
East St. Louis School District 189



STATE OF THE DISTRICT

Arthur R. Culver
Superintendent of Schools

June 2019

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Arthur R. Culver
Superintendent of Schools

June 28, 2019

It is with great pride in our students, staff, Board of Education, and community that we share the School Year 2018 (SY18) State of the District Report. When I remember the conditions in East St. Louis School District 189 in SY12, it is gratifying to see that we have come so far. Our schools are the heart of the community, and I keep this in mind as we make decisions.

Our most important goal is to improve academic outcomes for our students, and we have focused resources on this area. We have also been fortunate to receive additional state funds to support the social and emotional needs of our students, which are directly related to their academic achievement. A foundation has been built, and we are now ready to see our student achievement improve even more. Academic highlights of the past year include, but are not limited to the following:

- Earned AdvancED District Accreditation as required by the May 2013 Consent Decree.
- Achieved ISBE's Commendable status at four schools within the district.
- Increased the Freshmen on Track to graduate from 69% in 2016 to an anticipated 87% for SY 2018.
- Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 314 seats in 2019.
- Increased the four-year graduation rate by 13.2% (62.8% in 2012 to 76.0% in 2018).
- Increased scholarships earned by seniors from \$389,000 in 2014 to over \$12.9 million in 2019.
- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 49% in 2018.
- Increased college persistence rate (percentage of those who entered college in one year and returned the second year) from 49% in 2016 to 61% in 2017.
- Decreased the dropout rate from 8% in SY 2014 to 3% in SY 2018.
- Achieved 90% to 183% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Spring 2019.
- Received \$6.5 million in intervention funds from the ISBE Board and House Appropriations Committee.
- Placed all 12 Teacher Residents in teaching positions for SY 2019-2020.

These successes, and many more, are included in the State of the District Report provided in this packet. Accomplishments are listed under each of the five goals that guide our work.

As you review this Report, please note the assessment data reflect student performance on the 2018 PARCC and 2019 NWEA. State test data from Spring 2019 will not be available until the fall. The district

is pleased to share the improvements in our graduation rate, college acceptance rate, and the amount of scholarships our students have earned. These outcomes are directly related to the increase in the number of students in Advanced Placement courses, the improvement in Northwest Evaluation Association (NWEA) scores, and the greater focus on administrator, teacher, and staff accountability. When I reflect on the conditions in SY12, I am amazed at our improvements. Details of these accomplishments are provided within this Report.

Thank you for taking the time to review the State of the District Report. Please join us in celebrating the hard work and accomplishments of the East St. Louis School District 189 students and staff.

Sincerely,
Arthur R. Culver, Superintendent

EAST ST. LOUIS SCHOOL DISTRICT 189

VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

GOALS

The work in East St. Louis School District 189 is guided by five goals:

- I. **Academic Excellence.** Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.
- II. **Financial Stewardship and Accountability.** Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.
- III. **Safe and Healthy Environment.** Foster a positive culture and climate that supports the health and social-emotional well-being of every student.
- IV. **Strategic Partnerships.** Engage families, community members and all stakeholders in a collaborative process to support academic excellence.
- V. **Committed, Highly Effective Staff.** Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.

Highlights of District Progress by District Goal

- I. **ACADEMIC EXCELLENCE** - *Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.*
 - **Accreditation and State Designations**
 - District 189 successfully earned its District-wide System Accreditation from AdvancED in May 2019 as required by the May 2013 Consent Decree.
 - Four of nine schools received a Commendable State Designation for SY 2017-2018.

- **Student Performance Data 2018**

- Increased the Freshmen on Track to graduate from 69% in 2016 to an anticipated 87% in 2019.
- Increased the four-year graduation rate at East St. Louis High School by 13.2% (62.8% in 2012 to 76.0% in 2018).
- Decreased the dropout rate from 8% in 2014 to 3% in 2018.
- Decreased district-wide student mobility from 36% in 2014 to 17% in 2018.
- Graduated 271 students out of 285 seniors from East St. Louis Senior High School from traditional and non-traditional programming in May 2019.
- 80% of 12th grade regular education students applied to at least five colleges, military or trade schools. This is an increase of approximately 30% compared to 2014. Among the Class of 2019, 100% of those who applied were accepted to a four-year or two-year college, military or trade school.
- Class of 2019 Seniors earned \$12.9 million in scholarships as compared to \$389,000 in 2014. As part of the graduation requirement implemented in 2015, all seniors are supported in applying for a minimum of three scholarships.
- Through College Access, 117 seniors applied for financial aid (FAFSA).
- Twenty-five students from the Class of 2021 have qualified and enrolled to participate with thirteen Class of 2020 seniors in the Southwestern Illinois College (SWIC) dual enrollment program “Running Start.” These students will take college courses at the SWIC campus. For those successfully completing the two-year program, they will earn a high school diploma as well as an associate’s degree.
- Seventeen students from the Classes of 2017, 2018, and 2019 have successfully graduated from Southwestern Illinois College with an Associate’s degree. Five additional students from those classes finishing high school with 1 year of college credit.
- Two hundred forty-five Class of 2019 students earned 10,438 early college credit hours.
- Launched the new Innovative Learning Opportunities Program as a method to enhance options towards graduation. Eleven students, who were not previously on track to graduate from high school, earned their degree after demonstrating competency through a series of HiSET exams.
- Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 118 students occupying 314 seats in 2019.
- Maintained and enhanced a district-wide DOMO dashboard that hosts critical data including but not limited to student achievement, attendance, district finances, and teacher evaluations.
- Ten students traveled to Chicago to present at the Illinois Science Technology Institute (ISTI) STEM Challenge in Spring 2018. The students worked with Dynegy as a partner in the challenge. Students will again participate in 2020.

