



Multi-State Alternate Assessment (MSAA) formerly known as NCSC

ARIZONA'S ASSESSMENTS

- Alternate Assessment based on Alternate Achievement Standards for students with significant cognitive disabilities
 - Students must meet the eligibility criteria in order to participate
- MSAA
 - English Language Arts (including Writing) and Mathematics (Grades 3 through 8 and 11)





MSAA 2015 – 2016 System Data

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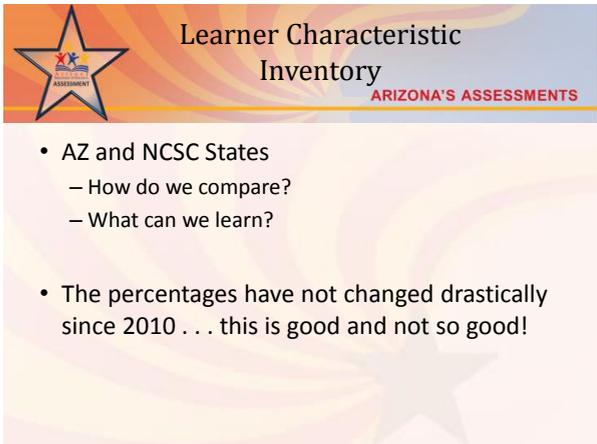
- In 2016, we administered the NCSC operational ELA and Mathematics Alternate Assessments to **7,565** as compared to 7,347 students in 2015
- Percentage of Closed tests due to *No Observable Communication* was
 - 9.4% for Math In 2015; 9.8% for Math
 - 9.0% for ELA In 2015; 10.2% for ELA
- We did have some tests left in “Not Started” and “In-Progress” status (these were not scored)



MSAA 2015 - 2016 System Data

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- Paper Accommodation
 - **203 out of 7,563** students were identified as using this accommodation in the *After Test Accommodations*
 - In 2014 - 2015 **188 out of 7,533** students were identified as using this accommodation in the *After Test Accommodations*
- Scribe
 - **160 out of 7,563** students were identified as using this accommodation
 - In 2014 – 2015 **175 out of 7,533** students were identified as using this accommodation

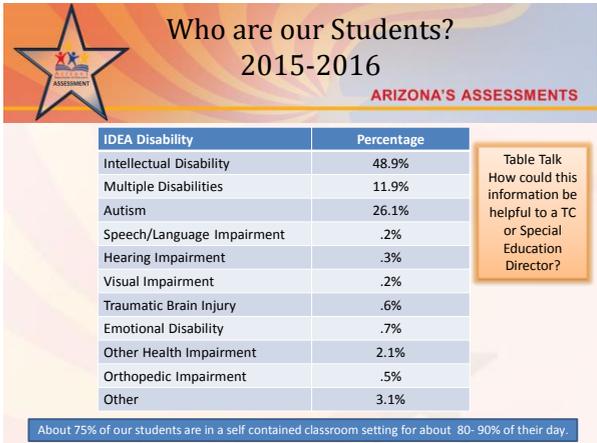


Learner Characteristic Inventory

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- AZ and NCSC States
 - How do we compare?
 - What can we learn?

- The percentages have not changed drastically since 2010 . . . this is good and not so good!



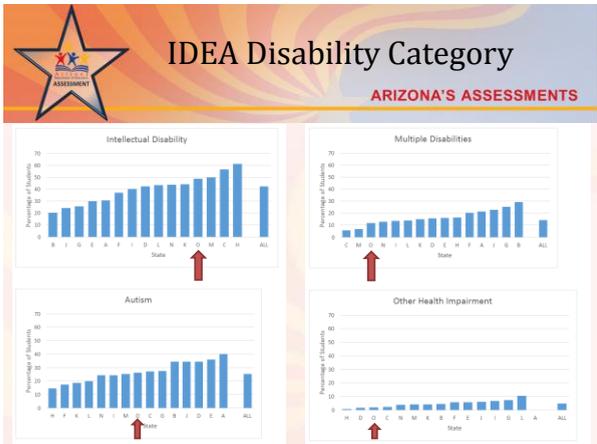
Who are our Students? 2015-2016

ARIZONA'S ASSESSMENTS

IDEA Disability	Percentage
Intellectual Disability	48.9%
Multiple Disabilities	11.9%
Autism	26.1%
Speech/Language Impairment	.2%
Hearing Impairment	.3%
Visual Impairment	.2%
Traumatic Brain Injury	.6%
Emotional Disability	.7%
Other Health Impairment	2.1%
Orthopedic Impairment	.5%
Other	3.1%

Table Talk
How could this information be helpful to a TC or Special Education Director?

