

ARIZONA STATE SENATE

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TO: MEMBERS OF THE ALTERNATIVE ASSESSMENT STUDY COMMITTEE

DATE: December 1, 2021

SUBJECT: Alternative Assessment Study Committee Final Report

Attached is the final report of the Alternative Assessment Study Committee that is required pursuant to Laws 2021, Chapter 57. This report has been distributed to the following individuals:

Governor
Honorable Douglas A. Ducey

Secretary of State
Honorable Katie Hobbs

Superintendent of Public Instruction
Honorable Kathy Hoffman

President of the Senate
Honorable Karen Fann

Speaker of the House of Representatives
Honorable Russell Bowers

Members of the Study Committee
Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Audra Ahumada
(Honorable Kathy Hoffman designee)
Angela Jeffreys
Quinn Kellis

Representative Beverly Pingerelli, Co-Chair
Representative Joel John
Representative Jennifer Pawlik
Karla Phillips-Krivickas
Kelly Spencer
Daniel Van Tienderen

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Senate Research Staff
Senate Resource Center

House Majority Staff
House Democratic Staff
House Research Staff
House Chief Clerk



ARIZONA STATE LEGISLATURE

Alternative Assessment Study Committee

Final Report
December 1, 2021

Committee Members:

Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Audra Ahumada
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 - c. November 8, 2021: Agenda, Minutes and Handouts
 - d. November 22, 2021: Agenda, Minutes and Handouts
 - e. Laws 2021, Chapter 57, S.B. 1028: Alternative Assessment Study Committee
 - f. Final Recommendations, Process, Timeline and Solutions

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Background

Laws 2021, Chapter 57 established the Alternative Assessment Study Committee (AASC), consisting of 13 members, including a member with expertise in alternative assessments, one school district superintendent, two special education teachers, two parents of special education students, the Superintendent of Public Instruction or their designee and members of the Legislature. The AASC terminates on June 30, 2022. The AASC is required to submit a report of its findings, conclusions and recommendations by December 1, 2021, to the Governor, the Superintendent of Public Instruction, the Speaker of the House of Representatives and the President of the Senate with a copy submitted to the Secretary of State.

Purpose

The AASC was charged with discussing and evaluating five key areas, including:

- 1) how this State can improve outreach and professional development to ensure support for parents and educators of special education students who are not eligible for the alternative assessment;
- 2) accommodations provided to special education students while taking assessments;
- 3) guidance on properly identifying students for the alternative assessment;
- 4) professional development opportunities for special education educators and school administrators; and
- 5) developing a parent guidebook on assessments for students with special needs.

AASC Activity

The AASC held four public meetings. Those meetings took place on October 19, 2021, October 29, 2021, November 8, 2021 and November 22, 2021. Please refer to the AASC minutes for a list of the presentations and public testimony.

AASC Recommendations

On November 22, 2021, the AASC met and made the following recommendations:

- 1) establish training for general education teachers involved with special education (SPED) students, administrators and paraprofessionals to prepare students for assessments;
- 2) promote preserving individuality and flexibility in determining eligibility and reassess districts that exceed the one percent threshold based upon their unique situations;
- 3) establish an ongoing work group to continue the work of the AASC;
- 4) encourage the development of optional formative and benchmark assessments;
- 5) propose changes to the current Multi-State Alternate Assessment (MSAA) based upon student learning and Arizona Department of Education (ADE) data on 'end of test' reports to policy makers and post publicly for further consideration;
- 6) consider changes to how MSAA scores are reported to parents and teachers;
- 7) adjust accommodations to allow teachers to provide more useful feedback to students while ensuring MSAA testing integrity;
- 8) review the Statewide Assessment Parental Guidebook;
- 9) revise the student selection process for the MSAA to allow more flexibility to add students;

- 10) target students not qualified for the MSAA with disabilities and students in self-contained classes for test awareness;
- 11) ensure that all recommendations contemplate students who are spending their days in general education classrooms;
- 12) explore options and barriers for expanding universal accommodations for general education students who do not qualify for the MSAA;
- 13) develop a report regarding local education agency (LEA) policies regarding certificates of completion or student records upon completion of free appropriate public education (FAPE) and promote a statewide universal policy that is transparent and provides parental information;
- 14) encourage a statewide annual report on certificates of completion, ensuring the process on the issuing of certificates of completion are transparent and require parental notification and agreement; and
- 15) require that any follow-up reports be provided to the members of the AASC, House and Senate Education Committee Chairs, House and Senate leadership, the Superintendent of Public Instruction (SPI) and the State Board of Education (SBE) and be made publicly available.



APPENDIX A

October 19, 2021
Alternative Assessment Study Committee
Agenda, Minutes and Handouts

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Date: Tuesday, October 19, 2021

Time: 10:00 A.M.

Place: SHR 109

This meeting will be held via teleconference software. Members of the public may access a livestream of the meeting here: <https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021101006>

AGENDA

1. Call to Order
2. Roll Call
3. Committee Charge
4. Introduction of Committee Members
5. Presentation - Arizona Department of Education and the State Board of Education
 - Overview of statewide and alternative assessments, federal requirements, and current supports for teachers and administrators
6. Discussion
7. Committee Recommendations for Future Meetings
8. Adjourn

Members:

Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Honorable Kathy Hoffman
Angela Jeffreys
Quinn Kellis

Representative Beverly Pingerelli, Co-Chair
Representative Joel John
Representative Jennifer Pawlik
Karla Phillips-Krivickas
Kelly Spencer
Daniel Van Tienderen

10/12/2021
TG

For questions regarding this agenda, please contact Senate Research Department.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602) 926-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

ARIZONA STATE LEGISLATURE

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Minutes of the Meeting
October 19, 2021
10:00 A.M., SHR 109

This meeting will be held via teleconference software.

Members of the public may access a livestream of the meeting here:
<https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021101006>

Members Present:

Senator Nancy Barto, Chair	Representative Beverly Pingerelli, Co-Chair
Senator Sally Ann Gonzales	Representative Joel John
Senator T.J. Shope*	Representative Jennifer Pawlik
Erin Golden*	Karla Phillips-Krivickas
Audra Ahumada (Honorable Kathy Hoffman Designee)	Kelly Spencer
Angela Jeffreys	Daniel Van Tienderen
Quinn Kellis*	

*Participated remotely via a teleconference platform.

Staff:

Jeffrey Ong, Senate Research Analyst
Rachel Caldwell, Senate Assistant Research Analyst
Chase Houser, House Research Analyst
Nathan McRae, House Assistant Research Analyst

Chairman Barto called the meeting to order at 10:11 a.m. and attendance was taken.

COMMITTEE CHARGE

Jeffrey Ong, Senate Research Analyst, explained the purpose and goals of the committee and answered questions posed by the committee.

Senator Barto offered opening comments and further explained the goals of the committee.

INTRODUCTION OF COMMITTEE MEMBERS

Senator Barto introduced herself and requested that the remaining members introduce themselves.

PRESENTATION - ARIZONA DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION

- Overview of statewide and alternative assessments, federal requirements, and current supports for teachers and administrators

Catcher Baden, Deputy Director, Arizona State Board of Education, distributed and explained a PowerPoint presentation entitled "Alternate Assessment" (Attachment A). Mr. Baden provided an overview of statewide and alternative assessments and federal requirements.

Mr. Baden answered questions posed by the Committee.

Audra Ahumada, Deputy Associate Superintendent of Assessment, Arizona Department of Education, continued the explanation of the PowerPoint Presentation entitled "Alternate Assessment" (Attachment A) and explained the current supports for teachers and administrators.

Ms. Ahumada answered questions posed by the Committee.

DISCUSSION

The Committee discussed the information received today and Senator Barto offered closing comments.

COMMITTEE RECOMMENDATIONS FOR FUTURE MEETINGS

The Committee discussed agenda items and ideas for discussion at the next meeting.

There being no further business, the meeting was adjourned at 12:01 p.m.

Respectfully submitted,

Stephanie Vazquez
Committee Secretary

(Audio recordings and attachments are on file in the Secretary of the Senate's Office/Resource Center, Room 115. Audio archives are available at <http://www.azleg.gov>)

Alternate Assessment

State Board of Education and Arizona Department of Education

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

OCTOBER 19, 2021



Agenda

- State Board of Education:
 - Introductions
 - Information on State Board of Education and Arizona Department of Education
 - Overview of statewide assessments
- Arizona Department of Education:
 - Federal requirements for alternate assessment
 - Multi-State Alternate Assessment (MSAA) Information
 - Support for schools and parents

Need help with acronyms? Go here:

https://azsbe.az.gov/sites/default/files/media/Acronyms_0.pdf



The State Board of Education (SBE) and The Arizona Department of Education (ADE)

- The State Board of Education is the *policy* arm (rules and policies)
- 11 members: 10 appointed by the Governor and confirmed by the Senate. 1 member is the Superintendent of Public Instruction
- SBE is charged with adopting state academic standards, graduation requirements, educator certification requirements, school accountability criteria, etc.

- The Arizona Department of Education is the *administrative* arm (Day to Day operations)
- Headed by the elected Superintendent of Public Instruction
- ADE funds schools through the state and federal funding formula, houses K-12 education data, administers state and federal programs



Comprehensive System of Assessment



Statewide Assessment – Federal Requirements

Federal Law requires states to administer an annual statewide assessment to at *least* 95% of students as follows:

Subject	Grades	Frequency
English Language Arts and Mathematics	At least 3-8 and Once in High School	Annually
Science	3-5 6-9 High School	At least one in each of the three grade bands
Alternate Assessment	Same as above for ELA, Math and Science	Same as above for ELA, Math and Science
English Language Proficiency	K-12	Annually



Statewide Assessment – Arizona Assessments

Arizona meets the state and federal requirements with the following assessments based on the Board's 5-Year Assessment Plan

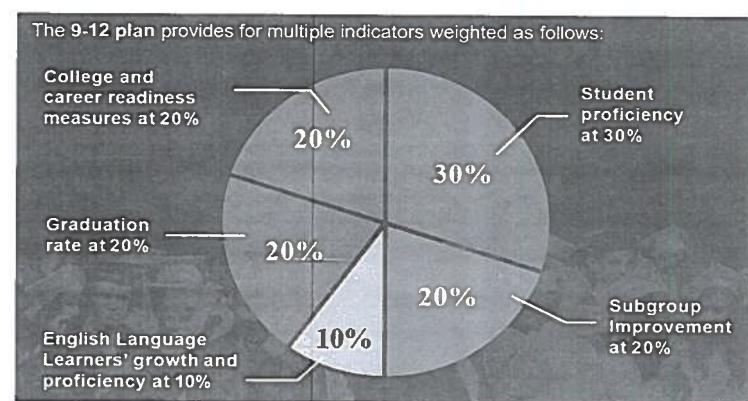
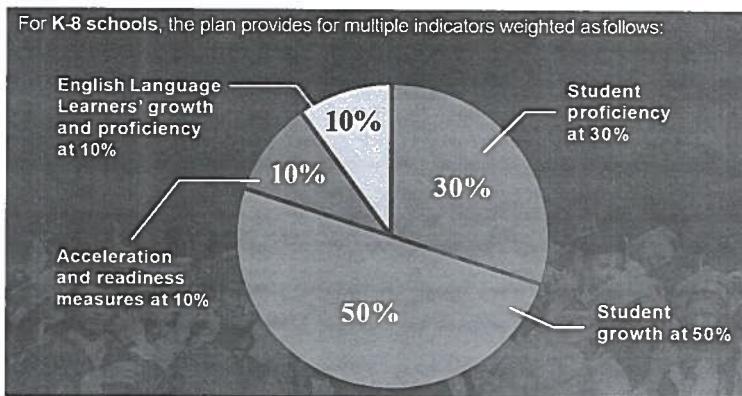
Subject	Grades
AASA (English Language Arts and Mathematics)	3-8
ACT ASPIRE (ELA and Math)	9
ACT (ELA and Math)	11
AzSCI (Science)	5, 8 , 11
MSAA (Alternate Assessment)	3-8, 11
AZELLA (English Language Proficiency)	1, 2, 3-4, 5-6, 7-9, 10-12

