

District Assessment Case Studies

The following case studies are snapshots of district assessment plans. They are based on actual districts in Louisiana though none are an exact replica of a specific district. These case studies were studied in sessions at the Supervisor Collaborations in January 2016, and are meant to provide talking points for districts during assessment discussions.

Case Study #1

District Assessments Given	ELA	Math	Science	Social Studies
Engagement	<p>Vision: <i>Be Intentional about Student Learning</i></p> <p>The district created content-specific assessment teams with teachers and staff from each school. The team meets each June and January and focuses on two questions:</p> <ul style="list-style-type: none"> ● <i>Does the assessment encourage the type of teaching we want to see in the classroom?</i> ● <i>Does the assessment take away or contribute to student learning?</i> <p>Keeping these fundamental questions in the forefront, the team:</p> <ul style="list-style-type: none"> ● reviews data from state assessments ● reviews data from district assessments ● reviews and edits items using newly released items, instructional tasks, and national tools such as PARCC released items ● determines a plan for communicating with all educators in the district which includes PLCs, workshops, and webinars <p>The district holds assessment-focused PLCs at least twice a month for all staff to:</p> <ul style="list-style-type: none"> ● review upcoming assessments ● align classroom assessments to district assessments ● analyze student work from district and classroom assessment to calibrate proficiency expectations ● reviews student work from classroom and district assessments ● plan future instruction based on results <p>Tiered support is given to inexperienced teachers and teachers whose students are not meeting learning goals through coaching sessions focused on identifying proficiency indicators in student work and planning instruction based on student work.</p>			

Case Study #2

District Assessments Given	ELA Guidebook Culminating Writing Task using a common rubric given 2x per year during a window of time	Math Modified Eureka end of module assessments given during a window of time	Science District created common assignment given 3x per year (at least 1 of these is integrated with ELA serves the dual purpose of assessing ELA and Science)	Social Studies District created common assignment given 3x per year (at least 1 of these is integrated with ELA and serves the dual purpose of assessing ELA and Social Studies)
Engagement	<p>Vision: <i>Analyzing Student Work to Improve Student Learning</i></p> <p>Content specific teams meet every May to review and edit assessments and common assignments. These are then posted online on a secure portal for all teachers to view and provide feedback. The team meets again in August to edit based on feedback. New assessments and common assignments are then posted for all staff to view.</p> <p>Grade-level and subject specific, district wide PLCs are held immediately following assessment/common assignments administration in which teachers analyze student work and discuss the following:</p> <ul style="list-style-type: none"> ● What does the work of the most successful students show? In what areas are they proficient and in what areas do they still need to improve? ● What does the work of the most struggling students show? In what areas are they proficient and in what areas do they still need to improve? ● How does the work of your best students compare to students in other classes and other schools? ● How does the work of your most struggling students compare to students in other classes and other schools? ● Based on these work samples, what are the best next steps for instruction? <p>Proficiency measures are taking the place of traditional grades in this district. A long-term transitional plan is being implemented which includes gradual roll-up, public communications plans, and intense training at the teacher level around how to measure proficiency and how to communicate to students and parents about strengths and weaknesses.</p>			

Case Study #3

District Assessments Given	ELA Assessment based on EAGLE items that mimics the Guidebook cold read tasks 2x per year	Math School created benchmark assessments given 4x per year during a window of time	Science School created end of unit assessment & writing task given 4x per year during a window of time	Social Studies School created end of unit assessment & writing task given 4x per year during a window of time
Engagement	<p>Vision: <i>Teach More, Test Less.</i></p> <p>Given the strong talent this district has at the school level and the desire to focus more on teaching and less on testing, the district has chosen not to have common district assessments but provide banks of items to schools and have leadership teams at each school build assessments. They believe this creates more ownership of student learning at the school level and decreases the likelihood of using multiple assessments to gather the same information.</p> <p>Process:</p> <p>District staff locate and secure a large bank of items using EAGLE, ELA Guidebooks, released items, and a purchased bank. Items/item groups are posted online for all staff to provide feedback. District staff and a small group of teacher leaders make edits based on feedback and sort the bank into possible assessment time-frames.</p> <p>The bank of assessment items, sorted by time-frame, are then posted on a secure online portal for all teachers to view.</p> <p>Schools are responsible for all other assessment structures. Scores on benchmark assessments are rolled up to the district level and principals are held accountable for student learning goals based on both district and state assessments.</p> <p>At this time, the schools are working with district staff to define the qualities of exemplar student work and provide student work samples at various levels to teachers. This process is leading to a more consistent view of student expectations.</p>			