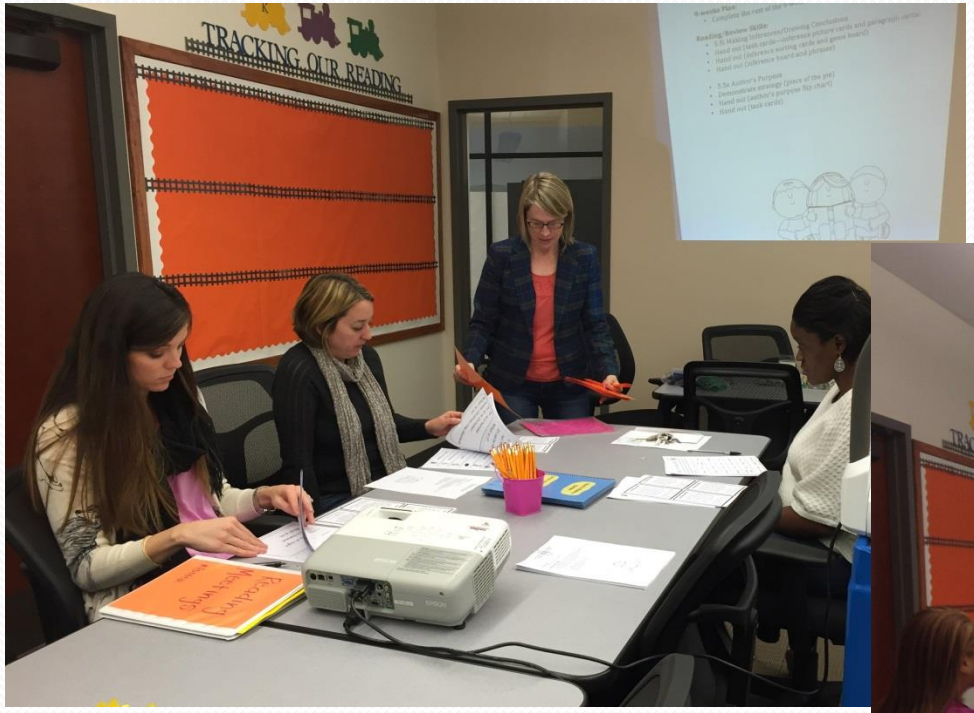
Making Data-Driven Decisions in Richmond City Schools

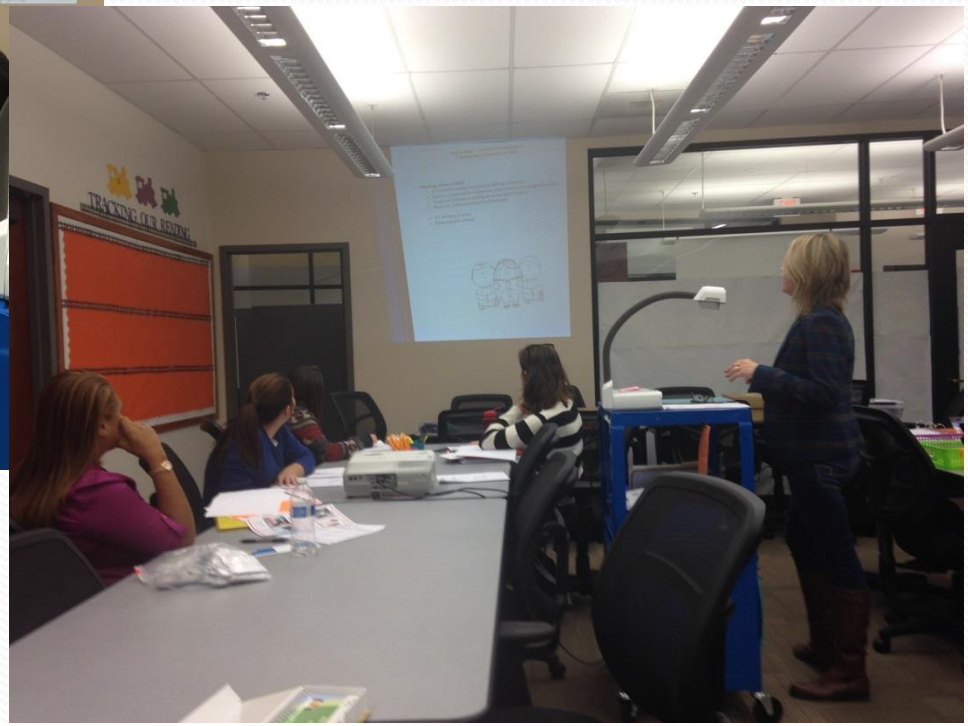
Broad Rock Elementary
Carmen Rush, Principal

Strategic Planning & Professional Development

- Aligning SOL Standards to Instructional Strategies
  - Title I Staff and Administrative Instructional Team collaborate to develop instructional packets
- Developing and Implementing Professional Development sessions to address strategic teaching
  - Weekly Professional Development sessions conducted by Title I Staff for 2nd- 5th grades
  - Lead Teachers and Administrative Team conduct Professional Development for K & 1

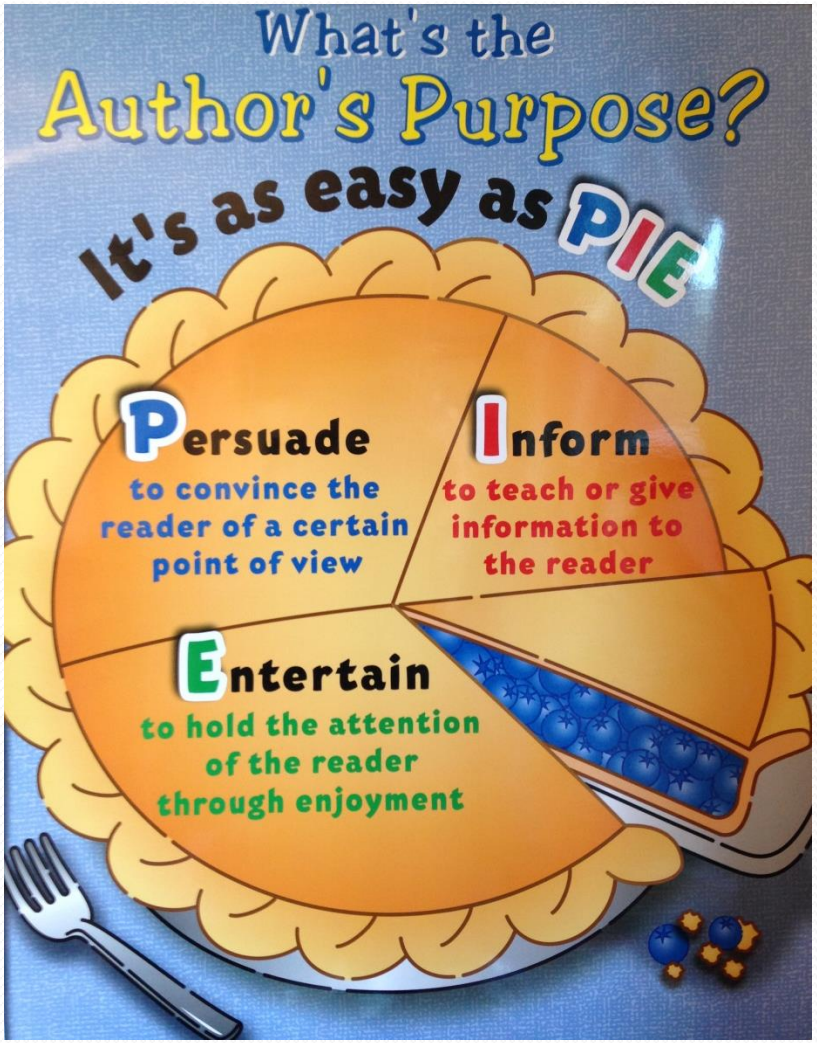
Professional Development Sessions





Teaching Strategies

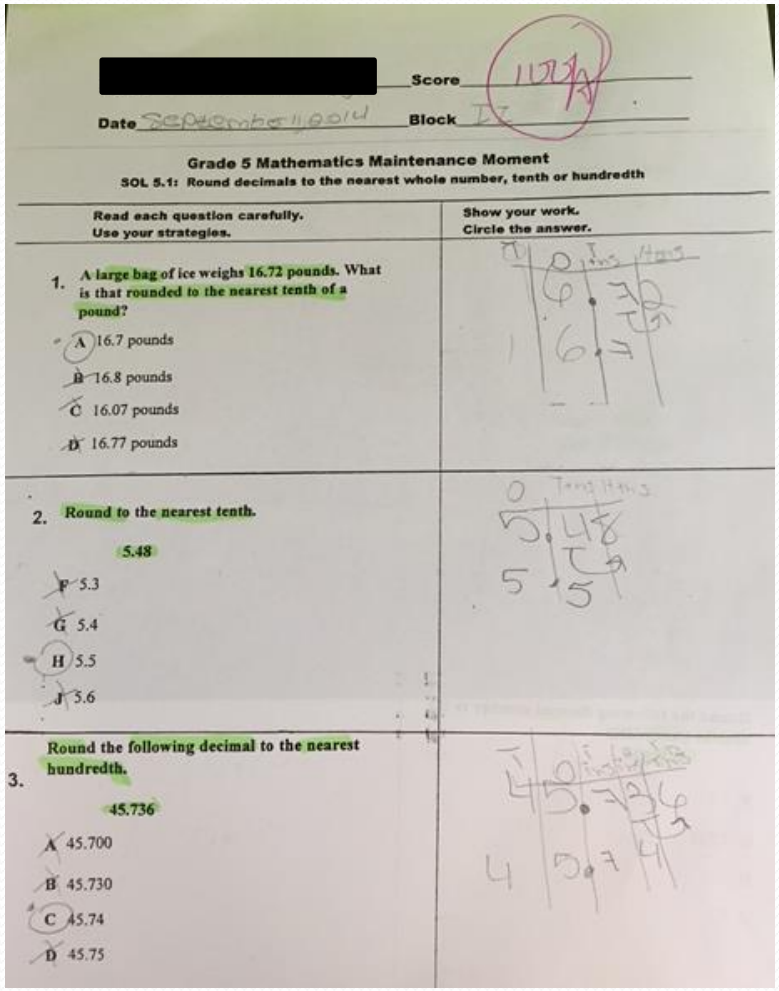
- Grade level and content specific strategies by SOL objectives are created utilizing district pacing guides
- Students utilize strategies created by both teachers and students



Data Collection

- **Assessment Instruments**
  - Problem of the Day / Snapshot
  - Maintenance Moments (on-skill and cumulative)
  - Exit Tickets
  - Informal Assessments (dip-sticking)
  - Weekly Assessment Instruments (current skill)
  - Bi-Weekly Cumulative Assessment Instruments

Data Collection – Assessment Instruments Maintenance Moments



[redacted] Score 11/12

Date September 1, 2014 Block 17

Grade 5 Mathematics Maintenance Moment

SOL 5.1: Round decimals to the nearest whole number, tenth or hundredth

Read each question carefully. Use your strategies.	Show your work. Circle the answer.

1. A large bag of ice weighs 16.72 pounds. What is that rounded to the nearest tenth of a pound?

   A 16.7 pounds
   B 16.8 pounds
   C 16.07 pounds
   D 16.77 pounds

2. Round to the nearest tenth.

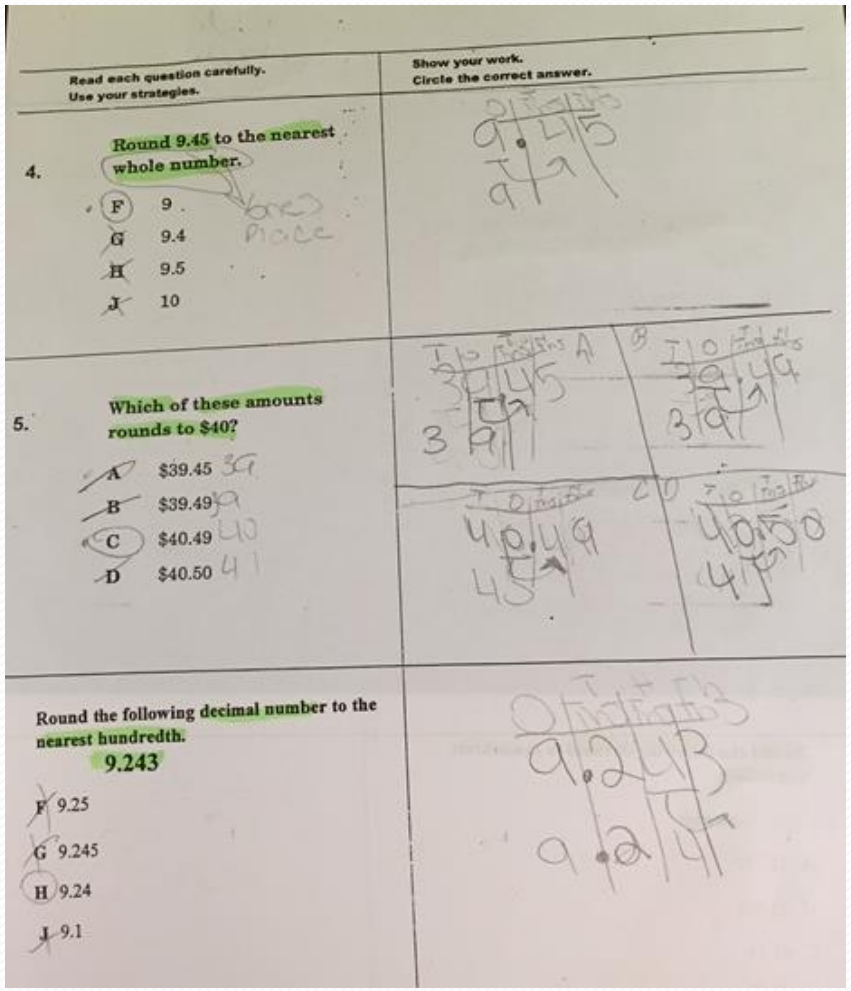
   5.48

   F 5.3
   G 5.4
   H 5.5
   J 5.6

3. Round the following decimal to the nearest hundredth.

   45.736

   A 45.700
   B 45.730
   C 45.74
   D 45.75



Read each question carefully. Use your strategies.	Show your work. Circle the correct answer.

