PORTLAND PUBLIC SCHOOLS

Office of Systems Planning and Performance

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Date: September 13, 2019

To: Members of the Board of Education

From: Russell Brown, Ph.D., Chief of System Performance

Subject: Preliminary Smarter Balanced Results for the 2018-2019 Academic Year

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The following report provides an overview of the performance of Portland Public School students on the Smarter Balanced Assessment Consortium (SBAC) assessments provided in the spring of the 2018-2019 year.

Please be aware that this data is under embargo by the State Department of Education until September 19, 2019.

Summary observations regarding the performance of students in Portland Public Schools and the state of Oregon include:

- Students in Portland Public Schools (PPS) continue, on average, to outperform their counterparts around the state in both English Language Arts and Mathematics.
    - 58% of PPS students were proficient in English Language Arts while only 53.4% scored proficient or above across the state as a whole.
    - 45.8% of PPS students were proficient in Mathematics while only 39.4% scored proficient or above across the state as a whole.

- Proficiency rates in English Language Arts and Mathematics decreased across the state and in PPS.
    - The drop in proficiency in English Language Arts was larger in PPS (-2.6 percentage points) than the drop observed across the state (-1.5 percentage points).
    - The drop in Mathematics was comparable in PPS and the state (-1.9 and -1.1 percentage points respectively).

- Historical gaps in proficiency continue to persist across the state and in PPS in both English Language Arts and Mathematics.

The following pages provide a more complete summary of the 2018-2019 SBAC outcomes including proficiency rates by building.

If you have additional questions, please do not hesitate to contact me at 503-218-3806.

Smarter Balanced Assessment

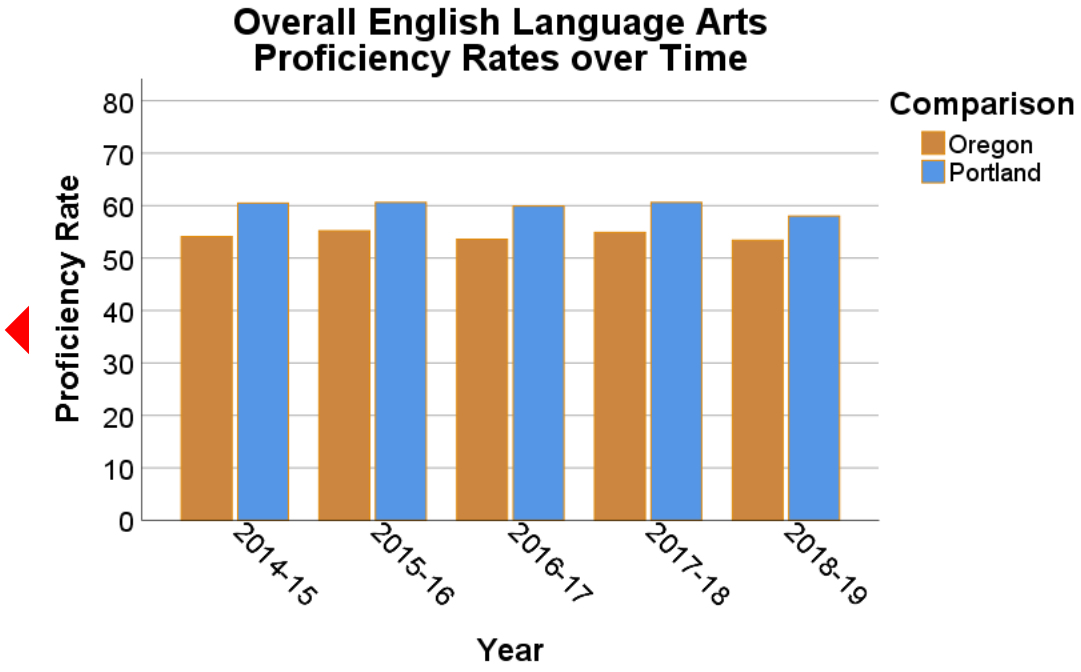
This is the fifth year of the implementation of the Smarter Balanced Assessment Consortium assessments in the state of Oregon. As the anchor for state and federal accountability, these assessments provide a common set of measures for the community to understand the progress of schools, districts and the state toward producing students who demonstrate progress toward career and college readiness in English Language Arts and Mathematics.

The Smarter Balanced Assessments are administered to students from grades 3-8 and 11 in the spring. Students' scores range from 2,000 to 3,000 and are classified into Level 1, Level 2, Level 3, and Level 4. For accountability purposes, students at Level 3 or above are considered "Proficient" in that subject area.

This report is based on the raw assessment outcomes. As such, it reflects only where the students were tested and does not take into account the amount of time the student was in attendance at the school. When the final results are reported for school report cards, the State will consider whether the student was in attendance for at least half the academic year for the purpose of State and Federal accountability.

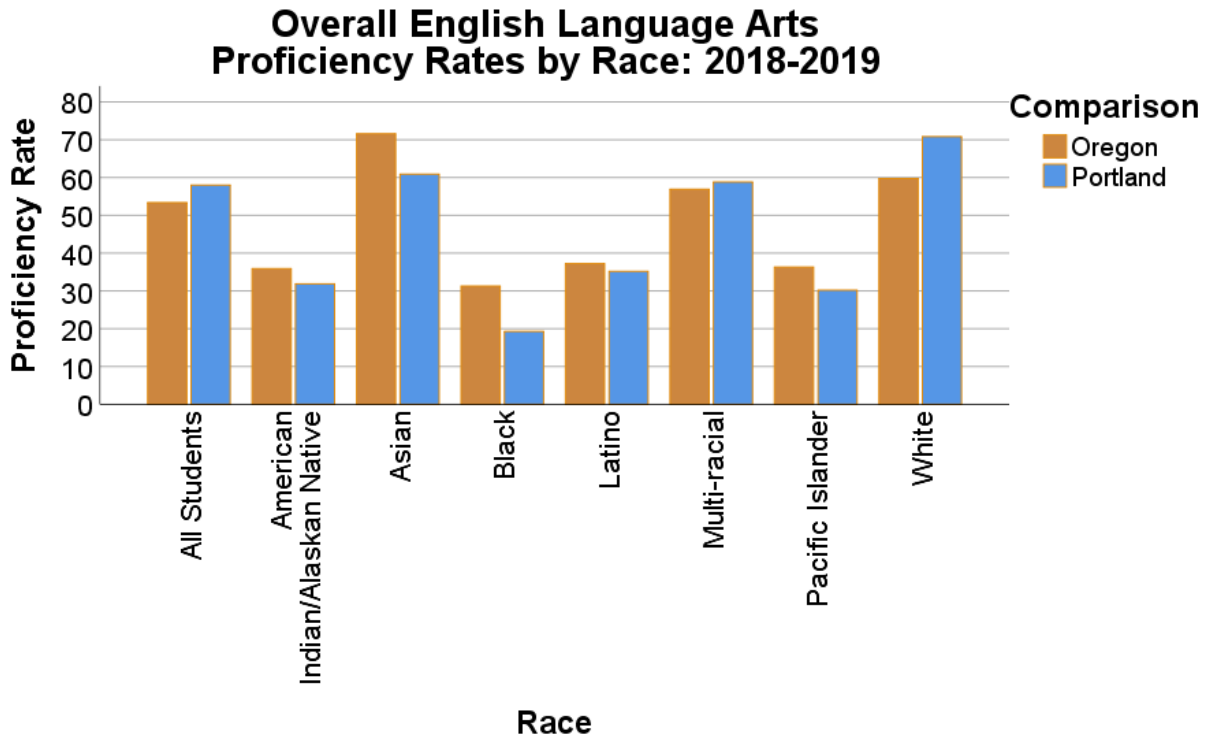
English Language Arts

In grades 3-8 and 11, 58% of Portland Public Schools (PPS) students scored at or above Level 3 on SBAC. In comparison, only 53.4% of students across the State scored at or above Level 3. For both PPS and Oregon, this reflected a drop in proficiency (-2.6 percentage points for PPS and -1.5 for the State) from the 2017-2018 acmic year.



English Language Arts Proficiency Rates over Time										
	District					State				
	Percent Proficient (Level 3/4)					Percent Proficient (Level 3/4)				
Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
3	56.6	58.9	56.0	58.0	55.4	45.6	47.4	45.2	47.0	46.5
4	57.5	59.3	58.0	58.3	56.2	49.0	49.9	47.7	49.7	49.2
5	61.6	64.0	61.4	65.1	60.4	53.6	56.5	52.9	54.9	54.0
6	60.4	58.4	58.5	60.6	55.7	52.7	53.0	51.8	52.2	51.5
7	64.9	61.2	61.4	61.1	59.3	55.5	56.1	55.6	56.5	54.9
8	61.3	62.6	61.5	59.9	59.2	57.0	57.2	54.7	56.1	53.2
11	63.0	60.6	65.2	61.6	61.6	67.2	68.5	69.4	70.3	66.5
Overall	60.5	60.6	59.9	60.6	58.0	54.1	55.2	53.6	54.9	53.4

While PPS students, on average, continue to outperform the State, there are stark differences in the performance of different student groups across the State and within PPS. The gaps in performance are effectively hidden in the overall performance.

