Curriculum, Instruction and Assessment Update and Evaluation
June 2018

Program Update

The 2017-18 school year has been a mix of preparations, responses and multiple changes throughout the year. With DESE in such flux, state funding in question and several process and procedure adjustments, we have spent a great deal of time responding to multiple changes. While we cannot control what is going on in our state, we have continued to use researched best practice in curriculum, instruction and assessment to keep us above all of the DESE "undertow."

Curriculum Content Updates

For the purpose of this update and evaluation, we will focus on the specific content areas on which we have spent the majority of our time and resources.

Mathematics: The Raytown School District employed ten full-time Math Specialists at the elementary level for the 2017-18 school year. The Math Specialists used various data points (STAR, MAP, and Bridges Placement Assessments) to identify students who were below grade level and needed small group instruction. The program used was Bridges Intervention which incorporates explicit small group instruction with the use of manipulatives to build a conceptual understanding. Our students have experienced marked growth in mathematic skills during this intervention which makes sense as we are spending more time with those students that display the most need. We did experience growth with the students serviced as indicated in the chart below. Note the difference between the growth of those students that received intervention as compared to those that did not. This is a strong example of closing the achievement gap:

Title Data Fall-Winter 2017

School	Number of Students seen (Math)	Number Below 25% (Math	Average Difference in Scale Score Fall-Winter Title	Average Difference in Scale Score Fall-Winter Non Title	Scale Score points higher on average for Title Students
Blue Ridge	55	78	73.3	37.3	36
Eastwood	66	80	61.5	43.4	18.1
Fleetridge	49	55	62.8	42.4	20.4
Little Blue	60	62	80.2	47.2	33
Laurel Hills	53	69	65.7	51.0	14.7
Norfleet	55	74	55.4	42.9	12.5
Robinson	40	43	46.9	43.0	3.9
Spring Valley	54	92	48.8	42.1	6.7
Southwood	54	61	71.4	45.7	25.7
Westridge	41	84	56.3	46.3	10
District	**527**	**698**	**63.0**	**44.2**	**18.8**

All Math Specialists, Coordinators and secondary Math groups attended Greg Tang training along with a colleague and were asked to deliver professional development and support back at their building. The response to the Tang training has been very well received. Teachers are talking and trying his strategies. Opportunities for more professional development with Greg Tang for the Math Specialists and the elementary classroom teacher will continue for the 2018-19 school year.

Middle School Mathematics adopted a new program, called Open Up Resources by Illustrative Mathematics. Teachers have had success with students using this new program. Teachers have seen an increase in student participation. Students are better able to communicate their mathematical thinking with the adoption of this new program.

Thanks to the district's priority of the DRT process, we have been able to track the performance of our students better and have had necessary conversations to improve the learning environment for our students. The time dedicated to the DRT process has ensured that teachers know exactly where students are in their learning process and are ready for any and all assessments."

English Language Arts:

Elementary ELA focus has been on developing common end of unit assessments. Teams of teachers at each grade collaborated throughout the year to write assessments that target priority expectations. The questions were written as the units were being taught so that they could also be given to students in real time. This allowed teacher and student feedback to inform decisions for test construction. Finally, the teachers were able to meet as a whole group to ensure vertical alignment and the integration of MAP-alike question types. The hope is that these assessments will provide a common goal for elementary teachers to plan strategic, targeted instruction with Wonders.

In addition, the Reading Specialists have continued the work of reading improvement through the RTI process. Because the effectiveness of the RTI process depends heavily on Tier One instruction, much of the work with Reading Specialists this year focused on connections to Wonders. The interventions used in Title One Reading were analyzed, and alignment to the general education curriculum was emphasized. Specifically, information about Wonders and WonderWorks was provided and implemented with greater intention. By providing continuity of instruction for students, teachers were able to see growth with the students serviced.

Continued on the next page.

