

# DATA WALL GUIDELINES

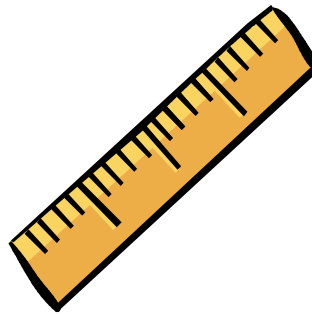
2014-2015

## MEASURING SUCCESS

During 2011-2012 implementation of school data walls was undertaken by three schools in the Jay School Corporation: General Shanks Elementary School, West Jay Middle School, and East Jay Middle School. Experience at the three schools has established a knowledge base that other schools in the district can draw from. The guidelines in this brochure come from the collective wisdom of school personnel involved in the original implementation. Hopefully, their efforts will benefit those who follow as the use of data walls in Jay School Corporation becomes an embedded practice.

The incorporation of data walls serve several purposes:

- ◆ To make student performance data readily accessible to all educators in the building
- ◆ To visually represent student performance for individual students, a class, a grade level, and a school
- ◆ To create awareness of student performance in relation to grade level peers and other grade levels
- ◆ To monitor student progress during a school year
- ◆ To stimulate dialogue about educational performance at the individual, classroom, grade, and school levels
- ◆ To provide focus for ideas on continuous improvement



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### Special points of interest

- Basic features of data walls
- Specific grade level procedures for implementation

## GOALS

1. Use data to adjust instruction, producing academic growth in English/language arts and math for all students.
2. Use data analysis and appropriate interventions to produce overall improvement in student performance on the state assessment.

*Focus will be to:*

- ◇ *Increase the overall percent passing ISTEP+ in both content areas*
- ◇ *Reduce the number/percent of students making low growth in both content areas*
- ◇ *Increase the number/percent of students identified in Bottom 25% making high growth in both content areas*

# GENERAL GUIDELINES

1. Display student performance data on a data wall for grades K-8 in two content areas—English/language arts and math
  2. Data wall will have four color tiers that represent student performance:
    - Blue—Above Proficient**
    - Green—Proficient**
    - Yellow—Below Proficient**
    - Red—Well Below Proficient**
  3. Each student will have a data card for both content areas. Student data cards will include:
    - Student Identifier—Name, picture, code, etc.**
    - School Year**
    - Tier color and score for initial placement**
    - Formative assessment results**
    - Color codes for low growth, Bottom 25%**
    - Services provided—SpEd, ESL, speech, RTI, other**
    - Previous year retention**
    - IMAST participation**
  4. Data cards will be placed on the wall based on an initial assessment:
    - K,—mCLASS Beginning of year**
    - 1,2,3 —mCLASS EOY previous year**
    - 4-8—Previous year ISTEP+**
  5. Cards will be ranked within each color tier and placed on the data wall systematically. Ranking system should be consistent across grade levels at each building.
  6. Progress throughout the year will be monitored by adjusting card placements after each grade level formative assessment:
    - K, 1,2—mCLASS—Beginning of Year, Middle of Year, End of Year**
    - 3-8—Acuity Predictive A, B, C**
  7. Instruction will be adjusted throughout the year in response to student needs indicated by data analysis
  8. Upon completion of the school year, final assessment results will be added to cards and data wall updated to reflect the result of final assessments
  9. Cards for the new school year will be prepared by transferring end of the year results to the new card
  10. Each school should create a system to “store” old data cards. A complete set of cards will document long term academic progress.
- \* As this work continues, adjustments may be needed to improve the procedural guidelines. Recommendations for changes should be given to the building principal.*



East Jay Middle School



General Shanks Elementary



West Jay Middle School

# CONSTRUCTION OF A DATA WALL AND MATERIALS LIST

- ◇ Plan for bulletin board space that will accommodate two cards per student for each grade level. Space required will be determined by the size of card used. Space must include room for a language arts board and a math board for each grade level .
- ◇ Data wall bulletin boards will show four color tiers. The board may be covered with colored paper or with fabric. Starting at the top of the board, the tiers are primary colors: blue, green, yellow, and red. When figuring the space needed, remember that student data cards will not distribute evenly between the tiers. The majority of cards will fall in the green and blue tiers.
- ◇ Student data cards may be business card size or name badge size (4 X 6). If pictures are to be included, the name badge size should be selected. If space is an issue, the business card size may be the best choice. Business size cards can be displayed vertically or horizontally.

