

Date: Feb 16, 2016

- From: Adam Larsen, Assistant Superintendent
- To: Board of Education
- Cc: Thomas Mahoney, Superintendent
- Re: Feb 2016 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).

| School Year | 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 | | |
| | | | | | | | | (SpEd) | (SpEd) | | |
| 2012-2013 | 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 (ELL) | F, W, S (ELL) | F, W, S (ELL) | F, W, S (ELL) |
| 2014-2015 | F, W, S | | | | |
| 2015-2016 | F,W | | | | |

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

F=Fall, W=Winter, S=Spring

The Winter 2016 testing window was recently completed, and 1634 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 2016 PARCC

NWEA has not yet released a PARCC-specific set of cutscores, even though state-level PARCC cutscores have been released. We are continuing to use the previous ISAT cutscores until something more connected to the PARCC becomes available or we have enough historical data to be confident of our own local cutscores. Another reason we remain using the ISAT cutscores is to continue to illustrate the incredible jump in difficulty between ISAT and PARCC. Differences in proficiency from SY14 to SY15 exceed 30% in most grade levels.

A summary of expected performance in Reading and Mathematics follows. These graphs are used each year to track cohort progress toward the expected goal. By plotting the achievement tests on a consistent scale each term, it allows for easy comparisons to be made after every testing season. On these charts, which will be updated periodically throughout the 2015-2016 school year, predictions of PARCC performance based on MAP scores will be plotted alongside actual PARCC performance from the same school year. Additionally, scores from last year's students are plotted as small black bars. This helps answer a secondary question: how the current performance compares to the previous year.







Correlation between Activities and GPA

I was recently doing some work with Sauk Valley Media's Chris Heimerman, and he asked about our historical findings that students who are involved in activities tend to have higher grade point averages. Realizing that we had not visited this correlation in a few years, I ran an update to this chart to see if the relationship continues to exist. To be clear, the implication is not that requiring students to be involved in activities will automatically increase GPA. Rather, students who are engaged in school tend both to be involved in athletics and activities and also perform well in the classroom. It is our hope, however, that encouraging students to be active in their high school years ends up having a bidirectional relationship with engagement. That is, helping students find a place where they belong in the social strata may jump-start a positive feedback loop that increases engagement and improves measures of student achievement.





Freshman At-Risk Interventions

We continue to develop interventions centered helping students make it through freshman year without a failing grade. This has become an even more important goal as we learn that this freshman on-track rate will become a component of how schools are evaluated. Rather than relying almost solely on test scores, the new accountability model is more fine-tuned to indicators that correlate with future success for students.

The Freshman Team and Hawks Take Flight were created to meet this goal, even before Vision 20/20 had crafted this as one of the metrics that would eventually make it in to the House Bill that eventually became law. While these interventionists have weekly meetings with many students, some still have poor attendance, get into trouble, or even fail classes. We met as a group to design a tool where we could identify those students who are showing warning signs of impending failure and use that information to guide a conversation with the student. As a team, we knew the information we wanted to present to a student, but we struggled some with how it should be organized to produce the maximum effect.

We settled on a normative approach. We wanted to show a student just how far outside normal bounds his or her scores were on these various data points. For each student, there will be a bell curve of scores that represents the entire grade level. The bar that contains the student's score will be highlighted. The metrics of interest include

- Absences
- F grades
- GPA
- Referrals
- Missing Assignments
- MAP Reading and Mathematics scores

The form also contains contact info for the student and report card grades from the first semester. It also has contact info for all of the student's scheduled teachers. Because the document itself can be folded up into a brochure, we are affectionately referring to this project as the Early Warning System (EWS) Tri-Fold. An example EWS Trifold is attached for your review. This is a real student's data, and he was the third-most at-risk student, as indicated by the measures we are using to assess likeliness of future failure.

Respectfully Submitted,

John P. Lanen

Adam P. Larsen Assistant Superintendent Oregon CUSD #220

Student Success Plan

Need help? Try contacting a Teacher:

- 1(A) Algebra I Kayla Marquez kmarquez@ocusd.net
- 2(A) Spanish I Kim Radostits kradostits@ocusd.net
- 3(A) Integrated Science Melissa Heisner mheisner@ocusd.net
- 4(A) Driver's Ed 3rd 9 wks John Bothe jbothe@ocusd.net
- 4(A) Strength/Cond 2nd sem Nick Schneiderman nschneid@ocusd.net
- 5C(A) World History Philip Yordy pyordy@ocusd.net
- 6(A) English 1 John Zuber jzuber@ocusd.net
- 7(A) Health Melissa Heisner mheisner@ocusd.net



On-Track Conference

| Student Name Grade Level Home Phone Address | |
|--|-----------------------|
| Father Father phone Mother Mother phone | |
| Algebra I English 1 Foods I | S1)F S1)F S1)C- |

| Foods 1 | SI)(- |
|--------------------|-------------|
| Integrated Science | S1)D- |
| Spanish I | S1)D- |
| Strength & Cond PE | S1)B+ |
| World History | S1)F |

Absences STUDENT: 18.00

F Grades

STUDENT: 3

100 89

7 8 9 10 11 12 13 14 15 16

5+

Referrals STUDENT: 15



Missing Assignments STUDENT: 82







MAP Reading STUDENT: 219



MAP Mathematics STUDENT: 216

