STAAR Alternate 2 Fall Update

Texas Assessment Conference
November 5, 2019
Ange Wilkins, Manager, STAAR Alternate 2
Topics

- Spring 2020 Test Administration
- Updated STAAR Alternate 2 resources
- Highlights: STAAR Alternate 2 participation requirements
- ESSA 1.0 Percent Cap Update
STAAR Alternate 2 Key Dates 2019-2020

12/1/19 Submit registrations
3/9-4/21 Late registrations
2/10 Materials list available
3/9-4/10 Additional order window
3/16-3/27 Preview window
3/30-4/21 Testing window
5/1 Ship all nonscorable materials

Additional dates can be found in 2019-2020 Calendar of Events
https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191465664/Calendar+of+Events
Students who enroll on or after March 30, 2020

- Students who transfer/move to a new district on or after the first day of the STAAR Alternate 2 testing window do not have to be tested.
- Students who transfer within the same district after the first day of the STAAR Alternate 2 testing window still must be tested by the district where the student is enrolled.
Early Start Preview Window Requests

- Districts whose Spring Break prevents test administrators from having full two week preview window may ask for an early start date for preview window.
- Submit early start to preview window email requests to StudentAssessment@tea.texas.gov
- Include STAAR Alternate 2 training information in your email. Requests will be approved if training dates allow educators to receive test administrator training prior to early start date.
- The testing window schedule can not be affected, only the preview window may be adjusted.
Scheduling Test Administrator sessions

- The ARD committee meeting should make assessment decisions as early in the current school year as possible or at the end of the prior year to the applicable school year. The meeting should occur prior to the start of the STAAR Alternate 2 testing window.

- No verification window
  - Final day to submit scores online 4/21/19.

- Each district may develop a local schedule for STAAR Alternate 2 assessments during the designated test administration window specified in the Calendar of Events.

- District or campus coordinator should communicate the schedule that test administrators should follow.
Image Cards

- The image cards are to be used for student accommodations such as pairing images with text, raising or darkening the outline in images, providing images separately one at a time, or isolating images or text until addressed.

- The image cards are intended to reduce the amount of preparation required of a test administrator and replace the need to photocopy answer choices in order to cut them apart or to attach textured material to images that require the image be removed from the student booklet.

- The STAAR Alternate 2 test should always be administered by presenting the student booklet; the assessment cannot be given by presenting image cards only.

- NEW Test administrators are not required to use the image cards. Use of the image cards is open to any STAAR Alternate 2 student and is not tied to any specific accommodation. (Educator Guide, 2019)
Testing Environment

- Test administrators must prepare the environment for the administration of STAAR Alternate 2.
- STAAR Alternate 2 is administered to students in a one-on-one setting.
- Test sessions
  - must be conducted under the best possible conditions with minimal distractions
  - and in a setting that is arranged to maintain confidentiality of test material and responses of individual students.

- Districts with cameras in self-contained classrooms should use locally-developed policy which includes “penalties for prohibited conduct” in the event that a request is made to view video that was recorded during a test administration session
  - For more guidance see TASB legal services “Update on Video Cameras in Special Education Classrooms”, 2017
Students taking the STAAR Alternate 2 administration communicate answers directly to the test administrator.

The test administrator records the student’s response on the STAAR Alternate 2 Scoring Document based on scoring information provided for each item.

The students’ responses are then entered into the Assessment Management System.

The district coordinator, campus coordinator, or other authorized personnel who have completed training and signed oath will enter scoring information into an online system.

Any falsification of scoring document results in a serious violation and should be reported as such. Texas Administrative Code (TAC), §101.3031(a)(5)
Session Topics

- Spring 2019 Test Administration
- Updated STAAR Alternate 2 resources
- Highlights: STAAR Alternate 2 participation requirements
- ESSA 1.0 Percent Cap Update
STAAR Alternate 2 Released Tests

Summer 2019 Released Tests

- Test forms released for each grade/subject: a set of released test questions previously administered together to Texas students which reflect the STAAR Alternate 2 test blueprints.
- The STAAR Alternate 2 released tests include a test administrator manual and a student booklet for each subject/grade or course assessed.
- Each test administrator manual includes scripted questions, guidelines for presentation of the test stimulus, and scoring information. The corresponding student booklet contains test stimulus images and text that is required in order for the student to select answers.
- Correct answers are indicated for each individual test item with a * in the test administrator manuals.
STAAR Alternate 2 Webpage Updates

Fall postings
- Updated STAAR Alternate 2 Educator Guide and TAM (10/29/19)
- Updated Instructional Terms lists
- Updated Essence Statements
- Updated Social Studies Vertical Alignment and Curriculum Framework documents

Spring 2020 postings
- Updated RLA Vertical Alignment and Curriculum Framework documents
Topics cont.

