

Evaluation & Testing Plan

Council Bluffs Community School District

Teaching & Learning Department
300 West Broadway, Suite 1600
Council Bluffs, IA

2025-2026



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DISTRICT VISION

District Mission

The mission of the Council Bluffs Community School District is to guarantee that every student graduates with the knowledge, skills and character to become a responsible citizen and to succeed in a changing world by creating a leading-edge, inclusive educational system which provides challenging expectations, diverse experiences, engaging curriculum and innovative teaching within a collaborative, caring community.

Goal 1: Improve academic achievement.

- Students will score in the average, high average or high band on MAP Math, Reading, and Science.*
 - 2026 - 65%
 - 2027 - 68%
 - 2028 - 70%

**Kindergarten students will be assessed using the FastBridge screener rather than MAP.*

- 60% or more of students will achieve their individual growth target on MAP Math, Reading, and Science.
- 100% of students will demonstrate growth as measured by the MAP Math, Reading, and Science.

Goal 2: Guarantee each graduate is future ready.

- 90% of graduates in the class of 2026 will earn a high school diploma and second credential.
- 93% of graduates in the class of 2027 will earn a high school diploma and second credential.
- 95% of graduates in the class of 2028 will earn a high school diploma and second credential.

Goal 3: Provide a successful transition for students entering K, 6th and 9th grades.

- A minimum of 80% of Kindergarten students will score at the expected level on the FastBridge screener.
- A minimum of 90% of 6th grade students will pass all classes.
- A minimum of 90% of 9th grade students will earn 12 or more credits.

Goal 4: Ensure each student is supported and connected.

- 100% of students will report that they have at least one caring adult at their school.
- 85% of students will report that they like school.
- 75% of high school students will participate in extra/co-curricular activities.
- 80% of students will attend school at least 90% of the time.

Strategic Parameters

- Student well-being will always be given the highest priority in decision-making.
- We will maintain safe environments conducive to learning.
- School Improvement Plans must always be consistent with the strategic plans.
- We will not tolerate behavior that demeans or disparages the dignity of any individual.
- No new program or service will be accepted unless it is consistent with the strategic plan, the benefits clearly justify the cost, and provisions are made for professional development and program evaluation.
- No program or service will be retained unless it makes an optimal contribution to achieving the mission and benefits continue to justify the cost.
- We will not tolerate ineffective performance or unprofessional behavior by any staff member.

Philosophical Framework for Evaluation and Testing Design

The Council Bluffs Community School District (CBCSD) is committed to continuous improvement of the teaching and learning process so that students will graduate with the knowledge, skills, concepts, processes and attitudes to function successfully in society.

In CBCSD we believe that:

- Every person is unique and has inherent worth.
- High quality education is a fundamental right of every individual.
- Family experience has a critical impact on the development of the individual.
- Success is a basic human desire that can be fostered and developed.
- Hard work and persistence are essential to achieve full potential.
- Challenging expectations inspire people to reach higher levels of achievement.
- Individuals are responsible for their actions.
- It is the responsibility of each individual to contribute to the betterment of the community.
- Honesty and integrity are vital to build trust and respect within a community.
- Embracing diversity and inclusiveness enriches our community.
- Educated citizens are crucial for a democratic society to thrive.
- The entire community is responsible for the social and educational well-being of its children.
- Change involves risk but is necessary to meet the challenges of the future.

The purpose of the *Council Bluffs Community Schools District Evaluation and Testing Plan* is to provide a framework for development, administration, and analysis of all assessments used in the district. This comprehensive plan provides the structure to ensure quality control of assessment design, internal consistency, and resources necessary to address the district's mission and goals.

The plan also conveys the procedural intent of the district leadership with respect to evaluation and testing. The dissemination of information found in the plan provides clear direction for students, parents, teachers, and administrators, helping them fulfill their role in the design, delivery, monitoring, and evaluation of assessments.

Goals and Guiding Principles

The purpose of the Council Bluffs Community School District Assessment Plan is to improve the academic achievement of each student in the District by organizing an assessment system that is aligned to state and district standards and that provides information to teachers and administrators for the purpose of improving student learning.

Goals

The goals of the evaluation and testing plan are to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students;
- Assist parents in understanding their child's achievement of academic standards;
- Establish goals for professional development;
- Provide information to assist curriculum committees in evaluating curriculum; and
- Provide information to administrators for evaluating progress toward improving student learning.

