



Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3030 www.op97.org

To: District 97 Board of Education
Dr. Carol Kelley, Superintendent of Schools

From: Dr. Amy Warke, Chief Academic and Accountability Officer
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment
Emily Fenske, Director of Organizational Learning

Re: Benchmark Assessment and Professional Learning Update

Date: November 13, 2018

Type of Report: Informational

Purpose of Report: The purpose of this report is to provide an update to the Board of Education on the progress of our district priority of strengthening literacy instruction and an update on the professional learning that has been provided to the staff since the beginning of the school year.

Introduction:

District 97 provides a variety of programming that reflects our district's vision to create a positive learning environment for all students that is equitable, inclusive, and focused on the whole child. Our programming also contributes to helping every one of our students experience or achieve the following goals:

- **Known, nurtured, and celebrated LEARNER** Every student feels a sense of belonging and is meaningfully engaged in rigorous learning with unique needs being met and strengths leveraged.
- **Empowered and passionate SCHOLAR** Every student is inspired to develop their full potential academic, physical, artistic, and emotional in order to cultivate high intellectual performance.
- **Confident and persistent ACHIEVER** Every student has access and opportunity to learn at high levels, eliminating the predictability of learning outcomes associated with race, gender, and socioeconomic status.
- **Creative CRITICAL THINKER & GLOBAL CITIZEN** Every student is meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution seeker and contributor to the global community.

This school year, the district has five priorities that we are focusing on to help all students become college and career ready, feel a sense of belonging, and read at or above grade level by the third grade.

The first section of this report is information about the Benchmark Assessment System for grades K-5 to bring coherence to our practices and implementation. The second section provides an update on the professional learning done in the district from the start of the school year through the month of October.

Benchmark Assessment System (BAS):

The Benchmark Assessment System is a comprehensive benchmark assessment that is administered three times a year to students in grades K-5 to assess oral reading and comprehension. The Benchmark Assessment System allows teachers to:

- Identify the instructional and independent reading levels of all students and document student progress
- Observe and identify students' literacy strengths and needs
- Select texts that will be productive for instruction and independent reading
- Form groups for reading instruction and identify students who need intervention

D97 BAS Administration Windows:

Benchmark	Assessment Window
Fall	Tuesday, September 11, 2018 - Wednesday, October 3, 2018
Winter	Monday, January 14, 2019 - Friday, February 1, 2019
Spring	Monday, April 22, 2019 - Friday, May 10, 2019

BAS Initial and Refresher Training:

Instructional Coaches and Language Arts Specialists provided training at the building level during the month of September and will provide training throughout the school year when necessary.

2018-2019 BAS Administration Procedures:

BAS Administration Procedures were established in collaboration with Instructional Coaches to ensure consistency across the district with BAS administration. The procedures outlined included the following three areas: BAS preparation, testing logistics and expectations, and recording data.

- *BAS preparation* - Outlined tasks that are required in order to prepare for BAS administration, central office staff who are responsible, and a timeline that identifies target dates for task completion.
- *K-5 testing logistics and expectations* - Determined the type of text (fiction or non-fiction) that will be used to assess students at each benchmark window. Established stopping points, Instructional Text Level expectations, and Literacy Assessment expectations.
- *Recording data* - Identified data that is entered manually and automatically synced into the ODMS data-base and Branching Minds.

Professional Learning Update

The district has hosted numerous workshop-style professional learning events for teachers from the start of the school year through November 6, 2018. Workshop session highlights include:

- Sessions 1 & 2 of Special Education Professional Learning Series with Paula Kluth: These sessions support the ongoing district priority of supporting inclusive classroom practices, particularly co-teaching.
- Session 1 of 4th Grade Professional Learning Series with Dr. Yvette Jackson: This series supports the ongoing work of differentiation and enrichment in our 4th grade classrooms for math.

- Kagan Cooperative Learning - Day 1: This day supported our EL and Early Childhood teachers in learning pedagogical structures to support student engagement and cooperative learning.
- Session 1 of Teacher Librarian Professional Learning Series with Meg Ormiston: This series is designed specifically for teacher librarians and their support of differentiation, small group instruction, and technology integration.
- D97 Institute Day on November 6, 2018: This day included choice sessions for teachers in grades Pre-K-8, led by D97 staff and district partners, along with a learning session in the afternoon on implicit bias, co-facilitated by building principals and Diversity Council representatives.

Teachers have also had access to job-embedded coaching through both our internal instructional coach team and the support of our external coaches (Lisa Westman, Clare Donovan-Scane, and Rachel Dahl).

In addition to these workshops for teachers, Principals, Assistant Principals, and Instructional Coaches have participated in professional learning through Administrative Leadership team meetings. To date, the Ad Leadership team has worked with both Paula Kluth and Lisa Westman, supporting inclusive practices and leading for differentiation. The Ad Leadership team had a learning session with Mutiu Fagbayi on October 29, 2018, to support implementation of the School Improvement Plans.

The D97 Professional Learning Committee (PLC) has met three times so far this year. The team meetings have focused on team building, planning for the November 6th Institute Day, and beginning a year-long learning sequence on *Standards for Professional Learning* by Learning Forward. The team has also established their subcommittee (workstream) membership, deliverables, and timelines for the year.

The long-term professional learning planning process with the Learning Forward Academy is also underway. The Director of Organizational Learning has begun the process of gathering stakeholder input into the problem of practice. This includes sessions with Cabinet, Ad Leadership, the PLC, and a teacher focus group. Another form of stakeholder input and data gathering is the Standards Assessment Inventory (SAI). The SAI is a teacher survey administered across the system to gather input on the current alignment of professional learning to the professional learning standards. The data gathered in the SAI this fall will serve as a baseline, with subsequent administrations of the survey used to help evaluate the impact of the Learning Forward Academy project.