



Date: Apr 18, 2016

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Apr 2016 Board Report

## PARCC 2016

The 2016 PARCC exam began for students on March 7<sup>th</sup>. The 2015 PARCC window went quite smoothly, and 2016 has been even better. A feature we learned about this year was the ability to cache student sessions locally on a nearby server to make sure that all data is saved as a student completes his work. This means if there is a power failure on a single machine or in an entire lab, work is saved up through the last click, even if a computer is rebooted. The largest test anomaly we had last year was losing a few questions for a row of computers in the high school library after a student accidentally kicked a power cable on a switch. The computers continued to test for a bit, but the events were lost when the machines were rebooted.

Again, many thanks to our technology team and to the proctors and coordinators who have stepped up to make sure that this assessment can take place. As soon as reports are available for the 2016 PARCC, we will be sharing data with the Board of Education.

## Illinois Science Assessment

We are still waiting on concrete information regarding the new science assessment that we will be conducting this spring. During webinars held during the week of April 4, officials from ISBE indicated that local administrators would soon be able to log in and begin rostering students. We are yet to be able to perform this task.

The latest information suggests that students must complete the assessment in one day and that the test itself is very brief. Only students in grades 5, 8, and certain high school courses will take the test in 2016. At this point, most other facts about the test are still unknown. We are confident that once the remaining details are available, we will be able to comply with the logistical and technical requirements without issue.



**OREGON**  
**CUSD220**

Academics | Activities | Service | Leadership

12. How much time is allotted for ISA?

**Answer:** Students must complete the test in one day. The table below shows the estimated time of testing, but this is not a time limit. Districts have flexibility to allow students to continue testing during the session if they are actively engaged with the assessment.

Test	Number of Items	Before/After Time (in minutes)	Estimated Test Time (in minutes)	Total Time (in minutes)
Grade 5	18	15	38	53
Grade 8	23	15	40	55
High School	21	15	32	47

The times above are estimates based on operational testing in Washington, D.C. ISBE does NOT impose a time limit other than the session cannot span over two days. Districts have the flexibility to continue testing if students are still working during the session.

## Early Warning Systems

We continue to tweak and adjust our Early Warning System (EWS) strategies for identifying students who are struggling and connect them with mentoring, intervention-focused conversations, and other help. One of the projects where this began was the 8-to-9 transition that sees students leave junior high and head to high school. Current iterations of the EWS are looking not only the multiple facets of student engagement that we believe are the best predictors of who will struggle in high school, but also how these facets rank out in relation to each other.

Historically, we have examined quantifiable factors such as attendance, GPA, Fs, discipline referrals, missing assignments, and test scores. These are combined together into a single measure of student risk that we have called z-EWS or z-risk. Generally, we have felt that this metric is accurate in identifying students who are most at-risk for struggling early in high school or not graduating. It is very easy to sort by this value and build supports around the students who demonstrate the most risk.

In this round of spring-fall transition meetings, we are adding a new figure that tries to capture a student's lack of living up to his or her potential. There are students whose academic assessments indicate an ability to perform well in the classroom who, for whatever reason, do not. In this vein, we broke out the academic assessments from the other values and computed a metric called z-Underperforming. This flags students who could be demonstrating academically and behaviorally in the average or above-average range, but instead fall below that. Looking at initial runs of this tool, it seems to identify a handful of students who might otherwise have not been seen as at-risk but will now be marked for further discussion by the intervention team to decide whether Hawks Take Flight or similar mentoring interventions might be warranted. A redacted version of this tool follows.

Coefficient	1	1	-1	-1	-1	1	1	1
Weight	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%

