



Park Hill School District

Building Successful Futures • Each Student • Every Day

Assessment and Survey Plan 2015 - 2016





The Purpose of the Assessment Program

Assessment is a critical part of school improvement and student learning. The district assessment program allows the district to gather information for a variety of purposes. Well-designed and appropriately used assessments provide the following benefits:

- (1) Teachers gain information about individual students' strengths and weaknesses.
- (2) Teachers can evaluate the effectiveness of their instruction.
- (3) Students are made aware of their skills in a variety of areas.
- (4) Teachers, parents, students, and policy makers make more informed decisions.
- (5) Programs can be evaluated for their impact on learning.
- (6) School buildings and the district as a whole can report on academic progress.

The Park Hill School District Assessment Program consists of a variety of assessment types and formats including norm-referenced tests, criterion-referenced tests, nationally developed tests, and locally-developed assessments in core content areas. The primary goal of the assessment program is to monitor and improve student performance and achievement. A second equally important role of assessment is to provide the necessary information to improve curriculum and instructional practices. These two goals are inextricably linked and cannot be considered apart from each other.

No single assessment or assessment type can serve all of the needs for information; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement questions including:

- (1) Is Park Hill achieving a high level of performance?
- (2) Which areas of student achievement are in need of improvement?
- (3) Are district and building educational programs improving learning outcomes for students?
- (4) Are Park Hill's educational programs achieving the results for which they were designed?
- (5) Which students are in need of alternative instructional strategies?
- (6) How much value is being added for Park Hill students?

The answers to some questions carry high stakes for individual students and schools (i.e., district, state, and national accountability). The higher the stakes, the more vital it is to ensure that assessments used to gather information are reliable and valid for the intended use and administered in a standardized manner. Lower stakes questions can be answered with frequent, informal assessments and varying assessment types because the answers to these questions do not carry such serious consequences (i.e., questions about trying a different instructional strategy). The purpose of an assessment is always considered when selecting/developing an assessment instrument and interpreting results.



2015-2016 ASSESSMENT AND SURVEY CALENDAR

JULY 2015	
July 2-10 EOC	
SEPTEMBER 2015	
1-25 K -2 Reading	10 EXPLORE MS
Benchmark F&P	8-25 Acuity Assessments
1-11 Fall AQ Survey	24 Annual Student Ach Rpt to (Student, Parent, Faculty, Staff) Board
1-30 Naviance (Grades 6&7)	
NOVEMBER 2015	
2-30 Naviance (Grade 7&8)	9-24 NEE student survey (all)
7-8 SAT	30 STAR
9-30 Acuity Assessments	
JANUARY 2016	
11-29 K-2 Reading Bnchmk F&P	11-29 Missouri Student Survey
23-24 SAT	
19-29 ACCESS Assessment	
MARCH 2016	
1-11 Acuity Assessments	28-30 MAP GLA
1-11 Olweus Survey	28-30 Terra Nova
12-13 SAT	21-31 Senior Exit Survey
28-31 STAR	
MAY 2016	
1-20 MAP GLA	9-20 EOC
2-20 K-2 Reading Bchmk F&P	10 ACT
2-13 AP	16-24 MS Common
7-8 SAT	Assessments
	20 Physical Fitness Assessment
	20 21 st Century Assessment

AUGUST 2015	
13-28 STAR	25 ACT Plan
13-28 Naviance (Grade 6&7)	25 ASVAB*
24-31 Acuity Assessments	24-31 K-2 Rding Bchmk
25 ACT EXPLORE – HS	F&P
	31 Fall AQ Survey (Student, Parent, Faculty, Staff)
OCTOBER 2015	
1-9 Naviance (Grade 6&7)	11 SAT
5-30 Patron Insight Survey	14 PSAT
12-31 Naviance (Grade 7&8)	28 PSAT
10 SAT	
DECEMBER 2015	
1-4 Acuity Assessments	6 SAT
1-11 STAR	7-15 EOC
1-18 Naviance (Grade 7&8)	18 Physical Fitness
5 SAT	Assessment
	18 21 st Century
	Assessment
FEBRUARY 2016	
1-19 NEE Student Survey (hs only)	1-29 Acuity
1-19 ACCESS Assessment	Assessments
1-29 Olweus Student Survey	
APRIL 2016	
1-8 STAR	1-30 MAP GLA
1-15 Senior Exit Survey	1-22 Terra Nova
18-29 Spring AQ Student Survey	
26 ACT	
JUNE 2016	
4-5 SAT	

