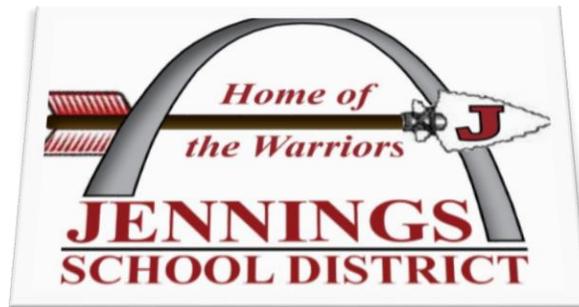


Jennings School District

Assessment Plan



2017

Introduction

The Jennings School District Assessment Plan is a working document that changes based upon reviewing of district processes and results. Jennings School District aims to ensure all assessments are used for formative purposes: to inform decision-making and encourage students and teachers to improve. The district selects assessments that will improve the following:

- students' acquisition of important knowledge, skills, and competencies;
- supporting the teaching and learning process;
- empowering families to improve their educational prospect; and
- assisting students with career and college readiness.

Each assessment is approved by district administration and the Board of Education. This plan outlines the specific assessments used throughout the district on an annual basis and State compliance components. All students attending the Jennings School District and those that live in the district's school zone are encouraged to participate in the district's assessment program. Additional information regarding assessments can be obtained by contacting the child's school or the Office of Assessment.

District Assessment and Data Coordinator

The District Assessment and Data Director is responsible for the purchase, storage, security, dissemination, and administration of standardized testing. District counselors will serve as building-level test coordinators under the supervision of the District Assessment and Data Director. The Director of Early Childhood Education will serve as the Test Coordinator for pre-kindergarten and the Parents as Teachers Program screening and assessment. Also, Special School District staff will serve as the Test Coordinator for the Missouri Assessment Program Alternate (MAP-A) assessments.

Professional Development

The District Assessment and Data Director along with building level test coordinators and building level coaches are responsible for organizing professional development for all district staff on standardized testing to ensure skilled administration of tests in an appropriate test environment, coordination of testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels.

Professional development will be provided for counselors and coaches prior to each district testing window. Professional development will include discussion of the testing calendar, updates on procedures for administering tests, test security in school buildings, parent notification, procedures for returning materials, test-taking strategies for students and information on the interpretation and use of test results. Counselors and appointed coaches will conduct building professional development activities for teachers and proctors regarding appropriate test administration procedures and effective teaching of test-taking skills.

Test-Taking Strategies

Building instructional leaders, teachers, and counselors will teach test-taking strategies to ensure that students will be able to do their best to perform within a variety of testing formats. Supplemental materials will be used as well as teacher-made materials. Critical thinking strategies and abstract reasoning will be stressed.

TEST SECURITY AND ADMINISTRATION PRACTICES

Storage of Standardized Testing Materials and Collection Storage

1. Immediately upon receipt of standardized test booklets, the District Assessment and Data Coordinator will count and record the number of booklets/binders received for each grade level.
2. All standardized test booklets purchased by the district or supplied by DESE will be stored in a locked storage facility in the District Central Office/Technology Office. All booklets will remain in this facility at all times except during those times specifically designated for standardized testing in the schools.
3. Only designated personnel will have access to test booklets.
4. No teacher shall have access to test booklets before the designated testing dates.
5. Appropriate measures will be taken by district and building-level test coordinators to insure locked storage of all test materials after delivery to individual buildings.
6. The District Assessment and Data Coordinator will collect all test materials from each building on a designated date following the last day of testing.
7. The District Assessment and Data Coordinator will again inventory all test booklets and answer sheets, record counts and check them against pre-administration counts.
8. Answer sheets will be sorted and packaged by the District Assessment and Data Coordinator and building-level test coordinator according to instructions provided by testing vendor.
9. All testing materials owned by the district will be returned to the Central Office/Technology Office storage facility where they will remain under locked security.

