

LICKING R-VII SCHOOL DISTRICT



**2022-2023
ASSESSMENT PLAN**

TABLE OF CONTENTS

Student Participation in Assessments.....	3
The Purpose of the Assessment Program.....	4
Assessment Calendar.....	5,6
Assessments by Building.....	7-13
Communication Plan for Assessments.....	14
Discussion Questions for Data Analysis.....	15
Approval & Revisions.....	16
Assessment Budgeting.....	17
Test Security Guidelines for the Missouri Assessment Program....	18-24

Appendix A: BOE Policies

Appendix B Licking R-VIII School District 2022-2023 Calendar

Student Participation in Assessments

This plan is governed by the Licking R-VIII School District Board of Education policy IL-1. Licking R-VIII School District requires student participation in all assessments. Unless stipulated by an IEP, the Board of Education does not recognize opt-out requests.

The district requires all enrolled students to participate in all applicable aspects of the Board of Education approved assessment program, which includes the full implementation of all components of the Missouri Assessment Program (MAP). Our school has established a process designed to encourage the students of this school to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The Purpose of the Assessment Program

Assessment is a critical part of student achievement and school improvement. The district assessment program allows the district to gather information for a variety of purposes. Well-designed and appropriately used assessments provide the following benefits:

1. Teachers gain information about individual students' strengths and areas for improvement.
2. Teachers can evaluate the effectiveness of their instruction.
3. Students (and parents) are made aware of their skills in a variety of areas.
4. Teachers, parents, students, and policy makers make more informed decisions.
5. Programs can be evaluated for their impact on learning.
6. School buildings and the district as a whole can report on academic progress.

No single assessment or assessment type can serve all of the needs for information; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement questions including:

1. Is Licking R-VIII School District achieving a high level of performance?
2. Which areas of student achievement are in need of improvement?
3. Are district and building educational programs improving learning outcomes for students?
4. Are Licking R-VIII School District's educational programs achieving the results for which they were designed?
5. Which students are in need of alternative instructional strategies?
6. How much value is being added for Licking R-VIII School District students?

Licking R-VIII School District utilizes three different types of assessments to monitor and improve student performance and achievement. The secondary role of assessment is to provide the necessary information to improve curriculum and instruction practices.

Local assessments include teacher created common assessments that align to the Licking R-VIII School District priority standards and district purchased assessments.

State assessments include the grade level MAP Assessments and the course level End of Course Assessments.

National assessments include any assessment that is given nationally. These include but are not limited to the Advanced Placement Exam and the ACT test.

Licking R-VIII School District believes that reviewing student work and monitoring assessment results is important to measuring the effectiveness of curriculum and instruction. We have created a framework to ensure a systematic approach to reviewing assessment data.

We encourage all buildings to facilitate a discussion with the team that administered the assessment, summarize the findings, and report out next steps.

2022-2023 Assessment Calendar

July
LHS – ACT (optional)
August
LHS – ACCUPLACER (optional) ALL – iReady Diagnostics LES -- Kindergarten Entry Assessments (continued) LHS – Study Island (ongoing throughout the year)
September
LES – iReady (continued) All Buildings – Fitnessgram LES – Kindergarten Entry Assessments (continued) LHS – ACT (optional) LES – DIBELS Phonics/Dyslexia Screener LES – PAST (as needed)
October
LHS – PSAT LHS – ASVAB LHS – Practice ACT LHS – ACT (optional) All Buildings – MAP-A (continued)
November
ALL – iReady Diagnostic LHS – CPR All Buildings – MAP-A (continued) LHS – ASVAB All Buildings – State Physical Fitness Test, Pre-Test, grades 5, 7, 9
December
LHS – EOC (if needed) ALL – iReady Diagnostic (continued) LHS – ACT (optional) All Buildings – State Physical Fitness Test, Pre-Test, grades 5, 7, 9 All Buildings – MAP-A (continued) LHS -- Missouri Constitution, juniors LHS – CPR Certification, freshmen
January
LES – DIBELS Phonics Screener/Dyslexia Screener LES – PAST (as needed)

