



# Using Local Assessment Data to Measure Progress Toward the State-Identified Measurable Result (SIMR)

Tuesday, March 13, 2018



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# Webinar Purpose



Today, we will share a new brief that:

- Outlines key strategies for the collection, analysis, and use of local assessment data to monitor progress toward the SIMR.
- Presents questions States may want to consider if they choose to use local assessment data to measure progress toward the SIMR.

Available at: <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief14.pdf>

# Purpose, Cont.

We will also want to hear from you about your interests and needs, and share information about the types of assistance NCEO can provide States to support you in this work.



# Introductions

## Presenters

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## Brief Authors

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- Susan Hayes
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# Quick Poll

How is your state using local assessment data to measure progress toward the SIMR?

- Currently using
- Considering
- Don't use
- Don't know

# Overview of SSIP Phases

- **Phase I:** Reviewed data, assessed infrastructure, identified improvement strategies, developed Theory of Action, and identified the SIMR
- **Phase II:** Developed plan outlining implementation of improvement strategies and evaluation plan examining the implementation of the improvement activities
- **Phase III (and beyond):** Implement and evaluate the SSIP

# Current Landscape of SIMRs based on Academic Achievement

- 42 of 60 regular and unique States selected an assessment-related SIMR
- SIMRs for 37 of the 42 were based on performance data from the statewide assessment
- The other 5 identified a SIMR based on performance data from another assessment (Other assessments included DIBELS, AIMSweb, CBMs, etc.)
- 36 of 42 regular and unique States with assessment-related SIMRS focus on improving reading

# Monitoring Interim Progress Toward the SIMR

- Some SSIP evaluation plans indicated that the State planned to measure interim progress toward the SIMR using other assessments, usually local assessments
- 33 States mentioned using local assessments to track interim SSIP progress
- In some States, different local assessments are used across LEAs to measure progress toward the SIMR



# Setting the Stage: Structure of the Brief



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## Using Local Assessment Data to Measure Progress Toward the State-Identified Measurable Result (SIMR)

The U.S. Department of Education's Office of Special Education Programs (OSEP) implemented Results Driven Accountability (RDA) in 2014 to help improve the educational outcomes of students with disabilities. As part of RDA, states were required to develop a State Systemic Improvement Plan (SSIP), which is a comprehensive, multi-year plan designed to improve outcomes for children with disabilities, and to commit to a State-Identified Measurable Result (SIMR) focused on student outcomes. Beginning in 2015, states incorporated the SSIP into their Annual Performance Reports (APR) that they submit to OSEP.

 **NCEO**  
National Center on Educational Outcomes

- Key strategies for the collection, analysis, and use of local assessment data to monitor progress toward SIMR
- Each key strategy has a set of questions for states to consider

# Strategy 1

Identify Standards-based  
Local Assessments to  
Measure Student  
Academic Progress and to  
Monitor Progress Toward  
the SIMR

# The Importance of Alignment

- All students are required to have access to grade-level content.
- Local assessment needs to be aligned to state academic content standards.
- Alignment to standards, also encourages alignment of classroom instruction to those standards.
- If not aligned, schools/districts should consider using multiple measures to evaluate progress toward the SIMR.

# Questions to Consider



- If local assessments are used to measure progress toward the SIMR, are they aligned to State academic content standards?
- Do all students with disabilities have access to grade-level content?

# Strategy 2

Engage Stakeholders in the Selection of Measures that Produce Valid and Reliable Indicators of Progress Toward the SIMR

# Stakeholder Engagement

- Stakeholder engagement is vital to all aspects of the SSIP.
- Decision to add new measure of local assessment should be supported by stakeholders.
- Open dialogue and communication will help surface any concerns of new measure.

# Questions to Consider



- How have stakeholders at the local and State levels been involved in discussions and decision making about the identification of appropriate measures to track interim progress toward the SIMR?
- How is information presented to help stakeholders better understand the appropriate use of local assessments?

# Strategy 3

Ensure Target Population is  
Participating in Ways that  
Will Allow for Valid  
Measurement of Progress  
Toward the SIMR



# Participation in Ways that Allow for Valid Measurement

- To ensure a valid measure, it is vital that targeted students with disabilities participate in the assessment.
- Students with disabilities will need to use accessibility features and accommodations to meaningfully access the assessment.
- Accessibility needs to be a consideration when making decisions about which local assessment to use.
- Local assessments may be used for multiple purposes, and there may be a need to balance conflicting uses of data from the same assessment.

