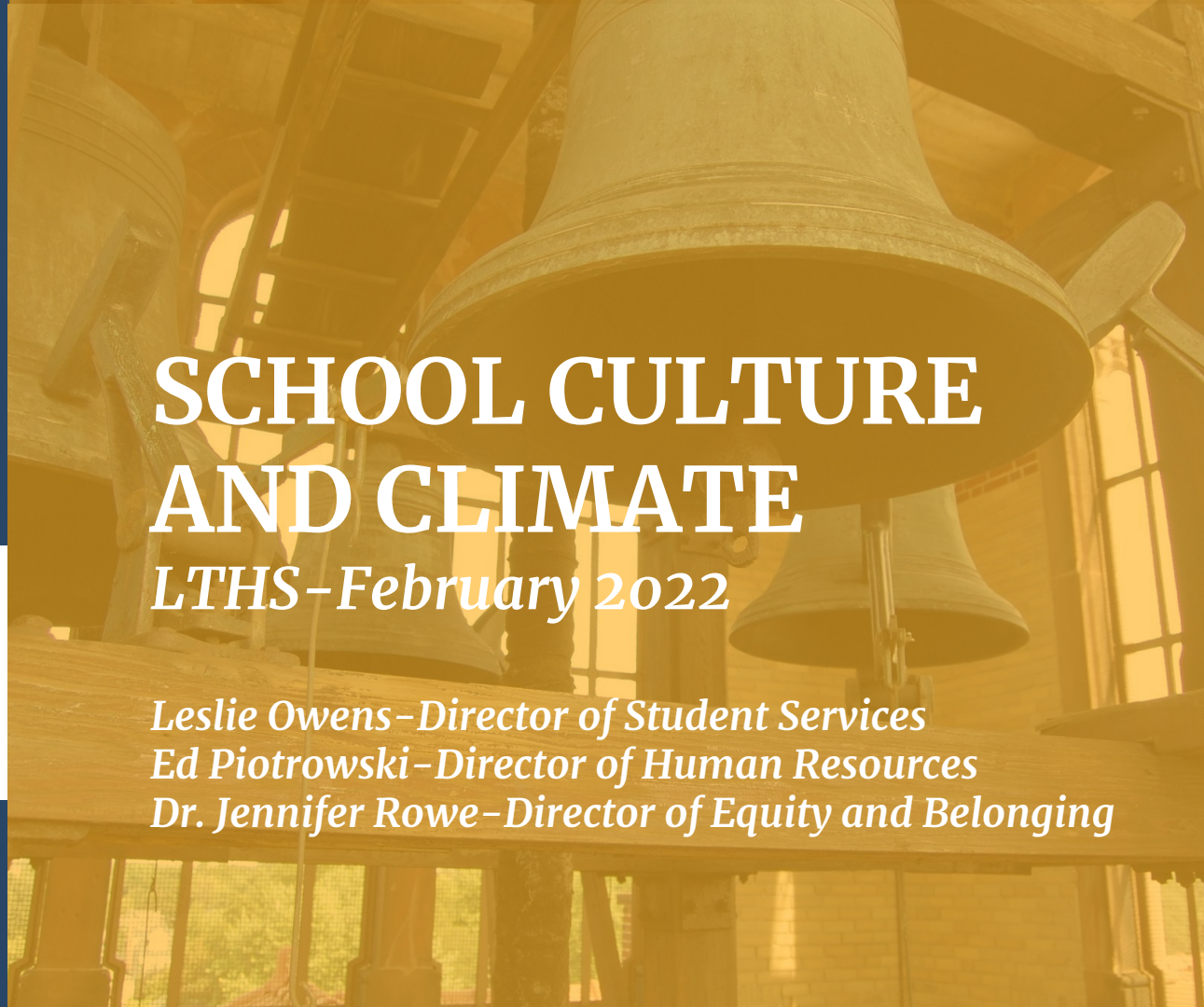


SCHOOL CULTURE AND CLIMATE

LTHS-February 2022

Leslie Owens-Director of Student Services
Ed Piotrowski-Director of Human Resources
Dr. Jennifer Rowe-Director of Equity and Belonging

The data included in this presentation was selected because it is the most commonly used data that school districts use to define success and areas of growth, and to monitor progress. In addition, the format is meant to provide a snapshot of each of the three areas (Student Learning, Climate and Culture, and Resources) in approximately 30-35 minutes or less. As a result, we prioritized including the data that you are seeing here today.

AGREEMENTS:

- We understand that this is a 30 minute presentation dedicated to providing a “snapshot” of academic performance.
- We will hold all questions until the end of the presentation.

