

Non-tested Areas Assessment and Improvement

*The
Assessment and Evaluation
Consortium
For Non-Tested*

Adm. Asst.

AA -

The Goal !!

The Goal of the *Assessment and Evaluation Consortium for Non-Tested* is to collaboratively work with all stakeholders in all of the involved districts to assure that student achievement and growth are measured and converted in to a Teacher Effectiveness rating.

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Teacher Comparison/Consistency - Weight - RISE

	<u>#1</u>	<u>#2</u>	<u>#3</u>
Rubric	*50%	*60%	*75%
Individual Growth Data	*35%	*20%	*0%
SLO's	*10%	*15%	*20%
School-wide Learning	5%	5%	5%

This could be problematic and the potential for a legal challenge by a teacher!!!!!!!!!!

- Differences

Another Comparison - Consistency

Teacher - Statewide

- ▶ Rubric 75%
- ▶ Data 25%
- School Grade 30% of 25%
- Individual 70% of 25%

This is a local decision.

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Teacher - LDA's

- ▶ Rubric 75%
- ▶ Data 25%
- School Grade 30% of 25%
- Individual 70% of 25%

This is a local decision.

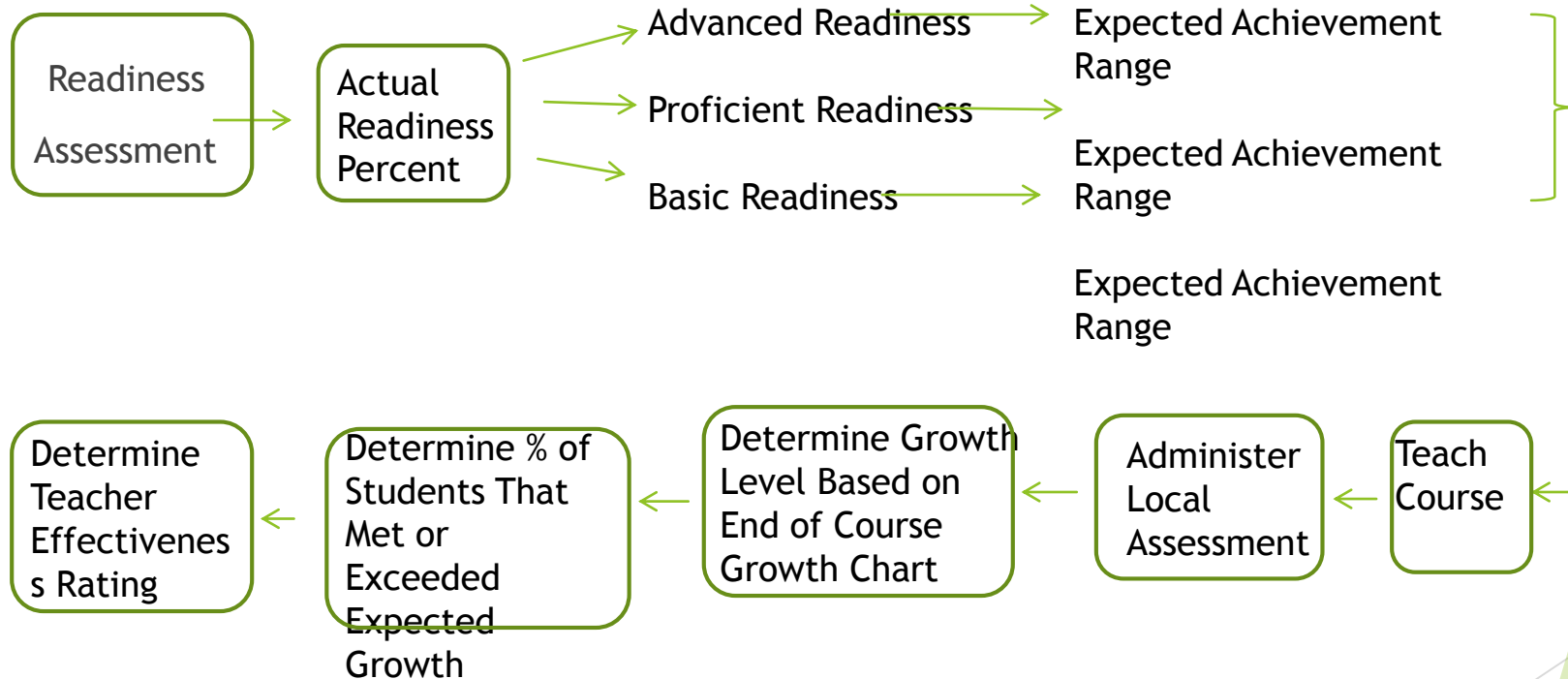
Advantages and Opportunities in Non-Tested Subjects