Title Data Fall-Winter 2017

School	Number of Students seen (Reading)	Number Below 25% (Reading)	Average Difference in Scale Score Fall-Winter Title	Average Difference in Scale Score Fall-Winter Non Title	Scale Score points higher on average for Title Students
Blue Ridge	104	128	93.7	71.3	22.5
Eastwood	80	120	72.9	77.8	22.8
Fleetridge	80	82	94.4	75.4	19
Little Blue	83	98	121.6	75.2	46.4
Laurel Hills	61	99	101.5	73.2	28.3
Norfleet	62	109	106.4	77.2	29.2
Robinson	91	74	106.5	64.4	42.1
Spring Valley	101	133	104.2	73.8	30.4
Southwood	94	73	91	81	9.9
Westridge	100	111	88	73.8	13.1
District	**845**	**1027**	**98.3**	**74.4**	**23.9**

This year middle school ELA has successfully utilized small group instruction within the ELA block in 6th and 7th-grade classrooms. This has allowed teachers more time to individualized their instruction to meet the needs of the variety of readers and writers in the classrooms. Additionally, all district common assessments are being completed on our new learning management system, *itsLearning*. Using this platform has allowed teachers easy access to students' results tied to the new Missouri Learning Expectations. Over the summer we will adjust a few units of study in 8th grade by adding a short stories unit. In 6th grade, we will add another extended text to a unit to better prepare students as they transition out of Wonders to the RCD units in 7th grade.

High school English has been actively implementing research-based argumentative writing instruction in a partnership with the Greater Kansas City Writing Project. Through three rounds of instruction, writing, analysis, and reflection, the program the department worked through called the College, Career, and Community-Ready Writers Program (C3WP) showed significant positive impact on student writing at Raytown High School. We are currently exploring options for bringing more of these techniques to more teachers throughout the district.

The C3WP breaks argumentative writing into discrete skills and provides frameworks for high-quality instruction that allows students to focus solely on those discrete skills. The most impactful piece of the program for RHS was what it calls "Creating a Culture of Argument." All teachers who participated implemented this work in their classrooms. It was the only common unit, and then teachers were able to choose different units after establishing this.

The activities and principles of this part were what made the rest of the units work (in my opinion). The activities engage students in informal argumentation and help to establish the open-ended nature of academic argumentation as well as laying the groundwork for respectful disagreement. It also de-emphasizes turning to the instructor for the "answer" to the dilemma, instead inviting students to support their own ideas and to synthesize the ideas they encounter in discussion and reading. It really underlined the idea that students spend more time dealing with ambiguity and controversy in academic settings because they were so unfamiliar in dealing with the feeling that they had their own responsibility for the content of the argument.

We're currently considering ways of continuing this work now that the grant has finished. While implementing the full program without the grant would prove cost prohibitive during this financial downturn for education in general, the benefits gained from spreading these practices and principles makes it worth trying to find cost-effective ways of moving this work forward.

As you can see from the chart excerpt below, our students discrete writing skills have improved over time with some marked improvement. The goal is to see the percentage of students' skills improve in the first two skill areas.

1. Does the writing present a claim?

Value	Analysis A	Analysis B	Analysis C
The writing presents a claim that is nuanced, debatable and defensible.	9.7%	8.6%	20.5%
The writing presents a claim that is debatable and defensible.	65.7%	68.6%	68.2%
The writing presents a summary statement about source material, but that statement is not debatable.	10.5%	18.1%	8.0%
The writing does not present a claim.	14.2%	4.8%	3.4%

2. Does the writing distinguish between the student's own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

Value	Analysis A	Analysis B	Analysis C
Effectively	2.2%	7.6%	19.3%
Competently	29.1%	35.2%	44.3%
Developing	47.0%	41.9%	28.4%
Not present	21.6%	15.2%	8.0%

3. Does the writing select and use evidence from sources to support the cla'm?

Value	Analysis A	Analysis B	Analysis C
Effectively	3.7%	7.6%	12.5%
Competently	29.9%	32.4%	51.1%
Developing	45.5%	45.7%	30.7%
Not present	20.9%	14.3%	5.7%

Science: Statewide assessments in all areas (grades five, eight, and Biology) were full-census field tests for the spring of 2018. We do not anticipate any data to be returned to the district. The information from the field tests will help the state create valid and reliable science assessments. The new "live" tests will be implemented in the spring of 2019. Again this year, our Science Coordinators were very active at the state level by attending meetings and participating in all stages of statewide assessment development.

To address the new assessment, and new standards adopted by Missouri in spring of 2016, the district has recently completed an RFP process to secure new Science teaching resources. In the fall of 2018, we will implement a new resource for science in elementary, middle school, and high school Biology. Throughout the selection process we were careful to seek programs specifically built to the Next Generation Science Standards, and that highlight the three dimensions of science teaching: disciplinary core idea (the content), the science and engineering practices (the doing of science), and the cross cutting concepts (the ideas that link science across disciplines). Additionally, opportunities for hands on experiences was a top priority. Hougthon Mifflin Harchourt (HMH) was selected for grade levels K-8 and Biology by the district. Later this summer, teams from all levels of science will come together to revise our curriculum to include this new resource and attend PD of the new resource.

