

Student Assessment Update / Actualización de Datos de Evaluaciones



11.14.23

EMBRACE EMPOWER EXCEL *Each Child Each Day*



2023 Illinois Interactive Report Card

More Changes were Made by the ISBE for the 22-23 SY Report Card.

There are Four Levels of Designation:

- Exemplary
- Commendable
- Targeted
- Comprehensive

All Three Schools in D76 are **COMMENDABLE** Schools for the 22-23 SY!



2023 Illinois School Report Card Indicators

Elementary & Middle Schools



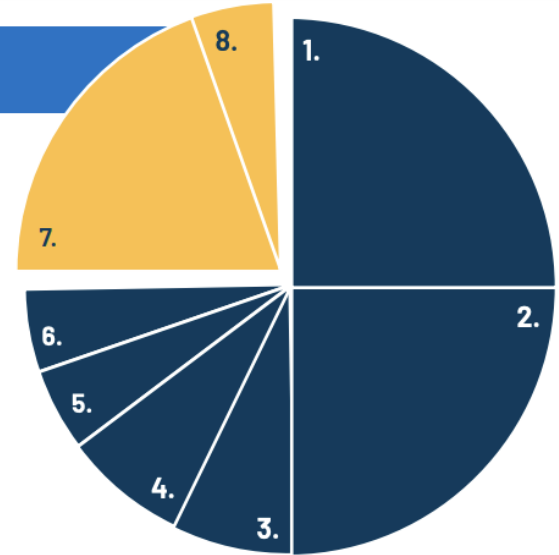
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



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> <ul style="list-style-type: none"> a. Improve student growth in English Language Arts (ELA) and Mathematics. a. Strengthen social emotional well-being, learning and engagement for all students. b. Implement a District-wide multi-tiered system of supports (MTSS) program. 	<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 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey ★ Incorporate a social/emotional learning screener in the MTSS process.

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

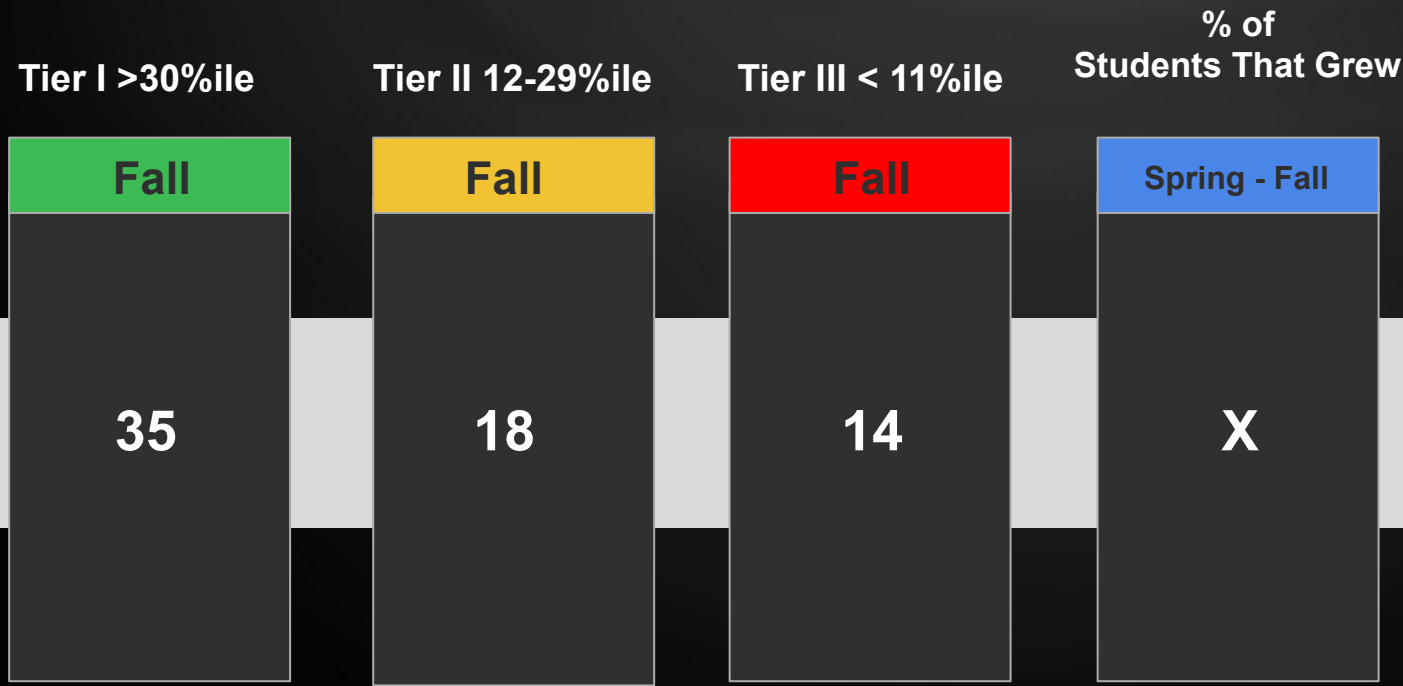
- Author
- Literary
- Argument
- Vocabulary
- Comprehension



