

Assessment Inventory Project

Georgia Partnership for Excellence in Education

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PARTNERSHIP**

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IN EDUCATION

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The Inventory Process

1. Reflect and plan
2. Conduct the inventory and focus groups
3. Analyze the inventory data and feedback data
4. Make recommendations based on all data sources
5. Monitor changes

Key Findings

- Percentage of time a typical student spent on testing ranged across K-12 from 0.62% to 2.43%, with an average of approximately 1.75% of total instructional time spent on formal testing.
- BCSS spent about 3% of non-personnel budget, and 0.35% of total budget, on direct and indirect testing costs.

Key Findings, Cont.

- Major differences were found in attitudes towards usefulness and amount of testing between students, teachers, and parents.
- Local common assessments and screeners were perceived by teachers and administrators to lack validity.
- Major gaps in the assessment program existed, particularly at the middle school level. Some redundancies were also identified at all levels.

Recommendations

- Eliminate elementary common assessments in ELA and math.
- Remove redundant testing (DIBELS 3rd Grade).
- Find and adopt a math universal screener.
- Identify a comprehensive reading assessment at the MS level.
- Explore ways to increase the opportunities for screening students for potential gifted eligibility.
- Restructure MS final exams in EOG courses as performance-based assessments.

Next Steps

- Use Measures of Academic Progress (MAP) to fill the gaps we identified (math screener, reading assessment for middle school, gifted screener).
- Flesh out a monitoring tool to evaluate the effectiveness of the recommendations.
- Develop a communication plan to inform all stakeholder groups and work to recalibrate perceptions and expectations:
 - **Board of Education**
 - **School Governance Teams**
 - School personnel
 - Students
 - Parents
 - Community

Questions?

Now or Anytime

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