

# Louisiana Believes

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**DD Council Update  
July 2016**

# Special Education Monitoring

# Objectives

- Understand the process for developing recommendations to revise Bulletin 1922
- Understand how stakeholder feedback was incorporated in the policy revisions

# Purpose of May SEAP Meeting

**Proposed Date: May 12, 2016 1-3 pm**

**The LDOE is convening a workgroup of special education directors and parents to bring the following recommendations to SEAP in May:**

- Cut scores for the 2016 LEA determination categories
- Indicators for the monitoring selection process for the 2016-2017 school year
- Bulletin 1922 revisions (monitoring)

## **Timeline:**

- April 20 - Work Group Meeting
- May 12 - SEAP Meeting
- June 15-16 - Policy Revisions Submitted to BESE
- June 1-3- SPED Director Training on LEA Determinations and Monitoring Rubrics at the Teacher Leader Summit

This information was presented at the March 2016 SEAP meeting

The following slides were discussed during the May 2016 SEAP meeting as a result of the stake holder work group

# IDEA Monitoring Indicators



# Monitoring Indicators: Questions Considered

The stakeholder work group considered the following question:

*What methodology should be used to determine the IDEA monitoring experience for each LEA?*

- Methodology #1 – LEA Determination denotes the LEA monitoring experience
- Methodology #2 – LEA Determination plus growth analysis component denotes the LEA monitoring experience

# Monitoring Selection: Information Considered

**Methodology 1:** The LEA Determination denotes a particular monitoring experience

LEA Determination	Monitoring Classification	Monitoring Experience Equivalent
Meets Requirements	Low Risk	APR monitoring and optional IDEA self assessment
Needs Assistance	Moderate Risk	Mandatory self-assessment monitoring or targeted desk audit
Needs Intervention	Moderate-High Risk	Targeted desk audit & teleconference with Special Education Director or LDE initiated on-site monitoring
Needs Substantial Intervention	High Risk	On-Site Monitoring

\* LDE reserves the right to make adjustments based upon other factors such as prior non-compliance, parental complaints, misuse of funds, and/or other relevant factors.

# Monitoring Selection: Information Considered

## Methodology 2:

- The LEA determination plus growth factors denote a particular level of monitoring
  - Growth factors include analysis of growth, decline, or steady performance in:
    - » State assessment proficiency rates
    - » Graduation rates
    - » Drop out rates

\* LDE reserves the right to make adjustments based upon other factors such as prior non-compliance, parental complaints, misuse of funds, and/or other relevant factors.



