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MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT THE ADMINISTRATION CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL. November 5, 2018 AT 7:00 P.M., CLOSED SESSION 6:30 p.m.

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### **Call to order**

President Kristin Fitzgerald called the meeting to order at 6:30 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Paul Leong and Donna Wandke, Janet Yang Rohr via phone. Charles Cush arrived at 6:37. Absent: Terry Fielden

Administrators present were:  
Dan Bridges, Superintendent,  
Bob Ross, Chief Operating Officer,  
Carol Hetman, Chief Human Resources Officer

### **Closed Session**

Kristine Gericke moved, seconded by Donna Wandke to go into Closed Session at 6:30 p.m. for consideration of:

1. Pursuant to 5 ILCS120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
2. Pursuant to 5 ILCS 120/2(c)(11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.

Vote 4-0

### **Meeting Opening**

Charles Cush made a motion, seconded by Donna Wandke to return to Open Session at 7:01pm A voice vote was taken. Those voting yes: all No: None. The motion carried.

### **Welcome and Mission**

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

### **Roll Call**

**Board members present:** Kristin Fitzgerald, Donna Wandke, Paul Leong, Kristine Gericke and Charles Cush.

**Student Ambassadors present:** Seamus McGuinness, NCHS.

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer Chuck Freundt, Assistant Superintendent for Elementary Education, Jennifer Hester, Chief Academic Officer, Carol Hetman, Chief Human Resources Officer, Christine Igoe, Assistant Superintendent for Student Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Operating Officer, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

### **Pledge of Allegiance**

The Board of Education led the Pledge of Allegiance.

**Good News**

Superintendent Bridges announced that online enrollment began today. This will help to streamline the process for families as they will be able to complete a lot of the paperwork from home or elsewhere. Superintendent Bridges congratulated Naperville North who won the State Championship in Girls Cross Country for the third time as well as the Naperville North Boys Soccer who won the State Championship for the third time. All will be recognized at a future Board of Education Meeting.

**Public Comment:**

None

**Action by Consent:**

**1. Adoption of Personnel Report**

	<b>EFFECTIVE DATE</b>	<b>LOCATION</b>	<b>POSITION</b>
<b>RESIGNATION-CERTIFIED</b>			
Daniel Tompkins	10/17/2018	Naperville Central	Communication Arts
Rachel Weiss	11/12/2018	Steeple Run	School Social Worker
<b>APPOINTMENT-CERTIFIED FULL-TIME</b>			
Mario Neal	11/8/2018	Elmwood	EL
<b>APPOINTMENT-CERTIFIED PART-TIME</b>			
Vicki Roberts	10/24/2018	Mill Street	Learning Behavior Specialist (50%)
<b>LEAVE OF ABSENCE-CERTIFIED</b>			
Kaitlyn Anderson	12/17/18 – 5/24/19	Elmwood	3 <sup>rd</sup> Grade
Jennifer Louis	1/20/19 – 5/24/19	Kingsley	Reading Specialist
<b>RETIREMENT-CLASSIFIED</b>			
Joy Mason-Baker	10/31/2018	Naperville North	Campus Supervisor
<b>RESIGNATION-CLASSIFIED</b>			
Matthew Porter	10/12/2018	Buildings and Grounds	Head Custodian
Jeffrey Grigoletti	10/16/2018	Transportation	Bus Driver
Nicholas Lonero	9/17/2018	Naperville Central	Campus Supervisor
Brenda Marquez	10/11/2018	Jefferson	Senior Secretary
Kathleen Svoboda	10/16/2018	Kennedy	Academic Support Program Assistant
Kalyam Vasavada	10/21/2018	Ann Reid	Special Education Assistant

