Excellence in Education, Enthusiasm for Life, Every Student, Every Day

Every Student, Every Day

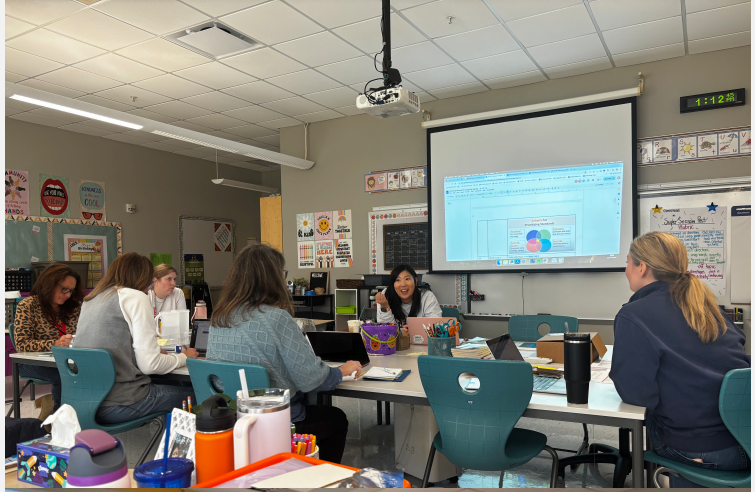
Spring 2025 Board of Education
Family Curriculum Survey Results
Literacy and Class Size Audit Results

Our Mission

Ensure academic achievement and personal growth for all students through innovative and engaging educational opportunities.

Our Vision

An inclusive community of motivated learners who are inspired to change the world through exploration and collaboration.



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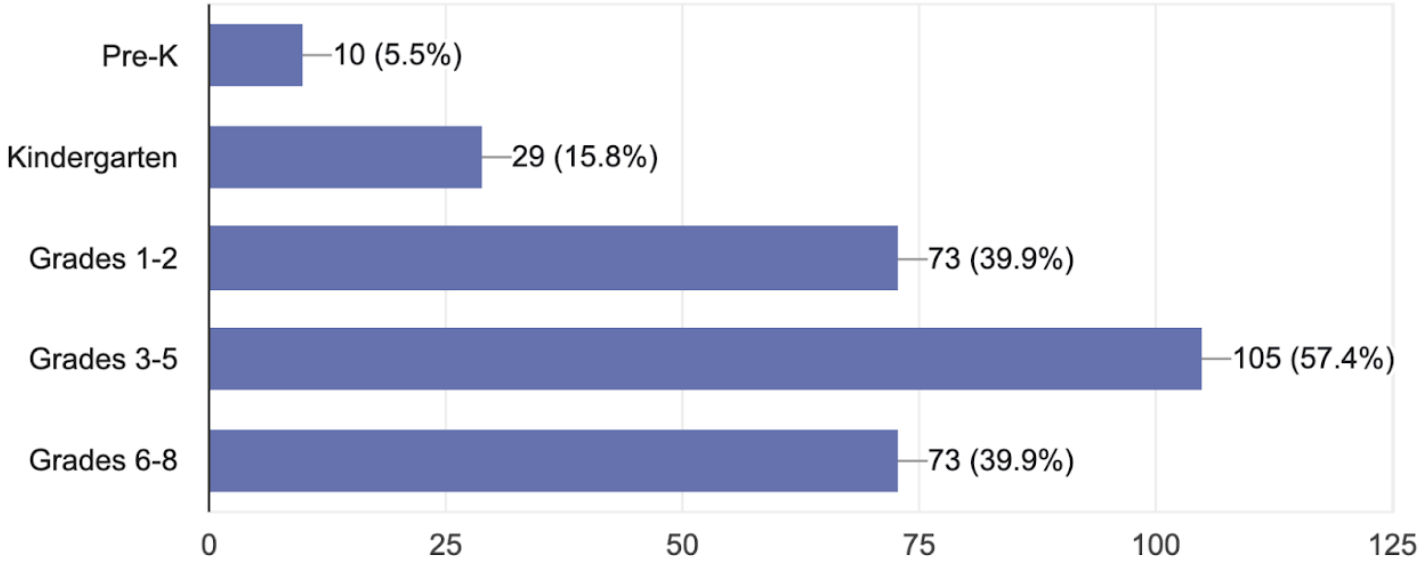
Family Curriculum and Support Survey

This was a survey to better understand the experiences and preferences of our families on summer, related arts and world language programming and when and why parents may have sought tutoring support for core or other academic areas.

