Lessons Learned in Learning Renewal
October 19, 2023
Learning Renewal Efforts Statewide [isbe.net/learningrenewal]

Learning Renewal pillars $180 million; total state set-aside $750 million
Buffalo Grove High School
Township HS District 214

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Located in **Buffalo Grove**, IL, serving students from Buffalo Grove, Arlington Heights and Wheeling (northwest suburbs of Chicago)

- We have **2,000 students**
- We are 53% White, 31% Hispanic, 1.8% Black, 9.8% Asian
- We are 28.6% low income
Strategy Overview: SOAR

SOAR: Student Oriented Accelerated Recovery (Tier III Intervention)

- Aimed at supporting students no longer on track to graduate
- This accelerated credit recovery program will meet every day
- Students will recover credit through a combination of Edgenuity and teacher provided direct instruction
- Students will also be registered for a period of Stampede, where they will learn critical Executive Functioning skills and SEL support from Teacher and Student Services
- If students successfully complete the program, they will be back on track to graduate
Stampede: Tier II Intervention

- Aimed at supporting students who are academically at risk
- This program will meet every other day
- Students in SOAR will all be enrolled in one period of Stampede
- Curriculum consisting of critical Executive Functioning skills and SEL support from Teacher and Student Services
- Students will have time built in to work on missing assignments
All classroom teachers were asked to:

- Provide Tier I interventions in classroom
- Include best practices for teaching on the block
- Be responsive when a program lead reaches out
- Connect with counselors with any concerns about a student
Key Successes & Lessons Learned

The right people “on the bus”

- We staffed with veteran teachers and backfilled classes with the ESSR funds
- We hired tutors who were able to support students in multiple subject areas

Data was our friend

- We met frequently as a PLC to review student data, progress monitor and were then able to iterate quickly and nimbly
- For example, data showed the need for a Freshmen focused intervention second semester and we were able to use funds to create one from January to May for 25 more at-risk freshmen
Key Successes & Lessons Learned (con’t)

- The SOAR program was meant to phase itself out
- We began with 50 students in two, double blocked sections year one
- Year two we had 25 students in one double blocked section
- Year three we no longer needed a stand alone SOAR program and credit recovery shifted to become embedded in our Guided Study program
- Some stats:
  - 65 students recovered credit for all of their classes and are back on track with their peers
  - 37 seniors can now graduate
  - ~280 Edgenuity courses completed
  - Students overwhelmingly reported that being enrolled in these interventions helped them be more successful in HS and that they felt cared for by an adult in the school
Plans for Sustainability

- With the funding from ESSR ending, we are maintaining some of the gems from these programs while sunsetting others.
- Stampede continues to this day with a certified staff member but no grant funded tutors.
- SOAR has sunsettled, as we no longer have the acute need that we experienced in the two years post Covid Pandemic.
- Guided Study now supports Edgenuity based credit recovery.
East St. Louis
School District 189

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Chief Academic Officer

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School/Region Background

- East side of the Mississippi River and overlooking the Gateway to the West
- Student demographics
  - 97% Black, 1.5% Latinx
  - 100% Low Income
  - 19% Mobility Rate
  - 69% Chronic Abs Rate
Strategy Overview

Opportunities

❖ Summer School
  ➢ Evolution from COVID eLearning to now
  ➢ ESSER Funding

❖ Evening School for High School Students Only
  ➢ Students with Incompletes/Fs (Regular Classrooms & COVID eLearning)
  ➢ ESSER and Alternative Funding Sources

❖ Interventionists

Challenges
Key Successes & Lessons Learned

Successes
❖ Fall 2022 - 48 students not on track to graduate
❖ Spring 2023 - All but 5 students graduated
❖ Graduation rate increased by 1.7% from 2019-2022

Lessons Learned
❖ Waiting too late to intervene
  ➢ Checking ALL graduation requirements
  ➢ Revamping counselor/student assignments
Plans for Sustainability

❖ Alternate funding sources
❖ Use of CBE high school programming
❖ Focus on earlier intervention
❖ Improved student supports from counseling department
Peoria Public Schools/ Illinois Tutoring Initiative, Illinois Central College

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Director of Bilingual & Multicultural Programs
Foreign Language Coordinator

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Peoria Public Schools District 150
Region 3 Central Illinois

At Peoria Public Schools, there are:

- 12,800 Students
- 15 Primary Schools
- 13 Middle Schools
- 3 High Schools
- 27 School Buildings
- 6 Alternative programs

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>American Ind/Alaskan</td>
<td>0.27%</td>
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<tr>
<td>Asian/Pacific Island</td>
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<td>Black N/H</td>
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<td>Multi-Racial</td>
<td>7.66%</td>
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<tr>
<td>White N/H</td>
<td>19.82%</td>
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Peoria Public School Students

- Focus on reading
- 275 students services 2022–23
- Grades 3rd-8th
- Grouped sessions on student need
- Students matched to tutors
As shown, 56% of PPS schools are designated commendable or higher, compared to only 39.1% in 2018-2019. 9 schools improved in designation compared to 4 in 2019.

<table>
<thead>
<tr>
<th>Designation</th>
<th>2018-2019</th>
<th>2021-2022</th>
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<tbody>
<tr>
<td>Exemplary</td>
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<td>2 schools</td>
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<tr>
<td>Commendable</td>
<td>8 schools</td>
<td>12 schools</td>
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<tr>
<td>Targeted</td>
<td>6 schools</td>
<td>4 schools</td>
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<tr>
<td>Comprehensive</td>
<td>8 schools</td>
<td>7 schools</td>
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</table>
Peoria Public School District 150’s Mission

Ensure each student's academic achievement, and personal success through personalized learning, social-emotional learning, and educational equity.

*Our goal is for all students to read at grade level by third grade.*
Strategies for Implementation

● Reviewed fall reading NWEA data to identify students below the 20th percentile
● Reviewed F&P (BAS assessments) for guided reading levels
● Focus intensive tutoring at Targeted and Comprehensive Schools (11 schools)
● Decide tutoring plan, individual or small group
● Collect data for BOY, MOY, and EOY to analyze tutoring effectiveness
● Total students in the Fall (119) - Spring (176)
● Training provided for tutors in reading/math (total of 45 tutors)
✔ Challenges: Scheduling tutors and students, tutor attendance 80% and student 60%
● Used PEARL to track surveys, attendance, and data
Key Successes & Lessons Learned

● Opportunities for students to extend personalized learning reading plans
● Most students enjoyed individualized tutoring sessions
● 91% of the tutors enjoyed tutoring sessions (based on the surveys)
● 87% of the students enjoyed and were engaged in tutoring sessions (based on student and tutor surveys)

Challenges

● Scheduling
● Coordinating with administrators
● Attendance
Plans for Sustainability

- Continue to work with the same group of students
- Hire more tutors to increase student numbers
- Increase more one-on-one tutoring sessions
- Increase during and after school tutoring sessions
- Funding challenges
Thank You