High Reliability Schools Update

12.16.25

High Reliability Schools

The Marzano High Reliability Schools (HRS) framework is a long-term plan to help schools and districts improve.

- Schools can earn *official certification* for reaching *specific levels of success*.
- Achieving these levels directly improves how the school runs and **how well students learn**.
- Certification is used to celebrate and prove the hard work the school has accomplished.
- Diamond Lake is Illinois' first **Level 3** District

5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture

Our Work with Marzano

In partnership with FSCS, we have been able to work with three associates from the Marzano Resources group around the Humanized Education Framework, which connects to levels Four and Five by:

- Strengthening the **Proficiency Scales** we use to develop Standards-Based Report Cards
- Providing guidance and support to help put scales in the hands of our students for **goal-setting** and **progress-monitoring** (Competency-Based Education)

5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Vi

2 Effective Teach

1 Safe, Supp

HUMANIZED EDUCATION

STRENGTH

MASTERY · GROWTH

A MASTERY-BASED FRAMEWORK TO PROMOTE STUDENT GROWTH AND STRENGTH

MIKE RUYLE
AWACHÍÍKAATE (JASON D. CUMMINS)
LIBBY CHILD
DONYALL D. DICKEY

with Hawar Khalandi and Nancy Weinstein
Foreword by Mario I. Acosta

EMBRACE
GROWTH-BASED SCHOOLING
MENTAL FITNESS

- Safe Environments
- Positivity
- Collaboration
- Voice
- Well-Being
- Self-Regulation
- Consistency
- Transparency

EMPOWER
STRENGTH-BASED TEACHING
PSYCHOLOGICAL FITNESS

- Literacy
- Academic Press
- Meaning
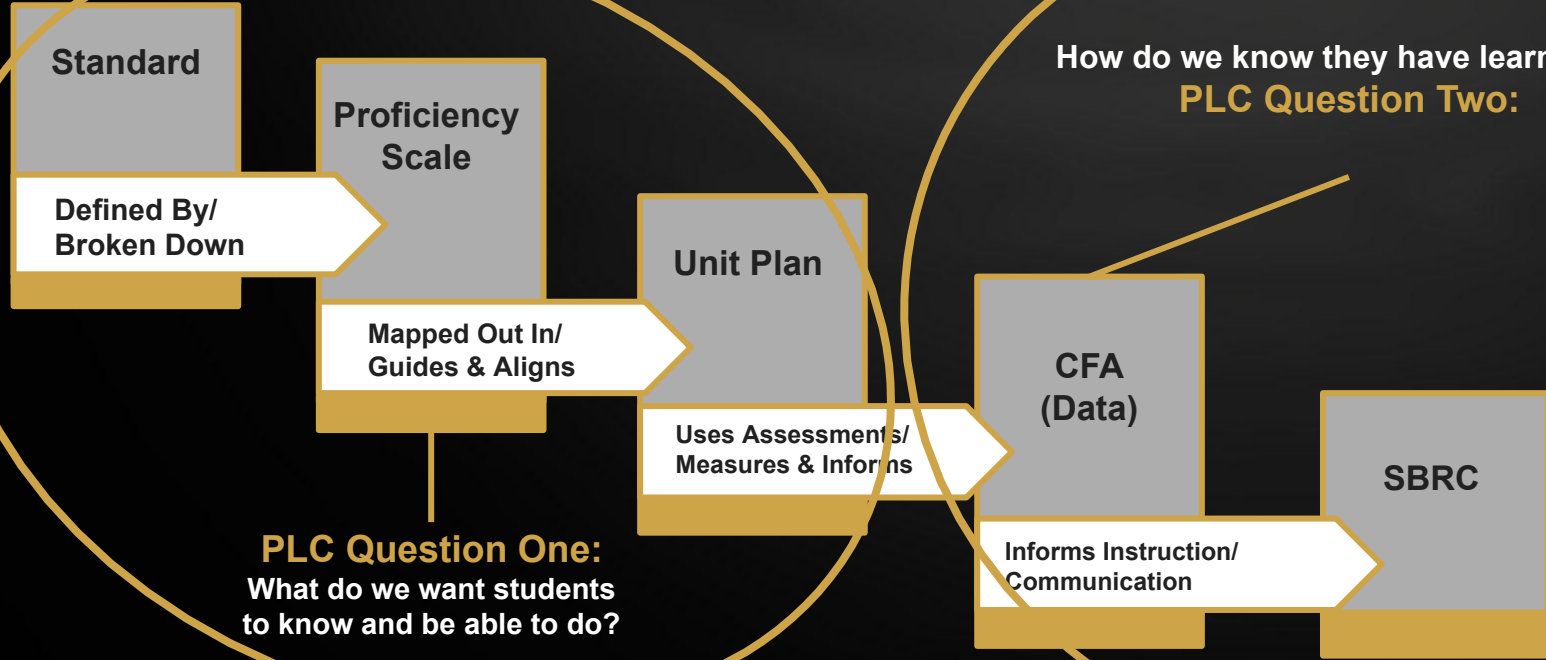- Motivation
- Teacher Facilitator
- District Culture
- Community

