



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Monday, November 6, 2023 - 6:30 PM**

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. PLEDGE OF ALLEGIANCE**

**IV. PUBLIC PARTICIPATION**

**V. CURRICULUM & INSTRUCTION**

- A. Strategic Plan Goal One Update
- B. Standard Assessment Report
- C. Advanced Placement Report
- D. Illinois School Report Card
- E. Equity Journey Continuum

2

**VI. PUBLIC PARTICIPATION**

**VII. IASB RESOLUTIONS REVIEW**

58

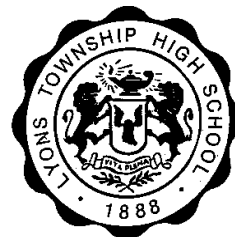
**VIII. ADJOURNMENT**

BY ORDER OF  
DAWN AUBERT  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
100 SOUTH BRAINARD AVENUE  
LA GRANGE, IL 60525

# LYONS TOWNSHIP HIGH SCHOOL

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**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Brian Waterman  
Board of Education

FROM: Scott Eggerding  
Kristine Zieman  
Jennifer Rowe

DATE: November 6, 2023

RE: SY2023 Standardized Assessment Update, Illinois School Report Card and Strategic Plan Goal 1 Update

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## INFORMATION:

The following collection of materials includes information related to a SY23 Standardized Assessment Report, Illinois School Report Card, Equity Journey Continuum, and Strategic Plan Goal One Update.

### **2023 STANDARDIZED ASSESSMENT REPORT**

The attached report provides historical data and analysis of standardized assessments administered at LTHS which includes PSAT8/9, PSAT 10 and SAT as well as the Illinois Science Assessment, Dynamic Learning Maps and ACCESS for ELL's.

### **2023 ADVANCED PLACEMENT EXAM REPORT**

The attached report includes the number of students who sat for an Advanced Placement test, the number of tests administered overall, and an analysis of AP test results both as a whole and by individual tests.

### **PRESENTATION SLIDES FOR THE NOVEMBER 6 COMMITTEE OF THE WHOLE MEETING**

In addition to summary slides for the two reports above, presentation slides also include the Strategic Plan Goal 1 Update, highlights from the LTHS School Report Card, Equity Journey Continuum Metrics, and District-Wide Focus Areas that address the results.

## RECOMMENDATION:

No action is required. This item is informational.

# ASSESSMENT & RESEARCH



## 2023 Standardized Assessment Report

Lyons Township High School District 204

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## Introduction

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. At the high school level, ELA and mathematics standards are assessed in grades 9 – 11 through the PSAT 8/9, PSAT 10, and SAT assessments. Science is assessed through the Illinois Science Assessment, which is administered to students in grade 11. Fewer than 1% students will be administered the Dynamic Learning Maps Alternate Assessment instead of the SAT suite of assessments and the Illinois Science Assessment.

The US Department of Education also requires all English learners be assessed in reading, writing, speaking, and listening each year until they reach English language proficiency. Illinois utilizes the ACCESS for ELLs assessment to assess English learners each winter.

The 2023 Standardized Assessment Report summarizes the districts performance on these assessments. These results, in conjunction with many local and classroom-based assessments, will drive the work of Lyons Township High School District 204's strategic plan and the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.

## SAT Suite of Assessments

The SAT Suite of Assessments is comprised of the PSAT 8/9, PSAT 10, and SAT. Students are assessed using the PSAT 8/9 during the spring of their freshman year, the PSAT 10 during the spring of their sophomore year, and the SAT during the spring of their junior year. The SAT suite is aligned to Illinois Learning Standards in English Language Arts and mathematics. The assessments are research based and assess skills and concepts essential for students to be college and career ready. The common scale score allows students, parents/guardians, and school staff to measure growth across academic years and at both the program and student level.

### SAT

The SAT measures college and career readiness and connects students to colleges and scholarship opportunities. School staff can utilize the assessment results to monitor programs and gauge initiative effectiveness throughout the school community.

### PSAT 10

The PSAT 10 allows students, parents/guardians, and teachers to check-in on a student's progress and growth. New areas of strength and opportunities for growth are identified to support student learning and help students better prepare for the SAT.

### PSAT 8/9

The PSAT 8/9 provides baseline data for students, parents/guardians, and teachers. It helps identify areas of strength and opportunities for growth at the grade, program, course, and student level. This information informs instruction and allows school staff to better meet the needs of all students.

## SAT School Day | College and Career Readiness Benchmarks

College Board considers students college and career ready when SAT section scores meet Mathematics and Evidence-Based Reading and Writing benchmarks. College Board defines college and career ready as following:

- Students with a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, precalculus, or calculus.
- Students with a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

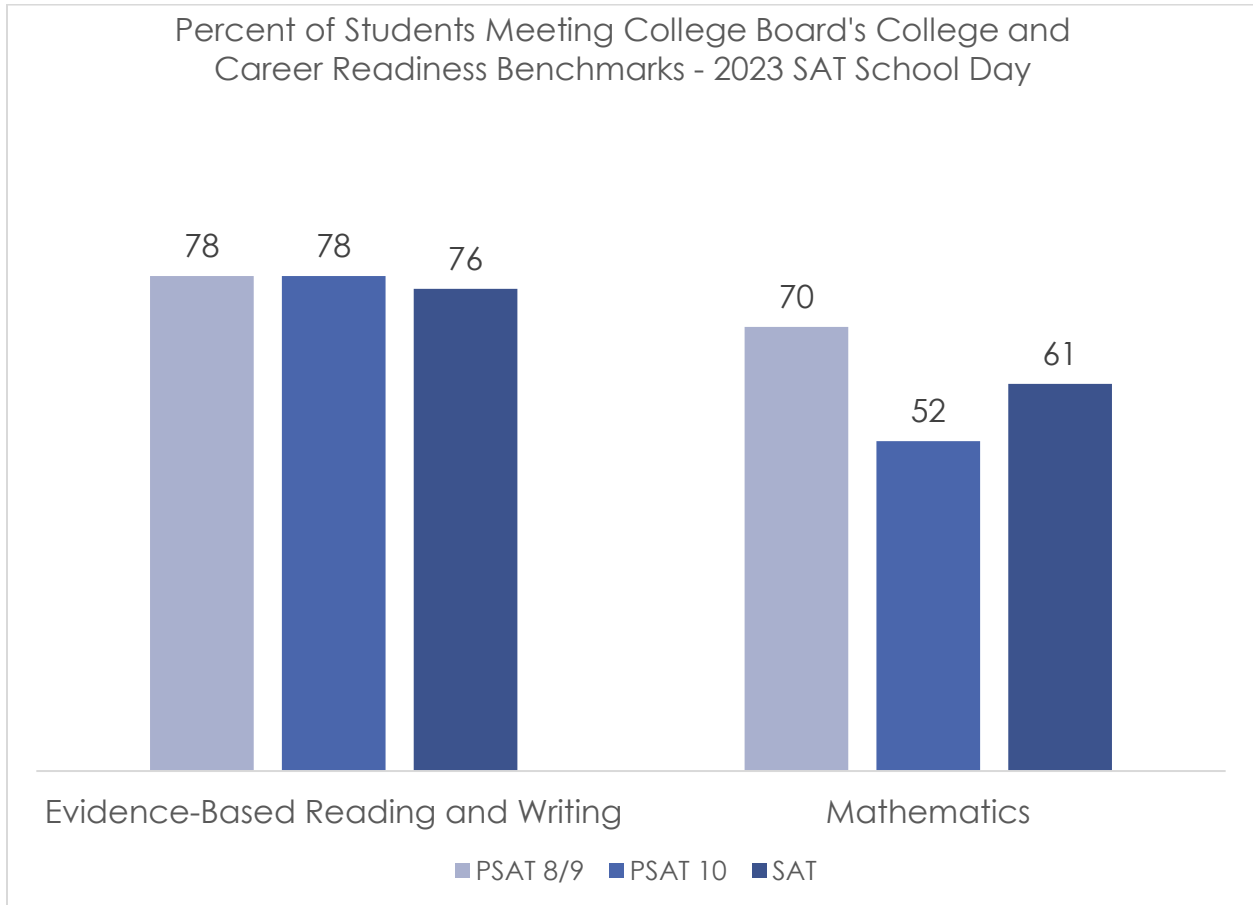
It is important to note that readiness is fluid and a student scoring below the benchmark can still be successful in college.

College Board has established grade-level benchmarks to indicate whether students at all grade levels are on track for college and career readiness. Those benchmarks are below:

<i>Grade Level/Test</i>	<i>Evidence-Based Reading and Writing College and Career Benchmark</i>	<i>Mathematics College and Career Benchmark</i>
Grade 9	410	450
Grade 10	430	480
Grade 11 (PSAT)	460	510
SAT	480	530

## College Board College and Career Readiness Benchmarks by Grade

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics by grade level.

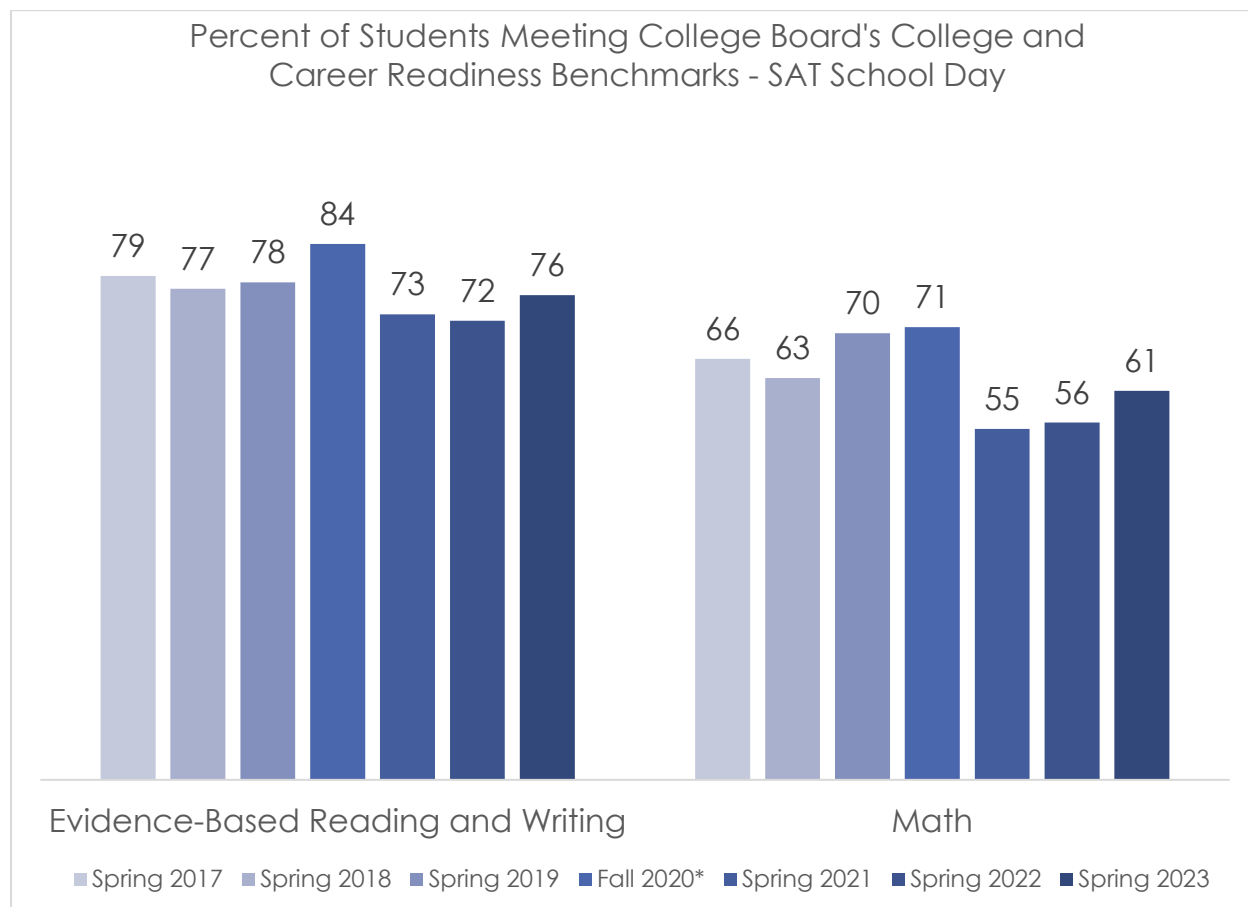


Students performed well on the Evidence-Based Reading and Writing portion of the SAT suite with over three-quarters of students meeting College and Career Readiness benchmarks in all three grade levels. Students performed highest on the mathematics section of the SAT suite at the freshman level. The smallest percentage of students met College and Career Readiness Mathematics benchmarks at the sophomore grade level.

## College Board College and Career Readiness Benchmarks by Year

### SAT

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the SAT each school year.

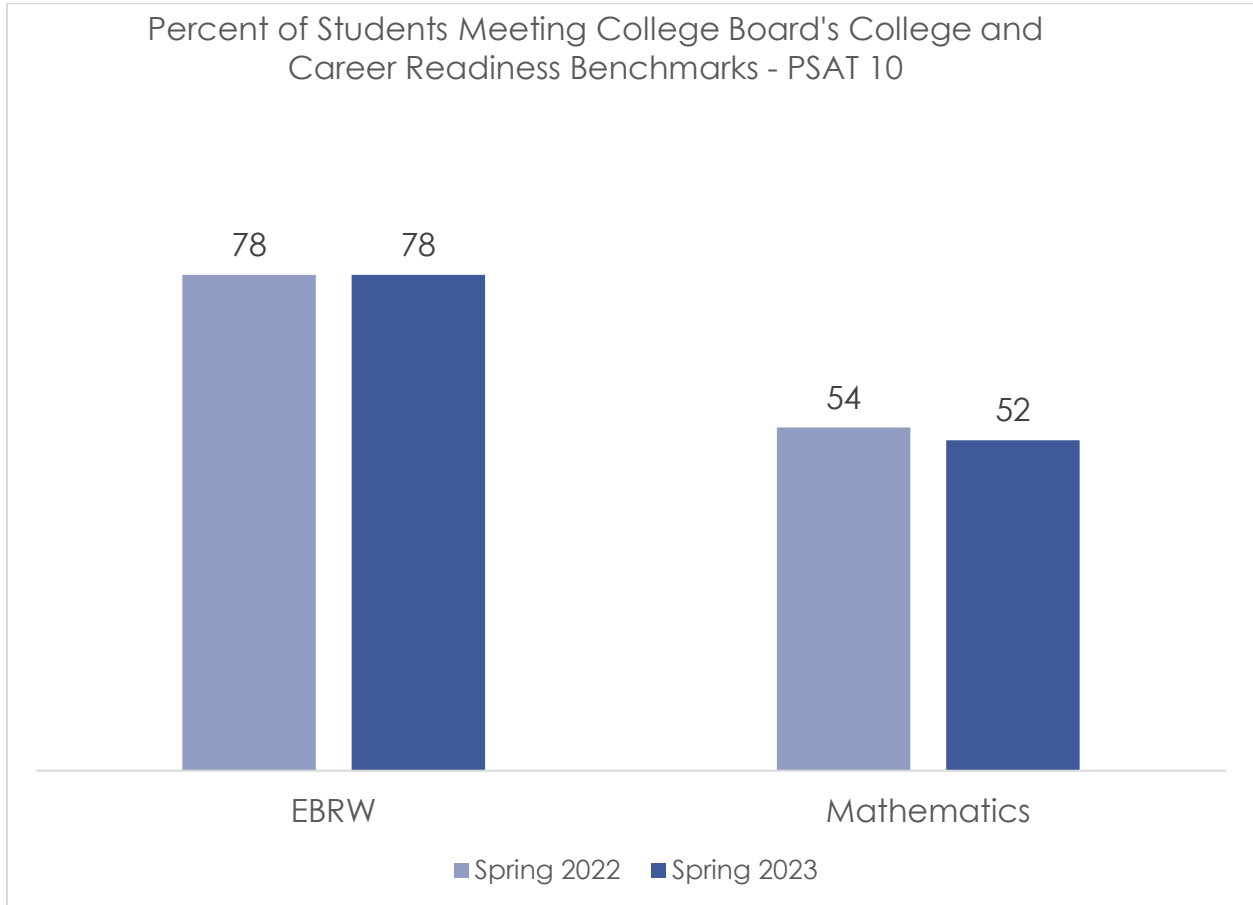


Data from the Fall of 2020 represents seniors who optionally completed the assessment because spring of 2020 exams were cancelled by ISBE.

The percentage of students meeting College Board Readiness Benchmarks was higher in the Spring of 2023 than the Spring of 2022. 76% of students met the Evidence-Based Reading and Writing benchmark and 61% met the Mathematics benchmark in the spring of 2023.

## PSAT 10

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the PSAT 10 each school year.

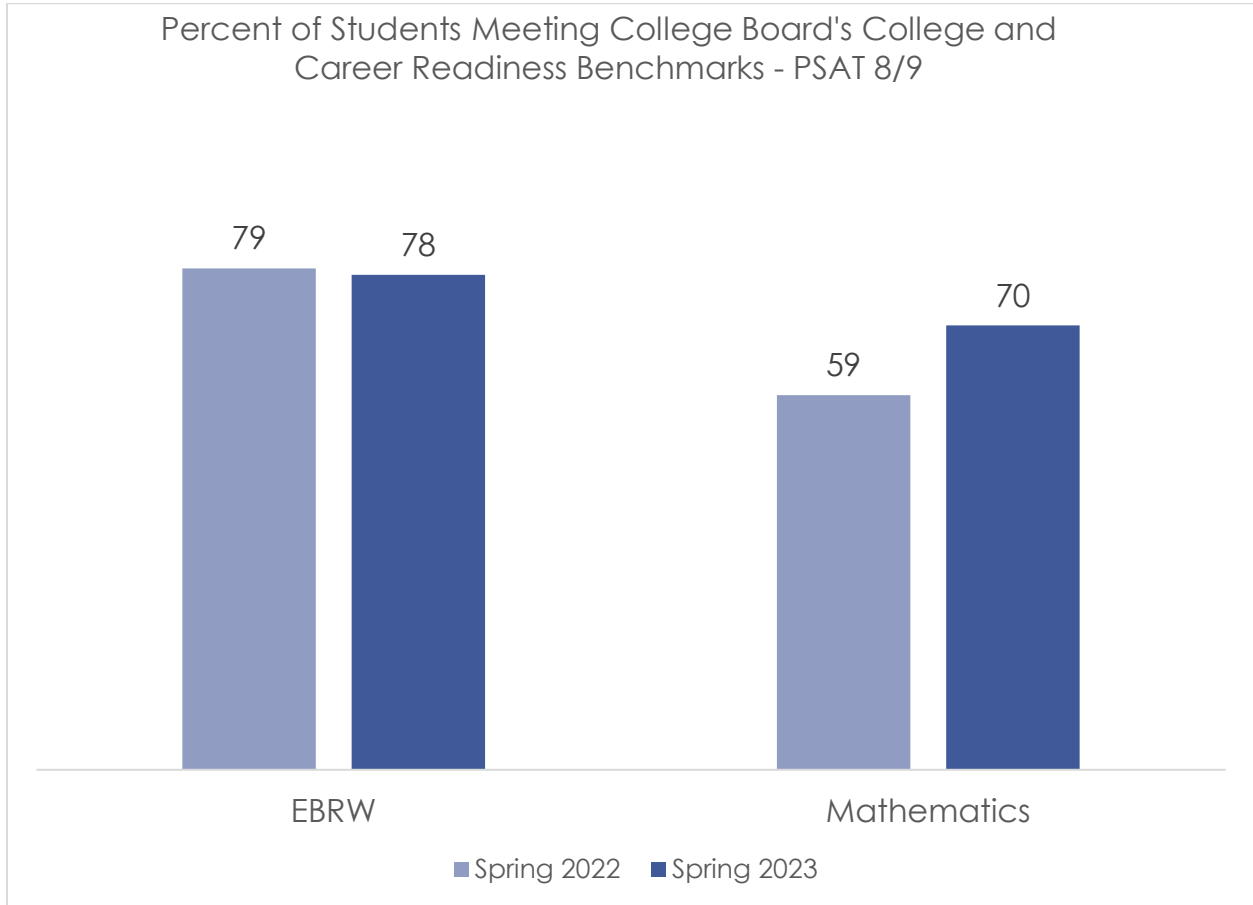


Data prior to the spring of 2022 is not available because the PSAT 10 was cancelled by ISBE during the COVID-19 pandemic.