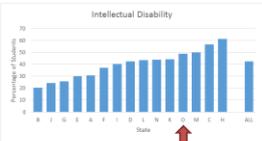
About 75% of our students are in a self contained classroom setting for about 80- 90% of their day.



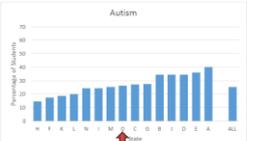
IDEA Disability Category

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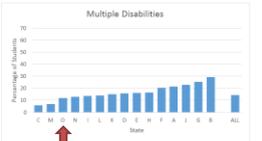
Intellectual Disability



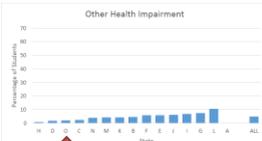
Autism

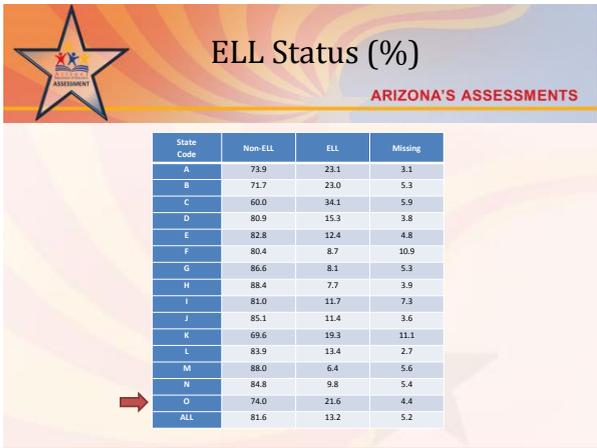


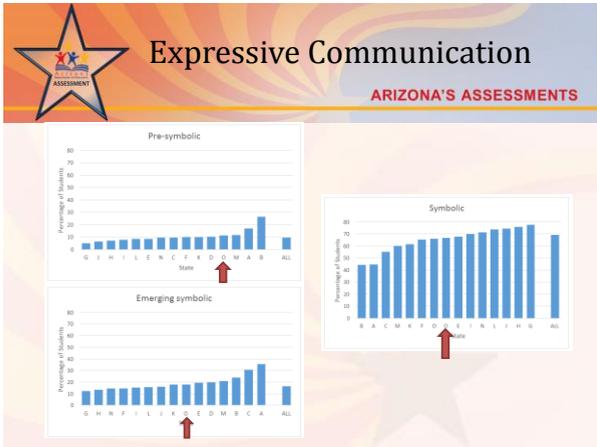
Multiple Disabilities

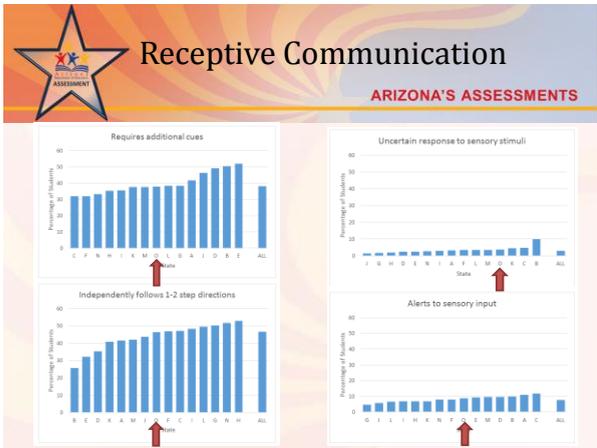


