



Academics | Activities | Service | Leadership

Date: Jan 17, 2016

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Jan 2017 Board Report

## Assessment Triangulation

Even though school districts across the country collect achievement data from a variety of sources, one of the greatest challenges is looking at all of this information in a format that allows teachers the opportunity to see trends or to draw inferences about a student while taking into account all of these sources at once. Each data source has its own format for reporting data, whether this is an assessment system's stock reports, or the report card's grades. These are not easily integrated into a cohesive view, which usually causes discussions about data to be disjointed. Teachers find this difficult to navigate, and often choose either to rely chiefly on one source of data or jump among the options without drawing much meaning from what is available.

At regular intervals, we do combine data into views for the purposes of planning intervention for students who are not performing at the expected level on certain assessments. This has not been tightly integrated with classroom data, but as the curriculum alignment project continues, we will begin to have standards-aligned data that we can integrate with these outside or parallel assessments to see if the results are convergent or divergent. As it stands today, we only have overall grades in the various courses, but we are beginning to combine these data points with assessments to begin the conversation about how student performance in the classroom correlates with assessment performance.

We have begun to build these visualizations in order to inform conversation about how grades do or do not provide parents with good feedback about their students' learning. These tables are still complex, but it does bring all of the information into the same view. Data from Grade 4 math in 2015-2016 appears next. One of the striking trends to notice is that there are students who are far below the expected cutscore on the assessments who receive course grades in the A/B/C range. This leads to conversation about what a grade in a class means, whether work completion should figure heavily into course grades, and whether external assessments portray an accurate or meaningful picture of student learning. This is only the beginning of these discussions.

