

Special Agenda

Date: Thursday, November 7, 2024

Meeting: Curriculum Workshop on Student Achievement

Time: 6:00 PM

Location: District Office

650 Dr. John Burkey Drive

Door 2

Algonquin, IL 60102

Mission Statement: Our learning community will inspire, challenge and empower all students always.

Board of Education Members: President, Mr. Andrew Bittman; Vice President, Mrs. Laura Murray; Secretary, Mr. Paul Troy; Mr. Sean Cratty; Mr. Michael Thompson; Mr. Anthony Quagliano; Mrs. Dana Wiley

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order / Roll Call** (Mr. Thompson)
2. **Welcome/Introductions** (Mr. Thompson - Dr. MacCrindle)
Review Agenda
3. **Adjournment** (Mr. Thompson)

Curriculum Workshop on Student Achievement

November 7, 2024

6:00-8:30 PM

Location: District Office

Purpose: To examine our student achievement with a focus on continuous improvement and data-driven decision-making.

Objectives:

1. Examine the latest state assessment data to identify trends, areas of celebration, and areas for growth.
2. Identify key goals and strategies outlined in School Improvement Plans and their impact on results.
3. Recognize and celebrate areas where students demonstrated significant improvement or consistently strong performance.

Agenda:

1. Welcome & Norms (5 minutes)
2. Data Analysis (60 minutes)
 - a. Presentation of the latest national, state, and Huntley data
 - b. Specific focus on data within our English Learner and students with IEP subgroups
 - c. Facilitated discussion on identified trends, areas of improvement, and areas of concern
3. Review of School Improvement Action Steps (60 min)
 - a. Overview of key goals and strategies outlined in School Improvement Plans
 - b. Discussion of how data informs the actions and strategies of these plans
 - c. Overview of key action steps to support the goals identified within the School Improvement Plans
4. Questions and Wrap Up (15 min)



Curriculum Workshop

11.7.24

Agenda

- **Welcome & Norms**
- **Data Analysis**
- **Share School Improvement Action Steps**
- **Questions & Wrap Up**

Stay engaged

Experience discomfort

Speak your truth

Expect and accept non-closure

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Choose 1 as your focus area today.



Pausing



Paraphrasing



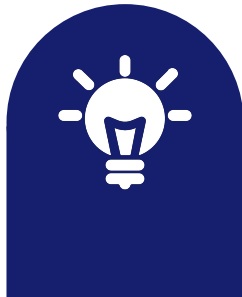
Posing questions

Norms of Collaboration

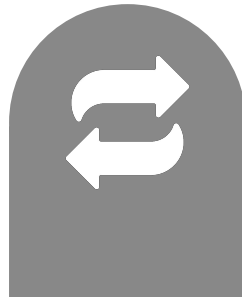
Source: Thinking Collaborative

6

**Putting ideas
on the table**



Providing data



**Paying
attention to self
and others**



**Presuming
positive
intentions**





PLC Purpose

A Professional Learning Community (PLC) is a team of educators who work together to improve student learning.

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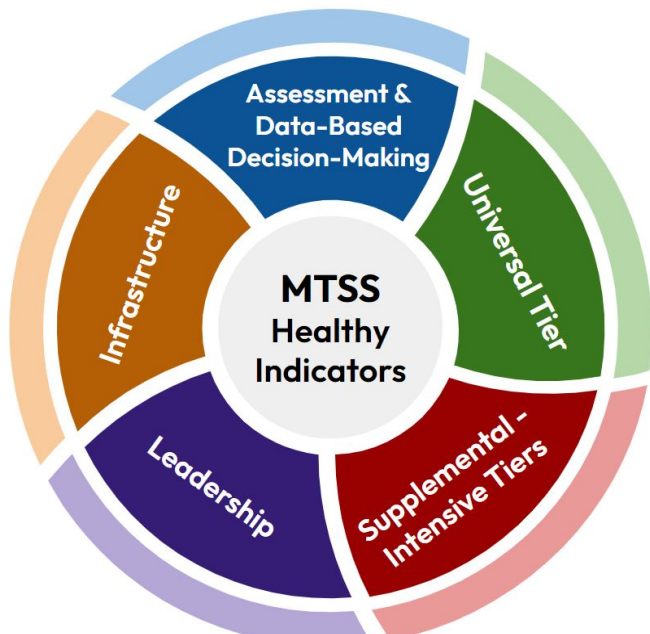
This occurs by engaging in *shared learning* to improve student achievement, *analyzing evidence* of student progress, *sharing strategies* to enhance practice, and *refining learning design*.



HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Data-Based Decision Making

Assessment & Data Based Decision Making



ADBDM | D158 SAMI

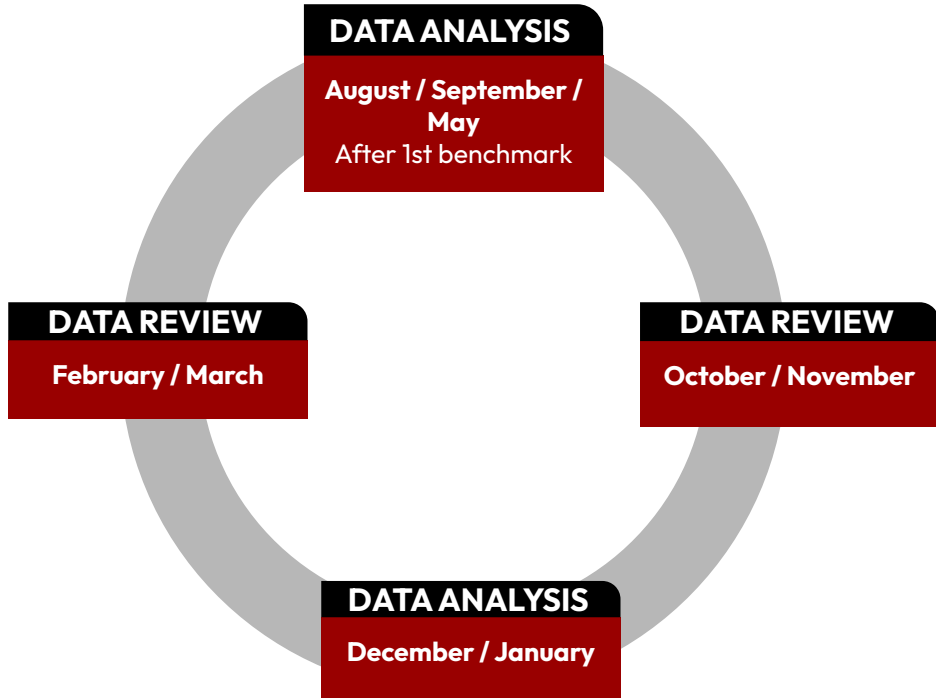
Assessment & Data-Based Decision-Making [ADBDM - 4 items] is focused on ensuring efficient assessment systems are used to drive effective data-based decisions within continuous improvement; specific critical assessments include universal screening, progress monitoring, and the ongoing data-based decision-making used to effectively impact instruction.

The key features of **Assessment and Data-Based Decision-Making** [ADBDM] include:

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1. **Assessment System Foundations.** Assessment System Foundations are defined and supported across all buildings.
2. **Comprehensive Balanced Assessment System.** A comprehensive balanced assessment system is in place that is accessed and used in data-based decision-making.
3. **Data-based decision-making for continuous improvement.** There is a data-based decision-making process that is used to make decisions.
4. **Building Supports.** The District Leadership Team supports building administration to establish effective Assessment & Data-Based Decision-Making to support & sustain the implementation of MTSS

Data-Based Decision-Making Cycle at Huntley 158



Data Analysis Purpose:

Use universal screening data and decision-making rules to consider potential supports needed for ALL students.

