



Academic Assessment Monitoring Program (AAMP) Handbook



Oklahoma State Department of Education ACADEMIC ASSESSMENT MONITORING PROGRAM (AAMP) HANDBOOK

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► INTRODUCTION

This document is designed to assist districts in preparing for the Academic Assessment Monitoring Program (AAMP) and is aligned to the Office of Assessments' Desk and On-site Monitoring Checklists. Individuals using this document will be guided through specific contexts of Training, Security, Administration Procedure, and State-Collected Documentation to adequately prepare for monitoring activities. Individuals should be familiar with the Test Preparation Manual and the Desk and On-site Monitoring Checklists before utilizing this guidance document. All resources and information related to the Oklahoma School Testing Program (OSTP) are found at <https://oklahoma.gov/education/services/assessments.html>.

All resources, materials, and guidance documents related to the AAMP are found at <https://oklahoma.gov/education/services/assessments/test-security-and-assessment-monitoring.html>.

OSTP Test Preparation and Test Administration requirements are outlined in each program's applicable manual. All OSTP manuals are located here: <https://oklahoma.onlinehelp.cognia.org/manuals>.

► AAMP GOVERNANCE STATUTES

The Oklahoma State Department of Education (OSDE) Office of Assessments maintains the responsibility for the general supervision of compliance with federal and state requirements for administering the state required assessments. To comply with both state and federal statutes and regulations, AAMP was implemented.

Federal and state regulations include:

- Student Achievement and School Accountability Programs (SASA) for Formula Grant Programs
- Elementary Secondary Education Act (ESEA) Section 9304(a)(1) requires that a State Education Agency (SEA) ensure that programs authorized under the ESEA are administered in accordance with all applicable statutes, regulations, program plans, and applications
- ESEA Section 9304(a)(3)(B) requires that an SEA adopt and use proper methods of administering each ESEA program, including the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- Section 80.40 of the Education Department General Administrative Regulations (EDGAR) requires an SEA to monitor grant and sub-grant activities to ensure compliance with applicable Federal requirements
- Title 70 O.S., § 1210.508 Student Assessment, Oklahoma School Testing Program (OSTP), and Oklahoma Administrative Code (OAC) 210:10-13-2,4, 6, 7, 9, 10, 11, 18, 20, and 21: the OSDE shall establish and implement the AAMP to evaluate school district implementation of both federal and state required academic assessments.

► MONITORING-FIVE-YEAR CYCLE

Monitoring is a regular and systematic examination of school districts' efforts to implement critical requirements, outlined in statute, by federal and state academic assessments. All public-school districts are monitored at least once within a five year cycle. School districts are annually scheduled using a random sampling method. Of those districts annually selected, 5.0 percent are randomly selected for On-site Monitoring. The remaining 95.0 percent are monitored using a desk monitoring procedure. In addition, schools may be scheduled for either an On-site or Desk Monitoring based on specific criteria found in 210:10-13-21(c)(2).

OSDE personnel can utilize two types of monitoring, On-site and Desk Monitoring. If a district is selected for On-site Monitoring, the district will also be Desk Monitored.

Monitoring Determinations

Districts are given a determination as either “Compliant” or “Non-compliant.” The determination of “Compliant” is given when all requirements are met and the submitted evidence is complete and valid. The criteria for each area to be considered complete and valid are outlined in this handbook. If any monitored area is found deficient with additional monitoring required, a “Non-compliant” determination is indicated.

A temporary status of “Conditional Compliant” may be given when all requirements are met, but a clerical error exists that can be resolved within the calendar year, e.g., a missing or incomplete document. Once all errors are resolved, the status of “Conditional Compliant” is changed to “Compliant.” If the district is unable to resolve the error(s) by the end of the calendar year, the temporary status will default to the determination of “Non-compliant.” OSDE may request an assurance statement, signed by the superintendent, for purposes of validity.

Districts are encouraged to contact OSDE at any point with questions and issues concerning inconsistency between the OSDE’s review and their submitted evidence. All determinations will be considered final at the end of the calendar year. All districts found non-compliant will be monitored in the subsequent school year. Districts that remain in non-compliance for two consecutive years will receive a deficiency on their accreditation report. In addition, OSDE will follow up with these districts at the beginning of each calendar year to identify areas of concern and methods for correction in order to increase the district’s capacity to implement best practices when administering summative assessments.

