

# Evaluation & Assessment

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# Agenda

- ▷ General Information
- ▷ Assessment Overviews
- ▷ Assessment Analysis
- ▷ Unified Improvement Planning



# State Required Assessments

## 2018-2019 Assessments

School Readiness Assessment

READ Act Assessment

WIDA Screener

ACCESS for ELLs

CMAS (Science, Social Studies, ELA, Math)

PSAT (9 & 10)

SAT



# Roles in State Assessments

## **CSI District Assessment Coordinator (DAC)**

- ▷ Communicate with SAC regarding information related to upcoming assessments
- ▷ Train SAC in test security and administration
- ▷ Inform SAC of test logistics (inventory, pack, ship)
- ▷ Inventory/sort/deliver 'district' materials to schools and vendors
- ▷ Serve as liaison between SACs and CDE

## **School Assessment Coordinator (SAC)**

- ▷ *Identified on the School Contact Identification Form*
- ▷ Train proctors in test security and administration
- ▷ Oversee administration and logistics at school level
- ▷ Serve as liaison between school staff and DAC



# 2018-2019 Assessment Timeline

Assessment	Grade	Training	Window
School Readiness Assessment	Kinder	Late August (regional in-person)	Within first 60 calendar days
READ Act	K-3	Late August (regional in-person)	Within 30 days of enrollment, winter, spring
WIDA Screener	New K-12 students with “yes” on HLS	May 2018; repeat August 13	Within 30 days of enrollment, or within 14 days if enrolling late
ACCESS for ELLs	K-12 NEP and LEP	November	January 14-February 15, 2019
CMAS	3-8 and 11 (Science/SS)	November 2018 and January 2019	Official window: April 8-26, 2019
PSAT	9 and 10	On-going; November through February (College Board)	April 9, 10, or 11, 2019
SAT	11	On-going; November through February (College Board)	April 9, 2019



# School Leaders and Assessment

## ▷ Why does this matter?

- Proper administration of required assessments play a major role in school accountability and authorization. **No assessments = no data.** Some assessments are also tied to funding (READ Act and WIDA screener). **No assessment = no money.**
- One of the most important things a school leader can do to ensure proper administration of assessments is **to protect and prioritize a SAC's time.**



# Do we really need a SAC?

- ▷ Yes.
- ▷ (See next slides)



Aug.

- SAC annual training
- Oversee WIDA Screener
- Create assessment calendar/update policy
- Attend School Readiness/READ training
- Train teachers on proper administration of READ/School Readiness assessments
- Begin School Readiness Assessment
- Begin READ Act assessments

Sept.

- Continue WIDA screener, School Readiness, READ assessments
- Submit Calendar/policy to CSI
- Ensure administration of READ/SR assessments
- Begin/coordinate diagnostic assessments of READ SRD students
- Begin/coordinate creation of School Readiness plans
- Begin/coordinate creation of READ plans
- Ensure WIDA Screener results are being used to update SIS/communicated to families and staff

Oct.

- School Readiness file due
- Review preliminary ELL list (based on October count)
- Begin master file of state testing accommodations
- Continue READ plan creation

Nov.

- Attend CMAS Accommodations training
- Coordinate with teachers/SpEd staff to collect state testing accommodations
- Begin UAR documentation
- Begin collecting opt-out documentation for CMAS
- Attend ACCESS testing training
- Plan trainings for staff; ACCESS and CMAS

Dec.

- UARs due to CSI
- Off-site requests for PSAT/SAT due
- Train staff of ACCESS testing
- Confirm ACCESS orders
- Create ACCESS testing schedule
- Inventory ACCESS materials (if paper testing)
- Ensure tech readiness for ACCESS testing
- Winter READ testing

Jan.

- ACCESS testing; distribute materials, report testing irregularity, communicate with families, ensure proper administration, maintain materials, etc.
- Attend CMAS administration training
- Complete PnP in Pearson ACCESS
- Review PSAT/SAT material orders
- Winter READ testing





Feb.