As part of our coordinator restructuring, we have added a part-time Science coordinator for elementary, middle school, and high school. They are supported directly through Tyler Britt, one of our Curriculum & Instructional Practice Coordinators. We believe going forward that having a person situated at every level will provide increased opportunities for vertical alignment and collaboration, and will benefit teachers with a higher level of customer service.

For the 2018-19 school year, the Middle school science department will be closing out our usage of Pearson products. Due to the restructuring of the curriculum design of the middle grades, the 8th grade will still need and use 2 Pearson modules for the Chemistry and Cells Units. The surplus of these consumable textbooks in our storage will cover the use during the semester. By the end of the Fall Semester, all middle school courses will be using the HMH resource.

The high school courses will be using the HMH Biology resource, but the Physical Science (9th Grade) and Geology (11th -12th) courses will be using still be using Pearson. Both courses are scheduled for a new resource adoption in 2018-19 school year.

Curriculum, Instruction and Leadership Support:

Library Media Curriculum Rewrite: As we have done with all the co-curricular areas, our final curriculum overhaul has been done with our elementary Library Media Specialist (LMS) and the Library curriculum. Technology has required many changes in the way we approach the use of research, information and media. We also have new ELA Standards that require a great deal of focus on research and writing skills. It is in these areas that the Library curriculum can be adjusted to assist the grade level teachers in teaching each of these specific skills.

LMSs will play a larger role in their schools next year:

- Attendance is expected at some DRT Wednesdays to collaborate with teachers on instructional units.
- Professional Learning will be provided to staff on ways to use technology more effectively.
- Provide additional lesson to students on digital Citizenship.
- Collaborate with teachers to cover research expectations.

An excerpt of the "Elementary LMS Expectations Guide to begin 2018-19 is on the following page.

Elementary LMS Expectations Guide

Grade Level	K	1	2	3	4	5
Library Orientation	SL.2.A.a	SL.2.A.a	SL.2.A.a	SL.2.A.a	SL.2.A.a	SL.2.A.a
1	Demonstrate active listening according to classroom expectations. (not interrupting)	Demonstrate active listening, according to classroom expectations (e.g., eye contact)	Demonstrate active listening, according to classroom expectations (e.g., responds with on topic comments)	Demonstrate active listening through body language and eye contact with the speaker, according to classroom expectations	Generate and follow active listening rules (e.g., sit up, lean in, ask questions, nod, track the speaker), according to classroom expectations	Evaluate and modify my own active listening skills (e.g., sit up, lean in, ask questions, nod, track the speaker)
Introduction to Literature	State Awards	State Awards	State Awards	State Awards	State Awards	State Awards
2	Introduce the Show Me Award Nominee Program.	Introduce the Show Me Award Nominee Program.	Introduce the Show Me Award Nominee Program.	Introduce the Great Kids Can Read program.	Introduce the Mark Twain Award Nominee Program.	Introduce the Mark Twain Award Nominee Program.
Digital Citizenship	Information Literacy	Information Literacy	Information Literacy	Information Literacy	Information Literacy	Information Literacy
3	Students search for pictures online by clicking on letters of the alphabet.	Students understand that keyword searching is an effective way to locate information on the Internet.	Students examine websites that are designed around a particular product to understand that the purpose of the site is to encourage them to buy the product.	Students learn strategies to increase the accuracy of their keyword searches.	Students reflect on the importance of citing all sources when they do research.	Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products.
Digital Citizenship	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use
4	Students learn that a book has an author and illustrator and that both are copyrighted.	Students learn that a book has an author and illustrator and that both are copyrighted.	Students learn the basics - title, name and date - for crediting creative work.	Students will define plagiarism and understand that it is disrespectful to claim someone's work as your own.	Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.	Students understand that copyright is a legal system that protects their rights to creative work
Research-	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a
5	Know the difference between a question and a statement. I can generate a list of questions on a given topic.	Generate a list of questions on a given topic with assistance.	Generate a list of questions in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.
Research	W.3.A.b	W.3.A.b.	W.3.A.b	W.3.A.b	W.3.A.b	W.3.A.b
6	Discover which source can best answer my questions with assistance.	Decide what sources of information might be relevant to answer these questions with assistance.	Develop a question about a topic in a group.	Develop a question about a topic independently or in a group.	Identify the audience and purpose for my research and develop a relevant question independently or in a group.	Create an open-ended research question and narrow it's focus. (Ex:)
Research	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c

Elementary Typing Curriculum: At the elementary level we have a curriculum called "TypingClub." In the absence of what used to be computer keyboarding classes, we have instituted this curriculum for the sole purpose of teaching students how to type. This is done individually online and provides information, progress reports and incentives as the student progresses through the program.

