

FLEMING COUNTY SCHOOLS

DISTRICT ASSESSMENT FRAMEWORK



The vision of Fleming County Schools is to become a district of distinction.

District Core Beliefs and Values

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the positive academic and behavioral growth of all students.

District Mission Statement

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

District Vision

The Fleming County School District vision is to become a “District of Distinction”.

Equity Statement

All Fleming County Schools’ students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

District Beliefs

We Believe...

- Continuous improvement is essential to stakeholder empowerment.
- A world-class education is essential to college & career readiness.
- Connected and efficient systems are essential for 21st Century teaching and learning.
- Parent and community engagement are essential for student success.

Strategic Framework Principles

As Fleming County Schools moves toward becoming a premier 21st Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students.

Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

- Engagement of all students to ensure success
- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

These principles lay a foundation for schools, and more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building capacity to lead.

Framework for Student Assessment

The purpose of the Fleming County Schools District Assessment Plan is to provide a framework for the alignment of the standards, the curriculum, and the testing system. Improving the quality and effectiveness of teaching and learning within the district is the ultimate goal. Having an organized assessment system that is aligned to Kentucky Academic Standards and provides information to parents, administrators, teachers, and students for the purpose of improving student achievement makes this goal reachable.

The goals of the assessment plan are to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students.
- Assist parents in understanding their child's achievement of academic standards.
- Establish goals for professional development.
- Provide information to assist school and district leaders in evaluating curriculum.
- Provide information to administrators for evaluating progress in improving student achievement.

Roles and Responsibilities

All district staff members are responsible for ensuring that students are provided a rigorous curriculum and demonstrate achievement at high levels.

Board of Education

The Fleming County Board of Education will:

- Adopt goals that provide a well-balanced curriculum resulting in high student achievement.
- Establish policies to direct and support the ongoing district assessment system.
- Adopt a budget that provides for the development, implementation, training, and evaluation of the curriculum.

Superintendent

The Superintendent will:

- Implement board policies related to assessment.
- Regularly report to the Board concerning state, district, and school assessments.
- Oversee the work of district staff in accomplishing their responsibilities related to assessment.

District Senior Leadership Team

The District Senior Leadership Team will:

- Ensure that a master long-range plan is in place for student assessment.
- Regularly report state, district, and school assessment results to the board.
- Provide leadership and structure to ensure that the district assessment plan is implemented.
- Support schools in the assessment process.
- Provide support for analysis and interpretation of assessment data.
- Monitor schools to ensure assessment procedures are being followed.
- Work with school and district teams to review and interpret assessment data, set goals, and plan for continuous improvement.

Principals

School Principals will:

- Develop a working knowledge of the district assessment system.
- Monitor the school to ensure assessment procedures are being followed.
- Work with school teams to review and interpret assessment data, set goals, and plan for continuous improvement.
- Update school improvement plans (CSIP) to support the district assessment goals.

District/School Assessment Coordinators

District Assessment Coordinator (DAC) & Building Assessment Coordinators (BACs) will:

- Provide/Facilitate specific assessment and administration code training annually.
- Facilitate state and district testing.
- Work with district/school teams to review and interpret assessment data, set goals, and plan for continuous improvement.
- Monitor schools to ensure assessment procedures are being followed.

Teachers

Teachers will:

- Assess student learning with a variety of classroom, district, and state assessments.
- Use assessment data to drive instructional decisions.
- Involve students in the learning and assessing process.
- Report assessment results to parents.
- Participate in district and school assessment training annually.

Students

Students will:

- Be an active partner in the learning and assessment process.
- Adhere to state and district assessment regulations.

Parents

Parents will:

- Be valued partners in the learning and assessment process.

The district recognizes that utilizing data to make needed changes is an ongoing process. The District Senior Leadership Team meets with school leadership as needed to review test scores and participate in data analysis. Principals, counselors, program managers, and teachers use this information to make adjustments in curriculum, lesson planning, instructional strategies, and budgets. Determining future staff development needs is also considered during this process.

Assessment and Curriculum

Effective disaggregation and use of student achievement data is critical to assessing student mastery of the prescribed standards. Data-driven instruction occurs when assessment data is

used to guide instructional decisions at the student, classroom, grade, school, and district levels. The assessed curriculum should:

- Measure student progress.
- Guide teachers' instruction at appropriate levels of depth and complexity.
- Pre-assess students' learning levels for diagnostic purposes.
- Focus/narrow instruction by teaching to standards that have not been mastered.
- Vary the instructional time, setting, and/or presentation for re-teaching and enrichment/extension opportunities based on student achievement data.
- Allow students to work with teachers to set learning goals for themselves and the classroom.
- Guide district and school improvement of curriculum alignment and program decisions.
- Identify general achievement trends of various student groups.
- Communicate progress to parents, school board, and community.

