



Date: Aug 15, 2016

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Aug 2016 Board Report

Tentative PARCC Data

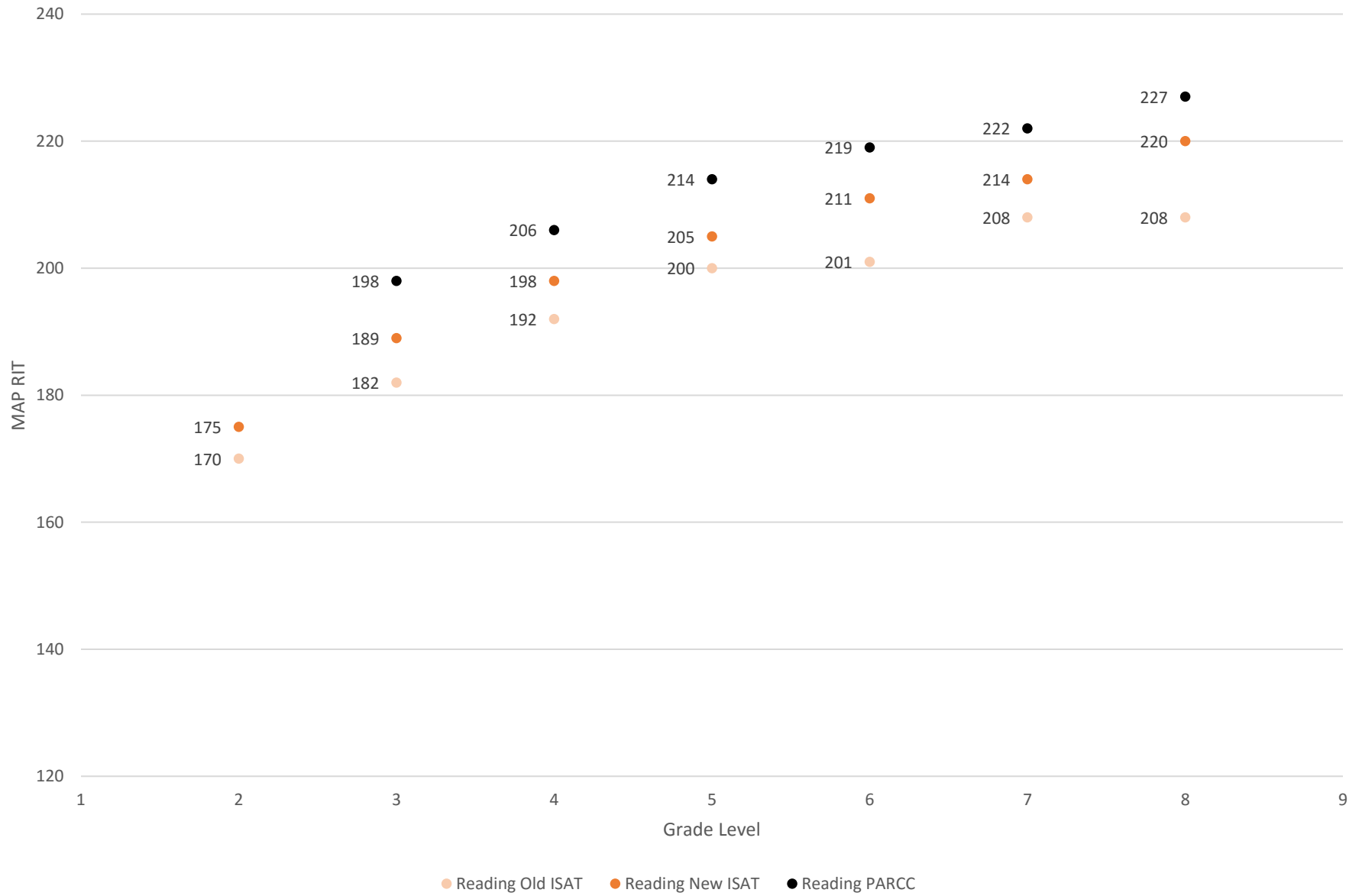
In Spring 2016, students completed the second annual administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) test. While it is still not without issues, the administration of the assessment went much better in 2016. Imports from the state data system were more frequent, predictable, and successful. No major changes in technology came with this administration. Finally, the turnaround in score reporting has been much faster than the previous year. Initial scores were available to school districts in late July. This is far better than the November/December dates from the 2015 administration.

