

# Student Assessment Update / Actualización de Datos de Evaluaciones



2.6.24

**EMBRACE EMPOWER EXCEL** *Each Child Each Day*

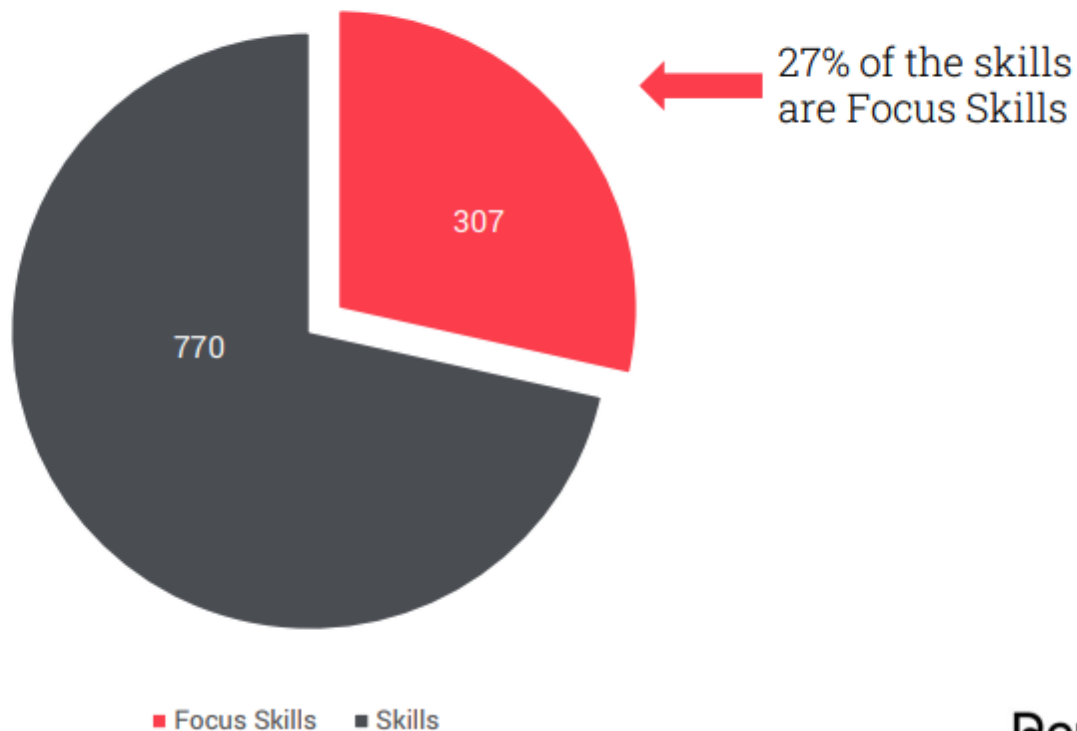
# STAR and the Common Core Standards

From Dr. Gene Kerns, Chief Academic Officer for Renaissance-

- There are more standards in the Common Core than there is time to teach them.
  - There are 15,000 hours of content to be taught in 9000 hours time
- **Potential Solution:** Utilize the **Focus Skills** from Renaissance to plan instruction
  - **Focus Skills:** The skills considered essential to underpinning future learning

