

# Assessment Implementation Study Phase I Findings

Colorado Department of Education State Board Room Wednesday, May 21, 2014



PRESENTED BY:

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# Regional Comprehensive Centers

- National Network
  - 15 comprehensive centers
  - 7 content centers
  - Funded by USED
  - Technical assistance to SEAs
- Central Comprehensive Center
  - University of Oklahoma
  - Serves Colorado, Kansas
     & Missouri
  - Subcontracts with WestEd to support Colorado



# Purpose of the Study

Discern and examine issues and concerns associated with implementation of the new state assessment system

Provide feedback to CDE that informs policy, practice, and future directions



# Design

#### Phase I, February-April

- Document review
- 8 mixed-role, district focus groups
- 3 role-alike focus groups
- Survey of district assessment coordinators

#### Phase II, May-June

- Follow-up conversations with 8 districts
- Focus group of large, metro-area districts
- Interview multi-district, online providers
- Follow-up survey of district assessment coordinators







### Focus Groups

3 Role-Alike Groups: Charter Schools, Parents, and Teachers

8 Mixed-Role District Groups



Who: students, parents, teachers, principals, technology directors, assessments coordinators, and superintendents

- > Archuleta
- Buena Vista R-31
- > Cherry Creek 5
- > Delta County
- > La Veta RE-2
- > Platte Valley RE-7
- Strasburg
- Woodland Park Re-2

# Survey

#### **District Assessment Coordinators**

- √ Voluntary
- ✓ One per district
- √ Completed March 12–28, 2014
- √ 14 Questions
- √ 3 Sections:
  - Demographic information
  - Readiness
  - Value & Burden



### **Constraints & Limitations**

Self-selection bias – while all regions, locations, and sizes are represented, the results may not generalize to the larger population

Districts weighted equally for analyses rather than by student enrollment – views of rural districts with small student populations have proportionally higher impact on results

Focus on assessments – accountability issues emerged and are included in the full report



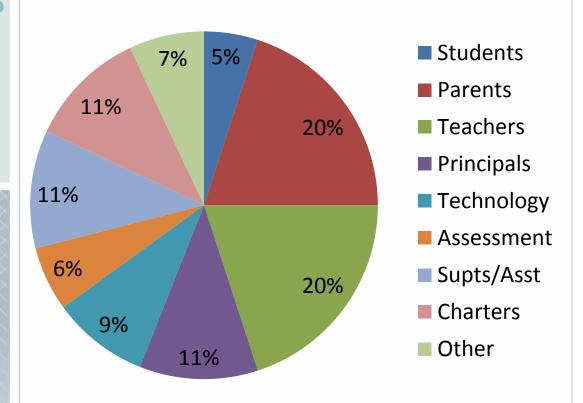
### Respondent Characteristics

#### **87 Survey Responses**

- 23% NE and 20% SW
- 76% rural
- 8% urban
- 16% suburban
- 54% < 1,000



# 93 Focus Group Participants



### Focus Group Themes

### **Current & New Systems**

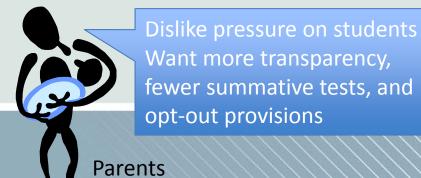
- Value Most: ACT, focus on growth, data/report elements
- Value Least: High stakes, utility, delayed results
- Hope: Immediate feedback & engaging, user-friendly
- Fear: student readiness and tech skills, duration
- Challenges: Impact on instruction, devices, capacity
- Needs: professional development, funding, resources
- Solutions: hold harmless, flexibility, secondary changes



### Unique Focus Group Themes

By Role Group

Fear challenging content
View screen time as a challenge
Want one section/subject

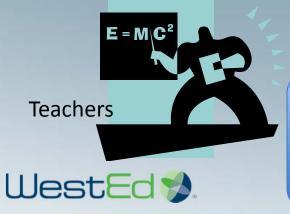




Value the READ Act
Want developmentallyappropriate tests and elementary
adjustments
View feasibility as a challenge
Need curricular materials



