



**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
Tuesday, October 12, 2021 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. COMMUNICATIONS - Public Comments

The Board welcomes and encourages public comment at regularly scheduled board meetings. If you have a suggestion, question, concern or comment, please submit the blue communication form online by 4:30 p.m. the day of the Board meeting and it will be read into the record during the "Communications" portion of the meeting. Or you may submit the form in person before the meeting begins and you will be called upon to address the Board during public comment. Please limit comments to no more than three (3) minutes. Online forms submitted after 4:30 p.m. will be forwarded to the next month's meeting.

While the Board appreciates your participation, please understand that we cannot actively engage in dialogue during public comment. We take all matters seriously and if there is a specific question or comment that requires follow up, the appropriate Board or Administration contact will provide a response to you within two weeks or less.

III. DISTRICT POLICY UPDATES - 2ND READING (E. Piotrowski) 3

IV. HUMAN RESOURCES (E. Piotrowski)

- A. Administrative and Certified Employee Recommendations
- B. Buildings and Grounds, Classified/Non-Contractual, and ParaEducator Staff Employment Recommendations

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VII. CURRICULUM (S. Eggerding)

- A. 2022-2023 School-year Calendar - 1st Reading 82
- B. Curriculum Change Proposals - 2nd Reading 84
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VIII. PUBLIC COMMENT

IX. ADJOURNMENT

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

LYONS TOWNSHIP HIGH SCHOOL



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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: September 20, 2021

RE: Board Policies Review

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). We recently received PRESS issue 107 updates, and recommendations are outlined below. Additional policies to be reviewed are also included/attached to this memorandum.

Section 1. For quality assurance, IASB recommends a review of policies at least once every five years. The following nine policies included in PRESS Issue 107 are recommended for review:

Policy 1:10	School District Legal Status
Policy 1:20	District Organization, Operations and Cooperative Agreements
Policy 1:30	School District Mission
Policy 2:30	School District Elections
Policy 6:100	Using Animals in the Educational Program
Policy 6:170	Title I Programs
Policy 7:220	Bus Conduct
Policy 7:230	Misconduct by Students with Disabilities
Policy 8:90	Parent Organizations

These policies are unchanged. Once reviewed, the adopted date will be updated in the policy manual.

Section 2. The following policy revisions include changes of an administrative nature, such as updates to legal references, footnotes, terminology, or responses to recent legislation, and should not affect how the policies are interpreted.

Policy 2:10	School District Governance
Policy 6:160	English Learners
Policy 6:255	Assemblies and Ceremonies
Policy 7:280	Communicable and Chronic Infectious Disease

Section 3. The following policies have been reviewed by our legal counsel and the recommendations provided are included below.

- Policy 2:130 Board – Superintendent Relationship
- Policy 2:240 Board Policy Development
- Policy 5:10 Equal Employment Opportunity and Minority Recruitment
- Policy 6:145 Migrant Students
- Policy 6:260 Curriculum Objection
- Policy 2.230 Public Participation at School Board Meetings
- Policy 4:30 Revenue and Investments
- Policy 4:40 Operational Services
- Policy 4:80 Accounting and Audits

Policy 2:130 – Board-Superintendent Relationship

We recommend adopting IASB’s proposed changes with the following modifications: Remove the remainder of the proposed addition starting at “...by delegating its authority...” The sentence should read: “The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District.”

This change is not required, but we recommend including it because it indicates an additional component of the Board/Superintendent relationship that may be helpful to include.

We recommended the modification to the proposed language so that the policy more closely follows the language of Section 10-16.7 of the School Code.

Policy 2:240 – Board Policy Development

We recommend adopting the proposed changes to this policy.

The first change under “Policy Adoption and Dissemination” allows the Board additional flexibility when adopting policy revisions.

The section titled “Words Importing Gender” is not required, but we recommend including it because it aligns with the requirement that the District does not discriminate based on gender, including transgender and gender non-conforming students. Adopting the policy language would support the application of gender neutral/inclusive terms in your Board policies. As an alternative or additional step, the Board could review its whole policy manual to change any gender-specific terms to gender neutral/inclusive terms. If the Board prefers this approach, we can review its ability to authorize the Superintendent to make this change (rather than needing to have the Board adopt an amendment to each policy).

Policy 5:10 – Equal Employment Opportunity and Minority Recruitment

We recommend adopting the proposed changes to this policy.

The Illinois Human Rights Act was updated to prohibit employers, including school districts, from using a conviction record as a basis to refuse to hire, to segregate, or to act with respect to recruitment, hiring, promotion, employment renewal, discharge, discipline,

tenure, or terms, privileges or conditions of employment, unless (1) it is otherwise authorized to do so by law; (2) there is a substantial relationship between one or more of the criminal offenses and employment sought or held; or (3) the granting or continuation of the employment would involve an unreasonable risk to property or the safety or welfare of certain individuals or the general public. 775 ILCS 5/2-103.1(A). School districts are prohibited by law from employing individuals convicted of certain criminal acts enumerated in the School Code. *See* 105 ILCS 5/10-21.9; 105 ILCS 5/21B-80. Thus, there are circumstances in which the Board may use an individual’s conviction record as the basis for an employment decision. Therefore, we recommend including this language to align with the new requirement in the IHRA, while continuing to allow such decisions where permitted by law.

Policy 6:145 – Migrant Students

We recommend adopting the proposed changes to this policy to align with the requirements under 20 U.S.C. § 6394(c)(7), with the following modification:

We recommend adding “Include a means to identify. . .” at the beginning of numbered paragraph one (1), so that the sentence should read: “1. Include a means to identify migrant students and assess their educational and related health and social needs.”

Policy 6:260 – Complaints About Curriculum, Instructional Materials, and Programs

We recommend adopting IASB’s proposed changes.

The changes to paragraph two of the policy are not required, but we recommend the District incorporate these changes to streamline its processes for curriculum objections or complaints. Those curriculum elements and/or instructional materials that violate the law or a Board policy should be handled through the District’s *Grievance Procedure*.

Policy 2.230 - Public Participation at School Board Meetings

The Board will allocate up to 30 minutes during each regular and special open meeting during which any person may make comments to the Board regarding agenda or non-agenda items related to the District, subject to the reasonable constraints established and recorded in this policy. It shall be the Board's practice not to directly engage in discussion or ask or answer questions during public comment.

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Sign in on the designated public comment form, which requests each speaker to provide his or her name, address, topic, and whether the individual is a resident of the District. Individuals that provide they are residents will be permitted to speak before individuals that do not identify themselves as residents.
2. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
3. Identify oneself and be brief. Each person may address the Board for up to

three minutes.

4. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8.30, Visitors to and Conduct on School Property. Specifically, individuals should display mutual respect, civility, and orderly conduct. Individuals shall not:
 - a. Strike, injure, threaten, harass, or intimidate a staff member, Board member, or any other person.
 - b. Use vulgar or obscene language.
 - c. Impede, delay, disrupt, or otherwise interfere with a Board meeting (including using cellular phones in a disruptive manner).
 - d. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a Board meeting.
 - e. Violate other District policies or regulations, a directive from an authorized security officer, or a District employee or Board member.

The Board President shall have authority to:

1. Shorten the time for each person to address the Board to conserve time and give the maximum number of people an opportunity to speak.
2. Limit the duration of public comment on any one subject to 20 minutes. If several individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
3. Extend the 30-minute time limit for public participation.
4. Extend the three-minute time limit for individual speakers.
5. Determine procedural matters regarding public participation not otherwise covered in Board policy.

Adopted: 2/27/06

Revised: 9/20/10; 09/16/19

Policy 4:30 – Revenue and Investments

Review of the policy due to the District’s withdrawal from the Lyons Township School Treasurer’s Office. We recommend removing the “Purpose/Scope” and “Pooling of Funds” sections entirely from this policy.

Because the District is no longer a member of the Lyons TTO, it is not required to comply with the Public Funds Investment Act and it will no longer be pooling funds with other Districts. Therefore, neither of these sections is applicable to the District any longer.

We note that this policy does identify the Director of Business Services as the District’s Chief Investment Officer.

Policy 4:40 – Incurring Debt

Review of this policy due to the District’s withdrawal from the Lyons Township School Treasurer’s Office. We recommend removing the third and fourth sentences in the first paragraph, beginning with “When the list is in balance...” and “The Approved list of bills shall then be...,” respectively.

We also recommend deleting the second paragraph in its entirety

Due to the District’s withdrawal from the Lyons TTO, the district will no longer utilize these procedures. Instead, all approval and Disbursement of funds will occur internally.

Policy 4:80 – Accounting and Audits

Review of this policy due to the District’s withdrawal from the Lyons Township School Treasurer’s Office.

We recommend deleting the “Township Treasurer” under the “Control Requirements for Checks” section. If the District will be implementing a new Treasurer role internally, the District may wish to include the ability for the “Treasurer” to sign checks, and as such add “Treasurer” here. If not, and only the Director of Business Services and the Board President should have the ability to sign checks, then deleting the “Township Treasurer” language will be sufficient.

RECOMMENDATION

We recommend the District policies listed above and attached to this memorandum be considered and presented as a first reading.

Document Status: 5-Year-Review - Needs Review

SCHOOL DISTRICT ORGANIZATION

1:10 School District Legal Status

The Illinois Constitution requires the State to provide for an efficient system of high quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The District is governed by the laws for school districts having a population of not fewer than 1,000 and not more than 500,000.

The Board of Education constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.:

Ill. Constitution, Art. X, Sec. 1.

105 ILCS 5/10-1 et seq.

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the Board of Education; Indemnification)

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

SCHOOL DISTRICT ORGANIZATION

1:20 District Organization, Operations, and Cooperative Agreements

The District is organized and operates as a High School District serving the needs of children in grades 9 through 12 and others as required by the School Code.

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the Board of Education concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements:

LaGrange Area Department of Special Education (LADSE)

DuPage Area Occupational Education System (DAOES)

LEGAL REF.:

Ill. Constitution, Art. VII, Sec. 10.

5 ILCS 220/1 et seq.

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

SCHOOL DISTRICT ORGANIZATION

1:30 School District Mission

Mission Statement

Lyons Township High School makes meaningful learning and dedicated teaching in a student-centered environment its highest priority. With the help of the entire LTHS community and through comprehensive curriculum and co-curricular programs, we pledge to foster the full intellectual, physical, moral, and aesthetic growth of all students and affirm our century-old motto, Vita Plena, the quest for the fulfilling life.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

~~ADOPTED: January 21, 2014~~

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:30 School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of Board of Education members, various public policy propositions, and advisory questions. Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The canvass of votes is conducted by the election authority within 21 days after the election.

The Board, by proper resolution, may cause to be placed on the ballot: (a) public policy referendum according to [Article 28](#) of the Election Code, or (b) advisory questions of public policy according to [Section 9-1.5](#) of the School Code.

The Board Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer and otherwise provides information to the community concerning District elections.

LEGAL REF.:

10 ILCS 5/1-3, 5/2A, ~~5/9~~, 5/10-9, 5/22-17, 5/22-18, and 5/28.

105 ILCS ~~5/9 and 5/9-1.5~~. [PRESSPlus1](#)

CROSS REF.: 2:40 (Board Member Qualifications), 2:50 (Board Member Term of Office), 2:210 (Organizational Board of Education Meeting)

~~ADOPTED: August 17, 2015~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:100 Using Animals in the Educational Program

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122, 5/27-14, and 112/.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:170 Title I Programs

The Superintendent or designee may pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parent and Family Engagement Compact

The Superintendent or designee shall develop a *District-Level Parent and Family Engagement Compact* according to Title I requirements. The *District-Level Parent and Family Engagement Compact* shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Compact

Each Building Principal or designee shall develop a *School-Level Parent and Family Engagement Compact* according to Title I requirements. This *School-Level Parent and Family Engagement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated
by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Compact) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, [20 U.S.C. §6301-6514](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: January 16, 2018

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:220 Bus Conduct

All students must follow the District's *School Bus Safety Rules*.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including the following:

1. Prohibited student conduct as defined in Board of Education policy, 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

Any electronic recording of the interior of a school bus while the school bus is being used in the transportation of students to and from school and school sponsored activities is exempt from the Eavesdropping Act and is not a school student record under the Illinois School Student Records Act. Pursuant to Illinois law, such recordings are nonetheless confidential records and may only be used by school officials (or their designees) and law enforcement personnel for investigations, school disciplinary actions and hearings, proceedings under the Juvenile Court Act of 1987, and criminal prosecutions, related to incidents occurring in or around the school bus.

LEGAL REF.:

Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [34 C.F.R. Part 99](#).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [10/](#).

[720 ILCS 5/14-3\(m\)](#).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:230 Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412, 1413, and 1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151 et seq.](#)

[34 C.F.R. §§300.101, 300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

COMMUNITY RELATIONS

8:90 Parent Organizations

The Board of Education recognizes that parent organizations are an invaluable resource to the District and so supports their formation and vitality. While parent organizations shall have no administrative authority and cannot determine District policy, their suggestions and assistance are always welcome.

The Building Principal or designee will serve as the advisor to parent organizations, and will serve as a resource person and provide information about school programs, resources policies, problems, concerns and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

~~ADOPTED: January 21, 2014~~

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:10 School District Governance

The District is governed by a Board of Education consisting of seven members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board may only occur at a duly called and legally conducted meeting. Except as otherwise provided by the Open Meetings Act, at which a quorum is must be physically present at the meeting. [PRESSPlus1](#)

Board members, as individuals, have no authority over school affairs, except as provided by law or as authorized by the Board.

LEGAL REF.:

5 ILCS 120/4.02, Open Meetings Act.

[105 ILCS 5/10-1, 5/10-10, 5/10-12, 5/10-16.7, and 5/10-20.5.](#)

CROSS REF.: 1:10 (School District Legal Status), 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. Updated to reflect changes to 5 ILCS 120/7(e), amended by P.A. 101-640, permitting public bodies to meet without a quorum physically present during a public health emergency. **Issue 107, June 2021**

Document Status: Draft Update

INSTRUCTION

6:160 English Learners

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (6) specific exit requirements of the program, (7) how the program will meet their child's individualized education program, if applicable, and (8) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee. [PRESSPlus1](#)

LEGAL REF.:

[20 U.S.C. §§6312, 6314, 6315, and 6318.](#)

[20 U.S.C. §6801 et seq.](#)

[34 C.F.R. Part 200.](#)

[105 ILCS 5/14C-1 et seq.](#)

[23 Ill.Admin.Code Part 228.](#)

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

ADOPTED: January 16, 2018

PRESSPlus Comments

Document Status: Draft Update

INSTRUCTION

6:255 Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

LEGAL REF.:

Lee v. Weisman, 505 U.S. 577, 112 S.Ct. 2649 (1992).

Santa Fe Independent School District v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000).

Jones v. Clear Creek Independent School District, 930 F.2d 416, 977 F.2d 963 (5th Cir., 1991, 1992), reh'g denied, 983 F.2d 234 (5th Cir., 1992) and cert. granted, judgement vacated, denied, 505 U.S. 1215, 113 S.Ct. 2950 (1992), remand, 977 F.2d 963, reh'g denied, 983 F.2d 234 (5th Cir., 1992), and cert. denied, 508 U.S. 967 (1993). [PRESSPlus1](#)

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. The Legal References have been updated. **Issue 107, June 2021**

Document Status: Draft Update

STUDENTS

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.:

105 ILCS 5/10-21.11.

~~410 ILCS 315/2a.~~ PRESSPlus1

23 Ill.Admin.Code §§ 1.610 and 226.300.

77 Ill.Admin.Code Part 690.

~~Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.~~ Individuals With Disabilities Education Improvement Act of 2004.

~~Rehabilitation Act, Section 504,~~ 29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Repealed by P.A. 98-353. **Issue 107, June 2021**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:130 Board-Superintendent Relationship

~~The Board of Education directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff.~~ ^{PRESSPlus1} The Board of Education employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

105 ILCS 5/10-16.7 and 5/10-21.4.

CROSS REF.: 3:40 (Superintendent)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. Statutory text, previously contained in the sample policy's footnotes, was moved into the policy as a result of PRESS Advisory Board feedback. **Issue 107, June 2021**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:240 Board Policy Development

The Board of Education governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration ~~will~~ may be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Words Importing Gender [PRESSPlus1](#)

Throughout this policy manual, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.:

[105 ILCS 5/10-20.5](#).

PRESSPlus 1. Optional. Updated in response to subscriber feedback and evolving diversity, equity, and inclusion work at IASB. Consult the board attorney to determine whether inclusion of a subhead related to gender neutral/inclusive pronouns is appropriate for the district. This subhead's text mirrors language from the Ill. Statute on Statutes importing words applying the masculine gender to include the female gender. See 5 ILCS 70/1.04.

For students, State law prohibits gender-based discrimination, including transgender and gender non-conforming students. 775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240. Title IX of the Education Amendments of 1972 (20 U.S.C. §1681) also prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a). See also policy 7:10, *Equal Educational Opportunities*.

For employees, the Equal Employment Opportunities Act (a/k/a Title VII of the Civil Rights Act of 1964) prohibits discrimination because of an individual's sex, which includes sexual orientation and/or transgender status. See 42 U.S.C. §2000e et seq., amended by The Lilly Ledbetter Fair Pay Act of 2009, Pub.L. 111-2; Bostock v. Clayton Cnty., 140 S.Ct. 1731 (2020); and Hively v. Ivy Tech, 853 F.3d 339 (7th Cir. 2017). See also policy 5:10, *Equal Employment Opportunity and Minority Recruitment. Issue 107, June 2021*

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic violence, sexual violence, or gender violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; ~~conviction record, unless authorized by law.~~ [PRESSPlus1](#) or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Complaint Managers. A complaint manager may be designated as a Nondiscrimination Coordinator as needed.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard

LaGrange, IL 60525

708/579-6456

Complaint Managers:

Greg Gardner, Associate Principal -
South

4900 S. Willow Springs Rd.

Western Springs, IL 60558

ggardner@lths.net

708/579-6500

Kevin Brown, Associate Principal - North

100 S. Brainard

LaGrange, IL 60525

708/579-6300

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

[8 U.S.C. §1324a](#) et seq., Immigration Reform and Control Act.

[20 U.S.C. §1681](#) et seq., Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) et seq., Age Discrimination in Employment Act.

[29 U.S.C. §701](#) et seq., Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) et seq., Civil Rights Act of 1991.

[42 U.S.C. §2000e](#) et seq., Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) et seq., Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000d](#) et seq., Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) et seq., Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-102, 103, [103.1](#), and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: November 16, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to 775 ILCS 5/2-103.1, added by P.A. 101-656, prohibiting an employer from disqualifying or taking other adverse action against applicants/employees based on conviction records unless certain conditions and notification requirements are met.

25

See 5:30-AP2, E1, *Notice of Preliminary Hiring Decision Based on Conviction Record* and 5:30-AP2, E2, *Notice of Final Hiring Decision Based on Conviction Record*, available by logging in to **PRESS Online** at www.iasb.com. The exhibits were added with

For more detail and discussion about the impacts of P.A. 101-656, see 5:30, *Hiring Process and Criteria*, at f/lns 5 and 6, and 5:30-AP2, *Investigations*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 107, June 2021**

Document Status: Draft Update

INSTRUCTION

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law. PRESSPlus1

This program will ~~include a means to:~~

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services, and
 - b. Professional development programs, including mentoring, for District staff.
 - c. Family literacy programs.
 - d. The integration of information technology into educational and related programs, and
 - e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

20 U.S.C. §6318.

20 U.S.C. §6391 et seq. Education of Migratory Children

34 C.F.R. §200.810 et seq.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: February 20, 2018

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: Draft Update

INSTRUCTION

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15. *Student and Family Privacy Rights*, ^{PRESSPlus1}

Persons who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy should file a complaint using Board policy 2:260, *Uniform Grievance Procedure*. Persons with all other suggestions or complaints about curriculum, instructional materials, and/or programs should complete a *Curriculum Objection* form and/or use the *Uniform Grievance Procedure*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection* form.

LEGAL REF.:

20 U.S.C. §1232h, *Protection of Pupil Rights Amendment*

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (*Student and Family Privacy Rights*), 8:110 (Public Suggestions and Concerns)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. 20 U.S.C. §1232h(c)(1)(C)(i). Updated in response to a five-year review. **Issue 107, June 2021**

SECTION 2 -BOARD OF EDUCATION

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

At each regular and special open meeting, members of the public and District employees may comment to or ask questions of the Board of Education, subject to reasonable constraints.

The individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Identify oneself and be brief. Ordinarily, comments shall be limited to 3 minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than 3 minutes.
3. Observe the Board President's decision to shorten public comment to conserve time and give the maximum number of individuals an opportunity to speak.
4. Observe the Board President's decision to determine procedural matters regarding public participation not otherwise covered in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy, 8:30, *Visitors to and Conduct on School Property*.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.

LEGAL REF.:

5 ILCS 120/2.06.

105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: January 21, 2014

Lyons Township High School District 204

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Director of Business Services shall serve as the District's Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Purpose/Scope

The purpose of this Investment Policy is to establish a clear understanding between the Lyons Township School Treasurer's office and institutions regarding investment objectives, goals and guidelines for the Lyons Township School Treasurer, to comply with Section 2.5 of the Public Funds Investment Act, [20 ILCS 235/2.5](#), and to obtain a maximized return within the confines of low risk tolerance. In this context funds should be managed in a prudent manner as it relates to such issues as rates of return, investment vehicles and diversification among individual investments.

Pooling of Funds

Except for cash in certain restricted and special funds, the Lyons Township School Treasurer will consolidate balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amended thereto.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Activity Funds

The Director of Business Services is authorized to invest the District's activity funds.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

30 ILCS 238/ III. Sustainable Investing Act.

105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: May 17, 2021

Lyons Township High School District 204

OPERATIONAL SERVICES

4:40 Incurring Debt

The Chief School Business Official shall provide early notice to the Board of Education of the District's need to borrow money. The Chief School Business Official or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Chief School Business Official shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

Bond Issue Obligations

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the Securities Act of 1933, as amended and, if applicable, the continuing disclosure obligations under [Rule 15c2-12](#) of the Securities Exchange Act of 1934, as amended.

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Chief School Business Official to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection.

LEGAL REF.:

Securities Act of 1933, [15 U.S.C. §77a et seq.](#)

Securities Exchange Act of 1934, [15 U.S.C. §78a et seq.](#)

[17 C.F.R. §240.15c2-12.](#)

Bond Authorization Act, [30 ILCS 305/2](#)

Bond Issue Notification Act, [30 ILCS 352/](#)

Local Government Debt Reform Act, [30 ILCS 350/.](#)

Tax Anticipation Note Act, [50 ILCS 420/.](#)

[105 ILCS 5/17-16](#), [5/17-17](#), [5/18-18](#), and [5/19-1 et seq.](#)

CROSS REF.: 4:10 (Fiscal and Business Management)

Adopted: January 22, 2019

Lyons Township High School District 204

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the Illinois Program Accounting Manual, as adopted by the Ill. State Board of Education (ISBE), and State law. The Superintendent or designee, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent or designee shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent or designee. The Superintendent or designee shall annually, on or before October 15, submit an original and one copy of the audit to the appropriate Intermediate Service Center.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$5,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent or designee shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent or designee consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Township Treasurer, Director of Business Services, or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent or designee is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 et seq.

30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill. Adm. Code 7000 et seq.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.

23 Ill. Admin. Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit Cards), 4:90 (Student Activity and Fiduciary Funds)

Adopted: February 16, 2021

Lyons Township High School District 204

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 10/6/2021
Re: 2021 Tax Year Levy

Information: Attached you will find materials for the Tax Year 2021 Tax Levy. The chart titled “Proposed 2021 Tax Levy” provides comprehensive information regarding the proposed 2021 Tax Levy as well as a comparison of the 2020 Tax Levy final extensions with the proposed 2021 Tax Levy.

Unfortunately, the process of preparing a tax levy involves estimating two important factors. The EAV (Equalized Assessed Valuation) of the district and the amount of “New Property” (value of property being added to the tax rolls for that tax year) are unknown at the time the levy is prepared. In order to complete this process, we have to make reasonable assumptions for these two numbers. Estimating “New Property” correctly is crucial to the district because under current legislation, we are not able to capture “New Property” in future years if it is not captured in the first year that it is added to the tax rolls. For purposes of the 2021 Tax Levy, we have estimated \$60,000,000 of New Property value. This is most likely an overly optimistic amount however, estimating higher will allow us to collect all New Property added to the tax rolls for Tax Year 2021 and we will only collect property taxes on the true final amount provided by the county.

The charts on the next page provide a summary of the estimated and aggregate numbers for the 2021 Tax Year Tax Levy:

Calculation of 2021 Extension (Operating Funds)

Prior 2020 Tax Year Aggregate Extension	December 2020 CPI (Consumer Price Index)	Prior Year Extension Times CPI Creates New Aggregate Extension Base For 2021 Tax Levy
\$71,978,504	1.4%	\$72,986,203

Projected EAV With and Without New Property

Projected 2021 EAV	Projected New Property	EAV Plus New Property
\$3,629,815,515	\$60,000,000	\$3,689,815,515

Calculation of Limiting Rate (Tax Rate)

2021 Extension Base		2021 Estimated EAV Minus New Property			2021 Limiting Rate
\$72,986,203	Divided By	\$3,629,815,515	Equals	Limiting Rate	2.0107

Calculation of Maximum Aggregate 2021 Tax Year Levy

2021 Limiting Rate		Projected 2021 Aggregate EAV		Maximum Aggregate 2021 Tax Levy
2.0107	Times	\$3,689,815,515	Equals	\$74,192,648

The above maximum aggregate levy of \$74,192,648 for the 2021 Tax Levy represents a **3.08%** increase (for the capped funds) over the prior year actual extension of \$71,978,504.

The total aggregate levy, including all funds of \$76,768,253 for the 2021 Tax Levy represents a **2.88%** increase over the prior year actual extension, for all funds, of \$74,620,150.

Since the increase to the 2021 Tax Levy is less than 5% over the prior year, we are not required to publish a notice in the local newspaper or hold a public hearing. However, it has been the practice of the Board of Education, in the spirit of transparency, to publish this information in the newspaper and hold a public hearing regardless of the percentage increase and we are planning on continuing that process for the 2021 Tax Levy.

Based upon the CPI increase of 1.4% over the 2020 Tax Levy, District 204 can expect \$1,007,699 of additional property taxes from existing properties on the tax rolls. Additionally, if the New Property value of \$60,000,000 was added to the tax rolls, LTHS could expect to receive an additional \$1,206,445 from those properties considered to be New Property. However, since we do not currently know what the value of New Property will be, we do not actually know the amount of taxes attributable to that value. For example, if the New Property value is \$30,000,000 instead of

\$60,000,000 we would expect to receive about \$603,222 from the New Property values added to the tax rolls.

The process of adopting a tax levy includes approval of a tentative levy by the Board of Education at the November meeting and then final approval at the December meeting. The meeting in December will also involve a public hearing. According to Illinois School Code, adoption and submission of the final tax levy is required on or before the last Tuesday in December.

There will also be a new addition to this year's levy. In addition to the amount levied by the district, Public Act 102-0519, signed by the Governor in to law in August, provides that any property tax refunds paid by the District from November 1st through October 31st of the prior year will be added back to the levy in the next tax year and those funds are not subject to the Property Tax Extension Limitation Law. The sources of these refunds are decisions in the Circuit Court, the Property Tax Appeal Board and Certificates of Error. The vast majority of our refunds are paid through these vehicles and have totaled between \$1.5 – 2.0 million in recent years on an annual basis. Currently the district has paid almost 1.8 million in refunds since November 1st of 2020. It is important to note that while this will be an additional revenue source, it will also be paid by all of the property owners in the district as part of their tax bills in 2022. We will discuss this issue in more depth during the meeting.

Should you have any questions prior to the meeting, please do not hesitate to contact me.

Proposed 2020 Tax Levy

	A	B	C	D	E	F	G	H	I	J	K	L
1	2020 EAV			\$3,804,964,139								
2	2021 EAV Est.			\$3,629,815,515.00								
3	% of Existing EAV Change			-4.60%								
4	New Property Est.			\$60,000,000								
5	Total 2021 EAV Est.			\$ 3,689,815,515								
6	Total EAV % Change			-3.03%								
7												
8	FUND			2021 PROJECTED		2020 LEVY		AMOUNT PROJECTED		AMOUNT PROJECTED		TOTAL LEVY
9				RATE		EXTENSION		FOR 2021 LEVY		FROM NEW PROPERTY		PROJECTION
10				(A)		(B)		(C)		(D)		(C+D)
11												
12	EDUCATION			1.6127		\$ 57,458,763		\$ 58,536,203		\$ 967,590		\$ 59,503,793
13	O & M			0.2424		\$ 8,789,467		\$ 8,800,000		\$ 145,462		\$ 8,945,462
14	TRANSPORTATION			0.0703		\$ 2,446,591		\$ 2,550,000		\$ 42,151		\$ 2,592,151
15	IMRF			0.0399		\$ 1,567,645		\$ 1,450,000		\$ 23,968		\$ 1,473,968
16	SOC SEC/MEDICARE			0.0344		\$ 1,316,517		\$ 1,250,000		\$ 20,662		\$ 1,270,662
17	WORKING CASH			0.0000		\$ -		\$ -		\$ -		\$ -
18	RENT			0.0000		\$ -		\$ -		\$ -		\$ -
19	LIFE SAFETY			0.0000		\$ -		\$ -		\$ -		\$ -
20	TORT IMMUNITY			0.0000		\$ -		\$ -		\$ -		\$ -
21	SPECIAL EDUCATION			0.0110		\$ 399,521		\$ 400,000		\$ 6,612		\$ 406,612
22												
23	TOTALS CAPPED FUNDS			2.0107		\$ 71,978,504		\$ 72,986,203		\$ 1,206,445		\$ 74,192,648
24												
25	Projected dollar increase without Bond & Interest over the 2020 Levy							\$ 1,007,699				\$ 2,214,144
26	Projected percentage increase without Bond & Interest over the 2020 Levy							1.40%				3.08%
27												
28	BOND AND INTEREST			0.0726		\$ 2,641,646		\$2,575,605				
29												
30												
31	TOTAL ALL FUNDS			2.0833		\$ 74,620,150		\$ 76,768,253				\$ 76,768,253
32												
33	Projected dollar increase with Bond & Interest over the 2020 Levy							\$ 2,148,103				\$ 2,148,103
34	Projected percentage increase with Bond & Interest over the 2020 Levy							2.88%				2.88%
35												
36												
37												
38												

2021 Proposed Levy

Lyons Township

6 - Year Tax Levy History Plus Current Proposed

	A	B	C	D	E	F	G	H
1		Tax Year 2015	Tax Year 2016	Tax Year 2017	Tax Year 2018	Tax Year 2019	Tax Year 2020	Tax Year 2021 (Est.)
2								
3	EAV	2,666,367,974	2,796,182,973	3,403,571,721	3,297,211,814	3,308,510,775	3,804,964,139	3,689,815,515
4	% Change	-	4.87%	21.72%	-3.12%	0.34%	15.01%	-3.03%
5								
6	New Property	26,355,626	28,328,493	38,172,347	25,024,186	35,996,952	41,802,552	60,000,000
7	% Change	-	7.49%	34.75%	-34.44%	43.85%	16.13%	43.53%
8								
9	Total Tax Rate	2.432	2.359	2.001	2.125	2.181	1.962	2.083
10	% Change	-	-3.00%	-15.18%	6.20%	2.64%	-10.04%	6.17%
11								
12	CPI	0.80	0.70	2.10	2.10	1.90	2.30	1.40
13	% Change	-	-12.50%	200.00%	0.00%	-9.52%	21.05%	-39.13%
14								
15	Advertised % Change (Capped Funds)	2.26%	2.58%	3.87%	3.77%	3.25%	3.59%	3.08%
16								
17	Advertised % Change (All Funds)	2.10%	3.17%	3.66%	3.56%	3.06%	3.40%	2.88%
18								
19	(Proposed) Capped Extension	62,707,998	64,045,000	65,987,151	68,088,970	69,721,651	72,064,394	74,192,648
20								
21	(Actual) Capped Extension	62,433,002	63,529,274	65,617,456	67,526,884	69,568,053	71,978,504	74,192,648
22	% Change	-	1.76%	3.29%	2.91%	3.02%	3.46%	3.08%
23								
24	(Proposed) Total Extension	65,051,738	66,382,437	68,373,674	70,525,610	72,204,587	74,604,438	76,768,253
25	(Actual) Total Extension	64,847,039	65,960,208	68,099,440	70,060,990	72,150,307	74,620,150	76,768,253
26	% Change	-	1.72%	3.24%	2.88%	2.98%	3.42%	2.88%