Online Testing Compliance/Accountability/Security Practices

Test examiners are required to follow strict district guidelines for online testing. No test examiner can review test prior to testing nor read any portion of a test during test administration. Exceptions for reading are

granted to students with accommodations. Teachers will not log in using a student's login information. Guidelines for online testing is strictly enforced.

Test Administration

1. Standardized test materials will be delivered to each building in sufficient time before testing to provide for organization and preparation before the test. The building-level test coordinator and district test coordinator will be responsible for recoding the number of test materials per grade level received in the building. Test materials will then be stored in a designated secure area.
2. The building-level test coordinator will code demographic information for non-precoded students one day prior to testing.
3. All materials will be distributed to staff responsible for administering the test immediately prior to testing. Students will not receive test booklets until time for testing to begin.
4. All staff responsible for administering the test will strictly follow the procedures outlined in the test administration manual. Students will be actively monitored during the duration of standardized testing.
5. Attention will be given to ensuring the classroom and building environment provides an appropriate testing setting, reasonably free of distractions and impediments. When necessary, end of period bells will be altered to accommodate the testing schedule.
6. Testing materials will be returned to the building designated secure area immediately after each testing session. Under no circumstances are testing materials left in the teacher's classroom after each testing session.
7. District and building administrators and the building-level test coordinator will move among classrooms and other designated testing areas during test administration to aid in monitoring and to provide assistance as needed.

8. Answer sheets and test booklets will be collected from staff responsible for administering the test in each building immediately following each testing session. The building-level test coordinator will be responsible for counting, organizing according to instructions, and storing test materials in a designated secure area.
9. All district teachers and proctors will be trained on storage and test administration. They will be required to sign the District Declaration Compliance/Accountability/Security form prior to administering any standardized test.

Sanctions against Inappropriate Practices

The following is a list of inappropriate practices, which the district forbids:

1. Copying any part of a standardized test booklet for any reason.
2. Removal of a test booklet from the secure storage area except during test administration and with permission.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test by copying the item from the test verbatim, or coaching or supplying the exact appearance or sequence of answers.
5. Altering a student's response to items on an answer sheet.
6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions or to copy off another's work; or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

8. Any other practice which violates administration procedures established by the test producer and which positively or negatively affects student performance beyond normal instruction or student variance.

If a District staff person is suspected of engaging in any of the aforementioned inappropriate practices, then an immediate investigation will occur. The investigation procedures and participants will be under the supervision of the District Assessment and Data Coordinator and Superintendent. Established due process and appeal procedures will be followed. The Board of Education may assess penalties for a verified inappropriate practice including, but not limited to: written reprimand in personnel file, unpaid suspension from work, or depending upon the nature or impact of such verified inappropriate practices, further actions such as long-term suspension, reassignment of personnel, termination of employment, or petition for removal of licensure.

Accommodations for Students with Disabilities

Jennings believes all students can learn and should have the opportunity to be fairly and thoroughly assessed to measure the depth and degree of their learning. Students receiving special education services, regardless of disability type or severity will receive the appropriate assessment while in attendance in the district. All testing accommodations will be specified in the student's IEP and carried out in accordance with the determined needs of the students. Modifications made during testing and in the classroom material will be based upon the perceived needs of the students represented through their IEP. Whenever possible, the DESE guidelines for accommodations on the MAP will be followed and applied to special education students taking District-wide standardized achievement or other standardized ability tests.

The statutory language of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require students with disabilities to be included in statewide and district assessment programs, with appropriate accommodations where necessary. Jennings will comply with state

and federal laws. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do. Accommodation procedures include adjustments in:

- the assessment setting (for example, testing individually or in a small group);
- how items are presented (for example, oral reading of assessment);
- how students are required to respond (for example, dictation to a scribe);
- timing of the assessment (for example, more frequent breaks during testing).

