

Jefferson C-123 School District

Assessment Plan 2026-2027



Developing Lifelong Learner and Productive Citizens.

OUR BELIEFS

The Jefferson C-123 School District believes:

- every student matters.
- staff members should recognize and meet the needs of all students;
- staff should inspire all students to be innovative thinkers who reach their full potential.
- students and staff should exhibit a strong work ethic, sense of responsibility, and respectfulness;
- education thrives in a cooperative environment between home, school, and community;
- the foundation of an educational program is preparing students to be successful in a rapidly changing world;

OUR MISSION

The Mission of the Jefferson C-123 School District is to develop lifelong learners and productive citizens.

OUR VISION

Jefferson C-123 will become a model district that empowers curiosity, nurtures well-being, leads with integrity, and encourages every student to shape a better future.

Assessment Plan:

The purpose of the Jefferson C-123 School Districts assessment plan is to establish a comprehensive and balanced system for measuring student learning, informing instruction and supporting continuous improvement.

The district will use assessment data to monitor the progress. The plan will provide educators with multiple sources of evidence - including formative assessments, benchmark, and summative assessments - to identify student strengths and any areas of need. These different forms of assessment will be used to monitor student growth, evaluate effectiveness of instruction and interventions, and to make adjustments to teaching and learning. Assessment information will be used at the student, classroom, school, and district levels to identify strengths and weaknesses and to evaluate educational programs.

Appropriate assessment information shall be part of a student's permanent school record and shall be released only upon receipt of student or parent consent. Individual assessment results shall be used in combination with other information to help screen and select students for participation in certain school programs.

This Assessment Plan seeks to:

- Summarize Jefferson C-123 School District's comprehensive and balanced assessment program.
- Demonstrate how the district monitors achievement targets for multiple purposes.
- Outline what data are collected and how those data inform decisions regarding curriculum, instruction, and programs.
- Support the district's commitment to communicating assessment data, motivating students to do their best, ensuring test security, and teaching effective test-taking skills.
- Define the process for continually monitoring and adjusting the Assessment Plan.

Staff Training and Testing Security Measures

Staff will be appropriately trained on an annual basis to administer certain required assessments. The district testing coordinator will train test examiners when appropriate.

All standardized testing materials will be stored, distributed, and collected according to procedures which insure the security of all testing materials. The testing coordinator will ensure all standardized testing requirements are followed.

Jefferson C-123 School District Assessment Schedule:

Assessment	Grade Level	Time of Year	Responsible Party
Dial 4	Early Childhood Screenings	Spring	PAT and Classroom Teachers
KEA-KOF	Kindergarten	September	Classroom Teacher
STAR Early Literacy	Kindergarten-1st	September	Classroom Teacher
Really Great Reading	PreK-2nd	Fall, Winter, Spring	Title I Teacher
Acadience (DIBELS)	1st-6th Grade	Fall, Winter, Spring	Title I Teacher
STAR Reading	1st-9th Grade	Once Per Quarter	Classroom Teacher
STAR Math	1st-9th Grade	Once Per Quarter	Classroom Teacher
MAP - ELA	3rd-8th Grade	Spring	Testing Coordinator/Classroom Teacher
MAP - Math	3rd-8th Grade	Spring	Testing Coordinator/Classroom Teacher
MAP - Science	5th and 8th Grade	Spring	Testing Coordinator/Classroom Teacher
EOC - Algebra I	Completion of Course	Spring	Testing Coordinator/Classroom Teacher
EOC - Biology	Completion of Course	Spring	Testing Coordinator/Classroom Teacher
EOC - ELA 2	Completion of Course	Spring	Testing Coordinator/Classroom Teacher
EOC - Government	Completion of Course	Spring	Testing Coordinator/Classroom Teacher
*EOC - Algebra II	Completion of Course	Spring	Testing Coordinator/Classroom Teacher
Pre-ACT	8th-10th Grade	Fall	Testing Coordinator
ASVAB	11th Grade	Fall	Testing Coordinator
ACT	9th-12 Grade	Spring	Testing Coordinator

*Only if Algebra I is completed in 8th grade.

Year-Long Assessments as needed:

Special Education Assessments	Health Screenings	Special Needs Assessments
Career & Technical Education Assessments	Health physicals for athletics	MAP-Alternate
Speech and Language Assessments	Gifted Assessments	Continued Classroom Assessments

Students with Disabilities

IDEA requires students with disabilities to participate in state and districtwide assessments. Students with disabilities will participate in the district's assessment system to the greatest extent appropriate and consistent with their Individualized Education Programs (IEPs). Students will participate in the same general assessment system as their nondisabled peers unless the IEP Team determines that specific accommodations or an alternate assessment are necessary.

