

Transition to STAAR Online Assessments Implementation Checklist

PURPOSE: Provide success factors, key practices, and embedded links to resources to serve as a checklist to help district/campus leadership successfully transition districts and campuses to online administration of STAAR assessments.

AUDIENCE: District and campus administrators.

Success Factor One: Strategic Planning	
Key Practices	Success Criteria
A) Overall vision	<ul style="list-style-type: none"> <input type="checkbox"/> VISION STATEMENT: Administrators clearly articulate the role of technology, inclusive of online assessments, in their overall vision and mission. <input type="checkbox"/> TECHNOLOGY FOR INSTRUCTION: Administrators connect the transition to online assessments to other technology initiatives (e.g., leveraging technology to support instruction, increasing teacher and student technology literacy).
B) Financial sustainability	<ul style="list-style-type: none"> <input type="checkbox"/> BUDGET PLANNING: Administrators identify incremental and recurring costs associated with scaling and maintenance across district and schools and incorporate the information into the annual budget planning cycle. <input type="checkbox"/> TRADEOFFS: Administrators clearly identify and evaluate viable internal reallocation of funds in the district/campus plan to support growth and scale over time (e.g., shift in staffing ratios, shift of device ratios, shift in use of non-teacher instructional staff, strategic reassignment of positions).
C) Implementation plan and alignment	<ul style="list-style-type: none"> <input type="checkbox"/> LAUNCH PLAN AND SCALE: Administrators create a detailed launch plan with timeline, milestones, and goals to transition to online testing (e.g., grade by grade, campus by campus). <input type="checkbox"/> DECISION RESPONSIBILITY: District administrators clearly outline which decisions (software, hardware, infrastructure, etc.) are the district's responsibility and which decisions will be agreed upon by both district and campus. <input type="checkbox"/> CROSS FUNCTIONAL COLLABORATION: Administrators ensure collaboration and communication between testing and technology teams to prepare for testing and on test day.

Success Factor Two: Technology Infrastructure	
Key Practices	Success Criteria
A) Network requirements	<ul style="list-style-type: none"> <input type="checkbox"/> CAPACITY DIAGNOSTIC: Use the Online Readiness Tools to estimate district and campus network user capacity and plan for concurrent testing volumes. <input type="checkbox"/> BANDWIDTH: Acquire the bandwidth needed to support the number of students testing simultaneously. <input type="checkbox"/> SYSTEM REQUIREMENTS: Review the STAAR Online Testing Platform (SOTP) Technology Guide to verify that the district's network meets requirements and is properly configured for testing. <input type="checkbox"/> WIRELESS NETWORKING: Identify the ideal number of testing devices that each access point can support and ensure that the network is optimized (e.g., power configuration, WAPS channel selection, firmware updates). <input type="checkbox"/> SECURITY GUIDELINES: Ensure security and performance within virtualized environments (e.g., nComputing, VMWare, Citrix XenDesktop).
B) Hardware requirements	<ul style="list-style-type: none"> <input type="checkbox"/> MINIMUM REQUIREMENTS: Review the Unified System Requirements for Online Testing to determine the minimum requirements of devices used for testing. <input type="checkbox"/> DEVICE TO STUDENT RATIO: Determine the minimum ratio on campus to ensure all students get tested within statewide testing windows.
C) Software requirements	<ul style="list-style-type: none"> <input type="checkbox"/> SECURE ONLINE TESTING APPLICATION: Confirm the successful installation and operation of the SOTP Secure Browser Application on all testing devices (e.g., Chromebook, iPad, Mac, Windows, Linux) and ensure updated security and support for all current testing features. <input type="checkbox"/> LOCAL CACHING SOFTWARE: Use local caching software to meet mass testing needs if bandwidth is lacking. <input type="checkbox"/> SOFTWARE FOR STUDENT ACCOMMODATION: Ensure the availability of JAWS and refreshable braille displays to make accommodations possible.
D) Preparation directly prior to online testing	<ul style="list-style-type: none"> <input type="checkbox"/> MASTER SCHEDULE ALIGNMENT: Align the master schedule at each site with the student and teacher usage requirements of the testing platform. <input type="checkbox"/> TIMELINE: Once application updates are finalized for the year, use the Quick Guide to Online Testing to ensure that all devices are prepared for online test delivery. Close all web browser windows, disable any automatically launching applications, and check for sufficient power source. <input type="checkbox"/> LOAD TESTING: Upon initial implementation or on an annual basis, set up a load test to test local infrastructure. Schedule students to take online practice tests or interim tests simultaneously to validate network setup.
E) IT support	<ul style="list-style-type: none"> <input type="checkbox"/> IT SUPPORT: Ensure adequate staffing for district/campus level IT support and communicate a clear process for reaching out for support.