*2021-2022 will be the first year of full statewide administration of AASA, ACT, and AzSCI



Statewide Assessment and Accountability

- Federal and state law require statewide assessment results to factor into school accountability in substantial way. For state accountability, statute requires SBE to work with ADE to adopt an A-F Letter Grade System.
- Under the A-F system, statewide assessments, including MSAA, factor into a school's A-F Letter Grade. MSAA factors into the Student Proficiency category. *Note this is from the 2018-2019 SY; the last time letter grades were issued



Statewide Assessment and Accountability

- Federal law requires states to include some sort of consequence in its accountability systems for schools that fall below 95% tested
- If a school fails to test 95% of its students, every student below 95% that did not take the assessment, shows up as a 0 in the school's calculation
- For federal accountability, the state uses a different system that is more heavily dependent on the statewide assessments and uses the same 95% tested consequence



Questions?





Alternate Assessments

Alternate Assessment Study Committee

Audra Ahumada
Deputy Associate Superintendent of Assessment
Arizona Department of Education

Federal and State Requirements

- General and alternate assessments are to be administered annually in grades 3-8 in ELA and Mathematics and at least once in high school. Additionally, Science must be administered once in grades 3-5, once in grades 6-8 and once in grades 9-12. ADE administered Science in grades 4, 8 and 10 until 2021 when it transitioned to grades 5, 8 and 11.
- All statewide assessments must be aligned to the State Academic Content Standards.
- All statewide assessments must be reviewed and approved through the Peer Review process by the U.S. Department of Education
 - MSAA met all Peer Review requirements to be considered a valid and reliable alternate assessment in June 2020

Alternate Assessment Background & History

- Arizona's first alternate assessments were administered during the following timelines:
 - AIMS A ELA and Mathematics from 2009 to 2014; and
 - AIMS A Science from 2009 to 2019.
- Around 2012, ADE joined many states and national partners in the development of a next generation alternate assessment (National Center and State Collaborative Consortia)
- Arizona became a lead state and actively participated in critical decisions such as a new innovative test design, updated participation guidelines/eligibility requirements, and stakeholder engagement through the state-led Community of Practice.
- The Multi-State Alternate Assessment (MSAA) has been administered since 2015 for ELA and Mathematics and in 2021 for Science

Stakeholder Engagement – Community of Practice

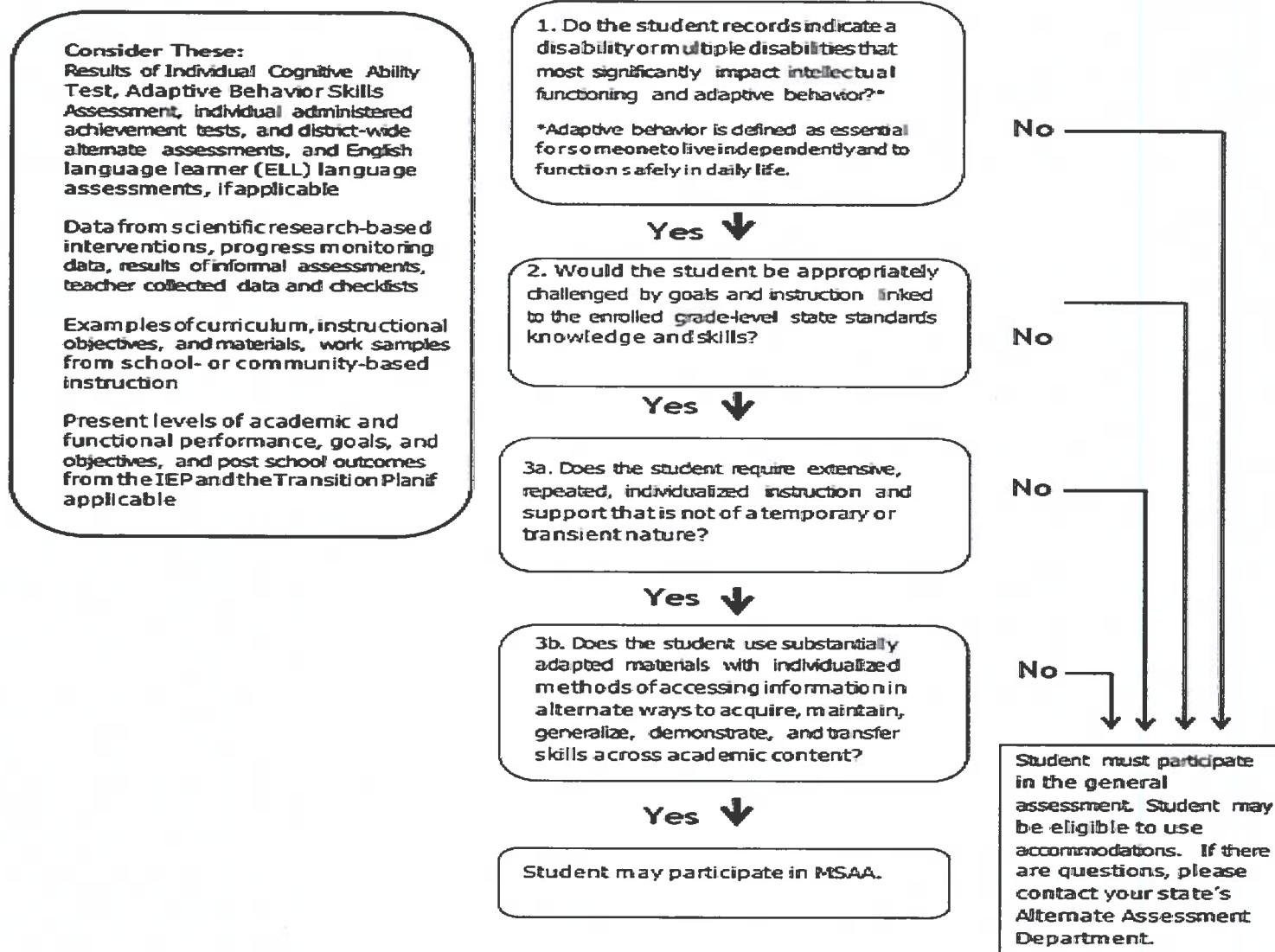
- First time, in Arizona Community of Practice for educators that support students with significant cognitive disabilities
- Educators from all over State
- Held first statewide "Mega-Webinar" at local sites of Community of Practice members to roll out Alternate Assessment Instructional Resources and Supports
- Core group participated for three years through the implementation of NCSC/MSAA
 - Met monthly via virtual meetings
 - Multi-state partnership with other NCSC/MSAA states
 - NCSC/MSAA Community of Practice became model for other alternate assessment consortia (e.g., CAAELP)

Participation Determinations

- Participation in the statewide assessment for the alternate assessment is determined by an Individualized Education Plan (IEP) team.
 - NOTE: IEP teams include general and special educators, parents, administrators, school psychologist, related service providers. It is responsibility of team to gather data and use criteria to make determinations.
- The IEP team must also determine specific, individual allowable accommodations.
- The IEP does not have the authority to exempt students from testing. All student must participate in statewide assessments.

MSAA Participation Decision Flowchart

MSAA Participation Decision Flowchart



Alternate Assessment Participation Criteria

Alternate Assessment Participation Decision Documentation

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors.

Participation Criterion 1

The student has a significant cognitive disability.

Yes No

Participation Criterion 1 Descriptor

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. (Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.)

Sources of Evidence for Criterion 1 (check if used)

- Results of Individual Cognitive Ability Test
- Results of Adaptive Behavior Skills Assessment
- Results of individual and group administered achievement tests
- Results of informal assessment
- Results of individual reading assessments
- Results of district-wide alternate assessments
- Results of language assessments including English Learner (EL) language assessments if applicable.

Describe the sources of evidence that were used for criterion 1 and how that evidence supports eligibility.

Source

Description

Participation Criterion 2

The student is learning content linked to (derived from) state content standards.

Yes No

Participation Criterion 2 Descriptor

Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration.

Sources of Evidence for Criterion 2 (check if used)

- Examples of curriculum, instructional objectives and materials including work samples
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Progress monitoring data

Describe the sources of evidence that were used for criterion 2 and how that evidence supports eligibility.

Source

Description

Participation Criterion 3

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.

Yes No

Participation Criterion 3 Descriptor

The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.

Sources of Evidence for Criterion 3 (check if used)

- Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction
- Teacher collected data and checklists
- Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate.

Describe the sources of evidence that were used for criterion 3 and how that evidence supports eligibility.

Source

Description

The student may participate in alternate assessments if all responses above are marked yes.

Alternate Assessment Webpage & Guidance

► Testing Dates and Updates

► General Information

► State Specific Guidance

▼ Eligibility and Terminology

- Alternate Assessment Eligibility Criteria-Revised July 2021 (MSAA ELA and Math and AIMS A Science)
- LCI (Learner Characteristics Inventory) for Alternate Assessments Based on Alternate Academic Achievement Standards
- MSAA Participation Guidance Arizona - June 2021
 - **Alternate Assessment based on Alternate Achievement Standards (AA-AAS)**-this is a term that is used to describe an Alternate Assessment. Alternate Achievement Standards are not the same as Alternate Academic Standards.
 - **Alternate Achievement Standards**-descriptors of how well a student may demonstrate proficiency via the alternate assessment.
 - **Alternate Academic Standards**-standards developed for students with significant

► Alternate Assessment REPORTING

► Training, Manuals and Forms

► Practice Site/Sample Items

► Presentations

► Webinars

► Contact Information

<https://www.azed.gov/assessment/msaa> under the Eligibility and Terminology tab

MSAA Test Design

Unique features of MSAA:

- Entire test read aloud to students
- Administered one on one
- Embedded breaks
- Stage adaptive
- Has leveled items ranging in complexity (low-measures a focal skill, medium, high-closest to the state standards)
- Embedded features available to all eligible students (zoom, Text to Speech, visual supports)
- Early stopping rule for students with no observable mode of communication.
- Learner Characteristic Inventory (LCI) Survey collected annually (teacher reported)

**Designed specifically
for students with the
most significant
cognitive disabilities**

MSAA Scoring and Reporting

- MSAA is administered online
- Scored similarly to general education assessments
- The Performance levels are set based on this population's performance
- Are included in State and Federal Accountability

Figure 5 – Sample Individual Student Report

CONFIDENTIAL

1 Name: First1 LastName1
ID: 10021
School: Demonstration School 1
Test Date: Spring 2021
Grade: 03

msaa
Multi-State Alternate Assessment

What Is In This Report?
Page 1: Contains a summary of your child's performance on this year's test.
Page 2: Contains an introductory letter from MSAA and next steps to support your child.