**** TENTATIVE DATES**

**2015-2016 ASSESSMENT AND SURVEY SCHEDULE**

ASSESSMENTS	GRADE LEVELS	DATES
ACCESS Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	January 19 – February 19
Acuity College and Career Ready Assessments 2 nd grade Diagnostics Forms	K 1 2 3 4 5 6 7 8 9 10 11 12	1 st Assessment: Sept 8 - 25(ELA, Math) 2 nd Assessment: Nov 9 – Dec 4(ELA, Math, Science) 3 rd Assessment: Feb 1 – Mar 11(ELA, Math, Science)
American College Test (ACT)	K 1 2 3 4 5 6 7 8 9 10 11 12	April 26*, Make-up May 10* *projected
ACT EXPLORE	K 1 2 3 4 5 6 7 8 9 10 11 12	MS – Sept 10; HS – Aug 25
ACT PLAN	K 1 2 3 4 5 6 7 8 9 10 11 12	Aug 25 (super test day)
Advanced Placement (AP)	K 1 2 3 4 5 6 7 8 9 10 11 12	May 2 – 13
*Armed Services Vocational Aptitude Battery (ASVAB)	K 1 2 3 4 5 6 7 8 9 10 11 12	Aug 25 (super test day)
Local Physical Fitness Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	Due Dec and May at end of semester
MAP Grade Level Assessments (GLA)	K 1 2 3 4 5 6 7 8 9 10 11 12	March 28 – May 20 DESE approved window April 18 – May 13 Tentative PH window (set in Dec)
Reading Benchmark (K-2 Fountas and Pinnell)	K 1 2 3 4 5 6 7 8 9 10 11 12	1 st Assessment: Aug 31 – Sept 25 2 nd Assessment: Jan 11 – 29 3 rd Assessment: May 2 – May 20
STAR Reading/Early Literacy Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	Fall: Aug 13 – 28 Winter: Nov 30 – Dec 11 Spring: Mar 28 – Apr 8
STAR Math Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	Fall: Aug 13 – 28 Winter: Nov 30 – Dec 11 Spring: Mar 28 – Apr 8
Preliminary Scholastic Achievement Test (PSAT)	K 1 2 3 4 5 6 7 8 9 10 11 12	Oct 14 and Oct 28
Scholastic Achievement Test (SAT)	K 1 2 3 4 5 6 7 8 9 10 11 12	Oct. 10, 11 Nov 7, 8 Dec 5, 6 Jan 23, 24 Mar 12, 13 May 7, 8 June 4, 5
Terra Nova Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	March 28-April 22
Achieve 3000 Level Set for Lexile	K 1 2 3 4 5 6 7 8 9 10 11 12	Grades 9-12: As needed in ELA Essentials class
Writing Assessment (portfolio based score)	K 1 2 3 4 5 6 7 8 9 10 11 12	Grades K-12: Portfolio scores entered by end of CA course (Dec 18, May 20)* *With consideration by assessment committee
MS Common Social Studies and Science Exams	K 1 2 3 4 5 6 7 8 9 10 11 12	May 16-24
MAP End-of-Course Exams	K 1 2 3 4 5 6 7 8 9 10 11 12	December 7-15 May 9-20 (HS and MS AlgI) July
Neviance (Career Interest Inventory Assessments)	K 1 2 3 4 5 6 7 8 9 10 11 12	Grades 6-7 1 st qtr 8/13 – 10/9 Grades 7-8 2 nd qtr 10/12-12/18
21 st Century Skills Assessments (ISTE Standards 1-6 based on framework)	K 1 2 3 4 5 6 7 8 9 10 11 12	Grades K-12: Scores entered Dec 18 and May 20
AQ Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	Aug 31 – Sept 11 (Student, Parent, Faculty, Staff) April 18 – 29 (Students only)
NEE Student Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	November 9 – 24 February 1 – 19
Patron Insight Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	October 15 – 30
Senior Exit Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	March 21 – April 15



ASSESSMENT DESCRIPTIONS

Assessment	Purpose	Coordinator/ Examiner	How Results are Used
ACCESS Assessment	The ACCESS is the English language proficiency assessment that the Missouri Department of Elementary and Secondary education has selected to meet the requirement of No Child Left Behind to annually assess Missouri's students who are eligible for ELL (English Language Learner) services.	ELL teachers	Park Hill uses the results in combination with other data to determine the need for continuation of ELL services. In addition, DESE uses the ACCESS to determine if districts have met NCLB's Annual Measureable Achievement Objectives (AMAOs).
ACT, EXPLORE, and PLAN	This set of assessments provides information to assist students in making decisions about their next level of learning and their career interests. Achievement data and students' interests, needs, plans, and selected background characteristics are assessed using norm-referenced measures. The ACT test at the junior and senior level serves as a college entrance exam.	School Test Coordinator/ Teachers	The EXPLORE and PLAN results are used to track individual student achievement at the secondary level, as well as to provide information about student interests. ACT results are used by colleges and universities to make student admission decisions. Performance relative to the College Readiness Benchmarks on all three assessments is used to determine progress in preparation for life after graduation. During the accreditation process, the district is evaluated on ACT performance.
AP	The Park Hill School District offers a variety of Advanced Placement courses to challenge students and to allow students the opportunity to earn college credit for their high school studies. Each student who enrolls in an advanced placement course is encouraged to take the AP exam for that course to demonstrate their ability to do college-level work.	School Test Coordinator/ Counselors and others	The AP exams are a measure of success for AP courses and the students who take them. Students who score a 3 or higher on the AP exam for the course may be eligible to receive college credit for that subject.
ASVAB	The Armed Services Vocational Aptitude Battery (ASVAB) is a multi-aptitude test battery that is designed to measure student aptitudes.	Counselors/ military personnel	Scores are to be used for identifying students' aptitudes for career and vocational purposes.



