VTmtss January Office Hour

Local Comprehensive Assessment System

SYSTEMIC AND COMPREHENSIVE APPROACH

CULTURE OF CONTINUOUS IMPROVEMENT
HIGH-QUALITY INSTRUCTION AND INTERVENTION
EFFECTIVE COLLABORATION
COMPREHENSIVE ASSESSMENT
EXPERTISE
DECISION MAKING FOR EXCELLENCE AND EQUITY
VTmtss Field Guide 2019

Sigrid Olson, Personalized Learning Coordinator
Pat Fitzsimmons, Proficiency-Based Learning Team Leader
Nancy Hellen, VTmtss Coordinator

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Welcome!

Sigrid Olson,
Personalized
Learning Coordinator

Pat Fitzsimmons,
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Learning Team Leader

Nancy Hellen,
VTmtss Coordinator

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Welcome!

Webinar Introductions:

- Role and team members
- School/SU/SD
- Share: What is the most interesting way that you've ever shown that you know something?

Can you tell us about local, comprehensive assessment systems – what are they and what are they intended to do?

Curriculum **Instruction**

Assessment

High-Quality Local Assessment System

"A high-quality assessment system should include assessments of higher-order cognitive skills, and **critical abilities, such as communication, collaboration, modeling, problem solving, reflection, and research**; these assessments should be valid, reliable, fair, instructionally sensitive (i.e., be representative of content and concepts taught from curriculum and instruction), and have value for informing teaching."

~ Darling-Hammond et al., 2013

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Education Quality Standards

Each supervisory union shall develop, and each school shall implement, a local comprehensive assessment system that:

a. assesses the **standards** approved by the State Board of Education;

b. employs a b**alance of assessment types**, including but not limited to, teacher-or student designed assessments, portfolios, performances, exhibitions and projects;
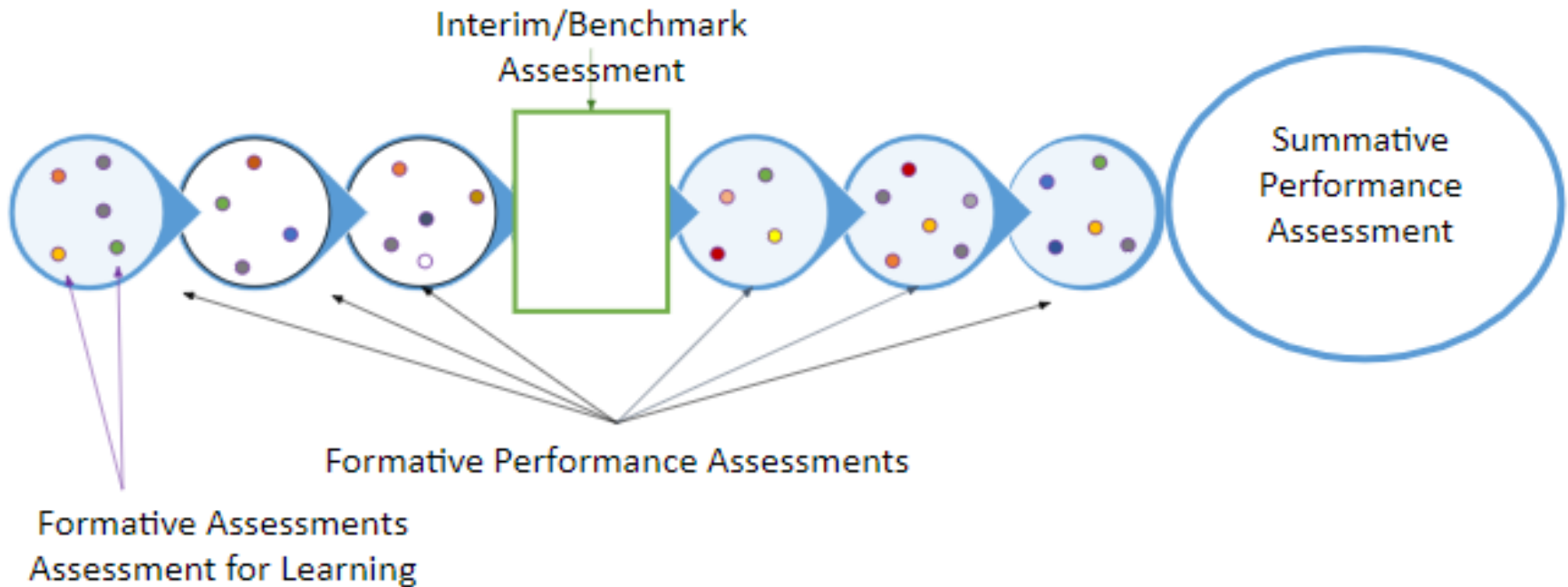
c. includes both **formative and summative** assessments;

