



Illinois
CENTER for
SCHOOL
IMPROVEMENT

The Illinois CSI Effect
A Review of Districts Receiving Services from
the Illinois Center for School Improvement

2014-2017 Final Review

VISION

High-performing districts, high-achieving students

MISSION

Lead the delivery of high-quality, research-based statewide system of support services designed to raise student performance by increasing district-level capacity for exceptional teaching and learning.

THE ILLINOIS CSI EFFECT ON STUDENT ACHIEVEMENT

The overall goal of the Illinois Center for School Improvement (Illinois CSI) is to build the capacity of district and school leaders to transform their schools into environments in which all students achieve at high levels.

To understand whether Illinois CSI services made a difference, AIR conducted a series of statistical analyses to evaluate the extent to which various indicators of student and school performance improved after working with the Illinois Center for School Improvement. The statistical technique (comparative interrupted time series analysis) looks for changes in a school's performance after receiving services from Illinois CSI relative to that school's prior trend.

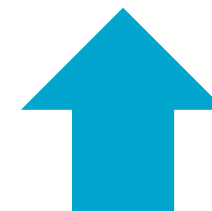
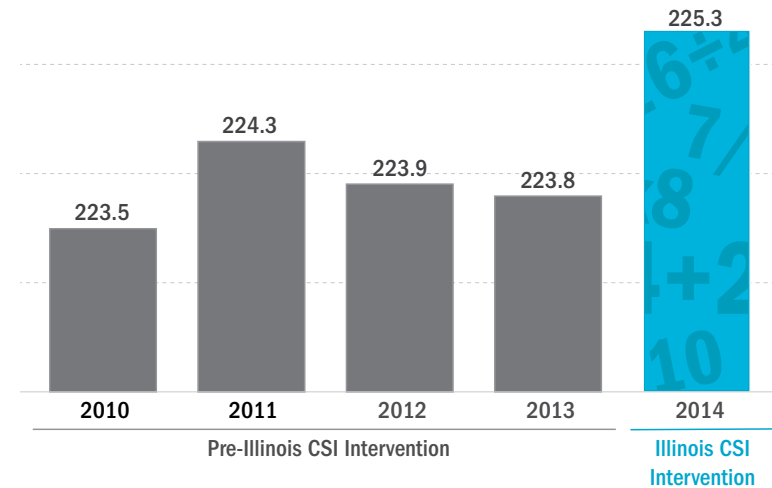
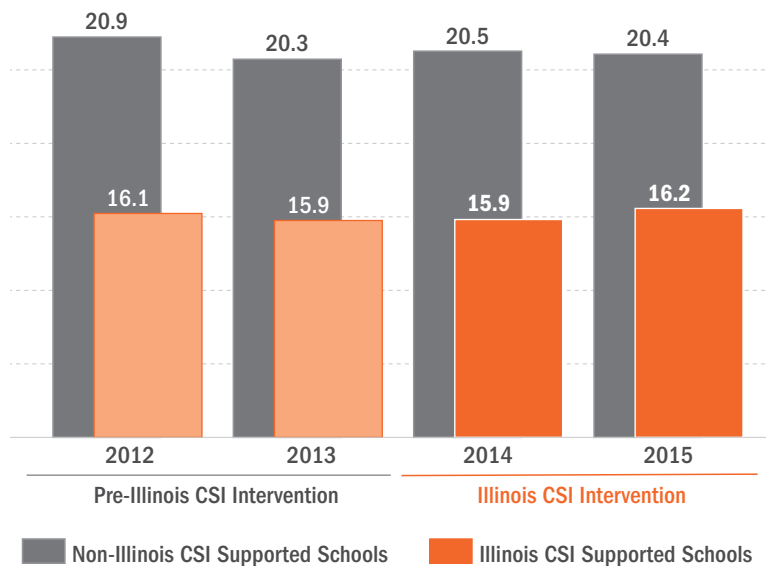
Our analyses used data available from school report cards, publicly available school average ACT scores, and ISAT data made available by ISBE. We examined the data for any effect of Illinois CSI on schools' ACT scores, ISAT scores, attendance rates, student mobility rates, dropout rates, truancy rates, and four-year graduation rates.

ILLINOIS CSI AT A GLANCE



ACT Scores

Schools served by Illinois CSI had higher ACT scores than would have been expected in the absence of Illinois CSI services.

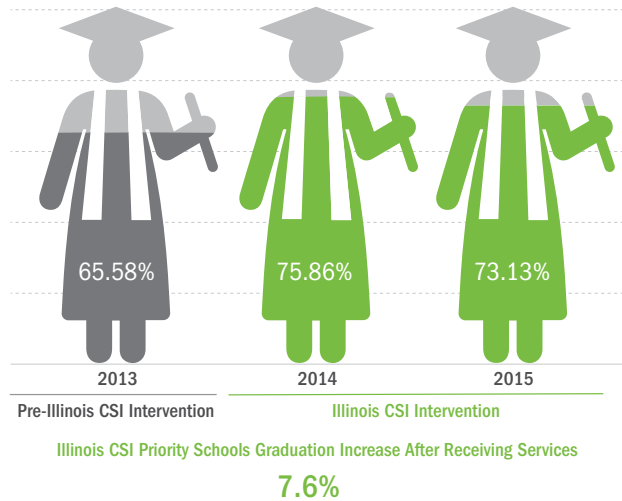


ISAT Mathematics Scores

Schools served by Illinois CSI had significantly higher mathematics scores after receiving Illinois CSI services.

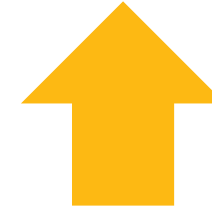


ILLINOIS CSI AT A GLANCE



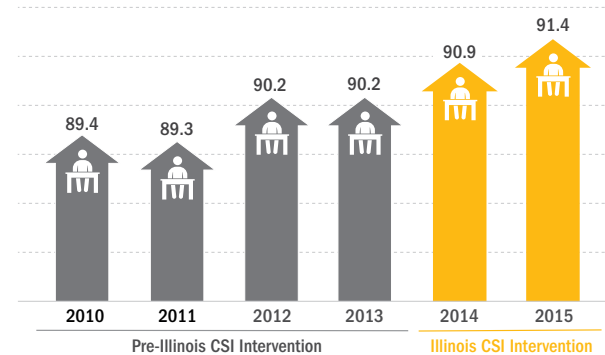
Graduation Rates

The four-year graduation rate in schools served by Illinois CSI increased in the years after receiving services. There was a significant increase among schools that received the highest level of services from Illinois CSI.



Attendance

Student attendance at schools served by Illinois CSI improved more after the introduction of Illinois CSI than would have been expected, with attendance in the second year of Illinois CSI significantly higher than expected. This change appears to be driven by schools that received the highest level of services from Illinois CSI.

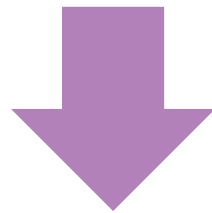


Illinois CSI Priority Student Attendance Rates Increase After Receiving Services

2%

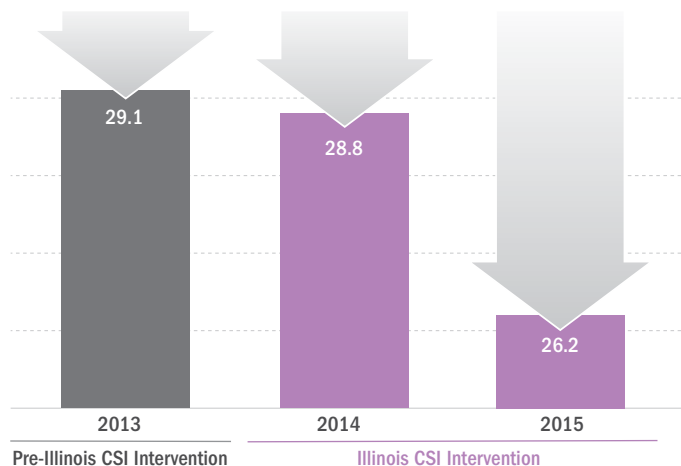


ILLINOIS CSI AT A GLANCE



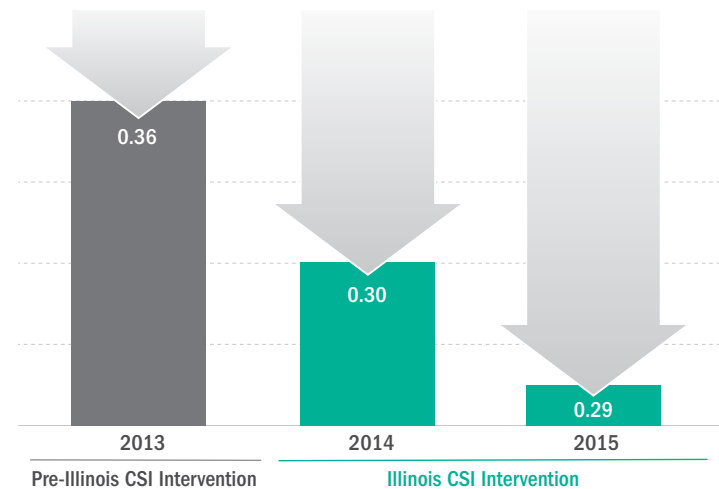
Mobility

The student mobility rate dropped in schools served by Illinois CSI, although the change was not statistically significant.

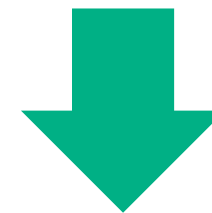


Illinois CSI Priority Schools Mobility Decreased After Receiving Services

2.9%



Illinois CSI Priority Schools Chronically Truant Students Decrease by .07 After Receiving Services



Truancy

The number of chronically truant students decreased significantly on average in schools served by Illinois CSI.



PROGRAM HIGHLIGHTS

Illinois CSI offered professional learning opportunities to districts receiving services as an extension of its on-site coaching and capacity-building support. Sessions were tailored to meet the needs of today's education leaders to bring effective systems change at the district, school and instructional levels. Illinois CSI designed its programs to include research-based practices, practical tools and resources, and collaborative networking opportunities. Continuing professional development units were made available for eligible participants.

DISTRICT LEADERSHIP TEAM LEARNING NETWORK SESSIONS

The District Leadership Team Learning Network (DLTLN) is a series of dynamic, interactive sessions that bring district leadership teams (DLTs) together to extend the coaching received from Illinois CSI. In the 2016–17 school year, Illinois CSI launched DLTLN for districts receiving Focus Services. Two installments of four regional meetings focused on implementing continuous improvement as well as strengthening and sustaining intentional data systems (i.e. data culture, data usefulness, data management). Districts receiving Priority Services completed their fourth year of DLTLN, covering topics such as developing and strengthening systems of professional learning and diving deeper into the intentional data system with data management.

PRINCIPALS INSTITUTE, SECOND COHORT LAUNCHED

The Principals Institute began in 2016 as an extension of the DLTLN for additional administrators in districts receiving Priority or Focus Services. Based on positive feedback and response, Illinois CSI launched a second cohort in the fall of 2016 to meet the professional learning needs of school leaders. The four-part sessions embedded participants in a community of practice that focused on the role of the principal in creating interdependent team structures and implementing effective team practices that drive continuous school improvement. Participants had the option of receiving Administrators Academy credit for the session on developing a continuous improvement plan.



Program Highlights (Continued)



