

Lambert High School Data Inventory
Angela B. Burgess

Data Source	Content Area	Dates of Collection	Students Assessed	Accessibility	Current Data Use	More Effective Use
EOCT	ELA – 9 th Grade Lit, American Lit Math – Math 1, Math 2, Coordinate Algebra, Analytic Geometry Sci – Biology, Physical Science SS – US History, Economics	May	9 th , 10 th , 11 th , 12 th	Administration, Counseling, Classroom teacher	State-mandated final exam (20% of final grade)	Class placement, skills assessment for next year
GHSWT	ELA	September	11 th	Administration, Counseling, Classroom teacher	State-mandated exit exam	Skills assessment for targeted remediation
ACCESS	ESL	February	ESOL	Administration, Counseling, ESOL teachers	Placement with ESOL program; Program exit exam	Skills assessment for targeted remediation
End-of-Pathway Exam	CTAE	April	11 th -12 th	Administration, Counseling, Classroom teacher	Pathway completion exam	
GAA	Special Education	Ongoing	SE Students	Administration, Counseling, SE teachers	Demonstrates achievement and progress of students with special needs	

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Interim Assessments	EOCT courses	September, March	EOCT students	Administration, Classroom teachers	progress monitoring; pre- and post-assessment	item-level analysis for targeted skills remediation and advancement
AP Exams	all	May	9 th , 10 th , 11 th , 12 th AP students	Administration, Counseling, Classroom teachers	College-credit exam for students	teacher reflection and self-evaluation for improvement

Other Student-Level Information

What other student-level information does your school collect?

Graduation rate	Student attendance	
Dropout rate		
SAT exams		
ACT exams		

Data Wish List

Are there any other types of assessment data you would like to see your school collect and use to improve instruction?

Interim assessments for non-EOCT courses	Career-readiness inventory
Common formative assessments	Learning-style inventory
Common midterm and final exams	Technology inventory

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Field Experience Log & Reflection

Instructional Technology Department

Candidate: <i>Angela Burgess</i>	Mentor/Title: <i>Ruth Allen / ITS</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Assignment: <i>Data Inventory</i>	Course: <i>ITEC 7305</i>	Professor/Semester: <i>Susan Padgett-Harrison / Fall 2013</i>

Part I: Log

Date(s)	Activity/Time	PSC Standard
10/24/2013	Systematically collect and analyze multiple sources of data and use them to: Identify improvement needs / 4 hours	1a, 1b, 1c, 1d, 2a, 2d, 2e
Total Hours: [4 hours]		

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian				X				X
Black				X				X
Hispanic				X				X
Native American/Alaskan Native								X
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals				X				X

Part II: Reflection

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

I spent time searching the school and district website to find out information about what assessments are given and when. I then spent time talking with two assistant principals about how the data is currently used and how it could be used better. I was impressed with how readily the administrators discussed better possible uses while recognizing that they must still work within the confines of the system. This showed how a great leader is not necessarily one who wishes to “go rogue” but sometimes is one who finds ways to fix the system from within.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

As a former test coordinator for a different high school in this same system, I was already familiar with the types of assessments given. However, I was surprised to find out how much is required of the Instructional Technology Specialist in preparing for these exams state-wide. My former ITS worked very closely with the Testing Team in preparation for all these exams, starting from my second year as a testing coordinator. Her work then has now set the standard for all ITSs in the district. Seeing her level of involvement with the set-up, administration, collection, and distribution of these data was eye-opening.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

I believe that seeing first-hand how underutilized data is at my school has led me to change my opinion on the usefulness of data teams. It has also started me thinking about ways that I can improve our use of data over the coming months and years.