

OSSU ENDS MONITORING REPORT

DECEMBER, 2015

OSSU Ends 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 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.

This report focuses on the first, fall placement on all students on Literacy Data Walls. In addition, the data is arranged longitudinally dating back to October, 2012. Lastly, the fall placement begins to disaggregate data into the following categories: all students; gender, IEP, and Free and Reduced Lunch (FRL).

Evidence:

Data Walls (directly measures writing and reading):

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
- SBAC Scores

Starting in the fall of 2015, Data Wall data will be disaggregated by gender, IEPs, and Free and Reduced Lunch (FRL).

Summary of Findings:

- 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).

Compliance:

I report compliance.

Due to the development of appropriate longitudinal data sets and the ability to disaggregate student data based on FRL, IEPs, and Gender, I am becoming more confident in stating that OSSU students, at the elementary level (K-6), in the areas of writing and reading, are meeting the OSSU Boards expectations. Specifically, the disaggregated data demonstrates that achievement gaps are small or non-existent with respect to gender and poverty (as measured by FRL). Significant achievement disparity does exist between IEP and non-IEP students, but that is expected.

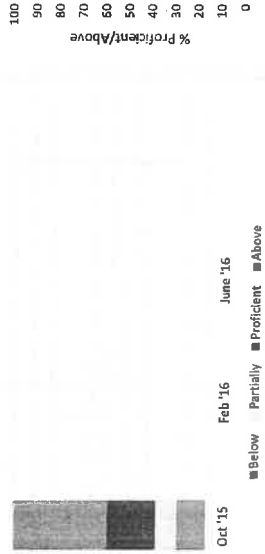
Class of 2028

	In K		
	Oct '15	Feb '16	June '16
Below	15		
Partially	11		
Green	25		
Blue	49		
Total Students	55		

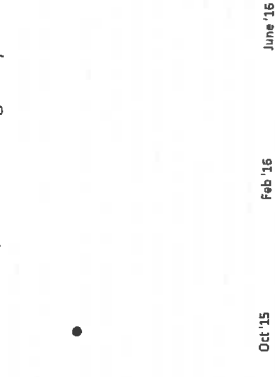
Below
Partially
Green
Blue

Proficient/Above 74

Class of 2028 (Current Kindergarten)



Class of 2028 (Current Kindergarten)

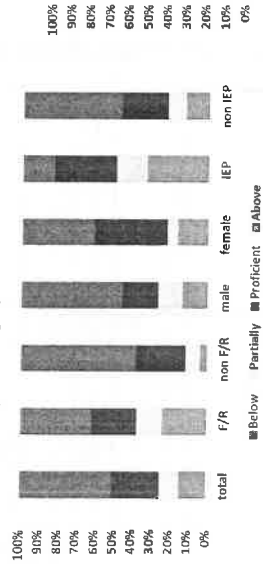


	total	#FR	F/R	#non FR	non F/R	male	female	#IEP	IEP	#nonIEP	nonIEP	#OSSUpre	OSSU PS	# non OSSUpre	OSSU PS
Red	8	7	24%	1	4%	5	3	2	33%	6	12%	3	16%	5	14%
Yellow	6	4	11%	2	8%	5	1	1	17%	5	10%	4	21%	2	6%
Green	14	7	24%	7	27%	7	7	2	33%	12	24%	1	5%	13	36%
Blue	27	11	38%	16	62%	20	7	1	17%	26	55%	11	58%	16	44%
Total Students	55	29	62%	26	88%	37	18	6	17%	49	78%	19	63%	36	81%

	total	#FR	F/R	#non FR	non F/R	male	female	#IEP	IEP	#nonIEP	nonIEP	#OSSUpre	OSSU PS	# non OSSUpre	OSSU PS
Red	8	7	24%	1	4%	5	3	2	33%	6	12%	3	16%	5	14%
Yellow	6	4	11%	2	8%	5	1	1	17%	5	10%	4	21%	2	6%
Green	14	7	24%	7	27%	7	7	2	33%	12	24%	1	5%	13	36%
Blue	27	11	38%	16	62%	20	7	1	17%	26	55%	11	58%	16	44%
Total Students	55	29	62%	26	88%	37	18	6	17%	49	78%	19	63%	36	81%

