

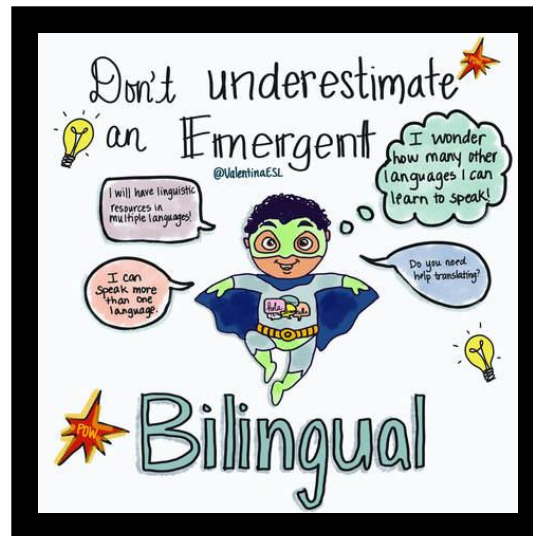
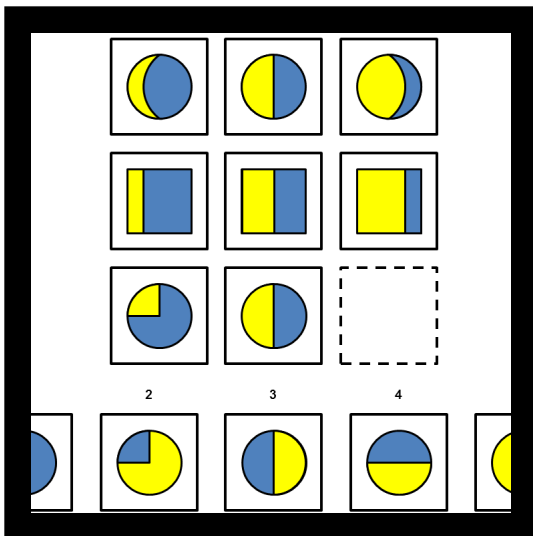
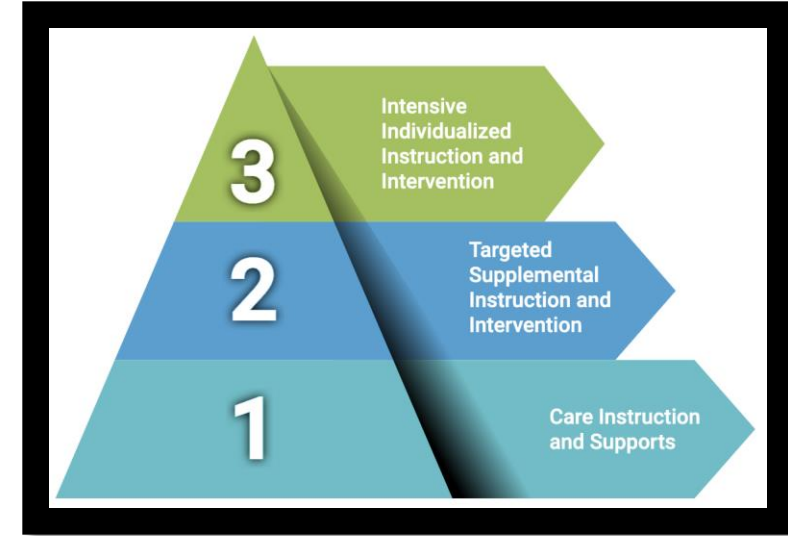
Assessments Audit: A Comprehensive Examination of School District Assessment Use

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Agenda

- Introductions
- Assessments in Texas Schools
- Assessment Audit in Garland ISD
 - Methods
 - Results
- Garland ISD Response

Assessments in Texas Schools



Assessments Audit

- Systematically explored the assessments system in Garland ISD.
- Identified how assessments were designed to be used and how they were used in practice.
- Provided recommendations provided to better align the assessments system with best practices for data collection and use.
- Garland ISD adjusted practices.

