

Transforming a High School Using Common Assessments

New England Secondary School Consortium
Regional Conference

High School Redesign in Action

Nashua, New Hampshire
April 9, 2010

Presented by:
Coventry High School
Coventry, Rhode Island



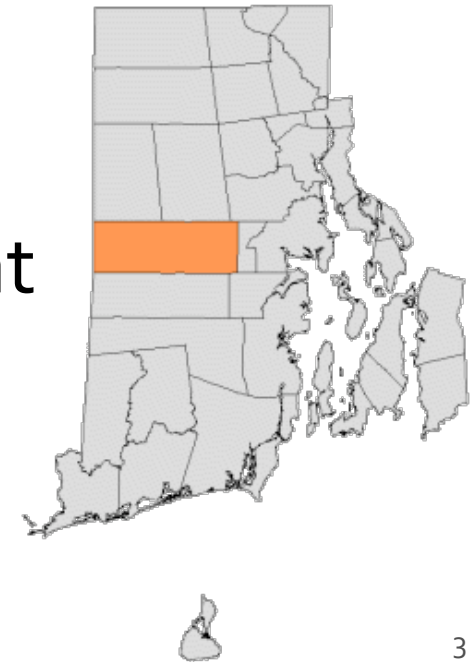
Introductions

- Chuck Branchaud
- Arthur W. Lisi, PhD
- Anthony J. Marsella, NBCT
- Kathleen Sullivan, NBCT
- Donna Tobin



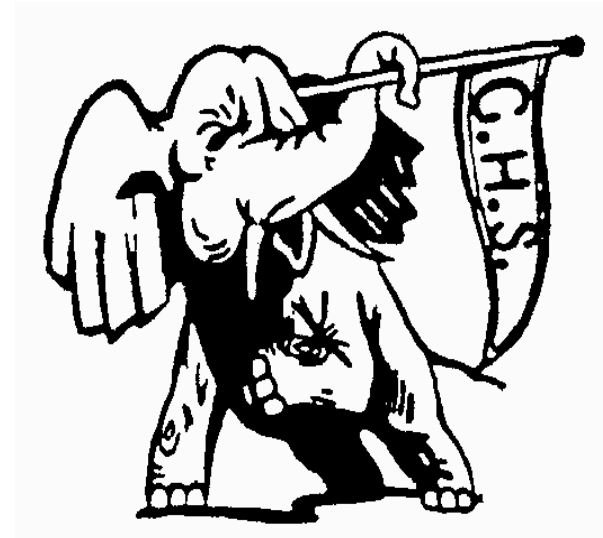
Coventry, Rhode Island

- Western Rhode Island, bordering Connecticut
- Largest Town in RI
 - 64.8 square miles
- 35,000 Population
- Council-Management Government
 - Elected Town Council
 - Town Manager



Coventry Schools

- 5,500 Students
- 468 Professional Staff
- 147 Paraprofessional
- 5 Elementary School (pk-5)
- 1 Middle School (gr 6-8)
- 1 High School (gr 9-12)



Coventry High School

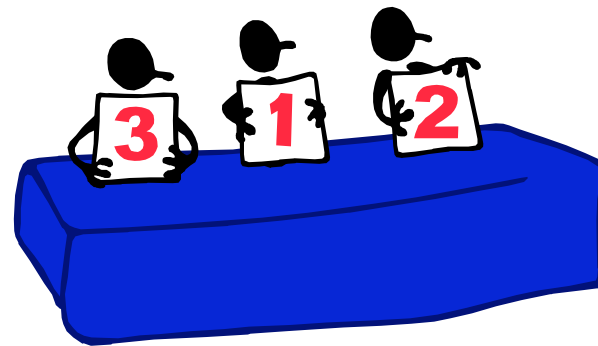
- 1780 Students
- 180 Teachers
- 20 Paraprofessionals
- 8 Period Modified Block Schedule
 - 85 Minute Periods
 - 1 Period Advisory and Academic Lab
- Common Planning Time Once Per Week

- 291 IEPs (16.34 %)
- 48 504's (2.70 %)
- 331 Free/reduced lunch (18.60%)

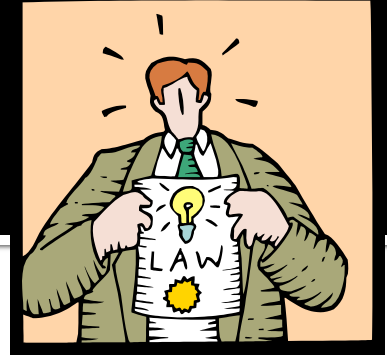


Improving Learner Outcomes

- 2000 - District strategic initiative: improve *reading* and *writing* across all curricula
- Professional development
 - Coventry teachers participated on Saturdays and summers (SKILLS Commission)
- Common Rubrics
 - Development
 - Training
 - Implementation

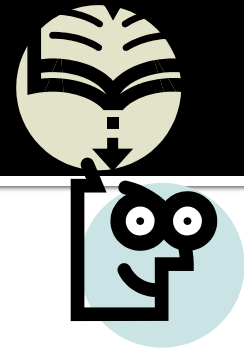


State Regulations



- **Performance-based diploma assessments (L-6-3.2).**
 - Proficiency shown with multiple sources of evidence:
 - graduation portfolios, exhibitions, comprehensive course assessments, or some combination thereof, such as a Certificate of Initial Mastery©.
 - Incorporate applied learning skills in communication, problem solving, critical thinking, research, reflection/evaluation across all content areas.

