



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: 709

Duluth

District Status: (RIS) Racially Isolated
School (only)
Name of Collaborative: Duluth

Superintendent's Name: William
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Board Approval Date: Click here to enter text.

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.
Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Myers-Wilkins Elementary School

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal One

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within 709 Duluth on all state Reading accountability tests (MCA) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of American Indian, Black, Hispanic, and FRP student groups as follows within our District (see table A):

A. Reading **Proficiency INCREASE:**

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Increase |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|----------------|
| Duluth | RI/RIS | | | | | |
| <i>All students</i> | | 56.5% | 67.5% | 72.9% | 78.25% | 21.8% |
| <i>American Indian</i> | | 35.3% | 51.5% | 59.6% | 67.7% | 32.4% |
| <i>Black</i> | | 26.7% | 45.1% | 54.2% | 63.4% | 36.7% |
| <i>Hispanic</i> | | 51.4% | 63.6% | 69.6% | 75.7% | 24.3% |
| <i>White</i> | | 60.5% | 70.4% | 75.4% | 80.3% | 19.8% |
| <i>Non-FRP</i> | | 70.8% | 78.1% | 81.8% | 85.4% | 14.6% |
| <i>FRP</i> | | 38.3% | 53.8% | 61.5% | 69.2% | 30.9% |

B. Reading **GAP DECREASE:**

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Gap Decrease |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|--------------------|
| Duluth | RI/RIS | | | | | |
| <i>American Indian</i> | | 25.2% | 18.9% | 15.8% | 12.6% | 12.6% |
| <i>Black</i> | | 33.8% | 25.4% | 21.1% | 16.9% | 16.9% |
| <i>Hispanic</i> | | 9.1% | 6.9% | 5.7% | 4.6% | 4.6% |
| <i>FRP</i> | | 32.5% | 24.4% | 20.3% | 16.3% | 16.3% |

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within 709 Duluth on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of American Indian, Black, Hispanic, and FRP student groups as follows within our District (see table A):

A. Math **Proficiency INCREASE:**

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Increase |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|----------------|
| Duluth | RI/RIS | | | | | |
| <i>All students</i> | | 49.8% | 66.5% | 70.1% | 74.90% | 25.1% |
| <i>Protected Class</i> | | | | | | |
| <i>American Indian</i> | | 28.0% | 52.0% | 58.0% | 64.0% | 36.0% |
| <i>Black</i> | | 26.9% | 51.3% | 57.4% | 63.5% | 36.6% |
| <i>Hispanic</i> | | 41.9% | 61.3% | 66.2% | 71.0% | 29.1% |
| <i>White</i> | | 52.7% | 68.5% | 72.5% | 76.4% | 23.7% |
| <i>Non-FRP</i> | | 62.6% | 75.0% | 78.2% | 81.3% | 18.7% |
| <i>FRP</i> | | 32.3% | 54.9% | 60.6% | 66.2% | 33.9% |

B. Math GAP DECREASE:

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Gap Decrease |
|------------------------|--------|---------------|----------------|----------------|----------------|--------------------|
| Duluth | RI/RIS | | | | | |
| <i>Protected Class</i> | | | | | | |
| <i>American Indian</i> | | 24.7% | 16.5% | 14.5% | 12.4% | 12.4% |
| <i>Black</i> | | 25.8% | 17.2% | 15.1% | 12.9% | 12.9% |
| <i>Hispanic</i> | | 10.8% | 7.2% | 6.3% | 5.4% | 5.4% |
| <i>FRP</i> | | 30.3% | 20.1% | 17.6% | 15.2% | 15.2% |

Activity 1

Integrated Learning Environments

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

Integration Specialists: The Integration Specialist position is an integral part of the Duluth Public Schools' Continuous Improvement Plan in the areas of Response to Interventions support, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eight (8) full-time and three (3) part-time (American Indian focus) Integration Specialists for the Duluth Public Schools. Staff will be assigned to elementary, middle school, and high school sites determined by need for support services provided by the Integration Specialist program. Integration Specialists at the elementary level play an active role in providing support for academic interventions in Reading and Math based on the Response to Intervention plan at their site. Integration Specialists at the middle and high schools play an active role in academic proficiency, increasing graduation rates and preventing drop-outs, and career and college readiness. Integration Specialists at all levels spend a majority of their time at their site focused on the academic success of the students on their caseload.

Caseloads of no more than 35 students are developed utilizing data from MCA and Benchmark assessments. Protected Class students who are shown to be in need of Strategic or Intensive Interventions based on the MTSS are offered Integration Specialist services. Personal Learning Plans (PLP) are developed for all students that are included on a caseload. Integration Specialists at all site levels provide programming during and after school in the area of academic support, as well as leadership skills and cultural identity. A Check & Connect modeled program is utilized at all site levels to ensure daily coursework completion and appropriate levels of attendance. Integration Specialists also coordinate and facilitate the PASS Family Engagement programming at their site and offer support in school-to-home communication.

- Youth Leadership Development & Community Involvement – Connections with Community Activities, Culturally-Specific Leadership Programming, Leadership Opportunities Locally and Beyond.
- Increased Family Involvement & Connections – Family Events, Home Visits & Family Contacts.

As students' progress in the Achievement Center their academic proficiency and confidence, cultural identity & competency, and leadership capacity will improve. They will become academically successful leaders and role models for other students in their schools, families, and communities.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*
The percentage of Protected Class students in grades 9-12 at Denfeld and East High Schools who enroll in a rigorous course (Advanced Placement, Honors, or CITS) will increase from 10.3% in 2013-14 to 14% in 2015-16, and 18% in 2016-17

A2) *Measures to track implementation and progress:*
Class Rosters Review on Infinite Campus

List yearly progress targets
Year 2: 14%
Year 3: 18%

B1) *SMART goal for this strategy/activity:*
The percentage of FRP students in grades 9-12 at Denfeld and East High Schools who enroll in a rigorous course (Advanced Placement, Honors, or CITS) will increase from 24.1% in 2013-14 to 28% in 2015-16, and 32% in 2016-17

B2) *Measures to track implementation and progress:*
Class Rosters Review on Infinite Campus

List yearly progress targets
Year 2: 28%
Year 3: 32%

C1) *SMART goal for this strategy/activity:*
The percentage of all students who take the ACT exam who are Protected Class students at Denfeld and East High Schools will increase from 10% in 2012-13 to 12% in 2014-15, 14% in 2015-16, and 16% in 2016-17.