Performance Summary
First1's performance in English Language Arts and Mathematics is described below.

2	English Language Arts	Mathematics								
3	Performance Level Level 1 1228	Performance Level Level 2 1238								
4	<table border="1"><tr><td>Level 1 1200-1232</td><td>Level 2 1234-1250</td><td>Level 3 1240-1253</td><td>Level 4 1254-1280</td></tr></table> Meets Expectations	Level 1 1200-1232	Level 2 1234-1250	Level 3 1240-1253	Level 4 1254-1280	<table border="1"><tr><td>Level 1 1200-1234</td><td>Level 2 1235-1242</td><td>Level 3 1243-1253</td><td>Level 4 1254-1280</td></tr></table> Meets Expectations	Level 1 1200-1234	Level 2 1235-1242	Level 3 1243-1253	Level 4 1254-1280
Level 1 1200-1232	Level 2 1234-1250	Level 3 1240-1253	Level 4 1254-1280							
Level 1 1200-1234	Level 2 1235-1242	Level 3 1243-1253	Level 4 1254-1280							

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1225 and 1232.
A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1235 and 1241.

English Language Arts

Performance Level Descriptors

The scale score and performance level for each content area above summarize First1's performance on the English Language Arts (ELA) and Mathematics tests. The performance level descriptors below describe the knowledge and skills that children who perform at this level generally demonstrate.

✓ use brief literary text with simple sentences to identify topic, characters, settings, and details, and define the meaning of words (nouns)
✓ use brief informational text with simple sentences to identify topic, title, captions, headings, and illustrations related to a topic, and identify the meaning of words (nouns)
✓ identify a statement related to an everyday topic
✓ write a narrative with minimal (or no) command of organization, idea development and/or conventions

Mathematics

✓ solve simple addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., < > =)
✓ use objects to represent a multiplication problem
✓ Identify the next term in a list of numbers that follow a pattern
✓ identify a number nearer to 1 or 10
✓ identify a rectangle that is divided into equal parts

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MSAA State Results 2021



English Language Arts

SUMMARY REPORT Arizona

Grade	State	Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	800	677	123	1236	315	47	131	19	164	24	67	10
Grade 04	State	879	709	170	1236	350	49	106	15	214	30	39	6
Grade 05	State	877	723	154	1235	279	39	236	33	168	23	40	6
Grade 06	State	919	765	154	1233	322	42	152	20	223	29	68	9
Grade 07	State	960	773	187	1239	349	45	98	13	202	26	124	16
Grade 08	State	963	786	177	1235	252	32	226	29	221	28	87	11
Grade 11	State	850	653	197	1240	219	34	131	20	250	38	53	8



Mathematics

SUMMARY REPORT Arizona

Grade	State	Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	800	672	128	1239	229	34	189	28	176	26	78	12
Grade 04	State	879	709	170	1237	167	24	194	27	290	41	58	8
Grade 05	State	877	719	158	1237	170	24	275	38	222	31	52	7
Grade 06	State	919	763	156	1238	221	29	210	28	236	31	96	13
Grade 07	State	960	774	186	1239	231	30	202	26	252	33	89	11
Grade 08	State	963	790	173	1239	214	27	195	25	267	34	114	14
Grade 11	State	850	657	193	1239	147	22	183	28	263	40	64	10

MSAA Results 2019



English Language Arts

SUMMARY REPORT Arizona

Grade	State	Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	913	862	51	1236	415	48	150	17	208	24	89	10
Grade 04	State	1,009	958	51	1235	471	49	157	16	278	29	52	5
Grade 05	State	1,044	979	65	1236	394	40	254	26	246	25	85	9
Grade 06	State	1,001	959	42	1236	308	32	208	22	328	34	115	12
Grade 07	State	998	957	41	1240	393	41	107	11	311	32	146	15
Grade 08	State	1,043	1,003	40	1235	352	35	264	26	264	26	123	12
Grade 11	State	865	799	66	1240	262	33	116	15	354	44	67	8



Mathematics

SUMMARY REPORT Arizona

Grade	State	Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	913	866	47	1238	290	33	269	31	236	27	71	8
Grade 04	State	1,009	961	48	1236	260	27	291	30	327	34	83	9
Grade 05	State	1,044	982	62	1238	247	25	307	31	311	32	117	12
Grade 06	State	1,001	962	39	1238	321	33	209	22	286	30	146	15
Grade 07	State	998	957	41	1240	198	21	337	35	299	31	123	13
Grade 08	State	1,043	1,004	39	1239	269	27	220	22	360	36	155	15
Grade 11	State	865	800	65	1239	151	19	246	31	317	40	86	11

Parental Support

MSAA Parent Guides are a preview of what learning expectations can be expected to be taught (by grade).

Each guide is grade specific and foreshadows what is to come in the next grade; grade 11 provides transition resources.

Brochure calls out skills that student can show within the assessment, which is aligned to instruction.

Brochure highlights some best practices that are embedded in the assessment so they can be utilized during distance learning

▼ MSAA Parent Resources

- [Parent Brochure 2020 English](#)
- [Parent Brochure 2020 Spanish](#)

Parent Guides

- [MSAA 2021 Parent Guide - Grade 3](#)
- [3er Grado -MSAA 2021 Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 4](#)
- [4o Grado -2021 MSAA Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 5](#)
- [5o Grado -2021 MSAA Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 6](#)
- [6o Grado -MSAA 2021 Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 7](#)
- [7o Grado -MSAA 2021 Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 8](#)
- [8o Grado -MSAA 2021 Parent Guide](#) (Spanish)
- [MSAA 2021 Parent Guide - Grade 11](#)
- [11o Grado -MSAA 2021 Parent Guide](#) (Spanish)

Parental Support

The following guide is posted on ADE's website and sent to District Test Coordinators to share with families and educators:

Background

Did you know, the Multi-State Alternate Assessment System was designed specifically for students with significant cognitive disabilities? The assessment system includes instructional resources for schools, educators and families, trainings for test administration for educators and data for schools???? MSAA is administered to eligible students in the areas of ELA and Mathematics in Grades 3 – 8 and 11.

Consistency and Practice

It can be important to provide as much consistency as possible. A little insight to the MSAA System and supports that can be used when providing instruction to your child, might be helpful.

Assessment System

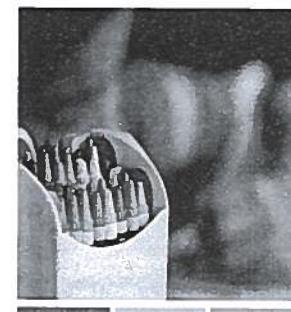
Why is it important to understand the MSAA Assessment System? It was designed to incorporate many built-in supports specifically for students with significant cognitive disabilities these supports are often used by educators in daily instruction.

Built-In Supports

- Entire test can be read aloud
- Visual Supports
- Limited number of answer choice options
- Reduced text complexity- thoughtful adaptations of passages

Supporting your child at home

During this unexpected change to the daily routine of attending school, parents are now faced with the additional task of providing educational experiences at home. The Multi-State Alternate Assessment (MSAA) States want to offer resources and supports ensure your child is supported at home and school. Now parents and caregivers are becoming teachers. The MSAA States hope you can use the resources provided and have some insight as to what students are able to do.



Built-In Supports Continued

- Scaffolds through modeling and demonstrations
- Use of "remember" statements to anchor the student in the task
- Use of graphic organizers, visual supports and scribe to complete writing tasks

Parent Guides

The unique designed guides provide snapshots of grade level expectations and educational experiences your child for families. The guides identify targets or big ideas for each grade along with a preview skill at the next grade. These guides are also translated into Spanish.

Practice Site

Using the MSAA Practice site allows to students to become familiar with the assessment features and tools- these experiences can then be transferred to other online learning tools. A great resource is the *Demonstration Videos*. These videos provide highlight how to administer an item and how to determine if a student has a consistency communication mode. These can be used to show instruction can be delivered and how student may need to be supported. <https://www.msaaassessment.org/tap/samples-items>

Instructional supports

MSAA's instructional resources were originally developed under the NCSC grant. https://wiki.ncscpartners.org/index.php/Instructional_Resources



One goal of MSAA was to give teachers tools to build upon what they already know and are doing

Communication Tool Kit

Communication Competence is at the heart of MSAA System. It is critically important for all students to have a consistent and observable communication mode. The Communication Tool Kit can support educators, related services providers, and families support children who are developing communication. These self-paced modules allow the user to selected modules specific to their needs.

TIES Center

The TIES Center (Increasing Time, Instructional Effectiveness, Engagement, and State Support) is a national technical assistance center that is promoting inclusive practices for students with significant cognitive disabilities. The TIES Center has many resources for educators and have Distance Learning articles that provide information on particular topics such as schedule making and time management. <https://tiescenter.org/>



Understanding the Alternative Assessment's 1% Threshold

1% Threshold

- The U.S. Department of Education requires that each state tests no more than 1% of students on an alternate assessment.
- The 1% Threshold is federally required and is calculated at the state level.
- Federal requirements at the local education agency (LEA) level involve oversight of LEAs that exceed 1% participation to ensure eligibility criteria is followed, to gather justifications, and to address disproportionality.

Information from National Center on Educational Outcomes (NCEO)

Where Did NCLB “1%” Come From?

- NCLB regulation in 2003 that allowed for AA-AAS indicated that for students in that assessment, up to 1% of total tested population could be **counted as proficient** in Title I accountability
- Regulation provided **participation** data from 2000-2001 Biennial Performance Reports to justify that figure:
 - 21 states reported < 0.5% of total population
 - 14 states reported between 0.5% and 1.0%

(Only 38 states had sufficient data to report numbers)



National Community of Practice has requested reevaluation of the 1% threshold at the state level.

Federal Waivers for 1% Threshold

Rigorous process for States

- Must have tested 95% of students in state; in content areas and in special populations
- Public Comment required
- Must be submitted 90 days before the first date of the test window- In AZ that is November

If this criteria is not met:

- State receives letter from USDOE indicating state exceeded 1% Threshold and required to submit a plan.
- **Federal monies at risk**

Arizona and 1% Threshold

- Had not exceeded cap/threshold under prior requirements (proficient vs participation)
- In 2017 began to investigate state data and communicate change to field
- In 2019 first time exceeded under new requirements
- Submitted action plan

Support for State Agencies

- NCEO Community of Practice
 - Arizona is an active participant, utilize the State Action Plan and tiered level of support for LEA's that have exceeded the 1% threshold.
- NCEO meets with States and States supporting each other
- Council of Chief State School Officers (CCSSO) Students with Disabilities Taskforce

ADE Support for LEAs

- ADE works with Exceptional Student Services unit to communicate process and procedures (Special Education Directors)
- Communication in Assessment's Quarterly Newsletter to District Test Coordinators
- Developed an application for LEAs to enter information (plan, trainings, etc.)

