



How will we know? Program Assessment Model

June 19, 2018

The IUFSD Mission



Consistent with the mission of the Irvington Union Free School District, the Board and administration is committed to providing students with high quality learning experiences that align with the District's Strategic Vision, Theories of Action, District curricula, and local values, while preparing them for to achieve their personal best throughout their future.

“The mission of the Irvington Union Free School District is to create a challenging and supportive learning environment in which each student attains his or her highest potential for academic achievement, critical thinking and lifelong learning. Our schools encourage the discovery and development of students’ individual strengths, skills and talents, and foster social and civic responsibility.”



Our Vision for Tomorrow

To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District will:

1. Provide students with a rigorous, comprehensive, enriched and diversified curricula that will prepare students to achieve their personal best, and will integrate technology in their learning.
2. Encourage innovation, creativity and risk taking to inspire a dynamic learning environment.
3. Foster the social and emotional growth of all students and promote a culture where students are active participants in society.
4. Support educators through targeted professional learning and opportunities for collaboration.
5. Strengthen local connections to and ownership of our schools.
6. Ensure the fiscal health of the district and provide for a high quality learning environment.

2017-18 Overarching Goals



Curriculum and Instruction:

- Implement instructional practices that elevate student thinking and understanding (ongoing goal)
- Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking (ongoing goal)
- Increase the use of data to inform instruction and planning

Assessing Progress



In order to meet these objectives, the District continues to develop assessment practices with a focus on program assessment embedded within the curriculum. The assessment program shall be rich with both formative and summative assessments that will be administered throughout a student's school experience. The duration of a program assessment may vary dependent on the nature of the particular program. Generally, an effective assessment will take a minimum of three years to implement, collect data, and understand needs, make modifications and analyze results.



Our Belief in Balanced Assessment

Goal: Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

- Irvington UFSD is working towards developing a balanced assessment system based on instructional goals that assesses knowledge, skill and thinking; that is standards and performance based and measures learning through both qualitative and quantitative data; is examined both horizontally and longitudinally based on common criteria and assessments.
- Assessments will be varied in design, purpose and differentiated to ensure expectations for metacognition, meaning-making and transfer.
- Expectations for this system include accurate assessment of students' knowledge, skill and thinking, that reflects a method for evaluation of efficacy of practices to meet our goals including high levels of student engagement.



How Do We Know?

The District vision on measuring success continues to grow.

This journey includes multiple efforts including:

- Evolution of the annual Student Performance Report
- Increased focus on data use to understand progress and inform decision making
- Development and implementation of a program assessment model