C2) *Measures to track implementation and progress:*
ACT Exam Report of Duluth Public Schools

List yearly progress targets
Year 1: 12%
Year 2: 14%
Year 3: 16%

designed for parents to gain access to district, school, and classroom resources and increase communication with school staff, as well as foster educational learning environments at home that assist students in academic achievement in school. Programming will be provided for

parents at Myers-Wilkins Elementary, Lowell Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, and East High School.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
By the end of 2014-15 school year, 50% of invited parents will have attended 2 or more Family Engagement sessions provided through the PASS Program

2) *Measures to track implementation and progress:*

Attendance sheets from all sessions checked against Parent Invitation List

Activity 5

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Professional Development: The OEE Professional Development program will provide training and resources for teachers

and administrators designed to improve achievement of all students in the Duluth Public Schools and increase cultural fluency, competency, and interaction. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, Differentiated Instruction techniques, Multicultural Curriculum Integration, Racial Identity Development, Culturally Responsive Classroom Management, and Cultural Competency & Understanding.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*

The percentage of staff surveyed that respond that Staff Development activities are of high quality and included a focus on students of every culture and ability to be successful will increase each year

A2) *Measures to track implementation and progress:*

District Developed Staff Survey

B1) *SMART goal for this strategy/activity:*

By the end of the 2014-15, 60 or more certified staff will have participated in 3 or more Professional Development opportunities specifically offered by the Office of Education Equity

B2) *Measures to track implementation and progress:*

Participant Registration Sheets

Racially Identifiable School(s) Achievement Goal One

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will **DECREASE** as follows within our School (see table B), by **INCREASING** the proficiency of the students in sub-groups listed below as follows within our School (see table A):

A. Reading *Proficiency INCREASE:*

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Increase |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|-------------------|
| Myers-Wilkins | RI/RIS | | | | | |
| <i>All students</i> | | 45.1% | 58.9% | 65.7% | 72.55% | 27.5% |
| <i>American Indian</i> | | 30.0% | 47.5% | 56.3% | 65.0% | 35.0% |
| <i>Black</i> | | 32.6% | 49.5% | 57.9% | 66.3% | 33.7% |
| <i>White</i> | | 55.9% | 67.0% | 72.6% | 78.0% | 22.1% |
| <i>Non-FRP</i> | | 88.0% | 91.0% | 92.5% | 94.0% | 6.0% |
| <i>FRP</i> | | 36.1% | 52.1% | 60.1% | 68.1% | 32.0% |

B. Reading *GAP DECREASE:*

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Gap Decrease |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|-----------------------|
| Myers-Wilkins | RI/RIS | | | | | |
| <i>American Indian</i> | | 25.9% | 19.5% | 16.3% | 13.0% | 13.0% |
| <i>Black</i> | | 23.3% | 17.5% | 14.6% | 11.7% | 11.7% |
| <i>FRP</i> | | 51.9% | 38.9% | 32.4% | 26.0% | 26.0% |

Goal Statement: The proficiency GAP between the students in sub-groups listed below enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Math accountability tests (MCA) will **DECREASE** as follows within our School (see table B), by **INCREASING** the proficiency of the students in sub-groups listed below as follows within our School (see table A):

A. Math *Proficiency INCREASE:*

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Increase |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|-------------------|
| Myers-Wilkins | RI/RIS | | | | | |
| <i>All students</i> | | 59.5% | 73.0% | 76.4% | 79.75% | 20.3% |
| <i>American Indian</i> | | 39.3% | 59.6% | 64.6% | 69.7% | 30.4% |
| <i>Black</i> | | 44.2% | 62.8% | 67.5% | 72.1% | 27.9% |
| <i>White</i> | | 72.0% | 81.3% | 83.7% | 86.0% | 14% |
| <i>Non-FRP</i> | | 88.6% | 92.4% | 93.4% | 94.3% | 5.7% |
| <i>FRP</i> | | 51.0% | 67.3% | 71.4% | 75.5% | 24.5% |

B. Math GAP DECREASE:

| Name of District | Status | Baseline data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Total Gap Decrease |
|------------------------|--------|---------------|----------------|----------------|----------------|--------------------|
| Myers-Wilkins | RI/RIS | | | | | |
| <i>American Indian</i> | | 32.7% | 21.8% | 19.0% | 16.4% | 16.4% |
| <i>Black</i> | | 27.8% | 18.5% | 16.2% | 13.9% | 13.9% |
| <i>FRP</i> | | 37.6% | 25.1% | 22.0% | 18.8% | 18.8% |

Achievement Goal One: Strategies and Activities

Activity 1

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

<http://www.literacycoachingonline.org>

Formative Assessment and Assessment for Learning.pdf (pages 24-37)

Literacy Coaches: Literacy Coaches are skilled teachers, highly trained in Literacy instruction, that work within elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 2nd grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district’s key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Fifty percent of students of a Protected Class and/or FRP students in grades K-2 who receive Literacy Coach interventions at Lowell and Myers-Wilkins will show an increase in skills by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting)

by Spring of 2015, as measured by the district’s reading local benchmark assessments.

2) *Measures to track implementation and progress:*

Local Benchmark Assessments (Letter Sound Fluency and Oral Reading Fluency), Student Participation Data by Quarter.

Activity 2

Integrated Learning Environments

Activity details:

Innovative, research-based instruction

Narrative Description of

Strategies/Activities:

STEM Integration Specialist: The STEM (Science, Technology, Engineering and Math) Specialist will be fully trained in STEM integration and collaborate with classroom teachers at Myers-Wilkins Elementary to develop lessons that will integrate STEM content within other content areas, develop learning activities that

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

The percentage of 5th grade FRP students at Myers-Wilkins Elementary who score Proficient on the Science MCA Assessment will increase from 32.6% proficient in 2012-13 to 40% proficient on the 2014-15 Science MCA Assessment.

investigate the natural world, engage in meaningful, purposeful and relevant, hands-on, inquiry-based, project-based learning experiences. This position will collaborate with each grade level team to fully develop and implement STEM units and service learning projects that are aligned with the philosophy of STEM. STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS.

