



Chesterfield County Public Schools  
Innovative. Engaging. Relevant

# Student GROWTH Measures



# Purpose

Over the past two decades, under the guidance of the 2001 No Child Left Behind Act, K-12 education has seen an accelerated use of objectively scored assessments as a means to measure student success in America. Chesterfield County Public Schools (CCPS) believes standardized assessments are not the only valid measure of achievement and growth; we also recognize the importance of measuring both academic and non-academic areas to cultivate the whole child. CCPS encourages students and staff at every level to set personal goals for growth with the emphasis placed on a growth mindset. The formation of the Student Growth Measures committee, and the research included, strives to articulate the CCPS philosophy on balanced assessment, student growth, and how both will be measured in alignment with federal and state guidelines.



## Formation of the Student Growth Committee

A committee comprised of representatives from Chesterfield County Public Schools (CCPS) elementary schools, middle schools, high schools, and central office was established to articulate the CCPS philosophy on student growth and how student growth will be measured.

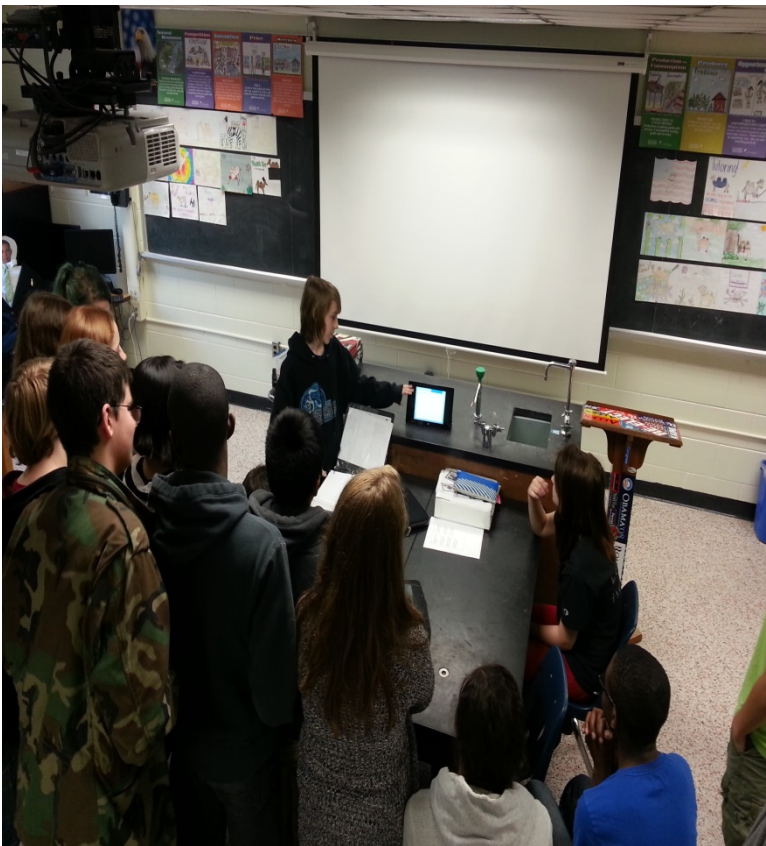
### The goals established were

- To create a concrete statement on student growth measures for CCPS
- To develop a white paper on balanced assessment
- To grow performance-based assessment learning and resources



## What is student growth?

Student growth is a measure of academic progress an individual student makes over a period of time. By comparing a student's current academic performance to his or her previous performance, there is a greater understanding of the knowledge and skill gained. Through the frequent communication of progress, students are directly involved in and can establish ownership of their own learning.

