**FY17 Southwest Georgia STEM Charter** School Testing Plan

**The GaDOE has notified districts to convey the need for a written local school testing plan. Attached is the written testing plan for Southwest Georgia STEM Charter. The plan was developed with guidance from the school’s administrative team. The local school testing plan should be kept on file and accessible to any district personnel.**

Principal:**Amy Foster**\_\_\_\_\_\_\_\_\_ Date: January 20, 2017\_\_\_\_\_\_\_

Test Coordinator:\_\_\_**Mary Alice Hilton**\_ Assistant Test Coordinator:\_\_\_N/A\_\_

Principal signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Test Coordinator signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Board Approved: January, 2017

**General Test Security and Ethics Guidelines**

**Training**

**All administrators, examiners, monitors, and other school staff involved in testing will be trained to administer GADOE mandated assessments which include but are not limited to: GKIDS, ACCESS, GAA, Georgia Milestones EOG and EOC.**

**Training will include testing security, actual test administration guidelines, highlighting areas in the examiner’s manual, and removal of instructional materials from walls. Also included will be information on what to do in case of an emergency during testing or other unusual happenings. Examiners will be informed of how to pick up and return testing materials.**

**Security**

**As presented below, testing materials will be checked in by the System Test Coordinator and when all are accounted for the materials will be locked in the copier room vault (which is locked at all times.) No one will be allowed access to the vault except the test coordinator and school principal. Materials will remain locked in said vault except when used for testing of students. Teachers will pick up testing materials, check and sign out materials each morning of the testing window. Immediately after testing is completed for the day, teachers will return all testing materials to the test coordinator or principal who will check and sign off on material return. This will occur each day of testing.**

**Teachers will not test students from their regular daily classes. Students will be tested by a teacher of a different grade level or classroom from their normal routine. Rosters will be provided to teachers along with testing materials.**

**The following information was copied from the state’s Student Assessment Handbook and will be covered with all involved with testing:**

Below is a list, although not inclusive, of actions that constitute a breach of test security:

• coaches examinees during testing, or alters or interferes with examinees’ responses in any way;

• gives examinees access to test questions or prompts prior to testing;

• copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;

• makes answers available to examinees;

• reads or reviews test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;

• questions students about test content after the test administration;

• fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);

• uses or handles secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination; • fails to follow administration directions for the test;

• fails to properly secure and safeguard logins/passwords necessary for online test administration;

• erases, marks answers, or alters responses on an answer document or within an online test form;

• participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

**Ethics Guidelines**

All staff are trained on the Code of Ethics for Educators at the beginning of the school year. A violation of any of the above or any other heinous act which jeopardizes test security will be reported, if deemed necessary by GADOE assessment staff, with the Georgia Professional Standards Commission. Documentation, if necessary, will be entered into the secure GADOE portal for any irregularities or invalidations (which can only be done by GADOE assessment personnel.)

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| RECEIPT AND VERIFICATION OF MATERIALS | | | |
| Who signs for Materials? | Where are testing materials stored? | Who has access to the test storage area? | What is your policy regarding handling of test materials? |
| School Test Coordinator | Locked Room in the Copier room vault | School TC, principal | **GMEOG -**Once the quantity of materials is verified with the System Test Coordinator, the School Test Coordinator locks the materials in the copier room vault (which is locked at all times.)  **ACCESS** – Once quantities are verified with the system TC, materials are locked in the copier room vault  **GAA –** Locked in copier room vault |

