

Student Assessment Update / Actualización de Datos de Evaluaciones



6.3.25

EMBRACE EMPOWER EXCEL *Each Child Each Day*

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

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by Name, Strength and Need:</p> <p><i>All educators will:</i></p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Ensure the needs of the “whole child” are met in order to improve student academic and social/emotional learning growth and achievement.</p> <p>Provide an MTSS program to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none"> ★ 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

Definition of Terms

RTI: Response to Intervention

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

Star Assessments

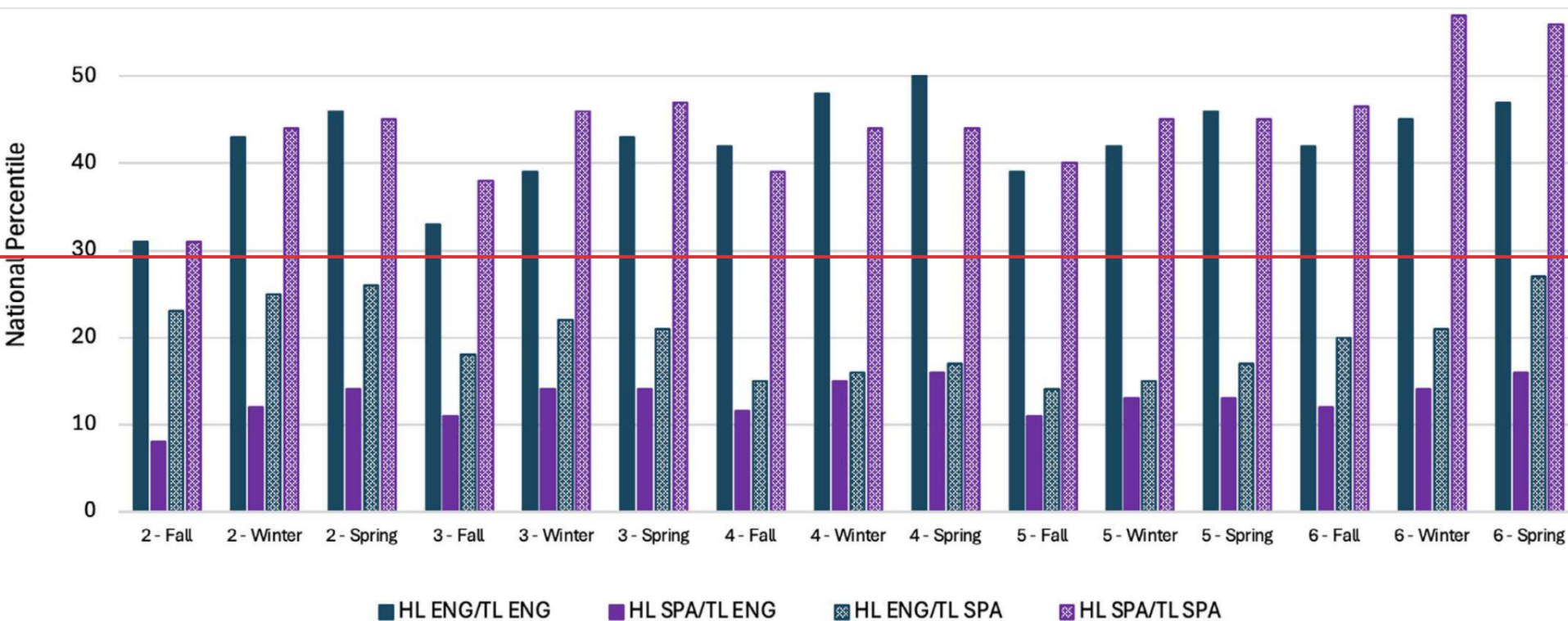
- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

