

Developing an Effective Performance-Based Data System

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System Criteria



Developing System Criteria

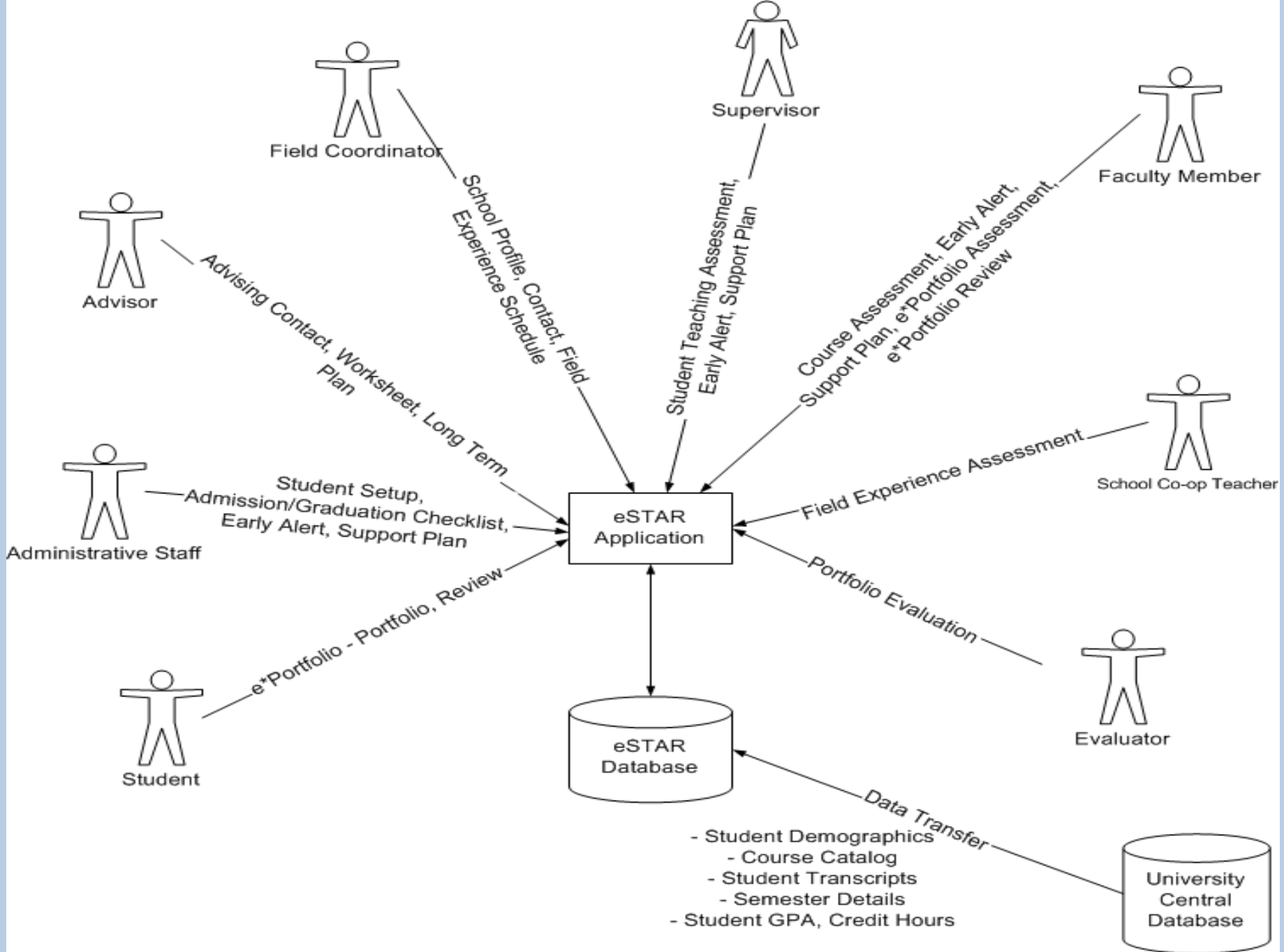
- Allow administrators and faculty to focus on their essential mission of ensuring student learning
- Track student progress and identifies appropriate times for intervention and/or support
- Provide summative information on student proficiency on all performance-based standards