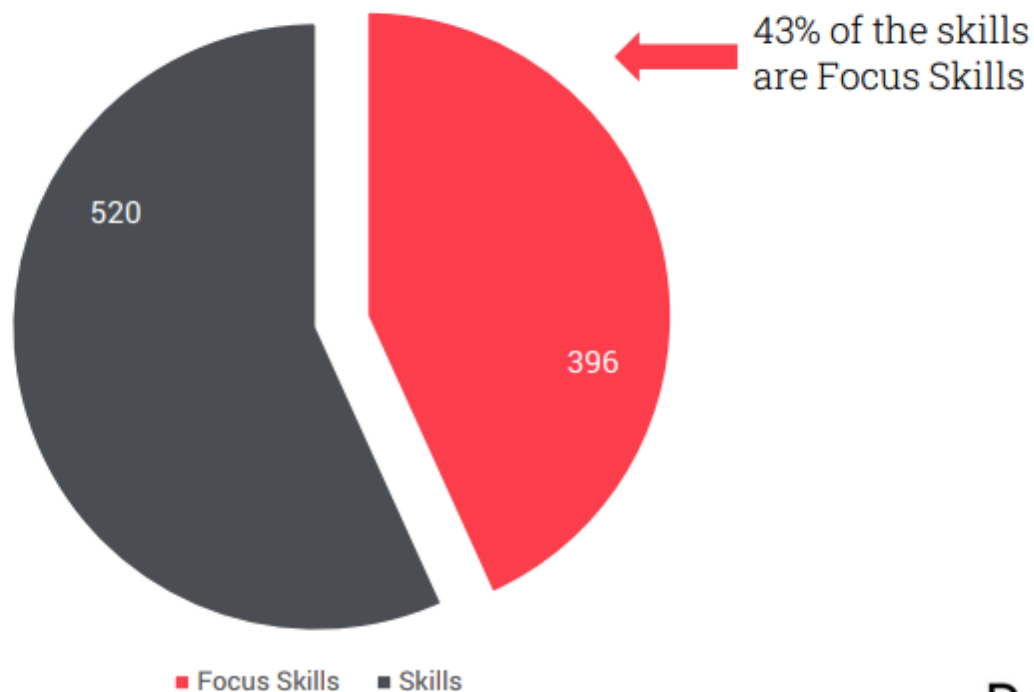
# IL- Mathematics – 1,114 skills

Skills and Focus Skills



# IL- Reading – 918 skills

Skills and Focus Skills



Literacy

Math

View domain tables

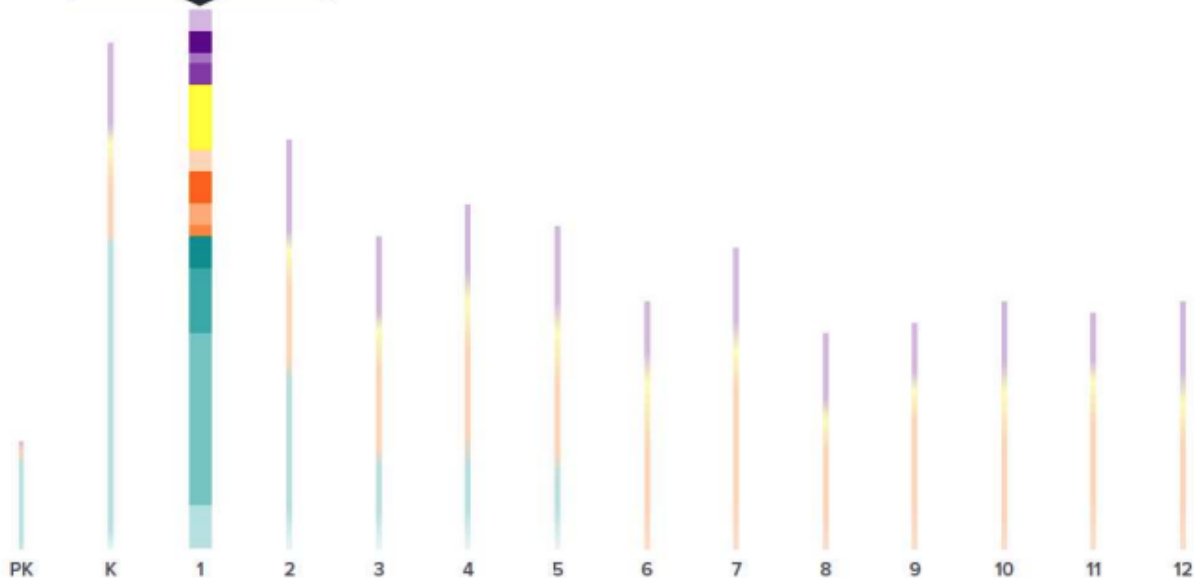
Grade 1  
50 Focus Skills

VIEW

DOMAINS

- Foundational Skills
  - Print Concepts
  - Phonological Awareness
  - Phonics and Word Recognition
  - Fluency
- Informational Text
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
- Literature
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
- Language
  - Vocabulary Acquisition and Use

TOTAL NUMBER OF FOCUS SKILLS



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

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by <b>Name, Strength and Need:</b></p> <ul style="list-style-type: none"> <li>a. Improve student growth in <b>English Language Arts (ELA) and Mathematics.</b></li> <li>a. Strengthen <b>social emotional well-being, learning</b> and engagement for all students.</li> <li>b. Implement a District-wide multi-tiered system of supports (<b>MTSS</b>) program.</li> </ul>	<p>Prepare all D76 students to be high school, college/career and future ready and to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Ensure the needs of the “whole child” are met in order to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Provide an MTSS program to <b>improve student academic and social/emotional learning growth and achievement.</b></p>	<ul style="list-style-type: none"> <li>★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.</li> <li>★ Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey</li> <li>★ Incorporate a social/emotional learning screener in the MTSS process.</li> </ul>

