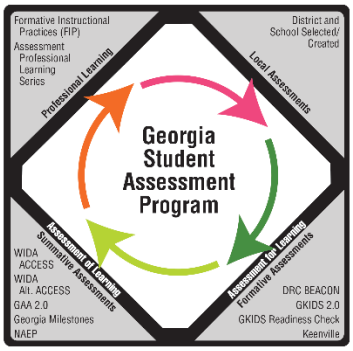
Georgia Department of Education

2026-2027 District Assessment Plan

District Name	Walton County School District
Superintendent	Chip Underwood
District Assessment Director	Louise Hutchens

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).

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?

Student enrollment, program identification, demographic, and scheduling information are extracted from the student information system, Infinite Campus, to correctly identify and group all students for testing. School Test Coordinators (STCs), Special Education In-School Coordinators (SEIS), 504 coordinators, ESOL teachers, and classroom teachers review, report changes, and sign-off on student testing rosters before test tickets are generated. Registrars and STCs communicate constantly to identify new enrollees prior to and throughout each test administration.

The district ensures full compliance with GaDOE requirements and strictly adheres to the published testing windows and specific administration dates. Upon review, the district's draft assessment calendar is planned, reviewed against the districtwide academic year calendar, and shared with district and school leaders for necessary adjustments before final publication. Local training dates are scheduled in accordance with published GaDOE training dates on the Georgia Assessment and Training Calendar.

Makeup days are included at the end of each test window to ensure maximum participation. The District Assessment Director (DAD) and STC communicate constantly to ensure completion, with a daily review of platform reports to check student completion status and gauge participation. For online tests left "in progress," the student is brought in to navigate to the end and properly submit the test.

Planning for accommodated groups begins well in advance of the test dates. School and bell schedules are modified during testing to include the extended time needed. Extended time sessions are scheduled early in the day to ensure completion without being impacted by lunch or the end of the school day. STCs designate specific, separate testing locations for small group and individual administrations.

In order to ensure successful test administrations throughout the year, the DAD partners, regularly communicates, and plans with various administrators including the technology director, technology coordinator for online testing, principals, STCs, special education director and coordinators, SIS coordinators, curriculum directors, and the ESOL/Title III director. All personnel (involved in any aspect of test administration) are trained prior to test administration.

The testing administration dates, training dates, and reporting dates are all communicated with stakeholders prior to the start of the school year and prior to each test administration. Dates are shared with staff (principals, STCs, district and other school administrators, teachers, and other school staff) via the district calendar, training sessions, email, and the website, with mandatory training dates announced weeks in advance. Key testing dates are communicated to parents/families via the district and school webpages, school newsletters, email, School Messenger,

and Talking Points. Letters outlining specific testing dates are also sent home. Other stakeholders have access to test dates via the district and school websites.

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?

Schools will ensure that students are appropriately participating in the assessments -- those with accommodations, without accommodations, and those who need makeup testing. STCs will meet with staff at least 6 to 8 weeks prior to review and discuss accommodations in IEP, IAP, and TCP plans. SEIS, 504 Coordinators, and ESOL teachers sign off on accommodations lists and provide to the STC at least 4 weeks prior to the testing window opens. Deadlines are set for when these tasks should be completed in order to ensure proper testing. Then, the DAD will electronically integrates data from the special education (GOIEP), 504 (iLamp), and English Learner (Ellevations) platforms with Infinite Campus student data to generate accommodation rosters. STCs work with SEIS, 504 coordinators, and ESOL teachers to review and ensure accommodations are correct before the district imports the information to platform. Accommodations will be given to the special populations as outlined in their active plans.

Annually in September, the DAD will conduct an accommodations and accessibilities collaborative meeting with the district special education, 504, and ESOL directors and coordinators as well as STCs and SEISs. The purpose of this meeting is to ensure that all district program staff and school staff with testing or accommodation responsibilities are on the same page with regards to processes, expectations and procedures.

The STC will communicate with their accommodations staff and then assign Test Examiners, ensuring that accommodated groups are appropriately staffed with trained examiners. The Test Examiners are provided with a Testing Accommodations Sheet specific to their group, which must be cross-referenced and signed. Accommodations are given as outlined in students' active plans. If issues arise with the delivery of any accommodations, they are reported on the teacher's non-state reportable form.