Success Factor Three: Training and Familiarity

Key Practices	Success Criteria
<p>A) Clear communication to all stakeholders</p>	<ul style="list-style-type: none"> <input type="checkbox"/> COMMUNITY LEVEL: Clearly communicate the benefits of online testing and the district/campus transition to parents/guardians and other community stakeholders. Publish publicly available documents on the website (e.g., a list of FAQs, plans or goals associated with transition to online administration). <input type="checkbox"/> DISTRICT LEVEL: District leadership and school board members can articulate the benefits, challenges, and rationale of transitioning to an online administration. <input type="checkbox"/> CAMPUS LEVEL: Provide time annually at the beginning of the school year to review the district’s plan, with additional supports provided for new instructional staff and leadership. <input type="checkbox"/> TEST ADMINISTRATOR LEVEL: Train test administrators prior to each administration, providing information on how to use the online platform and Assessment Management System, as well as device trouble-shooting tips to use during online testing. <input type="checkbox"/> TEACHER LEVEL: District/campus clearly communicate benefits of online testing and transition plan to teachers. Teachers are involved in the development of the online transition plan and the district/campus continues to gather teacher feedback once the plan is in use.
<p>B) Opportunities for student and teacher exposure to testing technology</p>	<ul style="list-style-type: none"> <input type="checkbox"/> DATA MONITORING: Gauge and track familiarity and ease of online capabilities and comfort with the testing platform through ongoing feedback cycle (e.g., perception surveys, focus groups). <input type="checkbox"/> DIGITAL LEARNING OPPORTUNITIES: Create and tailor professional development opportunities for teachers considering data from monitoring, and promote tech literacy and technology use in instruction. <input type="checkbox"/> TESTING PLATFORM EXPOSURE: Give students and teachers multiple opportunities to use the testing platform (e.g., STAAR interim assessments, STAAR practice tests).

Success Factor Four: Program Maintenance

Key Practices	Success Criteria
A) Continuous improvement	<ul style="list-style-type: none"> <input type="checkbox"/> ANALYSIS TOOLS: Create sufficient tools and/or templates that will give campus leaders a process, protocol, and structure for data collection, data analysis, insights, and changes to planning for the future. <input type="checkbox"/> DATA GATHERING: Develop annual administration and analysis of a campus stakeholder survey to gauge program successes and gaps and share with relevant stakeholders. <input type="checkbox"/> TARGETED TRAINING: Target district/campus level training based on highest needs to mitigate risks and challenges in future years. <input type="checkbox"/> IMMEDIATE AND FUTURE IT SUPPORT: Provide IT support (including training, as needed) to teachers and students, and processes for improving technical support capacity.
B) Technology updates	<ul style="list-style-type: none"> <input type="checkbox"/> BROWSER REFRESH: Ensure that the most recent version of the browser is available on every device used for testing. Browser refreshes are necessary on an annual basis to ensure the testing platform performs as expected. These updates may be manual or automated depending on the needed upgrades and platform. The standard update process for the SOTP would require an annual uninstall and reinstall process in August and another auto-update in February. All changes are communicated in biweekly emails and announcements in the STAAR Assessment Management System. <input type="checkbox"/> SYSTEM MAINTENANCE: Ensure through regular checks that the operating systems on all devices used for testing are supported. <input type="checkbox"/> HARDWARE REFRESH: Perform an annual inventory of hardware and determine what needs to be replaced (budget should account for this).
C) Strategy and budget updates	<ul style="list-style-type: none"> <input type="checkbox"/> PROCESS FOR ITERATION: Outline a process and timeline for iterating on cost assumptions throughout the school year and give evidence of the allowability of budget adjustments based on the realization of known and unknown scenarios. <input type="checkbox"/> ANNUAL UPDATES: Revisit overall technology strategy, budget, transition, and metrics.