# Questions to Consider



- Do all students in the targeted group of students participate in the local assessment?
- Are appropriate accessibility and accommodations policies and procedures in place at the local level to ensure the meaningful participation of students with disabilities?
- Are procedures in place that will help ensure that students have the opportunity to try different accommodations to see which are needed, prior to the collection of data for the purpose of measuring progress toward the SIMR?

# Strategy 4

Use of Common Terminology  
for Different Local  
Assessments, and Equate  
When Needed

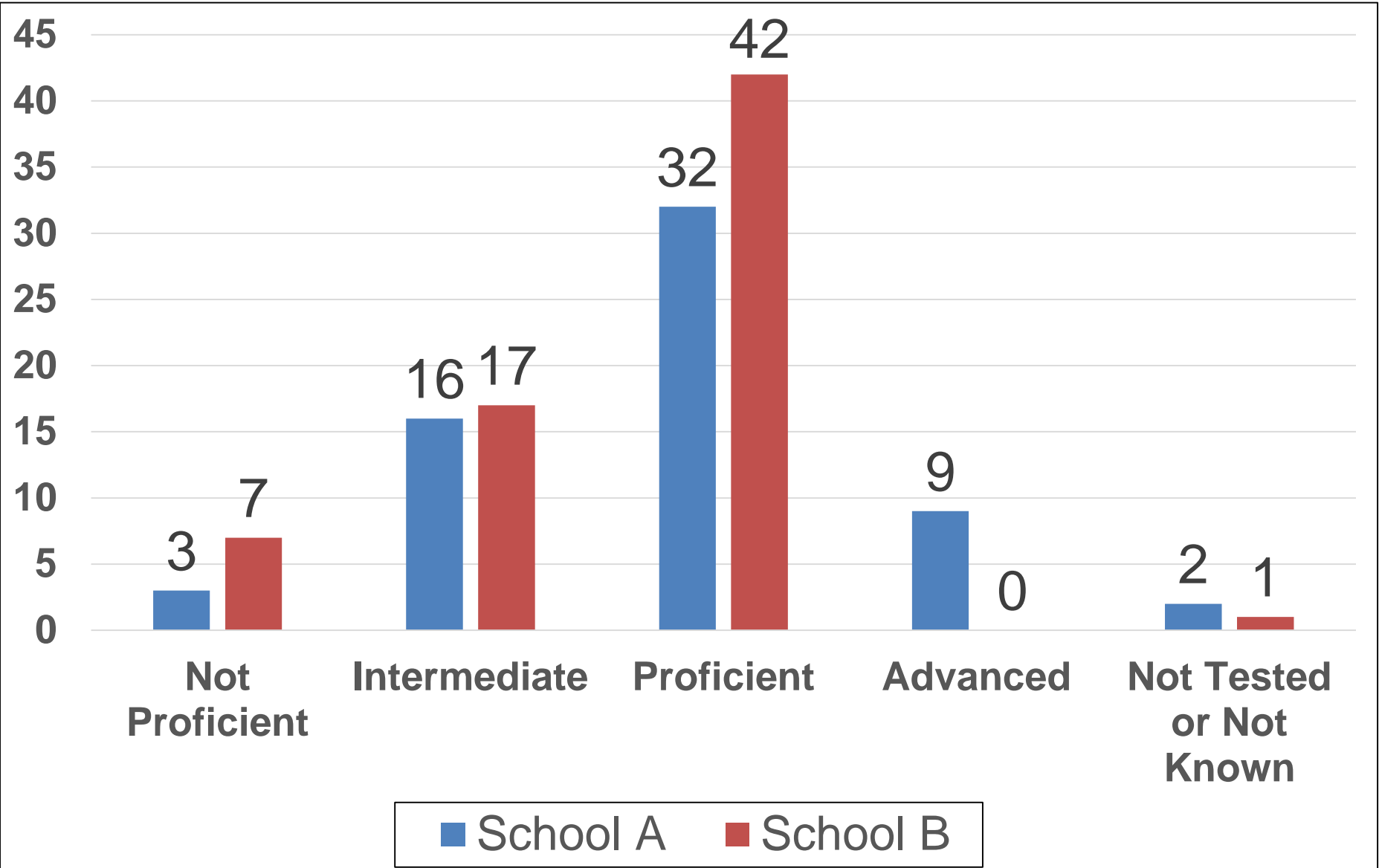
# Common Terminology and Equating When Needed

