



ASSESSMENT PLAN

**Dexter R-XI School District
Dexter, Missouri
2016-2017**

Board Approved October 2016

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Assessment Committee

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Part 1: Introduction

Philosophy Statement: Educators in Dexter R-XI School District believe that assessment must be an ongoing, systematic, standards-based measure of student learning. Information about student learning and development will inform instruction, direct resources, and lead to improved student achievement.

Rationale: The State Board of Education adopted a new assessment rule that requires districts to have a written assessment plan to assess all students (plus special populations), and that at a minimum, the plan shall include the statewide testing program provided in Section III of the Assessment Standards for Missouri Public Schools (1998) to include all components of the Missouri Assessment Program being developed as a result of the Outstanding Schools Act of 1993. The plan must also include strategies for assessing locally the Show-Me Standards not assessed on the statewide assessment. The plan does not have to be submitted to the Department of Elementary and Secondary Education but will be reviewed by the visiting Missouri School Improvement Team as part of the MSIP review program. This rule gives districts flexibility in planning off-grade assessments.

The Board supports the establishment of the Assessment Plan as one indication of the success and quality of the total education in the district. With time and effort, the Assessment Plan will produce

- a comprehensive assessment program which monitors a variety of learning indicators for a variety of purposes
- data-driven decision making in regard to curriculum, assessment, instruction, and programs
- teachers and administrators who are knowledgeable about types of assessments and the uses, data analysis, and strategies to motivate students to do well on tests, test security policies, and strategies for teaching test-taking skills and
- increased public awareness of student achievement.

Overview: This Assessment Plan includes all components as specified in MSIP Standard 6.2. In compliance to the standard, the Assessment Plan includes

- a description of tests included in the district-wide assessment program, the purpose of each, and how the results will be used
- guidelines for including students with special needs into the state and district-wide assessment programs
- a description of how and in what subjects the district is assessing the Show-Me Standards which are not assessed by the MAP
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies and
- a test-security policy.

Additional components of the Assessment Plan include motivation of students to perform well on assessments and informing instruction through data analysis

Description of the Process and Involvement: The district used varied processes to develop the different components of the Assessment Plan. An Assessment Committee comprised of central office administrators, principals, counselors, and teachers provided input into the development of the plan.

Evaluation of the Assessment Plan: The district believes the Assessment Plan reflects local autonomy and will lead to improved student learning. The Assessment Plan will be reviewed on an annual basis in order to make necessary modifications as needed.

Administration of District/State Required Assessments to Private, Parochial, and Home Schooled Students: The district has the discretion on whether to administer all district and state required assessments; as listed in this manual, to students who reside in the district but are enrolled in a private, parochial, or home school program. The district will only administer assessments to students who are currently enrolled in the Dexter R-XI School District.

Part 2: Testing of Student Achievement

Rationale: The district-wide assessment program is designed to facilitate and provide information for the following:

1. Instructional and Curriculum Uses--to provide data which will assist in the preparation of recommendations for instructional and curriculum changes to
 - inform student achievement, strengths and weaknesses
 - inform classroom instruction, re-teaching and intervention
 - inform curriculum revision, content and process
 - inform instructional policy and
 - inform the Board of Education in the adoption of instructional policy
2. Guidance and Counseling Uses--to provide data as a tool to make cooperative decisions about students in the counseling and guidance of students' personal and educational choices for
 - achievement and academic needs
 - school program of studies
 - vocational and career decisions
 - college or advance training and
 - wise personal decisions
3. Administrative Uses--to provide indicators of progress of the district toward the goals and objectives of the CSIP and to produce information about relative student achievement to
 - help screen and select students for participations in specific school programs
 - inform parents, educators, and Board about test performance of class, building, and/or district and
 - analyze student performance trends for instructional and evaluation purposes.

The district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me Standards. Other assessments given on a district-wide basis to all students and to selected groups of students are described in the following pages.

Although the chart is intended to be comprehensive, changes in assessment requirements and needs will necessitate changes in this plan. For that reason, the work of the Assessment Committee will be ongoing, producing revisions as needed.

2016-2017 Dexter R-XI School Testing Schedule

Fall Testing Schedule

Southwest

Grade 2 October 17-20 (OLSAT Group IQ)

Central

Grades 3 - 5 October 17-20 (OLSAT Group IQ for 4th grade only)

Middle School

Grade 6 October 20 (OLSAT Group IQ)

High School

Grade 11 October 19 (PSAT for select juniors)

Grade 12 November 22 (ASVAB for seniors)

EOCs December 5-9 (if needed)

ACT September 10, October 22, December 10

For all Schools

When Needed (W-APT/ELL Screener)

Spring Testing Schedule

Southwest

Kindergarten January 23-27 (OLSAT Group IQ)

Central

Grade 3-5 Sept 21 – Feb 28 (MAP-A-Fall/Winter Operation)

Grade 3-5 March 27 – May 19 (MAP-A-Spring Operation)

Grade 3-5 April 4 – May 27 (MAP Comm. Arts, Math, Science-5)

Middle School

Grade 6-8 Sept 21 – Feb 28 (MAP-A-Fall/Winter Operation)

Grade 6-8 March 27 – May 19 (MAP-A-Spring Operation)

Grade 6-8 April 4 – May 27 (MAP Comm. Arts, Math, Science -8)

High School

English II Algebra I Government Biology	}	February 20 – May 26 End-of-Course (EOC)
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Grade 10 Sept 21 – Feb 28 (MAP-A-Fall/Winter Operation)
 March 27 – May 19 (MAP-A-Spring Operation)
 April 19 Pre-ACT

Grade 11 May 1 AP Chemistry
 May 10 AP English

Grade 11 Sept 21 – Feb 28 (MAP-A-Fall/Winter Operation)
 March 27 – May 19 (MAP-A-Spring Operation)
 April 19 ACT
 May 3 Make-Up ACT

Grade 12 March 21-24 Vocational Testing

ACT February 11, April 8, June 10

For all Schools

When Needed
January 9 – March 3

(W-APT/ELL Screener)
WIDA ACCESS for ELLs 2.0

Health Screenings

Vision	September	9 th grade
Vision/hearing/amblyopia	November	K – 2 nd grades
Vision	September	7 th grade
Vision/hearing/amblyopia	September	3 rd grade
Growth and Development	April	3 rd – 5 th grades
Dental	February	K – 2 nd grades

See page 5 of the District Assessment Plan for a list of all assessments.

