

OSSU ENDS MONITORING REPORT: JUNE 13TH, 2016

This report reflects longitudinal Senior Profile data for RTCC and RUHS.

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. All OSSU report cards were aligned with the OSSU Ends statement in 2013. Our teachers are the most knowledgeable source of information in determining student progress in relation to the Ends statement. To triangulate student progress, several data sources are utilized: (1) report cards; (2) data walls; (3) senior profiles for RUHS and RTCC; and (4) Board direct inspections.

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.

The primary research supporting the OSSU's EMS was threefold: (1) the Effective Schools Literature; (2) the growing body of 21st Century Learning Skills research; and (3) the Metiri Group's enGauge 21st Century Skills for Literacy in the Digital Age. The Metiri Group's research provided the base rubrics required to measure the OSSU Board's affective domain components in the areas of critical thinking, adaptability, and information technology. A rubric summary is provided below.

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

Senior Profile Evidence List:

A. RTCC

- Placement rates for college, military, employment versus unemployment
- Industry Recognized Certifications (IRCs): Independent, Federal, assessments and certifications
- State Approved Technical Skills Assessments (TSAs): Independent, State, assessments and certifications
- Dual enrollment, articulation agreement, introduction to college studies courses completed
- Work-based learning placements and hours of completed work
- Awards and scholarships

B. RUHS

- 4 year graduation rate
- 6 year graduation rate
- Average credits earned upon graduation
- Free and Reduced Lunch (FRL)
- Percentage of juniors and seniors attending RTCC
- Percentage of students with an IEP (Special Education)
- Percentage of RUHS students attending RTCC with an IEP
- SAT scores and percentage of student body taking SAT exam

- ACT scores
- AP exams, including number of exams taken, number of students, and pass rates
- Average GPA
- Percentage of students graduating with Honors
- Habits of Mind, Work, and Heart scores

RTCC Summary Report 2016:

- **92 % of RTCC graduates are in college, employed or military**
- **Industry Recognized Certificates (IRC's)**
 - Data from 1999 identified only one student who achieved an industry-recognized certificate.
 - For the last several years over 75% of students earn at least one IRC (many students earn multiple).
 - For the last three years, RTCC students have achieved over 250 IRC's annually.
- **State-Approved Technical Skill Assessment (TSA)**
 - 81 % of students in programs that provide TSA's passed their program's assessment
 - All students in programs that offer TSA's participate in these assessments (as opposed to some other technical centers that do not include all students)
- **Dual Enrollment & Credits**
 - In 2015, 27 students took 10 different classes to earn college credit through Dual Enrollment & Concurrent Enrollment for a total of 81 college credits.
- **Work Based Learning**
 - Outcome area comes from our Cooperative Education program with the following data: Over 55 Students, with over 70 Community Partners, in over 88 Placements, with more than 10,000 hours over the course of the year
- **Awards & Scholarships**
 - One Presidential Scholar Vermont State Award Winner
 - One DECA State Champion & Presenter at National Conference
 - Skills USA
 - 3rd place State winner in Cabinetry
 - 1st Place State winner in Diesel Equipment & attending National Competition in Louisville, KY
 - 2nd Place State winner in Diesel Equipment
 - 2nd Place State winner in Automotive Diesel Technology
 - RTCC State Champions in Timber Sports
 - Overall Male & Female 1st place winners
 - VT Entrepreneurship Week Bumper Sticker State champions

RUHS Summary Report 2016:

Indicator	08-09		09-10		10-11		11-12		12-13		13-14		14-15		
# Students in Class	74		67		88		78		63		67		65		
4 Yr Grad Rate	88%		76%		77%		88%		83%		80%		81%		
6 Yr Graduation Rate	92%		91%		90%		94%		86.1%		TBD		TBD		
Avg Credits Earned	25		26		26		26		26		26		26		
F/R Lunch	23%		26%		33%		33%		25%		42%		40%		
RTCC	43%		40%		44%		50%		49%		52%		29%		
IEP					33%		34%		23%		22%		19%		
RU at RTCC on IEP	52%		32.6%		52%		50%		46%		22%		42%		
SAT	RU	Nat	RU	Nat	RU	Nat	RU	Nat	RU	Nat	RU	Nat.	RU	VT	Nat
Avg Overall	1544	1509	1539	1509	1477	1500	1460	1498	1523	1498	1416	1497	1623	1554	1487
Avg Reading	521	501	527	501	496	497	492	496	505	496	485	497	551	523	496
Avg Math	520	515	513	516	496	514	490	514	512	514	465	513	543	524	507
Avg Writing	503	493	499	492	485	489	478	488	506	488	466	487	529	507	484
% who took the SAT	65%		68%		61%		56%		63%		60%		65%		
ACT composite scores					School: 22.8 State: 22.7		School: 21.1 State: 23.0		School: 23.3 State: 23.0		School: 22.2 State: 23.2		School: 27.7 State: 23.5		
AP Exam Pass/Total	30/42 (71%)		17/32 (53%)		15/20 (75%)		13/16 (81%)		23/41 (56%)		12/28 (43%)		17/51 (33%)		
# of Seniors who took RU AP Class	24		17		15		11		21		23		33		
Average GPA	NA		NA		2.48		2.52		2.74		2.65		2.73		
% Graduating w Honors	12%		11%		14%		9%		16%		12%		18%		
Avg Habits of Mind	NA		NA		NA		NA		3.27		3.23		3.46		
Avg Habits of Heart	NA		NA		NA		NA		3.39		3.27		3.34		
Avg Habits of Work	NA		NA		NA		NA		3.11		2.91		3.16		

Summary of Findings:

A. RTCC:

- Significant increase in number of students completing dual enrollment, articulation agreement, and ICS courses.
- Continued increase in number of students obtaining IRCs
- Continued strong results of Stats Assessments (TSAs)
- Need to continue focus on college attainment, especially in areas of study
- Need to continue expansion students obtaining of IRCs and Dual Enrollment courses

B. RUHS:

- SAT and ACT scores were very strong. Expected to remain strong for 2016 graduating class
- Significant increase in the number of students taking AP courses. First year where taking AP exam was required. Need to focus on outcomes
- Habits of Mind, Heart, and Work grades remained consistent since 2012/2013 inception
- 4 Year graduation rate remains low, despite recovery in 6 year rate
- Free and Reduced Lunch (FRL) student count remained high
- Percentage of students with an IEP continued to decrease

Compliance:

Overall, I report compliance. Our longitudinal data sets demonstrate that RTCC and RUHS students achieve, longitudinally very well. As with any school, there are always key areas of focused attention and improvement. For RTCC and RUHS the primary areas of continued focus is in the area of college preparedness and attainment. For RTCC this means working to expand student participation and successful completion of Dual Enrollment/Articulation Agreement/ICS courses and enrollment in college or a related field of employment. For RUHS this means continued work to improve the 4 year graduation rate and expanding student participation and successful completion of higher level courses.