Students assessed in the spring of 2023 performed similar to students assessed in the spring of 2022 in both Evidence-Based Reading and Writing and Mathematics on the PSAT 10.

## PSAT 8/9

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the PSAT 8/9 each school year.



Data prior to the spring of 2022 is not available because the PSAT 8/9 was cancelled by ISBE during the COVID-19 pandemic.

Students assessed in the spring of 2023 performed similar to students assessed in the spring of 2022 on the Evidence-Based Reading and Writing section of the PSAT 8/9. 11% more students met College and Career Readiness Benchmarks in Mathematics on the PSAT 8/9 in the spring of 2023 than the spring of 2022.

## SAT School Day | State of Illinois Performance Levels

The Illinois State Board of Education (ISBE) has performance levels for the SAT that measure a student's mastery of the Illinois Learning Standards. These performance levels measure mastery of content – not college and career readiness. ISBE performance levels are different than the College Board College and Career Readiness Benchmarks and are used for different purposes.

Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the SAT. The ISBE Performance Levels are found below:

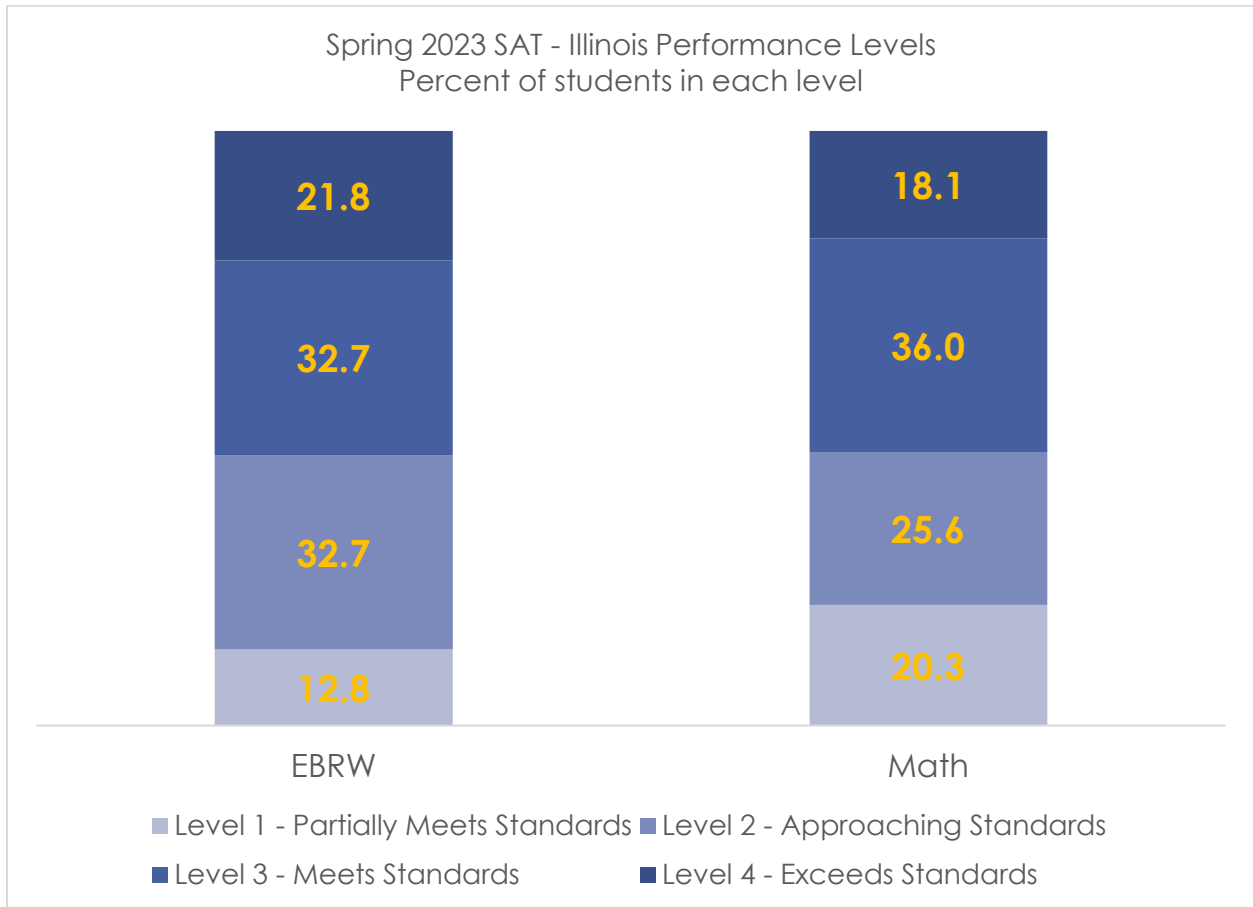
<i>Performance Level</i>	<i>Evidence-Based Reading and Writing Score Ranges</i>	<i>Mathematics Score Ranges</i>
Level 4 <i>Exceeds Standards</i>	640 - 800	670 - 800
Level 3 <i>Meets Standards</i>	540 – 630	540 - 660
Level 2 <i>Approaching Standards</i>	430 – 530	450 – 530
Level 1 <i>Partially Meets Standards</i>	200 - 420	200 - 440

These performance levels are only applicable to the SAT and cannot be applied to the PSAT 8/9 or PSAT10.

## Spring 2023 Illinois Performance Level Distributions

As described previously, the state of Illinois has four performance levels to measure student mastery of the Illinois Learning Standards.

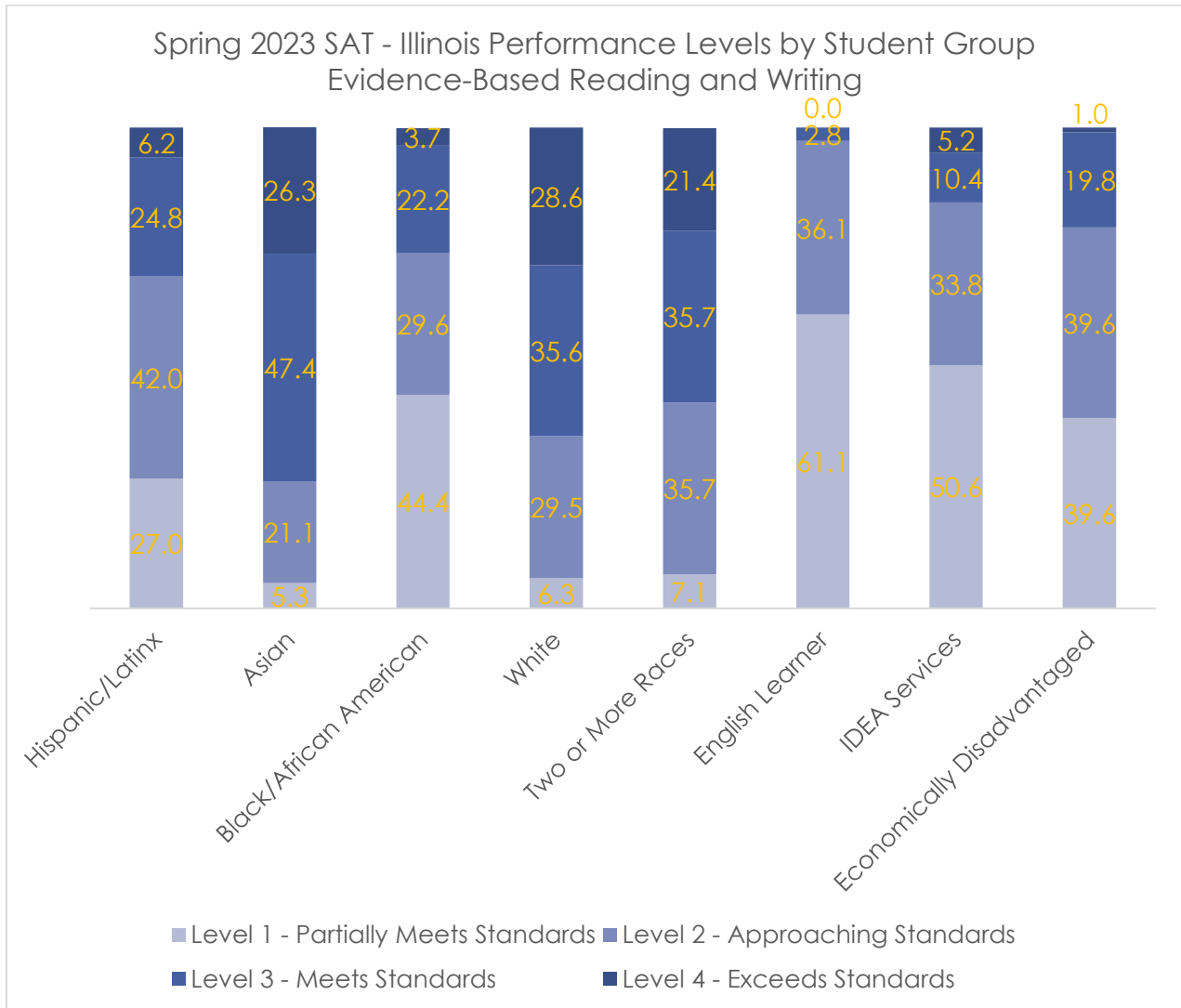
The charts below show the percentage of students in each performance level for Evidence-Based Reading and Writing and Mathematics.



32.7% of students scored in the approaching category for Evidence-Based Reading and Writing and 25.6% earned an approaching score in Mathematics. The students in these categories are very close to demonstrating mastery of the Illinois Learning Standards as measured by the SAT. When comparing the data displayed above to the same data from spring of 2022, LTHS saw a decrease in the percentage of students scoring a level 1 in both Evidence-Based Reading and Writing and Mathematics. LTHS will continue to provide all students with a challenging and rigorous curriculum aligned to the Illinois Learning Standards.

## Evidence-Based Reading and Writing

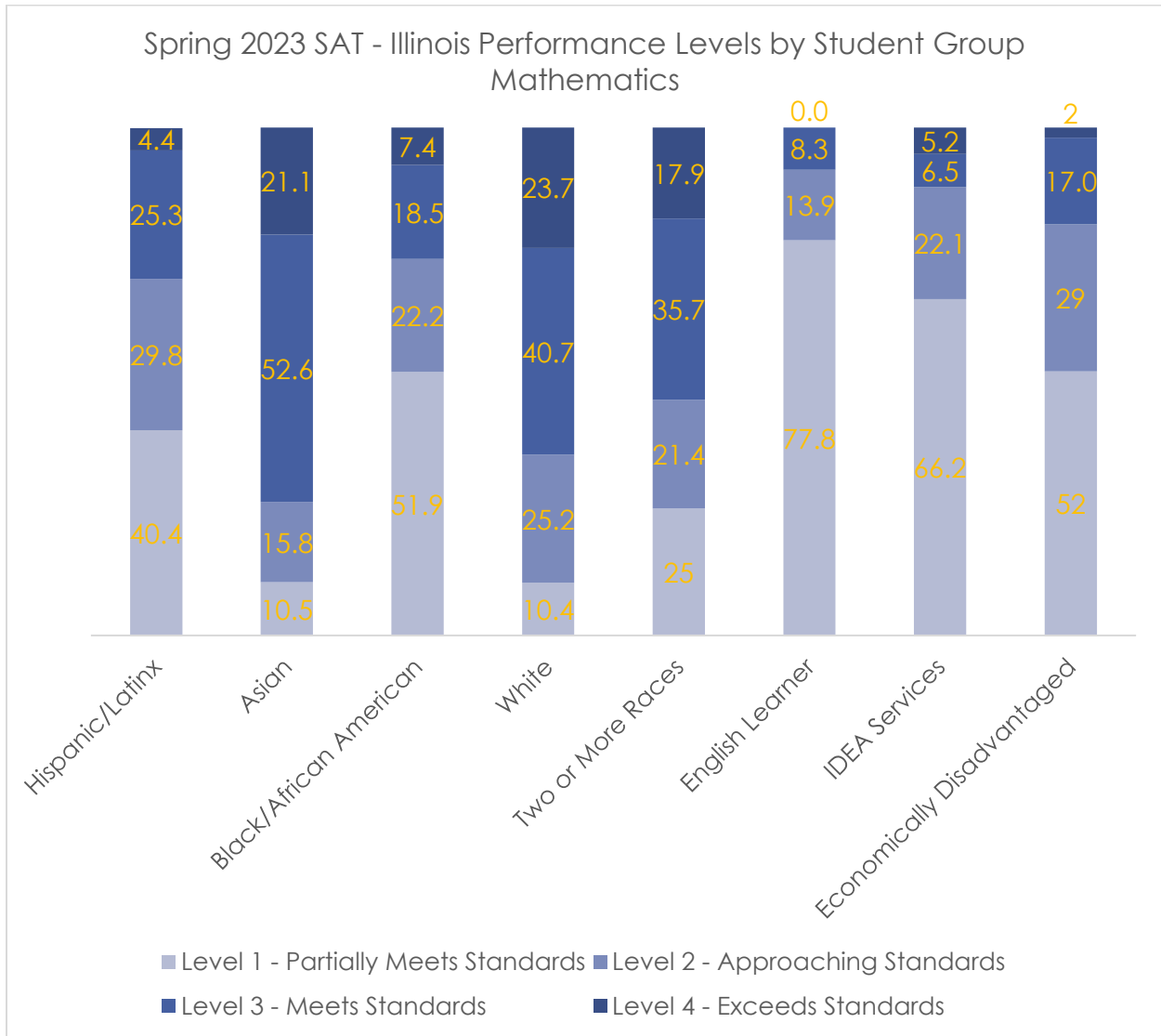
The next chart illustrates the performance level breakdowns for Evidence-Based Reading and Writing by student group.



Performance levels vary amongst student groups. English Learners have the greatest percentage of students scoring a level 1. Bilingual supports have been added to graduation requirements during the 2023-2024 school year to help support the academic and social-emotional needs of this growing group of students.

## Mathematics

The performance level breakdown by student group for Mathematics is displayed below.

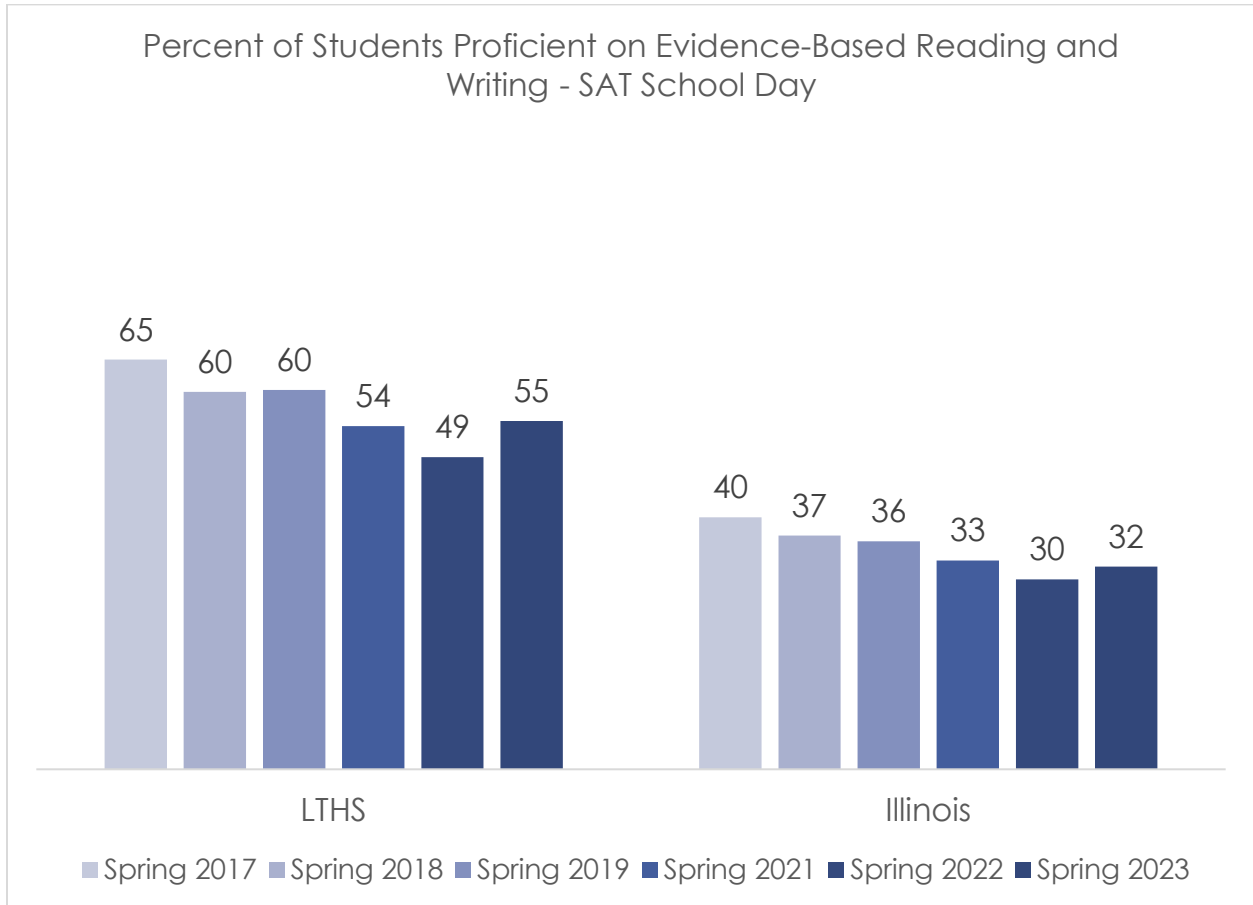


The distribution of scores varies amongst student groups. English Learners and students receiving special education services have the greatest percentage of students in level 1. Bilingual supports have been added to mathematics courses as described previously. Co-teaching has been added to Algebra 1 courses during the 2023-2024 school year to help support special education students in general education classes. This support will be added to additional mathematics courses in the next few years.

## Illinois Proficiency by School Year

### Evidence-Based Reading and Writing

The chart below illustrates the percentage of Lyons Township High School students who were proficient (scoring a 3 or 4) on the Evidence-Based Reading and Writing portion of the SAT compared to state proficiency levels.

