Balanced Assessment System

October 9, 2023

Alignment to Goals

Strategic Plan	District Improvement Plan	Superintendent Goals
Student Achievement	Assessment/MTSS	Instructional Leadership Strategic Leadership

BALANCED ASSESSMENT SYSTEM

Fayette County Public Schools

INTERIM ASSESSMENT
-Universal screener
-Predict student readiness
-Evaluate instructional impact

Indicators: MAP Projected Proficiency Levels, MTSS Tiered Support

BENCHMARK ASSESSMENT
-End of Unit Framework
-Evaluate Curriculum impact

Indicators: Mastery of Essential Standards

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INTERIM ASSESSMENT
-Inform instruction and improvement
-Evaluate attainment of district and school improvement goals
-Monitor effectiveness of MTSS

Indicators: MAP Projected Proficiency Performance Levels, MAP Student Summary Goals Met or Not Met, MTSS Tiered Support

BENCHMARK ASSESSMENT
-End of Unit Framework
-Evaluate Curriculum impact

Indicators: Mastery of Essential Standards

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INTERIM ASSESSMENT
-Inform instruction and improvement
-Evaluate attainment of district and school improvement goals
-Monitor effectiveness of MTSS

Indicators: MAP Projected Proficiency Performance Levels, MAP Student Summary Goals Met or Not Met, MTSS Tiered Support

SUMMATIVE ASSESSMENT
-Fulfills federal and state requirements for accountability
-Demonstrates mastery of standards

Indicators: State Accountability Indicators

FAYETTE COUNTY PUBLIC SCHOOLS

FALL MAP Data

Benchmark/Interim Assessment (Academic)

Purpose

- **Measures of Academic Progress** (MAP) is a universal screener and serves as a benchmark/ interim (academic) assessment in our balanced assessment system

- Adaptive assessment with 40-53 questions depending on level and content area.

- It is based on Reading and Math Common Core State Standards and is skill based.

- Each student will receive a **RIT** (Rasch Unit) score that tells teacher where students are **R**eady for **I**nstruction **T**oday.

- Growth percentiles greater than the 50th generally lead to increased achievement.

Who Takes MAP?

- **Grade-Level:** Kindergarten - Grade 9

- **Frequency:** Fall, Winter, and Spring

- **Time:** 45-60 minutes

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

MAP (K-9)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math

MAP Math Fall 2023

Grade-Level	Fall MAP National Norms	Fall 2022 RIT	Fall 2023 RIT
Kindergarten	139.6	128.4	137.1
Grade 1	160.0	142.7	163.0
Grade 2	175.0	162.4	174.4
Grade 3	188.5	174.2	189.1
Grade 4	199.6	188.1	199.9
Grade 5	209.1	198.9	208.1
Grade 6	214.8	208.7	215.0
Grade 7	220.2	212.7	219.2
Grade 8	224.9	219.1	224.1
Grade 9	226.4	*	224.0

MAP Reading Fall 2023

Grade-Level	Fall MAP National Norms	Fall 2022 RIT	Fall 2023 RIT
Kindergarten	136.7	128.5	134.9
Grade 1	155.9	138.8	158.5
Grade 2	172.4	157.9	171.6
Grade 3	186.6	171.6	187.5
Grade 4	196.7	186.7	197.7
Grade 5	204.5	197.1	205.3
Grade 6	210.2	205.6	211.5
Grade 7	214.2	210.8	215.1
Grade 8	218.0	215.3	218.8
Grade 9	218.9	*	219.3

Instructional Impact/Next Steps

- **Monitoring systems** that are in place to ensure the curriculum is taught at a high level of fidelity.
- Adjusting the curriculum (content and pacing) to **meet student needs** based on assessment results (formative and summative) [flexible time for academic interventions based on PLC determinations].
- Focus is on **students having an understanding of learning expectations** (e.g., learning targets, goal setting, and purpose) and know the criteria for success.
- **Analyzing data** in order to identify priorities and implement actionable steps that impact instruction/ student learning (PLCs, Data Meetings, MTSS, Student Support, etc.).
- Teachers and administrators **using demographic data to determine students' needs and appropriate academic interventions** (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).
- **Monitoring and evaluating data** to ensure high levels of teacher effectiveness and student learning.
- Promoting shared leadership opportunities among all teachers in order to **elevate a positive and supportive culture for learning**.

Coaching Next Steps

- <u>FCPS Coaching Support Guidance</u> has been developed that outlines FCPS coaching approaches, continuums and resources
- <u>Multi-layered coaching structures</u> have been developed to provide ongoing, sustainable instructional improvement
  - Aspiring Leaders Coaching: those who would like to be coaches
  - Current Coaches: district employees
  - Current Coaches: school-based employees
- <u>FCPS coaching modules have been developed</u> to support current school level coaches on how to build capacity within teams related to instructional improvement
  - Overview of the FCPS Coaching Structure
  - Module 1: Using Data to Differentiate Coaching Support
  - Module 2: Coaching Cycle: Pre-conferencing
  - Module 3: Using Questions to Build Capacity
  - Module 4: Focusing on Teachers' Strengths By Building and Utilizing Exemplar Classrooms
  - Module 5: Coaching Cycle: Post-conferencing and Beyond
 - Module 6: Using Data to Support Teachers and Determine Coaching Impact