Data Review Purpose:

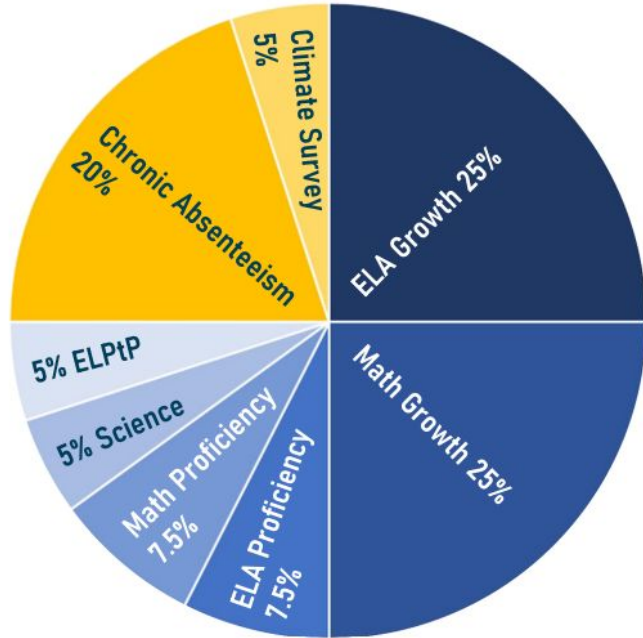
Review progress monitoring data and make decisions about changes.



Understanding the State Report Card

Why Does This Matter?

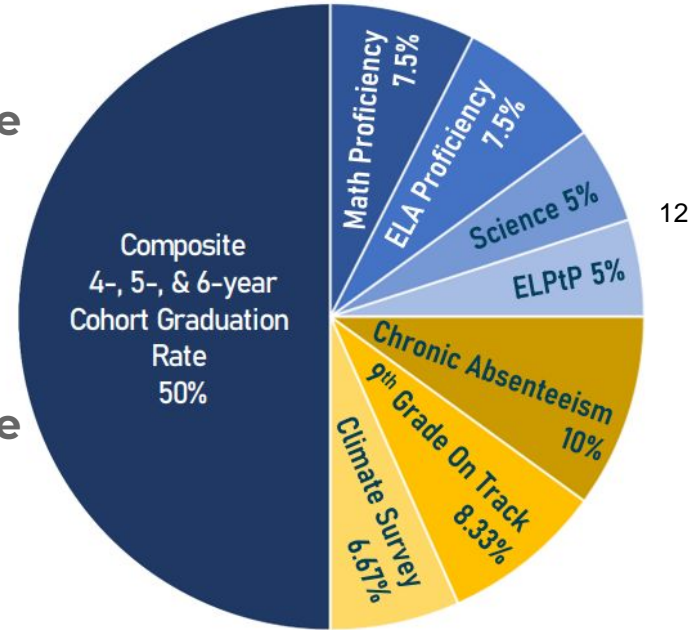
Elementary/Middle Band (ES)



ES
Commendable
Score:
40-84.04

HS
Commendable
Score:
9.34-91.26

High School Band (HS)



Summative Designation Ratings

Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

Exemplary	<ul style="list-style-type: none"> • Overall performance in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none"> • Overall performance not in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Targeted Support	<ul style="list-style-type: none"> • One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>
Comprehensive Support	<ul style="list-style-type: none"> • Overall performance in the bottom 5 percent of Title I-eligible schools statewide • All high schools with a graduation rate of 67 percent or below • Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>
Intensive Support	<ul style="list-style-type: none"> • A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p>

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American

- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

Summative Ratings for 2023-2024

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

[Custom Report Card Builder](#)

Summative Designation

Beginning in 2018, each Illinois school is receiving a Summative Designation, a measure of progress in academic performance and student success. This school has received the Summative Designation stated on the screen, Reasons for the Summative Designation are indicated on the following screen, Multiple measures determine which one of five Summative Designations is appropriate for this school.

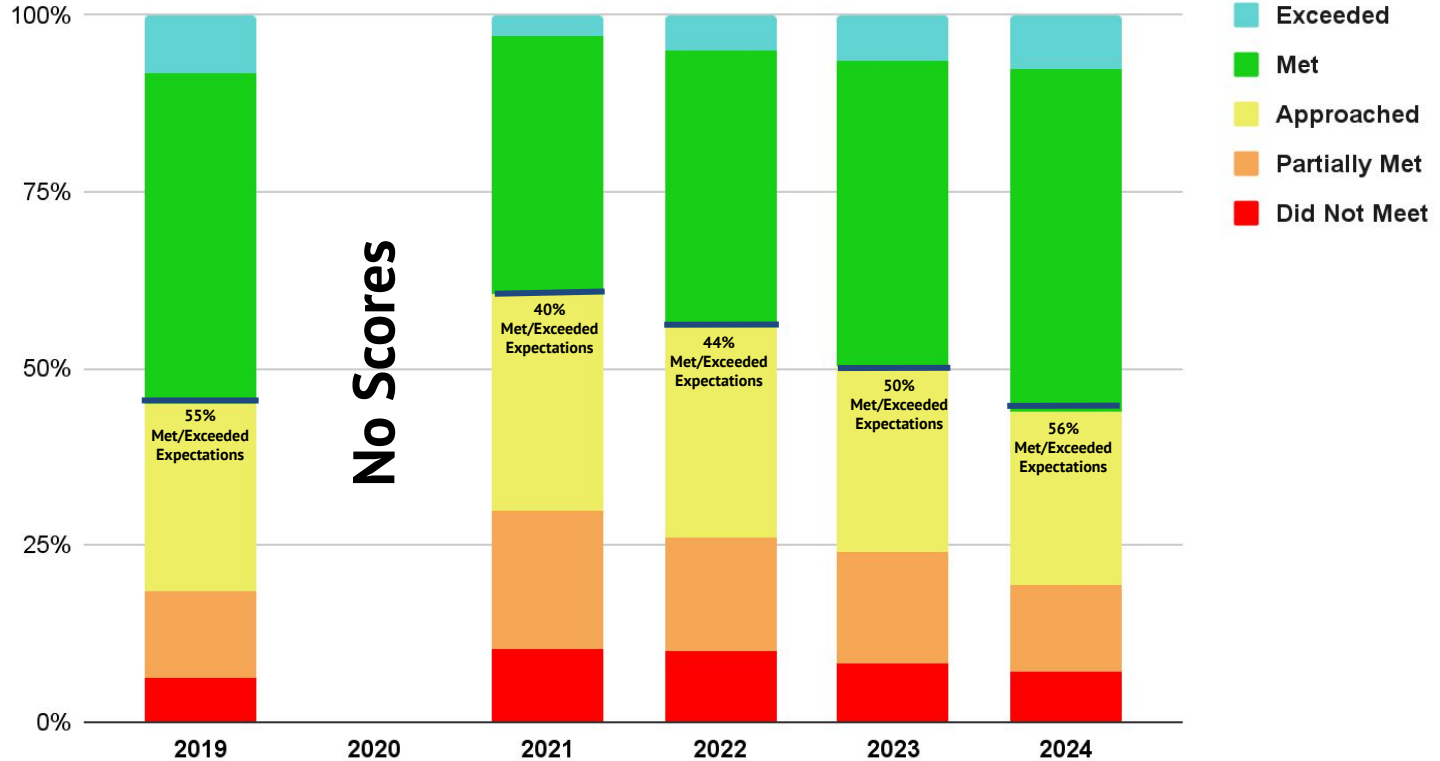
[Learn More](#) ▼

School Name	Grades	Annual Summative Designation	School Improvement Status - FY2024
CHESAK ELEMENTARY SCHOOL	K - 2	Commendable	
CONLEY ELEMENTARY SCHOOL	3 - 5	Commendable	
DISTRICT 158 EARLY CHILDHOOD CENTER	PK - PK		
HEINEMAN MIDDLE SCHOOL	6 - 8	Commendable	TSI
HUNTLEY HIGH SCHOOL	9 - 12	Commendable	
LEGGEE ELEMENTARY SCHOOL	K - 5	Commendable	
MACKEBEN ELEMENTARY SCHOOL	K - 2	Commendable	
MARLOWE MIDDLE SCHOOL	6 - 8	Commendable	
MARTIN ELEMENTARY SCHOOL	3 - 5	Commendable	