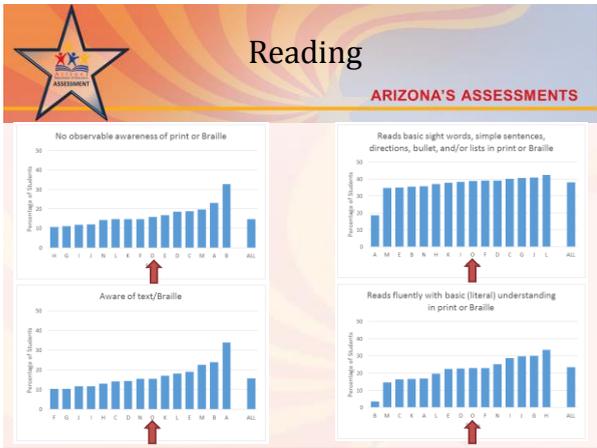
Other Health Impairment

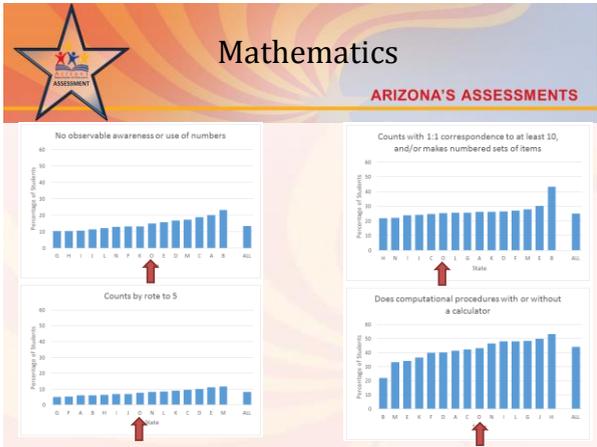










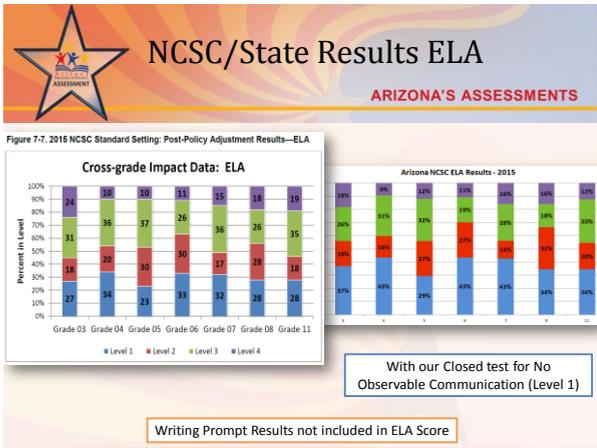


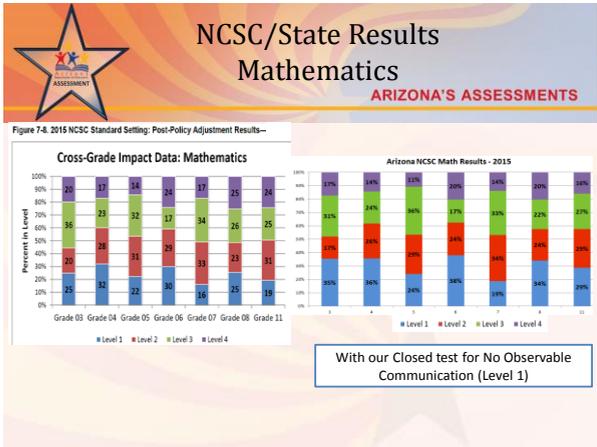
Highest Level Take Aways

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- At the state level we use the data to make improvements to training, knowledge, and awareness.
 - Knowing the characteristics of students leads to better decision making abilities

Table Talk
How do you currently use assessment data ? Share specific with group?





