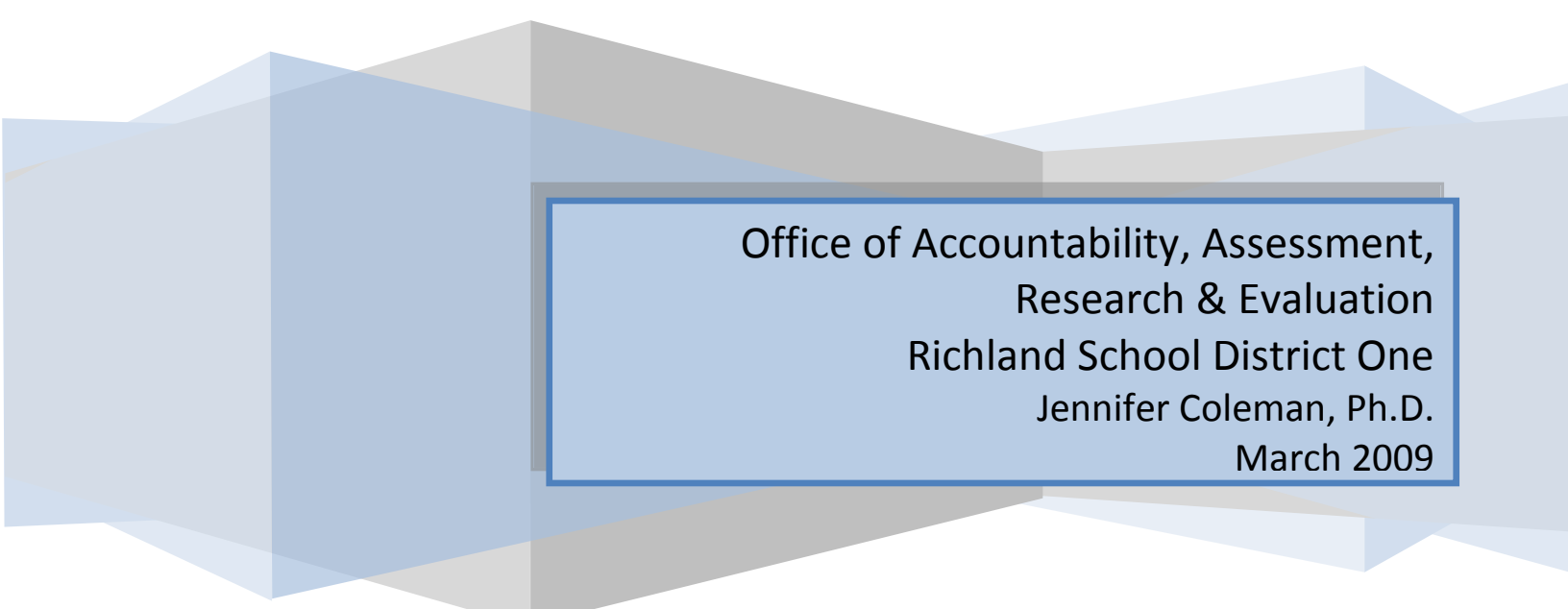


Evaluation of Richland School District One Assessment Calendar



Office of Accountability, Assessment,
Research & Evaluation
Richland School District One
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During the 2008-2009 school year, the Office of Accountability, Assessment, Research & Evaluation (AARE) was asked to review and make recommendations regarding the Richland School District One Assessment calendar. The current calendar for the district is presented in Appendix A. Included in the calendar are both state mandated, as well as district mandated assessments. This evaluation report will utilize document review, interviews and online surveys to make recommendations and commendations about the future assessment calendar.

State and Federally Mandated Assessments

When reviewing and making recommendations about the assessment calendar in Richland One, it is critical to understand that assessments mandated by the state department of education or the national department of education cannot be eliminated. The table below lists the state and federally mandated assessments and what function they serve.

Table 1. State and Federally Mandated Assessment

Assessment	Grade Level	State Mandate	Federal Mandate	Function
PASS	3-8 th	√	√	State Report Cards/AYP
HSAP	10 th	√	√	State Report Cards/AYP/Graduation Requirement
EOCEP	8 th -12 th	√		State Report Cards/End of Course Requirement
ELDA	K-12 th	√	√	Requirement for all students with limited English proficiency
SC-Alt	Ages 8-13, 15	√	√	Requirement for students with special needs
Fall Aptitude Test (InView)	2 nd	√		Must administer an aptitude test (from an approved list) to Fall 2 nd graders infor gifted and talented id. R1 uses Inview
Fall Achievement Test (TerraNova)	2 nd	√		Must administer an achievement test (from an approved list) to Fall 2 nd grader for gifted and talented id. R1 uses TerraNova
STAR	2 nd -5 th	√		Spring aptitude test used to id gifted and talented students

NAEP	4 th , 8 th , 12 th	√	√	Used for comparison between states
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Assessment in Richland One

As stated previously, we cannot eliminate a state or federally mandated assessment, which leaves us with those assessments administered locally. The table below summarizes locally administered assessments, the grade levels at which they are administered and the function of the assessment.