Schools will make contact with homebound teachers at least 4 weeks prior to the test administration. They will begin arranging testing dates, times, and locations for any homebound/hospitalized students. If students will be tested at home or some other approved off-site location, the examiner will administer the test using the same administration procedures being used in the school. The examiner must be trained to administer the test. To ensure test security, examiners will check out assessment materials from the STC or district test director, administer the test on the designated date, and return materials at the conclusion of testing **each** day. Test materials are never checked out overnight. To do so will be considered a breach of test security.

For the purposes of the NAEP administration, participating schools will review and familiarize themselves with the DOE's NAEP approved accommodations table. They will consider the accommodations from this table for students with plans who were selected. Any necessary accommodations will be documented in the notes section of the plan.

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 Technology department maintains a dedicated fleet of testing Chromebooks for online assessment. Beginning 30 days before testing, these devices will enter a technology lockdown period. Using Google Workspace, technicians will remotely push testing software, system settings, and updates to all devices. A sample group of devices at each school is tested one week before the window opens to verify software functionality and readiness.

The Technology Department will conduct network stress tests simulating the expected number of concurrent test takers using both wired and wireless connections. Bandwidth, latency, and connection stability will be measured to confirm that the network can support all users. Access points, switches, and cabling in testing rooms will be checked for optimal coverage and speed. Each school will have a backup internet option. The district has a failover setup at all locations.

Network configurations will be completed to ensure all necessary NAEP resources are accessible by our network, including all requested URLs for safelisting.

For all assessments, each school will have at least one individual from IT on-site to assist with any troubleshooting or issues as they arise.

Each school identifies backup testing locations and maintains a surplus of charged, ready-to-use devices beyond the number scheduled for testing that day.

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?

All local trainings conducted by the DAD and STCs will be required.

The DAD will conduct a general annual training session at the beginning of each school year for all STCs, covering the Code of Ethics for Georgia Educators and Standard 10, Student Assessment in Georgia, Guidelines for Student Assessment (with sanctions for ethics violations), program updates, security, and confidentiality. STCs then provide the annual general testing training to their entire staff.

The DAD will also conduct trainings for all STCs on all state-mandated programs, security, ethics, roles, and irregularity procedures. These training sessions are scheduled at least two weeks prior to the first day of testing. Additionally, a collaborative accommodations and accessibility training will be conducted annually to ensure proper understanding, selection, and evaluation of accommodations. STCs will conduct mandatory, localized training for all Test Examiners and Proctors, allowing ample time for review of the examiner manuals.

Training is standardized and uses GaDOE-provided materials, with the core materials being the GaDOE Assessment Administration Manuals (or vendor-specific manuals), PowerPoints, best practices assessment checklists, and calendar of events (which includes pre-administration, administration and post-administration activities). Training sessions are documented using Training Assurance Forms and maintained along with the agenda and materials.

The school test coordinator must then conduct thorough training sessions with his or her staff (particularly with examiners and proctors and those involved in accommodated group administrations) prior to each test administration and allow ample time for review of the examiner manuals. The training sessions are well-documented (*Training Assurance Forms*) and maintained along with the agenda of covered topics and material utilized.

STCs and Examiners participate in all required SLDS online training courses (GA Learns) as mandated by the GaDOE, with reports reviewed to ensure completion by local deadlines.

All examiners will be Georgia certified educators (and will be assisted by proctors for groups of 30 or more and accommodated groups). Substitute teachers and/or retired educators who hold a current, valid GaPSC-issued certificate may serve as examiners. As a part of pre-administration activities, the STC compares their list of potential test examiners against the HR certification report to ensure all assigned personnel meet the necessary certification requirements.

Volunteers (non-employees) who assist in the school will not manage test materials or participate in testing logistics or sessions but may assist in the administration in other ways (i.e. front office support). Parents, other relatives, and guardians will not serve as the examiner or proctor for the class in which their child or relative is a member.