All Buildings -- Fitnessgram
February
LHS – ACT (optional) LHS – ASVAB for all sophomores
March
LHS – CPR LHS – US Citizenship, sophomores LHS – US Constitution, juniors LES – Kindergarten Entry Assessments
April
LHS – Practice ACT LHS – ACT WorkKeys All Buildings – MAP-A (continued) LHS – ACT (optional) All Buildings – State Physical Fitness Test, FINAL, grades 5,7,9 LES – Kindergarten Entry Assessments (continued) LHS – TSAs (as needed) All Buildings – MAP Test LHS – End of Course Exams (EOCs)
May
All Buildings – MAP/MAP-A/EOC (continued) LHS – HSet (Ongoing) LES – DIBELS Phonics/Diagnostic Screener LES – Kindergarten Entry Assessments (continued) LES – PAST (as needed) LHS – CPR Certification, freshmen LHS – ACCUPLACER (as needed) All Buildings – iReady Diagnostics (continued)
June
LHS – ACT (optional)

2022-2023 Assessments by Building

What	Who Takes It	When	Why	How Data is Used	CSIP Goal
Local Assessment: Teacher-Created Common Assessments	K-2 nd	Throughout the school year	A variety of classroom assessments are administered to assess students' performance on the district curriculum. These are used as part of Grade Level/Department Meetings, and the primary purpose is to ensure that students are meeting standards and to guide future instruction.	Teachers use results to determine if students are meeting key learning objectives. This data is used to design instruction to meet the needs of all learners. The data is also used by teachers and teams to measure progress towards goals. In addition, the assessments are used to monitor progress during an intervention and determine the effectiveness of programs.	Goal #1
Local Assessment: iReady	ELA: K-12 Math: K-12	Diagnostic is given in Aug-Sept Nov-Dec February May Classroom instruction is used daily.	The iReady Diagnostic for reading and mathematics pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Provides personalized student instruction targeted to students' unique areas of need.	The results are used to design instruction to meet the needs of all learners and identify students for differentiated instruction.	Goal #1
Local Assessment: Study Island	4-6	Throughout the school year	Study Island is designed to expose students to state assessment formats.	Data is used to review science and social studies standards.	Goal #1

Local Assessment: Accelerated Reader	7-8	Throughout the school year	To monitor reading improvement and comprehension	Data is used to identify necessary interventions and incentivize reading.	Goal #1
State Assessment: Fitnessgram	K-8	2x per year September January *Progress monitored as needed	The Fitnessgram is used to measure fitness levels and meet the requirements of Cade's Law which states: DESE shall develop and adopt rules relating to a physical fitness challenge for students. The challenge shall include, but not be limited to, elements that address physical conditioning, flexibility, strength, and aerobic capacity and shall recognize individual, team, and schoolwide performance.	Explain and demonstrate how to use results to set realistic goals for improvement and how to develop a personal fitness or physical activity plan utilizing the principles of training to meet their goals. The results are used to design instruction to meet the needs of all learners.	Goal #1
State Assessment: Kindergarten Entry Assessment (DIAL 4)	K	May August September	Kindergarten Entry Assessment (DIAL 4) is a one-time assessment designed to measure a child's skills and behaviors prior to entering kindergarten. Using DIAL 4 data can help inform teachers and leaders of the number of children who are ready for school overall, as well as support instruction by meeting students where they are when they enter kindergarten.	The Developmental Indicators for the Assessment of Learning, Fourth Edition is an individually administered developmental screening test designed to identify young children who need further testing or who may need help with academic skills.	Goal #1
State Assessment: MAP	ELA: 3 rd -5 th Math: 3 rd -5 th Science: 5 th	MAP/TED by DESE	The Missouri Assessment Program (MAP) is a statewide	The assessments yield information on academic	Goal #1

