
East St. Louis School District 189



STATE OF THE DISTRICT HIGHLIGHTS

Arthur R. Culver
Superintendent of Schools

October 17, 2018

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Arthur R. Culver

Superintendent of Schools

October 16, 2018

It is with great pride in our students, staff, Board of Education, and community that we share the State of the District Highlights. 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:

- Increased the Freshmen on Track to graduate from 69% in 2016 to 80% for SY 2017.
- Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 325 seats in 2018.
- Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.
- Increased the four-year graduation rate by 14.2% (62.8% in 2012 to 77.0% in 2017).
- Increased scholarships earned by seniors from \$389,000 in 2014 to over \$12.4 million in 2018.
- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 59% in 2017.
- 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 4% in SY 2017.
- Achieved 88% to 156% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Spring 2018.

These successes are included in the State of the District Highlights 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 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 Highlights. Please join us in celebrating the hard work and accomplishments of the East St. Louis School District 189 students and staff.

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.

HIGHLIGHTS BY GOALS

I. **ACADEMIC EXCELLENCE** - *Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.*

- **Student Performance/Graduation Data**
 - PARCC
 - For grades 3 – 8, the percentage of students Meeting/Exceeding on PARCC increased for the second year in a row.
 - Math performance increase of 3% from SY 2017
 - Reading performance increase of 3% from SY 2017
 - Math and Reading performance doubled in 3rd and 4th grade students from SY 2016 (6%) to SY 2018 (12%).
 - Northwest Evaluation Association (NWEA)
 - At the Kindergarten level in Spring 2018, 46% of students met national norms in math and 49% met national norms in reading. This is a 4% increase in math and a 12% increase in reading over the previous year's performance.
 - 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.
 - \$12.4 Million in scholarship monies earned by the Class of 2018 (Compared to \$389,000 in 2014)
 - 86% - Non-Athletic Scholarships
 - 14% - Athletic Scholarships
 - 100% of general education and special education inclusion students accepted in a 2 or 4-year college, vocational and/or military program for Class of 2018.

- Increased the Freshmen on Track to graduate from 69% in 2016 to 80% for SY 2017.
- Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.
- Increased the four-year graduation rate by 14.2% (62.8% in 2012 to 77.0% in 2017).
- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 59% in 2017.
- 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 4% in SY 2017.
- Achieved 88% to 156% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Spring 2018.

- **Curriculum**
 - Placed twenty seniors from the Class of 2018, as part of the Postsecondary and Workforce Readiness (PWR) Act, in a math transitions course (Intermediate Algebra) designed to ensure none will have to take a remedial math course in college.
 - Continued revisions of written curriculum to match standards and assessment blueprints to curricular expectations.
 - Acquired a full suite of intervention resources and formative benchmark assessments through Edmentum (Study Island, Exact Path, and PARCC Aligned Benchmarks)
 - Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 325 seats in 2018.

- **Special Education**
 - For SY 2018, 41% of Special Education students are receiving instruction in the General Education environment 80% or more of the day, marking a 7% increase from SY 2017.

- **Parent and Student Support Services**
 - Established a Family and Community Engagement Center in SY 2018 designed as a parent and student services hub for enrollment, transcripts, parent courses and school relations support.
 - Hired and placed a school nurse and social worker at each building.
 - 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.

- **Programs and Grants**
 - **Running Start**
 - Thirty students from the Classes of 2019 and 2020 have qualified and enrolled to participate 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.

