

DATA Inventory

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School:

Date:

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Section B: Assessments

Complete the table below to develop a list of the assessments in use in your district. For each system identify:

- **Assessment:** Enter the name of the assessment.
- **Grade Levels Administered:** Record the grade levels in which the assessment is given.
- **Content/Subject Area(s):** Record the subject areas that the assessment measures (e.g., mathematics, reading, writing).
- **Date Administered / Data Are Available:** List the date (or dates) when the data are available to use.
- **Students Assessed:** List the populations of students assessed (e.g., all students, special education, English language learners).
- **Current Data Use:** Describe how the data are currently used (e.g., setting school improvement goals, placing students in intervention programs). List as many uses as you are aware of.

The table below contains information about assessments used in your district. Please add additional rows as necessary to capture ALL assessments in use in your district.

Assessment	Grade Levels Administered	Content/Subject Area(s)	Date Test Administered /Data are Available	Students Assessed	Current Use of the Data
Measurements of Student Progress (MSP)	Grades 3–8	Reading, writing, math, science	Spring 2012 Testing Windows	All students in grades 3–8, unless taking an alternative assessment as per their IEP	
High School Proficiency Exam (HSPE)	Grades 10–12	Reading and writing	2012 Administration: March 13–14 (Writing) and March 15 (Reading). Results available in early June 2012.	All students at some point in grades 10–12, unless taking a state approved alternative assessment	State exit examination

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End-of-Course Assessments (EOC)	Starting in 2011, EOC exams are given to students in grades 7–12 taking algebra 1/integrated math 1 and geometry/integrated math 2.	Math started in the spring of 2011. Biology starts in the spring of 2012.	The math and biology end-of-course exams are given in the last three weeks of the school year. Each district sets its own EOC testing dates.	All students in grades 7–12 starting algebra 1/integrated math 1 and geometry/integrated math 2 or biology. No new exams until 2017.	Classes of 2013 and 2014 must pass one math EOC exam. Class of 2015 must pass two math EOC assessments and one biology EOC exam.
Washington Kindergarten Inventory of Skills (WaKIDS)	Kindergarten	Provides data about social/emotional, cognitive, language/literacy, and physical development	Administered at the beginning of each school year.	Optional for state-funded full-day kindergarten classrooms in 2011–12 and mandatory in 2012–13 and beyond.	Align practices of early learning professionals and kindergarten teachers to support smooth transitions for children. Offers a statewide snapshot of where children in Washington are in their development at the start of kindergarten.
Washington Alternate Assessment System (WAAS)	Grades 3–8, 10	Reading, writing, math, and science	Variable based on pathway	Students with special needs	Provides a variety of alternative pathways for students to fulfill state assessment and graduation requirements.
Second Grade Fluency and Accuracy Assessment	Grade 2	Reading	Beginning of Grade 2	All grade 2 students	Assess grade level oral reading skills

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Washington English Language Proficiency Assessment (WELPA)		English, reading, writing, speaking, and listening		English language learners	Initial placement in ELD programs. Annual assessment of progress.
National Assessment of Educational Progress (NAEP)	Grades 4, 8, and 12	Mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history	Every two years	Sample of 4 th and 8 th graders	Federal requirement for Title I districts. Compare performance across states.

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Discussion Questions

Section A: Data Systems

1. Which are not used to inform decisions about curriculum, instruction, and/or student placement?
2. Which produce helpful output such as attendance and demographic reports? Which do not produce helpful reports?
3. How might the systems be improved to support inquiry and data use?

Section B: Assessments

4. Which assessments are not used to inform decisions about curriculum, instruction, and/or student placement?
5. Looking across the currently administered assessments, are there assessments that provide essentially the same information about students? If so, is this additional information beneficial?
6. Are there assessments in place that provide longitudinal data that can track the growth of same student cohorts?
7. What assessments might be added to enhance the inquiry process or deleted to increase instructional time?

Section C: Additional Data Needed (Next Steps)

8. Which of the identified additional data are currently critical to support the inquiry process?
9. Who needs to be involved in the decision to collect these data?
10. Develop a plan that involves the critical stakeholders and will expedite the collection of these critical data elements.