



Diamond Lake School District 76
Embrace Empower Excel Each Child Each Day

Student Assessment Update

Actualización de Datos de Evaluaciones

2.7.23





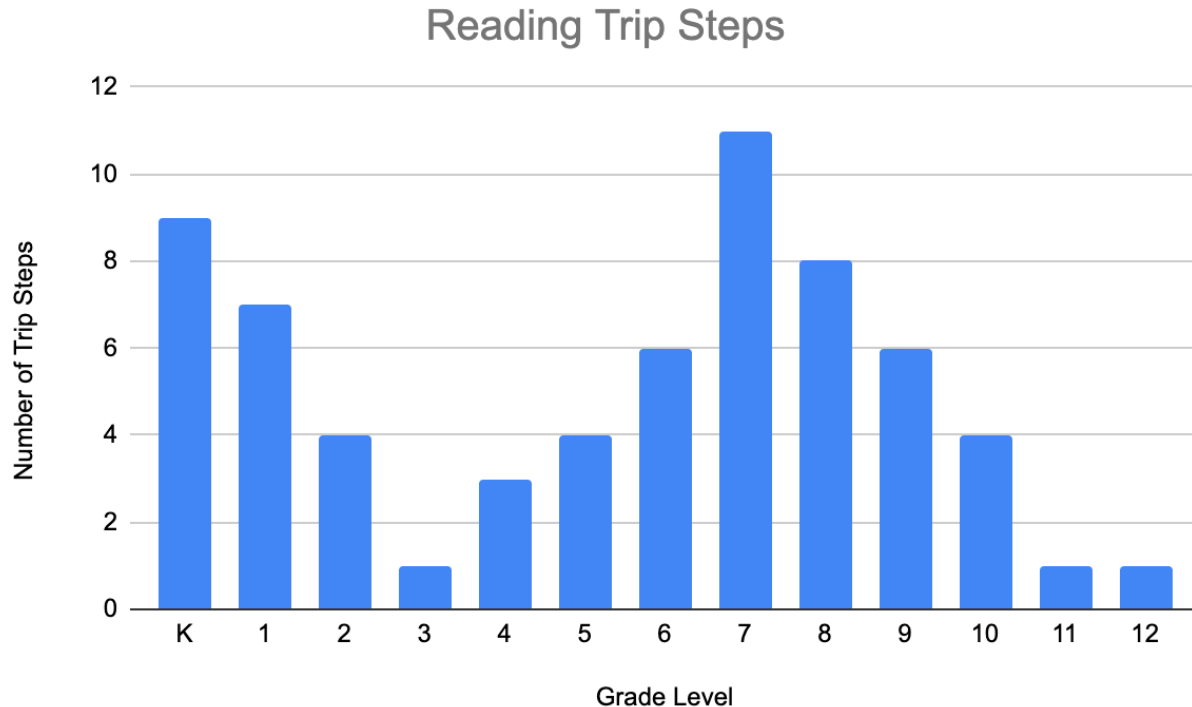
District Priority One

	Goal(s)	Purpose	Target: Measurable Outcomes
1	Improve student growth in English Language Arts (ELA) and Mathematics.	Prepare all D76 students to be high school, college/career and future ready and improve student academic and social/emotional learning growth and achievement.	★ <u>22-23 Data Presentation:</u> 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.



STAR Information- “Trip Skills”

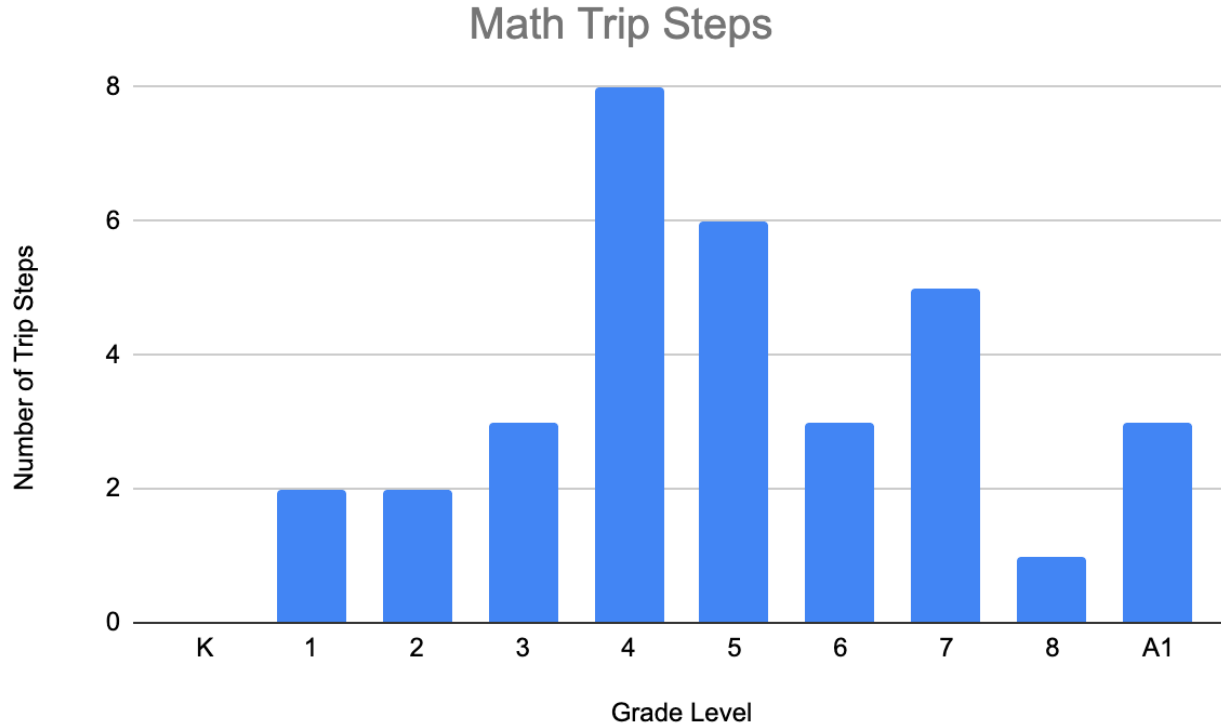
The bar graph below shows where the most “Trip Skills” are found in ELA, which are new skills necessary for scores to improve:





STAR Information-“Trip Skills”

The bar graph below shows where the most “Trip Skills” are found in Math, which are new skills necessary for scores to improve:





Definition of Terms

Rtl: 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



DLS: ELA Assessments

Early Literacy- Foundational Language Skills

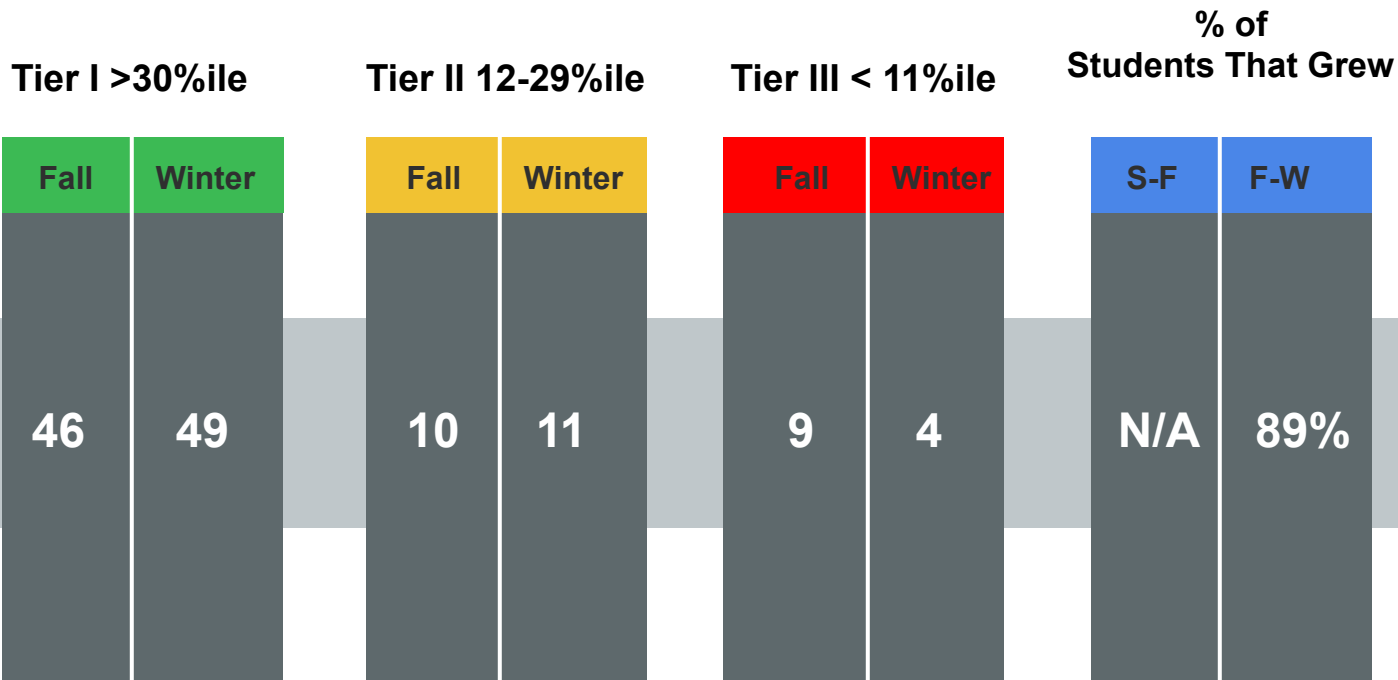
- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension



Kindergarten Star Math - RtI Percentiles





DLS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
1st Grade Early Lit.	45	13	24	11	37	20	17%	88%
1st Grade Star	25	41	8	15	16	15	24%	86%
2nd Grade Early Lit.	0	0	5	1	19	19	50%	83%
2nd Grade Star	40	49	15	13	24	13	48%	88%



DLS Star Math - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
1st Grade	68	74	14	11	13	7	53%	86%
2nd Grade	52	58	18	18	23	13	28%	88%



DLS: Action and Next Steps

What is the data telling us by grade level?

