

Assessment Coherence

Board Memo Deck

July 2021



Agenda

- CPS Vision for Assessment
- COVID Impacts
- Future of Assessment in CPS



**FIVE-YEAR
VISION**
2019-2024



Our Vision

Success
starts
here.

Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

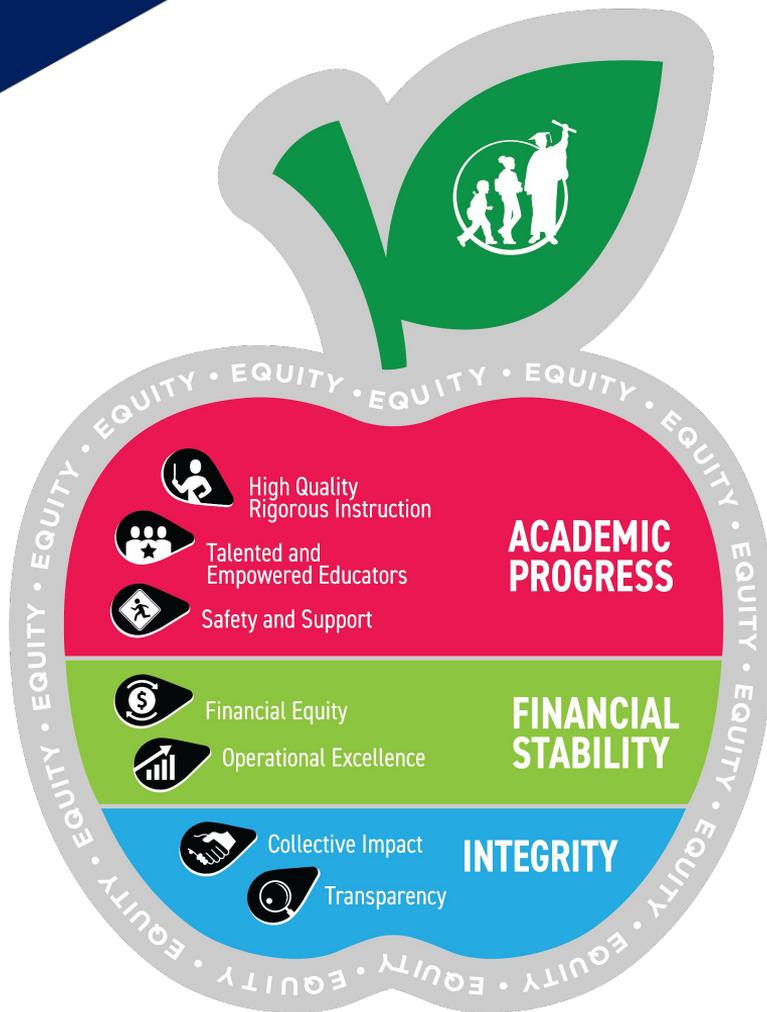


Commitments

We fulfill our vision through these Commitments:

Academic Progress

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.



Financial Stability

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.

Core Values



Student Centered

We place students at the center of everything we do.



Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.



Equity

We eliminate barriers to success and ensure equitable opportunities for all students.



Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.



Community Partnership

We rely on families and communities in every neighborhood to support our shared mission.



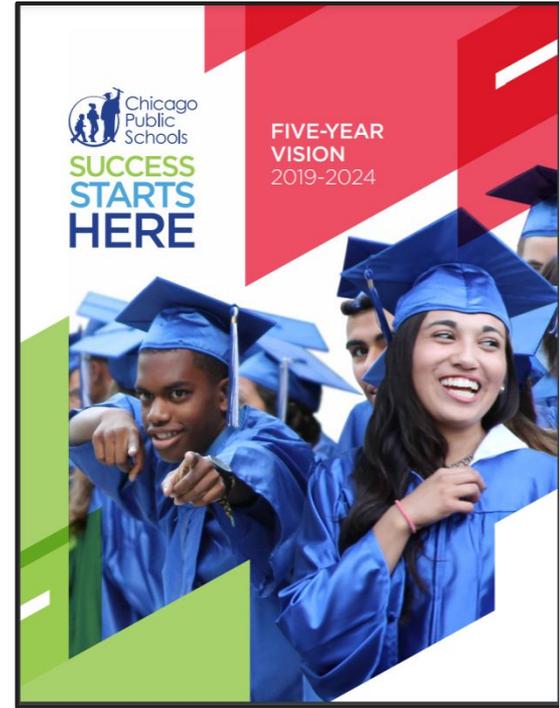
Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders and district staff.

CPS Vision Strategy

Create Student Assessment Systems to Guide Teaching

“Schools that make good use of student data get better results. Over the next five years, we will guide every CPS school to implement an assessment plan that provides educators with greater insight into student performance throughout the school year to better respond to the needs of students. The plan includes the use of authentic assessments that measure what is truly important in student learning, regular teacher meetings to analyze and respond to student work, and goal-setting conversations that allow each student to chart his/her own path to success in college, career, and civic life. Collecting, analyzing, and responding to high-quality information about student learning helps schools serve all students well.”



CPS Instructional Priorities

| PRIORITY #1 | PRIORITY #2 | PRIORITY #3 | PRIORITY #4 | PRIORITY #5 | PRIORITY #6 |
|---|---|--|--|---|---|
| Prioritize social emotional skill development, relational trust, and building strong classroom communities as the foundations for learning. | Provide all students grade-level, standards-aligned instruction, regardless of their starting points. | Ensure curriculum materials are high-quality and provide coherent academic experiences for all students. | Increase the relevance of instruction. | Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work. | Anchor instruction in equity to meet the needs of all students. |



Defining Student Assessment

Student Assessment is the process of reasoning from evidence of student learning.

High-quality assessment:

1. Connects to curriculum and instruction
2. Informs good decision-making
3. Creates opportunities for students



Reimagining Assessment

COVID-19 and remote learning forced education systems to reflect on their assessment policies, practices, and systems.

The National Academy of Education's February 2021 Report entitled [*Educational Assessments in the COVID-19 Era and Beyond*](#) recommends that education systems develop and implement culturally and racially responsive, curriculum-embedded, balanced assessment systems. The report states that an assessment system is balanced when “the various types of assessments in the system are coherently linked through a clear specification of learning targets, they comprehensively provide multiple sources of evidence to support educational decision-making, and they continuously document student progress over time.”



NWEA in CPS

Historical Context

NWEA MAP Growth is an untimed assessment that CPS schools have been required to administer in reading and math to 2nd – 8th grade students since SY12-13. Adopting NWEA, a nationally norm-referenced test, allowed CPS to focus on the growth of every student and incorporate growth into the CPS School Quality Rating Policy (SQRP). NWEA results have been integrated into many CPS systems of accountability and opportunity, including SQRP, principal and teacher evaluations, student promotion, and GoCPS program admissions.

Updates

- District-wide NWEA spring administrations were canceled in school years 2019-20 and 2020-21 due to the impacts of COVID-19.
- The district-wide NWEA contract for MAP Growth 2-5 and 6+ expired at the end of June 2021, with no further options to renew.



Assessments in Skyline

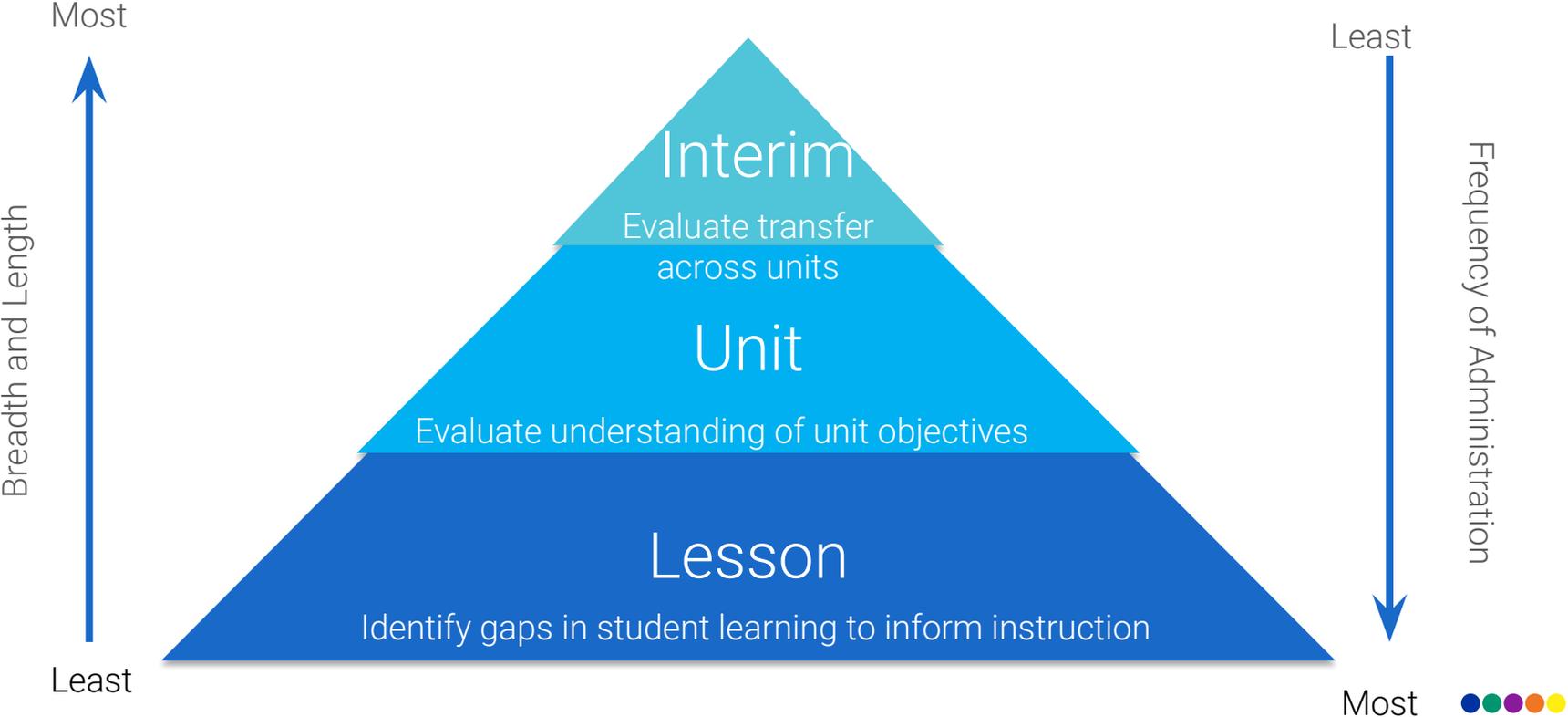


CPS will launch Skyline, the district's new high-quality, culturally responsive, digital K-12 curriculum.

- Skyline includes standards-aligned, curriculum-embedded assessments at the lesson, unit, and interim levels.
- Skyline assessments were designed in collaboration with district partners according to CPS assessment values.
- Skyline will be available to all district-managed schools in July 2021.



Components of CPS' Curriculum-embedded Assessment System



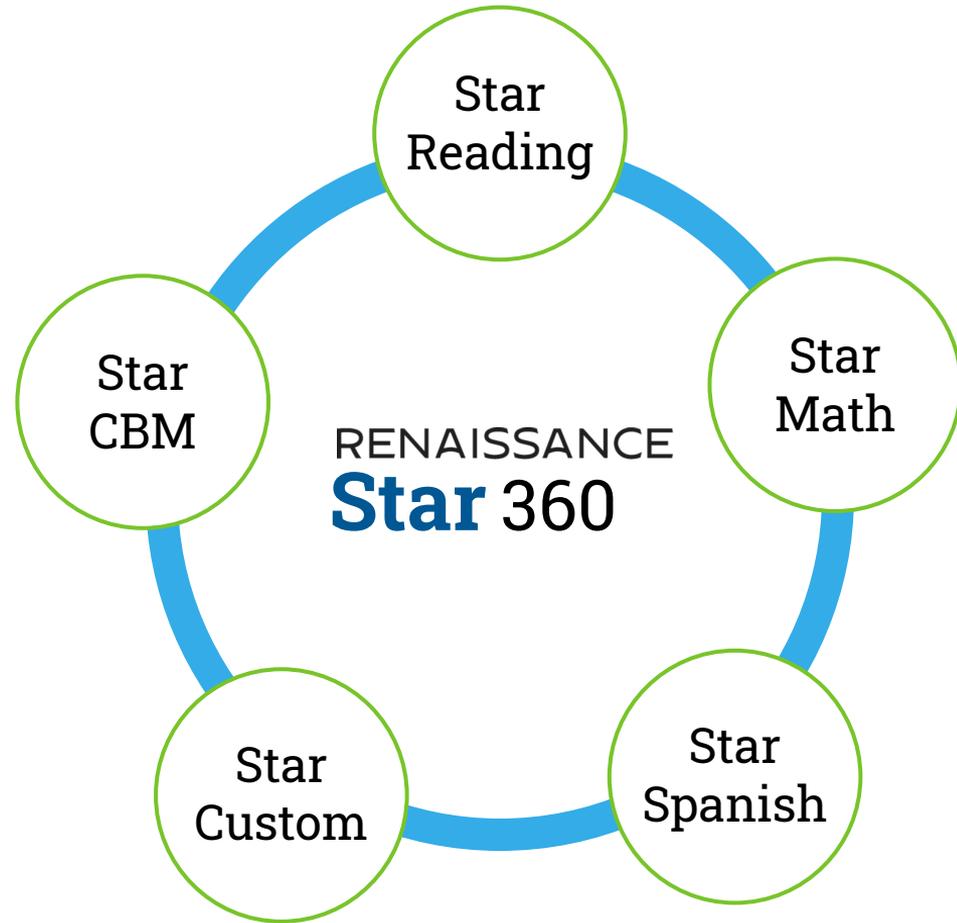
Assessment Suite - Screening, Diagnostic, and Progress Monitoring Assessments