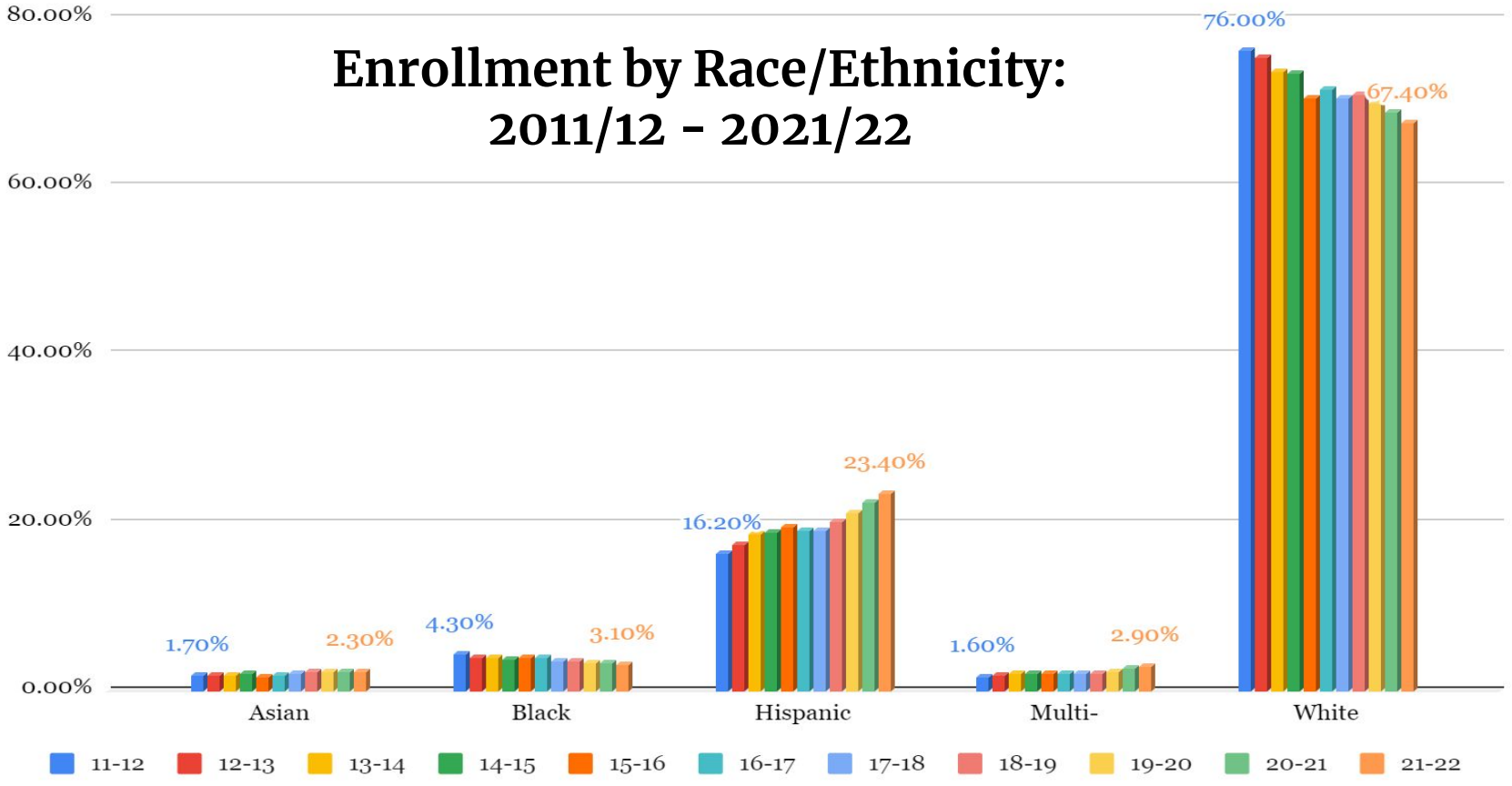
Enrollment Data

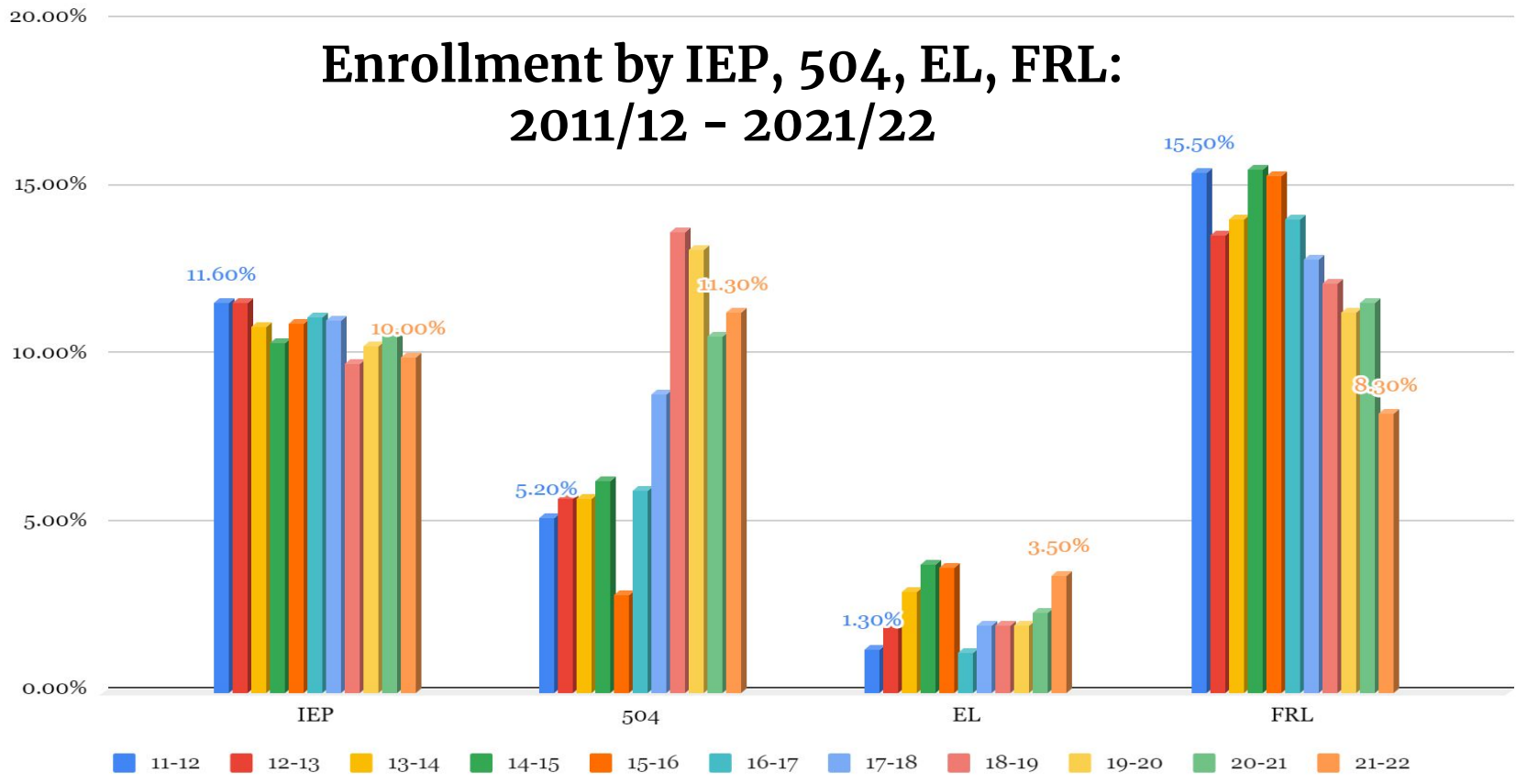
ENROLLMENT DATA: 2011/12-2021/22

As we move forward in today's presentation, we will continuously reference our enrollment data. Below you will see an enrollment table disaggregated by population groups.

School Year	Total #		Asian	Black	Hispanic	Multi-Racial	White		IEP	504	EL	FRL
11-12	3991		1.7%	4.3%	16.2%	1.6%	76.0%		11.6%	5.2%	1.3%	15.5%
12-13	4034		1.8%	3.8%	17.4%	1.7%	75.2%		11.6%	5.8%	2.0%	13.6%
13-14	4017		1.9%	3.8%	18.6%	2.1%	73.6%		10.9%	5.8%	3.0%	14.1%
14-15	4013		2.1%	3.7%	18.7%	2.0%	73.4%		10.4%	6.3%	3.8%	15.6%
15-16	4,192		1.6%	3.9%	19.5%	2.1%	70.5%		11.0%	2.9%	3.7%	15.4%
16-17	4,090		1.8%	4.0%	18.9%	2.1%	71.5%		11.2%	6.0%	1.2%	14.1%
17-18	4,170		2.0%	3.5%	19.0%	2.0%	70.4%		11.1%	8.9%	2.0%	12.9%
18-19	4,096		2.2%	3.4%	20.0%	2.1%	70.9%		9.8%	13.7%	2.0%	12.2%
19-20	4,059		2.3%	3.3%	21.0%	2.2%	69.8%		10.3%	13.2%	2.0%	11.3%
20-21	4,018		2.2%	3.3%	22.4%	2.6%	68.7%		10.7%	10.6%	2.4%	11.6%
21-22	3,997		2.3%	3.1%	23.4%	2.9%	67.4%		10.0%	11.3%	3.5%	8.3%

Enrollment by Race/Ethnicity: 2011/12 - 2021/22




Enrollment by IEP, 504, EL, FRL:
2011/12 - 2021/22
20.00%
15.00%
10.00%
5.00%
0.00%
11.60%
10.00%
5.20%
11.30%
1.30%
3.50%
15.50%
8.30%
IEP
504
EL
FRL
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22