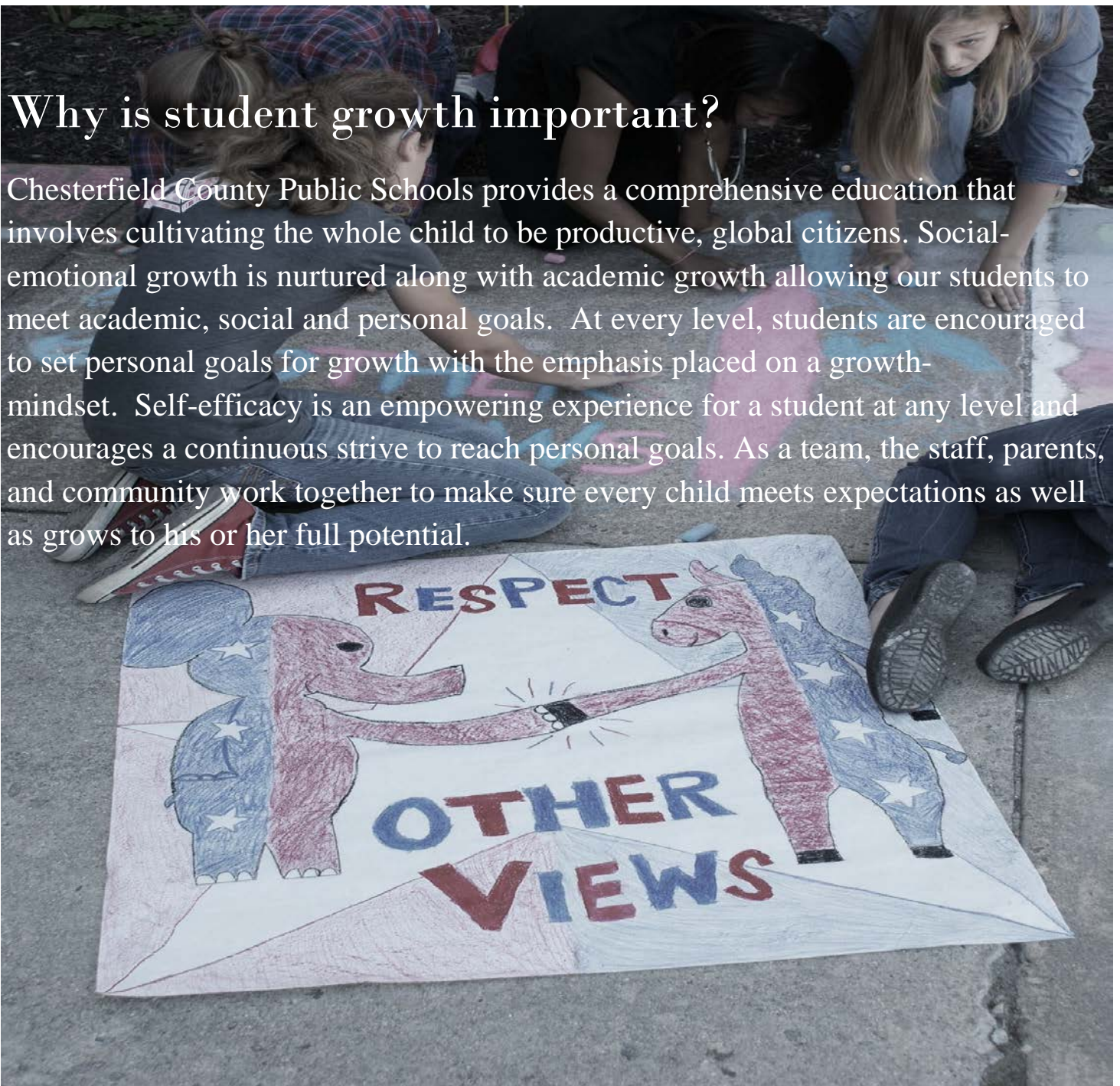


# What is performance-based assessment?

Along with traditional assessments, performance-based assessments are utilized as an indicator of student growth through tasks and evaluations. Performance-based assessment tasks can be formative and/or summative indicators of growth throughout the learning process while evaluations measure overall student growth. Performance-based opportunities to demonstrate standard-aligned knowledge, skills and processes can provide value, interest and motivation to students. By scaffolding these opportunities over time, CCPS graduates will be college and career ready.

# Why is student growth important?

Chesterfield County Public Schools provides a comprehensive education that involves cultivating the whole child to be productive, global citizens. Social-emotional growth is nurtured along with academic growth allowing our students to meet academic, social and personal goals. At every level, students are encouraged to set personal goals for growth with the emphasis placed on a growth-mindset. Self-efficacy is an empowering experience for a student at any level and encourages a continuous strive to reach personal goals. As a team, the staff, parents, and community work together to make sure every child meets expectations as well as grows to his or her full potential.





## In what areas will growth be measured?

In order to be successful, students require opportunities, supports, and skills that extend beyond traditional models and practices. As a school system, we are committed to providing our students opportunities to excel in academics, wellness, and leadership and to demonstrate real world application throughout the course of their educational experience.

Collaboration, creativity, critical thinking, communication, and citizenship are nurtured and developed through Project Based Learning and service learning opportunities.



# What is balanced assessment?



A balanced assessment model includes a variety of purposefully selected assessments to measure achievement and growth as well as provide feedback to enhance student learning. A balanced-assessment model aligns to both federal and state expectations. CCPS is committed to supporting students in this growth model and developing multiple measures to assess student growth throughout the K-12 experience.

The following chart outlines the grade level and purpose - Growth (G), Feedback (F), Aptitude (Apt), or Achievement (A) - of assessments utilized by Chesterfield County Public Schools.

