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Study of Assessment Use in Colorado Districts and Schools

Prepared for

HB14- 1202 Standards and Assessment Task Force

By

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Executive Summary

The Colorado Standards and Assessments Task force, established by HB 14-1202, selected Augenblick, Palaich and Associates (APA) to conduct a study regarding assessment use in Colorado districts and schools. The study does not draw conclusions or recommendations, instead gathering needed information for the Task Force in the areas of assessment timelines; annual costs for CDE and districts; time spent to prepare for and administer assessments; opportunity costs of diverting time and resources from instruction; perceived benefits and impacts of assessments; and suggested changes to the state assessment system. APA gathered this information through document review, a statewide survey of district administrators, school administrators and teachers, follow-up interviews with five districts about assessment costs, and gathering information from CDE.

The statewide survey was conducted online, with an email invitation sent to the superintendents of all school districts in the state, including the Charter School Institute, for transmission to school staff and teachers. State membership organizations and Task Force members also used their networks to encourage responses. The survey received 87 district level responses, 212 school level responses, and 1,800 teacher level responses. The received responses were largely representative of the larger group of districts, schools, and teachers in the state in terms of regional distribution, district size, urban, suburban, or rural location, and need of the student body. The number and representativeness of responses mean that estimates from survey respondents are generalizable to the state as a whole, with a margin of error of about 2 percentage points for teachers and 6 percentage points for school and district level responses.

The survey asked respondents to indicate the assessment used to meet state requirements for school readiness and READ Act assessments. It also asked respondents to report which assessments were mandated by the district or the school, in addition to state assessments. The majority of districts, schools, and teachers used the TS Gold to meet state readiness assessment requirements and the DIBELS Next to meet READ Act requirements. If a district or school did not use those assessments, however, a wide range of assessments was used to meet state requirements. Districts and schools also used a wide range of assessments, including district-created assessments, as local assessments. This means students in different districts are unlikely to take the same package of state and local assessments.

The state is transitioning in assessments used, replacing the TCAP assessment with PARCC. Respondents were asked to report their past experiences with the TCAP assessment, including the time required by the assessment and the impacts and benefits of the assessment. Respondents were asked about potential changes to the PARCC assessment. Responses about TCAP cannot be generalized to PARCC, and vice versa.

In quantifying time spent by teachers and students preparing for, administering, and taking assessments, the study focused only on time spent on the mechanics of assessments. These estimates do not include instructional time on subjects that will be covered by the assessments. Across district-level, school-level, and teacher respondents, no group reported consistently higher or lower time estimates than other groups. For student time, we asked for separate time estimates for special education students, English Language Learner (ELL) students, and general education students. Time estimates for special education and ELL students were not significantly higher than those for general education students, but that same time may be more resource intensive because of the need for a 1-to-1 aide or other additional resources. Time to prepare for and take assessments varied significantly across assessments, with some taking much longer than others. The following table illustrates the total student time spent preparing for and taking state and local assessments, by grade level.

Total Time Spent by General Education Students Preparing for and Taking State and Local Assessments				
Grade	Total Number of Hours Preparing	Number of Days Preparing	Total Number of Hours Taking	Number of Days Taking
Kindergarten	34.8	5.8	34.3	5.7
1st	38.1	6.4	47.9	8.0
2nd	39.9	6.7	51.1	8.5
3rd	70.8	11.8	67.4	11.2
4th	83.6	13.9	72.7	12.1
5th	83.2	13.9	71.8	12.0
6th	52.9	8.8	40.5	6.7
7th	69.6	11.6	47.7	8.0
8th	68.9	11.5	46.4	7.7
9th	48.4	8.1	39.1	6.5
10th	48.9	8.2	36.5	6.1
11th	67.2	11.2	42.8	7.1
12th	54.1	9.0	35.0	5.8

The survey also asked respondents to estimate the amount of time teachers spent preparing for and administering assessments. Again, no respondent group reported consistently higher or lower time estimates than other groups. Time estimates for teachers of untested subjects were lower than those for teachers of tested subjects. Estimates for specialist teachers were similar to those for teachers of tested subjects. The following tables report teacher time. For elementary school teachers, where a teacher is likely to be the teacher of a tested subject for all assessments, the tables report the time estimate for the teacher of a tested subject. For secondary school teachers, the tables report a range, with the lower number the time required of a teacher of an untested subject and the higher time for the teacher of a tested subject.

Total Time (In Hours) Spent by Teachers Preparing and Administering State Assessments					
Grade	School Readiness	READ Act	TCAP	CMAS	ACT
Kindergarten	0.0				
1st		63.4			
2nd		63.4			
3rd		63.4	40.9		
4th			40.9	33.6	
5th			40.9	33.6	
6th			23.6 - 40.9		
7th			23.6 - 40.9	14.0 - 33.6	
8th			23.6 - 40.9	14.0 - 33.6	
9th			23.6 - 40.9		
10th			23.6 - 40.9		
11th			23.6 - 40.9		13.4 - 24.6
12th				28.0 - 67.1	

Total Time (In Hours) Spent by Teachers Preparing and Administering Local Assessments					
Grade	School Readiness	Early Literacy	Interim	PWR	Other
Kindergarten		98.9	60.8		7.7
1st		100.9	70.9		8.7
2nd		98.9	72.4		8.9
3rd		94.8	68.9		8.9
4th		88.6	67.0		8.9
5th		88.6	65.8		8.9
6th			28.8 - 67.9		6.6 - 8.9
7th			29.9 - 70.4		6.7 - 8.2
8th			30.4 - 71.6		6 - 8.2
9th			25.1 - 59.2	1.1 - 7.8	6 - 8
10th			24.3 - 57.2	1.2 - 8.4	6 - 8
11th			22.6 - 53.2	1.4 - 10.0	6 - 8
12th			21 - 51	1.1 - 8.1	6 - 8

Through interviews with district, school, and parent representatives from five districts, APA gathered information about three kinds of costs: capacity costs, to reach needed capacity; opportunity costs from diverting resources to assessments; and direct costs of purchasing assessment materials, paying for substitutes or stipends, printing costs for reports, and providing snacks and incentives. Capacity costs

varied widely, as districts start from very different places in the base level of technology. The following table illustrates the total direct assessment costs incurred by schools, districts, and the state, with approximately \$36.7 million of cost contributed by CDE. Only accounting for direct costs, and not the additional opportunity costs incurred by redirected staff time or capacity costs to ensure needed technology is in place if not already present, in total \$70-\$90 per student is spent on assessments.

Total <u>Direct</u> Assessment Costs Incurred by Schools, Districts, and the State		
	Costs Based on Average	Costs Based on Weighted Average
State Assessments	\$53,249,941	\$44,944,910
Local Assessments	\$25,128,725	\$16,184,812
Total	\$78,378,666	\$61,129,722

The survey also asked respondents about the impacts and benefits of assessment. Respondents rated impacts in the categories of technology; logistics management; other staff time; direct costs; and schedule interruption. There were similar impact ratings across respondent role and category of impact. There was significant variation in ratings across assessment, with higher impacts for state assessments, especially CMAS and TCAP, and lower impacts for local assessments and the ACT. Respondents also rated impacts in the categories of instructional; assessing content mastery; accountability and comparison; evaluation; and feedback to families and students. Overall, teachers indicated less benefits from assessments than district and school respondents. Respondents rated the benefits lower in comparison and evaluation than in other categories. Again, there were lower benefits indicated for state assessments than for local assessments.

The survey then asked respondents for their opinion, in their role, of whether they agreed that the benefits of assessment outweighed the impact. Overall, district and school respondents gave similar answers, with teachers less likely to agree that benefits outweighed impacts. The lowest rates of agreement were for CMAS, TCAP, and the state school readiness assessment. The highest rates of agreement were for the ACT and local interim assessments.

District and school level respondents reported their rating of district capacity to implement the state assessment system. Overall, districts and schools reported having less than full capacity in all categories. The area of lowest capacity for districts and schools was funding and resources. Respondents also indicated relatively low capacity in the areas of training/professional development, having sufficient devices to administer online assessments, and having needed IT staff.

Finally, survey respondents were asked about what changes they would make to state assessments. A minority of respondents at all levels suggested keeping assessments as they were. However, a minority of respondents at all levels suggested eliminating the assessments entirely. In general, respondents favored reducing the length of assessments or reducing the number of students or grades taking the assessments.

The results of the survey of district, school, and teacher respondents provide important information about the effects of the state and local assessment systems on those stakeholders. The sizeable number of respondents, who are largely representative of the distribution of districts, schools, and teachers in the state of Colorado, mean that survey responses are strongly indicative of effects and opinions for the state as a whole. Notably, there were no clear trends in differences between responses from urban, suburban, and rural districts.

Estimates provided by the three levels of respondents indicated large variance in the amount of time required for teachers and students to prepare for, administer, and take assessments. Despite this variation, it is clear that both teachers and students are spending a significant amount of time that could otherwise be devoted to instruction on these assessment-related activities. This was true across levels of respondent and categories of teachers and students. Additionally, respondents from all three levels indicated significant impacts and relatively few benefits for most assessments. This meant that when asked their opinion about the relative benefits and impacts of assessments, a majority of respondents at all levels reported disagreement that the benefits of assessments outweighed the impacts. This disagreement was especially prevalent for the TCAP and CMAS assessments. The one exception is the ACT, for which respondents reported much higher benefits and far fewer impacts. Respondents then suggested changes to assessments, focusing on reducing the length and number of grades of students taking assessment or reducing to the federal minimum.

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Introduction

Established by the Colorado General Assembly (HB14-1202), the Colorado Standards and Assessments Task Force is charged with studying the implications of the statewide assessment system for school districts, public schools, charter schools, educators and students and preparing a report of findings, including legislative recommendations, by January 31, 2015. The Task Force is comprised of 15 members representing parents, teachers, administrators, school board members and the business community.

Key objectives of the Task Force include understanding:

- Combined impact of statewide and local assessments on classroom instruction.
- Feasibility of allowing school districts and charter schools flexibility regarding statewide requirements for academic performance and flexibility to reduce the amount of duplication in testing caused by administering both statewide and local assessments.
- Capacity of school districts and charter schools to implement standards and assessments in compliance with state requirements, including but not limited to: available resources for creating or purchasing and implementing curricula, including textbooks; technology and broadband access; the proportional use of curricula, including textbooks, broadband, and technology, for testing and for educational purposes other than testing; and the adequacy of staffing and PD for staff.
- Feasibility and consequences of extending timelines and implementing hold harmless periods in all state accountability systems for districts, the state charter school institute, public schools, and educators.
- Feasibility and consequences of allowing parents to excuse their children from statewide assessment programs without negatively impacting individual school districts, public schools, teachers, or principals.

To help inform their work, the Task Force selected Augenblick, Palaich and Associates (APA) to conduct a study regarding assessment use in Colorado districts and schools. APA is a nationally recognized firm with over 30 years of experience helping stakeholders at the national, state and local levels analyze education policy issues.

APA's role was to provide the Task Force with the data needed to meet the Task Force's charge, not to make specific recommendations. Therefore, the study was designed to provide needed information for the Task Force to draw their own conclusions and recommendations, including the following data related to statewide and local assessments:

- Assessment timelines;
- Annual costs to the Colorado Department of Education (CDE) and districts to prepare for and administer assessments;

- Time spent to prepare for and administer assessments;
- Opportunity costs to school districts and charter schools of diverting time and resources to preparation and administration of assessments and away from instruction;
- Perceived benefits and impacts of assessments; and
- Suggested changes to state assessment system

APA gathered this information through document review, a statewide survey of district administrators, school administrators, and teachers, follow-up interviews with five districts regarding assessment costs, and gathering state-level information from Department of Education staff.

This report is structured as follows:

1. Description of data collection methods;
2. Summary of district and school participation in the survey and interviews;
3. Findings regarding state and local assessments; and
4. Conclusions regarding combined impact of state and local assessments on instruction.

Assessment Context

This report discusses a number of assessments. Appendix G contains an acronym list for assessments, as well as charts indicating which are state assessments and which are local assessments, mandated by either a school district or a school.

Colorado is currently transitioning its major state student assessments. After using the Colorado Student Assessment Program (CSAP) assessment for English language arts and mathematics assessments for a number of years, Colorado implemented the Transitional Colorado Assessment Program (TCAP) assessment starting in the 2012 school year. That year, Colorado also joined the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. Limited pilot testing for PARCC took place in some districts in Spring 2014, with the assessment entirely replacing TCAP in the 2014-15 school year.

This means that at the time the survey was administered, all districts had experience administering TCAP, while only some districts had piloted PARCC and none had fully implemented it. As PARCC is a different assessment, with different time frames and test items, it cannot be assumed that the experience with and response to PARCC will mirror that with TCAP. Reported time estimates are for actual experiences implementing the TCAP assessment. Similarly, the benefits and impacts questions ask about the actual impacts and benefits of TCAP implementation. However, when respondents were asked about assessment timelines, costs, or future changes to state assessments, they were asked about proposed changes to the PARCC assessment.

The Colorado Measures of Academic Success (CMAS) assessments, covering science and social studies, were also piloted in spring of 2014. The CMAS science exams were required for all 5th and 8th grade students and the social studies exams required for all 4th and 7th grade students. The CMAS science and social studies exams were then required for all 12th grade students in the fall of 2014.

The information gathered on the READ Act combines both interim and diagnostic assessments together.

Data Collection Methods

Document Review

APA conducted a review of relevant existing documents and data such as: prior studies, including the 2014 WestEd Assessment Study, CDE assessment policy materials, assessment timelines, records of assessment administration time requirements, existing data on parent opt out, and other relevant materials in order to gain a greater understanding of assessments in the state, and benchmark results gathered during the present study.

Statewide Online Survey

APA developed a statewide assessment use survey for superintendents, principals and teachers. The statewide survey was developed collaboratively with Task Force members. Initial beta testing was done by a number of district and school representatives for clarity. APA also worked with the Task Force to develop specific definitions to be used for the survey, including definitions for activities like “preparing for” and “administering” assessments. The survey instruments are included as Appendices A-C. Definitions given to survey respondents are included as Appendix D.

Survey questions included:

1. When assessment results are available to district staff, school staff, teachers, and families and students;
2. Time spent by teachers to prepare for and administer assessments;
3. Time spent by students to prepare for and take assessments;
4. Other impacts of assessments, such as impacts due to technology availability, logistics management, loss of support staff time, direct costs, and schedule interruption;
5. Benefits of assessments, such as instructional, measuring mastery of content standards, comparability for accountability, evaluation, and feedback for families and students;
6. Whether respondents felt that the benefits outweigh the impacts or not; and
7. Any changes that respondents would make to the state assessment system.

Additionally, for local assessments, superintendents and principals were asked about: (1) the grades in which the assessment is administered and (2) the frequency with which assessments are administered during a year. Superintendents and principals were also asked about their capacity to implement the state assessment system. The survey for teachers was shorter and focused only on the assessments in which they are directly involved.

The survey was conducted online; an email invitation with a survey link was sent to the superintendents of all school districts in the state, including the Charter School Institute. Superintendents were asked to share the information about the survey and link for survey completion with school staff and teachers in their districts. Additionally, state membership organizations were also asked to share the survey with their members and Task Force representatives reached out to their own networks to encourage participation. The survey window was open for two and a half weeks and closed on October 29, 2014. Several rounds of follow up were done to encourage participation and sample representativeness.

Cost collection interviews with district and charter representatives (district-level and school-level)

APA held five interviews with district-level and school-level representatives focused on collecting specific resource information about state and common local assessments, including opportunity costs from diverting resources and time from instruction or other district functions. APA then applied costs to the resources identified and developed per pupil costs which were modeled for the state.

Data collection from CDE representatives

Originally, APA intended to interview CDE staff in order to: (1) understand how the state perceives the feasibility and consequences of allowing districts and charters flexibility regarding assessment objectives, extended assessment timelines, hold harmless periods, and opt out; and (2) collect information regarding associated assessment costs incurred at the state-level. CDE representatives made a number of presentations directly to Task Force staff regarding the first set of items, so APA worked with CDE staff via email to collect the needed cost information.

District and School Participation**Statewide Survey**

The following tables 1.1- 1.7 detail the survey responses received from district administrators, school administrators, and teachers, as compared to the state population. Participation is disaggregated by district size, region, location distinction (urban, suburban and rural), and need (“low need” being less than the state average Free and Reduced Lunch percentage, and “high need” being above that state average). The “other” category in each group includes the Colorado School for the Deaf and Blind, BOCES organizations, and the Charter School Institute.

Overall, participation at the district, school, and teacher level was robust and, with some exceptions, representative of the statewide distribution of districts, schools, and teachers. The volume and representativeness of responses means that responses at each level serve as reasonable estimates of responses from the statewide population as a whole. There is a possibility that the voluntary nature of the survey has a small bias on responses, as respondents had to choose to complete the survey.

District-level Participation

Table 1.1 and 1.2 detail district-level survey participation and compare the sample against the state. Note that a handful of districts submitted responses from more than one district administrator, so there may be more responses than possible districts in a category.

Table 1.1	
Statewide Survey: District-level Participation	
Total number of districts in Colorado	179
Number of district administrator responses	87
Number of unique districts	64
District participation rate	36%

Overall, 87 completed district administrator responses were received from 64 unique districts; accounting for districts that had more than one district administrator response, the overall participation rate was 36 percent.

Table 1.2				
Statewide Survey: District-level Sample Compared to State Population				
	District Sample		State Population	
	N	%	N	%
Region				
Metro	26	29.5	18	9.7
North Central	6	6.8	20	10.8
Northeast	6	6.8	32	17.2
Northwest	7	8.0	19	10.2
Pikes Peak	16	18.2	26	14.0
Southeast	10	11.4	28	15.1
Southwest	4	4.5	23	12.4
West Central	9	10.2	12	6.5
Other	3	3.4	8	4.3
Size				
Very Large	16	18.2	10	5.4
Large	6	6.8	10	5.4
Moderate Large	10	11.4	8	4.3
Moderate	4	4.5	26	14.0
Small	14	15.9	42	22.6
Very Small	34	38.6	82	44.1
Other	3	3.4	8	4.3
Location				
Urban	25	29.8	16	9.0
Suburban	11	13.1	14	7.9
Rural (Rural/Small Rural)	48	57.1	148	83.1
Need				
High Need	51	58	120	64.5
Low Need	34	38.6	58	31.2
Other	3	3.4	8	4.3

Looking at how the sample compares to the state disaggregated by region, the sample includes a greater proportion of metro districts, and includes a smaller percentage of districts from the North Central, Northeast and Southwest region. Looking next at district size, the sample includes a greater number of very large districts and a smaller number of moderate size districts than the state makeup. When the sample is compared against the state for location designation (urban, suburban, rural), there is an overrepresentation of responses from urban and suburban districts, and an underrepresentation of rural districts. As a part of the study's analysis which will be detailed in a subsequent section, APA will be disaggregating district responses by location to ensure that the unique perspective of each of these subgroups is understood. Finally, when considering need, as defined by a district's free and reduced lunch percentage being above or below the state average, the sample was fairly close to the state population.

School-level Participation

Tables 1.3 and 1.4 examine school administrator participation. Tables 1.5 and 1.6 then present teacher (and other school-level staff members) participation. Finally Table 1.7 considers charter participation.

Table 1.3	
Statewide Survey: School-level Administration Participation	
Total number of schools in Colorado	1,825
Number of participating school administrators	212
Overall participation rate	12%

Table 1.4				
Statewide Survey: School-level Sample Compared to State Population				
	School Administrator Sample		State Population	
	N	%	N	%
Region				
Metro	115	54.3	790	43.3
North Central	30	14.2	240	13.2
Northeast	6	2.8	84	4.6
Northwest	17	8.0	113	6.2
Pikes Peak	17	8.0	294	16.1
Southeast	2	0.9	75	4.1
Southwest	9	4.3	89	4.9
West Central	9	4.3	104	5.7
Other	7	3.3	36	2.0
Size				
Very Large	103	48.6	931	51.0
Large	22	10.4	249	13.6
Moderate Large	13	6.1	150	8.2
Moderate	20	9.4	165	9.0
Small	6	2.8	172	9.4
Very Small	41	19.3	122	6.7
Other	7	3.3	36	2.0
Location				
Urban	115	56.1	903	50.5
Suburban	29	14.2	333	18.6
Rural (Rural/Small Rural)	61	29.8	553	30.9
Need				
High Need	97	45.8	797	43.7
Low Need	108	50.9	992	54.4
Other	7	3.3	36	2.0

School administrators were more likely to be from a Metro district than the state population, and less likely to be from the Pikes Peak region. The sample was very representative of the population by district size; the only notable variations being the under representation of schools from small districts and the

over representation of schools from very small districts. The distribution of schools in the sample across urban, suburban and rural categories was very close to the statewide distribution. Disaggregation by need was also very similar.

Table 1.5	
Statewide Survey: Teacher Participation	
Total number of teachers in Colorado	50,228
Number of participating teachers	1,800
Overall participation rate	4%

Table 1.6				
Statewide Survey: Teacher Sample Compared to State Population				
	Teacher Sample		State Population	
	N	%	N	%
Region				
Metro	1,145	63.6	25,918	51.6
North Central	136	7.6	6,870	13.7
Northeast	37	2.1	944	1.9
Northwest	23	1.3	2,275	4.5
Pikes Peak	239	13.3	8,945	17.8
Southeast	21	1.2	814	1.6
Southwest	61	3.4	1,357	2.7
West Central	122	6.8	2,275	4.5
Other	16	0.9	828	1.6
Size				
Very Large	928	51.6	31,110	61.9
Large	200	11.1	7,662	15.3
Moderate Large	164	9.1	4,001	8.0
Moderate	50	2.8	3,513	7.0
Small	29	1.6	2,233	4.4
Very Small	413	22.9	882	1.8
Other	16	0.9	828	1.6
Location				
Urban	1,165	65.3	30,099	60.9
Suburban	259	14.5	10,365	21
Rural (Rural/ Small Rural)	360	20.2	8,936	18.1
Need				
High Need	831	46.2	19,217	38.3
Low Need	953	52.9	30,183	60.1
Other	16	0.9	828	1.6

Eighteen hundred teachers participated in the survey for a participation rate of 4 percent. This sample size means the percentage estimates shown in this report are accurate for the population of Colorado teachers, plus or minus approximately 2 percentage points.

Teachers from the metro area were more represented in the sample than the population and teachers from the North Central and Pikes Peak region were under represented. When considering the sample disaggregated by size, teachers from very large and large districts were underrepresented and teachers from very small districts were overrepresented. There were slightly more teachers from urban areas than the state distribution and slightly fewer teachers from suburban areas. Finally, when looking at the sample compared to the state based on need, more low need districts are overrepresented and high needs districts underrepresented.

Table 1.7		
Statewide Survey: Charter Participation		
	N	% of Sample
Charter Schools	33	15.6%
Charter Teachers	146	8.1%

Table 1.7 shows charter participation in the survey. Thirty-three charter school administrators participated in the survey, so nearly 16 percent of the total school administrator sample was from charters. Looking at the teacher sample, 146 teachers or 8.1 percent of the sample teach in charter schools.

Generalizability

Overall, there were a large number of respondents at the district, school, and teacher levels. Additionally, the individuals who responded were largely representative of the state as a whole in terms of regional distribution, district size, geographic level (urban/suburban/rural), and district need level. Combined, the number and representativeness of respondents mean this distribution of responses is typical of the state as a whole. However, all respondents chose to take the survey, which means they may be different from district and school staff and teachers who did not choose to respond to the survey. Thus, while the number and representativeness of respondents suggests the survey results can be generalized to all Colorado districts, schools, and teachers, the self-selected nature of the survey means there may be some systemic differences between respondents and the state as a whole.

Cost Collection Interviews

APA conducted follow up interviews via webinar with five Colorado districts of varying size and from different parts of the state. These districts were: Aurora Public Schools, Center School District, Eagle County Schools, Kit Carson School District, and Poudre School District. The five districts were asked to include district representatives, school administrators, teachers (charter and traditional), and the parent representative from their district accountability committee if available. The instrument used to guide cost collection interviews is included as Appendix E.

