

**Olean City School District - Teaching Is the Core Grant 2014-15
Action Plan Development and Implementation**

Total Number of Assessments in District's Comprehensive Assessment System	85
Total Number of <i>Local Assessments</i>¹	72
Total Number of <i>Local Assessments</i>¹ Reviewed	51

The number of assessments that were reviewed during the grant period was less than the total number originally proposed in the grant application. This was due to the delayed start of the grant and the time required doing an in-depth level of analysis for each assessment. We plan to continue the process of assessment review to determine which local assessments can be eliminated if they do not contribute to teaching and learning.

a. **Assessments to Keep²**

Name of Assessment	Rational for keeping the Assessment
STAR Reading & Math Universal Screening	<ul style="list-style-type: none"> • APPR Requirements • Diagnostic information provided
Interim Assessments	<ul style="list-style-type: none"> • Part of the districts' data driven instruction initiative • Diagnostic information provided
Pre/Post Tests	<ul style="list-style-type: none"> • APPR requirements

b. **Assessments to Modify³**

Name of Assessment	Rational for modifying the Assessment
Interim Assessments	<ul style="list-style-type: none"> • Standards alignment per question needed on some interims • With adoption of new reading and math curriculum in the Olean City School District, the interim assessments included with the curriculum will be reviewed and adjusted to reflect new learnings from involvement with the Teaching is The Core (TiTC) Grant

c. **Assessments to Eliminate⁴**

Name of Assessment	Rational for eliminating the Assessment
Needs further consideration	Not enough time available to review all assessments

d. **Assessments to Create⁵**

Name of Assessment	Rational for creating the Assessment
5 th Grade ELA	<ul style="list-style-type: none"> • The teachers on the Grade 5 Team believe in the purpose of authentic assessments and have used them in the content areas. The TiTC Grant provided the Team an opportunity to design another authentic assessment under the guidance of a data expert and the support of the District to implement

	with students
3 rd Grade ELA	<ul style="list-style-type: none"> The teachers on the Grade 3 Team believe in the purpose of authentic assessments and have used at various times. The TITC Grant provided the Team an opportunity to design another authentic assessment under the guidance of a data expert and the support of the District to implement with students

¹ Local Assessments: Refers to both locally-developed and vendor-created assessments.

² *Keep*: Any local assessment that has been reviewed and will remain unchanged.

³ *Modify*: Any local assessment determined to need changes as determined by the assessment review criteria.

⁴ *Eliminate*: Any local assessment that will be removed and not replaced.

⁵ *Create*: Any new local assessment identified as a high quality replacement for current assessment.

ENGAGEMENT PROGRAMS

These activities are designed to communicate information about the goals of the TITC grant, the process of assessment review and its intended outcomes.

List of activities accomplished as well as those planned for future:

- Parent Group Meetings
- Board Committee Presentations
- District Newsletter Articles
- Periodic Faculty Meeting Updates
- Curriculum Coordinators follow up with attendees from TITC Content Area sessions to provide support for further authentic assessment creation and implementation

SHARING RESOURCES

All assessments created or modified will be shared through the NYSED's secure network designed for collaboration and sharing among districts in the TITC grant.

Future activities related to the overall goal of the grant:

We will continue the pursuit of the overall goal from the Teaching is the Core grant – to create a high quality and diverse assessment portfolio that is rigorous, comparable, reliable, and valid and supports student learning while informing instruction.

This may include but is not limited to:

- Continue the process of assessment review to determine which assessments can be eliminated if they do not contribute to teaching and learning.
- Create additional high-quality assessments that can be used for APPR purposes.
- Continue to revise our performance based assessment developed during the TITC grant.
 - Create student friendly rubrics
 - Administer assessment(s) and use student work samples to set anchors aligned to rubrics to ensure a better reliability when scoring.
 - Focus on giving meaningful feedback to students vs. a grade

- Continue to offer our teachers professional development around a common vision for quality assessment design and improve understanding of educational assessments by accessing content area webinars from Learner-Centered Initiatives available through the CA BOCES website.
- Continue to offer our teachers professional development around a common vision for quality assessment design and improve understanding of educational assessments by participating in a book study for the text 'Leaders of their own Learning: Transforming Schools Through Student-Engaged Assessment' by Ron Berger, Leah Rugen, and Libby Woodfin, from Expeditionary Learning.