PRINCIPALS SUMMIT

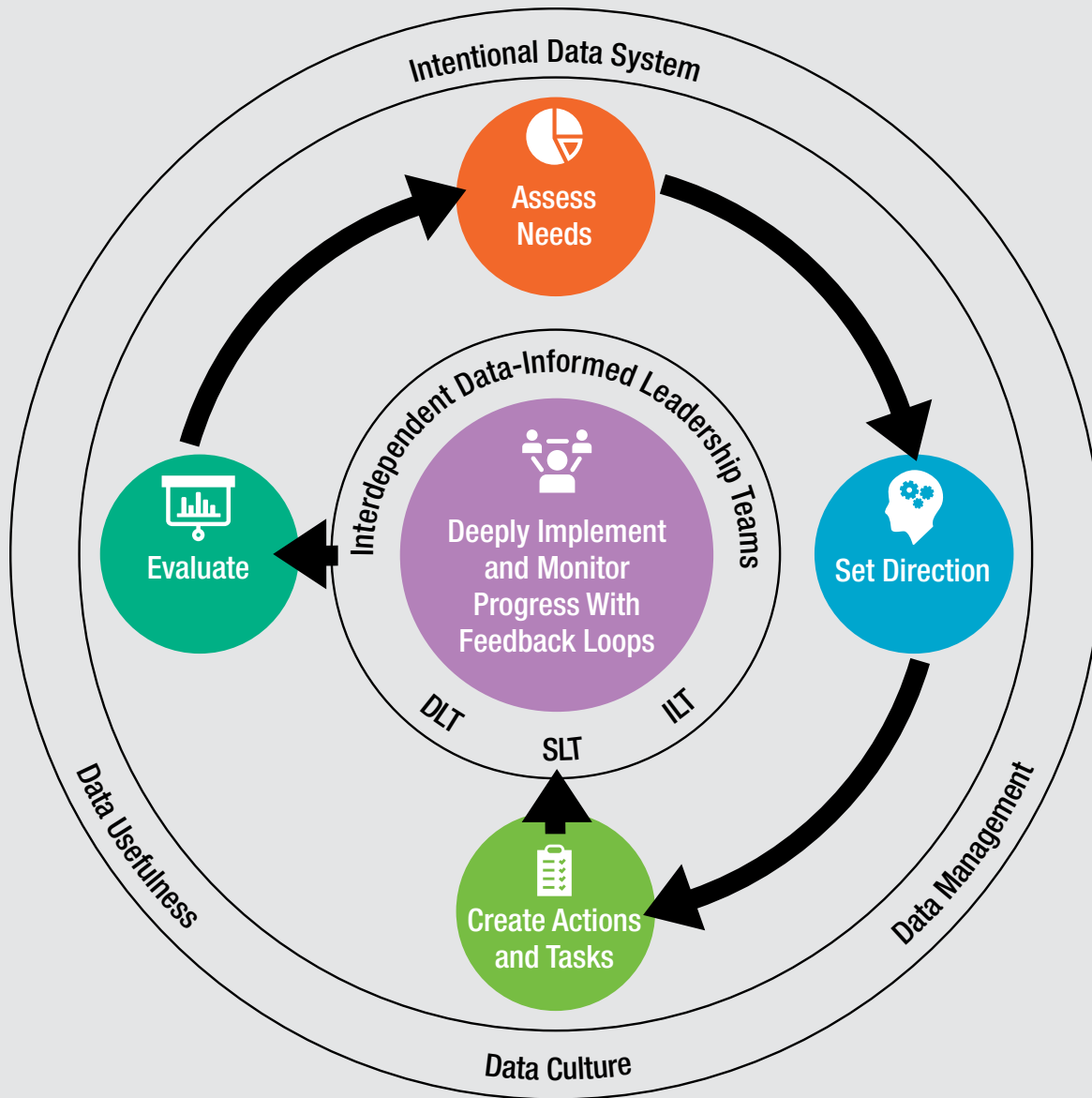
In the spring of 2017, Illinois CSI hosted its first Principals Summit as a culmination of the Principals Institute. Scott Kuffel, superintendent of Geneseo Community Unit School District 228, was the featured keynote speaker and led discussions on “Coaching Up: Having the Conversations That Support Leaders of Highly Effective Teams.” Nearly 100 participants had the opportunity to practice coaching skills and formulate strategies with their school leadership teams. Kuffel noted, “Educational leaders will need to develop and embed skills to lead conversations during small-group and team meetings that provide a structure for focus and lead to decisions and commitments.”


RESEARCH FORUM


Illinois CSI Research Forums bring together national and local experts who share the latest in research and best practices with district leaders, Illinois CSI staff, and statewide system of support partners. The Research Forum series provided content-specific opportunities to enhance understanding and incorporate the research into district conversations. Anthony Muhammad, Ph.D., an international expert on school culture and organizational climate with New Frontier Consulting, was the featured presenter in 2016-2017 with a two-part series on strategies for addressing school culture to combat issues affecting student achievement. Topics for this series were “Unmasking Adult Expectations for Student Performance” and “The Will to Lead, the Skill to Teach.” Participants received resources for identifying and addressing toxic cultures that affect student achievement. Illinois CSI district assistance teams worked with their attending districts to provide direct application of content by discussing ways to create fair and effective systems of accountability within their school structure.





ILLINOIS CSI'S CONTINUOUS IMPROVEMENT PROCESS




 Complete needs assessment (district needs assessment/IDR) guides the work of the district in the continuous improvement planning process, the basis of support provided by Illinois CSI.

 Identify a small number of key transformational factors concentrated on changing adult practices to help ensure improvement of student performance.

 Develop specified action plan against each worthy target and determine the steps needed to meet the goal.

 Foster collaboration of interdependent, data-informed leadership teams at the district, school, and instructional levels to ensure implementation of a practice, intervention, or program.

 Choose measures to determine outcomes of actions and tasks necessary to reach the chosen worthy target.





To learn more, [view the full video.](#)

A strong purpose to enhance the lives of their students—
this is what the five school districts profiled here have in common.

Although all faced inequities in financial resources and the stigma of being identified as an Illinois district with low-performing schools or students, no two are alike. But all started on a journey with Illinois CSI to roll up their sleeves and dig deep to do the work of transforming their systems and getting real results. Click

on the link above to watch the full video featuring Illinois CSI Executive Director Dr. Betheny Lyke and superintendents from five school districts share their thoughts about this partnership and journey. Read on to learn about each district's struggles and successes and watch their individual videos.



Sharing success in progress

Being labeled a priority district in 2013 “really left a bad taste in my mouth,” remembers Dr. Lenell Navarre, superintendent of Bloom Township District 206. But recognizing no one was talking about Bloom as an example of student achievement, he was passionate about turning things around. When Illinois CSI came in and asked, “Where do you want to start? We’re here to assist you,” and really listened—instead of having the attitude of, “We need to change this, and this and this”—Dr. Navarre said he knew he’d found a true partnership. And it has paid off.

The four-year graduation rate improved to

75%

an increase of 10% in four years.

Source: Illinois Report Card 2016



To learn more, [view the full video.](#)



“We know what it means to really go deep enough, to feel that you have hit the ground. We’ve found the gold.”