- The district registered and hosted its first district-wide Scripps Spelling Bee for Spring 2019.
 - More than 250 students and chaperones from Lincoln and Mason-Clark Middle Schools completed a social science trip to the state capitol in Springfield, IL.
- **Partnership for Assessment of Readiness for College & Careers (PARCC)**
 - With the results from SY18, the District had a 2% increase in its percentage of students meeting and exceeding in PARCC reading and a 3% increase in its percentage in PARCC math.
 - In-depth analysis shows that all seven of our schools testing on the PARCC increased their overall state ranking by 37 to 174 slots in comparison to state schools.
 - Each grade level performed better on both reading and math than the previous year's grade level groups.
 - Avant, Bush and Wright Elementary schools had 10% or more of their students meeting PARCC expectations.
 - Three of seven schools had 11% or more of its students meeting expectations on the PARCC Math test.
 - Six of seven schools had 10% or more of its students meeting expectations of the PARCC Reading test.
- **Northwest Evaluation Association (NWEA)**
 - Following cohorts of students from Fall 2014 to Spring 2019, the District monitored the growth of student performance on Math and Reading NWEA MAP assessments and noted the following:
 - Achieved 90% to 150% of nationally normed growth expectations in math from Fall 2014 to Spring 2019.
 - Achieved 96% to 183% of nationally normed growth expectations in reading from Fall 2014 to Spring 2019.
 - The cohort of students who were in 6th grade in Fall 2014 and then 10th grade by Spring 2019 achieved 168% of the expected growth in reading and 150% of expected growth in math.
 - All seven cohort groups achieved 90% to 142% of expected growth in math.
 - Five of seven cohort groups exceeded NWEA projections in reading by growing 107% to 183% of the expected Rasch Unit (RIT).
 - East St. Louis School District 189 students in grades K-10 have demonstrated a 9% increase in the number of students meeting national norms on Measure of Academic Progress (MAP) math and a 6% increase in reading assessments from Fall 2018 to Spring 2019. The following highlights should be noted.
 - 24% of students K-10 reached national norms in math and 28% reached national norms in reading.

- Across all elementary schools, 32% of all students met national norms in math and 32% met national norms in reading. This marks a 15% gain in math and 11% gain in reading from Fall 2018 to Spring 2019.
 - Specifically, 3rd grade improved by 17% in math and 11% in reading throughout the year and ended the year with 31% meeting national norms in math and 32% meeting in reading.
 - At the Kindergarten level in Spring 2019, 45% of students met national norms in math and in reading. This is a 33% increase in math and a 27% increase in reading over the Fall performance.
- Across all high school grade levels, 21% of all students met national norms in math and 27% met national norms in reading. This marks a 8% gain in math and 5% gain in reading from Fall 2018 to Spring 2019.
 - 10th grade improved by 9% in math and 8% in reading throughout the year and ended the year with 29% meeting national norms in math and 32% meeting in reading.
- 55% of East St. Louis School District 189 students in grades K-10 achieved their target growth in math and 50% met their target growth in reading. The following highlights should be noted.
 - 60% of all elementary students met growth targets in math and 52% met growth in reading.
 - 72% of Kindergarteners met growth in math and 69% met growth in reading.
 - 58% of 4th graders met growth in math and 54% met growth in reading.
 - 45% of all middle school students met growth in math and 48% met growth in reading.
 - 56% of 8th graders met growth in math and 47% met growth in reading.
 - 64% of all high school students met growth in math and 49% met growth in reading.
 - 64% of 9th graders met growth in math and 50% met growth in reading.
- By comparing each grade level from 2017-2018 percentages to 2018-2019, students are academically stronger than their predecessors in six out of the 11 grade levels in math and six out of the 11 grade levels in reading by evidence of the percentage of students meeting national norms.
- For the first time in District 189 history with NWEA MAP assessments, Kindergarteners' ranking of math scores increased seven-fold ending at the 48th percentile and their ranking of reading scores more than tripled from Fall to Spring in SY18, ending at the 65th percentile.

