Student Assessment Update / Actualización de Datos de Evaluaciones

DISTRICT 76

11.19.24

EMBRACE EMPOWER EXCEL *Each Child Each Day*

2024 Illinois Interactive Report Card

More changes were made by ISBE for the 23-24 SY Report Card.

There are four levels of designation:

- Exemplary
- Commendable
- Targeted
- Comprehensive

All three schools in D76 are **COMMENDABLE** schools for the 23-24 SY!

2024 Illinois School Report Card Indicators

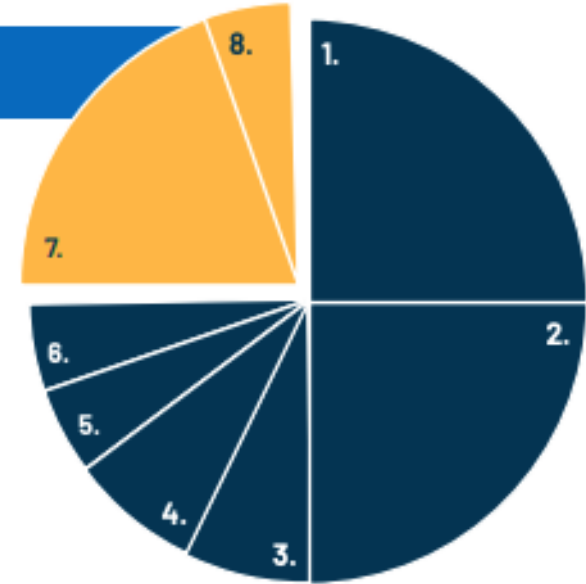## Elementary & Middle Schools

75%

Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*

Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal(s):	Purpose	Measurable Evidence
Know each D76 student by **Name, Strength and Need**: **All educators will:** a. Utilize the District-wide multi-tiered system of supports **(MTSS) program** to maximize student growth including progress monitoring. b. Strengthen the **social emotional well-being, learning** and engagement for all students.	Prepare all D76 students to be high school, college/career and future ready and to **improve student academic and social/emotional learning growth and achievement.** Ensure the needs of the "whole child" are met in order to **improve student academic and social/emotional learning growth and achievement.** Provide an MTSS program to **improve student academic and social/emotional learning growth and achievement.**	★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment. ★ Pre-K-8th grade students will demonstrate 95% or higher in all categories of the Social Emotional Learning (SEL) Student Survey

Engagement and Growth

- **District wide practice of Professional Learning Communities (PLCs)**
  - 4 week meeting cycles of academic concentrations, anchor standards, and/or SEL
  - Professional development provided for 3 weeks to each grade level and/or department
  - Weekly progress monitoring
  - Data review at the end of the 4 week cycle to measure growth and improvement and set new goals
- **Team Collaboration**
  - Purposeful conversations designed to provide feedback, support, and action plans to engage in higher order thinking conversations related to curriculum and student learning
- **Incorporation of PBIS**
  - Behavior support and classroom management systems and professional development embedded in cycles to ensure whole child learning

Definition of Terms

RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (≥30%ile): Instruction Provided to **ALL** Students
- Tier II (12-29%ile): Instruction Provided to Students Who Require **Additional** Support
- Tier III (≤11%ile): Instruction Provided to Students Who Require **Intensive** Interventions