1. Use locally developed Readiness and ECAs to measure student achievement and growth based on each Student's Skill Level (Readiness or Preparedness) entering the class.
2. Determine Student Achievement and Growth and convert to Teacher Effectiveness.
3. Bring Consistency in the data used to evaluate teachers.
4. Review assessments and Revise as needed.
5. Collaborate and connect with teachers of similar content area in the consortium. Power in the process.
6. To meet the requirements to measure student achievement and growth that reflect Teacher Effectiveness

Readiness or Preparedness

- ▶ What are the starting points of my students?
 - Two points to measure growth
 - Readiness Assessment Starting Point
 - End of Course Assessment Ending Point
- ▶ From the readiness scores, students are classified in one of three categories of Readiness/Preparedness:
 - Basic Skill Level - Students who have yet to master prerequisite knowledge or skills needed for the course.
 - Proficient Skill Level - Students who are appropriately prepared to meet the demands of the course.
 - Advanced Skill Level - Students who start the course having already mastered some key knowledge or skills.
- ▶ From those levels, predictions can be made for the ECA showing effective student growth, instructional quality, and/or curricular quality.

Determination of Growth for Non-tested



Expected % Ranges based on Progress/Growth

Readiness Assessment % Scales	Expected % for Progress/Growth
<u>Advance Readiness Level</u> 85 - 100 %	<u>Expected Student Performance</u> 90 to 96 %
<u>Proficient Readiness Level</u> 50 - 84%	<u>Expected Student Performance</u> 70 to 84 %
<u>Basic Readiness Level</u> 0 - 49 %	<u>Expected Student Performance</u> 40 to 69 %

Example-30 pt. Assessment

▶	<u>Raw Score</u>	<u>%</u>	<u>Expected % Progress</u>	<u>ECA %</u>	<u>Growth</u>
	19/30	63	70-84	89	High
	19/30	63	70-84	73	Typical
	19/30	63	70-84	69	Low
	3/30	10	40-59	41	Typical
	25/30	83	85-89	82	Low
	9/30	30	60-69	70	High
	22/30	73	85-89	87	Typical

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Conversion to Effectiveness Rating

End of Course Growth	Number of students		Percent of students with typical & high growth	Teacher Rating
High	4	24/30 = 80%	80 - 100	Highly Effective
Typical	20		60-79	Effective
Low	6		40-59	Needs Improvement
			39 or below	Ineffective

Teacher had 24 out of 30 with typical or high growth, so teacher is highly effective based on rating chart

