



River Forest
Public Schools

Student Growth and Achievement Update

October 2025



LINCOLN
ELEMENTARY



ROOSEVELT
MIDDLE SCHOOL



WILLARD
ELEMENTARY

Overview

- Assessment Overview
- Spring 2025 Assessment Data
- School Improvement Plans
- Questions



D90 Screening Assessments

Assessment	Grades	Type	Purpose	Normed and research based: • Compare students to a peer benchmarks • Accurately identify students at risk • Reduce bias and ensure equity • Monitor student growth over time
Measures of Academic Progress (MAP)	3-8	Universal Screening	Identify students at risk and/or in need of more support.	
Aimsweb+	K-6	Universal Screening and Targeted Screening	Identify students at risk and/or in need of more support. and Determine why a student is at risk by identifying specific skill gaps.	

Illinois State Assessments

Assessment	Grades	Type	Purpose
Illinois Assessment of Readiness- IAR	3-8	State Assessment	Assess student grade level proficiency related to the Illinois Learning Standards incorporating the Common Core
ACCESS for English Learners	K-8	State Assessment	Monitor progress of EL students and provide exit criteria for EL programming Based on WIDA Standards: reading, writing, speaking, and listening
Kindergarten Individual Development Survey (KIDS)	K	State Assessment	Measure Kindergarten readiness in SEL, math, literacy, language, and physical development (Performance based assessment)
Illinois Science Assessment - ISA	5, 8	State Assessment	Assess student proficiency related to the Illinois Learning Standards in Science

MAP Growth and Achievement Data: 2025 Updates

- Updated Norms for 2025 (previous norms from 2020 and 2015)
- NWEA typically renorms every 3-5 years in order to compare students to current peer groups and ensure data is relevant and accurate
- Overall, with 2025 norms, RIT scores may have slightly higher percentile ranks than with the previous 2020 norms.
- **What does it mean when an assessment is *normed*?**
 - Students' results are compared to a large group of students of the same grade across the United States. It helps us understand **how** students' performance compares to other students and whether they are performing above, below, or right around the national average.



MAP Reading Achievement Data

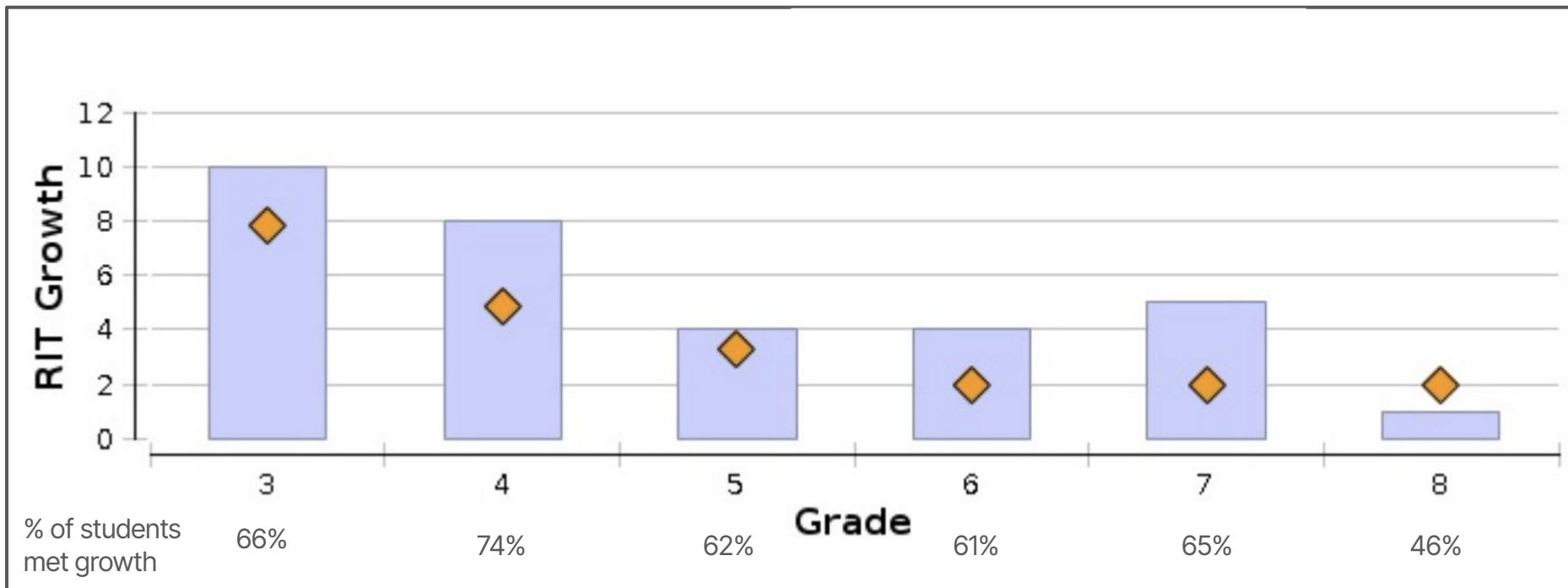
National Percentile Ranking

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021			93	98	98	98
2022	94	96	86	95	96	96
2023	91	97	91	93	95	95
2024	95	93	94	96	95	94
2025	96	97	90	94	97	93

All percentile ranks have been updated to reflect 2025 norms.



