Date: Oct 16, 2017

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Oct 2017 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	F	F	F	F	F	F				

F=Fall, W=Winter, S=Spring

The Fall 2017 testing window was recently completed, and 1689 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.
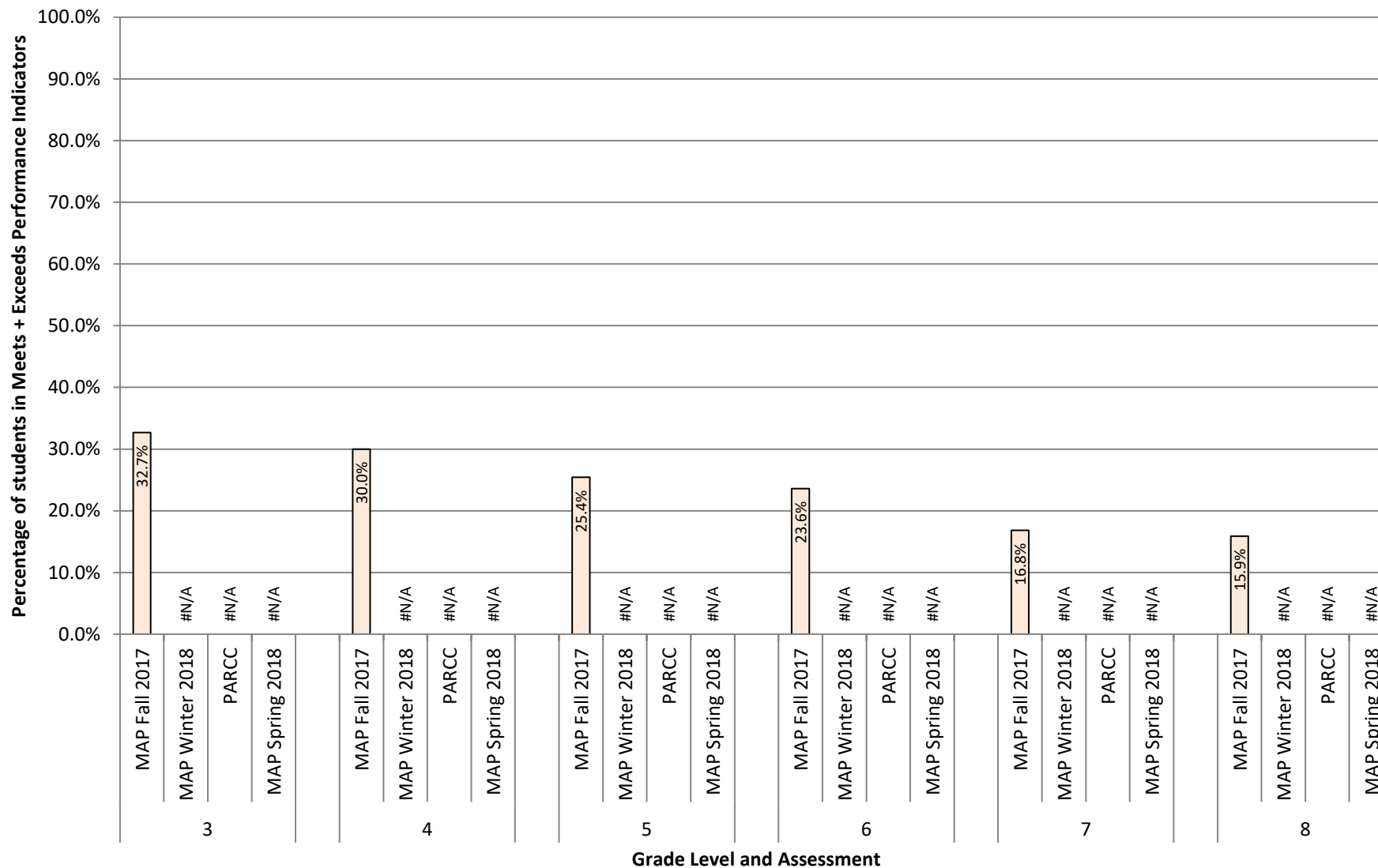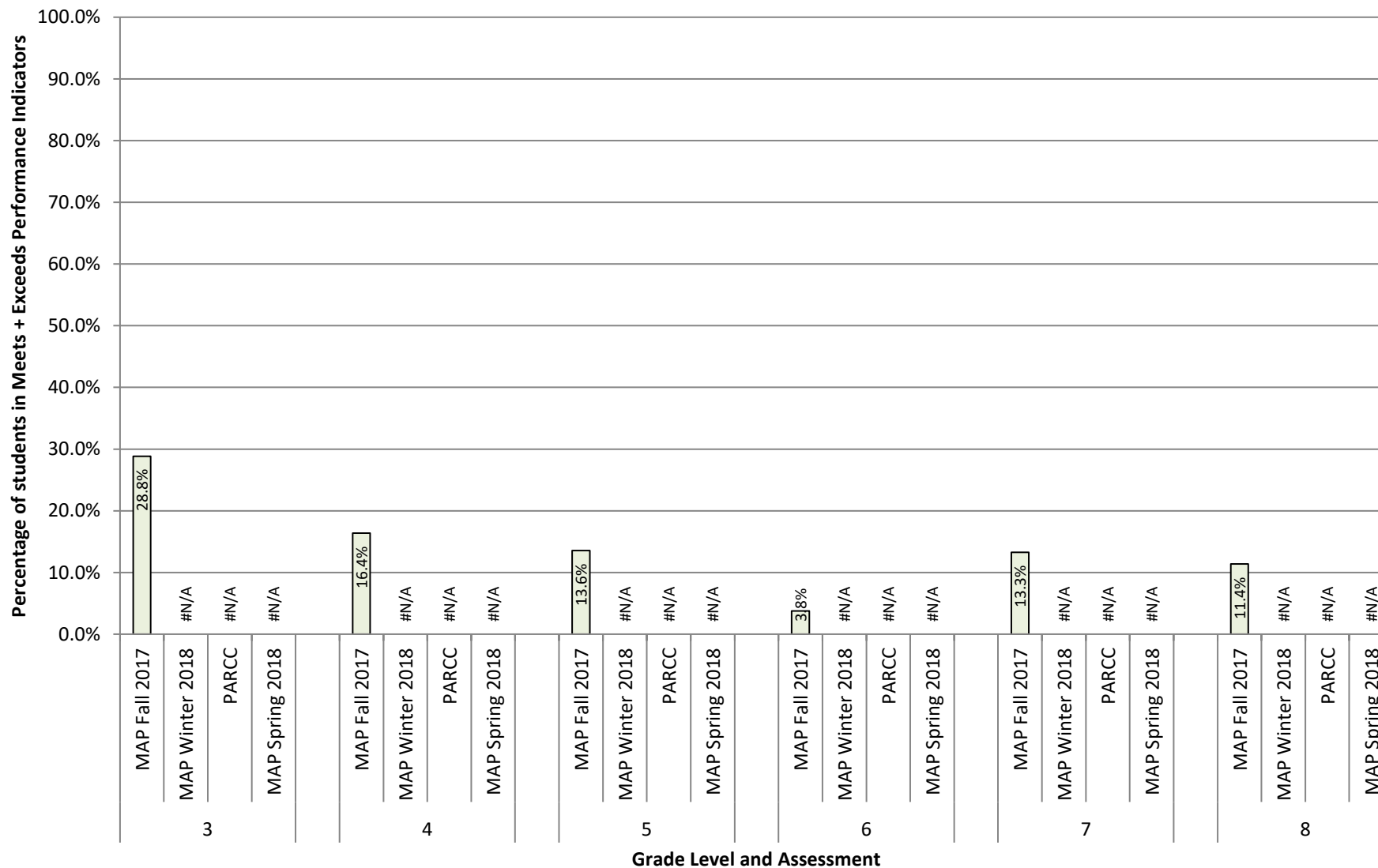
Predicting the 2018 PARCC

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 will be 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

Percentage of students in Meets + Exceeds Performance Indicators

Grade	MAP Fall 2017	MAP Winter 2018	PARCC	MAP Spring 2018
3	32.7%	#N/A	#N/A	#N/A
4	30.0%	#N/A	#N/A	#N/A
5	25.4%	#N/A	#N/A	#N/A
6	23.6%	#N/A	#N/A	#N/A
7	16.8%	#N/A	#N/A	#N/A
8	15.9%	#N/A	#N/A	#N/A

Grade Level and Assessment

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

Percentage of students in Meets + Exceeds Performance Indicators

Grade	MAP Fall 2017	MAP Winter 2018	PARCC	MAP Spring 2018
3	28.8%	#N/A	#N/A	#N/A
4	16.4%	#N/A	#N/A	#N/A
5	13.6%	#N/A	#N/A	#N/A
6	3.8%	#N/A	#N/A	#N/A
7	13.3%	#N/A	#N/A	#N/A
8	11.4%	#N/A	#N/A	#N/A

Grade Level and Assessment

Technology Updates

Our Department of Technology continues to work on the deployment of our Chromebook pilots. As we developed our strategy, one value we settled on was monitoring the device traffic for concerns of student safety. This has proven somewhat problematic with secure websites, as traffic between client and server is encrypted and not able to be monitored. A combination of tools from Barracuda, our web filter vendor, and another vendor named Cloudpath, has permitted us to view this traffic and screen for potential issues. This configuration caused an additional problem with non-secure websites, which we are currently working to solve. This has resulted in repeated delays in fully rolling out the pilots.

Once these issues are resolved, we are looking at introducing two tools to support our adoption of the Google Suite. The first is to help teachers understand, use, and effectively teach the tools found in Google Classroom. We have found a potential vendor named MobileMind that has a strong set of courses designed for teachers in the Google ecosystem. There are three courses available from the vendor, and we strongly feel like the first two would equip a majority of our teachers with these tools.

The other vendor we are examining is called Gaggle. They offer a collection of services that are used to monitor the traffic in the Google Suite. This includes Gmail, Google Talk, the chat features in Drive, shared documents, and more. They have a set of algorithms that constantly poll the traffic and look for keywords that threaten violence or other harm, as well as drug references and cyberbullying. These threats are reviewed by a Gaggle employee and then routed to administrators or technology professionals, depending on our preferences. This tool would be instrumental in protecting our students from threats from internal sources (K-8) and from internal and external sources (9-12).

Partnerships with both vendors are likely purchases in the coming months as the Google pilots accelerate and we look at expanding to most or all grade levels.

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220