



From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: October 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, 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	F	F	F	F	F	F	F	F				

F=Fall, W=Winter, S=Spring

The Fall 2023 testing window was recently completed, and 1866 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 2024 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.

In ELA, we are again seeing the carryover and continued higher performance in grade 4. This year, that continuance has carried up to grade 5. Our post-hoc analysis suggests that the strong performance at the end of grade 3 holds has staying power as the students age up.

In Mathematics, the only grade level that currently stands out is 4. This can again be attributed to the high growth seen in grade 3 in the previous year, and our expectation would again be that this will hold or increase during the 23-24 school year.

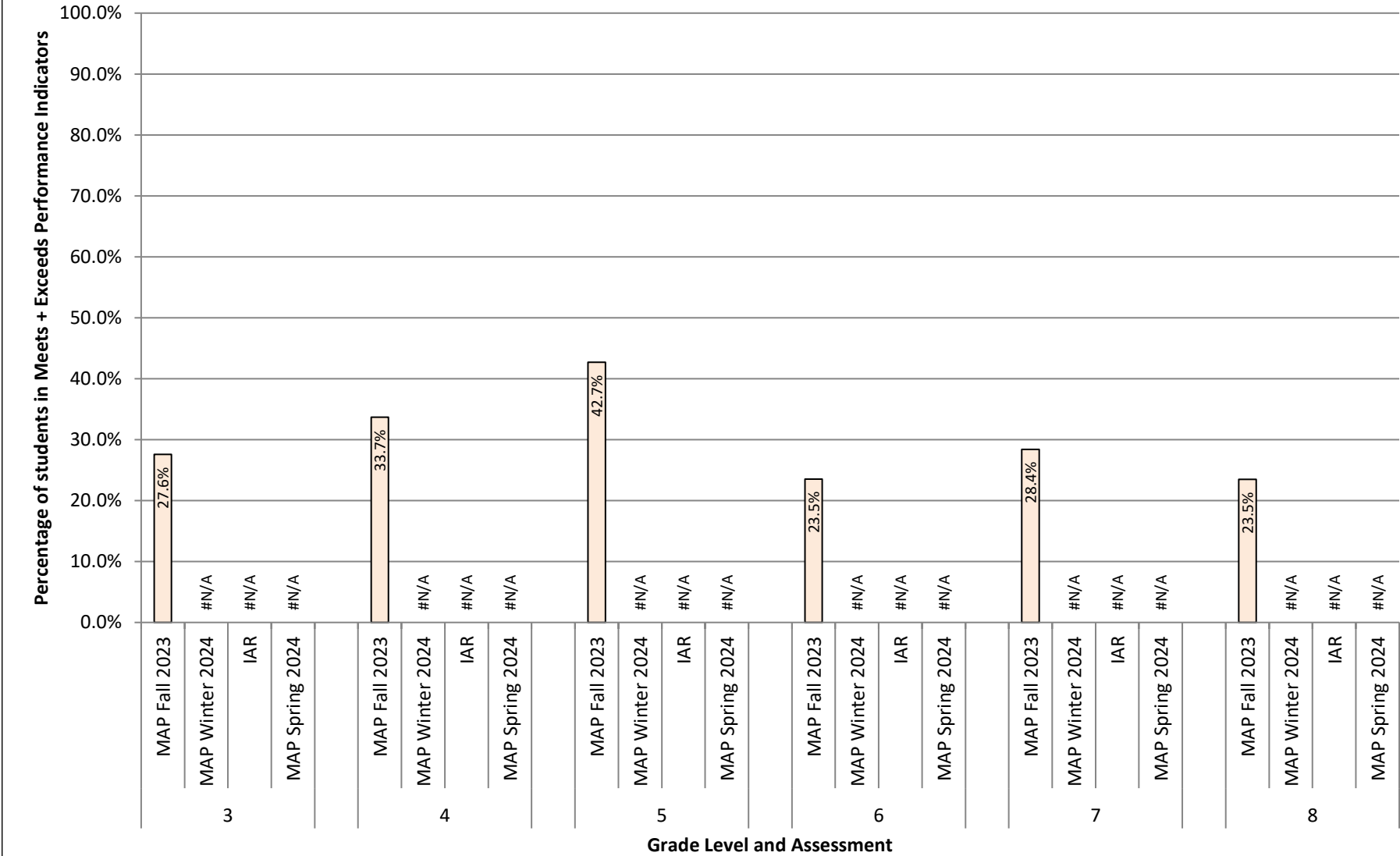
No indication from ISBE suggests that the high-stakes test will change in the near term. Though there was previously some discussion about moving to a different vendor (namely, Data Recognition Corporation), nothing has been brought up on the biweekly assessment calls for several months. If there are any changes, we will share those updates.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Adam P. Larsen'. The signature is fluid and cursive, with the first name 'Adam' and last name 'Larsen' clearly legible.

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220

2024 IAR Reading
with Fall, Winter, and Spring Predictions from MAP



2024 IAR Mathematics
with Fall, Winter, and Spring Predictions from MAP