Dr. Jennifer Norrell, Assistant Superintendent, Curriculum, Instruction, Assessment and Grants



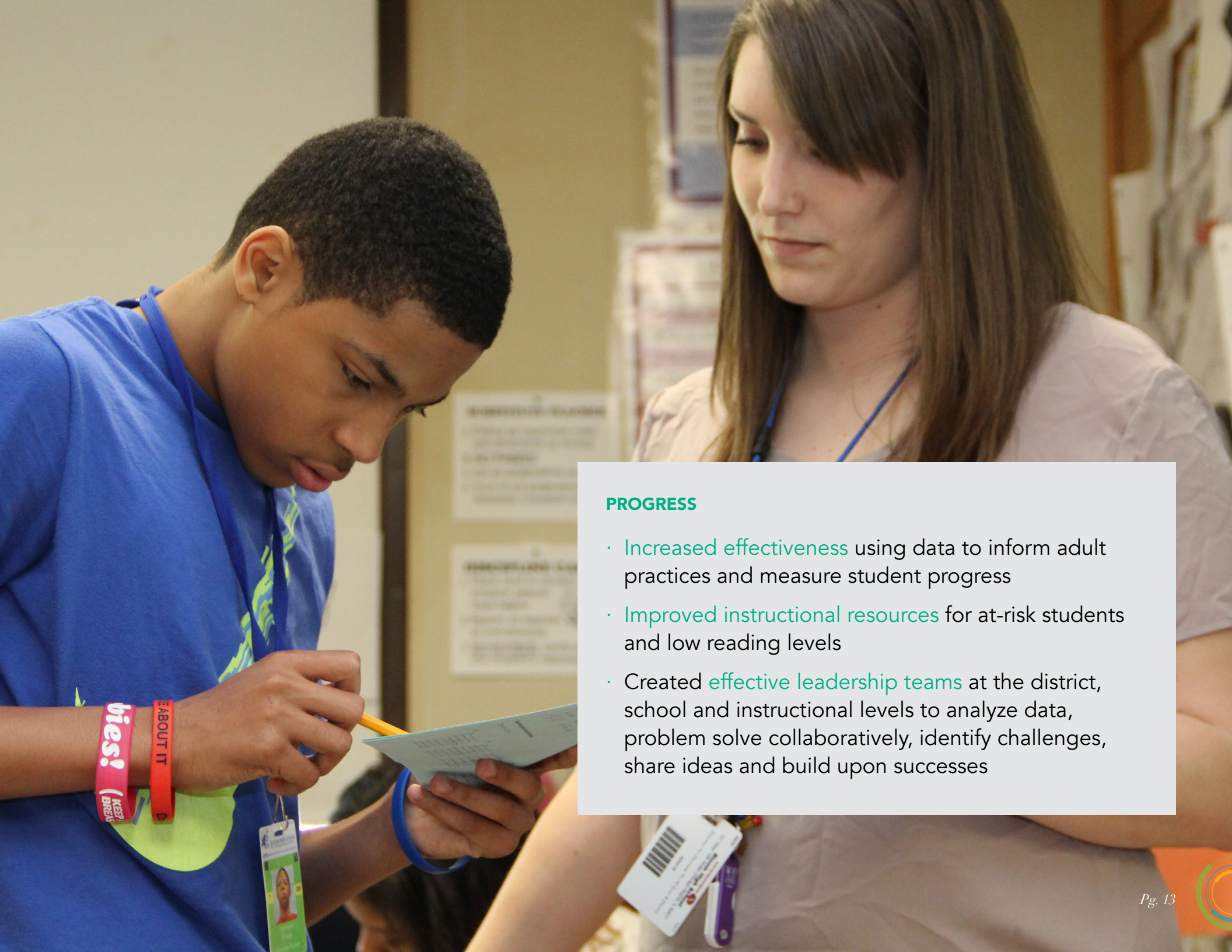
The district has seen significant gains in its three main goals: improvement in mathematics, English, and graduation rates. These gains are based on district-reported Northwest Evaluation Association™ (NWEA™) Measures of Academic Progress® (MAP) scores. For example, NWEA/MAP reading scores for juniors at both district high schools were above the national average, a significant improvement in three years. Further, the four-year graduation rate improved to 75 percent, an increase of 10 percent in four years. Now, when he and his colleagues present their journey to transform the delivery of education, and Bloom's subsequent successes at education forums—including hosting its own symposium featuring teacher leaders—other districts are in awe. "They say, 'We need your help. How did you do it?'" he notes proudly.

Bloom benefited greatly by networking with other districts to share and learn about best practices and successes through Illinois CSI's District Leadership Team Learning Network sessions and Research

Forums. Everyone was involved in the improvement process, from teachers and administrators at the district and school levels, to data analysts and support staff. And Dr. Navarre really appreciated the coaching, research-based practices and tools, constant contact, support, and encouragement that Illinois CSI provided.

It hasn't been easy, and results took some time; but with hard work, dedication, perseverance, and grit, the district made big gains. "We have converted our staff into individuals who engage in the growth mindset for student performance and for their own professional practice," said Dr. Jennifer Norrell, Bloom's assistant superintendent of curriculum instruction assessment and grants. The results didn't fall from the sky, and it took deeper digging to make progress. "We know what it means to really go deep enough, to feel that you have hit the ground," Dr. Norell said. "We've found the gold."





PROGRESS

- Increased effectiveness using data to inform adult practices and measure student progress
- Improved instructional resources for at-risk students and low reading levels
- Created effective leadership teams at the district, school and instructional levels to analyze data, problem solve collaboratively, identify challenges, share ideas and build upon successes

Redesigning education with a focus on student learning



To learn more, [view the full video.](#)



“It’s a little bit like the old Gene Wilder ‘Willy Wonka and the Chocolate Factory’ movie,” notes Chuck Hensley, the principal of Kankakee Junior High School, of working with Illinois CSI. “It’s a little scary and it’s very exciting ... a magnificent journey towards success.”

There is evidence that Kankakee School District 111 has been making the progress Dr. Genevra Walters envisioned when she came on board as superintendent in 2014. She wanted to see all students being provided multiple opportunities to a world class education, done in collaboration with the community and other stakeholders. Since then, she has seen the staff, students, families, and community get excited about the strides the district is making.



When Dr. Walters arrived, her vision was to change the focus from the day-to-day management of the district to student engagement. The Illinois CSI Intentional Data Review and Root Cause Analysis provided the needed data review to support her vision. Based on the same extensive needs assessment, the district identified a lower-than-average attendance rate, a higher dropout rate, and an unsuccessful transition for incoming freshmen as areas in urgent need of being addressed.

Kankakee, like so many other districts, was using PSAT, ACT, ISAT, and Discovery Ed assessment data to determine academic achievement, as well as placing students in needed interventions. They opted to start using a different local assessment tool, AIMSWEB®, to dive deeper into the data, and are still using it. The district focus now is to move toward student portfolios and data walls to shift adult practices and move students toward self-monitoring.

