Inspire

Guidelines for Assessment Data Collection, Analysis, and Application

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Information from student assessments inform the school regarding a wide variety of student performance measures. The results of these measures should be used to guide instruction, make program modifications, or change conditions to support student learning. ACSI *Inspire* Standard 9 addresses assessment and use of data with the following indicators:

- **Indicator 9.1: The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.**

- **Indicator 9.2: The school analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.**

- **Indicator 9.3: Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning.**

The following sections provide details on processes schools could use to gather, analyze, and apply assessment data to drive program improvement.

Collection of Data (Indicator 9.1)

When reviewing their overall assessment program, and the process of collecting assessment data, schools could utilize the following prompts:
1. How does the school utilize multiple forms of assessment, including both **formative** and **summative** assessments? How do formative assessments fit into an overall assessment plan (including classroom assessments and progress monitoring)?

2. Why did the school choose the selected assessments, and how are those assessments a good fit for the curriculum and students

3. What summary achievement data best represents the overall picture of student performance for the last three years? Consider all grades/ages which the school gives standardized assessments. (Include any state-level, national, norm-referenced, and/or criterion-referenced assessments such as Iowa Assessments, NWEA MAP, ACT, PSAT, SAT, CLT, DIBELS, AP Tests, etc.)[1]

Analysis of Data (Indicator 9.2)

1. What is the school's process to analyze student performance? Items to consider addressing include:
   a. The meaningful ways in which the school disaggregates data (suggestions include disaggregation by grade, subject, length of time at the school, transfer students (from where), international students, ELL, etc.)
   b. Schoolwide trends (such as subject areas, grade levels over time, etc.)
   c. Comparisons to outside groups such as national averages or other Christian schools in the region
   d. Reviewing how the school monitors individual growth to validate that each student is making a year's academic growth (scaled scores, percentiles, benchmarks, etc.)

2. How are teachers trained to understand applicable assessment data and its impact on the instructional program? Items to consider in teacher training include:
   a. Student data by subject area (elementary teachers)

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b. Student data by grade level (secondary teachers)
c. Types of scores, including:
   i. Criterion-referenced data
   ii. Norm-referenced data
   iii. Standard Scores/Scale Scores
d. Pertinent information to pass along to or discuss with other teachers in the school (whether the next grade level teacher, or other subject area teachers)

Application of Data (Indicator 9.3)

How is data from assessments analyzed and used to adjust instruction, make program modifications, or change conditions that support student learning? The school could consider the following items in their data utilization/application process:

1. After analyzing trends, provide explanations as to why these trends, positive or negative, might be occurring.

2. Provide strategies to address any scores that are lower than would be expected and strategies to address any scores that show a gap between comparable subgroups.

3. Review examples of prior adjustments to the instructional program based on the analysis of assessment data.

4. Explain how analysis of assessment results have contributed to the school's goals for improvement.