

Georgia Department of Education

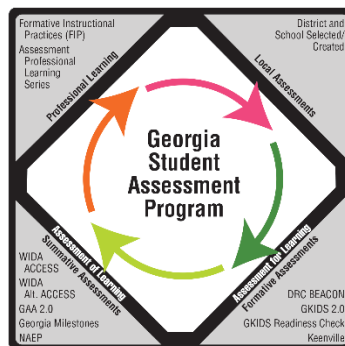
Fayette County Public Schools

District Assessment Plan

2026-2027

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted academic content standards and to use assessment results to improve teaching and learning. Results from the assessment program are utilized to identify the extent to which students have mastered the state's academic content standards, provide teachers with feedback about instructional practice, and assist school districts in identifying strengths and weaknesses to establish priorities in planning educational programs.

The Georgia Student Assessment Program includes a set of both formative and summative assessments that work together to provide insights to improve teaching and learning. Different stakeholders need different data – the right data – to meet their needs. For example, classroom teachers need detailed, real-time formative data to inform their work with students. In contrast, leaders and policymakers need aggregated, high-level summative data to inform decisions about policy and instructional programs. This balanced approach to assessment provides data for a variety of stakeholders to inform decisions, whether at a policy, district, school, or classroom level to support the improvement of Georgia's education system.



System Test Coordinators (STCs) should create a district-wide plan to ensure the secure administration of assessments and inform all stakeholders to support student learning. Schools should develop a plan that includes state and district policies and local requirements.

Standard 1: Scheduling Assessments

The district develops and communicates an assessment schedule that allows all students to test and aligns with the district calendar. The district ensures the correct students are identified and administered the correct assessments. The exception to this standard is the National Assessment of Educational Progress (NAEP). The assessment window and the selection of students for testing are under the purview of the National Center of Education Statistics (NCES).

How will you ensure that the correct students are scheduled to take the assessments?

To guarantee the appropriate identification and scheduling of students for examinations, the district oversees specific assessment registrations. The district leverages data within Infinite Campus to verify that students are accurately registered for their respective assessments. Furthermore, school test coordinators receive comprehensive training for each assessment to provide a secondary layer of verification, ensuring all required students are successfully enrolled.

How will you ensure that testing is scheduled according to state requirements?

The district develops a comprehensive assessment calendar that defines local testing windows in accordance with the state-mandated parameters established by the Office of Assessment and Accountability and published on the Georgia Assessment and Training Calendar.

How will you develop a calendar so that it will not conflict with other district-scheduled events?

To ensure alignment and address potential concerns, the draft calendar is distributed to key stakeholders for formal feedback prior to finalization.

What is your plan to ensure all mandated administrations are completed on schedule?

To ensure all mandated administrations are completed on schedule schools follow the district assessment calendar. Furthermore, the assessment and accountability coordinator utilizes digital platforms to track the progress and finalization of all testing requirements.

How will you prepare an appropriate testing schedule to allow for extended time and/or small group settings?

To address individual school requirements, test coordinators evaluate student accommodations and establish tailored testing schedules.

How do you plan to communicate testing and training dates with staff, parents, students, and other stakeholders?

To ensure all stakeholders are informed, the district assessment calendar is made available on the county webpage. At the start of each school year, the district provides testing and training schedules to every school, and these dates are subsequently integrated into individual school calendars. Furthermore, specific training details are communicated to relevant personnel, supplemented by Google Calendar invitations for scheduled sessions.

Standard 2: Assessing Special Populations

The district ensures all students have access to the assessments through the use of accommodations. Attention needs to be paid to the accommodations that are allowed on NAEP. Students are also allowed to participate in NAEP testing outside of the accommodations listed on their IEP.

How will you prepare a list of students requiring accommodations per IEP, IAP, or EL/TPC plan?