ADE Support for LEAs

Tiered Support

- Three levels of technical assistance:
 1. Trainings
 2. Meetings
 3. Resources
- Individualized by LEA

Action Plans

- Justification and disproportionality federally required
- Individualized description of how LEA will address exceeding 1% participation

Data

Number of LEAs exceeding the 1% threshold:

- About 150-170 each year
- About 85 under 1.5%
- About 50 between 1.5% and 2.0%
- Up to 35 that are over 2.0%

Number of LEAs under 1% since 2018

- 45 LEAs out of 250 participating LEAs
- Additional 500 LEAs not participating



AzMERIT/AzM2 and MSAA: Comparison

ELA Grade 4 AzM2 Sample



3 At age 16, John moved away from home to the nearby town of Reading. He became an apprentice to William Ayres, publisher of the *Reading Mercury* newspaper. When John arrived in Reading, he discovered it was quite different from his little village. Reading was on the road from London to Bristol where the Thames and Kennet rivers met. Farmers brought sheep, cattle, and grain to sell in the Reading market. People bustled through the market and along the roads. Barges filled the waterways of the town.

4 The newspaper office was a busy place, too. The small pressroom was filled with the tools of the printer's trade, including **presses**, boxes of type, and ink. The office held copies of the recent newspaper issues. John was eager to learn how they were printed.

Glossary

presses: machines used to print words or pictures using type

≡

1 2 3 4 5 6 7 8 9 10 11
▼

3

GUEST, GUEST



The following question has two parts. First, answer part A. Then, answer part B.

Part A

What structure does Passage 1 use to help readers understand the link between John Newbery's family and his career?

- Ⓐ sequence
- Ⓑ comparison
- Ⓒ cause/effect
- Ⓓ problem/solution

Part B

Which detail from the passage supports the answer in Part A?

- Ⓐ ". . . he and his older brother Robert likely helped with the many chores required for growing crops and raising livestock." (paragraph 1)
- Ⓑ "While Robert was interested in becoming a farmer, John was not." (paragraph 2)
- Ⓒ "At age 16, John moved away from home to the nearby town of Reading." (paragraph 3)
- Ⓓ "He became an apprentice to William Ayres, publisher of the *Reading Mercury* newspaper." (paragraph 3)

ELA Grade 4 AzM2 Sample

Excerpt from *John Newbery: Father of Children's Literature* by Shirley Granahan. Text Copyright © 2010 by Abdo Consulting Group, Inc. Reprinted by permission of Abdo Consulting Group, Inc. Via Copyright Clearance Center. Photograph Copyright © 2014 by Clipart.com. Reprinted by permission of Clipart.com.

Passage 2: from *My Life and Work*

by Henry Ford

It was life on the farm that drove me into devising ways and means to better transportation. I was born on July 30, 1863, on a farm at Dearborn, Michigan, and my earliest recollection is that, considering the results, there was too much work on the place. That is the way I still feel about farming. There is a legend that my parents were very poor and that the early days were hard ones. Certainly they were not rich, but neither were they poor. As Michigan farmers went, we were prosperous. The house in which I was born is still standing, and it and the farm are part of my present holding.

There was too much hard hand labour on our own and all other farms of the time. Even when very young I suspected that much might somehow be done in a better way. That is what took me into mechanics—although my mother always said that I was born a mechanic. I had a kind of workshop with odds and ends of metal for tools before I had anything else. In those days we did not have the toys of to-day; what we had were home made. My toys were all tools—they still are! And every fragment of machinery was a treasure.

1 2 3 4 5 6 7 8 9 10 11

7

GUEST, GUEST

Read the sentences from Passage 2.

"My toys were all tools—they still are! And every fragment of machinery was a treasure." (paragraph 6)

What does the phrase every fragment of machinery was a treasure mean?

- Ⓐ The machine parts were made of metal.
- Ⓑ The machine parts were hard to find.
- Ⓒ The machine parts were important to Ford.
- Ⓓ The machine parts cost Ford a lot of money.

MSAA ELA Grade 4 Sample Item 1

Sample ELA Items - Grade 4

Directions

We are going to read a story about a boy named Ben. After we read, you will be asked a question about the theme. Listen for the message of the story.

Statements reminding students what the item is about



Ben wants a dog. He thinks about dogs every day. In the morning, he begs his mom for a dog. His mom says dogs are a lot of work.



At night, he tells his dad that he will be good if he gets a dog. Ben's dad says that dogs cost a lot of money.



Ben's parents ask him what he wants. Ben says he wants a dog. He says he will walk the dog. He will feed the dog. He will play with the dog. He will pay for the dog's food.



Ben shows his parents he can take care of a dog. He watches a neighbor's dog for a week. He walks the dog.



He feeds the dog. He plays with the dog. Ben's parents see his hard work.



Then one morning, Ben hears a bark. He jumps out of bed. He smiles.

Simple sentences

Visual supports

MSAA ELA Grade 4 Sample Item 1



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Would you like to read the story again before you are asked a question? 

Re-read passage or passage part

Sample Item 1

Remember, the theme is the message of the story.

What is the theme of this story?

-



having a lot of friends

-



showing you can take care of a pet

-



asking your parents for something

3 Answer options with visual supports



Would you like to read the story again before you answer the question?

MSAA ELA Grade 4 Sample Item 2

Passage part; same passage as previous example

Sample ELA Items - Grade 4

We read about a boy named Ben. We are going to read part of the story again. Then you will answer a question. Listen for the present Ben gets.

Statement reminding students what the item is about



Visual supports

He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!

Simplified language

Would you like to read the story again before you are asked a question?

Re-read passage or part

Sample Item 2

What did Ben get?



a bike



a dog



a video game

Visual Supports in Answer Options

3 Answer Options

Would you like to read this part again before you answer the question?

AzM2 Grade 7 Math Sample

Which expression is equivalent to $\frac{-3}{4} \cdot \frac{7}{-2} \div \frac{3}{-8}$?

(A) $\frac{-1}{2} \cdot \frac{7}{-2}$

(B) $\frac{1}{2} \cdot \frac{7}{-2}$

(C) $\frac{2}{1} \cdot \frac{7}{-2}$

(D) $\frac{2}{1} \cdot \frac{7}{2}$

MSAA Math Grade 7 Sample

When a negative number is multiplied by a negative number, the answer is always a positive number.

} Content support

$$(-) \times (-) = (+)$$

This is a multiplication problem.

$$(-3) \times (-7) = (\underline{\hspace{1cm}})$$

} Scaffolded support before student solves problem

Start by multiplying 3 by 7 to solve this problem. The answer is 21. Then look at the symbols before the numbers 3 and 7. The answer is positive since both numbers have negative symbols.

} Demonstration

$$(-3) \times (-7) = (+21)$$

This is a different multiplication problem.

$$(-9) \times (-4) = (\underline{\hspace{1cm}})$$

What does $(-9) \times (-4)$ equal?

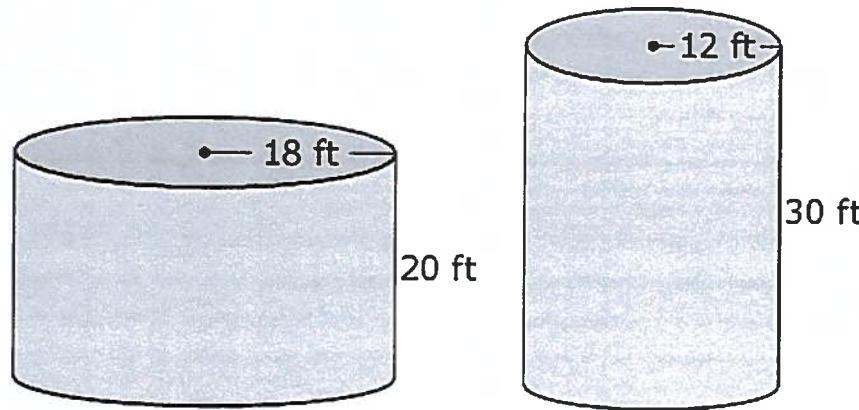
-36

-13

+36

AzM2 Grade 8 Math Sample 2

A farm has two cylindrical silos for storing grain as shown.



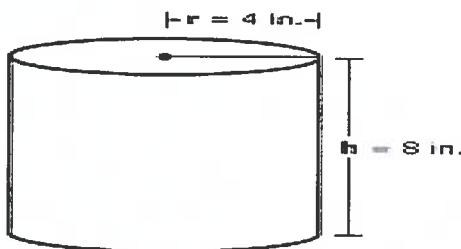
How much greater is the volume, in cubic feet, of the larger silo than the smaller silo?

\leftarrow	\rightarrow	\leftarrow	\rightarrow	\times								
1	2	3	$+$	$-$	\cdot	\div						
4	5	6	$<$	\leq	$=$	\geq	$>$					
7	8	9	$\frac{a}{b}$	\sqrt{a}	$()$	$ $	$\sqrt[3]{a}$	$\sqrt[4]{a}$	π			
0	.	$-$										

MSAA Math Grade 8 Sample 2

The volume of a cylinder is the amount of space inside it.

This is a picture of a cylinder.



} Statement reminding students of what the item is about

} Visual support

This is the formula to find the volume of a cylinder.

$$\text{Volume} = \pi \times r \times r \times h$$

The radius, r , of the cylinder is 4 inches.

The height, h , of the cylinder is 8 inches.

Use the formula to find the volume of the cylinder.

$$\text{Volume} = \pi \times r \times r \times h$$

} Content support

What is the volume of the cylinder in cubic inches?

16 π cubic inches

128 π cubic inches

448 π cubic inches

} Three answer options

Questions





APPENDIX B

October 29, 2021
Alternative Assessment Study Committee
Agenda, Minutes and Handouts

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Date: Friday, October 29, 2021

Time: 1:00 P.M.

Place: SHR 109

This meeting will be held via teleconference software. Members of the public may access a livestream of the meeting here: <https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021101014>

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Minutes
4. Discussion and Committee Feedback
 - State Requirements and Consequences for Districts Exceeding the 1% Testing Threshold
 - ADE Support for Districts and Educator Guidance on Alternate Assessment Eligibility
5. Committee Recommendations for Future Meetings
6. Adjourn

Members:

Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Honorable Kathy Hoffman
Angela Jeffreys
Quinn Kellis

Representative Beverly Pingerelli, Co-Chair
Representative Joel John
Representative Jennifer Pawlik
Karla Phillips-Krivickas
Kelly Spencer
Daniel Van Tienderen

10/27/2021
KW

For questions regarding this agenda, please contact Senate Research Department.
Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602) 926-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

ARIZONA STATE LEGISLATURE

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Minutes of the Meeting
October 29, 2021
1:00 P.M., SHR 109

This meeting will be held via teleconference software.