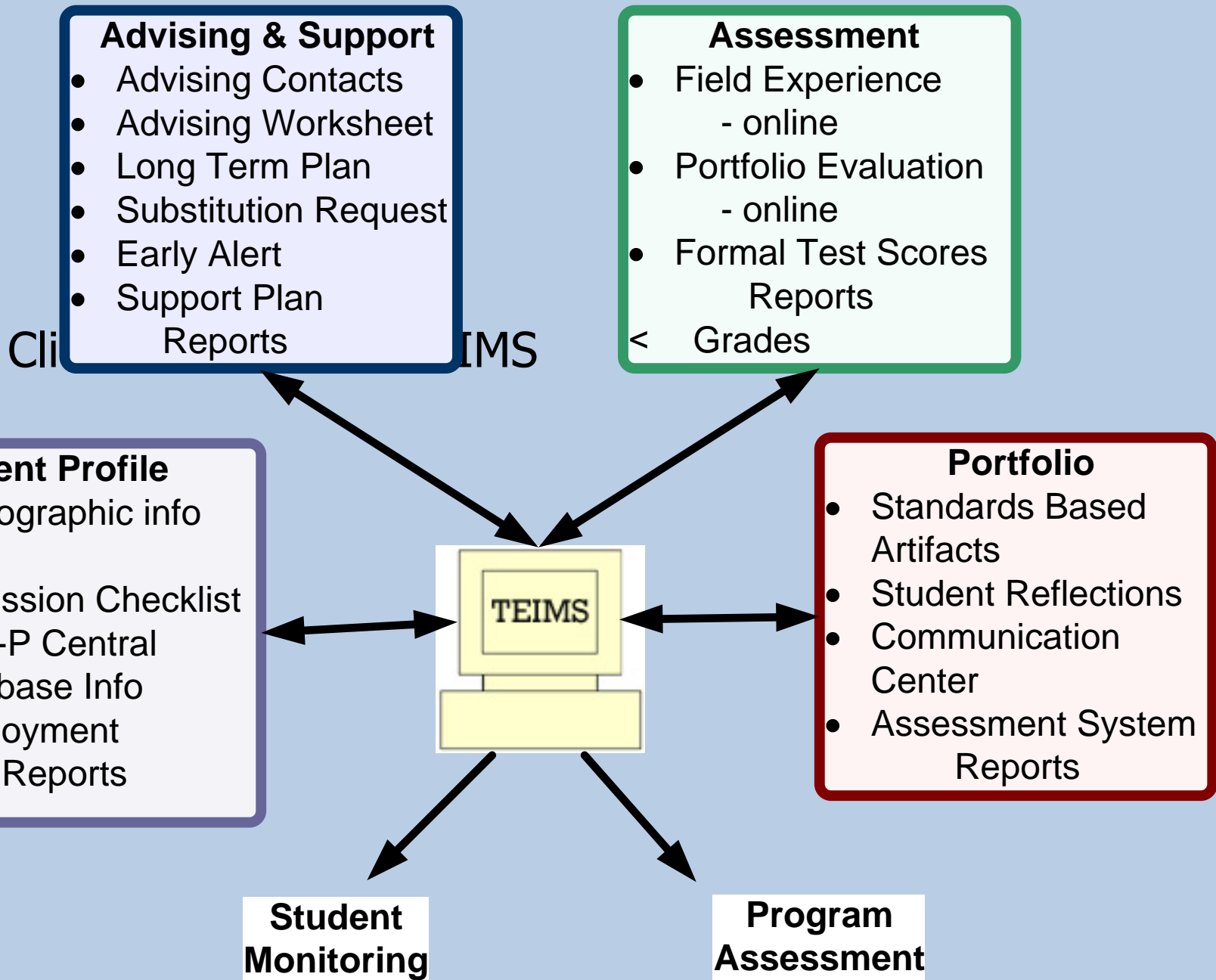
- Ensure ongoing program improvement by providing reliable and valid information on the program's successes and weaknesses related to student performance
- Support analysis of quantitative and qualitative information
- Provide *flexibility* as program changes and reporting requirements change
- Include *valid* information
- Provide support for data analysis

