

To: Board of Education
From: Dr. Todd Wernet
Re: District Goals Update
Date: January 23, 2017

The administration presented to the Board on August 15, 2016 the District Goals with identified Metrics to measure performance of the District Goals. The presented document is organized into five (5) areas of focus. They are: College and Career Readiness, the LTHS Effect, Fiscal Stewardship, Data Informed School District, and Stakeholder Communication. While we utilize a variety of metrics to assess our performance, metrics identified in the District Goals are primary areas of concentration for the current school year. Progress updates on all areas of performance were provided to the Board at the annual fall school performance data meeting on December 5th, 2016.

College and Career Readiness

Metrics

- **Attendance Rate**
 - Campaign 96/20 challenges the administration to develop and implement planning to attain 96% attendance and 96% graduation rates by the year 2020. Initial work on student attendance has focused on:
 - Reviewing attendance codes that document reasons students are not in attendance. These data are being analyzed for consistency in recording between building and offices, and for examining absences for specific reasons such as field trips, athletics, parent excused, etc. Currently there are strategies at both campuses to address students with attendance issues. With the review of more specific reasons for an absence, the administration will look then to develop strategies aligned to a more specific reason for the absence. The average daily attendance for the first semester of 2016-17 was 96.06%.
- **Graduation Rate**
 - The administration has used the first semester to audit students' total credits towards graduation, total credits in English, physical education, and math to determine if they are on path to graduating on time with their class. Since students are required to have four total credits in English and physical education, these two areas are clear indicators of a student's progress towards graduation. Students are required to have three math credits to graduate. Students lacking three math credits after their junior year can still enroll in math during their senior year. The concern though is if they are also behind in English and physical education, or in total credits, the class load required to graduate may be too steep. These data will be used to ensure that students that are off-track have an updated graduation plan allowing them to reconcile credit deficits by taking additional courses during the school year, enrolling in summer school and correspondence courses. We are concentrating on revising summer school and increasing credit recovery during the summer. Both East and Central continue to utilize real-time credit recovery during the school year. Current credit recovery programs for

senior English, and ninth grade English and math have been successful. Planning is underway to possibly expand English recovery to additional grades and to offer options as well for physical education credit recovery. The administration has reviewed course failure data from the first semester in English, math and physical education to inform this work.

- **Student Achievement**

- The administration presented to the Board school performance data from the 2015-16 school year on December 5th, 2016. Within the presentation packet data on ACT performance, PARCC testing, Advanced Placement and Dual Credit performance, along with data from the National Clearinghouse identifying the percentage of students that continue their education at either a four-year or two-year school was provided. A summary of this information is on the school website and can be accessed at <http://tinyurl.com/jmg77b5>

LTHS Effect

- **Student Growth**

- The administration presented to the Board school performance data from the 2015-16 school year on December 5th, 2016 that included student EPAS testing data which summarizes each class and student sub-groups achievement and growth within the ACT testing series: Explore, Plan, Retired ACT, and Class of ACT. A summary of this information is on the school website and can be accessed at <http://tinyurl.com/jmg77b5>

Fiscal Stewardship

- **Illinois School Report Card**

- The recently released Illinois School Report indicates that LTHS once again earned the highest financial rating of Recognition with a 4.0 score. The score reflects four categories of measurement. They are: Fund Balance to Revenue Ratio, Expenditures to Revenue Ratio, Days of Cash on Hand, and Percent of Short-Term Borrowing Ability Remaining. For more information go to <http://tinyurl.com/zscv8g6>.

- **Annual Fiscal Audit Report**

- The Audit Report indicated no material findings.

- **High School Comparison Matrix**

- The administration presented the local high school comparison matrix comparing local high schools on instructional spending and operational spending per student at the December School Data meeting.

Data Informed School District

- **Porter Learning Teams (PLT's)**

- The primary focus and emphasis this year has been providing administration and teachers professional development to enhance PLT leadership and the PLT structure utilized daily during District Common time in the following areas:
 - Effective leadership of teacher instructional teams
 - Effective team organization via protocols and procedures
 - Analysis of student performance data through effective teaming

- The administration attended training in May and September
- The department chairs attended training with the administration in September
- The entire teaching staff was provided with training during January Institute Days.
- The teaching staff and administration has been receiving on-going training since last year on the use of the LTHS data systems, particularly Mastery Manager and Tableau.

Stakeholder Communication

- **Community Engagement**

- The administration utilized Let's Talk to gather feedback on both Curriculum Nights and Parent Teacher Conferences that were held in the fall.
- The Illinois 5-Essentials Survey is currently open for parent, student, and teacher input. These data are compiled and disseminated via the Illinois School Report Card