

## Title II, Part D: Enhancing Education Through Technology

### Competitive Grant Program – 2006-07

#### PROPOSAL COVER PAGE (Use for both Grant types)

<b>School District or SU</b>	Windsor Southwest Supervisory Union	
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<b>Grant Program Area</b> (Check One only)	Basic Grant √	Regional Leadership Grant
<b>List all schools (Basic Grants) and/or Partners (Leadership Grants) for which this proposal applies</b>	<b>Schools and/or Partners</b> <b>Green Mountain Union High School</b> <b>Chester-Andover Elementary School</b> <b>Cavendish Town Elementary School</b> <b>Flood Brook Union School</b>	<b><u>Enrollment</u></b> (To be completed by VT DOE)
<b>Total Funds Requested</b>	\$40,000	
<b>CIPA Certification</b>	Superintendent has certified CIPA compliance (Check one or more): _√_ on school technology plans _√_ on last E-Rate application _√_ on 2004 Consolidated E-Application	
<b>Superintendent's Signature</b>		
<b>Date</b>		

**Windsor Southwest Supervisory Union**  
**Title II, Part D: Enhancing Education Through Technology**  
**Competitive Grant Program - 2006-07 School Year**

**1. Program Description**

The Windsor Southwest Supervisory Union desires to use this grant opportunity to integrate several work efforts into a more cohesive approach to addressing the requirements of No Child Left Behind. The first draft of the Local Comprehensive Assessment System has identified the areas that are in need of electronic assessment tools. The assessment tools are needed to collect the necessary data to enable us to make data driven decisions at the classroom and at the district level. These decisions will direct instruction and facilitate our goal to provide differentiated instruction across all grade levels.

**Goal**

Our goal is to begin to make data-driven decisions at the classroom, school, and district levels by leveraging and extending current technologies to assess student learning electronically throughout the entire Windsor Southwest Supervisory Union. To accomplish this goal, Windsor Southwest Supervisory Union intends to purchase a computerized, state-aligned, adaptive assessment program. This tool and related professional development will provide educators with data that can be used to improve teaching and learning. All schools in the Supervisory Union have a stated Technology Plan goal; "Put in place a supervisory union wide student information system to provide a means to better assess progress in all areas through use of student data." The student information system is in place, but the ability to use it to assess progress is hampered by the lack of assessment data in digital formats.

**Scope of Work**

Below are the steps in implementing this software program and training:

- Select a software solution such as the Measures of Academic Progress Package (MAP) from the Northwest Evaluation Association. (<http://www.nwea.org/assessments/map.asp>)
- Work with implementation specialist to define teams, roles and responsibilities.
- Purchase and install hardware for the program.
- Install the software and test.
- Participate in the first phase of professional development, the MAP Administration Workshop.
- Schedule pilot test.
- Evaluate the pilot test results with the appropriate team.
- Schedule first testing session.
- Meet with school and district wide implementation team to discuss results.
- Hold staff meeting to show the staff the results of testing.
- Meet with appropriate teams to review next steps and continue to make adjustments to ensure the success of the program.

**Focus area: Assessment/Accountability**

Our Local Assessment Plan has areas that are still in need of assessments. The MAP program will provide electronic assessments for these deficit areas as well as supporting the implementation of classroom assessments as the core of the local comprehensive system. This will enable teachers to use the growth and achievement data to develop instructional strategies and plan school improvements which align with the Vermont Framework and Grade Expectations. These strategies and improvements will be a combination of classroom and school level assessment pieces aligned with the School Quality Standards and the local technology plans.

**Standards/GEs**

This program improves many aspects of student learning by testing students on the various skill levels. The tool uses a computerized, state-aligned, and adaptive assessment program that provides educators with information that they can use to improve teaching and learning. This program aligns with the Vermont's Framework of Standards and Learning. This program is very specific in culling through the skills students need to become proficient in the core subjects. The MAP program includes Vermont State aligned assessments.