- **College Readiness SAT**
 - The Class of 2018 scored an average of 824 on the SAT which is equivalent to a 15 on the ACT. This is an increase of 25 SAT points over the Class of 2017.
- **College Readiness ACT**
 - Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.
- **Special Education**
 - The District received the designation of *Meets Requirements* in implementing the following State Performance Plan Indicators:
 - Significant discrepancy, by race/ethnicity in the rates of suspensions and expulsions greater than ten days in a school year for children with Individualized Education Plans (IEPs); and policies, procedures and practices that contribute to the significant discrepancy.
 - Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
 - Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
 - The percent of children with parental consent to evaluate, who were evaluated within the 60-school day timeline as defined by the Illinois School Code (105 ILCS 5/14-8.02).
 - Percent of children referred by Part C prior to age three, who were found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
 - Number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will enable the student to meet the postsecondary goals.
 - The district's response and action plan to address discrepancies was submitted to the State.
 - For the 2018-2019 school year, 36.18% of Special Education students are receiving instruction in the General Education environment 80% or more of the day. This is a 2% increase from the 2017-2018 school year.
 - The department developed and successfully executed a student transition plan in response to the closing of a local service center.
- **Parent and Student Support Services**
 - Created a Family and Community Engagement Center to centralize new student enrollment, better serve our homeless students and families, and provide parent programming through our Parent University. Parent University and our Community Garden is running and offers classes and workshops for parents. The Annual Parent

Summit hosted a speaker who presented the “The Effects of Trauma on Children” to staff.

- Partnered with several outside agencies to provide school-based services including: Hoyleton Youth and Family Services who provides individual and family counseling and group services; Chestnut Services who provides substance abuse counseling, Comprehensive Behavioral Health who provides SASS/emergency crisis services; Call for Help who provides crisis services, and more. We currently partner with 13 outside agencies to provide school-based services including dental, vision, individual and family counseling, crisis services, asthma, substance abuse, and yoga.
- Edited the Student Code of Conduct to incorporate more positive behavioral language as well as a chart of instructive, corrective, and restorative interventions to be used to support Senate Bill 100.
- District staff participate in the ongoing Trauma Collaborative Community Initiative hosted by East Side Aligned.
- The District crisis team was activated for 5 student deaths and other emergencies.
- Trained over 75 new staff in CPR/First Aid/AED.
- Recovered lost student records.
- Participated in Great Shakeout October 2018.
- Hired FTE nurse on every campus and general education social worker on every campus.
- Established “comfort corners” in several elementary buildings and at the alternative school to promote social-emotional self regulation.

- **Programs and Grants**

- **Career and Technical Education (CTE)**

- 85% students enrolled in Dual Credit Classes received Dual Credit.
- 147 students earned 10,438 early college credits and Postsecondary Career hours.
- 5 Students have earned AWS Certification and are now considered certified welders. They completed a successful 3G (vertical groove) weld using a 7018 SMAW (stick) electrode and are now endeavoring to earn their 4G (overhead groove) weld certificate.
- Fourteen students earned ServSafe Food Handlers Certifications.
- Four students earned their Certified Nursing Assistants (CNAs) Certificate.
- Five culinary students were extended conditional offers to become trainees at one of five resorts owned by Westroc Hospitality in Phoenix, AZ. During a 12-month period, the graduates will train in various areas of the food and beverage programs. They will train under world renowned chefs including Beau McMillan. They have been provided flights to Scottsdale, AZ, housing, and the students are receiving pay during training. They have also received opportunities to experience everything that is offered in the Scottsdale/Phoenix/Mesa area. Upon successful completion of training, the students will be offered permanent positions at the

resorts. Four students will be going to Westroc Hospitality in Phoenix, AZ. in the fall.

- Three students were invited to participate in the BEST Pharmacy Summer Institute.
 - Six students were invited to attend the SIUE Summer Diversity Camp.
 - Increased industry certifications available to students from one CTE course (CNA Nursing) to seven CTE courses, adding one AWS Welding, three Culinary, one Cosmetology, and one NCCER Construction courses.
 - Partnered with local community college to provide seven dual-credit courses in FY19. FY20 one dual-credit course (MCOM 201/Intro to Mass Communication) will be added. The system has worked with Southwestern Illinois College (SWIC) to ensure that CTE courses align with community college coursework, increasing the opportunity for students to earn dual credit relevant to their career area in high school and easing the transition between secondary and post-secondary training. 80% of students enrolled in dual credit courses received dual credit from SWIC.
 - Supported CTE students from Welding and Certified Nursing Assistant (CNA) Programs in earning Professional Industry Certifications.
 - Advanced curriculum in subjects of Welding, Culinary, Construction and CNA programs.
 - Systems Director, advisory members, and teachers developed activities that connected coursework and technical training to career pathways such as digital media arts, engineering, construction and health sciences. Paperwork for Skills USA and the National Center for Construction Education & Research (NCCER) were submitted for student participation in FY18. Advisory members from Ameren, Barnes Hospital, and the local TV station visited classrooms to conduct/facilitate soft skill training and industry activities. Culinary students participated in Iron Chef Competitions. The activities engaged students by making education relevant and rigorous through bringing together strong academics, career-based classroom learning, real-world workplace experience and personalized student support.
 - Supported all Career and Technical Education students in developing career plans. In this process, CTE students identified post-secondary goals, explored college and career options through field trips/off site workshops. Career plans improved student motivation and engagement, understanding of post-secondary options and course selection, thereby increasing College/Technical School enrollment.
- **GEAR UP**
District 189 received a federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant for an annual award of \$747,135 for seven years beginning in October 2014. GEAR UP programs are designed to encourage the