Last Name	First Name	IEP	Special Ed Classes	Attendance%	GPA	Fs	Referrals	MissingAssmts	Activities	W MAP Reading	W MAP Mathematics	z-EWS	z-Underperf
				94.8%	0.947	14	21	39	0			-2.7023	
		IEP		94.6%	1.451	4	36	27	1	191	198	-1.8135	-0.0563
		IEP		94.9%	1.686	6	17	83	2	215	223	-1.4065	-1.7155
				93.4%	1.373	2	16	57	2	194	214	-1.3211	-0.2289
				96.9%	1.912	1	32	27	1	191	214	-1.1912	0.0851
		IEP	English / Language Arts B	97.5%	1.422	3	10	56	1	188	217	-1.1506	0.1510
				95.7%	1.873	2	8	61	2	183	230	-0.9538	0.0887
				94.6%	1.797	2	3	46	0			-0.9465	
				92.3%	2.049	1	5	42	2	206	206	-0.8368	0.1978
		IEP		96.6%	1.824	3	1	56	0	208	218	-0.8347	-0.4095
		IEP		92.3%	3.070	0	8	16	1	194	194	-0.7436	1.4016
		IEP	Mathematics SE 2	99.4%	1.863	3	3	35	1	199	203	-0.7234	0.8067
		IEP	Mathematics SE 2	98.0%	2.070	1	13	26	2	204	200	-0.6640	0.7803
				91.1%	2.176	0	2	55	0	211	239	-0.6463	-1.2026
		IEP	Mathematics SE 2	96.3%	2.059	0	7	30	2	198	201	-0.6343	1.0585
				95.7%	2.118	0	8	39	0	215	213	-0.6154	-0.2305
				95.4%	2.441	0	23	44	2	221	231	-0.5611	-1.2141
		IEP	English SE 2, Mathematics SE 2, Reading SE 2	98.9%	2.743	0	8	19	1	185	195	-0.5601	2.0256
		IEP	Mathematics SE 2	95.7%	2.118	0	8	8	1	198	207	-0.5522	0.9097
				98.0%	2.092	2	4	61	3			-0.5327	
				96.0%	2.412	1	7	37	1	213	222	-0.4665	-0.3253
				88.6%	2.553	1	2	79	3	235	250	-0.4318	-2.5162
				88.9%	2.382	0	0	66	6	218	226	-0.3992	-0.6424
		IEP	English SE 2, Mathematics SE 1, Reading SE 2	95.7%	3.088	0	0	6	3	184	184	-0.3857	2.7784
		IEP	English SE 2, Mathematics SE 2, Reading SE 2	97.1%	3.019	0	1	12	3	176	198	-0.3402	2.6121
				96.6%	2.469	0	7	18	1	206	218	-0.3296	0.3578
				99.1%	2.216	0	1	48	2	212	209	-0.2711	0.5414
				96.0%	2.756	0	1	56	1	207	237	-0.2673	-0.4235
				100.0%	2.314	2	9	36	3	217	217	-0.2585	-0.0206
		IEP	English SE 2, Mathematics SE 2, Reading SE 2	99.4%	3.001	0	0	5	1	196	195	-0.1455	2.0621
		IEP	English SE 1, Reading SE 2	96.5%	2.863	0	7	7	0			-0.1438	
		IEP		100.0%	3.000	0	0	12	1	199	196	-0.1264	1.9039
				97.0%		0	0		0			-0.1224	
				95.1%	3.198	0	5	20	1	214	228	-0.0932	-0.1326
				96.6%	2.245	0	1	28	2	223	220	-0.0849	-0.1997
				94.0%	2.922	0	4	51	3	218	247	-0.0546	-1.0864
				99.4%	2.608	0	1	18	0	210	221	-0.0510	0.4125
				98.2%	2.899	0	2	9	1	207	218	-0.0086	0.7389
				98.0%	2.746	1	0	9	0	220	224	0.0173	-0.0949
				96.3%	2.922	0	0	47	2	220	235	0.0179	-0.5673