<p>MAP-A</p>		<p>MAP-A 02/06/23- 05/19/23</p>	<p>assessment that has been designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS).</p>	<p>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 MLS, and to gauge the overall quality of education throughout Missouri. District accreditation is partially based on these scores. MAP scores are also used to determine our Annual Performance Ratings (APR) in MSIP6 for DESE Accountability purposes. Teachers and teams use the data to guide instruction regarding curriculum and to support identification of students for differentiated instruction, Title I, Special Education, and 504 plans.</p>	
<p>State Assessment: EOC</p>	<p>Students who successfully complete Algebra I</p>	<p>Completion of Course MAP TBD by DESE</p>	<p>The MAP End-of-Course (EOC) Exams are statewide assessments for key high school courses that are taken when a student has received instruction on the Missouri Learning Standards for a course, regardless of grade level. These</p>	<p>The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual students strengths and weaknesses in</p>	<p>Goal #1</p>

			<p>assessments have been designed to measure how well students acquired the skills and knowledge described in Missouri's Learning Standards (MLS). Students in Missouri have four End-of-Course assessments that are required prior to high school graduation: Algebra I, Biology, English II, and Government. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes.</p>	<p>relation to the MLS, and to gauge the overall quality of education throughout Missouri. District accreditation is partially based on these scores. In addition, like MAP, EOC scores are used to determine APR points in MSIP6. Teachers and teams use the data to guide instruction regarding curriculum, and to support identification of students for differentiated instruction, Title I, Special Education, and 504 plans. Also, teachers will use these assessments as part of the course final, which will be included as a portion of students' final grades.</p>	
<p>State Assessment: US Citizenship</p>	<p>Students who successfully complete American Government are required to take an assessment over the US Constitution, MO Constitution, and the US Citizenship Test.</p>	<p>April</p>	<p>The Missouri Civics Education Initiative, passed by the Missouri legislature and signed by Governor Nixon in June, 2016, requires any student entering 9th grade after July 1, 2017, to pass an examination on the provisions and principles of American civics. The law states that the examination shall consist of 100 questions similar to the</p>	<p>Local districts will assure compliance. Teachers and teams use the data to guide instruction regarding curriculum</p>	<p>Goal #1</p>

			one hundred questions used by the US Citizenship and Immigration Services (USCIS) and may be included in any other examination that is administered on the provisions and principles of the US and the State of Missouri, and in American history and American institutions.		
State Assessment: CPR	9-12	Each semester	State mandated training to prepare students in basic life saving measures	Successful completion of CPR is reported to state.	Goal #1
State Assessment: Constitution	9-12	During American Government course	American students have an awareness of fundamental government operations and constitutional awareness	Successful completion of the Constitution Test is reported to the state.	Goal #1
National Assessment: ACT Math Subtest	9-12	2x per year	The ACT Math subtest can be broken down by Algebra I, Algebra II, Geometry, and Advanced Math (any material post Algebra II) principals. The practice ACT will allow teachers to gauge learning progress within each math subject area. Furthermore, teachers will know where more attention is needed between each math subject area.	The results are used to design instruction to meet the needs of all learners and identify students for differentiated instruction.	Goal #1
National Assessment: TSA	Students who successfully complete 3	ProStart: May	Students who concentrate in Career Path and demonstrate	Teachers and teams use the data to guide	Goal #1

	courses in a concentrated area may elect to take the corresponding exam		competencies on the TSA can earn an Industry Recognized Certificate.	instruction regarding curriculum	
National Assessment: HSet	Students seeking a High School Equivalency Certificate.	Throughout the school year.	This test is a requirement of the Missouri Options program to earn a High School Equivalency Certificate.	To earn a high school diploma.	Goal #1
National Assessment: Accuplacer	11 th -12 th grade students who are taking Dual Credit courses without qualifying ACT score or students interested in community college/technical college.	Throughout the school year.	Accuplacer diagnostic assessments provide detailed analysis of a student's strengths and weaknesses in reading, writing, and math for advisors and counselors to determine whether a student is ready to take a college-level class, or if they should take transitional or developmental courses prior to enrolling.	The results are used to learn more about a student's academic strengths and weaknesses while they are still in high school, transitioning to college, or already attending college and help students identify which skill areas to focus on for improvement.	Goal #1
National Assessment: ASVAB	11 th -12 th grade students	October April	The Armed Services Vocational Aptitude Battery (ASVAB) is a multi-aptitude test battery that is designed to measure student interest and aptitudes.	Scores are to be used for identifying students' aptitudes for career and vocational purposes.	Goal #1
National Assessment: ACT WorkKeys	11 th grade students	April	Provides information to assist students in making decisions about their next levels of learning and their career interests. This test serves as a college entrance exam and qualification for certain scholarships.	ACT WorkKeys results are used by colleges and universities to make admissions decisions. WorkKeys results also help with district evaluation of academic rigor of school curriculum	Goal #1

