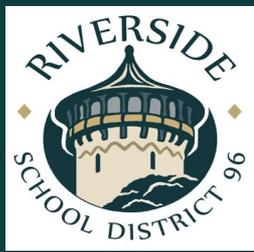


March 2026 Committee Update

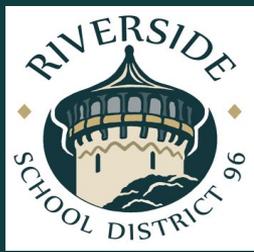


Committee of the Whole
March 4, 2026

Agenda

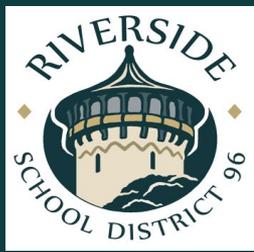


- ❑ Advanced Learning Update
- ❑ Standards-Based Grading and Reporting
- ❑ Middle School Mathematics



Advanced Learning

Advanced Learning Where We've Been



Fall Meetings:

Three Priorities Established

1. Define what advanced learning means in District 96
2. Improve program transparency and communication with families
3. Refine the identification process for services

Meetings Restructured

Previous Format

Monthly 1-hour after-school sessions
→ Limited depth of discussion, slowing progress

Revised Format

Full-day or Half-day working sessions with expert consultants
→ Capacity for substantive, data-driven discussions and decisions

Advanced Learning February 5 – Key Outcomes



Data Told a Clear Story

- High-achieving students declining from 2nd to 4th grade - a recognized indicator of needing more challenge
- Students ready for acceleration, not just enrichment, particularly in grades 4-5
- Cannot rely on a single data point; multiple indicators needed

Service Continuum Explored

- Horizontal continuum; multiple options within a grade (in-class, weekly, daily pull-out)
- Vertical continuum: coherent progression from grade to grade
- Comprehensive approach to addressing academic, SEL, and equity considerations

Identification Principles Set

- Move from [matrix model](#) toward a student profile approach
- Automatic thresholds for inclusion; plus indicators for additional consideration
- Executive functioning challenges cannot be a barrier - scaffold skills, right-size services
- Intentional focus on underrepresented students (EL, IEP, low-income, minorities)

Advanced Learning



District 96 Advanced Learning Program Qualification Matrix

Formal Entry Points:

Grade 4 - English Language Arts (ELA)

Grade 5 - Mathematics and English Language Arts

Grade 6-8 - All students are re-evaluated annually

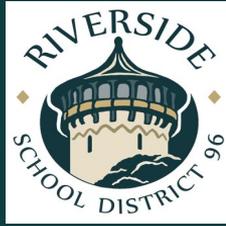
Criteria for Formal Points of Entry

Criteria	High Qualification	Moderate Qualification	Emerging Qualification
CogAT (Reasoning Test)	130+	125-129 (2 points)	120-124 (1 point)
MAP (Achievement Test)	97th percentile or higher	94th-96th (2 points)	90th-93rd (1 point)
CBM (End-of-Year Test)	90%+ mastery	85-89% mastery (4 points)	80-84% mastery (2 points)
*Parent & Teacher Ratings	–	–	+1 point if advanced need is shown

Advanced Learning Placement Qualification Pathways:

1. **Scenario 1:** Two or more criteria in "High Qualification"
2. **Scenario 2:** One "High Qualification" + 4 or more points from other columns
3. **Scenario 3:** One "High Qualification" + 3 points from other columns + 1 Parent/Teacher Rating point
4. **Scenario 4:** Exceeds on Illinois Assessment of Readiness (IAR) and Highest MAP percentile 90th percentile or greater