<i>Birth to 3 Parents as Teachers (PAT)</i>	<i>Denver II, Ages and Stages Questionnaire (ASQ), Ages and Stages Questionnaire Social Emotional (ASQ-SE) upon referral</i>	<i>Health and Vision Screening upon referral</i>	<i>Developmental Indicators for the Assessment of Learning (DIAL 3), Learning Accomplishment Profile (LAP-D) upon referral</i>
<i>Early Childhood Special Education</i>	Assessment completed upon referral outlined in State Plan		
<i>Pre-School</i>	Kindergarten Screening (DIAL, Sp/Lang, Health, Vision/Hearing) April		
<i>All Grades K-12</i>	<i>W-APT for all students who do not mark English as a first language in the home during registration or enrollment during first 60 days.</i>	<i>ACCESS given to students within Tier A, B, and C of screener. Monitor students are exempt.</i>	
<i>Kindergarten</i>	<i>Joliet Speech/Language August and all new students Otis-Lennon School Ability Test (OLSAT) January-February</i>	<i>Vision, Hearing, Health, and Dental Screenings February-April OLSAT-January</i>	<i>STAR Early Literacy STAR Reading STAR Math</i>
<i>Grade 1</i>	<i>Joliet Speech/Language August and all new students</i>	<i>Vision Screening</i>	<i>STAR Early Literacy STAR Reading STAR Math</i>
<i>Grade 2</i>	<i>Speech/Language August and all new students November-December</i>	<i>Hearing Screening October-November OLSAT or Alternative Assessment October</i>	<i>STAR Reading STAR Math</i>
<i>Grade 3</i>	<i>Speech/Language Screening rechecks and new students STAR Comprehension Test pre-test in fall/post-test in spring</i>	<i>Vision Screening October</i>	<i>MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 4</i>	<i>Speech/Language rechecks and new students STAR Comprehension Test pre-test in fall/post-test in spring</i>	<i>OLSAT or Alternative Assessment October Vision Screening November</i>	<i>MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 5</i>	<i>Speech/Language rechecks and new students STAR Comprehension Test pre-test in fall/post-test in spring Physical Fitness Assessment December and May</i>	<i>October Scoliosis Screening January</i>	<i>MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 6</i>	<i>STAR Comprehension Test pre-test in fall/post-test in spring</i>	<i>OLSAT or Alternative Assessment October Scoliosis Screening November and January</i>	<i>Orleans-Hanna Algebra Prognosis Test March and to new students MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 7</i>	<i>STAR Comprehension Test pre-test in fall/post-test in spring Scoliosis Screening November and January</i>	<i>Vision Screening November</i>	<i>Orleans-Hanna Algebra Prognosis Test March and to new students MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 8</i>	<i>STAR Comprehension Test pre-test in fall/post-test in spring Missouri Connections Career Interest Inventory (formerly Kuder's) November and December</i>		<i>MAP/MAP-A/DLM Communication Arts Mathematics and Science April & May STAR Reading & Math</i>
<i>Grade 9</i>	<i>Missouri Connections Career Interest Inventory (formerly Kuder's) November-December Physical Fitness Assessment December and May</i>	<i>Vision and Scoliosis Screening December and February</i>	<i>End of Course (EOC) Exams given upon successful completion of the following courses: Algebra I Biology I English II Government Only Required EOC's given December and May</i>
<i>Grade 10</i>	<i>PRE-ACT</i>		
<i>Grade 11</i>	<i>ACT-Required, PSAT, or SAT upon request on select dates</i>		
<i>Grade 12</i>	<i>ACT or SAT upon request on select dates</i>	<i>ASVAB (Armed Services) November-December</i>	

Birth to 3 Parents as Teachers (PAT), Early Childhood Special Education (ECSE), Kindergarten Screening

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ACADEMIC	Denver II/ DIAL/ LAP-D	A measure of development in the areas of language, fine motor/adaptive, gross motor and personal/social development as compared to other children of the same age	Administered by PAT educator to all children in participating PAT families at 6, 12, 24, and 36 mos. of age or administered by ECSE staff upon referral or by kindergarten screening staff	Identify children who need referral and/or further evaluation	Verbal and written summaries provided to parents. Information stored in family file and/or follow Part B guidelines for special services.
	Hearing, Joliet Speech/Language, and Other Observations	Gather information about response to voice and ability to locate sounds, child's behavior, speech/language, cognitive, social, general development, etc.			
HEALTH	ASQ, ASQ-SE, and Parent Questionnaire	Gather information regarding prenatal care, birth, health and developmental history, vision and appearance of eyes, responsiveness to auditory stimuli, immunization, etc.	Administered by trained PAT educator to children from 6 mos. to school age or trained school employee	Identify children who need referral and/or further evaluation	Verbal and written summary to parent
	Functional Assessment of Vision	Identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, alternate cover response, tracking and peripheral vision			
	Physical Measurement	Compare height, weight, and head circumference to expected standards			
	Nutritional Assessment	Identify possible nutritional deficits			
	Dental Check	Identify possible obvious problems with teeth or gums (PAT only)			
	Pure Tone, Hear Kit, Audiometry, and/or Tympanometry	Screen for possible deficits in hearing acuity and/or functioning of the middle ear			

