

Wyoming Department of Education

Dr. Alan Moore

**IMPLEMENTING BOE/PANEL PRESENTATION
2009 FALL SCHOOL IMPROVEMENT
CONFERENCE**

Wayne Dennis
Fremont School District #6
For Fall 2009 NCA Conference

ALIGNMENT

ALIGNMENT PROCESS

- ✘ The following outlines the systematic approach that has been implemented in schools nationally that has improved students performance. The research used for this system comes from the following:
- ✘ Robert J. Marzano, Classroom Instruction that Works
- ✘ Robert J. Marzano, Building Background Knowledge for academic Learning
- ✘ Richard J Stiggins, Student Involved Assessments
- ✘ Grant Wiggins and Jay McTighe, Understanding by Design
- ✘ Phillip Schlechty, Working on the Work

A GUARANTEED (ALIGNED) AND VIABLE (TIME/PACING) CURRICULUM HAS THE MOST IMPACT ON STUDENT ACHIEVEMENT.

- ✘ **Step One:** Working with staff and administration unwrapping the standards:
- ✘ Three-Way Alignment

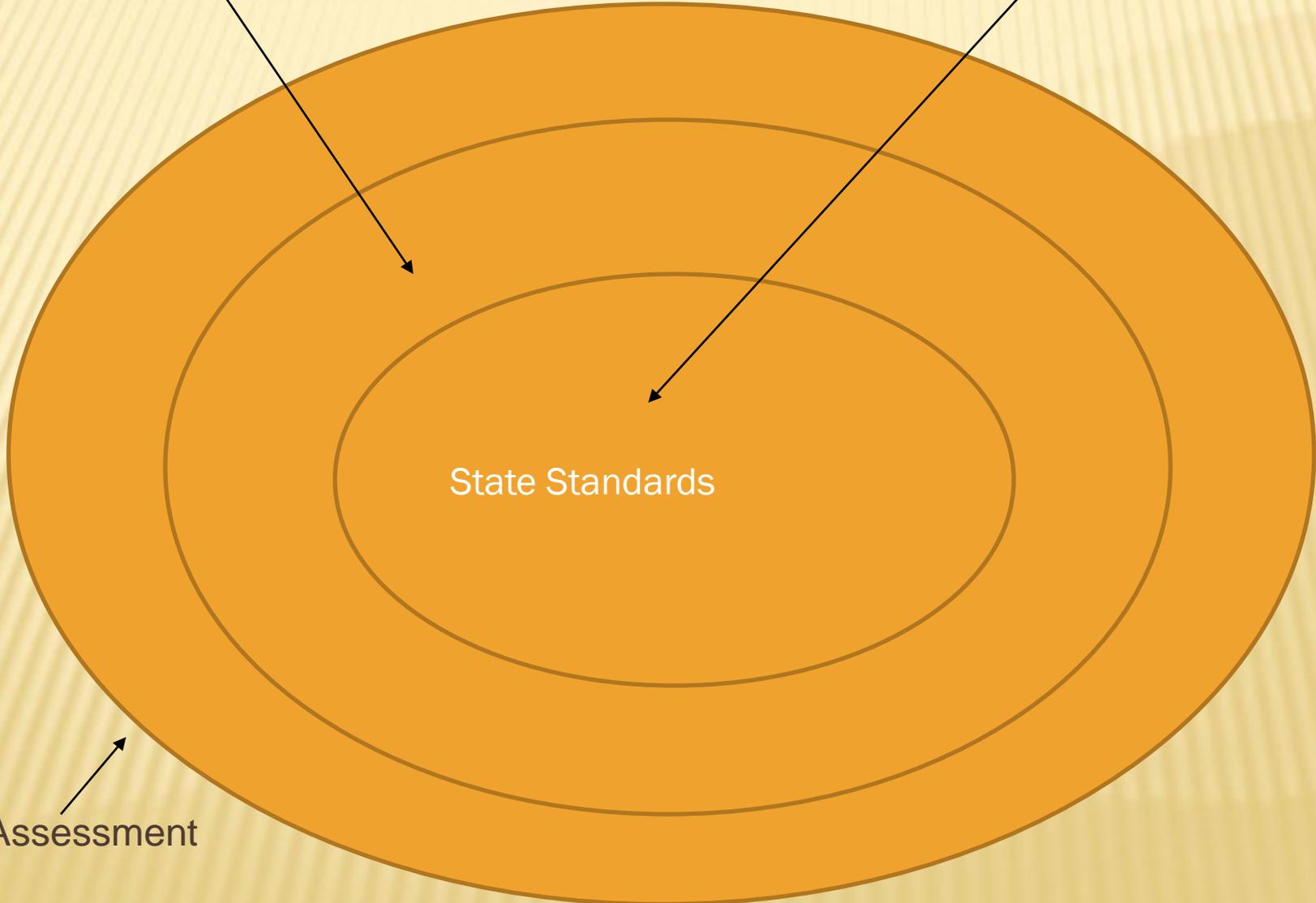
This a systematic approach in decomposing or breaking down state standards using a four way alignment process that assists in identifying essential or power standards in core areas of the curriculum.

