

Memorandum

Date: June 8, 2009

To: Eric Witherspoon
Superintendent

From: Diane Davis and Tyrone Nelson, Co-Chairs
ETHS School Improvement Team
Laura Cooper
Assistant Superintendent for Curriculum and Instruction

RE: SIT END-OF-YEAR UPDATE

On Monday, June 22, 2009, School Improvement Team co-chairs will update the Board of Education on its accomplishments this school year. Diane Davis has respectfully passed the community co-chair responsibilities to Jean Anderson. Diane has been a major force behind the systematic and structural approach to a strong and effective School Improvement Team. Tyrone Nelson will continue for one more year while mentoring Special Education teacher Crystal Steidley, who will take on some leadership responsibilities. Tyrone Nelson and Jean Anderson are excited to work as SIT co-chairs for 2009-2010.

Overview

In 2008-2009, the School Improvement Team formed subcommittees to examine best practices and to develop strategies for addressing student achievement. The subcommittees are Technology and Education, Post Secondary Education, and Race and Achievement. The Race and Achievement subcommittee grew into five branches: Rigor, MSAN, AP, K-12 and Parental Connections. All subcommittees were driven and engaged in probing their respective topics thoroughly. This hard work resulted in creative and useful recommendations. Listed below are the recommendations we presented to Superintendent Witherspoon.

RACE AND ACHIEVEMENT

Rigor

Recommendation: Develop a clear, consistent *operational/working* definition of rigor to be used at ETHS.

Advanced Level Courses (AP)

Recommendations:

1. We recommend that ETHS broaden departmental information days (start of 2nd semester) for all AP/advanced level courses in all departments in order to reach more students, particularly those in mixed level classes. Current students should play an important, visible, and accessible role in this process.
2. We recommend that current teachers take a more active role in encouraging and moving students into AP/advanced level courses. These include not only students getting good grades, but those with college aspirations, those that may benefit from taking a more challenging

course, and those exhibiting boredom due to a lack of challenge. Students often will not step up and ask, so teachers need to be more intentional in their encouragement. In addition, the formal recommendation process should be revised to be more positive and advocating.

3. We recommend that the school reach out to parents to enable them to encourage their students to take more AP/advanced level courses.
4. We recommend that the math department create one or more non-AP, post-trigonometry mathematics courses for seniors.
5. We recommend a standard process for AP course selection that would include a more open dialogue between the teacher and student, as opposed to a formal letter of recommendation.

PARENTAL COMMUNICATION

Recommendation: Provide Access ETHS for Parents of incoming freshmen in the spring and fall. Consider later expansion of the program to include the families of all other students.

K - 12

Recommendation: The K-12 Subgroup proposes a Student-to-Student Mentoring Program that focuses on helping middle school students and high school freshmen adjust to the educational and social challenges they will face at ETHS. This program would recruit ETHS upper classmen to mentor ETHS freshmen and middle school students who plan to attend ETHS.

MSAN

Recommendation: To work with MSAN to identify similar high schools that have improved student achievement; find out what these schools have done, and identify "promising practices" to be tried at ETHS.

TECHNOLOGY & EDUCATION

Recommendations:

1. Improve general communication using Enews, text, and an alert system.
2. Use standard formats in order to provide ease of use.
3. As part of our move to a new web page, develop an easy process for teachers to create Web pages; plan for summer curriculum professional development in order to provide the time needed to develop teacher web pages.
4. Improve connection with District 65 by adding incoming 8th grade parents/guardians and students to the Enews subscription. [This would allow the high school a head start on collection of e-mails.]
5. Develop a working group to identify the current computer literacy and the instructional technology being used in the classroom with an eye towards development of a definition of computer literacy and the process to meet the minimum standards of computer literacy.
6. Expand the curriculum for Access ETHS to include technological/computer literacy.

POST-SECONDARY EDUCATION

Recommendation: Create a "Freshmen-Only Day" for all ETHS Freshmen, to take place prior to the start of the school year.



**Evanston Township High School
School Improvement Team
Draft 4
*Subcommittee Recommendations***

Subgroups recommendation are formulated and decided by all School Improvement Team members and forwarded to the Superintendent as recommendation toward student achievement. District 202 superintendent determines which recommendations will be presented to the ETHS board of education.

In 2008/09 School Improvement Team formed sub committees to examine best practices in ETHS and develop strategies for addressing student achievement. The subcommittees are Technology and Education, Post Secondary Education and Race and Achievement. The Race and achievement subcommittee was formed and grew into 5 branches; Rigor, MSAN, AP, K-12, and Parental Connections. Listed below are the drafted recommendations to be approved for submission to the superintendent of ETHS, Dr. Eric Witherspoon.

RACE AND ACHIEVEMENT

Rigor

**Recommendation: Develop a clear, consistent
operational/working definition of rigor to be used at
ETHS.**

Supporting Detail:

- Communicate the definition of rigor to all ETHS stakeholders. (Means of communication to include, e.g., ETHS website/newsletters and displaying definition of rigor in every classroom and in other locations.)
- Ensure a common understanding of rigor by other means, including providing opportunities for all ETHS stakeholders to discuss and better understand the meaning of rigor and what it entails in different ETHS departments, the different expectations associated with rigor by different ETHS stakeholders, and the varying responsibilities of ETHS stakeholders to ensure that rigor is experience by students.
- Identify the components of a rigorous classroom and provide illustrations thereof for each ETHS department, including curriculum/assignments, instructional techniques, behavioral expectations, and classroom dynamics/interaction.
- Ensure that rigor is provided and experienced in ETHS classrooms by means of classroom observations conducted by outside experts and/or by other appropriate means.
- Create and utilize diagnostics to monitor/assess the extent to which rigor actually is being provided at ETHS, to enable teachers to improve the rigor of their classes, and to identify areas where other improvement(s) may be needed. Such diagnostics should include, e.g., assessments that teachers can use in their classrooms to evaluate students' experience of rigor and other questionnaires to be completed by students.