Classes of 2019 and 2020 to have high expectations, stay in school, study, and take a college preparatory curriculum. Evidence that GEAR UP is achieving the grant goals continues to be seen in NWEA scores with 85% or more of students in the classes of 2019 and 2020 demonstrating growth. Successful initiatives include:

- Implemented Advancement Via Individual Determination (AVID) classes for 176 high school students.
 - Conduct monthly Saturday Learning Academy Mixer (SLAMS) and Parent Pow Wows to address issues that impact college attendance such as anger management, behavior problems, unsatisfactory academic progress, understanding the college acceptance and financial aid processes, and knowledge regarding career opportunities.
 - Scheduled college tours for students and parents to learn about available options.
 - Facilitated college entry and retention for parents and family members of District 189 students.
 - Implemented 3 years of GEAR UP Summer Academy programming, a full-day seven-week enrichment program to help students develop the skills needed for academic success and to create the opportunity for them to visualize themselves as college students. Curriculum includes both theoretical academic principles, as well as practical academic strategies. Participants receive two high school credits upon completion of the program.
 - Admitted 13 GEAR UP students to the SWIC Running Start program (students simultaneously earn a high school diploma and an associate's degree).
 - Provided before- and after-school tutoring to assist students with homework and help them be more productive in their classes.
 - Provided Saturday boot camps to help students prepare for the ACCUPLACER (college career readiness), PSAT, and SAT exams.
 - Provided career coaching and mentoring to facilitate career exploration.
 - Visited 20 colleges including Grambling State University, Jackson State University, Marquette University and the University of Alabama.
 - Supported 36 students in completing the summer academy and earning two high school credits for their participation.
 - Ensured 65 students and parents participated in the 3rd annual GEAR UP Summer College Tour and Family Retreat to visit colleges in Florida and Georgia.
- **Illinois State Board of Education Early Childhood - Preschool for All Expansion Grant**

- For School Year 2018-2019, District 189 was awarded a \$5.9 million Preschool for All Expansion state grant to provide high quality preschool services to 520 at-risk children across two community locations.
 - Added 10 teachers and 10 teacher aides to meet the number of new students that were enrolled.
 - Hired three instructional coaches to support classroom teachers and improve classroom instruction, monitor best practices and provide professional development.
 - Added a Family Community Engagement Coordinator and Mental Health Consultant to support and work with the students and parents. Added resources and activities that connect and engage families in support of student learning.
 - Supported a part-time nurse to provide an additional link between school, home and the community and to improve the health and well-being of the students.
 - Provided bus transportation for all preschool students to and from school.
 - Ensured supervision and safety of students during transportation to and from school by engaging 30 bus monitors.
 - Installed four playground systems to reinforce healthy physical activity to promote holistic child development.
 - Added curriculum materials that help support individualized instruction and assist teachers with focusing on a specific area of development for students.
 - Added iPads for student use during small group activities.
 - Installed Promethean Boards that combine multi-touch functionality, dry-erase and software to foster a truly interactive learning experience.
 - Provided professional development for teachers and staff once a month with a child development consultant. Ensured novice teachers could attend statewide conferences for Early Childhood Educators.
 - Scheduled various monthly field trips to increase student exposure and parent engagement.
 - Purchased supplies, materials, books and age-appropriate toys to replace outdated and inadequate items that were currently being used.
- **Technology**
 - Implementing a board approved Five Year Technology Plan.
 - Purchased 500 desktop units for teachers
 - Replacing chromebooks scheduled to be out of service
 - Replacing out of date Promethean Boards with Interactive TVs
 - Integrated two technology integration specialists within the department who serve on the district's curriculum committee.

- Upgraded the district-wide network and wireless infrastructures and secured hardware to complete the 1:1 project.
- Continued 1:1 Chromebook deployment district-wide for SY19 (includes all remaining K-12 campuses).
- Implemented GoGuardian software and provided teacher trainings for Chromebook/Classroom management Summer 2017 through SY19.
- Provided Technology Integration trainings on multiple topics, including Google Docs, GoGuardian, Document cameras, various Promethean devices and many others for use in Pre-K through grade 12 classrooms.
- Implemented new procedures for TimeClock Plus.
- Improved data backup replication storage.
- Added new servers and storage for finance software project.