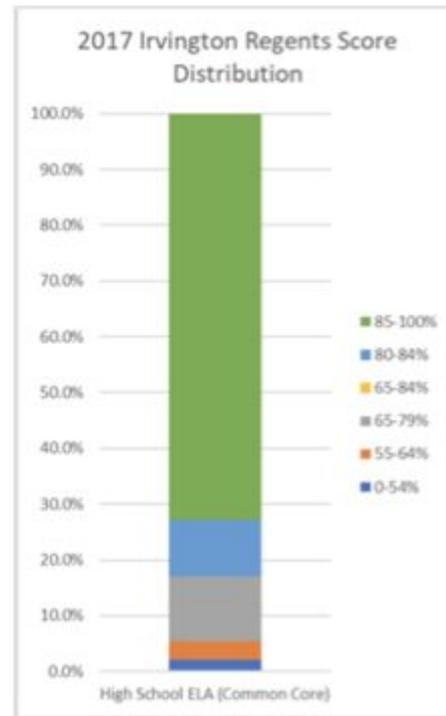
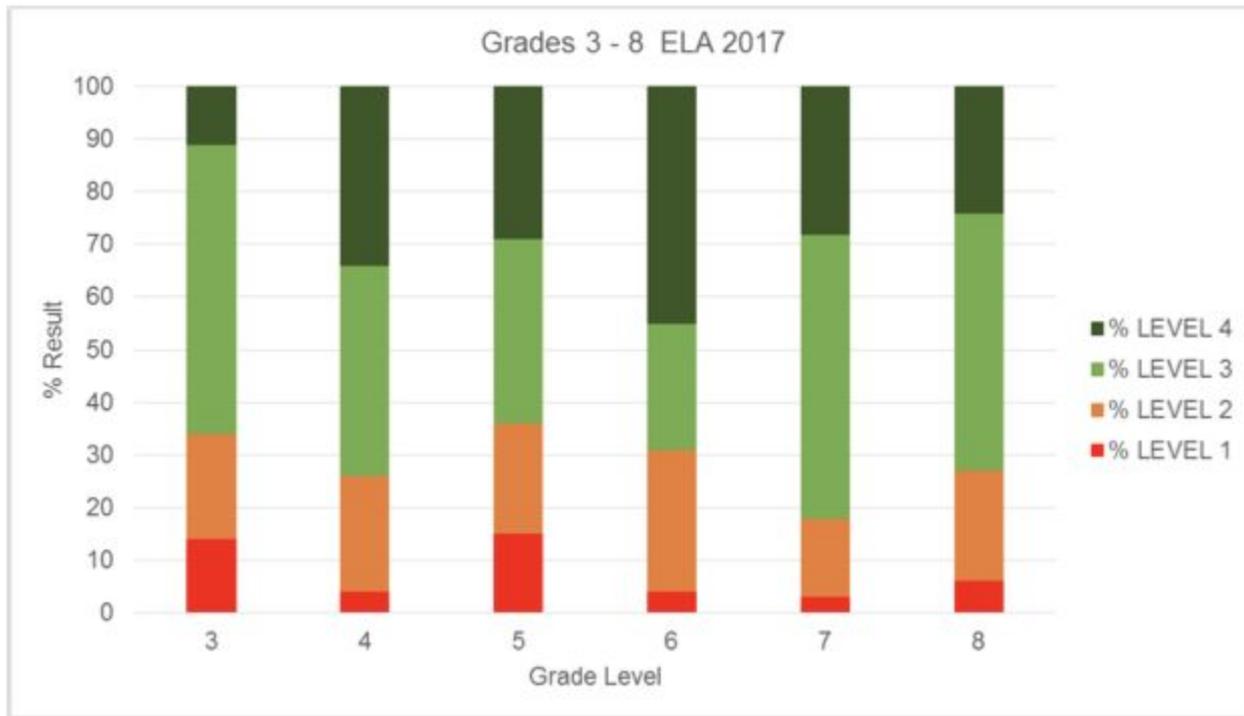
Standardized Assessments as One Measure of Growth & Success



Standardized assessments such as the NYS 3-8 assessments, NYS Regents Exams, and Advanced Placement Exams are specific examples of assessments that are used to monitor student progress.

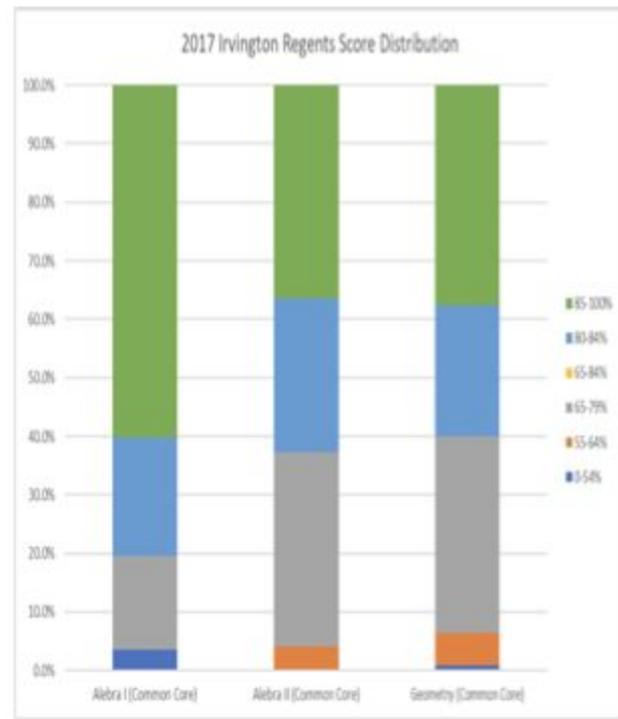
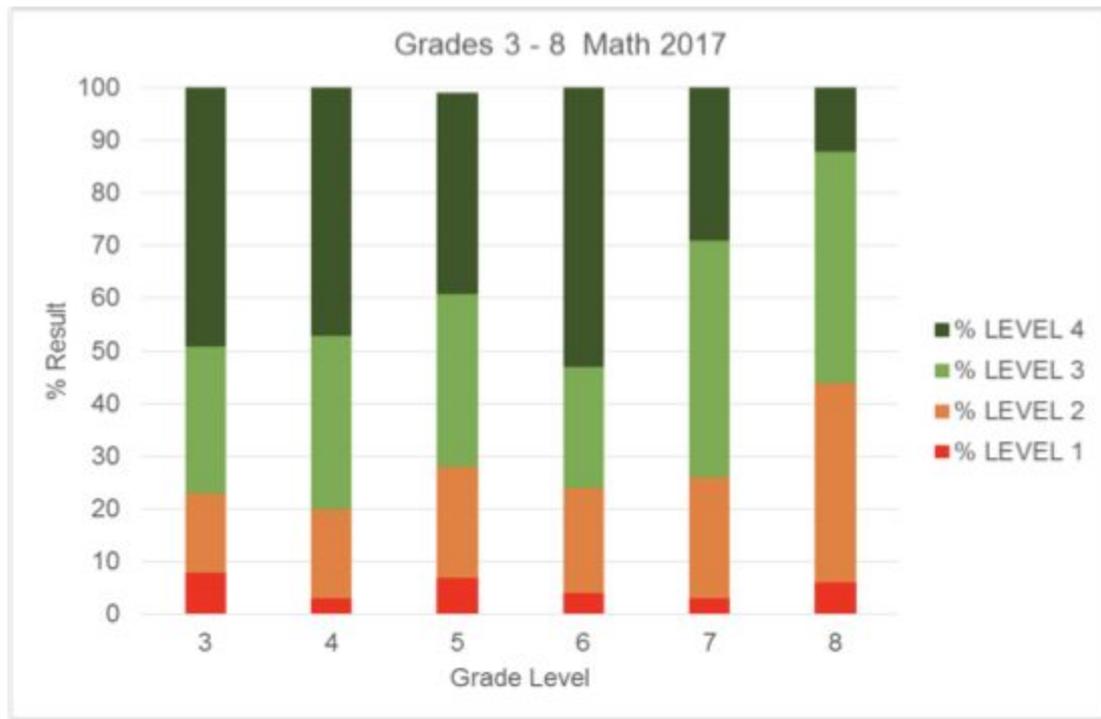