4. Round 9.45 to the nearest whole number.

   F 9
   G 9.4
   H 9.5
   J 10

5. Which of these amounts rounds to $40?

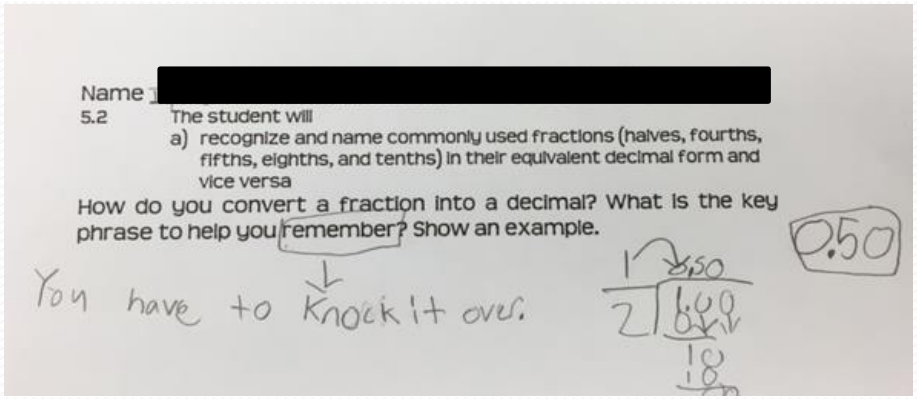
   A $39.45
   B $39.49
   C $40.49
   D $40.50

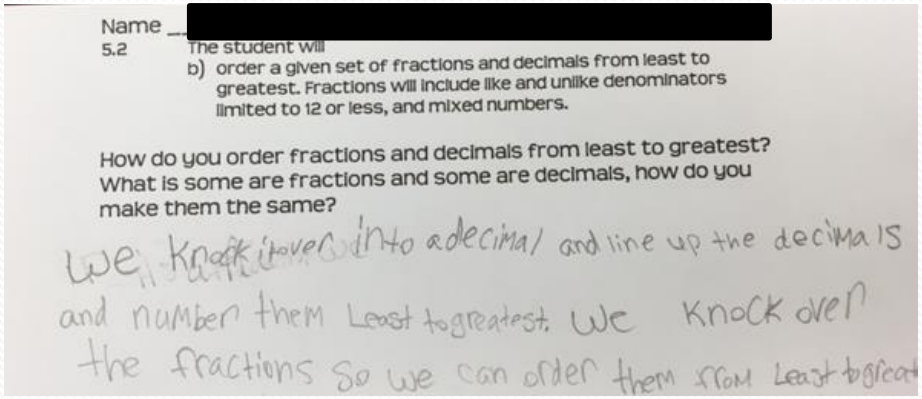
Round the following decimal number to the nearest hundredth.

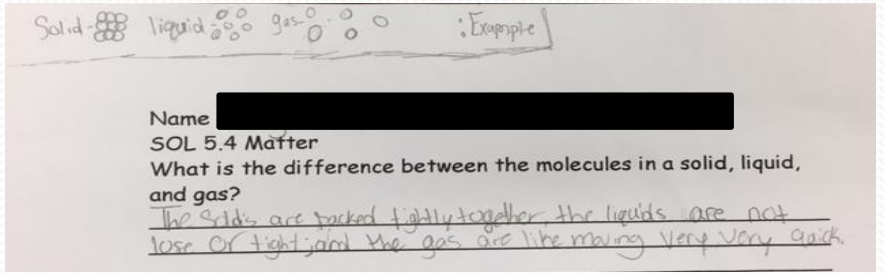
9.243

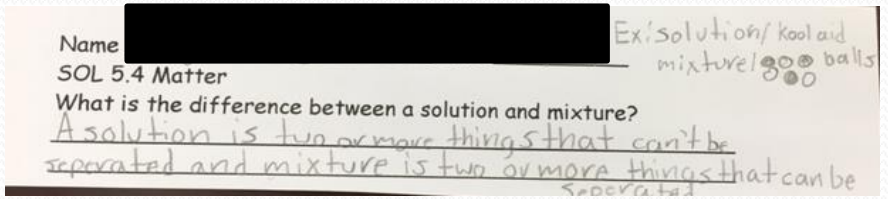
F 9.25
G 9.245
H 9.24
J 9.1

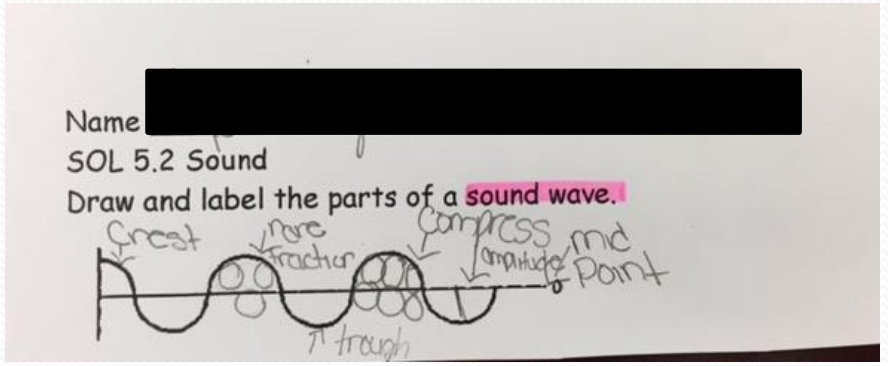
Data Collection – Assessment Instruments
Exit Tickets


Name [redacted]
5.2 The student will
a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa
How do you convert a fraction into a decimal? What is the key phrase to help you remember? Show an example.
You have to knock it over.
1 ,50
2 | 1,00
10
10
0.50

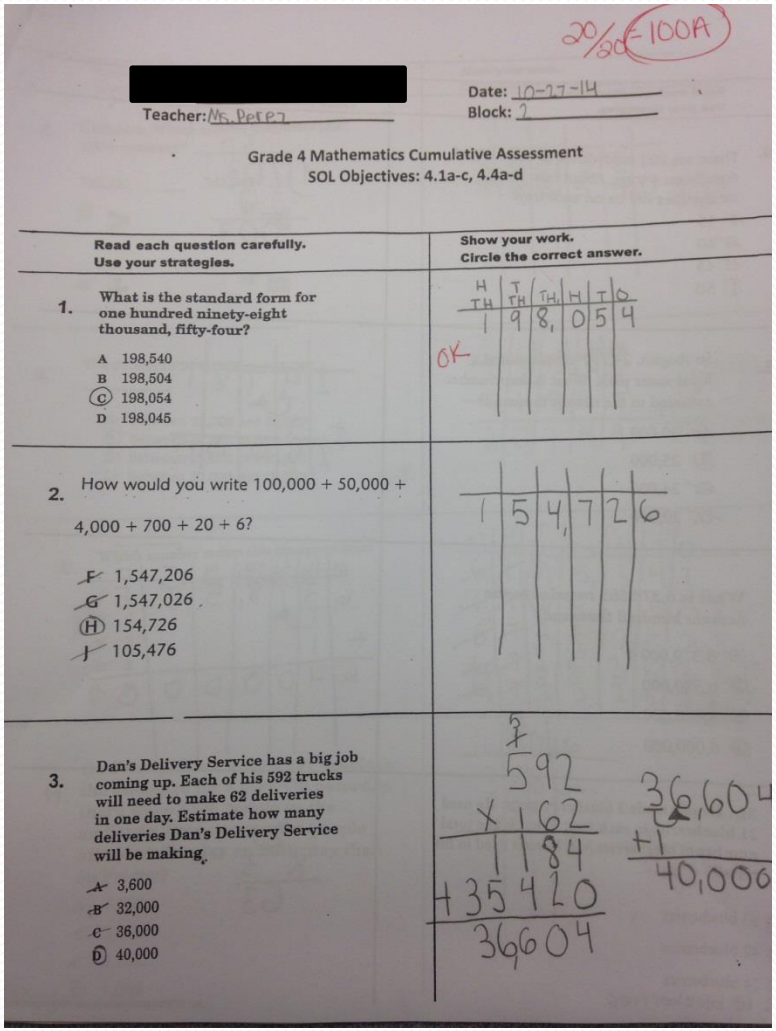

Name [redacted]
5.2 The student will
b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.
How do you order fractions and decimals from least to greatest? What is some are fractions and some are decimals, how do you make them the same?
We knock it over into a decimal and line up the decimals and number them Least to greatest. We knock over the fractions so we can order them from Least to great


Solid liquid gas :Example
Name [redacted]
SOL 5.4 Matter
What is the difference between the molecules in a solid, liquid, and gas?
The Solids are packed tightly together, the liquids are not lose or tight and the gas are like moving very very quick.


Name [redacted]
Ex: solution/ kool aid mixture/ balls
SOL 5.4 Matter
What is the difference between a solution and mixture?
A solution is two or more things that can't be seperated and mixture is two or more things that can be seperated


Name [redacted]
SOL 5.2 Sound
Draw and label the parts of a sound wave.
Crest
Rare
Fraction
Compress
Amplitude
mid Point
trough

Data Collection – Student Samples



20/20 = 100A

[redacted]

Teacher: Ms. Perez

Date: 10-27-14

Block: 2

Grade 4 Mathematics Cumulative Assessment
SOL Objectives: 4.1a-c, 4.4a-d

Read each question carefully. Use your strategies. | **Show your work. Circle the correct answer.**

1. What is the standard form for one hundred ninety-eight thousand, fifty-four?

A 198,540
B 198,504
(C) 198,054
D 198,045

OK

2. How would you write 100,000 + 50,000 + 4,000 + 700 + 20 + 6?

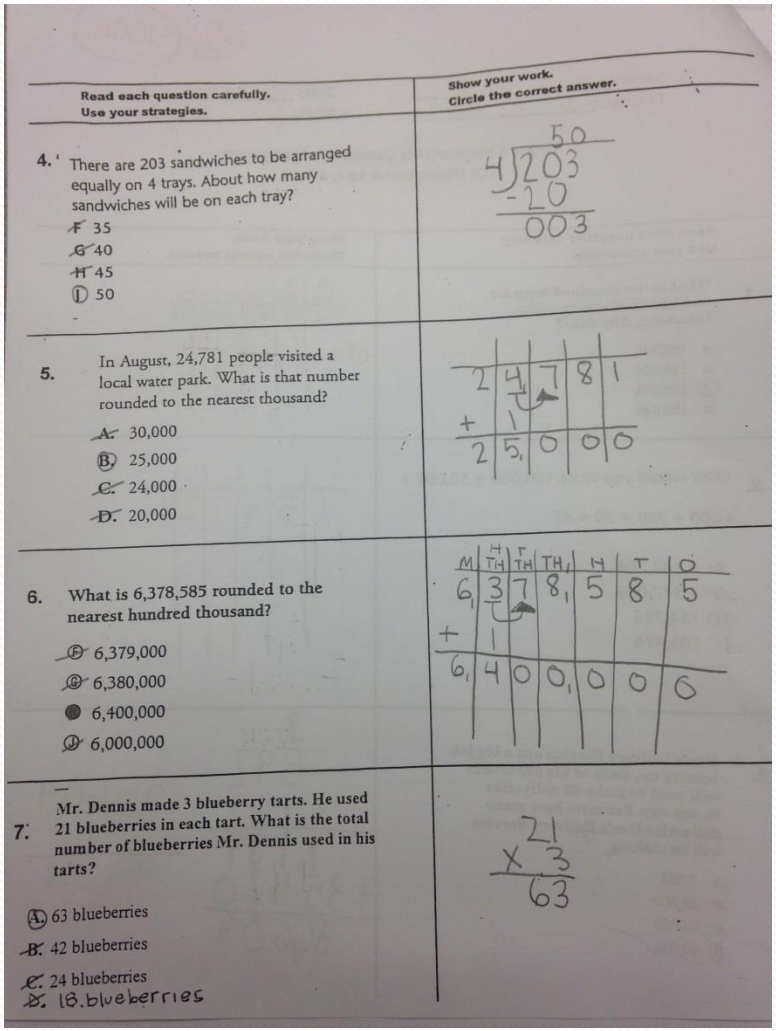
F 1,547,206
G 1,547,026
(H) 154,726
I 105,476

3. Dan's Delivery Service has a big job coming up. Each of his 592 trucks will need to make 62 deliveries in one day. Estimate how many deliveries Dan's Delivery Service will be making.

A 3,600
B 32,000
C 36,000
(D) 40,000

592 × 162 = 435420

36,604 → 40,000



Read each question carefully. Use your strategies. | **Show your work. Circle the correct answer.**

4. There are 203 sandwiches to be arranged equally on 4 trays. About how many sandwiches will be on each tray?

F 35
G 40
H 45
(I) 50

5. In August, 24,781 people visited a local water park. What is that number rounded to the nearest thousand?

A. 30,000
(B.) 25,000
C. 24,000
D. 20,000

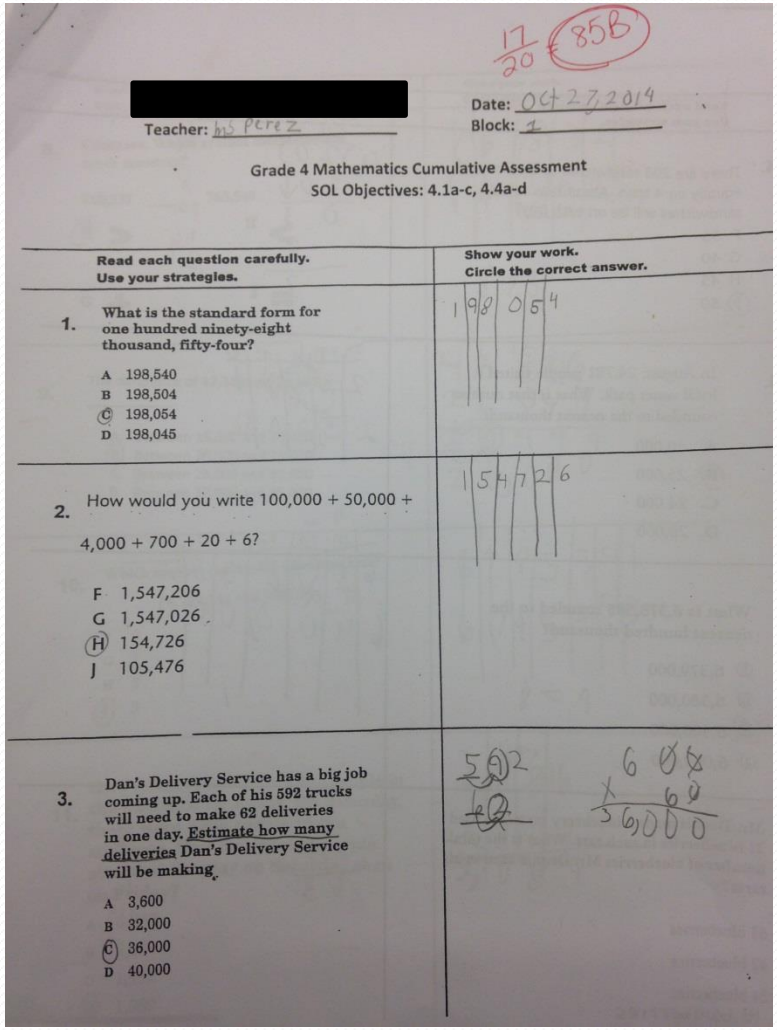
6. What is 6,378,585 rounded to the nearest hundred thousand?