- Spring 2020 Test Administration
- Updated STAAR Alternate 2 resources
- Highlights: STAAR Alternate 2 participation requirements
- ESSA 1.0 Percent Cap Update
In 2015, with the reauthorization of the Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act (ESSA), the requirements changed for alternate academic assessments by placing a 1% state cap on the participation rate.

The 1% threshold applies to the state participation rate for each of the following content areas.
- Reading/ELA
- Math
- Science

The participation rate is based on the total number of all students in the state assessed in the content area.

\[
\frac{\text{# of students assessed with STAAR Alternate 2 in SUBJECT}}{\text{# of ALL students assessed in SUBJECT}}
\]
ESSA reauthorization 2015 placed a state cap on participation in statewide alternate assessment

- federally mandated
- By 2020 every state should be under 1% cap

\[
\frac{\text{# of students assessed with SA2 in SUBJECT}}{\text{# of ALL students assessed in SUBJECT}}
\]

PBMAS SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate

- Indicator has new calculation
- Report Only
- SPED STAAR Alternate 2 overall participation rate denominator includes STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
- SPED STAAR Alternate 2 overall numerator is for STAAR Alternate 2 grades 3-8 and EOCs.
- Students quality for ME or NAAR designation are not included in the calculation of this indicator
“Further, should a State request a waiver for an additional year, under § 200.6(c)(4)(v) the Department expects to see substantial progress towards the State’s plan and timeline for meeting the requirement to assess no more than 1.0 percent of students with an AA–AAAS.”
# TEA’s 2019 Plan to Address 1.0% Threshold

<table>
<thead>
<tr>
<th>Month/Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019</td>
<td>• Analysis of Spring 2019 participation data</td>
</tr>
<tr>
<td>January – September 2019</td>
<td>• Completed “Addressing the 1% Participation Rate” for 18 regions</td>
</tr>
<tr>
<td>February 2019</td>
<td>• Published STAAR Alternate 2 Participation Requirements Companion Document on STAAR Alternate 2 webpage</td>
</tr>
<tr>
<td>May – December 2019</td>
<td>• Partner with Office of Review and Support to monitor STAAR Alternate 2 participation rates through new SPED Indicator #4.</td>
</tr>
<tr>
<td>October 2019-ongoing</td>
<td>• Partner with TEA Special Populations team to deliver technical assistance to districts based on participation data.</td>
</tr>
<tr>
<td>October 25, 2019</td>
<td>• Justification/Assurances email and online form to districts with participation rates over 1%</td>
</tr>
<tr>
<td>November, 2019</td>
<td>• STAAR Alternate 2 Parent Resource to be posted on STAAR Alternate 2 webpage.</td>
</tr>
<tr>
<td>October, 2019 – January 2020</td>
<td>• Development and publication of student profiles for STAAR Alternate 2 testers.</td>
</tr>
<tr>
<td>November 22, 2019</td>
<td>• Deadline for district/charter schools to submit online Justification/Assurances documentation.</td>
</tr>
</tbody>
</table>
Oversight:
1% District Justification and Assurances

- Justification describing the need to exceed the 1% threshold
  - Small student population
  - School, community, or health program(s) drawing large numbers of students with significant cognitive disabilities
  - Other
- Statement describing training opportunities provided to school personnel and parents explaining STAAR Alternate 2
- Assurances that the district/charter followed state guidelines for determining student participation in an alternate assessment
Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options,

- including the characteristics of each assessment
- and the potential implications of each assessment choice.