Data Collection Methods

Document
analysis

District staff
interviews and
focus groups

Principal
focus groups

Assistant principal
focus groups

Teacher
focus groups

Student
assessment data

Results and Recommendations

Purposes of Assessments

Instruction

- Identify content for whole-group reteaching
- Identify content for small group reteaching
- Assign students to small groups for reteaching
- Backwards design instructional content
- Determine success of teaching practices
- Identify content-specific expertise across teachers

Identification

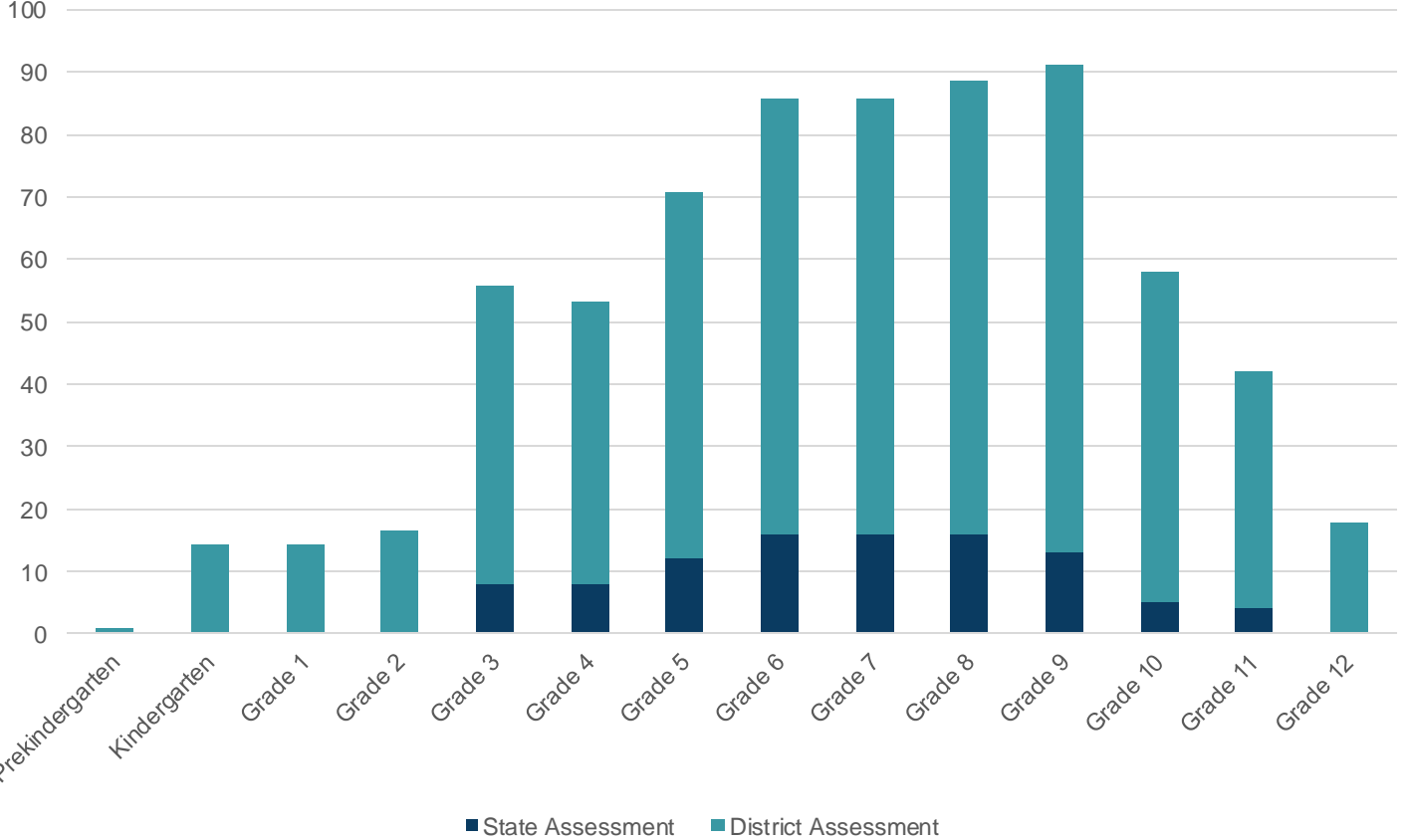
- Identify students for gifted and talented services
- Identify students for special education services (including dyslexia)
- Identify students for magnet programming
- Identify students for advanced course enrollment

Monitor system-level progress and allocate resources

- Monitor school effectiveness
- Monitor district effectiveness
- Identify teachers in need of additional support
- Identify schools in need of additional support

Assessment Costs

Hours Dedicated to Assessment, 2022-23



Total Assessment
Financial Costs, 2022-23:
\$2,430,361

Recommendations

Recommendation 1: Gather consensus across stakeholders regarding an ***assessment strategy*** for each grade level that maximizes benefits and minimizes costs.

