Fremont County School District #1

DISTRICT ASSESSMENT SYSTEM

1. Assessment System Overview

1.a. Assessment Definition. What is your district definition of assessment?

"Assessment is the process of gathering evidence of student learning to inform education-related decisions." (National Task Force on Assessment Education for Teachers)

1.b. Assessment System. What is the purpose of the District Assessment System?

To monitor student performance and improve learning in all content areas.

1.c. Assessment Levels and Purpose. At what level(s) are assessments administered for each content area (i.e. state, district, school, classroom)? What is the purpose of the assessments at each level?

ASSESSMENT LEVELS

CONTENT AREA	CLASSROOM	SCHOOL	DISTRICT	STATE
Science	X		X	X
Language Arts	X	X	X	X
Mathematics	X	X	X	X
Health	X			
Foreign Language	X			
Fine and Performing Arts	X			
Social Studies	X			
Physical Education	X			
Career/Vocational Education	X	X		X

ASSESSMENT PURPOSES

ASSESSMENT LEVEL	
CLASSROOM	Formative (checks for understanding) and summative (grading)
SCHOOL	Formative (diagnosing, screening, monitoring progress)
DISTRICT	Summative (summarizing or evaluating student performance)
STATE	Summative (summarizing or evaluating school performance)

1.d. Alignment Process. How does the district ensure curriculum, assessment, and instruction are aligned with Wyoming Content and Performance Standards in terms of content and cognitive complexity across content areas?

All teachers use a common unit plan template that aligns curriculum, assessment and instruction to standards through unit goals and learning targets.

The District Assessment System is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district has a documented process used to demonstrate alignment within three (3) full school years after the revision of a content standard by the State Board of Education.

The district and building leadership teams dedicate significant time to complete curriculum alignment work including unpacking, prioritizing, proficiency scale development, developing pacing guides, unit plans and assessment development.

The team dedicated every Tuesday for K-12 content teams to come to the district office to work on curriculum alignment. Each content team met approximately eight times throughout the year. All nine content areas identified representatives to come and work. Representatives returned to their buildings and shared the information, gathered feedback, and came to consensus with grade level and content area team members during regularly scheduled PLC times.

Instructional Facilitators and building administration were assigned to the various content teams to help set agendas and facilitate training. The teams were trained to utilize protocols for unpacking standards, criteria to prioritize standards, identifying learning targets, organizing proficiency scales, and developing common assessments. Teams generated district templates for proficiency scales, pacing guides, and unit plans. Pacing guides will include links to unit plans and proficiency scales.

The Curriculum and Assessment Alignment 2016, Curriculum and Assessment Alignment 2018, Curriculum and Assessment Alignment 2020-21 documents include information about the entire process including vertical teams, schedules, content agendas, and links to many other supporting documents. Priority standards were identified and aligned in grades K-12 for all content areas. Aligned priority standards by content area.

> **1.e. Common Assessments.** Which, if any, school or cross-district grade level or content area teams develop and use common assessments?
>   i.   When do these teams meet?
>   ii.   How do these teams decide the essential learning for which to develop common assessments?
>   iii. How are they administered?
>   iv. How are the results used?

All content areas develop common assessments;

- All teams meet during scheduled professional development days. Wednesday Early Outs (WEOs) meeting time is scheduled for grade level teams.

- The units are determined by reviewing state standards, state assessment blueprints, and commercial curriculum resources.

- The common assessments are administered in a paper-pencil format and scored by the teacher.

- Results are used to verify current levels of performance and assign students to learning support (interventions and extensions).

> **1.f. Assessment Development Process.** What steps are followed in the uniform development of classroom, school-level, or district assessments?

Development of quality assessments and uniform administration across the district is an ongoing process. Grade level and content teams are all in different places. Teams are asked to maintain a basic Action Plan in order to keep track of the work they need to complete. Teams are provided templates and protocols for action steps throughout the process. District personnel, building principals, and Instructional Facilitators train staff and facilitate the initial process. Time for teams to work together is built into the schedule at each building. Teachers are also provided substitutes when larger chunks of time are necessary.

