



Education Committee Meeting

September 9, 2026

Agenda

- ACCESS and Seal of Biliteracy Data
- MTSS Overview
 - Elementary
 - Secondary





ACCESS and Seal of Biliteracy Data

Update for the 2025-2026 School Year

ACCESS for ELLs (K-12 grades)



Assessment Details

- Annual English proficiency assessment (Jan-Feb)
- Tests 4 domains: Listening, Speaking, Reading, Writing

Scope & Purpose

- Determines continued eligibility or exit from ESL services
- *Does NOT measure academic or content achievement*

Exit Criteria

To transition out of ESL or Bilingual programs, students must achieve the designated overall benchmark score.

4.8
COMPOSITE LEVEL



ACCESS for ELLs (K-12 grades)

34 MLs met Proficiency
(+2.7% YoY)

11th Grade
3 of 30

10th Grade
3 of 30

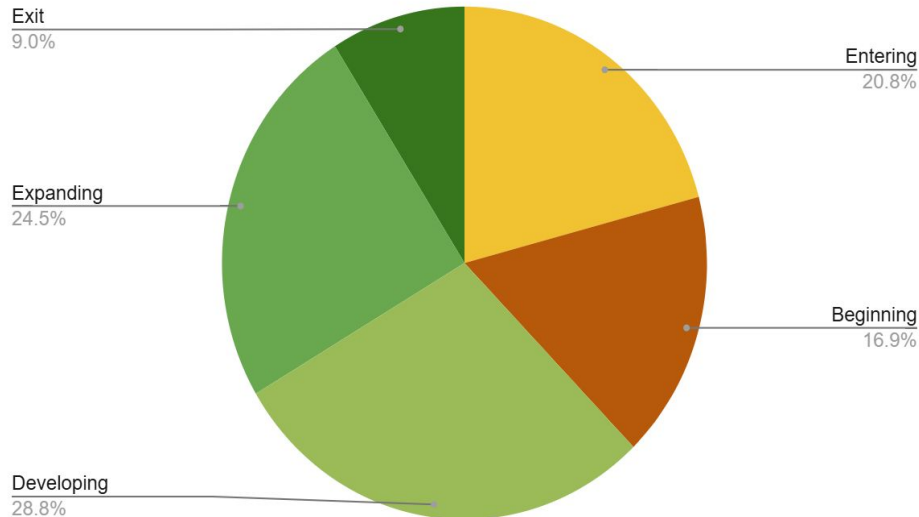
8th Grade
5 of 32

5th Grade
5 of 28

4th Grade
9 of 43

3rd Grade
5 of 47

ACCESS 2026 District Results



Illinois State Seal of Biliteracy



About the Seal

The Seal of Biliteracy is an award given by a school or district in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation.

English Proficiency

- ACT + Writing: 18
- ACCESS: 4.8
- AP English: 4
- AAPPL: I-5

World Language

- AAPPL: I-5
- ALTA: 6
- AP Spanish: 4

Illinois State Seal of Biliteracy

AAPPL: Spanish

34 High School Participants

- 21 met Spanish I-5 requirements
- 13 obtained an I-4

ALTA: Serbian & Bosnian

9 High School Participants

- 6 met Serbian requirements
- 3 met Bosnian requirements

Bilingual Achievement

5 High School Students

Currently, there are 5 high school students who have met the state requirements in both English and Spanish.

