

This year's spring testing report will give an overview of student performance on key assessments: NWEA MAP® (Measures of Academic Progress®), CogAT (Cognitive Abilities Test) Nonverbal measure, and an example of Tier 1 data-based problem solving at the kindergarten level.

IAR (Illinois Assessment of Readiness) comprehensive data is not available to us at this time. The state is revising cut scores for the IAR performance levels and we will not have these until the fall. Once we receive the cut scores, we will report our progress to the board.

2024-2025 Assessment Data

This year, we gave the NWEA MAP® (Measures of Academic Progress®) assessment to all of our students in grades 1-8 in reading and math. We tested 8th graders in the fall only, and 1st grade was only tested in the spring. Grades 2-7 tested in both the fall and spring. The MAP® assessment is a computer-adaptive assessment that adjusts in difficulty according to how students respond to each question. We will discontinue giving MAP® to first graders next year to reduce the amount of testing in first grade and rely more on our screening and local assessment data. 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.

On the CogAT (Cognitive Abilities Test), students in 3rd and 6th grades continue to perform well on the full battery of Verbal, Quantitative, and Nonverbal assessments. This year we focused on looking at the Nonverbal measure in 3rd grade to see if we are supporting student thinking and reasoning through our K-3 talent development program. We will continue to analyze this data in upcoming years.

This year we started engaging in Tier 1 data-based problem solving as a part of our MTSS (Multi-tiered Systems of Support) process. Tier 1 is the core instruction that all students receive. Core instruction is defined as effective when approximately 80% of students are meeting expectations. If this threshold is not met, the gap is addressed through data-based problem solving. There are four steps to the data-based problem solving process:

- Step 1: Define the Problem (What is the problem?)
- Step 2: Problem Analysis (Why is it occurring?)
- Step 3: Implement Plan (What can be done to solve it?)
- Step 4: Intervention Evaluation (Did it work?)

In the presentation to the board, we will review how we engaged in this problem solving process with the kindergarten team throughout the 24-25 school year. The goal was to improve students' reading skills by focusing on phonemic awareness.

The 2025 spring testing report tells the story, through our data, of how we are implementing our vision reading, math, and critical thinking to drive student success in Pleasantdale.

The tables below provide some of the information that will be shared in the 2025 spring testing report.

Table A shows student achievement this school year in reading on the spring MAP assessment. The cohort percentile rank is the median percentile. This is the middle percentile value when a group of percentiles are ordered from lowest to highest. For example, in fourth grade reading, the median percentile was 68%, which is in the above average range. Our students in every grade level performed in the *Above Average* range in reading this past spring.

Table B shows student achievement this school year in math on the spring MAP assessment. The cohort percentile rank is the median percentile. This is the middle percentile value when a group of percentiles are ordered from lowest to highest. For example, in fourth grade reading, the median percentile was 85%, which is in the well above average range. Our students in almost every grade level performed in the *Well Above Average* range in reading this past spring.

Tables C, D, and E show our Nonverbal CogAT scores from the classes of 2030 (current 3rd grade), 2029 (current 4th grade), and 2028 (current 5th grade). This data shows how our students' critical thinking is beginning to shift to the above and well above average stanines.

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Table A: Spring 2025 MAP® Student Achievement - Reading

District Profile								
Achievement by Grade								
Pleasantdale School District 107 Reading								
Grade ↑	Achievement Spring 2024-2025 Median and Distribution				Sort by	-- select an option --	Average RIT	Number of Students
Grade 1	63rd	10%	15%	24%	31%	20%	175	71
Grade 2	67th	9%	16%	17%	31%	27%	191	98
Grade 3	73rd	4%	14%	11%	32%	39%	207	80
Grade 4	68th	8%	12%	17%	34%	29%	211	96
Grade 5	65th	7%	15%	17%	30%	31%	217	84
Grade 6	68th	7%	11%	22%	39%	21%	220	87
Grade 7	70th	11%	24%	32%	33%		227	79
Percentiles Key							Rostered Spring 2024-2025 Tested Spring 2024-2025	
● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th								