# 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

# DLS: ELA Assessments

## Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

## Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension



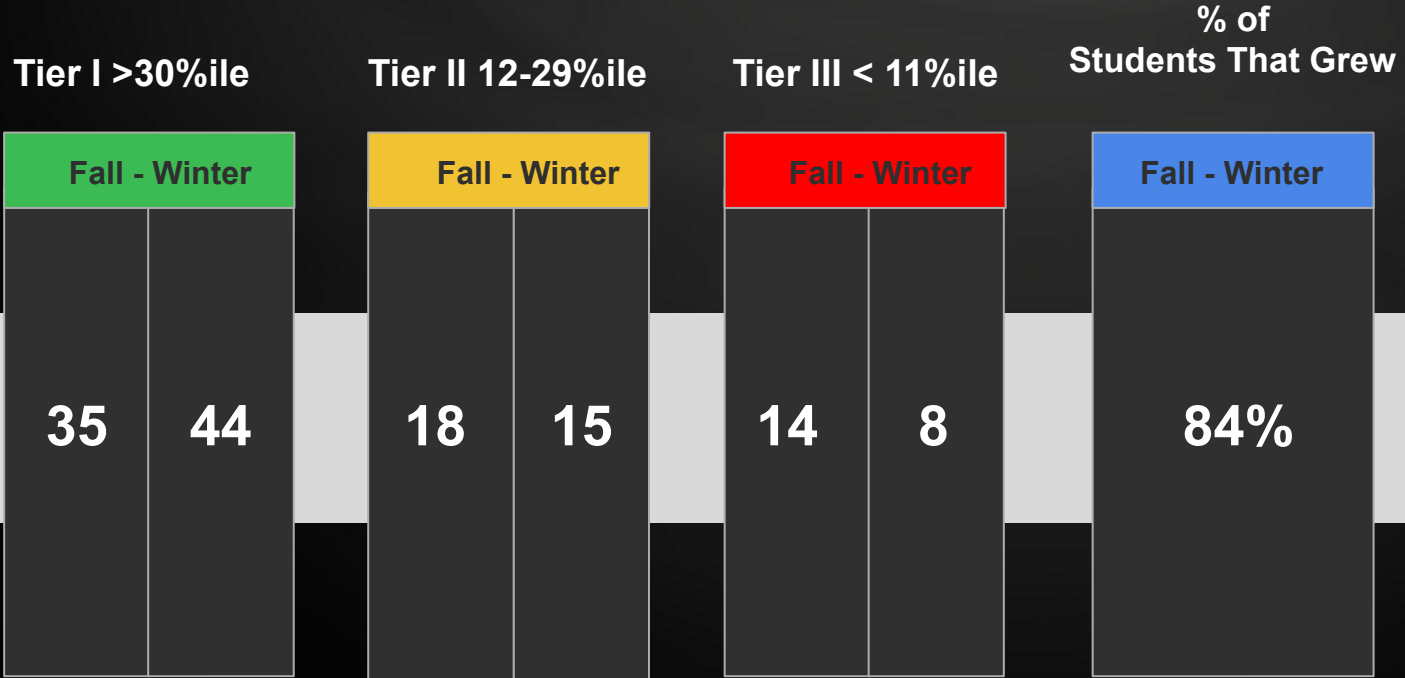


# Kindergarten Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Winter		Fall - Winter		Fall - Winter		Fall - Winter
Early Literacy	20	45	18	10	28	10	85%
ELA	X	X	X	X	X	X	X

