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From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: October 2021 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	F	F	F	F	F	F	F	F				

F=Fall, W=Winter, S=Spring

The Fall 2021 testing window was recently completed, and 1859 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.

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Predicting the 2022 Illinois Assessment of Readiness (IAR)

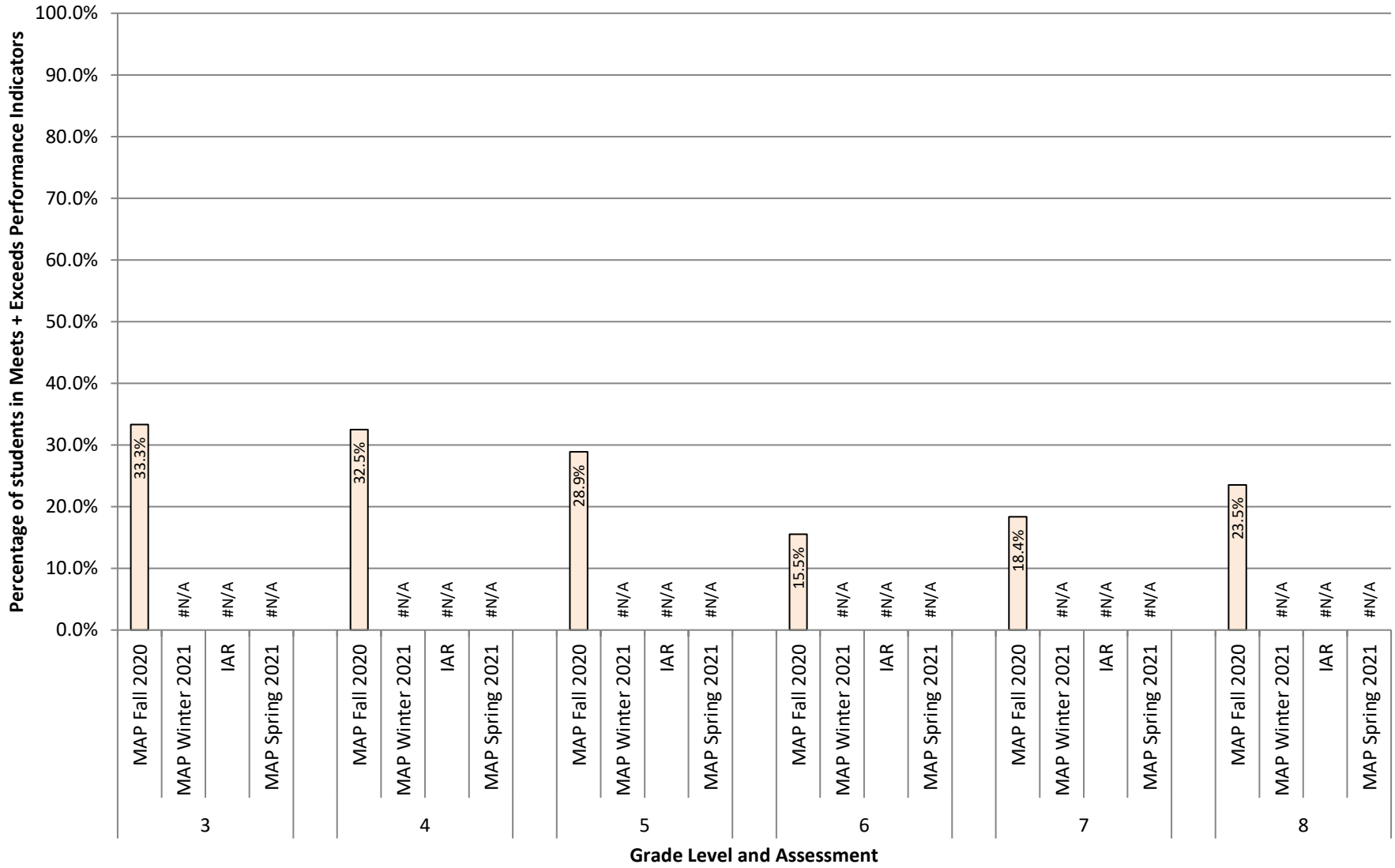
NWEA regularly releases updated cutscores that correspond to the state outcome measure that students take in the spring. That assessment is currently known as the Illinois Assessment of Readiness (IAR). While they have not performed a new analysis that correlates MAP scores with the actual IAR assessment, 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.

