

SPECIAL EDUCATION

2011 MCAS

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Presented by:

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State Standardized Testing (MCAS)

- **All students** educated with Massachusetts public funds, including students with disabilities, must participate in MCAS using one of the following formats:
- Routine (standard) MCAS testing
- MCAS testing using one or more test accommodation(s)
- MCAS Alternate Assessment (MCAS-Alt)

How do students with disabilities participate in MCAS Testing?

- The student's IEP Team or 504 Team must determine annually how the student will participate in all MCAS testing
- Must be documented in the student's IEP and/or 504 Plan
- The Team may determine:
 - Standard test in each area with or without accommodations
 - MCAS Alternate Assessment

Requirements for Use of Test Accommodations

Accommodations are based on an individual student's need and may only be provided when the following conditions are met:

- The student uses the accommodation routinely during classroom instruction and assessment in this subject (both before and after the test is administered); **AND**
- The student requires the accommodation in order to participate in statewide tests; **AND**
- The accommodation is documented in the student's IEP or 504 plan. (IEP 7 State or District-Wide Assessments)

Standard Accommodations

Changes in the routine conditions under which students take MCAS tests.

Four categories:

1. Changes in **timing** or scheduling of the test
(ex. short intervals, breaks or at a specific time of day)
2. Changes in test **setting**
(ex. small group, specific area or separate setting)
3. Changes in test **presentation**
(ex. large-print or Braille version)
4. Changes in how the student **responds** to test questions
(ex. tracking, monitor placement, dictating responses to a scribe; except ELA)

Non-standard accommodations

- Modifications that change the way in which an MCAS test is presented or the way in which a student responds to test questions.
- Since non-standard accommodations alter what the test measures, teams must exercise caution in considering whether a student requires a non-standard accommodation in order to access the test.

MCAS/ALT Participation Guidelines

- A TEAM decision consisting of:
Special education teacher, Team chair (principal and/or director of elem. or sec. special education,) parent, general educator, and other specialists
- Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are absolutely necessary in order for the student to participate?
- Should the student complete an alternate assessment?
Alternate assessments are intended for a very small number of students (1% of all students who participated) with significant disabilities who are unable to take standard MCAS tests, even with accommodations.
- A separate decision must be made for **each subject** scheduled for testing, and may be revised each time the team convenes. A student may take the standard test in one subject and the alternate in another.

Who Should Present a Portfolio?

A student with a disability who...

- Requires intensive, individualized instruction
- Is unable to demonstrate knowledge and skills on a paper and pencil test even with accommodations
- Requires substantial modifications to the content being taught

What is an MCAS/ALT?

- The MCAS-Alt consists of a portfolio of materials collected annually by the teacher and student. Evidence for the student portfolio may include work samples, instructional data, photographs, videotapes, and other supporting information and materials based on the student's performance in the subject being assessed.
- This portfolio shows “progress over time”

Collection of Data/Work Samples

- All teachers can contribute data and work samples. Work samples must be labeled and include: student name, date, % of accuracy, and % of independence
- Differentiated Instruction
- Work Sample Description
- Field data charts, bar graphs, discreet data charts

Why MCAS Alternative Assessment?

- It allows **ALL** students to participate
- It has been demonstrated to improve learning
- It increases student access to the general education curriculum
- It is the law!

Scoring towards AYP

- Standard MCAS/MCAS/ALT
- Scaled Score/ Pts Scores/Pts
- Failing/Warn. 0 Not submitted 0
- Fail/Warn.-High 25 Incomplete 25
- Needs Imp.Low 50 Awareness 50
- Needs Imp.High 75 Emerging 75
- Pro./Advanced 100 Progressing 100 or 75
depending on the student's disability

2011 Grade 3

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	63	2	22	56	21
Math	63	5	29	41	25

2011 Grade 4

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	49	0	14	59	27
grade 3 2010	45	4	27	49	20
Math	49	8	16	55	20
grade 3 2010	45	9	38	33	20

2011 Grade 5

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	54	4	28	50	19
grade 4 2010	54	0	19	57	24
grade 3 2009	52	2	31	40	27
Math	54	9	26	35	30
grade 4 2010	55	0	20	45	35
grade 3 2009	52	12	25	33	31
Sci/Tech	54	6	28	43	24

2011 Grade 6

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	51	2	35	45	18
grade 5 2010	51	2	29	49	20
grade 4 2009	49	0	18	65	16
Math	51	4	25	39	31
grade 5 2010	51	6	24	37	33
grade 4 2009	49	4	18	55	22

2011 Grade 7

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	50	2	34	52	12
grade 6 2010	47	0	28	49	23
grade 5 2009	50	2	36	40	22
Math	50	2	10	34	54
grade 6 2010	47	9	13	32	47
grade 5 2009	50	6	26	40	28