Climate Survey Trends

Cognia Climate Survey

2021 Response Averages

Students n=3632 (~91%)

Staff n=211 (~77%)

Parent/Guardian n=174 (~4%)

	2021 Student Average	2021 Staff Average	2021 Parent/Guardian Average*
Purpose and Direction	3.84	3.31	3.51
Governance and Leadership	3.69	3.39	3.51
Teaching and Assessing for Learning	3.65	3.51	3.4
Resources and Support Systems	3.85	3.82	3.72
Continuous Improvement	3.66	3.41	3.43

Student Responses

		Question	Avg 2021	Avg 2019	Avg 2016	2021-2019 Δ	2021 5+4	2021 3	2021 2+1	Strongly Agree 2021	Strongly Agree 2019	Agree 2021	Agree 2019	Neutral 2021	Neutral 2019	Disagree 2021	Disagree 2019	Strongly Disagree 2021	Strongly Disagree 2019	N/A 2021	N/A 2019
Purpose and Direction	1	In my school. Programs and services are available to help me succeed.	3.98	4.06	4.11	-0.08	78%	19%	3%	23%	31%	55%	52%	19%	12%	2%	3%	1%	1%	0%	0%
	2	In my school, the purpose and expectations are clearly explained to me and my family.	3.8	3.9	3.96	-0.10	71%	23%	6%	17%	23%	54%	54%	23%	16%	5%	5%	1%	1%	0%	1%
	3	In my school, a high quality education is offered.	4.15	4.26	4.30	-0.11	84%	13%	3%	34%	46%	50%	41%	13%	9%	2%	2%	1%	1%	0%	0%
	4	In my school, all students are treated with respect.	3.53	3.15	3.37	0.38	56%	28%	15%	15%	8%	41%	35%	28%	31%	11%	18%	4%	6%	0%	1%
	5	In my school, teachers work together to improve student learning.	3.76	3.58	3.58	0.18	67%	26%	7%	18%	13%	49%	45%	26%	29%	6%	12%	1%	2%	0%	0%
Governance & Leadership	6	In my school, rules are applied equally to all students.	3.62	3.32	3.37	0.30	61%	23%	14%	19%	14%	42%	38%	23%	22%	11%	19%	3%	6%	1%	0%
	7	In my school, students treat adults with respect.	3.6	3.35	3.52	0.25	59%	33%	9%	11%	6%	48%	41%	33%	37%	7%	13%	2%	4%	0%	0%
	8	In my school, the principal and teachers have high expectations of me.	3.86	4.01	4.14	-0.15	72%	25%	4%	19%	24%	53%	57%	25%	16%	3%	2%	1%	1%	0%	0%

STAFF RESPONSES

			Avg	Avg	Avg	2019-2021		2021				Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		N/A	
		Question	2021	2019	2016	Δ		5+4	3	2+1		2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019
Purpose and Direction	1	Our school's purpose statement is clearly focused on student success.	3.76	4.10	4.17	-0.34		72%	16%	12%		20%	33%	52%	52%	16%	10%	8%	3%	4%	1%	0%	1%
	2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	3.11	3.41	3.41	-0.30		38%	35%	27%		11%	17%	27%	37%	35%	31%	18%	9%	9%	3%	0%	3%
	3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	3.22	3.68	3.60	-0.46		44%	31%	25%		11%	19%	33%	48%	31%	18%	17%	12%	8%	3%	0%	2%
	4	Our school's purpose statement is supported by the policies and practices adopted by the school board.	3.21	3.64	3.76	-0.43		44%	33%	22%		9%	17%	35%	50%	33%	19%	11%	10%	11%	2%	0%	2%
	5	Our school has a continuous improvement process based on data, goals, action and measures for growth.	3.23	3.77	3.92	-0.54		45%	33%	22%		9%	23%	36%	49%	33%	16%	13%	7%	9%	4%	0%	2%
Governance and Leadership	6	Our school's school board complies with all policies, procedures, laws and regulations.	3.8	3.91	4.07	-0.11		69%	19%	10%		22%	29%	47%	46%	19%	18%	9%	3%	1%	2%	1%	3%
	7	Our school's school board maintains a distinction between its roles and responsibilities and those of school leadership.	3.47	3.57	3.75	-0.10		55%	31%	13%		10%	21%	45%	36%	31%	29%	9%	9%	4%	3%	1%	2%
	8	Our school's leaders support an innovative and collaborative culture.	3.11	3.47	3.47	-0.36		44%	26%	31%		9%	16%	35%	44%	26%	21%	20%	10%	11%	8%	0%	1%
	9	Our school's leaders expect staff members to hold all students to high academic standards.	3.58	3.90	3.98	-0.32		64%	16%	20%		20%	26%	44%	51%	16%	12%	13%	9%	7%	2%	0%	1%
	10	Our school's leaders hold themselves accountable for student learning.	2.92	3.35	3.30	-0.43		33%	28%	38%		9%	1%	24%	35%	28%	29%	28%	14%	10%	5%	0%	1%
	11	Our school's leaders hold all staff members accountable for student learning.	3.79	3.76	3.96	0.03		71%	18%	10%		21%	21%	50%	51%	18%	17%	6%	7%	4%	2%	0%	2%
	12	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	3.57	2.12	3.77	1.45		61%	23%	14%		14%	16%	47%	45%	23%	24%	10%	9%	4%	3%	1%	3%
	13	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	3.44	3.31	3.54	0.13		55%	28%	17%		11%	13%	44%	39%	28%	23%	12%	19%	5%	3%	1%	4%