# Monitoring Selection: Information Considered

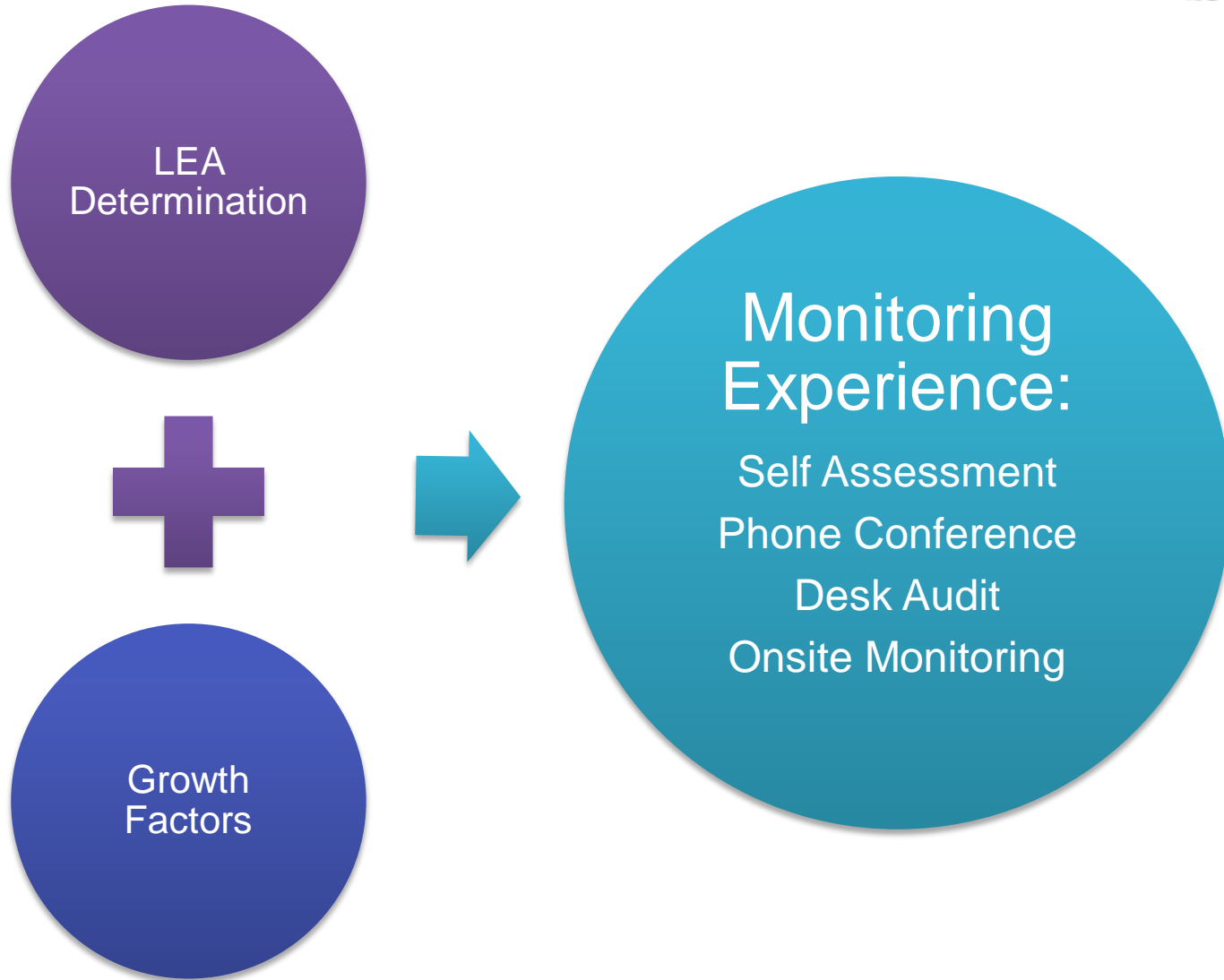
## Methodology 2 Example

Risk Indicators →	ELA Proficiency Most Current Data Available 2 School Years	Math Proficiency Most Current Data Available 2 School Years	Cohort Graduation Rates Most Current Data Available 2 School Years	Dropout Most Current Data Available 2 School Years	Determination Ranking
LEA #1	Q2	Q2	Q2	Q4	Needs Intervention
Data Analysis	Decline noted	Decline noted	No gain	Significant growth noted	D
Points Earned	0	0	0	4 points	10 points
Monitoring Event	14 points = Desk Review				
LEA #2	Q3	Q2	Q2	Q4	Needs Assistance
Data Analysis	Growth noted	Decline noted	No gain	Significant growth noted	C
Points Earned	2	0	0	4	15 points
Monitoring Event	21 points = Self-Assessment				

## Monitoring Selection: Work Group Recommendation

The work group and LDOE recommend the panel endorse using methodology 2- the LEA determination plus points for growth in the IDEA monitoring selection process.

# IDEA Monitoring Experience



# Bulletin 1922 Revisions

# Bulletin 1922: Background

- The LDE will recommend revisions to Bulletin 1922 to ensure alignment with:
  - IDEA monitoring practice
  - State privacy laws
    - In response to parental concerns about the use of the student data, Act 837 (2014) establishes a set of requirements the LDE and LEAs must follow to ensure student information remain private

The following slides were shared at the May 2016 SEAP meeting. Final policy language was revised based on stakeholder feedback in that meeting.

# Bulletin 1922: Proposed Revisions

B1922 Section	Proposed Revision	Rationale
101. Monitoring	Quantitative data is collected in relation to a set of variables selected by a statewide group of stakeholders from various agencies and entities. The recommendations of this group will be presented to the Special Education Advisory Panel (SEAP) on an as-needed basis, but particularly when there are changes to the monitoring process.	SEAP, which did not exist when B1922 was published, is the appropriate body to review indicators used to determine an LEA's performance status.
	LEAs will be placed in tiered categories for monitoring selection. The three tiers of monitoring will be low, moderate, and high risk, replacing	The practice of placing LEAs into performance categories (i.e., 'focus' and/or 'continuous improvement') based on population has been replaced with a tiered structure. The monitoring experience will correlate to the ranking.
	LEAs designated as high-risk, not focus, will receive an on-site compliance monitoring visit in order to review qualitative data specific to selected to qualitative indicators that focus on the LEA's lowest performing indicator areas.	'Focus' is no longer a monitoring category.
	The LEAs designated as continuous improvement or have a ranking of low or moderate risk will not be targeted to receive an on-site compliance visit.	This revision adds the current categories of monitoring which are equivalent to continuous improvement (e.g., low- or moderate-risk)
105. Local Education Agencies	Revisions adds Type 1B and 3B (if acting as their own LEA) charter schools to list of LEAs subject to monitoring.	These charter designations did not exist when B1922 was published. This revision includes all relevant LEAs under charter authority (August 2013).
109. Components of the Continuous Improvement Monitoring Process	The monitoring system may incorporate and utilize strategies and components, such as the analysis of FAPE tables and other mandated federal data reporting, such as personnel tables and child count data. The revision adds LEA determinations to list of strategies and components that may utilized during the monitoring process.	LEAs are now leveraged into monitoring selection.



