

## SECTION 5: Assessment and Data Analysis Plan

### ASSURANCES

RCPS, LEA Partners and all project schools are committed to administering, analyzing, and utilizing the data from the required assessments. All seven elementary school principals are aware of and agree to administer and utilize the STAR Reading assessment (grades K-12) and the ThinkCERCA GMAS Mock writing assessment (grades 3-8) three times per year. The principals have committed to the necessary training for their teachers to implement these assessments with fidelity. All project's middle and high school principals have committed to administering the STAR Reading assessment and STAR Early Literacy assessment for all students in grades K-12, three times per year. The principals understand and support the required training for these assessments.

Assessment	Grade Level(s)	Frequency	Persons Responsible	Projected Expenses
<b>Common Unit Assessments</b>	Grades 1-11	8 x per year	District Coordinators	Data Warehouse Item Bank
<b>Common Formative Assessments</b>	Grades 1-12	On-going	Grade Level PLC's	Data Warehouse Item Bank
<b>STAR 360</b>	Grades K-9	3 x per year	Classroom Teachers	Star Licenses
<b>ThinkCERCA</b>	Grades 3-11	8 x per year	Classroom Teachers	Licenses Training
<b>GKids/ Readiness Check &amp; GKids Performance-Based Assessment</b>	Beginning of Grade K	Quarterly	Classroom Teachers	Activity Materials  Training  Item Bank  Data Warehouse
<b>Peabody Picture Vocabulary Test (PPVT IV)</b>	Pre-K	2x per year	Classroom Teachers	Test Kit  Test Forms
<b>Phonological Awareness Literacy Screening (PALS Pre-K)</b>	Pre-K	3x per year	Classroom Teachers	Assessment Materials Training
<b>Work Sampling Online</b>	Pre-K	As required by Bright from the Start	Classroom Teachers/PAT	Licenses Training
<b>Georgia Milestones</b>	3-12	Yearly	Classroom Teachers	Data Warehouse Item Bank

### Data Analysis Protocols

Grant-required assessments and evaluation will be completed per State guidelines. The LEA Partnership team will follow the district's current protocols for data analysis. All achievement data are analyzed at three levels: 1) teacher level, 2) building-level administrator level, and 3) district level, but for purposes of this grant, community level data will also be gathered and analyzed to inform the project's path. After administering each assessment, classroom teachers analyze and discuss their data in content- and grade-level PLCs. Teachers are tasked with looking at specific students who are struggling as well as content standards of concern. Teachers create caseloads and collaborate to create intervention and remediation plans. Student progress is monitored using common formative assessments (CFAs), classroom assessments, and common unit assessments (CUA's).

Additionally, building-level administrators analyze and discuss achievement data following each CFA and CUA. Administrators look at overall standards of concern, teacher effectiveness, and student needs from a building level's analysis. They also conduct data briefings monthly with district staff, which is when administrators are able to request additional support for their teachers and students.

The district staff (e.g., Director of Curriculum and Instruction, Director of Learning Support, the Assistant Superintendents for Elementary and Secondary Schools, etc.) also analyze achievement data following each CUA. They look for trends across the district, as well as at particular schools and specific grade levels. District curriculum coordinators and instructional coaches are mobilized to critical areas.

Further, data will be used to inform and guide instruction in the classroom. Teachers will use data to select instructional strategies and interventions to differentiate instruction within the classroom. In addition, data will be used to determine small groups, identify instructional strategies and materials, and to monitor effectiveness of interventions. Data will be used to inform students and parents of progress toward goals and to adjust goals based on data. Parents/guardians receive information about school-level data at the Title I Annual Meeting each Fall. In addition, data points are shared with families through parent-teacher conferences. RCPS compiles data summaries on assessment results of each school to report to the media. Data points will be shared with district personnel, such as the appropriate Assistant Superintendent, curriculum coordinators, and support staff, during the school data briefings. School- and district-level data will be used to determine the effectiveness of programs, interventions, and strategies.

Teachers, administrators and partners will require professional learning on the STAR Reading and STAR Early Literacy screenings, as well as, the ThinkCERCA writing benchmarks. To utilize the assessments, all stakeholders will be provided continued professional learning in understanding Lexiles and how to match students' reading levels to texts. Both school and system teams will be trained, and all schools will receive additional on-site support. We will use district and school-based coaches to support schools.

Finally, community data will help us better understand the needs of our students, to better identify additional resources needed, and assess impact on student outcomes. Training and support is provided for all staff, administrators and community members on how to find, analyze and use the data collected as part of a continuous improvement approach.