Reports to LEAs

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- CSV file
- District File
- School Files
- Individual Student Reports
 - For Parents and Guardians
 - Grades 3 through 8 and
 - Grade 11



Grade 3

Share Out

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

District Report

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Figure 1 – Sample District Summary Report

CONFIDENTIAL													
msaa English Language Arts										SUMMARY REPORT			
										Demarathon State			
										Demarathon District B			
Grade	Level	Enrolled	Tested	Old Test Score	Average Student Score	Performance Level							
						Level 1	Level 2	Level 3	Level 4	N	%	N	%
Grade 91	State	9	2	7	1241	1	50	0	0	1	50	0	0
Grade 91	District	2	2	0	1								
Grade 94	State	10	9	9	1232	3	60	2	40	0	0	0	0
Grade 94	District	2	1	2	1236	0	0	1	100	0	0	0	0
Grade 95	State	10	8	2	1241	3	38	1	13	3	38	1	13
Grade 95	District	2	2	0	1226	1	50	1	50	0	0	0	0
Grade 96	State	10	5	5	1236	2	40	2	40	1	20	0	0
Grade 96	District	2	1	2	1228	1	100	0	0	0	0	0	0
Grade 97	State	10	8	2	1249	3	38	0	0	1	13	4	50
Grade 97	District	2	2	0	1255	1	50	0	0	0	0	1	50
Grade 98	State	10	9	1	1247	1	11	3	33	2	22	3	33
Grade 98	District	2	2	1	1236	0	0	1	50	0	0	1	50
Grade 11	State	10	10	0	1261	1	10	1	10	3	30	5	50
Grade 11	District	2	2	0	1252	0	0	0	0	1	50	1	50

School Report Summary and Roster

ARIZONA'S ASSESSMENTS

Figure 2 – Sample School Summary Report

CONFIDENTIAL													
msaa English Language Arts										SUMMARY REPORT			
										Demarathon State			
										Demarathon District B			
Grade	Level	Enrolled	Tested	Old Test Score	Average Student Score	Performance Level							
						Level 1	Level 2	Level 3	Level 4	N	%	N	%
Grade 91	State	9	2	7	1241	1	50	0	0	1	50	0	0
Grade 91	District	2	2	0	1								
Grade 94	State	10	9	9	1232	3	60	2	40	0	0	0	0
Grade 94	District	2	1	2	1236	0	0	1	100	0	0	0	0
Grade 95	State	10	8	2	1241	3	38	1	13	3	38	1	13
Grade 95	District	2	2	0	1226	1	50	1	50	0	0	0	0
Grade 96	State	10	5	5	1236	2	40	2	40	1	20	0	0
Grade 96	District	2	1	2	1228	1	100	0	0	0	0	0	0
Grade 97	State	10	8	2	1249	3	38	0	0	1	13	4	50
Grade 97	District	2	2	0	1255	1	50	0	0	0	0	1	50
Grade 98	State	10	9	1	1247	1	11	3	33	2	22	3	33
Grade 98	District	2	2	1	1236	0	0	1	50	0	0	1	50
Grade 11	State	10	10	0	1261	1	10	1	10	3	30	5	50
Grade 11	District	2	2	0	1252	0	0	0	0	1	50	1	50

Figure 3 – Sample School Roster Report

CONFIDENTIAL													
msaa English Language Arts										SCHOOL ROSTER REPORT			
										Demarathon State			
										Demarathon District B			
Grade	Level	Enrolled	Tested	Old Test Score	Average Student Score	Performance Level							
						Level 1	Level 2	Level 3	Level 4	N	%	N	%
Grade 91	State	9	2	7	1241	1	50	0	0	1	50	0	0
Grade 91	District	2	2	0	1								
Grade 94	State	10	9	9	1232	3	60	2	40	0	0	0	0
Grade 94	District	2	1	2	1236	0	0	1	100	0	0	0	0
Grade 95	State	10	8	2	1241	3	38	1	13	3	38	1	13
Grade 95	District	2	2	0	1226	1	50	1	50	0	0	0	0
Grade 96	State	10	5	5	1236	2	40	2	40	1	20	0	0
Grade 96	District	2	1	2	1228	1	100	0	0	0	0	0	0
Grade 97	State	10	8	2	1249	3	38	0	0	1	13	4	50
Grade 97	District	2	2	0	1255	1	50	0	0	0	0	1	50
Grade 98	State	10	9	1	1247	1	11	3	33	2	22	3	33
Grade 98	District	2	2	1	1236	0	0	1	50	0	0	1	50
Grade 11	State	10	10	0	1261	1	10	1	10	3	30	5	50
Grade 11	District	2	2	0	1252	0	0	0	0	1	50	1	50



