



GLEN ELLYN SCHOOL DISTRICT 41

Serves about 3580 students from Pre-Kindergarten through eighth grade from parts of Carol Stream, Glendale Heights, Glen Ellyn, Lombard and Wheaton.

- Abraham Lincoln Elementary School
- Benjamin Franklin Elementary School
- Churchill Elementary School
- Forest Glen Elementary School
- Hadley Junior High School



Glen Ellyn School District 41
793 N. Main Street
Glen Ellyn, IL 60137
www.d41.org

Non-Profit Organization
U.S. Postage PAID
Glen Ellyn, IL 60137
Permit No. 139

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INSIDE 41

GLEN ELLYN SCHOOL DISTRICT 41

FALL /WINTER 2008



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OUR VISION
Ignite passion.
Inspire excellence.
Imagine possibilities.

OUR MISSION
We embrace the future with optimism, working in partnership with our community on behalf of our children. We develop intellect, engage creativity, foster responsibility, and build positive and collaborative relationships to enable all children to thrive in a changing and increasingly global society.



OUR NEW VISION, MISSION AND VALUES

As you read through this newsletter, please take a moment to reflect on the Vision, Mission and Values Statement on the facing page. This statement is the result of our 2008 Vision Project—a series of workshops to revisit, refresh and refocus our guiding statements. The last time the district engaged in vision work was in 2004, and reconnecting with our community on our vision was an important goal for the Board of Education. We extended an invitation to participate to nearly 400 residents with diverse perspectives, including senior citizens, parents, non-parents, parents of preschoolers, local businesspeople, non-English speaking residents, Realtors, staff members, civic and governmental leaders and others. We also issued a general invitation to the community at large. About 75 stakeholders volunteered to undertake this work with us;

together we studied the ideas of future thinkers in education and business, we reflected on what the future may hold as it relates to our district today and to the future of our children as they become adult members of the community, and we engaged in activities and discussions to define our core values and beliefs. The Vision, Mission and Values statement that grew from this process will help us navigate challenges, stay true to fundamental values and keep the future of our children in the forefront of our work. The 2008 Vision Project is an example of the power of engaging with our community. The spirit and commitment of the participants made this a positive, productive experience that demonstrated one of the core strengths of this district—a caring and talented community willing to work hard on behalf of children.



The District 41 Board of Education



Terra Costa
Howard
President
(2009)



John Kenwood
Vice President
(2009)



Erica Nelson
Secretary
(2011)



Kevin
Cosgrove
(2009)



Bob Solak
(2011)



John Vivoda
(2009)



Steve Vondrak
(2011)



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Our Values

Our values are the cornerstones of our learning community and direct the actions we take; we must model, teach and live them throughout the district.

- We expect honesty, integrity and ethical behavior of all members of our learning community.
- We empower every child to become a self-directed lifelong learner capable of creative and critical thinking.
- We emphasize written and oral skills which are essential to success, timeless in their importance and are the basis of future learning.
- We encourage flexibility and adaptability knowing they are necessary to succeed in a global and diverse society.
- We leverage our resources and technology to create powerful and equitable educational environments and experiences for all learners.

BOARD ELECTIONS SET FOR APRIL 7

On April 7, four Board of Education seats will be up for election as the terms of Terra Costa Howard, John Kenwood, Kevin Cosgrove and John Vivoda conclude. Board Members are elected volunteers who contribute hundreds of hours each year toward excellence in education. Candidates must file their nominating papers with the District 41 office between Jan. 20 and Jan. 26, 2009. If you are interested in seeking this challenging position, please contact district Election Official Maureen Stecker, mstecker@d41.org or (630) 534-7236.

For more information, visit www.dupageelections.com.

About Board work

The Board of Education (BOE) makes decisions as a unit in the best interest of the district as a whole. Action is only taken in public; individual BOE members cannot act alone. The BOE meets about twice monthly, with special meetings scheduled as needed. Members are active in various committees that help facilitate and accelerate Board work. Members also attend meetings of groups such as PTA to strengthen relationships, demonstrate support and foster communication. For those interested in running for the Board, the topics below are representative of the scope of BOE work:

- Approval of the budget, tax levy, contracts for services such as program evaluations and facility studies.
- Adoption of curricular materials.
- Adoption of policies to guide district decisions.
- Hiring and evaluating the superintendent.
- Making long-range capital improvement decisions as well as acting on immediate needs.

