RCSS Test Security Plan

The Randolph County School System conducts the assessment program as required by federal and state law. Randolph County School System interacts with state and federal agencies relative to the assessment program and accountability mandates. RCSS takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test RCSS expects its employees to act in accordance with specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education. For every administration of a high stakes assessment the following guidelines will be followed.

- The System Test Coordinator, as well as School Test Coordinators, handle assessment documents and reports including secure test materials, individual student score reports, and school/district data reports in both paper and electronic formats.
- Randolph County School System delivers training/guidance related to the assessment program, assessment data, and accountability mandates to all stakeholders.
- The district assessment calendar is shared with each school test coordinator, and instructional coach, as well as is posted on the school website. Each school shares testing dates with their parents and students using various methods – ClassTag Notices, School and District Website, etc.
- Preliminary individual student test reports are shared with parents when permitted by the GADOE Assessment Policy.
- The single-page District Test Security Plan, as well as the EOG/EOC assessment calendar, is posted on the district website.

Materials
- All school testing coordinators must have a sign-in sheet for documentation of teacher and proctor participation.
- GaDOE updates provided, on each test being administered, will be provided as a reference/resource for school testing coordinators.
- A District Meeting held with school testing coordinators to indicate any special requirements from the district.
- School Coordinator's Manuals and Examiner's Manuals are usually available on the GaDOE's website. Please use these manuals to assist in training. All manuals must be kept secure and accounted for after each use.
- School Coordinators should refer to the Roles/Responsibilities for all individuals being trained from the GaDOE Student Assessment Handbook including but not limited to: coordinator, principals, examiners, and proctors.
- Training covers each group's roles/responsibilities as documented on the sign-in sheets. Examiners and Proctors sign acknowledging responsibilities for testing.

Topics
- Arrangement of delivery of materials (if applicable) by the System Test Coordinator to the school

coordinator.

- The System Test Coordinator and School Test Coordinator check the shipment for accuracy of the delivery for GAA and the roster uploads and accommodations for GAMS EOG/EOC and ELL Access online testing.
- Make checks of confirmations and notations of inaccuracies. The materials list is initialed and dated with both parties retaining a copy.
- In order to maintain the integrity of the assessment program and its results, security must be established and maintained.
- The responsibility of the assessment program at the school level rests with the principal and their designated school test coordinators.
- School Coordinators use the Student Assessment in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations.
- Examiners sign and date a copy of these guidelines.
- School Coordinators use the Examiner "Must Do" page from the GaDOE's Student Assessment Handbook as a part of the training at the school level.
- School Coordinators are trained in using the forms required from the GaDOE Student Assessment Handbook.
- School Coordinators are responsible for ensuring proper coding of test documents/online profiles.
- School Coordinators are responsible for checking the accuracy of student information.
- School Coordinators are required to have test examiner's sign materials in and out each day during test administration.
- Proctors are used when required. All test proctors are trained on their roles/responsibilities.
- Testing Procedures are clearly articulated to ensure a smooth and problem-free test administration.
- Schedules, groups and location assignments, and special directions are distributed and explained before testing administration by the School Test Coordinator.
- Accommodations are well documented by the Special Education Department.
- School coordinators carefully check to ensure students are provided the appropriate and accurate accommodations for each individual test.

Collection of Materials

- Sign-in and Sign-out sheets are used to document who is responsible for all testing materials received.
- Before testing documents are returned to the System Test Coordinator, the school coordinator carefully accounts for all materials.
- Once the materials are re-counted by the Director of Assessment and the School Testing Coordinator, the materials are packaged for delivery, for GAA.
- Principal Certification Sheets are required on all standardized tests. This document must be returned at the time of delivery of the testing materials.

Online Testing Protocol

To access online state-mandated assessments Internet Security, Security of Test Materials, and Online Content, local education agencies (LEAs) and schools are required to use a secure platform. It is

imperative the LEA testing and technology staff work closely together to prepare devices appropriately for online assessments. Online tests contain secure test data, copyrighted content and confidential student records. Therefore, test administrators, proctors, technology staff, and students must follow rules and procedures that ensure online content is not made available to anyone for any other purpose than to conduct the test. Users must not access the test and then leave a computer or tablet unsupervised. Locally stored off-line content (e.g., cookies, cache) must be cleared or secured after accessing the test so malicious applications or users cannot gain access to secure test materials.

Additionally, LEAs/schools must have acceptable use policies that include detailed provisions addressing state online testing security and student/parent consequences for tampering and violation.

Best practices for password protection include, but are not limited to, the following:
- Never share passwords with anyone. User accounts are confidential
- If passwords must be written down on a piece of paper, store the paper in a secure place and destroy it when it is no longer needed.
- Change passwords immediately if they have been compromised
- Be careful where passwords are saved on computers and tablets.
- Some dialog boxes, such as those for remote access, present an option to save or remember a password.
- Selecting this option poses a potential security threat.