Findings

The initial component of the survey focused on documenting the existing assessment landscape and context at the district, school, and teacher level. To develop an assessment inventory, respondents at all three levels were asked about what assessments are administered to students, both to fulfill state assessment requirements and district and school mandated local assessments. This allows for analysis of the range and number of additional assessments mandated by districts and schools and which assessments localities are using to meet state assessment requirements.

Respondents were also asked about assessment timelines, including both time windows for assessment administration and timelines for receipt of assessment results. This allowed examination of when audiences at the district, school, teacher, and student level received feedback from each assessment.

Finally, to document the teacher and student time spent on assessments, respondents were asked to estimate the amount of time that teachers spend preparing for and administering assessments, and the time students spend preparing for and taking those assessments. Teacher estimates were broken down by teachers in a tested subject, teachers in an untested subject, and specialist teachers. Similarly, student estimates were broken down by special education students, English Language Learner (ELL) students, and general education students. This creates a nuanced picture of the time spent by students and teachers both before and during assessment administration.

Assessments Used

In general, respondents indicated using a wide range of assessments, both to meet state assessment requirements and as district or school mandated assessments. While certain assessments are more popular, it is likely that students are taking different packages of assessments, depending on their school and district. The following Tables 2.1- 2.4 present the percentage of districts and schools that report using different assessments to meet school readiness or READ Act requirements, or as a local assessment.

Table 2.1 School Readiness Assessment						
Assessment Used	District Administrators		School Administrators		Teachers	
	%	N	%	N	%	N
To fulfill state mandate						
TS GOLD	75.9%	66	56.6%	64	58.9%	73
Other School Readiness Assessment	23.0%	20	38.1%	43	41.9%	52
As an additional local assessment						
Bracken School Readiness	4.6%	4	0.0%	0	-	-
Other School Readiness Assessment	17.2%	15	22.1%	25	-	-

The majority of schools, districts and teachers indicate they use the TS GOLD assessment to meet school readiness requirements; currently, TS GOLD is the only approved assessment for meeting state

mandated school readiness requirements with additional assessment options possible in the future. Over 20 percent of schools and districts use an additional local school readiness assessment.

Table 2.2 READ Act Assessment/Early Literacy						
Assessment Used	District Administrators		School Administrators		Teachers	
	%	N	%	N	%	N
To fulfill state mandate						
Aimsweb	5.7%	5	9.7%	11	16.1%	88
DIBELS Next	74.7%	65	61.1%	69	41.1%	225
FAST	1.1%	1	17.7%	20	1.5%	8
I Ready	16.1%	14	0.0%	0	30.1%	165
ISEP ER, Istation	1.1%	1	0.0%	0	2.7%	15
PALS	11.5%	10	7.1%	8	11.5%	63
STAR	20.7%	18	12.4%	14	13.5%	74
Other READ assessment	9.2%	8	12.4%	14	26.8%	147
As an additional local assessment						
DIBELS Next	40.2%	35	31.9%	36	-	-
PALS	5.7%	5	1.8%	2	-	-
DRA-2	46.0%	52	0.0%	1	28.7%	25
Other READ assessment	11.5%	10	0.9%	0	1.1%	1
District-Created	10.6%	12	0.0%	0	10.3%	9

The majority of districts, schools and teachers are using the DIBELS Next assessment to fulfill the read Act, with 30-40 percent of districts and schools expanding their use of the DIBELS Next beyond READ Act requirements, such as in additional grades.

Table 2.3 Local Assessments Used: Interim Assessments						
Assessment Used	District Administrators		School Administrators		Teachers	
	%	N	%	N	%	N
NEWA/MAP	56.3%	49	31.4%	58	38.3%	349
Acuity	16.1%	14	24.9%	46	22.6%	206
Scantron Achievement Series	6.9%	6	4.9%	9	5.9%	54
STAR	26.4%	23	24.3%	45	20.7%	189
Galileo	5.7%	5	5.4%	10	2.7%	25
Aimsweb	17.2%	15	11.9%	22	9.7%	88
District Created	25.3%	22	20.5%	38	20.0%	182
Other Interim Assessment	10.3%	9	21.1%	39	16.9%	154

A wide variety of interim assessments are used in Colorado schools and districts, with some districts using more than one. The most frequently used assessment is NWEA/MAP, followed by STAR, Acuity, and district created interim assessments.

Table 2.4 Postsecondary and Workforce Readiness (PWR) Assessments						
Assessment Used	District Administrators		School Administrators		Teachers	
	%	N	%	N	%	N
Accuplacer	42.5%	37	44.1%	26	0.7%	2
ACT Explore/PLAN/Aspire	54.0%	47	86.4%	51	19.9%	58
SAT	12.6%	11	18.6%	11	70.8%	206
District Created	9.2%	8	1.7%	1	0	0
Other PWR Assessment	9.2%	8	3.4%	2	0	0

The majority of districts and schools use an additional ACT assessment such as the Explore, PLAN, or the Aspire, and over 40 percent use the Accuplacer. Teacher responses were very different than district and school responses, with seventy percent indicating that the PWR assessment that they were directly involved in was the SAT.

Overall, this assessment inventory indicates that a majority of districts and schools are using the same assessment to meet state assessment requirements. Among districts and schools that do not use the most commonly used assessment, though, there is a diverse range of assessments being used to meet those requirements. Districts and schools are also using a broad range of assessments when they choose to administer additional interim or postsecondary and workforce readiness assessments. This means that students are likely to be taking a different package of assessments from their peers in different schools and districts.

Assessment Timelines

APA sampled assessment calendars for a number of districts in the state to understand the total number of weeks that assessment windows are open and when assessment windows occur. Assessment windows are the broad period of time during which a district or school may administer an assessment and individual students will be engaged in active test taking during only a small period of that window. Developed as a composite of assessment calendars reviewed, the following is an example of what a 2014-15 testing calendar might look like for a district:

- School Readiness Assessment, 1 week, August
- Initial READ ACT Assessment- 3 weeks, August/September
- Local Interim Assessment: 3 weeks, September
- Postsecondary and Workforce Readiness Assessment: 3 weeks, September/October
- CMAS: High School, 3 weeks, November
- Local Interim Assessment: 3 weeks, January
- ACCESS, 5 weeks, January/February
- READ Act progress monitoring: 3 weeks, January/February
- PARCC (Reading and Math): Performance Based, 5 weeks, March/April
- PARCC End of Year, 4 weeks April/May

- CMAS: Elementary/Middle: PARCC Alt, 3 weeks, April/May
- ACT, one day, April
- READ Act progress monitoring: 3 weeks, May
- Local Interim Assessment: 3 weeks, May

Actual testing calendars by district will vary, but the above example is illustrative of what is experienced in many district who administer required state and commonly used local assessments. In this composite example, over 40 weeks of assessment windows are open for 10 unique assessments (with specific date ranges overlapping) over a typical 36 week school year. This does not include additional formative assessments, course exams, or AP/IB exams. As is apparent, assessment is a year long process with at least one assessment testing window being open nearly every week of the school year.

Results Availability

For each assessment, district and school survey participants were asked when key audiences receive assessment results. The timing of receipt of results is extremely important, as assessment results cannot impact instruction or student evaluation until they are received. Table 3.1 shows the most frequent response given from the survey. Notably, there were few delays in receipt of assessment results from district to school to teacher to parents. Results from local assessments tended to come more quickly than those from state assessments.

Table 3.1 When Assessment Results are Available to Key Audiences: Most Frequent Response(s)				
	District Staff	School staff	Teachers	Families/ Students
State Assessments				
School Readiness	Under two weeks, Immediately	Under two weeks, Immediately	Immediately	2-4 weeks, 1-3 months
READ Act	Immediately, Under two weeks	Immediately, Under two weeks	Immediately	2-4 weeks, 1-3 months
TCAP	3-6 months	3-6 months	3-6 months, 6 months +	3-6 months, 6 months +
CMAS	3-6 months, 6 months +	3-6 months, 6 months +	6 months, 3- 6 months	6 months, 3- 6 months
ACT	1-3 months, 3-6 months	1-3 months, 3-6 months	1-3 months, 3-6 months	1-3 months, 3-6 months
ACCESS	3-6 months, 1-3 months	3-6 months, 1-3 months	3-6 months, 1-3 months	3-6 months, 1-3 months

Table 3.1 (cont.) When Assessment Results are Available to Key Audiences: Most Frequent Response(s)				
	District Staff	School staff	Teachers	Families/ Students
Local Assessments				
School Readiness	Under two weeks, Immediately	Under two weeks, Immediately	Immediately	Under two weeks, 2-4 weeks
Early Literacy	Immediately, Under two weeks	Immediately, Under two weeks	Immediately	Under two weeks, 2-4 weeks
Interim	Immediately, Under two weeks	Immediately, Under two weeks	Immediately, Under two weeks	Under two weeks, 2-4 weeks
PWR	1-3 months, 2-4 weeks	1-3 months, 2-4 weeks	1-3 months, 2-4 weeks	1-3 months, 2-4 weeks

When results from assessments were available (as measured from when the assessment was administered to when results were received) varied by assessment and by audiences. School readiness assessments and early literacy assessments provided the most immediate results to teachers since they directly administer, enter, and score these assessments. School and district staff received these results or have access to them in less than two weeks if not the same day. When families received these results varied from under two weeks (when identified as a local assessment), to around a month. Through interviews it was noted that these results are often shared during parent teacher conferences instead of a report sent home. Similarly, local interim assessments provided results to teachers, school administrators and district administrators almost immediately, with families receiving results in a number of weeks. Again, during follow up interviews it was noted that these results are often shared during parent teacher conferences instead of a report sent home.

Overall, local assessment results were available long before results of most state required assessments. There seemed to be no significant delays in passing assessment results from district to school to teacher. Aside from the results that are held for delivery at parent teacher conferences, parents and students tended to receive assessment results very soon after results were available to district and school staff.

Teacher and Student Time Spent on Assessments

This section of the survey asked respondents to estimate the time that teachers and students spend preparing for, administering, and taking assessments. It is important to note that estimates do not include content instruction that will be tested by the assessment, such as learning a math concept that will be covered by the TCAP assessment. These estimates include only preparation for the mechanics of the assessments, such as using the testing technology, completing testing forms, or understanding specific question formats. As such, these estimates provide a view of the time spent by teachers and students on non-instructional issues as a result of these assessments.

In the second part of this section, we present aggregates of time estimates for students, determining total time preparing for and taking assessments for students by grade level. These time estimates represent the impact of the state and local assessment systems on available instructional time.

For both teacher and student time estimates, respondents were asked about actual experience preparing for and administering the TCAP assessment and were not asked about the PARCC assessment.

Overall, time estimates varied significantly across teacher role, student type, and assessment. Notably, time estimates also varied across respondent role, without clear trends. For some assessments, teachers reported higher time estimates than district and school administrators, while for other assessments, district and school respondents indicated higher time estimates than teachers. Surprisingly, time estimates for specialist teachers were not significantly higher than estimates for general education teachers. Similarly, time estimates for special education and English Language Learner (ELL) students were not significantly higher than those for general education students. While the variation in time estimates indicates there is not a standard amount of time to prepare for, administer, or take assessments, it also suggests variations in what activities and tasks were included in estimates by respondents.

Teachers

Respondents were asked if they could estimate the total number of hours teachers spent to prepare for and administer assessments. They were asked separately about time for teachers in key categories: teachers of the tested subject(s), teachers in untested subject(s), and specialist teachers, such as ELL teachers and Special Education teachers. The following definitions for “preparing for” and “administering” an assessment were provided:

1. **Teachers preparing for assessment:** preparing for assessment includes training in the mechanics of the assessments. It does not include instruction on content covered by the test.
2. **Teachers administering an assessment:** administering the assessment includes giving or proctoring the assessment, set up time, distributing and collecting materials, scoring and entering score data, and reporting time.

Tables 4.1-4.3 present figures for time spent for teachers to prepare for assessments. Tables 4.4- 4.6 then present results for the amount of time spent by teachers to administer assessments.

Table 4.1 Time Spent by Teachers who Teach Tested Subject(s) Preparing for Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	15.5	16.9	40	10.8	23.0	71	15.3	25.8	54
READ Act	14.1	27.7	46	7.8	19.3	90	4.8	11.2	304
TCAP	29.1	80.4	53	15.4	28.1	164	32.2	80.7	616
CMAS	28.7	82.3	50	16.7	42.6	153	24.8	67.1	436
ACT	18.5	46.8	40	26.9	58.1	50	14.5	27.9	169
ACCESS	7.6	12.0	38	12.4	31.7	134	6.9	17.4	103
Local Assessments									
School Readiness	7.1	8.4	11	3.8	3.4	5	-	-	-
Early Literacy	3.5	3.8	38	5.1	10.2	56	-	-	-
Interim	1.9	2.4	50	4.6	8.7	122	15.1	44.7	412
PWR	2.0	4.5	31	1.2	1.6	34	8.1	24.2	99

Time estimates varied widely for certain assessments (as shown by large standard deviations), particularly TCAP and CMAS. Overall, time requirements per administration were highest for TCAP and CMAS. However, other assessments such as school readiness, early literacy and interim are generally administered more than once a year. Total figures that take into account the frequency of administrations are presented later in this report. Looking at variance in responses by role, responses from district administrators and teachers tended to be more similar while school administrators responded with lower time estimates.

Table 4.2 Time Spent by Teachers in Untested Subject(s) Preparing for Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	4.2	6.8	16	2.5	6.9	62	5.8	8.6	16
READ Act	2.8	5.5	20	4.3	12.2	75	3.1	5.6	51
TCAP	16.4	45.9	29	7.6	14.2	155	11.1	26.8	318
CMAS	10.9	24.7	26	6.5	13.1	142	3.6	10.7	197
ACT	8.0	21.9	21	17.5	43.8	47	3.5	5.8	77
ACCESS	1.9	2.6	18	6.1	18.2	126	3.1	9.1	74
Local Assessments									
School Readiness	3.0	4.3	9	0.3	0.6	3	-	-	-
Early Literacy	1.3	1.8	31	3.3	9.2	40	-	-	-
Interim	1.1	2.2	41	2.2	6.0	103	3.7	7.9	57
PWR	0.4	0.7	29	1.4	3.5	35	1.2	3.2	52

Teachers who teach untested subject(s) are often still involved in assessments, so while time estimates are lower than the estimates for teachers in the tested subject(s), there is still some time involved, as demonstrated in the table above.

Table 4.3 Time Spent by Specialist Teachers Preparing for Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	7.1	7.8	15	4.7	10.3	62	18.6	41.4	24
READ Act	4.8	5.8	23	5.6	7.7	81	4.2	8.1	120
TCAP	6.7	7.7	26	15.8	47.2	162	12.5	34.5	270
CMAS	5.1	4.9	23	9.5	23.2	147	9.2	22.5	180
ACT	4.5	7.6	17	19.8	46.6	49	4.8	9.2	41
ACCESS	7.5	6.4	21	11.0	27.1	135	9.7	21.9	97
Local Assessments									
School Readiness	5.8	5.5	9	2.5	3.7	4	-	-	-
Early Literacy	2.8	3.3	33	3.9	7.7	50	-	-	-
Interim	1.9	2.6	42	4.4	9.2	111	4.7	8.5	132
PWR	1.0	1.4	28	1.5	2.2	34	1.5	3.1	22

Estimates for preparation time for specialist teachers were similar to estimates for teachers who teach untested subject(s). Estimates by school administrators and teachers were more similar and higher than estimates by district administrators.

Overall, there is significant variation in time estimates for the time teachers spend preparing for assessment, depending on the teacher's role and the specific assessment. In general, teachers spend the most time preparing for TCAP. In some areas, estimates of time were similar across district, school, and teacher respondents, while in others, estimates were different at the district, school, and teacher levels. There were no clear trends of which level had generally higher or lower estimates than others.

Tables 4.4- 4.6 consider time spent by teachers to administer assessments.

For time spent by teachers who teach the tested subject(s), shown in Table 4.4 below, time estimates across responder roles were consistent in most areas, though teachers on average indicated that the time needed for the READ ACT assessments, CMAS and ACCESS were lower than the estimates of administrators at both the district and school level. Time needed to administer the school readiness assessment was highest, which is compounded by the fact that in most cases, districts are conducting the school readiness assessment observations more than once a year. READ Act/Early Literacy assessments are also time intensive, as they are often one-on-one assessments.

Table 4.4 Time Spent by Teachers who Teach Tested Subject(s) Administering Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	36.7	60.3	49	23.6	30.6	72	20.9	29.2	54
READ Act	23.4	41.7	60	18.1	23.4	89	10.0	37.9	310
TCAP	16.9	16.6	66	14.7	17.6	175	14.5	23.5	635
CMAS	12.8	17.2	65	10.3	12.7	160	7.4	13.9	437
ACT	4.6	3.7	50	4.9	4.1	53	4.5	4.2	166
ACCESS	10.1	15.2	43	10.1	14.1	131	4.9	6.8	107
Local Assessments									
School Readiness	7.6	9.3	12	12.2	12.5	5			
Early Literacy	14.5	30.3	39	18.1	29.4	59			
Interim	5.6	9.5	59	7.7	11.7	132	7.3	15.2	441
PWR	3.3	4.8	33	3.6	3.9	35	3.6	3.0	101

Table 4.5 Time Spent by Teachers who Teach Untested Subject(s) Administering Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	3.0	4.8	21	3.8	7.5	58	10.0	16.7	16
READ Act	2.7	4.0	26	3.9	6.6	71	5.1	13.0	50
TCAP	10.4	8.3	39	12.1	10.6	165	13.2	9.7	342
CMAS	6.8	6.7	34	8.0	9.6	144	6.2	10.0	210
ACT	3.1	2.6	27	4.2	4.1	52	3.9	3.9	85
ACCESS	6.9	13.7	22	4.3	7.7	86	3.1	7.2	77
Local Assessments									
School Readiness	1.6	2.0	9	5.3	8.4	3			
Early Literacy	2.6	6.5	31	4.6	10.7	40			
Interim	2.5	4.7	46	3.4	6.9	106	5.0	9.8	58
PWR	1.3	2.4	29	2.9	3.4	37	4.5	5.9	57

Estimates for the time spent by teachers who teach untested subject(s) to administer assessments were also lower, but still reflect the “all hands on deck” approach schools and districts often take to ensure all students can be assessed during a given window. Teacher respondents also report more time administering the school readiness assessment than district or school respondents.

Table 4.6
Time Spent by Specialist Teachers Administering Assessments
Per Administration, Shown in Hours

	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	21.0	52.0	23	4.4	6.4	56	20.7	24.9	24
READ Act	10.7	13.6	32	16.0	31.1	77	11.0	15.9	121
TCAP	16.6	14.1	39	16.6	19.0	162	20.1	29.7	278
CMAS	11.0	11.8	36	10.5	13.0	145	11.3	22.9	181
ACT	4.1	4.9	26	5.5	4.5	50	5.6	5.5	42
ACCESS	24.1	30.3	29	14.7	18.2	98	23.7	40.8	98
Local Assessments									
School Readiness	8.3	9.8	9	6.3	6.7	4			
Early Literacy	8.1	12.7	32	12.9	18.5	50			
Interim	5.6	10.1	47	7.5	14.4	117	9.6	16.8	139
PWR	2.5	3.0	28	3.1	3.2	36	4.7	8.9	21

Estimates for the time spent by specialist teachers were higher for the ACCESS assessment, but otherwise similar to time spent by graded subject teachers and higher than teachers who do not teach tested subjects.

Again, time estimates for teachers administering assessments varied significantly based on the role of the teacher and the specific assessment being administered, with specialist teachers spending slightly more time on administration than teachers of untested subjects and similar time to teachers of tested subjects. Estimates by respondents at the district, school, and teacher level tended to be similar, with no clear trends of one group of respondents giving higher estimates than the others.

Students

Survey respondents were asked to estimate the time spent by students—general education, ELL, and Special Education—to prepare for and take assessments. Again, the intent of the survey was to distinguish time spent specifically on assessment and not on content instruction. To that end, the following definitions were provided to survey participants:

1. **Students preparing for assessment:** preparing for assessment includes training in the mechanics of the assessments. It does not include instruction on content covered by the test.
2. **Students taking the assessment:** taking the assessment includes all time after instruction stops, including moving to a computer lab or room for testing, receiving instructions, taking the assessment, and waiting for the assessment time period to conclude.

Table 4.7 considers time spent by all students to prepare for each administration of an assessment. Tables 4.8 -4.10 then present the time spent by students to take assessments, disaggregated by time spent by general education students, ELL students and Special Education students.

Results shown are for each administration of an assessment; later in this section we will present estimates for the total time students spend to prepare for and take all administrations of assessments.

Table 4.7 Time Spent by All Students Preparing for Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
READ Act	-	-	-	3.7	10.2	77	2.1	5.7	377
TCAP	35.1	98.9	35	24.0	67.5	162	16.2	46.8	917
CMAS	31.2	97.2	35	15.4	36.9	152	9.3	24.3	539
ACT	13.0	26.9	30	38.0	107.3	51	11.7	25.7	207
ACCESS	4.8	10.3	25	8.2	22.7	126	4.2	10.8	239
Local Assessments									
School Readiness	5.9	9.1	9	4.8	7.4	5	-	-	-
Early Literacy	2.8	5.0	36	2.4	4.2	60	-	-	-
Interim	1.4	2.5	45	1.8	3.2	120	3.4	9.6	504
PWR	2.0	3.0	27	2.3	3.6	34	2.6	6.9	129

Since the school readiness assessment is observational in nature, there is no time spent by students to “prepare for” the assessment. Time estimates were highest for the TCAP, CMAS and ACT. Here, estimates from district respondents are higher than estimates from school administrators and teachers.

First, Table 4.8 below considers time spent by general education students to take assessments. TCAP was estimated to take the most time of the state assessments. Interim assessments, which are often given more than once a year, would also be a large time requirement. Table 4.9 then shows estimates for the time needed for ELL students to take assessments were similar to general education students with the addition of time for the ACCESS assessment.

Table 4.8 Time Spent by General Education Students Taking Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
READ Act	7.8	14.4	48	4.0	9.0	83	2.8	7.6	389
TCAP	13.9	16.2	56	12.7	16.0	168	11.3	17.3	965
CMAS	9.3	16.4	55	8.4	9.6	156	7.3	21.0	621
ACT	4.6	2.5	46	4.4	2.7	52	6.0	14.4	208
Local Assessments									
School Readiness	5.9	9.1	9	4.8	7.4	5	-	-	-
Early Literacy	2.8	5.0	36	2.4	4.2	60	-	-	-
Interim	7.1	14.8	54	5.2	6.2	130	5.4	11.1	518
PWR	4.0	3.0	29	4.9	2.7	35	4.0	4.1	140

Table 4.9 Time Spent by ELL Students Taking Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
READ Act	7.4	10.6	32	4.4	9.9	74	3.5	9.7	322
TCAP	15.1	9.6	38	12.2	7.4	144	13.4	23.7	681
CMAS	9.5	8.5	36	9.2	11.0	133	7.7	21.7	451
ACT	5.5	2.9	30	4.5	3.1	44	7.4	17.7	111
ACCESS	5.9	5.1	31	4.5	3.6	121	4.5	5.6	228
Local Assessments									
School Readiness	5.9	8.9	10	2.0	1.4	2	-	-	-
Early Literacy	3.6	6.1	33	3.2	5.1	52	-	-	-
Interim	7.8	15.6	49	5.5	6.7	120	6.3	14.4	383
PWR	4.1	3.1	27	5.0	2.8	29	4.0	2.8	77

Table 4.10 Time Spent by Special Education Students Taking Assessments <i>Per Administration, Shown in Hours</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
READ Act	8.6	11.9	45	4.5	9.6	85	3.2	8.8	373
TCAP	16.0	9.5	50	13.9	10.5	172	13.1	20.3	860
CMAS	10.0	8.2	49	10.2	13.0	157	7.6	19.8	572
ACT	5.5	3.3	43	5.2	2.9	53	7.2	15.7	140
Local Assessments									
School Readiness	5.5	8.5	11	10.5	17.0	4	-	-	-
Early Literacy	3.9	7.5	39	3.1	5.0	57	-	-	-
Interim	7.4	14.5	57	6.2	7.2	129	6.6	15.6	470
PWR	4.2	3.0	30	5.3	2.6	32	4.2	2.7	91

Time estimates for Special Education students were somewhat longer in key areas like the TCAP.