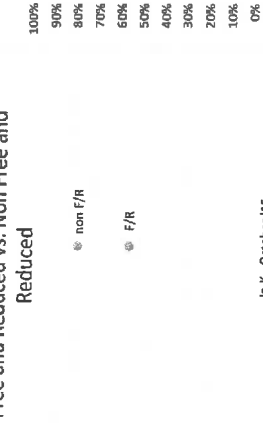
Proficient/Above 75%

Kindergarten Demographics - October 2015



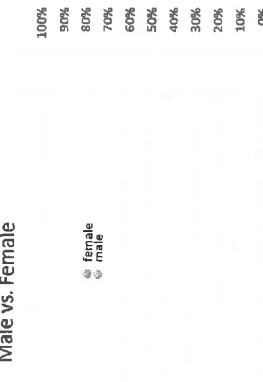
Proficient/Above 73%

Free and Reduced vs. Non Free and Reduced



Proficient/Above 50%

Male vs. Female



Proficient/Above 63%

IEP and non IEP

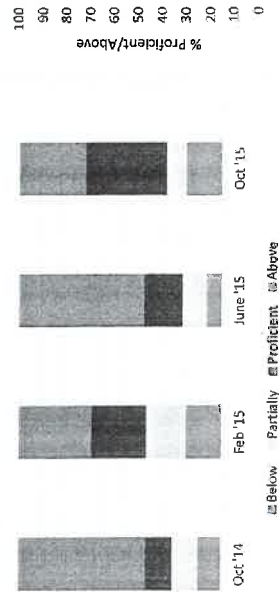


Class of 2027

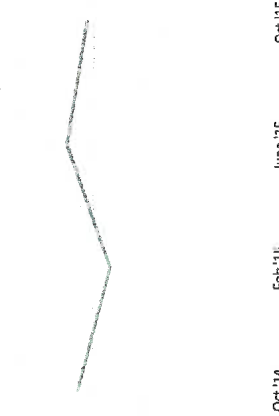
	In K			In 1st Grade		
	Oct '14	Feb '15	June '15	Oct '15	Feb '16	June '16
Below	11	17	7	17		
Partially	13	20	12	10		
Proficient	13	27	19	40		
Above	63	36	62	33		
Total Students	55	56	57	52		

Proficient/Above 76 81 73

Class of 2027 (Current 1st Grade)



Class of 2027 (Current 1st Grade)

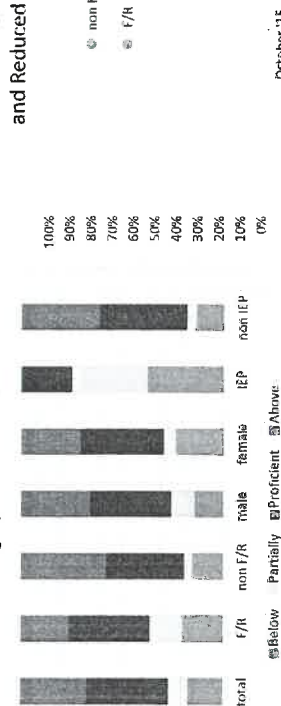


Class of 2027

	October '15		February '15		June '15		October '15	
	total	#non IEP	male	female	male	female	# IEP	#non IEP
Below	9	4	5	4	5	4	3	6
Partially	5	1	4	1	4	1	3	2
Proficient	21	10	14	7	14	7	2	19
Above	17	11	12	5	12	5	0	17
Total Students	52	26	35	17	35	17	8	44

