



July 26, 2019

Dear Committee Members,

I plan to come to the August 20<sup>th</sup> CAI Policy Committee meeting to share this year's final assessment report and the 2019-20 assessment calendar.

The final assessment report outlines the work done by the 2018-19 Assessment Committee. Our work focused on developing recommendations for assessments in SPS. The committee also developed that 2019-20 assessment calendar which establishes windows for district assessments and communicates the windows set by OSPI for state assessments.

I am bringing these documents to ensure you are aware of the work of the committee to improve assessments in the district and to provide test guidelines and timeframes. I look forward to addressing your questions.

Thank you,

Audrey Roach, Assessment Development Program Manager



## Seattle Schools Assessment Steering Committee

### July 2019 Recommendations Report

Date: July 26, 2019

### Background

The Seattle Schools Assessment Steering Committee was assembled in spring of 2016 as part of the 2015-2018 Collective Bargaining Agreement (CBA) between Seattle Schools and the Seattle Education Association Certificated Non-Supervisory Employees. The committee continued during the 2018-19 school year in accordance with the 2018-19 CBA. Language from the CBA outlining the details of agreements made related to this committee are listed below:

#### **SECTION F: THE ASSESSMENT COMMITTEE**

1. SEA and the District agree that tests required by federal or state law are exempt from this section, except for section 7.a, Minimizing Disruptions.
2. SEA and the District agree that closing the achievement gap is a complex endeavor that requires many different interventions that target direct and indirect causes.
3. SEA and the District agree that student achievement may be impacted whenever instructional time or student access to resources, such as libraries and computer labs, is disrupted.
4. SEA and the District agree that assessment plays a key role in supporting student achievement.
5. SEA and the District agree that student assessment is a complex issue that has many different dimensions and impacts students, teachers, and support staff in a variety of ways.
6. SEA and the District agree that no additional District-mandated assessments will be added after a District-wide annual assessment calendar has been approved by the superintendent. Building faculty and administrators may adopt additional assessments in their buildings by working through their building's decision-making process.
7. SEA and the District agree that the Assessment Committee will address a range of issues related to the annual assessment calendar as described below and will focus on making recommendations to the Superintendent in the following areas:
  - a. Minimizing Disruptions: Developing recommendations for reducing the impact of testing on instructional time and student access to resources, such as libraries and computer labs;

b. Assessment Review: Reviewing and identifying standardized or common assessments, to recommend for building, regional, or district-wide use.

1) The committee’s recommendations will be presented in writing to the Superintendent. That writing must contain a discussion of why the assessment was chosen, and why the test is valid, reliable, and unbiased.

2) The committee will consider the needs of SPED and ELL students.

3) District-wide Annual Assessment Calendar: Each year of this contract, the committee will collaborate with Research Evaluation & Assessment staff to develop a proposed Districtwide annual assessment calendar for the upcoming academic year. A draft will be produced no later than May 1. The District-wide assessment calendar will be finalized by August 15.

4) Committee Composition: The Assessment Committee will consist of three (3) members appointed by SPS and five (5) members appointed by the SEA. The parties will make their best effort to assure that the Committee reflects the racial and ethnic composition of the District.

# Seattle Schools Assessment Steering Committee

Recommendations Report –July 2019

Prepared by: Audrey Roach

## Committee Membership

The committee will reconvene in the fall of the 2019-20 school year, at which time efforts will be made to engage additional SEA members via recruitment efforts by SEA leadership.

The following individuals made up the membership of the Assessment Steering Committee for spring 2019:

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Shauna Addleman	Project Manager- Student Support Services	Seattle Schools – District Office
Laura Adriance	Teacher	Daniel Bagley ES/ SEA
Trent Comer	Teacher	Roxhill ES/ SEA
Anna Cruz	REA- Lead Statistical Analyst	Seattle Schools – District Office
Ann Dunbar	Teacher	Arbor Heights ES/ SEA
Kyle Kinoshita	Executive Director- CAI	Seattle Schools – District Office
Sabrina Kovacs-Storlie	District Assessment Coordinator- Math	Seattle Schools – District Office/SEA
Audrey Roach	Assessment Development Program Manager	Seattle Schools – District Office
Sunny Staab	District Assessment Coordinator-ELA	Seattle Schools – District Office/SEA
Michael Tamayo	Vice President SEA	SEA
Katherine Torres	Assistant Principal	Emerson ES/ PASS
Jeff Treistman	Librarian	Denny MS/SEA

