APPENDIX X – 5

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Overview and Organization

The Department of Assessment and Program Evaluation (A&E) is housed within the Curriculum and Instruction Department in the Tucson Unified School District. The Department head reports directly to the chief academic officer of the District, the Assistant Supervisor of Curriculum & Instruction.

The Department is led by its Director, Dr. Halley Freitas, and consists of a team of six principal researchers (job descriptions attached), an instructional data intervention coordinator, a district testing coordinator, a data integrationist who combines and manages data from different data systems for analysis, and administrative support.

The mission statement of A&E focuses and guides the department's development of its operations and implementation:

> *Assessment & Evaluation provides TUSD and our community support through research and reporting to inform data-driven decision-making and improve educational outcomes.*

More specifically, AE is charged with the following responsibilities, functions and tasks:

- To undertake the systematic and systemic evaluation of new initiatives.
- To Identify problem areas deserving of attention from District leaders through the systematic analysis of data that is part of the EBAS evidence base.
- To identify schools on a regular basis that are positive and negative outliers with respect to success in implementing particular initiatives or achieving particular goals and make the knowledge of effective practices accessible throughout the District.
- To support PLCs by consultation and the identification of research that would help PLCs make effective decisions.

The mission statement and these specific responsibilities may be organized into three essential functions that define the department:

- Assessments administration
- Evaluation of District initiatives
- Data support to TUSD and larger community (including external research)

Assessments Administration

A&E coordinates and/or administers 20+ District-wide assessments and surveys to students, staff, and administrators at various times throughout the year. They include state or federally mandated assessments such as student standardized testing, while others are required to assure equity of

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

programs and services such as the Student Survey of Teachers. District-initiated assessments such as academic benchmarks and surveys also fall under the aegis of A&E.

A&E's responsibility extends to the design and implementation of the common benchmark assessments administered three times a year. They focus on reading and mathematics skills, reflect the Arizona College and Career Readiness Standards, and align to the District's curriculum pacing guide. These assessments measure students' progress through the curriculum. Each summer A&E conducts item analyses on each benchmark test to assess the difficulty, reliability, and alignment. Teachers and members of the Curriculum Department assemble, as needed, to review existing tests and to select new items to ensure a level of rigor equivalent to the state standardized tests. A&E also works closely with schools and the curriculum department throughout the year to create and share common formative assessments (CFA), a cornerstone task of the PLC process.

Each year, A&E provides critical data resources to schools including benchmark assessment blueprints, the actual benchmark assessments, pre-built SchoolCity Formative Assessments by standard (Rapid Response), the larger SchoolCity item bank, and the A&E Quick CFA guide. Additionally, A&E provides teachers and administrators ongoing individualized support and group professional development to offer strategies in the creation of assessments, as well as interpretation and decision-making from the student results. Every member of the A&E Department is involved in the administration of one or more of the assessments including communication to schools, preparation, logistics and training, coordination, testing support, data collection, uploading and cleaning of data, development of reports, and communication to stakeholders. Please see Table 1 for an implementation timeline of these assessments.

Table1. A&E Assessment Timeline 2017-18													
Assessment Type	Who is Assessed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
21st CCLC Satisfact Surv	Students in 21st CCLC schools					x				x			
21st CCLC Teacher Surv	Teachers in 21st CCLC schools									x			
ACT Test	Grade 11									x			
AIMS Spring Science	Grades 4, 8, 9 or 10								x	x			
AzMERIT-Fall EOC	High School			x	x								
AzMERIT-Spring	Grades 3 - 11									x	x		
CFAs	All schools	x	x	x	x	x	x	x	x	x	x		
Civics Test	8th grade and higher	x	x	x	x	x	x	x	x	x	x		
Gate Testing K	TUSD enrolled students						x						
Gate Testing 1-6	TUSD enrolled students			x	x								
Gate Testing K-6	Non-TUSD Students/make ups						x						
Pre-Post Summer School	MOWR students											x	x
NAEP	Selected grades and schools							x	x				
PSAT Testing	Grade 10			x									