The below assessments will be available in ELA and math, in English and Spanish, at no cost to district schools.

- The **universal screening assessment** will help determine students' basic skill level and can help identify students needing additional support in math and literacy. To support the understanding of unfinished learning and measurement of student skill level, universal screening assessments can quickly identify school, grade level/department, or class-wide general trends and students who may need Tier 2 or Tier 3 instructional support.
- **Diagnostic assessments** are assessments that can be used to determine specific skill gaps and guide instruction and/or intervention planning for students.
- Progress monitoring is the practice of testing students briefly on specific skill areas in which they are receiving instruction to ensure they are making adequate progress. The use of a **progress monitoring assessment** provides teachers with ongoing feedback to help determine intervention effectiveness. Progress monitoring results can inform changes in the type, frequency, duration, or intensity of interventions.



- Star screeners are online computer adaptive tests (CAT) that take 15–20 minutes to complete per subject area and are available in English and Spanish
- Star Curriculum Based Measures (CBM) and Star Custom can be used to diagnose needs and monitor success of interventions
- Aligned to Common Core Standards and Illinois State Learning Standards (ILS), highly rated by the National Center for Intensive Intervention (NCII), and backed by over 100 validity and efficacy studies
- Linked to Illinois Assessment of Readiness Exam (IAR)
- Parent reports and home letters available to engage families



A Balanced Assessment System

| Curriculum-embedded Assessment System | Universal Screening and Progress Monitoring | Summative Assessment <i>(in grades 3-8)</i> |
|---------------------------------------|---|--|
| Skyline | Renaissance Learning Star 360 Assessment Suite | Illinois Assessment of Readiness (IAR) |



Policy/System Implications

| Policy/System | Recommendation |
|----------------------|--|
| SQRP | The district is engaging currently in a comprehensive accountability redesign process in partnership with district stakeholders, which will result in new accountability measures. |
| GoCPS | As communicated this spring, for SY22 GoCPS applications CPS will use one exam, the CPS High School Admissions Test, to determine selection for choice and selective enrollment programs. This test will replace NWEA for choice programs and both the NWEA and the Selective Enrollment High School Exam for SEHS applications. |
| Acceleration Policy | Still under review. Update for school year 2021-22 expected by September 2021. |
| Promotion | Still under review. Update for school year 2021-22 expected by September 2021. |
| Teacher Evaluation | The Talent team is exploring various options. |
| Principal Evaluation | Align policy with resulting metrics from the accountability redesign process. |



Next Steps

The key next steps for delivering on the Vision's goal to create student assessment systems that inform and guide teaching are:

- Release Skyline in July 2021, providing all schools access to the curriculum's high-quality lessons, units, and interim assessments
- Onboard the new assessment suite, ensuring the system is live in August 2021
- Provide professional learning to school leaders and teachers on Skyline assessments and the new assessment suite through the CPS summer professional learning structures (e.g., Summer Leadership Institute, Instructional Leadership Team Institute, New Teacher Orientation, Skyline launch, Googlepalooza, etc.)
- Continue engagement on the review of policies impacted by the transition from NWEA, honoring the district's commitment to academic progress and applying the "fair policies and systems" frame of the CPS Equity Framework.



