



RAYTOWN
QUALITY
SCHOOLS
Expect the Exceptional

**District Assessment Plan
2022-2023**



Raytown Quality Schools Assessment Plan 2022-2023

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Definition, Purpose, and Goals:

This Assessment Plan has been written in accordance with Board of Education Policy IL-1 (Appendix A) and meets with the requirements set by this policy and state and federal guidelines and practices.

The University of Oregon defines assessment as:

“...the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”

Therefore, any assessment given to a student should be used for the purpose of improving student achievement. Assessment is presented in three forms: diagnostic, summative and formative.

- **Diagnostic Assessment:** Assessment for *Evaluation*:
 - Results from diagnostic assessments can be used to screen, place or diagnose student performance or ability for the purpose of placement in a program or group or for information to enhance the educational experience for the student.

- **Summative Assessment:** Assessment of *Learning*:
 - Results from summative assessment can be used to adjust district curriculum and/or audit student achievement. Summative data is information provided after the fact and is usually not results from students currently in the classroom. Summative assessment data is reported in either cohort or program form. Cohort data results show learning over time by the same group of students year to year on the same test. Program data compares results on the same test taken by a different group of students each year. Examples of summative assessment would be the state mandated Grade Level Assessment (GLA) tests given in grades three through eight and the End of Course (EOC) exams given at the high school level.
 - The Missouri Department of Elementary and Secondary Education (DESE) and federal government also use summative assessment results to determine Accreditation, Accountability, and placement results on the Annual Performance Reports (APR/State) or Adequate Yearly Progress (AYP/Federal No Child Left Behind - NCLB)

- **Formative Assessment:** Assessment *for* Learning:
 - Results from formative assessment can be used to inform or adjust instruction in the classroom. Formative assessments produce “real time” data for the students currently in the classroom. Formative assessments are an integral part of the teaching, learning, and DRT (data review team) processes and are influenced by student need and teacher feedback.



The Raytown C-2 School District's goals for the use of and results from assessment are:

- Utilizing standardized assessment in the instructional setting to allow for accurate and useful data to inform instruction
- To provide accurate and timely assessment results to facilitate appropriate placement in programs and/or groups for learning
- To instruct all staff in effective and accurate review, analysis and planning through the use of assessment results
- Provide all students the opportunity to benefit from effective assessment in learning, self-direction, and in planning for their future.



District Assessments by Program, Grades, and/or Content Area

Preschool Screening Assessments

Assessment & Purpose (District Assessments)	3 mos - 36 mos	Three - Four	Four - Kdg Entry
Ages and Stages: to identify potential problems in the areas of language, cognitive, fine motor, gross motor and personal/social development	X		
DIAL IV: to identify young children in need of further diagnostic assessment. This test assesses motoric, conceptual, and language behaviors demonstrated by children from the ages of three years to six years and 11 months. This test is administered individually.		X	X
Parent Questionnaire (adapted from Parents As Teachers Manual): to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, appearance of eyes, responsiveness to stimuli, immunizations, adaptive behavior, etc.	X		
Parent Questionnaire (adapted from DIAL IV parent questionnaire): to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, immunizations, adaptive behavior		X	X
Hearing Observation: to assess ability to respond to sounds of different frequencies in different locations	X		
Tympanometry: to identify potential problems in the middle ear	X	optional	optional
Pure Tone Audiometry: to screen for possible deficits in hearing acuity		X	X
Functional Assessment of Vision including alternate cover testing: to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching	X	X	X
Lighthouse Flash Cards: to screen for possible deficits in visual acuity when appropriate		X	X
Physical Measurement: to compare height, weight, and head circumference to expected standards (available to all)	X	X	X
Dental Check: to identify possible problems with teeth or gums	X	X	X



Testing Conditions and Personnel

Screenings are conducted through the school year by a multidisciplinary team which may include parent educators, early childhood teachers, speech clinicians, special educators, school nurses, and parent volunteers.

Utilization of Results

The screening team will meet to discuss test results and determine the appropriate course of action for each child. If a child appears to be having difficulty, they will be referred to the appropriate persons for further assessment. Results of screenings will be used to help plan further evaluation in the following manner:

- Results for children scoring exceedingly low on standardized instruments and who are observed and/or reported by parents to be experiencing difficulty will be shared with New Trails Early Learning Center and the child might eventually be placed in the school's preschool program for children with disabilities
- Children screening low in the vision, hearing or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become a part of the multidisciplinary approach.
- Screening results will be forwarded to teachers in the District's preschool program for instruction use.
- Kindergarten age students who appear to be functioning well above average (at or above the 95th percentile, particularly in the area of language) may have these results considered, along with parent and teacher observations and classroom performance, for possible referral to the Challenge (gifted) program.

