Know Students
Report of Progress

Report to the Board of Education, February 10, 2022
It is the Mission of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.
Core Beliefs

Lead with **EQUITY.** We believe that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities.

Develop the whole **CHILD.** We believe schools have an obligation to teach academic and social skills while nurturing the emotional, physical and behavioral development of all children.

Ensure **ACTIVE learning.** We believe students learn best when they engage in joy-filled, empowering, intellectually challenging, and personalized experiences that deepen understanding of the world while building academic and social-emotional skills.

Build **PARTNERSHIPS.** We believe engaging families and the community as equal partners is necessary to fulfill the mission and vision of Mansfield Public Schools.

Prepare **GLOBAL citizens.** We believe schools must develop young people to be stewards of their community, nation, and the larger world around them by instilling the skills needed to contribute to a peaceful society and sustainable world.

Grow **EDUCATORS.** We believe that providing an environment that allows for inquiry, supports risk taking, provides for continuous learning, and attends to the whole person is as important for educators as it is for students.
Key Drivers

Key Drivers, or strategies, to advance the work of the Strategic Plan are defined below. The Key Drivers provide focus and build coherence across multiple schools and departments. Actions and Indicators linked back to the Core Beliefs have been developed for each Key Driver as described on the following pages. Annually, a Report of Progress for each Key Driver will be provided to the Board of Education at a public meeting.

**Ensure Deep Learning**
Engage all students in developing knowledge and skills that lead to transfer through application or production.

**Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.**

**Support the Whole Child**
Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development.
Know Students

Actions

• Define and implement student-centered assessment practices in each content area and the Portrait of the Graduate skills.

• Develop authentic tools and practices such as student-friendly rubrics and student-led conferences that allow for student sharing and reflection of their learning.

• Develop strategies to support knowing the student beyond academic performance including student social emotional development, sense of belonging, self-efficacy, and agency.

• Implement collaborative structures, practices, and professional learning that develops the capacity of educators to use data and evidence to understand student performance and support instructional planning.

• Utilize data storage systems to collect student performance data and evidence across multiple grades and content areas.

• Engage families in understanding student-centered assessment practices.

• Conduct equity audit to evaluate practices and policies.
Defined assessment practices and expectations included in curriculum documentation.

Evidence of student-centered assessment practices in all classrooms.

Practices to ensure regular evaluation of student social and emotional skill development.

Collaborative practices such as data analysis and student work protocols, to support on-going monitoring of student performance across multiple domains.

Accessibility and use of data storage systems.

Level of participation of students and families in student-led conferences.

Address findings of equity audit and continue regular evaluation of equitable practices.
How do we come to Know Students?

• Must know the whole child
• Any information gathered about the child or the learning can be thought of as "data"
• Assessment practices should be as student-centered as instructional practices
• Purpose of gathering data: To understand student as a learner, compare performance to a defined expectation, and use the information to plan the next level of instruction
Three Levels of Data

Satellite

Street

From Shane Safir – The Listening Leader
Satellite Data

- Large grain size
- Allows you to see patterns of achievement
- Points in direction of further investigation

Examples:
- Smarter Balanced Assessment data
- Multi-year sets of normed assessments
Map Data

- Medium grain size
- Helps identify skill gaps or instructional gaps
- Provides more focused direction for investigation or instruction

Examples:
Collection of local assessments such as reading inventories or math chapter assessments
Street Data

- Fine grain size
- Helps to understand student (and family) experience
- Monitors students’ internalization of specific skills
- Requires focused listening and observation
- Informs and shapes our next moves

Examples:
- Observational data collected while in conference with students
- Student self-reflection
- Empathy interviews and surveys
Satellite Data
Map Data

- Smarter Balanced Interim Assessments
- Entering Student Data Sheets
- Progress Monitoring of Interventions
- Planning Small Group Instruction
Map Data:

**Smarter Balanced IAB**

- Analyzing Student Performance
- Identifying Next Steps Using Learning Progressions & Data
- Small, Flexible Groups