*Include examples of released test items in district wide STAAR training.

https://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Released_Tests
Revised Participation Requirements

Question 1
Does the student have a significant cognitive disability?

- A determination given to a very small number of students for the purpose of participation in an alternate assessment.
- The most recent FIE must indicate a disability or multiple disabilities that significantly impact the student’s intellectual functioning - the student’s ability to plan, comprehend, and reason.
- Students with a significant cognitive disability also have adaptive behavior deficits well below average.
- Students with a Specific Learning Disability or Speech Impairment not typically found eligible for the alternate assessment.
Revised Participation Requirements cont.

Question 2
Does the student require specialized, extensive supports to access the grade-level curriculum and environment?

- How does the student access academic curriculum?
- IEP Accommodations: A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support peers receiving special education services require. The student requires substantially modified materials.
- Transition Plan: A student with a significant cognitive disability demonstrates deficits in adaptive behaviors. This most likely will impact the student’s ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.
Specialized, extensive supports

- A student with a significant cognitive disability requires extensive, repeated, specialized supports across settings for all life domains in order to make progress on IEP goals.

- Specialized, extensive supports may include but are not limited to:
  - voice output device
  - one-on-one instruction
  - assistance with feeding or daily needs
  - assistance with physical mobility that would otherwise result in health or safety concerns
  - regular and frequent reinforcement system
  - significant speech and language supports

- Accommodations page includes extensive, specialized supports – different than those of other peers receiving special ed services.
Post-secondary Transition Plan

- A student with significant cognitive disabilities most likely will require specialized, extensive supports into adulthood.
- The student’s significant cognitive disability impacts the student’s post-school outcomes.
- Consider the post-secondary transition plan. Students who qualify for the alternate assessment will most likely require goals for independent living.
  - Supported employment, customized employment
  - Ongoing support services – medical or therapeutic supports
  - Attend rehabilitative and vocation training
- Students whose transition plan that requires rigorous grade-level skill acquisition should not be on an alternate assessment.
Question 3
Does the student require intensive, individualized instruction in all instructional settings?

A student with a significant cognitive disability

- requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives.
- requires instruction & assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings.
- requires individualized instruction that is neither temporary nor limited to specific content areas because of pervasive nature of disability.
Question 4
Does the student access and participate in the grade-level TEKS through prerequisite skills?

A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction.

For instance, an elementary student will be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.
The decision to administer STAAR Alternate 2 is NOT based on a student’s
- racial or economic background,
- English learner status,
- excessive or extended absences,
- location of service delivery,
- anticipated disruptive behavior or emotional distress, or any other such factors.
Arkansas Division of Elementary and Secondary Education

All Students - 100 students

Students with Disabilities
10 Students

- Students with Significant Cognitive Disabilities
- Student with the Most Sig Cog Dis
  1 Student
More Topics

- Spring 2020 Test Administration
- Updated STAAR Alternate 2 resources
- Highlights: STAAR Alternate 2 participation requirements
- ESSA 1.0 Percent Cap Update
District Strategies for Helping the State Meet the 1% Threshold on STAAR Alternate 2

National Center on Educational Outcomes, in cooperation with U.S. Department of Education, Office of Special Education Programs
Meeting the 1% Threshold

Adherence to definition of significant cognitive disabilities and participation requirements

DISTRICT PARTICIPATION DATA TALKS
Trends in schools, grade patterns, etc.

DISTRICT DISABILITY DATA TALKS
“Who is currently taking STAAR Alternate 2?”

Professional development for ARD committees and other educators

Parent training for ARD committee decision making
Conduct a Review of Current Practices: State Assessment Guidelines

Definition for Students with Significant Cognitive Disabilities

STAAR Alternate 2 Participation Requirements

Companion Document to Participation Requirements
# Statewide Student Participation Data