Assessment accommodations for students with disabilities will be determined by the student's IEP Team and documented in the student's IEP. Accommodations will be selected based on the individual student's disability-related needs and will be consistent with applicable state assessment policies. Staff will provide only those accommodations that are identified in the student's IEP and permitted for the assessment being administered.

Students with disabilities will participate in Missouri state assessments in accordance with their IEPs and Missouri Department of Elementary and Secondary Education requirements. The IEP Team will determine whether the student participates in the general assessment with appropriate accommodations or, when eligibility criteria are met, the Missouri Assessment Program–Alternate (MAP-A). Decisions regarding alternate assessment participation will be individualized and will not be based solely on disability category, placement, instructional setting, level of achievement, or anticipated performance on the assessment.

Collaboration and Data Use

The Jefferson C-123 School District will monitor the performance and growth of all of its students. Educators will collaborate in the administration, interpretation, and use of assessment data. Assessment information will be used to identify student strengths and needs, plan instruction, evaluate interventions, monitor progress, and support continuous improvement. Data are collected continuously and inform adjustments in whole-class instruction, small group, Title I services and tutoring.

Parents will receive assessment information through progress monitoring updates, mid-quarter reports, report cards, and MAP/EOC results. Data collected through assessments will inform decisions regarding curriculum purchases, upgrades, and program changes. District-wide results will be shared with the Board of Education on an annual basis along with other assessment goals aligned with the district's Continuous Improvement Plan.

Assessment Information

DIAL 4 (Early Childhood Screener): checks gross motor and fine motor skills along with cognitive concepts such as counting, identifying colors, and sorting shapes. Collects information on language, self-help and social development.

The screening team will meet to discuss each child's results and to determine an appropriate course of action for each child. Children screening low in any area or combination of areas will be re-screened at a later date. If children still appear to be having difficulty, they will be referred for further assessment. Results of screenings will be used to help plan further evaluation. Screening results will be forwarded to teachers in the district's regular early childhood program for instructional use.

KEA - KOF: utilized during the first 30 days of school to determine a student's kindergarten readiness. Utilized to identify areas of strength and areas of growth

STAR Early Literacy: measures reading skills for interventions and title programs. Assessment used in the Kindergarten classroom include: Letter naming fluency, phoneme segmentation fluency, nonsense word fluency sounds, nonsense word fluency words, and word recognition fluency.

Really Great Reading: measures reading skills for interventions and title programs.

Acadience (DIBELS): used to measure oral reading fluency and to provide an additional measurement of student reading ability.

STAR Reading: measures reading skills for interventions and title programs. Some assessments with the program for 1st - 9th grade students include: Letter naming fluency, phoneme segmentation fluency, nonsense word fluency sounds, nonsense word fluency words, word recognition fluency, oral reading fluency. Used to measure grade level reading comprehension. These assessments also have a Dyslexia Screener. Not all assessments are used at each grade level.

STAR Math: measures math skills for interventions. Information gathered will be used to help determine instructional grouping and individual student needs.

Use of Results:

All of these assessments will be used to help determine strengths and areas of improvement for all students. Teachers will use these results to help guide classroom instruction, provide support for students, and communicate with parents on the success and progress of their students. Educators will use data from these assessments to review standards and give direction towards professional development.

Assessment Information:

Missouri Assessment Program (MAP): to evaluate individual students' performance; to evaluate curriculum and instruction in the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs.

End of Course Assessments (EOC): part of the Missouri Assessment Program. Assesses a student's end of course knowledge in a subject area. These state assessments are in Biology, Algebra I (or Algebra II if required), English 2, and Government.

Pre-ACT: tests multiple choice knowledge in English, math, reading, and science. Evaluates educational progress and grade-level achievement aligned to ACT College and Career Readiness Standards. Gives students a predicted ACT score range and it includes an interest inventory to connect student preferences with potential college majors and career paths.

ASVAB: Armed Services Vocational Aptitude Battery to help students identify what things they can learn easily or perform well. This assessment also serves as a career assessment. Juniors and Seniors who are interested in joining the military may take the ASVAB as many times as they wish.

ACT: measures students' academic readiness for college-level coursework through standardized testing in the core subject areas of English, math, reading, and science. An optional writing assessment can also be taken.

Use of Results

Teachers will be encouraged to use the results from these standardized assessments, along with other information to review their classroom curriculum and instruction and to make modifications as needed. Teachers will also use these results to help identify areas of strength and areas of improvement for students. Results of the MAP and EOC will be utilized in conjunction with other information to help students plan their educational programs. Standardized test results will be used along with informal data to help identify intervention strategies and planning for individual course work/career paths. Information obtained from these assessments may also be used to assist in identifying students who may be in need of special education services and remedial education.