2011 Grade 8

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	49	0	43	33	24
Grade 7 2010	48	0	19	56	25
Grade 6 2009	46	2	22	46	30
Math	50	0	18	26	56
Grade 7 2010	48	0	13	29	58
Grade 6 2009	46	2	11	41	46
Sci/Tech	50	0	6	50	44

2011 Grade 10

	# of students	%Advanced	%Proficient	%Needs Improvement	%Warning
ELA	37	0	59	32	8
grade 8 2009	39	0	46	33	21
Math	36	11	47	28	14
grade 8 2009	38	3	16	32	50
Sci/Tech	36	6	42	44	8
grade 8 2009	38	0	16	29	55

District Special Education Improvement Goals

- To support meaningful and measurable change that will result in making Adequate Yearly Progress (AYP) for all Dedham special education student subgroups.
 - What systemic strategies will be employed by teachers and/or administrators to address the identified student needs?
 - Data Team participation, data analysis by grade level in both ELA & math
 - High School committee to review special education service models
 - What specific changes in educational practice (including changes to instruction, curriculum, assessment and other programmatic elements) are needed to address the identified student needs?
 - Special education teachers participate in district training/professional development

How do we address student's needs?

- In-depth analysis of student results/item analysis
- Re-examine the IEP (principals, special education teachers, teachers)
 - Is the student receiving appropriate support in the area of concern?
 - Is the student receiving the appropriate accommodations?
 - Make any necessary changes to IEPs regarding area and service delivery
 - Objective summaries (specific strengths/weaknesses)
- Individual Student Success Plans (Elementary & Middle School)
 - Tutoring, course selection, after school support, etc.
 - Small group instruction
 - Strategies for Success
- Educational Proficiency Plans (High School)
 - Additional courses
 - Strategies for Success

District Programs

- Everyday Math grades PreK-5
- Treasures Reading program, gr. 1-3
- “Writing with Colors” gr. 6-8
 - Provides students with instant feedback on writing as well as specific support on written organization, fluency, grammar, spelling, sentence structure and topic development

Teachers can use this product to encourage increased writing across the curriculum

- Technology-based programs
 - Individualized support in ELA and Math
 - Generate reports on student performance instantaneously
 - Self-paced tutorials
 - Online assessments
 - Offline extension activities

FASTT Math...Acuity

Across the District

- Utilize “item analysis” and FASTT Math/Acuity results
- Provide targeted after-school programs
- Consult with prior year teachers on students’ strengths and weaknesses
- Use common assessment to monitor student performance and drive instruction
- Provide ongoing Professional Development on new instructional materials, software and assessment programs; Assistive Technology/SMART Boards, Every Day Math, Lexia, Lucy Caulkins, Treasures Reading Program
- 274 Grant-Special Education Program Improvement: Orton Gillingham training, “The EmPOWER Method for Teaching Expository Writing”

October 1, 2011 Enrollment

- **October 1, 2011** Total district enrollment (not including preschool): **2752** (not including 132 PreK)= **2884**
- **PreK: 132 K: 198 Elem: 1118 Middle: 652
High School: 784**
- **Avery: 228 Greenlodge: 309 Oakdale: 345
Riverdale: 236**

Special Education Enrollment October 1, 2011

**special education students in-district:
562 (not including 54 PreK)=616**

special education students out-of district: 67

Special Education %

school	% of school 2010/2011 (DESE)	change from 2 2009/2010 (DESE)	# of sp. ed. students in building (Oct. 1 SIMS)	% of school population	# of sp. ed. students specific to home school	% of sp.ed. students specific to home school
Avery	24.4%	+1.4;23.0%	52	22%	55	32%
ECEC	24.1%	-.7; 24.8%	33	16%	-----	
Greenlodge	20.8%	-1.9; 22.7%	62	20%	57	18%
Oakdale	18.5%	+5.1;13.4%	57	16%	67	19%
Riverdale	28.1%	+2.2;25.9%	74	31%	66	27%
DMS	20.1%	+1.2;18.9%	145	22%	-----	
DHS	18.1%	No change	139	17%	-----	

Examples of Standard Accommodations

- **Frequent Breaks:** The test is administered in short periods with frequent breaks.
- **Time of Day:** The test is administered at a time of day that takes into account the student's medical or learning needs (IEP or 504 plan must specify time of day).
- **Small Group:** The test is administered in a small group setting (no more than 10 students).
- **Separate Setting:** The test is administered in a room other than the one used by the rest of the class.
- **Individual:** The test is administered to the student individually.
- **Specified Area:** The test is administered with the student seated at the front or other specified area of the room, in a study carrel, or in another other enclosed area (IEP or 504 plan must specify location).
- **Familiar Test Administrator:** The test is administered by a test administrator familiar to the student.
- **Magnification or Overlays:** The student uses magnifying equipment, enlargement devices, colored visual overlays, or specially tinted lenses (IEP or 504 plan must specify which).

