ANNUAL REPORT
PROGRAM EVALUATION & ASSESSMENT

Board Policy 2090

PART I
SPS ASSESSMENT FRAMEWORK

Board Policy 2090

A Balanced Assessment System

- Goal:
  - Use assessment practice effectively to identify student learning needs that inform instruction and help to close achievement gaps
- Vision:
  - Develop a balanced assessment system including summative, interim, and formative assessment
  - Build teacher capacity to use "assessment FOR learning" and assessment information in collaborative structures
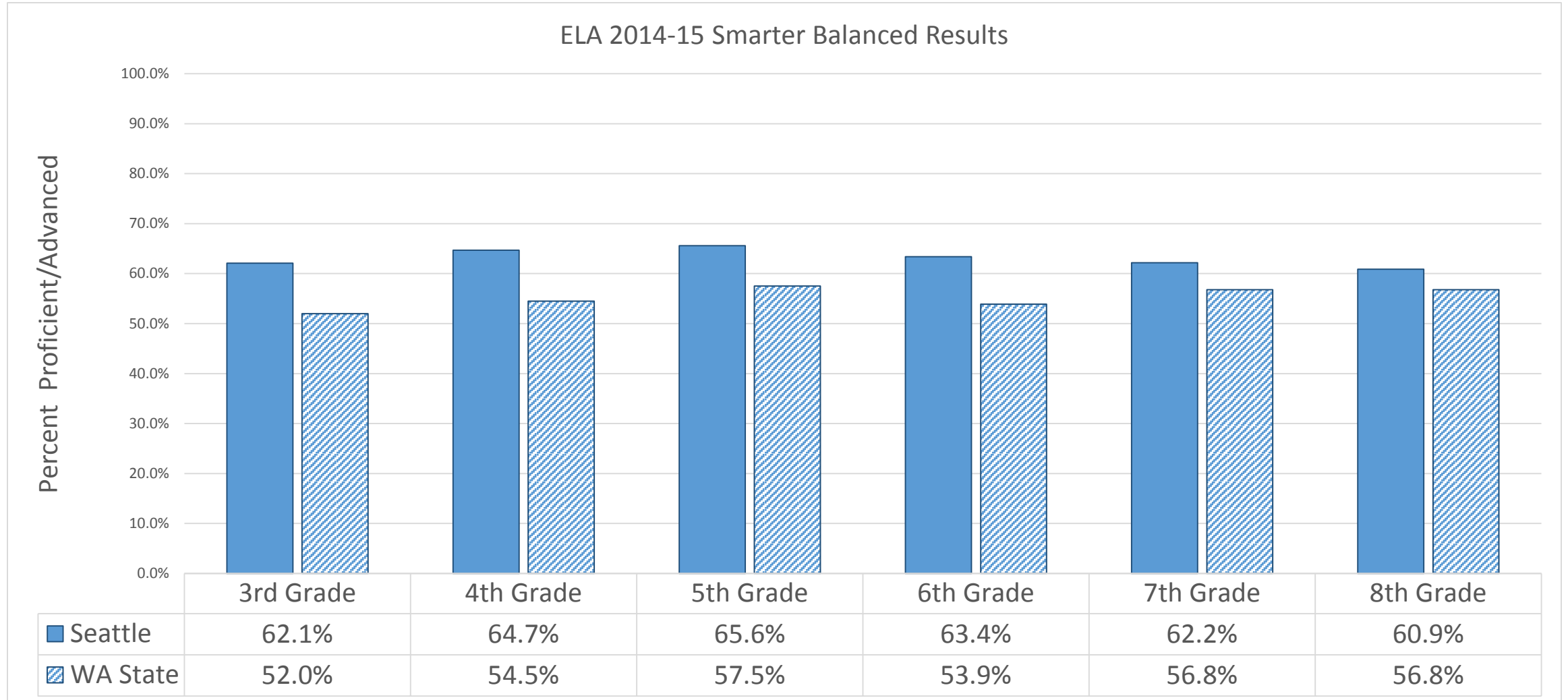
Where We Were

