



Date: Apr 16, 2018

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Apr 2018 Board Report

Partnership for Assessment of Readiness for College and Careers (PARCC) 2018

The 2018 PARCC continues to go well. DLR has started testing, and they are using Chromebooks for the first time. We have enough devices to put students through the assessment in a much shorter window, since students do not need to wait for labs to open up for sessions to rotate. This not only makes the window shorter, but it also means less disruption each day. Because all students can test at the same time, the schedule needs fewer “testing periods” each day that run according to the PARCC schedule.

Middle East PowerSchool User Group

In March, I had the opportunity to travel and present at the Middle East PowerSchool User Group in Dubai. One of the most well-known PowerSchool administrators in the international community now works at the American School of Dubai, and she hosted the conference at her school. Attendees came from all over the Middle East and North Africa, including the UAE, Jordan, Kuwait, Oman, Lebanon, Bahrain, Kenya, and Ethiopia. Administrators in the international and American schools love meeting presenters and trainers from the United States, and there were five of us who were able to fly over and share our knowledge with them.

My sessions at PSUG Middle East focused on building reports, customizing PowerSchool, Structured Query Language (SQL), and automation. Attendees ranged in experience from novice to advanced, but we design our sessions to accommodate all skill levels so everyone can learn something from each breakout. As a presenter, I was also able to learn some new things, especially related to some of the newer areas of PowerSchool where we are all learning as we go. The more conferences I attend, and the more people I meet, the more I realize that we are doing some pretty neat things with data. This is true both on the academic side with assessment data and also on the operations side with streamlining our processes to eliminate inefficiencies and waste.



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SAT 2018

On April 10, students across Illinois took the mandated SAT assessment. To support this, we provided students with a practice SAT assessment on February 15, 2018. Much like we used to do with the ACT, we attempted to simulate the actual testing environment as much as possible.

Timing, the question booklet, the answer sheet, and even the score report were imitated very closely on the practice test date. This is our second year of conducting a practice SAT for our students, and the entire process went much more smoothly than it did in 2017. We did also add a practice PSAT for the sophomores, but that was the only real change or addition in the basic structure of the practice event. Given that this was our second year, however, we were able to make some improvement in the data that students received after taking the assessment. We upgraded the software that we use to score the bubble sheets, and some new reports became available to us that we found pretty useful. One of the new finds was a report that rank-orders the questions by difficulty and by their point-biserial correlation. The difficulty of the questions is useful to know, because if most students missed a question, it is clear that they have either not been taught the learning target yet or they have failed to master it. Either way, reteaching is needed. The point-biserial correlation is useful in helping us to know if there is a misconception or misunderstanding about a question, because it can indicate whether students are confused about how to answer. We combined this information with the actual response patterns to produce reports for teachers that would be useful for targeting remediation points with small groups of students.

The assessment itself is broken down into two Sections: Evidence-Based Reading and Writing, and Math. Within those Sections, there are three Tests: Reading, Writing and Language, and Math. Across all of those questions, there are nine Cross-Tests and Subscores. Taken together, the student receives quite a bit of information about his or her performance on the assessment.

The most important bits of information come from the Section scores. SAT publishes benchmark levels for Evidence-Based Reading and Writing and for Math that correspond to college readiness. These benchmark targets slide up with each grade level as students close in on the end of high school.



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The student scores appeared to be fairly typical of a school of our size and demographics, with certainly fewer of the students demonstrating college-level performance in Math than in Reading and Writing.

69% of students were described as “On Track” in Reading/Writing, while only 36% demonstrated the same level of performance in Math. This was a modest improvement in Reading/Writing and a tiny improvement in Math from 2017.

Cutscores	On Track	460	510
	Close	430	480

Frequencies	On Track	69.3%	36.0%
	Close	8.0%	16.0%
	Need To Strengthen Skills	22.7%	48.0%

first_name	Total SAT	Reading/Writing	Math
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Further summaries of student performance and a sample score report follow.

