

Perry County School District #32

Local Assessment Plan



School Years 2020-2022

Submitted for BOE approval August 2020

**Perry County District 32 Assessment Plan
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Part 1: Introduction

Rationale: The Board supports the establishment of the district's local assessment plan as one indication of the success and quality of the total educational program in the school district. With time and effort, the local plan will produce:

- a comprehensive assessment program which monitors a variety of achievement targets for a variety of purposes;
- data-driven decision making with regard to curriculum, assessment, instruction, and use of technology;
- teachers and administrators who effectively use data, motivate students to do well on tests, ensure fidelity of test security policies, and model effective test-taking skills;
- an increased public awareness of student achievement.

Overview: The district's local assessment plan includes all components as specified through DESE Standard 6.2. In compliance to the standard, the district's local 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 in the state and district-wide assessment programs;
- a description of how and in what subjects the district is assessing the grade-level and course-level expectations which are not assessed by the MAP;
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking strategies;
- a test security policy;
- ideas to motivate students to do well on state and district assessments;
- a process for the use of assessment data.

Process and Involvement: The district uses various processes to develop the components of the assessment plan. The district uses input from curriculum committee members, testing coordinators, classroom teachers and administrators to develop the local assessment plan. It is the belief of the district that the local assessment plan reflects local autonomy and will bring about valued outcomes.

Part 2: The District Assessment Program

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 assessment program are to facilitate and provide information for the following:

1. Student Achievement- information relative to student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as defined subgroups.
2. Student Counseling-the use of data as a tool to effectively counsel and guide students toward college and career goals.
3. Instructional and Curriculum Alignment-the use of data to evaluate and align curriculum and instruction to help:
 - a. teachers make instructional decisions, plans, and changes in classroom objectives and programs;
 - b. the district make needed changes in the curriculum;
 - c. the professional staff formulate and recommend instructional policy;
 - d. the Board of Education adopt instructional policies.
4. School and District Evaluation-data can be used to provide indicators of progress toward district goals and objectives of the CSIP and meeting benchmarks for College and Career Readiness.

In the continual effort to improve instruction and programs, the district assessment plan will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the college and career readiness standards. Other assessments given on a district-wide basis are described in the chart contained in this section of the district's local assessment plan.

The district assessment plan is used as a vehicle for furnishing the needed information to key decision-makers, including the Board of Education, administrators, teachers, parents/guardians, and students. The 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 in defined subgroups: race/ethnicity, gender, identified disability, migrant, and/or LEP students in order to effectively monitor student academic achievement and dropout/ persistence to graduation rates. If the district or schools within the district have an enrollment of thirty or more students in any of the above student populations, then data for the group will be disaggregated for board review. The district will use

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a variety of assessment data (i.e. longitudinal, demographic, disaggregated, diagnostic, surveys) to determine instructional and curricular programs.

There shall be faculty involvement in the development of the district assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program.

The tests included in the district assessment program include tests:

- mandated by state and federal programs (see Appendix A);
- mandated by state and federal law;
- mandated district-wide for a particular group of students.

In compliance with the fifth cycle MSIP Standard 6.2, the chart following this page will:

- identify the assessments included in the district assessment program;
- indicate the grade the test is given;
- briefly describe the purpose of each test;
- describe how the results are used;
- indicate how the results are disseminated.

District and State Testing

Grades K – 4

Grade Level	Name of Test	Purpose	How Results are Used	Dissemination of Results
PS	Phelps Kindergarten Readiness Scale	<ul style="list-style-type: none">• Assess readiness of children to enter kindergarten.	<ul style="list-style-type: none">• To determine heterogeneous placement of students in classrooms.• To identify students in need of Title I services.• Screening for gifted program.	<ul style="list-style-type: none">• Results reviewed with parents at exit conference from kindergarten registration.• Classroom teachers receive results.• Results placed in student permanent records.
K,1,2,3,4	DRA 2 Acuity	<ul style="list-style-type: none">• To assess proficiency in reading vocabulary and comprehension.	<ul style="list-style-type: none">• To assess proficiency in reading vocabulary and comprehension.	<ul style="list-style-type: none">• To assess proficiency in reading vocabulary and comprehension.
K,1,2,3,4	iREADY universal screening for literacy	<ul style="list-style-type: none">• To assess literacy and mathematics proficiency of	<ul style="list-style-type: none">• To determine placement in the regular classroom, small group instruction or progress monitoring.	<ul style="list-style-type: none">• Title 1 and regular classroom teachers monitor the data using three benchmark periods-fall, winter and spring. Fluency scores are

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	and mathematics	all students.		shared with students and parents.
1	CogAT (Cognitive Abilities Test)	<ul style="list-style-type: none"> To assist in the evaluating the performance of individual students 	<ul style="list-style-type: none"> To assist in determining placement in Title I, Gifted, and Special Education. 	<ul style="list-style-type: none"> Individual results are shared with the principal and placed in the student's permanent record.
3	MAP **ELA English/ Language Arts Math	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the grade-level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Title I, Gifted and Special Education programs. To assist in monitoring achievement of subpopulations. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
4	MAP ELA Math	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the grade level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Title I, Gifted and Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.

Grades 5-8

5	MAP ELA	<ul style="list-style-type: none"> To assist in evaluating 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, 	<ul style="list-style-type: none"> Individual results are sent home to parents.
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	Math Science Social Studies (pilot test)	<p>individual student performance in meeting the grade level expectations.</p> <ul style="list-style-type: none"> To assist in evaluating curriculum and instruction. To meet State law. 	<p>programs and instructional strategies.</p> <ul style="list-style-type: none"> To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Title I, Gifted and Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
5,6,7,8	DRA 2 Acuity Gates	<ul style="list-style-type: none"> To assess students proficiency in reading vocabulary and comprehension and reading level. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum. To help identify and place Title I students. To assist teachers in planning individual instruction for each child and in grouping students for guided planning. 	<ul style="list-style-type: none"> Given to classroom teachers, Title I teachers and administrators. Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor are shared with parents at conferences.
5	Fitness Test	<ul style="list-style-type: none"> All 5th grade students enrolled in a PE class will take the fitness test as required by state mandate. 	<ul style="list-style-type: none"> The results will be sent in core data reports to DESE To assist in evaluating individual student performance in meeting the Missouri Show-Me Standards. To assist in evaluating curriculum and instruction. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
6	MAP ELA Math	<ul style="list-style-type: none"> To assist in evaluating individual student performance 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use.

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		<p>in meeting the grade level expectations.</p> <ul style="list-style-type: none"> To assist in evaluating curriculum and instruction. To meet State law. 	<p>achievement.</p> <ul style="list-style-type: none"> To assist in determining the need for remediation and/or retention. To assist in determining placement in Title I, Gifted and Special Education programs. To assist in monitoring subgroup achievement. 	<ul style="list-style-type: none"> District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
7	MAP ELA Math	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the grade level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Gifted and Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
8	MAP ELA Math Science Social Studies (Pilot Test)	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the grade level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Gifted and Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.

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Grades 9-12

9	Fitness Test	<ul style="list-style-type: none"> All 9th grade students enrolled in a PE class will take the fitness test as required by state mandate. 	<ul style="list-style-type: none"> The results will be sent in core data reports to DESE To assist in evaluating individual student performance in meeting the Missouri Show-Me Standards. To assist in evaluating curriculum and instruction. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
10 – 12 (Optional)	ASVAB (Armed Services Vocational Aptitude Test)	<ul style="list-style-type: none"> Assist in development of career plans Assist in the selection of students into Career Center programs. Identify areas of aptitude and interest in preparation for attending college and post-secondary specialized training 	<ul style="list-style-type: none"> To be used by counselor and students to help plan for possible courses at the Career Center Results are used by counselors to help advise students on post high school training and career decisions. 	<ul style="list-style-type: none"> Individual results are sent home to parents.
9,10	EOC Algebra 1 Algebra 2 Geometry	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the course-level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Special Education programs. To assist in monitoring 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.

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			achievement of subgroups.	
11	EOC Government	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the course-level expectations. To assist in evaluating curriculum and instruction. To meet State law 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
10,11	EOC Biology	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the course-level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
10	EOC English 2	<ul style="list-style-type: none"> To assist in evaluating individual student performance in meeting the course-level expectations. To assist in evaluating curriculum and instruction. To meet State law. 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for remediation and/or retention. To assist in determining placement in Special Education programs. To assist in monitoring achievement of subgroups. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School, classroom and individual results sent to building principals for formative use. District and grade level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District and grade level results are shared with Board of Education to effectively monitor student achievement.
10 – 12	SAT/ACT /PSAT	<ul style="list-style-type: none"> Determination of likelihood of 	<ul style="list-style-type: none"> Results are used by schools and colleges to 	<ul style="list-style-type: none"> Individual results are sent directly to students.

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(Optional)		and career success.	help make admission decisions. The PSAT is also used to start the process of selection for National Merit Scholarships	<ul style="list-style-type: none"> District level results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District results are shared with Board of Education to effectively monitor student achievement.
11 (Optional)	ACT	<ul style="list-style-type: none"> Nationally normed test 	<ul style="list-style-type: none"> To assess strength and weakness of curriculum, programs and instructional strategies. To evaluate student achievement. To assist in determining the need for college ready interventions. To assist in monitoring achievement of subpopulations. 	<ul style="list-style-type: none"> Individual results are sent home to parents. School results sent to building principals for formative use. District results by content are shared with Subject Area Committees to help evaluate curriculum and instruction. District results are shared with Board of Education to effectively monitor student achievement.
9-12 Career Center Students	ACT Work Keys	<ul style="list-style-type: none"> Nationally normed test 	<ul style="list-style-type: none"> To measure the workplace skills that can affect job performance; such as: applied math, graphic literacy, workplace documents, fit and talent. 	<ul style="list-style-type: none"> Results are shared among Career Center educators, students, and parents Results are shared with the Board of Education
Before graduating	Constitutions-Missouri United States	<ul style="list-style-type: none"> Assess the issues involved in the creation and ratification of the United States and Missouri, the new government that these supreme laws established, and its continuing significance. 	<ul style="list-style-type: none"> To assist in determining the strength and weakness of curriculum, programs and instructional strategies as it relates to civic responsibility and democracy. 	<ul style="list-style-type: none"> Individual results are sent home Results are shared with subject area committees to help evaluate curriculum, and instruction Students results are shared with principal and placed in the student's permanent record Student results are effectively monitored to ensure that all students pass with proficiency before graduation

Additional tests administered by the district, but not to all students, are listed in the appendix.

Part 3: Guidelines for Including Students with Special Needs

Rationale: Missouri has 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) assessments developed for specific content areas or the MAP Alternate 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 lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

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.

Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards. *Goals 2000*, which was signed on March 31, 1994, provides states with funds for school reform. It is very clear in its definition of "all students," and in the requirement that students with disabilities be considered in all aspects of educational reform.

Improving America's Schools Act (IASA)(Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

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. 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 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

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- 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 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 nondisabled 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 *Perry County District No. 32* has developed the following guidelines for including students with special needs into the state assessment program and district-wide assessment program.

1. Decisions regarding participation in state-level testing (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 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 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.

2. Decisions regarding participation in the district assessment program 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 district-wide assessment program one of three ways: assessments given district-wide without accommodations, assessments given district-wide with accommodations, or alternate assessments. Districts will develop/use alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a district-wide basis.

3. The IEP team will ask the following three questions to determine how the student will participate in the state and the district-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall

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into this category are participating in the general education curriculum. These students will participate in all parts of each of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program. These students may require some accommodations in testing procedures.

- **Is the student working toward modified instructional goals?**

Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum. These students will participate in all parts of the MAP subject area assessments and all parts of the assessments included in the district-wide assessment program that are instructionally relevant to the students' learning goals. These students will probably require accommodations in testing procedures.

- **Is the student working toward different instructional goals than other students?**

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will participate in the MAP Alternate Assessment. These same students will be given alternate assessments in lieu of assessments included in the district-wide assessment program. The names and/or descriptions of the assessments will be documented in the students' IEPs.

4. 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 in the state assessment and the district-wide assessment program and to the greatest extent possible in all parts of the MAP subject 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 reasons for those decisions.
- Decisions about how a student should participate in the MAP and the district-wide 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 MAP subject area assessments and all parts of the assessments included in the district-wide assessment program 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.

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- Decisions about technological needs which will support the student throughout the testing process will be decided.
- Students should not be exempted from any part(s) of the MAP subject 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 just prior to assessment to be sure that they are still valid.

5. 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 and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject 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. Team members should look through the MAP released items and other information available from DESE and testing vendors. They should read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP subject area assessments, the MAP Alternate Assessment, and the assessments included in the district-wide assessment program should be included on the IEP team when decisions about participation or accommodations are made.

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 questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the district-wide assessment program. IEP team members should ask themselves:

- 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 give 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 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' approved accommodations for the assessments included in the district-wide assessment program. If it is deemed that a

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student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations. (Note: The district will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a district-wide basis.)

6. 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 in the administration of the state and district-wide 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, or any part of an assessment contained in the district-wide assessment program.)
7. Parents of students with special needs will be part of the IEP team discussion and will be 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 such as promotion, graduation, or receipt of a regular diploma.
8. Once the test results are obtained from DESE and the results other assessments included in the district assessment program are available, the district will 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 district will comply with IDEA guidelines in the reporting of state and district-wide test results.
9. Teachers in each building will study the achievement levels of subgroups of students by disability. Based on this study, actions will be taken to improve the performance of any subgroup that lags behind.
10. To ensure anonymity of all students, test results will not be reported in disaggregated form if there are fewer than 5 students in the same disability category in a given grade level.
11. A complete list of tests that are available for use in determining the special needs of students is included in this document as Appendixes B and C.

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Part 4: Missouri Standards Not Assessed by the MAP

Rationale The MAP is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

The MAP traces its origin to the 1993 Outstanding Schools Act. This act required that Missouri create a statewide assessment system that measured challenging academic standards. From this act, grade-span assessments were created that measured Missouri's Show-Me standards. Originally, MAP was designed to be a grade-span test: Grades 3, 7, and 11 in Communication Arts, Grades 4, 8, and 10 in Mathematics, and Grades 3, 7, and 10 in Science.

In 2001, the federal No Child Left Behind (NCLB) legislation was enacted. In accordance with the NCLB legislation, student performance, reported in terms of proficiency categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. NCLB also required states to develop grade-level tests in both Reading and Mathematics to be administered in Grades 3 through 8 and once in high school. It also required that states have Science assessments to be administered at least once in Grades 3 through 5, once in Grades 6 through 9, and once in Grades 10 through 12 by the 2007–2008 school year. In 2008, grade-span tests were administered in Science in grades 5 and 8 for the first time.

Beginning with the 2008-2009 school year, Missouri administered End-of-Course (EOC) assessments in lieu of High School grade-level assessments. Algebra I, English II and Biology were the first EOCs administered. The following year, Government, American History, English I, Algebra II and Geometry became operational. The move to EOC assessments was also a move to online testing. In the first few years of EOCs, districts had a choice between online and traditional paper/pencil testing. EOCs moved fully online in the fall of 2010.

The 2014-2015 school year was another time of transition for the Missouri Assessment Program. Grade-Level assessments in English language arts and mathematics at grades 3-8 and science in grades 5 and 8 were administered fully online for the first time. In December 10, 2015, reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and transitioned into Every Student Succeeds Act (ESSA).

Below are some things the district considered when developing the plan to assess standards not assessed by MAP.

- each content standard specified for local assessment needs to be addressed and assessed three times (once at the elementary level, once at the middle level, and once at the high school level;
- each process standard specified for local assessment needs to be addressed and assessed three times at levels the district chooses;
- the variance in staff, resources, course offerings, and curriculum among

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- buildings and grade levels;
- the district's achievement scores and areas of weakness;
- the district and building level improvement plans;
- the achievement of subgroups;
- 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.

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

The district followed a process to develop its plan for assessing locally the Show-Me Standards not assessed by the MAP Assessments. Using the list of standards specified for local assessment provided by the State, a group of teachers and administrators used a planning chart to: list the non-assessed standards, determine grade levels for assessment, determine people responsible for assessing the standards, and determine how the performance would be demonstrated, documented, and measured.

It was felt that quality indicators needed to be established for each non-assessed standard. The reasoning was to ensure that all teachers had a clear picture as to what a student should know and be able to do in relation to the Show-Me Standard and to effectively track student performance as it relates to the standard. The quality indicators are included in this plan and may be used by teachers to create learner objectives, activities, and assessments.

How the District Assesses Standards Not Assessed by MAP

The knowledge, skills, and processes as described by the Show-Me Standards and quality indicators will be addressed at age appropriate levels in many classrooms throughout the district and are written into the curricula as learner objectives. However, the teachers specified in the local assessment plan for assessing non-assessed standards will be responsible for collecting data related to the quality indicators and the Show-Me Standards.

The teachers will design specific activities and assessments that require students to demonstrate at age-appropriate levels the knowledge, skills, and processes specified in the non-assessed standards and quality indicators. They will design scoring guides or checklists using the quality indicators shown on the charts. The documentation will be kept by the teacher in his/her filing cabinet and will be available upon request. To learn at what grade levels, in what subjects, and how the district will assess standards not assessed by MAP, see the charts and quality indicators contained in this section. For a more comprehensive view, consult the district's written curriculum.

Each chart shows:

- | | |
|-----------|---|
| Column 1: | The descriptors for the standards deemed for local assessment. |
| Column 2: | The numbers of the standards described in Column 1. |
| Column 3: | The grade-levels responsible for assessing the standard. |
| Column 4: | The person responsible at the grade level for assessing the standard. |

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- Column 5: A brief description of how the standard will be assessed.
(Comprehensive descriptions are contained in written curriculum.)
- Column 6: A description of how the person will capture the level of student achievement as it relates to the standard.
- Column 7: The letter of the quality indicator cluster.

