OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference
3E: Including All Students in IADA
September 27, 2023

FOCUS AREA: IADA

3E: INCLUDING ALL STUDENTS IN IADA

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A note About this Conference/Session

- The purpose of this conference/session is to provide an opportunity for State education agency (SEA) staff to interact and engage with relevant experts and other SEA staff about the Innovative Assessment Demonstration Authority (IADA).
- The observations and opinions of the session presenters are their own.

Session Overview

- Background on inclusive assessment and IADA
- Key considerations at stages of the assessment system
- Alternate assessments
- State panel discussion
- Audience Q&A

Federal Requirements
Individuals with Disabilities Education Act (IDEA) Regulations (34 CFR § 300.160)

(a) A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Federal Requirements, Cont.

ESEA

- ESSA also requires inclusion of all students in assessments used for accountability.

For English learners, participation requirements reinforced by several civil rights laws and court cases (e.g., Title IV of the Civil Rights Act of 1964, Lau v. Nichols, 414 U.S. 563 (1974)).

What does IADA require?

- IADA requires* that :
  - (i)Provide for the participation of all students, including children with disabilities and English learners;
  - (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR § 200.2(b)(2)(ii); and
  - (iii) Provide appropriate accommodations consistent with 34 CFR § 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the ESEA;

  *see 34 CFR § 200.105(b)(5)(i-iii)

What does IADA* require?, Cont.

- Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes—
- (i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the ESEA for the grade in which the student is enrolled; or
- (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the ESEA, the student's mastery of those standards;

*see 34 CFR § 200.105(b)(7)

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Alternate Assessments – IADA*

- Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
  *see [34 CFR § 200.105(d)(2)](#)

Consultation – IADA*

(a) *Consultation.* Evidence that the SEA or a consortium has developed an innovative assessment system in collaboration with—

(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and

(2) Affected stakeholders in the State, or in each State in the consortium, including—

(i)   Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the ESEA;

*see 34 CFR § 200.105(a)

Implications (1)

- If some students are excluded:
  - the resulting data will not be representative of all students.
  - the data may be less useful for many purposes (e.g., measuring progress, instructional decision making, accountability, etc.).
  - Students with disabilities and English learners may be disproportionately denied access to classes or courses that use such assessments to determine eligibility for enrollment.
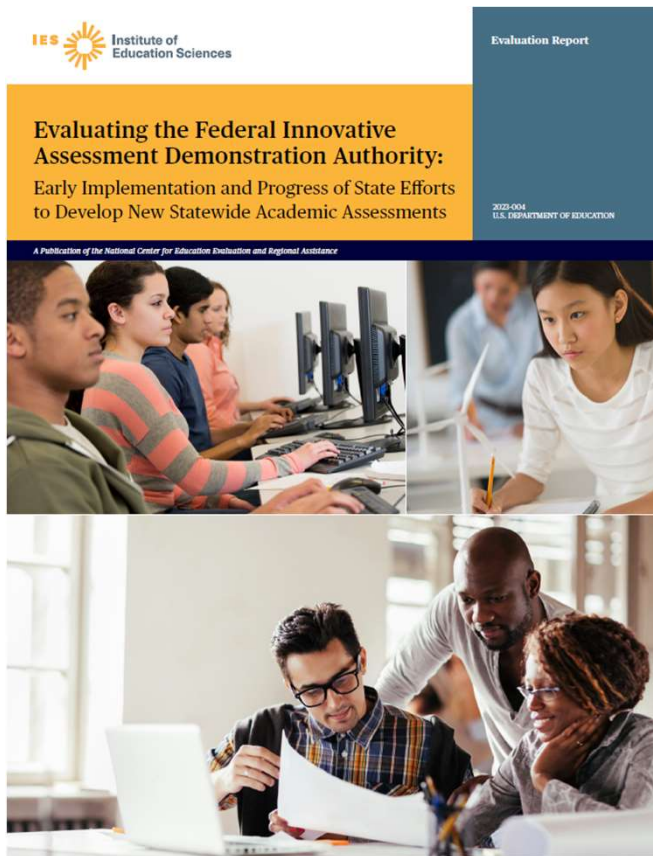
Implications (2)