			Report Card				Mathematics Overall				MAP Mathematics Operations and Algebraic Thinking			MAP Mathematics The Real and Complex Number Systems			MAP Mathematics Geometry			MAP Mathematics Statistics and Probability			PARCC Subclaims											
student_last	student_first	Course	Q1	Q2	Q3	Q4	MAP Fall 2016 Mathematics RIT	MAP Winter 2016 Mathematics RIT	PARCC M Overall	MAP Spring 2016 Mathematics RIT	MAP Fall 2016 Mathematics Operations and Algebraic Thinking	MAP Winter 2016 Mathematics Operations and Algebraic Thinking	MAP Spring 2016 Mathematics Operations and Algebraic Thinking	Column1	MAP Fall 2016 Mathematics Number and Operations	MAP Winter 2016 Mathematics Number and Operations	MAP Spring 2016 Mathematics Number and Operations	Column2	MAP Fall 2016 Mathematics Measurement and Data	MAP Winter 2016 Mathematics Measurement and Data	MAP Spring 2016 Mathematics Measurement and Data	Column3	MAP Fall 2016 Mathematics Geometry	MAP Winter 2016 Mathematics Geometry	MAP Spring 2016 Mathematics Geometry	Column4	PARCC M Major Content	PARCC M Expressing Mathematical Reasoning	PARCC M Modeling & Application	PARCC M Additional & Supporting Content				
		Mathematics 4	C-	B	C+	C-	171	175	657	184	162	173	179	168	175	177	180	181	171	179	188	173	179	191	1	1	1	1						
		Mathematics 4	D	C+	C	C	157	187	660	190	166	175	196	159	163	178	160	174	173	161	193	196	145	193	189	156	186	179	1	1	1	1		
		Mathematics 4	C	C-	B-	A	162	165	663	173	159	163	178	171	170	177	175	188	173	160	174	173	161	160	169	156	162	173	1	1	1	1		
		Mathematics 4	F	D	C-	C	175	179	664	173	171	170	177	188	#N/A	188	#N/A	188	#N/A	189	#N/A	189	170	191	164	182	186	177	1	1	1	1		
		Mathematics 4	#N/A	#N/A	#N/A	C+	157	187	660	190	#N/A	#N/A	186	160	188	156	189	189	160	188	193	#N/A	#N/A	170	#N/A	#N/A	196	1	1	1	1			
		Mathematics 4	C+	A-	C-	D+	160	187	670	187	156	189	189	167	186	180	177	188	188	192	188	171	182	175	185	184	180	155	178	184	1	1	1	1
		Mathematics 4	C+	D	D	C	176	189	671	182	167	186	180	180	192	180	182	181	194	194	177	198	193	171	182	183	183	1	1	1	1			
		Mathematics 4	F	B-	C+	D+	183	195	676	188	180	192	180	182	180	193	195	192	182	194	194	177	198	193	171	182	183	182	1	1	1	1		
		Mathematics 4	A-	A-	B	C	195	202	681	207	198	197	203	162	173	179	185	204	197	194	203	208	200	208	202	206	218	1	1	1	1			
		Mathematics 4	C	A-	C	C	188	194	685	199	186	186	194	186	194	193	183	183	183	197	186	185	194	194	197	209	211	1	1	1	1			
		Mathematics 4	B	A	C+	D+	193	195	685	198	192	187	192	193	181	198	201	176	186	196	180	192	196	188	187	188	188	1	1	1	1			
		Mathematics 4	C	B-	A-	B+	182	190	685	193	181	198	198	176	196	196	199	199	198	199	199	199	208	209	209	212	1	1	1	1				
		Mathematics 4	B	B-	A-	B+	196	199	686	195	190	198	195	178	197	198	178	197	198	185	194	194	196	196	173	189	190	1	1	1	1			
		Mathematics 4	D	B+	B-	C-	190	197	689	196	193	195	192	187	192	194	182	192	194	191	195	195	203	189	197	197	1	1	1	1				
		Mathematics 4	F	D-	C	D-	172	171	689	183	171	158	178	171	158	178	173	174	182	169	176	181	174	178	191	1	1	1	1					
		Mathematics 4	B-	B+	D+	C+	191	195	689	193	195	195	195	191	191	193	201	187	200	189	192	191	192	192	192	192	1	1	1	1				
		Mathematics 4	C+	F	F	F	185	192	690	198	184	197	194	184	197	194	183	191	202	184	195	208	191	184	190	1	1	1	1					
		Mathematics 4	C+	C-	B-	B-	192	195	690	200	192	189	189	196	194	194	195	196	197	190	195	191	191	191	209	203	1	1	1	1				
		Mathematics 4	C+	B-	A-	C+	187	192	690	203	187	195	195	187	195	195	197	197	191	190	196	196	192	192	192	192	1	1	1	1				
		Mathematics 4	B+	C+	C	B-	193	196	690	203	183	197	198	192	192	199	192	192	202	199	200	199	200	199	200	199	1	1	1	1				
		Mathematics 4	C-	B-	C	C	180	195	693	186	181	195	181	181	185	185	185	184	184	185	181	171	203	187	182	195	191	1	1	1	1			
		Mathematics 4	F	D	C-	C	171	170	693	177	163	175	179	181	181	170	177	172	173	169	176	159	183	183	1	1	2	1						
		Mathematics 4	C	B-	B-	B-	183	181	693	190	170	178	179	185	185	186	186	186	186	179	171	200	196	191	197	1	1	1	1					
		Mathematics 4	C+	C+	C-	B-	194	202	693	203	195	197	194	194	195	195	195	195	195	195	195	201	205	217	194	1	2	1	1					
		Mathematics 4	C-	C-	C-	C-	175	194	694	190	170	198	188	175	188	188	188	188	188	189	189	189	189	189	187	187	187	1	1	1	1			
		Mathematics 4	B-	A-	C+	C	191	193	696	206	194	201	211	187	195	196	189	196	196	194	197	197	192	203	203	195	1	1	1	1				
		Mathematics 4	F	B-	B-	B-	182	171	697	185	177	176	189	186	186	186	186	186	186	186	186	186	186	186	186	186	1	1	2	1				
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Academics | Activities | Service | Leadership

## Early Warning System Tri-Fold

In Spring 2016, the Freshman Team of teachers developed a data tool to support conversations with students who were at risk of being promoted at the end of the year. We called this project the Early Warning System (EWS) Tri-Fold, because the final version of the data presentation ended up in a tri-fold brochure that could easily be shared with students and parents. Last year, the conversations were held in mid-March. We realized the need for the tool in the middle of January, and it took about two months to tweak the data into a format that would work for conveying student risk to parents and students.

