Stephens County School System
Schools Committed to Student Success

Administrative Offices
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(706) 886-9415

ASSESSMENT SECURITY PLAN

The Stephens County School System Assessment Security 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 School System. 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 system with detailed information and documents referenced in this security plan.

Mandatory State Assessments

All of the following assessments are required under Federal and/or State Law.

- ACCESS for ELLs in grades K-12 and Alternate ACCESS for ELLs
- Georgia Alternate Assessment 2.0 (GAA 2.0)
    - Grades 3-8 and high school (English/Language Arts and Math)
    - Grades 5, 8, and high school (Science)
    - Grade 8 and high school (Social Studies) (state law)
- Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0) (state law)
- Georgia Milestones Assessment System
    - Grades 3-8 End-of-Grade (English/Language Arts and Math)
    - Grades 5 and 8 End-of-Grade (Science)
    - Grade 8 only End-of-Grade (High School Physical Science)
    - Grade 8 End-of-Grade (Social Studies) (state law)
    - High School End-of-Course
        - American Literature and Composition
        - Algebra I / Coordinate Algebra
        - Biology
        - U.S. History (state law)
- National Assessment of Educational Progress (NAEP)
    - Grades 4 and 8 (Reading and Math)

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Superintendent

Due to the confidential nature of testing, the System Testing Coordinator must be identified by the Superintendent. Specific roles for the Superintendent are listed in the Georgia Department of Education Student Assessment Handbook. The main roles of the Superintendent in regard to testing include the following:

- Communicates testing requirements to board members, parents, and community
- Ensures the local school calendar allows for required testing can be administered
- Supervises the System Testing Coordinator and Principals in order to monitor testing activities
- Ensures that Principal Certification Forms are completed as required
- Completes the Superintendent's Certification form in the MyGADOE Portal due January 31 and July 31 each year for assessments within each 6 month period.
- Conducts investigations concerning ethical matters regarding testing

System Testing Coordinator (STC)

The STC should communicate regularly with the Superintendent, Director of Technology, and School Testing Coordinators. The STC should participate in all required trainings that are made available through the Office of Assessment and Accountability. Trainings are specific to each assessment. The STC should review all information provided regarding these trainings in the Memoranda and Announcements, and Newsletters published by the Georgia Department of Education and communicate relevant information to School Testing Coordinators on a monthly basis at a minimum. The Student Assessment Handbook is to be used as the main source for policies and procedures for test administration. The STC should provide communication and trainings to School Testing Coordinators (SchTCs). This practice will help to ensure valid and reliable results. Specific requirements for communication, test security, training, testing environment, and monitoring are listed in the Student Assessment Handbook. Also, the Superintendent assigns the role of Secondary STC. Permissions are associated in the GADOE Portal by the system security officer (System Technology Coordinator or designee). The STC also communicates with each SchTC regarding testing windows and scheduling specific dates of test administrations in order to format a System Assessment Calendar. The finalized System Assessment Calendar is sent to schools and posted on both system and school webpages in order to clearly communicate dates of the required test administrations. The STC updates the Stephens County Assessment Security Plan annually and seeks input for further revisions from the Superintendent and SchTCs.

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System Technology Coordinator

The STC and the Director of Technology should communicate and coordinate regularly regarding computer-based test administrations and trainings. Readiness checks for servers, Internet, and system/school devices should be performed in advance of test administrations to ensure that technology issues have been resolved and student devices are ready. The Director of Technology and/or designee should review the system requirements for testing platforms (currently DRC) each year. Other specific roles are listed in the Student Assessment Handbook and required Georgia Department of Education training.

System Special Education Coordinator

The STC and the Director of Exceptional Children should communicate regarding testing requirements and IDEA and state rules for students with disabilities. Other specific roles are listed in the Student Assessment Handbook. If there is a student need for an accommodation that is not included in the list of allowable accommodations for Georgia's student assessment programs, the System Special Education Coordinator (Director of Exceptional Children) should notify the STC in writing 8 weeks prior to the test administration. The STC must them submit the request in the GADOE Portal no later than 6 weeks prior to the test administration window in order to allow time for GADOE review of the request. STCs may submit requests of the same nature for new enrollees or students whose medical status has significantly changed within 6 weeks of the test administration window. In regard to the Georgia Alternate Assessment 2.0, the Director of Exceptional Children should review the list of students eligible for this assessment each year and confirm that listing prior to the test administration window. School level Special Education Coordinators should also work to confirm the listing all GAA 2.0 eligible students, specifically regarding transfer students.