The scores we receive first are tentative not because the tests are going to be re-scored, but the process of matching students to schools is yet incomplete. Students who move districts need to count for no more than one district, and students who are not enrolled in their home district by May 1 of the previous year do not count for any district at all. When scores are first released, there exists a correction period where school districts are responsible for matching student test records with school and district codes. We are currently in this period.

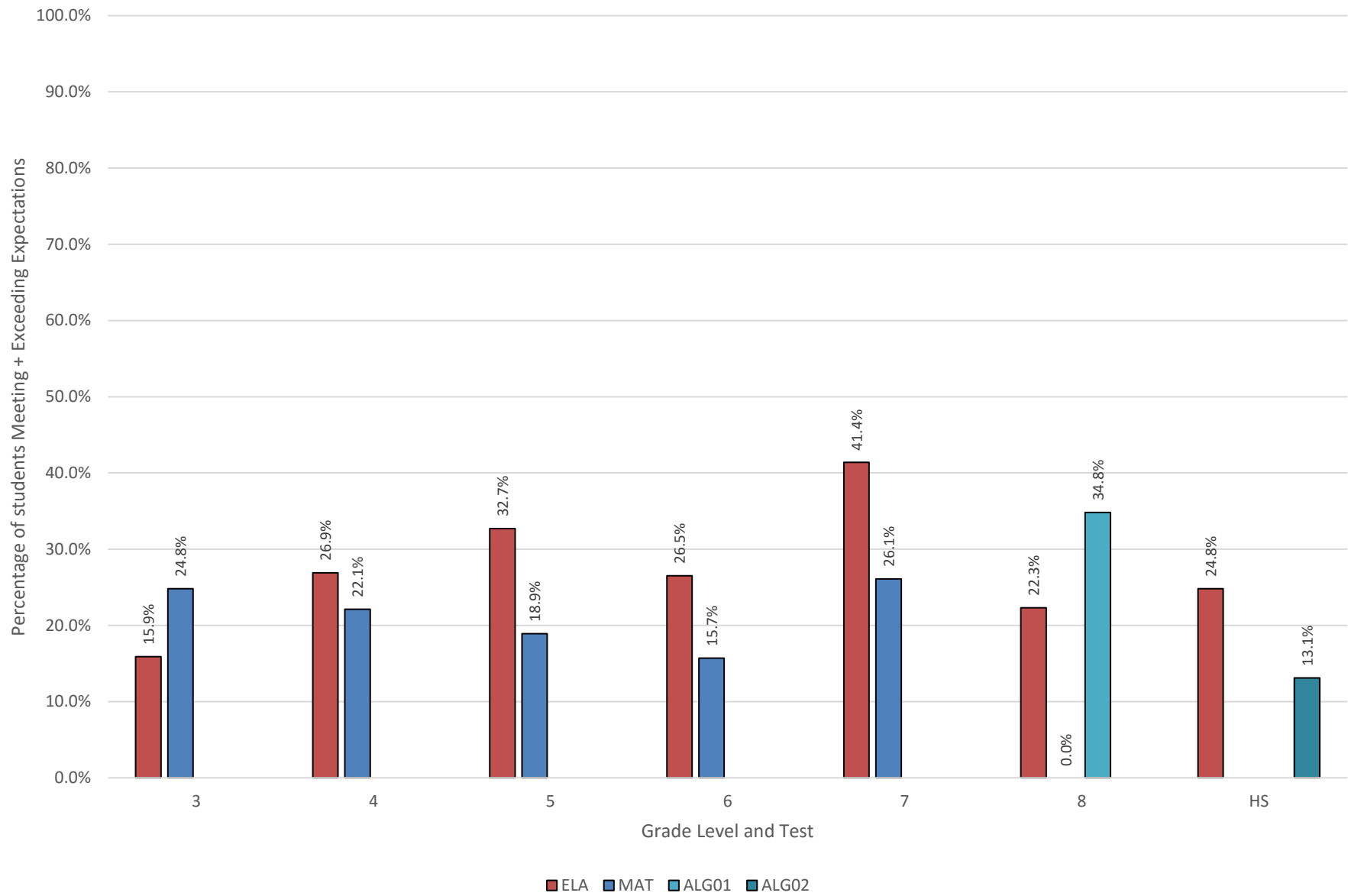
This also provides school districts with early access to raw scores and approximate percentages for Meets + Exceeds. Recall that the minimum proficiency required in order to score in Meets + Exceeds has increased greatly from the ISAT to PARCC. What districts used to expect for these percentages is far above where the test scores now fall. Accordingly, our cutscores used with MAP to make predictions about the spring assessment have been adjusted, so we are prepared well in advance for what these outcomes will be.