A few revisions were made this year to help the conferences be more informative. First, they are being held in the middle of January, right after the grades have been finalized for first semester. This allows for more immediate intervention and planning to occur. We met in December to make revisions to the tool, ran current data (without grades) to prepare the dataset, then generated the brochures on the same day that report cards were distributed. A tweak that was made this year was to include the entire fall report card on the brochure, including term, exam, and semester grades. Some minor improvements were made to enhance readability of the graphs, but the rest of the project remains the same.

The factors that are displayed on the EWS Tri-Fold include:

- Attendance
- F grades
- Discipline Referrals
- Missing Assignments
- GPA
- MAP Reading
- MAP Mathematics

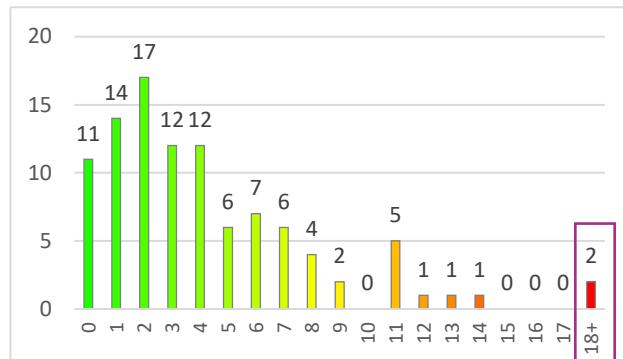
We are excited to use this tool again to help students see and understand how discrepant they are from their peers in these key performance indicators. Examples from some of the class's most at-risk students are attached.

Respectfully Submitted,

Adam P. Larsen  
Assistant Superintendent  
Oregon Community Unit School District 220