Perry County District #32 Locally Assessed Standards

Description of Standard	Standard	Grade Levels	Person(s) Responsible	How will the student demonstrate proficiency towards the standard?	Documentation	Quality Indicator Cluster
Conducts research to answer questions and evaluate information and ideas.	1.2	4	Regular classroom teachers	PowerPoint presentation.	Scoring guide.	F
		7	Social Studies and ELA	Written and oral research papers, brochures, and presentations.	Checklist/scoring guide for projects and/or presentations.	
		9		Recognizes key words in a question.	Composes possible test questions and underlines key words.	
		10	English II Teachers	Research and write a persuasive essay over a controversial topics.	Submit a 5-paragraph persuasive essay.	
		11	English III Teachers	Brainstorms by clustering, listing, etc.		
		12	English IV Teachers	Shares interpretations of literature.	Submits techniques with 100% accuracy on scoring guide. Submits assignment outlining relevance to self and peer group.	
Exchange information and ideas while recognizing	2.3	4	Regular classroom Teachers	PowerPoint presentation.	Scoring guide.	E
		8	Health, Social Studies and ELA Teachers	PSI discussions, Holocaust units, mock debates; Native American projects; MO History	Teacher observation checklists,	

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the perspective of others.		10 11 & 12	World History Teachers Sociology Teachers	Unit projects; integrated literature units, and classroom discussions. Determine how the Byzantine Empire and the rise of Islam developed. Explore ways in which individuals become functional members of society.	scoring guides and rubrics. Create and analyze a timeline of major events. Examine the theory of nature versus nurture.	
Perform or produce works in fine arts and practical arts.	2.5	4 5 7	Fine and Practical Arts Teachers Fine and Practical Arts Teachers Fine and Practical Arts Teachers	Classroom performance tasks. Finished Products and performances; demonstrations of process through presentations as assessments. Finished Products and performances; demonstrations of process through presentations as assessments.	Scoring guide(s). Checklists scoring guides, and teacher observation. Checklists scoring guides, and teacher observation.	H
Applies communication techniques to the job search and workplace.	2.6	4 8	Counselors ELA, Computer Applications Teachers and Counselors	Written and oral tasks. Written and oral research projects and presentations; business letters, and resume construction.	Pirate Portfolios (Career portfolios). Scoring guides for projects and presentations, and letters; checklist for completion of self-assessment and Kuder Career Planning System.	C
Uses technological tools to exchange information and ideas.	2.7	All grade levels	All classroom Teachers	PowerPoint presentations. Teacher observation of student behavior.	Scoring guide(s). Scoring guide for presentations.	I

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				<p>Identify world locations on a map.</p> <p>Access national and international resources utilizing computer and print media.</p>	<p>Identify and locate cities, countries, landforms and water bodies when given a map prompt.</p> <p>Teacher generated worksheet.</p>	
Recognizes and practices honesty and integrity in academic work and in the workplace.		K-12 11 & 12	<p>All teachers K-5 Conscious Discipline and K-12 MPSS.</p> <p>American History and Government Teachers</p>	<p>Teacher observation of student behavior.</p> <p>Assess various opinions on the contemporary role organized groups play in American politics.</p>	<p>Scoring guide, teacher observation and documentation.</p> <p>Compose a pamphlet stating the goals of a selected political party.</p>	A
Explores, prepares for, and seeks educational/job opportunities.	4.8	4 8 12	<p>Counselors</p> <p>ELA, Computer Applications Teachers and Counselors</p> <p>Counselors and Classroom Teachers</p>	<p>Written and oral tasks.</p> <p>Written and oral research projects and presentations; business letters; self-assessment of interest and abilities, resume construction.</p> <p>Explore future choices in both work and personal life.</p>	<p>Pirate Portfolios (Career portfolios).</p> <p>Scoring guides for projects and presentations, and letters; checklist for completion of self-assessment and Kuder Career Planning System.</p> <p>Utilize the Kuder Career Planning System.</p>	B
Comprehends and evaluates the content and artistic aspects of oral and visual presentations.	CA5	4 5 9	<p>Regular classroom teachers</p> <p>ELA and Fine Arts Teachers</p> <p>English 1 Teachers</p>	<p>PowerPoint presentation.</p> <p>Written performance tasks and assessments.</p> <p>Interpret facial expressions, body postures and gestures.</p>	<p>Scoring guide(s).</p> <p>Scoring guides for tasks and assessments.</p>	G

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		10	English II Teachers	Identify setting, characterization, and staging.	Interact through role-playing using total physical responses (TPR).	
		11	English III Teachers	Comprehend the main idea and details of an oral presentation.	Performs the role of a character from <i>Our Town</i> with 100% accuracy.	
		12	English IV Teachers	Listen to an audio recording of literature or music from a particular culture.	List main details of an oral presentation. Write a response entry in a journal after hearing the recording.	
Participates in formal and informal presentations and discussions of issues and ideas.	CA6	4	Regular classroom teachers	PowerPoint presentation.	Scoring guide.	D1 & D2
		7	ELA Teachers	Oral discussions, debates, poetry recitals, written research papers, and written/oral performance tasks and presentations.	Checklist and/or scoring guide for discussions, debates, presentations, tasks and assessments.	
		9	English I Teachers	Research and compose a speech for delivery.		
		10	English II Teachers	Utilize a variety of references.	Deliver a two-minute speech on the topic of choice.	
		11	English III Teachers	Analyze the content of an oral presentation.	Write a short research paper.	
		12	English IV Teachers	Share ideas in large and small groups.	Write a summary and analysis of an oral presentation. Share interpretations of literature	

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					when called upon in class.	
Identifies and evaluates the relationships between language and culture.	CA7	3	Regular and Fine Arts teachers	Written and oral performance tasks.	Anecdotal records.	J
		6	Social Studies and ELA Teachers	Egypt project; written and oral performance tasks and assessments.	Scoring guides.	
		9	English I Teachers	Read <i>Romeo and Juliet</i> and memorizes a passage from the play.	Recites and interprets the passage for the class.	
		10	English II Teachers	Recognizes the influence of social attitudes on poetry.		
		11	English III Teachers	Researches a particular writer's lifestyle.	Rewrites and interprets the passage for the class.	
		12	English IV Teachers	Research the history of culture.	Rewrites an early American poem to fit today's influence and vice versa. Writes an essay explaining the influence of a historical event of a culture upon its literature.	
Acquires a solid foundation, which includes knowledge of the vocabulary to explain the perceptions about and evaluations of works in dance, music, theater and visual arts.	FA3	4	Fine Arts Teachers	Written and oral performance tasks.	Scoring guide(s).	K
		5	Culture Teacher & Fine Arts Teacher	Written performance tasks and performance of dance, music and drama.	Scoring guide for tasks and performances.	
		9, 10 & 11	Intro to Art Teacher	Review and define vocabulary terms associated with color theory: contemporary, analogous, monochromatic, hue, etc.	Vocabulary test over painting vocabulary.	
		9, 10, 11, & 12	Concert Choir Teacher	Identify the use terms indicating the following aspects of performance	Identify and use terms	

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				tempo, dynamics, style articulation, etc.	indicating aspects of performance on teacher-made test.	
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Quality Indicators for Each Locally Assessed Standard

In order to effectively measure growth over time in relation to the knowledge, skills, and processes specified in the standards identified for local assessment, the district will use quality indicators. The use of quality indicators allows all teachers to measure student progress towards a common set of goals. The district believes if the ultimate goal is proficiency in relation to the standard, the end result needs to be clearly defined by describing what is meant by quality. Teachers may use some or all of the quality indicators as a guide when creating age appropriate learner objectives, activities, and classroom assessments.

Cluster A

4.4 Recognizes and practices honesty and integrity in academic work and in the workplace.

The student:

- practices honesty and integrity when interacting with peers and staff.
- admits to actions regardless of the potential consequences.
- uses integrity when completing tasks and/or assignments.

Cluster B

4.8 Explores, prepares for, and seeks educational and job opportunities.

The student:

- is knowledgeable as to the nature of various types of jobs, occupations, and careers.
- is knowledgeable as to the skills needed to be successful in jobs, occupations, and careers or post-high school educational opportunities.
- practices lifelong learning skills needed for success in the world of work and/or post-high school educational studies.
- practices and/or adheres to proper interviewing techniques.
- consults and investigates several sources to seek job, career, or educational opportunities.
- prepares effective resumes, cover letters, and follow-up letters needed for the job search and/or entrance into a post-high school educational institution.
- prepares and presents an effective portfolio which clearly communicates personal areas of expertise, past experience, and education.

Cluster C

2.6 Applies communication techniques to the job search and workplace.

The student:

- communicates effectively in written and oral form when searching for a job and/or in the workplace.
- communicates information and ideas effectively and answers questions appropriately in a job interview.

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- demonstrates the ability to adjust tone, style, and content (of communications) to a wide and highly diverse population of potential employers.

Cluster D1

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

The student:

- actively promotes group interaction and effectively expresses opinions and ideas.
- listens to the perspective of others and recognizes the importance of “listening” to various points of view about a given issue or topic.
- formulates questions and answers pertinent to discussions.
- is sensitive to group feedback and evaluates actions (of self and group members) for both immediate and long-term impact.

Cluster D2

CA 6 Participates in formal and informal presentations and discussions of issues and ideas.

The student:

- makes all types of presentations of issues and ideas, which are well developed and provide adequate coverage of topic.
- provides explanations, examples, and/or reasoning to support claims/ideas.
- communicates effectively in a clear, concise manner with or without visual aids.
- effectively uses visual aids as a means to enhance and clarify the presentation.
- considers audience to determine appropriate language for appeal and impact.
- considers purpose to determine content and format of presentation.

Cluster E

2.3 Exchanges information, questions, and ideas while recognizing the perspective of others.

The student:

- actively exchanges ideas, questions, and ideas with others.
- listens to others and appreciates diversity of opinions and points of view related to a given topic.
- formulates answers and questions pertinent to discussions.
- is sensitive to feedback and evaluated actions of self and others for both immediate and long-term impact.
- demonstrates insight concerning the feelings and levels of knowledge of others.

Cluster F

1.2 Conducts research to answer questions and evaluate information and ideas.

The student:

- develops and uses broad guiding questions to direct research.
- has command of a useful range of information-gathering techniques using a variety of mediums.
- analyzes information accurately to determine whether it is credible, relevant, and addresses the guiding questions.
- effectively synthesizes relevant information into a finished product.

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Cluster G

CA 5 Comprehends and evaluates the content and artist aspects of oral and visual presentations.

The student:

- knows and comprehends all of the possible artistic elements which may be used to create oral and/or visual presentations.
- recognizes and explains the effects the presence or absence of various artistic elements have upon a given piece of art work and/or an artistic presentation.
- demonstrates knowledge of the major elements needed to create a quality oral and/or visual artistic presentation and uses this knowledge to evaluate presentations.
- understands the content/composition of presentations in order to formulate an opinion and defend it.

Cluster H

2.5 Performs and produces works in the fine and practical arts.

The student:

- selects and combines a combination of elements and organizing principles to achieve their expressive purposes when creating/performing works in the fine and practical arts.
- demonstrates knowledge of major processes when creating/performing works in the fine and/or practical arts.
- demonstrates a comprehensive understanding and usage of materials, instruments, or technologies when creating works of art and/or doing a project in the practical arts.
- reflects on artworks/projects made in the past to give direction and meaning to upcoming projects.

Cluster I

2.6 Uses technological tools to exchange information and ideas.

The student:

- demonstrates an understanding of the use of the computer and surfing the web.
- uses the Internet and other technological tools as a means to locate and share information.
- uses electronic mail and web pages as a means to exchange ideas with others.

Cluster J

CA 7 Evaluates relationships between language and culture.

The student:

- recognizes that different cultures have unique languages.
- recognizes that customs often associated with different cultures came about as a direct result of the spoken or written language.
- recognizes that culture contributes to and shapes spoken and written language.
- evaluates the relationship between language and culture by showing the cause-effect relationships of language upon culture and culture upon language.

Cluster K

FA 3 Acquires a solid foundation which includes the knowledge skills and vocabulary to explain perceptions about and evaluation of works in dance, music, theater, and visual arts.

The student:

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- uses the appropriate and correct vocabulary to explain perceptions of works in the fine arts.
- gives perceptions of works based on knowledge of elements and techniques used to produce the works.
- accurately evaluates and critiques works in dance, music, theater, and/or visual arts.

Part 5: Guidelines for Professional Development Related to Student Assessment

The teachers and administrators in Perry County District #32 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. The information contained in this narrative will address 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 state and district-wide assessment that will be addressed in in-service opportunities will be:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, ELL, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- how to teach test-taking strategies to students;
- researched based instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to create performance-based classroom activities/assessments and scoring guides;
- how to develop and use strategies that will assess the Show-Me Standards not assessed by the MAP and how to monitor performance on standards to be assessed locally;
- how to motivate students to take MAP seriously and possible incentives which could be offered to students;
- the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of Perry County District #32 will work in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means will be used as vehicles to bring about the realization of the goals and objectives contained in the CSIP.

- study groups/focus groups/ building level MAP teams;
- building level and district-wide in-service facilitated by and team members RPDC staff, DESE staff, and/or other consultants;
- peer coaching through the mentor/protégé program and teacher observations;

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- teacher collaboration by common planning, Professional Learning Communities and departmental meetings;
- a teacher resource library which contains both written and other forms of mediums;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending meetings offered by RPDCs, teacher organizations, and/or colleges/universities;
- enrolling in college/university classes.

The logistics of how and when various groups will meet will be determined by joint decisions made by the PDC and the administrators. Perry County District #32 School District operates from the premise that effective professional development as it relates to student assessment will increase achievement for all students, create data-driven decision-making, and create learning cultures within each building.

Part 6: Guidelines for Teaching Test-Taking Strategies

Introduction

Rationale: In order for students to show what they know and can do, it is imperative that students know strategies for taking tests. For this reason, Perry County District #32 has developed guidelines for teaching test-taking strategies to students.

Background information: The core subject area MAP Assessments contains the following items:

- Selected Response (SR)
- Evidence-Based Selected Responses (EBSR)
- Constructed Response (CR)
- Writing Tasks (WT)
- Performance Events (PE)
- Technology Enhanced (TE); e.g. drag and drop, drop-down menu, matching, select answers, hot spot, etc.)

Two Types of Test-Taking Strategies

There are two types of test-taking strategies: short term strategies that can be done shortly before the test and long term strategies that need to occur over time within the instructional process.

Perry County District #32 Guidelines for Teaching Test-Taking Strategies

Shortly before the MAP tests and district-wide assessments, strategies for answering multiple choice items will be taught to students. This will be done within classrooms by grade-level or groups of teachers whose students are scheduled for assessment.

Strategies for answering the open-ended constructed response items and the performance events need to occur over time within the instructional process. Teachers throughout the district, in all subject areas, will teach the skills and processes needed for students to be successful in responding to open-ended constructed response items and performance events.

All teachers in the district will teach students how to formulate quality answers to open-ended constructed response items by teaching students to:

- address all parts of the question;
- include specific examples from the text in the response;
- make reference to specific characters and titles in the response;
- give specific examples to support a claim;
- show the major steps in the solution process (math);
- give multiple likeness and multiple sets of corresponding differences when asked to compare and contrast;
- include a title and labels when creating a graphic organizer;
- not stop at just one correct answer but to think about and write more correct answers;
- make sure pronouns are preceded by antecedents in the response;
- use major elements of the question/item stem as statements in the answer.

All teachers in the district will teach students strategies for being successful on performance events by teaching students to:

- formulate a strategy to solve complex problems and be able to implement their strategy by following a focused solution process;
- consider all possibilities when solving a problem, choose the best answer, and justify the reasoning for their choice;
- consider multiple criteria when solving problems or answering questions (or creating answers/solutions that meet required specifications);
- interpret data (i.e. a picture, graph, data, etc.) to make an inference 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 finding the solutions or tell why the proposed solution is the best.

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Perry County District #32 views teaching students the skills and processes needed to be successful on assessments as synonymous with teaching students to be successful in life.

Part 7: Test Security Policy for All Standardized Tests

Storage and Access before Test Administration Paper and Pencil Tests

1. The District Testing Coordinator (DTC) will receive the Examiner's Packets and the District Testing Coordinator's Packet a few weeks prior to testing. At this time, the DTC will check all the School Testing Coordinator's (STC) Packets and the District Testing Coordinator's Packet to ensure all documents and materials have been received from the test distribution center. Then, the DTC will distribute the School Testing Coordinator's Packets to each STC. The STC will need to receive the packet well in advance of testing to allow for copying and distributing the Examiner's Manuals and to give an in-service about test administration. (The majority of the MAP Tests are administered on-line; however, paper tests are still available for students that require accommodations.
2. When the MAP tests and other standardized tests arrive in the District, they will be stored in a secured area and locked. The DTC will carefully check all materials and sort them in preparation for distribution to the STC in preparation for administration at each building. The STC will make a written record that needs to be given to each examiner indicating the number of test booklets the examiner has received. If there is a discrepancy in the recorded number, the examiner will contact the STC and notify that individual of the error.
3. Beyond the initial check and sorting, the test tickets/ booklets will remain untouched until they are distributed the day before testing. Only the STC will have access to the testing materials.
4. No teacher or examiner will have access to the test materials or be told their contents before the test is distributed.

In-Service Prior to Testing

At least one week prior to testing, the STC will provide a copy of the Examiner's Manual for each examiner and will do an in-service describing the exact process for completion of forms and the procedure to follow for the administration of the test.

The in-service will stress the importance of test security during test administration. Other security issues that will be addressed will include: the handling and storage of the test tickets/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 room in which tests are to be administered.

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Some examples include: maps, multiplication tables, periodic tables, etc. Anything that may give specific clues to correct answers would be removed.

Test Administration

1. All tests will be administered according to the directions and in a manner in compliance with the testing guidelines.
2. 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 BTC will count the test booklets each day upon return to ensure all books are accounted for.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before the testing. If a student has to leave the room during testing, he/she will be instructed to close the test booklet and bring it to the examiner. It will be returned to the student upon his/her return to the room.
4. The examiner will not leave the room unattended during the testing session.
5. While the test is being given, designated individuals will move between classrooms to provide assistance as needed.
6. All makeup testing will be scheduled by the STC.

Collection of Test Materials Following Testing

1. Upon completion of testing, the STC will collect all tickets/test booklets, check the numbers to make sure all tickets/test booklets are accounted for, and will check the forms to make sure they have been completed accurately.
2. The STC will complete the necessary building level reports and will pack the boxes as described in the Testing Coordinator's Manual. The boxes will be kept in a secure area.
3. The STC will send the necessary information and materials to the DTC. The DTC will arrange to have the tests shipped to the scoring center(s).

Sanctions for Unfair Practices

1. 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 unfair practices this district considers inappropriate.

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- Copying any part of a standardized test booklet for any reason;
 - Removal of a test booklet from the secure storage area except during test administration;
 - Failure to follow testing guidelines as specified in the Examiner's Manual.
 - Failure to return testing materials;
 - Directly testing any item in the test;
 - Altering a student's responses to items in the booklet;
 - Failure to remove items from students' view which give correct answers to items on the test.
 - Indications 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;
 - Undue pressure or encouragement on the part of the administrators for examiners to engage in any of the aforementioned inappropriate or unfair practices.
2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent and appropriate disciplinary action will be taken. See Appendix D for BOE policy regarding test administration.

End of Course Exams (MAP)

End of course exams are given electronically with the following approximate timeline for each testing window (this is an approximation and changes annually):

Event	Schedule
District Test Coordinators receive welcome e-mail and login information to iTester	At least one week prior to the opening of the EOC statewide test window.
District Test Coordinators create new district test administration windows for test delivery.	Must be completed at least one week prior to the district testing window opening.
School Test Coordinators and School Information Technology Coordinators coordinate the installation of iTester on all student workstations as appropriate and complete a site certification for both new and existing workstations.	Site certification must be completed before EVERY statewide administration window.
School Test Coordinators verify that all student accommodations and status codes are recorded.	Prior to the end of each 7-day content window. NOTE: Braille and Large Print accommodations MUST be marked prior to testing.
Test results and Individual Student Reports are available online Missouri Assessment Program/Questar Admin.	ISRs are available no later than the close of business on the 5th business day after each district content area testing window closes.