STAR and Biliteracy Trajectories



Renaissance Releases First National Dual-Language Study

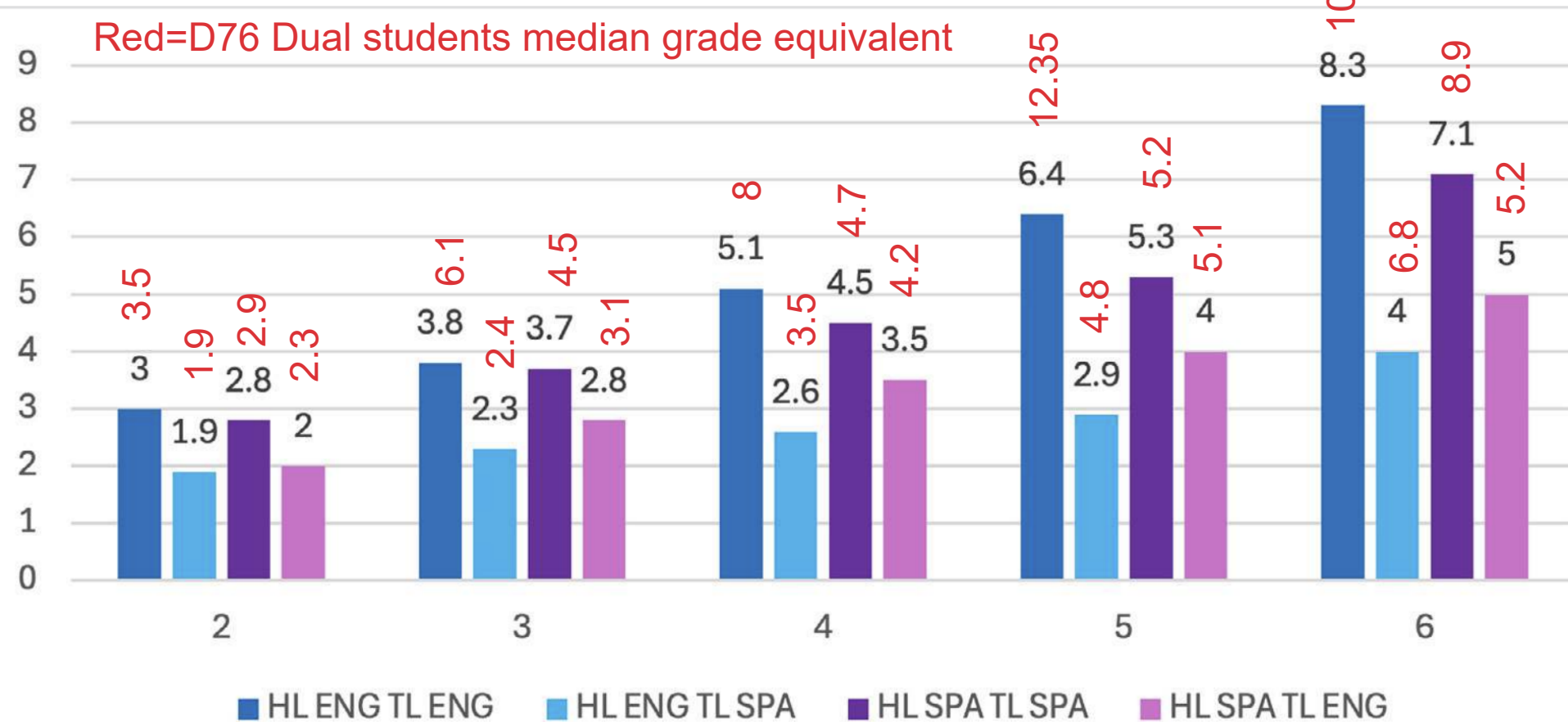
- Compared four groups of students in Dual Language Programs in STAR Reading and STAR Spanish Reading for grades 2-6
 - Home Language (HL) English (ENG) Target Language (TL) ENG
 - HL ENG TL Spanish (SPA)
 - HL SPA TL ENG
 - HL SPA TL SPA
- The scores from students in this study were added this spring
 - We can now compare the performance of students in our Dual Language Program to students nationally.

FIGURE 3**Star median national percentiles by grade and season**

- In the National Study, (Not D76), All Grades Score Below the 50th% for all groups except 6th grade Spanish for Spanish Speakers
- Red Line is currently the District 76 cut line for intervention

FIGURE 8**Spring median grade equivalent by home language and test language**

Red=D76 Dual students median grade equivalent



STAR Reading Tiers Grades 2-6: Monolingual Measures

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	43	17	11
3rd Grade	61	16	12
4th Grade	62	14	14
5th Grade	51	14	13
6th Grade	57	16	8

Reading Tiers Grades 2-6: Biliteracy Trajectory Included

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	53	9	9
3rd Grade	67	14	8
4th Grade	70	8	12
5th Grade	58	8	12
6th Grade	65	10	6

