Assessment, Initiative, Resource, and Consultant Inventory (AIRCI)
Job Aid

November 25, 2023

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Overview

The Assessment, Initiative, Resource, and Consultant Inventory (AIRCI) is a tool that guides leaders in inventorying and evaluating the supports and resources in use at a school and/or district. The process allows school and district leaders to maintain current records of the supports being utilized, identify any gaps or duplications, and support leaders in measuring the impact, fidelity, and sustainability of those supports. The inventory consists of four sheets: Assessment, Initiative, Resource, and Consultant.

Purpose

The purpose of the AIRCI is to support leaders in making data-informed decisions to guide instructional programming. The AIRCI allows for examination of the current resources, their efficacy and impact, and if those resources should be leveraged, modified, or discontinued.

> **Federally Identified CSI Schools and Districts with CSI Schools:** The school and district leadership teams complete the inventory at the beginning of the cycle of support. The leadership teams, with the support of GaDOE and RESA specialists, review and update the inventory annually.

> **Non-Identified Schools:** The tool is designed to be used by any school and/or district without the support of GaDOE specialists. This guide outlines the use of the tool with the collaboration of GaDOE and RESA specialists, but each action can be completed by school and district leadership teams working on their own.
> Action steps:
> 1. Develop a plan of action and timeline to complete the AIRCI.
> 2. Task individuals and/or teams to fill in each component of the AIRCI.
> 3. Upon inventory completion, lead a collaborative meeting to discuss each item in the inventory using the guiding questions relevant to each section.
> 4. Make informed decisions and plans to leverage, modify, or discontinue any components.

Assessment, Initiative, Resource, Consultant Inventory Process Results

Outcomes from completing and/or updating the AIRCI should be communicated to school and district leadership teams and reflected in school improvement plans, short-term action plans and district plans of support, as relevant.

The Role of the Georgia Department of Education (GaDOE)

For CSI schools and districts with CSI schools, the DES/SES is responsible for:
- Ensuring that the AIRCI is initially completed by the district and the identified school(s).
- Leading collaborative conversations with school/district leadership teams to discuss the efficacy and impact of resources, and if those resources should be leveraged, modified, or discontinued.

DES/SES action steps:
1. Communicate the purpose of the AIRCI to school/district leadership, and collaboratively develop a plan of action to have the AIRCI completed by April 1. For schools and districts that completed an AIRCI the previous year, the tool would only need to be updated with any new changes.
2. Support the school/district in tasking individuals and/or teams to fill in each component of the AIRCI.
3. Support the school/district as needed in gathering the necessary information.

4. Upon inventory completion, lead a collaborative meeting with the school/district to discuss each item in the inventory using the guiding questions relevant to each section.
5. Support the school/district to make informed decisions and plans to leverage, modify, or discontinue any components.
6. Upload a completed copy of the AIRCI to the Teams Monitoring Site in the appropriate folder.

Components

Component 1: Assessment Sheet

The assessment inventory sheet is meant to capture school or district level formative assessments given to students throughout a school year. Examples of these types of assessments could include, but are not limited to district benchmarks, Beacon, iReady, MAP, USA test prep, etc. Please remember that GaDOE does not endorse any specific assessment product or vendor. The assessment sheet requires specific information for each assessment.

Component	Component Detail
Assessment Name	What is the name of this assessment?
Content Area	What content area does this assessment support?
Purpose	Why is this assessment being given?
Frequency of Administration	How often is this assessment given?
Intended Participant	Who takes this assessment?
Date Generated	What date was the assessment given?
Purpose of Data	Why is this data necessary to have?
Use of Data	How does staff use this data?
Correlation to Georgia Milestones	Is this assessment correlated to the Georgia Milestones, and does it forecast Milestones performance?
Professional Learning	What kind of training does staff need to effectively administer this assessment and use its results to make instructional decisions?
Resources	What resources are necessary to effectively implement this assessment?