Making progress on our Long-Range Plan; improving safety

In the last issue of *Inside 41*, we introduced our Long-Range Plan (LRP), with its focus on three system goals:

- Improve student learning and achievement;
- Create a long-range financial plan, and;
- Develop a stakeholder relations plan.



Superintendent
Dr. Ann K. Riebock

The LRP is based on our Vision, Mission and Values and everything from routine matters to major planning initiatives is guided by it. We are making some adjustments to it in light of our recent 2008 Vision Project, but the main thrust of the plan is on target and work is underway. District 41 is accountable for meeting its obligations to educate its students consistent

with state academic standards and community values, and in compliance with regulations governing education. Our LRP is the way we execute that responsibility. I encourage you take a moment to read the LRP progress report on the next page.

Another initiative I'd like to mention is our focus on embedding stronger safety and security practices in our everyday operations and in our emergency response. In the last year we've responded to severe weather, power failures, stranger danger alerts, medical emergencies, weapons scares, wild animals and bomb threats. In any safety issue, our goal is to safeguard life, contain the incident, communicate to our parents and prevent future incidents. Following our recent school safety study, we updated our phone equipment, installed a backup generator, and established teams to strengthen prevention strategies, response processes and communication plans. Staff training in first aid, CPR and scenario response is another key component of our efforts. We often say our main goal is to help children learn, but to do that we first have to keep children safe. In today's world, keeping children safe requires more energy, vigilance and planning than ever.

Dr. Ann K. Riebock



PROGRESS ON THE LONG-RANGE PLAN

Goal 1. Improve student learning and achievement

Goal 2. Create a long-range financial plan

Goal 3. Develop a stakeholder relations plan

Where we've been, where we're headed

The district's Long-Range Plan (LRP) has important implications for our work on all levels. It affects how we prioritize our work, how we deploy our resources through action plans, and how we measure and evaluate our progress. It's important that each School Improvement Plan is aligned to meet student needs as defined in our LRP. When the administrative team discusses implementation of an initiative, the action plans it creates are aligned to the LRP. Following is an overview of progress against our LRP over the last year:

Goal #1—to improve student learning, we've:

- Improved data collection and assessment practices to help us meet instructional needs.
- Provided professional development in alignment with the new Literacy curriculum.
- Undertaken program evaluations of Exploratory, Gifted Services, English as a New Language, and Reading Intervention Services.

- Continued aligning the curriculum to academic standards.
- Participated in the Glenbard Associated District Initiative to align all the Glenbard districts on what is essential to improve student success.

Goal 2—to improve financial planning, we've:

- Developed capital improvement and Age & Obsolescence plans.
- Begun development of a master facilities plan to support learning goals by conducting stormwater, space utilization and safety studies and establishing a timeline for the planning process. A steering committee composed of community members is leading the work (see p. 9).

Goal #3—to improve stakeholder relations, we've:

- Conducted a satisfaction survey of parents, staff and students.
- Convened a parent involvement committee which developed the inclusive, district-wide model we are now implementing.
- Demonstrated commitment to the community by greater involvement of staff in community events.
- Engaged stakeholders in refreshing our vision and mission and providing broad direction to long-range planning.

LRP action planning for improved student learning

Action plans are how we accomplish the goals laid forth in the LRP. The decision to adopt the Measures of Academic Progress (MAP) online assessment is a good example of how the LRP drives our work and keeps us true to our goals, in this case, Goal #1.

Good teachers know their students, observe them closely and have an intuitive sense of each one's unique learning style. But teachers need good data about each student's learning to validate their intuitive knowledge and help them individualize instruction for each child's needs day-by-day. The district needs good data to measure student learning over time and know if its curricula, instructional programs and support services are successful. Discussions with teachers, with administrators and among our Teams for Excellence

made it clear that we needed better data—meaning better assessment practices—about student learning.

MAP is a simple, fast way to measure student achievement consistently and precisely across the district. It's an assessment many districts use that is aligned to state learning goals and delivers relevant data to teachers within 24 hours. Nearly 70 teachers volunteered to pilot MAP during the 2007-2008 school year. Feedback was positive; MAP provided the data in a number of user-friendly reports the next day, helping teachers target their instruction and assignments for the wide range of learners in their classrooms. The Board approved purchase of the MAP Test for district-wide use beginning in the 2008-2009 school year.

A SAMPLING OF GOOD NEWS ACROSS THE DISTRICT



PEP awards \$15,345 to teachers

The Partnership for Educational Progress (PEP) provided \$15,345 to fund 22 dynamic and innovative learning projects that will be experienced by students this year. The projects, developed by District 41 teachers, will support and enrich the curriculum, provide interactive learning opportunities and multi-media approaches, and target a variety of interests and learning styles. Many of them are collaborative efforts by a number of D41 teachers coming together to work on behalf of students.

Other grants & awards

Hadley teachers won a \$10,000 grant from BP's "A+ FOR Energy" program. The winning eighth-grade interdisciplinary team will explore energy conservation and establish an environmental club for students. District 41 was awarded the 2008 SchoolSearch Bright Red Apple Award of Excellence which is intended to help families evaluate districts in communities in which they may choose to live. The Association of School Business Officials awarded D41 its Certificate of Excellence in Financial Reporting for its Comprehensive Annual Financial Report, the third such award for D41 in recent years.

Staff member achievements

District Math Specialist Linda Schweikhofer has been appointed Chairperson of the Board of the Illinois Council of Teachers of Mathematics. Four D41 teachers now have earned their National Board Certification: Lynn Bruno, Kelly Coleman, Kim Hefner and Frank Tomaszewicz. The D41 "Those Who Excel" Award winners for 2008 were Karen Carlson, Heidi Fitch, Ken Harbauer, Laura Nakashima, Jean Schuett, Grace Safien, Halim Kola and the Music Education Foundation. Abraham Lincoln Early Childhood Special Education teacher Lynn



Sima received the 2008 "Commitment To Excellence" award from the United Parent Support For Down Syndrome. Sima retired in June.

Hadley MATHCOUNTS® team competed at state

A first-time participant in the annual MATHCOUNTS® national math competition, the 2007-2008 Hadley team advanced to the state level. Three of the four Hadley members placed in the top ten as individuals and one member competed at the national competition in Denver.

Instrumental programs recognized

The Hadley Symphonic Band and the Hadley Orchestra received high honors from the Illinois Grade School Music Association. Only three bands and one orchestra were so honored throughout the state in 2008. The band was also selected to perform at the Superstate Festival in May.

Hadley Phys Ed a Blue Ribbon winner

The Hadley Junior High School Physical Education program won the Blue Ribbon Award For Excellence from the Illinois Association of Health, Physical Education, Recreation, and Dance. With its emphasis on lifelong fitness, the PE program is a model for other districts.

Environmental flag

Benjamin Franklin received recertification of its Earth Flag in spring of 2008, first awarded nine years ago. All five D41 schools have earned their Earth Flag through efforts to recycle, reduce waste and promote earth-friendly behavior and awareness.

Churchill's Sue Hodkinson Outdoor Reading Room

When Churchill teacher Sue Hodkinson died in 2006, her wish was to have an outdoor reading space created at the school. Many people contributed funds for the project, and in November, Churchill dedicated the versatile space, which can be used for individual reading, gatherings and even small performances of the type Sue was known for. District architects FGM, Inc. provided plans for the space at no charge.



DEVELOPING A MASTER FACILITIES PLAN



What is a Master Facilities Plan?

A Master Facilities Plan (MFP) will outline facility needs for the next 10-20 years, possibly longer. By spring of 2009, District 41 expects to have completed an MFP that aligns with its Vision, Mission, Values and Long-Range Plan, is created with input from key stakeholders, and addresses immediate, short-term and long-term needs. The MFP will answer the question: what facilities will we need to execute our Long-Range Plan? The MFP is a roadmap for meeting needs for instructional, play and sport space; infrastructure and technology; parking and traffic management; and capital improvements. The plan is not a decision in and of itself, and implementation of part or all of the plan is another process. An intelligent, practical MFP with a sound rationale will help the district plan for what lies ahead.

An MFP starts with data collection about the current state of facilities, anticipated needs and community values. Preparation for this comprehensive, long-range plan began last year with the following:

- A stormwater study provided information on what if any alterations or additions our existing school campuses can accommodate.
- A safety and security audit analyzed what we'll need to do to make sure our buildings meet current safety needs.
- A space utilization study documented space use and recommended some options to ease crowding.

- A 10-year capital improvement and age and obsolescence plan was developed.
- The district's 2008 Vision Project yielded valuable information about future needs and community values.

