

Central School District Audit Rationale¹
2014-2015

Feedback Sample

One of the hallmarks of LCI is the assumption that timely, actionable, and specific feedback improves work quality. It is commonplace for LCI staff to provide feedback to individuals or groups work around curriculum, assessment, strategic plans, evaluation, etc.

The excerpt below corresponds to a first draft of a district assessment audit, and illustrates the ways in which LCI staff respond to work.

In our district, the administration of assessments has increased in the past two years because of increased state and local accountability. Therefore, we need to identify and perform a needs assessment in the quantity and purpose of assessments district-wide.

Our overarching vision for Baldwinsville is to focus on striving for student excellence.

The audit committee has selected the **quantity of assessments as our point of entry**. This will allow us to focus on the quantity and purpose of assessments throughout the district in year one of the assessment audit process. By doing so, this committee plans to gather current assessment data district-wide in terms of the types of assessments and the quantity of assessments at each grade level. We also plan to study the purpose of each assessment type and the direct benefits for each assessment to our stakeholders. This will allow us to develop a consistent language and purpose for developing and quantifying assessments across the district.

This focus has direct benefits for all stakeholders in [our district]. At the district level, we hope to continue to improve student achievement by determining the assessments that truly drive instruction. Teachers can then focus on the these assessments and use the data provided by to help our learners continue to grow and achieve. This will also allow for meaningful conversations using the data obtained from such assessments with all potential stakeholders including students, teachers, parents, administrators, board members, and state policy makers. This focus has direct connections with our central stakeholders, our students. The committee hopes to investigate a possible reduction in the quantity of assessments in the hopes of increasing instructional time and reducing disruption to instruction. We also hope the audit will help to reduce test anxiety and stress while we increase purposeful assessments all in the pursuit of helping our students to achieve excellence.

¹ This is a pseudonym.

Jennifer Borgioli 6/9/14 11:31 AM

Comment [1]: This paragraph is explicit and helpful. You've identified the changes that brought about the need for an audit and how an audit will help you take stock.

Jennifer Borgioli 6/9/14 11:32 AM

Comment [2]: This is helpful to see where the audit fits into the big picture.

I'm unclear how this connects to the audit. That is, is it your claim that by doing the audit, your district will be able to strive for student excellence? Or is it that the you want to ensure that the assessments you use accurately capture student excellence and match the kind of tasks they'll see outside the school walls, as much as possible?

Jennifer Borgioli 6/9/14 11:35 AM

Comment [3]: Is your plan to reduce the amount of assessments students' see in a year? Over the course of their 12/13 years in the district?

Jennifer Borgioli 6/9/14 11:52 AM

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Jennifer Borgioli 6/9/14 11:53 AM

Comment [4]: Do you have evidence to support this claim? That is, do you have student surveys or comments in which they share they spend too much time taking tests or doing assessments?