2025-26 School Year

10 Seniors Awarded the Seal

- 6 Spanish recipients
- 4 Serbian recipients

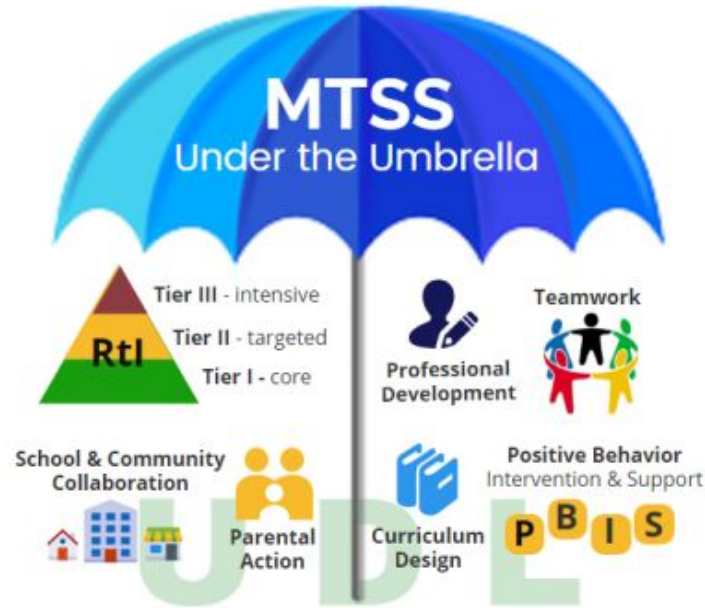




General K-8 MTSS Framework

Supporting All Learners

Integrating Academic and Behavioral Instruction



- Uses data-based problem solving.
- Delivers instruction in varying intensities based on student need.
- Meets academic, behavioral, social, and emotional needs.

Collaborative Expertise

Guiding Student Success

01 Building Administrator

02 MTSS Facilitator

03 Classroom Teachers

04 Interventionists

05 Social Worker

06 School Psychologist

Partnering With Parents

- Notification when initiating or discontinuing an academic or social-emotional plan.
- Initial Letters Sent Home After First Meeting
- Updates regarding progress and/or plan changes.



TEAMWORK
CONNECTION

Universal Support for All Students

Tier 1 Core Instruction and Framework

- **High-Quality Core Instruction** Universally designed academic and behavioral instruction implemented school-wide.
- **Universal Access** Core instruction is intentionally provided to 100% of our students.
- **Targeted Design** Practical everyday instruction and support tailored to meet 80% of the population's needs.
- **Flexible & Data-Driven** Incorporates responsive, flexible grouping and ongoing data-driven differentiation.

100%

Of Students Served



The Elementary MTSS Framework

Supporting All Learners

Tier 2:

Supplemental Instruction for Targeted Needs

Instructional Model

- Small group format.
- Designed for students with scores at or below the 20th percentile on diagnostic assessments.
- Targeted, small-group intervention intended to provide extra skill-building for the 15% of students who need support beyond Tier 1.
- Use aligned resources to promote coherence and transfer of skills.



Tier 3: Highest Level of Targeted Support

Instructional Model & Delivery

- Small group format (1-4 students)
- Designed for students with scores at or below the 10th percentile on diagnostic assessments.
- Intensive instruction and support set up for the 5% of students who need deep, specialized support to get on track.
- Alternative materials



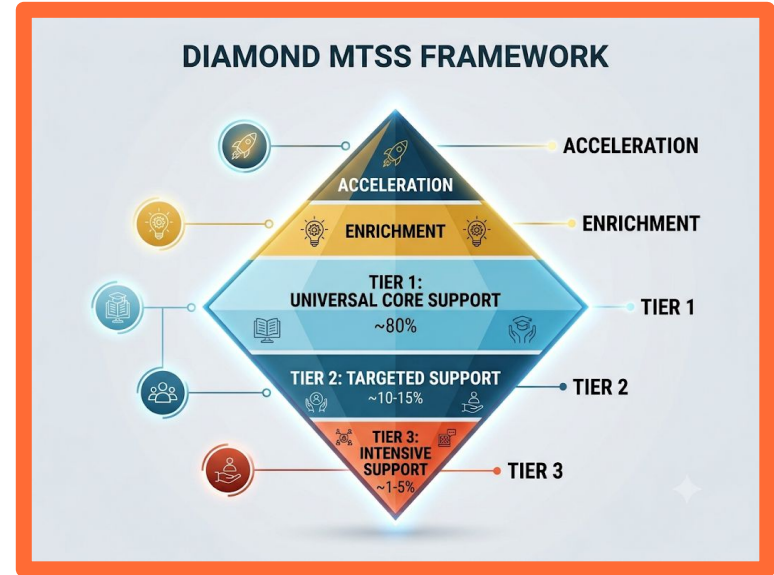
Enrichment & Acceleration

Enrichment

- Small groups
- Advanced, extension-based learning designed to challenge and stretch students performing above grade level

Acceleration

- Individualized plan
- Higher-level content for students who demonstrate readiness beyond their current grade level.
 - Single Subject
 - Full Grade
 - Early Entrance





