

Lessons Learned from an Integrated Alternate Assessment Model for Students with Significant Cognitive Disabilities

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Session Overview

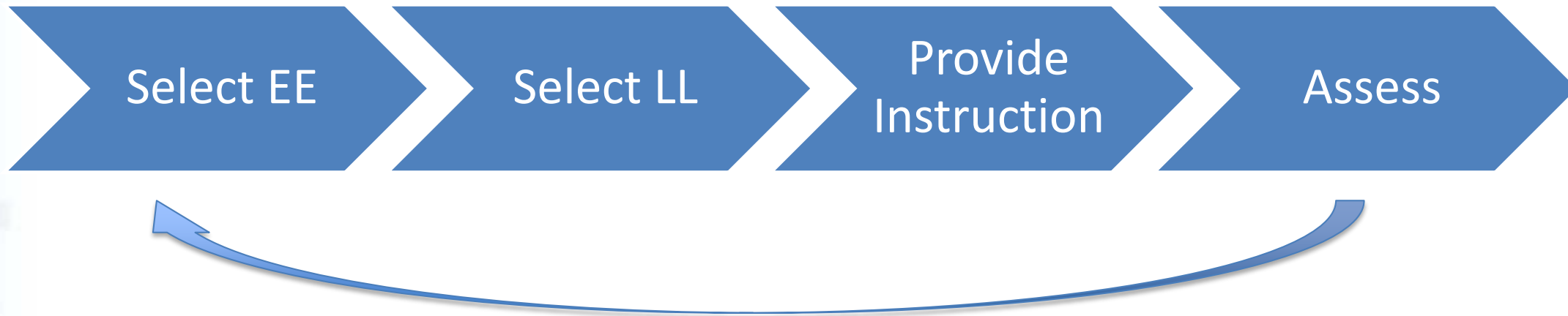
- Describe teachers' implementation of instructionally embedded assessments
 - Timing and frequency
 - Choices of content for assessment
 - Use of system recommendations
 - Relationship to student background and outcomes
- Two discussants
 - State partner: state implementation and technical assistance to districts
 - TAC member: technical and policy implications

ASSESSMENT OVERVIEW

Integrated Assessment Model

- Flexible blueprint choices within constraints
- Instructionally embedded assessments available to inform instructional decisions during the year
- Summative results based on testing conducted throughout the year

Using Instructionally Embedded Assessments



- Available September-February
 - Blueprint should be covered - at least one assessment per chosen content standard (Essential Element)
- Access to on-demand progress report
- May retest on EEs and/or test extra EEs

Issues to Consider

- Defining fidelity when assessment is intentionally flexible -- allows for teacher choice in depth, breadth, and frequency of assessment
- How differences in administration patterns may relate to student characteristics and/or outcomes
- Implications for validity of inferences made from results

Research Questions

What choices are teachers making when using the instructionally embedded assessment system?

1. Blueprint coverage?
2. Which standards?
3. Select system-recommended linkage level or a different level?
4. Assess the same student more than once on a standard?
5. Peak testing days within the window?

Are there subgroup differences based on student background or achievement?

Data Set

2016-17 instructionally embedded testing

- 13,334 students with significant cognitive disabilities from 5 states
- 4,241 teachers selected and administered testlets
- 201,348 testlets administered

TEACHER CHOICES

RQ 1: Blueprint Coverage

- 2016-17 was first full length operational IE window
 - Some comparisons to two previous years to see trend across years
- Variation: some met, some exceeded, some did not meet
- Across years, there is an increase in students who met or exceeded blueprint requirement

RQ1: Blueprint Coverage

Percent of students who did not cover, met, or exceeded requirements

Subject	2015-2016			2016-2017		
	Under	Met	Exceed	Under	Met	Exceed
ELA	25.1	42.9	32.0	28.5	53.5	18.1
Math	37.9	43.2	18.9	17.7	64.2	18.1