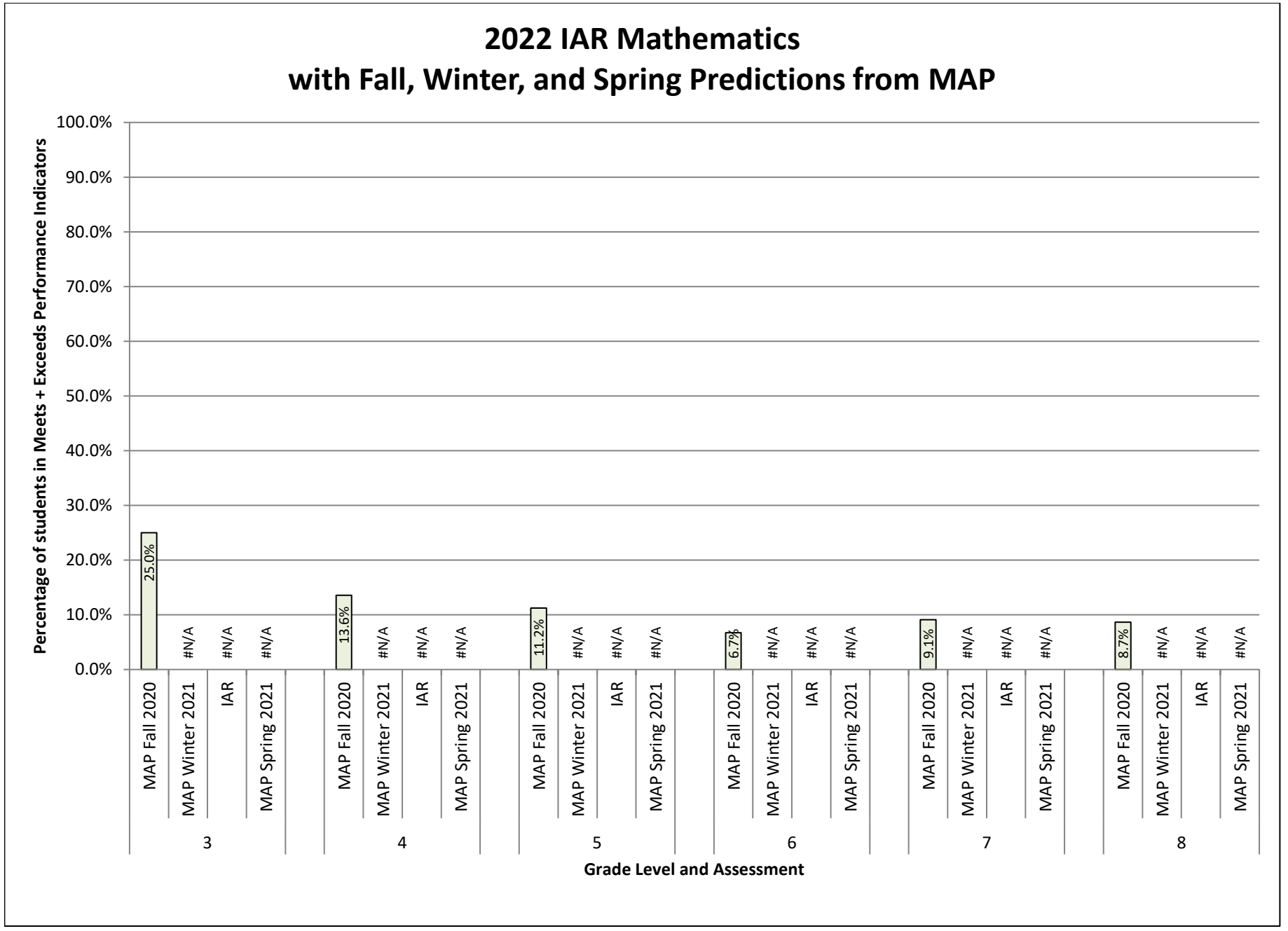
These cutscores allow school districts to make predictions about which students are expected to meet and not meet expectations when they take the IAR each spring. This analysis is useful both for 1) program evaluation, determining how well the overall curriculum is working to prepare students, and 2) 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 2021-2022 school year, predictions of IAR performance based on MAP scores will be plotted alongside actual IAR performance from the same school year.