- Continue ACCESS testing
- Inventory and return ACCESS materials to CSI
- Deadline to request PSAT/SAT accommodations
- SAT student essay opt-in window closes
- Receive supervisor planning kits for SAT/PSAT
- Train staff on CMAS
- Create SAT/PSAT test schedule

March

- ACCESS SBD
- CMAS early window opens
- Receive CMAS materials/maintain and inventory
- Update Pearson website
- Finalize testing schedule
- Collect opt-out forms
- PSAT/SAT online training

April

- CMAS testing: maintain test security, ensure all students are tested, report testing irregularity
- Receive ACCESS data
- PSAT testing
- SAT testing
- Spring READ testing window
- Return PSAT/SAT materials

May

- READ collection due
- Return all CMAS materials
- Spring re-designation training
- Update READ plans

June

- UARs due to CSI
- Off-site requests for PSAT/SAT due
- Train staff of ACCESS testing
- Confirm ACCESS orders
- Create ACCESS testing schedule
- Inventory ACCESS materials (if paper testing)
- Ensure tech readiness for ACCESS testing

July

- Take a nap
- Submit missing materials documentation as needed
- CMAS data released; organize and send individual student reports
- PSAT/SAT data released



# Accommodations

- ▷ For all state assessments, accommodations must be documented in a formal education plan.
- ▷ Accommodations should be used in instruction/assessment for at least 90 days before the assessment.
- ▷ SACs should work with SpEd coordinators to maintain an up-to-date list of all students with state assessment-specific accommodations.



# Early Action Items

- ▷ Identify a School Assessment Coordinator (complete school contact survey)
- ▷ Create a testing schedule based on the 2018-19 assessment timeline so staff and parents can plan accordingly
- ▷ Purchase the appropriate materials for assessments
  - State-approved assessment (READ, School Readiness)
  - Devices (CMAS, ACCESS)
- ▷ Review and update assessment policy/calendar and make available to parents.

# Assessment Policy and Calendar



- ▷ State law requires schools to adopt written assessment policies and to distribute an annual assessment calendar (described below). Policy requirements include CMAS ELA, Math, Science, & Social Studies, PSAT 8/9, PSAT 10, and SAT. ACCESS, READ Act, and interim assessments are not required.

## Assessment Mode Policy

- Written policy deciding whether students will use paper or pencil to complete any or all state assessments.
- Must (a) consult parents, (b) distribute to parents, & (c) post the policy on your website.

## Parent Refusal Policy

- Written policy by which a student's parent may excuse the student from participating in any or all state assessments.
- The school cannot (a) impose negative consequences on a student opting out, (b) impose an unreasonable burden or requirement on a student opting out, or (c) encourage a parent to excuse a student from testing.

## Assessment Calendar

- Provide families with an assessment calendar for the year that includes testing windows for all state-required tests.

# Assessment Summaries

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# School Readiness

Purpose	Contributes to students' school readiness plans and provides "whole child" measures of school readiness
Who	Students in publicly-funded <b>Kindergarten</b> programs
Staff involved	Kinder teachers (assessment), data submissions contact (data collection)
When	<b>Training:</b> Regional trainings in August & in-depth training provided by assessment vendor <b>Administer:</b> Within 60 days of start of school year Schools may request waiver for school readiness assessments, but NOT for data reporting requirements <b>Submit:</b> Data collection due in October of 2018
Consider	<ul style="list-style-type: none"><li>• Must use state-approved assessments</li><li>• School purchases assessment / training directly from vendor</li><li>• CSI provides general training and data collection training</li></ul>
Resources	<a href="#">CDE School Readiness Resource Bank</a>



# READ Act

Purpose	Identifies students with significant reading deficiencies using state-approved assessments and tracks progress
Who	Students in K-3
Staff involved	K-3 teachers (assessment and READ plan creation), reading interventionists (if applicable), data submissions contact (May data collection)
When	<b>Training:</b> August regional training& in-depth training provided by assessment vendor <b>Administer:</b> Interim – 3x/year, first within 30 school days of enrollment Diagnostic – as needed within 30 days of interim <b>Submit:</b> READ Act Data submission due in May 2019
Consider	<ul style="list-style-type: none"><li>• Must use state-approved interim and diagnostic assessments</li><li>• School to purchase assessment / training directly from vendor</li><li>• CSI does not provide assessment-specific training</li></ul>
Resources	<a href="#">CSI's READ Act Overview</a> & <a href="#">CDE READ Act Resource Bank</a>



# WIDA Screener

Purpose	English language proficiency 'screener' test to help the identification and placement of ELLs
Who	K-12 students new to the school with a home language other than English
Staff involved	ELL coordinator, registrar (collecting HLS and updating SIS)
When	<b>Training:</b> CSI overview training August 13, required online (self-paced) <b>Administer:</b> Within 30 days of enrollment, within 2 weeks of enrollment for late enrollees (May be completed 1-2 weeks before the start of school)
Consider	<ul style="list-style-type: none"><li>• Process for reviewing HLS, body of evidence</li><li>• Scored locally by trained staff at school</li><li>• Process for updating SIS, notifying families, updating teachers</li></ul>
Resources	<a href="#">CDE ELL Guidebook</a> & <a href="#">WIDA</a>