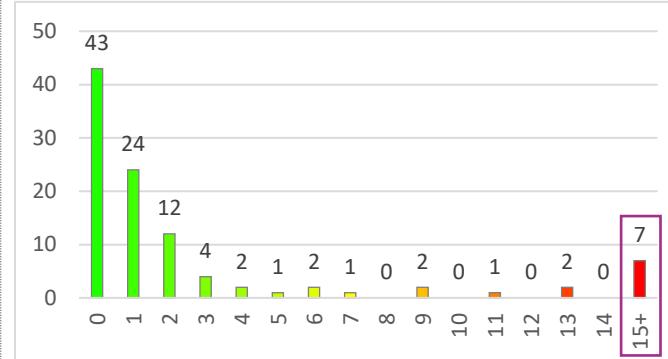
## Absences

first\_name: 25.50



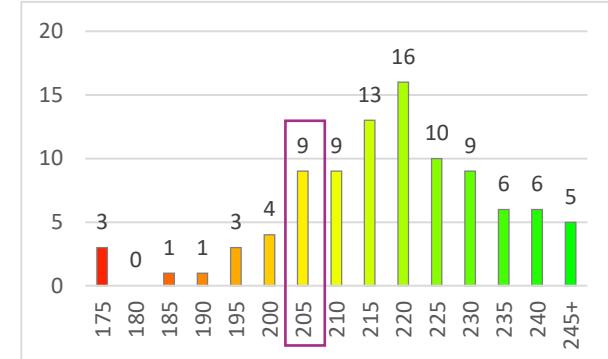
## Referrals

first\_name: 40



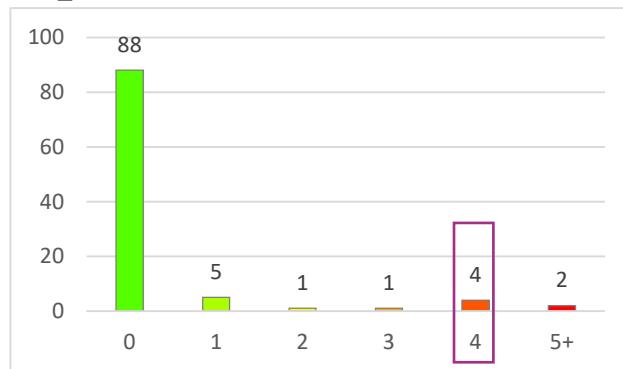
## MAP Reading

first\_name: 205



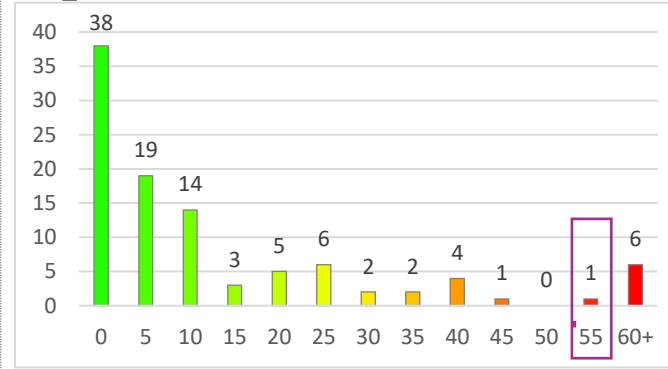
## F Grades

first\_name: 4



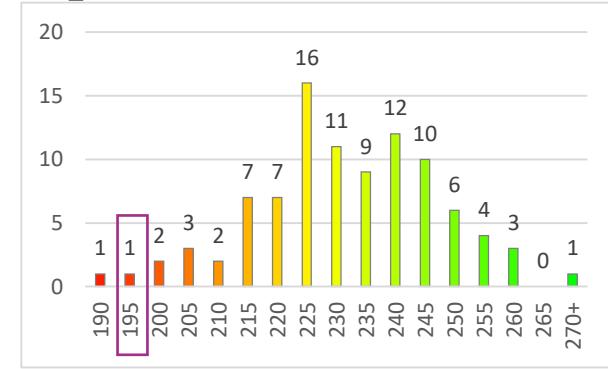
## Missing Assignments

first\_name: 54



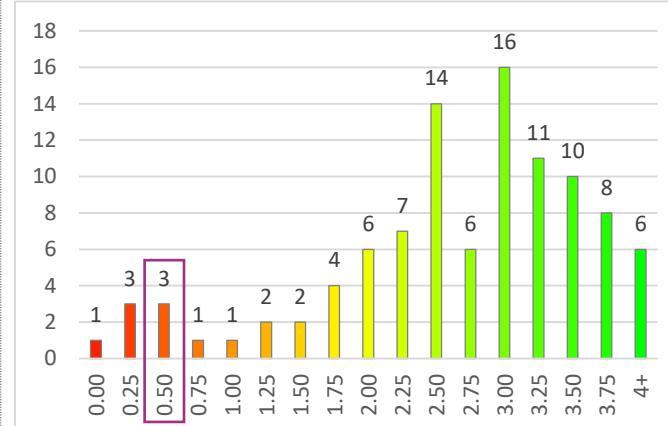
## MAP Mathematics

first\_name: 198



## GPA

first\_name: 0.555



first\_name - 1

## Contract for Success

I will...

- begin scheduling regular counselor meetings
- try out a new activity \_\_\_\_\_
- use my planner daily
- stay after school\_\_\_\_\_
- clean out my backpack \_\_\_\_\_ a week
- complete my homework on time
- take advantage of assessment retakes
- come to school every day
- go to bed by \_\_\_\_\_
- limit time out of class
- eliminate classroom distractions
- utilize my hawk time more efficiently
- limit my videogame use
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Student Signature

I, \_\_\_\_\_ will meet the expectations described above.

### Parent Signature

I, \_\_\_\_\_ will provide the supports necessary to help my student meet the expectations described above.

Need help? Try contacting a Teacher:

- 1(A)** *Study Skills*  
*Quinn Virgil*  
*qvirgil@ocusd.net*
- 2(A)** *World History*  
*Philip Yordy*  
*pyordy@ocusd.net*
- 3(A)** *Strength/Cond 2nd sem*  
*Nick Schneiderman*  
*nschneid@ocusd.net*
- 4(A)** *English 1*  
*Aaron Sitze*  
*asitze@ocusd.net*
- 5(A)** *Integrated Science*  
*Melissa Heisner*  
*mheisner@ocusd.net*
- PH(A)** *Study Hall*  
*Darren Knuth*  
*dknuth@ocusd.net*
- 6(A)** *English 2*  
*Aaron Sitze*  
*asitze@ocusd.net*
- 7(A)** *Gen Algebra I*  
*Quinn Virgil*  
*qvirgil@ocusd.net*



On-Track Conference

Student Name

Grade Level

Home Phone

Address

**Mt Morris, IL  
61054**

Father

Father phone

Mother

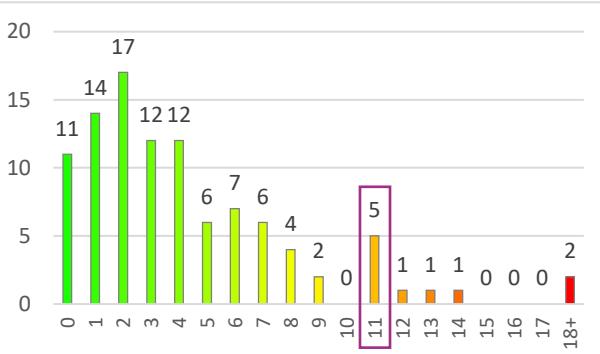
Mother phone

S1 Report Card

Course.....	T1	E1	S1
<i>Current Events</i> .....	F	F	F
<i>English 2</i> .....	D		D
<i>Gen Algebra I</i> .....	B-	C	C+
<i>Health</i> .....	F	C-	F
<i>Integrated Science</i> .....	F	F	F
<i>Spanish I</i> .....	F	F	F
<i>Study Skills</i> .....		P	P

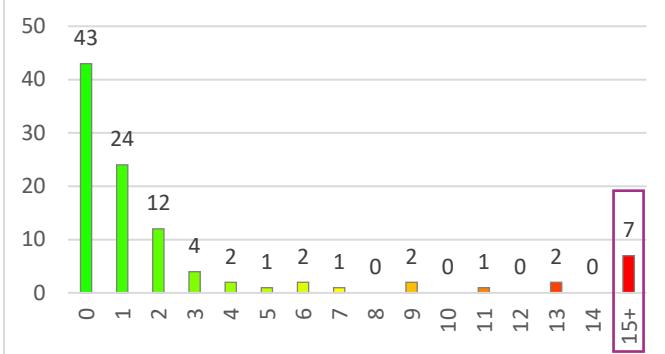
## Absences

first\_name: **11.50**



## Referrals

first\_name: **43**



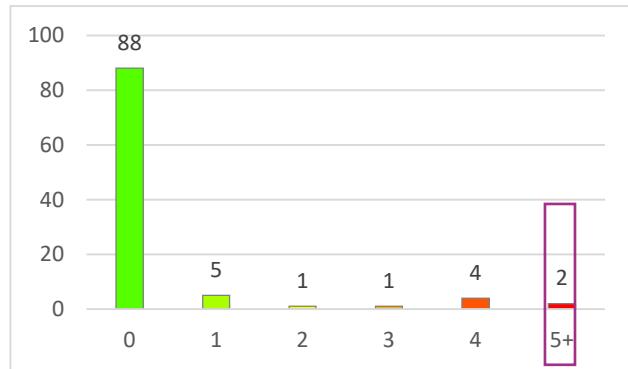
## MAP Reading

first\_name: **229**



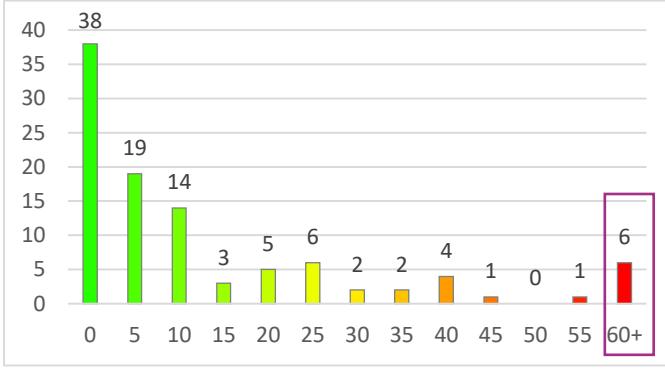
## F Grades

first\_name: **5**



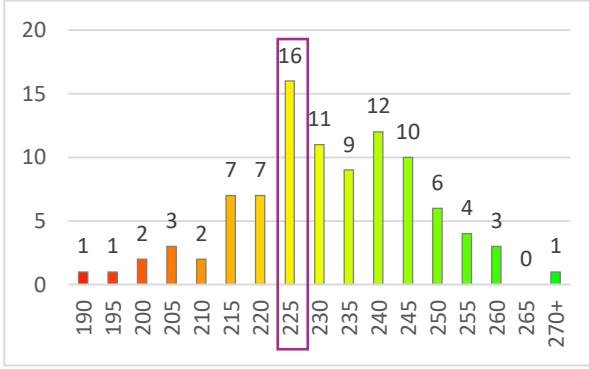
## Missing Assignments

first\_name: **86**



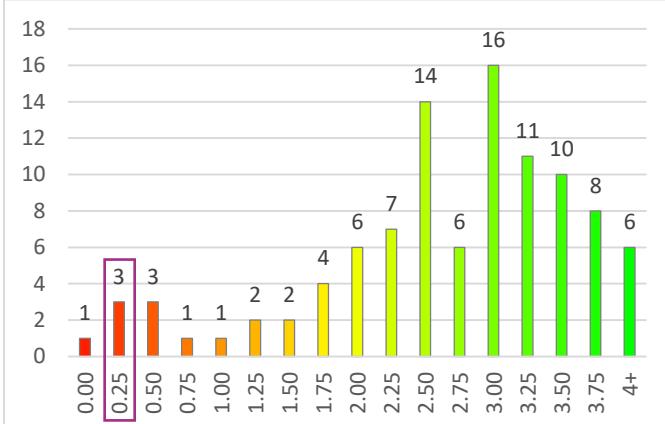
## MAP Mathematics

first\_name: **228**



## GPA

first\_name: **0.333**



first\_name - 2

## Contract for Success

I will...

- begin scheduling regular counselor meetings
- try out a new activity \_\_\_\_\_
- use my planner daily
- stay after school\_\_\_\_\_
- clean out my backpack \_\_\_\_\_ a week
- complete my homework on time