The stakeholder committee that will create the plan is now at work collecting data on district needs and trends affecting education and facility design. A key component of plan development will be the input of staff and community members, with several public forums scheduled along the way. The district architectural firm of record, FGM, Inc., is working with the administration to facilitate the process.

Is an MFP the same thing as a referendum plan?

The MFP could eventually lead to a referendum if the district facility needs cannot be met with existing and projected revenues. The 2007 facilities referendum was decisively defeated, and the district is committed to working within its means to the extent possible with the understanding that it may be necessary to request community support in the future. Regardless, the MFP will identify needs, gaps and allow the community to be better informed as it weighs priorities and makes decisions.

What happens in the meantime?

The need for facility-related work does not stop while the MFP is being developed, and the district remains committed to meeting student needs and keeping its schools in sound condition. Our aging buildings need ongoing work; recently, the district has added storage and air conditioning; replaced roofs, floors and windows; and made renovations in compliance with the Americans with Disabilities Act. Since 2001, the district has installed 32 portable classrooms to meet space and program needs.

data collection

October, 2008

Stakeholder input

November

December

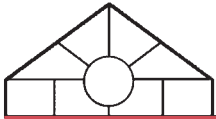
Drafts, options, revisions

January

February

Presentation of plan

March, 2009



HADLEY NEW HORIZONS

Working together to meet the needs of our middle level learners



Hadley New Horizons background

Hadley New Horizons (HNN) is an organizational improvement effort that began in summer of 2007 with the goal of improving the academic, social and emotional experience for all Hadley students. Staff, parents and administration are working together in study groups to identify areas where Hadley might improve and how it can do so. Dr. Ron Williamson has been a resource and facilitator throughout the process. A middle-school expert, Dr. Williamson has been through many similar processes all over the country and has stressed the cyclical nature of change; in other words, as Hadley implements changes, it will also evaluate how things are going and make adjustments.

Some minor adjustments were made for the 2008-2009 school year. Opportunities for structured assistance with learning was incorporated into the day, Math was scheduled differently in order to better meet student learning needs, and the addition of six more portable classrooms (Hadley now has 10) provided the necessary space so that language arts could be taught in a 90-minute block.

Changes under study for 2009-2010

Hadley has sought feedback on the following areas using surveys, town meetings and email, and continues to receive a range of perspectives. Recommendations on these topics will be brought to the Board of Education for discussion and action in January, 2009.

- **Exploratory and Core Extensions.** Exploratory is a rotation of non-core courses that provide exposure to areas such as the arts. The current Exploratory program would be adjusted to offer courses that better align with best practices in instruction and with

student interests. Core Extension classes will further develop the core curriculum and provide some degree of choice to students.

- **Band and Orchestra.** Band and Orchestra will be scheduled as classes that are part of the school day so that students will not be pulled out of their other classes to participate in these programs. Instruction would continue to be ability-based using a combination of whole-group practice and small-group instruction.
- **New schedule.** Some streamlining can be done with the schedule and room assignments that will allow greater instructional time for Math and reduce the time spent in passing periods.
- **Respectful Relationships.** Hadley has been working on a respect goal since well before the HNN process began. This study group's focus goes beyond a general focus on respect; it is also looking at how Hadley can build and sustain positive and productive relationships and connections between adults and students.
- **Team Effectiveness.** This study group is focused on aspects of staff interaction like collaboration, team meetings, and all those things that can contribute to a strong staff united in meeting student needs in a middle-level environment.
- **Home-School Communications.** This study group is focused on all aspects of communications, particularly that between Hadley and its families, and how communication can support student learning and the Hadley Mission.

Send questions and comments on HNN to horizons@d41.org.

Hadley Mission *The purpose of HJHS is to prepare our students intellectually and emotionally for their high school years and the future by providing a safe and supportive learning environment that meets the unique needs of our adolescent learners, while developing respectful relationships among students, staff, families and community.*

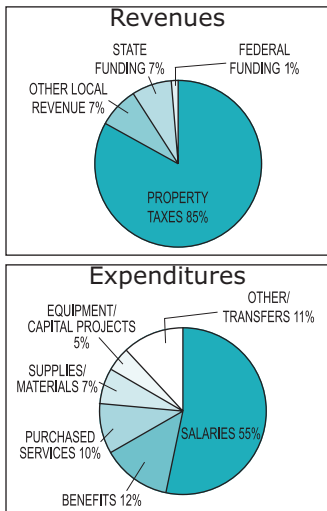


BUDGET HIGHLIGHTS & FINANCIAL PLANNING



Budget is a plan to fund learning and teaching

The culmination of a year-long planning process, the budget covers July 1, 2008 through June 30, 2009 and lays out how the district will fund operations consistent with its long-range plan. Major categories of expenditures include maintenance, curricular materials, supplies, equipment, and salaries and benefits. The budget also dedicates reserve funds to maintain consistent operations in case of emergency needs, delays or decreases in state funding and other unexpected events. The budget is a spending plan, and the BOE may discuss, review and amend expenditures during the course of the year, with Board action required for single expenditures of more than \$10,000.