2017 English Language Arts Scores





2017 Mathematics Scores





Grades 3 - 8 English Language Arts - Levels 3 & 4

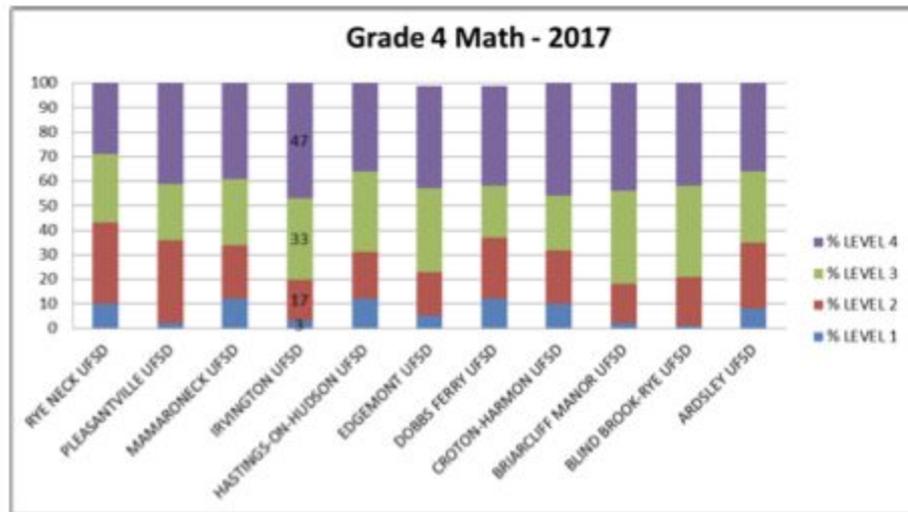
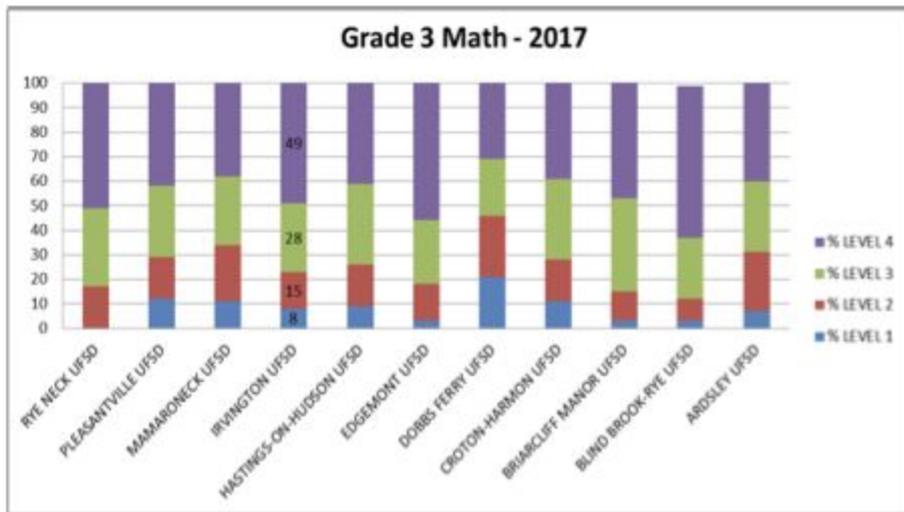
ELA - Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2011	82%	90%	79%	83%	81%	79%
2012	86%	84%	88%	77%	78%	80%
2013	55%	74%	62%	74%	50%	56%
2014	63%	64%	67%	60%	63%	57%
2015	52%	68%	63%	66%	59%	76%
2016	78%	66%	63%	68%	73%	75%
2017	66%	74%	64%	69%	82%	73%