EXCEL
MASTERY-BASED LEARNING
ACADEMIC FITNESS

- Learning Goals
- Proficiency Scales
- Assessment
- Personalized Instruction
- Engagement
- Growth
- Self-Efficacy
- Teacher Optimism

Visualizing the Connection

Standard

Defined By/
Broken Down

Proficiency
Scale

Mapped Out In/
Guides & Aligns

Unit Plan

Uses Assessments/
Measures & Informs

How do we know they have learned it?
PLC Question Two:

CFA
(Data)

Informs Instruction/
Communication

SBRC

PLC Question One:
**What do we want students
to know and be able to do?**

Scales Work Makes
the Learning Target
Clear for:

- Teachers
- Students
- Families

Revised Proficiency Scales

Proficiency Scales

Think of proficiency scales as a road map for your child's learning. They break down what your child needs to know and be able to do in each subject into clear steps. This helps teachers figure out exactly where your child is on their learning journey and what they need to learn next. Proficiency scales are what are used to determine the score given to a student for each standard on a student's report card.

1	Developing	2	Emerging	3	Meeting	4	Applying
The scholar has demonstrated **progress** toward initial foundational skills.	The scholar has demonstrated **proficiency** in initial foundational skills.	The scholar has demonstrated **proficiency** on all grade-level skills of the target. *All scholars are expected to demonstrate at this level.*	The scholar has **applied** the grade-level skills to a new context.

Alignment to State Measures

	1.0	2.0	3.0	4.0
New Unified Performance Levels				
IAR	Below Proficient	Approaching Proficient	Proficient	Above Proficient
ISA	Below Proficient	Approaching Proficient	Proficient	Above Proficient
ACT	Below Proficient	Approaching Proficient	Proficient	Above Proficient

Constructing Claims, Evidence, & Reasoning – (W.8.1, a-e)

Score 4.0	**The student will:**
	• Defend the claims in an argument by providing relevant and sufficient evidence and by acknowledging and refuting a counterclaim (for example, develop a claim about the importance of free speech, find evidence that supports the claim and a counterclaim, and construct an argument that validates the claim and refutes the counterclaim).
Score 3.5	In addition to 3.0 performance, partial success at 4.0 content
Score 3.0	**The student will:** **Target 1-**Construct an argument that includes supportive claims along with clear reasons, relevant evidence, and credible sources (for example, write an argument that takes a stand for or against the issue, "Shut Down Your Screen Week" using clear reasoning, relevant evidence, and credible sources). **Target 2-**Generate claims and acknowledge opposing claims (for example, generate a claim about the use of cell phones as educational tools in schools, acknowledge opposing claims that argue the opposite position, and explain why a person might take either position). **Target 3-**Maintain a formal style and provide a concluding statement/section that strengthens the ideas presented in the argument (for example, write a conclusion with a section that summarizes content presented and emphasizes important ideas). **Target 4-**Present (with appropriate eye contact, volume, and pronunciation) claims and conclusions in an arrangement that emphasizes major ideas.
Score 2.5	No major errors or omissions regarding 2.0 content, and partial success at 3.0 content
Score 2.0	**Foundation 1—**The student will recognize or recall specific vocabulary such as: • construct, argument, claims, supportive, reasons, relevant, evidence **The student will perform basic processes such as:** •Annotate claims in an argumentative text. • Annotate relevant evidence that supports text's claim. • Explain what makes a source credible. **Foundation 2—**The student will recognize or recall specific vocabulary such as: • acknowledge, distinguish, opposing/counterclaims **The student will perform basic processes such as:** • Highlight claims and counterclaims in multiple argumentative texts. **Foundation 3—**The student will recognize or recall specific vocabulary such as: • maintain, formal style, conclusion, body of text **The student will perform basic processes such as:** •Describe the purpose of a conclusion. • Describe how a conclusion should align to the style of a text (for example, describe how an informational conclusion differs from a persuasive conclusion). **Foundation 4—**The student will recognize or recall specific vocabulary such as: • present, presentation, arrangement **The student will perform basic processes such as:** • Explain skills needed for an effective presentation. • Outline information and evidence that will be presented.

Topic and Standard(s)

Level 4.0 - Closely aligns to "Above Proficient on IAR

Level 3.0 - Closely aligns to "Proficient" on IAR
- Student must meet criteria on all targets to be considered proficient

Level 2.0 - Vocabulary and skills closely aligns to "Approaching Proficient" on IAR

Each Foundation # in 2.0 matches the Target # in 3.0

Common Assessment Development

PLC Question One:
What do we want students to know and be able to do?