- Six students graduated with a high school diploma and an Associate’s Degree in May 2018. One student graduated with a high school diploma and one full year of college completed toward an Associate’s Degree.
- **Career and Technical Education (CTE)**
 - Partnered with local community college to provide seven dual-credit courses. 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.
 - 83% or 108 of students enrolled in Dual credit classes received credit, with 12,028 hours earned.
 - The Audio Visuals program has a radio station and can archive shows, producing short films, news broadcasts, and blogs.
 - 3 culinary students have been extended offers to become trainees at one of 5 resorts with renowned Chef Beau McMillan.
 - 8 students received Industry certification for their career and technical fields in SY 2018 with 8 completed and 73 projected to complete certification by the end of SY 2019.
- **GEAR UP**
 - Increased Freshmen on Track from 70% in SY 2016 to 80% in SY 2017.
 - Visited 20 colleges including Grambling State University, Jackson State University, Marquette University and University of Alabama.
 - Reduced behavioral offenses by 38% over three years.
 - Increased parent engagement by 1267% over three years.
- **Illinois State Board of Education Early Childhood - Preschool for All Expansion Grant**
 - Added curriculum materials to help support individualized instruction and assist teachers with focusing on a specific area of development for students.
 - Supports 23 classrooms at Vivian Adams Early Childhood Center and three additional classrooms at Katie Wright Elementary School, and the addition of 280 students to the PreK program.
 - Allowed expansion from 195 students in 2015 to the current enrollment of 431 students. Based on recent screenings, 80 more participants will be added to the program by November 2018, leaving 19 slots to be filled.

- **Competency Based Education (CBE)**
 - Participated in cohort program for SY 17-18 to include support from Rose Colby, ISBE staff, and fellow cohort schools.
 - Attended four-day national training on Competency Based Learning Design Studio.
 - Implementing CBE programming in 9th – 12th grade science classrooms at Wyvetter Younge Alternative Center for Education.
 - Created a partnership with Proviso East High School to benchmark CBE activities.
- **Technology**
 - Successful implementation of district-wide 1:1 Chromebook deployment for SY18.
 - Added two Technology Integration Specialist for curriculum and technology teacher supports.
 - Expanded internet bandwidth from 500M to 2G to accommodate expanding needs to support online curriculum and assessment.

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.*

- Negotiated teacher contract to include:
 - Limited Teacher Retirement System (TRS) contributions to 3%
 - Designed salary schedule to attract and retain young teachers by securing annual vertical steps with percentage increases over the next three years.
 - Increased number of steps in the teacher salary schedule saving close to \$32 million over a ten-year period.
- Navigating the transition of financial leadership within the district
- Evidence Based Funding – Analysis of EBF

District		% Adequacy	Tier	Final Tier Funding (New Money)	Base Funding Minimum (Hold Harmless)	Total Gross State Contribution	Total NET State Contribution (Fund Code 3001)
ESTL 189	FY2018	66%	2	979,418	50,104,229	51,083,647	51,083,647
ESTL 189	FY2019	69%	2	701,430	51,091,502	51,792,932	51,792,932
Difference				(277,988)			709,285

- Funding used to: (See full chart in Appendix)
 - Retain Quality Teachers in Hard to Staff Areas
 - Support Student Social Emotional Learning Needs
 - Train teachers for successful classroom practices and instruction

- Provide specialized trainings for ELL and Special Education teachers and staff.
 - Acquire Academic Intervention programs and resources.
 - Provide Instructional Coaching/Consulting
 - Support data visualizations, monitoring, and analysis.
 - Respond to Strategic Planning
- Acquired \$3.2 Million in intervention funds for debt service on the Districts' Alternate Revenue Bonds; Funding allowed district to employ teachers, Social Workers, Counselors, Nurses, Librarians, and Attendance and Truancy Workers.
- Re-bid District Property & Casualty and Student Accident Insurance coverage saving the district \$880,000 over four years
- Reduced transportation expenses \$380,587 from FY 2015-16 by restructuring the bell schedules to reduce routes.
- Decreased Long-Term debt five (5) consecutive fiscal years from \$51.2 million in 2013 to \$33.4 million in 2017.
- Decreased Expense to Revenue ratio from fiscal year ending 2013 to 2017 to receive the highest score per ISBE School District Financial Profile Score.

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

- Hired a former Chief of Police as the Supervisor of Safety and Security.
- Hiring five new Safety Officers
- Provided CPI training for security guards to renew their certification.
- Implemented Restorative Practices in all buildings
- Piloting Social-Emotional Learning programming in four schools
- Established a Crisis Team for each campus as well as the District's central office.
- In partnership with East Side Aligned and Teachers' Union AFT/IFT Local 1220, trained more than 500 educators and youth development professionals within the District 189 footprint in trauma-informed practices.

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

- Continued involvement 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 developmental strengths and weaknesses of young children.
- Created collaborative partnerships with universities: Southern Illinois University Edwardsville for parent education and career services, Head Start program,

Kindergarten Readiness Camp, Upward Bound; Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program; Washington University in St. Louis for youth mentors, college preparation and masters level social work interns. Other key higher education partners include University of Illinois and McKendree University.

- Continued partnership with East Side Aligned to provide a Collective Impact Approach. (See Appendix)

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

- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Negotiated a three-year contract with AFT/IFT Local 1220 staff.
 - Important attributes of the contract:
 - Smaller class sizes
 - 22 students - Elementary School
 - 27 students - Middle School
 - 29 students - High School
 - Preparation time for one PLC per month
 - Out of school time for a faculty meeting once a month
- As of October 10, the district has 25 teacher vacancies. On average for the past two year, the district ends the year with 80 vacancies.
- Maintained accountability measures of leadership (See descriptions within the Appendix.)
 - Provide yearly Academic Excellence Indicator System - Internal Report Card.
 - Hosted Performance Management Session in Fall and Spring.
 - Posted evidence of more than 6400 classroom Teacher Developmental Dialogue visits.
- **Teacher and School Leader (TSL) Incentive Grant Urban Education Teacher Residency Program**
 - District 189, partnered with the Academy of Urban School Leadership (AUSL) and National Louis University (NLU), launched the Urban Educator Teacher Residency Program. Residents were selected to enter the one- year program to 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. 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.

- District 189 Principals, Assistant Principals, and Teacher Leaders enrolled in an intensive leadership program with New Leaders. Two programs run simultaneously and meet the individual leadership needs of participants. Principals Institute and Emerging Leaders programming enhances and develops skills in current and future leaders.
- Staffing Information:
 1. Director of TSL, Mentor/Resident Leader
 2. Twelve teacher residents, 8 Master Teachers, and 35 New Leader participants

Appendix

I. ACADEMIC EXCELLENCE - *Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.*

PARCC - Partnership for Assessment of Readiness for College and Careers

Since SY 2014-2015, the District has participated in state level PARCC testing in reading and math for all eligible students in 3rd through 8th grade. The assessment design for each content and grade level is unique. Individual point scores are converted to a summative scale score for each content area ranging from 650 to 850. During the first year of implementation (SY 2014-2015), 3rd grade students completed the paper version of the test while 4th through 8th grade completed the online assessment. For the past three years, all students have completed the online version of the assessment.

The state has communicated its plan to move toward the Illinois Assessment of Readiness (IAR) for SY 2019, and assured schools of the comparability of PARCC scores to those generated by IAR.

2017-2018 PARCC Preliminary Results and Three Year Comparison						
	Math			ELA		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
3rd-4th Grade	7%	8%	11%	6%	8%	12%
5th-8th Grade	2%	2%	4%	7%	8%	10%
3rd-8th Grade	4%	4 %	7%	7%	8%	11%
State Averages						
3rd-8th Grade	31%	32%		36%	37%	

NWEA MAP Assessments

For the past six years, District 189 has delivered NWEA MAP (Northwest Evaluation Association - Measures of Academic Progress) to Kindergarten through 10th grade students in the areas of reading and math. Northwest Evaluation Association (NWEA) is a not-for-profit organization that provides assessments and professional development to over 485 schools and districts in Illinois. Widely used as a trusted, stable data source that accurately measures student growth, MAP is recognized by the Illinois State Board of Education (ISBE) as an approved assessment.

MAP is used by more than 7,600 schools and districts worldwide. The assessment is designed to give teachers information that they can use to help each student learn and grow. As a computer adaptive assessment, if a student answers a question correctly, they get a more challenging question. If they answer a question incorrectly, they receive an easier question. MAP’s precision enables teachers to track each student’s progress towards standards and to personalize instruction accordingly.

Unlike other assessments, MAP measures student learning on a continuous scale (called the RIT scale). That means that teachers can see whether a student is performing at, above or below grade level—and what areas they need to focus on to help that student continue to grow. Most districts administer MAP 2 to 3 times a year, which allows teachers, parents and students to see student progress. The test takes most students about an hour to complete. Because MAP is nationally normed, districts like East Saint Louis 189 can see how student’s growth and achievement compares to students across the country. And the results from MAP are available almost immediately after students complete the assessment, allowing teachers to adjust their teaching to better meet the needs of their classroom.