- Significant overall growth K-2nd Grade in ELA and Math
- Successful building schedule and design of team meetings
- Strong foundation for Kindergarten students

What are we doing to address learning gaps?

- Strengthen the MTSS process
- Provide Intervention Team with time to examine all students and determine appropriate services and supports
- Collaborate to compare data and determine specific skill deficit for individual students
- Push in services-Interventionists and Special Education staff
- Progress monitoring of targeted skills
- Data-driven decision making to shape classroom teachings



WOIS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
3rd Grade	35	41	12	14	27	16	50%	80%
4th Grade	49	54	12	10	24	14	43%	80%
5th Grade	37	41	18	21	25	17	55%	62%



WOIS Star Math - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
3rd Grade	45	51	12	10	15	10	51%	85%
4th Grade	47	55	19	16	20	8	34%	83%
5th Grade	33	41	17	15	30	20	43%	76%



WOIS: Action and Next Steps

What is the data telling us by grade level?

- A large majority of our students are making growth in each grade
- Current action steps are successful for student growth

What are we doing to address learning gaps?

- Identify students not demonstrating growth to reexamine and revise interventions
- Review SIP Goals to continue success and address new opportunities
- Math coach supports all tiers
- Continue reading instruction with the push-in model and co-teaching support
- Realize opportunities of specific supports for students not showing growth



WOMS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
6th Grade	54	54	25	22	28	29	43%	63%
7th Grade	46	53	23	13	22	23	54%	63%
8th Grade	48	54	27	24	21	20	54%	61%



WOMS Star Math - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew	
	Fall	Winter	Fall	Winter	Fall	Winter	S-F	F-W
6th Grade	55	61	20	15	22	24	43%	86%
7th Grade	56	57	17	19	17	13	42%	64%
8th Grade	54	56	26	20	15	21	55%	65%



WOMS: Action and Next Steps

What is the data telling us by grade level?

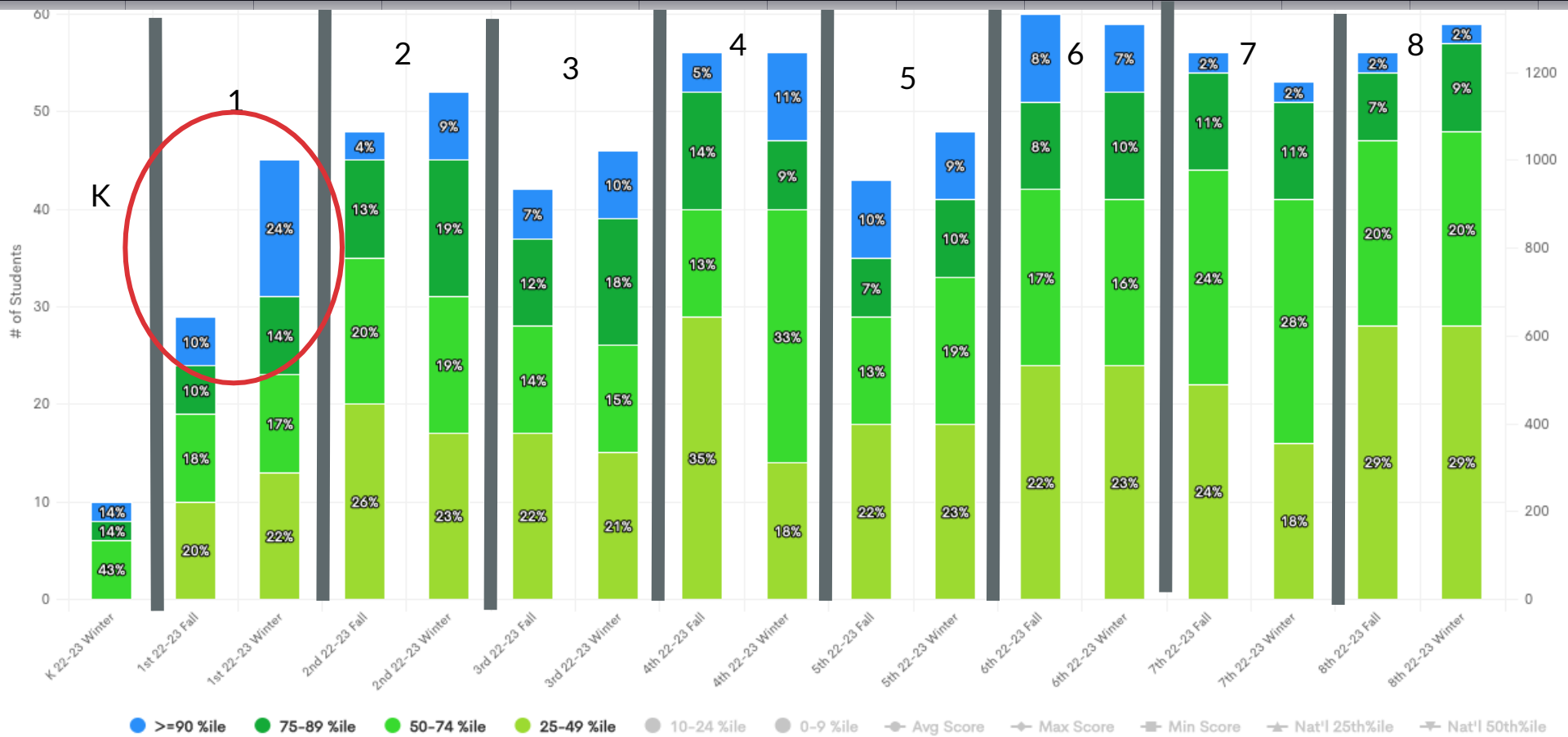
- Increased student growth from Spring STAR Test
- Students have shown growth in higher order thinking skills