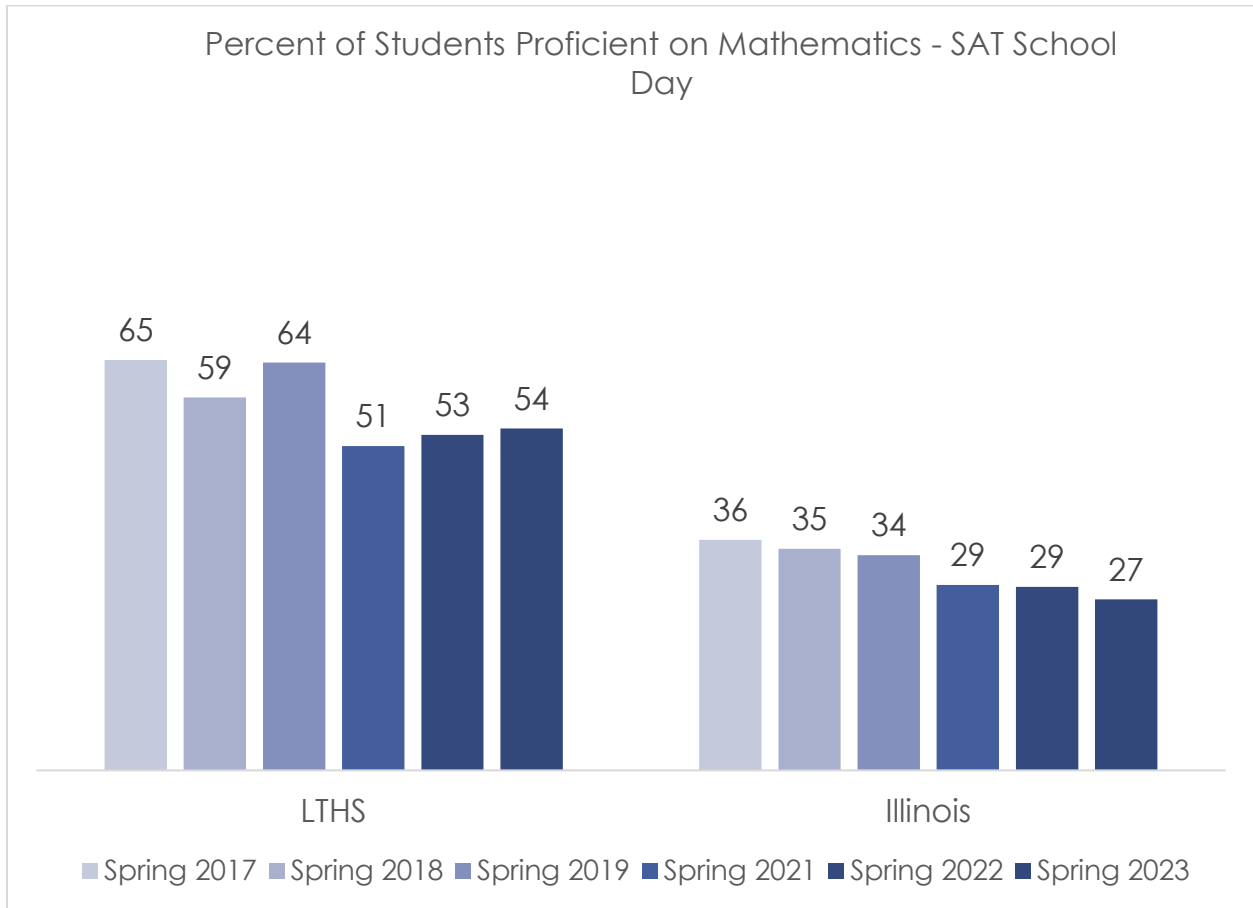


Spring 2020 data is not available due to the cancelation of assessments by ISBE.

LTHS consistently performs above the state of Illinois in reading and writing as measured by the SAT. A greater percentage of students were proficient in the spring of 2023 than the spring of 2021 and spring of 2022. This suggests we are beginning to see a rebound after the COVID-19 pandemic.

## Mathematics

The next chart displays Lyons Township High School's proficiency percentage on the Mathematics portion of the SAT compared to state proficiency percentages.



Spring 2020 data is not available due to the cancelation of assessments by ISBE.

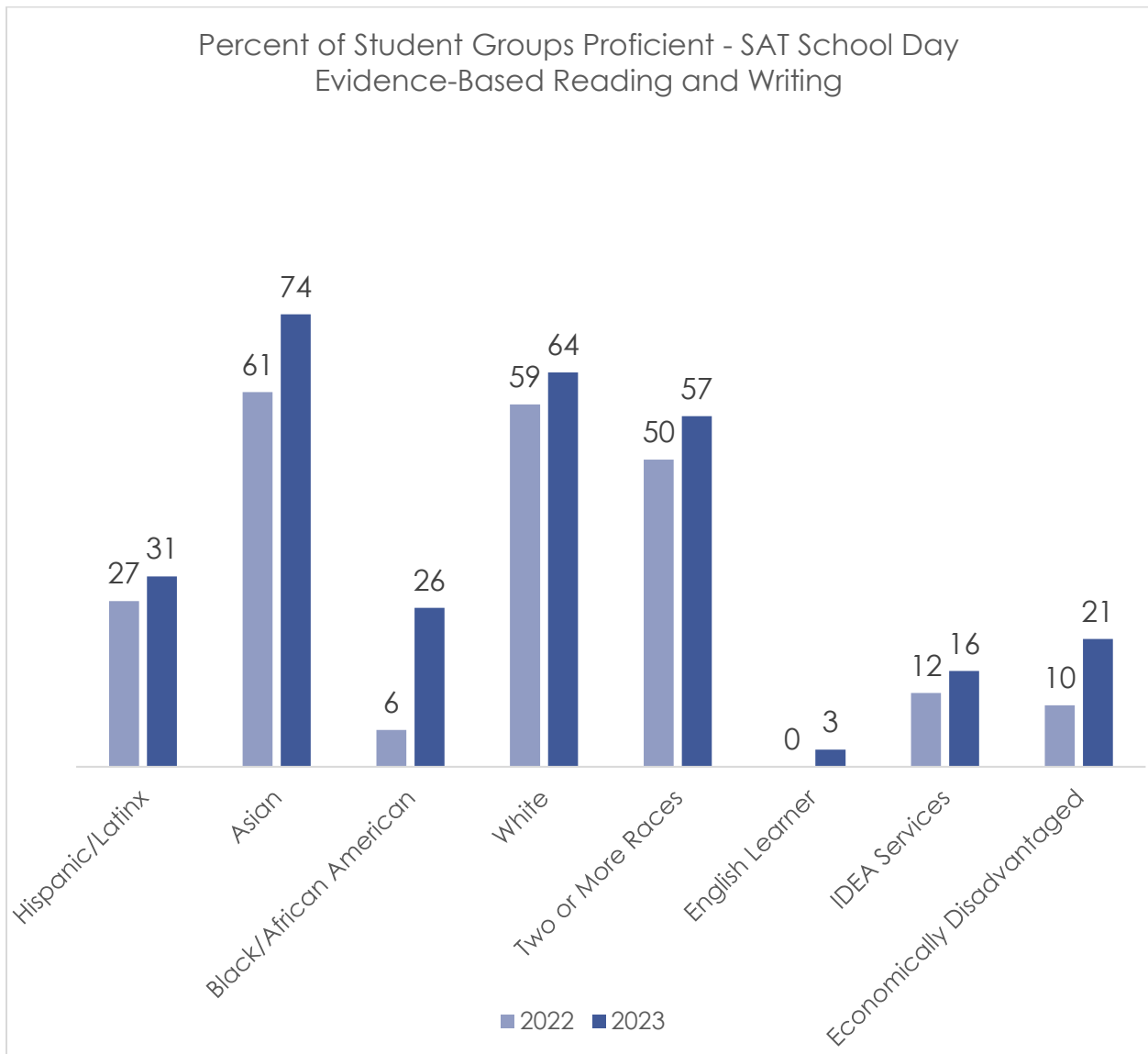
Lyons Township High School continues to outperform the state of Illinois on the SAT in Mathematics. A greater percentage of LT students were proficient in the spring of 2023 than the spring of 2021 and spring of 2022. While LT's gains seen in mathematics are not as large as the gains demonstrated in reading and writing, research shows that mathematics performance was impacted more during the COVID-19 pandemic and will take longer to recover. The state of Illinois saw a decrease in the percentage of students who were proficient in the spring of 2023 when compared to the spring of 2022.

## Illinois Proficiency by Student Group and Year

Lyons Township High School District 204 is committed to closing the achievement gap by supporting the social, emotional, and academic growth of all students. To better focus resources, initiatives, and programs, it is essential to examine SAT performance by student group.

### Evidence-Based Reading and Writing

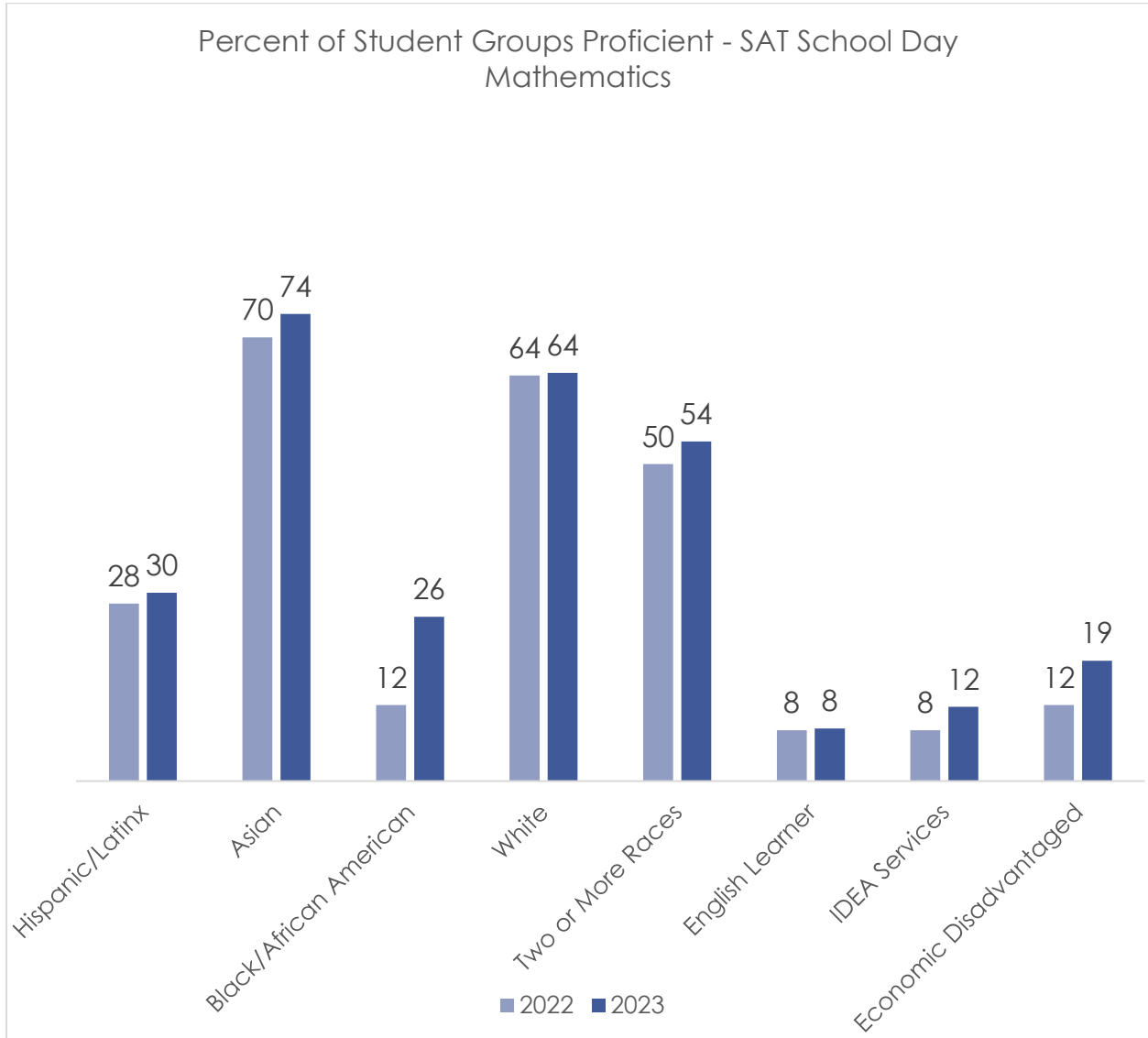
This graph shows performance on the SAT's Evidence-Based Reading and Writing section for each student group. The light blue bar represents proficiency percentages in the spring of 2022. The dark blue bar represents proficiency percentages in the spring of 2023.



All student groups had a greater percentage of students achieve proficiency on the reading and writing section of the SAT during the spring of 2023 than the spring of 2022.

## Mathematics

This graph shows performance on the SAT's mathematics section for each student group. The light blue bar represents proficiency percentages in the spring of 2022. The dark blue bar represents proficiency percentages in the spring of 2023.



All student groups had an equal or greater percentage of students achieve proficiency on the mathematics section of the SAT during the spring of 2023 when compared to the spring of 2022.

## Illinois Science Assessment

The Illinois Science Assessment (ISA) is the state science assessment for students in grade 11. The ISA is a general science assessment that covers life science, physical science, and earth and space science. Engineering and technology practices are embedded throughout the assessment.

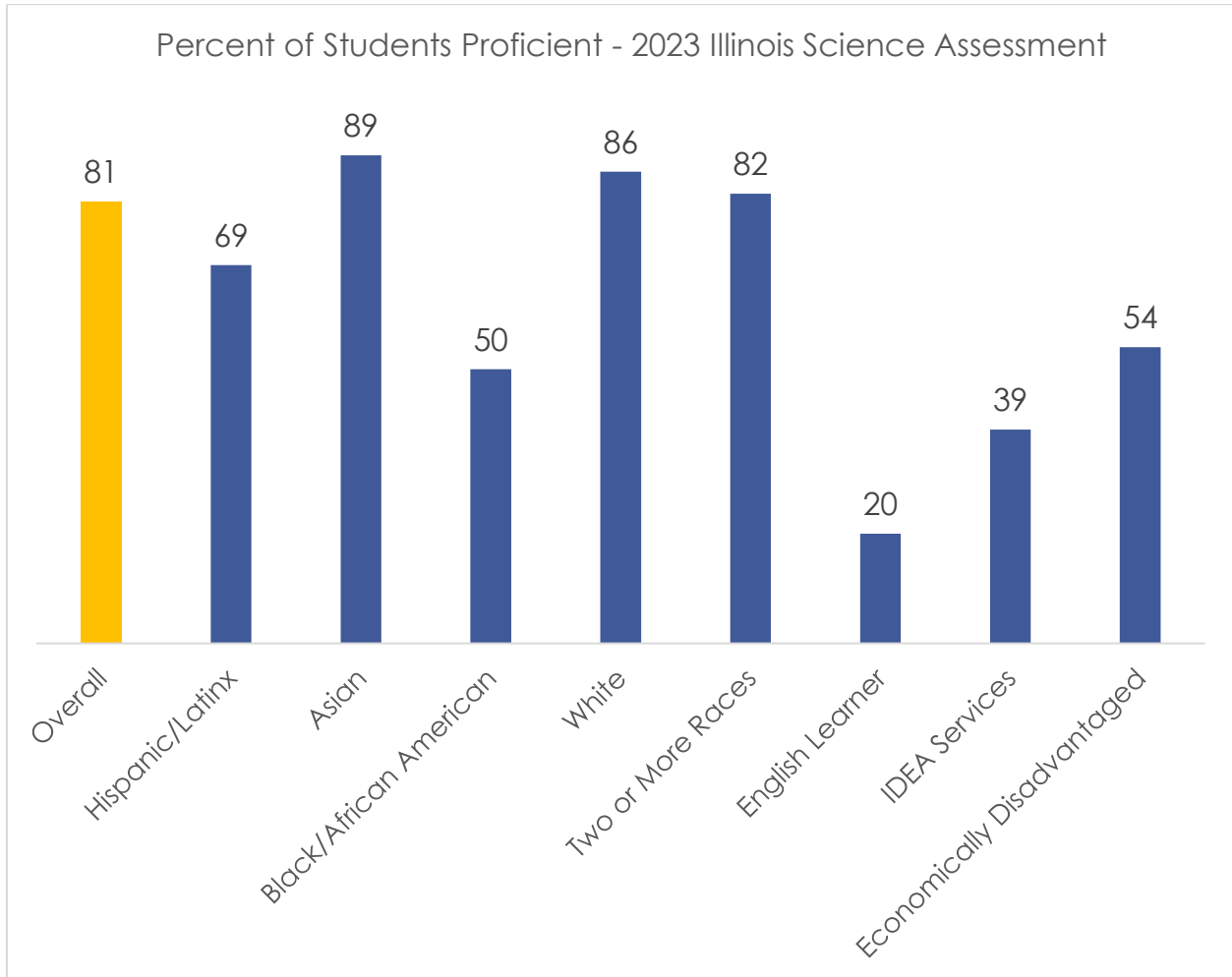
The ISA underwent a redesign in 2020. ISBE has stated that data from the spring of 2021 cannot be compared to the spring of 2022 so comparison data is only available for spring of 2022 and spring of 2023.

The performance levels are shown below with levels 3 and 4 being considered proficient:

<i>Performance Level</i>	<i>Score Ranges</i>
Level 4 Exemplary	834 - 900
Level 3 Proficient	796 - 833
Level 2 Developing	773 - 795
Level 1 Emerging	700 - 772

## Spring 2023 ISA Proficiency by Student Group

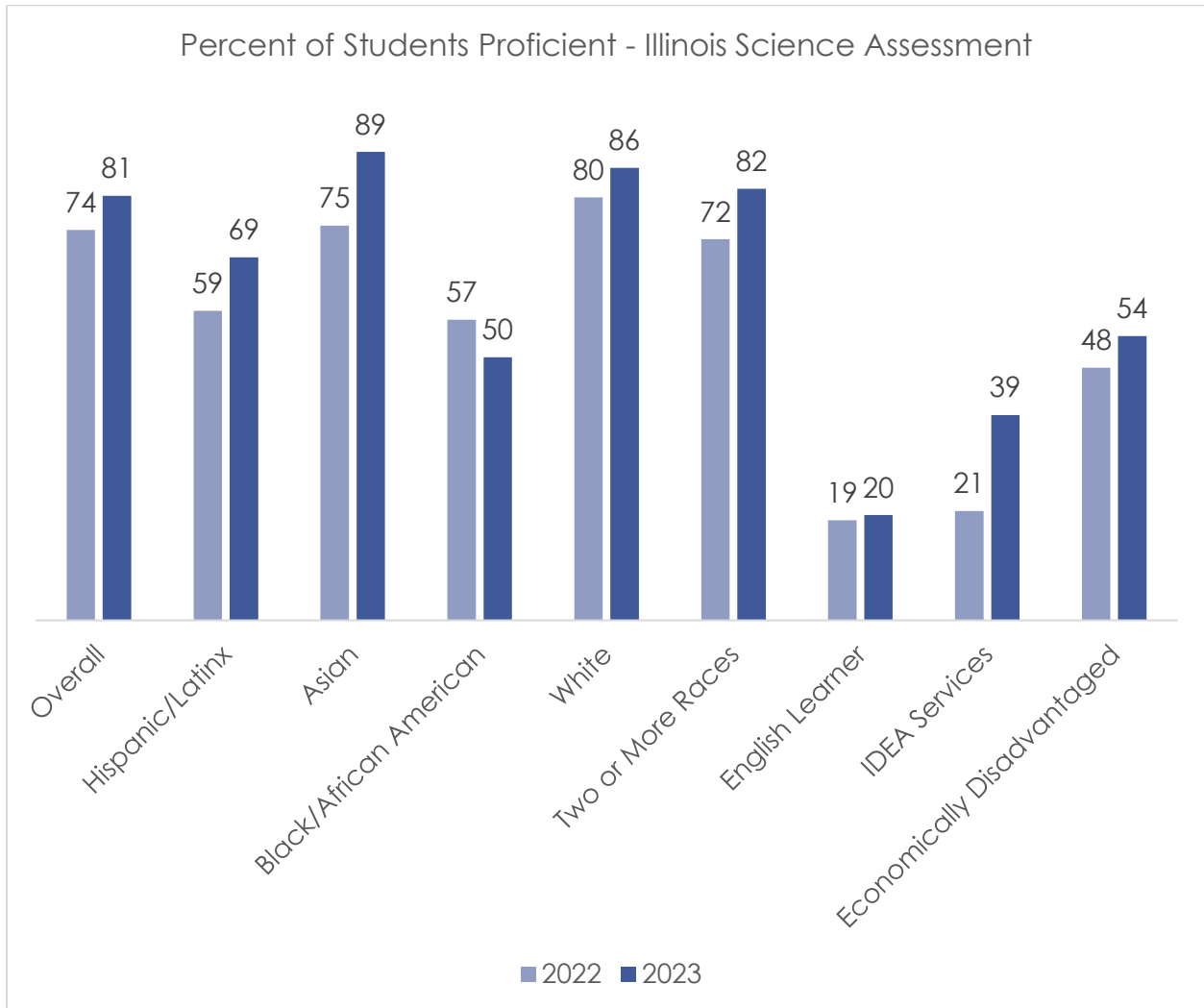
The chart below shows the percentage of students proficient (earning level 3 or 4) on the Spring 2023 ISA overall and by student group. The first bar represents the overall science proficiency level for all students at Lyons Township High School. Subsequent bars illustrate the proficiency percentage (level 3 and 4) of various student groups at LTHS.



