COTW

January 2025

Education Committee
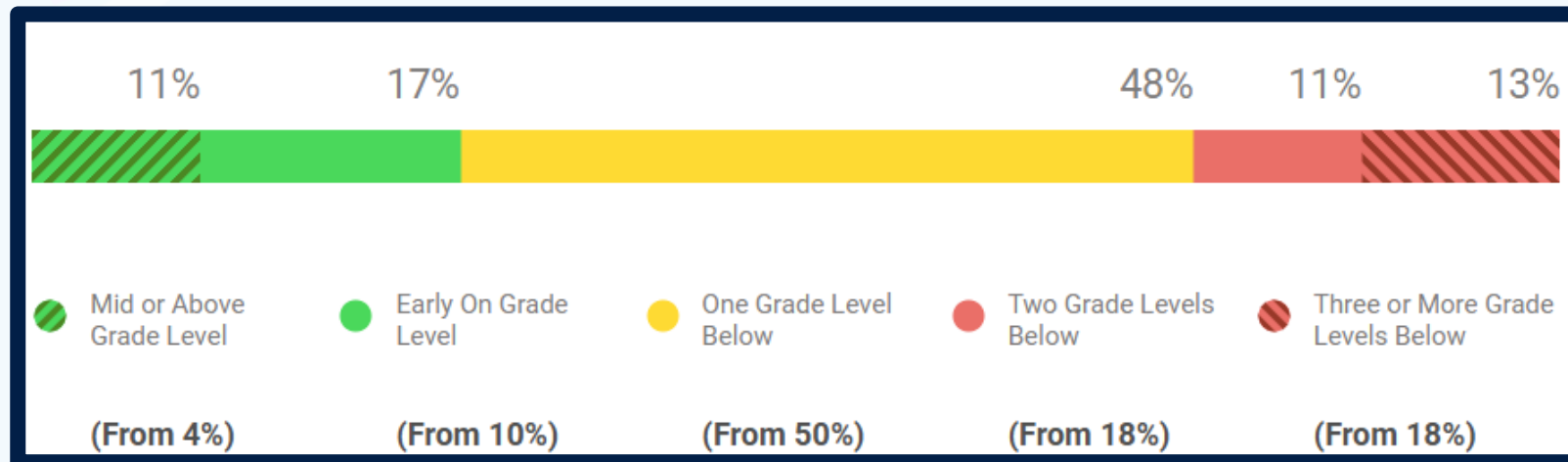
Agenda

i-Ready Benchmark Data for K-8

ELA Curriculum Adoption Updates
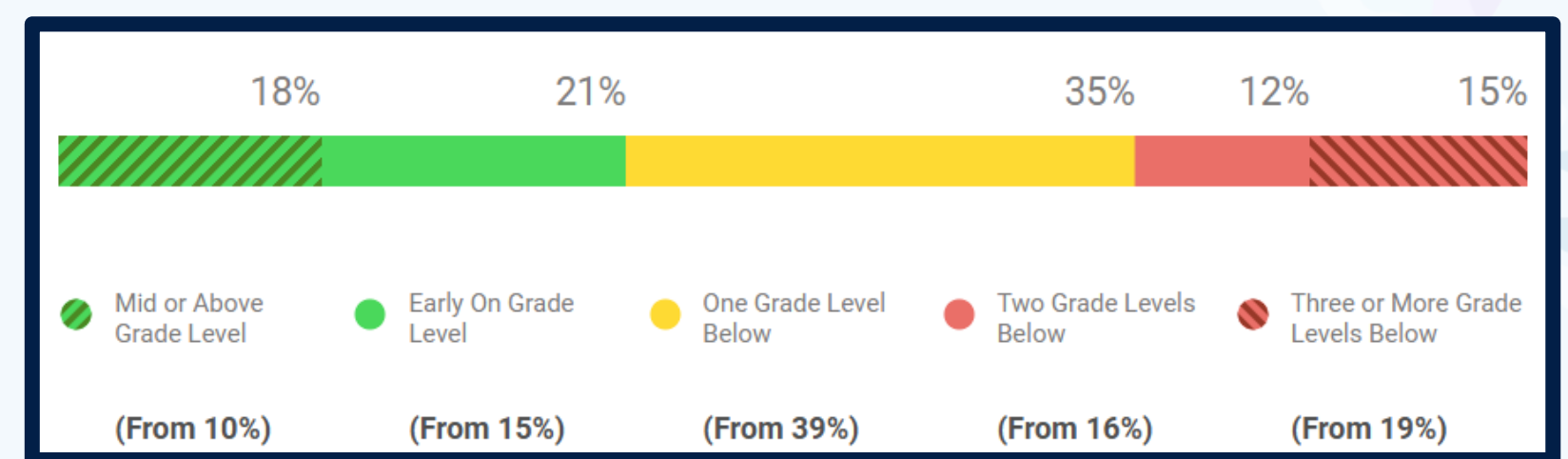
K-8 District Data

Math Growth & Proficiency

11%	17%	48%	11%	13%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 4%)	(From 10%)	(From 50%)	(From 18%)	(From 18%)

- **29%** of students have already made it to their typical growth goal.

- Similar proficiency rates to last year at this time.

- Highest rates of growth occurring for those students who are below benchmark.

- Predicted IAR proficiency is 21%.

ELA Growth & Proficiency

18%	21%	35%	12%	15%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

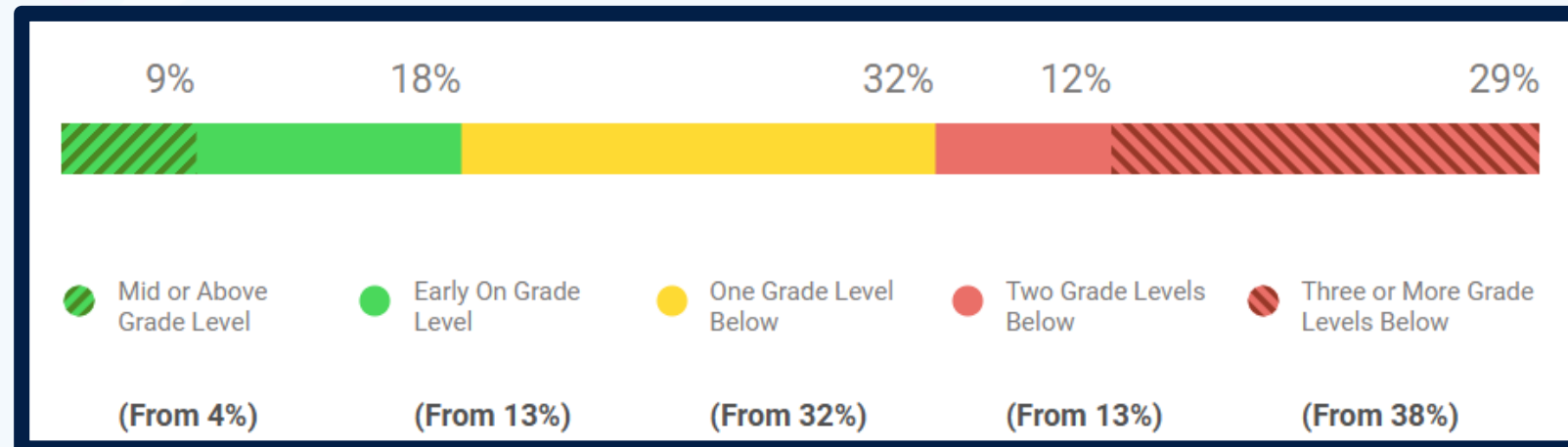| (From 10%)	(From 15%)	(From 39%)	(From 16%)	(From 19%)

- **36%** of students have already made it to their typical growth goal.

- Similar proficiency rates to last year at this time.

