

Teacher Effectiveness the Key to Student Achievement

We would all agree the great teachers in our educational careers had a profound impact on our academic growth. For many years there was little evidence to support this intuitive belief but large scale research over the last decade has illuminated the considerable relationship between teacher effectiveness and student learning.

For example, two independent studies followed two sets of students who were at similar achievement levels at the end of 2nd grade. By 5th grade, the groups were separated by 50 percentile points on achievement measures. The only measurable difference between the two sets of students was the effectiveness levels of their 3rd, 4th and 5th grade teachers.

Teacher Effectiveness Makes a Difference

With large-scale evidence like this, educational reform is centering efforts on strengthening the training of teachers to improve student learning. Districts have to keep assisting teachers to improve their instructional skills to ensure students have equal access to high quality instruction.

Given the research, our district goals for the next several years center on those classroom tools most central to teacher effectiveness for student learning: curriculum, assessment, and instruction. If we want to improve the educational experiences of all students, then these teacher tools are the right ones to sharpen.

Rigorous Curriculum

District 34 is strengthening its curriculum to reflect the rigor, relevance, and progression of the Common Core State Standards (CCSS). When compared to most states' previous standards, the CCSS is widely viewed as more rigorous and demanding, especially in the areas of complex text and non-fiction material.

The District has been transitioning to the CCSS standards over the last several years and decided this year to adopt them beginning in 2013–14. Illinois will start assessing its public school students on the CCSS in the spring of 2014.

Better Use of Assessments

Assessments are the bridge between curriculum and learning. If students learned everything that was taught, there would never be a reason to assess. However, this is not the case for a variety of reasons, including that the teaching method utilized doesn't always



High quality instruction is at the heart of student achievement.

resonate with each student. Therefore, most assessment practices should be used to determine where students are in their learning so the teacher can better facilitate further student academic growth through differentiated instruction. These are called formative assessments. The purpose of formative assessments is to inform teachers about the effectiveness of instruction on student

see Teacher Effectiveness on page 4

Board Adopts 2012–13 Budget Following \$1.8 Million in Reductions

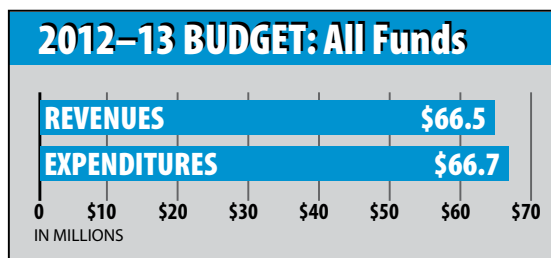
The Board of Education approved a nearly balanced budget for the 2012–13 fiscal year. Overall, deficit spending in all funds of \$155,000 is projected. The approved budget reflects \$1.8 million in reductions accomplished through the strategic budget changes discussed last school year and approved in June by the Board. The overall budget reflects \$66.5 million in revenue for all funds and \$66.7 million in expenditures for all funds.

It is important to note the budget is being adopted when contract negotiations with the Glenview Education Association (GEA) are being conducted. When a contract is ratified by the GEA and approved by the Board, it may be necessary to amend the budget. The current budget reflects a 1.5% salary increase for all employees. Additionally, this budget reflects estimates related to local, state and federal funding, which have become even more unpredictable in recent years.

Most Expenditures Go Toward Salaries and Benefits

Within the education fund, the largest of the nine funds the District maintains, it is projected there will be \$50.8 million in revenue and \$51.4 million in expenditures, for a deficit of more than \$600,000. More than 80% of expenditures in the education fund are for salaries and benefits for the District's approximately 650 full time staff.

The budget adopted is for the fiscal year 2012–13, which started on July 1, 2012 and runs through June 30, 2013. Since the District receives two collections per year of property tax receipts, there is a need to maintain a fund balance (savings) throughout the year to cover the district's cash needs between those two property tax collections.



Reserve Funds An Important Component of the Budget

It is estimated the fund balance will be \$37.6 million as of June 30, 2013 (or 56%). Reserves will drop much lower during the year as the district makes payments to vendors and pays salaries to employees. Also, fund balance levels are dependent upon

when the tax receipt payments are made by the Cook County Assessor's Office. The State of Illinois recommends school districts maintain a fund balance of at least 25% at the end of each fiscal year.

The district has been facing financial challenges for several years. In 2010–11 the district spent more than revenues by approximately \$400,000.

In 2011–12, the district's revenues outpaced expenditures by approximately \$600,000. The revenues were \$62.5 million while the expenditures were \$62.0 million.

"A deficit was projected for fiscal year 2011–12, but due to tightened fiscal practices by budget managers across the district, and the later than expected timing of one major invoice, the District ran a balanced budget last year," says Assistant Superintendent for Business Services Mary Werling.

Administrators and Exempt Support Staff Receive One Time Payment In Lieu of a Pay Raise

The Board of Education voted recently to approve compensation for administrators and exempt support staff of a dollar amount equal to a 1.5% increase for 2012–13. That amount will be paid in two installments during the course of the year and will not increase the base salary that carries into future years.

For example, an exempt support staff member/administrator who made \$75,000 in 2011–12, would earn \$75,000 plus an additional \$1,125 (1.5%) for a total income of \$76,125 in 2012–13. In this example, that same exempt support staff member or administrator's salary would remain at a base salary of \$75,000 for 2013–14.

Enrollment Steady After Years of Growth

For the first time in 10 years, the enrollment in District 34 decreased, as there were two less students this year than last year.

