



Assessment and Illinois Report Card

November 11, 2025

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1. Assessment Updates
 2. Illinois Science Assessment (ISA)
 3. Illinois Assessment of Readiness (IAR)
 4. Spring NWEA MAP
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Assessment Updates | ISBE



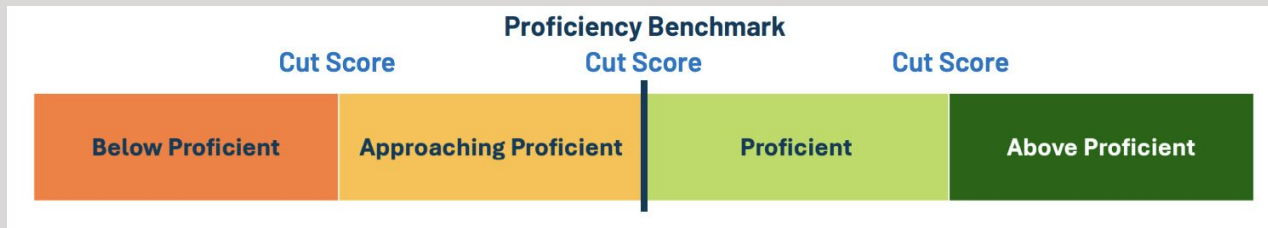
The Illinois State Board of Education (ISBE) recently updated proficiency benchmarks for the ISA and IAR impacting Spring 2025 performance:

- Prior performance levels did not align with national standards, other state assessments, or post-secondary success data.
- Many of the grade-level math and ELA benchmarks were the toughest in the nation, which meant that many students achieving well in their classes were still not labeled as proficient.
- The science proficiency benchmark was set too low, which resulted in some students being labeled as proficient even when they had not fully mastered the material.

Assessment Updates | ISBE



- The updated proficiency benchmarks now align with College Board, Advanced Placement (AP), and National Assessment of Educational Progress (NAEP) standards.
- These updates have raised math and ELA proficiency rates and lowered science proficiency rates, making comparisons to prior years invalid.
- The tests, learning standards, and growth calculations have not changed.
- Performance levels are now consistent across the IAR, ISA, and ACT, using the same number of levels and descriptors for easier interpretation.



Assessment Updates | NWEA MAP



- NWEA MAP updates norms every few years to provide a more current snapshot of the national academic landscape.
- Starting Fall 2025, MAP used new set of national norms to interpret student scores. While score changes vary by subject, grade level, and achievement level, percentiles will likely increase for many of our students.
- In general, the same RIT score will now correspond to a higher percentile rank than it did under the 2020 norms.

For example, if a 5th-grade student earned a 220 RIT score:

- Last fall - 76th percentile
- This fall - 80th percentile

D25 Program Review Process



Refine

Ensure sustained improvement through regular reflection and adjustments to High-Quality Instructional Materials (HQIM) and High-Quality Professional Learning (HQPL).

Implement

Support teachers in using HQIM effectively, with consistent instructional practices developed through HQPL.



Research

Evaluate whether the current curriculum meets HQIM standards and determine if focus should be on adopting new materials or improving instructional practices using existing ones through HQPL.

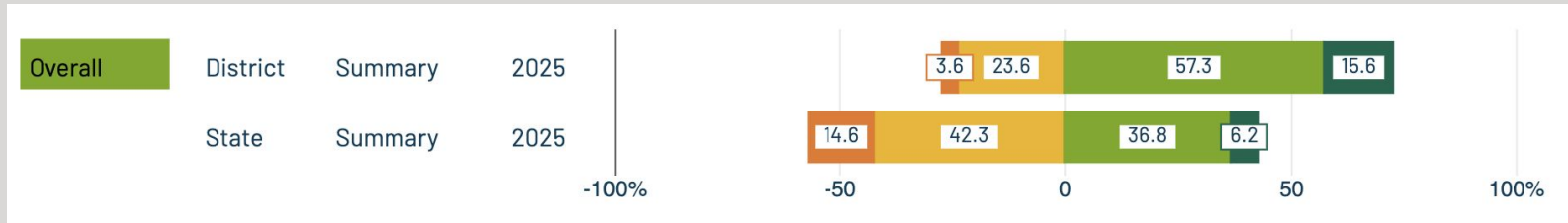
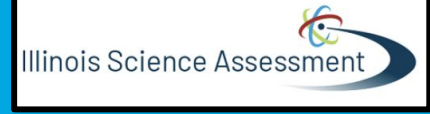
Develop

Plan for implementation of HQIM and HQPL, whether through new curriculum adoption or improving instruction using existing materials.

Illinois Science Assessment (ISA)

25

ISA Percent Meeting/Exceeding | District and State

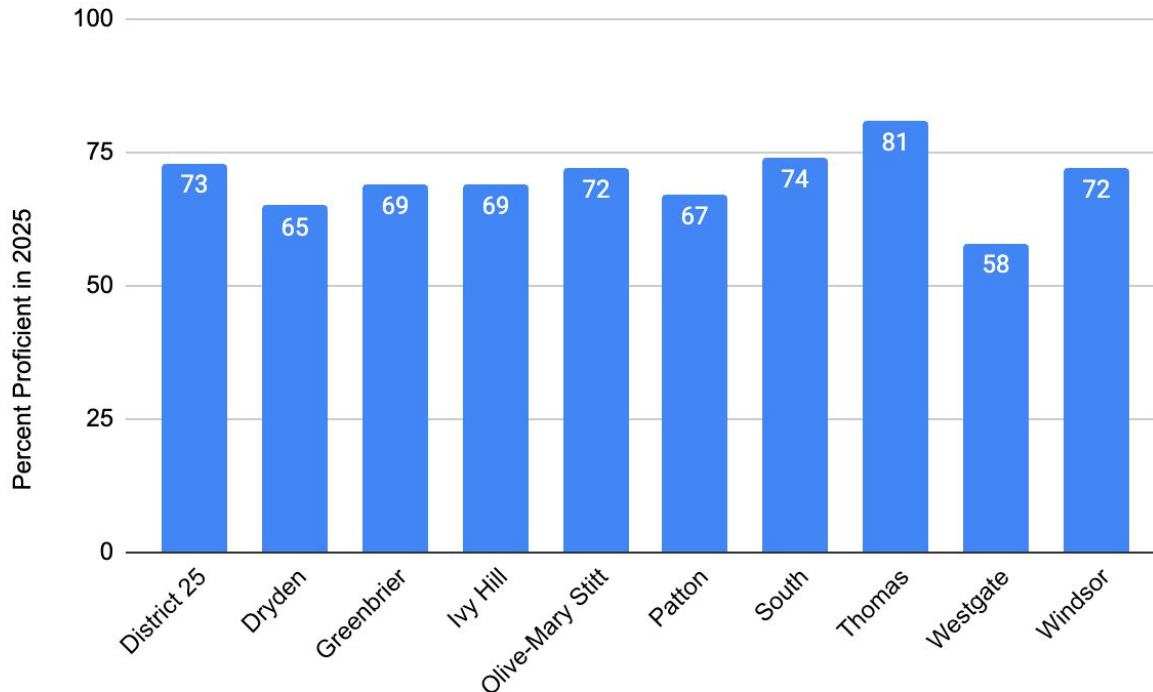


D25 proficiency in science continues to outperform the state with our students performing at the **96th percentile** compared to other Illinois districts.

Elementary science is in the *Research* phase of the program review in which DSL will **analyze standards, student data, and professional learning practices** before the steering committee begins their work in the 2026-27 school year.