Instruction

Curriculum

State Standards

Assessment



STEP ONE (CONT.):

- ✘ In this process we work with staff in examining and working through their state standards and assessments in identifying the following:
- ✘ Key conceptual understandings as outlined in their state standards and state assessments
- ✘ Cognitive level of performance stated in the state standard and required by the state assessment
- ✘ Re-identifying the appropriate grade level term related to the cognitive level of performance in order to design a scope and sequence of blooms descriptors appropriate for each grade level.
- ✘ Analysis of the state assessment descriptors as related to the essential or power standards

STEP TWO

- ✘ **Step 2:** Using the “essential curriculum” or power standards identified through the process of unwrapping **the standard create instructional focus calendar with the staff.**
- ✘ Instructional Focus Calendars
- ✘ Outlines the “Essential learnings”
- ✘ *(What students need to know and do)*
- ✘
- ✘ Provides direction for our instructions
- ✘
- ✘ Coordinates instructional time for each learning

STEP THREE (SCHEDULES):

- × **Step 3:** From the focus calendars, work with the staff in writing “Key Learning Objectives” that clearly articulates for the students what they need to know or do at the end of a specified time of unit or instruction. Research show that when learning objectives are written, using the guidelines as indicted below and posted, will produce a 22% increase in student learning.
- × *Learning Objectives*
- × *Aligned to grade level standards*
- × *Reflects Bloom’s verb level*
- × *Clear /Student friendly language*
- × *Measurable*

STEP FOUR:

- × **Step 4:** Work with staff and administration in designing monitoring assessments “for learning” that will provide meaningful and relevant information to drive instruction. The assessment pieces will follow the premises of a fair and equitable assessment tool
- ×
- × **Five Criteria of Assessments**
- × **Clear Targets**
- × **Focus Purpose**
- × **Proper Method**
- × **Sound Sampling**
- × **Bias Free**

STEP FIVE:

- ✘ **Step 5:** Working with teachers using the data they have collected to design and implement instructional strategies that have shown to have the greatest impact on student performance: See the table below:

✘ Identifying similarities and differences	45%
✘ Summarizing and note taking	34%
✘ Reinforcement effort/Recognition	29%
✘ Homework and Practice	28%
✘ Nonlinguistic Representation	27%
✘ Cooperative Learning	27%
✘ Setting Objectives/Providing Feedback	23%
✘ Generating and Testing Hypothesis	23%
✘ Questions, Cues, Advanced Organizers	22%

Natasha Archer

Laramie County School District #2

For Fall 2009 NCA Conference

CONSISTENCY—WHAT WE DO AND HOW IT HAS WORKED

DEFINING CONSISTENCY

Consistency for LCSD #2 is the reliability of the assessment system. Therefore it is essential to minimize differences in how student work is scored.