Training of school test coordinators includes the topic of appropriate accommodations that are part of the student's instructional program on a regular basis and are documented in an IEP, EL-TPC, or Section 504 Plan. An internal Form 01 document is also utilized by the district to verify accommodations have been reviewed and correctly coded prior to testing.

How will you collaborate to determine a monitoring and reporting system for the verification of student accommodations utilized properly in test sessions?

An internal Form 01 document is also utilized by the district to verify accommodations have been reviewed and correctly coded prior to testing. Individual schools are also required to keep documentation of accommodations provided during testing sessions. Examiners who provide accommodations also complete the Georgia Learns Accessibility and Accommodations for State Assessments course.

Standard 3: Technology Preparedness

The district implements a plan for an online testing program for device readiness, network security, and backup planning. The district should ensure that they review the NAEP technology requirements.

How will you ensure that enough testing devices are ready with software installed?

The district supplies all necessary devices, with software updates distributed automatically via mandated system protocols. Additionally, schools must perform powerwashes and conduct thorough technology readiness checks before the testing window opens.

How will you verify that wireless or wired networks are functioning and ready for the number of test takers?

The technology department monitors the functionality of the network. The system also utilizes staggered start times to prevent all testing to begin at one time.

How will you verify that testing software functions with district firewalls and other internal security?

The district utilizes readiness checks to verify that the DRC testing platform maintains proper functionality within district firewalls.

Standard 4: Training and Support

The district provides adequate, timely training related to test administration, test security, and testing accommodations. The district should ensure that the school coordinators of the NAEP-sampled schools participate in the training opportunities offered by the Assessment Administration division.

What is the training plan for personnel assigned to administer assessments?

The Director and/or Coordinator of Assessment and Accountability will train all school test coordinators on a yearly basis. GKIDS 2.0 training takes place in July. Milestones, ACCESS, and GAA 2.0 training takes place in the winter and spring, and updates are sent out in August and December, or on an as needed basis. In addition, Fayette Connects and Schoology, our Learning Management System (LMS), are used to communicate information, provide access to materials, and provide support to appropriate system administrators and school test coordinators. New test coordinators will receive additional one-on-one support from the district assessment coordinator after being approved by the Board of Education.

Each school test coordinator is provided with a Fayette County Public Schools Assessment Plan template. Schools are required to develop, implement, and monitor individualized assessment plans each year. Copies of the completed plans are reviewed and maintained at the district level. Based on their assessment plans schools will train personnel assigned to administer assessments.

What materials will be used for training test examiners?

To facilitate training for examiners, proctors, and school test coordinators, the district utilizes assessment-specific Test Administration Manuals in conjunction with GADOE-supplied slide presentations.

What is the communication flow to determine the validation of qualified test examiners for verification of assessment training?

The district notifies all schools regarding mandatory training protocols for state assessments including required Georgia Learns courses. To confirm that every test examiner has finished the necessary training, school test coordinators utilize a verification form or a checklist for each assessment.

What is the communication flow to determine GaPSC certification for all assessments related to test examiners and certification for all assigned test examiners?

Only Georgia certified, highly qualified, educators are employed by FCPS. At district training, school test coordinators are reminded that only Georgia certified educators are permitted to administer tests. District and school test coordinators collaborate with the FCPS Human Resources Department to verify teachers possess the appropriate certification. School test coordinators sign off that examiners completed training and are currently GaPSC certified.

How will you provide students with online practice opportunities?

During training sessions with school test coordinators, the mandatory online practice requirements are reviewed. Within their specific school assessment plans, each individual school is responsible for outlining the methods they use to provide students with these online practice opportunities.

Standard 5: Implement a Secure Test Administration

The district provides a safe, orderly, and appropriate testing environment during test administration. The NAEP assessment team manages the security of their testing environment.

What is your policy regarding handling of test materials?