The assessed curriculum should include the following components:

- On-going classroom level assessment of student learning in a variety of formats.
- A variety of tools to assess students, resources, and curriculum.
- Adequate practice and assessment in the testing format (context) of required state assessments.
- A district-wide information management system that provides timely, efficient assessment feedback to students, teachers, and administrators.

Types of Assessments

Fleming County Schools currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed benchmark assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the Kentucky Academic Standards. Student assessments must provide for the acquisition, analysis, and communication of student achievement data to:

- Guide teachers' instruction at appropriate levels of depth and challenge.
- Guide students' learning.
- Guide district/school improvement of curriculum alignment and program decisions.
- Communicate progress to parents to support learning at home.

The district data from formative and summative assessments will be monitored in order to evaluate overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the Kentucky Academic Standards and the district curriculum.

The table below provides an overview of the district assessment program.

Fleming County Schools Student Assessment Program Overview				
Norm-Referenced	State Testing	District Testing	Program Testing	Classroom Testing
ACT PSAT ASVAB MAP NAEP	KPREP Alternate KPREP ACT EOC ACCESS KOSSA Industry Cert.	Benchmarks MAP SS - TBD	AP RAVEN OLSAT W-APT KTEA-3 WISC GORT BASC Vineland	<i>Formative & Summative</i> Pre-Assessment Lesson Unit Final Exams

Assessment Strategies

Effective use of student achievement data is critical to achieving the district’s vision: becoming a District of Distinction. Data-driven instruction occurs when student are regularly assessed for mastery of the standards and the assessment data is used to guide instructional decisions at the student, school, and district levels. Diverse assessment strategies utilized include the following:

- Using pre-assessments to determine learning levels for diagnostic purposes.
- Focusing instruction by teaching to standards not mastered and differentiating curriculum and process to address individual needs.
- Using flexible grouping and re-grouping of students within the classroom based upon student achievement data.
- Varying instructional time, setting, and/or presentation for re-teaching and enrichment/extension opportunities based on achievement data.
- Communicating information about student achievement to parents in a timely, understandable fashion.
- Offering opportunities for students to accelerate through the curriculum requirements.

- Using special programs and structures to provide needed interventions and assistance who have not demonstrated mastery.
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.
- Developing improvement plans at the district, school, and classroom levels.
- Evaluating and improving instructional programs based on student achievement data and other relevant data.

Relationship Between District, State, and National Assessments

Statewide/national tests are administered according to the timeline provided by the state or national organization to students in specific grade levels and in particular content areas or programs. The purpose of the statewide or national assessments is to provide feedback and accountability for learning at the end of a grade or course. Assessment results are used to conduct effective needs assessments at the district and school levels to guide instructional decisions and refine teaching practices to best meet the needs of the students of Fleming County. Additionally, nationally-normed assessments are used to analyze how students are doing compared with other students throughout the nation.

Fleming County Schools administers local benchmark assessments in reading and math (K-8) that are aligned in content and context with the state assessments. The purpose of the district benchmark assessments is to provide feedback to students, teachers, and parents during the learning process. In addition, the district also uses Measures of Academic Progress (MAP), a nationally-normed assessment, for comparison and diagnostic purposes (K-12).

Assessment Data Used to Determine Curriculum Effectiveness

Assessment data from state level testing is analyzed at the end of each testing cycle to determine if the curriculum needs to be adjusted in any way. Areas of curriculum need are determined by analyzing the results and identifying patterns or trends of low scores. In other areas or grade levels in which state testing are not available, other assessment data such as district benchmark or MAP results forms the data base for curriculum review.

Assessment Tools

Assessment Instrument	Current Data Use
Assessing Comprehension and Communication in English State-to-State (ACCESS)	To evaluate reading, listening, and speaking skills of English Language Learners and to determine level of services
ACT	College Entrance Exam College/Career Readiness Measure

	Student Growth Measure
Advanced Placement	Award of College Credit Evaluation of AP Courses
ASVAB	Assist counselors and students discover where a student's basic aptitude lies College/Career Readiness Measure
Brigance	Kindergarten Readiness Screening
Industry Certificates	College/Career Readiness Measure
KOSSA	College/Career Readiness Measure
KPREP/Alternate KPREP	To evaluate knowledge and skills for content/grade level
Local Benchmarks	To evaluate knowledge and skills for content/grade level; to identify skill deficiencies and to adjust instruction
MAP	To evaluate knowledge and skills for content/grade level To inform curriculum and instruction improvements
NAEP	Scores not reported for individual students Compare student achievement within state and among states
OLSAT	To identify cognitive ability of students One measure for admission to G/T program
PSAT	To predict success on the SAT
EOC	To evaluate knowledge and skills for content/grade level
RAVEN	To identify cognitive ability of students One measure for admission to G/T program
Final Exams	To evaluate knowledge and skills for course
Special Education Assessments	Type of assessment administered depends on the suspected disability. Possible assessments: KTEA-3; WISC; GORT; BASC; Vineland, etc.) Assessments assist in identification of students who qualify for services under IDEA

Benchmark Assessments

Benchmark assessments are tests administered throughout the school year and throughout the district that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments is seen as a tool to measure student growth and design curriculum and instruction to meet individual learning needs.