Management Response: Agree

Recommendation 2: Continue the practice of developing a ***testing calendar*** prior to the start of the school year and follow through without making changes.

Management Response: Agree

Recommendation 3: Assign a ***point person*** responsible for all District assessments to make key decisions regarding assessments.

Management Response: Agree

Recommendation 4: Provide school-based staff with consistent and regular ***communication about the explicit purposes*** of each assessment.

Management Response: Agree

Instruction

- To guide reteaching of specific content
- To identify specific students in need of short-term support
- To backwards design instructional lesson planning
- To evaluate teaching practices

Assessment	Use for Instruction in Garland ISD	Grade
CIRCLE	Evaluate student performance in broad subject areas (e.g., phonological awareness). Assign students to instructional groups for the purposes of differentiated instruction.	PK
Curriculum Based Assessments (CBAs)	Evaluate student mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assist in planning upcoming units to align curriculum to what is taught in CBAs. Assign students to instructional groups for the purposes of differentiated instruction.	K – 12
Extended Constructed Response (ECR)	Evaluate student mastery of standards as assessed in a STAAR-like written response format.	6 – 8
Measures of Academic Progress (MAP)	Evaluate student performance in broad subject areas (e.g., reading comprehension). Assign students to instructional groups for the purposes of differentiated instruction.	K – 8
mCLASS Texas	Evaluate student performance in reading-related areas (e.g., phonological awareness). Assign students to instructional groups for the purposes of differentiated instruction.	K – 5
Power Demonstration of Learning (PDOL)	Evaluate student-level mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assign students to instructional groups for the purposes of differentiated instruction.	6 – 8
STAAR Interim	Evaluate student-level mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assign students to instructional groups for the purposes of differentiated instruction.	3 – EOC

Instruction

Recommendation 5: *Reduce* the number of District-required assessments designed to guide teachers' instructional practices.

Management Response: Agree

Recommendation 6: Revise how *CBA data* are collected and analyzed at the District level to more clearly align with a focus on guiding educators' classroom instruction.

Management Response: Agree

Recommendation 7: End the practice of using *STAAR Interim data* to identify deficits in specific knowledge, skills, or state standards.

Management Response: Agree

Instruction

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Management Response: Agree

Identification

- Identify students for gifted and talented services
- Identify students for special education services (including dyslexia)
- Identify students for magnet programming
- Identify students for advanced course enrollment

Assessment	Use for Identification	Grade
CIRCLE	Identify students who may be effectively served by intervention services.	PK
CogAT	Identify students who may be effectively served by gifted and talented programming.	K, 1, 5
Curriculum Based Assessments (CBAs)	Identify students who may be effectively served by the Garland ISD Afterschool Program.	K – 12
MAP	Identify students who may be effectively served by intervention services.	K – 8
mCLASS Texas	Identify students who may be effectively served by intervention services.	K – 5
PSAT	Identify students who may be successful in advanced courses.	8, 9, 10
SAT	Identify students who may be successful in advanced courses.	11
STAAR	Identify students in need of intervention services. Identify students who may be successful in advanced courses.	3 - EOC

Identification

Recommendation 8: Eliminate the use of *PSAT* in Grades 8 and 9.

Management Response: Partially Agree

Recommendation 9: Utilize data to identify students who may be successful in *advanced courses*.

Management Response: Agree

Recommendation 10: Continue the *use of MAP* to identify students in need of additional services.

Management Response: Agree

System-Level Progress Monitoring and Resource Allocation

- Monitor school effectiveness
- Monitor District effectiveness
- Identify teachers in need of additional support
- Identify schools in need of additional support

Assessment	Use for System-Level Progress Monitoring	Grade
CIRCLE	Evaluate school performance throughout the year. Measure in Teacher Incentive Allotment calculations.	PK
Curriculum Based Assessments (CBAs)	Create District-wide curricular alignment in unit scheduling. Evaluate school performance throughout the year. Evaluate student group performance throughout the year. Allocate District-level resources to schools throughout the year. Evaluate quality of District-level curriculum. Evaluate school performance throughout the year.	K – 12
MAP	Evaluate school performance in September and January. Measure in Teacher Incentive Allotment calculations. Allocate District-level resources to schools in September and January.	K – 8
STAAR/EOC	Evaluate school performance in May.	3 – EOC
STAAR Interim	Evaluate school performance in December and February.	3 – EOC

System-Level Progress Monitoring and Resource Allocation

Recommendation 11: End the practice of using ***CBAs to monitor system-level progress***.