Again, time estimates vary depending on the type of student and the specific assessment being taken. Surprisingly, the time for special education and ELL students to take assessments was not significantly higher than that for general education students. However, it is important to note that, as indicated during cost interviews, time for special education and ELL students is likely more resource intensive, as those students can require one-on-one aides or staff time for accommodations. As with other time estimates, there were no clear trends across respondent groups.

Overall Impact on Instruction

Overall, time spent on assessments has a real impact on time available for instruction. Students and staff spend days preparing for and administering or taking assessments. Tables 5.1-5.6 show the total number of hours and days all students spend on assessments annually for assessments types that are used by the majority of districts, as reported by educators in the survey. Figures shown are based upon an average from the three types of respondents (district administrators, school administrators and teachers). These grids incorporate information from respondents about in which grade level and with what frequency local assessments are administered to students. The estimates of total days are based on a 6-hour school day. Some figures may not sum exactly due to rounding.

While the number of assessments administered varies by grade level, students at every level spend over a week of school time preparing for assessments, with students at key grade levels spending over two weeks of school time preparing for assessments. Time spent taking assessments is similarly high, taking at least a week of school time for students at all levels and more than two weeks of school time for students in some grade levels. When considered in the context of a typical school year of 175 days, this constitutes spending between 7% and 15% of time in the school year preparing for or taking assessments.

Table 5.1 Total Time (In Hours) Spent by General Education Students Preparing for State Assessments							
Grade	School Readiness	READ Act	TCAP	CMAS	ACT	Total Hours	Total Days
Kindergarten	0.0					0.0	0.0
1st		5.8				5.8	1.0
2nd		5.8				5.8	1.0
3rd		5.8	25.1			30.8	5.1
4th			25.1	18.6		43.7	7.3
5th			25.1	18.6		43.7	7.3
6th			25.1			25.1	4.2
7th			25.1	18.6		43.7	7.3
8th			25.1	18.6		43.7	7.3
9th			25.1			25.1	4.2
10th			25.1			25.1	4.2
11th			25.1		20.9	46.0	7.7
12th				37.3		37.3	6.2

Table 5.2 Total Time Spent by General Education Students Preparing for Local Assessments							
Grade	School Readiness	Early Literacy	Interim	PWR	Other	Total Hours	Total Days
Kindergarten		12.7	14.5		1.8	29.0	4.8
1st		13.0	17.5		1.9	32.4	5.4
2nd		13.0	19.3		1.9	34.2	5.7
3rd		13.0	25.1		1.9	40.0	6.7
4th		11.9	25.5		2.5	39.8	6.6
5th		11.5	25.5		2.5	39.5	6.6
6th			25.5		2.3	27.9	4.6
7th			23.6		2.4	25.9	4.3
8th			23.0		2.2	25.2	4.2
9th			15.9	5.1	2.4	23.3	3.9
10th			15.8	5.6	2.5	23.9	4.0
11th			12.9	6.0	2.4	21.2	3.5
12th			9.1	5.4	2.3	16.8	2.8

Table 5.3 Total Time Spent by General Education Students Preparing for State and Local Assessments		
Grade	Total Number of Hours	Number of Days
Kindergarten	34.8	5.8
1st	38.1	6.4
2nd	39.9	6.7
3rd	70.8	11.8
4th	83.6	13.9
5th	83.2	13.9
6th	52.9	8.8
7th	69.6	11.6
8th	68.9	11.5
9th	48.4	8.1
10th	48.9	8.2
11th	67.2	11.2
12th	54.1	9.0

Table 5.4
Total Time Spent by General Education Students Taking State Assessments

Grade	School Readiness	READ Act	TCAP	CMAS	ACT	Total Hours	Total Days
Kindergarten	0.0					0.0	0.0
1st		4.9				4.9	0.8
2nd		4.9				4.9	0.8
3rd		4.9	12.6			17.5	2.9
4th			12.6	8.3		20.9	3.5
5th			12.6	8.3		20.9	3.5
6th			12.6			12.6	2.1
7th			12.6	8.3		20.9	3.5
8th			12.6	8.3		20.9	3.5
9th			12.6			12.6	2.1
10th			12.6			12.6	2.1
11th			12.6		5.0	17.6	2.9
12th				16.6		16.6	2.8

Table 5.5
Total Time Spent by Students Taking Local Assessments

Grade	School Readiness	Early Literacy	Interim	PWR	Other	Total Hours	Total Days
Kindergarten		25.4	7.0		1.8	34.3	5.7
1st		26.0	15.1		1.9	43.0	7.2
2nd		26.0	18.4		1.9	46.3	7.7
3rd		26.0	22.1		1.9	50.0	8.3
4th		23.8	25.5		2.5	51.8	8.6
5th		23.0	25.4		2.5	50.9	8.5
6th			25.5		2.3	27.8	4.6
7th			24.4		2.4	26.8	4.5
8th			23.2		2.2	25.4	4.2
9th			19.0	5.1	2.4	26.4	4.4
10th			15.8	5.6	2.5	23.9	4.0
11th			16.8	6.0	2.4	25.2	4.2
12th			10.6	5.4	2.3	18.3	3.1

Table 5.6 Total Combined Time Spent by Students Taking State and Local Assessments		
Grade	Total Number of Hours	Number of Days
Kindergarten	34.3	5.7
1st	47.9	8.0
2nd	51.1	8.5
3rd	67.4	11.2
4th	72.7	12.1
5th	71.8	12.0
6th	40.5	6.7
7th	47.7	8.0
8th	46.4	7.7
9th	39.1	6.5
10th	36.5	6.1
11th	42.8	7.1
12th	35.0	5.8

In addition to the figures shown above, there are a number of reasons students will spend additional time on assessments, including:

- Student need, as noted in a prior section, will play a factor. Schools often do additional progress monitoring efforts with struggling students, Special Education and ELL students may take longer on assessments, and ELL students will also take the ACCESS assessment, which will include 6 hours to prepare for the assessment and 5 hours to take. It is also important to note that since specialist teachers are needed to administer assessments these students receive less service than they need during assessment windows negatively impacting their instruction.
- Students taking an AP/IB course will spend also an additional 4 hours taking the exam, and about 30 hours preparing for that exam.
- Particularly at the high school level, students are also impacted by instruction being suspended while another grade is being assessed.

Tables 5.7-5.8 show the total time teachers spend preparing for and administering assessments annually for assessments types that are used by the majority of districts, as reported by educators in the survey. Figures shown are based upon an average from the three types of respondents (district administrators, school administrators and teachers). The figures reported for elementary school teachers reflect the time estimates for teachers of a tested subject. The figures for secondary school teachers are reported as a range, reflecting the lower time estimate for teachers of an untested subject and the higher time estimate for teachers of a tested subject. This is because it is less likely that a teacher at the secondary level will teach all of the subjects tested by the range of assessments. Because of the range of subjects

taught by teachers at all level, it is not reasonable to report total time estimates for teachers, because especially in secondary grades, teachers are likely to be the teacher of the tested subject for some assessments but not for others.

Much like the student grids, the teacher time to prepare and administer for state and local assessments is significant. Even the most minimal estimates for teachers of untested subjects show multiple days of teacher time devoted to preparing and administering assessments. For example, a 10th grade teacher who did not teach a tested subject for TCAP or local interim, PWR, or other local assessments would still spend 55 hours, or about 9 work days, preparing for and administering assessments. For teachers of tested subjects, time estimates can be much higher. For example, a 3rd grade teacher who taught a tested subject for the READ Act, TCAP, Early Literacy, and interim assessments devotes 268 hours, or nearly 45 work days, to assessment. When considered in the context of a typical school year of 175 days, this constitutes spending between 5% and 26% of time in the school year preparing for or administering assessments.

Table 5.7 Total Time (In Hours) Spent by Teachers Preparing and Administering State Assessments					
Grade	School Readiness	READ Act	TCAP	CMAS	ACT
Kindergarten	0.0				
1st		63.4			
2nd		63.4			
3rd		63.4	40.9		
4th			40.9	33.6	
5th			40.9	33.6	
6th			23.6 - 40.9		
7th			23.6 - 40.9	14.0 - 33.6	
8th			23.6 - 40.9	14.0 - 33.6	
9th			23.6 - 40.9		
10th			23.6 - 40.9		
11th			23.6 - 40.9		13.4 - 24.6
12th				28.0 – 67.1	

Table 5.8 Total Time (In Hours) Spent by Teachers Preparing and Administering Local Assessments					
Grade	School Readiness	Early Literacy	Interim	PWR	Other
Kindergarten		98.9	60.8		7.7
1st		100.9	70.9		8.7
2nd		98.9	72.4		8.9
3rd		94.8	68.9		8.9
4th		88.6	67.0		8.9
5th		88.6	65.8		8.9
6th			28.8 - 67.9		6.6 - 8.9
7th			29.9 - 70.4		6.7 - 8.2
8th			30.4 - 71.6		6.0 - 8.2
9th			25.1 - 59.2	1.1 - 7.8	6.0 - 8.0
10th			24.3 - 57.2	1.2 - 8.4	6.0 - 8.0
11th			22.6 - 53.2	1.4 - 10.0	6.0 - 8.0
12th			21.0 - 51.0	1.1 - 8.1	6.0 - 8.0

Viewed in combination, these time estimates for teacher and student time devoted to preparing for, administering, and taking assessments demonstrate the magnitude of impact that state and local assessments have on available instructional time.

Costs

District and School Costs

During cost collection interviews, APA staff gathered information on personnel time beyond teacher time and other costs, such as supplies, materials and technology using the cost collection spreadsheet attached as Appendix D. These resources included opportunity costs, direct costs, and one-time capacity costs. In these interviews, we asked interviewees about the costs of implementing PARCC in 2014-15, not the costs of TCAP.

The following definitions were used to categorize costs:

1. Capacity Costs

Often one-time costs that are incurred to ensure the district or school has the capacity to administer assessments, such as the cost of purchasing any additional technology to administer assessments, if not already owned by the district or school, or the cost of ensuring sufficient bandwidth to allow for online assessments.

2. Opportunity costs

Student and staff time spent preparing for and administering assessments that could have otherwise been spent on instruction or other needed functions.

3. Direct Costs

Costs directly incurred to prepare for and administer assessments, including the direct cost of purchasing the assessment materials, the cost of hiring any additional proctors/scorers, or the cost of any materials management.

Capacity Costs

During interviews, it was clear that where a district is starting from, and its overall district goals, drive assessment resource needs and the amount of resources that can be attributable to assessments- particularly for upfront capacity costs.

Data Personnel

Having the personnel needed to look at data is also a capacity issue that reflects the varying starting points of districts; in larger districts there is typically existing staff available to redirect for this purpose while in smaller districts it is one more task to add for limited staff members who may not have the targeted expertise.

Technology Devices and Connectivity

The districts interviewed started from very different places in terms of technology. One district was already going to one-to-one laptops for students, another had sufficient mobile devices and only needed to purchase keyboards, while others were adding new mobile devices or computers specifically for testing and would not have made these changes otherwise. Bandwidth and access to Wi-Fi were also key areas that some districts had to improve in order to allow for online assessments. This availability of technology hardware also creates differences in opportunity costs for instructional time, as it was more time consuming for schools that have to cycle students through a limited number of devices to accomplish testing.

As noted, the above capacity costs were not incurred consistently in all the districts that were interviewed and some districts had difficulty quantifying what proportion of hardware devices or connectivity upgrades could be attributed solely to assessments since they were also used for instructional purposes. Therefore, APA did not attribute a monetary value to these capacity costs for the purposes of modeling statewide assessment costs. It is still important to be mindful that many districts have incurred or will incur costs in this area to reach and maintain the level of capacity needed for assessments.

Other capacity issues as identified by the statewide survey will be discussed later in this report.

Opportunity Costs

In addition to the opportunity costs incurred through student and teacher time spent on assessments, there are other significant opportunity costs incurred for both state and local assessments.

IT Staff Time

APA heard consistently that prior to assessment windows, IT staff is occupied ensuring that all devices are ready to go (such as ensuring all updates have been made, and any needed software is installed) and then during assessment windows, the time of school and district IT staff is dominated by troubleshooting tech needs related to assessments. Districts frequently deploy their district level IT staff to float to schools to provide support. This focus on addressing assessment technology needs eliminates the ability for schools and districts to have the needed IT support for instruction and other necessary functions.

Estimates ranged from 5-10 days per assessment, to 70 percent to 100 percent of all IT staff time during online assessment windows and the month that leads up to each window. Districts noted that these time requirements were often less with local assessments.

Professional Development

While schools and districts expressed that they would be doing professional development no matter what, training time for learning how to administer assessments represents another opportunity cost as that time could be spent on other professional development topics relevant to instruction. District and school administrators also spend time going to state trainings then sharing that information back with their staff.

One district estimated that for a school assessment coordinator, they would spend 60 hours receiving state training and sharing that information back. A team of district staff members would also attend state trainings and provide support, for about 34 hours of time annually. Clerical support would be needed at both levels, and additional costs for printing training materials would be incurred.

Managing Logistics

Managing logistics at the district and school level is primarily an issue of scheduling, ensuring staff are properly deployed, and handling communications. This can be particularly time consuming during assessment windows, and many district talked about assessment coordinator staff time (which at the school level is often the assistant principal spending nearly all their time “putting out fires.”

As there are numerous assessments during the year, one district estimated that 70% of a coordinator level position is spent on managing the logistics of state assessments throughout the year. The remaining time is spent on local assessments.

Managing Student Opt-Out

Interviewed districts indicated that managing student opt-out is not a major concern now, because of relatively low numbers of students opting out. However, districts did indicate this could be a future concern.

Data and Reporting

Districts also reported the need for staff time for data entry, data analysis, and reporting as an opportunity cost. Having a student data system which can cost \$40,000 would also be an associated cost if a district would not have a system otherwise.

One district estimated that this took 6 weeks of data analyst time per state assessment (TCAP and CMAS), while another said this would be 90% of their analysts time annually.

Direct Costs

In addition to the opportunity costs noted above that represent redirected time away from other necessary tasks, districts incur additional direct costs too:

- Purchasing assessment materials/licenses (for state-mandated school readiness assessments and to fulfill the READ Act, as well as local assessments)
- Paying for substitutes so that assessments can be administered (in smaller districts)
- Printing costs for reports
- Providing snacks/incentives

APA generated per pupil cost figures for these direct cost items for the five districts:

Table 6.1	
Assessment Direct Costs Incurred by Districts and Schools	
	Per Pupil Direct Costs Range
State Assessments	\$5-\$50 a student
Local Assessments	\$15-\$58 a student

These figures are in addition to amounts paid by the state for state assessments, and are only the direct cost amounts. These figures would be much higher if opportunity costs due to diverted staff time were included.

The costs range dramatically between districts and represent different resource starting points and capacity capabilities. Though there is not a perfect correlation the smaller districts tended to have higher costs than the larger districts.

State Costs

CDE staff provided the following state-level costs for assessment based on the state's FY 2014-15 appropriation.

Table 6.2 Assessment Costs Incurred by the State	
Description	FY 2014-15 Appropriation
<u>I. English language arts and mathematics (PARCC):</u> Contract for developing, scoring and reporting ELA and mathematics	<u>\$19,012,088</u>
<i>Cash Funds - State Education Fund</i>	16,854,070
<i>Federal Funds</i>	2,158,018
<u>Alternate English Language Arts and Mathematics:</u> Contract for developing, scoring and reporting alternate English language arts and mathematics for students with significant cognitive disabilities	<u>\$1,033,000</u>
<u>II. Alternate Science and Social Studies:</u> Contract for developing, scoring and reporting alternate science and social studies for students with significant cognitive disabilities	<u>\$1,792,372</u>
<i>Cash Funds - State Education Fund</i>	983,600
<i>Federal Funds</i>	808,772
<u>III. Science and Social Studies:</u> Contract for developing, scoring, and reporting new science and social studies assessments	<u>\$6,087,908</u>
<i>Cash Funds - State Education Fund</i>	5,208,292
<i>Federal Funds</i>	879,616
<u>IV. English Language Proficiency:</u> Contract for developing, scoring, and reporting the Colorado English Language Proficiency Assessment for English Learners	<u>\$2,949,175</u>
<i>Cash Funds - State Education Fund</i>	1,022,357
<i>Federal Funds</i>	1,926,818
<u>V. ACT:</u> ACT test for 11th grade students - Cash Funds	<u>\$2,146,000</u>
<u>VI. Spanish Language Arts:</u>	<u>\$2,333,890</u>
<i>Cash Funds - State Education Fund</i>	2,302,780
<i>Federal Funds</i>	31,110
<u>VII. Administration:</u> Staff and operating expenses	<u>\$1,416,577</u>
<i>FTE</i>	11.8
<i>Cash Funds - State Education Fund</i>	541,090
<i>Federal Funds</i>	875,487
Total	<u>\$36,771,010</u>
<i>FTE</i>	11.8
<i>Cash Funds - State Education Fund</i>	29,058,189
<i>Federal Funds</i>	7,712,821
Per Pupil Cost	\$42

Based on the costs provided by CDE, the state incurs a cost of \$42 a student for state assessments, or \$36.8 million. Table 6.2 shows the total direct costs incurred, combining district level and state level costs. Instead of using the range of possible per student costs shown above in table 6.1, APA examined

the average costs per pupil and the weighted average costs per pupil to create the statewide estimates. A weighted average takes into account the size of each district when creating the average. A larger district's per pupil amount is included more times in the average than a smaller districts. Using the averages allows us to take into account the differences in costs between the district districts. The average costs per pupil were \$19 for state assessments and \$29 for local assessments. Weighted average costs per pupil were \$9 for state assessments and \$19 for local assessments. CDE's costs remain at \$42 per student.

Table 6.3		
Total <u>Direct</u> Assessment Costs Incurred by Schools, Districts, and the State		
	Costs Based on Average	Costs Based on Weighted Average
State Assessments	\$53,249,941	\$44,944,910
Local Assessments	\$25,128,725	\$16,184,812
Total	\$78,378,666	\$61,129,722

Only accounting for direct costs, and not the additional opportunity costs incurred by redirected staff time, in total \$70-\$90 a student is spent on assessments in Colorado. This is between \$61.1 to \$78.4 million annually.

Impacts and Benefits of Assessments

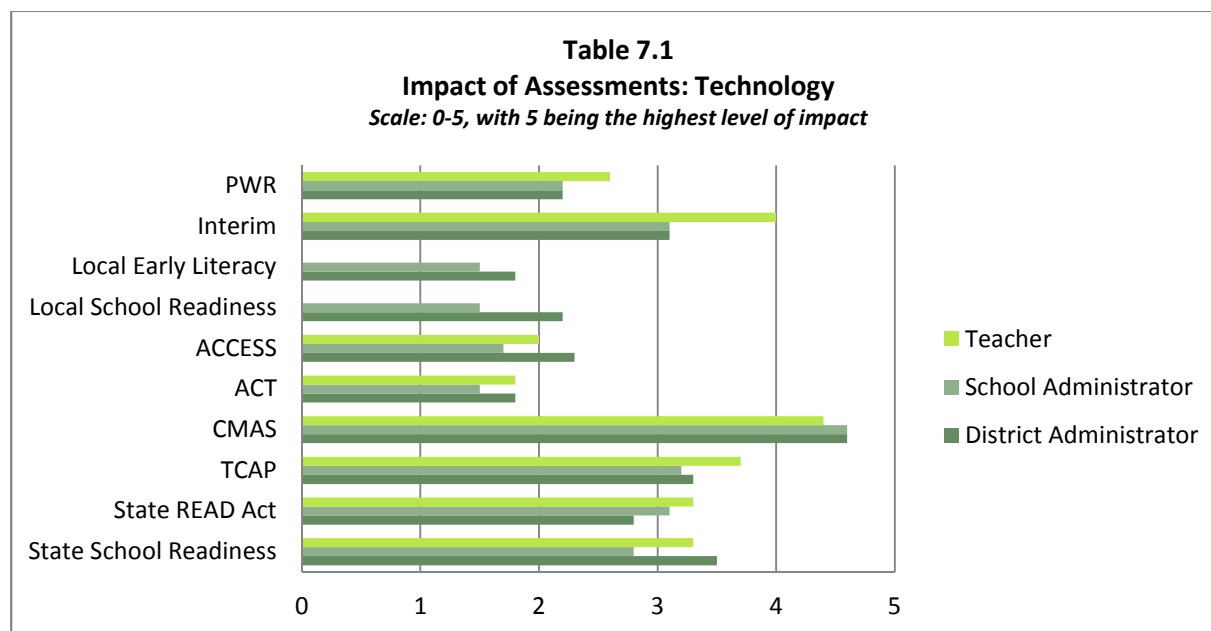
In addition to estimating the impact of assessments on instructional time for both students and teachers, the survey asked district and school administrators to rate the impacts and benefits of each assessment in specific areas. After reviewing each category of potential impact and benefits, respondents were asked to give their opinion as to whether the benefits of each assessment outweighed the impacts. This allows for a comprehensive analysis of the diverse range of potential positive and negative effects for specific assessments and an overall conclusion about whether these stakeholders believe the assessment is worth doing. As districts have not fully implemented PARCC, for both impacts and benefits respondents were asked about their actual experiences with the TCAP assessment and were not asked about the PARCC. *These opinions cannot be generalized to the PARCC assessment, which will replace the TCAP as benefits and impacts of PARCC could differ from that of TCAP.*

Additional Impacts of Assessments

The survey asked district and school administrators to indicate the level of impact that each assessment had on the following areas: (1) technology; (2) logistics management; (3) other staff time; (4) direct costs; and (5) schedule interruption. Similarly, teachers were asked to score the level of impact of assessments on technology and schedule interruption. Graphs of these responses are reported below and complete tables of responses on impact ratings are included in Appendix F.

Ratings of assessment impacts were remarkably similar across district, school, and teacher respondents. Teacher respondents tended to rate the impact of assessments as slightly higher than district and school respondents, but differences were not large. Impact ratings did, however, vary significantly by

assessment, with all respondents indicating high level of impact from the CMAS and TCAP assessments across all impact areas. Conversely, respondents indicated lower impacts from the ACT.



Impacts on technology could include restricted use of labs, devices, bandwidth, and existing technology support staff. Looking first at state assessments, respondents reported CMAS as having the greatest impact on technology according to district administrators, school administrators, and teachers (4.4-4.6 out of 5.0). TCAP, the School Readiness Assessment, and assessments used to fulfill the READ Act were also rated by groups as having an impact rating of over 3.0 (the READ Act was rated slightly lower at 2.8 by district administrators, but above 3.3 for the other two groups). ACT was considered to have the least impact of the state assessments (with an impact score of 1.5-1.8) on technology for all three groups. For local assessments, interim assessments were considered to have the greatest impact on technology, rating 3.1 according to district and school administrators, while teachers considered the impact to be higher with a score of 4.0. Other local assessments had an impact rating of below 3.0.