- Highest rates of growth occurring for those students who are below benchmark.
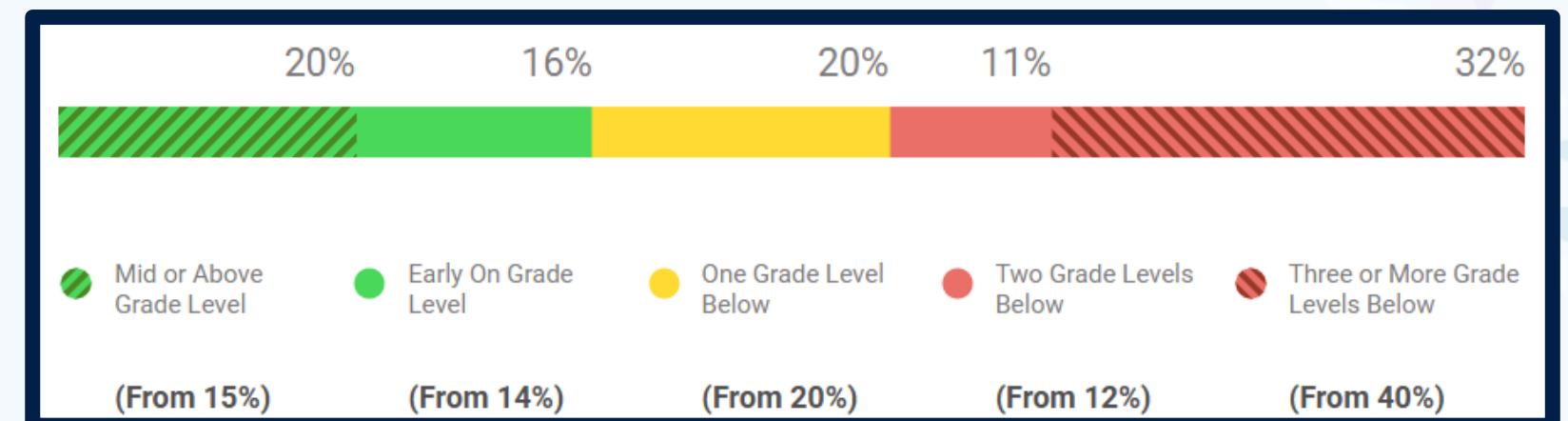
- Predicted IAR proficiency is 30%.

Harlem Middle School

Math Growth & Proficiency

| 9% | 18% | 32% | 12% | 29% |

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 4%) (From 13%) (From 32%) (From 13%) (From 38%)

- **57%** of students have made it halfway to their typical growth goal. Our building goal is **57%**.

- **39%** of students have made it **40%** or more towards their stretch growth goal.

ELA Growth & Proficiency

| 20% | 16% | 20% | 11% | 32% |

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 15%) (From 14%) (From 20%) (From 12%) (From 40%)

- **52%** of students have made it halfway to their typical growth goal. Our building goal is **65%**.

- **33%** of students have made it **40%** or more towards their stretch growth goal.

Harlem Middle School

Responding to Data

Data: (current numbers)
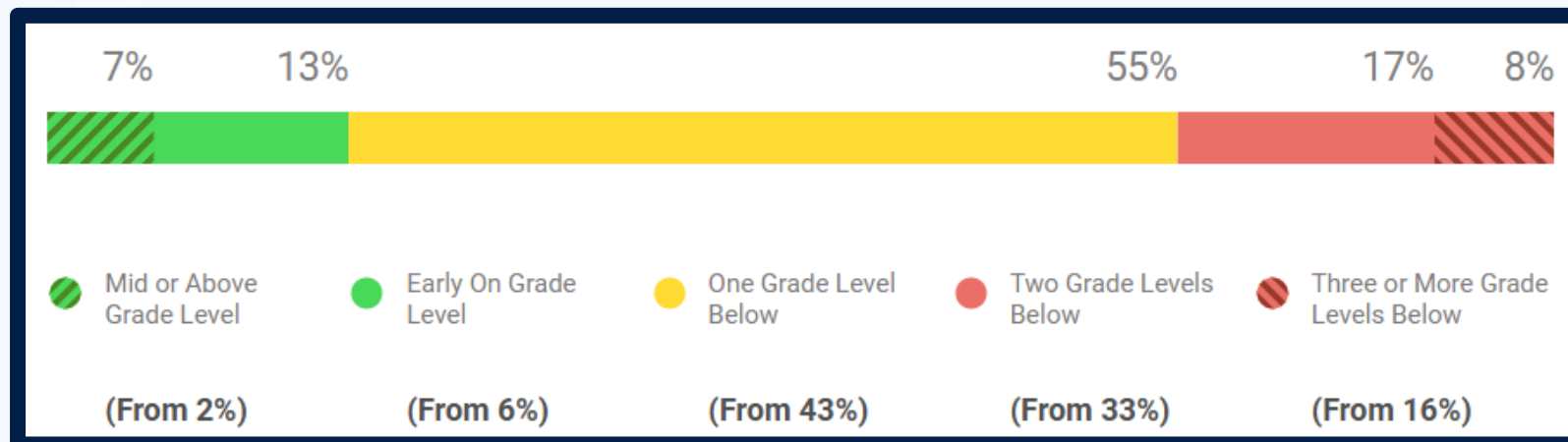# of Students in Math MTSS: 84

# of Students in ELA MTSS: 97

Notes/Analysis:
- Still utilizing my pathway lessons through i-Ready Tier 1 instruction.
- Students who made growth made significant amount of growth.
- While math is on target for growth, there is a greater growth gap between regular education students and students who receive special education services.
- Teacher and students participate in data chats twice a year regarding i-Ready growth.
- Jan 17- PD from Curriculum Associates utilizing reports to support student learning needs.
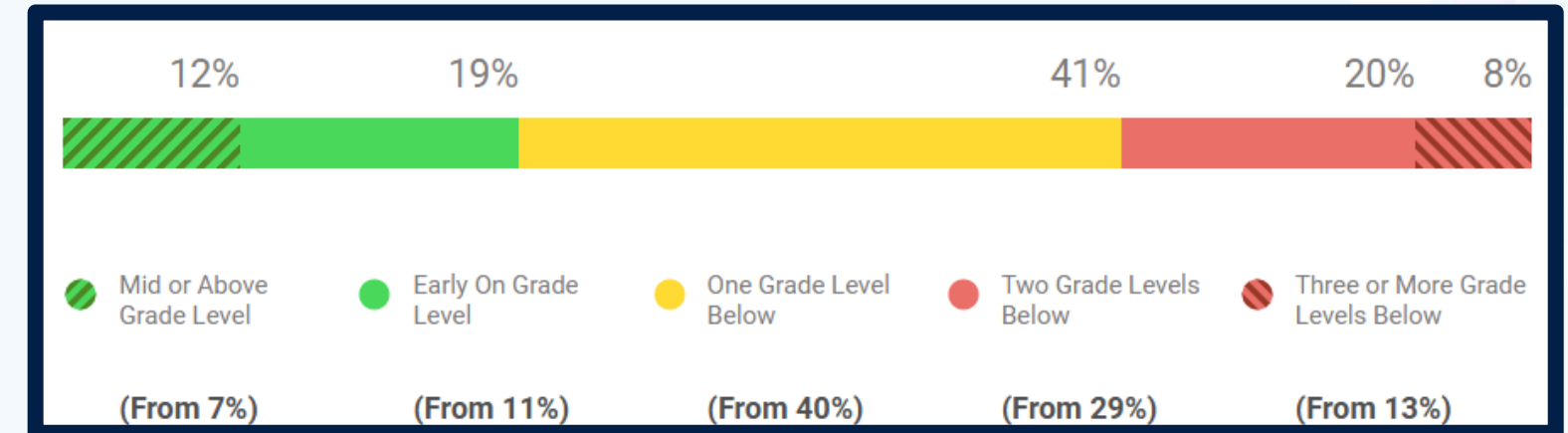
Loves Park

Math Growth & Proficiency

7%	13%		55%	17%	8%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 2%) (From 6%) (From 43%) (From 33%) (From 16%)

- **61%** of students have made it halfway to their typical growth goal. Our building goal is **61%**.

- **52%** of students have made it 40% or more towards their stretch growth goal.

ELA Growth & Proficiency

12%	19%		41%	20%	8%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 7%) (From 11%) (From 40%) (From 29%) (From 13%)

- **58%** of students have made it halfway to their typical growth goal. Our building goal is **61%**.

- **49%** of students have made it 40% or more towards their stretch growth goal.