TEIMS System Overview

<https://secure.colostate-pueblo.edu/TEIMS/Default.aspx?ReturnUrl=%2fteims%2fHome.aspx>
<https://estarportfolio.colostate-pueblo.edu/>

- Web-based tool which can be accessed from anywhere
- Relational database driven
- Microsoft .NET application – Same look and feel as MS Office products





Student Profile

- Demographic information
- GPA
- Admission Checklist
- CSU-P Central Database Information
- Employment
Reports

Advising & Support

- Advising Contacts
- Advising Worksheet
- Long Term Plan
- Substitution Request
- Early Alert
- Support Plans
- Standard Reports

Assessment

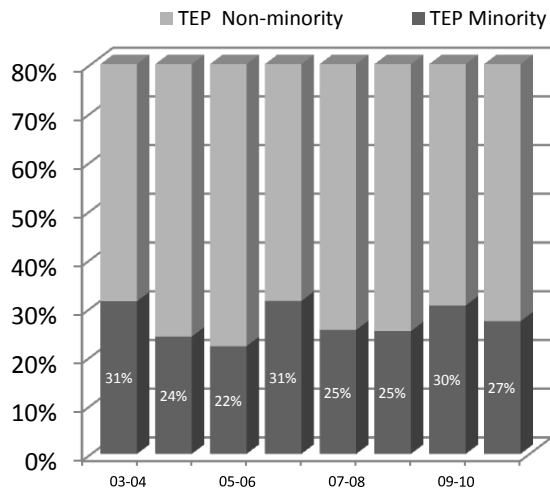
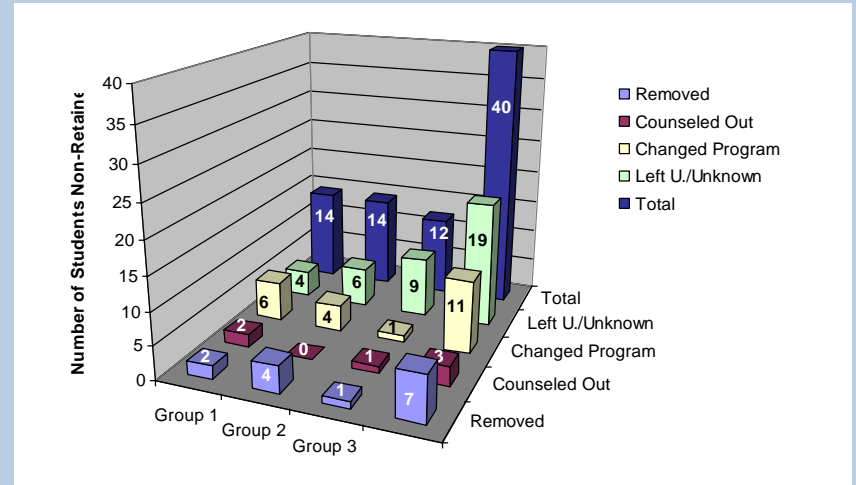
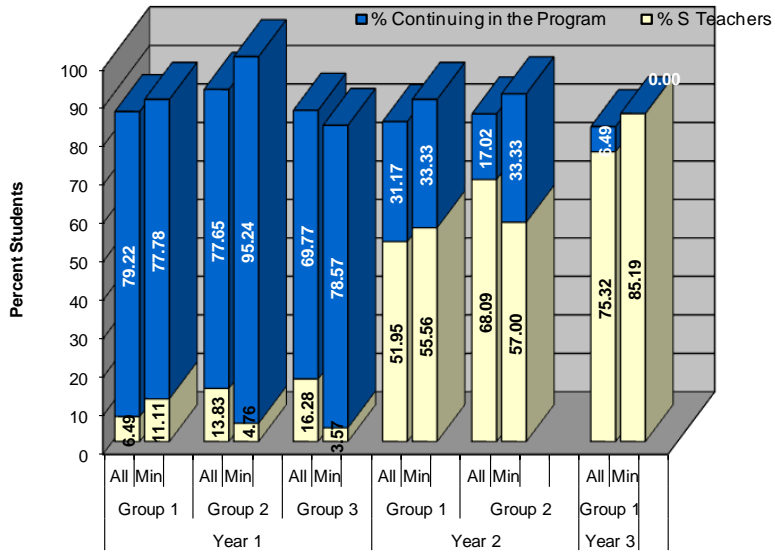
- Field Experience
 - **Online Assessment**
- Portfolio Evaluation
 - **Online Assessment**
- Formal Test Scores
- Standard Reports