In order to comply with federal laws and state mandates, Jennings School District has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program:

1. Decisions regarding participation in state-level testing (MAP and MAP EOC)/District-wide standardized testing and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP/MAP-A, EOC in one of three ways:
 - *Subject Area Assessment without Accommodations:* Students with disabilities for whom this option is appropriate would participate in the MAP/MAP EOC/District-wide standardized test subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
 - *Subject Area Assessment with Accommodations:* Students with disabilities for who this option is appropriate would participate in the MAP/MAP EOC/District-wide standardized test subject area assessments, but accommodations or modifications in testing procedures would be made so that their disabilities do not prohibit obtaining an accurate assessment of their performance. Accommodations are allowed if they are based on the student's need, not benefit. Accommodations are not meant to

give students with disabilities an advantage over other students. Accommodations should not change the nature of what is being tested.

- *MAP Alternate Assessment:* A very small number of students with significant disabilities will not be able to participate in the MAP/MAP EOC assessments even with accommodations. These students will participate in the MAP Alternate Assessment.
 - *Exempt from testing:* A very small number of students with significant disabilities will not be able to participate in the standardized test subject area assessments even with accommodation. If there IEP so states, these students may be exempted from participating in specific District-wide standardized tests. According to new DESE guidelines, IEP students may be exempt from some, but not all of the MAP EOCs. This allowance will be reviewed based on student need.
2. Students with disabilities should participate in all subject areas in which they are receiving instruction in the content-oriented Show-Me Standards. Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom. A student should be included in any part of the MAP/MAP EOC for which that student receives instruction, regardless of where that instruction occurs.
 3. *Testing Accommodations for Students with Disabilities:* The Department of Elementary and Secondary Education (DESE) has authorized a set of accommodations that may be implemented in a child's Individualized Educational Plan. DESE, if necessary, may approve additional accommodations. Any accommodations not on the approved list must receive approval from the Department of Elementary and Secondary Education. The student's IEP should verify the use of the accommodations for instruction and other assessments.
 4. The district will report assessment results for students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students (except when such reporting will infringe on the privacy of the student). The district will comply with IDEA guidelines in the reporting of state and district-wide test results.

5. Teachers in each building will study the achievement levels of subgroups of students by Disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.

REPORTING TEST RESULTS

The district shall regularly inform students, parents, other constituents and the general public about its assessment program. Information shall include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing (group achievement test data), changes in scores from previous years, and plans for utilizing test results to improve instructions.

The district believes it is imperative to use data as a means of making decision for instruction, assessment, programs, policies, and student placement. All types of data-aggregated, disaggregated, standardized, and observations, are reviewed regularly. In order to ensure that the results of analyzing data are being used to make needed changes for all subpopulations, each school is required to develop a School Improvement Plan and discuss assessment results during data team meetings.

Prior to start of school principals, teachers, and district personnel are provided with their MAP school and student data reports, longitudinal summary reports, itemized data analysis reports, teacher/team based summary reports, and disaggregated summary reports. In addition, our data warehouse system allows staff to run many different types of longitudinal, disaggregated, and specialized reports based on fall classroom/team enrollments.

The individuals involved in the data analysis process will include, but are not limited to, administrators, curriculum coordinators, guidance personnel, and teachers. Efforts are made to include students where possible. The types of data to be analyzed will include classroom assessments, observations, state and district-wide tests, dropout data/persistence to graduation, and post-graduation studies with most disaggregated based on demographics, etc. The Assessment Office produces or facilitates production of many of these data analysis reports.

All results are used to adjust instructional practices and curriculum while identifying research based instructional practices that improve instructions. The results are also used to assist in determining future staff development activities.

DISTRICT ASSESSMENTS

The following tables list the various types of assessments and screenings conducted on a district-wide level with the Jennings School District. The tables do not include specialized test given on an individual basis, due to specific needs.