- take advantage of assessment retakes
- come to school every day
- go to bed by \_\_\_\_\_
- limit time out of class
- eliminate classroom distractions
- utilize my hawk time more efficiently
- limit my videogame use
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Student Signature

I, \_\_\_\_\_ will meet the expectations described above.

### Parent Signature

I, \_\_\_\_\_ will provide the supports necessary to help my student meet the expectations described above.

Need help? Try contacting a Teacher:

- 1(A)** *English 1*  
John Zuber  
[jzuber@ocusd.net](mailto:jzuber@ocusd.net)
- 2(A)** *Algebra I*  
Cole Davidson  
[cdavidson@ocusd.net](mailto:cdavidson@ocusd.net)
- 3(A)** *English 2*  
Aaron Sitze  
[asitze@ocusd.net](mailto:asitze@ocusd.net)
- 4(A)** *Integrated Science*  
Melissa Heisner  
[mheisner@ocusd.net](mailto:mheisner@ocusd.net)
- 5(A)** *Biology*  
Erin McMaster  
[emcmaster@ocusd.net](mailto:emcmaster@ocusd.net)
- PH(A)** *Study Hall*  
Darren Knuth  
[dknuth@ocusd.net](mailto:dknuth@ocusd.net)
- 6(A)** *World History*  
Philip Yordy  
[pyordy@ocusd.net](mailto:pyordy@ocusd.net)
- 7(A)** *Geometry*  
Danyel Larsen  
[dlarsen@ocusd.net](mailto:dlarsen@ocusd.net)



