



From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: March 2021 Board Report

Schoology Implementation

Teachers are currently completing training in our new learning management (LMS). The pilot groups provided valuable feedback about how the training was constructed, and we made adjustments accordingly. Our account managers also provided several resources for us to use as we built our training and rolled it out to the teachers.

Though we are still early in the training phase, teachers are reporting that they are finding the training valuable and appear to be excited to use the tool. The integration with PowerSchool is sending data back and forth well. The integrations with Google Drive and Google Classroom also seem to be working well, although the steps may be confusing for teachers who are not used to authorizing external apps to access their Google accounts.

As a reminder, here is the visual layout of our training plan. We have made no changes in this plan in the last two months.



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	January				February				March					April				May		
	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19
Pilot Group	KICKOFF	Complete self-directed training / Try Schoology			Meet / Tweak Self-Directed Training		Finalize Performance Task		Prepare for Live Training				Spring Break	Lead Live Training						
Self-Directed Learners							Complete self-directed training / Try Schoology					Performance Task	Spring Break	Participate in Live Training						
Late Adopters													Spring Break	Participate in Live Training						

Data Request – Historical State Assessment Proficiency

A request was made in the February meeting of the Curriculum, Technology, and Data Committee regarding historical performance on the state high-stakes assessments. It is important to note that the assessment has gone through several incarnations since large-scale statewide testing was implemented after the 1985 Illinois Learning Goals were issued.

Illinois Goal Assessment Program (IGAP): 1980s-1990s

Illinois Standards Achievement Test (ISAT): late 1990s-2014

Partnership for Assessment of Readiness for College and Careers (PARCC): 2015-2018

Illinois Assessment of Readiness (IAR): 2019-present (excluding 2020 because of COVID-19).

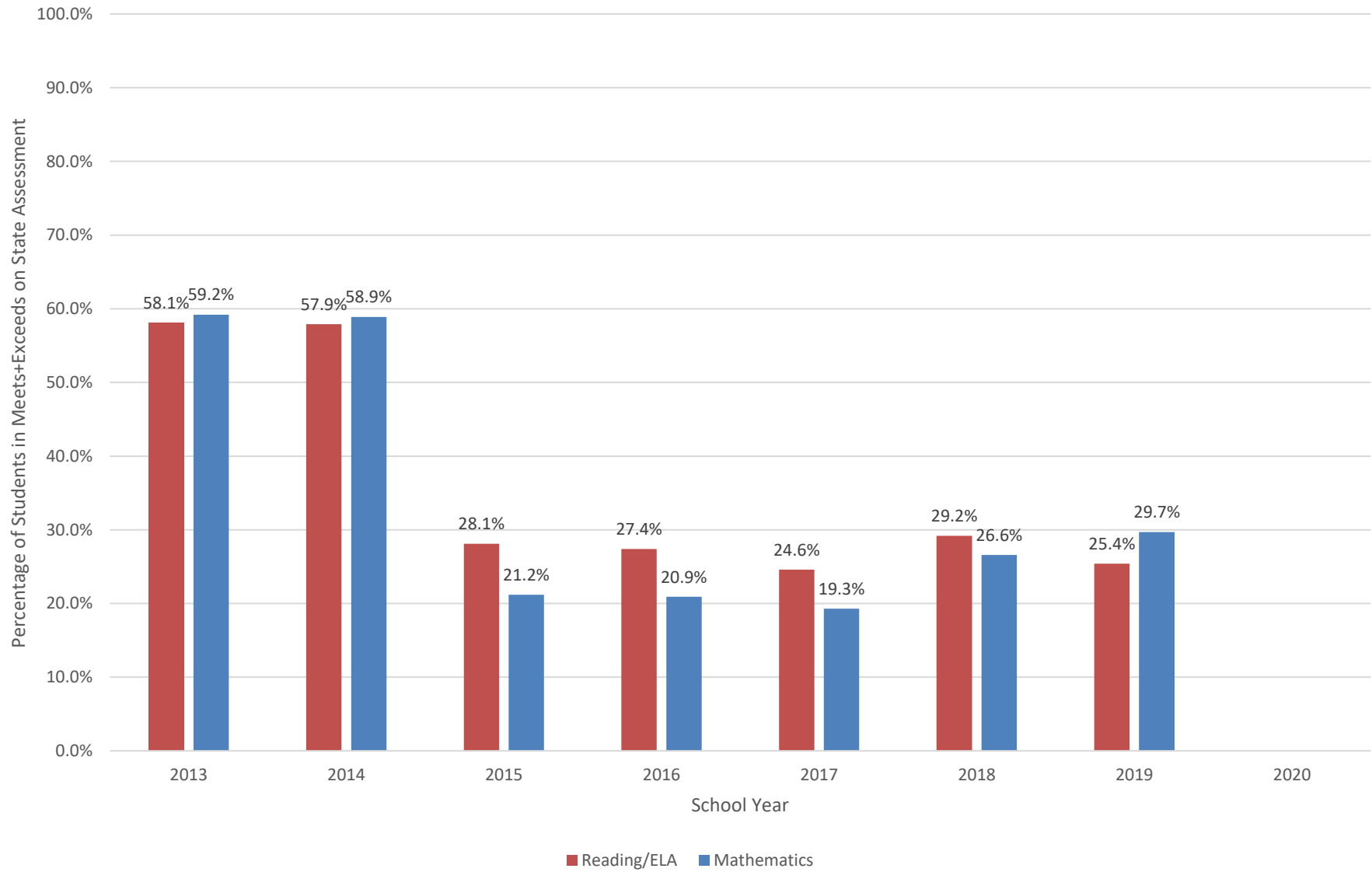
In addition to the assessment itself changing, ISBE also issued updated cutscores in 2013 as the 2002 No Child Left Behind (NCLB) law sunsetted and was replaced with the Every Student Succeeds Act (ESSA). As ESSA went into effect, states began to join assessment consortia and coalesced behind two major players: PARCC and another test called SmarterBalanced. Neither of those two tests were able to meet the demands of the states that had signed on with them, and over time, those assessments were abandoned, and most states began to create their own assessments again. Knowing that the transition to a new assessment would be imminent and that the threshold for proficient performance would be drastically higher than that of the old ISAT, ISBE issued these new cutscores to prepare districts for the shock of seeing poorer performance from their students. To keep this drastic change from being too distracting on the following graph, I only looked at school years starting in 2013, which was the last two years of ISAT.

