to informally collect assessment results. This data was helpful in discussions with teachers who were formally evaluated this school year to determine how their assessment data impacted their overall evaluation ratings. The data will also help teachers determine any instructional adjustments to be made before the first year of implementation in 2016-2017.

- Critical Questions

- What adjustments need to be made to pre/post-assessments to mirror instruction?
- What mid-point adjustments need to be made based on student performance?
- Has the focus on student growth data enhanced classroom instruction?



- Graphic Representation of Data
 - Not Available – Final 2016-2017 data will be reviewed over summer 2017, and, with Mr. Mullikin's support, graphs/charts will be constructed as well.



DISCIPLINE

- What is Being Measured

There were not too many bright spots in this year's discipline report for Stillman Valley High School. This past school year there were significant increases in after school detentions (54% increase), Saturday school detentions (22% increase), and in-school suspensions (20% increase). Unfortunately, much of those increases can be attributed to the freshman class. The freshman class accounted for 46% of all disciplinary referrals. The most significant occurrence responsible for the increase in discipline was the number of times that HEAT was not served (55% increase) this past school year.

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 through the years.

- How is it Measured

When comparing this year's suspension results to the results from the 15-16 school year there was a net increase of fifty suspensions. In-school suspensions were up by forty-two suspensions, while out of school suspensions increased by eight. Seventy-two of the 266 suspensions were assigned to the freshman class. We tried to utilize in-school suspension as much as possible to avoid assigning out-of-school suspensions. This year we encountered quite a bit of apathetic behavior towards academics and assigned discipline. This behavior led to the sizable increase in suspensions.

- General Reaction

This was our first year implementing a policy that took away a student's privilege to attend Homecoming and/or Prom if the student had accrued more than ten suspension days during the school year. This policy did affect three of our upperclassman students this year. Those three students were not able to attend Prom because they had accumulated ten or more suspension days.

This was the second full school year of allowing students to use their cell phones during their lunch period. A byproduct of the rule change has been an increased entitlement feeling from some of our students that they can use their cell phone anywhere and at any time in our building during the school day. Cell phone violations did increase the first year by almost 33%. This year there was another increase in cell phone



violations of 3%. We intend to keep a close eye on this data in the coming year to help us decide whether or not a revision to this policy should be recommended.

I am not optimistic that the discipline data over the next three years will improve. The reason for my lack of optimism is that the discipline issues for the freshman class continued to be a problem all year. This class has had many discipline related issues since they were in elementary school. We plan to continue to use interventions with many of these struggling students as well as look for alternative placements where necessary to help these young men and women to be successful.

- Critical Questions
 - How can we better support our students who have three minors within a quarter?
 - What programs or interventions could be implemented to support our at risk students?
 - What services are available for parents to help them support their students and our educational initiatives?
- Graphic Representation of Data
 - Please see next page

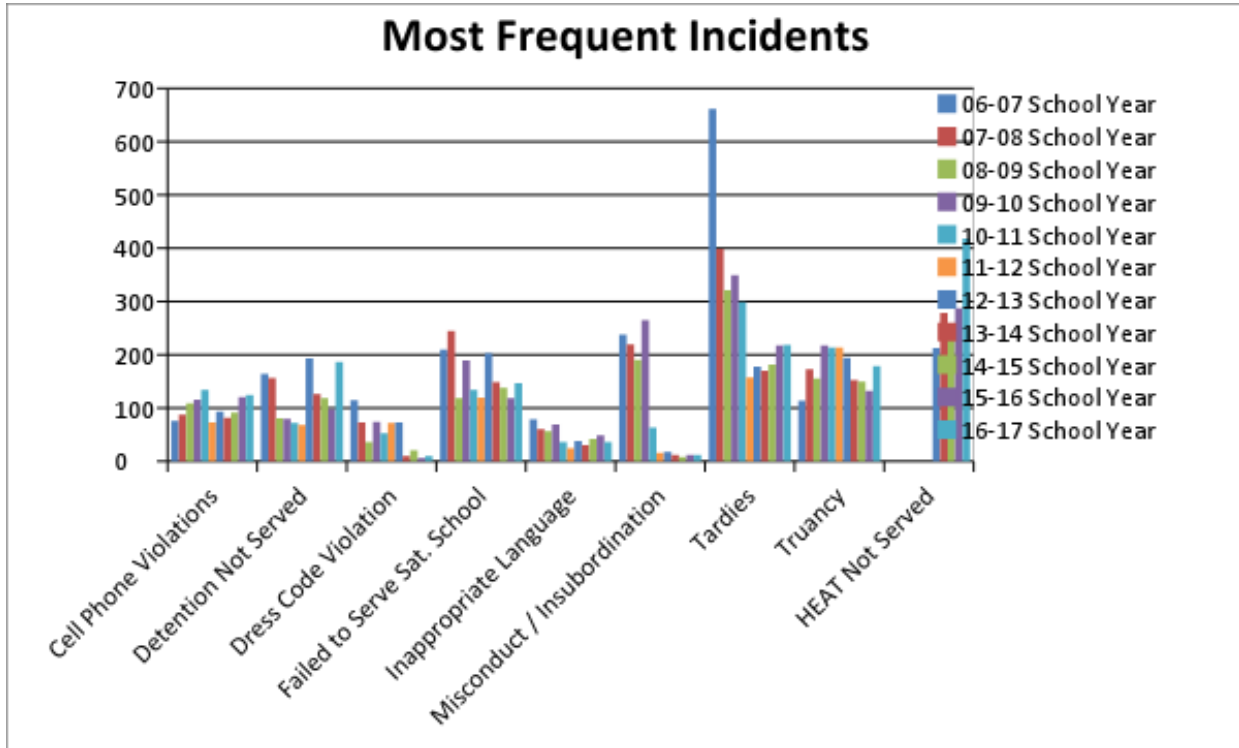


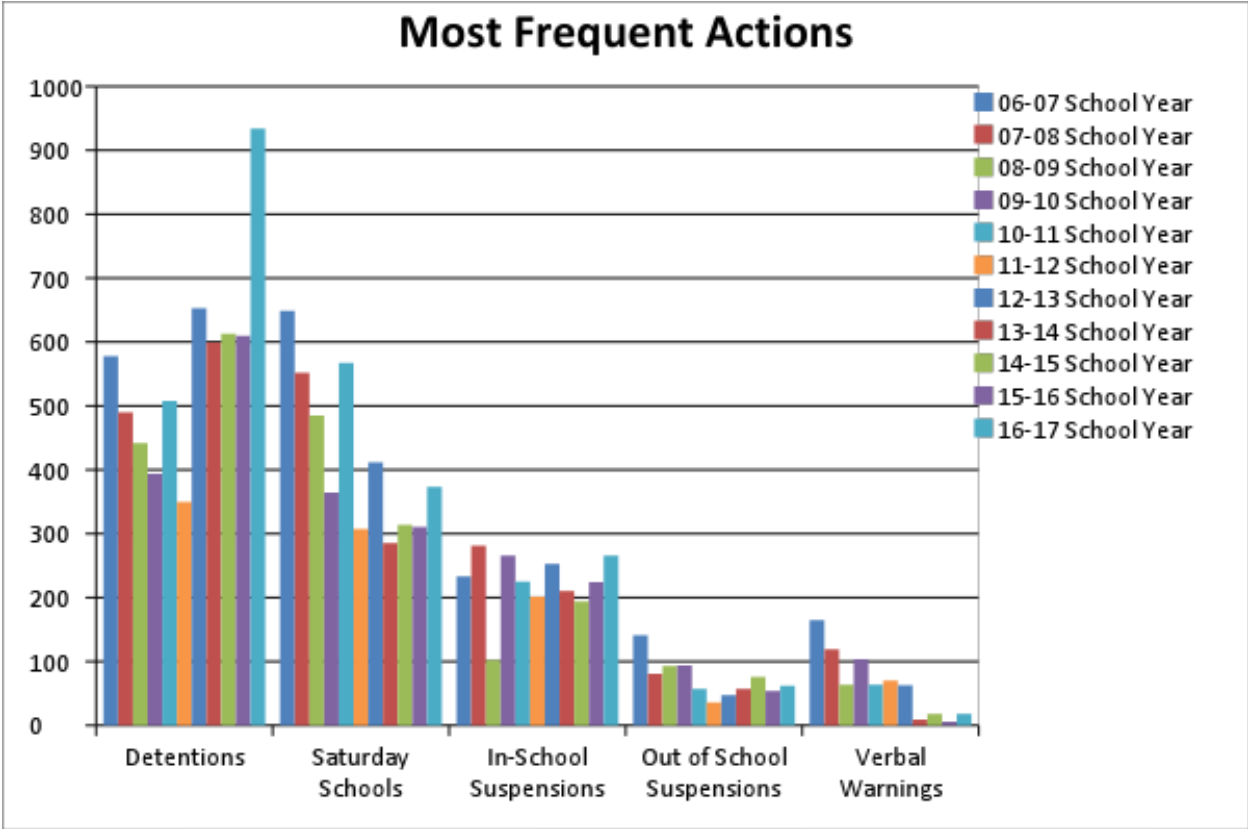
Stillman Valley High School Discipline Report 2016-17 Year End Results

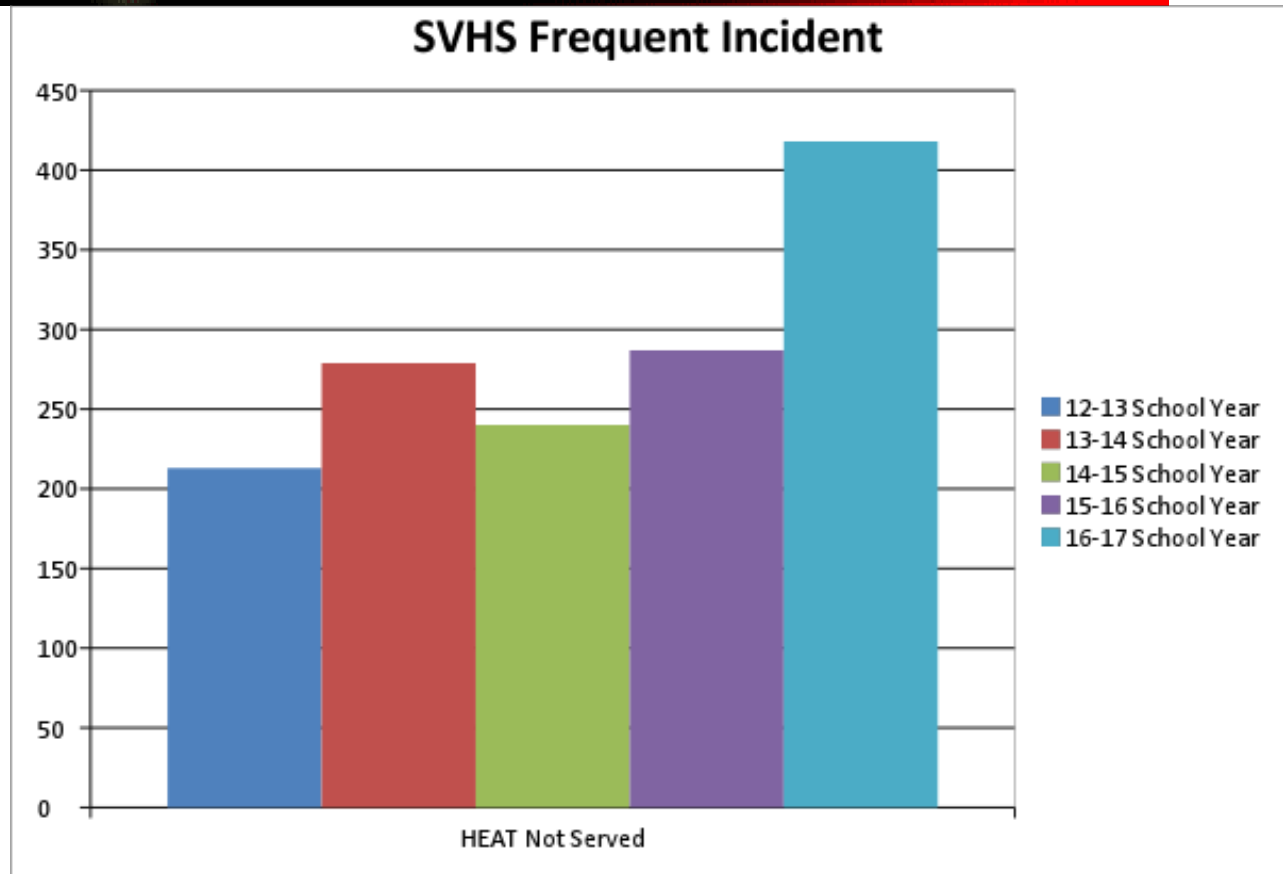
<i>Most Frequent Incidents</i>	<i>06-07 Schoo l Year</i>	<i>07-08 Schoo l Year</i>	<i>08-09 Schoo l Year</i>	<i>09-10 Schoo l Year</i>	<i>10-11 Schoo l Year</i>	<i>11-12 Schoo l Year</i>	<i>12-13 Schoo l Year</i>	<i>13-14 Schoo l Year</i>	<i>14-15 Schoo l Year</i>	<i>15-16 Schoo l Year</i>	<i>16-17 Schoo l Year</i>	<i>Increase / Decrease from 15-16</i>	<i>% Inc. / Dec.</i>	<i>Increase / Decrease from 06-07</i>	<i>% Inc. / Dec.</i>
Cell Phone Violations	76	88	109	116	134	73	93	82	91	121	124	3	3.30%	48	63.16%
Detention Not Served	164	156	81	80	72	68	193	126	119	97	186	89	74.79%	22	13.41%
Dress Code Violation	115	73	36	74	53	72	73	10	21	6	10	4	19.05%	-105	91.30%
Failed to Serve Sat. School	210	245	119	189	134	120	203	149	138	119	147	28	20.29%	-63	30.00%
Inappropriate Language	79	60	57	69	36	25	38	30	42	49	36	-13	30.95%	-43	54.43%
Misconduct / Insubordination	238	219	190	265	63	16	18	12	8	12	12	0	0.00%	-226	94.96%
Tardies	661	399	321	349	299	157	178	170	182	217	218	1	0.55%	-443	67.02%
Truancy	114	173	155	217	214	214	194	153	150	132	179	47	31.33%	65	57.02%
HEAT Not Served	*****	*****	*****	*****	*****	*****	213	279	240	287	418	131	54.58%	N/A	N/A

<i>Most Frequent Actions</i>	<i>06-07 Schoo l Year</i>	<i>07-08 Schoo l Year</i>	<i>08-09 Schoo l Year</i>	<i>09-10 Schoo l Year</i>	<i>10-11 Schoo l Year</i>	<i>11-12 Schoo l Year</i>	<i>12-13 Schoo l Year</i>	<i>13-14 Schoo l Year</i>	<i>14-15 Schoo l Year</i>	<i>15-16 Schoo l Year</i>	<i>16-17 Schoo l Year</i>	<i>Increase / Decrease from 15-16</i>	<i>% Inc. / Dec.</i>	<i>Increase / Decrease from 06-07</i>	<i>% Inc. / Dec.</i>
Detentions	578	490	442	394	508	350	653	599	613	610	934	324	54.09%	356	61.59%
Saturday Schools	649	552	485	364	567	307	412	285	314	311	373	62	21.75%	-276	-42.53%
In-School Suspensions	233	281	102	266	225	201	253	210	194	224	266	42	20.00%	33	14.16%
Out of School Suspensions	141	81	93	94	57	36	47	57	76	54	62	8	14.04%	-79	-56.03%
Verbal Warnings	165	119	64	104	64	70	63	9	18	6	18	12	133.33 %	-147	-89.09%

- 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)







PBIS (Integrity) Minors for 2016-17 School Year – 242

PBIS (Integrity) Minors for 2015-16 School Year – 145

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

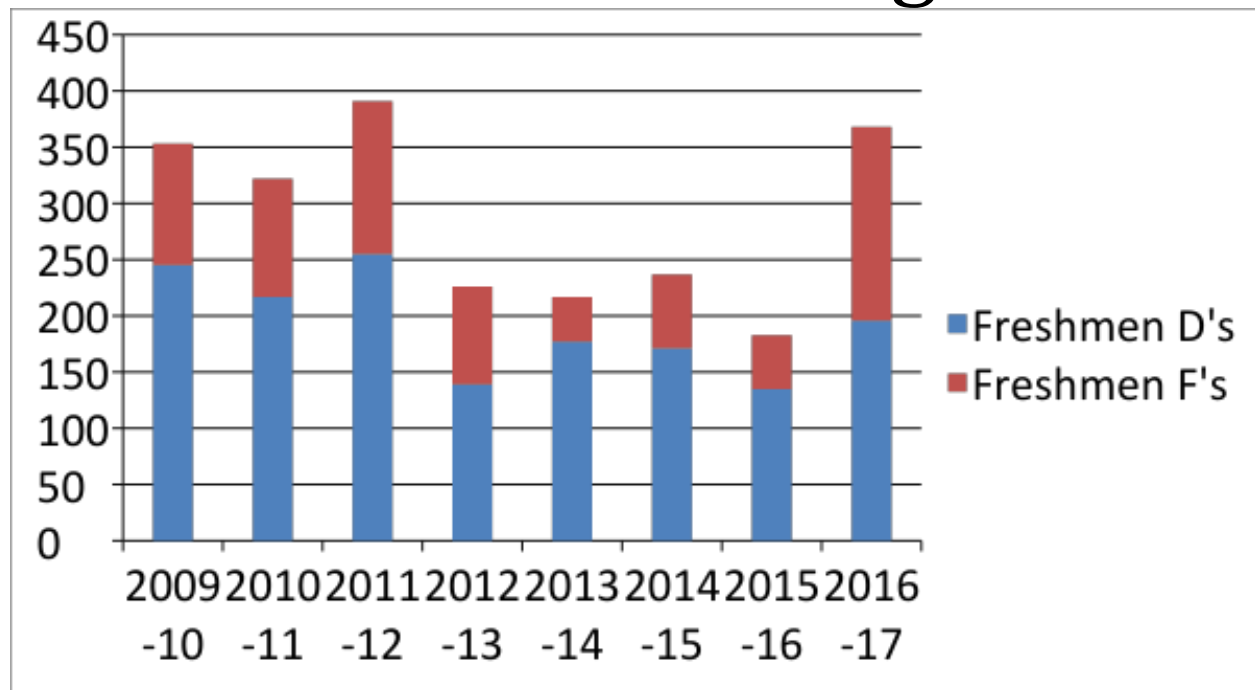
PBIS (Integrity) Minors for 2010-11 School Year – 420

*= 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)



S.V.H.S. HEAT Program





Meridian CUSD223





BUILDING SUBSTITUTE USAGE

- What is Being Measured

Aesop 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. Supplemental days have also been tracked, which include substitutes who served as test proctors and/or any long-term substitutes.

- General Reaction

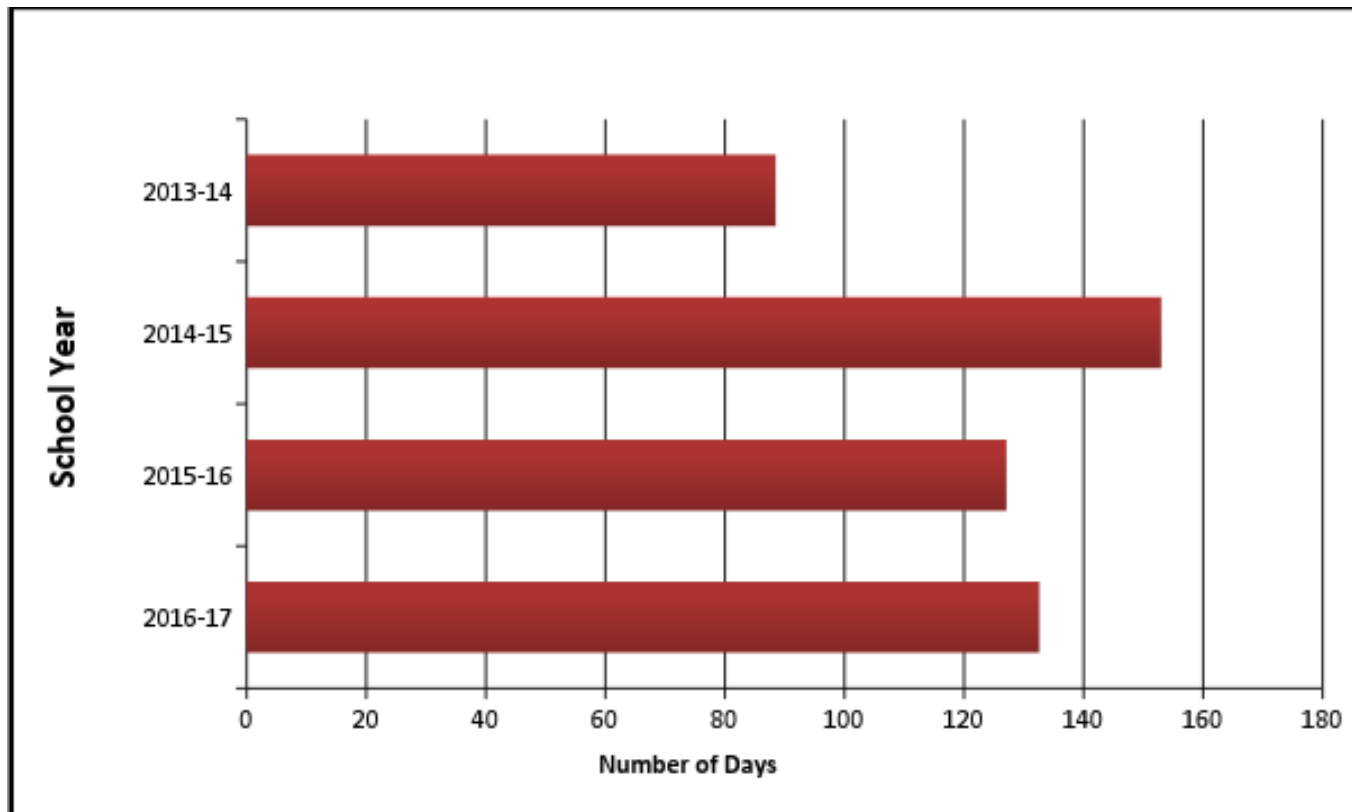
All teachers are given the opportunity to take two professional days to write assessments to be in compliance with the PERA law, or to work on professional material that aligns with our school improvement goals. Also, the new incentive of matching unused sick days that started during 2014-15 school year may have made a more positive difference in days used. Significantly fewer 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?
- Does the lack of snow days affect the number of sick days used?

- Graphic Representation of Data

- Please see next page





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. The counselors are also using multiple data points to correlate the following data: Counseling appointments w/students who failed one or more core courses in the previous semester, Counseling appointments w/students who are truant (absent 10 or more days), Counseling appointments w/students who have three or more nurse visits per month. This data will be used to more effectively serve our students who are struggling academically, socially, and/or emotionally. It will also help us determine which students are in need of adult mentors in our building for check-in/check-out purposes.

- 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 department meetings are led by Mr. Voltz to review student data and revise services as determined necessary by the data.

- Critical Questions

- How can this team work together to improve our SVHS attendance data and graduation rate, especially given the troublesome data of our freshman class?
- How have the online Overgrad and Career Cruising systems been used by our students in preparation for college?
- How will a focus on social/emotional learning impact the number of students seeking or requiring counseling services?
- How can this department solidify the student SMART Goal process?

- Graphic Representation of Data

- Please see next page – **Final 2016-2017 Counseling Department data will be analyzed and graphically represented during the summer of 2017.**



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 slightly 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

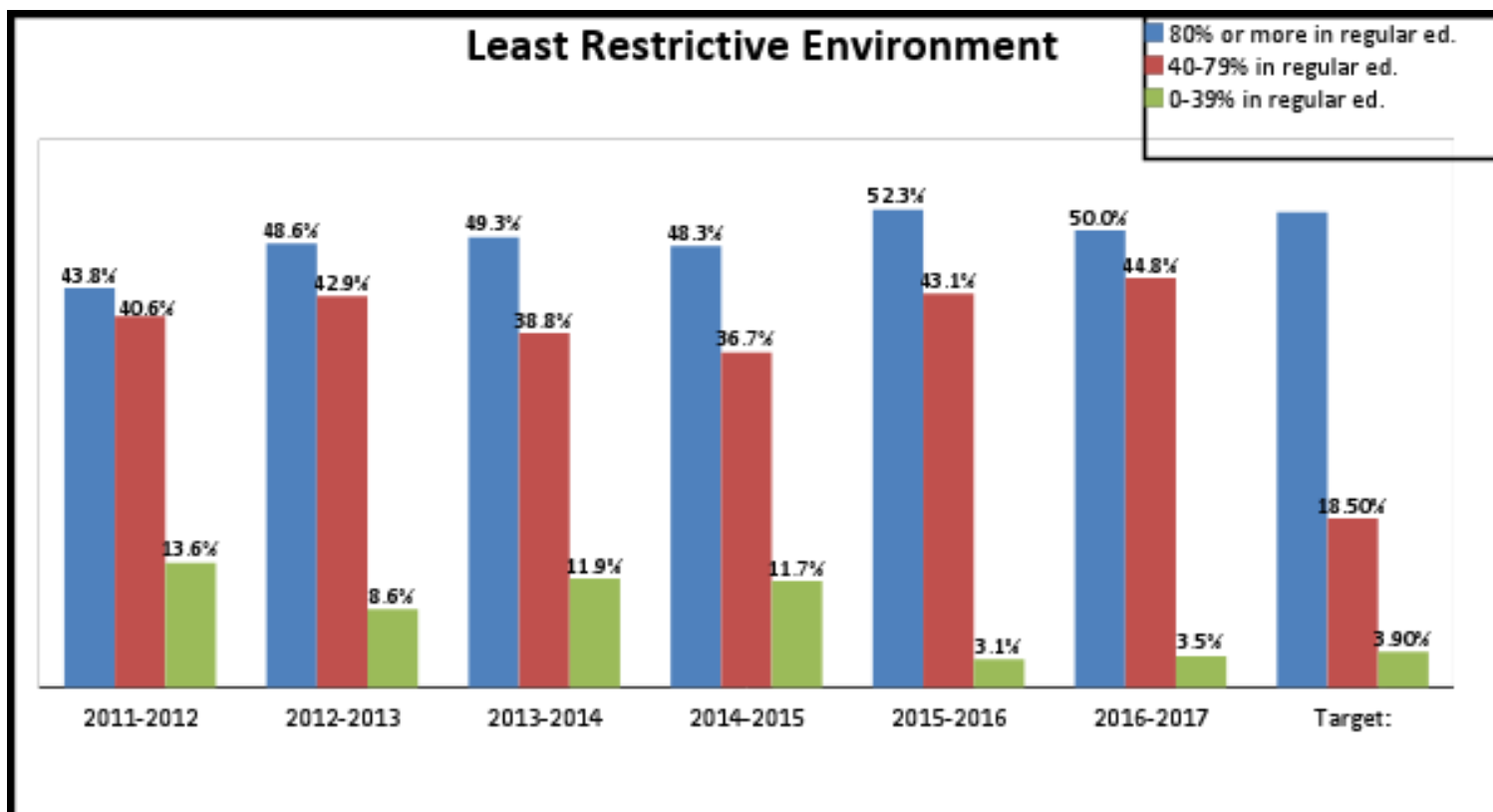
- How are paraprofessionals being used to support these students in the regular education classroom?
- What training needs to be provided for special ed. teachers and paraprofessionals to best meet the needs of the students?
- Does an examination of curriculum within the instructional classes need to 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



<u>Special Education Evaluations 2016-2017</u>	
Initial IEP's	3 (0 Qualified)
Re-Evaluations	15 (2 Dismissed)





SIP REVIEW

- What is Being Measured

School wide goals are set by administrators, teachers, students, and parents 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 & 2016-17: The number of students determined to be College & Career Ready as defined by SVHS based on the attainment of earned Latin Honors criteria, successful Military Enlistment, Illinois State Scholar recognition, National Merit recognition, earned certifications, earning a 3 or better on an Advanced Placement exam, earning a C or better in a Dual Credit Course, benchmark attainment on all applicable PARCC assessments, and/or benchmark attainment on all four ACT components, and/or benchmark attainment on both SAT components will increase by 10% or more over the next two school years (2015-2016 & 2016-2017).