System ESOL Coordinator

The system ESOL Coordinator should work in conjunction with the System Test Coordinator to provide a listing of students who need to participate in the WIDA Screener and WIDA Access tests, including the Alternate ACCESS. The System ESOL Coordinator should verify and monitor ESOL teacher certification and training requirements for administering the WIDA Screener, WIDA ACCESS and Alternate ACCESS for ELLs annually. The System Testing Coordinator will provide testing orientation trainings prior to ACCESS Window. Other specific roles are listed in the Student Assessment Handbook.

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Principal

Principals designate a School Testing Coordinator (SchTC) to ensure testing requirements are followed in the school. Principals ensure that individuals assigned to handle secure testing materials and administer exams have the required certifications and trainings. Principal Certification forms are submitted after each test administration to the STC. Other specific roles are listed in the Student Assessment Handbook.

School Testing Coordinators

The School Testing Coordinator (SchTC) provides trainings or testing orientations to test examiners and proctors prior to each required test administration. The SchTC maintains a building-specific School Assessment Security Plan. The SchTC maintains records of building specific trainings (ex. Sign in sheets, agendas, handouts, presentations, and/or procedures). The SchTC also ensures that only certified personnel (non-expired GAPSC Clearance Certificate) who have received the appropriate and required training administer or proctor tests and that the testing environments are ready for administration. The School Testing Coordinator also verifies students eligible for participation in testing. The SchTC should be in regular communication with the STC and Principal. It is also the role of the SchTC to inform the Principal and STC of any emergencies, potential irregularities/invalidations, or circumstances that may require an investigation. Other specific roles are listed in the Student Assessment Handbook.

Test Examiners

Test Examiners are required to be GAPSC certified and adhere to the Georgia Code of Ethics for Educators. As required by SBOE Rule 160-3-1-.07, certified educators must administer exams (**teachers, interpreters, counselors, administrators, and paraprofessionals)**. At no time, should any secure test materials be left unattended. At least annually or as required by specific tests, Test Examiners are required to have test orientation or training for administration, ethical behavior, and test security. Test Examiners must follow Test Administration Manuals and required scripts and not deviate from those scripts. It is the responsibility of the Test Examiner to obtain and follow Test Administration Manual instructions and scripts as trained. Other specific roles are listed in the Student Assessment Handbook.

Test Proctors

The Test Proctor must be trained prior to the examination and assist the Test Examiner with the test administration. Other specific roles are listed in the Student Assessment Handbook.

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Training and Testing Procedures

Each assessment may have varying procedures that are specific to that assessment only. The STC and SchTCs should refer to the Georgia Department of Education Student Handbook regarding each assessment and test administration. SchTCs may use the new Georgia Department of Education template (beginning in the 2024-2025 school year) to create the testing plan for each school, but must have a plan on file and review it with the STC each school year. The procedures listed below are meant to be a summary of general procedures that ensure security, validity, and reliability. They are not all inclusive.

- **Testing Calendars** should be submitted to the STC at the beginning of each school year to ensure that dates are aligned with the approved school calendar. These will be summarized in a District Testing Calendar and posted on the school system's website. These are essential to scheduling, state reporting, and ordering of testing materials. Calendar dates are also reported in the testing platform (currently DRC). ***Principals and SchTCs should note dates and ensure that field trips and other events are not scheduled on test administration days.***
- **District-Level Testing Training Procedures** will include overviews of assessments for SchTCs. SchTCs are required to attend. These may be referred to as Pre-Administration Testing Workshops. Sign-in sheets, agendas, presentations, and/or handouts will be kept as documentation of training/testing orientation. These will be available for review or access through the SCSS shared system Google Drive.
- **School-Level Testing Training Procedures** will include the SchTC providing a Pre-Administration Testing Workshop to all proctors, examiners, or anyone that may be assigned as a Test Examiner or Test Proctor. The SchTC should save all sign-in sheets, agendas, presentations, and/or handouts in the system shared Google Drive as documentation of training.
    - ***Training participants, including School Test Coordinators, must review and sign the Test Security Information for School Test Coordinators, Examiners, and Proctors*** *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 should 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.

