

# NAIKU CASE STUDY



## CASE STUDY: ROSEMOUNT - APPLE VALLEY - EAGAN PUBLIC SCHOOLS

## EFFECTIVE IMPLEMENTATION OF COMMON FORMATIVE ASSESSMENTS

Independent School District (ISD) 196, also known as Rosemount – Apple Valley – Eagan Public Schools, is a large school district serving a 110 square mile area in the south Twin Cities metropolitan area. The 4<sup>th</sup> largest district in Minnesota, ISD 196 is a state and nationally recognized public school district that had a goal of providing an assessment solution to its teachers that would be an integral part of their implementation of common formative assessments across the district. In January 2014, the district selected Naiku as its partner to enable teachers to readily measure, monitor, and track progress of student proficiency towards learning targets.



## Strategies for Implementation

In *Common Formative Assessments 2.0*, Viegut emphasizes that to effectively implement common formative assessments throughout a district requires strategic leadership. District leaders must have high expectations that the teachers will put in the work and do it well. Viegut gives the following seven strategies to successfully implement common formative assessments:

1. Have high expectations with accompanying support
2. Create whole-to-part understanding
3. Create an implementation framework for planning
4. Implement specific high-support strategies
5. Create time to meet the challenge
6. Offer ongoing professional development
7. Hold to intention despite hurdles
8. Lead collaboratively to create energy
9. Foster trust
10. Progress at an acceptable pace

Travis Cerling and Shannon Lee, Middle School Science Coaches at ISD 196, with the support of building administrators, have led the successful implementation of common formative assessments across the district's six middle schools. Cerling agrees that having the expectations set and the support from the district leadership is paramount. "It would have been a lot more difficult if we didn't have the support of our administrators," said Cerling. The district also provided a framework to guide each team's implementation. "Though we have this framework, we have flexibility in how we use it. That's the key to making this successful," added Cerling as he commented on the culture of trust at the district. Another key strategy affirmed by Cerling is the ongoing professional development. The district provides 5 staff development days where the PLC teams meet to collaboratively prioritize the learning targets, create exams, and review results for differentiated instruction.

### ISD 196 Fast Facts

Public school district  
Located southern Twin Cities area  
28,000 students  
18 elementary schools  
6 middle schools  
4 high schools  
4 alternative / non-traditional schools



### Uses of Naiku

Common Formative Assessments  
Summative Assessments  
Reports by standards to differentiate instruction  
Teachers have created 46,000 assessments and 126,000 items  
Students have taken 770,000 assessments

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## An Example CFA

Cerling recounts this example to illustrate how he and his team have successfully implemented common formative assessments. “The 7<sup>th</sup> grade science teachers at Rosemount Middle School created a non-graded formative assessment on the scientific method. We then gave it to the students in all of the science classes at the school.”

Science teacher Heidi Hilliard, part of a PLC team with Tim Hoernke and Jeremy Abbott, recalled, “We gave it on a Friday and then the three science teachers came back together on a Tuesday morning and went through and examined how the kids did to determine whether or not there was a need for remediation and enrichment.” The teachers reviewed the results on Naiku and organized their classes based on student performance. The average score on the formative quiz was 66.5%. More than 33% of the students scored less than 60% and needed remediation. Students who scored greater than 70% were placed in the enrichment group. Those who scored in between 60% and 70% were placed in the “needs a little assistance” group.

For students that needed a little more assistance and remediation, the teachers went through scenarios,

practiced with them, and did some re-teaching of key concepts. At the end of class, the teachers assessed the students’ progress with an exit slip assessment. Students in the enrichment group built spaghetti tower bridges and did some engineering activities.

“Once we did the summative post-test, the results were awesome,” reported Hilliard. The average score was 83.6% (an increase of 17.1%). Almost 82% passed the assessment. “The kids made huge strides and huge gains in their knowledge.” Hilliard and her team were happy with the results. “It worked well. It was great for the kids. All around, it was positive for everyone.”

The team has collaboratively developed unit quizzes and summative assessments for each unit. Each assessment consists of 5-10 items that are aligned to one or two learning targets. “We use all assessments for formative purposes,” explained Cerling. “We always look at the class results report in Naiku to see how the students are grouped into three proficiency levels. We also use the item analysis to identify questions that we may need to revise or rewrite.”

Science teams across the district have similarly emphasized the importance of having quality items. Shannon Lee agrees that revising items is an important part of an effective CFA program. “Our teachers continue to revise the questions to make them fair and accessible to all students. Some have added videos, audio, and other technology enhancements to the questions to make them more authentic,” said Lee.

As for the students, they love this process. “They find it awesome that they get results immediately on Naiku and can do reflection right away,” concluded Cerling.

	Formative	Summative
<b>Mean Score</b>	66.5%	83.6%
<b>Scores &lt; 60%</b>	33.6%	8.9%
<b>Scores 60% to 70%</b>	25.3%	9.4%
<b>Scores &gt; 70%</b>	41.1%	81.7%

## TRANSFORMATIVE Naiku Educator Spotlight

Travis Cerling and Shannon Lee, Middle School Science Coaches at ISD 196, have been instrumental in the effective implementation of common formative assessments at their district. “As a Science Coach, I find new tools, new ways to teach, and share those ideas and tools with the team. I also teach two science courses,” shared Cerling. “It really is the best of both worlds. I work with teachers, and still get to be in the classroom with students.” Lee loves the excellent conversation she has with other teachers, including those in other content areas. “I also work with teachers from other content areas to see how they can support science and how I can support them. There’s a lot of sharing and collaboration, all the time. That’s what’s excellent about being a science coach,” added Lee. Both use Naiku in their classes and help other teachers to use Naiku to make the district’s CFA process more efficient and effective.



*Travis Cerling*

*Middle School Science Coaches*



*Shannon Lee*