

**Austell Intermediate School
Data Inventory
Jena Parish**

Data Source	Content Area	Dates of Collection	Students Assessed	Accessibility	Current Data Use	More Effective Use
Georgia CRCT	Reading; Language Arts; Math; Science; Social Studies	April (results in May)	Grades 3, 4, 5	Principal; Teachers are given classroom scores	Determine AYP; Base classroom placement; Promote students to next grade level or retain	Analyze to determine weaknesses and strengths within each domain; Inform instruction; Provide more detailed information to parents and teachers
ITBS	Reading; Language Arts; Math; Science; Social Studies	September	Grades 3 & 5	Principal; Teachers are given classroom scores	To show comparisons between school, district, and other schools	Inform instruction
District Instructional Math Inventories (IMI)	Math	End of Each Quarter	Grades 3 & 5	Teachers have access to the test through CCSD Intranet; Data is posted on Data Wall in Math Office	Informs math compacting rosters and quarterly tutoring sessions	Inform instruction; Use for item analysis to locate specific strengths and weaknesses
Math Fact Fluency	Math	August, December, May	Grades 2, 3, 4, 5	All teachers have copy of assessment; Data is located on	Determine if student is on grade level in	Base scores to develop small group fact

				SSP sheets on shared drive	math fact fluency; Review growth throughout the year	fluency instruction; Provide instructional time each day for low students to complete FAST MATH(fact fluency program)
Quarterly Writing Prompts	Writing	Each of Each Quarter	Grades 2, 3, 4, 5	Grade Level Teachers Create Prompts; Data is located on SSP sheets on shared drive	Determine if student is proficient in all writing domains; Analyze scores for small group instruction and conferencing lesson	Inform team lesson planning; Determine what areas teachers may need additional training in
Statewide Writing Assessment	Writing	March	Grades 3 & 5	Principal; Teachers are given classroom scores	To show comparisons between school, district, and other schools; To determine students' strengths and weaknesses in writing	Inform team lesson planning; Determine what areas teachers may need additional training in
Guided Reading Levels	Reading	Weekly	Grades 2, 3, 4, 5 Latino/a	All teachers; Located on Data Wall in	To show which students are	Inform reading lesson planning;

			Students; EIP students	Literacy Office	below, on, or above reading level; To develop guided reading groups within the classroom and for pull out guided reading groups; To analyze weekly growth	Determine tutoring groups
Running Records	Reading	August, December, May	Grades 2, 3, 4, 5	All teachers; Data posted on SSP on shared drive	Show student growth throughout school year	Inform guided reading group lessons; Inform instruction

Other Student-Level Information

What other student-level information does your school collect?

Race/Ethnicity	Disability	Attendance
English Proficiency	Retention/Promotion	Socioeconomic Status
Number of Schools Attended (within county)	Siblings	Length of Time in USA (for ELL students)
Exceptionalities	Behavior Ratings	Parent Involvement Ratings
Date Entered School	Transient Rates	

Data Wish List

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

Quarterly District Reading Assessments (similar to Math IMI)	Number of Schools Attended (Including outside of county)
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Field Experience Log/Reflection

Educational Leadership Department

Candidate: John Smith	Mentor/Title: Mrs. Grant/Principal	School/District: Mabry Middle School/Cobb County
Assignment: School Improvement Plan (SIP) Analysis	Course: EDL 7100 Leadership Theory & Practice	Professor/Semester: Dr. Jones/Spring 2009

Date(s)	Activity/Time	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
SAMPLE 4/18/09	SAMPLE Reviewed the School Improvement Plan to evaluate the vision, mission, and goals. [1 hour]	SAMPLE PSC 1C; BOR 7A; NETS-A 1A
4/20/09	Reviewed the School Improvement Plan to evaluate the Action Plan to determine strengths/weaknesses. [1 hour]	PSC 1C; BOR 5B; NETS-A 1B
4/22/09	Interviewed teachers and school leaders to determine the degree to which the School Improvement Plan is being implemented in the school. [2 hours]	PSC 2E; BOR 7D; NETS-A 4D
4/25/09	Composed a two-page analysis of the School Improvement Plan. [1.5 hours]	PSC 2E; BOR 7D; NETS-A 4D
	Total Hours: [5.5 hours]	

DIVERSITY								
(Place an X in the box representing the ethnic population(s) involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

CANDIDATE REFLECTIONS:
What did you learn about leadership from completing this field experience? How did this learning relate to the knowledge, skills and dispositions required of an educational leader? How did it enhance your ability to lead?
Did (or could) this field experience impact student learning? If so, how?
How could this field experience be modified to make it more meaningful and relevant to aspiring educational leaders?