- **Curriculum**

- As part of the Postsecondary and Workforce Readiness (PWR) Act, thirty seniors from the Class of 2019 completed a math transitions course (Intermediate Algebra) designed to ensure they will not have to take a remedial math course in college.
- Elevated 2 high school art classes to provide dual credits to students in partnership with Southwestern Illinois College, benefiting 19 students in the first year.
- Implemented a Competency-Based Education structure at the alternative center to allow for multiple pathways to graduation. In concert with ISBE's first cohort pilot group, the team at Wyvetter Young Alternative Center for Education developed competencies and accompanying curricula meeting the criteria of the program. Collaboration with Robert Marzano and Proviso East High School is on-going in the development of best practices in this endeavor.
- Core Content Area Specialists and their teams revised curriculum guides to include required elements as identified by the results of Curriculum Management Audit and subsequent training. Added for SY 2019-2020 are embedded enrichment activities for academically advanced learners in core curricula.
- Implemented a K-12 vertical alignment of health and PE curriculum.
- Implemented procedures to evaluate programs, curricula, and consultants.
- Expanded procedures to approve curricular programs and resources to include input from multiple departments.. Opportunities to present possible curriculum resources occur monthly and are vetted by the District's Curriculum Advisory Committee.
- Distributed the new District Multi-Tiered System of Support (MTSS) Manual to all teachers via Google Drive.
- Continued to add the Ripple Effects social-emotional curriculum at East St. Louis Senior High School, Dunbar Elementary School, Lincoln Middle School and Mason-Clark Middle School.
- Added two Technology Integration Specialists to the technology department to infuse 1:1 technology resources into classroom curriculum.

- Advanced student Tech Clubs K-12 for coding and robotics.
- Advanced STEM competitions and activities for students, including participation in the Illinois Science and Technology Institute STEM Challenge (high school), Hacktoberfest at Scott Air Force Base (secondary Level), Air Force Association's Cyber Camp (high school), Curiosity Cube (middle school) and Doodle for Google (elementary level).
- Instructional Coaches complete a book study on effective coaching in SY18 with an emphasis on effective feedback strategies.
- The relationship between District 189 and Blueprint Math Fellows was added to all but one K-12 school during SY 2018-2019. Monitoring of implementation along with end-of-year data comparisons showed stronger NWEA growth and attainment in most schools.

II. FINANCIAL STEWARDSHIP AND ACCOUNTABILITY - *Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.*

- Successfully negotiated three year contracts with both unions that included step and percentage increases. Comparable percent increases were applied to personnel not covered under either union.
- Projecting \$45-\$50 million in reserves in the Education Fund balance by the end of the newly negotiated contract period.
- Added \$3.3 million to the district's reserves for SY 2018-2019.
- Presentation to ISBE Board and the House Appropriations Committee led to \$6.5 million in intervention funds from the state and used to extend Social-Emotional programs, sustain personnel, enhance the Teacher and School Leader Grant, and provide targeted interventions for at-risk students.
- Increased Fund Balance to Revenue ratio for five (5) consecutive fiscal years 2013 through 2018 to receive the highest score per ISBE School District Financial Profile Score.
- Reduced total number of staff by more than 386 positions, a 33.1% decline from June 30, 2011 through June 30, 2016.
- Consolidated nine schools from fiscal year end 2010 saving the District over \$570,000 annually in utility costs.
- Creditable retirement earnings reported to the Teacher Retirement System (TRS) declined \$6.0 million from 2012 to 2016 (reduction in personnel expenses).
- Reduced workers' compensation claims by \$1.0 million through systemic monitoring and implementation of safety procedures.
- Re-bid District Property & Casualty and Student Accident Insurance coverage saving the district \$880,000 over four years.

- Replaced copiers with network multi-functional devices, resulting in a reduction of 29 machines from \$84,000/year or \$252,000 tri-annually to \$51,333/year or \$154,000 tri-annually.
- Reduced transportation expenses \$380,587 from FY 2015-16 by restructuring the bell schedules to reduce routes.
- Created a system for textbook tracking through Skyward that reduced the number of textbook reorders by 80%.
- Resolved universal service administrative issues with previous administration's management of District E-Rate program allowing District to receive discounts through the E-Rate program again.
- Decreased Expense to Revenue ratio from fiscal year ending 2013 to 2018 to receive the highest score per ISBE School District Financial Profile Score Recognition.
- Decreased Long-Term debt five (6) consecutive fiscal years from \$51.2 million in 2013 to \$30.2 million in 2018.
- Enhanced implementation and expansion of eFinance Plus systems to include payroll using TimeClock Plus as a means to capture employee data and attendance.