Proficient/Above 73% 64% 81% 74% 71% 25% 82%

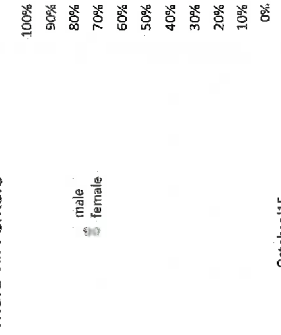
1st Grade Demographics - October 2015



Free and Reduced vs. Non Free and Reduced



Male vs. Female



IEP vs. Non IEP

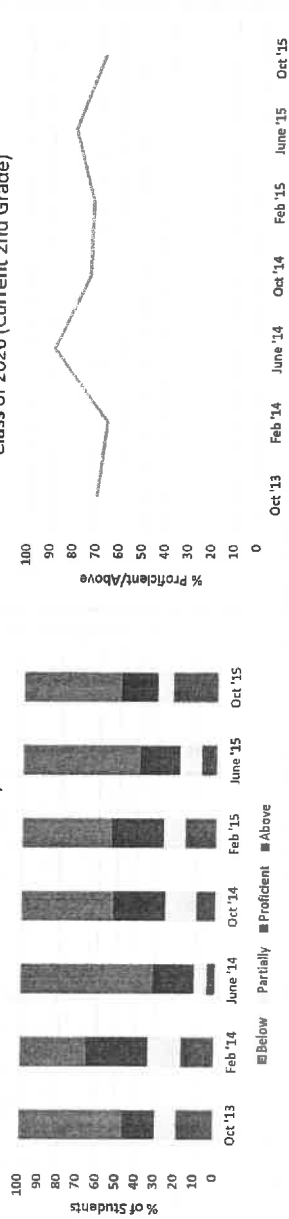


Class of 2026

	In K		In 1st Grade		In 2nd Grade	
	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15
Below	17	4	10	16	8	23
Partially	17	7	16	11	11	8
Green	17	21	27	27	21	19
Blue	34	68	47	46	60	50
Total Students	77	75	68	70	72	78

Proficient/Above

Class of 2026 (Current 2nd Grade)

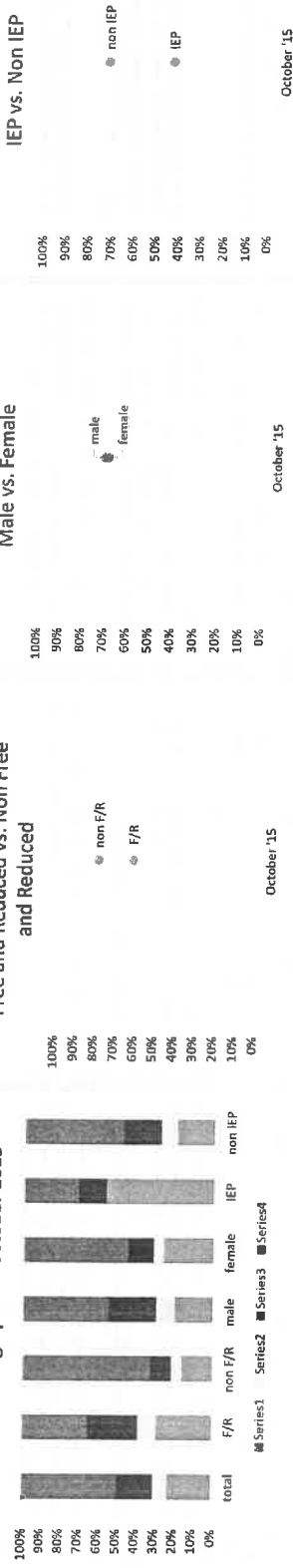


Class of 2026

	In K		In 1st Grade		In 2nd Grade	
	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15
Below	17	4	10	16	8	23
Partially	17	7	16	11	11	8
Green	17	21	27	27	21	19
Blue	34	68	47	46	60	50
Total Students	77	75	68	70	72	78

Proficient/Above

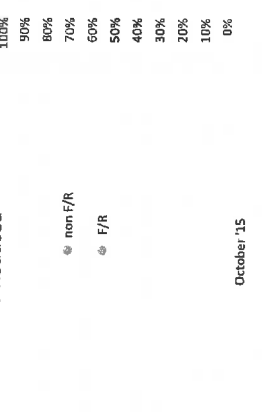
2nd Grade Demographics - October 2015



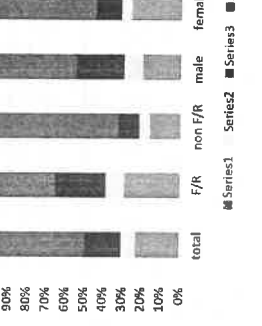
Free and Reduced vs. Non Free and Reduced