# Bulletin 1922:

## Proposed Revisions

B1922 Section	Proposed Revision	Rationale
301. Categories of Monitoring	On-site visits will be determined based on compliance and performance measures. LEAs designated as high-risk will be subject to on-site compliance visits.	Risk indicators are used annually under current monitoring for selection. High-risk LEAs will be ranked and tiered for monitoring. High-risk is the equivalent to focus monitoring for the on-site experience
303. Timelines	A schedule of LEAs selected for monitoring, not on-site visits, will be issued to LEAs by September of each year.	Monitoring encompasses more than on-site visits. All of the relevant monitoring experiences are included in the monitoring supplemental FAQ.
305. On-Site Visits	On-site visits will now be conducted by Department staff.	Per Act 837 (2014), only Department staff reserve the right to monitor LEAs.
311. Activities Conducted During the On-Site Visit	A Department team member, not a parent team member, will interview parents to collect data/information on their satisfaction of the services provided to their children and their involvement in their children's program, visit sites, make observations, review records, and interview personnel.	Department staff have an audit exception to monitor. Per Act 837 (2014), the Department must protect the privacy of student-specific information; therefore, parents may no longer review and access the information of students under IDEA monitoring. The revision makes that clarification
313. Activities/ Procedures at the Completion of the On-Site Visit	If there are no responses from the LEA within the established timelines, the Department may implement any of the corrective actions or sanctions as described in §107. Corrective Action and Sanctions.	This revision reflects changes to the Department's internal procedures.

## Bulletin 1922

- The final policy approved by BESE can be found [here](#). This policy includes revisions based on stakeholder feedback and direct alignment to other state and federal laws.

# Funding for Early Intervention

# Objectives

- Understand how IDEA dollars support young children with special needs
- Understand how the LDE uses IDEA funds to support young learners with special needs

# Background

- IDEA funds are available to states through [Part C](#) (birth-age 3) and [Part B](#) (ages 3-21). Under [IDEA Part B section 619](#) funds are available to support students ages 3-5
- Last fiscal year Louisiana received \$6,037,588 in IDEA 619 funds
  - \$4,368,896 was directly allocated to local school systems (72%) to carry out individual student services
  - \$333,738 is retained for state level administration of the grant
  - \$1,334,954 is available for state level activities
    - From the US Department of Education website:
      - “Most of the federal funds provided to states must be passed on to LEAs. However, a portion of the funds may be used for state-level activities.”

# State Level Activities

- During the 2016-2017 school year the LDE is using IDEA 619 dollars to support [CLASS](#) training for teachers of students with special needs. Teachers working with students with IEPs are eligible to participate in training that will help support and improve meaningful interactions with the students.



# What are the Expected Project Outcomes?

- Teachers serving children with special needs have access to specific support which will increase their effectiveness with classroom interactions as measured by *CLASS*™.
- Children with special needs are better supported to show greater gains in learning and development.
- Teachers are more sensitive to children's learning and developmental milestones and are empowered to make recommendations for additional screening and evaluation if a child is not meeting those benchmarks.

The following slides are from a training webinar. The full presentation is available on the [DOE website under the CLASS Pilot section](#)

# Who Can Apply?

**The Department is seeking Lead Agencies and Programs to volunteer to participate within the *CLASS* Pilot: Enhancing Instruction for Special Learners from August 2016 through June 2017.**

- Child Care Centers
- Head Start Programs
- Nonpublic School Early Childhood Development (NSECD) Programs
- Local Education Agency

\*Lead Agency must agree to apply in order for these programs to be eligible.



Opportunity

# Teacher Support Options

Teacher Support Options	Support Level
Making the Most of Classroom Interactions™ (MMCI)	Programs not yet ready to implement or in the process of making decisions about coaching use this as a foundation
MyTeachingPartner™ (MTP)	Programs with limited or no coaching system but ready to implement
myTeachstone™	Programs with existing coaching system wanting to expand/improve

## Funding and Expectations

# Proposed Lead Agency Allocations

Number of Models Implemented	Base Allocation	Allocation per Site	Allocation per Classroom
One Model	\$20,000	\$2,500	\$1,000
Two Models	\$40,000	\$2,500	\$1,000
Three Models	\$40,000	\$2,500	\$1,000



# Proposed Stipends for Participants

Coaching Model	Participants			Maximum Stipend Per Participant
<b>MyTeachingPartner™ (MTP)</b>	Teachers and Paraprofessionals	\$1,500		\$1,500.00
	Coaches <i>Work with approximately 8 teachers</i>	\$1,500 Base	\$500 per teacher/paraprofessional	\$5,500.00
<b>myTeachstone™</b>	Teachers and Paraprofessionals	\$1,000		\$1,000.00
	Coaches <i>Work with approximately 40 teachers</i>	\$1,000 Base	\$75 per teacher/paraprofessional	\$4,000.00
<b>Making the Most of Classroom Interactions™ (MMCI)</b>	Teachers and Paraprofessionals	\$500		\$500.00
	Instructors <i>Work with approximately 10 teachers</i>	\$500 Base	\$250 per teacher/paraprofessional	\$3,000.00

# Application Deadline and Important Dates

Date	Action
June 27-July 22	Participating Lead Agencies work with Program Partners to identify classes serving children with disabilities, a cohort of <i>CLASS</i> -reliable observers interested in receiving training, and which of 3 models works best for their classes/teachers.
July 22, 2016	Deadline for submitting <i>CLASS</i> Pilot Application to <a href="mailto:Megan.Miron@LA.Gov">Megan.Miron@LA.Gov</a> .
August 1, 2016	LDE announces grantees
Late August/ Mid September	Teachers, Instructors, and Coaches attending training
Ongoing	Lead Agencies report on milestones achieved and other items as requested by the Department
June 2017	Teachers and Coaches receive stipends