III. *SAFE AND HEALTHY ENVIRONMENT - Foster a positive culture and climate that supports the health and social-emotional well-being of every individual.*

- Created Social-Emotional (SEL) manual to be used as a guide for school administrators, teachers and staff in meeting the needs of students.
- Created a comprehensive district-wide crisis plan that correlates with school crisis teams for better efficiency and support when dealing with district or school crises. Trained 10 staff to be in-house American Red Cross Certified CPR/First Aid/AED Instructors.
- Trained all SEL support staff (Truancy, Nurses, and General Ed Social Workers) in Youth Mental Health First Aid and other workshops on supporting youth in poverty and providing culturally responsive interventions.
- Created systems to better track social-emotional data including bullying incidents, questionable content/computer use, Illinois Department of Children and Family Services hotline calls, and Screening, Assessment and Support Services (SASS) calls so that district-wide trends can be supported and addressed.
- Trained district staff along with Illinois Federation of Teachers (IFT) and East Side Aligned on a trauma-informed approach. We have trained approximately 500 out of 800 staff trained. IFT is working on supporting the training of the remaining staff, new staff, and ongoing trauma training for the 2019-2020 school year. The Annual Parent Summit hosted a speaker who presented the "The Effects of Trauma on Children" for parents and secretaries.
- The SEL Specialist facilitated four SEL professional development workshops this year and two teacher Professional Development (PD) University sessions.

- Staff presented our leading SEL work at several community SEL presentations including Youth Development Summit, Ready by 21 Annual Conference, UMSL School of Social Work, SIUE School of Social Work, United Way and Ferguson-Florissant Social Emotional Conference, and the Illinois 60 by 25 Conference.
- Hired support staff to implement SEL implementation in summer school (SEL groups, staff presentation, & Ripple Effects) as well as social work, truancy intervention, nursing services, and parent programming.
- Implemented a School Performance SEL/Student Support Management Rubric.
- District students were 71% compliant with physical/immunization requirements in 2019.
- Expanded Ripple Effects, a Tier I online social-emotional curriculum to 5 schools.
- Participated and collaborated in various SEL school team meetings to improve climate/culture.
- Improved the safety of students, staff and property by purchasing, upgrading and installing new camera systems, weapon detectors and an additional security guard for elementary schools.
- Six (6) School Safety Officer Positions which consist of certified and or retired police officers were added to the existing security staff.
- Camera systems were upgraded at the Vivian Adams Early Childhood Center as well as additional cameras being added to East St. Louis Senior High School
- Two (2) used driver education vehicles were obtained by the security department which will assist in the patrol of schools that have had issues with traffic congestion as students start and end the school day.
- Applied for a \$500,000 equipment grant that will add emergency call boxes to each school, advanced electronic medical kits for school nursing staff, LED lights for the exterior of each school, upgraded metal detectors for each school and board building, emergency door locks for early childhood facility, identification lock access for staff of high school, license and identification recognition systems for each school, and upgrades to camera systems for designated schools.
- Completed Departmental Security Procedure Manual for all security and safety staff
- Obtained CPI training for security staff members as well as Supervisor of Safety and Security being a certified CPI instructor
- Developed training module in reference to body searches
- Completing needs assessments of schools in reference to security staffing and safety

IV. *STRATEGIC PARTNERSHIPS - Engage families, community members and all stakeholders in a collaborative process to support academic excellence.*

- Launched new partnership with the Illinois Federation of Teachers, Local 1220 and East Side Aligned to build trauma-informed schools and community. Over 500 district staff, 150 youth development workers and 100 community members have been trained in year one.

- Continued statewide participation efforts with Illinois 60 by 25 Network to support the state's goal for increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. District 189 serves as a 60 by 25 Leadership Community and served as the host community for the 2019 state conference.
- Continued partnership efforts with a P-20 collective impact initiative, East Side Aligned, with a group of committed cross-section stakeholders to align policy, practice and investment to move the needle on student outcomes and life preparation. This effort maximizes the existing community resources and supports the use of shared data to ensure continuous improvement and preparation for large scale grants. East Side Aligned successfully harnessed \$585,000 this year alone to advance community safety and improve positive youth protective factors.
- Continued to engage with the Youth Coordinating Council, a group of out-of-school providers focused on supporting in-school and out-of-school alignment and sharing student data to improve student outcomes. The efforts leveraged \$315,000 across the community this year alone.
- Continued efforts with the Greater East St. Louis Early Learning Partnership, a group of early childhood providers, to expand the number of children that receive early learning services and early screenings, advance high-quality early childhood programs and staff training, as well as establishing common data collection processes and data sharing to support continuous improvement. The effort received \$15,000 grant support from PNC Bank to leverage local parents to canvass and engage the community in the joint Ready, Set, Enroll early childhood screening and enrollment effort.
- Continued partnership with the Erikson Institute as one of two initial Illinois communities to pilot the use of the Early Development Instrument (EDI). The EDI is an evidence-based population measure of vulnerabilities of young children. EDI data is being used locally to focus and leverage additional resources for early childhood supports. District use of the EDI has led to growing state and national attention.
- Continued as one of the first ten Illinois communities to explore and pilot competency-based high school graduation requirements at our alternative center.
- Continued partnerships with the Corporation for National and Community Service, Lessie Bates Davis Neighborhood House and Southwestern Illinois College Foster Grandparents that brings the resources of Volunteers In Service to America (VISTA), AmeriCorps and Senior Corps to serve District 189 students in school.
- Continued career exploration partnerships, resulting in 3 students from the alternative center to participate in job shadowing experiences with local employer partners in spring 2019.
- Continued key partnerships for deepening curriculum supports and directly serving students, including Blueprint Schools Network for math interventions; Center of Creative Arts for arts co-teaching; University of Illinois Extension for nutrition education; Better Family Life for sex education; Global Hack and Webster University for coding and tech clubs; University of