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	Fall	Fall	Spring - Fall
Early Literacy	20	18	28	X
ELA	X	X	X	X

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
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
1st Grade Early Lit.	52	18	8	9	6	19	29%
1st Grade Star	13	18	X	1	X	2	
2nd Grade Early Lit.	13	0	9	3	14	19	42%
2nd Grade Star	52	48	17	11	8	23	



DLS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
1st Grade	51	56	13	7	2	6	41%
2nd Grade	66	61	12	23	9	13	36%



DLS Star SLA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
1st Grade Early Lit.	X	15	X	7	X	6	X
1st Grade Star	X	4	X	1	X	0	
2nd Grade Early Lit.	12	7	4	7	2	2	30%
2nd Grade Star	14	13	5	8	3	1	



DLS: Action and Next Steps

What is the data telling us by grade level?

- Typical Fall Benchmark scores
- Intervention needed and provided for Tier II students and Tier III students
- Significant need for linguistic support for English Learners

What are we doing to address learning gaps?

- Adoption of the GOLD formative assessment system for Little Diamonds Early Learning Program
- Re-examining the Dual Language enrollment process to maximize bilingual support
- Addition of Kindergarten to the Spanish Early Literacy assessment in Winter and Spring
- Sharing student work at both the grade level and Building Leadership Team level to enhance knowing all DLS students by name, strength and need
- Consistent progress monitoring system
- Data-driven team meetings to guide instruction



WOIS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
3rd Grade	40	41	14	16	16	33	52%
4th Grade	40	35	16	28	16	24	42%
5th Grade	54	39	12	15	13	26	43%



WOIS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
3rd Grade	65	56	12	10	9	21	43%
4th Grade	41	34	12	17	28	25	45%
5th Grade	49	38	20	23	11	14	37%



WOIS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
3rd Grade	34	21	6	18	1	10	33%
4th Grade	26	12	9	11	1	10	58%
5th Grade	21	27	6	12	3	8	32%



WOIS: Action and Next Steps

What is the data telling us by grade level?

- The third grade standards require a high level of prerequisite knowledge which is consistent with the “trips” we see.
- All Grades are above the SGP 3rd: 52%, 4th: 51% 5th: 57%
- Our SIP is aligned with the needs of our students with text complexity, and range of reading.

What are we doing to address learning gaps?

- SIP goals focus on student target portfolios and student identification of personal strengths/ learning styles.
- Continue the instructional focus on mastery of standards
- Increased instructional minutes through changes in schedule
- Involving students in the process of goal setting and personalized learning blocks.
- Look into multiple/ and whole child assessment to utilize best practices for each student’s name, strength and need



WOMS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
6th Grade	44	40	16	21	22	19	49%
7th Grade	56	55	18	28	36	29	55%
8th Grade	54	57	19	18	18	22	52%



WOMS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Spring	Fall	Spring	Fall	Spring	Fall	Spring - Fall
6th Grade	45	42	13	17	22	21	42%
7th Grade	67	64	23	27	19	20	44%
8th Grade	60	62	15	23	16	12	45%



WOMS: Action and Next Steps

What is the data telling us by grade level?

