



Date: Oct 21, 2019

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: October 2019 Board Report

Online Report Cards

With the start of the 2019-2020 school year, we have moved to online report cards at all three school buildings. There are several advantages to moving to this format. We will be able to reduce costs associated with printing, reduce time associated with distribution, and increase communication quality with families. The time and money aspects have been long considered, and the improvement in both domains is obvious. Not having to print, fold, and distribute to students removes both monetary and time costs. An additional concern has emerged over time regarding whether report cards make it home to parents and guardians. By placing digital versions of these documents in the PowerSchool parent portal, we can ensure that parents have the opportunity to view them without being intercepted by students.

The practice will consist of publishing a message to families that report cards will be made available on the portal at a scheduled time, including instructions for how to access them. Once they are published, a second reminder message will be shared with the same instructions. Families will use the same credentials as for online registration, which eliminates much of the login confusion associated with using any new system.

The layouts of the report cards closely mirror the design choices made in previous years. The traditional report cards (A-F grades) at DLR and OHS feature a grid with letter grades, percentages, and comments. The footer can be customized to convey messages about upcoming events or reminders, and this is unique per school. The standards-based report cards (1-4 grades) at OES have a significant improvement in that they now show much more detail than the previous report cards. When printing report cards on paper, we were constricted by having to fit all of the standard names, grades, and comments onto one page. This meant eliminating some of the granularity in reporting that we would have liked to have, for the sake of fitting everything onto a printable sheet. While our new report cards are still printable, placing them onto a web page means they can be scrolled more easily, we can include more detail on the pages, and only current courses appear in the student list.

On the administrative and teacher side, these report cards are generated instantly and from realtime data. There are no delays between making changes in gradebooks and seeing those changes reflected on the report cards, which helps teachers identify and correct mistakes prior to report cards being made available on the portal.

One final improvement is that we will be able to observe when report cards have been viewed and by whom. We will even make reports available to teachers and administrators to identify which students have not had their report cards viewed, which will create an opportunity for us to reach out and connect about student progress.

We are excited about bringing our student academic reporting online for OCUSD families.



Oregon Elementary School
1150 Jefferson St
Oregon, IL 61061
815-732-5300

Report Card 2018-2019

Student Name
Grade: 6
Homeroom: Boyer

4 - Exceeding Standards	3 - Meeting Standards	2 - Approaching Standards	1 - Below Standards
Student consistently performs beyond the expected level. This is difficult to achieve for any student.	Student consistently performs at the expected level.	Student consistently performs near the expected level or sometimes performs at the expected level.	Student consistently performs far below the expected level.

*Blank grade: Standard was not assessed this quarter
* Indicates modified or adapted curriculum*

Standard	Q1	Q2	Q3	Q4
Reading 6				
Reading - Informational Text				
Reading - Literature				
English/Language Arts 6				
Language				
Writing				
Social Studies 6				
Inquiry Skills 6-8				
Civics 6-8				
Geography 6-8				
History 6-8				
Mathematics 6				
Ratios and Proportional Relationships				
The Number System				
Expressions and Equations				
Geometry				
Statistics and Probability				
Science 6				
Physical Sciences				
Life Sciences				
Earth and Space Sciences				
Engineering, Technology, and Applications of Science				
Band 6				
I can accurately perform notes and rhythms expressively using written music				
I can perform in concerts with appropriate style and behavior				
Phys Ed 6				
I can move my body in a variety of ways				
I show respect for myself and others when I am moving				
Art 6				
I can create a unique artwork by applying personally meaningful content.				
I can analyze how art helps me understand the lives of people of different times, places, and cultures.				
Choir 6				
I can accurately perform notes and rhythms expressively using written music				
I can perform in concerts with appropriate style and behavior				
Music 6				
I can use music vocabulary and discussion skills to explain how I connect with a type of music.				
I can identify how music of a different culture or historical period affects music's overall sound.				
Information Literacy 6				
Information Literacy 6				

Comment:

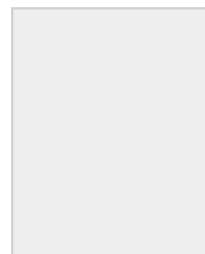
Term	Enrolled	Absent
Q1	0.0	0.0
Q2	0.0	0.0
Q3	0.0	0.0
Q4	0.0	0.0



Report Card 2019-2020

Oregon Elementary School
1150 Jefferson St.
Oregon, IL 61061
815-732-5300

Student Number: Student Number
Student: Student Name
Grade: 6
Homeroom: 6B



4 - Exceeding Standards	3 - Meeting Standards	2 - Approaching Standards	1 - Below Standards
Student consistently performs beyond the expected level. This is difficult to achieve for any student.	Student consistently performs at the expected level.	Student consistently performs near the expected level or sometimes performs at the expected level.	Student consistently performs far below the expected level.

Blank grade: Standard was not assessed this quarter

English/Language Arts 6	Q1	Q2	Q3	Q4
Reading - Informational Text	3			
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	3			
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	3			
Reading - Literature	2			
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2			
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	2			
Writing	2			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2			

Mathematics 6	Q1	Q2	Q3	Q4
Writing	2			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2			
Ratios and Proportional Relationships	3			
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, ... "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	3			
Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	3			
Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double	3			

Science 6	Q1	Q2	Q3	Q4
Writing	2			

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2			
Earth and Space Sciences	3			
Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	2			
Earth and Human Activity	3			
Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	3			

Art 6	Q1	Q2	Q3	Q4
Art 6	4			
I can create a unique artwork by applying personally meaningful content.	4			

Phys Ed 6	Q1	Q2	Q3	Q4
I can move my body in a variety of ways	3			
I show respect for myself and others when I am moving	3			

number line diagrams, or equations.				
The Number System	4			
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	3			
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	4			
Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	4			

Social Studies 6	Q1	Q2	Q3	Q4
Writing	2			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2			
Present arguments and explanations that would appeal to	2			

audiences and venues outside the classroom using a variety of media.				
Geography 6-8	3			
Human Population	3			
Explain how environmental characteristics impact human migration and settlement.	3			
History 6-8	3			
Change, Continuity and Context	3			
Classify series of historical events and developments as examples of change and/or continuity.	3			
Causation and Argumentation	2			
Organize applicable evidence into a coherent argument about the past	2			

Band 6	Q1	Q2	Q3	Q4
Band 6	3			

David L. Rahn Jr. High School
 105 W. Brayton Ave.
 Mt. Morris, IL 61054
 Telephone (815) 732-5300
 Mr. Kip Crandall, Principal

2018-2019 Quarter 4 (Semester 2) Report Card

Student Name: Student Name

Grade Level: 8

"RESPECT & ACCEPT - HERE & NOW"

COURSE	TEACHER	Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4
Choir 7	Hall, Zach	A	100	A	99	A	100	A	100
Science 7	Albrecht, Adam	B-	83	C+	80	C	78	C+	80
Soc St 7	Martin, Matthew	A-	94	B-	85	B+	91	A	96
Computers 7	Holm, Brenda		0		0	B+	89	D	68
English / Language Arts 7	Cann, Logan	A-	92	B-	84	C+	80	B+	91
PE	Gale, Mark	A	100	A	100	A	95	A	100
Honors Pre-Algebra	Bothe, Michelle	B-	83	B	86	B-	84	B-	83

TO PARENTS/GUARDIANS: The grades listed for your student are current as of 5/24/19. Please examine this report carefully and feel free to confer with the principal or teachers to clarify any questions you may have.

GRADING SCALE: 95-100%=A 92-94%=A- 89-91%=B+ 86-88%=B 83-85%=B- 80-82%=C+ 77-79%=C 74-76%=C- 71-73%=D+ 68-70%=D 65-67%=D- 0-64%=F Please note: "-" in any class indicates student not enrolled during quarter.

POWERSCHOOL is our web-based student information system. You may access your student's attendance and grades online from any computer.

