



Green Forest R-2

LOCAL ASSESSMENT

PLAN

MISSION STATEMENT

It is the mission of Green Forest R-2 to provide a safe and secure setting for educational opportunities and experiences. For all of our students, our focus is to promote academic excellence and provide students with skills necessary for lifelong accomplishments.

Adopted by the Board of Education
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TABLE OF CONTENTS

| | |
|--|-------|
| Introduction | p. 3 |
| Testing of Student Achievement | p. 5 |
| Guidelines for Including Students with Disabilities in State and District-Wide Assessments | p. 7 |
| Guidelines for Professional Development Related to Student Assessment | p. 12 |
| Teaching Test-Taking Strategies for MAP Assessments and Assessments Administered District-Wide | p. 14 |
| Test Security Policy for All Standardized Tests | p. 17 |
| Motivating Students to do Well on State and District-Wide Assessments | p. 20 |
| Making Changes as a Result of Data Analysis | p. 21 |

Appendix A: District Testing Calendar

Appendix B: Documentation of Progress

INTRODUCTION

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

- a comprehensive testing program which monitors a variety of achievement targets for a variety of purposes;
- data-driven decision making in regard to curriculum, assessment, instruction, and programs;
- teachers and administrators who are knowledgeable about data analysis, motivate students to do well on tests, test security policies, and strategies for teaching test-taking skills;
- increased public awareness of student achievement;
- how the plan would be reviewed in the future (evaluation process).

Overview: The district's local assessment plan includes all components as specified in MSIP Standard 1. In compliance with 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 disabilities into the state and district-wide assessment programs;
- a description of how and in what subjects the district is assessing the Missouri Learning Standards Expectations which are not assessed by the MAP;
- a description of how assessment results will be used and disseminated;
- guidelines for staff development in relation to state and local assessment;
- guidelines for teaching test-taking skills to students;
- a test-security policy.

The district's local assessment plan includes two additional components. One component addresses motivation of students to do well on state and district tests. The

inclusion of the component provides some sense of direction for possible ways and means of motivating students. The second added component is a written record of decisions made as a result of data review and analysis. It is the feeling of the district that the anecdotal accounting of the use of data will ensure that decision-making is the result of careful and purposeful data analysis.

TESTING OF STUDENT ACHIEVEMENT

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

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - a. help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - b. help the district make needed changes in the curriculum;
 - c. help the professional staff formulate and recommend instructional policy;
 - d. help the Board of Education adopt instructional policies.
4. School and District Evaluation: To provide indicators of progress of the district toward the goals and objectives of the CSIP and Goals for Graduation.

In the continual effort to improve instruction and programs, the district-wide assessment program will implement the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Show-Me 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-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, will annually review disaggregated and aggregated student performance data. The Board will annually review performance data disaggregated based on race/ethnicity, gender, socio-economic status, 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 school within the district has an enrollment of five or more student in any of the above student populations at a grade level, then data for the group will be disaggregated for board review. The district will

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

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

The tests in the district-wide assessment program include:

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

In compliance with MSIP Standard 6.2, the chart in Appendix A will:

- tell what tests and assessments are included in the district-wide assessment program;
- tell the grade the test is given;
- tell the purpose of each test;
- describe how the results are used;
- tell how the results are disseminated.

GUIDELINES FOR INCLUDING STUDENTS WITH DISABILITIES IN STATE AND DISTRICT-WIDE ASSESSMENTS

Rationale: Missouri has moved to 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 in Federally-assisted programs or activities based upon disability. Given the potential benefits of including students with disabilities in state assessments, their exclusion clearly violates the intent of Section 504.

Goals 2000: Educate American 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 104-17) 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
- 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 non-disabled students
- The IEP's 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

The Every Student Succeeds Act, December 10, 2015 (ESSA) (PL 114-95) requires that all children be assessed. In order to show adequate yearly progress, schools must test at least 95 percent of the various subgroups of children, including their students with disabilities and those with limited English proficiency. States must provide reasonable accommodations for students with disabilities or limited English proficiency. For the latter, accommodations may include native-language versions of the assessment; however, in the area of reading and language arts, students who have been in U.S. schools for three consecutive years will be assessed in English.

In order to comply with federal laws and state mandates, the Green Forest R-2 District 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, current level of functioning, skills, and learning characteristics. Students disabilities 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 present 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-wide assessment program and accommodations will be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs will participate in the district-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 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 student's learning goals. These students may 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.
 - 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.
 - Student participation decisions will be reviewed just prior to assessment to ensure 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 study 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?

Although student needs are the only basis for determining IEP testing accommodations, IEP team members should be cognizant of the fact that the oral reading accommodation, if used on the Communication Arts MAP test, invalidates the student's test score and places that student in Level Not Determined. If used on any of the MAP tests, the paraphrasing accommodation also invalidates the test scores and places the student in Level Not Determined.