IAR ELA Huntley 158



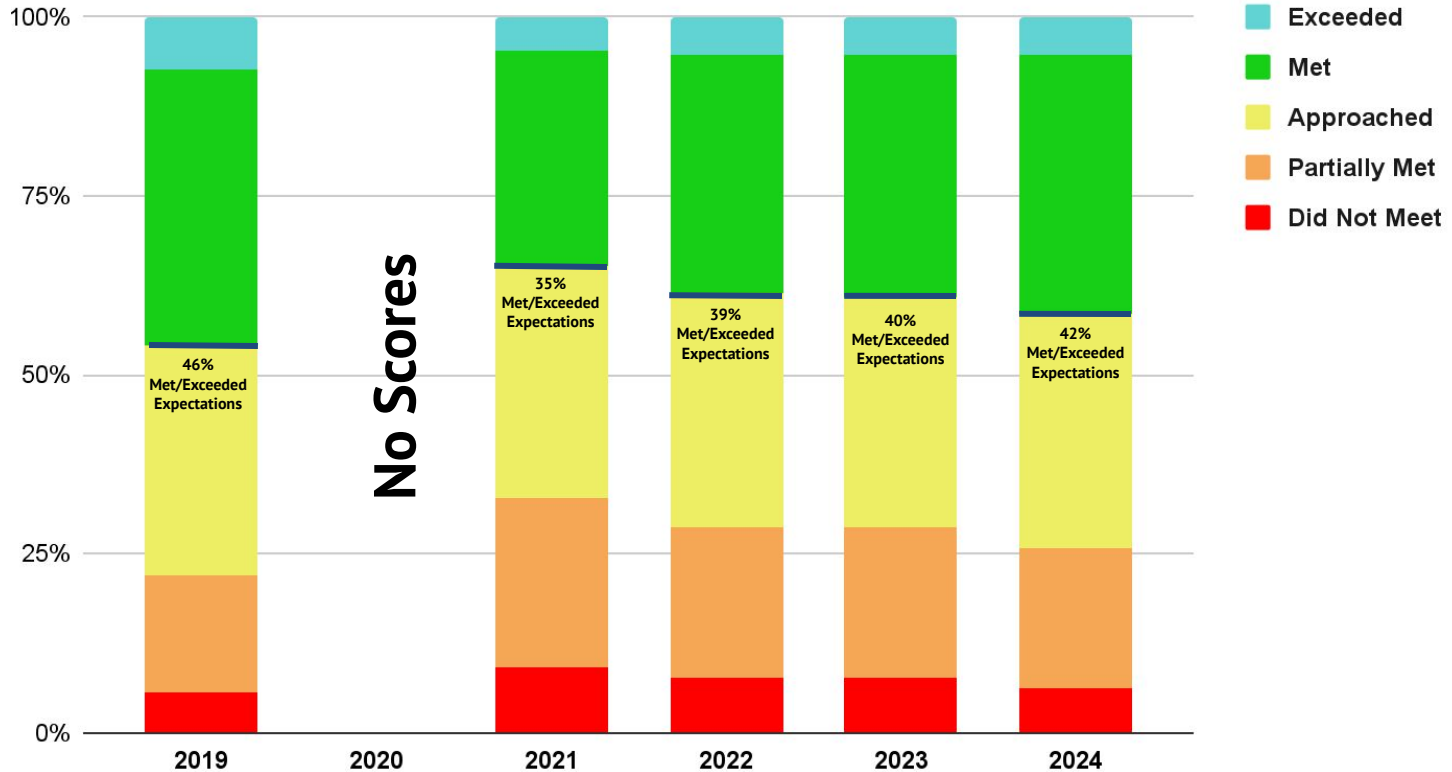
Grades 3rd-8th



IAR Math Huntley 158



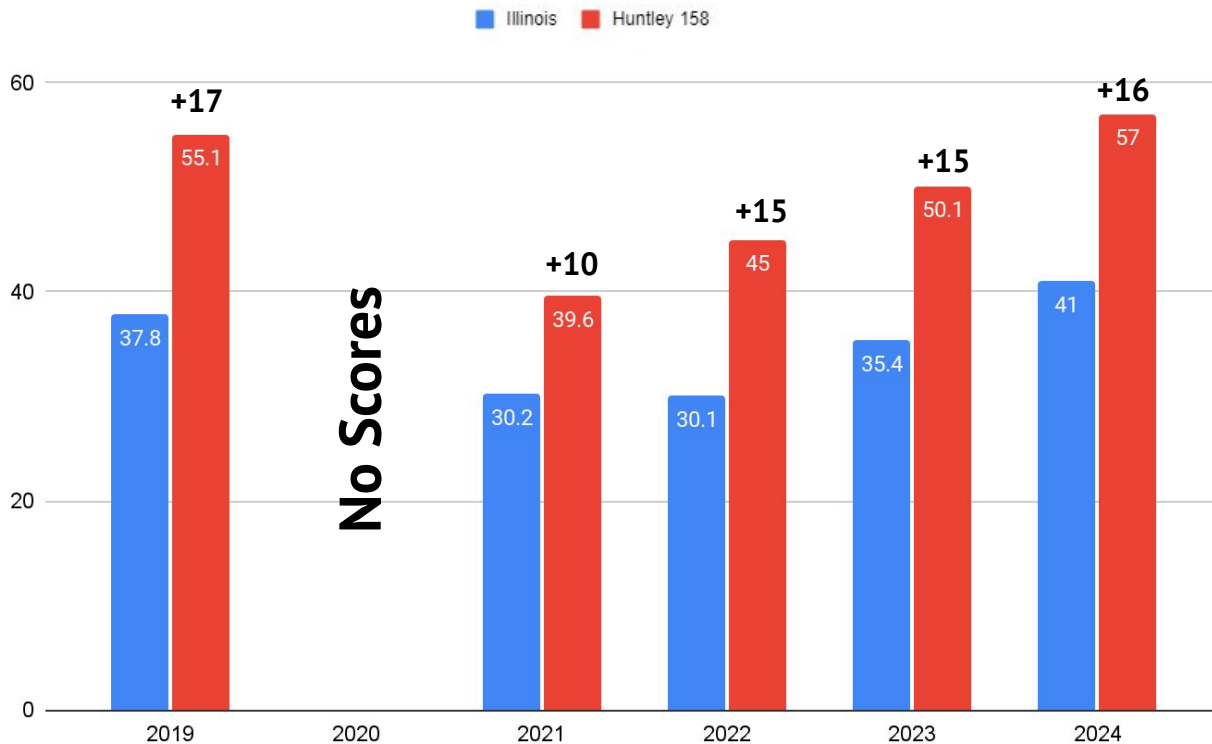
Grades 3rd-8th



IAR State & Huntley 158 ELA



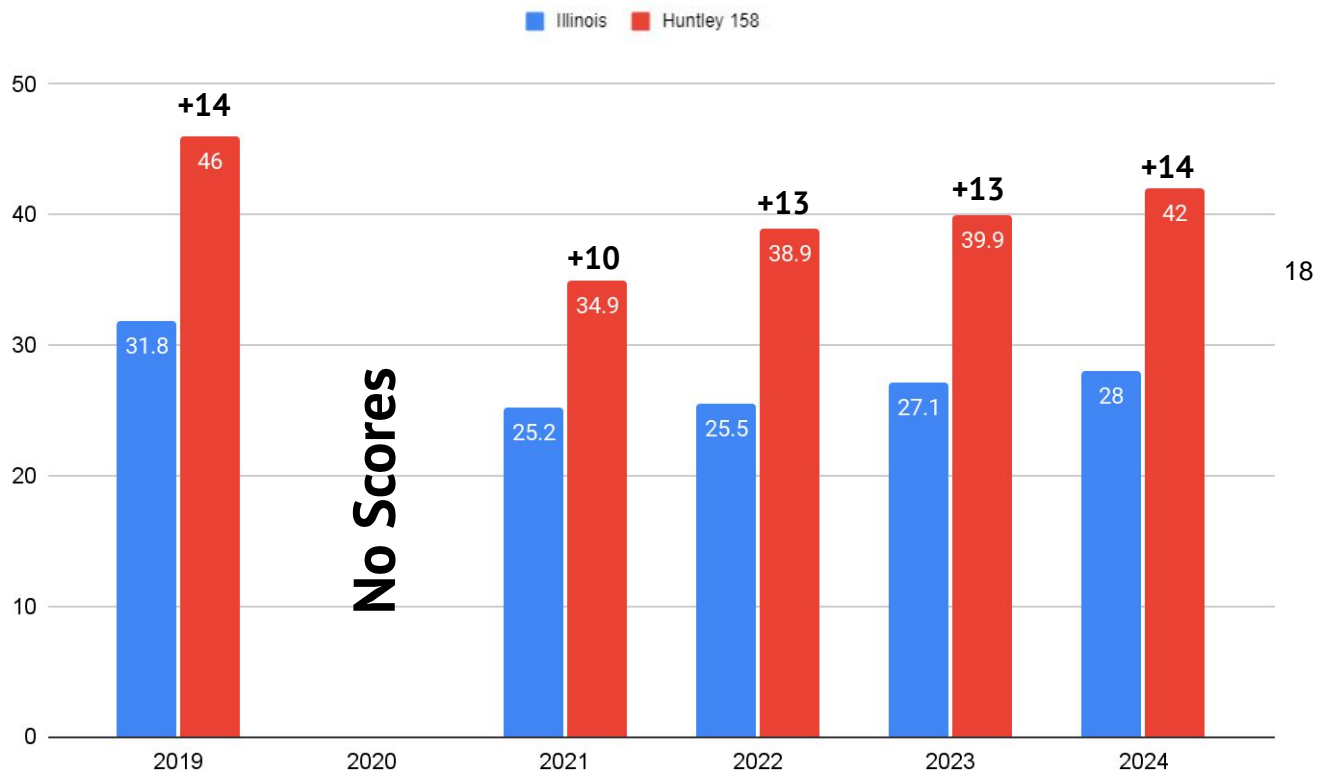
IAR State & Huntley 158 ELA Comparison



IAR State & Huntley 158 Math



IAR State & Huntley 158 Math Comparison



SAT ELA Illinois Cut Scores

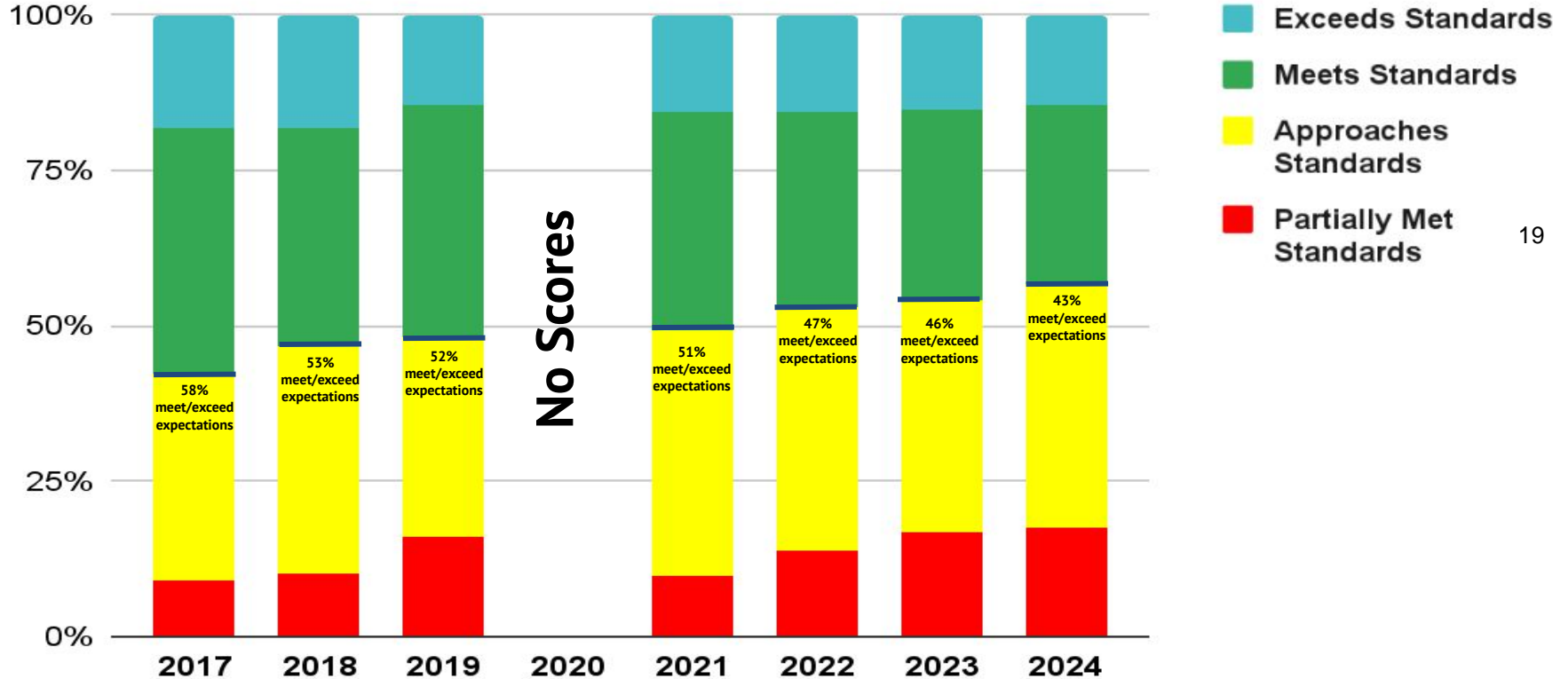
SAT

Illinois



CollegeBoard

11th Grade



SAT Math Illinois Cut Scores

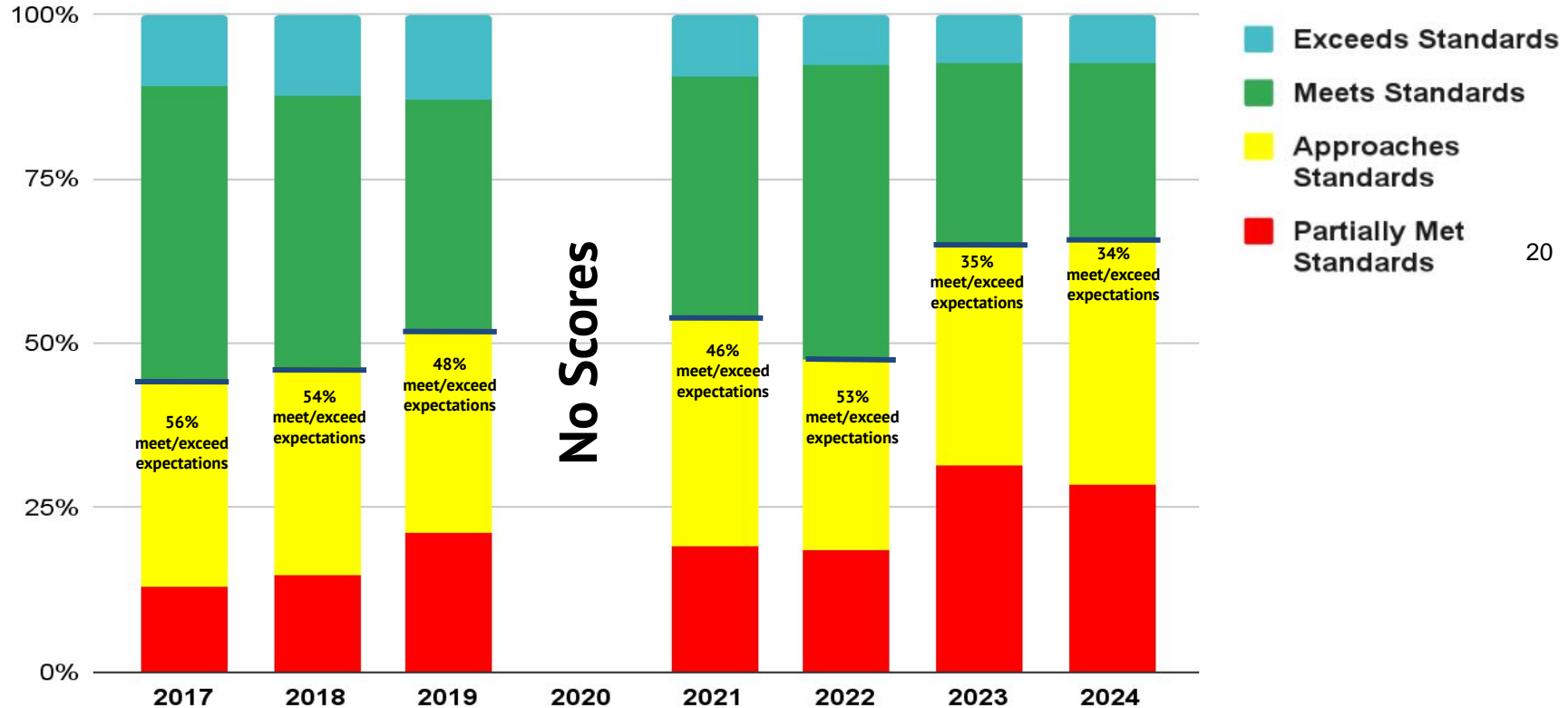
SAT

Illinois



CollegeBoard

11th Grade



SAT State & Huntley 158 ELA

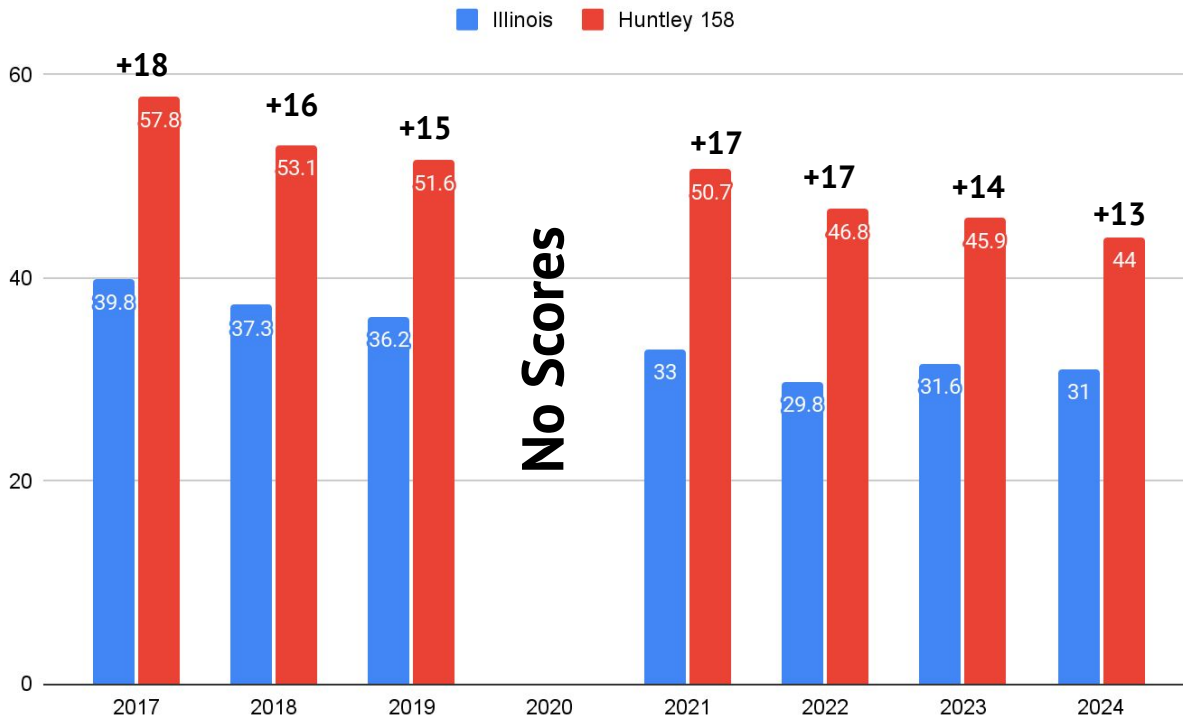
