

Education Committee Meeting

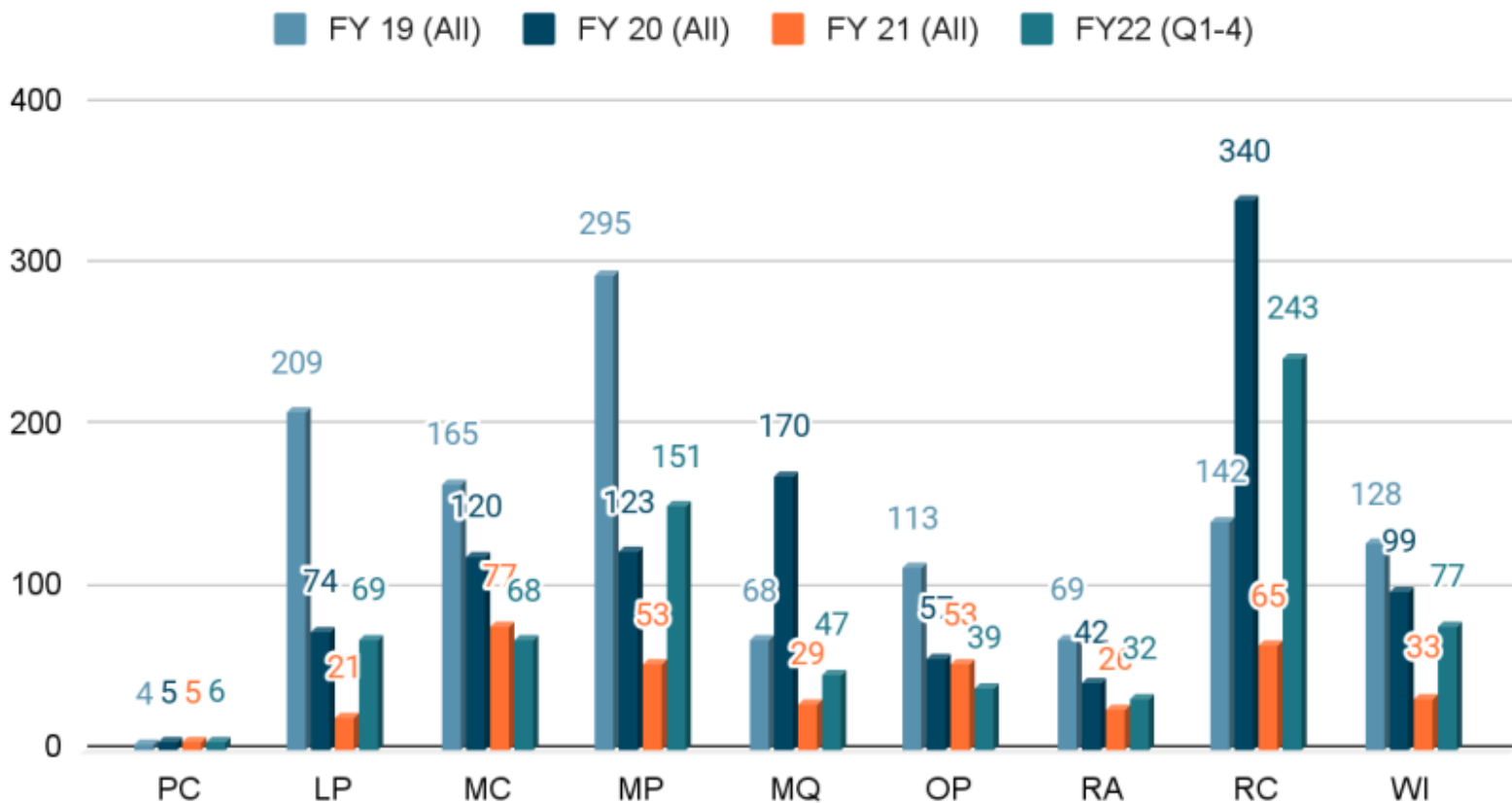
June 2022

Quarter 4 Data -
(March 11 - May 27)

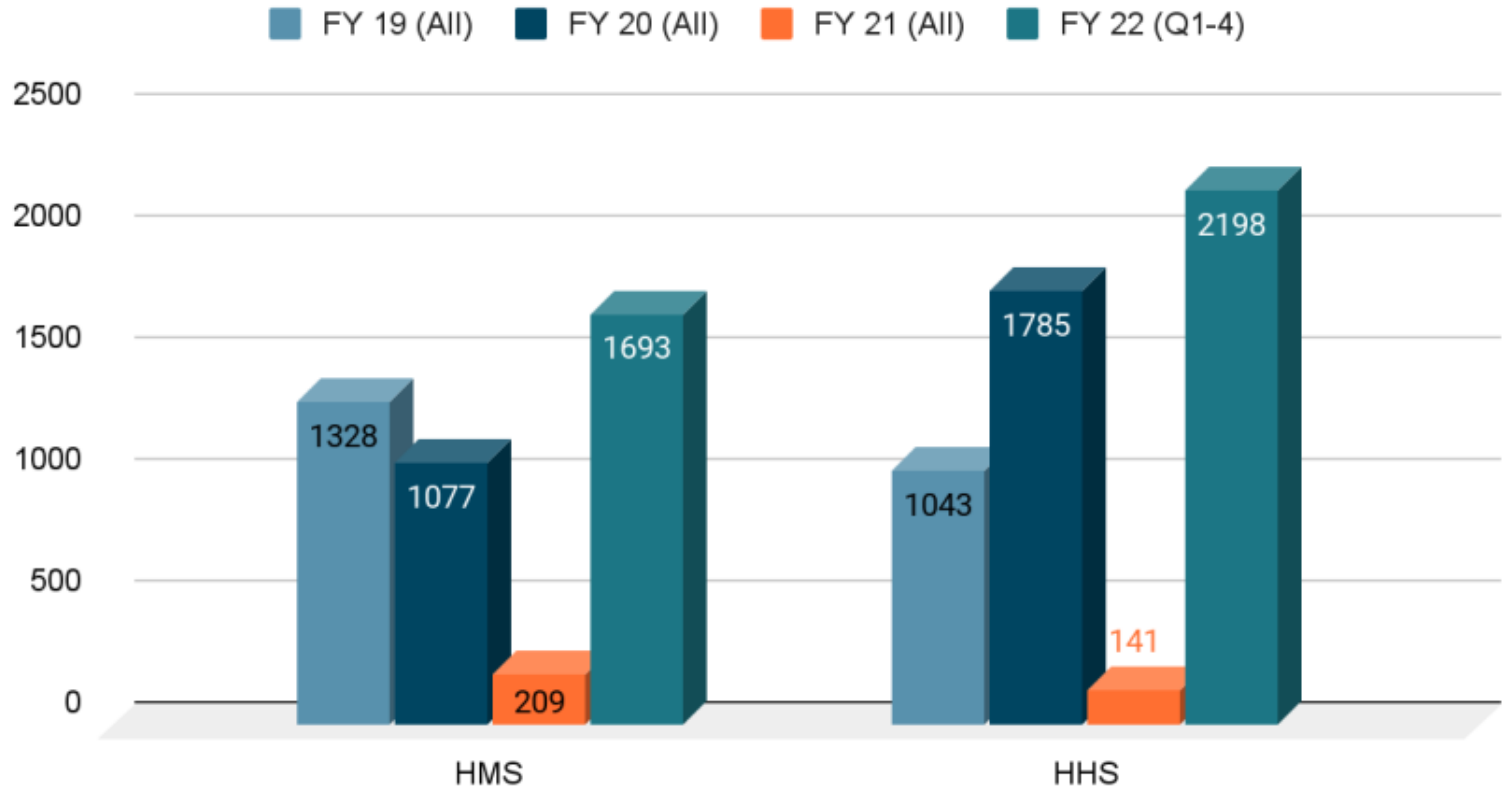


District Behavior Data

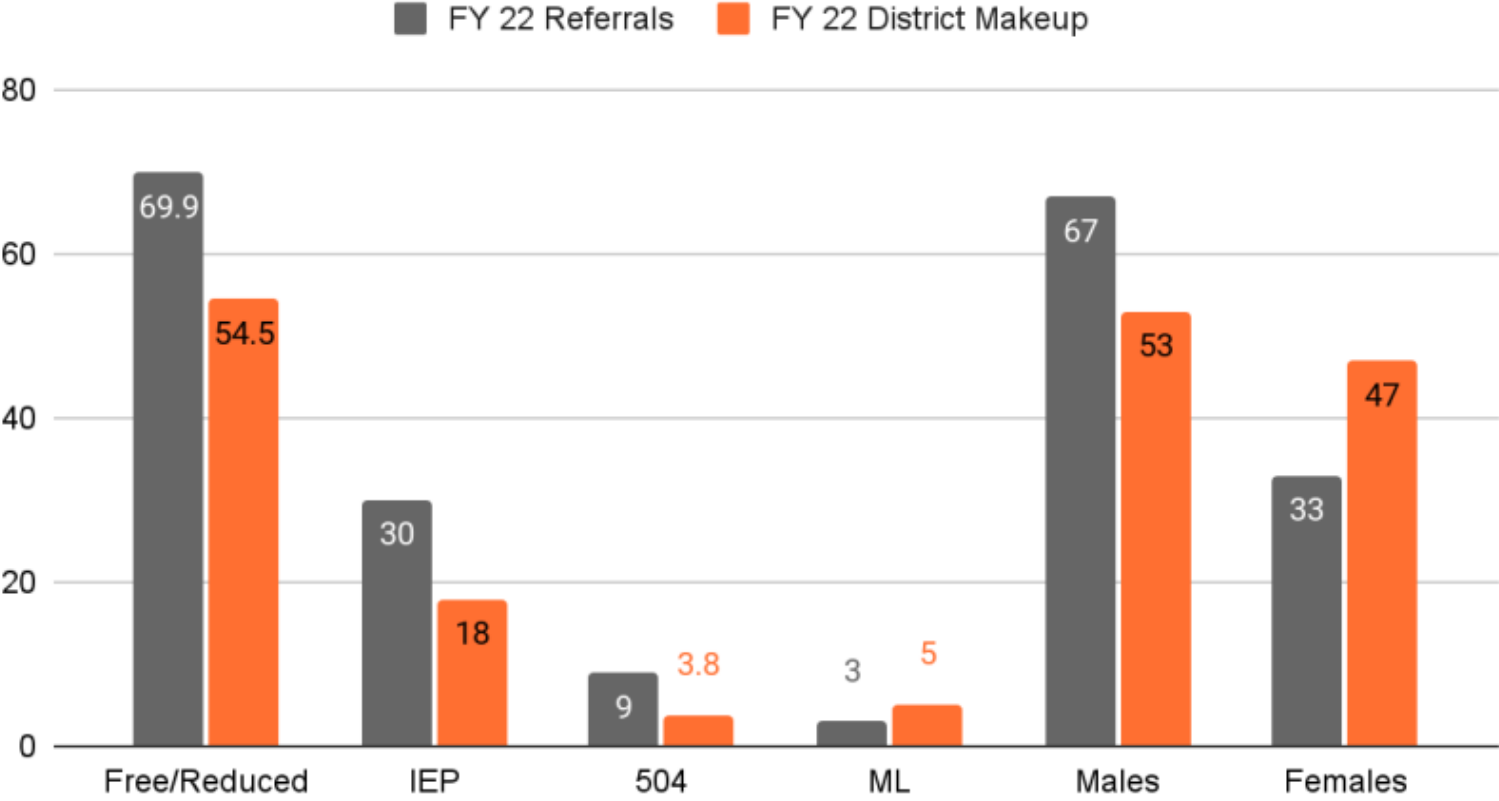
Referrals



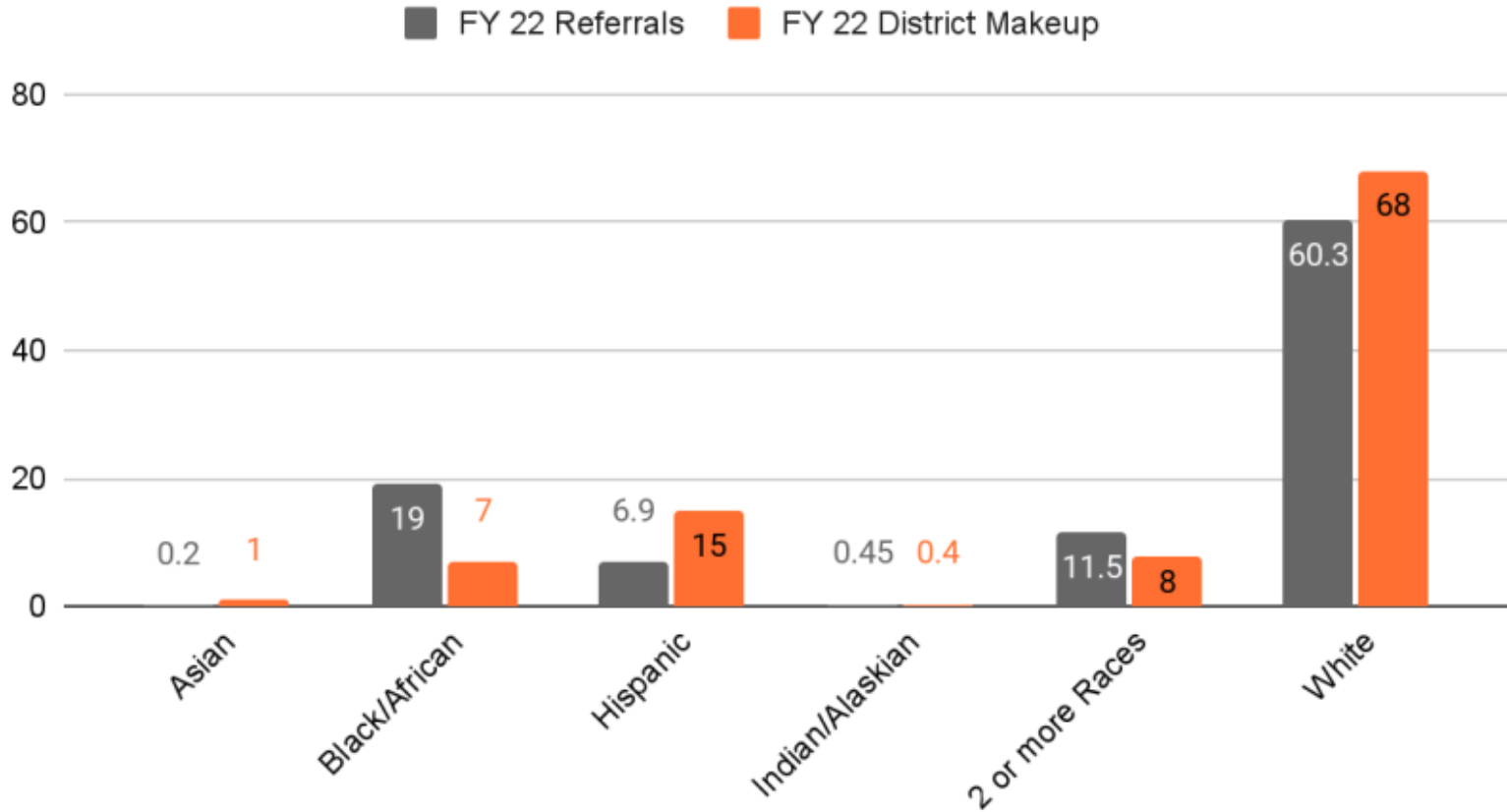
Referrals



Referrals by Student Group



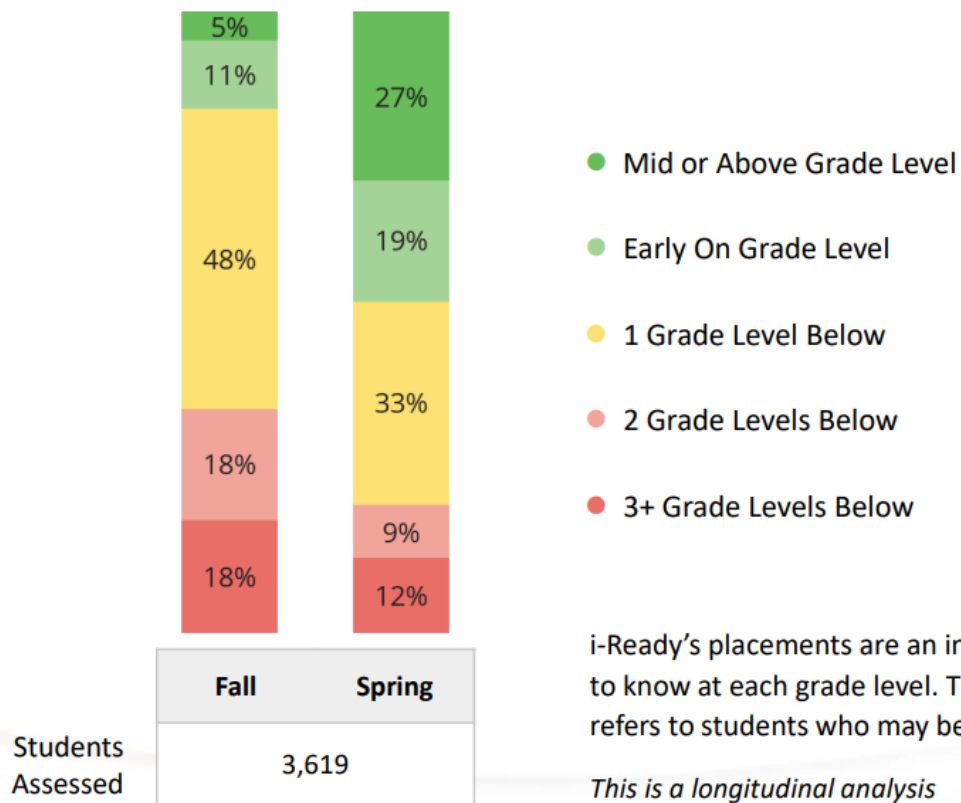
Referrals by Race



District i-Ready Data

Mathematics - Fall to Spring

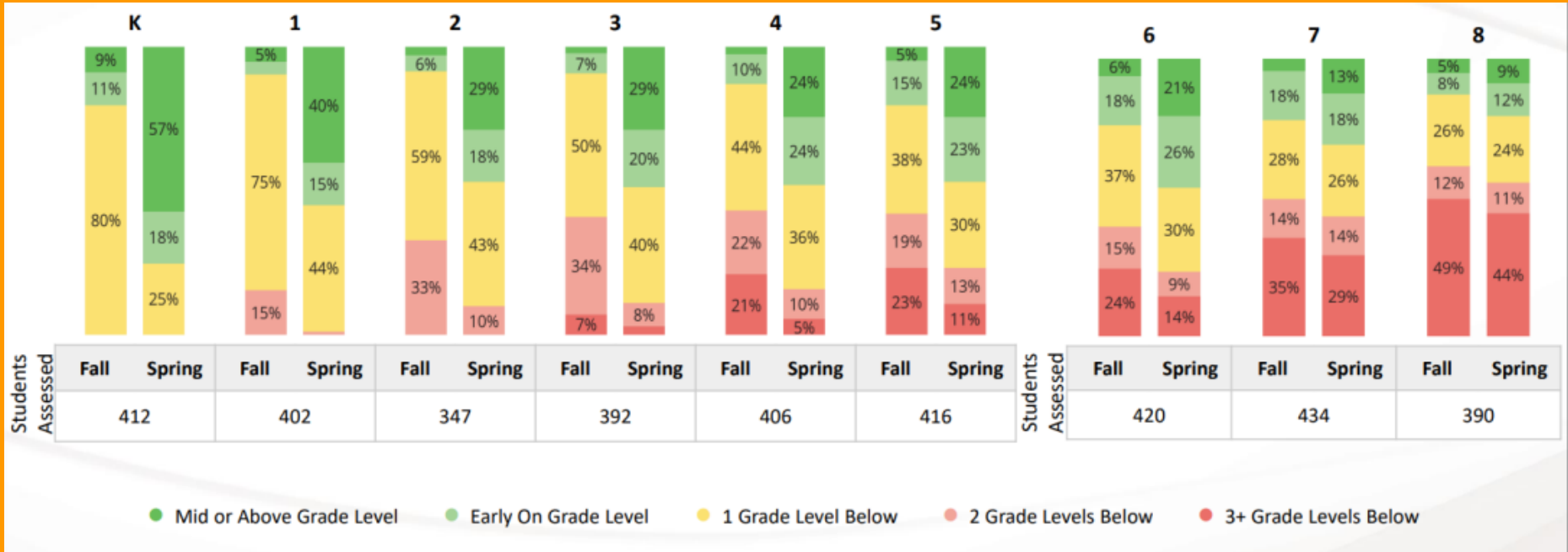
Placement Distribution, Fall 21-22 to Spring 21-22



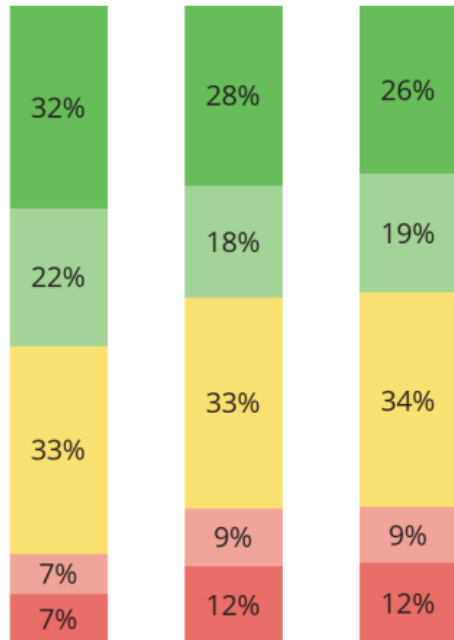
i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

