

Administering Assessments

It is the policy of the Universal Academy open-enrollment charter school to administer assessment instruments adopted under Subchapter B, Chapter 39 Texas Education Code in accordance with the requirements of that subchapter and rules adopted thereunder.

It is the policy of the Universal Academy open-enrollment charter school to comply with all procedures published by the Texas Education Agency (TEA) in its annual test administration manuals with regard to test security and confidentiality. Procedures can be found in the *Test Security Supplement* at the following link: <http://tea.texas.gov/student.assessment/security/>

The chief executive of the school shall be responsible for ensuring that:

- Procedures are developed to ensure the security and confidentiality of state assessments in compliance with all requirements established by TEA.
- District and campus testing personnel are trained in test security and confidentiality, as well as test administration procedures, in accordance with TEA's published requirements.
- Any violation of the state's security or confidentiality procedures is reported to TEA in accordance with established procedures.

TEA's Test Security Supplement shall serve as the "best practices" document to guide the school in the implementation of this policy.

Schoolwide Assessments

The ARD committee for each student who receives special education and related services must determine what accommodations are needed on school assessments. A statement of accommodations must be included in the IEP.

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(19 TAC §89.1055)

For students that cannot participate in a regular assessment, even with accommodations, TEA will develop alternate assessments and guidelines for students with disabilities who participate in statewide alternate assessments.

If the ARD committee determines that the student will take an alternative schoolwide assessment, the ARD committee must note in the IEP:

- 1) Why the child cannot participate in the regular assessment; and
- 2) Why the alternate assessment is appropriate for the student.

(19 TAC §89.105534 CFR §300.320(b)(6))

State Assessments

End of Course Assessment

All secondary-level campuses must administer End of Course Assessments in Algebra I, biology, English I, English II, and United States history. The Algebra I end-of-course assessment instrument must be administered with the aid of technology. The English I and English II end-of-course assessment instruments must each assess essential knowledge and skills in both reading and writing in the same assessment instrument and must provide a single score. (TEC §39.023)

If a student fails to receive a satisfactory score on the end of course assessment, the student may retake the assessment. The student does not have to retake a course in order to retake an end-of-course assessment. Universal Academy must provide each student who fails to perform satisfactorily on an end-of-course assessment with accelerated instruction in the subject area assessed. (TEC §39.025)

If a student fails the Algebra I or English II assessments receives a proficient score on the Texas Success Initiative (TSI) diagnostic assessment for the corresponding subject for which the student failed to perform satisfactorily

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on the end of course assessment, the TSI will satisfy the Algebra I or English II requirement. This subsection expires September 1, 2017. (TEC §39.025)

For students with a disability that qualify for special education and related services, the student's admission, review, and dismissal (ARD) committee must determine whether any allowable modification is necessary in administering to the student an end of course assessment. Additionally, the ARD committee of a student in a special education program must determine whether the student is required to achieve satisfactory performance on end of course assessment instruments to receive a high school diploma. (19 TAC §89.1055; TEC §39.023)

Beginning with the 2011-2012 school year, all Grades 9-12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of end-of-course (EOC) assessments as listed in §101.3011(b)(2) of the Texas Administrative Code.

For the 2011-2012 through 2013-2014 school years, a student who is receiving special education services and who is first enrolled in Grade 9 or below in the 2011-2012 school year shall be administered an alternative version of an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP. Beginning with the 2014-2015 school year, a student who is receiving special education services whose IEP does not specify the administration of an alternate assessment and who is first enrolled in Grade 9 or below in the 2011-2012 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP. (19 TAC §101.3023)

Assessments for Third – Eighth Grade

All students must be assessed in:

- 1) mathematics, in grades three and five without the aid of technology and in grade eight with the aid of technology on any assessment instrument that includes algebra;
- 2) reading, in grades three, five, and eight;

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- 3) writing, including spelling and grammar, in grades four and seven;
- 4) social studies, in grade eight; and
- 5) science, in grades five and eight.

(TEC §39.023(a))

Except as required by federal law, a student is not required to be assessed in a subject otherwise assessed if the student:

- 1) is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment adopted or developed under Subsection 39.023(a) of the Texas Education Code that aligns with the curriculum for the course in which the student is enrolled; or
- 2) is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument adopted under Subsection 39.023(c) of the Texas Education Code for the course.

