

## OSSU ENDS MONITORING REPORT: APRIL 13, 2015

### REPORT CARD DATA

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In January, 2015, the OSSU Board reviewed its first longitudinal Report Card data spanning the entire K through 12 school system, across all schools, for the 2013/2014 and first term of the 2014/2015 academic year. This report provides the OSSU Board updated report card data, including analyses from an elementary and high school perspective.

### OSSU ENDS STATEMENT

#### **Policy Title 1.0 Mission Statement**

**Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.**

Further, our core focus is on the following:

**1.1 Critical thinking:** Students creatively apply experiences and critical analysis to solve problems and make informed decisions.

**1.2 Foundational Knowledge:** Students possess comprehensive knowledge of a core curriculum in the following areas:

**1.2.1** Reading, writing and communication

**1.2.2** Mathematics

**1.2.3** Science

**1.2.4** Social studies

**1.2.5** Life Skills

**1.2.6** The Arts

**1.3 Ability to Adapt:** Students are adaptable, resilient and can manage change.

**1.4 Information Technology:** Students use and apply information and technology appropriately, effectively and objectively.

#### **Superintendent's Interpretation:**

In order to properly measure student progress requires the use of longitudinal data that is directly aligned to the OSSU's Ends statement. Moreover our teachers are the most knowledgeable source of information in determining progress in relation to the Ends statement. The data sources shall include: (1) report cards; (2) data walls; (3) senior profiles for RUHS and RTCC; and (4) Board direct inspections. This report focuses on longitudinal report card data between September 2013 and January 2015.

#### **Evidence:**

The following charts and findings are laying the foundation for a comprehensive accountability system that will enable the OSSU Board to assess its students' progress towards meeting its desired outcomes. The report card data outlined includes evidence in the following areas:

- Foundational knowledge: mathematics, literacy, science, arts, etc... Data is generated using a variety of sources, including: running records of teachers, data walls, common rubrics, and local and external assessment results.
- Habits of Mind, Heart, and Work include and expand upon the Board's Ends in the affective domain (adaptability, critical thinking, and information technology). All data is generated using common, K through 12, rubrics in each of the three areas. In total, there are 15 common criteria. The summary chart below details these criteria.

<b>Habits of Mind (Critical Thinking)</b>	<b>Habits of Work (Work Ethic)</b>	<b>Habits of Heart (Personal Development)</b>
<b>Curiosity</b> - Asks questions, seeks to understand why, values multiple perspectives, and takes healthy risks.	<b>Purpose</b> - Has clarity about purpose and intent, sets reasonable goals, makes plans to achieve goals.	<b>Adaptability</b> - Embraces new techniques, actively looks for innovations, is able to fluidly change focus and goals as the situation demands.
<b>Creativity</b> – Generates new ideas, pursues alternative solutions, uses imagination, communicates in original or inventive ways.	<b>Organization</b> - Efficiently organizes priorities, time, belongings, materials, and resources	<b>Personal Integrity</b> - Takes personal responsibility for actions, puts forth best effort, and demonstrates academic honesty.
<b>Analysis</b> - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences, determines importance.	<b>Productivity</b> - Completes individual and group work according to deadlines and expectations.	<b>Self-Respect</b> - Cares for own physical and mental wellness, keeps safe physically and emotionally, shows self-control.
<b>Evidence</b> – Supports ideas, conclusions and solutions with evidence – from valid data, methodology, reliable sources, and verifiable experience.	<b>Reflection &amp; Revision</b> - Reflects on progress, past work and experience, recognizes strengths and challenges*, seeks support, and makes improvements.	<b>Respect for Others</b> - Respects the identity of others, listens, empathizes, seeks to understand, and safely intervenes to protect others.
<b>Synthesis &amp; Application</b> - Synthesizes information into new understanding, applies knowledge and skills in meaningful ways.	<b>Technology</b> - Uses technology to demonstrate learning and to access, manipulate and learn from information, or to demonstrate learning.	<b>Citizenship</b> - Contributes to the welfare of the classroom/school & community, peacefully resolves conflict, participates in school and community service.

Elementary Evidence/Findings Summary:

- Student achievement remained steady despite recent changes in standards (Common Core), curriculum, staff, and significant increases in poverty.
- Literacy achievement was higher than mathematics
- Kindergarten regression during the summer months remains a concern/focus area
- Habits of Mind, Work, Heart grades demonstrated significant variance across grades

### RU Evidence/Findings Summary:

- Habits of Mind, Heart, and Work grades were consistent across grades and courses
- Grade 12 Social Studies grades demonstrated improvements over Grade 11
- Grade 11 English grades demonstrated improvements over Grade 10
- Grade 9 science grades demonstrated a decrease from Grade 8

### **Compliance:**

The longitudinal data sets are not developed enough (i.e. require additional years of data to create more accurate best fit lines and to eliminate cohort effects) to make concrete determinations of student progress over time. However, the above findings identified areas of strengths and needs at both the elementary and high school levels. In general, it appears, student progress is strong as demonstrated by the percentage of students meeting grade level expectations and/or receiving passing grades in specific content areas.