All Walton County School District students will complete Milestones testing online as required by the GaDOE. The only exception would be for a student who is unable to access a test due to his or her disability. Such students will be administered a paper/pencil version of the assessment.

Technology is an integral part of successful online testing administrations. The DAD will regularly meet with the technology coordinator, who, in turn, meets with school-level technical staff to complete all items on the site technology readiness checklist prior to the online test administrations as prescribed by GaDOE. Testing schedules and windows, numbers of testers, training opportunities, and technology requirements will all be shared. Security, testing locations, and requirements for students with accommodations will also be topics of discussion. Other district staff (special education director and ESOL director) will be informed of all steps and testing plans and sought for any questions that arise pertaining to their program areas.

For Milestones, schools will provide multiple opportunities for students to practice on *Experience Online Testing Georgia.* They will ensure that students are familiar with the various test items. This includes practice with headphones for read aloud accommodation delivery as well as for the new multi-modal test items. Students will receive additional practice with the new item types since they will also appear on local unit and formative assessments. Exposure and practice with the other platform-delivered accommodations and online tools will also be required.

The ACCESS for ELLs 2.0 and GAA 2.0 assessments also have online components that will be addressed and prepared for with the same level of diligence and importance as Milestones.

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?

For all state-mandated tests, STCs will receive their testing materials, approximately one to two weeks prior to the testing administration, after having received thorough training from the district test director. The transfer of any materials to the STCs is documented. The exception to this procedure applies to the Georgia Milestones administrations. Test tickets will be received by the STC approximately two weeks

prior to the test administration due to the time required for printing and sorting the volume of test tickets and completing other required pre-administration activities.

All test materials, including test tickets, are secured with limited "key control", meaning only the STC Assistant Principal and the Assistant Test Coordinator (principal in elementary schools and another Assistant Principal in the middle/high schools) will have access to the testing material. For online test administrations, student test tickets and summary test ticket rosters are secure material. For the minimal number of paper testers, the answer document is handled as a secure testing document. The examiner and school test coordinator are responsible for transcribing responses to the online platform each day during the Milestones administration to reduce the chances of fatigue and transcription errors. For the GAA, the examiner transcribes responses in real time. The *Validation of Transcribed Responses Form* is completed for all transcriptions to document that proper procedures were followed.

STCs will ensure that all necessary supplies and materials are available for all test administrations. These include student test tickets, test booklets, answer documents, instructions, pencils/pens, any approved middle/high school handheld calculators as well as other ancillary materials. All handheld calculators will be collected, approved and cleared of memory prior to use to ensure test security.

Several items related to materials must also be attended to prior to the first day of testing and include the following according to a strict *Calendar of Events* for each test administration:

- Verification of test rosters and groups
- Verification of student accommodations (TTS-S, TTS-C, etc.)
- Printing of <u>all</u> test tickets and rosters for the entire test administration
- Preparation of testing notebooks/buckets/folders (with test tickets and other testing material) for examiners

Distribution of testing materials to examiners occurs no more than 30 minutes prior to the test administration for security purposes. Test documents and test tickets will only be transferred to the actual examiner for each specified group of students. Materials will not be given to a proctor, another examiner, or a student. The examiner must count the testing materials prior to leaving and sign for the materials. The examiner must not leave the testing documents and tickets unattended and follow all testing responsibilities as outlined in the Student Assessment Handbook and Examiner's Manuals.

STCs will enforce cell phone and electronic device plans that will ensure that the integrity of the assessments is not compromised. These devices will not be allowed in the testing environment except where there are medical needs. Students will power off and place their devices in a secure, non-accessible location for the duration of the test session. "No Electronic Devices" signs will be visible and posted on the doors of all testing rooms. Examiners are also not allowed to utilize any electronic devices. (They are provided paper copies of the script.) Violators of the plan will receive consequences which may include disciplinary action and/or invalidation of test results. The GaDOE is contacted for guidance if an issue arises.

All test materials are secured with limited "key control," meaning only the STC (Assistant Principal) and the Assistant Test Coordinator (Principal/another AP) should have access. All secure materials are tracked using an inventory sheet with check-out/check-in times and signatures. Upon return, materials are counted and inventoried before being returned to the district test director.