Lyons Township High School students continue to do well on the Illinois Science Assessment. Hispanic/Latinx, Black/African American, students receiving English Learner services, students receiving special education services, and economically disadvantaged students had lower proficiency percentages than the overall student group. The staff at Lyons Township High School will continue to address those gaps through the strategic plan work.

## ISA Proficiency by School Year

The chart below shows the percentage of students proficient (earning level 3 or 4) on the Spring 2022 and 2023 sciences assessments. The light blue bars represent the science proficiency level for each student group in the spring of 2022. The dark blue bars represent the proficiency level of each student group in the spring of 2023.



Overall, 7% more students demonstrated proficiency in the spring of 2023 than the spring of 2022. Hispanic/Latinx, Asian, White, Two of More Races, English Learners, students receiving special education services, and students who are economically disadvantaged saw a greater percentage of students achieving proficiency in the spring of 2023 when compared to the spring of 2022.

## Dynamic Learning Maps – Alternate Assessment

The Dynamic Learning Maps – Alternate Assessment (DLM-AA) is administered in place of the PSAT/SAT for students with the most significant cognitive disabilities (typically associated with an IQ less than 55). Students participating in the DLM-AA also have deficiencies in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work leisure, health and safety. Students in grades 9, 10, and 11 are assessed in English Language Arts and Mathematics. Students in grade 11 also complete the Science portion of the DLM-AA instead of the Illinois Science Assessment.

The DLM-AA has four performance levels:

- Emerging
- Approaching the Target
- At Target
- Advanced

Students in the *At Target* and *Advanced* ranges have demonstrated proficiency in the respective subject area.

Less than 1% of students at Lyons Township High School meet the qualifications to participate in the DLM-AA. State guidelines do not permit the reporting of assessment data for student groups fewer than 10 students. This is designed to protect student privacy. In compliance with these guidelines, Lyons Township High School cannot publicly report DLM-AA data. Administration and school staff continue to utilize DLM-AA data to inform instruction and program placement as well as to support the academic needs of all students.

## ACCESS for English Language Learners

ACCESS for English Language Learners is an English Language proficiency exam administered to all English Learners. The assessment assesses listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

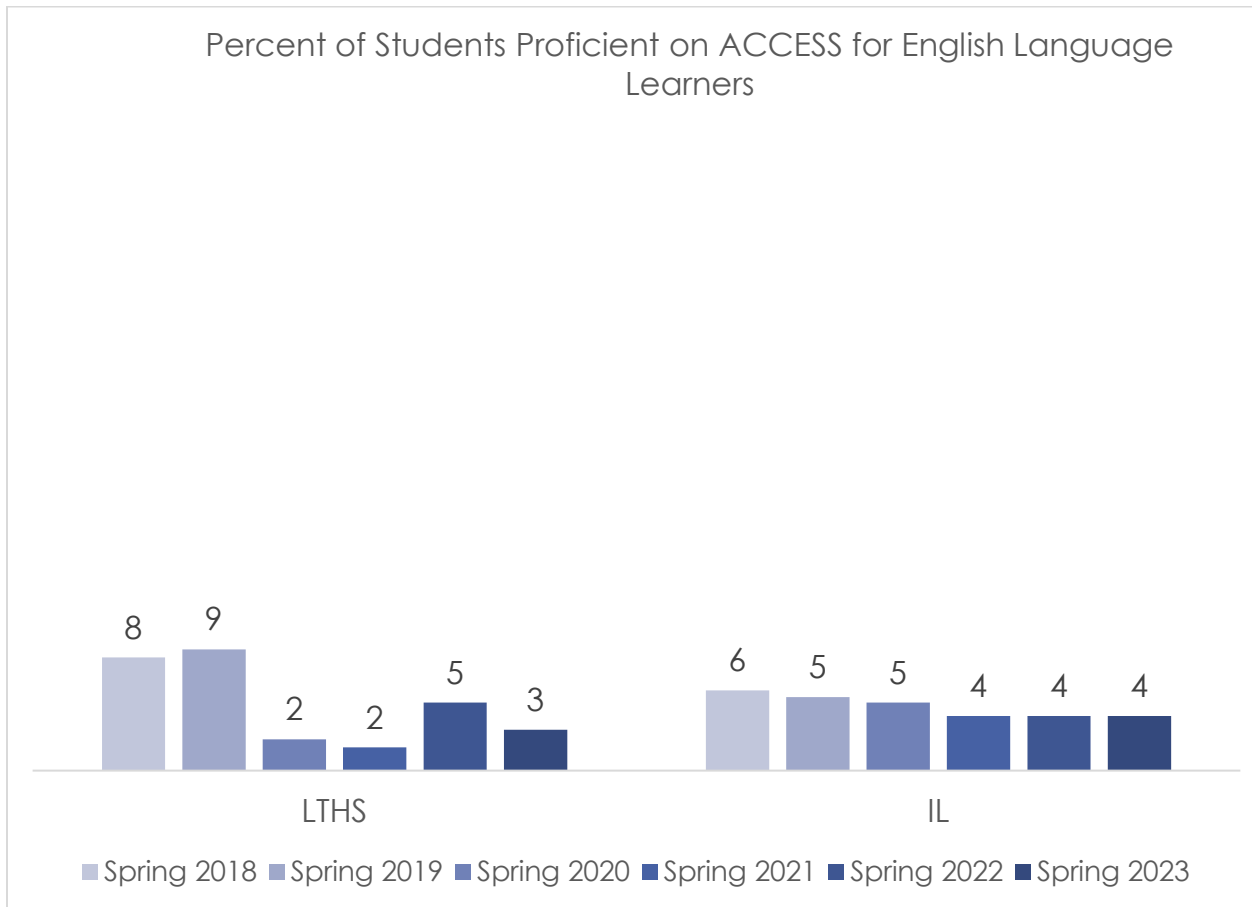
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. The six proficiency levels and their descriptors are below.

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

## ACCESS for ELLs Proficiency by School Year

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 1.6% of the student population qualified for services. In 2022, 4% of the student population qualified.

The chart below depicts the percent of students identified as English Learners that met proficiency standards (levels 5 and 6) for each school year.



A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner. In the spring of 2023, 6% of LTHS students earned a score of 4.8 or higher. State-wide 5.8% of students earned a composite score over 4.8.

# ASSESSMENT & RESEARCH



## 2023 Advanced Placement Exam Report

Lyons Township High School District 204

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## Introduction

Advanced Placement (AP) courses give students the opportunity to engage with college-level material while in high school. Students who engage in AP coursework stand-out to colleges during the college admission process. Approximately 85% of colleges and universities have stated AP coursework plays a role in the admissions decision process.

AP exams are scored on a 1-5 scale. The description of each score level is below:

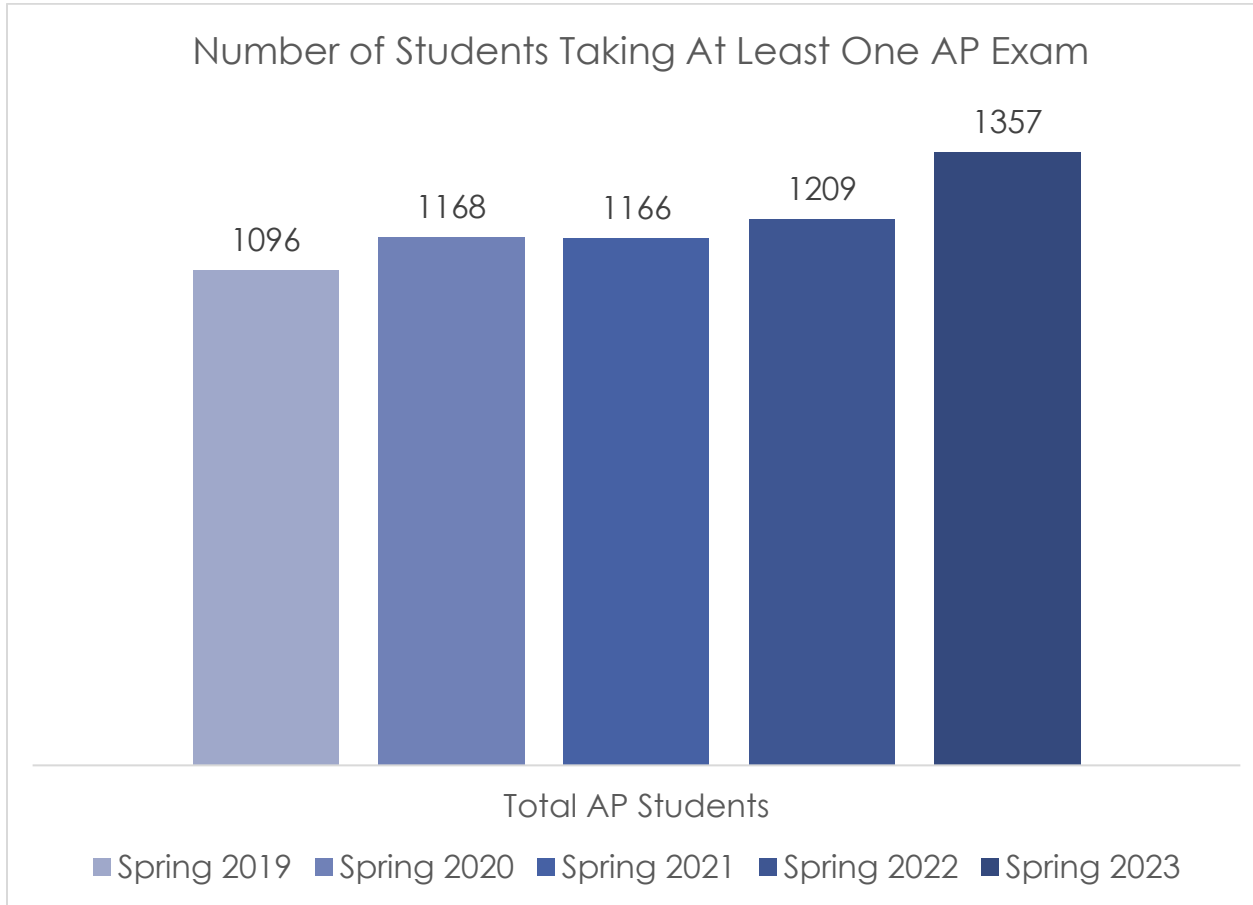
<i>Exam Score</i>	<i>Recommendation</i>
5	Extremely Well Qualified
4	Very Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

Students who take and pass AP exams have an opportunity to earn college credit, often saving time and money. In Illinois, all public colleges and universities are required to award college credit to students who pass an AP exam. Out-of-state and private universities each have their own requirements for awarding credits. A score of 3 or higher is considering passing.

Lyons Township High School District 204 has partnered with Equal Opportunity Schools to expand access to AP and Dual Credit courses. The partnership started in the fall of 2021. Our first EOS cohort took their AP/DC classes during the 2022-2023 school year and the work from that partnership is reflected in the following Spring 2023 data.

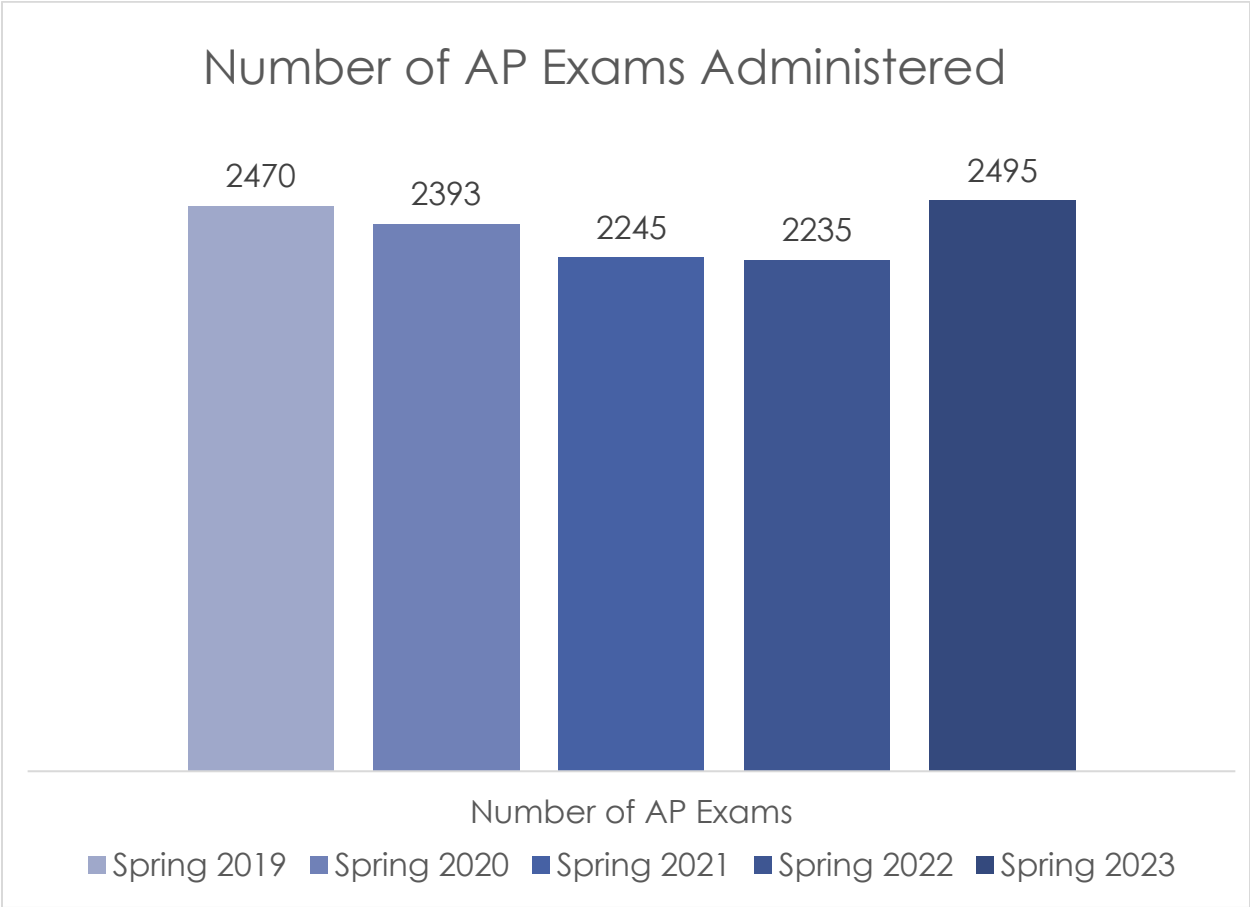
## Number of Students Tested

Lyons Township High School saw an increase in the number of students taking at least one AP exam in the Spring of 2023. This increase of 148 students is the largest increase LT has seen in the last five years.