Spanish Reading Tiers Grades 2-6: Monolingual Measures

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	23	8	5
3rd Grade	21	7	6
4th Grade	29	10	3
5th Grade	21	4	4
6th Grade	32	2	1

Spanish Reading Tiers Grades 2-6: Biliteracy Trajectory Included

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	29	5	2
3rd Grade	26	5	3
4th Grade	35	4	3
5th Grade	22	4	3
6th Grade	34	1	0

Implications for District 76

- District 76 Dual Language student match or outperform nation at all grade levels
- District 76 has an interest in the current **ISBE School Report Card Reform** process to Reflect Dual Language Programs and IAR proficiency and growth scores
- District 76 will use Fastbridge to aide in answering the question for HL SPA students, *“Is the student presenting a reading deficit or are they simply acquiring a new language?”*
- District 76 will revamp score reporting during BOE data presentations to reflect the Biliteracy Trajectory

ISBE to Re-Norm Proficiency on the IAR

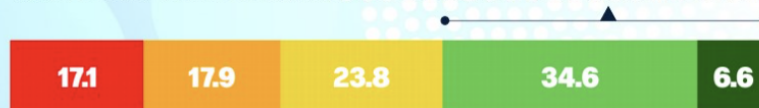
- Currently the cut score for being college ready, or “Proficient” on the IAR is more difficult than the College Board’s expectations
- This results in Illinois outperforming other States, but being considered ‘failing’ in reading and math scores
 - Ex. In District 76, a majority of our students are proficient in reading and math on STAR. According to IAR, only 15-25% of our students are proficient.

Proficiency: Apples to Oranges

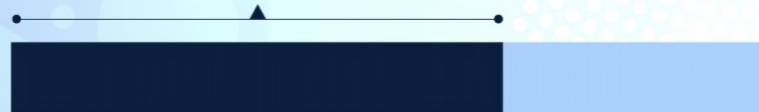
**A student who is proficient in CT or FL
might not be proficient in Illinois.**

To be "proficient" in grade four...	Illinois Expects	Connecticut Expects	Florida Expects
Score on its state test equivalent to NAEP score of:			
Reading	236	224 (-12)	220 (-16)
Math	253	242 (-11)	236 (-17)

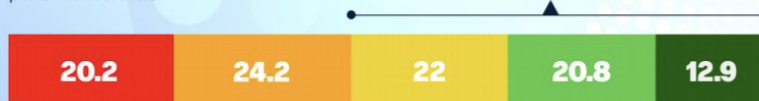
Illinois (top of NAEP scale) reports a proficiency rate of **39%** but only includes the top two of five levels



Connecticut (middle of NAEP scale) reports an "achievement index of **63.9%** using scale scores rather than performance levels.



Florida (bottom of NAEP scale) reports "56% achievement" in ELA, including their top three of five performance levels.



