Curriculum Based Assessments: Building a Scalable System of Continuous Improvement
Building a Scalable System of Continuous Improvement

CONTINUOUS IMPROVEMENT

VALUE IN

RESPECT FOR PEOPLE

WASTE OUT

Rockwall ISD Core Values: Relationships, Innovation, Excellence
Building a Scalable System of Continuous Improvements

Respect for People

Build trust before deploying a new assessment system

- FAQ Document
- CBA Blueprint
- CBA Timeline

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Rockwall ISD District Curriculum Based Assessments (CBAs) FAQ

What is the difference in a Campus Common Assessment and a District Curriculum Based Assessment (CBAs)?
Campus Common Assessments: are designed to ensure students have the same knowledge, skills, and dispositions regardless of the teacher to whom they are assigned and identify students who may be experiencing difficulty. The expectation is that we agree to teacher certain concepts with the same window of time so that all students will be prepared for the common assessment. (Dufour, 2007)

District CBAs: are designed to gather data from targeted standards, determine student proficiency of what has been taught, and to make instructional program decisions about the effectiveness of our curriculum. The use of CBAs increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria. (Dufour, DuFour, and Eaker, 2007)

When and what grades or content areas are tested?
There will be two administrations a year; one in the fall and one in the spring. Refer to the RISD assessment calendar for specific test dates. Only STAAR tested grades and/or courses will have a CBA.
Questions We Addressed

- Is it taken for a grade?
- Who is responsible for creating the CBAs?
- Who is responsible for printing the CBAs and the cost of the copies?
- Who is responsible for printing the answer documents?
- Who is responsible for receiving the tests and the administration on each campus?
- Is there a timeline or schedule for inputting student responses?
- Do we use accommodation and modifications on CBAs?
- What responsibilities do campuses have after the CBA, beyond inputting student responses?
- Who should a campus contact if they have questions regarding the CBA process?
District CBA Timelines 2018-2019

District CBAs are to be treated as secure documents. They will be delivered to campuses during the week prior to the administration window.

**Printing** – The C&I department will turn in the requests to the print shop and pay for copies of the benchmarks according to enrollment.

**Spanish Translations** – Patti Martinez will ensure translations are made based on campus requests.

**Special Populations Accommodations** – The Special Programs department will ensure accommodations are made by the appropriate staff, such as enlargement or providing braille for visually impaired students.

<table>
<thead>
<tr>
<th>C&amp;I Department Timeline</th>
<th>Assessment Completed (including teacher input) shared for translation/accommodations</th>
<th>Sent to print shop</th>
<th>Arrive on campus/Available in Aware (the day before)</th>
<th>Administered to students/Scanned into AWARE</th>
<th>Campus Administrator/Instructional Coach facilitate data dig with PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>November District CBA</td>
<td>October 12</td>
<td>October 15</td>
<td>October 29</td>
<td>November 5-15</td>
<td>November 26-30</td>
</tr>
<tr>
<td>Secondary District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Writing CBA Grades 7, 9, 10</td>
<td>January 10</td>
<td>N/A</td>
<td>N/A</td>
<td>January 22-25</td>
<td>January 28-Feb 1</td>
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<tr>
<td>Elementary District</td>
<td></td>
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</tr>
<tr>
<td>CBAs</td>
<td>January 8</td>
<td>January 9</td>
<td>January 23</td>
<td>January 30-Feb 13</td>
<td>February 14-21</td>
</tr>
<tr>
<td>Secondary District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBA (does not include grades 7-10 reading or grades 7, 9, 10)</td>
<td>February 1</td>
<td>February 4</td>
<td>February 18</td>
<td>February 25-March 8</td>
<td>March 18-22</td>
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<tr>
<td>Question Number</td>
<td>TEK this question addressed</td>
<td>Where this was taught in our pacing calendar?</td>
<td>How many times this TEK has been tested on STAAR the last 4 years?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5.9C</td>
<td>Unit 1, Unit 2, Unit 3</td>
<td>10 times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.4B</td>
<td><strong>Unit 2, Unit 3, Routine Term 1 &amp; 2</strong></td>
<td>10 times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5.4F</td>
<td>Unit 1, Unit 2, Unit 3, Routine Term 2</td>
<td>8 times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5.9C</td>
<td>Unit 1, Unit 2, Unit 3</td>
<td>10 times</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>5.3K</td>
<td>Unit 1, Routine Term 1 &amp; 2</td>
<td>10 times</td>
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<tr>
<td>6</td>
<td>5.4F</td>
<td>Unit 1, Unit 2, Unit 3, Routine Term 2</td>
<td>8 times</td>
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</tr>
<tr>
<td>7</td>
<td>5.4B</td>
<td>Unit 2, Unit 3, Routine Term 1 &amp; 2</td>
<td>10 times</td>
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<td></td>
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<tr>
<td>8</td>
<td>5.9C</td>
<td>Unit 1, Unit 2, Unit 3</td>
<td>10 times</td>
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</tr>
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</table>

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• What to do with the data once I have it?
• How to guide a PLC through an effective data dig?
Step 2: Teacher-Course View

How to: https://docs.google.com/document/d/1F3Cv4k4LFIFS19CN7_bIIVe9PTz9ifRnsnBCK0Zz0kE/edit?usp=sharing
Teacher-Course Report

Questions to ask about your teacher-course report?

