

District 90 Student Assessment Overview

December 5, 2019



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River Forest
Public Schools

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River Forest Public Schools

D90 Assessment Philosophy

“District 90 is committed to a balanced approach to assessment to ensure educational excellence for every child. This careful balance of instruction and assessment facilitates instructional decision-making to support the growth and achievement for all learners.”

“ To inspire a love of learning and ensure educational excellence for every child ”



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District 90 Vision for Equity

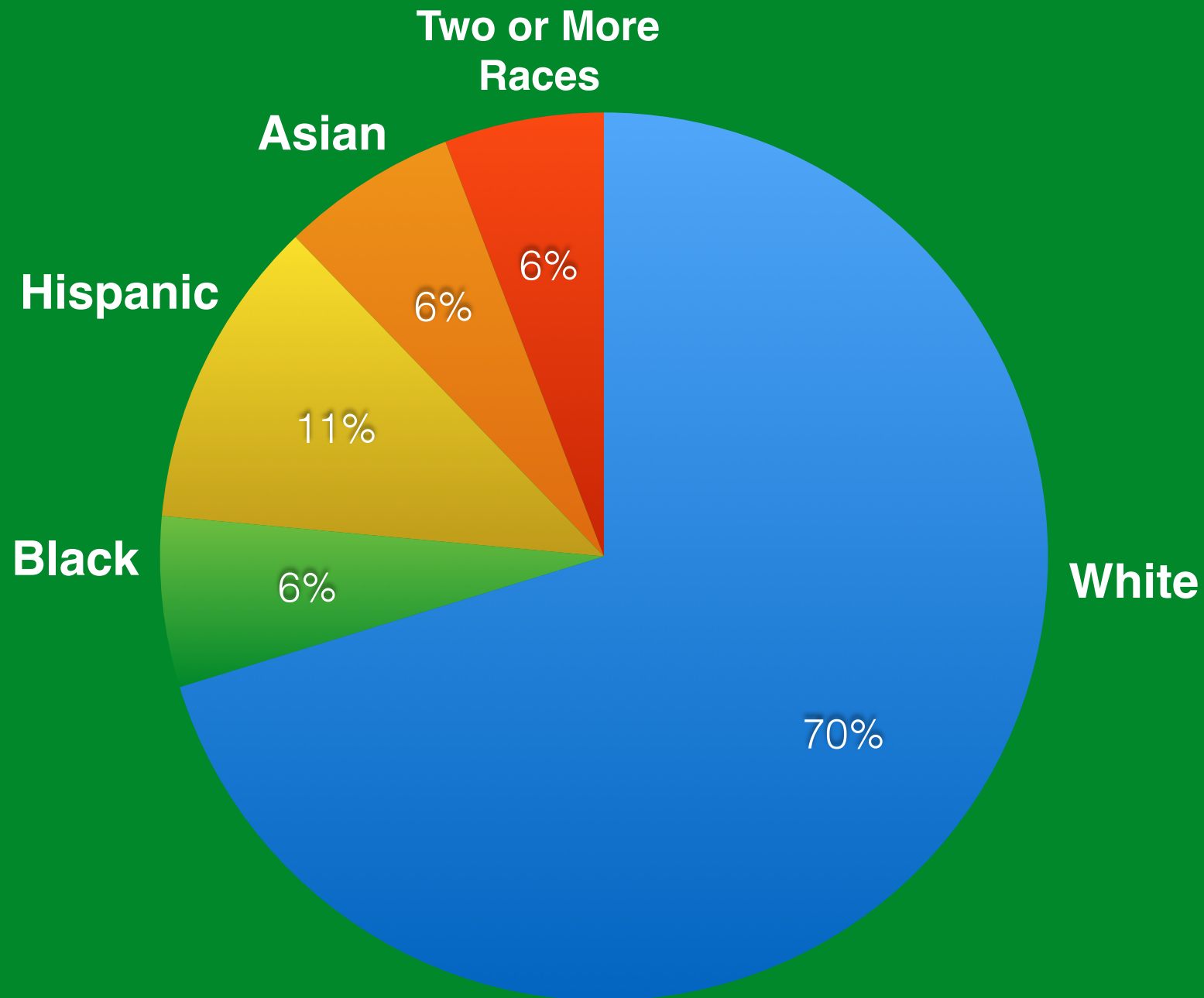
“To ensure that every student feels empowered to achieve to his or her full potential, we commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity.”

“ To inspire a love of learning and ensure educational excellence for every child ”



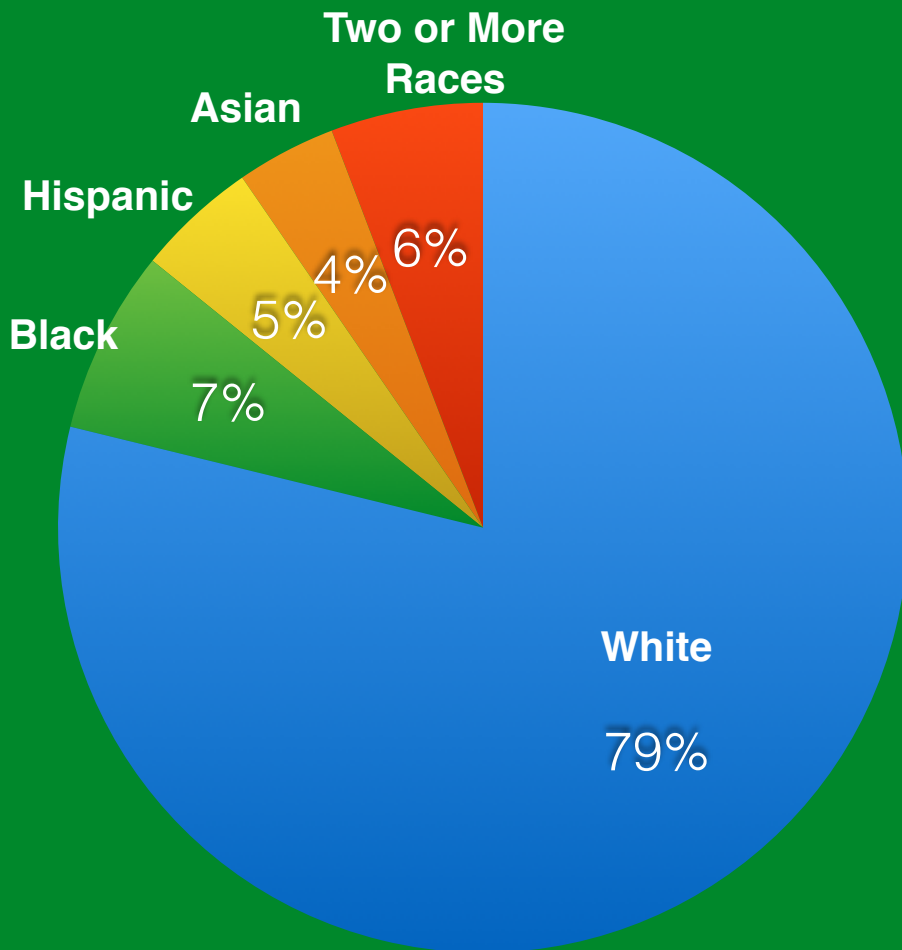
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District 90 Racial/Ethnic Diversity 2019