Local Data Collection Secondary

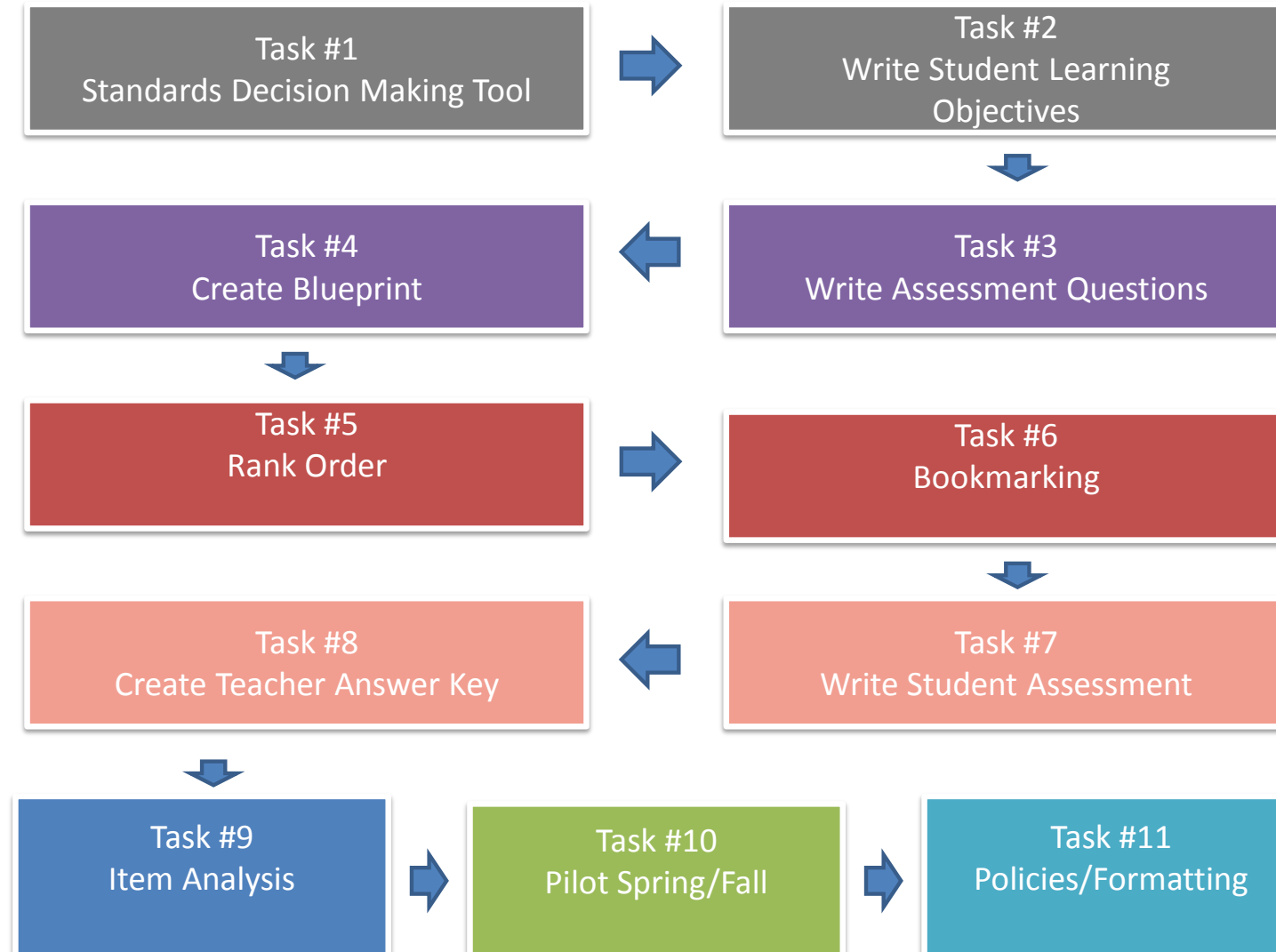
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	A	B	C	D	E	F	G	H	I	J	K	L
1	Achievement and Growth Determination for Local Assessment											
2	End of Course Growth	Number of Students		Achievement Level	Number of Students							
3	High	24		Pass	42							
4	Typical	16		Did Not Pass	6							
5	Low	8										
6	Percent of Students Meeting/Exceeding Growth	83%		Percent of Students Passing	88%							
7	Growth Result	Highly Effective		Achievement Result	Effective							
8	Student		Readiness Assessment		Calculated		End of Course		Calculated		Pass or DNP	
9	Last Name	First Name	Readiness Number Correct	Readiness Number Possible	Readiness Percent Correct	Lower Expected Range	Upper Expected Range	End of Course Number Correct	End of Course Number Possible	End of Course Assessment Percent Correct	Growth: H, T, L (High, Typical or Low)	Achievement: P or DNP (Pass or Did Not Pass)
10	Alvarado	Billie	21	25	84%	85%	89%	50	51	98%	H	P
11	Andrews	Michelle	18	25	72%	85%	89%	50	51	98%	H	P
12	Baldwin	Sonia	15	25	60%	70%	84%	36	51	71%	T	P
13	Ball	Shawn	16	25	64%	70%	84%	43	51	84%	H	P
14	Bell	Laura	12	25	48%	60%	69%	30	51	59%	L	DNP
15	Blake	Tom	18	25	72%	85%	89%	45	51	88%	T	P
16	Boyd	Cedric	17	25	68%	70%	84%	36	51	71%	T	P
17	Burns	Harriet	8	25	32%	60%	69%	26	51	51%	L	DNP
18	Caldwell	Ronald	17	25	68%	70%	84%	44	51	86%	H	P
19	Carroll	Stewart	15	25	60%	70%	84%	51	51	100%	H	P
20	Cobb	Leidi	14	25	56%	70%	84%	41	51	80%	T	P
21	Cooper	Berrick	18	25	72%	85%	89%	44	51	86%	T	P
22	Daniel	Ethel	13	25	52%	70%	84%	43	51	84%	H	P
23	Davidson	Molly	11	25	44%	60%	69%	44	51	86%	H	P
24	Drake	Lugo	14	25	56%	70%	84%	48	51	94%	H	P
25	Fleming	Dan	17	25	68%	70%	84%	41	51	80%	T	P
26	Foster	Robbie	17	25	68%	70%	84%	49	51	96%	H	P
27	Fox	Carlton	16	25	64%	70%	84%	44	51	86%	H	P
28	Fuller	Lathaniel	12	25	48%	60%	69%	29	51	57%	L	DNP
29	Gibbs	Elizabeth	15	25	60%	70%	84%	45	51	88%	H	P