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.)
8. 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 MAP and the assessments included in the district-wide assessment program, the district will report to the public on the progress of students with disabilities with the same frequency and in the same detail as 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 a given grade level.

GUIDELINES FOR PROFESSIONAL DEVELOPMENT RELATED TO STUDENT ASSESSMENT

The teachers and administrators in Green Forest R-2 District will participate in professional development opportunities as related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. 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 1.

The topics related to state and district-wide assessment that will be addressed in ongoing professional development opportunities will be:

- test administration/test security;
- 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, socio-economic status, disability, LEP, 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;
- 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 Missouri Learning Standards Expectations 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 designed by IDEA (for administrators).

The Professional Development Committee of Green Forest R-2 District 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:

- focus groups/building level MAP teams;

- building level and district-wide in-service facilitated by MAP Senior Leaders and team members, MAP Facilitators, STARR teachers, RPDC staff, DESE staff, and/or other consultants;
- peer coaching through the mentor/protégé program and teacher observations;
- teacher collaboration by grade level meetings;
- a teacher resource library which contains both written and other forms of media;
- the use of teacher evaluations as a means of reflecting about teaching strategies and showcasing instructional activities;
- attending state and regional workshops related to CSIP goals, areas of needed student improvement, and MAP;
- training for beginning teachers by attending BTAP 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 administrator.

TEACHING TEST-TAKING STRATEGIES FOR MAP ASSESSMENTS AND ASSESSMENTS ADMINISTERED DISTRICT-WIDE

Introduction

Rational: 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, Green Forest R-2 District has developed guidelines for teaching test-taking strategies to students.

Background information: The MAP Assessments contain three types of items.

Multiple-choice items in which students choose the correct answer from four answer choices.

Open-ended constructed response items in which students construct their own answers. The question may have more than one acceptable answer and/or have more than one way to arrive at the answer. It requires that students write a short response and usually takes only a few minutes to answer. These types of questions can be thought provoking because the answer is not always obvious and the student may have to make an inference. The constructed response questions tap a variety of reasoning processes.

The **performance event** requires students to write an extended response to apply knowledge. The performance event usually takes 60-90 minutes to complete. In communication arts, the student is given a writing prompt must use the writing process to complete a pre-writing activity, a rough draft, a self-edit, and a final copy. In math, the student is required to formulate a strategy to solve a multi-step problem. In science, the student may be asked to interpret data to answer a series of questions or create a plan for a laboratory investigation. In social studies, the student may be asked to compare and contrast two political periods in history, tell which was the most effective, and give reasoning to support the claim.

Two Types of Test-Taking Strategies

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

Guidelines for Teaching Test-Taking Strategies

Teachers are expected to be familiar with the vocabulary used on the map test. Teachers are expected to use that vocabulary with their students throughout the school so they will be familiar with it by test time.

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 with whom 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 likenesses 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 for 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 to questions;
- 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.

Green Forest R-2 District views teaching students the skills and processes needed to be successful on the MAP assessments are synonymous with teaching students to be successful in life.

TEST SECURITY POLICY FOR ALL STANDARDIZED TESTS

Storage and Access Before Test Administration

1. The Assessment Coordinator will receive the Examiner's Packets and the Assessment Testing Coordinator's Packet a few weeks prior to testing. At this time, the Assessment Coordinator will check all testing packets to ensure all documents and materials have been received from the test distribution center. The Assessment Coordinator distributes the Examiner's Manuals and give an in-service about test administration.
2. MAP testing is primarily completed on-line. If MAP booklets or other standardized tests are ordered and arrive in the district, they will be stored in a secured area within each building. It may be a locked room/filing cabinet such as the counselor's office or administrator's office. The Assessment Coordinator will carefully check all materials and sort them in preparation for administration. If there are discrepancies, the Assessment Coordinator will contact the test distribution center for additional materials.
3. Beyond the initial check and sorting, the test booklets and student logins will remain untouched until they are distributed the right before testing. Only the Assessment Coordinator will have access to the testing materials.
4. No teacher or examiner will have access to the test booklets or student logins before the test is administered.

In-Service Prior to Testing

Prior to testing, the Assessment Coordinator will distribute the Examiner's Manual for each examiner and will do an in-service describing the exact process 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 booklets or student logins, providing directions to students, responding to questions, and monitoring the test setting. 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. 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 Assessment Coordinator or other individuals designated by the Assessment Coordinator will distribute student logins and/or MAP booklets.
3. Students will be encouraged to use the restroom facilities, get drinks, etc. before testing begins. If a student has to leave the room during testing, he/she will be instructed to pause his/her test or 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.