Examiners will follow the testing times prescribed in the Examiner's Manuals. Examiners and proctors will closely monitor students to ensure they are focused. The examiner will distribute test materials properly and verify that students are working in the correct section of the online assessments (or answer documents), writing/marking in the correct place and focusing on their own exams. Constant monitoring will minimize and many times prevent issues. Schools will have a plan in place for students who become ill during test administration. Their health and dignity will never be jeopardized. If any unexpected situation occurs, educators will first act to assure the safety of all children and adults and then protect property from damage. While test security is critical and must be maintained as much as possible, student safety will always be the top priority. Beyond that, and to the greatest extent practicable, the integrity of the test being administered will be maintained. *Session Timesheets* will be utilized (and posted on the door for Milestone and ACCESS administrations) to ensure proper timing and monitoring of active test sessions. These forms serve as a part of the official documentation of all test administrations, including GAA. For tests where breaks are allowed, students will be continuously monitored.

If the examiner or proctor suspects unethical student behavior or needs to document any other activities that occur in the testing session (i.e. student using the restroom, student completing test sections quickly or prior to the minimum time, refusing accommodations, etc), they will document it on the local *Non-State Reportable Form* provided by the STC. Serious incidents will be documented on the local *Irregularity Form* and also provided by the STC. The Examiner will contact the STC immediately to report serious incidents and then document the incident. Proctors will also complete the *Proctor's Statement* which should include their personal account of any and all occurrences or incidents observed during the test session. If testing is interrupted for any reason, the time stopped will be noted, and if testing is resumed (according to proper procedures), only the remaining section time will be provided. The district assessment director will report irregularities to the GaDOE via the portal and communicate with the Assessment Specialist assigned to the district as needed.

The examiner must read and adhere to all the testing requirements described in the examiner's manual for the respective exam. All test sessions will be monitored by STC, assistant STC, and district administrators to ensure that test security and procedures are being followed. School administrators will document their visits on the *Classroom Visitation Form*. Breaches in security will require an investigation. The investigation findings may result in a PSC referral, per GaDOE guidance. There is zero tolerance for unethical behavior on behalf of our professionals and students. Such behavior diminishes the integrity of the assessment and reduces the value and reliability of student test results.

STCs, other school administrators, and district administrators conduct unannounced walkthroughs daily. Each testing session is visited at least twice over the course of

the test window. All accommodated groups are visited each day. Administrators document visits on the *Classroom Visitation Form*.

The examiner and STC are responsible for transcribing responses to the online platform daily during Milestones to reduce fatigue and errors. For the GAA, transcription is done in real time. The Validation of Transcribed Responses Form is completed for all transcriptions.

For security purposes, examiners will return all Examiner's Manuals, test tickets, test booklets, answer documents, and scratch paper/graph paper (if allowed) to the STC upon completion of the test session. The examiner will verify all materials that were distributed to them prior to testing are what they are returning. They must do this twice - once before the students leave the room and a second time when they return the testing documents to the STC. In both instances, the Examiner will not leave the room or dismiss any students until this step has been concluded. The Examiner will bring the testing documents directly to the STC where they are recounted again and signed off by the STC that they have been returned. Before leaving the school for the day, the STC will reconcile all materials and prepare testing buckets for the next day of testing. The STC will ensure that online test administrations are in the completed status. In instances where student tests have been left "in progress", the school test coordinator will verify with the examiner that the student did in fact complete the section, and then the student is called in to navigate to the end of the test and submit. If an issue arises where the student did not complete the section, the STC contacts the DAD who contacts the DOE for appropriate next steps. All activity (including re-entry of the test) is documented.

Prior to returning the testing documents to the Walton County Board of Education, the School Test Coordinator will:

- Count materials, test tickets and booklets, answer documents, and all other ancillary materials.
- Ensure that all delivered and printed materials (secure and non-secure) are inventoried and any discrepancies are resolved prior to returning materials.
- Bundle test tickets (and any answer documents) according to procedures and directions specified by the district test director.
- The STC or another school administrator will return test materials to the district test director.