When trying to evaluate the success of TypingClub the most important question we ask is whether or not kids in 2nd-5th grade become better at typing when they use this program. We can get a pretty clear answer to that question by looking at two more questions:

1. How fast are students typing (and are they getting faster)?
2. How accurate are students when they type (and are they getting more accurate)?

The information below will provide answers to those questions. Indeed, over time our students are increasing in both areas. Kids *who regularly use* TypingClub show clear benefits. You can see the monthly average speeds from August 2016 and April 2018--big jumps in both. For context, the state of MO has set a goal of 35 wpm for 8th grade students. Keep in mind the figures on the attached sheet is an aggregate of 2nd, 3rd, 4th, and 5th graders--a big span.

TypingClub Results: 2017-18:

*Speed is calculated as the normalized average of typing speed during a given time frame. The speed is normalized to minimize the effect of ocassional spikes or drops in speed.

**The final accuracy taking into account all corrections made.

	Speed*	Accuracy**	Date
Blue Ridge	13 WPM	86%	Sept 16
	18 WPM	95%	April 18
Eastwood Hills	12 WPM	85%	Sept 16
	18 WPM	96%	April 18
Fleetridge	13 WPM	83%	Sept 16
	23 WPM	95%	April 18
Laurel Hills	13 WPM	84%	Sept 16
	20 WPM	95%	April 18
Little Blue	12 WPM	80%	Sept 16
	18 WPM	95%	April 18

	Speed*	Accuracy**	Date
Norfleet	13 WPM	82%	Sept 16
	21 WPM	95%	April 18
Robinson	14 WPM	80%	Sept 16
	21 WPM	97%	April 18
Southwood	14 WPM	83%	Sept 16
	22 WPM	95%	April 18
Spring Valley	14 WPM	83%	Sept 16
	20 WPM	95%	April 18
Westridge	13 WPM	80%	Sept 16
	20 WPM	95%	April 18

Considering that TypingClub is low cost, minimally invasive of classroom minutes, and requires virtually no management for teachers, it's a slam dunk. Our goal with teachers has always been to get kids comfortable enough with typing that they can spend more of their cognition on the task at hand rather than on hunting and pecking for keyboard keys. We want them to spend their efforts thinking of the task, not wrestling with the tool to complete the task.

Leadership Instructional Support:
At the secondary level, principals performed numerous walk-throughs with Dr. Huff during the year seeing a variety of classes. Most of the secondary buildings focused their efforts on improving questioning and non-fiction reading opportunities. A review of the walk through data at the end of the year showed that we did improve in those areas. We saw students reading non-fiction and technical pieces in many classes outside of ELA. We also saw many examples of higher order questions with teachers using good questioning techniques. However, we also still have a great deal of growth ahead of us. We saw examples of teachers leaning too heavily on lower level questions using traditional questioning techniques. We need to stretch our students' thinking and increase their engagement by improving this instructional technique. We also saw an increased use of tools specifically given to teachers to increase our use of non-fiction reading. Specifically, we saw a steady increase through the year of Actively Learn. This resource allows teachers to assign non-fiction reading that is the proper level, length, and content for their lesson. In general, we did see good instruction with classes that were completely engaged. Classes had a good feel with very little distractions. Lessons were connected to the curriculum and on pace with the teachers using district provided and/or district-approved resources.

At the elementary level principals performed numerous walk-throughs with Dr. Moore throughout the year. Most of the elementary classrooms demonstrated effective instructional practices such as Questioning and *Teach Like a Champion* techniques. Teachers were not just focusing on asking more questions, but asking higher DOK level questions that required students to think about their responses. This practice also forced teachers to utilize wait time and intentionally call on students who did not raise their hands. We observed students reading fiction and non-fiction pieces during Wonders whole group instruction. DRI (Differentiated Reading Instruction) was implemented with fidelity. Our

teachers still need to work on increasing student academic conversations and teaching students vocabulary by encouraging them to utilize speaking in complete sentences using proper grammar. DRT (Data Review Teams) collaborated around student data and teachers discussed how instruction should be adjusted to meet students' needs.