DLS: ELA Assessments

Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension

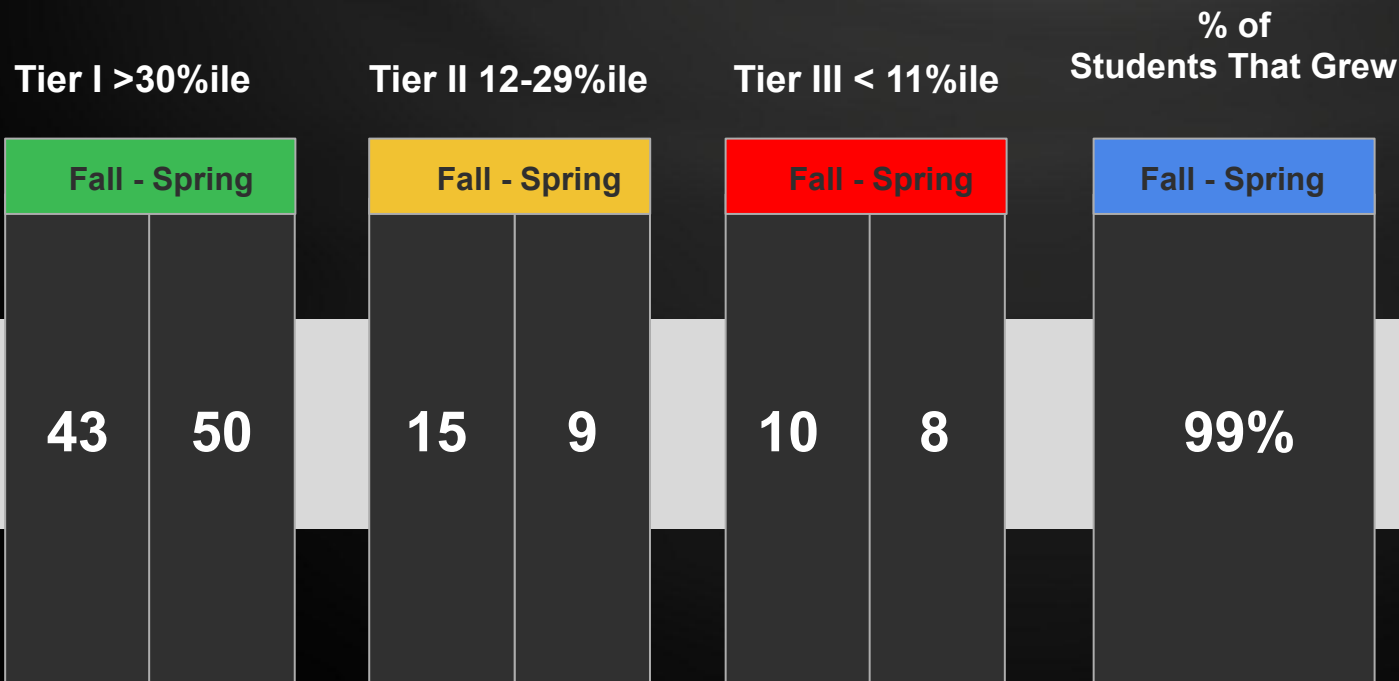


Kindergarten Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Spring		Fall - Spring		Fall - Spring		Fall - Spring
Early Literacy	43	41	14	12	12	11	97%
ELA	X	17	X	2	X	X	100%

Kindergarten Star Math - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*





Kindergarten Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Spring		Fall - Spring		Fall - Spring		Fall - Spring
Early Literacy	26	31	10	9	9	3	95%
SLA	X	X	X	X	X	X	X



DLS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	41	12	18	15	15	10	100%
1st Grade Star	14	32	3	1	0	0	
2nd Grade Early Lit.	1	0	8	6	15	9	94%
2nd Grade Star	45	41	2	10	3	4	



DLS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade	40	49	15	11	18	10	100%
2nd Grade	45	50	13	20	13	X	100%



DLS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	21	14	10	10	9	5	94%
1st Grade Star	4	4	0	0	0	0	
2nd Grade Early Lit.	8	7	4	1	2	0	100%
2nd Grade Star	15	17	5	4	4	2	

WOIS Star ELA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	56	61	19	16	15	12	88%
4th Grade	52	62	19	14	19	14	81%
5th Grade	45	51	15	14	20	13	72%

WOIS Star Math - Rtl Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	56	57	19	18	15	13	92%
4th Grade	52	53	18	14	19	15	90%
5th Grade	45	43	15	19	19	14	76%

WOIS Star SLA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	15	21	10	7	6	6	77%
4th Grade	23	29	14	10	7	3	81%
5th Grade	16	21	6	4	6	4	79%

WOMS Star ELA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	47	57	12	16	13	8	87%
7th Grade	64	66	9	9	14	16	86%
8th Grade	68	71	25	20	13	16	80%



WOMS Star SLA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	28	32	5	2	3	1	86%
7th Grade	24	26	4	3	0	1	73%
8th Grade	23	23	4	5	5	4	75%

WOMS Star Math - Rtl Percentiles

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Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	55	56	17	19	10	7	89%
7th Grade	44	55	17	19	20	16	81%
8th Grade	70	69	20	29	12	10	76%



District 76 Accomplishments that Reflect in the Data

- Complete Revamp of Professional Learning Communities (PLCs) to focus on making data-driven decisions
- All teams completed and/or revised Unit Plans to provide the Guaranteed and Viable Curriculum foundation to make improvements
- Teachers consistently used Learning Targets in every Classroom and linked assessments to learning
- Interventionists began to shift practice to focus on meeting both reading deficits and language needs
- Teachers began to receive training to help focus on skills vocabulary that are relevant to standardized assessments
- Teams began to complete instructional rounds to observe effective teaching practices in balanced literacy blocks
- All grades implemented a Standards-Based Report Card