Loves Park

Data: (current numbers)

# of Students in Math MTSS:
- Tier 2 - 13
- Tier 3 - 26

# of Students in ELA MTSS:
- Tier 2 - 36
- Tier 3 - 23

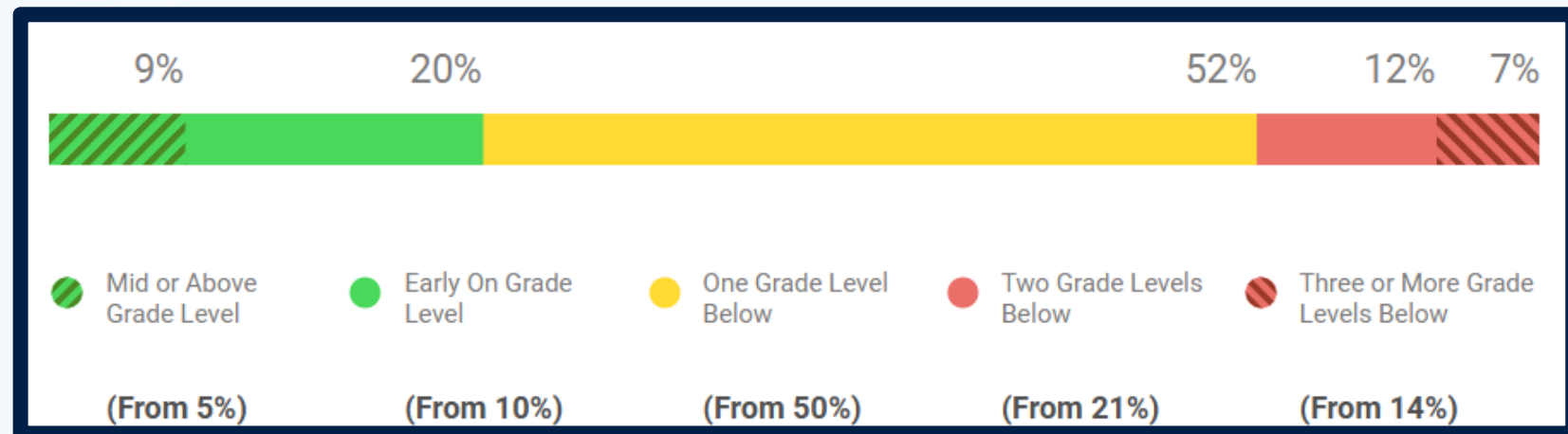**# of Students in Enrichment:**
- Math - 4
- ELA - 19

Notes/Analysis:
- Targeted interventions are working
- In Math - Students in the Red moved from 49% to 25% - While students in Green went from 8% to 20%
- In ELA - Students in the Red moved from 42% to 28% - While students in Green went from 18% to 31%
- We have identified students during the 1st and 2nd round that needed different interventions or needed to be moved between Math and ELA
- All of our meetings this month (Faculty Meetings and SIP) will concentrate on our data.
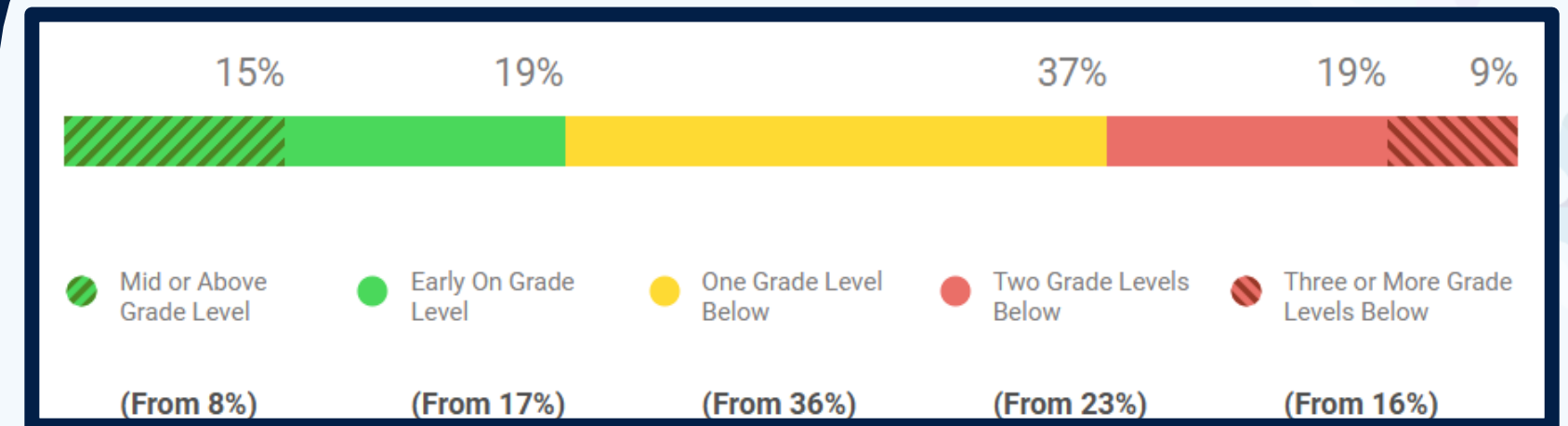
Machesney

Math Growth & Proficiency

9%	20%	52%	12%	7%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 5%) (From 10%) (From 50%) (From 21%) (From 14%)

- **54%** of students have made it halfway to their typical growth goal. Our building goal is **65%**.

- **44%** of students have made it 40% or more towards their stretch growth goal.

ELA Growth & Proficiency

15%	19%	37%	19%	9%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 8%) (From 17%) (From 36%) (From 23%) (From 16%)

- **61%** of students have made it halfway to their typical growth goal. Our building goal is **72%**.

- **52%** of students have made it 40% or more towards their stretch growth goal.

Machesney

Responding to Data

Data: (current numbers)

