



OREGON
CUSD220

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Date: Feb 20, 2018
 From: Adam Larsen, Assistant Superintendent
 To: Board of Education
 Cc: Thomas Mahoney, Superintendent
 Re: Feb 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	F, W	F, W	F, W	F, W	F, W	F, W				

F=Fall, W=Winter, S=Spring

The Fall 2017 testing window was recently completed, and 1713 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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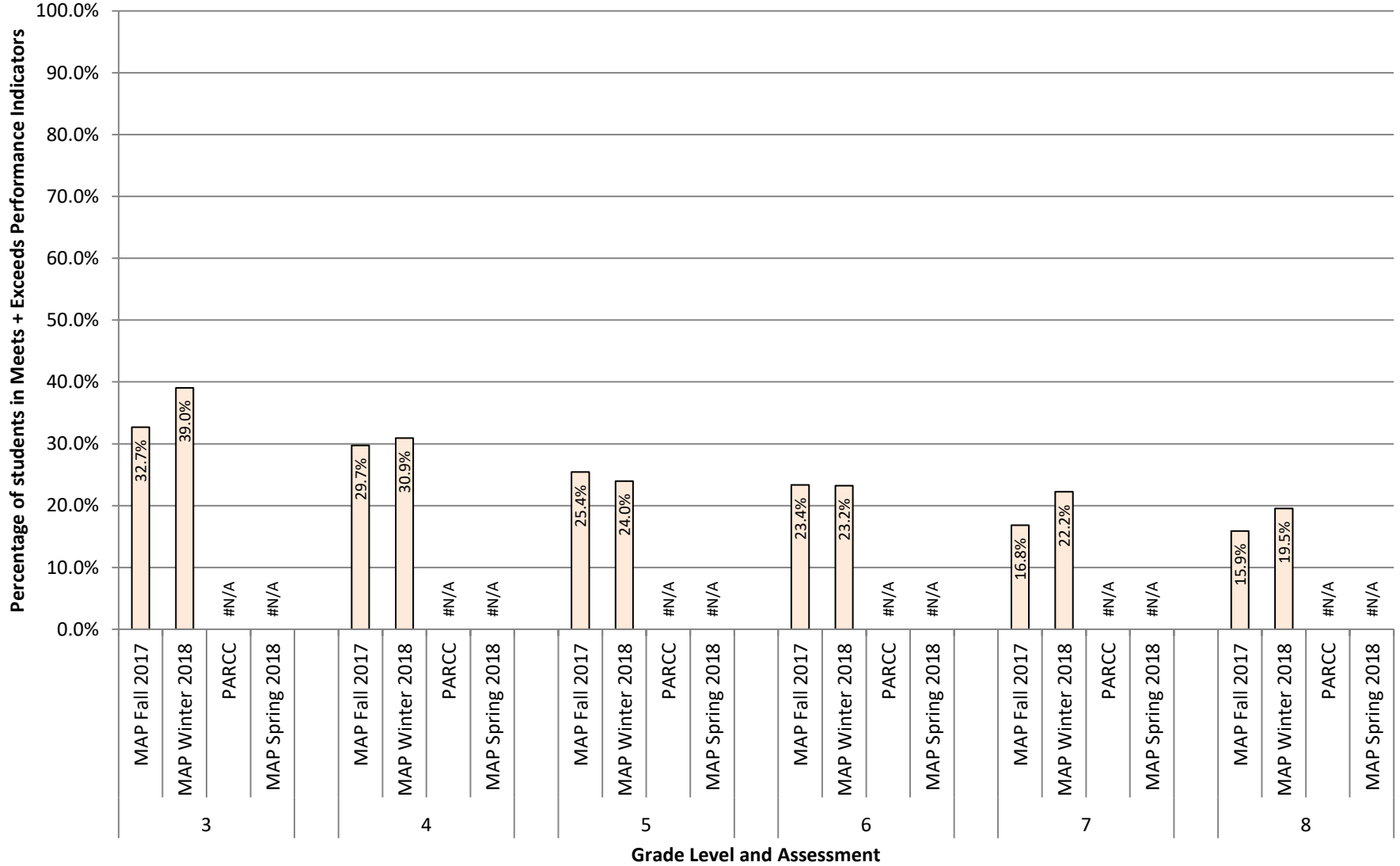
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Predicting the 2018 PARCC