Special Programming:

Special Education:
The focus for special education is to improve instruction for all of our students. The data is separated into two sections: co-teaching/resource and self-contained settings. In each setting, curriculum coordinators work with teachers to improve instruction by providing feedback during observations, and collaborating with teachers about daily instruction.

In the co-teaching/resource section, reading data is provided from our students in Read 180 classrooms. Read 180 is a data driven, research backed curriculum that addresses all areas levels of intervention. This program is used with some our most delayed readers at the middle school level. They are reading at least 2 grade levels below their grade level, and have not responded to Tier 1 and 2 services and interventions. 77% of all students in these classes showed expected growth this year.

In the self-contained section, ELA data is provided from our students in functional skills in our elementary classrooms who take the Early ELA Assessment which evaluates students' phonemic awareness skills, print concepts, and letters and sounds. These students take common assessments three times throughout the year and teachers monitor growth. We showed an average increase of 4 subtests passed per student. This helps students grow towards grade level standards. This was the first year for common assessments at secondary. This is a baseline year. Teachers focus was to give the assessments, complete district data sheets, and think about how to use information for instruction and IEP goals.

Here is some additional data on Self-Contained and Co-Teaching/Resource Classroom visits, observations and feedback:

Self-Contained:
- 35 total Pre-K visits: student planning, teacher planning, observations, data planning
- 237 total Elementary visits: student planning, teacher planning, observations, data planning
- 48 total Middle School visits: student planning, teacher planning, observations, data planning
- 43 total High School visits: student planning, teacher planning, observations, data planning
- **Total: 363 visits**

Co-Teaching/Resource:
- 145 total Elementary visits: student planning, teacher planning, observations, data planning
- 155 total Middle School visits: student planning, teacher planning, observations, data planning
- 120 total High School visits: student planning, teacher planning, observations, data planning
- Regular monthly or biweekly observations with all new special education teachers in the district with observation of teaching, feedback, and debriefing.
- **Total: 420 visits**

Assessment:

We have provided a thorough review of this past year's assessment experience as an addendum at the conclusion of this report.

Budget:

We continue to focus our available funds directly to the support of curriculum, instruction and assessment used in the classroom. Additionally, we will support the ongoing process of data review and collaborative teaming. Therefore, funds are largely spent on teacher training, curriculum resource adoptions and materials and supplies that directly assist in instruction in the classroom. District Assessment is a large area and requires its own budget. All curricular materials and supports are funded out of the Curriculum and Instruction Operations budget. A review of those budgets is below (numbers are approximate):

Curriculum and Instruction Operations $994,083.00 (includes salaries and benefits). This amount was cut this year to be closer to the amount we actually have used in the past.

This budget is used solely to support instruction through curriculum, texts and materials purchases, supplies, teacher curriculum stipends, substitutes for building work and other supports. This is the financial base to curriculum and instruction for the district. This budget also pays for personnel costs associated with the maintenance of curriculum and instruction including stipends for curricular coordination.

Federal Funding

    Title I: $ 2,528,978 (includes carryover funds)

        This budget is used to fund Title I Reading teachers and Instructional Assistants in all ten elementary schools which now receive school wide Title services. A significant portion is used to fund the Title I preschool as well.

    Title IIA: $376,719 (includes carryover funds)

        This budget supports district improvement through professional development and supplemental materials. Programs such as Teacher Leaders, Summer Curriculum Summit and curriculum and assessment writing.

    Title III: $51,320 (includes carryover funds)

        This fund is specific to English Language Learning (ELL) that supports our preK-12 programs for these students. This fund also pays for interpreters and the writing of assessments and district information in several languages.

    Title IV: $15,838

        This small amount was new last year and it was used for Project Lead the Way (PLTW) startup costs.

Assessment

    Total: $89,727.00 (This does not include Renaissance Learning ($300,000.00 which will be due in 2019-20)

        This budget funds all district assessments and support (Assessments include EOC Spring and Summer, WorkKeys Spring, TSA, MAP elementary and middle school). This would include

cost for testing, any scoring, technology support and training. We continue to experience an increase in the budget as a result of new requirements for MAP and EOC.

Goals and Objectives and Recommendations for 2018-2019:

Overall Goal
To improve overall student achievement through organized assessment, effective instruction, and curricular resources provided by a quality educational staff.