Each building monitors the development of curriculum through the Curriculum Tracking spreadsheet which includes a checklist of required curriculum documents and live links to the specific products. The district pulls information from the building tracking sheets to create a District Curriculum Warehouse.

The District Assessment System Blueprint provides an outline for the types and purposes of state, district, building, and teacher assessments. The blueprint provides a structure for each building to identify what assessments are in place and what assessments need to be identified and or built. The blueprint include formative, interim, and summative assessment types and the purpose for each. In addition, WY-TOPP assessment blueprints are used by content teams to check alignment between test items, priority standards, and CFAs

The District Assessment Calendar identifies the dates for state, district and building assessments to be delivered to students. Buildings are also working to develop their Interim Assessment Calendar which identifies grade level and content area assessment types with administration and scoring protocols. Staff have participated in numerous assessment development training.

> **1.g. Assessment Technical Quality.** How are classroom, school-level, and district assessments reviewed for validity, reliability, and fairness?

Assessment administration protocols and scoring rubrics were developed to ensure consistent administration and scoring of CFAs. Teams are starting to include the scoring guides, administration protocols, and the CFA in one document so everything is in one place.

Staff have been trained and training videos are available to help ensure consistent CFA development.

> **1.h. Classroom Formative Assessment.** What practices related to classroom formative assessment and feedback are encouraged by leadership? What training do instructional staff receive related to these formative instructional practices?

Teachers create assignments/assessments aligned to the proficiency scale for the priority standard. They use pacing guides to map out their units throughout the school year. Units identify what type of assessments and how many for each unit.

Assessment results are reviewed during PLC meetings and data review meetings scheduled in the buildings. Data review protocols are used to make the process systematic.

Curriculum and Assessment Alignment 2020-2021 is focused on revisiting vocabulary in the priority standards to ensure proficiency scales are at the appropriate cognitive complexity. Teachers will check alignment to their CFA and ensure questions address various levels on the proficiency scale.

Students not proficient on the CFA will receive additional instruction and are offered the opportunity to retake assessments. Students already proficient will be offered extension activities that go deeper into the standards.

2. Student Performance

2.a. Success Criteria. How is proficient and advanced performance determined?

[STANDARDS REFERENCED GRADING HANDBOOK FOR STUDENTS AND PARENTS](#)
Standards-referenced grading will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified outcomes. Positive and consistent work habits on student learning will be assessed and reported separately.

What grade levels and courses use standards-based grading?

All grade levels and content areas K-8 began using standards-based grading beginning in the 2018-19 school year. At the high school level, the courses using standards-based grading are listed below. Additional courses will transition to standards-based grading as departments finish proficiency scales and common assessments.

Current standards-based courses 9-12
LANGUAGE ARTS: LA9, LA10, LA 11, LA 12, AP Language & Composition, AP Literature & Composition
MATHEMATICS: Math 1, Math 2, Math 3, Pre-Calculus, AP Calculus, Trigonometry
SCIENCE: Physical Science, Biology
SOCIAL STUDIES: World History/Geography Eastern Civilization, World History/Geography Western Civilization, American History, American Government, Economics, Psychology
FINE AND PERFORMING ARTS: Choral, Concert Choir, Valley Singers, Select Choir, Marching Band, Varsity Concert Band, Percussion, Jazz Band, Digital Art, Drawing 1, Pottery 1, Pottery 2, Printmaking 1, Printmaking 2
FOREIGN LANGUAGE: Spanish 1, Spanish 2
CAREER VOCATIONAL EDUCATION: Agriculture 1, Agriculture 2, Nutrition & Wellness, Creative Foods, Advanced Culinary A-B, Child & Family, Early Childhood Professions 1, Early Childhood Professions 2, Woodworking 1, Woodworking 2, Woodworking 3, Basic Car Care, Intro to Finance, Entrepreneurship
PHYSICAL EDUCATION/HEALTH: Physical Education, Lifetime Sports & Activities, Weight Training & Conditioning, Personal Health

Future standards-based courses 9-12
MATHEMATICS: Statistics
SCIENCE: Science Inquiry Survey, AP Biology, Chemistry 1, Chemistry 2, Physics, AP Physics, Anatomy & Physiology, AP Environmental Science
SOCIAL STUDIES: AP American History, World Affairs
FINE AND PERFORMING ARTS: Drawing 2, Pottery 3, Pottery 4, Painting 1, Painting 2, Sculpture 1, Sculpture 2, Stained Glass 1, Stained Glass 2, Advanced Two-Dimensional Art, Portfolio Preparation, Multimedia Art
FOREIGN LANGUAGE: Spanish 3, Spanish 4

CAREER VOCATIONAL EDUCATION: Agriculture 3, Agriculture 4, Introduction to Engines, Introduction to Auto, Automotive Technology-Electronics & Engine Performance, Automotive Technology-Brakes, Suspension & Steering, Intro to Accounting, Intermediate Accounting, Advanced Accounting 1 and 2, Sports & Entertainment Marketing, Business Technology, Advanced Business Technology, Computer Applications, Advanced Computer Applications, Computer Assisted Drafting, Woodworking 4
GENERAL ELECTIVE COURSES: Adaptive Physical Education, Community Experience, Essentials of Living, Life Skills, Military Science, Student Publications, Study Skills, Videography 1, 2, 3, 4, Emerging Technologies, Sports Medicine/Athletic Training, AP Computer Science

[Standards Referenced Report Card](#)

> **2.b. Multiple Opportunities.** Are students provided multiple opportunities to demonstrate proficiency? If so, what does that look like?

District Practices

Teaching, Learning , and Assessment Practices
- Students receive a proficiency scale at the beginning of each unit of instruction.
- Students receive clear descriptions of achievement expectations at the beginning of each unit of instruction.
- Proficiency scales and learning targets are posted in classrooms.
- Feedback on student work is given to students in a meaningful and timely manner.
- Learning is based on complex tasks that involve critical thinking and problem solving.
- Students have access to rigorous instruction and opportunities to demonstrate their learning at high levels.
- Students have an opportunity to be taught and assessed on the higher order thinking tasks.
- Teachers involve students in tracking their own progress.
- Students struggling to demonstrate proficiency may be required to participate in remediation opportunities.
- Each school implements a Positive Behavior Support (PBIS) program based on three established District goals for student success- Be Responsible, Be Respectful, Be Safe.
    - Students are taught the social skills identified in the PBIS building rubric.
    - Expectations are reinforced throughout the school year.
    - Specific behavior that is not safe or respectful will be dealt with using the discipline referral system.
    - Behavior that is not responsible will be recorded by the teacher and reported to the parents via Parent Portal.
    - A responsibility score and appropriate comments will be posted on the student report card at the end of each grading period.

Pre-assessment
- Pre-assessments are administered before students begin the lesson, unit, or course.
- Students are not expected to know the material on the pre-assessment.
- Pre-assessment information is used to establish a baseline to measure growth.
- Pre-assessment information is used to determine what students already know.

- Teachers use this information to plan instruction based on the needs of individual students.
- Pre-assessments are not recorded as evidence in the gradebook.

Multiple Learning Opportunities
- Additional instruction and reassessment is required for those students not demonstrating proficiency.
- Buildings have created systems of support for students who have not demonstrated proficiency on a standard. These supports are offered during the school day.
- Opportunities are also available for proficient students wanting to improve their score; however, these students must take responsibility and make arrangements for the additional instruction and reassessment.
- Grade level and content area teams agree on consistent expectations for reassessment.
- Non-proficient students are recommended to attend summer school in order to develop the skills necessary to gain proficiency.