2) Measures to track implementation and progress:

Science MCA Score Report

Activity 3

Integrated Learning Environments

Activity details: Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of

Strategies/Activities:

Field Trips and In-School Learning

Opportunities: An important component to establishing Myers-Wilkins as a STEM school is to provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the activities that will be included are trips

to out-of-school centers such as the Great Lakes Aquarium, Duluth Children's Museum, Lake Superior Zoo, Minnesota Zoo, EPA lab, the Minnesota Science Museum, Deep Portage Environmental Center, UMD sugar bush, and area colleges/universities and local business that have a focus on science or engineering. Representatives from these centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will host a minimum of one Family Night each month during the school year to help connect the content and learning within the school setting with the families of the students. All family nights will be free, with transportation provided for those who need it.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*
90% of all students who participate in an out-of-school learning experience will be able to demonstrate how the activity was related to classroom content and/or state

standard with a minimum score of 4 out of a 5 point rubric

A2) *Measures to track implementation and progress:*
Field-trip Connection Assessment Form

B1) *SMART goal for this strategy/activity:*
90% of the families who participate in an evening STEM family night will answer on an exit survey that the evening activities met their expectations and helped them to learn about what their child(ren) are learning as part of the STEM curriculum

B2) *Measures to track implementation and progress:*
STEM Family Night Exit Survey

Activity 4

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

After-School and Summer School Programs: The Summer School programming and After-School programming will provide the students at Myers-Wilkins safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. The average attendance in the programs is 120 for the summer program and 150 for each session of the after-school program. Each child that participates in the programs has an individual learning plan with math and/or reading goals developed in cooperation with the classroom teacher and MWCSC staff. All of the goals for each individual student clearly state the student needs that are identified by current data from the teacher.

Key Indicators of Progress (KIP)

A1) *SMART goal for this strategy/activity:*
Within two weeks of beginning a program, 100% of the students who participate in the afterschool COMPASS program or the summer school academic program will have

an individual learning plan with clearly stated goals and outcomes

A2) *Measures to track implementation and progress:*
Individual Learning Plan Review of Participants

B1) *SMART goal for this strategy/activity.*

By the end of the 2014-15 school year, or the end of the summer program, 90% of the participating students will have reached 90% of their personal academic goals

B2) *Measures to track implementation and progress:*

Personal Academic Goals Report review

Activity 5

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Professional Development: The Myers-Wilkins/Lowell Professional Development program will provide training and resources for teachers and administrators designed to improve academic achievement for all students at the two sites. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, STEM Integration techniques and resources, and Responsive Classroom Management.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*

By the end of the 2014-15 school year, 90% of Lowell and Myers-Wilkins classroom teachers will have participated in professional development training in Professional Learning Communities,

Responsive Classroom, STEM, and/or Daily Five workshops

2) *Measures to track implementation and progress:*

Participant Registration Sheets

Activity 6

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

Intervention Learning Materials:

Intervention learning materials for reading and math will be purchased to increase the availability of resources to the reading and math resources rooms and classrooms at Lowell. Lowell School began building a teacher resource area with literature leveled by Fountas and Pinnell reading levels to provide materials to be used in classrooms,

including academic intervention rooms, to allow students to be reading books at their correct reading levels. Research suggests that student academic achievement, confidence, and self-esteem increase with the use of leveled reading. The research based math interventions that are being used at Lowell School require manipulative materials for individual instruction in small groups. The materials purchased will be shared amongst intervention teachers, tutors, and classroom teachers. They will support the Storytown and Expressions curriculum used by the Duluth Public Schools allowing students to learn at their own level and accelerate those who need intervention.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*
By the end of the 2014-15 school year, 100% of materials purchased for reading and math interventions will be catalogued and staff will be informed of the process to utilize materials in providing interventions

Activity 7

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

<http://www.literacycoachingonline.org>

Formative Assessment and Assessment for Learning.pdf (pages 24-37)

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity.*
The number of students working with trained tutors as determined by benchmark data, using a one-to-four tutor to student ratio, will increase from 4 students per

2) *Measures to track implementation and progress:*

Teacher Resource Area Inventory List,
Email to Staff on the Process

Response to Intervention Tutors: Lowell School will have a reading and math intervention classroom where students come for thirty-minute daily interventions in small groups. Small groups will be taught by an Interventionist or trained tutor who addresses skill areas identified by benchmark data. Research suggests optimal small intervention groups range from 3-6 students per adult for Tier 2 Interventions and 2-3 students per adult for Tier 3 Interventions. Trained tutors will assist in providing more students who need Tier 3 Interventions with additional instruction in a smaller-group setting. Tutors will receive training and support from certified Literacy and Math Specialists in techniques and learning materials to be utilized for interventions at each level and content area. This is an integral part of the MTSS plan for Lowell Elementary.

grade in 2013-14 to 12 students per grade in 2014-15

2) *Measures to track implementation and progress:*

Quarterly Student Participation Data report

Integration Goal One

Directions: If one of the following three options describes your district's integration goal, include that goal in the *narrative goal statement* text box below.

- Your district's integration strategy involves *School Enrollment Choices*. List your district's yearly student demographic targets within this section.

Integration SMART goal statement for your RIS:

The percentage of Protected Class students in grades K-5 who enroll at Myers-Wilkins Elementary will decrease from 53.30% in 2013-14 to 52% in 2014-15, 50% in 2015-16, and 47% in 2016-17.

List any relevant targets for *each* member district in your collaborative

| Name of District | Status | BASELINE data | Year 1 2014-15 | Year 2 2015-16 | Year 3 2016-17 | Percentage Change |
|------------------------|--------|---------------|-------------------|-------------------|-------------------|-------------------|
| Myers-Wilkins | RI/RIS | - | - | - | - | - |
| <i>All students</i> | | 424 | | | | |
| <i>Protected Class</i> | | 53.30% | 52% | 50% | 47% | 6.3% |
| <i>American Indian</i> | | 19.10% | | | | |
| <i>Asian</i> | | 3.07% | | | | |
| <i>Black</i> | | 26.89% | | | | |
| <i>Hispanic</i> | | 4.25% | | | | |
| <i>White</i> | | 46.70% | 48% | 50% | 53% | 6.3% |
| <i>Non-FRP</i> | | 15.09% | | | | |
| <i>FRP</i> | | 79.72% | | | | |

Integration Goal One: Strategies and Activities

Activity 1

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Diversity Coordinator: The roles of the Myers-Wilkins Diversity Coordinator for the first year will be to actively promote school enrollment choices for Myers-Wilkins and Lowell families, provide support for families so that they feel welcome at the schools, help to organize and implement activities to bring the students and families of Lowell and Myers-Wilkins together and to be available to help families meet specific

needs such as transportation to school and special events. The Diversity Coordinator will be well-versed in the programming at both Lowell and Myers-Wilkins to ensure that families know about the opportunities at both buildings, help them with transportation options and help organize the Myers-Wilkins Parent Advisory Group to encourage families to have a voice in during-and-after-school programming and activities.

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
By September 4th, 2014, the Diversity Coordinator will ensure 100% of parents of Protected Class students at Myers-Wilkins Elementary school are informed of all school enrollment choices available to them.