Advanced Level Courses (AP)

Recommendations:

1. We recommend that ETHS broaden departmental information days (start of 2nd semester) for all AP/advanced level courses in all departments in order to reach more students, particularly those in mixed level classes. Current students should play an important, visible, and accessible role in this process.
2. We recommend that current teachers take a more active role in encouraging and moving students into AP/advanced level courses. These include not only students getting good grades, but those with college aspirations, those that may benefit from taking a more challenging course, and those exhibiting boredom due to a lack of challenge. Students often will not step up and ask so teachers need to be more intentional in their encouragement. In addition, the formal recommendation process should be revised to be more positive and advocating.
3. We recommend that the school reach out to parents to enable them to encourage their students to take more AP/advanced level courses.
4. We recommend that the math department create one or more non-AP, post-trigonometry mathematics courses for seniors.
5. We recommend a standard process for AP course selection that would include a more open dialogue

between the teacher and student, as opposed to a formal letter of recommendation.

Supporting Detail:

- Communication from advanced course teachers to students: Science information day can serve as a model. The teachers of elective courses present briefly to students about those courses, usually the 2nd Monday of second semester. Currently AST also participates. Most presentations are to students in classes which typically send students to those electives.
 - a. We recommend that we broaden this activity to reach more students, particularly those in mixed level classes.
 - b. The mechanism may be logistically difficult – too many classes to reach, not enough time. Possibilities solutions include:
 - i. Using students currently enrolled as presenters, using material prepared by teachers.
 - ii. Having larger group presentations.
 - iii. Spreading presentations out over more time (2 or more days).
- Encouragement from current teachers to students: Benefits of taking higher level and AP courses are preparation for college, demonstration to colleges that the students are willing to challenge themselves, potential college savings, GPA boost. Possible risks are being over-challenged and feeling out of place.
 - a. We recommend that current teachers need to recognize students that may benefit from taking a more challenging course. These include not only students getting good grades, but those with college aspirations and those exhibiting boredom due to a lack of challenge.
 - b. We recommend that current teachers need to encourage students to take challenging courses and make recommendations. Students often will not step up and ask.
- Encouragement from the school to parents. This should likely proceed through a mechanism similar to that employed by SOS. May also link into other communication initiatives.
 - a. Incoming freshmen parents should encourage their students to take challenging courses even as freshmen to prepare them for more advanced courses, and thus we need to provide them information about those courses and rationales to accept those challenges.
 - b. Sophomore parents should encourage their students to take more advanced courses, and thus we need to provide them information about those courses and rationales to accept those challenges before course selection!

- There is a perceived need for more non-AP upper level classes. Within math, this could include business math, non-AP level statistics, and a pre-calculus course. Within science, this could include health/human physiology, ecology, and biochemistry. Some consideration would need to be given to perception of such courses by colleges. The non-AP courses should be rigorous enough to prepare students to take freshman college courses.

Comments:

- ❖ We applaud the new AP courses (2008 Psychology, 2009 3 English)
- ❖ Summer bridges courses seem like a good idea to help regular/mixed level students step up to AP courses in U.S. History and Physics B. Let's see how they work before amending or adding bridge classes.
- ❖ Project EXCITE, TWI (Two-Way Immersion, Spanish/English), and other specialized projects need to be examined as a potential source of interested and capable students, and as a mechanism to nurture those students.

PARENTAL COMMUNICATION

Recommendation: Provide Access ETHS for Parents of incoming freshmen in the spring and fall. Consider later expansion of the program to include the families of all other students.

Supporting Detail:

PPH and Pilot are massive documents for parents and students
plan two sessions (Saturdays: one in late September, prior to parent conferences, the second in May. There would be break-out sessions, also.
 This could be in addition to parent orientation night. Condensed.
 Recommend w/o details tonight.

Suggested Core Elements:

- Tours of the School (student led)
- Study Skills at home
- Home Access Center/E-town/Snap Accounts
- Health Services/Health Center
- Discipline/Peer Jury
- SOS
- PTSA/Parent participation and volunteering opportunities
- NAACP

Recommendation: The K-12 Subgroup proposes a Student-to-Student Mentoring Program that focuses on helping middle school students and high school freshmen adjust to the educational and social challenges they will face at ETHS. This program would recruit ETHS upper classmen to mentor ETHS freshmen and middle school students who plan to attend ETHS. (SIT was not aware of the Ambassador Program prior to this proposal)

Supporting Detail:

Recruitment of mentors and mentees would be guided by recommendations from teachers and administrators in consultation with parents. The program would be limited to students who could most benefit from their participation, such as students who are willing and able to commit to the program. Mentees would benefit from an easier transition, greater possibility of success and appropriate behavioral models. Mentors would benefit from learning through teaching, an impressive addition to college applications and the personal satisfaction of helping someone. The program would incorporate elements to encourage familial support such as an annual meeting of mentors, mentees and their parents.

The program would focus on a wide variety of issues such as:

- The importance of good study skills and study habits
- Realistic choices and strategies related to college and career
- The importance of maintaining good grades
- Information about classes and teachers
- Information about extra-curricular programs
- Strategies for successful social integration
- *Strategies for successful transitions*

It is hoped that a freshman support program could be initiated in the 2009-2010 school year and the middle school support program could be initiated in the 2010-2011 school year.

This proposal reflects a recognition that the greatest potential for success in high school comes from proper preparation in the early years of a student's education.

Unresolved issues include:

- Can this initiative be incorporated into, or replaced by an existing program or organizational structure?
- What is the feasibility of recruiting mentors, mentees and faculty advisors?
- How should contact between ETHS students and Middle School Students be structured? Should contacts occur at ETHS, at a Middle School, or a combination of both?

This proposal reflects a recognition that the greatest potential for success in high school comes from proper preparation in the early years of a student's education combined with programs to ease transitions from one school to another.

MSAN

Recommendation: To work with MSAN to identify similar high schools that have improved student achievement; find out what these schools have done, and identify “promising practices” to be tried at ETHS.

Supporting Details:

Why do we recommend Benchmarking?

The Minority Student Achievement Network (MSAN) consists of 25 schools/districts w/similar demographics and academic challenges, each working to improve the academic experiences of and outcomes for all students, but especially for African American and Hispanic youth. All schools are working very hard to achieve this objective and it makes good sense to find, develop and share those “promising practices” that have the best chance of success. Our belief is that a strong benchmarking process has a good chance of uncovering insights about, the elements of and documentation to support the implementation of such practices at ETHS and all MSAN schools.

How will we Benchmark?

Benchmarking is a process designed to find the “best practices” (e.g., class structure/content, teacher-development, student-teacher relationships) that have had or show promise of having a demonstrable and significant impact on academic outcomes, as measured Standardized Test Scores and/or AP/Honors class results (% participation and % over threshold scoring).

Several steps will be involved:

1. [DATE-RANGE] Review MSAN outcome data and practice documentation to identify schools that both match ETHS and have achieved (or believe they can achieve) significant improvements. Dr. Levinson/Dr. Cooper will lead this phase and report to the sub-group with her recommendations for likely target schools.
2. [DATE-RANGE] Conduct phone interviews with MSAN representatives from targeted school(s) to discuss and better understand the specific details of the program.

3. [DATE-RANGE] Make an On-Site visit, if warranted, for those practices that look particularly promising or for which in-person, detailed study is warranted.
4. [DATE-RANGE] Issue report to [TBD?] on what was learned and recommendations for any, “promising practices” that should be trialed at ETHS.

TECHNOLOGY & EDUCATION

Recommendations:

1. Improve general communication using enews, text and an alert system.
2. Use standard formats in order to provide ease of use.
3. As part of our move to a new web page, develop an easy process for Teachers to create Web pages and plan for summer curriculum professional development in order to provide the time needed to develop teacher web pages.
4. Improve connection with District 65 by adding incoming 8th grade parents/guardians and students to the enews subscription. [This would allow the high school a head start on collection of e-mails.]
5. Develop a working group to identify the current computer literacy and the instructional technology being used in the classroom with an eye towards development of a definition of computer literacy and the process to meet the minimum standards of computer literacy.

6. Expand the curriculum for Access ETHS to include technological/computer literacy.

Supporting Details:

- Information technology as a tool to help improve and expand different types of communication for parents, students and teachers.
- Technological Literacy (including computer literacy) as a necessary component of high school education.
- Highlight the “green” benefit of electronic communication
- As part of the ETHS E-News and the creation of the new ETHS web site, improve counselor and administration communication with families.

Topics to be included in ETHS E-News could be the following:

- Important highlights
- List of issues such as class selection
- Parent Feedback
- Summer School options
- Little known facts (i.e. can take an AP test without taking the AP Courses, New curriculum for topics in Math)
- Feedback Issues (i.e. Summer School registration was slow)

Possible information technology topics for the expansion of ETHS Access may include the following:

- Internet Safety (Use of social networking sites in a responsible and safe manner)
- Use of blogs, texting, streaming, e-mail
- General knowledge of Microsoft Office
- Online education opportunities.
- Webinars/Skype

POST SECONDARY EDUCATION

Recommendation: Create a “freshmen only day” for all ETHS Freshmen, to take place prior to the start of the school year.

Supporting Details:

Freshmen only day is designed to allow incoming 9th grade students an opportunity to orient to the building and their classes in a less-intimidating environment prior to the start of the school year for all students.

- Half of the day is for students to experience their actual schedule during shortened class periods. Students would have the opportunity to meet their teachers, ask any questions they have about the course, and obtain any necessary materials.
- Lunch periods give students the chance to learn how the cafeteria works and which cafeteria to use
- Upper-class student ambassadors (perhaps in conjunction with Dr. Bower’s “buddy system”?) give tours of the building to small groups of students and fill students in on the “hidden curriculum” of ETHS (the un-written rules of the school – i.e., the best way to get an appointment with your counselor, the classes to try to get into as upperclassmen, etc.)
- Second half of the day is used for students to meet with counselors and/or IEP case managers, social workers, nurses, etc., if necessary.
- Second half of the day could also be used for an activities fair in the field house – clubs and sports can set up tables with their information and allow students to join that day. Also a place for honors and AP classes to advertise and encourage students to begin thinking about taking higher level classes
- This day could also be used for freshmen class picture

Comments

Strengths:

Creates a positive assimilation to the building and creates a stronger connection to ETHS

Gives students the opportunity to make connections with teachers, counselors, etc., perhaps increasing their level of comfort seeking these people out in times of need

Weaknesses:

Requires a significant amount of planning

Opportunities:

This is an opportunity to create a new tradition at ETHS.

Freshmen only day can be marketed as something special just for the freshmen and gives incoming 9th grade students something to look forward to.

This is an opportunity for ETHS teachers and staff to connect with students from the very beginning of their high school career.

Research:

“Ninth Grade is Key in Graduation Pipeline”; Lloyd, Sterling C; Education Week, October 2, 2007

- 9th grade is the leading source of student loss. In fact, more than one-third of non-graduates, in the class of 2003-2004, failed to make the transition from 9th to 10th grade. This finding suggests that programs to increase graduation rates may need to help 9th graders get off to a good start in high school.
- For many students, freshman year is like a bottleneck where sub par academic performance puts them so far behind that they are unable to catch up. This finding about 9th grade underscores the importance of reform strategies designed to assist students early in high school.

“The Ninth Grade – A Precarious Time for the Potential Dropout”; Ascher, Carol; ERIC Clearinghouse on Urban Education, ERIC Digest No. 34

- Students most likely to drop out before completing the ninth grade are those who have had attendance, discipline, and academic problems in the past, possibly from the beginning of their school careers...Even students who move on to the tenth grade and beyond are more likely to drop out before graduation if they had an unsuccessful ninth grade year.
- Schools can help retain at risk ninth graders through a variety of policies and practices. Some that have proven to be successful include:
 - Offering special programs to orient middle student to the ninth grade, thus offering to smooth the passage. Such programs include:
 - Orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester, during which rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

Outcomes:

Freshmen Transition Program, North High School, Eau Claire, Wisconsin; National Network of Partnership Schools, Johns Hopkins University; 2003

Outcomes of freshmen only day reported by freshman at North High School in Eau Claire, Wisconsin

- “I felt less afraid of high school.”
- “I knew what to expect the next day when everyone was in the building.”
- “Walking the halls with only freshmen was nice since we were all new together...the next day when the upperclassmen were there, I was more confident.”

OFFICE OF RESEARCH, EVALUATION & ASSESSMENT

MEMORANDUM

To: Eric Witherspoon, Superintendent

From: Judith Levinson, Director of Research, Evaluation & Assessment

Date: June 18, 2009

Subject: GOALS UPDATE 2008-2009

In June, the administration provides an update on progress towards meeting goals using available data. A portion of the data will not be available until fall, at which time a full update to the Board will be provided.

Literacy Goal

- Achieve measurable academic gains in reading across the curriculum.
- Improve reading achievement in academic courses.

Objective: Meet the NCLB “Safe Harbor” provision by decreasing by 10% the percentage of students who do not meet standards in reading on the PSAE and IAA in each of the subgroups Black, Latino, low-income, English Language Learners (ELLs), and Special Education. Meet the safe harbor provision.

Outcome: Data available from state in August/September.

Objective: Increase the gain by 10% in reading over the previous year for subgroups from EXPLORE to PLAN to ACT.

Outcome: Data available from state in August/September.

Objective: Reduce by 10% the total number of Ds and Fs for subgroups in semester grades.

Outcome: (Numbers in blue represent a decrease in percent change of 10 percent or more. Numbers in green represent a decrease in percent change of one percent or more.)

- Goal not yet met.

Year to Year Percent Change in D/F/NC Grades - All Subjects

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
<i>Grade 9</i>							
Black	26.4%	25.4%	26.0%	27.0%	-3.8%	2.4%	3.8%
Hispanic	31.6%	28.6%	32.4%	23.4%	-9.5%	13.3%	-27.8%
White	4.3%	4.6%	4.5%	5.2%	7.0%	-2.2%	15.6%
<i>Grade 10</i>							
Black	29.2%	24.0%	23.0%	27.1%	-17.8%	-4.2%	17.8%
Hispanic	32.8%	26.8%	25.6%	23.0%	-18.3%	-4.5%	-10.2%
White	6.2%	4.6%	2.8%	4.3%	-25.8%	-39.1%	53.6%
<i>Grade 11</i>							
Black	30.1%	21.3%	22.1%	24.6%	-29.2%	3.8%	11.3%
Hispanic	28.6%	21.6%	22.3%	25.8%	-24.5%	3.2%	15.7%
White	5.8%	4.8%	5.6%	5.3%	-17.2%	16.7%	-5.4%
<i>Grade 12</i>							
Black	27.2%	21.8%	18.4%	20.9%	-19.9%	-15.6%	13.6%
Hispanic	28.8%	22.0%	17.1%	15.9%	-23.6%	-22.3%	-7.0%
White	5.8%	4.9%	3.8%	6.8%	-15.5%	-22.4%	78.9%

Percent Change Over 4 Years - All Subjects

	05-06	08-09	% Change 05-06 to 08-09
<i>Grade 9</i>			
Black	26.4%	27.0%	2.3%
Hispanic	31.6%	23.4%	-25.9%
White	4.3%	5.2%	20.9%
<i>Grade 10</i>			
Black	29.2%	27.1%	-7.2%
Hispanic	32.8%	23.0%	-29.9%
White	6.2%	4.3%	-30.6%
<i>Grade 11</i>			
Black	30.1%	24.6%	-18.3%
Hispanic	28.6%	25.8%	-9.8%
White	5.8%	5.3%	-8.6%
<i>Grade 12</i>			
Black	27.2%	20.9%	-23.2%
Hispanic	28.8%	15.9%	-44.8%
White	5.8%	6.8%	17.2%

Year to Year Percent Change in D/FNC Grades - English

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
<i>Grade 9</i>							
Black	29.4%	29.0%	35.0%	44.0%	-1.4%	20.7%	25.7%
Hispanic	29.2%	37.0%	37.5%	38.7%	26.7%	1.4%	3.2%
White	4.3%	4.1%	4.5%	8.5%	-4.7%	9.8%	88.9%
<i>Grade 10</i>							
Black	28.3%	34.8%	26.2%	40.0%	23.0%	-24.7%	52.7%
Hispanic	28.6%	33.9%	31.9%	32.5%	18.5%	-5.9%	1.9%
White	7.1%	5.0%	2.9%	4.5%	-29.6%	-42.0%	55.2%
<i>Grade 11</i>							
Black	24.9%	22.9%	28.8%	35.1%	-8.0%	25.8%	21.9%
Hispanic	31.3%	24.0%	23.4%	34.4%	-23.3%	-2.5%	47.0%
White	4.8%	6.2%	7.1%	5.4%	29.2%	14.5%	-23.9%
<i>Grade 12</i>							
Black	29.5%	18.5%	16.7%	36.1%	-37.3%	-9.7%	116.2%
Hispanic	37.0%	22.3%	22.7%	25.5%	-39.7%	1.8%	12.3%
White	7.1%	5.3%	2.9%	9.8%	-25.4%	-45.3%	237.9%

Percent Change Over 4 Years - English

	05-06	08-09	% Change 07-08 to 08-09
<i>Grade 9</i>			
Black	29.4%	44.0%	49.7%
Hispanic	29.2%	38.7%	32.5%
White	4.3%	8.5%	97.7%
<i>Grade 10</i>			
Black	28.3%	40.0%	41.3%
Hispanic	28.6%	32.5%	13.6%
White	7.1%	4.5%	-36.6%
<i>Grade 11</i>			
Black	24.9%	35.1%	41.0%
Hispanic	31.3%	34.4%	9.9%
White	4.8%	5.4%	12.5%
<i>Grade 12</i>			
Black	29.5%	36.1%	22.4%
Hispanic	37.0%	25.5%	-31.1%
White	7.1%	9.8%	38.0%

Year to Year Percent Change in D/F/NC Grades - History

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
<i>Grade 9</i>							
Black	29.9%	34.2%	28.6%	32.3%	14.4%	-16.4%	12.9%
Hispanic	34.9%	39.3%	27.2%	27.8%	12.6%	-30.8%	2.2%
White	4.0%	6.2%	4.5%	6.0%	55.0%	-27.4%	33.3%
<i>Grade 10</i>							
Black	32.9%	28.3%	23.8%	32.8%	-14.0%	-15.9%	37.8%
Hispanic	36.7%	32.3%	31.4%	29.3%	-12.0%	-2.8%	-6.7%
White	7.1%	4.5%	2.4%	3.0%	-36.6%	-46.7%	25.0%
<i>Grade 11</i>							
Black	39.8%	30.1%	31.7%	28.2%	-24.4%	5.3%	-11.0%
Hispanic	35.7%	36.6%	30.2%	38.3%	2.5%	-17.5%	26.8%
White	6.7%	5.2%	6.8%	7.1%	-22.4%	30.8%	4.4%
<i>Grade 12</i>							
Black	33.6%	26.5%	22.2%	16.8%	-21.1%	-16.2%	-24.3%
Hispanic	43.5%	43.6%	21.2%	20.0%	0.2%	-51.4%	-5.7%
White	3.9%	5.8%	3.1%	5.8%	48.7%	-46.6%	87.1%

Percent Change Over 4 Years - History

	05-06	08-09	% Change 07-08 to 08-09
<i>Grade 9</i>			
Black	29.9%	32.3%	8.0%
Hispanic	34.9%	27.8%	-20.3%
White	4.0%	6.0%	50.0%
<i>Grade 10</i>			
Black	32.9%	32.8%	-0.3%
Hispanic	36.7%	29.3%	-20.2%
White	7.1%	3.0%	-57.7%
<i>Grade 11</i>			
Black	39.8%	28.2%	-29.1%
Hispanic	35.7%	38.3%	7.3%
White	6.7%	7.1%	6.0%
<i>Grade 12</i>			
Black	33.6%	16.8%	-50.0%
Hispanic	43.5%	20.0%	-54.0%
White	3.9%	5.8%	48.7%

Year to Year Percent Change in D/F/NC Grades - World Languages

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
<i>Grade 9</i>							
Black	20.6%	19.3%	18.5%	17.9%	-6.3%	-4.1%	-3.2%
Hispanic	25.0%	20.6%	33.4%	21.6%	-17.6%	62.1%	-35.3%
White	3.9%	3.9%	3.0%	2.3%	0.0%	-23.1%	-23.3%
<i>Grade 10</i>							
Black	21.6%	16.4%	18.8%	20.4%	-24.1%	14.6%	8.5%
Hispanic	32.5%	17.3%	15.8%	14.3%	-46.8%	-8.7%	-9.5%
White	2.7%	3.6%	2.2%	1.6%	33.3%	-38.9%	-27.3%
<i>Grade 11</i>							
Black	19.8%	19.1%	11.2%	11.2%	-3.5%	-41.4%	0.0%
Hispanic	29.0%	12.5%	19.5%	12.9%	-56.9%	56.0%	-33.8%
White	4.7%	3.5%	2.9%	1.3%	-25.5%	-17.1%	-55.2%
<i>Grade 12</i>							
Black	29.7%	27.5%	19.7%	16.0%	-7.4%	-28.4%	-18.8%
Hispanic	28.0%	21.1%	0.0%	3.7%	-24.6%	-100.0%	3.7%
White	3.5%	3.6%	4.5%	5.6%	2.9%	25.0%	24.4%