![Dashboard Image](image_url)
Interim Assessment Block - Sequence of Data Presentations - Drilling Down for Instructional Planning

This screen shows the Interim Assessments taken by students in the district.
Select an assessment and click to the next level down to see the district level performance.
Clicking into the data further, data are presented by school and classroom.
Information regarding item performance is provided at the district, school, and class/student level.
### MAP: Benchmark Assessments

- **Medium grain size**
- **Identify skill gaps or instructional gaps**
- **Provide more focused direction for investigation or instruction**
- **Is our program working? If not, what changes do we need to make?**

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Last name</th>
<th>First name</th>
<th>June 2021</th>
<th>Sept 2021</th>
<th>January 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F&amp;P (D)</td>
<td>F&amp;P (D)</td>
<td>F&amp;P (G)</td>
</tr>
<tr>
<td>C</td>
<td>AA</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>I</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>C</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>G</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>G</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Tutor Program

- Designed to serve students not meeting grade level expectations.
- Candidates identified based on a review of data (Smarter Balanced, STAR Reading, F&P Assessment), classroom performance & teacher feedback.
- Small group instruction (2-3x wk for 45 min)
- Facilitated by highly skilled teachers of reading
  Sherry Andrews & Sandy McAlduff
Process

● **Leveled Literacy Intervention (LLI)**
  ○ Engage students with high interest books that build knowledge
  ○ Deepen and expand comprehension with close reading
  ○ Grow reading proficiency through systematically designed lessons

● **Small Group Instruction (2-3x wk for 45 min)**
  ○ Students groupings based on F&P instructional reading level

● **Interventionist Documents Progress (weekly)**
  ○ Quantitative & Qualitative Data

● **Data used to assess students skills & needs and modify instruction accordingly**
Progress Monitoring

Data Collection

- Running Records
- Comprehension Checks & Notes (weekly)
- Fountas & Pinnell (F&P) and Star Reading Assessments (3x year)

Review of Progress Monthly

- Analyze student performance
- Identify next instructional steps
- Plan intentional lessons
- Identify students who have met benchmark
Map Data:
Small Group Planning & Instruction

- Collaborating
- Observing Students & Conferring
- Analyzing Student Performance
- Identifying Next Steps Using Learning Progressions & Data
- Creating Small, Flexible Groups
- Planning Targeted, Intentional Lessons
- Progress Monitoring
Street Data

Minute Meetings with Counselors
Student Equity Surveys
Self-assessment of Learning
Student-led Conferences
Street Data: MMS Minute Meetings

● **What are Minute Meetings?**
  ○ Baseline screener that helps identify disconnected and uninvolved students
  ○ Personalized 1:1 meetings between student & school counselor
  ○ 2-4 minutes in length
  ○ Designed to collect information around four target areas:
    ■ trusted adult
    ■ close friend
    ■ goals for the year
    ■ activity involvement

● **Why Minute Meetings?**
  ○ Helps us to get to know our kids at the start of the year
  ○ Informs future SEL and individual student needs
  ○ Assists in lesson development for SEL block
  ○ Shapes teacher professional learning goals (STEP)
  ○ Informs how we work with individual students day to day
Street Data:

Equity Surveys with Students

- SE Leadership Team Project
- Equity Surveys are part of a multi-pronged approach
- The team randomly selected 30% of the 3rd and 4th graders for a 1:1 interview
- Sample questions:
  - Do you feel like you are welcomed and belong at our school?
  - Do you feel like you can be yourself at our school?
  - Do you learn about your classmates' families and culture in school?
  - Do you see examples of kids like you in books that you read or hear and in topics you study?
When learning is student-centered, the student takes ownership of learning ...

Students take ownership of their learning through self-assessment.

- Teachers design student self-assessment into the task,
- Students self-assess based on clear learning outcomes,
- Students develop goals to improve right now.
Street Data: Student-Led Conferences

- Voice & Choice
- Student Agency
- Self Reflection
- Goal Setting
- Using Evidence & Work Samples