

## ENDS MONITORING SUMMARY REPORT

JUNE, 2016

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In June, 2013, the superintendent furnished the OSSU Boards a report detailing a model to assess whether or not its schools were attaining its Ends statement. The model consisted of Tier 1 and 11 reports, and Direct Inspections by the Boards. Tier 1 reports consisted of Data Wall and Report Card data, and Tier 11 reports consisted of RTCC and RUHS Senior Profiles. Board Direct Inspections required Board members to attend and report on authentic student demonstrations of learning.

At the end of 2014, the Board reviewed and approved a one-year progress report. The Ends monitoring system was implemented and our data sets were in the beginning stages. The Ends monitoring system, coupled with Board Direct Inspections of key student demonstrations of learning, provided the OSSU Boards with a wealth of student performance data that was directly correlated to the OSSU Ends statement. Since implementing the EMS in 2014, the OSSU Boards have received and reviewed 24 Ends monitoring reports and completed countless Direct Inspections.

In 2015/2016, the data-sets were beginning to demonstrate longitudinal trends in relation to our Ends statement. Additionally, the data-sets were expanded to demonstrate disaggregated data for Socio-Economics, Disabilities, and gender.

In the summer of 2016, the administrative Cabinet will be working to review its current data-sets and to identify what future courses of action should be taken to further improve our ability to determine whether we are meeting our desired outcomes.

### 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:

The assessment of student progress requires the appropriate use of data that measures what it is supposed to measure (validity) and that can be repeated with consistency, over time (reliability). In order to effectively measure student progress requires the use of longitudinal data that is directly aligned to the OSSU's Ends statement. Longitudinal data sets mitigate the "cohort affect" and anomalies that may occur in any given year. OSSU teachers represent the most knowledgeable source of information in determining progress in relation to the Ends statement; however a triangulation of internal and external data sources must be included to improve the validity and reliability of the inferences derived from the data. The data sources have been collated into the following broad areas: (1) Report Cards; (2) Data Walls; (3) Senior Profiles for RUHS and RTCC; and (4) Board Direct Inspections. The combination of all four data sets provides a comprehensive measurement system of the OSSU Board's Ends statement.

Evidence:

1. Report Cards (directly Measure all Ends):

In 2014, the OSSU remodeled its K-12 report card system to be directly aligned with the Board's Ends statement. Report cards reflect student progress in Critical Thinking (End 1.1), Foundational knowledge (End 1.2), Ability to Adapt (End 1.3), and Information Technology (End 1.4). Critical Thinking, Ability to Adapt, and Information Technology are measured through the use of K-12 calibrated rubrics by all teachers, across all schools and content areas. The rubrics were derived from the enGauge 21<sup>st</sup> Century Skills: Literacy in the Digital Age document that was produced by the Metiri Group in California – an education think-tank that specializes in measuring student progress in affective domains. The indicators of progress are organized into three categories: Habits of Mind, Habits of Work, and Habits of Heart (See Chart below). In the future, our intent is to provide teachers the ability to differentiate report cards at the student level.

2. Data Walls (directly measure writing and reading and will be expanded to other content areas):

In 2012, all elementary schools implemented Literacy Data Walls as a means to provide detailed information on student progress on reading and writing. Data Walls serve to triangulate the data generated by Report Cards and rely on a combination of internal and external assessments to do so. For example, three times per academic year, every student is placed on a Data Wall through the collective efforts of teachers using the following criteria:

- Title, EST, 504 for Reading
- Free or Reduced Lunch
- IEPs for Reading

- Students transferred within the last year (we are looking at the impact on our transient population)
- Fountas and Pinnell (F & P) Assessment Data
- Developmental Spelling Assessment (DSA)
- Class Running Records Data
- Writing Sample
- NECAP Scores

In the fall of 2016, RUHS will begin working on developing and implementing a Literacy Data Wall.

3. Senior Profiles (directly measures whether students are prepared for the next stage of their lives and indirectly correlates to all Ends indicators):

Annually, RUHS and RTCC prepare Senior Profiles which reflect longitudinal trends on student progress. The data included in Senior Profiles adds another level of triangulation to the Report Card data and serves to elucidate outcomes for graduating students. The data centers on demonstrating whether or not students are ready for the next stage of their lives (beyond high school). The data examined in Senior Profiles includes:

RUHS: Habits of Mind, Heart, and Work, GPA's, and graduation rates represent direct links to the OSSU Ends statement, whereas auxiliary data such as SAT scores, Free and Reduced Lunch counts, IEPs, add

<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.

context to the longitudinal data sets.