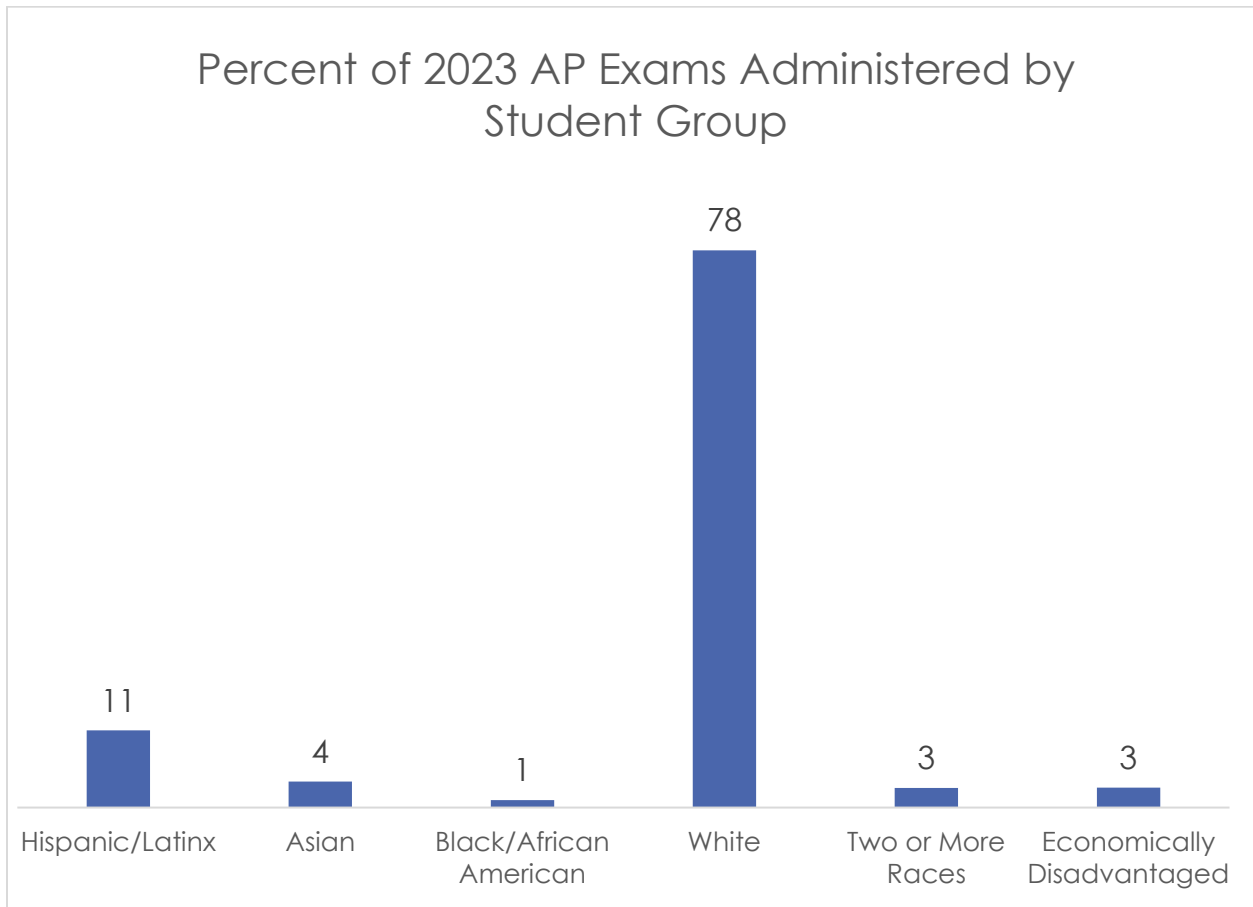
## Number of Exams Administered

Lyons Township High School saw an increase in the number of exams administered during the Spring of 2023. This is the greatest number of exams LT has administered in the last five years



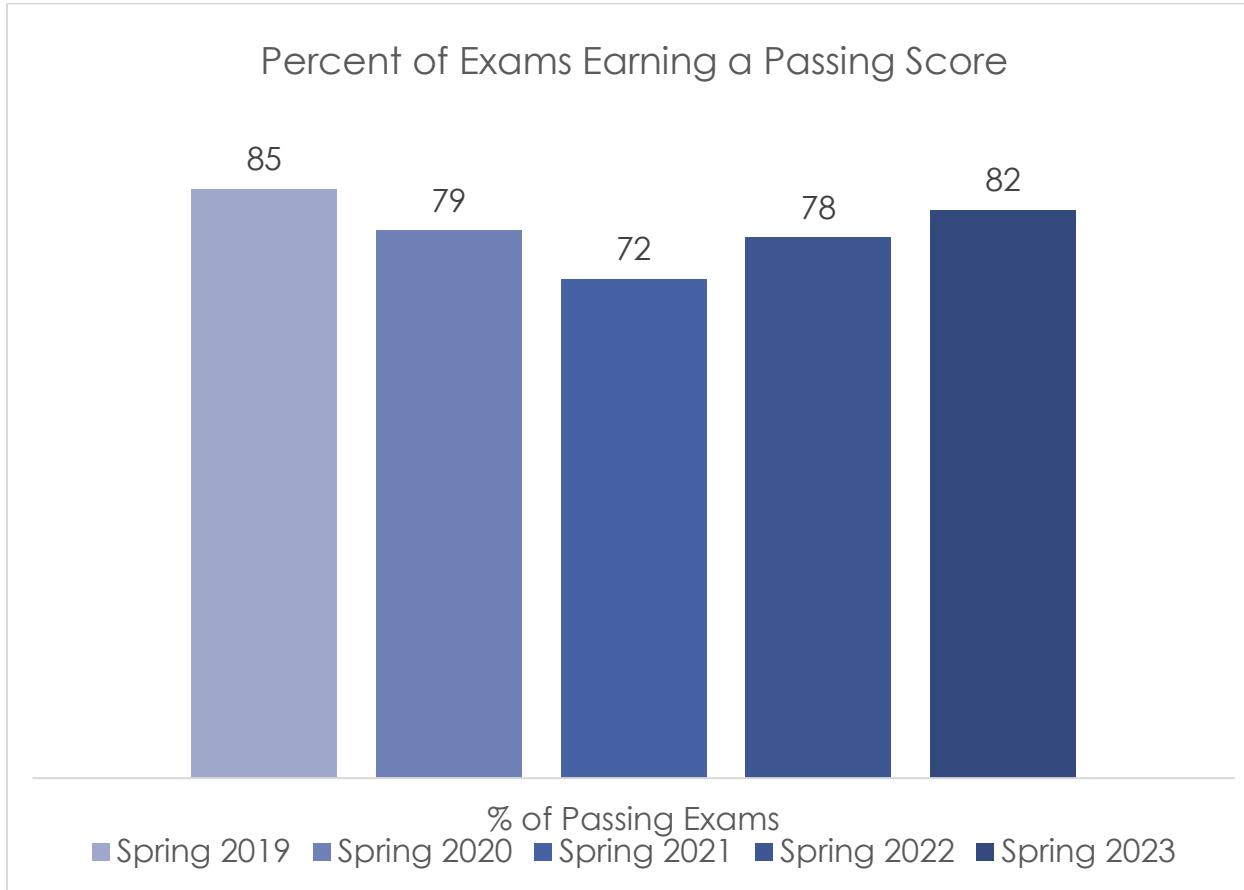
## Percent of Administered Exams by Student Group

The chart below illustrates the percentage of exams administered by demographic groups at Lyons Township High School. 11% of the 2495 exams were administered to Hispanic/Latinx students, 4% of all exams were administered to Asian students, 1% of all exams were administered to Black/African American students, 78% of AP exams were administered to white students, and 3% of all exams were administered to students identifying as two or more races. While we have seen growth in some demographic groups, these percentages do not reflect our current school community. Lyons Township High School District 204 is continuing to work with Equal Opportunity Schools to ensure these percentages mirror our student demographics.

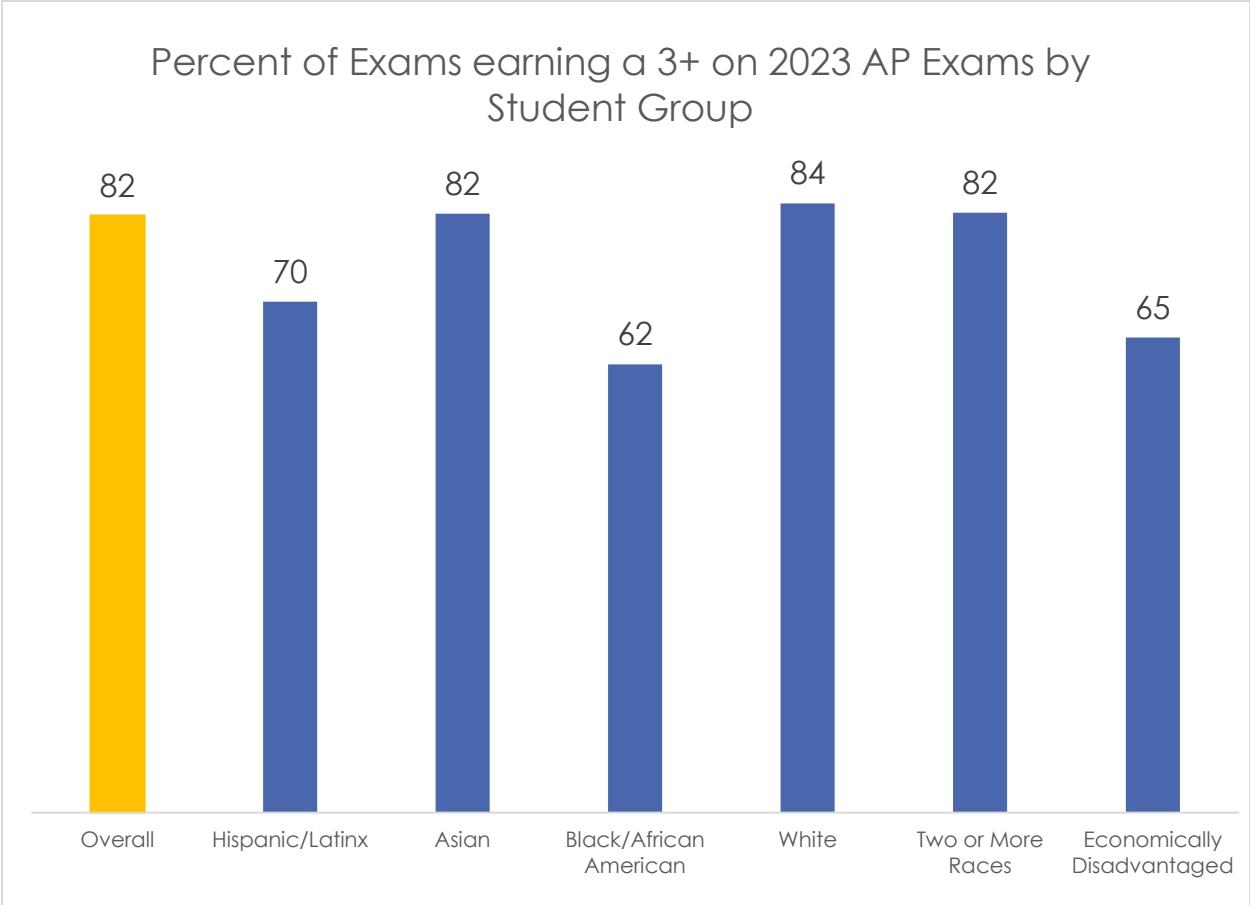


## Percent of Passing Exams

The following chart illustrates the percentage of AP exams that earned a passing score over the last five years. 82% of AP exams administered in the Spring of 2023 earned a passing score of 3 or higher. This is an increase in 4% from the Spring of 2022. LTHS continues to increase the number of exams administered while maintaining a high pass rate.

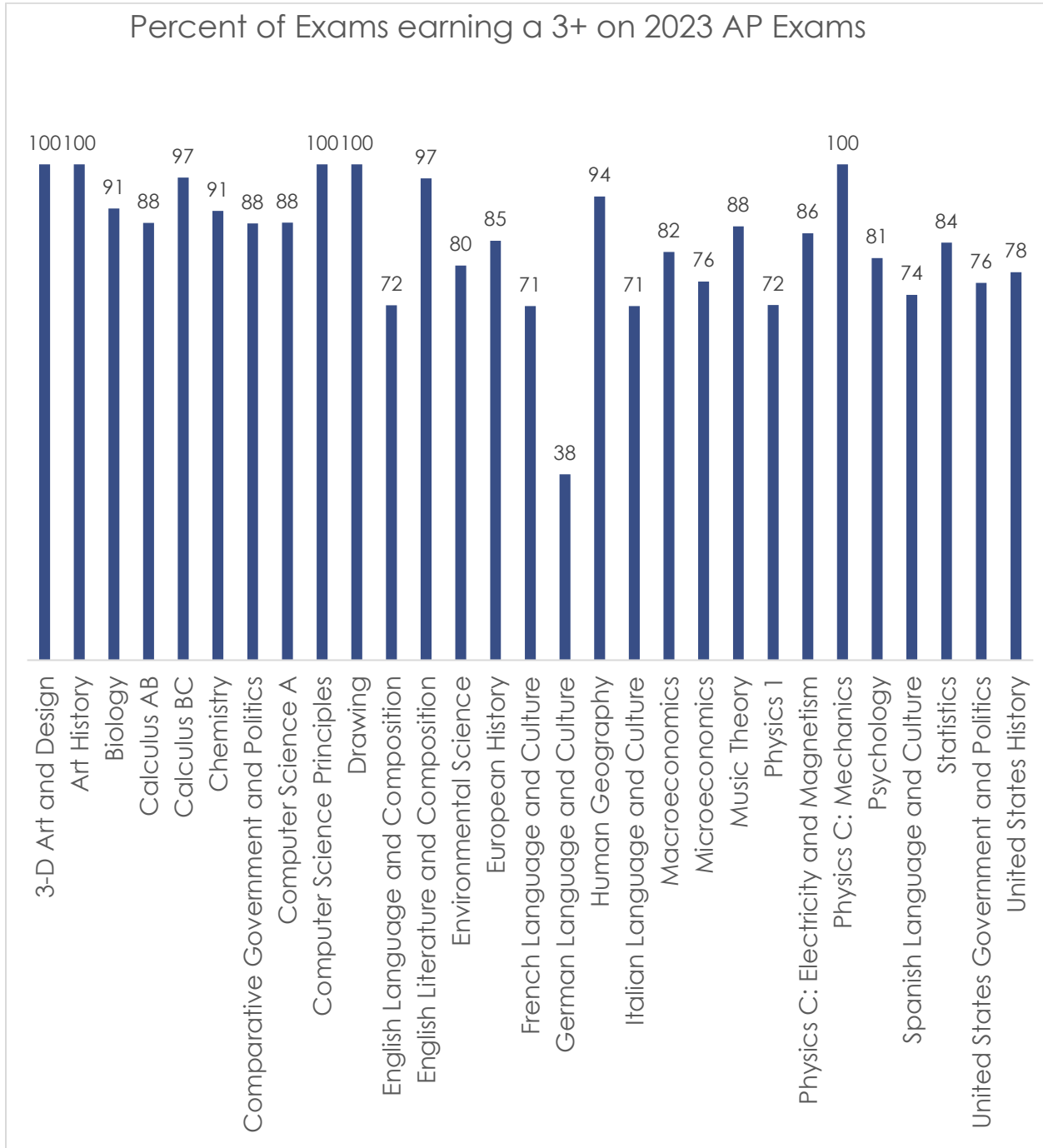


The percentage of passing exams by student group can be seen in the below chart. Each group performed well with high percentages of students passing their AP exams.



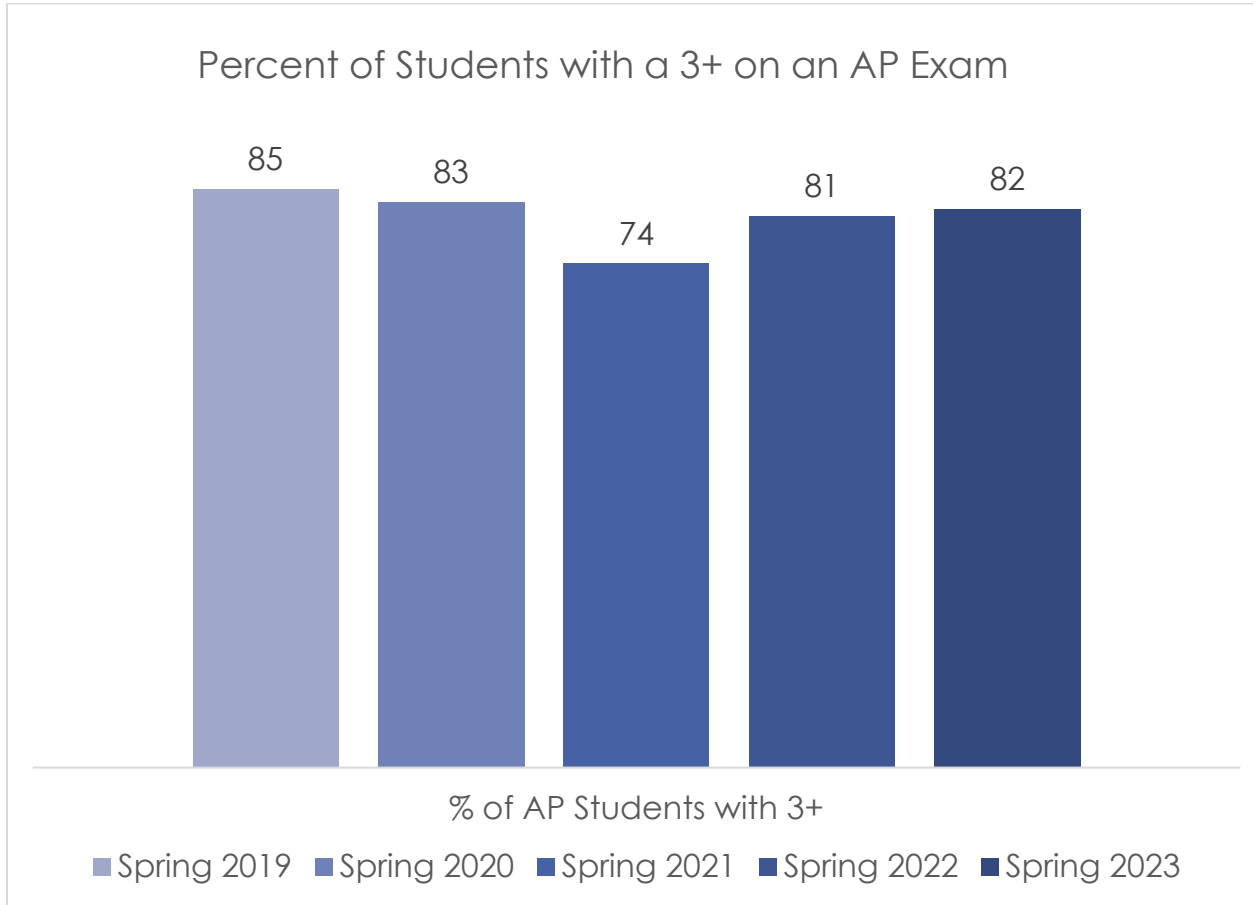
## Percent of Passing Exams by Course

The percentage of students earning a 3 or higher varies among AP Courses. The percent of students who passed each exam is illustrated below. District, school, division, and course teams continues to review this data to improve learning for all students.



## Percent of Students Earning a Passing Score

A score of 3 or higher is considered passing and will result in college credit at any public college or university in the state of Illinois. The graph below illustrates the percentage of AP students who earned at least one passing score on an AP exam each year for the last 5 years. 82% of students taking AP exams in the Spring of 2023 earned at least one passing score.