Advanced Learning February 26 - Key Outcomes

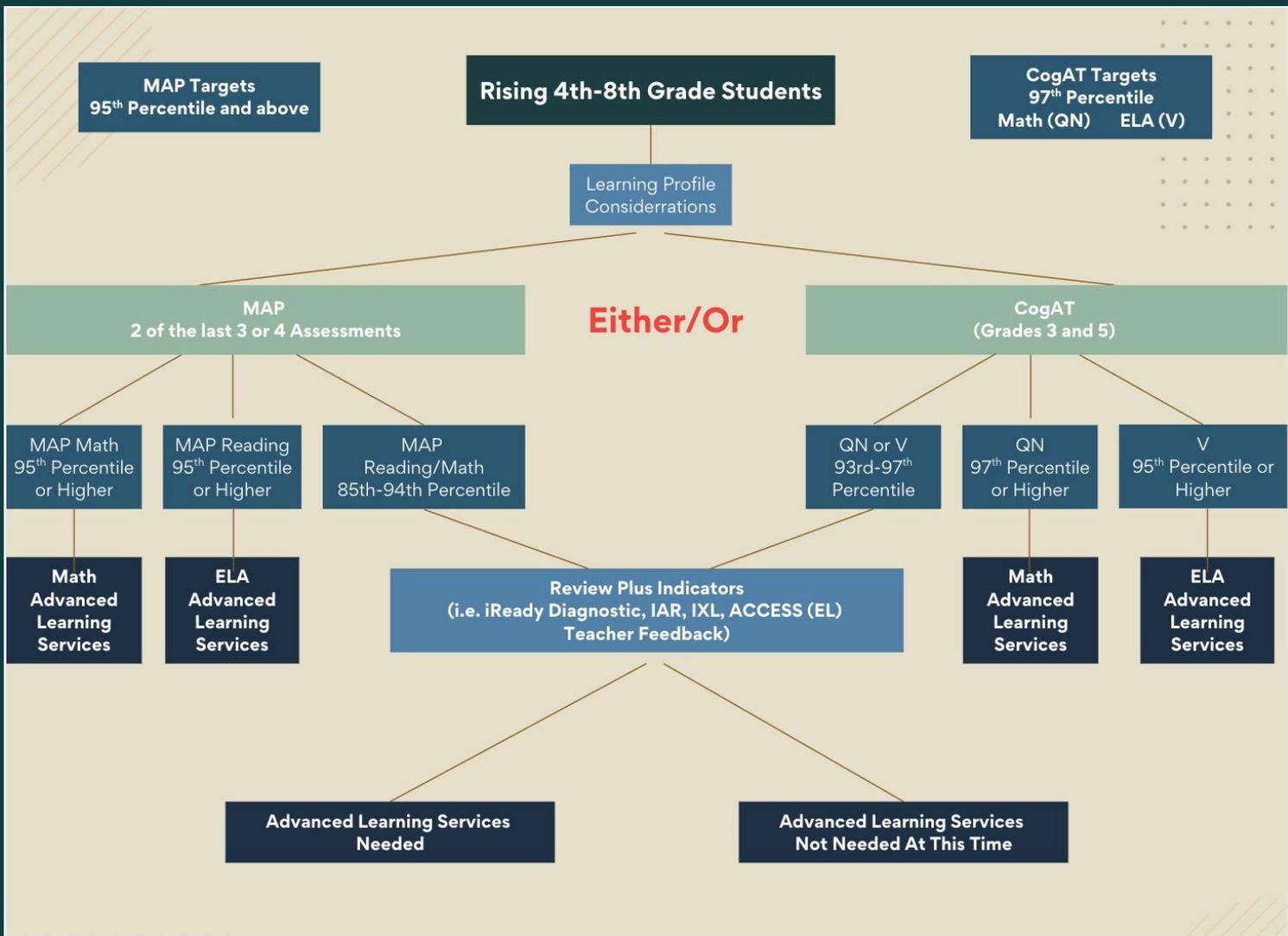


Identification Profile Taking Shape

- **Automatic Qualifiers** (2 of last 3-4 assessments): MAP percentile score -OR- CogAT Quantitative/Nonverbal (math) or Verbal (ELA)
- **Plus Indicators** (near threshold MAP or CogAT score triggers profile review): iReady Diagnostic, IAR Level 4, ACCESS (EL), iXL, teacher checklist
- **CogAT & teacher checklist as includers, not excluders:** these data points inform, they do not disqualify

Service Models Discussed

- **Elementary:** Move to 5-day/week ELA pull-out; combine 4th/5th Advanced ELA at smaller schools; 4th grade Advanced Math is full acceleration of 5th grade curriculum
- **Middle School:** Widen identification net with support structures; align MAP assessment to course content students are actually learning
- **Equity Focus:** "Supporting students into Advanced Learning, not locking them out of it"