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Quarterly Benchmarks**	All students grades 2 - 11		x	x		x		x	x					
SAI - ADE	Tchrs rate principal leadership								x					
SAT Test	Grades 11 and 12								x	x				
School Quality Survey	Students - On-line						x	x						
School Quality Survey	Staff - On-line						x	x						
School Quality Survey	Parents - Paper Survey						x	x						
Student Survey of Tchrs	Students - On-line				x	x								
SchoolCityHelp	Logistical support to schools	x	x	x	x	x	x	x	x	x	x	x		
Senior Survey	Grade 12									x	x			
UHS Testing - CogAT Gr.7	TUSD Students									x	x			
UHS Testing - CogAT	Non-TUSD Students/make ups					x							x	

**Math - All Students / Reading and Writing - All Students except ELL below Intermediate

These diagnostic, formative, benchmark, and summative assessments measure student performance by ethnicity, program-type, specialized need, etc. to inform stakeholders if student achievement goals are met.   Statewide-standardized testing results and other data are provided in online reports, disaggregated by school, grade, classroom, and/or by individual student to show proficiency trends. A&E collaborates closely with Technology Services to ensure that these data reports are available to TUSD staff and stakeholders.   Additionally, demographic variables such as Free/Reduced Lunch status, ethnicity, support service involvement, special needs, etc. are also available to TUSD staff to identify variability in performance of specific sub-groups.

A&E identifies schools that show positive or negative performance relative to one another based on a variety of data sets. For example, each year during the summer, A&E produces a ranking of all schools in TUSD based on multiple variables including AzMERIT scores, quarterly benchmark scores, discipline rates, FRL rates, and attendance rates.   A&E identifies the top and bottom ten percent of schools and examines the similarities and differences these schools share. These results are shared with District leadership to guide decision-making and resource allocation, including staffing, interventions, and other supports.

To support schools in data decision-making, A&E meets with targeted schools a minimum of three times a year. Struggling schools may receive more attention from the department while successful schools may receive less attention.   At the beginning of the academic school year, A&E works with a number of school leaders to identify trends in the data to help place students in appropriate environments. A&E also meets with every school leadership team to discuss their state letter grade and/or other state ranking determination in the fall.   Effective practices that demonstrably improve academic performance are shared with the leadership teams at that time so they can be incorporated into their required action plans. Academic directors subsequently follow up with their schools to ensure that the action plan was drafted and implemented accordingly. In the second semester, when two sets of benchmark scores are available, A&E prioritizes professional development and data support to those schools that show low growth and identify strategies to improve student learning.

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Evaluation of District Initiatives

A&E provides the District with data reporting and ongoing evaluation of initiatives identified and implemented by District leadership. A&E uses an explicit set of formative and summative procedures to carry out these evaluations at all levels of the system (organization, program, and student). All evaluations take into account, as much as possible, the dynamic and diverse social, ethnic, and cultural influences both in and out of school that can confound the explanatory power of the data. Because the results of an evaluation can only be as good as the data that is collected, fidelity to consistent data collection practices is a cornerstone of all evaluations.

Program evaluations can vary in scope based on their research questions and evaluation methods. Usually, shorter-term evaluations use a single evaluation methodology such as linear regression or results from a survey over multiple years to inform reporting. These types of evaluations can range in 'time spent' from a couple of weeks to a couple of months to complete, depending on the research question and availability of data. Conversely, longer-term evaluations use a multi-methods approach (both qualitative and quantitative methods) and often will demand two semesters or more of 'time spent' to complete the work.

The typical schedule for longer-term evaluations is: During the fall semester, activities include specifying the research question(s), crafting the evaluation design and literature review, doing a needs assessment, and collecting the process and outcome data. The process and outcome data collection often extends into the spring semester depending on the research question. Data analysis and report writing generally occur during the spring semester and continue into the summer months. Throughout the evaluation, research project managers (RPMs) produce quarterly updates for directors and will report on monitoring activities at the end of each semester. At the end of each fiscal year during the summer, RPMs produce an annual evaluation report that documents the level of impact that the program had on specific student variables such as integration, academic performance, discipline, enrollment, placement in advanced learning experiences, and engagement by ethnicity. Additionally, these reports, as needed, include recommendations for program improvement. Table 2 reviews the underlying model and research questions driving A&E's program evaluations.

