Quarterly Review and Updates to Student Achievement Plan

S	**STUDY:** To be completed quarterly and at end of school year
Summarize Data to Date	By the end of quarter three, 75 schools had 95% test participation or better on the ACCESS for ELLs. Six schools started with no English learners (ELs) enrolled but gained ELs during the testing window and completed some or all testing with those students (Andrew Douglas Middle School, Carver, Clarke, Congress, Fifty-Third Street, Hawthorne). Four schools did not have ELs last year but completed testing with all enrolled ELs this year (Eighty-First Street, Emerson, Hartford University, King IB MS). Five schools that had 0% test completion last year completed testing with ELs this year (Alliance, Clemens, Jackson, Project STAY, Wisconsin Conservatory of Lifelong Learning). Central Services staff also supported schools in the completion of ACCESS testing. These data are part of the Every Student Succeeds Act (ESSA) accountability reports. These assessment data test participation rates are based on the online testing portal using internal district calculations and are not reflective of final test participation numbers for full academic year students from the Department of Public Instruction. The state assessment windows opened in March of quarter three, and the district hosted the districtwide ACT testing day on March 12. By the end of quarter three, one school has 100% test participation, six schools have 90% or greater test participation, and seven schools have an increase of 10% in test participation from last year on the ACT. These assessment data test participation rates are based on the online testing portal using internal district calculations and are not reflective of final test participation numbers for full academic year students from the Department of Public Instruction. In an analysis of test completion on the Wisconsin Forward Exam prior to spring break, 116 out of 149 schools (77.8%) started and completed some testing, 10 schools (6.7%) started and completed more than half of their testing, and only 33 schools (22.1%) have not started any Wisconsin Forward Exam testing prior to spring break. These assessment data test participation rates are based on the online testing portal using internal district calculations and are not reflective of final test participation numbers for full academic year students from the Department of Public Instruction. Professional learning for school leaders, school support teachers, and teachers continues to occur monthly. All professional learning includes clear expectations for application and implementation. All institute agendas have links to presentations that include connections to the district's five priorities for success and the district's strategic plan. Presentations include learning intentions, success criteria, and checks for understanding. In January, the early childhood team offered three play clinics to a total of 24 teachers and paraprofessionals working in Head Start, 3K, 4K, and 5K classrooms. During this four-hour training, teachers learned about the connection between language development, school readiness, and guided play. They studied two language modeling strategies to use during children's play and then tried them in classrooms with immediate feedback. The checks for understanding showed that participating teachers improved in their use of repeating and recasting children's language attempts (85% on the pretest to 95% on the post-test) and matching language strategies to specific children based on need (65% to 79% on pre- and post-tests, respectively). In the strategy of narrating children's actions, teachers retained their knowledge (95%).

	In February, we began coaching with 14 teachers who attended play clinics. Twice a month, teachers received side-by-side coaching on the two strategies introduced in the play clinic. After two months, the coaches reported that 87% of these teachers were intentionally individualizing their language interactions with children and that 78% were consistently or sometimes using narrating, repeating, and recasting to promote language development during play. In May, we will collect data on the impact on students in these classrooms compared to classrooms that did not attend a play clinic or receive coaching on play and language. The Montessori team created a multi-year, theme-based curriculum guide and expectations for all aspects of the Montessori 7/8 curriculum, aligning current practices with new international guidelines utilizing standards and district-adopted resources. The team also created grading consistency and calibration documents for all areas of Montessori mathematics to highlight success criteria for students based on state standards for each of the specific Montessori grade bands K3 to grade 6. To date, 1,068 pre-K to grade 2 teachers have received initial training in the Counting Collections routine. Spring 2024 trajectory assessment data are forthcoming. Five classrooms had 50% to 100% growth, and 82% to 100% are projected to meet grade expectations. Fourteen schools implemented the professional learning community process developed by the pre-K to grade 5 math team at least three times this school year in K to grade 5. During the January 24 Teacher Institute, 28 middle and high school teachers participated in "Mathematics Lesson Design with Problem-based Learning." Teachers want to integrate the elements of problem-based learning into mathematics instruction. However, they are unsure of how to go about it as evidenced by the check for understanding. Coaches followed up with teachers in their assigned cadre of schools about utilizing elements of problem-based teaching and learning. Coaches provided modeling and co-teaching in classrooms. Based on teachers' needs, a follow-up session was scheduled for the February Teacher Institute. Priority enrollment was given to January participants to foster growth. At the February 21 Teacher Institute, 29 middle and high school teachers participated in "Mathematics Lesson Design with Problem-based Learning." Improved scores on ways to integrate problem-based learning into mathematics instruction were evidenced by the growth of the check for understanding scores from January to February. Again, coaches followed up with participants by supporting and assisting with implementation of the professional development topic in classrooms. Based on teachers' needs, the department added additional professional development sessions to the calendar for April and May (Illustrative Mathematics "teach and learn" sessions by the vendor that supports problem-based learning). This year, the instructional technology team logged about 800 hours of coaching, and 24% of those hours were spent coaching on Book Creator. By April 2024, more students have used Book Creator this school year than all of last school year. As a district, we have surpassed 100,000 books created in Book Creator, which is twice the number of books created by the end of last school year. Another 24% of the instructional technology team's coaching hours were spent on Nearpod, a formative practice and student engagement tool. This year, nearly twice the number of teachers have used Nearpod over last school year. Adobe Express is a digital creativity tool that teachers can use to provide multiple pathways for students to (1) show their understanding of content and (2)