PARENT/GUARDIAN RESPONSES

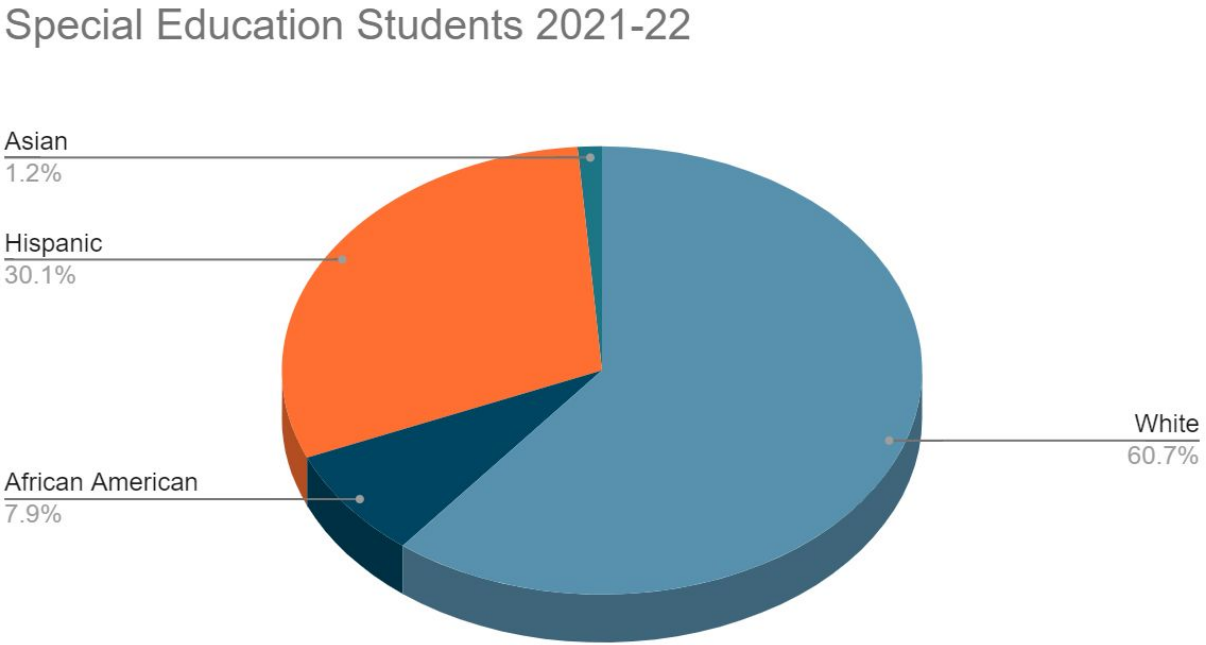
		Question	Avg 2021	Avg 2019	Avg 2016	Δ 2019-2021	2021 5+4	2021 3	2021 2+1	Strongly Agree 2021	Strongly Agree 2019	Agree 2021	Agree 2019	Neutral 2021	Neutral 2019	Disagree 2021	Disagree 2019	Strongly Disagree 2021	Strongly Disagree 2019	N/A 2021	N/A 2019
Purpose and Direction	1	Our school's purpose is clearly focused on student success.	3.8	4.06	4.22	-0.26	73%	16%	11%	24%	34%	49%	48%	16%	13%	6%	2%	5%	1%	0%	2%
	2	Our school's purpose statement is formally reviewed and revised with involvement from parents.	3.18	3.20	3.51	-0.02	37%	34%	23%	11%	10%	26%	30%	34%	44%	14%	8%	9%	2%	5%	6%
	3	Our school has established goals and a plan for improving student learning.	3.53	3.76	4.13	-0.23	64%	17%	19%	20%	22%	44%	47%	17%	22%	9%	5%	10%	2%	0%	2%
Governance and Leadership	4	Our school's governing body operates responsibly and functions effectively.	3.52	3.72	3.93	-0.20	59%	24%	16%	16%	20%	43%	50%	24%	22%	9%	2%	7%	2%	1%	3%
	5	Our school's governing body does not interfere with the operation or leadership of our school.	3.33	3.38	3.56	-0.05	45%	38%	14%	8%	12%	37%	37%	38%	41%	7%	3%	7%	1%	3%	6%
	6	Our school has high expectations for students in all classes.	3.62	4.03	4.25	-0.41	67%	13%	20%	22%	35%	45%	44%	13%	12%	13%	7%	7%	2%	0%	1%
	7	Our school shares responsibility for student learning with all stakeholders.	3.45	3.68	3.94	-0.23	56%	25%	16%	14%	20%	42%	47%	25%	23%	6%	5%	10%	1%	2%	3%
	8	Our school communicates effectively about the school's goals and activities.	3.71	3.93	4.11	-0.22	69%	14%	18%	29%	29%	40%	47%	14%	15%	10%	6%	8%	3%	0%	1%
	9	Our school provides opportunities for stakeholders to be involved in the school.	3.39	3.67	3.91	-0.28	53%	26%	20%	14%	21%	39%	43%	26%	26%	11%	5%	9%	2%	2%	3%