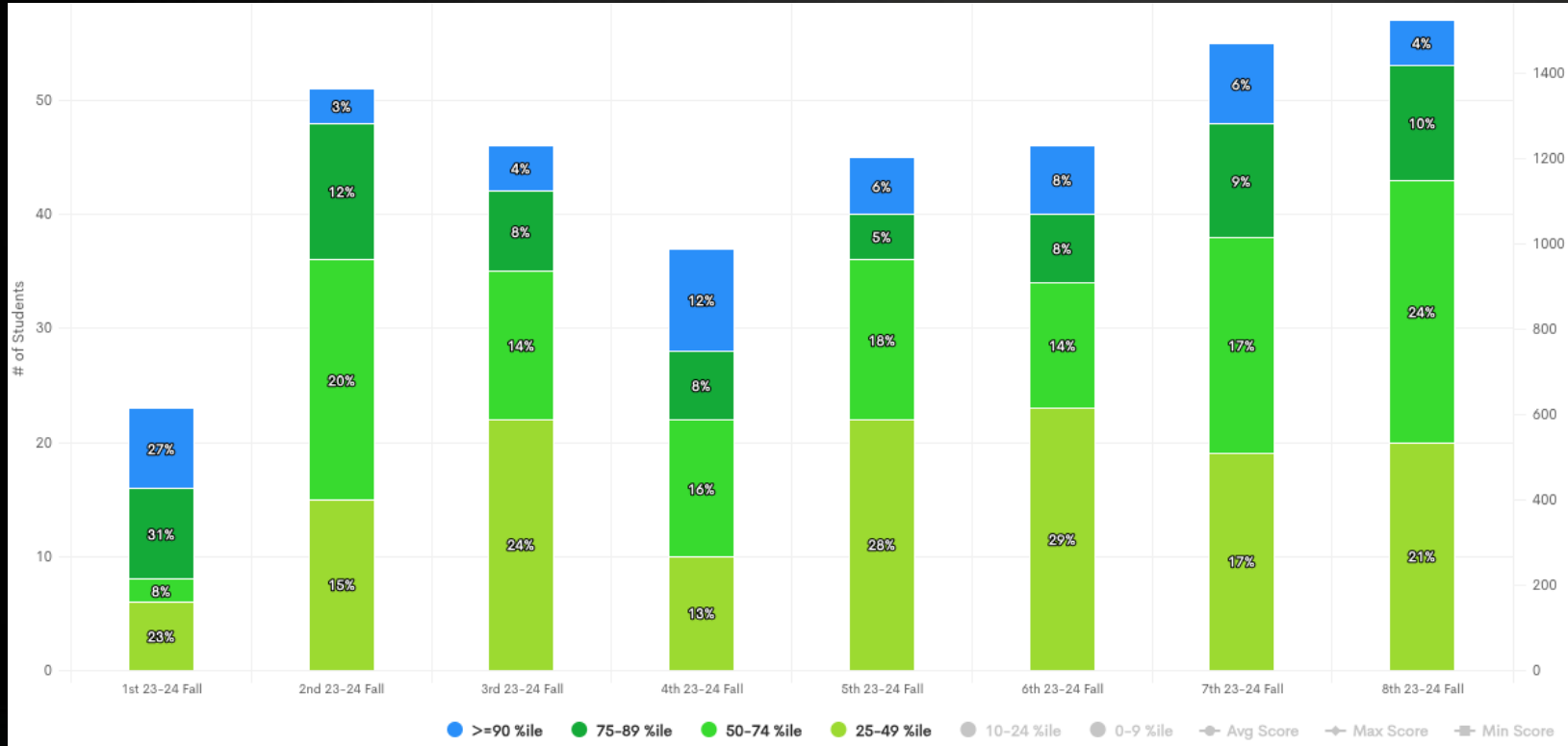
- Student growth held steady or improved from Spring STAR Test
- Tier III student numbers held steady or decreased from Spring to Fall

What are we doing to address learning gaps?

- Tier I Math: Increased rigor with new Math Envision curricula
- Tier II Math: Advisory support continues
- Tier III Math: Dedicated resource classes continues
- Tier I Reading: Reader's and Writer's workshop
- Tier II/III Reading and ELL: LLI leveled text use to reinforce intervention placement
- Cross-curricular work among subject areas focused on literacy. (DBQ and CER)