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220

Practice SAT 2/15/2018

Overall

75 Students

Average Score: 43.86%

High Score: 77.92%

Low Score: 20.78%

Test Statistics

Cronbach Alpha: 0.92 (very high, indicates questions on the test are redundant)

Hardest Questions	Percent Correct	Easiest Questions	Percent Correct
3_20	0.00%	1_17	92.00%
4_38	0.00%	1_28	89.33%
4_36	1.33%	4_1	85.33%
3_19	4.00%	1_26	84.00%
4_34	5.33%	2_11	84.00%
4_35	5.33%	1_20	82.67%
1_52	10.67%	2_12	82.67%
2_29	10.67%	2_25	81.33%
3_12	10.67%	1_6	80.00%
3_14	12.00%	2_10	80.00%

Item Statistics

Questions with distractors selected more than the correct answer:	1_3, 1_7, 1_9, 1_11, 1_32, 1_35, 1_52, 2_8, 2_13, 2_16, 2_18, 2_29, 2_30, 2_31, 2_32, 2_33, 2_34, 2_36, 2_37, 2_38, 2_39, 2_42, 3_6, 3_7, 3_8, 3_9, 3_10, 3_11, 3_12, 3_13, 3_14, 4_13, 4_21, 4_26, 4_27, 4_28, 4_29, 4_30
Questions with poor discrimination (point biserial < 0.2):	1_5, 1_7, 1_11, 1_14, 1_16, 1_19, 1_24, 1_28, 1_29, 1_32, 1_38, 1_41, 1_43, 1_52, 2_3, 2_20, 2_29, 2_30, 2_31, 2_33, 2_39, 2_42, 3_4, 3_6, 3_7, 3_9, 3_10, 3_11, 3_12, 3_13, 3_14, 3_16, 3_20, 4_11, 4_16, 4_22, 4_23, 4_24, 4_27, 4_29, 4_31, 4_34, 4_35, 4_36, 4_38

Practice SAT 2/15/2018

Legend: Correct: ■ Incorrect: ■ Unanswered or Other Incorrect Response: ■ Multiple Responses: *

