

This year's spring testing report will include an overview of the assessments we give in Pleasantdale, a look at our current year data, and action steps for the upcoming school year based on our district and school data.

Assessment Overview

At the beginning of this school year, we made some updates to our assessment system that were presented during last year's testing report. First, we eliminated the MAP[®] assessment for kindergarten and replaced it with skills-based assessments in reading and math. Our purpose in doing this was to have actionable student data that kindergarten teachers could use to inform their daily instruction, and they have welcomed the change. Second, this was our first year using the new Fastbridge assessments in reading and math as our diagnostic and progress monitoring tool. We trained our teachers and analyzed this data throughout the year at data meetings. And finally, we followed our curriculum review process for classroom level assessments by creating assessment plans for the areas in which we have adopted new curricula. Our 6-8 math teachers developed an assessment schedule for each grade level that they will adjust as needed for next year. In K-5 math, teachers developed an assessment schedule that includes pre-assessment, formative checks, and summative assessments for Bridges and Number Corner. We also implemented a data collection system called Forefront so that teachers can report and analyze student math data more efficiently.

The tables below outline the assessments we gave in Pleasantdale District 107 throughout this school year. For our purposes, the types of assessments have been broken up into three categories: State, District, and Classroom.

State Assessments are required by the State Board of Education and Federal education law. State assessments are used to measure growth and attainment.

District Assessments are those that the district has selected that are common across the district. These assessments can be used to measure growth, proficiency, or as diagnostics.

Classroom Assessments are common across a grade level, subject area, or reading/math levels that can be used to inform instruction, demonstrate mastery, or measure growth.

Assessment Information

Assessment	Type	Purpose	Grade Levels	What is Assessed	How Often
IAR (Illinois Assessment of Readiness)	State	Measure annual student progress in growth and achievement (state and federal compliance)	3rd-8th	Reading and Math	Once per year in the Spring
ISA (Illinois Science Assessment)	State	Measure annual student progress in achievement (state and federal compliance)	5th and 8th	Science	Once per year in the Spring
ACCESS Testing	State	Measure language proficiency, determine level of ELL service, exit students from services	English Language Learners in K-8	Reading, Writing, Speaking, Listening	Winter
KIDS Assessment	State	Kindergarten readiness (state compliance)	KDG	KDG Readiness	Fall
MAP Growth	District	Measure student growth in reading and math, inform instruction, intervention, enrichment	1st-8th	Reading and Math	3x per year (Fall, Winter, Spring)
FastBridge	District	Gather baseline, mid-year, and end-of-the-year data and progress monitoring	K-8th	Reading and Math	Given to students who score below the 40th percentile on MAP®
CogAT (Cognitive Abilities Test)	District	Placement in accelerated courses	3rd-7th	Verbal, Quantitative, Nonverbal Reasoning	Winter
District Writing	District	Placement in accelerated courses	4th-7th	Writing	Spring

Assessment					
Fountas and Pinnell	Classroom	Determine reading levels, strength/growth areas to inform classroom instruction	K-2; 3rd/4th as needed	Reading (Decoding, Comprehension, Fluency)	3x per year
Phonemic Awareness	Classroom	Measure early literacy skills, strength/growth areas to inform classroom instruction	KDG	Letter Names, Letter Sounds, basic Phonemic Awareness Skills	3x per year

Assessments by Grade Level

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
IAR				X	X	X	X	X	X
ISA						X			X
ACCESS*	X	X	X	X	X	X	X	X	X
MAP		X	X	X	X	X	X	X	X
FastBridge**	X	X	X	X	X	X	X	X	X
CogAT***				X	X	X	X	X	
District Writing					X	X	X	X	
Fountas and Pinnell****	X	X	X	X	X				
Phonemic Awareness	X								
KIDS	X								

*Only administered to English Language Learners.

**Only administered to select students.

***Will be administered in 3rd and 6th (full battery), and 4th (Verbal and Quantitative only) in 2019-2020.

****Will be administered to all 3rd grade students in 2019-2020.

We review our assessment calendar each year and are always looking for ways to streamline assessment and make our process more applicable to classroom instruction. After careful review and consideration, we are planning a couple of changes for next school year. As part of our TAG program review, we are able to eliminate the CogAT from grades five and seven. The plan is to give the full battery once in elementary school (3rd grade), and once in middle school (6th grade). A review of the 3rd and 4th grade CogAT data showed that a number of student verbal and/or quantitative scores did shift from 3rd grade to 4th grade. Therefore, we will also give the verbal and quantitative batteries again in 4th grade to ensure that we have an additional score for each student as we consider their middle school placement. In addition, we have also discussed eliminating the spring MAP[®] assessment for 8th grade. Winter MAP[®] scores are used for high school placement, and we have found that our 8th grade students value this winter assessment for that reason. We also use the winter data to inform assessment and enrichment. Although the spring data shows a year's worth of growth for our 8th grade students, the assessment is given in May when there are only a few weeks of school left for our departing 8th grade students. We see eliminating the spring test for 8th graders as an opportunity to streamline the number of assessments our students take.

