

SCHOOL DISTRICT OF CLAYTON



2024 - 2025 ASSESSMENT PLAN

Respectfully submitted to the Board of Education on May 15, 2024
by Assistant Superintendent of Teaching and Learning, Dr. Milena Garganigo

INTRODUCTION

The School District of Clayton sees assessment as an integral part of the teaching and learning process. The District curriculum is designed using a backwards design model where teachers first identify learning outcomes, then develop assessments and finally design classroom activities. Assessments are used both to inform instruction and to report progress towards learning outcomes. Formative and summative assessments help to inform instruction on a day-to-day basis, to adjust instruction, to determine interventions and to report achievement towards learning outcomes. Feedback around assessments helps students, teachers and parents to determine progress, set goals and make decisions.

The development of a local assessment plan allows for the School District of Clayton to communicate a unified vision of assessment and to communicate the various types of assessments to stakeholders. The School District of Clayton's plan represents a model of balanced assessment with both formative and summative assessments. The data from these tools help to inform decisions for groups of students, individual students and to inform programming decisions.

The following assessment plan will:

- summarize the assessments administered within the School District of Clayton.
- outline what data are used to inform decision making.
- summarize the changes proposed for the 2024-2025 school year.
- emphasize the most frequently used accommodations for special population students.
- inform stakeholders of the policies related to test administration and test security.
- inform stakeholders of the financials related to assessment.

PART I: ASSESSMENT MATRICES

2024 - 2025 ELEMENTARY ASSESSMENT MATRIX												
Assessment ***	Grade Level	August	September	October	November	December	January	February	March	April	May	Approximate Time for Testing
COMMUNICATION ARTS												
FastBridge - aReading	1 - 5	August 19 - October 2 (Grades 2-5 only)			November 25 - December 20 (Grades 1 - 5)					April (Grades 4 & 5 only)	May (Grades 1 - 3 only)	20 minutes
FastBridge - earlyReading	K - 1	August 19 - October 2 (Grade 1 only)				December (Kdg only)					May (Kdg only)	30 minutes
FastBridge - CBM	2 - 3	August 19 - October 2			November 25 - December 20						May	15 minutes
FastBridge - AUTOREading	4 - 5	August 19 - October 2			November 25 - December 20					April		30 minutes
State Reading Assessment	K - 5	August 19 - October 2 (Grades 1-3; 4-5 as needed)				December (Kdg only)				April 17 - May 30 (Grades K-3; 4-5 as needed)		30 minutes
Common Writing Assessment *	K - 5	August - September			December - January					April - May		60 minutes
Developmental Spelling Assessment *	K - 5	August - October				December - January				April - May		20 minutes
Foundational Literacy Skills Assessments	K	August - October										30 minutes
Teachers College Benchmark Assessment	K - 5		September - October (Grades 1-5)				January - February (All Kdg; Grades 1-5 as needed)			April - May (K-5)		30 minutes
FastBridge (SSD testing)	K - 5	August 19 - October 11				December 2 - January 31				March 31 - May 9		30 minutes
MATHEMATICS												
NWEA - MAP Growth Math K-2	K & 1	August 26 - September 13 (grade 1 only)				December 2 - 20 (K & 1)				April 14 - May 2 (K & 1)		45 minutes
NWEA - MAP Growth Math 2-5	2 - 5	August 26 - September 13				December 2 - 20				April 14 - May 2		45 - 75 minutes
Delta Math Screener	K - 5		September				January					15 - 20 minutes
District Math End-of-Year Assessment	K - 5									April - May		60 minutes
OTHER												
Missouri Physical Fitness Gram	5	August - May										30 minutes
W-APT-K/WIDA Screener *	K - 5	Administered up on student enrollment										45 - 60 minutes
KOF	K	August 19 - September 29										20 minutes
Panorama Survey	3 - 5		September						March 31 - April 11			20 minutes
MAP-Alternate (MAP-A) ***	3 - 5		September - December				February - May					Varies
AAPPL *	5						January 13 - 16					60 minutes
NNAT3 *	Grades 1, 3 & 5						January 6 - 22					30 minutes
ACCESS ***	K - 5						January - March					240 - 360 minutes
CogAT ****	1 - 5							February - March				90 minutes
Torrance ****	1 - 5							February - March				30 minutes
MAP Grade-Level Assessment (GLA) ***	3 - 5										May	Varies

Italicized dates are optional. Students receiving interventions may be assessed for progress monitoring purposes.