Percent Change Over 4 Years - World Languages

	05-06	08-09	% Change 07-08 to 08-09
<i>Grade 9</i>			
Black	20.6%	17.9%	-13.1%
Hispanic	25.0%	21.6%	-13.6%
White	3.9%	2.3%	-41.0%
<i>Grade 10</i>			
Black	21.6%	20.4%	-5.6%
Hispanic	32.5%	14.3%	-56.0%
White	2.7%	1.6%	-40.7%
<i>Grade 11</i>			
Black	19.8%	11.2%	-43.4%
Hispanic	29.0%	12.9%	-55.5%
White	4.7%	1.3%	-72.3%
<i>Grade 12</i>			
Black	29.7%	16.0%	-46.1%
Hispanic	28.0%	3.7%	-86.8%
White	3.5%	5.6%	60.0%

Year to Year Percent Change in D/F/NC Grades - Science

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
<i>Grade 9</i>							
Black	35.0%	34.2%	33.7%	43.8%	-2.3%	-1.5%	30.0%
Hispanic	36.0%	42.8%	35.7%	33.3%	18.9%	-16.6%	-6.7%
White	9.0%	4.1%	4.7%	6.5%	-54.4%	14.6%	38.3%
<i>Grade 10</i>							
Black	41.0%	30.3%	28.9%	32.8%	-26.1%	-4.6%	13.5%
Hispanic	38.0%	36.9%	25.8%	29.7%	-2.9%	-30.1%	15.1%
White	8.9%	6.0%	3.7%	5.2%	-32.6%	-38.3%	40.5%
<i>Grade 11</i>							
Black	43.2%	26.2%	26.8%	37.3%	-39.4%	2.3%	39.2%
Hispanic	42.5%	19.6%	28.9%	33.3%	-53.9%	47.4%	15.2%
White	6.2%	3.4%	4.0%	5.6%	-45.2%	17.6%	40.0%
<i>Grade 12</i>							
Black	42.9%	36.2%	31.3%	25.2%	-15.6%	-13.5%	-19.5%
Hispanic	33.4%	46.2%	22.7%	4.3%	38.3%	-50.9%	-81.1%
White	5.6%	4.0%	4.6%	5.1%	-28.6%	15.0%	10.9%

Percent Change Over 4 Years - Science

	05-06	08-09	% Change 07-08 to 08-09
<i>Grade 9</i>			
Black	35.0%	43.8%	25.1%
Hispanic	36.0%	33.3%	-7.5%
White	9.0%	6.5%	-27.8%
<i>Grade 10</i>			
Black	41.0%	32.8%	-20.0%
Hispanic	38.0%	29.7%	-21.8%
White	8.9%	5.2%	-41.6%
<i>Grade 11</i>			
Black	43.2%	37.3%	-13.7%
Hispanic	42.5%	33.3%	-21.6%
White	6.2%	5.6%	-9.7%
<i>Grade 12</i>			
Black	42.9%	25.2%	-41.3%
Hispanic	33.4%	4.3%	-87.1%
White	5.6%	5.1%	-8.9%

Objective: Increase by 10% the percentage of 9th grade African American and Latino students enrolled in honors level classes.

Outcome:

- Goal met for Hispanic students in English/History, World Languages, and Science, and for Black students in English/History but not yet met for Black students in World Languages and Science.

Grade 9 English & History Enrollment Distribution in Honors Classes:

Grad Class 2011 vs Grad Class 2012

	Grad Class 2011 (2007-08)			Grad Class 2012 (2008-09)		% Change 07-08 to 08-09
	<i>n</i>	%		<i>n</i>	%	
Black	35	15.4%		64	28.2%	83.7%
Total # Black students	228			227		
Hispanic	14	21.5%		28	35.4%	64.6%
Total # Hispanic students	65			79		

Grade 9 World Languages Enrollment Distribution in Honors Classes:

Grad Class 2011 vs Grad Class 2012

	Grad Class 2011 (2007-08)			Grad Class 2012 (2008-09)		% Change 07-08 to 08-09
	<i>n</i>	%		<i>n</i>	%	
Black	50	35.5%		43	33.6%	-5.3%
Total # Black students	141			128		
Hispanic	13	23.6%		19	33.3%	41.0%
Total # Hispanic students	55			57		

**Grade 9 Science Honors/AP Enrollment Distribution in Honors Classes:
Grad Class 2011 vs Grad Class 2012**

	Grad Class 2011 (2007-08)			Grad Class 2012 (2008-09)		% Change 07-08 to 08-09
	<i>n</i>	%		<i>n</i>	%	
Black	45	37.8%		37	28.5%	-24.7%
Total # Black students	119			130		
Hispanic	15	33.3%		18	37.5%	12.5%
Total # Hispanic students	45			48		

Strategies implemented for Literacy Goal include:

- Test Prep in reading in classes throughout the year.
- Semester test prep class for identified juniors.
- Mandatory week of intensive test prep instruction for all juniors prior to PSAT and IAA.
- Engaging students with essential questions and providing explicit reading instruction in all content areas.
- Development of departmental plans for reading in the content area.
- Professional development to support teachers in engaging students in reading and explicitly teaching reading in content areas.
- Revision of the curriculum in grade 9 mixed level classes to provide more students access to an honors level curriculum.
- Expansion of co-teaching classes from 2 to 12.
- Monitoring of incoming freshman placement to ensure that students are appropriately challenged and successful.
- Monitoring of student achievement in content mastery and overall reading over the course of the year.
- Providing at least one identified reading intervention to students who are not demonstrating grade level reading proficiency.
- Setting of targets for students in READ180/Freshman Reading to monitor progress.