SVHS SIP Goal #2 for 2015-16 & 2016-17: The number of students successfully earning 20 or more service hours per year will increase by 10% from 2016 to 2017.

SVHS SIP Goal #3 for 2016-17 & 2017-18: The social and emotional wellness of our students and staff will improve over the next two years as evidenced by 100% of our students, faculty, and staff rating themselves in the satisfactory or better range for social and emotional wellness as evidenced in our engagement surveys administered three times per year.

SVHS SIP Goal #4 for 2017-2018: Increase the number of SVHS students considered Career-Ready by 10% over the next year as demonstrated by an increase in internships, apprenticeships, and certifications.

- General Reaction

We met and exceeded our expectations for our CCR Goal and our Community Service Goal. However, we need to continue to focus on the CCR criteria to see these numbers increase, and we need to continue to inform and encourage all students to earn service hours in an effort to create a positive, servant-minded culture among our students, faculty, and staff. The first year of our Social & Emotional Wellness Goal was focused on educating our Division Leaders, SVHS Faculty, PSAC, & PPAC members, but we fell short on our plans to implement an SEL curriculum during our Seminar periods. We have a lot of work to do in 2017-2018 with our Social Emotional Wellness Goal.



- Critical Questions
 - How can we promote and encourage our students and staff to consistently engage in community service opportunities?
 - How will our anticipated SAT benchmark data in spring 2017 compare with our ACT benchmarks and our comparative groups (Local high schools, Low SES high schools, High-Performing high schools)?
- Graphic Representation of Data
 - Please see next page



SMARTGoal Action Plan

School: Stillman Valley High School

2015 – 2016 & 2016 – 2017

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, Illinois State Scholar recognition, National Merit recognition, earned certifications, earned 3 or better on an Advanced Placement test, earned a C or better in a Dual Credit Course, benchmark attainment on all applicable PARCC assessments, and/or benchmark attainment on all four ACT components, and/or benchmark attainment on both SAT 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 2015-2016: CAF – 18 CTF – 55 2016-2017: CAF – 22 CTF – 31	Review ACT assessment results, PARCC scores, Latin Honors totals, Military Enlistment, Illinois State Scholar Recognition, National Merit Recognition, and earned certification totals to determine how many students are College/Career Ready.	Counseling Dept. & Administration	May 2015, 2016, & 2017	Annual Data Report (June) & Current Reality- SIP	Increase in numbers for Latin Honors (total), Military Enlistment, and ACT Benchmark Scores
	Review the 2017 SAT assessment results to determine baseline data and calculate targets for 2017-2018. This data will become part of our CCR definition.	Admin.	May 2017	Annual Data Report (June)	N/A
	Utilize ACT, SAT, and/or PARCC resources through http://www.actstudent.org/testprep/ and/or https://collegereadiness.collegeboard.org/sat/practice www.parcconline.org	Classroom Teachers	September 1, 2015 & throughout the 2015-2016 School Year (At least	Individual or Classroom Data Chart/Graph	Departments/Teachers will share their reflections in their monthly PLC minutes.



<p>Students who successfully enlisted in the Military:</p> <p>2013-2014: Army - 2 Navy - 1 Air Force - 1 Marines - 2</p> <p>2014-2015: Army - 0 Navy - 1 Air Force - 1 Marines - 2 Nat. Guard - 1</p> <p>2015-2016: Army - 0 Navy - 0 Air Force - 2 Marines - 3 Nat. Guard - 1 ROTC - 2</p> <p>2016-2017: Army - 2 Marines - 1 Air Guard - 1 Nat. Guard - 1</p> <p>Students who met</p>	www.khanacademy.org		once per quarter). SAT in 2016-2017		
	Provide ACT and/or SAT prep questions on our SVHS website.	Counseling Dept., Cathie Murphy	Begin: September 1, 2015 & continue daily	SVHS Website	ACT & SAT Scores
	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	District Leadership Meeting Agendas, Division Leader Meeting Agendas and Minutes	N/A



benchmarks on all four ACT components in 2013-2014: 29 2014-2015: 21 2015-2016: 27 2016-2017: 35 SMART Goal: The number of students considered CCR as defined by SVHS will increase by 10% or more over the next two years.					
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SMARTGoal Action Plan

School: Stillman Valley High School

2015 – 2016 & 2016 - 2017

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 or DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current Reality: 2015-16:110 Students 2016-17: Division Leaders, PSAC, PPAC, and Admin. implemented our service program in 2015-2016. Graduation Recognition: Class of 16 – 20 Hours Class of 17 – 40 Hours Class of 18 – 60 Hours Class of 19 & Subsequent Classes – 80 Hours	Log students' approved Community Service Hours (CSH) into our Skyward System.	Counseling Dept.	Updated at least once per week with final number for each school year determined May 1 st of each year.	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	Freshmen Only Day, First Week of School during Class Meetings, Start of Each Quarter in Seminar	Freshmen Only Day Agenda, Grade Level Assemblies, Hallway Banners, Seminar Announcements	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 Flyer	SKYWARD Reports: Number of students completing CSH & Number of Community Service Hours logged per student



SMART Goal: The number of students successfully earning 20 or more service hours per year will increase by 10% or more from 2016 to 2017.	Inform Coaches & Advisors of the CSH Program and encourage participation by creating CSH opportunities for athletes and members.	Mike Reagan	Coaches/Advisors Beginning of Season Meetings & 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



ARTGoal Action Plan

School: Stillman Valley High School

2016-2017 & 2017-2018

SIP Goal 3: The social and emotional wellness of our students and staff will improve over the next two years as evidenced by 100% of our students, faculty, and staff rating themselves in the satisfactory or better range for social and emotional wellness as evidenced in our engagement surveys administered three times per year.					
SIP or DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current Reality: We currently collect and share statistics regarding our students' monthly use of our Counseling Department Services (Individual Meetings &, Small Group Meetings related to social/emotional issues). How do the following data points correlate: Counseling Department appointments, Nurse visits, Poor Attendance/Truancy, Failing Semester Grades, Repeated Discipline Issues?	Share/Promote SEL Standards	PSAC Members, Take Action League Members, Seminar Teachers & Counselors	Twice per month - 2nd & 4th Wednesdays...beginning spring 2017	Selected Curriculum and/or SEL Activities	Increase in the number of positive responses to the climate/culture survey. Decrease in counseling department visits.
	Student & Staff Engagement Surveys	School Counselors, Seminar Teachers, & PSAC	Three times per year - September, December, & May	Paper Survey...eventually a Google Form	Increase in the number of positive responses to the climate/culture survey.
	Develop & Implement elements of a Freshmen Mentor Program	Administrators, PSAC, StuCo & Advisors, TAL & School Counselor	2016-2017: Research & Develop the Program 2017-2018: Year One of the Program	Site Visits of Existing H.S. Programs, Application Process for Mentors, Training for Advisor & Mentors	Quarterly Student Surveys, Improved Freshmen Attendance, Freshmen Only Day Survey



SMART Goal: The social and emotional wellness of our students and staff will improve over the next two years as evidenced by 100% of our students, faculty, and staff rating themselves in the satisfactory or better range for social and emotional wellness as evidenced in our engagement surveys administered three times per year.	Faculty/Staff Volunteer Mentor Program	Counselors & Volunteer Faculty/Staff	Implement in fall 2016 w/Weekly Informal Check-Ins by Faculty/Staff Mentors with students	Checklist w/Students' Names(1-3 per volunteer) & Date of each Informal/Impromptu Check-In	Skyward Gradebook (fewer missing assignments & no failing grades) & Fewer Absences from School
	Coaches/Advisors as Volunteer Mentors	SVHS A.D. & Volunteer Coaches & Advisors	Implement by Late September 2016, Weekly Check-Ins by Faculty/Staff Mentors with students	Checklist w/Students' Names (1-3 per volunteer) & Date of each Informal/Impromptu Check-In	Skyward Gradebook (fewer missing assignments & no failing grades) & Fewer Absences from Practice/Games
	Share Responsible Social Media Tips w/Students, Parents, & Staff	Administrators	At least once per month...beginning fall 2017	School Announcements, Meridian Facebook, SVHS Snapchat, & Twitter	Fewer Discipline referrals (Major & Minor) Related to Bullying via Social Media
	Reintroduce Challenge Day for Freshmen	Administrators, & School Counselors	Fall 2018	Two-Day Freshmen Assembly/Workshop	Formal Feedback Collected after the 2-day workshop



SMARTGoal Action Plan

School: Stillman Valley High School

2017-2018

SIP Goal #4: Increase the number of SVHS students considered Career-Ready by 10% over the next year as demonstrated by an increase in internships, apprenticeships, and certifications.

SIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
SIP Goal: Increase the number of SVHS students considered Career-Ready by 10% over the next year as demonstrated by an increase in internships, apprenticeships, and certifications.	Creation of an SVHS Career Center	School Counselor, Lead Teachers, Student-Leaders	September 2017	College/Career Resource Center at SVHS, CCRC Brochure, CCRC Website	Increase in dual credit opportunities, credit recovery, SAT scores, ASVAB scores, and career-readiness and/or employability scores, and decrease in the number of failing semester grades (9th-12th)
	Develop a school-wide rubric for employability/soft skills	Administration, Division Leaders, PSAC, PPAC	Ready for implementation in all departments by January 2018	School-Wide Rubric	Assessment-based data
	Increase internship opportunities for students	Counseling Department, CEANCI-related departments, Admin.	May 2018	SVHS Counseling Department Newsletter, Social Media, Press Releases	Survey Data from local employers and our students



	Increase apprenticeship opportunities for students	Counseling Department, CEANCI-related departments, Admin.	May 2018	SVHS Counseling Department Newsletter, Social Media, Press Releases	Survey Data from local employers and our students
	Host Career Guest Speakers	Faculty, School Counselors, SVHS College/Career Center Coordinator	Continue in September 2017	Social Media, Press Releases, Weekly Preview Highlights	Survey Data from our students
	Research Quality Assessments for Career Readiness	Administration, CEANCI-related Departments, & School Counselors	October 2017	ACT WorkKeys, JAG Assessments, etc. (TBD)	Increase in overall scores on the selected assessment based on baseline scores and/or normed data



Meridian CUSD #223 2017-2018 Data Report

Food Service



Board of Education:

Throughout the 2016-2017 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 2016-2017 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)



Food Service Data Report

Student Lunch and Breakfast Percentages of Free and Reduced Meals over the 2016-2017 School Year

- What is being measured

Comparing percentage of free and reduced breakfast and lunches served to the students in 2015-2016 year to 2015-2016 school year.

- How is it measured

Data was gather from last year data report and 2016-2017 school year numbers, data was gather from Skyward then broken down by school building cafeteria and put in to percentage to compare the 2015-2016 year.

- General Reaction:

- High School breakfast and lunch number have dropped
- Breakfast numbers across the district are still at the low end.
- High School students that are reduced don't take breakfast.

- Critical Questions

- Are Student from last year to this year have different benefits
- Can we have students that come to school at the last minute grab breakfast to take to the classroom?
- Do we post the breakfast menu on the school website?
- Will numbers go up at the elementary schools with us offering two main lunch items
- Do we change are breakfast menu?



Student Free and Reduced Number by Building

District Buildings	Free 2015-2016	Reduced 2015-2016	Free 2016-2017	Reduced 2016-2017
High School	106	32	128	25
Jr. High School	95	17	101	12
Monroe School	99	13	106	7
Highland School	107	15	95	12

Student Lunch and Breakfast Percentages of Free and Reduced Meals

Stillman Valley High School	2015-2016	2016-2017
Students that are taking the free lunch	65.1%	59.6%
Students that qualify for reduced taking the lunch	65.6%	58%
Students that qualify for free taking the breakfast	20.1%	17.3%
Students that qualify for reduced are taking breakfast	6%	.9%

Meridian Jr. High School	2015-2016	2016-2017
Students that are taking the free lunch	71.5%	62.9%
Students that qualify for reduced taking the lunch	67.6%	73.8%
Students that qualify for free taking the breakfast	17.4%	17.7%
Students that qualify for reduced are taking breakfast	13%	4.6%



Monroe Center School	2015-2016	2016-2017
Students that are taking the free lunch	76.4%	72.6%
Students that qualify for reduced taking the lunch	61.1%	71.5%
Students that qualify for free taking the breakfast	37.8%	41.2%
Students that qualify for reduced are taking breakfast	29.9%	25%

Highland School	2015-2016	2016-2017
Students that are taking the free lunch	72.5%	62%
Students that qualify for reduced taking the lunch	46.2%	59.3%
Students that qualify for free taking the breakfast	44.7%	35%
Students that qualify for reduced are taking breakfast	19.6%	19.3%



Total Student Lunch and Breakfast Percentages of Free and Reduced Meals over the 2016-2017 School Year

- **What is being measured**

Percentage of free and reduced breakfast and lunches served to the students in 2016-2017 school year.

- **How is it measured**

Total free and reduced students was gather from Skyward for 2016-2017 school years, then added what would be the total of meal sold if every student purchased meal, put that against what was really purchased.

- **General Reaction:**

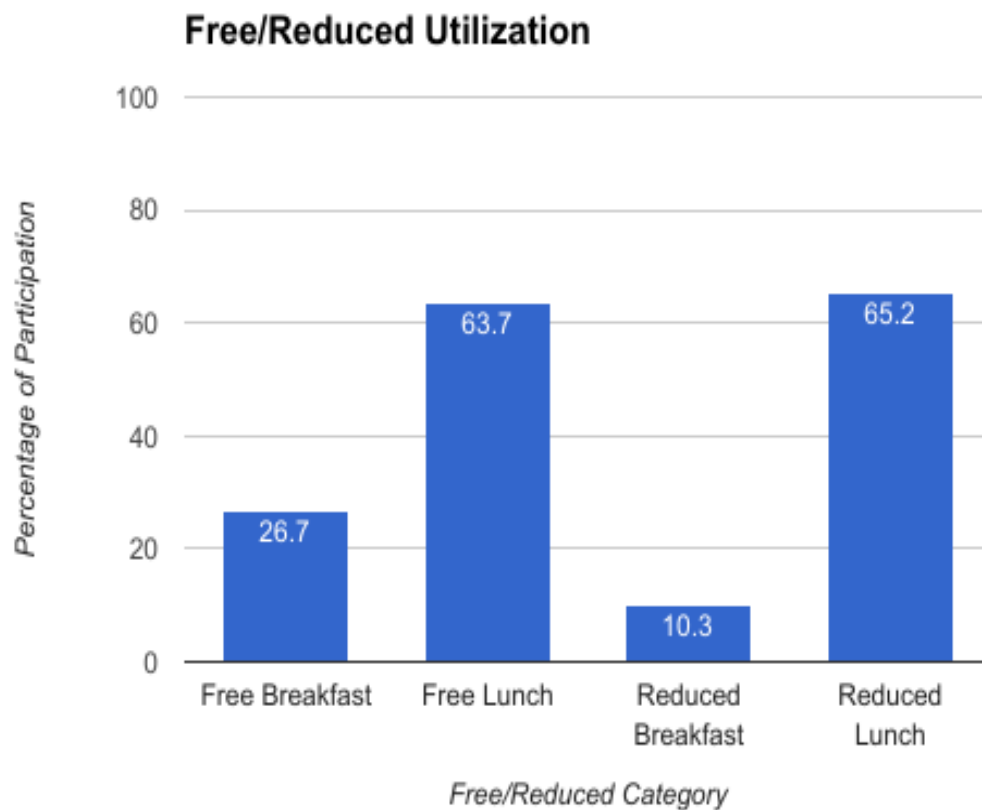
- Breakfast numbers across the district are still at the low end.
- High School students that are reduced don't take breakfast.

- **Critical Questions**

- Are Student from last year to this year have different benefits
- Can we have students that come to school at the last minute grab breakfast to take to the classroom?
- Do we post the breakfast menu on the school website?
- Will numbers go up at the elementary schools with us offering two main lunch items
- Do we change are breakfast menu?



Graphic Representation of Data on Free & Reduced Lunches and Breakfast Percentages of Student that are Taking the benefits in the 2016-2017 School Year





Normal Lunch and Breakfast Counts Over the Past Three Years

- **What is Being Measured**

Lunch and Breakfast counts over the past three years in category (Normal)

- **How is it Measured**

Data was gathered from the Skyward from the end of year reports and put into a graphs for viewing

- **General Reaction**

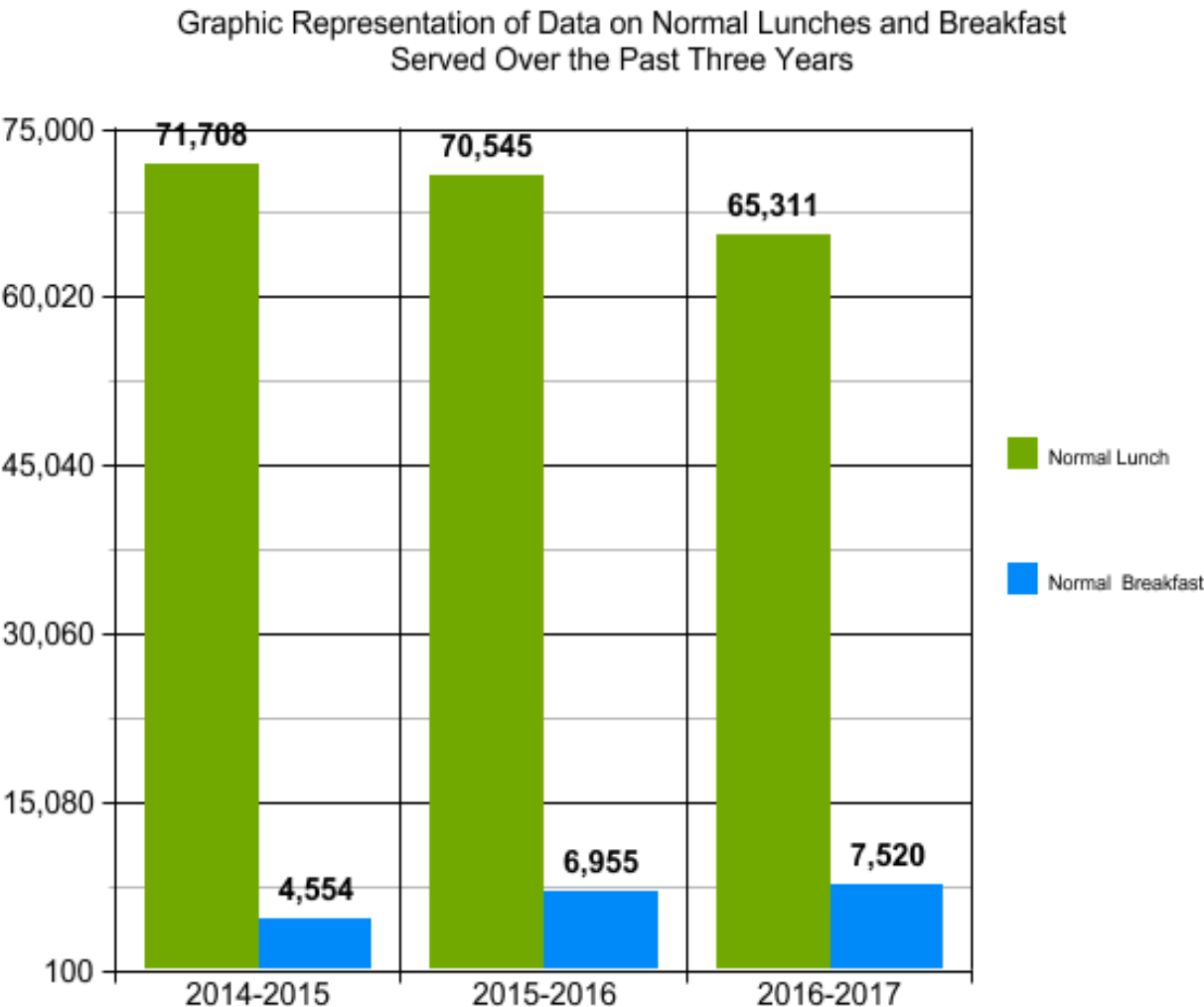
- Number of students eating breakfast under the normal lunch price category is increased.
- Are there fewer students in the school district?

- **Critical Questions**

- Are there fewer students with free and reduced benefits?
- Do we change the menu to attracted more students?
- How many less students do we have from last year to this year?



Graphic Representation of Data on Normal Lunches and Breakfast Served Over the Past Three Years





Free Lunch and Breakfast Numbers Over the Past Three Years

- **What is Being Measured**

Number of free student meals served at lunch and breakfast over the past three years

- **How is it Measured**

Data was gather from the Skyward at the end year reports and put into a graph for viewing

- **General Reaction**

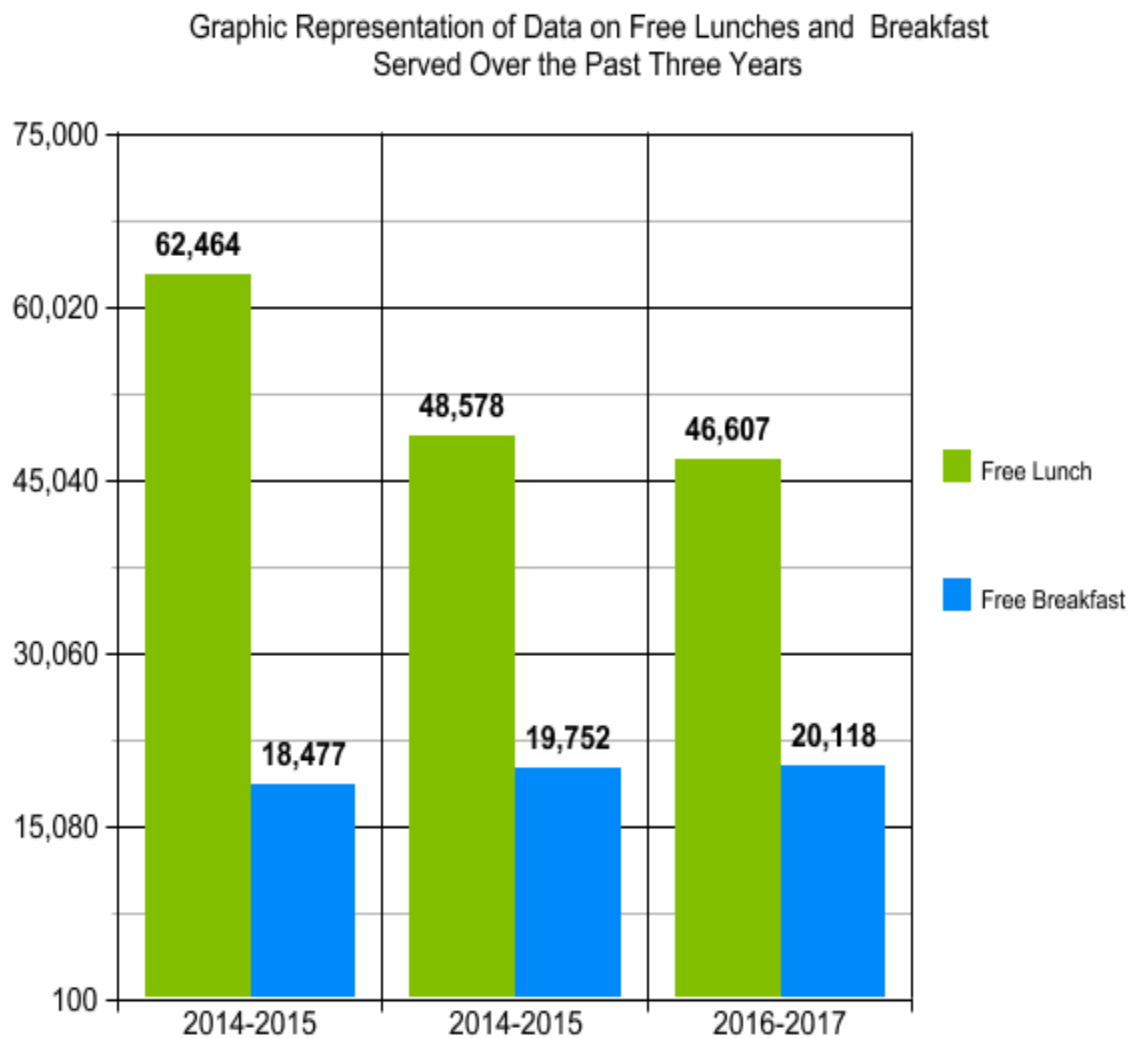
- There is increase in students taking the breakfast.
- Is there less student qualify for the free lunch 2016-2017
- To keep the increase in participation do we change out menu items?

- **Critical Questions**

- Do we have fewer families on the program?
- How many less students are there with free benefits
- Are families getting the applications?