* used for academic planning purposes

** End-of-Course exams are to be taken when students complete the Course Level Expectations (CLEs)

*** School set specific dates within each testing window

**** Used for gifted identification process

5/15/24

2024 - 2025 MIDDLE SCHOOL ASSESSMENT MATRIX												
Assessment ***	Grade Level	August	September	October	November	December	January	February	March	April	May	Approximate Time for Testing
COMMUNICATION ARTS												
FastBridge - aReading & AUTOreading	6 - 8	August 19 - September 13			November 25 - December 20					April 17 - May 30		20 minutes
Developmental Reading Assesmmer	6 - 8	August 21 - October 12								April - May		30 minutes
Common Writing Assessment *	6 - 8	August 21 - October 12										60 minutes
MATHEMATICS												
NWEA - MAP Growth 6 +	6 - 8	August 26 - September 13				December 2 - 20					May 5 - 23	60 - 90 minutes
NWEA - MAP Growth Alg I	Honors Alg I	August 26 - September 13				December 2 - 20					May 5 - 23	60 - 90 minutes
OTHER												
WIDA Screener *	6 - 8	Administered upon student enrollment										70 minutes
Panorama Survey	6 - 8		September						March 31 - April 11			20 minutes
MAP-Alternate (MAP-A)	6 - 8		September - December					February - May				Varies
Missouri Physical Fitness Gram	7				November - December		January - March					30 minutes
AAPPL	8						January					120 minutes
Reasoning Test *	8					December						45 minutes
CogAT ****	6 - 8							February - March				90 minutes
Torrance ****	6 - 8							February - March				30 minutes
ACCESS	6 - 8						January - March					240 - 360 minutes
MAP End-of-Course Algrbra I Assessment **	6 - 8									April		Varies
MAP Grade-Level Assessment (GLA)	6 - 8										May	Varies

Italicized dates are optional. Students receiving interventions may be assessed for progress monitoring purposes.

* used for academic planning purposes

** End-of-Course exams are to be taken when students complete the Course Level Expectations (CLEs)

*** School set specific dates within each testing window

**** Used for gifted identification process

5/15/24

2024 - 2025 HIGH SCHOOL ASSESSMENT MATRIX														
Assessment ***	Grade Level	August	September	October	November	December	January	February	March	April	May	June	Content Area	Approximate Time for Testing
STATE-REQUIRED														
WIDA Screener *	9 - 12	Administered upon student enrollment											EL	70 minutes
Missouri Physical Fitness Gram	9	August		October		December	January		March		May		Physical Education	30 minutes
MAP-Alternate (MAP-A)	11		September - December					February - May					Communication Arts, Mathematics, Science (grade 11 only)	Varies
Missouri Personal Finance	9 - 12			October									Social Studies	30 minutes
Missouri Constitution Test	11 - 12				November 4 - 15								Social Studies	45 minutes
Civics Exam	11 - 12				November 4 - 15								Social Studies	30 minutes
MAP End-of-Course Assessment **	9 - 12					December				April		June	Communication Arts, Mathematics, Science, Social Studies	Varies
ACCESS	9 - 12						January - March						EL	240 - 360 minutes
US Constitution Test	9							February					Social Studies	45 minutes
DISTRICT-CHOSEN														
NWEA - MAP Growth 6+	9 - 12	August 26 - September 13 (Pre-Algebra I & Pre-Algebra II)								April 14 - May 2 (Pre-Algebra I & Pre-Algebra II)			Mathematics	60 - 90 minutes
NWEA - MAP Growth Alg I	9 - 12	August 26 - September 13 (Algebra I, College Prep Algebra I)								April 14 - May 2 (Algebra I, College Prep Algebra I)			Mathematics	60 - 90 minutes
FastBridge - aReading & AUTOreading	9 - 10 & all new students	August 26 - September 6											Communication Arts	20 minutes
BRI *	9 - 12	August 26 - October 4								April - May			Communication Arts	30 minutes
Panorama Survey	9 - 12		September						March 31 - April 11				Social Emotional Learning	20 minutes
PSAT/NMSQT*	11			October									Communication Arts, Mathematics	150 minutes
Practice ACT	11						January						English, Math, Science, Reading	180 minutes
AAPPL	9 - 12						January						World Language	120 minutes
ALIRA	9 - 12						January						World Language	120 minutes
PSAT 8/9*	9								March - April				Communication Arts, Mathematics	150 minutes
PSAT 10*	10								March - April				Communication Arts, Mathematics	150 minutes
SAT*	11								March - April				Communication Arts, Mathematics	210 minutes
AP Exams	10 - 12										May		All	180 minutes
CCR PLTW Assessment	9 - 12										May		Practical Art, Science	