PLC Question Two:
How do we know they have learned it?

Proficiency Scales

Leads to better

Common Assessments

Common Assessment Examples

Please Note these are Examples and not Real Assessments

8th Grade ELA	2nd Grade Science	4th Grade Math
[Analyzing Claims, Evidence and Reasoning Scale](#)	[Geographic Features Scale](#)	[Equivalent Fractions Scale](#)
[Assessment](#)	[Assessment](#)	[Assessment](#)

Supports for Staff with Implementation

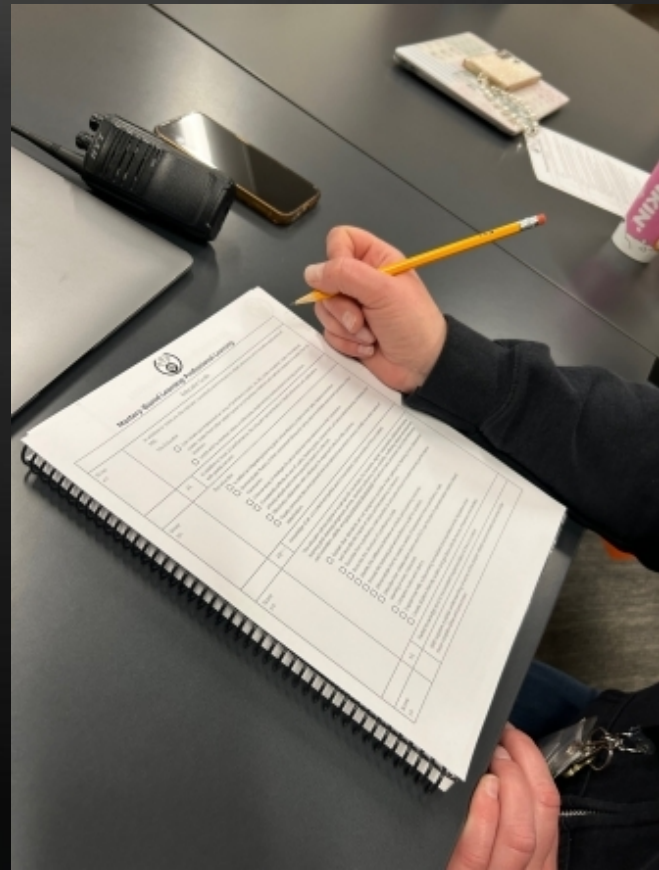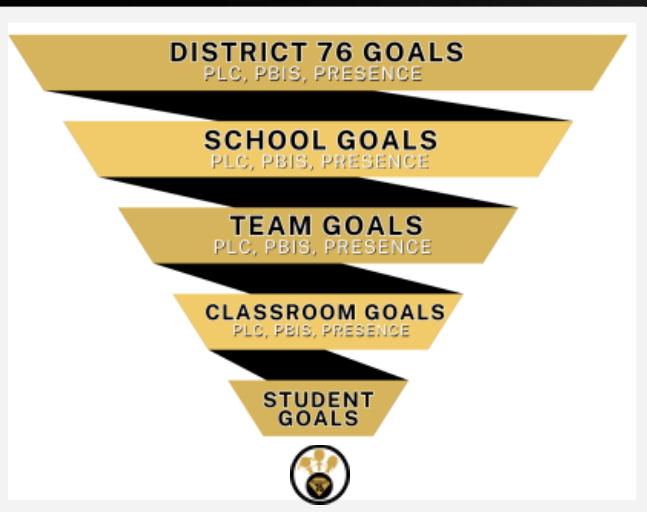|		
2 Staff Institute Days	**7 Late Starts**	**PLC Meetings**
2 Early-Releases	**Marzano Coaches**	**Lake County ROE Partnership**
Curriculum Collaboration Days	**Exemplar Proficiency Scales**	**Instructional Coaching**

This is Complex Work…and Our Staff are Leveling Up!

Next Steps to Ensure Continued Growth

PLC

PLC Question One: **What is it we want students to know and be able to do?**
- Complete revised **Proficiency Scales** for all subject areas
- Update **District Website** with new scales

PLC Question Two: **How will we know if each student has learned it?**
- Development of *Common Pre-Assessments, Formative Assessments, and Summative Assessments* that will be used by teacher teams to inform instruction and intervention

Report Card Task Force
- Representation of students, staff and parents with the goal of updating our report card to be a clear picture of the D76 Portrait of Excellence

Portrait of Excellence

All District 76 Stakeholders Will:

Embrace

Diversity | Inclusion | Individuality | Self-Advocacy | Safety and Welfare

Empower

Courage | Kindness | Leadership | Compassion | Perseverance

Excel

Collaboration | Critical Thinking | Problem Solving | A Growth Mindset | Being A Positive Role Model

Questions/Feedback
Preguntas/Comentarios