- President Obama's Target: 2% of instructional time spent on meaningful assessment
  - While we estimate we have been below this target, more work is underway
- An assessment system...that needed balance
  - Focus on MAP assessments
  - Narrow instructional value
  - Limited professional development on using assessment info effectively
  - Limited teacher capacity building around using formative assessment
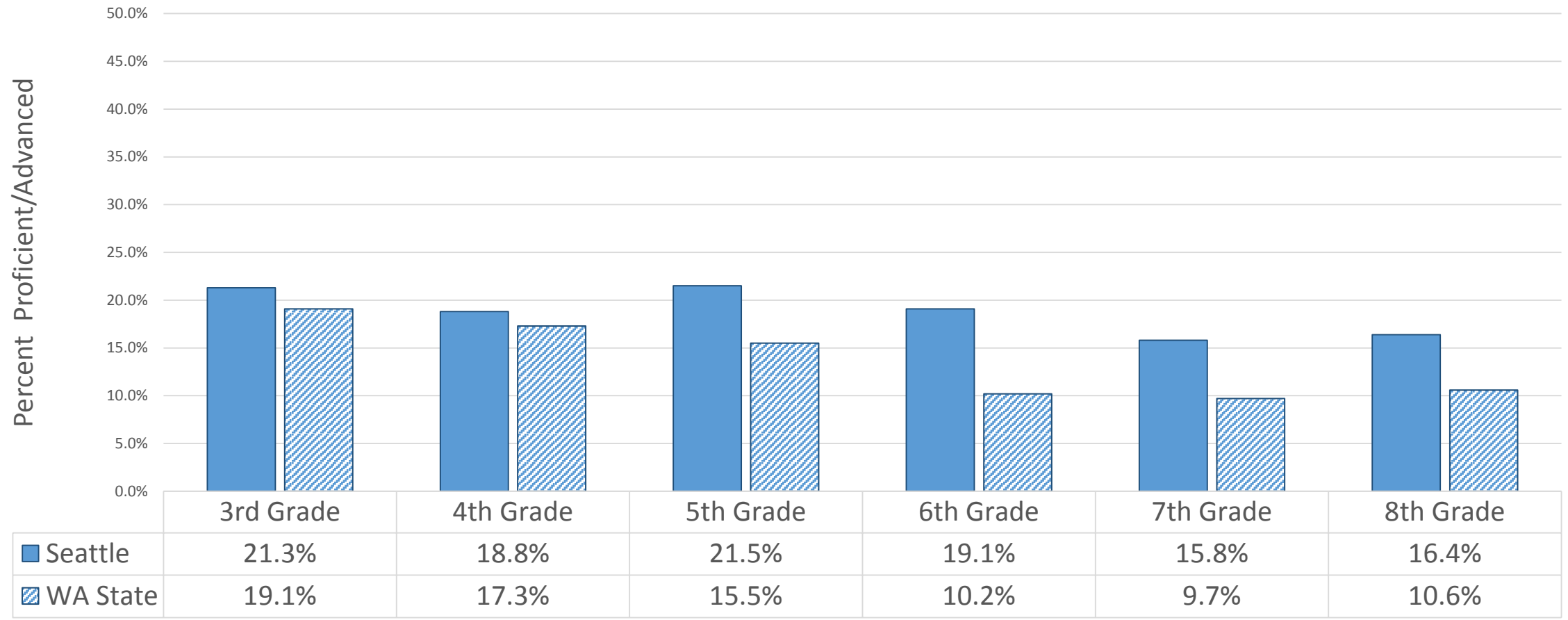
Where We Were and Are: Assessment Changes

- MAP
  - 2013-14: K-8 twice per year
  - 2014-15: K-2 twice per year + 5th grade once per year
  - 2015-16: K-2 once per year
- Amplify Interims
  - 2014-15: 3x per year (longer tests)
  - 2015-16: 2x per year (shorter tests) – with optional 3rd interim

