



Assessment Plan

2021-2022

Spokane R-VII School District
Assessment Committee 2020-2021

Della Bell-Freeman

Superintendent of Schools

Sherry Aten

Special Services Director

Jessica Burke

Elementary Principal

Kent Doyle

Secondary Principal

Rebecca Justis

Secondary Assistant Principal

Sarah Crabtree

Elementary Counselor

Dianna Hartsell

Secondary Counselor

Andrea Gaddy

Secondary Counselor

Spokane R-VII School District

Local Assessment Plan Introduction

Rationale: The Spokane R-VII Board of Education supports the establishment of the district's local assessment plan as one indication of the success and quality of the total education in the school district. With time and effort, the local assessment plan will produce:

- A comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- Data-driven decision-making in regard to curriculum, assessment, instruction, and related programs;
- Teachers and administrators who are knowledgeable about data analysis, motivating students to do well on tests, test security policies, and strategies for teaching test taking skills;
- Increased public awareness of student achievement.

Overview: The Spokane R-VII School District's local assessment plan includes all components as specified in the following **MSIP 6 Rules:**

Assessments Aligned to Missouri Learning Standards

*AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.

- G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
- H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

MSIP 6 Rule: Equity and Access

Academic Achievement

**EA1 - The school system administers assessments required by the Missouri

Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

- A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.

Graduation Rate

**EA2 - The school system ensures all students successfully complete high school.

- A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

Follow-Up Rate of Graduates

**EA3 - The school system prepares all students and identified groups of students for postsecondary success.

- A. All graduates and identified groups of graduates, who after graduation are successfully–
 1. enrolled in a college/university,
 2. enrolled in a trade/technical school (or program),
 3. employed, or
 4. in the military,and meet or exceed the state standard and/or demonstrate the required improvement.
- B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–
 1. program evaluation,
 2. strategic planning, and

3. other decision making

Process and Involvement: The Spokane R-VII School District used varied processes to develop the different components of its local assessment plan. At different points in these processes, the district utilized input from teachers, administrators, parents, the Board of Education/community, and students to develop its local assessment plan. It is the belief of the Spokane R-VII School District that its local assessment plan reflects local autonomy and will bring about valued outcomes.

Spokane R-VII School District

Local Assessment Plan Testing of Student Achievement

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the district-wide assessment program are to facilitate and provide information for the following:

1. *Student Achievement:* To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor the academic progress of the general populations as well as subpopulations.
2. *Student Counseling:* To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. *Instructional and Curricular Change:* To provide data which will assist in the preparation of recommendations for instructional and curricular changes to:
 - Assist teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - Aid the district in making needed changes to the curriculum;
 - Assist the professional staff in formulating and recommending instructional policy;
 - Assist the Board of Education in adopting instructional policies.
2. *School and District Evaluation:* To provide indicators of progress of the district towards the goals and objectives of the CSIP and Goals for Graduates.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Missouri Learning Standards. Other assessments given on a district-wide basis to all students

(large scale) and to selected groups of students (small scale) are described in the chart contained in this section of the district's local assessment plan. In some cases, participants in "small scale" assessments comprise a large part of the student population at particular grade levels. Although this chart is intended to be comprehensive, changes in assessments requirements and needs will necessitate changes in this plan. For that reason, the work of the district assessment committee will be ongoing, producing revisions as needed.

The district-wide assessment plan is used as a vehicle for furnishing needed information to decision makers, including the Board of Education, administrators, teachers, parents/guardians, and students. The Spokane R-VII Board of Education, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board will annually review performance data disaggregated based on race/ethnicity, gender, identified disability, migrant status, and/or ELL students in order to effectively monitor student academic achievement and dropout/persistence to graduation rates.

The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide district-wide decisions.

There shall be involvement in the development of the district-wide assessment program and its implementation. Instructional staff will be provided with training and assigned responsibilities related to the coordination of the program.