District-wide benchmark assessments are a supplement to classroom assessments and provide consistency across classrooms and grade levels. Benchmark assessments commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. The Fleming County School District will choose the benchmark assessment/system they will use and maintain consistency across the district. Currently in use is the Case21 Benchmark system (Durham, NC), testing English/Language Arts and Mathematics. The district is currently building benchmarks for use in other content areas. (See Also: FCS Benchmark Assessment Procedures)

Assessment Training

It is a priority for Fleming County Schools to use regular and systematic procedures for assessing the effectiveness of curriculum and instruction. The district provides assessment training throughout the school year on various topics including the following:

- Administration Code for Kentucky's Educational Assessment Programs (703 KAR 5:080)
- Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070)
- ACT
- Alternate KPREP (online)
- ACCESS (online)
- KPREP
- EOC
- Benchmark

Data Analysis Protocol

Build Awareness

- Build a vision for data use that is grounded in positive student outcomes
- Articulate the vision for school-wide systemic data use clearly and repeatedly with all stakeholders to paint an evident image of how the future will be better if all engage in this work
- Develop and communicate a sense of positive urgency
- Share the structure and function of the School Data Team with school-level teams

Understand Concerns

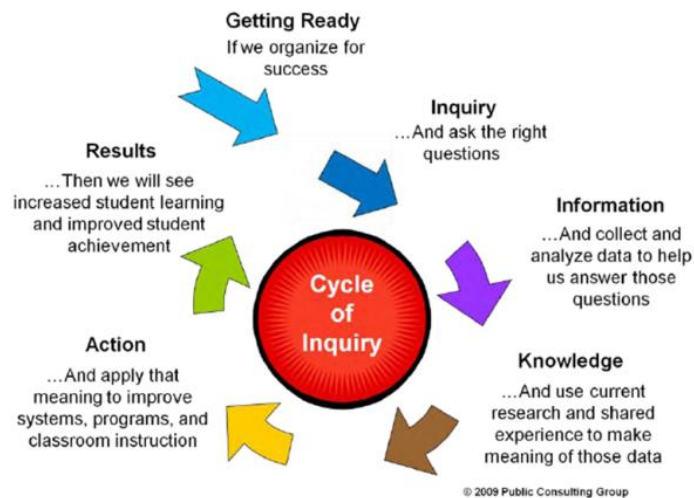
- Talk openly with staff at all levels in the school about stress they may experience as change is implemented
- Actively listen: solicit and act upon the concerns of staff members to facilitate the change process
- Acknowledge losses that people may feel as they shift established habits and approach their work in new ways

Model the Process

- Lead by example, not by edict
- Publicly demonstrate how the School Data Team is moving toward the vision
- Present the school-level data overview with school-level participants and other school stakeholders
- Design school-level action plans using the Data-Driven Inquiry and Action Cycle

Manage the Process

- Conduct and maintain a data inventory that includes school-level data
- Coordinate the upload of local data to the ESE Data Storage
- Maintain an up-to-date data dissemination schedule
- Disseminate relevant data sets and displays for school-based action



Data-Driven Inquiry and Action Cycle

Implications for Intervention

Upon analysis of assessment data, data teams/leadership teams/RTI teams will follow the guidelines established in the Fleming County Student Intervention System to provide appropriate interventions to students not meeting expectations or benchmarks.

[See Fleming County Student Intervention System for more information.]

District Assessment Calendar

The district assessment calendar is a collaboration between the district and individual schools. School leadership has input on the district and school testing dates and are asked to submit individual school assessment calendars for approval prior to implementation. The Office of Assessment and Accountability (OAA) and the Kentucky legislature determine the dates for the state assessments.

