Stephens County Middle School
1315 Rose Lane, Toccoa, GA 30577
Phone: 706-886-2880 Fax: 706-886-2882
https://scms-stephenscountyschools-ga.schoolloop.com/
*"BELIEVE. **LEAD.** INSPIRE."*

J. Paul DeFoor
Principal

Dr. Jennifer Austin
Assistant Principal

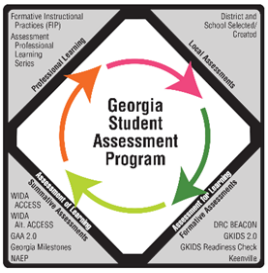
Mr. Paul Batchelor
Assistant Principal

Stephens County Middle School Assessment Plan

District Name	Stephens County School System
School Name	Stephens County Middle School
School Test Coordinator	Dr. Jennifer Austin
School Year	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.



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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.

The Stephens County Middle School Assessment Plan outlines state testing requirements and procedural safeguards for employees and students in regard to assessments. Student achievement is of the utmost importance for the students of Stephens County Middle School. Educators are responsible for abiding by the Georgia Educator Code of Ethics outlined on the Georgia Professional Standards Commission website, Stephens County Board of Education policies, and any procedures established to ensure compliance with the Georgia Department of Education Student Assessment Handbook. The Georgia Department of Education Testing and Assessment webpage provides the school with detailed information and documents referenced in this security plan.

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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).

Key Questions:

- How will you ensure that the correct students are scheduled to take the assessments?
- How will you develop a calendar so that it will not conflict with other district-scheduled events?
- How will you ensure that testing is scheduled according to state requirements?
- What is your plan to ensure all mandated administrations are completed on schedule?
- How will you prepare an appropriate testing schedule to allow for extended time and/or small group settings?
- How do you plan to communicate testing and training dates with staff, parents, students, and other stakeholders?

The SCMS Testing Calendar is submitted to the STC at the beginning of each school year to ensure that dates are within the published state testing windows and aligned with the approved school calendar. These are included in a District Testing Calendar and posted on the school system's website. Our school assessment calendar is posted on the school website and shared with staff. Reminders with testing dates are also shared with parents/guardians via school messenger and teacher newsletters. Principals and SchTCs note dates and ensure that field trips and other events are not scheduled on test administration days.

A combined effort between district-level leaders and school-level leaders (counselors, sped coordinator, esol teacher, ScTC) helps to ensure that students are correctly identified and scheduled for the appropriate assessments throughout the school year. The following required assessments (identified by Federal and/or State Law) will be administered:

- ACCESS for ELLs in grades 6-8 and Alternate ACCESS for ELLs
- Georgia Alternate Assessment 2.0 (GAA 2.0)
  - o Grades 6-8 (English/Language Arts and Math)
  - o Grade 8 (Science)
  - o Grade 8 (Social Studies)
- Georgia Milestones Assessment System
  - o Grades 6-8 End-of-Grade (English/Language Arts and Math)
  - o Grade 8 End-of-Grade (Science)
  - o Grade 8 End-of-Grade (Social Studies)
  - o Grade 8/High School End-of-Course (Algebra I)
- National Assessment of Educational Progress (NAEP) (Grade 8 Reading and Math)

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The testing schedule is developed upon examining the Student Assessment Handbook. The parameters in the SAH are used to plan the testing dates and to allow ample time for the administration of each section. The school master schedule is then altered during the testing dates in order to accommodate the maximum testing time allowed for students with extended time. The alternate master schedules allows students ample time to complete testing prior to lunch. Priority is placed on testing, then lunch. All other activities are planned around those priorities.

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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.

Key Questions:

- How will you prepare a list of students requiring accommodations per IEP, IAP, or EL/TPC plan?
- How will you collaborate to determine a monitoring and reporting system for the verification of student accommodations utilized properly in test sessions?

All students are included, to the fullest extent possible, in all statewide assessments. This includes students with disabilities and English learners. Collaboration between the sped coordinator, counselors, case managers, esol teacher, and the SchTC is paramount to ensuring that all students receive the proper testing accommodations per their education plans. Decisions regarding testing accommodations are made by each student's IEP team, IAP/Section 504 team, and/or EL TPC committee. Prior to each required assessment, a list of students is compiled on the IEP/504/TPC Accommodations spreadsheet by each case manager and testing accommodations are reviewed.

Reports are generated from GO-IEP and from our student data system, Infinite Campus, which provides a listing of all students with IEP's, EL/TPC plans, and 504 plans. Case managers are asked to print the state testing accommodation page of the student's IEP, EL/TPC, or 504. The SchTC then meets with each case manager to verify the state testing accommodations and to ensure the accommodations in the DRC platform match. During test training, testing groups are reviewed, along with the testing accommodations for students in each specific group. When possible, proctors are provided in classrooms which require accommodations.