# LYONS TOWNSHIP HIGH SCHOOL



## 2023 Assessment and Report Card Summary November 2023



#WeAreLT

### Outcomes

- Share Goal 1 updates and future focus areas
- Review 2022-2023 Standardized Assessment data and Advanced Placement exam data
- Understand metrics on School Year 2023 School Report Card that contribute to summative designation
- View placement on Equity Journey Continuum

# GOAL 1: STUDENT GROWTH AND ACHIEVEMENT

PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE

*Deliver a guaranteed, viable, and rigorous curriculum for all students.*

*Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.*

*Bring consistencies to assessments and feedback processes supported by research and student/staff voice.*



#WeAreLT

## Goal One: Student Growth and Achievement

Provide a comprehensive, innovative education for every student to ensure all students grow and achieve

STRATEGY 1	STRATEGY 2	STRATEGY 3
<p><i>Deliver a <b>guaranteed, viable, and rigorous curriculum</b> for all students.</i></p>	<p><i>Provide <b>engaging and equitable instructional learning experiences</b> for all students aligned to the district's vision.</i></p>	<p><i>Bring <b>consistencies to assessments and feedback processes supported by research and student/staff voice.</b></i></p>
<ul style="list-style-type: none"> <li>• Review District Curriculum focusing on:               <ul style="list-style-type: none"> <li>○ Priority Skills &amp; Standards</li> <li>○ Illinois Standards and Mandates</li> <li>○ Articulated Success Criteria</li> <li>○ Skill-Based Rubrics</li> <li>○ Common Formative &amp; Summative Assessments</li> <li>○ SAT Alignment (Literacy, Numeracy)</li> <li>○ SEL Competencies</li> <li>○ Culturally Responsive Pedagogy</li> </ul> </li> <li>• Align course outcomes to Graduate Portrait.</li> <li>• Publish unit outcomes for students &amp; parents.</li> <li>• Embed engaging and relevant student activities in the updated curriculum.</li> <li>• Incorporate student voice in course offerings.</li> <li>• Develop career pathways leading to post-high school success.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the equity lens to course options which ensures equity and access to learning content.</li> <li>• Remove barriers to guarantee access for all students.</li> <li>• Seek ways to increase student voice and engagement in learning.</li> <li>• Increase representation and support of diverse learners in all instructional areas.               <ul style="list-style-type: none"> <li>○ Engage Equal Opportunity Schools as a partner to identify and promote students who demonstrate readiness and interest in advanced coursework.</li> </ul> </li> <li>• Increase teacher voice and engagement in developing equitable and engaging learning experiences</li> <li>• Implement career pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure formative and summative assessments are aligned to unit outcomes and ensure equity and access for all students.</li> <li>• Use PSAT 9, PSAT 10, and SAT growth to inform instruction.</li> <li>• Develop learners who:               <ul style="list-style-type: none"> <li>○ Know the learning target for a lesson.</li> <li>○ Can describe where they are in relation to the success criteria.</li> <li>○ Use that information to select the learning strategies to improve their work.</li> </ul> </li> <li>• Assess grading practices across and within divisions to ensure assessments measure learning.</li> </ul>
<p style="text-align: center;"><b>Goal Metrics</b>            Graduation Rate, AP/Dual Credit Courses &amp; Participation, SAT ELA and Math,            Eliminating the Achievement Gap on SAT ELA and Math, Eliminating the Opportunity Gap (EOS AP and Dual Credit), Grade Point Average</p>		

# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline/Target	Current
Graduation Rate	Reports the percentage of students meeting graduation requirements in four years.	Baseline: 95.1% Target: 98%	95.5%
AP/Dual Credit Participation	Reports the percentage of 9-12 students participating in Advanced Placement and/or Dual Credit Coursework.	Baseline: 52.7% Target: 55%	60.8%
SAT Performance in English Language Arts	Reports the percentage of grade 11 students with a minimum SAT subject score of 540 in Evidence-Based Reading and Writing.	Baseline: 49.4% Target: 60%	54.5%
SAT Performance in Mathematics	Reports the percentage of grade 11 students with a minimum SAT subject score of 540 in Mathematics.	Baseline: 53.1% Target: 64%	54.1%
Grade Point Average	Reports the percentage of grade 9-12 students with a cumulative Grade Point Average of 2.8 or higher on a 4.0 scale, which assesses whether the student meets the objectives and expectations.	Baseline: 78.3% Target: 79%	77.9%



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# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline/Target	Current
Eliminating the Achievement Gap - ELA	Reports the percentage of 11th grade students in under-supported groups who are proficient on the EBRW section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	Baseline: 32.1% Target: 27%	30.4%
Eliminating the Achievement Gap - Math	Reports the percentage of 11th grade students in under-supported groups who are proficient on the Math section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	Baseline: 35.2% Target: 30%	33.7%
Eliminating the Opportunity Gap	Reports the percentage of students in under-supported groups enrolled in AP and/or Dual Credit courses their Junior and Senior year and compares to the percentage of students enrolled in AP and/or Dual Credit courses from traditionally supported groups.	Baseline: 22.1% Target: 15%	16.9%



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# 2022 - 2023 Standardized Assessments

- PSAT 8/9
- PSAT 10
- SAT
- Illinois Science Assessment
- DLM-AA
- ACCESS for ELLs



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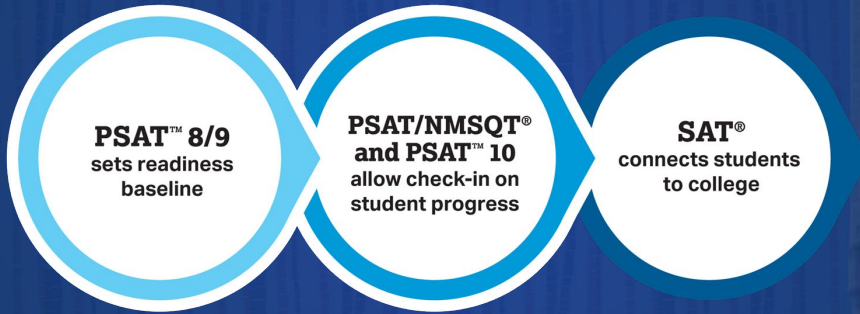
# Assessment Participation

- English Language Arts - 98.8%
- Mathematics - 98.7%
- Science - 98.9%



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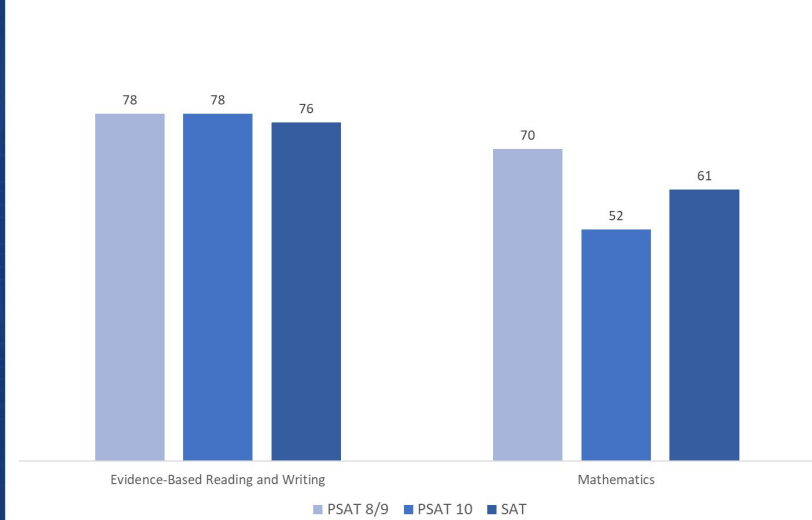
# SAT Suite of Assessments



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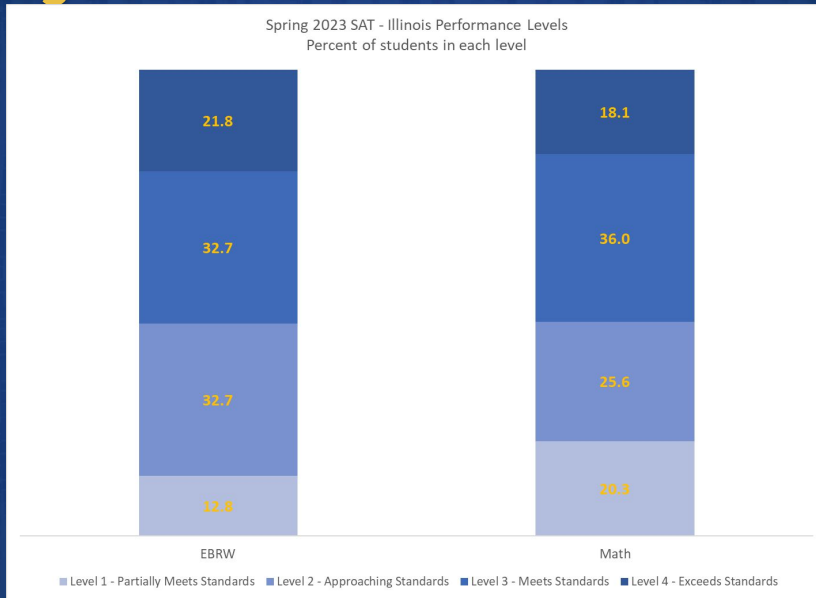
## Spring 2023 PSAT/SAT College & Career Benchmarks

Percent of Students Meeting College Board's College and Career Readiness Benchmarks - 2023 SAT School Day



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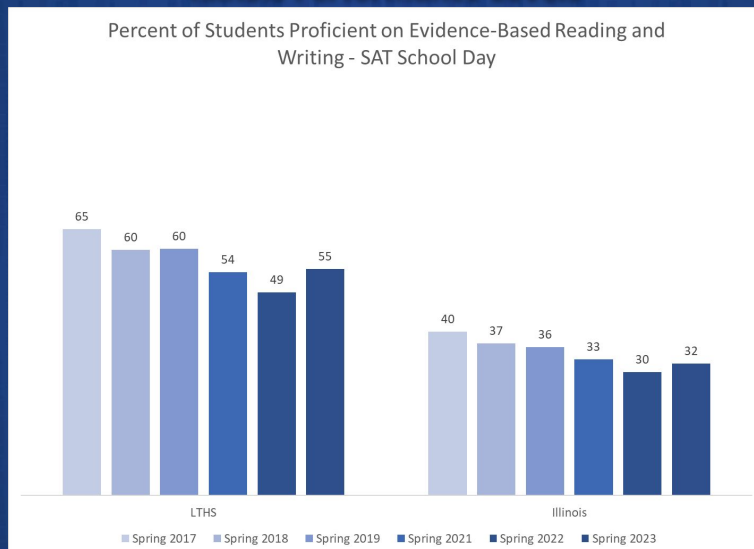
# Spring 2023 SAT Illinois Performance Levels



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# SAT EBRW Proficiency by School Year

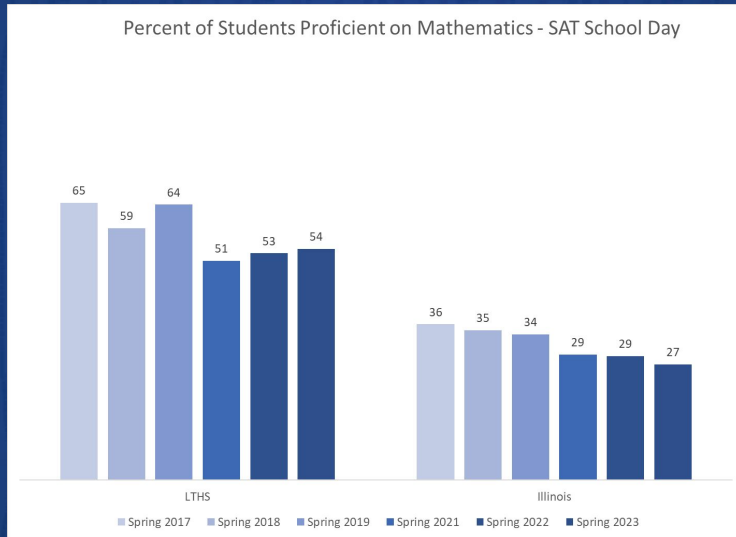
## Illinois Performance Levels



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# SAT Math Proficiency by School Year

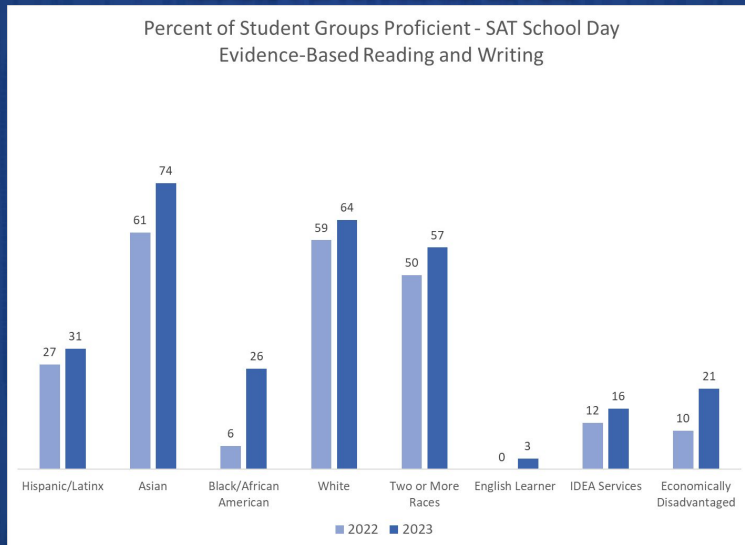
## Illinois Performance Levels



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# SAT EBRW Proficiency by Student Group

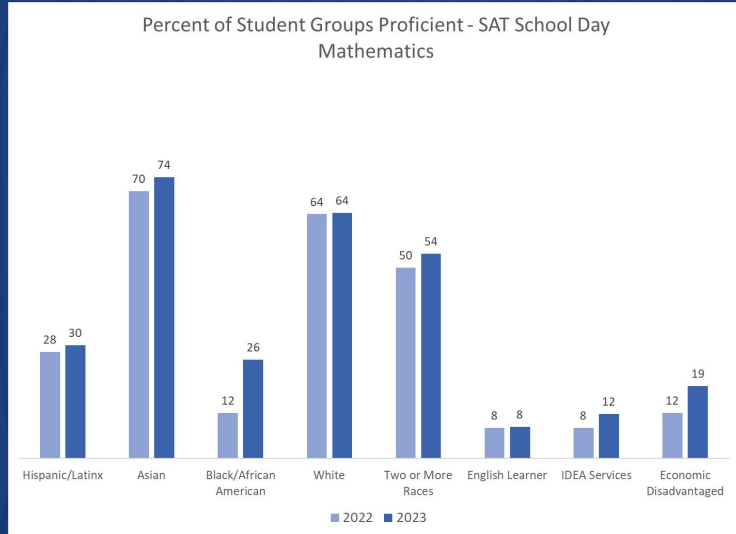
## Illinois Performance Levels



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# SAT Math Proficiency by Student Group

## Illinois Performance Levels



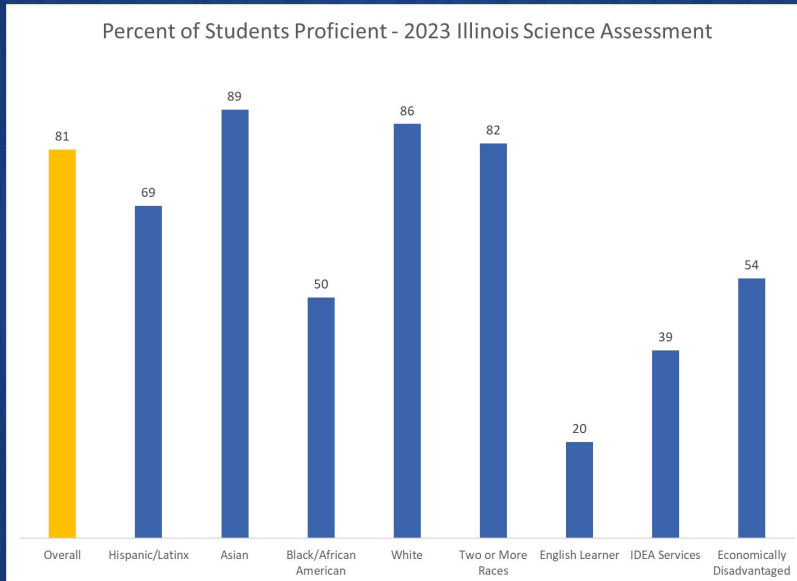
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# Illinois Science Assessment



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# 2023 ISA Proficiency Overall and by Student Group



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# Dynamic Learning Maps - Alternate Assessment



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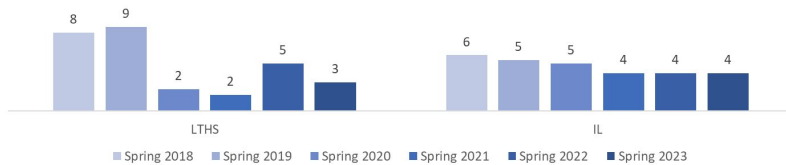
# ACCESS for English Learners



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## 2023 ACCESS for ELLs Proficiency

Percent of Students Proficient on ACCESS for English Language Learners



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# Standardized Assessments

## Highlights

- 76% of students in the class of 2024 met College and Career Readiness benchmarks in ELA.
- 61% of students in the class of 2024 met College and Career Readiness benchmarks in Mathematics.
- All student groups had a greater percentage of students achieve proficiency on the EBRW section of the spring 2023 SAT than the spring 2022 SAT.
- All student groups had an equal or greater percentage of students achieve proficiency on the mathematics section of the spring 2023 SAT than the spring 2022 SAT.
- 81% of LTHS Juniors were proficient on the Illinois Science Assessment.



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# Standardized Assessments

## Focus Areas

- SAT Achievement gaps ranging from 24-52% exist among Black/African American, Hispanic/Latinx, Economically Disadvantaged, English Learners, and students with disabilities compared to the overall student proficiency.
- 52% of students in the class of 2025 met College and Career Readiness benchmarks in mathematics.
- ACCESS proficiency percentages remain low at 3%.



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# SAT Lunch Prep Class

- 60 students attended at least one of the sixteen sessions
- College Board expected growth from the PSAT 10 to SAT
  - 42.3 points for EBRW
  - 39.8 points for Math
- LTHS saw the below growth for students who attended the Lunch Prep Class

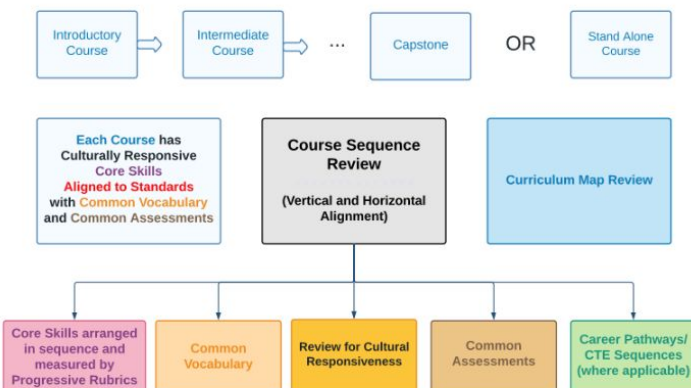
Number of Sessions Attended	Average Total Score Change	Median Total Score Change
1-4	91	70
5-8	123	150
9-12	100	125
13-16	138	120



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# Freshman Year Curriculum Review

Curriculum Review Process to Ensure a Guaranteed and Viable Curriculum



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# Bilingual Program

- Initial implementation of full-time, Transitional Bilingual Education (TBE) began this school year
  - Required by state when there are 20 or more ELs from the same language background in school
  - English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects
- In consultation with our ISBE Auditors/Principal Consultant, we developed the program utilizing a co-teaching framework for graduation requirements
  - English, Algebra I & II, Geometry, Biology, Chemistry, Physics, World History, Civics, US History, Health, and Drivers Education
  - Adding additional courses in upcoming school years
- Future enrollment will guide sections and programming
  - Currently working on developing the Spanish Language Arts courses



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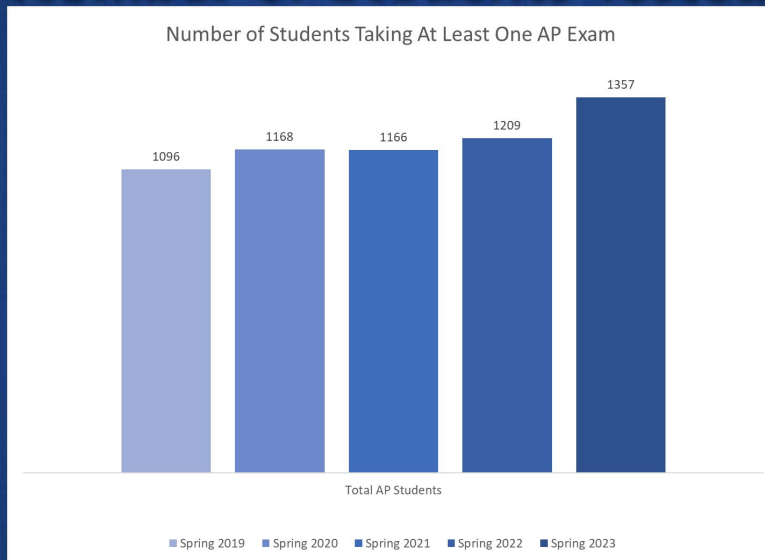
# 2022 - 2023 Advanced Placement Exams

- Participation Statistics
- Passing Score Statistics



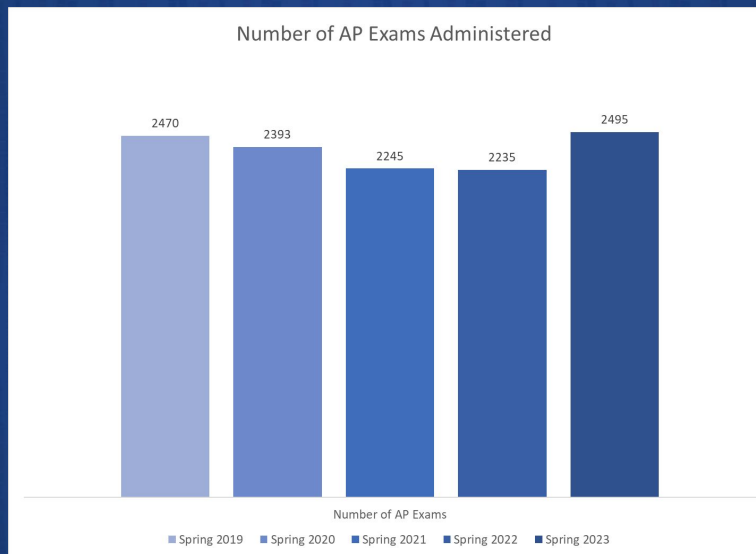
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# Number of Students Tested



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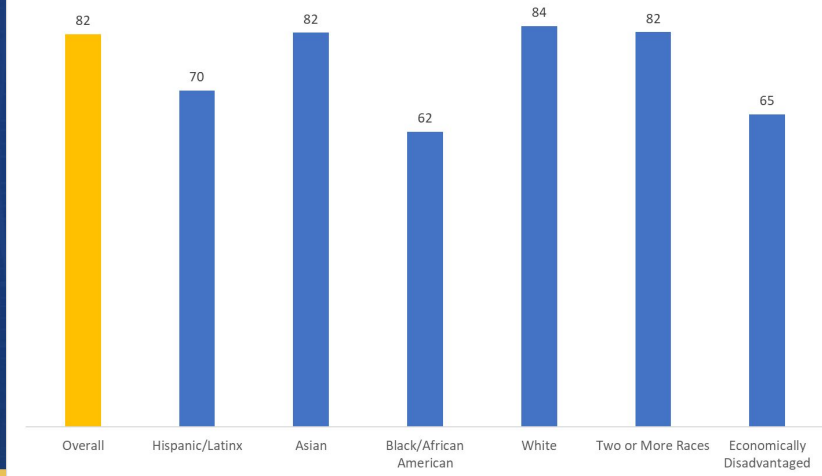
# Number of Exams Administered



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# Passing Exams

Percent of Exams earning a 3+ on 2023 AP Exams by Student Group



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# AP Exams

## Observations

- The number of students taking at least one exam has trended up for five consecutive years.
- 82% of exams result in a passing score of 3 or higher.