MAP Reading Growth Data



Observed Growth

Grade-Level Norms Projected Growth

MAP Math Achievement Data

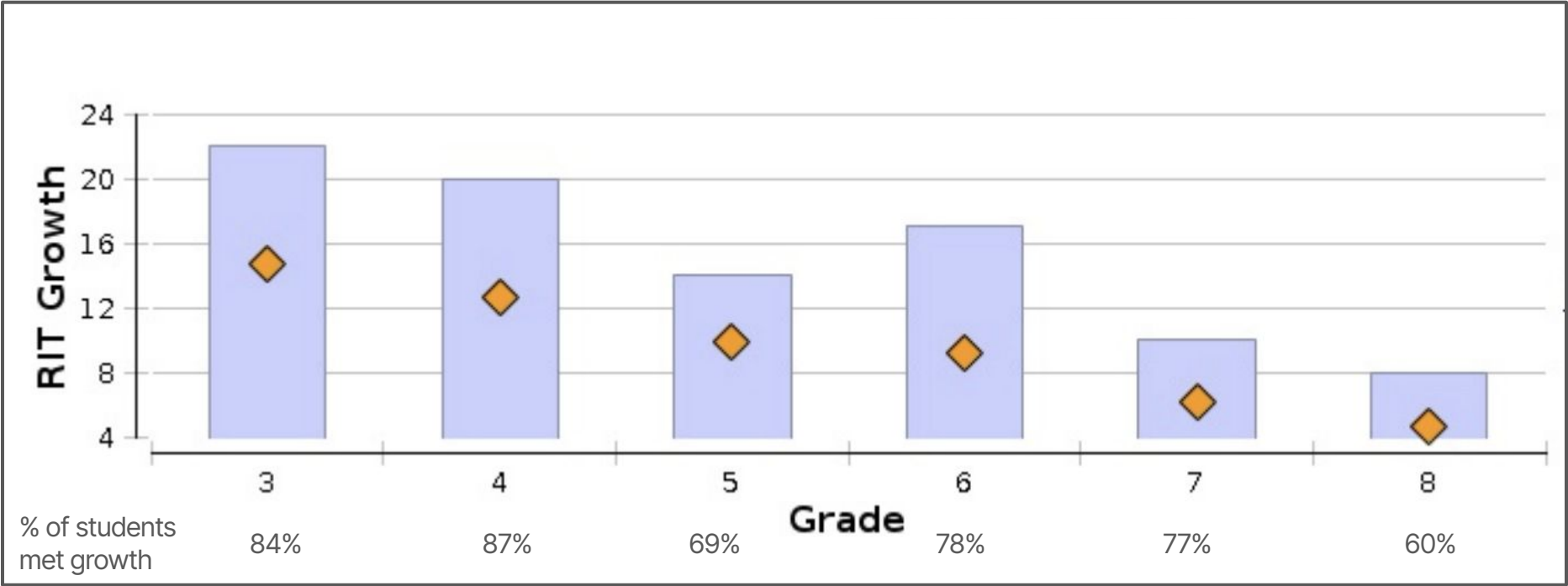
National Percentile Ranking

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021			86	91	95	94
2022	84	90	90	90	95	94
2023	88	88	89	95	96	98
2024	95	97	94	98	96	97
2025	89	95	94	97	98	98

All percentile ranks have been updated to reflect 2025 norms.



MAP Math Growth Data





Illinois Assessment of Readiness (IAR)

New Proficiency Benchmarks from ISBE

Cut Score

Cut Score

Cut Score

Below Proficient

Approaching Proficient

Proficient

Above Proficient

2025 IAR ELA Achievement Data by Year

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021 Met/Exceed	64%	58%	53%	54%	60%	60%
2022 Met/Exceed	65%	80%	63%	62%	65%	68%
2023 Met/Exceed	64%	76%	57%	57%	61%	57%
2024 Met/Exceed	72%	75%	80%	81%	68%	79%
*2025 Proficient/ Above	90%	90%	83%	86%	85%	86%

*2025 = new proficiency benchmarks



2025 IAR Math Achievement by Year

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021 Met/Exceed	63%	49%	55%	57%	58%	62%
2022 Met/Exceed	59%	68%	58%	50%	64%	61%
2023 Met/Exceed	73%	57%	48%	51%	64%	57%
2024 Met/Exceed	71%	64%	64%	67%	65%	67%
*2025 Proficient/ Above	85%	79%	72%	69%	81%	66%