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Education Quality Standards

d. enables **decisions to be made about student progression and graduation,** including measuring proficiency-based learning;

e. informs the **development of Personalized Learning Plans** and student support;

f. provides data that **informs decisions** regarding instruction, professional learning, and educational resources and curriculum; and

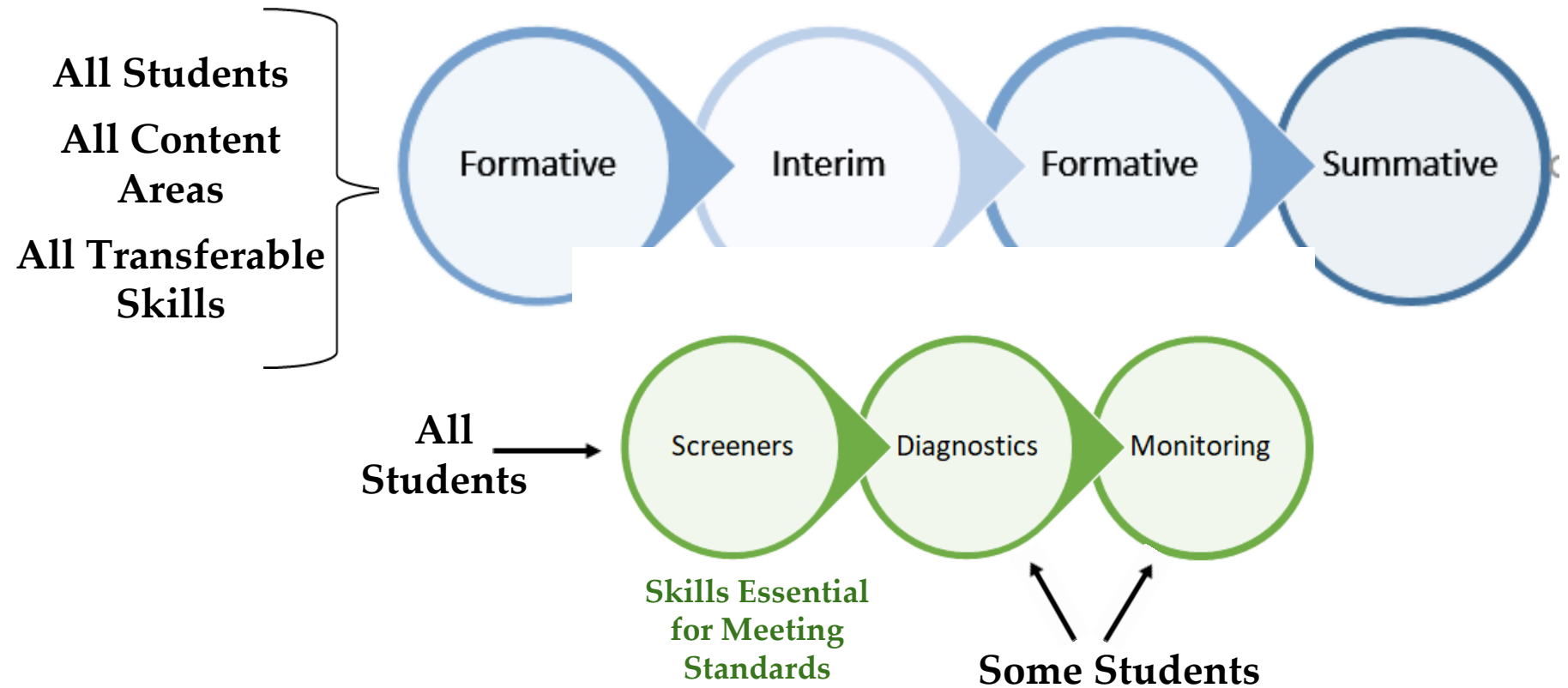g. reflects strategies and goals outlined in the district's **Continuous Improvement Plan.**

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30,000 foot level . . . .

Local Comprehensive Assessment System
The "Backbone"

LCAS: The Next Level

All Students

All Content Areas

All Transferable Skills

Formative → Interim → Formative → Summative

All Students

Screeners → Diagnostics → Monitoring

Skills Essential for Meeting Standards

Some Students

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It sounds like Local Comprehensive Assessments Systems are challenging to create. Why are they important?

Lack of:

- Capacity to collaborate, create and calibrate assessments, especially in small schools
- Data Analysis Tools & Resources
- Understanding how to assess deeper learning
- Assessment Literacy
- Positive attitudes about assessments

Equitable outcomes for all students require quality assessment systems.

