



SCHOOL BOARD ACTION REPORT

DATE: March 2, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Wyeth Jessee, Chief of Student Support Services/rwjessee/2-0067

For Introduction: April 4, 2018
For Action: April 25, 2018

1. TITLE

Approval of contract amendment with CenterPoint for Interim Benchmark Assessments in Math and English Language Arts for School-Based Implementation of MTSS (RFP03767)

2. PURPOSE

This Board Action details a contract amendment of \$253,600 to provide interim assessments for Mathematics and English Language Arts (ELA) for the 2018-19 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute a contract amendment with CenterPoint for an amount of \$253,600 for benchmark interim assessments in Mathematics and English Language Arts for grades 3-10.

4. BACKGROUND INFORMATION

- a. **Background:** To implement the MTSS process with fidelity, the district must utilize common assessments to determine student needs and to apply data-driven academic interventions in general core instruction and targeted small group intervention. These common interim assessments would be used to measure student response to intervention and monitor student progress on Common Core State Standards (CCSS).

This year, we field-tested a common interim benchmark assessment with 20 schools across grade bands and regions. Based on the results of the field test, common benchmark interim assessment would further the implementation of a Multi-Tiered System of Support (MTSS) and eliminate opportunity gaps by allowing teacher and building teams to use data in a meaningful way and align supports to diverse student needs.

Currently, over 30 schools are using vetted interim assessments by different external vendors. Schools are seeking a standard interim assessment aligned with CCSS to support teacher collaboration and the exchange of instructional ideas between schools.

- b. **Alternatives:** A common interim benchmark assessment is not used in all schools. This is not recommended as this practice fails to provide reliable data across district for the purpose of developing a system of district-wide best instructional practices and a strong multi-tiered support model.

- c. **Research:** Research consistently shows that the use of regular, high-quality assessments directly correlates with student achievement (William and Thompson, 2007; Black and Williams, 2003) and how students perceive themselves as learners (National Teachers of Mathematics, Reviewed 2015).

As part of the field test, we regularly met with school teams using the interim assessments, both as a large group and individually at buildings to review and analyze assessment data as well as gather user feedback. We conducted regular surveys to gather input on the assessments as well as the delivery platform and supports provided (see attachment: Interim Assessment Informational Handout and Field Test Summary for more details). Feedback from the schools informed our decision to expand use of math interims, customize the ELA interims to better meet the needs of our students, and conduct a second field test of the customized ELA items.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be approximately \$253,600. This includes 8,000 licenses for Math and ELA, 33,500 licenses for Math only, ELA item development, a testing platform, as well as implementation support and data analysis as needed.

In order to have interim assessments blue printed, vetted and ready for implementation for the 2018-19 school year, this work needs to begin in the spring of 2018. Further, we need to communicate to schools and the community our commitment of using interim assessments by mid-May of 2018. We plan to redirect some of the money from Goal #1 in fiscal 2017-18 to fund \$100k of the \$253,600 proposed contract with CenterPoint so we can get this work started. The rest of the funding is contingent on Board approval of the budget for fiscal 2018-19. The money from this year’s Goal #1 funding will have an impact on some activities listed under the goal, including professional development this summer.

The revenue source for this motion is general funds.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Building a common assessment structure and calendar for the District is a key component to a successful multi-tiered system of support to ensure all students’ academic needs are met. We

have begun engagement strategies, and will continue to engage stakeholders and the community on the value of assessments aligned to state standards, as well as to gather input on how and when students are assessed, and levels/methods for communication and updates. Engagement strategies and audiences include:

- Attending community and parent/guardian meetings
- Distribution of printed information
- Field-tests of the assessments in schools
- Collecting input and feedback from educators
- Assessment Committee Process (includes SEA and PASS)

7. EQUITY ANALYSIS

Using common assessments aligned to state standards, as part of a multi-tiered system of support, is a strategy of our District to eliminate opportunity gaps for students of color.