*2025 = new proficiency benchmarks





IAR Reading Proficiency in 2025-2026

	Below Proficient	Approaching Proficient	Proficient	Above Proficient	Total Proficiency
3rd	1%	8%	49%	42%	91%
4th	1%	8%	40%	51%	91%
5th	4%	12%	47%	37%	84%
6th	2%	12%	48%	37%	85%
7th	3%	13%	44%	40%	84%
8th	2%	14%	59%	25%	84%

IAR 2025 Reading Proficiency: State Comparison

	D90 Proficiency	IL Proficiency
3rd	91%	46%
4th	91%	50%
5th	84%	53%
6th	85%	53%
7th	84%	53%
8th	84%	56%





IAR Math Proficiency in 2025-2026

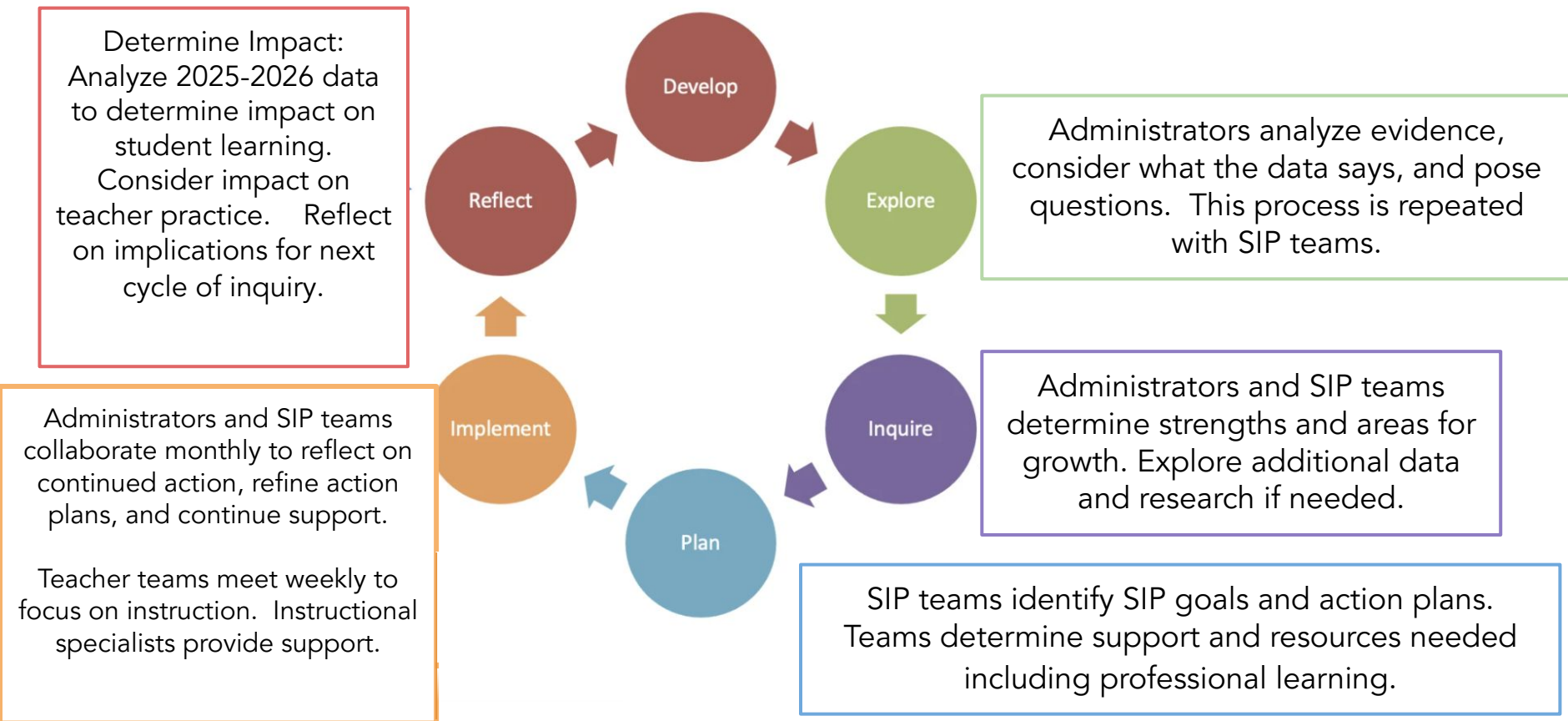
	Below Proficient	Approaching Proficient	Proficient	Above Proficient	Total Proficiency
3rd	1%	13%	53%	32%	85%
4th	2%	18%	60%	20%	80%
5th	7%	21%	44%	28%	72%
6th	5%	25%	37%	32%	69%
7th	3%	16%	57%	24%	81%
8th	5%	28%	51%	16%	67%