Male vs. Female



IEP vs. Non IEP



October '15

	Free/Reduced		Non Free/Reduced		Male		Female		IEP		Non IEP	
	#	%	#	%	#	%	#	%	#	%	#	%
total	18	23%	12	29%	8	20%	10	26%	4	57%	14	20%
Below	6	8%	4	10%	4	10%	2	5%	0	0%	6	8%
Partially	15	19%	11	27%	10	25%	5	13%	1	14%	14	20%
Green	39	50%	14	34%	18	45%	21	55%	2	29%	37	52%
Blue	78		41		40		38		7		71	

Proficient/Above

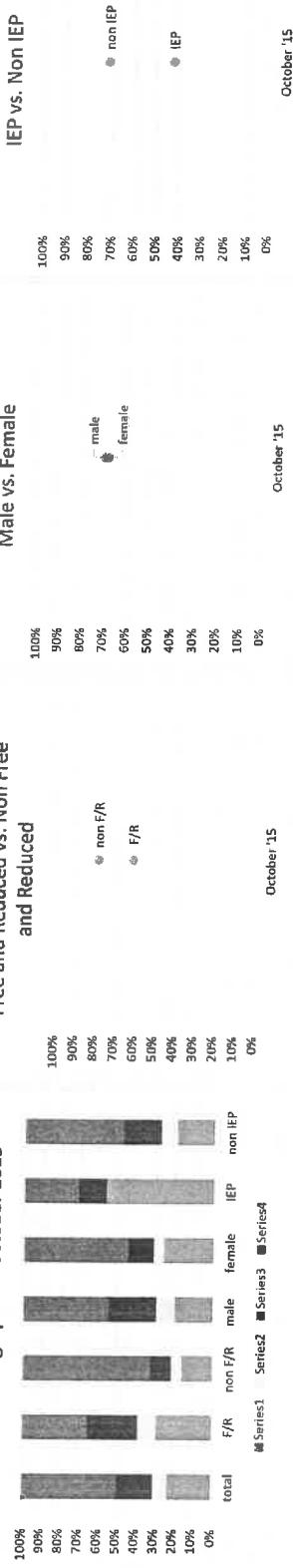
70%

68%

43%

72%

2nd Grade Demographics - October 2015

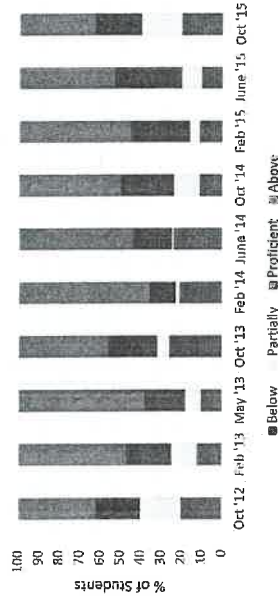


Class of 2025

	In K		In 1st Grade		In 2nd Grade		In 3rd Grade	
	Oct '12	Feb '13	May '13	Oct '13	June '14	Oct '14	Feb '15	June '15
Red	20	12	10	26	21	11	20	
Yellow	20	13	8	6	2	13	10	
Green	22	22	20	24	13	26	29	
Blue	38	53	62	44	64	50	55	
Total Students	60	60	60	66	70	64	62	61

Proficient/Above 60 75 82 68 77 75 76 84 80 60

Class of 2025 (Current 3rd Grade)



Class of 2025 (Current 3rd Grade)



Oct '12 Feb '13 May '13 Oct '13 Feb '14 June '14 Oct '14 Feb '15 June '15 Oct '15

Oct '12 Feb '13 May '13 Oct '13 Feb '14 June '14 Oct '14 Feb '15 June '15 Oct '15

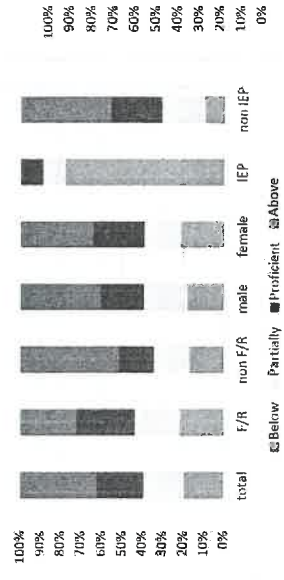
Red Below
Yellow Partially
Green Proficient
Blue Above