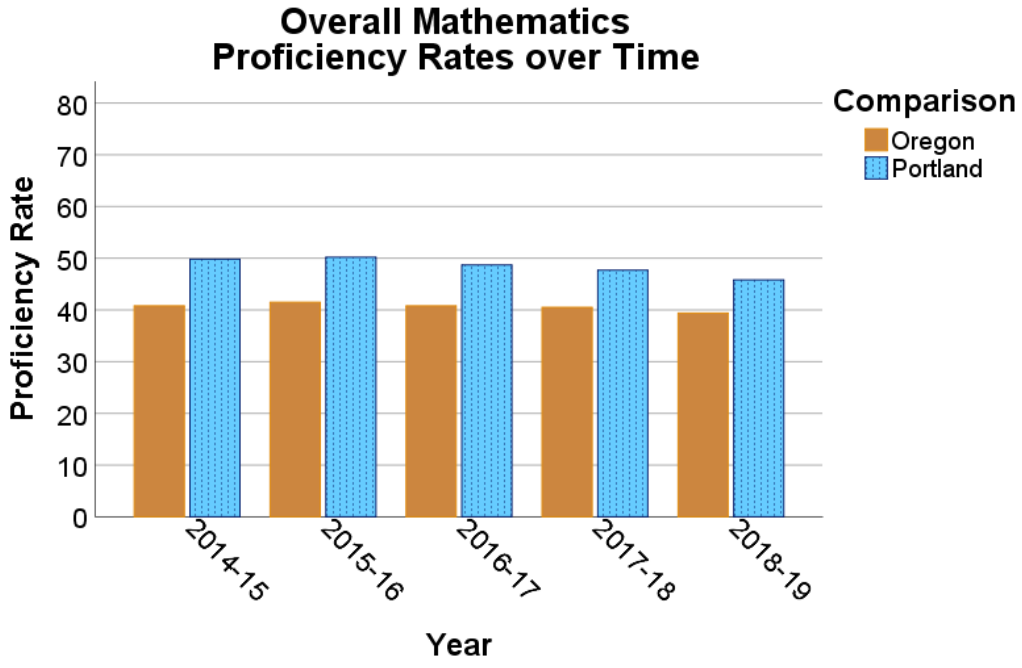


When the data is disaggregated, it is clear that there are substantial gaps in performance of different racial groups on the SBAC English Language Arts assessments. While PPS outperforms the State on average, the gaps in racial performance are actually larger in PPS than across the State as a whole. American Indian, Black, Latino, and Pacific Islander students across the State outperformed their counterparts in PPS.

English Language Arts Proficiency Rates by Race over Time										
	District					State				
	Percent Proficient (Level 3/4)					Percent Proficient (Level 3/4)				
Race	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian	39.6	39.9	37.3	35.9	31.9	37.1	37.7	34.6	38.6	35.9
Asian	62.7	64.0	64.9	61.8	60.9	71.2	72.4	72.1	72.2	71.6
Black	27.0	24.6	22.1	21.0	19.3	33.9	32.9	31.4	32.0	31.3
Latino	37.9	38.8	36.8	37.6	35.2	36.7	38.1	36.6	37.9	37.2
Multi-racial	61.9	62.3	61.5	62.6	58.8	58.6	59.4	57.6	58.3	56.9
Pacific Islander	40.8	38.6	29.2	28.7	30.2	41.4	42.0	37.4	37.4	36.3
White	72.9	73.2	72.8	73.8	70.8	60.2	61.4	59.8	61.4	59.7
All	60.5	60.6	59.9	60.6	58.0	54.1	55.2	53.6	54.9	53.4

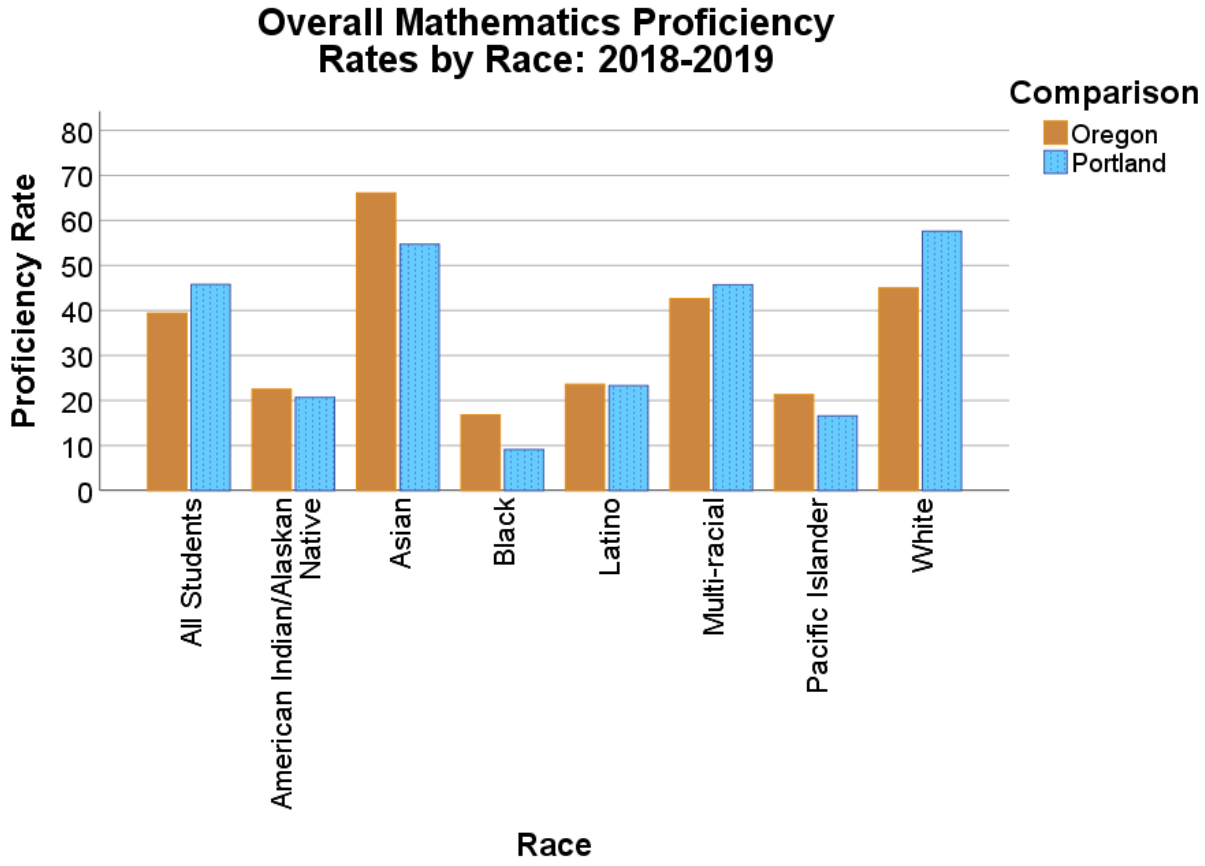
Mathematics

In grades 3-8 and 11, 45.8% of Portland Public Schools (PPS) students scored at or above Level 3 on SBAC. In comparison, only 39.4% of students across the State scored at or above Level 3. For both PPS and Oregon, this reflected a drop in proficiency from the 2017-2018 academic year. The drop in mathematics proficiency was comparable between PPS (-1.9 percentage points) and the State as a whole (-1.1 percentage points).



Mathematics Proficiency Rates over Time										
	District					State				
	Percent Proficient (Level 3/4)					Percent Proficient (Level 3/4)				
Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
3	55.5	55.4	50.9	53.1	52.8	45.6	47.5	45.8	46.4	46.4
4	52.0	51.7	51.8	48.5	48.0	43.7	43.5	43.3	43.0	43.2
5	48.9	50.1	47.1	47.4	43.2	40.8	40.4	39.0	39.5	37.8
6	48.0	47.8	47.5	45.8	42.6	38.1	38.8	39.5	38.4	37.1
7	52.5	53.8	51.3	50.0	49.4	42.6	43.7	42.4	41.6	40.1
8	50.8	54.1	52.1	49.4	47.0	42.9	42.4	40.8	40.5	38.3
11	33.0	32.0	32.3	26.9	30.6	30.5	33.0	33.9	33.2	32.1
Overall	49.8	50.2	48.7	47.7	45.8	40.8	41.5	40.8	40.5	39.4

Again, when the data is disaggregated, it is clear that there are substantial gaps in performance of different racial groups on the SBAC Mathematics both in PPS and across the State as a whole. The largest disparity, in Mathematics, is at the State level between Asian and Black students at 49.3 percentage points. In PPS, Black students were also the lowest performing student group.