Where We Are:
Smarter Balanced Results

ELA 2014-15 Smarter Balanced Results
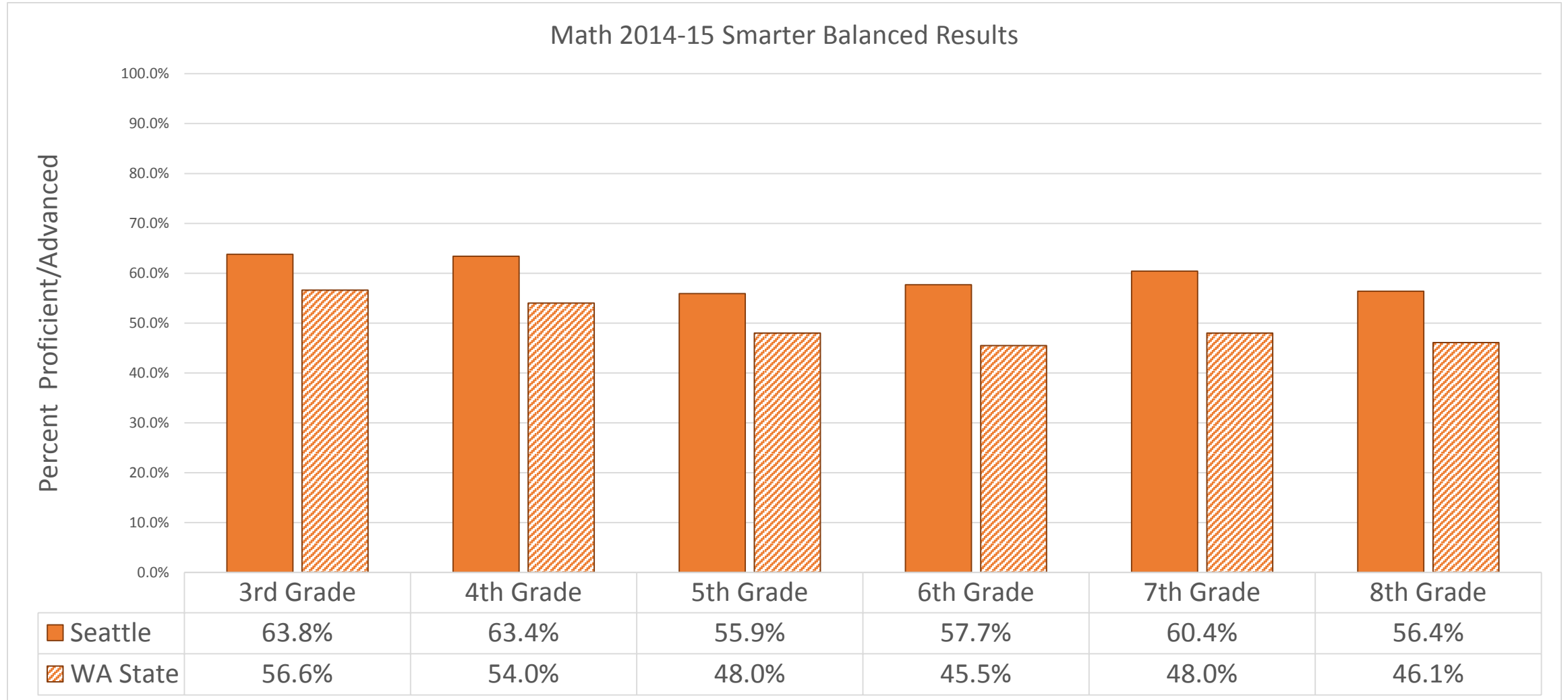

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
■ Seattle	62.1%	64.7%	65.6%	63.4%	62.2%	60.9%
▨ WA State	52.0%	54.5%	57.5%	53.9%	56.8%	56.8%

Where We Are:
Smarter Balanced Results

ELA 2014-15 Smarter Balanced Results
English Language Learners (ELL)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Seattle	21.3%	18.8%	21.5%	19.1%	15.8%	16.4%
WA State	19.1%	17.3%	15.5%	10.2%	9.7%	10.6%

Where We Are:
Smarter Balanced Data

Math 2014-15 Smarter Balanced Results

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Seattle	63.8%	63.4%	55.9%	57.7%	60.4%	56.4%
WA State	56.6%	54.0%	48.0%	45.5%	48.0%	46.1%