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Assessment	Purpose	Coordinator/ Examiner	How Results are Used
Acuity College and Career Readiness Assessments	The Acuity College and Career Readiness Assessments are district-wide online assessments to monitor student progress on the Common Core State Standards (CCSS) in communication arts, mathematics, and science (grades 5 and 8 only). The format of test items and the distribution of CCSS coverage mirror the MAP, meaning that both multiple-choice, technology enhanced, and constructed-response items are included. Content coverage is the same for each assessment, but the assessments increase in difficulty and complexity. The last assessment is very much like the MAP in content coverage and difficulty, but it is shorter than MAP.	Principals/ teachers	Online reports supply teachers with valuable information to help them provide ongoing targeted instruction. Teachers are able to quickly see which CCSSs students have mastered and which CCSSs need re-teaching. Results can be analyzed by ethnicity, socio-economic status, teacher, and school. Reports will also show growth for each student.
DIBELS (Dynamic Indicators of Early Literacy Skills)	DIBELS is a progress monitoring assessment that will be used for students that are in intervention tiers of our Integrated At-Risk Support process. DIBELS is an assessment system designed to assess all students' progress (kindergarten thru sixth grade) on the big ideas of early literacy development in a standardized, time efficient manner. This assessment will be given on a frequent basis to students in need to allow for timely instructional feedback.	Teachers	Reports and data tracking from DIBELS will allow teachers to monitor reading skill progress related to specific interventions that students are receiving.
Classroom Assessments	A variety of classroom assessments ranging from multiple-choice tests to performance events are administered to assess students' performance on the district curriculum. Some of these assessments are developed within the district, while others are developed by outside sources. These are used as part of the professional learning communities model, and the primary purpose is to improve instruction and ensure that students are meeting standards.	Teachers	Teachers use results to determine if students are meeting key learning objectives. This data feeds the instructional feedback loop that enables teachers to teach more effectively. The data is also used by teachers and teams to measure progress toward goals. In addition, the assessments are used to monitor progress during an intervention and determine the effectiveness of programs.



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Assessment	Purpose	Coordinator/ Examiner	How Results are Used
K-2 Reading Benchmark Assessment (Fountas & Pinnell)	The Fountas and Pinnell Benchmark Assessment is individually administered to each student. Information on students' processing strategies, fluency, and comprehension is provided. Teachers will also be able to identify instructional and independent reading levels.	Classroom teachers	Data from this assessment will be analyzed to identify strengths and next steps for each student. This information will then be used to guide teacher decisions for student grouping, text selection, and teaching points to help students progress with their reading skills.
Middle School Common Social Studies and Science Exams	Common district-wide finals, based on DESE's Grade Level Expectations, will be used to assess student knowledge and skills in certain required courses including 6th Grade Social Studies, 6th Grade Science, 7th Grade Social Studies, 7th Grade Science, and 8th Grade Social Studies.	Social Studies and Science Teachers	Teachers will use the results to determine if students are meeting course learning objectives. This data enables instructors to make informed decisions regarding improvement of the courses they teach. The data is also used in collaborative team meetings to identify best practices.
MAP Grade Level Assessments	The Missouri Assessment Program (MAP) is a statewide assessment that has been developed to assess the degree to which students are proficient in the knowledge, skills, and competencies represented in the Missouri Learning Standards.	School test coordinator/ teachers, other staff, and volunteers	Scores are interpreted as how well students, schools, and district are doing relative to the GLEs. District accreditation is partially based on MAP scores. MAP scores receive the most public attention because of their use in determining Annual Percentage Ratings (APR) in MSIP5 for DESE Accountability purposes.
MAP End-of-Course Exams	The MAP End-of-Course Exams are statewide assessments for key required high school courses including Algebra I, Biology, English II, and Government. Park Hill also administers optional End-of-Course Exams in Algebra II, English I, Geometry, and American History. These assessments have been developed to assess the degree to which students are proficient in the knowledge, skills, and competencies represented in Missouri's Course Level Expectations (CLEs).	School test coordinator/ teachers, other staff, and volunteers	Scores are interpreted as how well students, schools, and district are doing relative to the CCSS and CLEs. District accreditation is partially based on these scores. In addition, like MAP, End-of-Course scores are used in determining APR points in MSIP5. Also, teachers will use these assessments as part of the course final, which will be included in students' grades.



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Assessment	Purpose	Coordinator/ Examiner	How Results are Used
SAT and PSAT	The SAT measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful academically. The PSAT is a standardized test that provides firsthand practice for the SAT.	School test coordinator	Many colleges and universities use the SAT as one indicator of a student's readiness to do college-level work. SAT scores are compared with the scores of other applicants, and the accepted scores at an institution, and can be used as a basis for awarding merit-based financial aid. The PSAT is an indicator of likely future SAT performance and gives students a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs.