Students:	Total Score	Percent Score	Grade	1_1	1_2	1_3	1_4	1_5	1_6	1_7	1_8	1_9	1_10	1_11	1_12	1_13	1_14	1_15	1_16	1_17	1_18	1_19	1_20	1_21	1_22	1_23	1_24	1_25	1_26	1_27	1_28	1_29	1_30	1_31	1_32	1_33	1_34	1_35	1_36	
Answer Key:	154	100.00		B	C	A	A	C	A	A	B	B	D	A	C	D	B	B	C	B	B	D	A	A	C	A	B	C	C	B	B	D	A	B	C	C	D	C	A	
	60	38.96	-	C	C	C	D	A	D	B	B	B	D	A	C	D	B	B	C	B	B	D	A	A	C	A	B	B	C	C	B	B	D	A	B	C	C	B	C	
	39	25.32	-	B	B	D	A	C	C	B	B	C	A	C	A	C	A	D	B	B	A	D	A	C	D	C	B	A	C	D	B	A	B	D	A	A	A	D	D	
	76	49.35	-	B	C	A	A	D	D	A	B	C	A	C	C	D	B	C	D	B	B	A	A	D	A	A	C	C	C	B	B	D	D	A	B	C	D	A	C	
	89	57.79	-	B	C	A	A	D	A	B	B	D	D	C	C	D	B	B	C	B	B	D	A	B	A	B	C	C	C	B	B	D	D	B	B	C	D	A	A	
	54	35.06	-	B	D	B	A	B	D	B	C	C	A	C	C	D	B	B	D	B	B	A	A	B	A	A	B	B	C	A	B	D	C	A	B	A	D	D	B	
	72	46.75	-	B	D	D	A	A	A	D	B	D	B	C	C	D	B	B	A	B	B	A	A	D	C	B	A	D	C	B	B	C	B	B	D	D	D	D	C	
	60	38.96	-	A	C	A	A	B	A	A	C	B	D	C	C	D	B	B	C	B	B	B	A	D	A	B	D	C	D	C	B	B	D	A	A	B	C	A	A	
	71	46.10	-	B	C	A	B	D	B	A		B	D	A	C	B	C	B	D	B	C	C	A	D	A	A	A	B	A	C	B	D	D	B	B	C	B	D	A	
	101	65.58	-	B	C	B	A	C	A	D	B	B	D	A	C	D	A	D	A	B	B	D	A	D	A	A	A	C	C	B	B	D	D	B	B	C	D	A	A	
	72	46.75	-	D	B	D	B	A	A	D	B	C	A	C	B	D	D	D	C	B	B	D	A	D	A	A	A	D	C	B	B	D	D	D	B	C	C	D	A	
	54	35.06	-	A	C	A	D	D	A	B	C	C	D	D	C	D	A	B	C	B	A	D	A	D	B	B	B	D	C	B	B	C	C	D	B	A	A	A	D	
	100	64.94	-	B	C	D	B	B	A	A	B	A	D	B	C	D	B	B	A	B	B	A	A	D	A	A	A	D	C	C	B	B	B	D	B	C	C	D	C	C
	84	54.55	-	B	C	D	B	C	A	B	B	A	D	B	C	D	B	B	B	B	B	D	A	D	A	A	D	D	C	B	B	A	A	B	C	C	D	A	C	
	42	27.27	-	A	A	C	B	A	C	B	B	C	C	B	B	D	B	C	D	A	D	A	B	B	A	C	D	B	C	A	B	C	C	A	C	B	B	A	A	
	84	54.55	-	B	C	D	A	B	A	B	B	A	D	C	B	D	B	B	D	B	B	A	A	D	A	B	C	C	C	B	B	B	D	B	C	C	D	D	A	
	56	36.36	-	C	C	A	B	D	A	D	A	A	B	B	B	C	D	D	D	B	B	D	A	A	C	A	B	C	C	C	B	B	B	D	B	C	A	A	C	
	52	33.77	-	A	C	C	D	D	A	D	B	D	A	C	C	D	B	B	D	B	D	A	B	C	A	B	D	B	C	C	B	D	A	B	C	D	A	A	C	
	100	64.94	-	B	C	A	A	B	A	D	B	B	D	D	B	D	C	C	C	B	B	D	A	D	A	A	A	C	C	B	B	B	C	B	B	A	D	A	C	
	65	42.21	-	A	C	D	A	B	A	C	C	D	D	C	C	D	C	B	D	B	B	D	A	D	A	B	A	D	C	D	A	D	C	B	A	B	D	A	B	
	56	36.36	-	B	B	D	A	B	C	A	B	C	C	D	C	D	A	D	B	B	B	A	A	D	A	B	D	C	C	C	B	D	C	B	A	B	D	C	A	
	66	42.86	-	D	C	D	B	B	A	D	A	B	D	C	B	A	D	D	C	B	B	A	A	D	A	A	B	D	C	C	B	C	B	D	A	C	D	A	C	
	76	49.35	-	B	C	D	A	B	A	A	B	A	C	B	C	D	B	C	C	B	B	D	A	D	A	C	D	C	C	B	B	C	D	B	D	C	D	C	A	
	60	38.96	-	D	B	C	D	B	A	B	A	C	C	B	C	D	B	C	D	B	B	C	D	A	D	B	B	C	C	C	B	B	C	A	D	D	D	C	A	
	92	59.74	-	B	D	B	A	C	A	B	B	C	B	B	C	D	C	C	A	B	B	D	A	D	A	A	B	C	C	B	A	B	D	B	D	C	B	A	C	
	76	49.35	-	D	C	D	B	C	A	A	B	B	D	A	B	D	B	C	C	B	B	D	A	B	A	A	D	C	C	C	B	A	A	B	D	D	D	A	A	
	53	34.42	-	A	B	C	A	C	A	A	B	C	A	C	C	C	D	D	D	B	B	A	A	A	A	A	D	D	A	C	C	C	A	B	A	A	C	D	D	C
	49	31.82	-	C	A	D	B	C	A	B	B	D	A	C	D	B	A	C	D	B	B	A	C	A	A	A	A	C	B	C	B	C	B	A	C	C	D	A	B	

Practice SAT 2/15/2018

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■ Changed Answer: ■

1_1

Response	Frequency	Percent	
A	25	33	■
* B	30	40	■
C	10	13	■
D	10	13	■

1_2

Response	Frequency	Percent	
A	3	4	■
B	20	27	■
* C	42	56	■
D	10	13	■

1_3

Response	Frequency	Percent	
* A	18	24	■
B	11	15	■
C	26	35	■
D	20	27	■

1_4

Response	Frequency	Percent	
* A	34	45	■
B	20	27	■
C	6	8	■
D	15	20	■

1_5

Response	Frequency	Percent	
A	15	20	■
B	22	29	■
* C	23	31	■
D	15	20	■

1_6

Response	Frequency	Percent	
* A	60	80	■
B	6	8	■
C	4	5	■
D	5	7	■

1_7

Response	Frequency	Percent	
* A	15	20	■
B	32	43	■
C	9	12	■
D	19	25	■

1_8

Response	Frequency	Percent	
A	13	17	■
* B	45	60	■
C	12	16	■
D	4	5	■
No Response	1	1	