Activity 2

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Immersion Classroom Assistant: The Immersion Classroom Assistant position is a required position will assist the teacher and other staff in the implementation of the Ojibwe Language Immersion classroom. All other costs related to this program are supported by Duluth Public Schools general fund and the American Indian Education Program. The Ojibwe Immersion Program at Lowell Elementary School will serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the

Key Indicators of Progress (KIP)

1) *SMART goal for this strategy/activity:*
50% of American Indian students who enroll at Lowell Elementary as a result of the Ojibwe Immersion Program school

2) *Measures to track implementation and progress:*

Copies of Letters, Emails, Newsletters to parents; Parent Contact Log (phone call, home visit, etc.)

need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

enrollment choice will be from the Myers-Wilkins attendance area

2) *Measures to track implementation and progress:*

Class Roster Review, Monthly School Site Enrollment Reports, MARRS

Activity 3

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

STEM Integration: STEM programming has been identified as an attractor for White, Non-FRP students to attend the RIS and is one of multiple Integration Goal strategies to reduce the percentage of Protected Class students enrolled at the RIS. This is a program with enrollment strategies specifically designed to decrease racial and economic enrollment disparities at the RIS.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity.

The percentage of White students in grades K-5 who enroll at Myers-Wilkins Elementary will increase from 46.70% in 2013-14 to 48% in 2014-15, 50% in 2015-16, and 53% in 2016-17.

2) Measures to track implementation and progress:

Monthly Enrollment Reports, MARRS

List yearly progress targets:

Year 1: 48%

Year 2: 50%

Year 3: 53%

Activity 4 – Incentive Revenue

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

Transportation for School Enrollment

Choices: In order to ensure equitable access to school enrollment choices being

offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, bussing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for students in the RIS attendance area to attend Lowell, which is outside their attendance area. This activity qualifies for the use of Incentive Revenue.

Creating Efficiencies and Eliminating Duplicative Programs

The Duluth Public Schools ISD #709 is not a Racially Isolated District, but a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary.

Community Planning

Community Collaboration Council for each Racially Identifiable School(s): The Achievement and Integration Plan was developed through recommendations from the Education Equity Advisory Council - EEAC (Community Collaboration Council) and the Myers-Wilkins Elementary School Parent Advisory Council. Membership of both groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). EEAC meets monthly throughout the academic school year as an advisory group to the Office of Education Equity and the Duluth Public Schools. In order to provide specific input and recommendations for this plan, EEAC met eight (8) times over a period of four months to identify recommendations for strategies/activities to be implemented in this Achievement & Integration plan. The Myers-Wilkins Parent Advisory Council meets monthly throughout the academic school year as an advisory group to the RIS. This council held two (2) meetings to provide specific input and recommendations for strategies/activities to be implemented at the RIS for this plan.



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SCHOOLS PRACTICE

Check and Connect: The role of monitors in supporting high- risk youth

Sandra L. Christenson, Christine M. Hurley, Julie A. Hirsch, Melissa Kau, David Evelo and Willa Bates

Standards. Supports. Standards and supports. As more and more schools and service agencies respond to internal and external mandates to raise academic and behavioral standards, they are learning an essential lesson about the relationship between the two: supports must accompany standards. Setting standards for student performance without the supports to attain them actually places students at greater risk for school dropout. Adolescent development research has demonstrated again and again this critical nature of expectations and responsivity on outcomes for youth (Baumrind, 1991).

During our seven years of experience with federally funded intervention projects for high-risk youth, we have developed a system of support that helps even the most challenging young people meet school standards. In our work with secondary level students with emotional and learning disabilities, the aim was to increase school engagement and graduation rates for students at highest risk for school dropout. The system of support we developed to meet these goals is a monitoring procedure referred to as “Check and Connect” (Sinclair, Christenson, Hurley, & Evelo, 1997), facilitated by a category of professionals we call “monitors:”

In the broadest terms, the monitor’s job is to create a person-environment fit between the student and his or her school and home contexts that enhances the students’ engagement with school. Recognizing the importance of students’ multiple environments-home, school, and community

(Bronfenbrenner, 1979)-monitors work to create positive relationships in all three environments.

While monitors, as described in this article, hold a very specific position in our intervention projects, the factors that help them succeed are relevant for anyone working to reconnect with hard-to-reach youth. The elements that have made our monitors successful can also help counselors, teachers, administrators, and service providers meet standards and provide support for the youth in their schools or organizations.

The Role of the Monitor

The role of the monitor is at the crux of our “Check and Connect” model. Each monitor is assigned a number of students and becomes involved with each one in a variety of ways. The monitor serves as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in others. Although many of the monitor’s tasks are similar across students, they may differ significantly according to the specific needs and contexts of individual students, their families, their teachers, and the other significant adults in their lives.

First, the monitors “check.” They provide ongoing, consistent, and timely monitoring of students’ behavior for signs of early school withdrawal: tardies, absences, skipped classes, failing grades, and falling behind in credits. Second, monitors “connect.” They provide support in an efficient and timely manner based on the students’ level of risk or need. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community. The monitor keeps the student and his or her family focused on education, and strives to prevent or reduce the occurrence of high-risk behaviors for dropping out of school.

The role of the monitor can be more specifically defined by describing the five essential elements of the Check and Connect model: relationship-building, monitoring, problem solving, affiliation, and persistence-plus.

Essential Element 1: Relationship-Building

The monitor’s first task is to build a relationship with his or her students. We have identified five elements that are critical to developing positive student-monitor relationships-as they are to building relationships with any high-risk youth.

Trust. Until students know that their monitors are trustworthy, the monitors do not get very far. For example, Rahul refused to have anything to do with his monitor during the first school year he participated in our program. After seeing her interact with his teachers, family, and classmates, he agreed to meet with her for lunch over the summer. After that, Rahul decided he would work with the monitor during the next school year. Specifically, students like Rahul reported that they began to trust their monitors when they saw the monitors follow through on their promises, when monitors were helpful (e.g., with schoolwork, finding jobs), and when monitors kept personal information confidential.

Time. Taking time to get to know the students is absolutely necessary to building relationships. With time, monitors can discover their students’ interests outside of school, their goals for the future, and who their friends and family are. When monitors also take time to act as liaisons with family members, teachers and administrators, and communities, it enhances trust between monitor and

student. For example, Lisa, a ninth grader, stated that she knew she could trust her monitor because he talked with her family about how she was doing in school.