ePortfolio

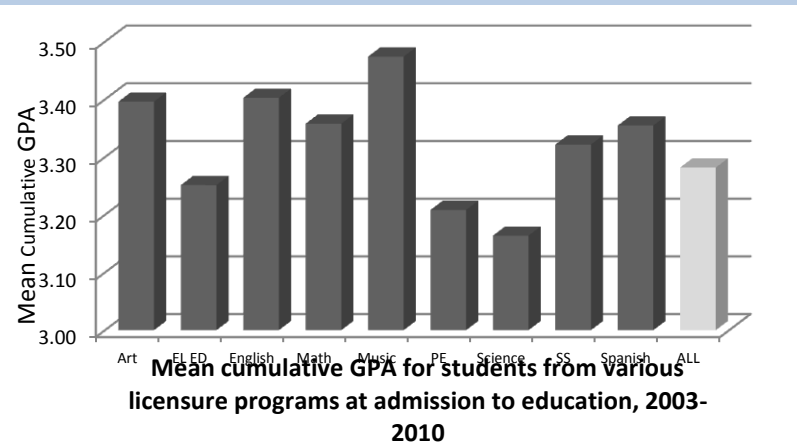
- Specific Templates and Customization Available for Assessment and Learning
- Standards Based Artifacts
 - **Teacher Work Sample, Lesson Plans, Assignments, Video Clips**
- Student Reflections
- Communication Center
 - **Message System (Peer + Faculty)**
 - **Review System**
 - **Informal Review Process**
- Assessment System
 - **Available to Student**
 - **Faculty View & Assess Online**

Examples of Data Analysis





Percent of minority and non-minority students admitted to TEP, 2003-2010



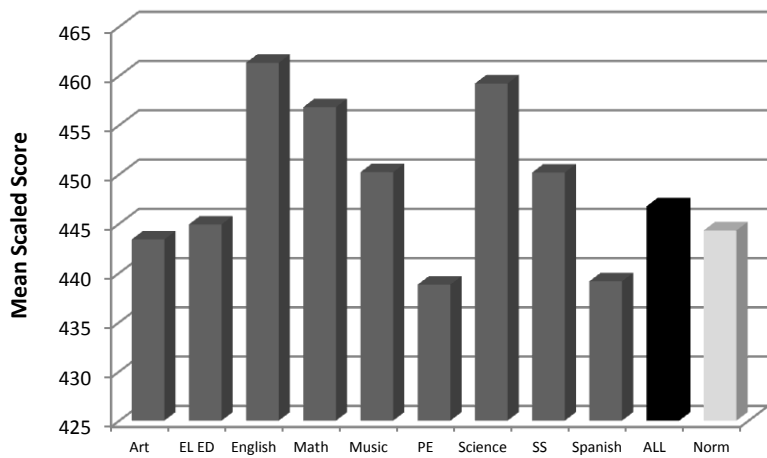
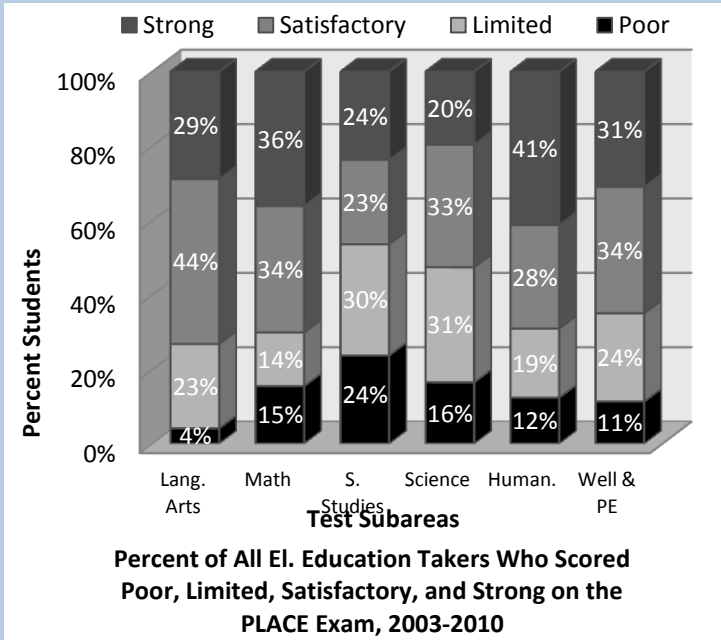