Graphic Representation of Data on Free Lunches and Breakfast Served Over the Past Three Years





Graphic Representation of Data on Reduced Lunches and Breakfast

- **What is Being Measured**

Number of reduced student meals served lunch over the past three years

- **How is it Measured**

Data was gather from the Skyward at the end year reports and put into a graph for viewing

- **General Reaction**

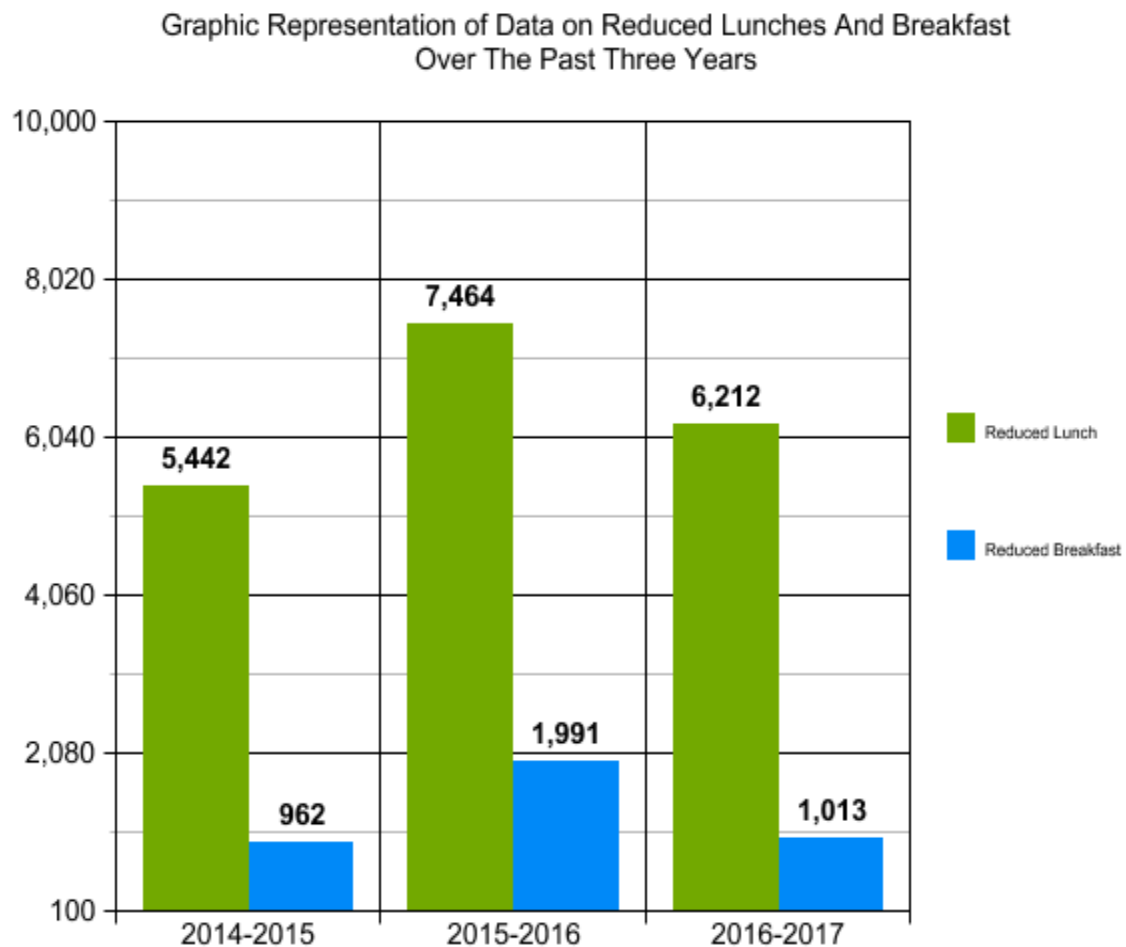
- Reduced numbers from lunch and breakfast have dropped.

- **Critical Questions**

- Do we have fewer families on the reduced program?
- Do this student buy ala carte item's that don't count as a meal?
- Why the reduced students not taking the lunch?

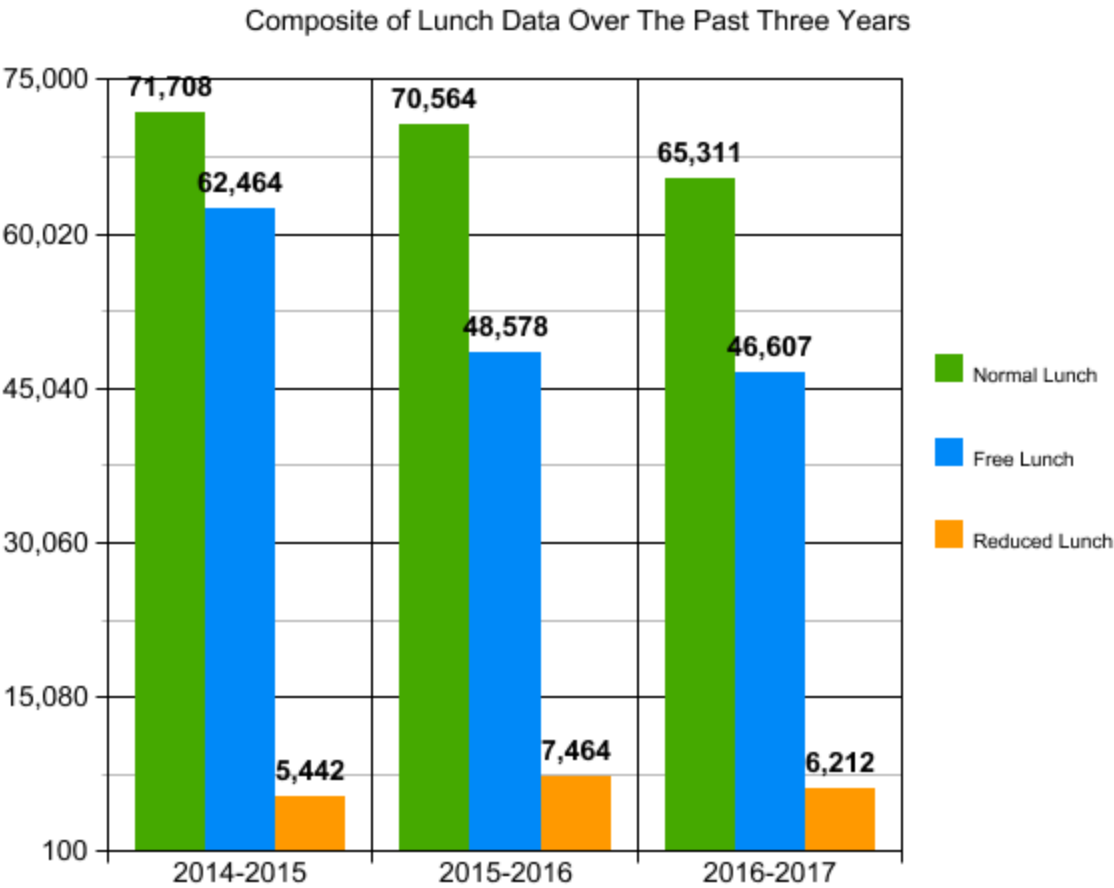


Graphic Representation of Data on Reduced Lunches and Breakfast Over the Past Three Years



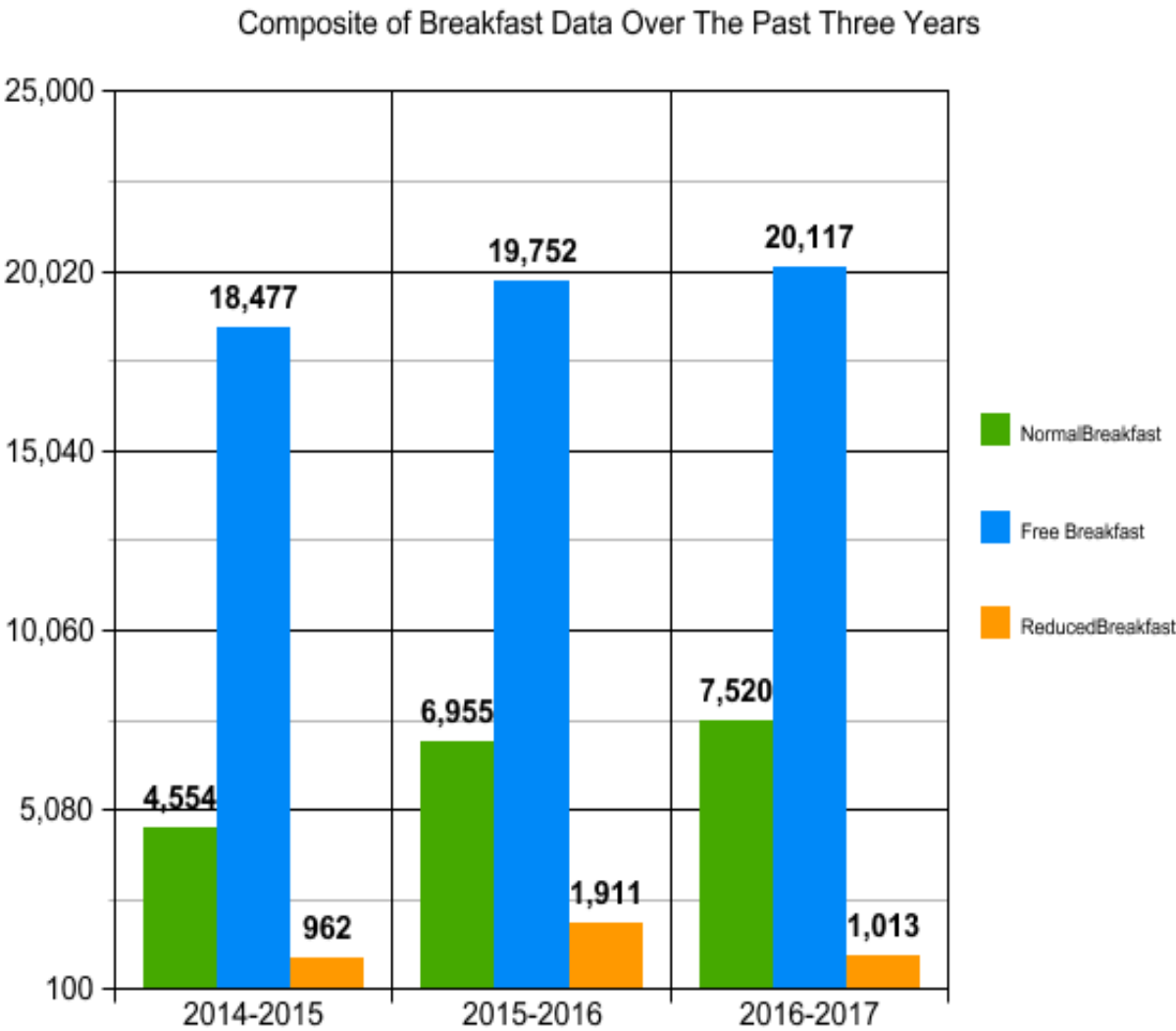


Composite of Lunch Data Over the Past Three Years





Composite of Breakfast Data Over the Past Three Years





Salad Lunch Option Served at High School and Jr. High School

- **What is Being Measured**

Number of salads sold at the High School and Jr. High School

- **How is it Measured**

Data was gather from the Skyward at the end year reports and put into a

Graph for viewing

- **General Reaction**

- Free and reduced student are taking the new salad lunch option
- About the same number of students are taking salad at each building

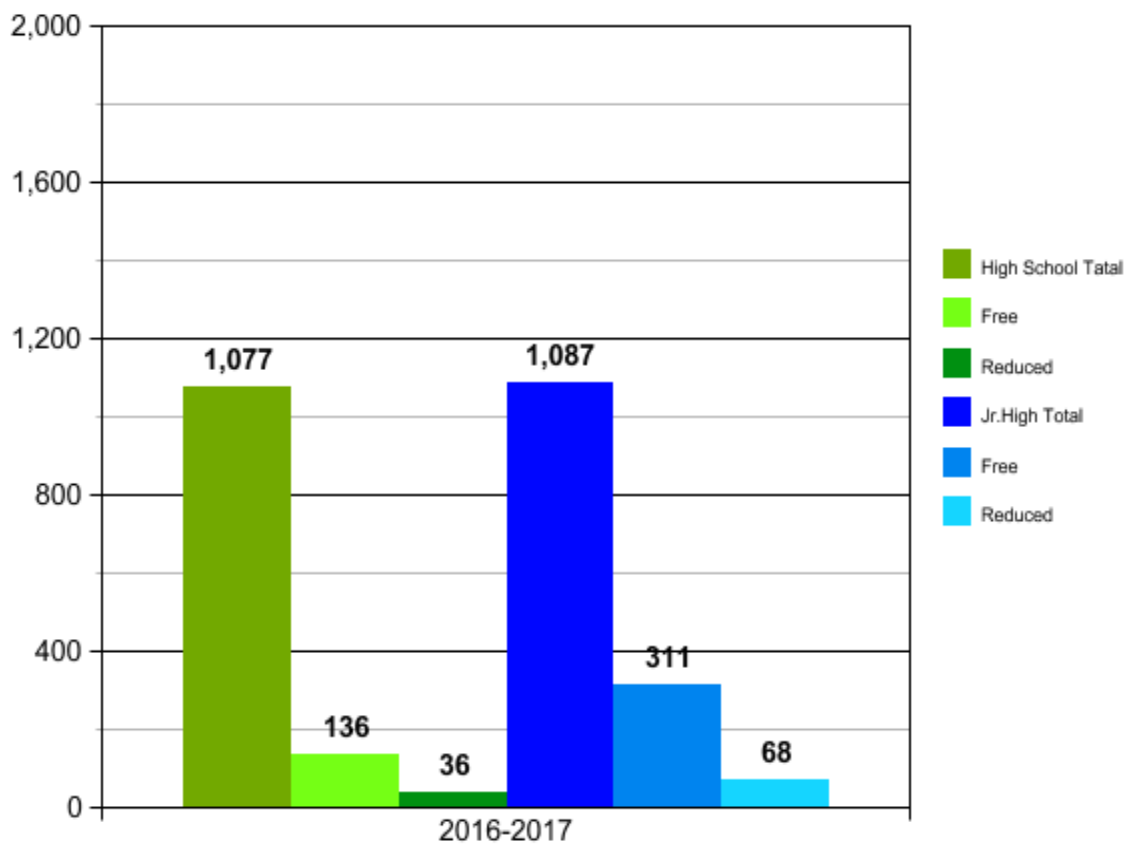
- **Critical Questions**

- Do we wait year to compare this to next before making changes
- Do we place pictures of are salads on the school web page.



Salads Sold as Lunches at the High School and Jr. High for the 2016-2017 School Year

Graphic Representation of Data on How Many Salad Were Sold at the
High School and Jr.High





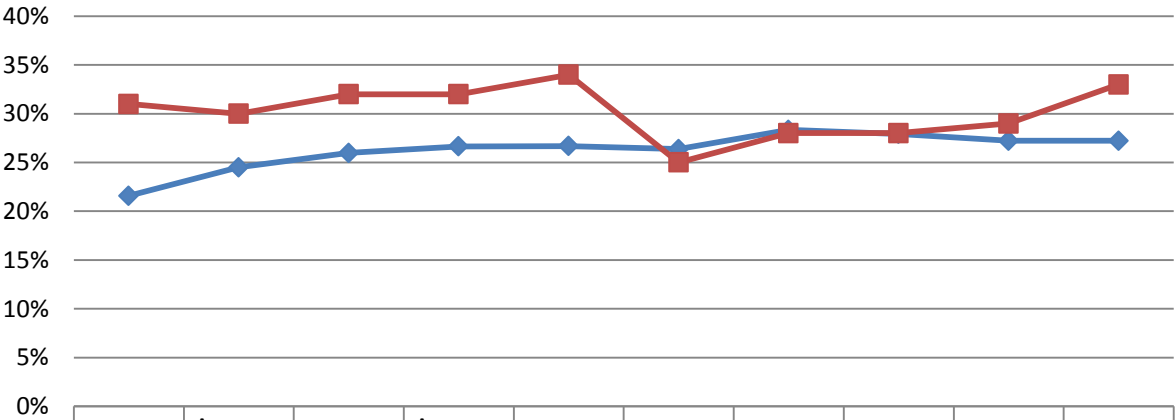
**Dip Goal: Increasing the normal lunch count by 10%
from previous year.**

- **What is Being Measured**
 - Lunch count from the 2015-2016 school and 2016-2017 to see if we increase sale participation of normal lunch price students by 10%
- **How is it Measured General Reaction**
 - Data was gather from the Skyward at the end year reports and put into a graph for viewing
- **General Reaction**
 - By looking at data most months we are about even with want we sold the year before.
- **Critical Questions**
 - At the Jr. High level are more of the student purchasing ala carte items and not the hole lunch/
 - Do we change the lunch menu were the second item is rotated every two weeks.
 - Do we come up with new recipes?
 - Do we offer new product samples before adding items to menu?



Highland School

Highland Lunch Totals



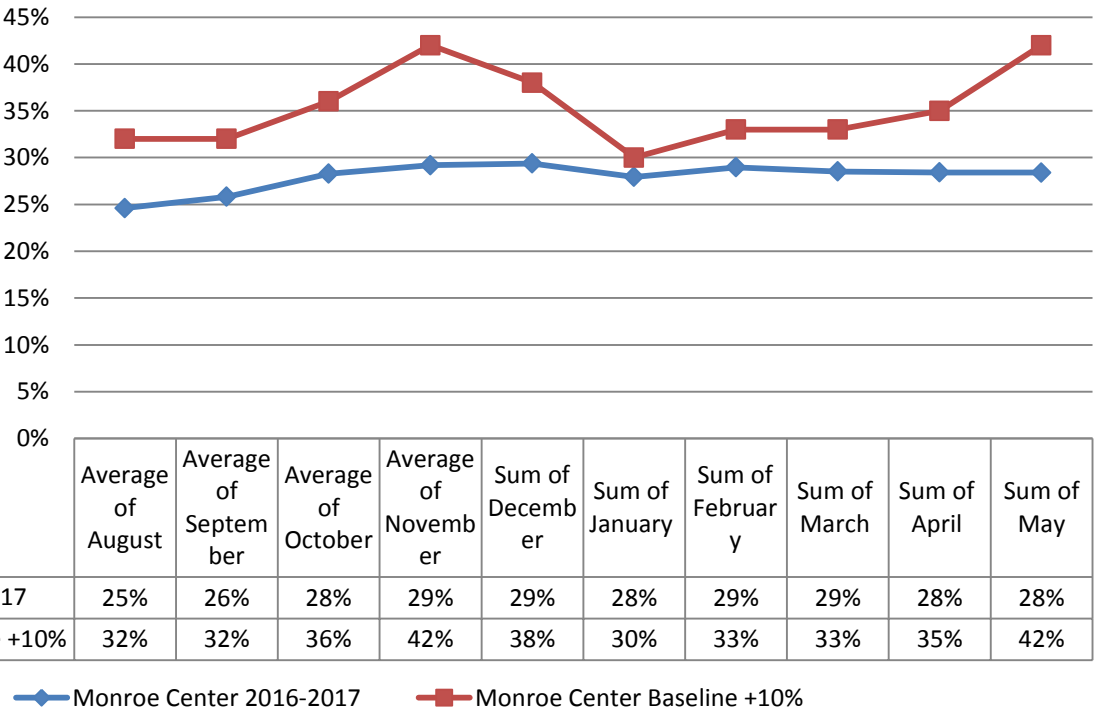
	Average of August	Average of September	Average of October	Average of November	Sum of December	Sum of January	Sum of February	Sum of March	Sum of April	Sum of May
Highland 2016-2017	22%	24%	26%	27%	27%	26%	28%	28%	27%	27%
Highland Baseline +10%	31%	30%	32%	32%	34%	25%	28%	28%	29%	33%

◆ Highland 2016-2017
 ■ Highland Baseline +10%



Monroe Center School

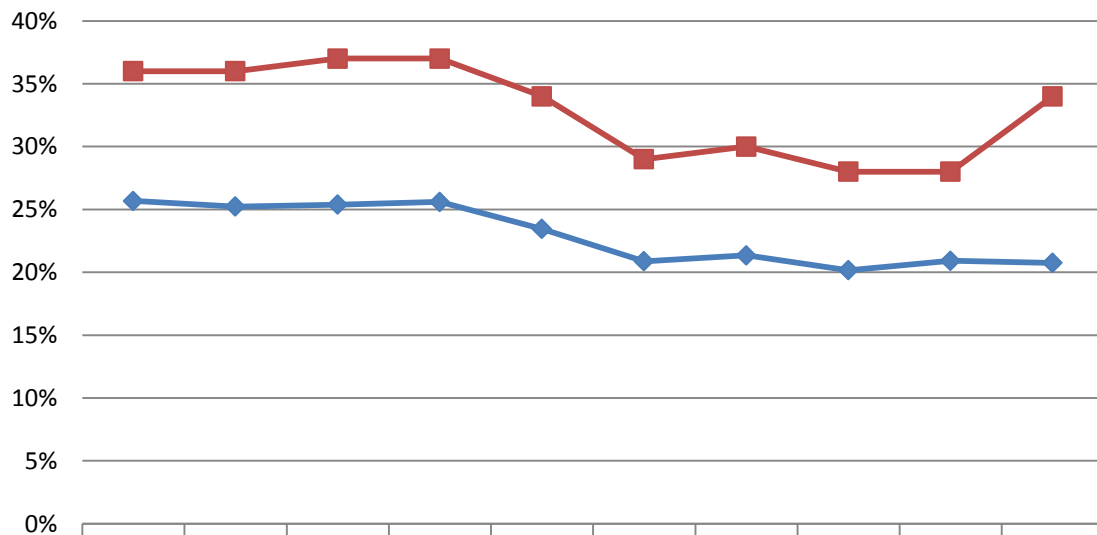
Monroe Center Lunch Totals





Meridian Jr. High School

Meridan JH Lunch Totals

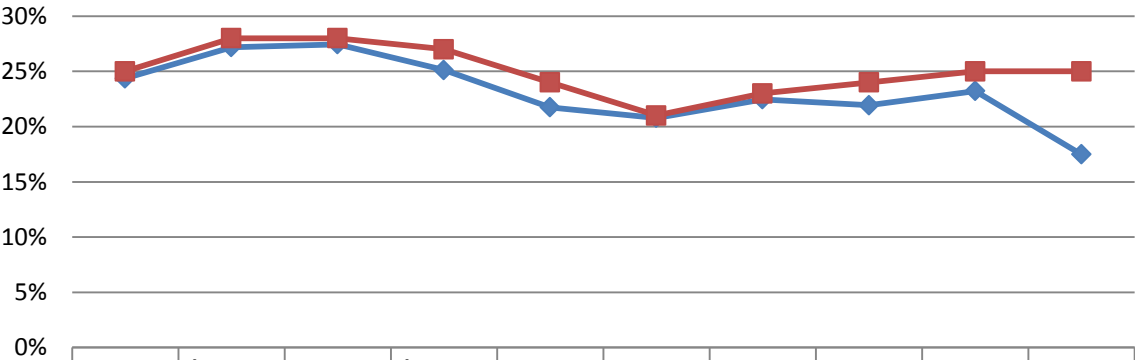


◆ Meridian JH 2016-2017
 ■ Meridian JH Baseline +10%



Stillman Valley High School

SVHS Lunch Totals



	Average of August	Average of September	Average of October	Average of November	Sum of December	Sum of January	Sum of February	Sum of March	Sum of April	Sum of May
SVHS 2016-2017	24%	27%	27%	25%	22%	21%	22%	22%	23%	17%
SVHS Baseline +10%	25%	28%	28%	27%	24%	21%	23%	24%	25%	25%

SVHS 2016-2017 SVHS Baseline +10%



Funds Not Collected from Food Service Lunch Accounts

- **What is Being Measured**

- Negative Student Lunch Account

- **How is it Measured**

Data has been gathered from past three years from Skyward at the end of the year report and put into a for line for viewing.

School Year	2014-2015	2015-2016	2016-2017
Unpaid Funds Balance	\$-6079.64	\$-8309.90	\$-6487.94

- **General Reaction**

- Funds are not being collected

- **Critical Questions**

- How far negative do we let students go before cutting them off?
- Do we start doing cheese sandwich at elementary schools on negative under account balances?
- When student leave are district, are the office staff looking at balance in the food service account?



Revenue Generated in 2016-2017 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 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 from the 2014-2015 and 2016-2017 school year additional information was taken from the Skyward system monthly report.
- **General Reaction**
 - Food Service Department is still self supporting
- **Critical Questions**
 - What other programs can we do to make money?
 - Reimbursement is \$3.13 on free lunches, when do we raise are lunch price?
 - How do we get more students to eat lunch to make more revenue?
 - Can we get more students to take breakfast?



**This Data Shows the Total Revenue Dollars That Have Been Raised
by Food Service for the District**

	2015-2016	2016-2017
National School Lunch	\$154,258.81	\$157,507.48
National School Breakfast	\$35,049.49	\$37,666.44
6 Cents Bonus	\$1705.66	\$1,667.61
Revenue Sales		
Total Lunch Revenue	\$194,507.05	\$180,665.40
Total Breakfast Revenue	\$11,058.30	\$11,702.40
Total Ala Carte	\$192,435.35	\$176,827.05
Total Revenue	\$589,014.66	\$566,036.38



Meridian CUSD #223 2017-2018 Data Report

Transportation



Board of Education:

Throughout the 2016-2017 school year, We 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. We will continue to complete thorough write-ups of the information in order to share our findings with the Board of Education, Superintendent, District Leadership Team, and department staff to ensure total transparency in communication.