Schedule and Timing

OSDE notifies the District Testing Coordinator (DTC) and Superintendent via email when a district has been scheduled for monitoring. The letter will include specific details regarding school sites and the type of monitoring scheduled for the district. All selected districts are annually posted to the OSDE Office of Assessments website.

- Schools monitored under OAC 210:10-13-21(c)(2) are notified in writing that they will be monitored at least 20 working days before the opening of the testing window.
- Districts Desk Monitored under the five-year cycle: The Superintendent of the school district is notified in writing at least 10 working days before the opening of the testing window that the school district will be Desk Monitored during the upcoming testing window.
- Districts On-site Monitored under the five-year cycle: The Superintendent of the school district is notified in writing at least 5 working days before the opening of the testing window that the school district will be On-site Monitored during the upcoming testing window.
- All documentation and evidence must be submitted to OSDE by the due date specified on the Office of Assessments Desk and On-site Monitoring Checklist, typically 20 days after the close of the testing window. The district’s failure to submit documentation by the specified due date may result in a determination of non-compliant.
- OSDE begins reviewing district evidence after the specified due date on the Desk and On-site Monitoring Checklist. During the review process, OSDE may contact the district to request missing documents.
- OSDE provides preliminary monitoring determinations of “Compliant,” “Non-compliant,” or a temporary status of “Conditional Compliant” to the Superintendent and DTC by November 1st of the calendar year. A letter is sent to the district to inform the district of their preliminary determination.

- The temporary status of "Conditional Compliant" defaults to "Non-compliant" at the end of the calendar year if satisfactory documentation or edits are not provided. Applicable districts are notified in writing.
- Districts may follow up with the OSDE regarding their preliminary determination.
- All determinations are considered final at the end of the calendar year. OSDE will notify the districts of their final determination.

Desk Monitoring

Desk Monitoring utilizes data and evidence submitted to the OSDE by the district and/or testing vendors. Part of the review involves the comparison of district-reported information to state- and vendor-reported data. Pertinent testing and educational data from the last five years are analyzed. At minimum, one elementary school, one middle school, and one high school site within the same district will be monitored, as applicable. Districts with many sites may receive incremental site Desk Monitoring throughout the five-year cycle.

Desk Monitoring Checklist

The written notification a district receives when they have been selected for Desk Monitoring includes the Desk Monitoring Checklist. It is comprised of all the requirements needed to be examined to ensure critical elements of state and federal assessments have been implemented with fidelity by the district and school. These contexts include Training, Security, Administration Procedure, and State-Collected Documentation. General guidance, common errors, and written examples are provided to assist individuals in completing the checklist.

The Desk Monitoring Checklist can also be accessed at <https://oklahoma.gov/education/services/assessments/test-security-and-assessment-monitoring.html>.

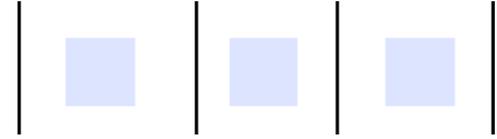
Training

TRAINING			
1. Provide evidence of training for District Test Coordinators, Building Test Coordinators, Test Administrators, and Test Proctors. <ul style="list-style-type: none"> • BTCs were trained by either their OSDE-trained DTC or via the OSDE-provided DTC Assessment Administration and Technology training. • Certificates of training from TA/TP modules. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide the final site Official Schedule of Testing, including all ACT, small group, and make-up sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. Completed and signed <u>Test Proctor Observation Logs</u> or <u>Remote Proctor Observation Logs</u> for all testing sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All Building Test Coordinators (BTC), Test Administrators (TA), and Test Proctors (TP) must meet the Oklahoma School Testing Program (OSTP) training requirements outlined in the Test Preparation Manual and the requirements of the College- and Career-Readiness Assessment (CCRA) vendor for Math and English Language Arts (ACT). The DTC must be appointed by the Superintendent and have completed all prior state-level training requirements prior to training any district staff and test proctors. TAs and TPs must be trained using the OSDE-provided training modules, which include a video, an assessment, and an attestation; all must be satisfactorily completed with an 80% or higher score to be considered complete. The record of training will be a timestamped certificate that the administrator/proctor receives when the module assessment is satisfactorily completed.