On-Track Conference

Student Name

Grade Level

Home Phone

Address

*Oregon, IL  
61061*

Father

Father phone

Mother

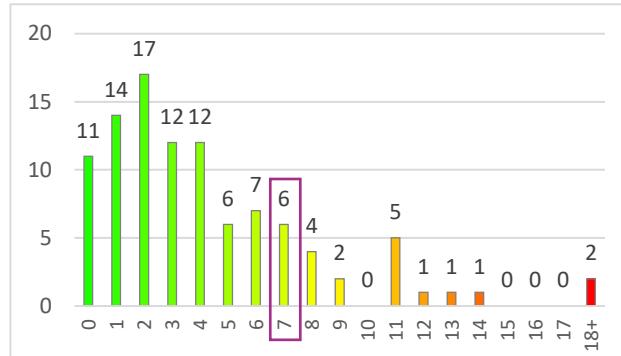
Mother phone

S1 Report Card

Course.....	T1	E1	S1
Art/Studio 1.....	D	C-	D+
Biology.....	F		F
English 2.....	D-	B-	D
Geometry.....	F	F	F
Health.....	F	F	F
Phys Ed.....	F	F	F
World History.....	F	A-	F

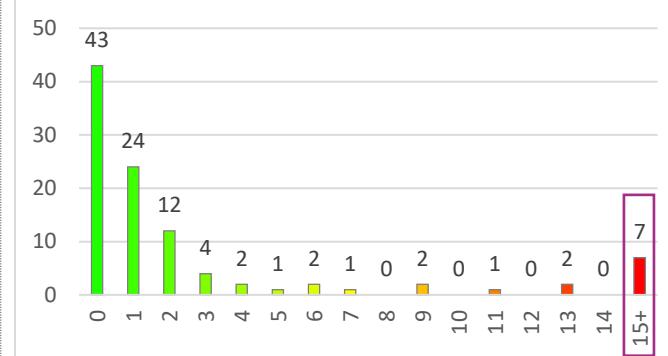
## Absences

first\_name: 7.00



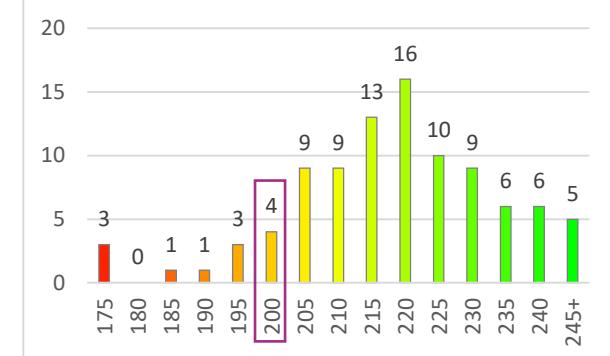
## Referrals

first\_name: 16



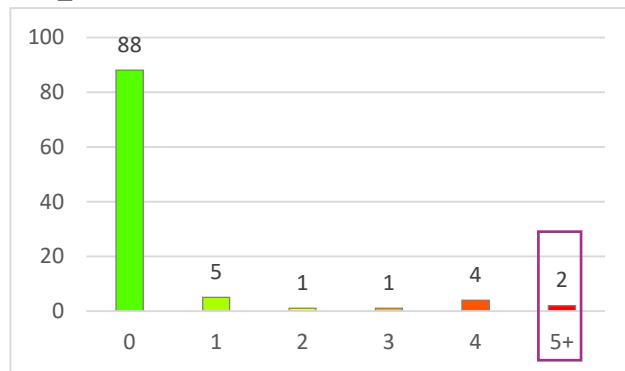
## MAP Reading

first\_name: 200



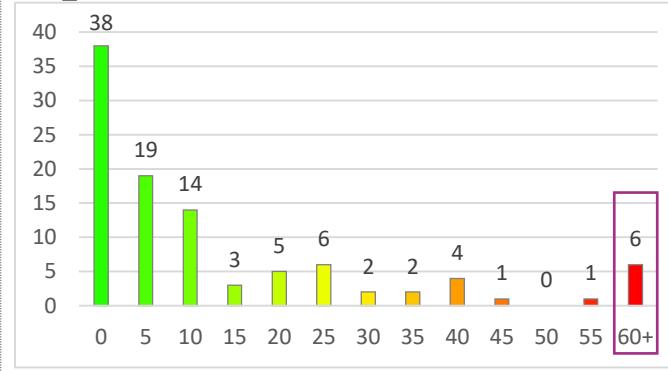
## F Grades

first\_name: 5



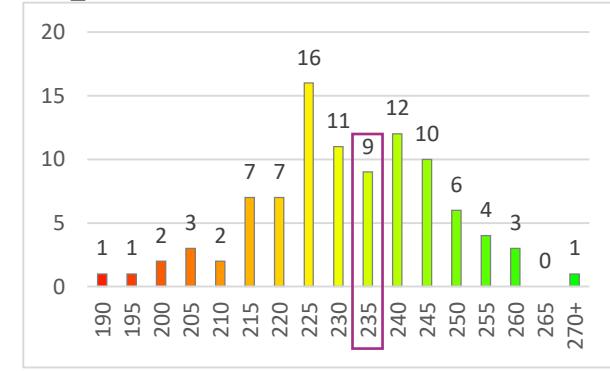
## Missing Assignments

first\_name: 101



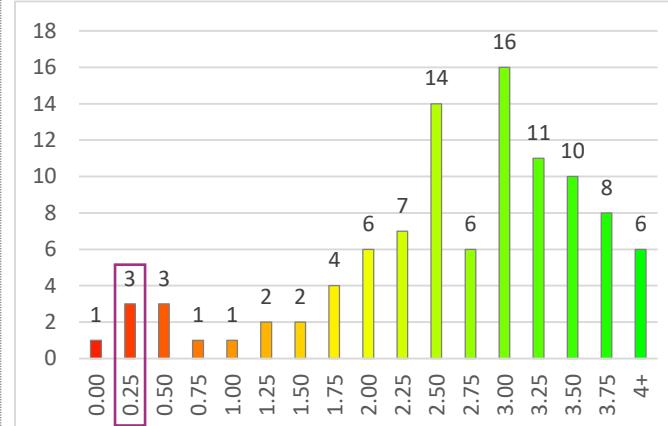
## MAP Mathematics

first\_name: 236



## GPA

first\_name: 0.333



## Contract for Success

I will...

- begin scheduling regular counselor meetings
- try out a new activity \_\_\_\_\_
- use my planner daily
- stay after school\_\_\_\_\_
- clean out my backpack \_\_\_\_\_ a week
- complete my homework on time
- take advantage of assessment retakes
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- limit my videogame use
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Student Signature

I, \_\_\_\_\_ will meet the expectations described above.