In Raytown, staff will:
- use instructional practices in math that focus on understanding over procedure in order to improve students' math achievement.
- demonstrate collective efficacy by working as a team in DRT to improve instructional practices.
- understand students through cultural competency so we can better meet the needs of all students.
- include non-fiction reading and argumentative writing opportunities in all classes in order to improve students' reading levels.
- provide numerous high-level questions to students in formats that encourage participation in order to improve students' achievement in all classes.

Data used in program evaluation:

Effective instruction is directly connected to student learning. Therefore, all student assessment results speak to effective instruction. Effective instruction is supported through research based curricular materials and resources. There are also a variety of sources that can give us a true picture of effective instruction through the eyes of the teacher and the administrator.

1. State MAP and EOC data *once these assessments are fully implemented*
2. Student benchmark data as provided through well written common formative assessments. In our case, these assessments will be written into our new units of instruction.
3. Student work review to measure student progress through specific artifacts.
4. Walk through evaluation by administrative staff that focuses on specific instructional practice noted through research to show an impact on student achievement.
5. Additional data recognized as appropriate to measure growth in instruction and student achievement noted through the Data Review Team process.
6. Information updates and mandates from state and federal law that will impact our approach to assessment delivery.

Program Strengths:

A public education institution is only as strong as its leadership, its teachers and the supports provided for the classroom. A general survey of our teaching and learning process shows:

1. We have a process in place to collect student performance data that is specific to measure growth over time.
2. Our teaching staff is genuinely interested in quality instruction as evidenced by their continued participation in professional learning to improve their professional prowess.
3. Our school board fully supports the classroom teacher, the instructional process and the need for appropriate materials to the work asked of us to do. As a result, we have a partnership that has yielded significant results.

4. A specialized staff devoted to the complete success of quality instruction (including the District leadership and curriculum support personnel).
5. Students that work hard to meet and in many cases exceed the expectations set for them.

Date Reviewed:
June 2018

Program Personnel and Evaluators:
Janie Pyle, Associate Superintendent
Brian Huff, Assistant Superintendent of Secondary Education and Future Associate Superintendent
Instructional Leadership Team
Michele Eagle, Coordinator of Assessment

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Dr. Janie Pyle, Associate Superintendent

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Dr. Brian Huff, Associate Superintendent as of July 2018

Assessment addendum on the next page

Addendum
2018 State Assessment Report

This report is intended to provide an overview of the preparation, implementation, successes, and challenges of all state assessments given during the 2017-2018 school year. As formative assessment is shared with the board throughout the year, this report will focus specifically on state assessments. Four assessments will be addressed:

Assessment	2016 -2017 Testing Windows
MAP-A	Window 1 – November 6 - 21 Window 2 – February 5 - 23 Summative – April 2 – 13
WIDA ACCESS & Alternate ACCESS	January 15 – February 16
MAP GLA	April 17 – May 9
EOC	Summer – June 24 Fall – December 5 – 9 Spring – May 3 - 10

Overview of Assessment Platforms:

This is the fourth year for the DLM KITE (DESE assessment technology platform) educator portal and the software, interface, training, and functionality of the technology has continued to improve. It is much more adaptable for our most severely handicapped students with the ability for teachers to test using Chromebooks, desktop computers, tablets, or even Smartboards. From the test administration side, the vendor continues to improve the process for enrolling and rostering students and providing more 'real time' testing tools to monitor students' progress and completion of testing.

The WIDA (consortium of states involved in ELL testing) ACCESS (ELL assessment) and the MAP GLA (Grade Level Assessment) assessments are both supported by the testing vendor DRC (Data Recognition Corporation). The administrative site, eDirect, is utilized for both assessments. Each administrative site has unique tasks and processes for the district to complete with regard to ordering assessments, maintaining the student database, closing out testing, and accessing 'real time' reports on students' progress toward test completion. For our students who test both the ACCESS and GLA, technology changes allowed for these students Chromebooks to configured one time and function properly for both assessments.

The EOC assessment vendor continues to be Questar Assessment, but after five years of using iTester platform, the administrative and testing platform utilized changed to NEXTERA (name of the new EOC platform). While the student side of the platform seemed to function well, the administrative side of the platform did not have full functionality until late February and many of the processes created duplicate work or failed to provide essential data to test coordinators for manipulation and verification of student data within the system.

The technical manuals and test coordinator manuals for these four assessments are constantly being updated by either the vendors or DESE and not all updates are made with notice to the DTC or technology contacts.