Improvement
Focus

ISA Percent Meeting/Exceeding by School

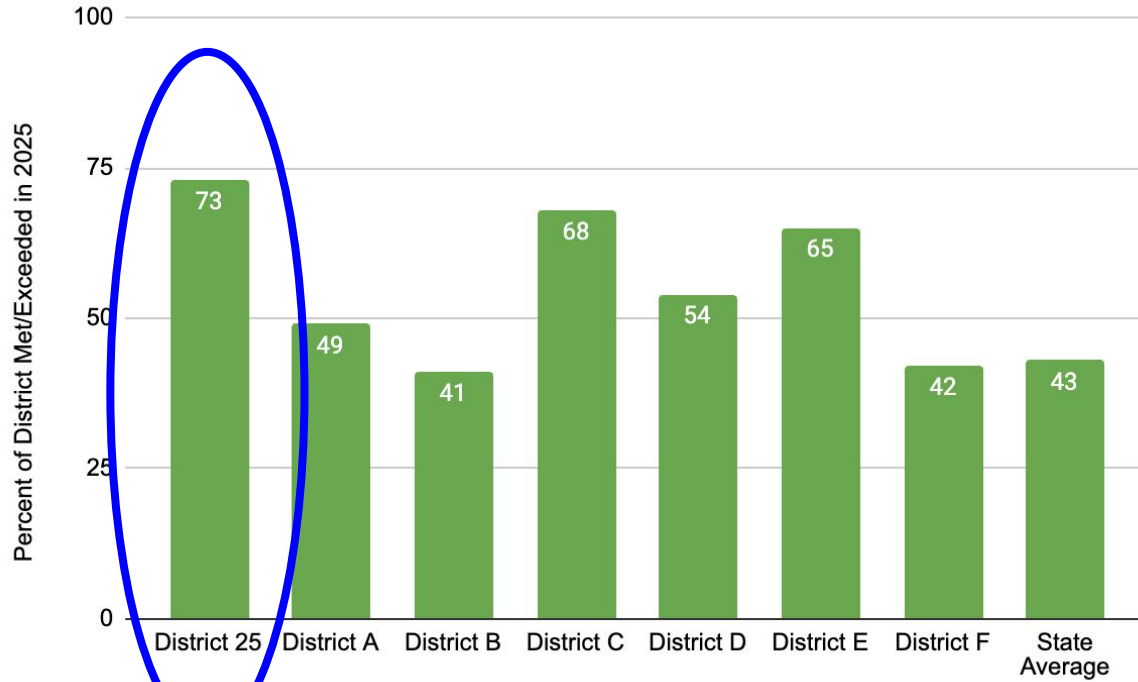


Improvement Focus

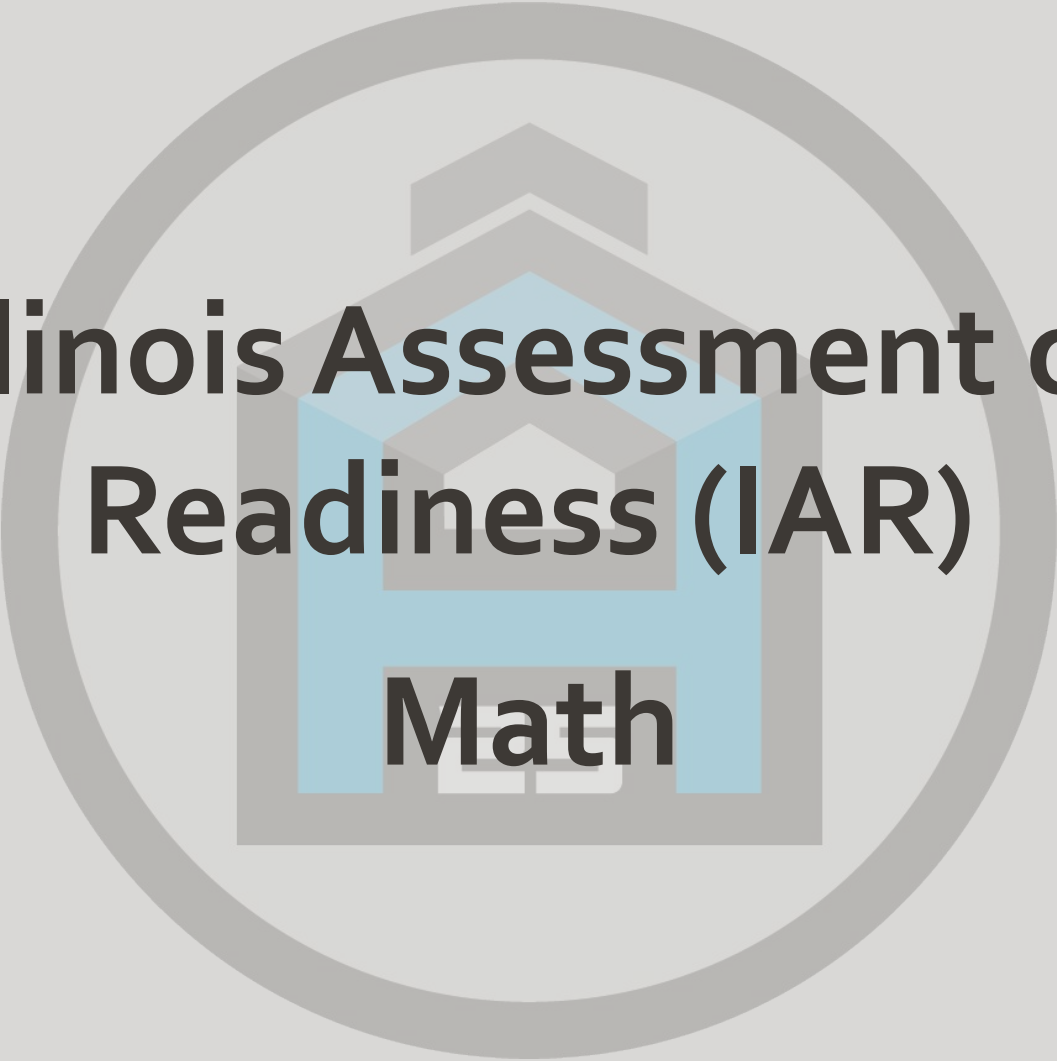
The middle school science committee is in the *Develop* phase of program review in which teachers are **refining current instructional practices, reviewing data, and engaging in standards-aligned professional learning.**

Districtwide, instructional coaches are also engaging in **coaching cycles focused on science.**

ISA D214 Sender Districts' Overall Proficiency



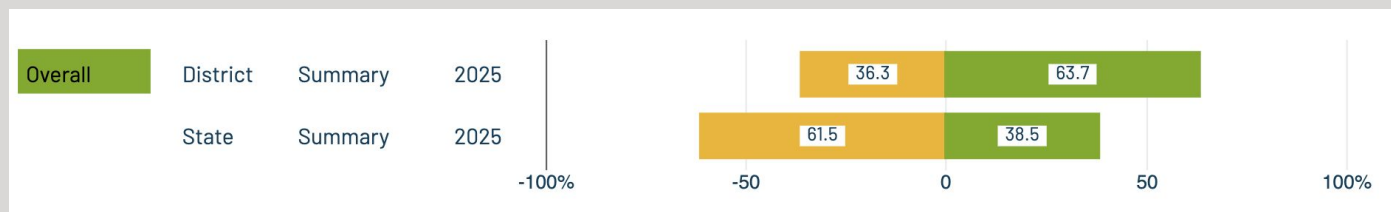
D25 continues to outperform D214 sender districts on the ISA.



Illinois Assessment of Readiness (IAR)

Math

IAR Math Percent Meeting/Exceeding | District and State



D25 proficiency in math continues to significantly outperform the state, landing at the **92nd percentile** compared to other Illinois districts.

Elementary math is in the *Refine* phase of the program review in which DSL reviews assessment data to determine celebrations and areas of growth.

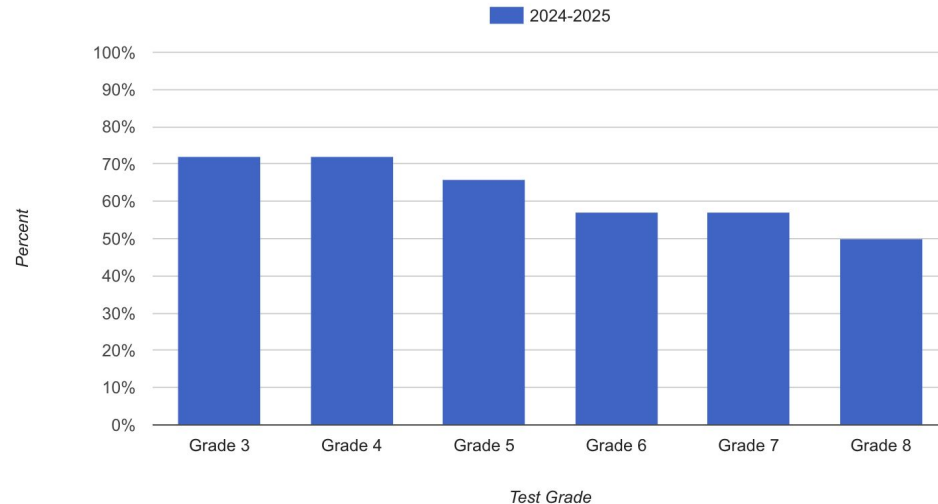
IAR Math Percent Meeting/Exceeding by Grade



Percent Meeting or Exceeding Grade-Level Standards

Mathematics: IAR

2024-2025 - Spring

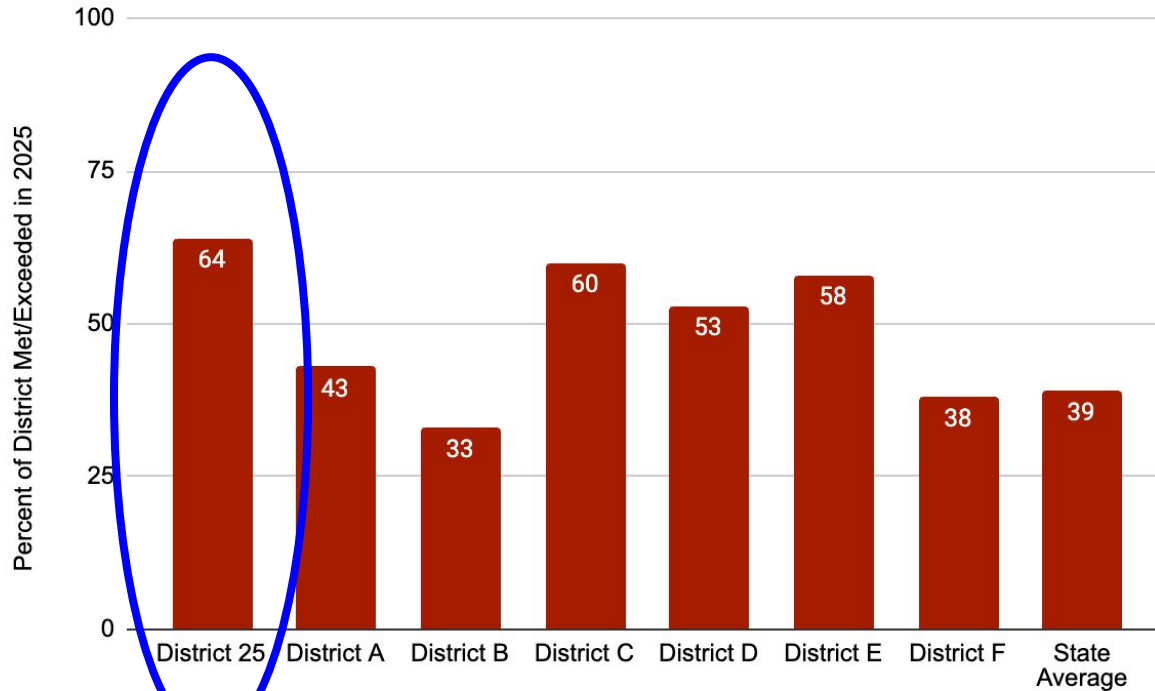


Math proficiency across grade levels is stronger at the elementary level.