Grades Kindergarten through 2nd

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ACADEMIC	District Developed Checklist-Curriculum	Assess the progress in attaining skills considered important for children to develop	Administered by classroom teacher throughout school year as appropriate	Informs instruction	Kept by teacher to gauge progress
	Components of the Observation Survey-Curriculum	Document progress in literacy development	Administered by classroom teacher throughout school year as appropriate	Informs instruction	Shared with curriculum director and principal to gauge progress
	STAR Reading and Math	Document reading and math comprehension	Administered by trained educator	-Informs instruction and provides data for progress toward district reading goal -Identifies students needing literacy plans -Informs instruction and provides data for progress toward district math goal -Identifies students needing math plans	Shared with parent, teacher, curriculum director, principals, and Board of Education to gauge progress toward district reading and math goals
	STAR Early Literacy	Document reading comprehension	Administered by trained educator	-Informs instruction and provides data for progress toward district reading goal -Identifies students needing literacy plans	Shared with parent, teacher, curriculum director, principals, and Board of Education to gauge progress toward district reading goal
	Speech/Language	Identifies problems in phonology, grammar, semantics, language development, and voice and fluency.	Administered by trained educator	Informs instruction	Shared with parent, teacher, principals, special services director
	Mathematics: End-of-Unit Assessments-Curriculum/	Document progress toward proficiency in mathematics	Administered by classroom teachers at the end of each unit of study	Informs instruction	Shared with students, parents, principals and curriculum director
ENRICHMENT	Student Assessment Data (2 nd grade only)	Screen for participation in enrichment program	Collected by curriculum/testing director	Collected in Central Office and sorted by percentile ranking	Used for screening only
	Individual IQ, SAGES, SIGS (2 nd grade only)	Evaluation for participation in enrichment program	Administered designated educators	Collected in Central Office	Used for evaluation and placement only

ELL	ELL Screener and Assessment	Screening for participation in English as a Second Language instruction	Completed by parents as part of enrollment	Kept in permanent record	ELL Coordinator
HEALTH	Pure Tone and/or Tympanometry	Screen for possible deficits in hearing acuity			
	Health Check	Monitor health records	Completed by school nurse	Kept in nursing file	
	School Vision Tests/Snellen Chart	Screen for possible deficits in visual acuity and muscle balance			
DISTRICT					
	Otis-Lennon School Ability Test	Group intelligence quotient assessment	Administered by building counselor	Kept in permanent record and Central Office.	Reported to parents, teachers, Board, administration
SPECIAL SERVICES	Observation, Evaluation of Classroom Performance, Formative Testing, Diagnostic Teaching/ Intervention, Parent/Teacher Referral, and Rating Scales	Outlined in State Plan for Special Education	Administered by building counselor, psychological examiners, and classroom teachers	Kept in permanent record and Central Office	Reported to parents, teacher, administration, Special Services director

Grades 3 through 5

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ACADEMIC	District Developed Checklist-Curriculum	Assess the progress in attaining skills considered important for children to develop	Administered by classroom teacher throughout school year as appropriate	Informs instruction	Kept by teacher to gauge progress
	Components of the Observation Survey-Curriculum	Document progress in literacy development	Administered by classroom teacher throughout school year as appropriate	Informs instruction	Shared with curriculum director and principal to gauge progress
	Missouri Assessment Program (MAP) or MAP-Alternative/DLM	Law requires MAP Assessments. The assessments are used as a means to evaluate students, school districts, and programs.	Administered by trained educator during the designated testing window.	Results are used to evaluate programs, student achievement, and to monitor achievement of subpopulations.	The Board, administrators, and teachers annually review performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports.
	STAR Test	Document reading comprehension	Administered by trained educator	-Informs instruction and provides data for progress toward district reading goal -Identifies students needing literacy plans	Shared with parent, teacher, curriculum director, principals, and Board of Education to gauge progress toward district reading goal
	Speech/Language	Identifies problems in phonology, grammar, semantics, language development, and voice and fluency.	Administered by trained educator	Informs instruction	Shared with parent, teacher, principals, special services director
	Mathematics: End-of-Unit Assessments-Curriculum/ Accelerated Math	Document progress toward proficiency in mathematics	Administered by classroom teachers at the end of each unit of study	Informs instruction	Shared with students, parents, principals and curriculum director
ENRICHMENT	Student Assessment Data	Screen for participation in enrichment program	Collected by curriculum/testing director	Collected in Central Office and sorted by percentile ranking	Used for screening only

	Individual IQ, SAGES, SIGS	Evaluation for participation in enrichment program	Administered designated educators	Collected in Central Office	Used for evaluation and placement only
ELL	ELL Screener and Assessment	Screening for participation in English as a Second Language instruction	Completed by parents as part of enrollment	Kept in permanent record	ELL Coordinator
HEALTH-PHYSICAL EDUCATION	Pure Tone and/or Tympanometry	Screen for possible deficits in hearing acuity			Shared with parent if concerns
	Health Check	Monitor health records	Completed by school nurse	Kept in nursing file	Shared with parent if concerns
	Spinal Screening	Screen for possible spinal deformities	Completed by school nurse	Kept in nursing file	Shared with parent, director of nursing
	School Vision Tests/Snellen Chart	Screen for possible deficits in visual acuity and muscle balance	Completed by school nurse	Kept in nursing file	Shared with parent if concerns
	Physical Education Fitness Test	Collected for State Core Data/MOSIS	Completed by school nurse and physical education teacher	Class percentages entered into State Core Data/MOSIS	Individual results shared with parent
DISTRICT	OLSAT (4 th grade only)	Group intelligence quotient assessment	Administered by building counselor	Kept in permanent record and Central Office	Reported to parents, group averages to Board, and administration
SPECIAL SERVICES	Observation, Evaluation of Classroom Performance, Formative Testing, Diagnostic Teaching/ Intervention, Parent/Teacher Referral, and Rating Scales	Outlined in State Plan for Special Education	Administered by building counselor, psychological examiners, and classroom teachers	Kept in permanent record and Central Office	Reported to parents, teacher, administration, Special Services director

