

Kim Harrison, CETPA CTO Mentor Candidate

CONTEXT:

To demonstrate my understanding of best practices in communicating student achievement to stakeholder groups, I created the “Student Achievement Data” presentation for parents, teachers, students, and administrators that are part of the committee writing the District Technology Plan.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcome from the *Accountability and Assessment* class.

AsA-04. Demonstrate a working knowledge of best practices districts utilize to report achievement data to various stakeholder groups.

REFLECTION:

The “Student Achievement Data” presentation provides an overview of the growth in CAASPP scores from 2015 to 2016 and the growth in writing from Fall to Spring of the 2015-2016 school year and is displayed for the district level and individual school sites. Most of our elementary schools are K-8 (Westfield Village is K-5) and Aeries data reports two different schools for each K-8 due to how scheduling is carried out, thus explaining the grade bands for the school sites. ELA and Math overall growth and growth for each claim level are displayed for the CAASPP scores and the District Writing Scores are displayed by both overall growth and growth in ideas/content, language, organization, and CUPS (Capitalization Usage Punctuation Spelling). At the end of each section of scores, there is a Padlet for viewers to report out their questions, comments, and concerns about the data.

This artifact was created by using data graphs from Illuminate and Google Slides. The information contained in the slide deck was designed to be shared asynchronously and serves to preload information for the committee members prior to the next meeting. The design of the slide deck is nonlinear and it includes an index for each data set as well as easy to follow navigation buttons on each slide to direct the flow of working through the information. This provides the viewer choice and does not require that they review all 165 slides in sequential order. I also added a brief explanation of the data sets in order for the audience to have context of how and when the assessment was given. The

design of the presentation demonstrates my understanding of how to present student achievement data in a way that is easily reviewable and interactive.

As I was creating the slide deck for this audience, I realized with slight editing (removal of the connections to the Padlets) this information could be more widely shared by embedding the presentation on the district website. Other than general reporting to the board at a meeting and to parents at site gatherings, this information on student achievement is not formally shared with the community. The data tells our district story of how we are serving the academic needs of our students and by sharing it more publicly, it makes the organization more accountable to our stakeholders. Data that shows negative growth has a reason and asking questions and diving deeper into those reasons is critical to student achievement.

By creating this artifact, I also realized our district does not have much in the way of district level student achievement data. There are no benchmark or interim assessments that show progress over time. As someone who uses data to inform decision making, it makes me wonder how teachers in the district are using data in the classroom to inform instructional choices and what data they are using to do so. CAASPP data does not tell the whole story of a child's academic journey and using classroom assessments alone does not fully describe where the child is in the journey. More data points are needed to more fully describe student achievement. The content of this class reviewed the importance of collecting assessment data and applying the data to support student achievement. The class discussion around the purpose of education that was constantly revisited throughout the day refocused my priorities on what my role is in educating students at the CTO level.

Although my position as Director of Technology does not place me in charge of Assessment in the district, I do work closely with other departments in reporting assessment data through the management of Illuminate. Illuminate has been woefully under-utilized for the past three years and has the potential of reporting progress but only if the assessments are given and then added into the system. I have always understood the potential of Illuminate but have denied my responsibility for insufficient data in the system. After working through this artifact and having discussions with the other district leadership, I realize I have the power and responsibility to change the status quo by insisting on and supporting the uploading of all assessment data into Illuminate. This means that new Interim Benchmark Assessment data from CAASPP that teachers are now required to administer three times a year does not reside in only the state system, but is uploaded to Illuminate. Also, with a new Math adoption this year and a new ELA adoption next year, I must work with my team and the

Curriculum and Instruction department to determine what information from these programs can be uploaded to Illuminate to report ongoing progress. Finally, I will work with my team to put together informational training for district staff and subject area cadres on how they can utilize the existing item bank and assessments in Illuminate to measure student progress.

I have an understanding of the systems used to capture student achievement data and can easily use technology to display the data for our various stakeholders. I have been reluctant in doing so because I did not feel it was my job to do but in the absence of no one doing anything, it is critical that I take the lead in initiating a change in how we gather and report student achievement data. I do not need to set the calendar or timelines, but I do need to make sure that the data is added to our system and reported back to our stakeholders. As an instructional leader, it is imperative that I use my technology and leadership skills to provide this reporting to our stakeholders in order to make a difference in the lives of our students.

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