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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)
- **Check-out of Test Materials** should include sign-out sheets and inventory list of materials to ensure a secure chain of custody so that materials are not left unattended.
- **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 should 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.
- **Other Procedures** will include the SchTC and a certified designee to collect all testing materials. Coding of student accommodations should be completed with both the SchTC and the certified designee. Also, the SchTC and certified designee should complete answer document examinations, accuracy of student data, correct placement of labels, checks for stray marks, Large Print and/or Braille transfers, and complete the Validation Form for Transposing Answers document as needed with the other person serving and signing off as a verification witness. All materials should be counted and verified after the examination by the SchTC and the Principal.
- **Check-in of Test materials** should be prepared for return according to the shipping instructions. 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. The check-in process is considered complete when all documents are accounted for and additional coding has been verified. All documents should be securely destroyed as required by the Student Assessment Handbook (current secure destruction vendor is Document Destruction).
- **Reporting Potential Irregularities/Invalidations** should be done immediately. Test Examiners should notify the SchTC immediately. The SchTC should notify the Principal and STC immediately. A Testing Irregularity Form (TIF) should be completed at the school level and submitted to the STC. The STC will notify the district's GADOE Assessment Specialist and seek guidance or directions as needed. The Superintendent will be informed of irregularities and invalidations.
- **A Secure Chain of Custody** for testing materials should be maintained throughout the daily Check-out and Check-In process with materials only being handled by certified employees and being stored in the secured and locked testing room at each school. 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 and then to the system's assessment contact to determine is the breach is an irregularity or an invalidation.
- **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.

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- **<u>Emergency and Unplanned Situations</u>** 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. Testing materials should be secured. Each situation should be assessed on an individual basis. When an unplanned situation occurs, the STC should contact the GADOE Assessment Specialist if there is a need (ex. changing the scheduled testing dates) and communicate when to resume testing to the SchTCs. SchTCs should develop a general plan for removing disruptive students, ill students, and the clean-up process.
- **<u>Reporting Potential Testing Irregularities/Invalidations</u>**
    - Communicate with the STC about possible testing irregularities and provide the appropriate Testing Irregularity Form to the STC within 24 hours.
    - The STC will provide guidance for investigations/determination.
    - A written narrative must be signed and provided by all involved parties to the SchTC.
        - The SchTC will collect the signed statements (no school emails)
        - Utilize the MyGADOE Portal messaging option or the STC will pick up the form
        - The SchTC will deliver these to the STC
    - The STC will then call the GADOE Assessment Specialist to determine the appropriate coding for student answer documents and reporting within the DRC platform.
    - The Assessment Administration Division will inform the local district if it is required to report the irregularity to the GAPSC.
    - The STC will upload all TIFs to the MyGADOE Portal and apply approved codes to student users within the DRC platform.
    - 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.
- **<u>Reporting an Alleged Ethical Violation</u>**
    - These should be reported to the SchTC and Principal as soon as possible.
    - The SchTC should notify the STC as well.
    - If the alleged violation involves the SchTC, it should be reported to the Principal and the Principal should report it to the STC and the Superintendent.
    - If the alleged violation involves the Principal, it should be reported to the STC and the Superintendent.
    - The STC will communicate all situations to the Superintendent.

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Communication of Test Results

The STC, SchTC, and/or Principal may communicate results to relevant staff for instructional planning purposes prior to the lifting of the public embargo by the Governor and Georgia Department of Education. Individual student results may be released to parents prior to the embargo. Summary results must not be discussed in public meetings or released to the public by the local district prior to the embargo release date.

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. The district will send out a message to parents with directions on how to view student score reports. Schools may send out this information as well.

Records Retention

The Georgia Archives Retention Schedules state that standardized test records must be retained for 4 years. Standardized test summary reports must be retained for 10 years. Currently, standardized records are maintained with the DRC Platform and the Georgia Department of Education Portal (Assessment Section) with appropriate permissions assigned by the system security officer.

