



Self-Assessment Tool

Indicator 3c Assessment Proficiency

Date:

Person Completing Assessment:

Team Members Present:

Purpose:

This tool is designed to assist districts with these two major goals:

- 1) Assessing the district's current implementation of programs and of supports to improve assessment scores of students with disabilities;
and
- 2) Identifying steps to improve.

Instructions:

1. **Form a Team.** Identify site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of this team. Your team needs to consist of experts in this area and have the ability to implement improvement strategies.
2. **Review Tool and Gather Supporting Documents.** Prior to meeting, provide each team member a copy of the paper Self-Assessment to allow time to become familiar with this tool and gather Supporting Documents* that document the district's current level of implementation.
3. **Meet to Review Current Practices and Procedures.** Schedule approximately 1-3 hours to meet as a team to consider the probing questions, develop a summary response, and consider ways to improve (which includes identifying the professional development to pursue). A team member identified as the "recorder" may also document barriers, concerns, and questions raised by the team.

4. **Complete the Self- Assessment.** The summary should be completed as a team. Once the team has answered the probing questions, provide a summary describing what you learned from the review, and what barriers are preventing you from meeting the target. Finally, the team will develop action steps or an improvement plan and describe the needed professional development to support the plan.
5. **Submit Plan Electronically.** Submit the team’s plan for improvement following the link:
https://osde.co1.qualtrics.com/ife/form/SV_cObVCNOUfeX5B6R.
6. **Continued Monitoring and Improvement.** Once the plan has been submitted and implemented, the team should meet again to analyze results, identify areas of improvements, and make adjustments to the plan as you move towards improving performance.

Helpful Hints:

*Identify all relevant data to assist your team as you review and identify areas of needed improvement. Here are a few recommended data sources for analyzing Assessment Proficiency for students with disabilities.

- Statewide and districtwide assessment data
- Current student placements (e.g.; percent in general education setting, percent of students with disabilities remaining in general education setting the entire class period)
- List of benchmarking tools used at all grade levels
- List of resources and programs available at all grade levels
- Percent of students leaving the general education setting for resource room versus remaining in the general education setting the entire class period.
- Policy and procedures relating to:
 - Sharing current data and academic progress with parents
 - Appropriate identification of accommodations for classroom and state assessment
 - Identifying the appropriate assessment for each individual student
 - Identify and place students in resources and/or programs to support academic progress (e.g.; summer school, reading/math interventionist)

Self-Assessment Questions: Indicator 3C (Assessment Proficiency)

Step 1: Consider why your district did not meet the target on this indicator by answering the following probing questions. You may focus on reading achievement, math achievement, or both.

1. How does your district use assessment data to consider student needs and drive program changes for students with disabilities? What are the factors that prevent or discourage your district from using data to drive program change?
2. How do you analyze data to determine program effectiveness for students with disabilities? What have you learned?
3. Do students with disabilities perform differently than their peers? What factors contribute to differing or similar scores? Consider placement, policies and procedures, access to content specialists, instruction and curriculum, etc.
4. What patterns do you see when you look at your assessment data by gender, race, grade, site, etc.? What factors contribute to differing or similar scores across categories of students?
5. How do you analyze data to ensure that your Tier 1 curriculum and instruction for students with and without disabilities is effective? How effective is your curriculum and instruction? Why is it effective (or not)? How does your district ensure that accommodations and assistive technology provided to students for instruction are aligned to those identified for state assessments? How effective are these policies, procedures and practices?

Record your responses to the questions above. (You may need additional paper to record your responses.)

Step 2: What did you learn from the completion of step 1? Please summarize the responses to the questions above, identifying the factors that your team believes are most linked to low achievement in this indicator. Be thorough; you will submit this response.

Step 3: Identify and describe your action steps/improvement plan to improve performance in this indicator. Be sure to discuss any barriers to achievement you foresee. You will submit this response.

Step 4: Describe the professional development needed that will assist your district in improving your performance in this indicator. You will submit this response. Identify the topic, the audience, and when it will be provided.

Date:

Audience:

Description: