

## SUPERINTENDENT REPORT TO THE BOARD OF EDUCATION

February 12, 2015

1. April 7 Referendum Preparation
2. PARCC Parent Letter
3. Vision 20/20 Work
4. Student Growth and Teacher Evaluation

1. Mr. Gronksi and I met with Scott Johnson from Richard L. Johnson Associates and Todd Cyrulik and Curt Pratt from BLDD on Thursday, February 5<sup>th</sup>. The purpose of the meeting was to review the Health/Life Safety (HLS) Ten Year Survey work proposed and to determine how this would be coordinated between the two architectural firms.

We feel that the two firms have a good relationship thus far, and we believe that we will actually be able to complete some of the HLS work this summer in areas of schools that have no planned remodeling or new construction from ProjectLEAF.

The two firms will be working on getting us some renderings and basic diagrams to be able to use for campaign purposes. Interestingly, all of that work will be done by BLDD, even for the K-8 buildings. All presentations will have both company logos visible and will be in the same format so it looks like a unified district work plan.

We are also looking to schedule a "Boot Camp" with Rod Wright to train and prepare campaign leadership and workers from 9-12 on Saturday, February 21<sup>st</sup>. More details to follow based upon the response we get from people who commit to attending.

2. You will see enclosed with this report a copy of a letter I plan to send to all parents. As I meet with different PTA groups and encounter parents around town, I'm asked frequently about the upcoming PARCC testing. After I drafted this letter I did seek approval from Susan Nicholas, who reviewed the letter and we believe it is clear that this letter still demonstrates that we are offering the test, but shares that it is up to the student and parent if they refuse to participate. This will be mailed out to all parents of students eligible for PARCC or the DLM (the Special Education Alternate Assessment). Additionally we will include the most recent letter from Dr. Koch and ISBE Chair Meeks.

3. Vision 20/20 presentations have been occurring both formally and informally. Before the Alliance Leadership Summit hits on February 17<sup>th</sup>, we will have presented to the six legislators in Kewanee, each PTA in our district, all faculty, and a student leadership group at Geneseo High School. I've enclosed a copy of Senate Bill 74, which was a platform to talk to the HS students about how disconnected our legislators can become from what should be their focus. This is a bill essentially dictating that IHSA should be prohibited from using multipliers as that places private, parochial, magnet and charter schools at a competitive disadvantage. I encouraged the HS students at the leadership meeting to rally their classmates if they felt this unfair and write letters to the Senators in our area. Thus far, the reception to Vision 20/20 has been extremely positive and it is hoped that a grassroots effort can be mobilized to continue to wrest back more local control of school governance.

4. On February 16<sup>th</sup>, our full day inservice will be separated into a morning session for all faculty reviewing more information surrounding the Core Values Index (CVI). At this session faculty will gain greater understanding of the impact of the energies and values students bring to their classrooms (we will have administered the CVI to all 6-12 grade students), as well as how understanding the CVI can help build stronger, more collaborative teams and departments.

This will be critical as we embark upon the afternoon session, which will focus on the Student Growth component of the new teacher evaluation system, that must be implemented fully for the 2016-17 school year. As you know, we have partnered with ECRA, a research group from Roselle, examining our own local growth model, which follows students on an individual basis and tracks their history and then is able to make predictions on future assessment work to create an Expected versus Actual results. That's one methodology to determine student growth.

The Student Learning Objective process (SLO) is another viable option to measure student growth. It relies less on objective assessment data, and more on teacher judgments to predict successful growth. This could be an option desirable in areas where there aren't really standardized, summative assessments to use—classrooms such as art, music, industrial tech, etc.

However, it is really up to the Joint Evaluation Committee of our District to decide what type of Measurement Model will be used for each category of teacher. This will be a very inclusive and collaborative process as we used before on the Professional Practice side. You might recall we brought in presenters from the Charlotte Danielson Group on four separate occasions to inservice ALL teachers on the frameworks for effective teaching, which is now the bedrock (70%) of our teacher evaluation system. Student Growth will make up 30% of the overall rating.