Acceptance. The monitor must have a nonjudgmental relationship with his or her students, regardless of the student's presenting behavior. Often students get themselves into trouble when they are angry at parents or teachers (e.g., by yelling, being disrespectful). With the monitor, however, students can feel a bit more free to "blow off steam" or discuss a problem without worrying that they will be punished or scolded. At the same time, however, monitors do expect respectful behavior from students, and use these interactions as opportunities to teach appropriate social skills.

Advocacy. When educational or disciplinary decisions are being made, the monitor often acts as an advocate to help plan what is best for the student. The monitor supports students and families in their efforts to negotiate "the system" and work with school administrators and other school personnel. For example, Shonda was going to be expelled when mace was found in her locker during a random search. The coat in which the mace was found belonged to her older sister, who walked home from work late at night and carried mace for protection. Shonda's monitor helped her father figure out who to talk to at the district level. As a result, Shonda was suspended rather than expelled.

Referrals. Finally, monitors build relationships by connecting students to necessary resources in and outside of the school. For example, in our programs, monitors have helped students find jobs, enroll in alternative educational programs, make doctor's appointments, find transportation to school, secure mental health counseling, and enroll in treatment programs (e.g., chemical dependency). In other words, monitors work with students to address any barriers that may interfere with learning.

Essential Element 2: Monitoring

Students at risk for academic failure often improve their performance when they know someone is keeping track of it. Monitors check students' attendance, suspensions, grades, and other behavioral risk indicators on a regular basis. This information is communicated to students and appropriate actions are taken to help them improve their performance if necessary. Open, honest communication occurs.

Monitors also check in regularly with students' teachers to determine if their students are keeping up with classwork, to find out if there are upcoming projects or tests, and to uncover any behavioral issues that may be occurring in the classroom. When necessary, monitors serve as tutors, helping students complete assignments and sometimes even working with teachers to modify the format of exams. Finally, for students in special education, monitors attend students' Individualized Education Plan (IEP) and assessment meetings.

Essential Element 3: Problem Solving

Monitors help teach students how to resolve conflicts more effectively in a variety of ways. First, monitors instruct students in a five-step process for problem solving:

Step One: Stop! Think about the problem.

Step Two: What are some choices?

Step Three: Choose one.

Step Four: Do it.

Step Five: How did it work?

This process, modified from Braswell and Bloomquist's (1991) cognitive-behavioral intervention, emphasizes the importance of thinking of alternatives, seeing different perspectives, and considering multiple outcomes. Whenever possible, the monitors help students apply this process to naturally occurring problems, rather than practicing them on hypothetical examples.

In order for students to generalize these skills, it is also important to teach students' parents the same problem-solving steps. In the middle school years, we were able to teach many parents these skills through monthly dinner meetings, at which attendance was very good. We believe our successful connection with high-risk families was due to the removal of logistical barriers (e.g., transportation, childcare), as well as our welcoming attitude. We discussed topics selected by parents and remained nonjudgmental about families that did not attend. The monitors delivered the information to these families at a later time, usually through a personal contact, such as a home visit.

Essential Element 4: Affiliation

Monitors try to build students' connection to school and their sense of belonging to the community in several ways. First, monitors serve as role models, communicating the importance of school to students, helping them understand the value of school and what they can get out of it. Second, monitors help link students to extracurricular activities (e.g., community services, after-school activities). Monitors also link students to formal (e.g., counselor, support groups) and informal (e.g., teacher, mentor) support personnel in the school. In order to help build this affiliation, monitors must get to know the adults and the "culture" of the student's school and introduce families and school personnel to one another. Reducing a sense of alienation for the student and the significant adults in his or her life creates a sense of support and often generates other ideas for ways the student can increase his or her participation.

Essential Element 5: Persistence-Plus

Persistence-Plus refers to continuity, consistency, and persistence-defining characteristics of a good monitor or of any effective mentor for hard-to-reach youth. Because monitors are usually assigned to students who are "on the move" (i.e., students who have experienced many transitions in homes, schools, and treatments), their presence as a "constant" in the lives of these students is especially important. Monitors must follow through even when the student does not. For example, if a student is not coming to school or is showing signs of disengagement, the monitor remains involved and conducts home visits, makes contact with the family, and continues to work with the student, family, and community to re-engage the student. Or, if a student fails to keep an appointment even if it is for a fun outing the monitor had planned for the student-the monitor does not give up, but plans another event.

Monitors are present at school reentry meetings, court appearances, and other important meetings. They provide continuity; they know the student's needs during and across school years. We have found that when monitors change from year to year or school to school, the relationship does not work as well because trust-building, which can often take a year or more, must begin again with each new monitor.

Not Always a Smooth Ride

Although working with students in these five ways and experiencing their pride when they reach their goals is tremendously rewarding, being a monitor is not always a smooth ride. There are four major barriers that often impede the path to success for both monitors and students.

Barrier 1: Time. Time affects the monitor's role in two ways. First, students have reported that they would prefer to see their monitors more often than the monitors are available, given their caseloads. For example, one student told us she would have been more successful in school if she could have seen her monitor on a daily basis. Second, because monitors follow students from placement to placement (e.g., alternative schools, treatment centers), they often spend considerable time developing new relationships and learning the "culture" of each new setting.

Barrier 2: Being an "outsider." In our intervention projects, monitors are most often not employees of the schools in which they work. As "outsiders," monitors have to clarify their roles with the many school personnel (from secretaries to principals) who work with the students, as well as gain these individuals' trust and cooperation. This is often a challenge. We have encountered "burnt-out" teachers and administrators who are resistant to working with us because we represent the very students who have been most challenging and seemingly unresponsive to their interventions. For example, one teacher's comment to the monitor of an eighth-grade student with serious attendance and academic problems was, "You must be a miracle man to succeed. We have tried everything... School is not for this child."

As outsiders, monitors also have limited influence in school policy decisions that directly affect students (e.g., grounds for expulsion). Often, the monitors' "outsider" status makes it difficult for them to attend important events or participate in decision making simply because they are not always present in the school building.

Barrier 3: Family resistance. The students and families in our programs tend to have had negative school experiences and are initially cautious when developing new relationships with a monitor. As stated previously, it can take up to a year to simply build trust. In addition, many of the situational factors that interfere with students' abilities to succeed in school are outside the monitors' sphere of influence. For example, some of the students we work with live in homes where one or more of the family is chemically dependent. While the monitor continues to work closely with the student to keep him or her engaged in school, the monitor must rely on others to address the needs of the other family member(s).