- ✘ Our assessment system is comprised of assessments that are multiple-choice short and extended response, performance and project based.
- ✘ Across grade levels and content areas, teachers use common rubrics, common scoring guides, and common check sheets to score performance assessments.

LCSD #2 uses training, procedures and data review practices for inter-rater reliability, internal consistency and decision consistency.

CONSISTENCY PROCESSES FOR OUR ASSESSMENT SYSTEM

- ✘ Open Ended Assessments
- ✘ Close Ended Assessments
- ✘ Teacher Judgment Assessments—
 - + Project and Performance Based Assessments

OPEN ENDED ITEMS/ASSESSMENT DEFINED

- LCSD #2 defines open-ended item/assessments as those for which there is not a single correct response, and involve short answer and/or essay responses from the students
- Student responses are subjective in nature, all such items are double-scored by content area teachers based on common rubrics established for each item/assessment.

OPEN ENDED ITEMS/ASSESSMENT

PROCESS

- ✘ Training for scoring occurs during curriculum/assessment meetings throughout the school year.
- ✘ Scorers review the rubric prior to scoring of the assessments.
- ✘ All assessments are doubled scored until the standard setting process is completed
- ✘ The purposes for 100% double scoring during the standard setting process is to provide training on performance descriptors, rubrics, clarify terminology, develop cohesive scoring strategies and establish exemplars which will develop inter-rater reliability.

OPEN ENDED ITEMS/ASSESSMENT PROCESS

- ✘ Once the standard setting process is complete assessments are double scored to maintain inter-rater reliability on a rotating schedule.
- ✘ The curriculum/assessment director determines the percentage of assessments that are double scored after the standard setting process is complete based on total number of students taking the test. The goal is that no less than 10 assessments in any given year for any grade level or content area will be double scored.
- ✘ New teachers have all their assessments double scored

OPEN ENDED ITEMS/ASSESSMENT DATA PROCESSES

- ✘ Inter-rater reliability data is evaluated and charted annually with a target goal of 0.80 or higher with Cohen's Kappa Coefficient.
- ✘ When the Cohen's Kappa Coefficient (CKC) drops below 0.70 in a given year for a given assessment the content-specific scorers go through the Reflective Evaluation Process.

CLOSE ENDED ITEMS/ASSESSMENT DEFINED

- ✘ Closed-ended questions have the benefit of having only one correct answer for the item.
- ✘ Content-specific teachers will score each student assessment using a common scoring guide.

CLOSE ENDED ITEMS/ASSESSMENT PROCESS

- ✘ Training for scoring occurs during curriculum/assessment meetings throughout the school year.
- ✘ Scorers review the scoring guide prior to scoring of the assessments.
- ✘ Teachers meet to score content area assessments together annually until the standard setting process is completed.

CLOSE ENDED ITEMS/ASSESSMENT PROCESS

(CONT.)

- ✘ After the standard setting process is complete, assessments are reviewed every two years for internal consistency
- ✘ Internal Consistency review consists of inputting individual student data into our scoring tool. The data review allows teachers to discuss and view data for internal consistency as well as do further item analysis.

CLOSE ENDED ITEMS/ASSESSMENT DATA PROCESSES

- ✘ Internal consistency for close-ended assessment is measured by using Cronbach Alpha.
- ✘ The target goal of .75 or higher has been set for our district.

TEACHER JUDGMENT ITEMS/ASSESSMENT DEFINED

- ✘ LCSD #2 uses projects and performance based assessments to evaluate student proficiency.
- ✘ Teacher judgment is used to evaluate and score these assessments.
- ✘ Each teacher uses a common set of tools to score student work. These tools are developed and agreed upon by content area and grade level teachers. The tools include common rubrics, score sheets, checklists and student exemplars.

TEACHER JUDGMENT ITEMS/ASSESSMENT PROCESS

- ✘ Training for scoring occurs during curriculum/assessment meetings through the school year.
- ✘ Scorers review scoring tools and how to use them prior to giving the assessment.
- ✘ Teachers meet to finalize student scores annually until the standard setting process is completed.
- ✘ After the standard setting process is complete teachers meet and complete the Decision Consistency Review.