	A	B	C	D	E	F	G	H	I	J	K	
1	Residential Property Taxes Paid to District 204											
2	2020 Actual to 2021 Estimated											
3												
4	Property #1			Property #2			Property #3			Property #4		
5	<u>2020 Actual</u>			<u>2020 Actual</u>			<u>2020 Actual</u>			<u>2020 Actual</u>		
6	2020 Market Value	1,167,530		2020 Market Value	776,225		2020 Market Value	470,700		2020 Market Value	182,360	
7	Assessed Value (10% of Market Value)	116,753		Assessed Value (10% of Market Value)	77,623		Assessed Value (10% of Market Value)	47,070		Assessed Value (10% of Market Value)	18,236	
8	Multiplier	3.2234		Multiplier	3.2234		Multiplier	3.2234		Multiplier	3.2234	
9	2020 EAV	376,342		2020 EAV	250,208		2020 EAV	151,725		2020 EAV	58,782	
10												
11	2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962	
12												
13	2020 Tax Before Exemptions	7,384		2020 Tax Before Exemptions	4,909		2020 Tax Before Exemptions	2,977		2020 Tax Before Exemptions	1,153	
14												
15	Total Amount of Exemptions	196		Total Amount of Exemptions	196		Total Amount of Exemptions	196		Total Amount of Exemptions	196	
16												
17	2020 Final Tax Amount Paid to District 204	7,188		2020 Final Tax Amount Paid to District 204	4,713		2020 Final Tax Amount Paid to District 204	2,781		2020 Final Tax Amount Paid to District 204	957	
18												
19	<u>2021 Estimated</u>			<u>2021 Estimated</u>			<u>2021 Estimated</u>			<u>2021 Estimated</u>		
20	Est. 2021 Market Value	1,132,504		Est. 2021 Market Value	752,938		Est. 2021 Market Value	456,579		Est. 2021 Market Value	176,889	
21	Assessed Value (10% of Market Value)	113,250		Assessed Value (10% of Market Value)	75,294		Assessed Value (10% of Market Value)	45,658		Assessed Value (10% of Market Value)	17,689	
22	Est. Multiplier	3.2234		Est. Multiplier	3.2234		Est. Multiplier	3.2234		Est. Multiplier	3.2234	
23	Est. 2021 EAV	365,051		Est. 2021 EAV	242,702		Est. 2021 EAV	147,174		Est. 2021 EAV	57,018	
24												
25	Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083	
26												
27	Est. 2021 Tax Before Exemptions	7,605		Est. 2021 Tax Before Exemptions	5,056		Est. 2021 Tax Before Exemptions	3,066		Est. 2021 Tax Before Exemptions	1,188	
28												
29	Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208	
30												
31	Est. 2021 Final Tax Amount Paid to District 204	7,397		Est. 2021 Final Tax Amount Paid to District 204	4,848		Est. 2021 Final Tax Amount Paid to District 204	2,858		Est. 2021 Final Tax Amount Paid to District 204	980	
32												
33	Difference-Tax Year 2020 to Tax Year 2021	209		Difference-Tax Year 2020 to Tax Year 2021	135		Difference-Tax Year 2020 to Tax Year 2021	77		Difference-Tax Year 2020 to Tax Year 2021	22	

DATE 08/19/21 TAX YEAR 2020

AGENCY TAX RATE REPORT

AGENCY 04-2060-000 LYONS TOWNSHIP HIGH SCHOOL 204

PROPERTY TAX EXTENSION LIMITING LAW (PTELL) LIMITING RATE CALCULATION

PRIOR YEAR COOK COUNTY EAV 3,308,510,775
 CURR NEW PROP, ANN., REC. TIF VAL,
 EXP. INCENTIVES MINUS DISCONNECT PROP 41,802,552
 TOTAL 3,350,313,327

2020 EAV
 COOK COUNTY 3,804,964,139
 DUPAGE
 LAKE
 WILL
 KANE
 MCHENRY
 DEKALB
 GRUNDY
 KANKAKEE
 KENDALL
 LA SALLE
 LIVINGSTON

2019 AGGREGATE EXTENSION 2020 EAV MINUS NEW PROP, ANN.,
 X 1.0230 REC TIF VAL, EXP. INCENTIVES
 PLUS DISCONNECTIONS

71,178,275 / 3,763,161,587 = LIMITING RATE 1.892

AGENCY OVERALL EAV 3,804,964,139 TOTAL 3,804,964,139

FUND DESCRIPTION OF FUND	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	TAX RATE CEILING	MAXIMUM ALLOWABLE LEVY	PRELIMINARY TAX RATE	PTELL REDUCED LEVY SEE BELOW	100.00% OF BURDEN IN COOK COUNTY	FINAL TAX RATE
008 I.M.R.F.	1,570,000 47,100	3	1,617,100	0.0000	1,617,100	0.0425	1,567,645*	1,567,645	0.0412
016 SOCIAL SECURITY	1,320,000 39,600	3	1,359,600	0.0000	1,359,600	0.0357	1,316,517*	1,316,517	0.0346
019 LIABILITY INSURANCE	0 0	3	0	0.0000	0	0.0000		0	0.0000
051 TRANSPORTATION	2,450,000 73,500	3	2,523,500	0.0000	2,523,500	0.0663	2,446,591*	2,446,591	0.0643
052 EDUCATION	57,524,394 1,725,732	3	59,250,126	0.0000	59,250,126	1.5572	57,458,763*	57,458,763	1.5101
053 BUILDING	8,800,000 264,000	3	9,064,000	0.5500	9,064,000	0.2382	8,789,467*	8,789,467	0.2310
054 BUILDING BONDS (BONDS & INT. SCHOOL)	0 0		0	0.0000	0	0.0000		0	0.0000
055 WORKING CASH FUNDS	0 0		0	0.0500	0	0.0000		0	0.0000
056 LIFE SAFETY	0 0		0	0.1000	0	0.0000		0	0.0000
058 SPECIAL EDUCATION	400,000 12,000	3	412,000	0.4000	412,000	0.0108	399,521*	399,521	0.0105
182 LIFE SAFETY BOND	0 0		0	0.0000	0	0.0000		0	0.0000
261 DEFICIENCY IN TAX LEVY	0 0	3	0	0.0000	0	0.0000		0	0.0000
400 LIMITED BONDS	2,540,044 101,602	4	2,641,646	0.0000	2,641,646	0.0694		2,641,646	0.0694
402 LIFE SAFETY LIMITED BONDS	0 0	4	0	0.0000	0	0.0000		0	0.0000

AGENCY 04-2060-000 LYONS TOWNSHIP HIGH SCHOOL 204

CURR NEW PROP, ANNX., REC. TIF VAL,
 EXP. INCENTIVES MINUS DISCONNECT PROP 41,802,552
 TOTAL 3,350,313,327

DUPAGE
 LAKE
 WILL
 KANE
 MCHENRY
 DEKALB
 GRUNDY
 KANKAKEE
 KENDALL
 LA SALLE
 LIVINGSTON

PROPERTY TAX EXTENSION LIMITING LAW (PTELL) LIMITING RATE CALCULATION

2019 AGGREGATE EXTENSION X 1.0230
 2020 EAV MINUS NEW PROP, ANNX.,
 REC TIF VAL, EXP. INCENTIVES
 PLUS DISCONNECTIONS
 71,178,275 / 3,763,161,587 = LIMITING RATE 1.892

AGENCY OVERALL EAV 3,804,964,139 TOTAL 3,804,964,139

FUND DESCRIPTION OF FUND	LEVY AMOUNT LOSS LOSS AMOUNT %	TOTAL LEVY	TAX RATE CEILING	MAXIMUM ALLOWABLE LEVY	PRELIMINARY TAX RATE	PTELL REDUCED LEVY SEE BELOW	100.00% OF BURDEN IN COOK COUNTY	FINAL TAX RATE
TOTAL CAP FUNDS		74,226,326		74,226,326	1.951	71,978,504	71,978,504	1.892
TOTAL NON CAP FUNDS		2,641,646		2,641,646	0.0694		2,641,646	0.0694
AGENCY GRAND TOTAL		76,867,972		76,867,972	2.021	71,978,504	74,620,150	1.962

*CLERK'S REDUCTION FACTOR 96.9759%

2020 NON CAP FUNDS TAX EXTENSION TOTAL 2,640,645.11 2020 TAX EXTENSION GRAND TOTAL 74,653,396.41

LYONS TOWNSHIP HS DISTRICT #204

DR. BRIAN P. WATERMAN, SUPERINTENDENT

bwaterman@lths.net

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



708-579-6451

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

MEMORANDUM

TO: Lyons Township HS District #204 Board of Education

FROM: Brian Waterman, Superintendent

DATE: October 6, 2021

RE: Strategic Planning Proposal

Strategic planning is as an organizational activity that is used to set priorities, focus energy and resources, strengthen operations, ensure all stakeholders are working toward a common purpose, establish agreement around intended outcomes/results, and assess and adjust the organization's direction. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful. The result of this comprehensive, stakeholder-engaged process is a strategic plan. Put simply, an effective strategic plan will answer the following questions:

- ✓ Where are we now?
- ✓ Where do we want to be?
- ✓ How will we get from where we are to where we want to be?
- ✓ How will we monitor and report our progress along the way?

In early July, I began to identify organizations who help facilitate the strategic planning process for school districts. I heard presentations and received specific information from Educational Leadership Solutions (ELS), Consortium for Educational Change (CEC), American Institute for Research (AIR), District Management Group (DMG), and the Education, Consulting, Research and Analytics Group (ECRA). I also asked our District Administrative Team to provide feedback on the process and to identify the ideal characteristics of organizations who facilitate the strategic planning process for schools.

This feedback process identified five primary objectives when searching for an organization to assist us in this work. Ideally, we want to locate a framework that includes 1) a variety of stakeholder input, including from all groups (students, staff, parents, and community members), 2) transparency throughout the strategic planning process, 3) recent, local success with developing strategic plans in school districts, 4) a focus on analysis of data and setting specific, measurable goals, and 5) having a strategic plan that is easily articulated to and understood by our community.

Following a thorough review of the various options, I recommend we engage with Consortium for Education Change (CEC) in order to facilitate a strategic planning process for our school community.

Included within this packet, you will find for your review a CEC Strategic Plan Cost Summary, as well as a CEC Strategic Plan Proposal, which provides detailed information regarding the process, stakeholder engagement, steps in the process, plan samples, plan deliverables, and information on how to effectively implement the plan.

I look forward to answering questions and discussing this proposal with the Board of Education at the October 12 Committee of the Whole Meeting.



Strategic Planning





Strategy Management Group/Scorecard Institute Framework and Certification Process





Where do we want to be?

How do we get from
where we are to where we
want to be?

Where are we now?

CONTINUOUS IMPROVEMENT

It is good to
have an end to
journey
toward;

but it is the
journey that
matters in the
end.

Ursula K. LeGuin 1999



Pillars & Guiding Questions



Mission

What is our fundamental purpose? Why do we exist?

Vision

What must we become in order to accomplish our fundamental purpose?

Core Values

How must we behave to achieve our mission, vision and goals?

Goals

How will we know if we are making a difference?

Strategies

What needs our attention?

Top 10 Reasons Strategic Plans Fail

1. Partial commitment/ little ownership or buy-in
2. Writing the plan and putting it on the shelf
3. Focused on insufficient data and information
4. Too many/overly complex goals and strategies
5. No accountability or follow through/ lack of measures
6. Lack of resources or alignment with budget
7. Lack of stakeholder input and feedback
8. A non-representative planning group
9. Activities with no progress monitoring and reporting
10. Ignoring marketplace reality, facts and assumptions/out of sync with trends and needs



Strategic Plan Team Membership suggestions



★
1/3
Certified & Non-
certified Staff

★
1/3
Management

★
1/3
Parents &
Community

+High School or
Middle School
students

Stakeholder Engagement

Environmental Scan
Orientation
Data Retreat
Stakeholder Engagement--SWOT
Vision Retreat
Stakeholder Engagement--Preferred Future Draft
Setting Direction Retreat
Stakeholder Engagement--Draft Plan
Final Meeting

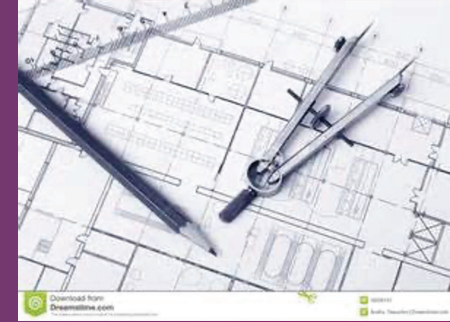




Steps in the Process



Environmental Scan



What data and information do we give the planning team to begin their awareness of where we are and where we want to be?

- Satisfaction Data (students, staff, families and the community)
- Plan Stakeholder Survey
- Forums
- Needs Assessment
- Self-Assessments



Eight Dimensions of Strategic Management

- Leadership
- Culture and values
- Strategic thinking and planning
- Alignment
- Performance measurement
- Performance management
- Process improvement
- Sustainability of strategic management

**Are we doing the right things?
Are we doing things right?**



Assessment: Strategic Management Maturity Model n= 49

Dimension:	Level 1: Ad hoc and Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed and Focused	Level 5: Continuous Improvement
Leadership	Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only 3.5	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
Culture & Values	Vision and values undefined or not shared	Vision & Values published, but not lived 2.9	Vision & Values communicated and understood	Vision & Values collaboratively developed & reviewed	Vision & Values are fully integrated into the organization's culture
Strategic Thinking & Planning	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization 2.6	A structured and open planning process involves people throughout the organization	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
Alignment	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision-making 2.6	Employees know their students, families, and community, and align strategy to those needs	Vision, customer needs, strategy and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
Performance Measurement	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused 2.4	Strategic performance measures are collected, covering most strategic goals and action plans	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements are comprehensively used and routinely revised based on continuous improvement
Performance Management	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; little accountability 2.9	Measures are assigned owners and performance is managed at the organization & employee levels	Measurement owners are held accountable and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based
Process Improvement	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models/frameworks introduced 2.1	All key processes are identified and documents and strategy guides successful process improvement	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and formal process exists for improving process management
Sustainability	Lack of structure and champions lead to short-term focus on tasks 1.8	Strategy "champions" identified	Formal organization structure in place to maintain focus on strategy	Organization has an "Office of Strategy Management" or equivalent	Strategic thinking and management are embedded in the culture of the organization

Orientation

What is our purpose?

Membership

Roles & responsibilities

Commitment & schedules

Strategic planning process

Current plan analysis report

Strategic plan website



Data Retreat

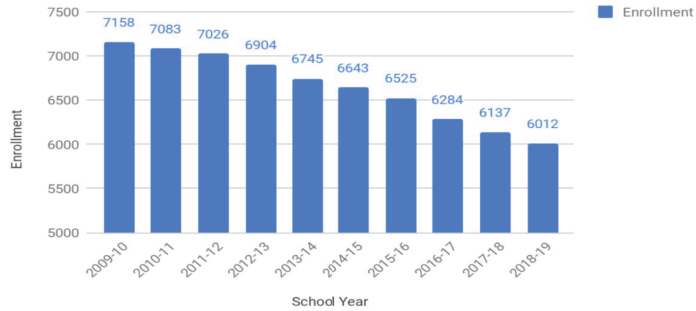
Where are we now?

Examine a variety of data to paint a picture of who we are now--our strengths, weaknesses, opportunities and threats



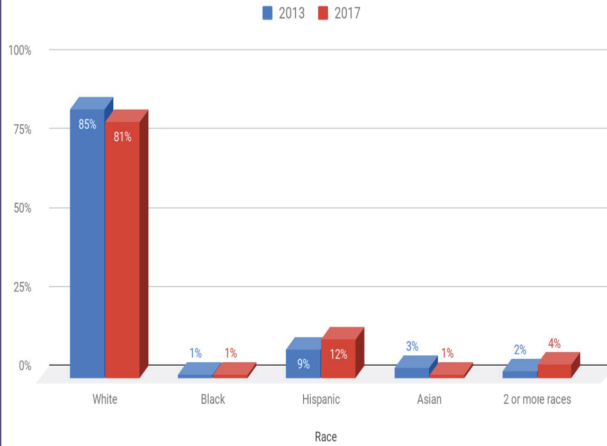


Enrollment by School Year



In 1997, when PR opened, total D155 enrollment was 4,939.

D155 Student Demographics



Subgroups	2013	2017
Low Income	14%	19%
IEP	13%	12%
Homeless	1%	1%
ELL	1%	1%

1,670 (1883) 1,537 (1548) 1,443 (2,016) 1,362 (1,711) (92) (66)



2013 - 2018 District Targets

Community High School District 155 Targets

EPAS
All students will achieve a minimum of 6 points of growth from the Explore test to the ACT test.
Explore to ACT growth rates for each NCLB subgroup will be higher than each prior subgroup until the subgroup reaches six points of growth.

Student Success
At least 95% of earned grades will be C- or higher each semester.

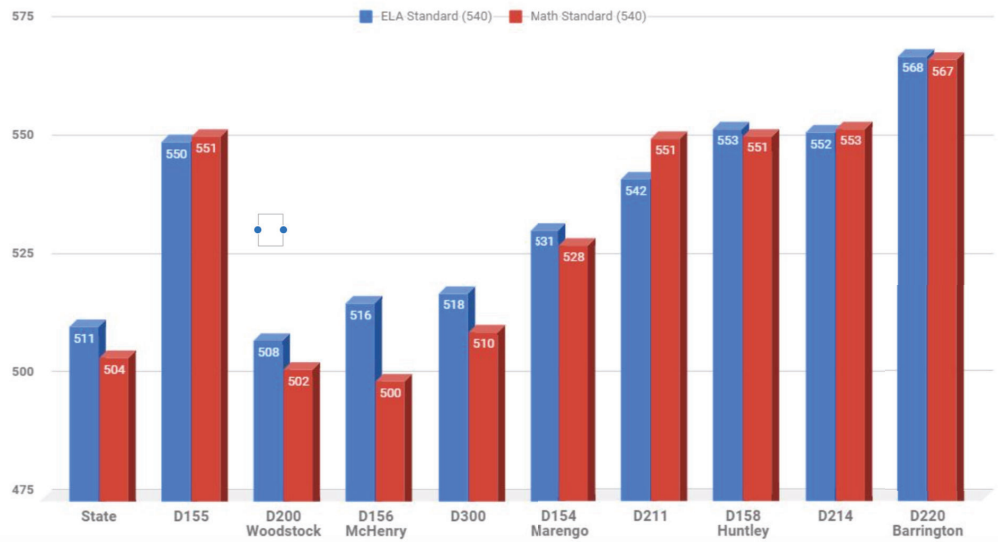
Social-Emotional
Annually, at least 97% of our students will graduate with their class and the dropout rate will not exceed 0.4%.
The annual attendance rate will be at least 97%.
The chronic truancy rate will not exceed 0.3%.

Advanced Placement
The number of students completing AP courses will grow by 5% each year until at least 50% of students complete one or more AP course each year.
At least 90% of students taking an AP course will also take the course's AP test.
At least 78% of students taking AP tests will earn a 3, 4, or 5.

Central Goal: For each student inspire... empower... nurture.

inspire... empower... nurture

2016-2017 SAT Scores by District





155 Staff (18-19)-717

- **Certified Staff- (Teachers, Counselors, Nurses, Social Workers, Psychologists)-404**
 - Regular Education-353
 - Special Education-51
- **Support Staff-263**
 - Paraprofessionals 109
 - Technology Services 12
 - Clerks/Secretarial 63
 - Custodians 62
 - Food Service 10
 - Itinerants 6
- **Administrators-50**
 - District Level-(Superintendent, Asst. Superintendent, Directors)-9
 - Building Level (Principal, Vice Principal, Dean of Students, Athletic Director)-18
 - Building Divisional Leaders (Student Services, Special Education, International Studies, Humanities, STEM, Industry and Careers)-23

★ On the strategic planning survey, 91.1% of employees reported that they were satisfied being a D155 staff member.

Teacher- Characteristics



Teacher Ethnicity



White	95.1%
Black	0%
Hispanic	0.8%
Asian	1.2%
Am. Indian	0.3%
2 or more races	0.3%
Not reported	2.2%



Teacher Education Level

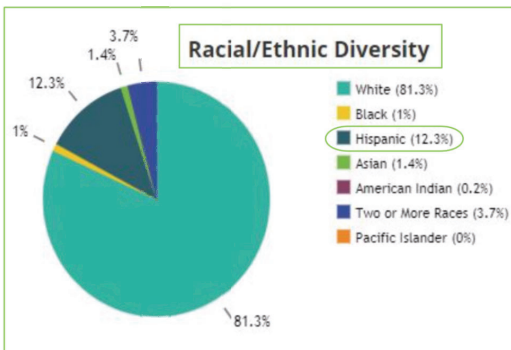
Bachelor's Degree	14%
Master's Degree	86%
(National average is approximately 58%)	

17 teachers have earned their National Board Certification!



100% of all teacher have been evaluated as proficient or excellent (State-97%)

Student Data-Characteristics of Our Students



1.6% (98) of our student population is classified as **Limited English Proficient**.

12.7% (764) of our student population has an **Individualized Education Plan (IEP-Special Education)**

18.6% (1141) of our student population is classified as **Low Income**.

6.4% (384) of our student population receives 504 accommodations

Student Data-Course Offerings/Scheduling

Course Offerings

- Humanities**
 - Art
 - English
 - Music
- Industry and Careers/Wellness**
 - Business
 - Family and Consumer Science
 - Industrial Technology
 - PE/Health/Driver Ed
- International Studies**
 - Social Science
 - World Languages
 - French
 - German
 - Spanish
- Special Education**
 - Direct Instruction (Core Areas)
 - Supports/Accommodations
- STEM**
 - Math/Computer Science
 - Science

Example Student Schedule

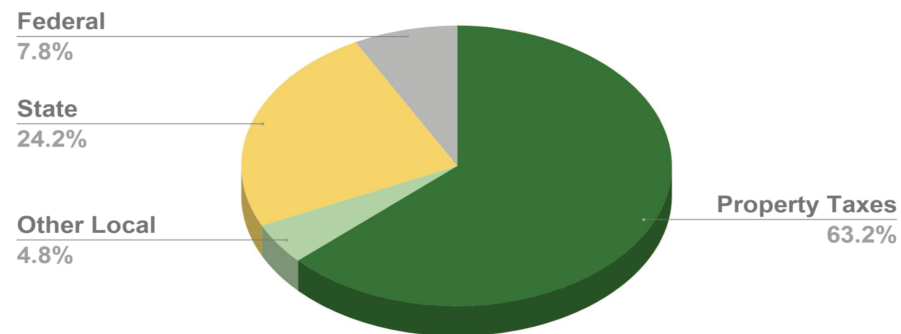
Period	Course
1	Math
2	Art
3 (TRF)	Study Hall
3 (MW)	Science Lab
4	Science
5	Lunch
6	Social Science
7	Study Hall
8	PE
9	English

Students typically take 5-6 major classes

2017 Illinois School District Operating Expense Per Pupil (OEPP)

District Name	Average Daily Attendance	OEPP
CHSD 155	5,759	\$15,522
Marengo CHSD 154	622	\$18,963
McHenry CHSD 156	1,993	\$13,794
Richmond-Burton 157	666	\$16,307
THSD 211	11,479	\$18,721
THSD 214	10,774	\$19,921

2015-2016 State Average Revenue by Source



Community High School District 155

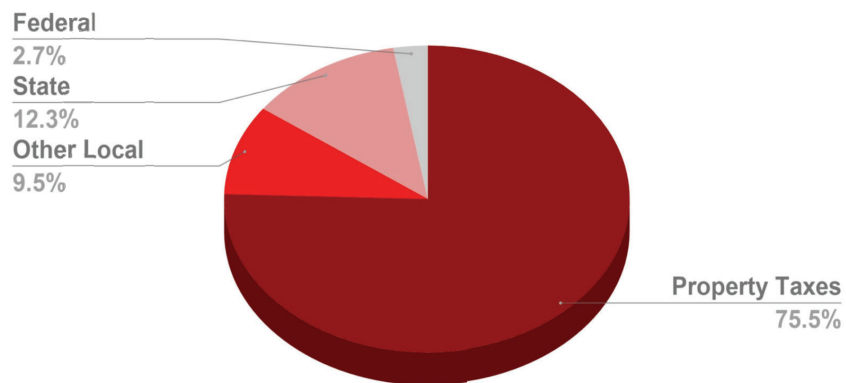
inspire... empower... nurture



Community High School District 155



D155 2018-2019 Budgeted Operating Fund Revenue by Source



Community High School District 155

inspire... empower... nurture



2018-2019 Operating Funds Budget Summary

	Total Operating Funds
Revenues	\$96,462,981
Expenditures	(\$96,413,640) "In the Black"
Surplus/Deficit	\$49,341

Community High School District 155

inspire... empower... nurture



SWOT Analysis

Strengths
Weaknesses
Opportunities
Threats



- What do we consider to be our strengths?
- What advantages do we have?
- What do others say our strengths are?

- What do we consider to be our weaknesses?
- What are we most criticized for or receive the most complaints about?
- What do we seem to have a hard time doing well?



- What opportunities for improvement do we know about, but have not addressed?
- Where could we change a weakness into a strength?

- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?



CHSD 155 SWOT ANALYSIS

STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?

- High student achievement results as reported on the SAT
- Freshmen on target based on student academic data
- Quality and dedication of staff and leaders
- Financial stability with balanced budgets and highest state fiscal recognition
- Vast array of course opportunities for student
- Vast array of extra-curricular and co-curricular activities for students
- Technology infrastructure and hardware: one-to-one chrome books
- Student-centered relationships and culture
- Community pride and support
- High teacher job satisfaction
- High graduation and attendance rates

WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Achievement gaps and performance among subgroup populations (low income, IEP students, EL students)
- Middle to high school transition; articulation with feeder elementary districts
- Earlier focus on trades, careers, life ready skills
- Social and emotional support to address pressures, stress, bullying, rigorous push, balance with school and home, etc.
- Facility updates and deferred maintenance/ air conditioning
- Communication and engagement with families and the extended communities
- Meaningful professional development for staff
- Maintaining an inclusive, safe, secure, learning environment
- Use of time (day, year); schedule does not permit student interests and varied course opportunities
- Student accountability and independence in their learning
- Meaningful use of technology, blended learning, online course opportunities in the classroom

OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.

- Explore new ways to use time and space to advance mission and vision
- Redefine student success to align with new college, career, and life readiness indicators
- Integrate 21st century skills in classroom instruction: Problem based learning, projects, presentations, research, inquiry, real-life application
- Partner with community business, agencies, and educational partners to provide opportunities for service learning, internships, career awareness.
- Opportunities for voice to develop trust, engagement, and lasting relationships with all stakeholders
- Provide professional develop to assist staff personalize learning opportunities to increase student's ability to set goals, progress monitor and report progress
- Following graduates to learn about their success and needs to make adjustment to programs and service offerings

THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

- Decreasing student enrollment
- Community misunderstandings and perceptions
- State financial crisis; pension reform
- Teacher shortage- recruiting and retaining
- Social media
- Safety/ weapons
- Community economics
- Drugs, alcohol, smoking awareness and prevention
- Property taxes

Vision Retreat



Where do we want to be?

To envision a future that moves individuals, schools, and the district to a higher level of satisfaction and performance.





How do we want to be different 5-10 years from now than we are today?





Nurture Inspire Empower

**Enter with promise,
Leave with purpose.**

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Vision: Community High School District 155 is a premier high school districts striving to ensure for each student:

Personalized Learning	Know each student , both inside and outside the classroom, and give each student opportunities to own their learning and pursue their interests and aspirations.
Social-Emotional Well-being	Integrate social-emotional learning with academics to enable students to become confident, resilient, passionate collaborators, and engaged citizens.
Real-World Relevance	Use real-world, interdisciplinary learning experiences, problem-based investigations to enable students to develop and apply deep content knowledge and complex skills.
Life, Career, and Post-secondary Readiness	Redefine student success and ready students to have the skills and knowledge they need to thrive in college, career, and life.
Support Partnerships with the Community	Establish powerful partnerships —with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers— that provide students with support, work experiences and service learning opportunities.
Equitable & Effective Use of Resources	Provide students with nontraditional and flexible uses of time, technology, space, setting, financial resources, and roles to increase the effectiveness of teaching and learning.
Engaged Citizenship	Engage and encourage students to be masters of all fundamental literacies: compelling writers, critical readers, numeric thinkers, technology savvy, data and visual thinkers, ready for thriving in their future as contributing citizens.



Core Values:

Adaptability and Open to Change

We encourage flexibility, agility, innovation, and opportunities to take risks as we grow and improve.

Diversity and Individual Differences

We value inclusion and acceptance of all students, staff, and families in our diverse, inclusive school community.

Safe and Respectful

We provide a safe, nurturing learning and work environment that values trust, integrity, respect, a focus on learning.

Growth and Continuous Improvement

We take responsibility for our progress through transparent evaluation and progress of student and staff success.

Resilience and Perseverance

We encourage mistakes, grit, growth, and patience in growing as problem solvers, critical thinkers, collaborators, and team members able to encounter and overcome challenges.

Collaboration and Communication

We support relationships among students, staff, families, and the community that ensure effective communication, collaboration, voice, and choice to further our mission, vision, core values, and goals.

Setting Direction Retreat

How do we get from where we are to where we want to be?

Determine high-priority strategies to accomplish long-range goals





Draft Community High School District 155 Strategic Plan 2019-2024



Nurture = Inspire = Empower
Enter with promise,
Leave with purpose.

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	Long Range Goals What we aspire to achieve.	Indicators/Measures How we will measure, monitor and report our progress	Strategies Critical gaps that need our urgent attention
	Goal One: Student Success <i>Provide a comprehensive, innovative education for each student to promote life, career, and post-secondary success.</i>	<ul style="list-style-type: none"> Freshmen on target College, career, and life pathway SAT assessment Graduation rate AP and Dual Credit Courses Success of students post high school Passage of course examinations Enrollment in capstone course, internship, or service learning 	<p>Ready each student with the academic knowledge and competencies for life, career, and post-secondary success.</p> <p>Define student success and develop a pathway and portfolio for each student to pursue their interests and set goals, monitor, and report progress.</p> <p>Engage students through blended learning and problem-based learning opportunities that extend beyond the classroom.</p>
	Goal Two: Student Well-Being <i>Establish a safe, positive, and engaging learning environment to meet the academic and social and emotional needs of each student.</i>	<ul style="list-style-type: none"> Student Attendance Student Engagement Student Satisfaction Student Behavior Student Social-emotional growth Success of interventions Work experience Co-curricular activities participation Security Checks 	<p>Close achievement gaps by improving student subgroups' growth and performance.</p> <p>Meet the social-emotional and physical needs of each learner.</p>
	Goal Three: Workforce Excellence <i>Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators.</i>	<ul style="list-style-type: none"> Leader and staff retention Recognition of advanced degrees, coursework, and certification Staff Satisfaction Collaboration/ team effectiveness Lifelong learning Demographics/ diversity Recognition 	<p>Provide meaningful staff professional development and support to expect excellence in teaching and learning</p> <p>Enhance collaboration and communication with District staff, elementary feeder districts, and local colleges.</p>
	Goal Four: Collaborative Partnerships <i>Cultivate partnerships with families and the community to support and expand learning opportunities for each student.</i>	<ul style="list-style-type: none"> Family and community satisfaction Family and community engagement Family and community volunteer opportunities Family and community education Community partnerships Internship or service learning opportunities Guest speakers Collaboration with K-8 districts 	<p>Partner with families to enhance their ability to assist their student to make good choices and decisions as they fulfill graduation expectations and preparation for post-secondary success.</p> <p>Partner with the community to ensure an exchange of resources to enable students to have life, career, and post-secondary experiences.</p>
	Goal Five: Resource Stewardship <i>Make effective and efficient use of our resources to maximize educational success for each student, every school, and the district.</i>	<ul style="list-style-type: none"> State financial profile rating Operating expense per pupil Fund balance to revenue ratio Balanced budget No significant audit findings Nontraditional revenues Safe, clean, and well-maintained facilities Life-safety requirements 10-year facility plan on schedule 	<p>Maximize use of time, space, facility, other provided resources to improve both learning and teaching.</p>

Final Meeting of the Team

What is the Final Plan recommendation?



Review Core Team feedback
Review stakeholder feedback
Finalize recommendation



Deliverables

- One Page Strategic Plan- Vision, Mission, Values/Beliefs, Goals, Strategies
- Support Document containing details related to the One-Page Plan



The 2017-2018 strategic planning process called Forward 47 was driven by stakeholders — engaging parents, community members, board members, staff, administrators, and former students in a collaborative effort. The new plan is intended to help shape the District's focus moving forward, build on existing strengths, and provide opportunities for growth over the next five years. In January 2018, the District 47 Board of Education approved the new strategic plan, establishing a set of priorities based on guiding principles designed to improve learning for all students.

OUR VISION

Where We Are Headed

Learners are empowered when they:

- Demonstrate academic growth by being independent and strategic learners.
- Apply the life skills of collaboration, communication, citizenship, character, critical thinking, and creativity in real world situations.
- Set goals, monitor progress, and recognize improvement.
- Learn in an environment that is safe, engaging, and collaborative.
- Are supported by high-quality educators committed to meeting individual needs through relevant and differentiated instruction.
- Are supported by collaborative partnerships that engage families and the community.