Meeting the needs of Assessment:

Preparing for state assessment requires many hours of collaborative planning among numerous stakeholders, such as administration, DTC, technology, DESE, school test coordinators (STC), curriculum coordinators, and secretaries. This year proved to be more challenging since there were numerous changes not only with the assessments, but with the changes in testing platform for EOC, new assessments and a new practice form available for the GLA.

In order to provide our staff with as much insight as possible about the new exams, the district determined it would administer the new Practice Form available for the GLA and the EOC Pre-Test for English II and Algebra I. Preparation for this required technology was in place, teachers received appropriate professional learning, all students were loaded into the eDirect system to assign testing sessions, and test tickets printed and prepared.

Here is the implementation timeline for the additional testing:

Date	Task	Person(s) Responsible
12/08	• ORG ID sent to building principals to distribute to teachers	DTC
12/11 - 12/13	• Students register all Chromebooks to ORG ID • Report to building principal w/complete roster indicating all students are registered correctly	Teachers
12/15	• Building principal reports to Assistant Superintendent that all students' Chromebooks are properly set up to ORG ID • Building principal initiates any technology work orders needed to address issues discovered during ORG ID registration	Building principal
12/14 - 1/05	• Students provided opportunity to access OTT • Provide professional development regarding Practice forms administration & scoring • Test tickets prepared & available for buildings • Paper copies of the test provided for new students	Teachers Principals DTC
1/08 - 1/12	• Elementary: ELA Practice Forms administered	Teachers
1/22 - 2/02	• Middle School: ELA & Math Practice Forms	Teachers
1/16 - 1/19	• Elementary: Teachers score ELA	Teachers
02/05 - 02/09	• Middle School: Teachers score ELA	Teachers

| 1/22 - 1/26 | • Elementary: Math Practice Forms administered | Teachers |
| 1/29 - 2/02 | • District administration reviews available reports | District Administration |

Successes:

The district was selected by DESE to receive an on-site Quality Assurance Visit of our MAP-A testing. The representative from DESE spent one half day at Northwood observing two students' test sessions and interviewing the principal, teacher, coordinator, and district test coordinator. In addition, she also reviewed and verified compliance for MAP-A testing through a review of two IEPs. At the conclusion of the visit it was stated our district was, "doing an excellent job."

DESE allowed districts for the first time to generate 'student' tickets in order for teachers and coordinators to access the practice form assessment. This provided valuable insight into test construction, functionality with the platform, question types, and rigor. Additionally, the 4th and 8th grade students' writing prompt responses from the practice form were available for teachers to score providing another valuable opportunity for our teachers to identify areas of focus for continued instruction and practice moving forward through the spring semester prior to the summative window.

Technology within the district worked extremely well with the exception of one day when the internet connection for the entire district went down for several hours and a vendor was required to complete a repair. Even with the disruption, all buildings scheduled to test remained flexible and patient, adjusting schedules to accommodate the issue and continue testing once the internet was restored. Teachers are also better equipped to problem-solve minor issues which occur and reduce the number of demands on technology for support, such as having students log out and in, restart computers, and show patience by waiting a minute or two for the software to 'catch up' with the demand.

Another success for the assessment year was the quality of support, response times, and service the technology department provided to not only in collaboration with the DTC, but to each building during testing, and when technology had to enter a testing environment to assist with a computer issue.

Challenges:

The EOC administration and testing platform change to NEXTERA created new challenges for test coordinators. While the testing company touted improved features during a statewide training for district test coordinators, many of the 'improved' features were not operational during the fall testing window, nor during the pre-test window. The most noticeable was a feature titled 'multi-student' edit which would allow multiple students to be selected at one time and mark within the system appropriate accommodations, such as text-to-speech or separate setting. Because these were not operational until spring all students' accommodations and universal tools were assigned one by one by the district test coordinator for all five buildings administering the pre-test.

The GLA practice forms were supposed to provide 'dynamic' reports which could be utilized to inform instruction. DESE continued to indicate this feature would be available at the end of January or early February.

Once the district completed the GLA practice forms the anticipation for these reports quite high.   As promised, individual score reports were available and teachers were able to look at each individual student's responses to see what they answered correctly, the type of question, and the domain for the question. The district then inquired of DESE if that data could be made available by classroom, grade, and/or building as a spreadsheet so further data analysis could be completed. The response from DESE was, "DRC was not able to provide the programming for this year; it will be a required deliverable of student, classroom, building." This then required coordinators to develop a way which made sense for teachers to be able to enter their student's scores into a spreadsheet and conduct analysis.

