



From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: February 2023 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, 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				
2022-2023	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 2023 testing window was recently completed, and 1853 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 2023 Illinois Assessment of Readiness (IAR)

NWEA regularly releases updated cutscores 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). While they have not performed a new analysis that correlates MAP scores with the actual IAR assessment, our understanding is that the test is similar enough to the previous assessment (PARCC) that we should use the same cutscores as before. NWEA has updated the linking study to insert IAR language in it, so we will continue to use these cuts until an update is issued.

These cutscores 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.

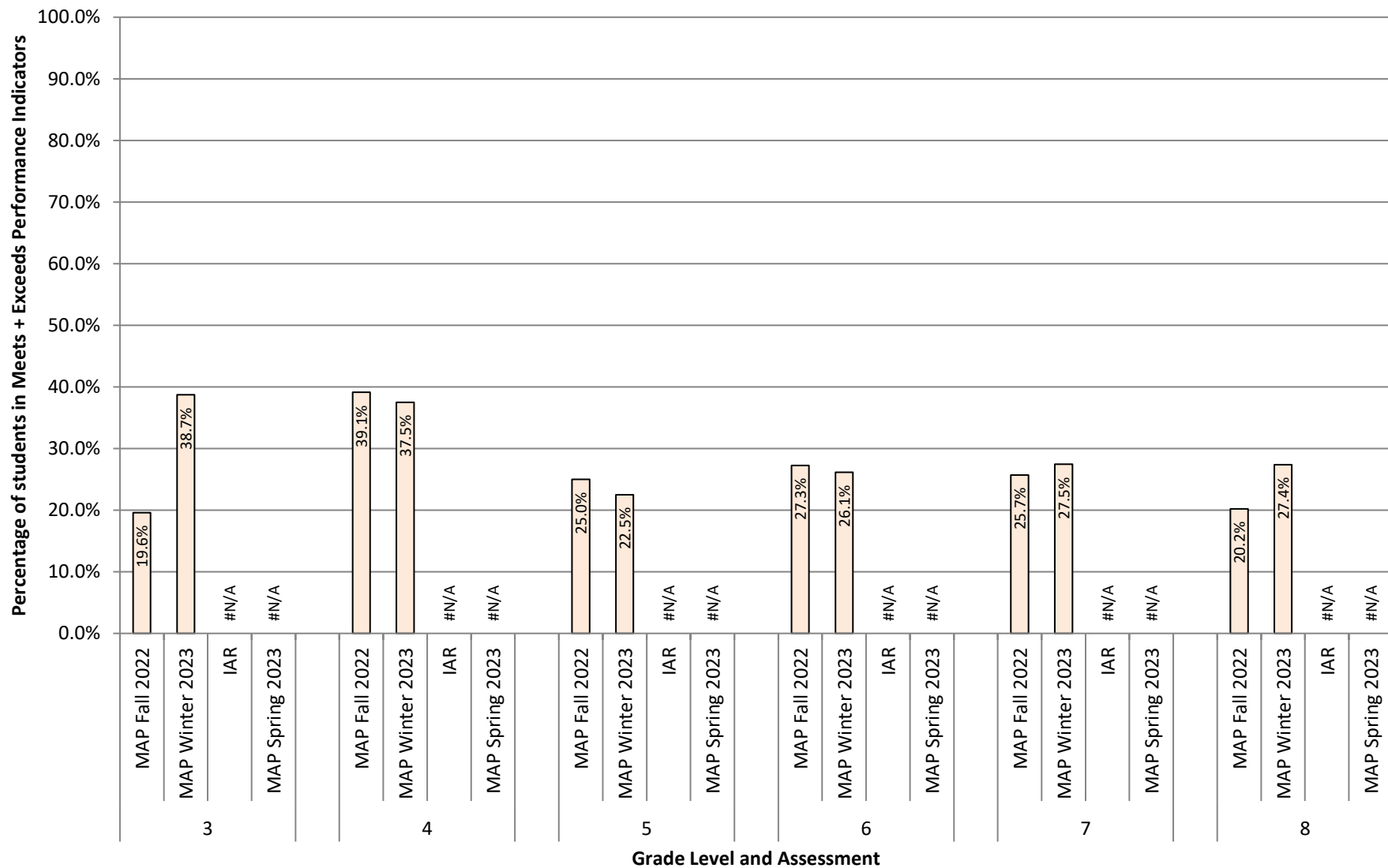
A summary of expected performance in Reading and Mathematics follows. These graphs are used each year to track cohort progress toward the expected goal. By plotting the achievement tests on a consistent scale each term, it allows for easy comparisons to be made after every testing season. On these charts, which will be updated periodically throughout the 2022-2023 school year, predictions of IAR performance based on MAP scores will be plotted alongside actual IAR performance from the same school year.

The high performance in grade 4 in Fall has continued into Winter. This is again encouraging because it suggests that the growth made in grade 3 during 2021-2022 is holding. This may be due to deeper, more long-lasting learning taking place in the previous year, better learning outcomes in grade 4, or a combination of both.

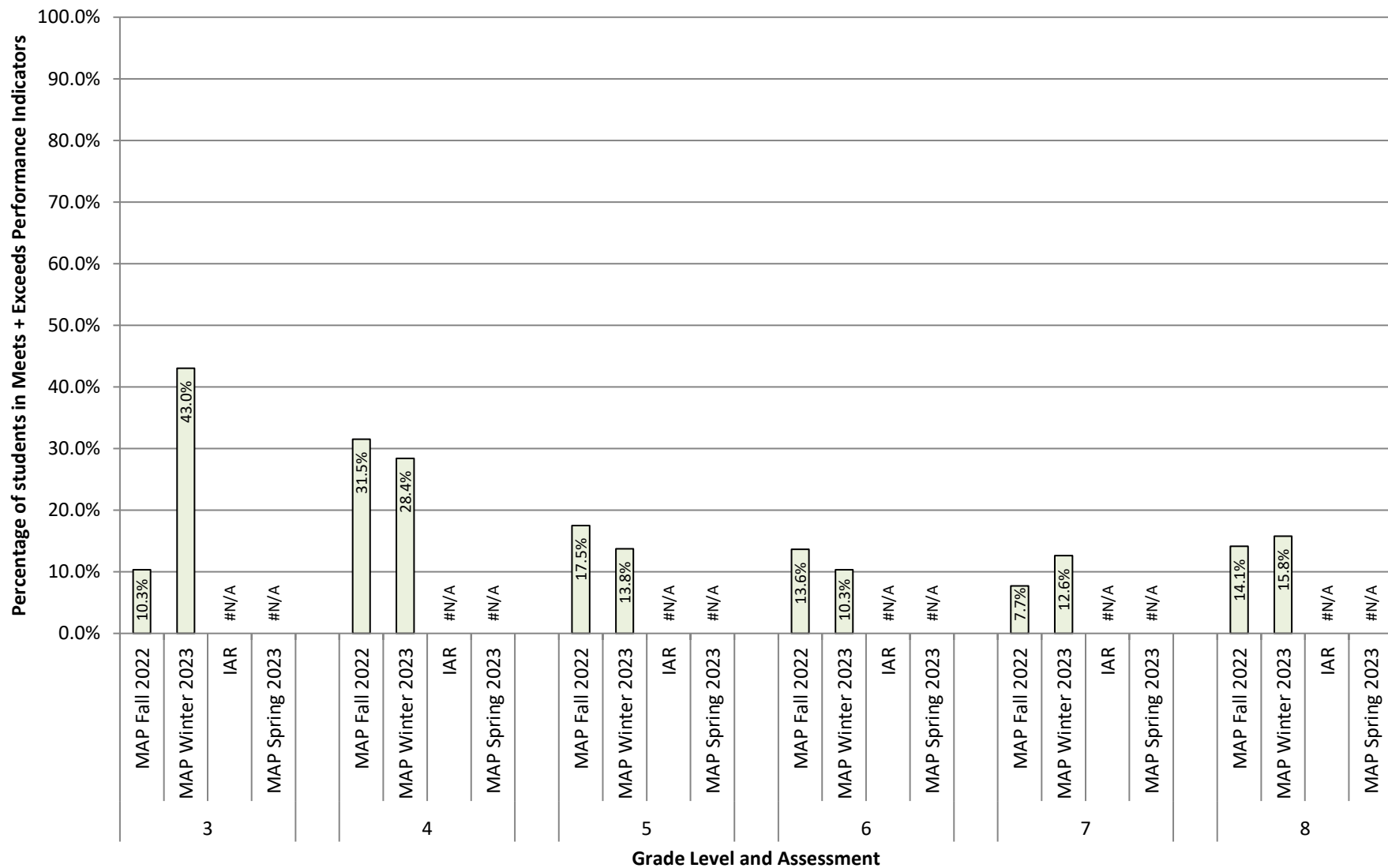
The growth from Fall to Winter for both reading and mathematics in grade 3 again stand apart as outliers. Moderate gains are visible in in grades 7 and 8.

There have been no substantive updates in 2022-2023 regarding the development of a new high-stakes test to replace IAR. We will continue to watch for developments in that upcoming change.

2023 IAR Reading with Fall, Winter, and Spring Predictions from MAP



2023 IAR Mathematics with Fall, Winter, and Spring Predictions from MAP





Online Report Cards

At a recent meeting of the Curriculum, Technology, and Data (CTD) Committee, we discussed how grades are reported to families. For the past couple of years report cards have only been distributed online through our PowerSchool parent portal. We are able to track online views of the actual report card, but these views somewhat underreport parent engagement because it does not include views of the Quick Lookup page or usage of the mobile app. It also does not include students logging into their portal and showing their families their grades.

Despite these considerations, a graph of hits to the report card page is included for reference. This is disaggregated by grade band (OHS, OJHS, OES) and reporting term. The 14-16% viewership for OHS and OJHS is not very concerning, given that families have easy access to realtime grades throughout the term. At OES, the standards-based grades are typically only entered at report card time (particularly at grades K-4), and this view really should be seen by students' guardians in order to convey growth and mastery. While printing out paper report cards or sending them home via our messaging platform in no way guarantees that they will be seen, it is a more active process to put data into their hands. We will continue to discuss this as a leadership team to ensure that families are informed about their students' progress.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Adam P. Larsen'.

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220

Report Card Views by School and Term 2022-2023