Individual Student Report

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Figure 4 – Sample Individual Student Report

CONFIDENTIAL

English Language Arts **1226**
Your child's performance level is **Level 1**

1200-1224	1224-1229	1229-1237	1236-1296
Level 1	Level 2	Level 3	Level 4

Mathematics **1238**
Your child's performance level is **Level 2**

1200-1224	1224-1229	1229-1236	1236-1296
Level 1	Level 2	Level 3	Level 4



Performance Level Descriptors

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- PLDs are helpful in knowing the skills for a grade and the MSAA PLDs incorporate complexity levels.
- These correspond to the skills that are identified on the Individual Student Report
- Other NCSC resources that can be used to support the data on the Individual Student Reports:
 - For Instruction - Element Cards
 - For Planning - Curriculum Resource Guides, Instructional Families
 - For Assessment/Progress Monitoring - MASSIs and LASSIs

https://wiki.ncscpartners.org/index.php/Main_Page



LEA Level Take Aways

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- What piece of data is critical from each report?
- What training does your staff need?
- How can these reports improve planning, instruction, and IEP goals and objectives?



Enhancements to the MSAA System for 2016-2017

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- Items
- DTAs
- TAM
- Training Modules



Part 2: Alternate Assessment Updates

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- Data from MSAA 2016
 - Closed Tests: Early Stopping Rule
 - Paper Accommodation
 - Scribe

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



Changes to 1% Cap

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How will this impact an LEA?



Information from NCEO

ARIZONA'S ASSESSMENTS

Where Did NCLB "1%" Come From?

- NCLB regulation in 2003 that allowed for AA-AAS indicated that for students in that assessment, up to 1% of total tested population could be **counted as proficient** in Title I accountability
- Regulation provided **participation** data from 2000-2001 Biennial Performance Reports to justify that figure:
 - 21 states reported < 0.5% of total population
 - 14 states reported between 0.5% and 1.0%
 (Only 38 states had sufficient data to report numbers)





Information from NCEO

ARIZONA'S ASSESSMENTS

1% Cap – on PARTICIPATION, not ACCOUNTABILITY – in ESSA

- State must provide oversight of any LEA that submits information about exceeding 1.0 percent
- Waiver Authority:** Section 8401 allows state to submit a request to the Secretary to waive a statutory or regulatory requirement [Regulations lay out what must be done to submit a waiver]





Information from NCEO

ARIZONA'S ASSESSMENTS

1% Cap – on PARTICIPATION, not ACCOUNTABILITY – in Regulations

- State must make an LEA's justification for exceeding the 1.0 percent cap available to the public (as long as doing so does not reveal any personally identifiable student information)
- State may request a waiver of the State-level 1% cap, which must be submitted 90 days **before** the start of the first testing window, and be limited to one year....





In Preparation for 2017-2018

ARIZONA'S ASSESSMENTS

- Alternate Assessment TCs must
 - Identify students EARLY in the Student Selector Application beginning Oct. 2016 through November 2016.
 - Communicate to LEA
 - New requirements
 - LEA process for gathering information for all eligible students
 - Develop a plan for ensuring Participation Guidelines are followed



Recommendations

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- Awareness of eligibility criteria.
- Early Awareness of the students that will be participating in MSAA.
 - There should not be students that are newly qualifying for alternate assessment. We should know who these students are early on in their education. *Exception: student is new to state.*

We are pulling reports for the past two years with participation numbers. We will be analyzing and notifying LEAs that have participation in the Alternate Assessment over 1%.



Upcoming Webinar for TCs and Special Education Directors and Alternate Assessment Test Coordinators

ARIZONA'S ASSESSMENTS

- Look for email for Webinar
 - 1% Cap updates
 - Plan for moving forward
 - Tasks LEAs must complete

What are your questions now?
...please write down on sticky note

Link to access webinar will be included in an email
Date of Webinar:
SEPTEMBER 8, 2016
11:30am - 12:30pm



**Question and Answer
Session**
ARIZONA'S ASSESSMENTS





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ARIZONA'S ASSESSMENTS

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