



NEW MEXICO ASSESSMENT INVENTORY

Silver Consolidated Schools

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NMAI Step 1

- Reflect and Plan

- Involve district and school staff
- Questions to use:
 - 1. What are the objectives of the student assessment inventory?
 - 2. What would indicate to the district that the process was a success?
 - 3. Which individuals are responsible for the success of this process?
 - 4. How will results be communicated to district policymakers, school leaders, parents, students, and community?
 - 5. Who will collect the information needed for the inventory table?

NMAI Step 1 (Continued)

- Reflect and Plan

- Questions

- 6. How will the district communicate to necessary parties that these individuals will be collecting this information?
 - 7. What individual or entity has the authority to act on the results of the inventory? Who will be making the recommendations?
 - 8. Are there other districts or organizations with whom it would be useful to collaborate during this process?

NMAI Step 2

- Conduct the NMAI

- General guidelines included:

- Focus on district assessments given across multiple classrooms or schools rather than individual classroom-based assessments.

- More important to provide key details of each assessment than to spend significant time classifying an assessment.

NMAI Step 3

- Analyze the NMAI

- Develop a student-level perspective by looking across all assessment students take, and then by particular student needs and characteristics.
- Identify assessments that the district will continue to administer, and clarify any needs or changes that may be necessary to ensure the assessments are helpful for intended uses.
- Identify the assessments that seem to be good candidates for elimination or significant changes.
- Help districts build toward recommendations while re-engaging with key stakeholders to review potential options and decision points.

NMAI Step 4

- Make District Recommendations
 - What recommendations will the district make to streamline and/or strengthen its assessment program?
 - Guide provided a table that may be used to document decisions.

NMAI Step 5

- Evaluate
 - District teams should create an evaluation plan.
 - This plan will ensure that these teams continue the process of examining their assessments on a regular basis to ensure assessments are providing quality information to the district.

BARRIER ENCOUNTERED

- Access to webinars
- Date to be completed
- Relevance of some of steps

DISTRICT PRACTICES

- Annual Strategic Planning Meetings with Board, Principals, Directors, and Central Office Administration
- Weekly Professional Learning Communities (PLC's) at school sites with principals and teachers
- Monthly parent advisory meetings with school staff and parents
- Monthly discussion meetings with Administration

ASSESSMENT INVENTORY

| 09/25/2015 Revised | | | | | |
|--|---|--|---|---|--|
| Name of assessment | DISCOVERY | EOC | PARCC | SBA | NCSC |
| Entity requiring assessment | Local School Board Required, State Required | State Required | State Required, Federally Required | State Required, Federally Required | State Required, Federally Required |
| Grade(s) tested | K-11 | 9, 10, 11, 12 | 3,4,5,6,7,8,9,10,11 | 4, 7, 11 | 3,4,5,6,7,8,9,10,11,12+ |
| Courses or subjects tested | ELA, Math | ELA, Math, Science, Social Studies | ELA, Math | Science | Math, ELA |
| Type of assessment | Formative Assessment | EoC | Summative Assessment | Summative Assessment | Summative Assessment |
| Number of years assessment has been in place | 4 | 2 | 2 | 6 | 1 |
| Content standards assessment is aligned too | CCSS | CCSS | CCSS ELA, CCSS Math | CCSS | CCSS ELA, CCSS Math |
| Intended purpose(s) of the assessment | Measure student progress towards grade level standards | Measure student performance | Measure student progress towards grade level standards | Measure student progress towards grade level standards | Alternate assessment to measure student progress towards grade level standards |
| Intended use(s) of the assessment | Predict ELA/Math performance of state test, inform instructional practice | Graduation Requirements, Alternate Demonstration of Competency | Teacher Evaluation, Student progress | Teacher Evaluation, Student progress | Teacher Evaluation, Student progress |
| Users of assessment | District staff, admin & teachers | District staff, admin & teachers | District staff, admin & teachers | District staff, admin & teachers | District staff, admin & teachers |
| Actual use of the assessment vs. intended purpose(s) | Yes | Yes | Yes | Yes | Yes |
| Test administration time | 90 minutes | 45 each session | See: http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/2015-2016%20NMSAP%20Assessment%20Calendar%2007312015.pdf | 3 hours | 5 hours |
| Testing window | 8/24-9/4, 2/11-1/22,5/9-5/20 | Dec, Jan, May | 4/4-5/13 | 3/7-3/25 | TBD |
| Testing frequency | 3/year | 3/year | 1/year | 1/year | 1/year |
| Time between administration and results to users | Immediately/final-2weeks | Immediately | Approximately 8 weeks | Approximately 8 weeks | 6 weeks |
| Annual cost (total cost as well as cost per student) | \$22,926/\$8 per student | None | Unknown/PED hasn't billed final | \$12,649/\$19.92 per student | Unknown |
| Funding source(s) - Please list all sources if paid out of multiple sources | 11000.2200.53414 | N/A | 11000.2200.53414 | 11000.2200.53414 | 11000.2200.53414 |

| 09/25/2015 Revised | | | | | |
|---|--|--|---|---|---|
| Name of assessment | NMAPA | ACCESS | LEXIA CORE 5 | SYMPHONY MATH | DIBELS NEXT |
| Entity requiring assessment | State Required, Federally Required | State Required, Federally Required | Other | Other | State Required |
| Grade(s) tested | 4, 7, 11 | K-12 | K-5 | K-5 | K-3 |
| Courses or subjects tested | Science | ELA, Home Language Proficiency | ELA | Math | ELA |
| Type of assessment | Summative Assessment | Summative Assessment | Formative Assessment | Formative Assessment | Formative Assessment |
| Number of years assessment has been in place | 9 | 9 | 9 | 7 | 0 |
| Content standards assessment is aligned too | CCSS | NM ELA Standards | CCSS | CCSS | CCSS |
| Intended purpose(s) of the assessment | Alternate assessment to measure student progress towards grade level standards | Measure English proficiency for English Language Learners | Measure student progress in ELA | Measure student progress in Math | Measure student progress in Reading |
| Intended use(s) of the assessment | Teacher Evaluation, Student progress | English proficiency, Identification for remediation, Aid in instructional practice | RtI Intervention, Identification for remediation, Aid in instructional practice | RtI Intervention, Identification for remediation, Aid in instructional practice | RtI Intervention, Identification for remediation, Aid in instructional practice |
| Users of assessment | District staff, admin & teachers | District staff, admin & teachers | District staff, admin & teachers | District staff, admin & teachers | PED, admin & teachers |
| Actual use of the assessment vs. intended purpose(s) | Yes | Yes | Yes | Yes | TBD |
| Test administration time | 2 hours | 3 hours | 15-30 minutes | 15-30 minutes | 2 hours per student |
| Testing window | TBD | 1/11-2/26 | TBD | TBD | 8/17-9/4, 1/11-1/29, 4/25-5/13 |
| Testing frequency | 1/year | 1/year | at least twice/year | at least twice/year | 3/year |
| Time between administration and results to users | 6 weeks | 12 weeks | Immediately | Immediately | Immediately |
| Annual cost (total cost as well as cost per student) | \$845/65.00 per student | \$1243/\$13.96 per student | \$12,480/156 licenses | \$11,250/90 licenses | Unknown - PED? |
| Funding source(s) - Please list all sources if paid out of multiple sources | 11000.2200.53414 | 11000.2200.53414 | 24101.1000.56113 | 24101.1000.56113 | State Reads to Lead |