Table B: Spring 2025 MAP® Student Achievement - Math

District Profile								
Achievement by Grade								
Pleasantdale School District 107 Math K-12								
Grade ↑	Achievement Spring 2024-2025 Median and Distribution				Sort by	-- select an option --	Average RIT	Number of Students
Grade 1	64th	7%	14%	18%	33%	28%	182	71
Grade 2	71st	6%	11%	12%	36%	35%	197	98
Grade 3	89th	4%	9%	20%	67%		218	80
Grade 4	85th	4%	5%	8%	20%	63%	225	96
Grade 5	73rd	4%	12%	19%	26%	39%	229	84
Grade 6	86th	6%	5%	19%	13%	57%	238	87
Grade 7	86th	1%	13%	26%	60%		248	78
Percentiles Key							Rostered Spring 2024-2025 Tested Spring 2024-2025	
● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th								

Tables C, D, and E: CogAT Nonverbal Scores by Age Stanine

Table C: Class of 2030

Class of 2030 Nonverbal (Current 3rd Grade)

Nonverbal Students by Age Stanine

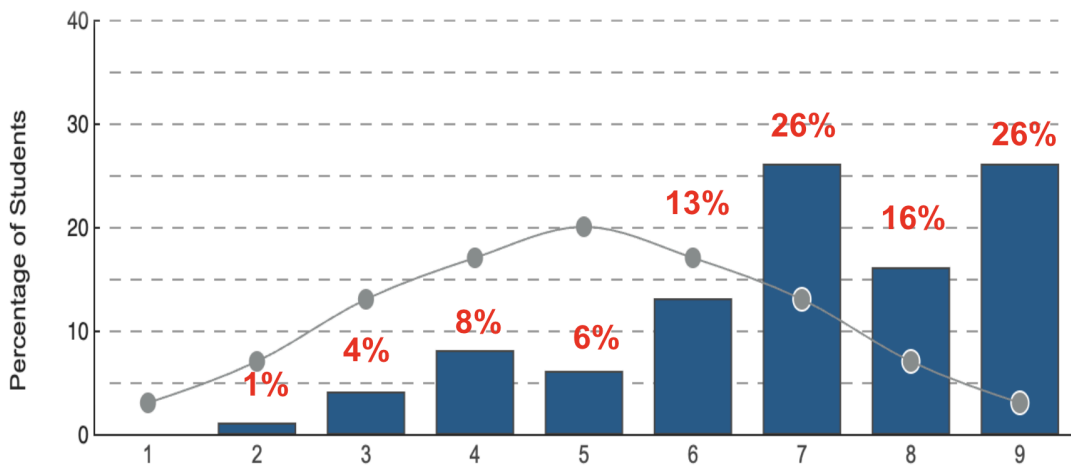


Table D: Class of 2029

Class of 2029 Nonverbal (Current 4th Grade)

Nonverbal Students by Age Stanine

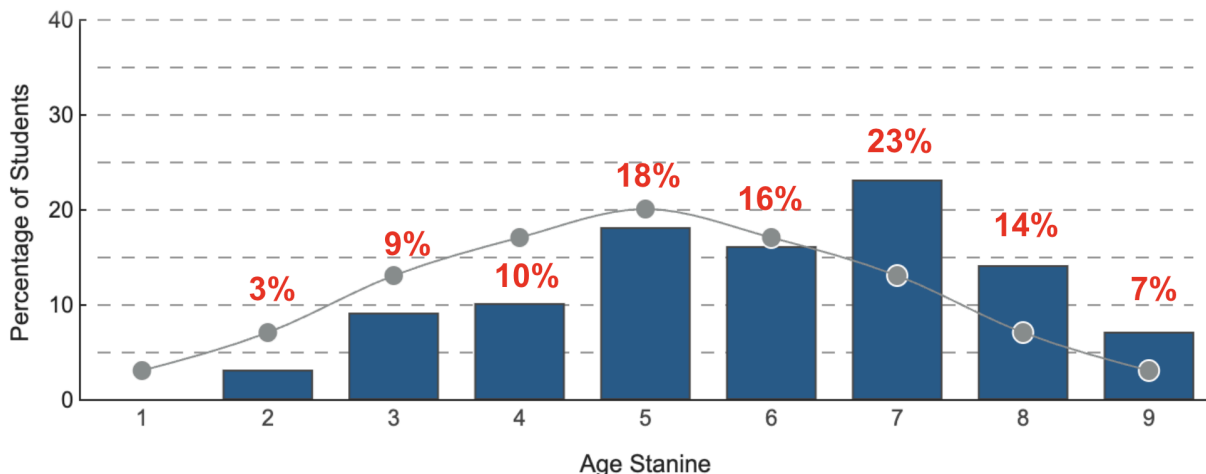


Table E: Class of 2028

Class of 2028 Nonverbal (Current 5th Grade)

Nonverbal Students by Age Stanine