Checking for Understanding
- Teachers use a variety of methods to measure individual progress and help students track their learning during a unit of instruction.
- Checking for understanding may include-but is not limited to-teacher observation, paper and pencil written tasks, performance on digital exercises, quizzes, performance of tasks, individual conversations, and or homework.
- Additional checks for understanding are used to provide evidence of learning that will help the teacher arrive at a final grade.

Student work - Student work is designed to provide practice and application of new concepts and skills essential to developing proficiency on unit outcomes. Student work can include-but is not limited to-written and oral work, digital exercises, hands-on activities, direct instruction, group work, and homework.
- The purpose of scoring student work is to provide feedback to students and parents about student progress.
- Student performance on formative assessments may be considered as evidence of proficiency for determining a final grade.
- Students are given multiple opportunities to learn the essential skills and to demonstrate proficiency.

Homework - Homework is a formative exercise that should focus on feedback and improvement rather than the accumulation of points. Teachers should consider the following guidelines when determining if homework should be given.
- **Is it learning centered?** Does it cover essential learning or standards? It should not be busy work.
- **Is it necessary?** Is it more important than home/family time?
- **Is it reasonable?** Can students reasonably complete the work in the available time, and is it appropriate for the age of the student?
- **Is it high quality?** Do not ask students to complete tasks like word searches or crossword puzzles in lieu of family time.

- **Are students ready?** Students need to be ready to work independently in order for homework to be a productive experience and to prevent frustration and discouragement. Differentiate homework based on students' needs.
- **Are students involved?** Homework is more productive when students have input on the purpose, what it entails, and how much is necessary. When possible give students choice.

2.c. Interventions. What processes or supports are in place to support students that have not demonstrated proficiency? Are students required or invited to participate?

Non-proficient students are required to participate in interventions. Elementary and middle school students that fail to achieve proficiency in literacy and math are assigned to an intervention group that meets as part of the scheduled school day. Teachers and specialists provide learning support necessary for all students to achieve proficiency for all units. Basic performance is ultimately accepted if the student simply can't achieve proficiency.

High school students that fail to achieve proficiency for the unit in any course are scored as Incomplete until they achieve basic or proficient. Time within the class period or week is devoted to interventions and extensions. Students with an incomplete or basic score are required to retake assessments and redo assignments to achieve proficiency. Students that cannot achieve proficiency are provided learning support by the teacher or specialists.

Teachers stay after school to supervise students that need additional time. If necessary, non-proficient students are required to participate in after school opportunities until they achieve proficiency. Parents provide consent for student participation in the additional learning opportunities at the beginning of the school year. Parents are notified if students are required to participate in an additional time opportunity.

Students that won't do the work to achieve at least a basic performance level receive an incomplete for the unit. If a student fails to earn credit due to an incomplete for one or more units they must repeat the units for which they received an incomplete, not the entire class.

Students unable to achieve proficiency due to skills deficits receive a Tier II or Tier III intervention plan in [Mileposts](#). Interventions are identified that meet the specific needs of the students. Progress is monitored throughout the year. Plans are also used for afterschool and summer school programs.

2.d. Extensions. What processes or supports are in place to extend the learning for students who are already proficient?

Elementary and middle school students that are advanced in literacy and math use extension time to achieve proficient or advanced on units in other subjects. Students that are advanced in all subjects are provided additional high-interest, high-cognitive demand units.

Proficient high school students use intervention and extension time to achieve advanced performance. Advanced students are provided additional, high-interest, high-cognitive demand

units.

Teachers are receiving training to develop solid score four activities. Activities may incorporate STEM, technology, projects, or cross-curricular projects.

The high school offers a number of concurrent enrollment and Advanced Placement courses for students. The enrollment guide highlights these opportunities LVHS 2018-2019 Enrollment Guide.

3. Reporting

3.a. Data Collection and Use. How does the district collect and use data related to level of student performance on the Wyoming Content and Performance Standards?

The DAS is reviewed throughout the year and modified based on the results of the common formative assessment data, benchmark and unit assessment data, WY-TOPP assessment blueprints.

Assessment results are reviewed during PLC meetings and data review meetings scheduled in the buildings. Data review protocols are used to make the process systematic.
- Elementary Data Template (to be attached)
- High School Data Protocol

FCSD#1 has identified and is developing the use of a couple key data tools for the PLC teams to review student level data. The first is Silverback Mileposts and the second is Tableau data visuals.

The Mileposts program communicates with our student information system and allows us to disaggregate and warehouse a variety of summative student performance in one location. The platform provides individualized learning plans, longitudinal data on student progress, and intervention, progress monitoring and behavior tracking capabilities.

The entire district was trained to use Mileposts in the spring of 2017. In addition, trainers at each building were identified and trained to provide building level support. Building Intervention Team are now using the Milepost data to make decisions about interventions for students.

Moving forward the building trainers will be working with the PLC teams to identify a member that will enter intervention information created from common assessment data review sessions.

The district is also moving to standards-based grading K-12. Priority standards are linked to the teachers grade books in our Student Information System (SIS). Teachers create assignments/assessments aligned to the proficiency scale for the priority standard. Scores are entered in the grade book by learning target. Tableau extracts this information to create a visualization which can be filtered and sorted. Teachers can see which students score 1,2,3,or 4 on the assessment. They can use Tableau to sort students into groups based on the learning

target and the individual student's needs. They are able to view the data by teacher, grade level, course or any combination.

The Tableau - Grades with Standards visualization has been development. Implementation district wide will occur spring 2019 to include professional development training. Several other Tableau visualizations are developed including;

- At-Risk - Pulls attendance, behavior, and grades to identify most at-risk students
- Drop Out Early Warning (DEWS) - monitors attendance, behavior, Fs, and credits
- College Readiness - correlates students ACT scores to college readiness.

Each visualization allows teams to disaggregate data instantaneously using a number of different filters including; gender, race and ethnicity, income, SpEd, content area, teacher etc.

Access to the Tableau visuals are tied to the staff's permissions in the student information system, Infinite Campus.These new tools will increase our capacity to be more responsive to our data to meet student needs including adjusting curriculum, instruction, and interventions.

4. High School Graduation

> **4.a. Course Requirements.** What is the district's graduation policy? How is proficiency on the Wyoming Content and Performance Standards incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.

Graduation is achieved through the accumulation of course credits. Credits are acquired through demonstration of levels of proficiency as defined in the success criteria for all.

[Graduation Requirements](#)   [Graduation Policy](#)

Most courses required for graduation are now standards-based and aligned to the state content and performance standards. This ensures standards are incorporated into the graduation requirements.

Graduation rates are compared to the level of proficient and advanced performance on the state test to determine the percent of non-proficient students graduating from high school. These data are compared to the teacher-reported levels of proficient and advanced performance from the district assessment system.

The intended outcome is to close the gap between the graduation rate and levels of proficiency as measured by the district and state assessment system while increasing the graduation rate.

5. Evaluation Process

5.a. DAS Evaluation. How does the district evaluate the effectiveness of the assessment system?

<mark>Review of the DAS is completed through a number of processes occurring throughout the school year.</mark>

<mark>Admin team reviews district assessments to determine the calendar. Data analysis protocols help to determine the effectiveness of the CFA. Proficiency scales help ensure alignment between unit plans and the assessment.</mark>

6. Update Process

6.a. DAS Update. Describe the process for updating the assessment system within three years after adoption of new standards by the State Board of Education?

FCSD1 has a review and [implementation cycle](#) for new Wyoming Content & Performance Standards. Once standards are adopted by the State the District will follow the established review process.

During years two and three unit plans and learning targets are updated to reflect the new standards. New units are developed as necessary. CFAs are reviewed to ensure alignment to the new standards.

- [Math](#) and science content and performance [2018 standards](#) to be implemented in 2021-2022
- [Extended math](#) and [Extended science](#) to be fully implemented by the beginning of 2023-2024
- Social studies [revisions of standards](#) to be fully implemented beginning 2021-2022
- Computer science [standards](#) to be fully implemented beginning 2022-2023