

District Program Assessments

The district uses national standardized student achievement tests to obtain information about the education progress of its students. However, a standardized testing program provides only one assessment of the educational achievement of students.

Test results may be compared to local, state and national norms. These results also provide an additional component to the evaluation of district educational programs. A profile of the achievement of an individual student provides the student, parents/guardians and teachers with information on academic growth to supplement that which is available through classroom tests or other means.

To the extent possible, the district's program of assessment will accommodate students with disabilities or limited English proficiency so they can be included in the assessment.

To support the policy for the standardized testing program, the district recognizes that:

1. The district testing program, utilizing national standardized achievement tests, is only part of the district's assessment and evaluation program.
2. The standardized testing program consists of a basic testing program in the areas of math, science, reading, language arts and social studies. Areas of testing vary according to grade level. In addition, a supplemental achievement testing program may be used for the more detailed diagnosis of individual students and to enrich the basic testing program.
3. An attempt is made to test all students annually with the exception of those excused by the superintendent or designated representative.
4. The results of standardized testing are used for analyzing district-wide curricula.
5. Ongoing orientation of district personnel regarding the use and interpretation of standardized testing data is necessary for proper utilization of the data.
6. Testing selection is based on the district's curriculum to the extent possible.
7. The district's standardized testing program is reviewed and evaluated every five years.

8. Scores for those students who have been in the district less than one semester are not included in district and school averages. These averages are available upon request.
9. Generally, students in self-contained special education classes take individually designed and administered achievement tests.
10. Each fall, district-wide results achieved by students at each grade level in relation to the national norms for the standardized test are presented to the Board of Education, the Accountability Advisory Committee and the public.
11. Principals of individual schools may discuss with parent groups the results achieved by their students in relation to district averages and national norms for the test.

As part of the school improvement planning process, schools shall develop an academic performance profile which indicates how well all students are performing relative to the district's content standards measured against baseline achievement data. The analysis of student performance should indicate the number and percentage of all students attaining and exceeding the district's performance standards at designated levels, as well as an analysis indicating any consistent patterns of low achievement or achievement discrepancies.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the school district from year to year and with other school districts to the extent required by rules of the State Board of Education.

Adopted by the Board: prior to November 2004

Revised by the Board: December, 2005

LEGAL REFS.: C.R.S. 22-7-102 (2)(b) (*testing procedures*)
C.R.S. 22-7-406, 407 (*adoption of standards*)

CROSS REFS.:

Administration policies:

AEA, Standards Based Education
IL, Evaluation of Instructional Programs
ILBB, State Program Assessments
JLDAC, Screening/Testing of Students
LC, Relations with Education Research Agencies

Board policies:

EL-5, Commitment to Accomplishment and Accountability
EL-6, Educational Program