The tests included in the district-wide assessment program include:

- Tests mandated by state and federal programs;
- Tests mandated by state and federal law;
- Tests mandated district-wide for a particular group of students.

In compliance with the **MSIP 6 Rule: *AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.**

The chart following this page will:

- Identify which tests and assessments are included in the district-wide assessment program;
- Identify the grade level at which the test is administered;
- Describe the purpose of each test;
- Describe how the results are used;
- Describe how the results are disseminated.

Note:

- Instruments used for health screenings are described in the Comprehensive Health Plan.
- Individual diagnostic tests used for the purpose of placement in special education can be found in the office of the Special Education Process Coordinator.
- Interest inventories used for career education/exploration are located in the offices of the secondary school counselors.

**Spokane R-VII School District Large Scale Summary
Assessment Scope and Sequence**

Kindergarten	Fall	Winter	Spring
	NWEA	NWEA; Developmental Reading Assessment; Dibels 8-PSF; Dibels 8 LNF; Arkansas Rapid Naming Screener; Dibels 8 NWF- CLS/WRC	NWEA; Developmental Reading Assessment;
Grade1	NWEA; Developmental Reading Assessment	NWEA;Developmental Reading Assessment; Dibels 8-PSF; Dibels 8- LNF; Arkansas Rapid Naming Screener; Dibels 8 NWR- CLS/WRC; Dibels 8 WRF; Sight Word Checks; Gentry Developmental Spelling Test (Monster Spelling)	NWEA; Developmental Reading Assessment;
Grade2	NWEA; Developmental Reading Assessment; DIBELS 8 NWF CLS/WRC; Gentry Developmental Spelling Test (Monster Spelling); Dibels 8 ORF; Dibels 8 MAZE; Arkansas Rapid Naming Screener	NWEA; Developmental Reading Assessment	NWEA; Developmental Reading Assessment
Grade3	NWEA; Developmental Reading Assessment; Dibels 8 NWF-CLS/WRC; Gentry Developmental Spelling Test (Monster Spelling); Dibels 8 ORF; Dibels 8	NWEA; Developmental Reading Assessment	MAP Communication Arts & Mathematics; NWEA, Developmental Reading Assessment

	MAZE; Arkansas Rapid Naming Screener		
Grade4	NWEA, Developmental Reading Assessment; Gentry Developmental Spelling Test (Monster Spelling); Dibels 8 ORF; Dibels 8 MAZE; Arkansas Rapid Naming Screener	NWEA	MAP Communication Arts & Mathematics; NWEA, Developmental Reading Assessment;
Grade5	NWEA, Developmental Reading Assessment; Gentry Developmental Spelling Test (Monster Spelling); Dibels 8 ORF; Dibels 8 MAZE; Arkansas Rapid Naming Screener	NWEA	MAP Communication Arts, Mathematics, & Science; NWEA, Developmental Reading Assessment; Physical Fitness Test
Grade6	NWEA	NWEA	MAP Communication Arts & Mathematics; NWEA
Grade7	NWEA	NWEA	MAP Communication Arts & Mathematics; NWEA; Physical Fitness Test

Grade8	NWEA	NWEA	MAP Communication Arts, Mathematics, & Science; NWEA
Grade9*	EOC Benchmark Assessments		English I EOC Algebra I EOC Physical Fitness Test
Grade10*	EOC Benchmark Assessments	PSAT	English II EOC Biology I EOC American History EOC Geometry EOC
Grades11/12*	Personal Finance EOC Benchmark Assessments	PSAT ACT ASVAB	Personal Finance Government EOC Algebra II EOC

Selected One-, Two-, and Three-Year Olds

Assessment Instrument or Process		Purpose	Admin. Procedure	Utilization	Dissemination of Results
ACADEMIC	Ages & Stages Questionnaire (ASQ) TM	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 Parent Educator to all children in participating PAT families at 12, 24, and 36 months of age	Identify children who need referral and/or further evaluation	Verbal and written summaries provided to parents; information stored in family file in the office of the Parent Educator
	Observation during and before testing	Gather information about a child's behavior, speech and language and hearing, cognitive skills, social skills, general development, etc.			