While conducting the 2017-18 field test, ELA passages were analyzed for bias and the potential impact on educational equity. A decision was made to conduct a second ELA field test with custom developed items that better align with the diverse student population of Seattle Public Schools. Through this second field test, we can put controls in place to ensure educational and racial equity.

8. STUDENT BENEFIT

Interim assessments allow educators to learn what student target skills are mastered, approaching mastery, or require additional instruction so they can better align supports to diverse student needs.

Research consistently shows that the use of regular, high-quality assessments directly correlates with student achievement (William and Thompson, 2007; Black and Williams, 2003) and how students perceive themselves as learners (National Teachers of Mathematics, Reviewed 2015).

Common assessments, aligned to state standards, would allow for better sharing of instructional practices that successfully eliminate gaps, leading to better outcomes for our students of color.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 2080, Assessment, provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

- Amount of contract initial value exceeds \$250,000 (Policy No. 6220).
- Use multiple assessments and progress monitoring to inform instruction (Policy No. 2163).
- All assessments for district-wide use will be reviewed for approval by the School Board, with the exception of any test mandated for state and federal accountability (Policy No. 2080).

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the C&I Committee meeting on March 13, 2018. The Committee reviewed the motion and approved to move forward for consideration on April 4, 2018.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, we will:

- Continue community and stakeholder engagement around interim assessments
- Implement a stakeholder communication plan
- Conduct professional development for schools and central office
- Provide interim assessments to schools by start of the 2018-19 school year
- Conduct a second field test for ELA interim assessments in the 2018-19 school year
- Develop a plan to communicate assessment objectives and results to parents/guardians in a timely manner.
- Review and adapt 5th grade interim assessments as a data point provided to middle schools to inform the Multi Tiered System of Support (MTSS) actions for each 6th grade student.

13. ATTACHMENTS

- RFP03767 Amendment 1 (for approval)
- Exhibit F: Revised scope and pricing structure for the 2018-19 school year
- Interim Assessment Informational Handout
- Field Test Summary

**SEATTLE PUBLIC SCHOOLS
AMENDMENT NO. 1
FOR CONTRACT NO. RFP03767
INTERIM BENCHMARK ASSESSMENTS IN ENGLISH LANGUAGE
ARTS AND MATH FOR SCHOOL-BASED IMPLEMENTATION OF
MTSS**



THIS AMENDMENT is made between the Seattle School District no. 1, (hereinafter called “District”), and CenterPoint. (hereinafter called “Vendor”) regarding Contract No. RFP03767 for Interim Benchmark Assessments in English Language Arts and Math for School-Based Implementation of MTSS.

Whereas, the District and the Vendor entered into a contract dated September 19, 2017, herein incorporated by this reference; and,

Whereas, the District and the Vendor acknowledge that the contract allows for up to four (4) annual contract renewals and wish to exercise its first option to renew and extend the term of the contract for one (1) additional year (“Option Year 1”); and

Whereas, the District intends to purchase additional licenses to expand interim assessments in Math and English Language Arts for the 2018-2019 school year.

NOW, THEREFORE, District and Vendor agree as follows:

1. Term. The term of the contract is extended. The term for Option Year 1 is September 1, 2018 to August 31, 2019.
2. Contract Amount. The contract amount for this extension is not to exceed \$253,600 (contract amount may be increased or reduced by mutual agreement of the Parties if the number of licenses needed is greater than or less than currently anticipated). See Exhibit F for updated pricing information.
3. Scope. The scope has been revised and noted in attached Exhibit F.
4. Any of the other provisions of the subject contract not modified in writing shall remain in full force and effect.

Exhibit
F

Description
Scope of Services and Pricing (Revised)

[SIGNATURE PAGE TO FOLLOW]

CENTERPOINT

SEATTLE SCHOOL DISTRICT NO. 1

Signature

Signature

(Vendor Representative)

Larry Nyland

Title

Superintendent
Title

Date Signed

Date Signed

Company Name

Employer I.D. No. or Social Security No.