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Table 2. Research Methods and Questions for A&E Program Evaluations	
Procedure	Research Question
Review of literature:	What is the justification of program or strategy?
Needs Assessment:	What data is used to determine school program participation?
Needs Assessment:	What are the greatest needs of the students?
Process Evaluation:	How does program work in relation to other services to students?
Process Evaluation:	How are students identified for services and monitored?
Process Evaluation:	Are services relevant to student needs?
Process Evaluation:	Type and dosage of intervention
Process Evaluation:	Documentation that qualifications, etc. of personnel are appropriate to task
Outcome Evaluation:	What is the impact of the program/service on specific student need?
Outcome Evaluation:	How much did the targeted behavior increase/decrease as a result of participation?
Recommendation:	What aspects of the program need revision or additional resources to be effective?
Recommendation:	Communication of effective practices to stakeholders

A&E program evaluations may also review staffing, when appropriate. The following staffing questions may be used to guide staff program evaluations. They are:

- Are staff from the program deployed in schools servicing students with the greatest need?
- Are the levels of experience or variation in professional credentials of staff related to how they spend their time in the program?
- What does program staff do to enhance teacher effectiveness?
- How do the roles of other support personnel from the site or from the central office intersect with those implementing the program?

Once initiated, the evaluations frequently become a multi-year process to monitor continuous improvement and to produce an annual report on the impact of the program. In the spring of each year, A&E reviews existing initiatives that the department is involved in as part of the budget development process. During this review, the department identifies problem areas or areas in need of evaluation based on the judgement of District staff and stakeholders and an analysis of the data. The list of new initiatives is shared with the Assistant Superintendent of Curriculum & Instruction (C&I), the

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Desegregation Department, and other District leaders for feedback.   Based on their responses and operating within the available resources each year, A&E prioritizes existing initiatives against new initiatives. The result is a departmental work-plan for the upcoming year that requires approval from the Assistant Superintendent of C&I to proceed. It is also possible that one or more of these prioritized initiatives could become research projects for UA graduate students through our partnership with the UA Education Department.

The A&E approved work-plan is implemented at the beginning of the academic school year and will include roles and responsibilities for the three core areas: assessment administration, program evaluation activities, and ongoing data support. Table 3 lists existing ongoing program evaluations as well as proposed new initiatives.

Table 3. Annual A&E Program Evaluations	
Ongoing Program Evaluations	**Main Question**
21st CCLC Annual Report (N=26)*	What is impact of programs on student achievement and enrichment?
DAEP Evaluation*	Does DAEP decrease out of school suspensions?
Equity Student Support Evaluation*	What is impact of SSS on student academics, discipline, or engagement?
GATE Students longitudinal evaluation	What effect does enrollment have on students in SC GATE who did not qualify; what effect does regular classes have on students who qualified for SC GATE over 3 years?
ISI Evaluation	Does ISI (in school suspension) decrease out of school suspensions?
MOWR	Pre-post growth gains evaluation to determine promotion or retention
Principal Evaluation-ADE	What is the quality of leadership practices?
School Ranking	Which schools need more resources and why?
Substitute Teachers Study*	What is the distribution of substitutes in TUSD by dosage and qualifications?
Teacher Effectiveness Evaluation	What is the quality of instructional practices?
Teacher Evaluation-ADE	How effective is each teacher?
Proposed Future Evaluations	*Main Question*
Common Formative Assessments Eval	*Does student achievement change when CFAs are used with fidelity?*
*Culturally Relevant Pedagogy Evaluation**	*What is the quality of instructional practice?*
*MTSS and PBIS Evaluation**	*Does MTSS and PBIS decrease student discipline?*
*Professional Learning Communities Eval**	*What is the impact of participation in functioning PLCs?*

Year-long multi-method evaluations

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Data support to TUSD and larger community