Grades 6 through 8

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
APTITUDE	Missouri Connections Career Interest Inventory (8 th grade)	Help students identify areas of potential vocational aptitude and supports instructional programs	Administered by trained educator and/or counselor	Results inform instruction	Reported to parents, students, and administration
ACADEMIC	STAR Reading and Math	Document reading comprehension & mastery of math skills	Administered by trained educator	-Informs instruction and provides data for progress toward district reading goal -Identifies students needing literacy plans	Shared with parent, teacher, curriculum director, principals, and Board of Education to gauge progress toward district reading goal
	Missouri Assessment Program (MAP) or MAP-Alternative/DLM	Law requires MAP/EOC Assessments. The assessments are used as a means to evaluate students, school districts, and programs.	Administered by trained teachers during the designated testing window. Communication Arts and Mathematics are tested in 6 th , 7 th , and 8 th grades, along with 8 th grade science. EOC is given in Algebra I.	Results are used to evaluate programs, student achievement and to monitor achievement of subpopulations.	The board, administrators, and teachers annually review performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports.
	Mathematics: End-of-Unit Assessments-Curriculum	Document progress toward proficiency in mathematics	Administered by classroom teachers at the end of each unit of study	Informs instruction	Shared with students, parents, principals and curriculum director
ELL	ELL Screener and Assessment	Screening for participation in English as a Second Language instruction	Completed by parents as part of enrollment	Kept in permanent record	ELL Coordinator
HEALTH	Health Check School Vision Tests/Snellen Chart	Monitor health records Screen for possible deficits in visual acuity and muscle balance	Completed by school nurse	Kept in nurse's office	Shared with parents if concerns
DISTRICT	OLSAT (6 th grade only)	Assessment of a range of reasoning skills with three types of symbols for verbal quantitative and non-verbal reasoning.	Administered by building counselor	Kept in permanent record and Central Office	Reported to parents, administration, Board, and test coordinator

SPECIAL SERVICES	Observation, Evaluation of Classroom Performance, Formative Testing, Diagnostic Teaching/ Intervention, Parent/Teacher Referral, and Rating Scales	Outlined in State Plan for Special Education	Administered by building counselor, psychological examiners, and classroom teachers	Kept in permanent record and Central Office	Reported to parents, teacher, administration, Special Services director
ENRICHMENT	Student Assessment Data	Screen for participation in enrichment program	Collected by curriculum/testing director	Collected in Central Office and sorted by percentile ranking	Used for screening only
	Individual IQ, SAGES, SIGS	Evaluation for participation in enrichment program	Administered designated educators	Collected in Central Office	Used for evaluation and placement only

Grades 9 through 12

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
APTITUDE	Missouri Connections Career Interest Inventory (9 th grade)	Help students identify areas of potential vocational aptitude and supports instructional programs	Administered by trained educator and/or counselor	Results inform instruction	Reported to parents, students, and administration
	Armed Services Vocational Aptitude Battery (12 th grade)	Help students identify areas of potential vocational aptitude	Administered by counselor	Results are used by military when notified.	Reported to parents and students
ACADEMIC	Missouri Assessment Program End of Course (EOC) Exams	Law requires End of Course assessments. The assessments are used as a means to evaluate students, school districts, and programs.	Administered by teachers during the designated testing window upon the successful completion of Algebra I, Biology I, English II, and Government.	Results are used to evaluate programs, student achievement, and to monitor achievement of subpopulations.	The Board annually reviews performance data both in aggregated and disaggregated form in order to effectively monitor student achievement. Teachers and administrators analyze the results. The students and parents are provided with student reports.
	ACT/SAT	College admissions and summer programs	Grades 11-12, as appropriate to meet individual student needs	Results are used to evaluate student achievement and to monitor achievement of subpopulations.	Results are mailed to homes by ACT/SAT and counselors are available to interpret.
	PSAT (Grade 11)	Practice test for SAT, entry into the National Merit Program, and screening for Missouri Scholars Academy		Results are used to evaluate programs, student achievement, and to monitor achievement of subpopulations.	Results are mailed to student by PSAT and counselors are available for interpretation
ELL	ELL Screener and Assessment	Screening for participation in English as a Second Language instruction	Completed by parents as part of enrollment	Kept in permanent record	ELL Coordinator

DISTRICT	PreACT (10 th grade)	Achievement assessment to measure content areas/Career Planning	Administered by building counselor and/or classroom teachers	Results are used to monitor student achievement.	Reported to parents, teachers, Board, administration
HEALTH - PHYSICAL EDUCATION	Physical Education Fitness Test	Collected for State Core Data/MOSIS	Completed by school nurse and physical education teacher	Class percentages entered into State Core Data/MOSIS	Individual results shared with parent
	Health Check	Monitor health records	Completed by school nurse	Kept in nursing file	Shared with parent if concerns
	Spinal Screening	Screen for possible spinal deformities	Completed by school nurse	Kept in nursing file	Shared with parent, director of nursing
	Titmus School Vision Tester/Snellen Chart	Screen for possible deficits in visual activity and muscle balance	Completed by school nurse	Kept in nursing file	Shared with parent if concerns
SPECIAL SERVICES	Observation, Evaluation of Classroom Performance, Formative Testing, Diagnostic Teaching/ Intervention, Parent/Teacher Referral, and Rating Scales	Outlined in State Plan for Special Education	Administered by building counselor, psychological examiner, and classroom teachers	Kept in permanent record and Central Office	Reported to parents, teacher, administration, Special Services director

Vision and hearing screenings will be done as needed, prior to any special services evaluation process.