Collection of Test Materials Following Testing

1. Upon completion of testing, the Assessment Coordinator will collect all test booklets, check the numbers to make sure all test booklets are accounted for, and will check the forms to make sure they have been completed accurately.
2. The Assessment Coordinator 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 Assessment Coordinator will arrange to have the tests shipped to the scoring center(s).
4. All makeup testing will be scheduled by the Assessment Coordinator.

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.
 - Copying any part of a standardized test booklet or computer screen for any reason;
 - Removal of a test booklet from the secure storage area except during test administration; or using a student login to view a test on-line.
 - 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 or on-line;
 - 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 answers to 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.

MOTIVATING STUDENTS TO DO WELL ON STATE AND DISTRICT-WIDE ASSESSMENTS

Green Forest R-2 District has implemented strategies to motivate students to take required tests seriously and to recognize those who perform well on the MAP assessments.

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.;
- 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.

Teachers in each building will develop a program for providing incentives to students in the spring, shortly after 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.

When the district receives their APR results, a group reward may be given.

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, is 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.

The individuals involved in the analysis process will include, but are not limited to, administrators, curriculum coordinators, guidance personnel, and teachers. The types of data to be analyzed will include state and district-wide tests, ACT results, SRI results, dropout data/persistence to graduation, vocational placement, post-graduation studies, demographic, etc. Different types of data will be presented to and analyzed by people 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.

The district realizes that using data to make needed changes is an ongoing process. A chart to document the process is included in Appendix B.

APPENDIX A: DISTRICT TESTING CALENDAR

Green Forest R-2 Assessment Calendar

| Month | Event | Assessment | Activity | Coordinator | Staff Responsible |
|-----------------------|--------------------------------------|---|--|------------------------|------------------------------|
| August | Student Registration | K Readiness Test-Scholastic | Registration for new students K-8 | Administrator | Administrator Counselor |
| August | Open House | | Parents and children are invited to attend | Administrator | Administrator Staff |
| August | Dyslexia Screening | DIBELS, Rapid Naming Screener PTR Word Spelling | 1 st -3 rd Grades | Title I ELA Teacher | Title I ELA Teacher |
| August | Start of School Assessment | SRI/Study Island | SRI 2 nd -8 th Study Island is 3 rd -8 th Reading, Math, Science | Assessment Coordinator | Assessment Coordinator Staff |
| August | Missouri Connections | Career Cluster Inventory, Occupation Sort | 7 th & 8 th grade students | Counselor | Counselor |
| August-October | Test Taking Study Skills Unit | | 7 th & 8 th grade students work on test taking and study skills | Counselor | Counselor |
| Sept - Nov | Missouri Connections | Interest Profiler, Reality Check, Skills Assessment, Work Importance, Locator | Assessments given to 7 th graders | Counselor | Counselor |
| Dec.& May | K Reading Testi | DRA | K | Title I ELA Teacher | Title I ELA Teacher |
| October | Board | | Discussion of MAP | Assessment | Assessment |

| | Meeting | | results | Coordinator | Coordinator |
|-----------------------------------|--|--|--|--|--|
| October Dec. March | Common Assessment | Benchmark Assessments | 3 rd - 8 th grade 1 st , 2 nd and 3 rd Quarter | Assessment Coordinator | Curriculum Director Teachers |
| Nov.- Dec. | SRI Testing | SRI | 2 nd -4 th | Assessment Coordinator | Curriculum Director Teachers |
| Dec. | Dyslexia Benchmark | DIBELS, Rapid Naming Screener, PTR Word Spelling | K-3 rd | Title I ELA Teacher | Title I ELA Teacher |
| January | Missouri Connections | Reality Check | Assessment given to 8 th graders | Counselor | Counselor |
| March | Progress Assessment | SRI/Study Island | Reading, Math, and Science Assessment 3 rd -8 th | Assessment Coordinator | Assessment Coordinator Staff |
| March | Per Pre- school child once a year | ASQIII | Individually tested at home or school | PAT Coordinator | PAT Coordinator |
| Each School Year | Test Taking Study Skills Unit | | K-8 th work on test taking and study skills | Counselor | Counselor Teachers |
| March | MAP Public Announce- ment | | Notices sent to the media and parents via students | Assessment Coordinator | Assessment Coordinator Counselor |
| March | MAP Preparation | | 3 rd -8 th instruction on mechanical aspects of taking tests and review of test taking skills | Teachers | Teachers |
| March | K Pre- Registration | K Readiness Test | | Counselor | Counselor Teachers |
| April | MAP Tests | MAP Tests | Administration of MAP Test to students in Grades 3 rd -8 th | Assessment Coordinator Counselor | Assessment Coordinator Counselor |

| | | | | | |
|---------------------|---------------------------|--|--|---------------------|---------------------|
| | | | | | Teachers |
| Dec. and May | Common Assessment | Benchmark Assessment SRI/Study Island | 1 st and 2 nd grade Benchmark Assessment testing, 2 nd grade SRI | Counselor | Counselor/Teacher |
| May | Dyslexia Benchmark | DIBELS, Rapid Naming Screener, PTR Word Spelling | K-3 rd | Title I ELA Teacher | Title I ELA Teacher |

