

## READING ACTION PLAN

### Key Performance Outcome:

### 2014-15 SBA Results

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

#### 11th Grade

Overall: 25.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	12.7	45.6	41.8
Listening and Speaking	10.5	63.7	25.7
Writing	16	39.2	44.7
Research/Inquiry	11.4	52.7	35.9

<b>Strategic Plan Reference</b>	<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Administer common fall SBAC-style reading baseline, mid-term and final reading assessments: analyze results in grade-level teams to measure growth and plan for areas of instructional focus</li> </ul>	<ul style="list-style-type: none"> <li>Notes from PLC teams' discussions about data/student work samples</li> <li>Action-plans (via LIF notes) for student performance-level groups</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Use Common Core question stems for unpacking as well as in-class reading response practice (with SpringBoard daily activities, as entry tasks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples responding to common core/SBAC-released question stems</li> <li>Modified SpringBoard formative questions to match SBAC style and format</li> <li>Notes from discussion about student work samples during Administrator-Directed LIF days</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement a school-wide focus on close reading through coding the text with a common metacognitive marker handout</li> </ul>	<ul style="list-style-type: none"> <li>Metacognitive marker bookmarks used in class</li> <li>Notes from school-wide text marking activity</li> <li>Metacognitive marker posters in classrooms</li> </ul>

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Provide a school-wide common short-answer response structure (RACE format)</li> </ul>	<ul style="list-style-type: none"> <li>Modified formative questions to match SBAC style and format for short response</li> <li>Student short-response work samples</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>SpringBoard Unit PLC backwards-planning sessions with district facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Planning session notes with grade-level teams</li> <li>A common unit calendar and next steps</li> <li>Student work samples of common assignments from each class</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Teacher talks to each English classroom and book check out to increase participation in summer reading program.</li> </ul>	<ul style="list-style-type: none"> <li>Circulation statistics</li> <li>Summer reading participation</li> </ul>

## WRITING ACTION PLAN

## Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

## 2014-15 SBA Results

### 11th Grade

<b>Overall: 25.6%</b>	<b><u>Below</u></b>	<b><u>At or Near</u></b>	<b><u>Above</u></b>
Reading	12.7	45.6	41.8
Listening and Speaking	10.5	63.7	25.7
<b>Writing</b>	16	39.2	44.7
Research/Inquiry	11.4	52.7	35.9

<b>Strategic Plan Reference</b>	<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Utilize AVID strategies to commonly define and practice “unpacking” process with released SBAC-style writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>Defined “attack the prompt” strategies</li> <li>LIF notes on strategies for unpacking the prompt (including lessons/PowerPoints)</li> <li>Student work samples utilizing strategies to unpack the prompt</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>PLC teams administer common SpringBoard Embedded Writing Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results and student work analyzed during LIF time</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Institute a department-wide grammar and conventions focus beginning with common areas of need, and then moving to grade-level grammar topics addressed in SpringBoard as indicated on the District Portal</li> </ul>	<ul style="list-style-type: none"> <li>List of common grammar focus topics</li> <li>Resources for specific grammar topics</li> <li>Analysis of SpringBoard Embedded Writing Assessment student work</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement Jane Schaffer writing structure instruction in English classrooms and reinforce in all content areas</li> <li>Display paragraph-chunking posters for school-wide classroom use (all content areas)</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples of paragraph-chunking and color-coding structures lessons and practice</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics.

## 2014-15 SBA Results

### 11th Grade

Overall: 25.6%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	42.8	36.3	20.9
Problem Solving and Modeling & Data Analysis	24.7	53.5	21.9
Communicating Reasoning	26	54.4	19.5

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer common formative assessments. Based on assessment results, teachers will provide opportunities for re-teaching and enrichment with in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Concept formative assessment scores</li> <li>Unit summative assessment scores</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Administer common summative assessments. Based on assessment results teachers will provide opportunities for re-teaching and retakes of assessment. Gradebook will have test's big ideas broken down into smaller concepts for students and parents to view</li> </ul>	<ul style="list-style-type: none"> <li>Unit summative assessment scores</li> <li>Notes from data talk</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Exploring the organization of SBA interim tests to determine which tests should be given and develop a calendar for usage by math department</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of tests being scheduled into unit calendars</li> <li>Interim assessment results</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a	<ul style="list-style-type: none"> <li>Implement high leverage mathematical practices:                             <ul style="list-style-type: none"> <li>Provide multiple representations</li> <li>Create language rich classrooms</li> <li>Teaching in context to connect to real world</li> <li>Coherence of instruction through well planned lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Interactive notebooks</li> <li>PLC planning notes</li> <li>Use of OneNote by content area groups</li> <li>Walk through data</li> </ul>