Guiding Principles

Assessments are tools that provide data to help complete a picture of performance (both growth and achievement) for a student, a school, and a district. District staff study and use the data to transform it into information to make appropriate decisions about instruction and learning. The assessments that are used in the District adhere to a common set of guiding principles or shared assumptions. These guiding principles provide a focus for developing assessment instruments, determining assessment practices, and using assessment results to improve student learning.

1. The assessment system should reflect the grade level expectations and course level expectations of the district curriculum.
 - The district curriculum is aligned with Iowa Core Curriculum and appropriate National Standards for each grade level and each core curriculum area.
2. The assessment system should support and contribute to student learning and performance as well as instructional improvements.
 - Teachers use assessment data to create instructional focus for the class and for the individual students, including those students with special needs.
 - Teachers use assessment data to support and validate student proficiency and progress toward proficiency as well as varying levels beyond proficiency.

- Teachers monitor student progress over time through assessments. Students and parents use assessments that provide individual and comparative information to assist them in reaching student educational goals.
 - Assessments will be used as a screening tool for students who may have special needs (i.e., special education and gifted and talented).
 - District staff use assessment data to evaluate instructional programs. These data provide valuable insights to curriculum development.
 - District staff monitor proficiency levels of student achievement through assessment data.
 - District staff monitor growth of student achievement through assessment data.
 - School staff use achievement profiles, derived from assessment data, for school improvement.
3. The assessment system should be an open process.
- The Board of Education and the school community are informed about the quality of educational programs and student learning through assessment reports.
 - The school community will be informed about the quality of educational programs and student learning. Such reports will compare aggregated data to compare district, state and national programs.
 - Assessment and evaluation are processes that evolve and change over time. Therefore, we continually seek to improve the ways in which we assess
 - students and the means by which we communicate and use assessment results.
4. The assessment system should provide all students with equitable opportunities to learn.
- No single assessment or assessment type provides a complete picture of what students know and can do; therefore, district assessments will provide information about student knowledge and skills through a variety of indicators of student achievement.
 - All district students will have the opportunity to learn district standards.
5. The assessment system should be a continuous PreK-12 process.
- District staff monitor proficiency levels of student achievement through assessment data.
 - School staff use achievement profiles, derived from assessment data, for school improvement.
 - Assessments within the system must provide quality data. Widely recognized standards of quality guide the selection of publishers' tests and the development of standardized district created assessments. These standards include: meaningfulness, technical rigor, generalizability, cost effectiveness, and confidentiality.

- The district will provide resources and support for accessing assessment reports, training and information so teachers, principals and administrators understand and use assessment information to make instructional decisions.
- The district will provide ongoing assessment feedback that is accurate, clear, concise and timely to support the informed professional judgments of teachers.

Roles and Responsibilities

All district staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified as it relates to curriculum and assessment process. Please note that responsibilities listed below only pertain to the management of testing and evaluation.

Board of Education

The Board will:

- Establish policies to direct and support ongoing evaluation and testing development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of assessments;
- Authorize the implementation and review of a strategic plan for the district that identifies community expectations of curriculum;
- Communicate to constituents the Board's curricular expectations.

Superintendent

The Superintendent will:

- Implement board policies related to curriculum and assessment;
- Oversee the work of district staff in accomplishing their responsibilities;
- Monitor and report on progress toward district goals.

Chief Academic Officer and District Staff in the Department of Teaching and Learning

The Department will:

- Ensure that a master long-range plan is in place for development, revisions, and student assessment;
- Implement the master long-range plan, providing technical and expert assistance as required;
- Facilitate development of assessments using teacher teams;
- Provide district-wide professional development needed to implement assessments;
- Provide materials and design instructional programs that help ensure that curriculum and assessments impact student achievement;

- Support principals and teachers in their roles of as they implement, monitor progress, and provide professional development;
- Provide technical support for effective administration and analysis of assessments;
- Provide support for analysis and interpretation of assessment data.
- Work with the Communications Department to monitor social media sites for possible breaches to test security

Principals

Principals will:

- Develop a working knowledge of the curriculum content for all subjects/ courses to effectively monitor delivery of the curriculum;
- Develop a school improvement plan (SIP) and supporting professional development plan (PD) that aligns with district's goals and strategic plan;
- Facilitate understanding of curriculum and assessments by implementing the district's learning team cycle to fidelity;
- Monitor improvement efforts through the SIP and PD plans using the following basic strategies;
 - Walkthroughs
 - Mini observations
 - Implementation studies
 - Learning walks in collaboration with district leadership
- Ensure effective instructional delivery;
- Facilitate and participate in professional development;
- Participate in an annual data review with Executive Cabinet;
- Collaborate with Teaching & Learning Department Directors in analysis and progress monitoring of implementation and impact data related to the SIP
- Work with teams to review and interpret assessment data, set goals and plan for continuous improvement of achievement (MTSS process);
- Ensure that student progress in achievement is reported regularly to parents in an understandable manner.
- Work with the Communications Department and other district staff to monitor social media sites for possible breaches to test security

Teachers

Teachers will:

- Deliver the district curriculum, using district adopted instructional models;
- Actively participate in the Collaborative Team process using the four critical questions of a PLC;
- Use formative measures to monitor and adjust instruction;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate progress to students, parents, and others as appropriate;
- Utilize appropriate tools and resources, including, but not limited to technology in order to provide transformative experiences for students;
- Actively participate in building and district professional development opportunities.

- Work with the Principal to monitor social media sites for possible breaches to test security

Students

Students will:

- Be an active partner in the learning and assessment process;
- Exhibit behavior that is conducive to learning for self and others;
- Regularly self assess and utilize self regulation behaviors.

Parents

Parents will:

- Be valued partners in the learning process;
- Support the development of academic, communication, life, and technology skills.

PROCESSES

Evaluation and Testing Timeline

Annually there are activities that need to occur in order to ensure implementation of the processes in this plan. Following is an outline of the activities conducted throughout the school year.

Prior to the Start of Each Year

District Level

- Review testing plan
- Identify modifications needed to meet state and local requirements, student needs and program evaluation
- Select, modify or develop assessments [if needed] to meet requirements and needs
- Update test administration calendar
- Provide professional development for district and building administrators on the following topics:
 - Review Testing Plan
 - Review data from prior year(s)
 - Determine training/discussion sessions with teachers on using assessment results and/or new assessments

Building Level

- Develop school portfolio and participate in data review
- Modify building school improvement plan as needed based on evidence from Data review
- Conduct leadership retreats to share data and revise SIP

Start of the School Year

District Level

- Present revised plan to School Board for approval
- Provide training for teachers new to the district on district assessments

Building Level

- Provide building level professional development to all instructional staff on testing program
 - Assessments
 - Timeline
 - Test Security
 - Test administration procedures
 - Utilization of test results

Throughout the School Year

District Level

- Monitor implementation of SIP plans
- Facilitate Data Reviews (building principals and Executive Cabinet)
- Monitor and support administration of all assessments
- Generate reports for building use
- Develop on-line assessment programs' capabilities to support efficient and effective administration practices
- Utilize assessment results to monitor and adjust curriculum

Building Level

- Implement building School Improvement Plans (SIP)
- Incorporate test-taking instruction activities into everyday learning experiences for students
- Administer assessments
- Develop and use formative assessments as part of the Collaborative Team process
- Utilize test results to monitor and adjust instruction
 - Review individual and group performance
 - Plan improvement of individual and group performance by modifying/changing instructional emphasis, teaching strategies and instructional materials [specifics noted in School Improvement Plans]

End of School Year

District Level

- Evaluate the effectiveness of the instructional program through the identification of...

- Long-range trends
- Instructional priorities and needs
- Staff development needs
- Budget needs and priorities
- Alignment to goals for improvement with district Strategic Plan
- Modify district plans/programs to address needs and priorities based on data analysis
- Disseminate state assessment reports
- Prepare annual report(s):
 - Administration
 - School Board
 - Parents
 - Public

Building Level

- Analyze state assessment results
- Incorporate strategies for improvement based on data analysis into building level School Improvement Plan for new school year

District Assessment Design Process

Philosophy

District assessments must be an ongoing, systematic, standards-based measure of student learning. Information about student learning and development will inform instruction, curricular revision, professional development, direct resources and lead to improved student achievement. A clear focus on effective curriculum, instruction, professional development, and learning demands attention to a comprehensive assessment program.

Purpose

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

Student Achievement	Produce information so parents/guardians, students and teachers have a baseline against which to monitor academic progress based on standards identified in each grade level and course.
Instructional Change	To provide data that will assist in the preparation of recommendations for instructional program changes to: <ul style="list-style-type: none"> ● Help teachers with instructional decisions, plans and changes regarding classroom objectives and curriculum implementation. ● Help professional staff formulate and recommend instructional policy.