IAR 2025 Math Proficiency: State Comparison

	D90 Proficiency	IL Proficiency
3rd	85%	49%
4th	80%	42%
5th	72%	36%
6th	69%	32%
7th	81%	36%
8th	67%	45%



Using the Data: Cycle of Inquiry and SIP Planning



DRAFT School Improvement Plans: Lincoln and Willard



Math Goal	70% of students will meet projected MAP growth in math
Action Plan Instructional Focus	Implement intentional small group math instruction during math block and Flex/WIN time with targeted attention on students near Tier 1/Tier 2. Utilize Freckle and a variety of core resources to build number fluency, problem-solving, conceptual understanding, and application skills.

Reading Goal	60% of students will meet projected MAP Growth in reading
Action Plan Instructional Focus	Implement intentional small group instruction and conferencing based on student needs, skills, and interests, with targeted attention on students near Tier 1/Tier 2 and high achieving students.

SEL Goal	Continue to enhance a sense of belonging and community for all students and staff.
Action Plan Instructional Focus	Implementation of Responsive Classroom elements for staff trained and expand training opportunities.



DRAFT School Improvement Plan: Roosevelt

Math Goal	Average student growth percentile will meet or exceed the 60th percentile on the Math portion of the IAR
Action Plan Instructional Focus	Maximize increased math instructional time, implement units covering all CCSS at each grade level with lessons that invite a variety of problem-solving approaches, engage students in collaboration, and facilitate rich mathematical discussions. Lessons will consistently emphasize mathematical practices, critical thinking, and visible modeling strategies. Regular departmental and team collaboration will ensure ongoing refinement of pacing and analysis of student performance data to guide instructional adjustments.

ELA Goal	Average student growth percentile will meet or exceed the 58th percentile on the ELA portion of the IAR
Action Plan Instructional Focus	Teachers will prioritize independent reading to develop lifelong readers, use IAR and NWEA MAP data to inform instruction, and collaborate during team planning to design differentiated, data-driven lessons. Instruction will emphasize the integration of reading and writing across content areas, while targeted support through the MTSS process will be maintained to meet individual student needs in reading.

SEL Goal	Integrate Responsive Classroom principles into instruction through weekly advisory and quarterly Digital Civics classes, measured by structured lessons, consistent SEL modeling, collaborative activities, and regular reflection.
Action Plan Instructional Focus	Strengthen the Advisory program by implementing weekly Responsive Classroom Advisory lessons and structured activities during the first four weeks of school. Fly Five lessons will support the development social-emotional skills in Digital Civics. Staff and student surveys will be used to gather feedback on Advisory, and behavior referral data will help monitor student outcomes. Continued staff training in the Responsive Classroom approach will ensure consistent, relationship-centered teaching practices across the school.

Supporting SIP: Collaboration and Professional Learning

- Thursday Professional Collaboration and Team Meetings
- Institute Days: 10/31, 1/29, 2/17, 4/24
- Professional conferences and workshops
- Instructional Specialists: release time with teams, weekly meetings with principals, Christine Trendel, weekly team meetings for ongoing collaboration, lead sessions on Thursdays and Institute Days
- Instructional leadership
- Building SIP Team Meetings: monthly check-ins
- AdCo Meetings: monthly check-ins



Group	Location	Focus
PreK-8 Sped	Home schools	Team Meetings and student planning
RMS Math	RMS	Department Meeting: Data Review
RMS ELA	RMS	Department Meeting: Data Review
RMS WL	RMS	Office Hours with Klett Google Meet
RMS SS and Science	RMS	Revisit Content Area Writing
RMS Exploratory	RMS	Job alike collaboration
K, 1, 3, Teachers	Home School	Choice: • Freckle with Shanna, • Foundations: Review Updates, Unit Test Tracker, Planning • Being a Reader: Planning, Review Student Work • Amplify Science Planning
Grade 4 Teachers	Home School	Choice: • Freckle with Shanna • Being a Reader: Review Comprehension Assessments, Review Student Work • Amplify Science Planning
2nd Grade Teachers	Lincoln room 214	Being a Reader Small Group Discussion
K-4 Specials	Your choice	Job alike collaboration
K-4 Math Specialists	Lincoln	Continue summer math extension work
Reading Specialists	Home school	Foundations Planning, GPS Preparation
EL Specialists	RMS	Review WIDA Updates and New WIDA Language Charts

Professional Collaboration: Example

- Role-specific learning or collaboration
- Connected to SIP goals and action plans
- Focus on student learning
- Administrator, Instructional Specialist, or Department-led



Thank you!
Questions?



River Forest
Public Schools