As a result of targeted planning and coaching, “we have completely restructured the K-6 educational experience and are in the process of restructuring the high school experience,” said Dr. Walters. The heart of the change was a renewed focus on student engagement and results show it has increased. Average Daily Attendance at the high school has moved from 89 percent in 2015 to 90 percent in 2016. The graduation rate has improved from 69 percent in 2014–15 to 73 percent in 2015–16, then to 74 percent in 2016–17.

Results for the elementary schools on state assessments also have improved; Dr. Walters attributes this to the focus on improving student engagement. (See table.) There was a minimum increase of 9 percent of students meeting and exceeding Partnership for Assessment of Readiness for College and Careers (PARCC) testing.

School	Year	ELA	Math
Stueben Elementary	2015-16	8% Meeting/ Exceeding	9% Meeting/ Exceeding
	2016-17	7% Meeting/ Exceeding	18% Meeting/ Exceeding
Mark Twain Elementary	2015-16	15% Meeting/ Exceeding	13% Meeting/ Exceeding
	2016-17	24% Meeting/ Exceeding	43% Meeting/ Exceeding
Edison Elementary	2015-16	14% Meeting/ Exceeding	6% Meeting/ Exceeding
	2016-17	15% Meeting/ Exceeding	28% Meeting/ Exceeding
Taft Elementary	2015-16	6% Meeting/ Exceeding	12% Meeting/ Exceeding
	2016-17	17% Meeting/ Exceeding	21% Meeting/ Exceeding

Source: Illinois Report Card 2016

The partnership between District 111 and Illinois CSI has helped the district propel its vision six months ahead of schedule, Dr. Walters said. Ultimately, the district is using data and communicating more effectively

and helping teachers, administrators, and other staff change what they do to improve student learning and be “more proactive and innovative.” Now that’s exciting.



“We have completely restructured the K–6 educational experience and are in the process of restructuring the high school experience.”

Dr. Geneva Walters, Superintendent, Kankakee School District 111



PROGRESS

- Changed the leadership focus from day-to-day management to having conversations around **student learning and engagement**
- Strengthened the use of **data and assessments** to inform interventions
- Restructured staff meetings to include the **flow of communication** from top-down to multi-level with the use of feedback loops
- **Propelled the vision** for implementation of the school board and district goals six months ahead of schedule



Leading with Look-Fors to monitor progress

Springfield School District 186 leaders were confident their curriculum was excellent. The challenge was the inconsistent implementation throughout the system. Partnering with Illinois CSI, the district worked diligently to create a continuous improvement process that consistently monitors and advances instruction. The ultimate goal: improving the student experience, based on adult practice data gleaned from a specially created rubric.

“Our experiences around monitoring instruction have changed me as a leader,” said Debbie Thomas, K-12 Literacy/Social Science/Librarian Coordinator at the district. “Now, whenever we start implementing a new curriculum or trying a new practice, my first thought is, ‘How will we monitor that?’ instead of it being an afterthought.”



To learn more, [view the full video.](#)



“Now, whenever we start implementing a new curriculum or trying a new practice, my first thought is, ‘How will we monitor that?’ instead of it being an afterthought.”

Debbie Thomas, Literacy/Social Science/Librarian Coordinator, Springfield School District 186





District leaders engaged in a thorough intentional data review, and one of the things they discovered was that their expectations of instruction weren't as clear as they'd once thought. So, they began working hard to amend that by monitoring instruction, providing

individual teacher feedback, giving teachers support, listening to their concerns, and revising directions and approaches as needed. Key to the process was the use of "Look-For" documents, developed by the district to monitor instruction and shared with teachers as part of the feedback. Teachers appreciated the collaborative process.

The district's goals included focusing on implementing a data-driven multi-tiered system of support to help students with behavioral and social/emotional issues, as well as improving literacy and mathematics interventions.

Academic results are noteworthy. Five out of seven grade levels assessed on the Partnership for Assessment of Readiness for College and Careers (PARCC) test in mathematics increased the percentage of students scoring at the met and/or exceeded level. Overall, the district percentage of high school students scoring at those levels increased from 10 percent to 27 percent. And six out of 10 grade levels assessed on the local reading assessment have increased the percentage of students scoring

5/7

grade levels assessed on the Partnership for Assessment of Readiness for College and Careers test in mathematics increased the percentage of students scoring at the met and/or exceeded level.