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Assessment Plan by Standard

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).
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 School Testing Coordinator ensures that the correct students are scheduled to take the correct assessments by verifying rosters and eligible students and comparing that listing to DRC Platform rosters or other assessment specific eligibility requirements and testing platforms for each state mandated assessment. ● The School Testing Coordinator annually plans assessments dates within the state required assessment window at the beginning of each school year. The School Test Coordinator, System Test Coordinator, and Principal communicate to ensure that other district and school events are not scheduled at the same time as required assessments. ● The School Testing Coordinator annually reviews the test schedule with the System Test Coordinator each year to ensure compliance with the updated Student Assessment Handbook requirements for scheduling. ● The School Test Coordinator and System Test Coordinator review state approved testing windows at the beginning of each school year before setting dates on the assessment calendar, allowing time for make-up sessions.

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- A testing schedule is developed upon examining the Student Assessment Handbook. The parameters in the Student Assessment Handbook are used to plan the testing dates and to allow ample time for the administration of each section across multiple days when possible. 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. A separate master schedule is developed during the dates of testing to allow students ample time to complete testing before lunch. Priority is placed on testing, then lunch. All other activities are planned around those priorities.
- Training dates as well as testing dates are shared with staff through a variety of ways including Google Calendar, emailed in weekly newsletter, and in person through faculty meetings. Testing dates are shared with parents, students, and other stakeholders through letters that are sent home with students, monthly calendars, class and school newsletters, school-wide messaging system, posted on Facebook, sent out through one call messaging, and posted on the school marquee.

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?

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- A report is generated using GO-IEP which provides a listing of all students with IEP's. A report from our student data system Infinite Campus provides a listing of all students with EL/TPC plans. Teachers are asked to print the state testing accommodation page of the student's IEP or of the EL/TPC.
- The school testing coordinator meets with each teacher to verify the state testing accommodations from the student IEP and EL/TPC to match to the accommodations put into the DRC platform. A report is then run from DRC and is checked a second time with the school special education coordinator and lead ESOL teacher.
- A training meeting with special education teachers provides them with a listing of the accommodations of the students they will be assessing. Proctors are provided in all classrooms which require accommodations. Both the proctor and the test administrator sign off on a testing log upon the completion of testing each day to verify that all 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?
● The School Test Coordinator, System Testing Coordinator, and System Technology Director 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 reading and available for use prior to the opening of assessment windows. Communication to and from all parties is important. ● The Technology Director and/or designee ensures that all wireless and wired networks are reading for the number of test takers in the district prior to assessment dates according to required training instructions and confirms with the School and System Testing Coordinators. ● The Technology Director and/or designee ensures that all software functions with district firewalls and other internal security measures by confirmation as instructed in all required training and confirms with the School and System Test Coordinators. ● The Technology Director follows all instructions from required trainings to troubleshoot any potential problems before, during, and after the required Practice Test with Response Transmission each Fall and Spring prior to EOC and EOG assessments.

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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?

- The System Testing coordinator leads training for School Test Coordinators. Monthly testing updates which include information on all state assessments are provided by System Testing Coordinator to School Test Coordinators. School Test Coordinators train test examiners and proctors at their respective schools.
- All test examiners and proctors are required to complete the GaDOE online training modules in the Georgia Learns Hub. Once completed, test examiners and proctors provide a printed copy of the certification earned from completion of the course. The System Test Coordinator is also able to obtain a report of those who have completed the training from the Georgia Learns Hub. Upon completion of the test examiners training, a meeting is held for both proctors and test examiners. Key protocols, test security measures, ethics, processes and procedures, as well as a listing of students to be testing, accommodations and groupings, and testing schedules are given to the test examiners and proctors.
- School Test Coordinator verifies that all assigned test examiners and proctors have taken the required Georgia Learns Professional Learning Courses or other required training courses (e.g. current Georgia Milestones Test Examiner Course, ACCESS certifications, GAA 2.0 trainings, GKIDS 2.0 trainings, etc.)