Grades/Age	Assessment	Purpose	Dissemination/Use of Results	Assessment Window (s)
3-8 & High School/ 3 time per year	<i>Engrade</i>	To prepare students for the MAP assessment while predicting the student's MAP performance; measures student growth within and across year. Supports both interim and formative district wide assessments; created by vendor.	Instructional Leaders and Teacher teams use results in building level data team process to plan instruction and identify intervention for individual student needs.	September, December, and February
All 11th grade Spring Administration; 12th grade monthly option	<i>ACT</i>	Measures high school students' general educational development and their capability to complete college-level work in four skill areas: English, mathematics, reading, and science.	Results are used by schools and colleges to help make admissions decisions. Also, counselors use results to assist with placing students in intervention courses to maintain additional assistance.	Spring

3-6/ 3 times per year (option)	<i>AIMSweb Progress-Monitoring Benchmark System</i>	Used by Special School District for students with IEPs to benchmark, set goals to close the gap, and progress monitor.	Building instructional leaders and teachers use the results to intervene and provide tier intervention for students with IEPs.	As needed
11, 12/monthly	<i>Armed Services Vocational Abilities Battery (ASVAB)</i>	Identify areas of aptitude and interest in preparation for attending college or seeking other specialized training; especially associated with military training	Results are used by counselors to help advise students on post high school training and career decisions.	Fall & Spring
Ages 4-6/3 times per year	<i>Developmental Indicators for Assessment of Learning Third Edition (DIAL-3)</i>	To help parents gain a clearer understanding of their children's individual strengths and areas in which they may be less skilled; to provide developmental context for gauging children's growth.	Parents are given a copy of a developmental screening report and are provided with resource materials and recommendations based on the screening results. The PAT parent educator may further discuss screening results during a home visit with the family.	Fall, Spring, & Summer
1-High School/2-3 times per year	<i>Scholastic Reading Inventory (SRI)</i>	Reading assessment program that provides immediate, actionable data on students' reading levels and growth over time.	Teacher teams use results in building level learning support meetings as one source of data to identify students who may be in need of supplemental literacy support. Serves as diagnostic reading assessment data used in classroom instructional planning.	Fall, Spring, & As needed

3-6/as needed	<i>Jerry Johns' Basic Reading Inventory (as needed)</i>	Used by Special School District for select students with IEPs to assess reading rate, accuracy, and prosody.	Teachers use results to assist students with reading fluency by providing reading interventions to special needs students.	As needed
3-8/once per year	<i>Missouri Assessment Program (MAP)/(MAP-A)</i>	Grade-Level standards-based test are given annually each spring in communication arts and mathematics for grades 3-8, and science for grades 5 and 8 to assess students' progress toward mastery of the MO Learning Standards. The assessment also includes sections from the TerraNova survey, a national norm-referenced test, which shows how well students are performing, compared to their peers across the country. The MAP-Alternate is a portfolio-based assessment that measures student performance based on alternate achievement standards. MAP-A is designed only for students with significant cognitive disabilities who meet grade level and eligibility criteria.	Teacher teams use results in data teams as one source of data to identify students who need additional intervention. The District uses results to determine grade level skill deficits, school instructional needs, teacher instructional needs, and results for the Annual Performance standards.	Spring

<p>9-12/2 times per year as required</p>	<p><i>End-of-Course (EOC)</i></p>	<p>End-of-Course (EOC) Assessments are criterion-referenced tests that are delivered to middle and high school students when the Course-Level Expectations for a particular course have been covered. English II, Algebra I, Biology, and Government are required EOC Assessments for all students to satisfy the requirements of the Show-Me-Standards. Four other EOC assessments are optional this year: English I, Algebra II, Geometry, and American History.</p>	<p>Teacher teams use results in data teams as one source of data to identify students who need additional intervention. The District uses results to determine grade level skill deficits, school instructional needs and results for the Annual Performance standards.</p>	<p>Fall (Select Students) & Spring</p>
<p>Once per year</p>	<p><i>Physical Fitness Assessment</i></p>	<p>Students are tested on their aerobic capacity, abdominal strength, upper body strength, and flexibility</p>	<p>The assessment uses the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness for students to live a healthy lifestyle.</p>	<p>Spring</p>