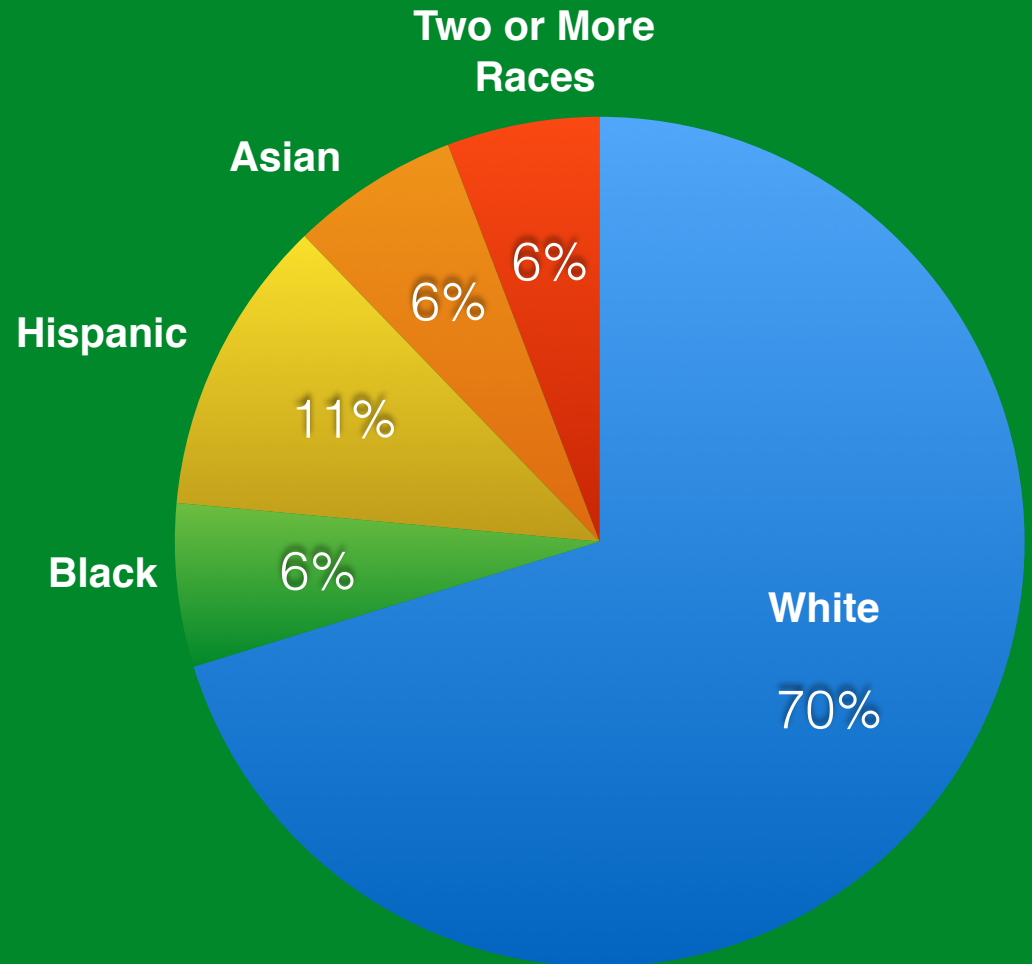


District 90 Racial/Ethnic Diversity

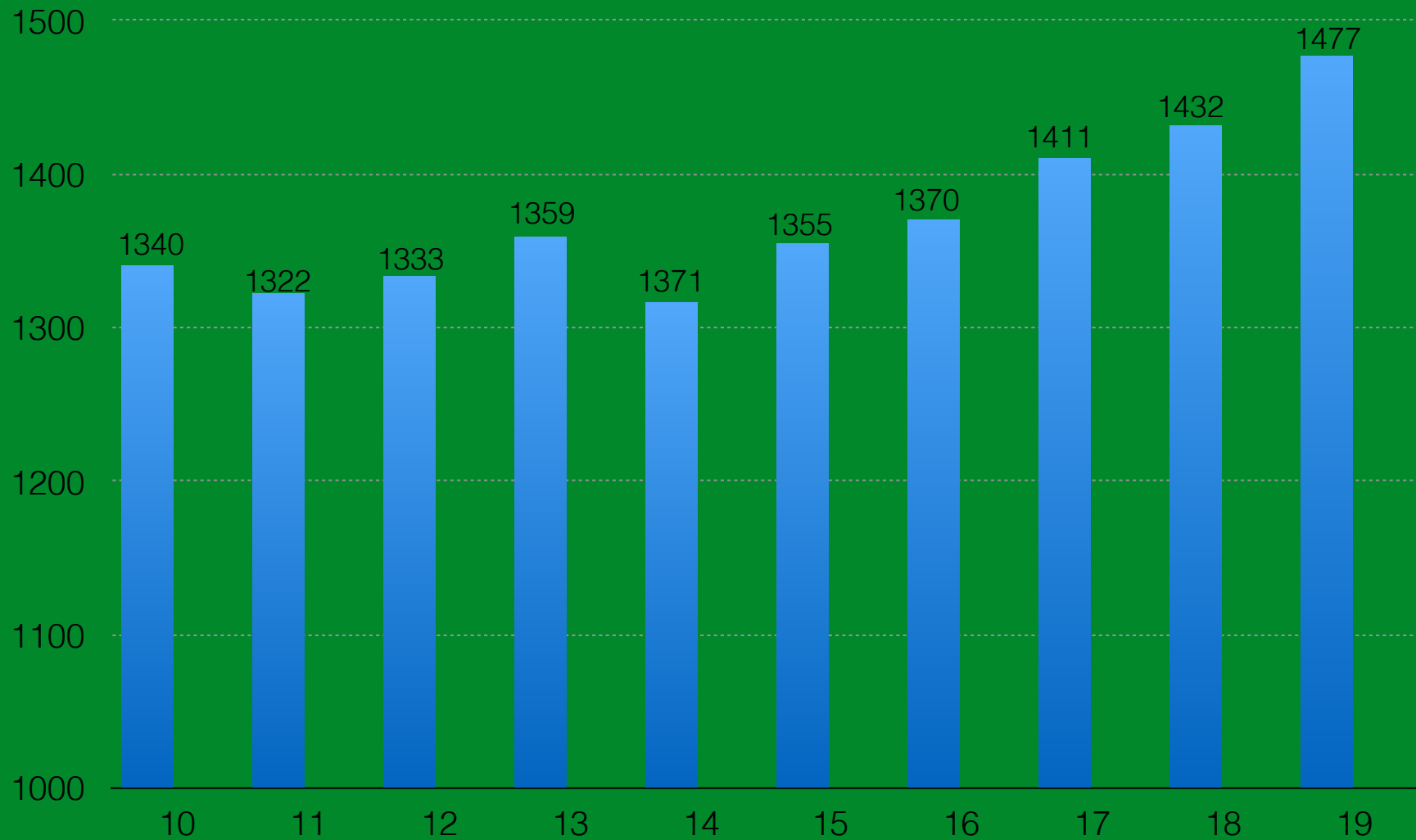
2009



2019



District 90 Student Population



D90 Curriculum Committees

- Comprised of teachers, instructional specialists, and administrators
- Guides decision-making through education research and best instructional practices
- Conducts materials reviews to recommend adoption of new or updated materials
- Provides students with consistent and aligned teaching and learning experiences across grade levels and year to year
- Allows for common assessment practices to inform classroom instruction
- Develops implementation and ongoing professional learning plans

Universal Design for Learning

- Student variability is the norm not the exception
- Proactive planning is essential for meeting the needs of all learners
- Learning goals are aligned to Illinois State Learning Standards
- Students have flexibility to display their learning in different ways
- Student readiness and enrichment is incorporated into proactive instructional planning

Standards-Based Learning

- Provides all students with the same high-quality learning goals
- Increases visibility of learning expectations for students, teachers, and parents