Coverage Across Years: Percent Met/Exceeded Blueprint Requirements

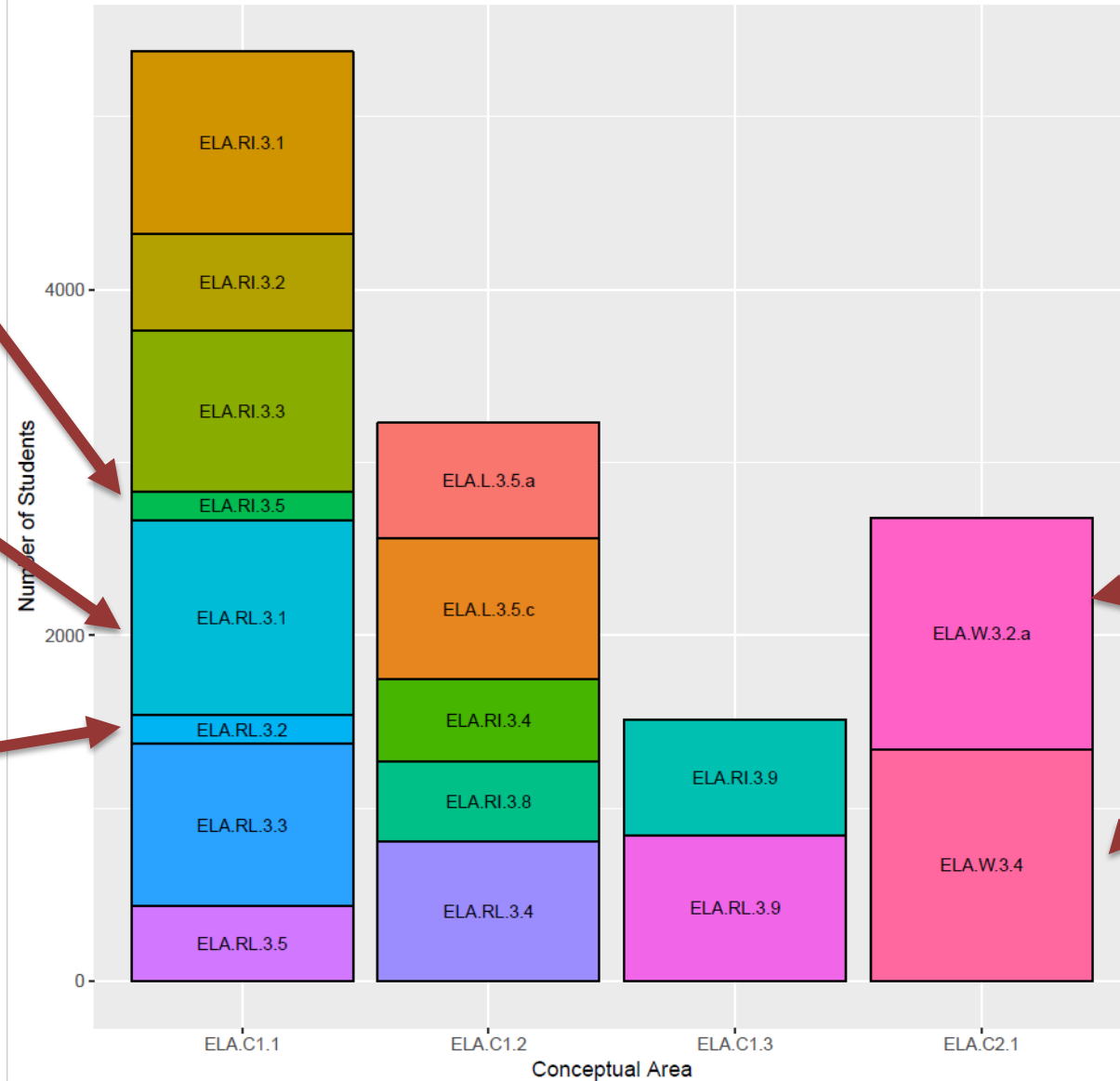
Subject	14-15	15-16	16-17
ELA	50	75	72
Math	58	62	82

RQ 2: Most Selected Standards

- Flexibility so that instruction and assessment occur in areas most relevant to the student's individualized curricular priorities
- Implications for students' opportunity to learn
- Reviewing each grade/subject, can see favorites and less preferred standards