Assessment Inventory										
Assessment Name	Content Area	Purpose	Frequency of Administration	Intended Participant	Data Generated	Purpose of Data	Use of Data	Correlation to Milestones (can this assessment forecast milestones performance)	Professional Learning	Resources
I-ready	Reading	Diagnostic of strengths and needs on reading domains	4X a year- August, November, February and May	All students in Grades 4 and 5	Lexile, performance on Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, Comprehension: Informational Text	To measure student growth in reading to make placement and intervention decisions	Results used to create intervention groups during guided reading		training given to new teachers during pre-planning each summer, refresher given to veteran teachers 2nd week of August each year	Report Example

Figure 1

Using the assessment component to inform instructional decision-making:

Once the assessment component is complete, leaders should use the gathered information to make decisions about leveraging, modifying, or discontinuing the listed assessments. Guiding questions that inform the decision-making (and that are applied to each assessment) can include:
- Is collecting this data necessary? Why or why not?

- Is there data that is needed that these assessments do not give?
- Is the collected data useful?
- Does this assessment tell us what we need to know?
- If the data and components measured by the Georgia Milestones Assessment System and College and Career Performance Index are not included, why is it being collected? What other data points does it inform?
- Are any of the assessments repetitious and giving the same data as another assessment in use? If so, could one be discontinued? Which one and why?
- How often are students being assessed? Is it too much testing, or not enough to obtain the needed data?
- Are the right students being assessed in the right content area?
- Is staff being consistently trained in how to administer and use the assessment?
- Does the assessment require more time and resources than the school or district has?
- Is the effort given to use the assessment worth the cost, time, and resources?

Component 2: Initiative Sheet

The initiative inventory sheet is meant to capture school or district level initiatives that are used throughout a school year. Examples of initiatives could include, but are not limited to The Leader in Me, Tutoring, Thinking Maps, Student Data Folders, PBIS, implementing a literacy program, after school program, an intervention block, a book study for staff, etc. Please remember that GaDOE does not endorse any specific initiative. The initiative sheet requires specific information for each initiative utilized.

Component	Component Detail
Initiative Name	What is the name of this initiative?
Content Area/Grade Level	What content area/grade level does this initiative support?
Purpose	Why is this initiative being used?
Evidence-based Rating	What is the rating of this initiative?
Date of Original Implementation	What date was this initiative first used?
Expectation for Use	What is the expectation for use of this initiative?
Monitoring of Implementation	How will the implementation of this initiative be monitored?
Monitoring of impact on student achievement	How will the impact on student achievement of this initiative be monitored?
Outcomes/Results	What are the intended outcomes of implementing this initiative?
Professional Learning	What kind of training does staff need to effectively utilize this initiative to make instructional decisions?
Resources	What resources are necessary to effectively implement this initiative?
Cost	What is the cost of this initiative?
Next Steps	What are the next steps of effectively implementing this initiative?

Initiative Inventory

Initiative Inventory													
Initiative Name	Content Area/Grade Level	Purpose	Evidence-Based Rating	Date of Original Implementation	Expectation for Use	Monitoring of Implementation	Monitoring of Impact on Student Achievement	Outcomes/Results	PL	Resources	Cost (Initial and/or Ongoing Outlay)	Next Steps
Thinking Maps	Social Studies, grades 6,7,8	Visual tools for learning, include eight visual patterns each linked to a specific cognitive process		September of 2017	Daily in each lesson	Administration will check for use in lesson plans weekly and during monthly focus walks	Pre/post student surveys, teacher observational notes, student usage of thinking maps on assignments, tracking student achievement growth on district benchmark assessments		Training given by district specialist to new social studies teachers, refresher PL as requested or as identified by instructional coach	Thinking Maps Examples		

Figure 2

Using the initiative component to inform instructional decision-making:

Once the initiative component is complete, leaders should use the gathered information to make decisions about leveraging, modifying, or discontinuing the initiatives. Guiding questions that inform the decision-making can include:

- Are any of the initiatives repetitious and yield the same impact as another initiative in use? If so, could one be discontinued? Which one and why?
- What is the time commitment for this initiative?
- Is the initiative being used with the right content area/grade level? Could it be used with different content areas/grade levels to increase effectiveness?
- Is having this initiative necessary? Why or why not?
- Are there outcomes occurring from using this initiative that are unexpected? Are there ways to increase positive impacts from this initiative?
- Is the initiative being implemented with fidelity? How do you know?
- How is the initiative being monitored? Is it being consistently monitored?
- Is the initiative useful? How do we know?
- Do students, families, and community stakeholders know about this initiative and support its use?
- If the initiative is not aligned to the Georgia Standards of Excellence and/or Georgia Milestones Assessment System, why is it being used? What other instructional decisions does it inform?
- Is staff receiving ongoing training and information as to how to best administer and use the initiative with fidelity and efficacy?
- Does the initiative require more time and resources than the school or district has?
- Is the effort given to implement the initiative worth the cost, time, and resources?
- Does this initiative tell us what we need to know?

Component 3: Resource Sheet

The resource inventory sheet is meant to capture school or district level resources (programs you purchase that do not assess) that are used throughout a school year. Examples of resources could include but are not limited to textbooks and teacher resources (ex. Wonders), iReady, Freckle, Raz-Kids, computer programs, Phonics program, one-to-one devices, etc. Please remember that GaDOE does not endorse any specific resource. The resource sheet requires specific information for each resource utilized.

Component	Component Detail
Resource Name	What is the name of this resource?
Content Area/Grade Level	What content area/grade level does this resource support?
Purpose	Why is this resource being used?
Evidence-based Rating	What is the rating of this resource?
Date of Original Purchase	What date was this resource purchased?

Location	Where is this resource housed? Is it easily accessible? Is there a better location for it?
Expectation for Use	What is the expectation for using this resource?
Professional Learning	What kind of training does the staff need to effectively utilize this resource? Is time dedicated for PL to optimize the utilization of this resource?
Resources	What additional resources are necessary to effectively implement this resource?
Cost	What is the overall cost of this resource?

Resource Inventory

Resource Name	Content Area/Grade Level	Purpose	Evidence-Based Rating	Date of Original Purchase	Location	Expectation for Use	PL	Resources	Cost (Initial and/or Ongoing Outlay)
Leveled Books	Reading, grades 1-3	Graduated levels of difficulty to build students' confidence while increasing comprehension and fluency	Medium to large for reading achievement- WWC	September of 2017	Media Center	By teacher choice	Training given by district specialist to media specialist, who then trains teachers as requested	Leveled Literacy Intervention	

Figure 3

Using the resource component to inform instructional decision-making:

Once the resource component is complete, leaders should use the gathered information to make decisions about leveraging, modifying, or discontinuing the resources. Guiding questions that inform the decision-making can include:

- Are any of the resources repetitious and yield the same impact as another resource in use? If so, could one be discontinued? Which one and why?
- How often is the resource being used? Is it too frequently or not enough to obtain the expected outcome?
- Is the resource being used with the right content area/grade level? Could it be used with different content areas/grade levels to increase effectiveness?
- Is having this resource necessary? Why or why not?
- Are there outcomes occurring from using this resource that are unexpected? Are there ways to increase positive impacts from this resource?
- Is the resource useful? How do we know?
- Is the use of the resource monitored for effectiveness?
- Do students, families, and community stakeholders know about this resource and support its use?
- If the resource is not aligned to the Georgia Standards of Excellence and/or the Georgia Milestones, why is it being used? What other instructional decisions does it inform?
- Is staff receiving ongoing and regular training and information as to how to best administer and use the resource with fidelity and efficacy?
- Does the resource require more time and resources than the school or district has?
- Is the effort given to use the resource worth the cost, time, and training that is necessary for gains in student achievement?
- Does this resource tell us what we need to know?