* used for academic planning purposes

** End-of-Course exams are to be taken when students complete the Course Level Expectations (CLEs)

*** School set specific dates within each testing window

Italicized dates are optional. Students receiving interventions may be assessed for progress monitoring purposes.

5/15/24

PART II: ASSESSMENT DESCRIPTIONS

The following section provides descriptions of all assessments on the District assessment matrix.

State-Required Assessments:

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
MAP Grade-Level Assessment (GLA)	A part of the State assessment plan. These end-of-grade summative assessments provide information on student achievement related to the Missouri Grade Level Expectations in English/Language Arts (ELA), Mathematics and Science.	Students in grades 3, 4, 6, 7 (ELA, Math) Students in grades 5, 8 (ELA, Math and Science)	Student-level reports are shared with parents. Data are used at the State level for accountability (MSIP6). At the district level, data are used to monitor student progress and make instructional decisions.	Grades 3, 4, 6, 7 (180 - 300 minutes) Grades 5, 8 (360 - 540 minutes)	Spring
MAP-A	A part of the State assessment plan. These grade assessments are required for students who qualify through an IEP for an alternative to the grade level assessment. This is a portfolio- based assessment reflecting work on IEP goal areas. The assessment may include ELA, Mathematics and/or Science.	Students in grades 3-8 and 11 who qualify for MAP-A through their IEP. Grades 3, 4, 6, 7, (ELA, MA); Grades 5, 8, 11 (ELA, MA and Science)	Student-level reports are shared with parents. Data are used at the State level for accountability (MSIP6). At the district level, data are used to monitor student progress and make instructional decisions.	Varies	Winter, Spring
MAP End-of-Course Assessments (EOC)	A part of the State assessment plan. These end-of-course summative assessments provide information on student achievement related to the Missouri Learning Standards in English/Language Arts (ELA), Mathematics, Social Studies and Science.	Students completing the following courses/content: Algebra I, Biology, English II and American Government	Student-level reports are shared with parents. Data are used at the State level for accountability (MSIP6). At the district level, data are used to monitor student progress and make instructional determinations.	Varies by EOC (90 - 180 minutes)	Fall, Spring and Summer

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
New State Literacy Assessment	A part of the State Literacy Plan. This assessment provides the State with information on the reading progress of our students.	All Kindergarten through third grade students; new students to fourth and fifth grades.	Data are used at the State level for accountability.	20 minutes	First 30 days of school and end of school year.
Kindergarten Observation Form (KOF)	A part of the State Assessment Plan and a requirement for MSIP6. The KOF is designed as an assessment that describes the range of child, family and community experiences that shape children's preparedness to transition to kindergarten; the items are leveled at desired proficiencies for children as they enter kindergarten.	Kindergarten	Teachers use data to plan instruction for groups of students and individual students. The District reports these data to the state in meeting the requirement for a kindergarten readiness assessment.	20 minutes	Fall
Missouri Constitution Test	A part of Missouri State graduation requirements.	Students in grade 11 or 12 completing American Government course	Data shared with students and parents.	45 minutes	Fall
US Constitution Test	A part of Missouri State graduation requirements.	Students in grade 9 completing American Government course	Data shared with students and parents.	45 minutes	Winter