Exhibit F

Seattle Public Schools (SPS) plans to partner with CenterPoint to implement interim benchmark assessments to support school-based implementation of a Multi-Tiered System of Supports (MTSS) for the 2018-19 school year. We plan to make available interim assessments in Mathematics for grades 3-10, with tailoring provided as needed based on the needs of schools. A second field test will be conducted for custom developed English Language Arts items in the 2018-19 school year.

Partnership - SPS plans to work closely with CenterPoint in the following capacities:

- Meet (in-person or virtually) to ensure a smooth and productive partnership
- Jointly partner to provide high-quality customer service, troubleshooting, and clear and timely communication internally and with participating schools
- Both CenterPoint and SPS will agree to a development schedule for ELA and any deviations will be discussed and agreed upon jointly

District Responsibilities

- Provide primary contact(s) to CenterPoint
- Provide dedicated district personnel to support implementation of interims, coaching, and data analysis
- Provide regular communication and check-ins to ensure a smooth and productive partnership

Vendor Responsibilities:

- CenterPoint will provide Seattle Public Schools with the mathematics interim assessments developed for the 2017-2018 school year field test. The three interim assessments for grades 3-8, Algebra 1, Algebra 2, and Geometry. Total licenses for Math will not exceed 33,500.
- CenterPoint will provide Seattle Public Schools with the newly developed English Language Arts assessment (. Total licenses for ELA (as a subset of students taking the Math assessments) will not exceed 7,500.
- All assessments will continue to be delivered on the Illuminate DnA platform, which includes the same reports as were available this year. Math assessments will be ready on the platform in August 2018.

- ELA forms A, B, and C will be provided to SPS as per an agreed upon development schedule.

Revised Pricing structure for 2018-19:

- Mathematics Only – 33,500 licenses at \$5.75 per student: \$192,625.00
- Mathematics and ELA - 7,500 licenses at \$7.75 per student: \$58,125.00
 - Cost of all licenses: \$250,750.00
- CenterPoint and/or Illuminate onsite one full day at Seattle Public Schools for planning and/or professional development: \$2,850.00 per day/per staff member

Total Anticipated Cost: \$253,600*

*The Assessment Team is still completing the 2017-18 field test as well as community engagement around the approach to interim assessment. Once these processes are completed we will know exactly how many licenses are required. Total costs will not exceed \$253,600 unless otherwise agreed to by the Parties.

Summary of District Assessment Calendar

| Grade Level | Name of Assessment | # of times/year | Estimated Time per assessment | Total Instructional Time/School Year (1058+ hours ¹) |
|--------------|------------------------------|-----------------|--|--|
| Kindergarten | MAP | 1 | 40 minutes | 1.5 hours |
| | F&P | 1 | 20 minutes | |
| | WA Kids | 1 | 20 - 45 minutes family meeting, teacher observation is ongoing during fall | |
| 1-2 | MAP | 1 | 40 minutes | 2 hours |
| | F&P | 2 | 25-30 minutes | |
| 3-4 | F&P | 2 | 30 - 45 minutes | 7 hours |
| | SBA | 1 | ELA - 3.5 hours; Math - 2.5 hours | |
| 5 | F&P | 2 | 30 - 45 minutes | 8.5 hours |
| | SBA | 1 | ELA- 3.5 hours; Math - 2.5 hours | |
| | WCAS | 1 | 90 minutes | |
| 6-7 | SBA | 1 | ELA - 3.5 hours; Math - 3 hours | 6.5 hours |
| 8 | SBA | 1 | ELA - 3.5 hours; Math - 3 hours | 8.5 hours |
| | WCAS | 1 | 110 minutes | |
| 9 | | | | |
| 10 | SBA | 1 | ELA - 4 hours; Math - 3.5 hours | 10.5 hours |
| | PSAT ² | 1 | 2 hours 45 minutes | |
| 11 | SBA ³ (if needed) | 1 | ELA - 4 hours; Math - 3.5 hours | 9 hours (16.5 hours with SBA) |
| | WCAS | 1 | 120 minutes | |
| | PSAT ² | 1 | 2 hours 45 minutes | |
| | SAT ² | 1 | Approx. 4 hours | |
| 12 | EOC | 1 | 120 minutes | 2 hours (9.5 hours with SBA) |
| | SBA ³ (if needed) | 1 | ELA - 4 hours; Math - 3.5 hours | |
| K-12 | ELPA-21 ⁴ | 1 | 1-2 hours | 1-2 hours |

Proposed:

| | | | | |
|------|---------|---|------------|-----------|
| 3-10 | Interim | 3 | 50 minutes | 2.5 hours |
|------|---------|---|------------|-----------|

¹ average hours per school year | ² PSAT and SAT are an expectation not mandatory tests; not taken by all students | ³ SBA is not taken by all 12th grade students – only if needed to meet graduation requirements | ⁴ ELPA-21 ELL assessment only for ELL eligible students

Summary of District Assessment Calendar

| Assessment Name | Purpose |
|--|---|
| Washington Kindergarten Inventory of Developing Skills (WaKids) | WaKIDS provides a snapshot of the school readiness of students as they enter Kindergarten. (State required) |
| Fountas and Pinnell (F&P) | F&P assessment identifies student’s independent and instructional reading levels. (District and State required) |
| Measures of Academic Progress (MAP) | MAP is a computer-based adaptive assessment. MAP results provide data to show student growth. This data can also be used by teachers to adapt instruction to student needs. (District required) |
| Smarter Balanced Assessment (SBA) | Determines students’ progress toward graduation and college, career readiness in English language arts/literacy and math. (State required) |
| Washington Comprehensive Assessment of Science (WCAS) | The WCAS measures the proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards. (State required) |
| Preliminary Scholastic Aptitude Test (PSAT) | The PSAT helps juniors prepare for the SAT and is used to qualify students for scholarships and advanced learning opportunities. |
| Scholastic Aptitude Test (SAT) | The SAT is the most widely used college admission test in the country. The test can be used as a substitute graduation requirement if the student didn’t meet passing scores on other assessments in ELA or math. |
| End of Course (EOC) | The end-of-course (EOC) exit exams assess the Mathematics K–12 Learning Standards. Students in the classes of 2015 through 2018 may take EOC exit exams to meet the high school mathematics assessment graduation requirement. (State required) |
| English Language Proficiency Assessment for the 21 st Century (ELPA-21) | The ELPA21 assessment system measures a student’s language proficiency relative to the English Language Proficiency standards. Any student whose primary and/or home language is other than English is required by the state to test. Student progress is assessed every year to until they reach a level of ‘proficient’. (State required) |
| Interim | Interim assessments are administered periodically at set intervals during the school year to evaluate where students are in their learning progress toward attaining State learning standard and determine which standards require additional instruction or advancement. (District required) |

¹ average hours per school year | ² PSAT and SAT are an expectation not mandatory tests; not taken by all students | ³ SBA is not taken by all 12th grade students – only if needed to meet graduation requirements | ⁴ ELPA-21 ELL assessment only for ELL eligible students

SPS Assessment Committee Meeting Notes (Interim Assessments)

3.28.18

Currently Field Testing Interim Assessments:

- Wyeth Jessee-CenterPoint (CP) interim assessments
 - Positives of the interim include immediate reporting, short, standards-based, aligns with the district scope and sequence
 - Norming of CP and SPS students vs. nationally norming. We can customize to meet the needs of our students with ultimate goal of generating predictability for 8th grade Algebra readiness and meeting standard on SBA.
 - Known issues with ELA interims- biased passages, passages are not accessible to students, not aligned to scope and sequence
- Input and feedback from committee about CP interims:

Pros:

- Standards-aligned
- Reports for CP are really thorough
- Itemized analysis for questions in CP vs. just a score for the SBA interim
- Reports are immediate vs. 3 weeks for SBA interims
- If goal is to inform instruction, then CP is perfect

Cons:

- Not a secure browser, not as linked to the students with accommodations (sessions numbers are specific to accommodations)
- Prefer SBA interim over CenterPoint due to the interface. Gives students more practice with the interface so they are ready for summative.