National Assessment: ACT	10 th -12 th Optional	July September October December February April June	Provides information to assist students in making decisions about their next levels of learning and their career interest. This test serves as a college entrance exam and qualification for certain scholarships.	ACT results are used by colleges and universities to make admissions decisions. ACT results also help with district evaluation of academic rigor of school curriculum	Goal #1
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Communication Plan for Assessments

Local Assessments

Teachers	Building Principal	Central Office	Board of Education	Parents/Community
Analyze data with the instructional team during grade level/content meetings or during PD Days	Principal monitors building assessment data	Collect results from all assessments	Establishes goals for the district based on results	Teachers will communicate assessment results to parents through the Student Information System (Lumen) and/or parent contact
Summarize their findings	Organizes grade level meetings based on data	Pay for assessments	Compares data of previous years and surrounding districts	Communicates with district concerning assessment results
Create a plan for next steps	Maintains accountability of teacher action-plan	Maintains accountability of district action-plans	Evaluate administrators based on performance.	Partnership to build support options including Title, tutoring, and/or Special Education

State and National Assessments

Teachers	Building Principal	Central Office	Board of Education	Parents/Community
Analyze data with the building principal and post-secondary advisor	Principal receives the assessment results	Receives notification from DESE that assessment results are available	BOE reviews assessment results	Parents review assessment results provided by district
Summarize their findings	Schedules a meeting with teacher teams	Download the report and organize the data	BOE receives data from administrators and curriculum leaders	Communicate with classroom teachers regarding student results
Create a plan for next steps	Facilitates an analysis of the data	Shares with the Building Principal when scores are no longer embargoed or within 1 week of notification	Compares data of previous years and surrounding districts	Partnership to build support options including Title, tutoring, and/or Special Education

Discussion Questions for Data Analysis

Questions to facilitate analysis of assessment data:

1. What strengths do you see in the results?
2. In what areas would you like to see improvement?
3. How does the curriculum adequately address the standards?
4. What patterns or trends should we celebrate?
5. What patterns or trends should we be concerned about?
6. Which standards are highly emphasized on the assessment?
7. Which standards are minimally addressed on the assessment?
8. Compare how students perform on selected response items vs. constructed response items.
9. How does the rigor of the questions affect student performance?
10. How will you use this information to guide instruction?



Approval & Revisions

Date	Action
09/12/2022	Revisions by Administrators
10/04/22	Revisions by Continuous School Improvement Team (CSIP Team)
10/10/22	Approval by the Board of Education

Assessment Budgeting

Building	Assessments	Projected Cost	Totals
Preschool	DIAL-4	\$4,350.46	SubTotal: \$4,350.46
Elementary	DRA3 Kits	\$4,050	
	Amplify (Dibles)	\$4,188.10	SubTotal: \$8,238.10
Junior High	Study Island	\$12,854.50	
	Renaissance AR	\$2,617.50	SubTotal: \$15,472
High School	US Citizenship	Organized In-District	
	Technical Skills Attainment (TSA)	Individuals Cover Fee	
	ACCUPLACER	FREE	
	ETS HSET	\$70.75/student	
	Practice ACT	\$750	
	ACT WrkKeys	??	
	ACT Vouchers	\$3,150	SubTotal: \$3,150
All	iReady	\$29,353	
	Fitnessgram	\$150	
	MAP	\$1,877.20	SubTotal: \$31,380.20
		Grand Total	\$62,590.76