Academic Rigor



- Treat all students as college bound
- Engage community members and local experts
- Provide teachers to share effective lessons
- Create on-line repository of tasks
- Use curriculum mapping and integrate common tasks
- Engage all students in intensive, long term projects

Standards Based Education

- Common scoring guidelines/rubrics
- Professional development
- Thematic and interdisciplinary projects
- Dual enrollment with local colleges
- Common grade reporting system/universal comments
 - Task completion reported
- Use common assessment to focus and prioritize instruction

Assessment Practices

- Multiple strategies throughout year
- Evaluate assessments to measure proficiency
- Track SAT scores
- Track NECAP scores to guide curriculum and inform instruction
- Performance based assessments – tasks, Capstone, and portfolio
- Opportunities for faculty to share best practices - Common planning time
- External evaluators used for Capstone presentations

Common Tasks

- Structured opportunities for students to demonstrate their skills and knowledge through written products and/or oral presentations.
- Allow students to prove that they have achieved deep content knowledge and thereby demonstrate their proficiency.

RI Skills Commission

Common Tasks

- Flexible yet rigorous nature
- Important tool
 - school-wide diploma assessments
 - serve as components of a student's graduation portfolio or as preparation for a student's graduation exhibition.
 - end-of-course examinations

RI Skills Commission

Multiple Uses of Common Tasks

- Determine the uses of tasks
 - Classroom Assessments
 - End of Course Exams
 - Portfolio Entry
- Types
 - On-Demand
 - Extended



Implementation

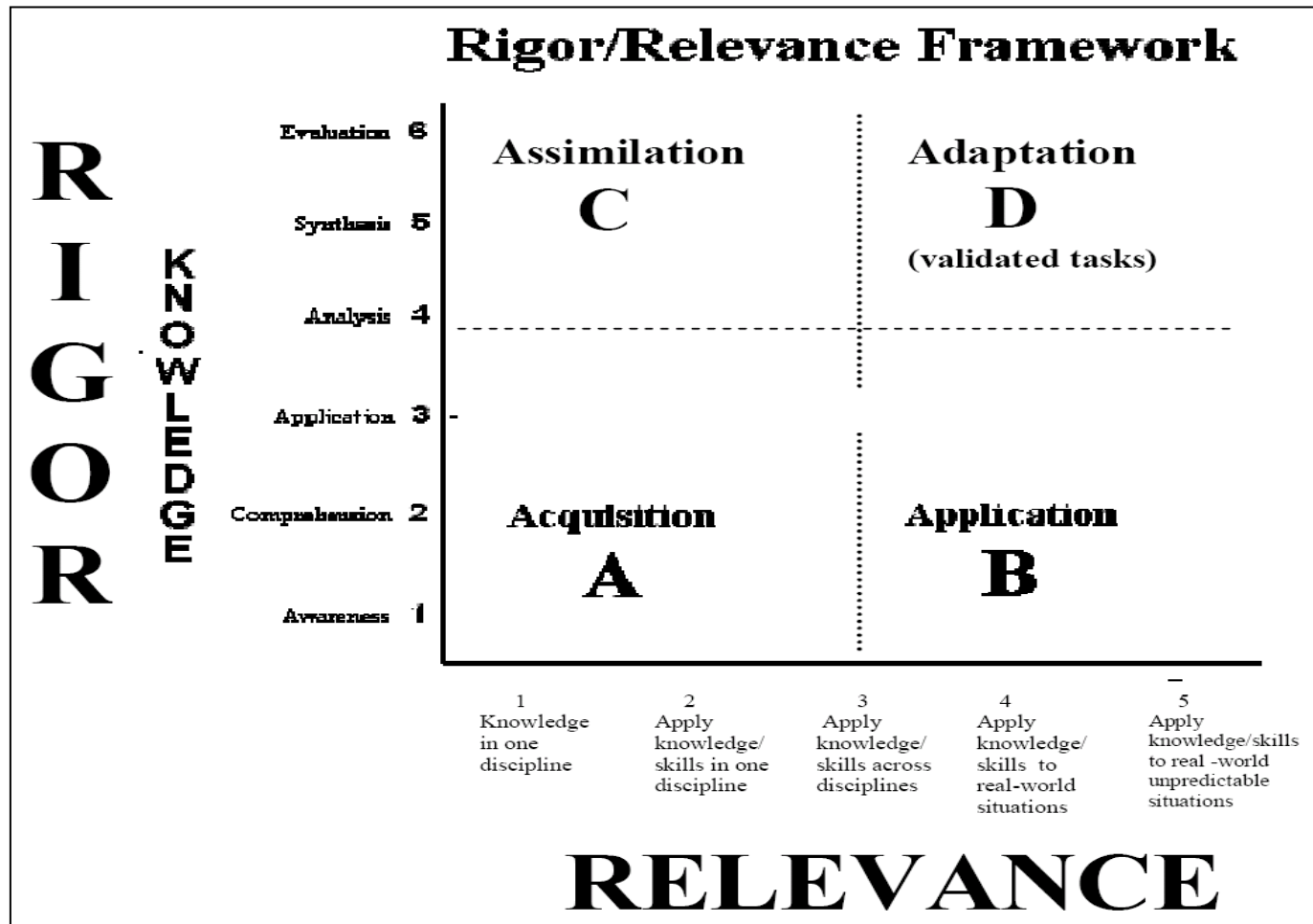
- Task Development
- Instruction and Administration
- Scoring Common Tasks
- Reshaping Instruction with Common Tasks

Task Development

- Develop tasks based on student needs, curriculum, and GSE's
- Identify GSE's, Applied Learning, Learner Expectations and content standards
- Create the Prompt
- Using Rubric's
 - GSE's
 - Indicators
 - School Wide
 - Teacher Created
- Directions

Task Validation

Evaluates Rigor & Relevancy



Task Validation Protocol

Alignment	Assessment/Task List the GSEs, 21 st Century Graduation Expectations and/or Content standards that are assessed:	Does the performance required by the prompt assess the content and skills targeted by the standards listed?		Feedback
	GSEs:	Yes	No	
	Content Standards:	Yes	No	
	Learner Expectations:	Yes	No	
	Rubric and Other Scoring Criteria	Are the rubric and other scoring criteria clearly aligned to the GSEs, Learner Expectations and Content Standards listed? Yes No		
Rigor	DOK List the level(s) of DOK required :	Does the task require Level 3 or 4 DOK strategic thinking skills? Yes No		If Yes, what is the evidence of DOK level? (Ex: The task requires students to...) If not, what can be changed to improve it?

Instruction & Administration

- **Instruction** aligned to task must precede administration of the task.
- **Adequate time** must be given:
80 to 85 minutes for “On-Demand” task
2 weeks for “Extended” task
- **Accommodations** are provided for special needs students.
- **Review task directions & rubric** during the previous class. Highlight “**Meets Standard**” criteria.

Scoring

- The creation of accurate information on student performances
- Common rubrics
- Collect benchmarks
- Blind scoring
- Use a calibration protocol

Transforming Instruction

Professional Dialogue as teachers develop tasks, validate tasks, calibrate tasks & scoring tasks.

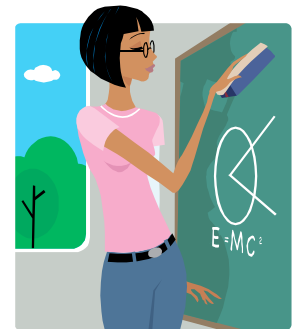


Evaluates alignment, rigor, relevance & consistency among faculty members.



Improves / Increases the quality of instruction.

- Analyze **Strengths & Weaknesses** to adjust instruction.
- External validation indicators – Data Driven

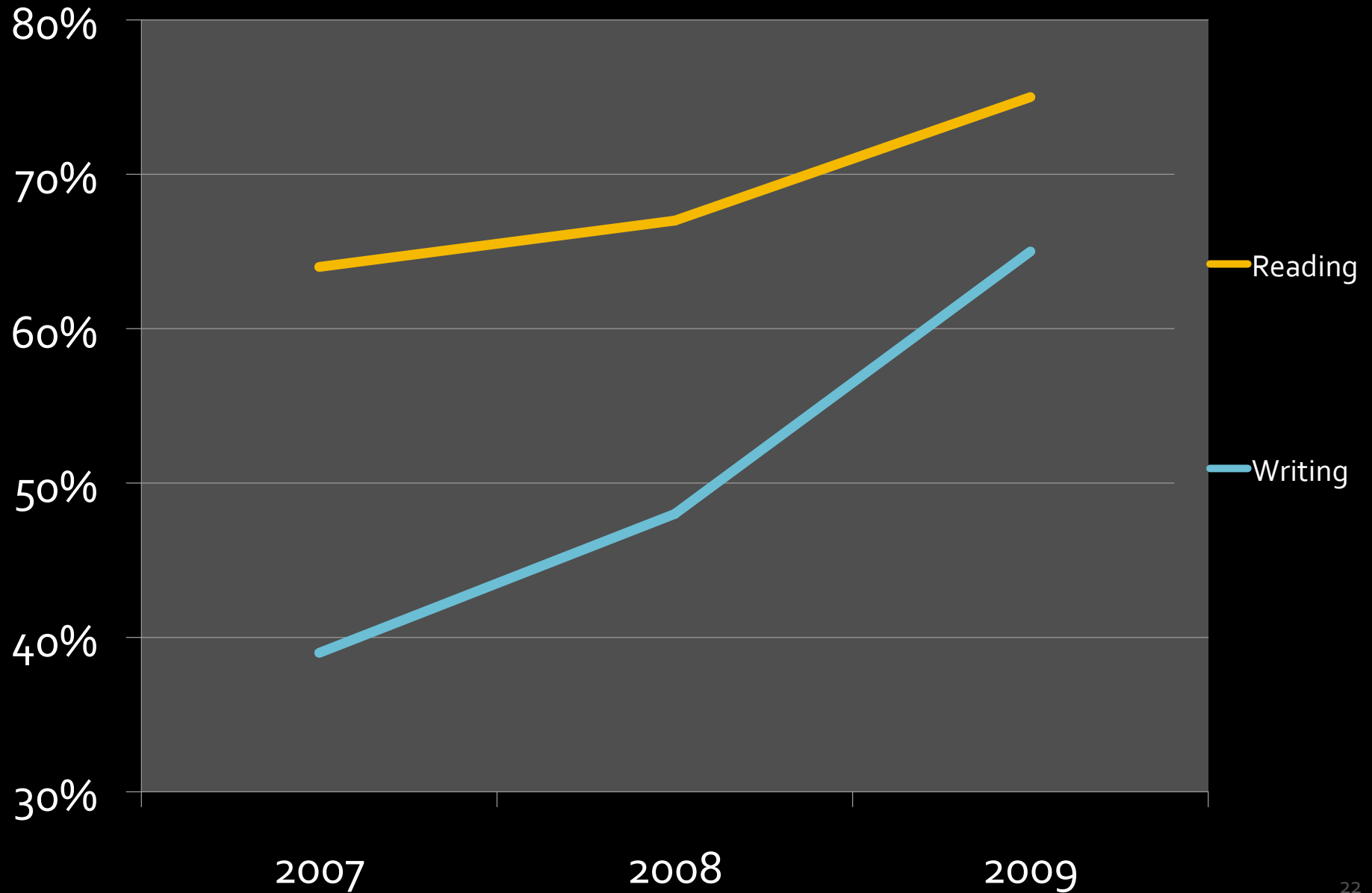


Data

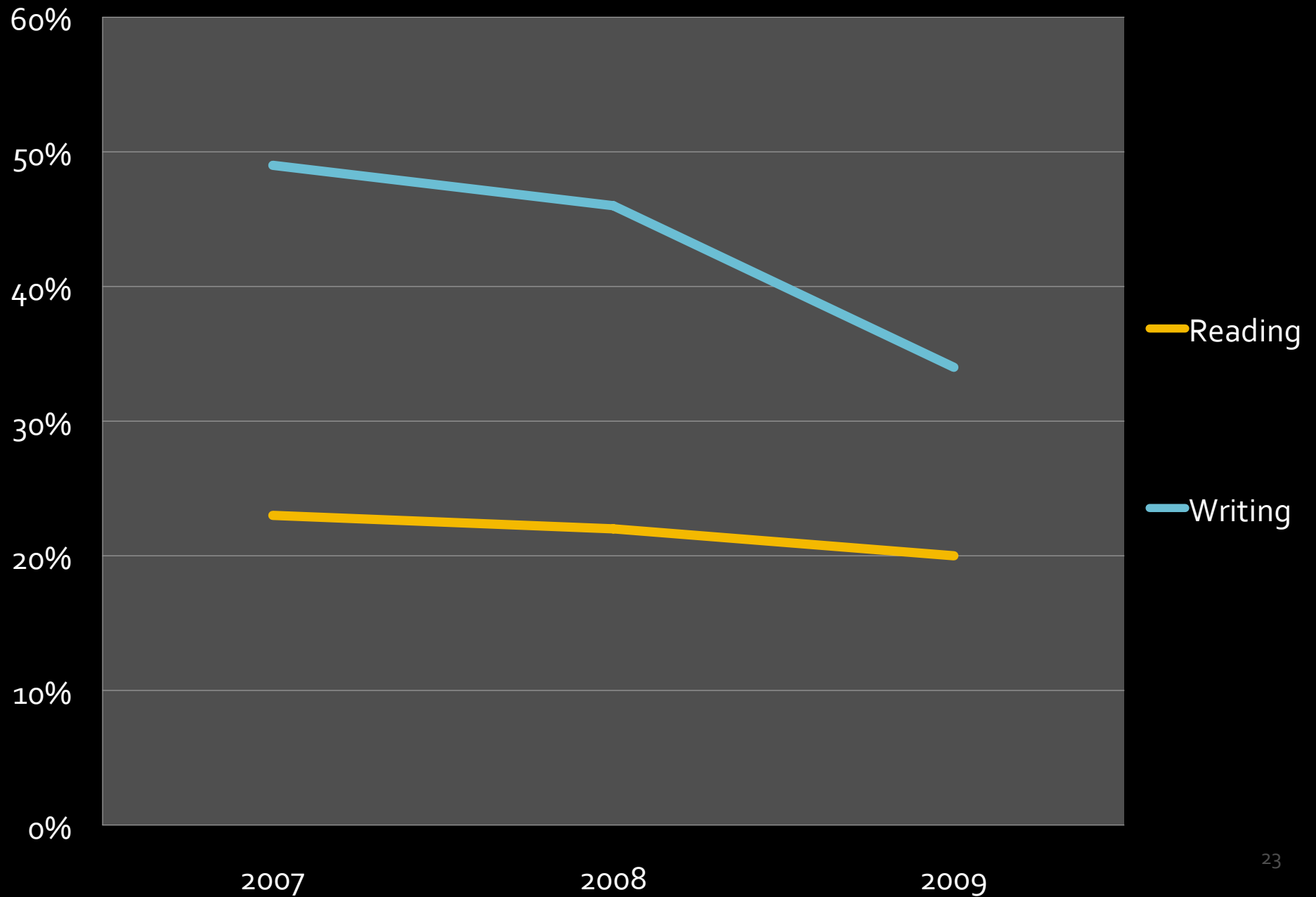
- Examining achievement data as evidence of successful transformation
- Ongoing collection of data from students and faculty (surveys, focus groups) to document shift



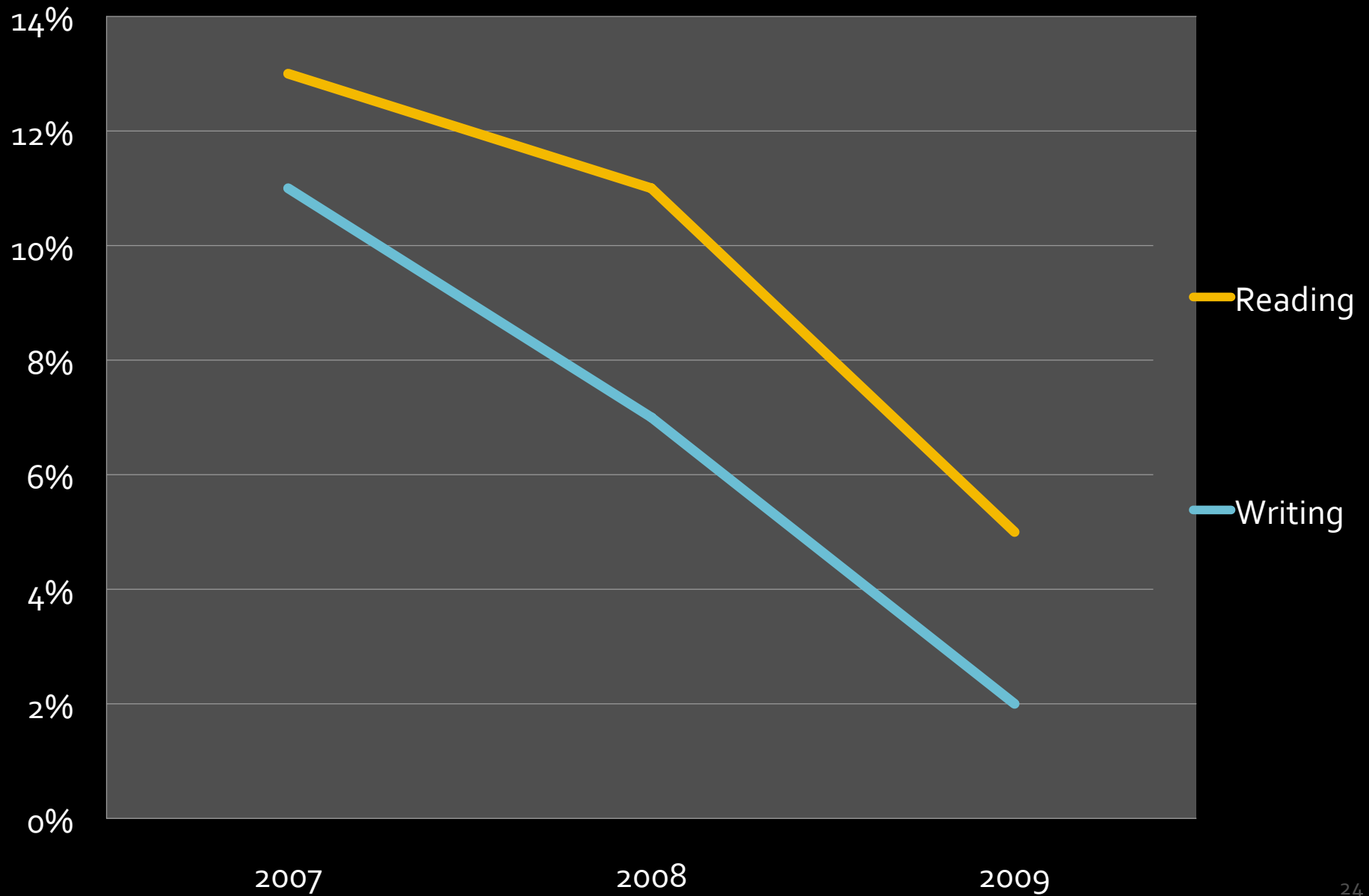
Percent Proficient (Ach Level score 3-4) on NECAP Test