2013 & 2014 represent new cut scores and scale scoring for Grades 3-8



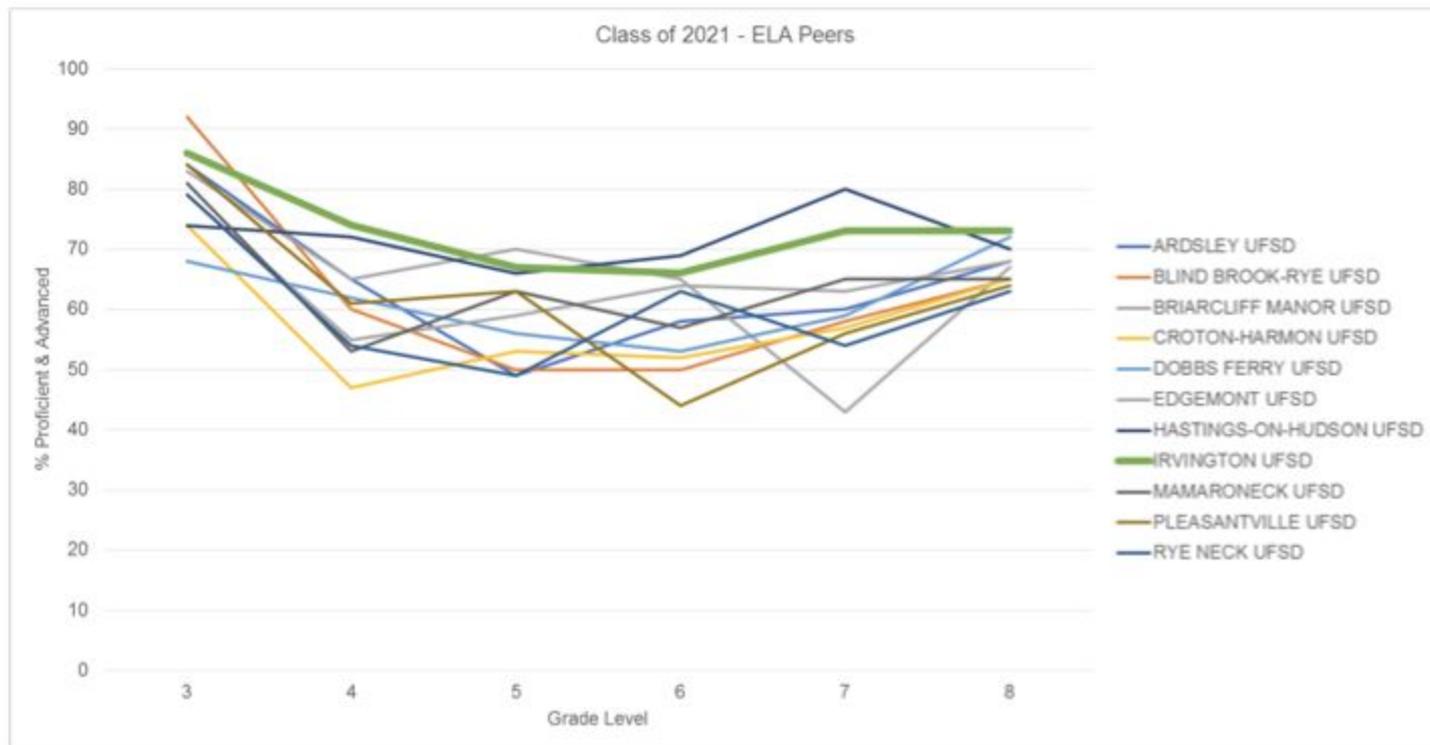
2017 Math - Grades 3 & 4 - Example

Score Distribution vs Comparison Cohort of Westchester Schools





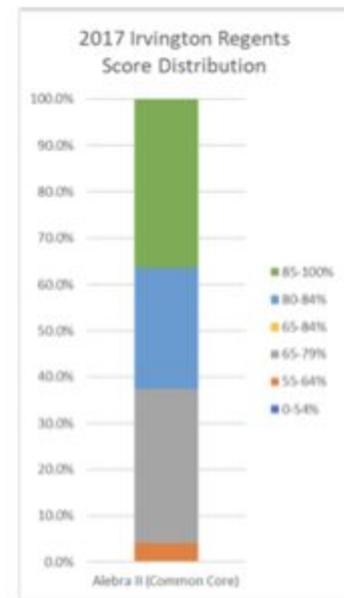