Figure SM4. Mean Overall Standard Score on the *Academic Profile/MAPP* for students from various licensure programs at admission to education, 2003-2010



Percent of All EI. Education Takers Who Scored Poor, Limited, Satisfactory, and Strong on the PLACE Exam, 2003-2010

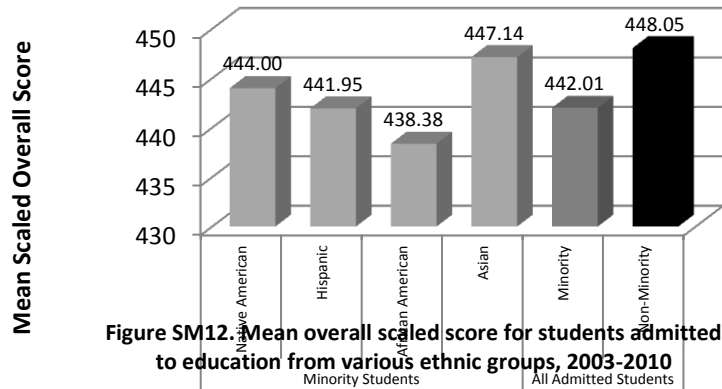


Figure SM12. Mean overall scaled score for students admitted to education from various ethnic groups, 2003-2010