October '15

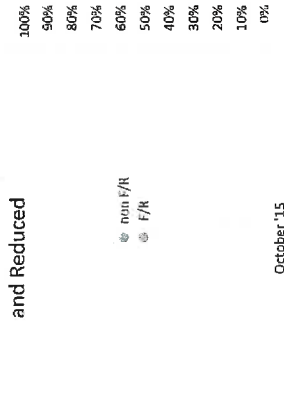
	total	#FR	F/R	#non FR	non F/R	male	female	# IEP	IEP	#non IEP	non IEP
total	61	32	33	29	33	28	9	52			
Below	12	20%	7	5	17%	6	6	7	78%	5	10%
Partially	12	20%	7	5	17%	7	5	1	11%	11	21%
Proficient	14	23%	9	5	17%	7	7	1	11%	13	25%
Above	23	38%	9	14	48%	13	10	0	0%	23	44%

Proficient/Above 61% 56% 66% 61% 61% 11% 69%

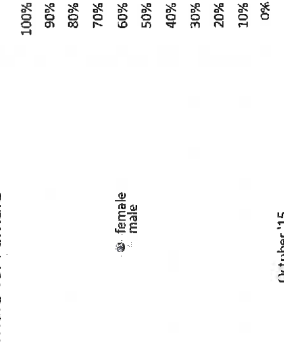
3rd Grade Demographics - October 2015



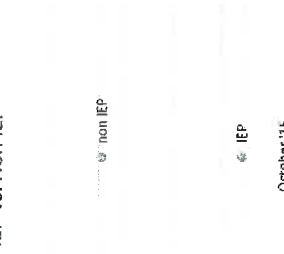
Free and Reduced vs. Non Free and Reduced



Male vs. Female



IEP vs. Non IEP

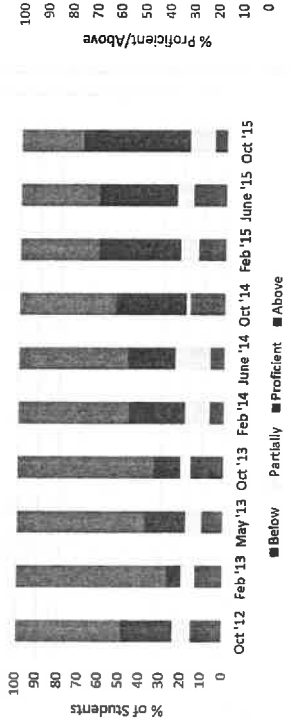


Class of 2024

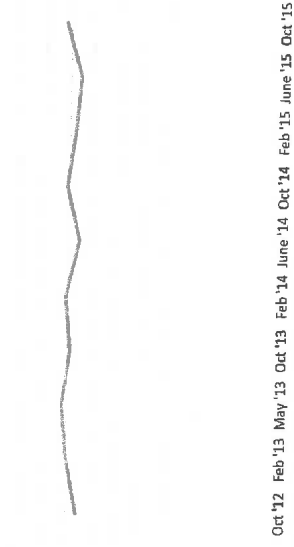
	In 1st Grade			In 2nd Grade			In 3rd Grade			In 4th Grade		
	Oct '12	Feb '13	May '13	Oct '13	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15	Feb '16	June '16
Red	15	13	10	7	7	7	17	13	16	6		
Yellow	9	7	8	5	12	17	2	9	8	12		
Green	25	7	20	13	27	23	34	40	38	52		
Blue	51	73	62	66	54	53	47	38	38	30		
Total Students	55	56	60	56	56	57	53	53	52	50		

Proficient/Above 76 80 82 79 81 76 78 81 76 76 82

Class of 2024 (Current 4th Grade)



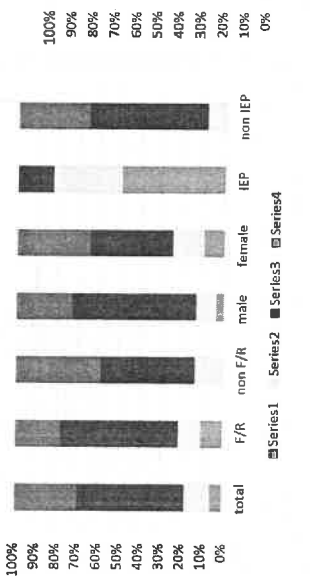
Class of 2024 (Current 4th Grade)