(F) 6,379,000
G 6,380,000
● 6,400,000
J 6,000,000

7. Mr. Dennis made 3 blueberry tarts. He used 21 blueberries in each tart. What is the total number of blueberries Mr. Dennis used in his tarts?

(A) 63 blueberries
B. 42 blueberries
C. 24 blueberries
D. 18 blueberries

Data Collection – Student Samples



17/20 85B

[redacted]

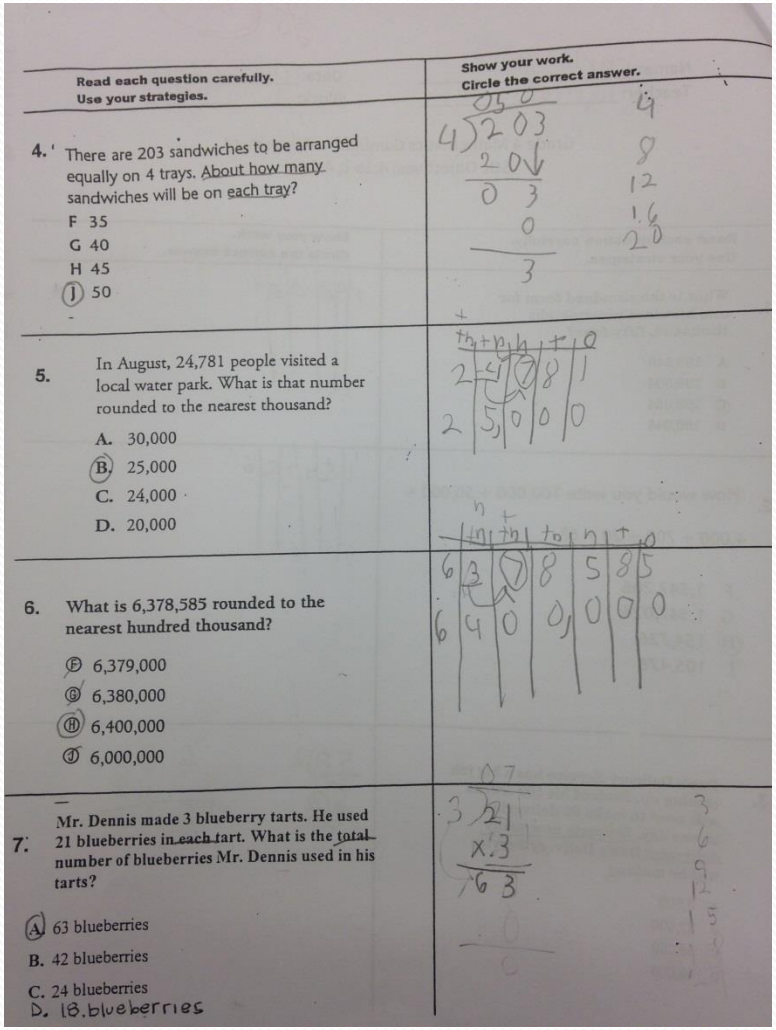
Teacher: Ms Perez

Date: Oct 27, 2014

Block: 1

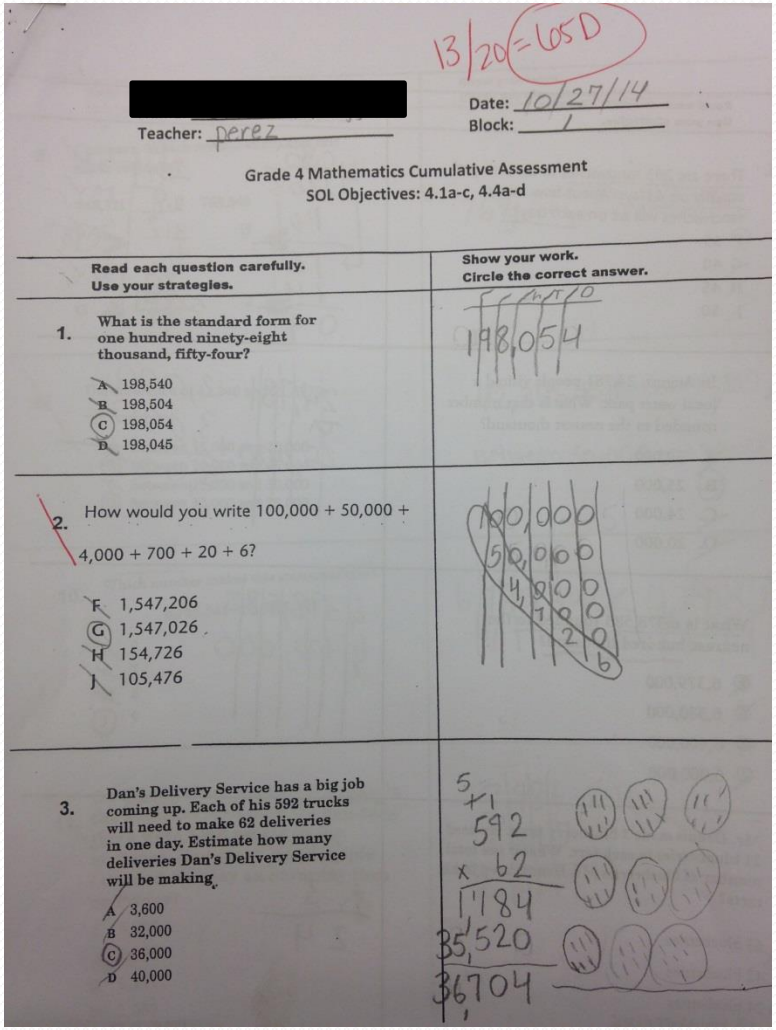
Grade 4 Mathematics Cumulative Assessment
SOL Objectives: 4.1a-c, 4.4a-d

Read each question carefully. Use your strategies.	Show your work. Circle the correct answer.
1. What is the standard form for one hundred ninety-eight thousand, fifty-four? A 198,540 B 198,504 C 198,054 D 198,045	198,054
2. How would you write 100,000 + 50,000 + 4,000 + 700 + 20 + 6? F 1,547,206 G 1,547,026 H 154,726 J 105,476	154,726
3. Dan's Delivery Service has a big job coming up. Each of his 592 trucks will need to make 62 deliveries in one day. Estimate how many deliveries Dan's Delivery Service will be making. A 3,600 B 32,000 C 36,000 D 40,000	592 → 600; 60 × 600 = 36,000



Read each question carefully. Use your strategies.	Show your work. Circle the correct answer.
4. There are 203 sandwiches to be arranged equally on 4 trays. About how many sandwiches will be on each tray? F 35 G 40 H 45 J 50	4)203; 200; 3; 0; 3
5. In August, 24,781 people visited a local water park. What is that number rounded to the nearest thousand? A. 30,000 B. 25,000 C. 24,000 D. 20,000	24,781 → 25,000
6. What is 6,378,585 rounded to the nearest hundred thousand? F 6,379,000 G 6,380,000 H 6,400,000 J 6,000,000	6,378,585 → 6,400,000
7. Mr. Dennis made 3 blueberry tarts. He used 21 blueberries in each tart. What is the total number of blueberries Mr. Dennis used in his tarts? A. 63 blueberries B. 42 blueberries C. 24 blueberries D. 18 blueberries	21 × 3 = 63

Data Collection – Student Samples



13/20 = 65%

[redacted]

Date: 10/27/14

Teacher: perez

Block: 1

Grade 4 Mathematics Cumulative Assessment
SOL Objectives: 4.1a-c, 4.4a-d

Read each question carefully. Use your strategies. | **Show your work. Circle the correct answer.**

1. What is the standard form for one hundred ninety-eight thousand, fifty-four?
   - A 198,540
   - B 198,504
   - (C) 198,054
   - D 198,045

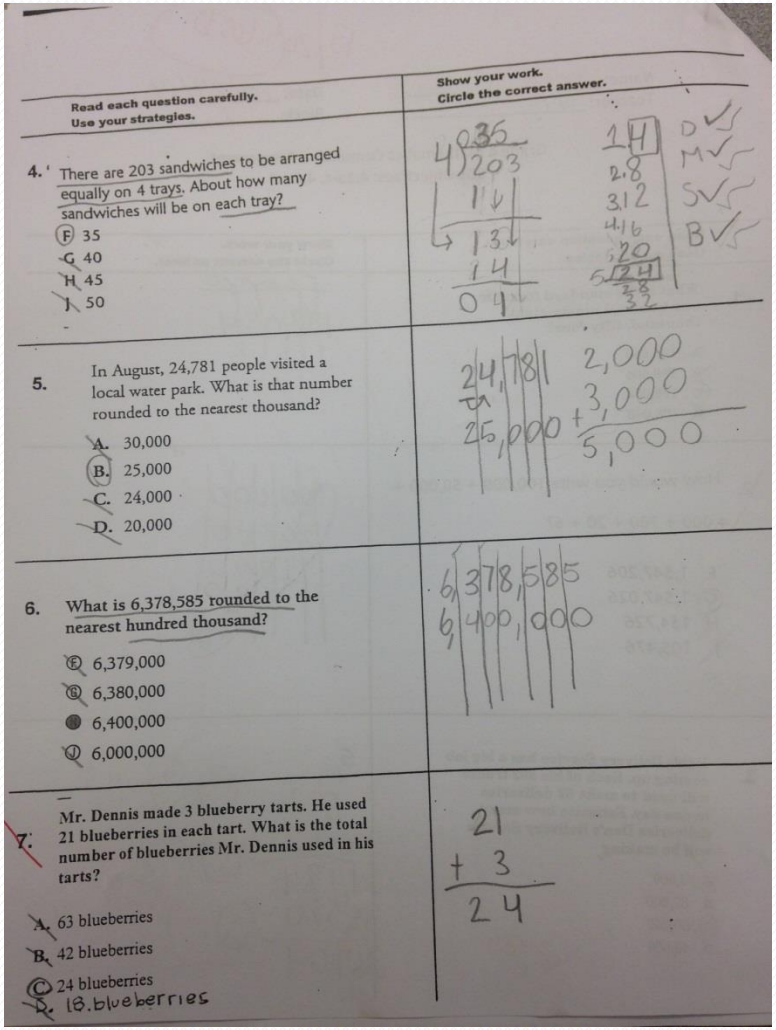
198,054

2. How would you write 100,000 + 50,000 + 4,000 + 700 + 20 + 6?
   - F 1,547,206
   - (G) 1,547,026
   - H 154,726
   - J 105,476

100,000
50,000
4,000
700
20
6

3. Dan's Delivery Service has a big job coming up. Each of his 592 trucks will need to make 62 deliveries in one day. Estimate how many deliveries Dan's Delivery Service will be making.
   - A 3,600
   - B 32,000
   - (C) 36,000
   - D 40,000

592 × 62
1184
35,520
36,704



Read each question carefully. Use your strategies. | **Show your work. Circle the correct answer.**

4. There are 203 sandwiches to be arranged equally on 4 trays. About how many sandwiches will be on each tray?
   - (F) 35
   - G 40
   - H 45
   - J 50

4)203
14
13
12
1

5. In August, 24,781 people visited a local water park. What is that number rounded to the nearest thousand?
   - A. 30,000
   - (B.) 25,000
   - C. 24,000
   - D. 20,000

24,781
25,000
2,000
+ 3,000
5,000

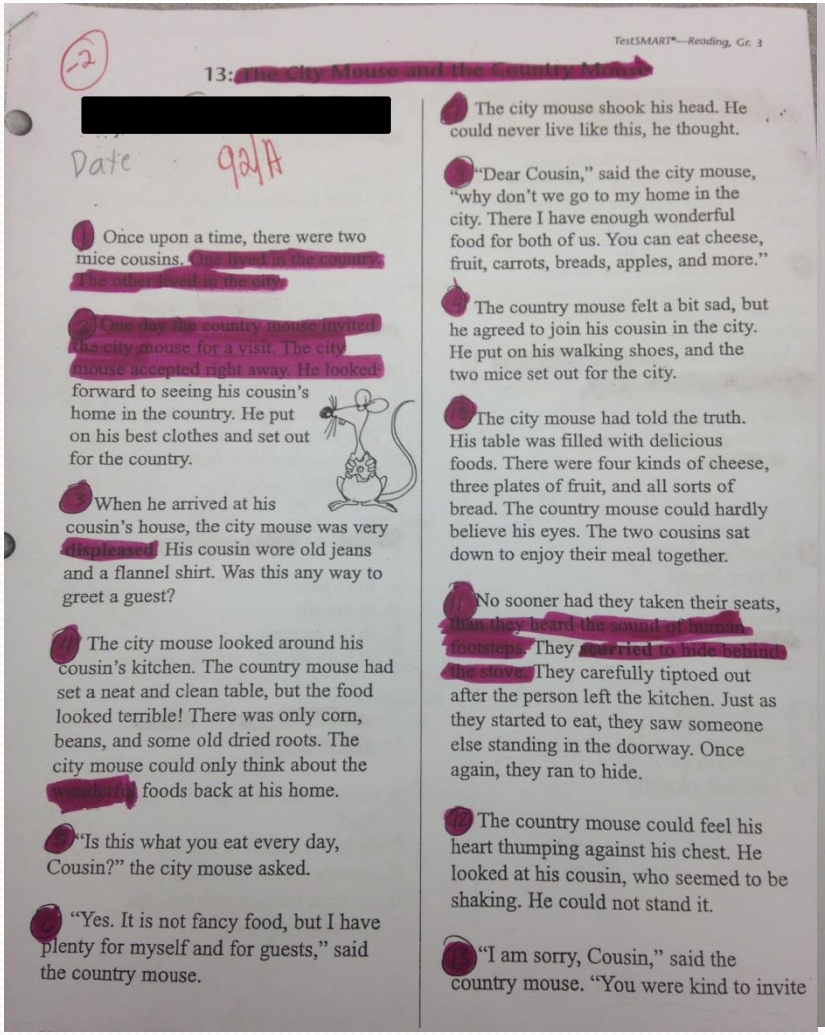
6. What is 6,378,585 rounded to the nearest hundred thousand?
   - (E) 6,379,000
   - (G) 6,380,000
   - (H) 6,400,000
   - (J) 6,000,000

6,378,585
6,400,000

7. Mr. Dennis made 3 blueberry tarts. He used 21 blueberries in each tart. What is the total number of blueberries Mr. Dennis used in his tarts?
   - A. 63 blueberries
   - B. 42 blueberries
   - (C.) 24 blueberries
   - D. 18 blueberries

21
+ 3
24

Data Collection – Student Samples



TestSMART®—Reading, Gr. 3

13: The City Mouse and the Country Mouse

[redacted]

Date 9/21/A

Once upon a time, there were two mice cousins. One lived in the country; the other lived in the city.