OUR VALUES

What We Stand For

- Collaborative and respectful relationships
- Equitable and timely resources
- Engaged and innovative instruction
- Growth and continuous improvement
- Recognizing and accepting individual differences
- Responsible and accountable stakeholders
- Safe, secure environment
- Social, emotional, and physical well-being

OUR MISSION

Why We Exist

EMPOWERING ALL STUDENTS

Learners Today-Leaders Tomorrow

OUR GOALS AND STRATEGIES

What We Will Achieve
What Is Our Priority Work



For more information, visit www.d47.org/forward47. #D47pride



Student Growth and Achievement

Ensure maximum development, growth, and achievement for all students

- Align and adjust curriculum and assessment to reflect rigor, relevance, and the 6 Cs — critical thinking, collaboration, character, citizenship, creativity, and communication
- Meet the learning needs of all PreK-8 students and close achievement gaps through an improved differentiated instruction, intervention, and enrichment system



Learning Environment

Cultivate a supportive learning environment that is safe, inclusive, innovative, and engaging

- Assess and support the social and emotional needs of all students
- Assess and support PreK through grade 2, early learners who are delayed in their readiness



Work Environment

Cultivate a supportive, positive, and productive work environment that attracts, develops, and retains high-quality staff

- Develop an aligned data system for making informed decisions, monitoring progress, and reporting results
- Provide time, tools, and clear expectations to ensure effective staff collaboration
- Provide time, tools, devices, and clear expectations to integrate technology into teaching and learning



Family and Community Partnerships

Engage families and the community as vital partners in the learning process

- Investigate and utilize effective tools and strategies to engage families, businesses, and the community as vital partners in the learning process



Resource Efficiencies

Align resources within a balanced budget to accomplish priorities and ensure equity within the District

- Ensure equity in allocating fiscal and program resources across the District to address variances in individual school needs
- Address facility needs in a timely manner to ensure an optimal teaching and learning environment

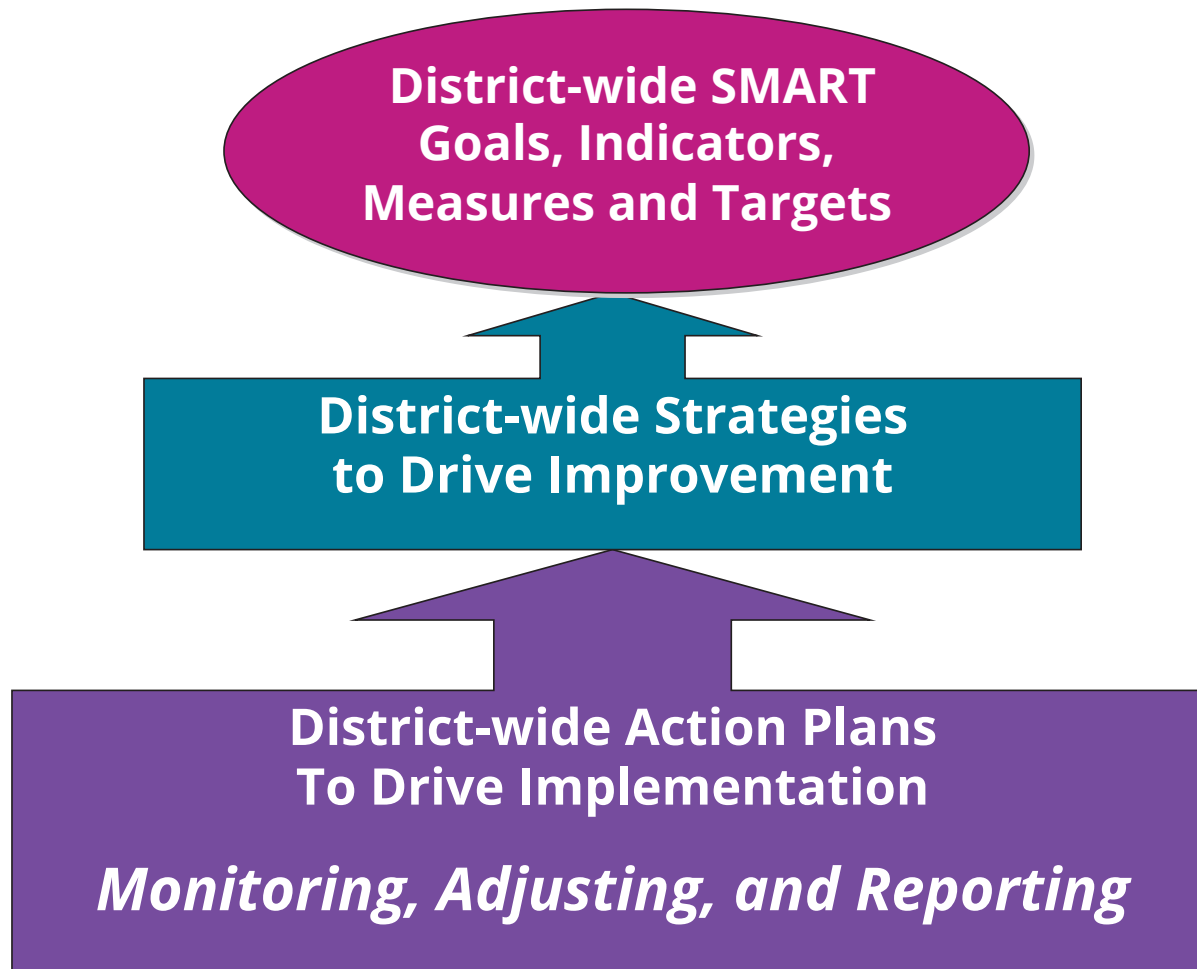


For more information, visit www.d47.org/forward47. #D47pride



Living the Plan





Additional Services & Partnerships

Stakeholder engagement
Living the Plan

Data analytics
Scorecard/performance management





**CEC Work Plan Proposal
August 2021**

Client Information	
School District/Entity	Point of Contact
Lyons Township High School	Dr. Brian Waterman
100 S. Brainard Avenue	Superintendent
La Grange, IL 60525	bwaterman@lths.net

Work Plan			
Work Plan Title	Strategic Planning Readiness		
Time/Date	Task Name	Description	Cost
1 half-day TBD	Readiness #1	Introduction to Strategic Planning to Core Team/District Leaders: Management, BOE, Union	.5 x 2600= \$1,300
1 half-day TBD	Readiness #2	Environmental Scan, Data Retreat District Presentations Preparation Data Presenters: Student Achievement, Culture-Learning and Working Environments, and Finance/Facilities/Tech	.5 x 2600= \$1,300
TOTAL PLAN COST			\$ 2,600

CONSORTIUM FOR EDUCATIONAL CHANGE

Work Plan			
Work Plan Title	Strategic Planning		
Time/Date	Task Name	Description	Cost
1 half-day TBD	Orientation	Introduction to Strategic Planning	.5 x 2600= \$1,300
1 day TBD	Data Retreat	Facilitation of Data Retreat	1 x 2600= \$2,600
1 half-day TBD	Findings of data retreat	Synthesis of Data Retreat team work and development of draft SWOT analysis	.5 x 2600= \$1,300
1 day TBD	Vision Retreat	Facilitation of Vision Retreat	1 x 2600= \$2,600
1 half-day TBD	Findings of Vision Retreat	Synthesis of Vision Retreat team work and development of draft Preferred Future Statement	.5 x 2600= \$1,300
1 day TBD	Setting Direction Retreat	Facilitation of Setting Direction Retreat	1 x 2600= \$2,600
1 half-day TBD	Draft of Strategic Plan	Synthesis of Setting Direction Retreat team work and development of draft strategic plan	.5 x 2600= \$1,300
1 half-day TBD	Final Meeting of Plan Team	Facilitation of final meeting to revise draft strategic plan	.5 x 2600= \$1,300
1 half-day TBD	Strategic Plan Final Documents	Development of strategic plan documents and preparation for BOE report	.5 x 2600= \$1,300
1 half-day TBD	Living the Plan	Meeting with Superintendent and Cabinet to share tools and strategies for Living the Plan	.5 x 2600= \$1,300
TOTAL PLAN COST			\$ 16,900

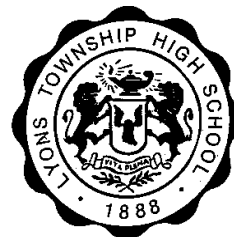
*If travel is required, mileage is built into the cost.

*District will provide materials and supplies for any in-person sessions.

*District will provide Zoom technical support for any online sessions.

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101
Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: October 12, 2021

RE: 2022-2023 Calendar (First Reading)

BACKGROUND:

The board will recall that a calendar was brought forward for a first reading at the September meeting. We have since been notified by the Illinois State Board of Education that November 8, 2022 will be observed as a non-attendance day throughout the state for Election Day. Losing that one day first semester causes a number of changes to our schedule, and makes our more traditional start date on a Monday more feasible. Starting on Monday, August 22nd instead of August 17 allows for additional days to complete summer work, delays the start to minimize the number of heat-related days, and ends the school year after Memorial Day. All changes are highlighted in the attached calendar.

Details include:

176 school days
83 days First Semester, 93 days Second Semester
183 teacher work days
187 total days, including emergency days

Significant Dates

First day of school	August 22
Election Day	November 8
Last day of Semester 1	December 23
First day of Semester 2	January 10
Spring Break	March 27-31
Last day of Semester 2	June 1
Teacher Work Day	June 2
Graduation	May 31

This draft calendar has been shared with the LTHS Faculty Association and will be shared with other constituent groups prior to any Board action. Following the Committee meeting, the calendar will be on public display via the website for community input. It will also be shared with Associate Schools.

RECOMMENDATION:

No recommendation at this time.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2022-2023 Draft SCHOOL CALENDAR: August 22 Start

(updated 10/4/2021)

August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 ^A	23	24	25	26	27
28	29	30	31			

September 2022

S	M	T	W	T	F	S
				1	2	3
4	5 [*]	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24 ^{Hoco}
25	26	27	28	29	30	

October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7 [*]	8
9	10 [*]	11	12	13	14 ^{Q1}	15
16	17	18	19	20	21	22
23	24	25	26 ^A	27 ^A	28 [*]	29
30	31					

November 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8 [*]	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 [*]	24 [*]	25 [*]	26
27	28	29	30			

December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 ^{S1}	24
25	26 [*]	27 [*]	28 [*]	29 [*]	30 [*]	31

January 2023

S	M	T	W	T	F	S
1	2 [*]	3 [*]	4 [*]	5 [*]	6 [*]	7
8	9 [*]	10	11	12	13	14
15	16 [*]	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OPENING/CLOSING DAYS OF SCHOOL

- August 22, 2022 (A) First Day of School
- June 1, 2023 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (**)

- August 18 District Institute Day
- August 19 Teacher Work Day
- September 5 Labor Day
- October 7 District Institute Day
- October 10 Columbus/Indigenous Peoples Day
- October 28 Non-Attendance Day
- November 8 Election Day Holiday
- November 23 Non-Attendance Day
- November 24-25 Thanksgiving Holiday
- Dec. 24 - Jan. 6 Winter Break
- January 9 District Institute Day
- January 16 Dr. M. L. King, Jr. Day
- February 20 Presidents Day
- March 3 Institute Day
- March 27-31 Spring Break
- April 7 Non-Attendance Day
- May 29 Memorial Day
- June 2 Teacher Work Day
- June 19 Juneteenth Holiday
- July 4 Independence Day

LATE START DAYS

Every Wednesday is an 8:45am start with the exception of the last week of each semester.

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 26 5:00-9:00 p.m.
- October 27 5:00-8:30 p.m.

GRADING PERIODS

- Aug. 22 - Oct. 14 Q1 1st quarter
- Oct. 17 - Dec. 23 S1 2nd quarter & End of 1st semester
- Jan. 10 - Mar. 10 Q3 3rd quarter
- Mar. 13 - June 1 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (🦋)

- Wednesday, May 31 7:00 p.m. Bennett Field

MISCELLANEOUS

- August 8-12 ☑ Processing Days by appointment
- August 17 ✂ Frosh Experience Day
- September 1 🏠 S. C. Open House
- September 8 🏠 N. C. Open House
- September 24 🏠 Homecoming
- June 2-8 ☉ Emergency Days
- June 12 ☀ Summer School Begins

First Semester: 83 Days

Second Semester: 93 Days

February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 [*]	21	22	23	24	25
26	27	28				

March 2023

S	M	T	W	T	F	S
			1	2	3 [*]	4
5	6	7	8	9	10 ^{Q3}	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 [*]	28 [*]	29 [*]	30 [*]	31 [*]	

April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7 [*]	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 [*]	30	31 [*]			

June 2023

S	M	T	W	T	F	S
				1	2 [*]	3
4	5 [⊙]	6 [⊙]	7 [⊙]	8 [⊙]	9	10
11	12	13	14	15	16	17
18	19 [*]	20	21	22	23	24
25	26	27	28	29	30	

July 2023

S	M	T	W	T	F	S
						1
2	3	4 [*]	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

⊙ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.

LYONS TOWNSHIP HIGH SCHOOL

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Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: October 12, 2021

RE: 2022-2023 Curriculum Change Proposals (Second Reading)

Attached, please find the 2022-2023 Curriculum Change Proposals that were submitted to my office. The attached summary has 2 parts:

1. An administrative recommendation page
2. Copies of proposals by division, department, and change

Proposals were shared for a First Reading with the Curriculum Committee and the Board required no additional requested information.

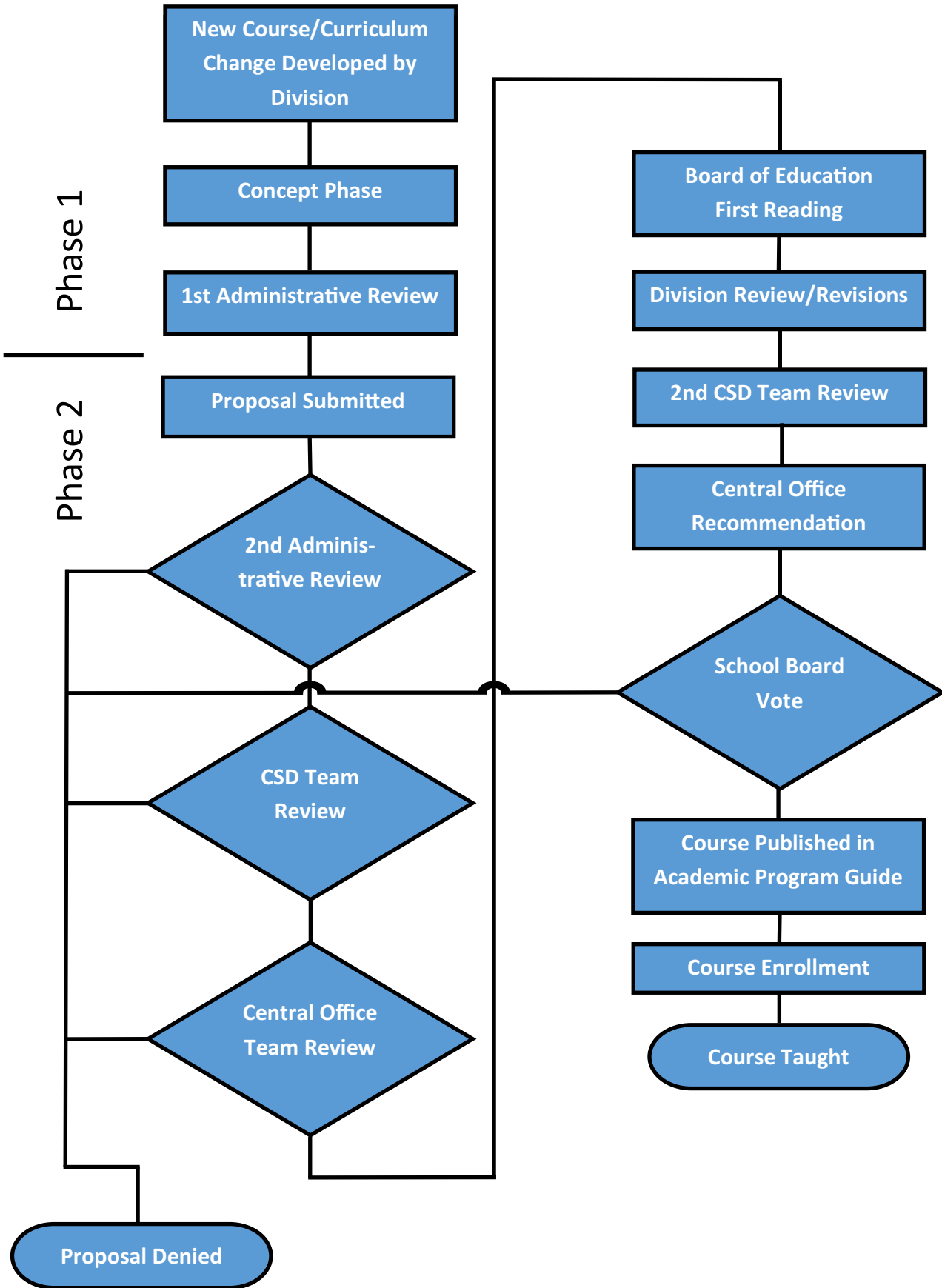
RECOMMENDATION:

I request that the Board adopt the 2022-2023 Curriculum Change Proposals as recommended by the Administration.

Lyons Township High School District 204
2022-2023 Curriculum Change Proposals
Administrative Recommendations

Course	CSDT Vote	Administrative Recommendation
Dance Studies – Title Change, Credit for Soph. PE	17 Ayes - 0 Nays	Recommend
Yoga - ADD	17 Ayes - 0 Nays	Recommend
Geometry in Construction - ADD	16 Ayes - 0 Nays	Recommend
Data and Probability - ADD	17 Ayes - 0 Nays	Recommend
Sustainable Urban Agriculture - ADD	16 Ayes - 1 Nays	Recommend
Reading EL – Title Change, Restructure	17 Ayes - 0 Nays	Recommend
Etymology - DROP	17 Ayes - 0 Nays	Recommend
Intro to Healthcare Careers - ADD	14 Ayes - 0 Nays	Recommend

LTHS Process for New Course and Curriculum Change Proposals



2022-2023 Curriculum Changes

Division/Department	Course	Change
<i>Physical Welfare</i>		
PE	Dance Studies	Title Change, Credit for Soph. PE
	Yoga	New Course
<i>Math/Science</i>		
Math	Geometry In Construction	New Course
	Data and Probability	New Course
Science	Sustainable Urban Agriculture	New Course
<i>Language Arts</i>		
ELL	Reading EL	Title Change, Restructure
<i>Fine Arts</i>		
World Languages	Etymology	Drop
<i>Curriculum</i>		
Science & Phys. Welfare	Intro to Healthcare Careers	New Course

Curriculum Change Proposals for 2022-2023

Department/Division	Summary of Proposal	CSD Team Vote
PHYSICAL WELFARE - PE		
Dance Studies	<p>The Physical Welfare Division offers limited course options for our South Campus physical education students. Learning is accelerated when a student is engaged in the curriculum based on their interest and one they find value in. By offering more options for Sophomore students we give them the best opportunity to find lifelong value in their experience.</p> <p>By allowing sophomores to enroll in Dance Studies and Fitness as their PE class, we will be offering another valuable option for our students. The current Dance Studies curriculum will be adjusted, resulting in a course that will serve as a foundation for both the Dance Arts and Dance Fitness courses at North Campus. With this change, the dance offerings will have a comprehensive scope and sequence for our students.</p>	17 Ayes - 0 Nays - 1 Absent
Yoga	<p>The Physical Welfare Division has been exploring the opportunity of choice for South Campus physical education students. As a result, freshman students were polled during the 2019-2020 school year to determine which fitness activities they enjoyed the most.</p> <p>Survey results were collected and analyzed. 941 students in total were surveyed. The following data came from the survey. 459 (48.6%) of students surveyed stated that Yoga was an activity they enjoyed along with 624 (66%) of students surveyed stated that Mental Relaxation (Mindfulness training) was an activity they enjoyed in their physical education experience.</p> <p>Based on student data collected during the 2019-2020 school year there was a strong desire of students to explore, learn, practice and participate in yoga.</p> <p>Learning is accelerated when a student is engaged in the curriculum based on their interest and one they find value in. By offering Yoga for students we give them greater opportunity to find lifelong value in their physical fitness experiences.</p> <p>A Yoga course will provide students with an opportunity to enhance their muscular strength and endurance, flexibility, kinesthetic awareness, and mindfulness practices. Yoga is deeply rooted in mindfulness activities and research has shown mindfulness is an essential component of SEL. Mindfulness practices provide numerous benefits such as a decrease in stress and anxiety, increase in focus, attention, productivity, and clarity, improvement in mental and physical health to name just a few. SEL has also shown to provide positive improvement in regards to school discipline issues and encourages restorative discipline practices, prompts growth mindset and greatly benefits those learners with ADHD and executive functioning issues.</p>	17 Ayes - 0 Nays - 1 Absent
MATH/SCIENCE - Math		
Geometry In Construction	A cross-curricular course involving geometry and applied technology in order to teach geometry in context, while maintaining the current math practices and standards.	16 Ayes - 0 Nays - 2 Absent

Data and Probability	This is a new course which will serve multiple purposes. 1. Students who have failed a semester of math could take this course rather than a staggered course. 2. Seniors who have 3 years of math credit could take a high interest math course as a fourth year. 3. Math elective available to Seniors and select juniors 4. Uses simulations, probability, and real world data analysis contexts to develop Algebra skills. 5. This class could also be a math elective for students seeking a fourth year of mathematics.	17 Ayes - 0 Nays - 1 Absent
MATH/SCIENCE - Science & Applied Tech		
Sustainable Urban Agriculture	Adding a high interest science elective to increase exposure to the science and engineering practices, which is in line with current Biology, Chemistry, Physics, and Mathematics concepts and methodologies. This course provides an overview of sustainable agriculture. The course will have a focus on the hands-on production of food crops. The course looks at the sustainability of food production from farm resources through the global level. Students will explore the environmental problems caused by conventional agriculture/horticulture and recognize the challenges to alternative forms of sustainable agriculture. A variety of topics such as ecological, social and economic will be discussed within the framework of sustainability.	16 Ayes - 1 Nays - 1 Absent
LANGUAGE ARTS - EL		
Reading EL	The current course, Beginning Reading EL, has not run for many years due to the low numbers of students who qualify given the current parameters. I would like to rename and restructure this course so EL students at all levels of English language proficiency can take it and benefit from reading instruction.	17 Ayes - 0 Nays - 1 Absent
FINE ARTS - World Languages		
Etymology	We are looking to eliminate Etymology from our course offerings. We have not had enough enrollment to run this course for over 5 years.	17 Ayes - 0 Nays - 1 Absent
CURRICULUM - Science & Phys. Welfare		
Introduction to Healthcare Careers	This new course is the introductory course for a new healthcare careers pathway. The course will expose students to the variety of opportunities available within the health care industry (e.g. nursing therapy, vision and dental care, administrative services, and lab technology) which will include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The course content will provide in-depth information into health occupations career and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements.	14 Ayes - 0 Nays - 4 Absent

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2/15/21

Division: Physical Welfare

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Dance Studies	.5	None	9/10	III	PE8916	PE8917

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Dance Studies and Fitness	.5	None	9/10	III	PE8916	PE8917

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	x	North Only		Interdisciplinary		Summer School	
Elective Credit	X	South Only	X	Title I		Duplicate Credit	x
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	x	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art	X	Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Introduction to Dance and Fitness

Provide a brief description of the proposal/change:

Introduction to Dance and Fitness to sophomores for a PE credit.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

The Physical Welfare Division offers limited course options for our South Campus physical education students. Learning is accelerated when a student is engaged in the curriculum based on their interest and one they find value in. By offering more options for Sophomore students we give them the best opportunity to find lifelong value in their experience. By allowing sophomores to enroll in Dance Studies as their PE class, we will be offering another valuable option for our students. The current Dance Studies curriculum will be adjusted, resulting in a course that will serve as a foundation for both the Dance Arts and Dance Fitness courses at North Campus. With this change, the dance offerings will have a comprehensive scope and sequence for our students.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Most suburban high schools allow for student choice in physical activities following a Freshman year PE course. This change would be comparable with the scope and sequence in the Physical Education curriculum of schools like: Stevenson, Naperville Central, Naperville North, Hinsdale Central, Hinsdale South, Glenbard North, Glenbard South, Glenbard East, Glenbard West, Oak Park River Forest, etc.

What metrics will be used to measure the success of the course addition or change?

Course enrollment, exit surveys

How does the change address Board Goals or school initiatives?

**Goal 1; Objective 4: ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.
Goal 2; Objective 1: Implement programs to assist students, staff, and parents with mental health and social emotional issues to help reduce student stress and maintain a healthy learning environment.**

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

	Estimated Cost
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

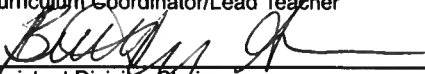

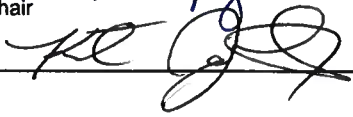
This is a one semester course designed to provide students the opportunity to explore movement

through the study of dance. Students will develop body awareness and conditioning through the study of dance technique, choreography, yoga, mindfulness, pilates and cardio dance. This course fulfills the PE requirement for sophomores and may be repeated.

Who was involved in developing this course proposal?

Kurt Johns, Susie Murphy, Brittany Sidoti

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 2/25/21
Assistant Division Chair 	Date 2/25/21
Division Chair 	Date 2/25/21

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2/11/21

Division: Physical Welfare

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
n/a						

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Yoga	.5	None	11, 12			

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	<input checked="" type="checkbox"/>	North Only	<input checked="" type="checkbox"/>	Interdisciplinary	<input type="checkbox"/>	Summer School	<input type="checkbox"/>
Elective Credit	<input type="checkbox"/>	South Only	<input type="checkbox"/>	Title I	<input type="checkbox"/>	Duplicate Credit	<input checked="" type="checkbox"/>
Full Year	<input type="checkbox"/>	North & South	<input type="checkbox"/>	NCAA	<input type="checkbox"/>	Duplicate Credit Max	<input type="checkbox"/>
Semester: 1, 2, B(oth)	<input checked="" type="checkbox"/>	Lab-Based	<input type="checkbox"/>	CTE/Perkins	<input type="checkbox"/>	1st or 8th Pd. Option	<input type="checkbox"/>
Creative or Practical Art	<input type="checkbox"/>	Dual Credit*	<input type="checkbox"/>	Online Delivery	<input type="checkbox"/>	State/Federal Change	<input type="checkbox"/>

*Dual Credit University Partner: We do not have a confirmation at this time, but we are exploring the option of dual credit with COD.

Provide a short name that can be used to reference this proposal:

Yoga

Provide a brief description of the proposal/change:

To expand the PE course electives to include a Yoga course.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

The Physical Welfare Division has been exploring the opportunity of choice for South Campus physical education students. As a result, freshman students were polled during the 2019-2020 school year to determine which fitness activities they enjoyed the most.

Survey results were collected and analyzed. 941 students in total were surveyed. The following data came from the survey. 459 (48.6%) of students surveyed stated that Yoga was an activity they enjoyed along with 624 (66%) of students surveyed stated that Mental Relaxation (Mindfulness training) was an activity they enjoyed in their physical education experience.

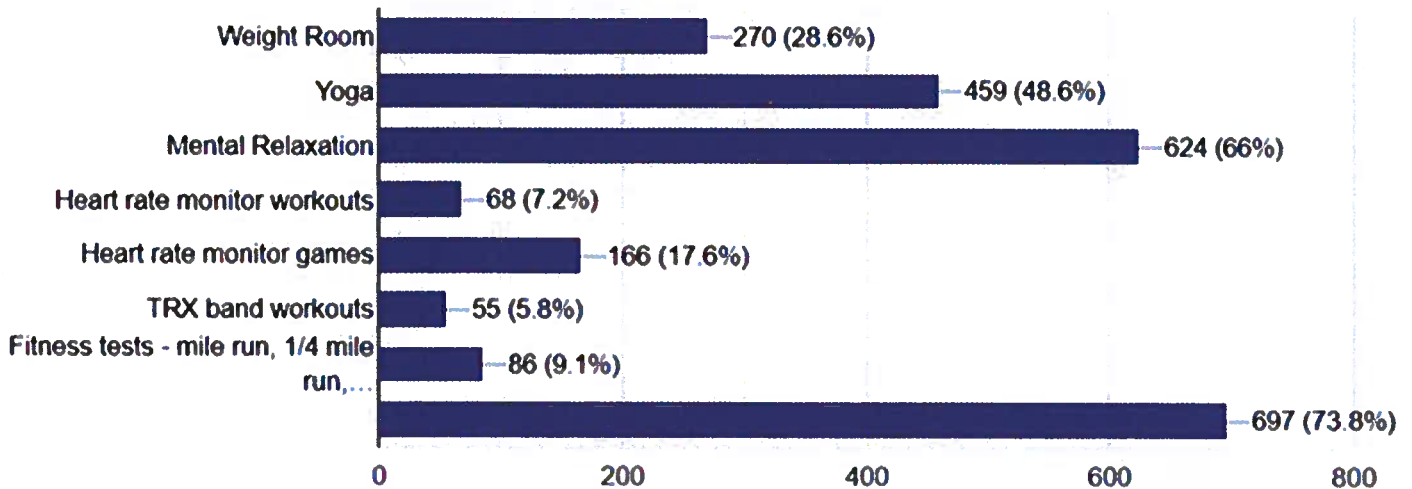
Based on student data collected during the 2019-2020 school year there was a strong desire of students to explore, learn, practice and participate in yoga.

Learning is accelerated when a student is engaged in the curriculum based on their interest and one they find value in. By offering Yoga for students we give them greater opportunity to find lifelong value in their physical fitness experiences.

A Yoga course will provide students with an opportunity to enhance their muscular strength and endurance, flexibility, kinesthetic awareness, and mindfulness practices. Yoga is deeply rooted in mindfulness activities and research has shown mindfulness is an essential component of SEL. Mindfulness practices provide numerous benefits such as a decrease in stress and anxiety, increase in focus, attention, productivity, and clarity, improvement in mental and physical health to name just a few. SEL has also shown to provide positive improvement in regards to school discipline issues and encourages restorative discipline practices, prompts growth mindset and greatly benefits those learners with ADHD and executive functioning issues.

Choose which fitness activities you enjoy the most. Multiple choices can be made.

945 responses



How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Many suburban high schools provide a Yoga course due to its physical and mental health benefits. This change would be comparable with the scope and sequence in the Physical Education curriculum of schools like: York, Highland Park, Maine West, Libertyville, Deerfield, Vernon Hills, Wheaton-Warrenville South, New Trier, Shepard, Eisenhower, Richards, Grayslake, NNHS, etc.

What metrics will be used to measure the success of the course addition or change?

Course enrollment, Google form surveys

How does the change address Board Goals or school initiatives?

Goal 1: Objective 4: Monitor, evaluate, and revise structured supports for students to ensure that the supports continue to assist students in their learning.
 Goal1: Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.
 Goal 2: Objective 1: Implement programs to assist students, staff, and parents with mental health and social emotional issues to help reduce student stress and maintain a healthy learning environment.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost

(insert additional rows if necessary)

Provide an updated Course Description that will be included in the Academic Program Guide:

Yoga will provide an opportunity to enhance one's muscular strength and endurance, flexibility, and kinesthetic awareness. A variety of asanas (poses) will be introduced and practiced in various types of yoga flows such as vinyasa, power, hot, restorative, etc. Mindfulness will also be studied and practiced regularly in this course. Mindfulness is a practice of being in the present moment, on purpose with non-judgement. Mindfulness practices provide numerous benefits such as a decrease in stress and anxiety, increase in focus, attention, productivity, and clarity, and improvement in both mental and physical health.

Who was involved in developing this course proposal?

Kurt Johns, Susie Murphy, Cassie Niego

Signatures:

Curriculum Coordinator/Lead Teacher <i>Cassie Niego</i>	Date 2/23/21
Assistant Division Chair <i>Susie Murphy</i>	Date 2/23/21
Division Chair <i>Kurt Johns</i>	Date 2/23/21

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 5/4/2021

Division: Global Studies

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Construction and Geometry	1.0	Algebra 1	9, 10	III		

Concurrent Enrollment Info:

Geometry in Construction	1.0	Algebra 1	9, 10	III		
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit	X	South Only	X	Title I		Duplicate Credit	
Full Year	X	North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based	X	CTE/Perkins	X	1st or 8th Pd. Option	
Creative or Practical Art	X	Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Geometry and Construction (Inter-departmental course)

Provide a brief description of the proposal/change:

This applied technology offering works in a cross-curricular fashion with the Math department's Geometry in Construction course. Students register for both classes, which are scheduled in adjacent class periods. Sections of up to 24 students per class will apply geometry concepts as they learn construction skills and master applied technology content. The set-up of the two courses will be similar to American Studies at LTHS.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

See math department proposal for Geometry in Construction.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

This course is taught in similar fashion at Naperville North, Naperville Central, New Trier, Evanston, Glenbrook South, Huntley, and Maine Township High Schools.

What metrics will be used to measure the success of the course addition or change?

See math department proposal for Geometry in Construction.

How does the change address Board Goals or school initiatives?

See math department proposal for Geometry in Construction.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

Summer workshop (includes curriculum) for two teachers.

\$3,200



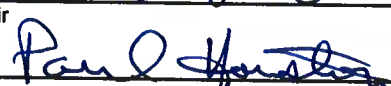
Provide an updated Course Description that will be included in the Academic Program Guide:

In this team-taught, double-period course, students learn plane geometry by applying real-world construction concepts through Computer Aided Design as they create and build projects such as playhouses and gazebos. Students will develop skills in teamwork, problem solving, and project management. This course covers all necessary plane geometry concepts and prepares students to enter Algebra 2 the following year. Prior experience in construction or woodworking is not required.

Who was involved in developing this course proposal?

Joe Barker, Collin Voigt, Blake Sauders, Paul Houston

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 5-3-21
Assistant Division Chair 	Date 5/4/21
Division Chair 	Date 5-4-2021

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: Mar 1, 2021 Division: Math-Science

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Data and Probability	½	Algebra 2 with Trig	12	III		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	x	North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Probability

Provide a brief description of the proposal/change:

This is a new course which will serve multiple purposes.

1. Students who have failed a semester of math could take this course rather than a staggered course.
2. Seniors who have 3 years of math credit could take a high interest math course as a fourth year.
3. Math elective available to Seniors and select juniors
4. Uses simulations, probability, and real world data analysis contexts to develop Algebra skills.
5. This class could also be a math elective for students seeking a fourth year of mathematics.

What qualitative and/or quantitative measures were used to determine the need for this change?

Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

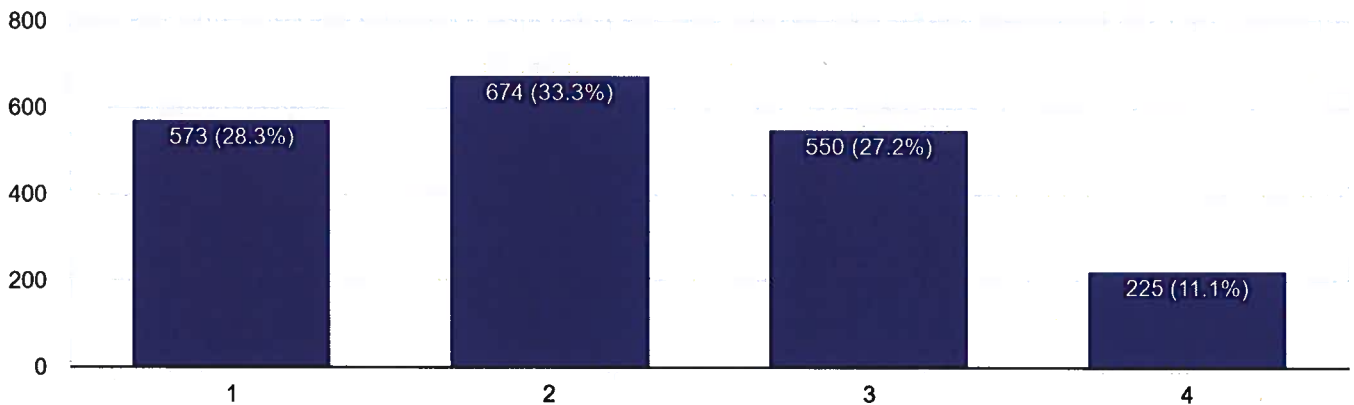
This course would provide a math elective that students could take for a fourth year of math.