**Improvement
Focus**

The middle school math committee is in the second year of the *Develop* phase of program review meaning that teachers are **reflecting on current instructional practices, piloting new curricula, and engaging in professional learning regarding rigor and complexity aligned to grade-level standards.**

IAR Math D214 Sender Districts



D25 continues to outperform the state and all of the other D214 sender districts in math.

How to Interpret Growth



Higher than Expected Growth

Growth is +0.30 or
above



Expected Growth

Growth from -0.29
to +0.29



Lower than Expected Growth

Growth from -0.30
to -0.59



Unsatisfactory Growth

Growth is -0.60 or
below

IAR Math Growth by School



Student Growth by School

School	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	250	68%	26%	60%	14%	+ 0.29
GREENBRIER ELEMENTARY	135	79%	30%	64%	6%	+ 0.60
IVY HILL ELEMENTARY	242	71%	20%	64%	16%	+ 0.10
OLIVE-MARY STITT SCHOOL	298	76%	26%	64%	10%	+ 0.31
PATTON ELEMENTARY	197	82%	20%	65%	15%	+ 0.10
SOUTH MIDDLE SCHOOL	750	52%	20%	68%	12%	+ 0.17
THOMAS MIDDLE SCHOOL	930	59%	28%	65%	7%	+ 0.43
WESTGATE ELEMENTARY	319	65%	21%	63%	16%	+ 0.04
WINDSOR ELEMENTARY	227	67%	18%	65%	17%	- 0.01
ALL	3,348	64%	24%	65%	12%	+ 0.25
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 1 predictor

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

In math, all D25 schools grew as expected except Greenbrier, Olive, and Thomas, which experienced higher than expected growth.

While proficiency rates increased this year, overall growth is similar to last year.

	Higher than Expected Growth Growth is +0.30 or above		Expected Growth Growth from -0.29 to +0.29		Lower than Expected Growth Growth from -0.30 to -0.59		Unsatisfactory Growth Growth is -0.60 or below
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IAR Math Growth by Student Groups



Growth by Student Group

Group	Student Group	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	264	32%	31%	60%	9%	+ 0.42
ELL	Not ELL	3,084	67%	23%	65%	12%	+ 0.23
Ethnicity	Asian	400	78%	28%	63%	9%	+ 0.38
Ethnicity	Black	34	26%	9%	79%	12%	- 0.01
Ethnicity	Hispanic	323	44%	18%	65%	17%	+ 0.02
Ethnicity	Other	13	46%	31%	69%	0%	+ 0.67
Ethnicity	White	2,578	65%	24%	65%	11%	+ 0.26
Gender	Female	1,647	61%	23%	65%	12%	+ 0.26
Gender	Male	1,701	67%	24%	64%	12%	+ 0.23
Homeless	Homeless	7	43%	43%	43%	14%	+ 0.43*
Homeless	Not Homeless	3,341	64%	24%	65%	12%	+ 0.25
IEP	IEP	398	22%	21%	65%	14%	+ 0.17
IEP	No IEP	2,950	69%	24%	65%	11%	+ 0.26
Income	Low Income	443	40%	23%	65%	12%	+ 0.28
Income	Not Low Income	2,905	68%	24%	65%	12%	+ 0.24
EXPECTED				16%	68%	16%	0.00



Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59

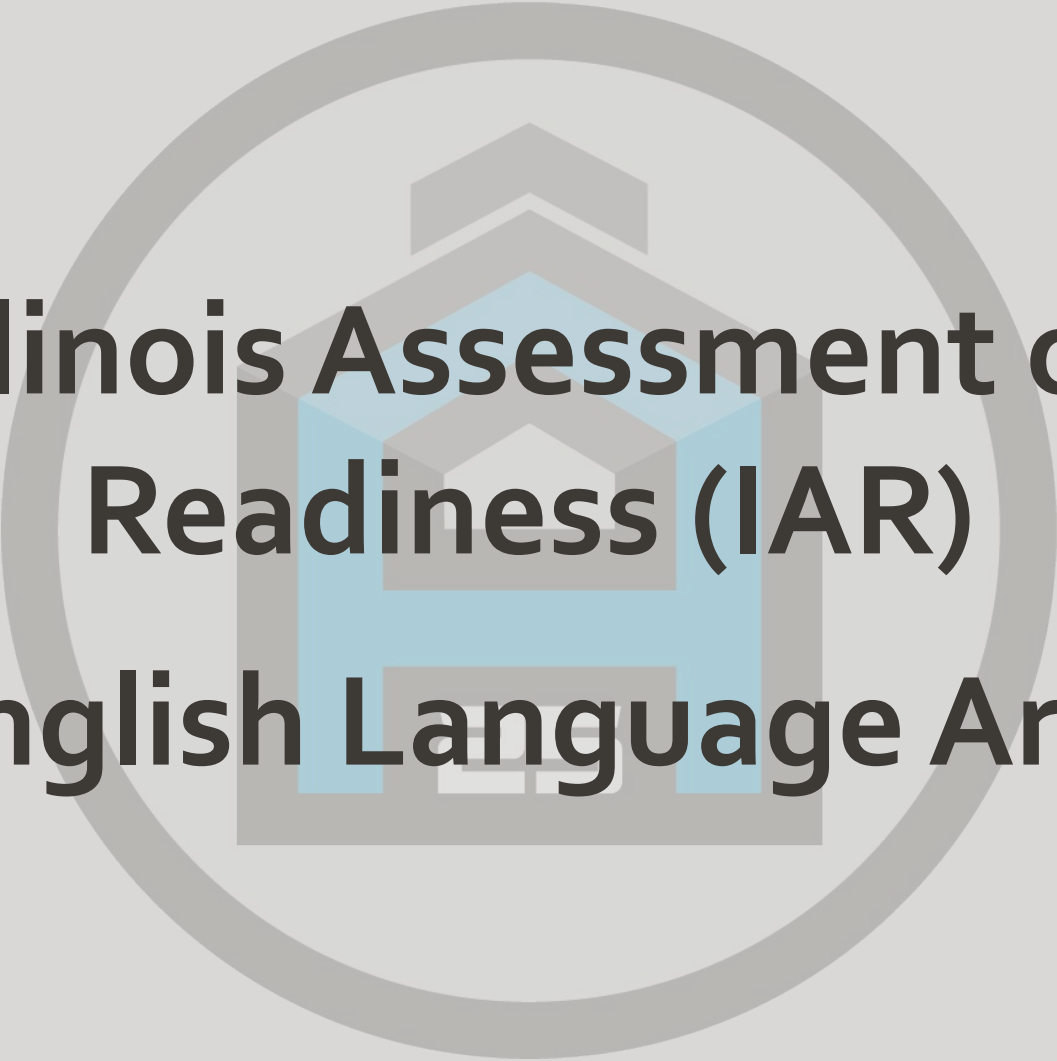


Unsatisfactory Growth
Growth is -0.60 or below

In math, all student groups grew as expected with our ML (ELL) students demonstrating higher than expected growth and closing the achievement gap.

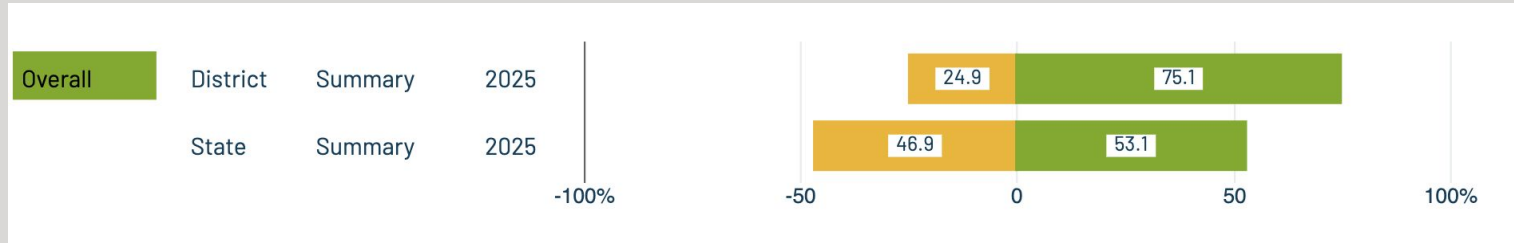
Improvement Focus

This year, Instructional Coaches are **providing job embedded professional learning in math through coaching cycles and working alongside building leaders to help support building needs.**



Illinois Assessment of Readiness (IAR) English Language Arts

IAR ELA Percent Meeting/Exceeding | District and State



D25 proficiency in ELA continues to outperform the state with our students performing at the **88th percentile** compared to other Illinois districts.

This fall, elementary classroom teachers began implementing *Into Reading*, a robust and comprehensive literacy resource, aligned with the Science of Reading and the Illinois Comprehensive Literacy Plan. A temporary implementation dip in literacy growth may occur this year as teachers adapt to the new *Into Reading* curriculum and develop proficiency with its components and instructional structures.

IAR ELA Percent Meeting/Exceeding by Grade

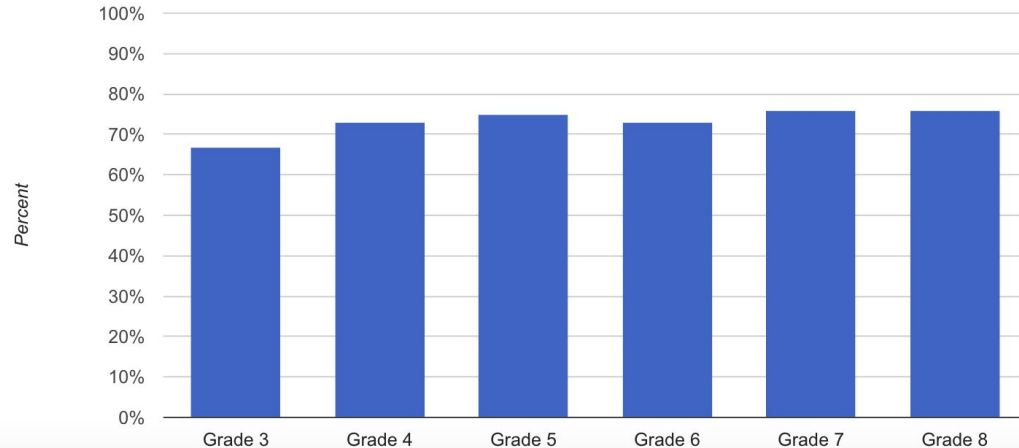


Percent Meeting or Exceeding Grade-Level Standards

ELA: IAR

2024-2025 - Spring

■ 2024-2025

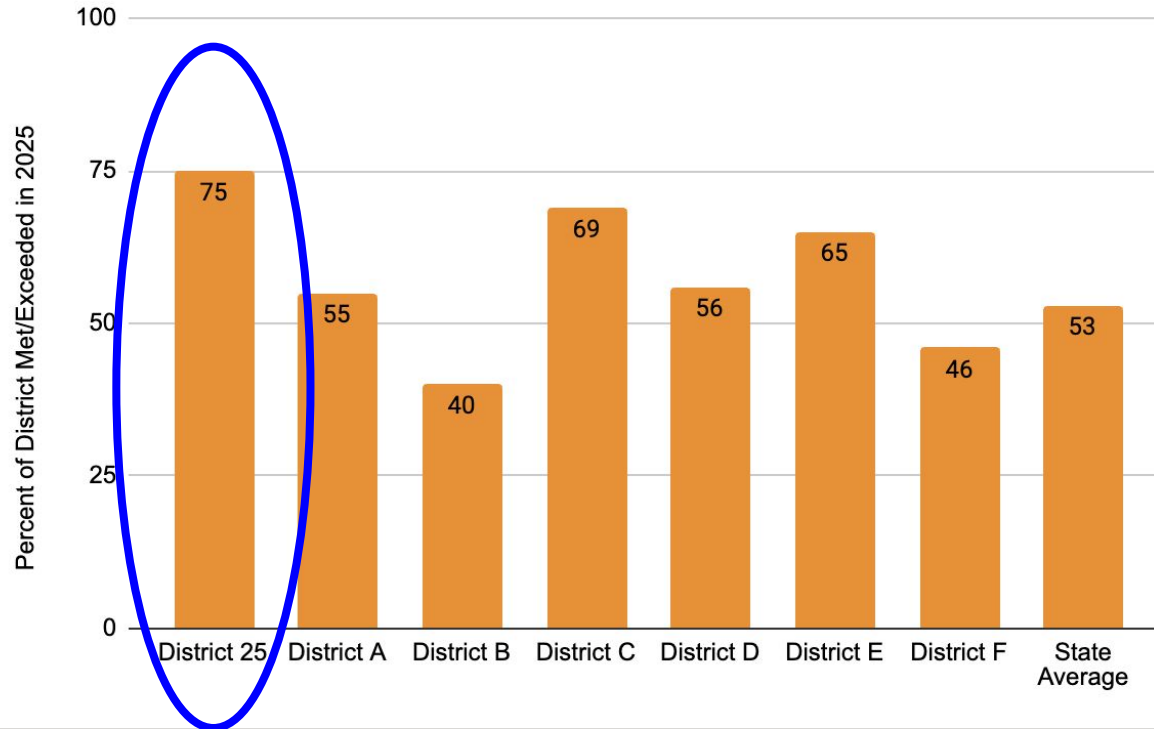


All grades, except third, experienced ELA proficiency rates above 70%.

**Improvement
Focus**

The middle school literacy committee is in the first year of the *Develop* phase of program review meaning that teachers will be **creating guiding principles and researching new curricula**. The entire department will **engage in professional learning**.

IAR ELA D214 Sender Districts



D25 continues to outperform the state and all other D214 sender districts in ELA.

IAR ELA Growth by School



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	251	75%	32%	59%	9%	+ 0.44
GREENBRIER ELEMENTARY	135	76%	29%	63%	8%	+ 0.49
IVY HILL ELEMENTARY	241	74%	24%	69%	7%	+ 0.46
OLIVE-MARY STITT SCHOOL	299	79%	27%	64%	9%	+ 0.28
PATTON ELEMENTARY	196	85%	19%	76%	5%	+ 0.29
SOUTH MIDDLE SCHOOL	751	75%	25%	65%	10%	+ 0.31
THOMAS MIDDLE SCHOOL	930	78%	41%	53%	6%	+ 0.72
WESTGATE ELEMENTARY	321	66%	15%	75%	10%	+ 0.06
WINDSOR ELEMENTARY	229	64%	14%	66%	21%	- 0.15
ALL	3,353	75%	28%	63%	9%	+ 0.39
EXPECTED			16%	68%	16%	0.00

In ELA, more than half of our schools experienced higher than expected growth. Overall growth is higher than expected, while last year's overall growth was expected.



IAR ELA Growth by Student Groups



Growth by Student Group

Group	Student Group	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	263	29%	25%	67%	8%	+ 0.37
ELL	Not ELL	3,090	79%	28%	63%	9%	+ 0.39
Ethnicity	Asian	400	84%	35%	60%	5%	+ 0.63
Ethnicity	Black	34	59%	32%	62%	6%	+ 0.53
Ethnicity	Hispanic	321	58%	26%	63%	12%	+ 0.32
Ethnicity	Other	13	54%	38%	54%	8%	+ 0.52*
Ethnicity	White	2,585	76%	27%	64%	9%	+ 0.36
Gender	Female	1,649	81%	33%	62%	6%	+ 0.54
Gender	Male	1,704	69%	24%	64%	12%	+ 0.25
Homeless	Homeless	7	43%	14%	86%	0%	+ 0.57*
Homeless	Not Homeless	3,346	75%	28%	63%	9%	+ 0.39
IEP	IEP	397	30%	24%	66%	10%	+ 0.30
IEP	No IEP	2,956	81%	29%	63%	9%	+ 0.41
Income	Low Income	443	50%	27%	64%	9%	+ 0.41
Income	Not Low Income	2,910	79%	28%	63%	9%	+ 0.39
EXPECTED				16%	68%	16%	0.00

In ELA, many student groups grew higher than expected. Students with IEPs and ML (ELL) students both demonstrated higher than expected growth, suggesting effective differentiation and interventions.



Higher than Expected Growth
Growth is +0.30 or above



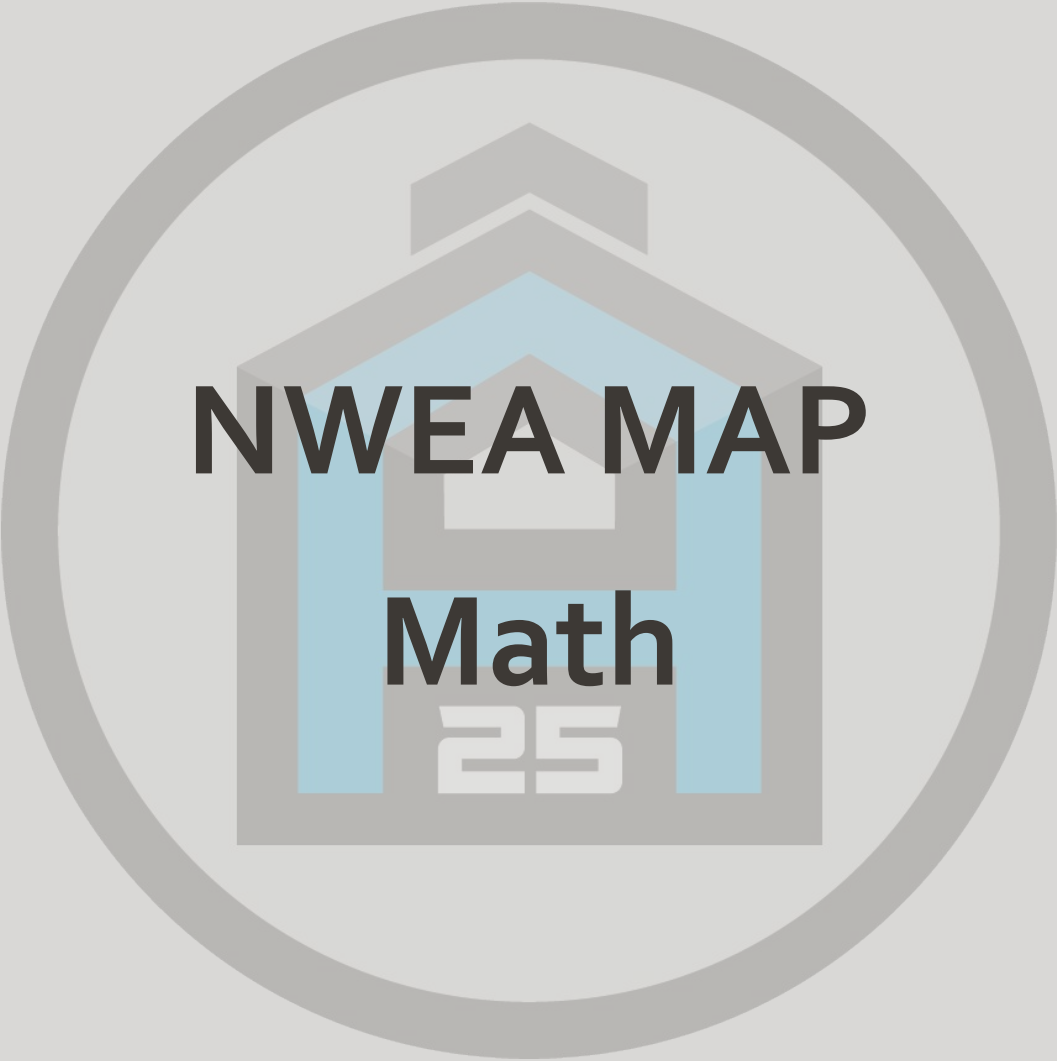
Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59