**Bill Status of SB0074** 99th General Assembly

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**Short Description:** HIGH SCHOOL STATE TOURNAMENTS**Senate Sponsors**Sen. [Michael Connelly](#)**Last Action**

Date	Chamber	Action
1/28/2015	Senate	Referred to <a href="#">Assignments</a>

**Statutes Amended In Order of Appearance**

New Act

**Synopsis As Introduced**

Creates the High School State Tournaments, Competitions, and Fairness Act. Provides that the Act applies to competitions run by any person, corporation, organization, or association in this State purporting to award a State championship, State title, or the like and involving the publicly funded high schools of this State. In competitions, prohibits distinctions between schools based on race, religion, creed, or nation of origin. Prohibits barring parochial, private, charter, and magnet schools from competition or placing them at a competitive disadvantage. Provides that no publicly funded high school may participate in any State tournament or State title competition if the organizer seeks by use of a multiplier or like device to move any school that has selective enrollment based upon entrance exam scores into a higher class. Allows a tournament organizer to organize classes based on the actual number of students attending a school.

**Actions**

Date	Chamber	Action
1/28/2015	Senate	Filed with Secretary by <a href="#">Sen. Michael Connelly</a>
1/28/2015	Senate	First Reading
1/28/2015	Senate	Referred to <a href="#">Assignments</a>

# *Geneseo Community Unit School District No. 228*

648 N CHICAGO ST • GENESEO, ILLINOIS 61254 • (309) 945-0450 • FAX: (309) 945-0445

Mr. Scott D. Kuffel  
Superintendent

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Dear Parents & Guardians

Over the past several months a great many of you have asked me questions regarding the PARCC testing (Partnership Assessment of Readiness for College and Careers) as it relates to the requirement that your child participate in the testing. Everything following in this letter that references PARCC would also be applicable to the Dynamic Learning Maps (DLM), which is an alternate assessment.

Please allow me a moment to explain the District's position as it relates to PARCC testing. The law in Illinois requires us to make the assessment available to your child. The State Superintendent and new Illinois State Board of Education Chair have instructed us that the school district could receive serious sanctions by failing to give the test to students (see enclosed letter from Illinois State Board of Education).

Recently, six area State Representatives and Senators spoke out against the speed of implementation and the potential malfunctions and technical difficulties the PARCC testing may present. However, as of today the testing goes forward. This is, in part, due to dependence upon federal money and a waiver related to No Child Left Behind at the federal level.

All students in Grades 3 through 8 will be presented the Mathematics Performance Based Test and then later the End of Year Test. The same schedules will apply for the English/Language Arts tests. High School students in Algebra I and 9th grade English will also be tested. Only 3rd graders will take the test in paper/pencil format.

Here are some things you should know about the PARCC test and District 228's view of the test:

1. We will present the assessment to all students in the testing range.
2. Should you wish to withhold your child from testing, we ask that you provide us with your intent to exclude your child from testing with a signed letter. The district will, however, still offer the test to your child(ren). Although it has been suggested by the Illinois State Board of Education that we should consider disciplinary consequences for those students who do not participate, the district will not engage in any discipline towards any student who does not participate in

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the test so long as there is no other violation of the Student Code of Conduct.

3. Should you choose to withhold your child from testing, we will not have any alternative instructional activities for your student or any student not taking the test. We will provide you with the testing schedule for the building your child(ren) attend.

4. We will not use the results of the Spring 2015 testing for any District purposes, either individually or as a school building or school district. Therefore, there is no program eligibility of any kind that would jeopardize a student who does not test.

Again, please know that while we will make the test available to all students as required by law, the school district will not treat adversely any student or parent who chooses to not participate.

Please contact your building principal should you have any questions. You may also contact the Superintendent's Office at (309)-945-0450.

Sincerely,

Scott D. Kuffel, Superintendent