Security

3. Provide a detailed plan describing how security of the test materials is maintained at your district/building(s) and during test sessions. Include specific procedures to maintain the security of test booklets, test tickets, answer documents, and access codes prior to, during, and after testing sessions.



Refer to the Test Preparation Manual for comprehensive requirements mandatory for securing testing materials, including receiving and transporting testing materials, as well as the requirements for testing at an alternate site.

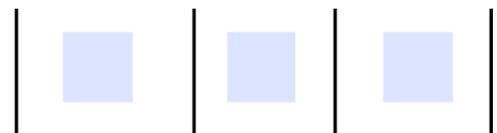
Security Plans (#3)

DTCs, BTCs, TAs, and TPs are responsible for maintaining secure testing materials at all times. Violation of regulations may result in revocation of a person’s teaching, counseling, administrative, and/or other certificate. All districts must have a written plan for maintaining test security.

Example: A description for maintaining secure testing materials documents would answer these key questions:

1. Who is responsible for receiving secure shipment from the testing vendor?
2. Who inventories the secure documents?
3. Where are the secure documents kept when not in use?
4. Who has access to the secure documents when not in use?
5. Who is responsible for checking out secure documents to other sites within the district?
6. How are materials transferred from the secure location to each testing environment?
7. Who collects and turns in documents back to the secure environment after testing?
8. Who is responsible for inventory and shipment back to the testing vendor?

4. Provide a detailed plan for the transfer of secure testing documents to and from an Alternate Site of Instruction (e.g., hospital, juvenile detention center, etc.).
Required, even if your site did not use an alternate site.



Alternate Site Transferring Plans (#4)

A plan must be in place detailing the transfer of testing documents to and from an alternate site of instruction. This is required of districts regardless of whether students are scheduled to be assessed at a site other than their normal school campus and must include procedures for the transfer of paper and online secure test materials. Districts must notify the Office of Assessments, **at least 30 days prior to the testing window**, if a student will be tested at an alternate site of instruction. Examples of an alternate site include but are not limited to:

- a juvenile detention center
- hospital
- alternate education site within a district where the material is shipped to one site and then transferred to a technology center, special education consortium, etc.

Example: A description for securely transferring testing materials to an alternate site would answer these key questions:

1. How is security ensured in the transfer of testing materials to each alternate testing site?
2. How are materials securely stored at the alternate site?
3. Who collects and turns in documents back to the secure environment after testing?
4. Who is responsible for inventory and shipment back to the DTC?

Security Common Errors

The school district did not provide a written plan because an alternate site was not utilized:

A policy must be in place in case a situation arises before or during testing.

The documentation provided was not an alternate site.

A location outside a classroom is not considered an alternate site, as long the location is in the school building/on campus (e.g., school library, school gymnasium, and annex building).

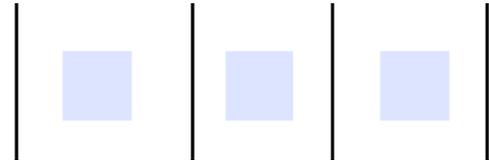
Plans must include the name of the person who requested approval to test off-site from SDE.

Plans must address paper-based testing and online testing.

Administrative Procedure

Districts must provide a plan for each of the areas listed in the Administration Procedure. Plans must be specific and detailed to the degree necessary for carrying out actions. Locations, grade levels, sites, buildings, special student needs, and subjects should be considered when developing plans. Every bulleted component in steps 6-8 must be addressed. Include the parties and titles of the people responsible for carrying out the actions detailed in each plan.

5. Provide a detailed plan for implementing the state calculator policy.
Plan must include how it is used, which faculty member(s) is in charge of implementation, how students will access a calculator, and who is responsible for clearing calculator memory before and after each testing session.



