

**Title of Best Practice:** Data Collection/End-of-Course Assessments

**School:** Lima Senior Progressive Academy

**District:** Lima City Schools

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Position of the Submitter: District SIG Consultant and Teacher Building Coach

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? **Yes**

1. How many students did this Evidence-Based Best Practice impact? **All enrolled (275)**
  
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)

3. 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 receiving SIG dollars and even into the first year of the grant there was little use of data to inform instruction or even for teachers to understand what strands and indicators students were mastering or not mastering. Teachers assessed generally with teacher-created and/or textbook assessments rarely analyzing what test data revealed about student growth or achievement. Teachers were not engaged in the TBT process.*

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.

*Because we knew we needed data from reliable assessments, we contracted in 2010 with QualityCore and assessed math, reading, writing, biology and American History with QualityCore End-of-Course Exams. In the 2010-2011 and 2011-2012 school years, we tested in October and again in late April. In 2013, we used QualityCore exams only in April as an end-of-course assessment. These test cycles provided clear data measuring student growth from the start to end of the courses. We were able to analyze content standards as well as examine individual student results. QualityCore reports also made available results by individual teacher. Additionally, QualityCore provided a large item bank of teacher resources which teachers could access to use as short term, formative assessments. QualityCore assessment results were accessible approximately three weeks after the final day of testing.*

*During the 2011-2012 school year we were introduced to Learning Circle through ODE contacts, eventually contracting with Learning Circle to provide "real time" assessment data. During the 2011-2012 school year Learning Circle staff trained members of our Building Leadership Team and worked with the district technology department and our Regional A-Site to access necessary student databases. Access issues prevented effective use of Learning Circle until the start of the 2012-2013 school year. Beginning in October 9<sup>th</sup> and 10<sup>th</sup> grade students in English, Algebra I, Geometry, Physical Science, World and American History, and Biology were given complete OGT exams created from exams ODE had released. Using bubble forms created by Learning Circle, we were able to scan completed OGTs to Learning Circle and receive data the next day. Learning Circle provided individual student data within a 12-hour window which teachers could then use to focus and plan instruction. Teachers could access data by standard and by standard by student. Item analysis was provided as well as individual reports that could be given to students so students could set goals and focus their own learning. Students were assessed in this manner and data was collected and used in three cycles leading up to OGT testing so students took three complete practice OGTs, and teachers were able to take data to TBTs to plan, focus and modify instruction based upon OGT data.*

*Realizing that the district would likely not have funds to sustain data collection through Learning Circle and QualityCore End-of-Course Exams, we investigated and in April 2012, purchased scanners with DataLink software. Datalink provides item analysis data, individual student data, teacher and class data and links formative and summative assessments to Common Core Standards in Mathematics and English Language Arts. Mathematics data can be captured by domain, standard or cluster and reports generated by course, class, teacher and individual student. ELA data can be captured by strand, topic, and standard statement. With minimal training teachers can load DataLink on computers and generate their own assessment data.*

*The Building Leadership Team in conjunction with staff should decide what data is needed to make Teacher Based Teams effective. Initially, we provided too much data and too many reports. When individuals are overwhelmed with data, the effectiveness of the data is marginalized and TBTs and BLTs are less effective.*

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

*Principal walk through observations have revealed more focused instruction, related to data collected through both Learning Circle and DataLink. Once we determined what assessment reports were most useful, TBTs become more focused. More TBT time was devoted to discussing/planning teaching strategies rather than organizing data. Preliminary tenth grade OGT results show a 10% gain in reading and an 8% gain in math when compared with 2012 results.*

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

*Continued reliance on Learning Circle is unlikely, as the district has determined it will not assume the expense. Likewise, QualityCore End-of-Course Exams will not be sustained. However, our experiences with both of these vendors have provided understanding and training in the collection and use of assessment data. The scanners and DataLink software will continually provide the data reports that both Teacher Based Teams and the Building Leadership Team need to focus instruction and plan strategies to insure that students master content in core courses and electives. We also believe that our experiences with Learning Circle will have provided some training and preparation for Thinkgate when that resource becomes available to our district.*

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

*Teachers and students must have immediate access to assessment data, and that data must be useful to them. Staff members and leadership teams should examine data that any system or software may provide and determine what data is meaningful and useful to teachers and to students. TBTs became more meaningful to teachers when we met with them to determine what data they wanted and needed. We also found that the person providing data in the form of reports from data collection software could better meet the needs of the teaching staff when the data person is familiar with all content standards or has a working knowledge of all content standards. Data should be shared beyond TBTs and the BLT. All teachers need to be aware of reading data, and math and science instruction can benefit by sharing data and planning together.*