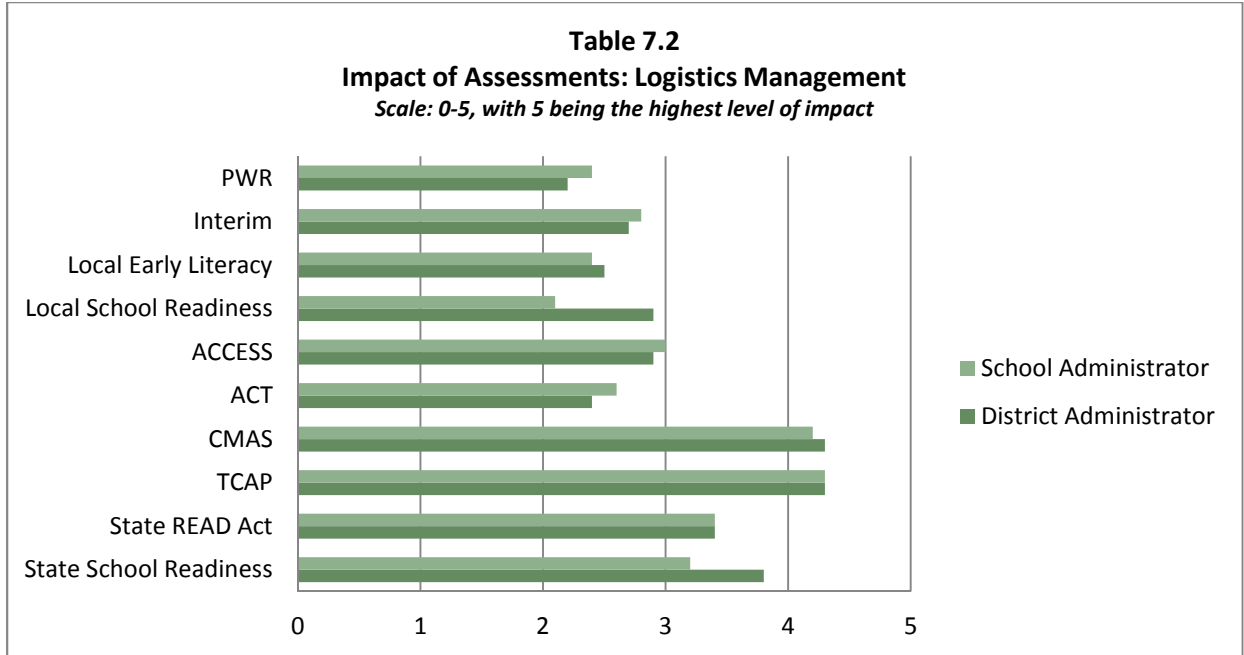
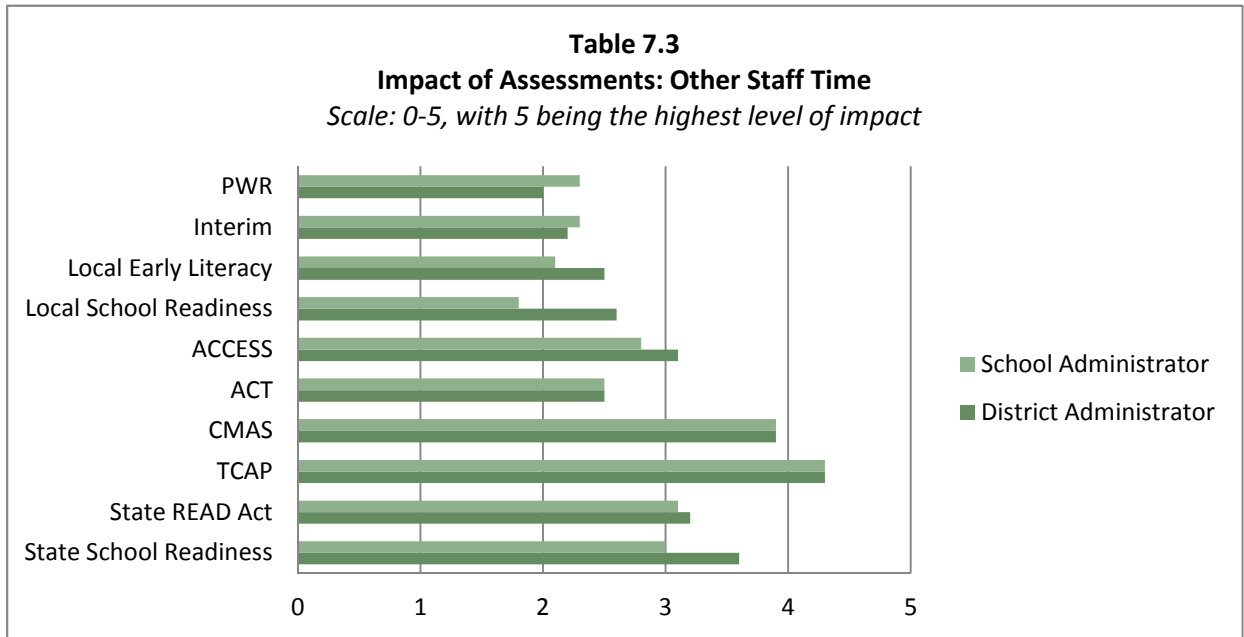
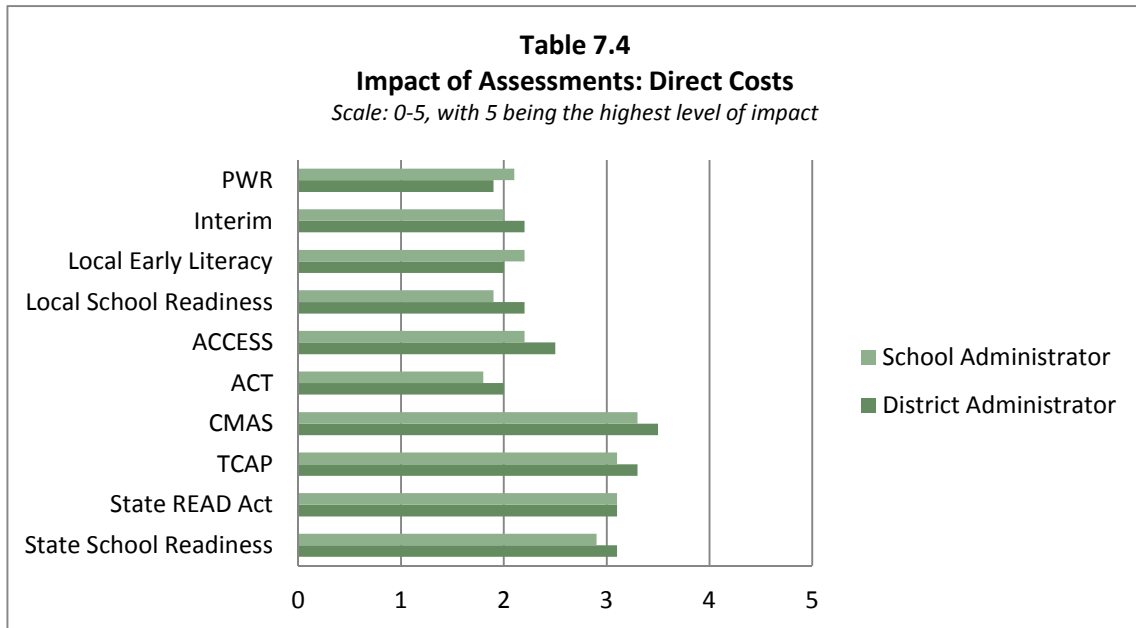


Table 7.2 shows impacts on logistics management could include data collection and security, scheduling, and managing student opt-out. Of the state assessments, ACT was reported to have the least impact on logistics management. Local assessments and the ACCESS assessment also were rated as having a low impact with a rating 3.0 or less. CMAS and TCAP were considered to have the highest level of impact in terms of logistic management.



Impacts on other staff time could include the need for clerical, administrator, and counselor time for assessments. TCAP (3.9) and CMAS (4.3) stand out as having the highest impact in this area, followed by the School Readiness assessment (as rated by district administrators). The ACT and local assessments were generally rated with an impact score of 2.5 or less.



Impacts in the direct cost area could include cost of testing materials, hiring additional proctors or staff, or hiring substitute teachers. Impact scores in this area were lower than the previous two impact areas, with CMAS being scored slightly higher than other state assessments, ACT, ACCESS, and local assessments received an impact score of 2.5 or less.

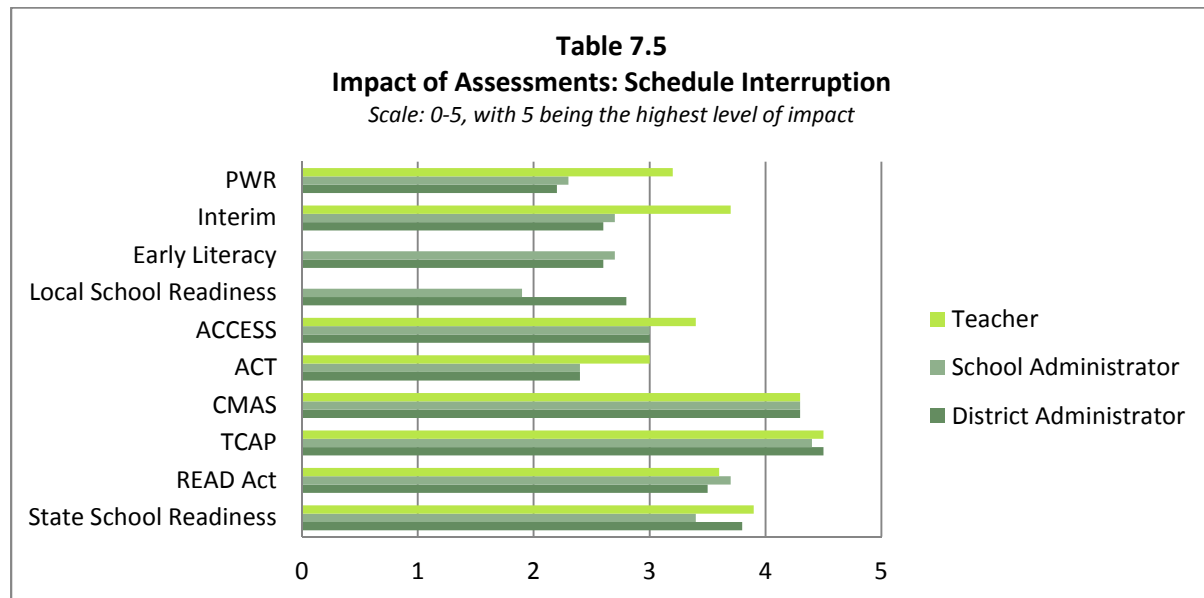


Table 7.5 shows the impacts in the area of schedule interruption could include any lost time due to assessments for additional assemblies, extra breaks or shortened days. Consistent with other impact area scores, TCAP and CMAS were considered to create the greatest schedule interruption with score of 4.3-4.5, followed by the School Readiness assessment (3.4-3.9) and READ Act assessments (3.5-3.7). Teachers also indicated that the interim assessments created schedule interruptions (score of 3.7). In general, the ACCESS assessment, ACT, and other local assessments received scores of 3.0 or less in this area.

Overall, views of the impact of assessments in the above areas were rather consistent across the three reporting subgroups. CMAS and TCAP received the highest impact scores in all areas, while the ACT and local assessments received lower impact scores. Overall, teachers tended to rate impacts as higher than district and school administrators.

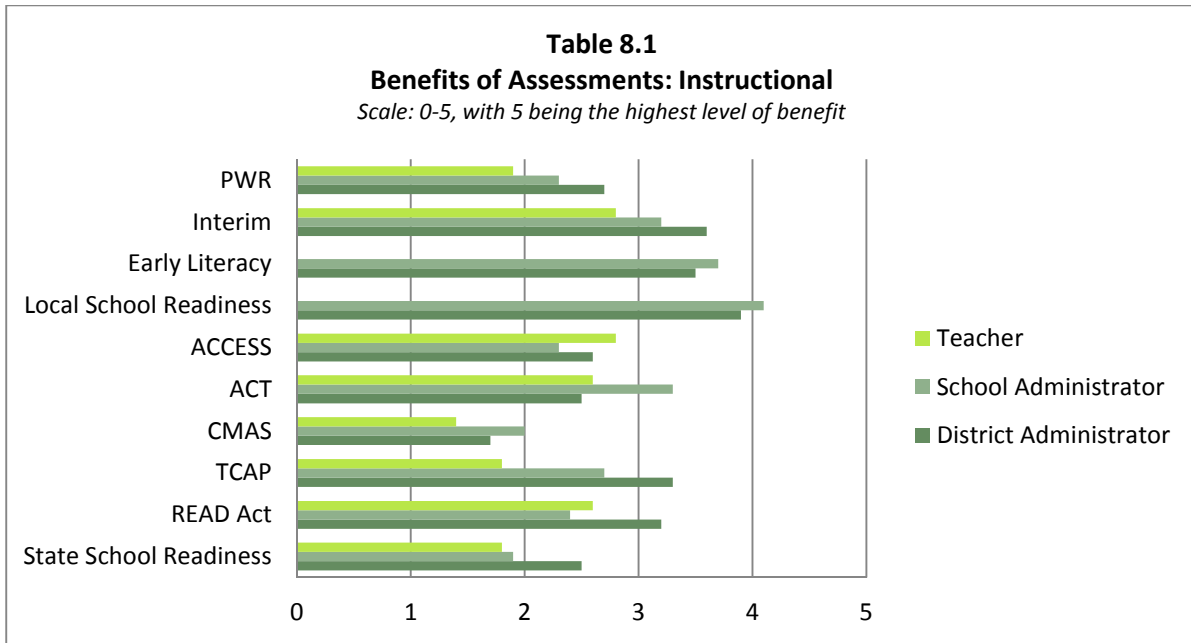
Survey participants were also given room to indicate other impacts that fell outside these areas. Additional impacts included:

- **Readiness assessment:** the costs of snacks, perceived lack of alignment with curriculum and instruction, and teacher time scoring the test and entering testing data;
- **READ Act assessment:** significant impacts of time to develop READ plans and questionable validity of the assessment;
- **TCAP:** stress on students, teachers, and school administrators, the need to focus curriculum and instruction on content relevant to the test, and loss of services for special education and ELL students during testing windows;
- **CMAS:** technology issues;
- **ACT:** the need for students to pay for their own test prep;
- **ACCESS:** the inaccessibility of test materials for students with vision impairments, loss of staff to provide services to ELL students, and concerns about the timing of the test immediately after winter break, when students have been speaking their native languages.

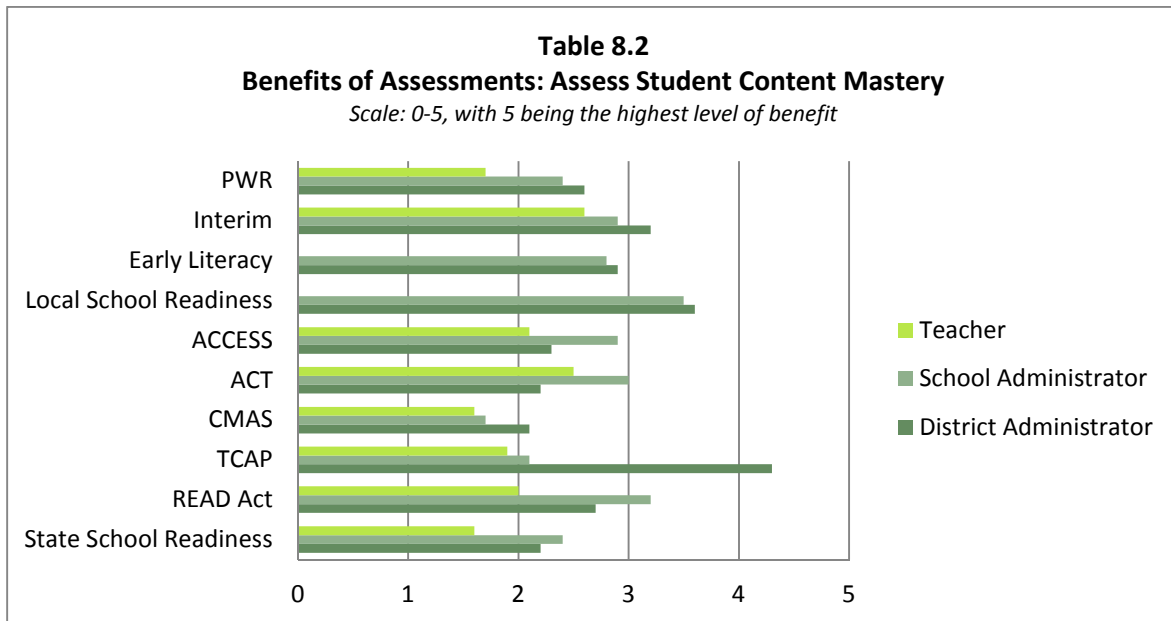
Benefits of Assessments

Information on the benefits of assessments was also gathered. These benefit areas included: (1) instructional; (2) accessing content mastery; (3) accountability/comparison purposes; (4) evaluation; and (5) feedback to families and students. District and school administrators were asked to rate assessments in all five areas, while the teacher survey focused on rating the benefit of assessments for instructional, assessing content mastery and feedback purposes.

It is worth noting that while perspectives on assessment impacts were fairly consistent across the subgroups, perspectives on assessment benefits were more varied, with teachers frequently rating the benefit of assessments lower than their district and school administrator counterparts. Tables 7.1-7.5 will offer a closer examination of responses for each benefit area. Graphs of benefit ratings are displayed below, with full tables of benefits ratings available in Appendix F.



Shown in Table 8.1, instructional benefits could include the ability to use assessment results to inform instructional practice, measure student progress, and inform placement decisions. Districts found the most instructional benefit from local school readiness assessments, interim assessments, and READ Act/early literacy assessments, followed by TCAP. School administrators found the most instructional benefit from local school readiness and early literacy assessments, followed by the ACT and local interim assessments. Teachers found minimal instructional benefit from all assessments, with slightly higher ratings of instructional benefit from interim assessments, ACCESS, ACT, and the READ Act assessments.



Looking at Table 8.2, benefits for assessing student content mastery could include the ability to measure student mastery of Colorado content standards. Districts felt that TCAP had the greatest benefit for assessing student content mastery, followed by local school readiness, and interim assessments. School administrator responses varied from district responses, with the highest benefit scores in this area being assigned to local school readiness assessments, READ Act assessments, and the ACT. Districts reported particularly high benefit in this area from TCAP. Teachers again assigned minimal benefit in this area to any assessment.

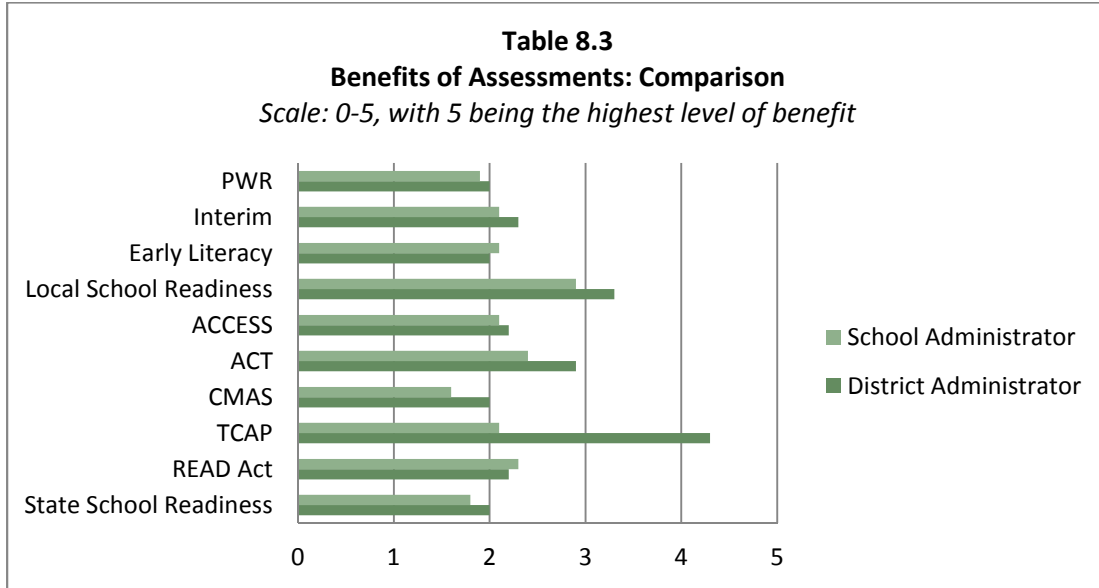
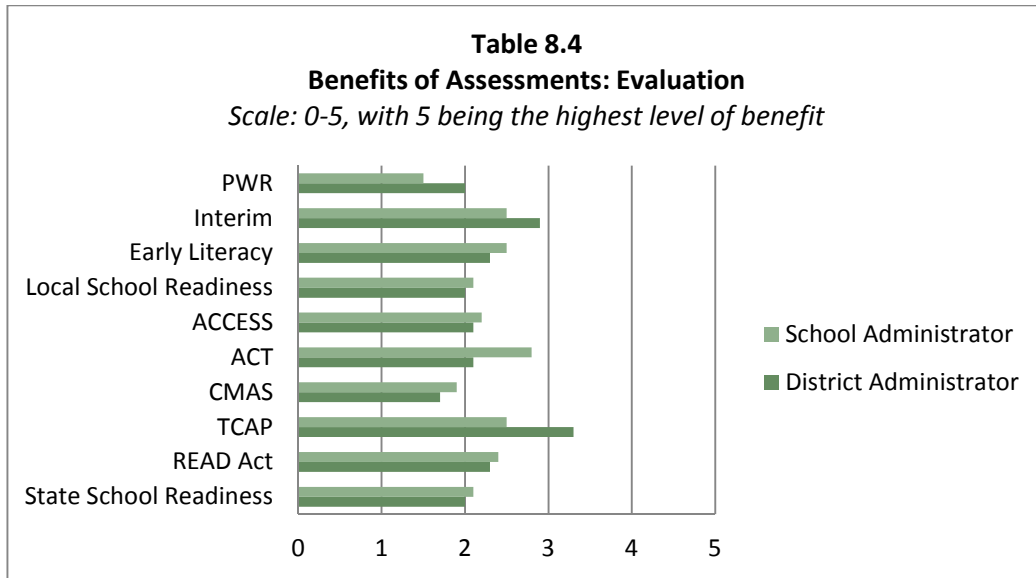
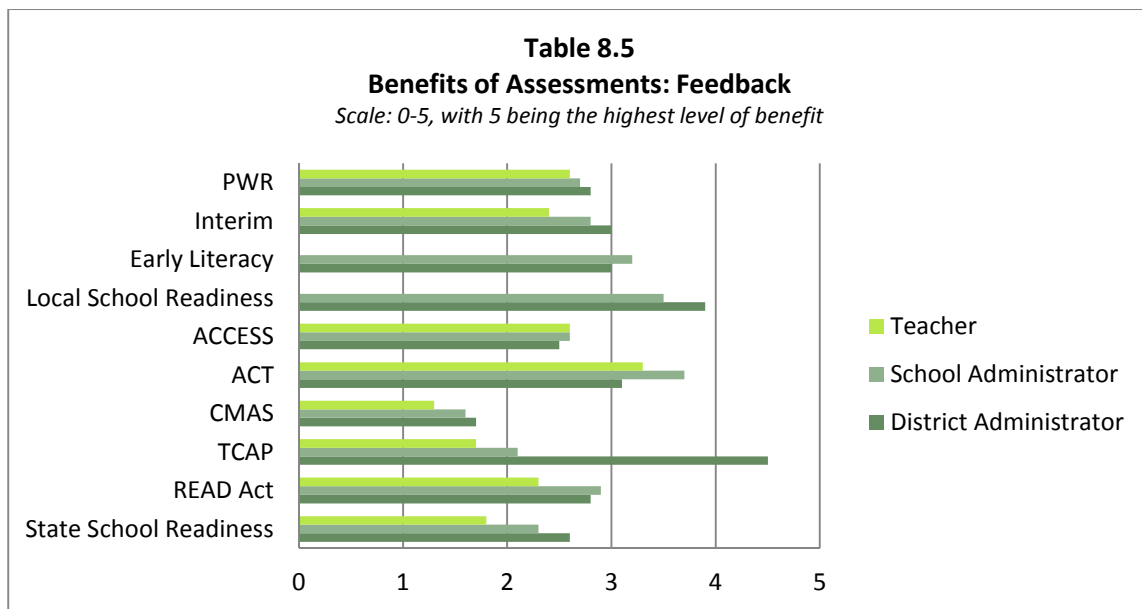


Table 8.3 shows the possible benefits of assessment in the area of comparison. These could include that an assessment provides common basis for the state accountability system and comparison across districts. Districts indicated that TCAP was the most beneficial in allowing for comparison, followed by local school readiness assessments. School administrators also felt that local school readiness assessments were beneficial in this area.