<b>EMPLOYMENT-NON-UNION CLASSIFIED</b>			
Louis Cammisio	11/12/2018	Fifth Avenue	Director of Safety and Security
Cuauhtemoc Zarate	11/12/2018	NCHS	High School Facilities Manager
<b>EMPLOYMENT-CLASSIFIED FULL-TIME</b>			
Tomasita Alonzo	11/14/2018	Jefferson	Senior Secretary
Logan Aschom	10/29/2018	5 <sup>th</sup> Avenue	District AV-Support Analyst
Meganne Benjamin	11/7/2018	PSAC	Learning Services Resource Assistant
Gregory Borozenski	10/22/2018	Meadow Glens	Custodian
Courtney Boykins	11/5/2018	Mill Street	Special Education Assistant
Melissa Flint	11/5/2018	Jefferson	Special Education Assistant
Marian Lasala	11/7/2018	Steeple Run	Dual Language Assistant
Cindy Gwin	11/5/2018	Ann Reid	Special Education Assistant
Dion Hill	11/12/2018	Buildings and Grounds	District Maintenance
Efren Ramos	10/30/2018	Transportation	Bus Driver
Charles Rowe	10/24/2018	Transportation	Bus Driver
Karla Sanders	11/5/2018	Naperville North	Custodian
Allan Zwettler	11/1/2018	Kennedy	Academic Support Program Assistant
<b>EMPLOYMENT-CLASSIFIED PART-TIME</b>			
Monika Bicker	10/9/2018	Mil Street	Clerical Assistant
Brooke Gatto	11/5/2018	Naperville Central	Campus Supervisor

Donna Wandke made a motion to approve the Consent Agenda as presented, seconded by Kristine Gericke. Those voting yes: Leong, Wandke, Gericke, Fitzgerald and Cush. No: None.

## **Student Ambassador Reports**

Seamus McGuinness

Good evening everyone! We've got a very busy few weeks coming up at Central, but starting with this past week, last Tuesday, October 30th, the NCHS Student Advisory Council ran our annual fall blood drive, and this past weekend, Theatre Central performed their fall play, *The Man Who Came to Dinner*. Looking to the coming weeks, there will be a band concert November 7th at 7pm in the Auditorium. The South Side Band Concert will be on the 8th, with junior high bands from across Naperville coming to perform at Central.

Meanwhile, National Honors Society will be holding their Induction Ceremony next Tuesday, November 13th, at 7pm in our Auditorium.

Finally, we will have our Veteran's Day assembly on November 9th. It will be held in the main gym with the full school present for the first time - it has traditionally been held in our auditorium with teachers asked to sign up - to give all students the opportunity to participate in honoring our armed forces and those who put their lives on the line for our country.

## **Superintendent/Staff/School Report**

Superintendent Bridges invited Principal Bill Wiesbrook and Megan Plackett, Learning Support Coach and Communications Arts teacher to offer the Naperville Central High School, School Improvement Plan (SIP) Report.

- Our two school improvement goals are "Through effective collaboration, we will ensure high levels of learning for all students" and "All students and staff will feel safe and respected at NCHS". The language of these particular goals is what we use as a staff. All staff professional development centers on these two focuses. Staff personal evaluative goals also feature some form of these two commitments.
- Our school improvement efforts involve our entire faculty and staff.
- Our total enrollment includes, ethnic enrollments, students with an IEP, and economically disadvantaged students.
- On institute days last year, we spent time clearly defining the goal "We will ensure high levels of learning for all students". We are relying on our entire faculty to contribute towards reaching this goal.
- Most of our faculty are members of course teams that include the course they are teaching. Some of our faculty (counselors, social workers, administrators, for example) are members of school-wide teams. There are 6 school-wide teams meeting weekly, focusing on important topics that will help us reach our goal.
- Last year we wanted to help our faculty know how best to spend their time collaborating. Our goal for our PLC teams is that we are all functioning at a "10" level.
- Many of our students need additional time and academic support outside of the class period. For the majority of my years in high school education, academic support has been optional for students. Our high achieving, motivated students tend to take advantage of our optional academic supports. In the last few years, we have added mandated academic supports for some of our students who need it.
- One of our mandated academic supports is known as "Targeted Support". This began with the idea that we do not want any freshmen to receive a grade of "D" or "F" in a core academic course. If a freshman is struggling in Algebra, Chemistry, English 1, or Cultures, the teacher requires the student to attend targeted support for 25 of their 50-minute lunch period at least 2 days/week until their grade demonstrates that they are learning the essential standards.
- Another mandated academic support, new this year, is known as "Redhawk Recovery". If any student is missing a significant summative project, test, or assignment, and have not completed it after being reminded by the teacher, they are sent to a classroom during their lunch period to