Advanced Learning Draft Structure for 2026-2027



Elementary

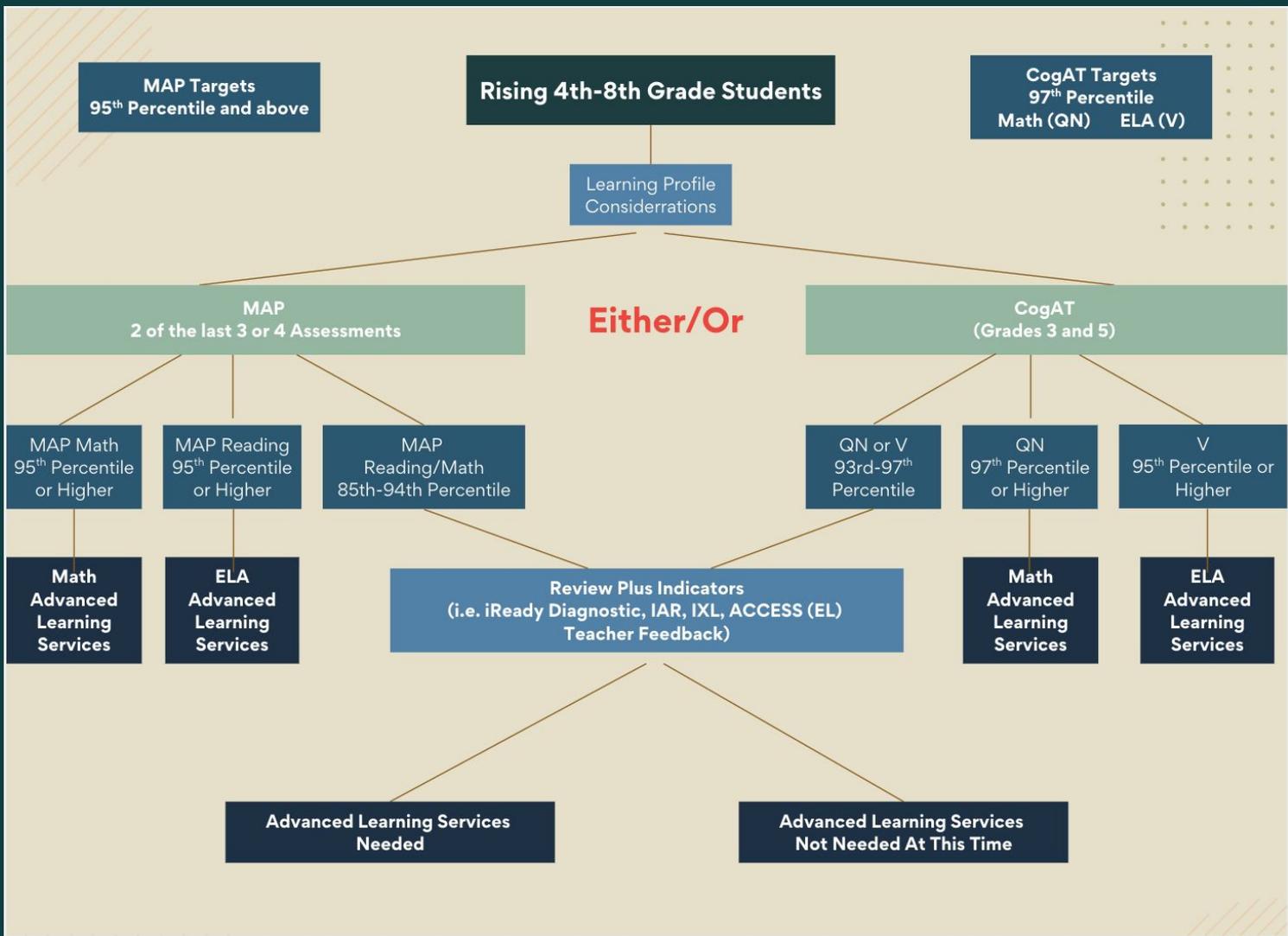
- 5-day/week pull-out for Advanced ELA
- Pilot intentional class scheduling based on learning profiles
- Combined Adv ELA for 4th and 5th at Blythe Park and Hollywood
- 5th Grade Math curriculum for all advanced 4th graders
- 1 FTE per building (Blythe/Hollywood share)

Middle School

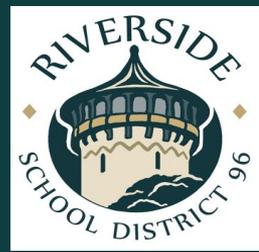
- Wider identification net with support structures
- Align MAP assessment to course content
- Clearer ELA and math acceleration
- Ongoing data review after each benchmark

Identification Profile

- [Multi-indicator profile replaces matrix approach](#)
- Automatic qualifiers and plus indicators
- Annual placement review, fluid, not fixed
- Growth to inclusion pathways for students near threshold
- Intentional equity lens across all populations