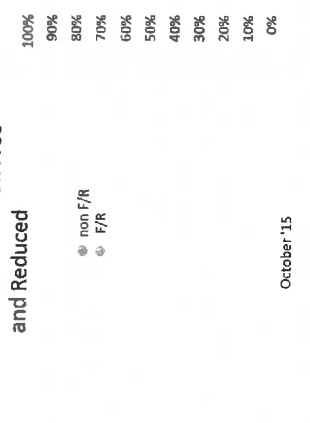
	October '15		male		female		# IEP		#nonIEP	
	total	#FR	F/R	non F/R	male	female	male	female	male	female
Red	3	3	11%	0%	1	2	3	0	50%	0%
Yellow	6	3	11%	14%	3	3	2	4	33%	9%
Green	26	16	57%	45%	18	8	1	25	17%	57%
Blue	15	6	21%	41%	8	7	0	15	0%	34%
Total Students	50	28	79%	86%	30	20	6	44	17%	91%

Proficient/Above 82% 79% 86% 87% 75% 17% 91%

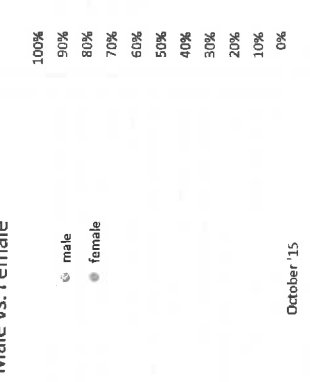
4th Grade Demographics - October 2015



Free and Reduced vs. Non Free and Reduced



Male vs. Female



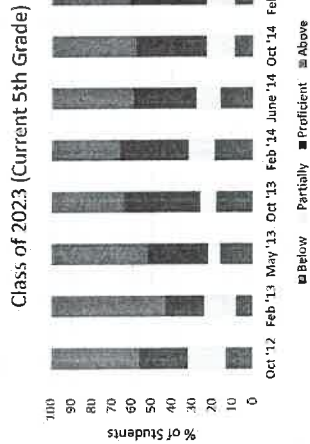
IEP and Non IEP



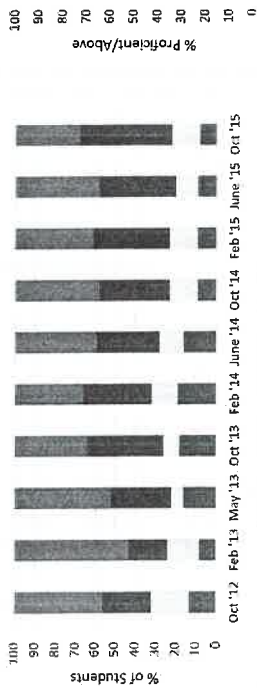
Class of 2023

	In 2nd Grade			In 3rd Grade			In 4th Grade			In 5th Grade		
	Oct '12	Feb '13	May '13	Oct '13	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15	Feb '16	June '16
Red	13	8	16	18	19	16	9	9	9	8		
Yellow	19	16	6	8	13	12	14	14	11	14		
Green	24	19	30	38	34	31	35	38	38	46		
Blue	44	57	48	36	34	41	42	39	42	32		
Total Students	68	70	69	72	76	74	65	66	65	65		

Proficient/Above



Class of 2023 (Current 5th Grade)



Class of 2023 (Current 5th Grade)