## SCIENCE ACTION PLAN

### Key Performance Outcome:

By grade 10, 100% of students will meet standard on the EOC exam in Biology.

## 2014-15 EOC Results

### 10th Grade

Overall:	Strand % Perf. Below	Strand % Perf. Similar
Systems	31%	
Inquiry	29%	
Application	34%	
Structures and functions of living organisms	32.5%	
Maintenance and stability of populations	36%	
Mechanisms of evolution	30%	

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Administer Unit Summative Assessments. Based on assessment results, teachers will provide re-teaching of targets and enrichment as necessary in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment data</li> <li>PLC meeting notes and reflections</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Incorporate Claim-Evidence-Reasoning (CER) into conclusion writing in all levels of science as appropriate to the curriculum and level of rigor in the class</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment data vertically aligned</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Create a sheltered Biology course for level II and III ELL students focusing on state content standards, language acquisition, reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>EOC exams results</li> </ul>
TL 1.1.a.e TL 1.2.a.b TL 1.3.a.	<ul style="list-style-type: none"> <li>Implement high leverage instructional strategies across the content areas:               <ul style="list-style-type: none"> <li>Close Reading</li> <li>Cornell Notes</li> <li>Citing Evidence</li> <li>Academic Scientific Vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Walk through data</li> <li>Cornell note samples</li> <li>Interactive Notebooks</li> </ul>

## CHALLENGING OPTIONS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of students enrolled in AP classes who will take AP exams by 10%.

All current grade 9 students will have taken at least one Advanced Placement or college level course by the time they graduate.

<b>Strategic Plan Reference</b>	<b>Challenging Options Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 1.2 b	<ul style="list-style-type: none"> <li>Participate in Equal Opportunity Schools Study and follow up</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase participation in AP and increase AP Offerings</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase participation in College in the High School and increase College in the High School Offerings</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Survey current AP Students to determine areas of needs and provide additional academic support, differentiation of instruction within AP courses, and provide AP Kits for the class of 2018 using Gear Up funding</li> </ul>	<ul style="list-style-type: none"> <li>Insight and College Board reports</li> </ul>
TL 1.2 a	<ul style="list-style-type: none"> <li>Increase the number of academic elective course sections in Robotics, Anatomy and Physiology and other STEM courses</li> </ul>	<ul style="list-style-type: none"> <li>Number of Stem course sections</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase the number of parents involved in school activities by 20%.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Provide additional ways for parents to participate at the school               <ul style="list-style-type: none"> <li>Increase membership and participation in PTA by 10 percent</li> <li>Conduct parent conferences arena style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PTA membership numbers</li> <li>Number of parents in attendance</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Host monthly parent trainings through gear up and FAFSA/College services</li> </ul>	<ul style="list-style-type: none"> <li>Sign- in sheets for attendance</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Increase opportunities for Latino families to participate by hosting monthly parent meetings in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Parent sign-in sheets</li> </ul>
TL 5.1.a TL 5.3.a TL 5.4.a	<ul style="list-style-type: none"> <li>Visits to homes on an as needed basis</li> </ul>	<ul style="list-style-type: none"> <li>Home visit logs</li> </ul>

**Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.**

**Key Performance Outcome(s):**

Students will communicate their perception of feeling of safe based on Everett's CEE student data in response to the following prompt: "I feel safe at this school." In 2014-2015, 64% of the students responded almost always true or almost often true. We will increase this response by 10% for the 2015-2016 school year.

