



Assessment Update FY21

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April 13, 2021

Creating College and Career-Ready Graduates

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner.

"All Belong, All Succeed"



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CORE VALUES

Community

*Where we all belong
and believe in ourselves
and each other.*

Excellence

*Being our best,
expecting our best,
every day.*



Collaboration

*Working together
for common goals.*

Integrity

*Doing what is right,
even when no one
is watching.*



Respect

*Celebrating who we are,
honoring our differences,
treating others well.*

Courage

*Facing challenges with
hope and persistence.*

Innovation

*Finding new ways
to excel and grow.*

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Informational presentation to the school board

No Governance Question

“The tests in the Minnesota Assessment System are designed primarily to determine **school and district accountability** related to the implementation of the Minnesota Academic Standards. They are summative measures of a student’s performance in a subject at one point in time. They provide a snapshot of the student’s overall achievement, not a detailed accounting of the student’s understanding of specific content areas defined by the standards.”

p. 68 MDE’s Technical Manual for Minnesota’s MCA Assessments

Assessment Guidance: Dr. Michael Rodriguez



“Scores are most appropriately used at the school-level, providing useful information regarding the distribution of performance of all students. They can be useful in identifying groups of students needing more support or evaluating the effects of programmatic changes and initiatives over time.”

“MCA scores are not designed to be diagnostic at the individual student level.”

From Understanding Scores from the MCAs Memo by Dr. Michael Rodriguez

CHPS Assessment Plan



| | Fall | | Winter | | Spring | |
|---------------------------|--------------|--|--------------|--|--------------|--|
| Occurring this year | Grades K - 8 | Literacy and math screening - FastBridge | Grades K - 8 | Literacy and math screening - FastBridge | Grades K - 8 | Literacy and math screening - FastBridge |
| | | | Grade 11 | PSAT/NMSQT | Grades 3-11 | MCA's and MTAS - Math, Reading and Science required |
| | Grade 12 | SAT® | Grades K-12 | ACCESS for ELLs 2.0® required | Grades 10-12 | AP® SAT® (grade 11 only) required |
| | | | Grades 3-9 | School Climate Survey | | |
| Postponed until 2021-2022 | Grades 2 & 5 | Gifted screening (NNAT® and CogAT®) - | | | Grade 10 | PSAT® 10 |
| | Grade 8 | PSAT® 8 | | | | |

Current CHPS Data



| | | 2019-2020 | 2020-2021 |
|-----------------|--|-----------|-----------|
| Math | Grades 2-8 students made typical or aggressive growth from fall to winter (aMath) | 58% | 45% |
| | Grade 12 students meeting math benchmark (SAT) - *2018-19 the ACT assessment was given to grade 11 students | 25%* | 25% |
| Literacy | Grades K & 1 students made typical or aggressive growth from fall to winter (earlyReading) | 39% | 15% |
| | Grades 2-8 students made typical or aggressive growth from fall to winter (aReading) | 59% | 50% |
| | Grade 12 students meeting literacy benchmark (SAT) - *2018-19 the ACT assessment was given to grade 11 students | 34%* | 40% |

Plan for Supporting Students' Needs Due to COVID-19 Pandemic



- Expanded summer programming (in-person and virtual)
- Summer mental health support for students from Social Workers and School Psychologists
- Additional tutoring and interventions to support students
- Additional instructional resources to support students' learning
- Professional Learning Communities will continue to be a focus with a lens on academics and equity
- Professional development for staff addressing academic and social-emotional support for students



Questions ?

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