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Test security and ethics also includes standardized training for all District and School Test Coordinators, Examiners, translators, proctors, and any district staff who have responsibilities in testing. Training webinars from DESE and Questar and manuals are provided for training purposes.

Part 8: Guidelines for Strategies for Motivating Students to do Well on District and Assessments

Perry County District #32 has implemented strategies to motivate students to take required test seriously and to recognize those who perform well on the MAP assessments.

Each building within the district will decide what strategies to use to motivate students to do their best on the MAP. Some incentives **may** include:

- tangible incentives such as field trips, coupons, tickets, books, etc.;
- certificates or medals for individual students;
- class recognition or rewards such as parties, flags, etc.;
- grade enhancements, additional credit for final grades, bonus points, etc.;
- applications for state reimbursements for Advanced Placement based on student MAP results;
- required summer school attendance or remedial instructional requirements;
- use of a scoring guide to assign points for appropriate testing behavior which includes a positive attitude and the appearance of putting forth an effort on the test.

Since the MAP scores do not come back until the fall, teachers in each building will develop a program for providing incentives to students in the spring, shortly after the MAP testing. Testing behavior such as a positive attitude during testing and the appearance of putting forth an effort are to be used as a means of determining whether or not a student earns the incentives.

In the fall, when the district receives the testing results, a special recognition ceremony may be held for high achieving students. Applications for reimbursement for Advance Placement will be sent to the state.

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 annual basis. In order to ensure the results of analyzing data are being used to make needed changes for all subpopulations, a chart will be used to document not only scope and sequence of data analysis but also the changes made because of this process. The chart 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 (changes which need to be made), the impact of the changes, and a description of further action (if any) to be taken.

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The individuals involved in the analysis process will include, but is not limited to administrators, guidance personnel, and teachers. The types of data to be analyzed will include state and district tests, ACT results, DRA 2 benchmark scores, dropout data/ persistence to graduation, vocational placement, post-graduation studies, demographic, etc. Different types of data will be presented to and analyzed by personnel responsible for making needed changes/revisions based on the results. Strategies for addressing weak areas will be developed through input from parents, teachers, students, community representatives, consultants, and administrators.

Part 10 Group Testing Calendar

Elementary/Middle School

Date	Test	Level	Test Administration Personnel
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Sept/Dec/May	DRA 2 Benchmark	K-5; 6-8 2 reading grade levels behind	Title 1 teachers, Classroom teachers
Sept-May	iREADY	K-5	Classroom Teachers
March	CogAT	1	PES Counselors
April-May	MAP	3-8	Counselors, Classroom teachers
April	Phelps	Pre-K	Title 1 teachers, PES Counselors

High School

Date	Test	Level	Test Administration Personnel
October	PSAT/NMSQT	10-12	HS Counselors
November	ASVAB	11	HS Counselors/Military Personnel
April-May	EOC (MAP)	9-12	HS Counselors/Classroom teachers
May	Make-up ACT	11	HS Counselors

iREADY by Curriculum Associates

ASVAB-Armed Forces Placement College Test

CogAT-Cognitive Abilities Test

Phelps-Kindergarten Readiness Test

**PSAT/NMSQT-Preliminary Scholastic Aptitude Test/National Merit Scholarship
Qualifying Test**

Appendixes

Perry County School District's

Local Assessment Plan

Appendix A

Every Student Succeeds Act

Key Requirements

The act returns responsibility to the states in holding schools accountable and for helping school districts, educators and students find success in classrooms. ESSA outlines parameters for state accountability systems, but the act gives Missouri the flexibility to design an accountability system that best meets the needs of Missouri students.

The act maintains the current assessment requirements which the state carries out through the Missouri Assessment Program or MAP tests. It also reaffirms that states are in control of academic standards and assessments. ESSA will not affect the state's review of the Missouri Learning Standards, which is expected to wrap up this spring.

ESSA ends the federal practice of prescribing specific reforms for educator evaluation and support systems. Missouri will move forward with its Missouri Educator Evaluation System. ESSA will allow Missouri to continue to use the Missouri Educator Standards and provide a model educator evaluation system for districts

Assessments

The State requires high-quality academic assessments in grades 3 through 8, and once in high school in english language arts/reading and math; as well as, grade-span assessments in science. that students be assessed for grade level proficiency for students in grade 3-8 and assessed in math, English, and Biology before graduating from high school. These assessments must be aligned with state academic content and achievement standards and involve multiple measures, including measures of higher-order thinking and understanding. The assessments will meet the following criteria:

- Requires high-quality academic assessments in grade-span assessments in science
- Allows state education agency to measure achievement through: an annual statewide summative assessment, or multiple statewide assessments, the results of which would combine into one summative score
- Allows the state education agency to consider the use of nationally-recognized

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high school academic assessment in lieu of a statewide high school assessment for state accountability

Caps the total number of all students in the state that can be assessed using alternative assessments for students with significant cognitive disabilities at 1%

- **Alignment with State Standards.** State assessments must be aligned with challenging academic content standards and challenging academic achievement standards in Mathematics, Reading/language arts, and Science. The following requirements must be obtained:
 - Requires achievement standards include at least three levels of achievement;
 - Requires alignment with entrance standards for credit-bearing coursework in the state's public higher education system;
 - Requires alignment with relevant state career and technical education standards: industry recognized credentials;
 - Requires Individual Education Plans (IEPs) to be aligned to grade-level standards;
 - Requires English Language proficiency standards which must be aligned to the challenging academic standards;
- **Inclusion.** State assessments must provide for the participation of all students, including students with disabilities or limited English proficiency. Students who have been in schools in the United States for three consecutive years must be assessed in English in the area of reading and language arts.
- **Accommodations.** State assessments must provide for reasonable accommodations for students with disabilities or limited English proficiency, including, if practicable, native-language versions of the assessment.
- **Annual Assessment of English Proficiency.** Beginning with the 2002-03 school year, states must ensure that districts administer tests of English proficiency-that measure oral language, reading, and writing skills in English-to all limited English proficient students.
- **Reporting.** State assessment systems must produce results disaggregated by gender, major racial and ethnic groups, English proficiency, migrant status, disability, and status as economically advantaged. The assessment system must produce individual student interpretive, descriptive, and diagnostic reports. States must report itemized score analyses to districts and schools.
- **Prompt Dissemination of Results.** States must ensure that the results of state assessments administered in one school year are available to school districts before the beginning of the next year. The assessment results must be provided in a manner that is clear and easy to understand and be used by school districts, schools and teachers to improve the educational achievement of individual students.

Introduction Over 50 years ago, the Elementary and Secondary Education Act of 1965 (ESEA) was signed into law by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." Today, with the law's reauthorization through the Every Student Succeeds Act (ESSA), the U.S. Department of Education (Department) continues to build on the civil rights legacy of the original law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive. Early learning is woven throughout the ESEA, as amended by the ESSA, 1 as

a means of addressing education equity in order to eliminate disparities in student achievement and support students' school success. With this reauthorization, the ESEA has been transformed from a K–12 education law to one which envisions a preschool through 12th grade (P–12) continuum of learning.

While expanding opportunities for high-quality preschool is important, early education is not a panacea; it must be followed by strong kindergarten through third grade programs, and education that prepares students graduating from high school to succeed in college and careers. The Department's strategic goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade. This will ensure that all children, particularly those with high needs, are on track to graduate from high school college and career ready. This guidance is intended to remind State and local decision-makers about the importance of investing in early learning, highlight the opportunities available under the law to

1 Unless otherwise indicated, references to the ESEA in this document refer to the ESEA as amended by the ESSA. 5 strengthen early education, and provide examples of how States and local communities may support young children's success in school.

The ESEA contains provisions across its programs to assist State educational agencies (SEAs), local educational agencies (LEAs), outlying areas, the Bureau of Indian Education (BIE), schools, and community-based organizations to support early learning in these three main ways: (1) expanding access to high-quality early learning; (2) encouraging alignment and collaboration from birth through third grade; and (3) supporting educators. Although only a few programs under the ESEA require that funds be used to support early learning, others allow early learning as one of many uses of funds. In addition, there are areas where early learning is not explicitly mentioned, yet policymakers may consider it as an effective strategy that can further the stated goals of the provision within the law. Appendix A demonstrates the many opportunities that exist throughout the ESEA, by title, to support our youngest learners. While this guidance references opportunities for supporting early learning under the ESEA, it is not meant to be an exhaustive list of every opportunity, nor a comprehensive description of each program authorized in the law.

Benefits of High-Quality Early Learning Early childhood is a critical period of learning and development, and young children's experiences lay the foundation for success in school and in life. (2) A robust body of research shows that high-quality early learning, starting at birth and continuing through third grade, can promote healthy social-emotional development, assist with English language acquisition, and help build a strong academic foundation. (3) High-quality early learning programs also help to narrow achievement gaps between children from low-income families and their more affluent peers, which are detectable as early as nine months of age. (4) A National Center for Education Statistics longitudinal study shows that children who attended center-based preschool programs in the year before kindergarten earned higher scores at the beginning of kindergarten on math, reading, cognitive flexibility, and for approaches to learning (e.g., attentiveness, persistence, and eagerness to learn) than their peers who did not participate in an early learning program the year before starting kindergarten. (5) While all children benefit by participating in high-quality early learning programs, the achievement gains are largest for children from low-income families and others who have been traditionally underserved. (6)

2 National Research Council, *Eager to Learn: Educating Our Preschoolers*, Committee on Early Childhood Pedagogy, Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns (Eds.), Commission on Behavioral and Social Sciences and Education, (Washington, DC: National Academy Press, 2001); National Research Council and Institute of Medicine, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, Committee on Integrating the Science of Early Childhood Development, Jack P. Shonkoff and Deborah A. Phillips (Eds.), Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education (Washington, DC: National Academy Press, 2000). 3 Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Kathertine A. Magnuson, Deborah Phillips, Martha J. Zaslow, *Investing in our Future: The Evidence Base for Preschool Education*. Policy brief, Society for Research in Child Development and the Foundation for Child Development, Foundation for Child Development, (Society for Research in Child Development, 2013), <http://fcdus.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>. 4 Magnuson, K., Waldfogel, J., and Washbrook, E., “The development of SES gradients in skills during the school years: Evidence from the United States and England,” in *From Parents to Children: The Intergenerational Transmission of Advantage*, J. Ermisch, M. Jantti, and T. Smeeding (Eds.), (New York: Russell Sage Foundation, 2012). 5 Rathbun, A., and Zhang, A., *Primary Early Care and Education Arrangements and Achievement at Kindergarten Entry* (NCES 2016-070). (Washington, DC: National Center for Education Statistics, U.S. Department of Education, 2016), <http://nces.ed.gov/pubs2016/2016070.pdf>. 6 National Research Council and Institute of Medicine, *From Neurons to Neighborhoods*.

It is important to note, however, that preschool programs must be of high quality in order to have a significant effect on children’s learning and development.

“Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their health, development, and learning and are responsive to their individual progress. Indeed, the science of child development and of how best to support learning from birth through age 8 makes clear what an important, complex, dynamic, and challenging job it is for an adult to work with young children in each of the many professional roles and settings where this work takes place.”(7)

Attracting and retaining qualified and effective educators, however, depends upon ensuring that salaries for preschool teachers are comparable to those of elementary and secondary teachers (8) and that program standards are high. Studies show that inadequate teacher compensation negatively affects preschool program quality and results in poorer cognitive, social, and emotional outcomes for children. (9)

In addition to retaining high-quality teachers, program standards should include both process quality features, such as teacher-child interactions, as well as structural program features, such as small class size. Research shows programs that include both types of features result in stronger education outcomes for children. (10) Nationally recognized elements of a high-quality preschool program (11) include, at a minimum,

- high qualifications for teachers and other staff (e.g., a bachelor’s degree in early childhood education or related degree with specialized training in early childhood for, at a minimum, the lead teacher);
- Ongoing practice-based professional learning (or professional development) in early childhood development and mentoring, coaching, or other professional development consultation for teachers, administrators, and other staff;
- small class sizes and low staff-child ratios;
- a full-day, full-year program;
- developmentally appropriate, culturally and linguistically responsive instruction and assessments, as well as research-based curricula, that are aligned with State early learning and development standards;

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- inclusion of children with disabilities;
- individualized accommodations and supports for children, including English learners (ELs);
- Ongoing program evaluation used for continuous improvement;

7 Institute of Medicine and National Research Council, Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation, (Washington, DC: The National Academies Press, 2015); National Research Council, Eager to Learn: Educating Our Preschoolers. 8 Ibid. 9 W. Steven Barnett, “Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis,” *Preschool Policy Matters* 3 (2003): 1–8, <http://nieer.org/resources/policybriefs/3.pdf>. 10 Yoshikawa et al., Investing in our Future: The Evidence Base for Preschool Education. 11 See Appendix B under Program Quality (Nationally Recognized Standards).⁷

- onsite comprehensive services

12 for children to address health, including mental health, and overall well-being; • high-quality family engagement and involvement;

- health and safety standards; and

• lead teacher compensation set at or very near K–3 teacher compensation in a teacher’s respective State.

13 Children who attend high-quality early learning programs, and more specifically preschool programs for 3- and 4-year-olds, are less likely to need special education services or be retained, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended such programs.

14 Expanding Access to High-Quality Early Learning Recognizing the impact of early learning on academic and life outcomes, States and local communities have made tremendous progress over the last several years in developing and expanding early learning programs to support children’s readiness for school. In fact, between 2013 and 2016, States and the District of Columbia have allocated over \$1.5 billion in new resources for preschool.

15 At the local level, voters have approved ballot initiatives to expand access to preschool in such cities as San Francisco, Seattle, and Denver.¹⁶ Communities across the country have engaged public and private partners to establish or expand preschool programs, 12

Comprehensive services may include screenings for hearing, vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate; culturally and linguistically responsive family engagement opportunities; nutrition services; services coordinated with entities providing services under part C and section 619 of part B of the Individuals With Disabilities Education Act (IDEA); physical activity services; partnerships with and linkages to community services to enhance family well-being; and additional support services, including addressing the impact of violence and other trauma. 13 See Program Quality (Nationally Recognized Standards) in Appendix A. 14 Yoshikawa et al., Investing in our Future: The Evidence Base for Preschool Education; Englund, M., White, B., Reynolds, A. J., Schweinhart, L., & Campbell, F. A., “Health outcomes of the Abecedarian, Child-Parent Center and High-Scope Perry Preschool Programs,” in *Health and Education in Early Childhood: Predictors, Interventions, and Policies*, A. J. Reynolds, A. J. Rolnick, and J. A. Temple (Eds.), (New York: Cambridge University Press, 2014): 257-285. 15 The White House, Giving Every Child a Fair Shot: Progress Under the Obama Administration’s Education Agenda,” (Washington, D.C.: Department of Education),

https://www.whitehouse.gov/sites/default/files/docs/giving_every_child_fair_shot_050316.pdf.

16 Sarah Mead, “Top 5 in Early Childhood for 2016,” *U.S. News & World Report*, (2016), <http://www.usnews.com/opinion/knowledgebank/articles/2016-01-07/5-early-childhood-education-stories-to-follow-in-2016>. Importance of Engaging Families Family engagement refers to the systemic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including the planning, development, and evaluation of such activities,

programs, and systems. A growing body of research links meaningful engagement of families in their children's early learning experiences with kindergarten readiness and later academic success. The research indicates that families' involvement in children's learning and development impacts lifelong health, developmental, and academic outcomes. Engaging with families is especially crucial in the early years of learning since this is the stage during which young children acquire foundational competencies, such as language, literacy, and social-emotional skills that strongly affect their capacity for life-long learning. See the U.S. Departments of Education and Health and Human Services' joint "Policy Statement on Family Engagement: From the Early Years to the Early Grades" for more information.

8 and have implemented new early learning initiatives that address program quality and affordability. This positive momentum is good news; however, challenges remain. At both the State and federal levels there are not enough funds to implement programs of sufficient size or scope to meet the demands and address the growing and diverse needs of all young children and their families. Many early childhood programs are unable either to serve all eligible children or do not provide the level of resources needed to support and sustain high-quality services.

17 In the 2014– 15 school year, only 41 percent of 4-year-olds and 16 percent of 3-year-olds were enrolled in publicly funded preschool programs (e.g., State preschool, Head Start, and programs serving children with disabilities).

18 Federal education funds may help meet this critical unmet need. Under a number of federal education programs, an LEA may use funds to provide early education services consistent with applicable program requirements. LEAs may do so in public schools or in preschool centers operated by the LEA, as well as in community-based preschool programs. However, an LEA that chooses to use allowable ESEA funds to provide early learning services for children in a community-based preschool program may only do so as long as these conditions are met: (1) The LEA provides the preschool services directly, or jointly with the community-based preschool provider (e.g., the LEA may not directly transfer ESEA funds to a community-based preschool program, for instance, by paying tuition, but instead must use funds to supplement or expand services). (2) The LEA meets all of the requirements of the applicable program, and other applicable federal laws and regulations (e.g., ensuring that the use of funds is reasonable and necessary and allowable according to program requirements (Title III funds, for example, must be used to supplement, and not supplant, other federal, State, and local funds)). (3) The LEA maintains control of the federal funds and title to materials, equipment, and property purchased with those funds, and ensures that funds are not used for religious purposes (20 U.S.C.

8306(a)(2), (5); 34 C.F.R. §§ 75.532, 75.702, 76.532, 76.702). The ESEA offers SEAs and LEAs opportunities for expanding high-quality early learning through a number of specific provisions in the law. Some of these provisions existed under previous reauthorizations of the ESEA; others are new or have been strengthened to better enable SEAs and LEAs to make wise investments in early learning. These provisions are discussed in the following sections. 17 For example, Head Start only serves approximately 41 percent of preschool-aged children living in poverty and Early Head Start only serves approximately 4 percent of infants and toddlers living in poverty. Note that Head Start programs have additional eligibility criteria not considered in this estimate. Children can be eligible for Head Start services based on income (below the federal poverty level) or because they are homeless, in foster care, eligible for public assistance. All programs can serve 10 percent of their enrollment that are not low-income or otherwise eligible.