The Harlem Middle School MTSS Framework

Supporting All Learners

HMS Procedures

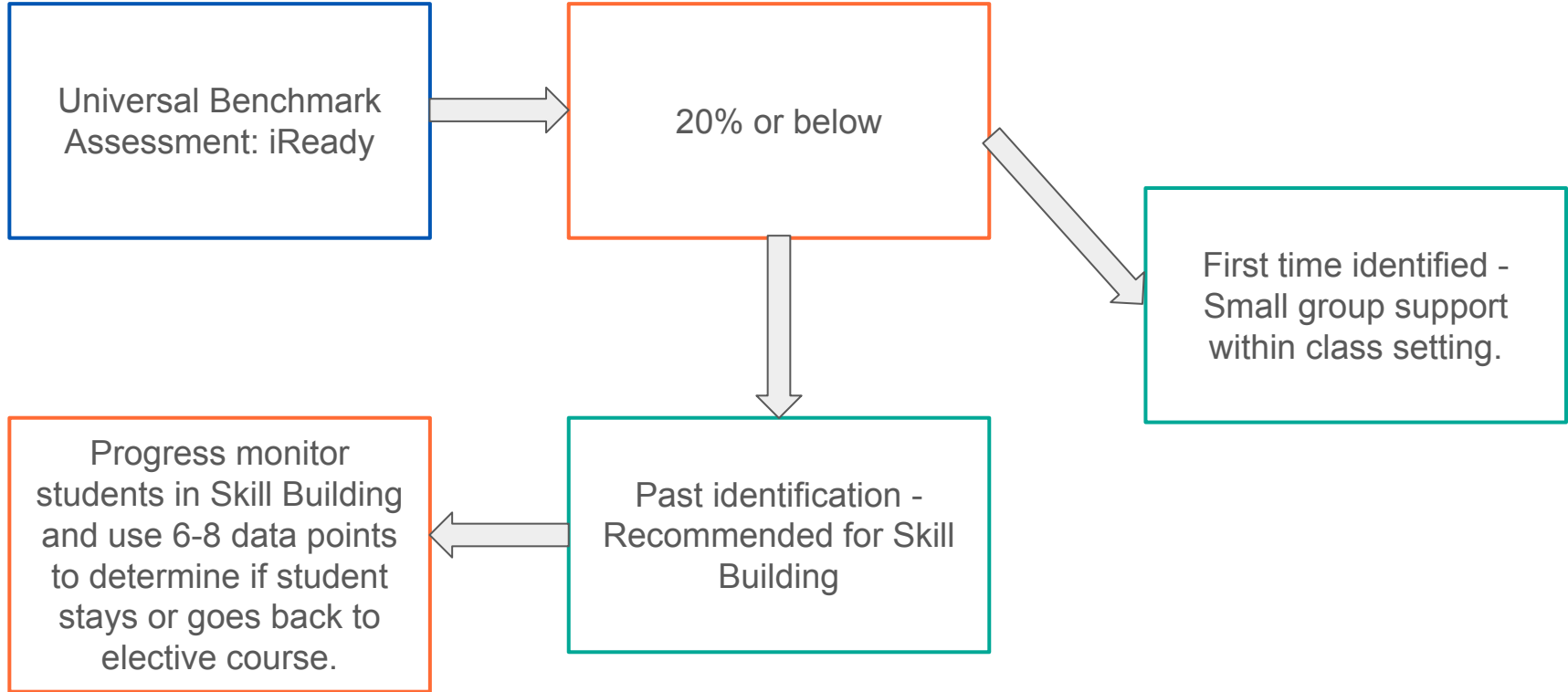
Universal Benchmark
Assessment: iReady

20% or below

First time identified -
Small group support
within class setting.

Progress monitor
students in Skill Building
and use 6-8 data points
to determine if student
stays or goes back to
elective course.

Past identification -
Recommended for Skill
Building



Key Areas of Focus

Literacy

- Double blocked
- Allows for greater ability to provide differentiated instruction.
- Small group, targeted instruction based on student needs.
- Shared strategies in grade level content team meetings

Math

- Work small group into curriculum when possible.
- Small group, targeted instruction based on student needs.
- Shared strategies in grade level content team meetings

Enrichment & Acceleration

Enrichment

- Small group
- Occurs simultaneously with other MTSS small group time
- Shared strategies in grade level content team meetings

Acceleration

- Subject level acceleration
- Based on IAR, iReady, and Prior Academic Performance
- Students are automatically slotted to next most rigorous course