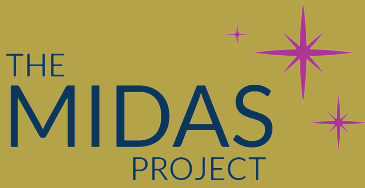




Teachers' Perspectives About Students with Disabilities Who Moved From the Alternate to the General Assessment

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MAKING IMPROVED DECISIONS FOR STUDENTS ON THE CUSP OF
ALTERNATE ASSESSMENT PARTICIPATION USING MULTIPLE MEASURES OF
ACADEMIC ACHIEVEMENT FROM MULTIPLE SOURCES

Project Overview

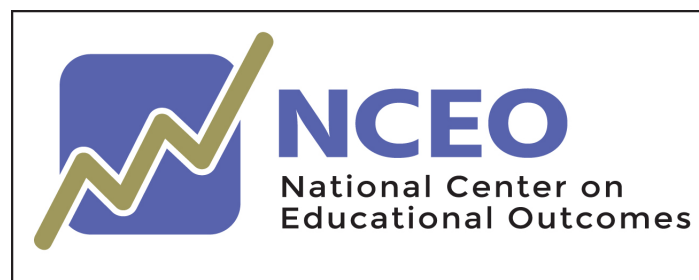
Making **I**mproved **D**ecisions for Students on the Cusp of **A**lternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple **S**ources (**MIDAS**)

Funding source: Competitive Grants for State Assessments grant

Time: 4 years, 2022 - 2026

MIDAS Partners

In collaboration with:



North Carolina Department of
PUBLIC INSTRUCTION



West Virginia DEPARTMENT OF
EDUCATION

For more information, see <https://themidasproject.org/>

Why The MIDAS Project?

- 2015 reauthorization of ESEA
 - 1% cap on student participation in the AA-AAAS (Alternate Assessment Based on Alternate Academic Achievement Standards – AA-AAAS)
 - Issue: States > 1% cap
- Challenge: Students' AA-AAAS transition to general state assessment
 - Issue: Educators unprepared

MIDAS Project Purpose

- To inform instructional decision making for students with disabilities, including English learners (ELs) with disabilities, who move from the AA-AAAS to the general assessment.
- To create customizable templates, professional learning modules, and supporting materials for educators on the use of data from multiple measures of academic achievement

MIDAS Project Goals

- To increase capacity of SEAs to provide TA to LEAs on the use of multiple measures of academic achievement from multiple sources to improve instructional practices for students with disabilities who move from the AA-AAAS to the general assessment
- To increase capacity of special education and general education teachers to successfully instruct students with disabilities who move from the AA-AAAS to the general assessment.

Project Activities

- **Conduct online focus groups with teachers**
- Identify existing instructional resources and measures of academic achievement that could inform instruction of students who move from the AA-AAAS to the general assessment
- Conduct classroom observations and follow-up teacher interviews
- Parent interviews
- Conduct targeted state data analyses

Focus Groups - Purpose

Learn about teachers' experiences:

- Successes and challenges related to the instruction of students on the cusp
- Identify resources in using a data-informed approach to instructional decision making

Research Questions

1. What factors influence teachers' instruction of students who transition from the AA-AAAS to the general assessment?
2. What types of materials are needed to support teachers in taking a data-informed approach to instruction for students who transition from the AA-AAAS to the general assessment?

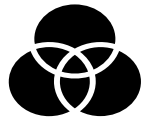
Methodology



Create online platform



Conduct asynchronous focus groups
- 14 special education and
general education teachers



Qualitative cross-case analysis
- inductive iterative process
- themes

Participants' Demographics

Role	Grade Level	Years Experience	School Locale	District Size
General Education (n=1)	Elementary K-7 (n=7)	<10 (n=5)	Urban (n=2)	<2,000 (n=5)
Special Education (n=13)	Secondary 8-12 (n=7)	10-20 (n=3)	Suburban (n=5)	2,000-4,999 (n=1)
		>10+ (n=6)	Rural (n=7)	5,000-9,999 (n=3)
				10,000+ (n=5)

Findings: Themes

#:1 EXPECTATIONS	#2: SETTINGS	#3: DATA SOURCES
high	inclusive	informal
low	more restrictive	commercial assessments
	instructional support needs	teams
	peer mentoring support needs	

Theme 1a. High Expectations



“Do not underestimate these students' ability level. Do not coddle them and offer them more supports than they need at the beginning ... or you may never see what they are capable of doing independently.”

Theme 1b. Low Expectations



I use the algebra and geometry curriculum but find I have to do a lot of remediation of precursor skills. This is even more true with those students who have transitioned from the alternative assessment.

Theme 2a. Inclusive Settings



Our district moved to a more inclusive approach last year. I currently only serve students K-4th grade so the learning gap is not huge yet. We have seen great gains in our students that are placed in the general education with co-taught math and literacy.