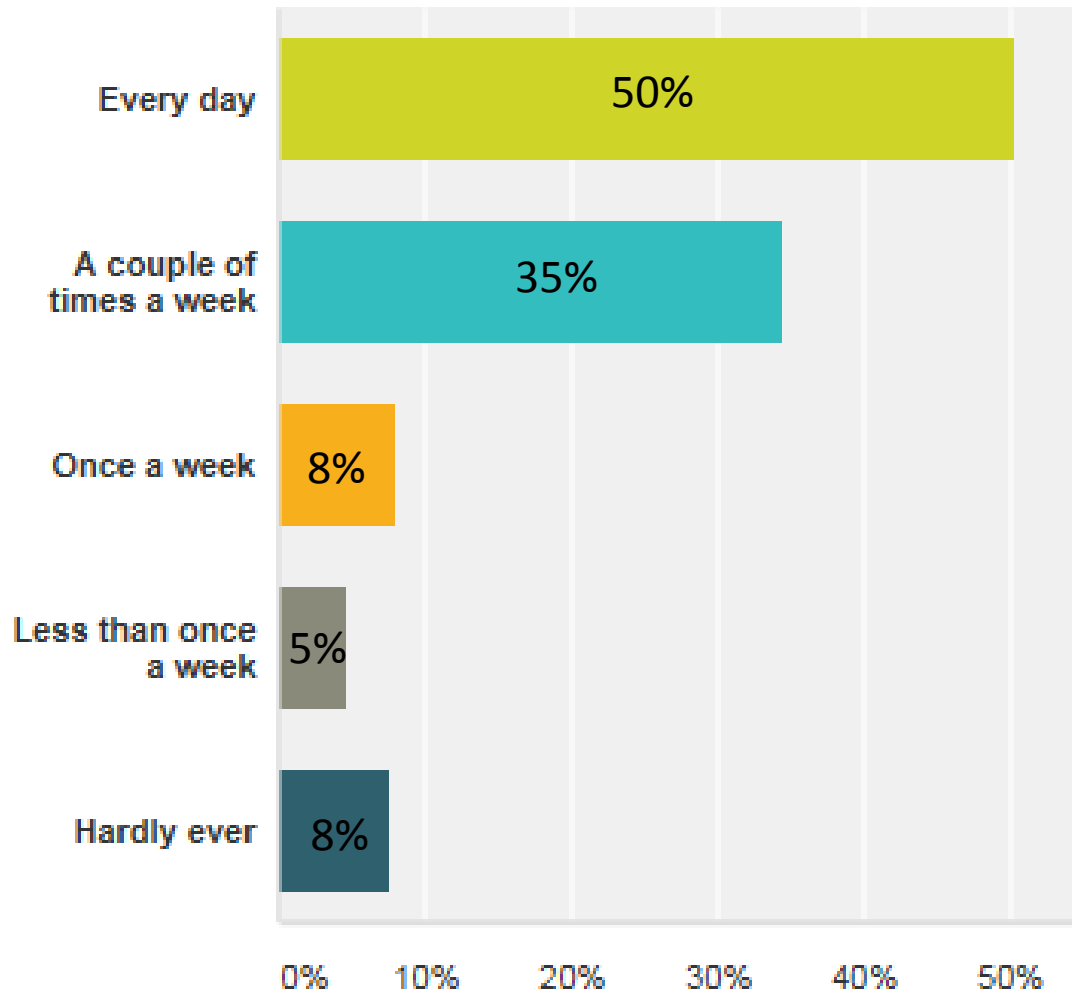
# Assessment Materials in Alternate Formats

# Objectives

- Understand accommodations and accessibility features available during the 2016 state assessment
- Understand frequency of use of accommodations during the 2016 assessment

The following slides are from the June 2016 Teacher Leader Summit. The full presentation can be found on the [DOE website](#).