	demonstrate their ability to create with digital tools. Four times as many students have used Adobe Express this year over last school year, which is approximately 10,000 students. Outcomes of increased instructional technology usage are due to coaching and modeling, after-school sessions, Saturday Academies, institutes, and Media Arts Showcase promotion. In summarizing instructional coach data from participants across regions: school support teachers/Achievement Gap Reduction staff in content coaching sessions provided feedback and evidence that the deeper dive in Ambitious Instruction was a good way to collaborate with colleagues, review coaching ideas, phrase feedback with teachers, and utilize the mindset coaching strategies to improve teaching and learning. The one difference pointed out on several occasions and revisited for clarification was between professional development and professional learning. Professional development provides information in a one-off manner, without input from the audience, while professional learning is built and considers ideas and perspectives from all stakeholders. The monthly coaching sessions clearly fell into professional learning. Qualitative or quantitative data point(s) as evidence of this implementation: The impact that the coaching sessions had on individuals, teams, sites, and/or students was that teachers felt supported and that teachers are planning structured guided lessons and creating engaging units for students (which has not been a past practice). Teachers have been inspired to try new strategies to promote student achievement. We increased the use of district resources and hands-on labs. We have seen increases using co-teaching planning and results-based focus using pre- and post- assessments. The final evidence piece in coaching resulted in a shift in mindset, shared responsibility, expanded professional expertise, and decreased teacher isolation. The team learned how to use data to drive the coaching cycle, change teacher practices, and improve student achievement. Over the course of the FY24 school year, the CLASS score for the domain of Instructional Support increased from 2.28% (FY23) to 2.8%. This domain focuses on concept development, quality of feedback, and language modeling given by teachers to students to further achievement. The increase in the result can be attributed to intentional professional development provided directly by Teachstone to instructional staff, depth of knowledge learning provided by the CLASS Primer for [School] Leaders, and increased CLASS pre- and post- evaluations for eight Comprehensive Support and Improvement (CSI) schools with 20 Head Start classrooms that are given support on feedback and modeling by the four program support teachers and education coordinators. For the 2023–24 school year, the literacy team offered in-depth small-group instruction training to a cohort of 25 educators from K5 to grade 8 and one high school team of three teachers. Teachers met once a month for six months to learn a comprehensive structure for teaching reading in small groups, observe small-group lessons being taught, and create and implement lessons as part of the training. To help teachers begin implementation in their classrooms, goals were set for each school cycle. For cycle 1, walkthrough data showed that 100% of the teachers in the cohort had assessed and grouped their students by like needs. Cycle 2 walkthrough data showed that 80% of teachers participating in the training had at least three literacy workstations up and running; this was an increase from 55% during cycle 1. The goal for cycle 3 is that at least 80% of the participants will consistently implement small-group instruction lessons with at least one group using the appropriate lesson plan for the students' phase of reading. By the end of quarter three, the bilingual team met and developed 17 school support plans in collaboration with bilingual program school staff. Support plans outlined the professional development sessions that have taken place and those that are scheduled. Innovation Configuration map walks are also noted in these support plans. As of the end of quarter three, 12 out of 21 bilingual