Barrier 4: Student and family mobility. Frequent school transfers and moves to new neighborhoods make it more difficult for both the student and the monitor to succeed. Like the student, the monitor must also develop new relationships and help establish new supports each time the student moves to a new setting. This process is time-consuming and often feels like three steps backward before the next step forward. However, when we see a student pass all of his or her classes, or successfully work through a difficult situation, we are reminded of why we face each of these four barriers head on.

Worth the Cost

In light of recent school reform and new academic and behavioral standards such as graduation requirements and zero tolerance policies, students at risk of academic failure need supports more than ever to help them meet these new standards. The Check and Connect monitoring procedure is one successful approach to keeping students connected to school and helping them meet school requirements for success. While pairing each high-risk student with an adult monitor who may spend years working with him or her in multiple settings may seem a costly solution to dropout prevention, failing to provide this necessary support for students ultimately costs far more.

Authors' Notes

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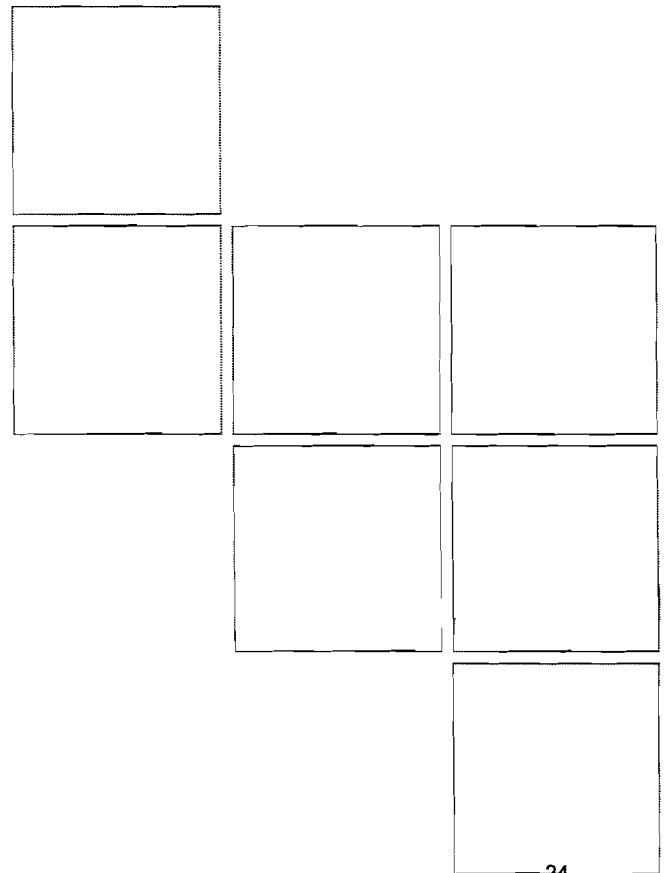
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CHAPTER 1

Formative Assessment and Assessment *for* Learning



Innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.

—Black & Wiliam, 1998b, p. 140

This conclusion, from Paul Black and Dylan Wiliam’s comprehensive review of research on formative assessment practices, has changed the face of assessment today. It is in large part responsible for the widespread focus in education on the particular kind of assessment known as “formative.”

Their research review (1998a) examined studies that collectively encompassed kindergarteners to college students; represented a range of subject areas including reading, writing, social studies, mathematics, and science; and were conducted in numerous countries throughout the world, including the United States. The gains reported in the studies they describe are among the largest found for any educational intervention.

Typical effect sizes were between 0.4 and 0.7. In other words, the achievement gains realized by students whose teachers rely on formative assessment can range from 15 to 25 percentile points, or two to four grade equivalents, on commonly used standardized achievement test score scales. In broader terms, this kind of score gain, if applied to performance on recent international assessments, would move the United States’s rank from the middle of the pack of 42 nations tested to the top five (Black & Wiliam, 1998b).

An additional outcome common among the studies they analyzed is that certain formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high-achieving students. Not surprisingly, a plethora of formative assessment

programs and products has surfaced, due in part to the achievement gains and gap-closing powers reported by Black and Wiliam and other researchers. The adjective *formative* now appears frequently in titles of commercially prepared tests and item banks, interim and benchmark tests, short-cycle assessments, and classroom assessments.

Does calling a product or practice “formative” make it so? Are all of the tests and practices labeled as “formative” truly formative? And most importantly, what is it about *formative* that gives it its power? What led to the gains these researchers uncovered?

What Is Formative Assessment?

First let’s look at what is and what isn’t formative. For Black and Wiliam, and for many other experts in the field, formative assessment is not an *instrument* or an *event*, but a collection of practices with a common feature: *they all lead to some action that improves learning*. Well-known educational researchers emphasize this point when they describe what is at the heart of formative assessment:

“Formative assessment, therefore, is essentially feedback (Ramaprasad, 1983) both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward” (Harlen & James, 1997, p. 369).

“[Formative assessment] refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning” (Sadler, 1998, p. 77).

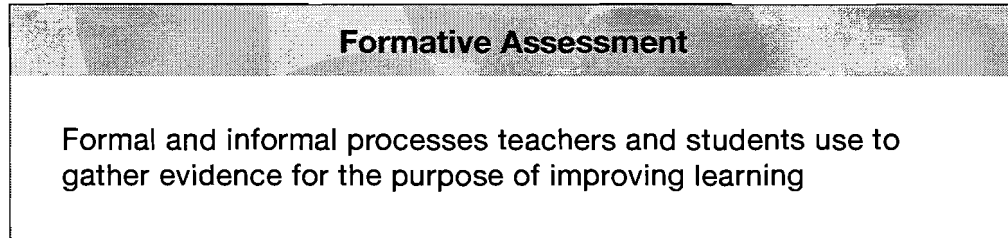
“An assessment is formative to the extent that information from the assessment is fed back within the system and actually used to improve the performance of the system in some way” (Wiliam & Leahy, 2007, p. 31).

“Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning. . . . What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning” (Shepard, 2008, p. 281).

The common thread woven throughout formative assessment research, articles, and books bears repeating: it is *not the instrument* that is formative; it is the

use of the information gathered, by whatever means, to adjust teaching and learning, that merits the “formative” label (Figure 1.1).