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
W-APT-K/ WIDA Screener	A part of the State assessment plan. Used as a screener and assessment of students' English language proficiency in listening, speaking, reading and writing.	Students in grades K-12 (students who may be eligible for English Language [EL] services)	At the district level, data are used to determine placement in the EL program and to make instructional decisions.	45 - 70 minutes	Upon enrollment
Missouri Physical Fitness Gram	A part of the State assessment plan.	Students in grades 5, 7, 9	Data are used at the State level for accountability.	30 minutes	Fall, Winter and Spring
ACCESS for ELLs	A part of the State assessment plan.	Students in grades K-12 (students eligible for EL services)	Performance data are returned to the District in the spring.	Varies	Winter
Missouri Personal Finance (EOC)	A part of Missouri State graduation requirements for students not taking a stand-alone Personal Finance course.	Students in grades 11 or 12 taking AP Economics	Data are used at the State level for accountability.	30 minutes	Fall
College and Career Readiness (CCR) Assessments (example: AP, ACT, PLTW, etc.)	A part of the Missouri School Improvement Program (MSIP6)	Students in grades 9-12	Data are used at the State level for accountability.	varies	varies

District-Chosen Assessments:

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
FastBridge - aReading	This is a computer-administered adaptive measure of reading comprehension. Within the District this is used as a screener (including part of dyslexia screening).	Students grades 1 - 10	Teachers use data as one data point to plan instruction for reading and as a screener for subsequent testing.	30 minutes	Fall (grades 2-10), Winter (grades 1-5), Spring (grades 1-8)
FastBridge Suite of Assessments	This is a suite of assessments administered on a computer and is used as a component of the District dyslexia screening practices.	Students grades K - 10	Teachers use data as a screener. Along with other data, information from this suite of assessments helps teachers and specialists plan instruction around foundational reading skills.	30 minutes	Within first thirty days of school (grades 1-10), Winter (grades K-5), Spring (K-8)
Teachers College Benchmark Assessment (TCBA)	The TCBA features authentic text in both fiction and nonfiction. Teachers are able to complete a running record to evaluate reading behaviors including reading continual text and oral fluency. Additionally, the child is asked to retell, sometimes in writing, the passage and then asked comprehension questions that assess the child's literal and inferential understanding of the text. This assessment is administered individually.	Students in grades K - 5	Teachers use the TCBA information to plan instruction for individual students and to make instructional decisions.	30 minutes	Fall (grades 1-5 based on screener), Winter (only Kdg) and Spring (grades K-5 based on screener)

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
Fountas and Pinnell Benchmark Assessment System (BAS)	<p>Using the <i>BAS</i> to determine students' independent and instructional reading levels, teachers are able to:</p> <ul style="list-style-type: none"> • Observe and quantify student reading behaviors • Engage students in comprehension conversations that go beyond retelling • Make informed decisions that connect assessment to responsive teaching. 	Students in grades K-8 who score at or below the 30th percentile on the screener	Teachers use the BAS information to plan instruction for individual students and to make instructional decisions.	30 minutes	as needed
Developmental Reading Assessment (DRA)	The DRA is an individually administered informal reading assessment that helps teachers determine the instructional level of a student in reading.	Students in grades 6 - 8 who score at or below the 30th percentile on the screener	Teachers use the DRA information to plan instruction for particular students.	30 minutes	Fall, Spring

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
Basic Reading Inventory (BRI)	The BRI is an individually administered informal reading assessment that helps teachers determine the instructional level of a student in reading.	Students in grades 9 - 12 who score at or below the 30th percentile on the screener	Teachers use the BRI information to plan instruction for particular students.	30 minutes	Fall, Spring
Developmental Spelling Assessment	A spelling assessment that provides data on spelling and a variety of spelling features (e.g. short vowels, blends, consonants).	Students in grades K - 5	Teachers use data to plan instruction for groups of students and individual students. Teachers also use data for programming decisions.	20 - 30 minutes	Fall, Winter, Spring
Common Writing Assessment	The District writing prompt establishes an instructional level for writing for students in relation to a benchmark level.	Students in grades K - 8	Teachers use the information to plan instruction for individuals and groups of students and to make instructional decisions.	60 minutes	K - 5 - Fall, Winter, Spring 6 - 8 – Winter
PSAT 8/9	PSAT 8/9 includes a Reading Test, a Writing and Language Test and a Math Test.	Students in grade 9	Teachers use the information to plan instruction for individuals and groups of students and to make instructional decisions (including placement).	150 minutes	Fall