Calculator Plan (#5)

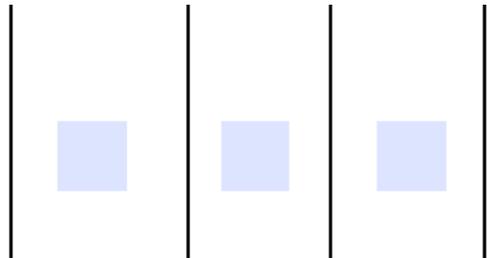
The Calculator Plan must be site specific and address the parties or individual responsible for carrying out the activities detailed in the plan. Grade levels, accommodations, and subject areas must also be addressed in the calculator plan.

Example: A description for providing procedures for use of calculators to ensure policy compliance would provide answers to these key questions:

1. Who will oversee the implementation of the calculator policy?
2. On which tests will you permit calculators to be used?
3. Are the students using their own calculators, site-provided calculators, or the online provided calculator tool?
4. If students are using a calculator other than the online version, please address the following:

- Regarding the calculator's memory, when, how, and who will clear the memory of each calculator?
- Who will be responsible for removing or disabling programs or applications (e.g., Polynomial Root-Finders and Simultaneous Equation Solver on TI-89?)
 - When will this be done?

6. Provide a detailed plan in case of emergencies. The plan should include sections for each of the following scenarios: student illness, power failure, fire/tornado alarm, evacuation of building, testing virtual students, and other emergencies. Plans must include:
- how test materials will be kept secure,
 - what the TA and TP will do to ensure the safety of students,
 - how students will be monitored to prevent the sharing of test information, and
 - who will complete the Test Irregularity Form.



Emergency Plan (#6)

The Emergency Plan must specify how the security of the testing environment is maintained during the disturbance. Student illness, power failure, fire/tornado alarm, and evacuation of building must be addressed individually.

Example: A description of a communication plan in case of emergencies would provide answers to these key questions:

1. If a student becomes ill during a testing session:
 - Who will be notified to escort the student from the room?
 - Who will continue to monitor the testing session?
 - What will happen to the student's test document or online test?
 - Who will complete the Irregularity Form?
 - When and how will the test be resumed upon the return of the student?
2. If there is a loss of power failure or technology problems during a testing session:
 - Who is included in the line of communication? What role does this person play (IT person for site or district who will troubleshoot problem in computer lab)?
 - What will the Test Administrator (TA) and Test Proctor (TP) do in this situation?
 - How long will students be held in a secure testing situation?
 - Who makes the decision as to when the testing vendor or OSDE is called?
 - Who will complete the Irregularity Form?

3. If an evacuation of the school facilities becomes necessary during a testing session:
 - Who is included in the line of communication? What role does this person play?
 - What will the TA and TP do to ensure the safety of students as well as the security of the test materials?
 - Will materials be locked in the classroom or will the TA collect all the documents and keep them in his or her personal possession until normal operation resumes?
 - Who will monitor the students to ensure they refrain from talking to each other so that they do not share information or answers regarding the test?
 - Who makes the decision to call the OSDE or testing vendor? When will the call be made?
 - Who will complete an Irregularity Form?

<p>7. Provide a detailed plan for providing testing accommodations. Plan must include:</p> <ul style="list-style-type: none"> • who is responsible for ensuring accommodations are provided, • who is responsible for marking the accommodations in the testing portal, and • who is responsible for verifying the accommodation received is documented on the students IEP, 504 Plan, or ELAP. 	□	□	□
<p>8. Provide a detailed plan for unaccommodated students who need additional time. Plan must include:</p> <ul style="list-style-type: none"> • where students will continue testing, • how materials will be handled, and • how a secure testing environment will be ensured. 	□	□	□

Testing Accommodation Plans (#7 & 8)

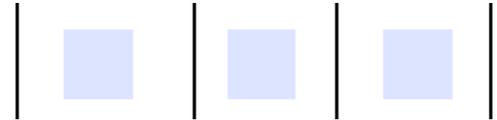
Accommodation Plans must include the procedure and party responsible for verifying appropriate accommodations were provided. In the case of students needing additional time, location, testing materials, and maintaining test security must be addressed.