NWEA Attainment Spring Results - Three Year Comparison						
	Math			Reading		
	Spring 2016	Spring 2017	Spring 2018	Spring 2016	Spring 2017	Spring 2018
K	26%	49%	49%	30%	48%	46%
1st Grade	15%	52%	53%	16%	46%	52%
2nd Grade	12%	53%	51%	17%	54%	48%
3rd Grade	12%	51%	55%	18%	52%	53%
4th Grade	12%	55%	53%	21%	57%	54%
5th Grade	8%	50%	54%	19%	55%	51%
6th Grade	6%	52%	52%	16%	58%	49%
7th Grade	11%	57%	51%	21%	56%	58%
8th Grade	13%	51%	53%	28%	55%	57%
9th Grade	16%	52%	53%	31%	59%	56%
10th Grade	19%	56%	56%	30%	57%	57%

Postsecondary and Workforce Readiness Act (PWR Act)

The Postsecondary and Workforce Readiness Act takes a student-centered and competency-based approach to create four strategies to help students prepare for postsecondary and career opportunities: offering a Postsecondary and Career Expectations framework, piloting competency-based high school graduation requirements, supporting students to avoid remediation in college through targeted math instruction during the senior year, and creating a new system for school districts to award college and career pathways endorsements on high school diplomas.

Running Start

Running Start at Southwestern Illinois allows highly-qualified high school juniors to earn a high school diploma from their East St. Louis Senior High School, while simultaneously earning a transfer degree from SWIC. This is a two-year program for student participants as students enter their junior year and complete the program in their senior year.

GEAR UP

Gaining **E**arly **A**wareness & **R**eadiness for **U**ndergraduate **P**rogram (GEAR-UP) grant, is a federal program aimed at equalizing access to higher education for low-income students by informing students and parents about college preparatory costs, pre-college course work, and programs of study. Individualized academic and social support to students as well as parent involvement in education is supported by the program. Other characteristics of the program include excelling in coursework, school reform and student participation in rigorous coursework.

Competency Based Education (CBE)

Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. This approach can make education more relevant both to students and to employers.

- Allows for earning of credit toward graduation requirements in ways other than traditional coursework
- Incorporates real-world knowledge and challenges
- Students attain career-related competencies beyond those needed for high school graduation

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.*

Evidence Based Funding (EBF)

Governor Bruce Rauner signed into law Public Act 100-0465 or the Evidence-Based Funding for Student Success Act on August 31, 2017. This law enacts evidence-based funding (EBF) and comprehensively changes the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois’ most under-resourced students. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates new mindsets for understanding the relationship between equity, adequacy, and student outcomes.

ESTL Response to EBF Plans

Benefits students...	Specifically...	Our plans for future new money added to the formula...
<ul style="list-style-type: none"> • Retain Quality Teachers in Hard to Staff Areas 	<ul style="list-style-type: none"> • Teacher and Leader Mentoring & Coaching • Homeless and Truancy Support, Social Emotional Learning Interventions (Ripple Effects), 	<ul style="list-style-type: none"> • Expand Teacher Residency Program, Create program to develop math teachers • Extend Social Emotional Programs to all buildings

<ul style="list-style-type: none"> • Support Student Social Emotional Learning Needs • Train teachers for successful classroom practices and instruction • Provide specialized trainings for ELL and Special Education teachers and staff. • Acquire Academic Intervention programs and resources. • Provide Instructional Coaching/Consulting • Support data visualizations, monitoring, and analysis. • Respond to Strategic Planning 	<p>Social Emotional Content Specialist, AmeriCorps BAGS program, Family and Engagement Center, Trauma Informed Trained Schools</p> <ul style="list-style-type: none"> • Instructional Coaching, and Job-Embedded Coaching • RISE Training, ELL Training • Specific Curriculum Training • Blueprint Math Fellows, Literacy Island, Exact Path and other intervention programs. • 5 Additional Instructional Coaches for specialization purposes. • DOMO data system, Data Management Specialist. • AdvancED Training and Accreditation. 	<p>and develop Trauma Responsive Schools.</p> <ul style="list-style-type: none"> • Send Instructional Coaches to statewide trainings to increase knowledge of best practices. • Send ELL staff to state sponsored training. • Special Education Curriculum Writing. • Offer Exact Path to Secondary Students • Add an MTSS coordinator/consultant for the school district. • Provide training on the use of DOMO and ED360 to building leaders. • Provide time to modify and update actions in the strategic plan.
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III. SAFE AND HEALTHY ENVIRONMENT - *Foster a positive culture and climate that supports the health and social-emotional well-being of every individual.*