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| LOCAL SCHOOL TRAINING | | | | | | |
| Who is responsible for training? | When will examiners be trained? | How will examiners be trained? | When will proctors/monitors be trained? | | | How will proctors/monitors be trained? |
| System/School TC or School Principal | **For all tests** -At least one week prior to testing | As a group | **For all** tests – At the same time as the examiners | | | In a group. |
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| Support Staff training: Who will be trained custodians, cafeteria staff etc..? | When will support staff be trained? | How will support staff be trained? | What special training do examiners testing students with accommodations receive? | | | How does the additional training help prevent irregularities? |
| When necessary, support staff such as paraprofessionals, secretaries, etc. will be trained in security measures | At the same time as examiners/  proctors/monitors | As a group, with proctors/monitors/  examiners | Special ed. Teachers are given additional specific training and information regarding accommodations and students they will be testing. | | | Gives further guidance on correct procedures for oral accommodations, etc. |
| DISTRIBUTION OF MATERIALS | | | | | | |
| How are test materials counted and prepared? | Who prepares testing rosters? | How far in advance are testing rosters prepared? | What are the procedures for students that may have different examiners throughout the test? | | | What are the procedures for ensuring that students get the correct form/version of the test each day? |
| The school test coordinator distributes test materials according to class rosters. Only the exact amount needed is distributed to an examiner. | The school records clerk | At least within the week prior.  Pre-ID files are submitted to GADOE per state requirements, this is a preliminary test roster that excludes new enrollees after the Pre-ID submission date | Teachers are given rosters for the students they will test. If a child has a different examiner, the child is told a day ahead of time. | | | The examiners check the name on the test booklet and answer document as they distribute materials and check rosters. Students who require accommodations are assigned to spec. ed. Examiners who check their accommodations matrix to be sure the child is given the correct version of the test. |
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| What are the check-in and check-out procedures? | What information is required on the check-in and check-out form? | How are the testing bins prepared? | How do examiners get their materials each day? | | | How are materials returned each day? |
| Examiners must sign for the materials they receive and for the materials they return. The school TC checks the booklet form number and the names of students on the roster against booklets and answer documents returned. | The booklet/topic form number, the examiner’s signature, and the date. | The school test coordinator checks class rosters and places the exact amount of booklets/answer documents needed inside a box. Also, pencils and the examiner’s manual are placed in the box along with class rosters. | They present themselves in the testing vault and check their materials out from the school TC. | | | When the examiner is finished with testing for the day they bring their testing materials immediately to the test coordinator who verifies materials. |
| TEST ADMINISTRATION | | | | | | |
| How do you ensure that examiners and proctors are not in the classroom with their own children or grandparents? | How do you assure that students get their appropriate accommodations? | How do you ensure that all instructional materials are removed from the wall prior to testing? | | What is your plan for examiners that may need assistance during testing? | How do you plan to make sure that student answer documents and Check-out forms have the correct form number? | |
| The system TC prepares a schedule in advance of testing to assign teachers to different grade levels than those they teach. If a relative is on the roster of an examiner, the child is moved to another classroom for testing or the examiner/proctor is moved to another class. | The system TC prepares an accommodation matrix for each day for each examiner listing the students they will test and the accommodations for that child. The system Sp. Ed. Director checks the roster and accommodations. The examiner has to sign the form to acknowledge they knew and administered the required accommodations. | The school principal walks through each classroom two to three days prior to the test to be sure instructional materials have been removed or covered completely. | | They are to contact the school office by classroom phone. | Examiners are to remind students to place the form # on the answer document. As examiners/proctors monitor the room they are to check that students have placed the correct form number on the answer document. Before checking out tests school TC are to write the child’s name beside the form number on the roster and when examiners return materials, school TC are to verify materials. | |
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| How do you ensure that examiners and proctors walk around the testing area routinely? | What things have the examiners and proctors been trained to look for while monitoring testing? | Who is in charge of reporting and investigating testing irregularities? | | How examiners are trained on the proper procedures for “read aloud” accommodations? | How are accommodations for students verified? | |