Component 4: Consultant Sheet

The consultant inventory sheet is meant to capture school or district level consultants that are used throughout a school year. Examples of consultants could include but are not limited to vendors providing professional learning, GaDOE and/or RESA support specialists, leadership coaches, district support personnel, etc. Please remember that GaDOE does not endorse any specific consultant. The consultant sheet requires specific information for each consultant utilized.

Component	Component Detail
Consultant Name	What is the name of this consultant?
Organization	What organization does the consultant represent?
Content area/grade level	What content area/grade level does the consultant support?
Purpose	Why is the consultant being used?
Evidence-based Rating	What is the rating of the consultant?
Date of Original Implementation	What date was the consultant was first utilized?
Type of Support	What type of support does the consultant provide? What data was used to determine a need for support the consultant is providing?
Frequency of Support	How often does the consultant support the intended content area/grade level?
Expectation for Use of Support	What is the expectation for using the support provided by the consultant?
Monitoring of Implementation	How is the consultant's support being monitored? Who is involved in that process?
Monitoring of Impact on student achievement	How is the impact of the support provided by the consultant measured?
Outcomes/Results	What outcomes/results are expected by utilizing the consultant?
Professional Learning Given	What kind of training does the staff receive from the consultant? Is that enough time for transfer of learning/application to occur?
Resources	What additional resources are necessary to support the work of the consultant?
Cost	What is the overall cost of this consultant?
Next Steps	What are the next steps regarding the consultant's support?

Consultant Inventory

| Consultant Name	Organization	Content Area/Grade Level	Purpose	Evidence-Based Rating	Date of Original Implementation	Type of Support	Frequency of Support	Expectation for Use of Support	Monitoring of Implementation	Monitoring of Impact on Student Achievement	Outcomes/Results	PL Given	Resources	Cost (Initial and/or Ongoing Outlay)	Next Steps
Sue Smith	Magic Bullet Literacy	ELA, grades 6,7,8	Provides Literacy PL	None	September of 2017	Observes ELA classrooms, meets with individual teachers, gives PL on how to use strategies	Every other Thursday	ELA teachers use strategies daily in each lesson	Administration will attend PL sessions, receive bi-weekly debriefing of work and teacher use of strategies	Pre/post student surveys, teacher observational notes, student usage of literacy strategies on assignments, tracking student achievement growth on district benchmark assessments		Initial training 9-2017, yearly refresher training, presents to new teachers	Vendor contact info, any tools or resources		

Using the consultant component to inform instructional decision-making:

Once the consultant component is complete, leaders should use the gathered information to make decisions about leveraging, modifying, or discontinuing the consultants. Guiding questions that inform the decision-making can include:

- How often does the consultant provide support? Is it too frequently or not enough to obtain the expected outcome?
- What expectations are in place for the consultant, and how are the expectations monitored?
- Is the consultant effectively addressing an identified need? How do we know?
- Is the consultant being used with the right content area/grade level? Could it be used with different content areas/grade levels to increase effectiveness?
- Is having this consultant necessary? Why or why not?
- Are there outcomes occurring from using this consultant that are unexpected? Are there ways to increase positive impacts from this consultant?
- Is the consultant useful? How do we know?
- Is the work of the consultant monitored for effectiveness?
- Do students, families, and community stakeholders know about this consultant and support its use?
- Is feedback being gathered from the staff regarding the impact of the consultant's work and interactions?
- Is the effort given to use the consultant worth the cost, time, and training that is necessary for gains in student achievement?

Resources
[Assessment, Initiative, Resource, Consultant Inventory](#)

Georgia Department of Education
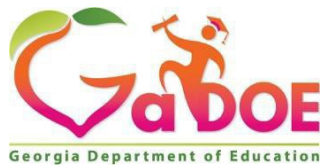
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