

**Findley Oaks Elementary**  
**Data Inventory**  
**Ariel Flinn**

Data Source	Content Area	Dates of Collection	Students Assessed	Accessibility	Current Data Use	More Effective Use
CRCT annual scores	Reading, Math, Science, Social Studies, Language Arts	April	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grades	Principal, individual teachers	Use broad scores to identify broad subject areas in need of improvement, compare school achievement within district/state	Examine disaggregated scores by various student groups to identify achievement gaps, develop strategies to close achievement gaps
ITBS scores (norm-referenced test)	Reading, Math, Science, Social Studies, Language Arts	October	3 <sup>rd</sup> and 5 <sup>th</sup> grades	Principal, teachers, parents	Compare rankings, placement in TAG program, administer test in fall in order to have timely results before the end of the school year	Instructional improvement in specific content areas
Developmental Reading Assessment (DRA)	Reading	August/September, December/January, April/May	K-5 <sup>th</sup>	Teachers, parents	Create reading groupings for the year/semester	Monitor improvement, inform instruction
SST Process	All content areas	Ongoing	K-5 <sup>th</sup>	Teachers, counselor	Take data to identify students in need of special services	Take data to monitor success of various instructional solutions for particular students
English proficiency exams (e.g., ACCESS)	English	Ongoing	K-5 <sup>th</sup>	ESOL teacher	Identify students' current levels of English proficiency	Take data to monitor success of various instructional solutions for particular students
Progress Skills Checklists (PSCLs)	Reading, Math, Science, Social Studies, Language Arts	Quarterly	K-5 <sup>th</sup>	Teachers, parents	Identify skill level based on specific standards	Take data to monitor success of various instructional solutions for particular students
STAR Assessment	Reading and Math	Quarterly	K-5 <sup>th</sup>	Teachers, parents	Identify learning levels for individual	Inform instruction

					students	
IXL	Reading and math	Ongoing	K-5 <sup>th</sup>	Teachers, parents	Ongoing data on student performance for grouping	Inform instruction
Homework	All content areas	Ongoing	K-5 <sup>th</sup>	Teachers, parents	Ongoing data on student performance for grouping	Inform instruction
Classroom assessments	All content areas	Ongoing	K-5 <sup>th</sup>	Teachers, parents	Monitor student performance throughout units, year	Inform instruction
Common classroom/grade level assessments	All content areas	Ongoing	K-5 <sup>th</sup>	Teachers, parents	Monitor student performance across different classrooms	Find consistent issues among common classrooms, work to identify student learning problem and create solutions
Write Score	Writing	October	3 <sup>rd</sup> , 5 <sup>th</sup>	Teachers, parents, principal	Identify student writing skills, compare to other schools in district/state	Identify trends across classroom/grade level, identify student learning problem(s), attempt to find solution(s)
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	English, Language Arts, Math, Social Studies, Science	Ongoing	Kindergarten	Teachers, parents	Monitor student development, instructional planning, inform level of support needed by each student	Identify trends across classroom/grade level, identify student learning problem(s), attempt to find solution(s)
Georgia Writing Assessment	Writing	February	5 <sup>th</sup> Grade	Teachers, principal	Inform writing ability for school, rank school among county/state	Identify trends across classroom/grade level, identify student learning problem(s), attempt to find solution(s)

**Other Student-Level Information**

What other student-level information does your school collect?

Behavior referrals	Ethnic/racial diversity	Attendance records
English proficiency	Free/reduced lunch percentages	County enrollment records
SWD/special needs	Retention	TAG students
Fitness	Birthdate/age	

**Data Wish List**

Are there any other types of assessment data you would like to see your school collect and use to improve instruction?

Student technology competency	Teacher technology competency
Parent educational levels	Mobility rate/frequency (outside Fulton county/Findley Oaks) per student/family
Attendance/short term withdrawal's effect on student achievement	English proficiency of parents
Number of years in U.S.	Other unknown groupings that might cause achievement gaps