Possible benefits in the area of evaluation, as seen in Table 8.4, could include being able to identify teacher development need or measure program/school performance. Both school and district administrators indicated less benefit in this area than other areas. The majority of assessments were similarly scored on the level of benefit that each assessment offers for evaluation purposes; district administrators did rate TCAP slightly higher in this area.



Finally, respondents were asked about the utility of each assessment to provide feedback to families and students as shown in Table 8.5. District administrators gave the highest benefit scores for this area to TCAP, then local school readiness assessments, the ACT, early literacy assessments, and interim assessments. School administrators rated the ACT, local school readiness and local early literacy

assessments the highest in this area. Teachers found limited benefit of any assessment for providing feedback to families and parents, rating the ACT highest in this area.

Survey participants were also given room to indicate other benefits that fell outside these areas. Additional benefits of the readiness assessment were “a common language of readiness,” facilitating professional learning communities, and a holistic view of the child. Teachers noted several additional benefits of the READ Act assessment, including the ability to identify interventions, standardized comparisons, measurement of growth, and progress monitoring. Benefits of the TCAP focused on its use as a benchmark for comparisons across schools and districts and an opportunity for students to practice test taking before the ACT/SAT. While many respondents noted it was too early to know the benefits of the CMAS, a number of teachers applauded the emphasis on social studies and the use of technology. For the ACT, respondents at all levels lauded the relevance of the assessment to higher education and students’ future goals. Other benefits of the ACCESS assessment focused on the validity of the assessment to measure students’ language acquisition progress.

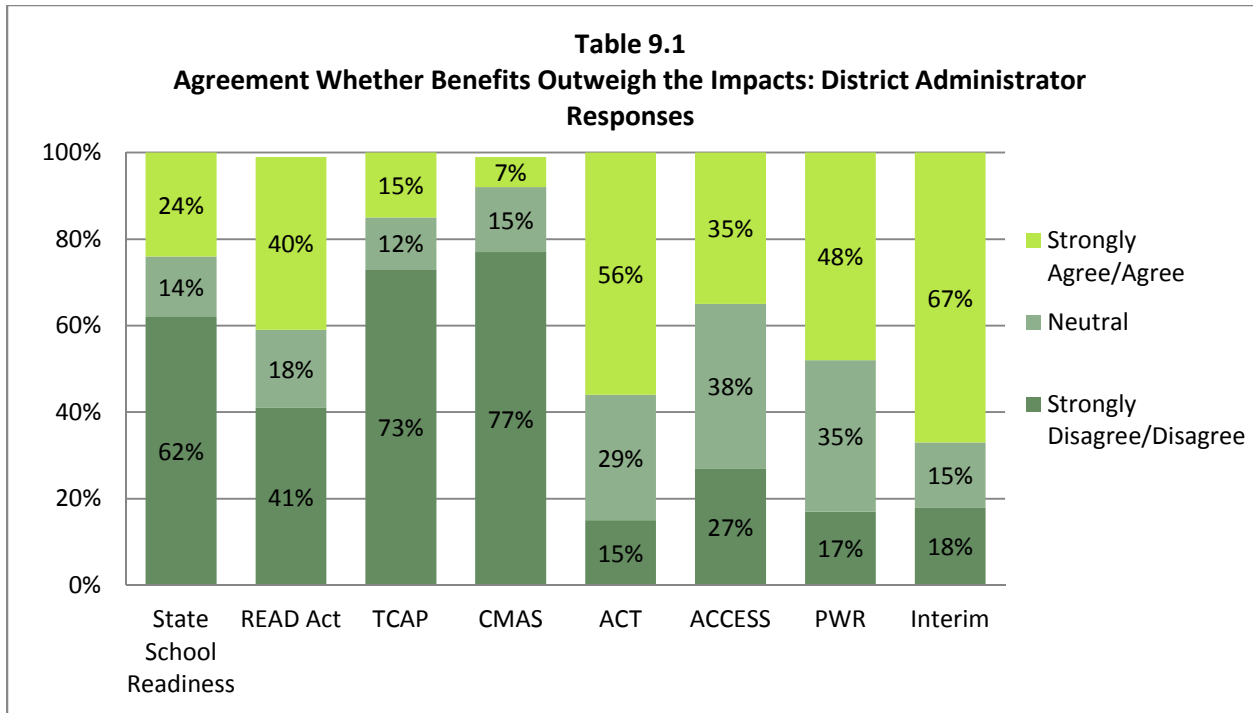
Whether the Benefits Outweigh the Impacts According to Educators

After reviewing these categories of potential impacts and benefits, survey respondents were asked to indicate whether they agreed or disagreed with the following statement for each assessment: “In my role, I believe the benefits of this assessment outweigh the impacts.”

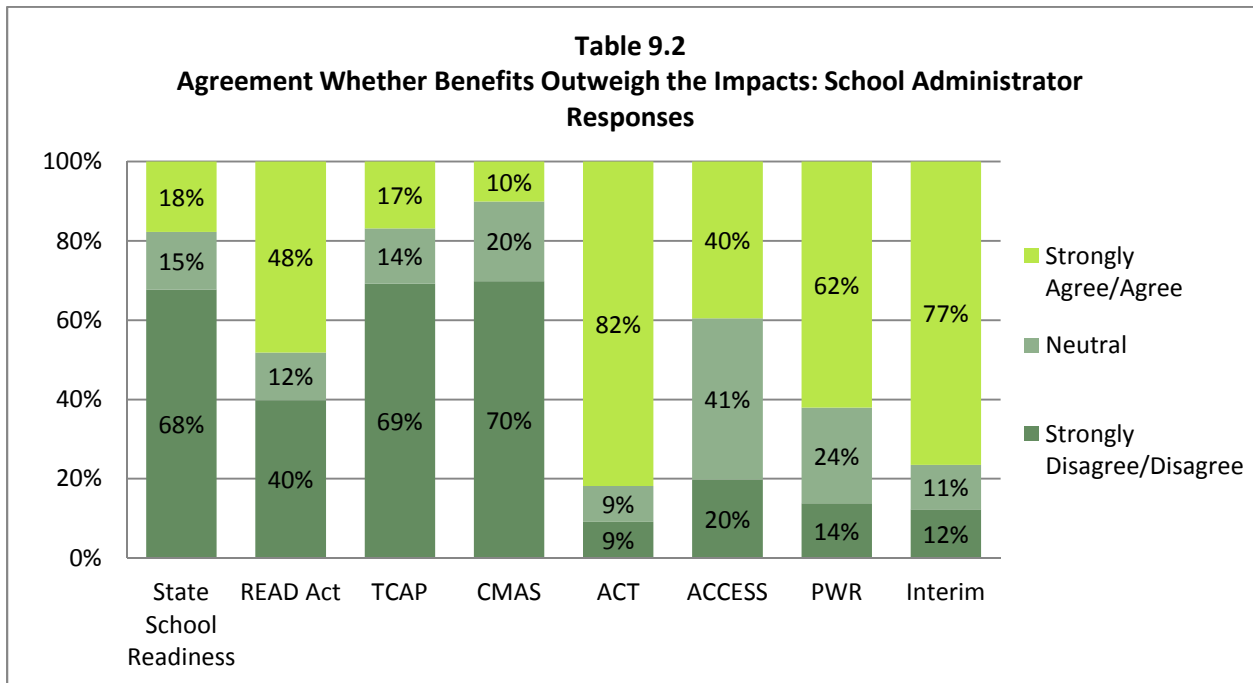
Again, as districts have not fully implemented PARCC, respondents were asked about their actual experiences with the TCAP assessment and were not asked about the PARCC. *These opinions may not be generalizable to the PARCC assessment, which will replace the TCAP as benefits and impacts of PARCC could be different from that of TCAP.*

District and school respondents tended to have similar beliefs about the overall impact of assessments, while teacher respondents were less likely to agree that assessment benefits outweighed impacts. District and school respondents were more likely to agree that the benefits of locally mandated assessments outweighed impacts than for state assessments. The strongest endorsement was for the ACT, which a majority of respondents from all categories agreed that the benefits outweighed the impacts. These responses mirrored respondent ratings of the categories of impacts and benefits. Assessments that received higher ratings of impacts and lower ratings of benefits were less likely to have respondents agree that benefits outweighed impacts.

Tables 9.1 through 9.3 present the opinions of district, school, and teacher respondents.



Whether district respondents believed the benefits outweighed the impacts of assessment varied by assessment. District respondents were least likely to agree that the benefits of assessment outweighed the impacts for TCAP, CMAS, and School Readiness assessments. They were most likely to agree that the benefits outweighed impacts for the ACT and locally mandated PWR and interim assessments.



Again, school respondent opinions on whether the benefits of assessment outweighed impacts varied by specific assessments. School respondents were least likely to agree that the benefits of assessment outweighed the impacts for TCAP, CMAS, and School Readiness assessments. They were most likely to agree that the benefits outweighed impacts for the ACT and locally mandated PWR and interim assessments.

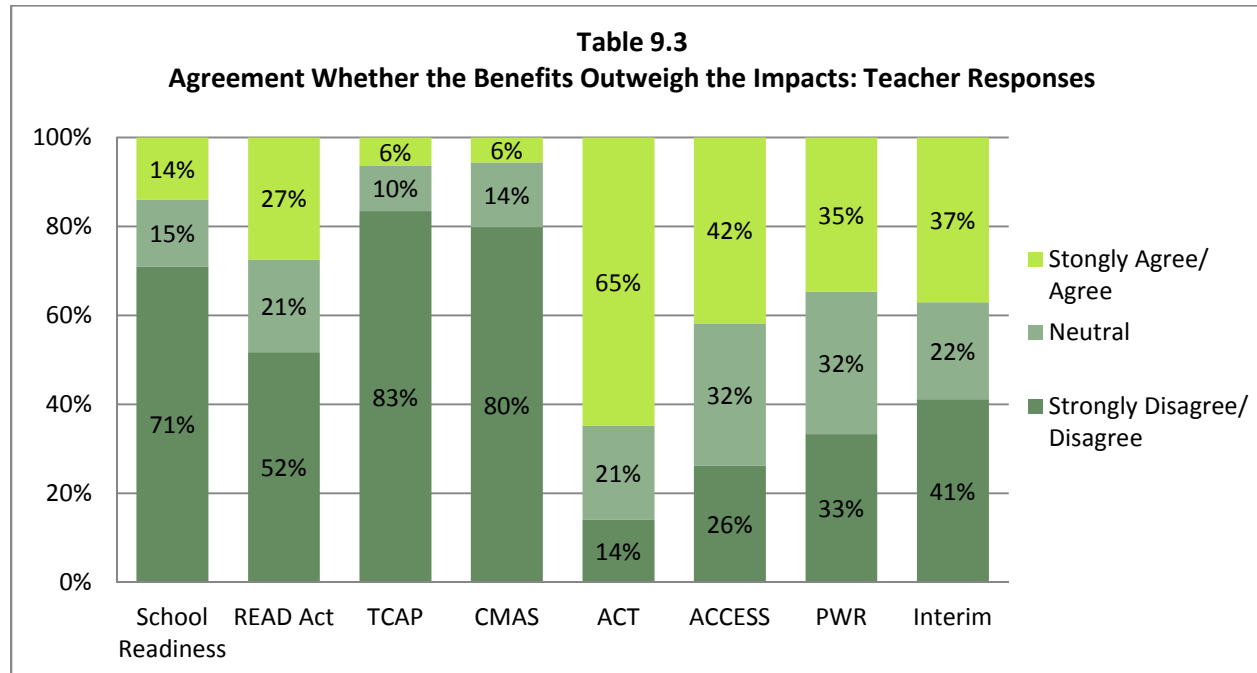


Table 9.3 shows teacher respondents were much less likely to agree that the benefits of assessment outweighed impacts. While teacher respondents indicated that the benefits of the ACT assessment outweighed the impacts, they did not agree that benefits outweighed impacts for any other assessments.

School and District Capacity to Implement State Assessment System

This section of the survey asked district and school respondents to indicate their capacity to implement the state assessment in a number of categories. Capacity ratings from the two groups were similar, with school respondents indicating slightly higher capacity ratings in a number of areas. Both districts and school respondents indicated the lowest capacity in the area of funding and resources.

Table 10.1 looks at districts' capacity to implement the state assessment system. Funding and resources to implement the state assessment system was of concern to districts and schools with the lowest scores in their capacity in this area. Training/PD, having sufficient devices to administer online assessments, and having the needed IT staff to support online assessments also were areas of low capacity for districts and schools. A full table of results is available in Appendix F.

Table 10.1 District Capacity to Implement State Assessment System						
	District Capacity			School Capacity		
	Mean	SD	N	Mean	SD	N
Instructional design and preparation	2.7	1.2	81	3.4	1.1	156
Network infrastructure	3.0	1.3	81	2.7	1.4	207
Devices	2.4	1.2	78	2.4	1.4	203
Logistics management	2.7	1.2	86	3.0	1.3	206
Data personnel	2.3	1.3	79	2.6	1.4	206
IT staff and personnel	2.4	1.3	79	2.4	1.4	199
Funding and resources	1.7	1.3	75	2.0	1.4	186
Training/PD	2.2	1.3	82	2.4	1.4	154
Overall Capacity	2.6	1.1	86	2.8	1.1	162

Scale: 0-5, with 5 indicated that the district or school has sufficient capacity in an area.

Suggested Changes to State Assessment System

Survey respondents were asked what changes, if any, they would like to make to the state assessment system; they were allowed to choose more than one option so percentage totals may add up to more than 100 percent. Note that for certain assessments district and school administrators had the option of selecting “reduce to the federal minimum” with details about what that entailed for each assessment; for the teacher survey the option was more general—“reduce frequency of assessment.”

While for all prior sections respondents were asked about their experiences with TCAP, in this section, respondents were asked about proposed changes to its replacement, the PARCC assessment, instead.

A minority of respondents at all levels suggested keeping assessments as they were, with the exception of the ACT. Across all assessments, respondents at all levels favored reducing the length of assessments. There were not major differences in suggested changes from respondents at the district, school, and teacher level.

Table 11.1 Changes to State Assessment System: School Readiness						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate	30%	26	39%	44	35%	44
Use in preschool only	38%	33	18%	20	19%	23
Reduce length of assessment	40%	35	27%	30	25%	31
Assess a sample of students or schools	13%	11	16%	18	6%	8
Reduce frequency of assessment	-	-	-	-	22%	27
No change	7%	6	15%	17	5%	6

Forty percent of district administrators suggested reducing the length of the assessment or using the assessment in preschool only (38 percent). Thirty percent of district administrators suggested

eliminating the school readiness assessment requirement entirely. School administrators were more likely to suggest eliminating the school readiness assessment requirement (39 percent), followed by reducing the length of the assessment (27 percent). Teachers similarly suggested eliminating the school readiness assessment, followed by reducing the length or frequency of assessment. Some schools also suggested flexibility in choosing an assessment that is more rigorous or better aligned to school curriculum or state standards.

Table 11.2 Changes to State Assessment System: READ Act						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate	20%	17	19%	22	25%	139
Reduce number of grades	25%	22	18%	20	16%	89
Reduce length of assessment	26%	23	17%	19	32%	175
Assess a sample of students or schools	11%	10	16%	18	10%	56
Reduce frequency of assessment	-	-	-	-	36%	196
No change	37%	32	39%	44	19%	105

About 40 percent of district and school administrators indicated that they would suggest keeping the READ assessment requirements as is; further suggestions were mixed. Teachers indicated they would like to reduce the frequency and the length of the assessment (selected by about a third of respondents respectively). Schools also suggested changes in allowing more flexibility in what assessment to use and reducing the testing burden on students who have already met benchmarks.

Table 11.3 Changes to State Assessment System: PARCC (English Language Arts and Math) /CoAlt						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate	29%	25	28%	59	46%	624
Reduce to federal minimum	59%	51	34%	72	-	-
Reduce number of grades	45%	39	33%	70	31%	424
Reduce length of assessment	53%	46	56%	118	55%	750
Assess a sample of students or schools	18%	16	9%	20	10%	143
Reduce frequency of assessment	-	-	-	-	34%	459
No change	6%	5	5%	11	2%	33

About 60 percent of district administrators would like to reduce the PARCC assessment to the federal minimum (assessing students in 3rd-8th grade, and once in 10th-12th grade), followed by reducing the length of the assessment (53 percent), reducing the number of grades (45 percent), or eliminating the assessment (29 percent). The majority of school administrators suggested reducing the length of the assessment (56 percent); about a third of school administrators suggesting reducing to the federal

minimum, reducing the number of grades or eliminating the assessment. Teachers suggested reducing the length of the assessment (55 percent), eliminating (46 percent), reducing the frequency of assessments, and/or the number of grades it is required in (about a third each). Respondents at all levels wanted the results to be more immediate.

Table 11.4 Changes to State Assessment System: CMAS (Science and Social Studies)/CoAlt						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate science component	21%	18	31%	65	7%	79
Eliminate social studies component	30%	26	34%	72	10%	106
Reduce to federal minimum	56%	49	31%	65	-	-
Reduce number of grades	28%	24	22%	47	19%	207
Reduce length of assessment	44%	38	44%	94	37%	410
Assess a sample of students or schools	18%	16	9%	19	9%	95
Reduce frequency of assessment	-	-	-	-	47%	514
No change	6%	5	8%	17	5%	55

The most frequent suggestions made by district administrators to change CMAS was to reduce to the federal minimum of only assessing in Science once in 3rd-5th grade, once in 6th through 9th grade, and once 10th-12th grade; and eliminate Social Studies (56 percent), followed by reducing the length of the assessment (44 percent) or eliminating the social studies component (30 percent). Top responses for school administrators were reducing the length of the assessment (44 percent), then about a third of school administrators suggested eliminating the science component, eliminating the social studies component, and/or reducing to the federal minimum. About fifty percent of teachers suggested reducing the frequency of assessment and nearly forty percent suggested reducing the length of the assessment.

Table 11.5 Changes to State Assessment System: ACT						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate	10%	9	2%	1	8%	33
Reduce length of assessment	9%	8	2%	1	7%	31
Assess a sample of students or schools	6%	5	5%	3	7%	30
Reduce frequency of assessment	-	-	-	-	3%	11
No change	68%	59	88%	58	66%	285

Table 11.5 shows that the majority of district administrators, school administrators and teachers indicated that they did not want to make any changes to the ACT. A number of schools suggested using the ACT to replace other state assessment requirements.

Table 11.6 Changes to State Assessment System: ACCESS						
	District Administrator		School Administrator		Teacher	
	%	N	%	N	%	N
Eliminate	13%	11	9%	19	9%	42
Reduce number of grades	15%	13	10%	21	7%	35
Reduce length of assessment	34%	30	30%	64	27%	129
Assess a sample of students or schools	7%	6	6%	13	5%	24
Reduce frequency of assessment	-	-	-	-	10%	46
No change	39%	34	39%	83	24%	116

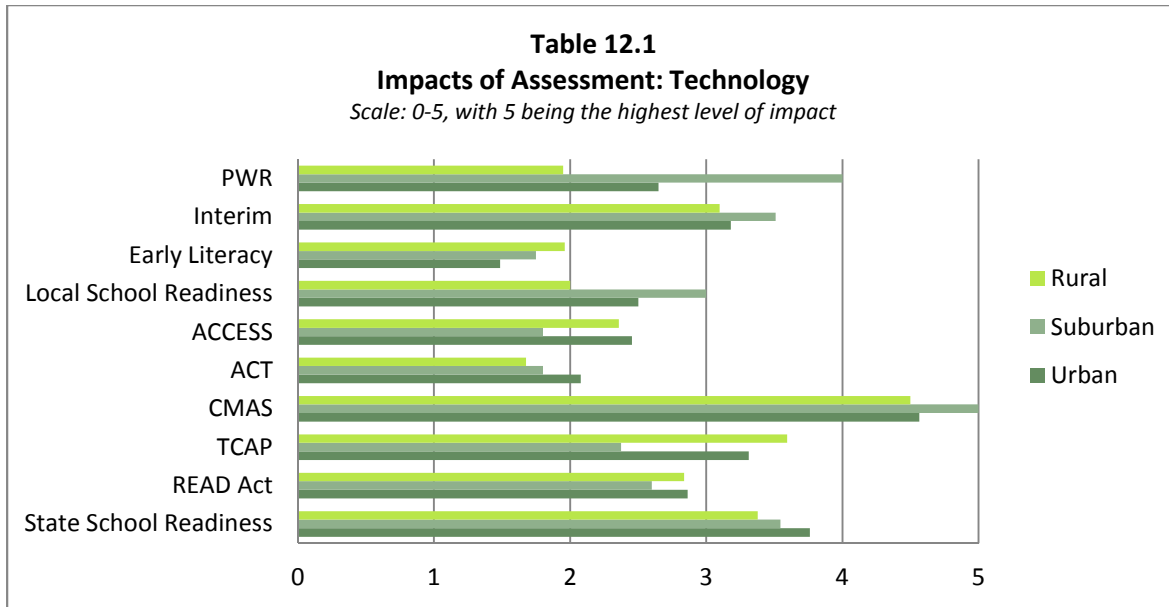
Key suggestions for the ACCESS assessment were to either keep it as is (about 40 percent for district and school administrators, and about 25 percent of teachers), or to reduce the length of the assessment (about a third of all respondents).

Geographic Breakdown of District Responses

As mentioned earlier in the report, there is significant geographic diversity in the state. We divided district responses into geographic categories of urban, suburban, and rural to examine differences in responses across these geographic groups. We examined district responses about the impacts and benefits of assessment, district respondent opinions about whether benefits outweighed impacts, and capacity to implement the state assessment system. While there were often differences between responses from the three geographic groups, there were no clear trends. Respondents from rural districts did not consistently indicate higher impacts of assessment or lower capacity to implement the state assessment system.

