

Worthington City School - Student Assessment Inventory



**Board of Education Meeting
September 28, 2015**



Purpose of the Presentation



- To provide an overview of the Worthington City Schools **Student Assessment Inventory process** conducted last year.
- To share our K-12, comprehensive assessment system designed to collect student knowledge and understanding for learning.
- To explain our multiple methods of communication to parents with our assessments.

What We Believe...



"If you don't know where you are headed, you'll probably end up someplace else." -Douglas J. Eder, Ph.D

"Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional and program goals and that graduates meet appropriate higher education goals."

"The most important thing about assessment is that it promotes dialogue among faculty." -Mary Senter

"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued." -E. S. Grassian

"The important question is not how assessment is defined but whether assessment information is used... - Palomba & Banta

Grant to Pilot Consortiums



- **The Educational Service Center of Central Ohio (ESCCO)** was one of four sites in the nation (others are in Connecticut, Illinois, and Tennessee) that engaged with [Achieve](#) to collaborate on and review the use of the Student Assessment Inventory process.



- Through the project, the pilot districts consulted with and provided feedback to Achieve representatives on the process districts used for future planning and guidance.

Grant to Pilot Consortia



Achieve released the [Student Assessment Inventory](#) free to districts beginning last spring. Districts or other educational organizations may use the tools as they are presented or they may modify them to suit their purposes locally. It is an open source tool. There are sample surveys and focus group questions for staff members, students, and parents that can also be used.

The inventory process does not presuppose that tests will be necessarily eliminated. A district may review their assessment program and decide to keep or modify assessments administered.

ESC of Central Ohio Pilot Districts



Leaders from the following districts joined the ESCCO to plan for the implementation of the Student Assessment Inventory in their districts Spring 2015:

- Buckeye Valley
- Olentangy
- Westerville
- Worthington

*Neil Gupta and Cathy Heidelberg co-led the pilot for the ESCCO.



Purpose of the Student Assessment Inventory

- The **purpose** of the Student Assessment Inventory is to **review all** locally-administered **assessments**, such as diagnostic, instructional (formative), and accountability (summative) assessments that are administered in grades K-12, to **identify their intended purposes**, and to **determine if these assessments** are still being used in a manner that **align with original intentions**.
- At the end of the process, districts will have **actionable recommendations** to share with their local Boards of Education that have the potential to **increase instructional time, decrease assessment time and cost**, and **create a coherent and aligned district assessment system** that serves students.

Phase 1: Reflection and Planning



- Members of AAPD met to discuss our goals, process and desired outcome.
 - [Assessment Inventory Plan](#)
- Development of Grade Level Assessment Audit
 - [Grade 1 example](#)



Phase 2: Conducting the Inventory



- Surveys

- [Parent](#) - Survey
- [Parent](#) - Results



- Focus Groups

- Teachers - Building Curriculum Liaisons
- [Parents](#)

Phase 3: Analyzing the Inventory



The BIG Rocks

- Streamline
- Balance
- Educate
- Activate



Phase 4: Making Recommendations



Changes made **prior** to the audit:

- **Complied** with State mandates with existing tests -
 - Gifted Screening - MAP - eliminated Terra Nova for Language Arts and Math - grades 2 and 4;
 - Third Grade Guarantee - MAP (1-3) and alternate assessment
- **Reduced** MAP testing with the onset of state testing -
 - Eliminated Fall and Winter testing for Kindergarten;
 - Eliminated Spring window for grade levels taking state test;
 - Eliminated MAP Science in HS
- Primary assessments were evaluated and some changes/reductions -
 - Began transitioning the use of DRA to the BAS

Phase 4: Making Recommendations



Recommendations made after the audit:

- Changed our district Gifted Identification screener for cognitive, science and social studies to CogAt and Iowa - online assessment
 - Students are becoming acclimated to online assessment
 - Results are almost immediate;
 - Great parent reports and resources provided.
- Streamlined primary assessments;
 - Work with teachers to fully transition to use of BAS;
 - Streamline formative assessments used for Primary Literacy
- Provide strong Professional Development for all teachers on the purpose, implementation and application of all local assessments

Phase 4: Making Recommendations



Communicate, Educate, and Communicate

- [Monthly updates](#) to parents regarding assessment - issues and changes;
 - District website;
 - Building websites;
 - email blast
- Parent Assessment Letters
- Assessment Catalog
- [Monthly updates](#) to teachers regarding assessment - issues and changes:
 - August, 2015
 - September, 2015
- Work with Curriculum Liaison Council (parents) - develop additional recommendations
- Utilize the District Leadership Team to develop job-embedded professional development for teachers.

Lessons Learned



- **Most parents and teachers value the information** they get from our local assessments;
- **There is inconsistent levels of understanding** about the assessments on the part of both teachers and parents;
- **More professional development** is needed for teachers to ensure best practices;
- **Parents need more information** and opportunities to learn about the what, why and use of assessments;
- **NWEA MAP is highly valued assessment** by many parents; also, some parents were not as familiar with MAP as we would like;

Lessons Learned



- **Students need to be more engaged** in the assessment process, receiving and using of feedback from the assessments;
- **Everyone recognizes the need for increased use of technology**; however, the glitches we experienced this year were frustrating;
- **The collaboration between districts was beneficial** in sharing best practices;
- **The auditing of assessment practices should be ongoing.**



Communication Methods with Staff and Community



In order to be transparent with the community, we will communicate the recommendations and outcomes of the local assessment system in the following methods:

- [District Website](#)
- Report to our Curriculum Liaison Council
- [District Assessment Calendar](#)
- District Assessment Parent Letters ([5th grade example](#))
- [District Assessment Catalog](#)
- Assessment Audit Team will meet yearly to review district assessment plan and schedule



Questions?