# ACCESS for ELLs

Purpose	English language proficiency exam to monitor student progress in acquiring academic English
Who	K-12 students identified NEP/LEP
Staff involved	ELL staff, SpEd staff (determining accommodations)
When	<b>Training:</b> November <b>Testing Window:</b> January 14 – February 15, 2019
Consider	Process for determining NEP/LEP (WIDA score, prior ACCESS score, body of evidence)
Resources	<a href="#">CDE ACCESS Guidebook</a> , <a href="#">EL Proficiency Assessments</a> , & <a href="#">WIDA</a>



# CMAS

Purpose	Annual assessment in subjects of English Language arts, Math, Science, and Social Studies
Who	Students in grades 3-8 and 11 (science, social studies only)
Staff involved	Teachers (administrators), SpEd staff (determining accommodations)
When	<b>Training:</b> November (accommodations) and January (administration) <b>Administer:</b> April 8-26, 2019
Consider	<ul style="list-style-type: none"><li>Resources to successfully administer this assessment (bandwidth/devices/headphones)</li><li>Scheduling: early window available to High School; extended window available to computer-based ELA and Math</li></ul>
Resources	<a href="#">CDE PARCC Resource Bank</a> & <a href="#">CSI CMAS webpage</a>



# CMAS: Paper v. Online

	Paper-Based Testing	Online Testing
Testing Window	Restricted to 3 weeks.	May opt in to early testing window and receive extended 6 week testing window.
Test Material Storage	Materials must be organized and stored onsite in a secure location.	Only limited materials shipped to school; most material is accessed online.
Test Documentation	Chain of custody documentation must be kept for all secure and unsecured testing materials.	Pearson manages most of the test organization and administrative tasks.
Test Costs	School responsible for return shipping payment.	No additional cost. Title 2 funds available for schools switching from paper to online.
Accommodations	Accommodated materials must be ordered from Pearson, via CSI.	Most accommodations available instantly in the Pearson platform.
Test Ordering	If additional tests are required, 5-7 day ordering timeframe during testing.	Additional tests may be assigned instantly in the Pearson platform.



# PSAT 9 & 10

Purpose	Assesses high school students' general educational development and their ability to complete college-level coursework in Reading, Mathematics, and Writing and Language.
Who	Students in 9 <sup>th</sup> and 10 <sup>th</sup> Grade
Staff involved	SpEd staff
When	April 9, 10, or 11 2019 (schools choose one date)
Resources	<a href="#">CDE PSAT Resource Bank</a> & <a href="#">CollegeBoard Colorado Page</a>  **Schools will work directly with CollegeBoard to implement the PSAT. This assessment does not run through CSI.



# SAT

Purpose	Assesses high school students' general educational development and their ability to complete college-level coursework in Reading, Mathematics, and Writing and Language.
Who	Students in 11 <sup>th</sup> Grade
Staff involved	Counselors, SpEd staff
When	April 9, 2019
Resources	<a href="#">CDE SAT Resource Bank</a> & <a href="#">CollegeBoard Colorado Page</a>  **Schools will work directly with CollegeBoard to implement the SAT. This assessment does not run through CSI.



# Interim Assessments

Purpose	Measures student achievement and growth throughout the year. Schools also use these results to inform their Unified Improvement Plan.
Who	Students schoolwide (assessment administration restrictions vary by assessment platform).
When	Schools normally administer 3x/year in the Fall, Winter, and Spring but assessments also allow more frequent administration for progress monitoring.
Resources	<a href="#">CSI's Interim Assessments Page</a> & <a href="#">Approved Assessments under READ Act</a>

# Assessment Analysis

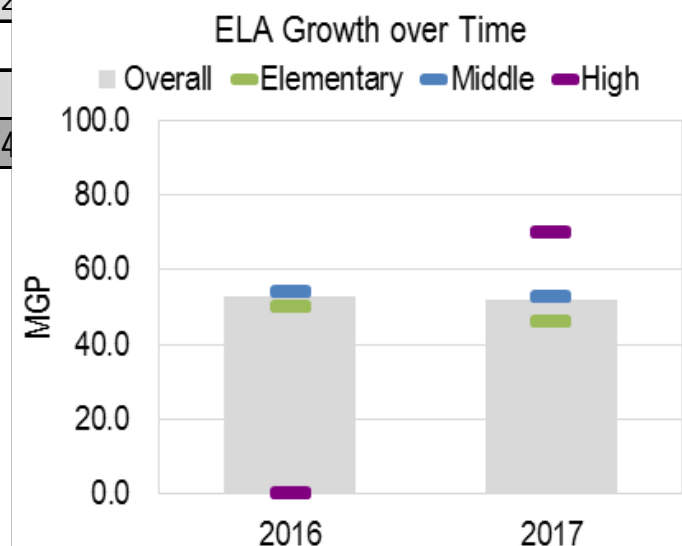
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# Annual Data Analysis