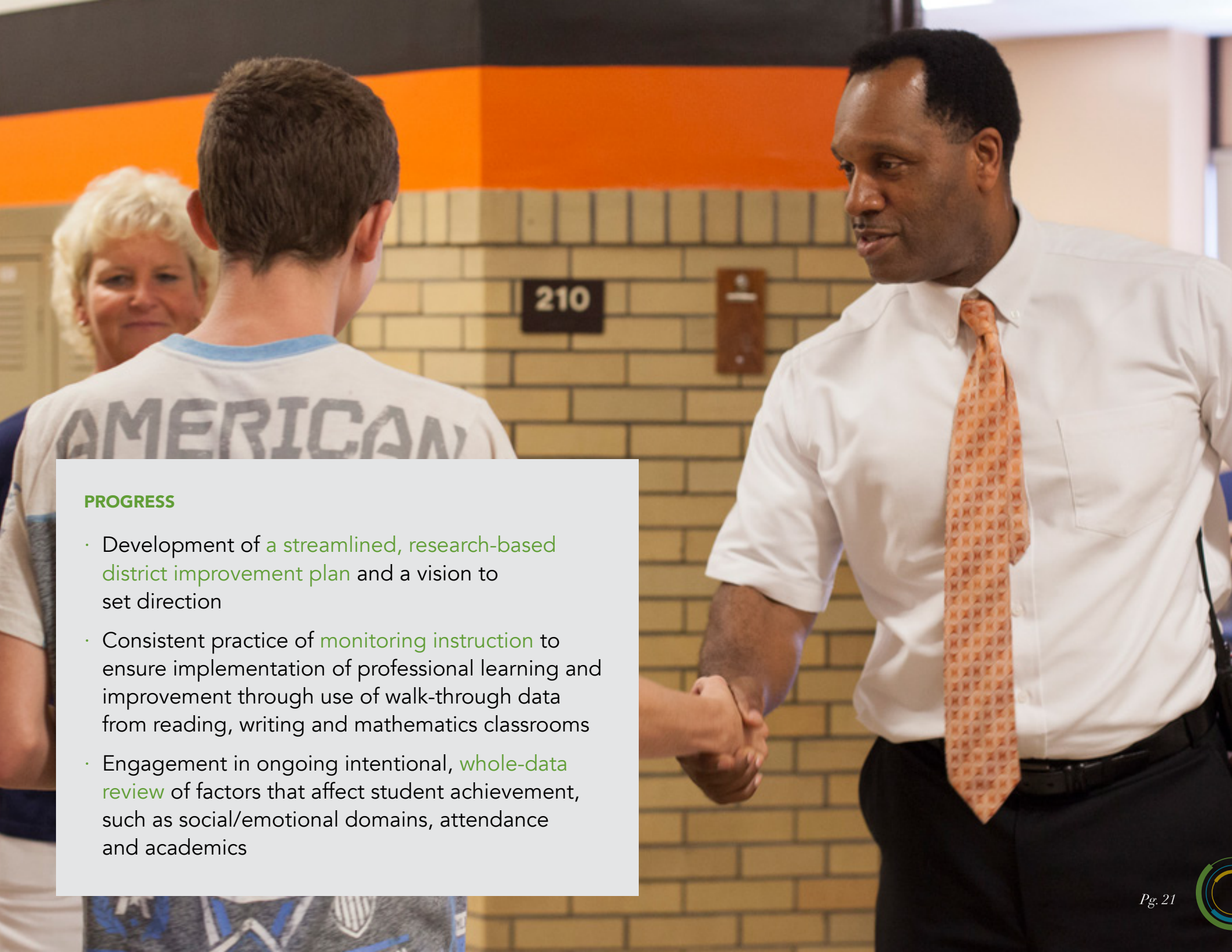
Source: Illinois Report Card 2016

at the proficient and/or advanced levels. For example, according to the 2016 Illinois Report Card data for 10th, 11th, and 12th graders, 44 percent of students are enrolled in at least one college course and 32 percent are enrolled in at least one Advanced Placement (AP) course.

Thomas is confident that the district will continue to employ the whole-data interpretation process to "figure out why we are getting the results we are getting and how we can use the data to get better results."

The benefits are evident. Shelia Boozer, director of teaching and learning, said it best: "Being able to go into the classroom and have a great idea of what you expect to see and ... actually see it happening. There's no better feeling than when you see your students are more engaged in the learning process and your teachers are having collaborative conversations around data."





PROGRESS

- Development of a **streamlined, research-based district improvement plan** and a vision to set direction
- Consistent practice of **monitoring instruction** to ensure implementation of professional learning and improvement through use of walk-through data from reading, writing and mathematics classrooms
- Engagement in ongoing intentional, **whole-data review** of factors that affect student achievement, such as social/emotional domains, attendance and academics



Creating a data culture

As Venice Community Unit School District 3 leaders found, data assessment and data analysis can be grueling undertakings, but ultimately, both need to be done to make real and lasting improvement. Illinois CSI “really helped us analyze the data and look at those numbers and the cold hard truth,” said Rechelle Wilkinson, a second-grade teacher. “They helped us realize, ‘OK, this is where we are. This is where we want to go.’”

Prior to working with Illinois CSI, the district faced low test scores and underperformance, and did not have a uniform curriculum or direction for improving student achievement. After implementing numerous data-based initiatives and doing lots of hard work, the district has made significant gains in all areas of student assessment, particularly in mathematics after the implementation of a new curriculum. For example, in the 2016–17 school year, students in kindergarten through Grade 8 experienced an average 9.6 percent gain in mathematics scores based on the Northwest Evaluation Association™ (NWEA™) Rasch Unit scale (RIT).



To learn more, [view the full video.](#)



“They helped us realize, ‘OK, this is where we are. This is where we want to go.’”

Rechelle Wilkinson, Second-grade teacher, Venice Community Unit School District 3



One initiative that supported the district's progress was the creation of structured leadership teams that meet regularly to ensure everyone is well informed and that goals are aligned at the district and school levels. Further, every decision is based on student data. District leadership team members spend a lot of time reviewing those data, focusing on adult practices, student performance measures, and the

progress of the district plan to ensure they are on track.

Working with Illinois CSI, the district developed research assessment tools such as data charts, used for student analysis and to guide classroom instruction to help inform daily teaching practices. Teachers and administrators appreciate that the process is highly collaborative, providing the opportunity to bounce ideas off each other. Plus, their

Illinois CSI district assistance team has been available to provide hands-on support by spending quality time to help teachers and struggling students by modeling classroom instruction, collecting data, giving and receiving feedback, working with students, and providing professional learning opportunities for teachers.

"This district uses Eureka Math now, and it's sort of demanding on the children as well as the teachers," said Charles Ransom, an Illinois CSI coach who is a former mathematics teacher and administrator. "Sometimes the teachers ... come to me and say, 'Hey, we have a problem,' and we work it out together."

Teachers appreciate the collaboration, and that their voices are heard if something isn't working. "I think that's the big thing," said Vickie Schultz, a first-grade teacher and administrative intern under the superintendent. "They (Illinois CSI) bring accountability to both the teacher and the administrator, and I think that's huge when we struggle with math." That means Illinois CSI listens to teachers, not just