Additionally programs that can demonstrate that they are serving all of the children who are

low-income or otherwise eligible that wish to enroll can serve another 35 percent of participants with incomes from 100 percent to 130 percent of the federal poverty level. Source: Office of Head Start tabulations based on U.S. Census Bureau, 2014 Current Population Survey Estimates for States and DC and 2014 American Community Survey 5-Year Estimates for Puerto Rico. Only 29 percent of 4-year-olds and 5 percent of 3-year-olds are enrolled in State preschool programs. Source: Barnett, W. S., Friedman-Krauss, A. H., Gomez, R. E., Horowitz, M., Weisenfeld, G. G., & Squires, J. H., *The State of Preschool 2015: State Preschool Yearbook*, (New Brunswick, NJ: National Institute for Early Education Research). State 18 Note: enrollment of 3- and 4-year-olds in State preschool was 5 percent and 29 percent, respectfully; Barnett, W. S. et. al., *The State of Preschool 2015: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

9 Title I Preschool Title I, Part A of the ESEA allows LEAs to provide preschool programs to improve educational outcomes for eligible children from birth to the age at which the LEA provides a free public elementary education. During the 2013–14 school year, 27,519 children from ages birth to 2 and 602,487 children ages 3 to 5 were served using Title I, Part A funds.¹⁹ In 2012, the Department released revised non-regulatory guidance²⁰ for using Title I funds to support preschool, which is effective through the 2016–17 school year. Title I preschool programs are intended to assist children most at risk of failing to meet the State’s challenging academic standards based on multiple, educationally related, objective criteria.²¹ Certain children are also “automatically eligible” to participate in a Title I preschool program (e.g., an LEA or school need not identify the child as most at risk of failing to meet the State’s academic achievement standards), including • children who participated in Head Start, received services supported by the Comprehensive Literacy State Development Grants program within Literacy Education for All, Results for the Nation (LEARN) (formerly known as Striving Readers Comprehensive Literacy Program), or attended a Title I preschool program at any time in the prior two years; • children who received services under Title I, Part C (migrant education) in the prior two years; • preschool-age children experiencing homelessness; and • children who are in a local institution or attending a community day program for neglected or delinquent children and youth (ESEA section 1115(c)(2)). A Title I LEA or school may use its Title I funds to support a district-operated preschool program or a school-operated preschool program, or for coordination with other preschool programs, based on the needs of its eligible students and the most effective use of those funds. The use of Title I funds for a preschool program is a local decision. The ways in which an LEA or school may use Title I funds to support a preschool program are described in Table 1. As a Title I recipient, an LEA or school that uses Title I funds to operate a preschool program must comply with the same requirements that apply to all Title I programs. For example, a Title I preschool program may only include children who are most at risk of failing to meet a State’s challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend. In addition, if an LEA chooses to provide preschool services using Title I funds, the district must “support, coordinate, and integrate services provided under (Title I) with early childhood education programs”.²² The program must also meet, at a minimum, the education performance standards of the Head Start.

19 Department of Education, “ED Data Express”, <http://eddataexpress.ed.gov/index.cfm>

20 Department of Education, *Serving Preschool Children Through Title I: Part A of the Elementary and Secondary Education Act of 1965, as Amended*, (2012), <https://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>

21 Multiple, educationally related, objective criteria may include data collected such as interviews

with parents, teacher judgment, and developmentally appropriate measures of child development. The use of family income as one factor in determining eligibility is allowable, especially for the purpose of prioritizing when there are not sufficient Title I funds to serve all eligible preschool-age children, but children should not be identified as eligible solely on the basis of family income. 22 Public Law 110-134 Improving Head Start for School Readiness Act of 2007, Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A]. 10 Program Performance Standards²³ that are aligned with the Head Start Child Early Learning Outcomes Framework Ages Birth to Five (2015), ²⁴ which the secretary of education must disseminate to LEAs. Table 1. Mechanisms by which schools and LEAs can use Title I, Part A funds to support preschool programs

School-Operated: A Title I school may use all or a portion of its Title I funds to operate a preschool program for eligible children.

- **Schoolwide Program:** If a school operates a preschool program in a schoolwide program school, all preschool children who reside in the school's attendance area are eligible to be served. A Title I school may operate a schoolwide program if a minimum of 40 percent of the students enrolled in the school, or residing in the attendance area served by the school, are from low-income families. A Title I school with less than 40 percent poverty may request a waiver from the SEA to operate a schoolwide program. Guidance on schoolwide programs can be found in Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program.
- **Targeted Assistance Program:** A school may serve preschool children who reside in its attendance area and whom the school identifies as at risk of failing to meet the State's academic achievement standards when they reach school age.

District (LEA)-Operated: An LEA may reserve a portion of funds from its Title I allocation to operate a preschool program for eligible children in the LEA as a whole or in a portion of the LEA.

- **District (LEA) as a Whole:** An LEA may serve preschool children who reside throughout the LEA and whom the LEA identifies as eligible because they are at risk of failing to meet the State's academic achievement standards when they reach school age. An LEA may not use Title I funds to implement a preschool program throughout the district to benefit all preschool students in the LEA unless all the schools in the LEA are Title I schools operating schoolwide programs.
- **Portion of the District (LEA):** An LEA may serve preschool children who reside in specific Title I school attendance areas (e.g., its highest-poverty school attendance areas) served by some or all of its Title I schools if, for example, an LEA does not have sufficient Title I funds to operate a preschool program for the district as a whole.

Coordination with Other Early Childhood Programs: An LEA or school may use Title I funds to improve the quality or extend the day or number of days of State preschool, Head Start, child care, or other community-based early learning programs for eligible children. Title I funds may be used to provide preschool services for Title I eligible children who

- are not eligible for Head Start services based on income requirements;
- are eligible for Head Start but not served in a Head Start center due to unmet need;
- are enrolled in a State preschool, Head Start, child care, or community-based early learning program and are in need of additional services (e.g., extending the day, increasing number of days, etc.); or
- would benefit from home visiting because they are most at risk of failing to meet the State's challenging academic standards.

In addition to providing direct preschool services, Title I funds may also be used to support early learning in other ways, such as for professional learning (including joint professional development for early childhood staff and elementary school staff); minor repairs or remodeling of space to accommodate a Title I preschool program; and health, nutrition, and other comprehensive services for children in a Title I preschool program. Many LEAs have found strategic ways to

use their Title I funds to support the education needs of eligible children before they enter kindergarten. 23 U.S. Department of Health and Human Services Administration for Children and Families, Office of Head Start, (2016), <https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf> 24U.S. Department of Health and Human Services Administration for Children and Families, Office of Head Start, Head Start Early Learning Outcomes Framework: 11 Ages Birth to Five, (2015), <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf> For example, in Montgomery County, Maryland, Title I, Part A funds are used to support eligible children's education needs prior to kindergarten entry through • providing extended learning opportunities during the summer to improve transitions from early childhood programs to kindergarten; • extending the length of the day of Head Start from part-day to full-day; • expanding schoolwide family engagement activities in a two-generation approach; and • providing coaching and training for early childhood teachers. Title I funds may also be used, for example, to support children who are at risk of failing to meet the State's challenging academic standards by improving the quality of • kindergarten (e.g., by extending a half-day program to full-day, providing professional development, supporting transitions from early learning to kindergarten, expanding family engagement), or • first through third grade programs (e.g., by providing professional learning opportunities for staff on child development or expanding effective family engagement activities). Charter Schools High-quality public charter schools can play a strong role in promoting education equity for our youngest learners. Title IV, Part X of the ESEA provides continued opportunities to serve preschool children through the Charter Schools Program (CSP), which is aimed at expanding the number of high-quality charter schools available to students across the nation. Building on appropriations acts that, since fiscal year 2014, have allowed CSP funds to be used to support preschool education, the ESEA explicitly authorizes support for charter schools that enroll early childhood students (ESEA section 4302(a)) so long as these schools also offer a program in elementary or secondary education. The law amends the CSP definition of "charter school" to include schools that serve students in early childhood education programs, in addition to providing a program in elementary or secondary education, or both, as determined under State law (ESEA section 4310(2)). Whether a recipient may use funds to support charter schools that only enroll preschool-age children depends on whether the recipient's State defines "elementary education" to include preschool. The Department encourages CSP grantees and subgrantees to support expanding early learning opportunities, if appropriate, as part of the following charter school efforts: • starting up new charter schools • replicating and expanding high-quality charter schools • assisting charter schools with financing facility acquisition, construction, and renovation efforts • disseminating best practices • improving authorizing quality and oversight of charter schools Additional CSP Guidance on the Use of Funds to Support Preschool Education²⁵ continues to be valid in the 2016–17 school year. ²⁵ CSP Guidance on the Use of Funds to Support Preschool Education is valid through the 2016–17 school year.

12 Preschool Development Grants (PDG) The ESSA includes a new discretionary grant program for States to expand access to and improve the coordination and quality of early childhood education programs for children from birth to age 5. This program, to be jointly administered by the departments of Education and Health and Human Services (HHS), builds on the original Preschool Development Grants (PDG) program authorized in fiscal year 2014,²⁶ which currently funds 18 States developing and expanding high-quality preschool programs in more than 200

high-need communities. The new PDG competitive grant program, as authorized in ESSA section 9212, supports States through two types of competitive grants: initial grants and renewal grants. Initial grants support States in assessing their overall needs regarding the availability and quality of existing early learning programs in the State and the number of children served, as well as facilitate coordination and collaboration²⁷ (ESSA section 9212(c)). Renewal grants—for States that have received an initial grant under ESSA section 9212(c) or received a PDG grant as initially authorized in FY 2014, or as determined by the secretaries of ED and HHS—support States in the improvement or expansion of existing early learning programs. Renewal grants also provide funds for developing new programs to address the needs of children and families that are eligible for, but not served by, early learning programs (ESSA section 9212(g)). These grants will help States to reach more children with high-quality preschool programs. Programs for Special Populations The ESEA includes several programs that serve special populations of students—children who are homeless,²⁸ in foster care, from migrant families, ELs, American Indian, Alaska Native, or Native Hawaiian. These students often need the support that high-quality early learning programs may provide to level the playing field and address opportunity gaps between them and their peers. There are specific funds available to support the early learners in these populations, as described below. Because programs serving children with disabilities are funded through the Individuals with Disabilities Education Act (IDEA), and not the ESEA, they are not included in this section on special populations. Please see the Office of Special Education Programs²⁹ website for more information. Children who are Experiencing Homelessness Children whose families are homeless often experience high mobility; as a result, they have a lower rate of preschool enrollment when compared to other populations. Yet, high-quality early learning experiences can be extremely beneficial to this population, who often lack stability outside of school. The Education for Homeless Children and Youths program, authorized by Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act), and most recently amended by the ESSA, includes several new provisions related to preschool-age children. The McKinney-Vento Act ensures that children and youths who 26 Sections 14005 and 14006 of the American Recovery and Reinvestment Act of 2009, as amended by section 1832(b) of division B of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Pub. L. 112–10), the Department of Education Appropriations Act, 2012 (Title III of division F of Pub. L. 112–74, the Consolidated Appropriations Act, 2012), and the Department of Education Appropriations Act, 2014 (Title III of division H of Pub. L. 113–76, the Consolidated Appropriations Act, 2014). ²⁷ This aspect of the program is discussed in greater detail under the “Ensuring Alignment, Collaboration, and Coordination” section of this guidance document.

¹³ ²⁸ Although the McKinney-Vento program was amended by the ESSA, it is not an ESEA program. ²⁹ U.S. Department of Education, Office of Special Education and Rehabilitative Services, <http://www2.ed.gov/about/offices/list/osep/index.html> are homeless are able to access the same free, appropriate public education, including a public preschool education, as provided to other children and youths (McKinney-Vento Act section 721(1)). It also requires that SEAs and LEAs review and revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, and success of children who are homeless, including those in preschool (McKinney-Vento Act section 721(2)). In order to promote greater stability for children who are homeless and have moved, the McKinney-Vento Act requires that LEAs presume that keeping these children in their schools of origin is in their best interest,

except when doing so is contrary to the request of the child's parent or guardian (McKinney-Vento Act section 722(g)(3)(B)(i)). "School of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. (McKinney-Vento Act section 722(g)(3)(I)(i)). If it is in the child's best interest to remain in the school of origin, transportation to the school of origin must be provided, if needed (McKinney-Vento Act section 722(g)(1)(J)(iii)). If it is not in the child's best interest to remain in the school of origin, the child immediately must be enrolled in a new school, and the new school promptly must contact the school of origin to obtain relevant academic and other records. (McKinney-Vento Act section 722(g)(3)(C)(i)-(ii)). The McKinney-Vento Act also requires all LEAs to appoint local liaisons (McKinney-Vento Act section 722(g)(1)(J)(ii)) who are tasked with identifying and supporting children who are homeless (including those in preschool to the extent that an LEA offers a free public education for preschool children) and connecting them with supportive services (see McKinney-Vento Act section 722(g)(6)(A)). Title I of the ESEA also supports the needs of children who are homeless by expanding the use of funds reserved for homeless children and youths to encompass all children who are homeless, not just those in non-Title I schools (ESEA section 1113(c)(3)(A)(i), (c)(3)(C)). In addition, under section 722(g)(6)(A)(iii) of the McKinney-Vento Act, local liaisons must ensure that eligible infants and toddlers and their families who are homeless can access early intervention services under Part C of the IDEA, and eligible preschool children with disabilities who are homeless can access special education and related services under Part B of the IDEA. For more information on serving homeless children from birth to age 5, please see the early childhood homelessness section in the updated Education for Homeless Children and Youths guidance, which the Department of Education released in July 2016. Children in Foster Care Children in foster care are another highly mobile and vulnerable population of students who experience frequent school and residential placement changes. Children who change schools frequently make less academic progress than their peers, and each time they change schools, they may fall further behind. Young children in foster care, in particular, need structured and stable school environments, with nurturing teachers and caregivers, to help them overcome the stress and trauma of abuse and neglect and lay the foundation for healthy social and emotional development. Under the ESEA, SEAs and LEAs must now ensure that a child in foster care enrolls or remains in his or her school of origin, unless it is not in the child's best interest to attend the school of origin. If it is not in the child's best interest to remain in the school of origin, the child immediately must be enrolled in a new school, and the new school must promptly contact the school of origin to obtain relevant academic and other records (ESEA sections 1111(g)(1)(E) and 1112(c)(5)(B)).

14 If an LEA offers a public preschool education, it must meet these requirements, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. For further information on the implications of the ESEA for children in foster care, please see Ensuring Education Stability for Children in Foster Care guidance, which was released jointly by the Department and HHS in June 2016. Migratory Children from families that are migratory because the parents or guardians work in the agricultural or fishing industry are especially underserved in preschool. In particular, the high mobility of these children creates significant challenges for both students and the school systems serving them, including education disruption and lack of stability. Further, migratory children tend to live in poverty, be identified as ELs, and belong to families that are likely to

experience food and job insecurity, and poor health and housing conditions. To help address these unique needs, the Migrant Education Program (MEP), authorized under Title I, Part C of the ESEA, provides funds to States to offer high-quality education and supportive services. These funds help to ensure that migratory children meet the same challenging State academic standards as all other children and are able to graduate from high school or earn a certificate of high school equivalency. States may use MEP funds for preschool instruction, as well as other activities, including supplemental instruction in reading, math, and other academic areas; family literacy; high school credit accrual; and support services, including counseling, health and nutrition services, and transportation. Historically, a significant portion of the population served by MEP has been between the ages of 0 to 5. Data for 2014–15 indicate that the MEP served 3,832 children ages birth through 2 and 19,033 children ages 3 through 5, out of a total of 232,166 students served through MEP. 30 English Learners and Immigrant Children Research indicates that providing education supports for young children who are ELs through early learning programs can help prepare them for school success and promote their language development and academic achievement.³¹ Longitudinal studies have also shown that ELs who participate in early learning programs achieved English language proficiency sooner than their peers who did not participate in such programs.³² High-quality early learning programs can also present an opportunity for ELs to strengthen and nurture their home language while on a path to English language acquisition. Dual language programs have been shown to be effective models to promote language development and academic achievement for ELs. One recent study found significant positive outcomes for ELs who participated in a dual language program; specifically, the study found that such students far exceeded their peers in English/language arts and reading.³⁰ U.S Department of Education, “Consolidated State Performance Report (CSPR),” SY 2014-15, <http://www2.ed.gov/admins/lead/account/consolidated/index.html> State 31 Virginia Buysse, Ellen Peisner-Feinberg, Mariela Páez, Carol Scheffner Hammer, and Meagan Knowles, “Effects of Early Education Programs and Practices on the Development and Learning of Dual Language Learners: A Review of the Literature,” *Early Childhood Research Quarterly* 29, no. 4 (2014): 765-785, doi: 10.1016/j.ecresq.2013.08.004; William T. Gormley, “The Effects of Oklahoma's Pre-K Program on Hispanic Children,” *Social Science Quarterly* 89, no. 4 (2008): 916-936, doi: 10.1111/j.1540-6237.2008.00591.x. 32 Halle, T., Hair, E., Wandner, L., McNamara, M., and Chien, N., “Predictors and Outcomes of Early vs. Later English Language Proficiency among English Language Learners,” *Early Childhood Research Quarterly* 27, no. 1 (2012): 1–20.

15 achievement.³³ Research has further demonstrated that dual immersion programs have the benefit of supporting bilingual and biliterate development, and the commensurate cognitive, social, and economic benefits associated with bilingualism and biliteracy.³⁴ The departments of Education and HHS’ joint Policy Statement on Supporting the Development of Children Who are Dual Language Learners in Early Childhood Programs provides recommendations for States and local communities to promote the development and learning of young children, from birth to age 5, who are dual language learners (DLLs). Title III of the ESEA includes a strengthened focus on providing services to support young ELs and immigrant children. SEAs that receive Title III funds and LEAs that receive Title III subgrants may use these funds to provide professional development for early childhood educators who teach ELs ages 3 and up. (ESEA sections 3102(4), 3111(b)(2)(B), 3115(c)(2)). LEAs may also use their subgrants to strengthen or develop effective language instruction for ELs in early childhood programs, as long as that use is

consistent with Title III's non-supplanting requirement. (ESEA section 3115(d)(4), (g)). Additionally, LEAs must coordinate activities and share relevant data with Head Start and other early learning providers, if applicable, in order to create a better continuum of services for young ELs. (ESEA section 3116(b)(4)(D)). The Department issued Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning in September 2016 to help SEAs and LEAs support ELs, including young DLLs. American Indians, Alaska Natives, and Native Hawaiians Many American Indians, Alaska Natives, and Native Hawaiians have been affected by poverty and scarce resources and therefore may greatly benefit from high-quality early learning programs. The ESEA explicitly includes early learning as an allowable activity in several Title VI (Indian Education) programs that support these special populations. However, the types of activities that can be supported with Title VI grant funds vary by program. For example, Title VI, Part A (Indian Education Grants to LEAs) allows funds to be used for "early childhood programs;" Title VI, Part B (Native Hawaiian Education) allows funds to support services for children starting at birth; and Title VI, Part C (Alaska Native Education) supports "early childhood ... education activities" and "programs for ... infants..." See Table 2 for more information. 33 Jennifer L. Steele, Robert O. Slater, Gema Zamarro, Trey Miller, Jennifer Li, Susan Burkhauser, and Michael Bacon, The effects of duallanguage immersion programs on student achievement, EDRE working paper 2015-09, (University of Arkansas, 2015), <http://www.uaedreform.org/downloads/2015/11/edre-working-paper-2015-09.pdf>. 34 Vitello, V., Downer, J., and Williford, A., "Preschool classroom experiences of dual language learners: Summary findings from publically funded programs in 11 States," in Dual language learners in the early childhood classroom, C. Howes, J. Downer, & R. Pianta (Eds.), (Maryland: Brookes Publishing Company, 2011): 45-68; Farver, J., Lonigan, C., and Eppe, S, "Effective early literacy skill development for young Spanish speaking English language learners: An experimental study of two methods," Child Development 80, 3 (2009): 703-719; W. Steven Barnett, Donald J. Yarosz, Jessica Thomas, Kwanghee Jung, Dulce Blanco, "Two-way and monolingual English immersion in preschool education: An experimental comparison," Early Childhood Research Quarterly 22, 3 (2007): 277-293; Rachel A. Valentino, and Sean F. Reardon, "Effectiveness of four instructional programs designed to serve English Learners: Variations by ethnicity and initial English proficiency," Educational Evaluation and Policy Analysis, (2015), doi: 10.3102/0162373715573310.