Erin Yocom, Laura DiStephano, and Ella McDowell are trained to handle secure testing materials. All employees sign the state required assessment paperwork, and documentation is kept on file at the district level. In addition, the Fayette County Public Schools (FCPS) courier is responsible for delivering and picking up secure test materials. The courier is trained and required to sign assessment security paperwork.

How are test materials counted and prepared?

The FCPS System has completely moved to online testing. However, any paper test materials (Milestones, WIDA ACCESS, WIDA Alternate ACCESS or GAA 2.0) that are received are counted, inventoried, and distributed to the individual school. Materials are kept secure in the Office of Assessment and Accountability. Materials are delivered by a system courier, and the courier collects the signature on the delivery sheet. The chain of possession signature sheets are kept on file.

How will you ensure test materials will be distributed and collected daily as close to the start and end of testing as possible?

Signatures of the school administrators or trained designee are required upon receipt and pickup of test materials from the schools. Test materials can be booklets, answer sheets, or tickets. In addition, each school is required to have a procedure for checking in and checking out materials that are outlined in their school assessment plan.

What information is required on the check-in and check-out form?

The district receipt and sign-off sheet includes the school name, test coordinator/trained designee signature, the number of boxes or tickets being received or picked up, and the time of delivery or pickup. In addition, each school test coordinator is directed to have each teacher or examiner initial to show when materials are received and returned, they are directed to have the teacher note the time, and they are directed to have the teacher confirm the number of secure test materials (usually tickets) that are being received and returned. Teachers are encouraged to note any discrepancies as materials are checked out and returned.

What is your plan to secure student electronic devices during testing?

Each school has to identify how electronic devices are going to be secured during testing. The plans are outlined in their school assessment plan.

What is the communication flow between special education staff and assessment coordinators about needed supports and accommodations for students with an IEP or Section 504 plan?

To coordinate documented accommodations for students, school test coordinators work in partnership with staff. Details regarding these communication protocols at the building level are outlined within the assessment plans for each individual school.

What process is used to document testing accommodations and to verify that allowable accommodations are provided for students during testing?

To ensure these accommodations are accurately reviewed and coded before the assessment period, the district implements an internal Form 01 document for verification purposes. School test coordinators are required to provide examiners a list of all students and the accommodations they receive during testing. Additionally, allowable accommodations are shared during district-level training with all school test coordinators.

What is the communication flow between assessment coordinators and technology coordinators at the school level to determine technical and device readiness for assessments?

Each school has an assigned school technology contact person that can support. The district level technology coordinators work with the district support staff to ensure that each school completes the technology readiness checklist before testing.

What is the district plan for technology and device readiness?

To ensure readiness, each school performs a technology check to confirm that Chrome is updated, the DRC readiness check has been executed on all hardware, spare devices are available and up to date, and all devices are configured to the US keyboard layout.

What is the plan for monitoring assessments?

The training for school test coordinators explicitly covers the active monitoring of schools throughout the testing process. These protocols are integrated into training presentations, which provide school personnel with specific, actionable examples of active monitoring.

Standard 6: Sharing Assessment Results

The district supports teaching and learning through disseminating and communicating the use of reports and data to inform instruction.

What is your plan for viewing and distributing reports?

The district notifies schools once preliminary reports become available in the DRC platform. Preliminary scores are distributed to families before the school year concludes, or as they are released. Formal score reports can be accessed through the Statewide Longitudinal Data System (SLDS); the district sends email notifications to parents regarding SLDS access procedures, supplemented by an informational letter.

How will you ensure that all stakeholders understand reports and can use data in appropriate ways for the type of assessment administered to inform instruction?

The district disseminates assessment details through various channels, including school websites, marquees, parent correspondence, and digital notifications via ParentSquare and Infinite Campus. To ensure data is effectively used to guide instruction, reports are comprehensively reviewed during training sessions with examiners and test coordinators to establish a shared understanding.

Have you added user rights for staff who need to view reports online?

When class rosters are added to DRC the teacher is assigned rights to view reports online.