Numeracy Goal

- Achieve measurable academic gains in math.
- Improve math achievement in academic courses.

Objective: Meet the NCLB "Safe Harbor" provision by decreasing by 10% the percentage of students who do not meet standards in math on the PSAT and IAA in each of the subgroups Black, Latino, low-income, English Language Learners (ELLs), and Special Education. Meet the safe harbor provision.

Outcome: Data available from state in August/September.

Objective: Increase the gain by 10% in math over the previous year for subgroups from EXPLORE to PLAN to ACT.

Outcome: Data available from state in August/September.

Objective: Reduce by 10% the total number of Ds and Fs in semester grades.

Outcome: (Numbers in blue represent a decrease in percent change of 10 percent or more. Numbers in green represent a decrease in percent change of one percent or more.)

- Goal not yet met.

Year to Year Percent Change in D/F/NC Grades - Mathematics

	05-06	06-07	07-08	08-09	% Change 05-06 to 06-07	% Change 06-07 to 07-08	% Change 07-08 to 08-09
Grade 9							
Black	36.1%	31.1%	24.9%	34.6%	-13.9%	-19.9%	39.0%
Hispanic	41.3%	26.3%	25.8%	29.7%	-36.3%	-1.9%	15.1%
White	5.5%	5.9%	7.0%	7.8%	7.3%	18.6%	11.4%
Grade 10							
Black	33.5%	28.7%	35.2%	36.1%	-14.3%	22.6%	2.6%
Hispanic	39.0%	20.4%	38.2%	26.7%	-47.7%	87.3%	-30.1%
White	10.3%	6.0%	6.5%	7.4%	-41.7%	8.3%	13.8%
Grade 11							
Black	45.8%	37.1%	32.5%	33.2%	-19.0%	-12.4%	2.2%
Hispanic	32.4%	30.8%	37.0%	30.8%	-4.9%	20.1%	-16.8%
White	10.6%	9.1%	8.7%	11.0%	-14.2%	-4.4%	26.4%
Grade 12							
Black	44.2%	43.7%	42.0%	40.2%	-1.1%	-3.9%	-4.3%
Hispanic	41.9%	41.5%	28.9%	29.8%	-1.0%	-30.4%	3.1%
White	11.2%	8.0%	11.1%	11.8%	-28.6%	38.8%	6.3%

Percent Change Over 4 Years - Mathematics

	05-06	08-09	% Change 07-08 to 08-09
Grade 9			
Black	36.1%	34.6%	-4.2%
Hispanic	41.3%	29.7%	-28.1%
White	5.5%	7.8%	41.8%
Grade 10			
Black	33.5%	36.1%	7.8%
Hispanic	39.0%	26.7%	-31.5%
White	10.3%	7.4%	-28.2%
Grade 11			
Black	45.8%	33.2%	-27.5%
Hispanic	32.4%	30.8%	-4.9%
White	10.6%	11.0%	3.8%
Grade 12			
Black	44.2%	40.2%	-9.0%
Hispanic	41.9%	29.8%	-28.9%
White	11.2%	11.8%	5.4%

Objective: Increase by 10% the percentage of 9th grade African American and Latino students enrolled in honors level classes.

Outcome:

- Goal was met for Hispanic and Black students.

Grade 9 Math Honors/AP Enrollment Distribution in Honors Classes:

Grad Class 2011 vs Grad Class 2012

	Grad Class 2011 (2007-08)			Grad Class 2012 (2008-09)		% Change 07-08 to 08-09
	<i>n</i>	%		<i>n</i>	%	
Black	30	13.5%		37	15.5%	14.6%
Total # Black students	222			239		
Hispanic	7	10.4%		21	23.1%	120.9%
Total # Hispanic students	67			91		

Strategies implemented for Numeracy Goal include:

- Test Prep curriculum in all classes, Pre-Algebra through Trigonometry, throughout the year.
- Semester test prep class for identified juniors.
- Mandatory week of intensive test prep instruction for all juniors immediately prior to the PSAT and IAA.
- Identification of students whose practice ACT scores are close to meeting standards/review of incorrect test items with individual students.
- Continued monitoring of implementation of the 2 Algebra curriculum (regular level) math program.
- Review of department semester exams and grades with teachers.
- Expansion of the Academic Youth Development curriculum.
- Monitoring of incoming freshman placement to ensure that students are appropriately challenged and successful.
- Math lesson study with all math teachers using outside consultant.
- Implementation of co-teaching with Math/Bilingual and Math/Special Education.
- Analysis of student work on common unit assessments in PLCs to make appropriate changes in math instruction.

Well-Being Goal

- Provide a system of supports, including a pyramid of interventions, to enhance academic success and wellness for all students.

Objective: Align the System of Supports with the requirements of Response to Intervention.

Outcome: A comprehensive Response to Intervention plan is embedded in the School Improvement Plan.

Academic

Objective: Reduce by 10% the total number of reclassified students.

Outcome:

- Goal was met.