SAT

Illinois



CollegeBoard

SAT State & Huntley 158 ELA Comparison



SAT State & Huntley 158 Math

SAT

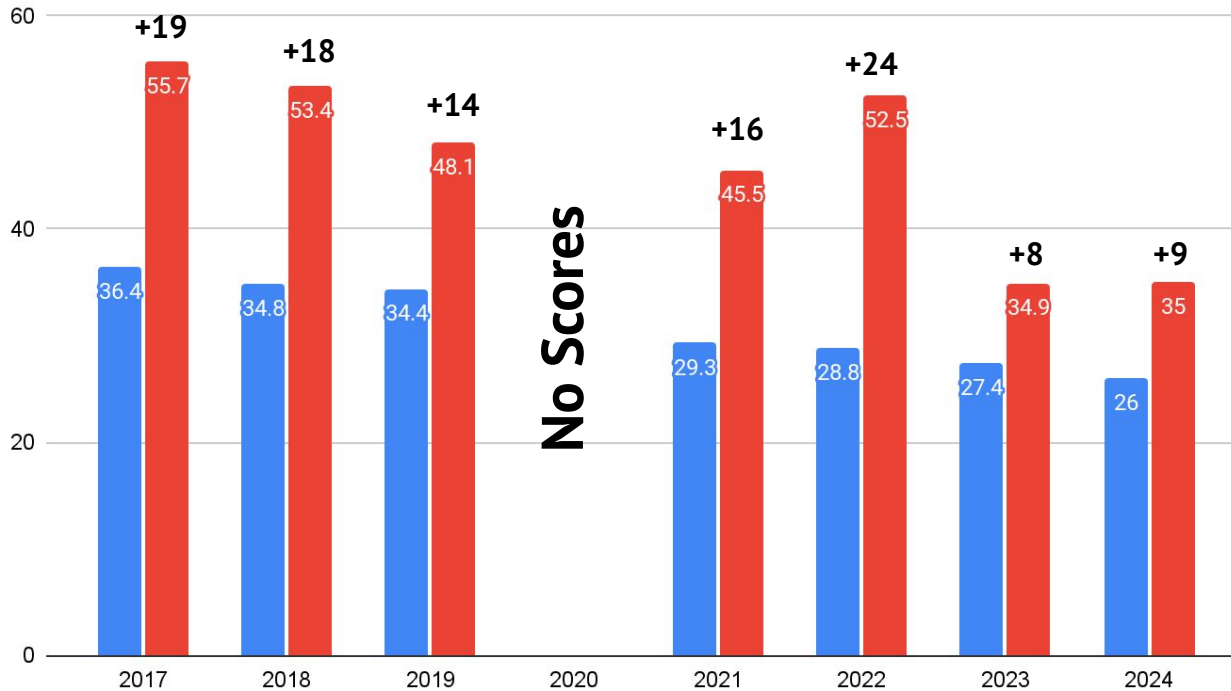
Illinois



CollegeBoard

SAT State & Huntley 158 Math Comparison

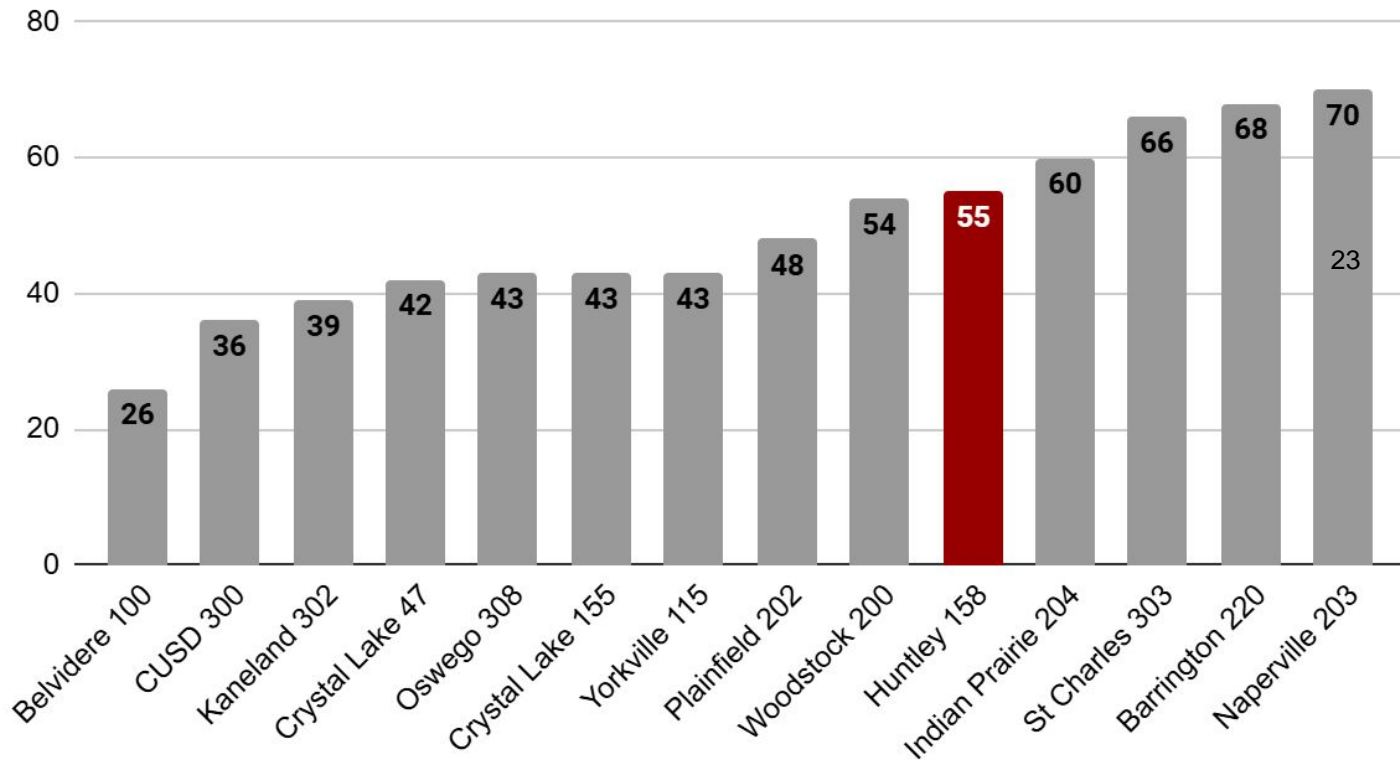
■ Illinois ■ Huntley 158



Comparable Proficiency Scores Literacy



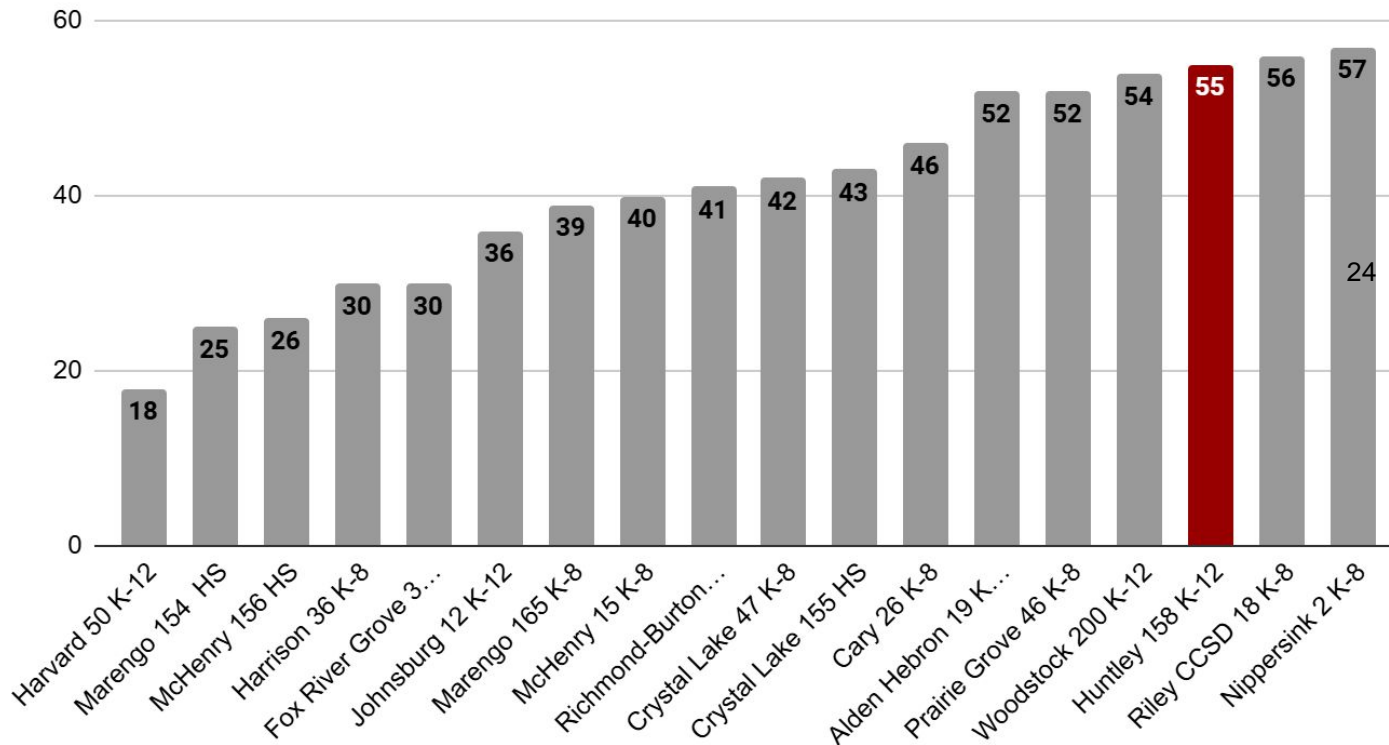
Comparable K-12 Districts ELA 2024



Comparable Proficiency Scores Literacy McHenry County



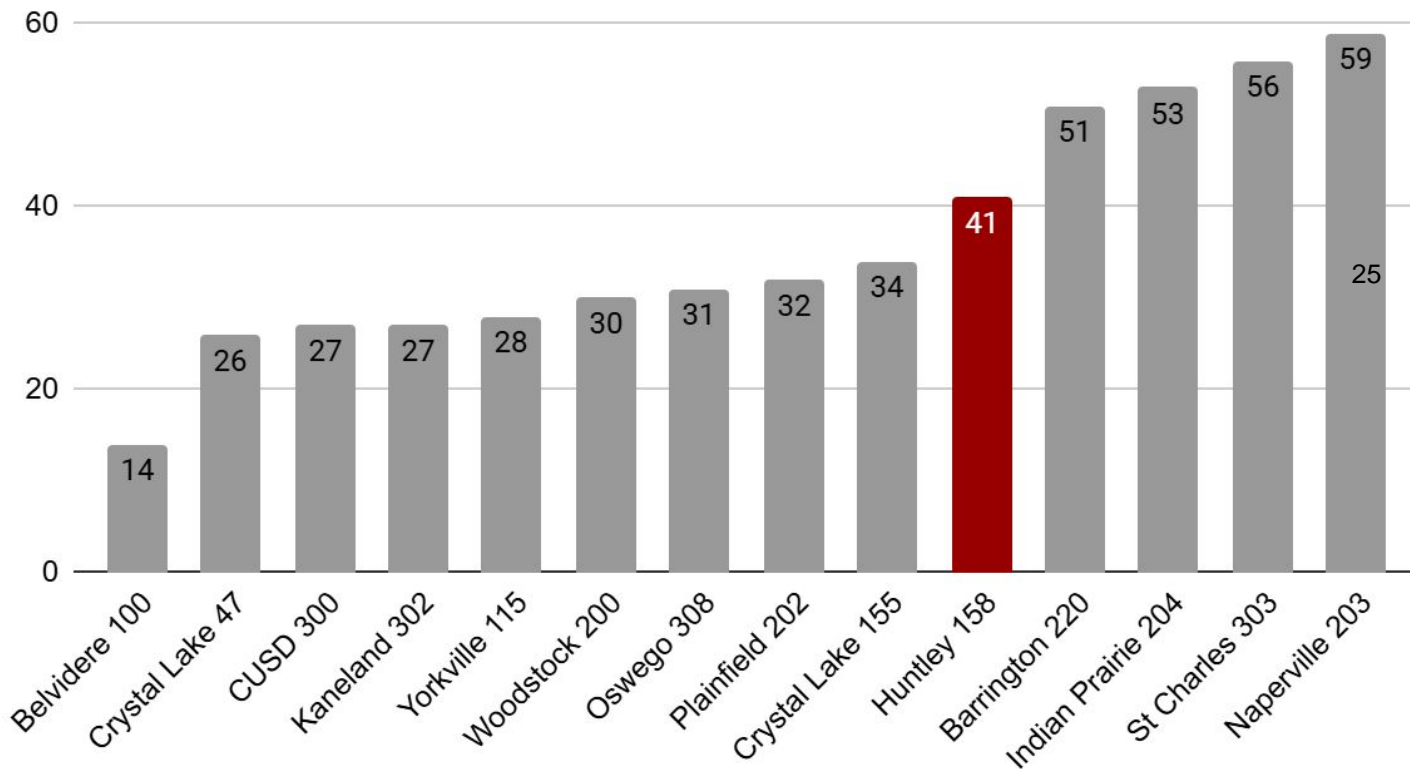
McHenry County ELA Proficiency 2024



Comparable Proficiency Scores Math



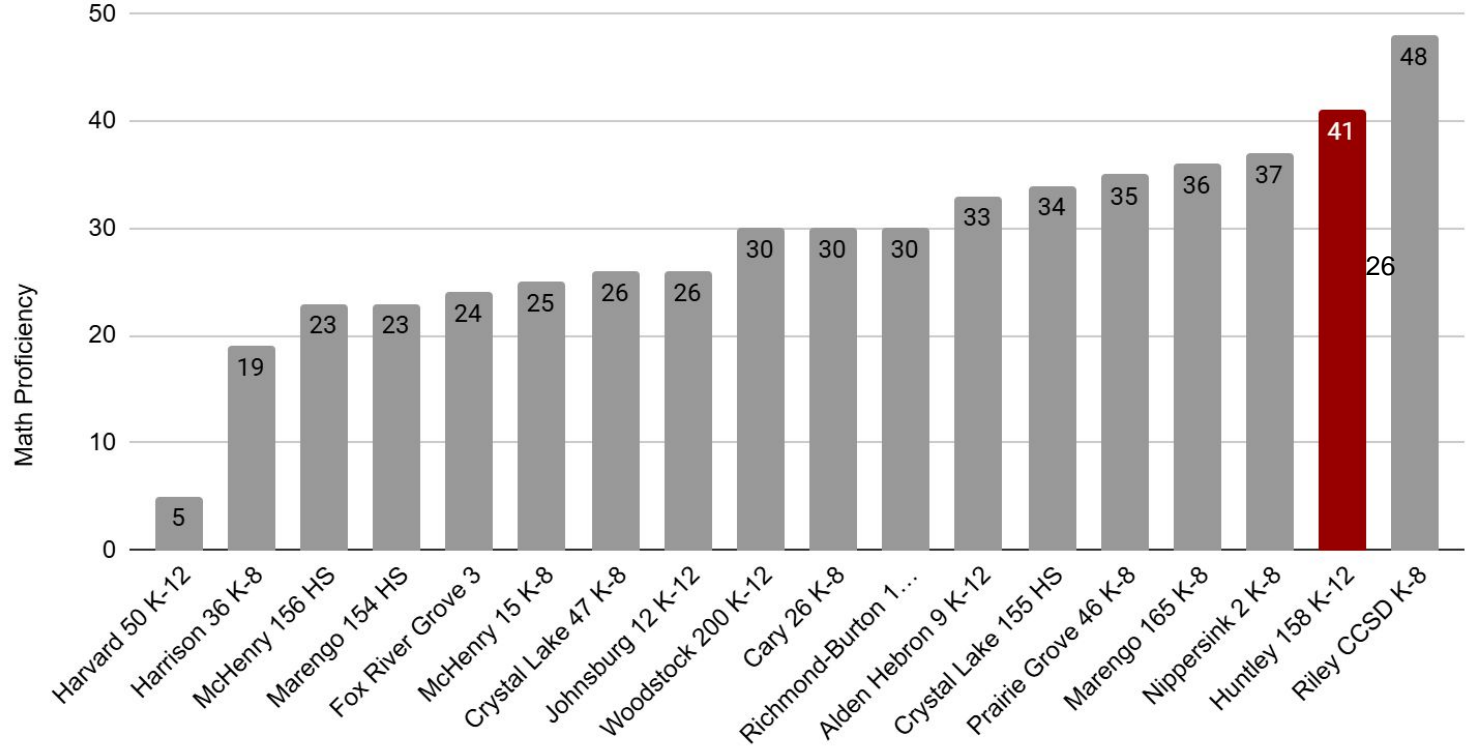
Comparable K-12 Districts Math 2024