**Needs Assessment**

The Assessment Committee has established the need to have quality assessments that enhance student learning through the better use of data. Looking at the first draft of the Local Assessment Plan it is evident that there are areas that need to be addressed in order to meet the requirements of the Local Assessment System time line. The District has determined that this need can be met by the purchase and use of a computerized, state-aligned, adaptive assessment program. The most critical deficits to be addressed are:

- There is no electronic capture of assessment data for analysis and therefore no electronic growth measures available.
- There are no school level and district level common assessments in grades 4-8 in reading, math, and writing.
- There are no on-demand writing pieces.
- There are no common science assessments across all grade levels.

## 2. Professional Development

We intend use the workshops to be purchased with the MAP package to train Administrators, Teachers and Technology Coordinators in the most effective use of the system. The descriptions follow:

### Step 1 - MAP Administration Workshop

The first training in the continuum is designed for districts new to Measures of Academic Progress (MAP) assessments. This workshop is offered on-site, encouraging staff members to participate and learn about their roles in administering MAP tests and using assessment data.

This is a one-day workshop that introduces school district staff to Measures of Academic Progress (MAP) assessments before they are implemented for the first time. To make the best use of staff members' time, the workshops are divided into three modules targeted for specific participants. The district leadership team, a group of dedicated staff who are responsible for ensuring assessment data are understood and used, is expected to attend all sessions.

**MAP Basics Module** - Duration 1 hour -Participants: Anyone interested in learning about MAP testing

Intended outcomes:

- Obtain a basic understanding of the MAP system.
- Explore how MAP is different from typical assessments, both in purpose and value of test results.
- Learn how to use related NWEA resources.

**Teacher Module** - Duration 2 hours - Participants: Teachers most affected by MAP data and the Leadership Team.

**Note:** All participants must have attended MAP Basics prior to attending this session.

Intended outcomes:

- Identify short-term district needs.
- Create common vocabulary.
- Understand how to use growth data to influence instruction.

**Leadership Team Module** - Duration 3 hours - Participants: District Leadership Team

**Note:** All participants must have attended MAP Basics and the Teacher Module prior to attending this session.

Intended outcomes:

- Understand how MAP tests are implemented.
- Receive information on scheduling and special education considerations.
- Learn how to support the needs of four critical groups: administrators, students, proctors, and teachers.
- Learn how to access teacher, school, and district level reports.
- Apply "answerability" to the use of data.
- Discuss next steps and further training opportunities.

### Step 2 - Stepping Stones to Using Data

In the second workshop, attendees gain an understanding of the reports available after their first test season. This workshop provides an opportunity for staff members, including the District Leadership Team, to take a look at their data, learn to interpret data, and to develop a common vocabulary to facilitate communication.

#### Building Local Expertise

This workshop is designed to help teachers and building administrators understand and interpret assessment report data for the purpose of improving student learning. Understanding test data is essential for districts to be able to gauge the effectiveness of programs. With this understanding, educators can make more informed decisions related to school and classroom improvement programs. Participants will learn and be able to teach others how to:

- Determine flexible groupings for instruction
- Use data to guide instruction
- Use Lexile reading scores
- Better utilize DesCartes: A Continuum of Learning

### Step 3 - Climbing the Data Ladder

In the third workshop, participants delve into applying the information districts glean from their reports. After developing the skills to understand and interpret data in the Stepping Stones to Using Data workshop, suggestions are offered for applying the data to inform classroom instructional practices.

### **3. Capacity for Success**

We have the resources, policies and procedures in place, or in development to achieve success with this project. The program is self-contained and tied to a proven implementation and training provided by the vendor. This project ties directly with the highest priority goals of the Supervisory Union to fully implement the directive of the NCLB laws.

This project is the perfect opportunity to complete our Local Comprehensive Assessment System. Each school has submitted a Local Assessment Plan. Part of The Local Comprehensive Assessment System has been implemented. These plans have identified that assessments need to be implemented in Reading, Mathematics, Writing and Science in grades 4-12 and will be completed by this grant.