Comprehensive Data Examination

Our 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, we 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)

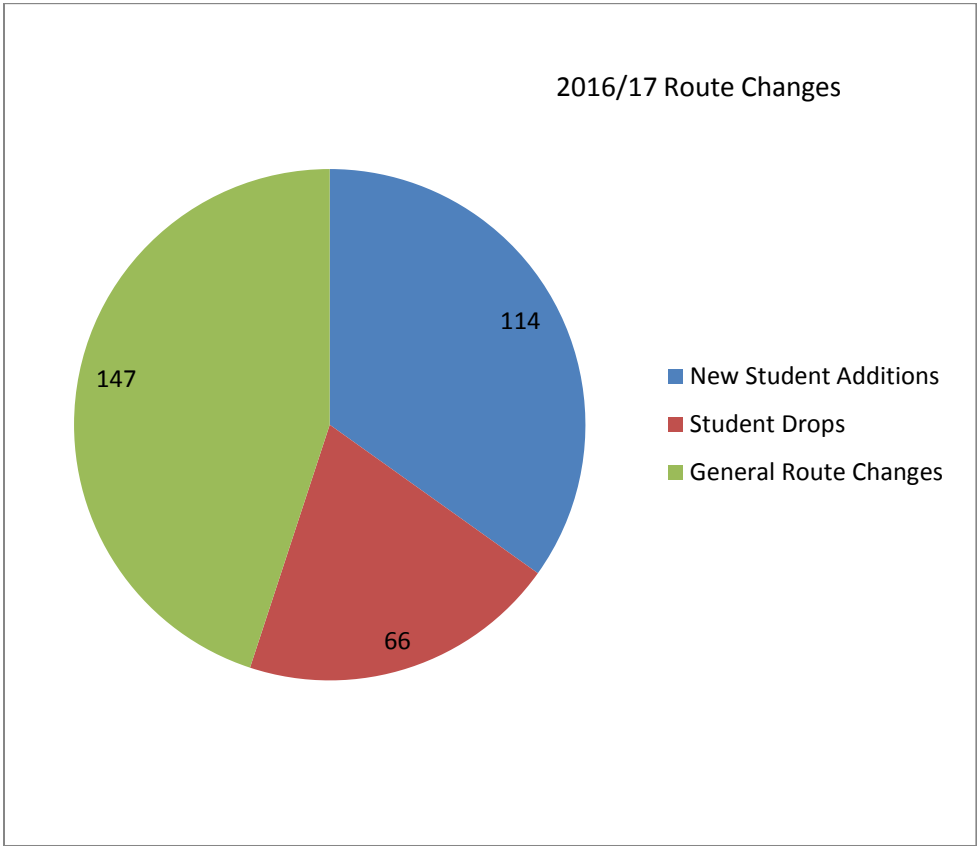


BUS RIDER CRITERIA MONTHLY CHANGES 2016-17

- 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 minimize 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 3 sheets



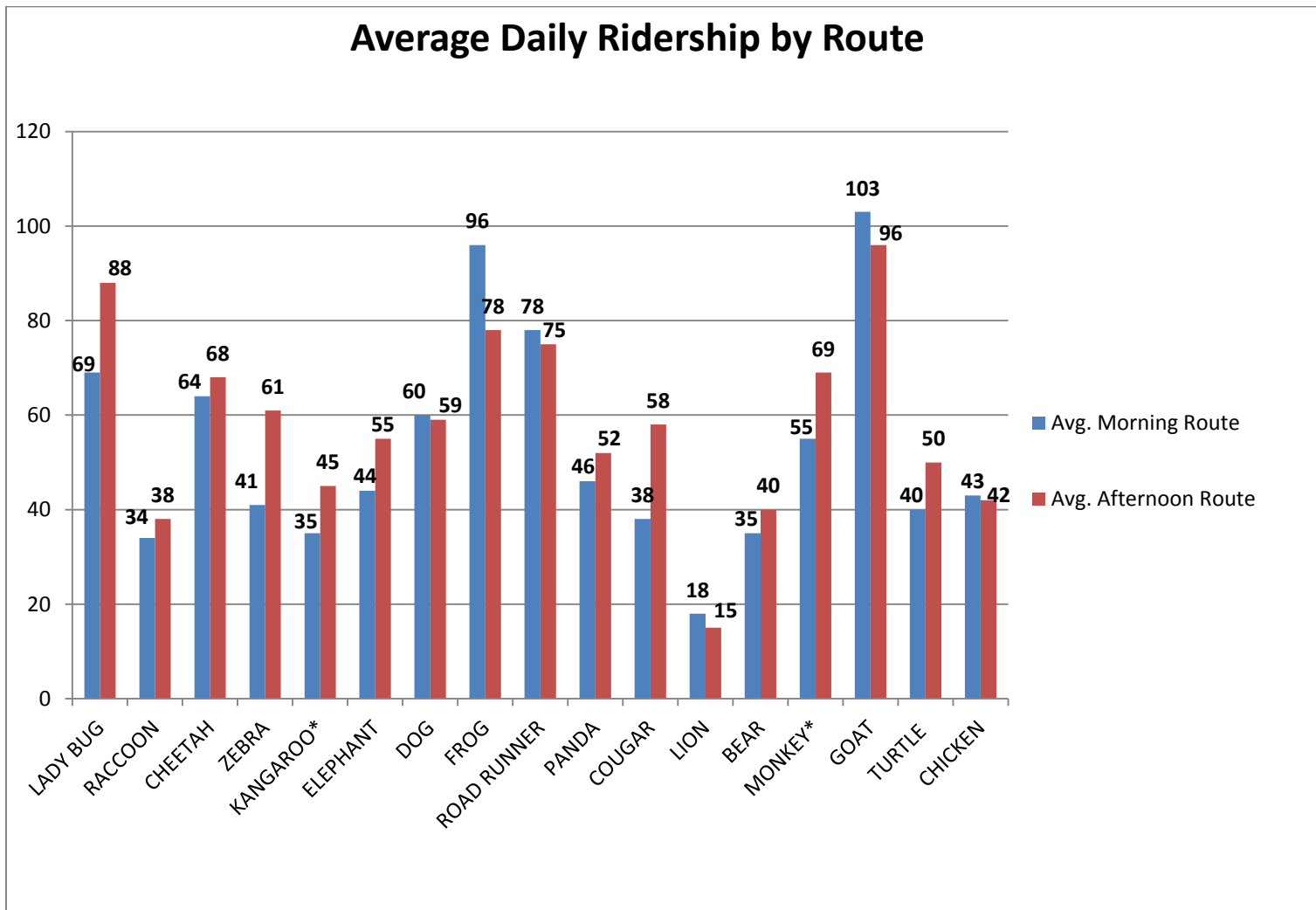
Monthly Bus Changes 2016-17





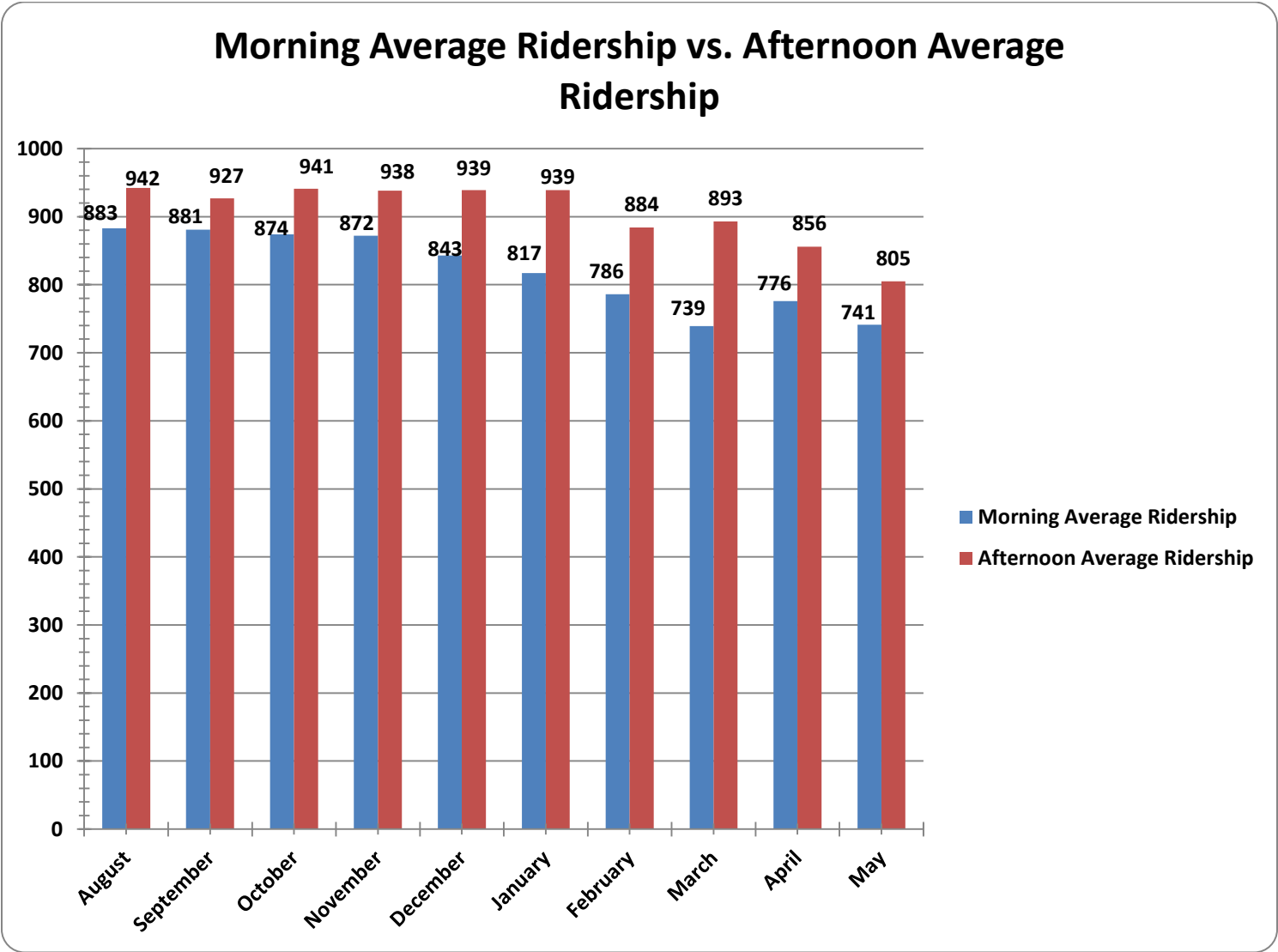
Total route changes for the 2016-17 school year = 327

Daily Student Ridership





Average Morning Ridership vs. Average Afternoon Ridership





MAJOR/MINORS (DISCIPLINE)

- What is Being Measured
 - The percentage of Major/Minor 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 program with the MJH versus manual tracking.
- 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 would speak with the student as well as contact the parent for any minor received on the bus. This is a practice that still continues in 2016-17 with positive feedback from most parents.
- Critical Questions
 - What information can we reinforce with riders/students to ensure a safe ride for all as well as desired behavior?

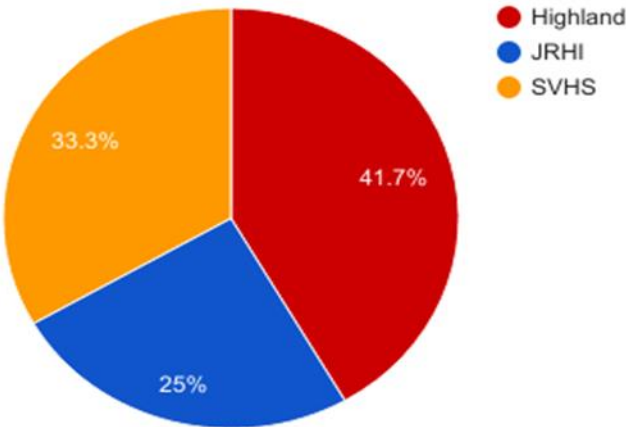
Graphic Representation of Data

- Please see next sheet

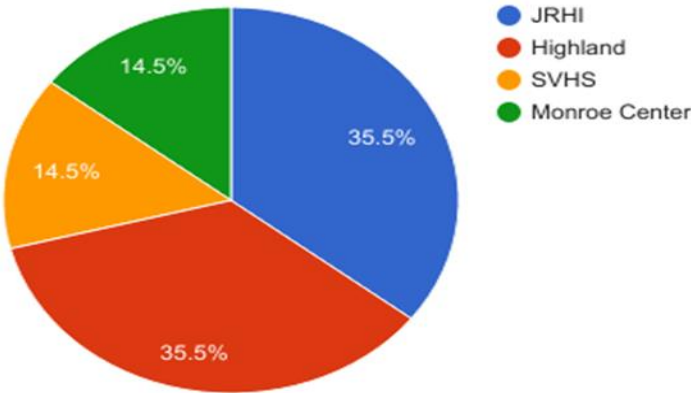


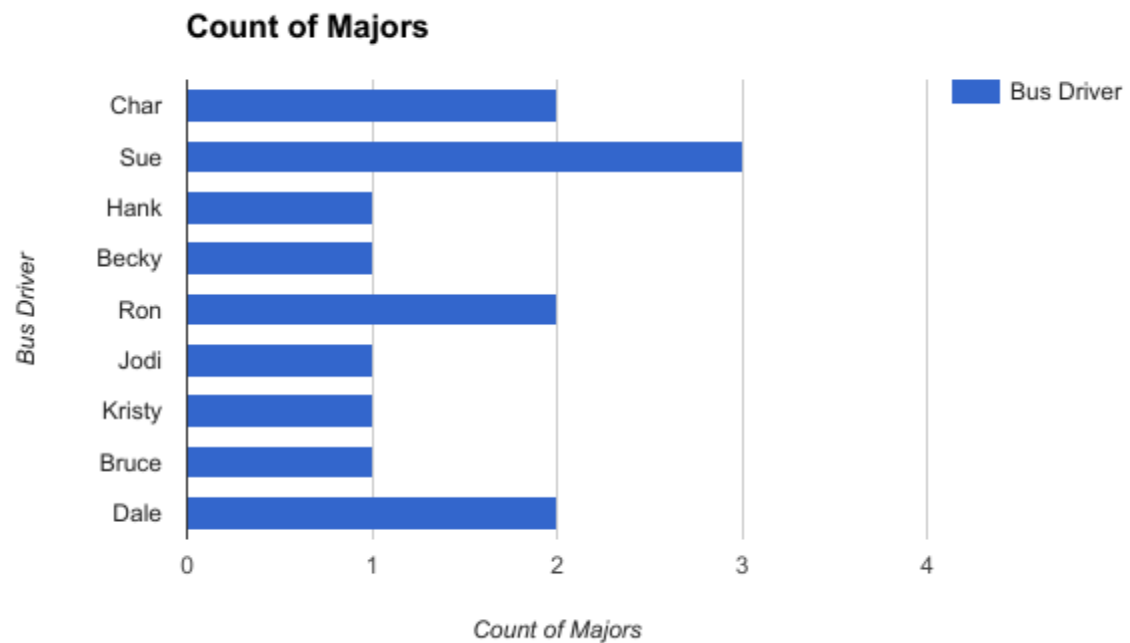
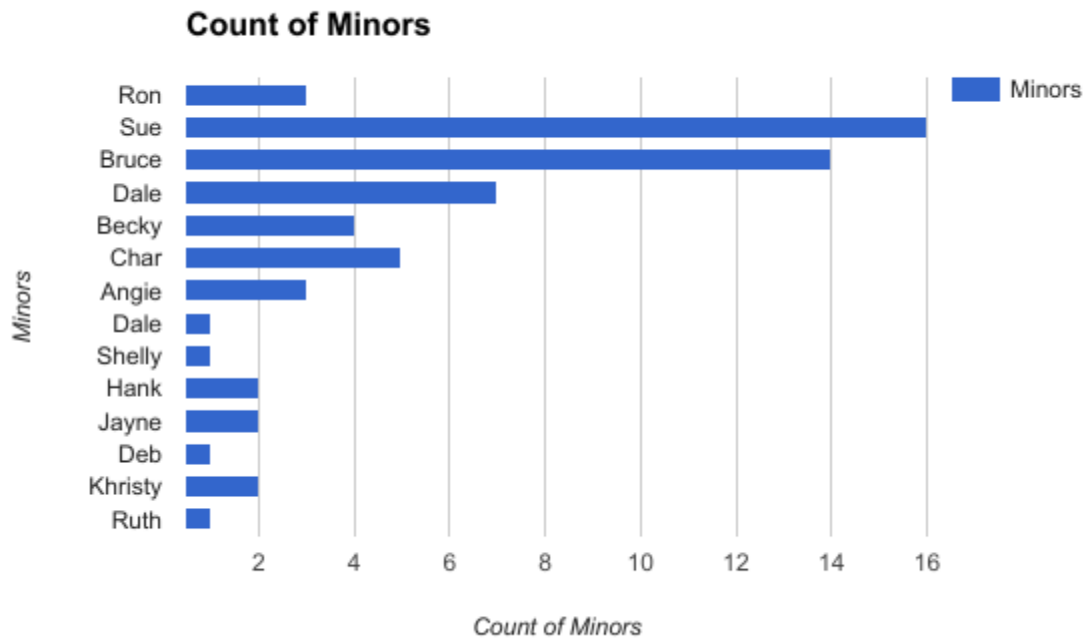
Major and Minor Referral comparison

Percentage of Majors 2016-2017/School



Percentage of Minors 2016-2017/School







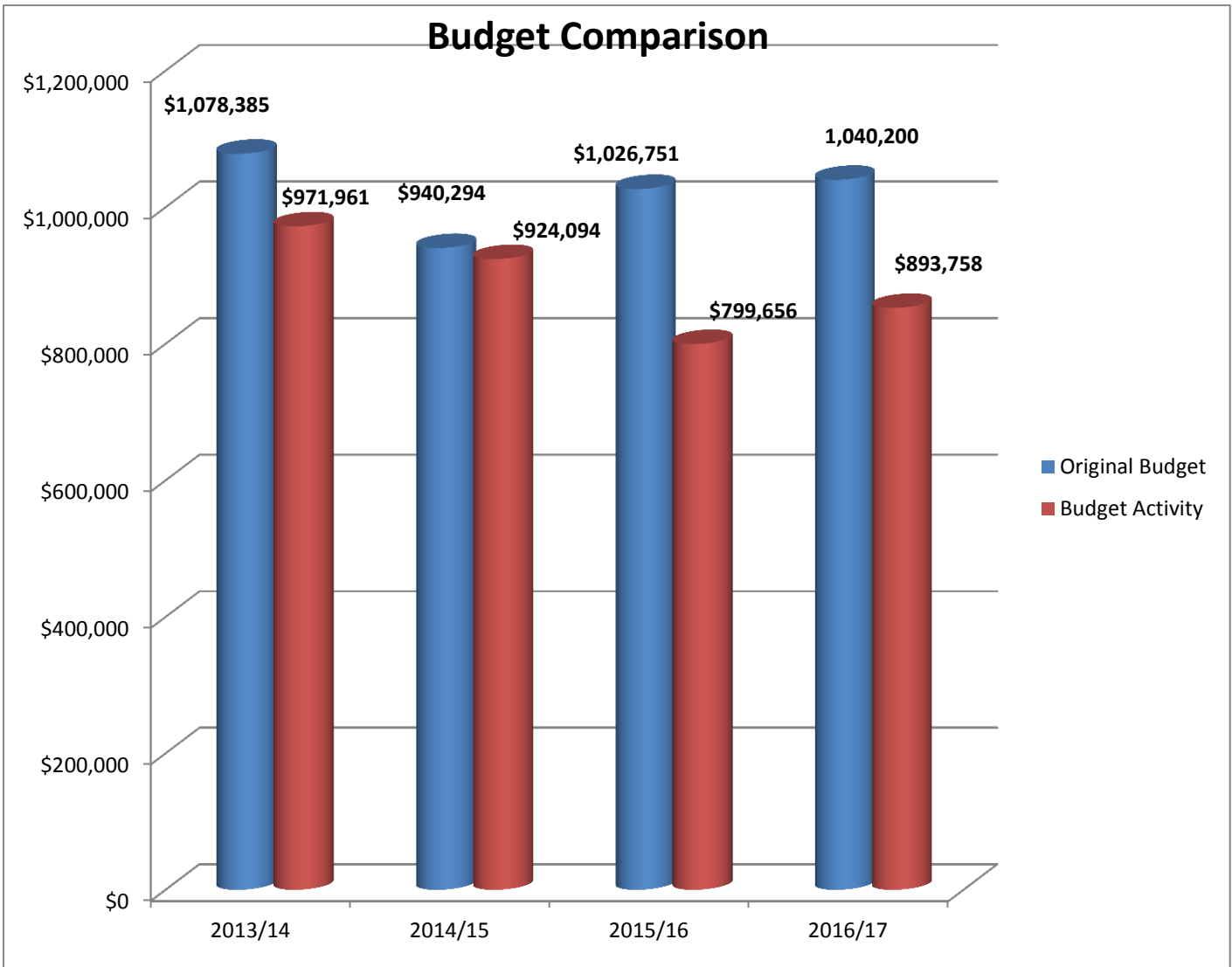
BUDGET

- What is Being Measured
 - The amount of monies being spent in the Transportation Department for the 2016-17 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 and will continue to do so.
- 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



2016-17 Budget Information

Line Item	Original Budget	Current Purchase	Cost	New Amount Left
Bus Management 1103	\$97,000	Directors salary	\$85,863.60	\$11,136.40
Bus Driver Route Wages 1141	\$311,000	Route Driving	\$226,880.36	\$84,119.64
Bus Driver Trip Wages 1142	\$30,000	Trip Driving	\$24,358.82	\$5,641.18
Special Ed Aide Salaries 1160	\$14,000	Bus Aide	\$10,255.77	\$3,744.23
Sub Route Driver 1241	\$17,000	Sub Route Driver	\$24,809.75	-\$7,809.75
Sub Trip Driver 1242	\$2,000	Sub Trip Driver	\$6,453.78	-\$4,453.78
Medical 2220	\$45,000	benefits	\$43,172.22	\$1,827.78
Professional and Technical 3100	\$23,000	Bus Inspections, Driver classes etc.	\$17,187.35	\$1,827.78
Repairs and Maintenance 3230	\$60,000	Bus repairs	\$16,269.57	\$43,370.43
Rentals 3250	\$320,000	Bus Lease & Insurance Payments	\$316,189.87	\$3,810.13
Travel 3320	\$1,200	Mileage expense	\$542.43	\$657.57
Supplies 4100	\$20,000	Bulbs, filters, monthly supplies	\$10,618.38	\$9,381.62
Fuel/ Gas 4640	\$100,000	Fuel	\$63,465.65	\$36,534.35
Total Budget	\$1,040,200	All Expenses	\$893,758.11	\$146,441.89





MILEAGE

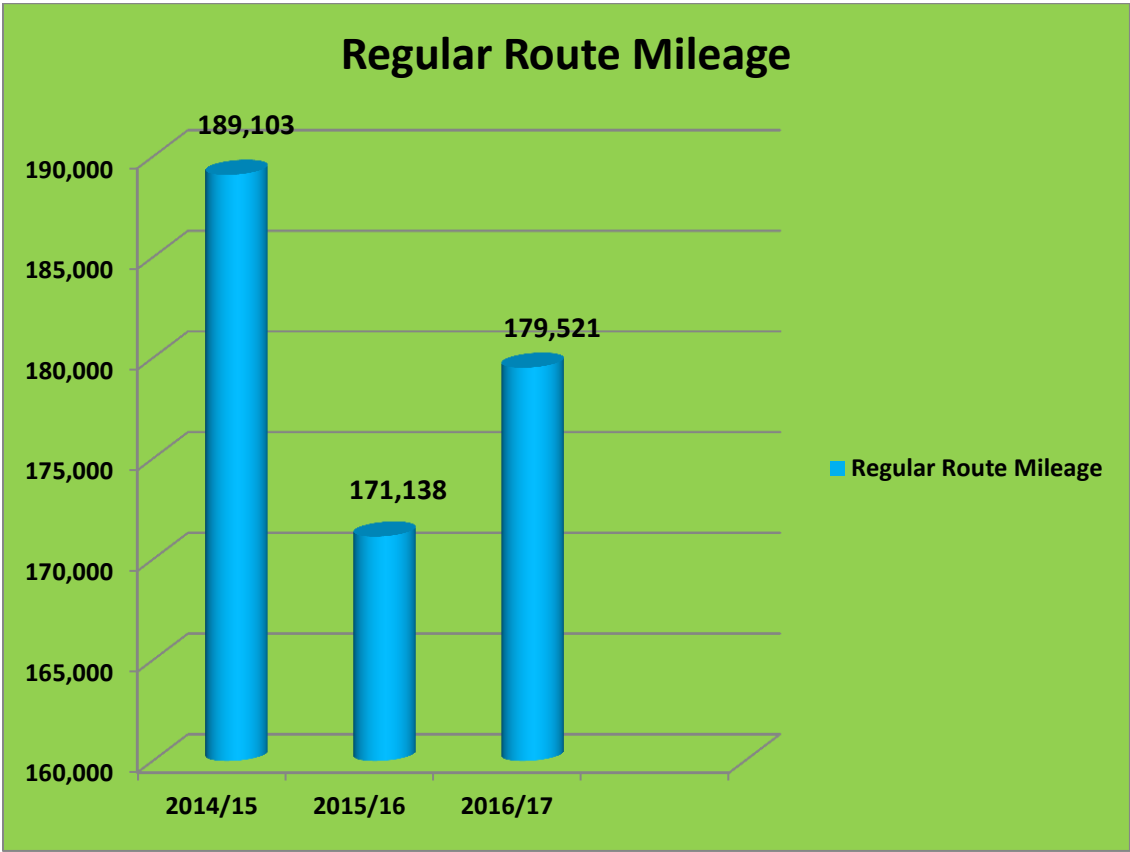
- What is Being Measured
 - Regular route mileage only
- How is it Measured
 - Drivers are required to log all mileage route, trip, special needs etc.
 - Totaled monthly and entered into a spreadsheet for totals by individual bus
- General Reaction

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

- Critical Questions
 - Are the current routes the most efficient way possible?
 - Would less stops in congested areas be more efficient?
- Graphic Representation of Data
 - 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 for use in our data dashboard
- The following spreadsheets show the breakdown of regular route mileage, special education route mileage, Pre-K, Kindergarten, Sporting events and field trips
- 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.