1_9

Response	Frequency	Percent	
A	15	20	■
* B	19	25	■
C	21	28	■
D	20	27	■

1_10

Response	Frequency	Percent	
A	12	16	■
B	8	11	■
C	16	21	■
* D	39	52	■

1_11

Response	Frequency	Percent	
* A	17	23	■
B	18	24	■
C	31	41	■
D	9	12	■

1_12

Response	Frequency	Percent	
A	2	3	■
B	25	33	■
* C	45	60	■
D	3	4	■

Practice SAT 2/15/2018

Question		Summary Statistics				Reliability		
Question	Points	Graded	Correct	Incorrect	Missing	Point Biserial	Percent Correct	
4_38	1	75	0	75	0	-	0.00	
3_20	1	75	0	75	0	-	0.00	
4_36	1	75	1	74	0	0.10	1.33	
3_19	1	75	3	72	0	0.39	4.00	
4_35	1	75	4	71	0	0.19	5.33	
4_34	1	75	4	71	0	-	5.33	
3_12	1	75	8	67	0	-0.05	10.67	
2_29	1	75	8	66	1	0.02	10.67	
1_52	1	75	8	59	8	0.08	10.67	
3_17	1	75	9	66	0	0.35	12.00	
3_14	1	75	9	65	1	-0.15	12.00	
2_30	1	75	10	64	1	0.06	13.33	
4_28	1	75	11	64	0	0.33	14.67	
3_18	1	75	11	64	0	0.34	14.67	
4_37	1	75	12	63	0	0.41	16.00	
4_33	1	75	12	63	0	0.31	16.00	
4_30	1	75	12	62	1	0.27	16.00	
2_38	1	75	13	59	3	0.22	17.33	
2_37	1	75	14	58	3	0.24	18.67	
1_35	1	75	15	60	0	0.20	20.00	
2_8	1	75	15	60	0	0.34	20.00	
3_11	1	75	15	60	0	0.00	20.00	
4_13	1	75	15	60	0	0.28	20.00	
2_34	1	75	15	57	3	0.33	20.00	
1_7	1	75	15	60	0	0.20	20.00	
3_10	1	75	16	59	0	-0.08	21.33	
3_8	1	75	17	58	0	0.29	22.67	
1_11	1	75	17	58	0	0.14	22.67	
4_29	1	75	17	57	1	0.05	22.67	
3_9	1	75	17	57	1	-0.08	22.67	
1_32	1	75	18	57	0	0.03	24.00	
1_3	1	75	18	57	0	0.26	24.00	

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is adapted from Saki, "The Schartz-Metterklume Method." Originally published in 1911.

Lady Carlotta stepped out on to the platform of the small wayside station and took a turn or two up and down its uninteresting length, to kill time till the train should be pleased to proceed on its way. Then, in the roadway beyond, she saw a horse struggling with a more than ample load, and a carter of the sort that seems to bear a sullen hatred against the animal that helps him to earn a living. Lady Carlotta promptly betook her to the roadway, and put rather a different complexion on the struggle. Certain of her acquaintances were wont to give her plentiful admonition as to the undesirability of interfering on behalf of a distressed animal, such interference being "none of her business." Only once had she put the doctrine of non-interference into practice, when one of its most eloquent exponents had been besieged for nearly three hours in a small and extremely uncomfortable may-tree by an angry boar-pig, while Lady Carlotta, on the other side of the fence, had proceeded with the water-colour sketch she was engaged on, and refused to interfere between the boar and his prisoner. It is to be feared that she lost the friendship of the ultimately rescued lady. On this occasion she merely lost the train, which gave way to the first sign of impatience it had shown throughout the journey, and steamed off without her. She bore the desertion with philosophical indifference; her

friends and relations were thoroughly well used to the fact of her luggage arriving without her.

She wired a vague non-committal message to her destination to say that she was coming on "by another train." Before she had time to think what her next move might be she was confronted by an imposingly attired lady, who seemed to be taking a prolonged mental inventory of her clothes and looks.

"You must be Miss Hope, the governess I've come to meet," said the apparition, in a tone that admitted of very little argument.

"Very well, if I must I must," said Lady Carlotta to herself with dangerous meekness.

"I am Mrs. Quabarl," continued the lady; "and where, pray, is your luggage?"