Illinois at Urbana-Champaign for STEM supports; Newspaper in Education with St. Louis American for STEM in the news; and Om 4 All for yoga and meditation.

- Expanded partnerships with Hoyleton Youth and Family Services and Comprehensive Behavioral Health Center to provide customized, on-site emotional support services to students. This support is part of our enhanced efforts to provide trauma supports and intense staffing has been activated in the days immediately following tragedies (such as shootings and student deaths).
- Expanded partnerships with Chestnut Health Systems for substance abuse counseling.
- Continued partnerships to advance student health, including East Side Health District, Southern Illinois Healthcare Foundation, Asthma and Allergy Foundation, Eye Thrive, Bright Smiles, and Carla Lewis-Longley, DDS.
- Continued and advanced collaborative partnerships with universities, including: National Louis University for collaborative masters education programming for teacher residents; Southern Illinois University Edwardsville for parent education and career services, Head Start program, Upward Bound; Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program.
- Served as a site for Masters in Social Work practicum students from the Brown School of Social Work at Washington University. Three practicum students served in FY19 providing approximately 1,080 hours of service, including providing direct social-emotional supports to students and systems improvement to district and schools.
- Continued partnerships with Boys Scouts, Girls Scouts, East St. Louis Police Department, East St. Louis Fire Department, St. Clair County Sheriff's Department, many fraternities and sororities, churches and others who provided speaker's bureau, classroom reading and other direct interactions within our schools.
- Engaged community voice by hosting town-hall-style quarterly meetings with the Superintendent and Cabinet and the community. These Key Communicator Network sessions allow parents and community stakeholders to openly discuss concerning matters.
- Engaged student voice by hosting quarterly Superintendent's Student Advisory Council meetings with high school students. These sessions allow students the opportunity to voice concerns and share ideas directly with the Superintendent.
- Engaged staff voice by hosting quarterly Superintendent's Communication Council meetings with staff about issues and concerns of District 189 academics and operations.
- Continued timely communications to community and families through robo phone and email communications, district website, and social media to expand positive news coverage in the region.

V. ***COMMITTED, HIGHLY EFFECTIVE STAFF*** - *Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.*

- Since 2015, District 189 has trained over 300 educators in Restorative Practices and trained 145 new teachers and staff during the 2018-2019 school year.
- In partnership with East Side Aligned and Teachers' Union, trained more than 500 educators and youth development professionals within the District 189 footprint in trauma-informed practices.
- ISBE recognized a teacher from Bush Elementary School and the data team from Avant Elementary School with the Those Who Excel Award of Excellence. This award was bestowed to the team for supporting school administrators to improve teacher effectiveness and influence substantive student academic achievement.
- Engaged in successful implementation of the Performance Evaluation Reform Act (PERA) compliant certified evaluation process using the TalentED Performance Evaluation Management System. All certified staff members were measured and provided a summative rating with high performance standards.
- Will host the new hire orientation and professional development training session for all certified and non-certified staff members at the beginning of the 2019-2020 school year.
- Disseminated informational emails, developed an evaluation resource manual and distributed the August 2018 East St. Louis School District 189 Certified Teacher and Staff Member Evaluation Guidebook to the administration and certified staff members to ensure fidelity and compliance throughout the process.
- Recognized certified and non-certified staff members during the East St. Louis School District 189 Convocation. The "Committed To Excellence" awards highlighted the accomplishments of district staff members that went above and beyond the call of duty to serve the students of East St. Louis School District 189.
- Scheduled and provided school-site professional development workshops to ensure the administrators and certified staff members could effectively navigate and complete evaluation tasks included in the TalentED Performance Evaluation Management System.
- Offered more job-embedded and professional development opportunities with the addition of two district integration technology specialists to support the delivery of classroom instruction.
- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Offered support to newly hired staff members by setting up accounts and systems of support (i.e. Skyward, Eschool Solutions, District Email), provided assistance to complete background screenings and essential documents, and information about health/compensation benefits offered for all new staff members.
- Developed and disseminated an interview process manual to administrators to streamline the approval and on-boarding process for the newly hired certified and non-certified staff members.

