

Title of Best Practice: Using Short Cycle Assessment to Inform Instruction

School: Woodward Career Technical High School

District: Cincinnati Public Schools

Submitter Name: Janice Pleimann

Position of the Submitter: School Improvement Consultant

Submitter Email Address: Janice.pleimann@hcesc.org

Submitter Phone: 513-638-8291

Submission Date: May 28, 2013

My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice?" Yes (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? 472
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
 - Replaced the principal (all models)
 - New evaluation system using student growth as a significant factor (transformation)
 - Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
 - Identify and reward staff increasing student outcomes (all models)
 - Strategies to recruit, place, retain staff (all models)
 - Select and implement instructional model based on student needs (all models)
 - Job-embedded professional development (all models)
 - Continuous use of data (all models)
 - Increased learning time (all models)
 - Social-emotional and community-oriented services and supports for students (all models)
 - On-going mechanism for community and family engagement (transformation)
 - Operating flexibility (transformation)
 - New governance structure (turnaround)
3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Prior to the 2010-2011 school year, teachers were administering self-created unit assessments based on their own instructional units. Teachers were grading assessments but were not analyzing the results to determine the effectiveness of their instruction or students progression to mastery of the state standards. For a number of years, the district had been utilizing short cycle assessments and analyzing data in the elementary schools (through the EI initiative) so that teachers can identify continuing student needs on particular standards. With this data, teachers were able to create lessons addressing these continuing needs. We wanted to bring this process to the high school level so assessments can better align with content standards, provide needed data to determine student progress towards standard mastery, and use the data to inform future instruction.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

Before significant work was done creating SCAs, we developed an instructional plan and pacing guide that clearly focused on the Common Core State Standards for ELA and math and on the state adopted standards for social studies and science. These plans were further divided into instructional units. SCAs were then created to assess student mastery of the standards or indicators taught during that unit. SCAs would have varying numbers of items depending on the number of standards or indicators assessed, with at least one item per standard or indicator, preferably more than one. We wanted to mirror the OGT structure as much as possible. We worked hard to ensure that the assessments were well balanced with respect to the number of items per standards or indicator and the number of extended response or short answer items on the assessment. Additionally, we took great care to ensure that standards or indicators with multiple components were adequately assessed.

We began administering SCAs in January 2011. We were using regular Scantrons and having students complete extended response and short answer items on separate sheets of paper or in the test itself. Each coach analyzed the assessments in his or her content area by hand for each student, teacher, and class. We then compiled the data, formatting it in such a way that would make sense to both teachers and students. This process would take three to four hours per teacher per SCA. We were taking far too long to turn the data around.

Our district was already using SCAs at the elementary level. The district was creating elementary assessments and analyzing the data gleaned from those assessments. We approached the application manager for the district technology department to determine if the district could help us to process our SCA data electronically.

After some training, in April of 2012, we successfully piloted the use of district resources [Dashboard] for analyzing our data. We rolled out the process to the rest of the building in September of 2012. This process allowed the instructional coaches to take back all of the hours spent analyzing data and put those hours back into professional development and working with individual teachers and teacher teams.

The next step was to move assessments online; this process began in January of 2013. By using the district's online assessment tools as virtual Scantrons, we enabled teachers to get the results of SCAs immediately upon scoring the extended response and short answer items. These could be same-day results, depending on how quickly the teachers submitted their raw data. At this point in the process we are developing full online assessments with the hopes of piloting these assessments in the fall of 2013.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

10 th grade OGT pass rates	2009-2010 actual	2010-2011 actual	2011-2012 actual	2012-2013 projected
Reading	57.9	75.2	59.1	57.8
Mathematics	49.7	66.4	54.7	55.1
Writing	56.3	70.5	66.4	51.7
Science	35.0	37.0	35.7	32.7
Social Studies	48.4	55.5	52.4	52.0

Note that 2012-2013 began the alignment of instruction and assessment to Common Core State Standards for mathematics and English Language Arts.

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

Pacing guides and short cycle assessments have been created and are available for implementation by teachers throughout the building. Data is analyzed and reports are prepared at the district level. Teachers have been trained on assigning and administering online assessments, in modifying these assessments, and in collaborating to make data-driven decisions.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

This process would not be possible without administrative support and teacher collaboration and commitment. Teachers must have appropriate, regularly scheduled meeting time to discuss instruction, assessments, and data. Technology must be incorporated in order to process data. Data analysis by hand requires dedicated individuals who are proficient at Excel. Writing of short cycle assessments requires access to comprehensive item banks aligned to tested standards.