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Naviance Assessment Career Cluster Finder (grades 6-7)	The Career Cluster Finder is an online questionnaire that helps students discover career clusters that are most interesting to them. Once the student completes the assessment, top matching career clusters are made available for review.	Counselors/ Teachers	Students in Park Hill use the Career Cluster Finder to generate career interests and to explore college and career opportunities. Counselors in Park Hill use the Career Cluster Finder to generate conversations with students when developing individualized plans of study for students grades 6-12.
Naviance Assessment Career Key (grades 7-8)	The Career Key is an online career assessment for students to explore career interests based on the Holland Codes Interest Inventories.	Counselors/ Teachers	Students in Park Hill use the Career Key to generate information on college and career opportunities. The Holland Codes system classifies jobs into job categories, interest clusters, or work personality environments. In the Holland Model, these categories represent work personalities. Counselors in Park Hill use the Career Key to generate conversations with students when developing individualized plans of study for students grades 6-12.
Naviance Assessment Strengths Explore (grade 9)	Strengths Explorer is a strengths assessment that assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents.	Counselors/ Teachers	Students in Park Hill use the Strengths Explorer to assess their top three strength themes and learn how to capitalize on their success. Students discover what they need to do next to continue to build on their strengths when choosing career and college opportunities. Counselors in Park Hill use the Career Strengths Explorer to generate conversations with students when developing individualized plans of study for students grades 6-12.
Naviance Assessment Career Interest Profile (10th grade)	The Career Interest Profiler is an online career interest assessment for students based on Holland's interest.	Counselors/ Teachers	Students in Park Hill use the results of the Career Interest Profiler assessment as a measure of the student's strongest field of interest with definitions of all the Holland interest codes. Students can view matching careers and career clusters organized by the amount of preparation each career needs. Counselors in Park Hill use the Career Interest Profiler as a tools to generate conversations with students when developing individualized personal plans of study for students grades 6-12.



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Assessment	Purpose	Coordinator/ Examiner	How Results are Used
Naviance Assessment Do What You Are/Personality Assessment (11th grade)	Do What You Are is a personality type assessment. It reveals information about a student's strengths and blind spots, recommended career paths and college majors, as well as tips for conducting the most effective career search codes.	Counselors/ Teachers	Students in Park Hill use the results of the Do What You Are personality assessment to conduct career searches and to explore college majors that correlate with personal strengths and interests. Counselors in Park Hill use the Do What You Are assessment to generate conversations with students when developing individualized personal plans of study for students grades 6-12.
STAR Assessments	STAR assessments provide an estimate of students' skills and abilities relative to national norms. The assessments provide feedback about student, classroom, and grade level progress to facilitate data-based instruction. The purpose of STAR Early Literacy is to assess students' early literacy skills in preparation for reading. The purpose of STAR Reading is to assess student reading skills. The purpose of STAR Math is to assess student math skills. Each of the assessments is typically completed in 5-15 minutes.	Principals/ teachers	Results will be used to monitor and ensure that all students are making appropriate progress in reading and math. Specifically, The STAR assessments will be used as part of the Response to Intervention (RtI) model to screen for students in need of more intense or frequent interventions. The STAR Assessments will then be used to monitor students' progress during these interventions. The STAR assessment provides an ATOS reading level that is used to screen and monitor student reading levels throughout the year.
Terra Nova, The Third Edition	The Terra Nova is a norm-referenced achievement test battery that uses multiple-choice questions to measure subject area content and process skills. There are tests for Reading, Language Arts, Mathematics, Science, and Social Studies. Score reports contain both norm-referenced scores and standards-based information. Objectives measured on the Terra Nova are a close match to those measured on the MAP because the MAP tests are built from a parallel version of the Terra Nova.	School test coordinator/ teachers, other staff, and volunteers	In combination with MAP scores, the Terra Nova provides longitudinal data for the core content areas. Growth of students, schools, and the district can be monitored reliably from year-to-year. Scores are used to determine strengths and weaknesses, and are considered as part of decision-making processes, including program evaluation and school improvement.



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Assessment	Purpose	Coordinator/ Examiner	How Results are Used
Writing Portfolio	All students are assessed using the Park Hill School District scoring guides for types of writing. This common model of writing assessment facilitates collaborative discussion and improvement of students' writing skills. At all levels, a portfolio model is used to collect and evaluate students' writing based on these scoring guides.	Principals/ teachers	Results are used to evaluate the effectiveness of the district's writing program and the effectiveness of instruction for schools and teachers. Results reveal progress made as well as specific traits in need of improvement.
21st Century Skills Assessment	All students are assessed using the K-12 Framework developed by the 21 st Century Skills Assessment Team. The six ISTE standards are assessed a different grade levels/courses throughout K-12. These standards provide clear criteria for 21 st Century Skills that must be taught and assessed in the classroom. ISTE standards are Creativity & Innovation Communication & Collaboration Research & Information Fluency Critical Thinking, Problem Solving and Decision Making Digital Citizenship Technology Operations & Concepts	Principals/ teachers	Results are used to evaluate the effectiveness of 21 st Century Skills Instruction. Results are reported in District CSIP in Goal A2 and are reported in the individual student's CCR index.



Analysis and Use of Assessment Results

Assessment results are analyzed in a comprehensive manner, integrating multiple assessments in order to make inferences and draw conclusions regarding student achievement. While it is important that analysis of assessment data helps Park Hill to see how students are performing, it is even more critical that results are translated into action plans. In order to ensure effective data analysis and action planning, the district uses a data analysis process (Figure 1) to analyze large-scale assessment data and plan for improvement.

Analysis of performance data includes examination of results from three perspectives as exhibited in the VACT-Based Data Analysis Continua (Figure 2). First, value-added analysis looks at the amount of value that was added during a given time period relative to typical value added during this same period. For example, comparing last year’s spring test results to this year’s spring test results might reveal that Park Hill students improved by 1.2 grade level equivalents. Since typical growth for students in one year is 1.0 grade level equivalent, one might say that this result indicates 120 percent value-added. Instead of looking just at how high performance levels are, value-added assessment determines the amount of improvement made, regardless of baseline levels. Table 1 lists value-added measures based on this year’s assessment program. Table 2 shows content area and grade level coverage for the value-added measures.