Grade 3 ELA Example

EE Frequency by Conceptual Area

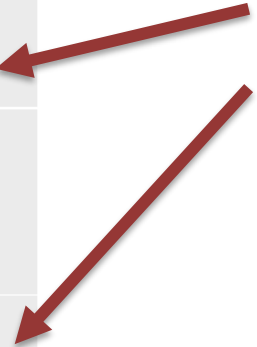
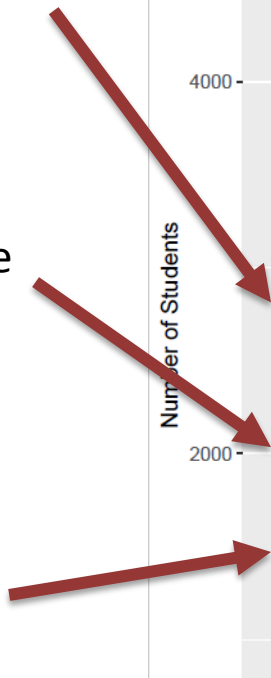


Determine beginning, middle, end of a familiar story with a logical order

Answer who and what questions to determine details in a text

Associate details with events in stories from diverse cultures

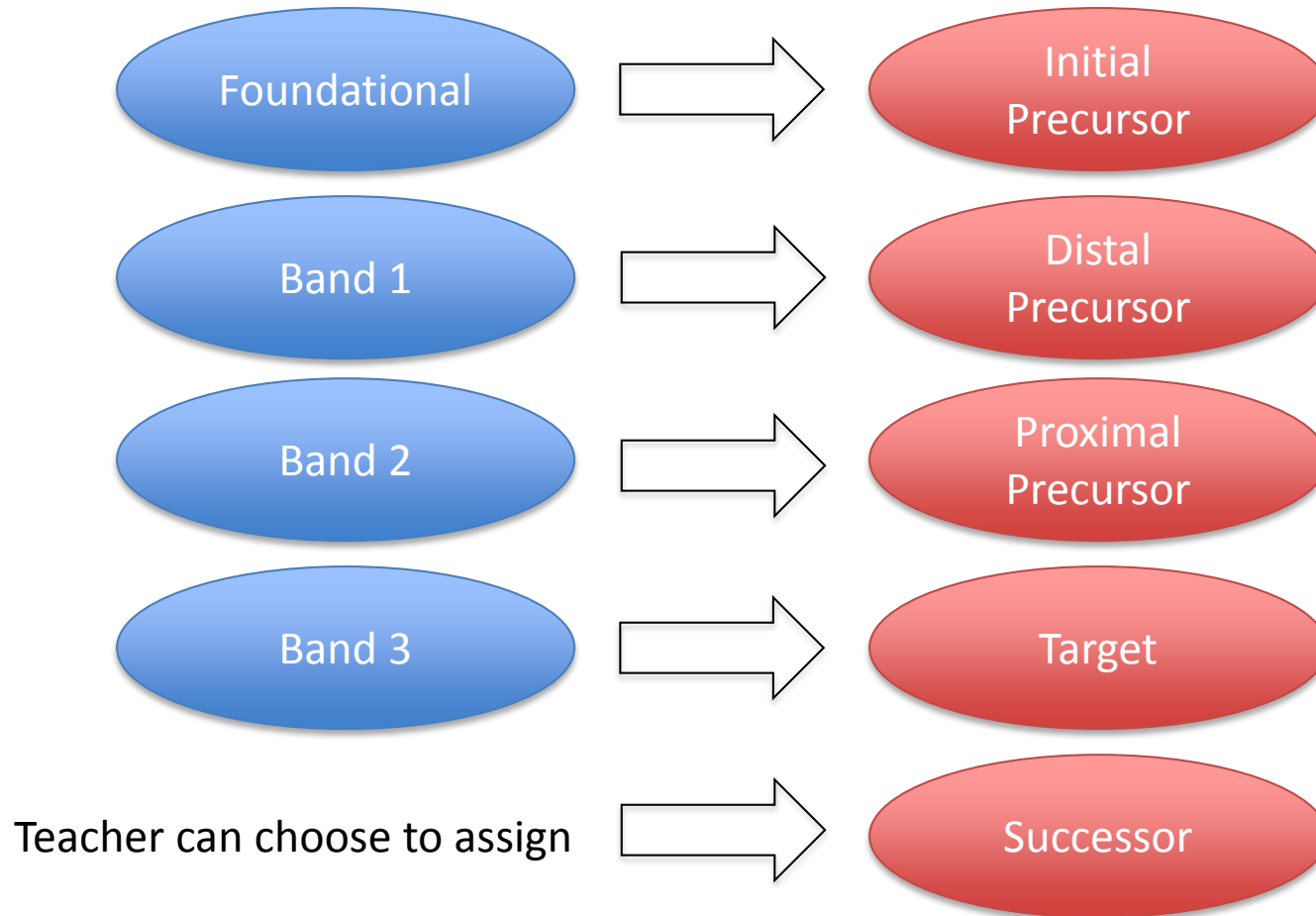
Writing EEs (required)



RQ 3: Choice of Linkage Level

- Prior to testing, all teachers complete a survey about each student's characteristics
- Responses to items in ELA, math, and expressive communication result in a complexity band for each content area

Correspondence of Complexity Bands to System-Recommended Linkage Level



Testlets Administered at Each Linkage Level

Linkage Level	ELA		Mathematics	
	<i>n</i>	%	<i>n</i>	%
Initial Precursor	23,654	23.5	25,836	25.7
Distal Precursor	33,769	33.5	34,756	34.5
Proximal Precursor	31,792	31.6	30,991	30.8
Target	10,439	10.4	8,437	8.4
Successor	1,041	1.0	601	0.6

Key Findings

- Most of the time, teachers accept the system recommendation
- If they do change, the tendency is to choose one level lower than recommended
- Slightly less likely to change in math than ELA

ELA Adjustment from System-Recommended Level

Change	Foundational		Band 1		Band 2		Band 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
-3							347	3.0
-2					2,528	6.6	1,014	8.6
-1			7,437	20.9	6,429	16.7	1,867	15.9
0	13,342	88.8	25,363	71.4	27,389	71.3	8,190	69.8
1	965	6.4	2,049	5.8	1,646	4.3	315	2.7
2	487	3.2	463	1.3	426	1.1		
3	140	0.9	215	0.6				
4	85	0.6						

n = instructionally embedded instructional plans

Math Adjustment from System-Recommended Level

Change	Foundational		Band 1		Band 2		Band 3	
	n	%	n	%	n	%	n	%
-3							162	2.1
-2					2,420	6.1	598	7.8
-1			8,435	22.4	6,243	15.8	952	12.3
0	14,821	94.1	27,280	72.6	28,541	72.1	5,788	75.0
1	640	4.1	1,337	3.6	2,104	5.3	216	2.8
2	161	1.0	450	1.2	261	0.7		
3	95	0.6	91	0.2				
4	33	0.2						

n = instructionally embedded instructional plans

RQ 4: Testing Same Standard Multiple Times

- As instruction occurs, teachers can create additional instructional plans to re-assess the standard
 - Can be at same linkage level or a different linkage level
- Gets at idea of depth of instruction (versus breadth)