# of Students in Math MTSS:
- Monolingual-27
- HoLA-18
- Combined-45

# of Students in ELA MTSS:
- Monolingual-25
- HoLA-21
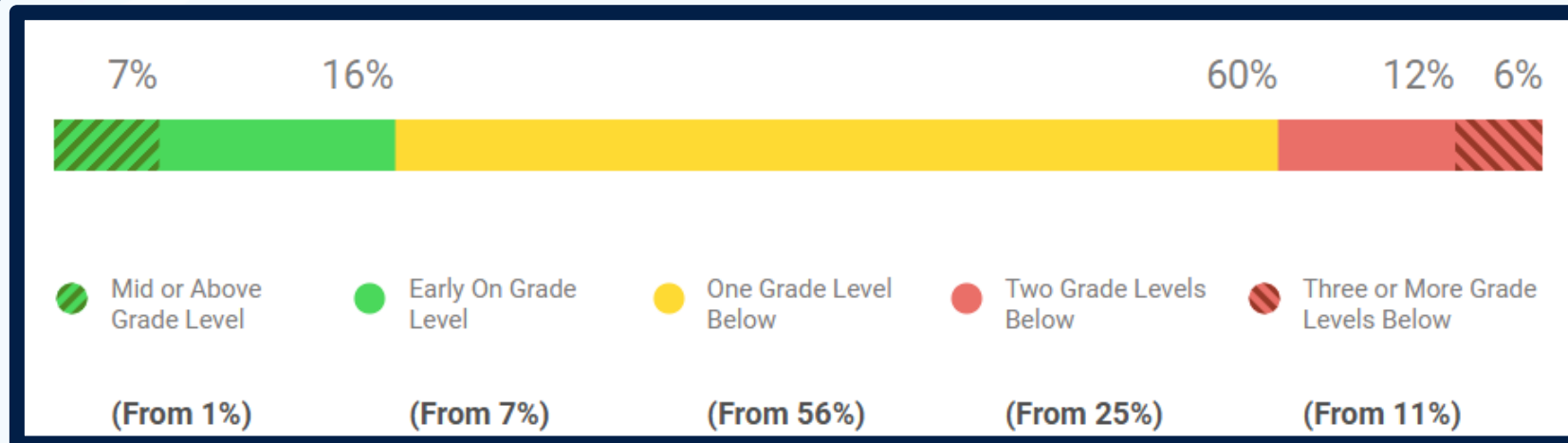- Combined-46

# of Students in Enrichment:
- Combined-35

Notes/Analysis:
- iReady Reading and Math scores are typically higher and closer to/or are at the yearly goal at the winter benchmark
- Students are making progress towards their stretch growth goals
- Will be meeting in January for MTSS to see if we need to add any monolingual or HoLA students to small group interventions
- Jan.17 SIP day-
  - will use time for a data day and responding to the data
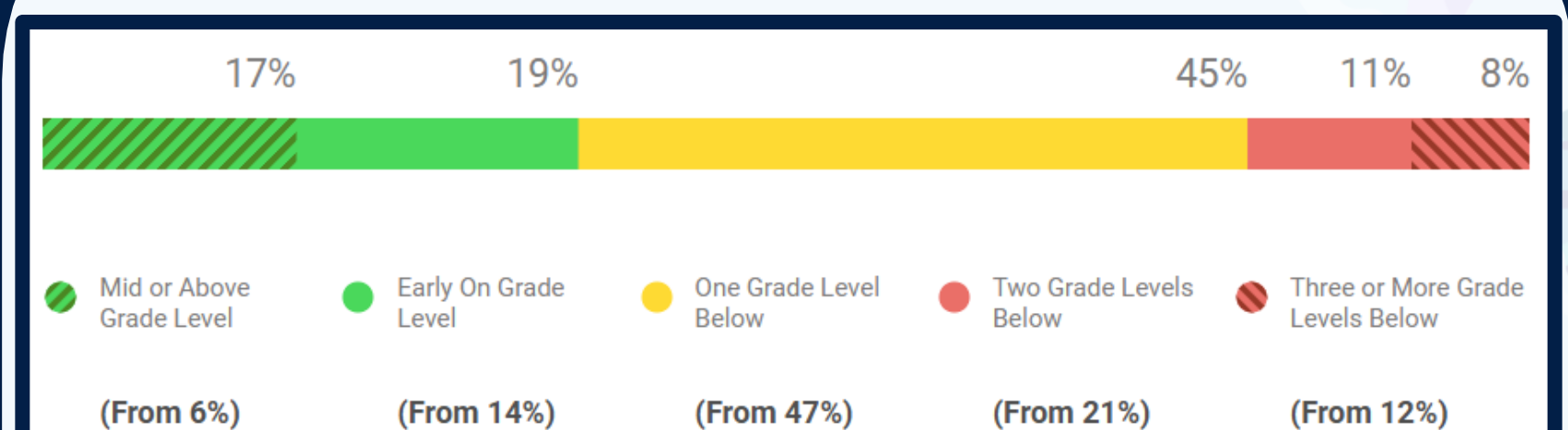 - what do we need to do to improve student learning?

Maple

Math Growth & Proficiency

7%	16%		60%	12%	6%

- **Mid or Above Grade Level**
- **Early On Grade Level**
- **One Grade Level Below**
- **Two Grade Levels Below**
- **Three or More Grade Levels Below**

(From 1%) (From 7%) (From 56%) (From 25%) (From 11%)

- **58%** of students have made it halfway to their typical growth goal. Our building goal is **66%**.

- **51%** of students have made it **40%** or more towards their stretch growth goal.

ELA Growth & Proficiency

17%	19%		45%	11%	8%

- **Mid or Above Grade Level**
- **Early On Grade Level**
- **One Grade Level Below**
- **Two Grade Levels Below**
- **Three or More Grade Levels Below**

(From 6%) (From 14%) (From 47%) (From 21%) (From 12%)

- **64%** of students have made it halfway to their typical growth goal. Our building goal is **73%**.

- **52%** of students have made it **40%** or more towards their stretch growth goal.

Maple

Responding to Data

Data: (current numbers)
# of Students in Math MTSS: 26

# of Students in ELA MTSS: 46

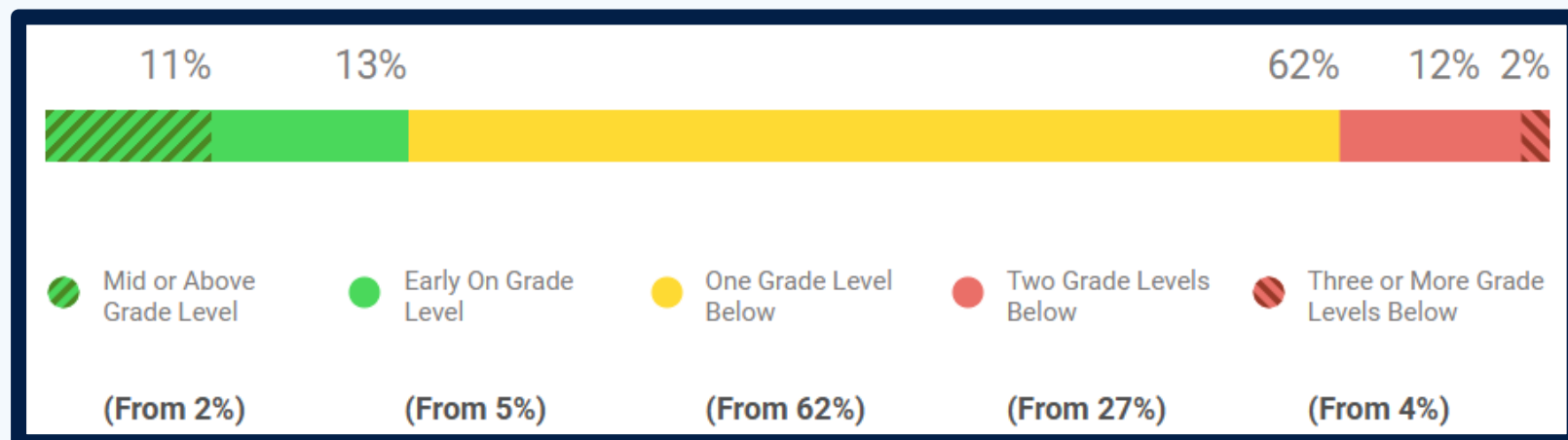**# of Students in Enrichment:** 34

Notes/Analysis:
- Percentage of students on target for growth goals is down (-6% in Math, -9% in ELA from Winter '23)
- Focus on Vocabulary domain through building wide Word of the Week and daily activities EC-5th grade
- Similar distribution of Red/Yellow/Green for both ELA and Math compared to Winter '23 benchmark
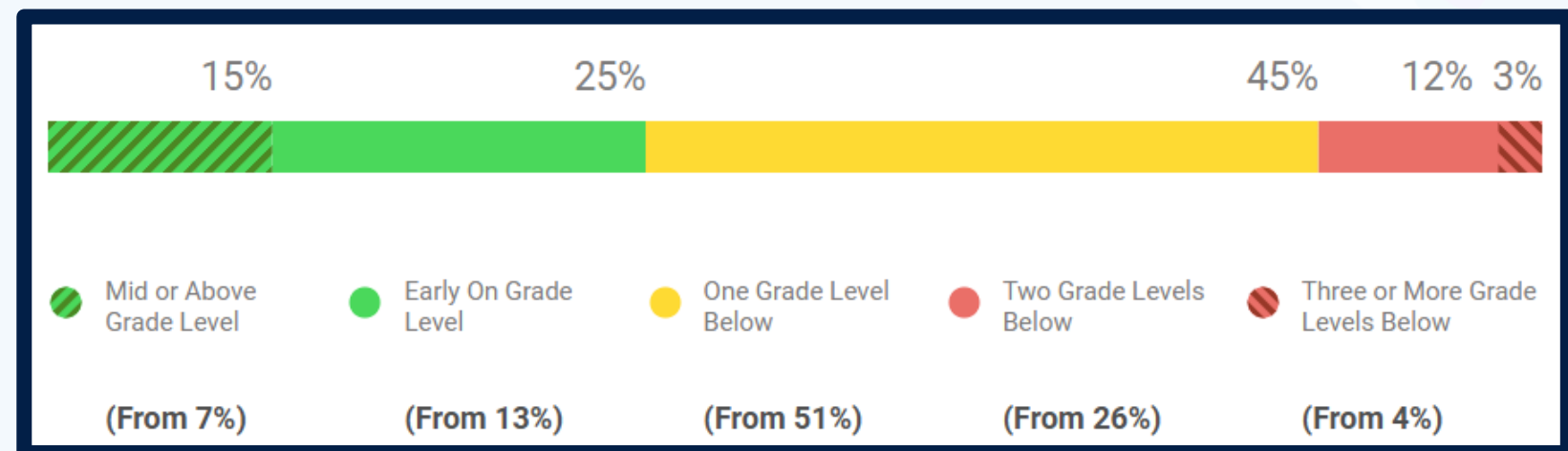
Marquette

Math Growth & Proficiency

11%	13%		62%	12% 2%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 2%)   (From 5%)   (From 62%)   (From 27%)   (From 4%)

- **58%** of students have made it halfway to their typical growth goal. Our building goal is **68%**.