Star Assessments

- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

DLS: ELA Assessments

Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension

Kindergarten Star ELA - RtI Percentiles

Grade Level	Tier I ≥30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile	
	Fall	**Fall**	**Fall**	Spring - Fall
Early Literacy	43	14	12	
ELA	X	X	X	
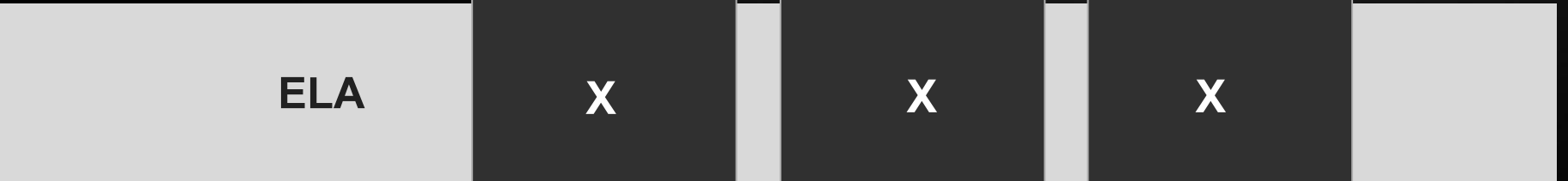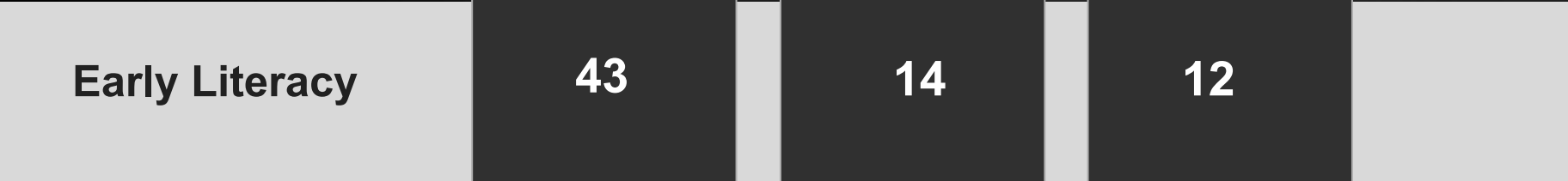
Kindergarten Star SLA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
Early Literacy	26	10	9
ELA	X	X	X
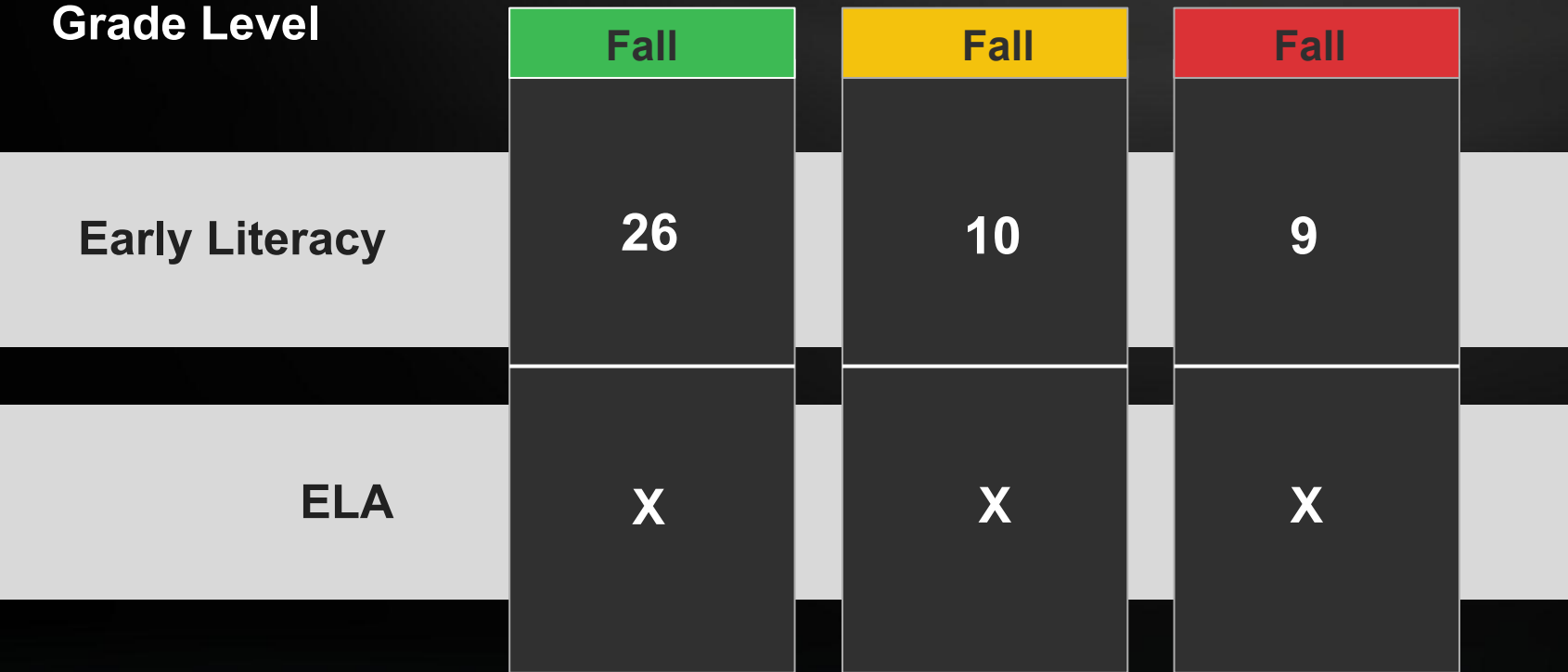
Kindergarten Star Math - RtI Percentiles