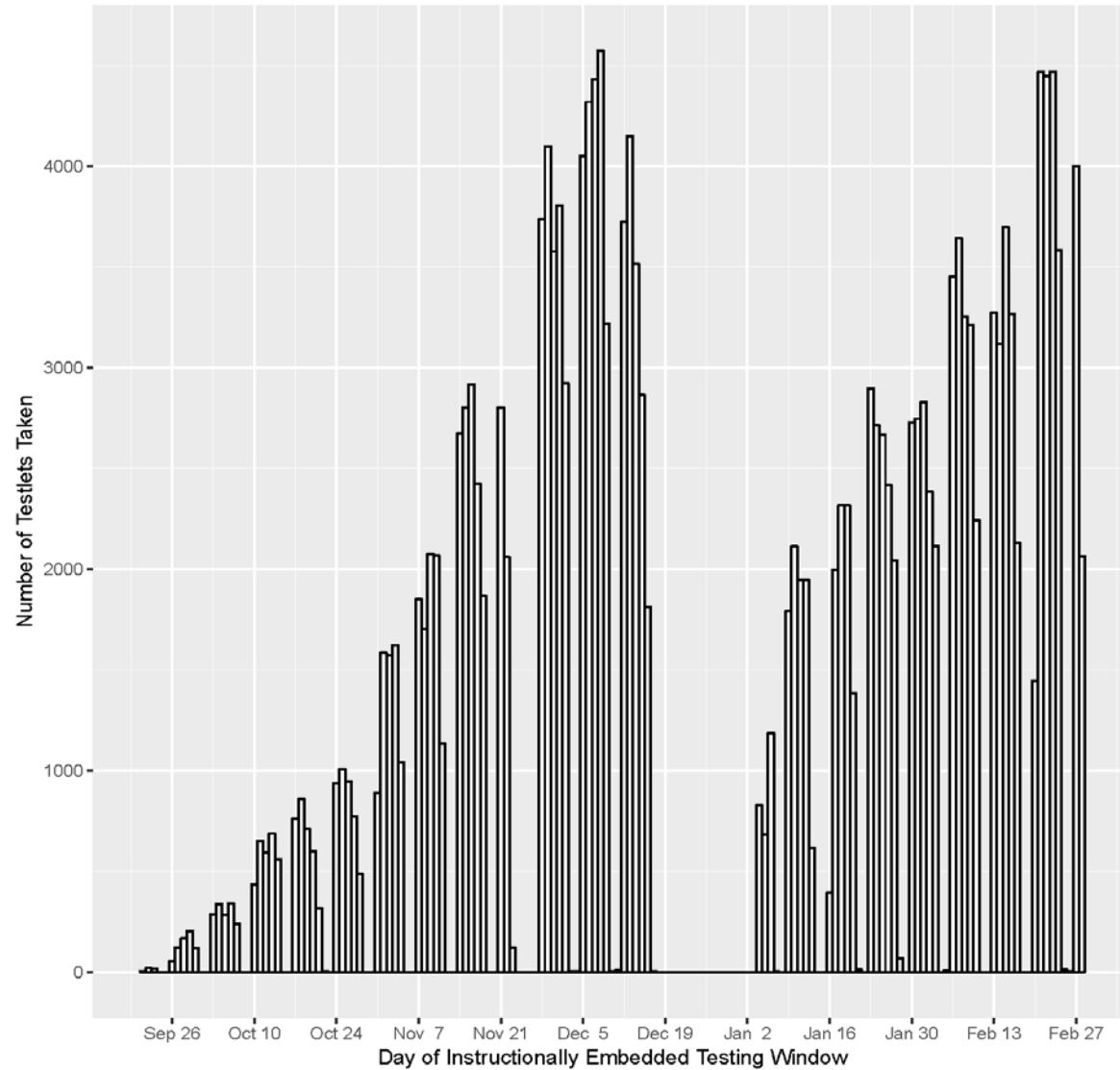
Testing on Multiple Linkage Levels in a Standard

- In majority of cases, teacher chose not to re-assess
- 90% of students who tested on a standard more than once, tested on it twice.
- 2,604 (19.5%) students tested on more than one linkage level within a standard
- In 23 instances across all students and standards (0.01%), the students tested on all five linkage levels within the standard