<p>School and District Evaluation</p>	<p>To provide indicators of the progress of the district toward established goals.</p> <p>Help the Board of Education adopt instructional policies.</p>
<p>Success Indicators</p>	<p>Predict student achievement on outside success indicators (Iowa Statewide Assessment of Student Progress (ISASP))</p> <p>Monitor student progress toward diploma plus one distinction (grades, attendance, MAP)</p>

Content

All content assessed by district-level assessments will directly reflect specific grade-level expectations embedded in the district-approved curriculum for all content areas at all grade-levels.

Format

All district-level assessments will include written response items (constructed response, genre specific writing) aligned to specific grade-level / course level expectations. Selected response items will be used judiciously to assess key curriculum concepts.

Scoring

All written response items will be scored according to a rubric reflecting levels of student proficiency on pre-identified grade-level expectations, content-specific strands, or power standards. Proficiency levels on written response items will be analyzed by teachers in grades K-12 for nearly all assessments

Reporting

All scores on district-level assessments will be reported by *learning domain or grade-level expectation* and proficiency. *Individual readiness for next-level standards are available for teachers and principals in the NWEA MAP Learning Continuum report.* All questions will be directly tied to standards. For each standard a determination will be made regarding proficiency based on the number of questions associated with that standard.

Assessment Overview

Council Bluffs Community School District’s assessment plan includes national and state standardized tests, district assessments and formal and informal diagnostic assessments. Norm Referenced tests (national and state standardized tests) allow the district to evaluate how Council Bluffs students and programs compare with others across the nation and state. Criterion Referenced tests are used to determine if students are mastering learning objectives. Performance tasks give students an opportunity to apply the knowledge they have learned. Formative and other ongoing assessments enable teachers to modify and adjust instruction to meet student needs and to communicate frequently to students how to improve performance.

National and State Assessments

	Iowa Statewide Assessment of Student Progress (ISASP)	English Language Proficiency Assessment for the 21 st Century (ELPA21)	National Assessment of Educational Progress (NAEP)	Measures of Academic Progress (MAP)*	Dynamic Learning Map
Purpose	Provides academic achievement data, used by the state to determine AYP in reading/language/writing as well math and science (grades 5, 8, and 10)	Measures annual progress in English language skills	Measures a sample of students on reading and math targets in order to provide a national comparison of achievement	Determine progress/mastery on Iowa Core Standards in math, reading, and science	Provides academic achievement data, used by the state to determine AYP in reading/language/writing as well math and science (grades 5, 8, and 10)
Administration	Classroom Teachers	ELL teachers	NAEP Proctors	Classroom Teachers	Special Education Teachers
Audience	Students in grades 3-11	ELL students in grade K-12	Randomly selected students in grades 4, 8 and 11	Students in grades 1-11	Students in grades 3-11 with IEPs and on alternate assessment

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Requirements	State requirement-ESSA at grades 3-11	State requirement	State identifies the random sample each year	State requirement	State requirement
Developer	Publisher: Pearson™ and Iowa Testing Programs	In collaboration with Stanford University, National Center for Research on Evaluation, Standards and Student Testing; Council of Chief State School Officers	NAEP™	Northwest Evaluation Association (NWEA)	University of Kansas Center for Research

National and State Assessments - Continued

	Formative Assessment System for Teachers FAST	GOLD	English Language Proficiency Assessment for the 21 st Century (ELPA21) SCREENER and DYNAMIC SCREENER
Purpose	Used as a screener for Kdg as well as progress monitoring for grades K-6	Monitors student progress in 8 learning areas	Screens new students as they enroll into the district as a means of determining services
Administration	Classroom Teachers and Teacher Leaders	Preschool teachers	Teachers of English Language Learners
Audience	All kindergarten students and targeted students in grades 1-12	Preschool 3 and 4-year-olds	New students in K-12
Requirements	State requirement for screening at Kdg; and for progress monitoring at grades K-6	State requirement for preschools using QPPS standards	State requirement
Developer	FastBridge Learning, LLC™	Teaching Strategies™	In collaboration with Stanford University, National Center for Research on Evaluation, Standards and Student