- Reduces subjectivity within and across grade levels
- Assesses students relative to grade level standards vs comparing students to one another
- Understands students have different starting points and learning trajectories
- Provides opportunity for more targeted feedback to both teachers and students
- Values social emotional learning and effort

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Student Growth and Achievement

Strategic Planning 2020-2025

“ To inspire a love of learning and ensure educational excellence for every child ”



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Measures of Academic Progress (MAP)

- Aligned with the Illinois Learning Standards for math and English language arts (ELA)
- Adapted to the individual students taking assessment
- Designed to track student growth over time
- Intended to be a snapshot of current student performance, not an evaluation of courses

Spring MAP Reading: Percentile Rank and Student Median Growth Percentile 2019

Grade Level	Percentile Rank	Median Student Growth Percentile
3	95	49
4	96	53
5	94	42
6	96	54
7	94	51
8	95	55

Spring MAP Reading: Student Median Growth Percentile Targets 2019



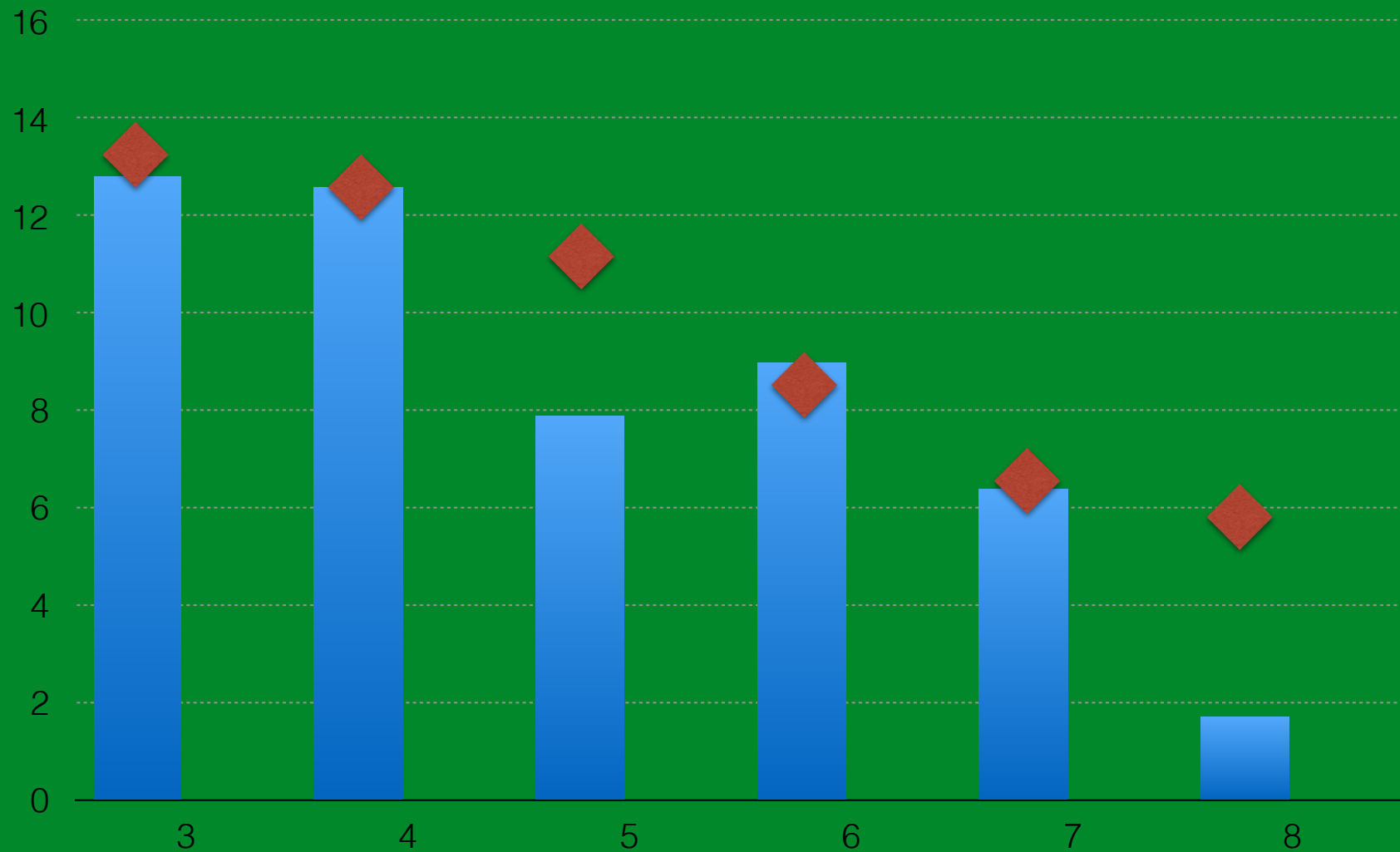
Spring MAP Reading: Student Median Growth Percentile 2017-1019