The remaining report will focus on specific action steps at the elementary and high school levels in response to these findings.



**Weaknesses of data**

**The Data does not reflect:**

- % of IEP, 504 or EST students in each cohort
- poverty levels
- % of students who have moved in/out/etc. (transience)
- experience level of staff (new vs. experienced teachers)
- curriculum/standards/programmic changes
- Variance in how teachers interpret and report scoring
- The data does not reflect trends at this time (example the 1st grade reading data)

**What do we need to watch for moving forward?**

**Moving forward:**

- Development of new research-based approaches to teaching, learning and assessing based on data:
  - Co-teaching model
  - Data teams
  - Development of classroom technology tools for students and teachers
  - Expansion of data walls to include math
  - Developing CC based units of study and common assessments in math K-6
- Continue to work with OSSU math coach to support best practices

**Moving Forward cont:**

- Development of process to calibrate how teachers interpret and report student data across OSSU grade level teams and new staff who join us each year
- Continued tracking of cohorts over time to look for trends
- Tracking of students who have participated in the Pre-K program
- Auditing Special Ed practices and procedures to develop common understandings of how to interpret and implement IEP development and services across the SU
- Research the use of Title funds to create a summer program for students moving from kindergarten to first grade.

**In conclusion:**

This continues to be at the beginning stages and we are looking forward to having more valid and reliable data over time to monitor trends.

## OSSU RU ENDS MONITORING REPORT

Spring, 2015

### Habits of Work

- In January, we discussed our Habits of Work (HoW) scores. These scores continue to be consistent, over time, across classes.
- We are working on becoming **more discerning** as a Faculty in evaluating HoW. This could yield more variation in scores in the future.
- We'd like to share a (HoW) Organization Rubric with you, a work in progress...

### Literacy

- In January we discussed how we will be focusing more on literacy data, building on the work of the Elementary Schools and their data wall.
- Our Department Chairs have made a commitment to work with the OSSU to do a multi-year professional development investment in this area of focus.
- Thoughts on Proficiency-Based Graduation and literacy.

### Data Analysis: 12<sup>th</sup> Grade

- 12<sup>th</sup> Grade Music: Small cohort means that few students = big change.
- 12<sup>th</sup> Grade Social Studies: In 11<sup>th</sup> Grade there were 60+ students taking Social Studies. In 12<sup>th</sup> grade it became 15 – 17 students, and we see an increase in GPA in those classes.
- The reduction in students is most likely the effect of students moving to RTCC programs, and seniors having fulfilled requirements.

### Data Analysis: 11<sup>th</sup> Grade

- 11<sup>th</sup> Grade English: In 10<sup>th</sup> grade to 11<sup>th</sup> grade we see a reduction in the number of students in English classes (from 89 at the end of 10<sup>th</sup> grade to 63 at mid-semester of 11<sup>th</sup> grade).
- This number reduction is most likely the effect of students moving to RTCC programs.
- We note slightly higher grade averages in grade 11 than in 10<sup>th</sup>. We will need to continue to monitor to determine significance.

### Data Analysis: 9<sup>th</sup> Grade

- From 8<sup>th</sup> grade to 9<sup>th</sup> grade in science we see a significant decline in grades as students move through 8<sup>th</sup> grade science and through the first semester of 9<sup>th</sup> grade.
- Possible factors: lack of dedicated science teacher for 9<sup>th</sup> grade "core" team; semesterized science course offerings, increased academic expectations, concept loss for those who move to life sciences, last taught in 7<sup>th</sup> grade.

### Concluding Thoughts

- Student engagement (course load) during senior year needs further analysis. Do we have the right expectations of our seniors? Proficiency-based graduation requirements (still in development) may lead to seniors engaging in more academic experiences during their senior year.

### Concluding Thoughts

- Student performance in 9<sup>th</sup> grade science courses needs to be reviewed for structural challenges. Consistency vs. variety. Is it better to have a variety of teachers and half-year courses, or fewer teachers and year long courses? Our leaning is that the developmental needs of most 9<sup>th</sup> graders demand consistency, sustained over time, and team-work by small group of dedicated faculty.

### Concluding Thoughts, cont

- Literacy Data Wall (in development), with student support and proper PD, will be essential to student success in a proficiency-based learning environment.
- More discerning teaching and assessment of Habits standards may result in fluctuations on habits scores, but yield more accurate understanding of student proficiency in these "transferrable skills."