Mathematics Proficiency Rates by Race over Time										
	District					State				
	Percent Proficient (Level 3/4)					Percent Proficient (Level 3/4)				
Race	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian	31.7	31.4	26.4	23.6	20.7	24.8	23.9	23.8	24.2	22.5
Asian	59.7	59.3	58.0	55.1	54.7	65.8	66.7	65.7	66.5	66.1
Black	14.5	14.3	11.4	11.3	9.1	19.5	18.8	17.9	17.6	16.8
Latino	25.8	26.2	24.6	23.8	23.3	23.6	24.2	24.0	23.9	23.6
Multi-racial	51.3	51.6	49.4	48.7	45.7	44.7	45.3	44.1	43.3	42.6
Pacific Islander	25.4	25.6	20.1	21.9	16.6	27.3	27.0	25.2	24.3	21.3
White	61.9	62.8	61.2	59.9	57.6	46.3	47.3	46.7	46.4	45.0
All Students	49.8	50.2	48.7	47.7	45.8	40.8	41.5	40.8	40.5	39.4

The following appendixes contain five year trends in English Language Arts and Mathematics for each of the buildings under the accountability of Portland Public Schools as well as trend tables for students who receive program services.

Appendixes

English Language Arts Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Abernethy	86.3	85.4	79.6	81.6	76.5
Ainsworth	88.5	88.6	90.4	89.4	82.1
Alameda	82.7	83.6	82.8	82.5	78.8
Alliance	50.0	10.0	16.7	23.8	20.6
Arleta	45.3	52.4	57.0	57.0	52.4
Astor	47.3	47.4	53.1	58.9	49.2
Atkinson	65.6	56.7	54.4	64.2	56.7
Beach	50.6	53.0	53.2	58.2	51.0
Beaumont	61.8	56.4	56.8	60.6	53.7
Benson	57.8	58.2	76.8	62.6	68.2
Beverly Cleary	86.4	86.2	85.0	80.8	80.8
Boise-Eliot Humboldt	31.3	34.6	24.2	22.3	17.0
Bridger	48.4	36.1	34.3	43.2	42.6
Bridlemile	80.7	79.4	78.4	81.8	74.2
Buckman	63.2	64.6	63.5	66.7	65.5
Capitol Hill	72.3	79.8	74.9	73.1	74.1
Cesar Chavez	24.1	23.5	25.1	22.3	23.9
Chapman	78.9	76.6	74.3	74.3	71.0
Chief Joseph			50.0	47.9	55.4
Cleveland	71.8	72.7	91.0	85.5	63.6
Creative Science	67.9	66.9	69.7	70.5	65.8
Creston	54.6	59.3	60.6	65.5	62.1
da Vinci	81.7	75.1	75.2	75.4	60.5
Duniway	89.6	83.8	82.2	78.6	72.8
Emerson	80.6	77.1	69.6	83.3	76.8
Faubion	34.9	45.3	36.7	26.8	25.4
Forest Park	84.6	90.3	88.7	88.3	85.5
Franklin	77.5	69.6	67.1	63.2	63.8
George	17.6	25.5	28.6	26.7	25.6
Glencoe	66.3	74.3	71.1	73.5	74.8
Grant	65.6	77.6	76.8	76.6	85.0
Grout	53.1	53.6	51.3	51.8	46.2
Harriet Tubman					34.6

English Language Arts Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Harrison Park	38.0	38.6	38.0	41.1	36.1
Hayhurst/Odyssey	77.1	75.2	74.5	75.3	73.3
Hosford	65.0	62.1	60.5	62.1	65.2
Irvington	65.3	61.9	59.5	54.7	61.0
Jackson	70.9	73.3	73.5	75.6	75.4
James John	29.4	32.2	30.3	33.7	37.1
Jefferson	52.8	23.7	26.5	33.6	42.5
Kairos PDX			25.0	41.2	31.1
Kelly	24.6	30.2	28.6	31.3	30.2
Lane	39.7	38.5	34.1	37.9	38.7
Laurelhurst	84.3	88.0	85.0	84.3	82.1
Le Monde	90.3	92.3	81.2	87.1	82.0
Lee	43.6	45.3	34.2	38.4	45.2
Lent	24.0	28.7	25.2	27.4	25.3
Lewis	66.7	60.4	59.3	72.7	62.7
Lincoln	89.1	81.6	88.0	72.9	81.0
Llewellyn	82.6	81.8	82.3	86.9	80.2
Madison	47.3	40.8	48.6	45.6	51.7
Maplewood	59.4	67.0	65.6	58.4	54.3
Markham	64.8	59.4	60.9	61.4	59.7
Martin Luther King Jr	17.4	19.7	11.5	16.8	20.9
Marysville	48.5	49.0	53.0	46.6	46.7
Metropolitan Learning Center	64.7	63.7	67.4	78.1	67.3
Mt Tabor	75.6	73.0	67.8	62.0	60.5
Ockley Green			38.0	29.9	30.5
Opal	83.3	83.9	73.3	76.7	63.6
Peninsula	49.1	45.6	36.7	31.8	33.0
Portland Arthur Academy	66.3	78.3	77.1	71.4	73.8
Portland Village	53.1	50.4	50.7	54.2	58.5
Richmond	80.5	85.5	83.3	82.0	75.3
Rieke	83.8	81.9	82.6	75.6	71.6
Rigler	32.0	23.1	19.2	20.9	17.5
Robert Gray	75.7	73.4	76.1	79.0	75.3
Roosevelt	23.7	45.9	39.1	42.6	36.4
Rosa Parks	17.2	28.7	21.7	28.9	23.6

English Language Arts Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Rose City Park					62.1
Roseway Heights	58.4	59.9	64.2	57.6	33.3
Sabin	72.3	70.6	72.7	70.1	73.1
Scott	26.1	24.1	23.1	24.7	23.9
Sellwood	82.4	78.1	75.5	80.9	76.5
Sitton	27.5	32.3	19.7	20.5	19.9
Skyline	69.0	63.8	59.6	64.9	70.1
Stephenson	76.3	76.7	75.0	88.8	81.2
Sunnyside Environmental	64.6	69.9	68.1	65.5	64.6
Vernon	39.1	46.7	46.8	48.4	53.1
Vestal	43.5	39.5	40.4	37.9	40.7
West Sylvan	88.8	85.4	86.3	86.3	83.7
Whitman	37.7	46.5	46.5	44.9	39.7
Wilson	74.5	61.3	53.6	73.3	63.5
Winterhaven	86.7	85.6	79.6	86.8	80.0
Woodlawn	26.1	28.6	42.0	39.5	45.2
Woodmere	42.2	50.3	40.6	32.2	27.4
Woodstock	72.0	71.7	73.3	79.0	74.1

Mathematics Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Abernethy	79.7	78.0	69.1	72.6	63.9
Ainsworth	78.6	80.1	80.4	79.2	76.1
Alameda	78.5	83.2	78.3	69.8	74.0
Alliance	20.0	4.0	0.0	5.4	0.0
Arleta	35.5	44.6	40.4	39.2	38.6
Astor	42.3	37.7	42.0	41.3	35.9
Atkinson	58.4	50.7	48.5	46.5	45.1
Beach	41.5	40.2	49.7	49.2	50.2
Beaumont	55.5	54.0	52.2	48.5	43.2
Benson	27.8	23.4	27.1	26.9	29.9
Beverly Cleary	78.9	79.9	74.4	73.5	69.1
Boise-Eliot Humboldt	25.3	24.4	19.0	15.7	12.8
Bridger	32.6	29.0	24.9	31.0	37.4
Bridlemile	74.6	69.8	73.4	77.1	74.5
Buckman	55.2	46.9	54.1	46.9	49.2
Capitol Hill	69.1	75.3	67.3	68.4	63.4
Cesar Chavez	21.1	15.2	17.8	14.2	14.9
Chapman	66.4	69.8	64.3	56.2	56.3
Chief Joseph			42.1	37.5	48.6
Cleveland	35.9	45.1	8.9	1.8	38.7
Creative Science	59.9	52.4	49.1	50.5	53.3
Creston	39.0	44.6	47.2	49.7	51.5
da Vinci	58.1	60.9	51.5	50.3	35.4
Duniway	84.0	73.1	74.6	68.7	60.4
Emerson	74.6	55.7	63.8	69.4	63.8
Faubion	17.1	23.0	19.1	11.6	10.2
Forest Park	85.6	85.1	81.9	78.5	78.7
Franklin	34.0	38.0	35.2	28.1	32.7
George	11.7	15.7	9.8	10.9	11.7
Glencoe	61.0	68.8	63.4	60.5	63.6
Grant	46.3	34.5	39.0	37.8	57.9
Grout	42.9	41.3	32.7	43.3	37.7
Harriet Tubman					23.4