The graph that follows shows the percentages of students predicted to Meet + Exceed on PARCC, as well as the actual tentative numbers. The second graph illustrates again the change in Reading cutscores over time through Old ISAT, New ISAT, and PARCC.

MAP Alignment Cutscores ISAT and PARCC



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Technology – Laptops

All teachers and applicable instructional aides should have new laptops by the first day of school. The Technology Department has been hard at work all summer to deploy these machines through vacations and building cleaning schedules. Most desktops that were in teacher classrooms will be redistributed to labs that need additional machines, while some will remain as student workstations in rooms where they have been requested.

We are happy to report that we were able to purchase enough laptops to have several on hand to serve as rapid replacements. Since all documents will still remain on network drives, this will allow any teacher to use any laptop at any time and have access to all of his or her materials. When devices fail, they can be replaced swiftly and with minimal impact to the teacher. Another feature that has been deployed is the use of a Virtual Private Network (VPN) that will allow teachers access both to their personal documents and to shared drives on the OCUSD network. This has been the #1 request for several years, especially for teachers who live in towns other than Oregon and Mt. Morris. This home access to materials should be a great improvement in service for our teachers.

Standards-Based Grading

For several years, grades K through 2 have used standards-based grading practices. At its most basic level, standards-based grading means assigning a grade at finer levels than just reading, writing, and mathematics. For example, a student might receive a grade in standards such as, “I can ask and answer questions about important details in stories.” or “I can name and tell about shapes I see around me.” This provides more granularity in feedback to students about their learning.

The standards that have been used for these many years are of unknown origin. When we implemented PowerSchool in 2010, we imported these standards from STI, our previous student information system. We know that the standards in use were on STI at least since the mid-2000s, but it is unclear who wrote them or how they were vetted. With the rollout of the Common Core across the United States, this has provided an opportunity to align curriculum as taught, assessed, and reported. In 2015-2016, grades K through 2 began reporting feedback to students and parents using the new Common Core standards. In 2016-2017, we will add grade 3.

Over the summer, a team of teachers met and conducted a book study to establish some consistent grading philosophies and practices. Nicole (Holmes) Brady led the group by setting an agenda and distributing notes about each meeting. Major decisions include:

Grading Scale

Score	Name	Description
4	Exceeding Standards	Student consistently performs beyond the expected level. This is difficult to achieve for any student.
3	Meeting Standards	Student consistently performs at the expected level.



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2	Approaching Standards	Student consistently performs near the expected level or sometimes performs at the expected level.
1	Below Standards	Student consistently performs far below the expected level.

Grading philosophies

1. No zeros for any scores/grades
2. No behavior or attendance included in grades
3. No summative group grades
4. No extra credit, however extensions when appropriate are ok
5. No penalty for late work

A process for revising priority standards each year if grade levels are out of alignment, either horizontally or vertically.

The elimination of narrative comments in individual subjects. A single comment will appear on each report card for all subjects. This will allow more room for standard names and descriptions.

Adoption of "I can" statements for standard descriptions. Many of the Common Core State Standards have wordy descriptions that are not student- or parent-friendly. "I can" statements phrase the language in ways that are more easily understood by consumers.

Removal of behavior standards in favor of descriptive feedback. There is currently some discussion on adopting some The Leader in Me-type language for behavioral standards in the future, but more widespread understanding of the program and its processes would be needed first.

An additional project that will accompany this standards reboot is the creation of a curriculum section on the new OCUSD website. We will have parent-friendly resources available regarding the standards, what they mean in the classroom, how they can support learning at home, and what they can expect to see their students bring home. This will be an instructional outreach unlike anything we have done before.

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220