- Developed a District Staffing Plan to identify and prioritize staffing needs.
- Spearheaded a collaborative effort with East St. Louis Federation of Teachers Local 1220, Local 382, and the Superintendent's Administrative Cabinet to create and distribute a staff member handbook to address the policies, procedures, and guidelines that will be followed by all staff members employed in the district.
- Initiated the New Leaders Program that identified, screened, and selected 35 current and aspiring future leaders currently employed in the District. Due to the program offerings and professional support provided to the program participants, four leaders were interviewed and recommended to serve in administrative positions for the 2019-2020 school year.
- Hosted a successful spring recruitment fair to employ certified and non-certified staff members to fill vacancies in the district.
- Assisted administrators in their efforts to hire and retain new staff members, and attended Illinois University and local career fairs.
- Established a Handshake Account (recruiting platform & search tool) in collaboration with AmeriCorps-East St. Louis to post positions at college campuses.
- Ensured the posting of current teaching positions on 20 university career center sites.
- Completed the registration process for USREAP (United States Regional Education Application Program) and sent an inquiry to MOREAP (Missouri Regional Education Application Program) about the process to post career positions in the State of Missouri. HR will be informed about career/education department events on the campuses as well as forward applicant information.
- Implemented TimeClock Plus in order to enhance attendance and employee tracking as well as support accurate state and federal data reporting.
- Completed the professional development training session to ensure efficiency during the conversion from the CIMS Management System to the E-Finance PLUS Staff Member Management System to input certified and non-certified staff member inventory, demographic, location, employee and IEIN identification number and payroll/longevity information in the new system for the 2018-2019 school year.
- Developed partnerships with universities and colleges to provide internships, student teacher and field experiences for students currently seeking education degrees and certification.
- Partnered with Blue Cross Blue Shield Healthcare to plan wellness initiatives and Biometric Health Screenings for staff members in East St. Louis School District 189.
- Offered trainings for new and existing staff members to access and utilize the Eschool Solutions Substitute Management System and the Accutrain Educational Resource Course Training Sessions.
- Successfully fulfilled all requirements of the St. Clair County Regional Office of Education 2017 Compliance Visit for certified and non-certified staff member personnel records, department personnel and supportive document requests, school emergency drill information, and Illinois State Board of Education professional educator licensure criteria for identified staff members included in the random selection process.

- **Teacher and School Leader Incentive Grant**

East St. Louis was one of 14 districts across the nation to receive the FY2017 Teacher and School Leader Incentive (TSL) grant award from the U.S. Department of Education. This grant is currently entering the second full year of implementation, with its second cohort of teacher residents and leaders to be named for the 2019-20 school year. This three-year grant focuses on the following key components:

1. Develop and implement an Urban Education Teacher Residency Program
2. Improve and support Leadership Development
3. Expand the Performance-Based Compensation System for teachers and leaders

Urban Education Teacher Residency Program:

- District 189 has partnered with the Academy of Urban School Leadership (AUSL) and National Louis University (NLU) to launch the Urban Educator Teacher Residency Program. Residents selected to enter the one-year program earn a Master's in Teaching from NLU while receiving an in-depth residency experience, including four full days each week in a District 189 classroom alongside a master teacher. The resident coursework from NLU is tightly integrated with their clinical, classroom experience. SY 2019-2020 will mark the beginning of Cohort #2. This Cohort promises to include more male teachers and will expand to Bush Elementary School.
- Teacher residents gain strong content and clinical preparation that increases instructional practice and cultural responsiveness within urban educational settings. Upon successful completion of the residency program and the acquisition of their teacher certification, it is anticipated that the residents will be hired as first year teachers within District 189 and will serve for a minimum of three years. The Urban Educator Teacher Residency Program will be a sustainable teacher recruitment pipeline enabling us to recruit effective teachers to meet local needs.
 - During Cohort One of residents, all twelve residents met the requirements for graduation as well as the Illinois requirements for certification. The certification process included the rigorous Stanford University developed and Illinois Adopted, edTPA performance based certification process. All have been placed in grades 1 - 5 throughout the district for SY 2019-2020.

Leadership Development:

In order to cultivate a competent school leader workforce (e.g., district administrators, principals, assistant principals, instructional coaches and teachers aspiring to become school administrators) more capable of working effectively with the economically distressed minority students and families District 189 serves, District 189 is partnering with New Leaders to provide professional development in instructional leadership and

operations/systems management. New Leaders prepares educators to take a leadership role in an economically distressed urban district through its Emerging Leaders Program. This program will expand in the 2020 school year to include district directors and other key district leadership to ensure leadership competency is evident at all levels of leadership.

Performance-Based Compensation System:

To recognize and support good teaching and school leadership, central office administration along with the Teachers' Union have developed our Performance-Based Compensation System. The system is tied to student growth, attainment and other metrics directly related the Illinois School Report Card, and to academic achievement. These incentives will include recognition of teachers and administrators, financial benefits to educators for student attainment and enhanced leadership opportunities.