Grade Level	2017	2018	2019
3	56	49	49
4	64	55	53
5	50	33	42
6	66	63	54
7	63	55	51
8	54	47	55

Spring MAP Mathematics: Percentile Rank and Student Median Growth Percentile 2019

Grade Level	Percentile Rank	Median Student Growth Percentile
3	87	53
4	92	56
5	88	39
6	90	59
7	95	57
8	90	42

Spring MAP Mathematics: Student Growth Percentile Targets 2019



Spring MAP Mathematics: Median Student Growth Percentile 2017-2019

Grade Level	2017	2018	2019
3	53	52	53
4	54	54	56
5	51	44	39
6	55	65	59
7	45	57	57
8	47	44	42

Summary: Measures of Academic Progress

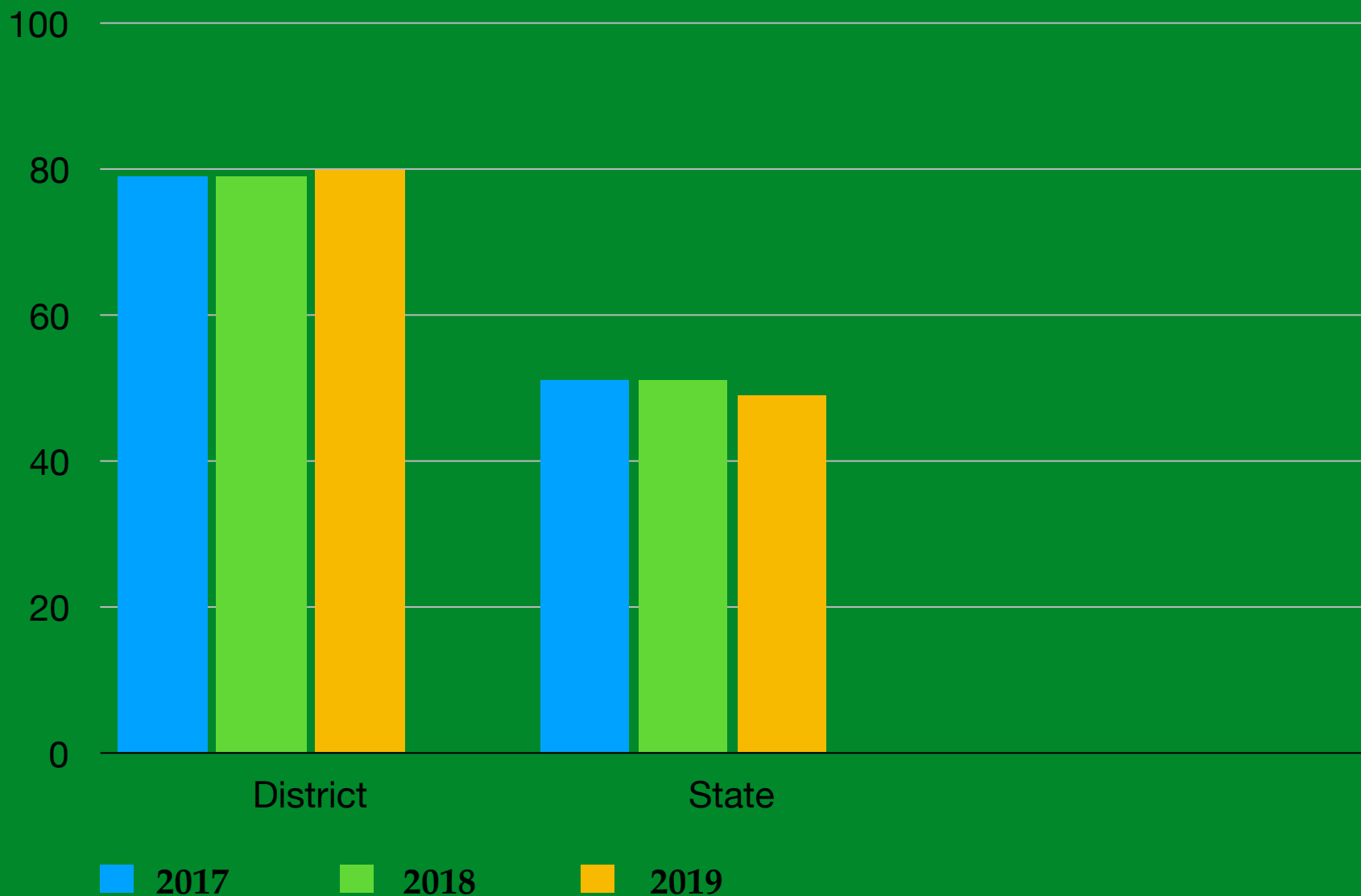
- Consistently high achievement in math and reading
- Student median growth percentiles vary year to year by grade level and cohort
- Four out of six grade levels attained median student growth percentage of 50 or higher the last three years
- Grade 5 SGP below 50 in both math and reading last two years

Illinois Science Assessment (ISA)

- Aligned to the Next Generation Science Standards (NGSS)
- Administered in Grades 5 & 8
- Assessment not intended to be used for individual instructional decisions

Illinois Science Assessment (ISA): Grade 5 & 8

Percentage of Student Proficiency 2017-2019



Summary: Illinois Science Assessment (ISA)

- D90 performance significantly exceeds the State
- Assessment results are consistent year over year

Classroom-Based Assessments

- Aligned to classroom curriculum standards and goals
- Provides timely feedback to teachers and students
- Tracks student progress across the year

Content Area	Classroom-Based Assessment
Math	<ul style="list-style-type: none">• Numerical Fluency Assessment (K-2)• CGI Fact Fluency Interview (3-5)• Common Unit Assessments (K-8)
Reading	<ul style="list-style-type: none">• Fountas and Pinnell Benchmark (K-6)• Running records from 1:1 conferences
Writing	<ul style="list-style-type: none">• On-demand writing assessments (pre- and post-unit)• 1:1 student conference notes
Science	<ul style="list-style-type: none">• Common unit assessments• Performance tasks

Illinois Assessment of Readiness

- Aligned to the Illinois Learning Standards for English language arts and math for grades 3-8
- Multiple choice and written response
- Intended to incorporate greater rigor in standardized assessment
- Proficiency measure