Selected Four- and Five-Year Olds

Assessment Instrument or Process		Purpose	Admin. Procedure	Utilization	Dissemination of Results
ACADEMIC	Developmental Indicators for the Assessment of Learning (DIAL 4) TM	Identify potential problems in the areas of language, motor and concept development	Administered by preschool screener to children whose parents request screening services	Identify children who need referral and/or further evaluation	Verbal and written summary provided to parents
	Observation during and before testing	Gather information about a child's behavior, speech and language and hearing, cognitive skills, social skills, general development, etc.			Information available to elementary personnel upon request

Kindergarten—Large Scale (all students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
C O M M O N D I S T R I C T	NWEA	Identify the skills and concepts learned by individual students; diagnose instructional needs; monitor academic growth over time	Administered in the winter and spring by classroom teacher and test proctors	Informs instruction and provides data for placement in special programs	Shared with students, parents, principals, Director of Curriculum, and Board of Education (grade-level results)
	District Developed Checklist	Assess the progress in attaining skills considered important for children to develop during the kindergarten year	Administered by classroom teacher throughout the year as appropriate	Informs instruction	Kept by kindergarten teacher to gauge progress; shared with parents
	Developmental Reading Assessment	Document progress in reading: comprehension, accuracy, and fluency	Administered by classroom teacher in winter and spring	Informs instruction and provides data for progress toward district reading goals; Identifies students in need of remedial services	Shared with principal and Director of Curriculum to gauge progress toward district reading goals

A S S E S S M E N T S	Letter Identification	Assess the alphabet knowledge of students	Administered by classroom teacher in fall and spring	Informs instruction	Kept by kindergarten teacher to gauge progress
--	-----------------------	---	--	---------------------	--

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner Identification	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education

Kindergarten—Small Scale (selected students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
E L L	WIDA SCREEN ER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA-APT	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Grade 1—Large Scale (all students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
COMMON DISTRICT ASSESSMENTS	NWEA	Identify the skills and concepts learned by individual students; diagnose instructional needs; monitor academic growth over time	Administered in the fall, winter and spring by classroom teacher	Informs instruction and provides data for placement in special programs	Shared with students, parents, principals, and Board of Education (grade-level results)

	Developmental Reading Assessment	Document progress in reading: comprehension, accuracy, and fluency	Administered by classroom teacher in fall, winter and spring	Informs instruction and provides data for progress toward district reading goals; Identifies students in need of remedial services	Shared with principal to gauge progress toward district reading goals
	Running Record	Document reading behaviors including accuracy, fluency, and comprehension	Administered by classroom teacher	Informs instructional decisions for individuals and groups	Grade level teams, principal
	Concepts About Print	Enables teachers to learn what a child knows about the way printed language is used	Administered by classroom teacher in fall	Informs instruction	Kept by classroom teacher to gauge progress
ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education

Grade 1—Small Scale (selected students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ELL	WIDA SCREENER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA ACCESS	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Grade 2—Large Scale (all students)

Assessment Instrument or Process	Purpose	Administrative Procedure	Utilization	Dissemination of Results	
COMMON DISTRICT ASSESSMENTS	NWEA	Identify the skills and concepts learned by individual students; diagnose instructional needs; monitor academic growth over time	Administered in the fall, winter and spring by classroom teacher and test proctors	Informs instruction and provides data for placement in special programs	Shared with students, parents, principals
	Developmental Reading Assessment	Document progress in reading: comprehension, accuracy, and fluency	Administered by classroom teacher in fall, winter and spring	Informs instruction and provides data for progress toward district reading goals; Identifies students in need of remedial services	Shared with principal to gauge progress toward district reading goals
	Running Record	Document reading behaviors including accuracy, fluency, and comprehension	Administered by classroom teacher	Informs instructional decisions for individuals and groups	Grade level teams, principal

ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education
------------	-----------------------------	---	--	--------------------------	-------------------------------

Grade 2—Small Scale (selected students)

Assessment Instrument or Process	Purpose	Administrative Procedure	Utilization	Dissemination of Results	
ELL	WIDA SCREENER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA ACCESS	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Grades 3, 4, and 5—Large Scale (all students)

Assessment Instrument or Process	Purpose	Administrative Procedure	Utilization	Dissemination of Results	
COMMON DISTRICT ASSESSMENTS	NWEA	Identify the skills and concepts learned by individual students; diagnose instructional needs; monitor academic growth over time	Administered in the fall, winter, and spring by classroom teacher	Informs instruction and provides data for placement in special programs	Shared with students, parents, principals
	Developmental Reading Assessment	Document progress in reading: comprehension, accuracy, and fluency	Administered by classroom teacher in fall, winter and spring	Informs instruction and provides data for progress toward district reading goals; Identifies students in need of remedial services	Shared with principal and classroom teachers to gauge progress toward district reading goals
	Running Record	Document reading behaviors including accuracy, fluency, and comprehension	Administered by classroom teacher 2-4 times per month	Informs instructional decisions for individuals and groups	Grade level teams, principal
	Missouri Assessment Program	Federal and State law require MAP assessments. The assessments are used as a means to evaluate school districts and programs	Administered by teachers during the designated testing window each spring. Communication Arts and Mathematics are tested in Grades 3, 4, and 5. Additionally, science is tested in Grade 5	Results are used to evaluate student programs, student achievement, and to monitor achievement of subpopulations	The Board of Education, administrators, and teachers annually review performance data both in aggregated and disaggregated form to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports.

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education
PHYSICAL EDUCATION	Physical Education Fitness Test	Document progress in physical development; screen for possible concerns	Administered by teacher in Grade 5	Student self-assessment, monitor student achievement, and program evaluation	Physical Education teacher, DESE, the student, parents

Grades 3, 4, and 5—Small Scale (selected students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ELL	WIDA SCREENER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA ACCESS	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Grades 6, 7, and 8—Large Scale (all students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
COMMON DISTRICT ASSESSMENTS	NWEA	Identify the skills and concepts learned by individual students; diagnose instructional needs; monitor academic growth over time	Administered in the fall, winter, and spring by classroom teacher and test proctors	Informs instruction and provides data for placement in special programs	Shared with students, parents, principals and Board of Education (grade-level results)
	Missouri Assessment Program	Federal and State law require MAP assessments. The assessments are used as a means to evaluate school districts and programs	Administered by teachers during the designated testing window each spring. Communication Arts and Mathematics are tested in Grades 6, 7, and 8. Additionally, science is tested in Grade 8.	Results are used to evaluate student programs, student achievement, and to monitor achievement of subpopulations	The Board of Education, administrators, and teachers annually review performance data both in aggregated and disaggregated form to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports.
ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education

PHYSICAL EDUCATION	Physical Education Fitness Test	Document progress in physical development; screen for possible concerns	Administered by teacher in Grade 7	Student self-assessment, monitor student achievement, and program evaluation	Physical Education teacher, DESE, the student, parents
---------------------------	---------------------------------	---	------------------------------------	--	--

Grades 6, 7, and 8—Small Scale (selected students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
ELL	WIDA SCREENER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA ACCESS	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Grades 9, 10, 11, and 12—Large Scale (all students)

Assessment Instrument or Process		Purpose	Administrative Procedure	Utilization	Dissemination of Results
COMMON DISTRICT ASSESSMENTS	Missouri Assessment Program	Federal and State law require MAP assessments. The assessments are used as a means to evaluate school districts and programs	Administered by teachers during the designated testing window each spring. MAP High School End-of-Course Assessments in English, Mathematics, Science, Social Studies and Personal Finance are administered at the end of the year in which the student is enrolled in specified courses.	Results are used to evaluate student programs, student achievement, and to monitor achievement of subpopulations	The Board of Education, administrators, and teachers annually review performance data both in aggregated and disaggregated form to effectively monitor student achievement. Results provide longitudinal data for comparative purposes. Students and parents are provided with student reports.