Procedures for Distribution and Collection of Chromebooks and Test Tickets for Online Testing
- Chromebooks for online testing will be signed out each morning from the School Testing Coordinator at a designated time.
- A Sign-In/Sign-Out sheet will be provided for each set of testing materials. An actual count should be checked against the Sign-In/Sign-Out sheet before and after testing.
- Each day, the testing committee members should sign out all test materials and mark them as returned. Only designated personnel, examiners/teachers administering the tests, will be allowed to pick up and return materials, including test tickets, Chromebooks, and carts.
- All testing materials (rosters, test tickets, and manuals) will be signed in and out each day by examiners/teachers.
- In case of discrepancies in the counts, a written explanation from the School Test Coordinator will be required.
- All testing materials will be securely stored in the school's testing vault.
- Each School Test Coordinator should maintain Sign-In/Sign-Out log sheets for Georgia Milestones EOG/EOC test ticket distribution for online testing.

Special Education Students and the Testing Environment
- Special education students will be tested according to their Individualized Education Plans (IEPs).
- Special Education Director and school test coordinators sign into the assessment system application and review accommodations or supports assigned to all students to ensure the listed accommodations match what's documented in the student's IEP. Check that accommodations were assigned well before the assessment. Keep a record of your checks and any changes made.

Ensure the test environment is ready to provide the approved accommodations. Make sure staff members know about the accommodation. Keep parents informed about accommodations.

- Identify which students need testing accommodations based on their plans or documented disabilities. Write down the accommodations each student requires in their plan. Tell the teacher and test administrators about the accommodation and train them on how to provide.
- Make sure the right accommodation is given to each student on test day. Watch to ensure students receive their accommodation as planned.
- The test coordinators and technology coordinators decide when the assessment will happen. System Test Coordinator tells Tech coordinator what is needed for the tests. Tech coordinators see if the school's computers and internet are ready for testing. Tech tests everything to make sure it works. On test days, tech people are there to fix problems quickly.
- The district plan for technology and device readiness decide what schools need for computers and internet. Decide what each school wants to achieve with technology within the school. Talk about how to pay for computers and internet. The plan will address how to buy, give out and take care of the computers. Train teachers to use technology in their classes. The plan tells how to keep students' information safe and protect against computer problems.

The District/School State Report Card

ESSA provides for Reporting Requirements. The following ESSA reporting requirements are available on GOSA's Report Card:

- State assessment data for mathematics, reading/language arts, and science, disaggregated by subgroup;
- Four- and five-year high school graduation rates, disaggregated by subgroup;
- Dropout and school completion data;
- Performance on indicators of school quality and student success, disaggregated by subgroup;
- Progress towards interim and long-term goals, disaggregated by subgroup;
- Assessment participation, disaggregated by subgroup;
- Measures of school climate and safety;
- Preschool enrollment;
- Teacher credentials and experience levels, disaggregated by high-poverty and low-poverty schools;
- Per-pupil expenditures, disaggregated by funding source; and
- Alternate assessment data for students with the most significant cognitive disabilities.

The District/School State Report Card provides an explanation of the information presented in the school letter grade reports. Most of the information comes directly from the Georgia Department of Education's College and Career Ready Performance Index (CCRPI). The District/School State Report Card is located for public access on district and school level websites. The Title I Director will work with the Technology Director to ensure that the appropriate link for the school report card is posted on the district website and the school level websites.

English Language (EL) ACCESS Participation Rate

Under the ESSA, all Grade K-12 students identified as English learners must take the ACCESS for ELLs English language proficiency (ELP) assessment annually, including students whose parents have waived ESOL services, and including EL students with disabilities. Section 1111(b)(2)(G); 34 CFR 200.5(a)(2), 200.6(h)

The Randolph County School System strives to ensure that 100% of its English Learners are assessed annually with the WIDA ACCESS 2.0 or the WIDA ALT ACCESS. The District ESOL Coordinator tracks enrollment and reports enrollment information to the District Testing Coordinator which allows these two individuals to track all new enrollments of potential Els and Active Els into the District after the initial date of ordering testing materials in November and throughout the testing window. This helps ensure that Els are entered into the DRC testing site, that Els arriving during the testing window each year are verified as to the status of their testing in the previous district, and that all Els are scheduled for testing. The district testing coordinator is responsible for collecting the justification reasons if the percentage falls below 95%.

Consequences for Violations Related to Assessment Security

Any employee who suspects a breach in assessment security must immediately report the breach to their immediate supervisor. Failure to report suspected breaches in assessment security can have negative implications upon an employee. In addition, any investigation that results in a determination of guilt related to violations of assessment security can result in loss of employment and a report filed with the Georgia Professional Standards Commission, which may result in loss of a teacher's certificate.