



Assessment Policies

Vision

The assessment policies at Miles Ahead Charter School (MACS) are designed to ensure that the overall mission of MACS is executed with fidelity. To that end, assessments should ensure (a) standards based academic achievement, (b) individual progress and growth, and (c) authentic connections to the oneself, local community and larger global context.

Overview

Assessments come in a variety of formats. For the continuity of this section, terms shall be defined in the following manner:

Informal assessment: any check for understanding that a teacher may complete on an ongoing basis throughout the duration of a lesson or unit cycle. These assessments drive a teacher's instructional decision making.

Formative Assessment: any assessment given at the closing of a lesson. These assessments should use informal flexible grouping strategies, differentiated assignments, and provide a daily update on student progress. Teachers have the discretion to use formal assessments for standard-based grading purposes.

Ongoing Assessment: any assessment that contains multiple entries across time. These assessments provide an overview regarding student performance throughout the duration of module, unit, or course of study.

Summative Assessment: any assessment that comes at the close of a module or unit of study. These assessments can be leveraged in the placement, advancement, or retention of a student.

Across these assessment types, teachers and grade level teams shall plan a variety of multiple assessment opportunities and types to best capture student performance. Types of assessments can range from multiple choice,

portfolio, interview, product, etc. sources and should again include multiple qualitative and quantitative components of student performance.

Standards Based Academic Achievement

Miles Ahead Charter School uses the Georgia State Standards to drive our instructional framework. Our curricular resources, modules, and units of study should follow the depth of understanding outlined by the state so that our student to either compete or outperform their peers within Georgia. The results of standards-based assessments shall be used to review student performance of the Georgia state-standards, outline trainings within the professional learning for teachers and grade level teams, and inform the performance of the school alongside both the College and Career Readiness Index (CCRPI) and the Comprehensive Performance Framework (CPF) from the SCSC. Therefore, school leadership shall make instructional decisions in an effort to maximize MACS's performance.

Statement on State-Mandated Assessments

All students at MACS are required to participate in statewide, standards-based assessments including the Georgia Milestones in Grades 3-8, ACCESS 2.0 for ELLs, and GKIDS for Kindergarteners. MACS does not have an opt out policy and students who do not take statewide assessments shall place their advancement, retention, or placement across academic programs in jeopardy.

Testing Coordinator

Our Director of Student Services serves as the MACS test coordinator. Our test coordinator attends and redelivers all trainings regarding state-mandated assessments to the MACS staff. The test coordinator is also responsible for

overseeing our assessment calendar to ensure there are no conflicts, overlaps, and that all students with accommodations have their needs met across the year. The testing coordinator ensures that all state-mandated assessments are administered and submitted through their proper digital format unless a student has a specific accommodation with different specifications. Furthermore, the Director of Students Services ensures that proper communication is sent home to families regarding administration windows, homework policies during test windows, test taking tips, and information sessions for families.

Individual Progress and Growth

Miles Ahead Charter School uses a nationally-norm referenced ongoing assessment platform to monitor the growth of every student in reading and mathematics. These assessments shall inform the students, teachers, and families on the student's longitudinal growth and outline readiness goals of performance for the Fall, Winter, and Spring administration windows.

Platform for Growth Assessment

The platform to measure growth shall meet the following criteria: national norm-referenced assessment, adaptive, administers both a reading and mathematics assessment, and can follow students across their K-8 tenure at MACS. Additional components can include targeted skills-based practice for students to meet their goals and instructional plans, activities or lessons for teachers to use with their students. Some suggested platforms include MAP, F&P, iReady, and FastBridge.

Power Hour

Students will work on their individual goals during Power Hour for one hour per day at a minimum of 4 times per week. Students can also work on their individual skills after school, before school or during digital recess. Students will be grouped for Power Hour based upon the results of the Fall, Winter, and Spring tests. All adults within the building shall meet with Power Hour groups of students for 60 minutes – 30 minutes to practice like skills and 30 minutes for targeted learning practice on the computer. Teachers should alternate reading and math skills weekly, but the course of study is ultimately up to the teacher.

Authentic Connections to Self, Community and World

The whole child approach is a critical component of the mission of Miles Ahead Charter School. This means that MACS aims to help students realize their full potential through our academic, social, emotional, and well-being programs. MACS is committed to ensure that our academic studies allow students to explore their individuality, culture, communities, and the larger global world in authentic contexts.

Crew Time

The MACS day starts and ends with Crew time. Crew time, as defined by EL Education, is the way that school culture, classroom culture, relationships, and engagement begin.[1] Crew shapes the allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

Student Led Conferences

Student led conferences help learners reflect on and take responsibility for their progress in both academic and habits of scholarship. Students present their quantitative and qualitative achievement and growth to their families. Students also set goals for the next weeks of school and celebrate their achievements across their time at MACS.

Connects to the Self, Community and World

Throughout academic instruction, teachers will connect units of study and modules to students lived experiences. This means that students will have several opportunities to apply their learning to their individual growth, cultures, communities, and beliefs, and finally contribute to the larger world. Once per year students should complete a community-based product, and once per year students should complete a globally-connect product.