The district's \$43,819,477 budget represents an increase in expenditures over last year of 5.19%, and an increase in revenues of 4.22%. Education being a people business, salaries and benefits account for 67% of expenditures. The district has maintained approximately the same number of positions as last year, and benefit costs have declined due to a favorable health insurance renewal rate. Expenditures for the 2008-2009 school year include a back-up generator for Central Services as part of implementing safety audit recommendations; lease and installation of portable classrooms at

Hadley; Churchill playground replacement cost-sharing; vehicle replacement; and purchased services associated with program evaluations, Hadley New Horizons organizational improvement work, and creation of a long-range master facilities plan.

See www.d41.org/finances.htm for more information on the budget.

Capital Improvement, Age & Obsolescence plans to 2020

A well-designed and documented Capital Improvement Plan protects the district's continued ability to provide services to the community in a healthy, safe and well-maintained environment. It allows the district to deploy its resources intelligently, anticipate and plan for big expenses, take advantage of market conditions, make the best use of limited resources, and minimize the possibility of being unprepared for a large and urgent expense. Like all plans, it is meant to be periodically reviewed and updated to reflect current and anticipated district and market conditions, and to extend it further in time.

Capital expenditures are defined as those for long-term physical assets like alteration, renovation or addition of space; major maintenance like repairing roofs and floors; purchase of fixtures and HVAC equipment; and replacement and upgrading of equipment such as computers, printers and musical instruments. This roadmap for the next 10-plus years aligns with the Long-Range Plan, schedules projects and categorizes them by type and building. It also expands the scope to include an Age & Obsolescence component for technology, musical instruments, Buildings & Grounds vehicles, standard classroom furnishings and other items. The plan was created after a thorough assessment of the condition of district buildings, equipment, grounds and paved areas.

Examples of planned capital expenditures

2008	Stormwater work	\$465,000
2009	Backup generator	\$260,000
2007-2011	New pianos for all 5 schools.....	\$40,000
2016	Upgrade lower level Forest Glen.....	\$200,000
2019	Franklin tuckpointing.....	\$200,000



SCHOOL REPORT CARD OVERVIEW

91.3% meet or exceed state standards on ISAT

The annual Illinois School Report Cards provide information on student achievement and district finances and demographics. The report cards also report school and district compliance to the No Child Left Behind law. Each year, NCLB requirements become more stringent; the goal is that by 2014, all students will meet or exceed standards in reading and math on the Illinois Student Achievement Tests (ISAT). Highlights of the report card are noted below—overall, 91.3% of D41 students meet or exceed standards on the 2008 ISATs (state average is 79.1%). Below are percentages of students meeting or exceeding by subject by grade. Science is tested only in grades 4 and 7. **D41 results are in bold** (state results are in parentheses).

GRADE	READING	MATH	SCIENCE
3	87.0% (71.7%)	94.3% (85.1%)	
4	88.1% (73.2%)	94.7% (84.6%)	92.9% (76.2%)
5	87.0% (73.5%)	92.4% (81.4%)	
6	93.2% (79.0%)	93.4% (82.6%)	
7	90.3% (77.7%)	88.0% (80.4%)	93.0% (79.1%)
8	93.1% (81.4%)	90.6% (80.4%)	

In addition to overall scores, NCLB looks at results for the following subgroups: gender, racial/ethnicity, limited English, students with disabilities, and economically disadvantaged. To comply with the NCLB requirement for Adequate Yearly Progress (AYP), a minimum of 62.5% of students in each reported subgroup must meet standards on the 2008 ISATs. For subgroup results to be reported, there must be at least 45 students within the subgroup, whether at one school or as a total districtwide. In D41, two subgroups did not make AYP in reading.