	program schools have participated in Innovation Configuration map walks and received immediate feedback. At this point in the data, three of the six indicators grew slightly (teacher use of concrete activities/oracy strategies, teacher use of academic language, and reflection of the content and language allocation plan for bilingual program schools), and the other three indicators regressed slightly (student oracy, teacher language of instruction, and classroom indicator for language of instruction). The ESL team maintained a focus on the annual professional development and accountability plan by providing professional development and coaching of ESL teachers in 6 out of 22 ESL schools. ESL teachers and ESL district teacher leaders met weekly to learn about components of the English language development framework for integrating language and content. This time was also used to model new concepts and coach teachers on how to add new learning to their unit plans. We remain in the process of collecting artifacts that show evidence of professional growth, specifically in terms of lesson planning. We see that ESL teachers have plans that define the language that all ELs need. This demonstrates that teachers are prepared to differentiate the language for all ELs, including newcomers and ELs receiving special education services. All CSI schools participating in Central Reads professional learning communities demonstrated growth in reading on the i-Ready winter diagnostic. When reviewing specific reading domains, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension overall, there was growth across schools. The math Counting Collections includes data from a sampling of classrooms showing that students at participating schools in K3 through grade 2 are on track to meeting grade-level expectations in counting by the end of the year. The classroom data may or may not include CSI schools. By the end of quarter three, 752 academic building intervention team meetings occurred out of the expected 1,048 meetings for a rate of 72%. A total of 1,676 academic Tier 3 intervention plans have been started, and 1,244 have been maintained out of 1,697. This indicates a Tier 3 plan maintenance rate of 85%, up from 80% in the previous quarter. There has been an increase in the number of students receiving consistent academic Tier 3 interventions. The WISEdash School-Age Education Environment data generated in April when compared to the data generated in January reflects the following: ● A slight increase in the percentage of students with disabilities being instructed in the regular education environment for 80% or more of their school day (meaning that students who are in special education have increased the time spent in regular education) and ● A slight decrease in the percentage of students being instructed in the regular education environment for less than 40% of their school day (meaning that students who are in comprehensive units are spending more time in the regular education environment) The WISEdash Preschool Education Environment data generated in April when compared to the data generated in January reflects the following: ● A slight increase in the percentage of students with disabilities attending a regular early childhood program at least 10 hours per week and receiving the majority of their special education services in that setting and

	● A slight increase in the percentage of students with disabilities attending a regular early childhood program less than 10 hours per week and receiving the majority of their special education services in some other location. The recently released IDEA 2023 LEA determinations information reflects increases in the following when compared to the 2022 determinations: ● The percentage of students with disabilities ages 6 through 21 and age 5 in kindergarten , who are served in a regular classroom for 80% or more of their school day has increased. ● The percentage of students with disabilities ages 3 through 5, excluding students age 5 in kindergarten, that attend a regular early childhood program and receive the majority (greater than 50%) of their special education and related services in the regular early childhood classroom has increased. By the end of quarter three, the student well-being screener team evaluated the feasibility of creating an internal social-emotional well-being screening tool that could be administered on the same schedule as academic universal screening. Once created and administered, the data from this screener would feed into the data dashboard.
Color Coding	**On your action plan, color code the steps that you planned for this past quarter (14):** **Green – Action step completed (1)** **Yellow – Action step in progress (13)** **Red – Action step was not started as planned (0)** **Blue – Timeline extended (1)**

Analyze how these data give evidence to your progress on the plan.	**Analyze the data that give evidence to lack of progress toward the plan.**
The percentage of Tier 3 academic intervention plans being implemented from quarter two increased by 5%, which indicates the individualized academic support that our highest needs students receive, which will assist them in accessing rigorous coursework. The feedback that we receive from participants who attend the various institutes helps inform us about the progress and impact that professional development sessions are having on the participants. We have made adjustments based on feedback that has been given, which demonstrates our progress in improving professional development offerings. The WISEdash School-Age and Preschool Education Environment data reflect an increase in the inclusion of students with disabilities, which means that students with disabilities are being exposed to a greater extent to grade-level general education instruction and content. This increase	While we have made progress in three of the six indicators of Innovation Configuration maps, this also tells us that schools need more support in specific areas to continue to grow in inclusiveness. Although 36 professional learning walkthroughs in the content area of ESL occurred during quarter three, better communication is needed so walks always include both evaluators and the ESL district team.

should also result in increased student performance on district and state assessments. These data demonstrate our improved inclusion of students in our classrooms. District dashboard data and analysis related to the Star screening overview indicates an increase in the percentage of students on target on the Star universal screener from fall to winter in all three subjects: early literacy, reading, and math. This measures our students' improved ability to be successful in rigorous coursework. These data are not summarized above. Data from state testing portals show progress toward 95% test completion, indicating increased engagement with assessments and evidence of inclusion of all students in the assessment process. The decision was made to develop an internal well-being screener during quarter four and to make it ready for implementation during school year 2024–25. This shows that we are making progress toward understanding whether students feel emotionally safe in schools. At this point in the bilingual program's Innovation Configuration map data, three of the six indicators grew slightly, which shows our progress toward greater inclusiveness.	
A	**ACT:** Revise or continue with implementation based on data analysis

What will you change about your plan for the next quarter?
We will begin the development of a social-emotional well-being screener.

We will provide more professional development to bilingual program teachers in Teaching for Biliteracy.

We will collaborate more with the Department of Curriculum and Instruction to enhance the professional development opportunities that will take place in the fourth quarter and throughout the summer. A course catalog will also be created in April that informs district staff about upcoming summer opportunities.

We will schedule ESL walkthroughs for the 2024–25 school year in the summer to ensure that dates are on the calendar and data can be gathered each quarter.