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
PSAT 10	The PSAT 10 includes a Reading Test, a Writing and Language Test and a Math Test.	Students in grade 10	Teachers use the information to plan instruction for individuals and groups of students and to make instructional decisions (including placement).	150 minutes	Spring
PSAT/NMSQT	The PSAT National Merit Scholarship Qualifying Test includes a Writing and Language Test and a Math Test	Students in grades 11	<p>Teachers use the information to plan instruction for individuals and groups of students and to make instructional decisions (including placement).</p> <p>Students who score high enough could qualify for the National Merit Scholarship Competition.</p>	150 minutes	Fall
SAT	The SAT includes a Reading Test, a Writing and Language Test, Math Test and essay.	Students in grade 11	Student level reports are shared with parents. Students can use results as a part of the college entrance process. Data are used at the State level for accountability (MSIP5). At the district level, data are used to monitor student progress and make instructional decisions.	210 minutes	Spring

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
Naglieri Nonverbal Ability Test - Version 3 (NNAT-3)	The NNAT test is a nonverbal measure of general ability that yields a norm-based score, helpful in identifying students with the potential for advanced scholastic achievement. NNAT provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population.	Students in grades 1, 3 & 5 (or new to District and previously in a gifted program)	Teachers use the information to plan instruction for individuals and groups of students. Additionally, this assessment is used as a universal screener to determine students needing additional testing to determine placement in the gifted program.	30 minutes	Winter
The Cognitive Abilities Test (CogAT)	An assessment that measures reasoning skills with different types of verbal, quantitative and nonverbal questions.	Students identified through universal screener as needing follow up assessment for consideration for entry into the gifted program.	Teachers use the data (in conjunction with other data points) to determine placement in the gifted program.	120 minutes	Spring

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
Torrance Tests of Creative Thinking	A test of creativity involving simple tests of divergent thinking and other problem-solving skills.	Students identified through universal screener as needing follow up assessment for consideration for entry into the gifted program.	Teachers use the data (in conjunction with other data points) to determine placement in the gifted program.	40 minutes	Spring
NWEA-MAP - Math	A computer adaptive growth assessment in mathematics.	Students in grades K-8; 9-12 based on enrollment	Teachers use data to plan instruction for groups of students and individual students.	35 - 90 minutes	Fall, Winter, Spring
Delta Math RTI Program	A suite of screener assessments in mathematics.	Students in grades K-8 who score below the 30th percentile on NWEA	Teachers use data to plan instruction for groups of students and individual students.	30 minutes	Fall, Winter, Spring
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) / ALIRA (Latin)	The AAPPL is an assessment of standards-based world language learning across the three modes of communication (Interpersonal, Presentational, and Interpretive).	Students in grades 5 and 8; 9-12 based on enrollment	Teachers use data to plan instruction for groups of students and individual students. Data can be used for qualification for the Seal of Biliteracy.	120 minutes	Winter

ASSESSMENT NAME	OVERVIEW/PURPOSE	POPULATION	HOW DATA ARE USED AND SHARED	ESTIMATED STUDENT TIME REQUIRED	TESTING WINDOW
Panorama	Feedback survey focused on social emotional learning.	All students grades 3-12	Schools use data to determine perceptions and to plan instruction and improve school culture for groups of students and individual students.	15 minutes	Fall, Spring
District Created Summative Assessments (example: math end of year, science reasoning test, etc.)	Local assessments created by the District to gather local data on students.	varies	Teachers use data to plan instruction for groups of students and individual students.	varies	End of first and second semester

PART III: CHANGES FROM 2023-2024 SCHOOL YEAR TO 2024-2025 SCHOOL YEAR

State Required Assessments:

Early Literacy Assessments - The Department of Elementary and Secondary Education (DESE) announced at the end of April 2023 the initial state-approved K-3 reading assessment list. Per Section 167.645, RSMo, "each school district and charter school shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments." Local education agencies (LEAs) were initially required to use one of the assessments from the state approved list to meet statutory requirements beginning in the 2023-2024 school year and then this was postponed to the 2024-2025. The assessment that the District previously used for dyslexia screening, FastBridge, was not on the original state-approved list. At the beginning of the 2023-2024 school year, the District chose to continue with FastBridge and add a state approved assessment, NWEA Reading Fluency. The data from NWEA did not always match data from FastBridge and was inconsistent with what we saw with student performance in classrooms. In the winter of 2024, the state informed us they were reassessing whether they'd approve FastBridge, we were hopeful for a decision before April 2024. This decision has again been delayed and districts have been granted an opportunity to apply for a waiver while the state makes their decisions. We will discontinue the use of NWEA Reading Fluency as it has provided less than satisfactory data. We will apply for the waiver and choose a different state approved assessment to pilot alongside FastBridge to make the best informed decision for the 2025-2026 school year. Keeping FastBridge will allow us to keep longitudinal data on our students as readers while also working towards being in compliance with the state requirements.

District Assessments:

Delta Math RTI Program - This paper-pencil tool is developed by the Ottawa Area ISD with support from Alt+Shift. It integrates accelerated learning strategies within an MTSS framework to help students complete unfinished learning in Kindergarten through Algebra 2. The District would use these resources for students scoring below the 35 percentile on NWEA through a formalized intervention process. These data would be captured within eduCLIMBER.

PART IV: CHANGES TO THE ASSESSMENT WEBSITE AND eduCLIMBER

During the spring of 2024, the Office of Teaching and Learning updated the [Assessment website](#) to better reflect assessment information important to families. These changes reflected the addition of information for each particular assessment administered at the elementary and secondary levels and guidelines for inclusion of students with special needs and multilingual students.

At the beginning of the 2024-2025 school year, three years of data for all students and all assessments reflected on the assessment matrices will be entered into eduCLIMBER, the district data visualization tool. Administrators have all been trained on the use of eduCLIMBER during the 2023-2024 school year. Beginning in 2024-2025, teachers will receive training as a part of professional learning time in order to better use data to inform instruction.

PART V: ACCOMMODATIONS FOR SPECIAL POPULATIONS STUDENTS

The School District of Clayton is committed to ensuring that all students have the opportunity to learn at the highest levels. As part of this learning process, it is important that all students are assessed in a fair and thorough manner to ensure that all assessment tools that are utilized accurately measure the learning and progress of all students. The District is accountable for the growth of all students and it is incumbent upon the District to accurately and comprehensively assess all students regardless of any type or level of disability. In order to assess all students in a fair and accurate way, it may be necessary to afford some students with assessment accommodations that ensure that these students are able to access methods of assessment on a level playing field with non-disabled students. Such accommodations must be included in an IEP or 504 Plan of a student and all accommodations must be carried out by the District in compliance with these support plans. All students will be expected to participate in either the MAP assessments in the various content areas or be assessed with the MAP Alternate Assessment (MAP-A). These accommodations will also be afforded to students on all forms of standardized testing administered by the District. Classroom assessments will be modified as needed as outlined in an IEP or 504 Plan. All DESE guidelines will be followed when providing accommodations on standardized assessments required by the state. These guidelines are shared as part of the annual training for all Building Test Coordinators and all Building Test Proctors working with special populations groups.

The assessment program for the School District of Clayton complies with the guidelines of the following state and federal laws:

- Individuals with Disabilities in Education Act (IDEA: Public Law 105-17)
- Section 504 of the Rehabilitation Act of 1973
- Goals 2000: Educate America Act (Public Law 103-227)
- Improving America's Schools Act (IASA: Public Law 103-382)

In order to comply with federal and state laws, the School District of Clayton has developed the following guidelines for including students with special needs in the state and district-wide assessment programs:

1. All decisions regarding participation in state, national and local assessment programs are made annually for individual students and take into account the current level of functioning, skill level and learning characteristics of the student. The instructional and curricular goals will also be taken into account when determining the need for testing accommodations. It may be determined that students with disabilities may:
 - a. if appropriate, engage in the assessments without accommodations and under the same conditions of other students.