- ▷ CSI performs analyses of multiple years of assessment data for each of its portfolio schools.
  - Student performance is analyzed for student achievement, growth, and postsecondary readiness.
  - These analyses help schools to pinpoint significant trends.
- ▷ Demographics
- ▷ Student Services Screener

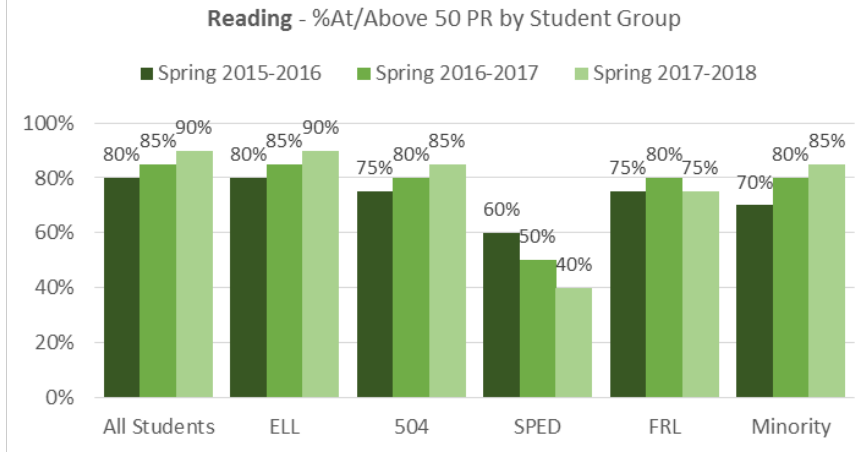
Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	869	51.0	1074	46.0
5	811	49.0	979	46.0
Elementary	1680	50.0	2053	46.0
6	961	53.0	1003	54.0
7	859	55.0	985	51.0
8	774	55.0	865	53.0
Middle	2594	54.0	2853	52.5
9				
High				
Overall	4			



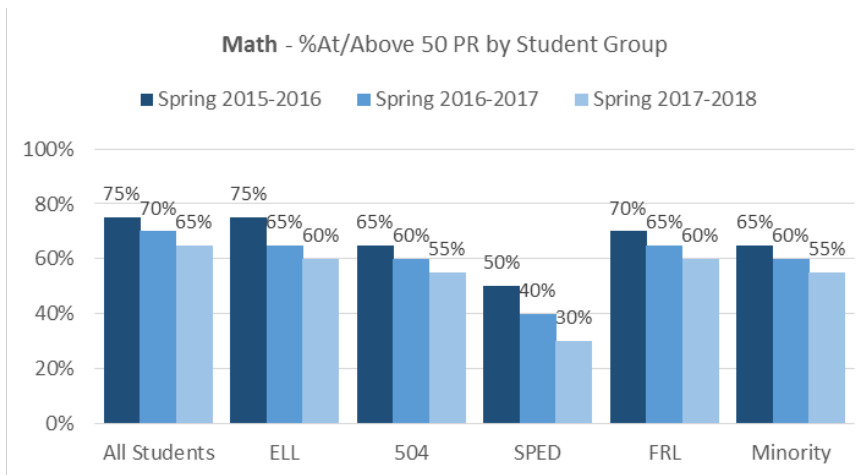




# Interim Assessment Analysis



- ▶ CSI provides reports for any school that would like a broader picture of their school's performance on interim assessments.
- ▶ CSI also provides one-on-one webinar trainings to help schools understand the analysis.
- ▶ Schools can use these reports to evaluate areas of growth and take appropriate actions to lead to systemic improvements.





# Data Privacy and Security

- ▷ To protect Student Personally Identifiable Information (PII), CDE and CSI will not publicly report any:
  - Achievement data for student groups smaller than 16 (n<16)
  - Growth data for student groups smaller than 20 (n<20)
    - CSI and CSI schools share PII through Syncplicity, which allows for secure file-sharing.
- ▷ For additional information on data privacy and security, please consult [CDE's Page](#).

