

# CUSTOMER CONNECTIONS



## STATE K-12 PROFILE

- » More than 220,000 students
- » More than 80 student administrative units

### CHALLENGES

- New Hampshire school districts engaged in the *Follow The Child* initiative were looking for a way to help educators promote student achievement through an emphasis on personalized learning and assessment

### PerformancePLUS SOLUTION

- PerformanceTRACKER
- AssessmentBUILDER
- CurriculumCONNECTOR

### OBJECTIVES

- Transform a pool of existing student performance data into useful classroom knowledge
- Include data points for enhanced student progress analysis
- Analyze data to improve student learning
- Build a comprehensive system encompassing curriculum and assessment data

## New Hampshire Department of Education Leverages Curriculum and Assessment Data for Improved Student Performance

The New Hampshire State Department of Education's *Follow The Child* initiative was designed to empower teachers and promote student achievement state-wide through an emphasis on personalized learning and assessment. One of several data initiatives put into place in the state was the deployment of PerformanceTRACKER state-wide to schools that wanted to seriously improve student achievement by analyzing assessments and mapping their curriculum according to the results. In 2008, the DOE added AssessmentBUILDER for building and scoring local benchmark assessments.

"Every school district has different capacities for using tools like PerformanceTRACKER," said Mike Schwartz, a consultant to the DOE. "Our motto is: If your school district has the capacity, the DOE will help."

More than two years into the project, changes in data usage are being seen across the state. "It's absolutely having an impact," said Schwartz. "We definitely see a shift in lots of schools."

Schwartz said implementing PerformanceTRACKER has changed the way schools integrate curriculum and assessment data. Instead of having conversations about how to find the data, educators in New Hampshire are now having conversations about the data. Schools are looking at data in ways that were not previously possible, aggregating (and disaggregating) groups of data and tracking individual students as needed.

The products in PerformancePLUS have made an impact in areas outside the traditional classroom as well. The Career and Technical Education Centers (CTE) have been able to effectively use PerformanceTRACKER and AssessmentBUILDER to identify how students are progressing through the programs. "Instead of checking on a student's progress through testing, the instructors in the CTE can document performance instead," said Schwartz.

"Across the board, what I'm seeing is that people are having real conversations and they are confident about the information they are sharing."

REBECCA GAGNON  
Director of Technology and Assessment,  
SAU 18

"This allows the instructor to track how students are doing and fulfill their competencies."

Virginia Clifford, Educational Consultant at the DOE, said she has been seeing changes in how data is accessed and used. "It's now easier to access and analyze."

"PerformanceTRACKER is taking data and making it usable at the classroom level," she said.

Rebecca Gagnon, Director of Technology and Assessment at SAU 18, has seen the positive impact PerformancePLUS has had on Franklin School District, part of SAU 18, as a prime example.

As a result of challenges in special education, Franklin School District has been designated as a district in need of improvement. In order to ensure progress, the SAU is making some changes. "We have committed ourselves this year," Gagnon said. "We said absolutely we will have a New Hampshire standards-based curriculum."

With the help of PerformanceTRACKER and CurriculumCONNECTOR, SAU 18 has been reviewing the New Hampshire standards and pinpointing the differences between the written and taught curriculum.

"We analyzed the gaps we had and what standards we were really not teaching," Gagnon said.

### WHAT OUR CUSTOMERS ARE SAYING

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With PerformanceTRACKER and CurriculumCONNECTOR, the process of reviewing and renewing curriculum is more data driven. Now, instead of relying on one teacher's gut feeling about performance or curriculum, the SAU can make decisions based on real data.

"Now we look at data to decide," Gagnon said. "We are making decisions based on hard evidence...Across the board, what I'm seeing is that people are having real conversations, and they are confident about the information they are sharing."

Thanks to a state-wide agreement to supply AssessmentBUILDER to schools, Gagnon said schools are now working with the **PerformancePLUS** professional development team to create quality local benchmark assessments.

These assessments will give teachers more opportunities to gauge student learning, making it easier to revise instruction based upon the results.

Ruth Ellen Vaughn, former Assistant Superintendent for the Farmington School District, SAU 61, noted that curriculum mapping has been an integral part of the *Follow The Child* initiative. Her team turned CurriculumCONNECTOR into a very effective system for their New Hampshire district.

"By using assessments effectively and combining it with curriculum mapping, teachers have a lot more ownership in what students are learning," she said.

"CurriculumCONNECTOR has made a huge difference for our district," said Vaughn. "Curriculum Mapping has given us the opportunity to have some great conversations across the district, and teachers who were slow to adopt mapping are the ones who can't imagine life without it now."

In addition to mapping the curriculum for existing students, districts like Farmington can effectively use the tool for newly enrolled students. By using common assessment data, administrators like Vaughn had the ability to see how students performed at their past schools, and where they belong in their current district.

## About Us

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