- Use of different assessments in different LEAs in a State makes it challenging to put results together to measure progress on SIMR
- If the desire is to equate two assessments (which is required to appropriately measure progress toward the SIMR when different assessments are used across districts or years), drawing appropriate conclusions will require technical expertise.
- But, if the desire is merely to allow educators to examine trends across schools that can be accomplished by developing common terminology

# Performance-Level Crosswalk Example Applied to Two Schools' Assessment Level Categories

School A (Five Levels)	Common Terminology	School B (Four Levels)
Very Low	Not Proficient	Well Below Benchmark
Low	Intermediate	Below Benchmark
Average	Proficient	At Benchmark
High		
Very High	Advanced	Above Benchmark

# Use of Common Categories to Compare Performance Across Schools



# Questions to Consider



- Have differences in local assessments posed any challenges or barriers to your state's SSIP evaluation?
- How might results from different local assessments be compared across schools or districts?
- If different local assessments are currently used across schools or districts to track SIMR progress, how are these assessments being equated?

# Strategy 5

Provide Technical Assistance  
that Supports Development  
of Assessment-Curriculum  
Literacy



# Assessment-Curriculum Literacy

- Emphasizes the relationship between instruction and assessment
- Need to help educators identify the “best” products or processes that will improve student outcomes and allow states to reach the SIMR

# Assessment-Curriculum Literacy Continued

- **Help teachers to:**
  - Understand how assessment data can be used to strengthen instruction
  - Avoid making inappropriate interpretation of data that could lead to poor decision making
- **Develop a Communication Plan:**
  - Help to message high-quality information about interpreting and using assessment data
  - Explains why some local assessments may not be appropriate to measure progress on the SIMR

# Questions to Consider



- What support is provided to local educators to improve assessment-curriculum literacy?
- Does the SSIP in your state address assessment-curriculum literacy?
- How does your state increase stakeholder understanding of assessments and assessment data?

# Strategy 6

Analyze Data to Support  
Improved Decision Making at  
the State and Local Levels

# Analyze Data to Improve Decision Making

- Focus on key questions when analyzing the data
- Consider data privacy issues when analyzing the data
- Clearly articulate the rationale and purpose for using local student assessment data:
  - Explain how data will be stored and handled
  - Explain key purposes for collecting and managing assessment results used to measure progress toward the SIMR

# Questions to Consider



- What questions can be asked of the data to learn more about what is working well, and what needs to be improved?
- What are the challenges to compiling and analyzing local assessment data? How can they be minimized?

# Conclusions

- There are many things to consider when deciding to use local assessment data to measure progress toward the SIMR.
- Strategies presented here have the potential to improve reliability and validity of measures.
- States may want to consider using multiple measures to evaluate progress toward SIMR.

# Quick Poll

Which topics would be helpful for your State to discuss and explore in more detail?

1. Standards-based Local Assessments
2. Stakeholder Engagement
3. Participation & Accessibility
4. Common Terminology & Equating
5. Assessment-Curriculum Literacy
6. Analyzing Data



# Save the Date!

On April 12th at 2 pm ET, NCEO will host a follow-up virtual event featuring State experiences and lessons learned with the use of local assessment data to monitor interim progress.

# Quick Chat Box Response

What questions would you like to pose to your colleagues about this work? What from their experience would be helpful for you to hear?

(Please type your questions in the Chat Box.)

# NCEO Support to States

- NCEO is ready to provide support to States interested in further discussing and considering these strategies as part of their SSIP efforts.
- NCEO can also assist your State in *applying* these strategies to your work.

# NCEO Support to States

For example, NCEO can assist with:

- Facilitating State teams and/or stakeholder meetings around the six key strategies including the selection of appropriate local measures
- Supporting State teams in working with schools and districts to discuss and apply the six key strategies
- Troubleshooting challenges in the use of existing assessments
- Connecting States that utilize common assessment measures to share experiences, strategies, and tips
- Facilitating conversations across special education and assessment offices about measuring progress toward the SIMR
- Assisting States and districts in developing participation guidelines and accessibility and accommodations policies for local assessments

# NCEO Support to States

If your State is interested in support from NCEO around the use of local measures to monitor interim SIMR progress, please type your name and contact information in the Chat Box or email Maureen Hawes: [Hawes001@umn.edu](mailto:Hawes001@umn.edu)

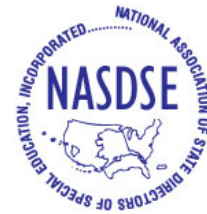


Please join us for our follow-up virtual event on April 12th at 2pm ET to hear from your colleagues.



**Thank You!**

In Collaboration with:



For more information, see <https://nceo.info/>