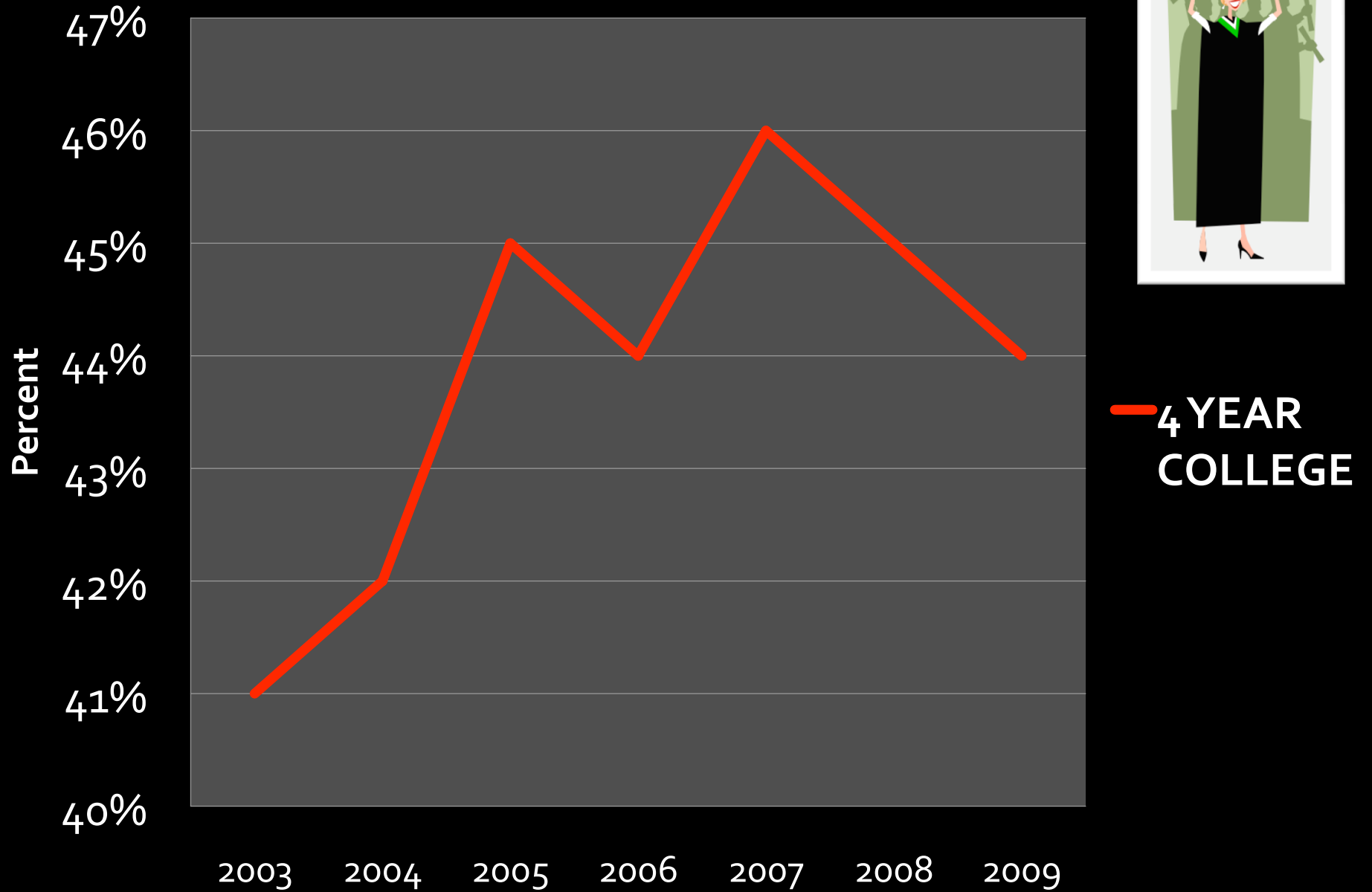
Percent of students scoring AL = 2 (Partially Proficient)



