



RESULTS-DRIVEN ACCOUNTABILITY

- Session goal: Improved outcomes for students with disabilities through**
- Meaningful inclusion
 - Access to grade level content
 - Systematic monitoring of student progress
 - Targeted utilization of school resources
 - Integration of technology to support learning
 - Accommodations to meet individual needs

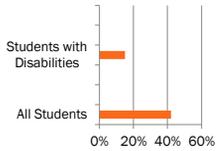


- WHERE ARE WE NOW?**
- Changes that have impacted outcomes for students with disabilities:**
- Adoption of Arizona's College and Career Ready Standards
 - The implementation of AzMERIT summative assessments
 - The implementation of the Multi-State Alternate Assessment (MSAA) and associated instructional supports

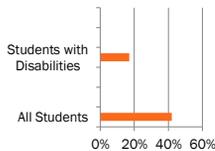


AZMERIT 2015 PROFICIENCY RATES

GRADE 4 READING



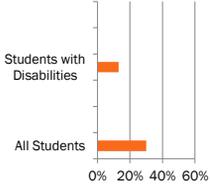
GRADE 4 MATH



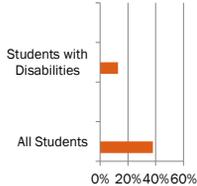
Source: <http://whyproficiencymatters.com/arizona>

NAEP 2015 PROFICIENCY RATES

GRADE 4 READING



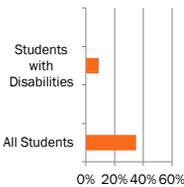
GRADE 4 MATH



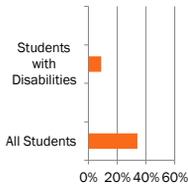
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AZMERIT 2015 PROFICIENCY RATES

GRADE 8 READING



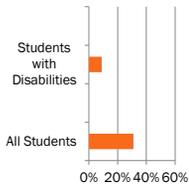
GRADE 8 MATH



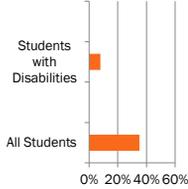
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NAEP 2015 PROFICIENCY RATES

GRADE 8 READING



GRADE 8 MATH



Source: <http://whyproficiencymatters.com/arizona>

"As later learning builds on early learning, it is important that college and career readiness begin at even younger years. Students that fall behind earlier in their educational years will face a daunting education gap to catch up to their fellow students. For example, students who were far off track in eighth grade had only a 10% chance of being successful in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade.⁴²"

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait*
<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

**BEYOND COMPLIANCE:
RESULTS-DRIVEN ACCOUNTABILITY**

Agency Initiatives Targeting Instruction

- Multi-Tier System of Supports (MTSS)
- Examining Data to Improve Student Achievement (EDISA)
- Inclusion Taskforce
- K-12 Academic Standards Unit - Promoting incorporation of the formative assessment process
- Universal Design for Learning/Accommodations Taskforce
- Identification of "high flyers" - Public Education Agencies who had success at closing the gap
- State Personnel Development Grant

Close the Gap



**PRINCIPLES OF
UNIVERSAL DESIGN FOR LEARNING**

Planning access for all **from the beginning** lessens the need for retrofitting and accommodations

UDL planning provides options for:

- Presentation
- Response
- Engagement/Motivation



ESSA appropriates the UDL definition found in the **Higher Education Opportunity Act of 2008**: **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
Higher Education Opportunity Act of 2008

Source: CAST
www.cast.org



"...allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course."

Arizona Superintendent of Public Instruction Diane Douglas,
AZ Kids Can't Afford to Wait
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THE FORMATIVE ASSESSMENT PROCESS

Through this process, students learn to

- > Set goals for their own learning
- > Evaluate their growth toward those goals
- > Evaluate the quality of their work and the work of others
- > Identify strategies to improve



THREE KEY FORMATIVE ASSESSMENT QUESTIONS:

- Where are we headed?
- Where are we now?
- What do I need to do next to close the gap?

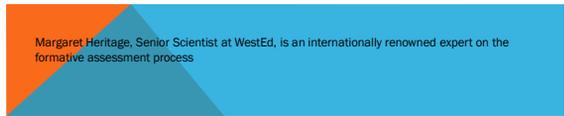


THE FORMATIVE ASSESSMENT FEEDBACK LOOP

Margaret Heritage explains that the feedback loop is the *process* of

- > collecting evidence about student learning
- > identifying gaps
- > providing feedback to the student
- > adapting instruction

It is cyclical and continuous...as soon as a gap is closed the teacher creates new learning goals for the student to meet.



Margaret Heritage, Senior Scientist at WestEd, is an internationally renowned expert on the formative assessment process

THE FEEDBACK LOOP

The feedback loop is key to keeping learning moving forward

Students receive feedback through

- > Measuring themselves against learning goals, prior work, peer work, or a rubric/model
- > Interactions with their teacher who helps them establish where they are performing in relation to the learning goal; identifying next steps
- > Respectful interactions with their peers, including constructive feedback to modify work products or to provide a different perspective or alternative strategy for consideration



METACOGNITION

The formative assessment process

- > Helps students develop self-evaluation skills and reflect on their own understandings
- > Provides opportunities for students to analyze works of varying quality
- > Provides a means for students to conceptualize the learning process – by introducing students to learning progressions, they better understand the path toward a learning goal and evaluate where they are in relation to that goal
- > Contributes to a growth mindset – understanding that success involves a series of iterations, working off feedback in a sustained effort to improve