TEACHER JUDGMENT ITEMS/ASSESSMENT DATA PROCESSES

- ✘ Decision Consistency for Laramie County School District #2 is developed through the use of common scoring tools, teacher training on using the tools, and understanding performance descriptors.

WHAT WORKED

- ✘ Tools helped teachers to reflect on assessments and results they were getting.
- ✘ Using Common tools for all three types of assessments created consistency.
- ✘ Looking at performance and project based assessments as a Teacher Judgment and creating a separate process to evaluate those types of assessments.

DO DIFFERENTLY

- ✘ Begin the data process sooner
- ✘ More training for teachers and administrators in processes and understanding the data.
- ✘ More time to complete tasks the first time around

SUMMARY

THANKS!

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Patty Coursey
Teton County School District

FAIRNESS:

AN OVERVIEW

**ASSESSMENT SYSTEM THAT IS NOT BIASED FOR ANY STUDENT
OR STUDENT SUBGROUPS.**

WHAT DID WE DO?

- When we first started with common assessments we created a Bias Checklist and had each department review each assessment using form.
- Made changes to the form based on feedback we received.
- As we have collected data, we have returned to that Bias checklist and continued to make changes to refine and improve form.

BIAS COMMITTEE

- Membership:
 - One teacher from each of the nine content areas
 - Special Education teacher
 - ELL teacher
 - Alternative high school content teacher
 - Administrator
- Members serve for two years.
- Meets bi-annually in December and May
 - Meets during regular school hours. This is not after-school work
 - District supplies subs

BIAS COMMITTEE PROCESS

- Committee randomly selects one assessment from each of the nine content areas to review.
- Committee collectively reviews each assessment one at time using the Bias Checklist.
- Any perceived bias is turned over to the building principal for a comprehensive Bias Review Process.
- Assessment are modified or replaced if bias is found in review.

THIS PROCESS WORKS BECAUSE...

- Non-content specific teachers offer new set of “Bias” eyes
- Professional conversations based on assessment
- Ell and Sped add expert “Bias” level
- Two year commitment provides consistency to process
- District approach rather than building
- Teacher time is valued by providing release time
- Administrator takes the needed corrective action

SPECIAL EDUCATION

- × IEP Based
- × Special Education teacher responsible for insuring teacher provides appropriate assessment accommodations
 - + BOEv conference form is used
 - + Teachers sign off on form
 - + Case manager reviews

ELL

- × Level of Language acquisition determines accommodations
- × Ell inclusion teachers conference with teachers and complete accommodations form prior to assessments

ACCOMMODATIONS

MULTIPLE OPPORTUNITIES WITH A VARIETY OF FORMATS AND STRATEGIES

- Matrix for each content area delineates number of opportunities and types of assessments
- Alternative assessment for each common assessment
- Other data streams include PAWS, MAP and ACT/SAT
- Standards recovery summer school, extended day and afterschool all available to students.

DATA AND PARTICIPATION

- ✘ Expectation that all students complete all assessments. We chase them!
- ✘ Teachers report assessment data on PowerSchool.
- ✘ Data disaggregated and reviewed. District expectation that departments review and use data.
- ✘ Changes made when needed.

KEY POINTS

- All Schools involved in process
- Sped and ELL are included
- Administrative oversight
- Forms must be efficient, user friendly and effective
- Educate your teachers each year on process
- Data collected and disaggregated to make informed bias decisions
- Make changes when data / bias committee shows change is needed

THANK YOU!

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John Metcalfe

Fremont County School District # 1

In 10 Minutes or Less!

OVERVIEW OF HOW WE IMPLEMENTED STANDARD SETTING

WHAT DID WE DO?