Additionally, there is interest in data and data analysis, and this would provide the opportunity for students to learn the subject without the rigor of an AP curriculum.

775 students were interested or highly interested (3 or 4)

Data and Probability: learn tools to understand data, randomness and uncertainty. Learn how to solve challenging problems and apply those solutions to simulating events as opposed to gathering real data?

2,022 responses



How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Courses that address similar concerns & population of students, but with different curriculum:

- New Trier – Intro to Finite Math & Statistics
- District 214 - Data Modeling and Mathematical Analysis
- District 207 - Data Science and Probability and Statistics

What metrics will be used to measure the success of the course addition or change?

- Increased number of students graduating with more than 3 years of math.
- Reduced number of summer school math and staggered math sections

How does the change address Board Goals or school initiatives?

Goal / Objective 2: Improve standardized test scores annually.

Goal / Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

What are the resources needed to implement this change? Include Textbook Info.

Estimated Cost

Simulations, manipulatives, software for assorted probability games, workbook/practice problem sets.

\$500

Provide an updated Course Description that will be included in the Academic Program Guide:

Games of chance have been popular for decades, because the probability behind winning them is unchanged. Spin doctors present half-truths as facts with just enough data behind the statements to seem plausible. Information arrives quickly to our devices, requiring the reader to analyze and parse out the unconditional statements. This course is for students who want to apply probability to common games of chance and data analysis to explore random processes. Topics covered will include: graphical displays, data analysis, modeling of random events, conditional probability, discrete probability, normal probability, expected value, binomial and geometric probability, and counting. *Questions of investigation may include: How can we base decisions on chance? How can probability be used to simulate events and to predict future happenings? What are the benefits of simulating events as opposed to gathering real data?*

Who was involved in developing this course proposal?

Jennifer Szczesniak

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: February 2021

Division: Math/Science

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Sustainable Urban Agriculture	.5	1 year of science	11/12	III		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	x	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	X	North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner: College of Dupage Potential

Provide a short name that can be used to reference this proposal:

Sustainable Urban Agriculture

Provide a brief description of the proposal/change:

Adding a high interest science elective to increase exposure to the science and engineering practices, which is in line with current Biology, Chemistry, Physics, and Mathematics concepts and methodologies. This course provides an overview of sustainable agriculture. The course will have a focus on the hands-on production of food crops. The course looks at the sustainability of food production from farm resources through the global level. Students will explore the environmental problems caused by conventional agriculture/horticulture and recognize the challenges to alternative forms of sustainable agriculture. A variety of topics such as ecological, social and economic will be discussed within the framework of sustainability.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Teacher initiated

Urban Farming is seen as a possible solution to the effects of global climate change and will provide urban areas the green infrastructure to address health, nutrition and food security.

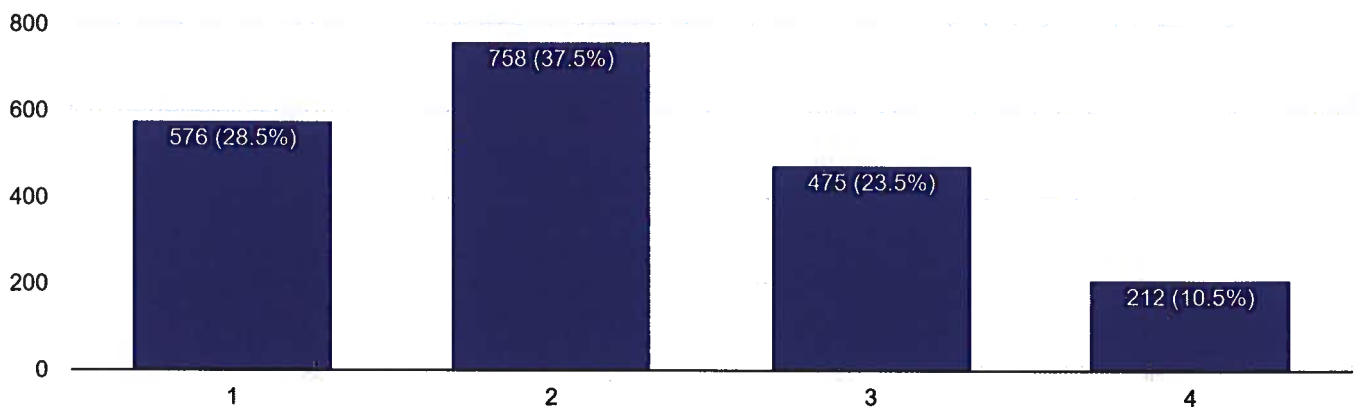
Almost 60,000 new jobs are predicted annually in this field

- [Employment Opportunities for College Graduates in Food, Agriculture, Renewable Natural Resources and the Environment](#)

Student Survey Data (2026 student responses) - 687 students were interested or highly interested (3 or 4)

Urban Agriculture: lab-based course focused on hands-on production of crops. Think critically about where food comes from, and be able to analy... order to preserve our current and future needs?

2,021 responses



How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Schools implementing/developing Agriculture Programs/Pathways:

- Rolling Meadows
- Chicago Ag Science HS
- Gary Comer HS (Chicago)
- Lane Tech HS (Chicago)
- Naperville Central

What metrics will be used to measure the success of the course addition or change?

One section the first year, multiple sections in subsequent years; dual credit in the near future

How does the change address Board Goals or school initiatives?

Board Goal I (objective 4), ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

-Board Goal III, increasing student engagement.

-Implementation of NGSS standards with a focus on earth and life science DCIs, as well as integration of Science and Engineering Practices

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
1 Hydroponic setup per section in lieu of Greenhouse	\$1500/section
Classroom to house hydroponic systems (expansion of 228?)	N/A
Principles of Agriculture, Food, and Natural Resources By: John S. Rayfield, Kasee L. Smith, Travis D. Park, and D. Barry Croom Copyright: 2017 ISBN-13: 978-1631262357	\$130

Provide an updated Course Description that will be included in the Academic Program Guide:

This course provides an overview of sustainable urban agriculture with a strong focus on hands on food production. The course looks at the sustainability of food production at multiple levels: farm resources, community, regional, national and global. Students will gain a basic understanding of the environmental tradeoffs caused by conventional agriculture and understand the challenges to alternative forms of sustainable agriculture. Students will learn to think critically about where their food comes from, and be able to analyze the environmental, economic, and social costs and benefits involved in delivering food from farm to market.

This class is intended for students with a general interest in sustainable food production systems. We will discuss a variety of ecological, social, and economic topics within the framework of sustainability. This course is designed to provide students with an overview of the agriculture and food industry. It will focus on introductory areas of agriscience, natural resource management, plant, animal and food science. After completing this course, students will be able to discuss the role of agriculture in our modern world, provide suggestions for conserving our air, water, soil and forestry resources, and grow and sustain crops.

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Who was involved in developing this course proposal?

Division Leadership, Brian Keller & Annette Orrico

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

Course Outline

Enduring Understandings

- Science involves a particular way of knowing that includes relying on empirical evidence, logical arguments, skepticism, and peer review.
- Scientific ideas are revised over time as new evidence becomes available.
- Benefits and costs of scientific research and technological innovation include consequences that are long-term as well as short-term, and indirect as well as direct.
- Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
- Energy occurs in different forms and is necessary to do work or to cause change.
- All organisms share similar characteristics and basic needs, but they also have differences that allow people to identify, describe and classify them.
- The Earth System is composed of and part of a multitude of systems, which cycle and interact resulting in dynamic equilibrium.
- Account for key concepts and theories concerning sustainable urban agriculture, permaculture and local food systems
- Critically review and relate to different examples of urban agriculture in a global context;
- Apply relevant theories and examples concerning sustainable urban agriculture in a local context.
- Develop a basic understanding of sustainable farming techniques
- Become familiar with the various components of urban agriculture
- Explore the relationship between urban planning and public health
- Introduce agrarian urbanism as a new approach to urban design
- Discuss opportunities to reconnect and strengthen local and regional food systems

Essential Questions

- How have science and technology affected the quality of life?
- How is light from the sun transformed into energy available for plants and animals?
- How do all organisms use stored chemical energy to perform the functions necessary for life?
- What does science tell us about evolutionary biology, the unity and diversity of organisms and how present populations are changing?
- How can humans continue to provide food with a changing environment?
- How are all living things the same and how are they different?
- How do Earth's systems interact?

Supervised Agriculture Experience (SAE) each semester focusing on independent research.

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 3.1.21

Division: LAD

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Beginning Reading ELL	1.0	EL Designation and EL Coordinator Approval	9-10	III	LA0856	LA0857
	1.0	EL Designation and EL Coordinator Approval	11-12	III	LA0851	LA0852

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Reading EL	.5 or 1.0	EL Designation and EL Coordinator Approval	9-10	III	LA0856	LA0857
	.5 or 1.0	EL Designation and EL Coordinator Approval	11-12	III	LA0851	LA0852

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	X
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Reading EL

Provide a brief description of the proposal/change:

The current course, Beginning Reading EL, has not run for many years due to the low numbers of students who qualify given the current parameters. I would like to rename and restructure this course so EL students at all levels of English language proficiency can take it and benefit from reading instruction.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

In general, many of our ELs need more immersion in English language development and would benefit from additional reading instruction and support. The skills gleaned in this course would enhance reading comprehension in other disciplines. The course would offer another opportunity for sheltered English instruction and would be a benefit for all ELs.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Many schools who offer full-time and part-time bilingual programs offer more courses to address the needs of ELs. This would enhance our offerings by broadening access to more students who would benefit.

What metrics will be used to measure the success of the course addition or change?

Growth on the annual ACCESS test that measures English language proficiency.

How does the change address Board Goals or school initiatives?

This course would further provide opportunities for ELs to learn strategies that will bolster their overall academic achievement and English language proficiency.

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Classroom library for independent reading	\$2000.00 – Grant funded
Achieve 3000 Subscription (This online platform is used in all EL courses)	\$6000.00 – Grant funded (already paid for)
Classroom Text Fees - TBD	\$1000.00 – Grant funded.
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

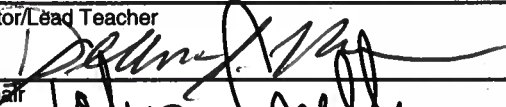

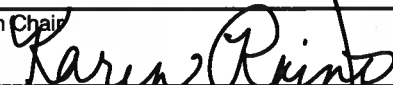
The Reading EL course assists students in increasing reading skills, improving reading in context

and improving academic achievement. This course is designed for students with varied levels of English proficiency who are identified through the ACCESS test.

Who was involved in developing this course proposal?

Karen Raino, Language Arts Division Chair; Toby Casella, Assistant Language Arts Division Chair, and Deana Mancini, Language Arts Teacher and Instructional Coach

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 2/26/21
Assistant Division Chair 	Date 2/26/21
Division Chair 	Date 2/26.21

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 04/07/2021

Division: Fine Arts

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Etymology	.5	None	9-12	III & IV	WL5511 WL7511	WL5512 WL7512

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	<input type="checkbox"/>	North Only	<input type="checkbox"/>	Interdisciplinary	<input type="checkbox"/>	Summer School	<input type="checkbox"/>
Elective Credit	<input type="checkbox"/>	South Only	<input type="checkbox"/>	Title I	<input type="checkbox"/>	Duplicate Credit	<input type="checkbox"/>
Full Year	<input type="checkbox"/>	North & South	<input type="checkbox"/>	NCAA	<input type="checkbox"/>	Duplicate Credit Max	<input type="checkbox"/>
Semester: 1, 2, B(oth)	<input type="checkbox"/>	Lab-Based	<input type="checkbox"/>	CTE/Perkins	<input type="checkbox"/>	1st or 8th Pd. Option	<input type="checkbox"/>
Creative or Practical Art	<input type="checkbox"/>	Dual Credit*	<input type="checkbox"/>	Online Delivery	<input type="checkbox"/>	State/Federal Change	<input type="checkbox"/>

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Etymology

Provide a brief description of the proposal/change:

We are looking to eliminate Etymology from our course offerings.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

We have not had enough enrollment to run this course for over 5 years.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Very few high schools still offer an Etymology or word origin course.

What metrics will be used to measure the success of the course addition or change?

How does the change address Board Goals or school initiatives?

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

	Estimated Cost
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

Who was involved in developing this course proposal?

Paula Nardi and Scott Eggerding

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair Paula Nardi	Date 04/07/2021

2022-2023 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: April 1, 2021

Division: Math/Science and Physical Welfare

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Introduction to Healthcare Careers	.5	None	9-12	III		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary	X	Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	
Full Year		North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins	X	1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Intro to Health Careers

Provide a brief description of the proposal/change:

This new course is the introductory course for a new healthcare careers pathway. The course will expose students to the variety of opportunities available within the health care industry (e.g. nursing therapy, vision and dental care, administrative services, and lab technology) which will include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The course content will provide in-depth information into health occupations career and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements.

What qualitative and/or quantitative measures were used to determine the need for this change?

Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Whenever students are asked what programs they would like to see added to LT, healthcare careers are always a part of them. Whether a student wants to go into medical school eventually or is interested in nursing or other medical occupations, this course is the first step in determining if this is a career for them. The introductory course is a requirement for 21 different career pathways that are recognized by the State of Illinois. Working in conjunction with the physical welfare and science departments, we have existing courses that will lead toward pre-med, nursing and athletic training.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

A healthcare career pathway is quite common in similar high schools. Maine Township and District 214 have very well-defined programs and their information is attached.

What metrics will be used to measure the success of the course addition or change?

This course is the first in a sequence of potential courses that students will take towards a healthcare career pathway. The success of this course will be measured by initial enrollments, sustained enrollments, number of students continuing in the pathway, and the number of students who will (eventually) complete the full pathway resulting in industry credentials and/or dual credit.

How does the change address Board Goals or school initiatives?

This program addresses equity by giving all students an introduction to medical and healthcare careers. Whether students choose to attend a two-year or four-year college, this course will give students a road map for their healthcare career journey. Continued participation in the pathway could lead to multiple endorsements and certifications through COD, acceptance into an undergraduate pre-med program, and even provide students job skills that they could use upon graduation from LT.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Health Science Fundamentals, by Badasch and Chesebro, Pearson, ©2016	\$68.99
Medical equipment for basic health measurement and first aid	\$10,000
Lab kits for basic medical treatment (nutrition, controlling infection, wound care, etc.)	\$10,000

Provide an updated Course Description that will be included in the Academic Program Guide:

This course will expose students to the variety of opportunities available within the health care industry (e.g. nursing therapy, vision and dental care, administrative services, and lab technology) which will include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The course content will provide in-depth information into health occupations career and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements

Who was involved in developing this course proposal?

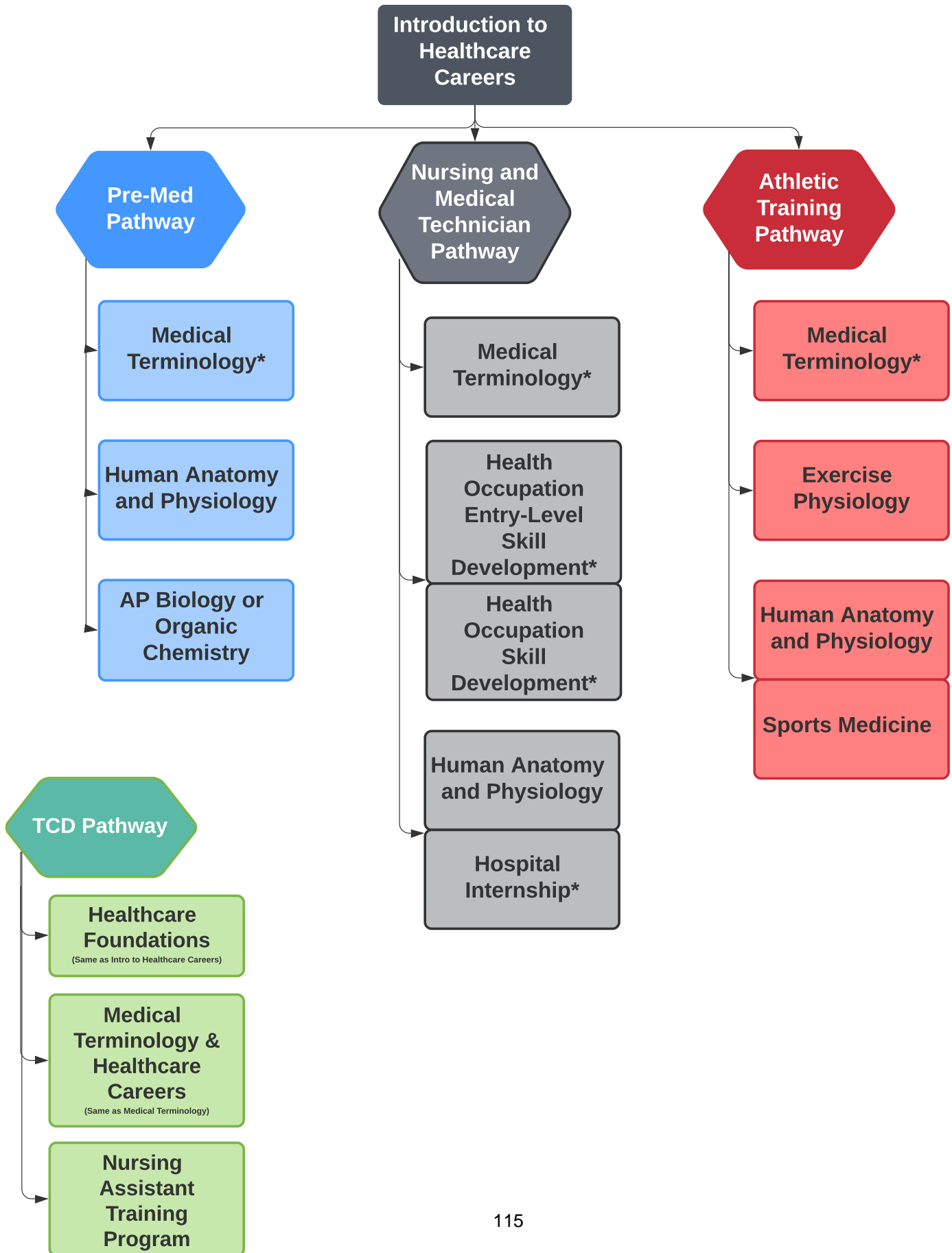
Scott Eggerding, Adam Roubitchek, Kurt Johns, Collin Voigt,

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

LTHS Healthcare Careers Pathways

Scott Eggerding | April 16, 2021



Maine West

Health Care Careers Course Syllabus 2018/2019

Instructors: Ms. Patel
 Classroom: D-122
 E-mail: apatell@maine207.org
 Office: 7:30am-8:00am in room D20 (MF)

Course Description: Health Care Careers is a course designed for students who express interest in occupations in the healthcare industry. We will build a general understanding of health care, different medical professions, and complete career experiences at a variety of locations. Students will gain a better outlook on their future career and what it takes to succeed in it. **Parts of this course will be blended based on particular projects and activities done in class.**

Units of Study:

- History of Healthcare, Communication and Diversity in the workplace
- Infection Control: Pathogens Diseases
- First Aid and Vital Signs
- Body Systems - General Anatomy
- Life Cycle and their Relationship to Medical Ethics
- Career Exploration



Materials Provided By Your Instructors:

- o Clipboard
- o Lab coat
- o Textbook: Health Science Fundamentals

Summative: Each unit will have a summative exam and/or project that encompasses the learning targets of that unit.

District Grading Scale:

Code	Value	Range
A+	100.00	100 - 97
A	95.00	96.99 - 93
A-	91.50	92.99 - 90
B+	88.50	89.99 - 87
B	85.00	86.99 - 83
B-	81.50	82.99 - 80
C+	78.50	79.99 - 77
C	75.00	76.99 - 73
C-	71.50	72.99 - 70
D+	68.50	69.99 - 67
D	65.00	66.99 - 63
D-	61.50	62.99 - 60
F	55.00	59.99 - 40.03
NY	40.02	Can be completed for additional credit
NO	40.01	Cannot earn additional credit
Z	40.00	Cannot earn additional credit

Grade categories and Weight

Unit cooperatives, assignments, formatives-20%

Unit Summatives - 40%

Career experience assignments and evaluations- 20%

Final project: 20%

NY ("Not Yet") for missing, incomplete assignments, or those eligible for reassessment; NO ("No Opportunity for Additional Credit or Reassessment"); and Z (Indicates lowest possible F = 40%).

When grades are assigned an "NY" students are required to complete them within two weeks or they will be changed to an "NO".

Cheating will result in a Z in the gradebook and will follow with disciplinary consequences.

Student Expectations:

- Maintain a professional, business-like attitude while in business setting
- Read and complete projects as assigned
- Participate in class activities
- Be on time and dressed appropriately for career experiences
- Use cell phones for educational purposes only with teacher permission. They should be kept out of site in a backpack at other times.

Technology/Electronics Usage Expectations: Online classroom behavior is an extension of our classroom and comes with the same rules and expectations. Appropriate technology use is a student's responsibility. The District's Acceptable Use Policy is part of the student handbook and can be reviewed at: <http://goo.gl/OeCHI>. Personal devices that are used to access required classroom texts and resources may always be used when a textbook is use, otherwise classroom use of technology will be determined by the teacher and established rules may change based on classroom activities and situations. Cell phones will be silenced and put away before entering the classroom UNLESS permission has been given by the instructor.

Career Experience Expectations:

- **The bus leaves at 7:30 on career experience days. If you miss the bus you must:**
- **1. Scan in the LRC- and you will be marked TARDY. You will be completing an alternative assignment. There will be consequences for multiple tardies.**
- **2. If you do not scan in, you will be marked ABSENT and will need to meet with me during my office hours to work on an alternative assignment with me. There will also be consequences for unexcused absences.**
- Email me at apatel1@maine207.org to alert me of your reason for being late.
 - Dress appropriately for safety
 - No open toed shoes
 - Black pants- not leggings or jeans
 - Hair must be pulled back and secured
 - Behave in a mature and professional manner
- Maintain confidentiality (never use names of patients)
- Ask questions and show interest
- Complete observation/reflections
- Meet vaccine requirements as directed.
- You may purchase scrubs or wear a supplied lab coat

Retake Policy

1. All students in this course will be given the opportunity to retake all formatives and summatives. (Final exams are excluded.)
2. The teacher and the student will conference and determine which of the following minimum requirements the student will meet before being granted the opportunity to retake an assessment. These can include:
 - Additional formative activities
 - completion of previously incomplete assessments
 - in-class interventions
 - out-of-class interventions
3. All retakes must be completed within 2 weeks of the original assessment. This will be adjusted as appropriate for students with IEP's, 504's or other individualized learning plans.
4. The assessment may be different from the original but the skills being assessed are of the same rigor.
5. If a student retakes an assessment and earns a lower grade than on the first attempt, the retake grade will stand.

**OPHTHALMIC
TECHNICIAN/
TECHNOLOGIST**

**PHYSICAL
THERAPY/
THERAPIST**

**HOME HEALTH
AIDE/ HOME
ATTENDANT**

**REHABILITATION
AIDE**

**LICENSED
PRACTICAL/
VOCATIONAL
NURSE TRAINING**

**NURSING
ASSISTANT/ AIDE
AND PATIENT
CARE ASSISTANT/
AIDE**

**HEALTH
PROFESSIONS AND
RELATED CLINICAL
SCIENCES, OTHER**

GROUP 1

14661A001
Orientation to Health
Occupations

Orientation to Health
Occupations

Orientation to Health
Occupations

Orientation to Health
Occupations

Orientation to Health
Occupations

Orientation to Health
Occupations

Orientation to Health
Occupations

Health Occupations
Related Skills

Health Occupations
Related Skills

Health Occupations
Related Skills

Health Occupations
Related Skills

Health Occupations
Related Skills

Health Occupations
Related Skills

Health Occupations
Related Skills

14662A001

GROUP 2

Vision Care

Physical Therapy Aide

Home Health Aide

Rehabilitation Aide

Nursing - LPN

Nursing Assistant

Geriatric Aide
14059A001
Mortuary Assistant
14063A001
Central Supply Services
14201A001

Optical Technician
Assistant

14066A001

14053A001

14063A003

14052A001

14051A001

14059A001

GROUP 3

14082A002
Health Occupations
Entry-Level Skill
Development

Health Occupations
Entry-Level Skill
Development

Health Occupations
Entry-Level Skill
Development

Health Occupations
Entry-Level Skill
Development

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Health Occupations
Skill Development

Health Occupations
Skill Development

Health Occupations
Skill Development

Health Occupations
Skill Development

Health Occupations
Skill Development

Health Occupations
Skill Development

14002A003
Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

Health Occupations
Cooperative Education

14998A001

Psychiatric
Rehabilitation Skills
14099A002
Health & Safety Skills
for Psychiatric
Rehabilitation
14099A003
Vocational
Rehabilitation &
Community Living Skills

Geriatric Aide
14059A002

Medical Terminology

Geriatric Aide

Medical Terminology

Survey of Psychiatric
Rehabilitation

14099A001



(HST)
**Health Sciences
and Technology**



Health Science

• Allied Health	95
• Nursing	99
• Pre-Medicine	103

Health Sciences and Technology (HST)



Career Pathways

Health Science



9 **10** **11** **12**

Allied Health

Introduction to Healthcare Field I (IBIS, IBIS-IBES, IBES)

Exercise Physiology (IBIS, IBES)

Introduction to Healthcare Field 2/College Medical Terminology (IC)

Human Physiology/College Medical Terminology (IC, IBES)

College Nursing Assistant Training (IC)

College Human Anatomy and Physiology (IC)

Honors Physics (IBES, IBES-IBES, IBES, IBES)

Middle College Health Careers (IBES, IBES-IBES)

High School District 214 Graduation Requirements

English

English | English | English | English

Course Descriptions Section - Page 223

4.0 credit units

Mathematics

Mathematics | Mathematics | Mathematics | Mathematics

Including one unit of Algebra I and one unit of Geometry. Course Descriptions Section - Page 251

3.0 credit units

Social Science

Social Science | Social Science | Social Science

Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics. Course Descriptions Section - Page 269

2.0 credit units

Science

Science | Science | Science

Course Descriptions Section - Page 261

2.0 credit units

Career & Technical Education

Career and Technical Education

Course Descriptions Section - Page 275

1.0 credit unit

Fine Arts

Fine Arts

Course Descriptions Section - Page 239

0.5 credit unit

Consumer Education

Consumer Education

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 288, Economics (07830) - Page 273, Consumer Education (59940) - Page 274.

0.25 credit unit

Physical Education

Physical Education | Health | Physical Education | Physical Education

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.* Course Descriptions Section - Page 309

Refer to page 327 in Academic Policies and Procedures section regarding substitutions for physical education.



Post Secondary

Career Related Electives

- AP Psychology
- College Health Occupations Career Observation (IC)
- College Introduction to Health Careers
- Experiential Medical Physiology and Biochemistry
- Human Physiology

Career Related Activities for the Health Science pathway

- Athletics
- Debate Team
- District Career Days
- District Career Nights
- District Career Treks
- Health Career Clubs
- Student Athletic Trainers

Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

**This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110.5/21-6 and 23 ILAdm. Code Section 1.429).*



Health Science

College Majors

- Microcellular Biology
- Community Health and Preventive Medicine
- Dentistry
- Emergency Medical Technology Technician
- Health Informatics
- Medical Records Administration
- Medicine
- Nursing
- Pharmacy

Certifications

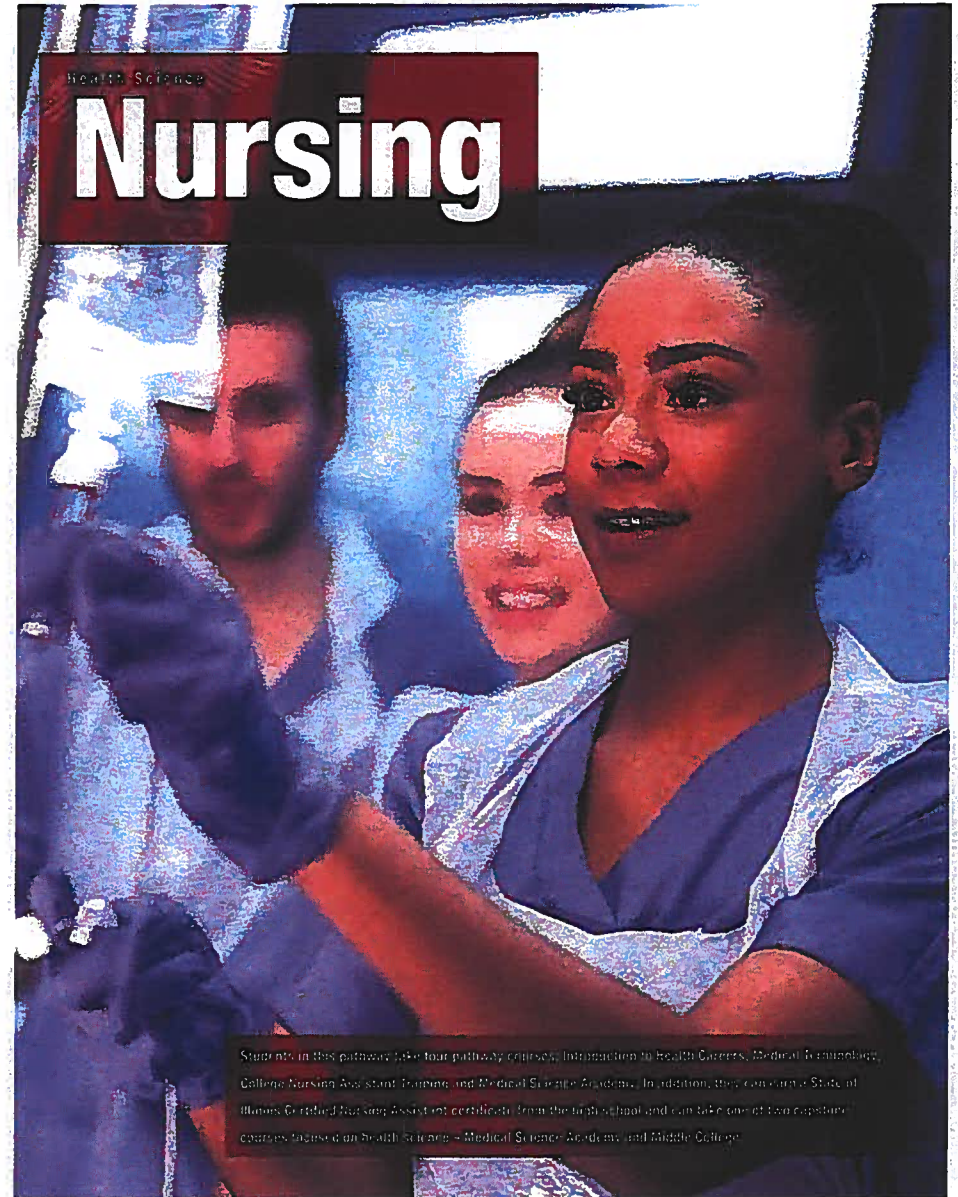
- High School State of Illinois Certified Nursing Assistant Harper: Cardiographic Technician
- Certified Nursing Assistant
- Computed Technology (CT)
- Emergency Medical Services-EMT Basic
- Health Information Technology
- Health Care Office Assistant
- Health Insurance Specialist
- Mammography
- Medical Assistant
- Paramedic
- Pharmacy Technician
- Physical Therapy Aide
- Practical Nursing
- Phlebotomy
- Therapeutic Massage

Work-Based Learning Experiences

- College Nursing Assistant Training
- Experiential Medical Physiology and Biochemistry
- Industry Mentorship
- Internship
- Micro Internship

Future Careers

- Dentist
- Dental Technician
- Dietitian and Nutritionist
- Emergency Medical Technicians and Paramedic
- Experiential Medical Physiology and Biochemistry
- Health Technologists and Technician
- Medical Records and Health Information Technician
- Nurse
- Nursing Assistant
- Occupational and Physical Therapist
- Pharmacist
- Pharmacy Technician
- Physician Assistant
- Physician-Doctor-Surgeon
- Psychiatrist



Students in this pathway take four pathway courses: Introduction to Health Careers, Medical Terminology, College Nursing Assistant Training, and Medical Science Academy. In addition, they can earn a State of Illinois Certified Nursing Assistant certificate from the high school and can take one of two capstone courses: Internship on Health Science + Medical Science Academy and Middle College.