We had 183 Responses. The majority have 1 or 2 students in our district and the majority of students represented were in grades 3-8.

What grade levels are your children in? (Check all that apply.)

183 responses



Summer Programming & Preferences

- A majority rated summer programming as **"Not Important"** or only **"Somewhat Important."**
- Very few families said they were **likely to enroll** their child in summer programming.

Most students have **not participated** in past summer offerings.

Interest in summer programming was indicated in these ways:

- **Sports and Physical Activities (61%)**
- **Academic Enrichment (54%)**
- **Arts and Creativity (51%)**
- **Social Emotional Development (48%)**
- **Technology/Coding (41%)**
- **World Language Programming (26%)**

Arts & Related Arts Programming and Preferences

- Parents overwhelmingly rated **world languages, music, theater, STEAM, and arts** as **Extremely or Very Important**.

World Languages of Interest to Families:

* Spanish (95% of respondents)

* French (28% of respondents)

* Mandarin/Latin (3%/2%)

Arts & Related Arts Programming and Preferences

Other Areas Families Mentioned in Open Ended Responses:

* Life Skills at LBMS (Financial Literacy/Cooking/Gardening/Woodshop/Executive Functioning)
* Language Immersion Programming
* Science/Social Studies at LBES
* Arts Opportunities (Dance/Drama/Orchestra)

Tutoring & Extra Support

55% of our families have hired tutors for extra support:

* Skill Building for Core Areas (78%)
* Addressing Learning Challenges (46%)
* Academic Enrichment (36%)
* Homework and Organization (17%)

Tutoring & Extra Support

69 families expressed that they have experienced barriers to accessing tutoring:

* Scheduling (52%)
* Financial (43%)
* Lack of Options for Tutoring (39%)

Tutoring & Extra Support

Of the families that sought tutoring, it began in:

* Grades 1 & 2 (53%)
* Grades 3 -5 (40%)
* Kindergarten (24%)
* Grades 6-8 (11%)
* Pre-K (8%)

Tutoring & Extra Support

The majority of families participated in tutoring:

* During the school year or year round (43/42%)

* Once per week (63%)

Tutoring & Extra Support

If the school district were able to provide resources, the following would be most beneficial:

* After School Academic Support (63%)
* Summer Enrichment (49%)
* Online Learning Tools for Home (27%)
* Parent Workshops (25%)

Next Steps:

1. Community Connections Expanded through Enrichment in Middle School for the 25-26 school year, as well as, executive functioning and financial literacy through some of our new course offerings.
2. Arts and Related Arts courses remain with expansion into coding at the elementary level for the 25-26 school year (1 class period per week for K-2)
3. Continue to invest in elementary World Language programming aligned with Lake Forest D. 67 for the 25-26 school year (beginning in 2nd grade)
4. Investigate opportunities for tutoring/after school academic support and the costs associated with that type of support vs. summer programming (outside of ESY). Continue to work with the community to support access to quality summer programming in town and the surrounding areas through the BIN fund.

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Literacy Instruction at D. 65

- The science of reading is a body of research from cognitive science, linguistics, and neuroscience that outlines how students learn to read.
- It emphasizes the importance of explicit, systematic instruction in the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Decades of research have shown that all students benefit from this approach—especially struggling readers, multilingual learners, and students with dyslexia.
- This shift is not about a new program—it's about aligning our teaching methods with how the brain learns to read.

What this means for our classrooms?

- We’re working to align curriculum, instruction, intervention, and assessment to support foundational reading skills.
- Teachers are receiving professional learning to strengthen practices in phonics instruction, decoding strategies, and building background knowledge and vocabulary.
- We’re emphasizing structured literacy—clear, intentional, and cumulative instruction that builds a strong foundation in early grades.