- **52%** of students have made it **40%** or more towards their stretch growth goal.

ELA Growth & Proficiency

15%	25%		45%	12% 3%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 7%)   (From 13%)   (From 51%)   (From 26%)   (From 4%)

- **53%** of students have made it halfway to their typical growth goal. Our building goal is **73%**.

- **47%** of students have made it **40%** or more towards their stretch growth goal.

Marquette

Data: (current numbers)
# of Students in Math MTSS: 20

# of Students in ELA MTSS: 67

# of Students in Enrichment: 0
(Due to some staffing changes, we had to shift groups around and will re-evaluate this during the next MTSS round)
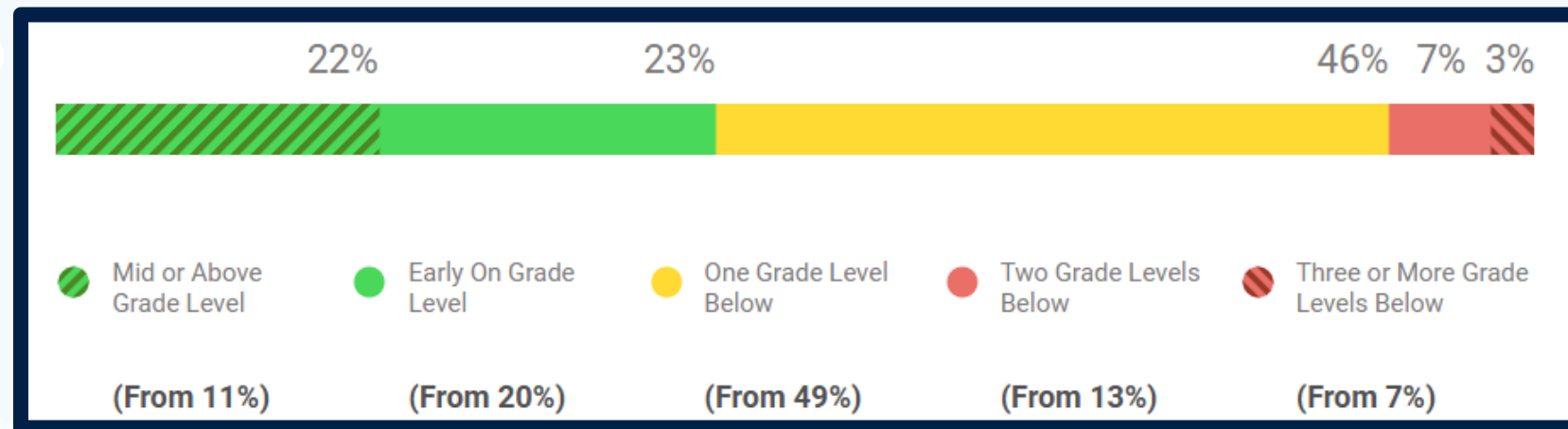
Notes/Analysis:
- Currently in process of finding LC teacher and MTSS facilitator (both typically see groups which is why math/enrichment numbers are low)
- ELA has higher proficiency while math has higher growth.
- Dedicating time at Jan. 17th SIP to analyze and respond to classroom data while creating plans based on specific needs (analyzing iReady domains)
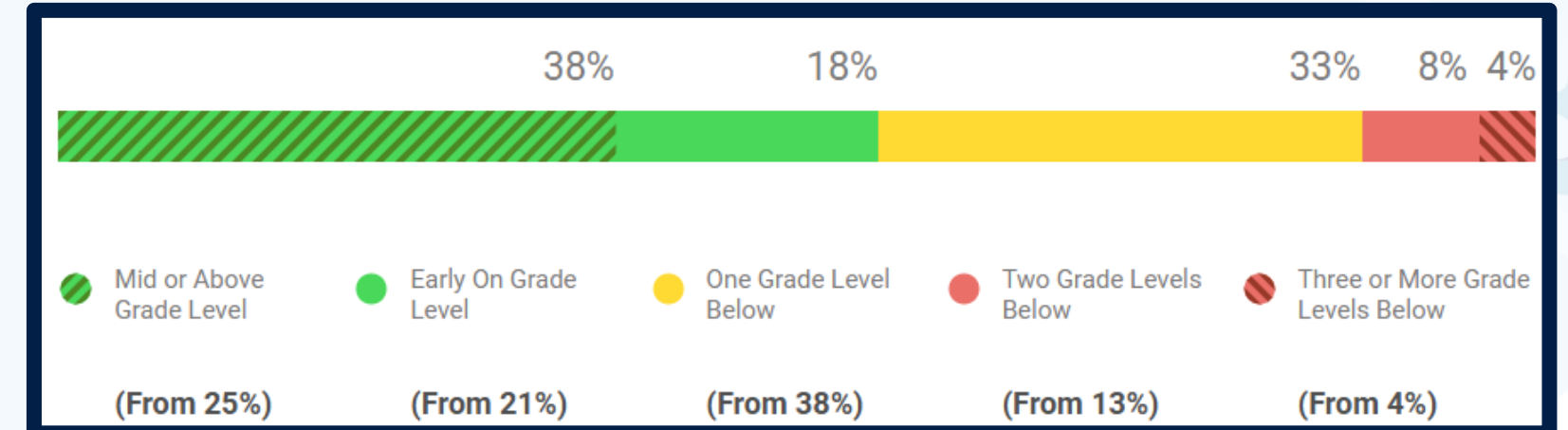
Olson Park

Math Growth & Proficiency

	22%		23%		46%	7%	3%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 11%)   (From 20%)   (From 49%)   (From 13%)   (From 7%)

- **50%** of students have made it halfway to their typical growth goal. Our building goal is **61%.**

- **39%** of students have made it **40%** or more towards their stretch growth goal.

ELA Growth & Proficiency

	38%		18%		33%	8%	4%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 25%)   (From 21%)   (From 38%)   (From 13%)   (From 4%)

- **56%** of students have made it halfway to their typical growth goal. Our building goal is **70%.**

- **51%** of students have made it **40%** or more towards their stretch growth goal.