Dissemination of Results

Results of screenings will be shared with parents and other appropriate individuals. A conference will be held with each child's parent or guardian to discuss results and suggest activities which may help to further the child's development. All parents will be given information about the District's Parents As Teachers Program. Following screenings, parent educators will provide opportunities for parents to attend meetings that discuss child development and suggest activities that can be done in the home to promote development. Appropriate screening results will also be forwarded to the appropriate preschool teacher for instructional use.

Professional Learning

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for those who have participated in previous screenings. Those team members responsible for meeting with parents will receive training in parent conference skills and techniques.



Elementary: K - 5

Assessment & Purpose (District Assessments)	K	1	2	3	4	5
Vision/Hearing/Health Screen: to screen for possible disorders in hearing and visual acuity and functional assessment and health.	X	X	X	X	X	X
District-Developed Kindergarten Progress Report(updated each quarter): to assess the attainment of skills and Missouri Learning Standards taught in each grade level and includes the areas of reading readiness, math readiness, art, music, physical education, study skills, and emotional and social development. This progress report includes teacher observations and informal evaluation of classroom performance.	X					
District-Developed Progress Report (updated each quarter): to assess the attainment of skills and Missouri Learning Standards taught in first grade and includes the areas of language arts (reading, English, spelling), math, social studies, science, handwriting, art, music, physical education, social development, and work habits. This progress report includes teacher observations and informal evaluation of classroom performance.		X	X	X	X	X
Informal observation, evaluation of classroom performance, diagnostic teaching: to provide information about behavior, health, academic performance, learning, and cognition.	X	X	X	X	X	X
Individual Intelligence Tests (as appropriate to meet individual needs): to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.	X	X	X	X	X	X
ESGI Screening Assessments: allows teachers to maintain anecdotal notes about student foundational skills, such as rote counting to 5, writing their numbers, counting syllables, letter identification, sounds/phonemic and phonological awareness. Assists in identifying potential students who may receive additional support through the RTI (response to intervention) process.	X	X				
NWEA MAP Growth (Reading & Math): a benchmark assessment given three times a year to assess student growth in reading and math.			X	X	X	X
NNAT3: (as appropriate to meet individual needs) a nonverbal measure of general ability.	X	X	X	X	X	X



Elementary: K - 5

Assessment & Purpose (State Assessments) <i>Required by DESE as part of the Missouri Assessment Program (MAP)</i>	K	1	2	3	4	5
Grade Level Assessment (GLA) : to evaluate individual student performance on the Show Me Standards. English Language Arts and Math are administered in 3rd - 5th Grade. Science is administered in 5th Grade.				X	X	X
ACCESS for English Language Learners (ELL) :to measure English language learners' social and academic proficiency in English.	X	X	X	X	X	X
WIDA Screener for English Language Learners (ELL) : to assist in determining whether or not a student is a candidate for English Language Development services.	X	X	X	X	X	X
MAP-A (Dynamic Learning MAPS) : to evaluate students with the most significant cognitive disabilities who meet grade level and eligibility criteria determined by the student's Individualized Education Program (IEP) team. It is administered twice a year, with one instructional window in the fall/winter and one summative window in the spring.				X	X	X
National Assessment of Educational Progress (NAEP)-at selected schools only: to measure student achievement according to federal guidelines. Only schools selected by the federal government are administered the NAEP.					X	

Testing Conditions and Personnel

Vision, hearing, and health screenings can be conducted by the school nurse or other agencies with whom the District has an agreement, such as Score one for Health or Cerner. These screenings may also be requested at any time throughout the school year or through an approved evaluation plan as part of the special education process.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

The Director of Assessment will be responsible for ordering testing materials, distributing the materials, and coordinating district-wide test administration. Building counselors will coordinate the administration of the Missouri Assessment Program in the appropriate grade levels during the state mandated testing window. All state requirements will be followed and closely monitored. Classroom teachers will be responsible for the administration of these assessments to their students. Every effort will be made to ensure that the testing environment is comfortable and free of distraction. IEP, 504, and English Learners who require modifications in testing will be grouped according to their individual plans. Tests for these students will be administered in accordance with their modification specifications.



