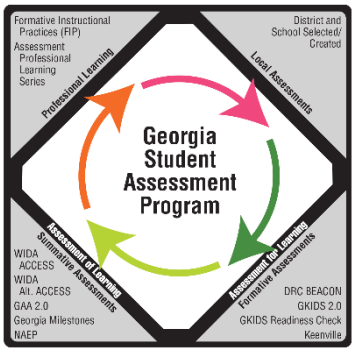
Georgia Department of Education

School Assessment Plan

District/State Charter School Name	Stephens County
School Name	Toccoa Elementary
School Test Coordinator	Angela Whitfield
School Year	2026-2027
School Assessment Webpage	https://tes.stephenscountyschools.com/academics-and-testing
District Assessment Webpage	https://www.stephenscountyschools.com/departments/student-services/assessment

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

Elementary schools in Stephens County School System are structured with grades Pre-Kindergarten through 5th Grade at each school beginning in 2026-2027. 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). Assessments are scheduled according to the rules provided in the GADOE Student Assessment Handbook. The following standardized assessments and mandated screenings are administered at each elementary school:

(1) GKIDS Readiness Assessment (Kindergarten only)
(2) GKIDS 2.0 (Kindergarten Only)
(3) WIDA Screener (K-5 students new to the U.S. enrolling in a public school) - determine screener by WIDA Chart by Grade Level/Semester
(4) WIDA Kindergarten ACCESS (Kindergarten Only)
(5) WIDA ACCESS (1st - 5th Grades for ESOL Program Students Only)
(6) GAA 2.0 (Grades 3-5)
(7) Georgia Milestones End-of-Grade Assessments (Grades 3-5)
(8) NAEP - upon selection; follow protocols established in NAEP portal

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 System Testing Coordinator, and School Testing Coordinator communicate annually to schedule assessments dates within the state required assessment window prior to the start of each school year.
- The System Testing Coordinator ensures compliance with the Georgia Department of Education educator training and Student Assessment Handbook procedures.
- 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.

- 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?

- 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.

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 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 System Test Coordinator and School Testing 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.

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. Principals are included on monthly newsletters as well. 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 GA 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.) ● 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 certificates. 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. Technology department personnel check the server transmission process during this time as well. ● For GAA: Teachers are provided with practice opportunities upon completion of training according to GAA 2.0 procedures. They are provided with a generic log in and are allowed to go

into the site and practice administering the GAA to each other. They are provided time to prepare any required manipulatives as stated in the administration manual.

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 app 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.

- 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 trainings 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.

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 One Call service the instructions for viewing their students' scores.
- Data is examined by administrators during the summer leadership conference. 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.

- Teachers have DRC Teacher access and individual student report rights only. All data reports are reviewed by administrators and data is shared with teachers for instructional purposes. Data is embargoed until publicly released. Individual results are shared with parents as applicable.