Example: A description of the procedure and testing plans for students who need testing accommodations would provide answer to these key questions:

1. If a student with disabilities needs special accommodations:
 - Who will ensure the proper tests are ordered for each student?
 - Who will ensure that approved accommodations (e.g., small group of 8-10 max for a read-aloud within the same subject area, word-to-word dictionaries for EL students) are given to the correct students?
 - Who will ensure the appropriate accommodations are marked in the testing portal?
2. If any student needed additional time to complete the test:
 - Who will identify those students?
 - Who would assign them special seating to not distract other students, if needed?
 - Who will replace the TA or TP if one of them needs to leave?

- Will the students stay in the original testing room (paper/pencil or online exams) or will they be moved to a central location?
- Who will monitor students if they are moved to a different location?
- How will the testing environment remain secure during the transfer?
- What will happen if the student does not have enough time to finish the test?

9. Provide a detailed plan for handling test security breaches/invalidations in the Accountability Reporting Application via Single Sign On. Plan must include:
- who is responsible for submitting the invalidation in Single Sign On.
 - who is responsible for ensuring the incident is noted on the TPOL?



Test Security Breaches/Invalidation Plans (#9)

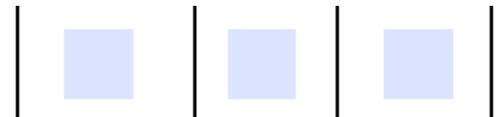
Plan and procedures for handling test security breaches/invalidations are carried out in the Accountability Reporting Application via Single Sign-On. Ensure clarity between a test irregularity and a test invalidation in your written plans.

A testing invalidation is caused by a situation where the test or test security has been compromised and students must retake the test. *Requires DTC to submit a Test Invalidation Request through the Accountability Reporting Application via the SDE Single Sign-On.

Plans must include:

- The party responsible for determining a breach has occurred.
- The party responsible for requesting a test invalidation in the Accountability Reporting Application.
- The procedures for completing testing. If OSDE approves the invalidation, the student will be considered a nonparticipant unless a Breach Assessment is administered.
- The party responsible for ensuring the Breach Assessment was completed.

10. Provide a detailed plan for self-reporting test irregularities using the Test Irregularity Form. Plan must include:
- who is responsible for submitting the irregularity.
 - who is responsible for ensuring the incident is noted on the TPOL?



Test Irregularity Plans (#10)

The purpose of the Test Irregularity Plan is to document abnormal occurrences that do not compromise the validity or security of the test.

Note: Once the test irregularity has been reported through the vendor, the student should finish the test utilizing the same testing material, if possible. All test irregularities must be reported via the Test Irregularity Form at <https://oklahoma.onlinehelp.cognia.org/forms/>.

A testing irregularity is an out-of-the-ordinary situation which does not affect the outcome of testing and does not require students to retest.

*Requires DTC or BTC to submit a Test Irregularity Form.

Plans must include:

- The party responsible for completing the Test Irregularity Form.
- The party responsible for notifying the DTC of the irregularity.
- The party responsible for resuming the testing session.

11. Provide a detailed plan for the implementation of Emergency Accommodations (EA Form).

Plan must include:

- who can request an emergency accommodation from the DTC.

Required, even if your site did not use an Emergency Accommodation.



Emergency Accommodations (#11)

Provide your plan for implementation of Emergency Accommodations (EA Form). Required, even if your site did not use an Emergency Accommodation.

The plan should mention:

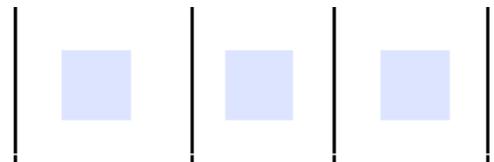
- Who recognizes the need for an emergency accommodation.
- Who is responsible for completing the EA Form. Is it the principal, teacher, BTC?
- The EA Form requires DTC’s approval.
- Who is responsible to make sure emergency accommodation is provided. How will the TA/TP know in the test session?
- The EA Form must be kept at the district level for five years.

12. Provide a detailed plan for proper identification, submission, and implementation of Non-standard Accommodations (ELA Test Read-Aloud & Unique)

Plan must include:

- who is responsible for submitting the applications to Single Sign On.