**Principals** 



Familiar with current tests
Dislike stress on students and teachers
Want transparency and shared decisionmaking
Need curricular materials

# Unique Focus Group Themes

By Role Group, continued

Fear tests won't be user-friendly View social studies as a challenge Want local choices, flexibility, and secondary adjustments Hope they are prepared Challenged by feasibility Need support networks and resources for technology

**Technology directors** 



Assessment coordinators



Value data/results
Dislike how results are used
Hope for high-quality tests
Fear increase burden
Challenged by limited capacity
Want incentives and rewards



# Survey Themes

#### **Factors Influencing** Readiness

#### Rural:

- 63% management
- 57% devices

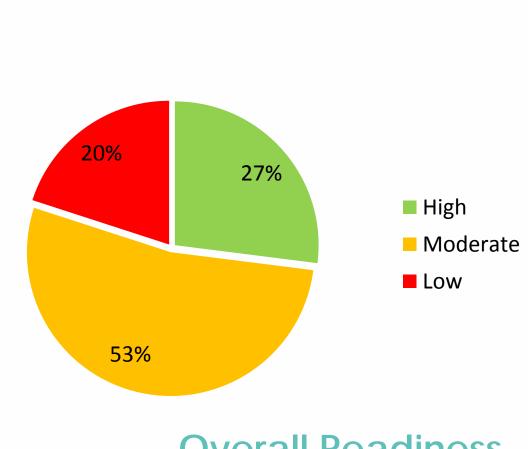
#### Suburban:

- 79% management
- 79% IT staff
- 64% network infrastructure

#### Urban:

• 71% devices





**Overall Readiness** 

### **Survey Results**

#### Value & Burden of Tests

- Most Value: local interim (80%) and early literacy (50%)
- Least Value: CMAS science and social studies
- Most Burden: school readiness, social studies, science
- Least Burden: ACT and other district PS readiness
- TCAP: low value and high burden
  - Valued more by suburban
  - Lower burden to urban



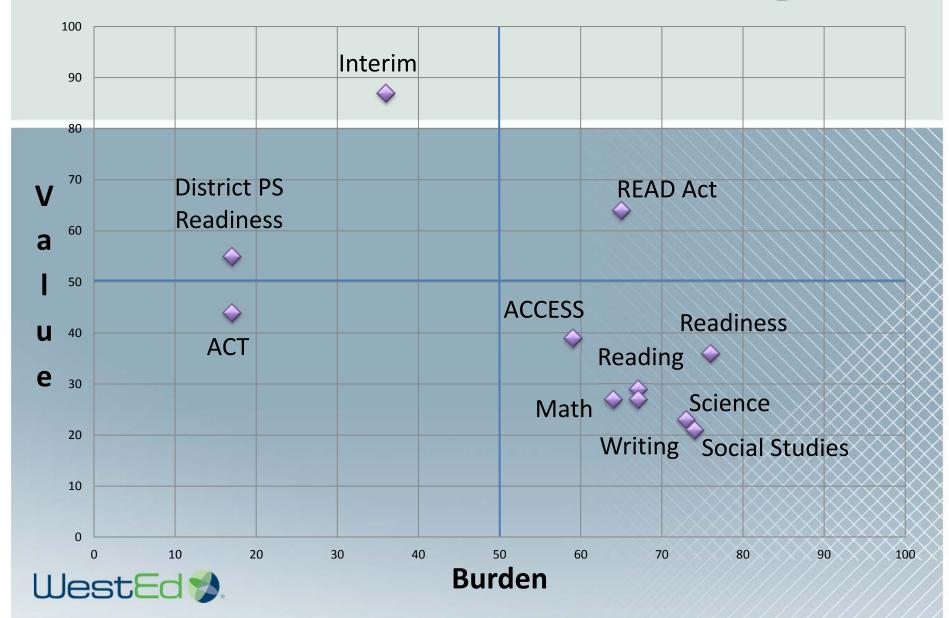
### Assessments Ranked by Perceived Value