Members of the public may access a livestream of the meeting here:
<https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021101014>

Members Present:

Senator Nancy Barto, Chair	Representative Beverly Pingerelli, Co-Chair*
Erin Golden	Representative Joel John*
Audra Ahumada (Honorable Kathy Hoffman Designee)	Representative Jennifer Pawlik
Angela Jeffreys	Karla Phillips-Krivickas
Quinn Kellis	Kelly Spencer
	Daniel Van Tienderen

*Participated remotely via a teleconference platform.

Members Excused:

Senator Sally Ann Gonzales
Senator T.J. Shope

Staff:

Jeffrey Ong, Senate Research Analyst
Rachel Caldwell, Senate Assistant Research Analyst
Chase Houser, House Research Analyst

Chairman Barto called the meeting to order at 1:02 p.m. and attendance was taken.

APPROVAL OF MINUTES

Senator Barto stated that without objection, the Alternative Assessment Study Committee minutes of October 19, 2021 were approved as distributed.

DISCUSSION AND COMMITTEE FEEDBACK

State Requirements and Consequences for Districts Exceeding the 1% Testing Threshold

Audra Ahumada, Deputy Associate Superintendent of Assessment, Arizona Department of Education, explained the one percent testing threshold for the Alternate Assessment in Arizona and discussed the consequences school districts may face if it is exceeded.

The Committee discussed the information received today.

Ms. Ahumada answered questions posed by the Committee.

ADE Support for Districts and Educator Guidance on Alternate Assessment Eligibility

Audra Ahumada, Deputy Associate Superintendent of Assessment, Arizona Department of Education, distributed and explained a handout entitled "Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment" (Attachment A).

Ms. Ahumada discussed the Department's current support for districts and educator guidance on Alternate Assessment eligibility.

The Committee discussed the information received today.

Ms. Ahumada answered questions posed by the Committee.

Jeffrey Ong, Senate Research Analyst, provided clarifying comments regarding which states currently administer the Multi-State Alternate Assessment.

COMMITTEE RECOMMENDATIONS FOR FUTURE MEETINGS

The Committee discussed agenda items and ideas for discussion at the next meeting.

Senator Barto, Mr. Van Tienderen and Ms. Phillips-Krivickas offered closing comments.

Senator Barto announced the next meeting dates as November 8th at 1:00 p.m and November 22nd at 1:00 p.m.

There being no further business, the meeting was adjourned at 3:00 p.m.

Respectfully submitted,

Stephanie Vazquez
Committee Secretary

(Audio recordings and attachments are on file in the Secretary of the Senate's Office/Resource Center, Room 115. Audio archives are available at <http://www.azleg.gov>)

Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment



June 2021

Guidance for IEP Teams on Participation Decisions for Alternate Assessments

Introduction

This document is intended to help guide Individualized Education Program (IEP) teams to determine whether alternate assessments are the most appropriate assessment for an individual student. **These assessments were developed to ensure that all students have the opportunity to participate in an assessment that is a measure of what they know and can do in relation to grade level state standards.** AIMS A Science, MSAA, and the accompanying resources were developed to enable students with the most significant cognitive disabilities to meaningfully engage with grade level standards-based instruction and to provide them with an accessible vehicle to demonstrate their skills and knowledge in science, ELA, and math as aligned to state standards.

IEP teams must consider a student's individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in an alternate assessment. This document outlines steps that an IEP team should take in determining whether alternate assessments are appropriate for a student. These include: (a) reviewing student records and important information across multiple school years and settings (e.g., school, home, community), and (b) determining whether the student meets all of the criteria for participating in alternate assessments, as outlined in this document.

Description of MSAA

The Multi-State Alternate Assessment consists of 10 state or territory Partners. All MSAA Partners are actively involved in continuing the development and enhancements of the MSAA Comprehensive System including evidence-based instructional practices, resources to support educators, and a summative alternate assessment with built in supports for students with the most significant cognitive disabilities.

Assessment Design

MSAA is an assessment of English language arts (reading and writing) and mathematics in grades 3-8 and 11. It is an on demand assessment of approximately 45 test items that assess approximately 10 prioritized content targets per grade level. These content targets were identified for each grade based on learning progressions and alignment to the grade level state standards. The assessment includes multiple choice items and constructed response items. Each content target is assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

MSAA Science (Science Alternate Assessment) is administered in Grades 5, 8, and 11. The test consists of 48 multiple choice items that assess approximates 12 extended performance expectations in each grade band that are aligned to Arizona's Science Standards. The Grade 5 test addresses performance expectations for Grades 3-5; the Grade 8 test addresses performance expectations for Grades 6-8; and the Grade 11 test addresses high school performance expectations.

Assessment Administration

The assessment is delivered via computer, with allowances for flexibility in administration (for example,

a student may respond to administrator-presented item stimuli rather than to the item stimuli on the computer). A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately six weeks.

The assessment uses an adaptive approach, meaning that each student receives items that have been determined to be an appropriate level of challenge. The administration script provides flexibility in the ways in which a student may interact with items so that what is being measured is not changed.

Participation Decisions

MSAA *Participation Guidelines* are provided in Appendix A. IEP teams must use the guidelines to determine whether a student participates in the alternate assessment. MSAA is administered each year to students in grades 3-8 and 11 who meet the required criteria. As reflected in the *MSAA Guidelines*, a student must meet all three of the following verifiable criteria to participate:

1. **The student has a significant cognitive disability.** Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life.
2. **The student is learning content linked to (derived from) state content standards.** Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level standards and address knowledge and skills that are appropriate and challenging for this student.
3. **The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.** The student:
 - (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and
 - (b) regularly uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

Participation Descriptions

1. **A student with a significant cognitive disability** is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. *Having a significant cognitive disability is not determined by an IQ test score, but rather a holistic understanding of a student.*
2. **The student is learning content linked to (derived from) state standards.** The student's disability or multiple disabilities affect how the student learns curriculum linked to the standards. The student is learning content that is linked to (derived from) the standards that are appropriately broken into smaller steps. MSAA has derived these smaller steps from the standards to guide instruction, called Core Content Connectors (CCC). A CCC is a representation of the essential "core" content of a standard in the state standards. Each CCC was identified by examining hypothesized learning progressions aligned with the state standards to determine the critical

content for students with significant cognitive disabilities.

3. **The student's need for extensive direct individualized instruction is not temporary or transient.** His or her need for substantial supports to achieve gains in the grade- and age-appropriate curriculum requires consistently and substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The IEP team is to consider the following information to determine whether an alternate assessment is appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide alternate assessments
- Results of individualized reading assessments
- IEP information including:
 - Present levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.
 - Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)
 - Considerations for students who may be learning English as a second or other language (i.e., English language learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.

Do Not Use the Following as Criteria for Participation Decisions

In addition to the three criteria for determining participation, there are other issues that may affect a student's learning experience and his/her ability to learn that are **not appropriate** to consider during the decision-making process for MSAA. These are:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment

Participation Tools

There are tools that may be helpful to IEP teams as they collect and review evidence before making a decision about whether a student meets all of the criteria listed above. The participation forms and decision flowchart are designed to assist teams in collecting and evaluating evidence to determine whether it is appropriate for an individual student to participate in MSAA.

Appendix A. MSAA Participation Form. This form is used by the IEP team to document the conversations, evidence, and decisions when determining whether a student should participate in MSAA.

Appendix B. Decision Flowchart for Participation. This guides the sequence of decisions to be made by IEP teams when determining whether a student should participate in MSAA.

Frequently Asked Questions

1. Who decides whether a student should participate in MSAA?

After consideration of all the evidence as it satisfies each of the qualifying criterion, the IEP team makes the determination of how a student will participate in statewide assessments. The IEP team must follow the MSAA Participation Guidelines. No one member of the IEP team makes this decision. Parents, teachers, and administrators make the decision based on evidence and adherence to the MSAA *Participation Guidelines and Guidance for IEP Teams*. Eligibility determination is part of the annual IEP and must be considered every year.

2. How do we know that a student has a “significant cognitive disability”?

MSAA does not define a “significant cognitive disability” in terms of a “cut off” IQ score. Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. And, not all students with these disabilities are considered to have a “significant cognitive disability.” Students demonstrating academic deficits or difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities do not qualify for participation in MSAA. Performing 3- 4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings. Verifiable evidence will demonstrate the impact of the significant cognitive disability in all aspects of the student’s life.

Students with autism or intellectual disabilities should be carefully considered for participation in MSAA, but they should not automatically be assigned to the alternate assessment based on their identified disability category. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments with accommodations.

Students receiving special education services who are identified as having orthopedic impairments (OI), other health impairments (OHI), or traumatic brain injuries (TBI), do not necessarily have a significant

cognitive disability.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations. Anticipated or past low achievement on the general assessment does not mean the student should be participating in MSAA. An annual review of students who are in assessments based on modified achievement standards should be conducted at each site.

Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the IEP team. Alternate assessments are designed for students with the most significant cognitive disabilities. When looking at a standard bell curve, eligible students would be in the lowest 1%.

3. How do I know if MSAA is appropriate for an EL with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

An EL should be considered for the alternate assessment if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the MSAA participation guidelines. Screening and progress through the stages of the AZELLA provide evidence for consideration. Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of the results of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an EL with an IEP does not meet the criteria for the alternate assessment, he/she should take the general assessment with accommodations as appropriate.

4. Why is it important to indicate that a student, participating in MSAA is receiving instruction on content linked to state standards and his/her performance is measured against alternate academic achievement standards?

The purpose of the MSAA is to provide an opportunity for students to show what they know and can do in relation to grade level standards, as required under ESSA. Students who are not learning grade level standards are not prepared for state content assessments.

The decision to align a student's academic program to the Core Content Connectors that are linked to the state standards and participation in MSAA limits a student's direct contact with the depth and breadth of the state standards for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may have significant impact on academic outcomes and post-secondary opportunities.

5. What if it is impossible to assess a student because the student does not appear to communicate?

All attempts should be made to find a means of communication with the student as soon as he or she is enrolled. If various approaches and technologies do not appear to demonstrate a means of communication, then consider that all behavior that the student exhibits is a form of communication and use this as the

starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to state standards. Best practice would indicate that students should enter Kindergarten with a communication system that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. The NCSC Wiki contains a [Communications Toolkit](#) specifically designed to address development of communicative competence. However, with or without a communication system, students must still participate in MSAA. Test administrators will refer to the training modules and Test Administration Manual for instructions on administering the assessment to a student who has no observable communication in response to test items.

- 6. If a student has been tested in the past on an alternate assessment, but the current IEP team determines that the student does not meet the MSAA Participation Guidelines, can the student be assigned to the general assessment?*

Yes. The IEP team must ensure that the student has received appropriate instruction on the state grade level standards throughout the year in preparation for transition to the general assessment; therefore, these assessment discussions should occur early in the school year.

- 7. Is it possible that a decision to participate in an AA-AAS could change as a student gets older?*

Participating in MSAA requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified early, prior to starting school, they may be able to participate in the general assessment during their elementary grades. IEP teams should be especially cautious about assigning students with significant cognitive disabilities to an alternate assessment in their early school years. When the level of support needed for the student to participate in the depth and breadth of the state standards and the general assessment increases, the team may determine that participation in MSAA is appropriate.