FINDINGS & TRENDS

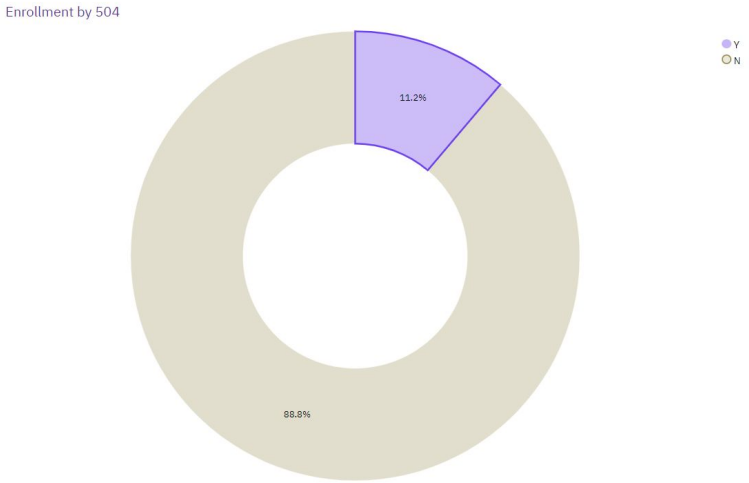
	STUDENTS	STAFF	PARENTS/GUARDIANS
	✔ Students are treated with respect ✔ Teaching changes to match learning needs ✔ Family is kept informed of academic progress ✔ Work is fairly graded and evaluated	✔ Staff evaluation based on criteria that improves teaching and learning ✔ Technology resources and support are available ✔ Staff members provide peer coaching ✔ Leadership uses data to monitor achievement	✔ Students have the technology required to learn
	✔ Clarity and level of expectations ✔ Preparation for future ✔ Student support for each other	✔ Clarity in purpose ✔ Shared decision-making ✔ Use of data to drive continuous improvement	✔ Decline in average on 33 of 35 questions from 2019 to 2021 ✔ Decline in average on 34 of 35 questions from 2016 to 2019