Illinois Assessment of Readiness: English Language Arts 2019

D90 Versus State Performance



Did Not Meet

Meets

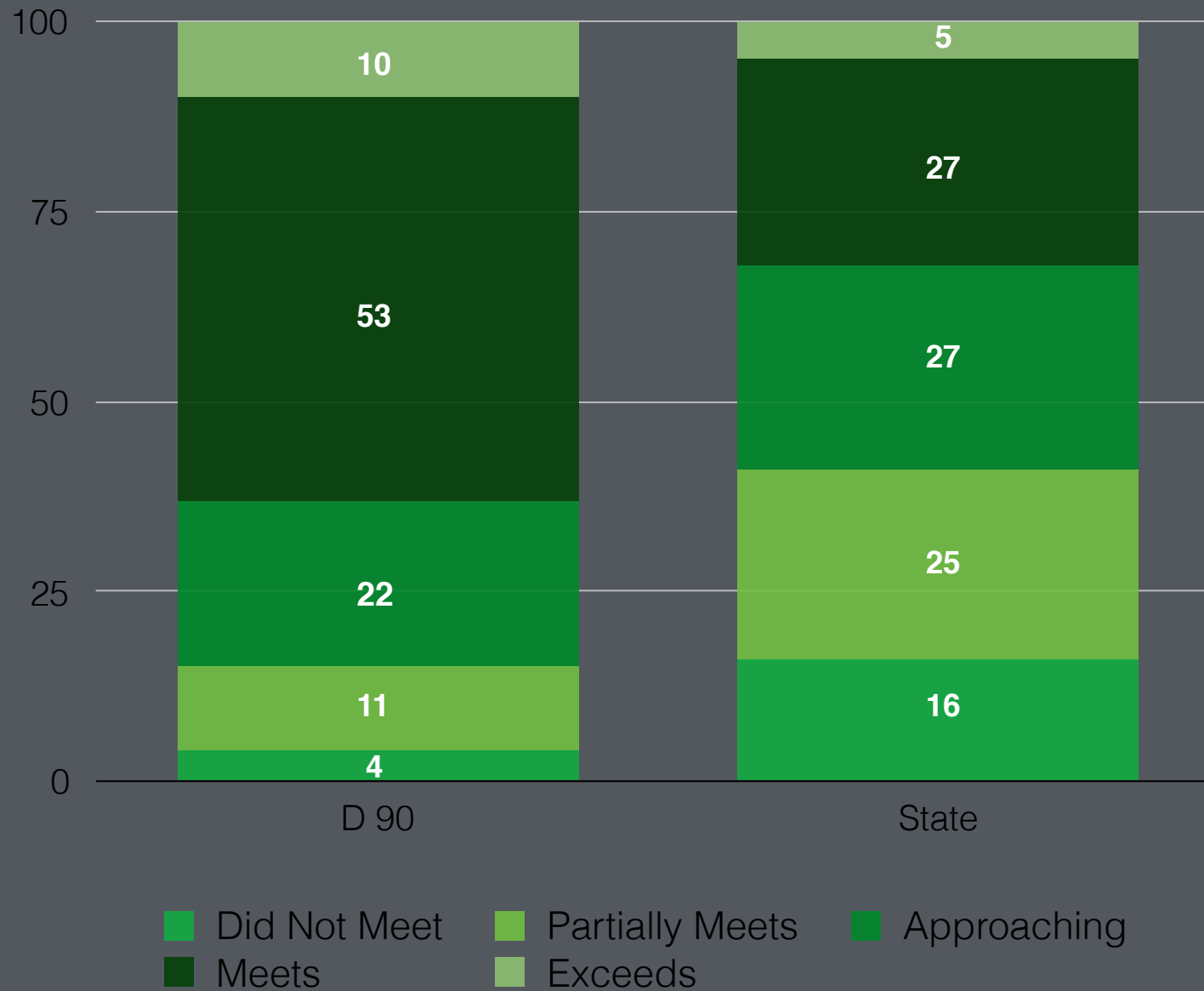
Partially Meets

Exceeds

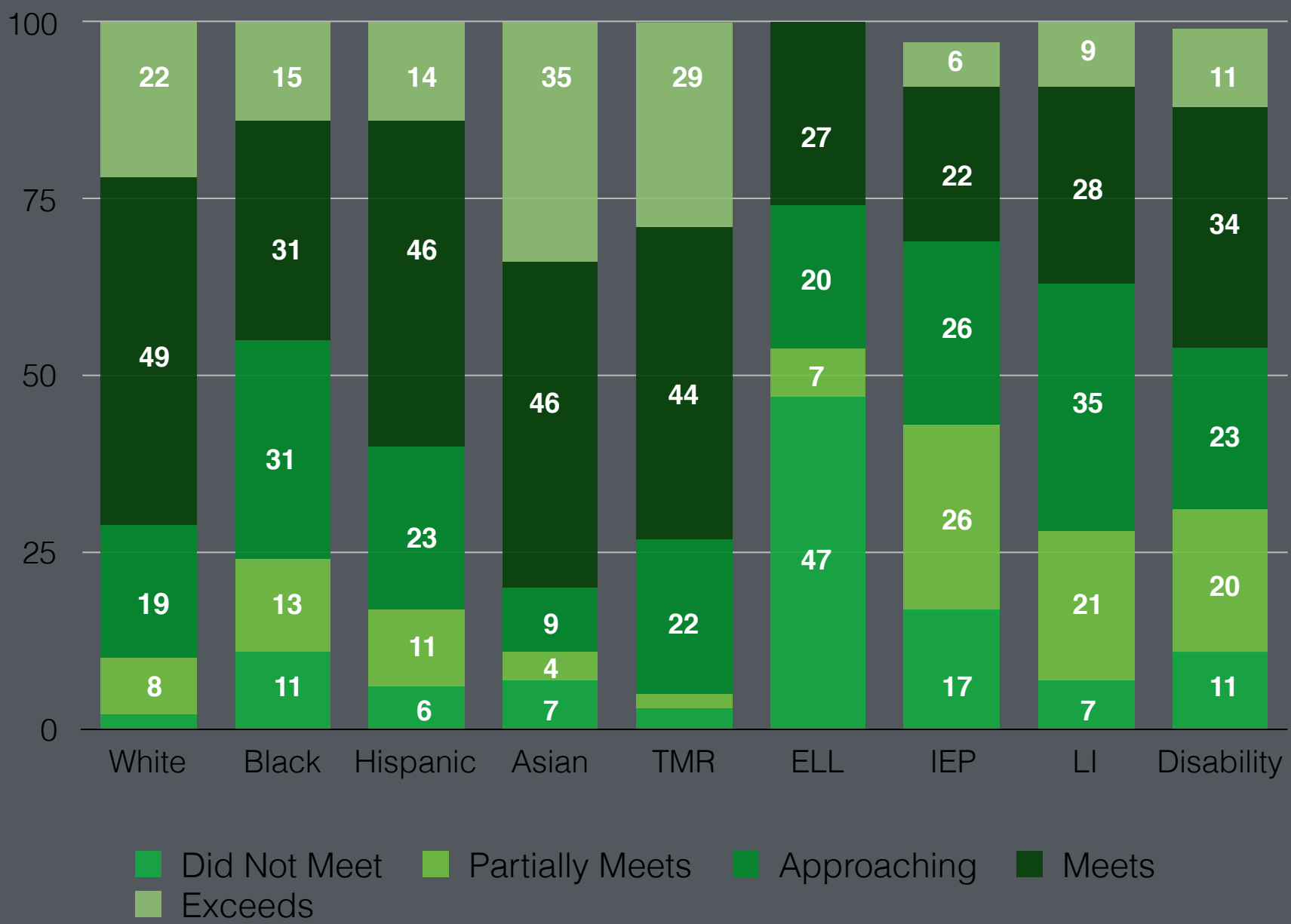
Approaching