Utilization of Results

Results of assessments will be used to help plan instruction and further evaluation in the following manner:

- Children screening low in the vision, hearing or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become a part of the multidisciplinary approach.
- Results of the District-Developed Progress Report will be used by classroom teachers to assist in planning instruction for students through the year. These results will aid in the evaluation of the current curriculum and planning instructional needs of students as they progress through each grade level.
- The results may be used for individual students in planning for alternative strategies and potential referral for Challenge (gifted program) or special education services.
- ESGI (grades K-1) and NWEA (grades 2-5) assessments and results are utilized to plan instruction for students, identify students who may need additional assistance through our RTI procedures by participation in Title I reading or math support, and provide data for additional evaluations of the student as needed.
- Individual Intelligence Test results along with other assessment outcomes will be used to determine if students qualify for Challenge or special education services. Parent approval is required.
- Results of the ACCESS for ELL and WIDA Screener will be used to determine student eligibility for English Language Development services.
- MAP (GLA, ACCESS, MAP-A) results will be used to evaluate curriculum and instruction at the classroom, building, and district levels. These results also assist in guidance and counseling planning for students, as well as, to aid in the screening, selection, and support of students in special programs.
- Results of the NAEP will be used by the U. S. Government to measure and evaluate student achievement.

Dissemination of Results

Teachers will provide parents with grade level expectations each fall. These correspond to the progress report that goes home at the end of each quarter.

Parents will be notified of the state MAP assessment windows, when test results have been provided to the district by the state, and receive test results during fall parent-teacher conferences. Assessment results can also be viewed, once released by the state, within the district's parent portal.

District state MAP assessment data will be reported to the Board of Education and other relevant stakeholders, as well as to the media.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.



Professional Learning

Teachers will receive professional development in curriculum and instruction, data-analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Chief Executive Academic Officer.

The Director of Assessment will attend annual in-services provided DESE regarding testing updates and procedures. The Director of Assessment will provide training for building administrators and test coordinators to ensure compliance with DESE and District test administration procedures and policies.



Secondary: 6 - 12

Assessment & Purpose (District Assessments)	6	7	8	9	10	11	12
Vision/Hearing/Health Screen: to screen for possible disorders in hearing and visual acuity and functional assessment and health.	X	X	X	X	X	X	X
Informal observation, evaluation of classroom performance, diagnostic teaching: to provide information about behavior, health, academic performance, learning, and cognition.	X	X	X	X	X	X	X
District-Developed Progress Report (updated each trimester): to assess the attainment of skills and Missouri Learning Standards taught in first grade and includes the areas of language arts (reading, English, spelling), math, social studies, science, art, music, physical education, social development, and work habits. This progress report includes teacher observations and informal evaluation of classroom performance.	X	X	X	X	X	X	X
Individual Intelligence Tests (as appropriate to meet individual needs): to assess the individual mental ability of students and to assist in their appropriate placement in special programs as appropriate.	X	X	X	X	X	X	X
District-Created Benchmark Assessments-Grades 6-11: to evaluate individual student performance in communication arts, math, and science. Assessments are aligned to grade level or course level expectations and are administered three times a year: fall, winter, and spring.	X	X	X	X	X	X	
NWEA MAP Growth (Reading & Math): a benchmark assessment given three times a year to assess student growth in reading and math.	X	X	X	X	X	X	
Industry Recognized Certification – Herndon Career Center: to assess and certify that students have completed minimum requirements for transition from school to work, providing students with needed certification for immediate employment.						X	X
ACTLF Assessment of Performance toward Proficiency in Languages (AAPPL): to measure student language proficiency in a Language Other Than English in the domains of reading, writing, listening, and speaking; it is a DESE approved assessment for the Missouri Seal of Biliteracy program.							X
ACCUPLACER: evaluates students' skills in reading, writing, and math to help college administrators place them in courses that match their skills and is used for placement in some dual credit courses.							X
ACT WorkKeys: assesses essential workplace skills through three subtests (applied math, workplace documents, graphic literacy) and allows students to earn a National Career Readiness Certificate.							X