- Students with disabilities, including those with sensory disabilities and English learners with disabilities, need to be able to the assessments in ways that allow them to meaningfully show what they know and can do.
- A wide range of accessibility features and accommodations, including accommodations for students with sensory disabilities (e.g., braille, graphic organizers, sign language interpretation, etc.) and English learners with disabilities (e.g., glossaries, translations, etc.) is needed.
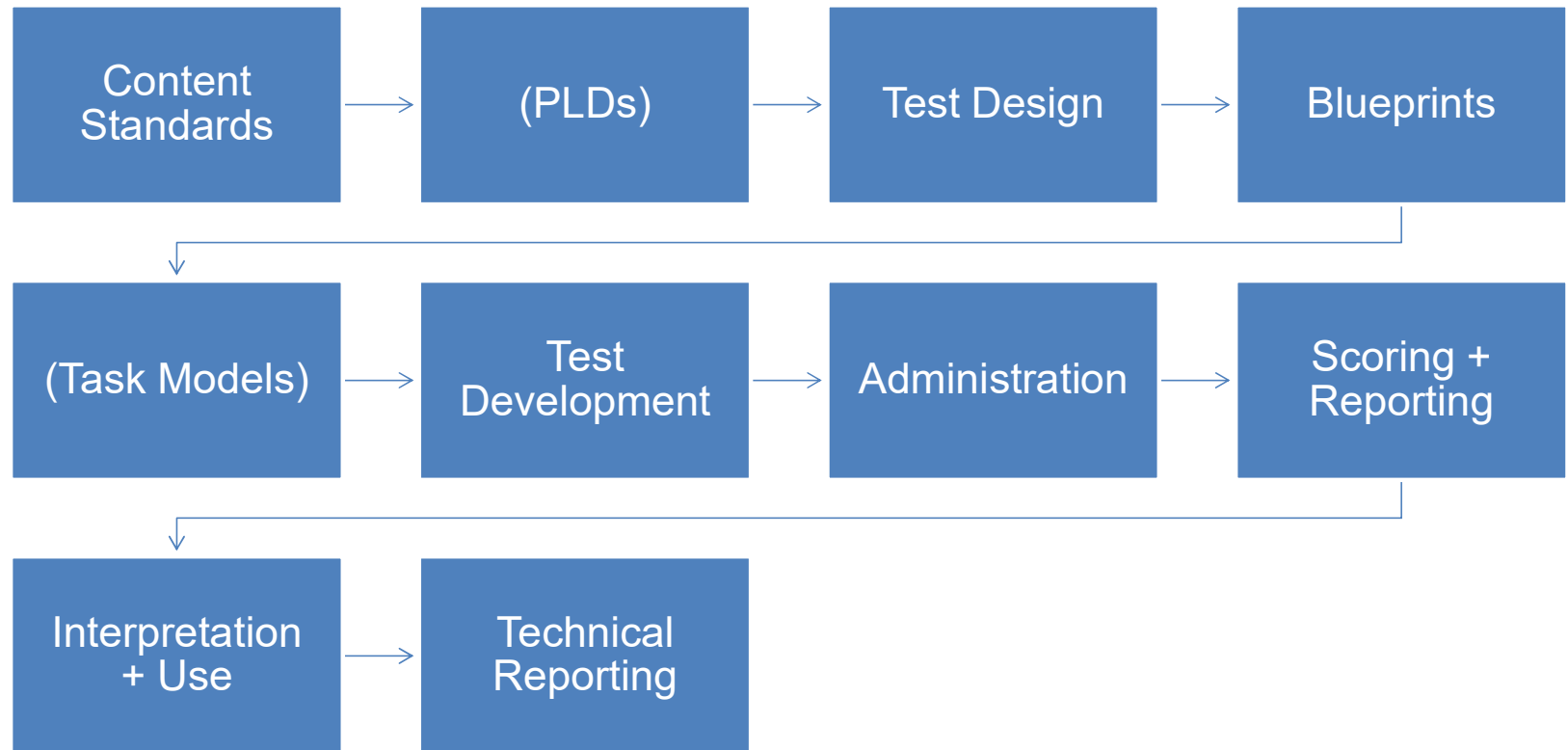
IADA Implementation Evaluation

2023 evaluation report does not address inclusion or related topics

Inclusion in the Assessment System

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Content Standards  →  (PLDs)  →  Test Design  →  Blueprints
                                                      ↓
(Task Models)  →  Test Development  →  Administration  →  Scoring + Reporting
                                                              ↓
Interpretation + Use  →  Technical Reporting
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Implications for:

- Test Design
- Test Development
- Administration
- Score Interpretation and Use
- Technical Reporting

Basic Principles

Innovative assessments must meet the same standards of quality as the existing operational summative assessments.

"Same quality standards" may require different methods, depending on the innovation.

Test Design (1)

- Do intended purposes and uses address ALL students? Are some inadvertently excluded?
- Domain modeling: Are claims about students inclusive of ALL students?
- Are content standards operationalized to apply to the full range of examinees?