One day the country mouse invited the city mouse for a visit. The city mouse accepted right away. He looked forward to seeing his cousin's home in the country. He put on his best clothes and set out for the country.

When he arrived at his cousin's house, the city mouse was very displeased. His cousin wore old jeans and a flannel shirt. Was this any way to greet a guest?

The city mouse looked around his cousin's kitchen. The country mouse had set a neat and clean table, but the food looked terrible! There was only corn, beans, and some old dried roots. The city mouse could only think about the wonderful foods back at his home.

"Is this what you eat every day, Cousin?" the city mouse asked.

"Yes. It is not fancy food, but I have plenty for myself and for guests," said the country mouse.

The city mouse shook his head. He could never live like this, he thought.

"Dear Cousin," said the city mouse, "why don't we go to my home in the city. There I have enough wonderful food for both of us. You can eat cheese, fruit, carrots, breads, apples, and more."

The country mouse felt a bit sad, but he agreed to join his cousin in the city. He put on his walking shoes, and the two mice set out for the city.

The city mouse had told the truth. His table was filled with delicious foods. There were four kinds of cheese, three plates of fruit, and all sorts of bread. The country mouse could hardly believe his eyes. The two cousins sat down to enjoy their meal together.

No sooner had they taken their seats, than they heard the sound of human footsteps. They scurried to hide behind the stove. They carefully tiptoed out after the person left the kitchen. Just as they started to eat, they saw someone else standing in the doorway. Once again, they ran to hide.

The country mouse could feel his heart thumping against his chest. He looked at his cousin, who seemed to be shaking. He could not stand it.

"I am sorry, Cousin," said the country mouse. "You were kind to invite me, but I cannot stay. I am so scared. I would never be able to eat."

"Look at all that wonderful food," answered the city mouse. "The people will leave soon. Then we can have our feast."

"That may be true," the country mouse said, "but I am not willing to pay your price. I would rather eat my beans and roots in peace." With those words, the country mouse slipped out the door and ran home to the country.

Structural Cues (I.B)

1. In this passage, the word displeased means—

   A. very glad
   B. not quick
   C. not happy
   D. very honest

Context Clues (I.C)

2. What does the word scurried mean?

   A. Ran quickly
   B. Hid
   C. Started to eat
   D. Listened carefully

Multiple Meanings (I.D)

3. In this passage, the word dipped means—

   A. stood
   B. yelled loudly
   C. entered
   D. went quietly

Sequential Order (II.B)

4. What happens right after the two mice sit to eat the first time?

   A. They talk about the wonderful food.
   B. They scurry behind the stove.
   C. They hear human footsteps.
   D. They see someone in the doorway.

Setting (II.D)

5. Where does this story happen?

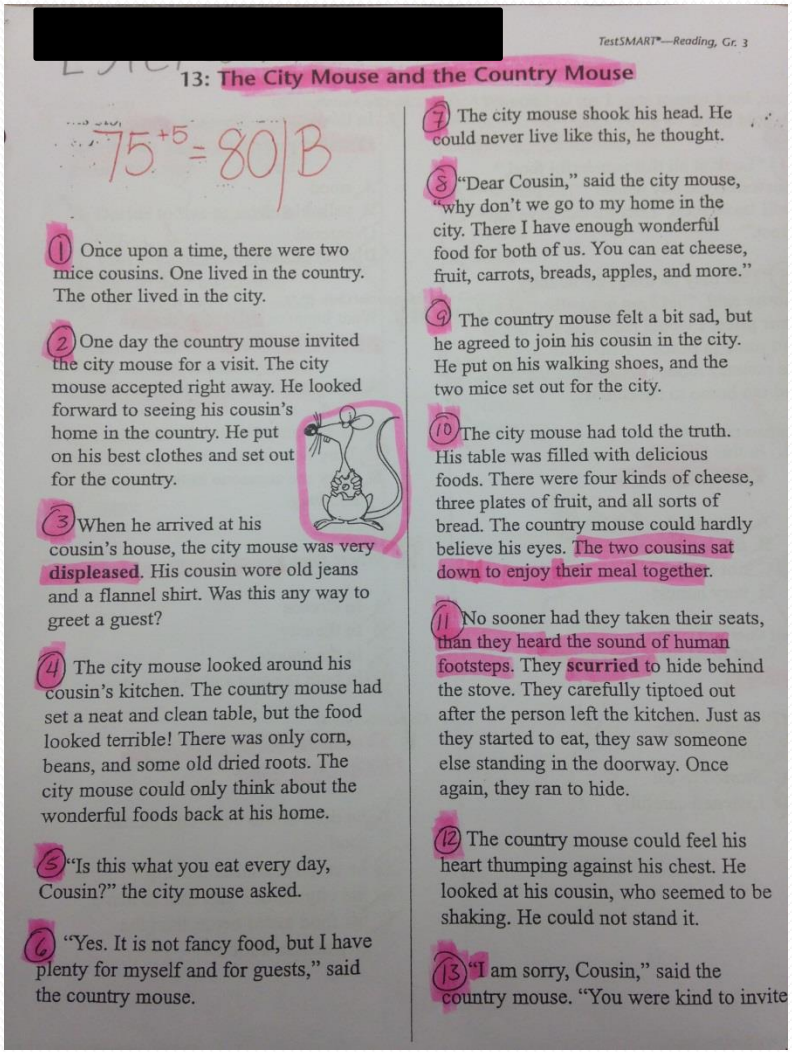
   A. In Greece
   B. In the city
   C. In the country
   D. In both the city and the country

Cause/Effect (IV.A)

6. The country mouse goes back to his home because—

   A. he does not like the city mouse's food
   B. he is too scared in the city
   C. the city mouse asks him to leave
   D. his food tastes better than the city mouse's food

Data Collection – Student Samples



[redacted]

TestSMART®—Reading, Gr. 3

13: The City Mouse and the Country Mouse

75 +5 = 80 | B

(1) Once upon a time, there were two mice cousins. One lived in the country. The other lived in the city.

(2) One day the country mouse invited the city mouse for a visit. The city mouse accepted right away. He looked forward to seeing his cousin's home in the country. He put on his best clothes and set out for the country.

(3) When he arrived at his cousin's house, the city mouse was very **displeased**. His cousin wore old jeans and a flannel shirt. Was this any way to greet a guest?

(4) The city mouse looked around his cousin's kitchen. The country mouse had set a neat and clean table, but the food looked terrible! There was only corn, beans, and some old dried roots. The city mouse could only think about the wonderful foods back at his home.

(5) "Is this what you eat every day, Cousin?" the city mouse asked.

(6) "Yes. It is not fancy food, but I have plenty for myself and for guests," said the country mouse.

(7) The city mouse shook his head. He could never live like this, he thought.

(8) "Dear Cousin," said the city mouse, "why don't we go to my home in the city. There I have enough wonderful food for both of us. You can eat cheese, fruit, carrots, breads, apples, and more."

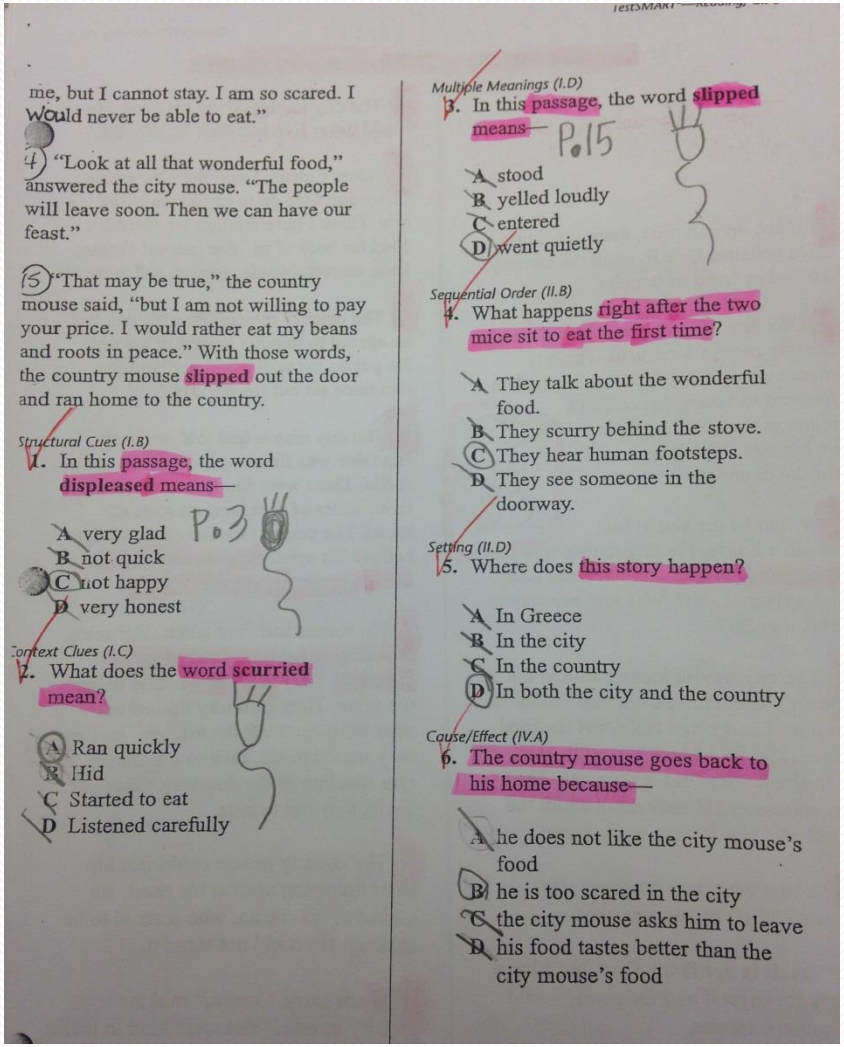
(9) The country mouse felt a bit sad, but he agreed to join his cousin in the city. He put on his walking shoes, and the two mice set out for the city.

(10) The city mouse had told the truth. His table was filled with delicious foods. There were four kinds of cheese, three plates of fruit, and all sorts of bread. The country mouse could hardly believe his eyes. The two cousins sat down to enjoy their meal together.

(11) No sooner had they taken their seats, than they heard the sound of human footsteps. They **scurried** to hide behind the stove. They carefully tiptoed out after the person left the kitchen. Just as they started to eat, they saw someone else standing in the doorway. Once again, they ran to hide.

(12) The country mouse could feel his heart thumping against his chest. He looked at his cousin, who seemed to be shaking. He could not stand it.

(13) "I am sorry, Cousin," said the country mouse. "You were kind to invite



me, but I cannot stay. I am so scared. I would never be able to eat."

(14) "Look at all that wonderful food," answered the city mouse. "The people will leave soon. Then we can have our feast."

(15) "That may be true," the country mouse said, "but I am not willing to pay your price. I would rather eat my beans and roots in peace." With those words, the country mouse **slipped** out the door and ran home to the country.

Structural Cues (I.B)

1. In this passage, the word **displeased** means—

A very glad
B not quick
C not happy
D very honest

P.03

Context Clues (I.C)

2. What does the word **scurried** mean?

A Ran quickly
B Hid
C Started to eat
D Listened carefully

Multiple Meanings (I.D)

3. In this passage, the word **slipped** means—

P.15

A stood
B yelled loudly
C entered
D went quietly

Sequential Order (II.B)

4. What happens right after the two mice sit to eat the first time?

A They talk about the wonderful food.
B They scurry behind the stove.
C They hear human footsteps.
D They see someone in the doorway.

Setting (II.D)

5. Where does this story happen?

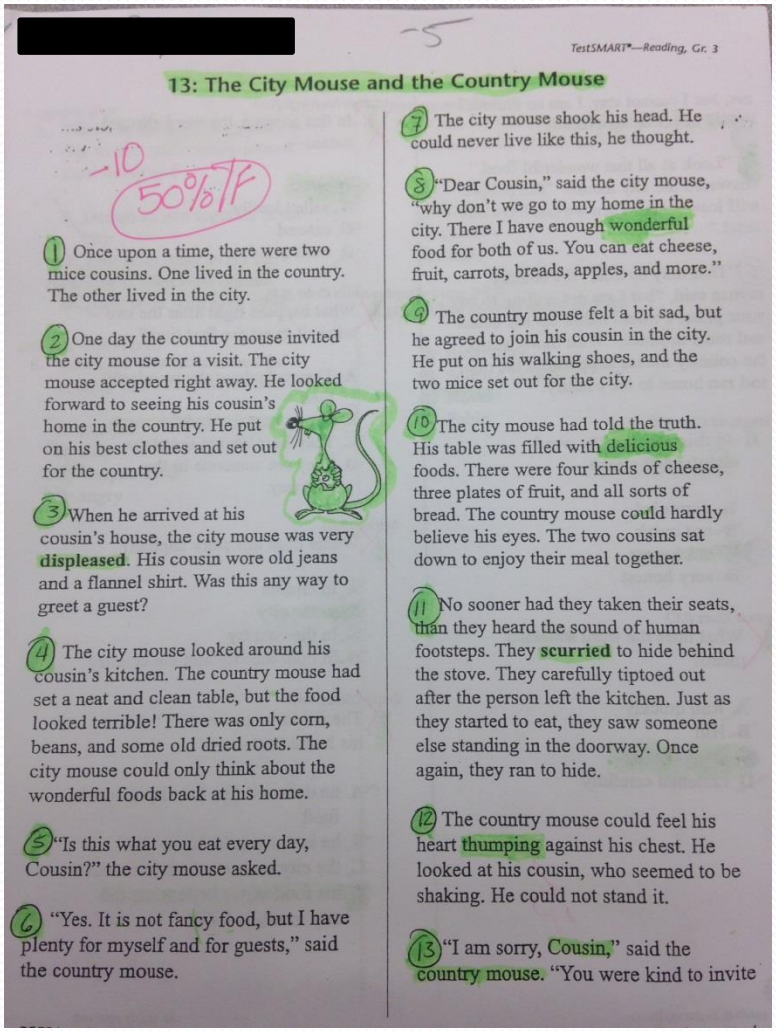
A In Greece
B In the city
C In the country
D In both the city and the country

Cause/Effect (IV.A)

6. The country mouse goes back to his home because—

A he does not like the city mouse's food
B he is too scared in the city
C the city mouse asks him to leave
D his food tastes better than the city mouse's food

Data Collection – Student Samples



TestSMART®—Reading, Gr. 3

13: The City Mouse and the Country Mouse

-10
50% TF

1 Once upon a time, there were two mice cousins. One lived in the country. The other lived in the city.

2 One day the country mouse invited the city mouse for a visit. The city mouse accepted right away. He looked forward to seeing his cousin's home in the country. He put on his best clothes and set out for the country.