# Equal Opportunity Schools

“Equal Opportunity Schools (EOS) mission is to strengthen educator and system leader capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of color and low-income students so that they may thrive in their postsecondary pursuits and life goals.”

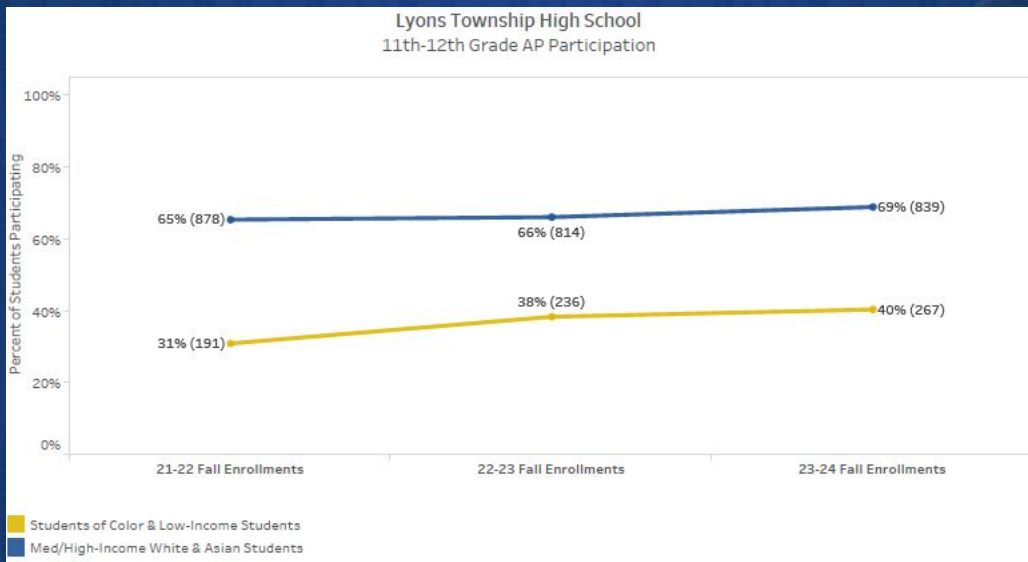


Equal Opportunity Schools. (2022, August 27). Home - Equal Opportunity Schools. Equal Opportunity Schools - Upgrading Learning. Closing Gaps. Transforming Lives. <https://eoschools.org/>



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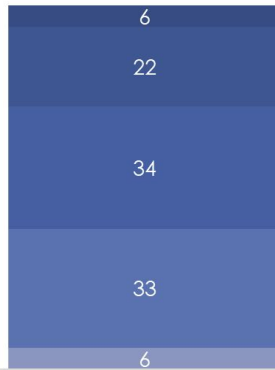
## AP Enrollment



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# AP Performance

AP Score Distribution for EOS Students



2022-2023

■ 1 ■ 2 ■ 3 ■ 4 ■ 5



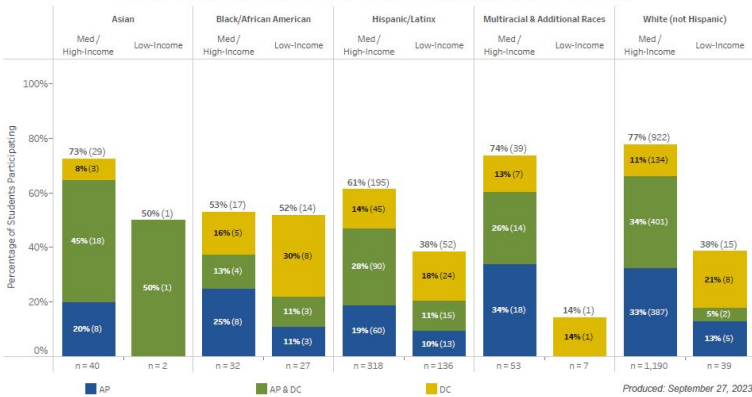
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**EQUAL**  
OPPORTUNITY  
SCHOOLS

## Participation - Additional Programs

Lyons Township High School District 204 - Lyons Township High School  
2022-23 AP & Dual Credit Participation, 11th-12th Grade  
Students Included: All Race Groups Displayed

334 Students of Color and Low-Income Students Participating | 1,285 Total Students Participating



Produced: September 27, 2023



# AP Enrollment and Dual Credit Enrollment

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# 2022 - 2023 School Report Card

- School Snapshot
- Academic Progress
- School Environment
- Students
- Accountability
- Teachers
- Administrators
- School Highlights
- Equity Journey Continuum



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# 2022 - 2023 Summative Designation

	<b>Exemplary</b>	<ul style="list-style-type: none"> <li>● Top 10% of schools</li> <li>● No underperforming student groups</li> <li>● Graduation rate greater than 67%</li> </ul>
	<b>Commendable</b>	<ul style="list-style-type: none"> <li>● Not in top 10%</li> <li>● No underperforming student groups</li> <li>● Graduation rate greater than 67%</li> </ul>
	<b>Targeted Support</b>	<ul style="list-style-type: none"> <li>● One or more underperforming student group(s)</li> <li>● Graduation rate greater than 67%</li> </ul>
	<b>Comprehensive Support</b>	<ul style="list-style-type: none"> <li>● Bottom 5% of all schools</li> <li>● Graduation rate below 67%</li> </ul>
<b>New</b>	<b>Intensive Support</b>	<ul style="list-style-type: none"> <li>● After 4 years in comprehensive support, still performs in the lowest 5% of all schools or has graduation rate below 67%</li> </ul>



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# 2022 - 2023 Summative Designation

## High School

75%

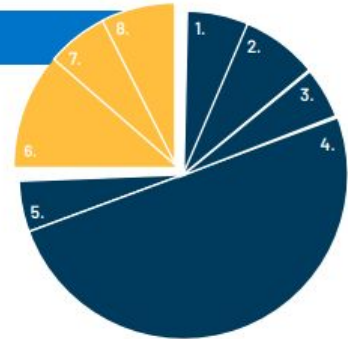
### Academic Indicators

1. English Language Arts Proficiency: 75%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

### School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness\*
10. Fine Arts\*



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## Academic Indicators

<b>ELA Proficiency</b>	<ul style="list-style-type: none"> <li>• 54.31%</li> <li>• Combines SAT and DLM-AA</li> </ul>
<b>Math Proficiency</b>	<ul style="list-style-type: none"> <li>• 54.15%</li> <li>• Combines SAT and DLM-AA</li> </ul>
<b>Science Proficiency</b>	<ul style="list-style-type: none"> <li>• 80.44%</li> <li>• Combines ISA and DLM-AA</li> </ul>
<b>Graduation Rate</b>	<ul style="list-style-type: none"> <li>• 95.91%</li> <li>• Combines 4-year, 5-year, and 6-year graduation rate</li> </ul>
<b>English Learner Progress to Proficiency</b>	<ul style="list-style-type: none"> <li>• 32.56% of English Learners met yearly targets to reach proficiency in 5-years</li> </ul>



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# School Quality & Success Indicators

<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"><li>• 23.34%</li><li>• Percentage of students missing 10% or more of school days</li></ul>
<b>Climate Survey</b>	<ul style="list-style-type: none"><li>• 97.61%</li><li>• Percentage of students who complete 5Essentials</li></ul>
<b>9th Grade on Track</b>	<ul style="list-style-type: none"><li>• 96.24%</li><li>• Must earn 10 semester credits</li><li>• No more than one "F" in a core academic course</li></ul>



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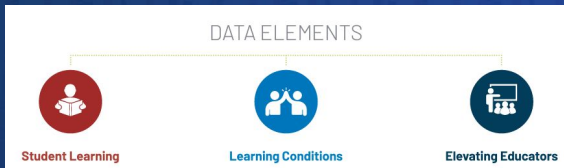
## Equity Journey Continuum

- The Equity Journey Continuum is an informational tool for our district to view our data through the lens of equity.
- It identifies gaps in student achievement, opportunities, and supports by analyzing data that our district already collects and reports to ISBE.
- The tool makes the data more useful for our district to improve outcomes for students.
- ISBE developed the tool using national research and examples from other states.



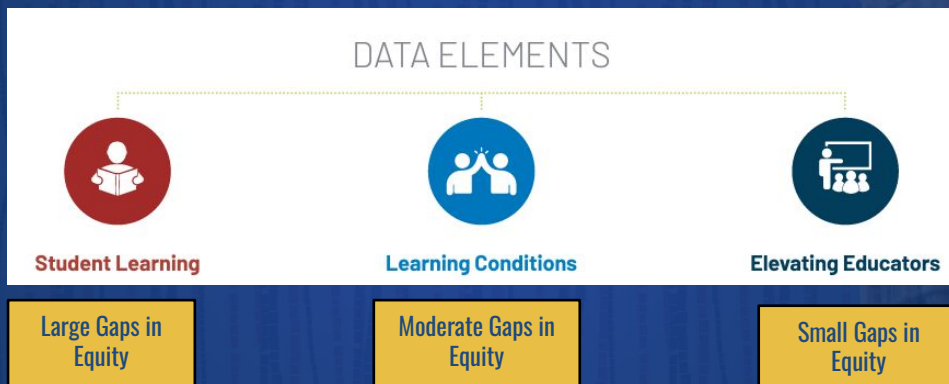
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# Equity Journey Continuum



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# Equity Journey Continuum



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## Report Card Observations

- Combined graduation rate is over 95%
- 9th grade on track is 96%.
- Chronic absenteeism remains high at 23.34% but has improved from 28.1% in the 2021-2022 school year.
- 80% of students demonstrated proficiency in science.



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## Focus Areas for 2023-2024

- Focused Professional Development (Professional Learning Communities)
- Curriculum Review
- Culturally Responsive Pedagogy
- Expansion of co-teaching in special education
- Implementation of a full-time bilingual program in Spanish
- Partnership with Equal Opportunity Schools
- SAT preparation and course alignment
- Continued prioritization of communication and supports related to student attendance and chronic absenteeism



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## LYONS TOWNSHIP HIGH SCHOOL District 204

---

**Dr. Brian Waterman, Superintendent**

Ph: 708-579-6451 E: BWaterman@LTHS.net

North Campus 100 S. Brainard Ave., LaGrange, IL 60525

South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education  
FROM: Dr. Brian Waterman, Superintendent  
DATE: October 16, 2023  
RE: IASB Resolutions Packet

The IASB Resolutions Process provides Boards of Education throughout the state with an opportunity to participate in the advocacy process with the Illinois Association of School Boards.

The IASB Delegate Assembly will take place on Saturday, November 18, 2023 and will involve one board member voting on a variety of resolutions on behalf of the BOE.

Included within this packet, you will find information regarding the resolutions, as well as the IASB Delegate Assembly process. The Board will discuss each of these resolutions at the November 6 Committee of the Whole Meeting.

If you have questions regarding the Board's participation in the IASB Resolutions process, please don't hesitate to reach out to myself or Dawn.



# 2023 Resolutions Committee Report

For the 2023 Delegate Assembly meeting  
on Saturday, November 18, 2023

**SEPTEMBER 2023**



For further information please contact  
Bryan Soady at (217) 553-1599

2921 Baker Drive  
Springfield, IL 62703  
(217) 528-9688  
Fax (217) 528-2831

One Imperial Place  
1 East 22nd Street, Suite 310  
Lombard, IL 60148-6120  
(630) 629-3776  
Fax (630) 629-3940

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## Delegate Assembly

Saturday, November 18, 2023  
10:30 a.m.

Regency A/B/C, Hyatt West  
Tower

## Delegate Assembly Registration & Credentials for Attending Delegates

- All participants are strongly encouraged to pre-register using the online registration. Online registration can be completed by your district registrar at [www.iasb.com](http://www.iasb.com). If you have any questions regarding registration, please contact [registrar@iasb.com](mailto:registrar@iasb.com).
- In-person registration will take place in the IASB Info Center on Friday, November 17 as well as in front of Regency A/B/C of the Hyatt West Tower on Saturday morning.
- Credentials are required for delegates to be seated. Credentials will include the **2023 Delegate pin** as well as a brightly colored sheet of cardstock with the word “Delegate” and your school district name on it. Credentials will be inside the delegate packet which can be picked up in the Info Center during Conference hours on Friday and in front of the Delegate Assembly location on Saturday morning. Once you have your credentials in hand, you can go directly into the Delegate Assembly.

## Voting at Delegate Assembly

The same vendor as last year has been chosen for the voting portion of the Delegate Assembly. Physical clickers will be handed out to all delegates. The device will have a button to vote yes and a button to vote no. The delegate will receive confirmation that their vote has been counted once received.



## Webinar Scheduled Prior to Conference

**Tuesday, October 31, 2023, Noon**

**Description:** The annual Delegate Assembly is the meeting where school board members vote on the proposals submitted by local school boards. Each school board that is a member of the Association is entitled to one voting delegate at the Delegate Assembly. Every member board is advised to select one individual board member to serve as its delegate, and to review proposed resolutions with the full board before determining its vote. Join the IASB Governmental Relations team on October 31 at noon for a webinar to learn more about the proposed resolutions to be voted on, and to get your Delegate Assembly process questions answered.

September 2023

Board Presidents and Administrators,

This report outlines proposals to be acted upon at the annual meeting of the IASB Delegate Assembly on Saturday, November 18, 2023, in Chicago. Through the Resolutions Process and Delegate Assembly, IASB member districts provide critical direction as IASB represents members' interests before state and national policymakers.

Every member district is entitled to one voting delegate. This year delegates will vote for the election of IASB officers and adoption of IASB Position Statements on issues that reflect the interests of boards of education across the state.

Please discuss with your board the topics that will come before the Delegate Assembly for action. Identify and prepare your district's delegate representative to vote on behalf of your board. The decisions made by the Delegate Assembly will set the course for IASB's legislative initiatives.

We look forward to our work together in November.

Sincerely,



Mark Harms, Resolutions Committee Chair



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My Board Recommendations .....	15

**SERVICE OF THE FOLLOWING SCHOOL BOARD MEMBERS ON THE 2023 RESOLUTIONS COMMITTEE IS ACKNOWLEDGED WITH SINCERE APPRECIATION**



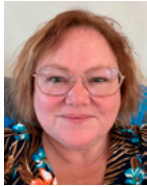
**CHAIR,  
RESOLUTIONS**  
**IASB Vice President**  
Mark Harms



**IASB PRESIDENT**  
Simon Kampwerth Jr.



**IMMEDIATE PAST  
PRESIDENT**  
Thomas Neeley



**ABE LINCOLN**  
Amy Reynolds



**BLACKHAWK**  
Julie Wagner



**CENTRAL ILLINOIS  
VALLEY**  
Jason Cowen



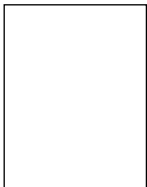
**CORN BELT**  
Alex Williams



**DUPAGE**  
James Blair



**EGYPTIAN**  
Vacant



**ILLINI**  
Vacant



**KASKASKIA**  
Dan Nichols



**KISHWAUKEE**  
Evelyn Meeks



**LAKE**  
Odie Pahl



**NORTH COOK**  
Anna Klimkowicz



**NORTHWEST**  
Steve Snider



**SHAWNEE**  
Vernon L. Stubblefield



**SOUTH COOK**  
Wilbur Tillman



**SOUTHWESTERN**  
Jeff Hewitt



**STARVED ROCK**  
Carol Alcorn



**THREE RIVERS**  
Chris Trzeciak



**TWO RIVERS**  
Lisa Schwartz



**WABASH VALLEY**  
Chad Weaver



**WEST COOK**  
Jim Lima



**WESTERN**  
Scott Vogler



## DELEGATE ASSEMBLY AGENDA

1. Call to Order
2. Report of the Credentials Committee
3. Approval of the Delegate Assembly Business Rules
4. President's Report, Simon Kampwerth Jr.
5. Executive Director's Report, Kimberly Small, J.D.
6. Financial Report, Tim Custis
7. Election of Officers
  - A. Nominating Committee Report, Thomas Neeley, Nominating Committee Chair
8. Resolutions Committee Report, Mark Harms, Resolutions Committee Chair
  - A. Consent Agenda
  - B. New Resolutions
9. Adjournment



## 2023 DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert’s Rules of Order Newly Revised shall govern.
2. **Credentials** — Delegates shall be registered with the Credentials Committee and must display their credentials.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. **Debate on the Floor** — No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
6. **Calls for the Question** — A delegate may “call for the question” to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
7. **Consent Agenda** — Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended “Do Adopt” by the Resolutions Committee may appear on a Consent Agenda.
8. **Appeals** — Those delegates wishing to appeal a “Do Not Adopt” recommendation of the Resolutions Committee, and have met the notice provisions required by Article IX, Section 5 of the IASB Constitution, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a “Do Not Adopt” recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
9. **Other Recognition** — Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
10. **Voting** — The indications to signify voting shall be specified by the presiding officer.
11. **Nomination** — The consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.