## Materials

1. **Student Data Cards** (Cards may be printed on card stock from electronic templates available. This is an economical choice but requires a great deal of time to cut. Business card blanks or name badge kits including the card and pocket can be purchased. High school print shop can complete the task using the electronic templates. There will be a slight cost for card stock and cutting.)
2. **Pockets** (Plastic pockets to hold the cards are desirable. Pockets included with the name badges are clear and will need to have a colored label affixed to show initial placement in a color tier. Pockets with a color band can be purchased for business card size cards.)  
Clear pockets and name badge kit available at Progressive.  
Pocket with color band available at Compucard Inc. 610 Saint Jovite Street Saint Charles, MO 63304
3. **Primary colored file folder labels** if clear pockets are used. (Available online only at [www.onlinelabels.com](http://www.onlinelabels.com))
4. **Picture stickers or picture file** if pictures are to be used on cards.
5. **Color Code Labels**—Neon Yellow , Neon Orange (3/4" round for name badge cards - Avery #5470 and 5471, 1/4" round for business card size - Avery #6720)
6. **Numerals** for Acuity Predictive cut scores (Numbers can be computer generated, cut out, or purchased. Cut scores will be displayed on grades 3-8 and change with each Predictive assessment.)
7. **Sharpie Highlighters** (#28101 - can be ordered at Progressive for \$10.39) to color performance results on cards after each assessment ( Sharpie has a set of 8 retractable highlighters that include the primary colors plus purple. Purple is needed to indicate IMAST participation. All other sets have a pink rather than red highlighter. The Sharpie item # above is for the set indicated)



# KINDERGARTEN GUIDELINES

## LANGUAGE ARTS

### Beginning of Year

- ◆ Create a card for each student.
- ◆ Write composite score and color the box using the following benchmarks:
  - Red 0-12**
  - Yellow 13-25**
  - Green 26+**
- ◆ Write TRC level on card. Color if blue.
- ◆ Color BOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Indicate any services provided to student.
- ◆ Place card in pocket color corresponding with BOY color tier.
- ◆ Sort cards into BOY color tiers.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

### Middle of Year

- ◆ Write composite score and color the box using the following benchmarks:
  - Red 0-84**
  - Yellow 85-121**
  - Green 122+**
- ◆ Write TRC level on card. Color if blue.
- ◆ Color MOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return card to original pocket. (Cards for new students will need to be created and cards removed for students that have withdrawn. This step will be completed following each mCLASS assessment.)
- ◆ Sort cards into MOY color tiers.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

### End of Year

- ◆ Write composite score and color the box using the following benchmarks:
  - Red 0 - 88**
  - Yellow 89 - 118**
  - Green 119+**
- ◆ Write TRC level on card. Color if blue.
- ◆ Color EOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return card to original pocket.
- ◆ Sort cards into EOY color tiers.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.



# KINDERGARTEN GUIDELINES MATH

## Beginning of Year, Middle of Year, End of Year

- ◆ Using the mCLASS Math Class Report, on each card, identify student performance in each Math Measure by writing in the box the first letter of the color name indicated by the report. Ex: G for green
- ◆ Color the BOY, MOY, EOY using the following guidelines:

*If all 4 measures are green, color tier is BLUE*

*For all other color tiers, use the Overall color given on the mCLASS Math Class Report*

- ◆ Indicate any services provided to the student.

- ◆ Place card in pocket corresponding with color tier at beginning of year. (Cards will be returned to the same pocket after MOY and EOY assessments.) Sort cards by color tier and place on wall using the suggestions in the table below.



- ◆ SUGGESTED: Rank the cards within a tier color by placing them in groups using the following table:

Group	Green	Yellow	Red
1	3 Green 1 Yellow	3 Green 1 Red	2 Red 1 Yellow 1 Green
2	2 Green 2 Yellow	1 Green 3 Yellow	2 Red 2 Yellow
3		1 Green 2 Yellow 1 Red	3 Red 1 Green
4		4 Yellow	3 Red 1 Yellow
5		3 Yellow 1 Red	4 Red

*Data is only as valuable as our ability to respond to the needs it reveals!*

\* If any discrepancies between the table and the mCLASS reports are noted, please contact the building principal immediately so corrections can be made.

- ◆ Place the cards on the board in the following order:

**Blue—Alphabetical order**

**Green—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2**

**Yellow—Cards in Group 1 will be placed in the upper left-hand corner of the color tier, followed by Group 2, Group 3, Group 4, and Group 5**

**Red—Cards in Group 1 will be placed in the upper left-hand corner of the color tier, followed by Group 2, Group 3, Group 4, and Group 5**

# FIRST GRADE GUIDELINES LANGUAGE ARTS

## Beginning of Year

- ◆ Create a card for each student. Indicate, if applicable, previous year retention and services provided. Add EOY results including Pathway of Progress. Place neon orange sticker on card to indicate Pathway 1 and 2 (well below typical and below typical progress). Place card in pocket to reflect color tier indicated by previous EOY results.
- ◆ Following the beginning of year assessment, write composite score and color the box using the following benchmarks:

**Red** 0-96  
**Yellow** 97-112  
**Green** 113+

- ◆ Write TRC level on card. Color if blue.
- ◆ Color BOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Return cards to original pocket.

(Cards for new students will need to be created and cards removed for students that have withdrawn. This step will be completed following each mCLASS Assessment.)

- ◆ Sort cards by BOY color tier.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

## Middle of Year

- ◆ Write composite score and color the box using the following benchmarks:

**Red** 0-99  
**Yellow** 100-129  
**Green** 130+

- ◆ Write TRC level on card. Color if blue.

- ◆ Color MOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return cards to original pocket.
- ◆ Sort cards by MOY color tier.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

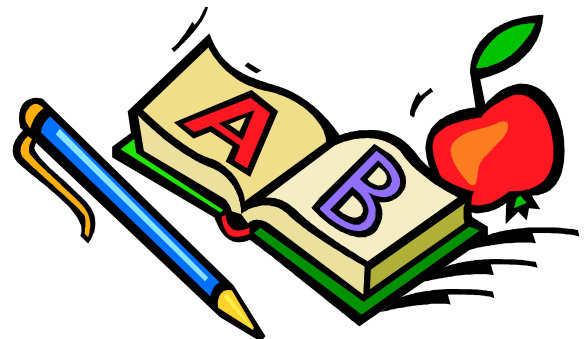
## End of Year

- ◆ Write composite score and color the box using the following benchmarks:

**Red** 0 - 110  
**Yellow** 111 -154  
**Green** 155+

- ◆ Write TRC level on card. Color if blue.
- ◆ Color EOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return card to original pocket.
- ◆ Sort cards into EOY color tiers.

- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.



# FIRST GRADE GUIDELINES

## MATH

### Beginning of Year, Middle of Year, End of Year

- ◆ At the beginning of the year, create a card for each student. Indicate, if applicable, previous year retention and services provided. Add EOY results. Place card in pocket to reflect color tier indicated by previous EOY results.
- ◆ Following each mCLASS assessment, use the mCLASS Math Class Report to identify student performance in each Math Measure. For each measure write in the box the first letter of the color name indicated by the report. Ex: G for green
- ◆ Color BOY, MOY, EOY using the following guidelines:

*If all 6 measures are green, color tier is BLUE.*

*If 5 measures are green and 1 is yellow, color tier is BLUE.*

*For all other tiers, use the Overall color given on the mCLASS Math Class Report.*

- ◆ Return card to pocket corresponding with EOY color tier. (Cards will always be returned to the same pocket after updating.) Sort cards by color tier and place on the data wall using the suggestions in this table.

Group	Blue	Green	Yellow	Red
1	6 Green	5 Green 1 Yellow	4 Yellow 2 Green	4 Red 2 Green
2	5 Green 1 Yellow	5 Green 1 Red	3 Green 2 Red 1 Yellow	4 Red 1 Green 1 Yellow
3		4 Green 2 Yellow	5 Yellow 1 Green	4 Red 2 Yellow
4		4 Green 1 Yellow 1 Red	3 Yellow 2 Green 1 Red	5 Red 1 Green
5		3 Green 3 Yellow	3 Green 3 Red	5 Red 1 Yellow
6		3 Green 2 Yellow 1 Red	6 Yellow	6 Red
7		4 Green 2 Red	2 Yellow 2 Green 2 Red	
8			4 Yellow 1 Green 1 Red	
9			3 Yellow 1 Green 2 Red	
10			5 Yellow 1 Red	
11			4 Yellow 2 Red	
12			3 Yellow 3 Red	

*\* If any discrepancies between the table and the mCLASS reports are noted, please contact the building principal immediately so that corrections can be made.*

- ◆ Place the cards on the board in the following order:

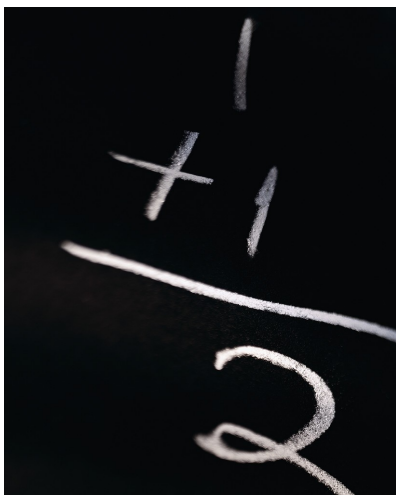
**Blue**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2

**Green**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, Group 6, and Group 7

**Yellow**—Cards in Group 1 will be

placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, Group 6, Group 7, Group 8, Group 9, Group 10, Group 11, and Group 12

**Red**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, and Group 6



# SECOND GRADE GUIDELINES

## LANGUAGE ARTS

### Beginning of Year

- ◆ Create a card for each student. Indicate, if applicable, previous year retention and services provided. Add EOY results including Pathway of Progress. Place neon orange sticker on card to indicate Pathway 1 and 2 (well below typical and below typical progress). Place card in pocket to reflect color tier indicated by previous EOY results.
- ◆ Following the beginning of year assessment, write composite score and color the box using the following benchmarks:
 

<b>Red</b>	<b>0-108</b>
<b>Yellow</b>	<b>109-140</b>
<b>Green</b>	<b>141+</b>
- ◆ Write TRC level on card. Color if blue.
- ◆ Color BOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Return cards to original pocket. (Cards for new students will need to be created and cards removed for students that have withdrawn. This step will be completed following each mCLASS assessment.)
- ◆ Sort cards by BOY color tier.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

### Middle of Year

- ◆ Write composite score and color the box using the following benchmarks:
 

<b>Red</b>	<b>0-144</b>
<b>Yellow</b>	<b>145-189</b>
<b>Green</b>	<b>190+</b>
- ◆ Write TRC level on card. Color if blue.
- ◆ Color MOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return cards to original pocket.
- ◆ Sort cards by MOY color tiers.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the wall with the highest number in the upper left-hand corner of the color tier.

### End of Year

- ◆ Write composite score and color the box using the following benchmarks:
 

<b>Red</b>	<b>0-179</b>
<b>Yellow</b>	<b>180-237</b>
<b>Green</b>	<b>238+</b>
- ◆ Write TRC level on card. Color if blue.
- ◆ Color EOY box to indicate data wall color tier. Blue tier is green composite score plus blue TRC level. All other color tiers use the composite score color indicated by iPad.
- ◆ Update services provided if necessary.
- ◆ Return cards to original pocket.
- ◆ Sort cards into EOY color tiers.
- ◆ SUGGESTED: Rank the cards within each color tier based on TRC with the highest level in the upper left-hand corner of the color tier.

*Data becomes a catalyst for questioning assumptions and changing practices.*



# SECOND GRADE GUIDELINES MATH

## Beginning of Year, Middle of Year, End of Year

- ◆ At the beginning of the year, create a card for each student. Indicate, if applicable, previous year retention and services provided. Add EOY results. Place card in pocket to reflect color tier indicated by previous EOY results.
- ◆ Following each mCLASS assessment, use the mCLASS Math Class Report, to identify student performance in each Math Measure. For each measure, write in the box the first letter of the color name indicated by the report. Ex: G for green
- ◆ Color the BOY, MOY, EOY using the following guidelines:

*If all 5 measures are green, the color tier is BLUE.*

*For all other tiers, use the Overall color given on the mCLASS Math Class Report.*

- ◆ Return card to pocket corresponding with EOY color tier. (Cards will always be returned to the same pocket after updating.) Sort cards by color tier and place on the data wall using the suggestions in this table.

- ◆ SUGGESTED: Rank the cards within a tier color by placing them in groups using the following table:

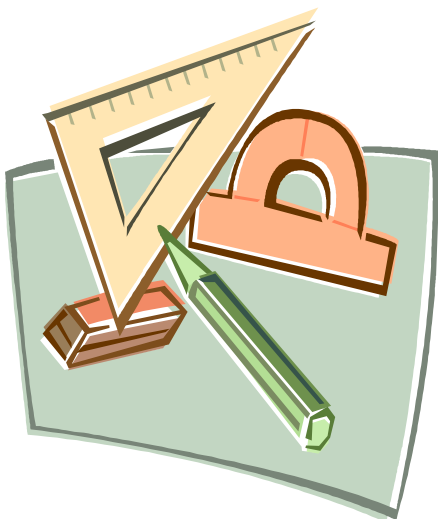
Group	Blue	Green	Yellow	Red
1	5 Green	4 Green 1 Yellow	4 Yellow 1 Green	2 Red 2 Yellow
2		4 Green 1 Red	5 Yellow	3 Red 1 Yellow
3		3 Green 2 Yellow	3 Yellow 1 Green	4 Red 1 Green
4		3 Green 1 Yellow	1 Yellow 2 Green	3 Red 2 Yellow
5		3 Green 2 Red	4 Yellow 1 Red	4 Red 1 Yellow
6		2 Yellow 2 Green 1 Red	2 Green 3 Red	5 Red
7		3 Yellow 2 Green	3 Yellow 2 Red	

*\* If any discrepancies between the table and the mCLASS reports are noted, please contact the building principal immediately so that corrections can be made.*

- ◆ Place the cards on the board in the following order:  
**Blue**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier  
**Green**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, Group 6, and Group 7.

**Yellow**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, Group 6, and Group 7.

**Red**—Cards in Group 1 will be placed in the upper left-hand corner of the color tier followed by Group 2, Group 3, Group 4, Group 5, and Group 6.



# THIRD GRADE GUIDELINES LANGUAGE ARTS AND MATH

## Beginning of Year

- ◆ Create two cards for each student. Indicate, if applicable, previous year retention and services provided. Add EOY results for reading, including Pathway of Progress, and math. Place neon orange sticker on ELA card to indicate Pathway 1 and 2 (well below typical and below typical progress). Circle content area on card. Place card in pocket to reflect color tier indicated by EOY results.
- ◆ Sort cards into color tiers.
- ◆ SUGGESTED: Rank the cards within each color tier alphabetically.



## After each Acuity Predictive Assessment

- ◆ Remove cards from the data wall
- ◆ Create cards for new students and remove cards of students who have withdrawn
- ◆ Update cards with services provided as needed
- ◆ Write percent obtained on Predictive assessment in appropriate box
- ◆ Color the box to indicate performance tier. (This information will be provided in spreadsheet form following each assessment.) Return card to original pocket.
- ◆ Sort cards into color tiers indicated by Acuity Predictive.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the data wall with the highest number in the upper left-hand corner of the color tier.
- ◆ Post cut scores for current Predictive assessment on data wall at bottom of blue, green, and yellow tiers

*Using the data wall as a focal point keeps the school's primary business—learning—on track and in focus.*

## End of Year

- ◆ Current third grade teachers add IREAD results to ELA student data cards. Color green for pass and red for did not pass.
- ◆ Write spring ISTEP+ or IMAST scores on student data cards and color the box based on the spreadsheet provided.

# GRADES 4-8 GUIDELINES LANGUAGE ARTS AND MATH

## Beginning of Year

- ◆ Create two cards for each student. Indicate, if applicable:
  - Previous year retention*
  - Services provided*
  - IMAST participation*
  - Low growth (Neon orange sticker)*
  - Bottom 25% (Neon yellow sticker)*
- ◆ Circle the content area on the card
- ◆ Write ISTEP+ or IMAST scale score on card and color the box to identify the color tier
  - If color tier is yellow, color the box diagonally with half yellow and half red if student did not*

*pass or half yellow and half green if student did pass*

*If student participated in IMAST, color the top of the box purple*

- ◆ Write growth level on card
- ◆ Place card in pocket corresponding with color tier for ISTEP+.
- ◆ Sort cards into color tiers
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the data wall with the highest number in the upper left-hand corner of the color tier



## After each Acuity Predictive Assessment

- ◆ Remove cards from the data wall
- ◆ Create cards for new students and remove cards of students who have withdrawn
- ◆ Update cards with services provided as needed
- ◆ Write percent obtained on Predictive assessment in the box

- ◆ Color the box to indicate the performance tier. (This information will be provided in spreadsheet form.) Return card to original pocket.
- ◆ Sort cards into color tiers indicated by Acuity Predictive.
- ◆ SUGGESTED: Rank the cards in numerical order within each color tier and place on the data wall with

the highest number in the upper left-hand corner of the color tier

- ◆ Post cut scores for current Predictive assessment on the data wall at the bottom of blue, green, and yellow tiers

## End of Year

- ◆ Write spring ISTEP+ or IMAST scores on student data cards and color the box based on the spreadsheet provided.

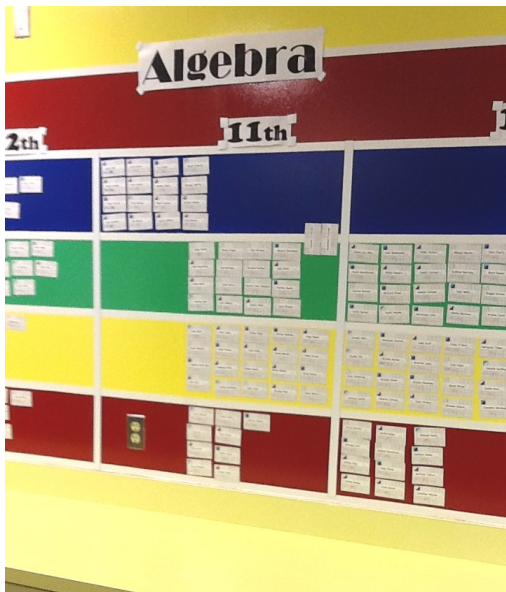
*mCLASS and Acuity provide support for a system of continuous student progress monitoring*

# HIGH SCHOOL DATA WALL

Jay County High School adapted the data wall concept to a high school setting during 2011-2012. The wall was created to assist the staff of JCHS in advancing data driven instruction for the benefit of high school students.

One measure of an Indiana high school's success is the graduation rate based on the percent of students who graduate in four years. A prerequisite to graduation for students is passing the Algebra I and English 10 End of Course Assessments. The data wall at JCHS displays data related to helping students achieve personal goals of graduation. In turn it will also help the school improve the graduation rate.

Currently the data wall is designed to track the progress of cohort groups in passing the ECA's within the four year time period. Staff can monitor those students attempting the test multiple times. Placement of a student data card in the blue tier indicates that a student has achieved a passing score. Data on the card itself displays the subsequent steps on this journey to success. Placement in the tiers below blue indicate how close students are to the passing cut score. Green is within 40 points of passing, yellow is 40-80 points from passing, and red is 80+ points from passing.



## Next Steps

The vision for the evolution of the data wall is to have it become the focal point around which all conversations about instructional practices are centered. Decisions based on data will become a standard practice of our instructors. The types of data collected may expand or change to best fit the needs of the staff in making appropriate adjustments to educational programming.

One of the first steps in the evolution to a community driven by data is creating a mini data wall in the main office area. The data to be displayed here is directly related to school level accountability such as graduation rate, improvement in passing rate of ECA's, college & career readiness, and at-risk seniors. The staff will determine the most effective way of sharing and displaying this data in the future.

Another important next step is ensuring that the data is not just displayed but is used. The staff will be encouraged to and supported in digging deeper into the data - looking for answers or clues that will guide instructional decision-making. More purposeful and timely remediation will also be a goal.

## Considerations for the Future

- ◆ Can summary data documents be created that share successes and progress towards school goals?
- ◆ Should the data wall also display Algebra Acuity data?

Excellence in All Things  
**Excellence in All Things**

**BUSINESS NAME**

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*In partnership with our families and the community, the mission of the Jay School Corporation is to provide a quality educational program, which causes each student to think, reason, and communicate and to make positive contributions to our community.*



# JAY SCHOOLS ARE:

**Focused on Student Achievement**

Continuous improvement in academic performance is emphasized for all students.

School strategies are implemented to provide immediate help in meeting student learning needs.

**Using Assessment for Learning**

Continuous student progress monitoring is made possible by tools like mClass and Acuity assessment systems.

Analyzing the data from formative assessments improves the effectiveness of instruction.

**Data Driven**

Data walls in schools make data readily accessible to educators.

Frequent, ongoing data analysis guide instructional decision-making.

**Creating a Culture of Success**

Staff is united in the collective responsibility for student learning.

Students are engaged with their data.

Short cycles of collaborative inquiry result in immediate interventions for students.