Students with significant cognitive disabilities are likely to continue to need supports to live as independently as possible throughout their adult lives after high school. Students who did not need early intervention services, or who are unlikely to need substantial daily supports in their adult lives, probably do not have a significant cognitive disability and would not be appropriately assessed with MSAA.

- 8. Who can we ask if we have questions about this important decision?*

Contact your state department of education if you have any questions about participation decision making for MSAA.

For information about MSAA contact:

Bethany Spangenberg
602-542-4061
Bethany.Spangenberg@azed.gov

Sarah Han
602-364-0452
Sarah.Han@azed.gov

Glossary

AAC: Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.)

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do.

Adaptive behavior: Behaviors defined as essential for someone to live independently and to function safely in daily life.

State Standards: The state's content standards for English Language Arts (ELA) and Mathematics that define what students are expected to learn at each grade in order to leave school ready for college or careers.

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge.

Constructed response items: Student forms an answer to a question rather than choosing from answer options.

Content target: Content targets identify those state's content standards that are the focus of MSAA. The content targets are defined by the Core Content Connectors in English language arts and mathematics.

Core Content Connector (CCC): A CCC is a representation of the essential "core" content of state standards. Each CCC was identified by examining hypothesized learning progressions aligned with the state standards to determine the critical content for students with significant cognitive disabilities.

Participation criteria descriptor: These descriptors provide further information about the characteristics students would have in order to meet the three participation criteria for MSAA

English Learner (EL): An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing, or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

Evidence: This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant cognitive disabilities to acquire knowledge and skills in content. Students with significant cognitive disabilities

are likely to need this extensively to apply knowledge and skills in multiple contexts.

Learning progression: A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided.

Pervasive: Present across academic content areas and across multiple settings (including school, home, and community).

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.)

Substantial supports: Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning, and extensive scaffolding of content to support learning.

Substantially adapted materials: Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages or using raised dots and hand-over-hand counting when identifying a matching number in math.

Appendix A

MSAA Participation Form

Alternate Assessment

Participation Guidelines and Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education's federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments. IEP teams should consider the testing cycles that will occur during the student's IEP year and include suitable instructional time before administration windows. For example, an IEP team that determines eligibility before the close of the Student Selector Application in the fall has carefully considered the instructional time prior to test administration. An IEP team making the determination in the spring is documenting the preparation for the assessment during the following school year.

Arizona's Alternate Assessments:

ELA and Mathematics Grades 3 through 8 and 11 - Multi-State Alternate Assessment (MSAA)

Science Grades 5, 8, and 11 - Science Alternate Assessment through MSAA

IEP Teams will discuss and determine participation and eligibility using the Alternate Assessment Participation Decision Documents. A student will be eligible in all areas (ELA, Mathematics and Science) where grades overlap.

Student Name _____ District ID _____ SSID _____

Date of Birth _____ Grade _____ School _____

Case Manager _____

Grade	None	ELA/Math	Science
K, 1, 2	X		
3-4		X	
5		X	X
6, 7		X	
8		X	X
9-10	X		
11		X	X
12	X		

Note: The IEP team must complete the parent notification of alternate assessment participation on page 4.

Alternate assessments are not administered at the student's grade level for this school year.

Alternate Assessment Participation Decision Documentation

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors.

Participation Criterion 1

The student has a significant cognitive disability.

Yes No

Participation Criterion 1 Descriptor

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. (Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.)

Sources of Evidence for Criterion 1 (check if used)

- Results of Individual Cognitive Ability Test
- Results of Adaptive Behavior Skills Assessment
- Results of individual and group administered achievement tests
- Results of informal assessment
- Results of individual reading assessments
- Results of district-wide alternate assessments
- Results of language assessments including English Learner (EL) language assessments if applicable.

Describe the sources of evidence that were used for criterion 1 and how that evidence supports eligibility.

Source

Description

Participation Criterion 2

The student is learning content linked to (derived from) state content standards.

Yes No

Participation Criterion 2 Descriptor

Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration.

Sources of Evidence for Criterion 2 (check if used)

- Examples of curriculum, instructional objectives and materials including work samples
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Progress monitoring data

Describe the sources of evidence that were used for criterion 2 and how that evidence supports eligibility.

Source

Description

Participation Criterion 3

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.

Yes No

Describe the sources of evidence that were used for criterion 3 and how that evidence supports eligibility.

Source

Description

Participation Criterion 3 Descriptor

The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.

Sources of Evidence for Criterion 3 (check if used)

- Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction
- Teacher collected data and checklists
- Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate.

The student may participate in alternate assessments if all **responses above** are marked yes.

The following should not be considered in the eligibility determination process:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations, e.g., assistive technology/AAC to participate in assessment process

Evidence shows that the decision for participating in alternate assessments was not based on above list.

IEP Team Statement of Assurance:

Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to state content standards; that there is suitable instructional time prior to test administration; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Parent Notification

Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

MSAA (ELA/Mathematics) and/or Science

Yes School year _____

No (student will participate in statewide achievement tests)

Potential Consequences

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in testing?

Yes No

If yes, explain:

Each of us agrees with the alternate assessment participation decisions indicated above.

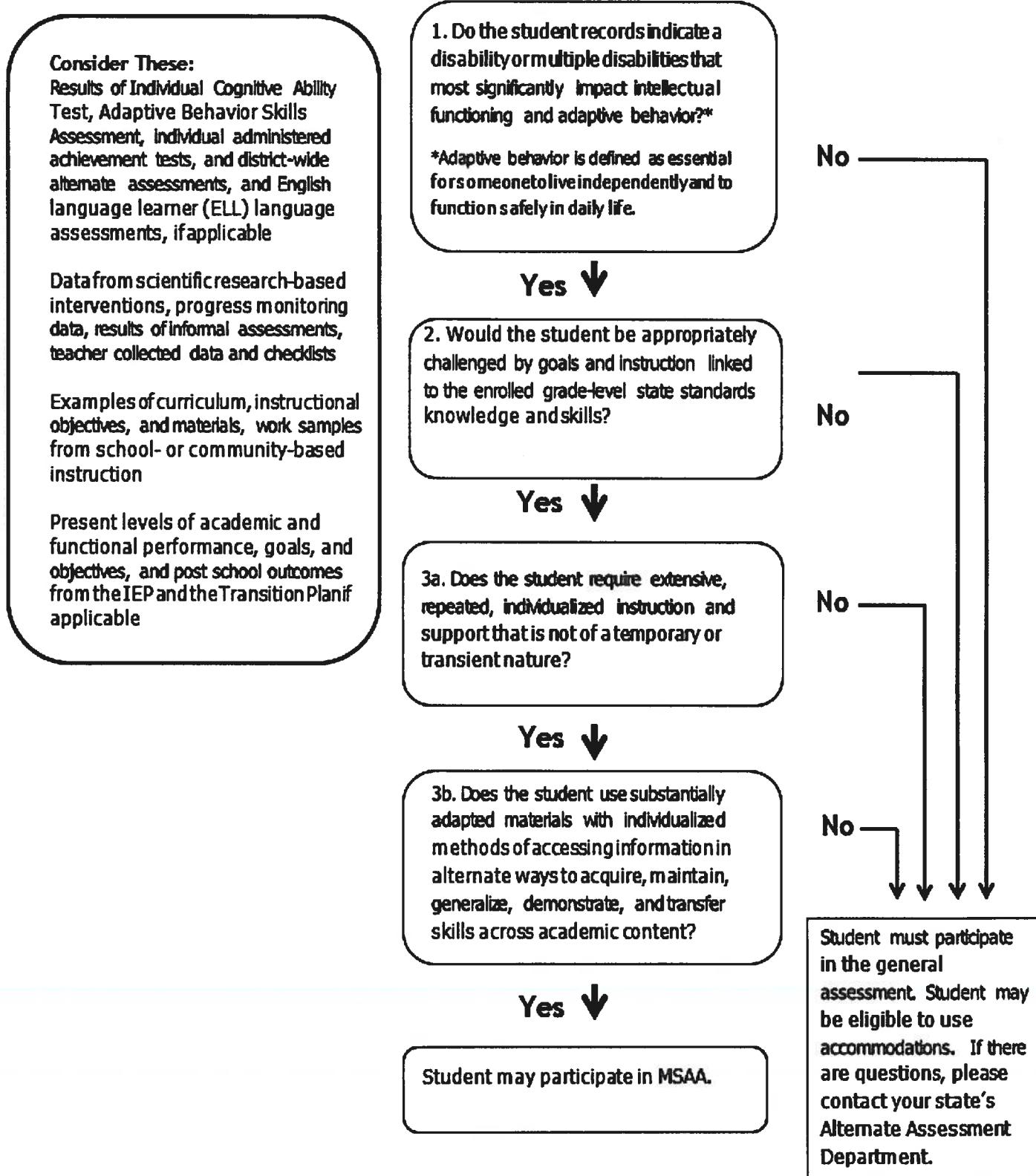
Parent(s)/Guardian _____ Date: _____

Signature: _____ Position: _____ Date: _____

Appendix B

MSAA
Participation Decision Flowchart

MSAA Participation Decision Flowchart





APPENDIX C

November 8, 2021
Alternative Assessment Study Committee
Agenda, Minutes and Handouts

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Date: **Monday, November 8, 2021**

Time: **1:00 P.M.**

Place: **SHR 109**

This meeting will be held via teleconference software. Members of the public may access a livestream of the meeting here: <https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021111005>

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Minutes
4. Discussion and Committee Feedback

- Presentations

Corey Montaño – ESS Director, Dysart Unified School District

James Williams – ESS Content Specialist, Phoenix Union High School District

Maria Berecin-Rascon – Special Education Director, Stanfield Elementary School District

- Roundtable discussion on committee recommendations and next steps

5. Adjourn

Members:

Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Honorable Kathy Hoffman
Angela Jeffreys
Quinn Kellis

Representative Beverly Pingerelli, Co-Chair
Representative Joel John
Representative Jennifer Pawlik
Karla Phillips-Krivickas
Kelly Spencer
Daniel Van Tienderen

11/05/2021

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For questions regarding this agenda, please contact Senate Research Department.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602) 926-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

ARIZONA STATE LEGISLATURE

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Minutes of the Meeting
November 8, 2021
1:00 P.M., SHR 109

This meeting will be held via teleconference software.

Members of the public may access a livestream of the meeting here:
<https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021111005>

Members Present:

Senator Nancy Barto, Chair	Representative Beverly Pingerelli, Co-Chair
Senator T.J. Shope*	Representative Joel John
Erin Golden*	Representative Jennifer Pawlik
Audra Ahumada (Honorable Kathy Hoffman Designee)	Karla Phillips-Krivickas
Angela Jeffreys	Kelly Spencer
Quinn Kellis	Daniel Van Tienderen

*Participated remotely via a teleconference platform.

Members Absent:

Senator Sally Ann Gonzales

Staff:

Jeffrey Ong, Senate Research Analyst
Rachel Caldwell, Senate Assistant Research Analyst
Chase Houser, House Research Analyst

Chairman Barto called the meeting to order at 1:03 p.m. and attendance was taken.

