Testing in Progress

Indicator 3: Assessment

Presented by: Jody Fields, Ph.D.
Director, IDEA Data & Research
Indicator 3:
Assessment

Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for the disability subgroup.

B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416(a)(3)(A))
A. AYP

- Percent = Number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts that have a disability subgroup that meets the State’s minimum “n” size in the State times 100.
AYP continued

• Disability Subgroup
  – “The minimum n is 40 or 5% of total school enrollment, as established for NCLB reporting
<table>
<thead>
<tr>
<th>Student’s Name Social Security #</th>
<th>Grade</th>
<th>With Accommodations</th>
<th>No Accommodations</th>
<th>Special Education Portfolio Assessment</th>
<th>Reason Not Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Measurement

AYP continued
- Determining AYP Progress for the Disability Subgroup (children with IEPs)

- The Percent Proficient in literacy and mathematics was then calculated for each AYP group within the district (n=40).
  - For example, the number of non-mobile students with disability codes who attempted the literacy assessment at schools 1 and 2 divides the number of non-mobile students with disability codes who were proficient in literacy at schools 1 and 2. If this number was greater than the percent required to meet standards for K-5 literacy, then the district is identified as meeting standards for K-5 special education literacy. It is important to note that Safe Harbor Eligibility was not considered.
B. Participation

a) Number of children with IEPs in assessed grades

b) Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100)

c) Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100)

d) Number of children with IEPs in alternate assessment against grade level achievement standards (percent = d divided by a times 100)

e) Number of children with IEPs in alternate assessment by alternate achievement standards (percent = e divided by a times 100)

Number of students not tested and the reasons why
Account for any children included in a but not in b, c, d, or e above

Overall Participation Percent = (b + c + d + e) divided by a
C. Performance Proficiency

a) Number of children with IEPs in assessed grades (tested in the assessed grade level)

b) Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100)

c) Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100)

d) Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100)

e) Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100)

Account for any children included in a but not in b, c, d, or e above

Overall Proficiency Percent = (b + c + d + e) divided by a
Where Does the Data Come From?

A. AYP

- Data is compiled by NORMES at UA.
- Janinne Riggs’ office at ADE forwards the information to Special Education Unit and the IDEA Data & Research Office
- No calculations are made by the Special Education Unit or the IDEA Data & Research Office
Where Does the Data Come From?

B. Participation
- Students Tested...
  - Raw data from testing company
- Student Enrollment
  - APSCN at time of testing

C. Performance Proficiency
Raw data from testing company
School age module

a) Entry withdrawal screen not up to date
   1) Entry withdrawal screen is used to verify if a student was receiving special education and/or related services at the time of testing.
   2) The curriculum code and screen 102 SPED “Y/N” fields are NOT used as special education identifiers
School age module

a) Assigned grade level was not entered and/or updated.

b) Assigned grade level does NOT rollover at the end of the year. It must be updated manually.

c) Student coded as 11th grade who was already tested as an 11th grader. This student should be coded as SS with an assigned grade level of 12th grade.
Coding on test

a) District identifier used for student instead of SSN
   1) SSN is pulled with the enrollment data
   2) SSN is used to match enrollment and test results
   3) This is most commonly seen with Alternate Portfolios
Coding on test

b) Student is NOT coded as having an IEP on the test

1) Special education students appear not to have been tested
2) ALL students with an IEP are to be coded as special education
   a) This includes speech only and indirect students.
It takes approximately 1 month of data scrubbing to...

- match which students test was coded as having an IEP with sped enrollment
- match which students test was NOT coded as having an IEP with sped enrollment
- Identify who was not tested
  - Student is in enrollment but not in test file.
If all goes according to plan ADE will have results within the next two weeks.

We will start the data matching process as soon as we have both data sets---enrollment and results.
Most districts submit a correction to ADE and NORMES due to tests and enrollment not matching.

As we post the participation data as part of focused monitoring it is your responsibility to verify the numbers and submit corrections.

All corrections surrounding ACTAAP must be received before December 1st. The data is used in three different reports due in Washington DC February 1st.