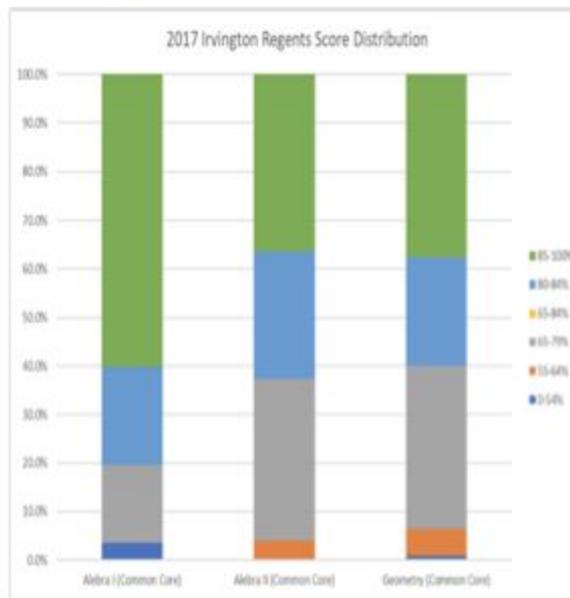
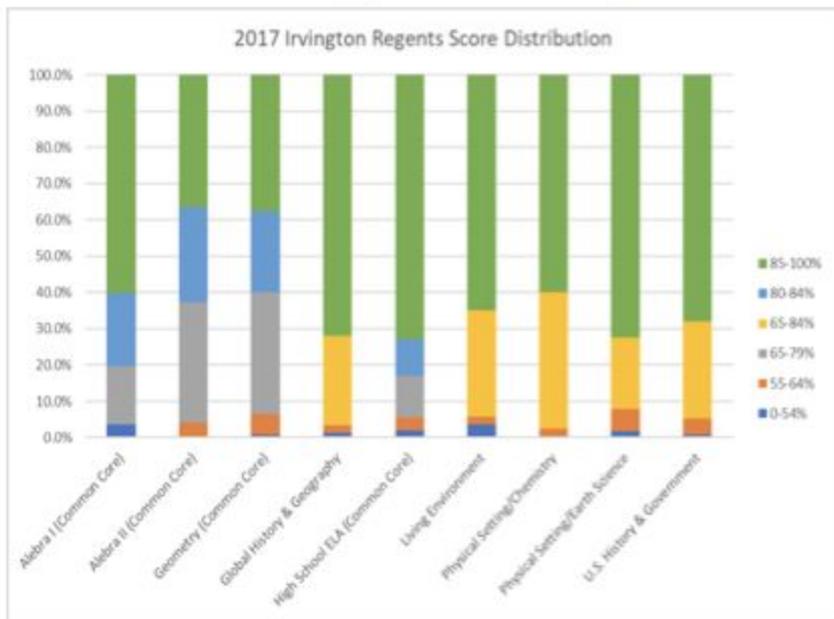
Historical View: Class of 2021 – ELA Performance



This chart follows the performance of the class of 2021 through 5 years – vs a cohort of comparison schools' 2021 classes