ELL	Home Language Questionnaire	Screening for eligibility of English Language Learner	Completed by parents as part of enrollment	Kept in permanent record	Director of Special Education
PHYSICAL EDUCATION	Physical Education Fitness Test	Document progress in physical development; screen for possible concerns	Administered by teacher in Grade 9	Student self-assessment, monitor student achievement, and program evaluation	Physical Education teacher, DESE, the student, parents

Grades 9, 10, 11, and 12—Small Scale (selected students)

Assessment Instrument or Process	Purpose	Administrative Procedure	Utilization	Dissemination of Results	
ACADEMIC	PSAT/NMSQT	Practice test for SAT, entry into the National Merit Program, and screening for Missouri Scholars Academy	Grades 10-11	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 assistance with score interpretation.
	ACT/SAT	College admissions and summer programs	Grades 8-12; as appropriate to meet individual student needs	Results are used to evaluate programs, student achievement, and to monitor achievement of subpopulations	Results are mailed to student by ACT/SAT and counselors are available for assistance with score interpretation.

ELL	WIDA SCREENER	Determination of level of English proficiency and possible placement in English as a Second Language program	Administered by district test examiner within 30 days of enrollment	Kept in office of the Director of Special Education	Reported to parents and teachers
	WIDA ACCESS Assessment of English Language Learning	Federal and state law require this assessment; determines adequate yearly progress in English language learning	Administered by ELL teacher or Coordinator during ACCESS spring window	Results are used for program placement, program evaluation, and student achievement.	Reported to parents, teachers, principals, district, state

Spokane R-VII School District

Local Assessment Plan

Guidelines for Including Students with Special Needs in State and District-wide Assessments

Rationale: Missouri espouses an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) tests developed for specific content areas or the MAP Alternative Assessment.

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 establishes the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in each district's assessment plan.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in federally-assisted programs or activities.

Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Title I of the Elementary and Secondary Education Act of 2002 (No Child Left Behind) requires the inclusion of all students with disabilities in the state assessment system. Title I further requires that the assessment results for all students (and students in specified subgroups, including students with disabilities) who have been enrolled in a school for a full academic year be used in calculating Adequate Yearly Progress (AYP) for the school, and that the assessment results of students who have been enrolled in a school site/district for a full academic year be used in calculating AYP for the school site/district.

Individuals with Disabilities Education Act (IDEA) (Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. Under IDEA, states must ensure that all students with disabilities participate in state and district-wide assessment programs, if necessary with appropriate accommodations, or take an alternate assessment, and that the assessment results for all students with disabilities are publicly reported, regardless of length of enrollment. With regard to assessment programs, IDEA requires that:

- 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 be included in state and district-wide 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 conduct alternate assessments for students who cannot participate in the regular assessment program;
- 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 nondisabled students;
- The Individual Education Plans (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.

To comply with these and other federal laws and state mandates, the Spokane R-VII School District has developed the following guidelines for the inclusion of students with special needs in the state and district-wide assessment program:

1. Decisions regarding participation in MAP and accommodations will be made annually, based on a student's instructional goals, curriculum, and current level of functioning, skills, and learning characteristics. Students with special needs will participate in the MAP in one of three ways:
 - **MAP Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate will participate in the MAP subject area assessments under the same conditions as other students. They will not use accommodations and there are no modifications in testing procedures.
 - **MAP Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate will participate in the MAP subject area assessments, with state approved accommodations or in testing procedures (including adjustments in setting, presentation of items, the manner in which students are required to respond, and/or the timing of the assessment) will be made to prevent their disabilities from interfering with their test performance.
 - **MAP Alternate 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 (MAP-A).