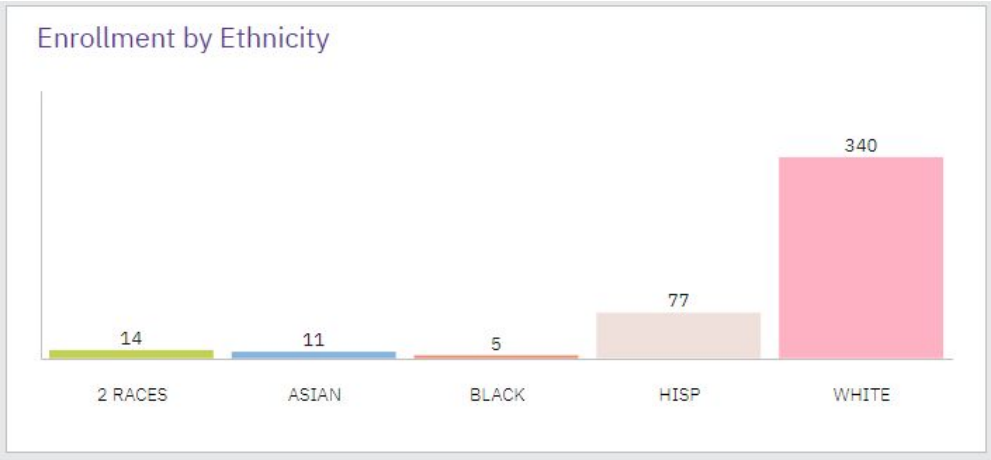
Intervention Information

Special Education Student Demographics



504 Plan Student Demographics



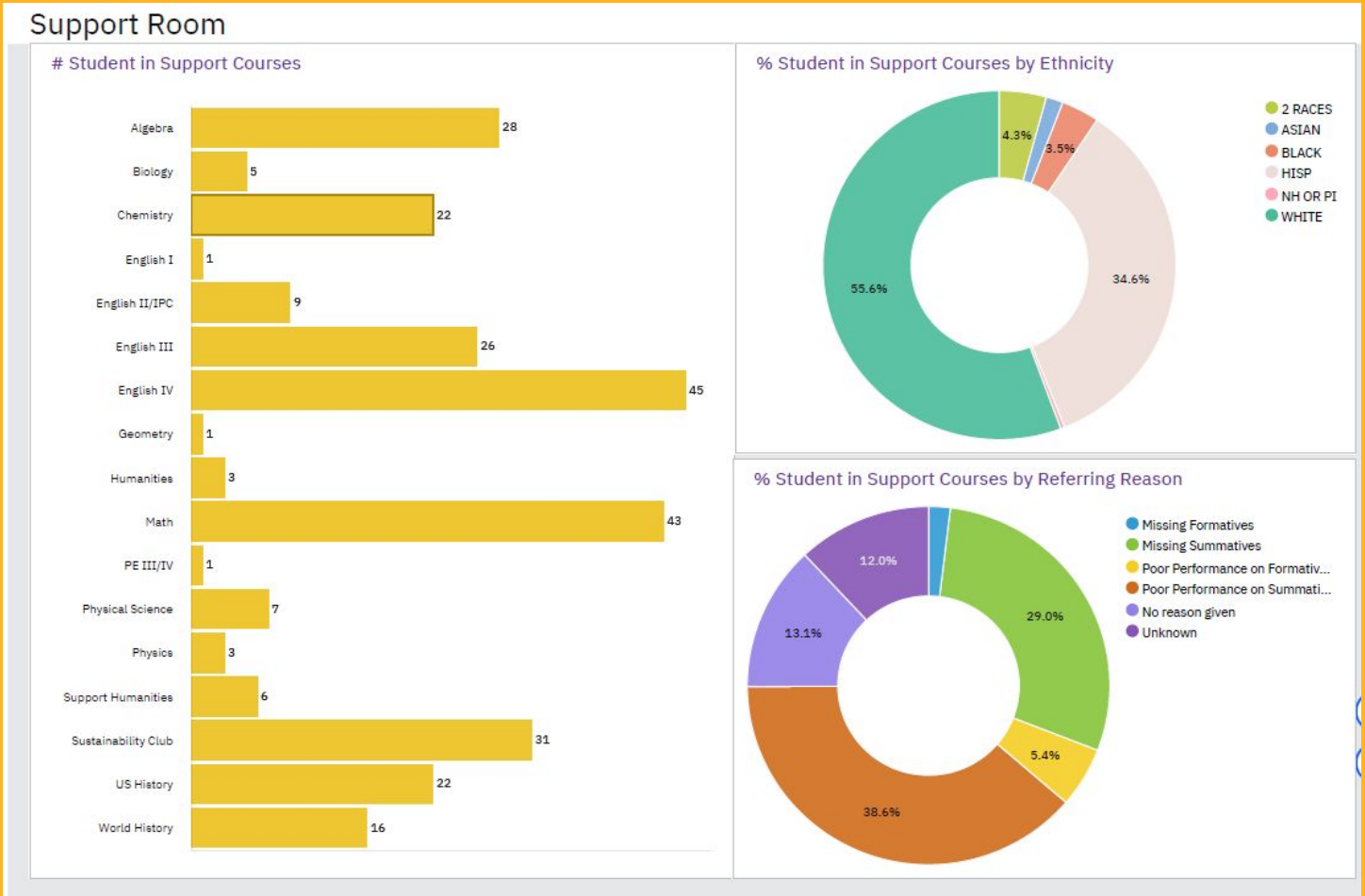


ENGLISH LEARNERS



- 140 students identified
  - 108 Spanish speakers
  - 17 languages spoken other than English
- 70% identified as Long-Term English Learners (services for more than six years)
- 47% of students dually identified as an EL and a student in Special Education

Systems of Support



Human Resources

LTHS Staff Demographics

- 539 total staff members
  - Buildings and Grounds: 56
  - Certified (Instructional and Support): 292
  - Certified (Administration): 22
  - Classified/Non-Contractual: 92
  - ParaEducators: 77

- Federal Race/Ethnicity/Gender Demographics
  - White (Race Code): 87.5%
  - Other (Race Code): 7.7%
  - Black (Race Code): 3.5%
  - Asian/Pacific Islander (Race Code): 1.3%
  - Hispanic (Ethnicity Code): 7.1%
  - 60.8% Female/39.2% Male