A trial run practice test is conducted to double check that students are placed in the correct testing group based on their accommodations. At the conclusion of testing each day, examiners and proctors sign a form to verify that accommodations have been administered.

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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.

Key Questions:

- How will you ensure that enough testing devices are ready with software installed?
- How will you verify that wireless or wired networks are functioning and ready for the number of test takers?
- How will you verify that testing software functions with district firewalls and other internal security?

Every student at SCMS is issued a Chromebook at the beginning of the year. We work with IT to ensure that every Chromebook has the appropriate software installed for testing. The STC, System Technology Director, and the SchTC work together to ensure that the district's device purchasing and maintenance plans are current and that each student device has the appropriate software and DRC icon ready and available for use prior to the opening of assessment windows. Additionally, the Technology Director and/or designee ensures that all wireless and wired networks are ready for the number of test takers in the district prior to assessment dates according to the required training instructions and confirms with the STC and SchTC. Further, they ensure that all software functions with district firewalls and other internal security measures by confirmation as instructed in all required trainings and confirms with the STC and SchTC.

Each Spring, we schedule a Secure Practice Test. The Technology Director follows all instructions from the required trainings to troubleshoot any potential problems before, during, and after the required Practice Test with Response Transmission each Spring prior to EOG/EOC assessments. During this practice, we are able to determine if there are any IT related issues that need to be resolved prior to any actual assessments. IT is present on-site to address any of the issues that arrive during practice assessments as well as on the actual state assessments.

The STC and the Director of Technology communicate and coordinate regularly regarding computer-based test administrations and trainings. Readiness checks for servers, Internet, and system/school devices are performed in advance of test administrations to ensure that technology issues have been resolved and student devices are ready. Other specific roles are listed in the Student Assessment Handbook.

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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.

Key Questions:

- What is the training plan for personnel assigned to administer assessments?
- What materials will be used for training test examiners?
- What is the communication flow to determine the validation of qualified test examiners for verification of assessment training?
- What is the communication flow to determine GaPSC certification for all assessments related to test examiners and certification for all assigned test examiners?
- How will you provide students with online practice opportunities?

School Test Coordinators (SchTCs), Test Examiners, and Proctors are required to participate in state and local training sessions. Asynchronous courses provided through Georgia Learns must be completed annually by STCs, SchTCs, Test Examiners, and Proctors. Staff will receive a completion badge and certificate once they have completed the course successfully. STCs and SchTCs are responsible for collecting documentation of all Georgia Learns course completion certificates from staff and educators prior to any test administration windows and beginning any test sessions. Trainings include:

School Test Coordinator	Test Examiners and Proctors
*Georgia Learns Courses: -Test Coordinator Course -Accessibility & Accommodations for State Assessments -Georgia Milestones Test Examiner Course -GAA 2.0 Test Examiner Course *WIDA hosted training as assigned by STC https://wida.wisc.edu *Specific district and/or school training	*Georgia Learns Courses: -Georgia Milestones Test Examiner Course -GAA 2.0 Test Examiner Course *WIDA Test Examiner Training Certification – As assigned https://wida.wisc.edu *Specific district and/or school training

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The STC and the SchTC will work with HR to ensure that all Test Examiners hold a valid GaPSC certification. STCs and SchTCs will document attendance at all local training sessions and include sign-in sheets, agendas and supporting presentations and/or handouts with specific guidance and policy related to test security and assessment administration protocols. Local training will include a review of Examiner's Manuals and define and clarify test security breaches and potential opportunities for irregularities and invalidations. Local training will articulate the process and procedure for reporting irregularities for review by the STC and subsequent reporting to the Office of Assessment and Accountability for review.

- Training participants, including School Test Coordinators, must review and sign the Test Security Information for School Test Coordinators, Examiners, and Proctors and the Assessment Security Compliance Form which is located in the Student Assessment Handbook.
- Any new forms provided in the Student Assessment Handbook should be utilized if required or when practical if it is an optional form.

Student Preparation Training will include readiness checks by the Director of Technology in advance of online testing. SchTCs will coordinate with Special Education, 504, and ESOL Coordinators well in advance to ensure the proper accommodations are listed for students who are participating in the specific assessment. This should also include verifying that all students are assigned registrations for the GAA 2.0 who are eligible. This should also include preparing a storage area for test materials that is secured by lock. This should also include procedures listed in the School-Level Training for test security. Electronic device and calculator policies should be made clear to Test Examiners and Proctors, especially when there is a change in the Student Assessment Handbook.

- Student accommodations should be provided as required in student IEPs, 504 Plans, and ESOL Plans according to each test's examination manual (test examiner manual).
- Students should be provided adequate practice (e.g. using DESMOS and the online practice test samples)

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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.