Mathematics - Fall to Spring by Grade Level



Mathematics - Placement Over Time



- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis

Students Assessed

18-19

20-21

21-22

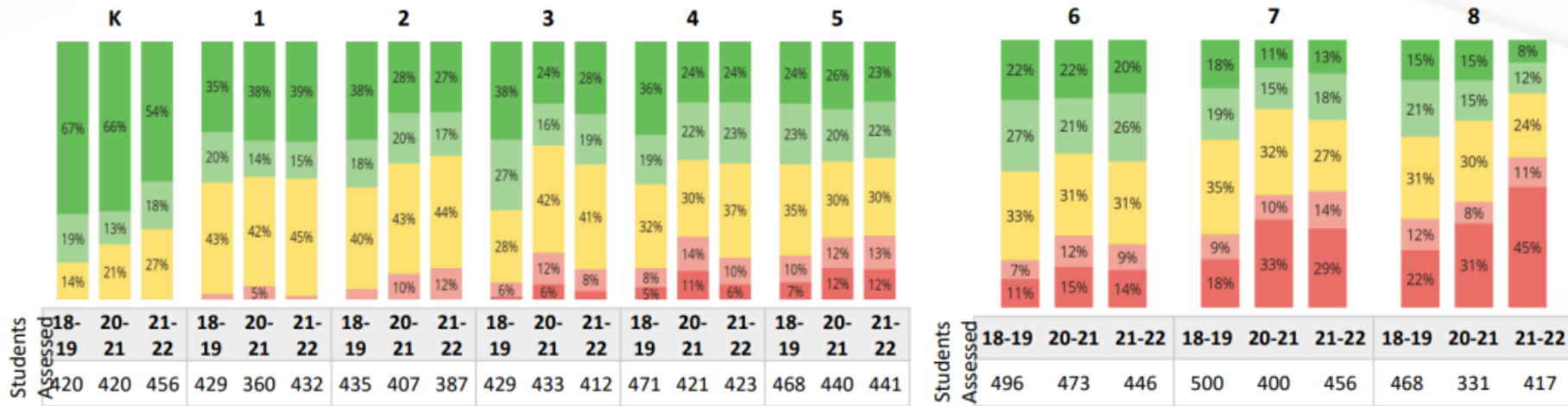
4,116

3,685

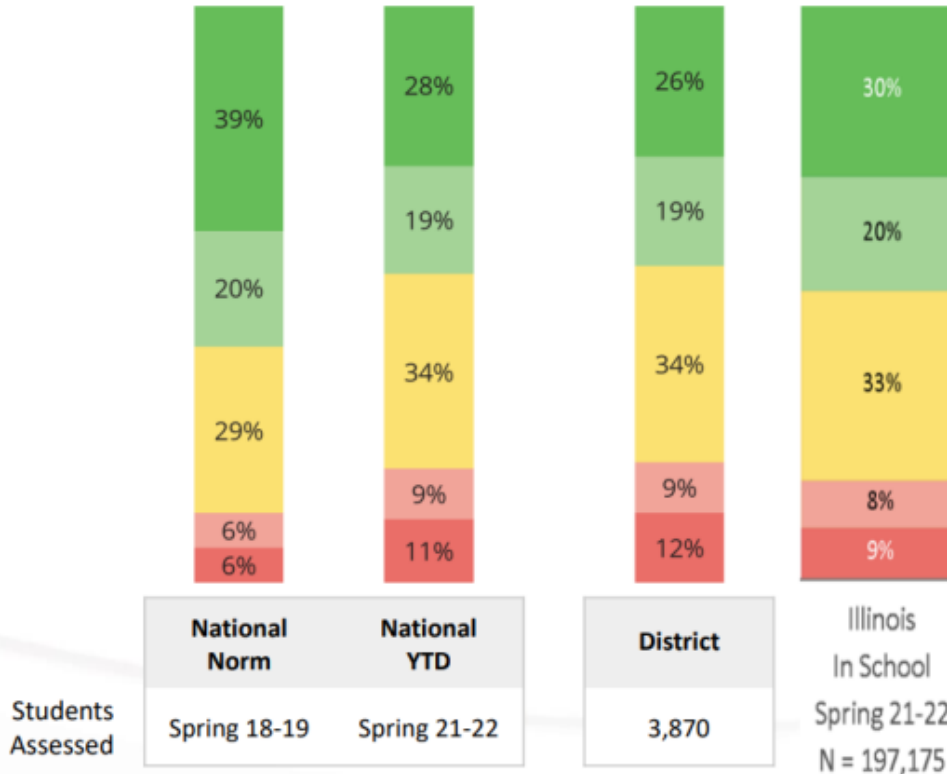
3,870

Mathematics - Spring to Spring

Placement Distribution, Spring 18-19 to Spring 21-22



Mathematics Comparison



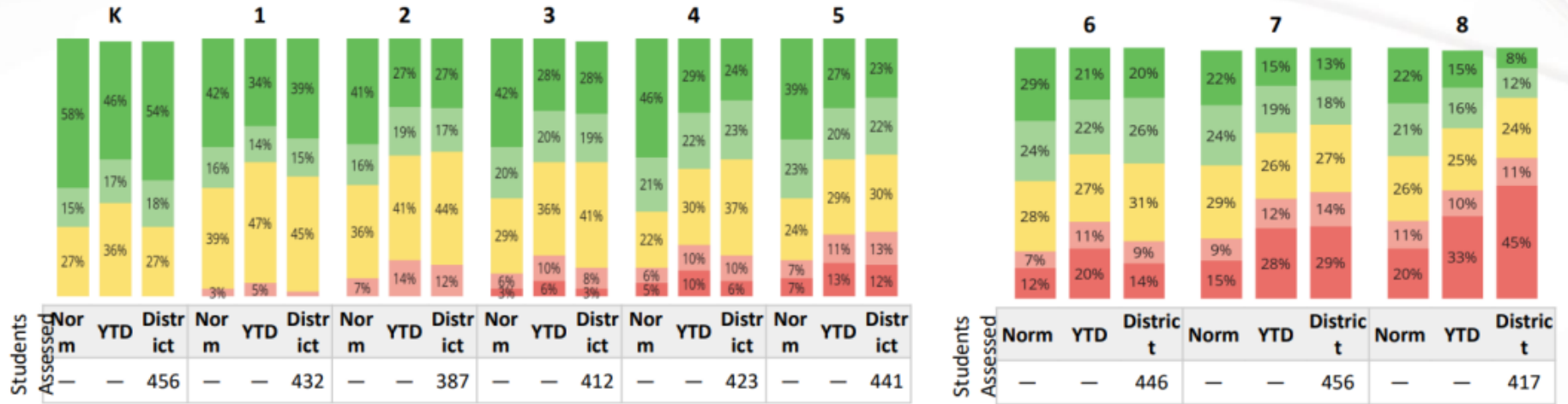
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 6,866,912 students who completed a Diagnostic from March 2 to May 25. This data may not be representative of the student population.

Mathematics Spring Distribution

Spring Placement Distribution for District and Benchmarks



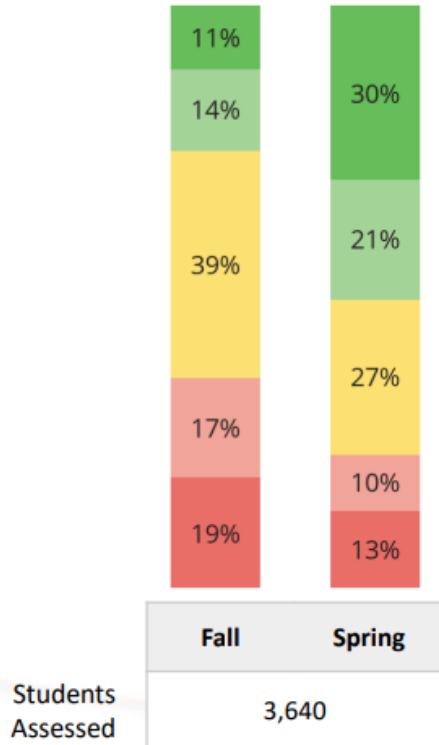
● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

Differentiation within Mathematics

		K	1	2	3	4	5	6	7	8	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	86%	93%	70%		105%	143%	208%	64%	122%	108%
	Students Assessed	38	20	10		11	20	26	19	21	165
Early On Grade Level	Median % Typical Growth	83%	100%	89%	108%	104%	117%	131%	92%	45%	100%
	Students Assessed	47	18	20	27	41	65	75	78	30	401
One Grade Level Below	Median % Typical Growth	118%	100%	108%	104%	104%	106%	121%	33%	56%	104%
	Students Assessed	342	305	209	196	181	162	154	125	106	1,780
Two Grade Levels Below	Median % Typical Growth		122%	114%	117%	126%	117%	129%	38%	10%	111%
	Students Assessed		63	124	136	93	81	68	63	50	678
Three or More Grade Levels Below	Median % Typical Growth				88%	142%	128%	147%	85%	42%	108%
	Students Assessed				28	86	100	106	159	196	675

● >=100%
 ● 80-99%
 ● 60-79%
 ● 0-59%

ELA - Fall to Spring

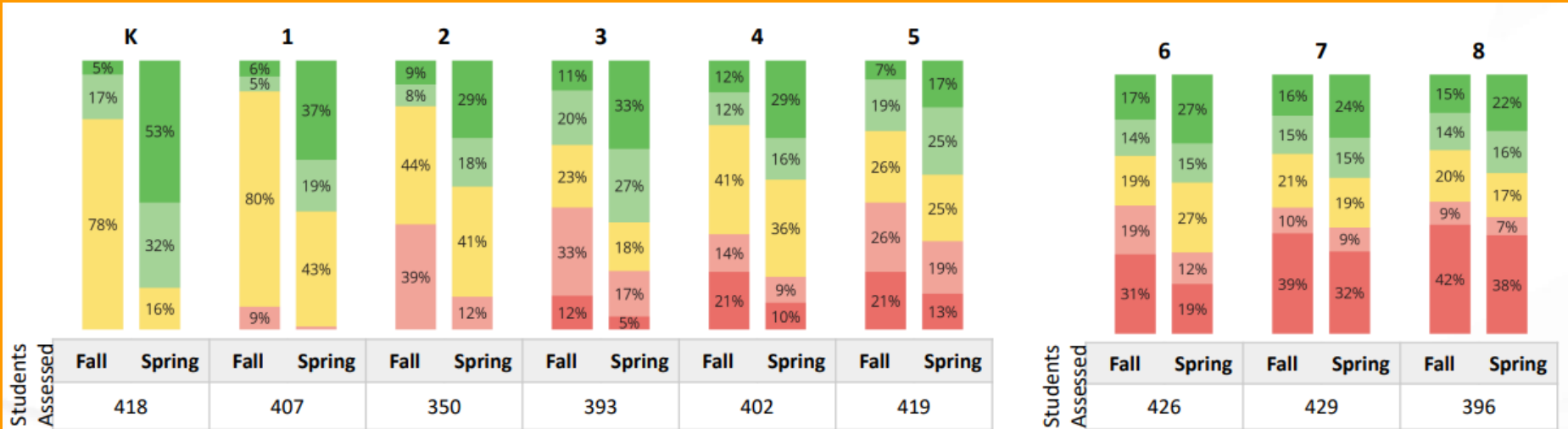


- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

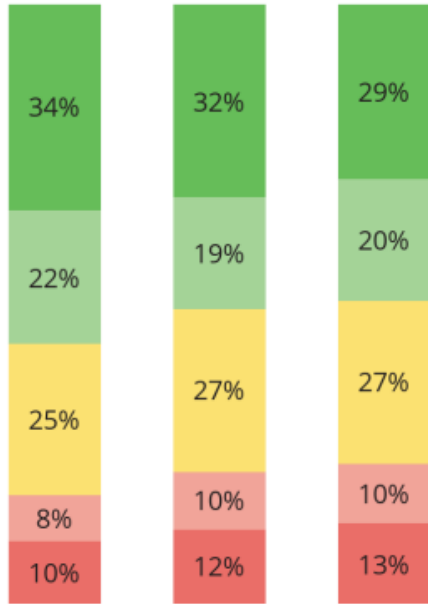
ELA - Fall to Spring by Grade Level



● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

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ELA - Placement over Time



- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

Students Assessed

18-19

20-21

21-22

4,120

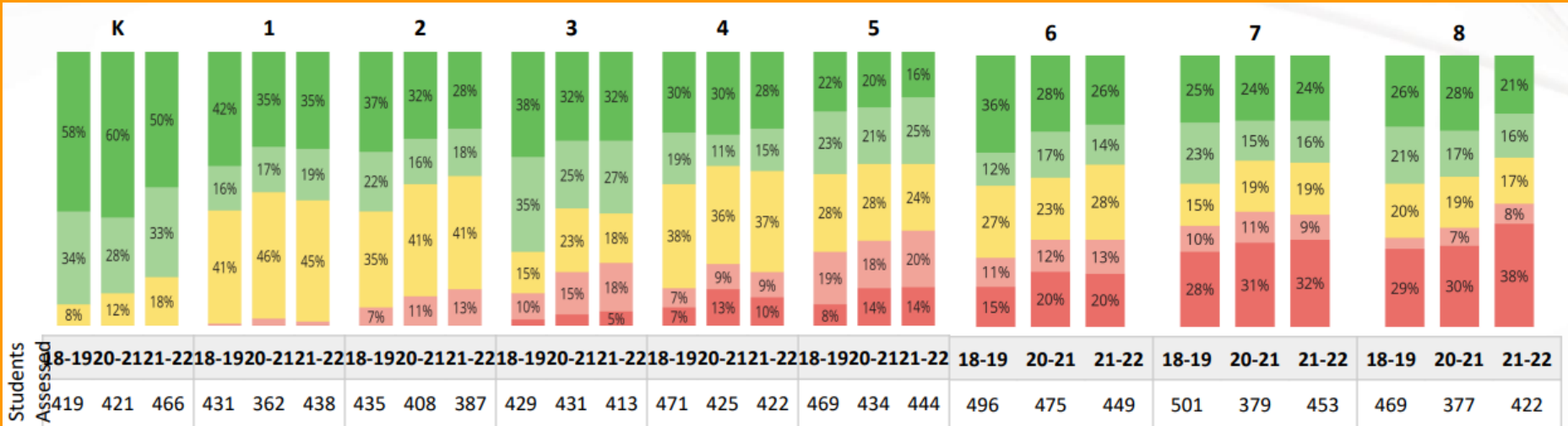
3,712

3,894

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis

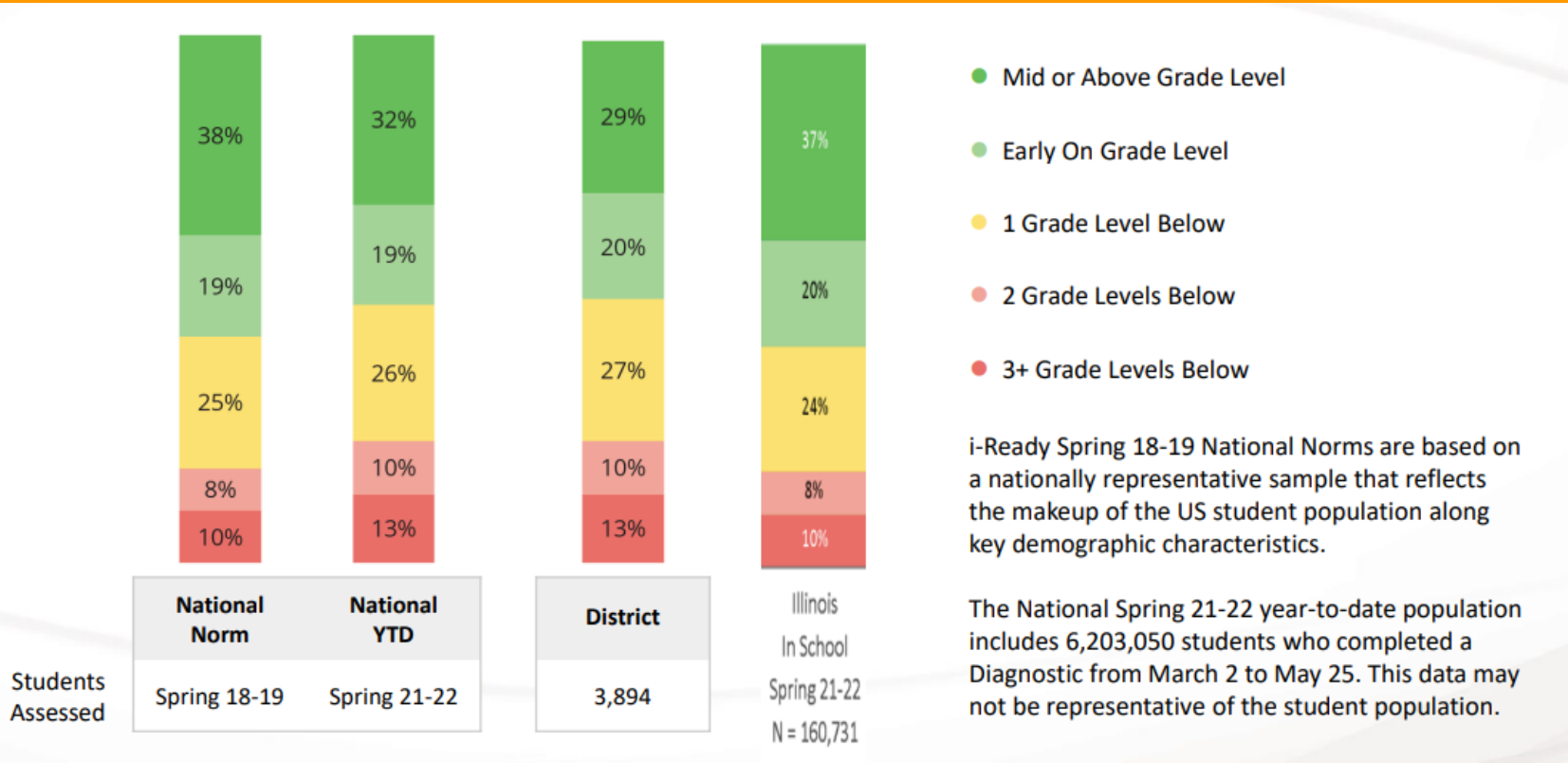
ELA - Spring to Spring



● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

This is a cross-sectional analysis.

ELA Comparison

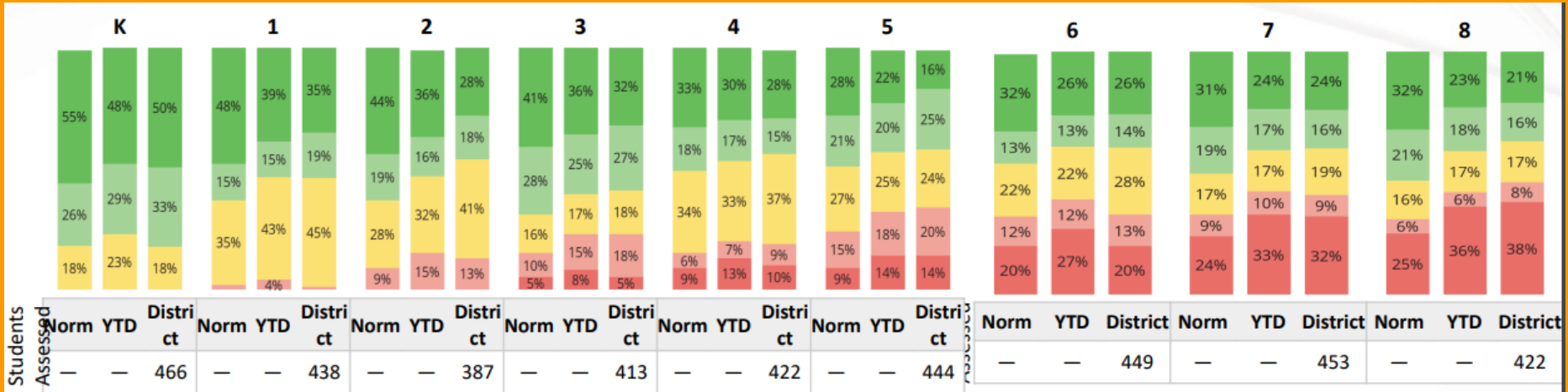


- Mid or Above Grade Level
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- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready Spring 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The National Spring 21-22 year-to-date population includes 6,203,050 students who completed a Diagnostic from March 2 to May 25. This data may not be representative of the student population.

ELA - Spring Distribution



● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

Norm: i-Ready Spring 18-19 National Norms

YTD: National Spring 21-22 population year-to-date

ELA Differentiation

		K	1	2	3	4	5	6	7	8	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	86%	110%	145%	127%	183%	86%	150%	325%	100%	145%
	Students Assessed	23	24	31	44	48	30	75	68	62	405
Early On Grade Level	Median % Typical Growth	89%	110%	103%	123%	135%	108%	133%	83%	175%	114%
	Students Assessed	71	22	29	79	48	81	59	67	59	515
One Grade Level Below	Median % Typical Growth	110%	94%	126%	137%	133%	119%	117%	85%	84%	110%
	Students Assessed	339	331	159	94	168	113	85	92	82	1,463
Two Grade Levels Below	Median % Typical Growth		109%	109%	129%	163%	115%	129%	129%	75%	120%
	Students Assessed		35	146	130	58	113	79	44	35	640
Three or More Grade Levels Below	Median % Typical Growth				68%	132%	131%	211%	124%	106%	131%
	Students Assessed				50	88	92	135	172	171	708

● >=100%
 ● 80-99%
 ● 60-79%
 ● 0-59%

Building Data

Harlem Middle School - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	289
Out of School Suspension (OSS)	77
Detentions	29
Referral to Juvenile Authorities (RJA)	2
Conditional Probationary Agreement (CPA)	2