District 41 has implemented a number of initiatives meant to improve student achievement consistently over time, and to help teachers better address the range of learning needs in their

classrooms every day. For example:

- The balanced literacy curriculum introduced last year provides uninterrupted blocks of time daily for reading and writing and is designed to enable teachers to better meet the learning needs for each student. Math and science have been aligned to state learning standards. Literacy, Math and Gifted specialists work closely with classroom teachers to improve student achievement.
- Multiple assessments that are aligned to the Illinois Learning Standards provide a full picture of student learning. These include assessments in math, writing and science. Measures in Academic Progress (MAP) was introduced this year and provides teachers with fast, reliable data on each student’s instructional level, whether above, at or below grade level.
- School Improvement Plans (SIP) are aligned to learning needs and provide a consistent framework for systemic improvement of learning.
- D41 provides teachers with many professional development opportunities to hone their craft, learn effective ways to use the instructional tools at their command and analyze student data to inform their instruction in the classroom.
- Parents are key to their child’s success in school, and the district Parent Involvement Initiative is meant to ensure that every child has an adult in their life who can support their educational experience.
- The district provides preschool to eligible children who are either special needs or who are at risk for academic failure.

Financial and demographic highlights of the Report Card

D41 results are in bold (state results are in parentheses):

- **Expense per pupil: \$10,755** (\$9,907). The report cards post financial information from 2006.
- **Funding from local property taxes: 86.3%** (57.6%).
- **Funding from general state aid: 2.8%** (18.1%).
- **Student demographics:** White **76.1%** (54%), Black **4.0%** (19.2%), Hispanic **8.3%** (19.9%), Asian/Pacific Islander **7.8%** (3.9%), Native American **0.3%** (0.2%), Multi-racial/Ethnic **3.5%** (2.7%).



WORK IN PROGRESS

Progress on parent involvement, data and more

The last issue of *Inside 41* reported on several projects that were in the initial stage of development. Here is an update:



Parent involvement: To succeed in school, children need to have a strong partnership of teachers and family members behind them, and parent involvement is a key component of academic success. This year, the district is implementing a new approach to this fundamental aspect of school life. Although the level of parent involvement in District 41 is high, work commitments, language barriers, lack of transportation and other factors are real obstacles to some parents wishing to be involved with their child's education. In May, the Board of Education endorsed a recommendation created by a committee of parents and staff to help make meaningful parent involvement accessible to all; this summer, a small team of teachers, parents and administrators created a process to help implement it. Central to the plan is a new volunteer role—that of Parent Involvement Liaison. As this role becomes established, the liaisons will help promote involvement by members of typically under-represented groups such as dads and limited English speakers, ensure that invitation to all groups is made, and that opportunity for meaningful involvement exists. In addition, there will be opportunities for parents, guardians and other family members that are consistent across the district. The PI Initiative is intended to complement and strengthen the impressive number of parent involvement opportunities that already exist, and help eliminate barriers that inhibit participation.

New data infrastructure: District 41 is updating its three major data systems: student data, finance, and human resources. While these new systems are largely invisible to the community, they will improve our

efficiency and customer service, allow us to better use technology to support learning goals, and streamline and improve achievement tracking and compliance reporting. Two of these three components are in place now, and staff training was begun over the summer.

Satisfaction data: Last October, the district conducted the Harris School Poll to assess satisfaction among its students, parents and staff. This data helps us understand what really matters to our stakeholders and is now being used in strategic planning and prioritizing. Overall, 92% of elementary students and 86% of middle-school students gave their school either an "A" or a "B". Of the 39 areas highlighted in the report, Harris identified 20 as either exemplary or strong compared to the Harris national database, 12 as average, six as in need of an improvement plan, and one—the budgeting process and budget communication—a sign of a serious issue. District 41's satisfaction profile, or which issues ranked higher and which ranked lower, was largely consistent with results Harris sees from schools across the nation. The data is incorporated into improvement plans across the district and is one way D41 has demonstrated its commitment to finding out what really matters and to focusing systematic improvement efforts on those things.

Student progress reporting: A report card is a key way of communicating with parents about their child's progress, and the existing report card has not been updated for some years. Consequently, it does not adequately report student progress against learning standards and does not reflect the current best research about reporting progress. The 2008-2009 school year will see some interim changes with a goal of field testing a new report card in 2009-2010 and implementing it in 2010-2011. In addition, parent-teacher conferences were moved to the beginning of November to support the parent-teacher partnership and involve parents earlier in supporting their child's learning goals.