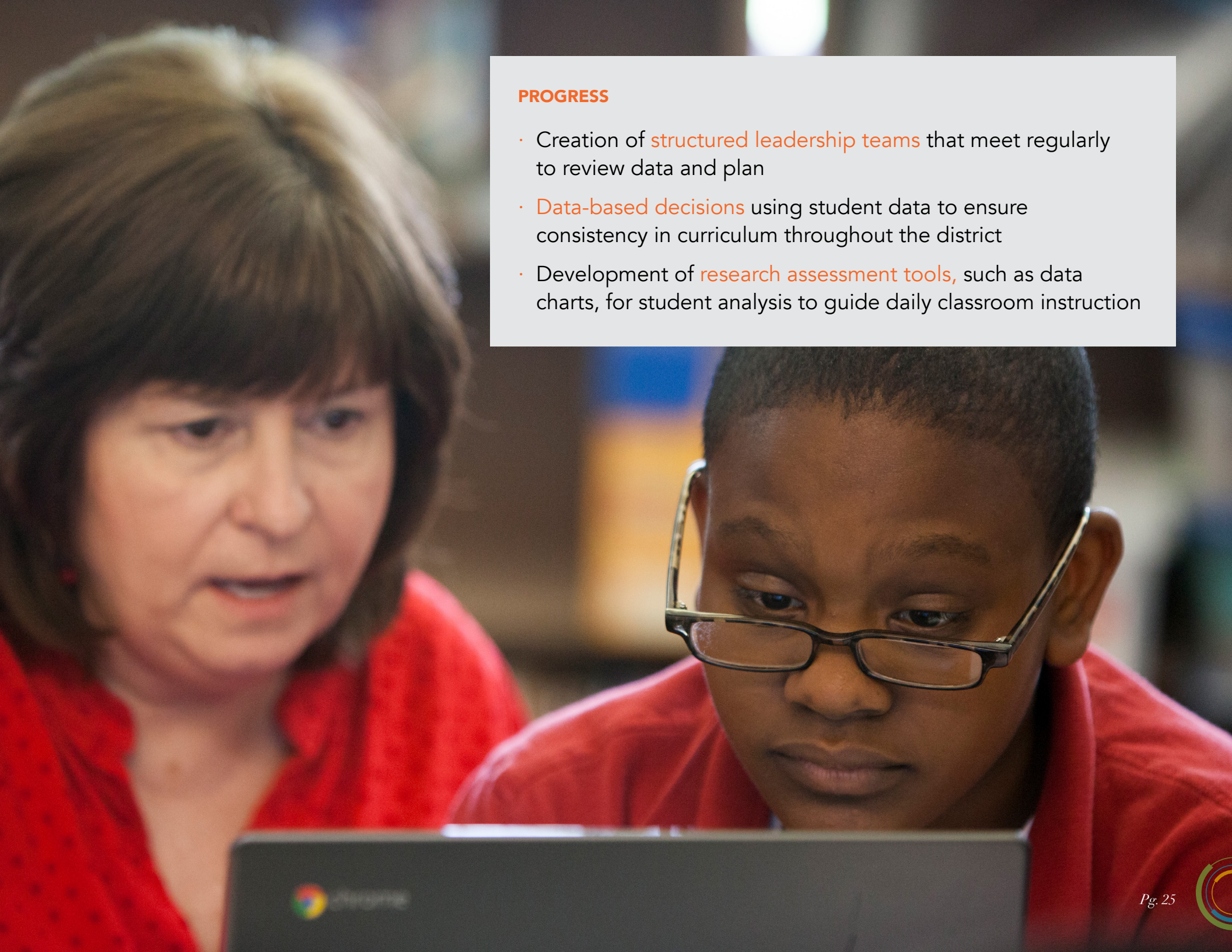
9.6%

average gain in mathematics scores in the 2016–17 school year, students in kindergarten through Grade 8, based on the NWEA™ RIT.

Source: District Reported Data

administrators, working together to discuss what support teachers need to improve, how it can strengthen instructional practices, and how to best measure and monitor progress.





PROGRESS

- Creation of **structured leadership teams** that meet regularly to review data and plan
- **Data-based decisions** using student data to ensure consistency in curriculum throughout the district
- Development of **research assessment tools**, such as data charts, for student analysis to guide daily classroom instruction



Setting high-level goals for professional learning



To learn more, [view the full video.](#)



Some leaders whose school districts were identified to receive help from Illinois CSI initially were wary, but not Rudolfo “Rudy” Hernandez, superintendent of Cicero School District 99. He felt in his gut that being identified to receive Priority Services was an opportunity. Two years later, his instincts were right—from the change in culture to the jump in academic scores, it’s apparent that the partnership with Illinois CSI and ongoing hard work in the district is paying off.



One of the major accomplishments of the district was the rebranding and refinement of its professional learning communities (PLCs), with support from Illinois CSI. After attending an Illinois CSI District Leadership Team Learning Network session on intentional data systems, the district began looking at their

data analysis results moving from PLC to school leadership teams to district leadership teams. They examined how the various teams looked at the data using Illinois CSI's Data Analysis Protocol.

PLC members collaborated to use data to assess student needs and discuss what could be improved and how. PLCs now continue to perform a true ongoing assessment of needs and use walk-throughs to ensure services are being implemented and students are benefitting.

"I'm really proud of the PLCs and the way the faculty has embraced the concept. It's changed the culture," said Hernandez. "Coming in, we had a plan; we wanted to be a competitive district, and I think that the supports we have put in place so far with the professional development have brought a different feeling to faculty; they feel supported ... and with the students and these positive attitudes everywhere you go — everyone's engaged and on task."

From students to teachers to administrators, everyone is involved in the continuous improvement process. "This year, it's been teachers

and students together setting the goals," said Lauren Schultz, sixth-grade teacher. "That's more powerful than just me as the teacher saying, 'You are going to get to this goal.'"

"Teachers are very motivating and keep pushing our goals to succeed because the goals lead us to better classes and in the future that will lead to better jobs," said sixth-grader Angel De la Cruz.

The hard numbers back up the progress. After two years, the number of students who met or exceeded grade-level norms according to Measures of Academic

Progress® (MAP) increased by 9.1 percent in mathematics and 17.2 percent in reading.

And it's just the beginning. "The district is using PLCs more effectively, continually refining its strategic plan, monitoring and measuring data, assessing and revising tools, and building a positive culture" notes Terri Wilcox, District Liaison, Illinois CSI. "The potential is infinite."



After two years, the number of students who met or exceeded grade-level norms according to Measures of Academic Progress® increased by

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17.2%

in reading.

Source: District Reported Data



“Coming in, we had a plan; we wanted to be a competitive district, and I think that the supports we have put in place so far with the professional development have brought a different feeling to faculty; they feel supported ... and with the students and these positive attitudes everywhere you go -- everyone’s engaged and on task.”

Rudy Hernandez, Superintendent, Cicero School District 99





PROGRESS

- Formation and refining of **strong professional learning communities**
- **Use of walk-throughs** to monitor adult practices and help ensure goals are being met
- Continual development and revision of strategic planning that includes **setting goals identified by everyone**—from students to teachers to administrators



OUR TEAM 2016–2017

Illinois CSI's team consists of skilled, experienced staff members deployed throughout Illinois to deliver comprehensive, research-based services to districts with Priority and Focus schools. We are pleased to introduce our team members by the geographic area or specialty in which they serve.