Theme 2a. Instructional Support Needs



- Essential skills
- Chunk assignments
- Hands-on
- Online games
- Templates
- Checklists

Theme 2a. Peer Mentoring Support Needs



Teach other students how to help and mentor without doing the work for them

Theme 2b. More Restrictive Environments



Most of the students moved to the general assessment are still in a separate setting. Four of the students who were moved to general assessment were also moved to a general education setting with maximum resource pull out services.

Theme 3a. – Data Sources – Informal, Commercial Assessments

I have used data from EasyCMBs and IXL. I also use a lot of teacher made assessments or work sample to determine if students have made progress. We have common interim assessments that we give in math and reading check ins



Theme 3b. Data Sources - Team

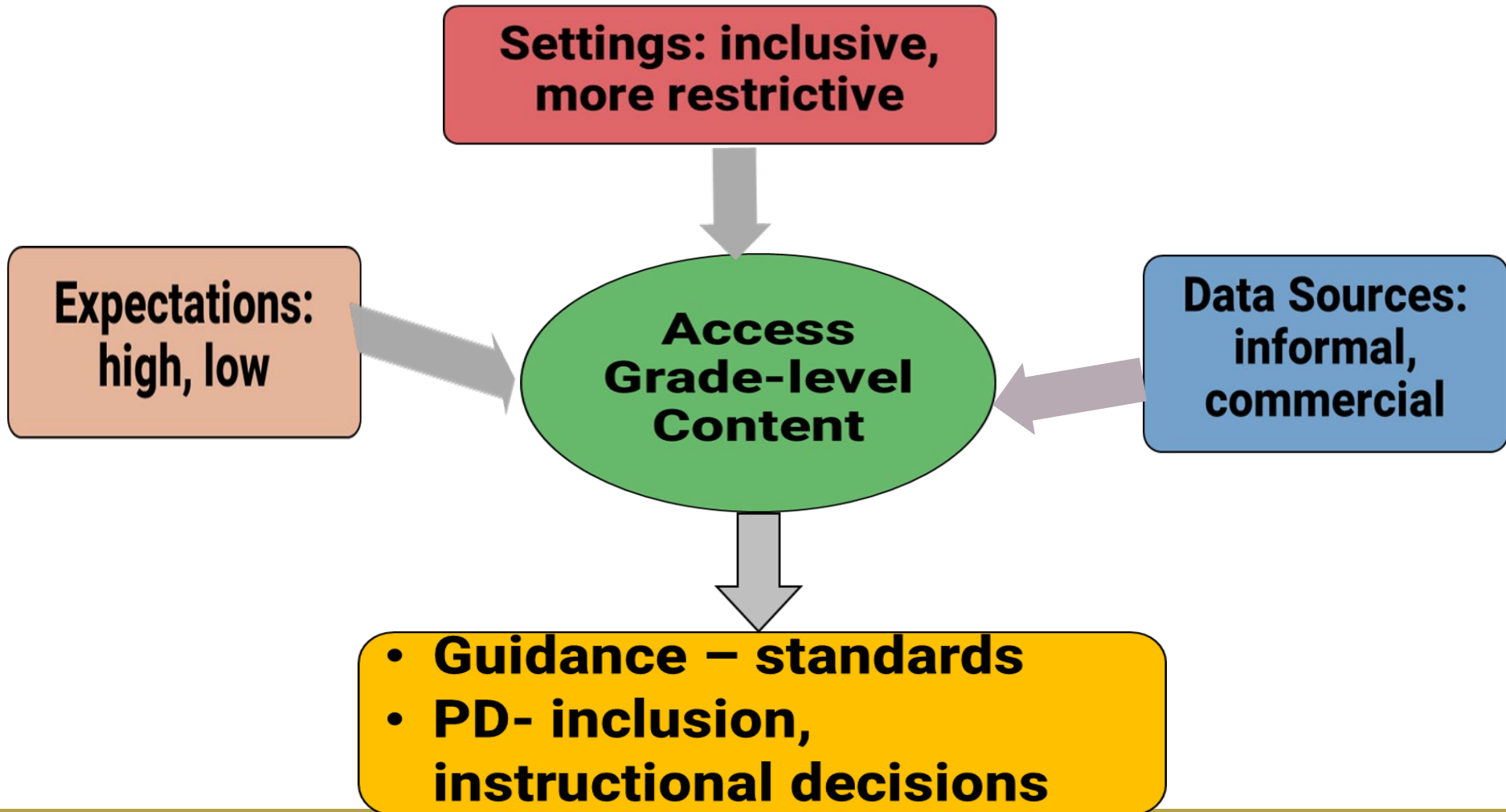


Without a supportive PLC where we could share materials and bounce ideas, I would be drowning in just meeting the bare minimum.

Recommendations

- Provide clear guidance about state content standards, including information about how to use them to guide the instruction of students who move from the AA-AAAS to the general assessment.
- Provide professional development, training, and materials on creating and sustaining inclusive classrooms.
- Provide professional development and materials on how to use multiple measures in data collection for instructional decision-making.

Summary



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