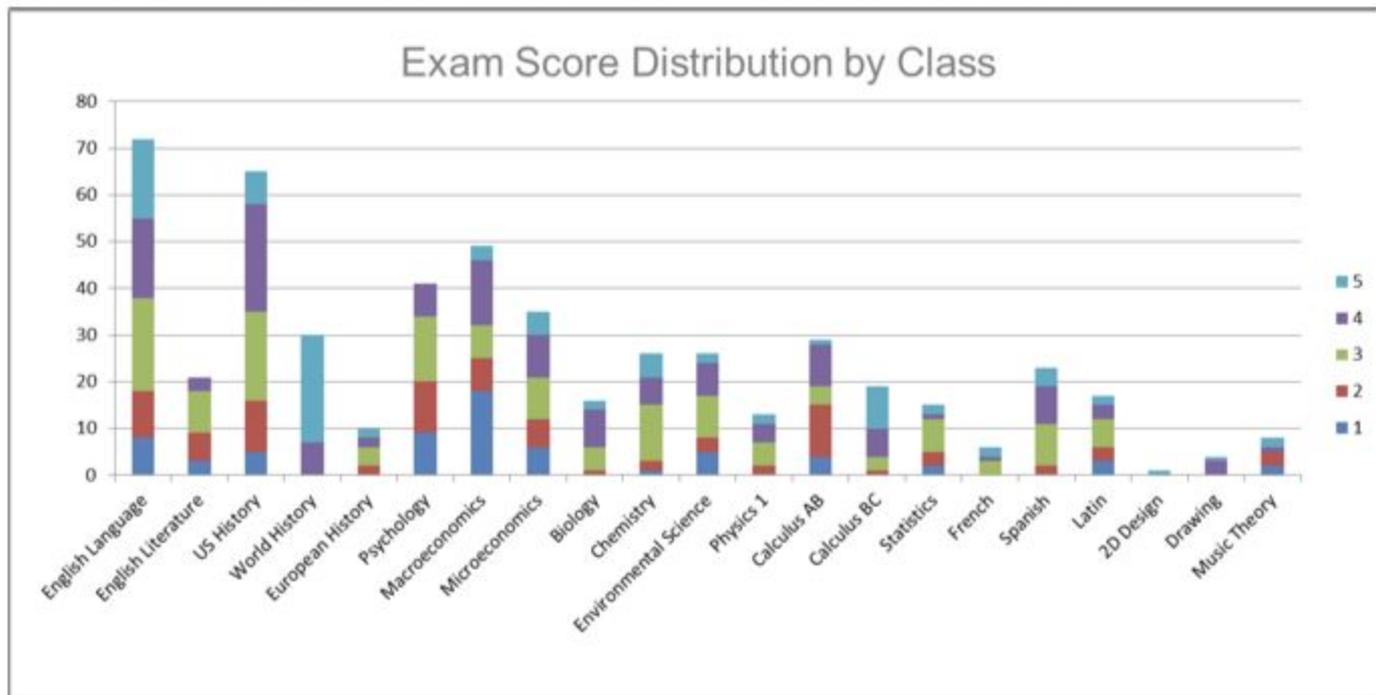
2017 Irvington Regents Results





2017 AP Exam Scores

Enrollment in AP classes varies significantly by program, which impacts score distribution. We continue to review programs to identify areas for improvement as well as to find new course opportunities.



Note: AP Physics 1 was offered for the first time in the 2016-17 school year.
AP Computer Science is offered in alternating years - it was offered in the 2015-16 school year and will be offered again during the 2017-18 school year.
AP Music Theory is offered in alternating years – it was offered in the 2016-17 school year and will not be offered again until the 2018-19 school year.



Why Program Assessment?

To ensure that programs are effective in meeting learning goals, Irvington UFSD believes it is important to assess programs to gather both qualitative and quantitative data that may be used to:

- Inform decisions regarding curriculum, instruction, and assessment
- Inform fiscal and facility-related decisions
- Assist in the identification of student needs
- Identify opportunities for new courses of study
- Guide the integration of instructional technology, supplies and equipment to enhance learning
- Assist in the identification of human resource needs
- Assist in the identification of student interests and passion
- Evaluate new and existing programs
- Inform decisions regarding the allocation of district resources
- Inform teacher instruction to Improve student learning
- Monitor student achievement and growth
- Increase knowledge of student, school and District success



Measuring Success:

Assessing progress, student growth and program effectively requires multiple measures. These may include:

- Identification of program goals & anticipated outcomes
- Quantitative data, standardized test scores, District or school-based assessments and other data points
- Qualitative measures
- Artifacts demonstrating progress
- Observational data
- Surveys (as appropriate)
- Communication structures for reporting on program progress

Our Foundations of Program Assessment



The IUFSD model of program is developed through the following framework:

Approach: What are the questions?

Implementation: What are the elements of an effective assessment plan?

Results: What do we know now?



Approach

What Are The Questions?

Purpose is to obtain information that can be used to answer...

- Are students learning what they need to grow and succeed?
- Are we improving students' ability to learn?
- Should our curriculum or teaching strategies be modified?
- Are there other techniques or additional resources that would help our students learn more effectively?



Implementation

1. Decide on purpose.
2. Articulate in measurable and observable terms program-level student learning outcomes.
3. Connect the outcomes to the program. (Curriculum alignment)
4. Agree on the strategies (measures), connect with the outcomes, establish expected level of performance, and collect the evidence.

Related notes:

- *Programs do not have to measure every outcome every year using all students.*
- *A multi-year plan to assess specific outcomes on a staggered basis is more effective in terms of the reality of the time available and the capacity of the faculty to process the results and determine how to make improvements. (Adapted from Volkwein, J. Program evaluation and assessment: What's the question (1996).*



Results

What do we know now?

- Does the program meet or exceed certain standards?
- Does the program do a good job at what it sets out to do?
- How can the program experience be improved?