District Assessments

	Formative Assessment System for Teachers FAST	Measures of Academic Progress (MAP)	Content Area Assessments
Purpose	Used as a screener for Kdg as well as progress monitoring for grades K-6	Determine progress/mastery on Iowa Core Standards in math and reading (grades 1-11) and science at grades 5-11	Determine progress/mastery on grade level/ course level expectations on science and social studies
Administration	Classroom Teachers and Teacher Leaders	Classroom teachers	Classroom teachers
Audience	All kindergarten students and targeted students in grades 1-12	Students in grades 1-11	Students in grades K-12
Requirements	State requirement for screening at Kdg; and for progress monitoring at grades K-6	District requirement	District requirement
Developer	FastBridge Learning, LLC™	Northwest Evaluation Association (NWEA)	Council Bluffs Teaching and Learning Department Revision Teams

Professional Development

Philosophy

Professional learning at CBCSD aligns to the Iowa Professional Development Model (IPDM) and is guided by its operating principles. CBCSD focuses on implementation of the Iowa Core (focus on curriculum, instruction, and assessment), the effective use of CBCSD instructional models, and implementation of strategies to support social/emotional growth of students.

Phases

CBCSD uses four phases to help ensure that professional development results in meaningful changes in student achievement. These include; phase 1-planning, phase 2-study, phase 3- large scale implementation, and phase 4- refinement. For a detailed description of each phase refer to the CBCSD Professional Development Plan.

Monitoring and Evaluation Practices

Curriculum and assessments are monitored through a variety of processes conducted both at the district and building level. These processes are designed to ensure that not only is the written curriculum taught, but that it is taught at appropriate levels and that it is effective, resulting in positive changes in student achievement.

Monitoring Practices

District level processes include:

- *Learning Walks*- At least once a year the Chief Academic Officer conducts a learning walk at every school in the district. The purpose of this learning walk is to ensure that district curriculum and assessments are being implemented and that SIP and PD plans are on track.
- *Coaching visits with Principals*- At a minimum of two times a month, the Chiefs of Elementary and Secondary Schools meet with building principals to discuss implementation efforts.
- *District Assessment Administration*- A clearly articulated assessment schedule is published and followed. The Director of Assessment and Data Management follows up with principals if assessments are not administered within designated timelines.
- *Job Alike Professional Learning*- During job alike professional learning led by curriculum specialists, teachers discuss upcoming units of study and provide resources necessary to ensure successful implementation.

Building level processes include:

- *Weekly walkthroughs*- Weekly the building principals conduct walkthroughs through every classroom in their building. The intent of these walkthroughs is to ensure that district curriculum and SIP are being implemented. Principals are given a curriculum overview book developed by the Teaching & Learning Department to help ensure teachers are on pace.
- *Implementation Studies*- Two to three times a year building principals conduct implementation studies around one aspect of curriculum implementation and/or SIP progress.
- *Collaborative Teams*- Grade level/ content area teams meet weekly and follow the PLC process to ensure a common understanding of the academic curriculum and objectives, and how to support students in their understanding of those objectives.
- *One on One Coaching Cycles*- Teachers work with coaches on student centered coaching cycles in order to ensure all students are learning at deep levels.

Evaluation Practices

District level processes include:

- *District Level Benchmarks*- Annually the Departments work collaboratively to provide an analysis of district level improvement data. Updates of progress toward our four strategic goals and associated metrics are reported to the School Board regularly.
- *Data reviews*- Annually the Chief Academic Officer and Chiefs of Secondary and Elementary Schools conduct a data review with building principals. The purpose of this

meeting is to take a “summative” look at all data points in the school in order to determine next steps for school improvement. Further, this process is also carried out on an on-going basis during coaching visits and in which there is a continuous review of data.

- *Curriculum Revision* - Curriculum maps and resources are reviewed annually. A curriculum adoption process is in place to ensure curriculum and assessment are developed, implemented, and evaluated based on five phases.
- *Semester Teaching and Learning Meetings*- At the end of each semester curriculum specialists meet with groups of secondary teachers to discuss results of district assessments and review curriculum documents.
- *Principal PD*- Throughout the year during principal PD results of district assessments or implementation studies are shared and analyzed.

Building level processes include:

- *Data Review*- Building principals utilize building teams to develop building portfolio and make sense of the data.
- *MTSS (Multi-Tiered System of Supports)* - Building teams (BMT (Building MTSS Team), Collaborative Teams, and Action Teams) will implement and utilize processes by which data from the Student Success System will be used to: 1) Identify students in need of additional supports, 2) Determine which support(s) is/are needed to help students meet learning targets, and 3) Monitor progress toward the attainment of the target/goal identified for each student while making adjustments as needed.

