



From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: February 2022 Board Report

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

NWEA's Measures of Academic Progress (MAP) test has been used in the school district since the Spring 2008 testing season. This assessment is a form of computer-adaptive testing, where the test taker is presented a series of questions that is tailored to that particular student's academic level. If a student answers a question correctly, the computer will give the student a more difficult question. If the next question is answered incorrectly, the following question will be easier. The number of questions in the test bank is vast, and no two students take the same exact test. This approach offers a number of advantages over traditional testing, including reduced standard error of measurement, less time spent testing, and fewer questions required for each student. Because the assessment is taken on the computer, results are available immediately after a student completes the test. Reports on student progress are available the next day, and growth is tracked over time (season to season and year to year).

In Oregon, the introduction of the MAP assessment has been along the following schedule:

School Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2007-2008						S	S						
2008-2009						F, S	F, S						
2009-2010				F, W, S	F, S	F, S	F, S	F, S	F, S				
2010-2011			S	F, W, S	F, W, S	F, S	F, S	F, S	F, S	F, S	F, S		
2011-2012			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S (SpEd)	F, W, S (SpEd)		
2012-2013			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S (SpEd/ELL)	F, W, S (SpEd/ELL)	F, W, S (SpEd/ELL)	F, W, S (SpEd/ELL)
2013-2014			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S (ELL)	F, W, S (ELL)	F, W, S (ELL)	F, W, S (ELL)
2014-2015			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2015-2016			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2016-2017			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2017-2018			F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2018-2019	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2019-2020	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S				
2020-2021	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F, W, S	F	F		
2021-2022	F, W	F, W	F, W	F, W	F, W	F, W	F, W	F, W	F, W				

F=Fall, W=Winter, S=Spring

The Winter 2022 testing window was recently completed, and 1833 individual test events were recorded. Many personnel are involved in the testing window, including principals, teachers, aides, and tech staff, and all deserve recognition for their efforts.



Predicting the 2022 Illinois Assessment of Readiness (IAR)

NWEA regularly releases updated cut scores that correspond to the state outcome measure that students take in the spring. That assessment is currently known as the Illinois Assessment of Readiness (IAR). This alignment process was last completed in January of 2021.

These cut scores allow school districts to make predictions about which students are expected to meet and not meet expectations when they take the IAR each spring. This analysis is useful both for 1) program evaluation, determining how well the overall curriculum is working to prepare students, and 2) resource allocation, identifying which students need additional support to make the gains they need to close the achievement gap with their peers.

We are currently analyzing the Winter 2022 data following these two protocols. Principals and teachers have been reviewing the Spring 2022 predictions and are making the appropriate mid-year and long-term corrections. At the micro level, this information is used to move students in and out of intervention as needed. At the macro level, this information is used to plan when and how instructional units are implemented as core curriculum.

We will continue to report out these predictions as they become available, when benchmarking data meetings and mid-year School Improvement Plan meetings have been completed.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Adam P. Larsen'. The signature is fluid and cursive, with the first name 'Adam' being the most prominent.

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220