Mathematics Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Harrison Park	31.6	33.7	34.4	30.8	24.5
Hayhurst/Odyssey	69.5	70.4	70.8	66.5	65.3
Hosford	51.7	53.0	55.2	51.7	52.5
Irvington	47.6	48.0	47.7	44.1	45.4
Jackson	61.1	60.0	52.5	58.0	59.5
James John	23.6	27.1	23.5	27.9	27.2
Jefferson	10.1	9.6	6.1	15.2	23.4
Kairos PDX			25.0	41.2	13.3
Kelly	31.7	30.0	19.2	24.7	22.7
Lane	32.6	34.5	25.1	20.5	23.9
Laurelhurst	76.7	74.7	73.4	69.4	69.8
Le Monde	87.5	100.0	97.0	90.3	87.6
Lee	32.4	41.9	28.0	32.8	32.5
Lent	17.8	17.3	16.5	15.5	15.0
Lewis	57.1	48.1	36.5	52.6	47.9
Lincoln	73.2	53.7	68.2	46.5	42.9
Llewellyn	74.8	76.5	70.6	72.7	70.6
Madison	25.3	25.2	26.9	23.4	28.7
Maplewood	63.6	56.0	54.1	43.4	43.7
Markham	53.5	56.4	43.5	48.1	48.5
Martin Luther King Jr	10.8	7.6	7.6	7.4	7.0
Marysville	30.9	33.5	40.5	39.5	31.0
Metropolitan Learning Center	48.3	50.0	50.3	50.6	45.9
Mt Tabor	64.3	63.0	58.9	55.7	49.3
Ockley Green			30.7	21.0	18.3
Opal	69.4	86.2	51.6	51.6	43.8
Peninsula	34.7	28.5	24.5	18.7	16.8
Portland Arthur Academy	34.9	38.6	57.8	48.8	50.0
Portland Village	37.2	32.8	29.8	29.9	43.6
Richmond	82.2	83.6	80.7	79.9	74.5
Rieke	62.3	73.4	74.6	69.0	64.4
Rigler	18.8	14.6	13.9	13.3	7.6
Robert Gray	63.9	65.5	64.6	67.8	70.9
Roosevelt	10.8	20.9	11.1	12.4	9.3
Rosa Parks	11.6	15.5	19.9	14.8	9.9

Mathematics Proficiency Rates by Building over Time					
	School				
	Percent Proficient (Level 3/4)				
School	2014-15	2015-16	2016-17	2017-18	2018-19
Rose City Park					50.4
Roseway Heights	54.3	55.4	59.6	44.2	25.2
Sabin	58.3	59.7	58.3	57.0	57.5
Scott	12.6	17.2	19.7	15.2	19.3
Sellwood	62.3	69.1	68.7	67.6	66.1
Sitton	21.0	21.3	9.6	7.9	13.3
Skyline	51.6	55.3	52.0	50.2	61.2
Stephenson	69.9	69.8	74.0	78.4	71.5
Sunnyside Environmental	59.0	61.4	53.5	47.4	43.8
Vernon	36.8	36.0	36.1	44.1	43.9
Vestal	38.3	30.0	29.4	28.1	26.5
West Sylvan	80.0	82.7	78.0	76.5	75.2
Whitman	22.2	35.0	35.5	29.9	39.1
Wilson	42.7	30.5	16.3	16.7	21.8
Winterhaven	87.1	85.9	90.3	87.9	81.9
Woodlawn	20.9	20.2	31.9	29.9	34.1
Woodmere	33.3	37.8	26.0	19.2	17.6
Woodstock	68.6	69.8	64.6	68.2	63.6

English Language Arts Proficiency Rates by Service over Time										
	District					State				
	Percent Proficient (Level 3/4)					Percent Proficient (Level 3/4)				
Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
Economically Disadvantaged	38.5	38.1	35.6	34.0	32.7	41.3	42.7	40.7	42.1	40.5
Homeless					19.3					30.1
Indian Education	47.2	48.9	46.6	49.8	44.8	40.7	42.1	40.9	43.0	38.8
Limited English Proficient	7.9	8.8	11.7	4.6	3.9	10.0	10.5	12.5	7.3	6.6
Migrant Education	19.5	20.3	15.3	14.9	11.8	27.9	28.5	27.9	29.4	28.8
Military Connected					50.0					57.1
Students with Disabilities	26.3	28.4	28.8	31.1	29.7	16.8	17.9	17.2	19.2	18.5
Students with Disabilities with Accommodations	17.5	14.9	12.3	14.5	14.8	10.8	10.0	8.8	10.2	9.8
Talented and Gifted	95.9	94.4	95.8	95.5	94.7	95.7	95.3	95.3	95.8	95.0
All Students	60.5	60.6	59.9	60.6	58.0	54.1	55.2	53.6	54.9	53.4

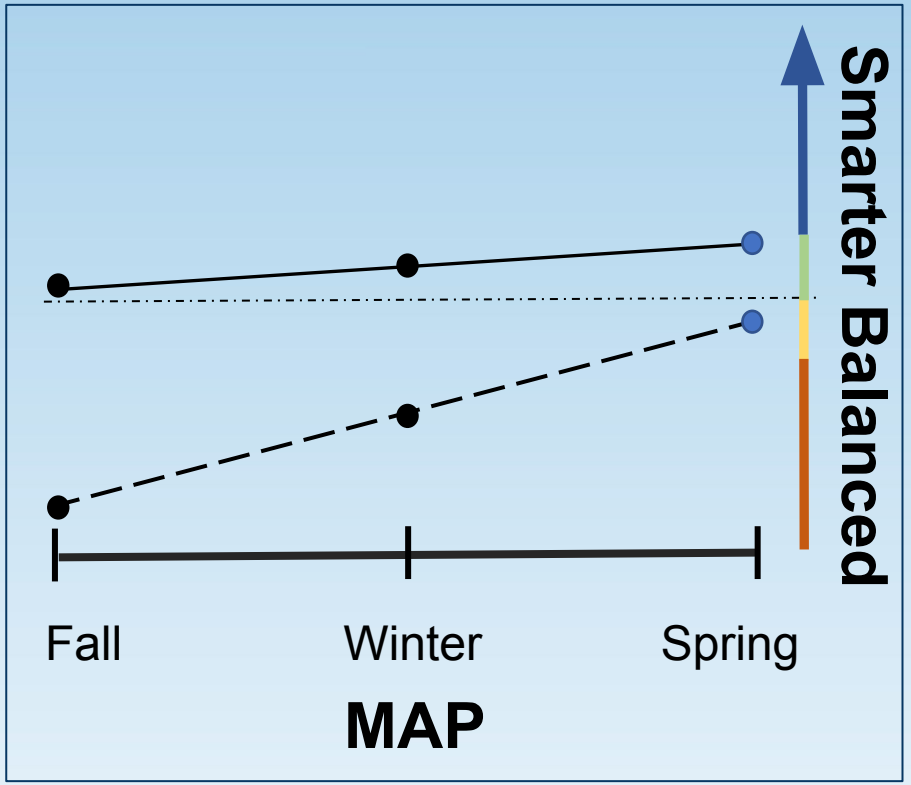
Mathematics Proficiency Rates by Service over Time										
	District					State				
	% Proficient (Level 3/4)					% Proficient (Level 3/4)				
	2014-15	2015-16	2016-17	2017-18	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
Economically Disadvantaged	27.4	26.8	24.0	21.1	20.5	28.5	29.2	28.4	28.2	27.0
Homeless					9.4					17.1
Indian Education	35.9	38.5	29.6	30.6	26.6	28.5	27.7	27.2	25.6	25.1
Limited English Proficient	10.1	9.6	11.0	5.8	5.4	9.8	9.8	11.7	7.7	7.1
Migrant Education	14.2	13.3	5.3	6.5	5.0	17.8	18.2	18.7	19.3	18.8
Military Connected					30.0					44.8
Students with Disabilities	20.5	23.3	23.3	24.0	21.9	12.6	12.8	12.7	12.8	12.7
Students with Disabilities with Accommodations	11.3	13.0	9.3	10.5	6.4	5.7	6.0	5.4	5.4	4.7
Talented and Gifted	94.5	93.5	94.3	93.9	91.6	92.8	93.2	93.4	93.3	92.9
All Students	49.8	50.2	48.7	47.7	45.8	40.8	41.5	40.8	40.5	39.4

Assessment Outcomes 2018-2019:
Setting the Stage for Board Goals

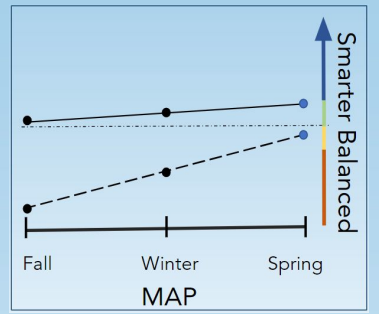
September 23, 2019

Overview

- Assessments:
  - Progress monitoring vs. Summative
  - Purposes and Relationship
- Smarter Balanced Outcomes for the 2018-2019 Year