Fleming County Schools Assessment Calendar

Month	Assessment	Grade
August	Online Screener – ACCESS 2.0 W-APT	1-12 K
September	Measures of Academic Progress (MAP) FCS Benchmark #1	K-12 1-12
October	PSAT	9-11
November/December	Alternate KPREP ASVAB	3-12 11-12
December	FCS Benchmark #2	K-8
January	ACCESS NAEP (if selected) Measures of Academic Progress (MAP)	K-12 K-12
February	KOSSA	11-12
March	ACT	11

	FCS Benchmark #3	K-8
April/May	Alternate KPREP	3-12
	Colored RAVEN	K
	Standard RAVEN	3
	OLSAT	4
	EOC	10-12
May	KPREP	3-8/11-12
	Advanced Placement (AP)	9-12
	Measures of Academic Progress (MAP)	K-12

APPENDIX A

Fleming County Schools Benchmark Assessment Procedures

Before Benchmark Window:

1. Case21 delivers assessments to DAC electronically
2. DAC sends electronic files to printer
3. Printer delivers assessments by date indicated by DAC
4. Assessments are prepared for delivery to schools and are delivered to schools as early as possible before the testing window begins
5. Case21 ships answer documents to district
6. DAC edits/prepares testing manuals and makes them available to schools/teachers – electronic and/or print
7. Schools determine testing schedule to best meet their needs and communicate schedule to stakeholders

During Benchmark Window:

1. Follow school-developed procedures for picking up/returning testing materials and test security.
2. Administer the assessment following the testing manual provided.
3. Provide accommodations to students with special needs or special circumstances as outlined in the KY Administration Code/Inclusion of Special Populations.
4. Direct questions/issues that arise during testing to the identified school-level official. That official will resolve the question/issue or seek assistance from the DAC.

After Benchmark Window:

1. Organize testing materials and store in secure location.
2. Organize student response sheets as directed by Case21.
3. Pack student response sheets for return shipment in the same box they arrived in. Seal the box and affix shipping label.
4. Deliver boxes to Fleming County Board of Education **by 4:30 p.m. on the last day of the testing window.**
5. DAC will schedule pick up with UPS when all boxes are received. All boxes will be shipped together so that they arrive to Case21 together and there are no delays in getting data returned.

6. Principal or designee will collect plus/delta feedback on the benchmark process and assessments during the week following the benchmark window.
7. Principal or designee will forward plus/delta feedback to DAC (in a Word document) within 2 weeks following the end of the benchmark window.
8. Benchmark results will be shared with principals via share-file system when results are ready.
9. Schools conduct data analysis and item analysis immediately following receipt of data, making necessary instructional adjustments and developing PDSA as necessary.

APPENDIX B

Assessment Security Protocol

District Assessment Coordinator

Before Testing:

1. Upon arrival in the district, the District Assessment Coordinator (DAC) receives the shipment.
2. DAC examines the packing list and verifies that the entire shipment has arrived. If items are missing, the DAC contacts appropriate officials at OAA and the vendor. DAC signs/dates packing list or security document.
3. DAC secures the shipment in the assessment closet at the district office, which is double locked. **ONLY** the DAC has access to this room while there are secure materials present.
4. The DAC ensures that materials are ready for pick up by school officials or delivery to schools.

During Testing:

1. DAC observes that the process used by the BAC to check out materials to the teachers is appropriate.
2. DAC does school walkthrough during the testing window (random/unannounced) to observe that the testing process and assessment security follows guidelines.

After Testing:

1. DAC verifies that all materials are returned by the BAC and signs/dates the packing list or security document
2. DAC secures the shipment in the assessment closet at the district office, which is double locked, to await shipment to the vendor.
3. Upon receipt of all of the assessment materials, the DAC prepares the shipment by securely sealing the boxes and affixing labels. The DAC calls UPS to schedule a pick up.

Building Assessment Coordinator

Before Testing:

1. Upon notification by the DAC that secure assessment materials are to be picked up or delivered, the BAC ensures there is a location in the building suitable for storage.
2. DAC and BAC review the materials in the shipment for the individual school to ensure that all materials are present. BAC signs/dates the packing list or security document.
3. BAC secures the shipment in appropriate storage at the school which can be accessed only by the BAC (and/or Principal or trained designee). *At no time should other personnel be permitted in the storage location.*
4. BAC ensures that assessments and materials are assigned to rooms/students according to OAA regulations/directions provided in training.

During Testing:

5. Teachers are asked to verify the materials as they are assigned to them for a testing session. Teachers sign the security document.
6. Teachers check materials in and out with the BAC (or Principal or trained designee) daily, verifying that all materials are present.
7. BAC verifies that no secure materials are left in classrooms or offices (without being under double lock). *DAC suggests returning materials daily to avoid the possibility of a security breach.*
8. Teachers and BAC ensure that students are not left unattended with materials or allowed to take them out of the testing setting. They further ensure that students are not discussing the assessment during breaks.

After Testing:

1. BAC verifies that all materials have been returned by teachers on the final day of testing.
2. BAC prepares the shipment to be returned to the DAC at the district office.
3. BAC oversees the return of the assessment materials to the DAC and both verify that all materials are present and secure.