Regular Mileage												
BUS #	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	TOTAL
1		708	1302	1133	1178	984	1184	993	936	1064	849	10331
2		925	1693	863	1482	1326	1643	1603	1471	1472	1226	13704
3		560	708	964	766	797	930	968	930	891	765	8279
4		790	1418	1154	1063	926	1086	988	1073	1131	997	10626
5		250	466	415	605	368	424	336	670	1417	1354	6305
6		698	1303	1186	913	999	1114	1182	1106	1101	1014	10616
7						30						30
8				30				30				60
9					25	62	483	623				1193
10												0
11												0
12		589	1242	920	974	855	972	1030	977	1001	931	9491
13		733	1322	1259	1188	1089	1274	1247	1212	1150	1169	11643
14		447	845	770	716	632	742	779	742	753	739	7165
15		268	1047	633	606	536	570	604	563	405	629	5861
16				616								616
17		69	284	61.3	127	35	741		127	65		1509.3
18		1010	1835	1753	1740	1483	1124	1816	1699	1636	1608	15704
19		355	609	455	475	366	359	548	412	462	544	4585
20							706			69		775
21		860	1575	1487	1422	1353	1428	1345	1452	1540	968	13430
22				63						200		263
23		623.2	1353.9	1089.8	825.3	935.9	1049.9	1150.6	1024	1024	972.3	10048.9
24			800					43				843
25							1390	1492	1243	1065	1093	6283
26		875	1680	1348	1651	1327	562	1105	1250	308	471	10577
27		1138	2401	2086	1761		1841	1771	2000	1981	1753	16732
28			41	27	304.4	1767	398	267			46	2850.4
99												0
0												0
TOTAL	0	10898.2	21924.9	18313.1	17821.7	15870.9	20020.9	19920.6	18887	18735	17128.3	179520.6



AVG Daily Regular Mileage														
		11	21	19	18	16	18	19	18	18	17			
BUS#	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1		64	62	60	65	62	66	52	52	59	50			59
2		84	81	45	82	83	91	84	82	82	72			79
3		51	34	51	43	50	52	51	52	50	45			48
4		72	68	61	59	58	60	52	60	63	59			61
5		23	22	22	34	23	24	18	37	79	80			36
6		63	62	62	51	62	62	62	61	61	60			61
7						2								2
8				2				2						2
9					1	4	27	33						16
10														0
11														0
12		54	59	48	54	53	54	54	54	56	55			54
13		67	63	66	66	68	71	66	67	64	69			67
14		41	40	41	40	40	41	41	41	42	43			41
15		24	50	33	34	34	32	32	31	23	37			33
16				32										32
17		6	14	3	7	2	41		7	4				11
18		92	87	92	97	93	62	96	94	91	95			90
19		32	29	24	26	23	20	29	23	26	32			26
20							39			4				22
21		78	75	78	79	85	79	71	81	86	57			77
22				3						11				7
23		57	64	57	46	58	58	61	57	57	57			57
24			38					2						20
25							77	79	69	59	64			70
26		80	80	71	92	83	31	58	69	17	28			61
27		103	114	110	98		102	93	111	110	103			105
28			2	1	17	110	22	14						28
99														0
0														0
TOTAL	0	58	55	46	52	52	53	50	58	52	59	0	0	1163



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								294	58					352
6														0
7			1008		1046	1383	1910	1162	816	1593	452			9370
8			85											85
9										45				45
10														0
11		924	803	1235.3	1395	1225	1369	1430	652	1421	1346			11800.3
12														0
13														0
14		626	624	835	764	649	715	353		1339	1132			7037
15						294		361	235					890
16														0
17				50						224				274
18														0
19			148		92	92		121	387					840
20		83												83
21							56							56
22														0
23														0
24		1208	2197			1093	1435	2110	2106	1897.5	1764			13810.5
25		872	978	2304	2402	1247		59	421	420	57			8760
26														0
27														0
28														0
99														0
0														0
TOTAL		3,713	5,843	4,424	5,699	5,983	5,485	5,890	4,675	6,940	4,751	-	-	53,403



Prek/EC														
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														0
7														0
8			25											25
9														0
10														0
11		219	229	229	441	326	596	568	228	559	91			3486
12														0
13														0
14														0
15														0
16														0
17					83									83
18		24												24
19														0
20														0
21		277	259	165	543	456	306	314	233	505	85			3143
22														0
23														0
24								45	33		26			104
25														0
26					91									91
27														0
28			22		146			57						225
TOTAL	0	520	535	394	1304	782	902	984	494	1064	202	0	0	7181



Sports Trips

BUS #	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1								138		76				214
2			66	92		154	134			124				570
3		101												101
4		78	45	81	85	167	46	127			67			696
5			131	106		237	184	181	143	412	46			1440
6														0
7		201				58.6								259.6
8														0
9					322	72	103	162	33	399				1091
10														0
11														0
12						153	155	46		128				482
13														0
14				46	204		145	103						498
15			65	128			109	62		104				468
16			362	243										605
17		157	235	321	173			188		721				1795
18			166	80	100	54		276	67		263			1006
19				101		66								167
20			30	182.2	138	439.4	297	84		66				1236.6
21			34	44		33	28	34						173
22							227	90		110	202			629
23						91	129	115	45	47	15			442
24									355					355
25														0
26			78	106	91	207	354	121	92	94	62			1205
27									90	72				162
28		342	290	276	235.7	288	451	343	14	289	100			2628.7
99														0
0														0
TOTAL	0	879	1502	1806.2	1348.7	2020	2362	2070	839	2642	755	0	0	16224



Non-Curriculum Trips/Field Trips

BUS #	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1														0
2			27											27
3														0
4								44						44
5				107				148		47				302
6			26							135				161
7														0
8														0
9					66									66
10														0
11											20			20
12														0
13			35											35
14			68					145						213
15			20.8	186		43		43			46			338.8
16														0
17											73			73
18			31	68						134				233
19			27		43	43					54			167
20				35				166			21			222
21			27	56							35			118
22														0
23				42.4				44	47	37				170.4
24														0
25														0
26				80							46			126
27														0
28							48	34		137	48			267
99														0
0														0
TOTAL	0	0	261.8	574.4	109	86	48	624	47	490	343	0	0	2583.2



Curriculum related trips/Field trips

BUS #	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL
1													0
2													0
3													0
4							7						7
5					42								42
6		26	101										127
7													0
8													0
9													0
10													0
11										33			33
12									48				48
13													0
14									60				60
15		27							104				131
16			36.5										36.5
17			86						254	99			439
18									63	27			90
19		27	101						19				147
20													0
21		27	14							27			68
22			92						254				346
23								47					47
24													0
25													0
26			31										31
27							24						24
28										50			50
99													0
0													0
TOTAL	0	107	461.5	0	42	0	31	47	802	236	0	0	1726.5

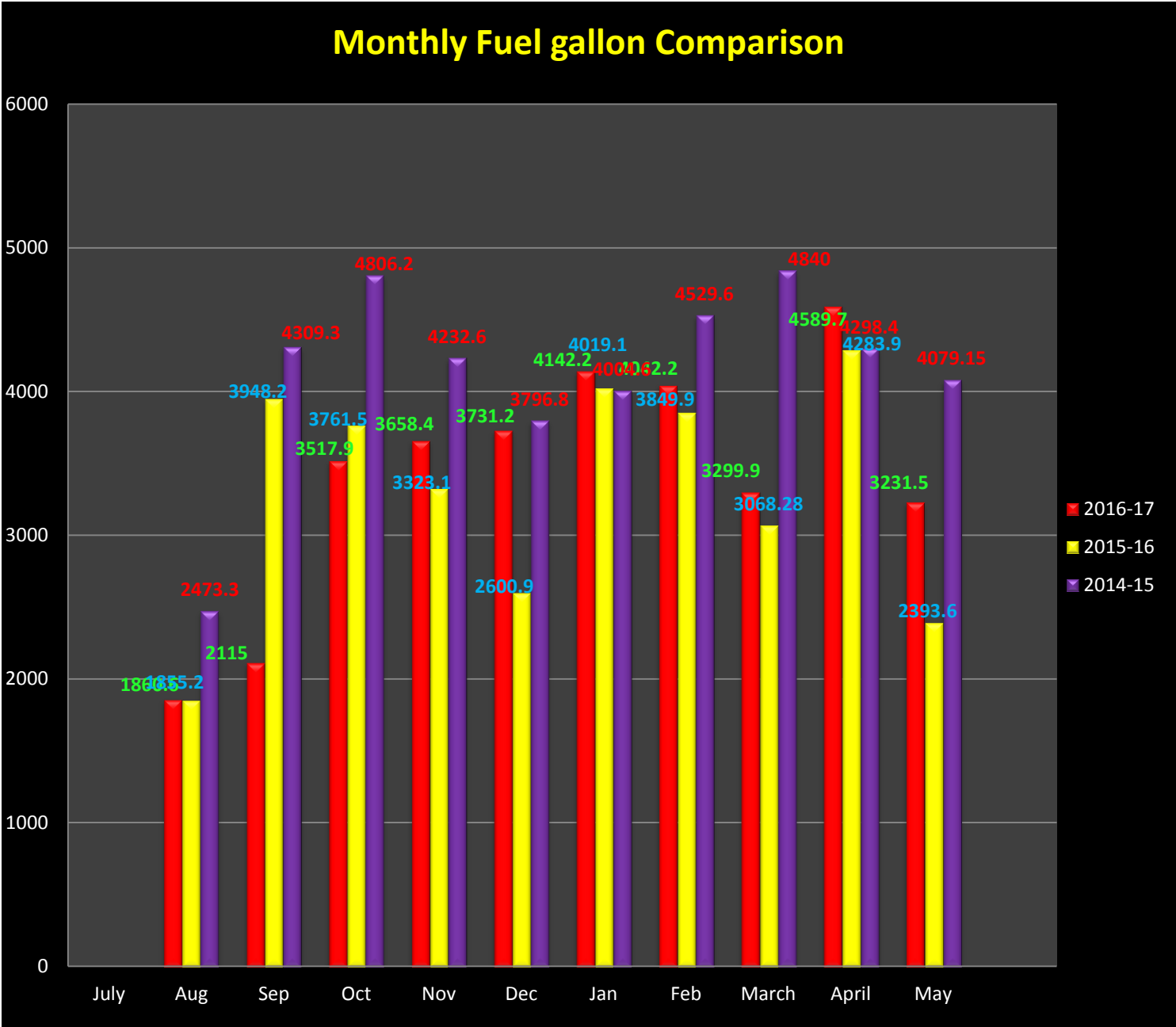


Fuel Comparison

- What is Being Measured
 - The amount of fuel gallons used monthly over the past 3 years
- How is it Measured
 - The driver's manually record the fuel gallons every time they fuel their buses
 - It is entered into spreadsheet for tracking purposes
- General Reaction
 - This allows us to track the amount of fuel being used on a monthly basis
 - The breakdown of the amount of fuel being consumed monthly by each bus
- Critical Questions
 - Have the new buses help save on fuel consumption?
 - Do more group stops help save on fuel?

Graphic Representation of Data

- Please see next 3 sheets





Meridian CUSD223

Fuel														
BUS #	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL GALLONS
1		86	102	159	183	174	184	165	126	134				1,313
2		88	113	91	224	194	220	227	206	244				1,607
3		76	102	129	137	164	141	160	163	168				1,240
4		92	122	186	121	184	184	162	169	177				1,398
5		132	64	114	39	74	117	196	132	293				1,160
6		36	91	212	118	176	182	234	180	229				1,458
7		13	120	117	135	198	271	123	153	168				1,298
8														-
9					65	27	90	96	14	33				325
10														-
11		119	162	234	190	205	148	264	141	259				1,722
12		78	74	133	149	135	179	145	147	231				1,271
13		103	90	175	174	162	176	213	148	221				1,462
14		108	86	134	319	274	276	179	82	318				1,776
15		48	106	137	134	153	146	180	70	126				1,100
16			66	99										165
17				112	44		139		37	142				474
18		142	128	185	207	202	155	285	226	206				1,736
19		30	64	119	98	102	96	108	129	156				902
20				57		94	138			42				331
21		146	159	185	287	266	300	236	281	277				2,137
22				22				12		45				79
23		87	85	173	115	185	188	205	202	187				1,426
24		111	41		94	109	132	167	171	204				1,028
25	185	97	15	214	293	137	163	157	159	155				1,575
26		105	64	243	225	219	117	201	109	128				1,411
27		165	171	258	208		241	234	255	270				1,802
28			91	30	102	298	159	94		67				840
99										53				53
0														-
TOTAL GALLONS	185	1,861	2,115	3,518	3,658	3,731	4,142	4,042	3,300	4,534		-	-	31,086



					AVG Daily Fuel Gallons									
		11	21	19	18	16	18	19	18	18	17			
BUS #	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	TOTAL GALLONS
1		7.82	4.85	8.36	10.15	10.87	10.20	8.69	7.02	7.46	7.79			8
2		8.00	5.38	4.79	12.44	12.13	12.22	11.95	11.44	13.56	8.82			10
3		6.91	4.86	6.79	7.61	10.25	7.83	8.42	9.06	9.31	6.82			8
4		8.39	5.80	9.77	6.74	11.51	10.24	8.52	9.39	9.85	7.81			9
5		11.95	3.04	5.99	2.16	4.63	6.51	10.29	7.34	16.28	10.94			8
6		3.27	4.33	11.17	6.56	10.99	10.11	12.32	10.00	12.72	8.71			9
7		1.19	5.71	6.16	7.50	12.34	15.06	6.47	8.50	12.44	11.12			9
8														-
9					3.60	1.69	5.00	5.05	0.78	1.83				3
10														-
11		10.78	7.69	12.32	10.56	12.83	8.21	13.88	7.86	14.39	11.42			11
12		7.09	3.52	7.00	8.28	8.44	9.94	7.63	8.17	12.83	7.82			8
13		9.36	4.29	9.21	9.64	10.13	9.78	11.21	8.22	12.28	8.71			9
14		9.82	4.10	7.05	17.72	17.13	15.33	9.42	4.56	17.67	14.47			12
15		4.36	5.05	7.22	7.44	9.56	8.11	9.47	3.89	7.00	5.29			7
16			3.14	5.21										4
17				5.90	2.44		7.72		2.06	7.90				5
18		12.91	6.11	9.74	11.50	12.63	8.61	15.00	12.56	11.44	10.88			11
19		2.73	3.05	6.25	5.44	6.38	5.33	5.68	7.17	8.67	5.88			6
20				2.99		5.84	7.69			2.33				5
21		13.27	7.57	9.74	15.94	16.63	16.67	12.42	15.61	15.39	13.88			14
22				1.16				0.63		2.50				1
23		7.86	4.07	9.12	6.36	11.56	10.42	10.80	11.21	10.39	9.91			9
24		10.05	1.94		5.19	6.81	7.33	8.79	9.50	11.33	7.94			8
25		8.82	0.70	11.26	16.26	8.56	9.08	8.25	8.83	8.63	8.82			9
26		9.55	3.06	12.78	12.50	13.69	6.50	10.58	6.03	7.10	6.66			9
27		15.00	8.14	13.58	11.56	-		12.32	14.14	15.00	12.18			11
28			4.31	1.58	5.64	18.63	8.83	4.95		3.72				7
99										2.94				3
0														-
TOTAL GALLONS	-	169	101	185	203	233	217	213	183	255	186			177



Data Dashboard

- What is Being Measured
 - Overall statistics of the Transportation Dept. services, on time arrival % to each school
- How is it Measured
 - Drivers manually track arrival and departure times at each school
 - Directors or designee manually transfer times into a spread sheet to be entered in the data dashboard
- General Reaction
 - This shows the overall percentage of each driver by route
- Critical Questions
 - Are there areas within the Route times that we can do a better job
- Graphic Representation of Data
 - Please see the following graph for on time % results



Time	August	September	October	November	December	January	February	March	April	May	OVERALL
Early	1.4%	1.2%	0.9%	1.1%	1.0%	1.4%	1.4%	1.3%	1.7%	1.3%	1.3%
Late	8.1%	3.0%	4.0%	0.7%	3.6%	3.0%	0.4%	1.2%	1.0%	1.5%	2.6%
On Time	90.5%	95.8%	95.1%	98.3%	95.3%	95.6%	98.2%	97.5%	97.3%	97.2%	96.1%

Building	August	September	October	November	December	January	February	March	April	May	OVERALL
HI-AM	95%	99%	97%	99%	98%	98%	99%	99%	98%	97%	98%
HI-Late	86%	98%	89%	97%	84%	97%	100%	97%	100%	100%	95%
MC-AM	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%
MC-Late	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MJHS-AM	82%	91%	89%	99%	94%	94%	100%	99%	100%	99%	95%
MJHS-LATE	50%	74%	82%	94%	56%	69%	95%	78%	100%	97%	80%
SVHS-AM	89%	94%	94%	93%	92%	90%	91%	92%	87%	89%	91%
SVHS-LATE	91%	98%	92%	97%	88%	97%	100%	100%	100%	100%	96%

Building	August	September	October	November	December	January	February	March	April	May	TOTAL
Highland	90.5%	98.2%	93.2%	98.3%	91.1%	97.6%	99.5%	98.0%	98.9%	98.6%	96%
Monroe Center	99.6%	100.0%	100.0%	99.8%	100.0%	99.6%	99.6%	99.8%	99.8%	100.0%	100%
MJHS	66.0%	82.6%	85.5%	96.9%	75.0%	81.6%	97.4%	88.2%	100.0%	98.2%	87%
SVHS	90.1%	95.6%	93.3%	95.0%	89.7%	93.7%	95.7%	95.8%	93.6%	94.6%	94%

Route	August	September	October	November	December	January	February	March	April	May	Total
Ladybug	86%	95%	97%	100%	89%	99%	100%	100%	100%	100%	97%
Racoon	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Cheetah	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%
Zebra	88%	96%	97%	94%	97%	93%	100%	97%	100%	100%	96%
Kangaroo	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Elephant	95%	100%	100%	100%	100%	97%	100%	99%	100%	100%	99%
Butterfly	66%	96%	89%	97%	86%	85%	93%	93%	83%	75%	86%
Frog	80%	90%	91%	93%	84%	88%	91%	90%	88%	95%	89%
Road Runner	61%	74%	87%	100%	92%	94%	100%	100%	100%	100%	91%
Panda	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Cougar	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Lion	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Bear	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Turtle	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Goat	73%	78%	83%	86%	79%	80%	85%	83%	84%	82%	81%
Dog	89%	99%	96%	100%	95%	92%	100%	97%	100%	100%	97%
Chicken	100%	100%	78%	100%	98%	99%	100%	100%	100%	100%	97%



Meridian CUSD #223 2017-2018 Data Report

Health Services



Board of Education:

Throughout the 2016-2017 school year, I regularly analyzed various 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 of the data



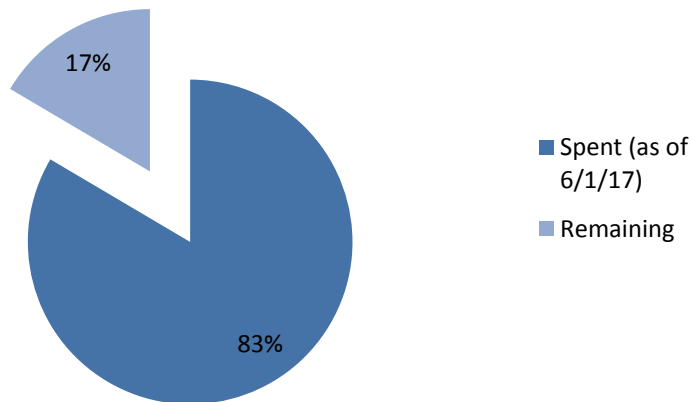
Budget

- What is Being Measured?
 - Health Services Budget
- How is it Being Measured?
 - Monthly reports from our purchase order system, Skyward Finance.
- General Reaction
 - Our department focuses on providing cost-effective care to our students. We order supplies on a quarterly basis to keep our costs down. We have 2 supply lines, one for nursing office supplies and one for professional services. This year, we had an excess in the professional services line, so we used it to order more supplies to have on hand when we unexpectedly run out. We make it a point to stay under budget through communication and planning within our department. The district nurses work hard to keep their hours to the scheduled amount of 6 hours per day.
- Questions Moving Forward
 - Can we realistically continue to cut our costs without affecting student care?
- Graphic of Data

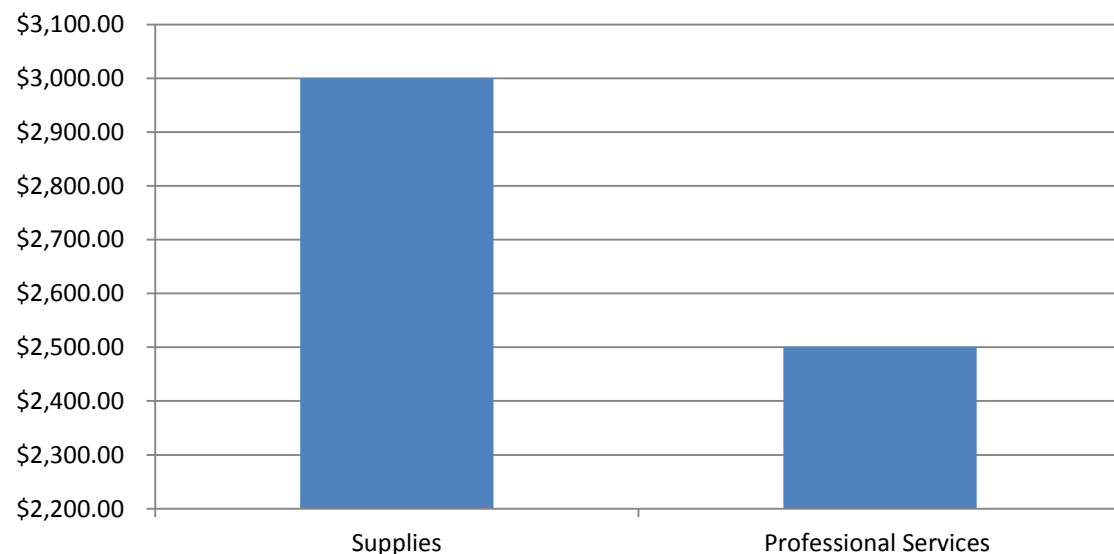


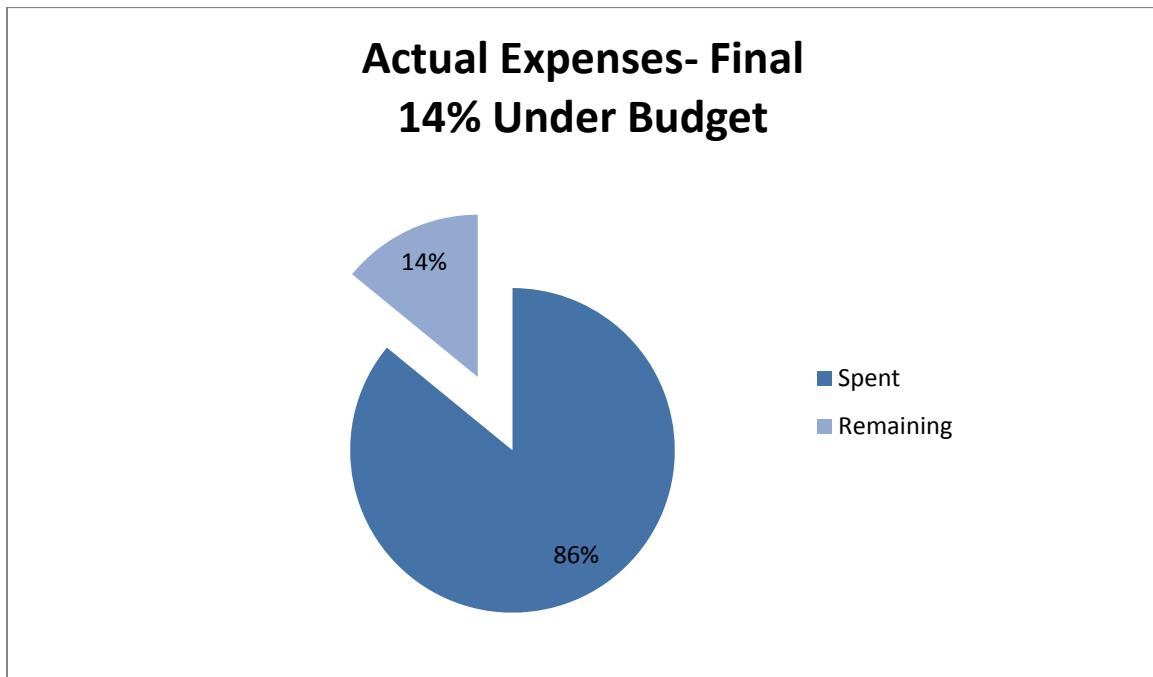
Salaries, Wages, & Benefits Budgeted: \$125,500.00

- With director's salary as the only remaining expense for FY17, we are expected to stay at least 10% under budget.



2016-2017 Budgeted Expenses



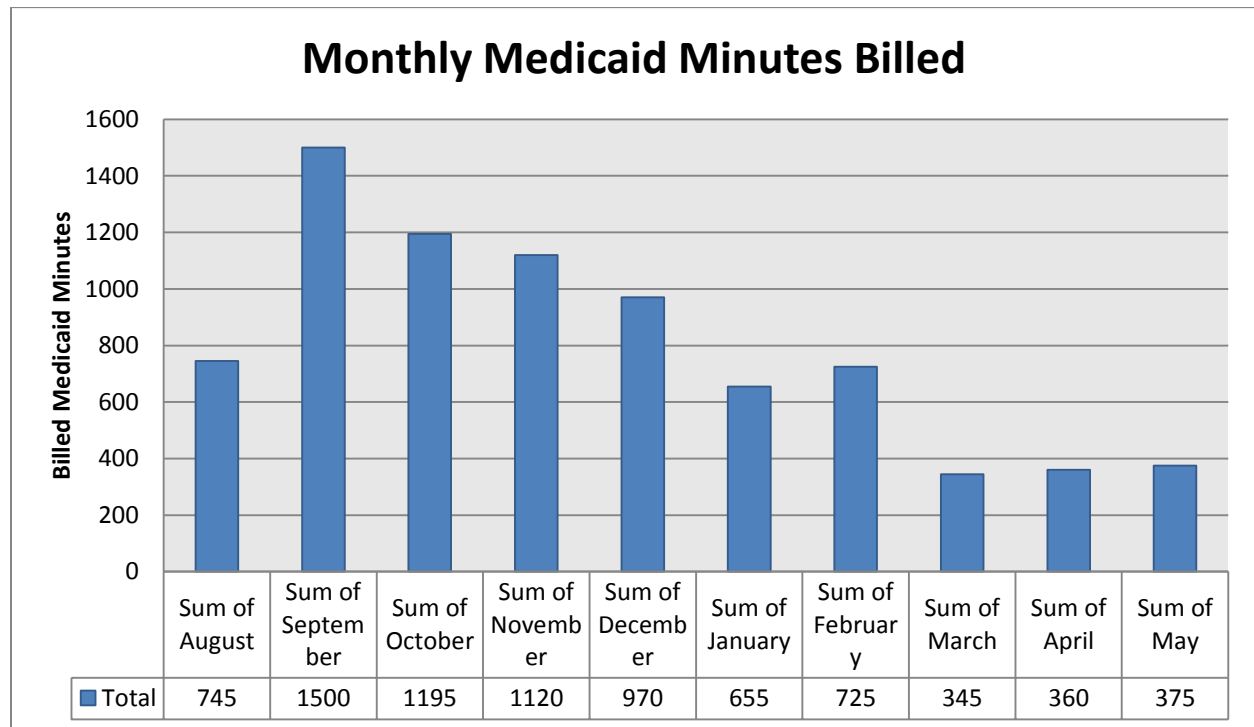


Medicaid Reimbursement

- What is Being Measured?
 - The number of minutes billed for Medicaid eligible services on a monthly basis.
- How is it Measured?
 - Each building nurse is responsible for submitting billing in the PowerDS system for eligible services they provide. Reports from PowerDS are pulled each month and the minutes are totaled.
 - For a nursing service to be considered eligible for Medicaid reimbursement:
 1. The student must have an IEP
 2. The need for the service must be documented in the student's IEP
 3. The student must be eligible for Medicaid per state guidelines



- Other sources of Medicaid Reimbursement (not part of the chart below)
 - Evaluation of health history and current health concerns for IEP evaluations, re-evaluations, and annual reviews
 - Hearing and Vision screening for students with IEPs
- Additional factors influencing monthly reimbursement
 - Student attendance
 - Number of school days in a given month
- General Reaction
 - This is a great way to provide additional revenue for the district. We are already providing the services whether we are reimbursed or not, but it's just the task of going into the system and putting through the billing that we need to do. It is a bit cumbersome, since we are actually documenting the services twice: once in Skyward and once in PowerDS. Between strict guidelines from Medicaid and learning the new system for documenting, it has been challenging to learn the in's and out's of maximizing our Medicaid reimbursement, but we are making it a priority as a department.
 - Reimbursement from August 2016-January 2017 totaled approximately \$4,500 for nursing services. Updated totals for February-May will be updated when available.
- Questions Moving Forward
 - Will our numbers improve as we become more comfortable with the PowerDS system and make it part of our culture as a department?
 - Are there other services we can provide and bill for to maximize our reimbursement?
- Graphic of Data



School	Number of Students on Medicaid Caseload
HES	2
MC	2
MJHS	3* *dropped to 1 as of Jan. 1 st because 2 students were no longer eligible for Medicaid
SVHS	2



Nursing Office Visits

- What is Being Measured?

The number of office visits by building each month. We also track the number of students sent home and the number of students who have 5 or more office visits within a month.

- How is it Measured?

Each nurse charts their office visits into Skyward and reports are pulled from Skyward on a monthly basis to gather our data. We also track our “in & out” visits on a tally sheet each month. These visits may be small things like a request for a Band-Aid or a cough drop that do not require extensive charting into Skyward. These 2 sets of data compose our total monthly number of office visits. The percentage of students sent home is calculated by the number of times a student was sent home out of the total number of office visits for the month. In some of these cases, a parent may choose to pick the student up or allow them to go home vs. the nurse excusing them.