Figure 1. Data Analysis for Large Scale Assessments

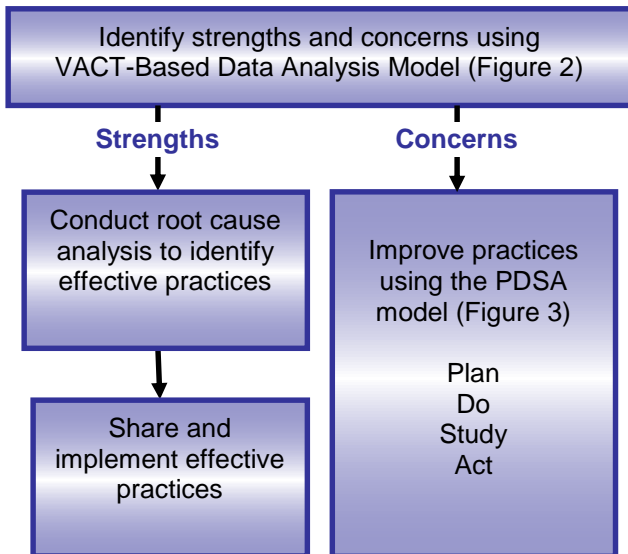


Figure 2. VACT-Based Data Analysis Continua

	Concern	Strength
Value-Added →	Less Than 100% -----	More Than 100%
Comparisons →	Poor Performance -----	Good Performance
Trend →	Adverse Trends -----	Beneficial Trends



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Table 1. Value-Added Measures

Measures		Value-Added Indicator											
Pre	Post	Grades										Content	
STAR fall	STAR spring	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
		K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
Terra Nova last year	Terra Nova this year	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
Terra Nova last year	MAP TN this year	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
		K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
		K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
Acuity Predictive A	Acuity Predictive C	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
		K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
MAP last year	MAP this year	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
EXPLORE 8th	EXPLORE 9th	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
EXPLORE 9th	PLAN	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										
PLAN	ACT	K 1 2 3 4 5 6 7 8 9 10 11 12	CA MA SC SS										

Table 2. Value-Added Results Coverage

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA	1	1	2	3	3	3	3	3	3	2	1	1	-
MA	-	1	2	3	3	3	2	2	2	1	1	1	-
SC	-	-	1	1	1	2	-	-	2	1	1	1	-
SS	-	-	1	1	1	1	-	-	-	-	-	-	-

The second aspect of VACT-based data analysis is looking at comparative data. Park Hill looks at results from competitors in our local metropolitan area as well as statewide. The most useful comparisons are those made with districts serving communities similar to southern Platte County. Analyzing our performance results relative to comparisons helps evaluate the effectiveness of our educational processes in the context of what others have been able to achieve.

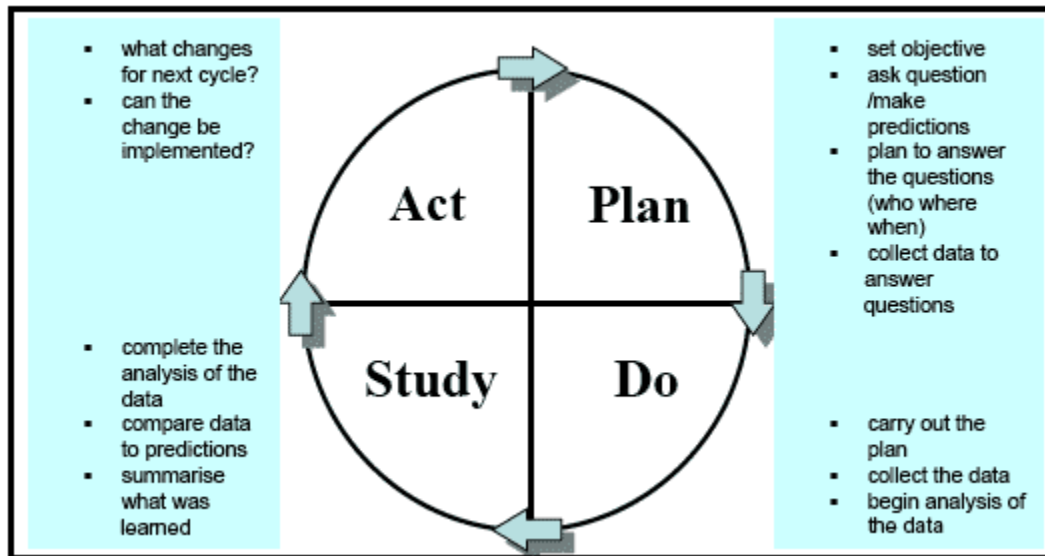
The final aspect of assessment data analysis is trend analysis. Generally, one must have at least three data points, typically three years of data, for trends to be meaningful. Interpretations based on changes from one data point to the next are often unreliable. Trend analysis tends to filter out measurement error and anomalies

such as cohort effects. This is particularly true when more than three data points are included. Trend analysis, along with value-added analysis gives the most complete picture of performance improvement.

Once strengths and concerns are identified, a root cause analysis is conducted. Root cause analysis examines factors that underlie a particular result. In the case of strengths, root causes of good performance are identified so that they can be shared and replicated. For concern areas, root cause analysis determines the causes of adverse results so that they can be corrected. Root cause analysis is part of the Study phase of the PDSA (Plan-Do-Study-Act) model (Figure 3) which is used to plan, develop, and monitor action plans.