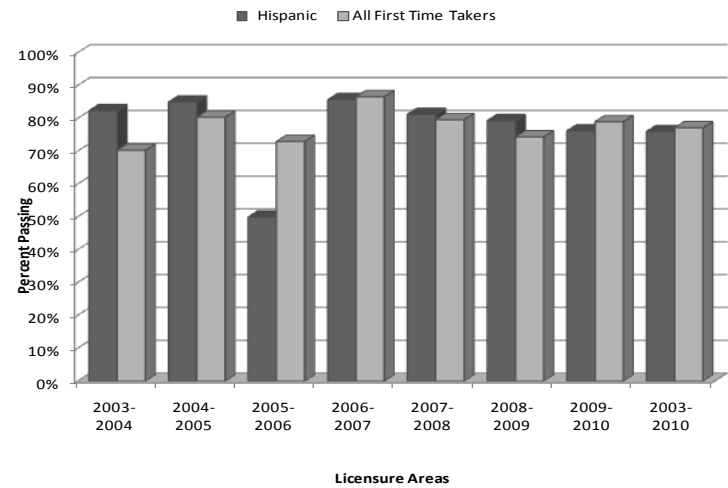
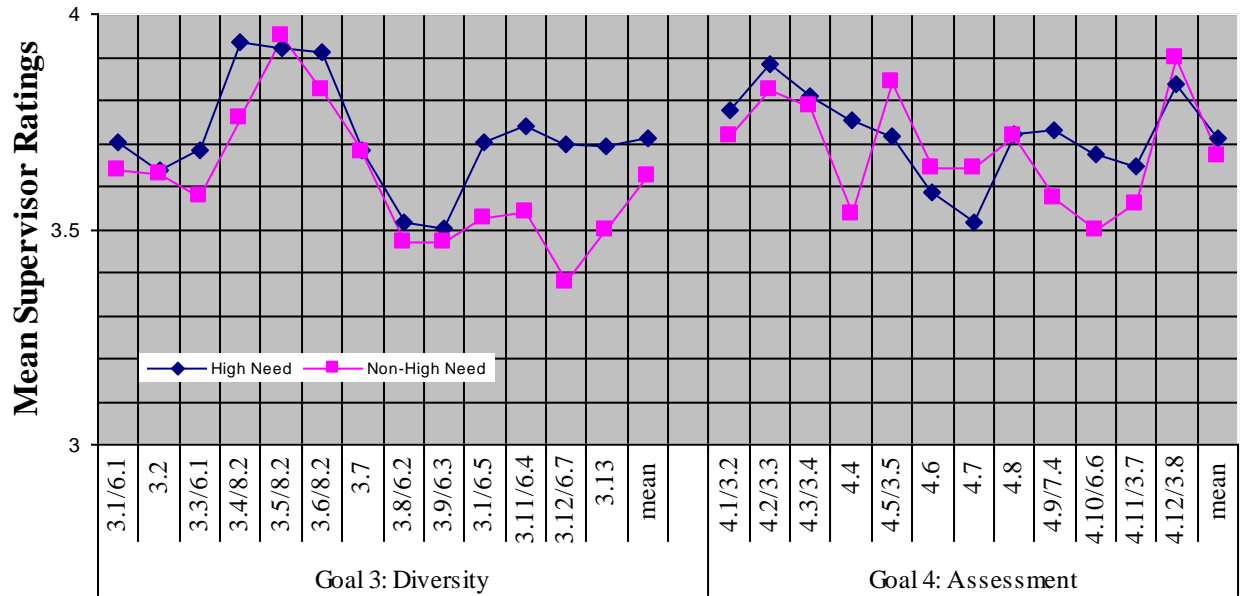


Figure SM12. Percent of Hispanic and All First Takers passing licensure exams, 2003-2010

Table TS1. Information on performance on standards 1.1-1.5 for all student teachers, 2004-2010, disaggregated by teaching level, years, and by gender and ethnicity

		1.1	1.2	1.3	1.4	1.5
ALL N=553	Mean Rating	3.64	3.62	3.61	3.70	3.67
	% < Proficient (1s & 2s)	2.4%	2.9%	2.4%	1.8%	1.5%
	% Proficient (3s)	65%	71%	60%	51%	57%
	% Advanced (4s)	32%	26%	38%	47%	41%
El Ed (N = 312)	Mean Rating	3.69	3.68	3.66	3.79	3.72
T-test (EL ED & SEC) Probability		<u><0.0001</u>	<u><0.00001</u>	<u><0.0002</u>	<u><1E-11</u>	<u><0.00007</u>
T-test (EL ED & K-12) Probability		<u><0.04</u>	<u><0.02</u>	<u><0.02</u>	<u><1E-11</u>	<u><0.02</u>
Secondary (111)	Mean Rating	3.52	3.48	3.49	3.49	3.55
K-12 (N=130)	Mean Rating	3.63	3.60	3.58	3.68	3.65
T-test (SEC & K-12) Probability		<u><0.02</u>	<u><0.01</u>	<u><0.05</u>	<u><0.0003</u>	<u><0.03</u>
2004-2005	Mean Rating	3.64	3.60	3.64	3.66	3.66
2005-2006	Mean Rating	3.69	3.66	3.69	3.73	3.71
2006-2007	Mean Rating	3.69	3.69	3.64	3.74	3.70
2007-2008	Mean Rating	3.63	3.62	3.55	3.66	3.63
2008-2009	Mean Rating	3.61	3.56	3.51	3.73	3.66
2009-2010	Mean Rating	3.59	3.59	3.63	3.70	3.67
Male	Mean Rating	3.57	3.56	3.57	3.63	3.62
Female	Mean Rating	3.67	3.64	3.62	3.73	3.69
T-test (Gender) Probability		<u><0.01</u>	<u><0.01</u>	<u><0.10</u>	<u><0.01</u>	<u><0.06</u>
Minority	Mean Rating	3.65	3.64	3.62	3.75	3.70
Non-Min.	Mean Rating	3.64	3.61	3.60	3.69	3.66
T-test (Ethnicity) Probability		<u><0.39</u>	<u><0.25</u>	<u><0.38</u>	<u><0.07</u>	<u><0.19</u>