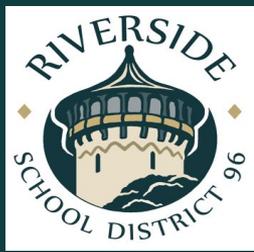
Advanced Learning Next Steps



Next Meeting: April Half-Day Working Session

1. Finalize placement profile for use at May MTSS Data Meetings to determine placement for 2026-2027 school year
2. Confirm service structures at each building, including staffing and scheduling logistics
3. Select and align curriculum resources for Advanced ELA
4. Determine communication plan for families
5. Determine professional learning plan for staff
6. Determine priorities for 2027-2028 school year

Ongoing: Implementation check-ins after each benchmark assessment



Standards-Based Grading and Reporting

Standards Based Grading and Reporting



What Is It?

A way of measuring student learning based on how well they understand specific concepts, standards, rather than averaging scores or assigning letter grades for an entire assignment, assessment, or subject.

Provides a clearer picture of what each student is working on and what they know.

Performance Levels

Mastered

Independently & accurately demonstrates thorough understanding

Proficient

Frequently demonstrates understanding; occasional support needed

Approaching

Partial understanding with consistent support

Below

Does not yet demonstrate understanding even with support

Why The Shift



Old Way

Report cards didn't always reflect what students actually learned in class



New Way

Teachers identified the most important standards per grade.

Report cards will reflect the priority standards and give an accurate picture of student's knowledge

Standards-Based Grading and Reporting This Year's Work



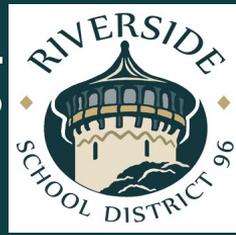
October Institute Day

- Classroom teachers practiced entering grades in PowerTeacher
- Grade-level teams began to build shared proficiency language
- Art, Music, and PE (K-5) continued work on scope and sequences and proficiency for area-specific standards

February Institute Day

- Classroom teachers unpacked math priority standards to begin developing proficiency scales (i.e. what mastered, proficient, approaching and beginning look like)
- Some teams applied proficiency scales to assess real student work.

Standards-Based Grading and Reporting Next Steps



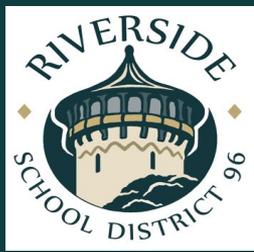
Remaining 2025-2026

- Grade-level small groups finalize math proficiency scales
- Share finished proficiency scales with full district team and conduct grading calibration session
- Complete Parent and Teacher FAQ documents

2026-27 and Beyond

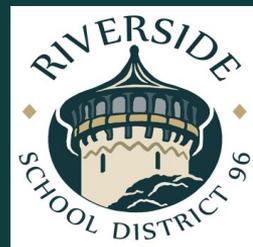
- Implementation of Standards-Based Report Card for Math, Science, and Learning Behaviors
- Begin Social Studies curriculum resource review
- ELA and Social Studies proficiency scale development
- Continued family education and staff professional learning
- Full Standards-Based Report Card in 2027-2028

* Hauser will continue with letter grades, while tightening standards-based instruction and applying the letter grades to the standards they assess.



Middle School Mathematics Review

Middle School Mathematics Review



2023-2025

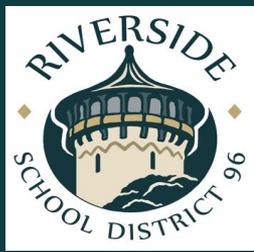
- Over the course of the past 5 years, assessing and updating
- Evaluated ongoing effectiveness of Carnegie Learning MATHbook
- Incorporated updated materials from Carnegie Learning as released
- Supplemented instruction with additional resources as needed

2025-2026

- Gathered input from math teams on current resource effectiveness
- Reviewed 5 potential math resources
- Visited Hinsdale Middle School to observe EdGems instruction and speak with teachers
- Teams piloted an EdGems unit and shared feedback with administration

2026-2027

- Professional Learning on EdGems Resource and Tools (April and May)
- Pilot EdGems throughout 2026-2027
- Regular check-ins with teams on EdGems implementation
- Data-informed comparison of EdGems and Carnegie in Spring 2027
- Final determination of Middle School Math Resource in Spring 2027



Thank you.
Questions?