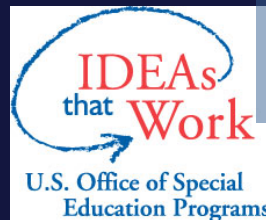




Using Local Assessment Data to Measure Progress Toward the State-Identified Measurable Result (SIMR)

Louisiana: Kristi-Jo Preston
Guam: Melissa Limo & Natasha Dela Cruz
Kansas: Kerry Haag

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Welcome from NCEO

- Webinar 2: *Using Local Assessment Data to Measure Progress Toward the State-Identified Measurable Result (SIMR).*
- *Participating States*
 - Louisiana
 - Guam
 - Kansas

Welcome from NCEO

- Some topics states will address today
 - Data use practices at the state, district, and local levels
 - Stakeholders involvement
 - Advice they have to offer other states based on their experiences.

Technical Notes

- “Chat” feature
 - Please use to submit your questions and comments.

Welcome from NCEO

Today's Panelists

- Louisiana – **Kristi-Jo Preston**, Manager of Special Education Strategic Initiatives
- Guam – **Melissa Limo** and **Natasha Dela Cruz**, Principals at 2 SSIP Pilot Schools
- Kansas – **Kerry Haag**, Assistant Director of Early Childhood, Special Education, and Title Services

Today's Featured States and Speakers

Louisiana



Kristi-Jo Preston

Guam



**Natasha
Dela Cruz**



**Melissa
Limo**

Kansas



**Kerry
Haag**

Topics for Today's Webinar

1. Collaborating with local sites on assessments and data use
2. Data collection and analysis strategies
3. Strategies to actively engage stakeholders in your SIMR activities

Outcomes for Today's Webinar

- Understand the experiences of 3 states
- Identify any needs you have for related TA

Setting the Context

- Description of your state's use of local assessments to measure SIMR progress
- Changes to your processes / activities using local assessments

Louisiana

- Setting the Context
 - Louisiana realized early on that it was not feasible to wait for annual statewide assessments to know if the SSIP was having an impact. In the short-term, Louisiana adopted a categorical analysis approach using benchmark assessment results at multiple points throughout the school year.
 - For the long-term, Louisiana is launching an optional, free system, called LEAP 360, with streamlined, standards aligned benchmark assessments.

Guam

- Setting the Context
 - Description of your state's use of local assessments to measure SIMR progress
 - aimsweb is the local assessment, used for screening 3 times a year.
 - aimsweb data after each screening is used to determine if there is a need for supplemental intervention.

Guam

- Setting the Context Continued.....
 - Changes to your processes / activities using local assessments
 - Draft guidelines developed and reviewed by stakeholders in August 2017
 - To be updated as GDOE will be switching from aimsweb 2 to aimsweb Plus
 - School personnel provided on-going professional development in the following:
 - Using aimsweb 2 data for decision-making
 - Determining grade level, class-wide, or individual student issues
 - Miscue analysis for determining intervention
 - Graphing and charting aimsweb (screening) data

Kansas

- Setting the Context

SSIP Improvement Strategy 2.0 refines an existing school improvement planning framework to increase district capacity to provide effective reading instruction for students with disabilities

- Kansas Multi-Tier System of Supports Integrated Framework
 - Math, Reading, Social & Behavior

Kansas


- Setting the Context continued...

Kansas SIMR

- The percentage of students with disabilities who score at grade level benchmark on a curriculum based measure (CBM)-General Outcome Measure (GOM), reading assessment for grades kindergarten through fifth in the targeted buildings will increase to 29.50% by 2018.

Kansas SSIP Evaluation Measures (Data Collection)

Measure	Data Collection
Document Review/Observation	Evaluation Team
TASN Coordination/Evaluation Feedback Survey	Evaluation Team
High-Quality Professional Development Observation	Evaluation Team
Kansas MTSS Checklist for Implementation Readiness	State Trainers
Kansas MTSS School Implementation Scale	State Trainers/School Staff
Kansas MTSS Collaborative Team Progress Planner	State Trainers/School Staff
Kansas MTSS Family Engagement Survey	School Staff
<i>Universal Screening Data (SIMR Data)</i>	School Staff



Kansas SSIP Evaluation Plan available at

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/851/KS_SSIIP_Evaluation_Plan.pdf

Q. 1. Why Did You Select the Local Assessments You Did?

- Role of the state, districts, buildings in the process
- How stakeholders were/are engaged in this process

Louisiana

- Question 1: Why Did You Select the Local Assessments You Did?
 - After review, Louisiana selected a categorical analysis approach because it struck the right balance between: 1) maintaining school system autonomy, 2) limiting additional data collection burdens, 3) allowing for comparability, and 4) maximizing relevance to decision makers and educators.
 - A stakeholder engagement group with experts from across the state reviewed analysis options and endorsed this approach.