- b. if appropriate, be provided accommodations and/or modifications to ensure that a disability does not limit the student's access to the assessment and to ensure the District is assessing the student fairly in light of a diagnosed disability. For a small percentage of students, the severity of a disability may require that the student be assessed utilizing the MAP Alternate Assessment (MAP-A), a portfolio assessment of student work samples. MAP-A eligibility is determined annually by the student's IEP team, using DESE guidelines to determine eligibility. In order to meet MAP-A criteria, a student must be significantly delayed in cognitive ability and possess limited adaptive skills that may also be impacted by other physical and behavioral limitations. The student must also have been evaluated and found to be eligible for services through IDEA.
 - c. be exempt from testing due to significant disabilities. This exemption must be determined by an IEP team and documented in the student's IEP.
- 2. Students with disabilities should be given every opportunity to participate in all subject area assessments for which they are receiving instruction. A student should be included in any part of the MAP and MAP/EOC assessments for which they receive instruction.
- 3. The Department of Elementary and Secondary Education (DESE) has authorized a set of accommodations that may be implemented in an IEP or 504 Plan. DESE also may approve additional accommodations on a case-by-case basis. Any accommodations not on the approved list must receive approval from DESE. Any accommodations must be clearly stated in a student's IEP or 504 Plan. These accommodations typically fall into these general categories:
 - a. Timing or scheduling of the assessment where the student is afforded additional time and/or allowed to take breaks during testing. The amount of additional time allotted is identified in the IEP or 504 Plan.
 - b. Test setting utilized including allowing testing in an alternate location to reduce distractions or allow the use of special lighting or furniture.
 - c. Test directions related to allowing the use of sign language, reading directions several times and/or underlining key words in the directions.
 - d. How the test questions are prepared, including the use of large-print tests, increasing the spacing between questions, using magnification or hearing devices, using markers to help students keep their place or placing a few test questions on one page.

Accommodations must be discussed and agreed upon by an IEP or 504 team and must be expressed in writing in the IEP or 504 Plan. If the determination is made that a student will not participate in a required assessment, a statement to this effect must be included in the IEP or 504 Plan. The statement must include why the student is not being assessed and how the student will be assessed using alternative methods. Accommodations are designed to level the playing field for students with disabilities but are not designed to give the student an unfair advantage in assessment situations.

Accommodations may be implemented using teachers, teacher aides, student teachers or volunteers. All persons who will be implementing accommodations will receive training in test administration and confidentiality procedures. It will be the responsibility of the District Test Coordinator and Building Test Coordinator to ensure that all test proctors are properly trained, with this training taking place on a yearly basis. The District is ultimately responsible for ensuring that all assessment programs are carried out in an equitable and ethical manner. Accommodations are directly related to the students' diagnosed disability and are intended to compensate for a specific disability to allow full access and benefit from the curricular goals that are being assessed.

4. The District will report assessment results to the public on a yearly basis, including disaggregating assessment results by various categories including providing specific assessment results of students with disabilities. The reporting of these results will ensure that the names of students are kept confidential in any report.
5. Teachers in the various schools will study the achievement levels and assessment results of all students when planning and programming for the academic needs of all students.

The implementation of the School District of Clayton Assessment Plan is the responsibility of the Assessment Department in conjunction with the various building administrators, test coordinators, and staff members empowered to implement and proctor the assessment program.

Policy IL-1: ASSESSMENT PROGRAM**Status:** ADOPTED**Original Adopted Date:** 06/10/2015 | **Last Revised Date:** 09/27/2023 | **Last Reviewed Date:** 09/27/2023**(K–12 Districts)**

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the board recognizes its obligation to provide for and administer assessments as required by law. The board directs the superintendent or designee to create procedures governing assessments consistent with law and board policy.

In cooperation with the administrative and instructional staff, the board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan 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.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - Help the professional staff formulate and recommend instructional policy.
 - Help the board of education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will assess the reading level or reading readiness of all students enrolled in kindergarten through grade

three using state-approved reading assessments at the beginning and end of each school year. The district will also assess any newly enrolled students in grades one through five. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any

date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no opt-out policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if there is no cost to the district.

Policy IIA: TEST INTEGRITY AND SECURITY

Status: ADOPTED

Original Adopted Date: 06/10/2015

Accurate information about student performance is integral to the district's mission 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, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated 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 or verbally, 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. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will 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 company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. 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.