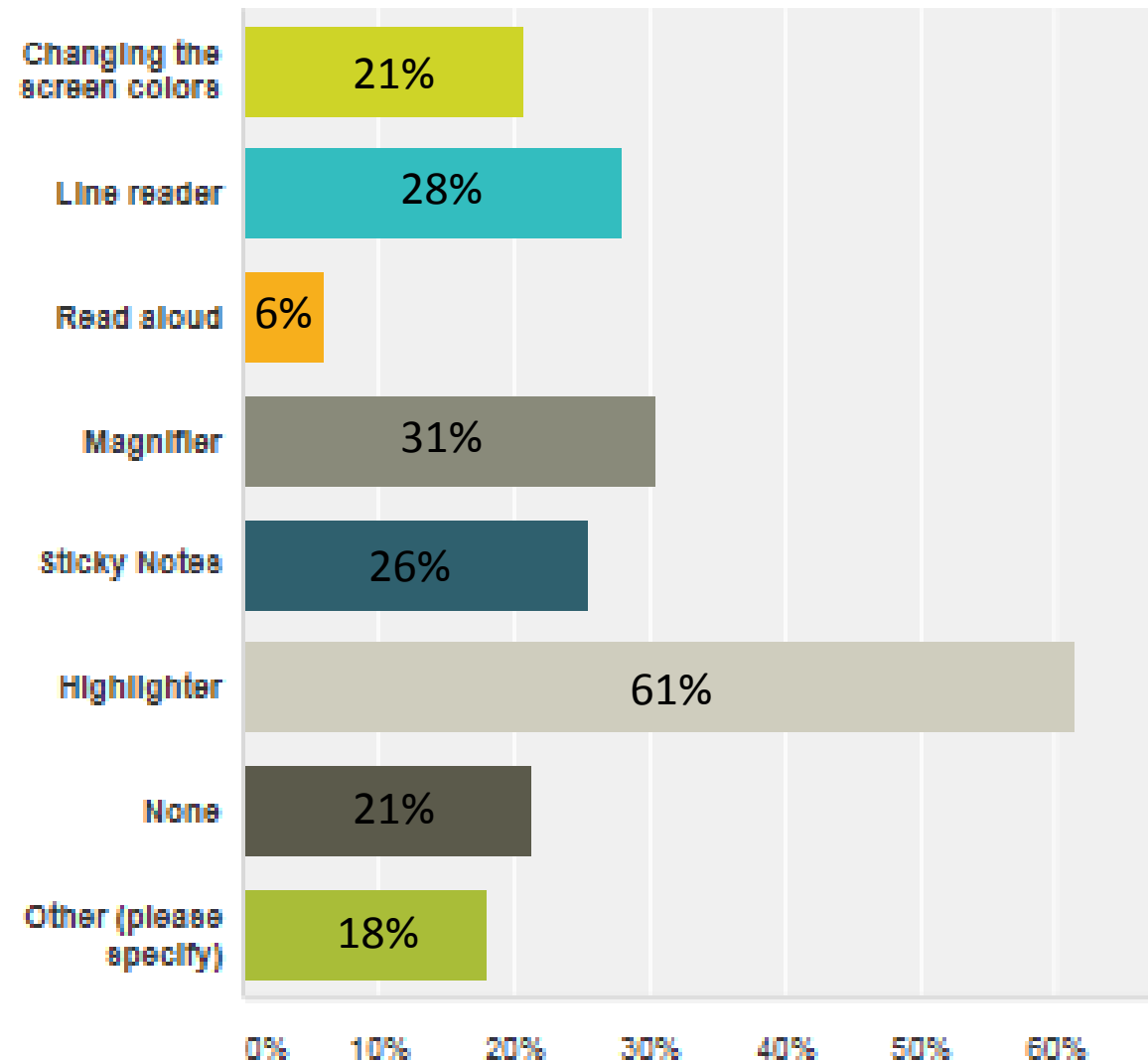
# How often students use a computer, tablet, or other technology daily



A **survey** was given to **2,548 students** to gather the data within the chart. The following table shows the percentage of students who utilize a computer, tablet, or other **technology in class daily**.



# Accessibility Features Other Than Math Read Aloud



A **survey** was given to **2,548 students** to gather the data within the chart. The following table shows the percentage of students who utilized the selected accessibility features on the LEAP assessments in April of 2016.

\*Other- includes flagging and crossing off answers





# Accessibility Features Are...

## Discussion Point:

Who can use accessibility features?



# Accessibility Features...

- ✓ Are assessment supports available to all students to individualize the testing experience and increase access (e.g. highlighter, masking, color overlay, small group, individual, and math read aloud)
- ✓ Are based on instructional observations and supports that have been found to increase access during instruction and assessment
- ✓ Should be adjusted as needed
- ✓ Must be documented on a Personal Needs Profile (PNP) at least 30 calendar days prior to test administration and kept at the school level
- ⊘ Should **NOT** be the same for all students
- ⊘ Should **NOT** be used without parental approval
- ⊘ Should **NOT** be used only during testing
- ⊘ Are **NOT** a path to lowering the expectations for what students learn
- ⊘ Do **NOT** change what students are taught or tested on

# Accessibility Features Other Than Math Read Aloud

The table below lists **accessibility features all students can use** when taking the LEAP in April 2016. These features can be practiced throughout the year whether using paper or computers

Insight Platform Feature	Classroom (paper)	Classroom (computer)
<b>Color Overlay</b>	Color filter or colored paper	Font color or page color
<b>Contrasting/Reverse Color</b>	Color filter or colored paper	Font color or page color
<b>Equation Builder</b>	Writing equations out	Type equations
<b>Flag/Mark for Review</b>	Mark or fold page	Use marking tools on pdfs
<b>Masking Tools</b>	Paper masking	Create a shape to move as a mask
<b>Highlighter</b>	Highlighter	Highlight on electronic documents
<b>Line Guide</b>	Line guide or line reader	Create a shape to move as a line reference
<b>Magnification</b>	Enlarged font or magnification device	Enlarge test or what is seen on screen
<b>Measuring Tools (ruler, protractor)</b>	Measurement tools	Apps or software
<b>Sticky Notes</b>	Sticky notes or scratch paper or annotating	Onscreen sticky notes
<b>Strikethrough</b>	Cross off answers	Mark up electronic documents
<b>Writing Formatting Tools</b>	Writing	Word processing tools








# System Features:

## Technology-Enhanced Items


Students are able to click and drag, click, and utilize other methods of demonstrating content knowledge.

Technology-Enhanced Items


Question 8



Training Student



### Backyard Fun



Nick and Betty looked for something fun to do.

“Let’s go outside,” said Mom. “We can build with nature.”

“Do we need a hammer?” asked Nick.

