

Date: May 15, 2017

- From: Adam Larsen, Assistant Superintendent
- To: Board of Education
- Cc: Thomas Mahoney, Superintendent
- Re: May 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).

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 <i>,</i> W, S	F, W, S	F, W, S	F, W, S	F, W, S	F <i>,</i> 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				

In Oregon, the introduction of the MAP assessment has been along the following schedule:

F=Fall, W=Winter, S=Spring

The Winter 2017 testing window was recently completed, and 1753 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 2017 Partnership for Assessment of Readiness for College and Careers (PARCC)

NWEA released updated MAP-PARCC correlate cutscores in March 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 2016-2017 school year, predictions of PARCC performance based on MAP scores will be plotted alongside actual PARCC performance from the same school year.







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2017 Partnership for Assessment of Readiness for College and Careers (PARCC) Update

Our PARCC window finished on April 24, 2017. Between Oregon Elementary School and DLR Junior High, students completed 1400 test events. Preliminary scores should be available to us early in the summer, and final scores are available a few weeks later, after reporting has gone through a correction period.

The biggest change in the 2017 PARCC was the elimination of the high school portion of the exam. Now that the SAT has been adopted at the high school level, this satisfies most of the requirements set by federal policy, and the PARCC test was no longer needed. Testing has continued online at grades 3 through 8, with minimal changes in configuration or delivery between the 2016 and 2017 assessments.

The building assessment coordinators deserve much recognition for scheduling, organizing, directing, and otherwise figuring out how to administer an assessment to so many students in so short a span of time. At Oregon Elementary School, these are Ben Hickerson and Mandi Callaway, and at DLR Junior High, the coordinator is Joanna Cermak. There are many other people to thank, including the exam proctors who are pulled away from their normal paraprofessional duties, the classroom teachers who are flexible with daily schedules, and the special ed teachers who manage all of the accommodations for their unique student population.

Preliminary results will be shared as soon as they are available.

2017 Illinois Science Assessment Update

About 280 students took the Illinois Science Assessment (ISA) in the past month. This is a one-day event for students in 5th grade, 8th grade, and high school biology. We still know very little about how scores will be reported, because the 2016 assessment has yet to be scored. ISBE reported in February 2017 that they had begun the process of scoring the test from the previous year and that scores should be available this summer. If ISA evolves similarly to PARCC, then scores from the 2017 assessment will be available much sooner than the first year. This is largely due to ISBE's practice of developing the process on an as-it-goes basis, meaning that scoring protocols and training are created after the first iteration, rather than before. Unfortunately, it means schools are left in the dark for several months while ISBE performs the work, but a positive effect is that these processes rarely need to be revamped completely during year two. Creating things ahead of time may mean earlier results, but it may also mean faulty assumptions and the need to discard first-year data because of those assumptions.

Preliminary results will be shared as soon as they are available.

Respectfully Submitted,

Idan P. Lawan

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