

## Alignment

### Alignment to National Standards

This assignment aligns with the following Missouri Leadership Development Standards:

1. Understands how multiple sources of data connected to a mission, vision and core values.
2. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas.
3. Understands how to assess student learning using a variety of formal and informal assessments.
4. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process.
5. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process.

### How Alignment is Assured

This assignment is administered as part of the EDAD 5960: Data Analysis for School Leaders course for all educational leadership candidates working on their initial principal certification. Alignment to standards is identified for students on the course syllabus. This course examines educational research and data analysis within the context of the school improvement process. This assessment aligns with the Instructional Leader Domain.

## Evidence Overview

### Use of Assessment as Part of the Quality Assurance System

This is a formative assessment for ensuring leaders have data literacy skills. The assessment includes the development of a presentation developed for a school staff reflecting on the assessments given, their recommendations for the current assessment plan as well as ways student achievement may be improved based on the current assessment plan.

### Details of Assessment Administration

This assignment is administered as part of the EDAD 5960: Data Analysis for School Leaders course which is typically taken in the second semester of the student's program of study. Students have access to the assignment materials from the beginning of the semester through Blackboard. All students in the course are required to complete this assignment.

### How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates' abilities.

## Evidence and Analysis

## Directions Delivered to Candidates

Students are instructed to individually complete a presentation with no more than 15 slides excluding a first slide with name and assignment. This presentation should be one that students would share with a staff, based on the assessment inventory completed. This should include assessment information, similarities, and overlaps among assessments, as well as recommendations. A scoring rubric is also provided to students.

## Evaluation Instrument

**Student Learning Data Rubric (20 pts)**

<b>Assignment Components</b>	<b>Weak 1pt</b>	<b>Good 2pts</b>	<b>Excellent 3pts</b>
<b>Organization</b>	The overall structure is inconsistent and challenging to follow.	The organization is clear and logical.	The order and structure are consistent and move the participant through the presentation.
	<b>Weak 2pts</b>	<b>Good 4pts</b>	<b>Excellent 5pts</b>
<b>Assessments</b>	Few assessments are provided and there is no connection across grade levels or content areas.	Various assessments are provided across content and grade spans.	Various assessments are provided across content and grade spans. The purpose for each assessment is clear.
	<b>Weak 3pts</b>	<b>Good 5pts</b>	<b>Excellent 7pts</b>
<b>Connections</b>	Few connections are made among the different assessments.	Connections are made among different assessments when possible.	Vertical connections are made among different assessments when possible. When there are gaps or overlaps among assessments it is mentioned.
	<b>Weak 2pts</b>	<b>Good 4pts</b>	<b>Excellent 5pts</b>
<b>Recommendations</b>	Minimal recommendations are provided.	Recommendations are provided. This may mean adding, changing or deleting some assessments.	Clear recommendations are provided with a reason for each. This may mean adding, changing or deleting some assessments.

## Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by administrators in the field to assure content validity.

## Presentation of Data

N = 128

2019-2020	2020-2021	2021-2022	Totals
n = 34 34/34 (100%) met the benchmark	n = 50 50/50 (100%) met the benchmark	n = 44 44/44 (100%) met the benchmark	N = 128 128/128 (100%) met the benchmark

## Analysis and Interpretation

Data was collected and analyzed for N = 128 students from the years 2019-2022. During the three year period, 100% of the students met the benchmark. Meeting the benchmark consisted of scoring at the “good” or “excellent” level as indicated by the evaluation instrument.

## Continuous Improvement

### Focus Area(s)

Educational Administration faculty and instructors will monitor student assessment scores to determine if adjustments need to be made. At this point, the consistently high performance does not warrant assessment revision but annual monitoring will remain an essential practice of the program.