- × We used the Contrasting Groups method for all 9 content areas
 - + Why?
 - × Supported in literature
 - × Fit our BOE system
 - × Explicitly connects performance standards to cut scores
 - × Simple
 - × Doable
 - × Honors the judgment of teachers
 - × Relatively quick
 - × Can be re-done without great pain

HOW DID WE DO IT?

- ✘ Collected teacher judgments on all kids whether they were advanced or proficient or basic in each content area
- ✘ Collected average scores from BOE Common Assessments for those same students.
- ✘ We ended up with a spreadsheet, actually 9 spreadsheets, with 3 columns – kids name, teacher judgment, and average score.

SAMPLE SPREADSHEET

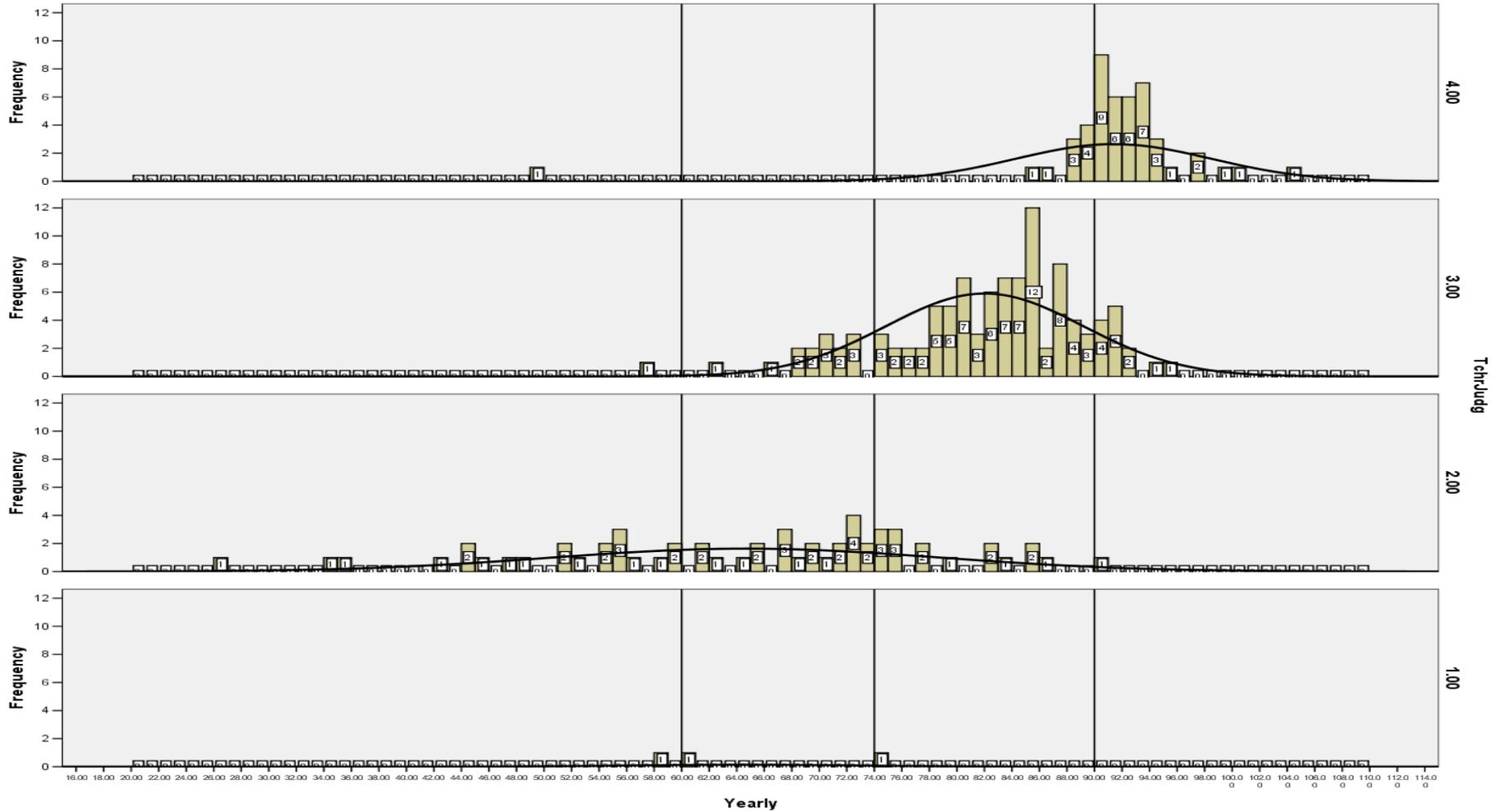
Students	Teacher Judgment	Average Semester Percentage
Student A	4	99.5%
Student B	3	87.2%
Student C	2	73.4%
Student D	1	59.1%