Last Name	First Name	IEP	Special Ed Classes	Attendance%	GPA	Fs	Referrals	MissingAssmts	Activities	W MAP Reading	W MAP Mathematics	z-EWS	z-Underperf
				89.7%	3.928	0	0	5	2			0.0227	
				98.3%	2.932	0	1	35	1	218	227	0.0284	-0.1153
				96.9%	3.206	0	2	27	1	216	229	0.0350	-0.0986
				96.3%	2.726	0	1	20	3	213	224	0.0489	0.2758
				96.9%	2.804	0	0	38	3	221	223	0.0604	-0.0412
				98.3%	2.510	0	0	44	2	218	237	0.0621	-0.5006
				98.0%	2.676	0	1	24	1	216	233	0.0673	-0.2276
				98.9%	2.569	0	0	13	2	215	218	0.1166	0.5303
				92.9%	3.775	0	1	11	2			0.1258	
				98.6%	2.745	0	1	69	3	226	243	0.1277	-1.0467
				95.7%	3.108	0	0	36	3	221	231	0.1343	-0.2870
				96.0%	3.137	0	0	18	2	223	224	0.1618	-0.0429
				99.1%	2.814	0	8	18	3	216	234	0.1935	-0.1023
				98.0%	2.941	0	0	8	3	205	224	0.1985	0.8508
				93.4%	2.804	0	2	26	5	221	241	0.2018	-0.6272
				98.0%	2.696	0	0	30	5	216	225	0.2540	0.3655
				96.6%	3.382	0	0	20	1	225	234	0.2542	-0.4439
				99.1%	2.833	0	0	5	4	204	219	0.2729	1.2121
				99.4%	2.932	0	1	20	4	221	211	0.2771	0.7639
				96.2%	3.117	0	0	10	1	228	235	0.2823	-0.5902
				99.4%	3.050	0	1	8	1	217	229	0.2843	0.1868
				99.1%	3.156	0	0	10	3	205	230	0.3309	0.7692
				96.9%	3.107	0	1	45	3	240	241	0.3643	-1.3021
				98.0%	3.167	0	0	11	5	215	216	0.3770	0.9636
				99.4%	3.314	0	0	1	4	198	225	0.3952	1.3986
				96.3%	3.460	0	0	10	2	223	238	0.3981	-0.3303
				96.6%	3.530	0	2	10	2	222	241	0.4017	-0.4076
				95.4%	3.835	0	0	12	1	228	240	0.4034	-0.6439
				99.1%	3.519	0	1	6	3	210	225	0.4060	0.8498
				97.7%	3.090	0	1	67	6	233	243	0.4201	-0.9853
				97.7%	3.138	0	0	41	4	230	239	0.4197	-0.6729
				98.6%	2.755	0	0	25	4	228	232	0.4205	-0.2769
				98.6%	3.383	0	2	39	2	238	240	0.4270	-1.0818
				99.1%	3.637	0	0	8	2	215	234	0.4842	0.3321
				98.0%	3.166	0	2	15	4	226	234	0.4886	-0.1782
				97.1%	3.157	0	1	27	6	222	236	0.5013	-0.0596
				100.0%	3.780	0	0	4	0			0.5159	
				97.1%	3.501	0	0	18	3	233	241	0.5770	-0.6901
				95.7%	3.825	0	0	10	2	235	243	0.5806	-0.8652
				98.3%	3.521	0	0	3	6	214	219	0.5878	1.1625
				98.9%	3.363	0	0	10	5	223	231	0.6536	0.3117
				98.9%	3.608	0	0	7	6	216	223	0.6571	0.9890
				98.9%	3.883	0	1	13	2	231	243	0.6772	-0.5487
				98.0%	3.716	0	0	4	3	224	245	0.7003	-0.2754
				98.0%	3.794	0	0	8	4	228	236	0.7184	-0.0518
				99.4%	3.629	0	3	18	6	226	232	0.7234	0.2208
				98.3%	3.648	0	0	14	5	227	236	0.7267	0.0062

Last Name	First Name	IEP	Special Ed Classes	Attendance%	GPA	Fs	Referrals	MissingAssmts	Activities	W MAP Reading	W MAP Mathematics	z-EWS	z-Underperf
				95.4%	3.981	0	0	6	4	236	249	0.8099	-0.8645
				92.0%	4.000	0	0	8	7	240	247	0.8458	-0.9184
				98.3%	3.981	0	0	4	4	232	245	0.8998	-0.3849
				99.7%	3.883	0	1	7	4	232	256	1.0045	-0.7185
				100.0%	3.882	0	0	9	4	234	256	1.0434	-0.7605
				100.0%	3.814	0	0	5	10	225	233	1.1904	0.8475



## Study of Summer Regression

A few years ago, we did some analysis on how much our students lose during the summer months when school is not in session. This was both in response to the inability to fund summer school and to understand more fully the ebbs and flows of student learning that takes place in the annual cycle. We observed that perhaps more regression occurs at Oregon CUSD than is typical, and it has been accepted as sort of a local truth that our students seem to lose more over the summer months. An updated study of this phenomenon follows

Because the NWEA Measures of Academic Progress (MAP) test is used so frequently and in so many grade levels, it provides the ability to track student growth over time and determine when and where students are growing as they move through school. NWEA publishes norms for several instructional intervals, including Fall-Spring and Fall-Fall. One way of looking at the difference between OCUSD students and the normative group is to compare the rates of students who meet their Fall-Spring growth target against the rate for Fall-Fall. If the Fall-Fall number is lower, then it seems that gap in instruction affects our students more than is typical. The first two graphs illustrate that by and large, this is occurring. In both Reading and Mathematics, the percentage of students who reached their Fall-Fall MAP target growth is several points lower than the value for Fall-Spring.