CHICAGO PUBLIC SCHOOLS

Krystal Muldrow

Assistant Director,
District Services

Ethel Barker

Network Liaison

Querida Flores

Network Liaison

Sam Gipson

Network Liaison

Charles Malek

Network Liaison

Camilla Samuel-Stewart

Network Liaison

WEST COOK/NORTH COOK

Jayne Tighe

Assistant Director,
District Services

Jim Colyott

District Liaison

Thomas Flanigan

District Liaison

Mary Meduna

District Liaison

Terri Wilcox

District Liaison

Joan Brixey

District Assistance
Team Member

Char Cieply

District Assistance
Team Member

Michael Czerniawski

District Assistance
Team Member

Sarah Danielewicz

District Assistance
Team Member

Sharon Fry

District Assistance
Team Member

NORTHWEST ILLINOIS

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Assistant Director,
District Services

Diane Durin

District Liaison

Jennifer Aldred

District Liaison

Kimberly Maville

District Liaison

Amy Robinson

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Georgianna Koenig

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Michelle Potthoff

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Stephanie Plourde

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Rebecca Harris

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Team Member

LuAnn Widergren

District Assistance
Team Member

Ellyn Zimmerman

District Assistance
Team Member

SOUTH COOK

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Assistant Director,
District Services

Michael Alexander

District Liaison

Laura Berry

District Liaison

Amabel Crawford

District Liaison

Danielle Graham-Harris

District Liaison

Karen Johnson

District Liaison

Selma McDonald

District Liaison

Rebecca Parrott

District Liaison

Sheila Sherman

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Glenn Babbitt

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Sharon Hartrich

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Paul Howell

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Jan Lenci

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Linda Shay

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Patricia Spalla

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Jerry Vrshek

District Assistance
Team Member

Darcelle Williams

District Assistance
Team Member

WEST CENTRAL ILLINOIS

Roxanne Filson

Assistant Director,
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Susan Klesath

District Liaison

Tami Roskamp

District Liaison

Lindsay Bohm

District Assistance
Team Member

Jessica Crawford

District Assistance
Team Member

Jennifer Gilson

District Assistance
Team Member

Teresa Kaiser

District Assistance
Team Member

EAST CENTRAL ILLINOIS

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Christy Brinkley

District Liaison

Lynn Carter

District Liaison

Trent Eisenbarth

District Liaison

Marjorie Jobe

District Assistance
Team Member

Mary Muller

District Assistance
Team Member

Donna Oakes-Novak

District Assistance
Team Member

Doyle Owens

District Assistance
Team Member

Jacqueline Owens

District Assistance
Team Member

SOUTHWEST ILLINOIS

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District Services

Dorothy Barbeau

District Liaison

Linda Brissenden

District Liaison

Gary Swalley

District Liaison

Alexa Tate

District Liaison

Tom Hawkins

District Assistance
Team Member

Sue Hoffman

District Assistance
Team Member

Stacey Krampfer

District Assistance
Team Member

Dorothy Luchtefeld

District Assistance
Team Member

Jill Lyons

District Assistance
Team Member

Charles Ransom

District Assistance
Team Member

Dawne Turner

District Assistance
Team Member

Linda Yagge

District Assistance
Team Member



Our Team (Continued)



SOUTHEASTERN ILLINOIS

Cheryl Patterson-Menckowski

Assistant Director,
District Services

Joy Battagliotti

District Liaison

Kevin Junk

District Liaison

Angie Mills

District Liaison

Shlonda Horton

District Assistance
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Whether it is face-to-face meetings, conference calls, or online meetings, together we coordinate and align our services to provide consistent capacity-building supports to the districts we serve.



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DISTRICTS RECEIVING FOCUS SERVICES

Addison School District 4
Alton Community Unit School District 11
Anna Jonesboro Community High School District 81
Argo Community High School District 217
Aurora West Unit School District 129
Beach Park Community Consolidated School District 3
Bellwood School District 88
Belvidere Community Unit School District 100
Berwyn South School District 100
Cairo Unit School District 1
Calumet City School District 155
Carbon Cliff-Barstow School District 36
Carrier Mills-Stonefort Community Unit School District 2
Centralia High School District 200
Chaney-Monge School District 88
Chicago Heights School District 170
Christopher Unit School District 99

Community Consolidated School District 168
Community High School District 218
Community Unit School District 300
Coulterville Unit School District 1
DePue Unit School District 103
Dolton School District 149
Dongola Unit School District 66
East Moline School District 37
East Peoria Community High School District 309
Eldorado Community Unit School District 4
Fairmont School District 89
Freepport School District 145
Gallatin Community Unit School District 7
Gen George Patton School District 133
Georgetown-Ridge Farm Community Unit District 4
Granite City Community Unit School District 9
Hardin County Community Unit School District 1

Harvard Community Unit School District 50
Hazel Crest School District 152-5
Hoover-Schrum Memorial School District 157
Joliet Public School District 86
Joliet Township High School District 204
Lewistown C Unit School District 97
Marquardt School District 15
Meredosia-Chambersburg Community Unit School District 11
Mt. Vernon School District 80
North Greene Community Unit School District 3
Palatine Community Consolidated School District 15
Plano Community Unit School District 88
Pope County Community Unit District 1
Quincy School District 172
Rantoul City School District 137
Rantoul Township High School District 193
Rich Township High School District 227

Round Lake Community Unit School District 116
Roxana Community Unit School District 1
School District Unit-46
South Fork School District 14
South Pekin School District 137
Sparta Community Unit School District 140
St Anne Community High School District 302
United Township High School District 30
Urbana School District 116
Wabash Community Unit School District 348
West Chicago Elementary School District 33
Western Community Unit School District 12
Westville Community Unit School District 2
Wheeling Community Consolidated School District 21
Zion-Benton Township High School District 126

DISTRICTS RECEIVING PRIORITY SERVICES

Aurora East Unit School District 131
Beardstown Community Unit School District 15
Bloom Township High School District 206
Bremen Community High School District 228
Brooklyn Unit School District 188
Cahokia Community Unit School District 187
Chicago Public Schools
Cicero School District 99

Danville Community Consolidated School District 118
Decatur School District 61
Dolton School District 148
East St Louis School District 189
J.S. Morton High School District 201
Kankakee School District 111
Madison Community Unit School District 12

Maywood-Melrose Park-Broadview School District 89
Meridian Community Unit School District 101
North Chicago School District 187
Peoria School District 150
Proviso Township High School District 209
Rock Island School District 41
Rockford School District 205
Sandoval Community Unit School District 501

Scott-Morgan Community Unit School District 2
Springfield School District 186
Thornton Fractional High School District 215
Thornton Township High School District 205
Venice Community Unit School District 3
Waukegan Community Unit School District 60
West Harvey-Dixmoor School District 147



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