What are we doing to address learning gaps?

- Tier I Reading: Reader's and Writer's workshop
- Tier I Math: Continue current pacing
- Tier II & III Reading: LLI leveled text use to reinforce intervention placement
- Tier II Math: Advisory support continues
- Tier III Math: Dedicated resource classes continues
- ELL Students: Dedicated resource class with LLI groupings
- Special Education: Adding StarCBM for progress monitoring and evaluating progress monitoring tools
- Cross-curricular work among subject areas: connection to instructional coaching and intervention

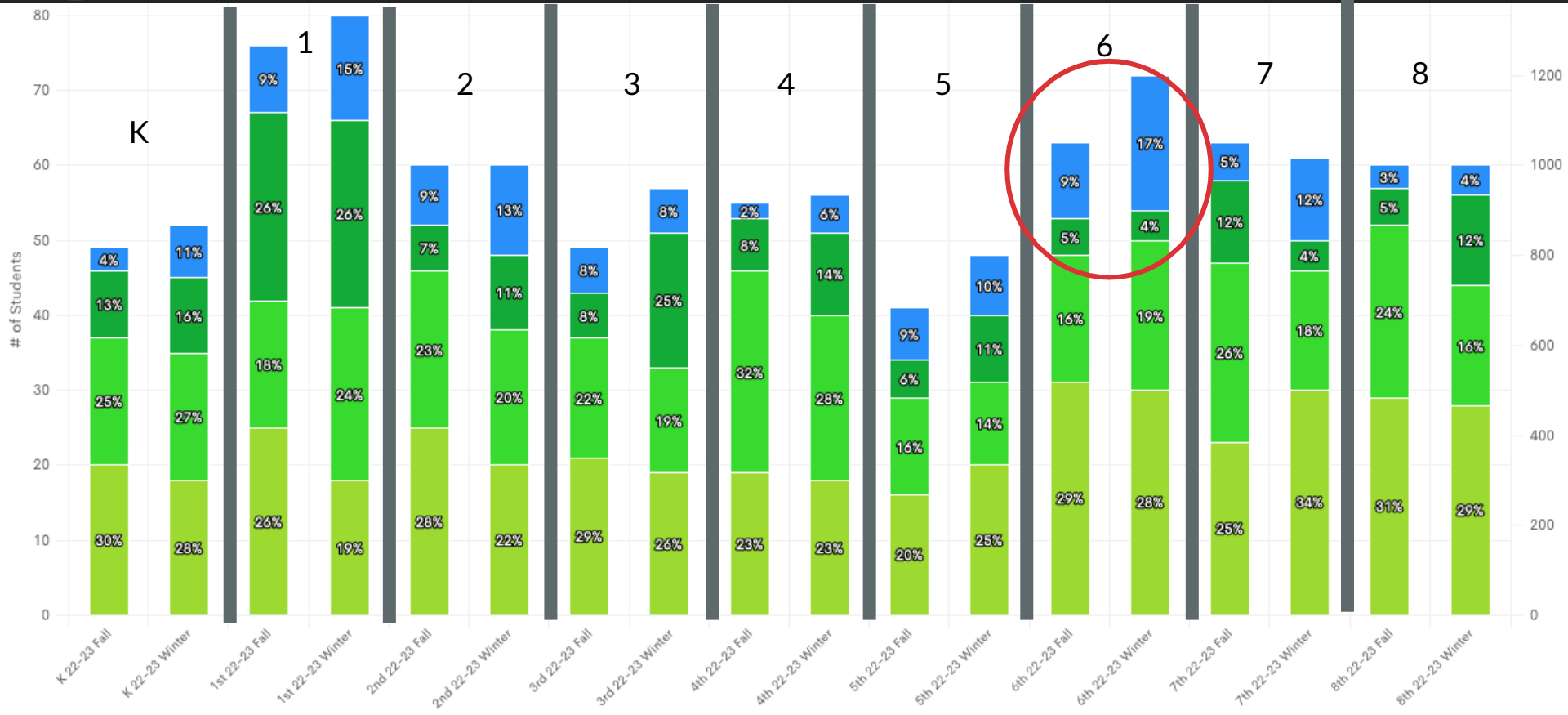


Tier 1 Performance Breakdown-Reading





Tier 1 Performance Breakdown-Math



● >=90 %ile
 ● 75-89 %ile
 ● 50-74 %ile
 ● 25-49 %ile
 ● 10-24 %ile
 ● 0-9 %ile
 ➤ Avg Score
 ➤ Max Score
 ➤ Min Score
 ➤ Nat'l 25th%ile
 ➤ Nat'l 50th%ile



Star Curriculum Based Measures

- **STAR Curriculum Based Measures:**
 - Measures of student achievement and growth
 - Short and simple assessments in target content area
 - Scores are nationally normed
- **Special Education Department Implemented CBM's in October 2022**
 - Case managers selected measures based on student's IEP goals
 - Students assessed approximately every 2 weeks
 - Reviewed bi-weekly at Sped Team Meetings



Special Education ELA CBM Data

Grade Level	Total Number of Students	Number of Students with Growth	Percentage of Students That Grew
Kindergarten	5	5	100%
First Grade	7	7	100%
Second Grade	12	12	100%



Special Education ELA CBM Data

Grade Level	Total Number of Students	Number of Students with Growth	Percentage of Students That Grew
Third Grade	5	5	100%
Fourth Grade	4	4	100%
Fifth Grade	9	9	100%



Special Education Math CBM Data

Grade Level	Total Number of Students	Number of Students with Growth	Percentage of Students That Grew
Kindergarten	5	4	80%
First Grade	7	7	100%
Second Grade	12	12	100%



Special Education Math CBM Data

Grade Level	Total Number of Students	Number of Students with Growth	Percentage of Students That Grew
Third Grade	4	4	100%
Fourth Grade	2	2	100%
Fifth Grade	8	8	100%



SPED: Action and Next Steps

What is the data telling us by grade level?

- Increased student growth in ELA and Math IEP goals
- The increase in push in minutes is supporting growth

What are we doing to address learning gaps?

- ELA and Math: Reviewing the data and making instructional changes if the student is not growing
- ELA and Math Adding a pilot of EASYCBM to assess Reading Comprehension and Math concepts above 3rd grade level
- Reviewing the data bi-weekly to ensure we are identifying students who need additional supports
- Adding and changing accommodations based on student needs

Dual Language Baseline Data



AAPPL Assessment-Pilot

Four tests were given to students in Dual Language and Spanish Students Grades 6-8 in December 2022. The four tests were:

- Interpretive Reading
- Presentational Writing
- Interpretive Listening
- Interpersonal Listening and Speaking

Each test takes about 45 minutes. The tests can be given grade 3-8

The AAPPL assessment is currently required for incoming Stevenson students

There are 10 Possible Levels:

- Novice levels N1-N4
- Intermediate levels I1-I5
- Advanced level A1

Questions presented in English
Responses given in Spanish



AAPPL

ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES



AAPPL Assessment-Pilot

Findings:

- Dual Language Program students performed above all foreign-language students
- Grammar skills have become a focus 6-8 and this growth is evident
- Dual Language students are comfortable in the *Listening* domain.
- Native Spanish speakers stronger in Speaking and Listening than non-native Spanish speakers

