



LARAMIE COUNTY SCHOOL DISTRICT 2

Students First

District Assessment System

Laramie County School District #2

September, 2024

1. Assessment System Overview

1.a. Assessment Definition. What is your district definition of assessment?

The district defines assessment as the systematic process of gathering, analyzing, and interpreting information about student learning and performance. This includes evaluating what students know, understand, and can do, with the goal of improving educational outcomes. Assessments may take various forms, such as formative and summative assessments, and are used to inform instruction, identify student needs, measure progress, and guide decision-making at the individual, classroom, and district levels.

1.b. Assessment System. What is the purpose of the District Assessment System?

The purpose of a district assessment system is to provide a structured framework for evaluating student learning and performance across the district. Key objectives include:

1. **Diagnostic and Prescriptive Support:** Identifying students' strengths and weaknesses to tailor instruction and support effectively.
2. **Data-Driven Decision-Making:** Using assessment data to inform instructional practices, curriculum development, and resource allocation.
3. **Equity and Access:** Ensuring that all students have access to quality learning opportunities and that assessments are fair and unbiased.
4. **Continuous Improvement:** Monitoring student progress and outcomes to guide ongoing improvements in teaching and learning.
5. **Accountability:** Meeting state and federal requirements for educational standards and ensuring accountability for student achievement at all levels.
6. **Collaboration and Communication:** Facilitating collaboration among educators, administrators, and families to support student learning.

Overall, a district assessment system aims to enhance student learning and ensure that educational practices align with established standards and goals.

1.c. Assessment Levels and Purpose. At what level(s) are assessments administered for each content area (i.e. state, district, school, classroom)? What is the purpose of the assessments at each level?

ASSESSMENT LEVELS

CONTENT AREA	CLASSROOM	SCHOOL	DISTRICT	STATE
Science	X	X	X (<i>developing</i>)	X
Language Arts	X	X	X (<i>piloting</i>)	X
Mathematics	X	X	X (<i>piloting</i>)	X
Health	X		X (<i>implementing</i>)	
Foreign Language	X		X (<i>developing</i>)	
Fine and Performing Arts	X		X (<i>developing</i>)	
Social Studies	X		X (<i>developing</i>)	
Physical Education	X		X (<i>implementing</i>)	
Career/Vocational Education	X		X (<i>developing</i>)	IRCs

ASSESSMENT PURPOSES

ASSESSMENT LEVEL	
CLASSROOM	Formative (checking for understanding, monitoring progress & growth) / Summative (grading)
SCHOOL	Formative / Interim (diagnosing, screening, monitoring progress & growth)
DISTRICT	Summative (summarizing or evaluating student performance & growth, evaluating equity, ensuring curriculum alignment)
STATE	Summative (summarizing or evaluating school performance)

1.d. Alignment Process. How does the district ensure curriculum, assessment, and instruction are aligned with Wyoming Content and Performance Standards in terms of content and cognitive complexity across content areas?

Several years ago, LCSD2 partnered with the Curriculum Leadership Institute (CLI) to adopt their model for aligning curriculum, assessment, and instruction. This initiative began with a policy change that assigned the responsibility for developing curriculum and assessments to the Curriculum Coordinating Council (CCC). The CCC represents all district educators and includes building principals, the superintendent, a board member, and parent/community members.

Curriculum Alignment:

After grade level and content teams draft the curriculum, Subject Area Committees (SACs) ensure that key concepts and cognitive levels align with the Wyoming Content and Performance Standards. Any issues identified during this analysis guide necessary curriculum revisions. SAC members then review the entire K-12 curriculum for their content area to clarify and ensure vertical alignment, also checking for rigor as outlined in the state standards. The curriculum is then submitted to the Curriculum Coordinating Council (CCC), which verifies clarity and rigor before recommending it for approval by the district Board. Once the Board approves the curriculum, it is piloted by the teaching staff. During the pilot year, teachers document areas of concern or those needing clarification. The SAC then uses this feedback to make final revisions to the curriculum.

Assessment Alignment:

Following curriculum development, grade level and content teams create common district assessments. They begin by identifying essential standards within each class's curriculum, which are designated as measurement topics. Each essential standard is analyzed to determine the content and cognitive complexity required for proficient performance. The most appropriate assessment method for each measurement topic is then selected. Every assessment includes a student version with instructions, answer keys or scoring guidelines/proficiency scales, and administration guidelines to ensure consistency in both administration and scoring. Teachers collaboratively plan common assessment calendars to schedule the administration of each district assessment. After each assessment is validated for accuracy, it is revised as needed and finalized.

Instructional Alignment:

Teachers are required by building principals to provide lesson plans upon request. These plans must include learning targets, "I Can" statements, or proficiency scales to be shared with students. Principals monitor instructional alignment with the curriculum through formal and informal observations, student interviews, and the review of student performance data.

1.e. Common Assessments. Which, if any, school or cross-district grade level or content area teams develop and use common assessments?

- i. When do these teams meet?
- ii. How do these teams decide the essential learning for which to develop common assessments?
- iii. How are they administered?
- iv. How are the results used?

All subject areas are actively developing common district assessments. Due to staffing limitations, the entire district staff shares responsibility for this process. The first step is to prioritize assessment development by identifying the most important subject areas to assess for elementary staff and the most critical standards and courses for secondary staff. WY-TOPP assessment blueprints are reviewed to help identify essential standards, which must meet the criteria of endurance, leverage, and readiness.

Grade-level and content teams have 30 hours outside of contracted time to meet throughout the school year to plan, collaborate, and address assessment development tasks. Once ready for piloting, teachers administer assessments according to the common assessment calendar and follow administration guidelines. Assessment results are used to verify students' current performance levels and guide learning support through interventions or extensions. Additionally, the results may be used to evaluate programs and curricula or identify professional development needs for individual teachers or teams.

1.f. Assessment Development Process. What steps are followed in the uniform development of classroom, school-level, or district assessments?

Teachers use the following steps when developing any level of assessment:

1. Determine the purpose of the assessment and how the data will be used.
2. Determine the learning targets and standards that will be assessed.
3. Define proficiency for each learning target.
4. Determine assessment types that match the learning targets.
5. Determine proficiency scales or scoring methods and guidelines.
6. Pilot the assessment, noting areas of concern.
7. Revise assessment addressing concerns and re-administer.

1.g. Assessment Technical Quality. How are classroom, school-level, and district assessments reviewed for validity, reliability, and fairness?

Validity

District common assessments use target-method matching to assess the validity of test items. Student performance on specific items is reviewed, and problematic items are analyzed to

identify potential validity issues. Scores are also compared with other assessments, such as WY-TOPP, to ensure that the items meet similar expectations and standards.

Reliability

All common district assessments must include clear administration guidelines that specify when the assessment will be given, the materials students need and are allowed to use, and any other relevant rules for administration. Accommodations are provided as necessary for students with IEPs or 504 plans.

Once the development and validation process for assessments is completed, representative samples will be double-scored or reviewed to ensure consistency in scoring.

Fairness

Item bias, cultural sensitivity, and fairness are addressed during the development process.

Teams eliminate any items they believe do not meet fairness guidelines. After assessments are administered, poorly performing items are analyzed to determine if fairness is a concern.

Teachers are also encouraged to consider technical quality when creating classroom assessments.

1.h. Classroom Formative Assessment. What practices related to classroom formative assessment and feedback are encouraged by leadership? What training do instructional staff receive related to these formative instructional practices?

Staff received training on both formative and summative assessment development through the district's CLI process. Many participated in various phases of state training led by Jan Hoegh from Marzano Research. District-wide professional development was also provided by Tom Schimmer on standards-based grading and by Mitzi Hoback on formative assessment. High schools focused on developing PLC structures and attended national and state workshops. Building leaders promote the practices of establishing learning targets, using target-method matching, and facilitating student tracking of their performance, as learned in these professional development sessions.

2. Student Performance

2.a. Success Criteria. How is proficient and advanced performance determined?

The learning progressions for each measurement topic are modeled after Marzano Proficiency Scales with four levels of performance - Below Basic, Basic, Proficient, and Advanced.