Students will communicate their perception of feeling a sense of belonging based on Everett's CEE student data in response to the following prompt: "I enjoy coming to this school." In 2014-2015, 54% of the students responded almost always true or almost often true. We will increase this response by 10% for the 2015-2016 school year.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 5.1.a	<ul style="list-style-type: none"> <li>Professional development directed at positively impacting the student as a learner</li> </ul>	<ul style="list-style-type: none"> <li>Agenda for LID activity</li> <li>Common language and understanding</li> <li>Walk through notes indicating strategies being utilized</li> </ul>
TL 1.3.b	<ul style="list-style-type: none"> <li>Student leadership has an active role in creating a positive school climate</li> </ul>	<ul style="list-style-type: none"> <li>EHS Student Leadership Theme "There are no strangers here, only friends that have not yet met"</li> <li>Student survey results on school climate</li> </ul>
TL 2.1.a	<ul style="list-style-type: none"> <li>Implement Nesika support class to facilitate success and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Class rosters represent each grade level</li> <li>Planning committee</li> <li>Student and staff surveys</li> </ul>
TL 5.1.a TL 5.3.a	<ul style="list-style-type: none"> <li>Build stronger, more positive relationships between students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> </ul>



<b>Strategic Plan Reference</b>	<b>Physically, Emotionally and Intellectually Safe Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Administer monthly safety drills for students and staff to practice in the event of an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Debriefing notes</li> <li>Drill reports</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Hold a minimum of three Safety Committee Meetings and hold Security Debrief Meetings following every drill performed during the year</li> </ul>	<ul style="list-style-type: none"> <li>Safety meeting notes</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Administer staff trainings on LID days regarding school culture and creating a welcoming environment</li> </ul>	<ul style="list-style-type: none"> <li>EES and EOS survey results</li> <li>Use of Safe Schools Alert Hotline</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Invite students to participate in Momentum Teens workshop</li> <li>Invite students to participate in Challenge Day workshop</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating</li> <li>Follow-up activities</li> </ul>
TL 3.4.a TL 3.4.b	<ul style="list-style-type: none"> <li>Deliver SOS curriculum to targeted grade levels and offer individual follow-up support for students</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post surveys</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
SR 5.1.b	<ul style="list-style-type: none"> <li>Investigate avenues of financial support for AP exam registration and dual-enrollment tuition for identified students</li> </ul>	<ul style="list-style-type: none"> <li>Financial support documents</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Actively inform and promote AP opportunities for students of color and low SES</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> </ul>
TL 1.2.a	<ul style="list-style-type: none"> <li>Compare data from AP Test Scores from 2015-2016 and survey AP students to identify needed supports to be built within our academic support and outreach programs within and outside the school day</li> </ul>	<ul style="list-style-type: none"> <li>Gap analysis of AP results</li> </ul>
SR 5.1.a SR 5.1.b	<ul style="list-style-type: none"> <li>Work with Equal Opportunity Schools to identify and remove any barriers of opportunity within the system and/or perceived by our students</li> </ul>	<ul style="list-style-type: none"> <li>Registration data</li> </ul>

## ON-TIME GRADUATION

### Key Performance Outcome(s):

By grade 12, 100% of eligible students will graduate on-time.

Strategic Plan Reference	On-Time Graduation Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.1.e	<ul style="list-style-type: none"> <li>Hold 1:1 registration meetings between students and counselors to personalize registration plans and identify early needs for credit recovery</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of students in all grades taking summer school credit recovery options and in school SOAR and dual credit numbers</li> </ul>
TL 1.1.e	<ul style="list-style-type: none"> <li>Each counselor will develop a graduation plan with each senior in the Red Zone grades 9-12. Plans will be reviewed on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>Copies of graduation plans and monthly data analysis</li> </ul>
TL 1.1.e	<ul style="list-style-type: none"> <li>Counselors will identify red and yellow zone students in grades 9-12 and meet with students to develop graduation and post-secondary plans</li> </ul>	<ul style="list-style-type: none"> <li>Monthly red, yellow, green meetings for 9-12</li> </ul>
TL 1.3.a	<ul style="list-style-type: none"> <li>Teachers with a failure rate &gt;10% will receive statistics and be asked to discuss interventions and what can be done to help them reduce the failure rate with administrators</li> </ul>	<ul style="list-style-type: none"> <li>F list reports</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

100% of our students will arrive to class on time or have an excused absence.