Rank	Assessment	Informs Student Progress	Improves School/District
1	District interim	87 %	80 %
2	Early Literacy (READ Act)	64 %	51 %
3	District PS readiness	55 %	44 %
4	Colorado ACT	44 %	42 %
5	ACCESS for ELLs	39 %	29 %
6	School Readiness	36 %	34 %
7	TCAP Reading	29 %	33 %
8	TCAP Mathematics	27 %	33 %
9	TCAP Writing	27 %	28 %
10	CMAS Science	23 %	21 %
11	CMAS Social Studies	21 %	21 %

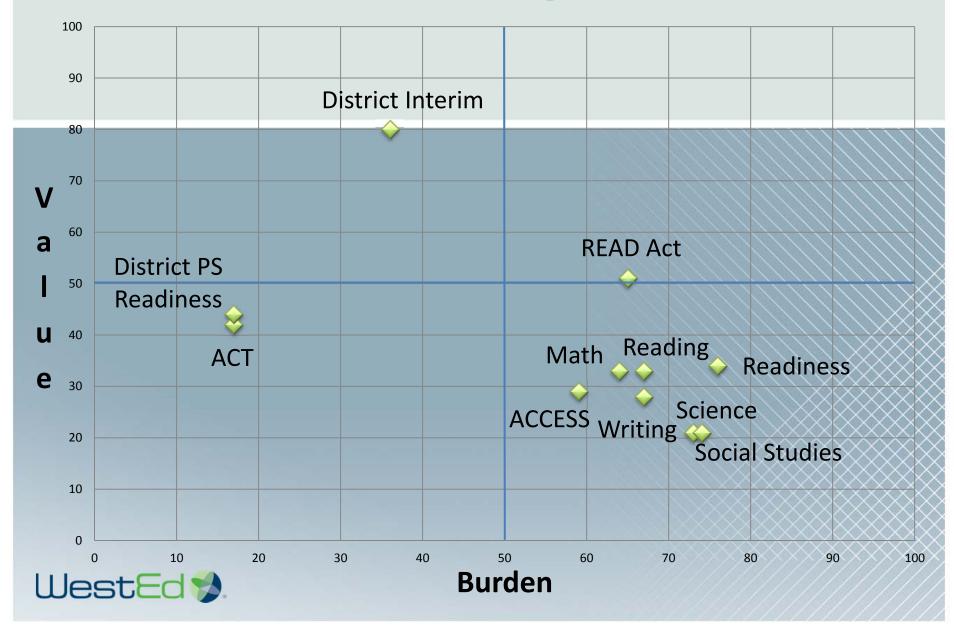
### Assessments Ranked by Perceived Burden

Rank	Assessment	Burden
1	District postsecondary readiness	17 %
1	Colorado ACT	17 %
3	District administered interim	36 %
4	ACCESS for ELLs	59 %
5	TCAP Mathematics	64 %
6	Early Literacy (READ Act)	65 %
7	TCAP Reading	67 %
7	TCAP Writing	67 %
9	CMAS Science	73 %
10	CMAS Social Studies	74 %
11	School Readiness	76 %

### Burden vs. Value: Student Progress



### Burden vs. Value: Improvement



#### Value and Burden of TCAP and CMAS Assessments

	Value					Burden			
	Rural (%)	Suburban (%)	Urban (%)	Overall (%)	Assessments	Rural (%)	Suburban (%)	Urban (%)	Overall (%)
Student Progress	27	43	29	29	TCAP Reading	70	79	30	67
Improvement	33	36	29	33	(n=85)				
Student Progress	23	43	29	27	TCAP Writing	70	79	29	67
Improvement	28	29	29	28	(n=85)				
Student Progress	24	43	29	27	TCAP Mathematics	66	79	29	64
Improvement	32	39	29	33	(n=83)				
Student Progress	20	38	50	23	CMAS Science	72	82	80	73
Improvement	20	25	50	21	(n=69)				
Student Progress	18	38	33	21	CMAS Social Studies	71	82	100	74
Improvement	20	25	33	21	(n=69)				

