



Academics | Activities | Service | Leadership

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: May 2024 Board Report

## Spring Testing Season

The Spring testing season is now complete. Students have taken the Illinois Assessment of Readiness (IAR), the Illinois Science Assessment (ISA), Measure of Academic Progress (MAP), FastBridge, PSAT8/9, PSAT10, and SAT. Taken together, our students completed thousands of test events across about a six-week span of time. This is a herculean effort that requires the participation of administrators, teachers, paraprofessionals, technology staff, students, and parents.

## Return to the ACT

After eight years of having students take the SAT series of assessments, we are officially returning to the ACT in the 2024-2025 school year. This change occurred rather suddenly, but the final decision was sent to us this week via a message from the state superintendent:

### **TRANSITIONING TO THE ACT**

Dear Colleagues:

The procurement process for the high school accountability assessment has concluded. The State Procurement Office issued its determination for the protests that were filed and denied the appeals. As the result, Illinois will transition to the ACT, beginning with the 2024-25 school year. We deeply appreciate your patience, value the feedback that you shared, and are eager to partner with you as Illinois transitions to the ACT high school assessments.

As laid out in the procurement, the ACT aligns to the Illinois Learning Standards; provides a secure online



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testing experience for students, while reducing administrative burden on districts; and prioritizes accessible and actionable reporting for educators and families. Procurements are evaluated on three elements: technical specifications, commitment to diversity, and price. The ratings between the two bids for the technical elements and commitment to diversity, which comprised 75% of the points, were very close. Price made up the other 25% of the points and was not reviewed by the evaluation team but independently by the State Procurement Office. Ultimately, the awarded vendor, ACT, received more points overall.

I understand the effect that changing assessment vendors has on the work that schools do to prepare students for success. ISBE's Assessment Department will partner with ACT once the contract is executed to provide ample support to the field. We will help you prepare teachers for the transition and help you communicate with students and families, so you can continue doing your best work in teaching and learning. Our goal is to have an executed contract at the start of the fiscal year, as this will allow us to have a transition support plan available for dissemination by July 15. The Assessment Department will also reach out in the next few weeks to solicit your feedback on a number of important topics, including your preferred testing windows.

Thank you for your patience and your engagement throughout this process.

All my best,  
Tony

This will unfortunately require a great deal of recalibration for our teachers who prepare students for taking these assessments. Our team has been discussing this possibility for a few weeks, so we were aware that the change might happen, which puts us in a better position than most other districts. We will spend some time this summer identifying which tools we will use next year to pre-assess our students and how we will work ACT-compatible practice into what we do in the classroom.

## **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).



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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, 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=Fall, W=Winter, S=Spring

The Winter 2024 testing window was recently completed, and 1856 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)

Normally at this time, we discuss how we expect students to perform on the Spring Illinois Assessment of Readiness. This year is no exception, but we have already received the preliminary IAR scores from Pearson, so we do not have to wait until June or July to review our progress.

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. Again, normally at this time, we do not yet have the actual IAR performance to plot against the correlates from MAP. These scores just arrived this week and are being included here so we can begin discussion on our progress.

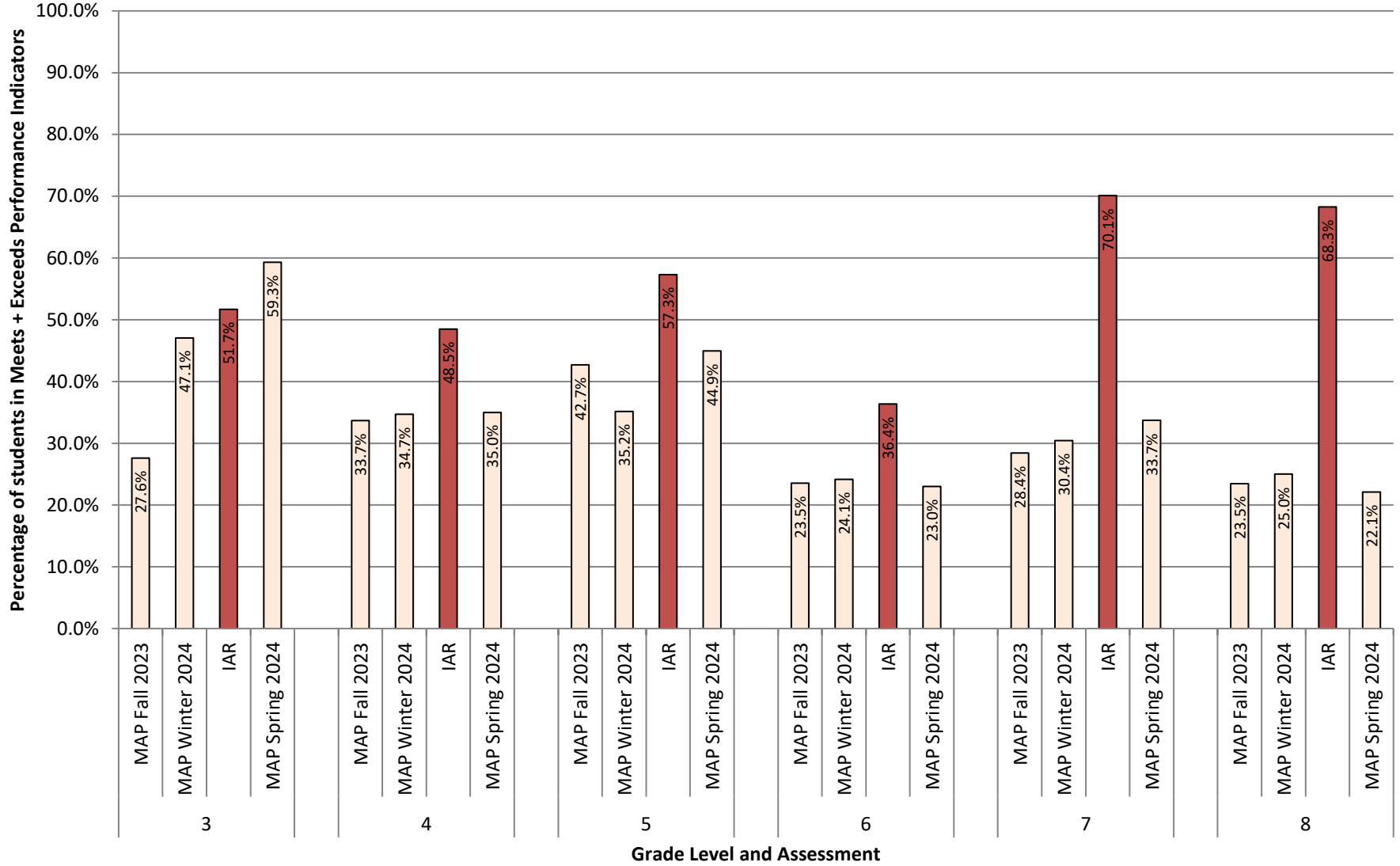
At first glance, performance in most grade levels is at or just above expectations from the Winter MAP. The notable exceptions in grades 7 and 8 on the Reading will require a great deal of study. Both grade levels saw *double* the percentage of students meeting and exceeding as the winter test predicted. What is more, the performance of the students returned to previous levels when they took the MAP assessment a few weeks later.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Adam P. Larsen'. The signature is fluid and cursive, with the first letters of 'Adam' and 'Larsen' being capitalized and prominent.

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