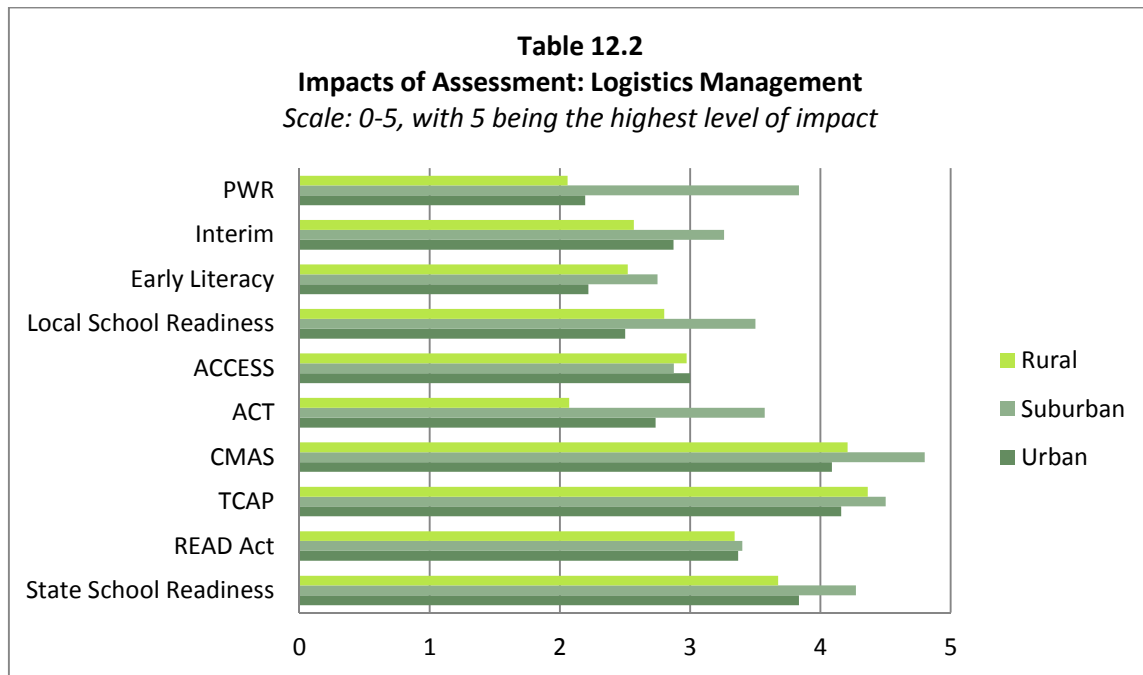
Impacts of Assessments

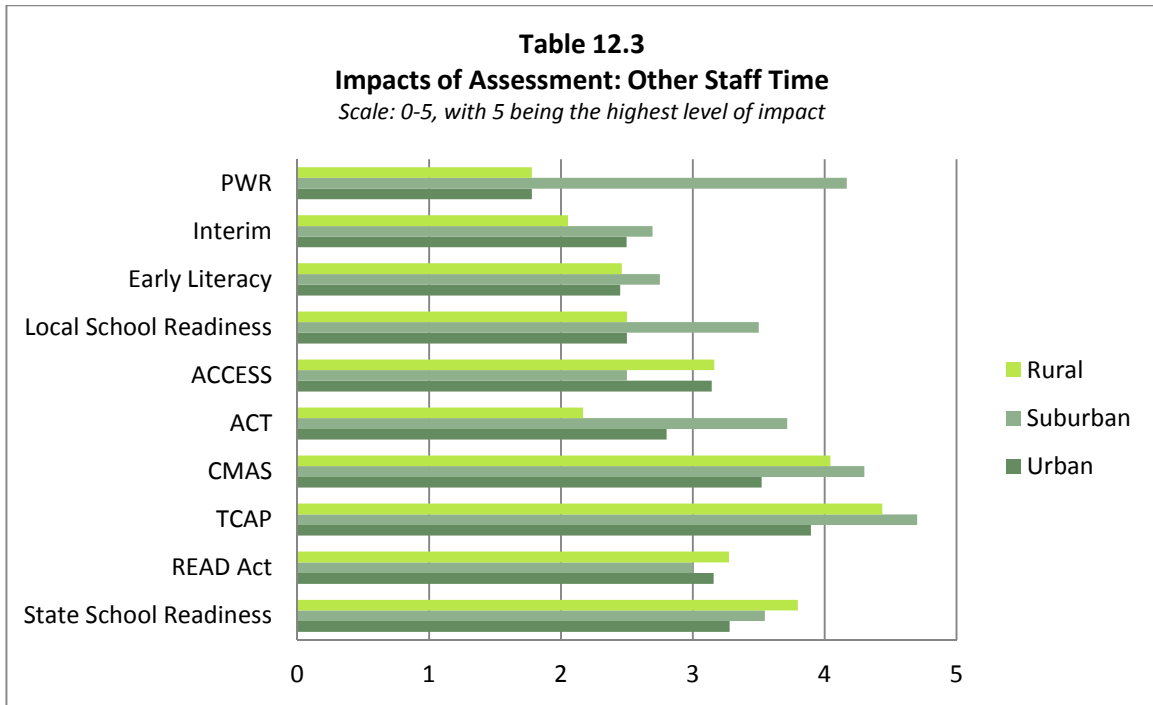
Tables 12.1 – 12.5 report district respondents' ratings of assessment impact. Respondents from suburban districts tended to rate impacts as slightly higher in many assessments, especially PWR assessments.



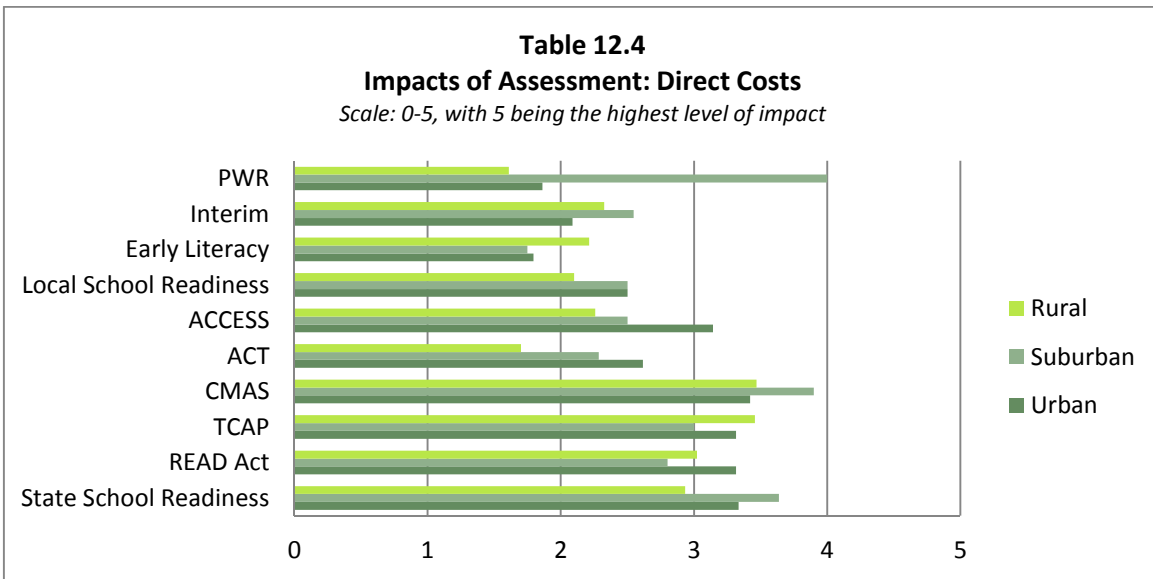
District respondents from suburban districts reported a higher technology impact of PWR, interim, and CMAS assessments than respondents from urban and rural districts, but reported a lower impact on TCAP and READ Act.

Respondents from suburban districts rated the impact of logistic management as higher than respondents from rural and urban districts, especially for PWR, CMAS, and state School Readiness assessments, as shown in Table 12.2 below.



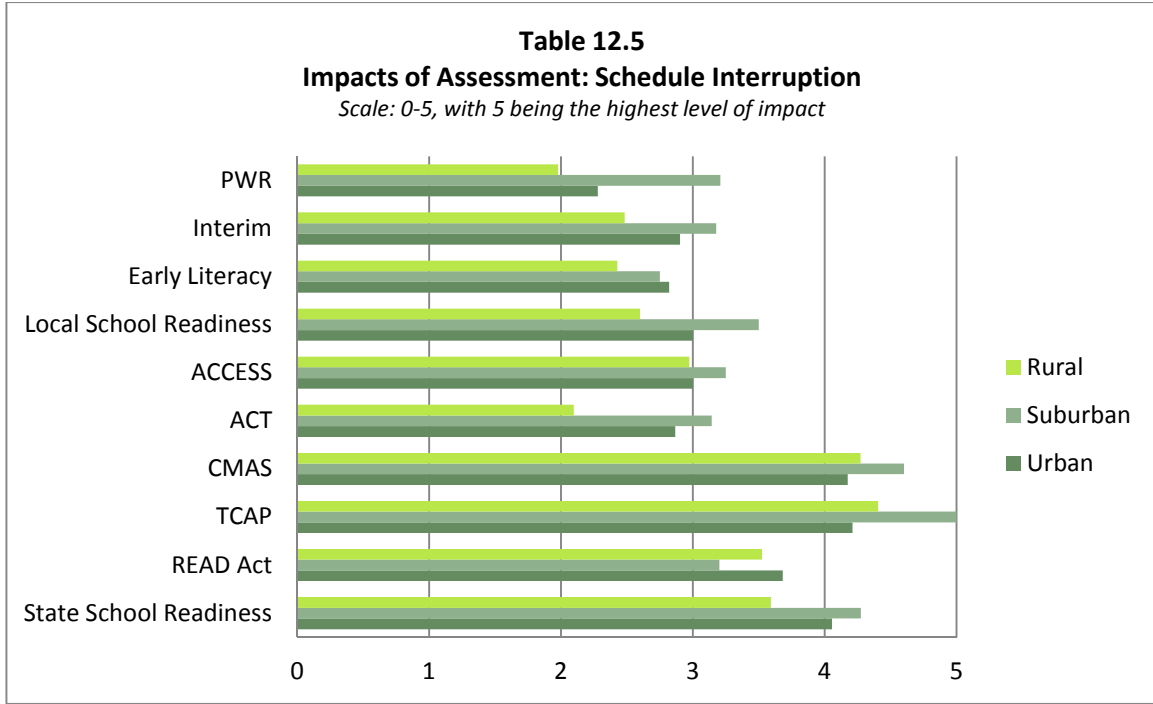


Again, respondents from suburban districts tend to rate impacts as slightly higher in many assessments, especially PWR assessments.



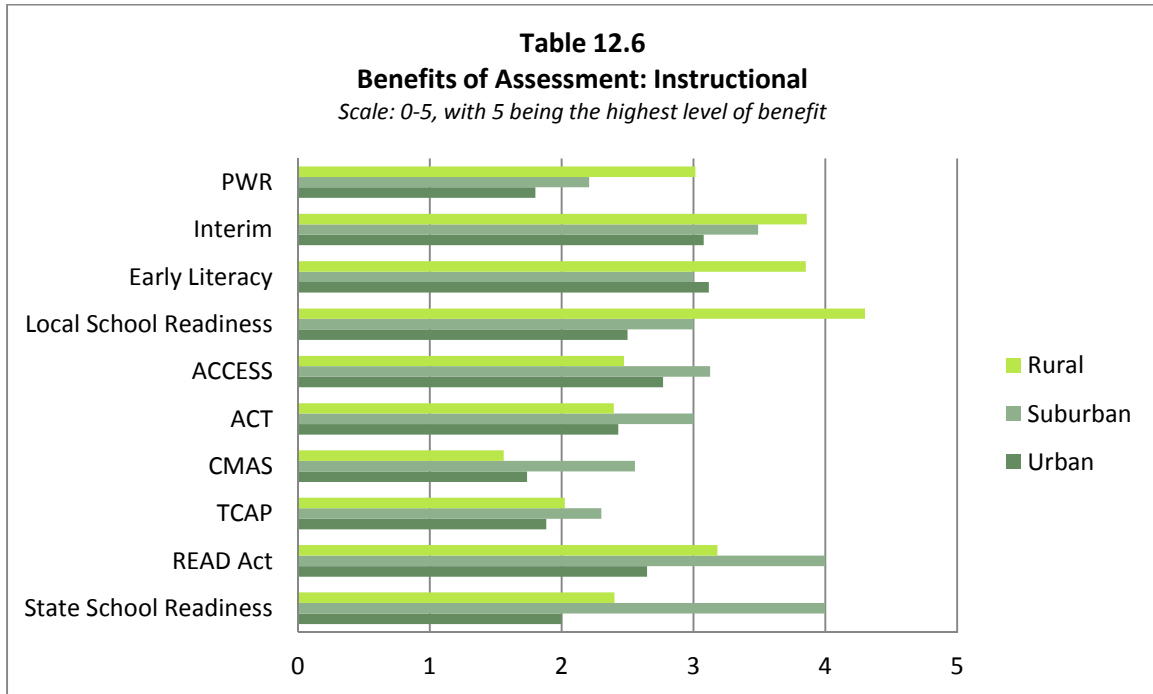
Again, respondents from suburban districts rated the direct cost of impact for the PWR assessments as higher than respondents from urban or rural districts.

Table 12.5 below shows responses from suburban districts indicate a slightly higher impact on scheduling than respondents from urban and rural districts.

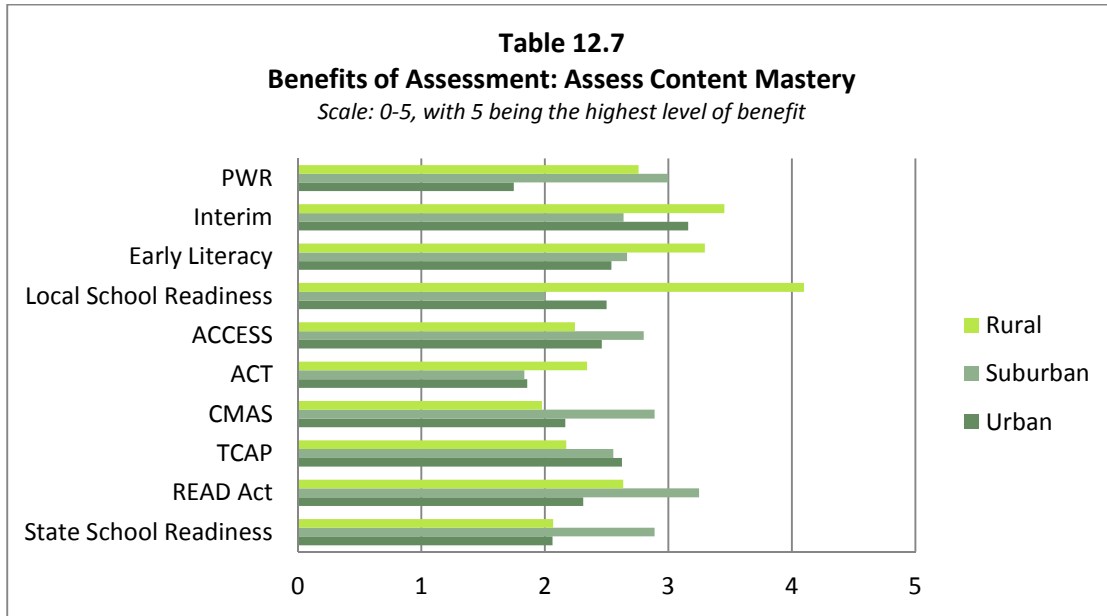


Benefits of Assessments

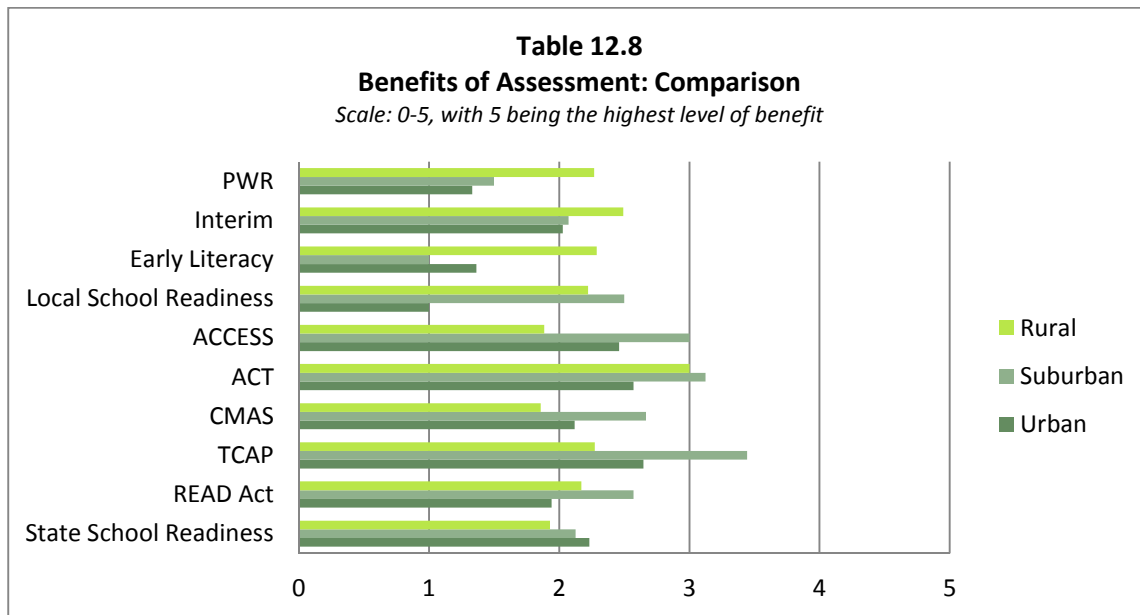
Tables 12.6 – 12.10 present the benefits ratings for districts, broken down by geography.



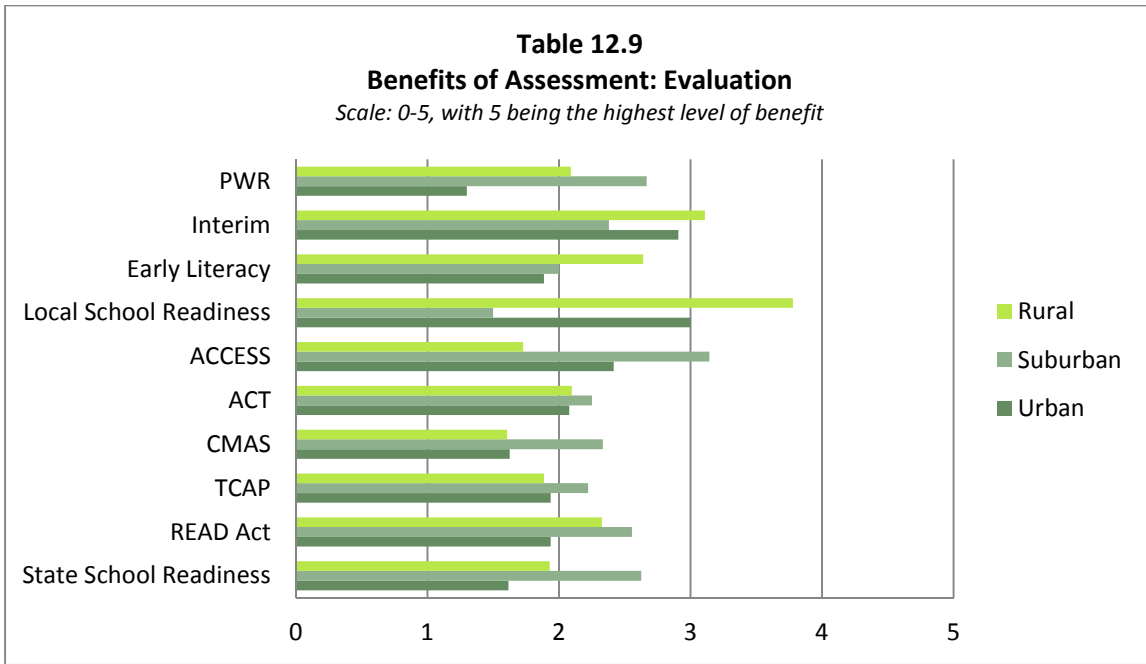
For some assessments, including PWR, interim, early literacy, and local school readiness, respondents from rural districts indicated a higher instructional benefit than those from urban and suburban districts. Respondents from suburban districts indicated a higher instructional benefit from READ Act and state school readiness assessments.



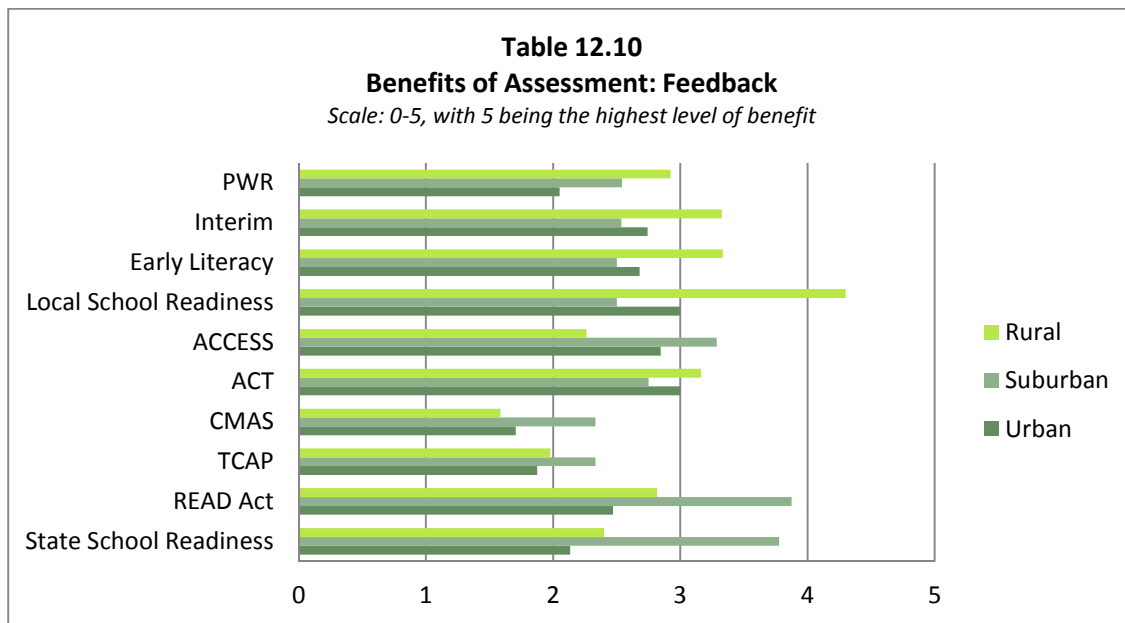
Respondents from rural districts indicated a higher benefit of assessing content mastery from the local school readiness assessment than those from urban or suburban districts. Responses for other assessments were similar across geographic location.



Respondents from suburban districts indicated a slightly higher comparison benefit from ACCESS and TCAP than those from urban and rural districts. Respondents from urban districts indicated a lower comparison benefit from local school readiness assessments.



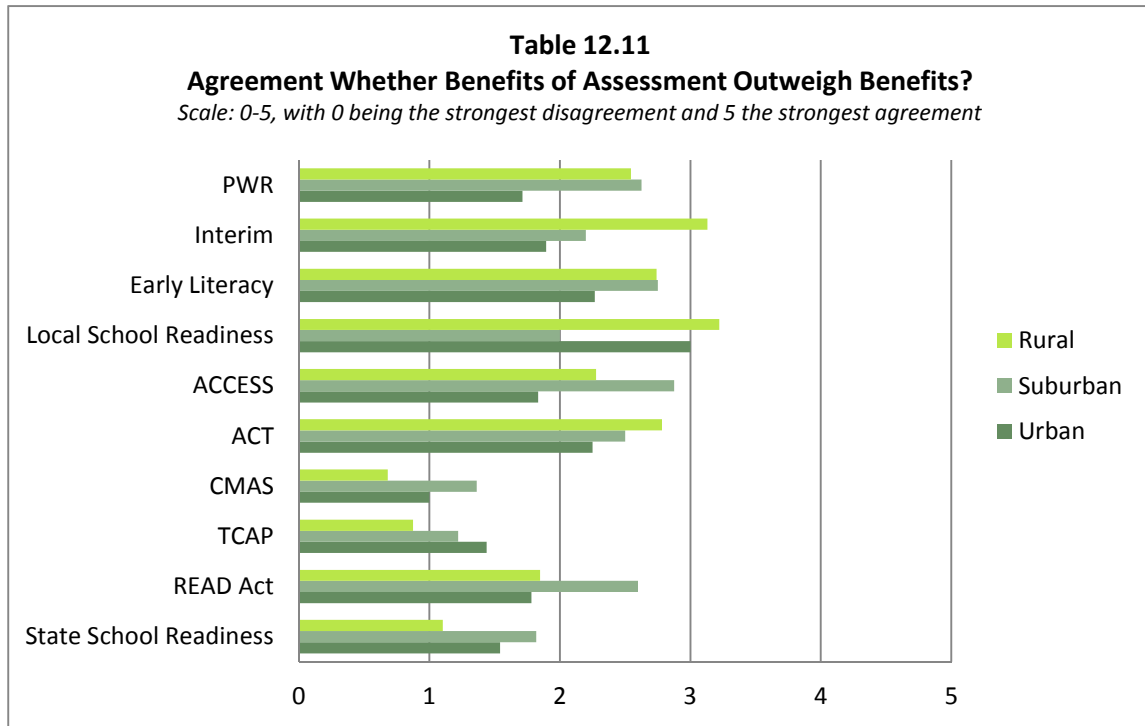
Respondents from suburban districts indicated a much lower evaluation benefit from local school readiness assessments, but a higher evaluation benefit from ACCESS, CMAS, and state school readiness assessments. Respondents from urban districts indicated less evaluation benefit from PWR and state school readiness assessments.



For many assessments, respondents from rural districts indicated a higher feedback benefit from assessments. Suburban respondents indicated a higher feedback benefit for READ Act and state school readiness assessments.

