

Buffalo Public School District

Teaching is the Core

Action Plan Summary Report

The focus in Buffalo was to review the locally created post assessments and Common Formative Assessments created and administered at a district level.

Total Number of Post Assessments in the District's Comprehensive Assessment System	207
Total Number of Common Formative Assessments in the District's Comprehensive Assessment System	57
Total Number of Post Assessments/Questions Reviewed as of June 1, 2015	195 (4,413 items)
Total Number of Post Assessments/Questions Pending Review as of June 1, 2015	12 (need translators)
Total Number of Common Formative Assessments/Questions Reviewed as of June 1, 2015	52 (727 items)
Total Number of Common Formative Assessments/Questions Pending Review as of June 1, 2015	5 (will complete on 6-6-15)

A. Assessment Review

a. Assessments to Keep-NO ASSESSMENTS WILL BE KEPT WITHOUT MODIFICATION

b. Assessments to Modify-ALL POST ASSESSMENTS WILL BE MODIFIED

- Directors and Supervisors of Content Area Departments will work with their Curriculum teams to review the recommendations the Assessment Review Committee made to modify their content area post assessments and to create blueprints for all post assessments.
- The quality of the post assessments can be greatly improved by modifying or eliminating some of the questions that the Assessment Review Committee identified as needing modification. Content area specialists must review the questions for content to ensure test rigor and validity. This in turn with changes to pacing will ensure more reliable and valid assessments. This is imperative as these assessments are part of teacher APPR.
- The work on modifying the post assessments will take place over the Summer and Fall of 2015.
- Post assessments are administered near the end of a course, so 20 week course posts will be administered in January and June of 2016 and 40 week courses will be administered in June 2016.

- These assessments will not be shared as they need to be kept secure. Potential blueprints may be released depending on determinations by the CAI and OSA departments.
- c. Assessments to Eliminate-ALL CFAS WILL BE ELIMINATED
- All district created Math and ELA CFA's will be eliminated. Formal district survey results indicated that less than 10% of district teachers believe that the CFA's were useful, comparable, or valid measures of student learning. Administrators were also informally surveyed and they also had serious concerns about the validity, comparability, and usefulness of the district CFA's. While the committee was reviewing the CFA's they identified quality questions that could be used on future district or school-based assessments. They also identified questions that should be modified prior to use and questions that should be eliminated from the question bank.
- d. Assessments to Create-DISTRICT MATH & ELA PRE & INTERIM ASSESSMENTS (will be administered 10/15 & 2/16).
- Directors and Supervisors of Content Area Departments will work with their Curriculum teams to create assessment blueprints and actual assessments.
 - These new assessments are necessary for teachers to collect information about what their students know at the beginning of the school year, both to inform instruction and to use as a data point when writing their Student Learning Objectives (SLOs) and setting individual student targets. The assessment administered in February will be aligned to actual pacing and act as a checkpoint for teachers to see where their students are and what needs to be revisited prior to the end of the school year.
 - The work on modifying the post assessments will take place over the Summer and Fall of 2015.
 - These newly created assessments will be administered in early October 2015 and February 2016.
 - Document security discussions are ongoing.

B. Parent Engagement Program-TBD

C. Schedule to Share Strategies-once the anticipated resource sharing site is available BCSD will post a summary of activities and the review template

D. APPR-not changing

E. Action Plan Funding-mostly curriculum committee funds and individual school funds

F. Professional Development Plan

a) Building Level and District Coaches

- i. Training in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
- ii. Training provided 1/27, 3/3, 3/17 (full days)
- iii. Additional training/practice will be offered in the Fall of 2015

b) Building Math Teachers

- i. Overview in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
 - ii. Training provided 3/30 (3 hours)
 - iii. Additional training/practice will be offered in the Fall of 2015

- c) Building Reading Teachers
 - i. Overview in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
 - ii. Training provided 5/19 (3 hours)
 - iii. Additional training/practice will be offered in the Fall of 2015

- d) Data Coaches
 - i. Overview and training/practice in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
 - ii. Training provided 5/11, 5/18 (3 hours each day)
 - iii. Additional training/practice will be offered in the Fall of 2015

- e) Teacher Center Courses
 - i. Course in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
 - ii. Training provided 6/1, 6/3, 6/8, 6/10, & 6/15 or 6/2, 6/4, 6/9, 6/11, & 6/16 (5 days/ 15 hours for district credit)
 - iii. Additional courses will be offered in Fall of 2015

- f) Teacher Boot Camp
 - i. Overview in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data
 - ii. Training will be offered to 200 teachers on 6/29 & 6/30 (3 hours)

- g) School/Department Trainings
 - i. Overview/training in best practices of item creation, DOK levels, blueprint development, post hoc analysis of statistical data, and DDI as requested by schools
 - 1. Faculty meetings
 - 2. Grade level meetings
 - 3. Common planning meetings
 - 4. 1/2 Day staff development
 - 5. Department meetings
 - 6. Curriculum committee meetings

- h) Web-site
 - i. Development of Assessment webpage to access training and resources electronically.

Additionally, planned activities include:

- June 29th – Meeting with CAI to share and review all current data and to plan for training of their individual curriculum committees.
- Content area supervisors and directors will share the data and recommendations with their individual curriculum committee members.
- Pacing will be adjusted according to the findings of the Assessment Review Committee coupled with the content area expertise of the Curriculum Committee members.

Additional Information based on survey that was administered to over 2,000 teachers as part of the TITC grant:

- 80% reported that the primary use of assessments in their classroom is to inform instruction;
- 60% reported that they use formative assessment in their classrooms at least once a week;
- 17% reported that they use formative assessment in their classroom daily;
- 97% reported that they change what/how they teach based on classroom assessments;
- 97% reported that they create teacher made assessments for their students;
- 17% reported that they have never had any training in creating valid assessment items;
- Although almost 50% reported that they had participated in a district training, the only trainings that have taken place are how to enter assessments into Illuminate, prior to this year there were no district trainings on creating valid assessment items;
- Approximately 40% reported that they had taken a college course on creating valid assessment items;
- Approximately 14% reported that they had read a book or watched a webinar on creating quality assessment items; and
- Survey results indicate that although teachers reported that they use classroom assessment data to inform instruction, and that 97% of them create their own classroom assessments...most have not been provided with adequate training to create valid assessment items.

Based on the survey data it is imperative that we provide professional development to as many teachers as possible.