

Assessment Practices and Support for Student Growth

January 19, 2021



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River Forest
Public Schools

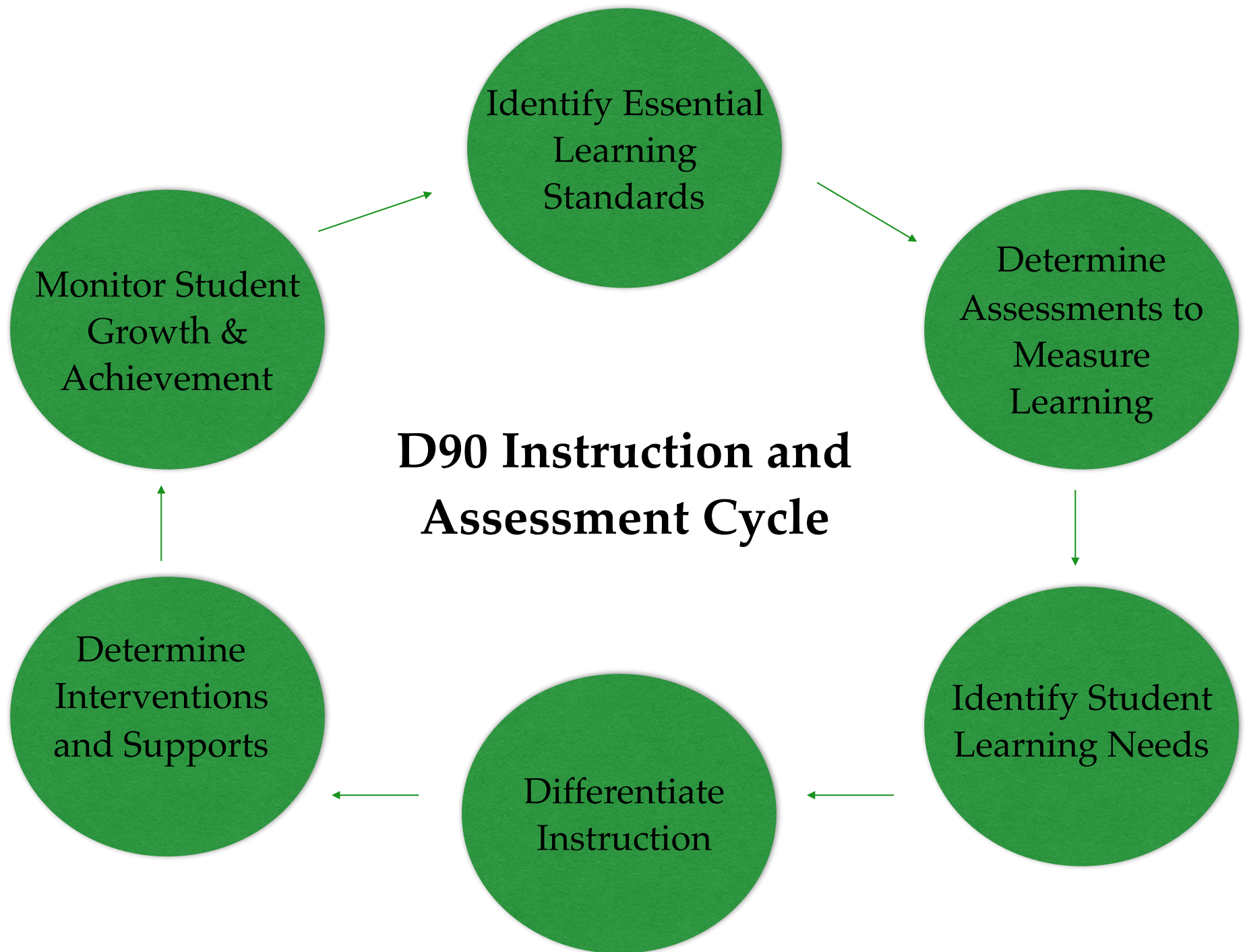
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Presentation Topics

- How did District 90 prioritize student learning for the 2020-2021 School Year?
- How is student learning monitored across the school year?
- How will learning loss be addressed?
- How are our most vulnerable students being supported?

Learning Priorities for 2020-21

- *Illinois Priority Learning Standards for the 2020-2021 School Year* issued by ISBE August 2020
- Guidance from educational partners: Technical Education Resource Center (TERC), Columbia University (NY) Teachers College Reading and Writing Project, Solution Tree
- Teacher professional collaboration
- District-level, school-based, and classroom-based assessments



Assessments Administered in 2020-2021

Type	Assessment	Grade Level
District	<ul style="list-style-type: none"> Measures of Academic Progress (MAP) 	3-8
School-based	<ul style="list-style-type: none"> aimswebPlus - Math and Reading Numerical Fluency Assessment - Math Cognitively Guided Instruction - Math Silicon Valley Math Assessment - Math Fountas & Pinnell Benchmarking System - Reading 	K-2 K-2 3-4 5-8 K-6
Classroom-Based	<ul style="list-style-type: none"> Pre - and post- assessments for units of instruction Formative assessments across instructional units End-of-unit assessments End-of-year summative assessments - Math 	K-8 K-8 K-8 K-8 4-8

Assessing Needs of Students with Individual Education Plans (IEPS) and 504 Plans

- Assessment of students with special education and Section 504 services are individualized based on each student's plan
- Progress monitoring of all identified goals in each student's IEP or 504 Plan
- Collection of data for remote learning participants including:
 - Nature and extent of work assignments/activities provided
 - Rate of completion of assignments and student performance
 - Level of participation in remote instruction
 - Extent of engagement with school personnel
 - Reports of mental health concerns/issues

**Potential Supports
and Services that
Might Be
Recommended as a
Result of Assessment
Information**

- Changes in general curriculum scope and sequence
- Targeted instruction
- Intervention (individual and / or group)
- Mental health services
- Additional services identified by the IEP team (this includes parent / guardian input)

Ongoing Supports to Assess and Address Student Learning

- Multi-Tiered Systems of Support (MTSS) process
- Kindergarten Intervention Program (KIP) and possible First Grade Intervention Program (FIP)
- Comprehensive review of grade level end-of-year data
- Grade level discussions to review content not covered
- Summer work to develop instructional plans for essential content not covered
- Academic-focused Summer School programming
- Summer supplemental learning opportunities on D90 website

District 90 Summer School Planning

Opportunities

- Offer enhanced academic classes for literacy, math, and STEM
- Organize summer academic classes by grade level
- Possible partnerships with other community organizations

Limitations

- Overall program capacity
- Increase in academic offerings may lead to decrease in “traditional” summer school offerings (ex. digital photography)

Next Steps

Distribute Summer School Interest Survey to families

Continue ongoing review of student data

Develop enhanced academic Summer School program

Provide summer enrichment on D90 website

Partner with West Cook YMCA to host Power Scholars
Academy

Questions?