<table>
<thead>
<tr>
<th></th>
<th>Spring 2017</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Alternate</td>
<td>37,980</td>
<td>40,646</td>
<td>41,836</td>
</tr>
<tr>
<td>All Students Math</td>
<td>2,807,473</td>
<td>2,804,047</td>
<td>2,821,402</td>
</tr>
<tr>
<td>Reading/ELA Alternate</td>
<td>42,398</td>
<td>45,392</td>
<td>47,136</td>
</tr>
<tr>
<td>All Students Reading ELA</td>
<td>3,522,895</td>
<td>3,487,018</td>
<td>3,584,899</td>
</tr>
<tr>
<td>Science Alternate</td>
<td>15,305</td>
<td>16,780</td>
<td>16,984</td>
</tr>
<tr>
<td>All Students Science</td>
<td>1,243,552</td>
<td>1,271,379</td>
<td>1,280,714</td>
</tr>
</tbody>
</table>
Spring 2019
Districts and Charters Exceeding 1.0 Percent

Number of School Districts and Charter Schools Per Region

<table>
<thead>
<tr>
<th>REGION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td>34</td>
<td>31</td>
<td>25</td>
<td>38</td>
<td>35</td>
<td>25</td>
<td>79</td>
<td>77</td>
<td>45</td>
<td>48</td>
<td>48</td>
<td>31</td>
<td>34</td>
<td>36</td>
<td>34</td>
<td>19</td>
<td>9</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

REGIONS
Data provided by TEA allows districts over 1% to compare

- Subjects
- Grade level
- Race/Ethnicity/Gender
- Economically Disadvantaged
- English Learners (Els)
Out of 18 subgroups (grade/subject), participation rates for African American students have increased by .1% each year since 2017.
What do we know about students who participated in the alternate assessment?
State Disability Data
STAAR Alternate 2 Participation Spring 2019

<table>
<thead>
<tr>
<th>PRIMARY DISABILITY</th>
<th>Participation Data By Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>53.41</td>
</tr>
<tr>
<td>AU</td>
<td>30.39</td>
</tr>
<tr>
<td>OHI</td>
<td>10.6</td>
</tr>
<tr>
<td>OI</td>
<td>1.44</td>
</tr>
<tr>
<td>SLD</td>
<td>0.59</td>
</tr>
<tr>
<td>SI</td>
<td>0.35</td>
</tr>
<tr>
<td>ED</td>
<td>0.72</td>
</tr>
<tr>
<td>TBI</td>
<td>0.69</td>
</tr>
<tr>
<td>VI</td>
<td>0.91</td>
</tr>
<tr>
<td>AI</td>
<td>0.55</td>
</tr>
<tr>
<td>DB</td>
<td>0.2</td>
</tr>
</tbody>
</table>
The majority of students assessed with STAAR Alternate 2 qualify for special education services in AU, ID, & OHI.

Special Education data shows increases in the number of students qualifying for special education services in these three disability categories over the past 3 years.

The percentage of students assessed with an alternate assessment out of those identified consistently decreased over the last three years.

### Statewide Disability Data compared with STAAR Alternate 2 Disability Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>27,230</td>
<td>9,751</td>
<td>29,398</td>
<td>10,444</td>
<td>31,687</td>
<td>10,948</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>24,341</td>
<td>17,026</td>
<td>26,353</td>
<td>18,257</td>
<td>28,642</td>
<td>18,828</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>35,949</td>
<td>3,705</td>
<td>38,275</td>
<td>3,915</td>
<td>41,597</td>
<td>3,994</td>
</tr>
</tbody>
</table>
Disability Categories Represented in STAAR Alternate 2 Data

- Most students are in the categories of:
  - Intellectual disabilities
  - Autism
  - Other Health Impaired

- Does district data reflect students outside of those norms?
  - Identify the outliers.
  - Who are they?
  - How do they meet eligibility?
Students with Most Significant Disabilities

- Not all students with Intellectual Disabilities or Autism will meet the alternate assessment participation criteria.
- Not a likely fit for participation criteria
  - Emotional disturbance
  - Orthopedic impairment & Speech impairment
  - Specific learning disability
  - Speech or language impairment
- Cognitive deficits are not the same as low-academic achievement.
Gather district data: Students who participated in STAAR Alternate 2 by primary disability category.

Are there students in disability categories that don’t typically involve a significant cognitive disability (e.g., SLD, SI, VI, Emotional Disturbance)?