Figure 3. The PDSA Model



Provisions for Assessment of Standards Not Assessed by the MAP

Due to their nature, 11 of the Show-Me Standards are not assessed on the MAP and must be assessed locally at least once in each grade span. The Department of Elementary and Secondary Education says that districts must embed specific strategies for locally assessing these Show-Me Standards within the curriculum. These standards are evaluated through classroom assessment practice on an ongoing basis. The specific 11 standards that are required to be assessed within the curriculum are:

Communication Arts – 5

Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

Communication Arts – 6

Participating in formal and informal presentations and discussions of issues and ideas

Communication Arts – 7

Identifying and evaluating relationships between language and culture

Fine Arts – 3

The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts

Performance Standard 1.2

Conduct research to answer questions and evaluate information and ideas

Performance Standard 2.3

Exchange information, questions, and ideas while recognizing the perspectives of others

Performance Standard 2.5

Perform or produce works in the fine and practical arts

Performance Standard 2.6

Apply communication techniques to the job search and to the workplace

Performance Standard 2.7

Use technology tools to exchange information and ideas

Performance Standard 4.4

Recognize and practice honesty and integrity in academic work and in the workplace

Performance Standard 4.8

Explore, prepare for, and seek educational and job opportunities



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Large Scale Assessment Provisions for Special Populations

Modification of the standardized testing procedures is allowable under the conditions specified in the 1989 Assessment Standards for students with an Individualized Education Program (IEP), English Language Learner (ELL) students, or students with a Section 504 Individualized Accommodation Plan (IAP). Under certain circumstances, students with an IEP and ELL students may be exempted from certain testing. Accommodation and exemption procedures follow those currently outlined by the Department of Elementary and Secondary Education.

Professional Development Related to Assessment

There are several means through which teachers receive professional development related to assessment. Courses are offered on test data use and classroom assessment practices as part of every new teacher's induction process. In addition, an endorsement is offered that focuses on assessment for which teachers receive recognition and professional development credit. Park Hill also employs instructional coaches who work with teachers to develop their assessment and data analysis skills. Finally, prior to MAP testing each year, teachers attend training on test proctoring practices and ethics.

Test Ethics and Security

Standardized testing is an integral part of the education of all students. The purpose of assessment is to determine the achievement level of students and to measure improvement of programs and schools. Park Hill wants to ensure that its achievement test results are a valid reflection of how students are performing. While high scores are a priority of Park Hill,

this is never accomplished at the expense of the validity of those scores. In addition, testing practices meet state and national standards for ethics in testing. The students' best interests are satisfied by ensuring that testing practices are ethical, and that as a result achievement test scores are valid.

Several sources were consulted in development of the following guidelines, including:

- 2015 Missouri Assessment Program Test Coordinator's Manual
- 2015 Missouri Assessment Program Test Examiner's Manual
- 2015 Missouri Assessment Program EOC Test Coordinator's Manual
- 2015 Missouri Assessment Program EOC Test Examiner's Manual
- Discussions with DESE Assessment Department staff
- Test publisher publications
- Professional journals
- Board of Education Regulation IL-R
- Board of Education Policy IL

Test Preparation

Park Hill works to ensure that students are prepared to be successful on academic assessments. Test preparation must not significantly detract from instruction of students. Instead, test preparation activities are incorporated into the regular, ongoing instructional activities, whenever possible. No test can do more than include a sample of the curriculum that students are expected to master. Therefore, if teaching is focused on the specific content of a test, the curriculum presented to students is narrower than it should be. This practice artificially raises test scores. One prominent test publisher, CTB/McGraw-Hill, states that targeted instruction should be avoided in preparation for district-wide testing, and instead should be used after testing to follow-up as results suggest.



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Appropriate test preparation activities are those that contribute to students performing as near as possible to their true academic achievement levels. Also, these activities should be equal to or greater in value than if the time used were spent on content-related instructional activities. Appropriate activities include teaching general test-taking skills and providing practice, familiarizing students with the format of the test, and teaching students how to prepare for tests.

Scheduling of Tests

Scheduling of tests is in harmony with the guidelines, directions, and time limits indicated in the examiner's manual for the test being administered. Tests are scheduled in a manner that ensures test security as well as valid and reliable test results. Teachers do not allow students to complete a testing session over more than one day rather than completing the testing in one sitting as indicated in the examiner's manual, depending on the test and its administration protocol. Breaks for students during a testing session are not longer than the time indicated in the examiner's manual.

Test Administration

All district-wide assessments are administered in a standardized manner that ensures that test results are valid and reliable; that the guidelines, directions, or time limits indicated in the examiner's manual are being followed. Teachers ensure that students have the materials they need and are ready for the test session. They also ensure that students are provided with a positive atmosphere for testing. Teachers may remind students of important test-taking strategies before the test session begins. If there is question regarding the appropriateness of an administration procedure, please contact

the Director of Research, Evaluation, and Assessment.

Accommodations during administration are in accordance with state and test publisher guidelines. They also are appropriately administered so that they result in valid and reliable information. For example, teachers do not:

- allow students with an approved IEP or IAP scribing accommodation to be tested in the same room with other students not requiring a scribe.
- allow students with a scribing accommodation to be tested in a group.
- orally read to an entire group when only a few students have IEPs directing oral reading of the assessment.