Management Response: Agree

Recommendation 12: Consider reducing the administration of ***STAAR Interim*** to once per year.

Management Response: Agree

Recommendation 13: Reduce the number of assessments from which data are ***reported to the Board of Trustees***.

Management Response: Agree

System-Level Progress Monitoring and Resource Allocation

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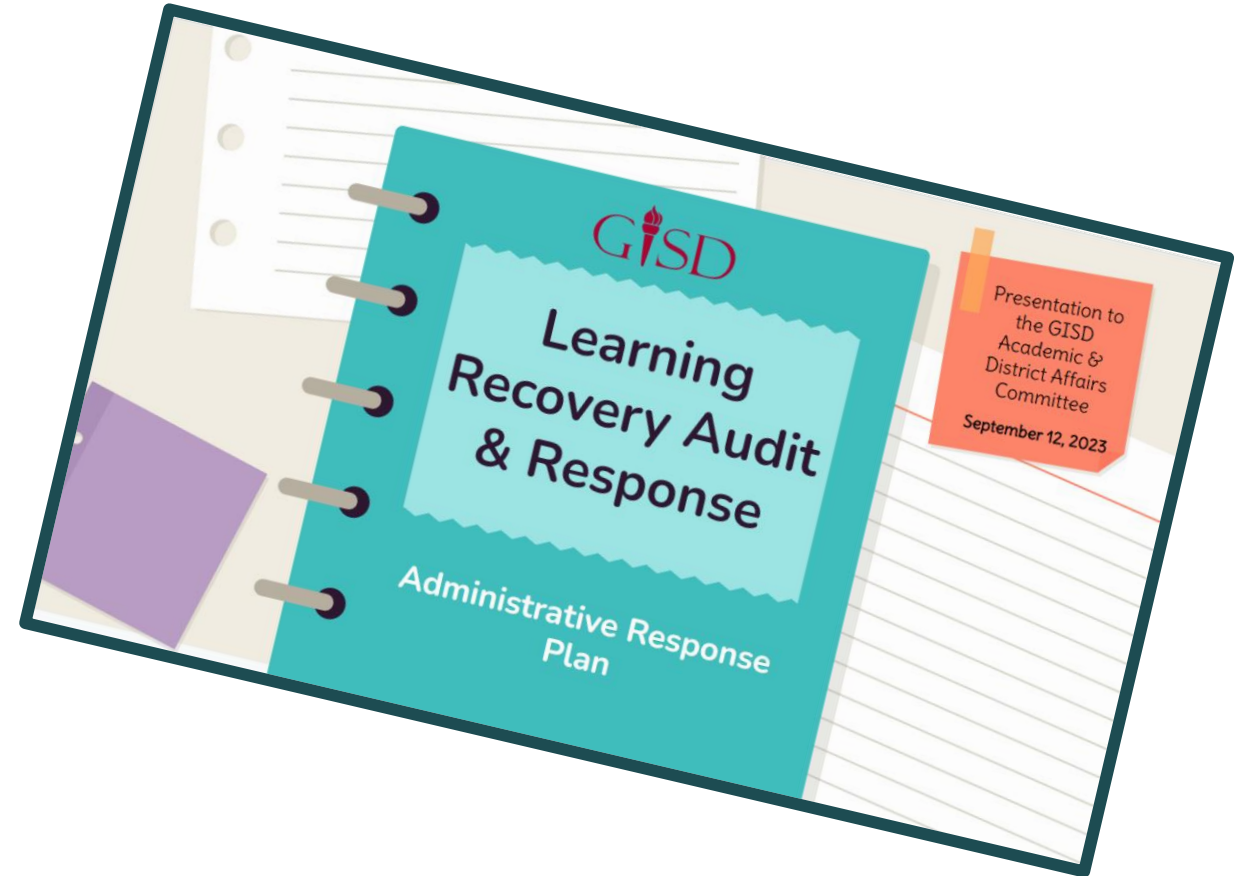
Garland ISD

Phase One: Board of Trustees

Request for Learning Recovery Analysis and **Assessments Audit**













“The Assessments Audit systematically explored the assessments system in Garland ISD. In this analysis, we sought to identify how assessments were designed to be used and how they were used in practice. After a comprehensive review of the assessments system, we provide recommendations to better align the assessments system with best practices for data collection and use.”