- complete the missing test, project, or assignment. The classroom is supervised by a faculty member. Once the student completes the missing work, they no longer are required to attend.
- Another academic support being used at NCHS is known as “Supported Study Hall”. Students who are struggling academically are assigned this intervention by their counselor and/or student services team. This is a daily period in the students’ school day, with the same teacher monitoring and supporting the students.
  - Another initiative that offers special academic support is “blended learning”. These courses involve traditional in-class, teacher facilitated learning and online, independent learning components. If a student is struggling in a blended course, the teacher will require the student to attend on blended days to receive extra support, re-teaching, and attention from the teacher. We currently have 503 students enrolled in a blended class.
  - Students have been excited and motivated by the opportunity to learn at their preferred pace, place and path. All students in a blended course provided feedback on their experience at the close of last school year. The positive feedback from both staff and students has contributed to continued growth in and excitement for our blended offerings at NCHS.
  - GPA, standardized test scores, and academic awards are all traditional measures to help schools know whether they are succeeding by making progress on our goal.
  - Another measurement that we began in the 15-16 school year was the percentage of graduates who have taken at least one AP course during their time at NCHS. We chose to compare all graduates with those economically disadvantaged, and are seeing the gap improve over the last few years.
  - Our second school improvement goal - “All students and staff will feel safe and respected at NCHS” - is an essential contributor to both the success of goal one and our continued growth as a school community.
  - At NCHS, we have been especially excited about the EC-12 implementation of an explicit SEL curriculum. Student and teacher work at the 9-12 level is focused on helping students truly become resourceful and resilient lifelong learners. A positive school culture and climate is the foundation for all social & emotional learning.
  - The secondary level is drawn to the power of the Habits of Mind. Sixteen frames of thinking - or habits - provide students and teachers with concrete behaviors and mindsets that are vital to continued school and life success.
  - Much of the work for SIP goal two is at the core of the work of our School Wide PLC teams. Staff in these areas explore concrete areas of need, specific areas for growth and appropriate, authentic measures of response, all designed to help students stay on track in their pursuit of school and post-secondary success.
  - One of our school wide teams is our Attendance PLC. They standardized procedures, created a tiered approach with multiple outreach strategies and building-wide involvement, including Student Services teams, support staff, administrators, teachers & coaches and sponsors.
  - Our Be the 3 program is designed to empower students to make the right decision in all scenarios. At the heart of the program is mature ownership over one’s own behavior, as well as a commitment to creating a positive environment for all.
  - Our school wide PLC, School Climate & Culture has done a great deal of work to get the pulse of students and staff.
  - In response to feedback, we have had staff connectivity activities, stress relief resources for students & staff and for the first time, the inclusion of students in a staff development day. Continued cultivation of positive staff to staff, student to student, and staff to student relationships is vital to our commitment to having all people feel safe and respected at NCHS.
  - About 80% of our student body is involved in formally organized athletics/activities outside of the classroom. Students have many opportunities to connect through both structured and unstructured activities. Our Learning Commons is an especially positive hub of both study and socialization.
  - At NCHS, while we are proud of our academic, athletic and performance achievements, it’s

most important for us to honor the “human” first in all of us. We pride ourselves on reaching out across differences to truly connect.

- Our NCHS administration takes a temperature check of staff each year. One of the fundamental values of Naperville Central is our commitment to ensuring that each individual feels seen, heard, and valued.
- Positive staff morale is an influential factor in student outlook as well. Our Student Services department assesses our students each year. Our students overwhelmingly feel that they have at least one personal connection in the building with a trusted adult.

#### **Questions:**

**Thank you for the wonderful report.**

**Board of Education members are interested to know how you plan to increase the numbers and success rate of AP classes?**

- We encourage now and will continue to do so, teachers and counselors to encourage capable students to try an AP class.

**Will we be adding additional AP courses?**

- We look at interest and course pathways and look to see if there are AP courses that align.