- Class size
- 4 Year and 6 Year Graduation Rates
- Average Credits Earned (21 is Vermont State Graduation Minimum)
- Free & Reduced Lunch Counts
- % Students attending RTCC
- % of Students with Disabilities (on an IEP)
- Average SAT Scores (Reading, Mathematics, Writing)
- % Students who took SAT exam
- # Students who took AP courses and exams
- Honors Graduation Rates
- Habits of Mind, Heart, Work scores

RTCC: Graduation Rates, IRC attainment, and State Approved Assessments directly measure OSSU Ends, whereas College Level Courses, Dual Enrollment, the 6 Follow-Up study, etc...add context to the longitudinal data sets.

- Graduates in Post-Secondary Education, Employed, or in Military
- % Students earning Industry Recognized Certifications (IRCs)
- # Students completing College level courses
- # Students completing Introduction to College Studies
- # Students completing Dual Enrollment courses
- State-Approved Program Assessments data:
- 6 Month Student Follow-Up Survey results

4. Board Direct Inspections: directly measure all OSSU Ends

The major determinations of our 2015/2016 Ends monitoring reports included:

Year-End, 2015, Report Card Summary:

A. Elementary Report Card Data (K-6):

1. Student proficiency levels in Art(s), Music, and Physical Education are significantly higher (75%-85%) than in other core content areas, such as reading, mathematics, and writing.
2. Discernment, by teachers, in Science and Social Studies is improving from Grade Kindergarten through Grade 6. These content areas are starting to reflect similar student proficiency levels as reading, mathematics, and writing (approximately 80% student proficiency rates in upper elementary grades).
3. Student proficiency rates in OSSU school are highest in Reading (75%-85%), followed by Mathematics (60%-80%), and then Writing (60%-70%).

B. Randolph Union Report Card Data (7-12):

1. Student proficiency rates in all content areas and Habits of Mind, Work, and Heart are significantly higher in Grades 7 and 8 as compared to Grades 9 through 12. These differences are

likely due to the shift from school-wide cohorts in Grades 7 and 8, to individualized student course scheduling that begins in Grade 9.

2. Student proficiency levels from Grades 9 through 12 generally exceed 85% and reflect sustained student growth and achievement throughout high school. This demonstrates students are prepared for the next stage of their lives as they continue to meet more difficult proficiency standards each year.
3. The content areas of Art(s), Music, and Physical Education demonstrate stronger proficiency attainment than other core content areas (Mathematics, Science, English, etc...).

The transition from Grade 8 to 9 demonstrates a general decrease in student proficiency attainment which is also attributed to the shift from school-wide cohorts in Grades 7 and 8 to individualized student course scheduling in Grade 9. However, it should be noted that after a general dip in Grade 9, student proficiency levels recover and increase from Grade 10 through 12.

#### Fall 2015: Elementary Data Wall Summary

- School wide we continue to see summer regression particularly in grades K-2
- District wide, 72% of our students are at or above grade level on the literacy data wall however, in the future we will have the ability to examine individual growth patterns for each student.
- The data does not indicate a gender difference in learning until upper elementary grades which then shows a slight difference of 12 to 20% (not one gender over the other).

#### Spring Report Card Data Summary

##### A. Elementary:

- Habits of Mind, Heart, and Work achievement consistent across socio-economic status.
- Female students tended to outperform male students in Habits.
- Summer regression continued to be an issue.
- SES students performed at similar levels to non-SES students.
- SES with Disability demonstrated significantly lower performance.
- 5<sup>th</sup> and 6<sup>th</sup> grade female students outperformed male counterparts (need to track longitudinally to see if trend continues).
- Data in areas of Science and Social Studies is inconsistent (because district has not coordinated in these areas yet).

##### B. RUHS:

- Student performance in PE/Social Studies/Health/English very strong.
- Science and Mathematics results received lower GPAs on average.
- Habits of Mind, Heart, and Work outcomes were strong.

#### Spring Senior Profiles for RUHS & RTCC:

- Presented at June, 2016 Board meeting.