Guam

- Question 1: Why Did You Select the Local Assessments You Did?
 - Role of the state, districts, buildings in the process?
 - Certain schools indicated a need for an interim assessment
 - District implemented aimsweb on a small scale starting with Math
 - Expanded to reading and writing
 - Expanded to all schools throughout the district
 - How stakeholders were/are engaged in this process?
 - The need and a growing interest for an interim assessment was initiated by a small group of principals.
 - Department standardized the interim assessment across the district

Kansas

- Question 1: Why Did You Select the Local Assessments You Did?
 - Useful for design of instruction & interventions
 - Meaningful & relevant for sustainability
 - Used across SIMR targeted grade levels K-5
 - Predictive general outcome measure
 - Stakeholder core:
 - State trainers and building level team members
 - Phase I: explore feasibility & weighed options
 - Phase II–III: feedback on continued viability

Q. 2. Describe How Local Data is Used

- Access to the data
- Data analysis
- Collaboration and feedback loops

Louisiana

- Question 2: Describe How Local Assessment Data is Used
 - School systems used their own data. LDOE standardized the collection process to create comparable results while maintaining student privacy.
 - LDOE's strategic research analytics team conducted the analysis.
 - LDOE built in collaboration and feedback loops through established data-driven decision making processes multiple times throughout the year. Each school system received and were coached on results for each participating school and grade.

Guam

- Question 2: Describe How Local Assessment Data is Used
 - Access to the data
 - Each administrator, teacher, and instructional coach has access to the screening and progress monitoring data.
 - Data analysis
 - Teachers conduct the following analysis:
 - Determine if the problem is at the grade, class wide, or individual level
 - Conduct miscue analysis of errors on Oral Reading Fluency in order to identify type of intervention needed
 - Graphs and charts class and individual student data
 - Uses PDSA process
 - Collect fidelity data in administration of the screening tools

Guam

- Question 2: Describe How Local Assessment Data is Used Continued.....
 - Collaboration and feedback loops
 - Uses Professional Learning Communities (PLCs) to collaborate with other grade level teachers
 - Reviewing data
 - Share best practices
 - Make data-based decisions
 - Use of PDSA cycle
 - Fidelity of administration and using data to determine on-going professional

Kansas

- Question 2: Describe How Local Assessment Data is Used
 - Grade level: design instruction & monitor progress
 - Building & district: monitor progress, evaluate effectiveness of core instruction & intervention
 - State implementation team: monitor building & district implementation effectiveness
 - SEA: aggregated reporting for SSIP Ind. 17

**Q. 3. Lessons Learned and What Advice
Would You Give to States in Terms of
Working with Local Assessments and Data?**

Louisiana

- Question 3: Lessons Learned and What Advice Would You Give to States in Terms of Working with Local Assessments and Data
 - Pilot the data analysis approach before scaling up.
 - Inventory local assessments to identify and address potential challenges (ex: varying cut scores) in advance.
 - Identify and advertise successes as early proof points to increase buy-in.
 - Account for extra training and preparation time for school systems to collect and enter data.

Guam

- Question 3: Lessons Learned and What Advice Would You Give to States in Terms of Working with Local Assessments and Data
 - Job-embedded and on-going professional development related to using data for decision-making
 - Importance of collaboration – fosters ownership
 - Importance of measuring fidelity to ensure outcome data is valid and reliable

Kansas

- Question 3: Lessons Learned and What Advice Would You Give to States in Terms of Working with Local Assessments and Data
 - Value of stable district cohorts
 - State implementation team and school relationships are key
 - Leverage SSIP into existing SEA initiative
 - Utilization focused evaluation

Questions?

- Do you have questions for Louisiana, Guam, or Kansas?

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

NCEO Support to States Continued...

For example, NCEO can assist with:

- 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



In Collaboration with:



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