

Local Comprehensive Assessment System (LCAS): Making Connections with VTmtss

Purpose: This document is intended to be used by school systems who are reviewing and improving their Local Comprehensive Assessment System (LCAS) and will be most effective when used in conjunction with the [VTmtss Systems Screener](#), the [VTmtss Framework](#) and with the [VTmtss Driver Diagram](#) as an organizational tool for action planning.

Terms within this document:

- **Performance Indicator (PI) Categories** are the essential elements representing what an effective local comprehensive assessment system should include. (See [Quickscan for Education Recovery Self-Assessment](#).)
- **Performance Indicators** begin to describe what a school system would want to realize within each PI category. (See [Local Comprehensive Assessment Systems in School District Systems: Act 173 Technical Guidance](#).)
- **Effective Practices** are examples of what best practice within each Performance Indicator.
- **Relevant VTmtss Driver Diagram Component Indicators** are the VTmtss Framework Component (its corresponding characteristic and indicators located within the component tab of the VTmtss Driver Diagram) to support local comprehensive assessment system improvement conversations: Systemic and Comprehensive Approach (SCA), Effective Collaboration (EC), High-quality Instruction and Intervention (HQII), Comprehensive and Balanced Assessment System (CBAS), and Expertise (E).

If a school system has identified improving their local comprehensive assessment system as a priority, this is how they should use this document:

1. Complete the VTmtss Systems Screener to help your school system articulate its systemic strengths and areas for improvement and inform how you approach your local comprehensive assessment system improvement work.
2. Decide which PI Category(ies) to focus on in your improvement work.
3. Use the VTmtss Driver Diagram to frame your action planning around your selected Category(ies).
 - a. Use the Performance Indicators and Effective Practices as reference points for what you should be working towards.
 - b. Focus on the Relevant VTmtss Driver Diagram Component Indicators within your VTmtss Driver Diagram conversation, to help guide the direction of your action planning.

If you have questions about this document or this process, please contact Tracy Watterson, VTmtss Program Manager, at tracy.watterson@vermont.gov.

Contact Information:

If you have questions about this document or would like additional information, please contact: Tracy Watterson, Student Support Services, at tracy.watterson@vermont.gov.

Note: The expectation is that information about each Performance Indicator should be documented and publicly available.

PI CATEGORY 1: LCAS COORDINATED AT THE SU/SD LEVEL

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>Assessments aligned PreK-12 across schools and classrooms within a grade level.</p>	<ul style="list-style-type: none"> Assessments are valid, reliable, fair, instructionally sensitive (i.e., be representative of content and concepts taught from curriculum and instruction) and have value for informing teaching. Performance assessments embedded throughout units of instruction create opportunities for learners to demonstrate new learning, reveal areas of confusion, and connect discrete pieces of information. 	<p><u>High Quality Instruction & Intervention:</u> <u>(characteristic 1, indicator 1)</u> Committed educators who believe all children can learn at high standards.</p>
<p>Assessments aligned to clearly described standards & proficiencies for ALL content areas and transferable skills.</p>	<ul style="list-style-type: none"> Formative and summative assessments are used to understand a student’s progression towards proficiencies, based on standards, and inform the creation of Personalized Learning Plans. Resources such as Critical Elements of PLPs and tools such as the Flexible Pathways Implementation Kit and the Vermont Portrait of a Graduate are used to identify key data to collect and consistently implement across a school district. In order to make the connections among these data, the district has developed a consistent coding scheme for student aspirations that can be correlated to standards and proficiencies. 	<p><u>High Quality Instruction & Intervention:</u> <u>(characteristic 2, indicator 1)</u> High-quality, evidenced-based, and standards-driven instruction in every classroom and every setting.</p>

PI CATEGORY 2: THERE IS A CLEAR STRUCTURE, DESIGN, AND PROTOCOLS FOR LCAS

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>System includes universal screeners, diagnostics, progress monitoring, formative and summative assessments, performance assessments, and state assessments.</p>	<ul style="list-style-type: none"> • Performance assessments provide opportunities for students to apply knowledge to complex scenarios and demonstrate proficiency in transferable skills. • LCAS is used to determine the effectiveness of core instruction, identify students who need additional support, and determine appropriate intervention strategies. • A balance of assessment types, including but not limited to, teacher-or student designed assessments, portfolios, performances, exhibitions, and projects are used to determine a student’s level of proficiency. 	<p><i><u>Comprehensive & Balanced Assessment System:</u></i> (characteristic 2, indicator 2) Our system identifies students who need more support, extensions, or challenges.</p>
<p>System includes learning progressions, learning targets, proficiency scales, and rubrics that support rigor and accessibility for all students.</p>	<ul style="list-style-type: none"> • Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets all support the development of the knowledge, skills, and abilities identified in a Portrait of a Graduate. • The assessment system captures evidence of student learning across all content areas and provides multiple opportunities for students to demonstrate proficiency. • Assessments are aligned to standards adopted by the Vermont State Board of Education. 	<p><i><u>Comprehensive & Balanced Assessment System:</u></i> (characteristic 1, indicator 5) A range of trustworthy and relevant data used to solve problems and make decisions.</p>
<p>Performance assessments, including student-designed assessments, are developed/ identified</p>	<ul style="list-style-type: none"> • Performance assessments embedded throughout units of instruction create opportunities for learners to demonstrate new learning, reveal areas of confusion, and connect discrete pieces of information. • Formative and summative assessments are utilized to understand a student’s progression towards critical proficiencies, based on standards, and inform the creation of Personalized Learning Plans. 	<p><i><u>Comprehensive & Balanced Assessment System:</u></i> (characteristic 1, indicator 3) A shared focus on using assessment information to improve instructional practices and outcomes.</p>

PI CATEGORY 3: DATA COLLECTION AND VISUALIZATION

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>Data from multiple assessments used to generate evidence of student learning and inform personalized instruction and PLP development.</p> <p>Data from multiple measures determine assessment selection, instructional direction, and needs-based professional learning.</p>	<ul style="list-style-type: none"> • Data is included from multiple assessments to generate evidence of student learning, personalize instruction, inform program design, and develop professional learning for educators. Using multiple sources of information is likely to increase the reliability of the judgments made relating to assessment. • Strong leadership and an underlying systemic structure are in place to facilitate and support the use of data, by providing the time, resources, and professional learning related to assessment literacy. • Student information systems (SIS) are used to establish common data processes across the entire system. Separate data visualization platforms can provide data dashboards and other visualizations to support data analysis. • Data literacy is strengthened through needs-based professional development to increase educator efficacy so that educators are wise consumers of assessment data, understanding its properties and appropriate uses. • Data is used to make informed decisions related to professional learning, resource allocation, and curriculum. 	<p><u>Comprehensive & Balanced Assessment System:</u></p> <p><u>(characteristic 3, indicator 1)</u> Collaborative structures are in place for data discussions on essential standards, common assessments, systemic interventions, and extended learning</p> <p><u>(characteristic 3, indicator 2)</u> Data determines instructional response at classroom, grade, program level.</p>

For a more detailed self-assessment of your LCAS see the [Local Comprehensive Assessment System Quality Criteria Single Point Rubric](#).