(Gibson Consulting Group, Inc., Learning Recovery Audit: Learning Recovery Analysis Assessment Audit Interim Results DRAFT, April 2023)



Phase Two: Understand the Implications for The Work

Audit Recommendations: Progress Update

1	Gather consensus across stakeholders regarding an assessment strategy for each grade level that maximizes benefits and minimizes costs.	
2	Continue the practice of developing a testing calendar prior to the start of the school year and follow through without making changes.	
3	Assign a point person responsible for all District assessments to make key decisions regarding assessments.	
4	Provide school-based staff with consistent and regular communication about the explicit purposes of each assessment.	
5	Reduce the number of District-required assessments designed to guide teachers' instructional practices.	
6	Revise how CBA data are collected and analyzed at the District level to more clearly align with a focus on guiding educators' classroom instruction.	
7	End the practice of using STAAR Interim data to identify deficits in specific knowledge, skills, or state standards.	
8	Eliminate the use of PSAT in Grades 8 and 9. [recommendation not to eliminate - need data usage plan]	
9	Utilize data to identify students who may be successful in advanced courses.	
10	Continue the use of MAP to identify students in need of additional services.	
11	End the practice of using CBAs to monitor system-level progress.	
12	Consider reducing the administration of STAAR Interim to once per year.	
13	Reduce the number of assessments from which data are reported to the Board of Trustees.	NA

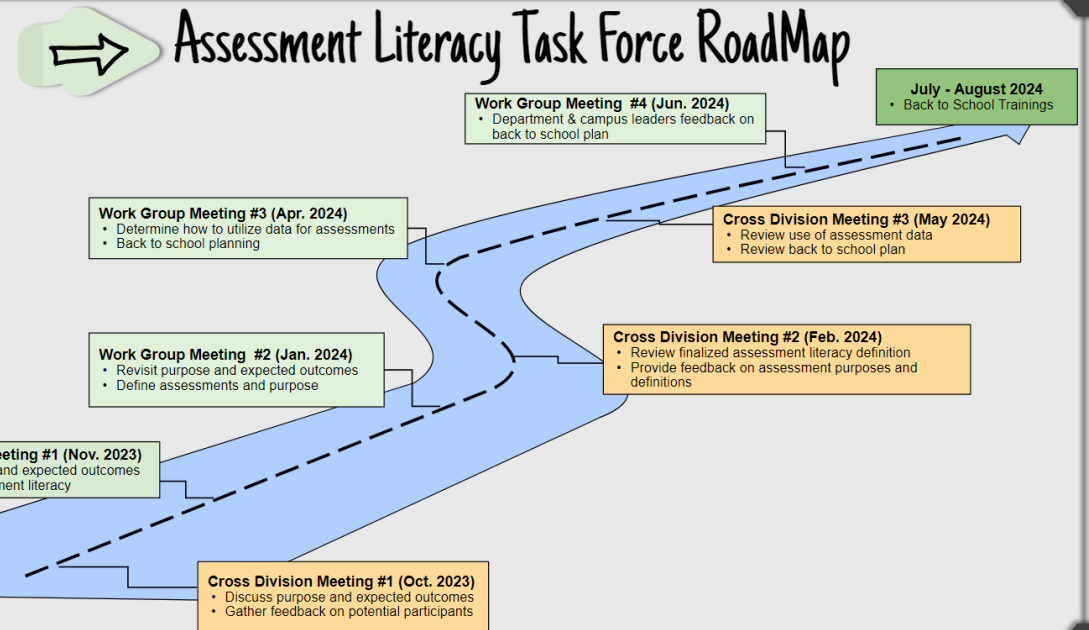
- Review and Respond to Audit Recommendations
 - Identify the “levers of least resistance”
 - Establish high-level plans and timelines for recommendations needing time and input

Phase Three: Roll Up Our Sleeves

Local Assessment Advisory Committee (LAAC)

- 1 EDL per level
- 1 campus admin per area (n=5)
- 3 elem teachers per area (n=9)
- 4 secondary teachers per area (n=8)
- 1 TLD leader per level
- 1 TLD coordinator/facilitator per level
- 2 instructional coaches per level
- 1 Advanced Academics rep
- 1 rep per level from the following: RAAD, Magnet, S4, MLP

