

OSSU ENDS MONITORING REPORT: FEBRUARY 9TH, 2015, ELEMENTARY DATA WALLS

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.

Since, June 2013, the OSSU has worked to implement its Ends Monitoring System. In January of 2015, the OSSU Boards reviewed their first longitudinal Report Card monitoring report that included data for all grades, K through 12, across all schools. This Ends monitoring report focuses on the elementary data walls arranged in longitudinal data sets.

Evidence:

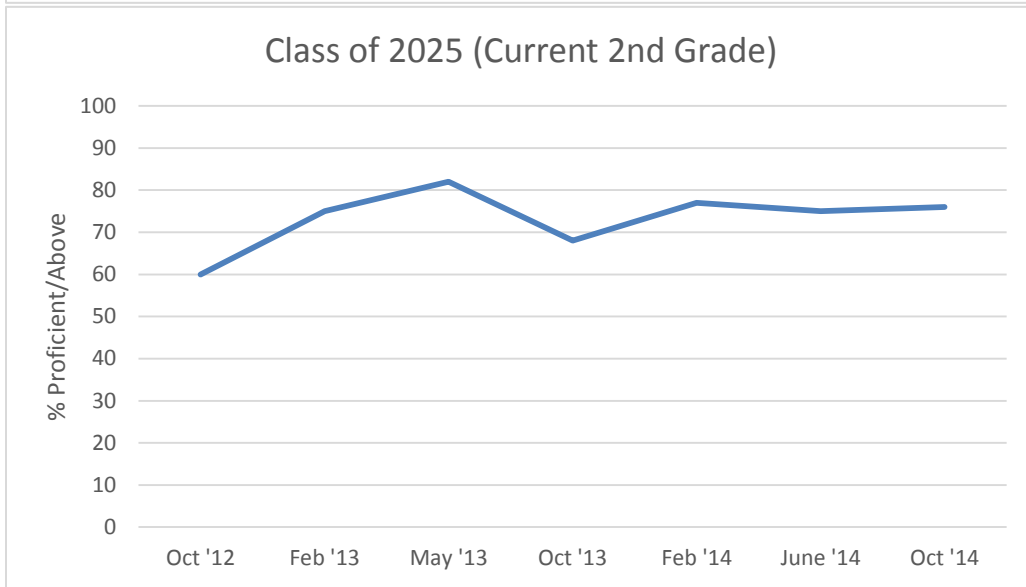
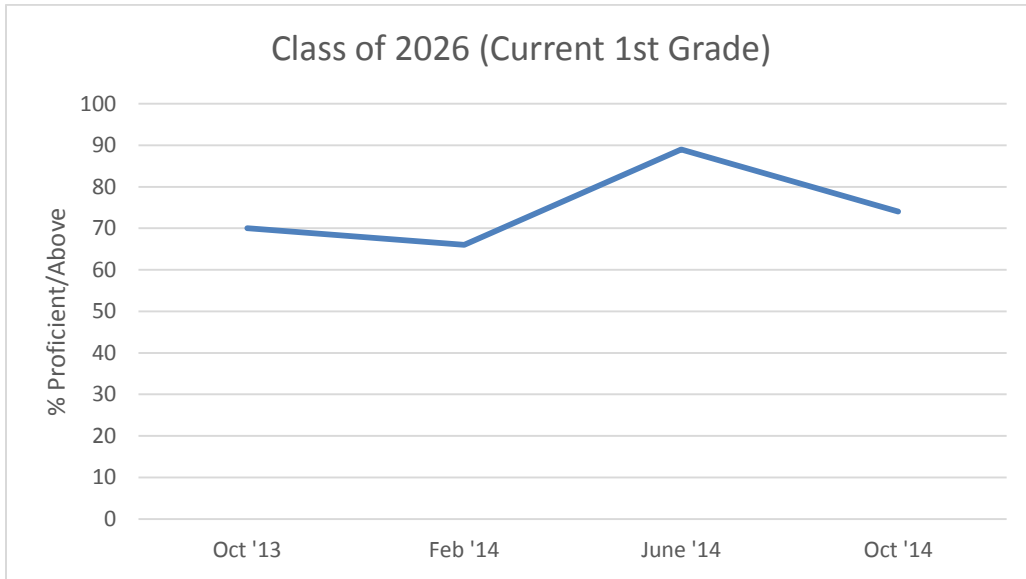
The Data Wall determinations are made at the end of each grading term by calibrated teacher groups using a balance of internal, external, and demographic evidence:

- Title, EST, 504 for Reading (demographic)
- Free or Reduced Lunch (demographic)
- IEPs for Reading (demographic)
- Students transferred within the last year (the impact of transience)
- Fountas and Pinnell (F & P) Assessment Data (external data source)
- Developmental Spelling Assessment (DSA) (external data source)
- Class Running Records Data (internal data source)
- Writing Samples (internal data source)
- NECAP Scores *(external data source soon to be replaced with SBAC)

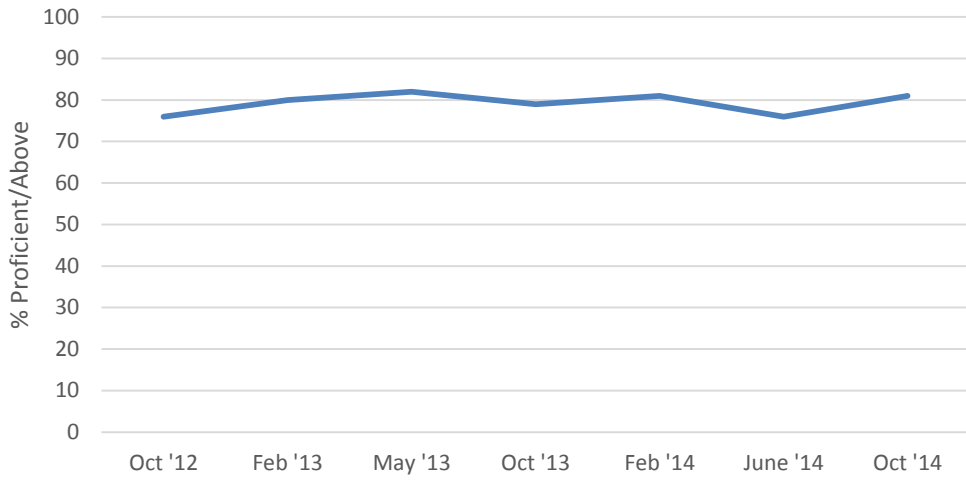
Compliance:

The following data charts and findings reports demonstrate that our longitudinal data sets need more data in order to make concrete compliance determinations. However, the information below identifies what key indicators administrators and teachers are tracking to determine whether or not students, in each cohort, are prepared for the next stage of their lives. At this early stage, it appears students made consistent progress from the initial year's data to the second year's data. However, issues such as regression (over the summer), decreased proficiency levels in upper years, and the impacts of recent structural changes (Bridging, Bridges, MTSS, etc...) will longer data sets.

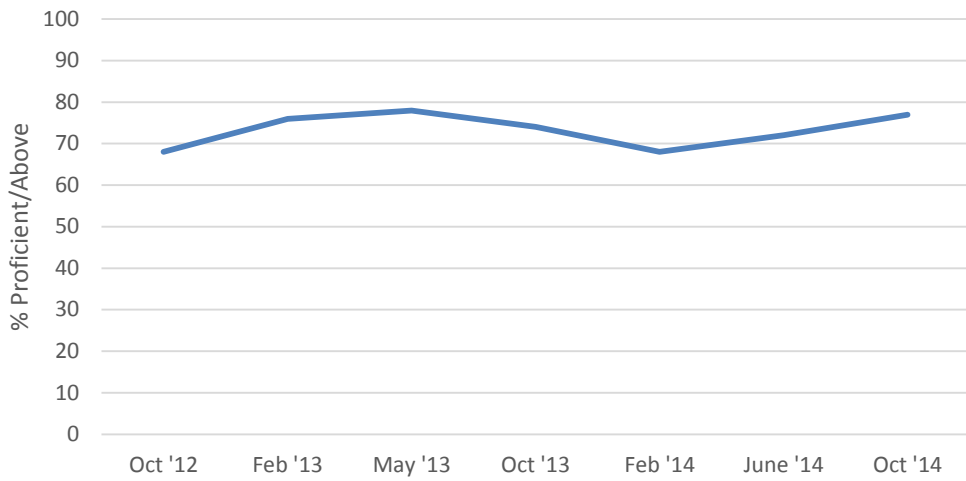
Longitudinal Data Wall Evidence (using the above data sources):