Figure 1.1

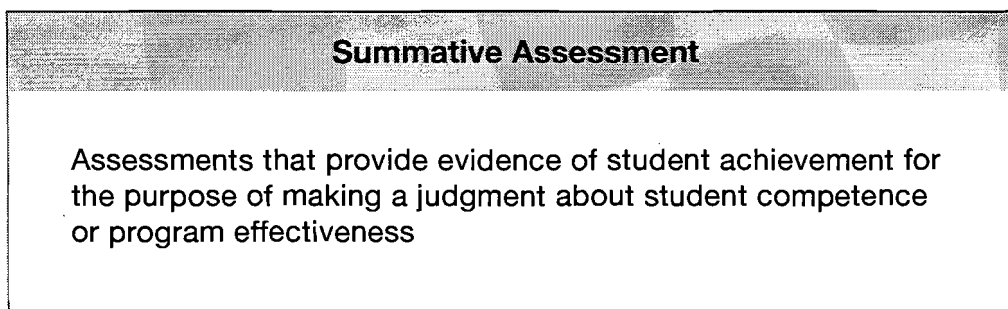


In the classroom we assess formally through assignments, tests, quizzes, performances, projects, and surveys; or informally through questioning and dialogue, observing, and anecdotal note taking. In any of these instances, we may or may not be engaged in formative assessment: the determining factor is not the type of assessment we use, but rather how we and our students use the information.

Summative Assessment

When the information from an assessment is used solely to make a judgment about level of competence or achievement, it is a *summative assessment* (Figure 1.2). At the classroom level, an assessment is summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others. The communication

Figure 1.2



usually takes the form of a symbol, a letter grade or number, or a comparison to a standard such as “Meets the Standard” or “Proficient,” that is reported to students and eventually to parents. Sometimes an assessment intended to be used formatively can be used summatively, such as when the evidence indicates that students have attained mastery. And sometimes an assessment intended to be used summatively can be used formatively, such as when a test reveals significant problems with learning that we address through reteaching.

At the program level, an assessment is summative when results are used to make judgments such as determining how many students are and are not meeting standards in a certain subject for purposes of accountability. The data may be reported to educators within the system, the school board, and the community.

Summative assessments aren’t bad or wrong. They’re just not formative; they have a different purpose—to report out level of achievement. Mislabeling them as *formative* will not cause them to generate the achievement gains noted in research studies.

Formative or Summative?

An important reason to distinguish between formative and summative assessment is that achievement gains credited to formative assessment practices will not materialize unless certain conditions are met, and at least some of these conditions are often *not* met by assessments whose primary purpose is summative. The conditions are as follows:

1. The assessment instrument or event is designed so that it aligns directly with the content standards to be learned.
2. All of the instrument or event’s items or tasks match what has been or will be taught.
3. The instrument or event provides information of sufficient detail to pinpoint specific problems, such as misunderstandings, so that teachers can make good decisions about what actions to take, and with whom.
4. The results are available in time to take action with the students who generated them.
5. Teachers and students do indeed take action based on the results.

If one or more of these conditions is not fulfilled, it is at best an incomplete attempt, and at worst harmful to learning. If the intent is formative, but the use is summative, it is a wasted opportunity. Assessment does not accomplish a formative purpose when “the information is simply recorded, passed on to a third party who lacks either the knowledge or the power to change the outcome, or is too deeply coded (for example, as a summary grade given by the teacher) to lead to appropriate action” (Sadler, 1989, p. 121).

It is a good idea to review the assessments considered formative in your context against the requirements for effective formative use. You may also want to refer to the table in Figure 1.3, which lists types of assessments present in many current school systems, identifies their purposes, and classifies their intended uses.

What Gives Formative Assessment Its Power?

The collection of hundreds of studies Black & Wiliam (1998a, 1998b) examined represents a diverse array of interventions, all of which featured some formative use of assessment data or processes. Practices yielding the largest achievement gains displayed the following characteristics:

- Use of classroom discussions, classroom tasks, and homework to determine the current state of student learning/understanding, with action taken to improve learning/correct misunderstandings
- Provision of descriptive feedback, with guidance on how to improve, during the learning
- Development of student self- and peer-assessment skills

Drawing from their analysis of these studies, Black & Wiliam (1998b) make the following recommendations about key components of formative assessment:

- “Opportunities for students to express their understandings should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning” (p. 143).

Figure 1.3

Formative or Summative?

| Type of assessment | What is the purpose? | Who will use the information? | How will it be used? | Is the use formative or summative? |
|--|--|---|---|------------------------------------|
| State test | Measure level of achievement on state content standards | State | Determine AYP | Summative |
| | | District, Teacher Teams | Determine program effectiveness | Summative |
| | Identify percentage of students meeting performance standards on state content standards | State | Comparison of schools/districts | Summative |
| | | District, Teacher Teams | Develop programs/interventions for groups or individuals | Formative |
| District benchmark, interim, or common assessment | Measure level of achievement toward state content standards | District, Teacher Teams | Determine program effectiveness | Summative |
| | | District, Teacher Teams | Identify program needs | Formative |
| | Identify students needing additional help | District, Teacher Teams, Teachers | Plan interventions for groups or individuals | Formative |
| Classroom assessment | Measure level of achievement on learning targets taught | Teachers | Determine report card grade | Summative |
| | Diagnose student strengths and areas needing reteaching | Teacher Teams, Teachers | Revise teaching plans for next year/semester | Formative |
| | | | Plan further instruction/differentiate instruction for these students | Formative |
| | | Teachers, Students | Provide feedback to students | Formative |
| Understand strengths and areas needing work | Students | Self-assess, set goals for further study/work | Formative | |

Program = curriculum, texts/resources, and pedagogy

Identifying program needs:

Are we teaching to the right content standards/learning targets?

Do we have sufficient texts and other resources?

Are our teaching strategies effective?

- “The dialogue between pupils and teachers should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas” (p. 144).
- “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils” (p. 143).
- “Feedback on tests, seatwork, and homework should give each pupil guidance on how to improve, and each pupil must be given help and an opportunity to work on the improvement” (p.144).
- “If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve” (p. 143).

Notice where these recommended practices fall on the chart in Figure 1.3. Formative assessment *is* a powerful tool in the hands of both teachers and students and the closer to everyday instruction, the stronger it is. Classroom assessment, sensitive to what teachers and students are doing daily, is most capable of providing the basis for understandable and accurate feedback about the learning, while there is still time to act on it. And it has the greatest capacity to develop students’ ability to monitor and adjust their own learning.

Formative Assessment in Teachers’ Hands

Many formative assessment strategies address the teacher’s information needs, helping to answer questions critical to good instruction:

- Who is and is not understanding the lesson?
- What are this student’s strengths and needs?
- What misconceptions do I need to address?
- What feedback should I give students?
- What adjustments should I make to instruction?
- How should I group students?
- What differentiation do I need to prepare?

There is no doubt that, acting on good information during the course of instruction, teachers can increase what and how well students learn. Indeed, some of the significant achievement gains attributable to formative assessment are due to enhanced questioning and dialogue techniques.