9 **10** **11** **12**

Nursing	
	<p>Introduction to Healthcare Field I (HSIS 1005, HSIS 1010)</p> <p>Exercise Physiology (HS 1005)</p> <p>Introduction to Healthcare Field 2/College Medical Terminology (HS 1010)</p> <p>Human Physiology/College Medical Terminology (HS 1005)</p> <p>College Nursing Assistant Training (HS 1010)</p> <p>College Human Anatomy and Physiology (HS 1010)</p> <p>Honors Physics (HS 1005, HSIS 1010, HSIS 1015)</p> <p>Middle College Health Careers (HSIS 1005, HSIS 1010)</p> <p>D214 Youth Apprenticeship, Nursing</p>
High School District 214 Graduation Requirements	
English	<p>English English English English</p> <p>Course Descriptions Section - Page 223</p> <p>4.0 credit units</p>
Mathematics	<p>Mathematics Mathematics Mathematics Mathematics</p> <p>Including one unit of Algebra I and one unit of Geometry.</p> <p>Course Descriptions Section - Page 251</p> <p>3.0 credit units</p>
Social Science	<p>Social Science Social Science Social Science</p> <p>Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.</p> <p>Course Descriptions Section - Page 269</p> <p>2.0 credit units</p>
Science	<p>Science Science Science</p> <p>Course Descriptions Section - Page 261</p> <p>2.0 credit units</p>
Career & Technical Education	<p>Career and Technical Education</p> <p>Course Descriptions Section - Page 275</p> <p>1.0 credit unit</p>
Fine Arts	<p>Fine Arts</p> <p>Course Descriptions Section - Page 230</p> <p>0.5 credit unit</p>
Consumer Education	<p>Consumer Education</p> <p>Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 288, Economics (07630) - Page 273, Consumer Education (59940) - Page 274.</p> <p>0.25 credit unit</p>
Physical Education	<p>Physical Education Health Physical Education Physical Education</p> <p>A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*</p> <p>Course Descriptions Section - Page 309</p> <p>Refer to page 327 in Academic Policies and Procedures section regarding substitutions for physical education.</p> <p>(*)</p>

Post Secondary

- Career Related Electives**
 - AP Psychology
 - College Health Occupations Career Observation (CO)
 - College Introduction to Health Careers
 - Experiential Medical Physiology and Biochemistry
 - Human Physiology

Career Related Activities for the Health Science pathway

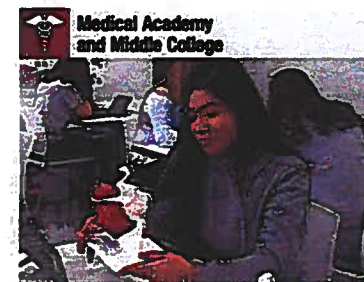
- Athletics
 - Debate Team
 - District Career Days
 - District Career Nights
 - District Career Troks
 - Health Career Clubs
 - Student Athletic Trainers

Four-Year University Admission Requirements

- English (4 years)
 - Mathematics (4 years)
 - Social Science (3-4 years)
 - Science (2-3 years)
 - World Language (2-3 years)
 - Fine Arts (1-2 years)
- See your counselor regarding admission requirements for highly selective institutions.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

**This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (SOS ILCS 110.5.27-6 and 23 Ill. Adm. Code Section 1.425).*



Medical Academy and Middle College

District 214 gives students interested in health science careers early opportunities for success through two Health Science Pathway programs.

Through Medical Academy, seniors can observe professionals at local hospitals, participate in work-based learning experiences and explore topics such as anatomy, physiology and organic chemistry to prepare for careers in health science.

The D214 Middle College at Harper Health Professions Program is designed for students who plan to complete a healthcare program at Harper College following high school graduation. Through Middle College, seniors take dual credit health science and general education courses on the Harper College campus full-time. The program is designed for students working to earn associate degrees in areas such as nursing, dental hygiene and surgical technology or for certificates in medical assisting, EKG technician, medical coding and more.

Students can earn up to 30 college credit hours during their senior year, whether they are interested in preparing for an associate degree program or pursuing an industry certificate.

Nursing

College Majors

- Microcellular Biology
- Community Health and Preventive Medicine
- Dentistry
- Emergency Medical Technology Technician
- Health Informatics
- Medical Records Administration
- Medicine
- Nursing
- Pharmacy

Certifications

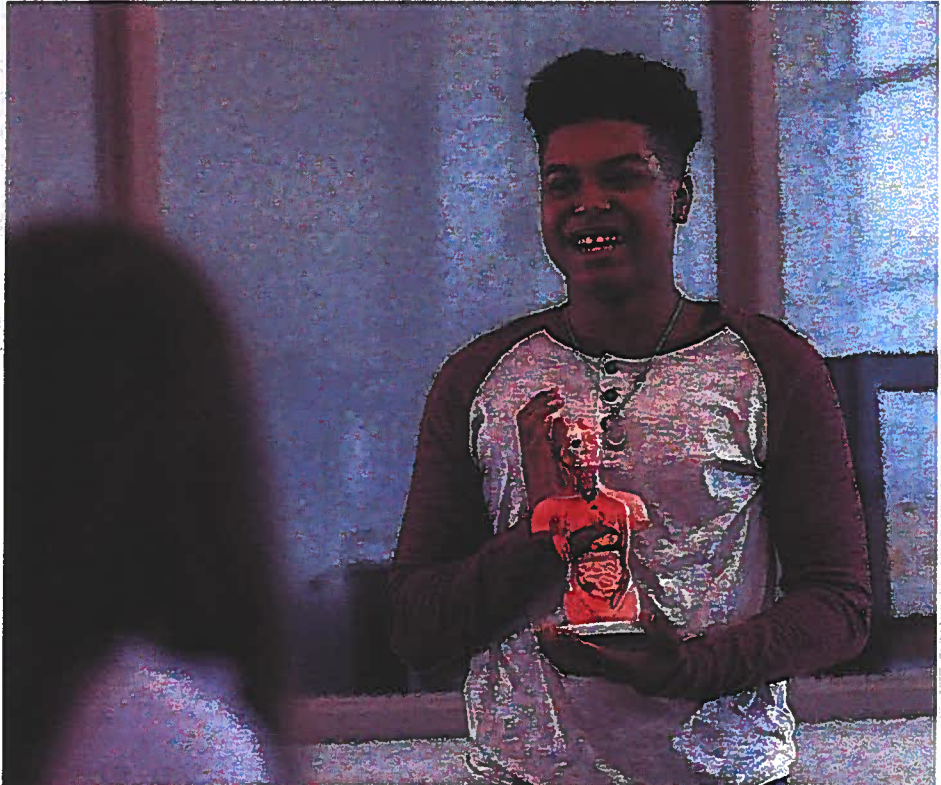
- High School: State of Illinois Certified Nursing Assistant Worker: Cardiographic Technician
- Certified Nursing Assistant
- Computed Technology (CT)
- Emergency Medical Services-EMT Basic
- Health Information Technology
- Health Care Office Assistant
- Health Insurance Specialist
- Mammography
- Medical Assistant
- Paramedic
- Pharmacy Technician
- Physical Therapy Aide
- Practical Nursing
- Phlebotomy
- Therapeutic Massage

Work-Based Learning Experiences

- College Nursing Assistant Training
- Experiential Medical Physiology and Biochemistry
- Industry Mentorship
- Internship
- Micro Internship

Future Careers

- Dentist
- Dental Technician
- Dietitian and Nutritionist
- Emergency Medical Technicians and Paramedic
- Experiential Medical Physiology and Biochemistry
- Health Technologists and Technician
- Medical Records and Health Information Technician
- Nurse
- Nursing Assistant
- Occupational and Physical Therapist
- Pharmacist
- Pharmacy Technician
- Physician Assistant
- Physician-Doctor-Surgeon
- Psychiatrist



Health Science

Pre-Medicine

Students in this pathway take four pathway courses: Introduction to Health Careers, Medical Terminology, College Nursing Assistant Training and Medical Science Academy. In addition, they can earn a State of Illinois Certified Nursing Assistant certificate from the high school and/or take one of two capstone courses for use of health science – Medical Science Academy and Medical College.

9 **10** **11** **12**

Pre-Medicine

Introduction to Healthcare Field 1
(IBHS, EBHS, JHS, PHS)

Exercise Physiology
(PHS, EBHS)

Introduction to Healthcare Field 2/College Medical Terminology (DC)

Human Physiology/College Medical Terminology
(DC, EBHS)

College Nursing Assistant Training (DC)

College Human Anatomy and Physiology (DC)

Honors Physics
(IBHS, EBHS, JHS, PHS)

Medical Science Academy
(EBHS, EBHS, JHS)

AP Chemistry

AP Biology

High School District 214 Graduation Requirements

English

English | English | English | English
Course Descriptions Section - Page 223

4.0 credit units

Mathematics

Mathematics | Mathematics | Mathematics | Mathematics
Including one unit of Algebra I and one unit of Geometry.
Course Descriptions Section - Page 251

3.0 credit units

Social Science

Social Science | Social Science | Social Science
Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
Course Descriptions Section - Page 269

2.0 credit units

Science

Science | Science | Science
Course Descriptions Section - Page 261

2.0 credit units

Career & Technical Education

Career and Technical Education
Course Descriptions Section - Page 275

1.0 credit unit

Fine Arts

Fine Arts
Course Descriptions Section - Page 230

0.5 credit unit

Consumer Education

Consumer Education
Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 288, Economics (07830) - Page 273, Consumer Education (59940) - Page 274.

0.25 credit unit

Physical Education

Physical Education | Health | Physical Education | Physical Education
A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.
Course Descriptions Section - Page 309
Refer to page 327 in Academic Policies and Procedures section regarding substitutions for physical education.

*

Post Secondary

Career Related Electives

- AP Psychology
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- College Introduction to Health Careers
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- Athletics
- Debate Team
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- District Career Nights
- District Career Troks
- Health Career Clubs
- Student Athletic Trainers

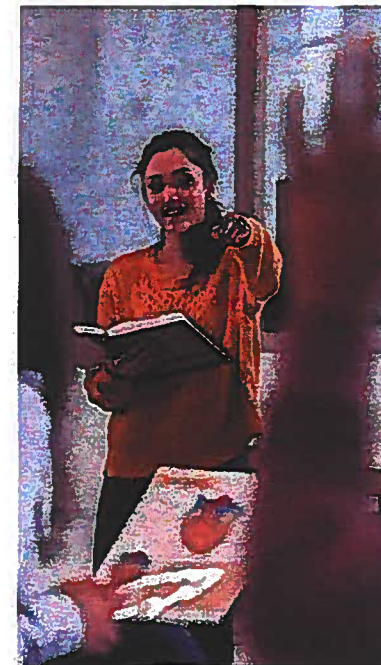
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- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110.5/27-G and 23 Ill. Adm. Code Section 1.425).



Pre-Medicine

College Majors

Microcellular Biology
 Community Health and Preventive Medicine
 Dentistry
 Emergency Medical Technology
 Technician
 Health Informatics
 Medical Records
 Administration
 Medicine
 Nursing
 Pharmacy

Certifications

High School: State of Illinois Certified Nursing Assistant Harper: Cardiographic Technician
 Certified Nursing Assistant
 Computed Technology (CT)
 Emergency Medical Services-EMT Basic
 Health Information Technology
 Health Care Office Assistant
 Health Insurance Specialist
 Mammography
 Medical Assistant
 Paramedic
 Pharmacy Technician
 Physical Therapy Aide
 Practical Nursing
 Phlebotomy
 Therapeutic Massage

Work-Based Learning Experiences

College Nursing Assistant Training
 Experiential Medical Physiology and Biochemistry
 Industry Mentorship
 Internship
 Micro Internship

Future Careers

Dentist
 Dental Technician
 Dietitian and Nutritionist
 Emergency Medical Technicians and Paramedic
 Experiential Medical Physiology and Biochemistry
 Health Technologists and Technician
 Medical Records and Health Information Technician
 Nurse
 Nursing Assistant
 Occupational and Physical Therapist
 Pharmacist
 Pharmacy Technician
 Physician Assistant
 Physician-Doctor-Surgeon
 Psychiatrist

Discover 214

HEALTH SCIENCES CAREER PATHWAY

District 214's Health Sciences Career Pathway offers students opportunities to explore various health careers, earn early college credit, participate in internships and obtain multiple certifications – including CPR, First Aid and Illinois Certified Nursing Assistant licensure – while still in high school.

MEDICAL SCIENCE ACADEMY

This is an advanced course open to highly motivated District 214 seniors who are seriously interested in a career in medicine and ready for college-level coursework. As part of this class, students can:

- Take dual credit courses – College Human Anatomy and College Human Physiology – at Harper College
- Complete independent research related to medicine and health
- Job shadow
- Participate in a health-related internship

The course requires a 150-minute daily commitment, including travel to internship sites, and is taught at District 214's Forest View Educational Center.

MIDDLE COLLEGE

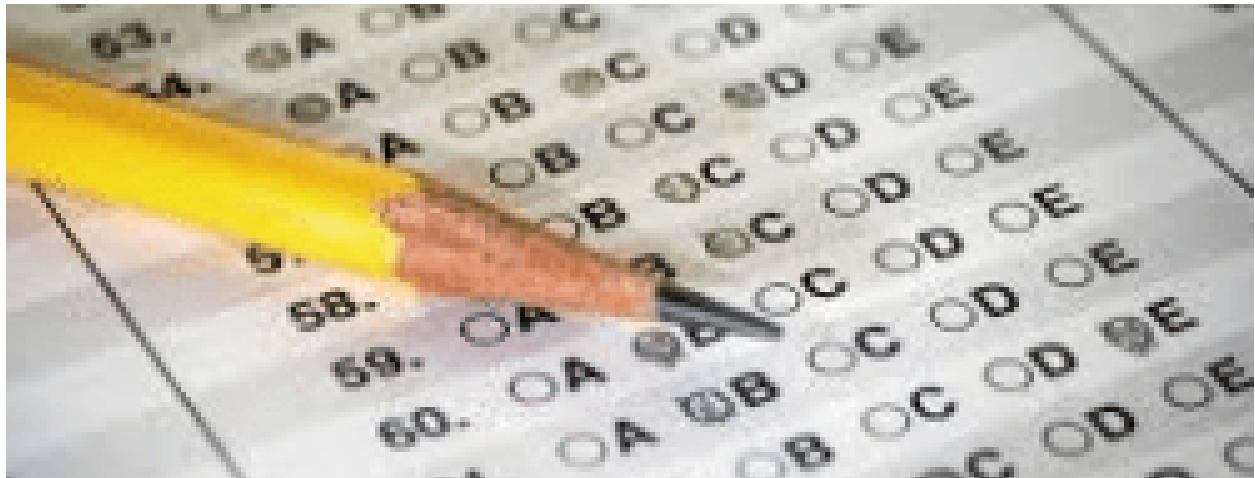
This yearlong program at Harper College is designed for seniors preparing to enter allied health professions (i.e. dental hygienists, medical technologists or speech language pathologists). Students in the program can earn up to 30 college credit hours through dual credit health science and general education courses.

Students in this program are on the Harper campus full-time during their senior year. They can earn credit toward associate degrees in areas such as nursing, dental hygiene surgical technology and toward certificates in medical assisting, EKG technician, medical coding and more.



ANNUAL STANDARDIZED ASSESSMENT REPORT

OCTOBER 2021



THINGS TO NOTE:

Scope of the Report

The following report is intended to reflect performance on standardized assessments taken by an entire class, as well as AP® Exams which impact more than 25% of the student body. Additional assessment data is reviewed by the district and used to inform organizational, programmatic, and curricular decision-making. Due to the specific purposes and smaller nature of these additional exams (i.e.- PSAT/NMSQT®, ASVAB®, NWEA Map®, Certification Exams, IL Seal of Biliteracy®, AIMSweb Plus®, DLM®, and ACCESS® Test), they are not included in this report. As reports are shared throughout the year on various programs, the relevant assessment information will be included.

Limitations due to COVID-19

Due to the COVID-19 pandemic, testing over the 2019-2020 and 2020-2021 school years was interrupted. Some tests were cancelled completely, while others were offered at alternate times (different seasons and multiple administrations), and still others had their format changed. Cancellations of tests have made it impossible to calculate growth for some classes. Varying test administration timelines have delayed test results and call comparisons to previous years' performance into question. Changing test formats (from paper to online or from multiple choice

and constructed response to only constructed response) invalidate comparisons of test results between school years. The table below articulates the testing changes in the spring of 2020 and throughout the 2020-2021 school year.

TESTING CHANGES DUE TO COVID-19: 2019/20-2020/21	
2019-2020	2020-2021
<ul style="list-style-type: none"> • PSAT 9[®] canceled- Class of 2023 • PSAT 10[®] canceled- Class of 2022 • School-day SAT[®] canceled- Class of 2021 • ISA[®] Testing/Scoring canceled for Class of 2021 • AP[®] Testing format changed and moved to online • Spring and summer national SAT[®]s and ACT[®]s canceled 	<ul style="list-style-type: none"> • PSAT 9[®] canceled- Class of 2024 • PSAT 10[®] canceled- Class of 2023 • School-day SAT[®] for Class of 2021 offered over 4 different administration dates (but not required) • ISA[®] Testing offered in spring 2021 or fall 2021 for Class of 2022 • School-day SAT[®] offered in spring 2021 or fall 2021 for Class of 2021 • AP[®] Testing offered over 3 different administration windows. Tests in certain windows were on paper and other windows were online. • Many national SATs[®] and ACTs[®] were canceled (site-based decision)

As a result of testing interruptions, it should be noted that this year's assessment report does not contain PSAT 9[®] or PSAT 10[®] test results, nor growth data concerning the Classes of 2021, 2022, or 2023. Similar school data concerning the SAT[®] is unavailable due to the fall testing window and the delayed release of report cards (which is expected 10/29/21). ISA[®] spring 2021 and Graduating Class of 2021 ACT[®] results will be added upon their arrival, which is anticipated later this month.

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IL SCIENCE ASSESSMENT (ISA®)

What is the Illinois Science Assessment or ISA®?

The Illinois Science Assessment is administered to students attending public school in grades 5, 8, and 11. The 2019-2020 school year marks the first year that the IL Science Assessment transitioned from a Biology course assessment to an 11th grade general science assessment, evaluating life science, physical science, and earth science with engineering technology embedded across these three science disciplines. The revised assessment is aligned to the IL Learning Standards for Science (which incorporate the Next Generation Science Standards). It is administered online in three test sections, which are untimed but take approximately 50 minutes on average.

Illinois Science Assessment: 2019-2020

LT administered the revised IL Science Assessment to all juniors during the week of March 2 in the 2019-2020 school year. Since this was the first week of the testing window and because school's shut down for COVID-19 on March 13, LT was one of the few schools that administered the ISA in 2020. The test was eventually canceled for any school that had not yet administered the exam and test scores were not released for those schools that gave the assessment.

Illinois Science Assessment: 2020-2021

In regard to the 2021 ISA®, schools could choose to administer the test in either the spring of 2021 or the fall of 2021. Additionally, schools could choose to give the assessment over multiple days or as a half-day exam. LT gave the revised ISA® in one sitting (half-day) to the juniors in April of 2021.

90.4% of the junior class sat for this exam. The rate of participation decreased almost seven percentage points when compared to the participation rate of 97% in 2020 (prior to the COVID-19 closure). The majority of students who did not report to the ISA®, which is a state-mandated exam, but not a graduation requirement, cited health concerns as the reason for not attending.

The 2021 ISA® test scores **should not** be compared to scores from the onset of this exam in 2016 because the content of the assessment and the grade level of the students taking the ISA® changed from 9th grade Biology (at LT) in 2016-2019 to 11th grade general science in 2020 and beyond. Since LT only requires two years of science in order to graduate and because there are many science course choices, it should be noted that some juniors sat for a test that did not assess their current science subject and others sat for a science test when they had not been enrolled in science for at least ten months.

Spring 2021 test scores have not been released, but are expected in October. When they are released, they will be reported on a new scale with proficiency bands.

SAT® Suite of Assessment

What is the SAT® Suite of Assessments?

The SAT® Suite of Assessments is an integrated assessment system designed to measure skills essential for success in college and careers. It is comprised of the PSAT8/9®, the PSAT10®, and the SAT®. All of these assessments measure the same skills and knowledge, but as students advance through the various grade levels in high school, the assessments increase in complexity matching the rigor and work done in classrooms. These assessments are comprised of the following subsections: Reading, Writing & Language, and Mathematics. The table below reflects the similarities and differences in the PSAT8/9®, PSAT10®, and SAT®.

TEST COMPONENT	PSAT 8/9®	PSAT10®	SAT®
READING			
# of questions	42	47	52
# of passages	4	5	5
Time Frame	55	60	65
WRITING & LANGUAGE			
# of questions	38	44	44
# of passages	4	4	4
Time Frame	30	35	35
MATH			
# of questions	38	48	58
# of multiple choice	31	40	45
# gridded	7	8	13
time frame- no calculator	20	25	25
time frame- calculator	40	45	55
WRITING			
# of questions			1
Time Frame			50

How are these assessments scored?

The PSAT 8/9®, PSAT 10®, and SAT® assessments rely on a common scoring scale which is slightly adjusted for the grade level of each assessment. As a result, the scores provide meaningful feedback across the tests that students can use to identify their strengths and target their skill deficiencies; and schools can use them to evaluate and modify their curriculum.

The score reports for the PSAT 8/9®, PSAT 10®, and SAT® each include a total exam score, section scores, test scores, cross-test scores, and sub-scores. For all three assessments, the total score is calculated by adding the Evidence-Based Reading and Writing (ERW) section score to the Math (M) section score. Section scores reflect a student's overall performance in each section. The Evidence-Based Reading and Writing section score is a combination of the Reading and the Writing & Language test scores. The Math section score combines both the non-calculator and calculator portions of the test. In addition to section scores, there is an individual test score for Reading, Writing & Language, and Math. Cross-test scores reflect a student's performance on items that appear across all three tests, but fall into the categories of Analysis in History/Social

Science or Analysis in Science. Sub-scores provide feedback in more focused skill areas. The table below reflects the score ranges and totals for all reported scores on the assessments in the SAT® Suite.

SCORE RANGES	PSAT 8/9®	PSAT10®	SAT®
TOTAL SCORE	240-1440	320-1520	400-1600
SECTION SCORE	120-720	160-760	200-800
TEST SCORE			
<i>Reading</i>	6-36	8-38	10-40
<i>Writing & Language</i>	6-36	8-38	10-40
<i>Math</i>	6-36	8-38	10-40
<i>SAT Essay</i>	NA	NA	2-8
CROSS-TEST SCORE			
<i>Analysis in History & Social Studies</i>	6-36	8-38	10-40
<i>Analysis in Science</i>	6-36	8-38	10-40
SUB-SCORES			
<i>Reading: Command of Evidence</i>	1-15	1-15	1-15
<i>Reading: Words in Context</i>	1-15	1-15	1-15
<i>Writing & Language: Expression of Ideas</i>	1-15	1-15	1-15
<i>Writing & Language: Standard English Conventions</i>	1-15	1-15	1-15
<i>Math: Heart of Algebra</i>	1-15	1-15	1-15
<i>Math: Problem Solving & Data Analysis</i>	1-15	1-15	1-15
<i>Math: Passport to Advanced Math</i>	1-15	1-15	1-15
<i>Heart of Algebra</i>	1-15	1-15	1-15

Impact of COVID-19

Due to the cancellation of the PSAT 8/9® and PSAT 10® over the past two years, Illinois schools and students have been unable to benchmark their performance on the SAT® Suite of Assessments. Without this benchmarking data, growth cannot be calculated from year to year for a Class or for individual students, thereby making it difficult to implement informed academic interventions. The Class of 2023 (current juniors) will hopefully be the only class that sits for the School Day SAT® without taking the PSAT® as 9th or 10th graders.

What is the difference between the School Day/State and national SAT®?

A national SAT® refers to any SAT® given on a weekend at a College Board Testing Center. National SATs® are used primarily as a college entrance exam.

The School Day or State SAT® is the test the state of Illinois uses for accountability. It is administered to all juniors attending public school on a designated day each spring and it is required for graduation. Because this test is our state accountability measure, it must be given on the same day in similar conditions throughout the state. As a result, a national SAT® may not be substituted for a student's School Day/state SAT® graduation requirement. However, a student may use the School Day/state SAT® as a college entrance exam.

School Day/State SAT®

LT Performance: Classes of 2018-2022

The left side of the table below reflects the mean score earned on the School Day/State SAT® by each class, the mean on each test section, and the percentage of students meeting or exceeding the College Board’s College Readiness Benchmarks. While LT’s total mean has decreased with each successive class since 2018, the decline seen with the Class of 2022 was significantly steeper than the 3-5 point difference previously witnessed. When comparing the mean earned by the Class of 2022 to the Class of 2020, there was a 38 point decline in the total score, a 9 point decline in the mean for the Evidence-Based Reading and Writing Test, and a 29 point decline in the mean for the Math Test. The percentage of students meeting College Board’s College Readiness Benchmarks (a minimum score of 480 in ERW and 530 in math) declined thirteen percentage points (or 19.6%) when compared to the Class of 2020. Some of the factors that may have led to this decline include: remote learning for the last quarter of sophomore math (geometry) and English (English II/IPC), remote and hybrid learning for the entire 2020-2021 school year, and/or a decrease of 525 instructional minutes per week in the 2020-2021 school year.

LYONS TOWNSHIP HIGH SCHOOL					STATE		TOTAL GROUP	
Class	Mean Total Score	ERW Mean	Math Mean	% Meeting College Readiness Benchmarks (BOTH)	Mean Total Score	% Meeting College Readiness Benchmark	Mean Total Score	% Meeting College Readiness Benchmark
Class of 2018	1139	567	572	65%	1017	NA	996	NA
Class of 2019	1134	562	572	61%	1010	37%	994	34%
Class of 2020	1131	557	574	66%	995	37%	968	30%
Class of 2021	This School-Day test was canceled in Spring of 2020. It was offered to the students has seniors, but it was optional.							
Class of 2022	1093	548	545	53%	985	30%	1004	34%

LT, IL, & Total Group: Mean Score & College Readiness Benchmarks

LT and IL State also experienced a similar decline (19.6% for LT and 18.9% for the state) in the percentage of students meeting both College Readiness Benchmarks. Even though LTHS has consistently outperformed the state and total group on the School Day SAT® (Class of 2018, 2019, 2020). This trend continued last year with the performance of the Class of 2022. The total mean was 108 points higher for LT than IL State and 89 points higher for LT than the Total Group. The Total Group experienced a 13% increase in the percentage of students meeting both college readiness benchmarks. This may be explained by the fact that 108,021 fewer students were included in the Total Group. This participation decrease can be explained by the cancelation of the test at many school sites due to COVID-19.

College Board’s College Readiness Performance Bands

College Board’s research has demonstrated that students who meet or exceed the College and Career Readiness Benchmark for the SAT® Evidence-Based Reading and Writing section(480) have a 75 percent chance of earning at least a “C” in first-semester, credit-bearing college

courses in history, literature, social sciences, or writing classes. Students who meet or exceed the College and Career Readiness Benchmark for the SAT® Math section (530) have a 75 percent chance of earning at least a “C” in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. The College Readiness performance bands on the SAT® are aligned to the College Board’s research concerning the scores needed to have a 75% chance of earning at least a C in specific courses in college. Green indicates scores have met the benchmarks, yellow communicates scores are approaching the benchmarks, and red indicates that students need to strengthen their academic skills.

The table below allows us to pinpoint the percentage of students (across classes) falling within each performance band on the Evidence-Based Reading and Writing test versus the Math test, as well as to compare LT’s performance to that of the State of IL and the Total Group. The data shows that students across the nation, the state, and LT have a harder time meeting the benchmarks in math than they do in the Evidence Based Reading and Writing section of the test. While LT has always maintained higher percentages of students meeting standards than both the state and Total Group, LT experienced a significantly larger increase (12 percentage points or a 50% increase) in the percentage of students in the Class of 2022 needing to strengthen their **math** skills than both IL State (8 percentage points or a 15% increase) and the Total Group (4 percentage points or a 6.6% decrease).

According to the College Board’s College Readiness Benchmarks, 45% of the Class of 2022 did not demonstrate readiness in Mathematics and 27% did not demonstrate readiness in Evidence-Based Read and Writing. The percentage of students needing to strengthen their skills in **Evidence-Based Reading** increased for LT and the state of Illinois. Again, LT witnessed a larger percentage of increase in the students falling within the lowest performance band than IL state or the Total Group (LT- 3 percentage points or 17.6% increase, IL- 3 percentage points or an 11% increase, and Total Group-6 percentage points or a 15% decrease). The disparity between the degree of increase in students needing to strengthen their skills may be explained by the fact that IL State and the Total Group had significantly fewer test takers than in previous years due to the fact that schools were given the option to sit for the School Day SAT® in fall 2021 and we still do not know the percentage of overall test-takers in Illinois.

	LTHS					STATE					TOTAL GROUP				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
ERW															
ERW Met (480-800)	79%	77%	78%	n/a	73%	60%	57%	56%	n/a	53%	57%	54%	52%	n/a	58%
ERW Approaching (460-470)	4%	5%	5%	n/a	7%	7%	7%	7%	n/a	7%	7%	7%	7%	n/a	7%
ERW Strengthen Skills (200-450)	17%	18%	17%	n/a	20%	32%	36%	37%	n/a	40%	36%	39%	40%	n/a	34%
MATH															
ERW Met (530-580)	66%	63%	70%	n/a	55%	39%	39%	40%	n/a	32%	35%	33%	33%	n/a	36%
ERW Approaching (510-520)	6%	7%	6%	n/a	9%	9%	8%	8%	n/a	8%	9%	8%	8%	n/a	8%
ERW Strengthen Skills (200-500)	28%	30%	24%	n/a	36%	52%	52%	52%	n/a	60%	56%	59%	60%	n/a	56%

College Board's vs. IL State's Performance Bands

At the end of October, the annual school report card will be released. It is imperative to note the state does not use the College Board's research-based performance benchmarks to report the percentage of students meeting and exceeding standards on the School Day SAT[®]. As opposed to College Board's score of 480, the State of IL calculates any student receiving a 540 or higher on the Evidence-Based Reading and Writing Test as meeting or exceeding standards in ELA. The difference for Math is ten points, much smaller than ELA's 60 point difference. The College Board determines readiness with a score of 530 or higher while the state uses the score of 540 or higher. The College Board delineates performance in three performance levels and the State of Illinois delineates performance into 4 levels.

The scores defining each of these levels can be found in the chart below, which depicts the performance of LT's students as it is defined by the College Board and the State of Illinois. As you look at these charts, notice that the IL Report Card will show 45% of the Class of 2022 meeting both benchmarks as opposed to the College Board's 53%. In regard to reporting the percentage of students in the lowest performance level, the school's report card will always show a much smaller percentage in Level 1 than the percentage in College Board's "Skill Strengthening" level because the score range for the College Board is much larger. However, if you consider the two lowest performance bands together ("Approaching" + "Strengthening Skills"; Level 2 + Level 1) College Board reports fewer LTHS students NOT meeting proficiency than the state in all categories (both, ERW/ELA, and Math) for the Classes of 2018-2022.

% OF LT CLASS MEETING BOTH(ERW & MATH) BENCHMARKS/STANDARDS		
	COLLEGE BOARD	STATE OF ILLINOIS
Class of 2018	65%	38%
Class of 2019	61%	38%
Class of 2020	66%	38%
Class of 2022	53%	45%

COLLEGE BOARD BENCHMARKS				STATE OF ILLINOIS BENCHMARKS					
ERW	% MEETING (480-800)	Approaching (460-470)	Strengthening Skills(200-450)	ELA	Level 4 (640-800)	Level 3 (540-630)	% MEETING/ EXCEEDING	Level 2 (430-530)	Level 1 (200-420)
Class of 2018	79%	4%	17%	Class of 2018	27%	37%	64%	28%	12%
Class of 2019	77%	5%	5%	Class of 2019	28%	31%	59%	29%	11%
Class of 2020	78%	5%	17%	Class of 2020	23%	37%	60%	31%	10%
Class of 2022	73%	7%	20%	Class of 2022	21%	33%	54%	34%	12%
MATH	% MEETING (530-580)	Approaching (510-520)	Strengthening Skills (200-500)	MATH	Level 4 (670-800)	Level 3 (540-660)	% MEETING/ EXCEEDING	Level 2 (450-530)	Level 1 (200-440)
Class of 2018	66%	6%	28%	Class of 2018	24%	41%	65%	21%	14%
Class of 2019	63%	7%	30%	Class of 2019	26%	33%	59%	26%	15%
Class of 2020	70%	6%	24%	Class of 2020	21%	43%	64%	22%	13%
Class of 2022	55%	9%	36%	Class of 2022	13%	38%	51%	30%	19%

Class of 2022: Performance by Population Group

The global pandemic and its impact on the instructional delivery model, weekly instructional minutes, and the number of students sitting for the School-Day SAT[®] has undoubtedly impacted the performance of the Class of 2022 on this assessment. In addition, performance was likely impacted by a lack of familiarity with the SAT[®] format because the PSAT 8/9 and 10 were

canceled. The unprecedented conditions that preceded the School Day SAT® for the Class of 2022 make it an outlier when comparing performance to the previous LT classes.

Since all LT students experienced similar instructional and testing conditions for the School-Day SAT®, comparing the performance of LT students to other LT students has merit. The chart below reflects the average mean earned by various population groups on the School-Day SAT®. Next to each mean you will see the name of the population group whose mean score is reflected.

The table shows minimal variation in the mean earned when recalculated by gender and 504 status. When recalculated by ethnicity, the Class of 2022's mean score of 1093 increases 41-54 points for students identifying as white (+41), Asian (+50), and multiracial (+54). It decreases by 121 points for students identifying as Hispanic and 229 points for students identifying as black. The mean earned by students who are economically disadvantaged was 198 points lower than the mean earned by those who are not economically disadvantaged. The mean earned by students with special needs was 234 points lower than that earned by students without special needs. The mean earned by students who are emergent bilingual was 290 points less than those who are not emergent bilingual.

MEAN SCORE	Population Group	Mean Composite	# of Students
CLASS OF 2022	All	1093	994
GENDER	Male	1096	488
	Female	1089	506
ETHNICITY	Asian	1143	26
	Black	864	24
	Hispanic/Latino	972	217
	Multiracial	1147	25
	White	1134	702
ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	914	94
	Non-Economically Disadvantaged	1112	900
ENGLISH LEARNER	English Learners	810	24
	Non-EL	1100	970
SPECIAL EDUCATION	Special Education	879	86
	Non-Special Education	1113	908
504	504	1064	105
	Non-504	1096	889

The two tables below show the percentage of students within each population group performing in each score range. Highlighted in purple is any group that has the majority of their population performing in the lowest score range (Needs to Strengthen Skills). For both evidence-based reading and writing and mathematics, the Emergent Bilingual (87.5%), special education (62.8%), Black (62.5%), and economically disadvantaged (57.4%) population groups have more than half of the students performing in the lowest range . When examining the math

scores, the population groups that are predominantly underperforming (according to the College Board’s scale) expand to include: Emergent Bilingual, Black (82.6%), Special Education (81.4%), Hispanic (63.1%), Economically Disadvantaged (75.5%), and 504 (46.5%).