Comparable Proficiency Scores McHenry County Math



McHenry County Math Proficiency 2024

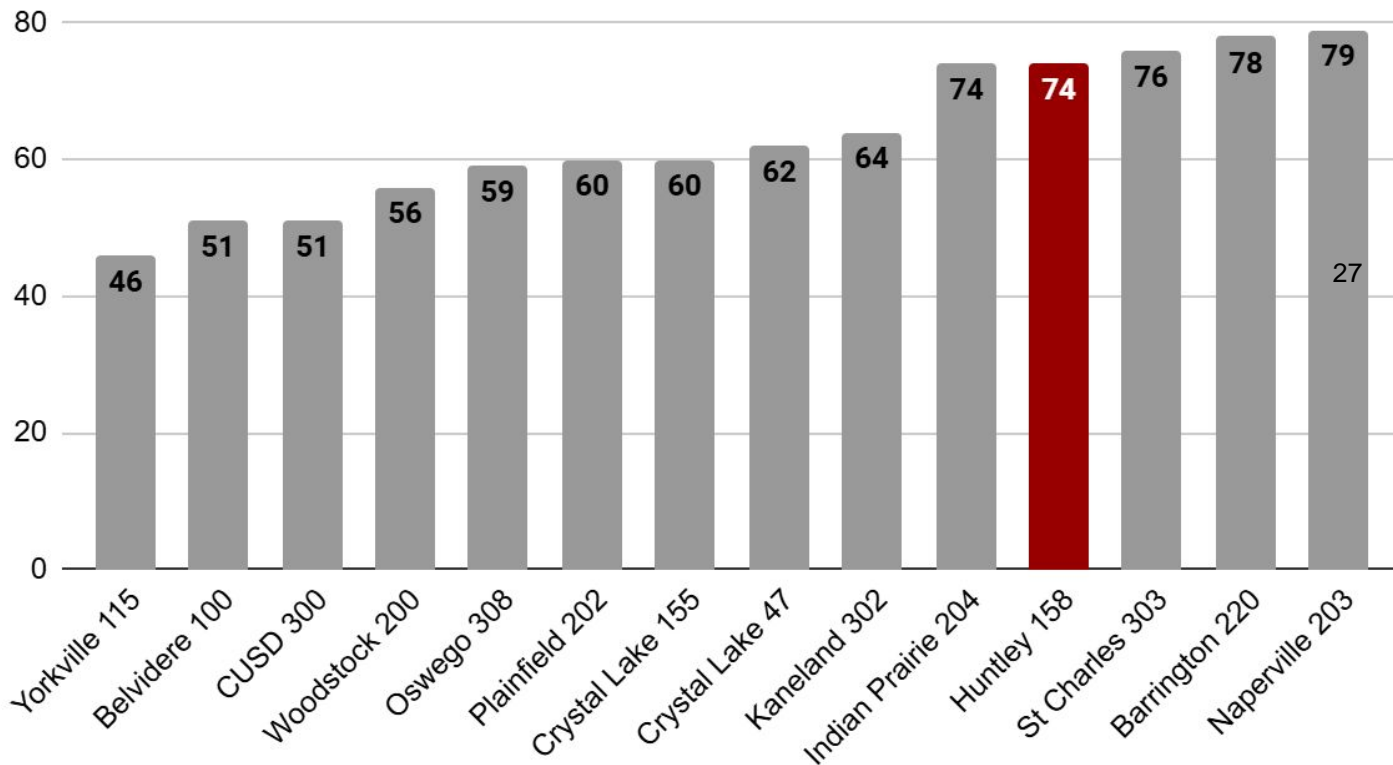


Comparable Proficiency Scores Science



ILLINOIS SCIENCE ASSESSMENT

Comparable K-12 Districts Science 2024

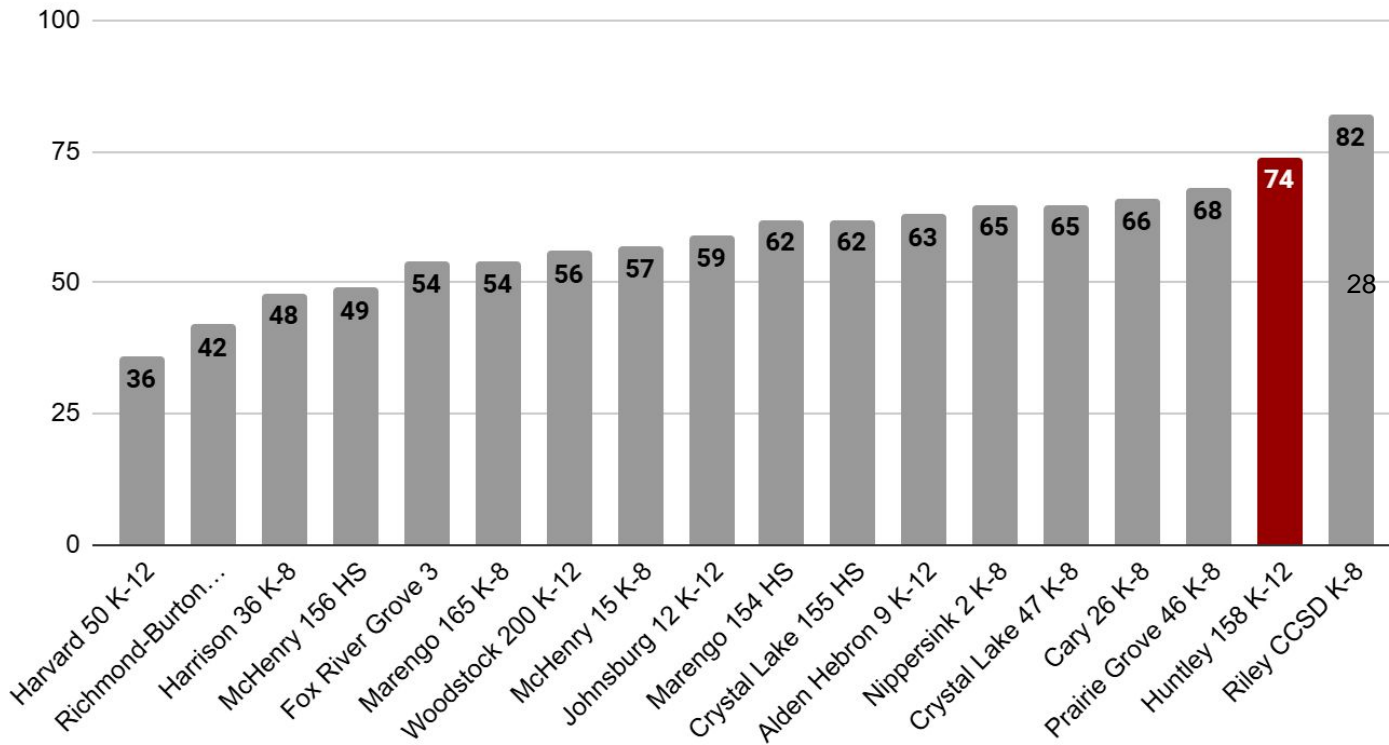


Comparable Proficiency Scores McHenry County Science



ILLINOIS SCIENCE ASSESSMENT

McHenry County Science Proficiency 2024



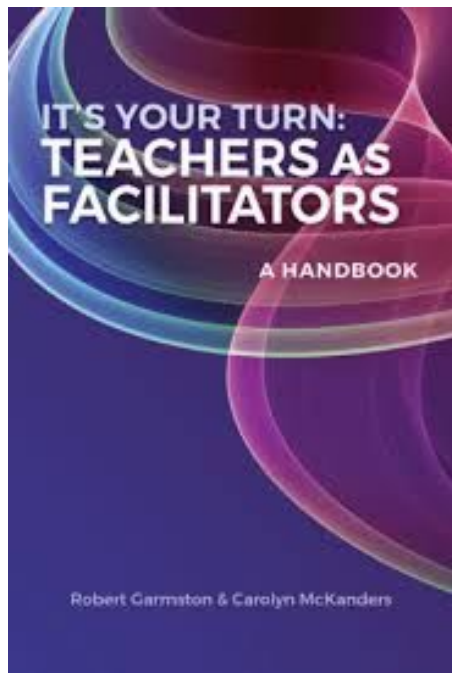


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Data Walk:

Data Driven Dialogue Protocol

Data Driven Dialogue Protocol - WHY?