- General Reaction

As you will see in the chart, each nursing office is incredibly busy. Typical office visit reasons include minor complaints like headaches, stomach aches, and sore throats, all the way up those more serious situations that require a 9-1-1 call. The numbers below do not include our pre-scheduled daily visits, for services such as medication administration and care for chronic conditions, such as diabetes.

Some of the ways we help our students with 5 or more visits in a month are by thoroughly assessing them and determining if there may be a mental health component to their frequent visits, then collaborating with our school counselors to help get that particular student the assistance they need. We also work with their families and encourage them to be seen by their physician for chronic health complaints so they can be properly diagnosed and a plan of care can be established while at school. We also work with our office staff and principals to enforce the need for a doctor’s note to excuse a student (without obvious ailments) who been absent more than 10 days in a semester.

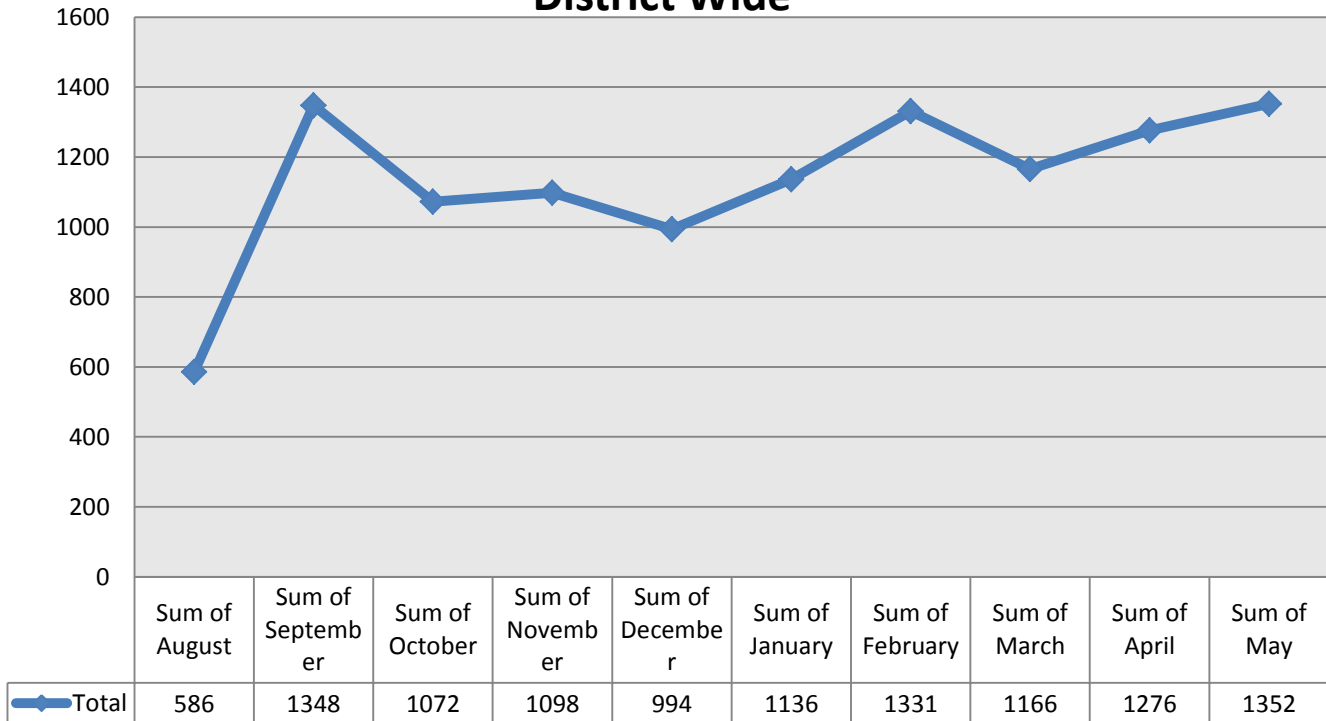
- Questions Moving Forward

- What kind of wrap around services can we provide to help students stay well?
- What kind of emotional support can we provide to students who need it?

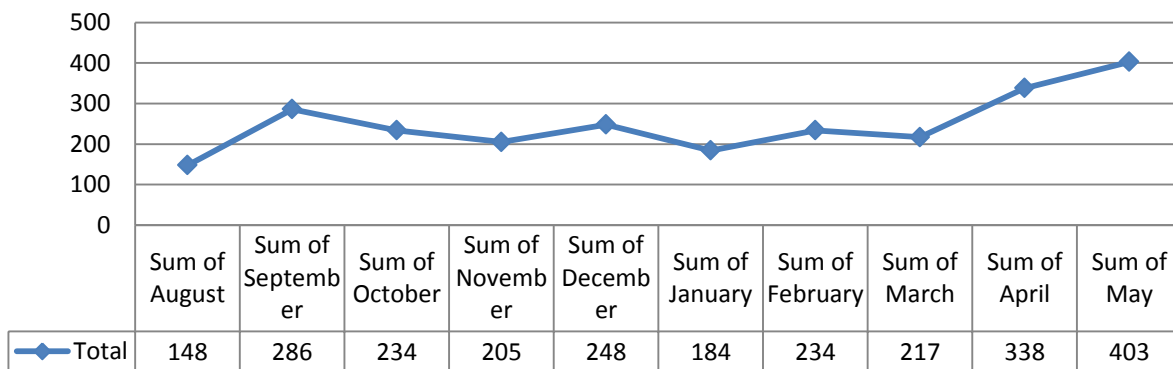
- Graphic of Data



**Total Monthly Office Visits
District Wide**

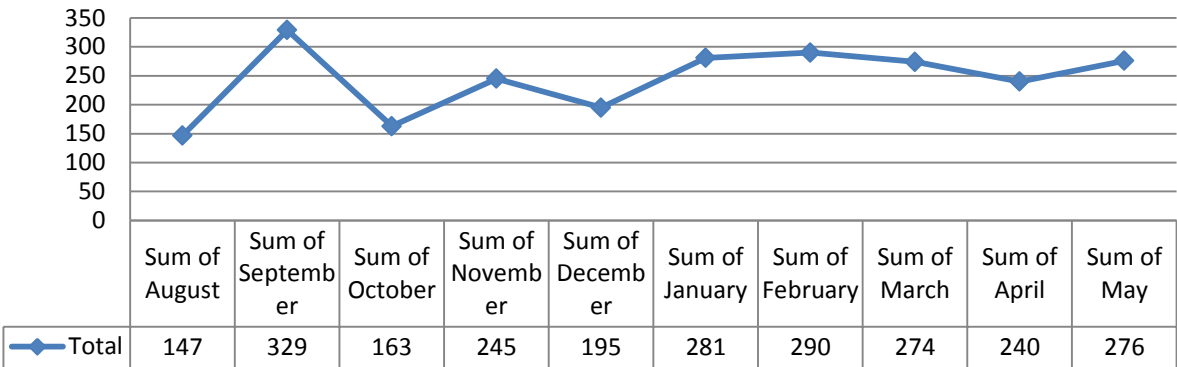


**Total Monthly Office Visits
Highland**

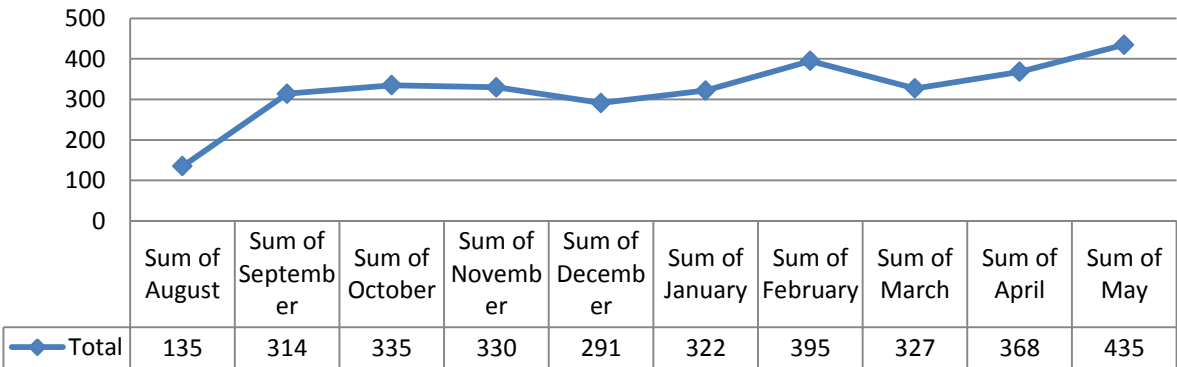




**Total Monthly Office Visits
Monroe Center**

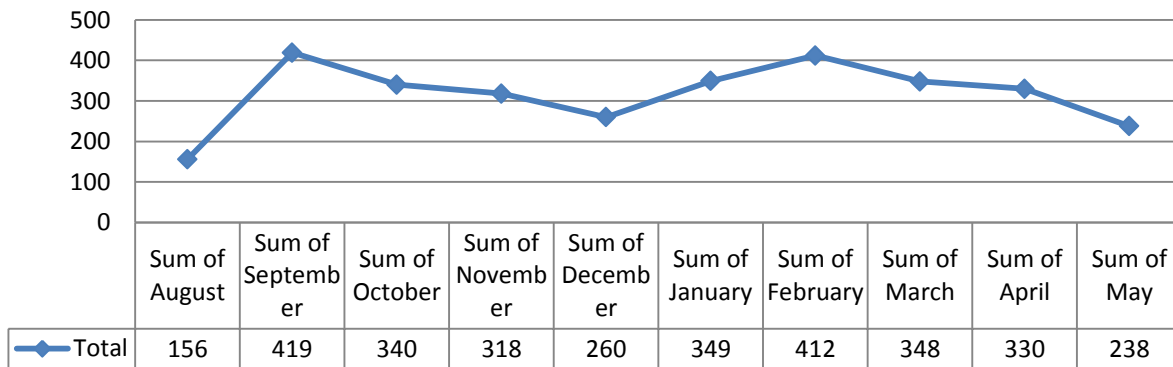


**Total Monthly Office Visits
MJHS**





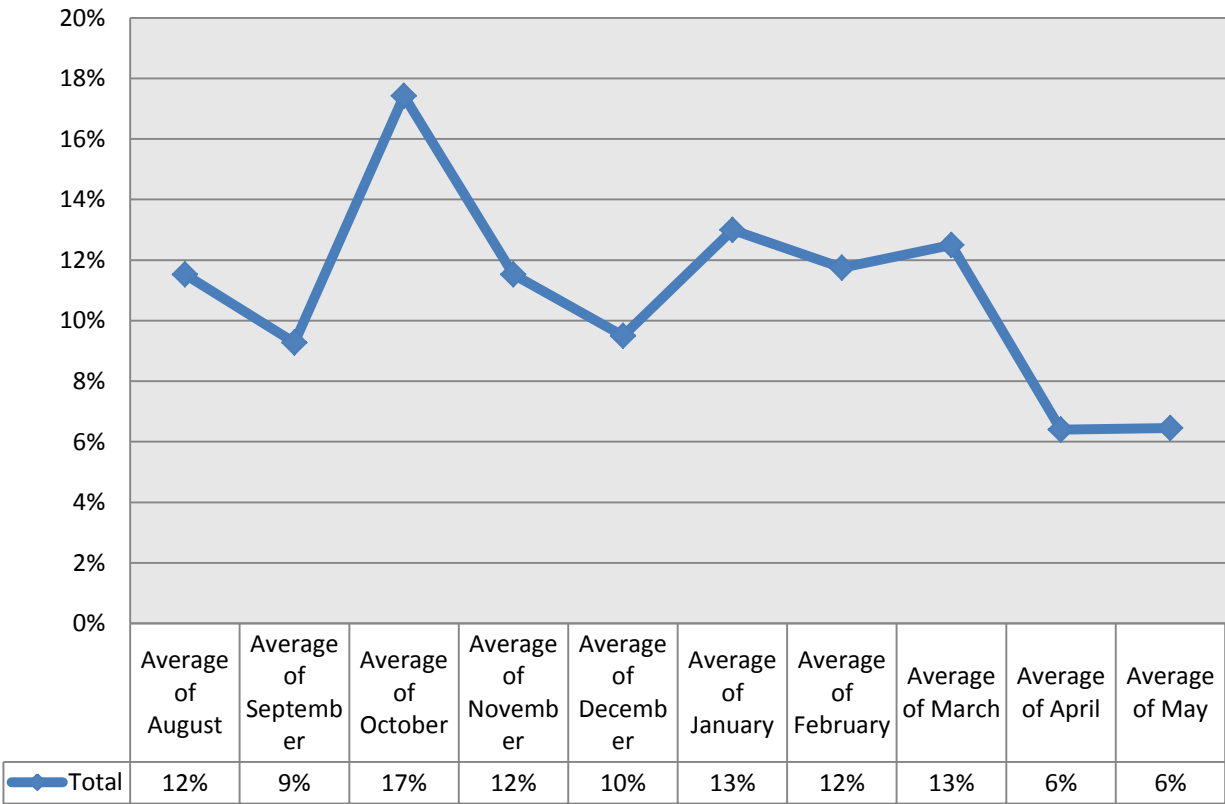
Total Monthly Office Visits SVHS



School	Total number of visits 2016-2017	Number of pre-scheduled daily visits	Student enrollment
Highland	2,497	4	335
Monroe Center	2,577	5	361
MJHS	3,252	8	435
SVHS	3,170	9	565
Total:	11,496	26	1696

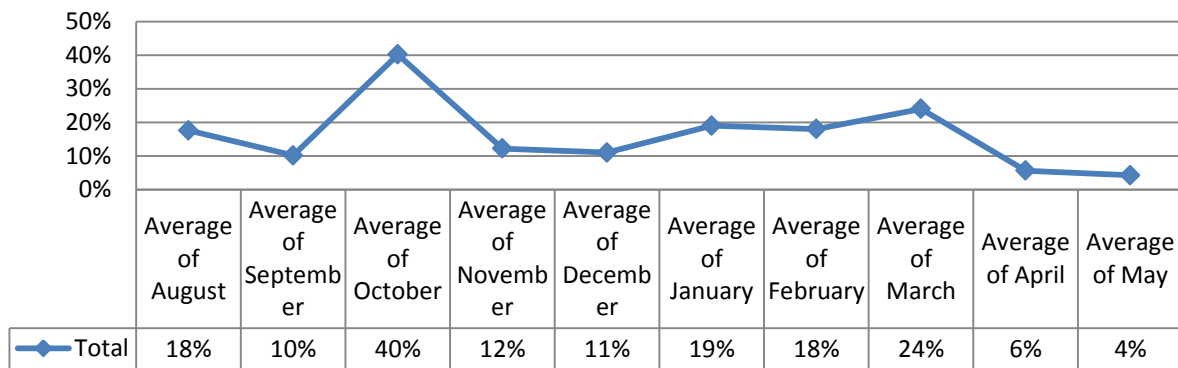


Average Monthly Percentage of Students Sent Home- District Wide

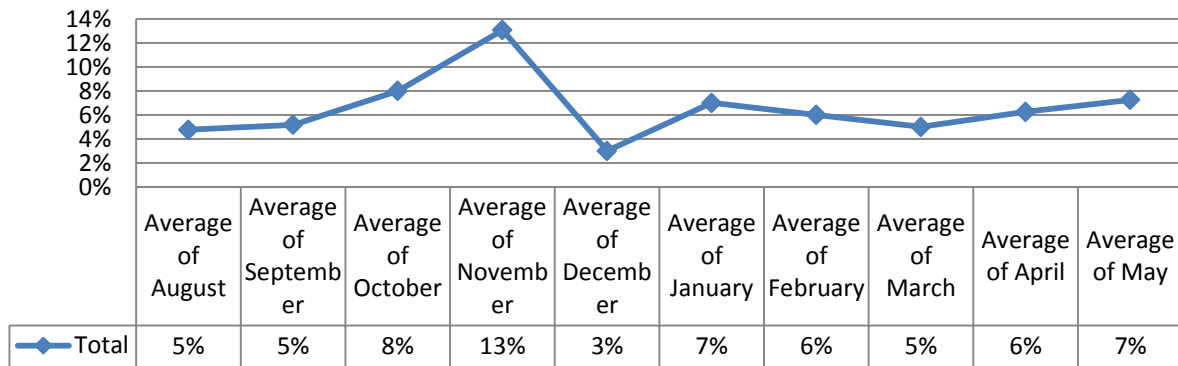




Monthly Percentage of Students Sent Home Highland

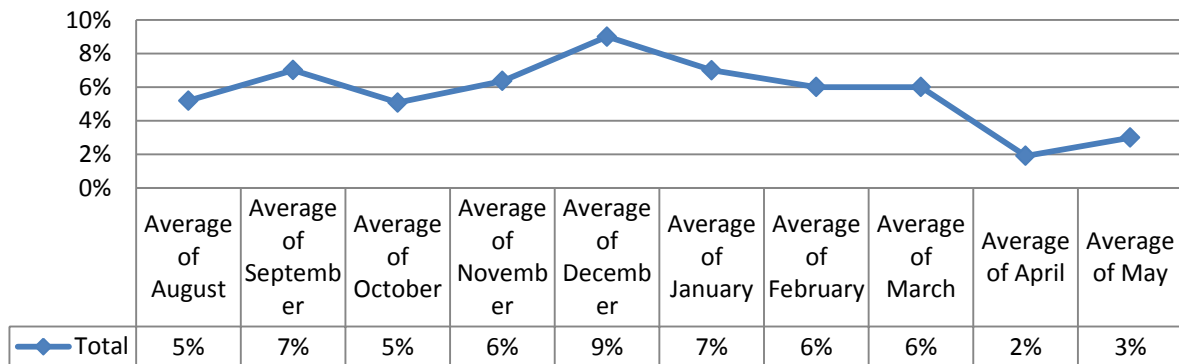


Monthly Percentage of Students Sent Home Monroe Center

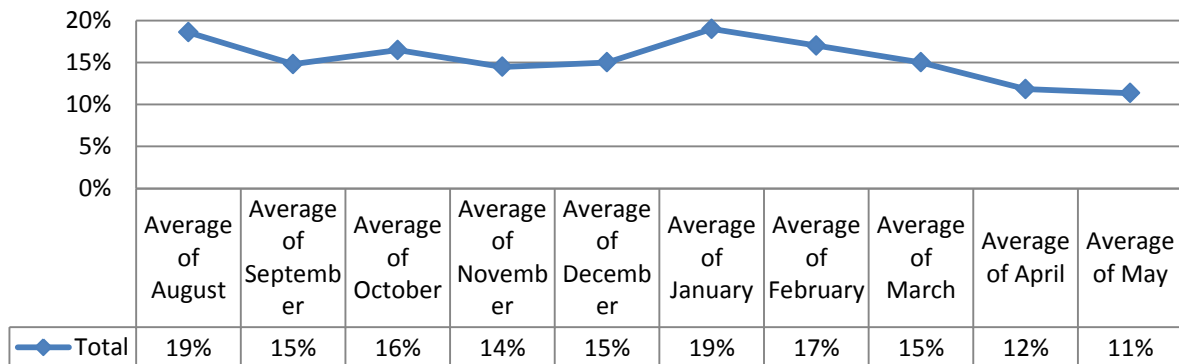


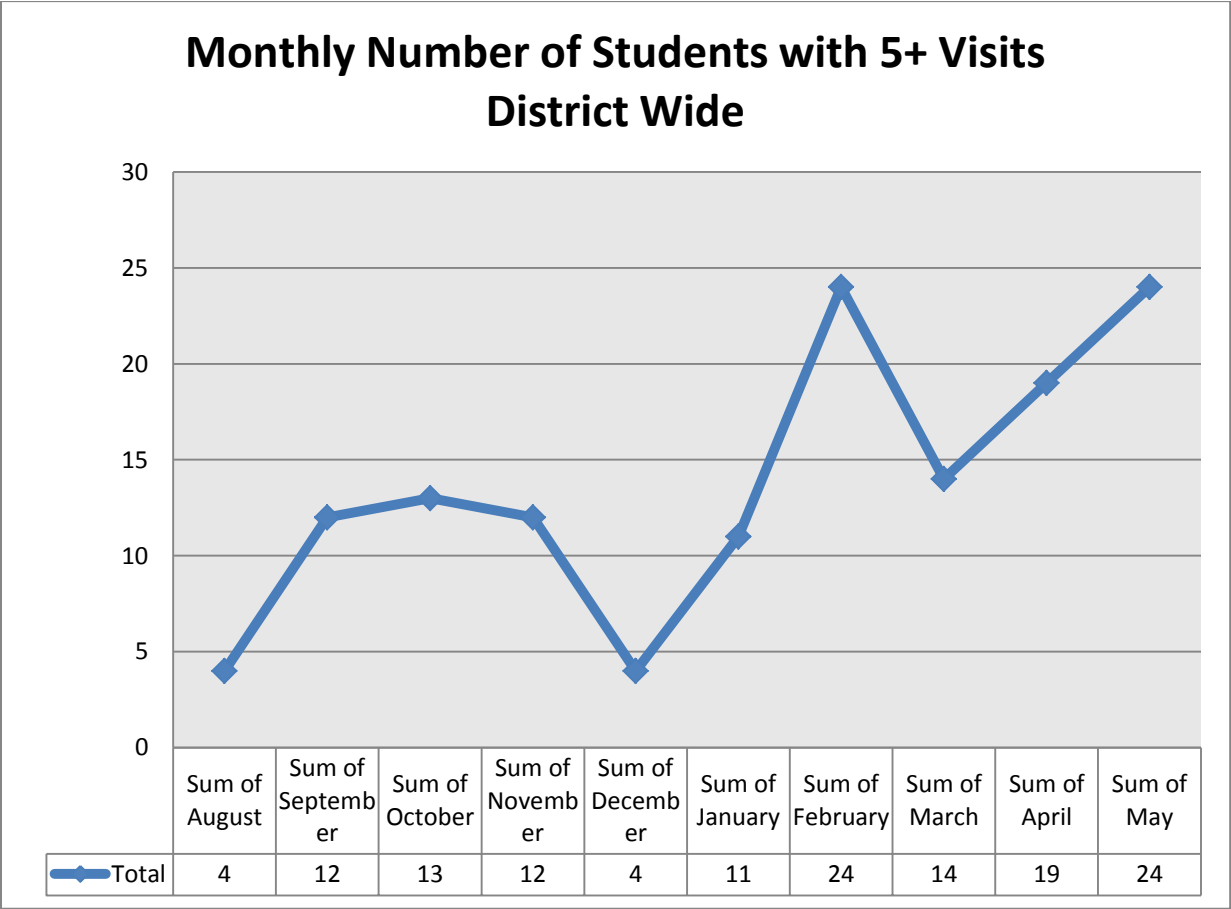


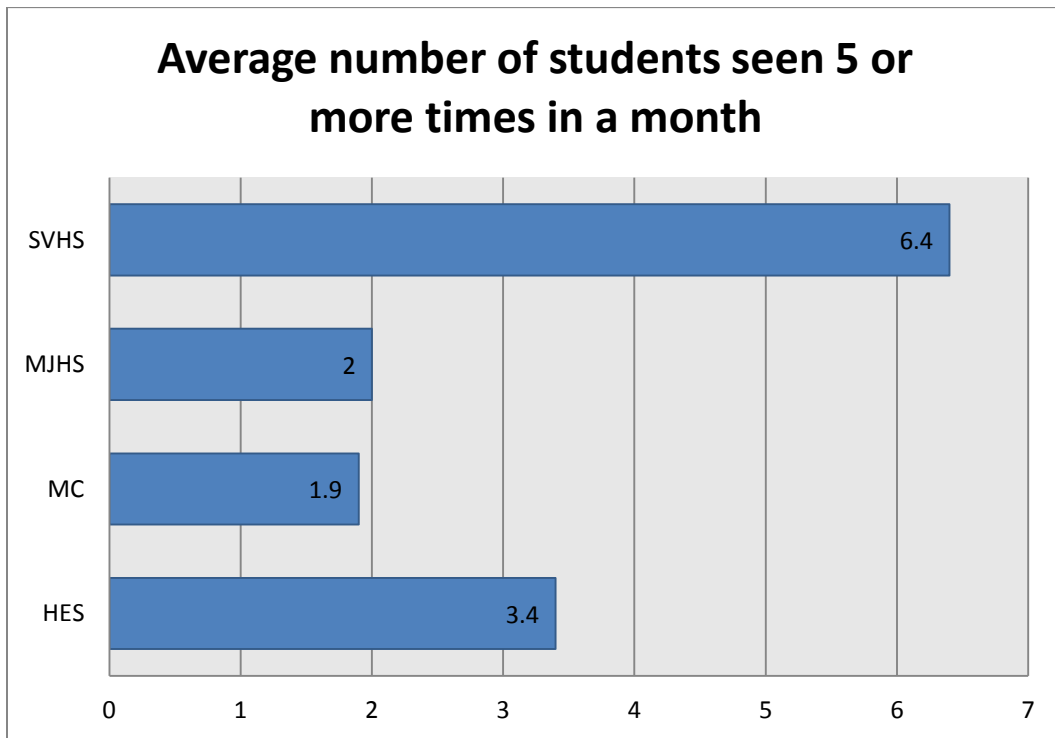
Monthly Percentage of Students Sent Home MJHS



Monthly Percentage of Students Sent Home SVHS







Looking Ahead: 2017-2018 DIP Goals...



SMART

Goal

Action

Plan

Department: Health Services
Year: 2017-2018

DIP Goal 1: To decrease the number of students excluded from school due to noncompliance with physical exam and/or immunization requirements					
DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current reality: The State of Illinois requires that any student who has not met the physical exam and immunization requirements for their grade level is excluded from school on and after October 15 th until the requirements are met. Thirteen students throughout the district were excluded for noncompliance with these state requirements in the 2016/2017 school year.	Move up first notification to families who are noncompliant by 2 weeks	Building Nurses	September 1st	List of "Exclusion I" letters mailed with dates	Decreased number of families who receive the "Exclusion II" letter that is mailed by October 1st
	Increase accessibility of care to low-income families by setting up a mobile care clinic to come to our district	Director of Health Services	July and September	Number of students seen on each clinic date	Increased number of students in compliance with state requirements
	Utilize all- call and all- email system to remind/notify families who are noncompliant	Building Nurses	Bi-weekly from September 1 st - October 1st	System report of calls/emails made with dates	Decreased number of students who receive the "Exclusion II" letter that is mailed by October 1st
	Personal phone calls made to each family who is still noncompliant after October 1st	Building Nurses	1 st round beginning October 2 nd 2 nd round beginning October 9 th 3 rd call to be made on the last school day before Exclusion Day	List of phone calls made with dates	Decreased number of exclusions



SMART Goal: Decrease total number of students excluded by 20% compared to the previous school year	Weekly report to principals and superintendent of number of families who are noncompliant	Building Nurses & Director of Health Services	September 1 st - Exclusion Day	List of students who are not in compliance with state health requirements	Decreased number of exclusions
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- General Reaction
 - I would not consider our compliance rate “bad”, but for each of those 13 students who were excluded from school, per State guidelines, they missed essential time in the classroom. The compliance rate for the 2015-2016 school year was 99.2%. The 2014-2015 school year had a 99% compliance rate, and 2013-2014 was at 99.7%. We will continue to push for a 100% compliance rate for these health requirements, so no students are excluded from school.
- Questions Moving Forward
 - Will offering these additional services and notifications increase compliance?
 - Is it possible to reach a 100% compliance rate?
 - Are these additional duties feasible for each building nurse, given the time constraints of their work days?