Certified Staff Licensure

- Licensure in 37 subject area categories across 15 departments
  - Alternative Program
  - Applied Technology
  - Art
  - Business Education
  - Driver Education
  - English
  - Family and Consumer Sciences
  - Mathematics
  - Music
  - Physical Education
  - Science
  - Social Studies
  - Special Education
  - Student Services
  - World Languages
- Dual Credit
  - Across eight departments
  - 27 teachers
  - 23 Dual Credit courses/74 sections
- Eight teachers with ESL/EL endorsement
- One Nationally Board Certified teacher



Certified Staff

Education, Experience and Retention

- 292 Certified Instructional and Student Support Staff
  - 91.1% have Master's Degree
    - 52.1% have earned at least 30 graduate hours beyond Master's Degree
    - 35.6% have earned at least 60 graduate hours beyond Master's Degree
- 245 Tenured Staff/47 Non-Tenured
- Average of 15 years of experience
- 96.8% Retention Rate



Certified Staff and Administration

Demographics

- **Federal Race/Ethnicity/Gender Demographics (Certified Staff)**
  - **White (Race Code): 93.8%**
  - **Other (Race Code): 3.1%**
  - **Black (Race Code): 1.7%**
  - **Asian/Pacific Islander (Race Code): 1.4%**
  - **Hispanic (Ethnicity Code): 2.4%**
  - **63.0% Female/37% Male**

- **Federal Race/Ethnicity/Gender Demographics (Admin)**
  - **White (Race Code): 81.8%**
  - **Other (Race Code): 9.1%**
  - **Black (Race Code): 9.1%**
  - **Hispanic (Ethnicity Code): 4.5%**
  - **36.4% Female/63.6% Male**

Certified Staff Appraisal

Lyons Township High School District 204 recognizes its responsibility to students and the community to provide the highest quality of professional teaching. The delivery of instruction and support services requires a highly trained professional staff. It also requires a continuous, meaningful system of appraisal, evaluation, and professional growth for that staff. Such a program develops a realistic, valid, and professional approach that ensures the success of new staff; continuous growth for experienced staff, and assistance to staff, who need it. Thus, a comprehensive performance evaluation system necessarily includes accountability in meeting district and state standards; improves teaching; improves student performance and achievement; improves the delivery of support services to students and parents; provides opportunities for self-reflection and collaboration; and promotes and monitors professional growth. Finally, this system recognizes excellence, celebrates the accomplishments and achievements of the staff, and thus takes pride in the individual and collective work of educating students.

Certified Staff Appraisal

- Summative Rating based on observations, collection of evidence and artifacts, conferences
- Combination of Professional Practice and Student Growth
- Charlotte Danielson's Framework for Teaching
- Tenured (every other year)/Non-Tenured (every year)
- Ratings Categories
  - Excellent
  - Proficient
  - Needs Improvement
  - Unsatisfactory

Charlotte Danielson Framework for Teaching

Professional Practice (Four Domains)

- **Planning and Preparation**
- **Classroom Environment**
- **Instruction**
- **Professional Responsibilities**

Multiple components in each Domain

Summative Rating Categories

For the 2020-2021 school year, 99.4% of Certified Staff rated earned Proficient or Excellent

48 Excellent
114 Proficient
1 Needs Improvement
(136 Off-Cycle)

Excellent – Performance at the Excellent level demonstrates evidence of high expertise beyond the Proficient level and operates at a qualitatively different level from that of professional peers. Excellent teachers engage in extensive, reflective, personal and collaborative professional development. Teachers at this level are distinguished by exceptional commitment to student learning using flexible, differentiated, and responsive instructional practice.

Proficient – Performance at the Proficient level demonstrates clear knowledge of instruction combined with consistent and reflective preparation. Proficient teachers utilize assessment to drive planning and use a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful collaboration with colleagues as well as ongoing self-reflection and professional improvement. Experienced, capable teachers will regard themselves and be regarded by others as performing at this level. A Proficient teacher is a very good teacher.

Needs Improvement – Performance at the Needs Improvement level regularly demonstrates deficiency in one or more of the professional competencies. This teacher may recognize or intermittently engage in activities believed to be highly correlated with positive student learning outcomes, but there are still areas in which growth is needed due to sporadic or intermittent success in the professional competencies.

Unsatisfactory – Performance at the Unsatisfactory level shows little or no evidence of implementing the professional competencies. Practices remain ineffective and inefficient after intervention and support have been implemented.

2021-2022 Professional Learning

# OF PROFESSIONAL LEARNING ACTIVITIES	# OF STAFF	% OF STAFF
0	164	51.90%
1	63	19.94%
2	43	13.61%
3	20	6.33%
4	13	4.11%
5	5	1.58%
6+	8	2.53%

Questions?