Test Design (2)

- Do blueprints include content that allows students to show what they know, <u>based on what they were taught?</u>
- What is known about the examinee population? What assumptions need to be checked?
- What item types are needed? How can they be designed without introducing construct-irrelevant accessibility barriers or linguistic challenges?
  - A fixed form multiple-choice test as an alternative to the newly adopted approach is not the accessibility solution
- What can be flexible? What must be standardized?

Test Development

- Task model templates that help item writers avoid linguistic pitfalls
- Item writer training on population and how to avoid introducing barriers
- External review: quality training, sound criteria for accessibility, bias and sensitivity
- Including English learners and students with disabilities in field testing (administration and analysis)

Test Administration

- What can be flexible? What must be standardized?
- Do teams understand how the assessment design informs decisions about needed accessibility supports?
- How are assessment administrators trained on accessibility options?
- Do assessment monitoring plans include all students?

Score Interpretation and Use (1)

- Do interpretive guides address disability and linguistic considerations?
- How are scores actually used, relative to intended uses, for non-accountability purposes? Are all student subgroups equitably included in those uses?

Score Interpretation and Use (2)

- How are scores from the innovative and standard operational assessment combined for accountability purposes?

Technical Reporting (1)

- Technical analyses and evidence should meet equivalent standards as the standard operational assessment
  - Validity evidence
  - Reliability evidence
  - Fairness evidence

Technical Reporting (2)

- "Equivalent standards" does not mean "identical methods."
  - How to gather and evaluate evidence at test design and development phases?
  - How to examine subgroups with even smaller samples than usual?

Alternate Assessments

Alternate Assessments

- As required by IDEA and ESSA, alternate assessments are needed for students with the most significant cognitive disabilities who are unable to take the general assessment with or without accommodations. These assessments must:
  - be aligned with the State's challenging academic content standards for the grade in which the student is enrolled;
  - promote access to the general education curriculum consistent with the IDEA;
  - be aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment, consistent with ESEA section 1111(b)(1)(E)(i)(V) and 34 CFR § 200.2(b)(3)(ii)(B)(2).

Common Misconceptions

- Alternate assessment must cover the same content standards as the general
- Alternate assessment must conform to the same design as the general assessment
- Alternate assessment must have the same number of performance levels and same policy PLDs as the general assessment

Must Cover Same Content Standards?

- Must be aligned with grade-level academic content standards, but may **differ in depth and complexity compared with general assessment blueprints.**

Same Assessment Design?

- The AA-AAAS design should be different because it is meeting the needs of students for whom the general assessment does not produce valid scores.
- All decisions about AA-AAAS (from design to score reporting) must be based on an understanding of the assessed population and ensure the alternate academic achievement standards meet several criteria.

AA-AAAS Achievement Standards

- Alternate academic achievement standards must:
  - Be aligned with content standards for enrolled grade
  - Promote access to the general curriculum
  - Reflect professional judgment of highest possible achievement
  - Designated in the IEP
  - Aligned to ensure that a student who meets the achievement standards is on track to pursue postsecondary education or competitive integrated employment.

Peer Review Critical Element 6.3

Same number of achievement levels, PLDs?

- There does not need to be the same number of achievement levels as the general assessment; there need to be at least three achievement levels.
- Policy PLDs could be the same or different, but need to support appropriate interpretations for both assessments.

Alternate Assessments and IADA

- States pursuing IADA for their general assessment should be considering how they meet similar goals for their students with significant cognitive disabilities through an alternate assessment.
  - Does the current AA-AAAS meet the goals?
  - Is a new AA-AAAS needed to meet the goals?
- An innovative AA-AAAS should meet similar standards of technical quality as the standard operational AA-AAAS.

State Panel Discussion

State Panel Discussion

1. How can states approach the topic of inclusion as they begin to develop innovative assessments and how, at a high level, does inclusion run through the steps of assessment development? What is different from (or the same as) the approach to inclusion for current summative assessments?

State Panel Discussion

2. Pick one of the high-level categories [test design, test development, administration, score interpretation and use, technical reporting] we shared in this session and share how the work can be approached at the state level. How should/can inclusion be considered? Which stakeholders should be engaged? What challenges should states be prepared to address?

State Panel Discussion

3. If you had the ability to go back to the early days of thinking about the innovative assessment, and without barriers/constraints that have been in place, what would you do differently around inclusion? Or, if you were giving advice to another state that is just starting to think about an innovative assessment, what would you suggest they do about inclusion?

Q&A

QUESTIONS?

Thank You!