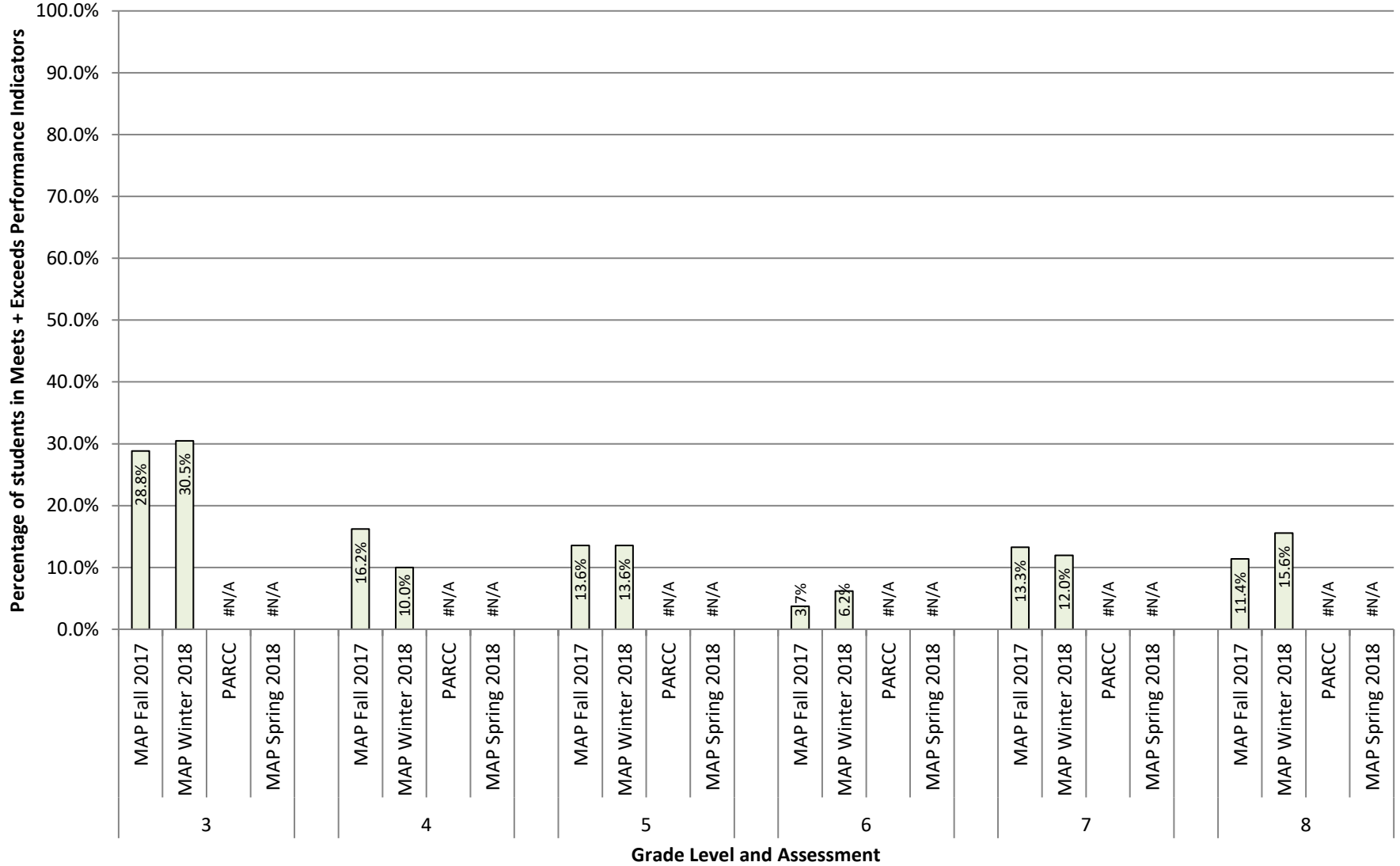
NWEA released updated MAP-PARCC correlate cutscores in November of 2016. These cutscores allow school districts to make predictions about which students are expected to meet and not meet expectations when they take the PARCC each spring. This analysis is useful both for 1) program evaluation, determining 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



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





Future of PARCC

On February 9, 2018, the State Superintendent of Education, Tony Smith, issued a letter indicating that ISBE is beginning the process of procuring a new state assessment tentatively called the Illinois Assessments of Readiness. This would replace the current Partnership for Assessment of Readiness for College and Careers (PARCC) test that has been in place since the 2015 school year. If the new assessment goes into effect for 2019, the PARCC will have been used in Illinois for a total of four years. PARCC replaced the Illinois Standards Achievement Test (ISAT), which had been the state high-stakes test since the 1990s, after the 1997 Illinois Learning Standards were issued. The ISAT replaced the Illinois Goal Assessment Program (IGAP) that had been designed to assess progress toward the 1985 Illinois Learning Goals.

The PARCC, while well-intentioned, has never quite met the expectations originally outlined when the Common Core standards were adopted by Illinois. One of the chief advantages of implementing computer-adaptive testing is the ability to obtain scores so quickly after administration of the assessment. Unfortunately, immediate feedback has not been available in the three years where PARCC has been administered. Scores for the 2015 administration did not arrive in school districts until the midpoint of the 2016 school year, which meant no meaningful action could be taken with current students or even students in the following year. This did improve for the next two administrations, but scores still did not arrive until the summer. This timeline was similar to the ISAT, which was administered on paper.

At a high level, when many states were in the PARCC consortium, there was some hope that consistent performance levels and labels would permit comparisons across schools in different states, but ultimately, the cutscores for each state were set using different processes. This made such comparisons impossible. In recent years, many of the state who originally signed on with PARCC have withdrawn to write their own assessments, contract with vendors to write them, or switched to another consortium like SmarterBalanced. As of today, only a small handful of states remain with PARCC. The test items have been purchased by a company called New Meridian, which will likely license them out to other test vendors who will seek to fill the void left by states leaving PARCC.

As best we can, we will advocate for the new assessment to fulfill some of the promises that PARCC never met. One of the biggest will be the timeliness of feedback regarding student learning. If results continue to come in over the summer or in the following school year, then the test is not useful for the purposes of informing or adjusting learning. This is the criticism we shared with Dr. Smith when he visited Oregon a few years ago. If the next assessment can provide immediate data about how students are performing in the classroom, that will be the first step in the right direction.

Respectfully Submitted,

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