# Unified Improvement Planning

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# Unified Improvement Planning

Purpose	According to S.B 08-212, the purpose of the UIP is to align efforts to ensure that all students exit the K-12 education system ready for postsecondary education and/or to be successful in the workforce. The UIP is a publicly available document.
Who	All Colorado public schools. School leaders lead UIP planning and drafting, with input from school staff and community (including School Accountability Committee; see next slides).
When	Annually. Schools with a Performance rating may choose to submit biennially. First draft of plan due to CSI in August.
Resources	<a href="#">CSI UIP page</a> & <a href="#">CDE UIP Page</a> Trainings and webinars hosted by CSI (see key dates slide)

# School Accountability Committee (the Other SAC)



- ▷ C.R.S. 22-11-401, 402
  - Must consist of at least 7 people:
    - Principal
    - Teacher(s)
    - Three or more parents/guardians
    - PTO member
    - Community member involved in local business/industry
- ▷ \*\*One person may not fulfill more than one requirement listed above



# The Other SAC: Requirements

- ▷ SAC annually selects one of the parents to serve as chair or co-chair
- ▷ If a vacancy arises, SAC fills spot by majority action
- ▷ If unable to find 7 members, principal and PTO may come up with alternative membership structure, adhering as closely as possible to stated requirements
- ▷ Meet quarterly (at least).

