

OUR ASSESSMENT GARDEN: PRUNING, WEEDING, PLANTING, NURTURING

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CREATE A LEAN, EFFICIENT ASSESSMENT SYSTEM:

OUR AGENDA

- Bring All Information to the Table
- Eliminate redundancies
- Fill voids
- Designate roles
- Set PD goals

OUR FORMAT

- Interactive discussion of our own progress framed by audit form categories
- Examine 2 Authentic Examples of District Audit Processes
- Summarize key ideas
- General Questions

GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- District Administrator
- Data Manager
- Other

GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

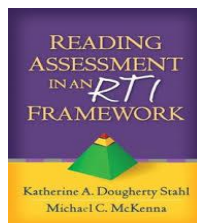
Grade Level

- ALL
- Primary (k-2)
- Intermediate (3-6)
- Grades 5-6

RESOURCES

NYS RTI
 Technical Assistance Center

www.nysrti.org



PURPOSE OF THE AUDIT

- Streamline and systematize the assessment process
- Communicate: Who is doing what and how?
- Communicate: What do we value?
- Evaluate: Is our process valid and reliable?
- How can we get the information we need about our students' literacy performance more effectively and efficiently?
- **Are our assessments serving us or are we a servant to testing in ways that compromise instructional time and quality?**

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?	
			Comprehension	Phonological Awareness	Word Recognition	Fluency	Reading Comprehension	Writing	Spelling	Grammar	Vocabulary	Other			
		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome													<input type="checkbox"/> Initial Training <input type="checkbox"/> Fluency Checks <input type="checkbox"/> Periodic Boosters
		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome													<input type="checkbox"/> Initial Training <input type="checkbox"/> Fluency Checks <input type="checkbox"/> Periodic Boosters
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A COMPREHENSIVE SYSTEM



- ✓ Reading
- ✓ Writing
- ✓ Isolation
- ✓ Connected Text

Listening and Speaking are often considerations within particular constructs

WHERE ARE YOU IN THE AUDIT PROCESS?-MOLLY

- ✓ Individual teachers and other personnel completed the audit form
- ✓ Grade level meeting to discuss/reveal individual audits
- ✓ Grade level teams compiled and submitted audit form that contains all assessments used in each grade level-also includes redundancies/voids
- ✓ School meeting teams assembled and dates identified for mtgs.
- ✓ Preliminary school audit meeting has been held
- ✓ District meeting teams assembled and dates identified for mtgs.

WHAT GENERAL INFORMATION DID YOU DISCOVER ABOUT THE TOOLS?

Use Comments Box to Share

- Is data from mandated tools being used to inform instruction?
- Are other outside assessments being used by teachers? Which ones and why?
- Questions?

DO THE EXISTING ASSESSMENTS FULFILL NEEDED PURPOSES?

Use Comments Box to Share

- Is a universal screener being given a privileged position in informing decision-making about interventions?
- Are interventionists and special education teachers using diagnostic tools to target instruction? How are diagnostic tools being used?
- Are progress monitoring tools and data collection being used to inform interventions for children with reading difficulties (or are programs being used mindlessly without being informed by data)?
- Questions?

WHAT DID YOU DISCOVER ABOUT THE WAY EACH CONSTRUCT IS BEING ASSESSED?

Use Comments Box to Share

- Did you have assessments being systematically and consistently used to assess each construct within a grade level?
- Were there areas that were being over-tested?
- Were there areas in which you discovered voids?
- What challenges did you encounter in addressing whether different forms of assessments were actually redundancies?
- Questions?

WERE THERE ANY CHALLENGES EXPOSED REGARDING FREQUENCY OF TEST ADMINISTRATION?

- Use Comments Box to Share

WHAT DID YOU EXPOSE AND ARTICULATE REGARDING THE CURRENT TRAINING PROCEDURES?

Use Comments Box to Share

- Is through training provided for every assessment selected to ensure consistency in administration, scoring, interpretation, and to inform instruction?
- **Initial?** For formative tasks? For new employees?
- **Fidelity checks?** How are they conducted?
- **Booster sessions** before each major testing cycle?

"THIS IS A LIVING DOCUMENT. IT IS A WORK IN PROGRESS."

MARY KOLODZIEJCZAK
PROFESSIONAL DEVELOPMENT COORDINATOR K-12
 ORCHARD PARK SCHOOL DISTRICT

Orchard Park SD has shared the package of materials that are part of their ongoing assessment system audit-revision process.

ORCHARD PARK CONDUCTED THEIR AUDIT AT DISTRICT LEVEL.