## Recommendations

### **Recommendations for Minimizing Disruptions**

The Assessment Steering Committee was charged with developing recommendations for reducing the impact of testing on instructional time and student access to resources, such as libraries and computer labs. The committee engaged in deep discussions around the barriers to student learning caused by required assessments including Smarter Balanced, WCAS and Measurement of Academic Progress (MAP). There were also discussions regarding the purpose of district and state assessments. Committee members developed several recommendations:

#### **1.) Assessment Literacy**

- a.) The district will provide professional development related to assessment literacy.

- b.) The district will provide professional development around the alignment of state standards to district and SBA assessments to support teachers with all levels of instruction. Many teachers are engaging in “test prep”, rather than preparing their students to do well on summative assessments through authentic instruction aligned to standards. Professional development that demonstrates how to prepare students for Smarter Balanced through embedded instructional activities across content areas may lead to a reduction in rote test preparation and emphasize instruction across content areas to ensure that untested subject areas are addressed.

## **2.) Best practices to minimize loss of instructional time**

- a.) The district will continue to communicate best practices to test coordinators/school leadership to ensure that students do not lose out on instructional time due to testing.
- b.) Test coordinators/school leadership will be provided guidance on:
- How much extra time students can/should have on specific assessments (with special consideration to student 504s, IEPs and ELL supports),
  - How to best use instructional technology (e.g. classroom laptop carts) to ensure that instructional resources/settings are available during the test window,
  - Scheduling blocks to ensure that students are not testing all day.
- c.) Best practices may also include recommendations that students participating in other state and/or district required testing (i.e. ELPA-21) be provided summaries of missed content, assignment reviews, or small group instruction on missed content.
- d.) Best practices may also include scheduling guidelines that describe how to adjust general education instruction during testing windows to ensure that students are not missing critical content.

## **3.) Utilize school-wide common planning time for building/teams to create an accommodation plan for assessments (Special Education, ELL, students with specific needs).**

- a.) Staff should work together to ensure that accommodations of all students are met for district and state assessments.
- b.) Proactively meeting will lessen the possibility of interruptions in services.

## **Additional Recommendations**

In addition to discussing recommendations for reducing the impact of testing on instructional time and student access to resources, committee members expressed a need for improved communication and transparency around assessment within Seattle Schools. Committee members believe the following recommendations are critical to the success of the district's assessment program:

**1.) The district needs to provide guidance and communication around how to effectively use different types of data and assessments in addition to providing training and support to build the assessment literacy of teachers and administrators.**

The district should provide clear communication on the purpose of all required and optional assessments, and how these data and assessments can best be utilized to support instructional and programmatic decision-making. This committee recommends a focus on deepening assessment literacy throughout our system.

**2.) The district needs to support assessment data literacy and the use of assessments in the decision-making process.**

The district should provide report on growth data on SBA summative alongside proficiency and provide more nuanced reporting on various subject groups (e.g. continuously enrolled).

**3.) The district needs to perform a K-12 assessment audit to develop an assessment framework.**

The district needs to determine and communicate what assessments are being used, their purposes and identify gaps and inconsistencies within the framework.

**4.) The district needs to support the use of common assessments in building a comprehensive MTSS framework in schools.**

Assessments will be an essential component of the MTSS framework in schools and play a key role in student achievement. Assessments will be used to inform instruction and to provide data points in determining interventions for students. Assessments will also serve as progress monitoring tools and as potential growth measurement tools for students.