The Director of Assessment, District Technology Coordinator and the school Technology Coordinators will collaborate to ensure the success of this project. Windsor Southwest Supervisory Union currently has technology coordinator positions at all schools and network infrastructure to implement this project.

### **4. Evaluation**

Our evaluation will consist of two parts. We need to evaluate the actual system implementation and also the data that is produced by the MAP program.

#### **A. Implementation**

We will perform an evaluation of the implementation of the MAP software and the related professional development offerings as provided by the vendor. The implementation team will complete this evaluation with the vendor.

The key questions are:

- Did we purchase the software and get it running? (Observations)
- Did we hold the Basics Module MAP workshop? (Observations) Did the participants obtain a basic understanding of the MAP system? (Interviews)
- Did we hold the Teacher Module? (Observations) Were the participants able to identify short-term district needs? (Survey) Did the teachers gain an understanding of how to use growth data to influence instruction? (Survey)
- Did we hold the District Leadership Team workshop? (Observations) Did the participants leave understanding how MAP tests are implemented? (Survey) Did the team feel they could be of support to the needs of administrators, students, proctors and teachers? (Interview)
- Did we hold the Stepping Stones workshop? (Observations) Were the participants able to determine flexible groupings for instruction? Use data to guide instruction? Use Lexile reading scores? Better use DesCartes. (Focus Group)
- Are we effectively collecting the data? (Observations)

## **B. Data Evaluation**

We will also perform an evaluation of the data produced by the MAP system as valid and appropriate for use in data driven decision making. The Administrative Council will do this evaluation. The principle question to be answered is: Does it appear that the data will be useful in impacting the curriculum?

As a member of the Vermont Data Consortium, the Windsor Southwest Supervisory Union Administrators are becoming familiar with the methodologies taught by Victoria Bernhardt, Ph.D through her workshops and books such as Data Analysis for Continuous School Improvement. The Vermont Data Consortium will continue to educate the membership in the appropriate use and analysis of data. The methodologies are complex and involve balancing different types of data such as demographic, school process, perceptions and student learning to inform overall program effectiveness. This project will further enhance the administrator's ability to include appropriate student learning data into this analysis.

Our entire school community which consists of students, teachers, staff, administrators, board members and parents, will learn about all or some of our evaluation findings through regularly scheduled staff meetings, inservice training, school annual report, school board meetings, community information sessions and web postings.

The results of the evaluation findings become input into the continuous improvement model taught through the Victoria Bernhardt, Ph.D. trainings.

## **5. Budget**

The budget for this project is completely focused on the purchase of the MAP software package, necessary hardware and training workshops. All other resources are already in place and supported through the school Technology Plans, the Student Information System project or the Vermont Data Consortium membership.

# Budget Page

**Grant Area (check one):**

Basic Grant  X

Budget (Describe as appropriate)	TOTAL
<b>Professional Development:</b>	
MAP Start-up costs including MAP Administration Training workshop	\$3,550
Stepping Stones to Using Data Workshop	\$3,800
Climbing the Data Ladder Workshop	\$7,250
<b>Hardware:</b> 4 test administration application workstations (1 per school @ \$993.75) ; 4 Network Test Environment Server (1 per school building @ \$2,800 each)	\$15,175
<b>Software:</b>	
12-month Vermont MAP license-mathematics, reading, and language usage tests. This includes:	\$10,225
State aligned MAP system	
Lexile Reporting for all students tested in reading	
Instructional Resources	
Dynamic Reporting Suite	
DesCartes, a Continuum of Learning (Classroom resource for teachers to help translate test scores into specific learning objectives)	
Knowledge Academy online training (Series of online courses designed to support districts in developing capacity for on-going training and staff development.)	
Loading of class roster files	
Standard reports	
Ongoing support	
<b>TOTAL</b>	<b>\$40,000</b>