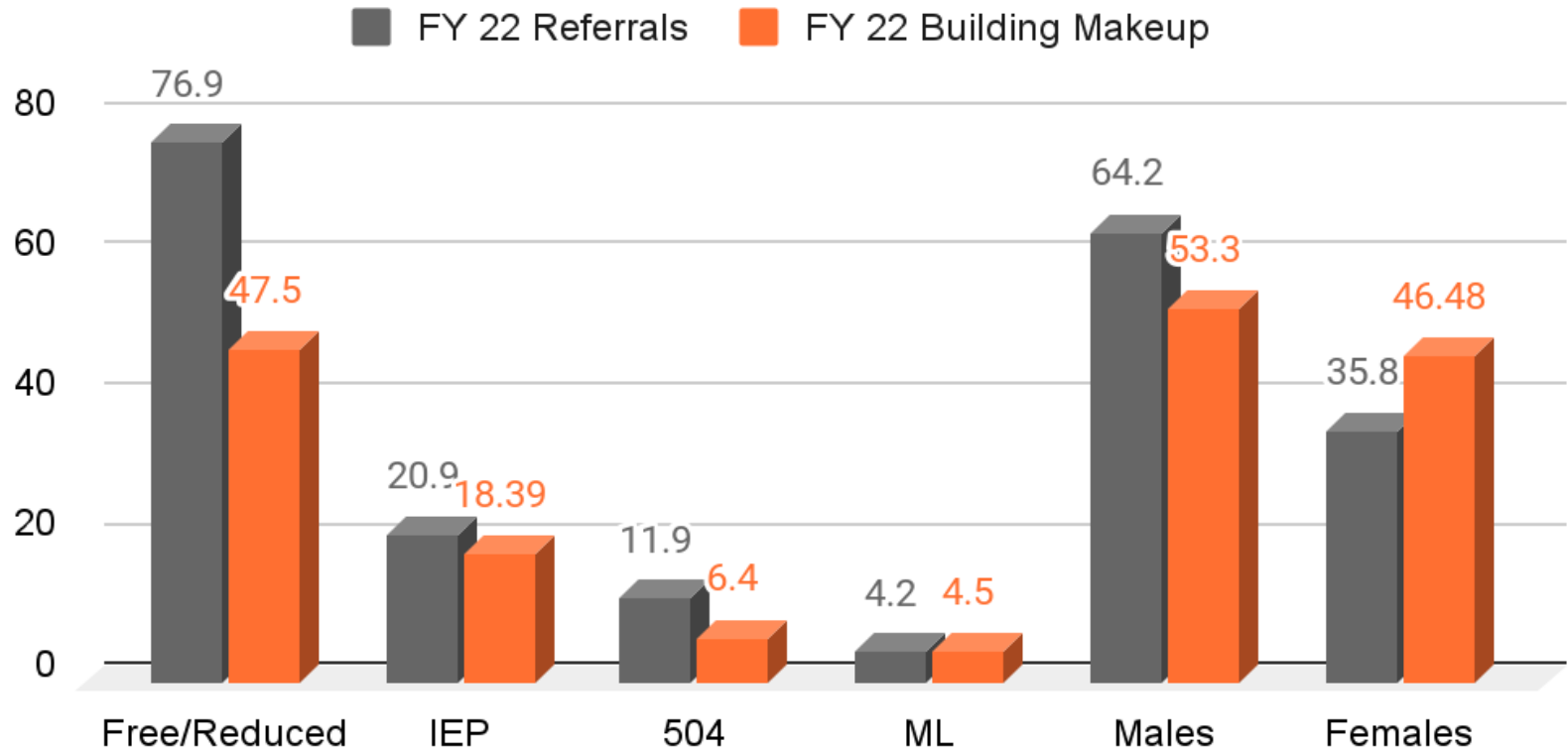


Harlem Middle School - Quarter 4 Data

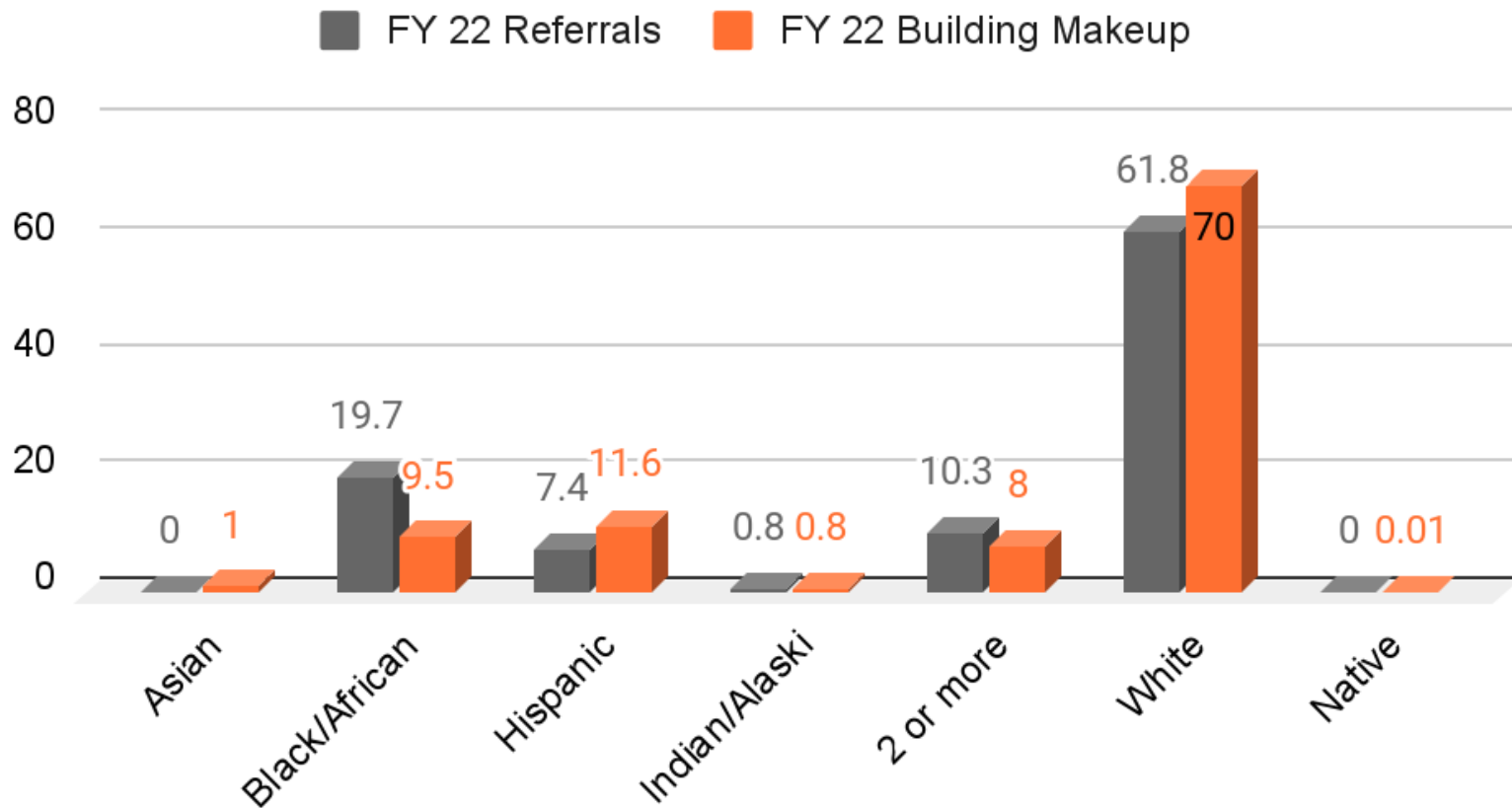
Total Number of:	
In School Suspension (ISS)	238
Out of School Suspension (OSS)	162
Detentions	42
Referral to Juvenile Authorities (RJA)	8
Conditional Probationary Agreement (CPA)	5



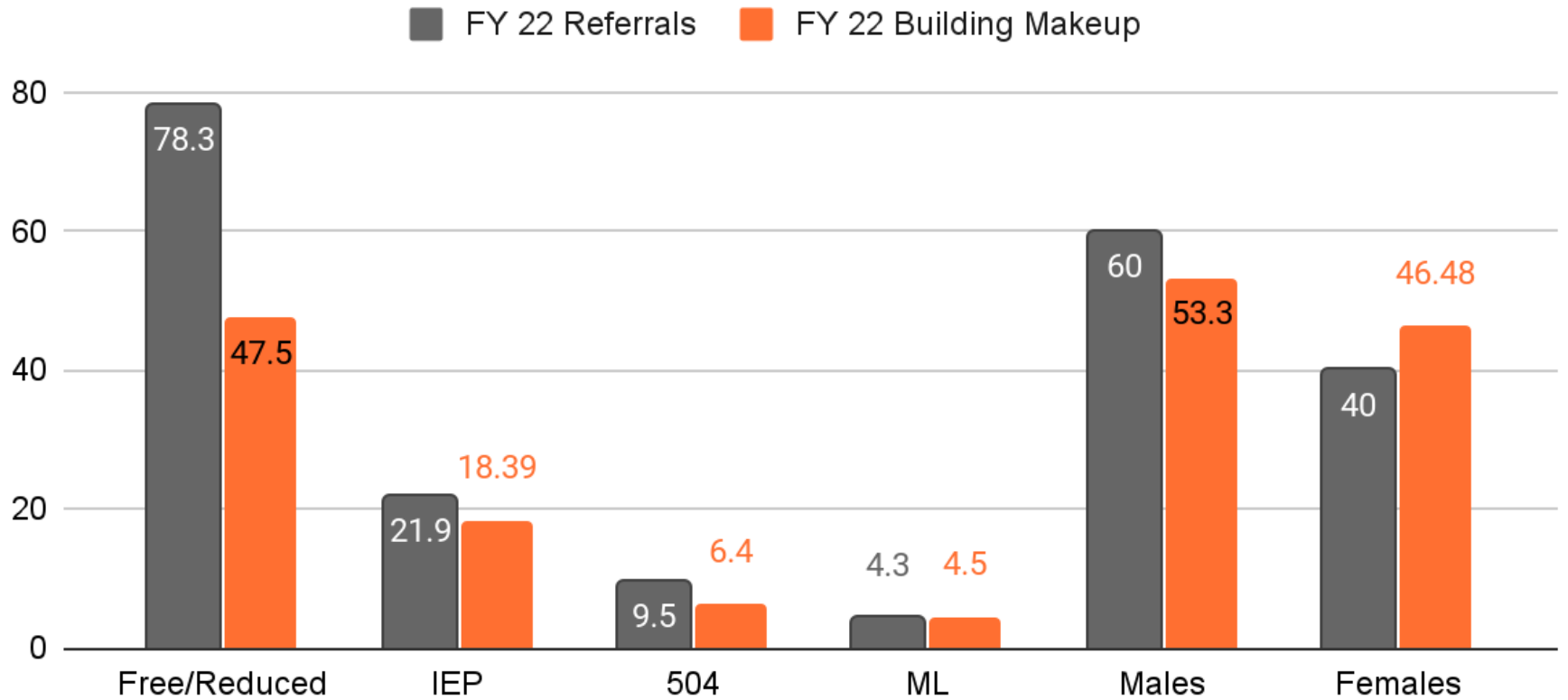
HMS - Quarter 3



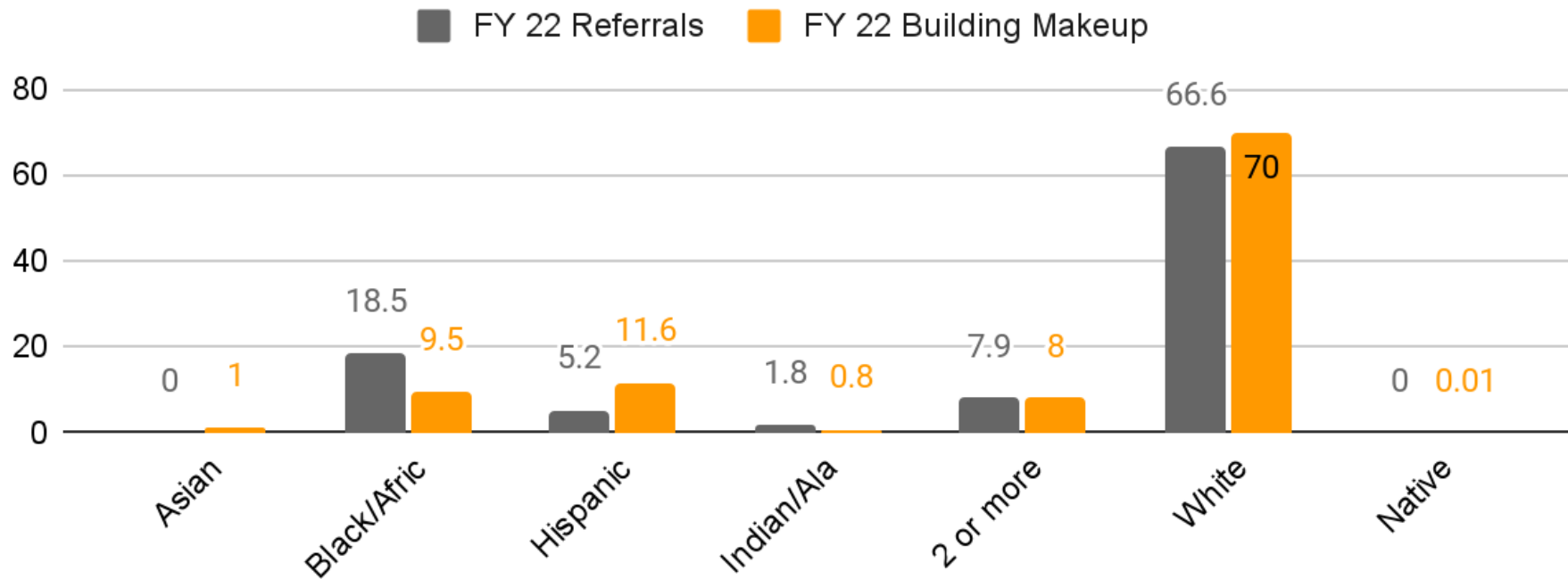
HMS - Quarter 3



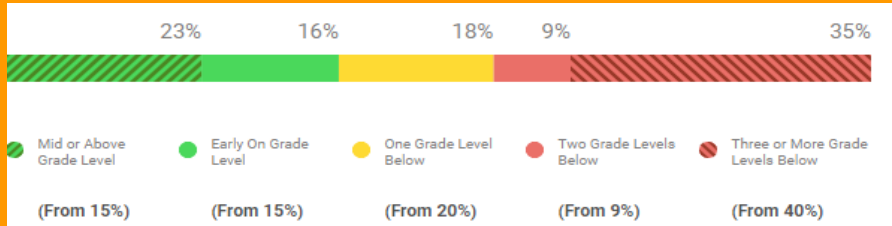
HMS - Quarter 4



HMS - Quarter 4



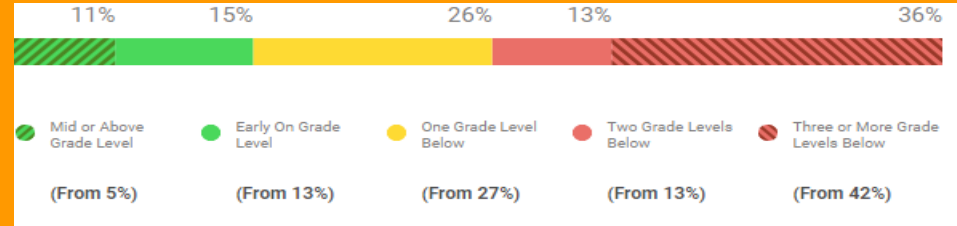
HMS



Reading Proficiency and Growth

52.3% of students have made their typical growth goal.

24.2% of students have made their stretch growth goal



Math Proficiency and Growth

39.6% of students have made their typical growth goal.

15.6% of students have made their stretch growth goal

HMS Updates - Q 3

PBIS:

3rd Quarter Celebration:

**Weekly drawings from
Pawsitives
Pawsitive Cart in the
Classrooms**

*# of Student on CICO (3rd
Quarter):*
20

Tutoring:

*# of students checked in
tutoring:*

424 check-ins

Student Mentors:

*# of students assigned to a
student mentor:*

85

Attendance:

3rd Quarter Attendance Rate:

89.20%

of students working with truancy:

74

Supporting Staff Professional Development:

Activities engaged in this quarter:

Equity Work with break out sessions

Gender Support Training

The Happiness Advantage with Jake Hubert

**Cultivating Compassion-activities to support staff
mental staff**

HMS Updates - Q 4

PBIS:

4th Quarter Celebration:

Huskie PRIDE Week

Dress-up Days

Team Incentive Days

of Student on CICO (4th Quarter):

12

Tutoring:

of students checked in tutoring:

267 check-ins

Student Mentors:

of students assigned to a student mentor:

36

Attendance:

4th Quarter Attendance Rate:

88.04%

of students working with truancy:

83

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Monica Genta- Building Student Relationships
Equity Training**

MTSS Data Analysis - Quarter 3

We have noticed in our data...

- Number of discipline referrals have increased
- Disproportionate amount of discipline for 6/12 student groups
- Select students have progressed while others have shown little to no growth in enrichment classes

We are responding to our data in the following ways...

- More students moved into CICO
- Differentiated Equity PD for staff
- Started SET (Student Equity Team)
- SAIG (Student Academic Intervention Group)
- Moving students in/ out of tier including from Tier 2 and exploring options for Tier 3

MTSS Data Analysis - Quarter 4

We have noticed in our data...

- Lower achievement scores in i-Ready math
- OSS numbers increased significantly from 3rd quarter

We are responding to our data in the following ways...

- Adopted Ready mathematics with PD this summer for teachers.
- Staffing adjustments for next year.
- MTSS identification to move students in and out of Tiers. Adopted Panorama to help with placement and interventions.
- Rosecrance is working with our students over the summer.

Harlem High School - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	168
Out of School Suspension (OSS)	107
Detentions	20
Referral to Juvenile Authorities (RJA)	5
Conditional Probationary Agreement (CPA)	3

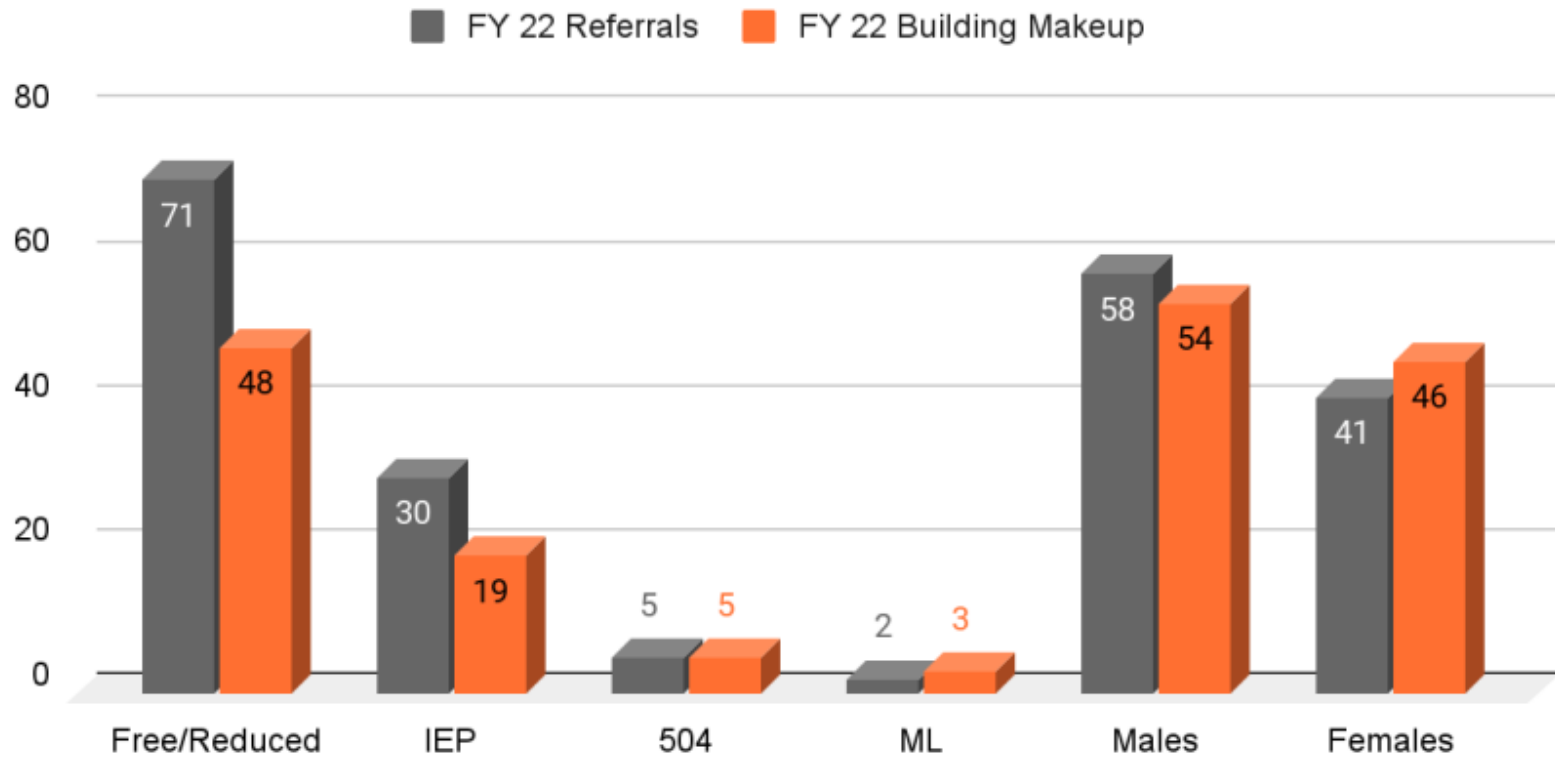


Harlem High School - Quarter 4 Data

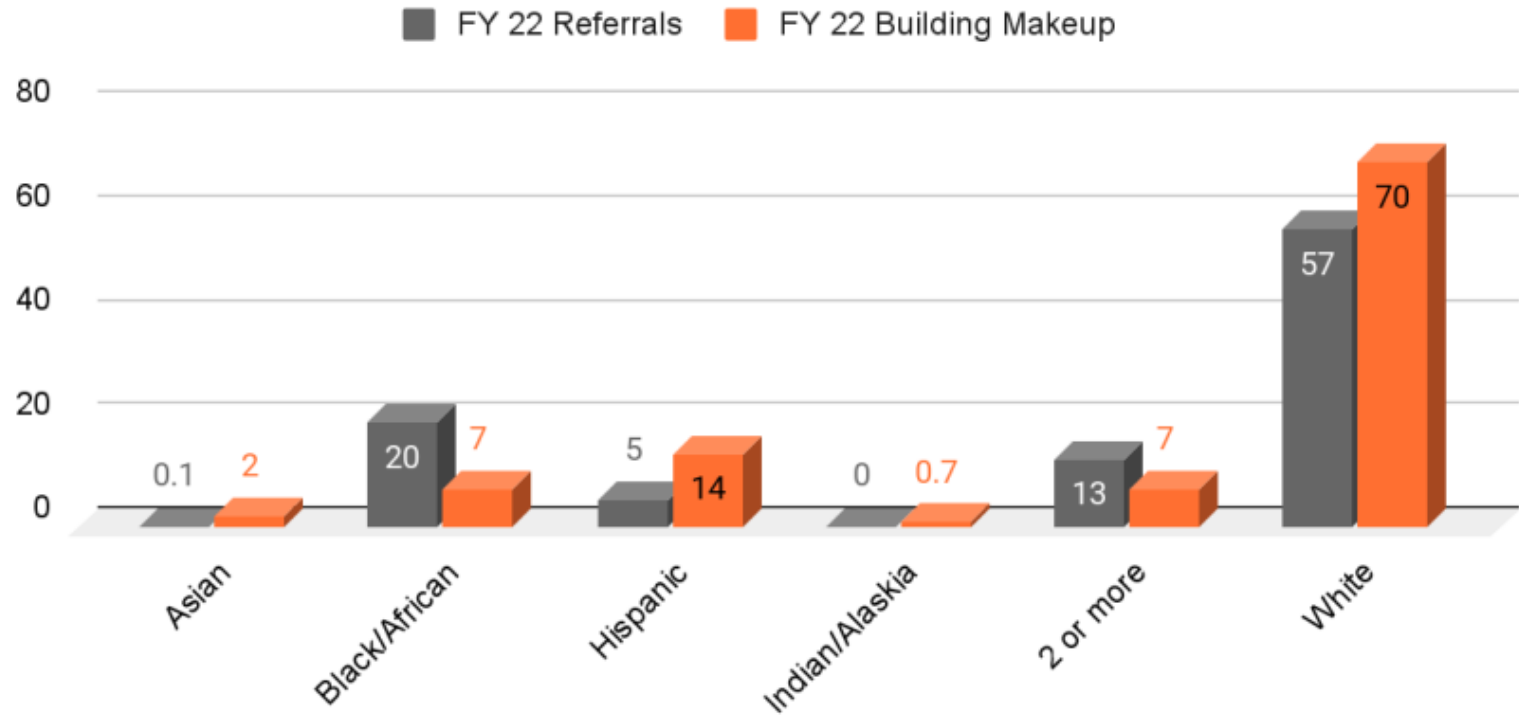
Total Number of:	
In School Suspension (ISS)	220
Out of School Suspension (OSS)	128
Detentions	16
Referral to Juvenile Authorities (RJA)	8
Conditional Probationary Agreement (CPA)	1