Olson Park

Responding to Data

Data: (current numbers)
# of Students in Math MTSS: 26

# of Students in ELA MTSS: 43
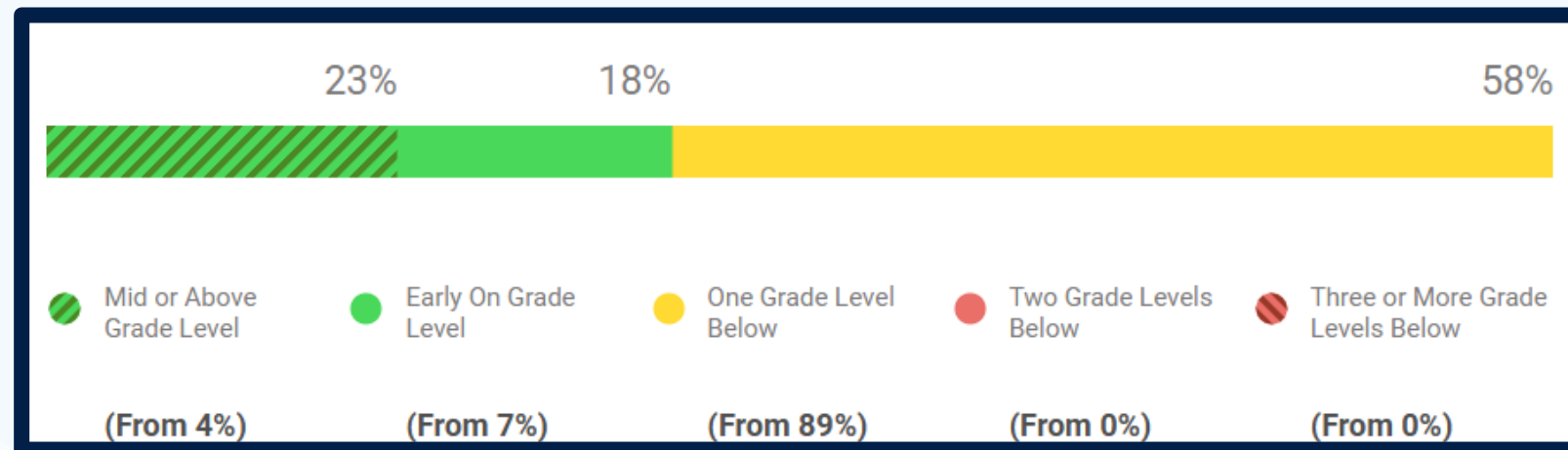
# of Students in Enrichment: 41

Notes/Analysis:
- Lower growth in iReady than anticipated
- No more My Path for individualized instruction
- Dedicating time at Jan. 17th SIP to analyzing and responding to classroom data discussing small group instruction, differentiation, motivating students and Kagan structures.
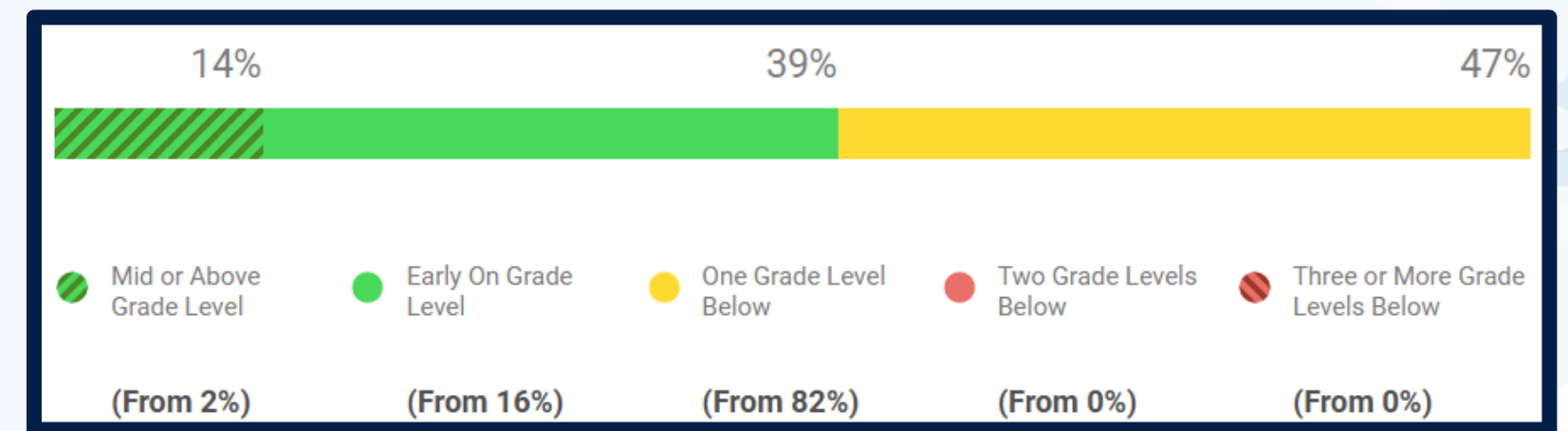
Parker Center

Math Growth & Proficiency

23%	18%			58%
⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
(From 4%)	(From 7%)	(From 89%)	(From 0%)	(From 0%)

- **61%** of students have made it halfway to their typical growth goal. Our building goal is **68%**.

- **59%** of students have made it **40%** or more towards their stretch growth goal.

ELA Growth & Proficiency

14%	39%			47%
⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
(From 2%)	(From 16%)	(From 82%)	(From 0%)	(From 0%)

- **55%** of students have made it halfway to their typical growth goal. Our building goal is **69%**.

- **52%** of students have made it **40%** or more towards their stretch growth goal.

Parker Center

Data: (current numbers)

# of Students in Math MTSS:
14- Tier 3
34 - Tier 2

# of Students in ELA MTSS:
27 - Tier 3
46 - Tier 2

# of Students in Enrichment:
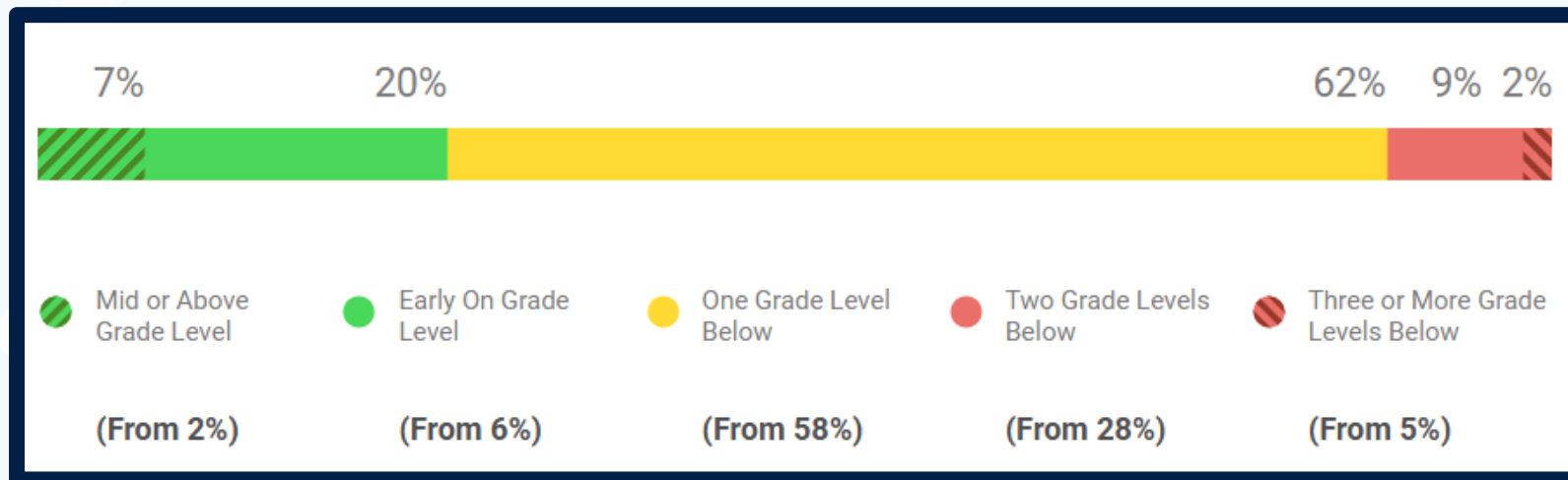18 - math
24 - reading

Notes/Analysis:
- Able to provide MTSS to more students using 30%ile as cut off
- Staff noticed students less comfortable with program/assessment with no MyPath
- Majority of staff that have been involved in LETRS training are showing more significant growth
- Vertical alignment between EC and K has shown an improvement in common vocabulary
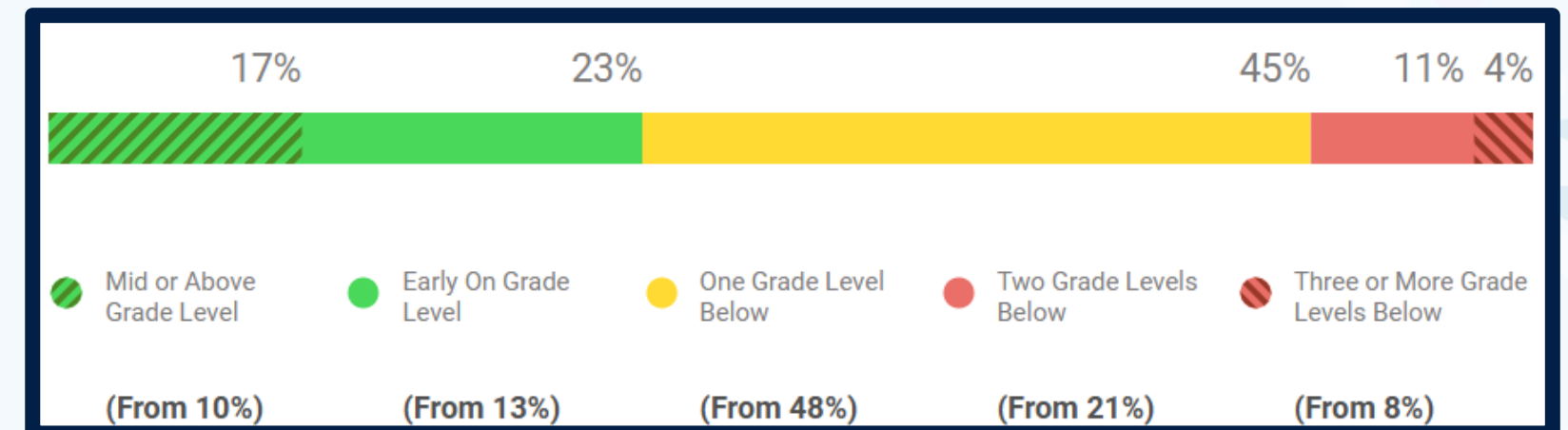
Ralston

Math Growth & Proficiency

7%	20%			62%	9%	2%

- ● Mid or Above Grade Level
- ● Early On Grade Level
- ● One Grade Level Below
- ● Two Grade Levels Below
- ● Three or More Grade Levels Below

(From 2%)	(From 6%)	(From 58%)	(From 28%)	(From 5%)

- **59%** of students have made it halfway to their typical growth goal. Our building goal is **70%**.