Standards (CSU-P Standards/CO Elements)

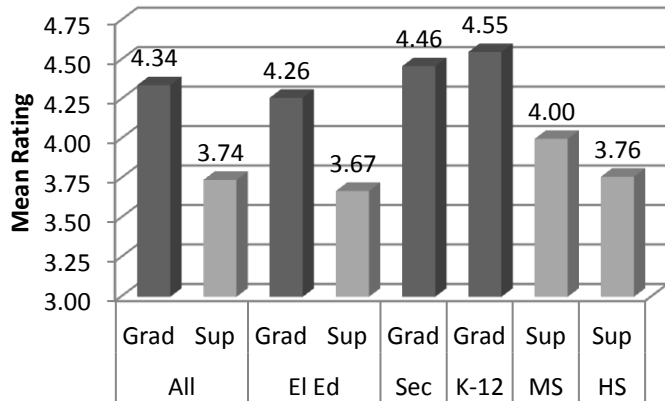


Figure SM3. Mean ratings by program completers (Grad) and supervisors (Sup) on standard 2.11

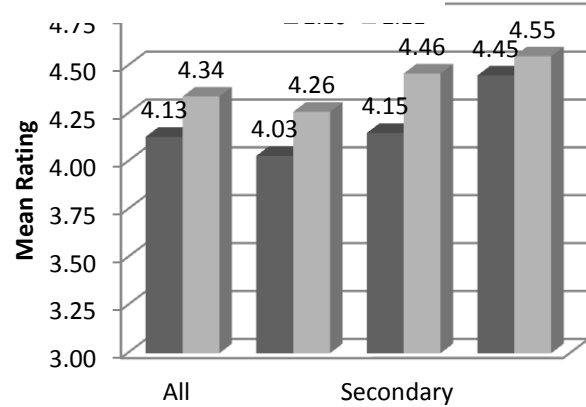


Figure SM4. Mean ratings by graduates after one year of teaching on standards 2.10 and 2.11

Table 3. Percent of student teacher work samples (TWSs) that demonstrated high levels of K-12 student achievement, Spring 2010 and Spring 201 student teachers