3 When he arrived at his cousin's house, the city mouse was very **displeased**. His cousin wore old jeans and a flannel shirt. Was this any way to greet a guest?

4 The city mouse looked around his cousin's kitchen. The country mouse had set a neat and clean table, but the food looked terrible! There was only corn, beans, and some old dried roots. The city mouse could only think about the wonderful foods back at his home.

5 "Is this what you eat every day, Cousin?" the city mouse asked.

6 "Yes. It is not fancy food, but I have plenty for myself and for guests," said the country mouse.

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8 "Dear Cousin," said the city mouse, "why don't we go to my home in the city. There I have enough wonderful food for both of us. You can eat cheese, fruit, carrots, breads, apples, and more."

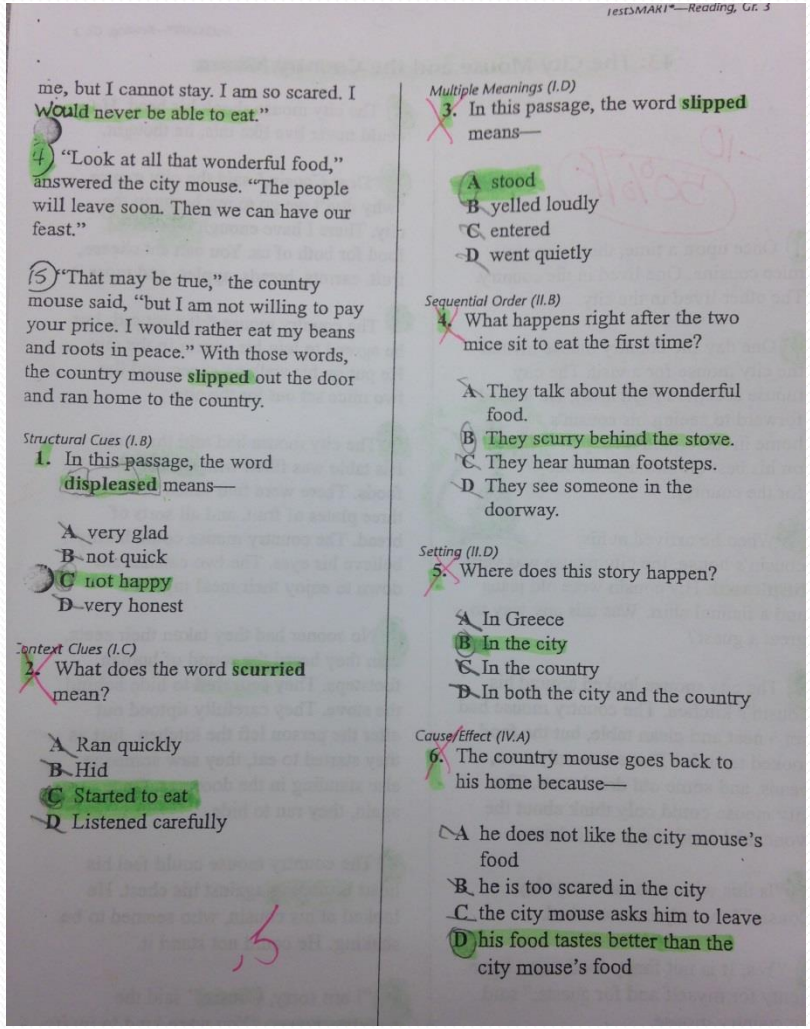
9 The country mouse felt a bit sad, but he agreed to join his cousin in the city. He put on his walking shoes, and the two mice set out for the city.

10 The city mouse had told the truth. His table was filled with delicious foods. There were four kinds of cheese, three plates of fruit, and all sorts of bread. The country mouse could hardly believe his eyes. The two cousins sat down to enjoy their meal together.

11 No sooner had they taken their seats, than they heard the sound of human footsteps. They **scurried** to hide behind the stove. They carefully tiptoed out after the person left the kitchen. Just as they started to eat, they saw someone else standing in the doorway. Once again, they ran to hide.

12 The country mouse could feel his heart thumping against his chest. He looked at his cousin, who seemed to be shaking. He could not stand it.

13 "I am sorry, Cousin," said the country mouse. "You were kind to invite



TestSMART®—Reading, Gr. 3

me, but I cannot stay. I am so scared. I would never be able to eat."

4 "Look at all that wonderful food," answered the city mouse. "The people will leave soon. Then we can have our feast."

5 "That may be true," the country mouse said, "but I am not willing to pay your price. I would rather eat my beans and roots in peace." With those words, the country mouse **slipped** out the door and ran home to the country.

Structural Cues (I.B)

1. In this passage, the word **displeased** means—

A very glad
B not quick
C not happy
D very honest

Context Clues (I.C)

2. What does the word **scurried** mean?

A Ran quickly
B Hid
C Started to eat
D Listened carefully

,5

Multiple Meanings (I.D)

3. In this passage, the word **slipped** means—

A stood
B yelled loudly
C entered
D went quietly

Sequential Order (II.B)

4. What happens right after the two mice sit to eat the first time?

A They talk about the wonderful food.
B They scurry behind the stove.
C They hear human footsteps.
D They see someone in the doorway.

Setting (II.D)

5. Where does this story happen?

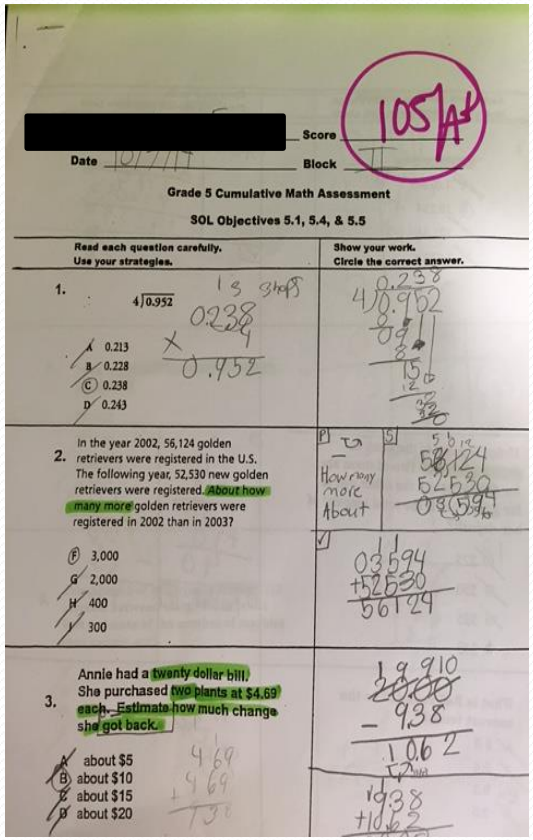
A In Greece
B In the city
C In the country
D In both the city and the country

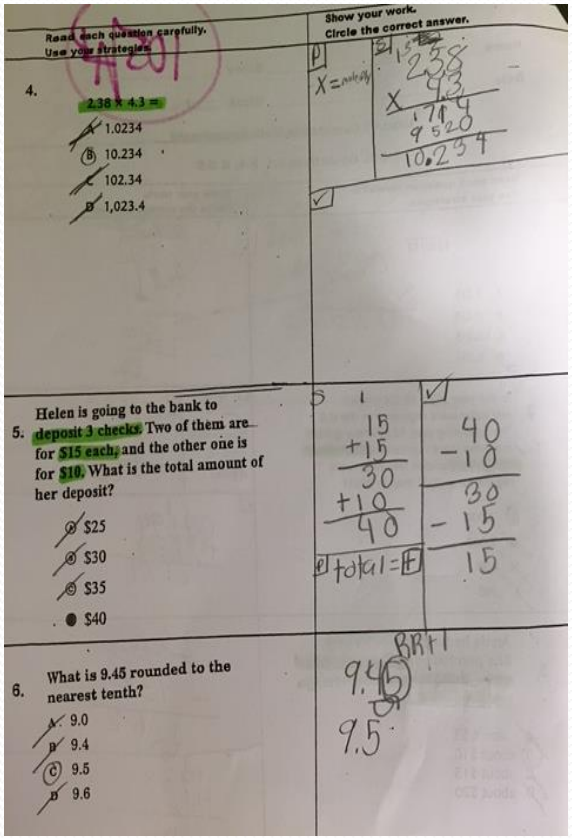
Cause/Effect (IV.A)

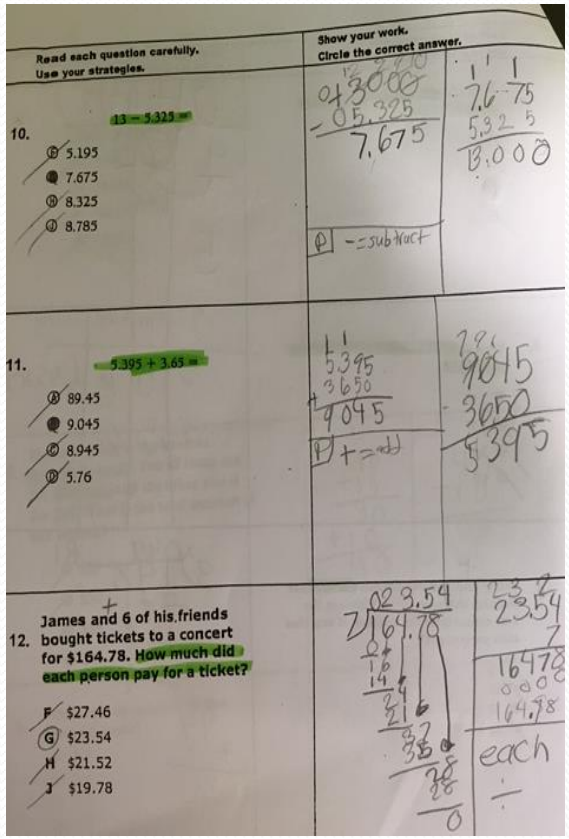
6. The country mouse goes back to his home because—

A he does not like the city mouse's food
B he is too scared in the city
C the city mouse asks him to leave
D his food tastes better than the city mouse's food

Data Collection – Assessment Instruments
Cumulative Assessments

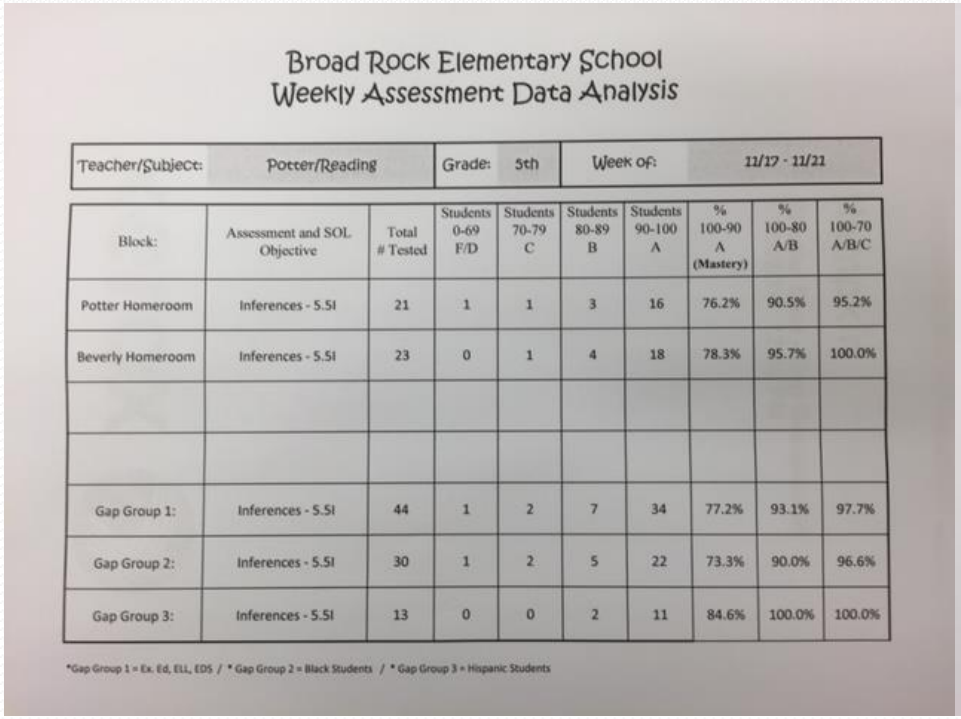

Score 105/A+
Date 10/7/11 Block 1
Grade 5 Cumulative Math Assessment
SOL Objectives 5.1, 5.4, & 5.5
Read each question carefully. Use your strategies. Show your work. Circle the correct answer.
1. 4)0.952 — A 0.213, B 0.228, C 0.238, D 0.243
2. In the year 2002, 56,124 golden retrievers were registered in the U.S. The following year, 52,530 new golden retrievers were registered. About how many more golden retrievers were registered in 2002 than in 2003? — F 3,000, G 2,000, H 400, J 300
3. Annie had a twenty dollar bill. She purchased two plants at $4.69 each. Estimate how much change she got back. — A about $5, B about $10, C about $15, D about $20