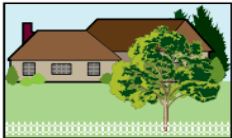
“Do we need nails?” asked Betty.

“Come with me,” said Mom.

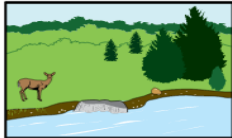
Mom went into the backyard. Sticks, pinecones, and leaves lay under different trees.

TURN PAGE


Click on the picture that **best** shows where the story takes place.



in a yard



near a lake



in a city

Review/End Test

Pause

Flag

Back

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# System Features: Writing Tools


Writing tools are similar to what students would be using in word processing software.

Writing—Grade 8 Online Tools Training

Training Student

Question 1





















People gather at many places. This could be the cafeteria or gym at school, a park or sporting event, a room in your home, or any other place people get together.

Choose one place you go where people gather. Think of the sights, sounds, feelings, smells, and/or tastes you experience there.

Write an essay describing this place with sensory details so the reader can picture it and understand why you chose it.



0/6000

Review/End Test

Pause

Flag







# System Features:

## Highlighter, Strikethrough, Sticky Note


Students may highlight within passages, strike through to eliminate answers and use sticky notes to annotate within the system.

LITERACY

Question 1



Training Student



(Practice Hint: Use the Line Guide tool to help guide your progress through the passage.)

(Practice Hint: Use the Highlighter tool to highlight important parts of the passage.)

### The Change

Lee stared out the window, watching the thickly falling snow as it coated the track and sidewalks, the bleachers and rooftops. Others might consider it a picture-perfect scene, but to him snow was a foreign substance, and this place was as alien to him as a scene on Mars. Home—not the house where he lived now but the house where he had lived until just recently—seemed very far away.

He turned back to the classroom, noting two excited boys talking fervently to the teacher. Here, he knew only a few of the people in the room, while at home he would have known everyone. There, he and his friends would have been hanging out together as soon as school was dismissed, and the day would have been clear and warm. Here, he knew that he would soon be leaving alone, wishing that he were anywhere else.

When the bell rang, he eased out of his desk and started for the door, but—to his surprise—he was addressed by the teacher, Mrs. Anderson, who was still accompanied by the two boys who had been talking with her.

“I understand that you’re a runner, Mr. Harvey,” she said to Lee, “and that you’ve gotten a little out of practice lately. As you can see, we can’t use the track today, but Jared and Tim would be glad to show you where they work out so that you can start training for track.”

More Text Below

What is the meaning of the word fervently as used in the passage?

- a ~~quietly~~
- b irately
- c distantly
- d energetically

1

Type your notes here.

Review/End Test

Pause

Flag

Next

# System Features: Grade Appropriate Calculators

Basic and scientific calculators are available as appropriate by grade level.

Mathematics—Grade 8 Training Student

Question 3

Which expression is equivalent to  $\frac{2^3 \cdot 5^2}{2^5 \cdot 3 \cdot 5^4}$ ?

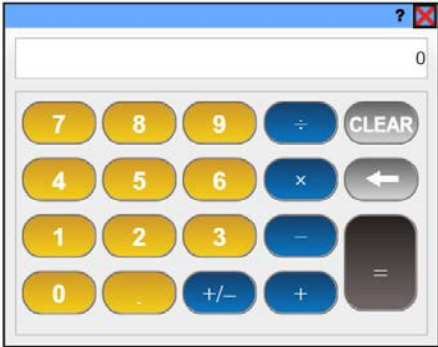
(Practice Hint: Use the formula sheet.)

(a)  $\frac{1}{2^5}$

(b)  $\frac{2^3}{3 \cdot 5^4}$

(c)  $\frac{2^2 \cdot 5^2}{3}$

(d)  $\frac{1}{2^2 \cdot 3 \cdot 5^2}$



A basic calculator interface with a numeric keypad (0-9), a decimal point, a plus/minus sign, a plus sign, a multiply/divide sign, a clear button, and an equals button.

Review/End Test Pause Flag

Mathematics—Grade 8 Training Student

Question 3

Which expression is equivalent to  $\frac{2^3 \cdot 5^2}{2^5 \cdot 3}$ ?

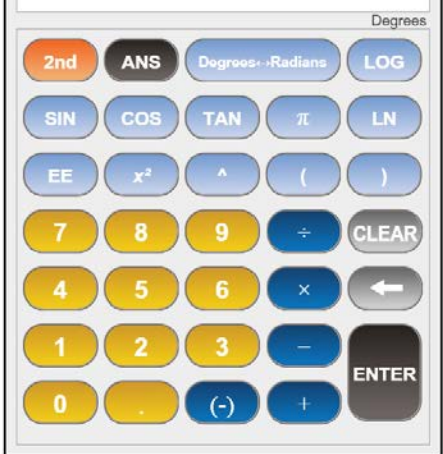
(Practice Hint: Use the formula sheet.)

(a)  $\frac{1}{2^5}$

(b)  $\frac{2^3}{3 \cdot 5^4}$

(c)  $\frac{2^2 \cdot 5^2}{3}$

(d)  $\frac{1}{2^2 \cdot 3 \cdot 5^2}$



A scientific calculator interface with a numeric keypad, a decimal point, a plus/minus sign, a plus sign, a multiply/divide sign, a clear button, an equals button, and a set of scientific function buttons including 2nd, ANS, Degrees/Radians, LOG, SIN, COS, TAN, π, LN, EE, x², ^, (, ), and ENTER.