- **Test Directions:** The test administrator clarifies general administration instructions. No portion of the test items or reading selections (including the introduction to reading selections) may be read or signed
- **Scribe Test (except ELA Composition):** For open-response test items (and multiple-choice items if needed), the student dictates responses to a scribe or uses a speech-to-text conversion device to record responses.
- **Organizer, Checklist, Reference Sheet, or Abacus:** The student uses a graphic organizer, checklist, individualized mathematics reference sheet, or abacus.
- **Student Signs or Reads Test Aloud:** The student reads the test aloud to himself or herself, or the student reads the test and records answers on audiotape, then writes responses to test items while playing back the tape (including the ELA Composition); a student who is deaf or hard of hearing signs test items/responses onto video, then writes answers while playing back the tape. The test is administered individually in a separate setting.
- **Monitor Placement of Responses:** The test administrator monitors placement of student responses in the student's answer booklet.
- **Place Marker:** The student uses a place marker.
- **Track Test Items:** The test administrator assists the student in tracking test items (e.g., moving from one test question to the next) or by redirecting the student's attention to the test.
- **Word Processor:** The student uses a word processor, Alpha-Smart, or similar electronic keyboard to type the ELA Composition, answers to open-response questions, or answers to short-answer questions on any MCAS test.
- **Answers Recorded in Test Booklet:** The student records answers directly in the test booklet or uses special paper for drafts or computation (e.g.graph paper).

Examples of Non Standard Accommodations

- Test Administrator Reads Aloud ELA Reading Comprehension Test: The test administrator reads the ELA Reading Comprehension test to a student. The test administrator reads the entire test session (passages and test items) word-for-word exactly as written.
- Test Administrator Reads Aloud ELA Reading Comprehension Test: The test administrator reads the ELA Reading Comprehension test to a student. The test administrator reads selected words, phrases, and/or sentences as directed by the student. The student points to the word, phrase, or sentence that he or she needs read aloud.
- Test Administrator Signs ELA Reading Comprehension Test for a Student Who Is Deaf or Hard of Hearing
- Electronic Text Reader for the ELA Reading Comprehension Test: The student uses an electronic text reader for the ELA Reading Comprehension test.
- Scribe ELA Composition: The student dictates the ELA Composition to a scribe or uses a speech-to-text conversion device to record the ELA Composition.
- Calculation Devices: The student uses a calculator, arithmetic table (including multiplication and division charts), or manipulative (IEP/504 must specify which) on the non-calculator session of the Mathematics and/or the grades 5 and 8 Science and Technology/Engineering tests.
- Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word Prediction Software for the ELA Composition: The student uses a spell- or grammar-checking function, spelling device (including hand-held electronic spellers), or word prediction software (IEP/504 must specify which function or device) for the ELA Composition.

FASTT MATH

- Math Fact Fluency in 10 Minutes a Day!
The *FASTT Math* intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts.
- *FASTT Math* assesses all students to uncover fluency gaps and to establish a baseline of fluency for each student.
- Then, *FASTT Math* automatically differentiates instruction in customized, 10-minute daily sessions.
- *FASTT Math* ensures that all students, regardless of their fluency level, build the long-lasting fluency they will need to tackle higher-order math.
- FASTT Math helps all your students achieve math fact fluency – and build the confidence in mathematics they need to succeed.
- Grades 2 and up Covers basic 0-9 and 0-12 addition, subtraction, multiplication, and division facts English and Spanish
- Flexible implementation designed to support any curriculum or schedule 10-minute instructional sessions Proven effective
- <http://www.tomsnyder.com/fasttmath/index.html>

ACUITY

Classroom NeedAcuity Solution

- Assess student understanding and retention throughout the school year Diagnostic Tests aligned to district curriculum enable teachers to assess what they taught, when they taught it
- Follow expected student performance on state tests Predictive Tests model content coverage and items on our state test blueprints
- Analyze student performance on specific individual skills and concepts with actionable data Rapid turnaround on reports that drill down to items that targets instruction
- Re-teach concepts to specific students or groups of students Instructional Exercises and State Correlated Item Bank enables custom, teacher-created tests
- Follow student growth within and across school years Scaled vertical scores across grades
- Easy-to-use student assessment program Online or paper-and-pencil administration options;
- Reliable data teachers can trust works with existing technology

Data grounded in CTB's industry-leading research

<http://www.acuityforschool.com/product-information/AcuityRoundBrochure.pdf>