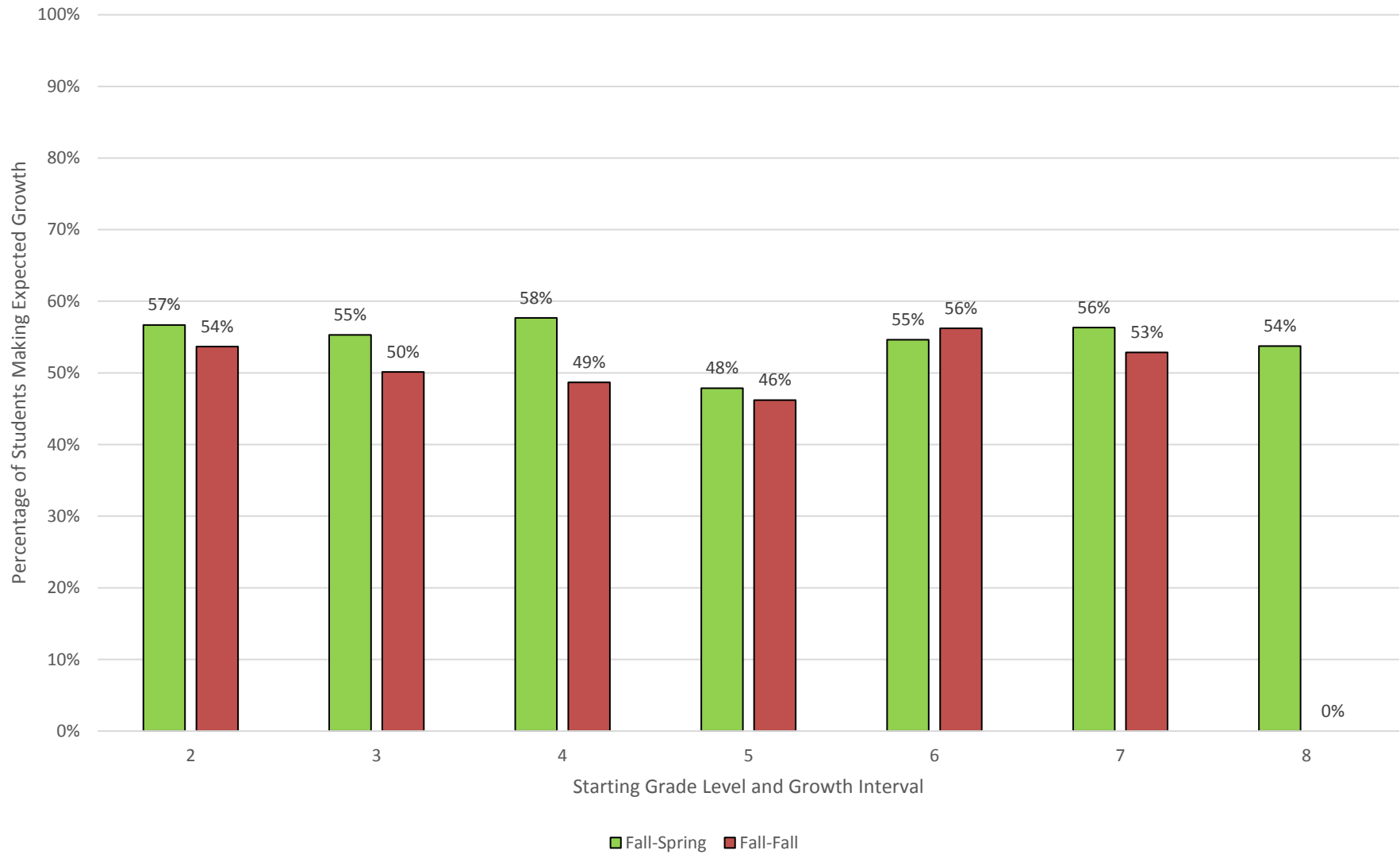
For any question such as this, it is also to tease apart the data to see if any underlying differences exist among groups of students. The paid lunch vs. free/reduced lunch status is a good place to start, as we often discuss how families with lower incomes may have a more difficult time providing the support that students need in order to be academically successful. The next two graphs compare those two groups in how their Fall-Spring and Fall-Fall percentages differ. For second grade Reading, for example, the paid students actually do a little better in Fall-Fall (green bar is above the X axis), while the free/reduced students perform quite worse. These grade 2 students, over four different years, tend to see great losses for free/reduced students over summer. The paid students still likely lose a little bit of performance, but they lose less than the normative group does. Results over other grade levels are mixed, with a slight leaning in the expected direction.

Another way to look at this effect teased apart by lunch status is just to look at the regression in RIT scores from Spring to Fall. This is a much simpler graph, but it makes assumptions about how growth is measured that are not entirely accurate. We know that students tend to make fewer RIT points of growth as they age, so differences expressed across different grade levels are not on the same scale. Nevertheless, the relationship between paid and free/reduced students is largely in the expected direction, with paid students losing less than free/reduced students over the summer. While is not large in magnitude, and with some comparisons occurring in the reverse direction, most grade levels see this type of relationship in the data. Students who come from impoverished backgrounds likely experience a bit more summer regression than their higher-income peers. What is more clear, however, is that students in this district demonstrate more summer regression than is typical across the country. Future planning and programming should seek to address this relative weakness.

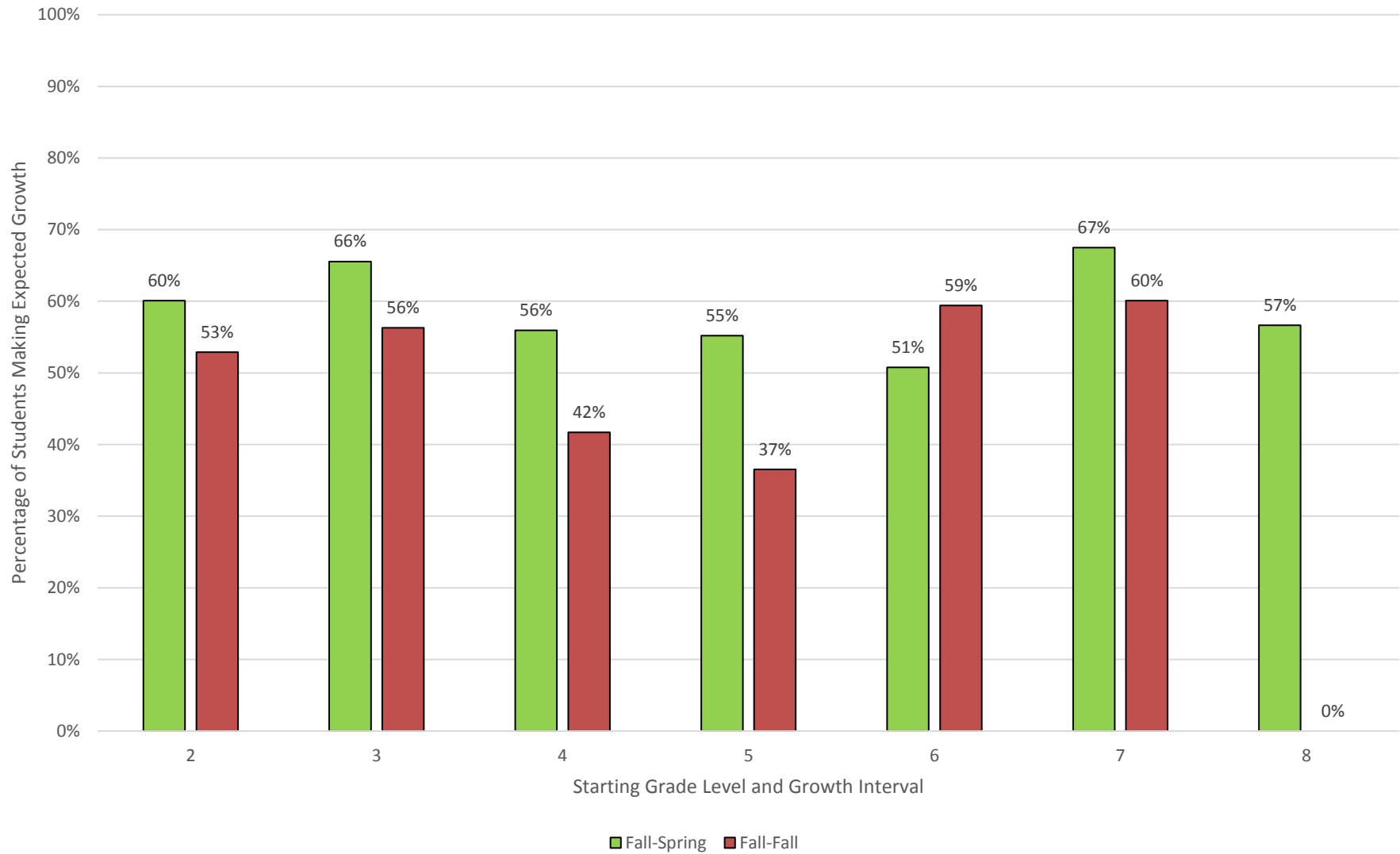
Respectfully Submitted,

Adam P. Larsen  
Assistant Superintendent  
Oregon CUSD #220

Percentage of Students Meeting MAP RIT Growth Target  
By Grade Level and Instructional Interval  
SY12-SY15  
Reading

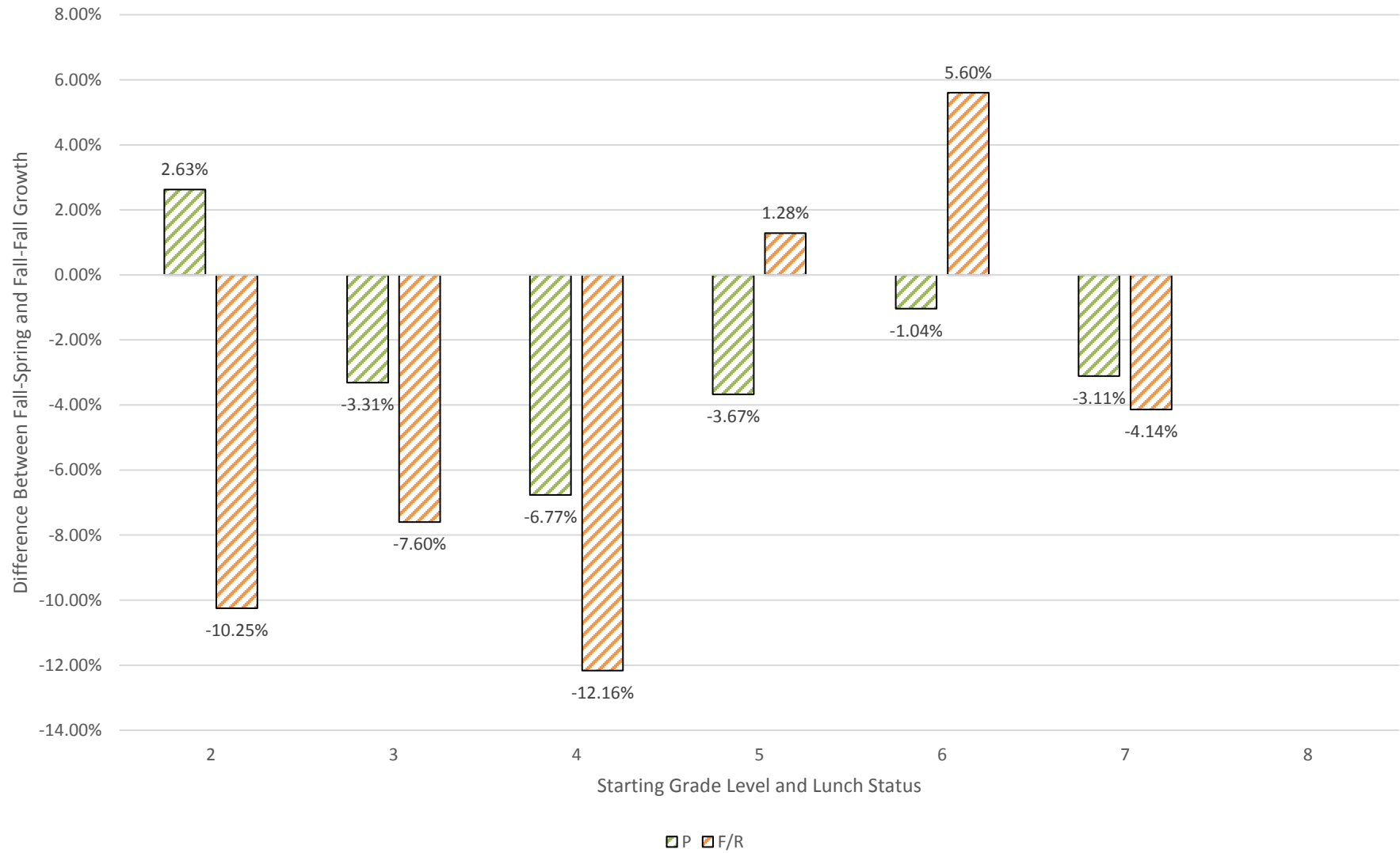


Percentage of Students Meeting MAP RIT Growth Target  
By Grade Level and Instructional Interval  
SY12-SY15  
Mathematics

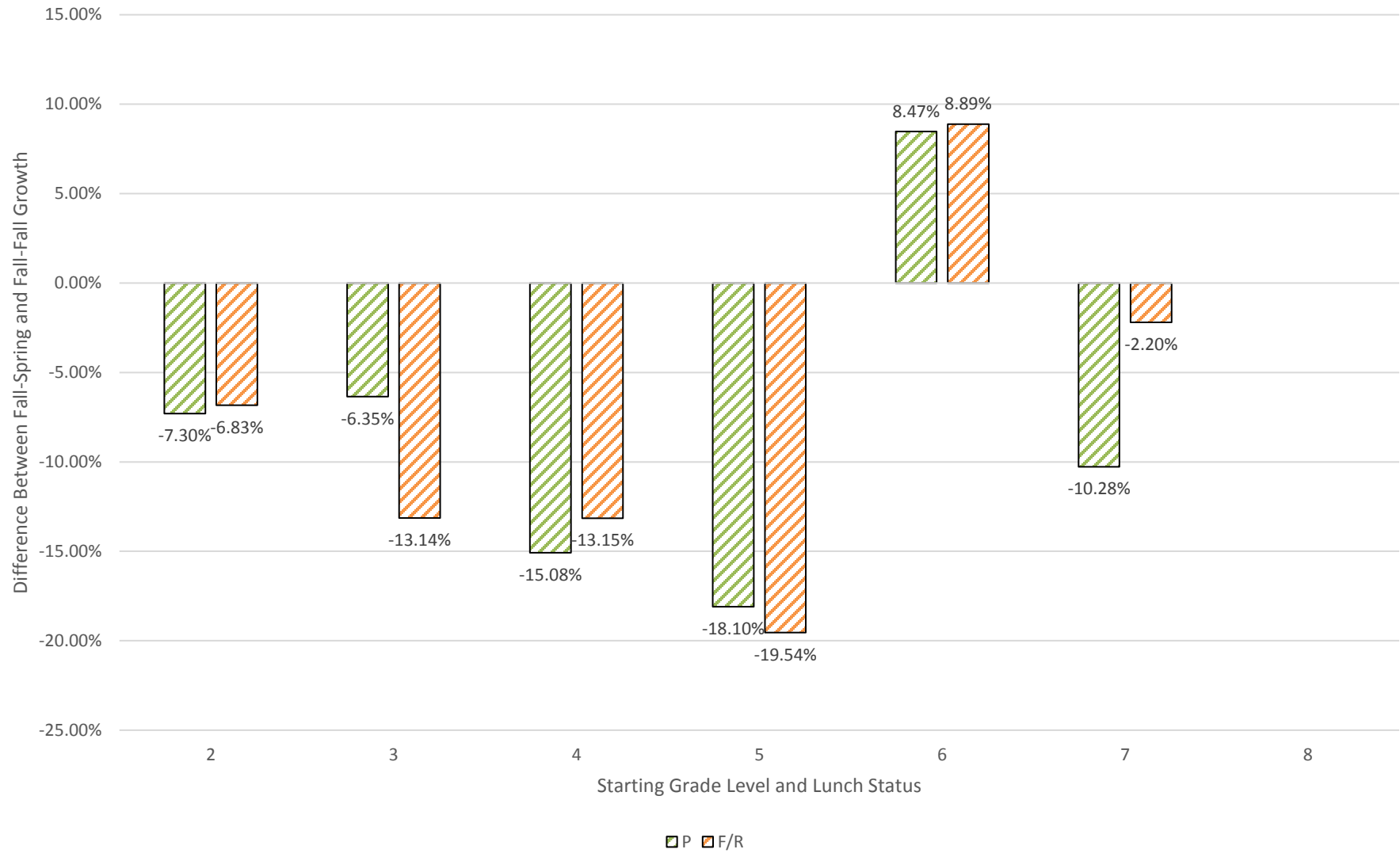




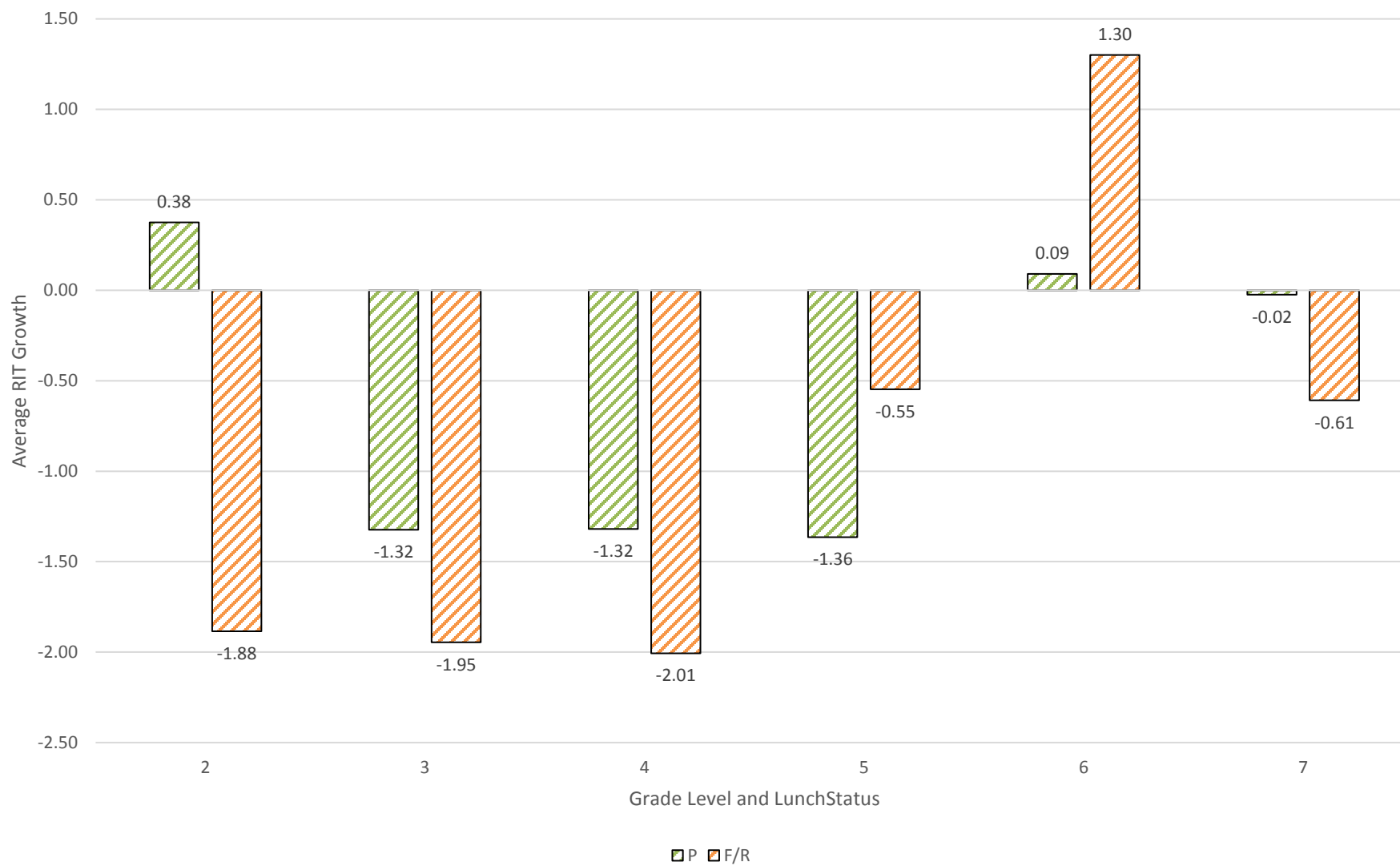
Difference Between Fall-Spring and Fall-Fall Growth  
By Lunch Status  
SY12-SY15  
Reading



Difference Between Fall-Spring and Fall-Fall Growth  
By Lunch Status  
SY12-SY15  
Mathematics



Spring-Fall MAP RIT Growth  
by Grade Level and Lunch Status  
SY12-SY15  
Reading



Spring-Fall MAP RIT Growth  
by Grade Level and Lunch Status  
SY12-SY15  
Mathematics