Test Security Guidelines for the Missouri Assessment Program

Test Security Guidelines for the Missouri Assessment Program

Licking R-VIII School District

Updated January 2023

Purpose

Ensuring test security and data integrity for administration of all Missouri statewide assessments begins with understanding the importance of the valid information provided by measurement of student achievement. The primary goals of test security are to protect the integrity of the assessment and ensure results are accurate and meaningful. Licking R-VIII School District uses assessment results for a variety of purposes, including planning instruction. Critical to the validity of any use of data, is the integrity of the procedures followed by school personnel in all aspects of assessment administration – before, during and after testing. Standardized security practices and procedures help to serve students, teachers, and district administration when test results are used at the student, building, district and state levels.

All school personnel involved in test administration must understand the purpose of assessment, as well as the range of decisions made by the Licking R-VIII School District that rest on test results. This understanding is a prerequisite to school personnel valuing test security policies and procedures.

TEST INTEGRITY AND SECURITY

Accurate information about student performance is integral to the Licking R-VIII School District's goal of improving student achievement. In order to make sure the information is valid; the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes Test Coordinators, examiners, translators, transcribers, proctors, and any district staff who have responsibilities in providing, monitoring or overseeing student testing as determined by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported, or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing, verbally or electronically, specific items on the assessment. Such discussion breaches

both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. To prevent unauthorized access before and after test administration, physical test materials must be kept in a locked room or cabinet in the school building, but outside the classroom. All test materials must be returned to the Test Coordinator after the assessment is administered.

Any unauthorized disclosure of confidential student information or test results is a violation as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA).

Training

The district is required to train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the vendor administering the testing, as well as training on the requirements of this policy. All district staff involved in the testing process must also review the appropriate Test Administration Manual prior to administering the assessment.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide Test Coordinator who will:

- View all assessment manuals provided by the Department of Elementary and Secondary Education (DESE)
- Stay informed of all relevant communication regarding assessments
- Develop and present all required district training
- Be responsible for training testing procedures to all school Test Coordinators, test examiners and other staff associated with the assessment process
- Keep a record of when staff associated with the assessment process are trained, and provide that record to the appropriate parties, if required
- Provide school Test Coordinators, test examiners and other staff associated with the assessment process a clearly defined communication plan to be used if issues arise
- Prior to testing, restrict access to all secure physical testing materials, including student test books and student login information
- Ensure that beyond the initial steps of receiving, checking and sorting, that physical test materials remain untouched until they are distributed for test administration
- Maintain the district's testing schedule and be prepared to provide the schedule to DESE upon request. Should the schedule change in any way, the Test Coordinator must update this information and document the reasons for the change

- Inform parents/guardians of the district's testing schedule
- Organize and deliver physical testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials; or designate specifically trained persons to do so
- Ensure that only the Test Coordinators and staff associated with the assessment process have access to physical test materials
- Conduct random quality assurance observations throughout testing
- During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use
- After test administration, collect and account for all physical testing materials from each school in the district, as well as any out-of-district schools where the students attend alternative programs

General Test Administration

- All standardized and statewide tests will be administered in compliance with testing guidelines provided by the vendor producing or administering the test and DESE when applicable
- Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices
- Prior to testing, the district should provide students testing online the opportunity to try out the testing platform
- All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information
- The district will perform technology site certification procedures prior to each testing window
- Workstations will have adequate space between them so that students are not able to view each other's screens
- Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test
- If students must leave the room during testing, they will be instructed to secure their device or physical test materials in accordance with the specific test protocol before leaving their seats
- No individuals other than the test examiner or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the Test Coordinator
- Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session