Next steps your district will take to address those students taking STAAR Alternate 2 with disability that does not indicate a cognitive disability.
Meeting the 1% Threshold Activities

- Adherence to definition of significant cognitive disabilities and participation requirements
- DISTRICT PARTICIPATION DATA TALKS: Trends in schools, grade patterns, etc.
- DISTRICT DISABILITY DATA TALKS: “Who is currently taking STAAR Alternate 2?”
- Professional development for ARD committees and other educators
- Parent training for ARD committee decision making
Professional Development

Training for educators and administrators

- The nature of STAAR Alternate 2 – what does it test?
  - Multiple Response modes
  - Four item cluster – with item 1 at the awareness level
  - Pre-requisite skills at least 3 to 4 grade levels below

- Administering STAAR Alternate 2 – the unique format
  - Three week window
  - All oral administration
  - No writing required
  - No reading of text required
Sample 5th gr Math Test Questions

**Awareness**

**Presentation Instructions for Question 1**
- Present Stimulus 1. Communicate: The distance around an object can be measured.
- Direct the student to the rug. Communicate: Here is a rug. The sides of the rug can be measured to find the length and width.
- Communicate: Find the rug.

Stimulus 1

---

**Matching**

**Presentation Instructions for Question 2**
- Present Stimulus 2a and 2b. Communicate: The distance around an object can be measured.
- Direct the student to the rug in Stimulus 2a. Communicate: The sides of this rug can be measured to find the length and width.
- Direct the student to each answer choice in Stimulus 2b. Communicate: Here is a beach towel. Here is a soccer ball.
- Communicate: Find the object that can be measured to find the length and width.

Stimulus 2a

Stimulus 2b
Example 5th gr Math Test Questions

Recall
Presentation Instructions for Question 3
• Present Stimulus 3a and 3b. Communicate: The area an object covers can be measured.
• Direct the student to Stimulus 3a. Communicate: Students made pictures of trees on squares of paper. Their teacher used the pictures to completely cover the area of a bulletin board.
• Direct the student to each answer choice in Stimulus 3b. Communicate each answer choice.
• Communicate: Find how many pictures the teacher used to cover the area of the bulletin board.

Application
Presentation Instructions for Question 4
• Present Stimulus 4. Communicate: The area an object covers can be measured.
• Communicate: A bulletin board has an area of 15 square pictures.
• Direct the student to each answer choice in Stimulus 4. Communicate: Here are three bulletin boards with square pictures.
• Communicate: Find the bulletin board with an area of 15 square pictures.
ARD decision making for students with significant cognitive disabilities for educators & administrators

- STAAR accessibility for students with disabilities
- IEP development and evidence for determining eligibility
  - Accommodations are documented to provide sufficient evidence for assessment decisions
  - PLAAFPs are written to provide evidence for assessment decisions
  - Students assessed with STAAR Alternate 2 will have functional goals as well as academic
Parent Are Well-Informed About Assessment Options

**Parent Resources for STAAR Alternate 2**

- Accessibility Resources for STAAR
- STAAR Alternate 2 Companion Document (Flow-chart)
- STAAR Alternate 2 Parent Brochure – coming soon
- STAAR Alternate 2 report card
Texas has submitted a waiver request in 2017, 2018, and will need to submit a waiver for 2019.

- Erroneously qualifying a student on the alternate assessment means
  - The ARD team may not have developed an appropriately ambitious education program for the student.
  - Low expectations may have been set for the student that will have a lifetime of negative effects for the student.
Final Thoughts

- Consider the instruction first, then the assessment.

- Choose the assessment where the student can best show what he/she knows at the highest academic level possible.

- ARD committees made up of educators, administrators, and parents are the decision makers.

- Only students with significant cognitive disabilities are being assessed with STAAR Alternate 2.
These slides have been prepared by the Student Assessment Division of the Texas Education Agency. You are encouraged to use them for local training.

If any of the slides is changed for local use, please hide or remove any TEA logos, headers, or footers. (You may need to edit the Master slide.) In addition, you must remove the photographs. Only the TEA has parental permission to use these photographs for training purposes.

This training is not intended to replace any materials or additional information on the TEA website.
Questions?
Texas Education Agency
Student Assessment Division
512-463-9536
Assessment.specialpopulations@tea.texas.gov

STAAR Alternate 2 resources webpage
https://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate