



Report on Assessment Inventory Team to Milwaukee Board of School Directors

Purpose

In response to Resolution 1617R-001, the Administration formed an Assessment Inventory Team and conducted a review of the MPS Balanced Assessment System. The Assessment Inventory Team conducted a district-wide assessment inventory and analysis of state- and district-required assessments in order to make recommendations to district leadership to ensure that students are taking the minimum number of assessments needed to serve essential instructional, diagnostic, and accountability purposes; that all assessments are high-quality; and that the assessment system is aligned, coherent, and streamlined. The district received training on the Student Assessment Inventory process and a \$5,000.00 grant from Achieve to complete the review of assessments.

Team Membership

The Assessment Inventory Team was led by a steering team of four district-level administrators from the Department of Student Performance and Improvement: Dr. Melanie Stewart, Dr. Natalie Collins, Theresa Morateck, and Robert Latterman. The team's 26 members included school administrators, teachers, school support teachers, district-level administrators, and parent-coordinators (see Appendix A). While we cast a wide net of invitations across the district, we had no control over who chose to participate. We feel strongly that communication and partnership with our teachers' union would have strengthened the process. An invitation was sent to the Milwaukee Teachers' Education Association and, although teachers participated in the team, no union officers were able to participate, nor were they able to host a feedback session within our timeline.

Process

The Assessment Inventory Team met five times between February, 2017, and June, 2017, to complete the following tasks:

- Understand state laws and district policies regarding assessments
- Conduct the assessment inventory tool using Achieve's *Student Assessment Inventory for School Districts* (see Appendix B)
- Collect feedback from key stakeholders (see Appendix C and Appendix D)
- Analyze data from the assessment inventory and feedback from stakeholders
- Make recommendations

Recommendations and Next Steps

After conducting the assessment inventory, our team initially made 26 recommendations. Some of these recommendations overlapped or were interrelated. Ranking of those recommendations by team members narrowed our discussion to 18 recommendations for further discussion. The steering team summarized the work of the team into the following eight recommendations:



1. Allow STAR Math, which is not normed at kindergarten, to be an optional assessment for K5 students. STAR Early Literacy, which includes numeracy, would still be required. Implementation will begin with the start of the 2017–18 school year.
2. Progress monitor students who are making academic progress and using interventions with fidelity monthly, instead of bi-weekly.
3. Go to Request for Proposals this school year for a norm-referenced universal screening tool in Spanish. Implementation to begin in the 2018–19 school year.
4. Go to Request for Proposals this school year for a progress monitoring tool that allows for assessment of specific skill deficits that are being intervened. Implementation to begin in the 2018–19 school year.
5. Further explore the redundancy in administering PALS in K4–2 and STAR Early Literacy and STAR Reading to meet the state’s reading readiness requirement and universal screening. Process to occur during the 2017–18 school year.
6. Help stakeholders understand the purpose, use, and viability of administering the PSAT/NMSQT to all 10th and 11th graders in Milwaukee Public Schools. Implementation to begin in August 2017.
7. Support school leaders in the development of their assessment and data literacy in order to use data to better inform instruction and continuous improvement efforts. Implementation to begin in August 2017.
8. Assist school-level parent coordinators with understanding the purpose and use of assessments so that they can facilitate discussions with and presentations to parents at their schools. Implementation to begin in August 2017.

Budget

The district received a \$5,000.00 grant from Achieve to complete the Assessment Inventory Process (see Appendix E). At present we have spent \$2,629.93 of the grant resources. The remainder of funds will be used on our work with recommendations #5–8.

Impact on Student Testing Time

The elimination of the requirement to administer STAR Math at K5 will reduce testing time for our kindergarten students by 1.5 hours.

	2016–17 School Year	2017–18 School Year	Reduction
Total Minutes Testing	300 minutes	210 minutes	90 minutes
Total Hours Testing	5 hours	3.5 hours	1.5 hours
Percentage of Time Based on Planned Hours (1,160 hours)	0.43% of school year	0.30% of school year	0.13% of school year