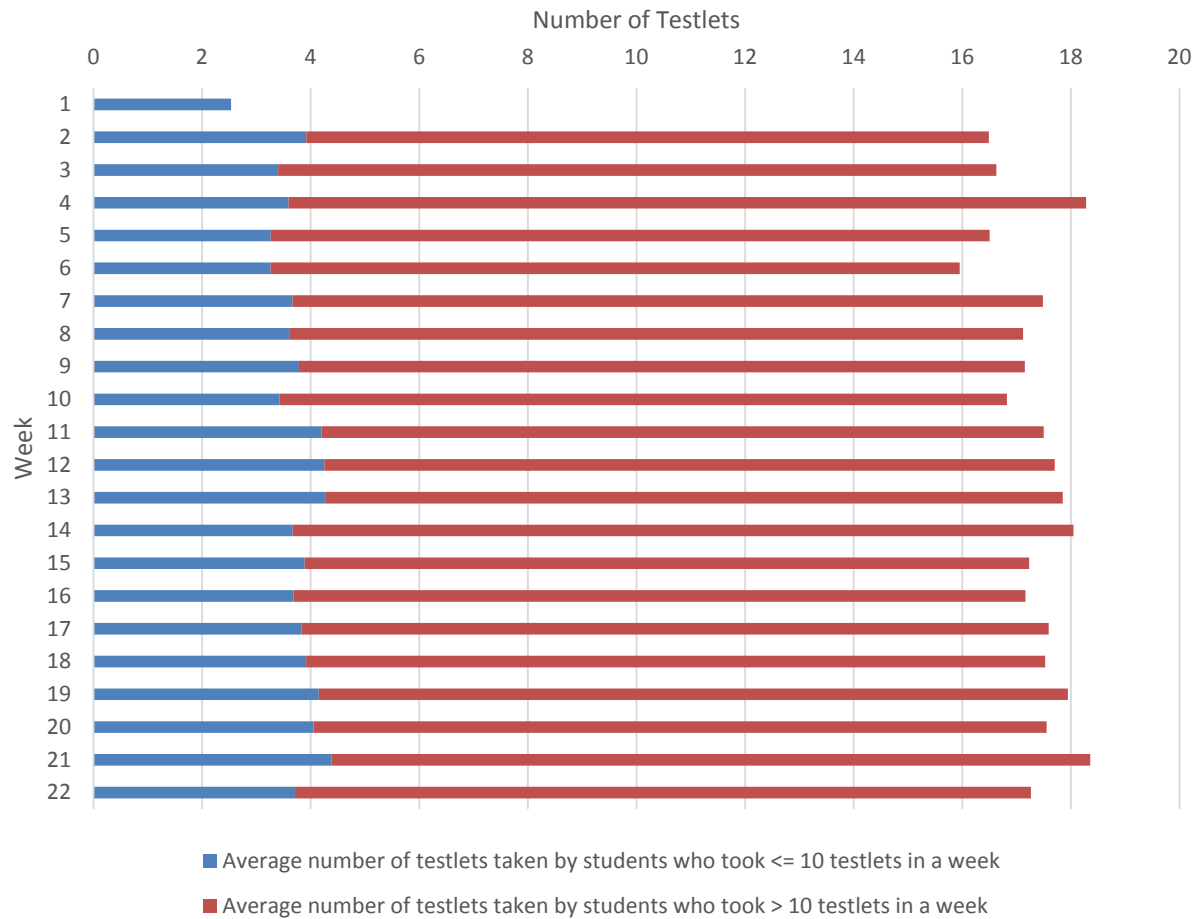
RQ 5: Peak Testing Patterns

- The 2016-2017 window was available September through February
 - Short break in December - winter holiday
- Teachers have choice of when and how frequently to assess their students within that time period
- Gradual increases with peaks in late fall and near end of window
- Two patterns of use

Peak Testing by Week



Average Number of Testlets Administered to Students per Week



IMPLEMENTATION AND STUDENT VARIABLES

Student Variables


- Background: complexity band
 - Indicator of prior achievement + communication
- Achievement: performance level for 2016-17
 - Includes all IE and spring assessments
 - Emerging, Approaching the Target, at Target, Advanced

Examples of Findings

- Change in linkage level:
 - most often seen for students at Emerging performance level
 - Emerging vs Advanced changed in different directions
- Test standard more than once:
 - Most often in middle complexity bands and at the Emerging performance level

Changing the Linkage Level From System-Recommended

Level	<i>n</i>	%
Emerging	10,513	43
Approaching the target	6,470	26
At target	5,719	23
Advanced	1,963	8



Linkage Level Difference from System-Recommended by Student's Performance Level

Difference	Emerging		Approaching the target		At target		Advanced	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
-3	91	>1	164	>1	114	>1	85	>1
-2	1,821	2	1,931	4	1,752	4	519	3
-1	13,848	18	8,072	17	5,827	13	1,713	9
0	57,207	76	35,690	74	33,330	75	14,228	75
1	1,827	2	2,157	4	2,675	6	2,038	11
2	465	1	534	1	691	2	433	2
3	91	>1	164	>1	114	>1	85	>1
4	1,821	2	1,931	4	1,752	4	519	3


Assessing on EEs More Than Once

Students by complexity band:

Band	<i>n</i>	%
Foundational	643	14
Band 1	1,686	38
Band 2	1,707	38
Band 3	441	10

Students by performance level:

Level	<i>n</i>	%
Emerging	1,696	38
Approaching the target	1,179	26
At target	1,037	23
Advanced	565	13



Summary of Results

- Most students have appropriate content coverage
 - Improvement each year
- Teachers generally do not override system recommendations
 - May still reflect use of the system to meet state requirements rather than to inform instruction

