

To: Board of Education
From: Dr. Todd Wernet
Re: District Goals Update
Date: June 19, 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, and at the January 23, 2017 Board meeting.

College and Career Readiness

Metrics

- **Attendance Rate**

January 23, 2017

- 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%.

June 19, 2017

- Attendance-2016-17 school year
 - Freshmen 96.51 %
 - Sophomores 96.22 %
 - Juniors 95.88 %
 - Seniors 92.56 %
- Attendance Total 95.34% (2015-16 -94%)

- **Graduation Rate**

January 23, 2017

- 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.

June 19, 2017

- We are not able to determine the graduation rate until early fall. Data from summer school, make-up exams, and Early Leavers is not available.
- On-track data for the classes of 2018, 2019, and 2020 will also include summer school remediation and will be provided to the Board at the fall data meeting.
- The focus on providing opportunities for students to stay on track towards graduation by recovering credits lost due to course failure continues at both campuses. During the second semester, students were provided credit recovery opportunities in English and math. This year for the first-time Extended Learning Opportunities (ELO) was offered at both campuses. This program allowed students an additional week of remediation to recover the credit they failed at the end of the semester. A detailed report for all credit recovery offerings is provided in a separate report.
- Tutoring was available to students in morning before school, during study halls, and after school at the Kitchen Table.

	# of students (unduplicated)	Total students (duplicated)
Morning Tutoring	56	159
Study Hall Tutoring	624	6373
Kitchen Table Tutoring	236	690

Special Education

- Supports and services to students with disabilities continues to expand. A new in-time intervention this year for students who were falling behind in class by engaging the parents to assist them with supporting their student at home. In addition, students were provided after-school time to work toward mastery of the classroom content. Several students were able to complete necessary class work under the direction of certified staff in order to earn passing grades both 1st and 2nd semester. This success is evidenced by the decrease in numbers of students who needed to attend summer school for English, math, biology, and physical science
- Co-teaching teams have reviewed the pass rate of students on IEP's in co taught sections of courses. Co-teaching teams will analyze this data as part of their professional development committees. Second semester data follows:

Senior English 97%	Math 3 84%	Physical Science 93%
Junior English 91%	Math 2 96%	Biology 96%
Sophomore English 100%	Math 1 99%	Chemistry: 100%
Freshman English 98 %		

- LTHS has exceeded DRS set expectations of meaningful community competitive employment for students with disabilities, recording record- high 36 outcomes. We also had two students accepted into certification programs (UTI, JJC) and exit CCC earlier than anticipated exit dates.
- Assist program students (student with emotional disabilities) celebrated many victories this school year. A decrease in Dean's office referrals (down 42%) and increase in attendance rate (most students above 85% monthly) and a 95% pass rate in 2nd semester course work. These students received daily social emotional support and were able to remain in EAST campus classes.
- Lockport Academy had a great year. Six students graduated on time with their grade 12 peers, these 6 students had many different obstacles to overcome. Two of the students return to District programs from Therapeutic Day Schools. The other four students started the school year credit deficient but received extra support to improve daily attendance and participated in credit recovery. There was a reduction in overall behavioral incidence with an increased opportunity for students to complete their community service hours.

Summer Bridge Program

- This summer LTHS will be offering the Academic Motivation Preparation Program for incoming ninth grade students. This program is designed to assist students that have performed poorly prior to enrolling at LTHS and are already at-risk of not graduating. Students are recommended by their school district. Currently there are 31 students enrolled.

- **Student Achievement**

January 23, 2017

- 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/img77b5>

June 23, 2017

- Project Lead the Way Stem curriculum added
 - 9th grade students enroll in introduction to engineering
 - Central Campus classrooms remodeled to accommodate curriculum.
- Advanced Placement Computer Science added
 - 9th grade students offered an AP course

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/img77b5>

Fiscal Stewardship

- **Illinois School Report Card**

January 23, 2017

- 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 Ration, Expenditures to Revenue Ration, 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**

January 23, 2017

- In December 2016, Director of Business Services, Stefanie Croix, provided an information report to the Board of Education that presented the Fiscal Year 2016 Audit Report. The District's auditors from Gassensmith & Michalesko, Ltd. gave the District an unqualified opinion on its fiscal year 2016 financial statements, which confirms that the auditors had no material findings during the FY 2016 audit.

Credit Recovery

East Campus

Title I Credit Recovery

- Semester 2 during Study Hall
- 15 students recouped their Semester 1 English 10 credit
- Joyce Clark, Title I tutor, supervised students using E2020 for credit recovery
- 12 of the 15 also passed Semester 2 of English 10

After School Credit Recovery

- After School Credit Recovery using E2020
- Expanded to allow students to recoup an English credit in English 9 (5), English 11 (7) and English 12 (9)
- A total of 21 students were able to regain a .5 English credit
- Of the 9 who earned credit in English 12, 8 were able to graduate June 3

Central Campus

English 9

- 16 students at the Central Campus recouped their Semester 1 English 9 credit
- Students were pulled from Digital Pathways to participate in the Credit Recovery program using E2020
- 9 of the 16 maintained a passing grade for the second semester

Integrated Math 1

- 13 students at the Central Campus recouped their Semester 1 IM 1 credit
- Students came after school two days per week all of semester 2 to participate in the Credit Recovery program using E2020
- 9 of the 13 students maintained a passing grade for the second semester

2017 Credit Recover/ELO Summary Report

ELO

May 30 – June 2, 8 am – 1 pm (20 hours max)

Courses Offered

Course	Teacher	Recommended	Attendance
English 9R, Semester 2	Zakrzewski	31	13
English 10R, Semester 2	Bugal	12	4
English 12R, Semester 2		2	2
IM 1, Semesters 1 and 2	Lorkiewicz	2 and 26	2 and 18
IM 2, Semesters 1 and 2	Wilson	19 and 18	14 and 10
Biology, Semesters 1 and 2	Kane	19 and 19 (8 duplicates)	14 and 7 3 attended for both semesters
Physical Science, Semesters 1 and 2	Steinke	8 and 22 (5 duplicates)	8
Chemistry, Semester 2		27	22
PE	Valcich	5	4

Teachers referred students for the program using a Google form, and counselors provided follow-up communication with students and families. The form populated a spreadsheet used for building class rosters. A few students were not on the spreadsheet but fell within the targeted range and were allowed to participate.

A total of 210 course recommendations were made. 34 students were recommended for more than one course. 118 students attended. Students were required to be in attendance until completing the required work to demonstrate understanding. Students were dismissed from the program upon completion and demonstration of understanding.

Credit Earned

Course	Attendance	Credit Earned
English 9R, Semester 2	13	13
English 10R, Semester 2	4	4
English 12R, Semester 2	2	2
IM 1, Semesters 1 and 2	2 18	2 8
IM 2, Semesters 1 and 2	14 10	4 4
Biology, Semesters 1 and 2	14 4 3 (both)	8 4 3
Physical Science, Semesters 1 and 2	5	3
Chemistry, Semester 1	3	3
Chemistry, Semester 2	22	21
PE	4	4
Totals	118	83 (70%)