Review/End Test Pause Flag

Next



# System Features: Ruler and Protractor

**Math Grades 3-5** Training Student

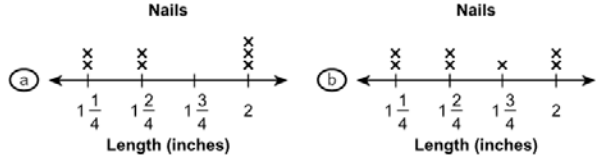
Question 1

Kim measured the lengths of nails she found.


She listed the lengths, in inches, of the nails below.

$1\frac{1}{4}$ ,  $1\frac{2}{4}$ ,  $1\frac{2}{4}$ , 2, 2

After making the list, she found two additional nails.



Use your ruler to measure the lengths of the nails.



Which line plot shows the lengths of the nails Kim found?

(Practice Hint 1: Use the Inches ruler.)

(Practice Hint 2: Eliminate options by using the Cross-Off tool.)

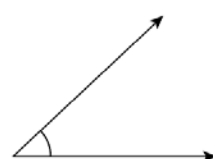
Pause

Rulers and protractors are available within the system and can be manipulated as needed by the student.

**Math Grades 3-5** Training Student

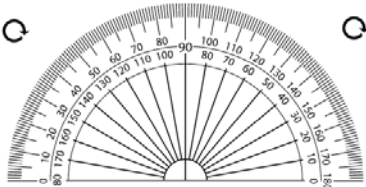
Question 2

An angle is shown below.



What is the measure of the angle?

(Practice Hint: Use the Protractor.)



Pause Next

# Accommodations and Accessibility: Text-to-Speech

Text-to-Speech with visual tracking and audio controls for meeting the needs of students with read aloud accommodations (or math accessibility).

WBTE Preview Albert Einstein

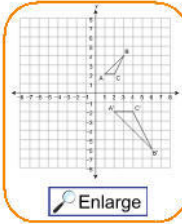
Question 1

Item ID ?

A triangle and its image after a series of **transformations** are shown in the coordinate plane.

**Follow Along**

**Graphic Alt Text Read**



Describe a series of transformations that will map triangle ABC onto triangle A'B'C'.

**Audio Properties can be adjusted while in the test**

EQ

0 / 1000

**Audio Controls**

Audio  
Volume — +  
Speed — +  
☒ Follow Along  
Changes may take effect on the next page.

**Audio Controls allow for Stopping, Pausing, Playing, and Selecting Start Points**

Review/End Test Pause Flag Options

# Accommodations and Accessibility: Color Overlays

Font and background color combinations are available and can be adjusted at the student level.

**Math Grades 3-5** **Training Student**

Question 1

Kim measured the lengths of nails she found.

She listed the lengths, in inches, of the nails below.

$1\frac{1}{4}$ ,  $1\frac{2}{4}$ ,  $1\frac{2}{4}$ , 2, 2

After making the list, she found two additional nails.

Use your ruler to measure the lengths of the two nails.

Which line plot shows the lengths of all the nails Kim found?

(Practice Hint 1: Use the Inches ruler.)

(Practice Hint 2: Eliminate options by using the Cross-Off tool.)

**Contrasting Color**

Text	Text
Text	Text
Text	Text
Text	Text

**Nails**

**a**

Length (inches)

**b**

Length (inches)

**d**

Length (inches)

Pause Options Next

# Accommodations and Accessibility: Line Guide

A line guide is available for students to use in visually tracking their reading on the screen.

**Technology-Enhanced Items**  
Question 1  
Page 1 of 2

**Training Student**

## Algae Power

Are algae important? Algae are the source of much of Earth's oxygen ( $O_2$ ). Their ecological role as producers is critical for the survival of other organisms. Scientists are using new technologies to discover alternative ways to use the power of algae to help benefit us all. These tiny organisms may someday provide fuel for cars and homes!

Most algae use energy from the Sun to produce carbohydrates, such as glucose. Once these carbohydrates are extracted from the algae, they can be converted to ethanol, an alternative fuel.

However, there is a problem with algae power: getting enough of it! To help solve this problem, engineers have developed algae bioreactors. A bioreactor is a device that can contain and grow algae. Bioreactors can range in size from as small as a water bottle to as large as a farm field. Unfortunately the larger systems have more maintenance and operating costs.

To investigate the efficiency of bioreactors, scientists have designed a 200 kg algae bioreactor. This self-contained system is a controllable environment where light, nutrients, carbon dioxide ( $CO_2$ ), and temperature can be regulated.

### Algae Bioreactor System

Which graph best represents the two cellular processes that are responsible for the  $O_2$  and  $CO_2$  production during Investigation 1?

Enlarge

(a) graph A  
(b) graph B  
(c) graph C  
(d) graph D

Review/End Test

Pause

Flag

Next

# Accommodations and Accessibility: Masking Tools

Masking tools can isolate text and can be used by students to focus on particular portions of the screen, reducing distractions.