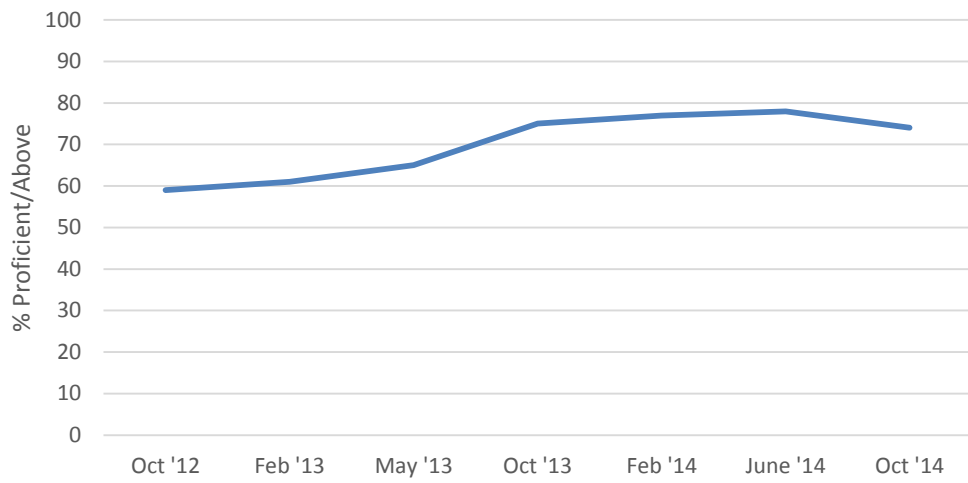
Class of 2024 (Current 3rd Grade)



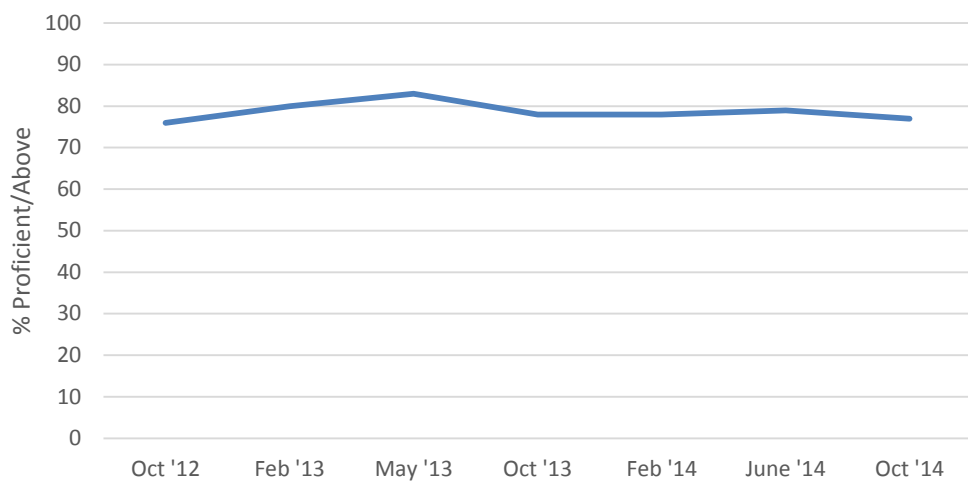
Class of 2023 (Current 4th Grade)



Class of 2022 (Current 5th Grade)



Class of 2021 (Current 6th Grade)





OSSU Elementary Data Wall Update


February 2015



Literacy Wall Findings

Our students continue to make steady progress in reading throughout each academic year; this is while expectations increase as the year progresses.

Watching for slight regression after the summer months, especially in the primary grades



Why the Literacy Wall is Working

The wall has helped us to focus our data on individual children and next steps for support (data team discussions)

The data wall has also prompted systems change in a huge way!

System Changes that Occurred

Lead to deepening our knowledge of a Multi-tiered System of Supports to better meet our students needs (still a work in progress)

Decrease in instructional para-educators and an increase of master level teachers to support all children

Introduced co-teaching to our staff

Changes Continued:

With Reader's Workshop streamlined across all OSSU elementary schools it is evident the children are being exposed to common language, common practices and common expectations (observable during walkthroughs)

Agreed upon common literacy assessments and common criteria of expectations allows for meaningful discussions to better monitor student growth

What Work Lies Ahead?

We have begun our work to expand the data wall to focus on math

We are building our common assessment tools in math across all grade levels such as developing a math fluency staircase and incorporating a math flagging assessment

We are discussing common criteria to place children on the math data wall which will calibrate staff for common understandings for what it means to be at standard or not

What Lies Ahead Cont.

On going professional development regarding best practices in math

Infusion of the common cores big ideas to deepen our instruction in the areas of math that matter the most

Use the data that we collect to better intervene with student needs based on the information gathered by common assessments given by teachers

What Lies Ahead Cont.

Continue to increase our knowledge of Multi-tiered Systems of Supports to better meet our students needs

Monitor and adjust math instruction based on the data collected to intervene and meet the needs of all our students

Questions and/or Comments?