**AP courses are great measures of success, what are some other metrics that you have in place to measure student academic success? Do you survey students before AP classes and after to see how their attitudes have changed?**

- Senior survey allows for such feedback. Some teachers do survey students.

**Regarding the Senior Survey, are there additional questions?**

- The survey is quite extensive, about 100 questions.
- Both NNHS and NCHS use the same survey.

**What is feedback from parents and students for targeted support?**

- Some students are not thrilled at having to give up half their lunch periods. Students do seem to be appreciative.

**Do students move in and out of Redhawk Recovery? Do they get help and then show up again?**

- There are students who do what they need to do and move on. Some will decide they need to stay as they like the help they receive.

**Math selection at the Freshman year was changed to allow the selection of more rigorous courses. How has that impacted your SAT scores?**

- The coaching piece has been very impactful and powerful for teachers. There are more bridges than gaps between courses even though they are all unique.

**What are some strategies you use to get students interested in blended learning?**

- Staff did some advertising using Hawk TV. Administration helped staff understand what blended learning is. Word of mouth is the biggest seller. Most of the growth is from the positive experiences that students share with each other.

**How does Redhawk recovery impact students in sports and who are failing?**

- If they have an F in two classes, the student cannot participate in extracurricular activities. This doesn't always apply to clubs that do not compete.

**The Board of Education appreciates the inclusive language, the new supports that are being offered and at appropriate times mandated. It is exciting to hear that students are connecting with adults as well as the number of students who participate in extracurricular activities.**

Superintendent Bridges introduced Dr. Patrick Nolten, Assistant Superintendent for Assessment and Accountability.

- The data presented this evening reflects very positively on the accomplishments of this school district resulting from tremendous family and community support and a highly skilled faculty from pre-K through 21 for 2017-2018 academic year.
- In this first part of the presentation, you will develop an understanding of how our district performs longitudinally in the areas of English Language Arts/Literacy or ELA and Mathematics.
- First, we will review our Partnership for Assessment of Readiness for College and Careers, (PARCC), Dynamic Learning Maps-Alternate Assessment, (DLM), and Illinois Science Assessment, (ISA), data at the district, grade and student group level.
- As a district, our academic performance is exemplary in the areas of English Language Arts/Literacy and Mathematics relative to the State of Illinois and benchmark district performance.
- In the area of English Language Arts/Literacy, 71% of our students met or exceeded standards.
- In the area of Mathematics, 65% of our students met or exceeded standards.
- Science proficiency, as assessed by the ISA indicated that 78% of our students achieved proficiency relative to standards.
- A quick review - the PARCC assessment has been administered for the past four years; it is aligned with the Illinois Learning Standards in ELA and Mathematics at grades third through eighth.
- Last spring, we administered PARCC to 7,254 students in April; our participation rate was well above the minimum 95% threshold as established by the state.
- Many schools participated in 1:1 data analysis reviews providing an even closer examination of data based on individual school requests and needs.
- Essentially, 6 to 7 out of 10 students in Naperville 203 met or exceeded ELA and Mathematics standards compared to 3 to 4 out of 10 for the state.
- With four data points for both ELA and Mathematics, we note upward trends in both subject areas.
- In contrast, please note that statewide PARCC ELA and Mathematics data trends reflect stability.
- The data exhibits our strong upward trend in performance gains in both ELA and Mathematics at the third grade level across the past four years.
- The data displays our generally upward trends in ELA and Mathematics proficiency at the fourth, fifth, sixth and seventh grade levels.
- Statewide, an increase in mathematics performance was evidenced, however; our gain was even more pronounced.
- The data exhibits our largely stable performance in ELA at the eighth grade level and variable proficiency in Mathematics at the same grade level.
- At the state level, a downward trend in ELA and Mathematics is evident suggesting that this phenomenon may be assessment related as opposed to actual decreases in student proficiency relative to standards.
- As a district, our race-ethnicity performance within each group continues to trend upward in ELA. This is very positive!
- As these data indicate, we acknowledge the presence of achievement gaps in particular with our Black/African American, Hispanic/Latino and Economically Disadvantaged student groups.
- As a district, we continue to develop our culturally responsive instructional practices and interventions relative to individual student needs to address these differences in achievement.
- The data speaks to the incredible efforts of our teaching staff in working with students at risk for academic difficulties.
- There is an upward trend among our students of Hispanic/Latino, Black/African-American, White and Two or More Races in Mathematics proficiency.