Whether Benefits of Assessment Outweigh Impacts

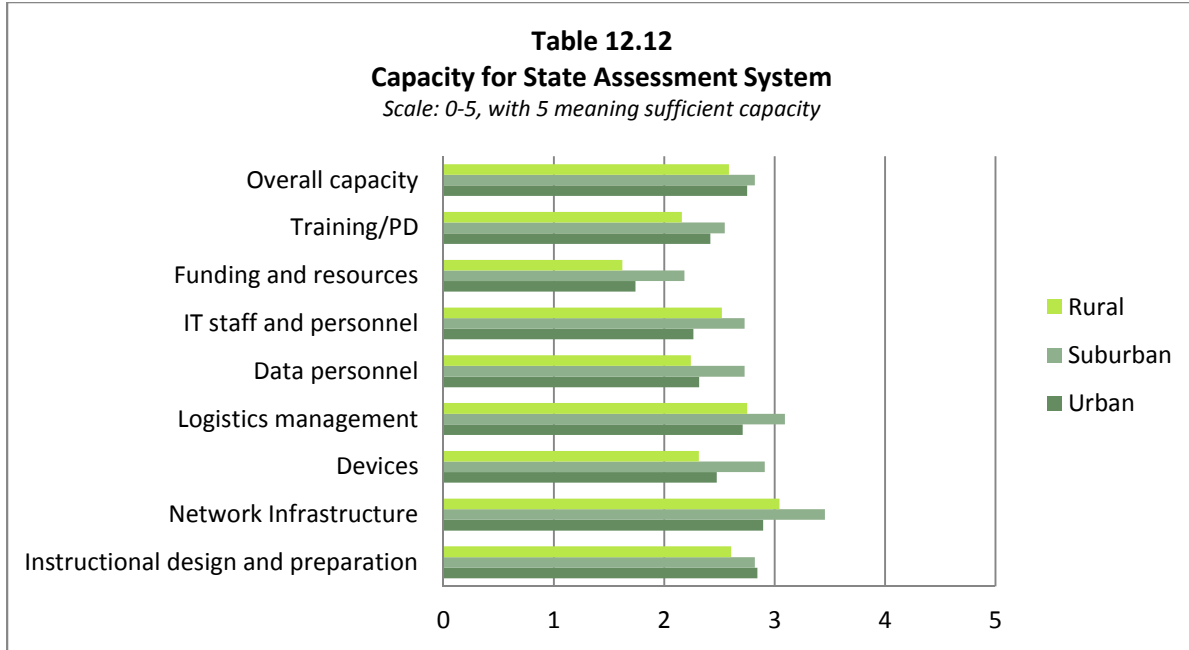
Table 12.11, below, displays respondent agreement that the benefits of an assessment outweigh the impacts. Rural respondents indicated higher agreement for some assessments, but there are no clear trends across geographic location.



While respondents from some geographic areas are more likely to indicate agreement that benefits of assessment outweigh impacts for some assessments, there are no clear trends across geographic area.

Capacity to Implement State Assessment System

Table 12. 12 reports respondents' evaluation of capacity to implement the assessment system. Again, there are no clear trends across geographic locations.



Although respondents from different geographic areas indicated differing capacity to implement assessments, capacity varies by category of capacity, with no clear trends about greater overall capacity in any geographic area.

Conclusion

The results of the survey of district, school, and teacher respondents provide important information about the effects of the state and local assessment systems on those stakeholders. The sizeable number of respondents, who are largely representative of the distribution of districts, schools, and teachers in the state of Colorado, mean that survey responses are strongly indicative of effects and opinions for the state as a whole. Notably, there were no clear trends in differences between responses from urban, suburban, and rural districts.

Estimates provided by the three levels of respondents indicated large variance in the amount of time required for teachers and students to prepare for, administer, and take assessments. Despite this variation, it is clear that both teachers and students are spending a significant amount of time that could otherwise be devoted to instruction on these assessment-related activities. This was true across levels of respondent and categories of teachers and students.

Additionally, respondents from all three levels indicated significant impacts and relatively few benefits for most assessments. This meant that when asked their opinion about the relative benefits and impacts of assessments, a majority of respondents at all levels reported disagreement that the benefits of assessments outweighed the impacts. This disagreement was especially prevalent for the TCAP and CMAS assessments. Respondents then suggested changes to assessments focusing on reducing the length and number of grades of students taking assessment or reducing to the federal minimum.

Appendix A

Survey instrument for district respondents

Colorado Statewide Assessment Survey: District Administrator Survey

STATE ASSESSMENT SECTION

1.1-Which assessment does your district currently use to fulfill the state-mandated school readiness assessment requirement?

- ☐ TS GOLD
☐ Other school readiness assessment

If you selected "other" please indicate which school readiness assessment is used in your district to fulfill the state mandate: _____

1.2-Which assessment does your district use to fulfill the READ Act?

- ☐ aimsweb
☐ DIBELS Next
☐ Formative Assessment System for Teachers (FAST)
☐ i Ready
☐ ISIP ER, Istation
☐ Phonological Awareness Literacy Screening (PALS)
☐ STAR Early Learning
☐ Other early literacy assessment

If you selected "other" please indicate which early literacy assessment is used in your district to fulfill the READ Act: _____

1.3-How soon do the following audiences get results from each statewide assessment?

District staff and administrators	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
School administration	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
Parents	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months

1.4-Can you estimate the time spent by a teacher to prepare for each state assessment? Check all that apply.

- ☐ Yes, I can estimate the time spent by a teacher in the tested subject(s)
- ☐ Yes, I can estimate the time spent by a teacher NOT in the tested subject(s)
- ☐ Yes, I can estimate the time spent by a specialist teacher (interventionist, ELL, special education)
- ☐ No

1.5-Can you estimate the time spent by a teacher to administer each state assessment? Check all that apply.

- ☐ Yes, I can estimate the time spent by a teacher in the tested subject(s)
- ☐ Yes, I can estimate the time spent by a teacher NOT in the tested subject(s)
- ☐ Yes, I can estimate the time spent by a specialist teacher (interventionist, ELL, special education)
- ☐ No

The following two questions will only appear if at least one “yes” was selected in the corresponding questions 1.4 and 1.5.

2.1-- On average for each administration of a given assessment, how much time in hours is spent by an individual teacher in the following categories to prepare for the assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

	An individual teacher who teaches the tested subject(s)	An individual teacher who does NOT teach the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
State-Mandated School Readiness assessment			
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

2.2- On average, for each administration of a given assessment, how much time in hours is spent by an individual teacher in the following categories to administer the assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

Note: "administering" the school readiness assessment means completing the observational assessment for each student and "each administration" means completing the observational assessment one time for all of their students.

	An individual teacher who teaches the tested subject(s)	An individual teacher who does NOT teach the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
State-Mandated School Readiness assessment			
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

2.3- Can you estimate the time spent by a student to prepare for each state assessment?

- ☐ Yes
☐ No

2.4- Can you estimate the time spent by a student taking each state assessment?

- ☐ Yes, I can estimate the time spent by a special education student
☐ Yes, I can estimate the time spent by an ELL student
☐ Yes, I can estimate the time spent by a general education student
☐ No

The following two questions will only appear if at least one "yes" was selected in the corresponding questions 2.3 and 2.4.

3.1- On average for each administration of a given assessment, how much time in hours is spent by an individual student (required to take assessment) during school hours to prepare for the assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure.*

Notes: for the ACCESS for ELLs assessment, only estimate time spent by an ELL student who is required to take the assessment. For ACT, this includes any required prep classes.

	An individual student required to take each assessment
TCAP (Math, Reading and Writing)/ CoAlt	
CMAS (Science and Social Studies)/ CoAlt	
ACT	
ACCESS for ELLs	

3.3- On average, how much time in hours is spent by an individual student in the following categories taking each administration of a given assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure.*

Note: for the ACCESS for ELL assessment, leave cell for general education students blank as the assessment is not applicable to this group of students.

	An individual special education student	An individual ELL student	An individual general education student (not Special Education or ELL)
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

The following questions 4.1- 4.3 will be asked for each state assessment:

4.1- Please indicate the impact in the following areas (including direct and opportunity costs) of each assessment on a scale of 0 - 5, with 5 being the highest impact.

- _____ Technology: includes restricted use of labs, devices, bandwidth, existing technology support staff
- _____ Logistics management: includes data collection and security, scheduling, and managing student opt-out
- _____ Other staff time: including clerical, administrator, and counselor time
- _____ Direct costs: includes cost of testing materials, hiring additional proctors or staff, hiring substitute teachers
- _____ Schedule interruption: any lost time due to assessments for additional assemblies, extra breaks or shortened days

Other costs or impacts of each assessment: _____

4.2- Please indicate the benefits in the following areas of each assessment on a scale of 0 - 5, with 5 being a high level of benefit.

- _____ Instructional: inform instructional practice, measure student progress, inform placement decisions
- _____ Assess Content Mastery: Measure student mastery of Colorado content standards
- _____ Comparison: provide common basis for state accountability system and comparison across districts
- _____ Evaluation: identify teacher development needs, measure program/school performance
- _____ Feedback: provide feedback parents and families

Other benefits of each assessment: _____

4.3- Please indicate whether you agree or disagree with the following statement: In my role, I feel the benefits outweigh the associated time and other impacts (including direct and opportunity costs) for each assessment in my district.

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree nor Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

5.1- What is your district's capacity to implement the state assessment system in the following areas? Please rate your district's capacity in each area on a scale of 0-5, with 5 meaning your district has sufficient capacity in a given area.

_____ Instructional design and preparation (curriculum materials and resources, instructional strategies)

_____ Network infrastructure (bandwidth, wired and wireless connectivity)

_____ Devices (hardware and software at schools, device-to-student ratios)

_____ Logistics management (planning, organizing, scheduling, administering, controlling)

_____ Data personnel to manage and understand data, support staff in using data for instruction

_____ IT staff and personnel trained to support the process

_____ Procuring necessary funding and resources

_____ Training/ professional development

Other capacity needs: _____

5.2- What is your district's overall capacity to implement the state assessment system? Please rate your district's overall capacity on a scale of 0-5, with 5 meaning your district has sufficient overall capacity.

_____ Overall capacity

5.3- If you had the freedom to make any changes to the state-mandated School Readiness assessment, which of the following changes would you make? Check all that apply.

☐ Eliminate

☐ Reduce length of assessment

☐ Use only in preschool

☐ Use only for a sample of students or schools

☐ Keep as is

Other changes to the state-mandated School Readiness assessment: _____

5.4- If you had the freedom to make any changes to the READ Act assessment, which of the following changes would you make? Check all that apply.

☐ Eliminate

☐ Reduce number of grades in which administered

☐ Reduce length of assessment

☐ Administer only to a sample of students or schools

☐ Keep as is

Other changes to the READ Act assessment: _____

5.5- If you had the freedom to make any changes to the PARCC (Math and English Language Arts) assessments, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Reduce testing to federal minimum (assess in 3rd-8th grade; once 10th-12th grade)
- ☐ Keep as is

Other changes to the PARCC assessments: _____

5.6- If you had the freedom to make any changes to the CMAS (Science and Social Studies) assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate Science component
- ☐ Eliminate Social Studies component
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Reduce testing to federal minimum (only assess in Science once in 3rd-5th grade, once in 6th through 9th grade, once 10th-12th grade; eliminate Social Studies)
- ☐ Keep as is

Other changes to the CMAS assessment: _____

5.7- If you had the freedom to make any changes to the ACT assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Other changes to the ACT assessment: _____

5.8- If you had the freedom to make any changes to the ACCESS for ELLs assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Other changes to the ACCESS for ELLs assessment: _____

LOCAL ASSESSMENT SECTION

6.1- Does your district have any school readiness diagnostic assessments used district-wide beyond what is mandated by the state? (Example: the Bracken School Readiness assessment or other locally developed assessment)

- ☐ Yes
- ☐ No

6.2- Does your district have any early literacy diagnostic assessments used district-wide beyond what is mandated by the READ Act? (Example: DIBELS Next, PALS, DRA-2, etc.)

- ☐ Yes
- ☐ No

6.3- Does your district have any interim assessments used district-wide? (Example: NWEA/MAP, Acuity, Scantron Achievement Series, STAR, Galileo, aimsweb, etc.)

- ☐ Yes
- ☐ No

6.4- Does your district have any post-secondary and workforce readiness assessments used district-wide? (Example: Accuplacer, ACT EXPLORE/PLAN/Aspire, SAT etc.)

- ☐ Yes
- ☐ No

6.5- Does your district use any other assessments district-wide?

- ☐ Yes
- ☐ No

6.6- Does your district offer Advanced Placement (AP) or International Baccalaureate (IB) assessments?

- ☐ Yes
- ☐ No

The following questions are only asked if "yes" is answered for the corresponding question in 6.1- 6.6.

7.1 Which school readiness diagnostic assessments are used district-wide beyond what is mandated by the state? Please check all that apply.

- ☐ Bracken School Readiness
- ☐ Other school readiness assessment

If you selected "other," what other school readiness assessment is used district-wide?

7.2- Which early literacy diagnostic assessments are used district-wide beyond what is required for the READ Act? Please check all that apply.

- ☐ DIBELS Next
- ☐ PALS
- ☐ DRA-2
- ☐ STEP
- ☐ District created assessment
- ☐ Other early literacy assessment

If you selected "other," what other early literacy diagnostic assessment is used in your district?

7.3- Which interim assessments are used district-wide? Please check all that apply.

- ☐ NWEA/MAP
- ☐ Acuity
- ☐ Scantron Achievement Series
- ☐ STAR
- ☐ Galileo
- ☐ aimsweb
- ☐ District created assessment
- ☐ Other interim assessment

If you selected "other," what other interim assessment is used district-wide?

7.4- Which post-secondary and workforce readiness assessments are used district-wide? Please check all that apply.

- ☐ Accuplacer
- ☐ ACT EXPLORE/PLAN/Aspire
- ☐ SAT
- ☐ District created assessment
- ☐ Other PWR assessment

If you selected "other," what other post-secondary and workforce readiness assessment is required in your district? _____

7.5- Any other assessments required district-wide? Leave blank if no additional district-wide assessments.

- ☐ Other district-wide assessment 1
- ☐ Other district-wide assessment 2
- ☐ Other district-wide assessment 3

If you selected one or more "other" assessments, what other assessments are used district-wide?

7.6- Are either of the following program specific assessments offered in your district? Please check all that apply. If none are offered, please leave blank.

- ☐ Advanced Placement (AP)
 - ☐ International Baccalaureate (IB)
-

For each local assessment indicated in questions 7.1-7.6, the following questions will be asked:

Note: "administration" for school readiness assessments can mean completing an observational assessment, and "each administration" can mean completing the observation assessment for all students.

8.1- In what grades is the local assessment administered?

- ☐ Preschool
 - ☐ Kindergarten
 - ☐ 1st grade
 - ☐ 2nd grade
 - ☐ 3rd grade
 - ☐ 4th grade
 - ☐ 5th grade
 - ☐ 6th grade
 - ☐ 7th grade
 - ☐ 8th grade
 - ☐ 9th grade
 - ☐ 10th grade
 - ☐ 11th grade
 - ☐ 12th grade
-

8.2- Is the local assessment administered to a targeted group of students? Check all that apply.

- ☐ No - administered to all students
- ☐ Yes - targeted to ELL students
- ☐ Yes - targeted to special education students
- ☐ Yes - targeted to struggling/ at-risk students
- ☐ Yes - targeted to another group

8.3- How many times the local assessment administered in a single year?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10+

8.4- When is the local assessment administered?

- ☐ Beginning of Year
- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ End of Year
- ☐ Quarterly
- ☐ Monthly
- ☐ Other

Other administration time for the local assessment: _____

8.5- How long is the assessment window for each administration of the local assessment in days?

8.6- On average, how much time in hours is spent by an individual teacher in the following categories preparing for and administering each administration of the local assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

	An individual teacher who teaches the tested subject(s)	An individual teacher who does NOT teach the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
Preparing for assessment			
Administering assessment			

8.7- On average, how much time is spent, in hours, by an individual student to take each administration of the local assessment: *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure, or if the assessment is observational.*

	An individual special education student	An individual ELL student	An individual general education student (not Special Education or ELL)
Taking the assessment			

8.8- How soon do the following audiences get results from the local assessment?

District staff and administrators	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
School administration	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
Parents	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months

8.9- Please indicate the impact on the following areas (including direct and opportunity costs) of the local assessment on a scale of 0 - 5, with 5 being the highest impact.

- _____ Technology - includes restricted use of labs, devices, bandwidth and existing technology support staff
- _____ Logistics management - includes data collection and security, scheduling, and managing student opt-out
- _____ Other staff time - including clerical, administrator, and counselor time
- _____ Direct costs - includes cost of testing materials, hiring additional proctors or staff, hiring substitute teachers
- _____ Schedule interruption: any lost time due to assessments for additional assemblies, extra breaks or shortened days

Other impacts of the local assessment: _____

8.10- Please indicate the benefits in the following areas of the local assessment on a scale of 0 - 5, with 5 being very beneficial.

_____ Instructional: inform instructional practice, measure student progress, inform placement decisions

_____ Assess Content Mastery: Measure student mastery of Colorado content standards

_____ Comparison: provide common basis for state accountability system and comparison across districts

_____ Evaluation: identify teacher development needs, measure program/school performance

_____ Feedback: provide feedback to parents and families

Other benefits of the local assessment: _____

8.11- Please indicate whether you agree or disagree with the following statement: In my role, I feel the benefits outweigh the associated time and costs (direct and opportunity costs) for the local assessment in my district.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Appendix B

Survey instrument for school respondents

Colorado Statewide Assessment Survey: School Administrator Survey

Note that the school administrator survey is tailored based upon the school level (elementary, middle, HS, K12 or preschool), so only assessments that are relevant to the school level will appear in the actual online survey.

STATE ASSESSMENT SECTION

1.1- Which assessment does your school currently use to fulfill the state-mandated school readiness assessment requirement?

- ☐ TS GOLD
☐ Other school readiness assessment

If you selected "other" please indicate which school readiness assessment is used in your school to fulfill the state mandate: _____

1.2- Which assessment does your school use to fulfill the READ Act?

- ☐ aimsweb
☐ DIBELS Next
☐ Formative Assessment System for Teachers (FAST)
☐ i Ready
☐ ISIP ER, Istation
☐ Phonological Awareness Literacy Screening (PALS)
☐ STAR Early Learning
☐ Other early literacy assessment

If you selected "other" please indicate which early literacy assessment is used in your school to fulfill the READ Act: _____

1.3- How soon do the following audiences get results from each statewide assessment?

District staff and administrators	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
School administration	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
Parents and students	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months

1.4- Can you estimate the time spent by a teacher to prepare for each state assessment? *Check all that apply.*

- ☐ Yes, I can estimate the time spent by a teacher who teaches the tested subject(s)
- ☐ Yes, I can estimate the time spent by a teacher who does NOT teach the tested subject(s)
- ☐ Yes, I can estimate the time spent by a specialist teacher (interventionist, ELL, special education)
- ☐ No

1.5- Can you estimate the time spent by a teacher to administer each state assessment? *Check all that apply.*

- ☐ Yes, I can estimate the time spent by a teacher who teaches the tested subject(s)
- ☐ Yes, I can estimate the time spent by a teacher who does NOT teach the tested subject(s)
- ☐ Yes, I can estimate the time spent by a specialist teacher (interventionist, ELL, special education)
- ☐ No

1.6- On average for each administration of a given assessment, how much time in hours is spent by an individual teacher in the following categories to prepare for the assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

	An individual teacher who teaches the tested subject(s)	An individual teacher who does NOT teach the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
State-Mandated School Readiness assessment			
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

1.7- On average, for each administration of a given assessment, how much time in hours is spent by an individual teacher in the following categories to administer the assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

Note: "administering" the school readiness assessment means completing the observational assessment for each student and "each administration" means completing the observational assessment one time for all of their students.

	An individual teacher who teaches the tested subject(s)	An individual teacher who does NOT teach the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
State-Mandated School Readiness assessment			
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

1.8- Can you estimate the time spent by a student to prepare for each state assessment?

- ☐ Yes
☐ No

1.9- Can you estimate the time spent by a student taking each state assessment?

- ☐ Yes, I can estimate the time spent by a special education student
☐ Yes, I can estimate the time spent by an ELL student
☐ Yes, I can estimate the time spent by a general education student
☐ No

1.10- On average for each administration of a given assessment, how much time in hours is spent by an individual student (required to take assessment) during school hours to prepare for the assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure.*

Notes: for the ACCESS for ELLs assessment, only estimate time spent by an ELL student who is required to take the assessment. For ACT, this includes any required prep classes.

	An individual student required to take each assessment
TCAP (Math, Reading and Writing)/ CoAlt	
CMAS (Science and Social Studies)/ CoAlt	
ACT	
ACCESS for ELLs	

1-11. On average, how much time in hours is spent by an individual student in the following categories taking each administration of a given assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure.*

Note: for the ACCESS for ELL assessment, leave cell for general education students blank as the assessment is not applicable to this group of students.

	An individual special education student	An individual ELL student	An individual general education student (not Special Education or ELL)
READ Act assessment			
TCAP (Math, Reading and Writing)/ CoAlt			
CMAS (Science and Social Studies)/ CoAlt			
ACT			
ACCESS for ELLs			

The following questions will be asked for each state assessment:

2.1- Please indicate the impact in the following areas (including direct and opportunity costs) of each assessment on a scale of 0 - 5, with 5 being the highest impact.

_____ Technology: includes restricted use of labs, devices, bandwidth, existing technology support staff

_____ Logistics management: includes data collection and security, scheduling, and managing student opt-out

_____ Other staff time: including clerical, administrator, and counselor time

_____ Direct costs: includes cost of testing materials, hiring additional proctors or staff, hiring substitute teachers

_____ Schedule interruption: any lost time due to assessments for additional assemblies, extra breaks or shortened days

Other costs or impacts of each assessment: _____

2.2- Please indicate the benefits in the following areas of each assessment on a scale of 0 - 5, with 5 being a high level of benefit.

_____ Instructional: inform instructional practice, measure student progress, inform placement decisions

_____ Assess Content Mastery: Measure student mastery of Colorado content standards

_____ Comparison: provide common basis for state accountability system and comparison across districts

_____ Evaluation: identify teacher development needs, measure program/school performance

_____ Feedback: provide feedback to parents and families

Other benefits of each assessment: _____

2.3- Please indicate whether you agree or disagree with the following statement: In my role, I feel the benefits outweigh the associated time and other impacts (including direct and opportunity costs) for each assessment in my school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

3.1- What is your school's capacity to implement the state assessment system in the following areas? Please rate your school's capacity in each area on a scale of 0-5, with 5 meaning your school has sufficient capacity in a given area.

_____ Instructional design and preparation (curriculum materials and resources, instructional strategies)

_____ Network infrastructure (bandwidth, wired and wireless connectivity)

_____ Devices (hardware and software at schools, device-to-student ratios)

_____ Logistics management (planning, organizing, scheduling, administering, controlling)

_____ Data personnel to manage and understand data, support staff in using data for instruction

_____ IT staff and personnel trained to support the process

_____ Procuring necessary funding and resources

_____ Training/ professional development

Other capacity needs: _____

3.2- What is your school's overall capacity to implement the state assessment system? Please rate your school's overall capacity on a scale of 0-5, with 5 meaning your school has sufficient overall capacity.

_____ Overall capacity

3.3- If you had the freedom to make any changes to the state-mandated School Readiness assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce length of assessment
- ☐ Use only in preschool
- ☐ Use only for a sample of students or schools
- ☐ Keep as is

Other changes to the state-mandated School Readiness assessment: _____

3.4- If you had the freedom to make any changes to the READ Act assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Other changes to the READ Act assessment: _____

3.5- If you had the freedom to make any changes to the PARCC (Math and English Language Arts) assessments, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Reduce testing to federal minimum (assess in 3rd-8th grade; once 10th-12th grade)
- ☐ Keep as is

Other changes to the PARCC assessments: _____

3.6- If you had the freedom to make any changes to the CMAS (Science and Social Studies) assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate Science component
- ☐ Eliminate Social Studies component
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Reduce testing to federal minimum (only assess in Science once in 3rd-5th grade, once in 6th through 9th grade, once 10th-12th grade; eliminate Social Studies)
- ☐ Keep as is

Other changes to the CMAS assessment: _____

3.7- If you had the freedom to make any changes to the ACT assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Other changes to the ACT assessment: _____

3.8- If you had the freedom to make any changes to the ACCESS for ELLs assessment, which of the following changes would you make? Check all that apply.