State 16 Table 2. Supports for Children who are American Indians, Alaska Natives, and Native Hawaiians American Indians and Alaska Natives Under the Title VI, Part A Indian Education Grants to LEAs formula grant program, funds can be used for early childhood programs that emphasize school readiness (ESEA section 6115 (b)(3)). Also in Title VI, Part A, the Indian Education Demonstration Grants program authorizes the use of grant funds to support preschool and kindergarten programs as long as those programs are effective in preparing children to make sufficient academic growth by third grade (ESEA section 6121 (c)(7)). Native Hawaiians Under the Native Hawaiian Education program (Title VI, Part B) funds can be used to support a Statewide Native Hawaiian early education and care system, and to operate family-based education centers, including those that provide services for parents and children from ages birth -3, preschool programs, and research on such programs (ESEA sections 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C)). Alaska Natives The Alaska Native Education program (Title VI, Part B) allows funds to be used to support early childhood and parent education programs that improve the school readiness of Alaska Native children (ESEA sections 6205 (3)(A), 6205

(3)(B), and 6205 (3)(C)). In addition, recipients of discretionary grants under Title III, section 3112 (programs serving American Indian/Alaska Native children who are ELs) may use funds to support early learning (ESEA, section 3112). Ensuring Alignment, Collaboration, and Coordination Alignment and collaboration between early childhood education programs and the K–12 system is a recurring theme throughout the ESEA. The law stresses greater coordination, at both the State and local levels, of programs that serve young children, and encourages a more seamless learning experience from preschool through the elementary grades. In order to accomplish these goals, the Department encourages States and LEAs to consider both the horizontal and vertical alignment of programs. Horizontal alignment is the consistency or connectedness of program and professional standards across programs and settings that serve a particular age or grade. Vertical alignment addresses the progressive development of standards from birth through third grade that provide a continuum for children’s knowledge and skills. Furthermore, it is important that both schools and early childhood programs coordinate their outreach efforts to families, so that they are aware of enrollment options and processes for their children. Community-based organizations can play an important role in this regard as they often have existing, trusting relationships with families. Table 3 includes examples of ways that SEAs and LEAs are required to or may support the alignment, collaboration, and coordination of programs.

17 Table 3. Examples of Alignment, Coordination, and Collaboration of P–12 Programs Requirements of ESEA LEA SEA

- If in receipt of Title I funds, develop agreements and carry out coordination activities with Head Start agencies and other early childhood programs, if feasible.
- Describe in their Title I plans how they will support, coordinate, and integrate Title I services (if applicable) with early childhood education programs at the LEA or school level, including plans for the transition of children to elementary school.
- Include on LEA report cards the number and percentage of children enrolled in preschool programs.
- As part of its Title I State plan or its consolidated State plan, a State must coordinate with other programs that provide services to children, including Child Care Development Block Grant Act (CCDBG), Head Start, and IDEA.
- Describe in the Title I State plan how the State will provide assistance to LEAs and schools choosing to use Title I funds to support early childhood education programs.

• Include on State report card the number and percentage of children enrolled in preschool programs. 35 Other Possible Activities

- Share data (consistent with applicable privacy laws), summer learning programs, family engagement activities, and joint professional development opportunities that involve both community-based providers and school staff.
- Examine policies, procedures, and practices to support preschool children with disabilities and consider how funds can be used to ensure access to inclusive preschool classrooms.
- Partner with Promise Neighborhoods and Full-Service Schools grantees to ensure early learning is part of a coordinated system of supports for families.
- Align curriculum and instruction from preschool through elementary school as part of a LEA’s school improvement efforts.
- Develop State plans that address the comprehensive needs of all young children (e.g., children with disabilities, children in poverty, ELs, immigrants, homeless, etc.).

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- Use State advisory councils (SACs) to ensure coordination of early childhood programs and services.
- Apply for a PDG initial grant to coordinate existing federal, State, and local program delivery models and funding streams across a mixed delivery system of services.
- Integrate early education data with State longitudinal data systems.
- Implement strategies, including high quality early learning, to improve struggling schools.
- Align State early learning guidelines and K–12 standards. Coordinating and Collaborating Across Programs 35 The Department intends to provide additional guidance on these new data requirements.

18 Under the ESEA, through State plans for Title I, SEAs are required to coordinate with other programs that provide services for young children, including programs administered by HHS (i.e., under the CCDBG and Head Start Act) as well as IDEA (ESEA section 1111(a)(1)(B)). The Department encourages SEAs to think holistically when they create various State plans. This means ensuring, as appropriate, vertical and horizontal alignment and addressing the comprehensive needs of all young children, including children with disabilities or developmental delays, those in poverty, and those who are ELs, immigrants, refugees, migrant, homeless or in foster care. SEAs may find it helpful to coordinate with their State Advisory Council on Early Childhood Education and Care (SACs), as applicable. Authorized under the Improving Head Start for School Readiness Act of 2007, SACs are charged with ensuring coordination and collaboration of early childhood programs and services in the State, and include representatives from a diverse range of stakeholder groups.³⁶ SACs are well positioned at the State level to inform early childhood priorities, drive policy and legislative change, and administer public spending on early childhood-relevant programs. For more information on the SACs, please see the joint Department and HHS Statement, State Advisory Councils on Early Childhood Education and Care: Advancing Work Beyond Federal Financing. In addition, the newly authorized discretionary PDG grant program offers States assistance, through initial grants, to facilitate the coordination and collaboration of existing federal, State, and local early learning programs in the State. This aligns and strengthens programs, coordinates delivery models and funding streams across a mixed delivery system of services, improves program quality, and increases the overall participations of young children in programs (ESSA section 9212). The PDG grant program specifically encourages partnerships among Head Start providers, State and local governments, Indian Tribes and tribal organizations, private entities, and LEAs to improve coordination, program quality, and delivery of services. States may also wish to consider ways of partnering with entities that serve young children with disabilities (See Supporting Children with Disabilities on page 18). ³⁶ The SACs were required by law to include representatives from the following as members: the State agency responsible for child care, SEA, LEA, institutions of higher education in the State, local providers of early childhood education and development services, Head Start agencies, including Migrant and Seasonal Head Start programs, as well as American Indian and Alaska Native Head Start programs, Head Start State Collaboration Office, State agency responsible for the programs under Part B, section 619 or Part C of the IDEA, State agency responsible for health or mental health, any other agencies determined to be relevant by the governor. LEA Coordination with Head Start and Other Early Childhood Programs Each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program, must develop agreements and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs:] Developing and implementing a systematic

procedure for receiving records of preschool children } Establishing channels of communication between school staff and their counterparts to facilitate coordination } Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children } Organizing and participating in joint transition related training of school, Head Start, and where appropriate, other early childhood education program staff } Linking the educational services provided by the LEA with those provided by Head Start agencies See ESEA Section 1119 19 Collaboration with Head Start An LEA that receives Title I funds under the ESEA is required to coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education program (ESEA section 1119). Now as part of the ESEA, an LEA is also responsible for developing agreements with Head Start programs to coordinate services, such as data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start into public school programs. (See text box.) Transition activities might include sharing assessment data, promoting summer learning programs, engaging families, and implementing joint professional development opportunities that involve both community-based providers and school staff. For example, the Kai Ming Head Start program in San Francisco and the San Francisco Unified School District (SFUSD) have an ongoing partnership illustrative of how schools and community-based providers can work together to ensure children enter kindergarten ready for success. Kai Ming and SFUSD have a memorandum of understanding to work together to align curricula and desired outcomes. This partnership ensures that local schools are aware of the incoming child's exposure to the dual language teaching model and other early childhood experiences, helps to improve information sharing from Head Start agencies to SFUSD at the time of transition to kindergarten, provides opportunities for joint professional development trainings with both Kai Ming and SFUSD teachers, and gives Head Start providers important information for continuous program improvement in preparing children for kindergarten. Supporting Children with Disabilities One area in particular for States and LEAs to consider is how to promote greater coordination and collaboration for children with disabilities receiving services under the IDEA. Research and experience have demonstrated the developmental, learning, and social benefits of inclusion for children with and without disabilities.³⁷ As LEAs plan to expand the availability of high-quality preschool programs, special attention should be paid to how preschool children with disabilities will be identified and meaningfully included. Children with disabilities and their families continue to face significant barriers to accessing inclusive high-quality preschool, ³⁸ despite the fact that under IDEA, children with disabilities ages 3–5 are entitled to a free appropriate public education. The Department and HHS' joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs States that all young children with disabilities should have access to inclusive high-quality early childhood programs with individualized and appropriate support in meeting high expectations. For inclusion programs to be successful, staff need to intentionally promote children's participation across all learning and social activities, facilitated by ³⁷ Samuel L. Odom, Joann Vitzum, Ruth Wolery, Joan Lieber, Susan Sandall, Marci J. Hanson, Paula Beckman, Ilene Schwartz, and Eva Horn, "Preschool Inclusion in the United States: A Review of Research from an Ecological Systems Perspective," *Journal of Research in Special Educational Needs* 4, no. 1, (2004): 17-49, doi: 10.1111/J.1471-3802.2004.00016.x; Mary Wagner, Jose Blackorby, Renee Cameto, Kathleen Hebbler, and Lynn Newman, A Summary of Findings from the National Longitudinal Transition

Study of Special Education Students, (Menlo Park, CA: SRI International, 1993), http://nlts2.org/reports/nlts_report/TransitionExperiences_December1993.pdf. State 38 U.S. Department of Education, “IDEA Section 618 Data Products: Static Tables,” 2014 Part B Child Count and Educational Environments, <http://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html>. 20 individualized accommodations. Therefore, LEAs should examine their policies, procedures, and practices in supporting preschool children with disabilities in their systems, and consider how ESEA funding can be used to ensure access and participation in inclusive preschool classrooms. This could include providing professional development to increase preschool teachers’ competencies in instructing children with disabilities; ensuring that appropriate accommodations are in place, such as assistive technology, so that children can access the curriculum or participate in assessments; implementing schoolwide models of positive interventions and supports to promote healthy social, emotional, and behavioral development; and supporting the universal design of the environment or instructional materials. Building Strong Communities Another way to support the coordination of programs and services for children at the local level is through place-based initiatives, such as Promise Neighborhoods, which is authorized in Title IV Part X of the ESEA. This program provides a continuum of coordinated supports, services, and opportunities for children and families, including early learning programs. For example, the Northside Achievement Zone (NAZ) was founded to permanently close the achievement gap and end generational poverty in North Minneapolis by creating a single comprehensive system of support for families that moves children through a “cradle-to-career” pipeline. The system is composed of a collection of partners, including parents, community-based organizations, schools, private and public funders, governmental organizations, and faith-based institutions. In 2011, NAZ was awarded a Promise Neighborhood implementation grant to dramatically scale up its cradle-to-career strategy for ensuring that every child born within the neighborhood boundary finishes school college-ready. NAZ began building its cradle-to-career continuum of services by investing in children in the zone ages birth to 5. Recognizing that parents are their children’s first and primary teachers, NAZ implements a two-generation approach by supporting parents with the skills and tools needed to strengthen the stability of their families and support the academic success of their children. Recent findings suggest that NAZ enrolled students who had participated in a high-quality early learning program tended to enter kindergarten more ready than their counterparts who did not receive NAZ services. Full Service Community Schools, for which grants are also authorized under Title IV of the ESEA, have often relied on strong partnerships with early childhood providers or have intentionally scaled-up preschool services as a critical component of their model for school and community improvement. Vertical Alignment From Preschool to Third Grade Evidence suggests that students benefit from a system of early learning from birth to age 8 that includes aligned standards, curricula, instruction, and assessments. Young children often experience discontinuities in these elements as they move through the early grades, especially during the 21 transition from preschool to kindergarten.³⁹ Vertical alignment from preschool to third grade (P– 3) provides greater continuity and better organization of student services and school-family partnerships. ⁴⁰ In addition, the ability to link individual student preschool data to K–12 data allows elementary teachers to have more complete information about students’ learning trajectories and better tailor instruction to meet students’ needs.⁴¹ If well implemented, a strategic P–3 approach can help to align expectations between programs and foster a greater sense of a continuum across the early elementary years.

On May 31, 2016, the Department published a Notice of Proposed Rulemaking (NPRM) in the Federal Register to amend the Department's regulations on State accountability systems and reporting requirements, including provisions related to accountability indicators, under Title I of the ESEA as amended by the ESSA. The NPRM also updates the current ESEA general regulations to include requirements for the submission of State plans under ESEA programs, including engaging in timely and meaningful consultation with stakeholders when developing, revising prior to submitting, and when amending the optional consolidated State plans. The comment period for the NPRM closed on Aug. 1, 2016. The Department intends to provide further guidance when the regulations are final. The ESEA provides States increased flexibility to design their accountability systems and implement strategies to improve struggling schools with the appropriate federal guardrails to protect their most vulnerable students (ESEA section 1111(c) and (d)). These changes offer opportunities for each State to think about the role of early education in its Title I State plan or consolidated State plan. Specifically, the ESEA requires a State to describe in an individual Title I program plan how it will provide assistance to LEAs and schools choosing to use Title I funds to support early childhood education programs. Under the ESEA, each State plan must also describe in either an individual Title I program plan or consolidated State plan a Statewide accountability system that includes at least one indicator of school quality or student success. While a State has flexibility to choose such an indicator, it must include one that allows for meaningful differentiation in school performance and is valid, reliable, comparable, and Statewide, with the same indicator or indicators used in each grade span (e.g., an early learning measure) (ESEA section 1111(c) and (d)). A State is required to use its Statewide accountability system to identify schools for comprehensive or targeted support and improvement, and to notify each LEA of any school served by the LEA that is identified as such. LEAs with schools identified for comprehensive support and improvement must complete, in partnership with stakeholders, including principals and other school leaders, teachers, and parents (which may include early childhood educators and experts), a needs assessment for the school. They must also develop and implement a comprehensive support and improvement plan to improve student outcomes in the school. The plan must include one or more evidence-based interventions, such as 39 Rebecca New, Sharon Palsha, and Sharon Ritchie, *Issues in PreK–3rd Education: A FirstSchool Framework for Curriculum and Instruction #7*, (Chapel Hill, NC: Frank Porter Graham Child Development Institute, 2009). 40 Reynolds, A. J., and Temple, J. A., "Cost-effective Early Childhood Development Programs from Preschool to Third Grade," *Annual Review of Clinical Psychology*, 4 (2008): 109–139, doi: 10.1146/annurev.clinpsy.3.022806.091411. 41 Donald J. Hernandez, "PreK–3rd: Next Steps for State Longitudinal Data Systems," PreK-3rd Policy to Action brief no. 8, (New York, NY: Foundation for Child Development, 2012), <http://files.eric.ed.gov/fulltext/ED542862.pdf>; Kristie Kauerz, and Julia Coffman, *Framework for Planning, Implementing, and Evaluating PreK–3rd Grade Approaches*, (Seattle, WA: University of Washington, College of Education, 2013), http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf. 22 as, in the case of an elementary school, increasing access to high-quality preschool as part of its turnaround strategy (ESEA section 1111(d)(1)(B)). States may wish to consider how to build a stronger continuum of learning from preschool through early elementary school to improve student outcomes. Some States have already undertaken significant efforts in this regard, such as aligning State early learning guidelines and K–12 standards. Pursuant to CCDBG, all States must develop or demonstrate the existence of early learning and developmental guidelines that

describe what all children from birth to kindergarten entry should know and be able to do across multiple domains of learning. 42 States could consider carrying this vertical alignment through to the third grade. Other strategies include integrating early education data with State longitudinal data systems so that elementary school teachers can benefit from information on early childhood assessments, and early childhood programs can receive feedback on children's progress in the elementary grades.⁴³ At the local level, districts and schools can adopt strategies to align curriculum and instruction from preschool through elementary school as part of their school improvement efforts. For example, as part of its early childhood initiative, Boston Public Schools (BPS) aligned curricula, instructional practices, and professional development used in preschool through third grade. BPS developed a new kindergarten curriculum, added elements, such as storytelling, to the preschool curriculum, and piloted a new first grade curriculum, with the goal of aligning instruction across preschool through the early grades. These efforts help ensure that teachers focus on developing skills that students need to master to succeed in later grades, incorporate student-centered instruction, and use developmentally appropriate practices by incorporating the cultural development of the child in preschool and early elementary classrooms.

New Data Requirements The ESEA requires States and LEAs to include on their report cards the number and percentage of children enrolled in preschool programs. Such timely information will help to identify potential gaps in access to preschool services and facilitate greater awareness about the continuum of learning between early learning and the elementary grades (ESEA section 1111(h)(1)(C)(viii)(II)(aa), (2)(C)). The Department intends to provide additional guidance on these new data requirements.

Supporting Educators Developing early educators' skills and knowledge is essential to ensuring that children enter kindergarten prepared and that gains from high-quality preschool are sustained throughout elementary school and beyond. Research has shown that teachers of young children from birth through the early grades require specialized knowledge and skills focused as much on the science of learning as on the sequence of learning across multiple domains of learning.⁴² Multiple domains of learning include language and literacy development; cognition and general knowledge (including early mathematics and early scientific development); approaches toward learning (including the utilization of the arts); physical well-being and motor development (including adaptive skills); and social and emotional development. ⁴³ For more information on student privacy considerations, please see the Early Childhood Data Privacy website.