Illinois Assessment of Readiness: Mathematics 2019

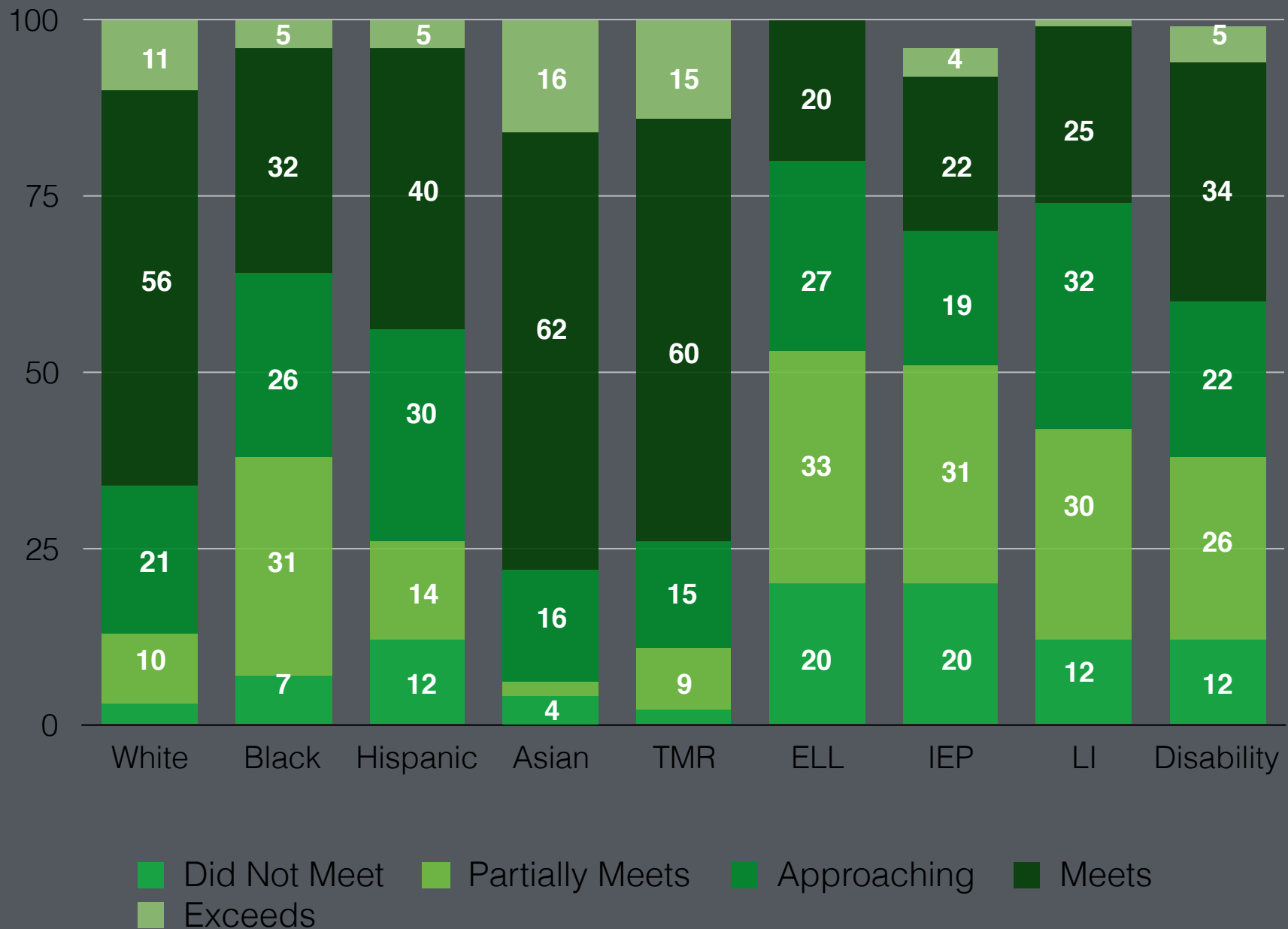
D90 Versus State Performance



Illinois Assessment of Readiness: English Language Arts 2019



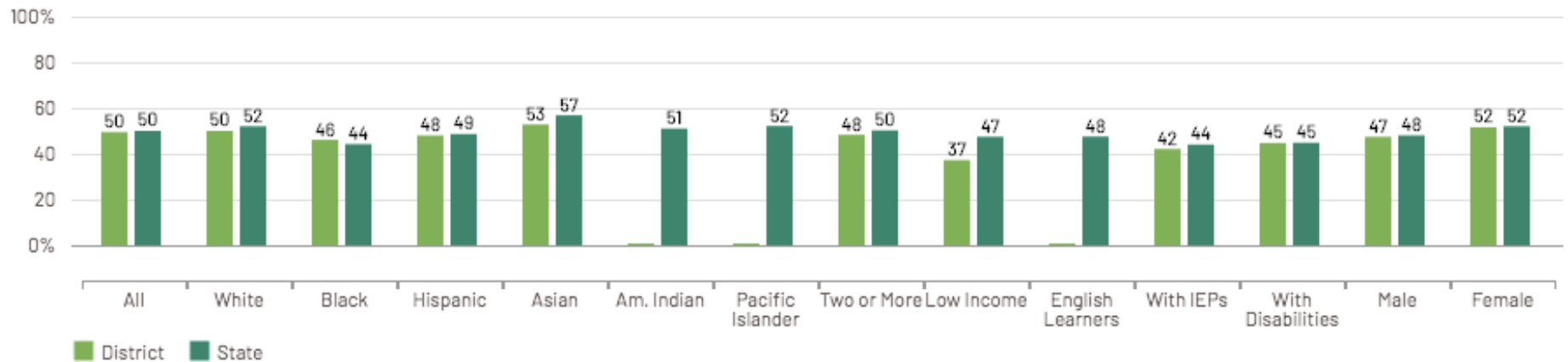
Illinois Assessment of Readiness: Mathematics 2019