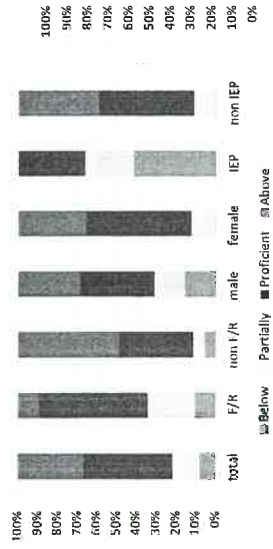
Red
Yellow
Green
Blue

Total Students

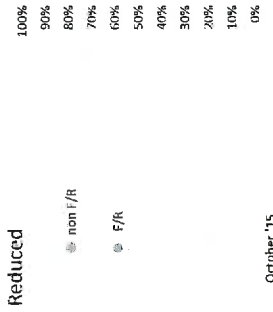
	total		F/R		#non F/R		non F/R		male		female		# IEP		#non IEP		non IEP	
	total	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Red	5	8%	3	10%	2	6%	5	16%	5	42%	0	0%	5	42%	0	0%	0	0%
Yellow	9	14%	7	24%	2	6%	5	16%	3	25%	6	12%	3	25%	6	12%	6	12%
Green	29	45%	16	55%	13	37%	12	38%	17	53%	4	33%	4	33%	25	48%	25	48%
Blue	21	33%	3	10%	18	51%	10	31%	11	34%	0	0%	0	0%	21	40%	21	40%
Total Students	64		29		35		32		32		12		52					

Proficient/Above

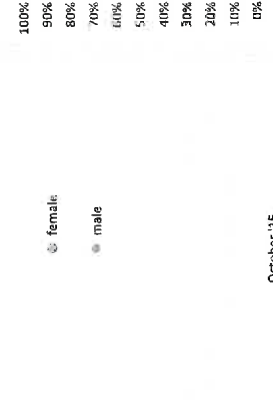
5th Grade Demographics - October 2015



Free and Reduced vs. Non Free and Reduced



Male vs. Female



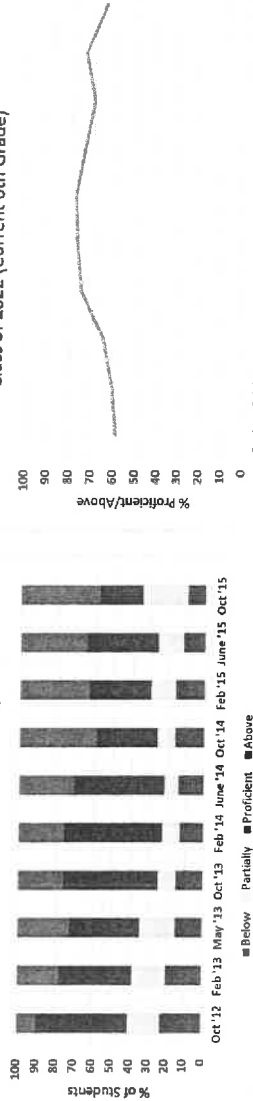
IEP and Non IEP



Class of 2022

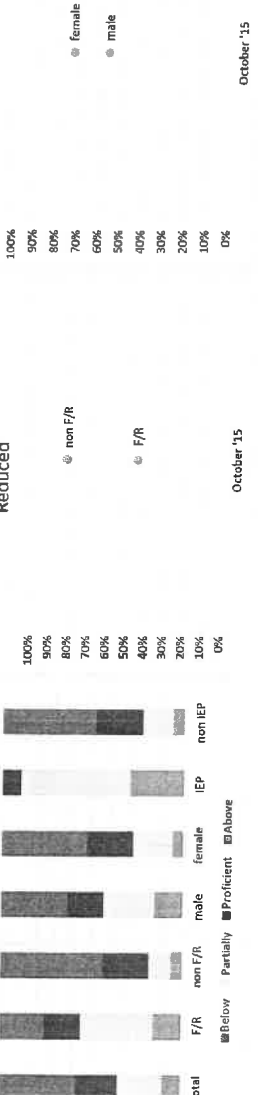
	In 3rd Grade		In 4th Grade		In 5th Grade		In 6th Grade					
	Oct '12	Feb '13	May '13	Oct '13	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15	Feb '16	June '16
Red	23	20	15	13	16	12	10					
Yellow	18	19	20	10	14	14	25					
Green	49	39	38	51	33	39	23					
Blue	10	22	27	24	41	37	35					
Total Students	61	59	59	59	58	57	57					

