



**Strategic Plan Objective
Monitoring Report
Objective 3A**

Objective 3A: Mancos School District uses a standards-based assessment system with formative and summative assessments aligned to district priority standards.

Proficiency Indicators:

- Priority standards have been articulated at all grade levels and across all content areas.
- A standards-based assessment system is able to articulate to teachers what priority standards a student has or hasn't mastered.
- Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.

Rubric:

Objective	Approaching Standard	At Standard	Above Standard
OBJECTIVE 3A: Mancos School District uses a standards-based assessment system with formative and summative assessments aligned to district priority standards.	Priority standards have not been articulated at all grade levels and/or across all content areas.	Priority standards have been articulated at all grade levels and across all content areas.	Priority standards are communicated to students and parents at all grade levels and across all content areas.
	A standards-based assessment system is not in place.	A standards-based assessment system is able to articulate to teachers what priority standards a student has or hasn't mastered.	A standards-based assessment system is able to articulate to students and parents what priority standards a student has or hasn't mastered.

	Incomplete data collection does not allow for a comprehensive assessment of individual student growth in content standards.	Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.	In addition to Colorado or nationally recognized assessments, Mancos School District will use internal assessments aligned to district priority standards to compile annual data regarding individual student growth in those standards.
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Definition of terms:

Formative assessment – assessments that occur while teaching and learning are still in progress; informs the student, teacher, and parent about progress towards the learning target; these help “form” the learning

Summative assessment – assessments that occur at the end of the learning cycle; these are the “sum” of learning

Priority/power standards – a set of standards that are so foundational to other standards in a content that their teaching is a priority

Non-negotiable standards – the term secondary teachers adopted in 2021 as they were developing priority/power standards while considering, “What skills and knowledge would any graduate of Mancos need in order to be successful, no matter what post-secondary path they chose?”

Superintendent’s interpretation: Mancos School District has created district priority standards from established state and national standards that are foundational within a specific content area.

2022-2023 Rating: Approaching standard

2023-2024 Rating: Approaching standard (priority standards need to be housed in an easily accessible location for teachers and parents)

Rationale:

Rubric Standard 1, Approaching Standard: Priority standards have been articulated at all grade levels and across all content areas (but these are not yet housed in an easily accessible location for teachers and parents).

Colorado Early Learning and Development Guidelines (ELDG) guide developmentally appropriate practices for preschool students. These guidelines are intended to help educators, parents, and caregivers support the healthy development and learning of young children. While they do not specify "priority standards" in the same way that K-12 education might have, they offer broad guidance on what preschool-aged children should know and be able to do across various domains of development.

The Colorado Early Learning and Development Guidelines cover several domains, including:

- Physical Health and Well-being
- Approaches to Learning
- Social and Emotional Development (Special attention is given to this developmental domain as it is foundational for academic learning)
- Communication, Language, and Literacy
- Cognitive Development (including math and science concepts)
- Physical Development and Motor Skills

These guidelines provide information on age-appropriate expectations for children's development in these areas and suggest activities and strategies for supporting their growth. They are easily accessible on websites and the formative and summative assessment tool used in the preschool, Teaching Strategies Gold, connects to the ELDGs and can be accessed by staff and parents.

The elementary and secondary schools have developed their priority standards. The next step is to store these standards in an easily accessible digital space so that administrators, teachers, parents and students can locate them as needed. Such a move would place the district at Above Standard on the rubric.

Rubric Standard 2, Above Standard: A standards-based assessment system is able to articulate to students and parents what priority standards a student has or hasn't mastered.

The preschool uses Teaching Strategies Gold for formative and summative assessment. The formative assessment informs instruction to foster children's growth and development. The summative assessment is done quarterly and shared with families in the fall and spring. The baseline is established in the fall and shows growth throughout the school year.

The elementary school uses a modified standards-based report card system. Examples of this system were shared with the board last school year.

The secondary does not use such a system. Grades are averaged and this average is reported to students and parents in a quarterly (middle school) or semesterly (high school) classic report card. However, because NWEA/MAPs has the ability to show teachers specifically what skills a student has and hasn't mastered, we can say that this rubric standard is at least At Standard.

Both the elementary and secondary schools have methods in place to inform students (at the appropriate level) and parents about their progress in NWEA/MAPs. It is important to keep in mind that NWEA/MAPs is a measure of growth, not of achievement.