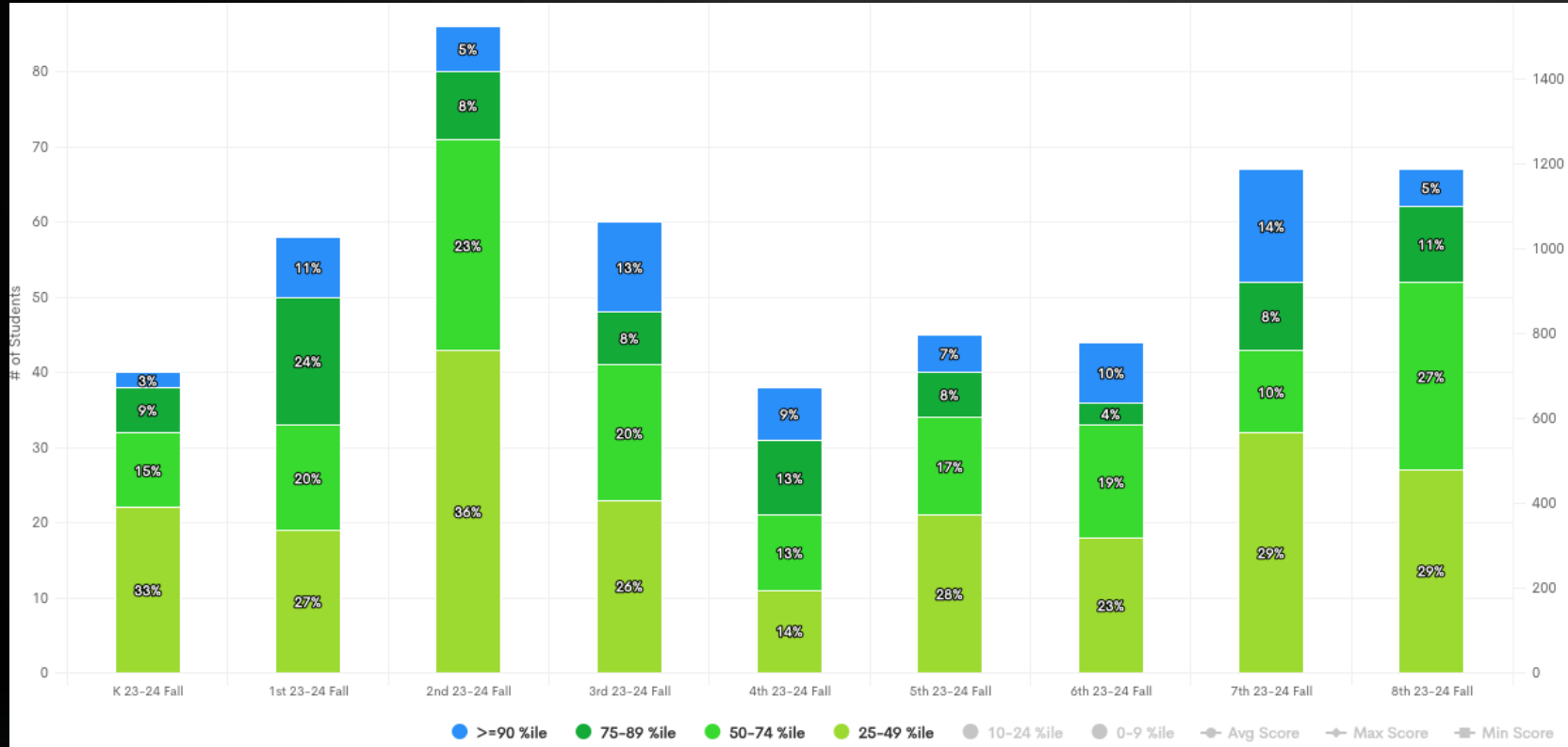


Tier I Performance Breakdown-Reading





Tier I Performance Breakdown-Math





Summer School Comparative Data

The students invited to summer school typically fall into Tier II and Tier III. The following is comparative data:

Summer Academy Students

- **Reading:** 47% of Students Grew from Spring to Fall
- **Math:** 36% of Students Grew from Spring to Fall

All Students

- **Reading:** 46% of Students Grew from Spring to Fall
- **Math:** 42% of Students Grew from Spring to Fall

Tier II and Tier III Students Who Did Not Attend Summer Academy

- **Reading:** 54% of Students Grew from Spring to Fall
- **Math:** 50% of Students Grew from Spring to Fall

**Student Target
Portfolio**

DESSA

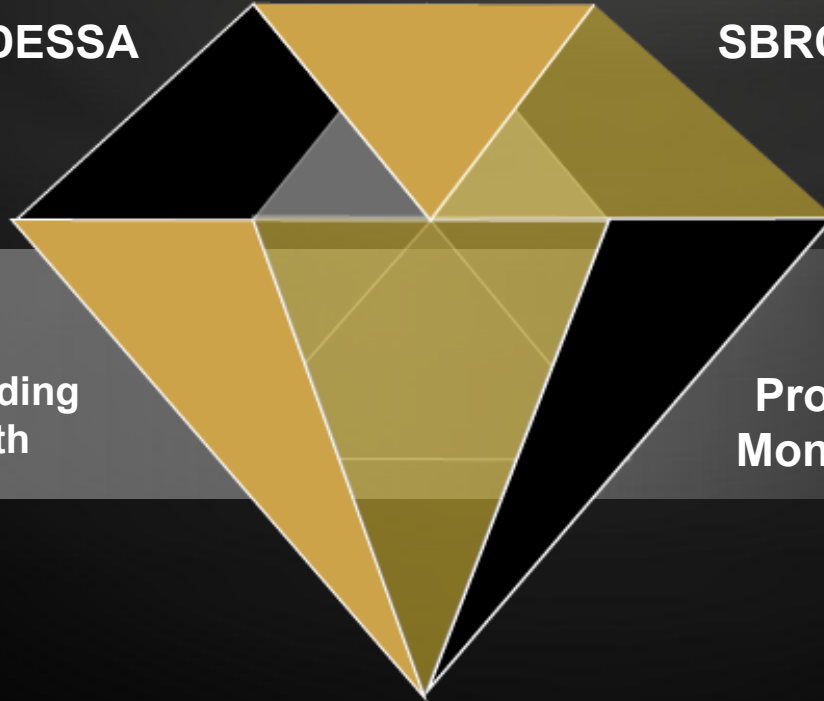
SBRC

**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 DESS and SEL Surveys and Curriculum
- Summer Academy Discussion



Questions/Feedback

Preguntas/Comentarios