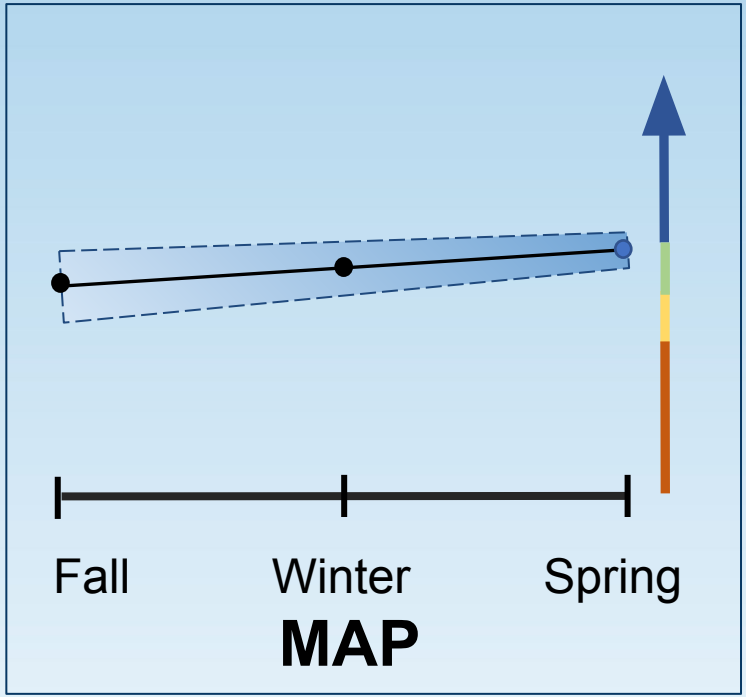
Measuring Progress toward Proficiency



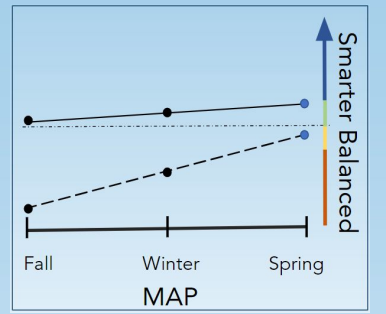
- What does NWEA MAP growth do?
  - Allows measurement of growth and achievement within and across years (vertically scaled)
  - Provides annual baseline and within year growth and proficiency measurement
  - National comparative sample
- What did we learn last year?

Measuring Progress toward Proficiency

- MAP scores are highly related to Smarter Balanced scores and performance.
  - ELA .82-.85 Fall
  - Math .82-.88 Fall
  - Relationship strengthened as the year progressed
- What does this mean for proficiency?



Measuring Progress toward Proficiency

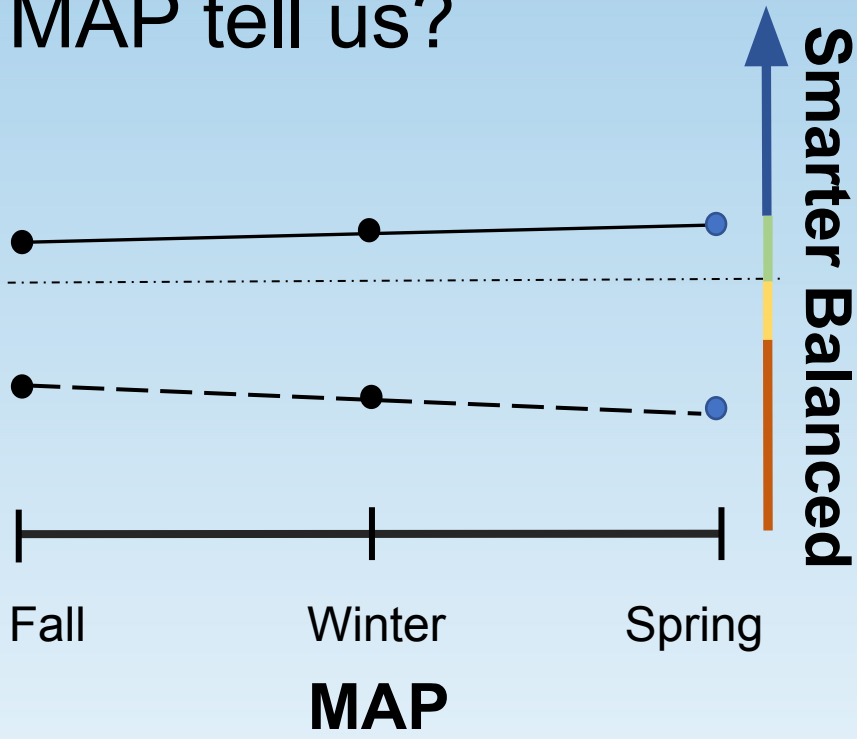


- A student's MAP performance correctly identifies Smarter Balanced Proficiency:
  - 85% of the time for both Reading and Math (Fall)
  - 86% of the time for Reading and 87% for Math (Winter)

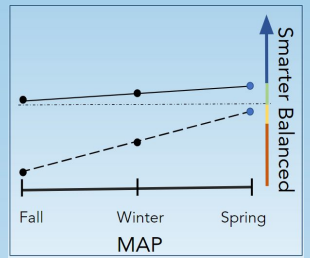
- Portland Public Schools has put an excellent progress measure in place!

Looking back - What did MAP tell us?

- Growth expectation is normative - 50% is the target for annual growth for a group.
- If 50% meet or exceed individual growth expectations, the group has learned comparably to the national sample.



Looking back - What did MAP tell us?

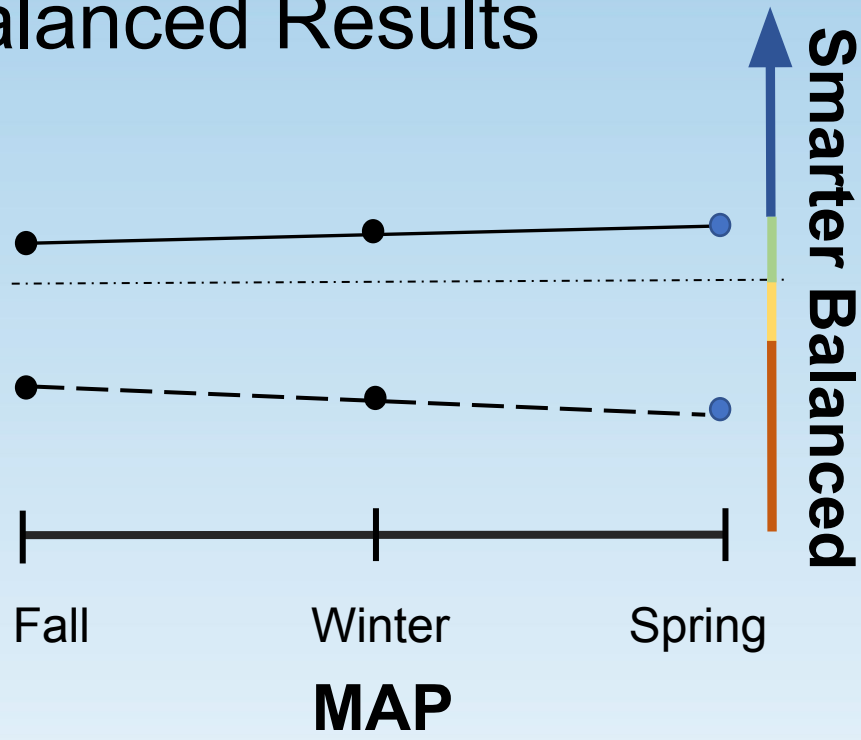


- There were differences in the rates of growth for student groups in both Reading and Mathematics.
- Most groups had less than 50% of the students meet or exceed growth expectation.

