



Idaho Department
of Education

Use of Assessment Data: Learn from an LEA panels

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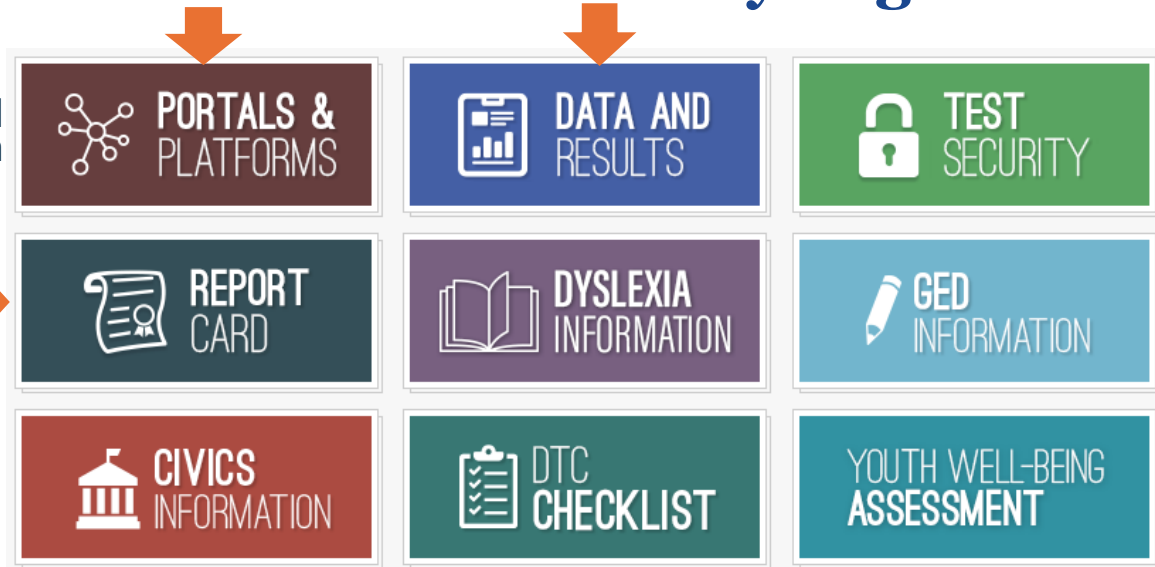
State perspectives on data sharing

- Who are our main audiences for data?
- Who requests assessment data the most, what are they asking about?
- Anything else?

There are Two Main Sources of Data from IDE: 1) Assessment And Accountability Page

On the IDE website under "Assessment and Accountability", you can select of the listed highlights for additional information

Due to privacy laws, student level data or exact counts for some populations cannot be published



There are Two Main Sources of Data from IDE: 2) OTIS

Can access through the State Board of Education Applications Portal – your IT coordinator can help you gain access

To send OTIS tickets to Assessment And Accountability, select:

- Information or Report Request
- Data Analysis/Research
- K – 12 Data or Report

The "Priority" selections are to signal how soon the data is needed:

- 1 - Within two days (Please also send an email or phone call if truly urgent)
- 2 - End of the week
- 3 - Within Two weeks
- 4 - Within a month
- 5 - When Possible; include an exact date if project has a deadline more than a month away

When Submitting a Ticket....

Please include your LEA name and State ID

When getting an updated report, when possible, please provide a prior OTIS Ticket Number of attach prior report

If requesting unredacted data, please specify the exact file you wish to have

- "The IRI Report" - there's five reports containing IRI information
- "The Spring 2024 IRI results for all students posted on the Accountability Page (link)" - I know what this is!
- "Data used for Literacy Remediation Funding" I put that together, so I know what this is too!

If you aren't sure how to phrase what you are looking for, trying including:

- Student level, by grade, school, district
- Participation, proficiency, aggregate level score,
- Year(s), grade, demographics or other sub populations

Who do we have here?

- **Adam Johnson**

Assistant Superintendent

Blaine County School District

- **Anita Christenson-Koons**

Assessment and Student Safety Administrator

Nampa School District

Identify audiences for data

- Process for identifying audience
- How did you first discover that different audience didn't need the same data?
- Essentially boils down to three:
 - Public/Board
 - Administration/building/principals
 - Teaching staff

Public/board

- Use the data to tell your story and to build community support.
- The news cycle is loud, you need a compelling story.
- This is your chance to control the narrative: There is no such thing as bad data, never waste a good crisis
 - Low KG Fall IRI scores= Opportunity for Pre-K
 - Low Spring ISAT Scores = Opportunity to raise support for Summer School
 - Low Test Scores = Opportunity to discuss increased instructional time or the importance of improving student attendance
 - Low Scores= Opportunity to raise focus for community support and mentoring, we only have students 13% of the calendar year and 9% of time is academic.
- Positive data is an opportunity to celebrate the work of staff and that the investments the community is making is paying off. **People want to be proud** of their school system and celebrate the positives.

Administration, building meetings, principals

- A compelling why is infinitely more powerful than a district mandate.
- Opportunity to create some positive competitiveness and to celebrate strong achievement.
- Opportunity to rally more resources for schools that are struggling.
 - Perpetual low achievement in high at-risk school
- Opportunity to highlight innovative practices that work.

Teaching staff

- Data should drive your Tier 1 practices. Is our curricular practices aligned with our assessment outcomes?
- If you have a guaranteed and viable curriculum, data is guiding your intervention/extension practices.
- Similar to the building level, data is the opportunity to create the story and establish the why that people can buy into. Basis for Continuous improvement plan, building level goals, grade-level/department goals, individual teacher goals.
- PLC's student data helps us identify powerful practices and leverage those across the system.
- Individual Item analysis should influence pacing calendars, and should influence curriculum choices (I need supplemental resources for this unit or we need a new core adoption).

Questions

<https://forms.office.com/r/MzK1Zte8Tx>



Presentation Feedback



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Feedback

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