	School Year 06-07			School Year 07-08			School Year 08-09		
# Reclassified Students	Begin. Sem 1 2006-07	Begin. Sem 2 2006-07	% Change	Begin. Sem 1 2007-08	Begin. Sem 2 2007-08	% Change	Begin. Sem 1 2008-09	Begin. Sem 2 2008-09	% Change
All	307	195	-36%	325	122	-62%	254	126	-50%
Black	NA	NA	NA	203	79	-61%	154	74	-52%
Hispanic	NA	NA	NA	80	27	-66%	56	32	-43%
White	NA	NA	NA	36	10	-72%	31	12	-61%
Asian/N Amer/ Multi	NA	NA	NA	6	6	0%	13	8	-38%

Objective: Reduce by 10% the total number of Fs, Ds, and NCs.

Outcome: (See Outcomes for Literacy and Numeracy Goals)

Wellness

Objective: Promote student wellness and personalization, including good nutrition and physical activity, and social/emotional health in ETHS educational programs.

Outcome:

- Implementation of a Physical Education Resource Center for students who have medical excuses as well as students who do not dress for PE class.
- Implementation of new the board policy adding freshman grades in Physical Education as a part of the GPA.
- New curriculum on good decision making, pregnancy prevention and access to health care after high school for juniors and seniors with the assistance of the ETHS Health Center.
- Approval of textbook for the 2009-2010 school year to supplement fitness and wellness curriculum in grades 9-12.
- Health Center presentations for all junior and senior PE classes to address the need for intervention to prevent STI's and pregnancy.
- Student Services team meetings and interventions for over 600 students this school year.
- Social workers and their interns facilitated more than 30 different groups throughout the school year that focused on a variety of social and emotional issues.
- Work with community agencies including services for teen parents.

- Receipt of grant from the Midwest Dairy Council in recognition of innovative efforts to bring school breakfast to ETHS students and receipt of grant from the National Dairy Council for positive partnership with our dairy processor.
- Elimination of sale of regular pop soda in all vending machines and reduction of fried foods to just fries that are only served two days a week.
- District 65 PTA meeting to review "Fact vs. Fiction" on school meals and to gather menu input from parents/students.

Objective: Increase by 5% participation in athletic and extracurricular programs.

Outcome: Data will be available in August/September and reported in Annual Statistical Profile in fall 2009.

Behavior

Objective: Reduce by 10% the percentage of in and out-of-school suspensions, using alternatives to suspension and behavioral supports/interventions.

Outcome:

Percent Inside-Outside Suspensions 2006-07 to 2008-09

	2006-07	2007-08	2008-09	% Change for # Suspensions 06-07 to 07-08	% Change for # Suspensions 07-08 to 08-09
# Suspensions	878	776	747	-12%	-4%
Non-duplicative # of Students Suspended	376 (12% total enrollmnt.)	382 (13% total enrollmnt.)	330 (11% total enrollmnt.)		

Outreach

Objective: Increase the outreach of the school board, administration, faculty and staff in involving parents and other adults in successfully educating all ETHS students.

Outcome:

- School board members are highly visible at school/community activities and events all year long.
- Home Access Center (a component of new E-School software system) implemented which allows parent and student access to grades and attendance.

Post-Secondary Planning

Objective: Promote successful transitions from high school for post-secondary education/training and/or work.

Outcome: Data not yet available on numbers of students completing certification programs, dual-credit with Oakton Community College, and/or completing three course sequences in AST or Fine Arts. Data will be provided in Annual Statistical Report in fall 2009.

Strategies implemented for well-being goal include:

- Development of a comprehensive plan to expand System of Supports that meets the needs of all students.
- Expansion of academic supports, including AM Support and Study Centers, for all students.
- Development of a comprehensive transition program for incoming 9th graders to ensure successful transition and a sense of community.
- Continuation of conflict management, Restorative Justice, G.A.I.N., anger management and substance abuse programs to assist students in improving behavior and making good decisions.
- Instruction in grade 9-12 that fosters the positive relationship among good nutrition, physical activity, and the capacity of students to learn/ Instruction in appropriate courses and through healthy food and beverage options.
- Integration of health education topics into Physical Education/Health in consultation with the School-Based Health Center.
- Creation of a calendar of events and structures to increase parent and community outreach.
- Increased communication among parents, teachers, and counselors by implementing *E-School*.

Budget & Finance Goal

-Assure that the District remains financially solvent and that financial decisions consider student achievement and performance.

Objective: Develop a values-based budget to make budgeting decisions that support student achievement.

Outcome: Completed budget summer 2008 and for FY 2009 received national Government Finance Officers' Association Distinguished Budget Presentation Award.

Objective: Use a financial planning model and financial policies related to those to address long-term programmatic and capital needs to improve student achievement.

Outcome: Completed CIP budget in summer 2008 and updated in winter 2009. Completed over \$7 million in capital improvements in FY 2009.

Objective: Constant monitoring of both the budget and best financial practices to improve efficient use of District financial resources.

Outcome: Completed first mid-year budget review in January 2009. Received state Certificate of Financial Recognition that is highest category obtainable for School District Financial Profile.

Objective: Coordinate and increase development of community resources in support of the District's goals and objectives.

Outcome: Ongoing 2009.

Strategies implemented for Budget/Finance Goal include:

- Implementation of values-based budgeting in FY 2009 Budget.
- Implementation of first mid-year budget review.
- Continued use of five-year forecasting model to project District finances.
- Continued use of five-year Capital Improvements Program for planning and implementing long-term capital improvements.
- Development of national network of alumni support in concert with ETHS Foundation.
- Work with community organizations such as the City, North Shore Health Care, Northwestern University, Evanston Community Foundation and Oakton Community College to continue and expand programmatic and financial partnerships.