“Provide a process for analyzing data that is respectful, thoughtful, and creates a shared meaning of data.”

Source: Teachers as Facilitators



Data Driven Dialogue Protocol - HOW?

- **Activating & Engaging:** Make predictions and explore assumptions
- **Exploring & Discovering:** Analyze the data - making observations using the facts.
- **Organizing & Integrating:** Generate theories and a call to action.



Make Predictions & Explore Assumptions

- **We will be looking at IAR, SAT, foundational literacy/math skills, DLM, ACCESS, and Behavior & Attendance over time by grade levels and subgroups.**
- ***Reflection: What predictions might you make about what the data will indicate and why?***



Data Driven Dialogue Protocol - HOW?

- **Activating & Engaging:** Make predictions and explore assumptions
- **Exploring & Discovering:** Analyze the data - making observations using the facts.
- **Organizing & Integrating:** Generate theories and a call to action.



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Action Items



Data Driven Dialogue Protocol - WHAT?

- **Activating & Engaging:** Make predictions and explore assumptions
- **Exploring & Discovering:** Analyze the data - making observations using the facts.
- **Organizing & Integrating:** Generate theories and a call to action.

Expert Jigsaw - HOME TEAMS



In your home teams, match each team member (or two members) to each area below to explore school improvement goals (action steps).

- **Math**
- **Literacy**
- **Behavior**
- **Attendance**



Expert Groups

In your expert group:

- **Decide how to look at each building's SIP goal action items for this area.**
- **Discuss common themes.**
- **Determine the most important ideas to share with your home team.**



HOME TEAMS

Each expert shares major ideas of the action items your expert group studied.

- **Math**
- **Literacy**
- **Behavior**
- **Attendance**



**Share your biggest
take away from
tonight with a
person sitting
beside you.**



Thank You!