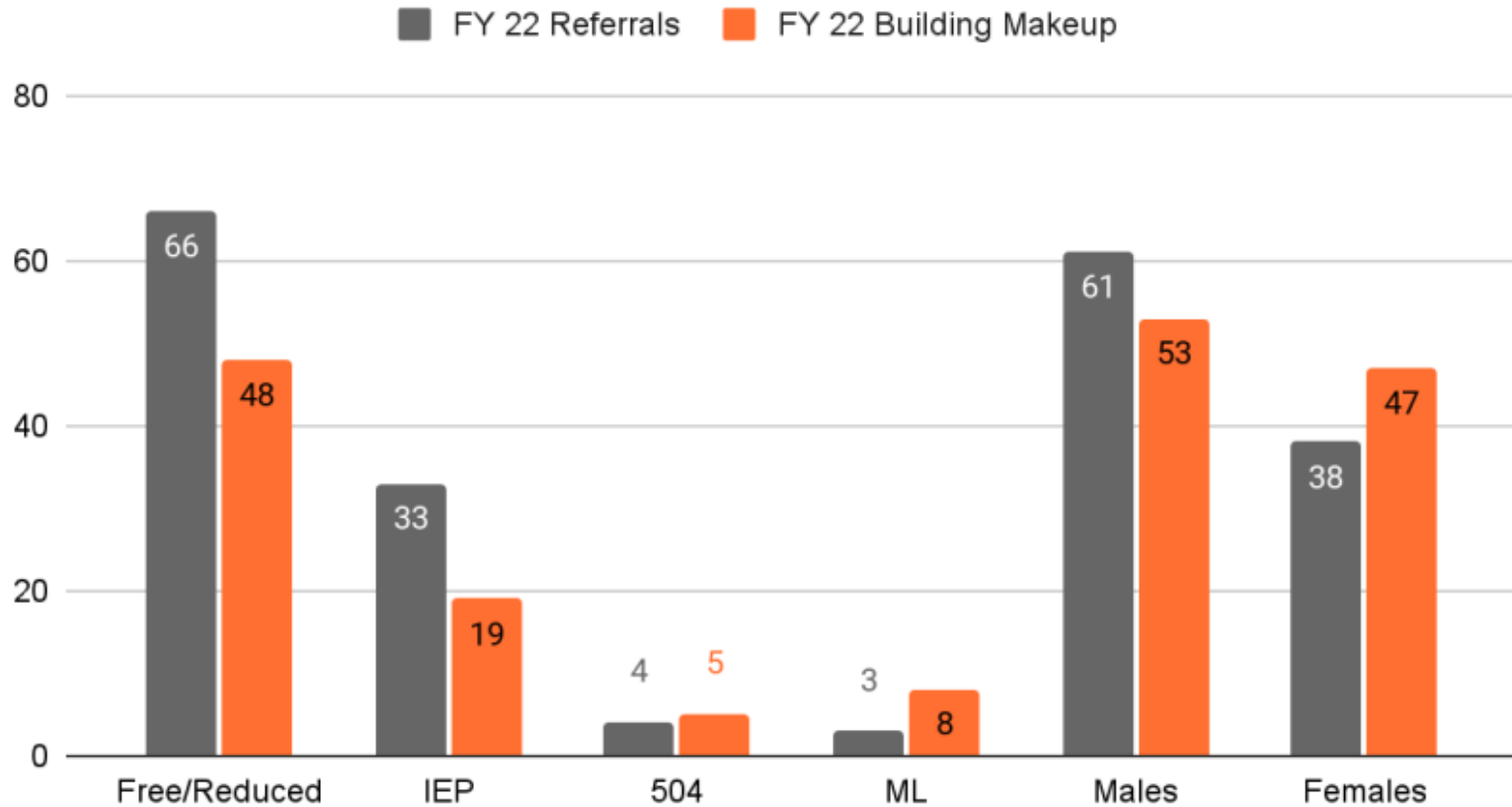
HHS - Quarter 3



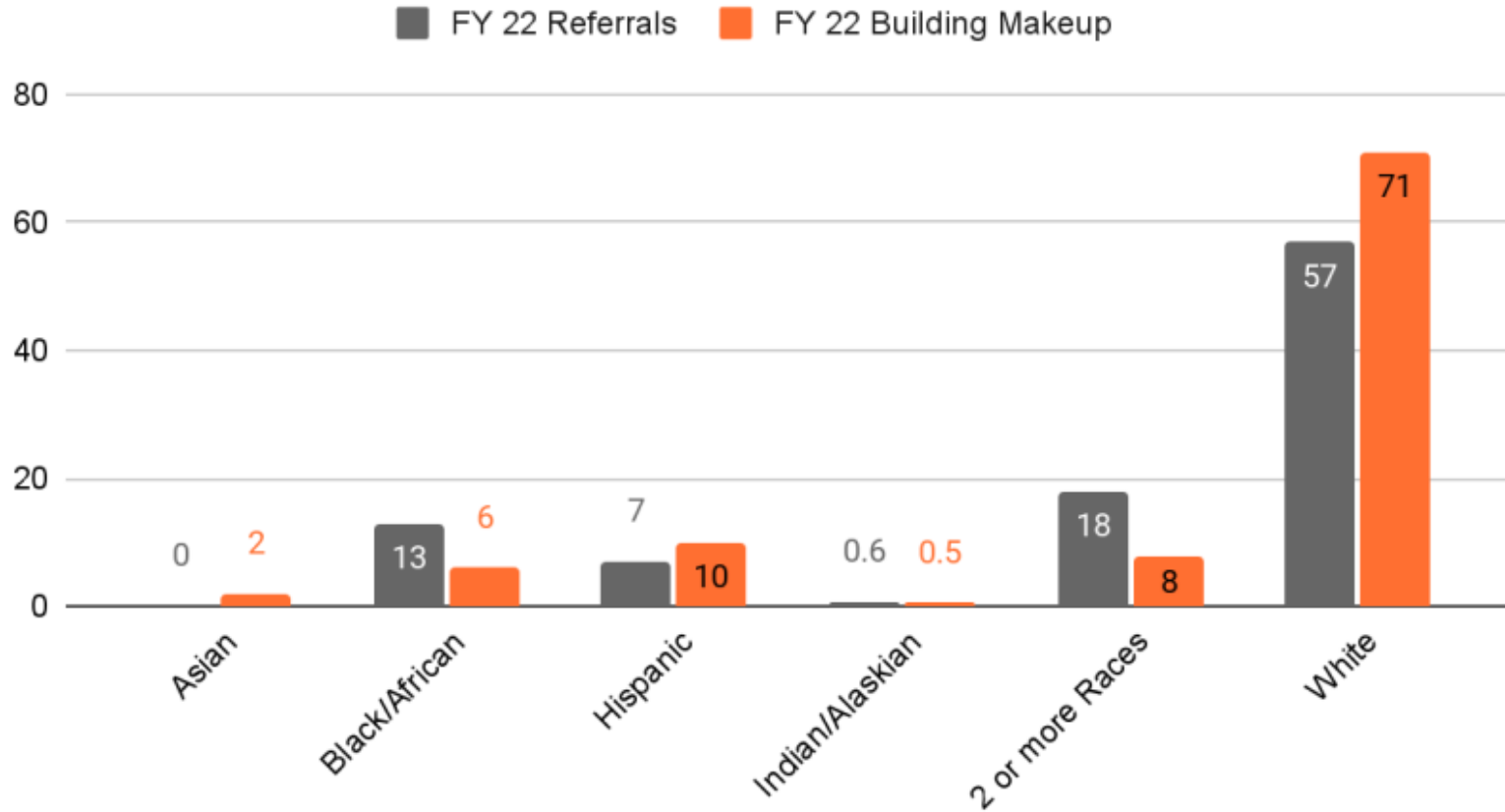
HHS - Quarter 3



HHS - Quarter 4



HHS - Quarter 4



HHS Updates - Q3

PBIS:

3rd Quarter Celebration:

Breakfast and Beat the Teacher games in the commons for over 500 students with no grades lower than C, 0 referrals, 0 tardies 2nd Qtr

of Student on CICO (3rd Quarter):
16 seniors needing every credit to graduate in May

Tutoring:

of students engaged in tutoring:

412 sign-ins for 3rd quarter

Student Mentors:

of students assigned to a student mentor:

710 sign-ins for 3rd quarter

Attendance:

3rd Quarter Attendance Rate:

**Avg. 76% down from 84%
Seniors lowest 75%**

of students working with truancy:
67 Students

Supporting Staff Professional Development:

Activities engaged in this quarter:

Continuing w/Equity

- MSU Panel
 - Gender Identity and Your Student
 - Culture Shock - Equity and the High School Experience
- Growth V Mastery**

HHS Updates - Q4

PBIS:

4th Quarter Celebration:

**Winner Wednesdays first
Wednesday of every month
during lunch
"Leave Your Mark" Night
Senior Sunset**

of Student on CICO (4th Quarter):
**16 seniors needing every credit
to graduate in May**

Tutoring:

*# of students engaged in
tutoring:*

**333 sign-ins for 4th
quarter**

Student Mentors:

*# of students assigned to a
student mentor:*

**594 sign-ins for 4th
quarter**

Attendance:

4th Quarter Attendance Rate:

Avg. 83%

Seniors lowest 81.39%

of students working with truancy:
60 Students

Supporting Staff Professional Development:

Activities engaged in this quarter:

- Continuing w/Equity**
- Growth V Mastery**
- Assessment Team continuing to dive into work habits and the info we provide to parents regarding student performance**
- Departments meeting w/Jake to review dept needs and future visions**

MTSS Data Analysis - Quarter 3

We have noticed in our data...

- Discipline numbers are almost identical from 2nd Qtr. to 3rd Qtr.
- Not in Assigned Area and Insubordination are the two most frequent offenses.
- Decrease in ISS and OSS numbers.

We are responding to our data in the following ways...

- Looking at the individual students, within a subgroup, that generate a large # of referrals thus skewing the numbers for the group.
- Focus on the two most frequent offenses and work to correct those behaviors with both individual students and staff.

MTSS Data Analysis - Quarter 4

We have noticed in our data...

- Citations and arrests were up from 3rd quarter, and up significantly from previous years according to our SROs
- Not in Assigned Area continues to be the number one offense
- ISS/OSS numbers increased significantly from 3rd quarter

We are responding to our data in the following ways...

























- Working with staff to limit students time out of class and checking “hiding spots” around the building
- Changing the advisory period format next school year- many NAA referrals during this time
- Exploring ways to address increasing issues with vaping
- APs meet with counselors and student mentors to discuss students who are not successful behaviorally and/or academically

College English

























28/33 students earned RVC credit for passing the CLEP test.

Scores by Students

























Benchmarks by Students

Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (410) ?	Math Benchmark (450) ?
School	465	23% Met Both	43% Met None	Met 55%  Approaching 11%  Strengthen Skills 34% 	Met 25%  Approaching 11%  Strengthen Skills 64% 
District ?	465	23% Met Both	43% Met None	Met 55%  Approaching 11%  Strengthen Skills 34% 	Met 25%  Approaching 11%  Strengthen Skills 64% 
State ?	139,563	35% Met Both	38% Met None	Met 60%  Approaching 8%  Strengthen Skills 33% 	Met 37%  Approaching 10%  Strengthen Skills 53% 
Total Group ?	176,758	35% Met Both	38% Met None	Met 59%  Approaching 8%  Strengthen Skills 33% 	Met 37%  Approaching 10%  Strengthen Skills 53% 

PSAT 10

Scores by Students				Benchmarks by Students	
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (430) ?	Math Benchmark (480) ?
School	432	19% Met Both	47% Met None	Met 51%  Approaching 10%  Strengthen Skills 39% 	Met 21%  Approaching 14%  Strengthen Skills 65% 
District ?	432	19% Met Both	47% Met None	Met 51%  Approaching 10%  Strengthen Skills 39% 	Met 21%  Approaching 14%  Strengthen Skills 65% 
State ?	129,019	30% Met Both	42% Met None	Met 56%  Approaching 7%  Strengthen Skills 37% 	Met 32%  Approaching 14%  Strengthen Skills 54% 
Total Group ?	190,599	30% Met Both	42% Met None	Met 56%  Approaching 7%  Strengthen Skills 37% 	Met 32%  Approaching 14%  Strengthen Skills 55% 













SAT Data

Scores by Students		Benchmarks by Students			Essay Scores by Students				
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?		Math Benchmark (530) ?			
School	368	19% Met Both	55% Met None	Met 43% 	Approaching 10% 	Strengthen Skills 47% 	Met 21% 	Approaching 5% 	Strengthen Skills 74% 
District ?	368	19% Met Both	55% Met None	Met 43% 	Approaching 10% 	Strengthen Skills 47% 	Met 21% 	Approaching 5% 	Strengthen Skills 74% 
State ?	134,353	30% Met Both	46% Met None	Met 51% 	Approaching 8% 	Strengthen Skills 41% 	Met 32% 	Approaching 5% 	Strengthen Skills 62% 
Total Group ?	1,004,449	28% Met Both	47% Met None	Met 52% 	Approaching 8% 	Strengthen Skills 41% 	Met 30% 	Approaching 7% 	Strengthen Skills 63% 

SAT Data: Benchmark by Race/Ethnicity

Race/Ethnicity	Number of Test Takers/ % of Total	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?	Math Benchmark (530) ?
All	368 / 100%	19% Met Both	55% Met None	Met 43% Approaching 10% Strengthen Skills 47%	Met 21% Approaching 5% Strengthen Skills 74%
White	238 / 65%	23% Met Both	50% Met None	Met 49% Approaching 8% Strengthen Skills 43%	Met 24% Approaching 6% Strengthen Skills 69%
Hispanic/Latino	62 / 17%	8% Met Both	65% Met None	Met 34% Approaching 8% Strengthen Skills 58%	Met 10% Approaching 5% Strengthen Skills 85%
Black/African American	22 / 6%	0% Met Both	91% Met None	Met 5% Approaching 14% Strengthen Skills 82%	Met 5% Approaching 0% Strengthen Skills 95%
No Response	18 / 5%	28% Met Both	50% Met None	Met 44% Approaching 17% Strengthen Skills 39%	Met 33% Approaching 0% Strengthen Skills 67%
Asian	14 / 4%	21% Met Both	64% Met None	Met 36% Approaching 29% Strengthen Skills 36%	Met 21% Approaching 7% Strengthen Skills 71%
Two or more races	10 / 3%	20% Met Both	30% Met None	Met 70% Approaching 0% Strengthen Skills 30%	Met 20% Approaching 0% Strengthen Skills 80%
American Indian/Alaska Native	3 / <1%	N/A	N/A	N/A	N/A
Native Hawaiian/Other Pacific Islander	1 / <1%	N/A	N/A	N/A	N/A

SAT Data: Fee Waiver Usage

Fee Waiver Usage	Number of Test Takers/ % of Total	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?	Math Benchmark (530) ?
All	368 / 100%	19% Met Both	55% Met None	Met 43%  Approaching 10%  Strengthen Skills 47% 	Met 21%  Approaching 5%  Strengthen Skills 74% 
Did not use	368 / 100%	19% Met Both	55% Met None	Met 43%  Approaching 10%  Strengthen Skills 47% 	Met 21%  Approaching 5%  Strengthen Skills 74% 
Used in this admin	0 / 0%	N/A	N/A	N/A	N/A

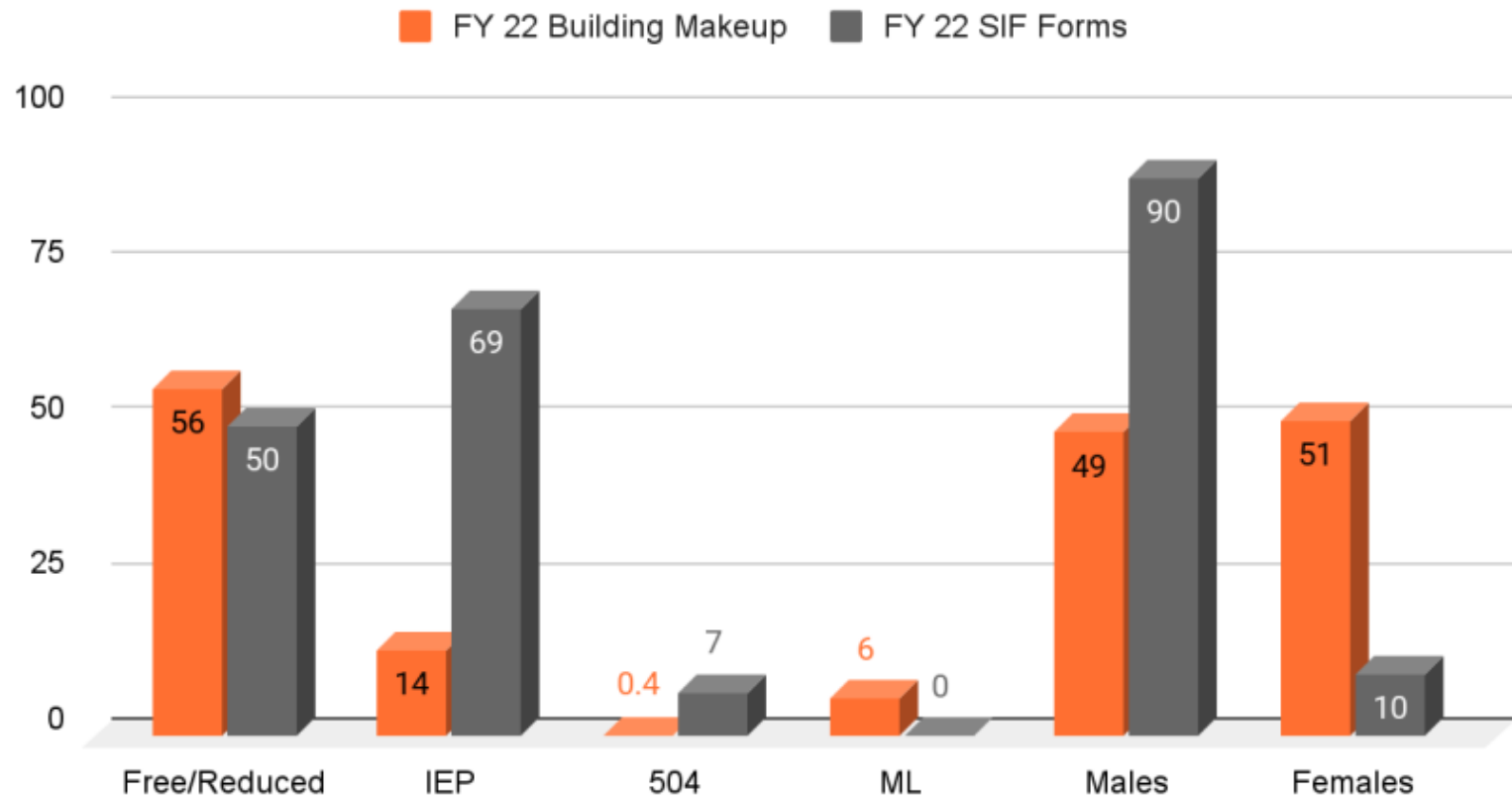
Parker Center - Quarter 4 Data

Total Number of:	
Student Intervention Forms (SIF)	111
In School Suspension (ISS)	1
Out of School Suspension (OSS)	1
Detentions	0
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

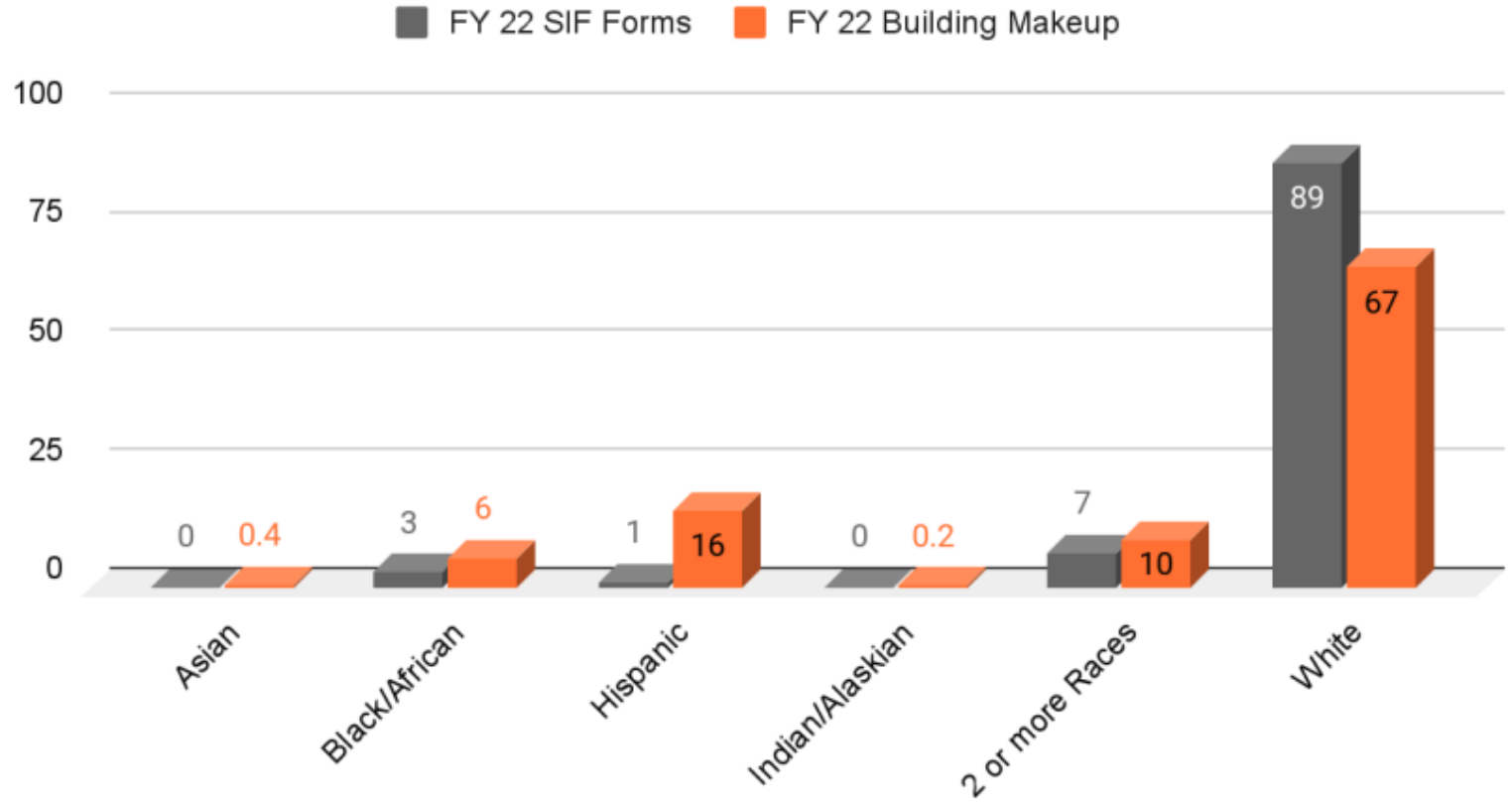
Behavior Type	Level 1	Level 2	SIF
Total #	16	2	111
# of Students Generating	9	1	21



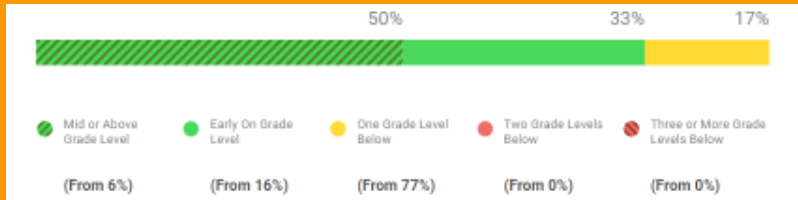
PC - Quarter 4



PC - Quarter 4



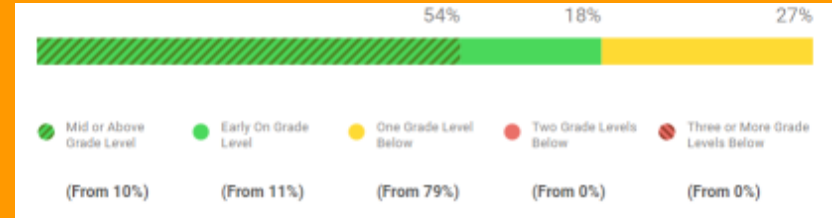
Parker Center



Reading Proficiency and Growth

52 % of students have made their typical growth goal.

25% of students have made their stretch growth goal



Math Proficiency and Growth

54% of students have made their typical growth goal.

40% of students have made their stretch growth goal

Parker Center Updates

PBIS:

3rd Trimester Celebration:

**Pupmobile incentive continued
End of year celebration w/ ice cream
truck, Bus student of the week**

of Student on CICO (3rd Trimester):

8

MTSS:

of students in ELA interventions:

98

of students in math interventions:

38

of students in Enrichment

11 ELA, 12 Math

Attendance:

4th Quarter Attendance Rate:

90.14

*# of students working with
truancy:*

N/A for K and PreK

TSS:

of groups being serviced:

17

*# of Student seen throughout 2nd
Quarter:*

70

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Special Education paperwork,
data review, equity newsletters,
staff resilience, social emotional
learning**

MTSS Data Analysis

We have noticed in our data...

- 106 fewer SiF forms due to proper placements and plans for students
- Increase in initial evaluations in K due to social/emotional needs
- Decrease in bus referrals due to bus ticket drawing

We are responding to our data in the following ways...