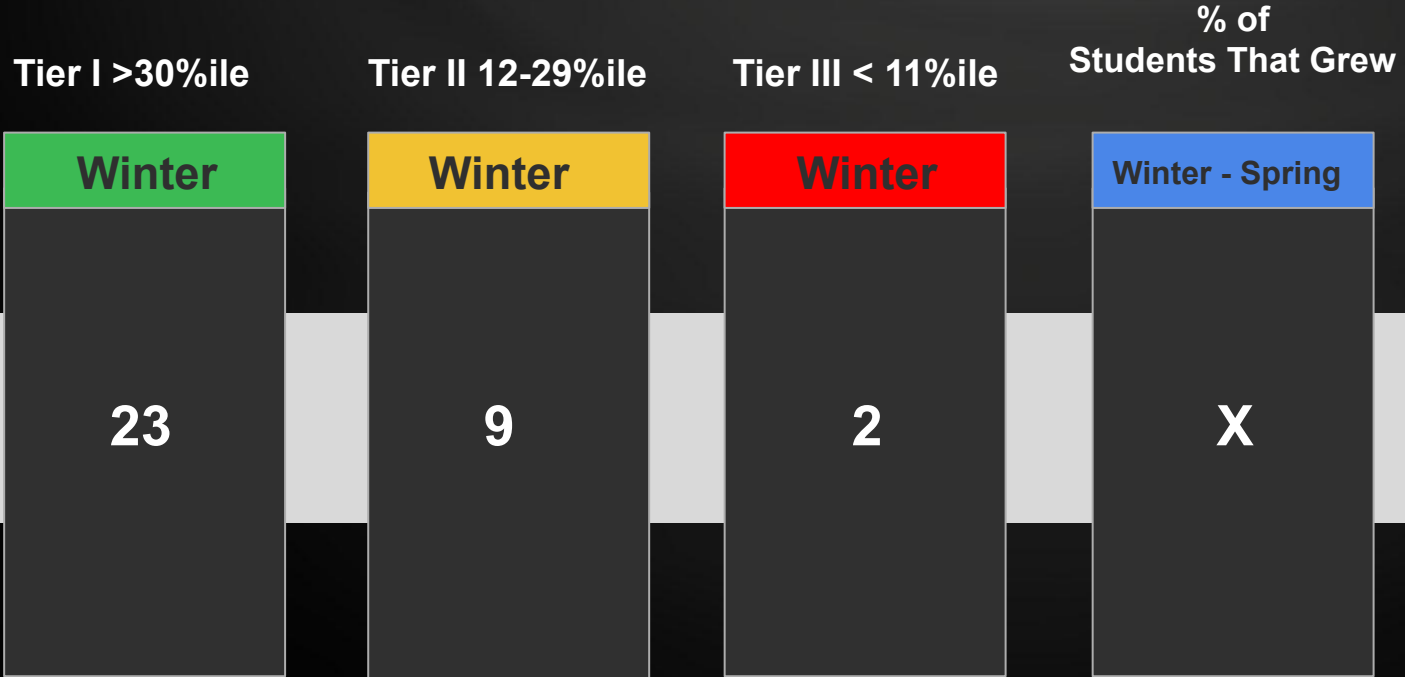


# Kindergarten Star Math - RtI Percentiles





# Kindergarten Star SLA - Rtl 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	Fall - Winter
1st Grade Early Lit.	18	22	9	7	19	9	90%
1st Grade Star	18	33	1	2	2	1	
2nd Grade Early Lit.	0	0	3	3	19	13	93%
2nd Grade Star	48	51	11	14	23	14	



# 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	Fall - Winter
1st Grade	56	66	7	1	6	1	93%
2nd Grade	61	62	23	25	13	5	91%



# 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	Winter	Fall	Winter	Fall	Winter	Fall - Winter
1st Grade Early Lit.	15	17	7	5	6	1	90%
1st Grade Star	4	4	1	1	0	0	
2nd Grade Early Lit.	7	7	7	2	2	1	90%
2nd Grade Star	13	18	8	2	1	1	



# DLS: Action and Next Steps

## What is the data telling us by grade level?

- Significant growth in each grade level and subject
- Less than 10 students showing regression in K-2nd in all subjects
- Addition of Kindergarten to the Spanish Early Literacy; significant foundational skills present

## What are we doing to address learning gaps?

- Deeper dive into the data for students regressing to determine specific skill deficit and needs
- Data-driven team meetings to guide instruction; comparing classroom data to STAR data for specific students showing regression
- Consistent progress monitoring system
- Continue with the systems of support
- Sharing student work at both the grade level and Building Leadership Team level to enhance knowing all DLS students by name, strength and need



# WOIS Star ELA - Rtl 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	Fall - Winter
3rd Grade	41	48	16	25	33	17	78%
4th Grade	35	46	28	12	24	18	70%
5th Grade	40	56	15	14	28	15	79%