Where We Are:
Smarter Balanced Data

Math 2014-15 Smarter Balanced Results
English Language Learners (ELL)

Percent Proficient/Advanced
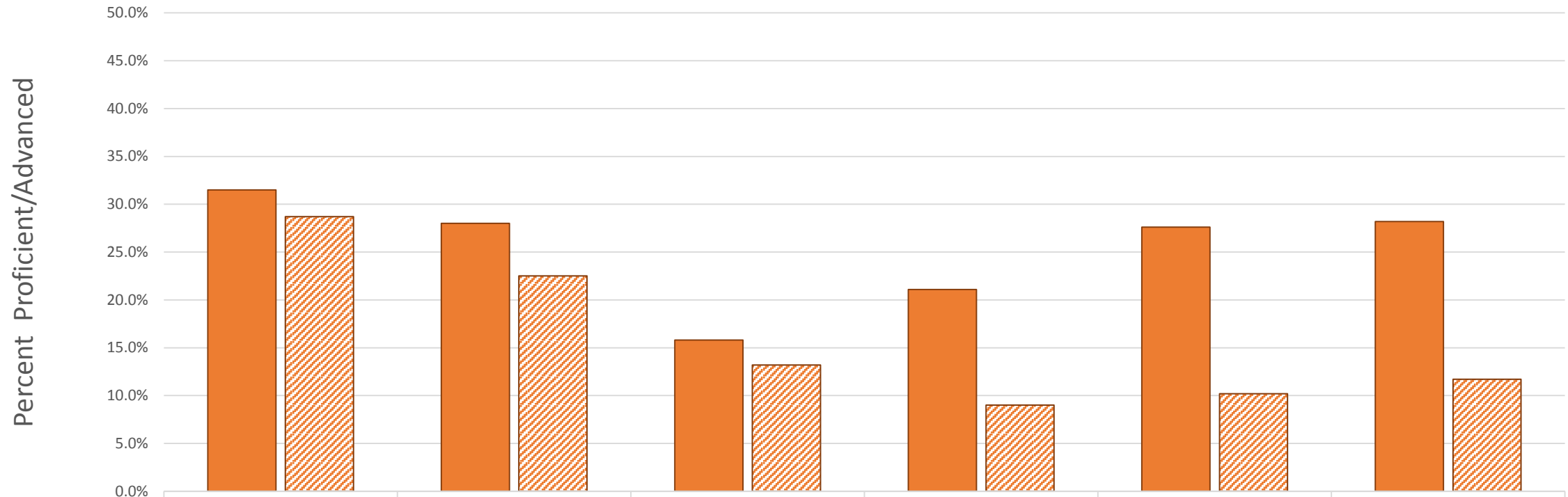
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Seattle	31.5%	28.0%	15.8%	21.1%	27.6%	28.2%
WA State	28.7%	22.5%	13.2%	9.0%	10.2%	11.7%

Where We Are:
Amplify Shifts: 2015-2016 Interim Benchmark Design

- Completely revised content

- Both ELA and math assessments aligned to district Scope and Sequences

- Fewer standards assessed
  - Focus on 'key' standards at each grade
  - 'Key' standards assessed across interims 1, 2 and 3 to show growth

- Teachers incorporated into review process at all stages

Amplify:
ELA design improvements
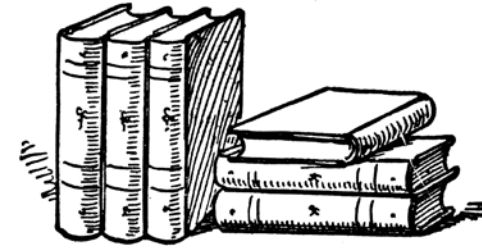
- High-utility "threaded" standards (1,2 and 4) assessed on each benchmark and can be used to measure growth and anchor classroom instruction

- All passages selected represent authentic texts

- SBAC question stems used to ensure consistency, clarity and build alignment

- "Task models" used to ensure consistent lines of questioning and mirror instruction