- Flexible groups with TSS to service students based on need
- K teachers including more small group instruction
- Redistributing paras and CFs after school to provide more supervision for safety.
- Additional Social Worker added to assist with social emotional needs
- Created Special Education teachers schedule to allow for support of unknown needs for the fall
- PBIS training in June
- Leadership and Equity team work this summer to plan for the fall

Loves Park - Quarter 4 Data

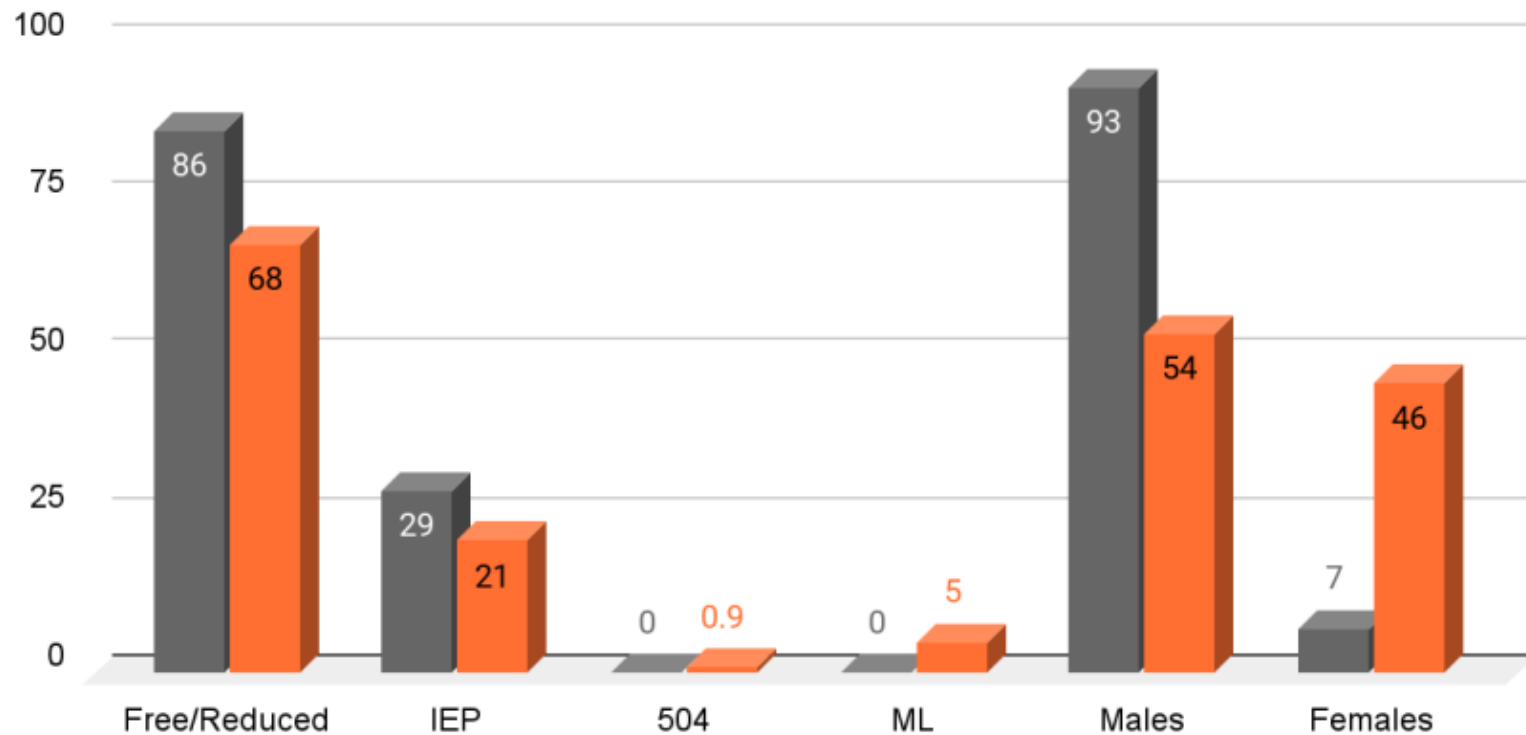
Total Number of:	
In School Suspension (ISS)	8
Out of School Suspension (OSS)	8
Detentions	4
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Behavior Type	Level 1	Level 2
Total #	0	18
# of Students Generating	0	12

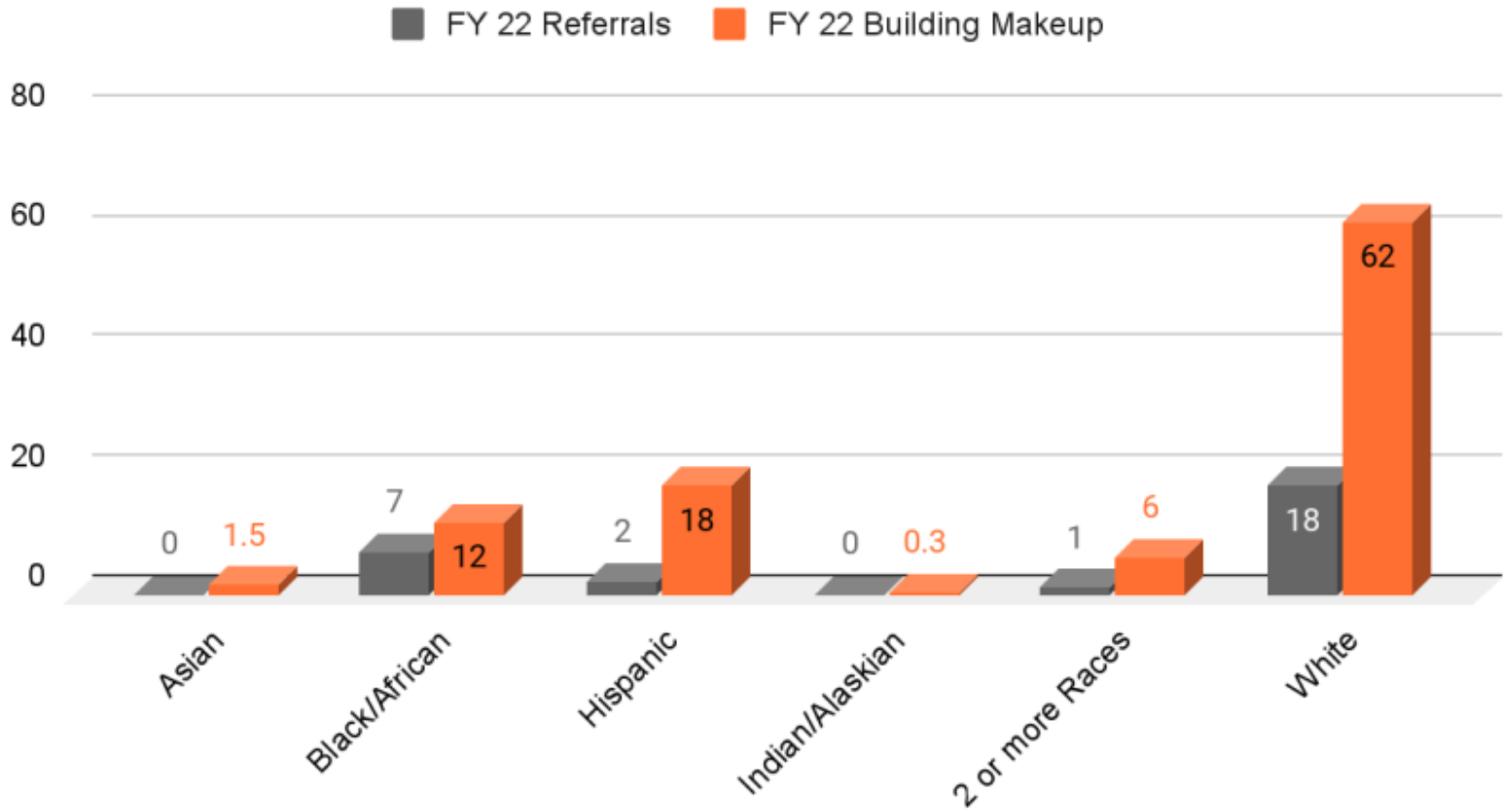


LP - Quarter 4

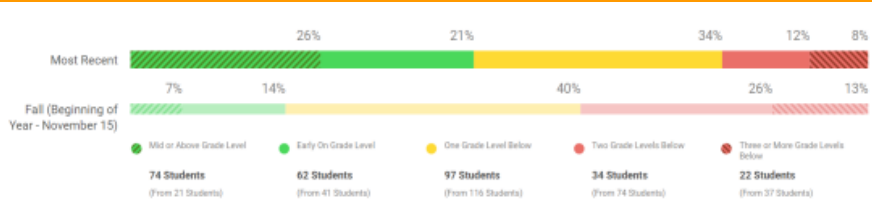
FY 22 Referrals FY 22 Building Makeup



LP - Quarter 4



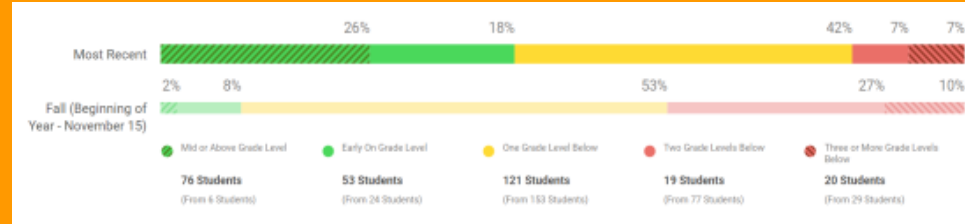
Loves Park



Reading Proficiency and Growth

56.52 % of students have made their typical growth goal.

30.43 % of students have made their stretch growth goal



Math Proficiency and Growth

55.84 % of students have made their typical growth goal.

24.45 % of students have made their stretch growth goal

Loves Park Updates

PBIS:

4th Quarter Celebration:

Golden Cab Card (weekly)

LP T-Shirt Drawings (Monthly)

End of Year School-wide Dance & Celebration

of Student on CICO (4th Quarter):

32

MTSS:

of students in ELA interventions:

98

of students in math interventions:

60

of students in Enrichment

36

Attendance:

4th Quarter Attendance Rate:

89

students working with truancy:

20

TSS:

of groups being serviced:

11

of Student seen throughout 4th Quarter:

71

Supporting Staff Professional Development:

Chappuis Time

Data Dive with focus on involving students, goal setting & reflection, understanding NRT %, and looking forward

*Ongoing CHAMPS with certified and support staff
Collective Efficacy*

MTSS Data Analysis

We have noticed in our data...

STAIRS

- The number of students scoring on or above grade level in math remains below national and district average in most grades
- Although we are thankful for TSS, our students need continued MTSS supports for math
- Overall, student growth is still below pre-COVID levels, however, the number of students almost achieving 100% growth was very close. There were many students with an astounding growth in excess of 100%.
- Truancy continues to be extremely elevated, even with the involvement of the truancy officer

STARS

- The number of students 2 or more grade levels below in math is lower than national or district comparison.
- Classes with higher level of congruency to the standards, implementation of high leverage strategies in TIER 1, and those who involve their students in goal setting with data performed at higher levels.
- Informational text and vocabulary are stronger, reflective of improved instruction in Tier 1 for ELA & other content areas
- Behavioral referrals remain low, strong relationships and clear, school-wide expectations (CHAMPS) contribute to this
- Celebrating successes and focusing on areas for improvement continues...

We are responding to our data in the following ways...

Academic Data

- Tier 1 instruction for math will continue to be a focus for improvement during Chappuis Time, combined with feedback from collaborative and focused walkthroughs that involve teacher input
- Vocabulary and differentiation for Tier I instruction will continue to be a focus
- IReady's projected proficiency did not always align to IAR results, one hypothesis is the need to boost rigor & writing in the content areas.

PBIS/SEL Data

- Looking forward to having 2 social workers.
- Incoming students from other schools, especially in older grades need more SEL support
- Continued support from truancy, need changes from IL
- Continuing CHAMPS and positive incentives (Golden Cab Cards)

Machesney - Quarter 4 Data

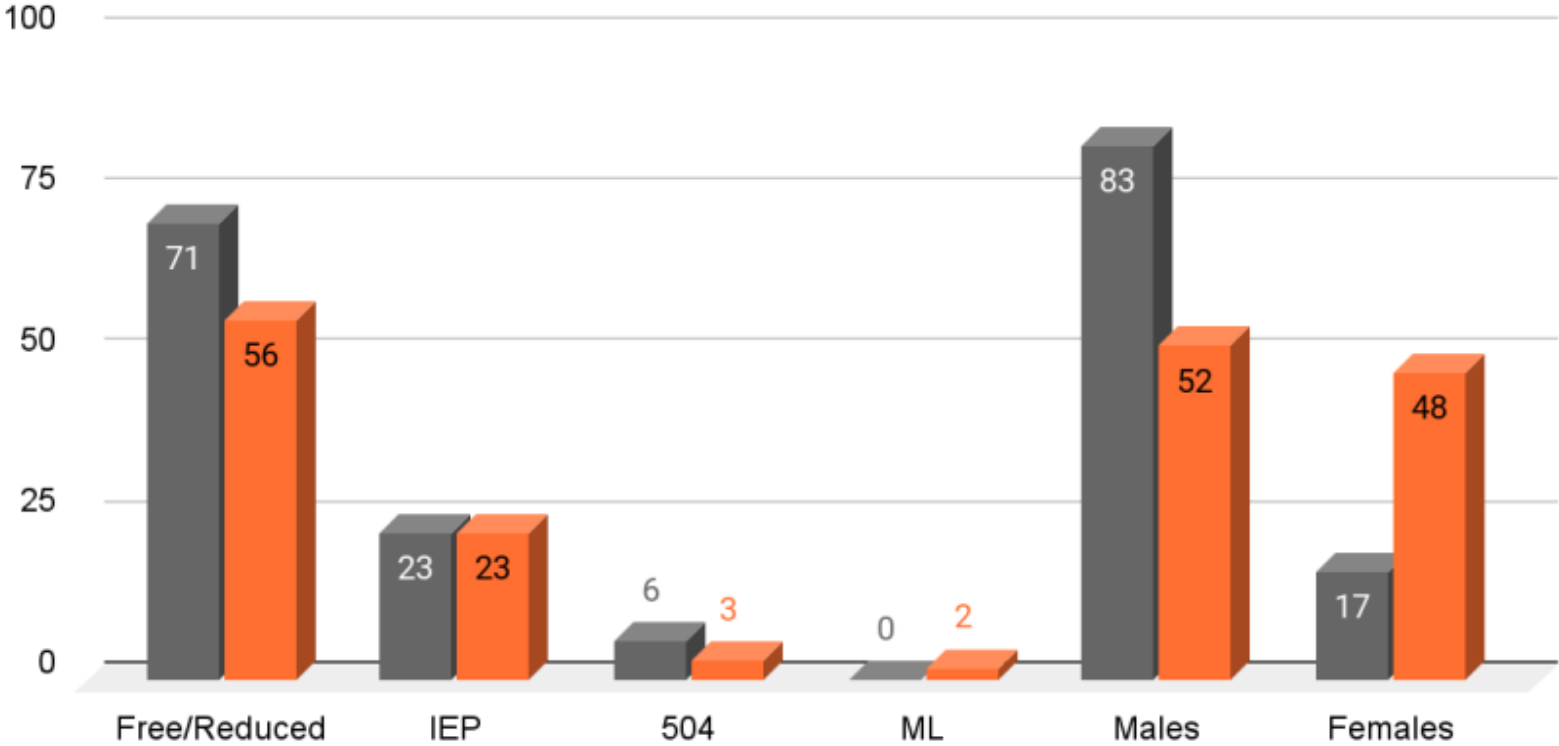
Total Number of:	
In School Suspension (ISS)	20
Out of School Suspension (OSS)	8
Detentions	4
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Behavior Type	Level 1	Level 2
Total #	24	35
# of Students Generating	18	25

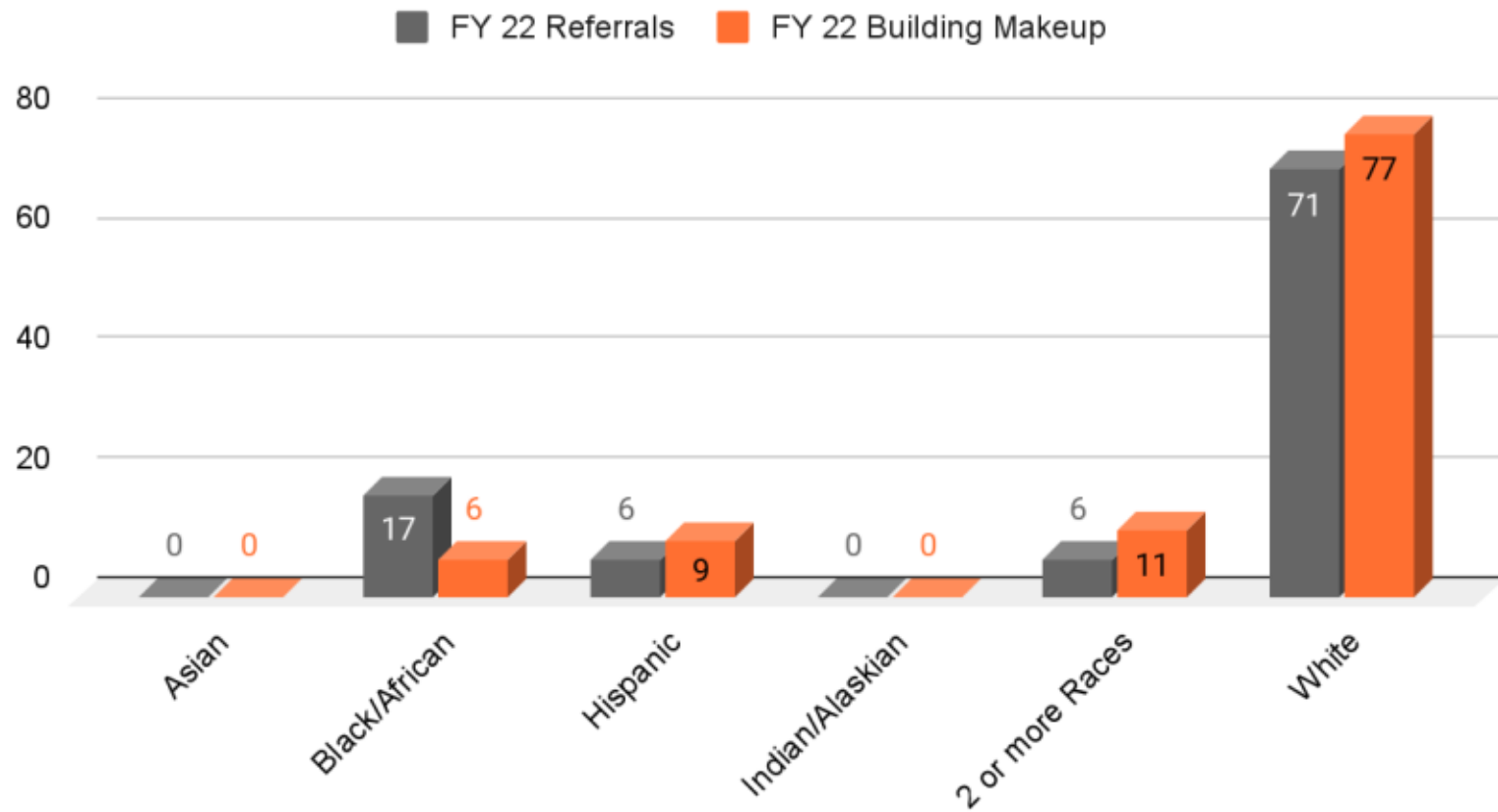


MC - Quarter 4

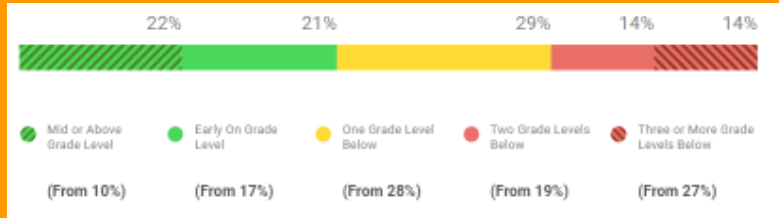
■ FY 22 Referrals ■ FY 22 Building Makeup



MC - Quarter 4



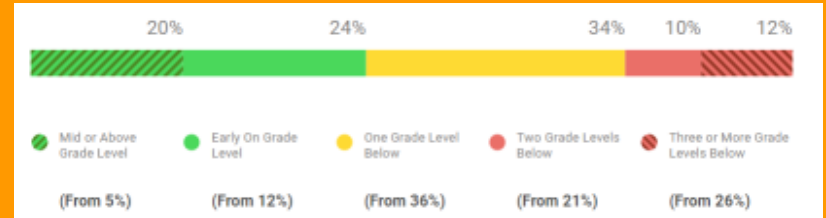
Machesney



Reading Proficiency and Growth

62% of students have made their typical growth goal

32% of students have made their stretch growth goal



Math Proficiency and Growth

59% of students have made their typical growth goal

27% of students have made their stretch growth goal

Machesney Updates

PBIS:

3rd Trimester Celebration:
Virtual Assembly with Prize drawings, Raffle drawings and Amazing Aviator recognition
of Student on CICO (4th Quarter):
21

MTSS:

of students in ELA interventions:
51
of students in math interventions:
49
of students in Enrichment
22

Attendance:

3rd Quarter Attendance Rate:
91.5%
of students working with truancy:
21

TSS:

of groups being serviced:
8
of Student seen throughout 3rd Quarter:
55

Supporting Staff Professional Development:

Activities engaged in this quarter:
A-Day planning - Individualized, Learning Lab Specific PD, Behavioral interventions, 6th grade algebra tiles PD

MTSS Data Analysis

We have noticed in our data...

- Increase in referrals
- Slight decrease in student participation in CICO
- Total 21 students working with truancy
- Decrease in number of students receiving ELA and math interventions

We are responding to our data in the following ways...