Performance Level	Learning Targets
(Level 4) Advanced	- Student demonstrates mastery of content above the cognitive demand of the standard(s)
(Level 3) Proficient	- Student demonstrates mastery of content at the cognitive demand of the standard(s)
(Level 2) Basic	- Student mastery of the content is at a level below the cognitive demand of the standard(s)
(Level 1) Below Basic	- Student has a few facts and is approaching the basic level

Elementary common district assessments use customized Marzano Research Critical Concepts Proficiency Scales to determine level of proficiency.

At the secondary level, scoring guidelines indicate the percentage correlated to each level of proficiency. The district has adopted secondary grading principles that do not allow for behavior to be included in grading of content. Student behavioral performance receives a separate score.

2.b. Multiple Opportunities. Are students provided multiple opportunities to demonstrate proficiency? If so, what does that look like?

Multiple assessments, including classroom and district assessments, are used throughout a scoring period.

There are multiple assessments per unit with one or more assessments per learning target. The combination of assessments is used to determine proficiency. Students are typically not required to demonstrate proficiency on every learning target to be proficient for the unit unless there is a compelling reason to do so (i.e. a safety unit may require proficiency on every target).

Assessments may be retaken by all students. Prior to reassessing at the secondary level, students must reflect on their performance and level of preparation. They must also create a plan for how they will attempt to improve and better their performance. More than one retake is determined by the teacher or according to the student's IEP or 504 plan.

2.c. Interventions. What processes or supports are in place to support students that have not demonstrated proficiency? Are students required or invited to participate?

A district-wide multi-tiered system of support (MTSS) is utilized to deliver tiered instruction, interventions, and extensions aimed at promoting the academic success of all students. Through MTSS, students' academic, social, emotional, and behavioral challenges are identified

early using universal screeners. Support is provided through tiered interventions guided by data-based decision-making and proactive implementation. Student outcomes are closely monitored to ensure ongoing growth. The MTSS approach is essential for fostering a positive and successful learning experience for all students.

Secondary students are provided with several opportunities to achieve proficiency. Time within the class period or week is devoted to interventions and extensions. Study tables, tutoring, homework lunches, flex time, and Friday school provide additional learning supports. Parents are notified if students are required to participate in additional learning opportunities.

2.d. Extensions. What processes or supports are in place to extend the learning for students who are already proficient?

Students are provided opportunities to extend their learning during class through differentiated instruction. Enrichment activities are also provided to students on certain Friday school dates or during flex time. Secondary students may participate in a variety of “clubs,” such as robotics, chess, academic challenge. Concurrent and dual enrollment classes are offered in many content areas to take learning to a higher level.

3. Reporting

3.a. Data Collection and Use. How does the district collect and use data related to the level of student performance on the Wyoming Content and Performance Standards?

A student performance score is determined for each content area based on the unit scores and submitted to the district each semester. The scores are aggregated and converted to a percent of students in each content area at each performance level across the district.

4. High School Graduation

4.a. Course Requirements. What is the district's graduation policy? How is proficiency on the Wyoming Content and Performance Standards incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.

Graduation Requirements

Graduation is achieved through the accumulation of course credits. Credits are acquired through proficient completion of courses. Students are required to obtain a minimum of 26 credits to graduate.

CONTENT AREA	REQUIRED CARNEGIE UNITS
Science	3
Language Arts	4
Mathematics	4
Health	.5
Foreign Language	1
Fine and Performing Arts	1
Social Studies	3
Physical Education	.5
Career/Vocational Education	1

5. Evaluation Process

5.a. DAS Evaluation. How does the district evaluate the effectiveness of the assessment system?

Common district assessment scores are compared to a variety of other data, including WY-TOPP, graduation rates, ACT, MAP, percent of students that need to take low level ELA and math classes upon college entrance, etc. Teachers evaluate the data to determine the validity of the assessment system with these comparisons and how the DAS needs to be revised to close any noticeable gaps.

6. Update Process

6.a. DAS Update. Describe the process for updating the assessment system within three years after adoption of new standards by the State Board of Education?

The CCC creates a long range plan that outlines the process to update curriculum and assessment within the 3 years following the adoption of new state standards. The first year after adoption is focused on revising the curriculum. The second year is focused on reviewing resources for alignment. The third year is focused on revising the assessments.