- ☐ Eliminate
- ☐ Reduce number of grades in which administered
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Other changes to the ACCESS for ELLs assessment: _____

LOCAL ASSESSMENT SECTION

4.1- Does your school have any school readiness diagnostic assessments used school-wide beyond what is mandated by the state? (Example: the Bracken School Readiness assessment or other locally developed assessment)

- ☐ Yes
- ☐ No

4.2- Does your school have any early literacy diagnostic assessments used school-wide beyond what is mandated by the READ Act? (Example: DIBELS Next, PALS, DRA-2, etc.)

- ☐ Yes
- ☐ No

4.3- Does your school have any interim assessments used school-wide? (Example: NWEA/MAP, Acuity, Scantron Achievement Series, STAR, Galileo, aimsweb, etc.)

- ☐ Yes
- ☐ No

4.4- Does your school have any post-secondary and workforce readiness assessments used school-wide? (Example: Accuplacer, ACT EXPLORE/PLAN/Aspire, SAT etc.)

- ☐ Yes
- ☐ No

4.5- Does your school require any other assessments school-wide?

- ☐ Yes
- ☐ No

4.6- Does your school offer Advanced Placement (AP) or International Baccalaureate (IB) assessments?

- ☐ Yes
- ☐ No

The following questions will only appear if "yes" is selected for the corresponding questions 4.1 - 4.6.

5.1- Which school readiness diagnostic assessments are used school-wide beyond what is mandated by the state? Please check all that apply.

- ☐ Bracken School Readiness
- ☐ Other school readiness assessment

If you selected "other," what other school readiness assessment is used school-wide?

5.2- Which early literacy diagnostic assessments are used school-wide beyond what is required for the READ Act? Please check all that apply.

- ☐ DIBELS Next
- ☐ PALS
- ☐ DRA-2
- ☐ STEP
- ☐ District created assessment
- ☐ Other early literacy assessment

If you selected "other," what other early literacy diagnostic assessment is used in your school?

5.3- Which interim assessments are used school-wide? Please check all that apply.

- ☐ NWEA/MAP
- ☐ Acuity
- ☐ Scantron Achievement Series
- ☐ STAR
- ☐ Galileo
- ☐ aimsweb
- ☐ District created assessment
- ☐ Other interim assessment

If you selected "other," what other interim assessment is used school-wide?

5.4- Which post-secondary and workforce readiness assessments are used school-wide? Please check all that apply.

- ☐ Accuplacer
- ☐ ACT EXPLORE/PLAN/Aspire
- ☐ SAT
- ☐ District created assessment
- ☐ Other PWR assessment

If you selected "other," what other post-secondary and workforce readiness assessment is used in your school? _____

5.5- Any other assessments required district-wide? Leave blank if no additional school-wide assessments.

- ☐ Other school-wide assessment 1
- ☐ Other school-wide assessment 2
- ☐ Other school-wide assessment 3

If you selected one or more "other" assessments, what other assessments are used school-wide?

5.6- Are either of the following program specific assessments offered in your school? Please check all that apply. If none are offered, please leave blank.

- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)

For each local assessment indicated in questions 5.1- 5.6, the following questions will be asked:

Note: "administration" for school readiness assessments can mean completing an observational assessment, and "each administration" can mean completing the observation assessment for all students.

6.1- In what grades is the local assessment administered?

- ☐ Preschool
- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

6.2- Is the local assessment administered to a targeted group of students? Check all that apply.

- ☐ No - administered to all students
- ☐ Yes - targeted to ELL students
- ☐ Yes - targeted to special education students
- ☐ Yes - targeted to struggling/ at-risk students
- ☐ Yes - targeted to another group

6.3- How many times the local assessment administered in a single year?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10+

6.4- When is the local assessment administered?

- ☐ Beginning of Year
- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ End of Year
- ☐ Quarterly
- ☐ Monthly
- ☐ Other

Other administration time for the local assessment: _____

6.5- How long is the assessment window for each administration of the local assessment in days? _____

6.6- On average, how much time in hours is spent by an individual teacher in the following categories preparing for and administering each administration of the local assessment? *Please fill in blank with numerical value for number of hours spent by an individual teacher, rounded to the nearest tenth. Leave blank if unsure.*

	An individual teacher in the tested subject(s)	An individual teacher NOT in the tested subject(s)	An individual specialist teacher (Interventionist, ELL, Special Education)
Preparing for assessment			
Administering assessment			

6.7- On average, how much time is spent, in hours, by an individual student to take each administration of the local assessment: *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth. Leave blank if unsure, or if the assessment is observational.*

	An individual special education student	An individual ELL student	An individual general education student (not Special Education or ELL)
Taking the assessment			

6.8- How soon do the following audiences get results from the local assessment?

District staff and administrators	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
School administration	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months
Parents	<input type="radio"/> Immediately/ Same day	<input type="radio"/> Under 2 weeks	<input type="radio"/> 2-4 weeks	<input type="radio"/> 1-3 months	<input type="radio"/> 3-6 months	<input type="radio"/> Longer than 6 months

6.9- Please indicate the impact on the following areas (including direct and opportunity costs) of the local assessment on a scale of 0 - 5, with 5 being the highest impact.

_____ Technology - includes restricted use of labs, devices, bandwidth and existing technology support staff

_____ Logistics management - includes data collection and security, scheduling, and managing student opt-out

_____ Other staff time - including clerical, administrator, and counselor time

_____ Direct costs - includes cost of testing materials, hiring additional proctors or staff, hiring substitute teachers

_____ Schedule interruption: any lost time due to assessments for additional assemblies, extra breaks or shortened days

Other impacts of the local assessment: _____

6.10- Please indicate the benefits in the following areas of the local assessment on a scale of 0 - 5, with 5 being very beneficial.

_____ Instructional: inform instructional practice, measure student progress, inform placement decisions

_____ Assess Content Mastery: Measure student mastery of Colorado content standards

_____ Comparison: provide common basis for state accountability system and comparison across districts

_____ Evaluation: identify teacher development needs, measure program/school performance

_____ Feedback: provide feedback parents and families

Other benefits of the local assessment: _____

6.11- Please indicate whether you agree or disagree with the following statement: In my role, I feel the benefits outweigh the associated time and costs (direct and opportunity costs) for the local assessment in my district.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

Appendix C

Survey instrument for teacher respondents

Colorado Statewide Assessment Survey: Teacher Survey

1.1- Which school-wide assessments do you currently participate in? (Either preparing for, or administering)

- ☐ School Readiness Assessment
- ☐ READ Act/ early literacy assessment
- ☐ TCAP (Math, Reading and writing)/ CoAlt
- ☐ CMAS (Science and Social Studies) Assessment/ CoAlt
- ☐ ACT Assessment
- ☐ ACCESS for ELLs Assessment
- ☐ District/School Interim Assessments (ex: NWEA/MAP, STAR, Acuity, Scantron Achievement Series)
- ☐ District/School Postsecondary Assessments (ex: EXPLORE/PLAN/ASPIRE, Accuplacer)
- ☐ District Program Specific Assessments (such as AP, IB)
- ☐ Other District Assessments

For each assessment that a teacher participates in as indicated by question 1.1, the following questions will be asked:

2.2- Is the assessment in a subject you currently teach (*for general education teachers*)?

- ☐ Yes
- ☐ No

2.3- On average, how much time in hours do you spend preparing for or administering each administration of the assessment? *Please fill in blank with numerical value for number of hours you spend, rounded to the nearest tenth.*

Preparing for assessment	
Administering assessment	

2.4- On average, how much time in hours does an individual student spend preparing during the school day for each administration of the assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth; leave blank if you are not sure.*

	An individual student required to take assessment
Preparing for assessment	

2.5- On average, how much time in hours does an individual student in the following categories spend taking each administration of the assessment? *Please fill in blank with numerical value for number of hours spent by an individual student, rounded to the nearest tenth; leave blank if you are not sure.*

	An individual special education students	An individual ELL student	An individual general education student (not Special Education or ELL)
Taking assessment			

2.6- Please indicate the impact of the assessment in the following areas using the adjustable slider. The scale for impact is 0 - 5, with 5 being a high level of impact.

_____ Technology: restricted use of labs, devices, bandwidth, and existing technology staff

_____ Schedule interruption: any lost time due to assessments for additional assemblies, extra breaks or shortened days

Other impacts of the assessment:

2.7- Please indicate the benefit of the assessment in the following areas using the adjustable slider. The scale for impact is 0 - 5, with 5 being a high level of benefit.

_____ Instructional: inform instructional practice, measure student progress, inform placement decisions

_____ Assess Content Mastery: Measure student mastery of Colorado content standards

_____ Feedback: provides feedback to families and students

Other benefits of the assessment:

2.8- Please indicate whether you agree or disagree with the following statement: As a teacher, I feel the benefits outweigh the associated time and impacts (including direct and opportunity costs) for the assessment in my school.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

2.9- If you had the freedom to make any changes to the assessment, which of the following changes would you make? *Check all that apply.*

Note: when responding about TCAP, please consider what changes, if any, you might like to make to the future PARCC assessment based upon your experience with TCAP.

- ☐ Eliminate
- ☐ Eliminate Science component *(only shown if applicable)*
- ☐ Eliminate Social Studies component *(only shown if applicable)*
- ☐ Use assessment only in preschool *(only shown if applicable)*
- ☐ Reduce frequency of assessment
- ☐ Reduce the number of grades administered in
- ☐ Reduce length of assessment
- ☐ Administer only to a sample of students or schools
- ☐ Keep as is

Appendix D

Survey definitions

Definitions for the Statewide Assessment Survey

Teachers preparing for assessment: preparing for assessment includes training in the mechanics of the assessments. It does not include instruction on content covered by the test.

Teachers administering an assessment: administering the assessment includes giving or proctoring the assessment, set up time, distributing and collecting materials, scoring and entering score data, and reporting time.

Students preparing for assessment: preparing for assessment includes training in the mechanics of the assessments. It does not include instruction on content covered by the test.

Students taking the assessment: taking the assessment includes all time after instruction stops, including moving to a computer lab or room for testing, receiving instructions, taking the assessment, and waiting for the assessment time period to conclude.

Direct costs of assessment: direct costs are those directly incurred to prepare for and administer assessments, including purchasing materials, hiring staff, providing professional development, and technology maintenance.

Opportunity costs of assessment: opportunity costs focus on loss of instructional time or services, including time that would otherwise be spent on instruction, loss of instructional time or support staff, or loss of access to technology.

Testing window: the period of time during which the test is allowed to be administered.

Appendix E

Cost collection interview guide

Accompanying Document with Cost Collection Spreadsheet

Background

Augenblick, Palaich and Associates (APA) is currently conducting a study regarding statewide assessment use on behalf of the Colorado Standards and Assessments Task Force which was established by the Colorado General Assembly (HB14-1202). The study is gathering information on the time and costs associated with assessments (both local and state), as well as the associated benefits and impacts.

Through a statewide survey of superintendents, principals and teachers, we have gathered needed information on the time spent by teachers and students on assessments. In this next phase, we are conducting interviews with a number of individual districts to more deeply explore the additional costs- direct, opportunity and capacity- of assessments.

Key Considerations for Interviews:

1. No information you share with us will be attributed to your district. Instead, we will be developing per pupil cost figures by area to create statewide cost estimates.
2. The cost collection spreadsheet highlights areas that we believe costs could be incurred due to assessments; it is not intended to be restrictive and we can modify the document as needed. *These cost areas are in addition to teacher time preparing for and administering assessments.*
3. We would like to distinguish as best you can between costs due to state assessments vs. costs due to local assessments, so there are two separate tabs.
4. For each cost area/item, we would like to hear about what personnel time is spent, and what non-personnel costs are incurred.
5. For each cost item incurred in your district, we would like to understand what type of cost it is, using the following applicable cost definitions were developed and approved by the Task Force:
 - a. Direct costs
Costs directly incurred to prepare for and administer assessments, including the direct cost of purchasing the assessment materials, the cost of hiring any additional proctors/scorers, or the cost of any materials management.
 - b. Opportunity costs
Student and staff time spent preparing for and administering assessments that could have otherwise been spent on instruction or other needed functions.
 - c. Capacity Costs
One-time costs that are incurred to ensure the district or school has the capacity to administer assessments, such as the cost of purchasing any additional technology to administer assessments, if not already owned by the district or school, or the cost of ensuring sufficient bandwidth to allow for online assessments.

State Assessments

[illegible]

Local Assessments

[illegible]

Appendix F

Tables for respondent ratings of assessment benefits and impacts, capacity to implement assessment system

Table 6.1									
Impact of Assessments: Technology									
<i>Scale: 0-5, with 5 being the highest level of impact.</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	3.5	1.5	80	2.8	1.8	84	3.3	1.7	80
READ Act	2.8	1.5	78	3.1	1.7	75	3.3	1.6	440
TCAP/PARCC	3.3	1.8	69	3.2	1.9	177	3.7	1.6	1063
CMAS	4.6	0.8	84	4.6	0.8	190	4.4	1.1	878
ACT	1.8	1.4	53	1.5	1.5	39	1.8	1.7	238
ACCESS	2.3	1.5	46	1.7	1.5	130	2.0	1.7	214
Local Assessments									
School Readiness	2.2	1.6	14	1.5	1.4	14	-	-	-
Early Literacy	1.8	1.4	42	1.5	1.2	55	-	-	-
Interim	3.1	1.3	69	3.1	1.4	145	4.0	1.3	753
PWR	2.2	1.4	35	2.2	1.7	26	2.6	1.9	153

Table 6.2						
Impact of Assessments: Logistics Management						
<i>Scale: 0-5, with 5 being the highest level of impact.</i>						
	District Administrator			School Administrator		
	Mean	SD	N	Mean	SD	N
State Assessments						
School Readiness	3.8	1.2	78	3.2	1.6	87
READ Act	3.4	1.3	76	3.4	1.3	79
TCAP/PARCC	4.3	1.0	79	4.3	1.0	155
CMAS	4.3	1.1	84	4.2	1.0	188
ACT	2.4	1.4	66	2.6	1.3	63
ACCESS	2.9	1.5	61	3.0	1.4	152
Local Assessments						
School Readiness	2.9	1.1	14	2.1	1.0	18
Early Literacy	2.5	1.2	44	2.4	1.2	66
Interim	2.7	1.3	69	2.8	1.3	148
PWR	2.2	1.2	38	2.4	1.2	33

Table 6.3						
Impact of Assessments: Other Staff Time						
<i>Scale: 0-5, with 5 being the highest level of impact.</i>						
	District Administrator			School Administrator		
	Mean	SD	N	Mean	SD	N
State Assessments						
School Readiness	3.6	1.3	76	3.0	1.6	87
READ Act	3.2	1.2	76	3.1	1.3	78
TCAP/PARCC	4.3	0.9	78	4.3	1.0	153
CMAS	3.9	1.2	83	3.9	1.2	187
ACT	2.5	1.3	65	2.5	1.2	63
ACCESS	3.1	1.5	61	2.8	1.5	149
Local Assessments						
School Readiness	2.6	1.1	14	1.8	1.1	17
Early Literacy	2.5	1.2	45	2.1	1.4	57
Interim	2.2	1.3	69	2.3	1.2	147
PWR	2.0	1.1	36	2.3	1.4	41

Table 6.4						
Impact of Assessments: Direct Costs						
<i>Scale: 0-5, with 5 being the highest level of impact.</i>						
	District Administrator			School Administrator		
	Mean	SD	N	Mean	SD	N
State Assessments						
School Readiness	3.1	1.3	77	2.9	1.5	83
READ Act	3.1	1.4	75	3.1	1.4	77
TCAP/PARCC	3.3	1.5	78	3.1	1.5	150
CMAS	3.5	1.5	79	3.3	1.5	184
ACT	2.0	1.3	61	1.8	1.4	59
ACCESS	2.5	1.5	59	2.2	1.5	143
Local Assessments						
School Readiness	2.2	1.3	14	1.9	1.2	15
Early Literacy	2.0	1.2	45	2.2	1.2	56
Interim	2.2	1.2	69	2.0	1.3	140
PWR	1.9	1.3	37	2.1	1.7	40

Table 6.5
Impact of Assessments: Schedule Interruption

<i>Scale: 0-5, with 5 being the highest level of impact.</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	3.8	1.4	76	3.4	1.6	85	3.9	1.5	86
READ Act	3.5	1.4	77	3.7	1.2	78	3.6	1.4	476
TCAP/PARCC	4.5	1.0	79	4.4	1.1	157	4.5	0.9	1234
CMAS	4.3	1.1	84	4.3	1.1	189	4.3	1.1	892
ACT	2.4	1.4	65	2.4	1.5	63	3.0	1.5	346
ACCESS	3.0	1.4	62	3.0	1.5	152	3.4	1.4	294
Local Assessments									
School Readiness	2.8	1.3	14	1.9	1.2	17	-	-	-
Early Literacy	2.6	1.4	46	2.7	1.4	66	-	-	-
Interim	2.6	1.4	70	2.7	1.4	148	3.7	1.4	778
PWR	2.2	1.2	37	2.3	1.4	41	3.2	1.6	196

Table 7.1									
Benefits of Assessments: Instructional									
<i>Scale: 0-5, with 5 being the highest level of benefit.</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	2.5	1.3	73	1.9	1.4	80	1.8	1.7	73
READ Act	3.2	1.2	73	2.4	1.6	75	2.6	1.3	425
TCAP/PARCC	3.3	1.8	69	2.7	1.5	152	1.8	1.2	1160
CMAS	1.7	1.3	72	2.0	1.5	159	1.4	1.2	729
ACT	2.5	1.5	67	3.3	1.6	62	2.6	1.5	332
ACCESS	2.6	1.4	61	2.3	1.4	139	2.8	1.4	293
Local Assessments									
School Readiness	3.9	1.0	14	4.1	0.9	18	-	-	-
Early	3.5	1.4	46	3.7	1.2	66	-	-	-

Literacy									
Interim	3.6	1.3	69	3.2	1.3	150	2.8	1.4	769
PWR	2.7	1.5	36	2.3	1.5	33	1.9	1.5	185

Table 7.2									
Benefits of Assessments: Assess Student Content Mastery									
Scale: 0-5, with 5 being the highest level of benefit.									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School Readiness	2.2	1.3	73	2.4	1.5	83	1.6	1.6	68
READ Act	2.7	1.2	71	3.2	1.4	78	2.0	1.2	441
TCAP/PARCC	4.3	1.0	79	2.1	1.4	149	1.9	1.2	1149
CMAS	2.1	1.2	73	1.7	1.4	161	1.6	1.2	736
ACT	2.2	1.5	63	3.0	1.7	61	2.5	1.5	328
ACCESS	2.3	1.3	57	2.9	1.3	148	2.1	1.4	269
Local Assessments									
School Readiness	3.6	1.3	14	3.5	0.8	12	-	-	-
Early Literacy	2.9	1.4	45	2.8	1.2	65	-	-	-
Interim	3.2	1.2	68	2.9	1.3	150	2.6	1.3	759
PWR	2.6	1.3	34	2.4	1.6	33	1.7	1.3	176

Table 7.3						
Benefits of Assessments: Comparison						
Scale: 0-5, with 5 being the highest level of benefit.						
	District Administrator			School Administrator		
	Mean	SD	N	Mean	SD	N
State Assessments						
School Readiness	2.0	1.4	66	1.8	1.4	75
READ Act	2.2	1.3	68	2.3	1.5	73
TCAP/PARCC	4.3	0.9	78	2.1	1.4	144
CMAS	2.0	1.3	71	1.6	1.4	157

ACT	2.9	1.3	65	2.4	1.6	57
ACCESS	2.2	1.2	57	2.1	1.4	136
Local Assessments						
School Readiness	3.3	1.4	13	2.9	0.9	11
Early Literacy	2.0	1.5	42	2.1	1.5	57
Interim	2.3	1.5	64	2.1	1.5	143
PWR	2.0	1.3	30	1.9	1.4	34

Table 7.4						
Benefits of Assessments: Evaluation						
<i>Scale: 0-5, with 5 being the highest level of benefit.</i>						
	District Administrator			School Administrator		
	Mean	SD	N	Mean	SD	N
State Assessments						
School Readiness	2.0	1.4	66	2.1	1.4	79
READ Act	2.3	1.3	68	2.4	1.4	78
TCAP/PARCC	3.3	1.5	78	2.5	1.3	151
CMAS	1.7	1.2	71	1.9	1.5	163
ACT	2.1	1.4	64	2.8	1.6	61
ACCESS	2.1	1.4	54	2.2	1.4	135
Local Assessments						
School Readiness	2.0	1.4	66	2.1	1.4	79
Early Literacy	2.3	1.4	44	2.5	1.3	64
Interim	2.9	1.3	66	2.5	1.5	146
PWR	2.0	1.2	32	1.5	1.2	33

Table 7.5									
Benefits of Assessments: Feedback									
<i>Scale: 0-5, with 5 being the highest level of benefit.</i>									
	District Administrator			School Administrator			Teacher		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
State Assessments									
School	2.6	1.4	72	2.3	1.5	81	1.8	1.6	68

Readiness									
READ Act	2.8	1.3	72	2.9	1.3	75	2.3	1.3	410
TCAP/PARCC	4.5	1.0	79	2.1	1.3	149	1.7	1.1	1156
CMAS	1.7	1.2	70	1.6	1.5	158	1.3	1.1	707
ACT	3.1	1.4	67	3.7	1.5	62	3.3	1.4	352
ACCESS	2.5	1.3	60	2.6	1.3	146	2.6	1.3	285
Local Assessments									
School Readiness	3.9	1.2	14	3.5	0.9	17	-	-	-
Early Literacy	3.0	1.4	46	3.2	1.3	65	-	-	-
Interim	3.0	1.4	69	2.8	1.5	146	2.4	1.5	733
PWR	2.8	1.3	36	2.7	1.6	33	2.6	1.5	187

Table 9.1						
District Capacity to Implement State Assessment System						
<i>Scale: 0-5, with 5 indicated that the district or school has sufficient capacity.</i>						
	District Capacity			School Capacity		
	Mean	SD	N	Mean	SD	N
Instructional design and preparation	2.7	1.2	81	3.4	1.1	156
Network infrastructure	3.0	1.3	81	2.7	1.4	207
Devices	2.4	1.2	78	2.4	1.4	203
Logistics management	2.7	1.2	86	3.0	1.3	206
Data personnel	2.3	1.3	79	2.6	1.4	206
IT staff and personnel	2.4	1.3	79	2.4	1.4	199
Funding and resources	1.7	1.3	75	2.0	1.4	186
Training/PD	2.2	1.3	82	2.4	1.4	154
Overall Capacity	2.6	1.1	86	2.8	1.1	162

Scale: 0-5, with 5 indicated that the district or school has sufficient capacity in an area.

Appendix G

Acronym List and List of State and Local Assessments

Acronym List

Acronym	Definition
ACCESS	Assessing Comprehension and Communication in English State-to-State, for English Language Learners
ACT	American College Test
AP	Advanced Placement
APA	Augenblick, Palaich and Associates
CDE	Colorado Department of Education
CMAS	Colorado Measures of Academic Success
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DRA-2	Developmental Reading Assessment, 2 nd Edition
ELL	English Language Learner
FAST	Formative Assessment System for Teachers
IB	International Baccalaureate
IT	Information Technology
NWEA/MAP	Northwest Evaluation Association Measures of Academic Progress
PALS	Phonological Awareness Literacy Screening
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	Professional Development
PWR	Post-Secondary and Workforce Readiness
READ Act	Reading to Ensure Academic Development Act
STAR	Standardized Test for the Assessment of Reading
TACP	Transitional Colorado Assessment Program

State and Local Assessments

State Assessments
School Readiness
READ Act
TCAP/PARCC
CMAS
ACT
ACCESS

Local Assessments
School Readiness (in addition to state requirement)
Early Literacy
Interim
PWR