UPCOMING EVENTS:

Have a GREAT SUMMER!!!



Report Card 2018-2019

David L Rahn Jr. High School
105 W Brayton Rd.
Mount Morris, IL 61054
(815) 732-5300

Student Number: Student Number
Student: Student Name
Grade: 7



Period	Course	Teacher	Q1	Q2	S1	Q3	Q4	S2	Comment
5(A)	Art 7	Gale, Daniel	A- 94%						
1(A)	Choir 7	Hall, Zach	A 100%						
6A(A)	English / Language Arts 7	Cann, Logan	A- 92%						
9(A)	Enrichment	Albrecht, Adam	A- 93%						
8(A)	Honors Pre-Algebra	Bothe, Michelle	B- 83%						
7(A)	PE	Gale, Mark	A 100%						
3(A)	Science 7	Albrecht, Adam	B- 83%						
4(A)	Soc St 7	Martin, Matthew	A- 94%						



European PowerSchool User Group

For the fourth time in five years, I had the opportunity to present at the European PowerSchool User Group annual meeting, this time in Sofia, Bulgaria. From Oct 12-14, attendees from countries all across Europe gathered at the Anglo-American School of Sofia to learn from each other and from some PowerSchool experts based in the USA. We had representation from Hungary, Switzerland, Netherlands, Spain, Kosovo, United Kingdom, Austria, and Poland.

I was asked to teach five different classes and run an open lab where people could come for help with individual needs. My sessions in Sofia included: Page Fragments and Insertion Points, PowerQueries and Data Export Manager, Code Management, Data Automation, and Data Dashboards. Many of my session attendees were system administrators I had met before at other conferences, which meant I was often aware of their system configurations and unique situations. This helps us solve problems and build solutions more efficiently, as well as learn more deeply from each other's experiences.

Overall, this was my 37th PowerSchool conference in about six years of presenting at these events. The continued support of the board and the school district has been an extremely beneficial arrangement for all parties involved. Schools can learn from our expertise, and the solutions we find for some problems often end up in place back in our district. I look forward to continuing my involvement with these user groups as opportunities arise.

Respectfully Submitted,

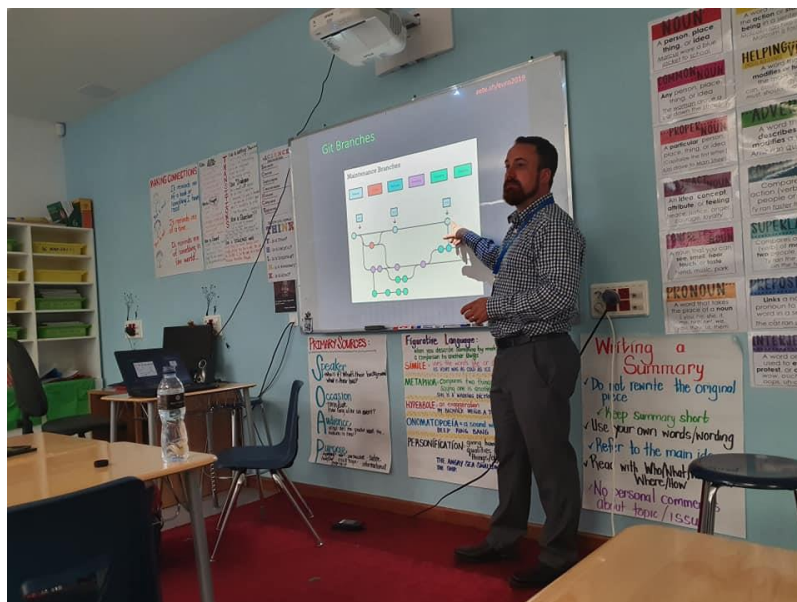
A handwritten signature in blue ink that reads 'Adam P. Larsen'.

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220



OREGON
CUSD220

Academics | Activities | Service | Leadership





OREGON
CUSD220

Academics | Activities | Service | Leadership

