



Date: Mar 21, 2016

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Mar 2016 Board Report

Freshman At-Risk Interventions

Last month, we shared some information about a new intervention being implemented with freshman students who are already at risk of failure. The goals were to convey to a student just how far discrepant he or she is from peers, based on a variety of risk factors. The freshman team collaboratively created a list of warning signals that would be shared with students and parents at an after school conference. These metrics include:

- Absences
- F grades
- GPA
- Referrals
- Missing Assignments
- MAP Reading and Mathematics scores

A few more features were added to the tri-fold brochure to help make the data more easily interpreted by parents and students and to make it more apparent whether a student's scores in this area were particularly good or bad. Meetings with the parents are being held the week of March 14th to discuss student progress and to articulate to parents the levels of risk that are being seen so far in the first year of high school.

Preliminary indications are that these conversations with students and parents are going well. Parents appreciate knowing the level of risk that their students are demonstrating at school, and they also display relief at seeing a student's test scores that are far above the present level of performance on classroom measures. It is encouraging for parents to find out that their son or daughter has the ability and/or skills to perform well in the classroom but are not yet showing it.

A redacted tri-fold brochure is included as a sample.

Contract for Success

Need help? Try contacting a Teacher:

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.

1(A) Study Skills
Philip Yordy
pyordy@ocusd.net

2(A) Gen Algebra I
Quinn Virgil
qvirgil@ocusd.net

3(A) Integrated Science
Melissa Heisner
mheisner@ocusd.net

4(A) Driver's Ed 4th 9 wks
John Bothe
jbothe@ocusd.net

4(A) Strength/Cond 2nd sem
Nick Schneiderman
nschneid@ocusd.net

5A(A) Technology Ed
Darren Knuth
dknuth@ocusd.net

6(A) English 1
Aaron Sitze
asitze@ocusd.net

7(A) World History
Philip Yordy
pyordy@ocusd.net



On-Track Conference

Student Name
Grade Level
Home Phone
Address

Mt Morris, IL
61054

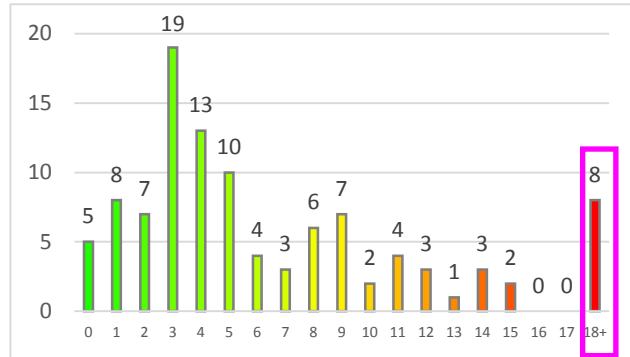
Father
Father phone
Mother
Mother phone

English 1
Gen Algebra I
Integrated Science
Strength & Cond PE
Study Skills
Technology Ed
World History

S1)C-
S1)C-
S1)F
S1)C+
S1)NC
S1)D-
S1)D-

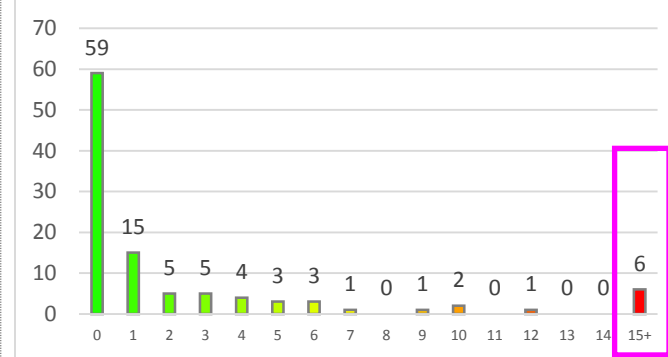
Absences

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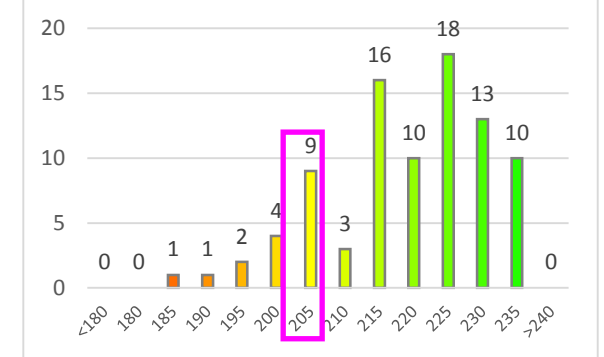
Referrals