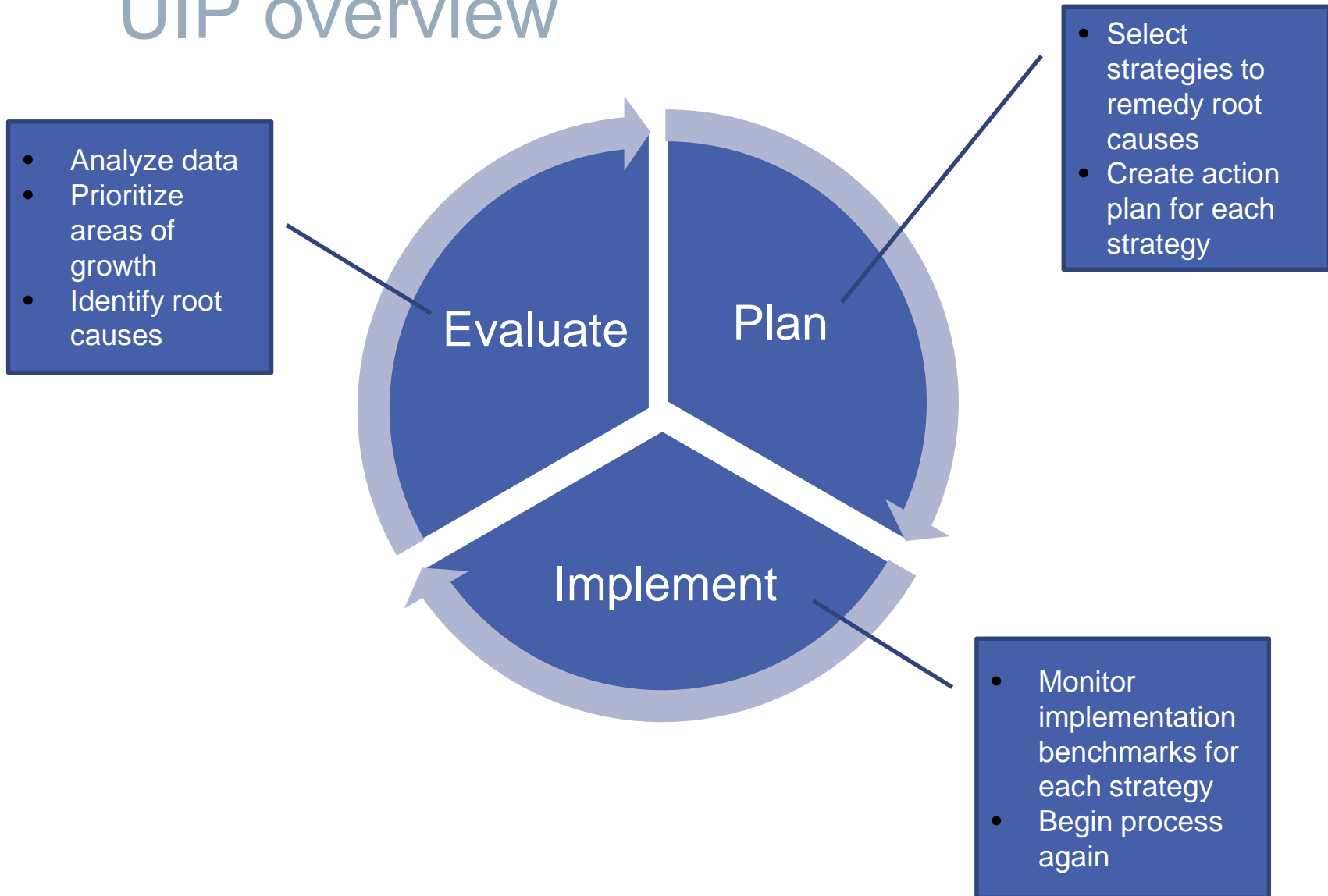


# The Other SAC: Functions

- ▷ Recommend budget priorities
- ▷ Participate in creation of UIP. Meetings regarding creation of UIP must be publicized and open.
- ▷ Review implementation of UIP
- ▷ Increase parent engagement in school, including assisting in implementing school's parent engagement policy and engagement in creating READ plans, ICAPs, and addressing habitual truancy. \*This requirement is waived for rural schools.
- ▷ Recruit to SAC when necessary



