



**ARIZONA'S ASSESSMENTS**

# Alternate Assessment Updates

## Directors Institute 2019

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# Session Overview

**ARIZONA'S ASSESSMENTS**

- **Alternate Assessment Updates**
  - Data from 2019 administration
  - 1% Threshold
  - MSAA
  - AIMS A Science



# Alternate Assessments

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- Alternate Assessment based on Alternate Achievement Standards for students with the most significant cognitive disabilities
  - Students must meet the eligibility criteria in order to participate
  - AIMS A Science Grades 4, 8, and 10
  - MSAA ELA and Math Grades 3-8 and 11
- Purpose: summative assessment that allows a students the opportunity to show what they know and can do in relation to grade level standards



# MSAA 2018 – 2019 Data

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- In 2019, we administered the MSAA ELA and Mathematics Alternate Assessments to 6,617 as compared to 6,867 students in 2018
- Percentage of Closed tests due to *No Observable Communication* was
  - 2019: 4.9%
  - 2018: 4.8%
  - 2017: 8.0%
  - We did have 283 tests left in “Not Started”, “Paused”, and “In-Progress” status (these were not scored)



# MCAA System Data

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- Paper Accommodation
  - **2019: 427** students were identified as using this accommodation according to system tracking
    - 347 ELA, 322 Math
    - 370 TAs identified in “After Test Accommodations”
  - **2018: 249** students were identified as using this accommodation in the After Test Accommodations
  - **2017: 355** students were identified as using this accommodation in the *After Test Accommodations*
- Scribe Accommodation (After Test Accommodations)
  - 2019: 1473
  - 2018: 1439
  - 2017: 1606



# Closed Tests (2019)

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- ELA
  - 327 Properly closed tests
  - 49 Closed mis-administrations
  - 9 Tested in Math (two were proficient)
- Math
  - 327 Properly closed tests
  - 45 Closed mis-administrations
  - 0 Tested in ELA



# Grade 4 Cohort

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- MSAA
  - Total of 55 closed tests in ELA and math
  - Of the 55
    - 33 had responses in AIMS A Science; 11 had no test record
    - 11 had responses in MSAA in 2017 (in Grade 3); 16 had no test record
- AIMS A Science
  - 53 requests for No Response Option
  - 23 of the 53 had recorded responses
- 11 students were consistent in demonstrating no mode of communication. This is 1.1% of students who participate in alternate assessments at that grade level.
- Technical assistance is being developed for TCs with high rates of test closures.



# Technical Assistance

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- Alternate Assessment Unit is
  - asking about needs for instructional support to address communication.
  - monitoring and reaching out when LEAs display signs of inconsistency during testing windows.
  - developing protocol to use before closing a test





# Procedures for Closed Tests

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- Best Practice before closing a test:
  - Talk with the teacher. How does the student communicate throughout the day? What strategies were used to attempt a student response? How many times was the SRC administered? What is the student's testing history? How did the teacher prepare the student to participate in assessments?
- Best Practice after closing a test:
  - Review the IEP. Are communication goals addressed? Is the SLP collaborating? Are there different strategies you can try to teach communication? Hint-the NCSC Wiki has a communication toolkit.



# More MSAA Data

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- EL status:
  - 2019: 20.3%
  - 2018: 19.5%
  - 2017: 20.9%
- Setting:
  - Specialized school: 9.1%
  - Entirely self-contained: 65.6%
  - Primarily self-contained: 15.0%
  - Resource room: 6.0%
  - General Education: 4.3%
- Augmentative Communication System: 19.0%
- No accommodations used: 69.7%



# Who are our Students?

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<b>Disability</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Intellectual Disability</b>	<b>48.9%</b>	<b>49.8%</b>	<b>48.6%</b>	<b>49.2%</b>
<b>Autism</b>	<b>26.1%</b>	<b>28.2%</b>	<b>28.8%</b>	<b>31.2%</b>
<b>Multiple Disabilities</b>	<b>11.9%</b>	<b>12.1%</b>	<b>11.8%</b>	<b>11.9%</b>
<b>Other Health Impairment</b>	<b>2.1%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>
<b>Specific Learning Disability</b>	<b>3.1%</b>	<b>2.4%</b>	<b>2.1%</b>	<b>1.3%</b>
<b>Orthopedic Impairment, Visual Impairment, Hearing Impairment, Deaf, Deaf/Blind</b>	<b>1.0%</b>	<b>1.4%</b>	<b>1.1%</b>	<b>1.1%</b>
<b>Traumatic Brain Injury</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.5%</b>	<b>0.5%</b>
<b>Emotional Disability</b>	<b>0.7%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.6%</b>
<b>Speech/Language Impairment</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>&lt;0.1%</b>
<b>Other</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.7%</b>	<b>2.2%</b>



# Reflection

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- Data from MSAA 2019
  - Closed Tests
  - Paper Accommodation
  - Scribe
  - Disability categories

Where or how can you do better?  
What is needed in your district?  
Do you know how to get this  
information?



# Share Out

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- How are LEAs using assessment data today?
  - Is it shared with Teachers?
- Will you or someone in your district open the CSV file?



# 1% Threshold

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- 1% Threshold
  - In 2018, Arizona was at 1% (rounding to the nearest tenth). Currently calculating for 2019.
  - Action Plans are submitted by LEAs who exceeded 1%. Justifications and disproportionality are federally required.
  - [Justifications](#) are posted on the website.
  - LEAs will have the opportunity to evaluate the effectiveness of their procedures and include this in the plan.



# Submitting Action Plans

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- This does not mean your LEA is “in trouble”. This is not the same as corrective action.
- The state is required to monitor LEAs to ensure eligibility criteria are met.
- Two steps this year
  1. Provide student information. Individual student data will be considered before placing the LEA into a tier.
  2. Submit your plan based on tier designation.



# ADE Requests

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## Part of the Action Plans

- Training on Instructional Supports
- Training on Eligibility
- Clarifying calculations





# Webinar Series

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- Three webinars were held last year
  - Instructional Resources
  - Eligibility for Alternate Assessment
  - Accommodations
- 1% Cap information webinar
- Links to recordings are posted on the Alternate Assessment website



# Possible Upcoming Webinars

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- Update eligibility criteria including one for psychologists-recorded last week
- Action Plan instructions
- Overview of assessment
- LCI data
- Score and Reporting
- Others?



# Eligibility Form Changes-Time

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- Criteria remain the same!
- Three additions regarding “suitable instructional time”
  - Opening paragraph
  - Description for criterion #2
  - Statement of Assurance
- Place to add school year
  - Eligibility is determined annually
  - Documents the plan for participation for IEP meetings held later in the year



# Eligibility Form Changes-Text Boxes

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- Text boxes added below each criterion
  - Aids in documenting conversations
  - Provides transparency
  - Assist TCs in responding to the first step of 1% Threshold monitoring



# Eligibility

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- Not all have the same meaning to “what is best for the student”. This is connected to the purpose of the assessment.
- Look carefully at your SLD students who participate in alternate assessment. In theory, we should not have any SLD students taking MSAA and AIMS A Science.
- Similarly, look at students with physical impairments or emotional disabilities



# Student Selection

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- Alternate Assessment TCs must
  - Identify students EARLY in the Student Selector Application fall 2019.
  - If a student is not identified in the Student Selector Application and needs to be added later, the LEA must submit a letter signed by the Superintendent/Charter Holder and the Alternate Assessment Test Coordinator. For explanations related to a deficiency in policy or practice, include steps the LEA will take to correct the issue. An explanation stating that the IEP team did not make the determination that the student is eligible for alternate assessment before the close of the Student Selector Application will not be accepted since this does not follow eligibility guidelines.



# Administration Planning

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- The Alternate Assessment Test Coordinators have many responsibilities throughout the school year.
- New test coordinator handbook
  - TC checklist
  - Instructions for each step



# Checklist

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### Arizona Department of Education

Alternate Assessment Test Coordinator Checklist	
This form is for your use only; DO NOT return to ADE.	
District/Charter Name:	
TC Name:	
Dates*	Details
September 2019	Verify teachers in ADEConnect (only one account per teacher, must have TA role at their school) <b>Page 3</b>
September 2019	Generate list of all students participating in alternate assessments; include data for students in Grade 3 and 4 learning Braille and for students with communication needs. <b>Page 4</b>
October – November 2019	Student selector app (all students must have correct data records) <b>Page 5</b>
November 2019	Submit student information if notified that the LEA exceeded 1% participation. <b>Page 7</b>
December 2019	Submit Action Plan if the LEA exceeded 1% participation. <b>Page 9</b>
December 2019	AIMS A Science training <b>Page 11</b>
February 3-28, 2020	Monitor AIMS A Science administration <b>Page 12</b>
February 28 – March 6, 2020	Inventory and return AIMS A Science Materials <b>Page 13</b>
March 2-6, 2020	Final verification for AIMS A Science <b>Page 14</b>
March 2020	MSAA training <b>Page 16</b>
Mid-March – early May 2020	Monitor MSAA Administration (there is no final verification process for this assessment) refer to <b>Page 12</b> for instructions
May 2020	Download AIMS A Science Reports <b>Page 17</b>
TBD	Download MSAA Reports <b>Page 19</b>
August 2020	Update data in Corrections Application, if notified <b>Page 20</b>

\*Dates are subject to change. Refer to the Alternate Assessment and District Test Coordinator websites for updates.

LINKS to various TC resources: [The Examiner](#) [District Test Coordinators](#) [MSAA AIMS A Questions?](#) Please contact the Alternate Assessment: [AssessingSWDs@azed.gov](mailto:AssessingSWDs@azed.gov) or at 602-542-





# MSAA State Specific Policy

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- Document is posted to the alternate assessment website before training starts
  - TCs must complete training before closing a test
  - Only the ADE Alternate Assessment Unit adds students to the MSAA system.
  - Do not create classrooms
  - Use of graphic organizers
- Planning a webinar for March



# Changes to AIMS A Science

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- One AIMS A Science Test Administration Manual
- Combined training for TAs and TCs
  - Required and documented at the state level for TCs
  - TCs will submit assurance that TAs have been trained before the system is unlocked
- Science standards are in development
  - Changes will be coming by fall 2020
  - Keep teaching science and using Alternate Standards until you are notified that updated standards have been adopted. We are developing CCCs for science.



# Question and Answer Session

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# Alternate Assessment Unit

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