The district's summative testing window for GLA opened on April 17 with the elementary schools. DESE sent a memo marked 'IMPORTANT' regarding the GLA on April 11. The following is a summary of that memo and the practical application of the information contained within it:

- **April 11, 2018** - DTC received DESE/DRC Memo (attached at the end of this document) regarding ELA Session 1 in grades 4 & 8.
  - *The memo was sent immediately to all principals, counselors, coordinators and central office administrators for sharing within the buildings to ensure teachers and students were aware and had focused exposure to the process and prompt.*
    - The test was constructed in such a way students would be unable to go back and review questions #1-3 once they moved on to question #4, which is contrary to published information contained within the Grade 4 Test Examiner's Manual regarding general testing parameters (pg. 4): "Students may mark items for review and return to those items within a session."
  - A screen prompt would be presented to students asking if they were certain they were ready to move on to the next question.
  - They indicated the OTT (online training tools) had been updated to include this so teachers and students could practice.
  - It was also noted that "If you have a student that moved past the first three questions without completing them and is unable to review the questions, please contact the MAP Service Line to request a test regeneration. "
    - *April 17* (first day of testing in district) – DTC was notified by a school a student had elected to preview all 4 test questions, moving past the first 3 questions (and had selected 'next'). The student wanted to return to answer the first three questions.
      - DTC called DRC to request a test regeneration. When requested, the intake person stated, "I'm uncertain of the process on how to handle this. I'll have to put you on hold and check with my state supervisor."
      - Upon return, I was informed that if the student had answered/attempted ANY question, then the test could not be regenerated.
      - They were willing to take the student information and research to see if they student had attempted any questions and send DTC an email with the response of whether or not they would regenerate the test.
      - Received phone call from DRC stating it appeared the student's test ticket had 'timed out' and I could unlock the test so the student could answer the questions.   This appeared to reset the student's test.

A second memo was sent by DESE on April 13 regarding 'Device Settings for Writing Tests' and the summary of it are below:

- **April 13, 2018** - DTC received DESE/DRC Memo (attached at the end of this document) regarding 'Device Settings for Writing Tests'

- The memo addressed "Tips for Keyboard Settings" to ensure proper keyboard configurations prior to students starting a session, specifically when there "is a possibility students are going to be using quotation marks (") and apostrophes (') in their responses.
- DTC immediately sent the memo to the technology staff responsible for testing software to review and determine if we were in compliance with those settings, and if not, what would the appropriate steps be in order to be in compliance.
- After review the DTC received this response from technology, *"I have applied the US keyboard as the only option in the Google Admin console and tested it on several chromebooks. Students will not be able to change keyboard lay out via the ctrl / shift / space bar method or by selecting it in the tray. Also confirmed any that had previously changed their keyboard will be brought back to the US only by the admin console as soon as they are turned on. So, this should not be any issue for us whatsoever."*
- As of the end of the day, April 17, we had only 5 reported concerns with this setting and technology was able to isolated the issue to faulty keyboards, not the settings.

Both of these memos created undue stress on the district system, teachers, and students with the release of them this close to the start of the district testing window. The impact of the April 11 memo on students' testing is unknown.

Looking Forward:

The close of each assessment year causes all stakeholders to take a moment to reflect on what could be improved for the next year.

- There was one issue which required the district to report to DESE with regard to an accommodation being improperly provided to a student. The student was allowed to review the test under appropriate conditions receiving the required accommodations. Additional layers of training and compliance will be implemented next year to address this issue.

- The cost of online assessment continues to be absorbed by the district. DESE charges for each test administered, either $1.80 or $3.60 depending on the exam. The following is list of items printed at the district's expense in order to facilitate testing throughout the year:
  - Test administration manuals & test directions
  - Reference sheets
  - Test tickets – this year over 60,000 between the practice and summative assessments
  - Ancillary materials such as envelopes and folders for tickets
  - Individual Score Reports- DESE offers to have two sets printed for $300 which the district pays

Summary:
The district experienced multiple testing windows throughout the year with relatively little issue. Online testing continues to push test coordinators to increase their skill sets as data base managers. The district continues to be at the mercy of DESE's information sharing and the testing vendors delivering a quality product.

Respectfully Submitted by Michele Eagle, Assistant Director and District Assessment Coordinator