	Tier I ≥ 30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile	Spring - Fall
	Fall	**Fall**	**Fall**	
Math	43	15	10	

DLS Star ELA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
1st Grade Early Lit.	41	18	15
1st Grade Star	14	3	x
2nd Grade Early Lit.	1	8	15
2nd Grade Star	45	2	3

DLS Star SLA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile
	Fall	Fall	Fall
1st Grade Early Lit.	21	10	9
1st Grade Star	4	0	1
2nd Grade Early Lit.	8	4	2
2nd Grade Star	15	5	4

DLS Star Math - RtI Percentiles

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Grade Level	Tier I ≥ 30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile
	Fall	**Fall**	**Fall**
1st Grade	40	15	18
2nd Grade	45	13	13

DLS: Action and Next Steps

What is the data telling us by grade level?	- Tier 1 data is showing grade level readiness - Data aligns with classroom observations - K-2 has many early readers with strong foundational skills.
What are we doing to address learning gaps?	- ELA- Changing early literacy instruction in letters and sounds based on trends from previous data while reviewing and making our practice cyclical to strengthen our skills. - ELA/SLA- Building a love of reading in small groups for enrichment to continue to build skills (i.e. Literature circles). Create libraries to make successful and interesting reading for students. - ELA/SLA-Addressing individual needs during guided reading time and small group instruction, while using informal assessments to instruct intentionally. - Math- Continuing to target skills with an increased understanding of the Envisions resource. - Interventionists are working closely with teachers to increase our targeted instruction for students.

WOIS Star ELA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
3rd Grade	56	19	15
4th Grade	52	19	19
5th Grade	45	15	20

WOIS Star SLA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile
	Fall	Fall	Fall
3rd Grade	15	10	6
4th Grade	23	14	7
5th Grade	16	6	6

WOIS Star Math - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
3rd Grade	56	19	15
4th Grade	52	18	19
5th Grade	45	15	19

WOIS: Action and Next Steps

What is the data telling us by grade level?	• Consistent Math curriculum and instruction across grade levels has led to reliable student growth. • Restructured building schedule has allowed for more focused Tier I instruction. • Professional Learning Communities are centering their discussion and problem solving efforts on the data
What are we doing to address learning gaps?	• SIP goals focus on the use of specific language and learning targets based on most recent progress monitoring to inform instruction. • Utilizing Professional Learning Communities process to prioritize data based decision making. • Servicing and supporting students based on their language acquisition. • Empowering the leadership and the purpose of the Building Leadership Team to strengthen overall school systems and building operations to focus on whole child student growth; academic, social, emotional

WOMS Star ELA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
6th Grade	47	21	13
7th Grade	64	9	14
8th Grade	68	25	13

WOMS Star SLA - RtI Percentiles

Grade Level	Tier I ≥ 30%ile Fall	Tier II 12-29%ile Fall	Tier III ≤ 11%ile Fall
6th Grade	28	5	3
7th Grade	24	4	0
8th Grade	23	4	5

WOMS Star Math - RtI Percentiles

Grade Level	Tier I ≥ 30%ile	Tier II 12-29%ile	Tier III ≤ 11%ile
	Fall	**Fall**	**Fall**
6th Grade	55	17	10
7th Grade	44	17	20
8th Grade	70	20	12

