



Date: Sep 18, 2017

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Sep 2017 Board Report

## Beyond Textbooks

We are currently in the implementation phase of the Beyond Textbooks (BT) website. BT is a resource of priority standards, instructional materials, pacing guides, and formative assessments that we are using to support our curriculum adoption process. In the area of mathematics, teachers have aligned their teaching and assessment with the BT standards that are documented on their website. This has also begun for English / Language Arts, but with varying degrees during the 2017-2018 school year.

What this means for day-to-day operations is that teachers will use BT's instructional materials to teach students, and will use BT's weekly formative assessments to gauge student learning. Even though the end of the quarter is still about a month away, we have already begun work on the new report cards that will support these standards. A lesson we learned during 2016-2017 is that too much granular detail was being shared with parents. The report cards became too busy and were hard to decipher. Because of this, and because BT's paradigm features even more priority standards, we have decided to report out on the *strand* level, rather than the individual standards. In practical terms, it looks like this:

- OCUSD.M.2.OA Operations and Algebraic Thinking
  - OCUSD.M.2.OA.01 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
  - OCUSD.M.2.OA.02 Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.
  - OCUSD.M.2.OA.03 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
  - OCUSD.M.2.OA.04 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- OCUSD.M.2.NBT Number and Operations in Base Ten
  - OCUSD.M.2.NBT.01 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - OCUSD.M.2.NBT.02 Count within 1000; skip-count by 5s, 10s, and 100s.
  - OCUSD.M.2.NBT.03 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
  - OCUSD.M.2.NBT.04 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
  - OCUSD.M.2.NBT.05 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - OCUSD.M.2.NBT.06 Add up to four two-digit numbers using strategies based on place value and properties of operations.



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- OCUSD.M.2.NBT.07      Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to com
- OCUSD.M.2.NBT.08      Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- OCUSD.M.2.NBT.09      Explain why addition and subtraction strategies work, using place value and the properties of operations.3

Which will become this:

- OCUSD.M.2.OA      Operations and Algebraic Thinking
- OCUSD.M.2.NBT      Number and Operations in Base Ten

Teachers will still teach, assess, and record feedback for the students at the individual standard level, but when reported out to the parents and students, the individual standards will be summarized into the parent strands into which these standards are organized. English / Language Arts and Mathematics courses will each report five strands for each student at the end of each marking period. For subjects other than ELA and Math, the number of standards varies by subject. A sample of report cards from last year and this year are attached.

PE, Art, and Music each selected priority standards from the full list of standards developed by the national organizations in each discipline. These standards have also been mapped to the corresponding courses, and the report cards built upon those. In these areas, fewer actual standards exist, so there are fewer priorities (about two per course), and we can report out on the individual standard level. BT does not have resources aligned to these areas, so teachers will continue to find and develop materials aligned to their priority standards.

Science and Social Studies are also working on this project and have created new priority standards that align to Illinois Learning Standards. In the case of Science, the Next Generation Science Standards (NGSS) were adopted by Illinois without any modifications. We are able to map to these and identify priorities from the national documents. The Illinois Social Studies standards are a reorganized format of the College, Career, and Civic Life (C3) standards that were published by the National Council for the Social Studies. This means reading both the C3 documents and the Illinois State Board of Education (ISBE) documents to find all of the standards and to understand the rationales, but the process is basically the same. For both of these subjects, however, the BT materials are aligned to a different set of standards. Because BT is based in a school district in Tucson, Arizona, their resources are aligned to the current Arizona standards. Arizona is currently undergoing a revision process in their standards for both of these subjects, but it is not clear which national organizations, if any, will have an influence on these rewrites. In the meantime, teachers will likely prioritize the current Illinois Learning Standards for these subjects and use the BT website to find resources that can support them, even if the standards may have different identifiers and names.



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On September 19, 2017, the district leadership team, teachers from all subjects, and the BT staff will hold a series of meetings to continue to develop plans on how our rollout will work, as well as receive further training in the BT website. The next phases of BT implementation involve building structures for students to receive re-teaching and enrichment between the larger units of instructions. This is a fundamental tenet of the BT model of curriculum and instruction, and we are excited to create a version of this that will work for our students and teachers.

Respectfully Submitted,

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