Elementary Testing Schedule

Grade	Tests	Time Administered
PK	Teaching Strategies Gold Checkpoints	Fall, Winter, Spring
K	NWEA Reading NWEA Math STAR Reading STAR Math DIBELS	Winter, Spring Winter, Spring Monthly (when ready) Monthly (when ready) Weekly (if on reading plan, 3X/year if not)
1	NWEA Reading NWEA Math STAR Reading STAR Math DIBELS	Fall, *Winter, Spring Fall, *Winter, Spring Monthly Monthly Weekly (if on reading plan, 3X/year if not)
2-4	NWEA Reading NWEA Math *NWEA Language STAR Reading STAR Math DIBELS	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Monthly Monthly Weekly (if on reading plan, 3X/year if not)
5	NWEA Reading NWEA Math NWEA Language *NWEA Science STAR Reading STAR Math DIBELS	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Monthly Monthly Weekly (if on reading plan, 3X/year if not)

Table 1 – *indicates what is added or different at each level

Middle School Testing Schedule

Grade	Tests	Time Administered
6-8	NWEA Reading NWEA Math NWEA Language NWEA Science	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring

Table 2

High School Testing Schedule

Grade	Tests	Time Administered
9	NWEA Reading NWEA Math NWEA Language NWEA Science PSAT	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring April
10	NWEA Reading NWEA Math NWEA Language NWEA Science ASVAB PSAT	Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring Fall, Winter, Spring October April
11	NWEA Reading NWEA Math SAT	Fall, Winter Fall, Winter April

Table 3

Summative external assessments are not included in the tables above. These assessments include CMAS, Accuplacer, and ACT Workkeys.

Rubric Standard 3, At Standard: Mancos School District uses Colorado or nationally recognized assessments of its choice to compile annual data regarding individual student growth in content standards.

As noted above, NWEA/MAPs (and STAR/DIBELS at the elementary level) are our nationally recognized assessments. The data from these assessments is reported by the building principals as a part of Objective 4A in June. To make progress towards Above Standard, we would need to begin a process of developing reliable internal assessments. At this time, there are other priorities, so it may take time before this work begins. This being said, teachers at elementary and secondary levels developed Measures of Student Learning (MSLs) that use either external or internal assessments to measure student progress. This means that some teachers may be developing these internal assessments on their own.

Below, I've included the needs and next steps from the 2022-2023 3A report and the movement we've made towards these goals.

- 2022-2023: "A system for discussing NWEA/MAPs tests and their results with parents has been implemented at the elementary level; this needs to be implemented across the district, especially at the secondary level."
2023-2024: Systems are in place at both elementary and secondary levels to share this data with students and parents. At the elementary level, MAPs scores are typically sent home in students' take-home folders each time they're taken. At the secondary level, parents are given an NWEA Family Report and interpretation guide at Parent-Teacher conferences in the fall. The remaining Family Reports are sent home with students. Parents are notified through the newsletter to look for these reports and to contact Adyan Farrar if they haven't received them. In the winter and spring, reports will be similarly distributed.
- 2022-2023: "A system for encouraging students, especially secondary students, to 'try their best' on NWEA/MAPs tests should be considered."
2023-2024: A system is in place at the secondary level to encourage students to do their best on these assessments. Students who grow from one testing period to the next earn extended lunch periods. This system was very successful in the spring of last year. Fall is a benchmark setting time, so the secondary doesn't offer rewards at this time, but when winter testing occurs, they will repeat the same system.
- 2022-2023: "Secondary is continuing to work on the curriculum mapping process. This is ongoing throughout the year."
2023-2024: Secondary has these maps completed. They are always in draft form, but drafts are complete.
- 2022-2023: "Teachers and administrators need time to grapple with how we can use our existing structures to best communicate with students and parents about standards mastery." With non-negotiable and power standards in place, this is a logical next step. We can also focus our discussions on best, common practices around standards-based grading systems.
2023-2024: Elementary has a system. As discussed in this report, it makes logical sense for secondary to rely more heavily on NWEA/MAPs data for this information.
- 2022-2023: "Note that the objective – 'become standards-based' – and the rubric language – 'assessments show evidence of...longitudinal growth' – are not aligned. One is asking for evidence of standards-based grading while the other is asking for evidence of student growth. Alignment of the objective with the rubric will be a focus of future work by the Board, including at the Board's summer retreat."
2023-2024: The language of the rubric and the objective were revised at the summer retreat in 2023.

Needs and next steps:

- Continue to improve our communication with students and parents regarding skill mastery.
- Place priority standards in a centralized, digital location for easy access.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Drafted 9/6/23 A. Farrar

DRAFT 8/20/23