- Our performance is clearly distinguishable relative to our benchmark/peer districts.
- The data represents the excellence and accomplishments of our district possessing exceptional students, an amazing staff and supportive parents and community.
- The data also demonstrates our excellence in the area of Mathematics relative to district benchmark peers and the State of Illinois.
- This is the third year of administration of the Illinois Science Assessment (ISA) to fifth, eighth and high school Biology students.
- Information from this assessment is limited to determining if students are proficient or not proficient.
- The improvement at fifth grade is most likely due to ongoing implementation of the new science curriculum.
- At the eighth grade level, our performance is largely stable and matches the State of Illinois trend.
- During the first year of Biology, students in honors Biology were not administered the ISA – thus the radical increase in 2017.
- In place of the PARCC, the Dynamic Learning Maps – Alternate Assessment or DLM-AA, is administered as developmentally appropriate to our students with the most significant cognitive and adaptive disabilities. Seventy-nine students were administered the DLM-AA in the spring.
- The DLM-AA is aligned to the Essential Elements.
- In the areas of ELA and Mathematics, the Essential Elements identify grade level specific expectations and are related to the learning standards of the general population.
- Please note generally stable ELA and positive trending Mathematics proficiency percentages.
- **QUESTIONS:**

**The Board of Education is interested in how you feel about our rate of growth and what we are able to achieve and what we will be held to?**

- This is the first year we have had this data. Our rate of growth is much higher than the state. The designations are all based on growth. We are looking at moving everyone forward, not just a particular group of students.
- On the College Board SAT, the spring 2018 results indicated that 67 and 70% of our eleventh graders met or exceeded English Language Arts/Literacy and Mathematics Illinois Learning Standards, respectively.
- Additionally, as a district our SAT performance is quite competitive in both ELA and Mathematics when compared to State of Illinois averages and benchmark district peers.
- The SAT was administered state wide for accountability purposes for the second time on April 10, 2018.
- Per the Illinois State Board of Education, the SAT is the current accountability assessment for high schools measuring student proficiency in ELA and Mathematics.
- Grade 11-12 English Language Arts/Literacy standards are aligned with SAT ELA.
- Illinois Standards for High School Mathematics are aligned with the SAT Mathematics in the areas of number/quantity, algebra, functions, modeling, geometry and statistics/probability.
- Additionally, all students are required to take the SAT to graduate from high school. There are exceptions such as students who take the DLM-AA.
- From an accountability perspective, the SAT provides information regarding whether or not a student demonstrates proficiency relative to state standards.
- The data displays our exemplary SAT performance with respect to the percentage of students meeting or exceeding standards relative to the State of Illinois average.



- Approximately 7 out of 10 students within our district meet or exceed English Language Arts/Literacy standards as measured by the SAT.
- Our 1% gain in Mathematics proficiency is in contrast to a statewide average decline of over 2%.
- Based on State of Illinois ELA proficiency data, declines in all student groups were noted – as you may recognize, we evidenced increases in the proportions of Two or More Races and stability within students of economic disadvantage meeting standards.
- The data identifies the percentage of students that met or exceeded Mathematics standards by student group as measured by the SAT.
- As was noted previously in ELA, state wide declines were noted for all student groups with the exception of English Learners.
- It is difficult to identify two data points as a trend – as you may visually note, our Asian, White, Two or More Races and economic disadvantage student groups contradicted this trend.
- As we have completed the second year of SAT testing, our emphasis at the school level is on understanding this data at the school and student level to identify and address individual needs.
- Based on our Class of 2019 SAT data, as a district we provide a meritorious level of college and career readiness.