ELA Grade 3 Sample Items Training Student

Question 1

Read the passage. Then answer the questions.

**A Few New Neighbors**  
by Kerry McGee

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

*It's probably looking for somebody to fill the bird feeders, Jessie thought.*

The bird perched on the edge of the wreath. Then it disappeared.

Disappeared? Jessie ran over to Mrs. Baxter's door. Where had it gone?

A jumble of sticks and grass stuck out from the middle of the wreath. Suddenly, Jessie understood. A nest! A bird's nest sat right in the middle of Mrs. Baxter's wreath. The bird poked its head out and looked at Jessie. Then it fluttered away.

Jessie crept up to the front door. Tucked inside the nest were four speckled blue eggs.

Jessie ran home to call Mrs. Baxter. "Guess

Read the sentence and the directions that follow.

Children and adults can work together.

Click the **two** details that **best** support this conclusion.

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

...

Jessie and Mrs. Baxter talked about the birds for a while. "They sound like house finches," Mrs. Baxter said. "Keep an eye on them for me, will you?"

Masking

Add Mask

Show/Hide Masks

Review/End Test Pause Flag Options

Training Student

Read the sentence and the directions that follow.

Children and adults can work together.

Click the **two** details that **best** support this conclusion.

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

...

Jessie and Mrs. Baxter talked about the birds for a while. "They sound like house finches," Mrs. Baxter said. "Keep an eye on them for me, will you?"

Masking

Add Mask

Show/Hide Masks

Review/End Test Pause Flag Options Next

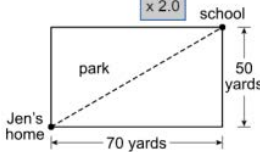
# Accommodations and Accessibility: Magnifier/Variable Zoom

Items are available in standard views, 1.5x magnification, and 2.0x magnification.

Mathematics—Grade 8 Training Student

Question 4

Jen walks straight across a park to school each morning. The dimensions of the park are shown below.



Which measurement is **closest** to the distance Jen walks to school each morning?

(Practice Hint 1: Use the formula sheet.)

(Practice Hint 2: Use the scientific calculator.)

Review/End Test Pause Flag

Navigation icons: Pointer, Eraser, Pencil, Highlighter, Eraser, Line Guide, Calculator, X+Y, ?

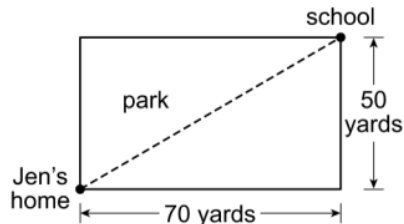
Zoom controls: x 1.5, x 2.0

Options: (a) 86 yards, (b) 120 yards

Mathematics—Grade 8

Question 4

Jen walks straight across a park to school each morning. The dimensions of the park are shown below.



Which measurement is **closest** to the distance Jen walks to school each morning?

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Navigation icons: Pointer, Eraser, Pencil, Highlighter, Eraser, Line Guide, Calculator, X+Y, ?

# Accommodations Are...

## **Discussion Point:**

Who can use accommodations?









# Accommodations

- ✓ Give students with disabilities an equal opportunity in assessment (e.g. if a student has trouble with writing legibly, a teacher might accept spoken responses. This doesn't change the test the student is taking. It changes the way the student demonstrates what he/she knows.)
- ✓ Include a change in test setting, timing, scheduling, presentation format, and/or method of response to the assessment
- ✓ Are used by students with disabilities who need test accommodations to provide a valid and accurate measure of their abilities
- ✓ Should be adjusted as needed
- ✓ Must be documented on a IEP, IAP, or LEP at least 30 calendar days prior to test administration and kept at the school level

# Accommodations

-  Do **NOT** give students with disabilities an unfair advantage over other students
-  Do **NOT** subvert or invalidate the purpose of the tests
-  Do **NOT** lower the expectations for what kids learn
-  Do **NOT** change what kids are taught or tested on

# Classroom and Assessment Align

- **Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and assessment, as indicated on the student's IEP or Section 504 plan.**
- According to the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), accommodations for administration of general state- and district-wide assessments must be based on each student's needs as documented in the student's Individualized Education Program (IEP).
- If an accommodation is not provided in regular instruction or assessment, even though it is an indicated accommodation, it would be inappropriate to provide that accommodation during testing; even though it might improve the student's score on the assessment.
- For example, if the student does not use a calculator in regular classroom instruction and assessment, then a calculator would not be appropriate as a test accommodation.

# Accommodations Data

**16 school systems participated in the spring 2016 online assessment.  
27,330 students received accommodations on their assessment.**

Accommodation	Math	ELA	Social Studies	Total Student Count
Answers Read Aloud	30	24	68	122
Calculator	2160	3	0	2163
Directions in Native Language	48	63	52	163
Extended Time	3085	3108	3129	9322
Human Read Aloud	554	509	543	1606
Individual or Small Group Administration	1670	1698	2046	5414
Native Language Word to Word Dictionary	156	177	161	494
Spanish Test	18	0	0	18
Text to Speech	2079	1361	4495	7935
Transferred Answers	24	27	42	93
<b>Total</b>	<b>9824</b>	<b>6970</b>	<b>10536</b>	<b>27330</b>