Supporting the learning and development of young children requires a complex and sophisticated understanding of how to integrate learning across multiple domains⁴⁵ and individualize instruction for children with varied experiences. Early educators also need a clear understanding of what happens before and after the specific grade or age level they teach. As noted, children benefit when there is a continuous approach to learning from preschool through third grade and beyond, including aligned standards, curricula, instructional approaches, and assessments. Without alignment, young children experience discontinuities and disruptions in learning and support. To achieve better alignment of systems, professional development needs to focus on early educators and other personnel working in schools, Head Start, or other community-based early learning programs, as well as early elementary school teachers and principals. States and LEAs, working with other professional development providers, can use funds available under titles I, II, and III to support high-quality teaching and learning in schools and other early childhood settings. Under each title, program funds have specific uses and limitations and must be used to serve eligible children, but these resources can help districts to support early learning teachers,

administrators, and other staff, learn new skills, and improve their instructional practices. For example, the Minnesota Department of Education (MDE) is working in partnership with the Minnesota Elementary School Principals Association and the Minnesota Association of School Administrators to provide a comprehensive P–3 professional learning series, which launched in fall 2015. The Minnesota PreK–3 Professional Learning Model focuses on three drivers for change to improve the results for all children: leadership (administrators and teachers), competency (professional practice), and organizations (systems). MDE first prioritized developing principal leadership competencies. Principal-led teams participate in five full-day sessions given by national and State leaders and innovators on P–3 approaches to develop strong principal competencies for building P–3 systems in their communities. Concentrating on building P–3 educator competencies, P–3 regional liaisons participate in online courses and face-to-face meetings. District/community-based leadership teams are headed up by superintendents to gain the skills needed to support a P–3 system. Title I In general, Title I funds may be used to support ongoing professional development for any teacher in a Title I preschool program so long as the training is related to the Title I preschool program and is designed to meet the education needs of Title I-eligible children. Title I funds may also be used for professional development for teachers in a preschool program that does not receive Title I funds (including a community-based program) provided that the children attending the program are likely to attend a Title I elementary school when they enter kindergarten. In this case, the purpose of the professional development must be to improve coordination between the 44 Multiple domains of learning include language and literacy development; cognition and general knowledge (including early mathematics and early scientific development); approaches toward learning (including the utilization of the arts); physical well-being and motor development (including adaptive skills); and social and emotional development. 45 Ibid. 24 non-Title I preschool and the Title I elementary school or to facilitate children’s transition from preschool into elementary school. Consistent with the LEA’s needs assessment and plan, Title I funds also may be used to improve early learning and develop the knowledge and skills of kindergarten through third grade teachers and administrators. This will help ensure that the gains made in the preschool years are likely to be sustained across the early grades and enable at-risk students to meet challenging State academic standards. Title II Title II, Part A funds may be used to support the professional development of early educators. The Department issued Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) in September 2016 to help SEAs and LEAs support teachers, including early educators. These funds have a wide variety of possible applications for early educators and the ESEA explicitly includes new ways SEAs and LEAs may use Title II, Part A funds to support early learning. These include: • For the first time, allowing LEAs to support joint professional learning and planned activities designed to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8 (ESEA section 2103(b)(3)(G)) • Supporting LEAs to increase teachers’, principals’, or other school leaders’ knowledge base regarding instruction in the early grades and strategies to measure whether young children are progressing (ESEA section 2103(b)(3)(G)) • Providing LEA training to support the identification of students who are gifted and talented, and implementing instructional practices that support the education of such students, including early entrance to kindergarten (ESEA section 2103(b)(3)(J)) • Allowing SEAs to support opportunities for principals, other

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school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness (ESEA section 2101(c)(4)(B)(xvi)). In Subpart 2 of Title II, the Literacy Education for All, Results for the Nation (LEARN) includes the Comprehensive Literacy State Development Grants program which will provide competitive awards to SEAs to support comprehensive literacy instruction (ESEA sections 2222-24) (formerly known as Striving Readers Comprehensive Literacy Program). SEAs that receive grants must spend 15 percent of the funds on early learning (defined as birth to kindergarten entry). Funds must be used for high-quality professional development; training to administer evidence-based early childhood education literacy initiatives; and coordination of families, early childhood staff, principals, and other school leaders in addressing children's literacy development (ESEA section 2223). The overall purpose of the program is to improve student academic achievement in reading and writing for children from birth to grade 12 by providing sub grants to LEAs, early childhood education programs, and their partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need.

25 Title III An important purpose of Title III of the ESEA is to help ELs and immigrant children and youths attain English language proficiency and meet the same challenging State academic standards as their non-EL peers. The Department issued Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading in September 2016 to help SEAs and LEAs support ELs, including young DLLs. In order to ensure ELs receive effective language instruction educational programs, Title III funds may be used for professional development to improve the skills and knowledge of teachers of ELs, including preschool teachers and school leaders (ESEA sections 3102, 3115(c)(2), 3115(d)(4)). Title III subgrantees must, as applicable, coordinate activities and share data with Head Start agencies and other early childhood providers (ESEA section 3116(b)(4)); one such activity that may be coordinated with early childhood programs is professional development for educators to support preschool-aged ELs. All uses of Title III funds must meet the requirement in ESEA section 3115(g) that Title III funds be used to supplement, and not supplant, the level of federal, State, and local funds that, in the absence of Title III funds, would have been expended for programs for ELs and immigrant children and youths. The National Professional Development Project, a competitive grant program authorized under Title III, provides grants to institutions of higher education (in partnership with LEAs) to improve pre-service and in-service support for all educators who serve ELs. Grants support professional development activities that will improve classroom instruction for ELs and assist educational personnel to meet high professional standards and improve their qualifications and skills. Funds may be used to support strong transitions for ELs from Head Start and other preschool programs to elementary school.

Table 4. Examples of how Title I, Part A; Title II, Part A; and Title III, Part A funds can be used to support early learning professional development and capacity building.

Use of Funds (All examples are for illustrative purposes only. SEAs and LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in the specific title, and support the students for whom they are intended.)

Title I (disadvantage -aged students)
Title II (teachers and leaders)
Title III (English learners)

Align the early learning and K–12 systems at the State level • Use the Title II State activities funds and the optional 3 percent set aside from LEA subgrants to build the capacity of preschool through third grade principals and other school leaders. • Design school districts' Title II applications to encourage the use of Title

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II funding for building early learning capacity. • Update and align certification and licensing standards for early childhood educators, including administrators working with young children from preschool through third grade. Build early learning capacity through SEA efforts • Support joint training for teachers, principals, other school leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to develop strong strategies to help children transition to elementary school. • Build early learning capacity of school and district leaders. Build teacher capacity to support ELs in ways consistent with the program's non-supplanting requirement • Train early learning teachers to support ELs in developing English language proficiency and academic readiness, including training in instruction strategies, the use of appropriate language support services, and use of curricula. • Support efforts to increase the number of effective bilingual teachers in early learning programs. • Develop and implement new English language instruction educational programs for early learning, including dual-language programs, or supplement existing ones. • Improve coordination between early childhood programs and elementary school for ELs by aligning EL-related curricula and instruction, conducting transition activities for ELs entering kindergarten, and implementing two-way data sharing on ELs between the school district and Head Start or other early childhood programs, consistent with privacy laws. 26 Use of Funds (All examples are for illustrative purposes only. SEAs and LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in the specific title, and support the students for whom they are intended.) Title I (disadvantage -aged students) Title II (teachers and leaders) Title III (English learners) Support the inclusion of children with disabilities or address challenging behaviors • Provide coaching for early learning providers and school administrators to promote children's social, emotional, and behavioral development and appropriately address challenging behaviors. • Provide ongoing professional development for early learning providers on how to individualize instruction, and provide the necessary accommodations and services to meet the learning needs and support the participation of children with disabilities across all learning opportunities. Increase the skills of early educators in schools and community-based settings supported by LEAs • Focus on effectively supporting children's language/reading, math, social, and emotional development; and on differentiating instruction for young learners. • Provide support and ongoing training to early learning teachers on the interactive use of technology for enhancing classroom instruction and reaching out to families. • Ensure regular observations of classroom practices to assess and improve teachers' effectiveness in creating high-quality instructional, social, and emotional climates. • Develop partnerships with institutions of higher education to establish early learning teacher training programs that provide prospective and novice teachers with an opportunity to work under the guidance of experienced teachers and college faculty. • Provide professional development for local agency and school personnel, including early childhood educators, parents, and family members, regarding parent and family engagement strategies. Build early learning capacity at the LEA level • Facilitate the sharing of research-based, effective professional development that brings preschool through grade three teachers, principals, staff, and program leaders together for joint professional learning and collaboration. • Provide programs to increase the knowledge base of principals, K–3 teachers, or other school leaders on appropriate instruction in the early grades and on strategies to measure whether young children are progressing. • Provide annual joint professional development related to the learning and development of children from birth through age 8. • Establish and implement effective induction programs and ongoing supervision/evaluation of site

administrators and teachers who work in preschool through third grade settings. • Provide compensation for additional responsibilities and activities related to teacher leadership, such as peer-led professional development, mentorship and induction, recruitment and retention, curriculum design, and advising on public policy. • Provide training for educators on how to develop a comprehensive plan to support and engage families in the education of their children. Conclusion: Over the last several years, an impressive coalition of education, business, law enforcement, military, child advocacy, and faith-based leaders have joined together to support the expansion of high-quality early education. The new education law brings with it a fresh vision for how we may address the education gaps that continue to persist, especially for our most vulnerable children. Many SEAs and LEAs around the country have already begun the transformation from systems focused exclusively on K–12 education to those that recognize that learning begins prior to kindergarten. Schools and LEAs play an important role in increasing access to high-quality, equitable early learning opportunities for children from birth through third grade so that no matter the zip code in which a child is born, he or she will have the chance for success in school and in life.

Appendix B

OPTIONAL TESTS

Adaptive Behavior Evaluation Scale Revised (ABES)

This rating scale is designed to be used as a general measure of adaptive behavior with students age 4-1/2 through 18 years of age who are experiencing academic or behavioral difficulties regardless of the severity or suspected handicapping condition. It gives information in three areas: Environmental/Interpersonal, Self-Related, and Task-Related Behavior.

Adaptive Behavior Scale-School 2nd Edition (ABS-2)

The ABS: 2 is a behavioral rating scale used to assess school age children's personal and community independence, as well as, aspects of personal and social performance and adjustments. This scale is designed for students ranging in age from 3-18 years.

Batelle Developmental Inventory-2nd Edition (BDI-2)

The BDI-2 is an assessment battery of key developmental skills. It can be used with subjects ranging in age from Birth through 7-11. It assesses the following areas: adaptive, personal-social, communication, motor and cognitive.

Behavior Disorder Identification Scale, 2nd Edition (BDIS-2)

The BDIS-2 is a behavior rating scale consisting of 73 items to assess children in the areas of Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression and Physical Symptoms and Fears. It is designed to assess children ages 5-18.

Behavior Evaluation Scale-3rd Edition (BES-3)

The BES-3 is a behavioral rating scale consisting of 76 items to assess children in the areas of learning problems, interpersonal difficulties, inappropriate behavior, unhappiness/depression and physical symptoms/fears. It is designed to assess behaviors in students age 4 through 19. It has a home and school version.

Bayley Scales of Infant Development - Sec. Ed.

Assess mental, motor, and behavioral development and may be used for assessing the developmental progress of a child, comparing a child's development against peers, providing an objective basis for deciding a child's eligibility to receive special services, and demonstrating the effectiveness of intervention/remediation services. The Bayley Scales may also be used to comply with recent legislation for identifying and serving children at risk

Boehm Test of Basic Concepts (1971 Edition) (BOEHM)

The Boehm Test of Basic Concepts is designed to measure a child's mastery of concepts considered necessary for achievement in the first years of school. (ages K - 2nd grade)

Bracken Basic Concept Scale

A comprehensive system of basic concept assessment and it consists of two instruments, a diagnostic scale that measures 258 basic concepts and a set of 8 short easily administered screening tests. The BBCS is appropriate for use in both regular and special education settings. The age range of this concept scale is 2.6 years through 8.0 years.

Brigance Diagnostic Inventory of Basic Skills

This test assesses basic readiness and academic skills from kindergarten to grade 6. Academic areas assessed are language arts (reading, grammar, and spelling) and math. Other levels exist for pre-K and junior/senior high.

Brigance Diagnostic Inventory of Early Development-II: IED-II

The IED-II is a standardized test designed to assess children development from ages 0 to 6-11 years of age. The areas included are Fine Motor, Gross Motor, Receptive Language, Expressive Language, Academic/Cognitive, Daily Living and Social/Emotional.

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Brigance Inventory of Early Development

This test assesses the developmental or performance level of infants and children below the developmental level of seven years. The areas included are psychomotor, self-help, speech and language, general knowledge and comprehension, and early academic skills.

Bruinicks-Oseretsky Test of Motor Proficiency (BOTMF)

The Bruinicks-Oseretsky Test of Motor Proficiency-Short Form is an administered test that assesses the general motor development of children ages 4 years 6 months to 14 years 6 months of age.

Bruinicks-Oseretsky Test of Motor Proficiency-Short Form (BOTMF-SF)

The Bruinicks-Oseretsky Test of Motor Proficiency-Short Form is an administered test that assesses the general motor development of children ages 4 years 6 months to 14 years 6 months of age.

Callier-Azusa Scale

Developmental Scale specifically designed to assess deaf-blind and severely and profoundly handicapped children and evaluate the child's developmental progress in the areas of Motor Development, Perceptual Development, Daily Living Skills, Cognition, Communication & Language, and Social Development. Based on observation of behaviors which typically occur.

Childhood Autism Rating Scale (CARS)

The CARS is a 15 item behavioral rating scale developed to identify children with autism. It distinguishes children with autism in the ranges of no autism to severe.

CLEP (College Level Examination Program)

This test allows students to receive college credit with a minimum score on the CLEP test. A student fee will be required.

Detroit Tests of Learning Aptitude - 3

The Detroit Test of Learning Aptitude - 3 is an individually administered test of learning aptitude. The DTLA was designed for use with individuals age 6 - 17 and provides information for eleven subtests and nine composites. Interpretation of these components forms the basis for subsequent diagnosis. This test requires 50 minutes to 2 hours to administer. This is an orally administered test. Interpretation of subtest performance will yield useful information about a person's strengths and weaknesses.

Detroit Tests of Learning Aptitude Primary - 2 (DTLA-P-2)

The Detroit Test of Learning Aptitude is an individually administered test of learning aptitude. The DTLA-P-2 was designed for use with individuals ages 3 through 9. Fifteen different behaviors are sampled. The test generates composite scores (General mental ability composite and domain composites), Interpretation of subtest performance will yield useful information about strengths and weaknesses.

Developmental Test of Visual-Motor Integration (VMI)

This test is a series of 24 geometric forms to be copied with pencil and paper. The forms are arranged in order of increasing difficulty. The test can be administered to children in the age range of two to fifteen years. The format is suitable for both group and individual administration. The test assesses visual motor behavior, as well as, visual perceptual and motor coordination.

Developmental Test of Visual-Motor Integration-5th Edition (VMI)

Developmental Test of Visual Motor Integration is used to measure the degree to which visual perceptual and finger movements are well coordinated designed for ages 3 to adult. The VMI has supplemental Developmental Tests of Visual Perception and Motor Coordination.

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Diagnostic Achievement Battery-2 (DAB-2)

The DAB-2 is an individual achievement test that can be used to test children's abilities in listening, speaking, reading, writing, and mathematics. This test includes story comprehension, characteristics, synonyms, grammatic Appendix B

completion, alphabet/word knowledge, reading, comprehension, capitalization and punctuation, spelling, writing composition, math reasoning, and math calculation. Ages 6-0 to 14-11.

Diagnostic Teaching

The test is a method used to collect data in a variety of tasks to supplement standardized assessment procedures. No student shall be removed from his/her current placement for more than one to two hours per day for the purposes of gathering information through diagnostic teaching.

Dial-R

The Dial-R screens motor skills, concepts, language skills, and indicates social/emotional development. It is designed for children ages 2.0 thru 5.11. This screening instrument will be used for the Early Childhood Special Education program. It uses colorful blocks, shapes, a bean bag, and six unique dials that reveal a single stimulus at a time.

Dual Credit Exams

In order to be eligible to purchase three units of EN100 college credit from Southeast MO State University, students must pass a placement test and exit exam. Students enrolled in Composition and Rhetoric class may choose to take these exams. (No fee, 12 graders)

Early Childhood Behavior Scales (ECBS)

The ECBS is a behavioral rating scale consisting of 53 items to assess children in the areas of academic progress, social relationships and personal adjustment. It is designed to detect behavior problems in children ranging in age from 36 months to 71 months.

Early Learning Accomplishment Profile for Young Children (LAP-D)

An Assessment instrument designed to generate developmentally appropriate instructional objectives and task analysis programming for handicapped children from birth to six years. Areas assessed are Gross Motor, Fine Motor, Cognitive, Language, and Social/Emotional Behavior are the areas assessed.

Evaluation Tool of Children's Handwriting (ETCH)

The Evaluation Tool of Children's Handwriting is designed to evaluate manuscript and cursive handwriting skills of children in grade 1 through 6 who are experiencing difficulty with written communication. The primary focus of the ETCH is to assess a child's legibility and speed of handwriting in writing tasks which are similar to those required of students in the classroom.

Gilliam Autism Rating Scale (GARS)

The GARS is a 42 item behavioral checklist used to help identify persons that are autistic. There are 14 additional items for parents/guardians to complete. The GARS is appropriate for persona ages 3-22.

Gray Diagnostic Reading Test -2 (GDRT-2)

The GDRT-2 is a test of reading ability. It is designed for individuals ages 6-0 though 13-11. It contains four core subtests: letter/word recognition, phonetic analysis, reading vocabulary and meaningful reading. The supplemental subtests are: listening vocabulary, rapid naming and phonological awareness.

Gray Oral Reading Test-4 (GORT-4)

The GORT-4 is a test of oral reading rate, accuracy, fluency and comprehension. It is appropriate for individuals ages 6-0 to 18-11.

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Key Math Diagnostic Arithmetic Test - Revised

The Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Key Math test items are divided into 14 subtests organized into three major areas; content, operations, and applications. Key Math is designed to assess students in Kindergarten through 9th grade.

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Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D)

The LAP-D is a developmental assessment for children ages 30-72 months. It assesses the areas of Fine Motor (Manipulation and Writing), Cognitive (Matching and Counting), Language (Naming and Comprehension) and Gross Motor (Body and Object Movement).

Key Math Diagnostic Arithmetic Test and Key Math Diagnostic Arithmetic Test – Revised

The Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Key Math test items are divided into 14 subtests organized into three major areas; content, operations, and applications. Key Math is designed to provide four levels of diagnostic information; total test performance, subtest performance, and item performance. Key Math can be used appropriately in preschool and up; there is no upper limit for use.

Letter International Performance Scale (LIPS) - Revised

The Letter is a nonverbal test of intelligence designed to be used with students suspected of language deficits. The student must match blocks with a picture strip containing colors, designs, numbers, etc. It can be used with children from age 2 through 18 years of age.