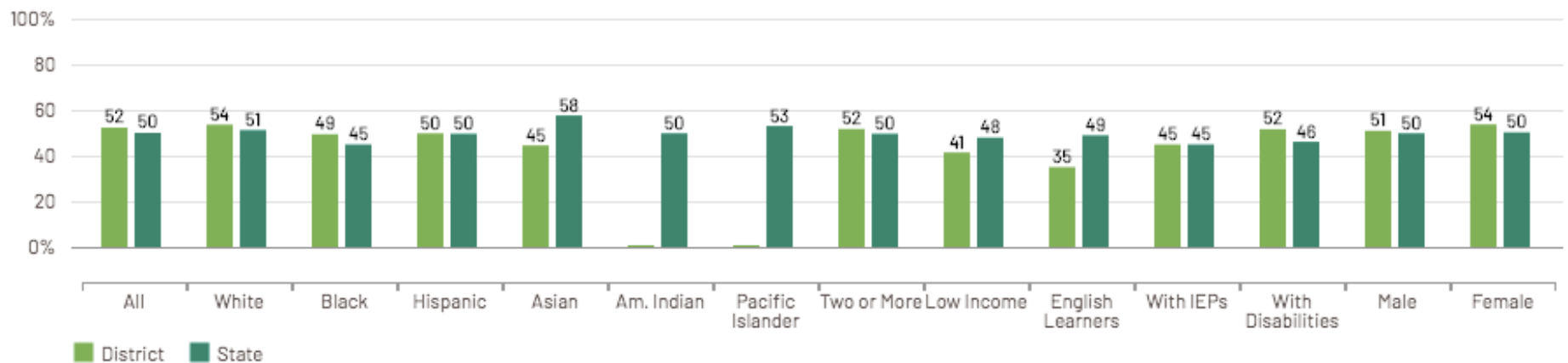
Illinois Assessment of Readiness 2019

Student Growth Percentiles

ELA - 2019

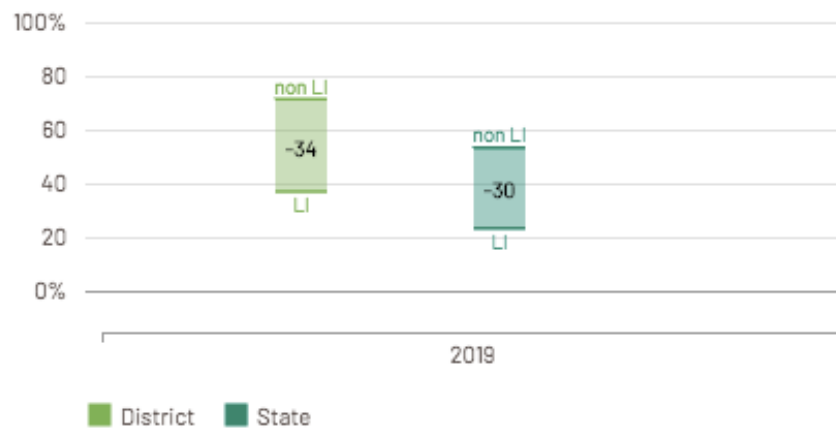


Math - 2019

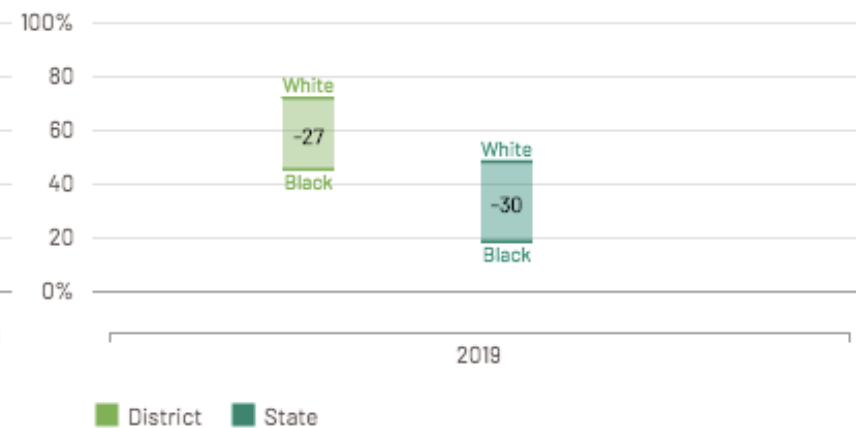


Illinois Assessment of Readiness 2019: Reading Achievement Gap

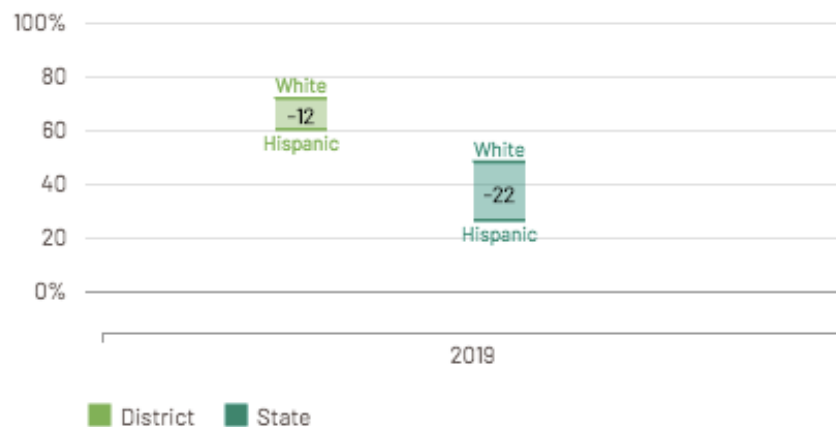
Summary - ELA - Low Income and Non Low Income