<b>Strategic Plan Reference</b>	<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) How will you know if this action is effective?
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Implement HERO attendance tracking system, and meet with administration and security team to develop year-long plan</li> </ul>	<ul style="list-style-type: none"> <li>Calendar of sweeps and attendance</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Administer HERO tickets to tardy student for every period of the day. Based on results, administration and security will modify the frequency and timing of use</li> </ul>	<ul style="list-style-type: none"> <li>Tardy data</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Implement Attendance Roundups to decrease the number of students skipping classes during the day</li> </ul>	<ul style="list-style-type: none"> <li>Tardy and unexcused absentee rates</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Administer attendance Roundups every Wednesday and Friday. Administration will meet with students having unexcused absences, and develop a plan for the student to rectify the absence and avoid absences in the future</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>
TL 1.4.b PSS 3.4.a	<ul style="list-style-type: none"> <li>Administer Monthly BECCA meetings</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents who attend the monthly meeting</li> </ul>

## SMARTER BALANCED ASSESSMENT

### Key Performance Outcome:

To increase the Smarter Balanced Assessment (SBA) participation and to further emphasize its importance, the high school principals jointly developed strategies that would communicate the importance of the testing, increase staff understanding, and to motivate students. Schools implemented strategies that were applicable to their site, and context of the previous year's SBA participation rates.

### Smarter Balanced Action Items

(Actions that **improve** performance towards outcomes)

What are you going to do?

1. Each school communicated testing requirements to students by a letter or Connect-ED message and explained individual testing requirements including the benefits to the student. Examples of benefits described in the letter could include the following:
  - a. Guaranteed placement in college English and math classes. Students who are admitted to any of 24 community colleges, all public universities, and most private universities in the State of Washington AND who score a 3 or 4 on the SBA ELA and/or SBA math test are guaranteed placement in a non-remedial English and/or math class at that institution. This means they do not need to arrange, pay for, and take placement tests for English and math at these institutions. Many out of state institutions also recognize the scores for placement.
  - b. Smarter Balanced scores are not used for college admission decisions. Colleges and universities are only given access to scores of students they have admitted AND only if the student gives permission.
  - c. Provides time to become college and career ready. Junior students who do not meet the college readiness benchmark (score of 3 or 4) have time to show college readiness. Students who score a Level 2 on the SBA and are junior students can show college readiness in math by enrolling and earning a "B" or better in an Algebra 2 Bridge to College Math class. They can also take further course work and retake the SBA to show college and career readiness.
  - d. The SBA ELA test is a graduation requirement. All students in the class of 2017 (juniors) and class of 2018 (sophomores) and beyond must meet the high school graduation cut score on the Smarter Balanced ELA test to meet the ELA testing requirement to earn a diploma in the State of Washington. In addition, seniors in the class of 2016 can use the ELA SBA as an alternative for graduation requirement.
  - e. The SBA math can be used to meet the graduation requirement. All juniors are required to take the tests for federal accountability purposes. In addition, students who have not shown proficiency on either the Algebra 1 or Geometry EOC exams can meet the math testing requirement through the SBA math test.
2. Classroom and teacher activities have been conducted to create increased interest. These examples include:
  - a. Practice tests conducted in the student's ELA and math classes. Information was sent home about the dates of the practice tests or interim tests.
  - b. The week of April 18 every staff member took a practice test during the staff meeting.
  - c. The week of May 3, each school communicated with staff regarding the testing requirements. Staff were provided "talking points" and communicated the expectation of giving positive messages to students regarding the positive benefits of taking the SBA. For example: "We are required to have 95% of our students take the exam and do your best on this test. You are not in the 5% who are exempt." There is not an "opt-out" option.
  - d. Test talks conducted individually with students by administration and counselors. Teachers also discussed the importance of the SBA in their classrooms.
  - e. Motivation "prizes" awarded to students to generate a positive vibe about the SBA.
3. The principal meets with students who indicate that they do not want to take the test. The principal also calls the parents of these students.

**Smarter Balanced Action Items**

(Actions that **improve** performance towards outcomes)

What are you going to do?

4. Towards the end of the testing window, school vans may be used to pick-up non-attending students who are not exempt from the testing requirement.
5. Intentional effort to hold make-up assessments on multiple days to be able to have all students tested.