The Work Product of Five Day Process

Purpose: Develop Readiness and ECA

Timeline: Both exams complete after 5 workshops



Task #1 - Identify Essential Standards/Indicators to Assess

- ▶ **1. Explain the Tasks for each of the five days – BIG Picture**

- ▶ **2. Task #1: Identify Standards/Indicators to Assess**
 - ▶ **-Establish/Agree on Essential Standards = Common Core**
 - ▶ **-Assess only the essential standards**
 - ▶ **-Difference in course lengths of time-trimester, semester, etc.**
 - ▶ **-Standard Decision Maker Activity-rank #1-4**
 - ▶ **-Endurance-throughout their academic career/life**
 - ▶ **-Leverage-value in multiple disciplines**
 - ▶ **-Readiness-success at the next level/grade level**
 - ▶ **-High Stakes-included on a state assessment**

Task #2 - Write SLO's

- ▶ **1. Write Student Learning Objectives for each standard/indicator**
- ▶ **Performance: What the learner will be able to do**
- ▶ **Conditions: The conditions under which the performance is to occur**
- ▶ **Criterion: A description of how well the learner must perform the task in order for the learning to be considered acceptable**
- ▶ ***Must NOT be an activity**
- ▶ **2. Identify Instructional Targets of Student Growth and Achievement**

Task #3 - Complete Blueprint

- ▶ **1. Teacher Guide for Instruction**
 - ▶ **-Essential Standards**
 - ▶ **-SLO's**
 - ▶ **-# of Questions per Essential Standard/Indicator**
 - ▶ **-Alignment**
 - ▶ **-Coverage**
 - ▶ **-% and # of Questions per Depth of Knowledge**
 - ▶ **-Level 1 – Recall**
 - ▶ **-Level 2 – Skill/Concept**
 - ▶ **-Level 3 – Strategic Thinking**
 - ▶ **-Level 4 – Extended Thinking**

- ▶ **2. Assessment should align or mirror the Blueprint**

- ▶ **3. **Teach to the Blueprint and not the Assessment**

Task #4 - Write Assessment Questions- Assessment Question Worksheet

- ▶ **This is a guide to creating the written assessment**
- ▶ **Collect sample test questions, teacher created, etc.**
- ▶ **List resources used to develop the assessment question – textbook, teacher created, other**
- ▶ **List the Student Learning Objective (SLO)**
- ▶ **List the Student Assessment Question as the student will see/read**
- ▶ **Student Answer Key**
- ▶ **Teacher Answer Key**
- ▶ **Relevant Rubric**
- ▶ **Scoring Key for Rubric**
- ▶ **Answer options**

Task #5 - Rank Order

- ▶ **1. Re-Check for Standard Alignment and Coverage**
 - ▶ **Do the assessment questions align with the essential standards/indicators**

- ▶ **2. Re-Check for Rigor Analysis/Depth of Knowledge**
 - ▶ **Level 1 Recall**
 - ▶ **Level 2 Skill/Concept**
 - ▶ **Level 3 Strategic Thinking**
 - ▶ **Level 4 Extended Thinking**

- ▶ **3. Proofing the Assessment-Grammar, Spelling, Typos, Formatting, Spacing, Capital Letters, Wording, Same # of Questions and Answers**

Task #6 Bookmark/Cut Scores

- ▶ **1. Divides assessment questions into easy, medium, or advance levels**
- ▶ **2. Use for Correlation**
- ▶ **3. Use to measure the difficulty level of the question and its results**
- ▶ **4. Use to measure the difficulty level of the assessment and its results**

