

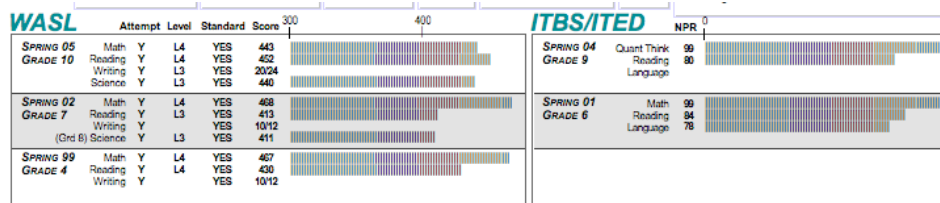
MEMORANDUM

DATE: December 16, 2005
 TO: To Whom it May Concern
 FROM: Stephen Coker
 SUBJECT: Data Presentation via Skyward Educator Access

As we all know, the use of data to drive the decision-making process has become a standard practice and expectation in educational organizations. Administrators, teachers, parents and students are increasingly being required to use data to drive their daily practice. Research shows that this is a good thing, as it is well documented that the judicious use of key data will increase student performance and institutional efficiency.

However, while we have gotten much better about collecting data at the individual and building level, we have given little thought as to how this abundance of data should be efficiently disseminated to the interested parties. It is imperative that we address this question as a more and more members of our community realize the value and applicability of student data. Additionally, we must consider this question from the perspective of the overwhelmed and time-sensitive teacher. How can we best serve a teacher with 150 students and little time for pouring through visually overwhelming charts?

Our current data dissemination process at Wenatchee School District currently consumes too much time and manpower. Ideally we would like teachers to have the ability to access data on demand and receive the best, most recently updated information possible. Our assessment profiles contain a wealth of information, but are not conducive to teachers being able to make rapid adjustments and interventions. Please note the abundance of information on the sample provided below (personal data not included):



1st Testing Date		2nd Testing Date				READING Growth				MATH Growth						
School	Date	Gr	Reading RIT %ile	Math RIT %ile	Date	Gr	Reading RIT %ile	Math RIT %ile	*Growth Perform	RIT Growth	**Bench-mark	***Student Growth vs. Growth Benchmark	*Growth Perform	RIT Growth	**Bench-mark	***Student Growth vs. Growth Benchmark
Pioneer MS	Fall 02	8	250 99	888	Spring 03	8	242 95	888	Low	-8.3	-4.2	A				
Pioneer MS	Fall 01	7	229 86	260 99	Spring 02	7	237 93	265 99	High	8.6	1.4	A	High	5.3	1.8	A
Pioneer MS	Fall 00	6	221 76	254 99	Spring 01	6	227 81	256 98	High	6.1	2.8	A	Average	2.7	3.3	A
Lincoln	Fall 99	5	217 80	246 99	Spring 00	5	226 90	252 99	High	8.6	3.3	A	Average	6.4	4.4	A
Lincoln	Fall 98	4	215 89	227 98	Spring 99	4	222 91	240 98	High	7.1	3.5	A	High	12.6	7.5	A

DRA:		Fall		Met Fall		Spring Met Spring		Spanish 2ND GRD DRA:		KINDERGARTEN:		WRITING:		WLPT:	
School Year	Gr	Text	Standard	Text	Standard	Text	Standard	Text	School Year	School Year	Grade	Avg	School Year	Grd	Level

WASL Note: *Attempted Test Y-Yes N-Not tested E-Exempt P=Prov Passed alt=Altern Assess).
 NWEA Note: A score of 888 indicates that the student did not participate in testing.
 *Growth Performance: High (>66%ile rank for growth) Avg (33-66 %ile rank for growth) Low (<33%ile rank for growth)
 **The growth benchmark for each student is the average growth (50th %ile rank) from NWEA growth norms.
 ***The * represents the growth benchmark for the student.

NWEA MOST RECENT		Reading		Math	
Date	Grade	RIT	NPR	Lexile	RIT NPR
Fall 02	8	250	99		888
Spring 04	9	245	99	1411	888

There is no doubt that the assessment profile provides a valuable collection of data that serves a variety of purposes, but asking teachers to process this much information on the fly for 150 students is unrealistic.

Additionally, the “test score” information available via Skyward Educator Access is woefully inadequate. All teachers at WHS are already using Skyward several times a day to

Section: SCR - SCORES	
Rows	SCR
(1) READING	345
(2) LIT-COMPREHEND	2
(3) LIT-ANALYZE	4
(4) LIT-CRIT THINK	1
(5) INFO-COMPREHEND	5
(6) INFO-ANALYZE	3
(7) INFO-CRIT THINK	1
(8) WRITING	12
(9) CONTENT/ORG	10
(10) CONVENTIONS	2

manage student information regarding attendance, scheduling and contact information. However, if a teacher chooses to view a student's test data, she is presented raw WASL data only (see image at left). There is no context provided at all. The information is only useful for the teacher that is able to interpret the numbers, and then she must do so individually for all students. Even with adequate training this would be a very time-consuming process. In addition, currently there is no way in which a teacher can view testing data by class.

I propose that we find (or create) a solution via Skyward Educator Access that presents data in a clear and intuitive initial interface, while still allowing access to the wealth of detail available via the current assessment profiles and/or individual WASL strands. It would look something like the table provided here:

Student Name	Reading	Math	Lexile
Appleseed, John	GREEN	YELLOW	1240
Bridges, Bridget	YELLOW	YELLOW	1030
Cool, Joseph	GREEN	GREEN	1690
Dangerfield, Rod	RED	YELLOW	860
Good, Juan B.	GREEN	YELLOW	1330
Jackson, Mary	YELLOW	GREEN	1050
Smith, Jenny	GREEN	GREEN	1700
Tolbert, Terry	GREEN	RED	1410
Waters, Bob	RED	YELLOW	940

First, teachers would be able to view their students by individually or by class. Appropriate personal will have predetermined the key indicators teachers need to inform instruction on a daily basis (for the purposes of this example I've chosen reading, math and a Lexile score). Assessment specialists would then determine which data would be

used to inform the chart (RIT scores, CBAs, WASL scores, etc.), as well as performance ranges. This data can also be updated at regular intervals. Teachers clicking on the "test scores" link would then see a very simple chart in which green signifies "consistently above standard," yellow "approaching standard," and red "consistently below standard." Ideally, the teacher would then be able to click on the name or the box to access more detailed testing information on that student. Without giving up the wealth of information available, we can thus provide teachers with the opportunity to, at a glance, get a sense of students' skill levels and immediately begin making data-driven decisions, adjusting their instructional practice and identifying at-risk individuals.

Please let me know if you have any questions and, most importantly, let me know what you think.

Sincerely,

Stephen Coker
 Literacy Coach/Teacher/Technology Resource Teacher
 Wenatchee High School