The Metropolitan Readiness Test-6th edition (MKIDS)

The MKIDS is an assessment of pre-reading and pre-mathematics skills development. It is designed for children age 4-0 to 6-3.

The Motor Free Visual Perceptual Test- R (MVPT-R)

The Motor Free Visual Perceptual Test-Revised is a test of visual perception which avoids any motor involvement that would influence the assessment of this construct for ages 4 years through 11 years

NEAT (Norris Educational Achievement Test)

Individually Administered, NEAT can be used with children and adolescents from 4 years of age to 17 years, 11 months. It is used primary as an achievement test-assessing work recognition, spelling, and arithmetic.

Oral and Written Language Scale (Written Component) (OWLS)

The OWLS is an assessment of written language that may be administered individually or in small groups to persons ages 5-21.

Peabody Developmental Motor Scales-2 (PDMS-2)

Peabody Developmental Motor Scales is a standardized test that measures gross and fine motor skills of children from birth through 72 months.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT is a version of the SAT usually taken optionally by 10 or 11 grade students who may wish to attend college. Verbal, mathematical and writing abilities are measured. Information concerning sign up, registration, time, and location is published in the schools Daily Data. A student fee will be required.

SAGES-2

Helps to identify gifted students in kindergarten through eighth grade. It measures both aptitude and achievement.

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It may be administered as a group or individually and can be scored by a school professional.

SAT (Scholastic Aptitude Test)

This is a college entrance test used by certain colleges and is often taken during the Junior and/or Senior year. Test dates, locations, application forms and preparation information is available in the high school counselors office. A student fee will be required.

Sensory Integration (SIPI)

Standardized instrument used with students up to 8 years of age to assess sensory motor integration.

Appendix B

Sensory Profile- Caregiver Questionnaire

This questionnaire is a question/answer interview that determines whether sensory processing difficulties are interfering with a particular child's performance, ranging in ages 5 to older. It is most appropriate for ages 5-

Social Skills Rating Scale (SSRS)

Designed to identify particular behavior problems and patterns of problems shown by children aged preschool through grade 12. Questionnaire is completed by an informant (parent) and a teacher.

Stanford-Binet Intelligence Scale Fourth Edition (SB: IV)

This scale is an individually administered intelligence test used with children age 2 years to adults. It consists of standardized questions and tasks designed to determine the mental age of the person tested or his or her relative capacity to absorb information and solve problems.

Stanford-Binet Intelligence Scale Fourth Edition (SB: 5)

The SB5 is an individually administered assessment of intelligence and cognitive abilities. It is appropriate for individuals age 2 through 85+ years. The SB5 offers a verbal, nonverbal and full scale IQ.

Swassinsg-Barbe Modality Index (SBMI)

A test designed for preschool through adult to identify each student's most efficient learning mode-visual auditory or kinesthetic.

Test of Early Mathematics Ability-2nd Edition (TEMA-2)

This test is used in identifying student's general functioning level in mathematics and determining strengths and weaknesses. This test is used for students 3.0 to 8.11.

Test of Early Math Ability (TERMA-3)

The TERMA-3 is an individually administered test that measures early mathematical ability. It is designed for children ages 3-0 through 8-11.

Test of Early Reading Ability (TERA-2)

This test measures a child's ability to read signs, logos, and words frequently encountered in figural situational context. It evaluates a child's relational vocabulary and their awareness of print in connected discourse (3-0 to 9-11).

Test of Early Reading Ability (TERA-3)

The TERA-3 is an individually administered test designed to measure early reading ability in children ages 3-6 through 8-6. It provides information in the three areas of alphabet, conventions and meaning.

Test of Early Written Language (TEWL-2)

The Test of Early Written Language is a measure of early writing ability designed for use with children age 3-0 to 7-11.

Test of Visual Motor Skills (TVMS)

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Purpose of the test is to aid the examiner in the task of determining the child's visual motor functioning. The test gives information about how a child visually perceives non-language forms and reproduces with his or her hand what is visually perceived. Ages 2-13.

Test of Visual Motor Skills - Upper Extension

Purpose of the test is to aid the examiner in the task of determining the child's visual motor functioning. The test gives information about how a child visually perceives non-language forms and reproduces with his or her hand what is visually perceived. Ages 12-40.

Test of Visual-Perceptual Skills (TVPS) (Non-Motor)

This test is used to determine a child's visual-perceptual strengths and weaknesses. Motor skills are not assessed by Appendix B

this test. Areas tested include visual discrimination, visual memory, visual-spatial relationships, visual form constancy, visual sequential memory, visual figure-ground, and visual closure. Norms are given starting at age 4 to 12 years of age.

The Motor Free Visual Perceptual Test- R (MVPT-R)

The Motor Free Visual Perceptual Test-Revised is a test of visual perception which avoids any motor involvement that would influence the assessment of this construct for ages 4 years through 11 years

Test of Handwriting Skills (THS)

Test of Handwriting Skills is a test to measure how a child produces motorically with his or her hand letters of the alphabet and numbers from memory and by copying. It is not a test to measure a child's memory of language symbols. The purpose of the THS is to measure how a child (ages 5 years, 0 months, through 10 years, 11 months) can handwrite letters, words, and numbers spontaneously, or from dictation, or from copying. It is also used to determine the speed by which a child can produce letters spontaneously.

The Test of Kindergarten and First Grade Readiness Skills (TKFGRS)

The TKFGRS is a test to assess a child's readiness in the areas of reading, spelling and arithmetic. It can be used for children age 3-6 through 7-0.

Test of Nonverbal Intelligence-2 (TONI-2)

The TONI-2 is a language-free, motor-reduced measure of abstract/figural problem solving intelligence. It can be administered to subjects ranging in age from 5-0 through 85-11

Test of Semantic Skills-Primary (TOSS-P)

This is a receptive and expressive diagnostic test designed to assess a child's semantic skills. Ages 4-8 Grades PK-3.

The Test of Written Language-3 (TOWL-3)

The TOWL-3 is a comprehensive test for evaluating written language. It is designed for students age 7-0 through 17-11.

Test of Written Spelling-Fourth Edition (TWS-4)

The TWS-4 is a norm-referenced test of spelling using a dictated word format. It is designed for students age 6-0 through 8-11.

Test of Visual-Perceptual Skills-Revised (TVPS-R)

This test is used to measure a student's strength and weaknesses based on non-motor visual-perceptual testing for ages 4 years through 12 years, 11 months.

Test of Visual-Perceptual Skills-Upper Level (TVPS-UL)

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This test is used to measure a student's strengths and weaknesses based on non-motor visual-perceptual testing for ages 12 years through 18 years.

Vineland-II: The Vineland Adaptive Behavior Scales, Second Edition

The Vineland-II is a rating scale designed to measure personal and social skills from birth to adulthood. The instrument is designed to assist with identification of Mental Retardation, Autism Spectrum Disorder and ADHD.

Vision Screening

The vision screening of visual efficiency skills addresses the coordination and musculature of student's eyes. This includes alignment, saccades, pursuits and convergence.

Wechsler Adult Intelligence Scale - Revised (WAIS-3)

The WAIS-R covers an age range from 16 years, 0 months to 74 years, 11 months and contains 11 subjects. Six of the subjects form the Verbal Scale and the other five form the Performance Scale. The WAIS-R provides three Appendix B

Intelligence Quotients: a Verbal Scale Intelligence Quotient, a Performance Scale Intelligence Quotient, and a Full Scale Intelligence Quotient. The purpose of the scale is to provide a measure of an individual's general intelligence.

Wechsler Intelligence Scale for Children - Third Edition (WISC-III)

The WISC-R covers an age range from 6 years, 0 months to 16 years, 11 months and contains twelve subjects. Six of the subjects form the Verbal Scale and the other six form the Performance Scale. The WISC-III provides three Intelligence Quotients: a Verbal Scale Intelligence Quotient, a Performance Scale Intelligence Quotient, and a Full Scale Intelligence Quotient. The purpose of the scale is to provide a measure of an individual's general intelligence.

Wechsler Intelligence Scale for Children - Third Edition (WISC-IV)

The WISC-IV is an individually administered clinical instrument for assessing the cognitive ability aged 6-0 through 16-11. The WISC-IV provides subtest and composite scores that represent intellectual functioning in the specific cognitive domains of verbal comprehension, perceptual reasoning, working memory, processing speed and overall cognitive ability (Full Scale).

Wechsler Preschool and Primary Scale of Intelligence - Revised (WPPSI-R)

The WPPSI consists of 12 subjects (6 on the verbal scale and 6 on the performance scale. This test is designed to be used with children age 4 years, 0 months to 6 years, 7 months. It is a test of general intelligence and provides a Verbal IQ, and a Full Scale IQ.

Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition (WPPSI-III)

The WPPSI -3 is an individually administered instrument for assessing the intelligence of children ages 2-6 through 7-3. It provides subtest and composite scores that represent intellectual functioning in verbal and performance cognitive domains, as well as providing a composite score that represents a child's general intellectual functioning.

Wechsler Preschool and Primary Scale of Intelligence - Revised (WPPSI-R)

An individually administered intelligence test for children aged 3 years through 7 years, 3 months. Copyright - 1989.

Wechsler Intelligence Scale for Children - Third Edition (WISC-III)

An individually administered intelligence test for children aged 6 years through 16 years 11 months. Copyright - 1991.

Woodcock Johnson - Test of Achievement (WJ-RIII)

The WJ-R is a wide-range comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. It assesses achievement in the broad areas of reading, math, written language, and general knowledge. Grades K-0 to 16-9. Ages 4-32.

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Woodcock Reading Mastery Test-Revised (WRMT-R)

This test is the new edition of the above test. It includes a subtest that measures visual-auditory learning and the five subjects listed in the above description. This test can be used with kindergarten students through 12th grade students.

The Young Children's Achievement Test (YCAT)

The YCAT was developed to measure the achievement levels of preschool, kindergarten and first grade students. It is designed for students age 4-0 through 7-11. It provides information in the areas of General Information, Reading, Writing, Math and Spoken Language.

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Appendix C

DESCRIPTION OF TESTS – SPEECH/LANGUAGE

Apraxia Battery for Adults-2 (ABA-2)

Instrument used to measure the presence of apraxia in adults. Adolescent up.

Assessment of Literacy and Language (ALL)

Instrument used to determine students at risk for language impairment or reading problems in the future. Further determines if child's impairment results from underlying language and/or emergent literacy difficulties.

Bankson Language Test-2 (BLT-2)

This test, also known as a screening instrument, assesses expressive language, primarily semantics, morphology and syntax. Ages 3-0 thru 6-11.

Boehm Test of Basic Concepts (BOEHM)

Test is designed to measure a child's mastery of concepts considered necessary for achievement in the first years of school. Grades K thru 2.

Carolina Picture Vocabulary Test (CPVT)

Utilized for deaf and hearing-impaired children to assess the receptive sign vocabulary in individuals where manual signing is the primary mode of communication. Ages 2-6 thru 16-11.

Clinical Assessment of Articulation and Phonology (CAAP)

This test assesses the ability to produce 27 consonant singletons including the vocalic /r/, 8 consonant clusters and 9 multi-syllabic words. In addition it examines phonological processes by looking at patterns among the errors revealed. Ages 2-6 to 8-11.

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

This test assesses basic foundations of content and form that characterize mature language use: (word meanings) semantics, (word and sentence structure) morphology and syntax, (recall and retrieval of spoken language) memory. Ages 6-0 thru 21-11.

Clinical Evaluation of Language Fundamentals-P:2 (CELF-P:2)

This test assesses receptive/expressive language skills. Explores the foundations of language form and content: (word meanings) semantics, (word and sentence structure) morphology and syntax, (recall of spoken language) auditory memory. Ages 3-0 thru 6-11.

Comprehensive Assessment of Spoken Language (CASL)

Provides an in depth evaluation of the oral language processing systems of auditory comprehension, oral expression and word retrieval, as well as the knowledge and use of words and grammatical structures of language, the ability to use language for special tasks requiring higher level cognitive functions and the knowledge and use of language in communicative contexts. Ages 3-0 thru 21-11.

Comprehensive Receptive and Expressive Vocabulary Test-3 (CREVT-3) and Comprehensive Receptive and Expressive Vocabulary Test-2 (CREVT-2)

Test assesses oral vocabulary and identifies discrepancies between receptive and expressive vocabulary. Ages 4-0 thru 17-11 on receptive portion; 5-0 thru 17-11 on expressive portion.

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Dworkin-Culatta Oral Peripheral Exam

This instrument is used to assess oral motor structures and their functioning. Also measures the appropriateness of diadochokinetic rates. All ages.

Evaluating Communicative Competence (ECC)

This test is a series of informal evaluations that assesses auditory tasks and expressive tasks. Used to obtain descriptive data on metalinguistic and communication skills. Used for grades 4 thru 12.

Examining for Aphasia (EFA-3)

Provides clinician with a method for evaluating possible aphasic language impairments and other acquired impairments that are often closely related to language functions.

Expressive Language Test (ELT)

Diagnostic test to assess language knowledge and flexibility with expressive language. Ages 5-0 thru 12-11.

Expressive One Word Picture Vocabulary Test-4 (EOWPVT-4)

This instrument provides information regarding a child's verbal ability by means of his acquired one word expressive picture vocabulary. Ages 2-0 thru 11-11.

Expressive Vocabulary Test -2(EVT-2) Form A and B

This is a quick measure of expressive vocabulary and word retrieval. Ages 2-6 thru 90-11.

Functional Communication Profile-R (FCP-R)

This instrument assesses and rates on 11 major categories of communication and related aspects including: sensory, motor, behavior, attentiveness, receptive language, expressive language, pragmatic/social, speech, voice, oral and fluency. Ages 3-0 to adult.

Goldman Fristoe Test of Articulation – 2 (GFTA-2)

This instrument assesses an individual's articulation of the consonant sounds. All ages.

Hearing Screening

Maico Audiometer will be used to determine adequate auditory acuity as well as utilizing the tympanometer to measure middle ear pressure. Critical range for conversation includes frequencies from 250 Hz to 4000 Hz at 25db. All ages.

Informal Language Sample

An informal narrative assessment of semantic/syntactical/morphological skills up through the conversational level. All ages.

Kaufman Speech Praxis Test for Children (KSPT)

This instrument is used in the diagnosis and treatment of developmental apraxia or dyspraxia of speech. Ages 24 thru 72 months.

Khan Lewis Phonological Analysis – 2 (KLPA-2)

This is utilized with the results from the GFTA-2, to assess the use of fifteen phonological processes in the development of speech and is also helpful for use with children who have articulation/phonological disorders. Ages 2-0 thru 21-11.

Language Processing Test –3 (LPT-3)

This test assesses a student's language processing system. Ages 5-0 thru 11-11.

Let's Talk Inventory for Children (LTC)

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This is an individually administered informal assessment that identifies children with inadequate or delayed social-verbal communication skills. Ages 4-0 thru 8-11.

Oral Peripheral Motor Examination

An instrument used to assess structures and overall function of the oral mechanism. All ages.

Oral and Written Language Scale (Listening and Oral Expression)-2 (OWLS-2)

This instrument provides a measure of oral and written language across receptive and expressive processes. There are 4 scales including: listening comprehension, oral expression, written expression and reading comprehension. The OWLS-2 is designed for individuals grades K thru 12, and ages 3-0 thru 21-11 for LC and OC; ages 5-0 through 21-11 for WE and RC.

Peabody Picture Vocabulary Test-4 (FORM A/ FORM B) (PPVT-4)

This is designed to measure a student's receptive vocabulary and provides a language age equivalent. For ages 2-6 thru 90-11.

Preschool Language Scale-5 (PLS-5)

This test assesses the early stages of language development, both receptive and expressive. Determines strengths and weaknesses as they pertain to developmental progress. Ages 0-0 thru 7-0.

Receptive Expressive Emergent Language-2 (REEL-2)

This instrument is designed to identify young children up to three years of age who have specific language problems. Examiners interview a significant other, usually a parent, in the child's life, to determine if a child exhibits specific language behaviors. Ages 0-0 thru 3-0.

Receptive One Word Picture Vocabulary Test-4 (ROWPVT-4)

This instrument provides information regarding a child's verbal ability by means of his one word receptive picture vocabulary. Ages 2-0 thru 11-11.

Rhode Island Test of Language Structure

This instrument is used to assess the development of the comprehension of syntactic language. Ages 5-0 thru 16-0.

Rosetti Infant Toddler Language Scale

A criterion-referenced instrument designed to assess the language skills of children. Assesses preverbal and verbal areas of communication and interaction, including: interaction-attachment, pragmatics, gesture, play, language comprehension and language expression. Ages birth thru 36 months.

Structured Photographic Expressive Language Test-Preschool 2 (SPELT-P2)

Targets the assessment of morphological and syntactical skills in children from ages 3-0 thru 5-11

Stuttering Prediction Instrument for Young Children (SPI)

This instrument measures 5 major subtests of stuttering: history, reaction, p-w repetitions, prolongations and frequency. Includes parent interview and observation of child's speech. Ages 3-8.

Stuttering Severity Instrument-4 (SSI-4)

This instrument measures four major areas of fluency: frequency, duration, physical concomitants and overall severity. Used for all ages, PK thru adult.

Systematic Assessment of Voice (SAV)

This test is designed to provide clinicians with methods and procedures to conduct a systematic, comprehensive evaluation of an individual's vocal functions, abilities and needs. All ages.

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Test of Adolescent Language-4 (TOAL-4)

Used to assess areas of language, including vocabulary and grammar, in listening, speaking, reading and writing situations. Ages 12-0 thru 18-5.

Test of Auditory Comprehension of Language –4 (TACL-4) (co-0normed with the TEXTL*)

This instrument assesses oral language comprehension without language expression from the child. Ages 3-0 thru 9-11.

Test of Early Language Development-3 (TELD-3)

Instrument that is used to assess young children's receptive and expressive language abilities. Assesses syntax, semantics, morphology and pragmatics. Ages 2-0 thru 7-11.

Test of Expressive Language (TXL) (Co-normed with TACL-4*)

Three subtests include vocabulary, grammatical morphemes and elaborated phrases and sentences. Ages 3-0 thru 12-11.

Test of Language Development-Intermediate:4 (TOLD-I:4)

This instrument identifies children with specific language concerns, specifically in the areas of syntax, semantics and morphology. Ages 8-0 thru 17-11.

Test of Language Development-Primary: 4 (TOLD-P: 4)

This instrument identifies children with specific language concerns, specifically in the areas of syntax, semantics and morphology. Ages 4-0 thru 8-11.

Test of Oral Structures and Functions (TOSF)

This instrument is used to assess the oral mechanism, both structurally and functionally. Ages 7-0 and up.

Test of Pragmatic Language -2 (TOPL-2)

An instrument that provides a formal assessment of the pragmatic or social dimension, of language. Ages 6-0 thru 18-11.