March 2023	April 2023	May - June	July 2023
Preliminary Assessment Audit Draft Review	LAAC Development	LAAC Meetings	Published Assessment Calendar
Early review of assessment audit findings to inform 23-24 planning	Local Assessment Advisory Committee Recruitment: Elementary & Secondary	Series of 3 meetings per level w/ goal of reducing redundancy & amount of time devoted to testing	One-page comprehensive assessment calendars by level: <u>elementary</u> , <u>middle</u> and <u>high</u>
<i>LAAC WHY: Align systems & support structures to ensure all students are on grade level.</i>			



Phase Four: Know When To Pivot

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13	Reduce the number of assessments from which data are reported to the Board of Trustees.	NA

Adjusted Performance Level Thresholds

- Previous Practice: Aligned to Prior Year STAAR
- New Practice: Thresholds Across All District Assessments Now Reflect Renewed Focus on Mastery of the Standards

Reinstated Heatmapping

- The Department of Research, Assessment, and Accountability will always be the official reporting department of Garland ISD.

N Tests	Average % Score	% Approaches + Meets + Masters	% Meets + Masters	% Masters	Domain 1 Total Percentage Points
122	50.9%	56.6%	23.0%	8.2%	88
108	64.6%	78.7%	48.2%	22.2%	149
74	50.1%	56.8%	23.0%	5.4%	85
43	50.0%	51.2%	30.2%	9.3%	91
96	66.1%	83.5%	59.8%	18.6%	162
75	45.7%	50.7%	18.7%	2.7%	72
80	57.6%	75.0%	43.8%	8.8%	128
62	43.4%	53.2%	9.7%	3.2%	66
101	46.3%	54.5%	17.8%	1.0%	73
89	56.2%	67.4%	37.1%	12.4%	117
66	43.9%	47.0%	18.2%	3.0%	68
68	48.7%	55.2%	23.0%	3.5%	82
70	36.4%	24.3%	10.0%	1.4%	36
127	49.5%	57.8%	26.6%	2.3%	87
57	52.1%	59.7%	29.8%	8.8%	98
90	51.8%	60.0%	30.0%	8.9%	99
90	48.4%	53.3%	22.2%	6.7%	82
78	44.7%	41.0%	21.8%	5.1%	68
94	45.9%	46.8%	22.3%	2.1%	71
43	40.9%	39.5%	9.3%	4.7%	53
84	54.8%	63.1%	33.3%	8.3%	105
66	63.0%	87.9%	42.4%	13.6%	144
78	55.2%	69.1%	32.0%	3.1%	104
83	65.4%	80.7%	55.4%	20.5%	157
85	71.8%	84.7%	64.7%	35.3%	185
57	48.6%	50.9%	28.1%	5.3%	84
76	44.3%	47.4%	21.1%	0.0%	68
74	70.8%	89.2%	71.6%	23.0%	184
73	40.3%	41.1%	9.6%	1.4%	52
87	50.6%	60.9%	28.7%	5.8%	95
82	47.8%	50.0%	26.8%	4.9%	82
63	48.1%	50.8%	22.2%	4.8%	78
31	51.6%	64.5%	32.3%	3.2%	100
78	55.3%	65.4%	33.3%	14.1%	113
119	62.5%	82.4%	51.3%	5.0%	139
37	58.4%	73.0%	37.8%	10.8%	122
52	45.9%	51.9%	20.4%	1.9%	74
76	38.6%	30.3%	13.2%	1.3%	45
95	54.4%	61.7%	40.2%	10.3%	112
68	46.3%	50.0%	20.6%	4.4%	75
55	51.5%	63.6%	36.4%	7.3%	107
69	67.1%	89.9%	66.7%	15.9%	172
95	60.6%	73.7%	45.3%	14.7%	134
63	54.8%	66.7%	31.8%	6.4%	105
3,379	52.8%	61.3%	32.4%	8.4%	102
	52.3%	60.5%	31.6%	8.2%	
	36.4%	24.3%	9.3%	0.0%	
	71.8%	89.9%	71.6%	35.3%	

Phase Five: Patience is a Virtue

Current Impact on Audit Recommendations

- Human Capital Changes
- Budget Restrictions
- Agency-Level Changes

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Why Was the Partnership with Gibson Consulting Group Beneficial?

Connect With Us

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