AIMSweb - A new assessment tool

- AimsWeb is a universal screening and progress monitoring tool grounded in the science of reading.
- It helps us measure the specific reading components that research says matter most—**phonemic awareness, phonics, fluency, and comprehension**—and identify students who need extra support.
- AimsWeb provides frequent, reliable data we can use to tailor instruction, guide interventions, and monitor growth over time.
- It supports our multi-tiered system of supports (MTSS) by helping us ensure students receive the right instruction at the right time.

A2 Literacy Consulting & Tutoring Audit

We unlock opportunities through exceptional literacy consulting and tutoring using and supporting evidence based instruction and dyslexia support when needed. We aim to empower schools and learners with personalized, one-on-one guidance through evidence-based programs. Our experienced consultants are dedicated to helping schools get the support they need to implement their evidence-based instructional programs for student success as well as supporting administrators through collaborative leadership conversations.

Key Takeaways - Early Literacy Progress

- Kindergarten and 1st grade students showed consistent growth in foundational literacy skills across the year.
- Listening comprehension and auditory vocabulary scores are strong—indicating solid early language exposure
- Phoneme segmentation and nonsense word fluency were not assessed, creating blind spots in phonics.

Key Takeaways - Upper Grade Trends

- Grades 2–5 showed general upward trends in comprehension scores, but growth in low-performing students is limited
- High category scores in 5th grade declined in 2023–2024, suggesting challenges with sustaining top performance
- There is evidence of foundational skill gaps persisting into upper grades, affecting reading fluency and comprehension

Instructional Implications

- Foundational skills (phonemic awareness and decoding) must be targeted earlier and with greater precision
- Diagnostic tools and progress monitoring are needed to identify gaps in real-time
- Differentiated Tier 1 instruction in small, skill-based groups may better address wide skill variance in early grades

Recommended Next Steps

- Adopt a single, streamlined assessment tool across K–2 (e.g., DIBELS or Aimsweb Plus)
- Ensure all K–1 students are assessed in phoneme segmentation and nonsense word fluency
- Incorporate explicit morphology instruction from grade 1 and up to support vocabulary and comprehension
- Provide consistent, district-wide professional development on the Science of Reading and Structured Literacy

Current Actions

- Currently following the recommended progression of assessments for AIMSweb to ensure that we have normed data, but have also given some assessments outside of the normed window as a baseline (phonemic awareness in spring of 1st grade).
- Working to find resources which incorporate morphology (how to break apart words) instruction, as well as, vocabulary development and comprehension.
- Providing school wide professional development on The 6 shifts resources, as well as, providing LETRS training to elementary teaching staff this year and into the future.
- Continuing to assess our units of instruction, our resources and materials and our data to make the best decisions that we can.

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Class Size Audit

At our community roundtable, we were asked to look into the data regarding class sizes in District 65. ECRA completed this audit for us using three years of data (MAP and IAR) and determined growth in grade levels at different class size levels.

ECRA Group is a premier K12 research and analytics consulting firm that helps school districts and educational leaders improve student outcomes by adopting more evidence-based practices.

The Report

The purpose of this report is to examine the growth and proficiency of Kindergarten through fifth grade students in the District on MAP and IAR during the 2021-2022, 2022-2023 and 2023-2024 school years based on the number of students in their classroom. Growth for students in the district was compared with historical growth trends of students in the district.

Understanding the Growth Scores

A growth score's deviation from zero indicates the degree to which a student outperformed or under performed his or her projected scores.

- Expected range (green): students grew at similar rates to students in the District.
- Higher than Expected (blue): students grew at significantly higher rates compared to students in the District.
- Lower than Expected (yellow) or Unsatisfactory (red): students grew at significantly lower rates than students in the District.

The Results

Results suggest that there is no consistent relationship between class size and growth for either Mathematics or Reading/ELA in the school years and grades examined.

While results in the 2022-2023 school year indicate students in smaller classrooms had higher growth, results in the 2021-2022 and 2023-2024 school years either indicated **no relationship or a reverse relationship**, where students in larger classrooms had higher growth.

Growth by grade suggested a **possible benefit** to smaller class sizes in Kindergarten math and reading, though this was not seen in grades 1-3. In grades 4 and 5, students in smaller class sizes tended to have higher growth in math but not in Reading/ELA.

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QUESTIONS?

Thank You