UTILIZATION OF PERSONNEL

General Education, Special Education Collaboration Through:

- Leadership fostering a Culture of Collaboration and Learning
 - Provide opportunities, expectations for practice/embedded training
- Co-teaching
 - Model allows students with disabilities to remain in gen/ed for instruction
 - Resource teacher monitors/adjusts access to instruction as needed
- Co-creating lesson plans
 - Ensures rigorous instruction in grade level content
 - Ensures consideration of individual needs in planning



UTILIZATION OF PERSONNEL

Assistive Technology Specialists:

- Evaluate which devices and apps may assist with access

Para-Professionals:

- Can provide needed supports within the gen/ed setting

Special Area Teachers:

- Alternative access to content and skill building provided through
 - PE
 - Art
 - Music
 - Computer labs



ADE PROPOSALS FOR TECHNOLOGY INTEGRATION

- ADE will first seek funding for classroom technology and statewide broadband internet access.
- ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.

Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait* <http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>



LESSONS LEARNED FROM THE SURVEY

May, 2015

- Exceptional Student Services surveyed general education and special education teachers across the state on instructional accommodation use
- More than 1,000 responses





ACCESSIBILITY FOR ALL

Universal Testing Tools for CBT Available to All Students	
Area Boundaries	Allows student to click anywhere on the selected response text or button for multiple choice options.
Expand/Collapse Passage	Expand a passage for easier readability. Expanded passages can also be collapsed.
Help	View the on-screen Test Instructions and Help.
Highlighter	Highlight text in a passage or item.
Line Reader	Allows student to track the line he or she is reading.
Mark (Flag) For Review	Mark an item for review so that it can be easily found later.
Notes/Comments	Allows student to open an on-screen notepad and take notes or make comments. In ELA, notes are available globally and available throughout the session. In math, comments are attached to a specific test item and available throughout the session.
Pause and Restart	Allows the session to be paused at any time and restarted and taken over a one day period. For test security purposes, visibility on past items is not allowed when paused longer than 20 minutes.
Review Test	Allows student to review the test before ending it.
Strikethrough	Cross out answer options for multiple-choice and multi-select items.
System Settings	Adjust audio (volume) during the test.
Text-to-Speech for Instructions	Listen to test instructions.
Tutorial	View a short video about each item type and how to respond.
Writing Tools	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response items.
Zoom In/Zoom Out	Enlarge the font and images in the test. Undo zoom in and return the font and images in the test to original size.



SUBJECT AREA TOOLS FOR ALL

Subject Area Tools/Resources Available to All Students		
Dictionary/Thesaurus	Writing	CBT – Students have access to the dictionary/thesaurus tool. Students may opt to use a published, paper dictionary or thesaurus instead of using this tool. PBT – Schools must make published, paper dictionaries and thesaurus available to students. Students with a visual impairment may use an electronic dictionary and thesaurus with other features turned-off.
Writing Guide	Writing	CBT – Students have access to the writing guide tool. PBT – The writing guide is included within the test booklet.
Scratch Paper	Writing and Mathematics	CBT – Schools must provide scratch paper (plain, lined, or graph) to students. PBT – Schools must provide scratch paper (plain, lined, or graph) to students.
Calculator Grades 7-8 (Part 1 only): scientific calculators are acceptable EOC (entire test): graphing calculators are acceptable	Mathematics	CBT – Students have access to the calculator tool when calculator use is permitted. Students may opt to use an acceptable handheld calculator instead of this tool when calculator use is permitted. PBT – Students may use an acceptable handheld calculator when calculator use is permitted. Schools should provide students with an appropriate handheld calculator.



New Challenges and Potential Barriers Posed by Computer-based Testing

- Format
 - Split screen display
 - Scrolling through multiple sources of information for reference
 - Scrolling through and responding to multi-step questions
 - Various response options (not bubble in)
- Features and Tools
 - Keyboarding skills
 - Locating tools
 - System design (pause, flag for review, icons)
 - Tool functions
 - Multiple uses/applications

Casual exposure will not be enough for effective use by students with disabilities



New Challenges and Potential Barriers Posed by Computer-based Testing

- Novel presentation of editing tasks
- Functions of the calculator tool
- Response to writing prompt
 - Plan, draft, revise, edit, publish – part or all online

Exposure through instructional design to prepare student with disabilities



**PREPARING STUDENTS WITH DISABILITIES
FOR COMPUTER-BASED TESTING**

It is the goal of ADE Assessment to transition Arizona’s Local Education Agencies to computer-based testing as rapidly as possible. This factor becomes an additional consideration for IEP teams who must be intentional during goal development to ensure that the student gets the necessary computer practice throughout the year in order to confidently engage with computer based assessments, possessing the skills and knowledge to utilize the available tools and features as they were intended.

Goal development should be informed by reviewing both the sample tests and informational materials available at the [ADE/Assessment website](#), then evaluating the individual student’s computer skills in comparison to the expected proficiencies for participation in computer-based testing.



CONSIDER THE BIGGER PICTURE

Upon graduation, students with disabilities must be prepared to

- Join the workforce in meaningful, sustained employment with opportunities for growth
- Succeed in higher education – either college or trade skill development
- Function as independently as possible by
 - Advocating for their personal needs
 - Utilizing tools/practices that minimize the effects of their disabilities
- Assume adult responsibilities, including those of citizenship, workplace, and personal relationships
- Live full, rewarding lives
- Engage in life-long learning