- **51%** of students have made it 40% or more towards their stretch growth goal.

ELA Growth & Proficiency

17%	23%			45%	11%	4%

- ● Mid or Above Grade Level
- ● Early On Grade Level
- ● One Grade Level Below
- ● Two Grade Levels Below
- ● Three or More Grade Levels Below

(From 10%)	(From 13%)	(From 48%)	(From 21%)	(From 8%)

- **61%** of students have made it halfway to their typical growth goal. Our building goal is **75%**.

- **54%** of students have made it 40% or more towards their stretch growth goal.

Ralston

Data: (current numbers)
# of Students in Math MTSS: 17
Tier 2 = 17
Tier 3 = 0

# of Students in ELA MTSS: 34
Tier 2 = 18
Tier 3 = 16
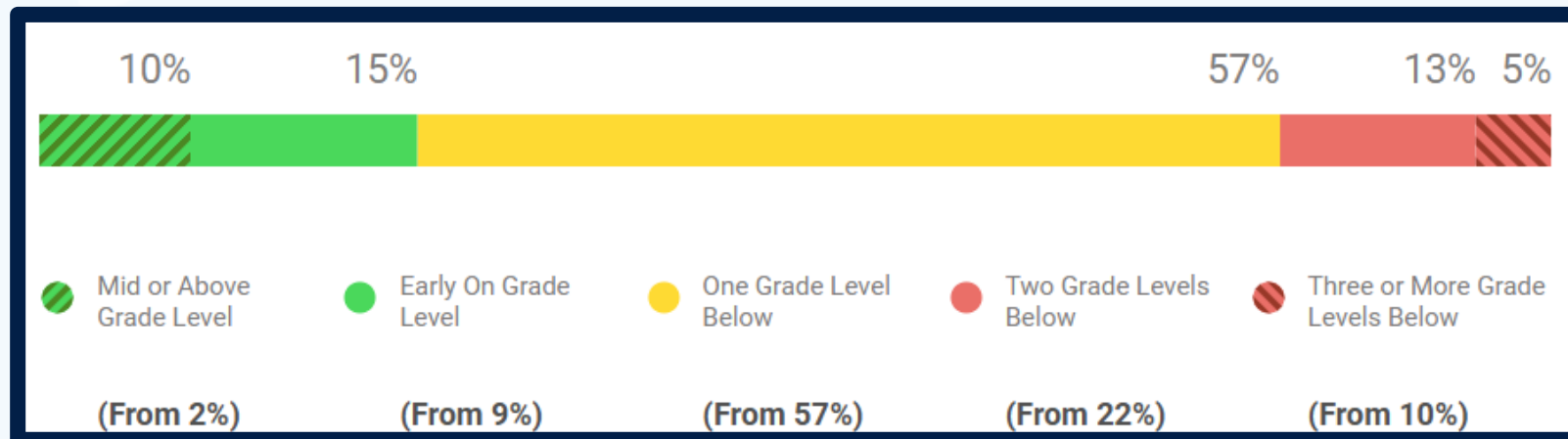
# of Students in Enrichment: 31
22 ELA
9 Math

Notes/Analysis:
- No more My Path personalized instruction for students
- Several students need both ELA and math intervention, but cannot go to both (we only have 30 minutes a day for this)
- 2 high performing students on Individualized Enrichment Plans. Principal running a math enrichment group.
- iReady renorming caused a shift in the data (less below the 20th percentile). Fall data higher than expected, but not as many students as usual at the halfway point of their goal.
- Dedicating time at Jan. 17th SIP to analyzing and responding to classroom data and creating plans.

Rock Cut

Math

10%	15%		57%	13%	5%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 2%)   (From 9%)   (From 57%)   (From 22%)   (From 10%)

ELA

15%	18%		44%	16%	8%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

(From 7%)   (From 14%)   (From 47%)   (From 20%)   (From 12%)

Math Growth & Proficiency

- **55%** of students have made it halfway to their typical growth goal. Our building goal is **67%**.

- **46%** of students have made it 40% or more towards their stretch growth goal.

ELA Growth & Proficiency
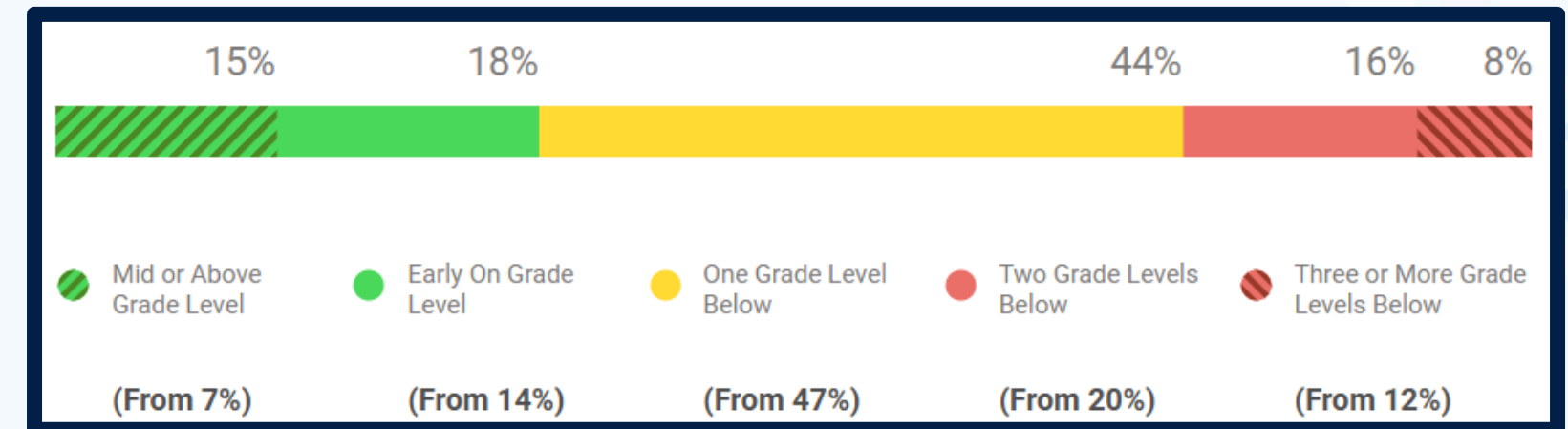
- **53%** of students have made it halfway to their typical growth goal. Our building goal is **67%**.

- **44%** of students have made it 40% or more towards their stretch growth goal.