Secondary: 6 - 12

Assessment & Purpose (State Assessments) <i>Required by DESE as part of the Missouri Assessment Program (MAP)</i>	6	7	8	9	10	11	12
Grade Level Assessment (GLA) : to evaluate individual student performance on the Show Me Standards. English Language Arts and Math are administered in 6th - 8th Grade. Science in 8th Grade.							
End of Course Exams (EOC) - to evaluate individual student performance on the Show Me Standards and Course Level Expectations in Algebra I, Biology, English II, Government, and Algebra II.			X	X	X	X	X
ACCESS for English Language Learners (ELL) :to measure English language learners’ social and academic proficiency in English.	X	X	X	X	X	X	X
WIDA Screener for English Language Learners (ELL) : to assist in determining whether or not a student is a candidate for English Language Development services.	X	X	X	X	X	X	X
MAP-A (Dynamic Learning MAPS) : to evaluate students with the most significant cognitive disabilities who meet grade level and eligibility criteria determined by the student’s Individualized Education Program (IEP) team. It is administered twice a year, instruction window fall/winter and summative window in the spring.	X	X	X			X	
National Assessment of Educational Progress (NAEP)-at selected schools only : to measure student achievement according to federal guidelines. Only schools selected by the federal government are administered the NAEP.			X				X
Assessment & Purpose (Optional Assessments:Student pays for testing fees.)	6	7	8	9	10	11	12
Preliminary Scholastic Aptitude Test (PSAT)-Grades 9-12 as appropriate to meet individual student needs : provide test-taking practice for the SAT and the opportunity to qualify for the National Merit Scholarship Program.				X	X	X	X
Scholastic Aptitude Test (SAT) 9-12 as appropriate to meet individual student needs : to partially satisfy college entrance requirements.				X	X	X	X
American College Test (ACT)-Grades 9-12 as appropriate to meet individual student needs : to partially satisfy college entrance requirements.				X	X	X	X
Advanced Placement Exams-Grades 9-12 as appropriate to meet individual student needs : offered to high school students in the areas of U.S. history, European history, statistics, studio art, music theory, calculus, and biology.				X	X	X	X



Testing Conditions and Personnel

Vision, hearing, and health screenings will be conducted by the school nurse.

All appropriate staff will be responsible for assisting in monitoring student progress, generating alternative strategies, developing differentiated instructional lessons, making referral for evaluation for special programs, and participating in multidisciplinary teams for individual students as appropriate.

The Director of Assessment will be responsible for ordering testing materials, distributing the materials, and coordinating district-wide test administration. Building counselors at the middle schools and assistant principals at the high schools will coordinate the administration of the Missouri Assessment Program in the appropriate grade levels during the state mandated testing window. All state requirements will be followed and closely monitored. Classroom teachers will be responsible for the administration of these assessments to their students. Every effort will be made to ensure that the testing environment is comfortable and free of distraction. IEP, 504, and English Learners who require modifications in testing will be grouped according to their individual plans. Tests for these students will be administered in accordance with their modification specifications.

Building counselors will be responsible for ensuring that students are aware of the opportunity to take optional tests, and for administering the tests according to district guidelines.

Utilization of Results

Results of assessments will be used to help plan instruction and further evaluation in the following manner:

- Results of vision/hearing/health screen will be reported to parents and any area of concern will be referred to the parents for further evaluation as appropriate.
- Results of Informal Observations and the District-Developed Sixth-Twelfth Grade Progress Report will be used by teachers to assist in planning instruction for students throughout the year. These results will also aid in the evaluation of current curriculum. The results may be used for individual students in planning for alternative strategies and possible referral special educational services.
- Individual Intelligence Tests results along with other assessment outcomes will be used to determine if students qualify for special educational services. Parent approval is required.
- MAP results will be used in the evaluation of the district's curriculum alignment to the Missouri Learning Standards. Each teacher will use test results to set goals for the following year. Remediation will be provided for students scoring at Basic or Below Basic.
- Results of district created benchmark assessment will be used to evaluate curriculum and to determine if students are mastering benchmark objectives. Teachers will use this information in planning future instructional strategies and content.
- Results of the NWEA MAP Growth Reading and Math assessments will be used for placement in Differentiated Reading and Math Academy, remedial programs designed to improve student achievement.



- Results of the PSAT, ACT, SAT, and Advanced Placement Exams will be used to fulfill college placement and scholarship requirements. Results will be used to review and revise curriculum and evaluate instructional effectiveness.
- Results of the ACT WORKKEYS tests are designed to assist students with initial college placement decisions as well as provide students who score high enough with a National Career Readiness Certificate
- Results of the ACCUPLACER are designed to assist colleges assess and place students in courses that match their skills and are used for placement in some dual credit courses at the high school level.
- MAP (GLA, EOC, ACCESS, MAP-A) results will be used to evaluate curriculum and instruction at the classroom, building, and district levels. These results also assist in guidance and counseling planning for students, as well as, to aid in the screening, selection, and support of students in special programs.
- Results of the NAEP will be used by the U. S. Government to measure and evaluate student achievement.
- Results of Industry Recognized Credentials, Technical Skill Attainment, and Stackable Credentials will be used to determine student eligibility for the Career & Technical Education Certificate in addition to Perkins and state accountability measures.
- Results of the AAPPL will be used as one portion of qualifying scores for students seeking the Missouri Seal of Biliteracy award.