## Assessment Recommendations

The Assessment Steering Committee was charged with reviewing and identifying standardized or common assessments, to recommend for building, regional, or district-wide use. The committee is making the following recommendations regarding assessments for building, regional, or district-wide use for the 2019-20 school year:

- 1) Research and pilot performance-based assessment reflective of culturally responsive teaching and learning.
- 2) Reexamine adoption of CenterPoint interims. Why is the CenterPoint interim required instead of the SBA interims?
- 3) Recommendations on who should assume the role of building Assessment Coordinator-  
Recommended:
  - Head Teacher
  - House Administrator
  - Assistant Principal
  - Levy Coordinator/coach  
Not Recommended:
  - Any staff whose primary responsibilities is working with students
  - SpEd/ELL staff
  - Counselors
  - School social worker

### **Additional tasks of Assessment Steering Committee:**

#### **1.) Development of a district-wide assessment calendar**

Each year of the 2015-18 and 2018-19 contracts, the committee will collaborate with departments within central office to develop a proposed districtwide annual assessment calendar for the upcoming academic year. A draft is produced and approved by the committee. Once approved, the calendar is presented as a component of the Assessment Steering Committee's executive summary to the superintendent. The District-wide assessment calendar will be finalized by August 15.

SEA and the District agree that no additional district-mandated assessments will be added after the superintendent has approved a district-wide annual assessment calendar. Building faculty and administrators may adopt additional assessments in their buildings by working through their building's decision-making process.

# Seattle Schools Assessment Steering Committee

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# Grades K-8 Assessment Calendar 2019-2020

## **District Assessments**

### **MAP**

K- Required: January 13-31 (Optional: September 16- Oct 25 & May 4- June 11)

Grades 1 & 2- Required: May 4- June 11 (Optional: September 16- Oct 25 & January 13- February 7)

### **Fountas & Pinnell**

K- Required: May 24-29 (Optional progress monitoring windows: Nov 11- December 6 and February 3 – March 6)

Grades 1-5- Required: Baseline- completed by October 18 and End of Year- May 4-29 (Optional progress monitoring windows: Nov 11- December 6 and February 3 – March 6)

### **SPS Interim Assessment (required in identified elementary schools for 2019-20)\***

Grade 3- ELA interim

Grade 4- ELA interim

Grade 5- Math interim

Required windows: October 21- November 22 and February 3 – March 13

Optional window: April 6 – June 12

### **SPS Interim Assessment (required in identified K-8 schools for 2019-20)\***

Grade 3- ELA interim

Grade 5- Math interim

Grade 7- Math interim

Required windows: October 21- November 22 and February 3 – March 13

Optional window: April 6 – June 12

\*Interim assessment requirements have been updated from original version presented at August C&I Policy Committee Meeting.

## **State Assessments**

### **WaKIDS**

K- Required: Checkpoint 1 completed by October 31

### **Smarter Balanced or WA-AIM (ELA & Math)**

Grades 3-8- Required: March 2- June 5 (Smarter Balanced)

Grades 3-8- Required: October 14- April 13 (WA-AIM)

### **Washington Comprehensive Assessment of Science (WCAS) or WA-AIM (Science)**

Grades 5 & 8- April 13- June 5 (WCAS)

Grades 5 & 8 - October 14- April 13 (WA-AIM)

### **ELPA-21 or WIDA**

Grades K-8- Required: February 3– March 27



# Grades 9-12 Assessment Calendar 2019-2020

## **College Entrance/Placement**

### **PSAT**

Grades 10 & 11: October 16

### **SAT**

Grade 11: March 4

### **AP & IB**

Grades 9 -12: May 6-17 (for students in these courses)

## **State**

### **Smarter Balanced (SBA)**

Grade 10: March 2- June 5

Spring 2020 Retakes for Grades 11-12: March 2- June 5

### **Washington Comprehensive Assessment of Science (WCAS)**

Grade 11: May 4- June 5

### **WA-AIM (ELA, Math and Science)**

Grades 10 & 11: October 14- April 13

Fall 2019 Retakes for Grade 12: September 9 - November 15

### **ELPA-21 or WIDA**

Grades 9-12: February 3- March 27

\*Interim assessment requirements have been updated from original version presented at August C&I Policy Committee Meeting. For 2019-20, no interim assessments will be required at the high school level.