Courses Included

Science

- Sixth Grade Science
- Seventh Grade Science
- Eighth Grade Science
- Biology I
- Chemistry
- Physics
- Integrated Chem/Phys
- Earth and Space Science (Earth ECA & Space ECA)

English/Language Arts & World Languages

- English 9
- English 10
- English 11
- English 12
- Spanish I
- Spanish II

Business

- Eighth Grade Information and Technology Communication
- Accounting I

Fine Arts

- Fourth Grade Music
- Third Grade Visual Arts
- Sixth Grade Choir
- Sixth Grade Band
- Seventh Grade Visual Arts
- Introduction to 2-D Art - High School
- High School Choir
- Beginning Instrumental (Band & Orchestra)

Social Studies

- Sixth Grade Social Studies
- Seventh Grade Social Studies
- Eighth Grade Social Studies
- Geography
- World History (WHa ECA & WHb ECA)
- United States History (USHa ECA & USHb ECA)
- Government
- Economics

Mathematics

- Algebra I
- Algebra II
- Geometry
- Pre-calculus

Physical Education/Health

- Third Grade Physical Education
- Seventh Grade Physical Education
- High School PE I
- High School Health

Career/Technical Subjects

- Introduction to Agriculture
- Eighth Grade FACS
- Eighth Grade Industrial Technology
- High School Industrial Technology: Intro to Engineering Design
- High School Industrial Technology: Welding 1

This document is an effort of a four-district consortium: Superintendents Russ Mikel (Bremen), Steve Clason (Whitko), Daniel Ronk (Rochester) and Director of Curriculum Joy Goshert (Wawasee): Updated February 2014

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Additional Assessments for 2015

- ▶ Psychology
- ▶ German I
- ▶ French I
- ▶ Animal Science
- ▶ 7th Information & Technology
- ▶ Marketing
- ▶ 8th Visual Arts
- ▶ 8th Health
- ▶ HS Instrumental
- ▶ AA-Adm. Asst.

The Data ?

- ▶ Consortium adopted Exam-View.(Working on a Web-based Concept??)
***-Partnered with Five Star Technology for Assessments and Data*
- ▶ Test results from across all participating districts will go through an item analysis and other reports.
- ▶ This analysis will be available to each district as a course, as a school and as a consortium ******(currently a student based over 14,000)
- ▶ The analysis will check for level of difficulty - looking for balance and validity.
- ▶ Once this analysis is done, the results will assist the participating districts in making necessary revisions to assessment questions.
- ▶ Over time, this analysis will help check and refine readiness and ECA projected scoring scales.
- ▶ Check and refine the teacher effectiveness scoring scale.
- ▶ The consortium will provide data that will assist districts in identifying strengths and weaknesses in curricular offerings, classroom instruction, etc.

Benefits of The Consortium

- ▶ Support assigned to your corporation
- ▶ Blueprints for each subject
- ▶ Ongoing collaboration Teacher Connections
- ▶ Readiness assessments
- ▶ End of Course assessments
- ▶ Performance assessments
- ▶ Electronic scoring
- ▶ Opportunity to add additional courses to the menu
- ▶ School, Corporation and Consortium data for comparisons
- ▶ The hard work and resources are available
- ▶ Quality Student Learning Objectives
- ▶ in Expertise consortium
- ▶ Determine Student Growth
- ▶ Determine Student Achievement
- ▶ Determine Teacher Effectiveness
- ▶ Test security through Five Star Technology
- ▶ Training
- ▶ A variety of reports through Five Star
- ▶ Meets the state law and requirements on Teacher Evaluation (Student Growth)
- ▶ Train-the-Trainer-Support in corporation

Contact Information

- ▶ Contact one of the district superintendents or Steve Wittenauer at AA to show your interest or ask your questions.
- ▶ Contact info is:
 - ▶ Russ Mikel - Retired at 574-248-2714 or russmikel71@gmail.com
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 - ▶ Joy Goshert - Wawasee at 574-457-3188 or jgoshert@wawasee.k12.in.us
 - ▶ Steve Wittenauer - AA at 765-563-8210 or stevewittenauer@gmail.com
- ▶ Potential funding sources
 - ▶ Title IIA
 - ▶ Title I
- ▶ Join Us and Let's Improve Together!!
- ▶ More information: <http://www.indianareadiness.com>



▶ **Questions?**

Thank you for your kind attention.