

From: Adam Larsen, Assistant Superintendent

To: Board of Education

- Cc: Thomas Mahoney, Superintendent
- Re: May 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).

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 (SpEd)	F, W, S (SpEd)								
2012-2013			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 (ELL)	F, W, S (ELL)	F, W, S (ELL)	F, W, S (ELL)						
2014-2015			F, W, S										
2015-2016			F, W, S										
2016-2017			F, W, S										
2017-2018			F, W, S										
2018-2019	F, W, S												
2019-2020	F, W, S												
2020-2021	F, W, S	F	F										
2021-2022	F, W, S												
2022-2023	F, W, S												

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

#### F=Fall, W=Winter, S=Spring

The Spring 2023 testing window is nearly completed, with 1610 individual test events recorded as of May 8. Most of the students who are yet to test are in grades 7 and 8. 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 2023 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.

Our trend of seeing improvement during the third grade year continues. While the performance in fourth grade was not as high, it trended back upward in mathematics and dipped only lightly in reading. Other grade levels remained largely consistent throughout the 2022-2023 school year.

The Illinois State Board of Education has not revealed any recent updates regarding upcoming changes in the annual testing. We will continue to proceed as though the Illinois Assessment of Readiness will be the test in spring 2024.







# **End of Year and Summer Projects**

The end of the year and summer usually brings a flurry of data projects and preparations for the following year. We have a few new things happening this year, in addition to the normal projects that occur as we roll from one year to the next.

### **Transportation Software**

We are replacing our BusBoss transportation software with Traversa this summer. Traversa is provided by a company called TylerTech. This same company also makes Infinite Visions, which we use for our Enterprise Resource Planning (ERP) software. One of the big advantages to moving to this program is that it provides a more open platform for integrating our other software packages. This means we should be able to move data more easily between systems to keep information in sync where it needs to be.

### **Lunch Software**

The lunch system we have used for several years, MealsPlus, is being discontinued at the end of this year. Fortunately, there is a planned migration path between MealsPlus and TITAN, the software that will replace it. We are currently in the midst of configuring the point of sale systems and how students will purchase meals each with barcodes, badges, and PINs. While we did not have any issues with the previous software and did not intend to replace it, we foresee no major issues in migrating from one package to another, given that one company is supporting us through the transition. The largest drawback we will have during this migration is that families changed online payment vendors last summer because of another discontinuation, and they will need to learn a different payment provider this summer when the cutover is complete. We anticipate some confusion on the part of families but will stay ahead of the change with as much messaging as possible as we approach the new school year.

## **Benchmark data meetings**

As we complete the spring 2023 benchmark assessments, we will be holding benchmark data meetings at each grade level to review student progress and plan for the following year. Though we have had these meetings every year for more than a decade, we did make a major change this year in moving from AIMSweb to FastBridge for our early learning screening suite. The version of AIMSweb we had used for a long time was discontinued a few years ago. We implemented FastBridge last summer and used it for the three benchmarking periods of 2022-2023. While the information is organized differently, we have been able to adapt our data meeting process to incorporate the new data. These meetings are being held the week of May 15-19.

# Scheduling

The Oregon Elementary School schedule has been completed for a few weeks. We were able to make very few changes between 2023 and 2024, which made this one of the fastest schedules to build. This summer, we will enroll students earlier than we normally do so that new teachers are able to log into systems such as PowerSchool, Schoology, and other learning tools when they arrive for orientation and training. In the past, we have had to set up test environments or other sub-par training situations where the teachers are not able to work with real student accounts or curricular materials. If this works well, we will make it our standard practice going forward.



At the Oregon Junior/Senior High, we will complete the two-year process of merging the buildings into a single entity in our digital platforms. While the building functioned as a single unit in 2022-2023, we were not able to create 100% convergence in all of the grading practices, transcripts settings, GPA methods, and schedules. We previously built a list of all of the components of a school year that needed to be combined, an the lack of initial convergence on a few of them resulted in not being able to merge into a single unit. Those differences have all been resolved for 2023-2024, so that combination will occur when we roll over the system this summer.

## **Class lists**

With benchmark data meetings, schedules, and building convergence all established, we are also able to move forward with building class lists at OES and perform the schedule load at OJSHS. The load is performed at the junior/senior high using a tool called PowerScheduler. This manages the student course requests, the sections assigned to each teacher, and the balanced enrollment of students into those sections.

At the elementary school, we use a tool called ClassCreator to pipe student demographic and performance characteristics into next year's section counts. An algorithm balances the sections based on these characteristics, but then teachers and principals are able to move students around to create the ideal class lists. It even has the ability to manage students who must be paired together (in the case of some twins) or who must be avoided (other twins or potential conflicts). By far, this is one of the most efficient tools for managing this process and greatly outperforms any other workflow we have tried for completing this task.

Respectfully Submitted,

Idan P. Laur

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