Part 3: Guidelines for Including Students with Special Needs in State and District Assessments

Rationale for State Assessments: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students, regardless of disability type or severity, including those receiving special services via an IEP or 504 Plan. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas, the MAP Alternate Assessment/Dynamic Learning Maps in grades 3 through 8, or the MAP End of Course (EOC) exams.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in district's assessment programs.

The **Individuals with Disabilities Education Act (IDEA)** provides federal funds to assist states and schools in making a free and appropriate education available to all students identified with an educational disability as defined under IDEA. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs.

With regard to assessment programs, IDEA requires

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state.
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards.
- Children with disabilities included in state and district assessment programs, with appropriate accommodations provided as necessary.
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment.
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000.
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students.
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

In order to comply with federal laws and state mandates, the Dexter R-XI School District has developed the following guidelines for including students with special needs into the state assessment program and district assessment program.

Decisions regarding participation in state-level testing (MAP) and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP one of three ways:

- **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
- **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- **MAP Alternate or DLM Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the MAP Alternate Assessment.

Section 504 protects the rights of students with disabilities, ensuring that free appropriate public education will be provided to each qualified student with a disability. Under Section 504, a student may be considered disabled if he or she

- has a mental or physical impairment which substantially limits one or more of such person's major life activities.
- has a record of such an impairment.
- is regarded as having such an impairment.

Major life activities include functions such as caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, or working.

Specific accommodations and/or modifications in testing are allowed for eligible students if determined necessary and appropriate by a group of individuals knowledgeable about the student (504 team). Tests are administered so as best to ensure that, when a test is administered to a 504 eligible student, the test results accurately reflect the student's aptitude or achievement level or whatever other fact the test purports to measure, rather than reflecting the student's impairment (except where those skills are the factors that the test purports to measure).

Rationale for District Assessments: Decisions regarding participation in the district assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district assessment program one of three ways: Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.

- **District Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the assessment under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

- **District Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the assessment, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
 - **District Alternate Assessment:** The district will develop or use an alternate assessment that will parallel in purpose, type, and content the assessment given on the district assessment.
1. The IEP team will use the following key points as a premise when making state and local assessment participation decisions:
 - Decision-makers should start from the premise that all students, including those with disabilities, will participate to the greatest extent possible in the state assessment and the district assessment program.
 - Any decisions regarding participation in the state assessment program and the district assessment program must be made by a student's IEP team and documented in the IEP along with the reasons for those decisions.
 - Decisions about how a student should participate in the state and the district assessment program should be based on the goals and content of that student's instruction.
 - A student with disabilities should participate in all parts of the assessments that are instructionally relevant for that student.
 - Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
 - Students should not be exempt from any part of the assessments simply because they are not expected to do well.
 2. The following information related to assessment will be included in the IEP:
 - A description of how a student will participate in the state and district assessment programs.
 - Statements regarding any individual accommodations needed in the administration of the state and district assessment programs.
 - A statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed (Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate/DLM, or any part of an assessment contained in the district assessment program.)
 3. The district will comply with IDEA guidelines in the reporting of state and district test results.

Part 4: Local Standards Not Assessed by MAP

Some of the Show Me Standards/MO Learning Standards require demonstrations, involve lengthy processes, or require the creation of a product and do not lend themselves to statewide paper-pencil assessment. Additionally, some standards require the use of equipment, tools, or manipulatives and/or interaction within student groups or the workplace. Assessing these types of standards at the state-level is impractical and results in the need for these to be assessed locally. It will be a district's responsibility to assess student progress on those standards that are not assessed by MAP. For the reasons stated above, the district has developed an Assessment Plan to assess these standards.

Below are factors the district considered when developing the plan to assess standards not assessed by MAP:

- the variance in staff, resources, course offerings, and curriculum among buildings and grade levels
- the district's achievement scores and areas of weakness
- the district and building level improvement plans
- the achievement of disaggregated groups
- documentation for MSIP
- the validity and reliability of multilevel or multi-curricular assessments
- the logistics and ease of administration
- how to track student achievement on the standards not assessed by MAP and
- alignment with current assessment practice.

Process Used to Develop a Plan for Assessing Standards Not Assessed by MAP

Curriculum coordinators used the listing of standards specified for local assessment to examine the district's curriculum to determine where in the curriculum each of the locally assessed standards was addressed and assessed. In order to show where each of the locally assessed standards occurs in the written curriculum, a listing is provided. The following are locally assessed standards found in the Electronic Alignment Tool (EAT):

Communication Arts Content Standards

Standard 5: Comprehending and evaluating the content and artistic aspects or oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

Grade 2	Library Media Center	Objectives: 3 and 5
Grade 4	Library Media Center	Objectives: 2, 3 and 6
Grade 7	FACS	Objectives: 23, 24, and 25
Grades 9-12	Library Media Center	Objectives: 3 and 4

Standard 6: Participating in formal and informal presentations and discussions of issues and ideas

Grade 3	Library Media Center	Objectives: 5 and 6
Grade 7	FACS	Objectives: 3, 4, 5, and 7
Grades 9-12	Library Media Center	Objectives: 3 and 4

Standard 7: Identifying and evaluating relationships between language and culture

Grade 3	Library Media Center	Objective 6
Grades 9-12	Library Media Center	Objective 3

Fine Arts Content Standard

Standard 3: The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.