- Students will be permitted to use certain materials, such as calculators or dictionaries, when directed by the specific test
- Physical test materials will be distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials
- If a test is to be administered over a series of days, the test examiner shall collect and inventory all physical test materials each day immediately following testing and store the test materials in a locked facility
- After testing, all used draft, scratch, grid or graph paper, student test directions and printed manuals shall be collected and securely destroyed
- After the test has been fully administered, the Test Coordinator will immediately collect any physical test materials from the test examiner, organize them according to instructions and securely store them in accordance with this policy. Physical test materials will be recounted by the Test Coordinator, and these counts will be documented and checked against pre-administration counts. The Test Coordinator or designee will sort and package physical test materials according to directions from the assessment company and send them for scoring as expeditiously as possible.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

- Violating any provision of this policy
- Copying any part of the standardized test materials or online test unless authorized by test protocol
- Removing any test materials from the secure storage area except during test administration, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- Accessing test questions prior to when the test is given, unless authorized by the Test Coordinator and otherwise allowed by test protocol
- Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the Test Coordinator and otherwise allowed by test protocol
- Failing to return all test materials following test administration
- Directly teaching any actual test item or taking actions to discover test items included on a test
- Altering in any way a student's responses on a test
- Indicating to students during testing that they have missed items or need to change answers
- Giving students clues or answers to questions

- Allowing students to give each other answers to questions or copy each other's work
- Altering test administration procedures in any other way to give students an unfair advantage
- Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices

All district staff are required to immediately report to the Test Coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including and up to termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section.

I, the undersigned, have read and understand this document. I have also participated in the Standardized Testing training given to me in preparation for district standardized and state testing. I acknowledge that as an employee of Licking R-VIII School District, I am expected to adhere to the guidelines, the district test security policy and any other testing instructions given to me in writing or by word of mouth from the school testing coordinator, district testing coordinator, or any staff acting in their behalf. I also understand that any unauthorized disclosure of confidential student information or test results, as provided in the Family Educational Rights and Privacy Act of 1973 (FERPA), is a violation of this agreement.

I understand that the current manual has the directions that examiners must follow for testing. **IF** the testing manual does not state that examiners can do something that I think should be allowed for testing, I am to confer with the school testing coordinator, or district testing coordinator, prior to moving forward.

Signature

Printed Full Name

Date

Quality Assurance Process for Missouri Assessments

<p><i>Phase 1</i> Initial Report and Investigation</p>	<p>Step 1 Information is received by DESE Assessment of possible testing concern via: *On-site visit *District self-reporting *Anonymous email/phone call *Analysis of test results via data forensics *Other Source</p>		
	<p>Step 2 A testing concern report is written by DESE based on information received.</p>		
	<p>Step 3 Testing concern report presented to district Superintendent (or independent investigator if allegation directed at Superintendent). 30 calendar days - 7 calendar days if reported via data forensics - to investigate the matter and report to DESE.</p>		
<p><i>Phase 2</i> Findings</p>	<p>Step 4 Superintendent/Investigator provides DESE with a written response to the possible testing concern</p>		
	<p>Step 5A The response indicates their inquiry into the possible testing concern found no violation of assessment protocol.</p>	<p>OR Step 5B The response indicates their inquiry into possible testing concern found a violation of assessment protocol. As part of the response, the district addresses their plan to ensure there are no future violations.</p>	<p>OR Step 5C More information or clarification is needed by DESE. The Superintendent / Investigator has 7 calendar days to update the original written response. Move back to Step 4.</p>
<p><i>Phase 3</i> Outcomes</p>	<p>Step 6 District responses are reviewed by a committee consisting of members of DESE Assessment, Special Education, School Improvement and Accountability Data. Based on the severity of the violation and the results of the investigation, the committee make recommendations.</p>		
	<p>Step 7 The Assistant Commissioners of the Office of College and Career Readiness and Office of Quality Schools review and approve the recommendations of the committee.</p>		
	<p>Step 8 If recommended by the committee, assessment scores are removed for accountability purposes only, as approved by the Assistant Commissioners. If required, DESE Special Education Compliance follows up with the district on ensuring IEP's are honored.</p>		

	<p>Step 9 The district makes any decisions as it pertains to training, discipline, suspension, and contract status of district personnel.</p>
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