# WOIS Star Math - Rtl 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	Fall - Winter
3rd Grade	56	61	10	16	21	14	87%
4th Grade	34	48	17	19	25	10	76%
5th Grade	38	57	23	11	14	14	81%



# WOIS Star SLA - Rtl 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	Fall - Winter
3rd Grade	21	28	18	14	10	3	73%
4th Grade	12	19	11	6	10	3	64%
5th Grade	27	32	12	4	8	4	57%



# WOIS: Action and Next Steps

## What is the data telling us by grade level?

- 3rd: Significant growth in Math, and within Tier 1 multiple forms of assessment are showing that students' ability to comprehend grade level text is increasing.
- 4th: Double digit percentile increase in math on average. Great growth in “integration of knowledge skills.”
- 5th: 19 percentage point increase on average in math, high scores in language understanding and usage.

## What are we doing to address learning gaps?

- Continue: SIP goals focus on student target portfolios and student identification of personal strengths/ learning styles.
- Continue: Implementing targeted instruction and grouping based on academic strengths and needs
- Continue: Involving students in the process of goal setting and personalized learning blocks.
- Start: Personalized MTSS blocks that group students based on grade level mastery of priority standards.



# 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	Fall - Winter
6th Grade	40	42	21	23	19	18	52%
7th Grade	55	61	28	22	29	26	56%
8th Grade	57	60	18	21	22	18	56%



# WOMS Star Math - Rtl 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	Fall - Winter
6th Grade	42	47	17	13	21	23	64%
7th Grade	64	69	27	22	20	18	63%
8th Grade	62	70	23	19	12	10	66%



# WOMS: Action and Next Steps

## What is the data telling us by grade level?

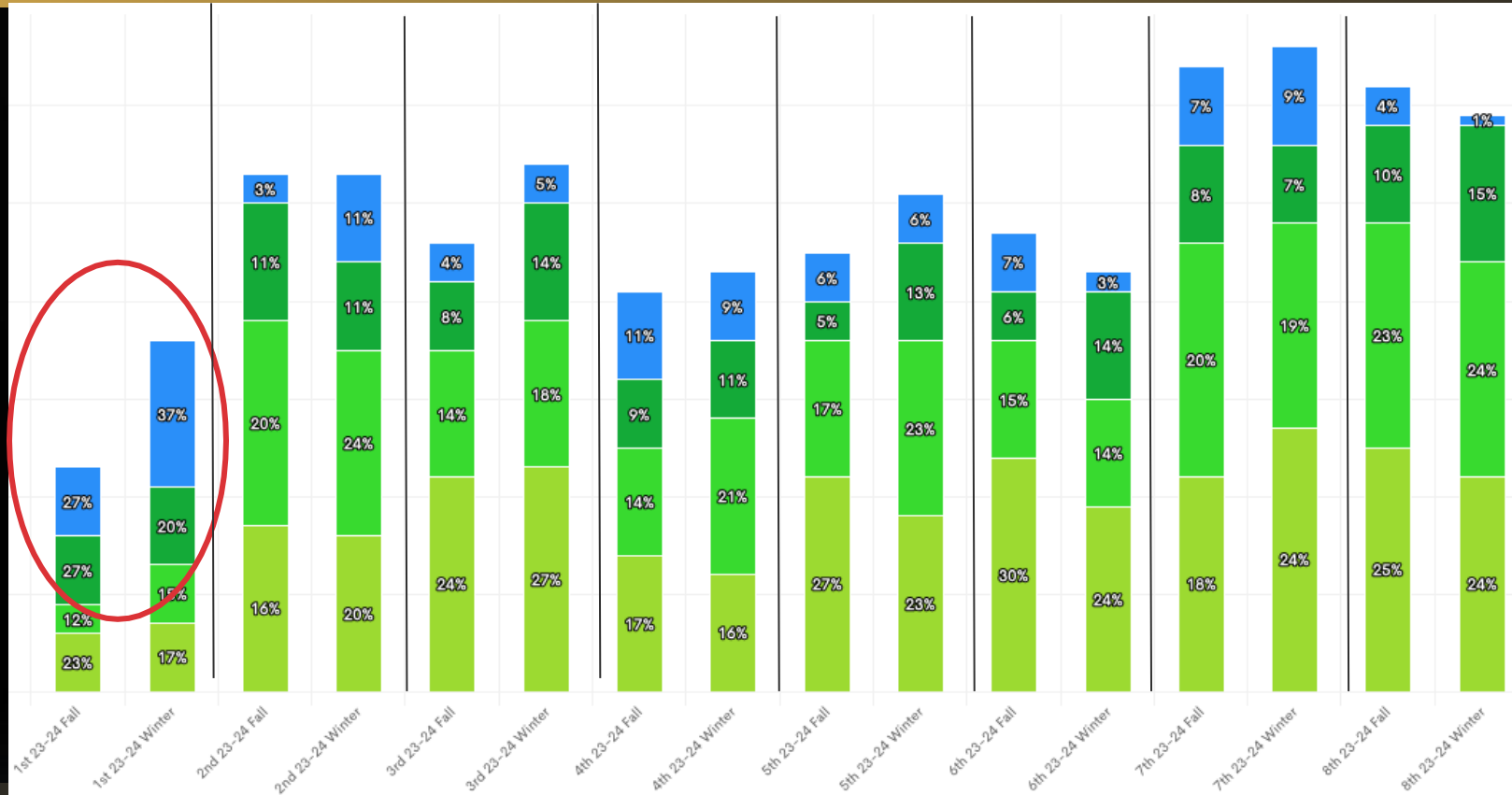
- It shows us that from fall to winter that our students grew slightly but not at the levels we would like to see our students grow.