Using both mean and the percentage of students falling in College Board’s Strengthening Skills performance band, it can be concluded that the most significant achievement gaps at LT exist for Emergent Bilingual students, followed by Black, Special Education, Economically Disadvantaged, and Hispanic students. These gaps may have been widened during the pandemic, but prior Board Assessment Reports would show that these gaps have existed long before the pandemic.

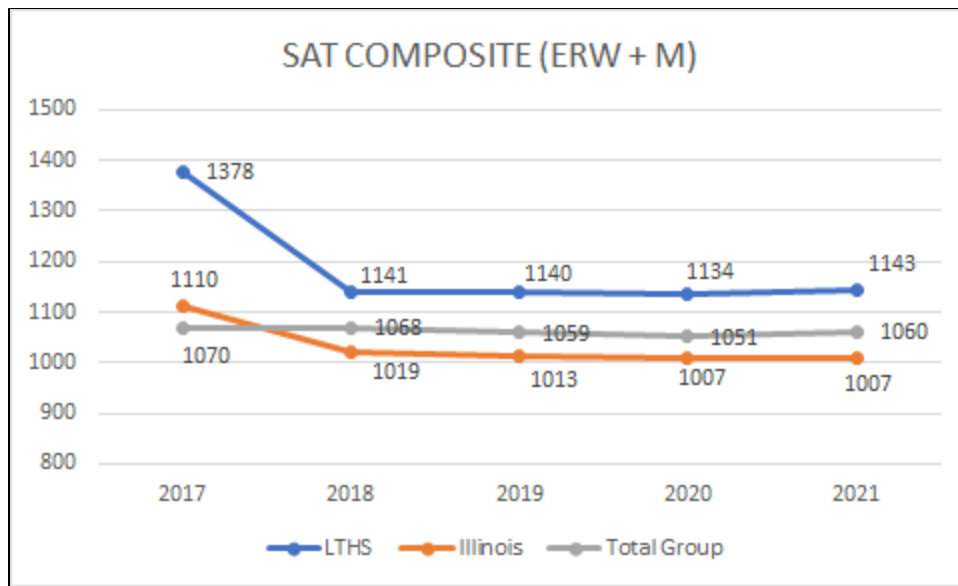
% of Each Population Group Performing in the College Board's Performance Levels				
Evidence-Based Reading and Writing	Population Group	MET	APPROACHING	STRENGTHEN SKILLS
CLASS OF 2022	All	73%	7%	20%
GENDER	Male	71.5%	5.7%	22.7%
	Female	74.7%	7.9%	17.4%
ETHNICITY	Asian	84.6%	0.0%	15.4%
	Black	29.2%	8.3%	62.5%
	Hispanic/Latino	50.2%	10.6%	39.2%
	Multiracial	80.0%	8.0%	12.0%
ECONOMICALLY DISADVANTAGED	White	81.1%	5.8%	13.1%
	Economically Disadvantaged	35.1%	7.4%	57.4%
	Non-Economically Disadvantaged	77.1%	6.8%	16.1%
ENGLISH LEARNER	EL	4.2%	8.3%	87.5%
	Non-EL	74.8%	6.8%	18.4%
SPECIAL EDUCATION	Special Education	32.6%	4.7%	62.8%
	Non-Special Education	77.0%	7.0%	16.0%
504	504	71.4%	9.5%	19.0%
	Non-504	73.3%	6.5%	20.1%

% of Each Population Group Performing in the College Board's Performance Levels				
Math	Population Group	MET	APPROACHING	STRENGTHEN SKILLS
CLASS OF 2022	All	55%	9%	36%
GENDER	Male	57.6%	7.4%	35.0%
	Female	51.6%	10.9%	37.5%
ETHNICITY	Asian	65.4%	0.0%	34.6%
	Black	8.7%	8.7%	87.0%
	Hispanic/Latino	29.5%	7.4%	63.1%
	Multiracial	64.0%	8.0%	28.0%
ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	19.1%	5.3%	75.5%
	Non-Economically Disadvantaged	58.2%	9.6%	32.2%
ENGLISH LEARNER	EL	4.2%	0.0%	95.8%
	Non-EL	55.8%	9.4%	34.8%
SPECIAL EDUCATION	Special Education	5.8%	5.8%	81.4%
	Non-Special Education	58.5%	9.5%	32.0%
504	504	40.0%	13.3%	46.7%
	Non-504	56.2%	8.7%	35.1%

National SAT®

Five-Year Performance Trends

In addition to the School-Day SAT®, many students sit for a national (or weekend) SAT®. The SAT® was redesigned in March 2016. Graduating classes since then have predominantly taken the redesigned SAT®. Beginning with the Class of 2018, Illinois juniors were required to take the SAT® instead of the ACT®. The table below reflects LT students' performance on the SAT® for the last five years. The average score decreases dramatically from the Class of 2017 to 2018. This decrease is explained by the increase in the number of test-takers which was the result of the state's change to the SAT®. Most of the 71 students who sat for the SAT® in the Class of 2017 did so to confirm their National Merit Scholarship application status. As a result, the average scores are representative of a small subset of graduates (rather than the entire Graduating Class). The Classes of 2018-21 represent a much larger pool of test-takers. Consequently, the average composite score has decreased expectedly. The Class of 2021 had their state test in junior year canceled due to school closures in the spring of 2020. While this test was offered four times during the senior year, it was not required for graduation and was not taken by everyone. Additionally, national tests were canceled due to COVID-10 making it very difficult to take or retake the SAT®. As a result, the participation numbers are lower than in years past.

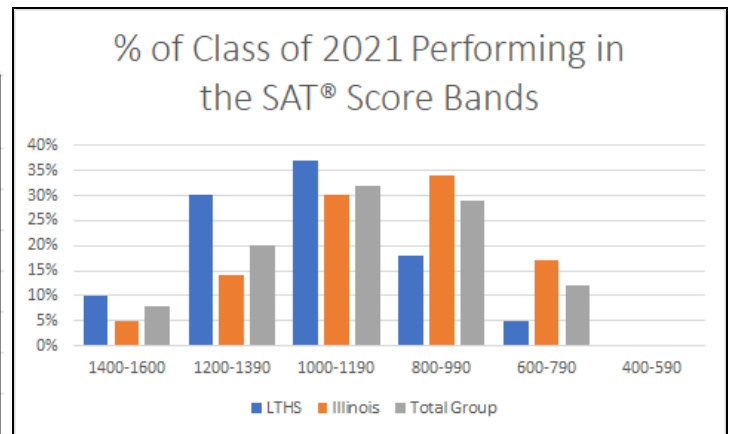


Five-Year Trends - Average SAT Composite: LTHS, Illinois, Total Group				
SAT COMPOSITE (ERW + M)				
Graduating Class	# Tested	LTHS	Illinois	Total Group
2017	71	1378	1110	1070
2018	962	1141	1019	1068
2019	1001	1140	1013	1059
2020	932	1134	1007	1051
2021	835	1143	1007	1060

Graduating Class of 2021 SAT® Performance

Eight hundred thirty-five students' latest SAT® scores were averaged to obtain the mean for the graduating class of 2021. The average total score earned by LT's Class of 2021 was 1143 (out of 1600). This score average is 136 points higher than the state average and 83 points higher than the total group average score. It should be noted that students can take the SAT® multiple times during multiple years of their high school career; however, for students who took the test multiple times the most recent data is utilized in creating the averages. As reflected in the table below, it should be noted that LT had a significantly greater percentage of students earning total scores in the highest two score bands; higher than the State or Total Group (40% for LTHS vs. 19% for the State and 28% for the Total Group). LT also had a smaller percentage of students earning scores in the lowest three score bands (23% for LTHS vs. 51% for the State and 41% for the Total Group). The majority of LT's students fell into the score band of 1000-1190 which was one band above where the majority fell for the State and equivalent to where the majority fell for the Total Group.

Class of 2021 Percentage Performing in the SAT® Score Bands: LT, Illinois, Total Group			
Total Scores	LTHS	Illinois	Total Group
1400-1600	10%	5%	8%
1200-1390	30%	14%	20%
1000-1190	37%	30%	32%
800-990	18%	34%	29%
600-790	5%	17%	12%
400-590	0%	0%	0%



When considered together, the SAT® Section Mean Scores demonstrate that students at LT, in the State of IL, and across the nation earn almost the same average for the Evidence-Based Reading and Writing Section of the test as they did for the Math section of the test. While the mean scores were similar between each Test Section, LT students earned an Evidence-Based Reading & Writing mean average that was 57 points higher than the IL average and 35 points higher than the Total Group average. Similarly, LT students earned a Math average that was 70 points higher than the IL average and 46 points higher than the Total Group average. Regardless of which mean score you examine (section, test scores, cross test scores, or sub-scores), LT has a higher mean score than the state and Total Group with the exception of Essay-Reading and Essay-Writing scores. Three scores are given for the Essay (Essay-Reading, Essay-Analysis, and Essay-Writing) and LT students averaged the same score as the State and Total Group in Essay-Writing, and the same score as the Total Group in Essay-Reading. LT outperformed both the State and Total Group in Essay-Analysis.

ACT®

What is the ACT®?

The ACT® is a widely accepted college entrance exam. More than 1.7 million high school students nationwide took the ACT® in 2019. This assessment is a curriculum-based measure of college readiness aligned to the ACT® College and Career Readiness Standards. The ACT® scores reflect the essential skills and knowledge students have learned in high school, as well as the skills and knowledge students are ready to learn in the future.

The ACT® is comprised of four multiple choice subtests and an optional fifth essay subtest. It begins with the English subtest in which students answer 75 questions in 45 minutes concerning standard English conventions, English language, and the production of writing. The second subtest is Mathematics. Students use their reasoning skills to solve 60 problems in 60 minutes involving pre-Algebra, Algebra, Geometry, Probability and Statistics, and Functions. Students are permitted to use a calculator on the ACT® Math subtest. The third subtest is Reading comprehension. Students read four passages and answer 40 questions in 35 minutes. The questions ask students to determine main ideas and the meaning of vocabulary, draw

generalizations, make comparisons, interpret and analyze sequence of events, cause and effect, voice, and method. The fourth subtest is Science. This subtest is comprised of seven passages (3 data representations, 3 research summaries, and 1 conflicting viewpoints). The 40-question subtest, completed in 35 minutes, measures the “interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences” (ACT®, Inc., 2016). The fifth subtest is a 40-minute essay. Students are required to read the three perspectives provided about one issue. They then must analyze and evaluate each perspective, develop their own opinion concerning the issue, and compare their opinion to those provided.

How is the ACT® scored?

The four required subtests are scored out of 36 possible points (1-36). The composite score is obtained by averaging the four required subtest scores and rounding to the nearest whole number. The optional Writing Test is scored out of 12 possible points (2-12). The Writing score is not averaged into the composite score.

Historical Performance Data: Five-Year Trends in Average Scores

ACT®, Inc. encourages districts to review their Graduating Class performance data over multiple years (3, 5, or 10 years), because fluctuations in data are expected year-to-year. Trend lines provide more insight into the larger impact that district, state, or national educational decisions (curricular, financial, etc.) have on student performance. ACT®, Inc. includes both standard and extended time test scores in their averages. The table below reflects LT’s Graduating Class performance on the ACT® compared to Illinois and the nation. It should be noted that students can take the ACT® multiple times during multiple years of their high school career; however, for students who took the test multiple times, the most recent data is utilized in creating the averages.

ACT-Five Year Trends-Average ACT Composite: LTHS, Illinois, Nationwide						
YEAR	Number of Students			Composite		
	LTHS	Illinois	Nationwide	LTHS	Illinois	Nationwide
2016	969	156,403	2,090,342	24.3	20.8	20.8
2017	970	134,901	2,030,038	24.1	21.4	21.0
2018	926	62,626	1,914,817	24.3	23.9	20.8
2019	518	50,850	1,782,820	26.6	24.3	20.7
2020	499	44,337	1,670,497	26.8	24.7	20.6
2021						

ACT Five Year Trends-Average ACT Sub-scores: LTHS, Illinois, Nationwide												
YEAR	ENGLISH			MATH			READING			SCIENCE		
	LTHS	Illinois	Nationwide	LTHS	Illinois	Nationwide	LTHS	Illinois	Nationwide	LTHS	Illinois	Nationwide
2016	24.0	20.5	20.1	24.3	20.6	20.6	24.4	21.0	21.3	23.9	20.6	20.8
2017	24.0	21.0	20.3	24.1	21.2	20.7	24.2	21.6	21.4	23.7	21.3	21.0
2018	24.1	24.1	20.2	24.5	23.4	20.5	24.5	24.2	21.3	23.6	23.4	20.7
2019	26.9	24.5	20.1	26.4	23.8	20.4	26.7	24.7	21.2	25.7	23.7	20.6
2020	27.2	24.9	19.9	26.7	24.1	20.2	26.8	25.1	21.2	25.8	24.1	20.6
2021												

For the Graduating Classes of 2016 through 2018, LT's average composite remained consistent (24.1-24.3). The Graduating Class of 2019 experienced an increase in their average ACT® score by 2.3 percentage points when compared to the Class of 2018. The Class of 2020 surpassed the composite average earned by the Class of 2019 by two additional tenths of a point to 26.8 .

The 2020 Graduating Class composite average was 2.1 points higher than that of the state of Illinois and 6.2 points higher than the nation. Unlike Class of 2017 and 2018, the Class of 2020 did not take the ACT® for free during the school day. As a result, approximately one-half of the Graduating Class opted to pay for a national ACT® test on a Saturday. LT's increase in composite average is a result of the decrease in test-takers.

Historical Performance Data: Five-Year Trends in College Readiness Scores

In addition to encouraging districts to review their Graduating Class performance data over multiple years, ACT®, Inc. encourages districts to review their student performance data in the context of college readiness measures. ACT®, Inc. has conducted research to determine the “minimum score needed on an ACT® subject-area test [subtest] to indicate a 50% chance of earning a B or higher and a 75% chance of earning a C or higher in the corresponding credit-bearing college courses.” The chart below reflects the findings of ACT®, Inc.:

College Course/Course Area	ACT® Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Science	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

YEAR	MET ALL FOUR		ENGLISH		MATH		READING		SCIENCE	
	LTHS	Illinois	LTHS	Illinois	LTHS	Illinois	LTHS	Illinois	LTHS	Illinois
2016	51%	26%	82%	64%	68%	41%	64%	42%	62%	36%
2017	49%	30%	80%	66%	66%	44%	64%	48%	59%	39%
2018	52%	45%	79%	82%	67%	61%	66%	64%	61%	55%
2019	63%	47%	93%	84%	80%	63%	79%	66%	72%	57%
2020	63%	49%	95%	85%	83%	66%	81%	69%	72%	60%
2021										

According to ACT®, Inc., 63% of the 499 students from LT's Graduating Class of 2020 were deemed college ready upon graduation because they met all four College Readiness Benchmarks. This percentage of students meeting all four college readiness benchmarks for LT's Graduating Class is 14 percentage points higher than that of Illinois' Graduating Class of 2020.

For the Graduating Class of 2020, Illinois continued to witness an increase in the percentage of students meeting each benchmark and all four benchmarks when compared to previous classes. An annual increase has occurred since the Class of 2018. This is due to the fact that the state stopped administering the ACT® during the school day which has resulted in fewer students sitting for the ACT® each year. LT continued to give the Class of 2018 the school day ACT®, but it discontinued this practice with the Class of 2019. As a result, Graduating Class of 2019 witnessed a significant increase in the percentage of students meeting each benchmark and all four benchmarks when compared to previous classes. These increases were a result of decreased ACT® participation by students. The students that chose to take a national ACT® are college-bound. The Class of 2020 witnessed similar performance to that of the Class of 2019 on the ACT®. Increase in the percentage meeting college benchmark occurred in English, Math, and Reading, but the overall number of test takers decreased by nineteen.

ACT® Conclusion

Lyons Township High School students are no longer required to take the ACT®. As a result, we will see the number of LT and Illinois students taking the ACT® continue to decline. Regardless of the change in the state assessment, the data provided in the annual Graduating ACT® Class Profile Report helps illuminate student performance trends. It also assists us in determining next steps in regard to curriculum and instruction. When the performance of LTHS students is measured against the College and Career Readiness Benchmarks, 63% of the 499 students from Class of 2020 met the benchmarks in all 4 areas. While this is higher than the state average, it also leaves room for improvement. ACT®, Inc. suggests a few next steps for districts interested in raising the percentage of students meeting the College and Career Readiness Benchmarks.

ACT®, Inc. is expected to release the Class of 2021's profile this month. Participation in an ACT® is expected to be lower because many colleges and universities moved to test optional during the pandemic. Additionally, ACT®, Inc. closed many test centers and struggled to open enough seats for students to test over the last year and a half. Data will be updated upon the release of this report.

AP®

Impact of COVID-19 on AP® Testing

Prior to 2020, AP® Tests were administered entirely on paper. With the exception of AP® Art, all AP® Tests consisted of a multiple choice section and a written response section. Some AP® Tests (i.e. World language exams and Music Theory) also had a listening and recording section. AP® tests were given in the same testing window throughout the world in May. Each AP test was assessed by three readers who collaborated together during the annual AP® Reading Session.

With the closure of schools in 2020, the College Board was forced to find an alternate means to assess students. As a result, they offered a modified online exam. The multiple choice section of every exam was eliminated, leaving the emphasis on constructed response questions. Following the test, AP® exams were individually scored by readers who operated independent of a team. Question type, administration method, exam time allotments, and scoring protocols were entirely different in 2020 than in previous years; thereby, making comparisons to prior year scores invalid.

In 2021, schools choose their exam timeline and format from three College Board options. LT chose the option that accommodated students who were fully remote. This option was also later in May, which provided two more weeks of instructional time. Thirteen exams were given on paper (science, math, and World Language) and the remaining exams were administered online (either in school or at home). Because College Board used three testing windows, some paper testing and some online testing, and a non-traditional scoring protocol, comparing scores to previous years is questionable.

Benefits of AP® Testing

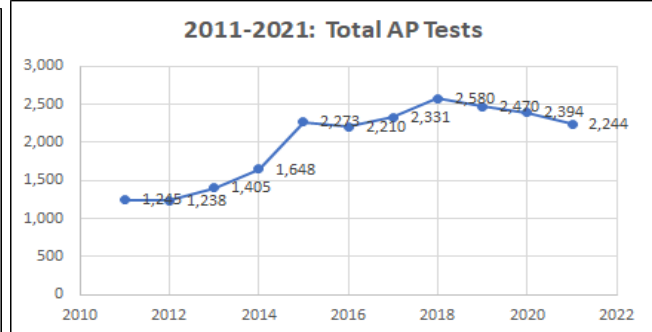
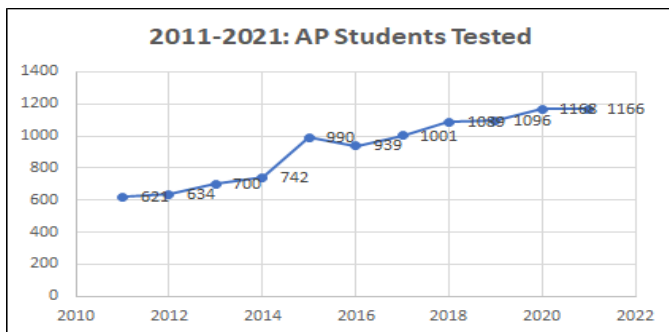
Lyons Township High School offers its students thirty Advanced Placement course options. Advanced Placement courses are valued in high schools across the nation because they offer students:

- 1) a rigorous academic curriculum which is viewed favorably in the college admissions process,
- 2) a stronger likelihood of graduating college in five years,
- 3) potential financial benefits in college which students can receive by passing the AP® test and earning college credit for the course.

As a result of these benefits, the number of AP® exams being taken in the United States has nearly doubled since 2004.

AP® Testing: Number of Students & Number of Tests

In the past ten years, Lyons Township High School has witnessed significant growth in both the number of AP® exams taken and the number of students taking these exams. In 2011, 621 students sat for 1,245 AP® exams. Ten years later both of these numbers have nearly doubled. In the spring of 2021, 1,166 students sat for 2,244 AP® tests.



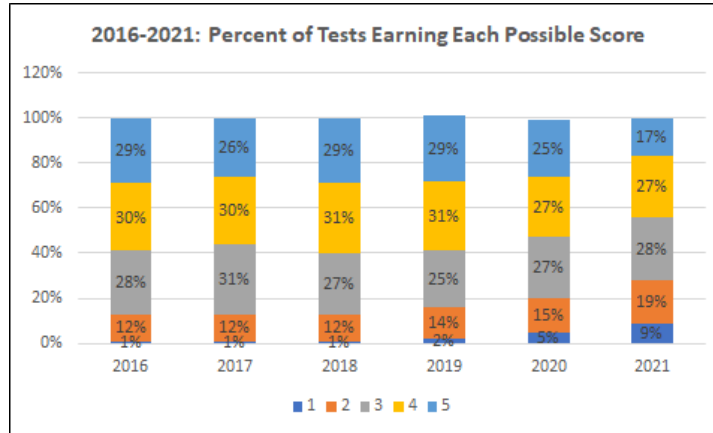
Despite the increase in testers every year since 2016, 2021 had two fewer testers than the spring of 2020. The number of tests taken has been decreasing steadily since 2018. This decline continued in 2021; 150 fewer tests were taken in 2021 than in 2020. The reduction in the number of tests taken in 2021 may be due to: a later testing window than originally communicated, a testing format of in-person and online testing, a reduction in instructional minutes (with a hybrid schedule), and/or refusal of universities and colleges to accept scores of less than five.

AP® Testing: Scores

72% of the 2,244 tests taken in the spring of 2021 earned a passing score. When comparing this passing rate to previous years, it is the lowest passing rate LT has seen to date and eight percentage points lower than the passing rate earned in 2020. That being said, it is unwise to compare 2020 and 2021 to prior AP® testing years because the assessments did not mirror the question composition, format (online or in-person), and scoring protocols of previous years. Additionally, the school schedule provided students 525 fewer instructional minutes per week.

AP® History: 2011-2021

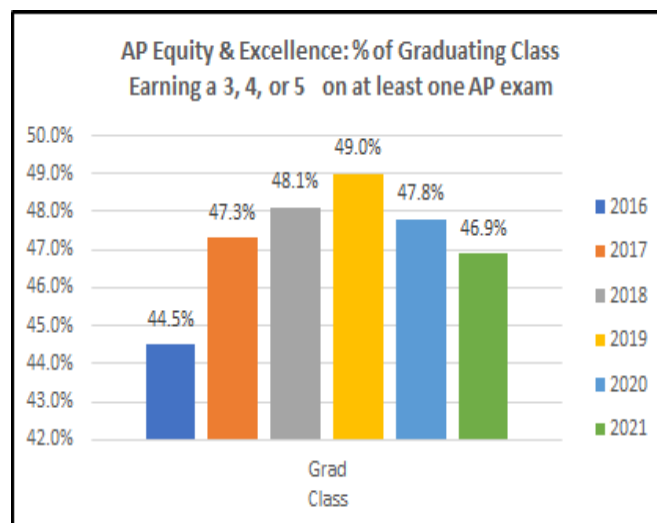
AP® GRADES										
Year	Students Tested	# of Tests	5	4	3	2	1	LT 3 or	LT 4 or	LT 5
								Above	Above	
2011	621	1,245	531	372	235	88	19	91%	73%	43%
2012	634	1,238	509	414	240	67	8	94%	75%	41%
2013	700	1,405	518	476	319	81	11	93%	71%	37%
2014	742	1,648	602	539	392	105	10	93%	69%	37%
2015	990	2,273	629	751	623	244	26	88%	61%	28%
2016	939	2,210	635	674	611	275	15	87%	59%	29%
2017	1001	2,331	595	695	726	284	31	86%	55%	26%
2018	1089	2,580	755	796	695	306	28	87%	60%	29%
2019	1096	2,470	706	755	618	334	57	84%	59%	29%
2020	1168	2,394	602	655	647	364	126	80%	53%	25%
2021	1166	2,244	376	597	635	423	213	72%	43%	17%



AP[®] Equity and Excellence

Annually, the College Board calculates a school's Equity and Excellence percentage in an effort to communicate the percentage of students in a graduating class that took and earned a minimum of a 3 on at least one AP[®] exam. The College Board reports that "while some recent research indicates how exposing students to college-level standards inherent in AP[®] courses can lead to positive college outcomes, the likelihood of college success is significantly stronger for AP[®] students who score a 3 or higher" on an AP[®] exam". (College Board, *7th Annual Report to the Nation*, p. 14).

46.9% of the Class of 2021 took and passed (with a minimum score of 3) at least one AP[®] exam while in high school. This percentage has decreased annually since the Class of 2019 graduated. The decrease of 2.1% (from 49.0% with the Class of 2019 to 46.9% with the Class of 2020) may be explained by student hesitancy to test online, student feelings of not being ready considering the format of the school years, colleges and universities refusing to accept certain scores, etc. Yet, if we accept the College Board's findings, then 46.9% of LT's 2021 graduates are more likely than their classmates (who did not take and pass an AP[®] test) to complete college in five years.



Despite the slight decrease over the last two years in the Equity & Excellence percentage of the Graduating Class, it should be noted that LT's restructuring and addition of AP® classes over the last few years has increased student access to AP® at South Campus. Prior to 2020, LT had a minimal percentage of its sophomores taking and passing an AP® test. This was due to the fact that LT's AP® course offerings were mostly open to juniors and seniors. In 2021, the percentage of sophomores taking and passing at least one AP® test increased to 15.2%, which is a record in LT's history. This increase can be attributed to offering AP® U.S. Government as an alternative option to sophomore Civics. 177 students sat for the AP® U.S. Government test in 2021 whereas 31 students sat for this test in 2019 and 143 students in 2020.

2021 saw a decrease in the Equity & Excellence percentage for 11th and 12th grade students. While the Equity & Excellence percentage remained relatively the same for the juniors and seniors in 2020 as in the previous five years, it is possible that this percentage will decrease for seniors in years to come because of an increase in dual enrollment course offerings in World Language and Language Arts.

Year	10th	11th	12th	Grad Class
2011	5.9%	20.5%	31.8%	37.8%
2012	5.7%	25.3%	31.4%	36.7%
2013	6.7%	26.8%	31.5%	37.2%
2014	5.6%	29.7%	32.0%	36.7%
2015	6.4%	34.4%	44.8%	47.8%
2016	6.7%	35.6%	39.1%	44.5%
2017	8.6%	37.6%	41.9%	47.3%
2018	5.3%	39.3%	43.4%	48.1%
2019	4.5%	37.3%	40.9%	49.0%
2020	10.0%	39.4%	39.9%	47.8%
2021	15.2%	28.4%	32.1%	46.9%

2021 AP® Scores by Department

In the spring of 2021, LT administered 2,244 AP® exams. The highest number of AP® exams were administered through the Social Studies Department (40.0%) which has eight College Board course offerings available. The Science Department administered 22.5% of LT's 2,244 AP® exams through LT's five AP® Science course offerings. Similarly, the Language Arts Department administered 19.6% of LT's 2,244 AP® exams through LT's three AP® English course offerings. Despite the four AP® courses offered through the World Language Department, only 3.2% of LT's 2,244 AP® exams were administered through this department. It should also be noted that LT does not currently offer all of College Board's AP® courses.

Departments	5	4	3	2	1	Total # of Tests Taken	% of Total Tests Taken
Art*	1	4	4	0	0	9	0.4%
Business Education	18	28	22	7	1	76	3.4%
Language Arts	41	120	142	110	25	438	19.6%
Math	79	61	61	30	10	241	10.8%
Music	2	0	0	0	0	2	0.1%
Science	47	130	147	123	55	502	22.5%
Social Studies	179	231	227	140	114	891	40.0%
World Language	7	22	26	11	5	71	3.2%
Total # of Tests	374	596	629	421	210	2230	

(Note: 14 students who were not enrolled in an AP® class but took AP® exams. These 14 are not reflected in the table above.)

When disaggregating the AP® scores by department, the Social Studies Department's AP® exams account for the highest percentage of LT's 5s (47.9% of 374 5s), 4s, 3s, 2s, and 1s (54.3% of 210 1s). The volume of tests taken coming out of this department was two times that of any other department, so it follows that the department's contributions to the school's total scores will be greater than other departments. When considering the overall percentage of passing exams and the increase in number of students with access to AP® courses, the cost of tests earning 1s and 2s is minimal.

Despite the fact that the science department administered the second highest percentage of AP® exams and Language Arts department contributed the third highest percentage of AP® exams, the Math Department contributed the second most to LT's scores of 5s. 21.2% of LT's 374 5s were earned through AP® Calculus AB, AP® Calculus BC, and AP® Statistics.

Excluding music and art, the department administering the smallest amount of LT's AP® tests is World Language. Due to a lack of volume, it would follow that the World Language Department would contribute the smallest percentage to the LT's tests earning each score. This holds true for 5s and 4s. However, the World Language Department contributes slightly more than the Business Education Department to LT's scores of 3, 2, and 1; thereby, indicating that the World Language Department contributed more to LT's scores of 1s and 2s than the Business Ed department (which administers the smallest number of exams after the World Language Department).

Departments	5	4	3	2	1
Art*	0.3%	0.7%	0.6%	0.0%	0.0%
Business Education	4.8%	4.7%	3.5%	1.7%	0.5%
Language Arts	11.0%	20.1%	22.6%	26.1%	11.9%
Math	21.1%	10.2%	9.7%	7.1%	4.8%
Music	0.5%	0.0%	0.0%	0.0%	0.0%
Science	12.6%	21.8%	23.4%	29.2%	26.2%
Social Studies	47.9%	38.8%	36.1%	33.3%	54.3%
World Language	1.9%	3.7%	4.1%	2.6%	2.4%
	100% of 5s	100% of 4s	100% of 3s	100% of 2s	100% of 1s

2021 AP® Scores by Course

The chart below indicates the number of tests earning each score, the percentage of passing scores earned, and the average score earned for each AP® course offered at LT in 2021. Additionally, the chart reflects the number of students enrolled in an AP® course, the total number of tests taken for each course, and the percentage of students enrolled in the course who take the AP® test.

The chart also separates students enrolled in AP® English Language & Composition at the 11th grade level from those at the 12th grade level. The 12th grade course was offered to students who would have previously been placed in English IV Accel, whereas the 11th grade course serves as the English III Honors course offering. As a result, the passing rate and score average are lower for the 12th grade course when compared to the 11th grade course.

Course	# of Students Enrolled in the Course	Total # of Tests Taken of Tests	Tests Taken By Those Not Enrolled in Course	%age of Students Enrolled Taking an AP Exam	Scores for Students Enrolled in Course					LT 3 or Above	LT 4 or Above	LT 5	Avg.
					5	4	3	2	1				
AP Art History	12	0	0	0.00%	0	0	0	0	0	na	na	na	na
AP Studio Art: 2D	4	3	0	75.00%	0	2	1	0	0	100%	67%	0%	3.67
AP Studio Art: 3D	1	1	0	100.00%	0	1	0	0	0	100%	100%	0%	4
AP Drawing	15	5	0	33.30%	1	1	3	0	0	100%	40%	20%	3.6
	20	9	0		1	4	4	0	0				
AP English Language	399	348	0	87.20%	38	102	110	78	20	72%	40%	11%	3.17
AP English Lang.-11	312	288	0	92.30%	37	88	89	61	13	74%	43%	13%	3.26
AP English Lang.-12	87	60	0	69.00%	1	14	21	17	7	60%	25%	2%	2.75
AP English Literature	131	90	0	68.70%	3	18	32	32	5	59%	23%	3%	2.8
	530	438	0		41	120	142	110	25				
AP Calculus AB	204	107	0	52.50%	28	26	28	20	5	77%	50%	26%	3.49
AP Calculus BC	100	85	0	85.00%	46	24	11	2	2	95%	82%	54%	4.29
AP Statistics	92	49	1	53.30%	5	11	22	8	3	78%	33%	10%	3.14
	396	241	1		79	61	61	30	10				
AP Music Theory	6	2	0	33.30%	2	0	0	0	0	100%	100%	100%	5
	6	2	0		2	0	0	0	0				
AP Biology	107	70	0	65.40%	5	26	25	9	5	80%	44%	7%	3.24
AP Chemistry	40	27	0	67.50%	1	4	14	8	0	70%	19%	4%	2.93
AP Environ. Science	188	105	0	55.90%	7	33	26	28	11	63%	38%	7%	2.97
AP Physics-Mechanics	63	53	0	84.10%	16	26	9	2	0	96%	79%	30%	4.06
AP Physics- E & M	63	52	0	82.50%	15	18	12	5	2	87%	63%	29%	3.75
AP Physics 1	231	195	1	84.40%	3	23	61	71	37	45%	13%	2%	2.41
	692	502	1		47	130	147	123	55				
AP Computer Sci. A	90	65	2	72.20%	14	22	21	7	1	88%	55%	22%	3.63
AP Computer Sci. Principles	12	11	0	91.70%	4	6	1	0	0	100%	91%	36%	4.27
	102	76	2		18	28	22	7	1				
AP Economics- Macro	74	55	0	74.30%	8	15	8	10	14	56%	42%	15%	2.87
AP Economics- Micro	74	49	0	66.20%	5	20	3	13	8	57%	51%	10%	3.02
AP European History	20	16	0	80.00%	6	8	1	1	0	94%	88%	38%	4.19
AP Govt. & Politics- Comp.	46	31	0	67.40%	11	7	8	3	2	84%	58%	35%	3.71
AP Govt. & Politics- U.S.	292	239	0	81.80%	50	45	88	43	13	77%	40%	21%	3.32
AP Psychology	180	130	1	72.80%	18	38	31	14	29	67%	43%	14%	3.03
AP U.S. History	283	266	4	93.99%	34	64	75	52	41	65%	37%	13%	2.99
AP Human Geography	114	105	1	92.10%	46	34	13	5	7	89%	76%	44%	4.02
	1083	891	6		178	231	227	141	114				
AP French Language	26	18	0	69.20%	2	1	12	3	0	83%	17%	11%	3.11
AP German Language	15	12	0	80.00%	0	1	4	3	4	42%	8%	0%	2.17
AP Italian	13	4	0	30.80%	0	0	1	2	1	25%	0%	0%	2.00
AP Spanish Language	58	37	4	63.80%	5	20	9	3	0	92%	68%	14%	3.73
	112	71	4		7	22	26	11	5				
TOTAL	2941	2230	14	76.00%	374	597	633	422	210	71%	43%	17%	3.22

* Scores for students not enrolled in the class are not included in the numbers earning a 5, 4, 3, 2, or 1, the percentages of passing, and the mean.

It should be noted that there is a discrepancy between the number of students enrolled in AP® courses and the number of tests taken. This discrepancy varies widely from one AP® course to the next. This discrepancy can be explained by the fact that LTHS students are not required to take the AP® exam if they are enrolled in an AP® class and they receive honors credit regardless of whether they take the test or not. When students cancel an AP® exam, they are asked to

report the reason for the cancellation. Common reasons for opting not to take AP[®] exams include: the cost is high, likely not to pass, the course was offered first semester and the test is second semester, time is being committed to preparation for another AP[®] exam, and/or their college or university will not offer credit for the course or score earned.

The chart above indicates that several courses (AP[®] Art History, AP[®] Drawing, AP[®] Calc. AB, AP[®] Statistics, AP[®] Environmental Science, AP[®] Music Theory, and AP[®] Italian) did not have at least 60% of the students enrolled sit for the test. Since 2020 and 2021 were unprecedented years, these percentages are not alarming and easily explained. Future data will be monitored for trends that may need to be explored.

AP[®] by Course: 2011-2021

Accompanying this report is a document titled, *LTHS AP[®] Scores by Course Over Years*. This is a historical record of AP[®] tests taken and AP[®] scores earned in each course from 2011-2021. Again, it is not wise to compare the data from 2020 and 2021 to previous years because of the aforementioned reasons. That being said, the information has been shared by the College Board.

There are a few things to note when you look at the historical record: 1) growth in the number of tests administered (10 or more), 2) decrease in the number of tests administered (-30 or more), 3) decrease in the percentage passing by 20 or more percentage points, and 4) increase in percentage passing by 20 or more percentage points.

Growth in the number of tests administered by at least 10:

When comparing 2020 to 2021, three courses gave ten or more additional tests. AP[®] Computer Principles, which was a new course, gave eleven tests total, AP[®] German gave a total of twelve tests (10 more than in 2020), and AP[®] U.S. Government & Politics gave a total of 239 tests (96 more than in 2020). The percentage passing decreased slightly for U.S. Government & Politics (decreased from 79% to 77%). The passing rate for German decreased dramatically but the number of students taking the test increased by 83%. These decreases in the percentage of students passing are outweighed by the increase in the number of students enrolled and their exposure to the rigors of an AP[®] course.

Decrease in the number of tests administered by at least 30:

When comparing 2020 to 2021, five courses experienced a decrease in the number of tests taken by 30 or more. These courses are depicted in the chart below. Ironically, four of these five classes are historically in the top five for administering the most tests (AP[®] Spanish is not in the top five). Since three of these classes are part of the typical AP[®] junior year schedule, it is likely that students lessened their load by choosing to eliminate one of these three tests.

	# of Tests take in 2020	# of Test Taken in 2021	Change in Test Taken:
AP Spanish	102	41	-61
US History	319	265	-54
English Language	385	339	-46
English Lit	129	90	-39
Physics I	228	195	-33

Decrease in the percentage passing by 20 or more percentage points:

When looking at the historical record of each course, you will notice that most courses had fewer students passing in 2021 than in previous years, but six courses had their percentage passing decrease by 20 or more percentage points. The table below lists each class that experienced a decrease of 20 or more percentage points. The table reflects LT's percentage of passing tests in 2021 and the Total Group's percentage of passing tests in 2021. For three classes AP[®] German, AP[®] Micro, and AP[®] Italian, the Total Group had a higher percentage passing than LTHS. There are many factors that could have led to these declines, including the weekly loss of instructional time. While the conditions of the last two years call these differences into question, the data will continue to be monitored for trends, including comparison to Total Group performance.

AP Course	2020 Score of 3 or Above	2021 Score of 3 or Above	Difference in Percentage Points (Comparing 2021 to 2020)	2021 Total Group AP Scores of 3 or Above and taken prior to June 12	Change in # of Students in Testing from 2020 to 2021
German	100%	42%	-58	65%	10
Micro	92%	57%	-35	65%	-1
Physics 1	72%	45%	-27	42%	-33
Italian	50%	25%	-25	73%	-4
Chemistry	95%	71%	-24	51%	-18
Macro	79%	56%	-23	52%	-1

Increase in the percentage passing by 20 or more percentage points:

AP[®] Statistics is LT's only course that experienced an increase of 20 or more percentage points when comparing 2020 to 2021. LTHS had 78% of the students pass their AP[®] Statistics exam with a 3, 4, or 5. This was 20 percentage points higher than the percentage passing for the Total Group.

AP Course	2020 Score of 3 or Above	2021 Score of 3 or Above	Difference in Percentage Points (Comparing 2021 to 2020)	2021 Total Group AP Scores of 3 or Above and taken prior to June 12	Change in # of Students in Testing from 2020 to 2021
Statistics	55%	78%	23	58%	-8

AP[®] Course Enrollment by Ethnicity

In order to reap the benefits of AP[®] courses (a rigorous college curriculum), you need to be enrolled in AP[®] courses. The first chart below shows the number of students by ethnicity enrolled in AP[®] over the total number of students identifying as that ethnicity who attend LTHS. The second chart displays the percentage of students within each population group that are enrolled in AP[®] courses. Asian students are six times more likely than their African American peers and slightly more than 2 times more likely than their Hispanic peers to be enrolled in AP[®] class. Similarly students identifying as multi-racial are more than four times more likely than their African American peers and a little less than two times more likely than their Hispanic peers to enroll in an AP[®] class. The white population group is 5 times more likely than their African American peers and 2 times more likely than their Hispanic peers to be enrolled in an AP[®] class.

Total # of Students in the Population Group Enrolled in AP/ Total # of Students in the Population Group							
	African American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-racial	White	Total
2015-16	10/168	*/6	26/69	139/845	30/89	928/3015	1133/4192
2016-17	19/165	*/7	26/77	157/800	30/88	1009/2953	1242/4090
2017-18	13/155	*/4	35/85	161/826	26/83	1090/2973	1326/4126
2018-19	19/148	*/4	37/91	173/850	18/85	1123/2979	1371/4157
2019-20	19/145	*/2	35/97	195/885	31/83	1185/2916	1465/4128
2020-21	14/135	*/2	43/92	207/875	39/89	1208/2847	1511/4040
2021-22	11/136	0	42/87	195/926	41/108	1144/2822	1433/4079

Percentage of Students in the Specified Population Group that are Enrolled in an AP class							
	African American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-racial	White	Total
2015-16	6.0%	*	37.7%	16.4%	33.7%	30.8%	27.0%
2016-17	11.5%	*	33.8%	19.6%	34.1%	34.2%	30.4%
2017-18	8.4%	*	41.2%	19.5%	31.3%	36.7%	32.1%
2018-19	12.8%	*	40.7%	20.4%	21.2%	37.7%	33.0%
2019-20	13.1%	*	36.1%	22.0%	37.3%	40.6%	35.5%
2020-21	10.4%	*	46.7%	23.7%	43.8%	42.4%	37.4%
2021-22	8.1%	*	48.3%	21.1%	38.0%	40.5%	35.1%

Considering the enrollment figures displayed above, it is not surprising that 80% of all students enrolled in AP[®] courses are white, 2-3% are multi-racial, 3% are Asian, 13% are Hispanic, and 1% are African American. These percentages have remained consistent throughout the last seven years at LTHS and are reflective of a steep AP[®] enrollment gap. As a result, African American and Hispanic students are not being exposed to the rigors of AP[®] classes at the same rate as their Asian, multi-racial, and white peers.

Percentage of Students Enrolled in AP by Specified Population Group						
	African American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-racial	White
2015-16	0.9%	*	2.3%	12.3%	2.7%	81.9%
2016-17	1.5%	*	2.1%	12.6%	2.4%	81.2%
2017-18	1.0%	*	2.6%	12.1%	2.0%	82.2%
2018-19	1.4%	*	2.7%	12.6%	1.3%	81.9%
2019-20	1.3%	*	2.4%	13.3%	2.1%	80.9%
2020-21	0.9%	*	2.9%	13.7%	2.6%	80.0%
2021-22	0.8%	*	2.9%	13.6%	2.9%	79.8%

2021: AP[®] Test Performance by Ethnicity

According to the College Board, students taking and passing at least one AP[®] test while in high school have a higher likelihood of completing college in five years than students who do not take and pass an AP[®] test. While access to AP[®] courses is the first step, access alone is not enough. The table below communicates the percentage of students within each population that earned a 5, 4, 3, 2, or 1 on the 2021 AP[®] exams.

Percentage of tests that were not taken ranged from 18.3% to 35.7%. There were more tests not taken by students that were African American (35.7% of the tests were not taken) and Hispanic (31.9% of the tests were not taken) than in other population groups. While last year was unprecedented, when approximately one-third of the tests are not taken by some population

groups and approximately one-fifth are not taken by others, there should be an exploration as to why.

57.7% of AP® tests taken by students identifying as Asian, 54.5% of AP® tests taken by students identifying as multi-racial, and 54.5% of tests taken by students identifying as white earned a passing score of 3, 4, or 5. Passing rates of 50% or higher were not experienced on tests taken by African American and Hispanic students. 37.7% of tests taken by Hispanic students and 28.6% taken by African American students earned a passing score. These percentages indicate that not only is there an AP® enrollment gap, but there is also an AP® achievement gap.

Population Group	5	4	3	2	1	no score/ no exam
African American	0	*	*	*	35.7%	35.7%
Asian	14.1%	18.3%	25.4%	9.9%	14.1%	18.3%
Hispanic	4.7%	14.9%	18.1%	20.3%	10.1%	31.9%
Multi-racial	15.5%	12.7%	26.8%	12.7%	8.5%	23.9%
White	12.8%	18.9%	22.9%	15.5%	7.5%	22.3%

* = less than 5 students

Inferences

After stating the 2020 and 2021 performance data should not be compared to prior years because of the impact of COVID-19, this report compared 2020 and 2021 to prior years. The intention was to do so cautiously. 2021 assessment performance will likely become a new baseline as we move forward and rebuild after two irregular school years. Being aware of where we are starting from now is essential to measuring growth moving forward.

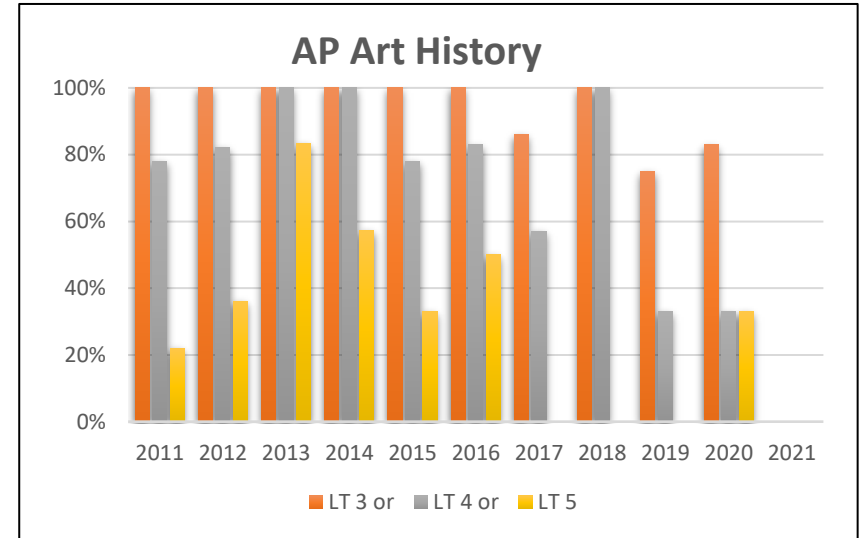
Disaggregating 2021 data amongst the population groups that took these assessments does provide insight regarding enrollment and performance gaps. Achievement gaps amongst African American and Hispanic students are present in both the SAT® School-Day and AP® data.

In order to close these gaps, intentional AP® recruitment and preparation efforts should be made. Additionally, it would benefit all students to prepare within the context of their current junior courses for the content assessed on the SAT®.

LTHS AP SCORES BY COURSE OVER YEARS

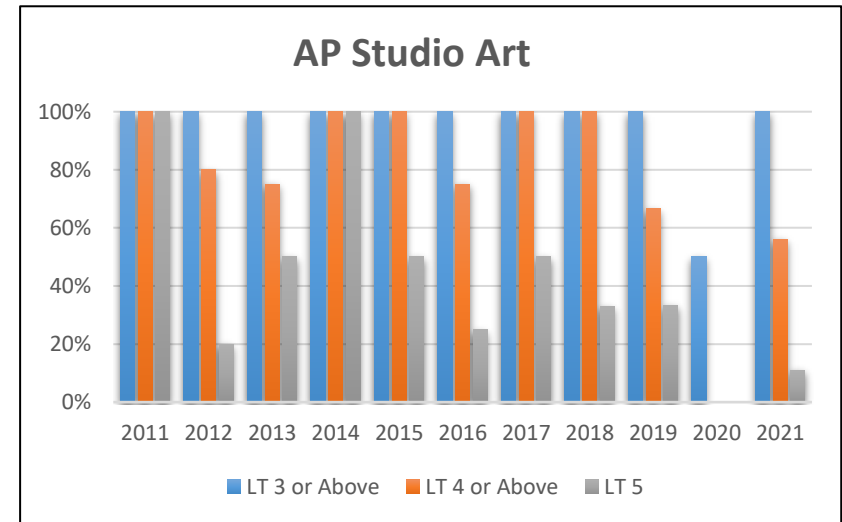
AP ART HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	9	2	5	2	0	0	100%	78%	22%
2012	11	4	5	2	0	0	100%	82%	36%
2013	6	5	1	0	0	0	100%	100%	83%
2014	7	4	2	1	0	0	100%	100%	57%
2015	9	3	4	2	0	0	100%	78%	33%
2016	6	3	2	1	0	0	100%	83%	50%
2017	7	0	4	2	1	0	86%	57%	0%
2018	3	0	3	0	0	0	100%	100%	0%
2019	12	0	4	5	3	0	75%	33%	0%
2020	6	2	0	3	1	0	83%	33%	33%
2021	0	0	0	0	0	0	0%	0%	0%



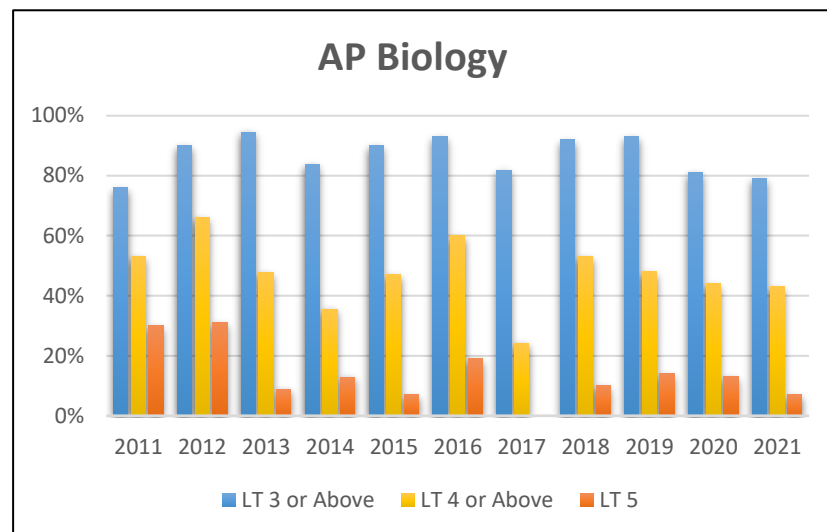
AP STUDIO ART :2D DESIGN, 3D DESIGN & DRAWING PORTFOLIO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	3	3	0	0	0	0	100%	100%	100%
2012	5	1	3	1	0	0	100%	80%	20%
2013	4	2	1	1	0	0	100%	75%	50%
2014	2	2	0	0	0	0	100%	100%	100%
2015	4	2	2	0	0	0	100%	100%	50%
2016	4	1	2	1	0	0	100%	75%	25%
2017	2	1	1	0	0	0	100%	100%	50%
2018	3	1	2	2	2	2	100%	100%	33%
2019	3	1	1	1	0	0	100%	67%	33%
2020	2	0	0	1	1	0	50%	0%	0%
2021	9	1	4	4	0	0	100%	56%	11%



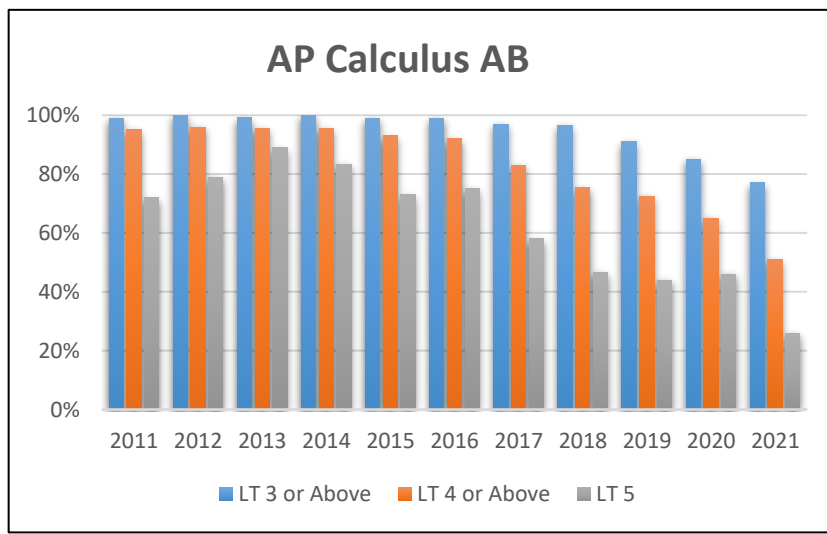
AP BIOLOGY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	109	33	25	25	19	7	76%	53%	30%
2012	89	28	31	21	9	0	90%	66%	31%
2013	90	8	35	42	5	0	94%	48%	9%
2014	62	8	14	30	10	0	84%	35%	13%
2015	59	4	24	25	6	0	90%	47%	7%
2016	68	13	28	22	4	1	93%	60%	19%
2017	66	0	16	38	12	0	82%	24%	0%
2018	60	6	26	23	5	0	92%	53%	10%
2019	71	10	24	32	5	0	93%	48%	14%
2020	62	8	19	23	11	1	81%	44%	13%
2021	68	5	24	25	9	5	79%	43%	7%



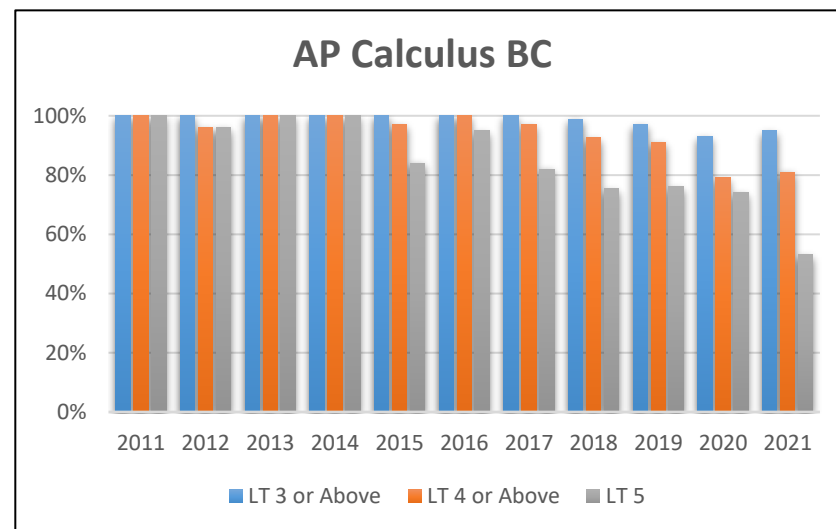
AP CALCULUS AB

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	116	84	26	5	1	0	99%	95%	72%
2012	92	73	15	4	0	0	100%	96%	79%
2013	119	106	8	4	1	0	99%	96%	89%
2014	156	130	19	7	0	0	100%	96%	83%
2015	166	122	33	9	1	1	99%	93%	73%
2016	155	116	25	11	2	0	99%	92%	75%
2017	132	77	32	19	4	0	97%	83%	58%
2018	146	68	42	31	4	1	97%	75%	47%
2019	142	63	40	26	11	2	91%	73%	44%
2020	127	59	24	25	12	7	85%	65%	46%
2021	103	27	26	26	20	4	77%	51%	26%



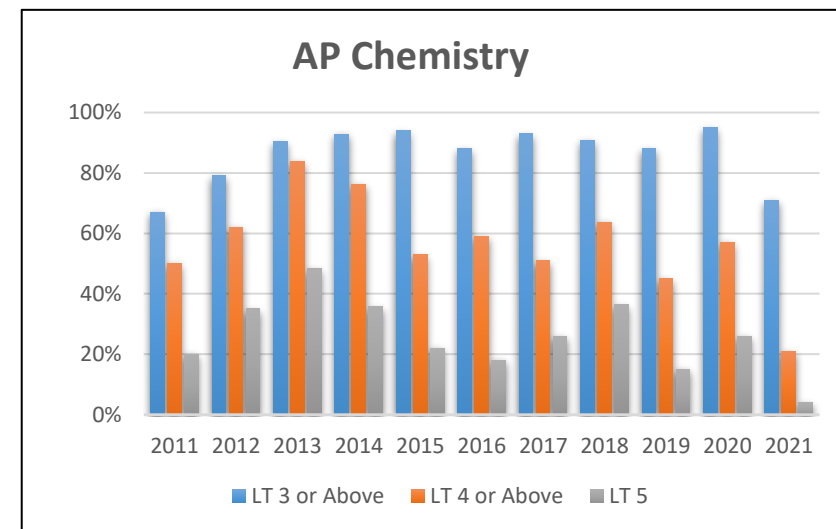
AP CALCULUS BC

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	16	16	0	0	0	0	100%	100%	100%
2012	28	27	0	1	0	0	100%	96%	96%
2013	19	19	0	0	0	0	100%	100%	100%
2014	27	27	0	0	0	0	100%	100%	100%
2015	32	27	4	1	0	0	100%	97%	84%
2016	44	42	4	0	0	0	100%	100%	95%
2017	66	54	10	2	0	0	100%	97%	82%
2018	81	61	14	5	0	1	99%	93%	75%
2019	127	97	19	7	4	0	97%	91%	76%
2020	72	53	4	10	5	0	93%	79%	74%
2021	81	43	23	11	2	2	95%	81%	53%



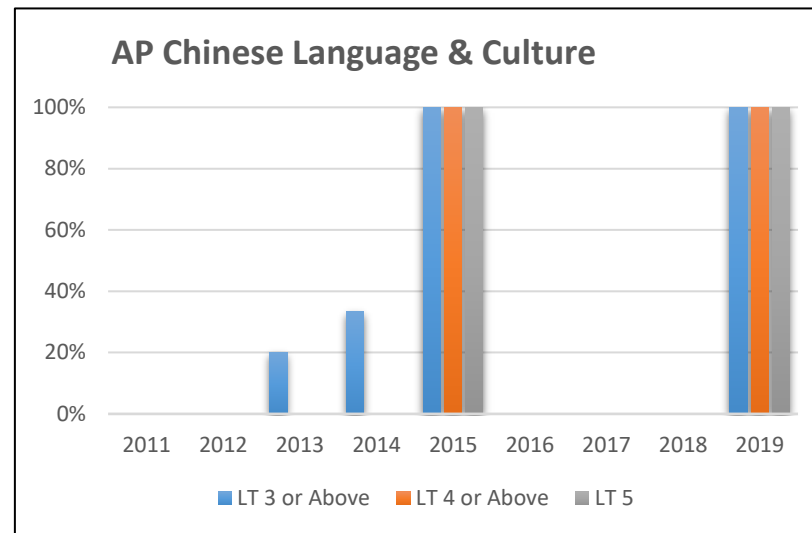
AP CHEMISTRY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	30	6	9	5	7	3	67%	50%	20%
2012	34	12	9	6	5	2	79%	62%	35%
2013	31	15	11	2	2	1	90%	84%	48%
2014	42	15	17	7	3	0	93%	76%	36%
2015	32	7	10	13	2	0	94%	53%	22%
2016	34	6	14	10	3	1	88%	59%	18%
2017	43	11	11	18	3	0	93%	51%	26%
2018	22	8	6	6	2	0	91%	64%	36%
2019	33	5	10	14	2	2	88%	45%	15%
2020	42	11	13	16	2	0	95%	57%	26%
2021	24	1	4	12	7	0	71%	21%	4%



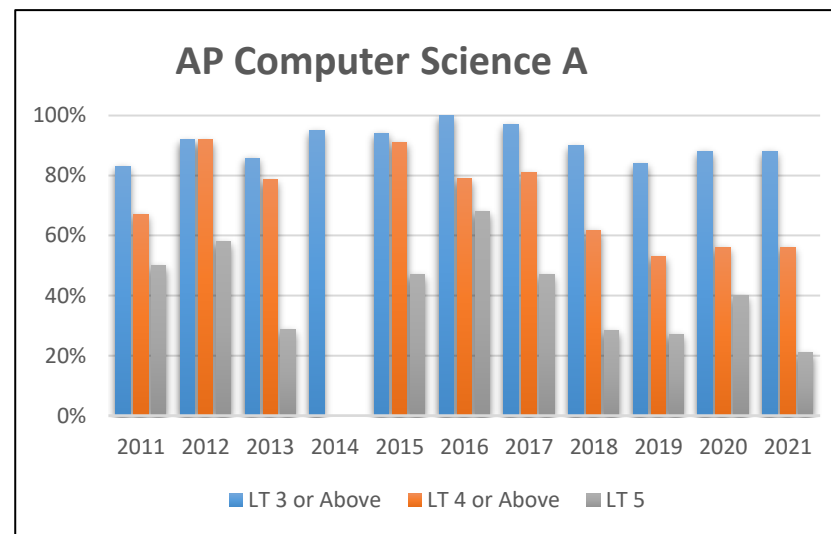
AP CHINESE LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	5	0	0	0	4	1	0%	0%	0%
2012	0	0	0	0	0	0	0%	0%	0%
2013	5	0	0	1	3	1	20%	0%	0%
2014	3	0	0	1	0	2	33%	0%	0%
2015	1	1	0	0	0	0	100%	100%	100%
2016	1	0	0	0	0	1	0%	0%	0%
2017	1	0	0	0	1	0	0%	0%	0%
2018	0	0	0	0	0	0	0%	0%	0%
2019	1	1	0	0	0	0	100%	100%	100%
2020	0	0	0	0	0	0	0%	0%	0%
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



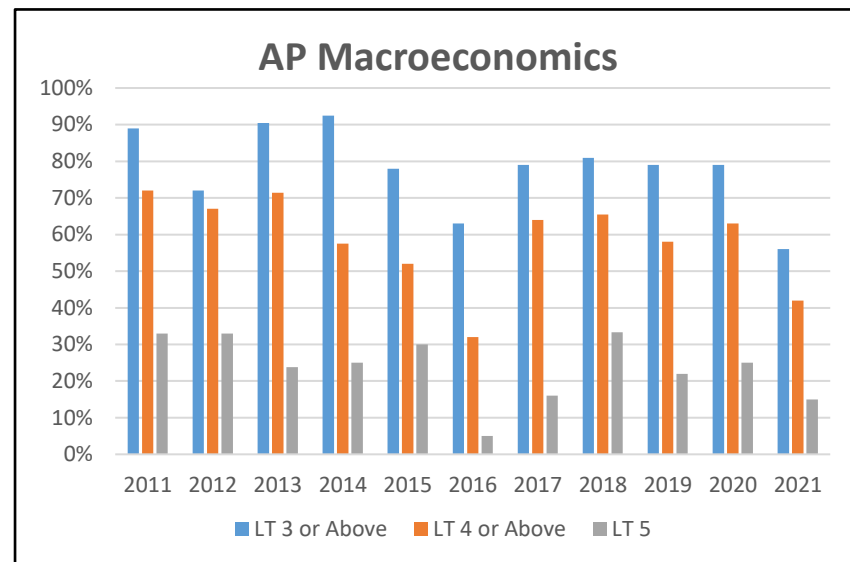
AP COMPUTER SCIENCE A

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	12	6	2	2	1	1	83%	67%	50%
2012	12	7	4	0	1	0	92%	92%	58%
2013	14	4	7	1	2	0	86%	79%	29%
2014	20	13	3	3	0	1	95%	0%	0%
2015	32	15	14	1	0	2	94%	91%	47%
2016	19	13	2	4	0	0	100%	79%	68%
2017	36	17	12	6	1	0	97%	81%	47%
2018	60	17	20	17	6	0	90%	62%	28%
2019	55	15	14	17	6	3	84%	53%	27%
2020	57	23	9	18	6	1	88%	56%	40%
2021	66	14	23	21	7	1	88%	56%	21%



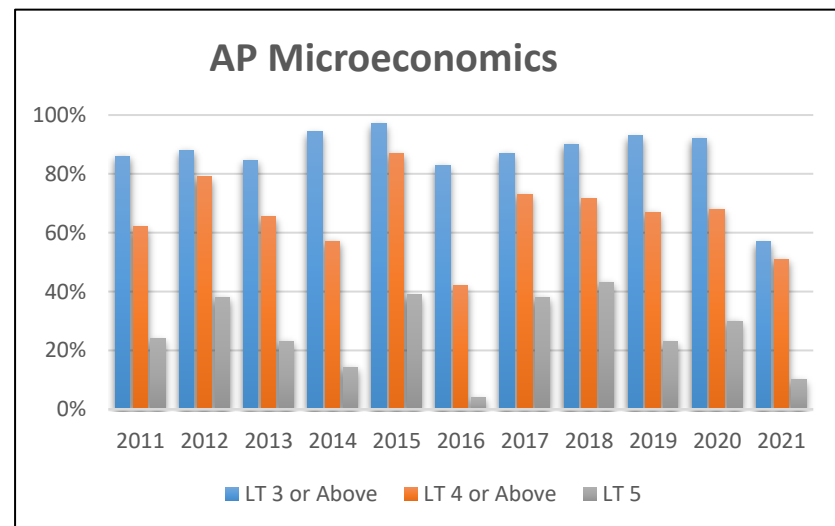
AP ECONOMICS- MACRO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	18	6	7	3	2	0	89%	72%	33%
2012	18	6	6	1	3	2	72%	67%	33%
2013	21	5	10	4	1	1	90%	71%	24%
2014	40	10	13	14	3	0	93%	58%	25%
2015	27	8	6	7	3	3	78%	52%	30%
2016	56	3	15	17	19	2	63%	32%	5%
2017	58	9	28	9	9	3	79%	64%	16%
2018	84	28	27	13	14	2	81%	65%	33%
2019	76	17	27	16	12	4	79%	58%	22%
2020	56	14	21	9	8	4	79%	63%	25%
2021	55	8	15	8	10	14	56%	42%	15%



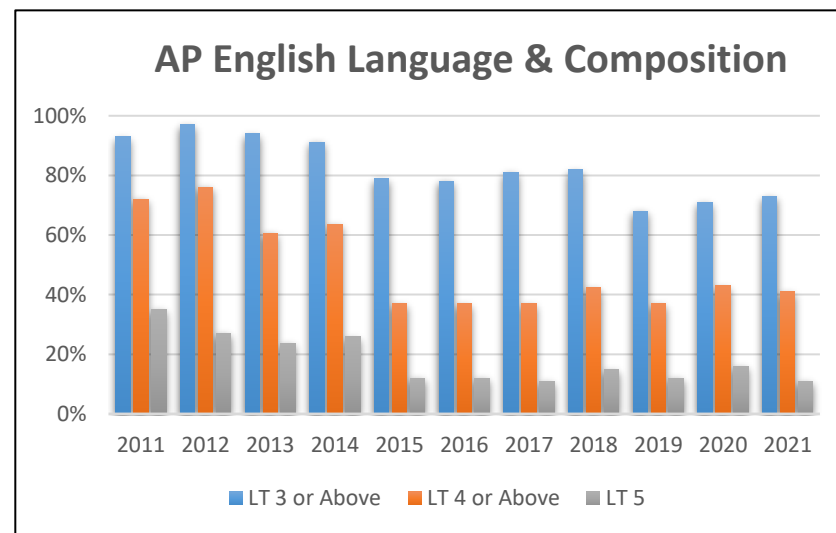
AP ECONOMICS- MICRO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	21	5	8	5	3	0	86%	62%	24%
2012	24	9	10	2	3	0	88%	79%	38%
2013	26	6	11	5	4	0	85%	65%	23%
2014	35	5	15	13	2	0	94%	57%	14%
2015	31	12	15	3	1	0	97%	87%	39%
2016	53	2	20	22	8	1	83%	42%	4%
2017	55	21	19	8	5	2	87%	73%	38%
2018	81	35	23	15	8	0	90%	72%	43%
2019	69	16	30	18	4	1	93%	67%	23%
2020	50	15	19	12	2	2	92%	68%	30%
2021	49	5	20	3	13	8	57%	51%	10%