Smart Goals Action Plan

Department: Health Services

Year: 2017-2018

DIP Goal 2: To increase Medicaid reimbursement for eligible nursing services					
DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current reality: Medicaid will reimburse the district for eligible services provided by the school nurses for services documented on a student's IEP or part of an evaluation for special education services. Our electronic reporting system is called PowerDS. Reimbursement from August 2016- January 2017 totaled approximately \$4,500. (Total for the year will be updated when available) SMART Goal: Increase dollar amount of Medicaid reimbursement	Collaborating with the Special Education team to ensure that eligible school health services are documented on students' IEPs	Building Nurses & Director of Health Services	August- May (as soon as we see there's a need for service)	Accuracy Report from PowerDS	Increased Accuracy Percentage
	Arranging for additional training with the PowerDS system	Director of Health Services	August- September	Documentation of date of training and employees attended	Increased number of service minutes submitted for reimbursement
	Timely submission of monthly billing sheets in the PowerDS system	Building Nurses	August- May By the 15 th of each month for the previous month's services	Accuracy Report from PowerDS	Increased Accuracy Percentage
	Monthly updates to superintendent	Director of Health Services	August- May	Data showing number of service minutes provided	Increased number of service minutes submitted for reimbursement



by 10% compared to the previous school year					
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- General Reaction
 - In order for us to maximize our Medicaid reimbursement, we must make it priority and part of the culture of our department.
- Questions Moving Forward
 - Will our numbers improve as we become more comfortable with the PowerDS system?
 - Are there other services we can provide and bill for to increase our reimbursement?



Smart Goals Action Plan

Department: Health Services

Year: 2017-2018

DIP Goal 3: To increase knowledge and expertise of the school nursing specialty within our team					
DIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Deliverables	Evidence of Effectiveness
Current reality: On a district staff survey regarding the Health Services Department during the 2016/2017 school year, staff chose the highest rating, "always", in several different aspects of our job responsibilities an average of 73% of the time. 83 employees completed the survey. SMART Goal: To increase the "always" response average to 83% or greater on the staff survey	Each nurse should attend 2 days of professional development activities	Director of Health Services & Building Nurses	August- May	Exit survey completed by nurse after PD activity	Increase in average "always" response rate on survey
	Each nurse will choose an aspect of school nursing that they excel in and lead other team members regarding that topic	Building Nurses	August- May	Documentation of information shared with the team	Increase in average "always" response rate on survey
	Adding educational opportunities to monthly team meetings	Director of Health Services	Bi-monthly August- May	Team meeting agenda	Increase in average "always" response rate on survey
	Encourage staff to complete the survey for the 2017/2018 school year	Director of Health Services	Spring 2018	Data from staff survey	Increased staff participation in survey



- General Reaction
 - School nursing is a unique and ever-changing specialty of the nursing profession. As the needs of our students change, we must adapt and meet those needs successfully. We will continue to work hard to improve our department.
- Questions Moving Forward
 - Can we build an optimal level of trust with faculty and staff even though building nurses may change often? For example, throughout the 2016-2017 school year, 3 new building nurses joined our department.



Meridian CUSD #223 2016-2017 Data Report

Technology



Board of Education:

Throughout the 2016-2017 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 currently have the previous 3 year's statistics compared to this year for most data points and will add subsequent years to the report moving forward. We fully expect the data we capture to grow over the coming years as we find new ways to look at our data and improve upon our department performance. We included a new metric for this year which is issue type broken down by building.

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 four 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.

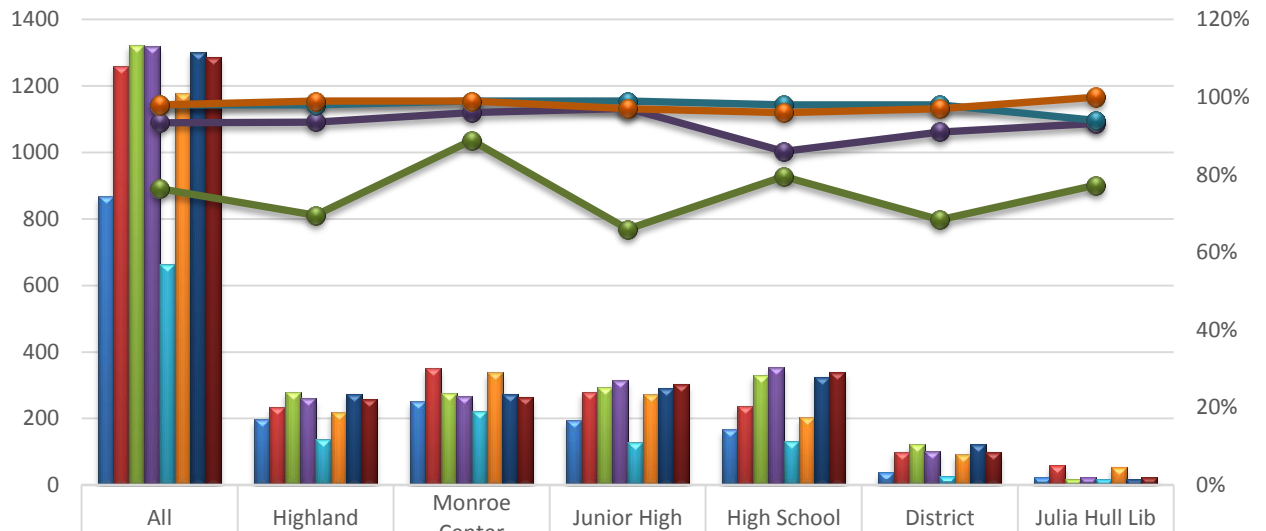
- General Reaction

The number of tickets created has become stagnant over the past few years. Our percentage of closed tickets has remained high and I am quite pleased with these numbers. Just as with previous numbers the percent complete indicates beginning of summer each year. This data while nice to keep track of is quite high level and does not provide detailed information to indicate areas for change. However, it does give an overview of the effects of other changes we implement using other data.

- Critical Questions
 - What measures can be taken to now reduce the influx of tickets on a yearly basis? And why have they been fairly consistent over the past few years?
 - 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	Julia Hull Lib
Opened 13-14	868	197	251	194	166	38	22
Opened 14-15	1261	234	352	280	236	100	59
Opened 15-16	1321	280	276	294	330	123	18
Opened 16-17	1318	260	266	314	353	102	23
Closed 13-14	663	137	223	128	132	26	17
Closed 14-15	1178	219	338	272	203	91	55
Closed 15-16	1300	274	273	290	325	121	17
Closed 16-17	1287	258	265	303	339	99	23
Comp % 13-14	76%	70%	89%	66%	80%	68%	77%
Comp % 14-15	93%	94%	96%	97%	86%	91%	93%
Comp % 15-16	98%	98%	99%	99%	98%	98%	94%
Comp % 16-17	98%	99%	99%	97%	96%	97%	100%

Opened 13-14 Opened 14-15 Opened 15-16 Opened 16-17 Closed 13-14 Closed 14-15
 Closed 15-16 Closed 16-17 Comp % 13-14 Comp % 14-15 Comp % 15-16 Comp % 16-17



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. Also included is the % of tickets closed within 24/48 hours

- How is it Measured

Every ticket that is created gets maintained and logged in the 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.

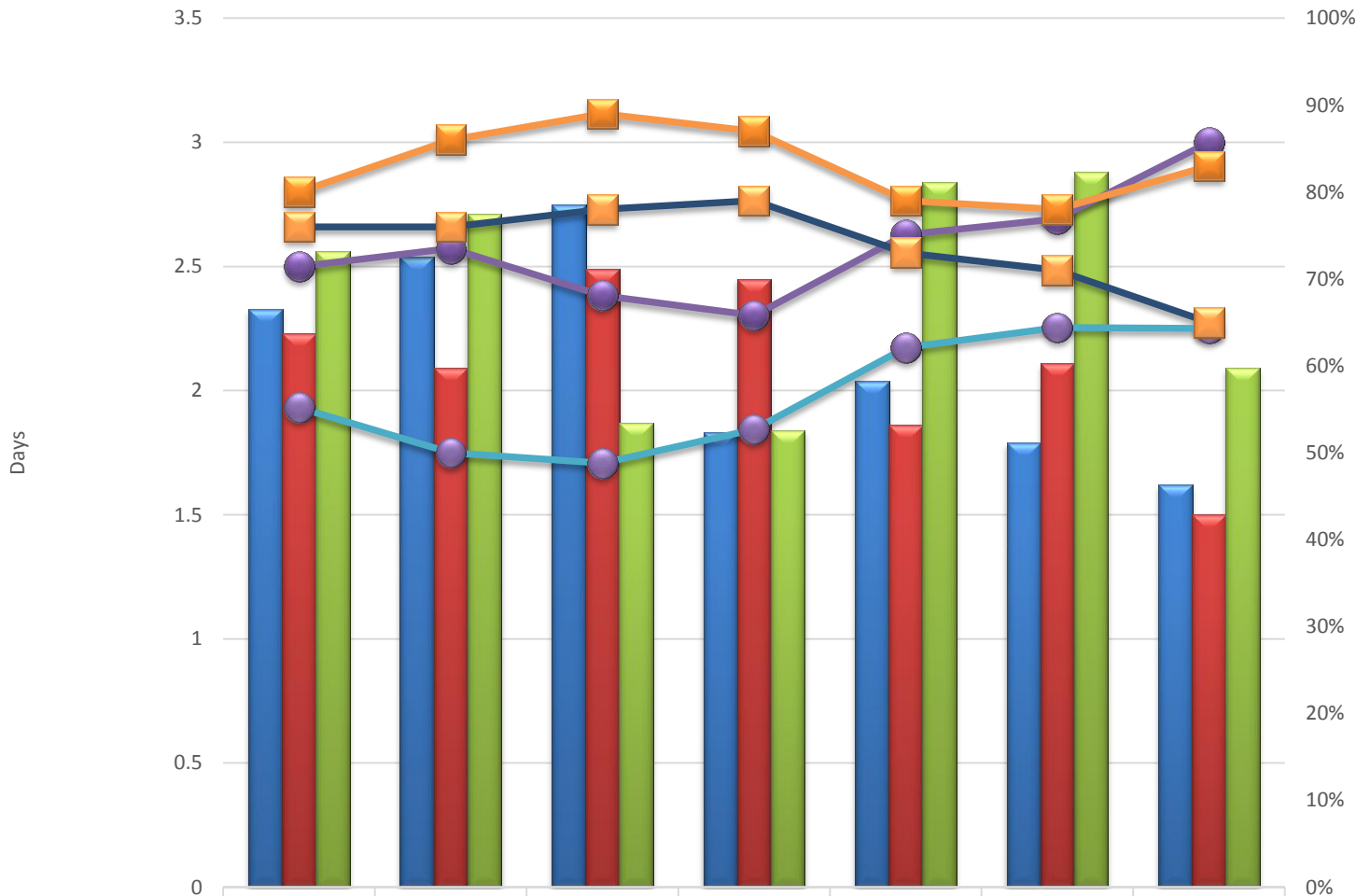
- General Reaction

We are now on the second year measuring % tickets closed within 24/48 hours. The reason this was started was that I was looking at a way to account for the longer tickets that are put in for summer break issues and other tickets that are for future closure. However, this will do even better and really show us how well we are serving our customers. Not just showing us that we have a number of big project type tickets. Which is captured really well this year when you notice our average close time increasing while our percentage quick closes increased. Last year I stated that I would like to see these numbers increase by around 10% to 80% for the 48-hour mark. And we did just that. Our 24-hour mark even went up by 21% which was very awesome to see. Monroe center making up for the largest portion of this with the addition of Ben to the staff. Our goal for next year is to bring each of those numbers up another 5%.

- Critical Questions
 - How do we ensure that we can continue to increase this level of service?
 - What else can be done to further reduce the time to close for tickets?



Average Ticket Close Time



	All	Highland	Monroe Center	Junior High	High School	District Level	Julia Hull Lib
2014-2015	2.33	2.54	2.75	1.83	2.04	1.79	1.62
2015-2016	2.23	2.09	2.49	2.45	1.86	2.11	1.5
2016-2017	2.56	2.71	1.87	1.84	2.84	2.88	2.09
15-16 % 48 hrs	71%	74%	68%	66%	75%	77%	86%
16-16 % 24 Hrs	55%	50%	49%	53%	62%	64%	64%
16-17 % 48 hrs	80%	86%	89%	87%	79%	78%	83%
16-17 % 24 Hrs	76%	76%	78%	79%	73%	71%	65%



First Contact Time

- What is Being Measured

The amount of time from ticket creation to the first time a user is contacted regarding their ticket.

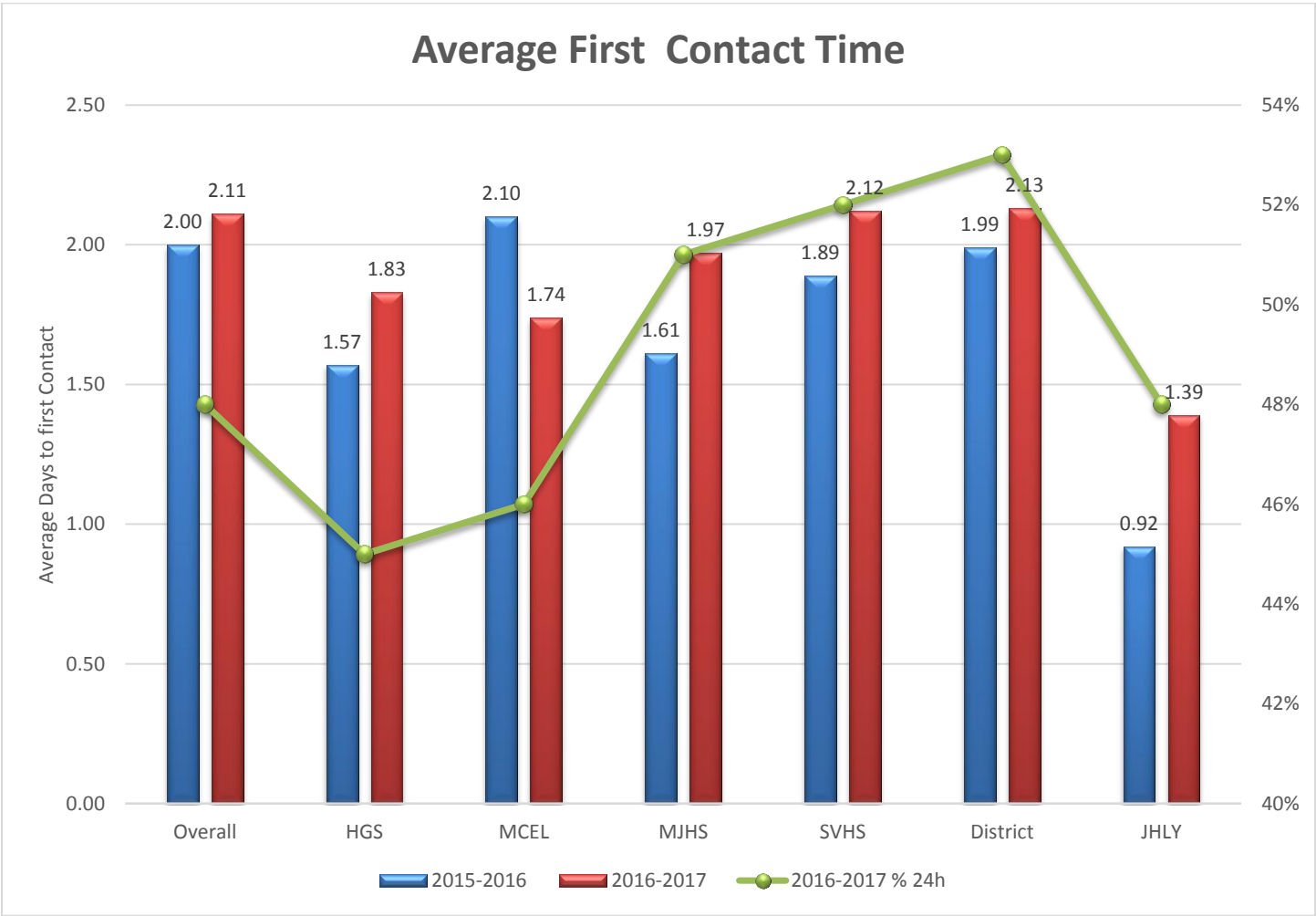
- How is it Measured

Every ticket that is created gets maintained and logged in the new ticket system. We are then able to export the creation date and the first response time to the ticket as well as any other documented responses to the tickets. What this does not account for is any non-ticket system based responses.

- General Reaction

Last year I had mentioned adding a percentage of tickets that were closed under our goal. I have added that this year. Once again response time according to the data available is nowhere near where we would like it to be. We would like this to be under 24 hour's average per ticket. I think the biggest concern with this which is left over from last year is the fact that initial correspondence on a ticket may be made in some manner other than in the ticket system and then not notated. This is a procedural change that will need to take place to get a more accurate representation of first contact time.

- Critical Questions
 - How do we ensure the processes are in place to capture all correspondence on tickets rather than just answering or contacting someone via e-mail/phone and not updating it in the ticket?





Time Spent Per Ticket

- What is Being Measured

The average amount of time per minute that is spent per ticket in each building

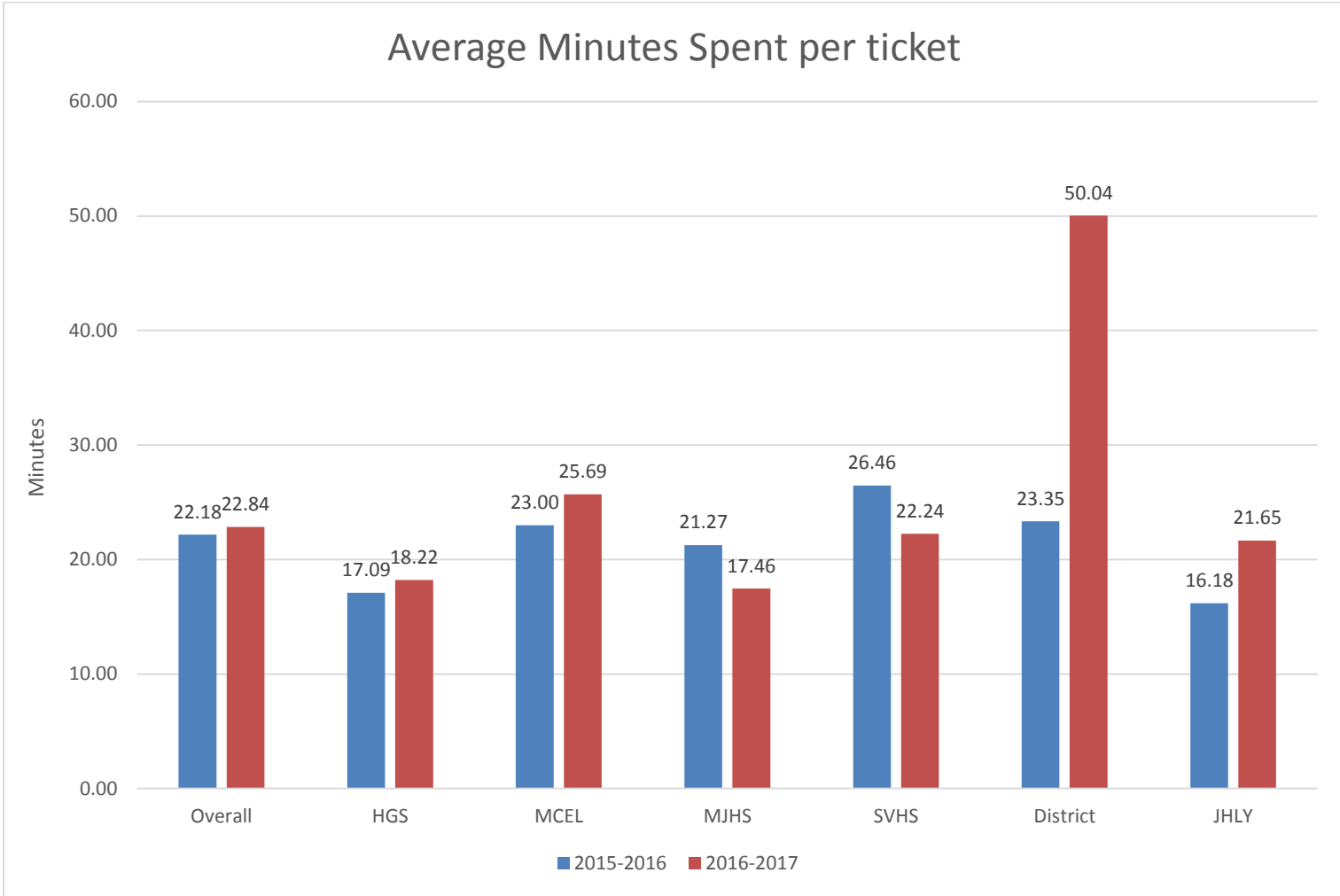
- How is it Measured

Every ticket that is created gets maintained and logged in the new ticket system. We are then able to export the amount of time spent on each ticket and pull the average from there.

- General Reaction

I am honestly not sure if this data will be useful at all as broad as it is. I believe we may need to add more specifics to this data for it to really be useful to us. Such as how long is spent on certain types of tickets or issues as opposed to just average time it takes to close an issue.

- Critical Questions
 - Now in the second year with this data. I am still trying to see what will come of it and if it is going to show any trends that may need addressed. If I don't see any benefit to this data, I will likely drop it next year in favor of something else.





Number of Tickets by Type

- What is Being Measured

The number of tickets by overall type

- How is it Measured

Every ticket that is created gets maintained and logged in the new ticket system. We are then able to export the issue that is chosen by the end user when submitting the ticket.

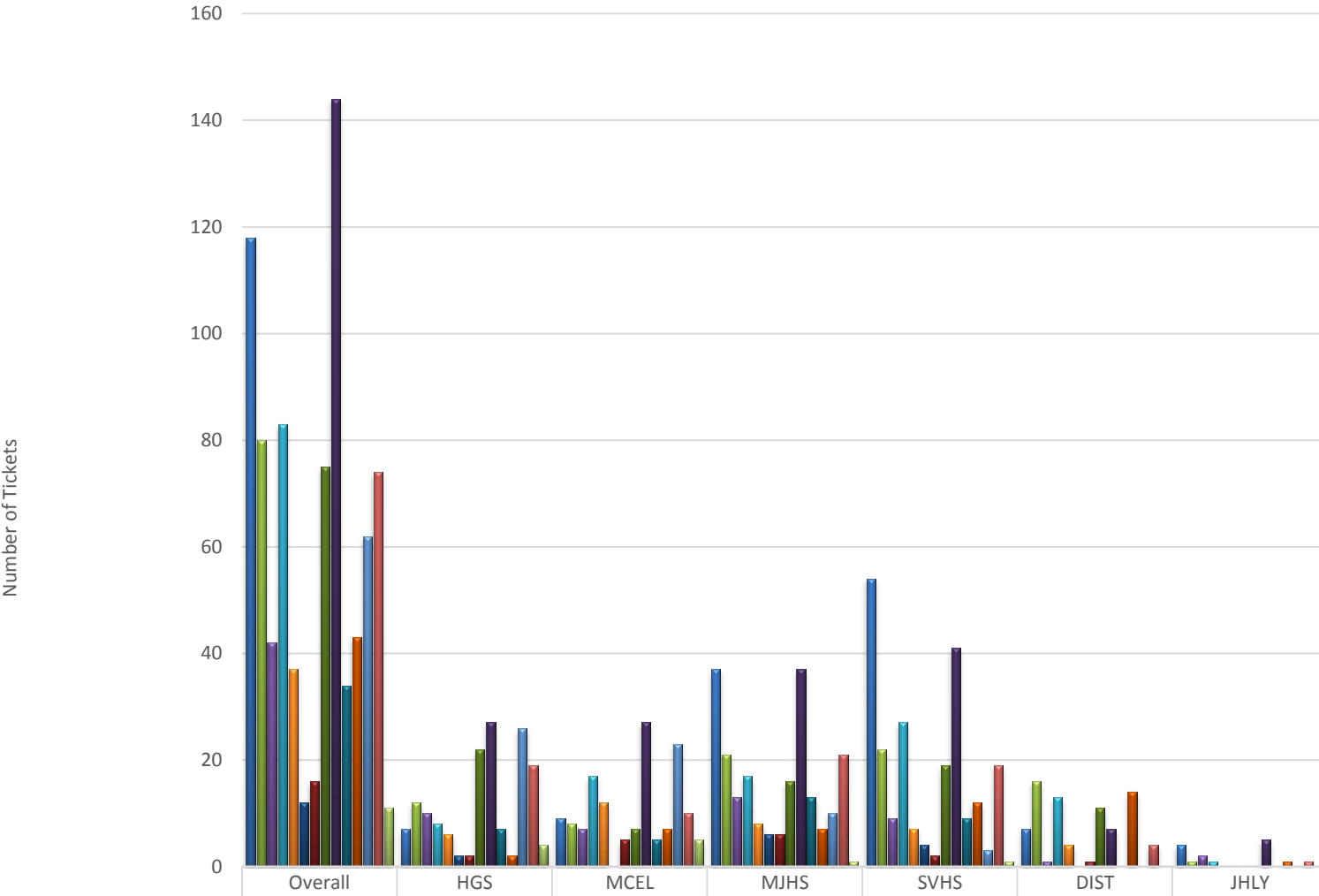
- General Reaction

This is the first year measuring this data. As of now I can see some obvious areas of focus for next year such as why we have so many printer tickets in the district with so few district provided printers. My main concern with the data in this format is yes we may be able to tell where we are having the most problems and it gives us somewhere to look. But if we can have more granular data right off the bat it will save us time in investigating and locating major areas of concern. I can get more granular with this data and I may do just that on next year's report if I feel it will be more beneficial. I also removed general computer issue from this graph as it made the rest of the data fairly unreadable in graph format

- Critical Question
 - Is this data granular enough to take quick and effective preventative action?