Required, even if your site did not use these accommodation types.



Non-Standard Accommodations (#12)

Provide your plan for proper implementation of Nonstandard Accommodations (ELA/Reading Test Read-Aloud & Unique).

Required, even if your site did not use these accommodation types.

The plan should include:

- Who is responsible for training staff on the NS1 accommodation?
- Who is responsible for making sure the IEP/504 Plan is compliant to request a nonstandard accommodation?
- Who is responsible for completing/submitting the application through the SSO?

- What is the correct application to complete?
- Who makes sure the ELA Read-Aloud procedures are correctly followed?
- Plans need to mention procedures for Unique Accommodations.

Administration Procedures Common Errors

- State Calculator Policy was the only documentation provided.
- Calculator Plan does not indicate the responsible party for clearing the memory of the calculator before and after the test session.
- Calculator Plan does not specify differences between 3-5 grades, 6-8 grades, and Grade 11 science.
- Test interruption is confused with test invalidation (e.g., a student illness is considered a test invalidation)).
- Documentation submitted includes items listed as “NA” (not applicable).
- Unclear plan for who recognizes the need for Emergency Accommodations (EA) and the party responsible for completing the form.
 - It is not necessary to contact SDE for an EA.
 - How and where is the EA Form filed in the district?
- Who are the parties responsible for ensuring the testing accommodation is provided on the day of the test?
- The plan does not specify the party responsible for providing the Nonstandard Accommodation(s).

State-Collected Documentation

13. District Test Coordinator (DTC) attended the OSDE-provided DTC Assessment Administration and Technology training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. District and Building Security forms and TA Security forms completed. At least one form per role must be submitted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Test Security forms and seating charts completed and returned to ACT (HS Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. All test booklets and materials accounted for from current administration. (Missing test books reported to the OSDE by the testing vendor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Students receiving accommodations must have valid IEPs, 504 plans, or ELAPs for the current school year. OSTP-approved accommodations must be documented on the IEP, 504 plan, or ELAP, and must be routinely utilized in the classroom. OSDE will review IEPs through EdPlan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The OSDE will complete steps 13-19 of the checklist. OSDE will work with testing vendors to obtain records. County District Site (CDS) codes must be correct. In the event records are miscoded or missing from the vendor, OSDE will request records from the district. Special Education and 504 Plan violations fall under their own parenting authorizations. Violations will be considered as such, in addition to the district not meeting criteria under the AAMP.

State-Collected Documentation Common Errors (#13-17)

- No proof of DTC attending required training
- Missing District and Building Security Forms
- Security forms have wrong CDS codes
- Security Forms dated before testing ended
- Missing seating charts
- Secure test booklets/answer documents not returned
- Testing accommodations do not align with the classroom accommodations listed in the student's Individual Education Program (IEP). Accommodations must be selected by the IEP team based on the student's individual needs. Unilateral accommodation decisions are considered a violation of IDEA.
 - IEP does not list any accommodations, but the test booklet has accommodation marked.
 - IEP does not list any accommodations, but the student was provided testing accommodations.
 - All IEPs were written similarly and there were no individualized IEPs. For example, accommodations did not relate to the student's disability and/or area of academic weakness.
 - All accommodations are listed under "Other" to apply to all test subjects.
 - The student's IEP and Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) must be current.

On-site Monitoring

On-site Monitoring may be initiated at any time during the testing window. Districts will be monitored in all the steps outlined on the On-Site Monitoring Checklist. This type of monitoring will focus on test administration procedures, including, but not limited to security, staff training, administration of the assessments, review of students' records who receive accommodations and modifications, review of administrative records, or staff interviews. If possible, districts will be notified at least five days before the opening of the testing window when an On-site monitoring has been scheduled

For On-site Monitoring, the Office of Assessments staff will travel to the district and will use the On-site Monitoring Checklist to conduct an observation and review of the district/site administration and/or post-administration procedures of the assessments. All districts selected for On-site Monitoring will automatically be enrolled in Desk Monitoring.

The On-site Monitoring Checklist is found at <https://oklahoma.gov/education/services/assessments/test-security-and-assessment-monitoring.html>.

