

**Title of Best Practice: Data Analysis on Common Formative Assessments in Reading and Math**

**School: Fairwood Alternative Elementary School**

**District: Columbus City Schools**

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Position of the Submitter: Principal

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? \_\_\_\_\_ Yes \_\_\_\_\_ (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? \_\_\_\_ 400 \_\_\_\_
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
  - \_\_\_\_\_ Replaced the principal (all models)
  - New evaluation system using student growth as a significant factor (transformation)
  - \_\_\_\_\_ Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
  - Identify and reward staff increasing student outcomes (all models)
  - \_\_\_\_\_ Strategies to recruit, place, retain staff (all models)
  - Select and implement instructional model based on student needs (all models)
  - Job-embedded professional development (all models)
  - Continuous use of data (all models)
  - Increased learning time (all models)
  - \_\_\_\_\_ Social-emotional and community-oriented services and supports for students (all models)
  - \_\_\_\_\_ On-going mechanism for community and family engagement (transformation)
  - \_\_\_\_\_ Operating flexibility (transformation)
  - \_\_\_\_\_ New governance structure (turnaround)

- Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Prior to the implementation of common formative assessments in reading and math, teachers used benchmark assessment data (BOY, MOY, EOY), teacher created assessments and district/state level assessments to track student achievement. This evidence based practice allows us to track student growth more frequently and support us in providing individual interventions and/or enrichments for students. Common formative assessments support teachers in providing differentiated instruction based upon students' individual needs.

Year	Subject	AYP Score
2010	Reading	24.7
2011	Reading	28.4
<b>2012</b>	<b>Reading</b>	<b>43.1</b>
2010	Math	12.3
2011	Math	17.3
<b>2012</b>	<b>Math</b>	<b>33.8</b>

Year	Performance Index
2010	52.0%
2011	54.0%
2012	63.6%

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

Instructional coaches and staff attended ongoing professional development centered around formative instructional practices. As a staff, we utilized TBT meetings and extended learning time afterschool to create common formative assessments in Reading and Math on a monthly basis, Grades K-6. After each formative assessment was given, we worked with Learning Circle to get immediate data back. In TBT's, teachers analyzed their class and grade level data and planned/modified instruction to meet learner needs.

It was necessary to adjust instruction frequently. The quantity and quality of instructional materials also needed to be adjusted at times due to formative assessment data that was analyzed, to guide needed instruction.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

The Evidence Based Best Practice has increased achievement.

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6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

Teachers will continue to meet in TBT's to create common formative assessments in Reading and Math. They will also continue to analyze the data after each assessment to effectively differentiate and modify instruction to provide the best intervention and enrichment for students.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

a) You need 100% staff commitment and teacher buy-in to implement common formative assessments effectively. b) Data needs to be analyzed in a timely manner. c) Data needs to be shared with students in a timely manner. d) Based on data, students need to set performance goals to work toward before they are given the next month's formative assessment.