75th+% Breakdown-Reading



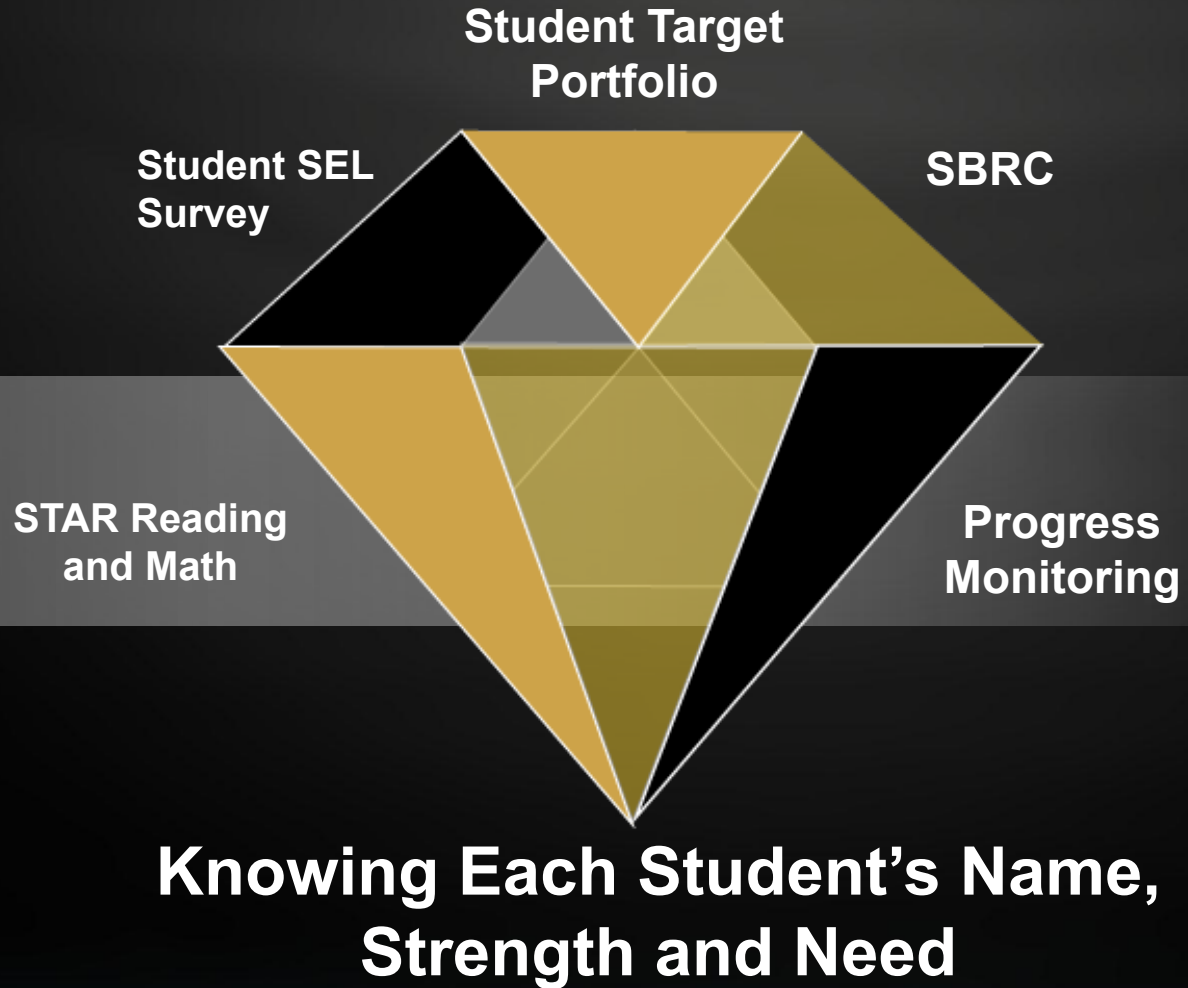
	<u>75th-89th%</u>		<u>90+%</u>		<u>Combined %</u>
Grade	Fall	Spring	Fall	Spring	F - S
3	2.0	15.6	5.6	9.0	7.6 - 24.6
4	18.7	17.8	4.4	6.7	23.1 - 24.5
5	10.0	16.7	10.0	12.8	20.0 - 29.5
6	7.5	14.8	11.3	11.1	18.8 - 25.9
7	9.1	8.7	11.4	12.3	20.5 - 21.0
8	12.3	12.1	17.0	17.8	29.3 - 29.9