- PD to focus on Tier 1 instruction-during A Day Planning and faculty meetings
- Working with administrators to address inappropriate behaviors requiring referrals and consequences
- Partnership with truancy officer to support students and families
- Social workers are supporting students/families and classrooms with SEL

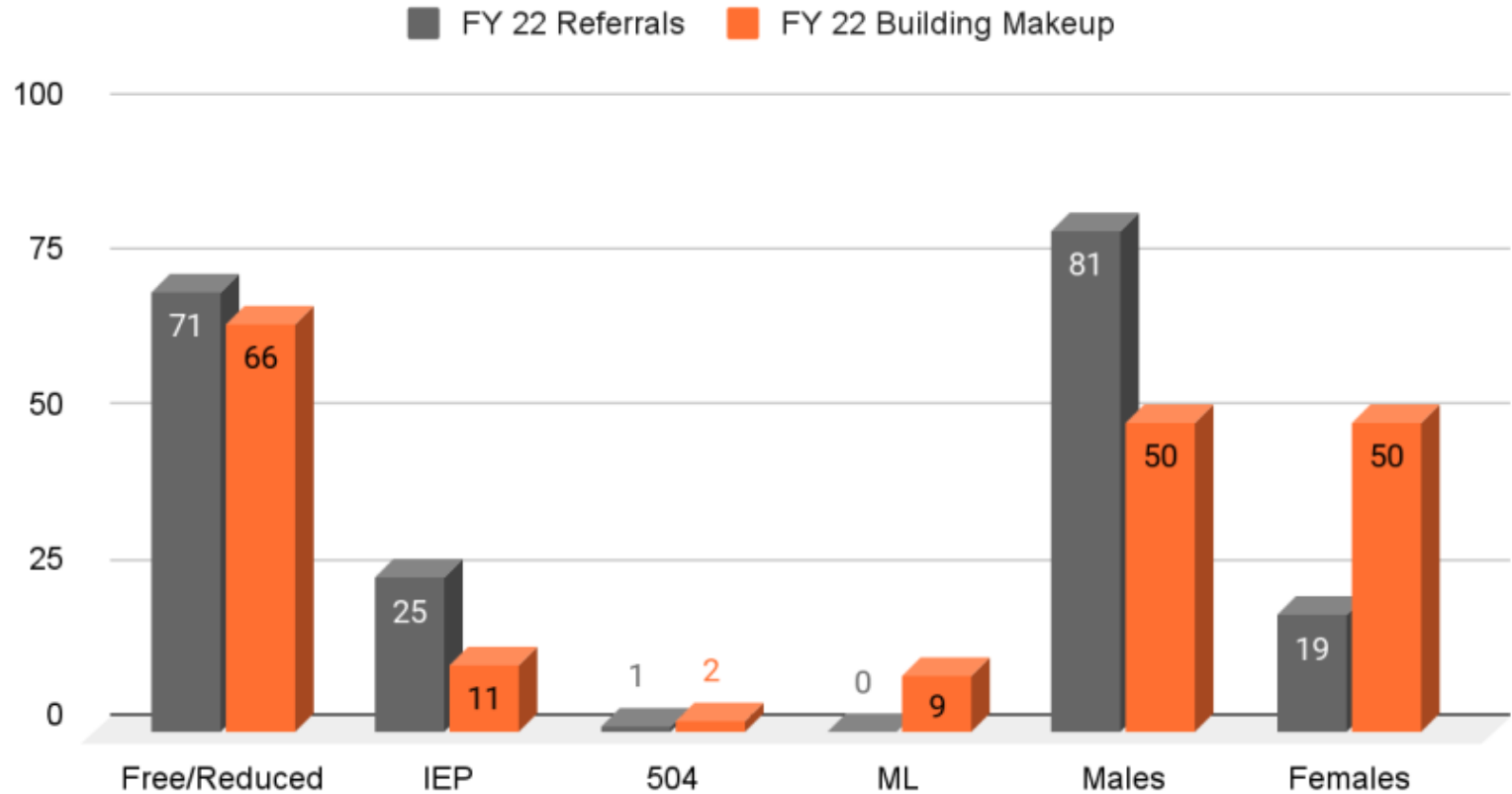
Maple - Quarter 4 Data

Total Number of:	
In School Suspension (ISS)	9
Out of School Suspension (OSS)	14
Detentions	58
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

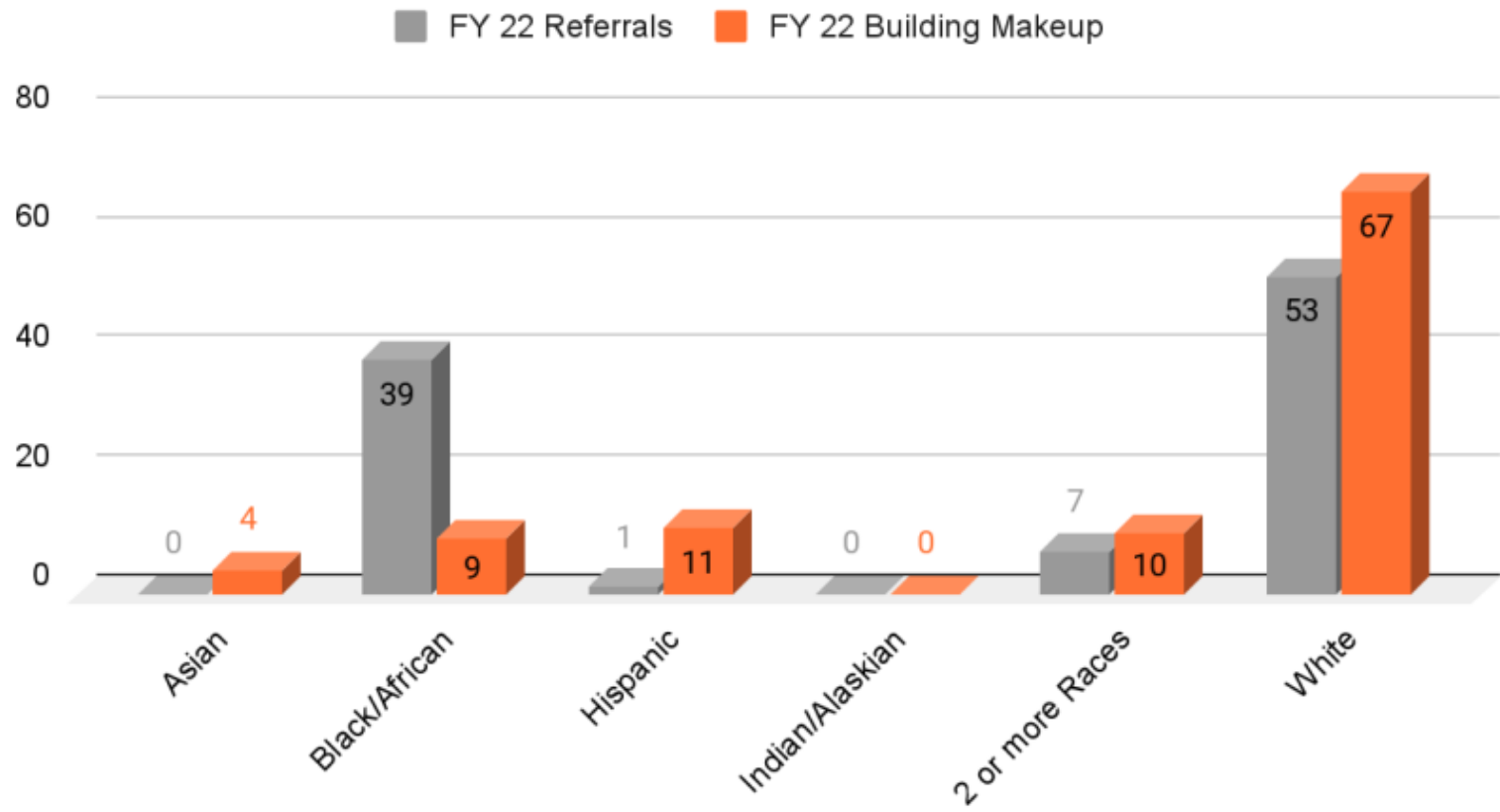
Behavior Type	Level 1	Level 2
Total #	5	95
# of Students Generating	5	36



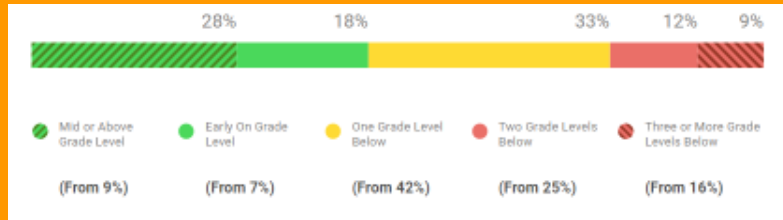
MP - Quarter 4



MP - Quarter 4

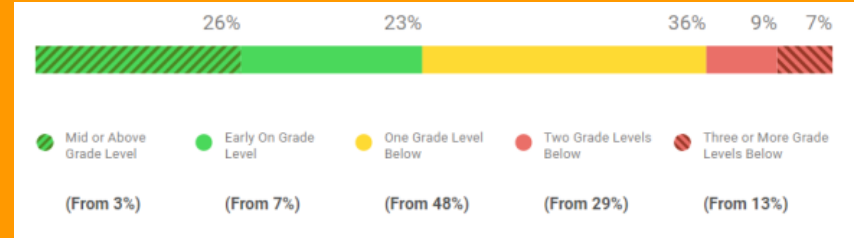


Maple



Reading Proficiency and Growth

59 % of students have made their typical growth goal.
29 % of students have made their stretch growth goal



Math Proficiency and Growth

62 % of students have made their typical growth goal.
32 % of students have made their stretch growth goal

Maple Updates

PBIS:

4th Quarter Celebration:

Minute to Win It Cart, PBIS School Store, Field Day

Mustang Monthly Winners, Dances, Feedback Week, Grow with Grit Week

of Student on CICO (4th Quarter):

19

MTSS:

of students in ELA interventions:

45

of students in math interventions:

31

of students in Enrichment

37

Attendance:

4th Quarter Attendance Rate:

89.6%

of students working with truancy:

20

TSS:

of groups being serviced:

8

of Student seen throughout 4th Quarter:

66

Supporting Staff Professional Development:

Activities engaged in this quarter:

Writing Curriculum, Flipgrid Training, Ongoing meetings with PDS, PBIS Tier 1 Training in June, Kagan Training in August

MTSS Data Analysis

We have noticed in our data...

- Steep increase in referrals in Q4 (95 of 166 all year were in Q4).
- Short of building goals for iReady Reading and Math
- Percent of student in the red dropped from fall (esp. In Math)

We are responding to our data in the following ways...

- PBIS Tier 1 Training in June
- Kagan Training in August
- Initial Evals & Placement Changes for students with highest # of referrals

Marquette - Quarter 4 Data

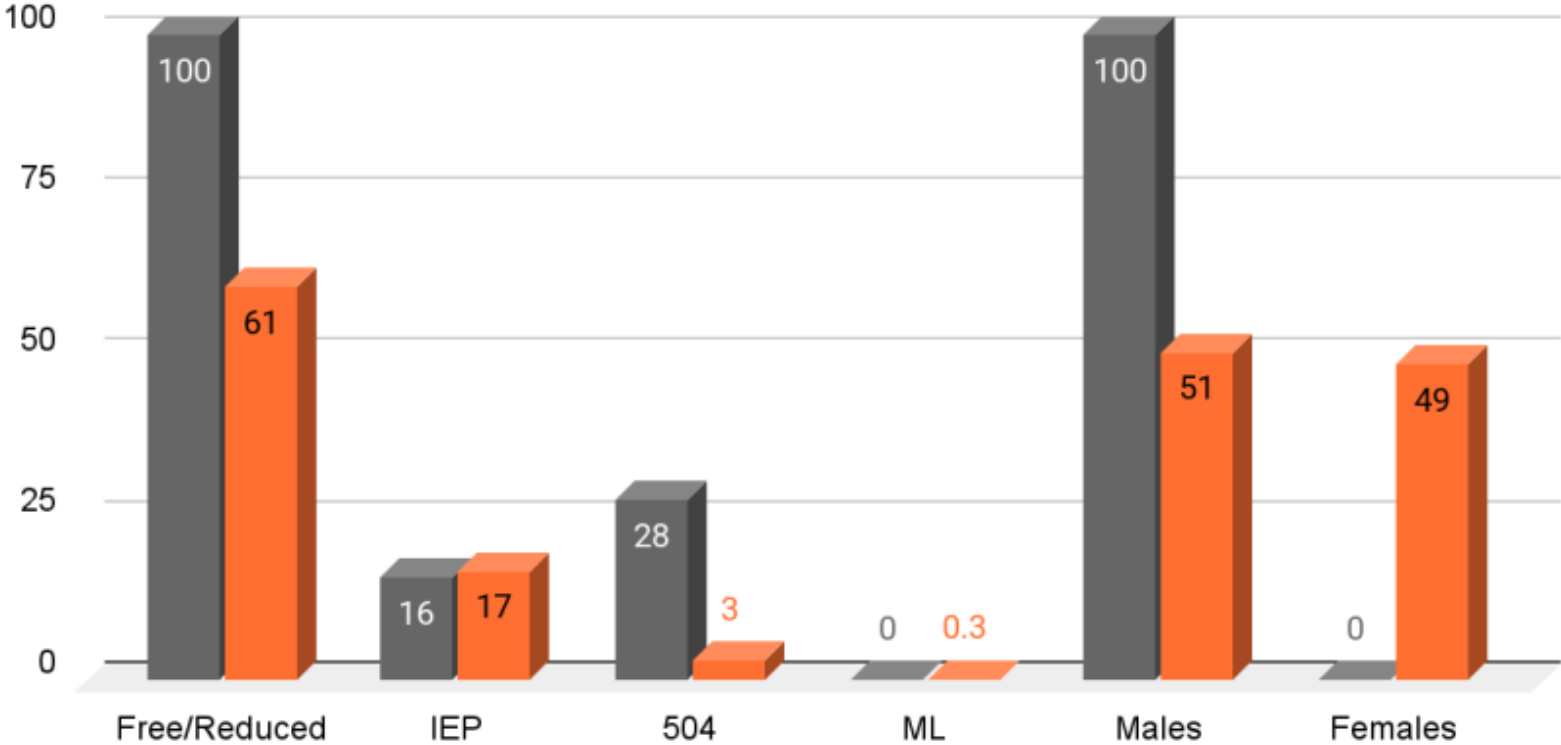
Total Number of:	
In School Suspension (ISS)	4
Out of School Suspension (OSS)	2
Detentions	4
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Behavior Type	Level 1	Level 2
Total #	10	15
# of Students Generating	7	11

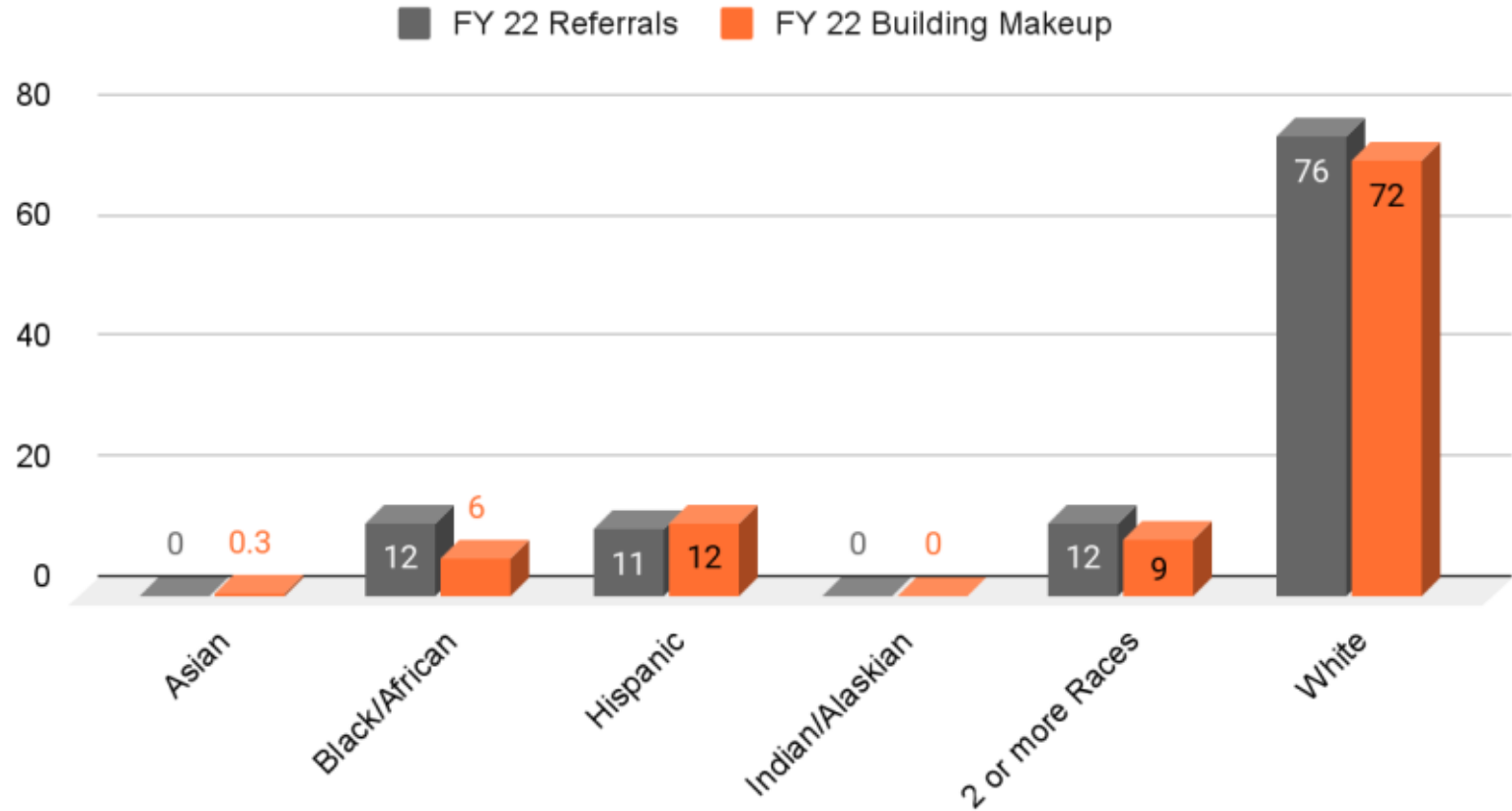


MQ - Quarter 4

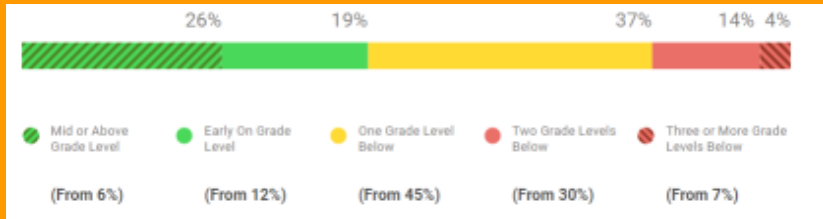
FY 22 Referrals FY 22 Building Makeup



MQ - Quarter 4

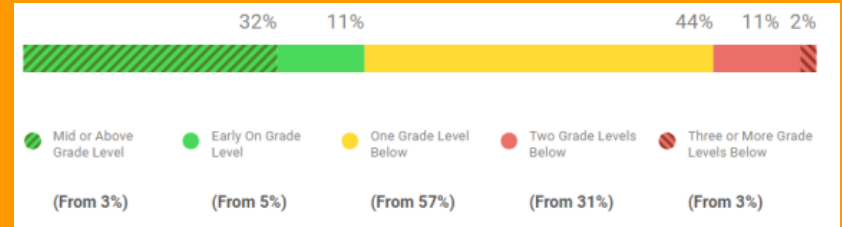


Marquette



Reading Proficiency and Growth

51.14% of students have made their typical growth goal.
25.76% of students have made their stretch growth goal



Math Proficiency and Growth

51.88 % of students have made their typical growth goal.
22.18% of students have made their stretch growth goal

Marquette Updates

PBIS:

3rd Quarter Celebration:

Popcorn and Movie

of Student on CICO (3rd Quarter):

13

MTSS:

of students in ELA interventions:

64

of students in math interventions:

18

of students in Enrichment

26

Attendance:

4th Quarter Attendance Rate:

90.6%

*# of students working with
truancy:*

11

TSS:

of groups being serviced:

7

*# of Student seen throughout 3rd
Quarter:*

47

Supporting Staff Professional Development:

Activities engaged in this quarter:

Classroom Engagement

Kagan and

Total Participation

Techniques

Focus Groups and Teacher Leaders

MTSS Data Analysis

We have noticed in our data...

- We saw dismissal from services for 1st grade
- We notice we had inconsistent use of sources for data collection.
- We saw that some students were still not making adequate progress.

We are responding to our data in the following ways...

- We created a Graduation/dismissal sheet to send home for parents
- We are now creating exact titles using F&P for benchmark testing and will be explained to teachers next year.
- We created boost groups of students to start immediately in 22-23.

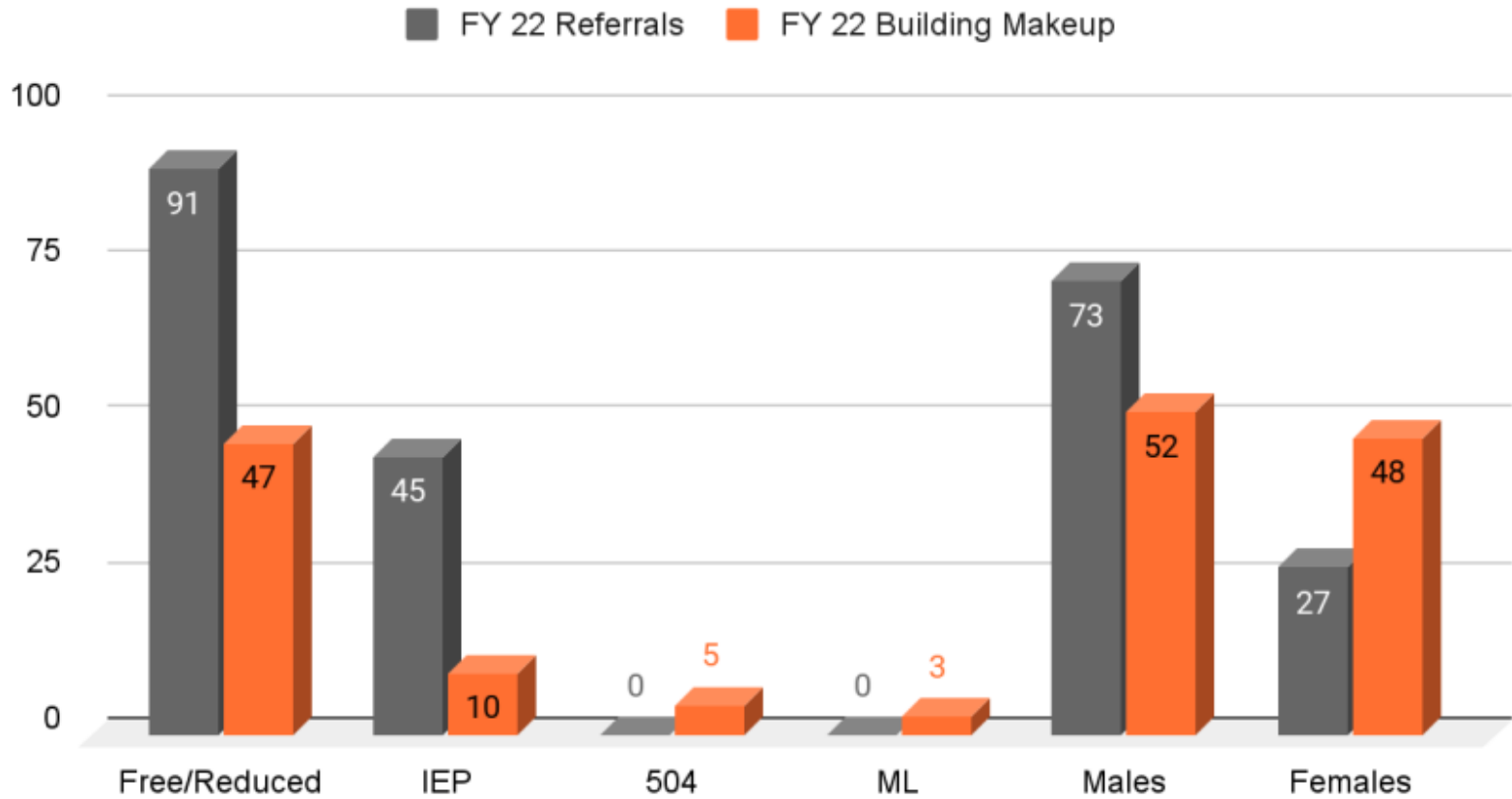
Olson Park - Quarter 4 Data

Total Number of:	
In School Suspension (ISS)	4
Out of School Suspension (OSS)	3
Detentions	4
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