Read each question carefully. Use your strategies. Show your work. Circle the correct answer.
4. 2.38 × 4.3 = — A 1.0234, B 10.234, C 102.34, D 1,023.4
5. Helen is going to the bank to deposit 3 checks. Two of them are for $15 each, and the other one is for $10. What is the total amount of her deposit? — F $25, G $30, H $35, J $40
6. What is 9.45 rounded to the nearest tenth? — A 9.0, B 9.4, C 9.5, D 9.6


Read each question carefully. Use your strategies. Show your work. Circle the correct answer.
10. 13 − 5.325 = — F 5.195, G 7.675, H 8.325, J 8.785
11. 5.395 + 3.65 = — A 89.45, B 9.045, C 8.945, D 5.76
12. James and 6 of his friends bought tickets to a concert for $164.78. How much did each person pay for a ticket? — F $27.46, G $23.54, H $21.52, J $19.78

Data Collection

- **Accountability Binders**
  - Teachers place weekly and bi-weekly assessment data in binders housed in the main office

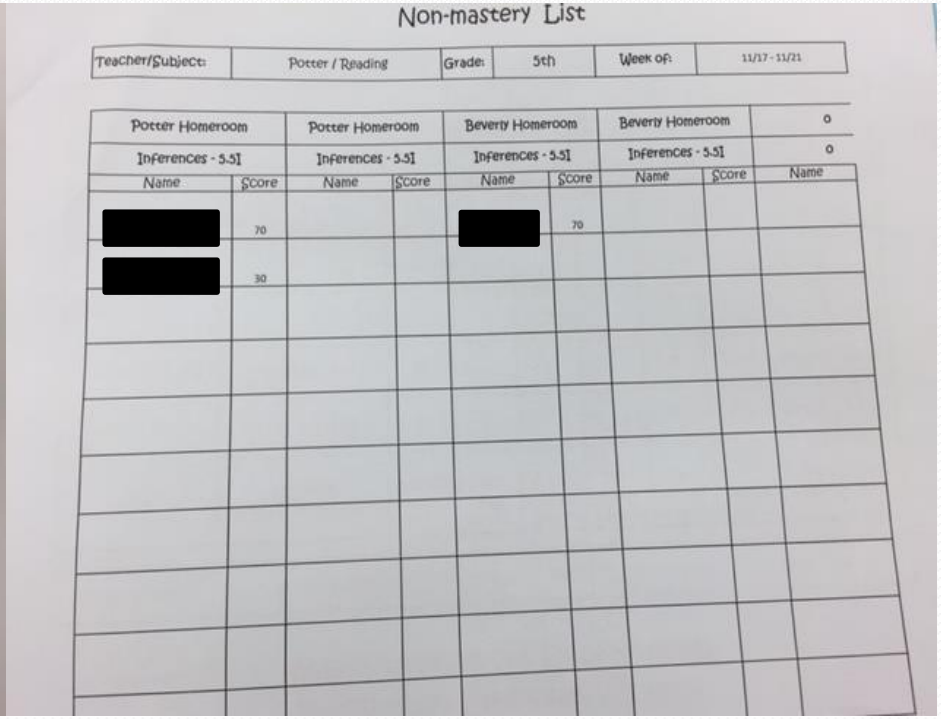


Broad Rock Elementary School
Weekly Assessment Data Analysis

Teacher/Subject:	Potter/Reading	Grade:	5th	Week of:	11/17 - 11/21

Block:	Assessment and SOL Objective	Total # Tested	Students 0-69 F/D	Students 70-79 C	Students 80-89 B	Students 90-100 A	% 100-90 A (Mastery)	% 100-80 A/B	% 100-70 A/B/C
Potter Homeroom	Inferences - 5.5I	21	1	1	3	16	76.2%	90.5%	95.2%
Beverly Homeroom	Inferences - 5.5I	23	0	1	4	18	78.3%	95.7%	100.0%
Gap Group 1:	Inferences - 5.5I	44	1	2	7	34	77.2%	93.1%	97.7%
Gap Group 2:	Inferences - 5.5I	30	1	2	5	22	73.3%	90.0%	96.6%
Gap Group 3:	Inferences - 5.5I	13	0	0	2	11	84.6%	100.0%	100.0%

*Gap Group 1 = Ex. Ed, ELL, EDS / * Gap Group 2 = Black Students / * Gap Group 3 = Hispanic Students



Non-mastery List

Teacher/Subject:	Potter / Reading	Grade:	5th	Week of:	11/17 - 11/21

Potter Homeroom		Potter Homeroom		Beverly Homeroom		Beverly Homeroom		0
Inferences - 5.5I		Inferences - 5.5I		Inferences - 5.5I		Inferences - 5.5I		0
Name	Score	Name	Score	Name	Score	Name	Score	Name
[redacted]	70			[redacted]	70			
[redacted]	30							

School Demographic Report

- Total Student Enrollment – 807

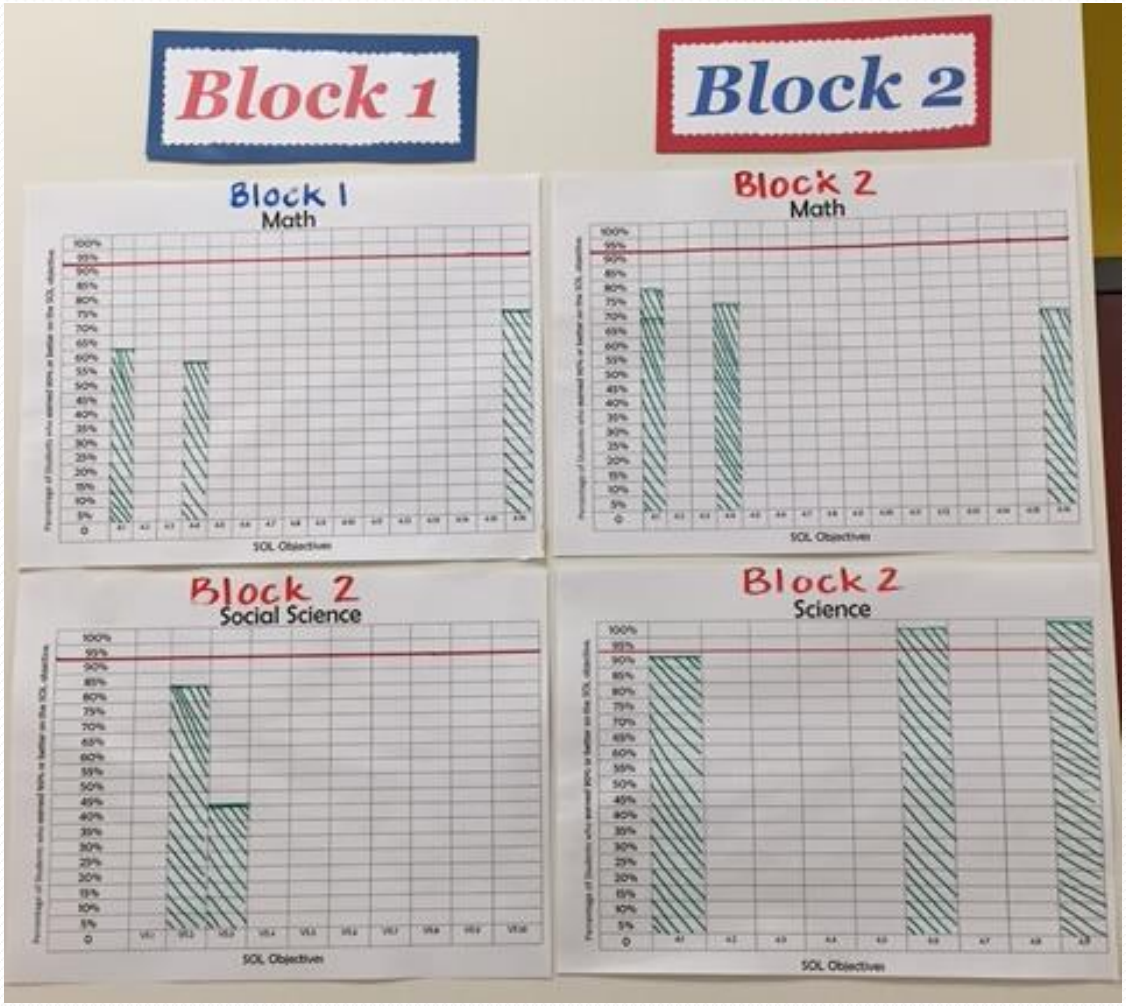
Demographic Information:	Percentage:	Number of Students:
African American	59%	476
Caucasian	6%	49
Asian	0.5%	4
African American / Caucasian	4.25%	34
Asian / Native American	0.25%	2
Hispanic	30%	242

AMO Gap Groups

Gap Group:	Description:	Percentage:
Gap Group 1	Ex. Ed, ELL, EDS	≈ 91%
Gap Group 2	Black Students	59%
Gap Group 3	Hispanic Students	30%

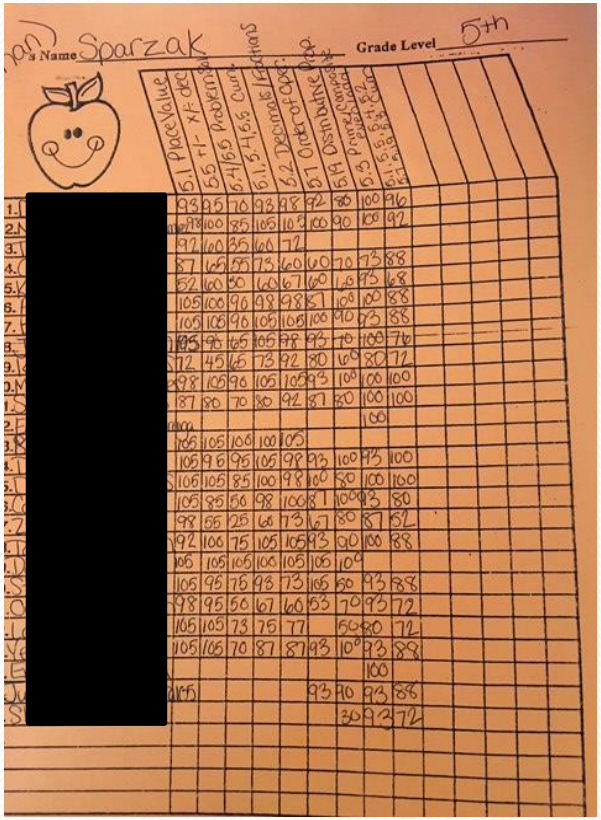
Data Collection

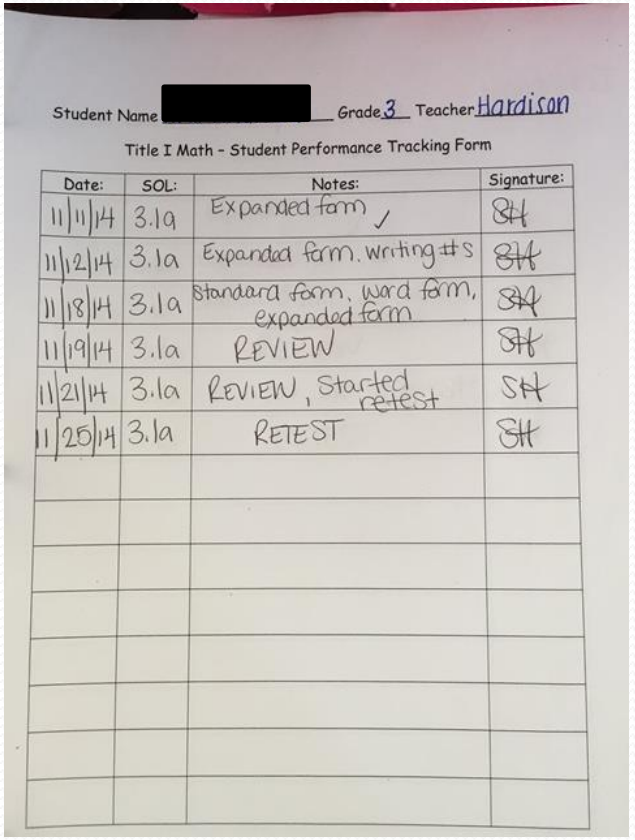
- **Growing Graphs**
  - Each classroom teacher tracks students mastery levels and record the data on the graphs posted outside of each classroom.



Data Collection

- **Title I Data Tracking and Interventions**
  - Title I teachers monitor student assessment data and provide re-teaching and re-assessment services for struggling students.





Data Collection

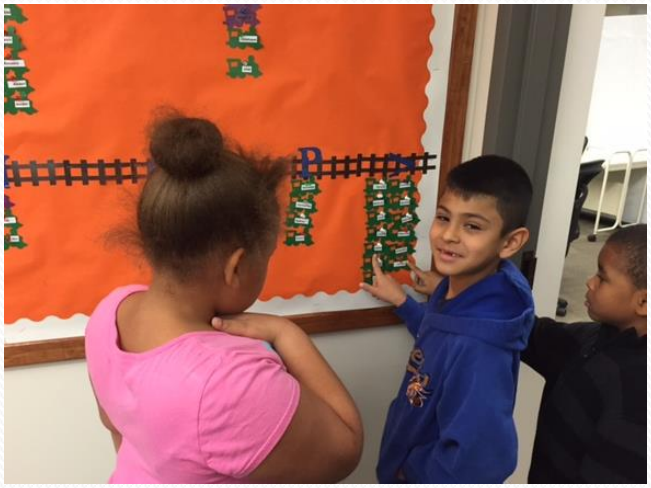
- **Collaboration between Exceptional Education and Title I Staff**
  - Intervention services are provided by Title I and Exceptional Education teachers in a small group setting.
  - Tracking instrument used to monitor progress of general and exceptional education students.