- Are there achievement gaps between similar courses?
- Are those gaps more than 10% points?
- If so, why? What can we do in our PLC to tighten our alignment to eliminate the growing achievement gap in student performance?
- Is the gap too big of a gap between PreAP and on-level courses?

How to: https://docs.google.com/document/d/1F3Cv4k4LFlFS19CN7_blIVe9PTz9ifRnsnBCK0Zz0kE/edit?usp=sharing
# Student Individual Response Report

## Step 4: Student Individual Response Report

<table>
<thead>
<tr>
<th>Total Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M2</td>
<td>M2</td>
<td>M2</td>
<td>M2</td>
<td>M2</td>
</tr>
<tr>
<td>7.3(B) [R]</td>
<td>7.3(B) [R]</td>
<td>7.3(B) [R]</td>
<td>7.4(D) [R]</td>
<td>7.4(D) [R]</td>
<td></td>
</tr>
<tr>
<td>+A (57.08%)</td>
<td>3.84 (58.49%)</td>
<td>A (2.83%)</td>
<td>F (20.75%)</td>
<td>A (45.28%)</td>
<td></td>
</tr>
<tr>
<td>B (8.02%)</td>
<td>NC (39.62%)</td>
<td>B (25.94%)</td>
<td>G (19.81%)</td>
<td>+B (23.11%)</td>
<td></td>
</tr>
<tr>
<td>C (13.68%)</td>
<td>+C (39.15%)</td>
<td>+H (26.42%)</td>
<td>C (16.98%)</td>
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<td></td>
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</tbody>
</table>

How to: [https://docs.google.com/document/d/1Vt3nUOnnIB436HW1FAV4FPuRSdb1sqIN8AIyk9D1f5g/edit?usp=sharing](https://docs.google.com/document/d/1Vt3nUOnnIB436HW1FAV4FPuRSdb1sqIN8AIyk9D1f5g/edit?usp=sharing)
Questions to ask about the student individual response report?

- If we had a low percentage of students answer a question correctly, what was it about the question that threw students off?

- Did we teach and assess this skill in the same context that students saw it on the CBA (STAAR) if these questions are aligned to the level of rigor required on STAAR.

- If not, how do we provide our students more frequent opportunities to see questions in the same context as they will see on STAAR? Refer to the actual CBA when going through this report.
Reminders and Strategies for a Smooth Administration

• Over communicate what your process is, both verbally and in writing;
• C&I Coordinators were providing the same, consistent message to teachers (how to communicate data with all stakeholders)
• Be proactive in your timeline, anticipate possible issues and address them ahead of time (online testing, accommodations, etc.)
How would you use a CBA to support continuous improvement?

If you were/are giving a CBA, what would you hope would happen after the assessment?

Talk with a Partner x 2

How would that action help improve instruction in your district?
Making Meaning from CBA Data - Campus Level

Data Dig Meetings with Cabinet and Superintendent

PLC Data Dig
  ○ Plan Adjustments to Instruction
  ○ Report Adjustment Plans to Leadership
  ○ Campus Leadership Monitors and Provides Feedback to PLC
Examples of Campus Instructional Adjustments Made

As indicated by data, Teachers -

• Intentionally spiraled content into upcoming lessons
• Individualized interventions
• Adjusted/added explicit vocabulary instruction
• Focused more on TEKS mastery than overall scores
• Focused more on student potential rather than overall scores
Examples of Campus Leadership Support Provided

As indicated by data, Principals -

- Followed up with PLC and teachers on their action plans
- Shared data and action plans with Superintendent during MOYs
- Monitored instructional adjustments using data walks, T-TESS conversations/observations
Making Meaning from CBA Data - District Level

Unpack Data as C&I team by content, grade level, etc.

Create a Action Plan for Systemic/District-Wide Response

Support Campuses

- District CBA Results Reported to Campuses
- Coordinators Attend PLC Data Dig
- Support Planned Adjustments to Instruction
Examples of District Curricular Adjustments Made

As indicated by data, C&I Coordinators -

• Spiraled concepts/skills into Unit Overview Documents
• Revised course pacing guides to adjust recommended time on concepts/skills
• Revised district assessments to spiral concepts/skills
• Reviewed priority/focus on course TEKS
What will you take away from today?

Consider what you are currently doing to support continuous improvement in your district -

• Share with a neighbor one way you are showing respect for people in the improvement process in your district.

• Reflect and list one component of your improvement program that you felt was reinforced, you need to add, or you want to change based on what you have heard today.

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Questions?