- Teacher Review of Assessments
- District-wide decision matrix
- RTI Decision Trees
- Elementary Data Forms

TEACHER REVIEW OF ASSESSMENTS (OCTOBER, 2014)

District Assessment Audit Decision (District Curriculum Leader and PD Director)

- Provided directive and directions to the schools
- Formulated Assessment Screening Decision Team –Review of major test vendors for CBMs and Adaptive Tests
- Formulated District Wide Data Team
 - Grade level teachers (1-2/grade level), reading specialists (2-3), special education teachers (2-3), speech teacher (1-2), ESL teacher (1-2), school psychologist (2)
 - Engaged in 3 day-long meetings to discuss TEACHER REVIEW Audit Sheet
 - Outcome was the DISTRICT-WIDE ASSESSMENTS for CLASSROOM TEACHERS

DISTRICT-WIDE ASSESSMENTS for CLASSROOM TEACHERS (MARCH, 2015)

- Based on the detailed discussions of the Teacher Review Sheets and work of Screening Instrument Steering Committee, the DW document was created and used as the preliminary roadmap for RTI framework development, summer literacy stipend work, and PD planning.

DISTRICT-WIDE ASSESSMENTS FOR CLASSROOM TEACHERS (MARCH, 2015)

- Fastbridge Steering Committee
 - Post-selection training and guidelines for use.
 - "This steering committee is looking at the sub-tests in FB for screening to decide which ones are the best to use. We are still working on understanding what the data means and how to use it appropriately. Among many other items with FastBridge!"
- RTI Decision Tree Framework Committee
 - Flow Chart for RTI
 - RTI Decision Tree for Tiers 1, 2, 3
 - Rich discussion of the process with **school representatives**

DOCUMENTING WHAT WE AGREED UPON

- RTI Decision Tree
- Elementary Data Sheet and IST Forms

A DIFFERENT EXAMPLE: DISTRICT 2

1. Teacher Review Forms discussed by similar representative team for 2 days (March 2015).
2. Slice team (District Literacy/PD person, 3 literacy specialists, 1 special ed. teacher, 2 school psychologists) meets to develop the District Wide assessment plan and RTI framework as a cohesive process (2 days) using chart paper. (June 2015)

DISTRICT 2—STEP 2

	Tier 1	Tier 2	Tier 3
Screening Assessments & Scores			
Intervention Protocol			
Diagnostics (?) & Progress Monitoring			

DISTRICT 2—STEP 3

- Translated the grade level charts into 2-3 master charts that included assessments, assessment calendar, RTI Decision Tree and Progress Monitoring directives.
- Master Charts also included person responsible for particular tests.
- School Psychologist was excellent at creating electronic forms that could be easily shared by all.

SUMMER ACTIVITIES FOR BOTH DISTRICTS

- Both districts used their work on the audit to apply for grants (and they received a fairly large state grant).
- Cleaning up formative assessment processes that teachers were committed to use to inform instruction (IRIs, HF words, Common Formative Unit Assessments)
- Training in new standardized screening tests
- Disseminating and training for standardized procedures for formative assessments

THE WORK GOES ON -2015-2016 SCHOOL YEAR

- Booster sessions and fidelity checks were new structures.
- Working out new kinks that arose (e.g. screening data reporting, IRI ceiling modifications)

CHANGING MINDSETS IN HOW WE USE DATA

- Both of these districts had previously had frequent long IST meetings scheduled regularly that disrupted instructional time.
- The idea of using data as major suit to trump decision making at regular intervals was scary to them as caring professionals.
- Having had a voice in the process helps, but total buy-in takes time and seeing that the new way helps children.

KEY POINTS IN THE PROCESS

- Voices were heard and influenced the final product.
- The assessment **system** product was tied to instruction in clearly defined ways.
- The system defined the tiers of intervention and what happened within each intervention setting.
- Roles became clearly defined to eliminate duplicate testing in different settings. (See next slide).
- PD and summer stipend work was driven by the findings of the audit and the needs for refining the assessment system.

DEFINING ROLES

Grade X	Tier 1 General Education with differentiation	Tier 2 1-3X week 20-45 min. Small Group (3-6 homogeneous) Standard Protocol	Tier 3 & Special Education 3X week 15 min. Individual or Pair with common needs Problem-solving Protocol
Screening 3X Year			
Diagnostic Tests			
Progress Monitoring			
Other			

THE ASSESSMENT AUDIT IS MORE THAN AN ASSESSMENT AUDIT

- It defines what we believe about learning and teaching.
- It is a means of unifying, standardizing, and minimizing our assessment practices.
- It has a dynamic fluidity that shapes and is shaped by our leaning goals and the implementation of instruction to achieve those goals.

QUESTIONS