Rock Cut

Responding to Data
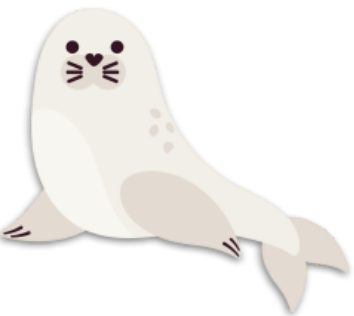
Data: (current numbers)

# of Students in Math MTSS: 23

# of Students in ELA MTSS: 34
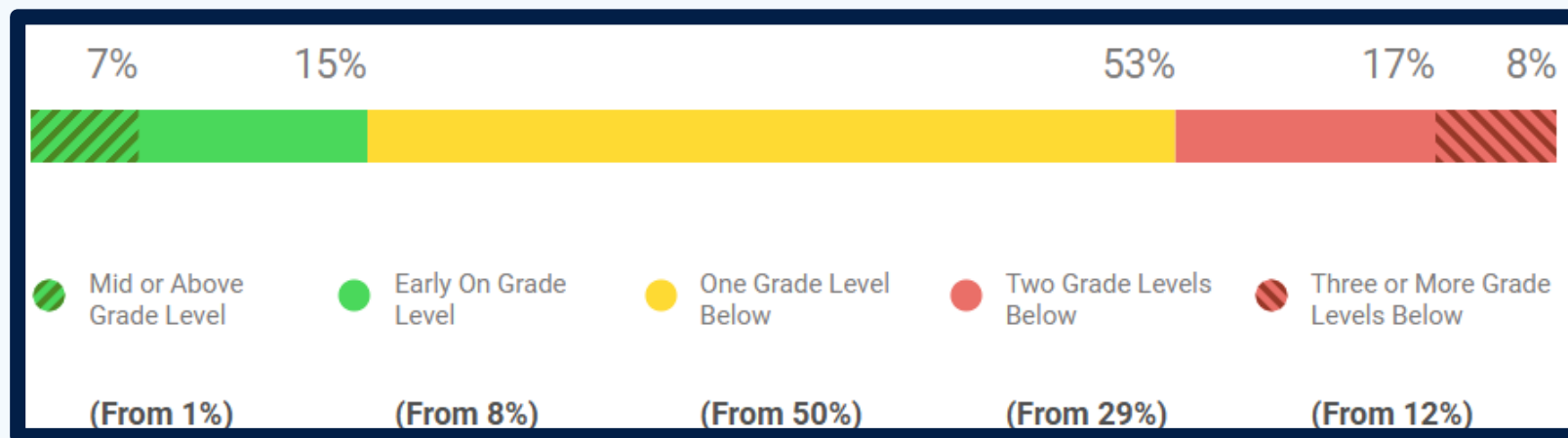
# of Students in Enrichment: 28

Notes/Analysis:
- Able to offer more enrichment times.
- Each grade has two scheduled intervention blocks
- January 17th Data Day
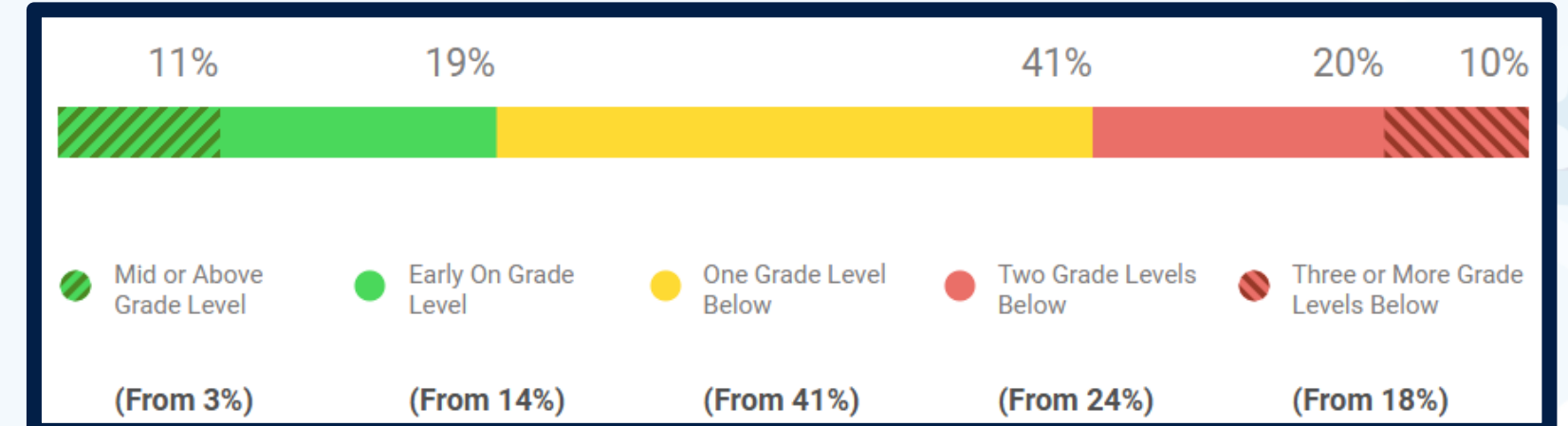- Grade Level Planning review

Windsor

Math Growth & Proficiency

7%	15%		53%	17%	8%

Mid or Above Grade Level • Early On Grade Level • One Grade Level Below • Two Grade Levels Below • Three or More Grade Levels Below

(From 1%)   (From 8%)   (From 50%)   (From 29%)   (From 12%)

- **48%** of students have made it halfway to their typical growth goal. Our building goal is **59%**.

- **41%** of students have made it 40% or more towards their stretch growth goal.

ELA Growth & Proficiency

11%	19%		41%	20%	10%

Mid or Above Grade Level • Early On Grade Level • One Grade Level Below • Two Grade Levels Below • Three or More Grade Levels Below

(From 3%)   (From 14%)   (From 41%)   (From 24%)   (From 18%)

- **60%** of students have made it halfway to their typical growth goal. Our building goal is **61%**.

- **49%** of students have made it 40% or more towards their stretch growth goal.

Windsor

Responding to Data

Data: (current numbers)

# of Students in Math MTSS: 36

# of Students in ELA MTSS: 47

# of Students in Enrichment: 23

Notes/Analysis:
- We are excited about our students' stretch growth progress in both math and reading!
- We had a large number of students who had improved placements in proficiency
- Participants who have completed LETRS training have higher growth scores
- Teachers who have strong classroom management display a trend of higher iReady scores.
- Jan. 17th SIP Day - grade levels will be focused on analyzing and responding to iReady Data
- Upcoming MTSS meeting to determine any necessary changes using iReady data

Elementary ELA Curriculum Adoption Updates

The Purpose

Select materials that support a clear and common vision of great instruction for ELA grounded in the science of reading.

The Committee

Stakeholders Include:

- Classroom teachers representing grades 1, 2, 3, 4, & 5
- Special Education Staff
- Interventionist at the K Level
- MTSS Facilitators
- Professional Development Specialists
- Administrators

* All members have participated in LETRS or Asipre Training

Elementary ELA Curriculum Adoption Updates

The Process

- Surveyed all K-5 staff, priorities included:
    - Coherence & Alignment of ELA components & for grades K-5
    - Technology Enhanced Components
    - Differentiated Learning Materials
    - Knowledge Building

- Developed an Evaluation Tool that we will use to analyze the final contenders

- Narrowed the field through discussions & committee member surveys

Timeline & Next Steps

- Group continues to meet every 2 weeks
- Narrow the focus on final resources
- Publisher presentations
- Trial of lessons
- Final selection in February
- Purchase materials
- Introduce new curriculum during the April SIP Day
- Offer summer trainings
- Implement

Secondary ELA Curriculum Adoption Updates

The Purpose

Review student data and best practices to support the ELA curriculum adoption process. Springboard will not be around for much longer and Harlem High School's textbook is more than ten years old.

The Committee

- The committee consists of five middle school teachers, the middle school PDS for ELA/SS, four high school teachers, and the director of secondary education.

Secondary ELA Curriculum Adoption Updates

The Process

- Book study on *Visible Learning Literacy, Grades 6-12*.
- Review of student data.
- Creating a curriculum assessment rubric based on research, IL Literacy Plan, and secondary ELA needs.
- Review of curriculum resources aligned to standards and rated high for ease of use.
- Reps invited to present to committee. Access shared with all staff to curriculum resources chosen by committee.
- Two curriculum resources have been chosen to pilot at both HMS and HHS.

Timeline & Next Steps

- Both HMS and HHS will pilot CommonLit 360 from Jan 6 - Feb 14. Access to online support videos provided in December. Formal PD provided on January 17.
- HMS will pilot Amplify ELA from Feb 17 through Mar 21. Formal PD will be offered on Feb 14.
- Students and staff will be provided in a survey to give input on their experience with each curriculum.
- If a decision can be made by April 3, a proposal will be brought to the board for approval in April.
- Professional development will be provide to all ELA teachers at the April SIP Day.

Questions?