## RESOLUTIONS PROCEDURES

1. **Types of Resolutions** — (Article IX, Section 1) Resolutions should be in the form of a position statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts
2. **Proposals** — (Article IX, Section 2) Resolutions for proposed position statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
3. **Presentation of Resolutions** — (Article IX, Section 3) The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; and whether they are presented as position statements. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 2 above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage. Note, this Resolutions Committee Report fulfills Article IX, Section 3.
4. **Annual Review** — (Article IX, Section 4) The Resolutions Committee shall annually review currently in force position statements to determine whether they are consistent with the current positions of Association members. The Resolutions Committee shall recommend that the Delegate Assembly amend or rescind any position statement that is not consistent with the current positions of Association members. All position statements currently in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.
5. **Appeals** — (Article IX, Section 5) Any Active Member, Association Division, or Association Board of Directors, that has submitted a proposal that has received a negative recommendation from the Resolutions Committee, shall have the right to appeal the decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.
6. **Amendments to Resolutions** — (Article IX, Section 6) Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.
7. **Late Resolutions** — (Article IX, Section 7), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.
8. **Order of Resolutions** — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Amendment or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.



## ADVOCACY CORE VALUES

The Advocacy Core Values, legislative priorities, and Position Statements guide the IASB Advocacy agenda in support of its membership and ensure a strong collective voice on the highest priority issues and concerns.

### **IASB is committed to an advocacy program that**

- Supports locally elected, non-partisan, and volunteer school board members in providing excellence in local school board governance based upon the Association's Foundational Principles of Effective Governance.
- Supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education.
- Promotes excellence in student achievement for all Illinois students and fair accountability for academic progress.
- Advocates for legislation that supports the physical and emotional well-being of students and staff.
- Supports a safe and secure learning environment for all; including, but not limited to one in which all are free from bullying, harassment, discrimination, and violence.
- Supports the Association's commitment to educational equity for every student.
- Promotes non-partisan member engagement and provides the tools to enhance advocacy efforts.



## **NOMINATING COMMITTEE REPORT**

### **AUGUST 2023**

The 2023 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 18, 2023.

**President Mark Harms**

Flanagan-Cornell Unit District 74

**Vice President Tracie Sayre**

Triopia Community Unit School District 27

### **2023 Nominating Committee Membership**

**Tom Neeley, Chair**

Immediate Past President

**Chris Buikema**

Director, Northwest Division

**Mark Christ**

Director, Southwestern Division

**Linda Eades**

Director, Kaskaskia Division

**Alva Kreutzer**

Director, North Cook Division

**Bob Geddeis, Alternate**

Director, Kishwaukee Division

**Lisa Irvin, Alternate**

Director, Egyptian Division

# NEW RESOLUTIONS

1. Industrial Construction
2. School Resource Officer Funding
3. Bus Driver Regulations
4. Employment History Review
5. Alternative Safe School Funding

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## LOCAL – STATE - FEDERAL RELATIONS

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### 1. Industrial Construction

**Submitting District:** Pleasantdale School District 107

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support and encourage legislation that prohibits the construction of industrial facilities near schools. Industrial facilities have negative consequences on schools that are three-fold:

- 1) The health and safety of all students, faculty, and staff,
- 2) The learning outcomes of students, and
- 3) The learning environment of students.

The health consequences and educational barriers associated with industrial zones near schools including, but not limited to pollution, noise, and hazardous diesel exhaust, are well-documented and can have serious long-term effects on the health and well-being of students, faculty, and staff. Furthermore, the presence of industrial zones near schools can negatively impact the quality of education by creating distractions and disruptions. Finally, learning outcomes also have shown to suffer as a result of industrial facility proximity to schools. We urge policymakers and stakeholders to take immediate action to ensure that schools are located in safe environments free from the risks posed by industrial facilities.

**District Rationale:** Numerous studies have proven that school proximity to industrial zones directly impacts student health risks, academic outcomes, and impedes the learning environment.<sup>1, 2</sup>

Specifically, studies have shown that schools located closer to highways and industrial facilities had higher risks of respiratory and neurological diseases than those located farther away.<sup>3</sup>

The health and safety of students, faculty, and staff as well as the promotion of an enriching, distraction-free learning environment is at the core of IASB advocacy. This proposed resolution meets two of the IASB Advocacy Core Values. It advocates for legislation that supports the physical well-being of students and staff. It also supports a safe and secure learning environment for all. In 2011, the United States Environmental Protection Agency (“EPA”) published, “School Siting Guidelines” that confirms, “The overriding

purpose of a school building is provide a safe, healthy and supportive environment in which children can learn.”<sup>4</sup>

This environment includes both indoors and out. The EPA specifically lists industrial pollutants as a contaminant that should be avoided in proximity to a school in principles 1.4, 2.2, 4.3.1, 5.2, 5.6.2, 5.7.2, 6.4, 8.11, 9.6 and refers to sites in close proximity to industrial facilities as “incompatible land” for a school location site. The potential hazards identified included air pollution, soil contamination, ground water contamination, surface water contamination, accidental releases/spills of hazardous chemicals, odors, and heavy vehicular traffic.<sup>5</sup>

Noise distraction due to high-traffic roads or roads with heavy diesel truck traffic were also cited as potential hazards regarding the siting of a school and the EPA recommended distancing schools from such distractions.<sup>6</sup>


Finally, studies have shown that performance rates of schools near industrial facilities also suffer.<sup>7,8</sup>

The negative impact of industrial facilities is well-documented by both academics and government agencies. The need to protect the health, safety, performance and environment of our students, faculty and staff is great and we ask for the IASB’s support. Additional sources available upon request.

1. Kweon, B. S., Mohai, P., Lee, S., & Sametshaw, A. M. (2018). Proximity of public schools to major highways and industrial facilities, and students’ school performance and health hazards. *Environment and Planning B: Urban Analytics and City Science*, 45(2), 312-329. [Sage Journals](#)
2. [School Siting Guidelines](#). United States Environmental Protection Agency. Office of Children’s Health Protection.
3. Kweon, B. S., Mohai, P., Lee, S., & Sametshaw, A. M. (2018). Proximity of public schools to major highways and industrial facilities, and students’ school performance and health hazards. *Environment and Planning B: Urban Analytics and City Science*, 45(2), 312-329. [Sage Journals](#)
4. [School Siting Guidelines](#). United States Environmental Protection Agency. Office of Children’s Health Protection.
5. Id.

6. Id. at 57.
7. Kweon, B. S., Mohai, P., Lee, S., & Sametshaw, A. M. (2018). Proximity of public schools to major highways and industrial facilities, and students' school performance and health hazards. *Environment and Planning B: Urban Analytics and City Science*, 45(2), 312-329. [Sage Journals](#)
8. Mohai, P., Kweon, B. S., Lee, S., & Ard, K. (2011). Air pollution around schools is linked to poorer student health and academic performance. *Health Affairs*, 30(5), 852-862.

**Resolutions Committee Analysis:** The committee discussed how industrial construction does not affect most IASB members and some small communities depend on income from industrial facilities with space only available near schools, which would ultimately harm small communities that want the facilities. This should remain under local control. The committee also noted that if it is truly a health concern for children, the Environmental Protection Agency (EPA) should be brought in to deliberate zoning.

 The Resolutions Committee recommends DO NOT ADOPT.

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## BOARD-EMPLOYEE RELATIONS

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### School Resource Officer Funding

**Submitting District:** Homer CCSD 33C

**Statement of Resolution:** The Illinois Association of School Boards shall request that the Illinois legislature consider legislation providing educational funding to all school districts to offset the cost of a school resource officer.

**District Rationale:** The safety of our students and staff is the number one priority of every school and an expectation of all parents who send their children to school each day. According to Education Week, there were 51 school shootings last year in K-12 institutions across the nation which resulted in injuries or deaths. This is an increase from the previous four years with 35, 10, 24 and 24 school shootings, respectively. Illinois school districts are mandated to practice lockdown drills twice a year. One of those drills is required to be in conjunction with local law enforcement. Many schools take additional steps to ensure their buildings are secure and safe such as installing secured vestibules, security cameras, shatter-resistant film on doors and windows, and panic buttons to contact police in an emergency. Some schools have incorporated school shooting training such as ALICE or Run Hide Fight.

All of the above safety measures are important ways to deter or impede a school shooter. In many cases, these measures are not enough. A school resource officer on site who is trained in tactical measures is a critical measure to save lives. Unfortunately, the costs associated with resource officers prohibit schools from implementing this safety measure. If we all want to make safety a top priority, the state and federal governments should provide educational funding to allow schools to hire resource officers.

**Resolutions Committee Analysis:** The committee agreed that the presence of a School Resource Officer (SRO) helps protect the safety of the children and that there needs to be more funding to help offset the cost of hiring the SROs. Even with grant money to help cover the cost, school districts are left to pick up the remaining cost of the SRO and could use additional funding.

 The Resolutions Committee recommends DO ADOPT.

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## BOARD-EMPLOYEE RELATIONS

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### Bus Driver Regulations

**Submitting District:** Mercer County SD 404

**Statement of Resolution:** The Illinois Association of School Boards shall support changes to the Federal and State school transportation regulations that return licensing requirements and driver trainer liability back to pre-February 2023 levels at minimum; allow LOCAL training and testing for bus driver candidates; and increase the transportation reimbursement rate from the State of Illinois to 100%.

Regulations that need to be changed, improved, or eliminated altogether include:

1. Local (in-district or ROE) "Behind the Wheel" and classroom required hours should be accepted, not just those from nationally recognized trainers that are only available in commercial driving programs.
2. Remove liability that is borne by new driver trainers concerning the drivers they certify.

**District Rationale:** School transportation is an issue that varies widely across our state as well as the nation. Some districts are not required to offer bus transportation to their students, while others must transport most of theirs. Those districts who are very large in terms of square miles shoulder a huge physical and financial burden that others do not. Problems with school transportation disproportionately affect rural districts with a large geographic area. The most common problem facing transportation in school districts is the shortage of drivers.

Mercer County School District is the 5th largest district by area in the state of Illinois. Our buses travel 1,931 miles per day on average, totaling 337,965 miles per year. Driving that many miles can take you around the circumference of the earth 13.5 times! In order to get our routes completed by the start of the school day, we often have buses with their first pick-ups at 6:20 to 6:30 a.m. Those students are leaving home a full hour and a half before the first bell even rings. Why are our routes so long in miles and time? Because we cannot hire enough drivers.

Buses and equipment are not the issue. Our recent switch from owning buses to a leasing program has been extremely beneficial. If it was possible to recruit more drivers, we would simply increase the number of bus leases and shorten our routes that way. As most of you may know, there is a nationwide shortage of drivers, with one state going so far as

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## BOARD-EMPLOYEE RELATIONS

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to assign their National Guardsmen to driving a bus route for their local schools. Why is this happening across the country? What can the Federal and State government do to alleviate the problem?

Driving a school bus is an unusual career. The work is not year-round, and the hours are early but split into two shifts in one day. Between finishing a route in the morning and starting the drop off route in the afternoon doesn't really allow time for a second job. Attracting people to this position requires a decent wage and a licensing process that isn't insurmountable. Since February of this year, the process for licensing bus drivers has become MORE difficult.

Licensing is determined primarily at the federal level. Changes were implemented in February that required additional behind the wheel hours from nationally recognized trainers typically only available through commercial driving programs. This has not only affected bus drivers, but also the entire trucking industry as well. In the past, our Transportation Supervisor was able to give potential drivers their behind the wheel hours and work with them to learn and practice. That is no longer the case. We have been forced to seek out trainers who fulfill these new 2023 requirements outside of our district. With the increased liability placed on new driver trainers, many are hesitant to train candidates who they do not know well or can vouch for personally. Many ROE trainers have quit working with other districts due to this increased liability that makes them personally liable for any driver who trained with them and then has an accident in the future. Why, when there is a national shortage of bus drivers, are we making the process for licensing them much more complicated and out of reach for schools?

As for the transportation reimbursement rate issue also listed above - since the state requires school districts to transport any student living 1.5 miles away from their school building, it should also pay for 100% of the costs associated with bussing them. Busing in the school districts of Illinois varies wildly across the state. Many have \$0 in transportation expenses, while others like Mercer County accrue costs in millions (\$1.4 million at Mercer County in the 2022-2023 school year). Since the transportation burden is so vastly different between districts, and the requirements for such are mandated by the state of Illinois, the transportation costs should be the responsibility of the state as well.

**Resolutions Committee Analysis:** The committee agreed that the bus driver shortage is affecting most school districts and trying to find a way to help alleviate that is important. The committee felt that helping to ease the requirements and training to become a bus driver will help to improve the shortage that districts are facing.

 The Resolutions Committee recommends DO ADOPT.

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## BOARD-EMPLOYEE RELATIONS

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### Employment History Review


**Submitting District:** Unity Point School District 140

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall request the Illinois legislature consider using the Illinois Department of Child and Family Services (IL-DCFS ) Child Abuse and Neglect Tracking System (CANTS) as a means to fulfill the Employment History Review (EHR) (105 ILCS 5/22-94) of Faith's Law.

**District Rationale:** As it will apply, Faith's Law will require a district to contact employers listed in the EHR form and conduct a review for sexual misconduct allegations. This approach to hiring may prove time consuming and financially limiting for some districts, requiring the addition of personnel, or utilizing outside firms to complete the process. With no findings provided toward this end, another option needs to be considered. At this point there is no guidance on the due diligence process that will be completed for a district to have confidence they are approving an applicant for all employees, contractors, substitutes, and all those with direct contact with students. This lack of guidance could leave districts open for lawsuits based on an individual human resource officer's choice to proceed or deny employment based on the verbal response of a prior employer.

Alternatively, the DCFS CANTS system is an established system that is currently required within the standard FBI and IL State police background checks for all DCFS background checks. The CANTS system would provide an unbiased system to examine allegations of sexual misconduct, giving districts a clear answer on prior misconduct. Additionally, this system could have documented cases outside of employment history, potentially providing a more thorough look into the applicant as a whole. Lastly, as this is a statewide database, employees and contractors that work in multiple districts will not have to reapply through the Illinois State Board of Education's employment history check with each district they will work in. This could alleviate the time constraints that are anticipated with the EHR process.

**Resolutions Committee Analysis:** The committee understood and agreed that finding a way to help districts implement Faith's Law is important, but they felt this was not the right system to use to fix the issue.

 The Resolutions Committee recommends DO NOT ADOPT.

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## FINANCING PUBLIC EDUCATION - LOCAL

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### Alternative Safe School Funding

**Submitting District:** Geneseo CUSD 228

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall advocate for additional funding to be provided for regional alternative safe schools to allow for an elementary-appropriate program, additional funding and approved certification programs for board certified behavior analysts (BCBA) in school districts, and additional flexibility with student discipline to help local districts provide the safest learning environment possible. We also ask that the state legislature review SB100 and make any necessary changes to allow for more local control as it relates to student discipline post-Covid, especially at the elementary and middle school levels.

**District Rationale:** Area school districts are observing an increase in immature and aggressive behavior in students,

especially at the elementary and middle school levels post-COVID. Local districts are doing the best they can with the resources available but are not equipped to handle the rise in these student characteristics. The state has increased funding, awareness, and resources to address Social Emotional Learning (SEL) but has not done the same for these specific student characteristics or concerns.

**Resolutions Committee Analysis:** The committee discussed the current IASB Position Statement 2.33 that already states IASB will advocate using Evidence-Based Funding (EBF) to support funding for alternative schools. Members also discussed a possible review of SB 100, which encouraged limiting student suspensions and expulsions and established a parent-teacher advisory committee that would develop, with the school board, policy guidelines on pupil discipline.



The Resolutions Committee recommends DO NOT ADOPT.

# DO NOT PRESENT

1. Delegate Assembly Mail-In Voting
2. Schools As Polling Place Choice
3. Fully Fund IDEA
4. Suicide Prevention Education

## Delegate Assembly Mail-in Voting

**Submitting District:** Fremont SD 79

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support and amend that all delegates from all the school boards that are members of the Association are represented every year at the Delegate Assembly either by being in person or by their official signed ballots.

**Resolutions Committee Analysis:** The committee agreed that having more districts attend at the annual Delegate Assembly meeting is very important, but they had concerns about the proposed timeline to get the votes in, along with concerns that hearing floor discussion at the meeting could change some districts votes. Casting the vote before the meeting would not allow for the districts participating in mail-in ballots to hear deliberation in those discussions.

There was concern from the committee regarding the timeline proposed to receive the mail-in ballots along with concerns about solidifying quorum and validating the registered delegate is casting the vote for their corresponding district. Other concerns include how quorum would be established and the uncertainty of validating who was voting virtually. It was noted that it is not clear how many districts cannot afford to send a delegate to vote. The only way to make a change to Delegate Assembly voting would be through a Constitutional amendment.

⊗ The Resolutions Committee recommends DO NOT PRESENT.

## Schools as Polling Place Choice

**Submitting Districts:** Wilmette SD 39 and Wheeling CCSD 21

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall work to request that the Illinois General Assembly amend Illinois Compiled Statute 10 ILCS 5/11-4.1 (from Ch. 46, par. 11-4.1) such that school districts will have the right to refuse to have their schools used as polling places during any election cycle.

**Resolutions Committee Analysis:** While the committee agreed and understood that it should be up to the schools whether their facilities are used as polling places, the committee pointed out that IASB already has Position Statement, 7.08, stating that IASB will support legislation that allows school districts to refuse to be used as a polling place.

⊗ The Resolutions Committee recommends DO NOT PRESENT.

## Fully Fund Individuals with Disabilities Education Act (IDEA)

**Submitting District:** Naperville CUSD 203

**Statement of Resolution:** The Illinois Association of School Boards will strongly advocate for increased federal funding for the Individuals with Disabilities Education Act (IDEA), and full funding of IDEA in the next ten years.

**Resolutions Committee Analysis:** The committee agreed that more funding for IDEA is needed but they did not feel that having a time constraint of ten years was feasible. The committee felt that the current IASB Position statement, 2.04, that already advocates for adequate funding for IDEA made this resolution redundant.

⊗ The Resolutions Committee recommends DO NOT PRESENT.

## Suicide Prevention Education

**Submitting District:** Warren THSD 121

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards (IASB) shall advocate for the adoption of state legislation to strongly encourage and fund district suicide prevention education measures including but not limited to:

- Legislation strongly encouraging and funding school district provision of education materials to K-12 families on safe gun storage and suicide prevention.
- Legislation strongly encouraging and funding schools and police authorities to provide no-cost or low-cost gun storage solutions to the community.

**Resolutions Committee Analysis:** The committee agreed that education on suicide prevention is important, but they do not feel that advocating for gun storage should be included in the language of this resolution.

⊗ The Resolutions Committee recommends DO NOT PRESENT.

## MY BOARD'S RECOMMENDATION

Agree	Disagree	NEW RESOLUTIONS
<input type="checkbox"/>	<input type="checkbox"/>	1. Industrial Construction (Do not Adopt)
<input type="checkbox"/>	<input type="checkbox"/>	2. School Resource Officer Funding (Do Adopt)
<input type="checkbox"/>	<input type="checkbox"/>	3. Bus Driver Regulations (Do Adopt)
<input type="checkbox"/>	<input type="checkbox"/>	4. Employment History Review (Do not Adopt)
<input type="checkbox"/>	<input type="checkbox"/>	5. Alternative Safe School Funding (Do not Adopt)

Click [here](#) for link to current Position Statements



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