## What are we doing to address learning gaps?

- Continue: SIP goals that focus on academic excellence with student growth in Math and ELA. While increasing our professional excellence strengthening instructional quality with data and instructional practices.
- Continue: Implementing targeted instruction and grouping based on academic strengths and needs.
- Continue: Working on developing standards based instruction with priority standards, proficiency scales, and assessments to reflect learning based on the standards.
- Start: Collecting Data on student progress with interventions, co-taught classes, and pull out models of instruction while utilizing the MTSS process.

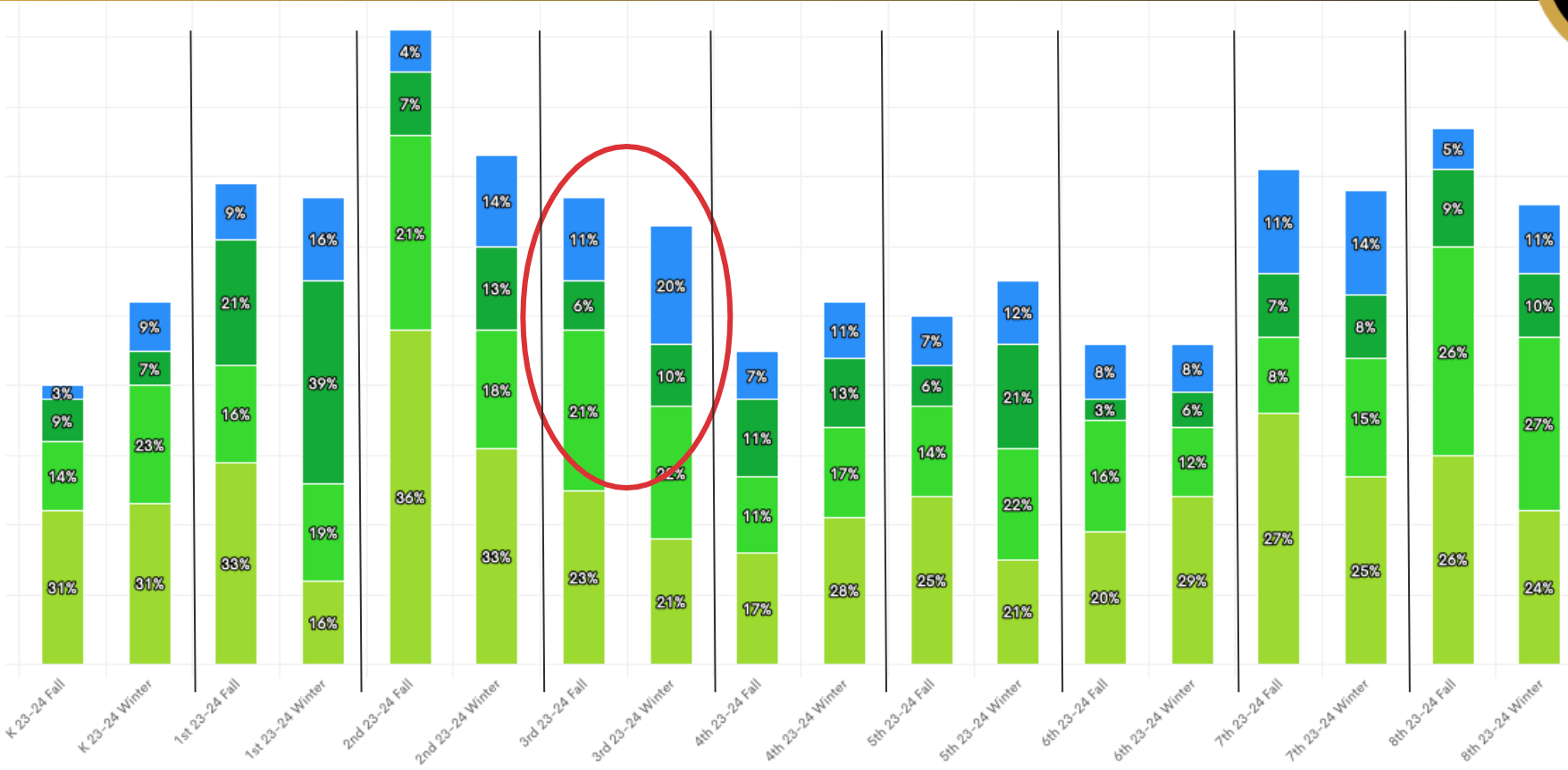


# Tier I Performance Breakdown-Reading





# Tier I Performance Breakdown-Math





**Student Target  
Portfolio**