Make-up tests are administered in accordance with the guidelines, directions, and time limits as indicated in the examiner's manual and the ethical guidelines of this assessment plan. The teacher provides direct supervision throughout the makeup session. The make-up test are not administered in the classroom during a regular class session.

Testing Aids

Any materials needed by students during testing are either provided along with the test materials or specifically permitted in the examiner's manual. In general, students are not be given any aids during standardized testing that they would not have had during the norming of the test. DESE says that if the tests are not administered with the same procedures used when the test was standardized, valid conclusions cannot be drawn from the test results. Anything else that could assist a



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student with a response during testing is not allowable. This is true for content and process-related aids, regardless of how long the material has been posted or available to students.

Examples of aids that are not allowed to be available to students during MAP testing:

- Maps and globes
- Multiplication tables
- Scoring guides
- Problem-solving steps
- Content word walls that have definitions
- Process word walls that have definitions
- Lists of common MAP mistakes
- Desk prompts
- Additional math formula sheets

The teacher may not allow students to use testing aids or reference materials other than those specified in the examiner's manual. If such materials are already on the wall, they must be covered or removed. Materials that are allowed by the examiner's manual should be used in accordance with the limits given therein. If there is any doubt, teachers should contact the building test coordinator.

Test Security

The district test security policy is outlined in board regulation IL-R. Test security involves keeping the items of the test confidential and out of the hands of students who are taking the test. Items on a test are evaluated and developed to provide a measure of children's achievement. If test security is violated, then the measurement is no longer accurate or appropriate.

Violations of test security include, but are not limited to, the following:

- Removing test booklets from the building
- Leaving test booklets unattended and unlocked

- Reviewing test items before or after the test
- Giving information about the test items to another parent, teacher, or student
- Teaching items on the current test or items that have not been released (e.g., seeing items ahead of time and teaching skills for that item)
- Copying or otherwise keeping records of the test item content
- Using test items for practice
- Lost test booklets

Test security is critical because it helps insure more accurate and appropriate measurement of student's achievement, and violations are harmful to both the district and our students.



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Test Interpretation

A test score is one indicator of a student's performance within the content area tested. In order to have a complete and accurate understanding of a student's achievement, multiple sources of evidence are needed. Individual test results must be used in conjunction with all other available information. This applies to groups and programs as well individual students. Educators who interpret test scores for students, groups, or buildings should take caution not to be misled by spurious test score increases or decreases that may be unrelated to any fundamental educational improvement or decline. Decisions about a district, school, program, or teacher based solely on one test score are inappropriate. In addition, test interpreters avoid using results from tests for purposes for which they were not intended and have not been validated. These include, but are not limited to:

- Comparing scores from tests or subject areas that are not equated. For example, if a school has more students in the advanced category in MAP mathematics than it does in science, that does not mean that students have greater learning in mathematics than in science. This applies to comparing MAP scores from different grades as well.
- Comparing districts, schools, or programs based on a test that was taken by a non-random sample of students. Examples of tests like this are the ACT or SAT because the examinees are self-selected.

Those who interpret test scores look for patterns in multiple years of data, multiple sources of data, and are up front about the limitations of the given interpretation. Also,

interpretation of test results should consider the variance in test scores that may be due to error. For example, differences that are not statistically significant must never be reported as if they are. If high stakes are applied based on invalid test interpretations, there is potential for serious harm.

Suspected Ethical Violations

Ethical assessment is a very serious matter. Any person who suspects a violation of assessment ethics should immediately report the information to the district test coordinator. Allegations of ethical violations are reviewed by the Academic Services Department for possible recommendation of action.

Participation Requirements for Large Scale Assessments

The district accounts for all students enrolled at the time of state or district norm-referenced assessments. Students are determined to be in one of four categories:

1. Participated in state or district norm-referenced assessments under standard conditions.
2. Participated in state or district norm-referenced assessments with accommodations approved by the Department of Elementary and Secondary Education (DESE) for the specific content area being assessed.
3. Participated in an alternate state assessment.
4. Did not participate in state or district norm-referenced assessments due to one of the following reasons: prolonged illness, extended absence from school, parental request, or physician recommendation. The reason must be documented. Every attempt must be made to have students make up tests missed.



Communication of Assessment Results

The Missouri School Improvement Program and the Department of Elementary and Secondary Education require that assessment information be communicated to all stakeholders, including parents, teachers, students, community members, Board of Education members, and administrators. All assessment information is communicated to the appropriate stakeholders in a timely and understandable format.

The Board of Education is informed annually of the district results of large scale assessments. All such assessment information is presented in global and disaggregated form for the current school year and longitudinally. Results are reported for each content area and grade level and include, if available, value-added analysis, comparative data, and trend analysis in the Annual Student Achievement Report prepared each fall.

Parents and community members are made aware of assessment information through the district website, Park Hill Progress, reports to local newspapers, PTA groups, and through individual student assessment reports for their own children. Teachers and administrators are provided with both individual and aggregate data for instructional planning and school improvement planning purposes. All district staff are provided appropriate assessment

data for creating and revising district school improvement and program evaluation plans.