Unsatisfactory Growth
Growth is -0.60 or below

The logo features a large, light gray circle in the background. Inside the circle is a stylized house shape. The house has a light blue roof and a light blue body. The number '25' is written in white at the bottom of the house. The text 'NWEA MAP' is written in bold, black, sans-serif font across the middle of the house.

NWEA MAP

Math

25

MAP Math Growth by School | Spring



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	438	49%	21%	64%	14%	+ 0.20
GREENBRIER ELEMENTARY	214	49%	19%	65%	16%	+ 0.10
IVY HILL ELEMENTARY	446	53%	21%	63%	16%	+ 0.07
OLIVE-MARY STITT SCHOOL	558	51%	17%	64%	20%	- 0.02
PATTON ELEMENTARY	343	65%	22%	63%	16%	+ 0.14
SOUTH MIDDLE SCHOOL	749	41%	19%	64%	17%	+ 0.06
THOMAS MIDDLE SCHOOL	929	46%	23%	62%	15%	+ 0.18
WESTGATE ELEMENTARY	579	46%	14%	65%	21%	- 0.13
WINDSOR ELEMENTARY	432	50%	16%	62%	23%	- 0.11
ALL	4,688	49%	19%	63%	17%	+ 0.06
EXPECTED			16%	68%	16%	0.00

In math, all schools grew as expected, showing steady performance across the district. Overall growth is similar to last year.



Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59



Unsatisfactory Growth
Growth is -0.60 or below

MAP Math Growth by Student Groups | Spring



Growth by Student Group							
Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	433	20%	20%	64%	16%	+ 0.10
ELL	Not ELL	4,255	51%	19%	63%	18%	+ 0.05
Ethnicity	Asian	580	61%	24%	62%	14%	+ 0.24
Ethnicity	Black	50	32%	14%	64%	22%	- 0.14
Ethnicity	Hispanic	457	30%	17%	60%	23%	- 0.09
Ethnicity	Other	17	31%	6%	65%	29%	- 0.20
Ethnicity	White	3,584	49%	19%	64%	17%	+ 0.05
Gender	Female	2,270	41%	15%	65%	20%	- 0.07
Gender	Male	2,418	55%	23%	62%	15%	+ 0.17
Homeless	Homeless	10	0%	10%	80%	10%	- 0.02
Homeless	Not Homeless	4,678	49%	19%	63%	18%	+ 0.06
IEP	IEP	551	14%	18%	62%	20%	- 0.06
IEP	No IEP	4,137	53%	19%	64%	17%	+ 0.07
Income	Low Income	621	24%	19%	60%	21%	- 0.04
Income	Not Low Income	4,067	52%	19%	64%	17%	+ 0.07
EXPECTED				16%	68%	16%	0.00



In math, all student groups met expected growth targets, which reflects equitable academic progress.

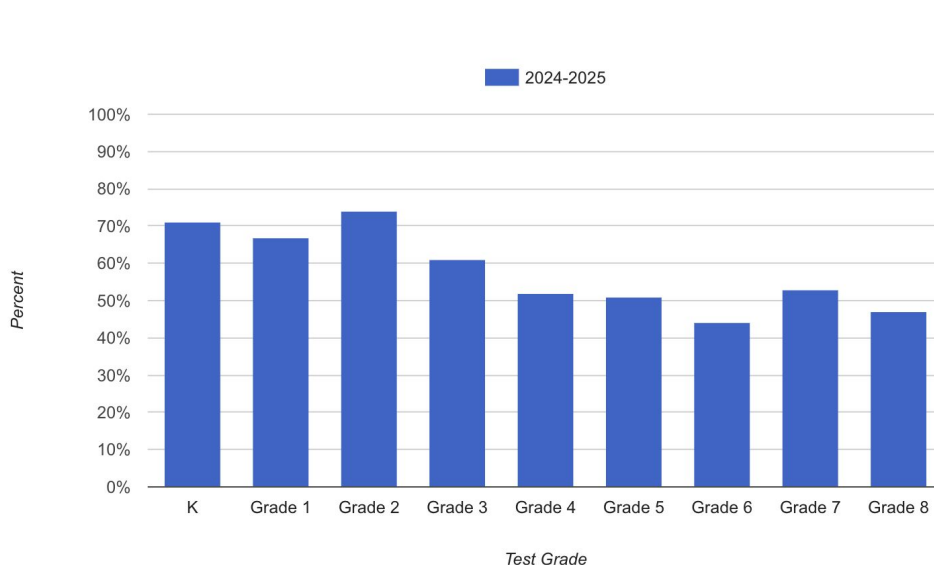
MAP Math Percent Meeting/Exceeding by Grade



Percent Meeting or Exceeding Grade-Level Standards

Mathematics: MAP

2024-2025 - Spring - Grade Kindergarten & Grade 1 & Grade 2 & Grade 3 & Grade 4 & Grade 5 & Grade 6 & Grade 7 & Grade 8

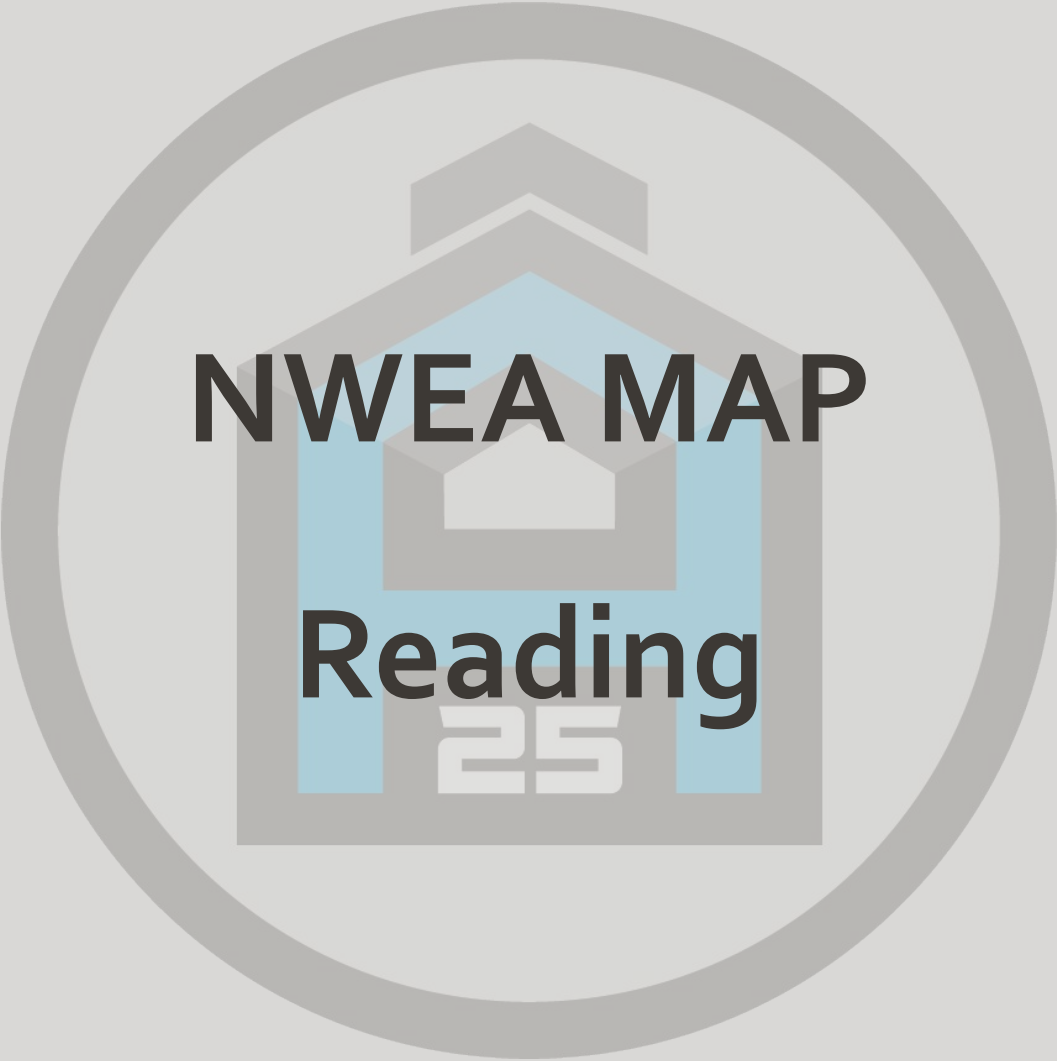


Math results show areas of strength and opportunity across grade levels.