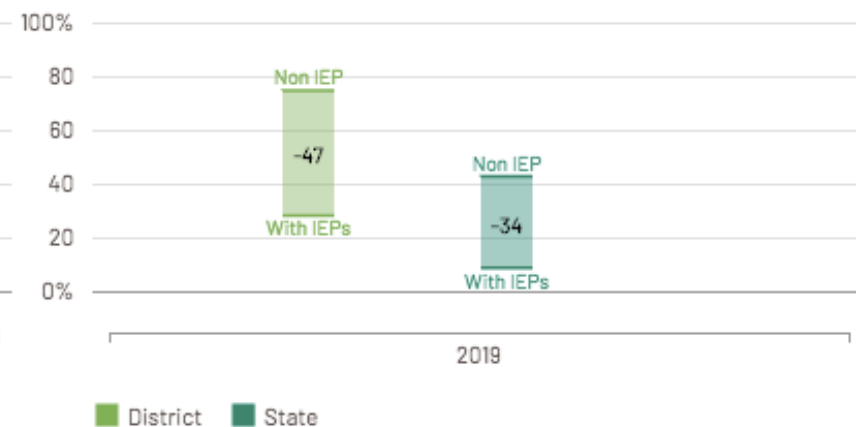
Summary - ELA - Black and White



Summary - ELA - Hispanic and White

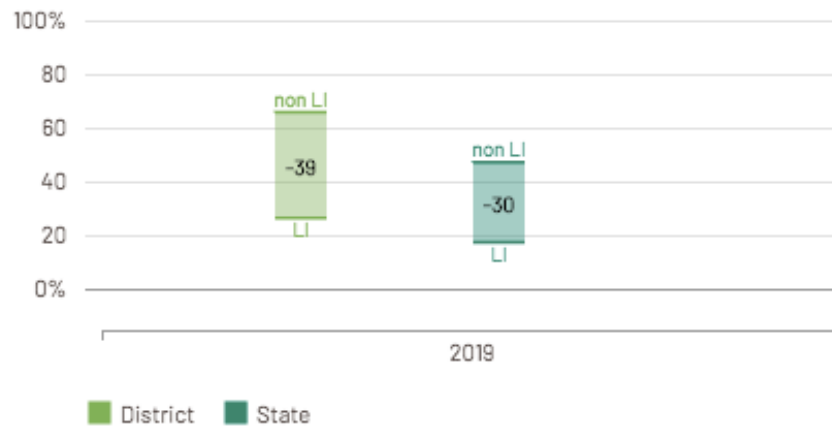


Summary - ELA - With IEPs and Non IEP

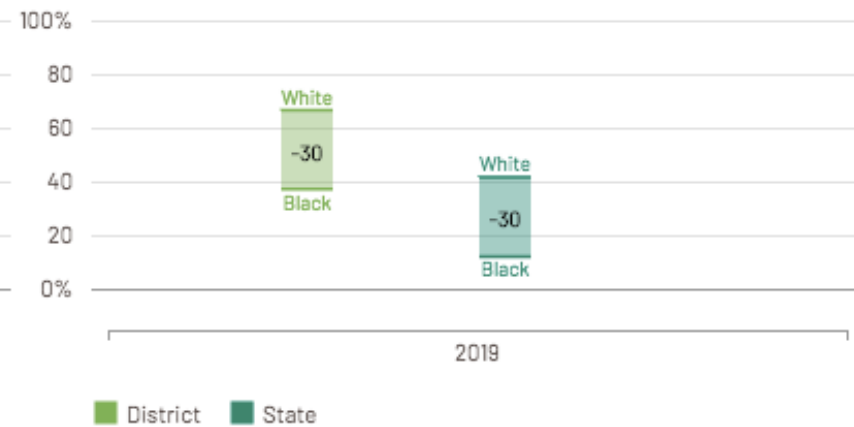


Illinois Assessment of Readiness 2019: Mathematics Achievement Gap

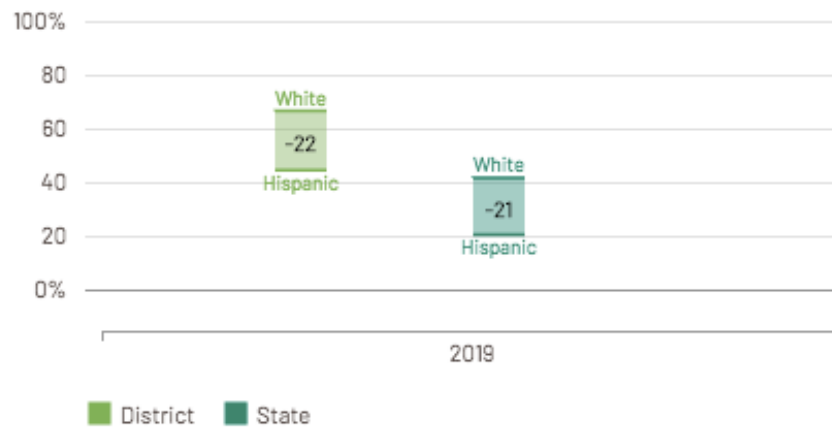
Summary - Mathematics - Low Income and Non Low Income



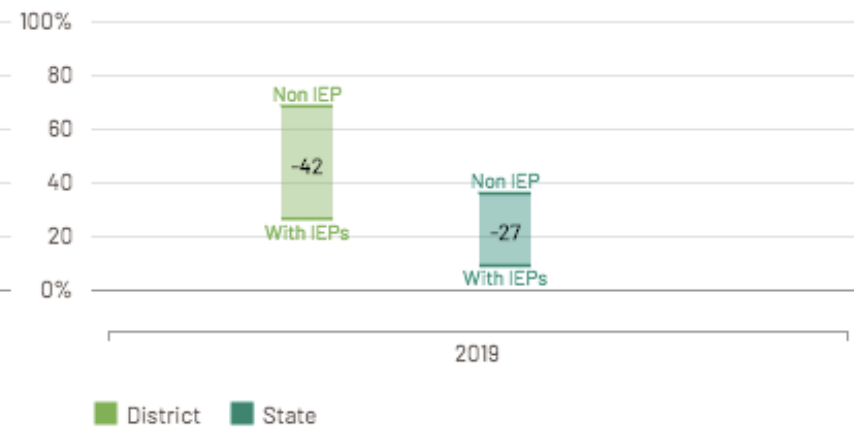
Summary - Mathematics - Black and White



Summary - Mathematics - Hispanic and White



Summary - Mathematics - With IEPs and Non IEP



Summary: Illinois Assessment of Readiness

- Achievement data significantly exceeds State performance
- Disaggregated data reveals significant race and ethnicity gaps in achievement
- Differences in growth across race and ethnicity is smaller than achievement
- IEP and low income students show lowest growth across subgroups

Q & A