



Date: May 21, 2018

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: May 2018 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 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				

F=Fall, W=Winter, S=Spring

The Spring 2018 testing window was recently completed, and 1768 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.

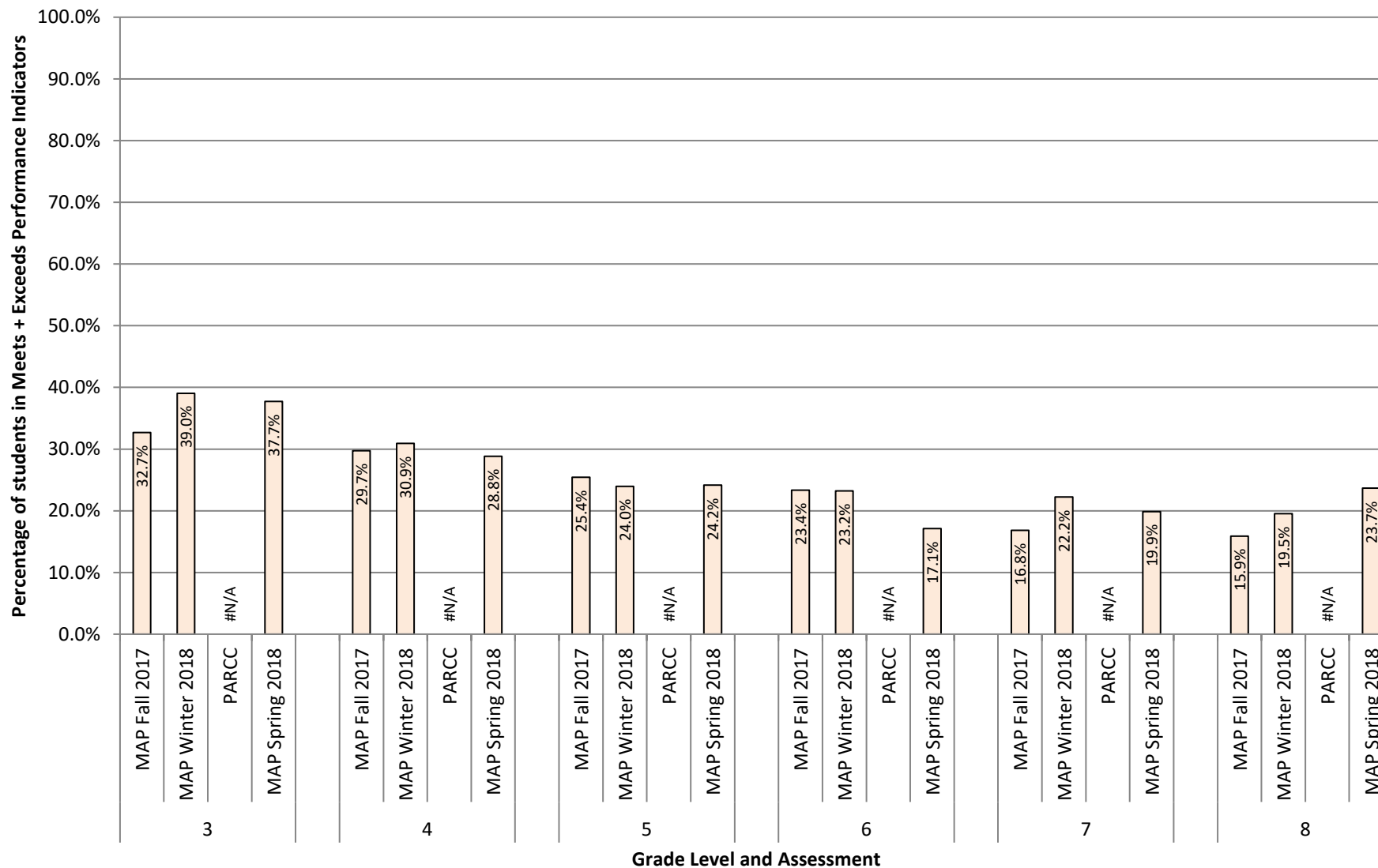


Predicting the 2018 PARCC

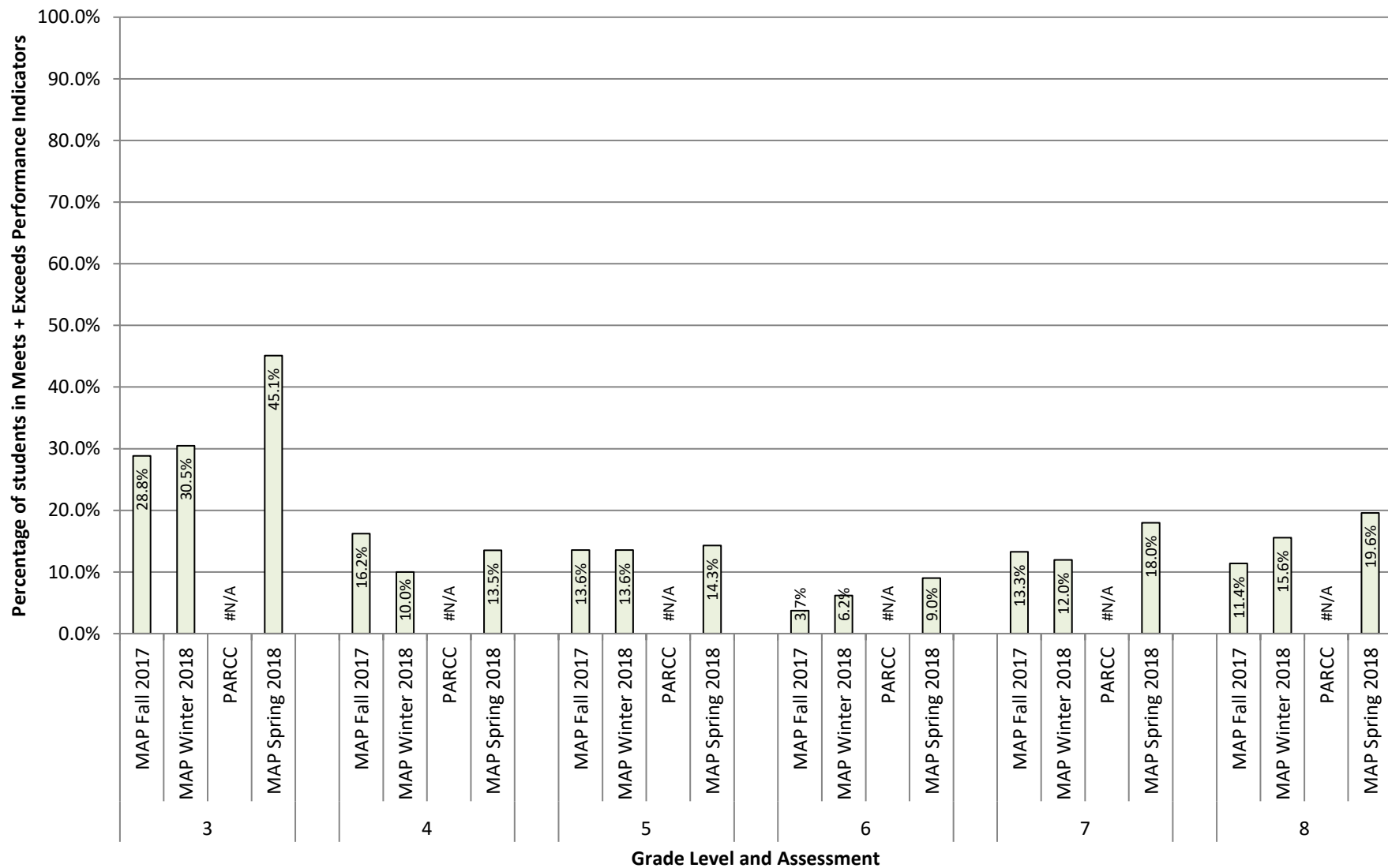
NWEA released updated MAP-PARCC correlate cutscores in November of 2016. These cutscores allow school districts to make predictions about which students are expected to meet and not meet expectations when they take the PARCC each spring. This analysis is useful both for 1) program evaluation, determining 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 have been updated periodically throughout the 2017-2018 school year, predictions of PARCC performance based on MAP scores will be plotted alongside actual PARCC performance from the same school year.

2018 PARCC Reading with Fall, Winter, and Spring Predictions from MAP



2018 PARCC Mathematics with Fall, Winter, and Spring Predictions from MAP





Partnership for Assessment of Readiness for College and Careers (PARCC) 2018

After about two months of testing every day, we are finally finished with the 2018 PARCC window. At Oregon Elementary School alone 2,248 tests were given over 128 total sessions in 6 weeks. While the testing window presents a major disruption to the flow of the school year, it does provide us with valuable information about students' progress toward learning targets and mastery of standards.

Preliminary scores will be available from Pearson by May 18, while better meets + exceeds numbers will be released in June and July. We will begin analyzing and reporting out on the data as soon as it becomes available.

Assessment Proctors

The following people proctored, organized, or otherwise managed the massive amounts of assessments that were conducted this spring between MAP and PARCC. They make the process go smoothly every year.

Lauren Akre
Mindy Becker
Sue Braden
Mandi Callaway
Joanna Cermak
Donna Harvey
Ryan Huels
Tammy Kavala
Wendy Olalde

Among this group, special recognition goes to Mandi Callaway, Jo Cermak, and Ryan Huels for their efforts with training, scheduling, and making the system run. Electronic testing makes some things easier and some things more difficult, but this group prevents the challenging parts from holding us back. Their efforts are greatly appreciated.



Academics | Activities | Service | Leadership

Every Student Succeeds Act (ESSA) Update

The 2015 Every Student Succeeds Act is the latest iteration of the Elementary and Secondary Education Act (ESEA) that sets federal policy governing K-12 accountability. ESSA recently replaced the 2002 No Child Left Behind Act (NCLB), the law that introduced sweeping changes to how schools are funded, measured, and reported. The Every Student Succeeds Act includes dozens of features and metrics designed to help the public understand how a school is performing. Every state gets to define these measures in accordance with the federal requirements. In Illinois, the current draft of the metrics is as follows:

P-8 (Elementary)			9-12 (High School)	
ELA Proficiency	7.5%		ELA Proficiency	7.5%
Math Proficiency	7.5%		Math Proficiency	7.5%
ELA/Math Growth (A-F grade)	50.0%		Graduation (4,5,6 year)	50.0%
EL Proficiency	5.0%		EL Proficiency	5.0%
Science Proficiency	5.0%		Science Proficiency	5.0%
Core Academics	75.0%		Core Academics	75.0%
Chronic Absenteeism	5.0%		Chronic Absenteeism	2.5%
Climate Surveys	5.0%		Climate Surveys	5.0%
[ELEM/MID Indicator]	5.0%		9 th Grade On-Track	6.25%
[P-2 Indicator]	5.0%		College and Career Readiness	6.25%
[Fine Arts Indicator]	5.0%		[Fine Arts Indicator]	5.0%
Student Success / School Quality	25.0%		Student Success / School Quality	25.0%

In the Illinois implementation, one of the more concerning metrics proposed is English/Language Arts and Mathematics grown, which comprises 50% of a PK-8 school's overall rating. It is not the content or the metric itself that is problematic for schools. Rather, it is the fact that it will also be reported out as its own standalone figure, with schools receiving a letter grade from A-F on a curve. That is, 20% of schools will receive each of the five grades. Thus, 60% of schools will be labelled with C, D, or F. While this may seem like a good idea that will put schools on notice regarding a need to improve, grading on a curve means that there will always be 20% of schools marked with an F. If every school saw their students improve, 20% will still be labelled as failing.



One of the professional organizations with which I am affiliated is the Chicago Area Directors of Curriculum and Assessment, and members there are advocating strongly against this labelling system. Some participants have been watching agendas and meeting minutes of the Technical Advisory Committee, which is providing guidance to ISBE on how to write these rules. Whenever possible, they are lobbying for the removal of this part of the system. Without normative data, it is unclear what kind of rating Oregon CUSD would receive. I will continue to update the Board with information we receive through official channels or through organizations like CADCA.

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