Percent Meeting Growth Targets (Winter)		
Race	Reading	Math
American Indian/Alaskan Native	34.8%	56.8%
Asian	46.9%	49.8%
Black/African American	43.6%	41.6%
Hispanic/Latino	47.2%	44.5%
Multi-Racial	48.4%	46.9%
Native Hawaiian/Pacific Islander	51.3%	46.8%
White	50.0%	46.7%

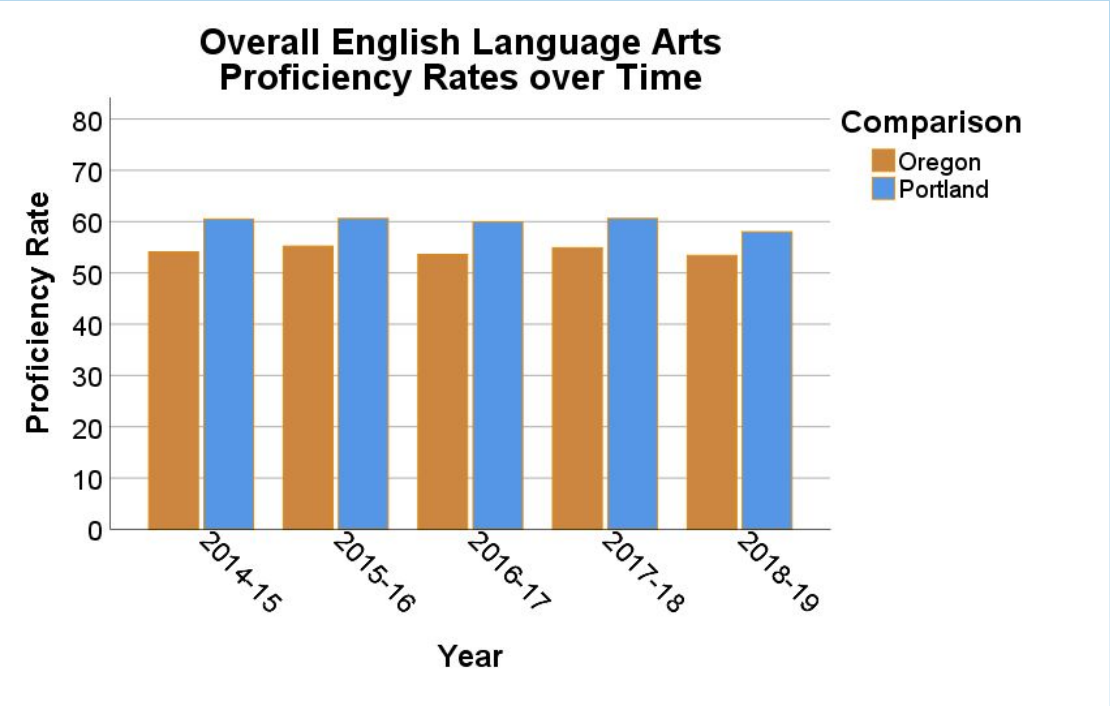
Implications for Smarter Balanced Results

- If the observed growth were in excess of 50%, we would expect a positive impact on achievement.
- With less than 50% meeting growth, we would expect achievement gaps to widen.



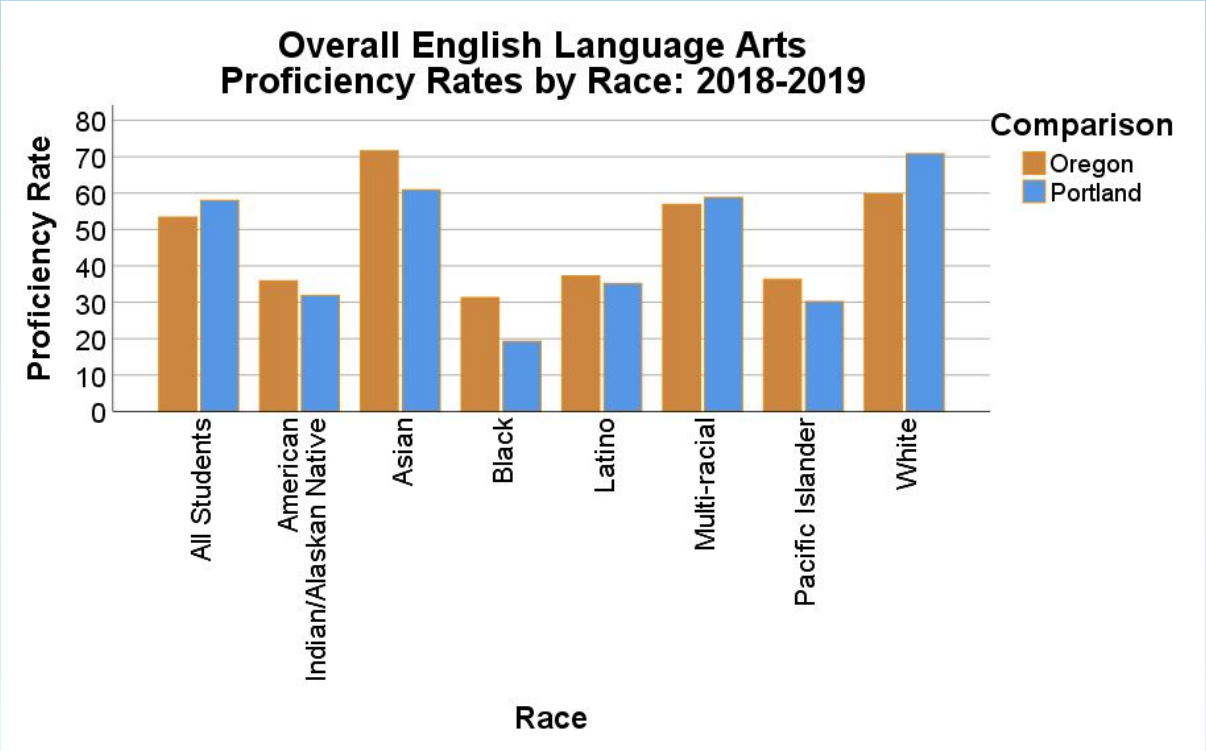
Smarter Balanced Results

- Overall - Portland Students still outperform the State in English Language Arts.
- There was a drop in proficiency for Portland students (2.6 points) and for students across the State (1.5 points).



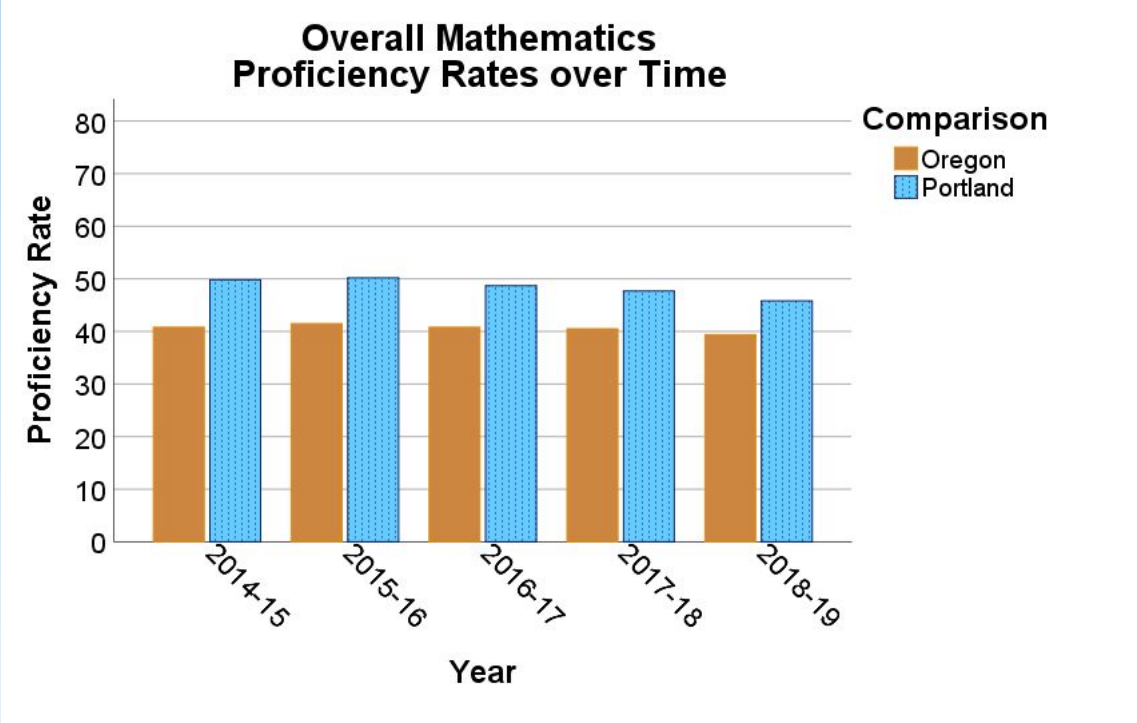
Smarter Balanced Results

- Given the differences in growth, gaps in achievement were predictable.
- There are substantial gaps in achievement across the State.
- Those gaps are even wider in Portland.