**Improvement
Focus**

Middle School teachers are **engaging in grade-level professional learning** this year to incorporate **application-based, complex problems to build rigor and drive student inquiry**.

Districtwide, instructional coaches are also engaging in **coaching cycles focused on math**.

The logo features a large, light gray circle. Inside the circle is a stylized house shape. The house has a light blue roof and a light blue body. The number '25' is written in white at the bottom of the house. The text 'NWEA MAP' is written in bold, black, sans-serif font across the middle of the house.

NWEA MAP

Reading

MAP Reading Growth by School | Spring



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	437	51%	18%	68%	14%	+ 0.16
GREENBRIER ELEMENTARY	214	46%	20%	70%	10%	+ 0.28
IVY HILL ELEMENTARY	447	50%	24%	63%	13%	+ 0.18
OLIVE-MARY STITT SCHOOL	560	55%	18%	69%	13%	+ 0.11
PATTON ELEMENTARY	345	59%	20%	63%	16%	+ 0.06
SOUTH MIDDLE SCHOOL	729	47%	18%	61%	21%	- 0.06
THOMAS MIDDLE SCHOOL	936	49%	17%	68%	15%	+ 0.06
WESTGATE ELEMENTARY	580	45%	17%	64%	19%	- 0.03
WINDSOR ELEMENTARY	434	48%	24%	59%	17%	+ 0.09
ALL EXPECTED	4,682	50%	19%	65%	16%	+ 0.07
			16%	68%	16%	0.00



In reading, all schools grew as expected. Overall growth is similar to last year.

Improvement Focus

Instructional Coaches received tailored professional learning focused on supporting teachers via co-teaching and planning for the implementation year of *Into Reading*

MAP Reading Growth by Student Groups | Spring



Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	431	14%	20%	59%	21%	- 0.02
ELL	Not ELL	4,251	53%	19%	66%	15%	+ 0.08
Ethnicity	Asian	577	56%	21%	65%	14%	+ 0.14
Ethnicity	Black	48	33%	23%	58%	19%	+ 0.16
Ethnicity	Hispanic	456	37%	20%	64%	16%	+ 0.04
Ethnicity	Other	17	38%	6%	65%	29%	- 0.42*
Ethnicity	White	3,584	51%	19%	65%	16%	+ 0.06
Gender	Female	2,258	52%	20%	66%	14%	+ 0.12
Gender	Male	2,424	47%	18%	64%	18%	+ 0.02
Homeless	Homeless	10	0%	0%	90%	10%	- 0.23
Homeless	Not Homeless	4,672	50%	19%	65%	16%	+ 0.07
IEP	IEP	543	15%	19%	62%	19%	- 0.01
IEP	No IEP	4,139	54%	19%	65%	15%	+ 0.08
Income	Low Income	622	26%	19%	62%	19%	- 0.03
Income	Not Low Income	4,060	53%	19%	65%	15%	+ 0.08
EXPECTED				16%	68%	16%	0.00

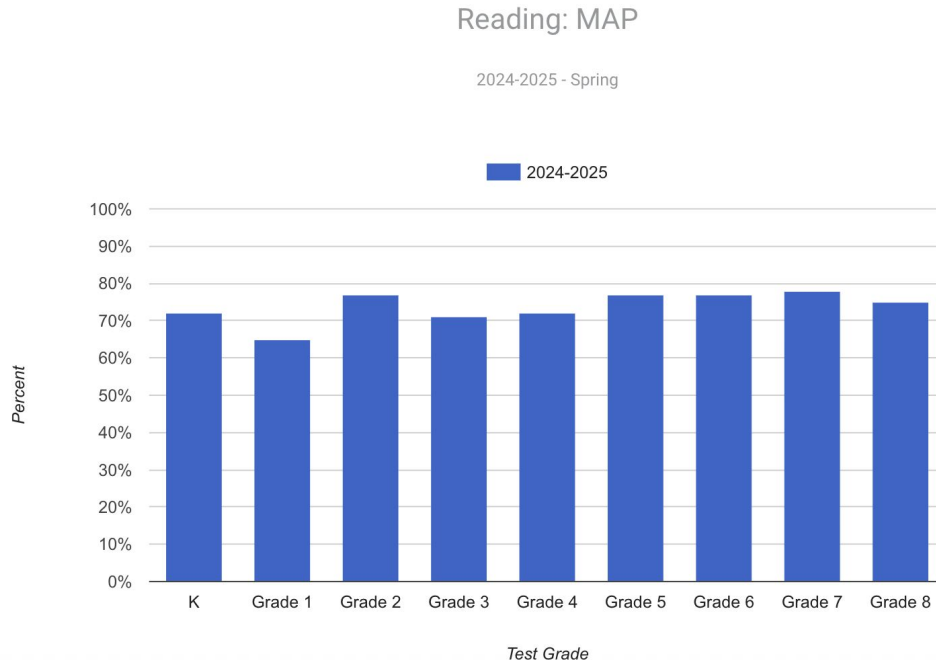
In reading, all student groups grew as expected, indicating balanced progress districtwide.



MAP Reading Percent Meeting/Exceeding by Grade



Percent Meeting or Exceeding Grade-Level Standards



Improvement Focus

During the January SIP Day, elementary teachers, supported by Instructional Coaches, will engage in **professional learning and follow-up collaboration sessions** using *Into Reading* data and curricular resources to design differentiated instruction.

Performance Summary



- District 25's overall proficiency in science, math, and ELA continue to exceed those of the state and neighboring districts.
- Student growth is stable or above expectations.
- Proficiency gaps exist between student groups. However, our ML students demonstrated higher than expected growth in math and ELA on the IAR. Students with IEPs also demonstrated higher than expected growth in ELA.

Improvement Focus Summary



- Through District 25's Program Review process, teachers and administrators are collaborating to improve the quality of instruction and curriculum by reviewing data, exploring new resources, and engaging in professional learning, which directly aims to enhance student learning.
- District 25's instructional coaches are providing job-embedded professional learning and serve as resources for curriculum implementation, while also serving as strategic partners with school leadership.
- District 25's School Improvement Days support student growth by providing targeted professional learning focused on instructional strategies, application of curricular resources, and planning for differentiated instruction for our students.

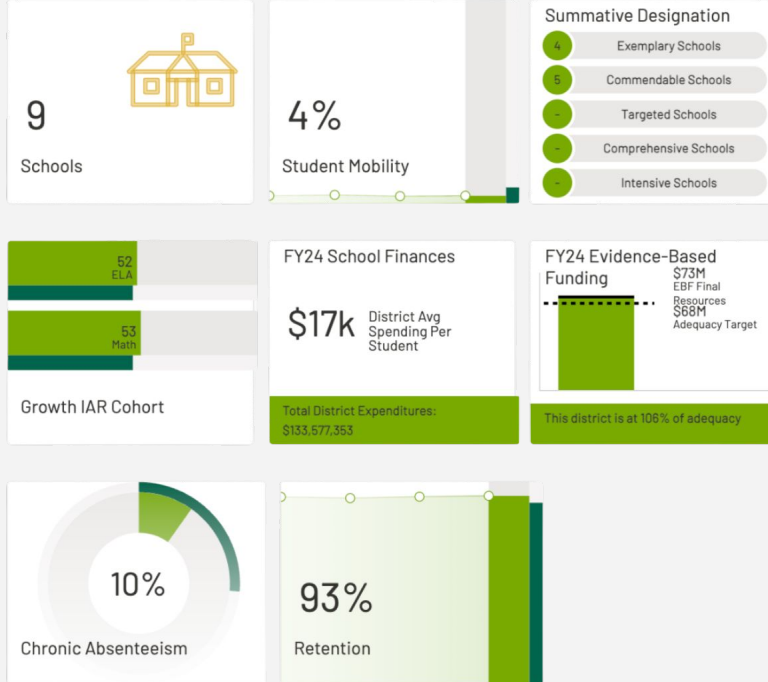
A large, faint background graphic featuring a stylized house with a light blue roof and walls, and a grey base. The number '25' is prominently displayed in white on the grey base. This house graphic is enclosed within a large, light grey circular border.

Illinois Report Card



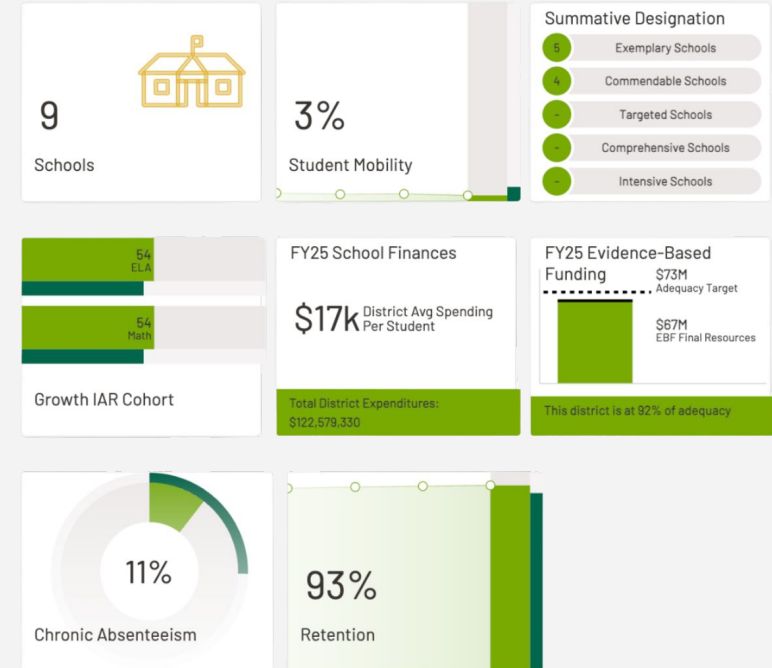
District
State

2023-2024 District Snapshot



District
State

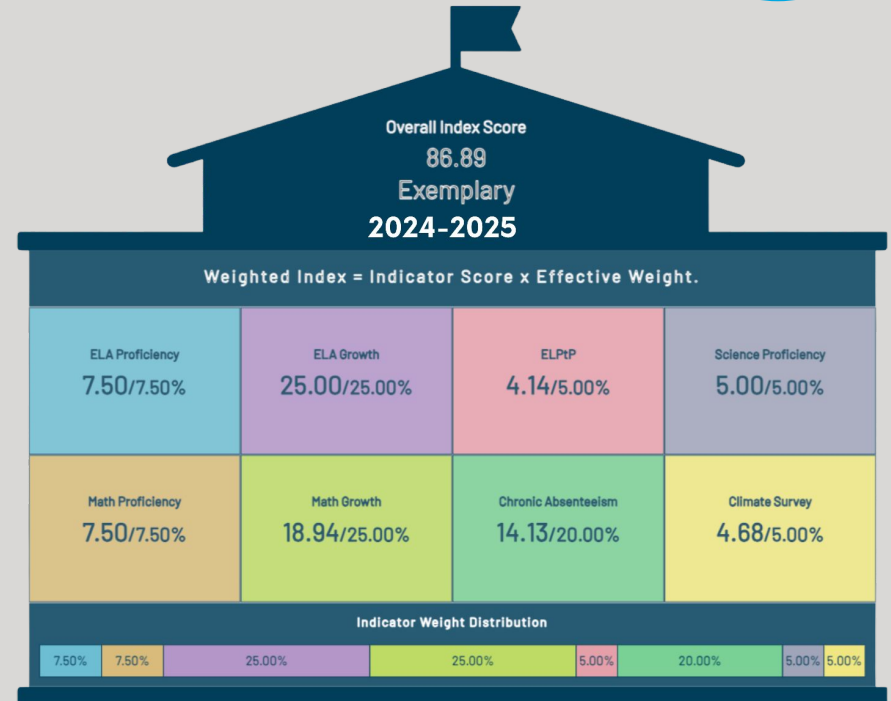
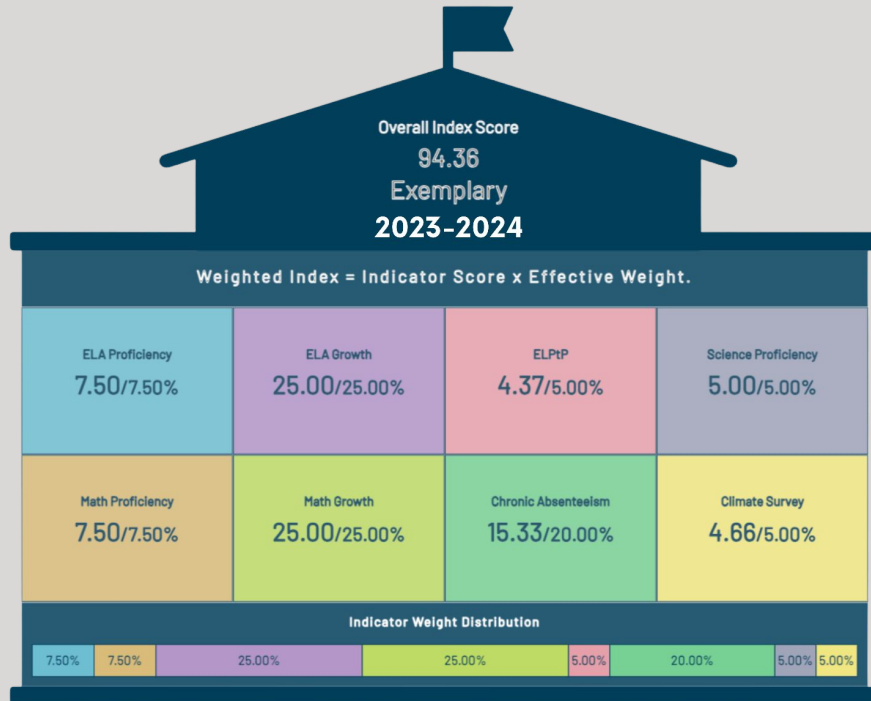
2024-2025 District Snapshot





SCHOOL	2018	2019	2020	2021	2022	2023		2024		2025	
Dryden	Commendable	Commendable	Commendable	Not calculated	Commendable	76.08	Commendable	79.01	Commendable	82.63	Exemplary
Greenbrier	Exemplary	Exemplary	Exemplary	Not calculated	Exemplary	84.21	Exemplary	90.79	Exemplary	84.54	Exemplary
Ivy Hill	Exemplary	Exemplary	Exemplary	Not calculated	Exemplary	82.03	Exemplary	94.36	Exemplary	86.89	Exemplary
Olive-Mary Stitt	Commendable	Exemplary	Exemplary	Not calculated	Commendable	74.93	Commendable	80.11	Commendable	82.73	Exemplary
Patton	Exemplary	Exemplary	Exemplary	Not calculated	Commendable	86.02	Exemplary	90.97	Exemplary	86.65	Exemplary
South	Commendable	Commendable	Commendable	Not calculated	Commendable	75.26	Commendable	80.56	Commendable	71.54	Commendable
Thomas	Commendable	Commendable	Commendable	Not calculated	Commendable	71.86	Commendable	70.79	Commendable	81.44	Commendable
Westgate	Exemplary	Exemplary	Exemplary	Not calculated	Commendable	79.40	Commendable	88.41	Exemplary	80.56	Commendable
Windsor	Commendable	Commendable	Commendable	Not calculated	Commendable	84.33	Exemplary	79.61	Commendable	70.71	Commendable

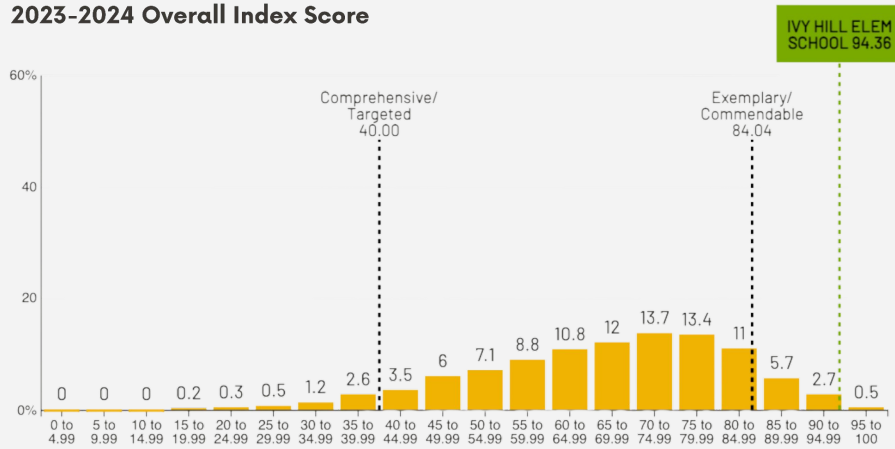
Summative Designation - Ivy Hill Snapshot



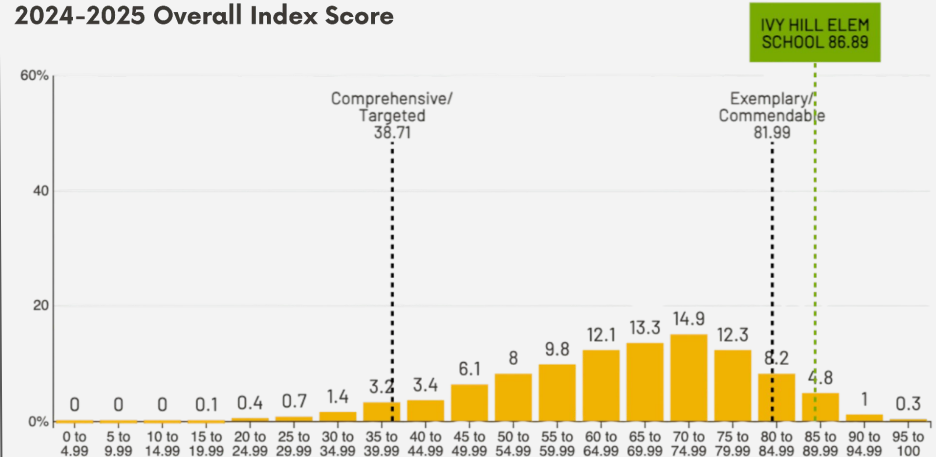
Summative Designation - Ivy Hill Overall Index Score