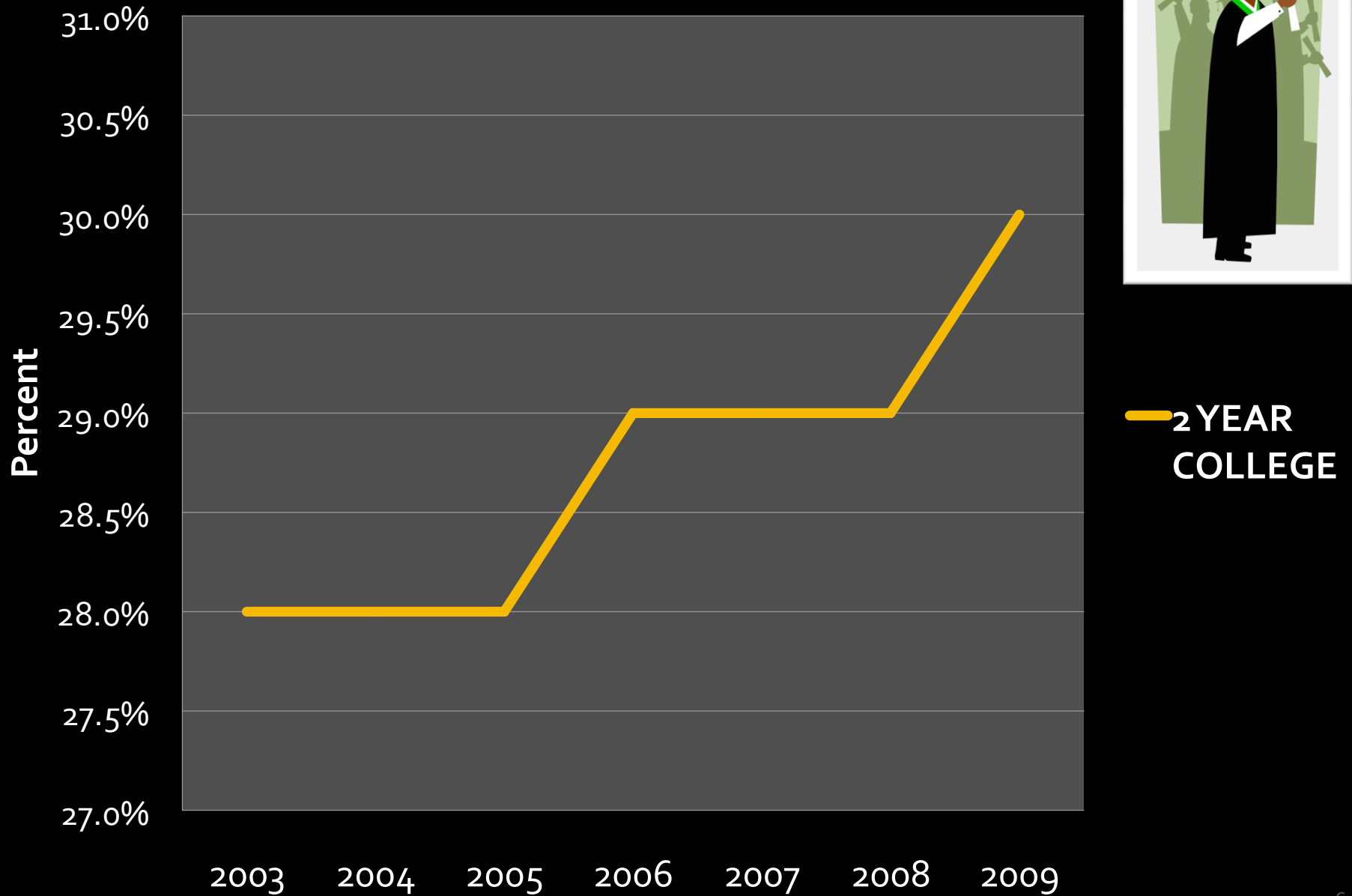
Percent of students scoring AL = 1 (Substantially Below Proficiency)