Grade 1	Music	Objectives: 10 and 19
Grade 5	Music	Objectives: 4, 13, 17, 18, 19 and 20
Grade 8	Music	Objectives: 11 and 18
Grades 9-12	Chamber Choir	Objectives: 15, 21, and 24

Goal 1.2 Process Standard: Conduct research to answer questions and evaluate information and ideas.

Grade 2	Library Media Center	Objectives: 3 and 5
Grade 5	Library Media Center	Objective 5
Grade 8	Exploration and Enrichment into Technology	Objective 15
Grades 9-12	Library Media Center	Objective 7

Goal 2.5 Process Standard: Perform or produce works in the fine and practical arts

Grade 5	Physical Education	Objective 23
Grade 7	FACS	Objectives: 19, 40, 53 and 54
Grade 8	Exploration and Enrichment into Technology	Objective 14
Grade 10	Manufacturing	Objective 1

Goal 2.6 Process Standard: Apply communication techniques to the job search and to the workplace

Grade 7	FACS	Objectives: 7 and 8
Grade 8	Computer Science Research Writing	Objective 1

Goal 2.7 Process Standard: Use technological tools to exchange information and ideas

Grade 7	FACS	Objective: 40
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Goal 4.4 Process Standard: Recognize and practice honesty and integrity in academic work and in the workplace

Grade 7	FACS	Objective 1
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Goal 4.8 Process Standard: Explore, prepare for, and seek educational and job opportunities

Grade 7	FACS	Objectives: 55 and 57
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The following objectives are found in the District Curriculum Guides:

Communication Arts Content Standards

Standard 5: Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

Grade 5	Communication Arts	Objectives: CA/1.b, CA/1.c and CA/1.d
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Standard 6: Participating in formal and informal presentations and discussions of issues and ideas

Grade 5	Communication Arts	Objectives: CA/1.a, CA/1.c, CA/1.d, CA/1.e, CA/2.a and CA/3.a
Grade 5	Social Studies	Objectives: Government 7 American History 3

Standard 7: Identifying and evaluating relationships between language and culture

Grade 4	Communication Arts	Objectives: GA/5.c, GA/5.d and GA/5.e
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<u>Goal 2.3 Process Standard:</u> Exchange information, questions, and ideas while recognizing the perspectives of others		
Grade 3	Social Studies	Objectives: Geography 6 Sociology 1 and 5
Grade 8	Earth Science	Objective: Earth Systems B/1.a
Grade 12	Advanced Biology	Objective: Scientific Inquiry A/2.a
<u>Goal 2.6 Process Standard:</u> Apply communication techniques to the job search and to the workplace		
Grade 10	Geometry	Objective: 2.h
<u>Goal 2.7 Process Standard:</u> Use technological tools to exchange information and ideas		
Grade 8	Earth Science	Objective: Scientific Inquiry A/4.a, Universe B/2.a, Universe C/2.c
Grade 11	Business Education Curriculum	
<u>Goal 4.4 Process Standard:</u> Recognize and practice honesty and integrity in academic work and in the workplace		
Grade 8	Earth Science	Objective: Scientific Relevance 1.a
Grade 11	National/State Government	Objective: 18
<u>Goal 4.8 Process Standard:</u> Explore, prepare for, and seek educational and job opportunities		
Grade 8	Earth Science	Objective: Scientific Relevance 1.b
Grade 8	Math	Objective: Communications 1.b
Grade 10	Elements of Algebra II	Objective: Connections 2.d
Grade 10	Geometry	Objective: Communication 2.h

Part 5: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in the Dexter R-XI School District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. This section addresses professional development related to student assessment. For a more detailed, comprehensive description of the district's Professional Development Plan, consult the district's documentation as required by MSIP Standard 6.7.

The topics related to national, state, district, and classroom assessments that will be addressed in professional development opportunities include:

- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment
- how to use disaggregated data (i.e. by race/ethnicity, gender, disability, LEP, or transient) to determine changes that need to be made to improve performance of subgroups
- how to implement instructional and test-taking strategies that will promote success on MAP and other assessments and
- how to create and score a variety of assessments (i.e., performance, constructed response, selected response).

The Professional Development Committee of Dexter Schools will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following will be used to attain the realization of the objectives contained in the CSIP:

- establishment of district MAP teams/school improvement data teams/study groups
- teacher collaboration during common planning/departmental meetings
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP
- training for beginning teachers
- early release days for buildings and district collaboration and
- incentives, substitute pay, and/or in-service credit for movement on the salary schedule are given by the district for a variety of assessment-related professional development opportunities including reflective analysis of student work and the development and scoring of common district assessments.

Part 6: Teaching Test-Taking Strategies for MAP and District Assessments

Rationale: Dexter Schools developed guidelines for helping students acquire test-taking strategies to demonstrate their knowledge and skills on assessments.

Background information: The MAP, standardized, and district-wide assessments generally contain three question types:

- Multiple-choice items in which students select an answer from a given field.
- Constructed response items in which students write their own answers. Closed constructed response questions have a narrow range of acceptable answers and often require application of knowledge. Open-ended constructed response questions have a variety of acceptable answers and may require students to support their solution process. The answer is not obvious and students must infer and/or reason through the task. Open-ended constructed response questions are intended to be thought-provoking and demand a variety of reasoning processes.
- The performance event requires students to write an extended response. For example, on the MAP the performance event takes approximately 60-100 minutes to complete. In Communication Arts, the student is given a writing prompt. Students engage in a pre-writing activity, develop a draft, self-edit, and produce a final copy. In math, students formulate a strategy to solve a multi-step problem.