### Value and Burden of Language Proficiency, School Readiness, and Literacy Assessments

	Value					Burden			
	Rural (%)	Suburban (%)	Urban (%)	Overall (%)	Assessments	Rural (%)	Suburban (%)	Urban (%)	Overall (%)
Student Progress	31	57	57	39	ACCESS for ELLs	61	57	57	59
Improvement	27	39	29	29	(n=70)				
Student Progress	38	13	<b>100</b>	36 34	School Readiness Assessment	72	88	100	76
Improvement  Student Progress	64	64	57	64	(n=46)  Early Literacy Assessments	64	71	57	65
Improvement	54	36	43	51	READ Act (n=80)				

#### Value and Burden of PS Readiness and Local Assessments

		Val	ue			Burden			
	Rural (%)	Suburban (%)	Urban (%)	Overall (%)	Assessments	Rural (%)	Suburban (%)	Urban (%)	Overall (%)
Student Progress	44	43	50	44	Colorado ACT	18	14	17	17
Improvement	43	43	33	42	(n=81)				
Student Progress	90	77	86	87	District Interim Assessments	37	23	57	36
Improvement	83	62	86	80	(n=79)				
Student Progress	61	29	50	55	District Postsecondary Readiness	19	0	50	17
Improvement	47	29	50	44	(n=41)				

#### **Important Characteristics of a State Assessment System**

	Rural (%)	Suburban (%)	Urban (%)	Overall
Timely results	90	100	100	93
Student growth from year to year	77	86	86	80
Length of assessments	73	69	86	74
Actionable information at the program level	62	79	86	68
Actionable information at the student level	61	79	86	67
Aligned local and state assessment system	67	64	71	66
Flexible state assessment window	64	64	71	65
Inclusion of writing	60	64	71	61
Student mastery of academic standards	53	79	71	60
Items beyond selected response	54	64	100	59
Early indicators of college and career readiness	50	64	71	55
Indicators of early literacy development	53	57	57	54
Indicators of school readiness*	41	23	86	43
Gradual transition from paper to online	42	29	43	40
Single state assessment window	35	31	14	32
Cross-school comparisons**	21	71	43	31
Cross-state comparisons	22	36	57	27
Cross-district comparisons**	14	64	57	26
Assess social studies annually (grades 4, 7, 12)	24	7	14	20

<sup>\*</sup>p<.05; \*\*p<.001

# Key Challenges & Issues

- 1. Time to teach Impact on instructional time
- 2. Moderate levels of readiness management, devices, capacity
- 3. Quantity, frequency, and length of assessments
- 4. Need for timely, relevant, and useful results
- 5. Burden and utility at the elementary and secondary levels
- 6. Recognition of local assessments



# Implementation Approaches

- I. Stay the Course: Implement the Transition Plan as Scheduled
- II. Stay the Course with Added Supports and Policy Adjustments
- III. Purposefully Delay Parts of the System
- IV. Selectively Eliminate Specific Assessments



### **CSAC** Feedback

#### May 1 Meeting

- Review findings
- Augment the approaches
- Discuss options that minimize burden

Require federal minimum and make others optional



### **Short-Term Solutions**

- ✓ Phase-in online assessments paper options
- ✓ Emergency funds to purchase devices
- ✓ Reduce the number and length of test sessions
- ✓ Use a sampling approach for social studies
- ✓ Make the school readiness assessment optional
- ✓ Make the 9<sup>th</sup> and 10<sup>th</sup> grade ELA and math tests optional
- ✓ Adopt federal minimum; make everything else optional







### **Next Steps**

- 1. Share phase one findings & report
- 2. Conduct phase II
- 3. Continue the dialogue
- 4. Reach consensus on solutions

