

## Nov DPC minutes:

Parents responded: How much money is spent on the whole process of accountability tests? How much instructional time gets lost due to assessment testing? Parent has always felt disconnected. Is it an accurate evaluation? What are the dimensions around teacher evaluations based on student academic growth? Who grades CSAPS and what are their qualifications?

Sam's responses:

- Purposes of Assessment: Inform classroom level decisions = formative assessment for learning
- Evidence of student achievement = summative assessment of learning
- Identifying strengths and weaknesses of programs

Growth percentile means that kids are compared to kids that started at a similar level (looking for about 60% growth but 30-65 percent growth are in the acceptable range) . This is basically a ranking scale score. They collect history over six years for kids that perform like each other or academic peers based on performance in that content area. It works because they are medians or an average.

Methods of Assessment:

- Tests (constructed response – student writes in their own words OR selected response like multiple choice)
- Portfolios
- Performance
- Interview (oral interview)
- Colorado's Assessment System
- Summative: CSAP>TCAP>New summative assessment in 2014

We got new state standards in 2010 so we need to get new transitional tests. It doesn't make sense to test old standards. The new test will look a lot like CSAP. The state is hoping to launch a new assessment in the spring of 2014. This is all contingent upon funding and this initiative is not funded at this time. A lot depends what happens in the legislature over the next few months.

Positives of accountability testing – it has shed light on some of the achievement gaps in our system.

Current Proposed schedule for phase in of summative assessments:

| Content Area   | 2013               | 2014               | 2015               | 2016   | 2017   |
|----------------|--------------------|--------------------|--------------------|--------|--------|
| Reading        | Field test: paper  | Paper              | Paper              | Online | Online |
| Writing        |                    | Field test: online | Online             | Online | Online |
| Math           | Field test: paper  | Paper              | Paper              | Paper  | Online |
| Social Studies |                    |                    | Field test: online | Online | Online |
| Science        | Field test: online | Online             | Online             | Online | Online |

Grade levels for summative:

| Content Area   | Grades Tested |
|----------------|---------------|
| Reading        | 3-11          |
| Writing        | 3-11          |
| Math           | 3-11          |
| Social Studies | 4,7,11        |
| Science        | 5,8,11        |

Important disclaimer: The components of the Colorado System of Assessments have been approved by the State Board of Education for inclusion in an RFP but are ultimately contingent on funding.

Other things happening at the state and national levels:

- SB 191 – teacher effectiveness
- 50% of teacher/administrator rating will be based on student academic growth
- National assessment consortia-national assessments
  - \* SBAC
  - \* PARRC

The national assessments won't cover science and social studies. There are national efforts to develop assessments, but Colorado wants

to develop their own assessments. If not funded, national assessments options may be looked at closer by Colorado.

Thinking about creating a coherent assessment system:

Some assessments happen at the classroom level, some happen at the district level and some assessments happen at the state level. Looking at the classroom level – formative assessments are happening. This requires good professional development for teachers about formative assessments.

At the district level we have been piloting some assessments (Galileo a grant funded assessment system being piloted in some BVSD schools).

- Literacy is developing a way to assess student writing
- Some teachers are interested in developing their own assessments
- District school climate surveys give us a sense of how comfortable students feel at school
- At the state level we have TCAP (new CSAP) and ACT
- Do we still want to do these assessments and which ones do we want to use
- How will we support? Do we pay teachers to come in and write assessments

Two years ago, BVSD formed the standing committee on assessments with a broad perspective of stakeholders. Their purpose is to create a common vision, inform decisions, and develop guiding principles for assessments in BVSD.

Next Steps for the BVSD Assessment Committee– prioritize recommendations for changes to BVSD's system of assessments

- Galileo is a pilot assessment program funded through a grant and being piloted in some BVSD schools. This is the last year so we need to make a decision as to keeping it and paying for it or using another system
- School personnel are trained in administering state assessments
- Lectura and Escritura will continue for 2012 and 2013. No decisions have been made regarding the role of a Spanish literacy assessment in the new system starting in 2014
- The state has not made a decision on Spanish language assessment testing in the new system starting in 2014

Dr. Messinger – The Whole Student

## The Whole Child Tenets:

- Each student enters school healthy and learns about and practices a healthy lifestyle
- Each student learns in an environment that is physically and emotionally safe for students and adults
- Each student is actively engaged in learning and is connected to the school and broader community
- Each student has access to personalized learning and is supported by qualified, caring adults
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

The Association for the Development of Curriculum Development is an organization that provides value. Six years ago they initiated work around the whole child. The motivation was that some of the imbalance in our country around high accountability in testing is that there could be narrow curriculum and there is some evidence that is what's happening. This district has worked hard to maintain balance. The commitment of our board and Dr. Messinger is to maintain the holistic and balance factors. It is not anti-academic or accountability, but this is also important. Guiding principles for this initiative allows it to be grass roots. It has a lot of capacity. This initiative has grown fairly rapidly. This association has worked to create tool kits for school districts. They designed a planning model with the idea being looking at a child holistically. Other associations have picked this up. Google whole child, holistic child and there is a lot of information out there. No Child Left Behind is a label, but the work was the reauthorization of the Elementary and Secondary Education Act initiated in the 1960s. By design the work of the Whole Child initiative is about the bigger community and not just the school.

Our BVSD Board of Education will soon be working to initiate our goals for the next five years. This is the time all of us can influence that discussion. The Board of Education has not detailed their process yet but this group will have input into that conversation and can generate ideas as well. If you have suggestions, concerns or statements this is the time to be heard. Some of these assessment and Whole Child topics may well be addressed as we work on the next five year goals.