#### **QUESTIONS from the Board of Education:**

- **Are there gaps in regards to gender?**
  - We see it with PARCC and we see it more pronounced with ELA than with Mathematics. Interestingly enough it does not show up on the SAT.
- **It is so exciting to see our successes and in relation to our benchmark districts. The challenge is helping our community members understanding what 70% means. Are you able to explain that?**
  - We are at the high end of districts. The standards are harder to meet. 70% is the top end of the state. It is significantly higher than the state average and as compared to our benchmarking districts. It is a challenge to get students to a level that meets standards. We are at the high end of the distributions. The district is performing at a high level as compared to like districts.

#### **Superintendent Bridges explained that we select large unit districts so that we are comparing our students with students in districts structured like District 203.**

- **Is there a percentile rank?**
  - It is almost the 80<sup>th</sup> percentile nationally meaning that about 50% of students in District 203 score at or above the 80<sup>th</sup> percentile nationally.
- The Every Student Succeeds Act or ESSA reflects the reauthorization of the Elementary and Secondary Education Act of 1965 or ESEA.
- ESSA supports federal commitment to equal opportunity with individual states creating their own plan under Department of Education guidelines and approval.
- The Illinois ESSA plan is based on meeting the seven ISBE research based goals by the year 2032.
- In the K-8 band, you will note that growth is weighted the most and accounts for 50% of overall performance.
- Growth is being measured using a metric known as Student Growth Percentile – this metric reflects the degree of change from one year to the next as assessed by PARCC.
- Chronic Absenteeism is defined as the average absence rate for students that were not in attendance for 10% or more of the prior academic year – whether they were excused or unexcused.
- ELA and Math proficiency reflect the traditional percentage of students that meet or exceed learning standards – these are each worth 10%.

- English Learner Progress to Proficiency aka (ELPtP) reflects the percentage of students on track to attain English language proficiency within five years. Each student has their own unique five year target based on starting point. This is assessed via the ACCESS for ELLs assessment.
- Climate survey will reflect participation in the Illinois 5Essentials Survey including fourth through twelfth graders.
- Looking at the 9-12 Band, graduation rate includes 4, 5 and 6 year rates at this time. In the future, growth will become a metric at the high school level.
- ELA and Mathematics proficiency based on the SAT make up 20% of the total weighting.
- Chronic Absenteeism as defined earlier makes up 7.5%.
- Ninth grade on track makes up 6.25%. This metric is defined as the percentage of students who have earned five full-year course credits or 10 semester credits with no more than one semester grade of F in a core subject.
- Lastly, English Learner Progress to Proficiency (ELPtP) accounts for 5% of the overall score.
- Additionally, you can see the future inclusion of Climate Survey via Illinois 5Essentials and College and Career Readiness will make up the remaining 11.25%.
- If there are none or less than 20 English Learners in a school, the 5% is statistically distributed by weight across the other metrics with full credit.
- Performance data such as proficiency percentages, graduation rate, student growth percentiles, chronic absenteeism rates are converted to Indicator Scores.
- Each school's overall Index Score is calculated for All Students and rank order compared to all other schools in Illinois.
- This is done separately for K-8 schools and high schools.
- Students are included in accountability metrics only if they have attended the same school for at least 134 calendar days – this number of days corresponds to the statewide average of half a school year.
- From an ESSA standpoint, student groups must have at least 20 students to be incorporated into accountability metrics. In the past this number was 45 students.
- Existing race/ethnicity and other demographic groups remain in place with the addition of students with disabilities to include those with 504 Plans, former students with disabilities and former English Language learners.
- The 95% minimum student participation rate requirement remains in place.
- Proficiency or percentage of students meeting standards combines PARCC and SAT with DLM-AA for accountability.
- Designations, Exemplary, Commendable, Underperforming and Lowest Performing, will be derived annually – likely in the late summer/early fall. There are no district designations – only school designations.
- Exemplary reflects schools whose All Student Index Score falls within the top 10% across the State with no underperforming student groups. (There are 2808 elementary, 599 junior high schools and 734 high schools in IL this does not include 266 charter schools)
- Commendable is reserved for schools with no underperforming student groups and overall performance that is not in the top 10% statewide.
- Underperforming corresponds to schools in which one or more student groups is performing at or below the bottom 5% of the all student level.
- Finally, Lowest Performing make up the bottom 5% of schools relative to their All Student performance.
- The process of transforming Performance Data to Indicator Score to Index Score is completed for all student groups – individual student group performance is compared to the bottom 5% of All Students.
- This is how underperforming is identified by student group at the school level.