Guidelines for Test-Taking Strategies: Test-taking strategies need to be integrated into the instructional process. Strategies should address adjusting to the conditions of testing and answering various testing formats.

Teachers throughout the district will teach the skills and processes required for students to successfully respond to multiple choice and constructed response (open and closed) items and performance events. Explicit teaching in test-taking strategies will be provided, when appropriate, to introduce students to the novel conditions, item types, and strategies for managing anxiety.

In order to prepare students for the environmental conditions and behaviors required for the MAP and other district assessments, teachers will train students to

- sit and work quietly for extended periods of time
- work through challenging tasks with limited teacher interaction
- engage in self-calming techniques when anxious
- self-evaluate according to a specified standard
- select appropriate activities while other students are working and
- manage their time during testing.

In order to formulate quality answers to multiple-choice items, teachers will train students to

- determine what the question is asking by identifying key words in the stem
- attempt to answer the question before reading the choices
- read all of the choices and eliminate any distracters
- avoid a choice with overly technical language
- consider the longest answer choice as the correct answer and
- choose between related terms rather than unrelated terms.

When a student is attempting to decide between two close answers, the teacher will train students to employ true/false strategies.

- In most cases, do not choose an answer choice that contains an absolute (all, always, none, never).
- Read the question using both choices to determine which one makes a more true statement.
- Choose a middle answer (B, C, or D) versus a first or last choice when a guess is necessary.
- Consider “all of the above,” as it is often the correct answer choice.
- Avoid “none of the above,” as it is typically not the correct answer choice.

In order to formulate quality answers to open-ended constructed response items, teachers will train students to do the following:

- Read and identify the key words within a question.
- Initiate a response to a question using key words from the stem.
- Avoid using pronouns in the response. However, when necessary ensure the pronoun referent is clear.
- Address all parts of the question.
- Include specific examples from the text.
- Provide specific examples to support a position.
- Show the major steps in the solution process (math).
- Provide multiple likenesses and corresponding differences when asked to compare and contrast.
- Include a title and labels when creating graphic organizers.

In order to formulate quality answers on performance events, teachers will train students in the following strategies:

- Develop and implement a strategy or plan to complete a complex problem or task (e.g., writing to a prompt).
- Consider multiple possibilities when completing a problem or task; select the most effective possibility, and justify the response when appropriate.
- Recognize and respond to all required specifications.
- Interpret data (i.e. a picture, graph, data, etc.) needed to answer a question.
- Organize data in different forms to show meaning (construct a graphic organizer that shows... make a chart to show... draw a series of pictures to show... design a poster that shows... etc.).
- Describe the process used for solving a problem or explain why the proposed solution is optimal.

Part 7: Test Security Policy for all Standardized Tests

Individuals Responsible for Testing Program

The District Testing Coordinator (DTC) will be a Central Office Administrator. The principal of each building will either assume the responsibility of the Building Testing Coordinator (BTC) or will name a designee for his/her school. The designee should be accessible throughout the day and have the authority to implement this policy.

Storage and Access Before Test Administration

Herein, secure items are defined as student test booklets-any material that has the actual test questions that has not been released to the public by the publisher for viewing. Examiner's manuals/instruction manuals and student practice test booklets are NON-secure items.

1. All standardized student test booklets used by the district will be kept in a locked storage facility when not in use. Student test booklets will remain in this facility except during those time periods necessary for processing, for scoring, or delivery to and from locations as part of the testing process.
2. The District Testing Coordinator should receive the Examiner's Packets and District Testing Coordinator's Packet a few weeks prior to the testing. The DTC will check all Building Testing Coordinator's Packets and the District Testing Coordinator's Packet to ensure all documents and materials have been received.
3. Each BTC will receive an examiner's manual in advance of testing to allow for copying (as needed) and distributing and to give an inservice about test administration (see next section—Inservice Prior to Testing).
4. Testing materials will be delivered to each building approximately a week before the testing period. The BTC will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be kept in locked storage until distributed to teachers. If there are shortages, the BTC will contact the DTC. The DTC will contact the test distribution center for additional materials.

5. Teachers should not have access to student test booklets until they are distributed one working day before the testing period. No teacher (regular classroom, specialist, or special education) will have access to the test booklets or be told their contents before the test is distributed.
6. On occasion, schools within the district may be asked to, or volunteer to, administer tests with secure materials that are on loan to the district. Common examples are secure forms of the NAEP, SAT, or other tests needing to be standardized. In addition to the security measures above, when such testing materials arrive the BTC will carefully check and sort them in preparation for administration, making a written record of the number of booklets that will be used. The BTC will also assume responsibility for providing for the secure storage of these materials and will contact the proper authorities if the number received is inaccurate.
7. For state and national assessments, the regular within-district mail system should not be used for the transportation of student test booklets. A special mail delivery and pickup will be arranged.

In-service Prior to Testing

Prior to testing, each BTC will distribute an examiner's manual and a testing coordinator's manual to each teacher and will provide an inservice.

The inservice will emphasize the following:

1. The importance of test security during test administration and close adherence to the standardized procedures as stated in the examiner's manual should be covered. Other security issues that will be addressed will include the handling and storage of the test booklets, providing directions to students, responding to questions, and monitoring the test setting. Teachers/examiners will also be asked to make sure that items that give clues to correct answers be removed from the walls of the rooms in which tests are to be administered. Some examples include maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers should be removed.
2. Completing all forms, i.e., student information sheets, inventory sheets, validity forms, completed testing envelopes, etc.
3. The test administration including publisher security and administration guidelines.
4. Procedure for collecting completed student test booklets.
5. Special procedure for IEP students, make-ups for absentees, required time schedules, etc.