**DESSA**

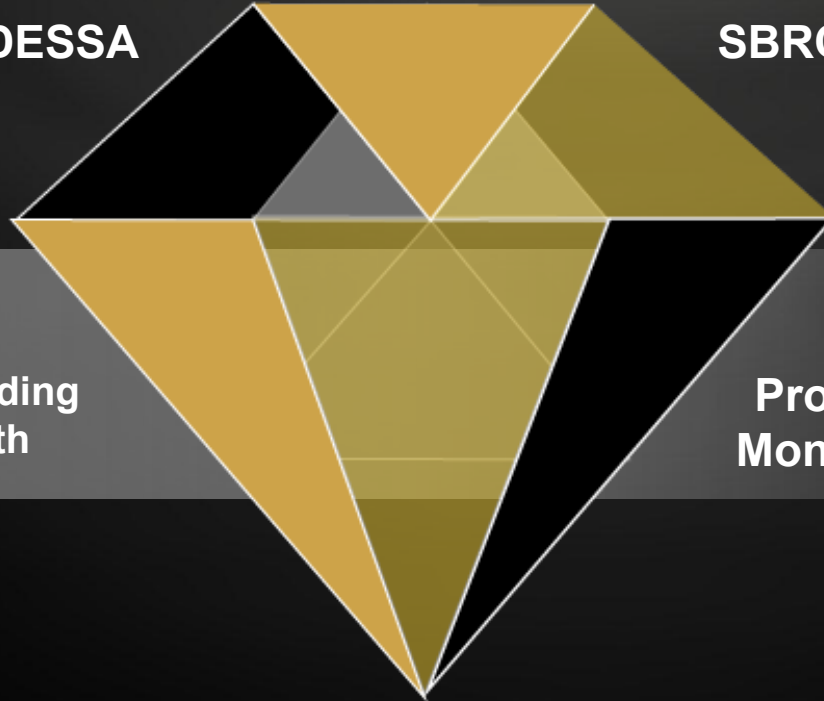
**SBRC**

**STAR Reading  
and Math**

**Progress  
Monitoring**

**Knowing Each Student's Name,  
Strength and Need**

**A Larger  
Picture...**





# Next Steps

## Instructional Programs and Initiatives

- After-School Program: Additional Math and Reading Support for Tier II & III Students
- Implementation of SBRCs for K-5, Development in 6-8
- New Math and Writing Curriculum Implementation
- Digital Student Target Portfolios

## Instructional Coaching

- Balanced Literacy Framework Professional Development
- Curriculum & Assessment Design
- Data Analysis
- Instructional Practice
- Models of Instruction (High-Reliability Schools Level 2)
- Peer Observation Facilitation

## Data-Driven Decision Making

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



# Questions/Feedback

Preguntas/Comentarios