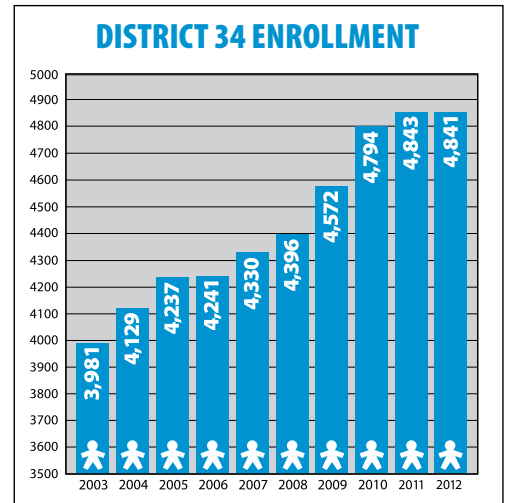
Since 2002, the District's enrollment has grown from 3,906 students to the current 4,841, an increase of 19%. Since 1985, there have been just two years when enrollment has declined. In 2001 the District had one fewer student the year prior, and this year there was a decrease of two students.

Due the increase in students over the past several years, the District has implemented class size increases to help with the space crunch, as well as in

response to budget challenges.

Currently, class size targets are 21 at the kindergarten level, 22 at the 1st–2nd grade level, 26 at the 3rd–5th grade level and 28 at the middle school level. The class size can be increased by one additional student if necessary.

“The District continues to study and analyze its enrollment as we work to ensure a high quality educational environment for all students,” Superintendent Dr. Michael Nicholson says.



BOARD OF EDUCATION ELECTION GUIDELINES SET

There are three Board of Education seats open during the April 9, 2013 election and District 34 has set the election guidelines related to those open seats.

Any resident of District 34 interested in having their name placed on the

ballot can file nominating papers with Dulse Guerrero, beginning at 8 a.m. on Monday December 17, 2012 at the Administration Building, 1401 Greenwood Road. The last day to file nominating papers is Monday, December 24 at 5 p.m. Office hours during the filing period are 8 a.m. until 4:30 p.m.

PARENT SEMINAR SET FOR NOVEMBER 10

Parents interested in learning more about raising healthy, well-rounded children should plan to attend *Parents in Partnership*, District 34's annual parent seminar.

This free parenting seminar for private, parochial and public school parents is designed to help parents with the very important and very challenging job of raising children. The seminar will be held starting at 8 a.m. on Saturday, November 10 at Attea Middle School, 2500 Chestnut Avenue. A continental breakfast will be provided free of charge to all attendees.

Additional information about the keynote speaker and the breakout presentations on numerous parenting topics is available on the District 34 website at www.glenview34.org.

PARENTS PLEASSED WITH DISTRICT SERVICES

The parent survey results once again showed parents are extremely pleased with District 34, as evidenced by nearly 97% of parents either agreeing or strongly agreeing that the District provides a high quality education. Parents shared overwhelmingly that teachers and staff are the District's biggest strength. Results of the yearly survey are available on the District's website at www.glenview34.org.

BOARD MEETING DATES SET

The Board of Education typically meets at least once each month and encourages the public to attend and participate in meetings.

Meetings take place at 7:30 p.m. at the Administration Building, 1401 Greenwood Road. All meeting minutes and agendas are posted on the District website at www.boarddocs.com/il/gsd34/Board.nsf/Public

The Board meeting dates for the remainder of the 2012–13 school year include:

- | | |
|-------------------|-------------------|
| October 29 2012 | February 25, 2013 |
| November 12, 2012 | March 18, 2013 |
| December 3, 2012 | April 8, 2013 |
| December 17, 2012 | May 6, 2013 |
| January 14, 2013 | May 20, 2013 |
| January 28, 2013 | June 17, 2013 |
| February 11, 2013 | June 24, 2013 |

Teacher Effectiveness

continued from page 1

learning and to assist students in monitoring their own learning relative to a learning target.

The shift to more formative assessments means students are seen as a primary user and consumer of assessment information for their own learning. When students become owners of their own learning, they are more engaged in the process and more likely to succeed.

This approach to assessment **for** learning is different than what most adults experienced in school, when assessments were mainly utilized for grades and report cards. Those are called summative assessments. While useful in determining student grades, this should not be the primary use of assessments.

Teacher Collaboration for Improved Instruction

Historically, teachers have developed their own instructional techniques in isolated classrooms. That is changing as it is clear that high quality effective teaching is extremely complex and is reached by teachers collaborating with fellow teachers. When educators are organized and supported in job-alike groups around a common curriculum, they can share and discuss differentiated instructional practices – to improve student learning. In those groups, teachers can review common evidence of student learning to inform instruction. As simple as this sounds, this has not been the practice of schools, and is a fundamental shift in the practice of many teachers.

In order to ensure success with a change like this, the District needs to support teachers in order to help guide their work. This is done by closely monitoring progress along four essential questions:

- 1) *What do we want students to know and be able to do?* (curriculum)
- 2) *How will we know when they know it?* (assessment)
- 3) *What will we do when they don't know it?* (differentiated instruction)
- 4) *What will we do when they do know it?* (differentiated instruction)

Improving learning opportunities for students hinges upon supporting the core work of teachers. We know the quality of a student's learning experience is directly related to the effectiveness of his/her teacher. The District has an obligation to support that effectiveness to the greatest degree our resources allow. Our children's life and learning opportunities depend on it.



GLENVIEW 34
SCHOOL DISTRICT

Our Mission

*To empower children
to be self-directed learners
and responsible decision makers.*

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