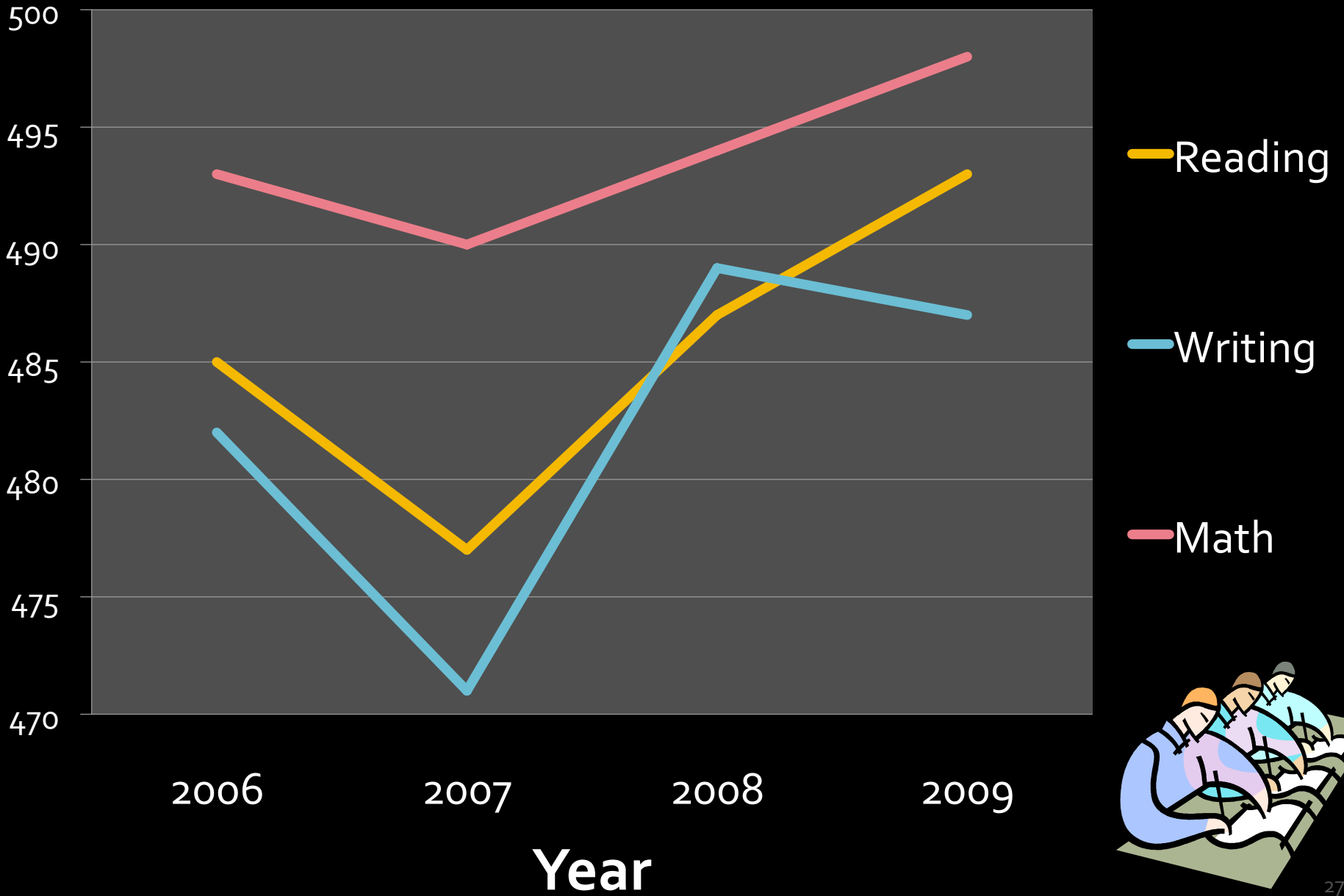
Graduates going to college



Graduates going to college



SAT Results



Other Data Collection

- Anecdotal evidence suggests major shift in teacher professional dialogue relating to student work
- Faculty Survey (Jan 2009)
 - N=144
 - 65 % said that tasks/Portfolio has educational value for students
- Student Focus Groups (Feb-March 2009)
 - 9 focus groups, n= 102
 - 55% said that completing tasks/Portfolio “is truly a good measure of demonstrating what students have learned and able to do”

Future Data Collection

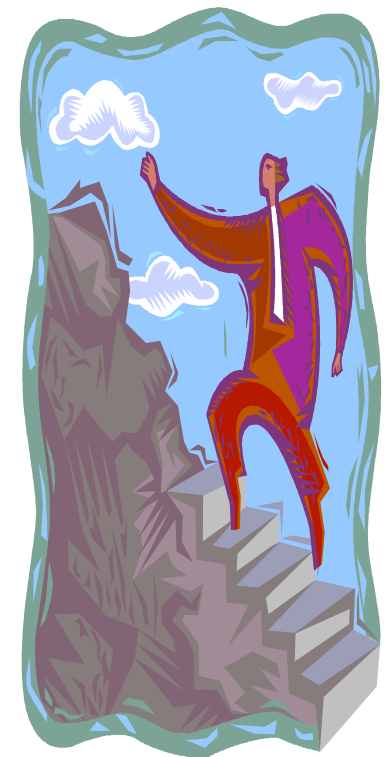
- Graduates: was their educational experience transformed because of Portfolio documentation of common tasks?
 - Use of National Student Clearinghouse to survey students enrolled in post-secondary institutions
- Teachers:
 - Survey/focus group directly addressing the transformed nature of teaching/learning

Scalability

- 1. Assemble a Steering Committee**
“to develop goals, rationale & action plan”
- 2. Establish “Goal” of Common Task**
*On-Demand to Demonstrate Proficiency
*Aligns with GSE / Standards
- 3. Train a Cohort of Teachers to Create & Validate Common Tasks**
“these teachers train other teachers”
- 4. Provide Opportunities for Calibration /Adjustment of Instruction**

Next Steps

- Perceived next steps
 - Coordinator support
 - Continue marketing
 - Bridging K-12 for common assessments
- Biggest Challenge
 - Size of faculty and student population
 - Refining system – sustainability
 - Finances
 - Family acceptance



Discussion



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Thank you!