During the return, another count of the materials will take place. The test director will ensure that all materials are accounted for and match the test ticket expectation (and shipment inventory, if applicable). This process will be documented on the *Verification of Materials Return Form*. Additionally, all documentation forms must be submitted to the test director upon return of test materials:

- Principal's Certification Form
- Examiner's Certification Form
- Training Assurance Forms (with Agenda attached)
- Non-State Reportable Incidents Forms (Examiners)
- Proctor Statements
- Non-Participation Forms (EOG, EOC, ACCESS, GAA 2.0, GKIDS 2.0)
- Classroom Visitation Forms

- Optional Accommodations Matrices for Students with IEPs/IAPs/TCPs
- Validation Form for Transcriptions
- Irregularity Forms

The Superintendent's Certification Form will also be completed and submitted twice a year to the Georgia Department of Education via the GaDOE portal.

The district test director will prepare, securely store, and ship all scorable and ships (or shreds) non-scorable materials according to the instructions provided by the GaDOE and/or the vendor who holds the State contract. Materials will be returned based on the return schedule outlined by the GaDOE for each specific assessment.

All incidents must be immediately reported to the STC. The STC documents the incident on the Assessment Irregularity Report and contacts the DAD, who reports to the GaDOE within 24 hours. Breaches in security will require an investigation, and findings may result in a PSC referral.

The utilization of both the Walton County State Mandated Student Assessment Checklist and Calendar of Events will help ensure a successful testing process and program throughout the year.

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?

Electronic copies of scores are sent via the GaDOE portal and/or DRC to the DAD and posted securely to each school's network assessment folder. When scores are available on the DRC platform. The test director notifies the school principals and the STCs via email when scores are accessible. Principals are made aware that, "This data contains student performance and programmatic information for individual students. It should be treated as highly sensitive and secured upon receipt." Milestones teachers are granted access to results in DRC five days after all results are received. The only exception is for EOC. Printed classroom rosters are provided to these teachers for the purpose of finalizing grades. Teachers receive professional development on data usage to positively impact their instructional strategies. Principals and STCs receive professional development on using summary reports for resource allocation, program evaluation, and school improvement planning. Score interpretation guides from the GaDOE are shared with school leaders and posted in the school's secure assessment folder.

Parents are notified via email, school newsletters, etc) when test scores are posted to Infinite Campus and are available in the Parent Portal. Parents are encouraged to activate parent accounts. Hard copy individual student reports are provided upon request.

Parents are provided with cover letters and other simplified guides alongside score reports for assessments where hard copies are received from the vendor. Once the paper copy results arrive in the district, the STC or another building administrator must pick them up and sign for the receipt of these results. The results will always be housed in a secure location – the school or the BOE. Individual student results will be filed in the permanent record as well as sent home to the parent. For ACCESS, the scores are sent home during the last week of school with a cover letter (and exit letter, if applicable). GAA score reports typically arrive after the conclusion of the school year. These parent reports are reorganized by the receiving school over the summer and distributed to school for issuance to parents. GAA scores are also imported to the Infinite Campus.

Performance of the district, school, and subgroups is shared with the board, district administrators, school leaders, school staff, parent groups, and the community. The assessment program benefits are communicated, noting that teachers can make instructional adjustments and students and parents can evaluate mastery of skills.

The Walton County School District relies on state-mandated assessments as a key component for making reliable and appropriate instructional decisions for our students. The district operates a successful testing program which includes proper administration and provides benefits for all stakeholders:

- Students will know the skills and knowledge they have mastered and how they compare to other students;
- Parents will be able to evaluate whether their children are obtaining the skills and knowledge needed to be successful during and after their school experiences;
- Teachers will be able to determine and make instructional adjustments based on what skills and knowledge students have mastered and what skills and knowledge need to be improved to ensure proper preparation for the next level;
- Community members will be able to compare year-to-year improvement and performance as well as compare local student performance with the performances of students in other locations.

Access to secure online assessment reports is managed through role-based access control. All teachers directly connected to students and administrative staff are granted access to secure student data in the DRC and digitally sign a confidentiality agreement before permissions are activated. The DAD annually reviews all user rights to ensure permissions are revoked for staff who have changed roles or left the district.