

**Name of District: Seneca Falls Central School District
District Assessment Review**

Part I: Results of TiTC Assessment Review

1. What assessments were reviewed during the TiTC Program Days?

Number of assessments	<p>I. Assessment Review: Review of all diagnostic/summative assessments used in the district (see attached)</p> <p>II. TiTC Assessment Review: Grade K Math Final Assessment, Grade 1 Math Final Assessment, Grade 7 Social Studies Unit 3 Assessment, English 8 Writing Assessment, Health Grade 6</p> <p>III. Survey Assessment: We surveyed our K-12 faculty (90 participants) about the different aspects of assessment design and curriculum implications</p>
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2. What did the analysis reveal? (capture summarizing statements in a well-crafted paragraph or two)

<p>The Teaching is the Core committee analysis of our assessments did not show any irregularities. Our survey results showed other content areas that were in need of quality assessment design instruction. Our Family and Consumer Sciences (FACS) department expressed a need for assessment alignment to standards and a desire to collect more data on current cumulative assessments. The department also expressed an interest in the professional development sessions provided by the LCI group.</p> <p align="center">Results from the Assessment Professional Development Survey</p> <ul style="list-style-type: none"> • Q1: 90 Participants (K-12) • Q2: Your current assessments are aligned to content standards <ul style="list-style-type: none"> ○ 90% Agree, 4% Disagree (HHC Grade 6/7) = 2 out of the 4 respondents) • Q3: The data from your current assessments inform instruction <ul style="list-style-type: none"> ○ 88% Agree, 9% Disagree (Sci 6-8, HHC = 2) • Q4: You have received quality PD <ul style="list-style-type: none"> ○ 53% Agree, 36% Disagree (HHC = 2, SS MS = 3) • Q5: Interest in a multi-day PD about assessments <ul style="list-style-type: none"> ○ 42% Yes (SS MS =1, For. Lang=3, Health, HHC= 2, Business, Art, PE, Music ○ 26% Maybe (FACS, Sci MS, ELA HS=3, SS HS=2)
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3. What conclusions did the team draw from analysis? And, What new questions (needing further investigation) emerged about the assessment repertoire?

<p>After reviewing the inventory of diagnostic and summative assessments, we discussed the potential elimination of pre-assessments and the implications these tests have on the local APPR requirements. The local district APPR committee met to discuss options of new local measures that would eliminate these extras assessments. Further investigation would be needed into a student composite score model if pre-assessments were eliminated. The student composite score would utilize multiple historical measures in order to predict a post assessment score. This goal setting model would reduce district diagnostic assessments.</p>
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Name of District: SENECA FALLS CENTRAL SCHOOL DISTRICT
District Action Plan

4. What assessments will be eliminated, revised, and added to the repertoire examined?

The following assessments will be eliminated from our repertoire:	<i>Potential elimination of pre-assessments and using a data driven model to better predict post assessment achievement. It was further recommended to investigate the utilization of the STAR MATH program at the middle levels.</i>
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The following assessments will be revised:	<p><i>Following the TiTC assessment review, it was determined that health assessments (grades 6 & 10) were lacking alignment. To ensure vertical alignment between the curriculums, Health 6 and Health 10 will revise the food labels and nutrition module.</i></p> <p><i>English 6-12 Writing Portfolio Assessment Scoring and Assessment Development- The English Department will review the current writing tasks and portfolio assessment as well as score as a team to collect data on students. Future portfolios will be aligned to the writing standards #1,2,3</i></p> <p><i>Math K-8 Assessment Development: Math teachers K-8 will map all current module assessments. The district will provide assessment mapping professional development to math teachers (grades K-8). The mapping sessions will assist teachers on identifying standards per question and also examine the balance of rigor for each assessment.</i></p>
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The following local assessments will be kept:	<i>The TiTC committee has recommended keeping the remaining diagnostic/summative assessments</i>
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The following assessments will be added and designed inside of the BOCES TiTC professional development:				
Assessment title/ description	Subject/Grade	Person/people responsible for design	Expected completion date	Month/year of implementation
<i>Food Labels Module</i>	<i>Grade 6 Health</i>	<i>Dana Colvin/ Lindsay Willson</i>	<i>June 2015</i>	<i>Sept. 2015</i>
<i>Nutrition Module</i>	<i>Grade 10 Health</i>	<i>Lisa Anderson</i>	<i>June 2015</i>	<i>Sept 2015</i>

5. What future work is the team recommending? (to continue review, to gather more data, to revise or design performance-based assessments, etc.)

a. What professional development will take place in the district as a result of the Teaching is the Core Grant? (who, what, when)

2014-2015	<i>Summer 2015: The district will provide assessment mapping professional development to math teachers (grades K-8). The mapping sessions will assist teachers on identifying standards per question and also examine the balance of rigor for each assessment.</i>
2015-2016	<i>Fall 2015: Provide professional development to courses that will need to create student composite scores using a multiple historical measure to assist with goal setting.</i>

b. How will you change your APPR plan (if at all) based on the Teaching is the Core Grant?
If the APPR committee chooses to go with a data driven goal setting model, this will eliminate pre-assessments for those courses that have NYS exams at the end of the course.

c. What assessments and resources will you share? (list assessments; why you are sharing; when they will be complete)

Assessments and resources you will share	Rationale for sharing them	When they will be complete
<i>District list of all diagnostic and summative assessments utilized</i>	<i>Inform school community of the assessments being administered and the reasoning for them</i>	<i>June 2015</i>

d. How will you engage parents to further their understanding of quality assessment practice and the findings of your review and action plan?

Understanding of quality assessment data and use	<i>The TiTC goals and assessment review will be posted on the school district's website: http://www.sfcs.k12.ny.us/district.cfm?subpage=1936852</i>
TiTC Goals (i.e., activities and results related to the assessment review and action plan)	