Crisis Prevention and Intervention (CPI)

CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. The cornerstone of CPI is the *Nonviolent Crisis Intervention*® program, which is considered the worldwide standard for crisis prevention and intervention training. With a core philosophy of providing for the *Care, Welfare, Safety, and Security*SM of everyone involved in a crisis situation, the program’s proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

Restorative Practices

A framework for repairing the harm done to a victim and providing a framework for ownership of discipline and consequences by those who committed harm. It is a continuum of practices from affective statements, reflective questioning all the way to community problem solving circles and justice. It provides a thinking pathway allowing those committing offenses to frame their thinking in

the process, deciding on what needs to happen to repair harm, and allowing a pathway to restoring broken relationships.

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

East Side Aligned

East Side Aligned is not an organization or program. It is the name of the Collective Impact process happening within the greater East St. Louis area to ensure all children and youth are supported and ready for life. The Collective Impact approach understands that no single organization can create large scale, lasting social change alone. Lasting solutions are born and bred when organizations coordinate their efforts around clearly defined goals. East Side Aligned creates links between people, organizations and systems to collaboratively tackle complex issues affecting young people.

United Way of Greater St. Louis serves as the backbone support organization for East Side Aligned. As backbone, United Way:

- Guides Vision & Strategy
- Supports Mutually Reinforcing Activities
- Establishes Shared Measurement Practices
- Builds Public Will
- Advances Policy
- Mobilizes Funding

Right now, people representing diverse sectors – from education to business to healthcare to government – and constituencies – neighborhood associations, faith community, and most importantly, youth – are coming together through East Side Aligned to change the trajectory of a generation.

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

Academic Excellence Indicator System (AEIS)

The Academic Excellence Indicator System is an internal report card measuring student growth, attainment, and performance on national and state assessments and classroom grades. It also measures climate and culture attributes to include student and teacher attendance, suspension rate, least restrictive environment measures, retention rates, graduation rates, and environmental checklist performance. These indicators are scored against a predetermined rubric, and schools are classified in one of five areas ranging from Unsatisfactory to Exemplar based on an earned score. Schools achieving Exemplar status are given more autonomy with those scoring Unsatisfactory receiving intensive interventions.

Performance Management

Performance management is the systematic process by which the school district involves its staff, as individuals and members of a group, in improving staff effectiveness in meeting district and school goals that impact student success

Performance management includes:

- planning work and setting expectations,
- continually monitoring performance,
- developing the capacity to troubleshoot and implement new plans,
- periodically rating performance while closing the achievement gap
- prepare all students for a successful Post-Secondary life

School District 189 has taken an aggressive approach to improve the overall quality of education for the students of East Saint Louis. Once a week, the districts data team comes together to review data trends through all systems using DOMO Data Dashboard and Skyward as primary data sources. Up to two times a year, each individual school goes through a Performance Management session. School teams discuss plans around all areas of the **Academic Excellence Indicators**. The District Performance Management Team will probe and review evidence that is provided by each campus. Feedback is provided to each school, and plans will be developed and implemented by school level teams to either sustain or improve all outcomes. In preparation for each session, each school receives a two week notice along with guidelines of what is needed for the session. The first **PM** session will always be done in correlation of the release of the **AEI** performance rubric. School teams are encouraged to complete School Improvement Plans and set SMART goals that align with the data from the **AEI**.

Teacher Development Dialogue (TDD)

The purpose of the Teacher Development Dialogue (TDD) is to help administrators support their teachers by providing them with constructive feedback essential to their growth and development as a teacher (not Evaluation). Principals complete 2 – 3 fifteen minute walkthroughs each school day using the Danielson instructional framework and Doug Lemov *Teach Like A Champion* strategies as the backbone to the formative feedback provided to teachers.