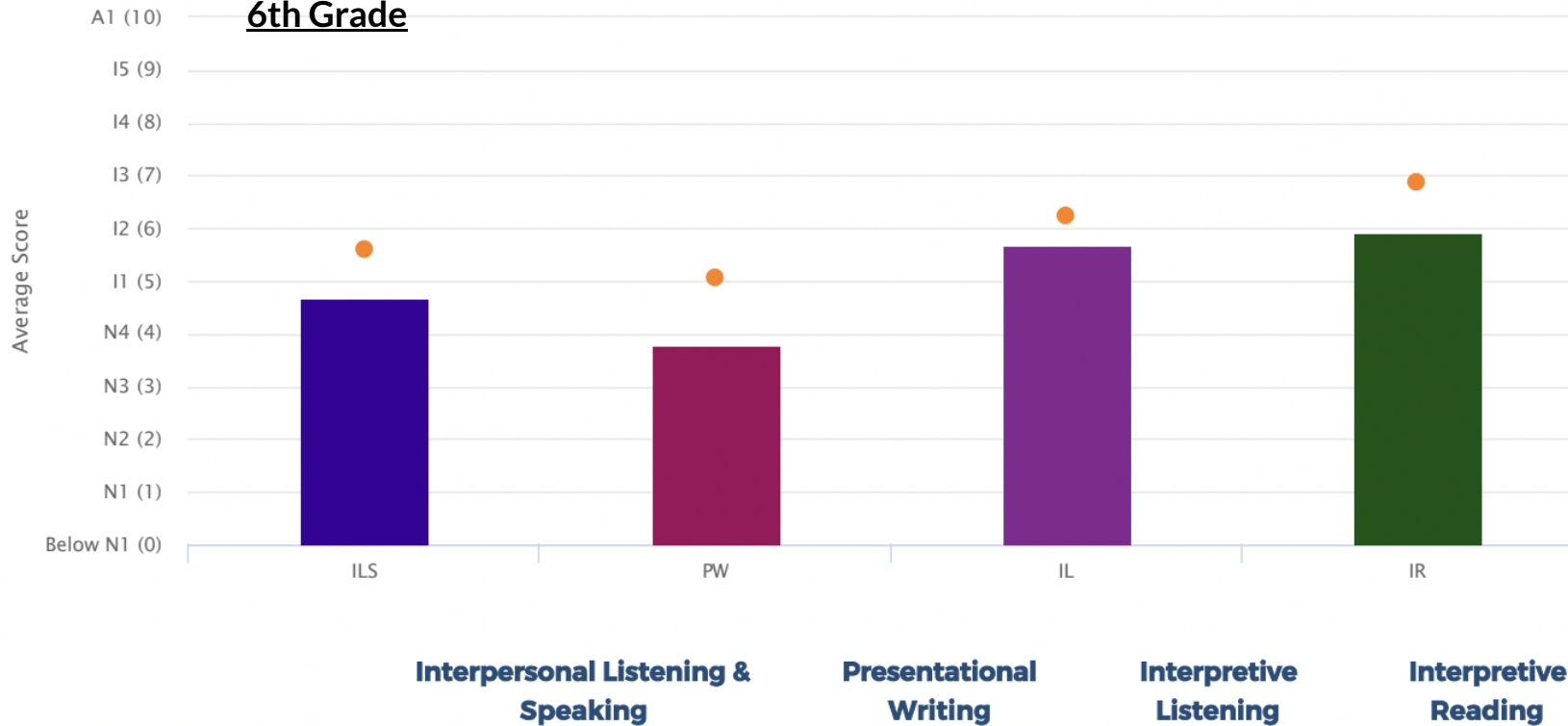


AAPPL

ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

● National Average

6th Grade



National Average

N1 (5.6)

N1 (5.1)

N2 (6.3)

N2 (6.9)

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N4 (4.7)

N3 (3.8)

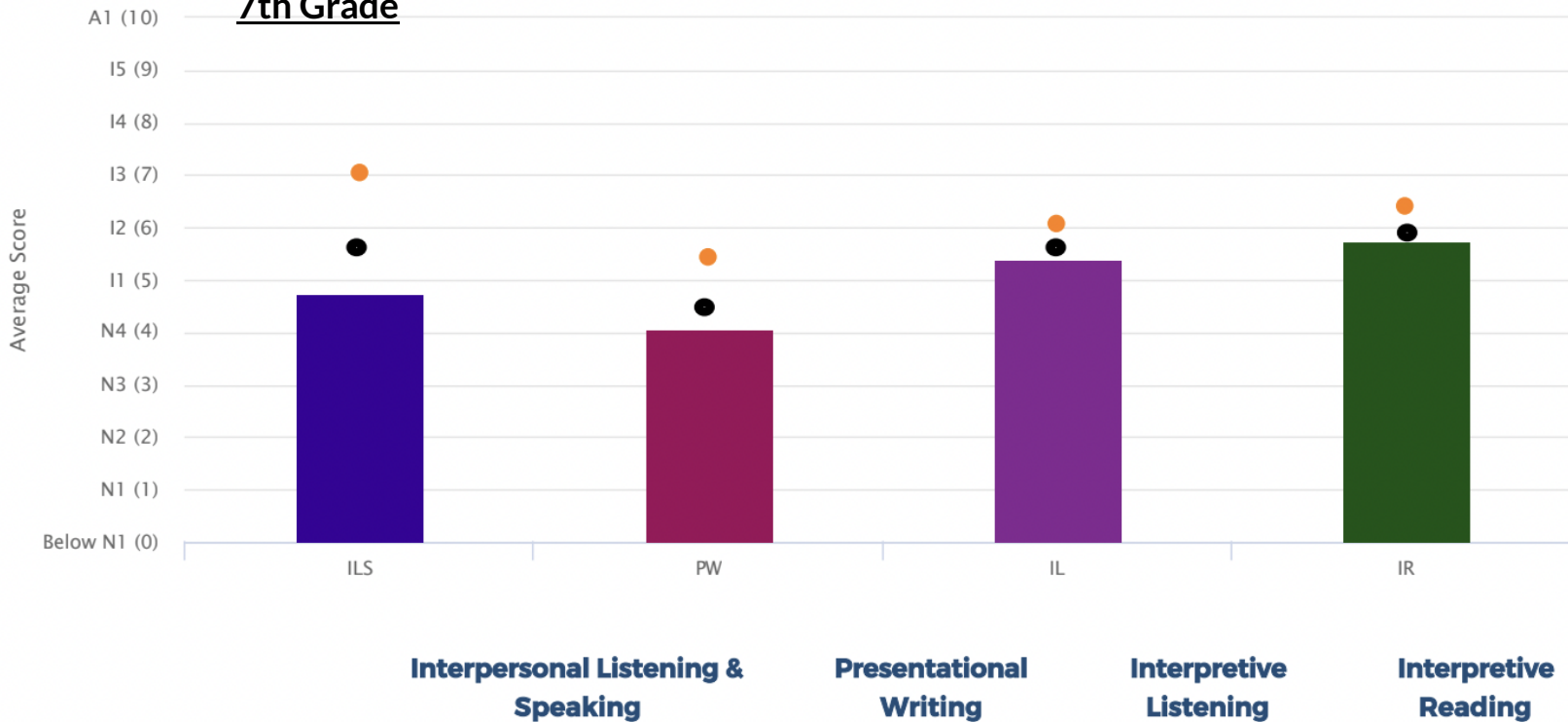
N1 (5.7)

N1 (5.9)

7th Grade

● National Average

● Dual Program Students



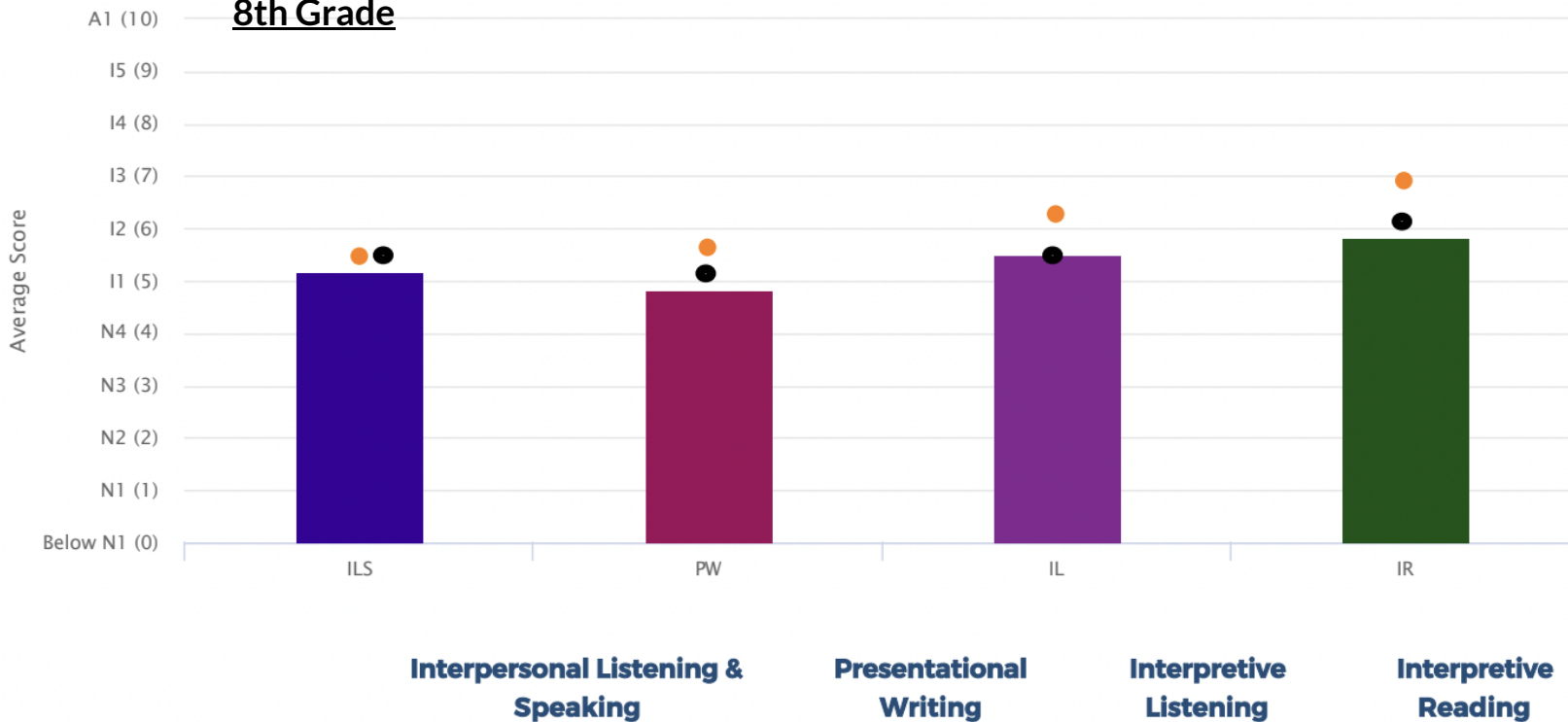
National Average	I3 (7.1)	I1 (5.4)	I2 (6.1)	I2 (6.4)
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Diamond Lake School District 76	N4 (4.7) I1 (5.6)	N4 (4.0) N4 (4.5)	I1 (5.4) I1 (5.6)	I1 (5.7) I1 (5.9)
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● National Average

● Dual Program Students

8th Grade



National Average

11 (5.5)

11 (5.6)

12 (6.3)

12 (6.9)

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11 (5.2)
11 (5.5)

