



Date: Sep 19, 2016

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Sep 2016 Board Report

## National Parks Visitor

Through a social media connection, I was able to bring a visitor to speak to the 4<sup>th</sup> graders at OES about his record-setting trip across the US. Mikah Meyer is trying to become the youngest person to visit all 413 units in the National Park Service and the first to do so in one road trip. Mikah was on his way between Herbert Hoover National Historic Site and Pullman National Historic Site when he made the stop in Oregon on Friday, Aug 26. He showed the students some pictures from his journey across the country, including landmarks in Washington, DC, Sleeping Bear Dunes, and Theodore Roosevelt National Park. Students asked him many questions about his travels, especially about the van he is driving and living in.

Fourth grade was especially poised to have this visitor, as 1) a new RCD unit uses the National Parks as a theme through which to teach deep reading, and 2) all students in the grade receive a pass from NPS to visit all of the parks for free with their families. We plan on sharing this information about the Every Kid in a Park initiative with students in the coming months so they are able to share the details with their parents and plan some epic vacations for next summer.





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## Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

Another season of NWEA MAP testing has begun at OES and DLR. Students at OES will take the Reading and Mathematics assessment, while DLR will take those two and Language Usage. We transitioned to the Web-Based MAP for the Fall 2016 season, which should provide us with easier setup, timelier access to data, and enhanced reporting capabilities. On the technical side, one of the biggest advantages is how quickly we can enroll students who need to be added to the system and how easily we can adjust instructional groups for reporting purposes. This, in turn, helps teachers find and analyze their data more easily, both for instructional planning and for meeting needs of initiatives such as including student growth data in teacher evaluations. We are looking forward to providing additional training and support to teachers to help them navigate the information efficiently.

## European PowerSchool User Group

The European PSUG has once again invited me to present at their annual conference. This year, we will be gathering in Leiden, Netherlands at the American School of The Hague. The conference organizer currently has me scheduled to teach 7 of the 9 sessions, with topics including Data Access Tags, Structured Query Language, Visualizing Data, HTML/CSS, a Customization Lab, Automating Data Tasks, and Code Management. These are all classes that I have taught previously at other conferences, both in the US and in Europe. Attendees will come from all across Europe. Most work in schools that belong to the American or International School networks. These schools tend to favor using PowerSchool as their student information system because it is so highly customizable and adaptable to the needs of these diverse schools. I am very much looking forward to the opportunity to share how we use PowerSchool and to learn from others' questions and ideas.

## Online Registration

Summer 2016 was our most successful online registration season to date. The vendor we selected for our online registration platform provided another software update earlier in the spring, and it added some wonderful enhancements for reporting and data collection that we were eager to implement. Our process of pre-registering the Kindergarteners once again quickened the task of entering around 85 new students into PowerSchool. Even after we began online registration, we still collected paper packets for the first two years, only to hand-enter the data into PowerSchool each summer. We improved this step by having Kindergarten students pre-register at a separate school so we could collect their detailed information starting in February, then transferred the students to OES once we rolled over to the new school year.

We continue to collect fee payments via a custom-built tie-in with PayPal. This is the fourth year of using this customization, and it has worked very well for both parents and for our office staff. PayPal allows families to pay online using a trusted name and without having to register for yet another online account with a username password. The school district is shielded from ever seeing credit card information, and all of the money can change hands electronically. While there are commercially-available online payment solutions that do work with PowerSchool, none of them allow parents to purchase optional items such as yearbooks, PE uniforms, and parking passes at the time of the transaction. This unique feature has streamlined the process greatly and keeps all registration data flowing in the same direction and using the same system.



## Curriculum Mapping

Perhaps the most exciting project currently being worked on at Central Office is the development of the new curriculum maps that will be published districtwide and on the new curriculum section of the OCUSD website. These new maps will accomplish a number of functions:

- Document priority standards for the purposes of collaboration within grade levels and departments
- Identify over- or under-emphasis of particular standards across grade levels
- Communicate with families about what their students are learning

These maps represent the culmination of several years of work. First, teachers diary mapped what they were currently teaching. After receiving training in Common Core standards, they then identified priority standards that would serve as focuses in each grade level or course. Through the assessment and data teams training, teachers have been implementing their new Rigorous Curriculum Design (RCD) units, adjusting and changing them as needed. After three years of using these new standards, teachers have begun to shift priority standards around to meet the needs of students. As a way of preventing drift, we are now creating a visual representation of these priorities so it is clear what is being taught and when. Some difficult conversations may emerge from this project as it may obviate some omissions that must be corrected.

The following image is a sample of how the priority maps will look:



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Area	Category	#	Anchor Standard	K	1	2	3	4	5
Reading: Literature (RL)	RL	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, re-tell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	RL	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	RL	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	RL	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., acts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
	RL	6	Assess how point of view or purpose shapes the content and style of a text.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Describe how a narrator's or speaker's point of view influences how events are described.
	RL	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	RL	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
	RL	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	RL	10	Read and comprehend complex literary and informational texts independently and proficiently.	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Respectfully Submitted,

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