| During training examiners/proctors are trained on their duties. Monitors are also reminded to walk around testing sites. The system TC also monitors the building during testing to make sure administrators/monitors are monitoring. | Cheating, sleeping, use of pencils only on some tests and pens on others, use of electronic devices (ie: calculators), making sure students are in the correct section of the test, checking for correct form numbers on answer documents, students marking in the correct section and question number, not using materials such as dictionaries, etc. All areas of security of testing materials. | Examiners/proctors are to report any knowledge of irregularities to the school TC. The school TC reports to school principal and the system TC who makes the superintendent aware of the situation. If necessary, the system TC reports to the state. | | During the extra training for special ed. Examiners, the system/school TC reminds them not to use voice inflection, watch voice tone, how to read math problems and science tables, how many times to read, etc. Also, on GMEOG, examiners have a section in the manual with additional instructions for read-alouds. Read-alouds should be very few in number. | By using the accommodations matrix, which the test examiner signs and dates, that the child received only the accommodations to which they are entitled and which they use on a regular basis.  Changes can only be made by the school TC and confirmed by the Sp. Ed. Director. | |
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| How do you verify that testing protocols are being followed in the testing site? | How do you handle late arrivals on testing days? | How do you handle emergencies during testing? | | What are the school guidelines on staff members being in the building after hours while the tests are in the building? |  | |
| By having examiners, principals, school TC, proctors and others sign acknowledging they have been given training and been made aware of protocols. Then by monitoring the test sites. Each person must also sign a role responsibility sheet from the state’s Student Assessment Handbook. | Depending on how late the student arrives they are to wait in the office until the first section of the test is over then they may begin the second section of their test when the second section time begins. When time expires for the second section and other students have finished testing, the school TC can move that child to another room and finish their testing of the first section. If the student arrives extremely late, they will have to make up the test later. Students taking ELA must take the sections in order due to the nature of the test. | Examiners are instructed that if there is an emergency to contact the office and if required to leave the room have students place their answer documents in the test booklet and leave the books in the classroom locking the door on the way out. If a child is ill, they are removed from the classroom. If time is needed to clean the room, the examiner will have students place answer documents in test booklets, the examiner will collect all testing materials and move the class to the art room and resume testing. The examiner is to note the time they had to stop the test and when they began again and stop the test when the allotted time per the manual has ended. | | Staff members who must be in the building after hours should not have access to the copier room vault. Administrators will discourage staff from staying late while tests are on site. Staff who remain late on campus must sign out when they leave and must not have access to the copier room vault, which is locked at all times.. |  | |
| AFTER TESTING | | | | | | |
| How do you ensure that all test cleanup is done in a group with teachers not cleaning up their own students’ tests? | How do you ensure that materials are returned promptly upon the completion of testing each day? | How do you ensure test security while in route from school to system? | | How do you maintain testing confidentiality before, during and after testing? |  | |
| Examiners are required to sit down with the school TC in the testing vault and clean up the documents of the students they tested. By clean up, we mean stray erasures not changing answers. Examiners can give students a chance to do this once testing is complete and booklets have been taken up. | Examiners are to bring materials directly to the testing vault after testing is completed and check in with the school TC. | If this were needed, the system TC picks up testing materials from the school and transports them to the system office. | | Examiners/proctors/monitors are informed during training and must sign that they are aware what to do and what not to do. They are trained on test security which includes not discussing test items at any time with anyone. |  | |
| COMMUNICATING TEST INFORMATION AND TESTING RESULTS | | | | | | |
| How are parent/students notified of results? | How do you ensure that test results are filed in the permanent record in a timely manner? | What information is provided to parents prior to testing? | | What are the procedures for (high school & middle school) students that return to school to test? | How are students returning to test notified of procedures? | |
| Once results are received, the school mails individual student score reports to parents. | Once results are received, the principal makes sure the clerical staff immediately files the results in the permanent record and attaches score report labels. | A notice is sent to parents a week before the test to make them aware of the upcoming test. Also, parents are reminded to make sure students receive enough rest the night before testing. | | N/A | N/A | |
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| How are parents/students notified of remediation and retest opportunities? | How are parents/students notified of possible variance/waiver (high school) eligibility or retention appeals (elementary and middle school)? | How are test results used in the school to guide planning and instruction? | |  |  | |
| The school principal prepares a letter that is sent to parents of students who are on the PL1 (retest) rosters. | For GMEOG the school principal holds meetings with parents and teachers once final results are in for retesters in 3rd and 5th grades. If parents are not satisfied with the decision of the school, they can appeal to the superintendent. The superintendent will check with the school principal and possibly hold another meeting with the parent and school principal before rendering a decision. | During planning for the CLIP and needs assessment, the school academic staff reviews the results and determines professional development that may be needed to improve instruction. During academic staff meetings, staff look at results for weak areas and decide which strategies can be implemented to improve achievement. | |  |  | |