Many strong programs and practices help teachers obtain, interpret, and act on student achievement information. Data-driven decision making, developing interim assessments, Response to Intervention, differentiated instruction, minute-by-minute assessment, and questioning strategies are among the more well known of those focusing on teacher decision making. If you are already familiar with the term *formative assessment*, you probably have encountered its use in one or more of these contexts.

However, if teacher use of assessment information is our total picture of formative assessment, one very important player is sitting on the sidelines, and it's not the principal or the superintendent. We have benched the student.

Formative Assessment in Students' Hands

Black and Wiliam's (1998a) research review showcases the student as decision maker. Many other prominent education experts, such as Rick Stiggins, Lorrie

Shepard, Grant Wiggins, Jay McTighe, and Sue

Brookhart, have also described the benefits of student involvement in the assessment process.

In an often-cited article describing how formative assessment improves achievement, Sadler (1989) concludes that it hinges on developing students' capacity to monitor the quality of their own work during production:

“Whatever the procedures by which the assessment message is generated, it would be a mistake to regard the student as the passive recipient of a call to action.”

Black & Wiliam, 1998a, p. 21

The indispensable conditions for improvement are that the *student* comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced *during the act of production itself*, and has a repertoire of alternative moves or strategies from which to draw at any given point. (p. 121, emphasis in original)

Writing about formative assessment in the science classroom, Atkin, Black, & Coffey (2001) translate the conditions Sadler describes into three questions:

1. Where are you trying to go? (identify and communicate the learning and performance goals);
2. Where are you now? (assess, or help the student to self-assess, current levels of understanding);
3. How can you get there? (help the student with strategies and skills to reach the goal). (p. 14)

Sadler's conditions as represented in these three questions frame what is called "Assessment *for Learning*"—formative assessment practices designed to meet students' information needs to maximize both motivation and achievement, by involving students from the start in their own learning (Stiggins, Arter, Chappuis, & Chappuis, 2004).

My colleagues and I at the ETS Assessment Training Institute have been developing classroom applications of assessment *for learning* over the past decade and have created a framework of seven strategies to organize assessment *for learning* practices focused on the needs of the learner.

Seven Strategies of Assessment *for Learning*

The seven strategies fulfill Sadler's three conditions, phrased as questions from the student's point of view: *Where am I going?*; *Where am I now?*; and *How can I close the gap?* As you read through these strategies, note that many are not new—they reflect practices that have been around for years (Figure 1.4). What may be new is their *intentional* use, focusing on the student as the most influential decision maker in your classroom.

Where Am I Going?

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Motivation and achievement both increase when instruction is guided by clearly defined targets. Activities that help students answer the question, "What's the learning?" set the stage for all further formative assessment actions.

Figure 1.4

Seven Strategies of Assessment for Learning

| Where Am I Going? |
|--|
| Strategy 1: Provide students with a clear and understandable vision of the learning target. Strategy 2: Use examples and models of strong and weak work. |
| Where Am I Now? |
| Strategy 3: Offer regular descriptive feedback. Strategy 4: Teach students to self-assess and set goals. |
| How Can I Close the Gap? |
| Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time. Strategy 6: Teach students focused revision. Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning. |

Source: Adapted with permission from R. J. Stiggins, J. A. Arter, J. Chappuis, and S. Chappuis, *Classroom Assessment for Student Learning: Doing It Right—Using It Well* (Portland, OR: ETS Assessment Training Institute, 2004), p. 42.

Strategy 2: Use examples and models of strong and weak work.

Carefully chosen examples of the range of quality can create and refine students' understanding of the learning goal by helping students answer the questions, "What defines quality work?" and "What are some problems to avoid?"

Where Am I Now?

Strategy 3: Offer regular descriptive feedback.

Effective feedback shows students where they are on their path to attaining the intended learning. It answers for students the questions, "What are my strengths?"; "What do I need to work on?"; and "Where did I go wrong and what can I do about it?"

Strategy 4: Teach students to self-assess and set goals.

The information provided in effective feedback models the kind of evaluative thinking we want students to be able to do themselves. Strategy 4 teaches students to identify their strengths and weaknesses and to set goals for further learning. It helps them answer the questions, “What am I good at?”; “What do I need to work on?”; and “What should I do next?”

How Can I Close the Gap?**Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.**

When assessment information identifies a need, we can adjust instruction to target that need. In this strategy, we scaffold learning by narrowing the focus of a lesson to help students master a specific learning goal or to address specific misconceptions or problems.

Strategy 6: Teach students focused revision.

This is a companion to Strategy 5—when a concept, skill, or competence proves difficult for students, we can let them practice it in smaller segments, and give them feedback on just the aspects they are practicing. This strategy allows students to revise their initial work with a focus on a manageable number of learning targets or aspects of quality.

Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

Long-term retention and motivation increase when students track, reflect on, and communicate about their learning. In this strategy, students look back on their journey, reflecting on their learning and sharing their achievement with others.

The seven strategies are not a recipe to be followed step by step, although they do build on one another. Rather, they are a collection of actions that will strengthen students’ sense of self-efficacy (belief that effort will lead to improvement), their motivation to try, and ultimately, their achievement. They represent a use of assessment information that differs from the traditional practice of associating *assessment* with *test*, and *test* with *grade*. These assessment practices will not result in more grades in the gradebook. Rather, they ask us to think more broadly about what assessment is and what it is capable of accomplishing.

Conclusion

These activities won't eliminate the achievement gap in your classroom. Too many factors are at work to be completely overcome by one set of strategies. However, they will take you farther in that direction by helping you reclaim assessment as an integral part of teaching and learning. The Seven Strategies of Assessment *for* Learning offer a sequence of effective research-based practices that develop in students the patterns of thought they need to substantially improve their own achievement, and in doing so, they will introduce your students to the motivational power of being in control of the conditions of their success. Assessment can be your friend—it can even be fun. And it can be your students' friend, too.

The Chapters Ahead

The remaining chapters will explain the strategies in detail, provide a research-based rationale for their use, describe how they work and offer hands-on classroom activities that you can use tomorrow. Each chapter includes instructions for carrying out core procedures and suggestions for adaptations, all selected to make the intent and the execution of the strategy as clear as possible. Examples come from pre-kindergarten to college levels in a range of content areas. The majority can be adapted to work well in most contexts. Even if an example is not from your grade level or subject, try not to ignore it. You will find information about key research recommendations that will help you easily modify the ideas to fit your context without diluting their potential for positive impact.

Appendix A contains three student-friendly rubrics referred to in the text, and Appendix B has reproducible versions of student forms presented in each of the chapters.