Table 2. Richland One Assessments

Assessment	Grade Level	Function
AAP		
Terra Nova Reading	2 nd grade	AAP-Achievement
Terra Nova Math	2 nd grade	AAP-Achievement
Terra Nova Science	5 th grade	AAP-Achievement
Terra Nova Social Studies	5 th grade	AAP-Achievement
InView	2 nd grade, 3 rd -10 th grade if nominated	AAP-Aptitude
InView	3 rd -8 th grade for Locally Identified AAP students	AAP-Aptitude to move from Locally Identified to State Identified
Raven	2 nd grade, 3 rd -8 th grade if nominated	AAP-Aptitude (non-verbal)
MEGSSS	5 th grade AAP students and all nominated 5 th graders	AAP- MEGSSS program
MAP	Selected schools 2 nd grade, All 3 rd -10 th	AAP-Achievement Instructional Tool
Instructional		
Benchmarks	3 rd -8 th grade	Determine if standards are being taught and comprehended
Early Childhood		
ELSA	Pre-K	Determine emerging literacy skills of students as they enter school
Dial-3	Pre-K	Determine motor, concepts, language, self-help and social skills as they enter school
Breakthrough to Literacy	Pre-K to Kindergarten	Determine if adopted reading series is being taught and comprehended
Dominie	K-3 rd (3 rd in Reading First schools)	K-2 is used to gauge students reading level and progress, 3 rd grade is a grant requirement for Reading First
Stanford Reading First	K-3 Reading First Schools	Grant requirement
High Schools		
PLAN (pre-ACT)	10 th	Preparation for ACT
ACT	9-12 th	College entrance exam
PSAT	9-11 th	Preparation for SAT
SAT	9-12 th	College entrance exam
AP	9-12 th	End of course assessment for

There are multiple issues to consider when examining the amount of testing in Richland One. First, the cost of administering, delivering and scoring the above assessments is great. During a time of budget constraints, it seems reasonable to become more “lean” with the assessment schedule. Second, many of these assessments are administered simultaneously. The issue of fatigue and burnout must be considered when examining the validity of the scores received from the assessments. See Appendix B for a visual representation of the months of October 2008 and March 2009 to see how the assessments are concurrent. Third, administrators, teachers and parents have voiced concerns that with such a heavy assessment schedule, too much instructional time is being sacrificed.

Online Survey

In January of 2009, all principals were asked to complete an online survey about the assessment schedule in Richland One. Of the 44 schools surveyed, 24 responded (55%). Principals were asked their impressions of the amount of testing conducted in Richland One. Eighty-eight percent of the respondents indicated that there was too much assessment in the district. In addition, principals were asked to rate the effectiveness of the assessments in terms of guiding their instruction. They were only asked to comment on assessments that were non-state mandated. The results are in Table 3.

Table 3. Results from Principal Assessment Survey Regarding Usefulness of Tests

Assessment	Strongly Agree/Agree	Strongly Disagree/Disagree	Not Applicable at Level
Terra Nova	25%	62%	13%
InView	21%	62%	17%
Raven	21%	62%	17%
MEGSSS	13%	54%	33%
ELSA	42%	37%	21%
DIAL-3	42%	38%	21%
DOMINIE	63%	4%	33%
READING FIRST	8%	4%	88%
BENCHMARKS*	88%	8%	0%
FALL MAP	96%	4%	0%
WINTER MAP	75%	21%	4%
SPRING MAP	88%	13%	0%

* one respondent did not answer

Based on input from administrators, teachers, and parents, the Office of Accountability, Assessment, Research & Evaluation would like to make the following recommendations for consideration:

Recommendations

- 1) **Move Fall MAP testing from October to September.** MAP testing in October creates two major problems. First, if schools are to really use the information to guide instructional practices, they need it as quickly as possible at the beginning of the year. Second, October is a prime testing month for AAP. Elementary grade students are taking AAP and MAP testing at the same time. Instruction is being interrupted. One caveat to this change is that schools would need to have students scheduled in classes in SASI by late August. This deadline would allow not only for a proper data pull for MAP testing but would be good practice in general.
- 2) **Eliminate Winter MAP testing.** Currently this is optional, but the recommendation is to eliminate the option. Winter testing does not produce growth norm information. There may not be enough time between Fall and Winter testing to get accurate growth information.
- 3) **Eliminate Language Usage portion of MAP testing.** Currently this portion of the assessment is optional. However, it is advised that schools concentrate first on the Math and Reading component to help narrow the focus on modifying instruction.
- 4) **Eliminate MAP testing at 10th grade.** Tenth graders have a very heavy assessment schedule. In addition to regular classroom quizzes, tests and exams, they are taking HSAP for the first time. Many are also taking End of Course exams, PSAT, PLAN and potentially the SAT and/or ACT. Giving MAP to 9th graders will provide valuable information about their reading and mathematics ability that can in turn assist with class placement and preparation for the HSAP. *(this will be a cost saving to the district)*
- 5) **Eliminate Dominic testing at 3rd grade.** Using the Dominic at 3rd grade was a grant requirement of Reading First. Now that the grant is over, there is no need to use Dominic at grade 3. Reading information can be obtained from MAP and PASS. *(this will be a cost saving to the district, delivery of materials to schools)*
- 6) **Eliminate Stanford Reading First assessment.** Using the Stanford at Reading First schools was a grant requirement. Now that the grant is over, there is no need to use Stanford. Reading information can be obtained from MAP and PASS. *(this will be a cost saving to the district, delivery of materials to schools)*
- 7) **Eliminate non-mandated AAP testing at Brockman.** Currently Brockman Elementary school participates in the full battery of AAP testing even though they do not have an AAP program and will not as long as they are a Montessori school. Brockman receives no AAP funding or FTEs from participating in the AAP assessments. Students at Brockman would still be able to be state identified for AAP through their MAP, PASS and STAR scores. Also, if students were to transfer out of Brockman (according to the principal they have only lost two students in the past two years, they moved out of the district), they would be able to retest for qualification at the new school. *(this will be a cost saving to the district)*
- 8) **Eliminate testing AAP 5th graders in ELA and Math Terra Nova.** According to the AAP office, 5th graders currently in AAP take the Terra Nova ELA and Math to qualify for the Duke TIP program. In 2007-2008, 211 students were identified with this assessment. The Duke TIP program also accepts MAP scores for admission and 5th graders are already currently taking that assessment. In 2008-2009, 33

students were identified using Terra Nova scores and 167 were identified using MAP. *(this will be a cost saving to the district)*

- 9) **Eliminate Terra Nova for AAP testing at grades where MAP can be used instead.** Now that we have had an entire year of MAP testing, the plan was already in place to substitute MAP for much of the Terra Nova testing that was occurring in the district. However, the original plan was to stick with Terra Nova for 2nd grade.
- 10) It is recommended that we move to **using MAP for AAP identification** at 2nd grade since it is already being administered (we would need to expand it to all schools but currently we are already paying for it at all schools, so the cost would not increase). In order to ensure that this would not drastically change the numbers of students qualifying for AAP, the AARE office ran an analysis of students that qualified for AAP in 2nd grade with Terra Nova against those same schools qualifications if they had used MAP. The table below presents the school that used MAP in 2nd grade last year. It displays the number of students that qualified for AAP based on Terra Nova versus the number that would have qualified using MAP.

Table 4. AAP Identification MAP vs. Terra Nova

School	MAP Reading ID	Terra Nova Reading ID		MAP Math ID	Terra Nova Math ID
Brennen	9	9		11	21
Burnside	0	1		0	0
Burton-Pack	1	0		0	0
Caughman Road	0	0		0	0
Forest Heights	0	2		0	0
Gadsden	0	0		1	1
Logan	3	2		1	1
Pine Grove	1	2		2	1
Satchel Ford	12	12		8	13
South Kilbourne	1	2		34	35
Taylor	0	1		0	1
Thomas	0	0		1	3
Watkins-Nance	0	2		0	2
TOTAL	27	33		58	78

The numbers are not drastically different, except for the case at Brennen. In that situation, test fatigue and lack of emphasis on MAP (since several AAP tests had already been administered) may explain the discrepancy. It cost the district approximately \$24,580 annually to test 2nd graders with Terra Nova. *(this will be a cost saving to the district)*

- 11) **Continue to utilize new Benchmarks model-** During the 3rd quarter, Curriculum & Instruction (C&I) moved to administering one short common benchmark assessment. According to C&I, “The benchmarks will be revamped as three short common assessments per quarter and would be administered by the teacher when it is best suited during the normal flow of classroom instruction (approximately every three weeks according to the pacing guides).”

- 12) Replace current MEGSSS Winter assessment with Fall Terra Nova or MAP-** Currently schools must test all 5th grade AAP students, and those nominated by parents, for placement into the MEGSSS program with the MEGSSS assessment. The AAP office has examined utilizing the Fall Terra Nova, Fall MAP and PASS scores as a replacement measure for the MEGSSS assessment. *(this will be a cost saving to the district)*
- 13) Eliminate retesting locally identified AAP students.** Students who are locally identified are tested annually in an attempt to move their status to state identified. It doesn't change their level of service or status as AAP, just the amount of money that we receive from the state.
- 14) Eliminate either the Inview or the Ravens aptitude assessment.** Currently, we assess all 2nd graders and those locally identified 3rd-8th graders with a national percentile of 85-92th at the beginning of the year with both Inview and Ravens. Total time to take both assessments is about 2.5-4 hours. Originally, Richland One used only the Inview assessment but added Ravens to ensure that more African American students were identified. It is recommended that we just use the Ravens assessment and eliminate Inview. *(this will be a cost saving to the district)*

This report has made 14 recommendations to eliminate tests or reduce the amount of testing in Richland School District One for the 2009-2010 school year. It is acknowledged that this report would need to be considered from multiple angles prior to making any final decisions.