A&E's mission statement guides the collection, interpretation, and dissemination of relevant data at the individual, classroom, school, District, and community levels to improve student growth and achievement. A&E collaborates closely with Technology Services (TS) as well as Curriculum and Instruction (C&I) Departments to provide data support to TUSD. A&E supports the design and application of data in the Evidence-Based Accountability System (EBAS) with TS. Additionally, A&E supports effective practices such as Professional Learning Communities (PLCs), the Multi-Tiered Systems of Support (MTSS), the Teacher Mentor program, etc. through the use of data in decision-making with C&I. A&E provides data support through two primary venues: data reporting through an assortment of on-line resources as well as custom reporting to individualized requests.

a. Online resources:
- **TUSDwebdata.tusd1.org (public):** This webpage is public accessible and shows multi-year aggregated data by school including enrollment, survey data, and stability data.
- **TUSDwebdata.tusd1.org (internal to TUSD):** The webpage is under development and will be available to TUSD educators for the 2018-19 school year. This page will have the ability to drill down to grade level and possibly to individual student data by school and ethnicity and will display reports on enrollment, attendance, demographics, survey results, graduation and dropout rates, and letter grade information.
- **Teacher Assessment Resource page:** This page, currently housed in Sharepoint for teachers and administrators, will migrate to the Office 365 platform in SY 2018-19. This page provides complete information about benchmark testing including the actual tests, District results, correlations to other assessments, etc. It also provides resources to teachers about common formative assessments development and administration.
- **SchoolCity website (vendor):** The reporting feature of this webpage houses academic data such as state and District wide assessments broken out by school, grade, class, and student in different reporting formats. All academic results from different assessments are uploaded in this platform so that teachers can view results of multiple assessments for any child longitudinally.

b. Custom reporting:
- **Formal RFI's or Request for Information**: Normally, RFI's come to A&E in a formalized written format from the Legal Department for Governing Board members or community requests as well as from the Desegregation Department for plaintiff or Special Master requests.
- **Requests to Conduct Research**: External researchers must submit a formal research proposal to A&E for approval prior to data collection from TUSD's resources. Because of privacy concerns, A&E frequently provides the data to researchers with de-identified information. Requests for large data sets are inherent to external researcher proposals.

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

- **Informal data requests**: These requests come to A&E via phone or email from District leadership and staff to provide data for compliance reporting, grant or award writing, departmental RFI responses, etc.
- **Data support:** These requests also come to A&E via phone or email from District leadership and staff requesting A&E to work with groups of educators to interpret data for decision-making.

c.   Professional development and data support at schools:

- **Train** principals, teachers and central staff in the development of valid and reliable formative and summative assessments that align to the curriculum
- **Communicate** to staff and the community data trends from state testing, benchmarks results, CFAs, and other assessments, as well as inform them of changes in state and local student achievement tests.
- **Collaborate** with a range of audiences to build capacity in understanding the purpose/logic of specific assessments and the instructional use of the results.
- **Engage** users in available technology to facilitate ease of data collection and instructional use from assessments.

Data reporting and interpretation are key functions of the department. Table 4 lists the ongoing data support that A&E provides to TUSD departments and schools.

Table 4. Ongoing Data Support and Interpretation with District Departments		
What	Who	Why
21st CCLC - continuous improvement plans and data support	work with 21st CCLC District Coordinator and schools	Provide logistic support between schools and community partners, data collection training and monitoring, attend meetings, provide weekly/monthly reports to schools to support targeted implementation, write the mid-term and annual evaluation report for each program
ACT, PSAT, NAEP, etc.	Work with TS and Counseling Coordinator for test logistics and administration.	Upload and clean raw data and store in files. Prepare reporting to schools on student performance.
A-F Letter Grade – CCRI data	Work with CTE and high school leadership	Provide data to ADE on graduating seniors from 17 data sets as part of the state letter grade determination
Data support to teachers and administrators in regional schools	Work with Assistant Sup't C&I	Provide specific data reports and professional development to targeted schools. Data is analyzed by performance levels, ethnicity, grade, teacher, and program type
Discipline Committee	work with Ass't Supt's and Discipline Coordinator	Review discipline trends over time by ethnicity to identify schools with disparities