Number of Tickets by Type



	Overall	HGS	MCEL	MJHS	SVHS	DIST	JHLY
Account/Login Issue	118	7	9	37	54	7	4
Email Issue	80	12	8	21	22	16	1
Internet Issue	42	10	7	13	9	1	2
Issue Not Listed	83	8	17	17	27	13	1
Item Request	37	6	12	8	7	4	0
Keyboard/Mouse Issue	12	2	0	6	4	0	0
Monitor Issue	16	2	5	6	2	1	0
Phone Issue	75	22	7	16	19	11	0
Printer Issue	144	27	27	37	41	7	5
Projector Issue	34	7	5	13	9	0	0
Skyward Issue	43	2	7	7	12	14	1
Smartboard Issue	62	26	23	10	3	0	0
Software Issue	74	19	10	21	19	4	1
Sound Issue	11	4	5	1	1	0	0



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

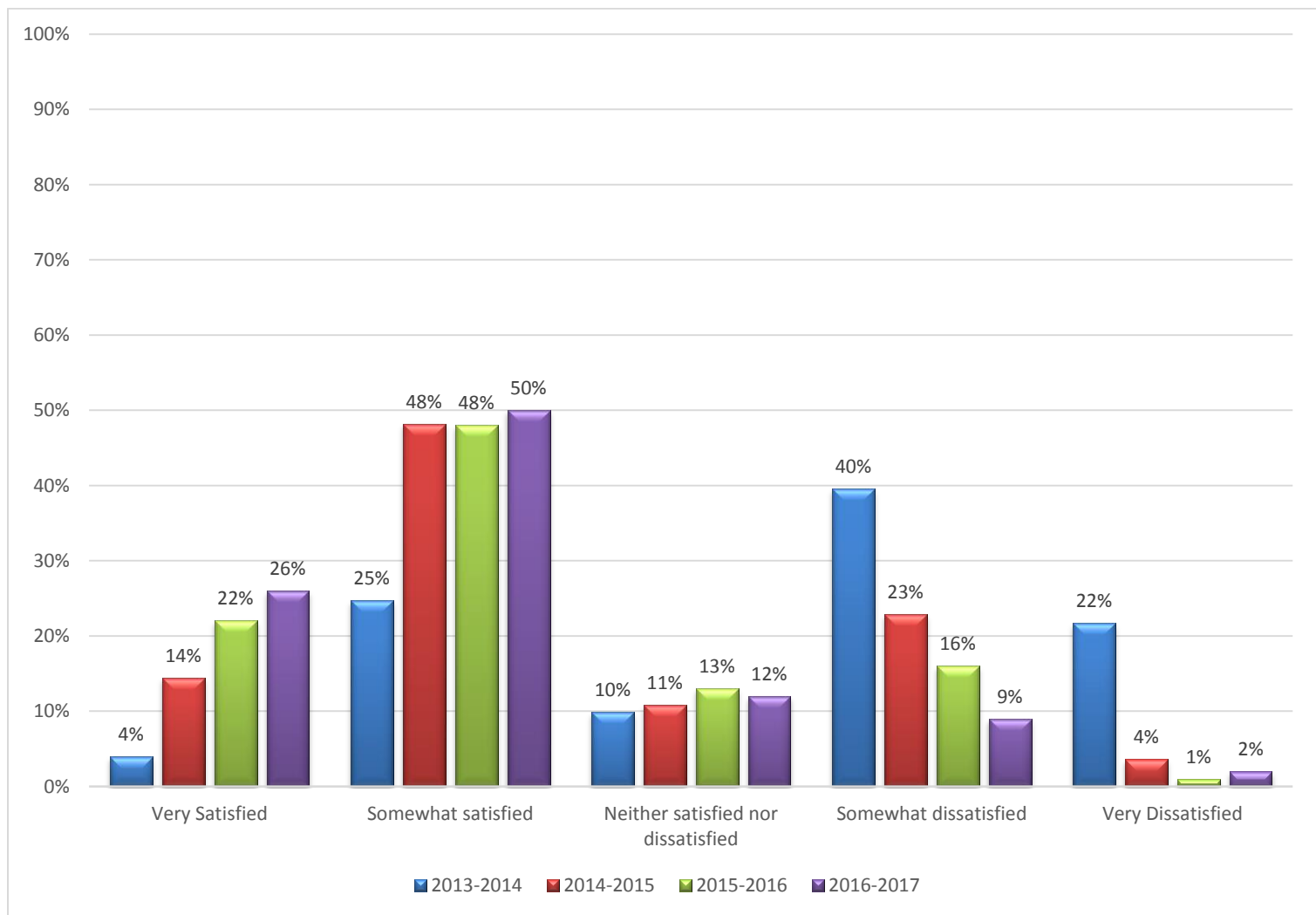
- How is it Measured

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 same applies as last year. Based on our data, the overall perception of the department in the eyes of the staff continues to improve. As a result, even more staff than last year 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?

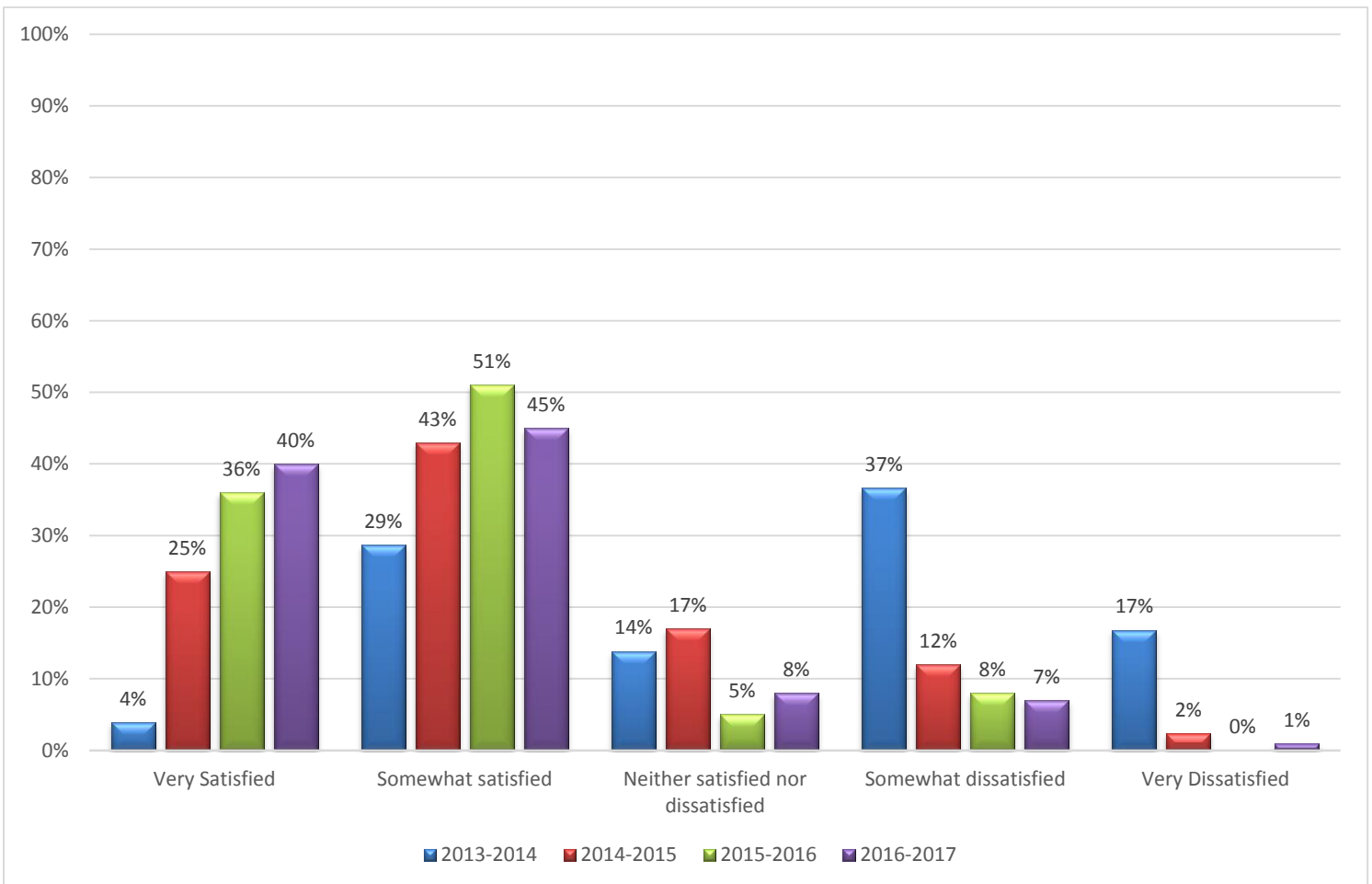


Overall, I am satisfied with the computing environment at Meridian CUSD #223.



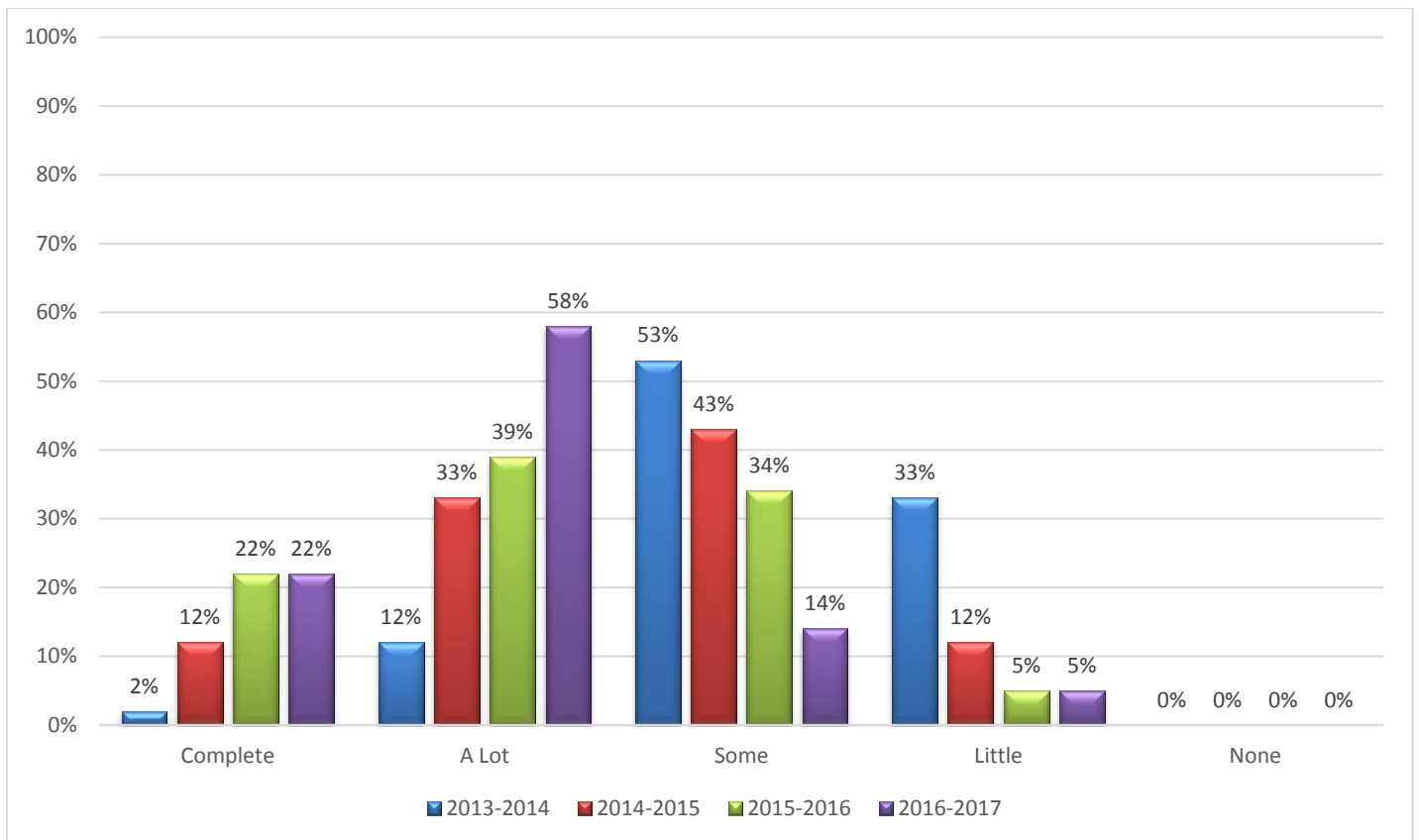


**Overall, I am satisfied with the quality and reliability of services provided
by the Technology Department**



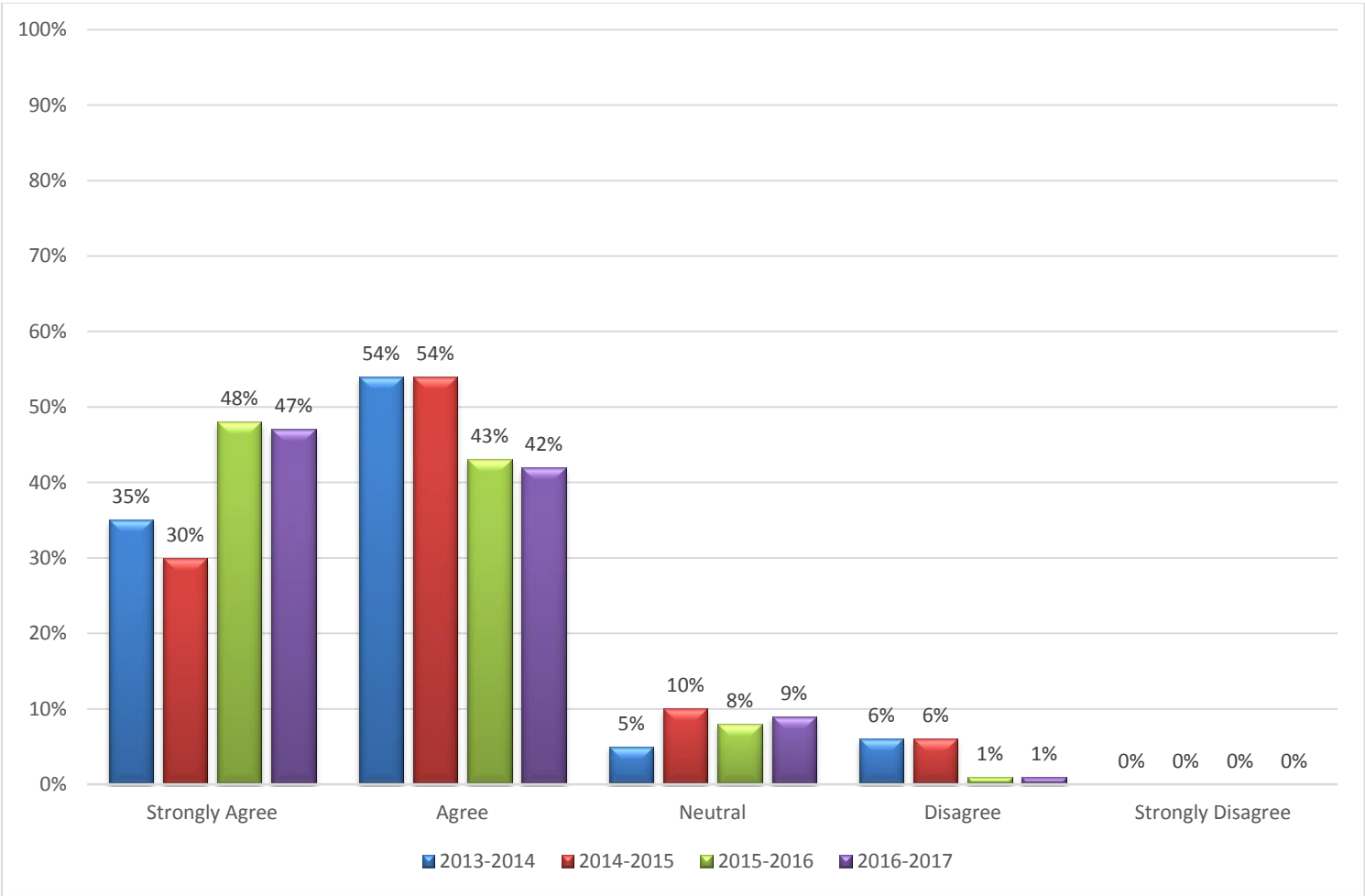


What level of confidence do you have in the Technology Department to deliver the services that you require?



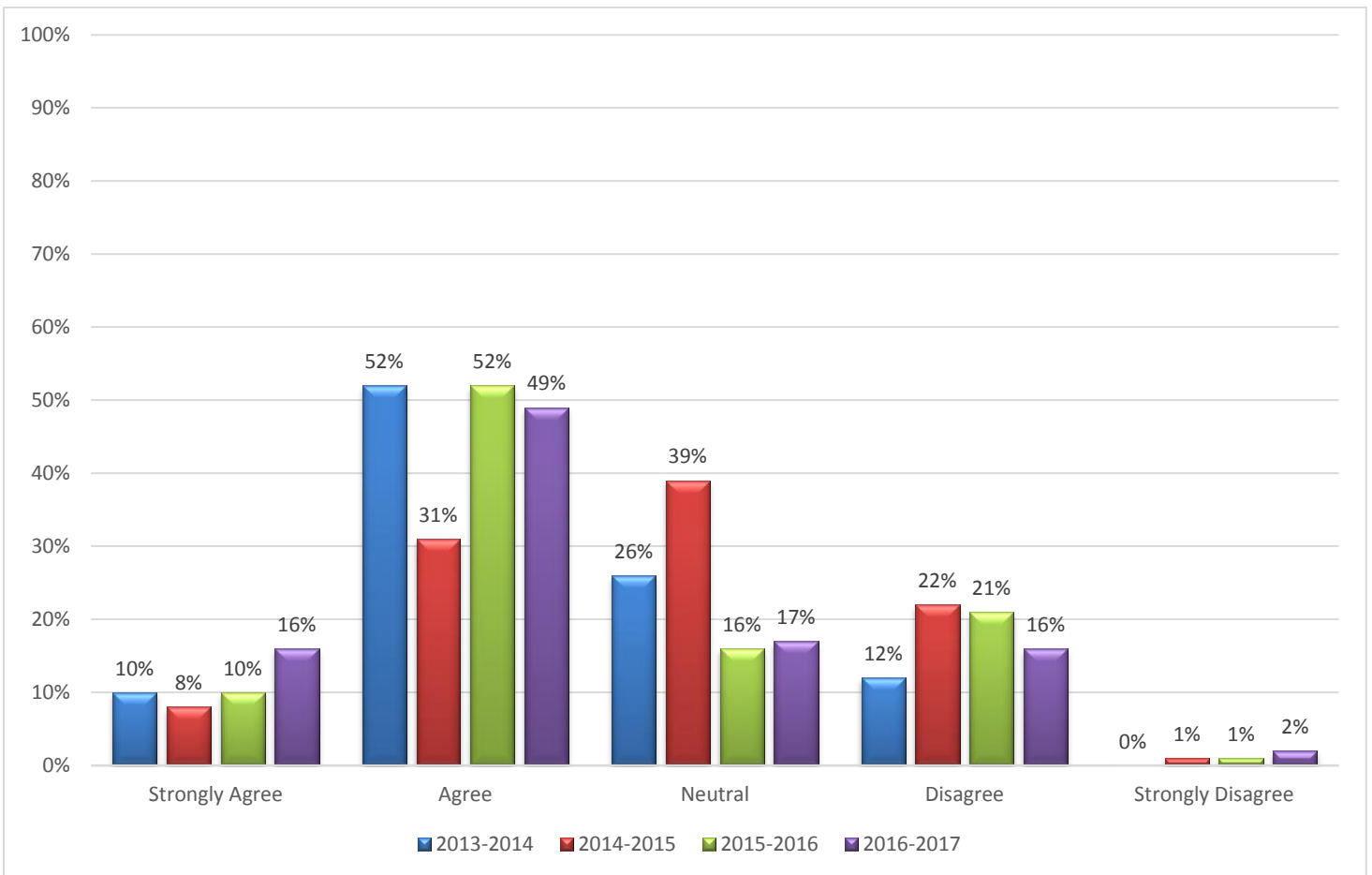


I know who to contact when I have a technology question or problem



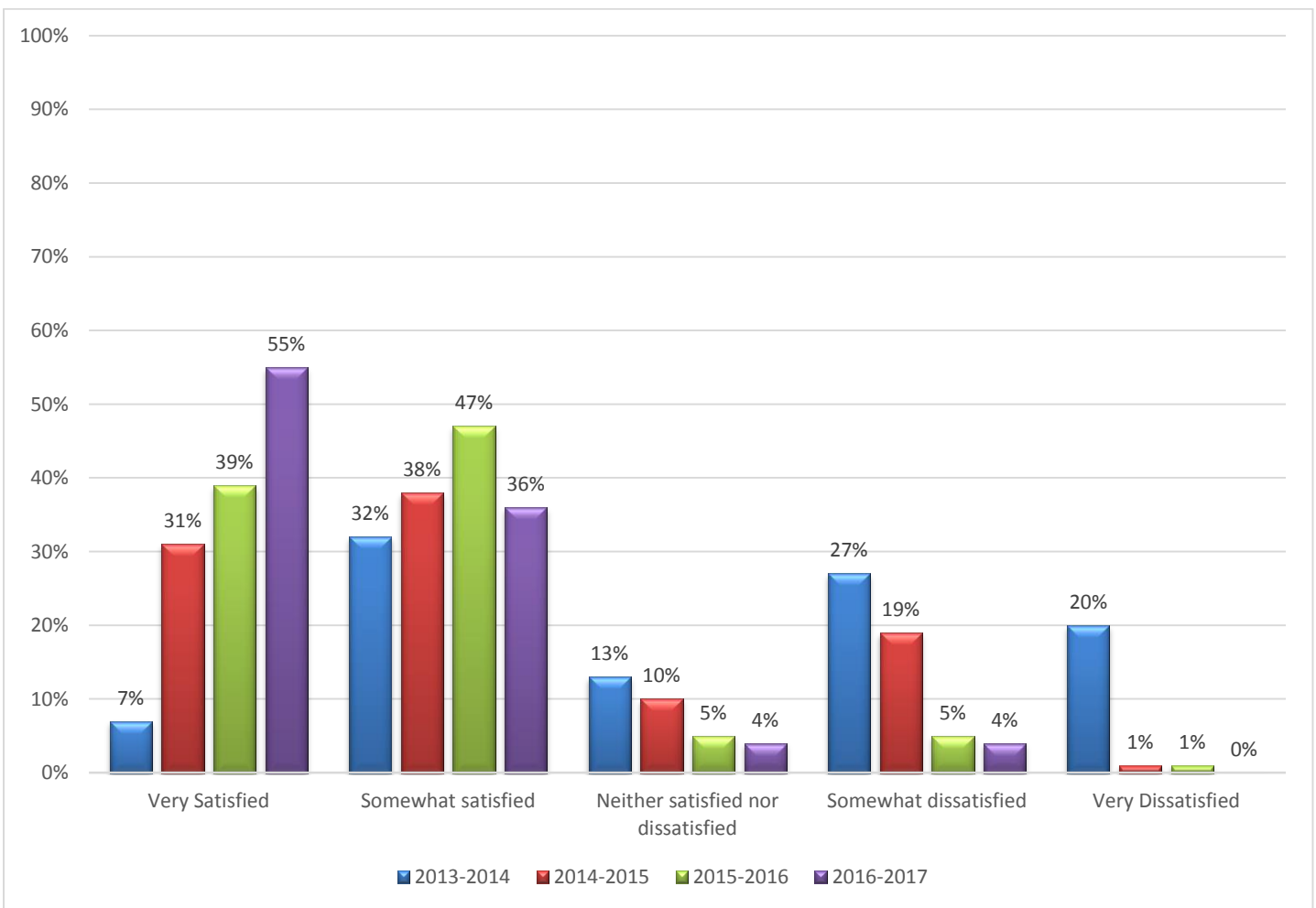


I know what services the Information Technology Department provides to the district.



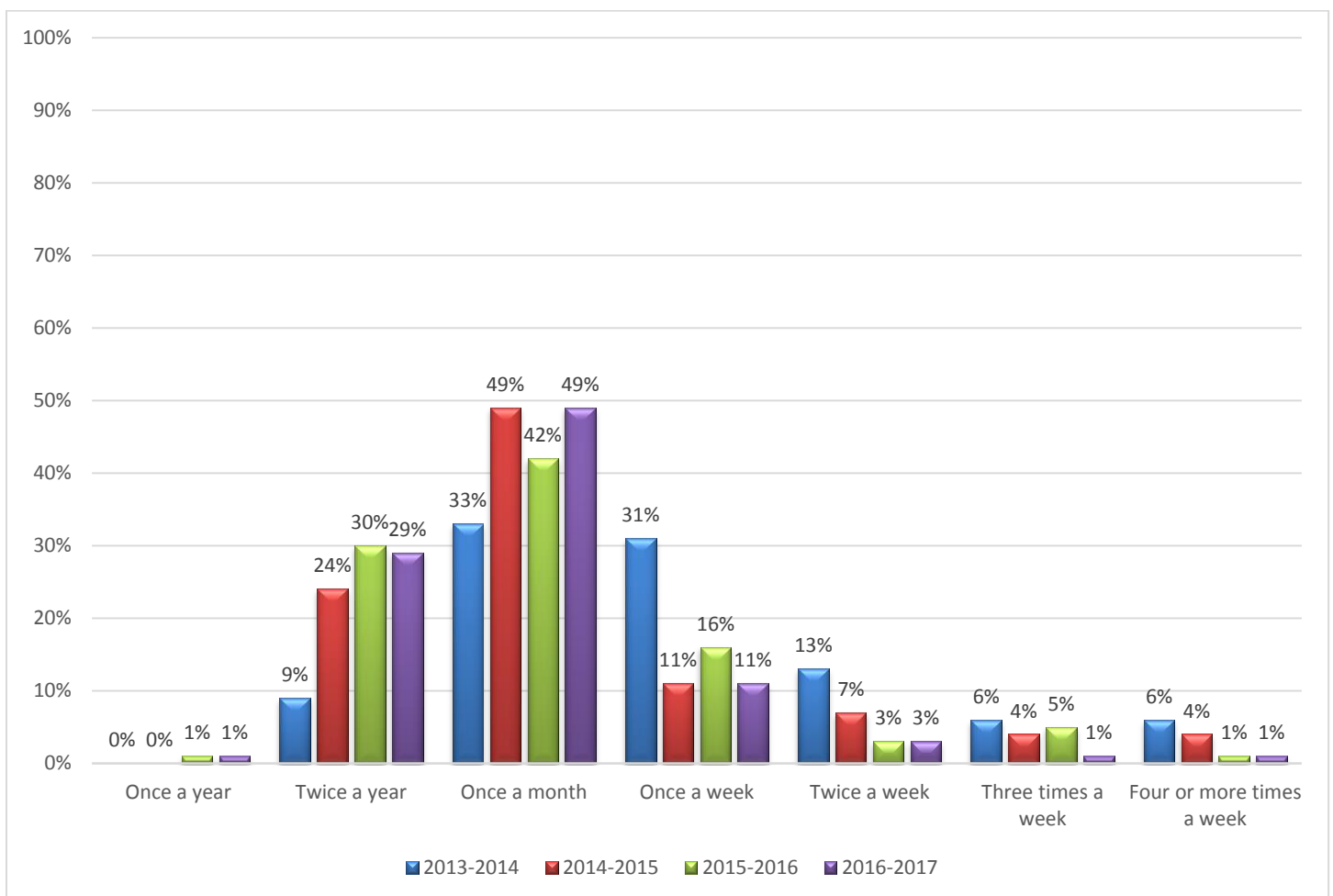


Overall how satisfied are you with the response times the Technology Department has had to your issues?





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





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