### Parent Signature

I, \_\_\_\_\_ will provide the supports necessary to help my student meet the expectations described above.

Need help? Try contacting a Teacher:

- 1(A)** *Algebra II*  
Kayla Marquez  
[kmarquez@ocusd.net](mailto:kmarquez@ocusd.net)
- 2(A)** *Study Skills*  
Quinn Virgil  
[qvirgil@ocusd.net](mailto:qvirgil@ocusd.net)
- 3(A)** *Health*  
Melissa Heisner  
[mheisner@ocusd.net](mailto:mheisner@ocusd.net)
- 4(A)** *Consumer Education*  
Mike Boyer  
[mboyer@ocusd.net](mailto:mboyer@ocusd.net)
- 5(A)** *Current Events*  
Mike Boyer  
[mboyer@ocusd.net](mailto:mboyer@ocusd.net)
- PH(A)** *Study Hall*  
Darren Knuth  
[dknuth@ocusd.net](mailto:dknuth@ocusd.net)
- 6(A)** *English 2*  
Aaron Sitze  
[asitze@ocusd.net](mailto:asitze@ocusd.net)
- 7(A)** *Phys Ed 2nd sem*  
Allison Albrecht  
[a1albrecht@ocusd.net](mailto:a1albrecht@ocusd.net)



### On-Track Conference

Student Name

Grade Level

Home Phone

Address

*Oregon, IL  
61061*

Father

Father phone

Mother

Mother phone

### S1 Report Card

Course.....	T1	E1	S1
<i>Current Events</i> .....	F	D+	F
<i>Geometry</i> .....	D+	F	D+
<i>Hon Algebra II-OP</i> .....	F	F	F
<i>Hon English II-OP</i> .....	F	B	F
<i>Integrated Science</i> .....	F	D+	F
<i>Open Program Lab</i> .....	F	C-	F
<i>Phys Ed</i> .....	D	F	D