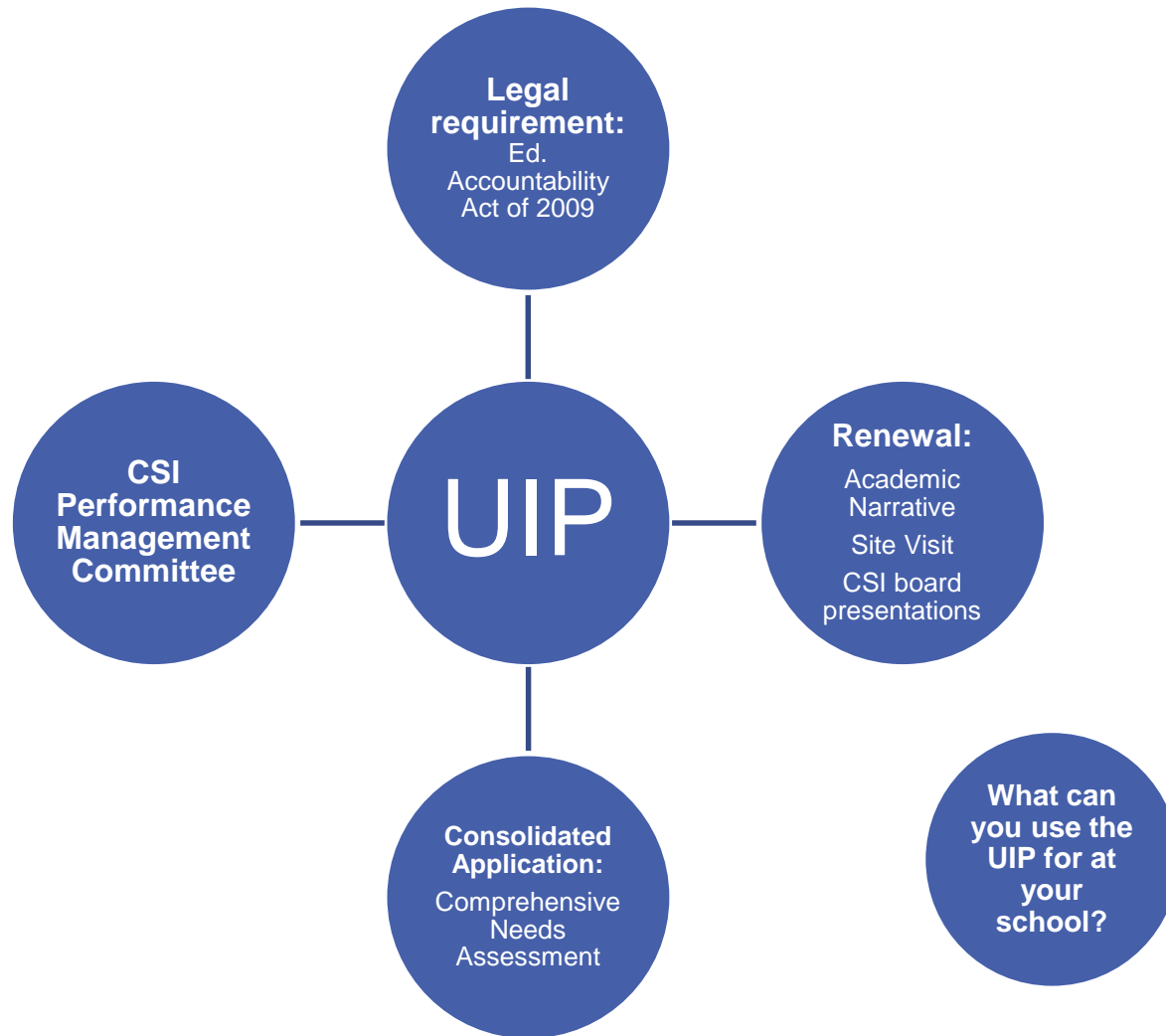
# UIP overview





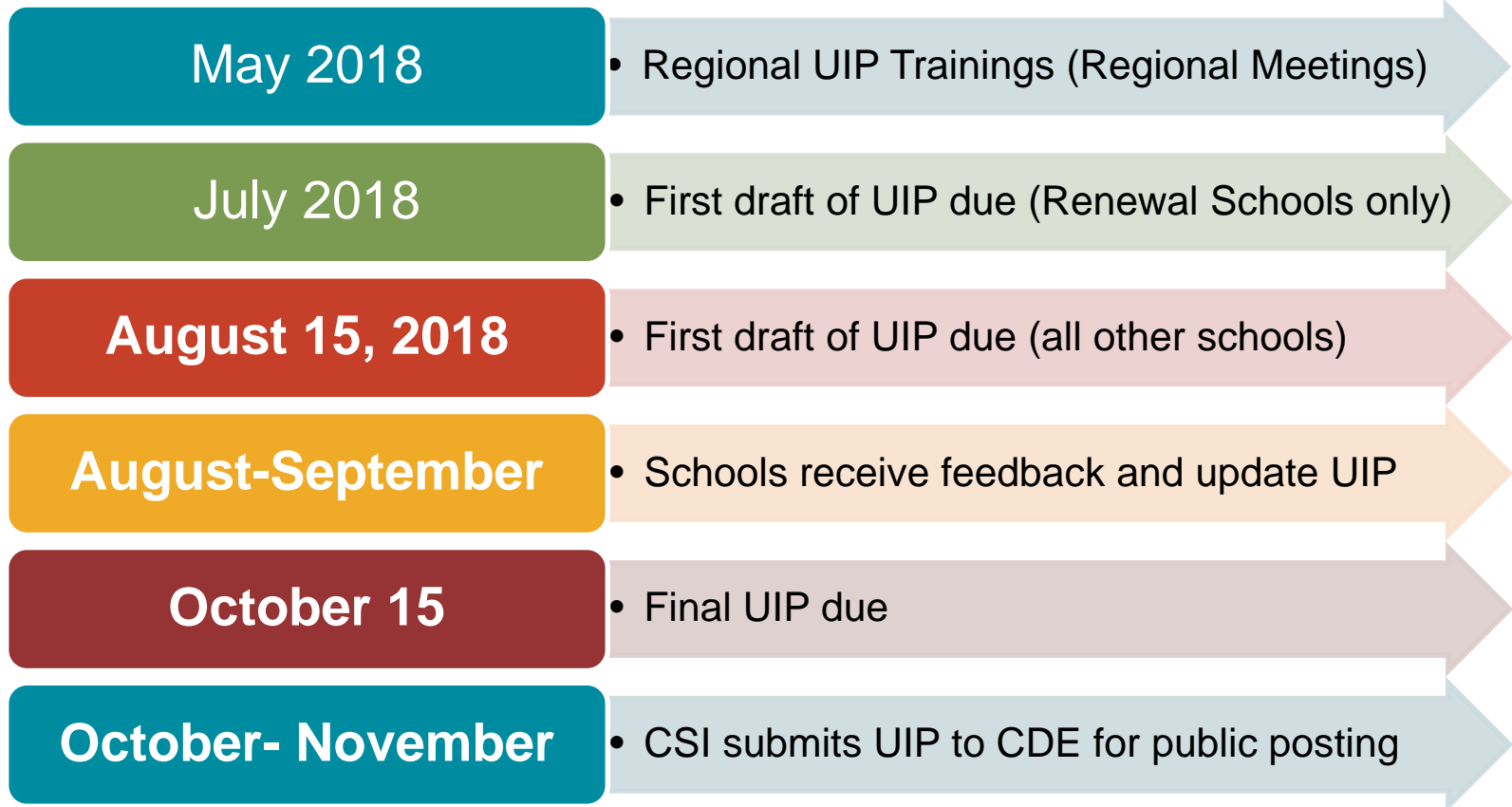


# CSI and the UIP



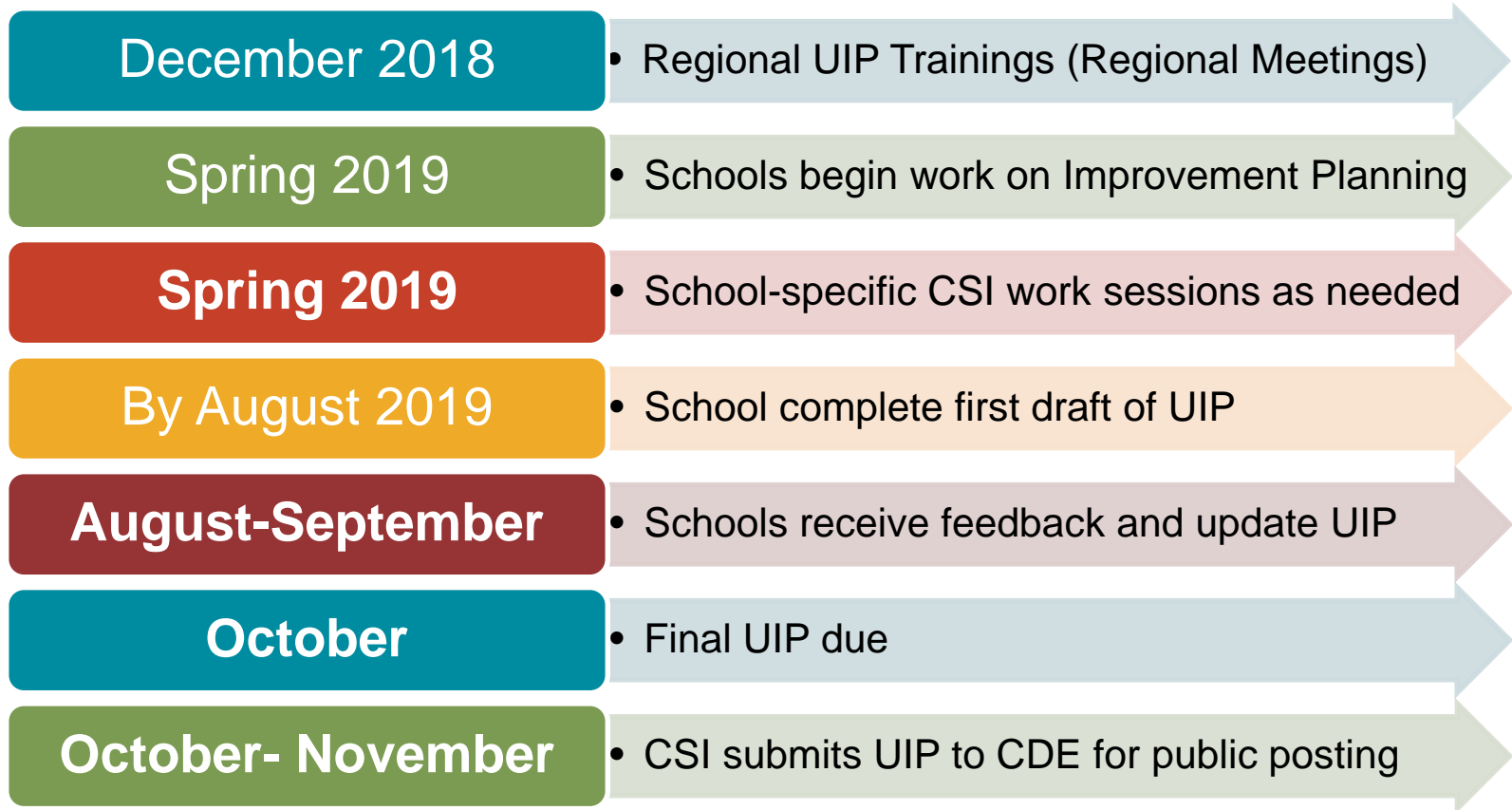


# 2018-2019 UIP Timeline





# 2019-2020 UIP Timeline





# Potential Office Hour Topics

- ▷ Charter renewal
- ▷ Interim assessment analysis
- ▷ Academic performance framework
- ▷ Academic data analysis in CARS report
- ▷ Forming your school assessment team
- ▷ Improvement Planning support
- ▷ Alternative Education Campus optional measures selection