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

District level PD's - data digs/Teacher Assessment Resource page, etc.	work with C&I, central staff, and administrators	Develop skills in how to find patterns in the data results to understand strengths and weakness of student learning to guide decision-making.
ELL Liaison	work with Director of Language Acquisition	Provide data reports and demographic information on student participation in ELL and Dual Language
Equity Programs liaison	work with Equity Directors	Provide data collection training and monitoring, attend monthly meetings, generate quarterly reports and custom reporting for AASS, MASS, and NASS, provide ongoing program evaluation findings
External Research Requests	work with Superintendent	Reviews research requests and provides approval process. Provides raw de-identified data files to researchers for analysis
GATE Liaison	work with Directors of ALE and GATE	Supports testing for GATE services, manages test documents, scores tests and determines eligibility, generates reports, and maintains data records
Large data sets requests (e.g. Civil Rights, C2C, Helios, etc.)	work with Grantee/Federal Agency	Provides large data sets to federal agencies in specified formats
Magnet data support	work with Magnet Director	Provide data reports and demographic information on student participation in Magnet programs
MOWR - pre-post growth summer school analysis	work with Regional Assistant Sup'ts	Identify MOWR students for placement in summer programs. Analyze results of pre-post testing for promotion to 4th grade.
MTSS and Bright Bytes liaison	work with Discipline Coordinator and TS	Develop student intervention data collection protocols to measure student outcome, monitor data collection and provide support to MTSS Facilitators.
Professional Learning Communities (PLCs) support	work with school and grade level PLCs	Provide support to PLCs with data interpretation and decision-making
Requests for Information from Stakeholders	work with Legal and Deseg Depts	Address RFI through an analysis of data and a written explanation of the findings
School-based PD – SC data analysis and CFA development, Teacher Assessment Resource page (TAR)	work with Teachers and TTLs	Build capacity to use and interpret data from online assessments to inform instruction. Useful skills to support effective PLCs.
Synergy Liaison	work with TS	Collaborate with TS to ensure that data is accessible and available to be pulled for data analysis
Teacher Evaluation/301 Committee Liaison	work with HR and Teacher Evaluation Committee	Collaborated in evaluation design and criteria that is reviewed annually. Provide academic growth and survey results for the teacher evaluation calculation.

Department of Assessment & Evaluation
Report on Operations and Implementation of Responsibilities

Tech Readiness Survey Liaison for AzMERIT	work with TS	Communicate between TS and schools to ensure school's technology needs are met and problems are resolved
Testing Coordinator oversight	work with ADE and schools	Support and inform testing coordinators of duties, timelines, and reporting, communicates deadlines etc. from ADE, provides continuous data and logistical support
Title 1 and SIG liaison	work with Title 1 Director	Provide student data for compliance reports such as achievement data, enrollment, attendance, discipline, etc.
TUSDwebdata Power BI reports, and EBAS liaison	work with TS	Develop on-line reporting to TUSD and the community on data trends including achievement, enrollment, demographics, etc.
UA Liaison	Department of Ed Psych and Ed Leadership	Matching doctoral students with RPMs to conduct research that will provide results that are valued for decision-making to identify and replicate best practices.
UHS Assessment Coordinator	work with Director of ALE and Principal of UHS	Maintains communication with prospective parents, UHS, and District staff, coordinates testing, scoring of tests for eligibility, admissions notification, tracking student acceptances, maintains records, and provide reports
USP annual evaluation data support	work with Director of Deseg	Provides support and data analysis of District initiatives to address criteria prioritized in the unitary status plan

In summary, this report outlines a systematic and systemic approach that guarantees that data is at the core of decision-making throughout the District, ranging from teachers determining which students need targeted interventions in a classroom to District leaders deciding which schools need additional resources. Additionally, the results of ongoing program evaluation will give actionable recommendations about the resources needed to sustain and promote effective instructional practices that in turn, will improve all student educational outcomes.