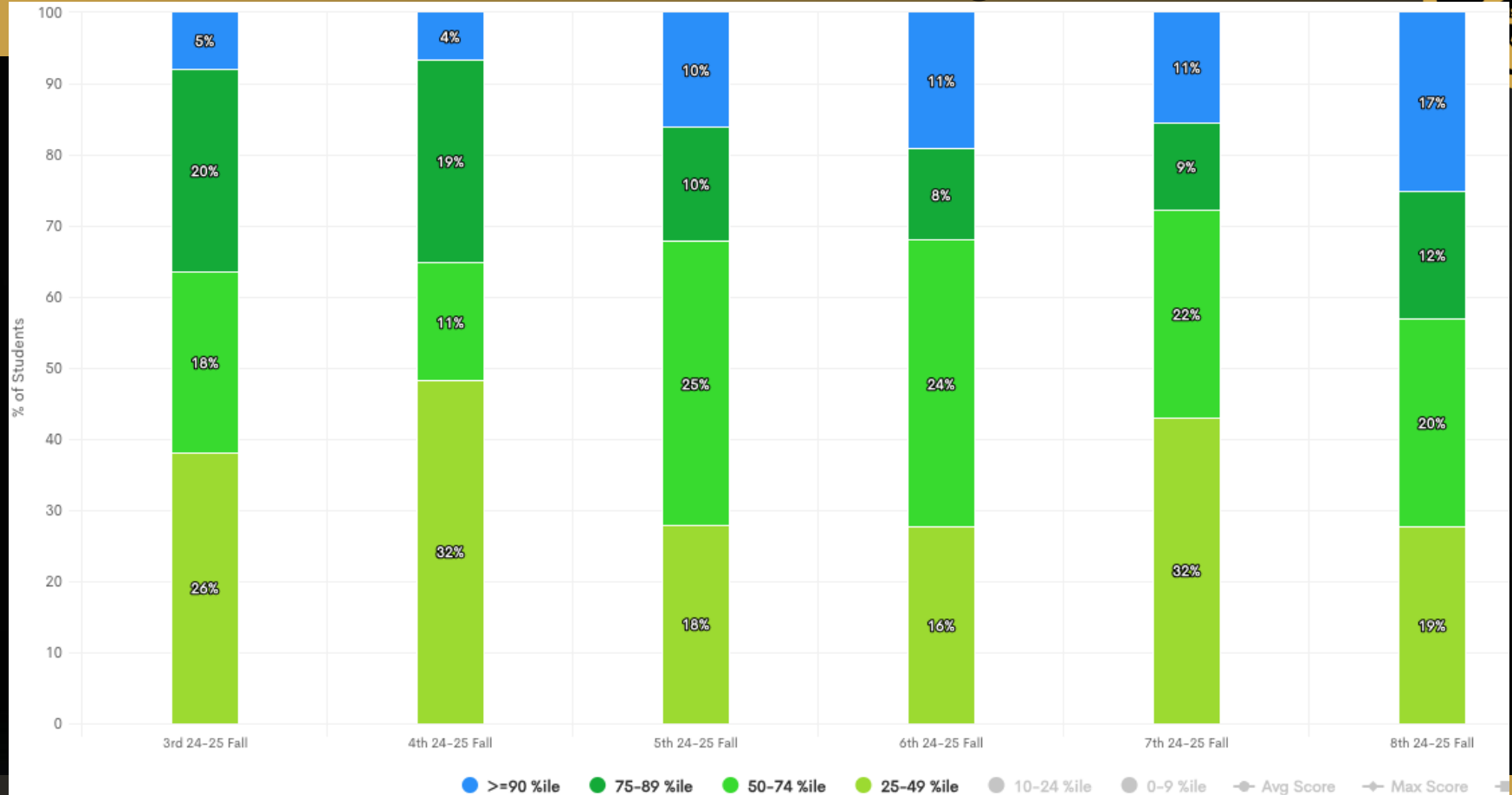# WOMS: Action and Next Steps

What is the data telling us by grade level?

- Over 50% of students showed growth from the Spring STAR Test in almost all categories.
- Tier I and Tier III numbers are going in the right direction and significant growth was seen.

What are we doing to address learning gaps?