Related Definitions & Terminology

A glossary of terms has been established to ensure a common understanding of language and its relevance in the process of program assessment.

Examples:

Assessment – The systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development. (Marchese, 1987; Palomba & Banta, 1999)

Program Goals – Statements that describe what the program will achieve.

Student Learning Outcomes – The knowledge, skills, and thinking that students should be able to demonstrate upon completion of a course/program.

Benchmarking (Peer-reference or Norm-referenced) – Compares student performance or score against their peers either established by use of its own program or from other institutions.

Developing the Plan



The Framework will be embedded in a planning document that will be used to guide the process and reporting of results when assessing programs/initiatives:

Action Plan			
Program: Name of program being assessed			
Goal: Program goal and anticipated outcomes			
Year	Approach	Implementation	Results

Sample Program Assessment Plan



Action Plan

Program: Foundations

Goal: To increase K-2 students foundational base of learning, create consistency across classrooms, develop targeted foci for intervention practices.

Year	Approach	Implementation	Results
2014-2015	<p>Develop a consistent approach to foundational teaching at the primary level</p> <p>Create a plan for the initial introduction and training of teachers to implement Foundations</p>	<ul style="list-style-type: none"> ● Assess teachers knowledge and interest in Foundations to determine the viability of this approach for the teachers and students of Dows Lane ● Organize and provide ongoing professional learning for all K-1 teachers. ● Collect feedback from teachers to assess first year implementation. 	<p>Survey results of teachers</p> <p>Feedback highlighting the shifts teachers observe in their students as a result of Foundations</p>
2015-2016	<p>Build on the consistency of instruction at K and 1 with the addition of 2nd grade</p> <p>Ensure the foundational learning for K and 1 teachers continues to be supported to ensure fidelity of instruction</p>	<ul style="list-style-type: none"> ● Training provided for all 2nd grade teachers ● Consultant focus on delivery of Foundations at the 2nd grade level ● Continue to support K-1 teachers with professional development, 1:1 and whole group 	<p>All teachers delivered Foundations Grades K-2</p>

Action Plan

Program: Foundations

Goal: To increase K-2 students foundational base of learning, create consistency across classrooms, develop targeted foci for intervention practices.



Year	Approach	Implementation	Results
2016-2017	Monitor and evaluate the implementation of Foundations through classroom instruction and data analysis	<ul style="list-style-type: none">● Classroom walkthroughs to ensure fidelity of implementation.● Work with consultant to target specific needs of teachers● Examine students results to ensure fidelity of implementation	Analysis of student performance
2017-2018	Create a plan for gradual release from outside consultant to internal plan for ongoing support and implementation with assurances of high quality instruction and deeper understanding of student performance	<ul style="list-style-type: none">● Classroom walkthroughs to ensure fidelity of implementation.● Work with consultant to develop a plan for self regulation of Foundations instruction● Examine students results to ensure fidelity of implementation● Begin to analyze the relationship between Foundations and Aimsweb data● Provide professional learning for 3rd grade teachers to ensure common language from 2nd to 3rd grade	Analysis of student performance Analysis of Foundations data in relationship to Aimsweb, F & P and student writing Assessment of teacher thinking related to Foundations

Moving Ahead



Action Plan

Program: Foundations

Goal: To increase K-2 students foundational base of learning, create consistency across classrooms, develop targeted foci for intervention practices.

Year	Approach	Implementation	Results
2018-2019	Apply the gradual release plan to ensure implementation of Foundations with fidelity without outside consultation	<ul style="list-style-type: none">● Support Foundations articulation and instruction guided by the ELA instructional coach● Administration will implement a plan for fidelity of instruction and reflection	Analysis of student performance Analysis of Foundations data in relationship to Aimsweb, F & P and student writing

Program Assessment Implementation & Communication



Program assessment will become a component of annual work beginning in 2018-2019

- Future Initiatives
 - Goal Setting Process
 - Framework Development
- Current
 - Name original goal
 - Collect available data
 - Reflect on actions and steps through the lens of the framework
 - Develop Next Steps



Q & A