Pleasantdale School District 107

Administrative Office ● 7450 S. Wolf Road ● Burr Ridge, IL 60527
(708) 784-2013 ● Fax: (708) 246-0161 ● www.d107.org

This year was our second year of the STAR assessment, which brought with it an increased level of comfort with the test and a smoother test administration. Per the administration's suggestion and the Board's approval, the district will transition to the MAP test next year. We predict that the success in administration we experienced with STAR will continue as we transition to MAP.

The 2016 testing report provides an at-a-glance look at our student data. The majority of Pleasantdale students met their projected score, though many students made progress, but fell short of the test's projected benchmark. A minority of students saw a dip in their score from fall to spring. While we do need to continue to look at each child individually, the students who regressed require some additional analysis.

It is important to remember that STAR is not a grade-level assessment. As a computer adaptive test, it adjusts the difficulty of the test as the child progresses through it. This allows for most children to be assessed outside of their grade level. The reports gleaned from the test allow teachers to pinpoint the skills and prerequisites that a struggling child needs in order to meet grade level expectations. For more advanced students, the test demonstrates how well they can apply the strategies and skills they are learning in class, which helps teachers differentiate instruction to meet the needs of all learners.

As mentioned previously, the data groups students into one of three general categories: meeting the projected score, making progress but not meeting the projected score, and regressing from fall to spring. When we consider students who may have regressed during the testing period, it is important to keep in mind the following:

- A subgroup of the regression category consists of students who scored very high on the assessment in the fall. For example, if a child scores in the 99th percentile in the fall with a scaled score of 1089 and then drops by seven scaled score points in the spring (scoring 1082) he/she would be in the regression category while remaining in the 99th percentile. We have 20 students that fall into this high-achieving regression group, all of whom stayed within the top 85th percentile.
- A second subgroup of the regression category contains students who rushed through the assessment. While teachers often catch the speedy clickers and swipers, they can't catch all of them. Thirty-five students with score regression completed the test in under 15 minutes.
- We do have students whose regression requires deeper analysis. These are students who may be targeted for intervention or have recently been enrolled in an intervention class.

Regardless of the reason, the results of the computer-adaptive testing system allow us to look more deeply at student progress than ever before.

One data point can be found in trends within the data, which help us pinpoint curricular gaps and opportunities for differentiation. These themes and trends can help us to pinpoint gaps in curriculum and programming as well as help us provide differentiation.

As we roll out the MAP test, we will continue to delve into the data to benefit our students. The 2016-17 school year will bring robust data analysis and goal setting opportunities that will allow teachers to refine practices and advance student engagement and achievement.

Presentation takeaways:
- Computer adaptive tests are not testing students at grade level and require a different type of analysis.
- As we transition into a new testing platform next year, we will provide professional development to teachers in order to help them create data-driven instruction.
- We will continue to analyze data from many angles to improve teaching and learning.

Mission
Ensure that each student is a passionate learner empowered with the
Academic and social skills to responsibly choose and excel in life pursuits.