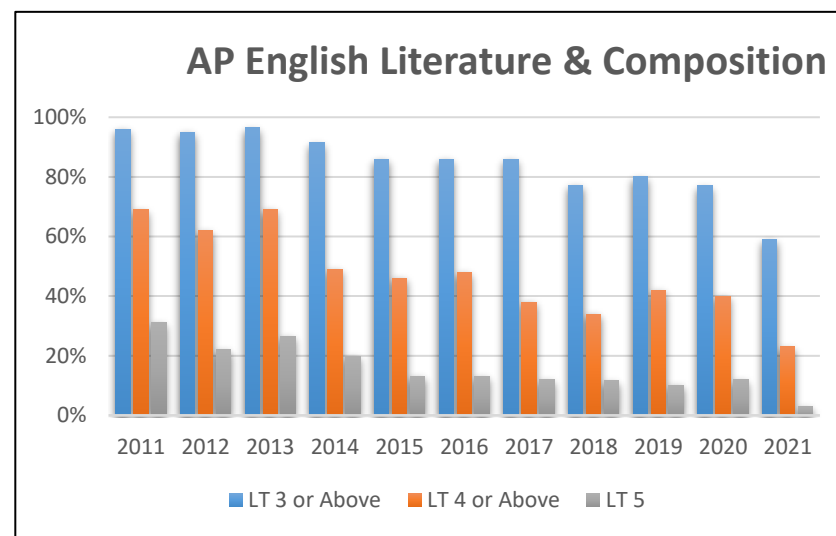
AP ENGLISH LANGUAGE & COMPOSITION

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	120	42	44	26	8	0	93%	72%	35%
2012	180	49	88	38	5	0	97%	76%	27%
2013	198	47	73	66	12	0	94%	61%	24%
2014	247	64	93	68	21	1	91%	64%	26%
2015	462	56	115	194	89	8	79%	37%	12%
2016	417	51	105	169	90	2	78%	37%	12%
2017	456	50	117	201	83	5	81%	37%	11%
2018	459	68	126	182	81	2	82%	42%	15%
2019	422	49	109	131	124	9	68%	37%	12%
2020	385	61	104	107	96	17	71%	43%	16%
2021	339	37	102	108	74	18	73%	41%	11%



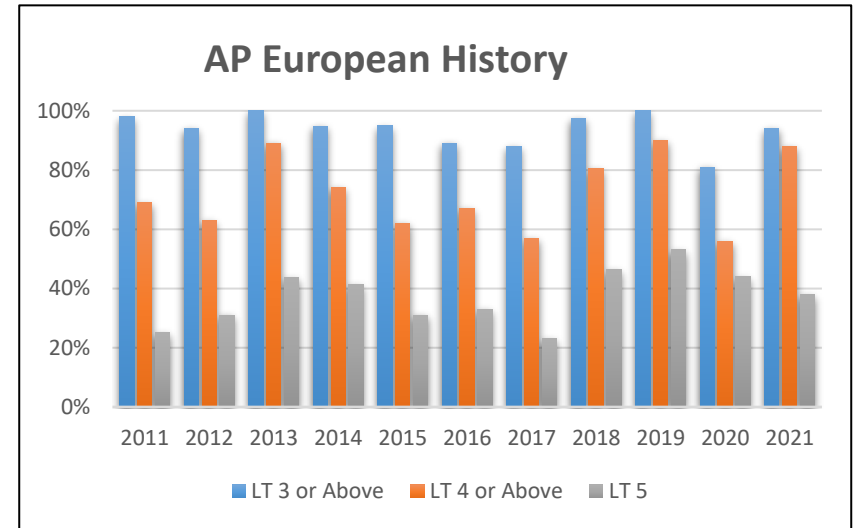
AP ENGLISH LITERATURE & COMPOSITION

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	84	26	32	23	3	0	96%	69%	31%
2012	63	14	25	21	3	0	95%	62%	22%
2013	113	30	48	31	4	0	96%	69%	27%
2014	151	30	44	64	13	0	91%	49%	20%
2015	176	22	59	71	24	0	86%	46%	13%
2016	149	20	52	56	21	0	86%	48%	13%
2017	175	21	45	85	24	0	86%	38%	12%
2018	180	21	40	78	41	0	77%	34%	12%
2019	185	18	59	71	36	1	80%	42%	10%
2020	129	15	36	48	20	10	77%	40%	12%
2021	90	3	18	32	32	5	59%	23%	3%



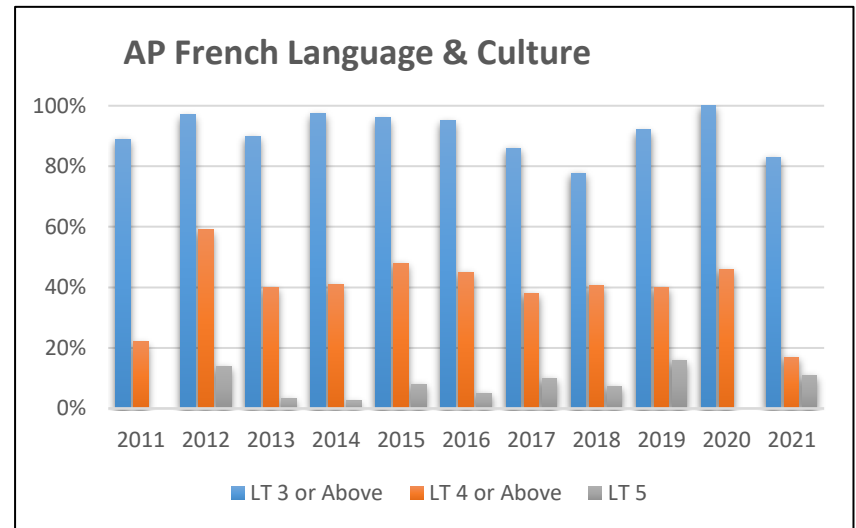
AP EUROPEAN HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	59	15	26	17	0	1	98%	69%	25%
2012	67	21	19	23	4	0	94%	63%	31%
2013	64	28	23	13	0	0	100%	89%	44%
2014	58	24	19	12	1	2	95%	74%	41%
2015	61	19	19	20	1	2	95%	62%	31%
2016	66	22	22	15	7	0	89%	67%	33%
2017	88	20	30	27	10	1	88%	57%	23%
2018	41	19	14	7	1	0	98%	80%	46%
2019	30	16	11	3	0	0	100%	90%	53%
2020	16	7	2	4	2	1	81%	56%	44%
2021	16	6	8	1	1	0	94%	88%	38%



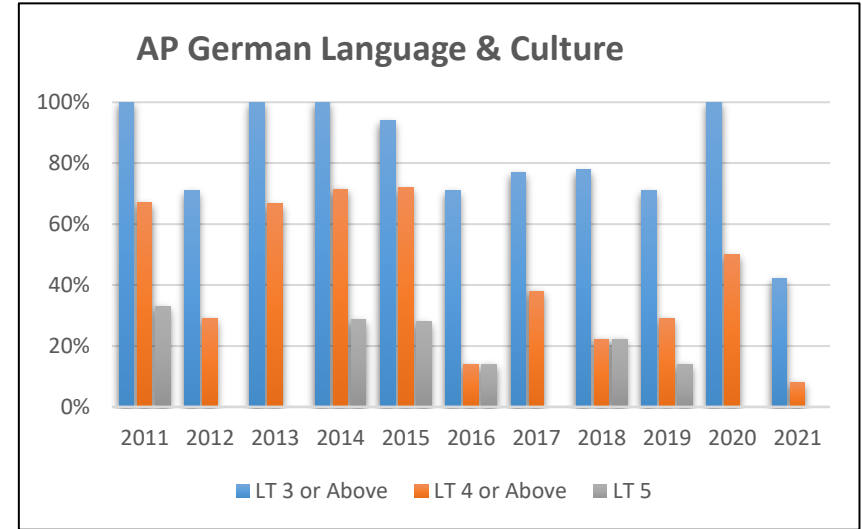
AP FRENCH LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	18	0	4	12	2	0	89%	22%	0%
2012	29	4	13	11	1	0	97%	59%	14%
2013	30	1	11	15	3	0	90%	40%	3%
2014	39	1	15	22	1	0	97%	41%	3%
2015	25	2	10	12	1	0	96%	48%	8%
2016	20	1	8	10	1	0	95%	45%	5%
2017	21	2	6	10	3	0	86%	38%	10%
2018	27	2	9	10	6	0	78%	41%	7%
2019	25	4	6	13	2	0	92%	40%	16%
2020	13	0	6	7	0	0	100%	46%	0%
2021	18	2	1	12	3	0	83%	17%	11%



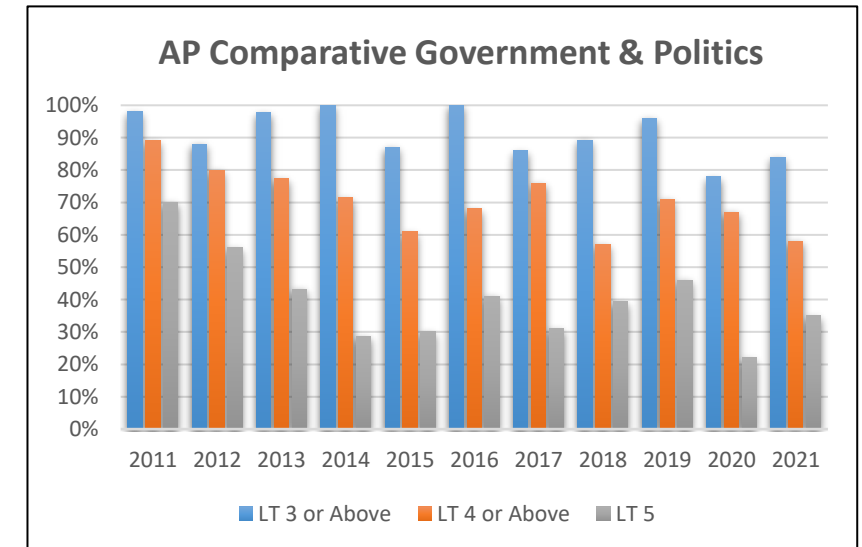
AP GERMAN LANGUAGE & CULTURE

Year	Students	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
	Tested								
2011	3	1	1	1	0	0	100%	67%	33%
2012	7	0	2	3	2	0	71%	29%	0%
2013	3	0	2	1	0	0	100%	67%	0%
2014	7	2	3	2	0	0	100%	71%	29%
2015	18	5	8	4	1	0	94%	72%	28%
2016	7	1	0	4	2	0	71%	14%	14%
2017	13	0	5	5	2	1	77%	38%	0%
2018	9	2	0	5	2	0	78%	22%	22%
2019	7	1	1	3	2	0	71%	29%	14%
2020	2	0	1	1	0	0	100%	50%	0%
2021	12	0	1	4	3	4	42%	8%	0%



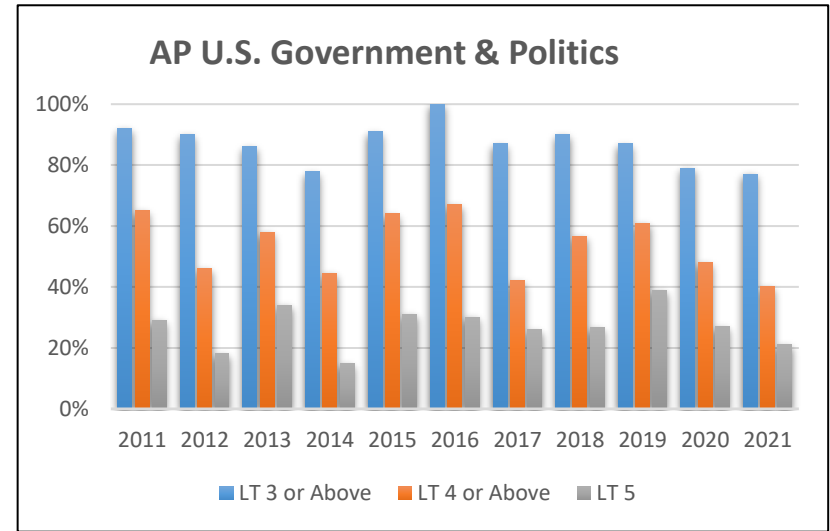
AP GOVERNMENT & POLITICS- COMPARATIVE

Year	Students	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
	Tested								
2011	46	32	9	4	1	0	98%	89%	70%
2012	25	14	6	2	3	0	88%	80%	56%
2013	44	19	15	9	1	0	98%	77%	43%
2014	27	7	10	2	7	1	100%	71%	29%
2015	46	14	14	12	6	0	87%	61%	30%
2016	34	14	9	11	0	0	100%	68%	41%
2017	29	9	13	3	4	0	86%	76%	31%
2018	28	11	5	9	2	1	89%	57%	39%
2019	28	13	7	7	1	0	96%	71%	46%
2020	27	6	12	3	5	1	78%	67%	22%
2021	31	11	7	8	3	2	84%	58%	35%



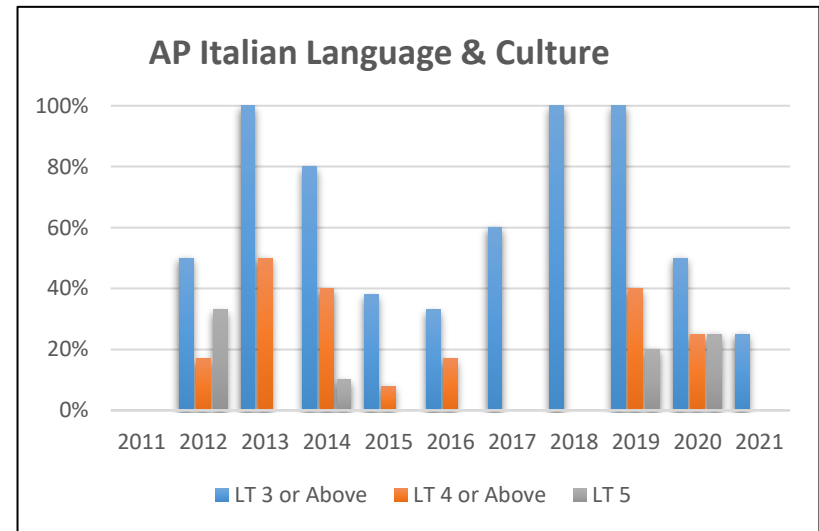
AP GOVERNMENT & POLITICS- United States

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	51	14	18	14	3	2	92%	65%	29%
2012	39	7	11	17	3	1	90%	46%	18%
2013	50	17	12	14	7	0	86%	58%	34%
2014	27	4	8	9	6	0	78%	44%	15%
2015	45	14	15	12	4	0	91%	64%	31%
2016	33	10	12	11	0	0	100%	67%	30%
2017	31	8	5	14	4	0	87%	42%	26%
2018	30	8	9	10	3	0	90%	57%	27%
2019	31	12	7	8	2	2	87%	61%	39%
2020	143	38	30	45	17	13	79%	48%	27%
2021	239	50	45	88	43	13	77%	40%	21%



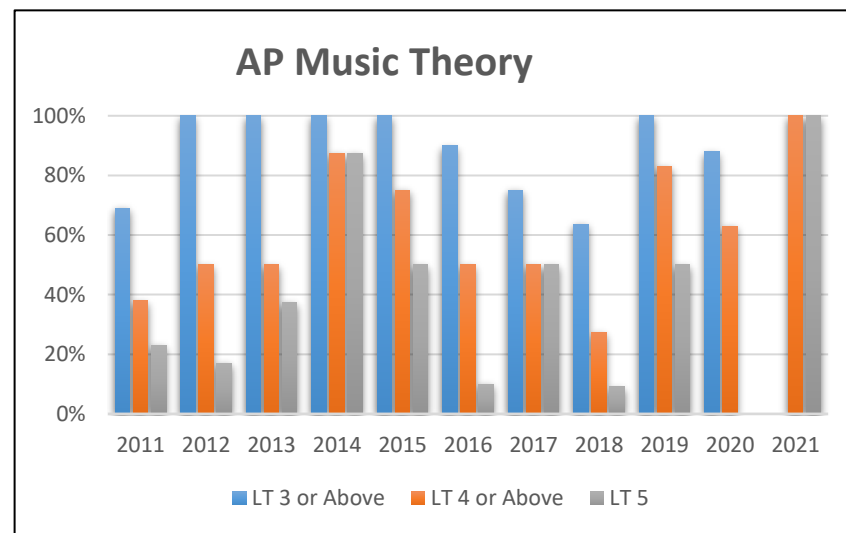
AP ITALIAN LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	n/a								
2012	6	0	1	2	3	0	50%	17%	33%
2013	6	0	3	3	0	0	100%	50%	0%
2014	10	1	3	4	2	0	80%	40%	10%
2015	13	0	1	4	8	0	38%	8%	0%
2016	6	0	1	1	4	0	33%	17%	0%
2017	5	0	0	3	2	0	60%	0%	0%
2018	4	0	0	4	0	0	100%	0%	0%
2019	5	1	1	3	0	0	100%	40%	20%
2020	8	2	0	2	3	1	50%	25%	25%
2021	4	0	0	1	2	1	25%	0%	0%



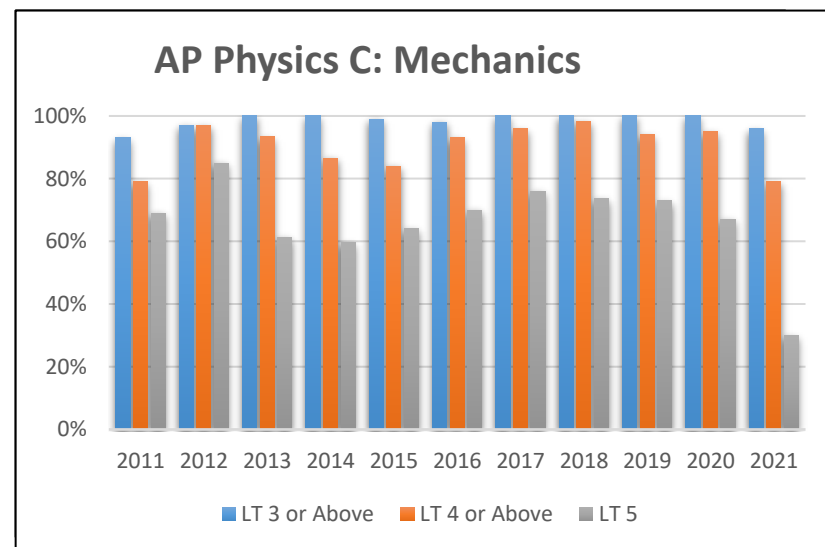
AP MUSIC THEORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	13	3	2	4	4	0	69%	38%	23%
2012	6	1	2	3	0	0	100%	50%	17%
2013	8	3	1	4	0	0	100%	50%	38%
2014	8	7	0	1	0	0	100%	88%	88%
2015	4	2	1	1	0	0	100%	75%	50%
2016	10	1	4	4	1	0	90%	50%	10%
2017	4	2	0	1	1	0	75%	50%	50%
2018	11	1	2	4	4	0	64%	27%	9%
2019	6	3	2	1	0	0	100%	83%	50%
2020	8	0	5	2	1	0	88%	63%	0%
2021	2	2	0	0	0	0	100%	100%	100%



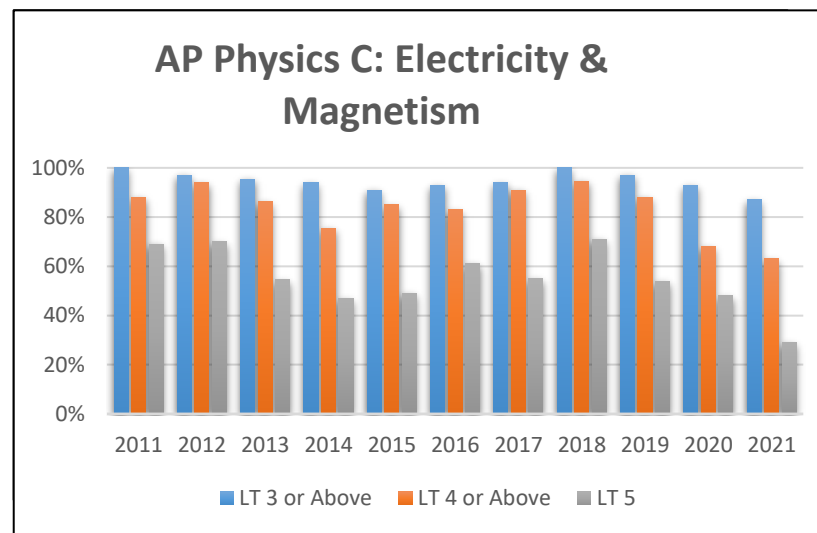
AP PHYSICS- MECHANICS

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	30	21	3	4	2	0	93%	79%	69%
2012	34	29	4	0	1	0	97%	97%	85%
2013	45	27	15	3	0	0	100%	93%	61%
2014	52	31	14	7	0	0	100%	87%	60%
2015	70	45	14	10	1	0	99%	84%	64%
2016	60	42	14	3	1	0	98%	93%	70%
2017	55	42	11	2	0	0	100%	96%	76%
2018	57	42	14	1	0	0	100%	98%	74%
2019	80	58	17	5	0	0	100%	94%	73%
2020	42	28	12	2	0	0	100%	95%	67%
2021	53	16	26	9	2	0	96%	79%	30%



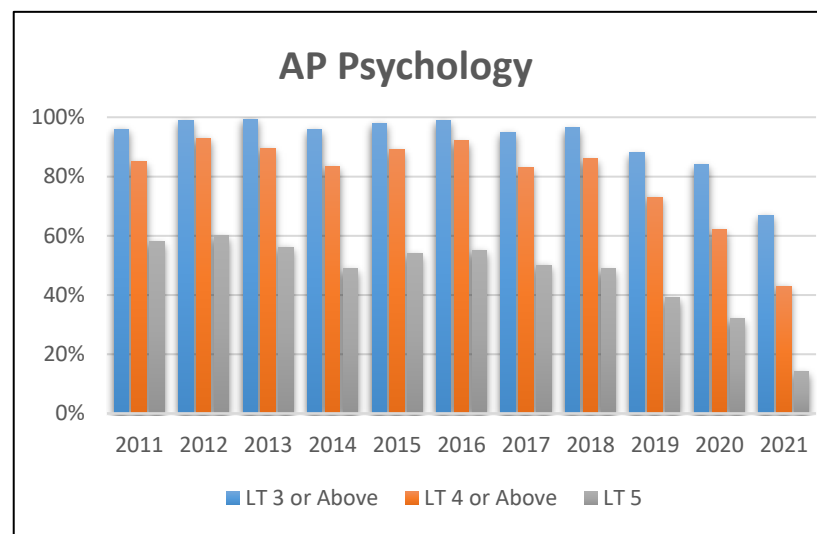
AP PHYSICS- ELECTRICITY & MAGNETISM

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	27	18	6	3	0	0	100%	88%	69%
2012	33	23	8	1	1	0	97%	94%	70%
2013	44	24	14	4	2	0	95%	86%	55%
2014	49	23	14	9	3	0	94%	76%	47%
2015	67	33	24	4	5	1	91%	85%	49%
2016	59	36	13	6	4	0	93%	83%	61%
2017	53	29	19	2	3	0	94%	91%	55%
2018	55	39	13	3	0	0	100%	95%	71%
2019	78	42	27	7	2	0	97%	88%	54%
2020	44	21	9	11	3	0	93%	68%	48%
2021	52	15	18	12	5	2	87%	63%	29%



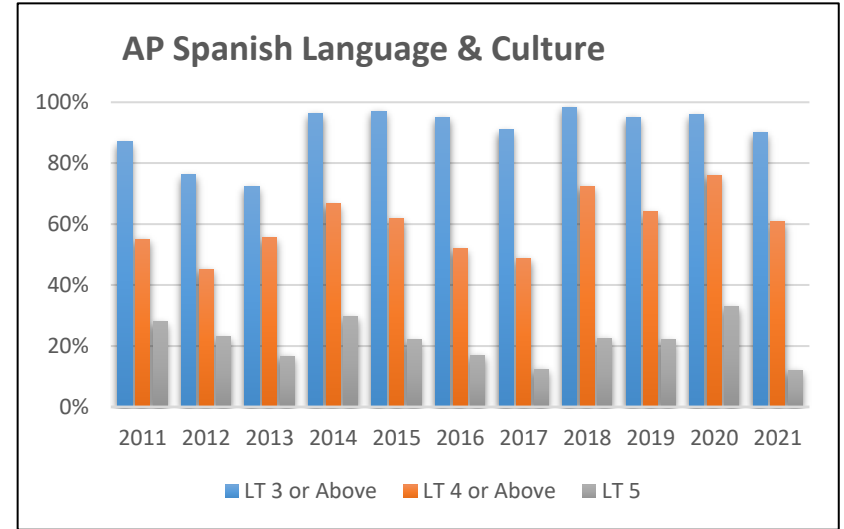
AP PSYCHOLOGY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	212	123	57	24	8	0	96%	85%	58%
2012	151	90	50	9	1	1	99%	93%	60%
2013	162	91	54	16	1	0	99%	90%	56%
2014	170	83	59	21	6	1	96%	84%	49%
2015	171	93	60	14	4	0	98%	89%	54%
2016	147	81	54	10	2	0	99%	92%	55%
2017	189	95	61	24	8	1	95%	83%	50%
2018	172	84	64	18	3	3	97%	86%	49%
2019	161	62	56	23	11	9	88%	73%	39%
2020	150	48	45	33	13	11	84%	62%	32%
2021	130	18	39	31	14	29	67%	43%	14%



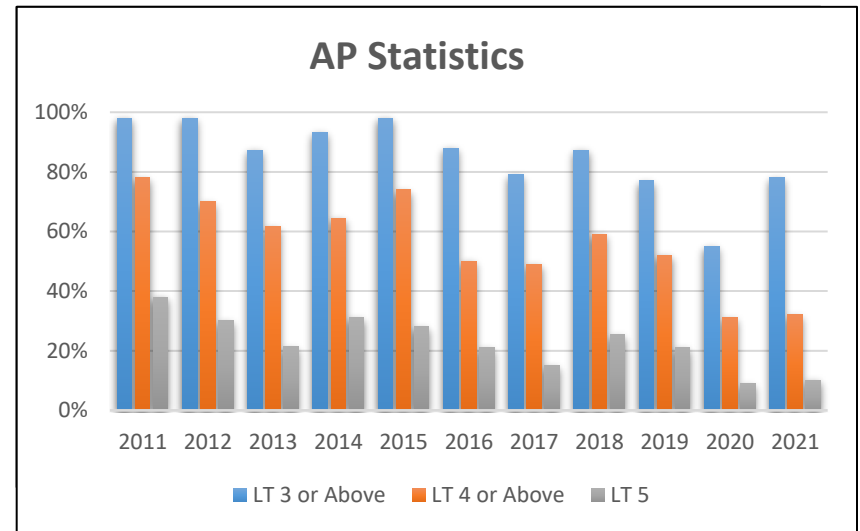
AP SPANISH LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	54	15	14	18	3	4	87%	55%	28%
2012	42	9	10	13	8	2	76%	45%	23%
2013	54	9	21	9	11	4	72%	56%	17%
2014	108	21	51	32	4	0	96%	67%	30%
2015	121	26	47	44	4	0	97%	62%	22%
2016	130	22	46	55	7	0	95%	52%	17%
2017	121	15	44	51	5	6	91%	49%	12%
2018	120	27	60	31	2	0	98%	73%	23%
2019	92	20	39	28	5	0	95%	64%	22%
2020	102	34	44	20	3	1	96%	76%	33%
2021	41	5	20	12	4	0	90%	61%	12%



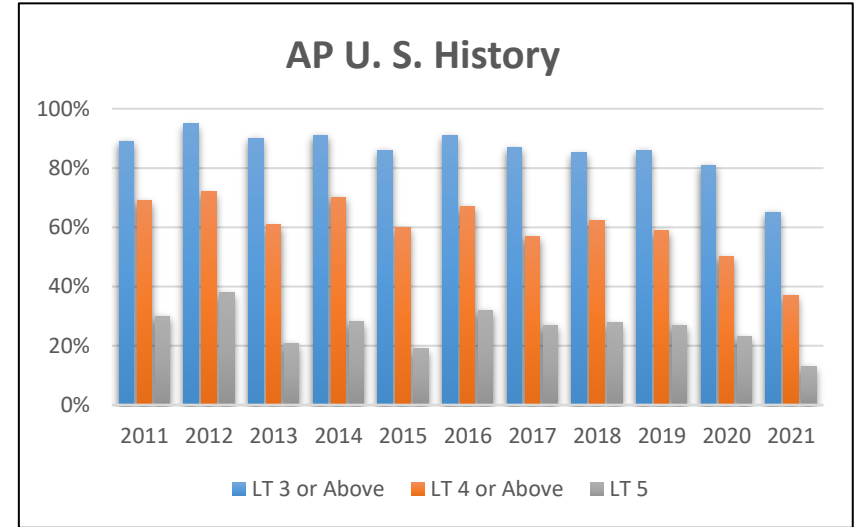
AP STATISTICS

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	37	14	15	7	1	0	98%	78%	38%
2012	40	12	16	11	1	0	98%	70%	30%
2013	47	10	19	12	3	3	87%	62%	21%
2014	45	14	15	13	3	0	93%	64%	31%
2015	53	15	24	13	1	0	98%	74%	28%
2016	66	14	19	25	7	1	88%	50%	21%
2017	47	7	16	14	9	1	79%	49%	15%
2018	71	18	24	20	5	4	87%	59%	25%
2019	61	13	19	15	11	3	77%	52%	21%
2020	58	5	13	14	18	8	55%	31%	9%
2021	50	5	11	23	8	3	78%	32%	10%



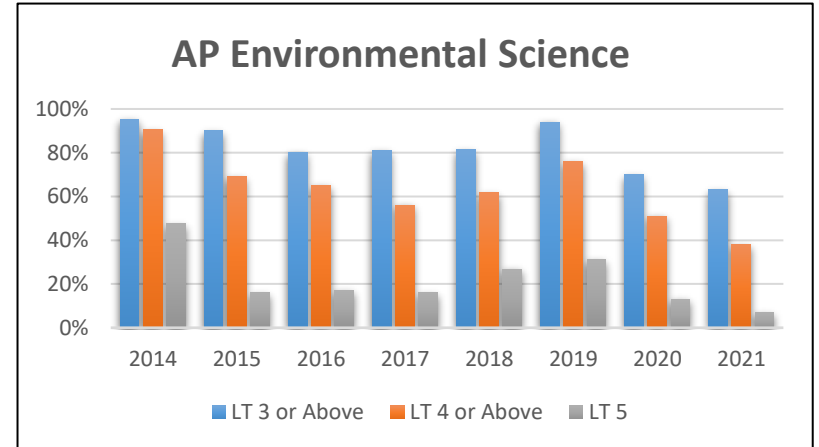
AP UNITED STATES HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	150	45	59	30	16	0	89%	69%	30%
2012	202	69	76	47	10	0	95%	72%	38%
2013	202	42	81	59	19	1	90%	61%	21%
2014	235	66	99	49	19	2	91%	70%	28%
2015	246	47	101	63	30	5	86%	60%	19%
2016	263	84	92	64	20	3	91%	67%	32%
2017	290	77	89	85	35	4	87%	57%	27%
2018	342	95	118	78	46	5	85%	62%	28%
2019	296	81	95	79	37	4	86%	59%	27%
2020	319	72	87	100	46	14	81%	50%	23%
2021	265	34	64	75	51	41	65%	37%	13%



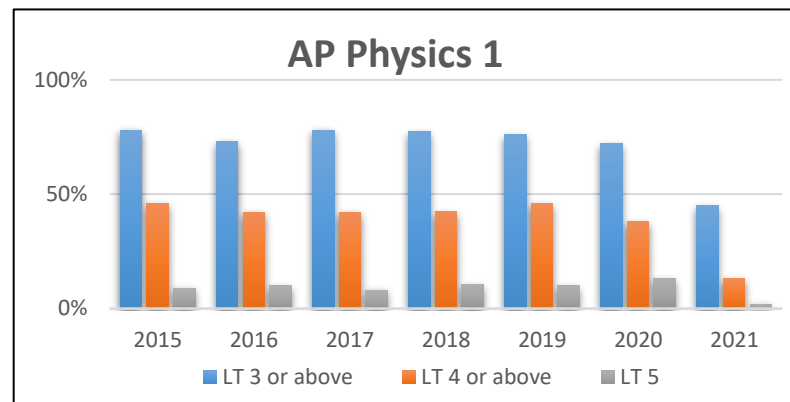
AP ENVIRONMENTAL SCIENCE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2014	21	10	9	1	1	0	95%	90%	48%
2015	106	17	56	22	10	1	90%	69%	16%
2016	89	15	43	13	18	0	80%	65%	17%
2017	57	9	23	14	8	3	81%	56%	16%
2018	86	23	30	17	15	1	81%	62%	27%
2019	58	18	26	5	7	2	94%	76%	31%
2020	131	17	50	25	31	8	70%	51%	13%
2021	105	7	33	26	28	11	63%	38%	7%



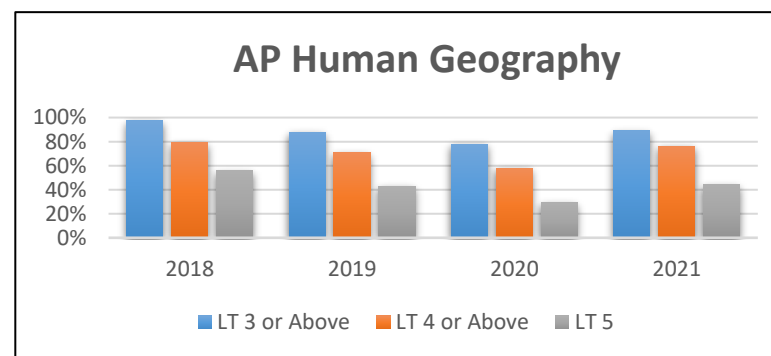
AP PHYSICS 1

Year	Students Tested	5	4	3	2	1	LT 3 or above	LT 4 or above	LT 5
2015	200	18	73	64	42	3	78%	46%	9%
2016	213	22	68	66	54	3	73%	42%	10%
2017	229	19	77	82	47	4	78%	42%	8%
2018	269	28	86	94	54	7	77%	42%	10%
2019	203	21	72	62	42	6	76%	46%	10%
2020	228	29	58	77	50	14	72%	38%	13%
2021	195	3	23	61	71	37	45%	13%	2%



AP HUMAN GEOGRAPHY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2018	77	43	18	14	1	1	97%	79%	56%
2019	112	48	32	18	5	9	88%	71%	43%
2020	113	33	33	22	10	15	78%	58%	29%
2021	105	46	34	13	5	7	89%	76%	44%



AP COMPUTER SCIENCE PRINCIPLES

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2021	11	4	6	1	0	0	100%	91%	36%