2019-2020 Assessment Data

This year was our third year giving the NWEA MAP[®] (Measures of Academic Progress[®]) assessment to our students. This year we gave MAP[®] in grades 1-8 in reading and math. The MAP assessment is a computer-adaptive assessment that adjusts in difficulty according to how students respond to each question. In Pleasantdale, we use the MAP assessments to inform differentiated classroom instruction, identify students for intervention and enrichment, and to monitor school and district growth. We kept our MAP[®] testing windows the same this year as the previous year, still administering the tests in mid-September, mid-December, and the beginning of May.

The 2019 spring testing report shows an at-a-glance view of our student data that includes our 2018-2019 MAP data, and preliminary IAR results. This IAR data is still preliminary, and has not yet gone through the corrections period. The shift from PARCC to IAR was a relatively smooth transition. The assessments were given on the same hosting platform through Pearson Access Next, and we experienced only a few minor issues with online testing throughout the two weeks, which is a big change from previous state testing periods. The testing times were slightly shorter than the PARCC assessment. It is also important to note that in 8th grade we had 15 students submit refusals for both the reading and math IAR (15% of 8th grade). Overall our refusal rate was 3%.

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The tables below provide information that will be shared in the 2019 spring testing report. The first two tables show student growth this school year (from fall to spring) in both reading and math. The highlighted green cells indicate where our students have surpassed expected growth for the year. The second set of tables show 8th grade growth from fall to winter, which is data we are using to inform our consideration of dropping the spring assessment for 8th grade. The third set of tables shows the spring mean percentile over the last three years for each grade level. The last table is our IAR (formerly PARCC) data from 2015-2019. We have noted the areas of strength and areas for growth, and we will be using this data to inform school improvement plans for next school year.

2018-2019 MAP® Student Growth Data Fall to Spring

Grade	Reading			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
1	87	17.5	17.9	Y
2	87	14.1	13.4	N
3	80	10.1	9.0	N
4	89	7.5	5.2	N
5	81	6.0	4.2	N
6	74	4.7	3.3	N
7	95	3.5	3.1	N
8	91	2.4	2.0	N

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
1	93	18.7	22.0	Y
2	89	15.5	15.0	N
3	87	13.6	15.4	Y
4	94	12.6	15.7	Y
5	86	11.1	11.3	Y
6	77	8.3	9.6	Y
7	96	7.0	7.2	Y
8	94	5.7	5.6	N

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2018-2019 8th Grade MAP® Student Growth Data Fall to Winter

Grade	Reading			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	97	1.2	4.0	Y

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	95	2.6	3.1	Y

2017-2019 Spring Mean Percentile

Grade Level	Reading		
	Spring 2017 Mean RIT Percentile	Spring 2018 Mean RIT Percentile	Spring 2019 Mean RIT Percentile
K	90	77	
1	83	92	87
2	84	78	87
3	80	89	80
4	77	87	89
5	93	80	81
6	88	94	74
7	92	93	95
8	96	90	91

Grade Level	Math		
	Spring 2017 Mean RIT Percentile	Spring 2018 Mean RIT Percentile	Spring 2019 Mean RIT Percentile
K	87	85	
1	83	96	93
2	76	69	89
3	76	90	87
4	68	90	94
5	88	75	86
6	80	93	77
7	92	92	96

8	96	92	94
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IAR (PARCC) Results 2015-2019

District 107 2015-2019 IAR (PARCC) Results											
Percentage of Meets/Exceeds											
Grade	ELA					2019 ¹	Math				
	2015	2016	2017	2018	2019 ²		2015	2016	2017	2018	2019 ²
Composite (by area)	55	61	56	60	61	56	59	59	60	59	
Third	46	47	56	60	48	65	74	71	70	79	
Fourth	58	61	56	67	69	49	61	56	69	70	
Fifth	59	61	53	50	61	58	53	55	51	59	
Sixth	59	67	58	67	52	62	63	59	67	38	
Seventh	55	69	61	61	77	52	49	52	51	57	
Eighth	53	60	51	57	56	50	54	58	54	52	
Composite	2015		2016			2017		2018	2019		
	55		60			57		60	60		

¹ Results for 2019 are tentative

² Results for 2019 are tentative

School Improvement Action Steps

When it comes to assessment in Pleasantdale School District 107, we believe:

1. Student achievement increases through good instruction that is aligned to current state standards.
2. We must use more than one assessment to measure a student's growth and learning (multiple measures).
3. Classroom and grade level assessments that are aligned to standards are the best way to measure student growth and learning.
4. Our students' learning benefits the most when teachers have the time and resources to analyze student data and use it to inform instruction, intervention, and enrichment.

The administrative team reviewed the IAR and MAP[®] data at our end-of-the-year retreat and both schools will be setting school improvement goals based on the trends that have been observed. Some specific plans include: student goal-setting using MAP[®], utilizing grade level and subject area curriculum time to analyze data and adjust instruction, aligning high frequency words and phonics skills at the elementary, building classroom libraries, and developing lessons to increase reading stamina. In addition to these strategies, our teachers will continue to analyze student data, both in their own classrooms and at data meetings following each of our assessment windows to inform instruction, intervention, and enrichment. Administrators will also continue to analyze trend data and attend data meetings to support student learning and growth.