STATE ASSESSMENTS

State Assessment Administration

Delivery of Materials

Most materials are received digitally through secure login access at the building level. In the rare occasion when print materials are needed, the following process is utilized. Upon arrival of testing materials, the Director of Assessment and Data Management or his designee(s) will check packing slips and materials in preparation for administration.

Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration. When distributed, all test booklets are to be stored in a secured area within each building. With the advent of the new state assessment, the *Iowa Statewide Assessment of Student Progress (ISASP)* as well as the *English Language Proficiency Assessment for the 21st Century (ELPA21)*, much of which is delivered on-line, this process is adjusted accordingly.

Training

Prior to the administration of tests the Director of Assessment will train building administrators and designated school assessment coordinators in administration procedures including test security, providing directions to students, responding to student questions, monitoring the test setting and collection of test materials (where needed). Building administrators and designated school assessment coordinators will train teachers in administration procedures; including the detecting and reporting of improprieties, irregularities, and breaches

Administration of Tests

The classroom teacher or the principal's designee will administer all standardized tests in the classroom. All individuals administering the test will strictly follow the procedures outlined in the test administration manual. Test administrators will remain in the classroom during testing. Building administrators may move between classrooms to help monitor administration and to provide assistance as needed.

Collection and Storage of Paper Materials

Building administrators/counselors will organize testing paper materials according to instructions. Building administrators will need to distribute them to proctors at the beginning of each testing day and returned to a secured, central location at the end of that testing day; utilizing a sign-in/sign-out procedure.

Test Security

It is the responsibility of both the district and each school to:

1. Ensure that educators administering state assessments meet qualifications as specified by each testing program and state policy.
2. Ensure all appropriate test administrators have training and knowledge of appropriate practices to administer tests with integrity and maintain security.
3. Require all test administrators to rigorously follow the appropriate procedures as directed in each Test Administration Manual.
4. Actively monitor the test administration practices of all staff to ensure compliance.
5. Provide accommodations for qualifying students with Individual Education Plans (IEPs), Section 504 Plans, or who are identified as English Learners as appropriate and in accordance with state guidance.
6. Provide designated features for qualifying students as appropriate and in accordance with state guidance.
7. Ensure proper handling of all secure test material, including storage, distribution, return, and possible destruction according to directions provided with each state testing program and state policy. Retain “chain of custody” documentation as evidence.
8. Ensure that each authorized user accesses the electronic testing environment using a unique username and password.
9. Ensure there are no violations of test security according to the list below.

VIOLATIONS OF TEST SECURITY:

It is a violation of test security to do any of the following:

1. Provide inappropriate test preparation, such as any of the following:
 - Copy, reproduce, or use in any manner any portion of any secure materials, for any reason.
 - Provide to students actual test items or instruments in any form. This includes use of any former state tests, such as the Iowa Assessments or the ELPA21 (English Language Proficiency Assessment for the 21st Century). Use of practice tests made available by each assessment provider are acceptable.
2. Deviate in any way from the procedures specified in the Test Administration Manual for each state test.
3. Provide inappropriate assistance to students during the test administration, including but not limited to making answers available.
4. Suggest, modify, or complete answers on student answer documents.
5. Provide inaccurate data on student answer documents.
6. Share with an unauthorized user any usernames and/or passwords for accessing the secure electronic testing environment.

7. Engage in any practice designed solely to raise student scores without actually improving underlying student achievement.
8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

INVESTIGATION OF POSSIBLE TESTING VIOLATIONS:

School and district staff must immediately report all incidents of possible testing violations to the Superintendent and/or designated Test Coordinator who should conduct a thorough fact-finding investigation. Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures. Following local investigation, timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. The Iowa Department of Education may also detect test irregularities through data forensics and other statistical measures.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS:

Consequences of violations may include the invalidation of student test results and liability for copyright infringement, depending on the severity of the violation. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.

Meeting the Needs of Students with Disabilities

Accommodations do not change the kind of achievement being measured, but they change how the achievement is measured. If chosen appropriately, an accommodation will neither provide too much or too little help to the student who receives it.

Accommodations provided to a student during district-wide assessments must be the same as the accommodations provided for classroom assessment; a new accommodation is not to be introduced solely for use during district-wide assessments. Accommodations are intended to reduce or even eliminate the effects of a student's disabilities and level the playing field for the student.

Test accommodations are not randomly provided. It is the thoughtful decision of each student's IEP team as to what accommodations, if any, are appropriate for each individual student.