Summary of Assessment Plan

The Park Hill district assessment plan is a balanced assessment program designed to provide the information necessary to make important instructional and programmatic decisions. Achievement assessments, when administered and interpreted properly, can provide schools with valuable information that can be used to improve instruction and educational programs. It is the goal that all Park Hill students achieve at an increasingly high level. This goal is actualized when teachers ensure that students learn the curriculum and are prepared to demonstrate their knowledge and skills on tests. In this context, this assessment program is a vital support of student learning.



The Purpose of the Use of Surveys

In addition to a robust assessment plan, Park School District collects voice-of-the-customer, workforce, parents, and patron/tax payer feedback through multiple surveys. A combination of quantitative and qualitative data is gathered to provide data for monitoring and listening to customers, workforce, and patrons. Surveys are reviewed annually and evaluated with regard to the following criteria:

1. Surveys and items are critical for informing decision makers, administrators, and program coordinators. Attempt to avoid survey fatigue.
2. Surveys and items are deemed valid and reliable by either field testing or using existing or modified items from already validated instruments in the field.
3. Surveys and items are not biased.
4. Surveys and items have comparison data available.
5. Surveys and items are kept consistent over time to establish trends.
6. Data obtained from surveys and items are reported efficiently and timely.
7. Data obtained may be segmented to provide more accurate analysis.
8. Data obtained from surveys and items are integrated with strategic focus areas of the Comprehensive School Improvement Plan (CSIP) – Financial, Academic, Climate, or Employee.



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Survey	Purpose	How is it administered?	How Results are Used
Student Survey	The purpose of the student survey is to measure student perceptions about the academic and instructional environment, the school climate, and other factors about their school. The student survey is administered to students twice a year in grades 3-12. Half of the students are selected via stratified random sampling and administered the survey. There are unique items for Elementary, Middle, and High School students.	Selected classrooms (grades 3-12) Grades 3-8: online Grades 9-12: paper/pencil	Results are used to measure student perceptions, satisfaction, and attitudes about their school, school climate, school staff, and academic instruction. The student survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.
Faculty Survey	The purpose of the faculty survey is to measure faculty perceptions about the academic and instructional environment, the school climate, workforce engagement, and other workforce factors about their school. The faculty survey is administered annually to all certificated staff.	Online directly to email	Results are used to measure faculty perceptions, satisfaction, and attitudes about their school, school climate, school district administration and staff, and academic instruction. The faculty survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.
Classified Staff Survey	The purpose of the classified staff survey is to measure other workforce segment perceptions about the academic and instructional environment, the school climate, workforce engagement, and other workforce factors about their school. The faculty survey is administered annually to all classified staff.	Online directly to email	Results are used to measure classified staff perceptions, satisfaction, and attitudes about their school, school climate, school district administration and staff, and academic instruction. The classified staff survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.



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<p>Parent Survey</p>	<p>The purpose of the parent survey is to measure parent perceptions about the academic and instructional environment, parental involvement, the school climate, and other factors about their students' school. The parent survey is administered to all parents annually.</p>	<p>Online directly to email and through website links</p>	<p>Results are used to measure parent perceptions, satisfaction, involvement, attitudes about their school, school climate, school district administration and staff, and academic instruction. The classified staff survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.</p>
<p>Patron Insight</p>	<p>The purpose of the Patron Insight Survey is to measure patron perceptions about the Park Hill School District, value of taxes spent, and overall perception about the quality of the district and departments.</p>	<p>3rd Party Administration: Patron Insight 400 randomly chosen phone calls</p>	<p>Results are used to measure patron perceptions, satisfaction, involvement, attitudes about their school, school climate, school district administration and staff, value of tax dollar, and academic instruction. The patron survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.</p>
<p>NEE student survey</p>	<p>The purpose of the student survey is to measure student perceptions about the academic and instructional environment, the school climate, and other factors about their school specifically aligned with the Indicators in the Network for Effective Educators (NEE) evaluation system. The student survey is administered to students in grades 3-12 for each of their classes/teachers. There are unique items for Elementary, Middle, and High School students.</p>	<p>Online via NEE</p>	<p>Results are used to measure student perceptions, satisfaction, and attitudes about their school, school climate, school staff, academic instruction, and other factors about their school specifically aligned with the Indicators in the Network for Effective Educators (NEE) evaluation system. The student survey produces quantitative data that is used for school improvement purposes, and quality classroom/school practices directly linked to classroom observations and indicators in NEE. Results are used to provide staff with measures that could lead to action steps to address issues.</p>



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Olweus Bullying Survey	The purpose of the student survey is to measure student perceptions about the school climate, safety, and bullying activity in their school.	Online via Olweus	Results are used to measure student perceptions about the school climate, safety, and bullying activity in their school. The student survey produces quantitative data that is used for school improvement purposes, balanced scorecard measures, and quality classroom/school practices. Results are used to provide staff with measures that could lead to action steps to address issues.
Senior Exit Survey	The purpose of the senior exit survey is to measure graduate's perceptions about the academic and instructional environment, the school climate, future plans, and other factors about their school career in Park Hill. The student survey is administered annually to graduating seniors.	Online via Naviance	Results are used to measure graduate's perceptions and attitudes about their school career, school climate, school staff, future plans, and academic instruction. The senior exit survey produces quantitative data that is used for school improvement purposes and graduate follow-up processes to meet requirements in Standard 3 of MSIP-5. Results are used to provide staff with measures that could lead to action steps to address issues.