- SIP goals and action steps focused on academic excellence with student growth in Math and ELA while increasing our professional excellence, and strengthening instructional quality with data and instructional practices.
- Implementing targeted instruction and grouping based on academic strengths and needs.
- Implementing standards-based instruction with priority standards, proficiency scales, and assessments to reflect learning based on the standards.
- Collecting data on student progress with interventions, co-taught classes and push-in models of instruction while utilizing the MTSS process to ensure all students grow.
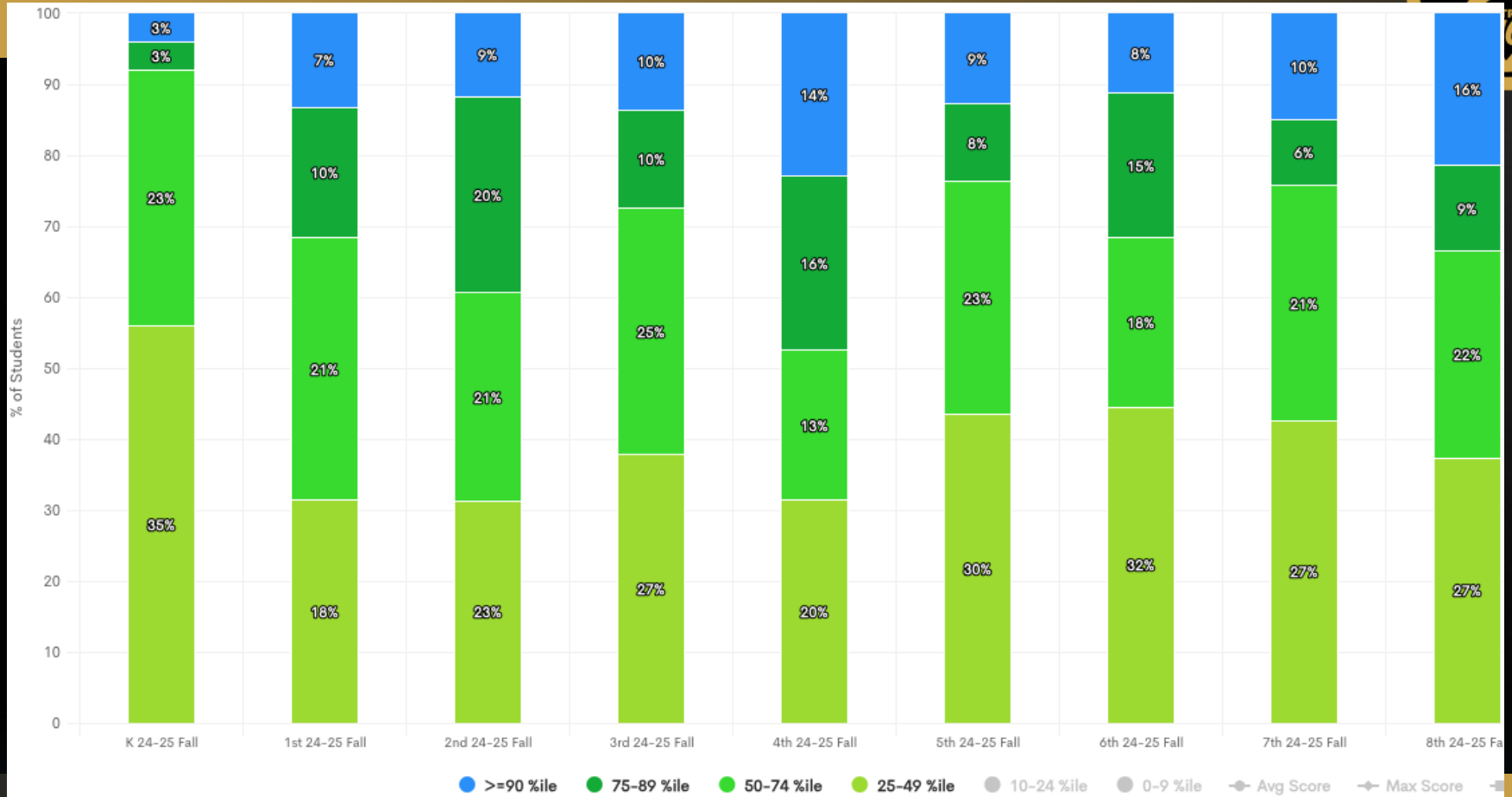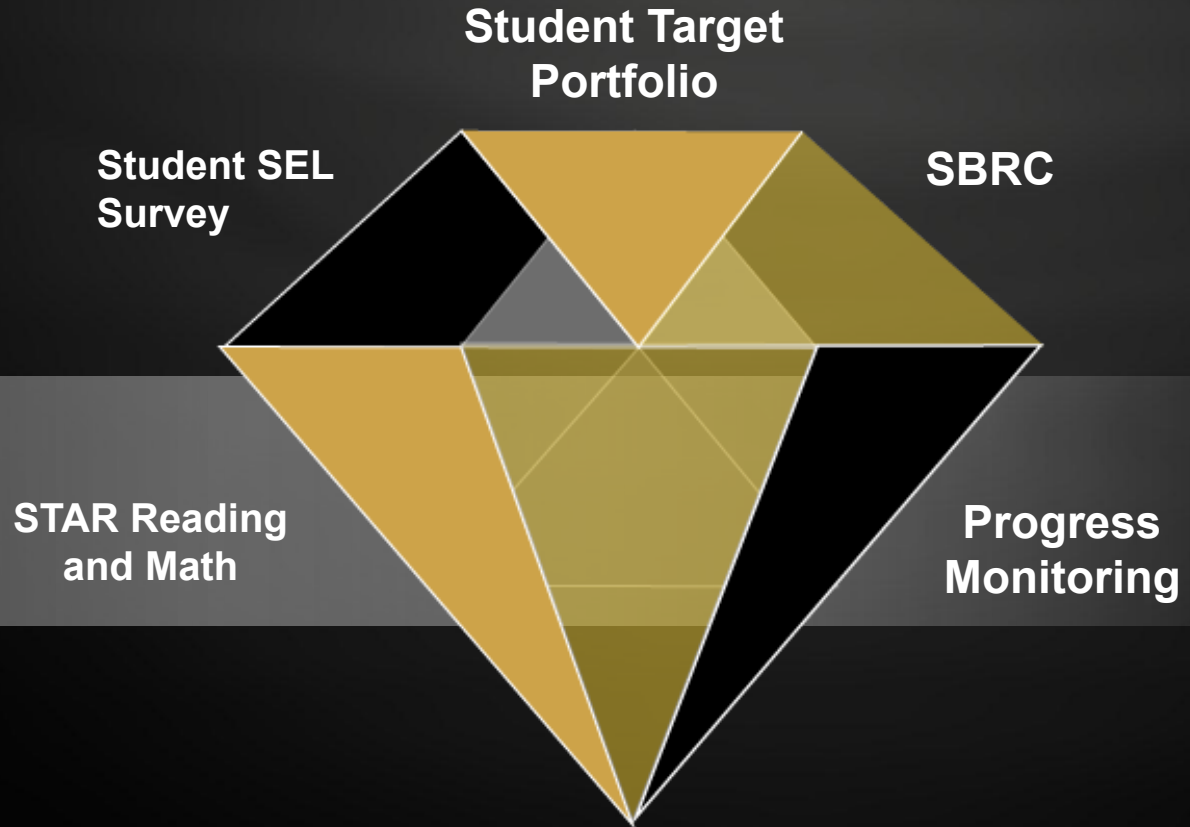
Tier I Performance Breakdown-Reading

Tier I Performance Breakdown-Math

Student Target Portfolio

Student SEL Survey

SBRC

A Larger Picture…

STAR Reading and Math

Progress Monitoring

Knowing Each Student's Name, Strength and Need

Next Steps

Instructional Programs and Initiatives

- After-School Program: Additional Math and Reading Support for Tier II & III Students
- Implementation of SBRCs for K-8
- Unit Plan Revision for all Subject Areas
- Digital Student Target Portfolios
- Executive Functioning: Test Preparation

Instructional Coaching

- 'Boost Your Brilliance' Professional Development
- Coaching Cycles
- PLC Leadership
- Instructional Practice
- Unit Plan and Assessment Support (High-Reliability Schools Level 3)
- Peer Observation Facilitation

Data-Driven Decision Making

- eduCLIMBER Utilization
- Efficient Data Management in PLC's
- Frequent Student Progress Monitoring - Fastbridge
- Increase in Inclusion Model for SPED and Tier2
- Revision of MTSS Manual K-8
- SEL Surveys and New Curriculum

Questions/Feedback

Preguntas/Comentarios