On the Horizon… Fall DESSA

- What: **The Devereaux Student Strengths Assessment (DESSA)**
  - Benchmark/Interim Assessment (Social)

- Purpose: **Assesses eight social and emotional competencies and is intended to:**
  - Help educators plan Tier 1 SEL instruction & cross-curricular integration,
  - Document students' strengths and areas for growth,
  - Inform progress monitoring for tiered supports and extension activities,
  - Evaluate SEL program outcomes.
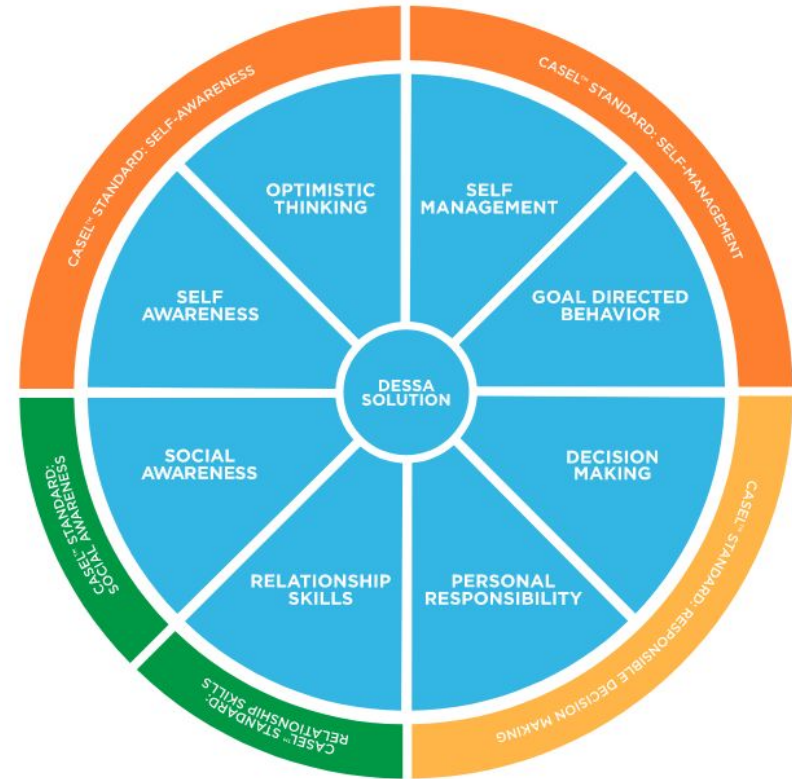
Fall DESSA
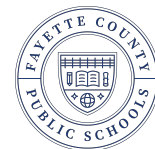
The DESSA Strengths Assessment measures the competencies through likert scale ratings (Never - Rarely- Sometimes - Often - Almost Always)

- **Optimistic Thinking:** I believe I can overcome setbacks.

- **Self Awareness:** I feel comfortable asking for help when I don't understand something.

- **Self Management:** I can motivate myself when I don't want to do something.

- **Social Awareness:** I show appreciation for others.

- **Relationship Skills:** I cooperate with others to solve a problem.

- **Personal Responsibility:** I accept responsibility for my actions.

- **Decision Making:** I gather information before making an important decision.

- **Goal-Directed Behavior:** I keep working until I achieve a goal.
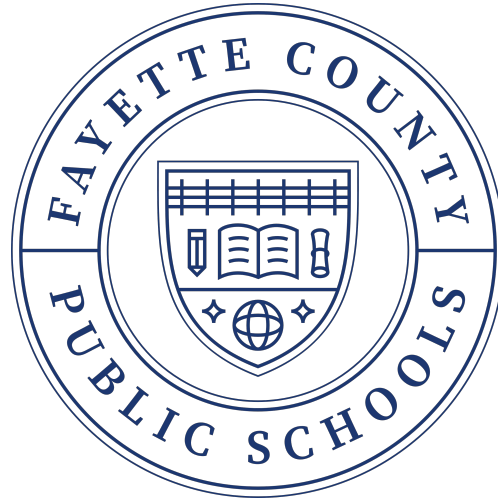
Fall DESSA

- **Logistics:**
  - Parents may opt-out of the assessment at the elementary level
  - In accordance with SB 150, parents must provide consent for their student to complete the Student-Self Report at the middle & high school level.

- **Who Completes the DESSA?**
  - At the elementary level, the DESSA tool is designed for teacher feedback, therefore completed by teachers in relation to individual students
  - At the secondary level, the DESSA Student Self-Report provides students the opportunity to self-evaluate and set personal growth goals

- **When will the DESSA be completed?**
  - The Fall 2023 rating window is **October 9-20**

Information for Parents about the DESSA

- Information about the DESSA has been sent to all families in English and the top 8 additional home languages in our district.

- Parents at the middle & high school level must provide consent before their student can complete the DESSA.

- Parent may view more information about the DESSA (including all of the questions included in the assessment) at websites included in the recent digital communications and on our district website.
    - Elementary DESSA
    - Middle School DESSA
    - High School DESSA

Thank you!