Overview of Assessment Calendar

The mission of Miles Ahead seeks to ensure that all students are achieving grade level mastery and demonstrating individual growth. This means that our assessment plan targets monitoring of both student growth and academic achievement. For individual student growth, all students will be administered placement test three times per year. For academic achievement, students will complete end of unit/end of module assessments, benchmarks, and all required state or federally mandated tests. An overview of some of those potential assessments is reflected in the layout below:

[1] Crew as defined by EL Education can be accessed here: <https://eleducation.org/resources/purposes-of-crew> .

Assessment	Date/ Frequency	Grade Level(s)	Description and Purpose	Miles Ahead Charter School Practice and Communication
iReady Screening	Three times per year (Fall, Winter and Spring)	K-8, All Students will take iReady diagnostic three times per year.	iReady is a digital assessment system meant to identify individual student needs, engage students through individual learning pathways, and provide ongoing assessment information for the purposes of differentiation. The iReady program was designed to get students excited about learning and to support teachers as they address the needs of all learners. iReady supports both literacy and mathematics	Teachers will use the iReady results for student placement in literacy and math groups. Grade level will identify Power Hour groups for instruction, and iReady will be screener for RTI, Gifted, and other academic program placement. Teachers will share the results of iReady testing with students, set

			through diagnostic assessment, online instruction, and provides teachers with various resources for classroom instruction.	goals with them during Crew, and students will discuss their progress with families during Student Lead Conferences.
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<p>Fountas & Pinnell Screening</p>	<p>Three times per year (Fall, Winter, and Spring)</p>	<p>K-8, all students will take F&P across the year. Students who are either (1) served in ELA Special Education, (2) monitored by the SST, or (3) need to be screened for more information regarding reading level can be administered additional F&P assessments.</p>	<p>The <i>Fountas & Pinnell Benchmark Assessment Systems</i> are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.</p>	<p>Teachers at MACS screen all students three times a year for literacy proficiency. We prioritize the ability to read as paramount to success and monitor the results of F&P testing in order to catch and address gaps early. Teachers use the results of F&P to create groups during Power Hour and select readers for students during DEAR time.</p>
			<p>The GADOE has already drafted curriculum</p>	<p>Teacher will create common</p>

<p>Interim/Benchmark Assessments through GoFar and Study Island</p>	<p>Every 6-8 Weeks (After the completion of a unit)</p>	<p>2nd-4th: ELA and Mathematics 5th-8th: All content areas</p>	<p>maps with units of study for each GSE across all content areas. Additionally, the GADOE provides standards based achievement level descriptors for teachers to better understand the different levels of mastery for each standard. These resources as well as assessment items available in the Units of Study, through GoFar, SLDS, and Study Island provide a variety of assessment creating opportunities.</p>	<p>assessments for their grade level using GoFar, Study Island, and the Units of Study. After the testing window closes, teachers will upload data to assessment trackers, rate the constructed responses of another class, and engage in Data Digs. Data Digs will allow grade levels to reflect on instructional practices, identify areas for reteaching or extension, and consider how to</p>
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				structure Power Hour. The results of assessments will be shared through our blinded data trackers, during morning Crew meetings, and students will update their individual portfolios.
Keenville Assessments for K-1	Every 6-8 Weeks (After the completion of a Unit of Study)	Kindergarten and First Grade Only	Traditional paper and pencil assessments are neither developmentally nor age appropriate for young children. Thus, MACS agrees with the GADOE's belief and research on game based assessments for our youngest learners to track their proficiencies with fluency,	The Kindergarten and First Grade teachers will share the results with family members as well as with administration during Data Digs. They will also be responsible for updating the

			comprehension, early numeracy and problem solving.	Data Wall with blinded student data.
Georgia Milestones Assessment System (GMAS)	Once in late April through early May	3 rd -4 th : Reading, English Language Arts and Mathematics 5 th -8 th : All Content Areas	MACS administers the annual state assessment, the GA Milestones, beginning in grade three in order to measure both the level of mastery and depth of knowledge for students. MACS uses the results of this assessment for student placement and program effectiveness.	GMAS is a requirement for all 3 rd -8 th grade students at MACS as it determines student placement. Families are made aware of our policies regarding GMAS testing during enrollment, within the signing of family compacts, within student and family handbooks, on our website, during open house, and

				through Principal Fireside Chats.
ACCESS for ELLs 2.0	Once in March	Any qualifying student in grades Kindergarten through 8 th .	ACCESS for ELLs 2.0 is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.	The lead ESOL teacher serving under the Director of Student Services will monitor ACCESS testing for all applicable students. Families will receive the following information in their home language: (1) results of testing, (2) information regarding student placement and the instructional model, (3) goals for instruction at MACS, and (4) resources to

				support the English proficiency at home.
GKIDS (Georgia Kindergarten Inventory of Developing Skills)	Ongoing throughout the year	Kindergarten	The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS will also provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will	As part of Student Led Conferences, teachers and students will facilitate conversations with parents about their Kindergarten student's progress and goals throughout the year.

			serve both a formative and summative role in assessing kindergarten students. (GADOE)	
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Student administration, with input from teachers, students, and families, should review and draft the assessment calendar. This collaboration should review the feasibility and overall well-being of students to not over test and maximize instructional time.