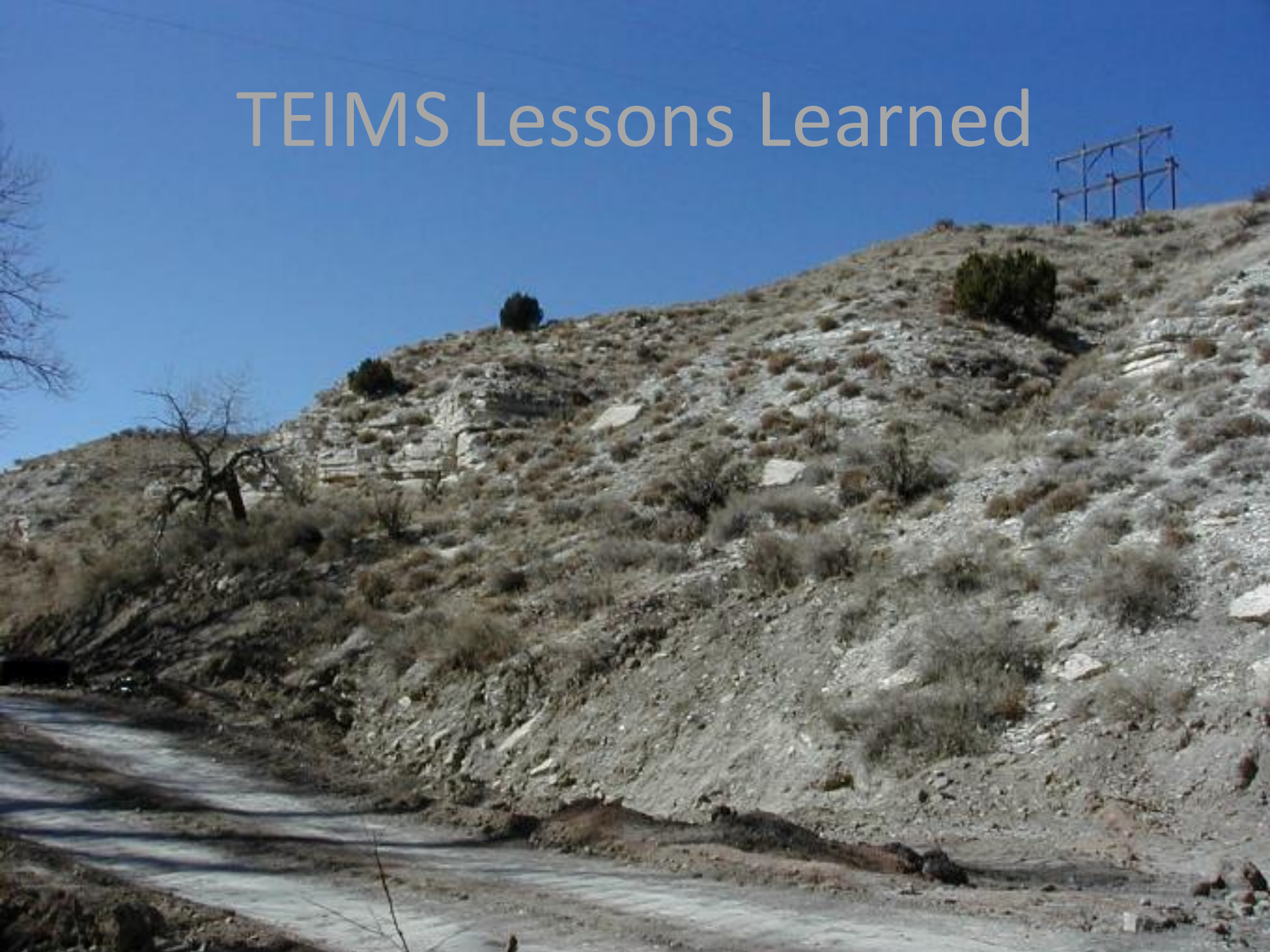
Evaluation Criteria		% Teacher Work Samples	
		Spring 200	Spring 2011
% TWSs in which K-12 students achieved at high levels on post-test	>90% Students	20	20
	80-90%	25	55
	70-79%	35	20
	<70%	20	5
% TWSs in which K-12 students improved significantly	>90% Students	15	20
	80-90%	45	45
	70-79%	25	25
	<70%	15	10
% TWSs in which data were disaggregated for all groups		60	75
% TWSs in which disaggregated groups achieved*	>90% Students	0	7
	80-90%	13	0
	70-79%	74	93
	<70%	13	0

*Only those disaggregating data were included

Table 4b. Mean percent increase in CSAP scores in Reading, Writing, and Math CSAPs for students in classrooms with student teachers vs. mean district CSAP scores for students at the same grade levels between 2002-2003 and 2003-2004; scores are for students scoring proficient and advanced.

Reading Grades 3-6		Writing Grades 3-6		Math Grades 3-6		Mean % Free & Reduced Lunch	
ST Classrooms	District	ST Classrooms	District	ST Classrooms	District	ST Classrooms	District
8.09%	14.98%	3.66%	-1.00%	15.89%	4.33%	61.32%	51.65%

TEIMS Lessons Learned



- Our success has been due to a *Collaborative approach . . . Progressive delivery technique . . . Ability to prioritize the project as “Building Blocks”*
- Input is ESSENTIAL from different stakeholders and constituencies
- Don't rush development – think about what the system needs to do
- Make IT your friends
- Consider and plan for training users