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- Upon hiring of all teachers and paraprofessionals, each employee must complete a criminal records background check and GAPSC Code of Ethics Compliance Director review. The Human Resources submits a request to the GAPSC for each employee's clearance certificate. School Testing Coordinators should request a CPI Report prior to each test administration to verify that each assigned Test Examiner and Proctor have clearance certificate. For times in between FTE Count / CPI Report windows, School Test Coordinators should verify newly hired personnel have a clearance certificate by requesting a copy of the employee's certificate from the Human Resources Coordinator or
- simply checking the employee's certification status to ensure that he/she holds a certificate and that the certificate has not expired.
- For Georgia Milestones: Students are provided with practice opportunities through the sharing of the link to teachers: gaonlinexperience.org. Teachers share the link with students and provide an overview of the tools and platform for testing by practicing together in class using student devices and teacher projection boards. Then, a school-wide practice test administration with response transmission takes place in which all students are provided with the opportunity to practice. Upon completion of the school-wide practice test with response transmission, individual teachers at their discretion provide opportunities in class for students to utilize the gaonlinexperience.com website.
- For GAA: Teachers are provided with practice opportunities upon completion of training. They are provided with a generic log in and are allowed to go into the site and practice administering the GAA to each other.

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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.
● 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 and collection of materials. The School Test Coordinator uses a sign out sheet and test examiners report to the designated secure site to collect materials and sign them out at the beginning of the testing period. Upon completion of the testing period each day, the test examiner returns the materials to the secure site and signs them back in as the School Test Coordinator accounts for all materials. ● Students are only allowed to access the designated state assessments through an application that has been placed on their device. At the beginning of each testing period, devices are distributed. Students are monitored throughout the testing period. The devices are closed and collected at the end of each testing period. ● During the planning phase, all special education case managers print the state testing accommodation pages from the IEP's of their students. Then the case managers meet with the School Testing Coordinator to put the accommodations into the testing platform. Once this step is completed, the School Testing Coordinator prints a report of all testing accommodations and then a meeting is set up with the Special Education Coordinator of the school. Together they verify all accommodations have been put into the testing platform correctly. ● A spreadsheet is created for each testing group. The accommodations from the IEP's for that group are listed. The spreadsheet is given to the test examiner of each group. Upon the completion of testing each day, a testing log is completed in which the test examiner signs off that all accommodations have been delivered successfully and accounts of testing issues are reported.

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- Prior to testing, each School Testing Coordinator should communicate any needs regarding device preparedness to the System Technology Director and/or designee and the System Testing Coordinator. Each School Testing Coordinator must have students participate in the required district-wide Practice Test with Response Transmission assessments and inform the Technology Director or designee of any and all technical issues.
- The district has a technology device purchasing and maintenance plan/budget each year in order to have working student devices for each age-appropriate student who is required to take state-mandated standardized assessments. Annually and/or as necessary, all devices are collected, updated, and repaired. Annually, the System Testing Coordinator communicates all required assessment training with the Technology Director and/or designee and collects the attestation of attendance after the training has been completed. Prior to each assessment, technology personnel check each device and push out any necessary software updates (e.g. DRC). Each semester, all participating grade levels take part in a district-wide Practice Test with Response Transmission that is used to troubleshoot all potential issues prior to the actual test administration.
- During testing, the System Testing Coordinator and the School Test Coordinator logs into the test monitoring platform to look for start and end times, or any problems that may occur. Upon completion of testing, the School Test Coordinator ensures that all tests have been completed and submitted correctly through monitoring the online platform.

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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?

- Teachers are given hard copies of class summary reports when they are released. When reports have been uploaded into SLDS, parents are notified via email and text messaging through the district's Campus Messenger service the instructions for viewing their students' scores.
- Data is examined by administrators throughout the summer. The administrative team leads a PLC during planning period meetings to help teachers identify strengths and weaknesses and set goals for the coming year. Data is analyzed by the grade level and department teams. Data from the assessments are shared with the School Governance Team during the fall as well as the goals developed from analyzing the data. School administrators review student data reports with teachers for instructional planning.
- Permissions/rights in DRC are assigned according to the roles provided in DRC. School Testing Coordinators and Teachers may view data reports as assigned.