NEXT, WE...

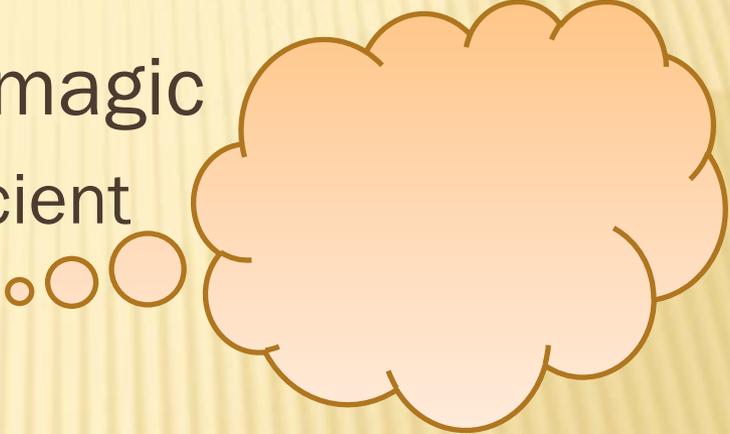
- ✘ Built some graphs, one graph for each content area for each performance level, so we ended up with 36 graphs.
- ✘ We stacked the 4 graphs for each content area so the vertical axis were aligned.
- ✘ This allowed us to visually determine the best fit for tentative cutscores

SAMPLE GRAPH

Language Arts



LASTLY, WE.....

- ✘ did a bunch of statistical magic
 - + Pearson correlation coefficient
 - + Cross tab analysis
 - + Linear regression
 - ✘ to validate what the graphical approach told us
 - ✘ and came up with proposed cut scores.
 - ✘ Those scores were proposed to the school board, debated and eventually approved.
- 

WHAT WORKED

- ✘ Most everything
- ✘ Obtained reasonable cut scores
- ✘ Efficient with time
- ✘ No controversial issues

DO DIFFERENTLY

- ✘ More training for teachers in understanding performance standards
- ✘ Higher quality assessments

SUMMARY

THANKS!

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COMPARABILITY

HOW HAS OUR DISTRICT ADDRESSED COMPARABILITY?

Ongoing Professional Learning for Staff:

- ✘ Administering the assessments
- ✘ Staff development for new staff
- ✘ Common Timelines
- ✘ Anchors and Exemplars
- ✘ Depth of Knowledge Training
- ✘ Collegial Time for Content Areas

YEAR TO YEAR /ACROSS YEARS COMPARABILITY

Collegial Groups:

- ✘ Review samples of student work quarterly/semester
- ✘ Review data from BOE's and other sources to ensure alignment, consistency, and bias
- ✘ A sample of work (20%) is analyzed annually
- ✘ Annual review of assessment revisions, replacements

REPLACEMENT PROCESS

Defined Process:

- ✘ Rationale – BOE Replacement Panel
- ✘ Alignment – assessment blueprint
- ✘ Piloting Process – includes bias and consistency checks
- ✘ Year long process for implementation

CHALLENGES.....

- ✘ Set time for staff to complete the work – school year and summer work
- ✘ Embedded – staff have to see relevance
- ✘ Incorporated into to other components – bias, consistency, alignment
- ✘ New Staff – establishing a mentoring process