APPENDIX B: DOCUMENTATION OF PROGRESS

Testing Schedule

| Grade | 1 st quarter | 2 nd quarter | 3 rd quarter | 4 th quarter |
|-----------------|---|---|--------------------------|--|
| K | K-readiness | DRA/Dibels/ARN Quarterly Assessments by the teacher | | DRA/Dibels/ARN 1 st readiness/SI Benchmark |
| 1 st | Dibels/ARN | Dibels/ARN Benchmark Quarterly Assessments by teacher | | Dibels/ARN Benchmark |
| 2 nd | SRI Dibels/PTR | Dibels/PTR SI Pre-Post Benchmark | | Dibels/PTR Benchmark SI Post-Test SRI |
| 3 rd | <u>Dibels/PTR – 1st, 2nd, and 4th Quarters</u> | | | |
| | SRI/SI Pre Benchmark | SRI Benchmark | SRI/SI Post Benchmark | SRI (if not Prof.) MAP |
| 4 th | SRI/SI Pre Benchmark | SRI Benchmark | SRI/SI Post Benchmark | SRI (if not Prof.) MAP |
| 5 th | SRI/SI Pre Benchmark | Benchmark | SRI/SI Post Benchmark | MAP |
| 6 th | SRI/SI Pre Benchmark | Benchmark | SRI/SI Post Benchmark | MAP |
| 7 th | SRI/SI Pre Benchmark | Benchmark | SRI/SI Post Benchmark | MAP |
| 8 th | SRI/SI Pre Benchmark | Benchmark | SRI/SI Post Benchmark | MAP |

Upon Request for 4th-8th: Dibels, PTR

****PTR-Pathway to Reading***

****ARN- Arkansas Rapid Naming***

****Formative Assessments throughout the year in CA, Math, and Science***

2018-19 Calendar Dates

1st Quarter

SRI (2nd-8th)/Study Island Pre-Test (CA, Math, and Science) (3rd-8th): August 20th-24th
Progress Report Dates: August 31 and September 21st
End of Quarter: October 12th
Report Card: October 15th-18th (parent/teacher conferences)
Benchmark Assessments: October 8th-12th (Grades 3-8)

2nd Quarter

SRI Testing: Oct. 29th-Nov. 2nd (3rd/4th only)
Study Island Pre-Test: (Teacher may choose the date) – 2nd Grade
Progress Report Dates: November 2nd and November 30th
End of Quarter: December 21st
Report Card: January 2nd
Benchmark Assessments: December 10th-14th (1st-8th)
Christmas Concert: December 20th

3rd Quarter

SRI: February 26th – March 2nd (3rd-8th)
Progress Report Dates: January 25th and February 14th
End of Quarter: March 8th
Report Card: March 11th
Benchmark Assessments: March 4th-8th (3rd-8th)

4th Quarter

Study Island Post-Test (CA, Math, and Science): March 18th – 22nd (3rd-8th)
SRI: April 1st- April 5th (3rd/4th only students who have **not** scored proficient)
SRI/Study Island Post-Test: May (teacher chooses date) - 2nd grade
Progress Report Dates: April 5th and April 26th
End of Quarter: May 17th
Report Card: May 17th
Benchmark Assessments: K/1st/2nd and 1st grade readiness for K: April 15th-May 3rd
MAP/EOC Testing: April 15th-May 3rd
Tentative Dates: 7th/8th Dance: March 22nd
8th Banquet: May 9th 8th Graduation: May 14th 8th Six Flags Trip: May 15th

Special Teachers (art, music, P.E., careers, special education)

Grades posted by:

1st quarter: October 12th

2nd quarter: December 21st

3rd quarter: March 8th

4th quarter: May 3rd for 8th graders/ May 10th K-7th

Green Forest R-2 School District

Building: _____

| ASSESSMENT DATA ANALYSIS | |
|--|---|
| Type(s) of Data Reviewed | Findings |
| Area: | |
| Description Of How Weaknesses Will Be Addressed | Impact of Changes (To be completed after implementation) |
| | |

| | |
|--|--|
| | |
| Description of Further Action to be Taken | |
| | |

Date plan developed: _____

Person in charge of implementation: _____

Names of committee members who developed plan:

| | |
|--|--|
| | |
| | |
| | |