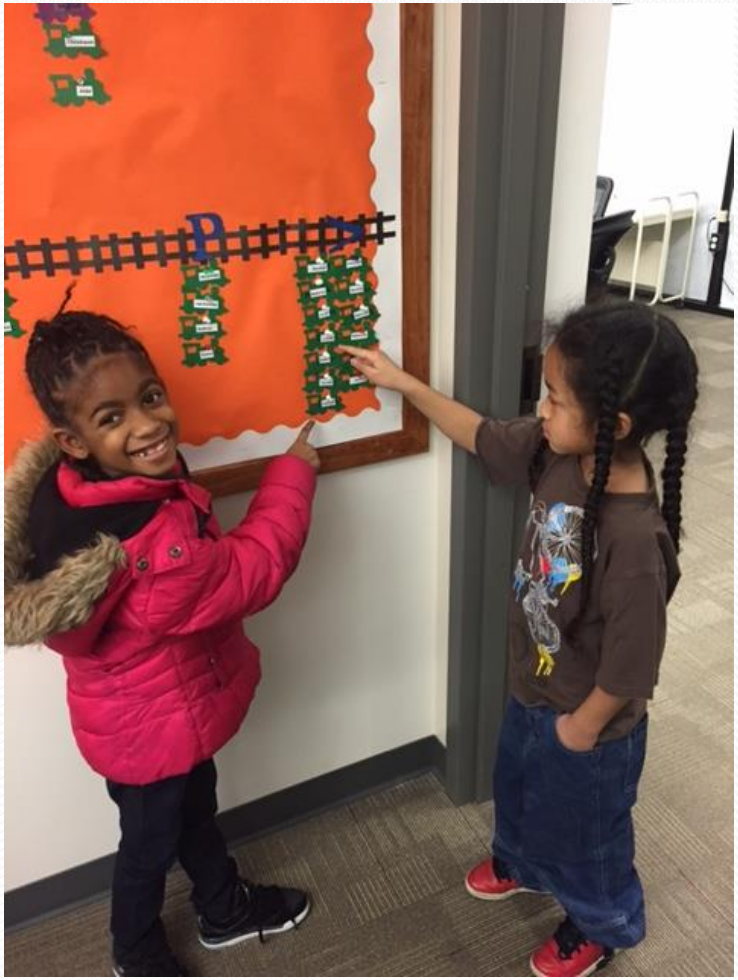
Data Collection

- **Aqueduct Race to SOL Success**
  - Students track their individual data on the data wall

Data Collection

- **Tracking Our Reading**
  - Students track their individual reading levels on the data wall

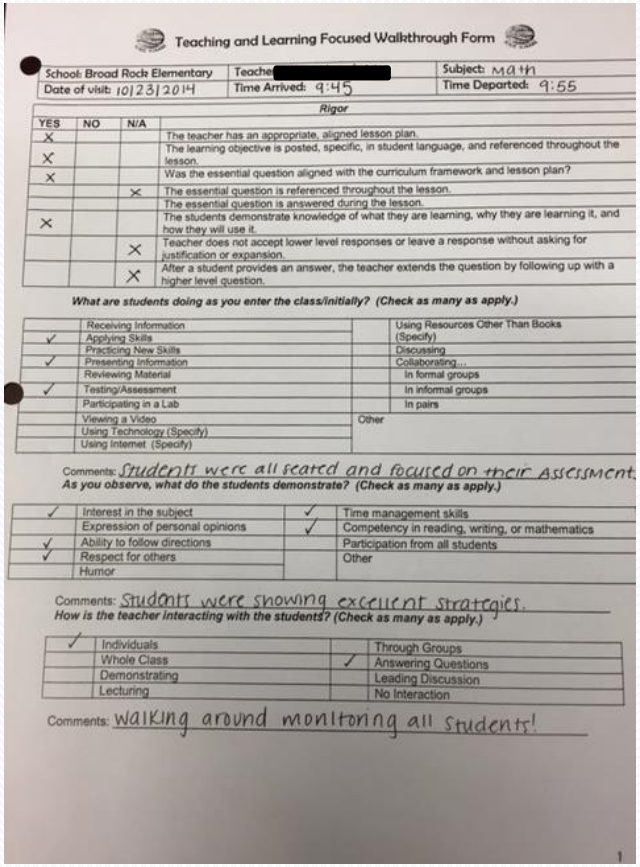




Data Collection

- **Administrative Monitoring**
  - Walk-throughs / Feedback sessions
  - Formal Observations / Post-conference meetings
  - Data Disaggregation Sessions (benchmark, bi-weekly)

Data Collection – Administrative Monitoring Walk-throughs



Teaching and Learning Focused Walkthrough Form

School: Broad Rock Elementary | Teacher: [redacted] | Subject: Math
Date of visit: 10/23/2014 | Time Arrived: 9:45 | Time Departed: 9:55

Rigor

YES	NO	N/A	
X			The teacher has an appropriate, aligned lesson plan.
X			The learning objective is posted, specific, in student language, and referenced throughout the lesson.
X			Was the essential question aligned with the curriculum framework and lesson plan?
	X		The essential question is referenced throughout the lesson.
	X		The essential question is answered during the lesson.
X			The students demonstrate knowledge of what they are learning, why they are learning it, and how they will use it.
		X	Teacher does not accept lower level responses or leave a response without asking for justification or expansion.
		X	After a student provides an answer, the teacher extends the question by following up with a higher level question.

What are students doing as you enter the class/initially? (Check as many as apply.)

	Receiving Information		Using Resources Other Than Books (Specify)
✓	Applying Skills		Discussing
	Practicing New Skills		Collaborating…
✓	Presenting Information		In formal groups
	Reviewing Material		In informal groups
✓	Testing/Assessment		In pairs
	Participating in a Lab		
	Viewing a Video	Other	
	Using Technology (Specify)		
	Using Internet (Specify)		

Comments: Students were all seated and focused on their assessment.

As you observe, what do the students demonstrate? (Check as many as apply.)

✓	Interest in the subject	✓	Time management skills
	Expression of personal opinions	✓	Competency in reading, writing, or mathematics
✓	Ability to follow directions		Participation from all students
✓	Respect for others		Other
	Humor		

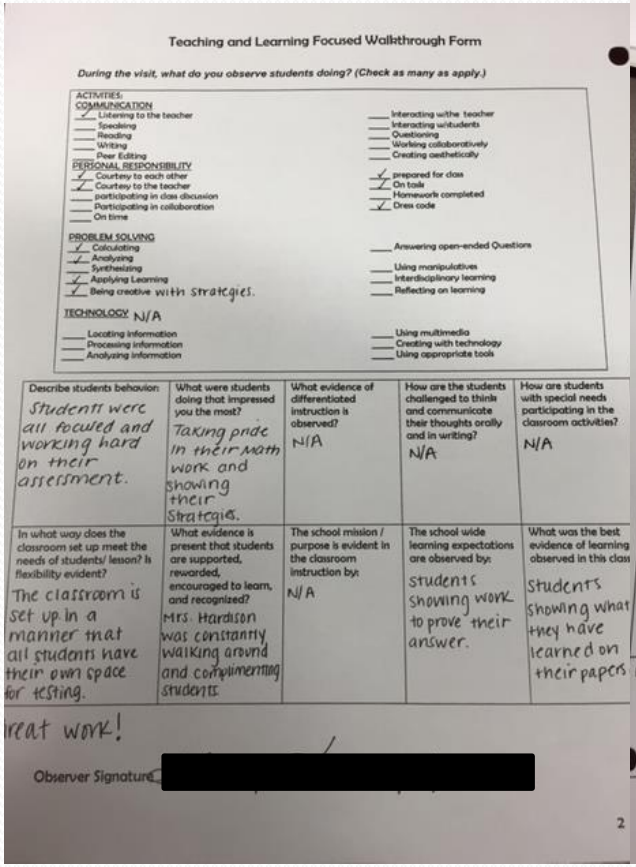
Comments: Students were showing excellent strategies.

How is the teacher interacting with the students? (Check as many as apply.)

✓	Individuals		Through Groups
	Whole Class	✓	Answering Questions
	Demonstrating		Leading Discussion
	Lecturing		No Interaction

Comments: Walking around monitoring all students!

1



Teaching and Learning Focused Walkthrough Form

During the visit, what do you observe students doing? (Check as many as apply.)

ACTIVITIES:

COMMUNICATION
- ✓ Listening to the teacher
- ___ Speaking
- ___ Reading
- ___ Writing
- ___ Peer Editing
- ___ Interacting w/the teacher
- ___ Interacting w/students
- ___ Questioning
- ___ Working collaboratively
- ___ Creating aesthetically

PERSONAL RESPONSIBILITY
- ✓ Courtesy to each other
- ✓ Courtesy to the teacher
- ___ participating in class discussion
- ___ Participating in collaboration
- ___ On time
- ✓ prepared for class
- ✓ On task
- ___ Homework completed
- ✓ Dress code

PROBLEM SOLVING
- ✓ Calculating
- ✓ Analyzing
- ___ Synthesizing
- ✓ Applying Learning
- ✓ Being creative with strategies.
- ___ Answering open-ended Questions
- ___ Using manipulatives
- ___ Interdisciplinary learning
- ___ Reflecting on learning

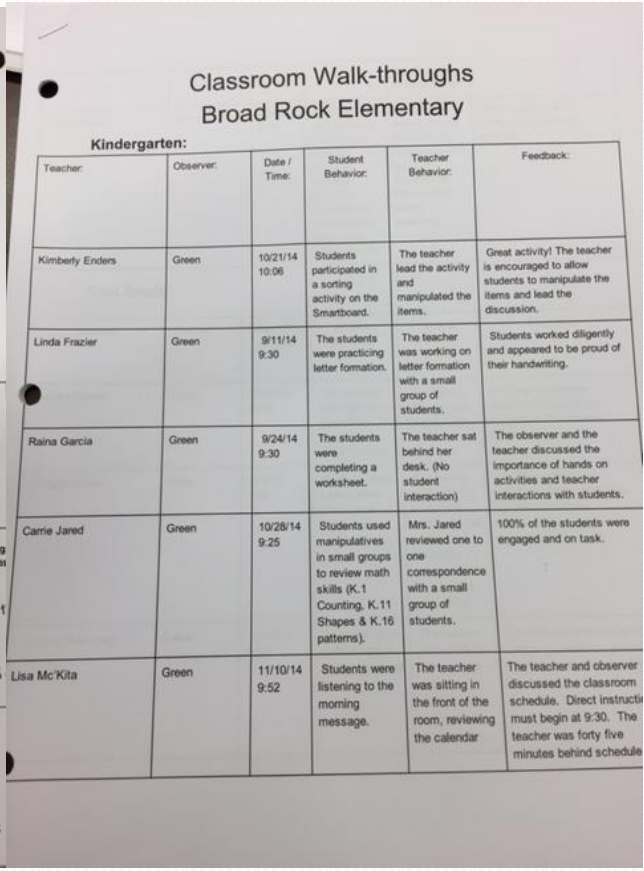
TECHNOLOGY N/A
- ___ Locating information
- ___ Processing information
- ___ Analyzing information
- ___ Using multimedia
- ___ Creating with technology
- ___ Using appropriate tools

Describe students behavior:	What were students doing that impressed you the most?	What evidence of differentiated instruction is observed?	How are the students challenged to think and communicate their thoughts orally and in writing?	How are students with special needs participating in the classroom activities?
Students were all focused and working hard on their assessment.	Taking pride in their math work and showing their strategies.	N/A	N/A	N/A
In what way does the classroom set up meet the needs of students/ lesson? Is flexibility evident?	**What evidence is present that students are supported, rewarded, encouraged to learn, and recognized?**	**The school mission / purpose is evident in the classroom instruction by:**	**The school wide learning expectations are observed by:**	**What was the best evidence of learning observed in this class**
The classroom is set up in a manner that all students have their own space for testing.	Mrs. Hardison was constantly walking around and complimenting students.	N/A	Students showing work to prove their answer.	Students showing what they have learned on their papers

reat work!

Observer Signature: [redacted]

2

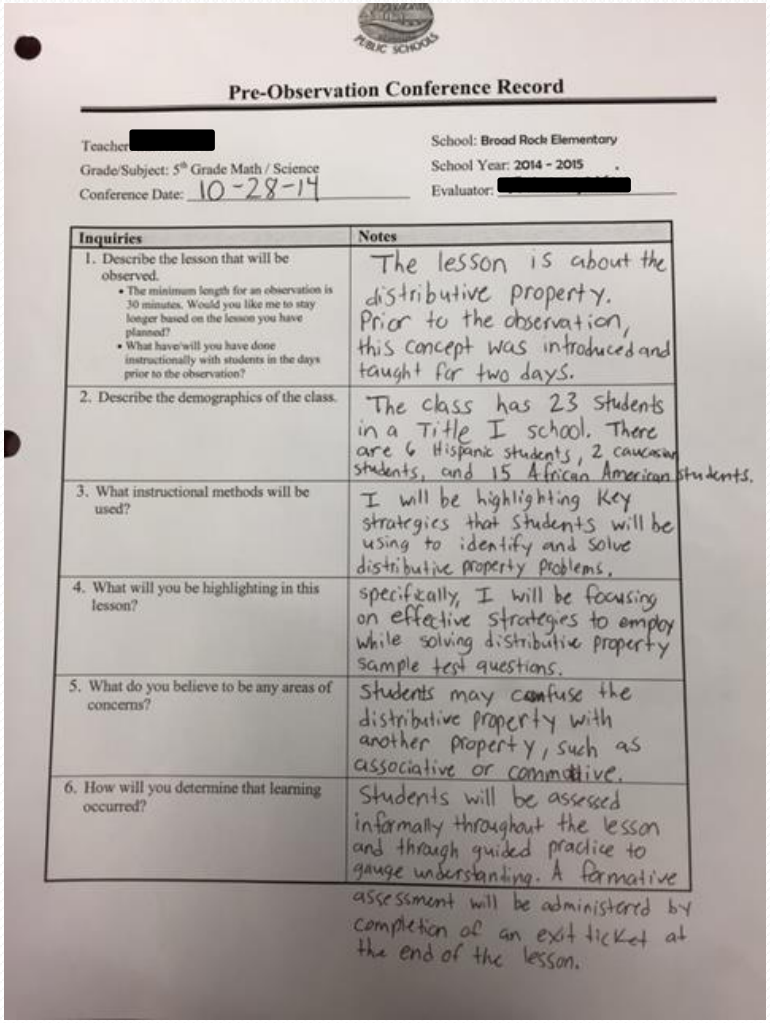


Classroom Walk-throughs
Broad Rock Elementary

Kindergarten:

Teacher:	Observer:	Date / Time:	Student Behavior:	Teacher Behavior:	Feedback:
Kimberly Enders	Green	10/21/14 10:06	Students participated in a sorting activity on the Smartboard.	The teacher lead the activity and manipulated the items.	Great activity! The teacher is encouraged to allow students to manipulate the items and lead the discussion.
Linda Frazier	Green	9/11/14 9:30	The students were practicing letter formation.	The teacher was working on letter formation with a small group of students.	Students worked diligently and appeared to be proud of their handwriting.
Raina Garcia	Green	9/24/14 9:30	The students were completing a worksheet.	The teacher sat behind her desk. (No student interaction)	The observer and the teacher discussed the importance of hands on activities and teacher interactions with students.
Carrie Jared	Green	10/28/14 9:25	Students used manipulatives in small groups to review math skills (K.1 Counting, K.11 Shapes & K.16 patterns).	Mrs. Jared reviewed one to one correspondence with a small group of students.	100% of the students were engaged and on task.
Lisa Mc'Kita	Green	11/10/14 9:52	Students were listening to the morning message.	The teacher was sitting in the front of the room, reviewing the calendar	The teacher and observer discussed the classroom schedule. Direct instructi must begin at 9:30. The teacher was forty five minutes behind schedule

Data Collection – Administrative Monitoring Pre-Observation Conferences

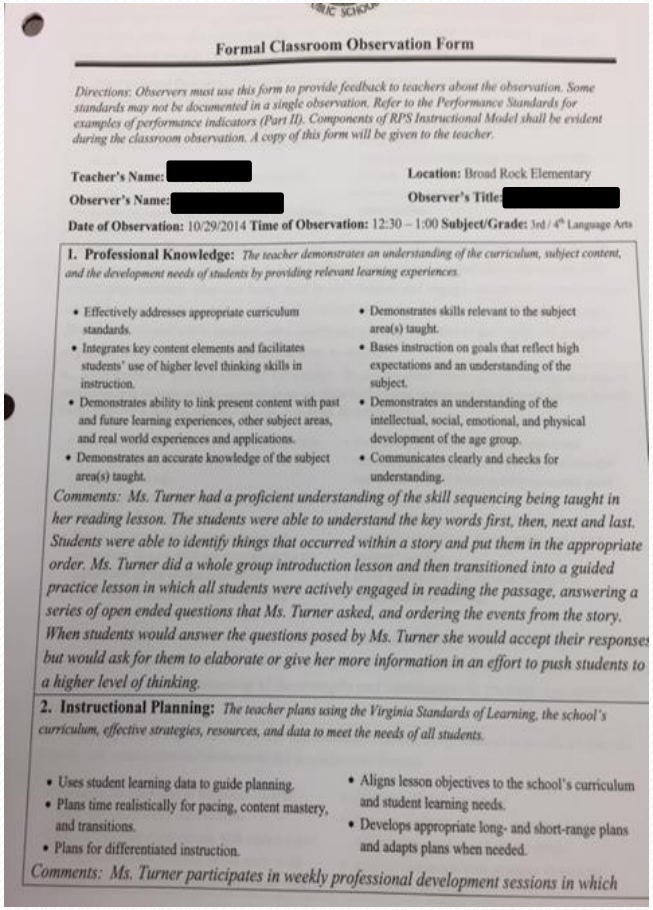


Pre-Observation Conference Record

Teacher: [redacted]
School: Broad Rock Elementary
Grade/Subject: 5th Grade Math / Science
School Year: 2014 - 2015
Conference Date: 10-28-14
Evaluator: [redacted]

Inquiries	Notes
1. Describe the lesson that will be observed. • The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned? • What have/will you have done instructionally with students in the days prior to the observation?	The lesson is about the distributive property. Prior to the observation, this concept was introduced and taught for two days.
2. Describe the demographics of the class.	The class has 23 students in a Title I school. There are 6 Hispanic students, 2 caucasian students, and 15 African American students.
3. What instructional methods will be used?	I will be highlighting key strategies that students will be using to identify and solve distributive property problems.
4. What will you be highlighting in this lesson?	specifically, I will be focusing on effective strategies to employ while solving distributive property sample test questions.
5. What do you believe to be any areas of concerns?	Students may confuse the distributive property with another property, such as associative or commutative.
6. How will you determine that learning occurred?	Students will be assessed informally throughout the lesson and through guided practice to gauge understanding. A formative assessment will be administered by completion of an exit ticket at the end of the lesson.

Data Collection – Administrative Monitoring
Formal Observations



Formal Classroom Observation Form

Directions: Observers must use this form to provide feedback to teachers about the observation. Some standards may not be documented in a single observation. Refer to the Performance Standards for examples of performance indicators (Part II). Components of RPS Instructional Model shall be evident during the classroom observation. A copy of this form will be given to the teacher.

Teacher's Name: [redacted] **Location:** Broad Rock Elementary

Observer's Name: [redacted] **Observer's Title** [redacted]

Date of Observation: 10/29/2014 **Time of Observation:** 12:30 – 1:00 **Subject/Grade:** 3rd / 4th Language Arts

1. Professional Knowledge: *The teacher demonstrates an understanding of the curriculum, subject content, and the development needs of students by providing relevant learning experiences.*

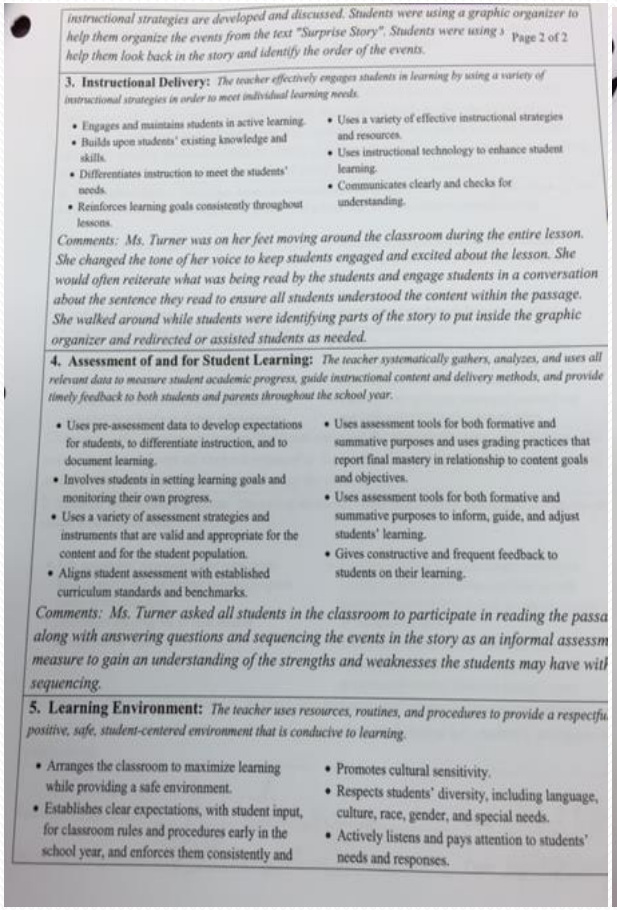
- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments: Ms. Turner had a proficient understanding of the skill sequencing being taught in her reading lesson. The students were able to understand the key words first, then, next and last. Students were able to identify things that occurred within a story and put them in the appropriate order. Ms. Turner did a whole group introduction lesson and then transitioned into a guided practice lesson in which all students were actively engaged in reading the passage, answering a series of open ended questions that Ms. Turner asked, and ordering the events from the story. When students would answer the questions posed by Ms. Turner she would accept their response but would ask for them to elaborate or give her more information in an effort to push students to a higher level of thinking.

2. Instructional Planning: *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments: Ms. Turner participates in weekly professional development sessions in which



instructional strategies are developed and discussed. Students were using a graphic organizer to help them organize the events from the text "Surprise Story". Students were using s help them look back in the story and identify the order of the events. Page 2 of 2

3. Instructional Delivery: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments: Ms. Turner was on her feet moving around the classroom during the entire lesson. She changed the tone of her voice to keep students engaged and excited about the lesson. She would often reiterate what was being read by the students and engage students in a conversation about the sentence they read to ensure all students understood the content within the passage. She walked around while students were identifying parts of the story to put inside the graphic organizer and redirected or assisted students as needed.

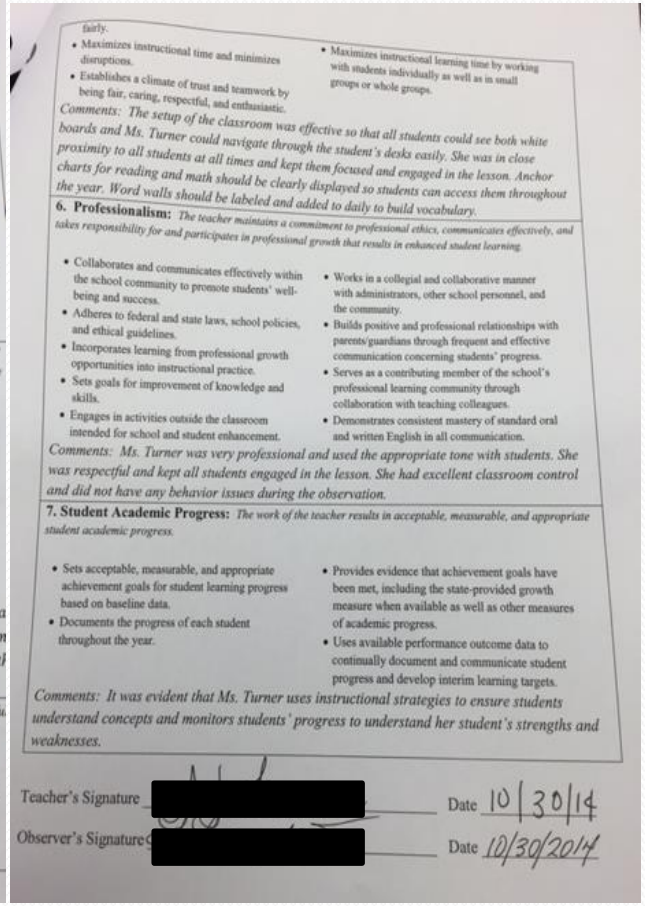
4. Assessment of and for Student Learning: *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments: Ms. Turner asked all students in the classroom to participate in reading the passa along with answering questions and sequencing the events in the story as an informal assessm measure to gain an understanding of the strengths and weaknesses the students may have wit sequencing.

5. Learning Environment: *The teacher uses resources, routines, and procedures to provide a respectfu positive, safe, student-centered environment that is conducive to learning.*

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.



fairly.

- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments: The setup of the classroom was effective so that all students could see both white boards and Ms. Turner could navigate through the student's desks easily. She was in close proximity to all students at all times and kept them focused and engaged in the lesson. Anchor charts for reading and math should be clearly displayed so students can access them throughout the year. Word walls should be labeled and added to daily to build vocabulary.

6. Professionalism: *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments: Ms. Turner was very professional and used the appropriate tone with students. She was respectful and kept all students engaged in the lesson. She had excellent classroom control and did not have any behavior issues during the observation.

7. Student Academic Progress: *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

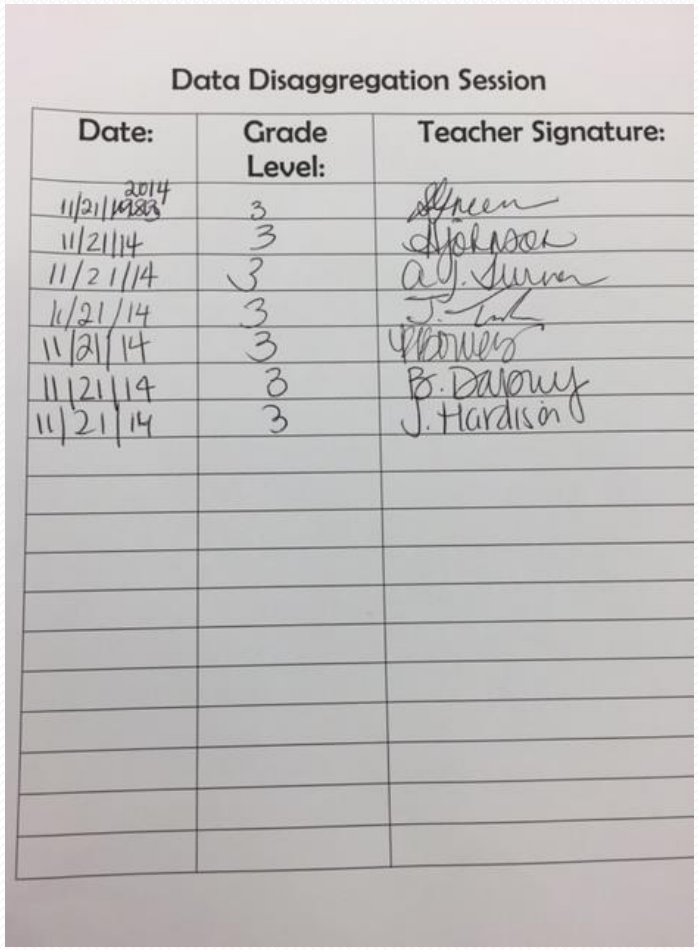
- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments: It was evident that Ms. Turner uses instructional strategies to ensure students understand concepts and monitors students' progress to understand her student's strengths and weaknesses.

Teacher's Signature [redacted] Date 10/30/14

Observer's Signature [redacted] Date 10/30/2014

Data Collection – Administrative Monitoring
Data Disaggregation



Data Disaggregation Session

Date:	Grade Level:	Teacher Signature:
11/21/2014	3	
11/21/14	3	
11/21/14	3	
11/21/14	3	
11/21/14	3	
11/21/14	3	
11/21/14	3	

Data Collection – Administrative Monitoring Data Disaggregation

Data Collection – Celebrating Success

- 90 & Above Club – Sock-hops
- Awards Ceremonies

SOL Test Scores 2001 - 2014

Year:	English:	Math:	Accreditation Status:	AYP / AMO:
2001 – 2002	63%	64%	Provisionally	
2002 – 2003	77%	76%	Provisionally	
2003 – 2004	79%	79%	Fully Accredited	
2004 –2005	90%	87%	Fully Accredited	Made AYP
2005 – 2006	83%	94%	Fully Accredited	Made AYP
2006 – 2007	95%	99%	Fully Accredited	Made AYP
2007 – 2008	93%	93%	Fully Accredited	Made AYP
2008 – 2009	94%	95%	Fully Accredited	Made AYP
2009 – 2010	94%	94%	Fully Accredited	Made AYP
2010 – 2011	91%	97%	Fully Accredited	Made AYP
2011 – 2012	93%	99%	Fully Accredited	Made AYP
2012 – 2013	94%	90%	Fully Accredited	Met AMOs
2013 - 2014	65%	75%	Fully Accredited	Met AMOs

SOL Test Scores 2001 - 2014