- Revised, consistent constructed response rubrics

Amplify:
Math design improvements
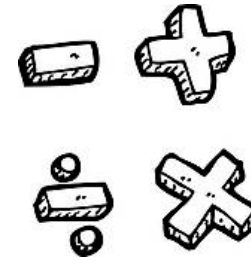
- Limited standards for each assessment which reflect key skills and concepts students need to master to be successful at each grade level

- Cluster standards reflecting critical components of instruction on each benchmark assessment to measure student growth throughout the year

- Items reviewed to ensure accessible, grade-level appropriate, culturally relevant and free of bias

- Instructional leaders from across district participated in the review process and vetted items for alignment to standards, depth of knowledge, and clarity

Where We Are Going:
Three Year Plan

- Continue to revise, improve interim content and supports
- Develop assessment practices to support MTSS
  - Work with schools to effectively identify and use screening and progress monitoring to support student learning and close achievement/opportunity gaps
- SEA Assessment Committee
  - To set direction for future assessment adoptions
- Three year plan
  - Build common, effective assessment practice related to professional learning communities, development of common, formative assessments, and standards-based grading

Closing Opportunity Gaps:
Targeted Strategies - Transforming Teaching Practices

Theory of Action for Formative Practice PD

If schools have high-functioning teams of **teachers collaborating ...**

to analyze common **formative assessments** ...

then teachers will make **instructional shifts** ...

that result in **opportunity gaps closing**.

Closing Opportunity Gaps: Transforming Teaching Practices

Formative Practice PD Plan

Year 1
- Cohort develops high-functioning collaboration using existing assessments

Year 2
- Year 1 cohort develops own formative assessments

Year 3
- Year 1 cohort develops standards-based-grading practices and earns more autonomy

Q 1: Collaboration Process
- Build high-functioning collaboration process

Q 2: Interim Review
- Use interim data to identify where students are struggling

Q 3: Interim + Common
- Add a classroom common assessment

Q 4: Self-Designed Formative
- Design own formative assessment

Closing Opportunity Gaps:
Targeted Strategies - Transforming Teaching Practices

Formative Practice PD provides key training in:

1. Collaborating with peers
2. Analyzing data
3. Making instructional shifts
4. Engaging students for self-efficacy
5. Evaluating instructional shifts

Summary / Final Notes

- Progress made:
  - Reduced testing requirements
  - Increased professional development opportunities
  - Focus on formative assessment to achieve "balanced" framework
  - Three year plan to build common, effective assessment practice
- Note:
  - School Board might consider reviewing Superintendent's procedure (2090SP) and Board Policy 2090
  - The Board Policy was revised in 2013 but Superintendent's procedure was not

PART 2
ANNUAL PROGRAM REVIEW PROCESS

Board Policy 2090

Definition of Program Review

- Program Review is a formal process for evaluating the implementation, impact and cost effectiveness of district programs and initiatives.

- SPS Research & Evaluation department will coordinate data collection and analysis and compile findings and recommendations.

- A summary report will be presented annually to the School Board.

Purposes for Annual Program Review Process

1. Satisfy requirements of Policy 2090, which requires:
   - *Plan for evaluating instructional programs and services*
   - *Annual report summarizing the extent to which district program goals and objectives have been accomplished*

2. Establish clear expectations and consistent processes for evaluation

3. Improve the methodological rigor of our evaluation processes

4. Compile and share findings in a consistent, transparent manner

Program Review Elements

1. Program Design

- Logic model, theory of action
- Research basis, supporting body of evidence
- Resources, inputs and outputs
- Success indicators, student outcomes

2. Implementation

- Efficiency of administrative processes
- Quality of training and support provided
- Fidelity of implementation
- Participant and stakeholder satisfaction

Program Review Elements

3. Impact

- Impact on student outcomes (and/or)
- Impact on professional practice
- Leverage statistical methods to estimate effects (e.g., quasi-experimental techniques)

4. Costs

- Summarize costs for comparison purposes (e.g., per student served, per teacher trained)
- Consider central office and school-based costs