LCAS Theory of Action

We believe that if each SU/SD implements a local comprehensive assessment system, including a **balance of assessment types** that provide information about **student proficiency** in a variety of ways; **clearly communicate performance criteria**; and methods for communicating **student progress.** . . .

LCAS Theory of Action

. . . Vermont's SU/SDs **will enhance the effectiveness, availability, and equity of services provided to all students**.

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How do you see the VTmtss Framework supporting this work AND supporting its alignment with Personalized Learning and Proficiency-based Learning??

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VTmtss Connections

Principle 5

A coherent, articulated, balanced and comprehensive assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions within a continuous plan for improvement for both students and systems.

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CULTURE OF CONTINUOUS IMPROVEMENT

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VTmtss connection: Collaboration

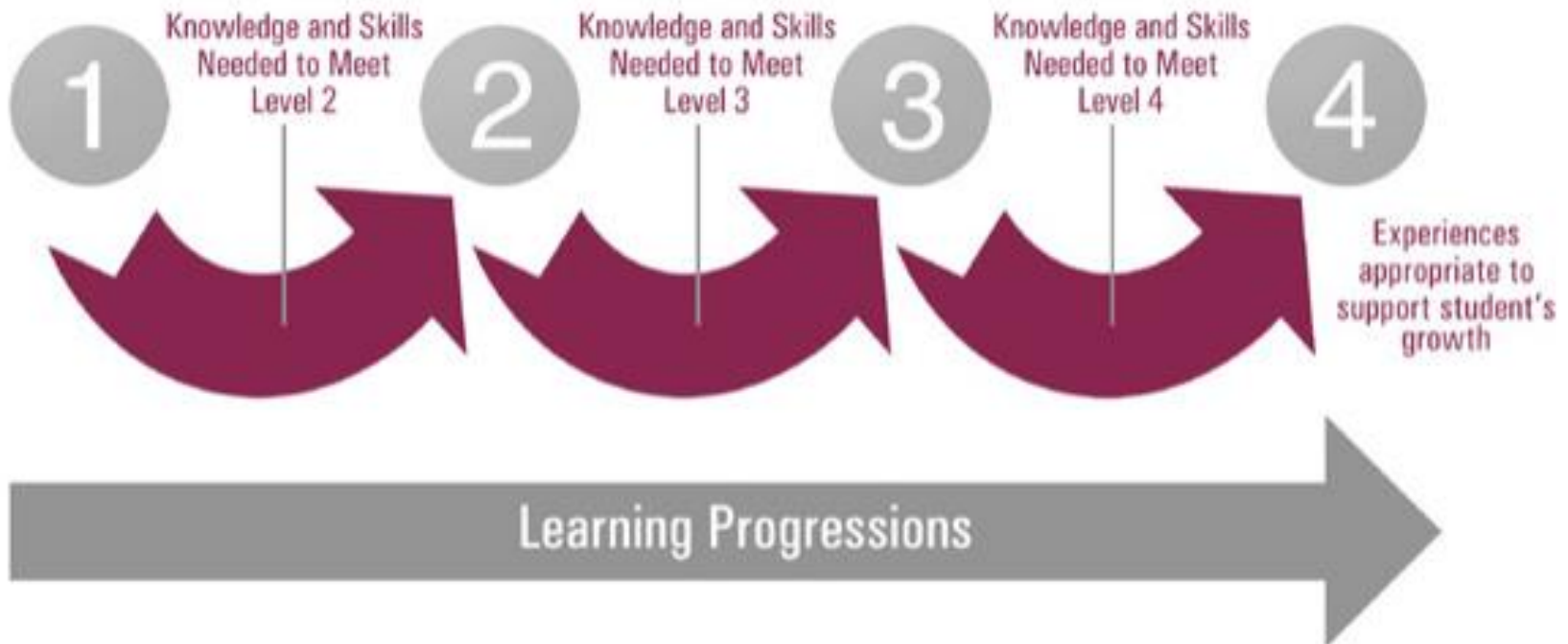| ESSENTIAL ELEMENT	COMMENTARY
Growth Mindset[12]	People believe that abilities can be developed and meaningful tasks accomplished with excellence through collective and focused work. Teams work throughout the system to overcome inequitable distribution of human and material resources, especially as it pertain to historically marginalized students and their needs.
Distributed Leadership[13]	Collaboration thrives when the administration shares leadership responsibilities and empowers others to participate in decision-making about substantive issues. Varied teams meet regularly.
Purposeful Collaborative Arrangements[14]	Teams and partnerships are purposefully formed as part of a system to best meet the needs of each student. They function with mutually established and clearly defined norms and processes for productively addressing issues that arise and communicating across the system.
Students, Families and Communities as Partners[15]	Families and community members are welcomed into the school environment, where their home cultures and languages are respected. Every student and family is an authentic partner within the system and has opportunities to shape school experiences, receive accurate and meaningful information about student progress, and hold legitimate roles in decision-making.
Targeted Expertise[16]	Because people are working together, expertise can be targeted to support students more efficiently. Teams collaborate to best distribute expertise so that all students get what they need when they need it.
Student-centered Personalized Learning[17]	Students are collaborators in discussion, creation, and decision-making about their learning. With assistance from adults, students create customized learning plans based on the student's strengths, needs, skills, interests and how they learn best.
Collaborative Learning[18]	Classroom lessons and other learning opportunities are structured so that learners work together to discuss ideas, build community and solve problems.