2. The IEP team will use the following key points as premises when making state and local assessment participation decisions:

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the MAP subject/content area assessments and all parts of the assessments included in the district-wide assessment program.
- Any decisions regarding participation in the state assessment program and the district-wide assessment program must be made by a student's IEP team, and documented in the IEP along with the justifications for those decisions.
- Decisions related to the manner in which a student will participate in the MAP and the district-wide assessment program should be based on the goals and content of the student's instruction.
- Decisions related to participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the MAP subject/content area assessments or any part(s) of the assessments included in the district-wide assessment program simply because they are not expected to do well.

- It is important to remember that things change, so participation decisions will be reviewed prior to assessment to assure that they still maintain validity.
3. The IEP team will use the following process to make judicious decisions about accommodations during participation in the state assessment program and the district-wide assessment program:

Step 1: Identify the learning characteristics of each student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject/content area assessments and the assessments included in the district-wide assessment program and the requirements of the items included in each part of the assessments.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the district-wide assessment program to identify possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the district-wide assessment program. IEP teams should use State Policy Guidelines and the following guiding questions to determine which of the identified possible accommodations might be appropriate for the MAP subject/content area assessments and/or the assessments included in the district-wide assessment program:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer or otherwise provide the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability or will it artificially raise the test scores of the student?
- Does the accommodation threaten or otherwise compromise test security?

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' list of approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a student requires accommodations not listed as approved by MAP of the testing vendor(s), the IEP team will document the rationale for the use of these non-approved accommodations.

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- wide assessment programs.
- Statements regarding any individual accommodations needed during the administration of the state and district-wide assessment programs.
- A statement of why the assessment(s) is not appropriate for the student and a description of how the student will be assessed (Note: This is only necessary if the IEP team determines that the student cannot participate in a particular part of the MAP assessments, in the MAP-A, or any part of an assessment contained in the district-wide assessment program).

Parents of students with special needs will be part of the IEP team discussion and will remain informed about:

- Options for their child’s participation in the state and district-wide assessment programs;
- The benefits to be gained as a result of participating in standardized testing;
- The reporting policies of IDEA regarding student achievement;
- Accommodation options for the state and district-wide assessments;
- Any intended or unintended consequences of accommodation policies that may impact the student’s opportunities (i.e., promotion, graduation, or receipt of a regular diploma).

Once the test results are obtained from MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as it reports on the assessment of nondisabled students. The district will comply with IDEA guidelines in the reporting of state and district-wide test results.

Teachers in each building will study the achievement levels of subgroups of students by disability diagnosis. Based on this study, actions will be taken to improve the performance of any subgroup found to be deficient.

To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than five students in a given grade level.

**District-wide assessment program is defined as assessments that are administered district-wide to a particular group of students (i.e. all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the district, all kindergarten students, etc.).*

Spokane R-VII School District
Local Assessment Plan
Test Security Policy for all Standardized Tests

Access Before Test Administration

1. Only the test coordinator and other designated individuals will have access to test materials.
2. No teacher shall have access to test questions, except special education teachers in accordance with a student's Individualized Education Program (IEP).
3. Teachers will have access to the appropriate documents, including the Test Administration Manual.

In-Service Prior to Testing

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.

2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure manner, providing directions to students, responding to students' questions and monitoring the test setting.
3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test login information will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test logins until time for testing to begin.
3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.
5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.

Collection and Storage of Test Materials Following Testing

1. Test logins will be collected from test administrators immediately following testing and stored in a secure area.
2. All test make-ups will be scheduled by the school test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all afore stated precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test for any reason.
2. Directly teaching any test item included on a standardized test.

3. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.
4. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

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