Any staff member unable to attend this meeting must contact the BTC and obtain a summary of the guidelines and instructions for the administration of the test.

Test Administration

1. Regular, certificated staff members will normally administer standardized tests in the classroom. When this is not the case, the STC must contact the DTC for clarification and approval.

2. For each major standardized test, the STC shall prepare a testing schedule for their building. When necessary, end-of-period bells will be altered to accommodate the testing schedule or eliminated altogether to reduce distraction.
3. Students will not receive test booklets until the time for testing has begun.
4. Teachers/examiners will actively monitor students at all times during the test administration.
5. Building administrators/STC will discretely move between classrooms during the test administration to assist in monitoring and to provide assistance as needed.
6. Each day, prior to testing, the examiner will get his/her test booklets from the secure area and will return them to this same area each day after test administration. The STC will count test booklets each day upon return to ensure all booklets are accounted.
7. Make-up tests will be given during the testing window as set forth in the district testing calendar. A designated individual or individuals (but not volunteers) in each building will administer the test according to the specified administration procedures, taking all previously mentioned precautions to ensure test security. Make-up tests are given to students that were absent or, for one reason or another, unable to take an entire subject area of the test. Make-ups should not be given to students to finish sections started and not completed on the previous day. Once a test section is started, it must be completed that day, in the time allotted according to the examiner's manual. As a result, the STC should try to avoid scheduling un-timed MAP testing periods to begin near the end of the school day.

Collection of Test Materials Following Testing

1. The BTC will collect all answer documents and test booklets from the teachers/examiners immediately following the last testing session.
2. The BTC will be responsible for counting test materials, organizing them according to instructions and storing them in a secure area.
3. The BTC will prepare all student test booklets, answer sheets, examiner manuals, etc. for pick-up and delivery to the DTCA. They should include missing items noted and tracked down.
4. No parent or volunteer should be involved with the handling of the test booklets or scoring sheets.
5. The BTC must send the necessary information and materials to the DCTA on or before the announced final district collection date.

Computer-Based Test Security

Preparing for computer-based testing includes determining the layout of the physical computer lab, training the teachers and staff, and preparing the students.

1. The lab will be set up with test security in mind. Workstations will have adequate space between them so that students are not able to view one another's screens. When adequate space is not available, privacy screens/folders will be used.
2. Instructional materials in the room will be removed, or covered.

3. The tests will not be read, scored, reviewed, photocopied, duplicated, scanned, or transported by other students.

Sanctions for Unfair Practices

The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of practices this district considers inappropriate:

- Copying any part of a standardized student test booklet for any reason.
 - Removing a student test booklet from a building's secure storage area without the permission of the STC.
 - Failing to return all students' test booklets (used and unused) following test administration.
 - Directly teaching any test item included on a standardized test (teaching practice test items and approved materials from published teachers guidebooks for assistance and guidance in teaching test taking strategies are excluded).
 - Failure to follow testing guidelines as specified in the examiner's manual.
 - Altering a student's responses to items in the booklet.
 - Indicating to the student during testing that they have missed items and need to change them, giving answers or clues to questions, allowing students to give each other answers, or altering test administration procedures to give students an unfair advantage.
 - Grading tests with the students.
 - Altering test administration procedures in any way that violate agreements with the test publisher or sponsor.
4. Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.

If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will be initiated. If allegations are proven, a report will be forwarded to the DTC and appropriate disciplinary action will be taken.

Part 8: Motivating Students to Do Well on State and District Assessments

Dexter Schools has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on all assessments. While we would like to believe that each student is inherently motivated to demonstrate his/her personal best with regards to learning and achievement, we realize that some students need additional information and incentives to perform at their optimal level. Administrators, teachers, and parents need to be informed and need to communicate the same message to students regarding the importance of assessment. Consistent messages to students are a powerful motivator. Each building within the district will decide what strategies to use to motivate students to do their best on all assessments.

Part 9: Making Changes as a Result of Data Analysis

The district believes it is imperative to use data as a means of making decisions for instruction, assessment, programs, policies, and student placement. All types of data, both aggregate and disaggregate, are reviewed on an ongoing basis. To ensure the results of analyzing data are being used to make needed changes for all subpopulations, progress toward school improvement goals is monitored. Changes made resulting from this process are documented. This will be done as part of the building level school improvement plan and will include:

- all types of data reviewed
- the findings based on the review of data
- a description of how the areas deemed as weaknesses were/will be addressed (strategies or action steps and how their effect will be measured)
- the impact of the changes and
- a description of further action (if any) to be taken.

The strategies or activities to be implemented are defined based on teacher/team evaluation of the available data identifying students' strengths/weaknesses, etc. (Note: The classroom teacher collects a wealth of data through in-class assessments, reading logs, observations, one-on-one student teacher conferences, etc.) In many cases, the curriculum coordinators are also consulted for appropriate strategies and methods of implementation. Annually, schools evaluate the effectiveness of their strategies and degree of goal attainment before revising and updating their school improvement plan.

The individuals involved in the data analysis process will include, but not be limited to, administrators, curriculum coordinators, guidance personnel, teachers, and the Director of Curriculum and Assessment. The types of data to be analyzed will include state and district, AP/ACT/SAT results, common district assessments, dropout data/persistence to graduation, and post-graduation studies, with most analyses disaggregated based on demographics, special needs, etc.

The district realizes that using data to make needed changes is an on-going process. Curriculum coordinators, principals, and staff members use this information to fine-tune the curriculum, lesson plans, and instructional strategies. The same data analyses are used to facilitate teacher collaboration and team planning as some reports can be used to facilitate identification of best practices. The results are also used to assist in determining future staff development activities.