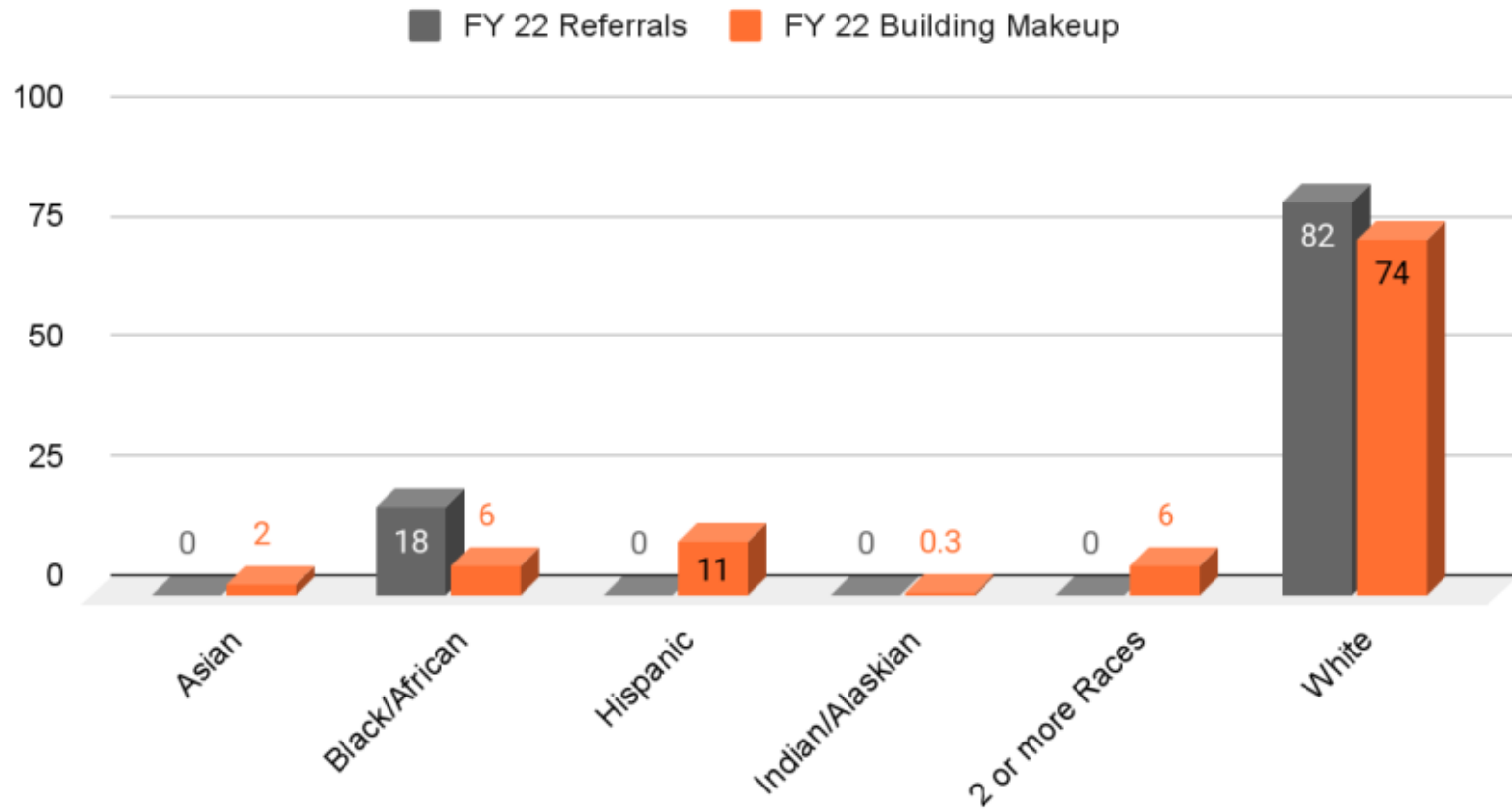
Behavior Type	Level 1	Level 2
Total #	47	10
# of Students Generating	34	6



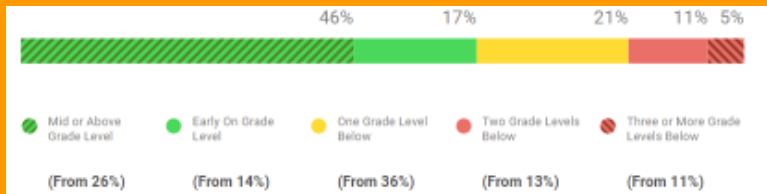
OP - Quarter 4



OP - Quarter 4

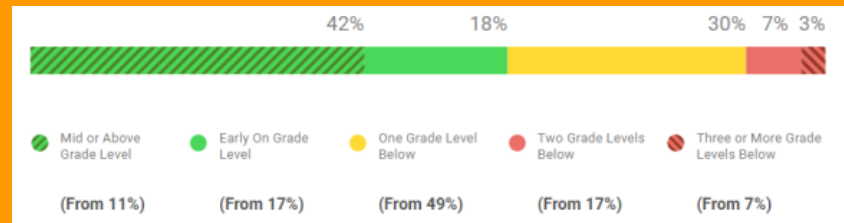


Olson Park



Reading Proficiency and Growth

60% of students have made their typical growth goal.
35% of students have made their stretch growth goal



Math Proficiency and Growth

61% of students have made their typical growth goal.
28% of students have made their stretch growth goal

Olson Park Updates

PBIS:

3rd Trimester Celebration:

Supersize Celebration

of Student on CICO (3rd Trimester):

30

MTSS:

of students in ELA interventions:

51

of students in math interventions:

28

of students in Enrichment

31

Attendance:

4th Quarter Attendance Rate:

94%

*# of students working with
truancy:*

13

TSS:

of groups being serviced:

10

*# of Student seen throughout 3rd
Quarter:*

52

Supporting Staff Professional Development:

Activities engaged in this quarter:

District behavior matrix

MTSS Framework

Classroom Management Plans

MTSS Behavior Plans

MTSS Data Analysis

We have noticed in our data...

- 1st grade showed amazing growth
- ELA growth is slower than math
- Increased number of level one referrals.
- Dismissed 12 students from ELA MTSS
- Dismissed 7 students from Math

We are responding to our data in the following ways...

- Planning for targeted small group instruction in ELA.
- Looking at Tier one classroom management plans for next year.
- Continuing with B Day planning to ensure we are making data driven decisions about instruction.

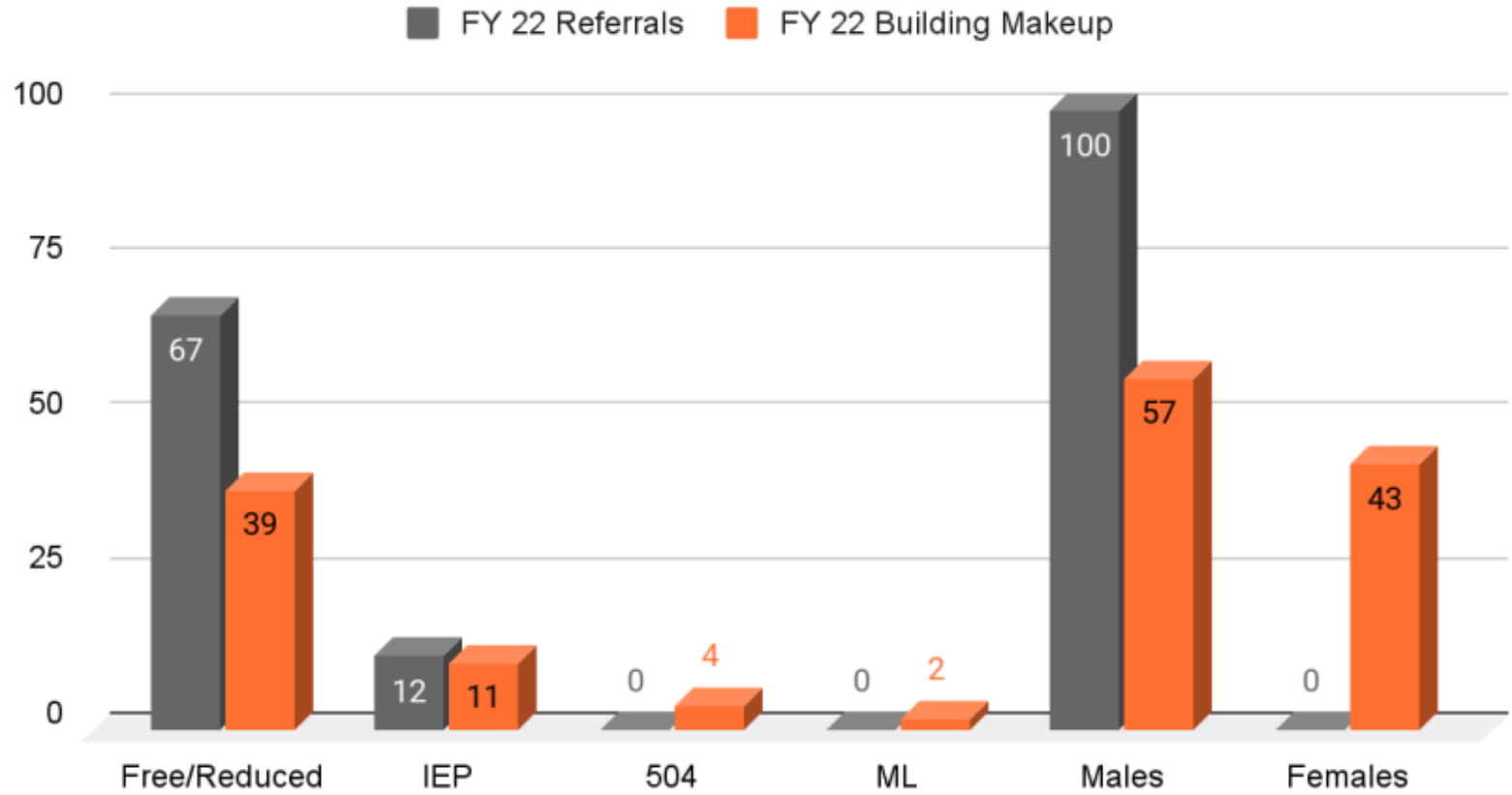
Ralston - Quarter 4 Data

Total Number of:	
In School Suspension (ISS)	9
Out of School Suspension (OSS)	2
Detentions	1
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

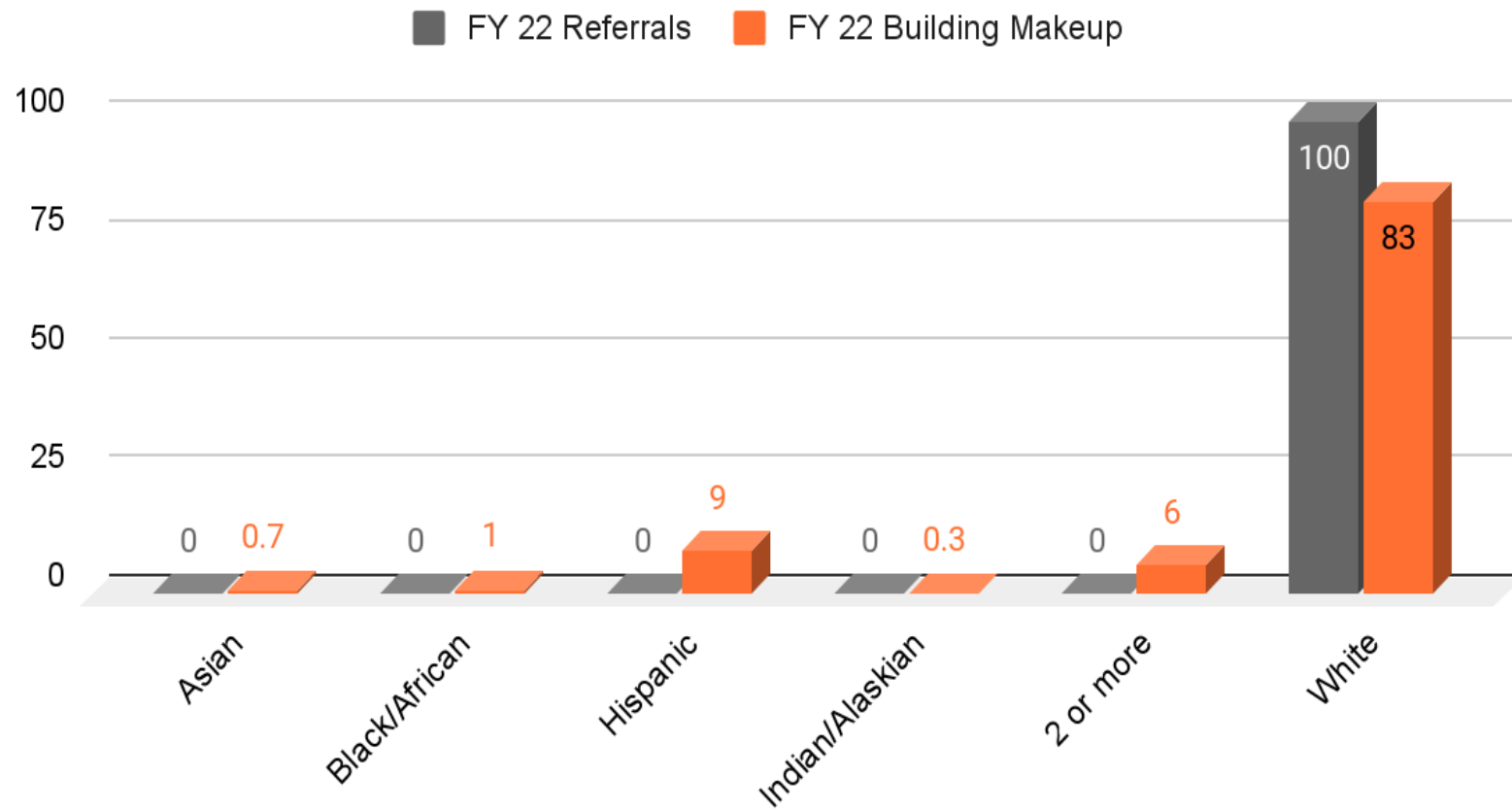
Behavior Type	Level 1	Level 2
Total #	18	12
# of Students Generating	10	7



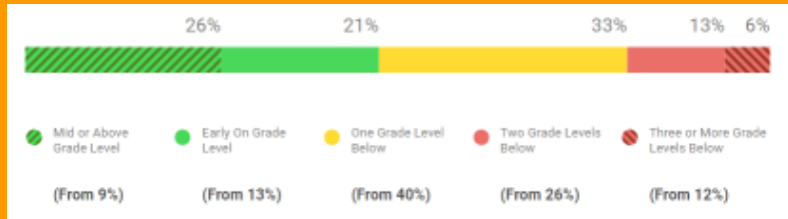
RA - Quarter 4



RA - Quarter 4



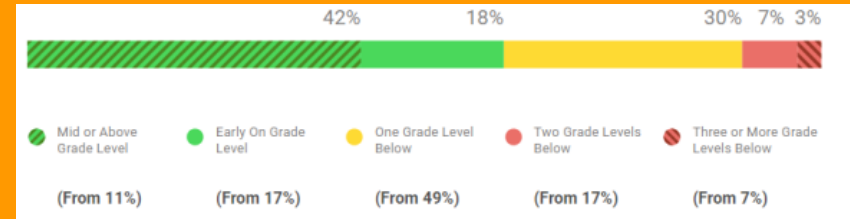
Ralston



Reading Proficiency and Growth

57.52 % of students have made their typical growth goal.

42.48% of students have made their stretch growth goal



Math Proficiency and Growth

55.09% of students have made their typical growth goal.

34.34 % of students have made their stretch growth goal

Ralston Updates

PBIS:

4th Quarter Celebration:

Rockin Behavior Card Incentives
Code of Silence & Attendance trophy
Ice cream party
Field Day

of Student on CICO (4th Quarter):

5

MTSS:

of students in ELA interventions:

48

of students in math interventions:

25

of students in Enrichment

ELA 32 / Math 15

Attendance:

4th Quarter Attendance Rate:

94.2%

*# of students working with
truancy:*

2

TSS:

of groups being serviced:

13

*# of Student seen throughout 4th
Quarter:*

41

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Equity work at faculty meetings,
MTSS meetings, Data Day, vertical
articulation, and planned summer
work days**

MTSS Data Analysis

We have noticed in our data...

- Less ELA intervention groups while math groups stayed the same.
- ELA enrichment groups increased and math remained the same.
- Several students have progressed while others have shown little to no growth.
 - Female population progressed while males did not as much as females.
- One additional student on CICO than quarter 3.

We are responding to our data in the following ways...

- SIP/leadership team has a summer work day to discuss data and make building based goals for SY 22-23.
- MTSS end of the school year meeting discussed students who should start in intervention groups the first few weeks of school.

Rock Cut - Quarter 4 Data

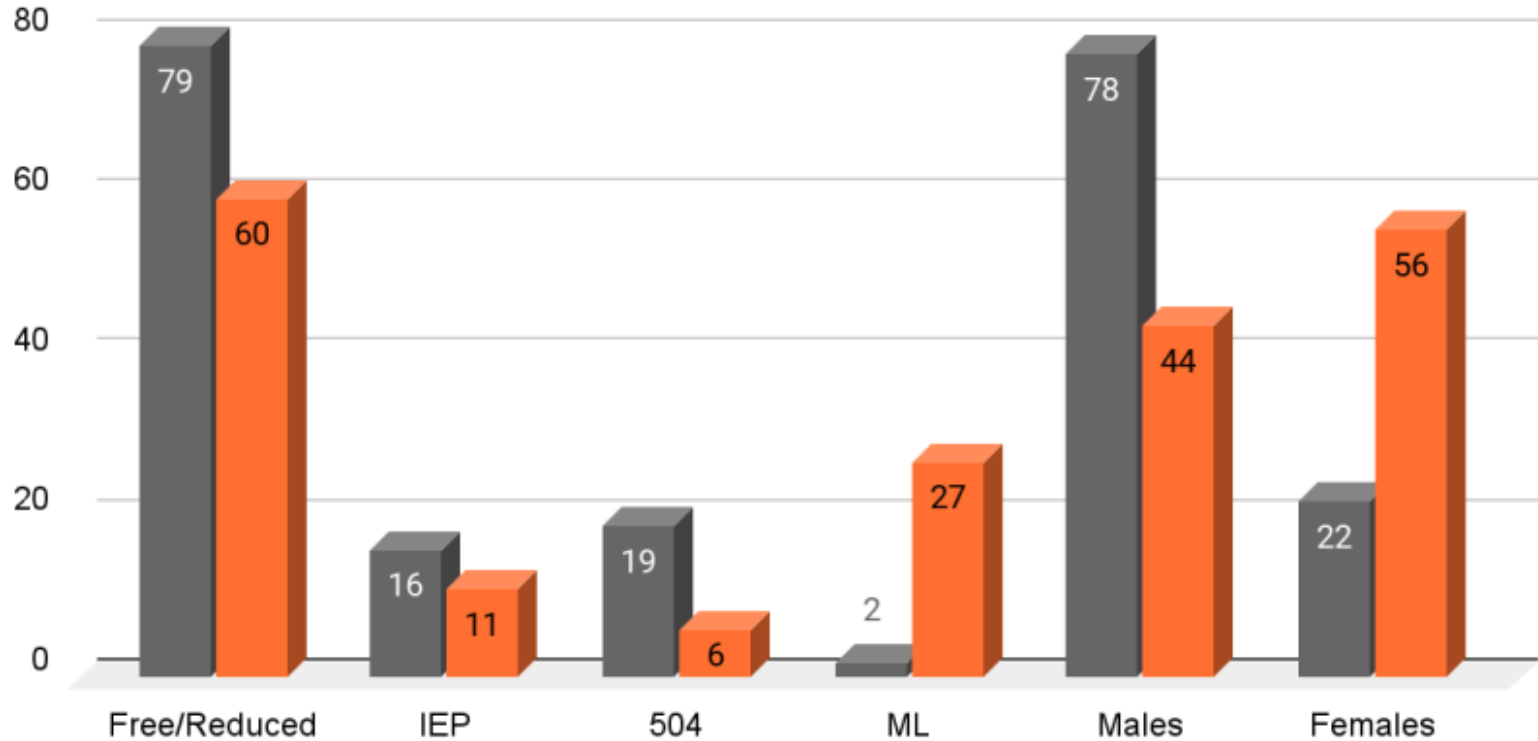
Total Number of:	
In School Suspension (ISS)	25
Out of School Suspension (OSS)	8
Detentions	37
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Behavior Type	Level 1	Level 2
Total #	30	81
# of Students Generating	23	38

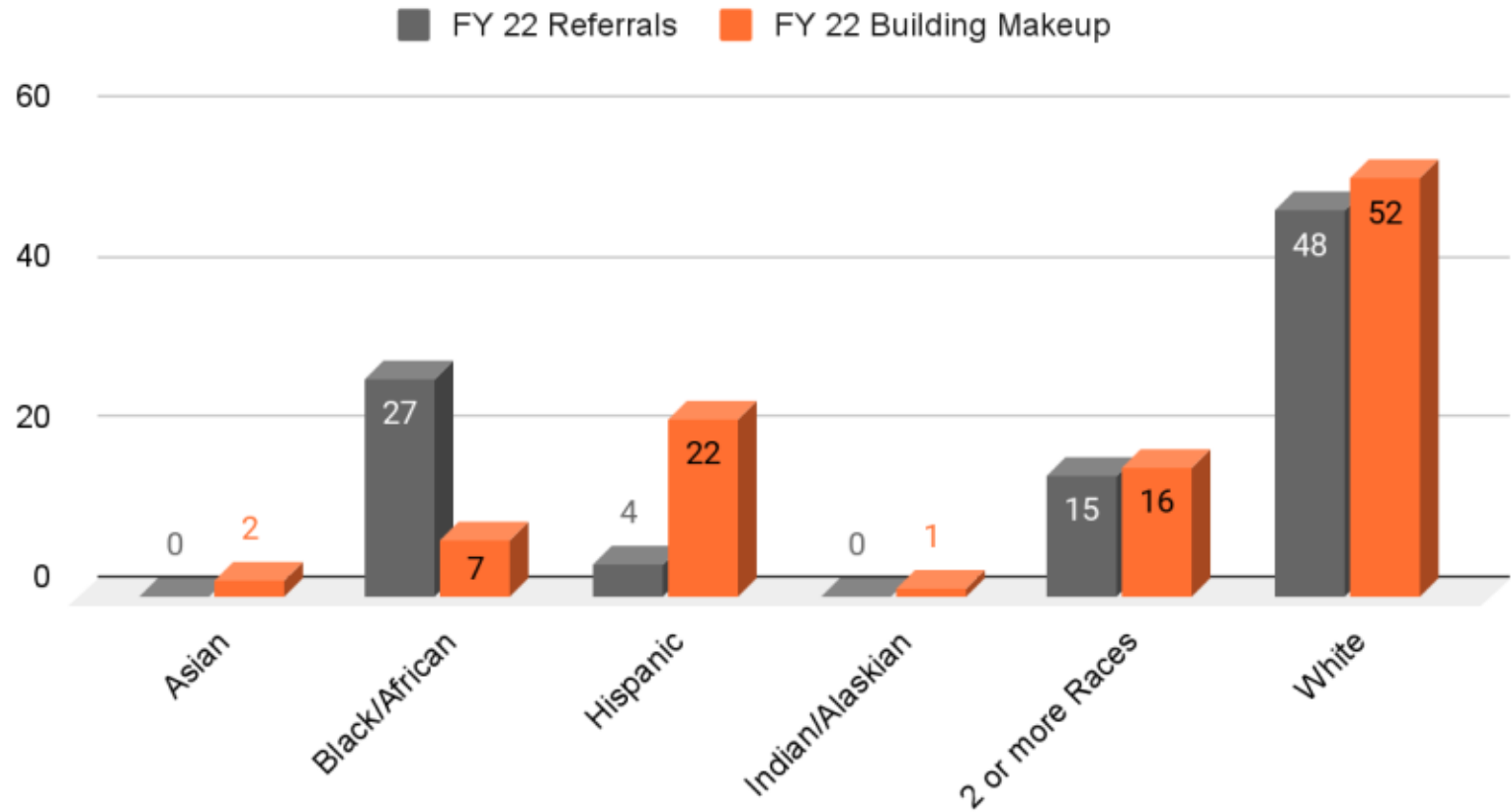


RC - Quarter 4

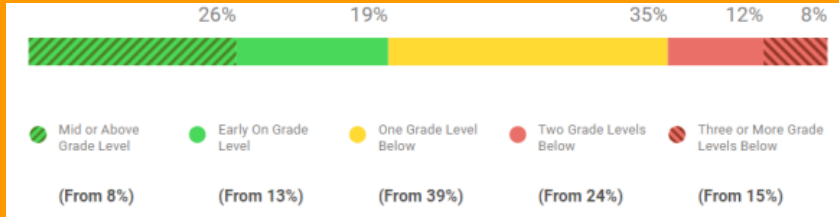
FY 22 Referrals FY 22 Building Makeup



RC - Quarter 4

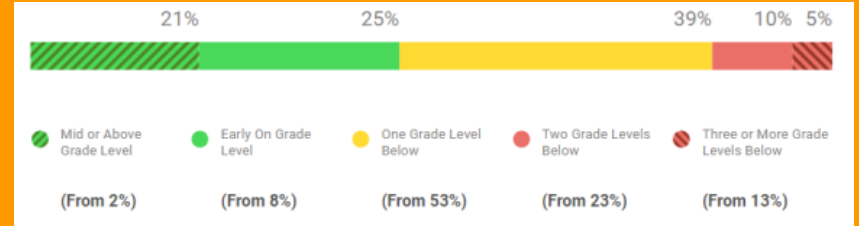


Rock Cut



Reading Proficiency and Growth

60.32% of students have made their typical growth goal.
27.35% of students have made their stretch growth goal.