Proficient/Above
Class of 2022 (Current 6th Grade)



	total	#FR	F/R	#non FR	non F/R	male	female	#IEP	IEP	#nonIEP	non IEP
Below	6	11%	4	2	6%	4	2	3	30%	3	6%
Partially	14	25%	10	4	13%	7	7	6	60%	8	17%
Green	13	23%	5	8	25%	5	8	1	10%	12	26%
Blue	24	42%	6	18	56%	9	15	0	0%	24	51%
Total Students	57		25	32		25	32	10		47	

Proficient/Above
Class of 2022 (Current 6th Grade)



Free and Reduced vs. Non Free and Reduced

Male vs. Female

IEP and Non IEP

Elementary Literacy Data Wall

All Students

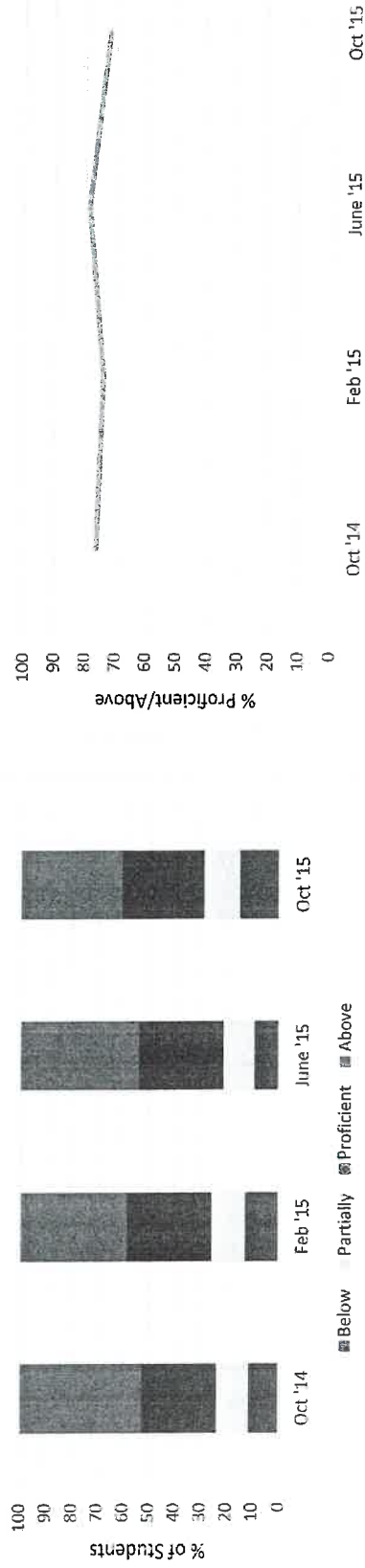
- Red
- Yellow
- Green
- Blue

	In 2012-2013			In 2013-2014			In 2014-2015			In 2015-2016		
	Oct '12	Feb '13	May '13	Oct '13	Feb '14	June '14	Oct '14	Feb '15	June '15	Oct '15	Feb '16	June '16
Below							11	13	9	15		
Partially Proficient							12	13	12	14		
Proficient							29	33	33	32		
Above							47	41	46	40		

Total Students

Proficient/Above 0 0 0 0 0 0 0 76 74 79 72

Whole OSSU



Fall 2015 Data Wall

Susan McKelvie, Erica McLaughlin, Pat Miller

What do we see in this data

- 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).

New Ways to look at our Data

- Regular education students
- Children in poverty or not
- Male students vs Female Students
- Children identified as needing Individualized Education Plans (IEPs)

Data Usage

- Continue to monitor student progress and target interventions
- Look for patterns and inconsistencies over time
- Follow cohorts of children that may be low or unusual in some way
- Provides micro and macro levels of information
- Allows continuous teacher calibration in academic and in the area of social and emotional development
- This is another data resource that allows us to measure against other data sources such as report cards and standardized assessments
- Target professional development

Who looks at this data?

- Teacher leadership teams with teacher representation from all three elementary schools
- Cabinet
- Grade level teams
- Special Educators and interventionists

Data observations continued

- Right now there is not a significant difference in achievement for typically developing students between our students of poverty and all other students (except for kindergarten).
- We do see significant achievement gaps between IEP students and non-IEP students.

Our Culture IS Changing

The days of making statements based on assumptions or opinions has come and gone. We now hold ourselves to a more accurate standard and ask each other to prove such statements with data that we now have to reference.