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VTmtss connection: Instruction

ESSENTIAL ELEMENT	COMMENTARY
Instruction is Provided by Expert Teachers	Expert teachers create effective classroom environments based on clear understandings about the learner and learning.[15] They access deep knowledge and skill to plan, teach and revise instructional exchanges responsive to the needs of individual learners.
Instruction is Focused on Important and Appropriate Outcomes	Standards-based instruction and intervention — with a focus on *important*, developmentally appropriate and relevant outcomes — articulate the high standards all students are expected to meet.[16]
Instruction is Informed by Research Evidence	Wherever possible, specific instructional strategies and techniques are selected based on their documented effectiveness for specific populations of students, particularly, historically maginalized students, English Language Learners, and those with cultural differences or learning difficulties.[17]
Instruction Promotes Engagement	Engaged students learn more, learn better, have more positive attitudes toward learning, and are more likely to remain in school.[18] Engaging instruction includes increased student choice; activities and approaches that are active, personally relevant and authentic; supportive relationships; and positive school climate.[19]
Instruction is Designed for and Responsive to the Needs of Diverse Students	Instruction and intervention are informed by ongoing, instructionally-relevant assessment and attendance data from student — teacher interactions.[20] Goals are tailored for individual students, include flexible pathways, and are designed to support learning and progress toward proficiency.

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System of Layered Supports

Universal Instruction: Planning for and Teaching Diverse Learners

Layered Support

Why? What? How Long? | Who and Where?

Instruction provides whole class, individual, and small group instruction and intervention focused on priority standards and proficiencies

Layered Support

Why? What? How Long? | Who and Where?

Layered Support

Why? What? How Long? | Who and Where?

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Learning Targets: Levels of Proficiency

Knowledge and Skills Needed to Meet Level 2

Knowledge and Skills Needed to Meet Level 3

Knowledge and Skills Needed to Meet Level 4

1 2 3 4

Experiences appropriate to support student's growth

Learning Progressions

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What professional learning opportunities and resources is the AOE providing?

LCAS Convenings

- **Convening III: Student-Designed Assessments** - Why are student-designed assessments foundational to the personalized learning planning process?
- **Convening IV: Sharing, Review, & Feedback** - How can we use the work of colleagues to improve local comprehensive assessment systems?

Registration

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LOCAL COMPREHENSIVE ASSESSMENT SYSTEMS IN SCHOOL DISTRICT SYSTEMS

ACT 173 TECHNICAL GUIDANCE

December 17, 2019

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Student Learning

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    State and Local Assessments

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      English Language Proficiency

    Alternate Assessments

    National Assessments

STATE AND LOCAL ASSESSMENTS

Vermont Comprehensive Assessment System

The Agency of Education coordinates the implementation and administration of all components of the Vermont Comprehensive Assessment System (CAS), including the development of alternate assessments. The Agency also identifies, analyzes, and reports on outcomes and data measured by the CAS.

Established by the State Board of Education in 1996, the Vermont Comprehensive Assessments System (CAS) evaluates student performance in the state's schools based on Common Core State Standards (CCSS), Next Generation Science Standards, CCSS Essential Elements and English Language Development Standards with the goal of improving teaching and learning.

Local Comprehensive Assessment Systems

The Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams provides guidelines and resources to help educators in supervisory unions and districts develop a streamlined balanced local comprehensive assessment system (LCAS) for all students. This document was produced following a thorough review of literature and current practices in the field of student assessment by Agency of Education staff as well as educators in the field. It provides a synthesis of research and current

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Personalized Learning & PLPs

- **PLP Course**

- **PLP Manual**

- **Sample PLPs**

- **PLP and Curriculum & Assessment Grants**

- **Personalized Learning Web Page**

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VTmtss Resources

- Monthly Office Hour
- Technical Assistance Request form
- Early Learning and Secondary MTSS Networked Improvement Communities
- Communication: VTmtss Webpages, MTSS listserv, Weekly Field Memo, and social media

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Thank you!

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