Dissemination of Results

Teachers will provide parents with grade level expectations for each class at parent night at the middle school level. Students at the high school level are provided with a list of competencies for each class in which they enroll. These lists reflect curriculum alignment to the Show Me Standards, and they correspond to the progress report that goes home at the end of each six week period.

Parents will be notified of the state MAP assessment windows, when test results have been provided to the district by the state, and receive test results during fall parent-teacher conferences. Assessment results can also be viewed, once released by the state, within the district's parent portal.

District state MAP assessment data will be reported to the Board of Education and other relevant stakeholders, as well as to the media.

Parents whose children are referred for any special program will be consulted for testing approval and informed of the testing results.

Counselors and teachers will be responsible for going over test results with students. This may be done individually or in groups.

During the eighth and the beginning of ninth grade, counselors will meet with students through classroom presentations and then individually to develop an individual career and academic plan (ICAP). Test results, grade interests, and student preferences will be taken into account. Follow-up classroom presentations with students will focus specifically on college or job application skills. Parents/guardians, students, and counselors will review the ICAP based on updated information and interests and sign off on it annually.



Professional Learning

Teachers will receive professional development in curriculum and instruction, data-analysis, response to intervention, differentiated instruction, and positive behavior skills throughout the year from various district representatives including Curriculum Coordinators, Teacher Leaders, Building Principals, and the Chief Executive Academic Officer.

The Director of Assessment will attend annual in-services provided DESE regarding testing updates and procedures. The Director of Assessment will provide training for building administrators and test coordinators to ensure compliance with DESE and District test administration procedures and policies.

High School Building Counselors will attend workshops regarding college entrance requirements or changes in college entrance exams and requirements.

Teachers will receive periodic updated training in parent conference skills. In-service will be provided for all staff that focuses on recognizing children with special needs. Specific information is also offered regarding the referral process for assessing any special needs.

Career and Technical Education teachers will receive training in regards to Industry Recognized Credentials, Technical Skill Attainment, and Stackable Credentials as necessary.

Policy IL-1: ASSESSMENT PROGRAM

Status: ADOPTED

Original Adopted Date: 07/01/2007 | **Last Revised Date:** 03/11/2019

(K-12 Districts)

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - ▶ Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - ▶ Help the professional staff formulate and recommend instructional policy.
 - ▶ Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.

5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method or combination of methods of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

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Policy IIA: TEST INTEGRITY AND SECURITY

Status: ADOPTED

Original Adopted Date: 07/01/2007 | **Last Revised Date:** 02/09/2015

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, downloaded, stored electronically, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.

6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators, dictionaries, thesauri, manipulatives or reference sheets when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked room or cabinet in the school building, but outside the classroom.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space and/or a physical barrier between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.

3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.
10. Sharing and/or using another user ID and password. A user will not be responsible for theft of IDs or passwords, but may be responsible if the theft was the result of user negligence.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators, test coordinators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.



Raytown C-2 School District

District Assessment Calendar Overview

2022-2023

Assessment	Grades	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
AAPPL	12						21 → 31			
ACCUPLACER	12		12							
ACT	9-12	10	22		10		11		15	
Advanced Math Testing	5 & 7						21 → 10			
AP (varies by test)	11 - 12									1 - 12
EOC (End of Course Exams)	8 - 12				5 - 9				26 → 5	
ESGI Reading & Math Screener	PK -1	1 - 20				9 - 31				8 - 19
GLA (Grade Level Assessments)	3 - 8								17 - 28	
HSTW Assessment	11 - 12					11 - 27				
IRC/TSA Exams	12			28 → 2					3 - 21	
MAP-A (Instructional)	3 - 8, 11	12	→		9					
MAP-A (Summative)	3 - 8, 11						6	→		12
NAEP (TBD if selected)	4,8,12									
NOCTI, NCCT, ESCO, Skills Connect	9-12	19 - 30								
NWEA Reading & Math	2 - 11	6 - 20				9 - 31				8 - 19
PSAT	10		12							
TSA, Marketing, Finance, FCS	9 - 12			28 - 29					19 - 21 26 - 28	
WIDA/ACCESS for ELL	K - 12					9	→	3		