7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver 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.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
10. After test administration, collect and account for all 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

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator 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.
5. 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.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and 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.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

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:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. 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.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. 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 district 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 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 Office.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

PART VIII: FINANCIALS

5YR_PROGRAMS*ASSESSMENT_NEW

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SCHOOL DISTRICT OF CLAYTON FINANCIALS - ASSESSMENT Report dates 07/01/2023 - thru - 06/30/2024

ACCOUNT DESCRIPTION	CURRENT BUDGET 07/01/2023- 06/30/2024	YTD ACTUAL 07/01/2023 06/30/2024	ACTUAL EXPEND 07/01/2022- 06/30/2023	ACTUAL EXPEND 07/01/2021- 06/30/2022	ACTUAL EXPEND 07/01/2020 06/30/2021	ACTUAL EXPEND 07/01/2019 06/30/2020
CHS/ASSESS/TESTING SVCS	20,500.00	630.60	2,034.00	1,086.90	17,186.00	14,610.20
WMS/ASSESS/TESTING SVCS	0.00	446.56	1,467.20	2,846.98	372.47	191.12
RMC/ASSESS/TESTING SVCS	0.00	477.35	1,482.31	1,260.00	1,508.66	191.12
GLE/ASSESS/TESTING SVCS	0.00	446.58	1,180.67	1,252.80	372.47	191.12
MER/ASSESS/TESTING SVCS	0.00	446.58	1,182.46	1,211.70	372.46	191.12
CHS/ASSESS/PROF SVC	0.00	0.00	0.00	750.00	0.00	0.00
WMS/ASSESS/PROF SVC	0.00	0.00	0.00	750.00	0.00	0.00
RMC/ASSESS/PROF SVC	0.00	0.00	0.00	750.00	0.00	49.37
GLE/ASSESS/PROF SVC	0.00	0.00	0.00	750.00	0.00	0.00
MER/ASSESS/PROF SVC	0.00	0.00	0.00	750.00	0.00	0.00
CHS/ASSESS/TESTING CONS	0.00	0.00	0.00	0.00	0.00	0.00
GLE/ASSESS/TESTING CONS	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL PURCHASED SERVICES	20,500.00	2,447.67	7,346.64	11,408.38	19,812.06	15,424.05
CHS/ASSESS/SUPPLY	60,000.00	6,579.10	26,305.00	23,383.75	630.65	3,999.00
WMS/ASSESS/SUPPLY	0.00	1,880.00	2,345.00	2,439.81	199.36	6,445.21
RMC/ASSESS/SUPPLY	0.00	305.00	300.00	534.81	299.40	3,231.45
GLE/ASSESS/SUPPLY	0.00	195.00	260.00	614.80	399.40	3,369.44
MER/ASSESS/SUPPLY	0.00	449.00	300.00	889.80	199.40	3,417.40
CHS/ASSESS/SOFTWARE	26,510.00	4,385.95	3,152.60	2,073.75	992.25	1,265.83
WMS/ASSESS/SOFTWARE	1,510.00	4,611.60	8,876.35	8,779.00	5,962.95	7,114.08
RMC/ASSESS/SOFTWARE	1,510.00	7,722.43	8,868.56	7,999.70	7,823.85	6,835.83
GLE/ASSESS/SOFTWARE	1,510.00	7,722.43	8,781.85	7,999.70	7,823.85	6,391.88
MER/ASSESS/SOFTWARE	1,510.00	7,722.44	8,781.85	7,994.70	7,830.85	6,316.28
TECH/ASSESS/CHS/SOFTWARE	3,280.00	3,175.85	9,174.72	5,817.03	5,817.03	5,498.52
TECH/ASSESS/WMS/SOFTWARE	3,280.00	3,175.85	7,704.72	4,346.73	4,346.73	4,118.89
TECH/ASSESS/RMC/SOFTWARE	3,280.00	3,175.85	5,505.72	2,150.89	2,150.89	2,319.38
TECH/ASSESS/GLE/SOFTWARE	3,280.00	3,175.85	5,615.72	2,260.04	2,260.04	2,529.32
TECH/ASSESS/MER/SOFTWARE	3,280.00	3,175.84	5,595.72	2,240.78	2,240.78	2,349.36
SUBTOTAL SUPPLIES AND MATERIALS	108,950.00	57,452.19	101,567.81	79,525.29	48,977.43	65,201.87
TOTAL ASSESSMENT	129,450.00	59,899.86	108,914.45	90,933.67	68,789.49	80,625.92