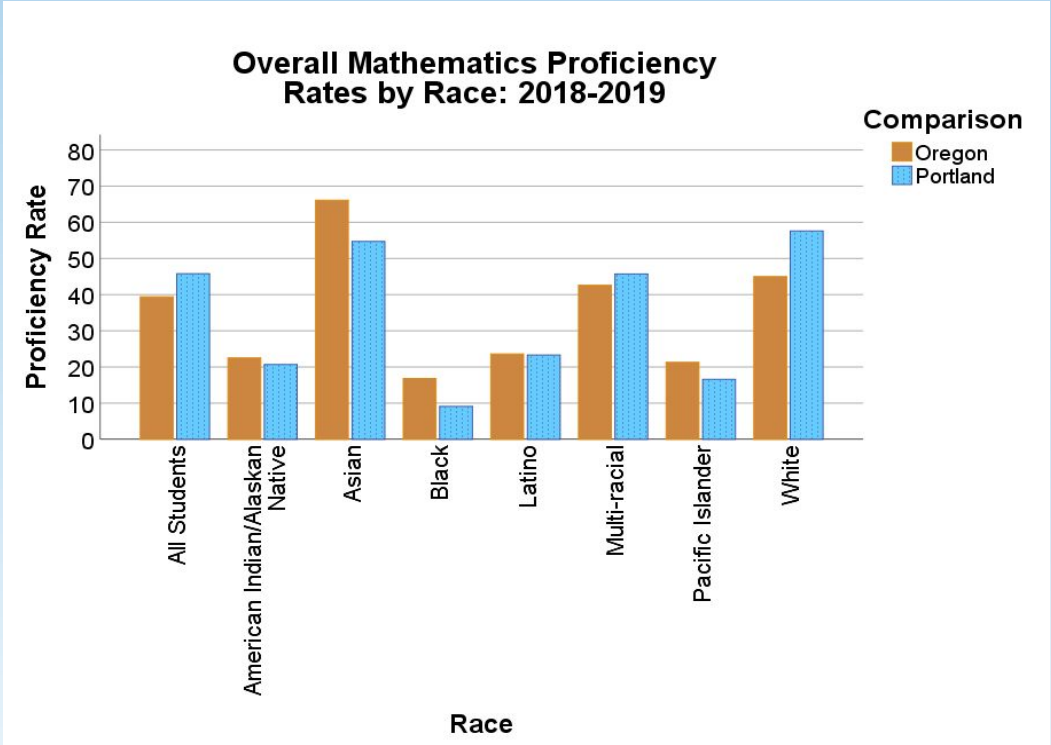
Smarter Balanced Results

- Overall - Portland Students still outperform the State in Mathematics.
- There was a drop in proficiency for Portland students (1.9 points) and for students across the State (1.1 points).



Smarter Balanced Results

- The decline in proficiency was foreshadowed by the shortcomings in student growth.
- There are substantial gaps in achievement across the State and in Portland Public Schools.



Questions?

PORTLAND PUBLIC SCHOOLS

Office of Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3806

Date: September 15, 2019

To: Members of the Board of Education

From: Russell Brown, Ph.D., Chief of System Performance

Subject: Board of Education Informational Report - NWEA Growth and Achievement Monitoring

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In the 2018-2019 academic year, Portland Public Schools began administering the NWEA MAP assessments as a means to monitor the growth and achievement of students. While not entirely new to Portland Schools, this was the first time MAP had been used in the system in conjunction to the Smarter Balanced Assessment Consortium measures.

The following report outlines the relationship between the assessments, and how that relationship can be leveraged in support of Portland Public School's commitment to its equity policy.

Here are some brief highlights from the report:

- Students' performance on MAP is highly related to their subsequent performance on Smarter Balanced Assessments.
- The relationship is sufficiently strong to predict students' proficiency with a 85% accuracy rate using fall MAP results. The accuracy rate increases as the year progresses.
- Unlike Smarter Balanced, MAP results are provided during the course of the academic year allowing for the monitoring of changes in growth and academic achievement during the course of the year.
- Our historically underperforming student groups are demonstrating less than adequate growth.
- Where the expectation that 50% of a student group will meet or exceed growth targets is reasonable for higher performing student groups, it will be necessary to have at least 60% of students in lower performing student groups meet or exceed growth targets to accelerate growth and produce changes in achievement over time.

The following report provides a more complete analysis of the relationship between these assessments.

Assessments at PPS

The following report examines the relationship between the Smarter Balanced Assessment Consortium (SBAC) measures of English Language Arts (ELA) and Mathematics and Northwest Evaluation Associates MAP scores used at Portland Public Schools (PPS) in 2018-2019. Both assessments are computerized adaptive tests (CATs) developed to align to Common Core State Standards (CCSS).

SBAC in English Language Arts and Mathematics are state summative assessments administered to students from grades 3-8 and 11 in the spring. Students' scores range from 2,000 to 3,000 and are classified into Level 1, Level 2, Level 3, and Level 4. For accountability purposes, students at Level 3 or above are considered "Proficient" in that subject area.

MAP assessments are used for progress monitoring and can be administered up to three times a year. For the present comparisons, the assessments administered to students from grades 3-8 at three points throughout the 2018-2019 school year were examined, As is typical, the three administrations were in fall, winter, and spring.

The score range for this assessment is from 100 to 350 and grade level performance is determined in comparison to a national normative sample. This single scale allows for monitoring of progress both within and across academic years. The average performances by subject, grade, and administration window in Reading and Mathematics for students in the National sample are provided below:

Tables 1 and 2. NWEA Student Norms by Subject, Grade and Test Window.

2015 READING Student Status Norms

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

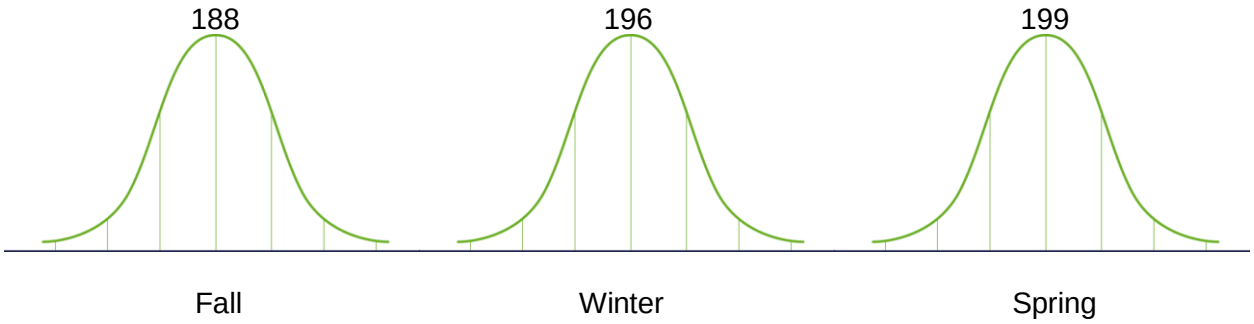
2015 MATHEMATICS Student Status Norms

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

While the averages are provided above, it is possible to compare the performance of a students' score to like scoring peers at any score point. This allows one to understand the students' performance vis-à-vis their peers around the country; and with multiple measurements over the course of the year, it also allows educators and parents a means to understand whether or not a student is making expected learning gains (growth) within the year.

Growth

The following is an example of a within year growth comparison. A student who is scoring at the national average in Reading in the fall of 3rd grade has a score of 188 (rounded). By mid-year, that student would be expected to score 196 (8 points of growth). By the end of the year, the same student would be expected to score 199 having made 11 points of growth since the start of the academic year.



By making growth, comparable to like scoring students, the student in this comparison maintains their position (50th percentile) relative to their peers across the country. By the end of the year, this student has met their learning target, and a year's worth of instruction has led to a year's worth of growth.

Progress for a classroom follows a similar logic. If, on average, the class demonstrates growth comparable to their like scoring peers around the country, then the class has also demonstrated a year's worth of growth. This occurs when 50% or more of the students in the class meet or exceed their learning targets.

The Relationship

The table below presents the strength of the relationship between MAP Growth RIT scores to Smarter Balanced scores by subject. Correlation values range from -1 to 1. A correlation of 0 indicates no meaningful relationship between two scores while values farthest from 0 indicate a strong relationship between two scores.

Students' MAP Growth scores in both subjects strongly predict their success on Smarter Balanced assessments. Fall MAP RIT scores in ELA strongly correlated (0.82-0.85) to Smarter Balanced in the same school year that moderately increased in strength for the winter (0.82-0.86) and spring (0.84-0.88) testing windows. Fall MAP RIT scores in math strongly correlated (0.82-0.88) to Smarter Balanced in the same school year that steadily increased in strength for the winter (0.87-0.90) and spring (0.90-0.92) testing windows.

Table 3. Correlation range of MAP Growth RIT scores to Smarter Balanced scores for grades 3-8

Testing window	ELA	Math
Fall	0.82-0.85	0.82-0.88
Winter	0.82-0.86	0.87-0.90
Spring	0.84-0.88	0.90-0.92

Simply put, MAP scores in Reading and Mathematics are exceptional predictors of student scores on SBAC English Language Arts and Mathematics.

For ELA and Math, students in grades 3 through 8 proficiency based on MAP Growth RIT scores matched their proficiency level on spring Smarter Balanced assessments in 85% to 87% of the time (Table 2). Students who were proficient on MAP Growth tests and not proficient on Smarter Balanced or who were not proficient on MAP Growth tests and proficient on Smarter Balanced tests occurred between 5% and 9% of the time (Table 2).

Table 4. Accuracy of Projected Proficiency Rates for SBAC

Testing window	ELA			Math		
	Classification Accuracy	False		Classification Accuracy	False	
		Negatives	Positives		Negatives	Positives
Fall	0.85	0.09	0.07	0.85	0.05	0.09
Winter	0.86	0.07	0.06	0.87	0.05	0.09

The Challenge

Knowing that these assessments are related provides an opportunity to use the information from MAP to better inform our understanding of SBAC performance and the shift in rigor that has occurred with the move to career and college readiness.