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
Developmental Reading Assessment (DRA)	G	G	G	G	G*	G*							
Phonological Awareness Literacy Screening	AG	AG	AG	AG									
Kathy Richardson Screening Assessments	G	G	G										
Standards of Learning Assessments				A	A	A	A	A	A	A	A	A	
CCPS Common Assessments (PowerSchool)				FG	FG	FG	FG	FG	FG	FG	FG	FG	FG
MAP Testing (4 School Pilot) (to be expanded to full implementation by 18-19)				G	G	G	G	G	G				
Reasoning with Numbers Assessment			FG	FG	FG	FG							
PSAT/VPT										G Apt	G Apt	G Apt	
CogAT				Apt									
CCPS Kindergarten Readiness Assessment	FG												
Algebra Readiness Diagnostic Test (ARDT)							G*	G*	G*	G*			
CTE Credentialing Assessment									A	A	A	A	A
Health Fitness Testing					G	G	G	G	G	G	G		

\*Assessments to be removed in the 2017-2018 school year

# How does the CCPS plan for student growth align with state and federal guidelines?

The Every Student Succeeds Act (ESSA) requires each state to have an accountability system to include at least one non-academic measure. The Virginia Department of Education (VDOE) is revising the Standards of Accreditation for the state in response to the change in federal law. The new requirements will include measures focused on students' personal interests and abilities, demonstrate the 5 C's (Communication, Critical Thinking, Creativity, Collaboration, and Citizenship), build connections and involvement in civic opportunities, and set goals for career and school. The goals for a balanced assessment model, in collaboration with the vision for ESSA and the VDOE, establish the expectation that students need to grow in many areas - both academic and non-academic - in order to be productive, global citizens.

## Committee Recommendations

**Literacy Measures** – continue the use of DRA for K-3 students while researching an alternative progress monitoring tool, which produces reliable data and preserves instructional time, to effectively measure growth in the area of literacy.

**Universal Growth Measure** – invest in a growth assessment which measures both reading and math from upper elementary (3<sup>rd</sup> grade) through middle school (8th grade), such as the NWEA's Measure of Academic Progress (MAP). CCPS quarterly common assessments would be replaced by the use of such assessment.

**Social-Emotional Assessments** – investigate tools for assessing social-emotional learning and determine the best fit for assessment to provide the greatest outcomes for our students. Utilization of a social-emotional assessment would increase understanding and assert the importance of social-emotional learning in schools.

**Performance-Based Assessments** – embed one performance-based assessment into each grade by the end of the 2017-18 school year. Performance-based assessments would replace one or more of the quarterly assessments to enhance and enable a more balanced assessment and foster true student growth.

**Global Competencies** – review the purpose of competencies in Fitness, CTE, and World Languages as each relates to the "Profile of a Virginia Graduate."



**Electronic Portfolio** – explore the use of a learning management system to maintain evidence of growth and achievement for kindergarten through 12th grade in all core academic subjects. Electronic portfolios would provide opportunities for ongoing and comprehensive student centered learning and growth.

## Timeline

Strategy	2017-2018	2018-2019	2019-2020
<b>Literacy Measures</b>	<p>Only require DRA to be used with k-3<sup>rd</sup> grade and new student entrance</p> <p>Develop k-12 literacy plan which includes new measures for literacy</p>	Implement new measures as recommended by the k-12 literacy plan	Continue with k-12 literacy plan recommendations
<b>Universal Growth Measure</b>	Continue pilot sites of Universal Growth Measure and expand to all middle schools (6-8) as well as all elementary schools (4-5) which serve at-risk population or risk full state accreditation.	Implement Universal Growth Measure in all schools 3-8.	Define interventions strategies tied to student growth
<b>Social-Emotional Assessments</b>	<p>Analyze data of Gallup Student Poll and research other measures of SEL at the secondary level.</p> <p>Research other social-emotional assessments to be used at the student-level</p>	Select and pilot a screener that measures social-emotional well-being, hope, and at-risk behaviors.	Implement social-emotional assessment at the secondary level
<b>Performance-Based Assessments (PBA)</b>	<p>Create quality criteria, template, and professional learning for performance-based assessments.</p> <p>Pilot PBAs created according to quality criteria k-12</p> <p>Audit internally PBAs included in Local</p>	Embed PBAs in curriculum model as common assessment within units of instruction k-12	Continue expansion of PBAs to reach a balanced assessment model in the classroom.

	Alternative Assessments (LAA)		
<b>Global Competencies</b>	No action	In collaboration with the creation of district's strategic plan, identify potential competencies to be measured that prepare students to be both globally competent and competitive	Pilot assessments that measure global competencies
<b>Electronic Portfolio</b>	Implement Learning Management System and research capabilities of electronic portfolios	Pilot in electronic portfolios as feeder patterns 3-12	Implement electronic portfolio 3-12 division-wide

# Student Growth Measures Committee

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