Key Questions:

- How will you ensure test materials will be distributed and collected daily as close to the start and end of testing as possible?
- What is your plan to secure student electronic devices during testing?
- 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?
- What process is used to document testing accommodations and ~~to~~ verify that allowable accommodations are provided for students during testing?
- What is the communication flow between assessment coordinators and technology coordinators at the school level to determine technical and device readiness for assessments?
- What is the district plan for technology and device readiness?
- What is the plan for monitoring assessments?

A secure site is designated for distribution/collection of test materials. Counselors and the Sped Coordinator serve as certified designees assisting the SchTC with distribution/collection of test materials each day of testing. Sign out/sign in sheets are completed along with an inventory of materials to ensure a secure chain of custody so materials are not left unattended. Materials should only be handled by certified employees and should be stored in the secured and locked testing room. If there is a break in the secure chain of custody, then attempt to secure the materials as soon as possible and report the issue to the STC who will notify the system's assessment contact to determine if the breach is an irregularity or an invalidation.

Check-in of Test materials should be prepared for return according to the shipping instructions and/or the guidelines provided in the SAH/TAM. Once prepared, materials should be returned to the STC at the district office. Please note that every test booklet, unused/voided answer document, examiner's manual, student test tickets, and scratch paper must be returned. Lost Materials should be reported to the STC immediately so that the Office of Accountability and Assessment may be contacted immediately in order to determine next steps.The check-in process is considered complete when all documents are accounted for and additional coding has been verified.

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Coding of student accommodations should be completed with both the SchTC and a certified designee (Sped Coordinator, Case Manager, 504 Coordinator, etc.). Each case manager will review the most current accommodations to help verify they have been correctly coded prior to testing.

Test Administration will include adhering to all procedures outlined in this plan and in the Student Assessment Handbook as required for each assessment. The STC, SchTC, and Principal will review plans and procedures in advance to ensure accuracy in administration so that results are reliable and valid. Text Examiners and Test Proctors should actively monitor and circulate in the testing room. Hallway monitors will be stationed outside testing rooms to help monitor and report issues to the SchTC.

Reporting Potential Irregularities/Invalidations should be done immediately. Test Examiners should notify the SchTC immediately. The SchTC should notify the Principal and STC immediately. The STC will notify the direct contact for test administrations at the Office of Assessment and Accountability.

Emergency and Unplanned Situations do occur and must be communicated to the GADOE Assessment Specialist regarding the scope of the event and the impact upon students. At that time, a plan will be developed to determine risks, provided services, and complete testing in a timely manner when possible. Students should not take testing materials outside of their designated testing room. Please refer to the Student Assessment Handbook. Student safety is always the first priority. Examples of these situations include widespread Internet or power outage, unplanned drills, sudden severe weather, security lockdowns, ill students, and disruptive students. Each situation should be assessed on an individual basis. SchTCs should develop a general plan for removing disruptive students, ill students, and the clean-up process.

Potential Testing Irregularities/Invalidations and/or Ethical Violations will be reported to the STC who will provide guidance for investigations/determination. A written narrative must be signed and provided by all parties involved to the SchTC who will notify the Principal and provide a copy to the STC. The STC will then call the GADOE Assessment Specialist to determine the appropriate coding for student answer documents and reporting. The Assessment Administration Division will inform the local district if it is required to report the irregularity to the GAPSC. When in doubt, report. The Student Assessment Handbook specifically lists numerous examples of testing irregularities in test administration, test security, coding, reporting, and student behavior as well as unethical behavior.

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Students are not permitted to use, or to bring into the testing environment, any electronic device (with the exception of medical equipment) for any state-mandated assessment. These will be collected after students are instructed to turn them off. They will be placed in bookbags or collected in a container and placed **outside** of the classroom/testing environment. In the event that a student does bring such a device into the testing environment, Test Examiners will immediately notify the SchTC and guidance provided in the Student Assessment Handbook will be followed. The use of an electronic device for medical purposes during test administration should be documented locally and does not need to be reported to the Office of Assessment and Accountability.

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Standard 6: Sharing Assessment Results

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

Key Questions:

- What is your plan for viewing and distributing reports?
- 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?
- Have you added user rights for staff who need to view reports online?

The Georgia Department of Education releases test results in the DRC platform and in the GADOE Portal. These are typically embargoed until a specific release date is announced at which time the results appear in the SIS (Infinite Campus/SLDS) where parents and students can look these up. Parents and students may look at their individual score reports as well. When reports have been uploaded into SLDS, the district notifies parents via email and text messaging through the district's One Call service and provides directions on how to view student score reports.

Student data found on Individual Student Reports and Class Rosters may be used for internal LEA operations, including program and instructional planning for students, and may be shared at any time with individual parents/guardians. This information is not considered to be embargoed, but must comply with FERPA regulations.

Data is compiled by the STC and shared with administrators to examine during the summer leadership conference. The admin team leads a PLC during planning meetings to help teachers identify strengths and weaknesses and to set goals for the coming year. Data is analyzed by the grade level and department teams. Data is also shared with the School Governance Team, along with the goals developed from analyzing the data.