Despite this recalibration, performance did drop significantly between the last year of ISAT (2014) and the first year of PARCC (2015). This represents no actual change in performance; rather, simply a difference in assessment material and practices. PARCC was the first state assessment taken entirely on the computer, although districts had the option of testing on paper for the first couple of years. PARCC was replaced by IAR in 2019. There was no assessment given in 2020. IAR is returning for 2021. The three assessment names appear on the top of the following graph.

The other major change that has been noted in the graph is the introduction of the Beyond Textbooks materials. Teachers were exposed to the website in spring of 2017. We entered the intergovernmental agreement in that same season, and adoption of the system began in the summer and fall. Since that change, Mathematics scores have seen a modest increase, while English/Language Arts first saw an improvement, then a return to previous levels.

It is impossible to attribute any changes in outcome to individual changes in the system. With COVID-19 disrupting not only assessment but the learning itself, it will be difficult to draw much for conclusions about current trends in achievement for several years.

Oregon CUSD
State Assessment Proficiency
by Subject and School Year



Data Request – Students Taking Winter MAP Test

A request was made in the February meeting of the Curriculum, Technology, and Data Committee regarding MAP participation. For our remote students, there was concern that not having students on campus would lead to not having good information about their learning progress, in addition to concerns about their access to learning materials in general.

We pulled the rosters for students in each grade level and the counts of students who did not complete a Winter MAP test. Those numbers are follow.

#	grade_level	total_students	not_tested
1	0	105	18
2	1	96	6
3	2	94	10
4	3	75	4
5	4	94	5
6	5	107	3
7	6	101	10
8	7	105	2
9	8	127	1

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Few of the grade levels reached 10% of students not testing. The largest group of students who did not participate in a MAP test was Kindergarten with 17%.

Respectfully Submitted,



Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220