APPROVAL OF MINUTES

Senator Barto stated that without objection, the Alternative Assessment Study Committee minutes of October 29, 2021 were approved as distributed.

DISCUSSION AND COMMITTEE FEEDBACK

Senator Barto offered opening comments.

Presentations

James Williams, Exceptional Student Services (ESS) Content Specialist, Phoenix Union High School District, participated remotely via a teleconference platform, shared his concerns with the current Alternate Assessment guidelines and provided recommendations to the Committee.

Mr. Williams answered questions posed by the Committee.

Maria Berecin-Rascon, Special Education Director, Stanfield Elementary School District, participated remotely via a teleconference platform, explained her District's experience with the Alternate Assessment and provided recommendations to the Committee.

Ms. Berecin-Rascon answered questions posed by the Committee.

Corey Montaño, ESS Director, Dysart Unified School District, participated remotely via a teleconference platform, explained her District's experience with the Alternate Assessment and provided recommendations to the Committee.

Ms. Montaño answered questions posed by the Committee.

Roundtable discussion on committee recommendations and next steps

Senator Barto distributed a document entitled "Member Comments and Recommendations" (Attachment A) and stated the document was compiled by Jeffrey Ong, Senate Research Analyst.

Quin Kellis explained a survey in (Attachment A).

The Committee discussed the recommendations proposed in the document and provided additional recommendations for consideration.

Senator Barto asked the Committee to provide further recommendations before the next meeting and announced the next meeting date as November 22nd at 1:00 p.m.

There being no further business, the meeting was adjourned at 3:07 p.m.

Respectfully submitted,

Stephanie Vazquez
Committee Secretary

(Audio recordings and attachments are on file in the Secretary of the Senate's Office/Resource Center, Room 115. Audio archives are available at <http://www.azleg.gov>)

Alternative Assessment Study Committee
November 8, 2021

Member Comments and Recommendations

Angela Jeffreys

1. Provide professional development opportunities for general education teachers in how to include and prepare their students with cognitive disabilities for these assessments.
2. Allow the IEP team which also includes the student to determine whether these assessment are appropriate. Determine if there are any ramifications to opting out of the test. I imagine this would take legislation to provide an “opt out” clause for just this population of students that is really very small compared to those who take the general assessment. Several issues come to mind with this option though.

Karla Phillips-Krivickas

The rules and regulations governing this test and its administration are intricate. Although the students taking this test all have an intellectual disability, it's clear that there is still a diversity in their actual disability, profile and needs.

The first requirement of this Study Committee was to “discuss how the state can improve outreach and professional development to ensure support for parents and educators for students who are NOT eligible for alternative assessment”. While we have heard from a few, primarily large urban school districts, It is important that we hear from more small and/or rural districts and charter schools where the enrollment of students with significant cognitive disabilities may be rare.

One of the frequent concerns I have heard from parents over the years is that their school and /or district does not provide curriculum for students with intellectual disabilities and the teachers have few resources. I can only imagine that this is exacerbated in the small, rural, and charter schools. Therefore, I recommend that the Arizona Department of Education should explore the development of optional and voluntary instructional materials. Further, the department (perhaps in conjunction with the Consortium) should explore the development of formative, interim and benchmark assessments for students with intellectual disabilities.

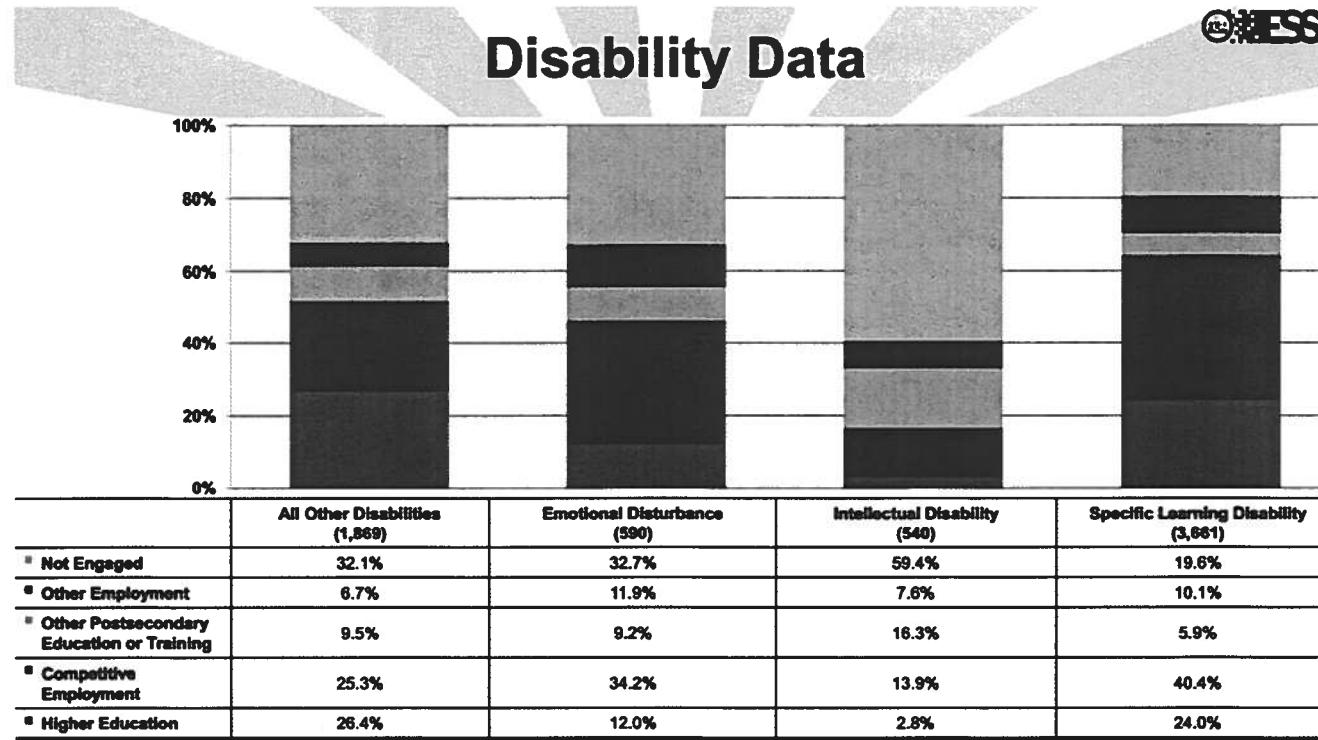
The U.S. Department of Education provides resources for every state to have a Parent Training and Information Center, and Arizona is fortunate to have Raising Special Kids. Furthermore, federal law requires each state to have a Special Education Advisory Panel

Alternative Assessment Study Committee
November 8, 2021

(SEAP) that is comprised half by parents. (Disclosure: I am a member). I would like to recommend that the Arizona Department of Education engage Raising Special Kids and the SEAP in a review of existing parent materials and resources regarding assessments for students with disabilities. The review should conclude with recommendations for the development of a parent guidebook.

Senator Barto, I am so grateful for your elevation of these issues that have been long overdue for public discussion but it seems apparent that another vehicle needs to be established to continue this conversation. This could take many forms. One could be a permanent task force created in statute, staffed by ADE but reports to the State Board of Education and produces an annual report to the legislature with recommendations. Another option would be to incorporate these duties into the existing Special Education Advisory Panel (see current membership here).

Whatever specific recommendations this Task Force adopts, I sincerely hope that we agree that **our goal is to improve the postschool outcomes** (i.e. college and career) for students with intellectual disabilities. As the chart below clearly shows, the postschool outcomes for students with disabilities are still quite abysmal. Improving these numbers should be our primary focus.



Arizona IDEA Post School Outcomes

Alternative Assessment Study Committee
November 8, 2021

Dan Van Tienderen/Quinn Kellis

GPEMC-AZEMC Member Question Re: There is currently a 1% cap on the number of Arizona students who can take the alternate state assessment. Could you (or your ESS director) share how your district manages this expectation at the district level? School level?

Name	District	Member question Response
Cindy Segotta-Jones	GESD	Training with teachers and psychologist occurs on a yearly basis reviewing the criteria for consideration. The students who have IEPs that indicate eligibility for the alternate assessment are monitored throughout the school year and conversations take place to review eligibility criteria with the IEP Case Manager and Psychologist if there are any concerns or questions. The psychologist at the campuses provide a high level of support to the teams to ensure that only students who meet state criteria are found eligible. Since establishing this procedure, we have not exceeded the 1% cap.
Quinn Kellis	Dysart	State criteria is communicated/trained to schools by District staff. We exceed the 1% regularly, but our district has a higher than normal ESS population (14%). Staff feel the criteria accurately identifies those students who should get the alt. assessment, but there is a larger population who need a middle level test - they can perform above the alt test, but will never succeed on the gen. ed. test (i.e. ACT) due to the very limited allowable accommodations (i.e. extra time).
Suman Pangasa	Yuma Union High School District 70	Criteria for Alternate Assessment eligibility and the reason behind a 1% cap is explained well in trainings to all teachers, instructional leaders and school psychologists. During IEP meetings the team reviews the criteria for assessments with parents/guardians. However, we strongly feel the general standardized assessment is not a true reflection of the student's learning for those who do not qualify within the 1% cap.
Dan Streeter	Marana	There are several systems in place to ensure that only students who meet the strict eligibility requirements take this test: <i>District-created "Alternate Assessment Eligibility" online training.</i> All ID cluster program teachers and all secondary E.S. S. department leads are required to take this training and pass the online quiz. <i>Annual Eligibility Review:</i> An IEPPRO report is run in October/November to determine which students have IEPs indicating eligibility. This information is entered into the state's "Student Selector" database. Before doing so, our Director reviews the most current MET for every student who is not ID (e.g., OI, OHI, Autism, etc.) to ensure that both cognitive and adaptive scores support the state's "significant cognitive disability" eligibility standard. Eligibility decisions not supported by the MET data are brought to the case manager's attention so that an IEP meeting may be held and changes to the eligibility status may be made. <i>Review of Initial Eligibility:</i> All teachers are required to meet with our Director to review the MET data for all first- time eligibility decisions, which are typically made in 2nd-3rd grade.
Linda Brake	Scottsdale Unified School District	Training takes place on an annual basis with all teachers. IEP's and MET reports are reviewed by special education leaders as soon as a teacher indicates a potential need for Alternate Assessment. Videos are posted on our internal drive to assist teams with making an appropriate AA decision.
Kristi Wilson	Buckeye Elementary School	We train all psychologists annually and all conversations relative to potential students who might qualify may not bypass those psychologists. If the recommendation is agreed to, it is reviewed by our district psychologist lead, who then endorses or denies it. The final stage of approval is done by our SpEd Director. When a new student, METs must be reviewed by the SpEd department leadership after the school psych has done so. Psychologists at each campus work closely with teams as potentials arise and consult with district leadership, as needed. All staff are made aware of these caps, as well as their importance each year through trainings and in person meetings with staff.
Sarah Boyle / Doug Prentice	Tempe Union High School District	Tempe Union High School District Assessment Administrators and Service Coordinators participate in small group alternative assessment eligibility training. The teachers view the Arizona Department of Education webinar/PowerPoint that addresses determining eligibility criteria. After watching the webinar, the TUHSD teachers sign an acknowledgement of understanding form. In the past, we have shared data from ADE (1% Cap report) with Student Service Coordinators, due to Covid this information has not been available. The Student Service Coordinators then share the data and expectations with special education teachers and administrators. In addition, the TUHSD Alternative Assessment Test Coordinator meets annually with the feeder districts to identify a seamless process to communicate the eligibility criteria and expectations needed to qualify for the alternative assessment.