Math Proficiency and Growth

55.2% of students have made their typical growth goal.
31.2% of students have made their stretch growth goal.

Rock Cut Updates

PBIS:

4th Quarter Celebrations:

**Academic-iReady Stretch Growth Party,
Behavior-movie at the HS auditorium**

of Students on CICO (4th Quarter):

Tier 3: 15

Tier 2: 6

MTSS (includes HoLA):

of students in ELA interventions:

57

of students in math interventions:

34

of students in Enrichment

39

Attendance:

4th Quarter Attendance Rate:

91.07%

*# of students working with
truancy:*

14

TSS:

of groups being serviced:

13

*# of Student seen throughout 4th
Quarter:*

83

Supporting Staff Professional Development:

Activities engaged in this quarter:

**i-Ready data reflections, Writing
curriculum, vertical articulation**

MTSS Data Analysis

We have noticed in our data...

- # of referrals increased each quarter but many were from the same students and mostly for dangerous behavior
- We exceeded our building wide iReady Math goal for the year
- iReady median percent progress towards typical growth:
 - Math-115%
 - Reading-123%

We are responding to our data in the following ways...

- Setting up bi-monthly behavior support team meetings including social workers, admin, and teachers
- Reflecting on what practices led to us exceeding our growth target in Math
- Documenting effectiveness of interventions and creating watch lists of students to support when we return in the Fall

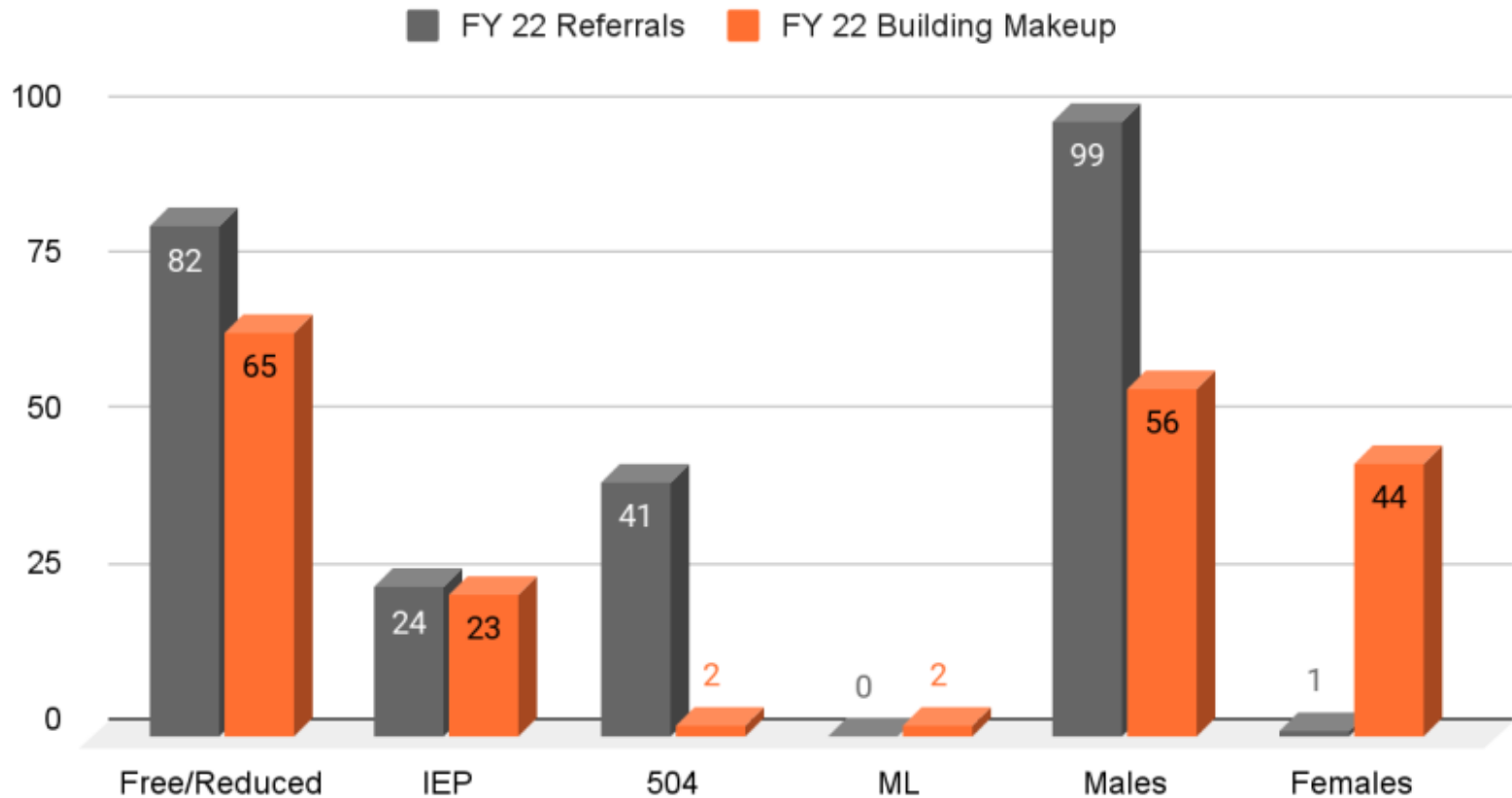
Windsor - Quarter 4 Data

Total Number of:	
In School Suspension (ISS)	4
Out of School Suspension (OSS)	3
Detentions	7
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

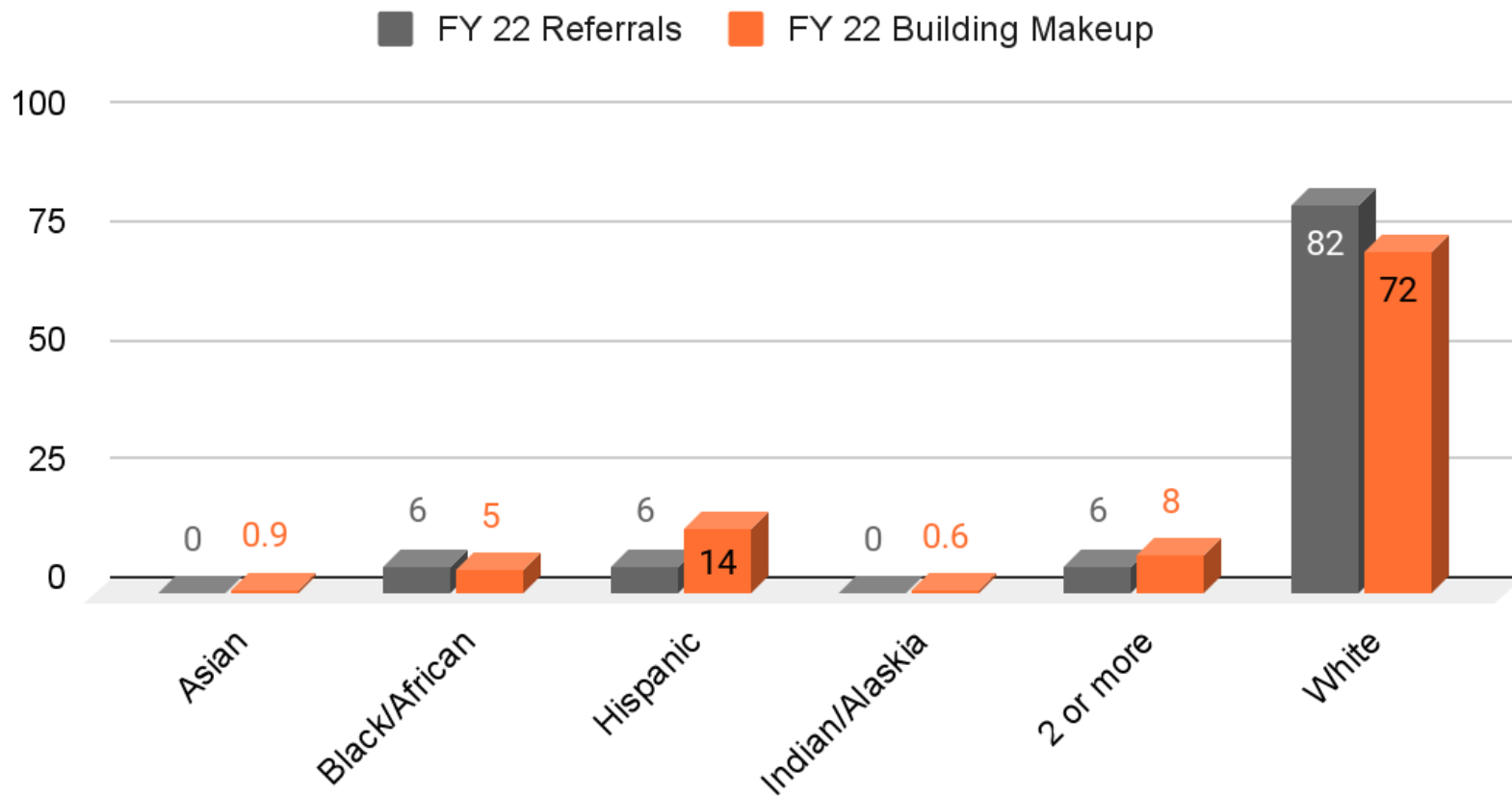
Behavior Type	Level 1	Level 2
Total #	15	17
# of Students Generating	14	12



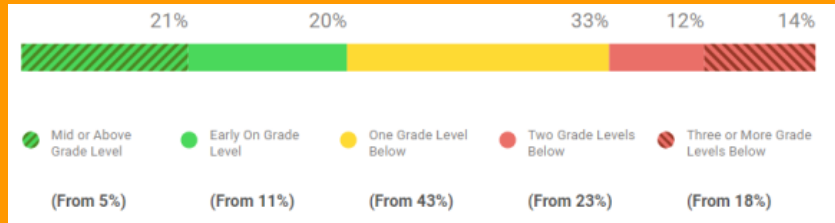
WI - Quarter 4



WI - Quarter 4



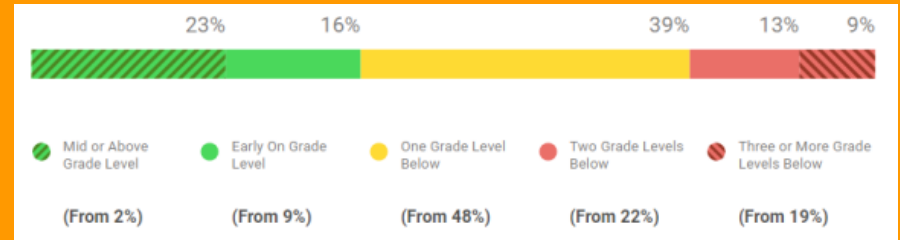
Windsor



Reading Proficiency and Growth

54.13% of students have made their typical growth goal.

24.09% of students have made their stretch growth goal



Math Proficiency and Growth

51.16% of students have made their typical growth goal.

18.15% of students have made their stretch growth goal

Windsor Updates

PBIS:

4th Quarter Celebration:

End of Year Celebration activities

Daily Buzz Buck Winners

Afternoon Buzz Buck drawings for gift cards

Monthly themed dress up celebrations days

of Student on CICO (4th Quarter):

9

MTSS:

of students in ELA interventions:

67 (7 dismissed/5 added)

of students in math interventions:

38 (5 dismissed/1 added)

of students in Enrichment

19 (24 students access Think Folders)

Attendance:

4th Quarter Attendance Rate:

91.24%

of students working with truancy:

9

TSS:

of groups being serviced:

7 groups

of Student seen throughout 4th Quarter:

33 students

Supporting Staff Professional Development:

Activities engaged in this quarter:

***Continued equity conversations and actions towards more equitable practices in teaching and systems**

***MTSS days**

***Data review**

MTSS Data Analysis

We have noticed in our data...

- Level 2 referrals decreased by 5 and Level 1 referrals increased by 2 from quarter 3
- Most students that were in enrichment groups met their typical growth
- A majority of our first grade students in tier 3 MTSS are still significantly below grade level and did not meet their typical growth
- Students in third grade tier two and tier three who received math interventions met their typical growth.
- Able to dismiss 12 total students from MTSS

We are responding to our data in the following ways...

- Looking into to next year
 - ◆ We will be returning to implementing small group instruction which will support the varying needs of our students through differentiation.
 - ◆ Implementing the requirements/recommendations from the new MTSS framework manual
 - Required interventions menu
 - Tier 2 going to 4 days a week and helping teachers utilize the 5th day for acceleration
 - ◆ 1st and 2nd grade MTSS students will work on Phonemic Awareness and Phonics instead of LLI as the growth from that program with this age range did not produce results
 - ◆ Have out TSS work with more students and instruct more groups
 - ◆ Continue working on social/emotional training and support for staff and students

Accelerated Placement Program

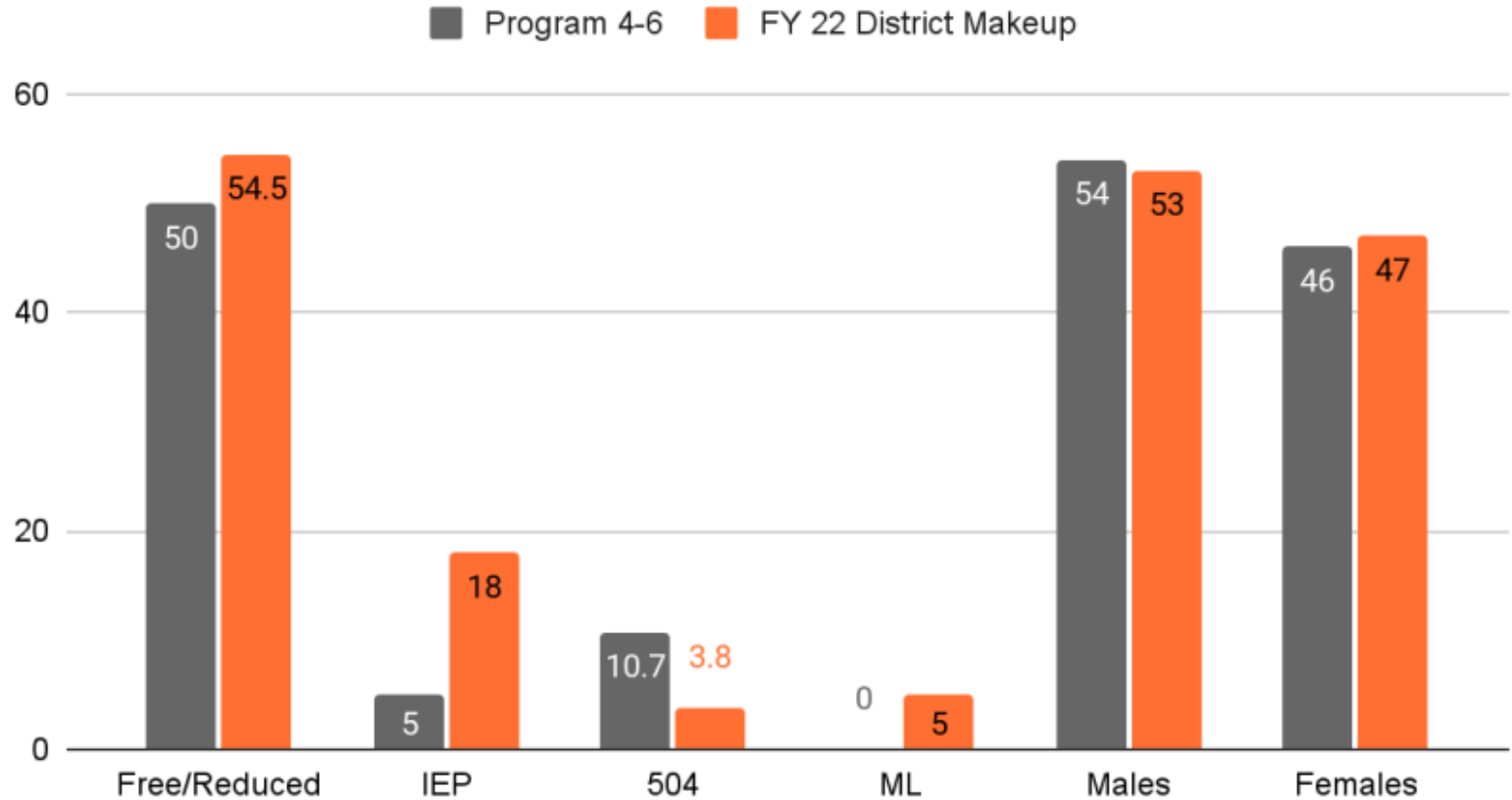
Tier 1

- Classroom Level Differentiation
- K-3 Talent Development Specialists Providing Lessons

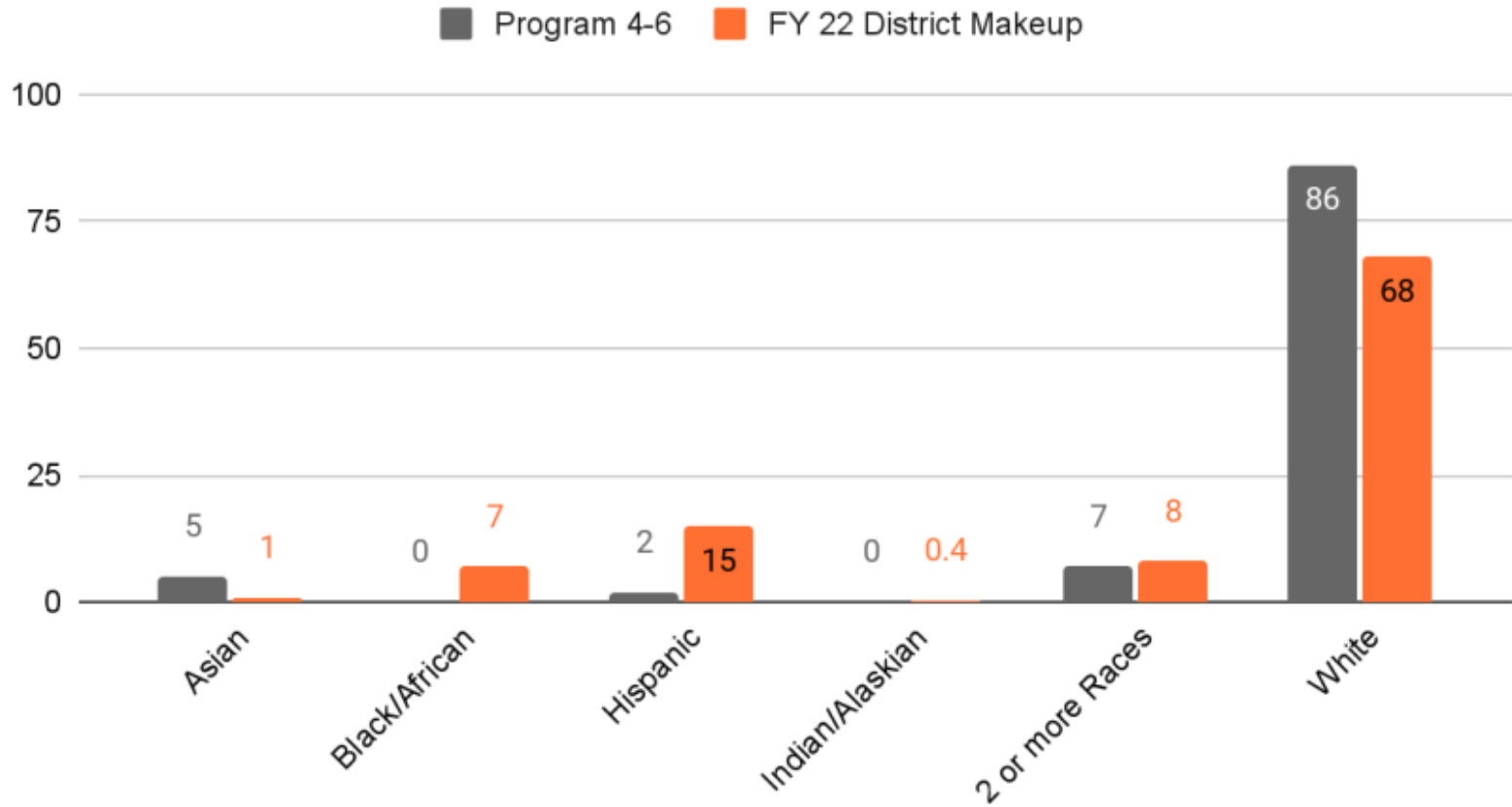
Tier 2

- Advanced Learner Program at Olson Park
 - ◆ 5% from every school
 - ◆ Utilize Multiple i-Ready Benchmark Scores
 - ◆ Goal is that the program reflects the makeup of the District
- MTSS Enrichment Groups
- Subject Level Acceleration

Advanced Learner Program



Advanced Learner Program



Tier 3

Acceleration

of Early entrance to Kindergarten

- 2 Referrals
- 0 Early Entrance

Full Grade-level Acceleration

- 3 Referrals
- 2 Accelerated

New to the Accelerated Placement Program

*School Board Policy 6:135 and Illinois School Code 105 ILCS 5/14A

- Notify families and the community of the Advanced Placement Program and how students are identified for the program (optional)
 - Middle School
 - Notified families of course selection and criteria used to determine course placement at Orientation Nights, the school newsletter, and the website.
 - Use iReady Fall and Winter data, IAR data from previous year, teacher recommendation, and student choice to place students into advanced courses.
 - Families pick via Google Survey posted on the website.
 - Families are notified of student courses and schedule in August.
 - High School
 - Pre-requisite courses are the only criteria used to determine course placement
 - Families are notified of student courses and schedule in August
- Any changes out of a less rigorous course must be submitted in writing by parent/guardian in accordance to the requirements of the updated school code.