Test of Problem Solving-3 (TOPS-3)

This is an expressive test designed to assess a child's thinking and reasoning abilities critical to events of everyday living. Ages 6-0 thru 12-11.

Test of Problem Solving-2 (TOPS-2)

This is a diagnostic instrument of problem solving and critical thinking for students. It is designed to assess a student's language based critical thinking skills. Ages 12-0 thru 17-11.

Test of Semantic Skills-Primary (TOSS-P)

This is a receptive and expressive diagnostic test designed to assess a child's semantic skills. Ages 4-0 thru 8-11.

Test of Semantic Skills-Intermediate (TOSS-I)

This is a receptive and expressive diagnostic test designed to assess a child's semantic skills. Ages 9-0 thru 13-11.

Test of Language Competence-0Expanded Form Edition (TLC-EE)

To assess emerging metalinguistic abilities and linguistic strategy acquisition. Evaluates semantics, syntax and/or pragmatics. Ages 5-0 thru 18-11.

The Adolescent Word Test -2 (WORD- A2)

Test of expressive vocabulary and semantics for students ages 12 thru 17.

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The Elementary Word Test-2 (WORD-E2)

The instrument is a test of expressive vocabulary and semantics. Assess associations, synonyms, antonyms, semantic absurdities and definitions. Ages 7-0 thru 11-11.

The Listening Comprehension Test 2

A diagnostic test of listening for elementary students. Assesses a student's strengths and weaknesses in specific listening skill areas related to classroom listening situations. Ages 6-0 thru 11-11.

The Listening Comprehension Test-Adolescent (TLCT-A)

A diagnostic test of listening comprehension for elementary students. Assesses a student's strengths and weaknesses in specific listening areas related to classroom listening situations. Ages 12-0 thru 17-11.

Utah Test of Language Development-4 (UTLD-4)

This test measures receptive (language comprehension) and expressive (speaking) verbal skills. Ages 3-0 thru 9-11.

Voice Assessment Protocol (VAP)

Assesses five parameters of the voice: pitch, loudness, quality, breath features, rate and rhythm. Ages 4-0 thru 18-11.

Optional Tests

Adaptive Behavior Evaluation Scale Revised 2nd Edition (ABES-R2)

This rating scale is designed to be used as a general measure of the adaptive behavior skills of students who are experiencing academic or behavioral difficulties regardless of severity or suspected handicapping condition. It gives information in 3 areas: conceptual, social and practical. Ages 4-0 thru 18-0.

Adaptive Behavior Scale-School 2nd Edition (ABS-S:2)

The ABS:2 is a behavioral rating scale used to assess school age children's personal and community independence, as well as aspects of personal and social performance adjustments. Ages 3-0 thru 18-0.

American College Test (ACT)

This college readiness assessment is a standardized test for high school achievement and college admissions. Test dates, locations, application forms and preparation information are available in the high school counselor's office. A student fee will be required for volunteer testing; however, all 11th graders in the state of Missouri are required to take the ACT. The mandatory test is free.
Grades 6-adult

Batelle Developmental Inventory-2nd Edition (BDI-2)

The BDI-2 is an assessment battery of key developmental skills. It assesses the following areas: adaptive, personal-social, communication, cognitive and motor. Ages birth thru 7-11.

Behavior Rating Inventory of Executive Function (BRIEF)

The BRIEF is a questionnaire for parents and teachers of school-aged children that assesses executive function behaviors in the home and school environment. Ages 5-0 thru 18-0.

Behavior Disorder Identification Scale, 2nd Edition (BDIS-2)

The BDIS-2 is a behavior rating scale consisting of 73 items to assess children in the areas of Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression, and Physical Symptoms and Fears. Ages 5-0 thru 18-0.

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Behavior Evaluation Scale-3rd Edition (BES-3)

The BES-3 is an instrument designed to document behaviors that are indicative of serious emotional/behavioral disturbances in the school and home settings. The 76 item test assesses children in areas of Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression, and Physical Symptoms and Fears. It is designed for children in grades Pre-K thru 12, and ages 4-0 thru 19-11.

Bracken Basic Concepts Scale-3rd Edition

A comprehensive system of basic concepts assessment and it consists of two instruments, a diagnostic scale that measures 258 basic concepts and a set of 8 short easily administered screening tests. The BBCS is appropriate for use in both regular and special education setting. Ages 3-0 thru 6-11.

Brigance Diagnostic Inventory of Early Development-II: IED-II

The IED-II is a standardized test designed to assess children in the areas of: Fine Motor, Gross Motor, Receptive Language, Expressive Language, Academic/Cognitive, Daily Living and Social/Emotional. Ages 0-0 thru 6-11.

Bruinicks-Oseretsky Test of Motor Proficiency-2nd Edition (BOT-2)

The Bruinicks-Oseretsky Test of Motor Proficiency-Short Form is an individually administered test that assesses general motor development. Ages 4-0 thru 21-0.

Callier-Azusa Scale

Developmental Scale specifically designed to assess deaf-blind and severely and profoundly handicapped children and evaluate the child's developmental progress in the areas of Motor Developmental, Perceptual Development, Daily Living Skills, Cognition, Communication & Language, and Social Development. Based on observation of behaviors which typically occur.

Childhood Autism Rating Scale (CARS)

The CARS is a 15 item behavioral rating scale developed to identify children with autism. It distinguishes children with autism in the ranges of no autism to severe.

College Level Examination Program (CLEP)

This test allows students to receive college credit with a minimum score on the CLEPS test. A student fee will be required.

Developmental Assessment of Young Children (DAYC)

This screening device used to identify strengths/weaknesses and potential delays in the following five areas: Cognitive, Communication, Social-Emotional, Physical and Adaptive. Ages birth thru 5-11.

Developmental Test of Visual-Motor Integration-6th Edition (VMI-6)

Developmental Test of Visual Motor Integration is used to measure the degree to which visual perceptual and finger movements are well coordinated. The VMI has supplemental Developmental Tests of Visual Perception and Motor Coordination. Ages 2-0 thru adult.

Diagnostic Achievement Battery-3 (DAB-3)

The DAB-3 is an individual achievement test that can be used to test children's abilities in listening, speaking, reading, writing, and mathematics. This test includes story comprehension, characteristics, synonyms, grammatic completion, alphabet/work knowledge, reading comprehension, capitalization, and punctuation, spelling, writing: contextual language, writing: story construction, math reasoning, and math calculation. Ages 6-0 thru 14-11 and grades 1 thru 8.

Diagnostic Teaching

This is a method used to collect data in a variety of ways to supplement standardized assessment procedures. No student shall be removed from his/her current placement for more than one to two hours per day, unless the child is preschool age, for the purpose of gathering information through diagnostic teaching.

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Differential Test of Conduct and Emotional Problems (DT/CEP)

The DT/CEP was designed to effectively differentiate between conduct problems and emotionally disturbed children and adolescents. Grade K thru 12.

Developmental Assessment of Young Children (DAYC)

The DAYC can be used to identify children with possible delays in the areas of cognition, communication, social-emotional, physical and adaptive behavior development. The measure includes five subtests that you can administer separately or as a comprehensive battery in about 10-20 minutes. Ages birth thru 5-11.

Developmental Indicators for the Assessment of Learning-4 (DIAL-4)

The DIAL-4 screens motor, concepts, language skills and indicates social/emotional development. This screening instrument will be used for the Early Childhood Special Education program. It uses colorful blocks, shapes, a bean bag and six unique dials that reveal a single stimulus at a time. Ages 2-0 thru 5-11.

Developmental Tasks for Kindergarten Readiness (DTLR-II)

The Developmental Tasks for Kindergarten Readiness (DTKR-II) is a pre-kindergarten assessment instrument designed to cover several areas of development related to early school learning including: sensorimotor development, oral language development, visual motor development, cognitive development and social development. Ages 4- months thru 6-2.

Dual Credit Exams

In order to be eligible to purchase three units of EN100 college credit from Southeast Missouri State University, students must pass a placement test and exit exam. Students enrolled in Composition and Rhetoric class may choose to take these exams (no fee). Grade 12

Early Childhood Behavior Scales (ECBS)

The ECBS is a behavioral rating scale consisting of 53 items to assess children in the areas of academic progress, social relationships and personal adjustment. It is designed to detect behavior problems in children. Ages 36 months thru 71 months.

Evaluation Tool of Children's Handwriting (ETCH)

The Evaluation Tool of Children's Handwriting is designed to evaluate manuscript and cursive handwriting skills of children who are experiencing difficulty with written communication. The primary focus of the ETCH is to assess a child's legibility and speed of handwriting in writing tasks which are similar to those required of students in the classroom. Grades 1 thru 6.

Gilliam Autism Rating Scale- 3rd Edition (GARS-3)

The GARS helps diagnose Autism and its severity through a frequency-based rating scale completed by parent/guardian, teacher and/or clinician. Ages 3-0 thru 22-0.

Gray Diagnostic Reading Test-2 (GDRT-2)

The GDRT-2 is a test of reading ability. It contains four core subtests: letter/work recognition, phonetic analysis, reading vocabulary and meaningful reading. The supplemental subtests are: listening vocabulary, rapid naming and phonological awareness. Ages 6-0 thru 13-11.

The GORT-5 is a test of oral reading rate, accuracy, fluency and comprehension. Ages 6-0 thru 18-11.

Jordan Left-Right Reversal Test-3rd Edition (Jordan-3)

The Jordan-3 is designed to identify children who may display difficulty with correct orientation of letters, numbers, and/or sequence. Ages 5-0 thru 18-0.

KeyMath Diagnostic Arithmetic Test-3

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The KeyMath is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. KeyMath test items are divided into 10 subtests organized into three major areas: concepts, operations, and applications. Age 4-6 thru 21-11 and grades K thru 12.

Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D)

The LAP-D is a developmental assessment that assesses the areas of Fine Motor (Manipulation and Writing), Cognitive (Matching and Counting), Language (Naming and Comprehension) and Gross Motor (Body and Object Movement). Ages 30 thru 72 months.

Leiter International Performance Scale-Revised (LIPS-R)

The Leiter is a nonverbal test of intelligence designed to be used with students suspected of language deficits. Ages 2-0 thru 18-0.

Missouri Connections

This test is given to 8th grade students as a career indicator. This test will identify career strengths and weaknesses and will give a variety of occupational choices in the areas where the students show strengths and interests. This assessment can be used to help develop students' four year high school academic plans.

Oral and Written Language Scale II (OWLS II)

This instrument provides a measure of oral and written language across receptive and expressive processes. There are four scales including: listening comprehension, oral expression, written expression, and reading comprehension. The OWLS-II is designed for individuals grades K thru 12, and ages 3-0 thru 21-11 for LC and OE; ages 5-0 thru 21-11 for WE and RC.

Peabody Developmental Motor Scales-2 (PDMS-2)

Peabody Developmental Motor Scales is a standardized test that measures gross and fine motor skills of children. Ages birth thru 72 months.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT is a version of the SAT usually taken optionally by students who may wish to attend college. Verbal, mathematical and writing abilities are measured. Information concerning sign up, registration, time and location is published in the school's announcements. A student fee will be required. Grades 10 thru 11.

Screening Assessment for Gifted Elementary and Middle School Students-2 (SAGES-2)

Helps to identify gifted students and measures both aptitude and achievement. It may be administered as a group or individually and can be scored by a school professional. Grades K thru 8th.

Scholastic Aptitude Test (SAT)

This is a college entrance test used by certain colleges. Test dates, locations, application forms and preparation information are available in the high school counselor's office. A student fee will be required. Grades 11 thru 12.

Sensory Profile Questionnaire-2 (Infant/Toddler, Child and School Companion)

This questionnaire is a question/answer interview that determines whether sensory processing difficulties are interfering with a particular child's performance. Ages 5-0 thru 10-0.

Social Skills Improvement System (SSIS)

Measures seven domains of social skills functioning: communication, cooperation, assertion, responsibility, empathy, engagement and self-control, and five domains of competing problem behaviors: externalizing, bullying, hyperactivity/inattention, internalizing and autism spectrum. Ages 3-0 thru 18-11.

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Social Skills Rating System (SSRS)

The SSRS is designed to assess social skills and identify particular behavior problems and patterns of problems shown by children aged preschool through grade 12. A questionnaire is completed by an informant (teacher and/or parent).

Stanford-Binet Intelligence Scale Fourth Edition (SB:5)

The SB:5 is an individually administered assessment of intelligence and cognitive abilities. The SB:5 offers a verbal, nonverbal and full scale IQ. Ages 2-0 thru 89-11.

Swassing-Barbe Modality Index (SBMI)

A test designed to identify each student's most efficient learning mode-visual, auditory or kinesthetic. Ages preschool thru adult.

Test of Early Math Ability-3 (TEMA-3)

The TEMA-3 is an individually administered test that measures early mathematical ability. Ages 3-0 thru 8-11.

Test of Early Written Languages-3 (TEWL-3)

The TEWL-3 is a measure of early writing ability and is composed of two subjects: Basic Writing and Contextual Writing. Ages 3-0 thru 10-11.

Test of Nonverbal Intelligence-3 (TONI-3)

The TONI-2 is a language free, motor-reduced measure of abstract/figural problem solving intelligence. Ages 6-0 thru 89-11.

Test of Visual-Perceptual Skills-3rd Edition (TVPS-3)

This test is used to determine a child's visual-perceptual strengths and weaknesses. Motor skills are not assessed by this test. Areas tested include visual discrimination visual memory, visual-spatial relationships, visual form consistency, visual sequential memory, visual figure-ground and visual closure. Ages 4-0 thru 18-11.

Test of Written Spelling-4th Edition (TWS-4)

This is a norm-referenced test of spelling using a dictated word format. Ages 6-0 thru 8-11.

The Metropolitan Readiness Test-6th Edition (MKIDS)

The MKIDS is an assessment of pre-reading and pre-mathematics skills development. Ages 4-0 through 6-3.

The Motor Free Visual Perceptual Test-3rd Edition (MVPT-3)

The Motor Free Visual Perceptual Test is a test of visual perception which avoids any motor involvement that would influence the assessment of this construct. Ages 4-0 thru 95-0.

The Test of Kindergarten and First Grade Readiness Skills (TKFGRS)

The TKFGRS is a test to assess a child's readiness in the area of reading, spelling and arithmetic. Ages 3-6 thru 7-0.

The Test of Written Language-3 (TOWL-3)

The TOWL-3 is a comprehensive test for evaluating written language. Ages 7-0 thru 17-11.

The Young Children's Achievement Test (YCAT)

The YCAT was developed to measure the achievement levels of preschool, kindergarten and first grade students. It provides information in the areas of General Information, Reading, Writing, Math and Spoken Language. Ages 4-0 thru 7-11.

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Universal Nonverbal Intelligence Test (UNIT)

An individually administered set of tasks designed to measure general intelligence. Designed to be used for children who have speech/language or hearing impairments: color-vision deficiencies, different cultural/language backgrounds, and those who are verbally uncommunicative. Ages 5-0 thru 17-11.

Vineland-II: The Vineland Adaptive Behavior Scales, 2nd Edition (VABS-2)

The Vineland-II is a rating scale designed to measure personal and social skills. The instrument is designed to assist with identification of Mental Retardation, Autism Spectrum Disorder and ADHD. Birth thru 90 years old: Survey Interview Form, Expanded Interview Form and Parent/Caregiver Rating Form; 3-0 thru 21-11: Teacher Rating Form.

Vision Screening

The vision screening of visual efficiency skills addresses the coordination and muscular of student's eyes. This includes alignment, saccades, pursuits and convergence.

Visual Skills Appraisal (VSA)

The VSA is a screening tool to identify visual inefficiencies that can affect school performance. It is normed for children in grades K thru 4, but can be used with older children suspected of having visual deficits.

Wechsler Adult Intelligence Scale-Four (WAIS-IV)

The WAIS-IV is an individually administered clinical instrument for assessing cognitive ability. The WAIS-IV provides subtest and composite scores that represent intellectual functioning in the specific cognitive domains of verbal comprehension, perceptual reasoning, working memory, processing speed and overall cognitive ability. Ages 16-0 thru 90-11.

Wechsler Intelligence Scale for Children-5th Edition (WISC-V)

The WISC-V is an individually administered clinical instrument for assessing cognitive ability. The WISC-V provides subtest and composite scores that represent intellectual functioning in the specific cognitive domains of verbal comprehension, visual-spatial, fluid reasoning, working memory, processing speed and overall cognitive ability (Full Scale). Ages 6-0 thru 16-11.

Wechsler Preschool and Primary Scale of Intelligence-4th Edition (WPPSI-IV)

The WPPSI-IV is an individually administered intelligence test that assesses a child's current cognitive abilities in both verbal and nonverbal areas. Ages 2-6 thru 7-7.

Woodcock Johnson IV-Test of Achievement (WJ-IV)

The WJ-IV is a comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes and achievement. It assesses achievement in the broad areas of reading, math, written language and general knowledge. Grades K thru graduate school. Ages 2-0 thru 90+.

Woodcock Reading Matery Test -3 (WRMT-3)

This is a comprehensive battery of tests measuring several important aspects of reading ability. Grades K thru 12.

Appendix D

INSTRUCTIONAL SERVICES

REGULATION 6420

Evaluation Services

Test Security

Storage and Access before Test Administration

1. All Missouri assessment documents and other standardized test booklets are to be stored, immediately upon receipt, in a secured area.
2. When the test documents first arrive at the District, the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.
3. The test coordinator or individual responsible for the program will assume responsibility for contacting the Center for Educational Assessment if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.
4. Beyond the initial check and sorting, test booklets will remain untouched until they are distributed for administration.
5. Only the test coordinator and other designated individuals will have access to test materials.
6. No teacher shall have access to test booklets or be told what is in them before the test is distributed.
7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized testing, all staff involved in test administration will be required to participate in an inservice led by the testing coordinator, designed to train test administrators in administration procedures.
2. The inservice 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 testing, staff will receive a handout which outlines in a step-by-step manner the procedures to follow when administering a standardized test in a secure manner.

Test Administration

1. All standardized tests will be administered in an appropriate manner in compliance with testing guidelines.
2. Test booklets 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 booklets 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.

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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.
6. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators immediately following testing, organized according to instructions and stored in a secure area.
2. Test booklets and answer sheets will be recounted by the test coordinator and these counts will be documented and checked against pre-administration counts.
3. Answer sheets and test booklets will be sorted and packaged by test coordinator or person who has been designated as responsible, according to directions and sent for scoring as expediently as possible while allowing for makeups.
4. All test makeups will be scheduled by the 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 aforementioned 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; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this District considers inappropriate:

1. Copying any part of a standardized test booklet for any reason.
2. Removal of a test booklet from the secure storage area except during test administration.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's responses to items on an answer sheet.
6. Indications 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.
7. 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 of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken.

Perry

Feb 01

End of Document