(TEC §39.023)

A student with dyslexia that is not exempt may have accommodations, if appropriate, including oral examinations, additional time, the materials or technology necessary for the student to demonstrate the student's mastery of the competencies the assessments are designed to measure.

(TEC §39.027)

For students receiving special education and related services, the ARD committee must provide a statement of any accommodations necessary for the student to measure the academic achievement of the student on a state assessment. (19 TAC §89.1055; TEC §39.023)

Reading Assessments

In kindergarten, first, and second grade, Universal Academy open-enrollment charter school will administer a reading assessment. If a student does not perform satisfactorily on the 6th grade reading assessment

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administered under section 39.023 of the Texas Education Code, Universal Academy open-enrollment charter school will administer a reading assessment adopted by the commissioner to that student in 7th grade.

Universal Academy must notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties.

The ARD committee of a student who receives special education and related services and who did not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(TEC §28.006)

Alternative Assessment

If a student is unable to take a regular assessment, and must take an alternative assessment, as determined by the student's ARD committee, the ARD committee must note in the IEP:

- 1) Why the child cannot participate in the regular assessment; and
 - 2) Why the alternate assessment is appropriate for the student
- (19 TAC §89.1055; 34 CFR §300.320)

Universal Academy open-enrollment charter school must inform the student's parent if a student will be taking the alternate state assessment.
(34 CFR §300.160(e) and 200.1(f)(1)(iv))

Accelerated and Intensive Instruction

Accelerated Instruction

Each time a student fails to perform satisfactorily on an assessment instrument in the third, fourth, fifth, sixth, seventh, or eighth grade,

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Universal Academy open-enrollment charter school in which the student attends must provide accelerated instruction to the student in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

In addition to providing accelerated instruction, Universal Academy must notify the parent or guardian that the student failed to perform satisfactorily on the assessment, the accelerated instruction program to which the student is assigned; and the possibility that the student might be retained at the same grade level for the next school year.

The ARD committee of a student who receives special education and related services and who did not perform satisfactorily on an assessment must determine the manner in which the student will participate in an accelerated instruction program under this section; and whether the student will be promoted or retained under this section.

Universal Academy open-enrollment charter school must provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.

(TEC §28.0211)

Intensive Instruction

Universal Academy must offer an intensive program of instruction to students who do not perform satisfactorily on an assessment or is not likely to receive a high school diploma before the fifth school year following a student's enrollment in ninth grade.

For students receiving special education and related services that do not perform satisfactorily on an assessment, the ARD committee must design a program that enables the student to attain a standard of annual growth on

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the basis of the student's IEP and carry out the purpose of Section 28.0211 of the Texas Education Code. (TEC §28.0213)

Annual Assessment of English Language Proficiency

In kindergarten through 12th grade, an English language learner (ELL), as defined by the Texas Education Code (TEC), Chapter 29, Subchapter B, as a student of limited English proficiency, must take the state-identified English language proficiency assessments annually in listening, speaking, reading, and writing.

For students that receive special education and related services, the ARD committee along with the language proficiency assessment committee (LPAC) must determine what accommodations are needed.

Rarely, the ARD committee and LPAC may determine that is not appropriate for an ELL student who receives special education to participate in an English language proficiency assessment. If the ARD committee and LPAC make this determination, the decision and justification must be documented in the IEP and the student's permanent record. These decisions will be made on an individual basis.

(19 TAC §101.1003)

In order to exit from a bilingual education or English as a second language program, the ARD committee and LPAC must determine an appropriate assessment instrument and performance standard requirement for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the LPAC.

(19 TAC §89.1225)

Students Dismissed from Special Education

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If a student dismissed from a special education program previously achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program, that student is not required to retake and achieve a satisfactory performance on the general EOC assessment to graduate.

If the student's ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate, the student is not required to retake and achieve satisfactory performance on the EOC assessment.

A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take.

If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under the TEC, §28.0258, and is subject to the provisions of subsection (e) of this section.

(19 TAC §101.3022(f))