

2017–2018 Projects

American Samoa Accountability System

American Samoa Department of Education (ASDOE) has requested technical assistance to create a coherent and transparent accountability system. In particular, ASDOE has requested help with developing a system that reflects many provisions of the Every Student Succeeds Act (ESSA). The work has included a trip to the territory to build ASDOE knowledge of accountability under ESSA, facilitating work groups to compare the current ASDOE accountability framework to ESSA requirements, and to provide coaching and feedback as the accountability system working group identifies principles, accountability indicators, and system components.

ASDOE has conducted regular working group meetings and completed documentation of its process, schedule, and vision for the project. ASDOE has selected potential accountability indicators and associated point values, and is planning to run data simulations with these parameters. The Center on Standards & Assessment Implementation (CSAI) continues to provide technical expertise and thought partnership, monitoring progress toward key decisions and milestones.

Bureau of Indian Education – Negotiated Rulemaking

The Bureau of Indian Education (BIE) has requested assistance with their Negotiated Rulemaking process in order to establish their standards, assessments, and accountability system under ESSA. The BIE currently faces a complex situation regarding standards, assessments, and accountability in that the BIE operates schools in 23 states and is required to collect, organize, and report federally required data based on each state's different accountability systems. This has proven challenging and the BIE is seeking to improve upon this situation through the Negotiated Rulemaking process under ESSA. The BIE has identified committee members, published issue papers, and proposed dates for committee meetings and member orientation.

Bureau of Indian Education – Data Collection and Reporting

CSAI continues the previous years' effort to help the BIE improve its data system, including data collection and reporting processes and practices. The primary focus for the year selected by the BIE was the establishment of a data governance board to establish uniform policies and practices. CSAI and West Comprehensive Center staff are supporting the BIE in this work by building their capacity to plan and conduct these meetings and act on decisions made. In addition to this work, CSAI has continued to support the BIE's efforts to conduct both program-level and Bureau-wide data inventories, facilitating Peer Exchanges with state education agencies, and developing an EDFacts data reporting calendar.

Brockport (New York) Central School District Curriculum Design Process

As a district, the Brockport Central School District (BCSD) is seeking to build the capacity of its administrative staff to articulate and implement their curriculum design process, and the capacity of their teachers to engage in and implement their curriculum design process. Key to articulation and implementation will be the finalization of a Curricular Strategic Plan, and a key dissemination tool for the work will be structured Professional Learning Communities (PLCs). CSAI has worked with BCSD to complete the project plan for developing the PLCs, including needs, participants, and groupings. CSAI has also conducted a curriculum review, in collaboration with the district, and provided responses to BCSD's research questions on research-supported best practices in curriculum development and design, concerns specific to New York's online assessments, and also around standards and assessment literacy for educators.

DC Early Learning Standards Revision

The Office of the State Superintendent of Education (OSSE) Division of Early Learning requested that the Mid Atlantic Comprehensive Center (MACC) assist with the revision of its standards for Arts, Science, Dual Language Learners, and Head Start by: 1) Conducting a scan of other SEAs' early learning standards; 2) Co-developing guidance documents for standards implementation; 3) Incorporating examples and supportive practices for dual language learners that are aligned with the Head Start Early Learning Outcomes Framework into the revised standards for Arts and Science; 4) Convening stakeholder meetings to gather feedback on revisions; and 5) Serving as a thought partner in the development of communications for the State Board of Education. CSAI and MACC have supported the planning and implementation of monthly stakeholder meetings and met OSSE's goal of drafting revised standards by summer 2018.

Culturally Responsive Formative Assessment for AI/AN Students

The Office of Indian Education has requested assistance in improving the capacity of states to address the pervasive and persistent achievement gap for American Indian/Alaska Native (AI/AN) youth in education. CSAI is engaging with SEAs and LEAs to plan and implement effective dissemination strategies for the use of online learning modules for culturally responsive formative assessment. CSAI is supporting the use of these materials at Anadarko Public Schools in Oklahoma, which will provide formative assessment professional development to elementary and middle school teachers in fall 2018. In addition, CSAI has created a new set of online professional development materials on the principles of culturally responsive instruction for Native American students. In fall 2018, CSAI will support the use of these professional learning materials by Title VI directors in Colorado.

Formative Assessment Bi-Regional Advisory Board

CSAI is collaborating with South Central Comprehensive Center (SC3) and Central Comprehensive Center (C3) to provide assistance on cross-state efforts to support SEA and LEA professional learning in formative assessment. During monthly virtual meetings and at a face-to-face summit, learning opportunities target specific areas of formative assessment and standards implementation as identified by SEA experts knowledgeable in SEA and LEA needs.

CSAI has participated in regular monthly calls with advisory board members and prepared content for webinars focused on how educators in various roles can support formative assessment implementation in classroom, school, district, and state levels. Learning topics include defining formative assessment and how it fits in a comprehensive assessment system, evidence to support student achievement, and examples of local initiatives.

Formative Assessment and Assessment Literacy Capacity Building

SEAs and LEAs need support in assessment literacy and particularly in implementing formative assessment, which is key to SEAs' and LEAs' efforts in meeting more rigorous state standards. SEAs and LEAs also need assistance conceptualizing and building educators' capacity to integrate high quality formative assessment practices into classroom curriculum and instruction and need professional development strategies and resources to support this implementation.

CSAI is assisting SEAs in building state and district capacity with existing CSAI resources in curriculum and instruction with formative assessment and assessment literacy. CSAI conducted professional development trainings in Colorado and Arizona on lesson planning and formative assessment. CSAI is also supporting professional development workshops for the Alabama State Department of Education.

Insular Areas Technical Assistance Meeting

CSAI was asked to share expertise on assessment and accountability systems at the 2018 Insular Areas Technical Assistance Meeting, hosted by the U.S. Department of Education. CSAI presented at two sessions: Standards and Assessments, and Accountability and School Improvement. The Standards and Assessments session was designed to provide participants with the information needed to select appropriate assessments and how to use those assessments to improve educational services. Topics included understanding the requisites of high-quality standards, overcoming challenges of alignment between standards and assessments, and using assessment data to enhance academic achievement. The purpose of the Accountability and School Improvement session was to provide information on systems of accountability and how to use accountability data to guide school improvements. Topics for this session included what data can be collected as part of an accountability system, how to weigh accountability indicators, how to measure subgroups, and how to use accountability information to design school improvement plans.



CSAI Update is produced by the The Center on Standards and Assessment Implementation (CSAI). CSAI, a collaboration between WestEd and CRESST, provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability. Visit www.csai-online.org for more information.



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