Implications for Fidelity

- Expectation for some minimum threshold of use (e.g., full blueprint coverage)
- To fulfill goal of informing instruction, ranges of actions are possible
 - Retesting on a standard, if time lapse between tests and instruction occurred
 - Testing fewer testlets in more weeks vs. in shorter, focused time blocks - may also be guided by state policies
- What actions are outside the likely bounds of useful assessment?
 - E.g., test on all standards and levels in a short time period

Next Steps

- Teacher survey: choices made during instructionally embedded testing, how progress reports were used to inform instruction
- Defining a measure of implementation fidelity
 - Explore whether there are two general patterns - slow & steady, condensed
- Look for within-student and within-teacher patterns



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

North Dakota: Blueprint Coverage

State	2015-2016			2016-2017		
	Under	Met	Exceed	Under	Met	Exceed
Math						
ND	53.8	27.6	18.6	15.7	61.4	22.9
All states	37.9	43.2	18.9	17.7	64.2	18.1
ELA						
ND	47.1	30.6	22.3	30.4	43.0	26.6
All states	25.1	42.9	32.0	28.5	53.5	18.1

ND Goal Setting Process

2015-2016

Instructionally Embedded Window
2 Testing Windows: Fall/Spring

Grade Level	Instructionally Embedded Window 09/2016-02/2017		Spring Assessment Window 3/2017-6/2017	
	Required Number of ELA EEs*	Required Number Math EEs*	System Selects ELA EEs	System Selects Math EEs
3	7	6	5	5
4	7	8	5	5
5	7	7	5	5
6	7	6	5	5
7	7	7	5	5
8	7	7	5	5
9*	10	6	5	5
10*	10	6	5	5
11	10	6	5	5

2016-2017

Instructionally Embedded Window
3 Testing Windows: Fall/Spring

Grade Level	Fall Assessment Window 9/2016-12/2016		Winter Assessment Window 12/2016-2/2017		Spring Assessment Window 3/2017-6/2017	
	Number of ELA EEs	Number of Math EEs	Number of ELA EEs	Number of Math EEs	System Selects ELA EEs	System Selects Math EEs
3	3	3	4	3	5	5
4	3	3	4	4	5	5
5	3	4	4	3	5	5
6	3	3	4	3	5	5
7	3	4	4	3	5	5
8	3	4	4	3	5	5
9*	5	5	3	3	5	5
10*	5	5	3	3	5	5
11	5	5	3	3	5	5

SUCCESS

- Teachers, Administrators, and Parents are changing expectations
- Data is not only for accountability reporting
- Specific guidance was needed initially
- Excitement reported from teachers
- Demand for PD continues
- Percent of “Met” blueprint coverage increased in ELA and Math

Activities leading to SUCCESS

- Communication:
 - First Contact Survey and PNP
 - Importance of blueprint coverage and teacher choice
 - Who should be participating in the instructionally embedded system
- LEA's have established PLC time strictly for instructionally embedded “learning”
- Providing teacher choice

ND Improvements

- 2014/2015: Initial General Overview Training (State wide) on the DLM Instructionally Embedded System
- 2015/2016: Advisory Group which consisted of general and special education teachers, school psychologists, and local administrators
 - Help plan professional development activities for instruction that supports instructionally embedded model
 - Assisted in the planning the sequence of the instructionally embedded window

ND Continuous Improvements

- 2016/2017: PD activities for DTC on extracts for monitoring purposes
- Enhanced communication with local education agencies and special education unit directors

ND Future Enhancements

2016/2017

- Refocus with enhanced PD on instructional practices
 - Bring back advisory group members
- General Education and Special Education Partnerships
- Continue to increase expected blueprint coverage for ELA and Math
- Focus Group Panel:
 - What is working
 - What are immediate and long term needs, goals

Discussion, Technical/Policy Perspective

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NATIONAL CONFERENCE ON STUDENT ASSESSMENT

JUNE 29, 2017

Administration Features

Constrained Flexibility

- Selection of content
 - Which EEs
 - Number of EEs
- Timing of administration

Less Flexibility

- Scoring
- Entry level

Technical Considerations

Instructional relevance

Comparability/fairness

Aggregation

Evaluation

System quality

Modeling

Inferences

Questions and Discussion

THANK YOU!

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