- Here is the good news – Naperville 203 earned the highest percentage of Exemplary designation compared to our benchmark districts.
- 13 of our schools were determined to be Exemplary and 8 were determined to be Commendable using the methodology I just described.
- Schools that fell into the Underperforming or Lowest Performing designations are eligible for support via Illinois Empower – this is a statewide system of differentiated supports to support all student access to learning opportunities and resources.
- Based on the fact that our school designations are either Exemplary or Commendable, we do not qualify for this support at this time.
- Our district exhibits very high levels of proficiency in both English Language Arts and Mathematics as measure by both PARCC and SAT.
- Relative to prior years, we have evidenced higher levels of proficiency in ELA and Mathematics among some of our at-risk student groups.
- Additionally, our rate of growth as assessed via PARCC mean student growth percentiles is substantially higher than the state average.
- Our overall SAT results are remarkable – our district demonstrates a level of college and career ready student preparedness that is first rate in both ELA and Mathematics.
- We have evidence of improvement, particularly in the area of Mathematics, that runs counter to the state trend.
- Finally, we are well positioned now and poised for the future with respect to understanding how ESSA accountability metrics may be used to support continuous school improvement – in particular with respect to addressing educational gaps.

**QUESTIONS from the Board of Education:**

- **Pretty exciting to see the numbers. The overwhelming comment is WOW!**

Superintendent Bridges stated that this represents an enormous amount of effort by lots of people in this district. This is a community wide effort. This is really a celebration for us. Congratulations to all in buildings and our students who are really working to understand the value of their efforts and to the families who make sure that students are ready to come to school to learn.

- **What is the purpose of the 95% participation rate that is required?**
  - So that all students are represented. The more participation the more confidence you can have that the data truly represents District 203.

**President’s Report:**

President Fitzgerald asked for Board members to review the statement for the delegate assembly to be held during the Triple I Conference. Terry Fielden will be the delegate to the assembly. We will be discussing the results on December 3, 2018 Board of Education meeting.

**Board of Education Reports:**

None

**Discussion without Action:**

None

**Discussion with Action:**

**Board of Education Expenses:**

Consideration to Approve Professional Learning Expenditures for Board Members Kristin Fitzgerald, Terry Fielden, Janet Yang Rohr, Donna Wandke, Kristin Gericke, Charles Cush and Paul Leong.

## Background

Board of Education Policy 2:125 requires all Board member expenses for travel, meals, and/or lodging be approved by roll call vote at an open meeting of the Board.

On October 2, 2018 Board of Education members attended the Illinois Association of School Boards - DuPage Division fall dinner/meeting. The fall dinner meeting agenda included updates from division leaders, election of officers, and the presentation of IASB awards.

The program was: ***From Distress to Success: Policies and Practices to Strengthen Student Well-being*** presented by Dr. Glenn "Max" McGee. Widespread, significant concerns about students' mental health, recent research regarding "near epidemic levels of anxiety among young people," and rising incidents of students' self-harm, represent a Red Flag for school boards and school leaders.

Charles Cush made a motion to approve the Board Expenses as presented, seconded by Kristine Gericke. Those voting yes: Leong, Fitzgerald, Cush Gericke and Wandke. No: None.

### Old Business:

None

### New Business:

None

### Upcoming Events:

On November 12, 2018, we will welcome Veterans and students for a Veterans Day breakfast.

On November 14, we will host a Focus 203 on MTSS at the NCHS cafeteria from 7:00-9:00 p.m. and again on November 15, 2018 at The Compass Church from 9:00-11:00 a.m.

The Elections schedule is included and we will work on creating a simple timeline for the upcoming Spring elections.

Kristine Gericke moved seconded by Donna Wandke to adjourn the meeting at 8:18 p.m. A voice vote was taken and the motion carried unanimously.

Approved: November 18, 2018

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Kristin Fitzgerald, President, Board of  
Education

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Susan Patton, Secretary, Board of  
Education

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