Start of the School Year

Sensible Assessment Practices for 2020–21 and Beyond

Cristi Alberino
Deirdre Ducharme
Janet Stuck

Performance Office
CT State Department of Education
Sensible Assessment Practices Webinar Overview

Start of School Year: Analyzing qualitative and quantitative data to make informed decisions for ALL students

Building Community: Building an effective community of learners while meeting the needs of ALL students (onsite, remote)

Beginning with Units Designed for Success: Modeling a unit of instruction and assessment - Grade 5 standards

Instruction and Assessment Cycle: Building from the instructional plan established for the academic year

Focusing on Sensible Assessment Practices Year Round
Knowledge will bring you the opportunity to make a difference.

~Claire Fagin
Key Concepts

- Support Vertical and Horizontal Teams
- Obtain Student-Specific Data
- Integrate Individual Assessment and Non-assessment Data with LEA and Student Factors
- Parent/Guardian Communication
Supporting Vertical and Horizontal Teams

**Vertical**
Create an opportunity to communicate about each student with those who worked with the student last school year and over the summer.

**Horizontal**
Create an opportunity to communicate about each student with those individuals who will or may work with the student during the current school year.
Tasks for the Vertical and Horizontal Teams

- Clearly communicate reentry, short-term recovery, and long-term recovery plans with parents, families, and stakeholders.
- Engage in resource mapping to identify available resources and needs.
- Map common goals and streamlining efforts to avoid duplication.
- Analyze available data to create student-specific action plans.
Gathering Data to Inform Teams

- Obtain and share student-specific data with team members
  - Assessment data (state and local)
    - Smarter Balanced, NGSS, Alternate Assessment System, LAS links
    - Interim Assessments (IABs including Focused IAB, ICAs)
    - Local Assessments (STAR math and reading, NWEA)
Gathering Data to Inform Teams

▶ Obtain and share student-specific data with team members

▶ Non-assessment data
  ▶ Early Indication Tool support level (e.g., Low-Medium-High)
  ▶ English learner, special education, section 504 status
  ▶ Engagement history pre-COVID closure and during summer
  ▶ Progress reports and anecdotal records from phone or web conversations
Gathering Data to Inform Teams

- Identify student-specific goals (short term and longer term)
  - Use data regarding student areas of strength and areas of concern to develop goals
- Reference methods, accommodations, and access to personnel with appropriate expertise
- Starting with an assessment can work against community building while providing questionable information; choose carefully
CSDE Early Indication Tool (EIT)

**Support Level: LOW**

**High Needs**

**Non-English Learner**

**EdSight: Insight into Education**

**Attendance**

- **Attendance Rate**
  - 2014-15: 96.1%
  - 2015-16: 96.7%
  - 2016-17: 93.2%
  - 2017-18: 87.3%

**Mobility:**
- Total school moves: 3
- Total district moves: 3

**Discipline:**
- Total out-of-school suspensions: 6
- Total in-school suspensions: 16

**Smarter Balanced ELA**

- Grade 6
- Grade 7

**Smarter Balanced Math**

- Grade 4
- Grade 5

**Attendance**

- Grade 6
- Grade 7

**LAS Links Mastery Status**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>02</td>
<td>1</td>
</tr>
<tr>
<td>2017-18</td>
<td>01</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>K</td>
<td>0</td>
</tr>
</tbody>
</table>
Considerations When Reviewing Data

- Use data to find out what happened in the past and to plan for the future
- Understand what data cannot tell you and when it may not be suitable
- Use a variety of tools and multiple sources to gather quantitative and qualitative data
- Discover how to use data to improve student performance
- Prepare graphic representations based on data and look for unexpected trends
Prioritizing Student Supports

Maslow's Hierarchy of School Needs

- **Physiological**
  - Basic Needs Are Met
    - eats breakfast, has clean clothing, safe place to go home, able to sleep

- **Safety**
  - Emotional and Physical Safety
    - clear school/class routines, access to counselors/nurse, ok to take risks

- **Belonging**
  - Forming Relationships
    - (advisory, adult role models, friendship groups, peer relationships)

- **Esteem**
  - Positive Classroom Culture Present
    - (positive feedback, time for reflection, encouragement to take risks)

- **Self-Actualization**
  - Student Is Available to Learn
Integrating Student Information Into Action

Teachers collaboratively examine data

Teachers conduct formative assessments

Teachers modify lessons based on data

Teachers collect ongoing formative data

Teachers create action plans

EL Education, 2015
Parent/Guardian Communication

- Get to know your parent/guardian audience
- Determine the best way to contact parents/guardians
- Look for translation methods for non-English speakers
- Create a consistent schedule for regular communication
Summary and Next Steps

- Gather student-specific information
- Create vertical and horizontal teams
- Discuss anticipated support needs
- Create an action plan to meet needs of each student
- Communicate and engage parents/guardians
- Meet the students where they are
- Focus initially on areas of strength rather than deficit areas
- Focus on social-emotional needs by building a community
Foundational Resources

- **Sensible Assessment Practices** This document offers guidance to educators on how they can “assess” their incoming students when schools re-open without necessarily having to “test” them. The assessment and instructional practices in this document are intended to apply to all students, including students with disabilities and English learners.

- **Plan for Reimagining CT Classrooms for Continuous Learning** The purpose of this document is to provide a framework for developing local Continuous Learning Plans to support the reopening of all schools that will provide continuity of learning.

- **Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together** This document is intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. To close the digital divide in Connecticut and empower students across the state to learn from home, Governor Lamont recently announced this initiative [Everybody Learns Initiative](#) to fill any device and/or connectivity gaps that may still remain.
Webinar Specific Resources

- **Maslow’s Hierarchy of School Needs** This is a graphic representation of student’s educational needs.

- **Using Data Inquiry Cycles** This resource describes the cyclical process for analyzing and acting on data.

- **Data-Driven Decision Making in Education: 11 Tips for Teachers & Administration** This article recommends 11 tips to incorporate when making decisions based on data.

- **EdSight** and **EdSight Introductory Video** Information on the EdSight portal providing access to public Connecticut State Education data.

- **Student Assessment Main Web Page** Topics include Smarter Balanced Assessments, Next Generation Science Standards assessment, the Connecticut SAT School Day, the Alternate Assessment System, the English Language Proficiency assessment, the Connecticut Physical Fitness assessment, and the Kindergarten Entrance Inventory.
Webinar Specific Resources

- **COVID-19 Resources for Families and Educators** CSDE resources including a Professional Support Series, guidance documents, Partners in Education, federal information, self-care and mental health supports, and more.

- **Special Education Resources For Educators** CSDE guidance and resources that focus on the needs of special education students.

- **English Learners** This web page offers CSDE guidance and support for English Learners.

- **Parent and Family Resources** This CSDE web page is a collection of learning resources that offer guidance for parents and families.

- **Power Up Your Parent Communication** This is a PDF from Commonsense.org with considerations for parent communication and platforms.
CSDE
Performance Office Staff

Abe Krisst
Bureau Chief
Abe.Krisst@ct.gov
(860) 713-6894

Janet Stuck
Janet.Stuck@ct.gov
860-713-6837

Deirdre Ducharme
Deirdre.Ducharme@ct.gov
860-713-6859

Dr. Cristi Alberino
Cristi.Alberino@ct.gov
860-713- 6862
CSDE
Performance Office Staff

Abe Krisst
Bureau Chief
Abe.Krisst@ct.gov
(860) 713-6894

Janet Stuck
Janet.Stuck@ct.gov
860-713-6837

Deirdre Ducharme
Deirdre.Ducharme@ct.gov
860-713-6859

Dr. Cristi Alberino
Cristi.Alberino@ct.gov
860-713-6862