[First_name]: 15



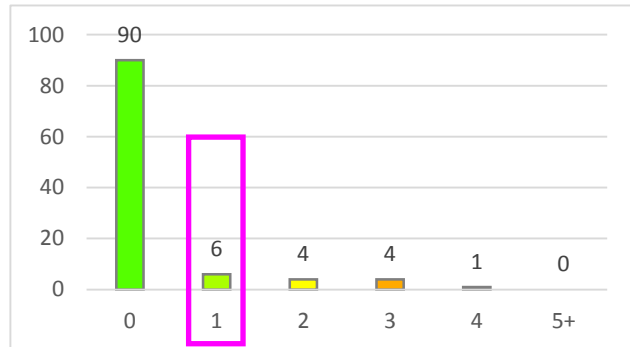
MAP Reading

[First_name]: 205



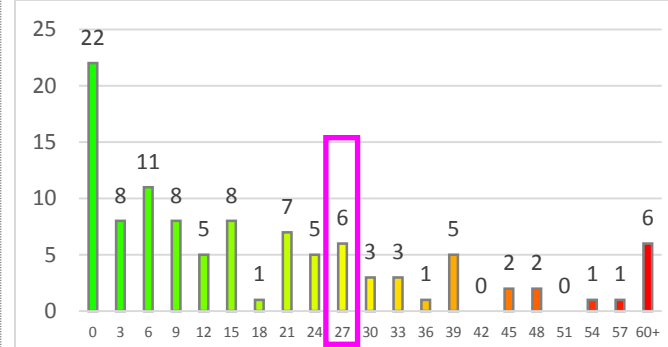
F Grades

[First_name]: 1



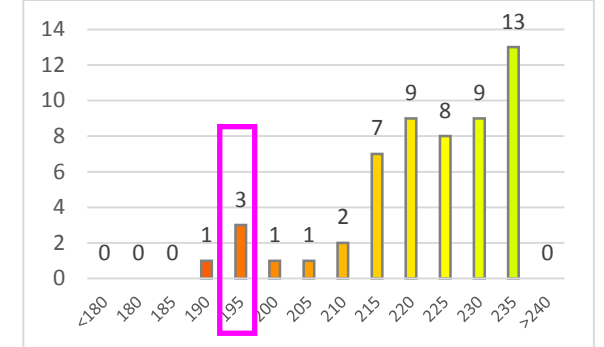
Missing Assignments

[First_name]: 28



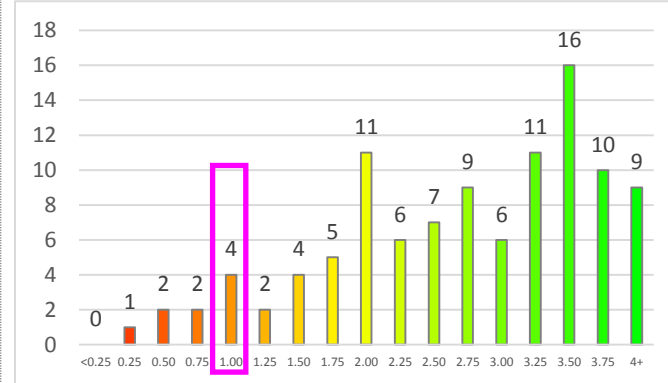
MAP Mathematics

[First_name]: 198



GPA

[First_name]: 1.168





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PARCC 2016

The 2016 PARCC exam began for students on March 7th. We have been engaged in preparations for this assessment for several months, and the implementation for the 2016 test has been much smoother than for the previous year. There were few changes in technology for this time, with the principal difference being the type of application the students will use for taking the assessment. The current version of Pearson's TestNav is a standalone application that does not require additional libraries or frameworks, so installation has been simpler for our team this year.

As for the actual assessment, the biggest difference is that the testing has been cut from two separate windows to only one. Students will take an English/Language Arts (ELA) assessment and a Mathematics assessment, but each is only taken once. The windows are broken down into testing units along the following schedule and unit times:



Table 2.1 Unit Testing Times for Grades 3–5

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Unit 1	Non-calculator	60
	Unit 2	Non-calculator	60
	Unit 3	Non-calculator	60
	Unit 4	Non-calculator	60
ELA/Literacy Grade 3*	Unit 1		90
	Unit 2		75
	Unit 3		90
ELA/Literacy Grade 4* ELA/Literacy Grade 5*	Unit 1		90
	Unit 2		90
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional section: a field test task (unit time = 90 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

Table 2.2 Unit Testing Times for Grades 6–8

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 8	Unit 1	Non-calculator	80
	Unit 2	Calculator	80
	Unit 3	Calculator	80
Mathematics Grade 7	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	80
	Unit 3	Calculator	80
ELA/Literacy Grade 6* ELA/Literacy Grade 7* ELA/Literacy Grade 8*	Unit 1		110
	Unit 2		110
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional section: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

Table 2.3 Unit Testing Times for High School

Subject(s)/Course(s)	Unit	Section	Unit Testing Time (Minutes)
Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	90
	Unit 3	Calculator	90
ELA/Literacy Grade 9* ELA/Literacy Grade 10* ELA/Literacy Grade 11*	Unit 1		110
	Unit 2		110
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional section: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools. Refer to **Appendix G** for more information.

Test Security
and Administration
Policies



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Our technology team, especially Steve Stinson, has performed admirably in preparing our systems to handle this assessment. We began assessment on March 7th with very few issues, and anything that has cropped up has been handled very quickly. Our proctor teams at both schools have adapted well to the changes on their end, and Ben Hickerson and Jo Cermak have worked hard to bring proctors up to speed on what they need to know to administer the test.

What remains unknown is how quickly we will receive results from this year's assessment or whether the types of feedback we receive from the reports will be meaningful to teachers. Also, given that we will have administered the assessment twice, we are hoping that we see some kind of growth measures to see how students are progressing through the learning standards that have been set out for them in the Common Core. We will continue to monitor the available channels for information on how we are to use the new data.

New Science Assessment

The US Department of Education issued a decision after the 2014-2015 school year regarding the lack of a science assessment in Illinois. This requires Illinois schools to administer a science assessment during 2015-2016. At this point in the year, schools know two things about the science assessment: it will be administered in April 2016, and it will be delivered via the open source testing platform called TAO. We are not yet aware of how we will enroll students in the system, what the system requirements are for installing and configuring the testing platform, or what kinds of questions will be on the assessment. As new information becomes available, we will be sharing with schools, teachers, and with the Board of Education.

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220