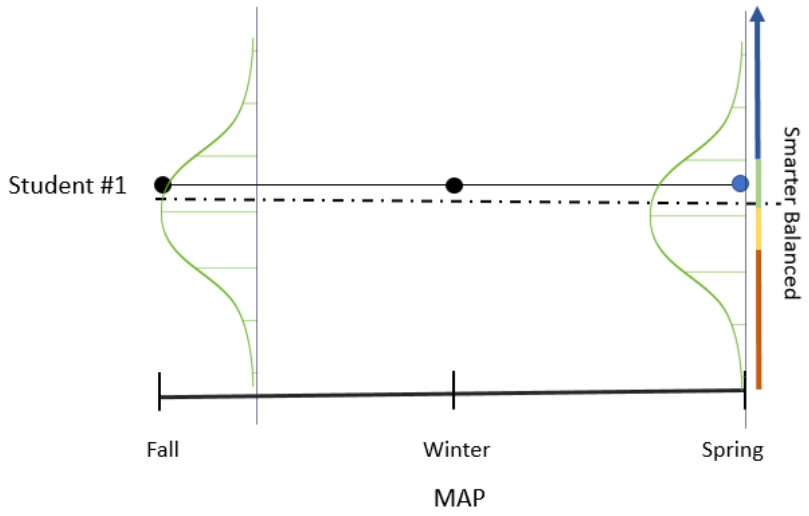
In the student example above, the student's scores were at the national average or the 50th percentile. At this point, 50 percent of the students in the national sample scored at or below the example student's scores. While this would be at the national average, this score would fall within Level 2 on SBAC which is to say that the average 3rd grader in the national sample would score below the level of proficiency on SBAC.

In both English Language Arts and Mathematics, the scores necessary to achieve proficiency on SBAC are significantly higher than the national average. In order to achieve proficiency, students have to score at or above the level observed by 6 out of 10 (60th percentile) students in the national normative sample. It is a high bar that will require facilitating additional growth each year for our students – particularly for those student groups whose scores are below their peers in PPS. Sustainable changes in proficiency will require accelerating learning – a year's worth of learning will not be sufficient for those students who are below proficiency.

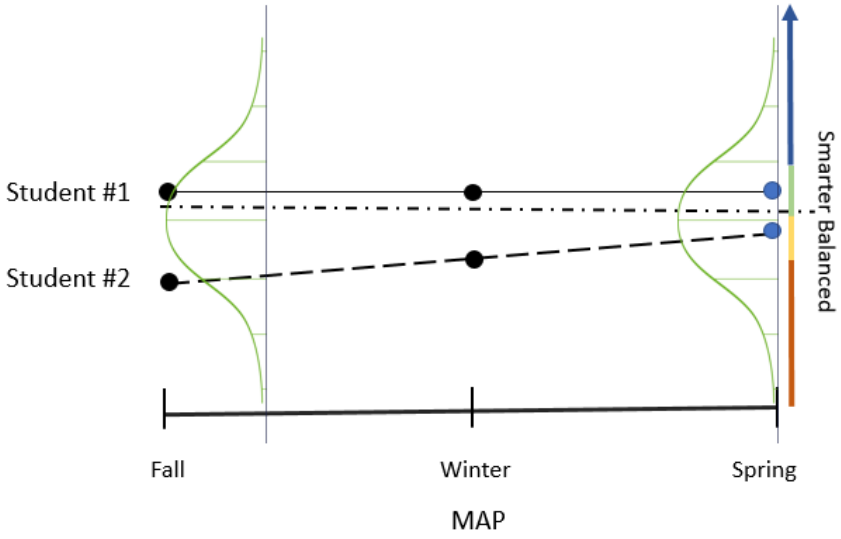
Accelerating Growth

In our prior example, a 3rd grade student made normal growth and maintained his or her relative position to peers in the national normative sample. Failing at the 50th percentile, that student would have been expected to have scored at Level 2 on SBAC.

In the example below, student #1 (Mark) scores at or around the 70th percentile and was projected to be above the cut point (dotted line) for proficiency. During the course of the year, Mark makes a year's worth of growth and achieves a proficient score on SBAC. He neither gained nor lost ground relative to peers during the course of the year.



For student groups who are below proficiency, this pattern of growth (a year for a year) only perpetuates the gap that exists between the student groups. In order to produce changes in proficiency, we must accelerate the group of student groups (e.g. Black and Hispanic) who have historically had lower levels of achievement on SBAC and other measures of achievement.



In this second example, student #2 (Lisa) begins the year substantially behind her peers. In this example, nearly 85% of the students scored above the score obtained by Lisa in the fall. During the course of the year, Lisa consistently exceeds expected growth and ends the year near the average of the national sample.

> ***While Lisa still falls short of proficiency, she has demonstrated significantly more growth during this academic year. If this pattern were extended for a second year, Lisa would not only exceed proficiency in the second year, she would actually outperform the Mark in the second year as well.***

Lisa's movement across the academic year demonstrates significantly more learning than that accomplished by Mark. This is not, however, effectively communicated by only focusing on proficiency. The proficiency measure (yes or no) simply is not sensitive to the fact the Lisa actually learned more than Mark. In fact, it is also completely insensitive to students who lose ground during that academic year but who still manage to score at or above the proficient threshold.

By focusing on growth, we can monitor changes as they occur during the academic year, and we can much more effectively acknowledge the students' gains toward higher levels of achievement.

While Lisa's example reflects an ideal for underperforming students, our current patterns of growth do not demonstrate this acceleration for our historically underperforming student groups. Instead, we see that these student groups often have less than 50% of their students meeting growth targets.

Table 5. Percent of Students who were on Track to Make Expected Growth as of the Winter of 2018

Race	Winter	
	ELA	Math
American Indian/Alaskan Native	34.8%	56.8%
Asian	46.9%	49.8%
Black/African American	43.6%	41.6%
Latino	47.2%	44.5%
Multi-Racial	48.4%	46.9%
Native Hawaiian/Pacific Islander	51.3%	46.8%
White	50.0%	46.7%

Our focus on equity and its implications for the provision of culturally relevant and effective differentiation of instruction will first evidence itself in changes to the growth trajectories for these student groups.

Where the expectation that 50% of a student group will meet or exceed growth targets is reasonable for higher performing student groups, it will be necessary to have at least 60% of students in lower performing student groups meet or exceed growth targets to accelerate growth and produce changes in achievement over time.

Appendix:

Table 1 displays the correlation by grade of MAP Growth RIT scores from fall and winter to Smarter Balanced scores in spring. Spring test windows are omitted from this table because these tests occur concurrently.

Table 1. MAP Growth RIT scores correlation to Smarter Balanced scores by grade

	Fall		Winter	
Grade	**ELA**	**Math**	**ELA**	**Math**
3	0.85	0.84	0.86	0.87
4	0.85	0.88	0.85	0.90
5	0.85	0.88	0.86	0.89
6	0.83	0.86	0.84	0.89
7	0.85	0.88	0.85	0.90
8	0.82	0.86	0.82	0.88

Tables 2 through 3 display how accurately MAP Growth RIT scores predict proficiency in the subject area for Smarter Balanced assessments. A student is considered accurately measured if the proficiency level they achieved on MAP Growth assessments matches the proficiency achieved in Smarter Balanced assessments, i.e. this classification is accurate if a student is proficient in both the MAP Growth math assessment and the Smarter Balanced math assessment.

Table 2. The accuracy of predicted proficiency from the fall MAP data.

Grade	**ELA**			**Math**		
	Classification Accuracy	**False**		**Classification Accuracy**	**False**	
		Negatives	**Positives**		**Negatives**	**Positives**
All grades	0.85	0.09	0.07	0.85	0.05	0.09
3	0.86	0.07	0.08	0.83	0.08	0.09
4	0.84	0.09	0.07	0.86	0.07	0.07
5	0.87	0.07	0.06	0.84	0.03	0.13
6	0.83	0.12	0.05	0.85	0.07	0.09
7	0.85	0.08	0.07	0.87	0.04	0.09
8	0.83	0.10	0.07	0.87	0.04	0.09

Table 3. The accuracy of predicted proficiency from the winter MAP data.

Grade	ELA			Math		
	Classification Accuracy	False		Classification Accuracy	False	
		Negatives	Positives		Negatives	Positives
All grades	0.86	0.07	0.06	0.87	0.05	0.09
3	0.87	0.06	0.07	0.86	0.07	0.07
4	0.87	0.07	0.06	0.90	0.04	0.09
5	0.81	0.09	0.10	0.85	0.03	0.12
6	0.83	0.11	0.05	0.86	0.06	0.08
7	0.87	0.06	0.07	0.80	0.07	0.13
8	0.86	0.09	0.05	0.88	0.05	0.08