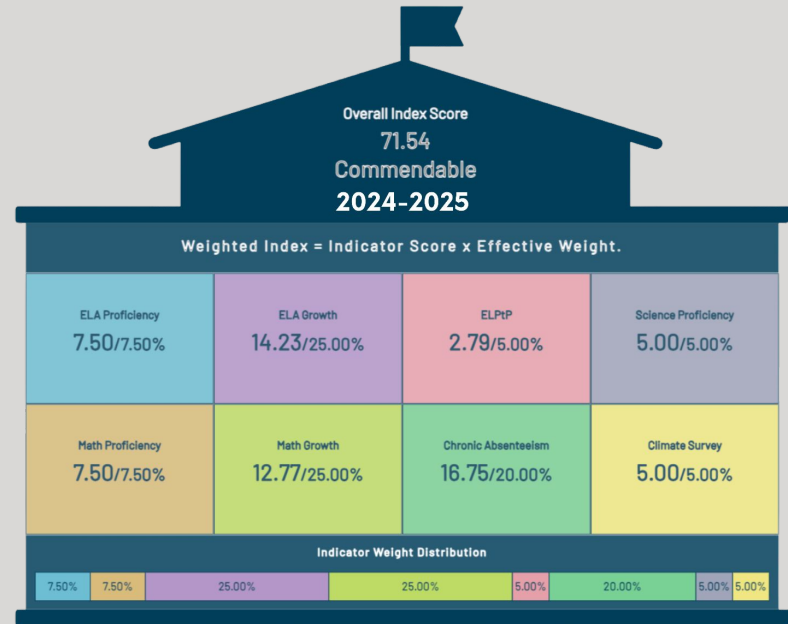
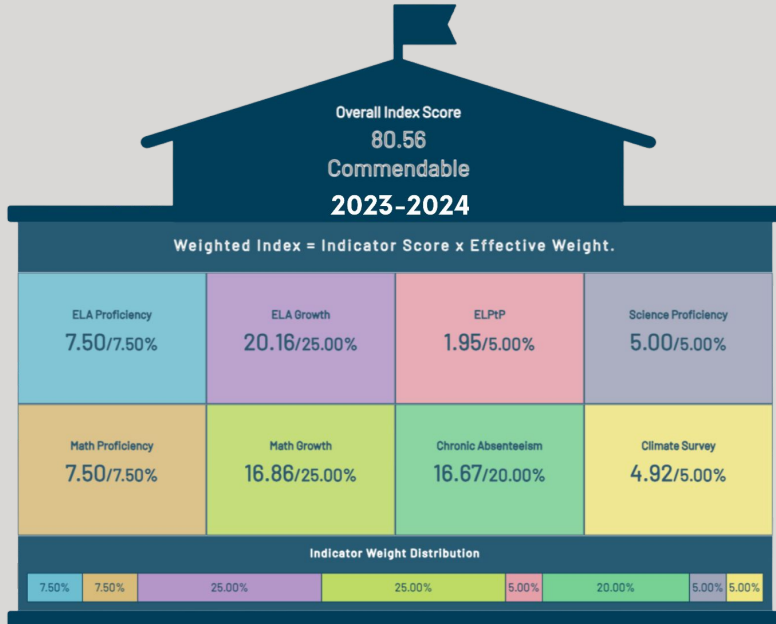
2023-2024 Overall Index Score



2024-2025 Overall Index Score



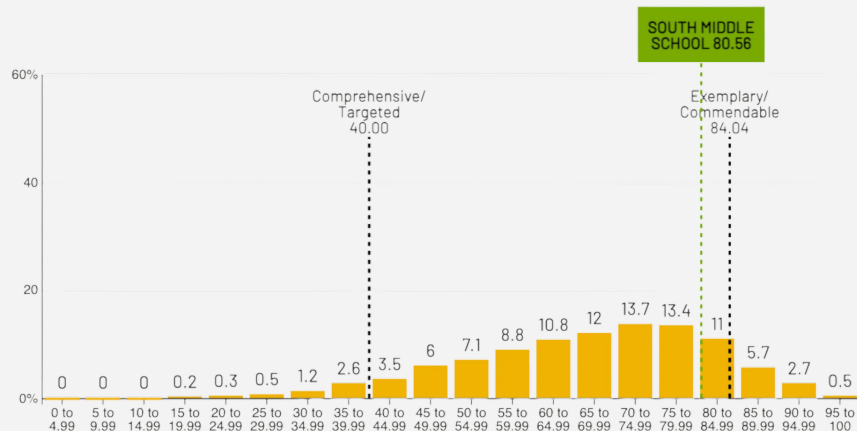
Summative Designation - South Snapshot



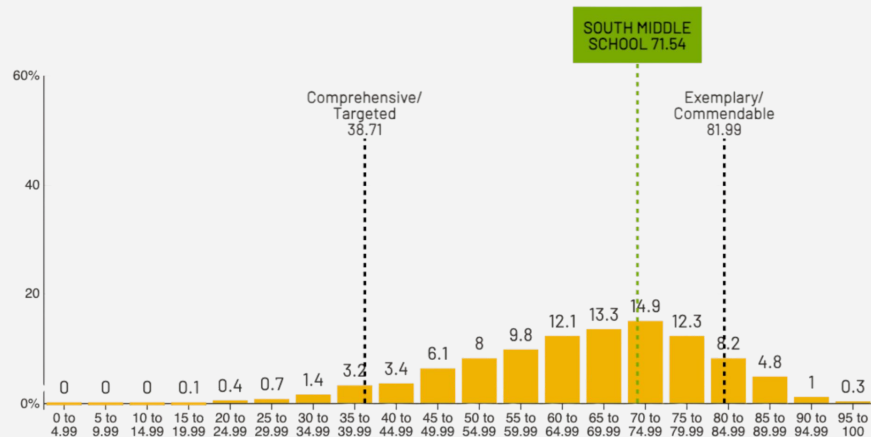
Summative Designation - South Overall Index Score



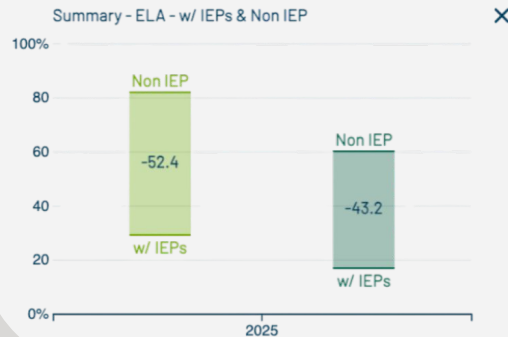
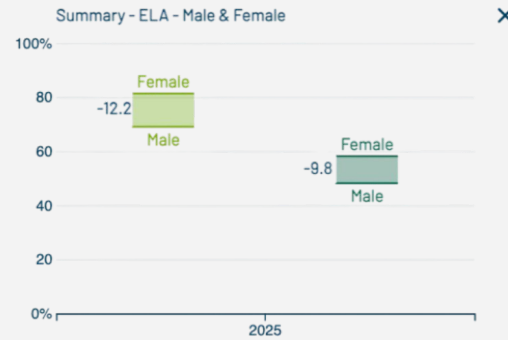
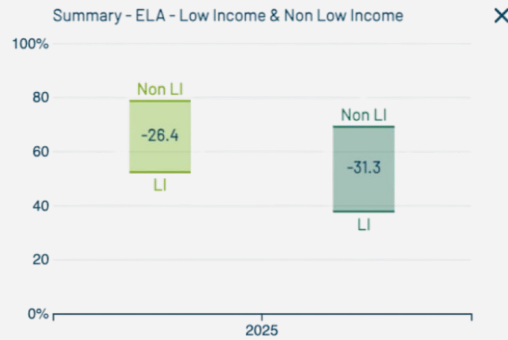
2023-2024 Overall Index Score



2024-2025 Overall Index Score

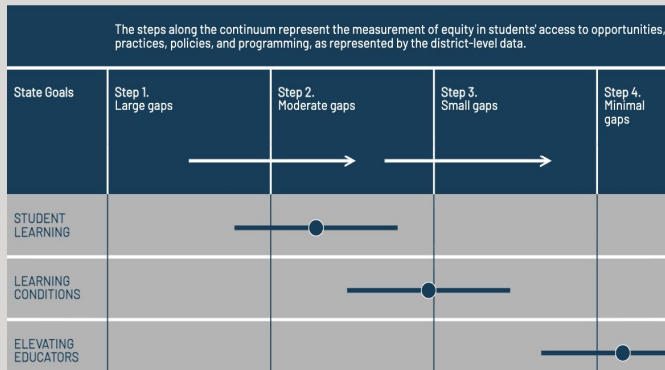
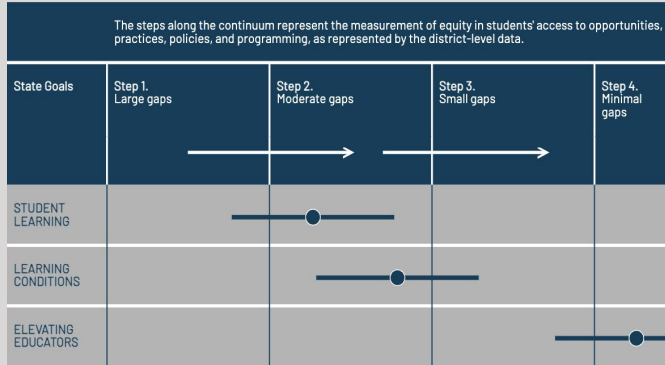


ELA - Achievement Gap Focus



District 
State 

D25 Equity Journey Continuum



The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

A large, faint, light gray circular background. Inside the circle is a stylized house icon. The house has a blue roof and walls, with a white chimney on the left. The number '25' is written in white inside the house's base.

Questions?