"It's gone astray," said the alleged governess, falling in with the excellent rule of life that the absent are always to blame; the luggage had, in point of fact, behaved with perfect correctitude. "I've just telegraphed about it," she added, with a nearer approach to truth.

"How provoking," said Mrs. Quabarl; "these railway companies are so careless. However, my maid can lend you things for the night," and she led the way to her car.

During the drive to the Quabarl mansion Lady Carlotta was impressively introduced to the nature of the charge that had been thrust upon her; she learned that Claude and Wilfrid were delicate, sensitive young people, that Irene had the artistic temperament highly developed, and that Viola was

something or other else of a mould equally
60 commonplace among children of that class and type
in the twentieth century.

"I wish them not only to be TAUGHT," said Mrs.
Quabarl, "but INTERESTED in what they learn. In
their history lessons, for instance, you must try to
65 make them feel that they are being introduced to the
life-stories of men and women who really lived, not
merely committing a mass of names and dates to
memory. French, of course, I shall expect you to talk
at meal-times several days in the week."

70 "I shall talk French four days of the week and
Russian in the remaining three."

"Russian? My dear Miss Hope, no one in the
house speaks or understands Russian."

"That will not embarrass me in the least," said
75 Lady Carlotta coldly.

Mrs. Quabarl, to use a colloquial expression, was
knocked off her perch. She was one of those
imperfectly self-assured individuals who are
magnificent and autocratic as long as they are not
80 seriously opposed. The least show of unexpected
resistance goes a long way towards rendering them
cowed and apologetic. When the new governess
failed to express wondering admiration of the large
newly-purchased and expensive car, and lightly
85 alluded to the superior advantages of one or two
makes which had just been put on the market, the
discomfiture of her patroness became almost abject.
Her feelings were those which might have animated a
general of ancient warfaring days, on beholding his
90 heaviest battle-elephant ignominiously driven off the
field by slingers and javelin throwers.

1

Which choice best summarizes the passage?

- 34 A) A woman weighs the positive and negative
aspects of accepting a new job.
39 B) A woman does not correct a stranger who
mistakes her for someone else.
14 C) A woman impersonates someone else to seek
revenge on an acquaintance.
14 D) A woman takes an immediate dislike to her new
employer.

2

WC

In line 2, "turn" most nearly means

- 4 A) slight movement.
27 B) change in rotation.
55 C) short walk.
14 D) course correction.

3

The passage most clearly implies that other people
regarded Lady Carlotta as

- 23 A) outspoken.
15 B) tactful.
35 C) ambitious.
27 D) unfriendly.

4

CE

Which choice provides the best evidence for the
answer to the previous question?

- 46 A) Lines 10-14 ("Certain . . . business")
27 B) Lines 22-23 ("It is . . . lady")
8 C) Lines 23-26 ("On this . . . her")
19 D) Lines 30-32 ("She . . . train")

5

The description of how Lady Carlotta “put the doctrine of non-interference into practice” (lines 14-15) mainly serves to

- 19 A) foreshadow her capacity for deception.
 30 B) illustrate the subtle cruelty in her nature.
 31 C) provide a humorous insight into her character.
 20 D) explain a surprising change in her behavior.

6

In line 55, “charge” most nearly means

- 80 A) responsibility.
 8 B) attack.
 5 C) fee.
 7 D) expense.

7

The narrator indicates that Claude, Wilfrid, Irene, and Viola are

- 20 A) similar to many of their peers.
 43 B) unusually creative and intelligent.
 11 C) hostile to the idea of a governess.
 26 D) more educated than others of their age.

8

The narrator implies that Mrs. Quabarl favors a form of education that emphasizes

- 16 A) traditional values.
 61 B) active engagement.
 16 C) artistic experimentation.
 5 D) factual retention.

9

As presented in the passage, Mrs. Quabarl is best described as

- 19 A) superficially kind but actually selfish.
 26 B) outwardly imposing but easily defied.
 28 C) socially successful but irrationally bitter.
 27 D) naturally generous but frequently imprudent.

10

Which choice provides the best evidence for the answer to the previous question?

- 16 A) Lines 49-50 (“How . . . careless”)
 11 B) Lines 62-68 (“I wish . . . memory”)
 22 C) Lines 70-73 (“I shall . . . Russian”)
 51 D) Lines 77-82 (“She was . . . apologetic”)



