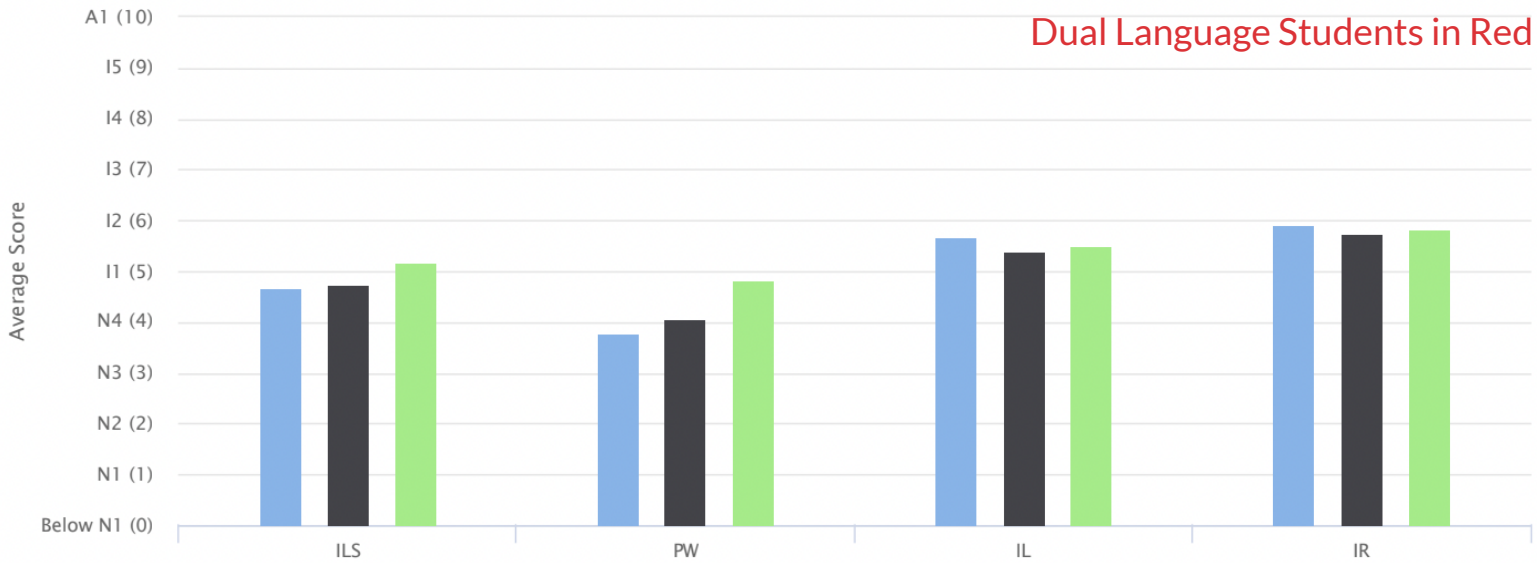
N4 (4.8)
11 (5.1)

11 (5.5)
11 (5.6)

11 (5.8)
12 (6.2)

● 6 ● 7 ● 8

Dual Language Students in Red



Grade	Interpersonal Listening & Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
6	N4 (4.7)	N3 (3.8)	I1 (5.7)	I1 (5.9)
	N4 (4.7)	N3 (3.8)	I1 (5.5)	I1 (5.8)
7	N4 (4.7)	N4 (4.0)	I1 (5.4)	I1 (5.7)
	I1 (5.6)	N4 (4.5)	I1 (5.6)	I1 (5.9)
8	I1 (5.2)	N4 (4.8)	I1 (5.5)	I1 (5.8)
	I1 (5.5)	I1 (5.1)	I1 (5.6)	I2 (6.2)



District-Wide: Review & Reflection

Instructional Programs and Initiatives

- After-School Program: Additional Math and Reading Support for Tier II Students
- Development of SBRC for K-5 in SS, Science and SLA
- LLI Adoption for K-5 and for 6-8 Reading Intervention
- Selection of New Writing and Math Curriculum

Instructional Coaching

- Balanced Literacy Framework Professional Development
- Curriculum & Assessment Design
- Data Analysis
- Instructional Practice
- Instructional Technology
- Cooperative Learning

Data-Driven Decision Making

- eduCLIMBER Utilization
- Efficient Data Management in PLC's
- Student Progress Monitoring
- Instructional Supports in Reading and Math
- Development of MTSS Manual K-8
- Student and DESSA SEL Surveys and Curriculum



High Reliability Schools

The Marzano High Reliability Schools (HRS) framework serves as a long-term strategic planning guide for schools and districts.

Marzano Resources offers formal certification for schools or districts that want to attain one or more levels of high reliability. Each level has specific tangible benefits that will significantly improve school effectiveness and student achievement. Schools and districts use certification as a way to celebrate and officially document the work they have accomplished.





High Reliability Schools

Next Steps:

- Each school will apply for level 1.
- Each level requires a survey go to students (3-8), staff and families as a leading indicator.
- This process will help ensure our practices over the past 4-5 years are being implemented effectively.
- Achieving Level 3 earns a High Reliability Schools Designation.
- We hope to be the first High Reliability district in Illinois!





Questions & Feedback