ISBE has indicated that they intend to secure a contract with a new provider for an updated version of the Illinois Assessment of Readiness. This will be the fourth high-stakes assessment in about a ten-year span. While this new assessment will still be aligned to the same standards as the IAR (and the PARCC before it), any new assessment bring some changes with it. We will monitor these developments closely and report any changes that trickle down to school districts.

2022 IAR Reading
with Fall, Winter, and Spring Predictions from MAP




2022 IAR Mathematics
with Fall, Winter, and Spring Predictions from MAP
Percentage of students in Meets + Exceeds Performance Indicators
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
25.0%
13.6%
11.2%
6.7%
9.1%
8.7%
#N/A
MAP Fall 2020
MAP Winter 2021
IAR
MAP Spring 2021
3
4
5
6
7
8
Grade Level and Assessment

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Technology Updates

After about a year and a half of playing catch-up with a lot of rapidly changing requirements, the Department of Technology has settled into a new rhythm with personnel and goals. We welcomed Ben Anderson to the team over the summer, and he has been assigned primarily to Oregon Elementary School as the day-to-day problem solver. Jake Lauer remains in the datacenter at Oregon High School where he attends to that building's needs and prepares for the merger of the two buildings next year. Shawn Gadow is in the new District Office building, and Steve Stinson primarily works remotely on PowerSchool, network engineering, automation, and integration.

PowerSchool

We began automating processes such as reporting, account provisioning, and synchronization with external systems about 9 years ago. At the time, the tools we used to do this work felt quite cutting edge. Over time, however, other tools have emerged to make this work easier, more efficient, and more maintainable. One of the goals we have set for the current year is to replace some of these early projects with better practices that will allow them to continue to work with little or no human intervention.

A prime example of this is our athletic eligibility report. When we first automated this, it was using a database querying tool that resides on a server in our network. It requires periodic maintenance to add and remove sports as their seasons start and finish. While it is not a lot of work, it does take someone from our technical staff logging into a server, making the change, and testing it. Sometimes we make mistakes, and sometimes we are not able to make the edit before the season change happens. In an effort to remove this human element, paired with the desire to enhance our capacity, we have decided to rewrite this process using some technologies that did not exist in March 2012. We will build screens inside PowerSchool that allow the athletic staff the ability to enable/disable specific sports and activities throughout the year using an interface with which they are already familiar. At a scheduled time, a task will run to extract the grades and activities data and send it to the athletic department and various coaches.

This has provided a great opportunity to start bringing Ben Anderson on board with our PowerSchool customization and automation approach. Steve Stinson has started meeting with him weekly to architect a solution, train up on the skills that Ben does not yet have, and build it out. This will not only solve the immediate problem we have with this particular project, but it will also create some additional redundancy in our department with PowerSchool customization, database query writing, and scripting knowledge.

To make this one project work, it will take familiarity with the following languages, libraries, and skills, which should convey the breadth of its scope:

- Hypertext Markup Language (HTML)
- Cascading Style Sheets (CSS)
- JavaScript
  - jQuery
  - JavaScript Object Notation (JSON)
- Structured Query Language (SQL)
- eXtensible Markup Language (XML)
- Python
  - cx_Oracle
  - Pandas
  - Simple Mail Transport Protocol library (smtplib)

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Schoology

We continue to integrate many learning tools with the new learning management system (LMS). Some recent additions have included Edpuzzle, Scholastic, IXL, and ThinkCERCA. We are still having issues with the HMH Ed tool, as their rostering process recently went through an overhaul and has us stuck in limbo while they figure out our needs of having to roster students from PowerSchool, integrate with Google, and have single sign-on from Schoology.

Recent training and work with teachers has focused on how to provide effective feedback to students about their learning. This includes returning completed work, providing grades, issuing comments, and requesting revisions. Most teachers were using Google Classroom last year, and the workflow was a little different from Schoology, but most are adapting well to the more fully-featured, robust LMS.

We have also identified some potential gaps in the product that we will request to have enhanced or fixed. These center largely on how missing/zero/scored information is communicated between Schoology and PowerSchool. Despite these products being owned by the same company, there are places where the integration is not perfect and requires some manual work to keep the data in sync.

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220