75th+% Breakdown-Math



	<u>75th-89th%</u>		<u>90+%</u>		<u>Combined %</u>
Grade	Fall	Spring	Fall	Spring	F - S
K	2.9	10.1	2.9	13.2	5.8 - 23.3
1	9.6	18.3	8.2	9.9	17.8 - 28.2
2	19.7	12.7	8.5	15.5	28.2 - 28.2
3	9.9	10.0	8.8	14.5	18.7 - 24.5
4	15.6	16.3	14.4	12.8	30 - 29.1
5	7.6	11.6	8.9	9.0	16.5 - 20.6
6	14.9	11.7	8.1	6.5	23 - 18.2
7	5.9	6.9	9.4	8.1	15.3 - 15.0
8	8.9	12.7	15.8	15.5	24.7 - 28.2

A Larger Picture...



Humanized Education / Educación Humanizada





Background

- The District has been using the Marzano Framework for the last 3 years
 - Level One: Safe, Supportive and Collaborative Culture
 - Level Two: Effective Teaching in Every Classroom
 - Level Three: Guaranteed and Viable Curriculum
- 3-Phased Agreement Signed with Marzano Group that will last a minimum of 3 years
- Humanized Education is a Recent Book Written by Dr. Mike Ruyle et al
 - [School Fitness Flywheel](#)
 - [Critical Elements of Humanized Education](#)
- The Concept addresses the critical elements of Levels 4 and 5, which are *Standards-Based Grading* and *Competency-Based Learning*



Critical Concepts of Humanized Education

Mastery-Based Learning Academic Fitness	Growth-Based Schooling Mental Fitness	Strength-Based Teaching Psychological Fitness
Learning goals and proficiency scales Assessment Personalized instruction Student engagement and self-efficacy Teacher optimism	Positive, safe environments Collaboration and voice Well-being Self-regulation Consistency and transparency	Access via literacy Academic press Meaning and motivation Teacher as facilitator Culture and community



The Work with D76

- Institute Days PD
- Embedded Coaching from Dr. Ruyle and team
- Leadership Team Coaching
- Action Research

ILT and District Leadership Team meet on **July 21st** with Marzano reps for conduct needs assessment and identify topics, teams, PD and coaching needs



Revision in the Tiers of Support for 25-26

- District 76 has been using tiers of intervention that were based on the NWEA Map Test, which we stopped using in 2019.
- COVID made it difficult to determine new cut scores, especially because STAR did not update their data for norming the test until this year.
- The MTSS team met in May and determined that the 25th percentile is appropriate to start Tier II interventions.
 - For STAR, the 25% generally equates to one grade level behind
- The Biliteracy Trajectory for Dual students has created new conversations for intervention, and will be considered when placing students in intervention
 - Ex. A student that is Tier II in STAR is actually Tier I when using the STAR Biliteracy Trajectory



The Change in Tiers for 25-26

~~RTI: Response to Intervention~~

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

RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>26%ile): Instruction Provided to ALL Students
- Tier II (25-11%ile): Instruction Provided to Students Who Require Additional Support
- Tier III (<10%ile): Instruction Provided to Students Who Require Intensive Interventions



Next Steps

Instructional Programs and Initiatives

- Summer Exploration Camp
- Humanized Education
 - Assessment and SBRC
 - Literacy - Vocab, Phonics, Word Study
 - Model of Instruction Implementation
- Writing Curriculum Revision
- PLC Manual Development
- Intervention Support PreK

Instructional Coaching

- 'Boost Your Brilliance' Professional Development
- Coaching Cycles based on Model of Instruction
- PLC Leadership
- Balanced Literacy and Math Framework Modeling
- Peer Observation/Instructional Rounds Facilitation

Data-Driven Decision Making

- Data Spreadsheet Usage
- 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 - Tiers of Support
- SEL Surveys and New Curriculum



Questions/Feedback

Preguntas/Comentarios