Alternative Assessment Study Committee
November 8, 2021

Sean Rickert	Pima Unified School District	Pima participates in a consortium to provide SC services for students with significant cognitive disabilities. As part of the agreement within that consortium all of Pima's Alt-Assessment slots are allocated for students enrolled in the Accommodation School program administered by the County Superintendent. We have fewer than 2% of our total enrollment placed in this program, so we do not have an issue.
Dr. LeeAnn Aguilar-Lawlor	Cartwright School District	Cartwright School District manages alternate assessment eligibility at the District Level by developing and adhering to outlined practices within the Cartwright Special Services manual. In addition, in preparation for Spring Alternate Assessment Administration, the Alternate Assessment District Test Coordinator collects the names of students eligible for Spring Assessments from student case carriers. The Alternate Assessment District Test Coordinator and Lead School Psychologist work together to determine if the District is within the 1% threshold. At the school level, IEP meetings where teams will be discussing alternate state assessment eligibility, the home school psychologist (or another appropriately trained individual) is required to attend the meeting as the district representative in order to support the conservation and determination of eligibility for alternate assessment. For each meeting where teams determine alternate assessment participation is necessary, the Alternate Assessment Participation Guidelines and Eligibility Determination Form is submitted to the Alternate Assessment District Test Coordinator for logging.



APPENDIX D

November 22, 2021
Alternative Assessment Study Committee
Agenda, Minutes and Handouts

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE OPEN TO THE PUBLIC

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Date: Monday, November 22, 2021

Time: 1:00 P.M.

Place: SHR 109

This meeting will be held via teleconference software. Members of the public may access a livestream of the meeting here: <https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021111011>

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Minutes
4. Discussion and Drafting of Committee Recommendations
5. Adoption of Committee Recommendations
6. Adjourn

Members:

Senator Nancy Barto, Chair
Senator Sally Ann Gonzales
Senator T.J. Shope
Erin Golden
Honorable Kathy Hoffman
Angela Jeffreys
Quinn Kellis

Representative Beverly Pingerelli, Co-Chair
Representative Joel John
Representative Jennifer Pawlik
Karla Phillips-Krivickas
Kelly Spencer
Daniel Van Tienderen

11/18/2021

LS

For questions regarding this agenda, please contact Senate Research Department.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602) 926-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

ARIZONA STATE LEGISLATURE

ALTERNATIVE ASSESSMENT STUDY COMMITTEE

Minutes of the Meeting

November 22, 2021

1:00 P.M., SHR 109

This meeting will be held via teleconference software.

Members of the public may access a livestream of the meeting here:

<https://www.azleg.gov/videoplayer/?clientID=6361162879&eventID=2021111011>

Members Present:

Senator Nancy Barto, Chair	Representative Beverly Pingerelli, Co-Chair*
Senator Sally Ann Gonzales*	Representative Joel John*
Erin Golden*	Representative Jennifer Pawlik
Audra Ahumada (Honorable Kathy Hoffman Designee)	Karla Phillips-Krivickas*
Angela Jeffreys	Kelly Spencer
Quinn Kellis	Daniel Van Tienderen

*Participated remotely via a teleconference platform.

Members Absent:

Senator T.J. Shope

Staff:

Jeffrey Ong, Senate Research Analyst
Kiyahna Araza, Senate Assistant Research Analyst
Chase Houser, House Research Analyst*
Nathan McRae, House Assistant Research Analyst

Chairman Barto called the meeting to order at 1:06 p.m. and attendance was taken.

APPROVAL OF MINUTES

Senator Barto stated that without objection, the Alternative Assessment Study Committee minutes of November 8, 2021 were approved as distributed.

DISCUSSION AND DRAFTING OF COMMITTEE RECOMMENDATIONS

Senator Barto offered opening comments and thanked the Committee members.

Senator Barto distributed and explained a document entitled "Alternative Assessment Study Committee (AASC) charge" (Attachment A) and a document entitled "Glossary of Common Terms" (Attachment B).

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #1 (Attachment C).

The Committee discussed the draft of Committee Recommendation #1 and offered suggestions and feedback.

Committee Recommendation #1 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #2 (Attachment C).

The Committee discussed the draft of Committee Recommendation #2 and offered suggestions and feedback.

Committee Recommendation #2 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #3 (Attachment C).

The Committee discussed the draft of Committee Recommendation #3 and offered suggestions and feedback.

Committee Recommendation #3 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #4 (Attachment C).

The Committee discussed the draft of Committee Recommendation #4 and offered suggestions and feedback.

Committee Recommendation #4 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #5 (Attachment C).

The Committee discussed the draft of Committee Recommendation #5 and offered suggestions and feedback.

Committee Recommendation #5 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #6 (Attachment C).

The Committee discussed the draft of Committee Recommendation #6 and offered suggestions and feedback.

Committee Recommendation #6 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, electronically distributed and explained a draft of Committee Recommendation #7 (Attachment C).

The Committee discussed the draft of Committee Recommendation #7 and offered suggestions and feedback.

Committee Recommendation #7 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, explained a draft of Committee Recommendation #8.

The Committee discussed the draft of Committee Recommendation #8 and offered suggestions and feedback.

Committee Recommendation #8 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, explained a draft of Committee Recommendation #9.

The Committee discussed the draft of Committee Recommendation #9 and offered suggestions and feedback.

Committee Recommendation #9 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, explained a draft of Committee Recommendation #10.

The Committee discussed the draft of Committee Recommendation #10 and offered suggestions and feedback.

Committee Recommendation #10 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, explained a draft of Committee Recommendation #11.

The Committee discussed the draft of Committee Recommendation #11 and offered suggestions and feedback.

Committee Recommendation #11 was amended to conform to the changes made by the Committee.

Jeffrey Ong, Senate Research Analyst, explained a draft of Committee Recommendation #12.

The Committee discussed the draft of Committee Recommendation #12 and offered suggestions and feedback.

Committee Recommendation #12 was amended to conform to the changes made by the Committee.

Karla Phillips-Krivickas offered an additional recommendation that encourages a statewide annual report on certificates of completion.

Senator Barto accepted the additional recommendation as "Committee Recommendation #13" (Attachment D*).

*After the completion of the meeting and with the permission of Chairman Barto, Jeffrey Ong, Senate Research Analyst entered into the record the adopted Committee recommendations (Attachment D).

ADOPTION OF COMMITTEE RECOMMENDATIONS

Senator Barto thanked the Committee for their work.

Jeffrey Ong, Senate Research Analyst, reviewed the final list of recommendations and the changes made today.

The Committee discussed Committee Recommendation #5 and made further changes to the recommendation.

The Committee discussed Committee Recommendation #7 and made further changes to the recommendation.

The Committee discussed Committee Recommendation #2 and made further changes to the recommendation.

The Committee discussed Committee Recommendation #12 and made further changes to the recommendation.

The Committee discussed Committee Recommendation #13 and made further changes to the recommendation.

Senator Barto requested a motion on the recommendations by Co-Chair Pingerelli.

Representative Pingerelli moved that the Alternative Assessment Study Committee adopt the recommendations as presented on the screen (Attachment D*). The motion CARRIED by a voice vote.

*After the completion of the meeting and with the permission of Chairman Barto, Jeffrey Ong, Senate Research Analyst entered into the record the adopted Committee recommendations (Attachment D).

Senator Barto offered closing comments.

There being no further business, the meeting was adjourned at 4:25 p.m.

Respectfully submitted,

Stephanie Vazquez
Committee Secretary

(Audio recordings and attachments are on file in the Secretary of the Senate's Office/Resource Center, Room 115. Audio archives are available at <http://www.azleg.gov>)

Alternative Assessment Study Committee (AASC) charge:

To discuss and evaluate:

- 1) How this State can improve outreach and professional development to ensure support for parents and educators of special education students who are not eligible for alternative assessment;
- 2) accommodations provided to special education students while taking assessments;
- 3) guidance on properly identifying students for the alternative assessment;
- 4) professional development opportunities for special education educators and school administrators; and
- 5) developing a parent guidebook on assessments for students with special needs.

The Committee shall submit a report of its findings, conclusions and recommendations on or before December 1, 2021 to the Governor, the Superintendent of Public Instruction, the Speaker of the House of Representatives and the President of the Senate and submit a copy to the Secretary of State.

Alternative Assessment Study Committee

November 22, 2021

Glossary of Common Terms

AAC: Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.) (MSAA Handout)

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do. (MSAA Handout)

Adaptive behavior: Behaviors defined as essential for someone to live independently and to function safely in daily life. (MSAA Handout)

ADE: Arizona Department of Education

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge. (MSAA Handout)

Constructed response items: Student forms an answer to a question rather than choosing from answer options. (MSAA Handout)

Content target: Content targets identify those state's content standards that are the focus of MSAA. The content targets are defined by the Core Content Connectors in English language arts and mathematics. (MSAA Handout)

Core Content Connector (CCC): A CCC is a representation of the essential "core" content of state standards. Each CCC was identified by examining hypothesized learning progressions aligned with the state standards to determine the critical content for students with significant cognitive disabilities. (MSAA Handout)

English Learner (EL): An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing, or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English. (MSAA Handout)

Evidence: This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria. (MSAA Handout)

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant cognitive disabilities to acquire knowledge and skills in content. Students with significant cognitive disabilities June 2021 Page 11 are likely to need this extensively to apply knowledge and skills in multiple contexts. (MSAA Handout)

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Formative Assessment: process used by teachers can help them determine what their students are not learning, giving them the ability to adjust their teaching – in the moment- and to move all learners forward. Embedding formative assessment dimensions in everyday teaching is a research-based practice to improve individual student learning. The definition of formative assessment is that the Arizona Department of Education (ADE) as a system embraces is from the Council of Chief State School Officers (CCSSO). This definition was developed by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) or FAST SCASS. The definition of formative Assessment is: Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. Additional information about the formative assessment definition can be found on the CCSSO website. There is also a resource that provides an overview of the FAST SCASS's revised definition on formative assessment.

Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

Clarifying learning goals and success criteria within a broader progression of learning;

Eliciting and analyzing evidence of student thinking; • Engaging in self-assessment and peer feedback

Providing actionable feedback; and

Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps. ([ADE Website](#))

Grain-size: Level of description

IEP: Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities ([U.S. Department of Education Handout](#)).

Learning progression: A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept. (MSAA Handout)

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Glossary of Common Terms

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided. (MSAA Handout)

MSAA: Multi-State Alternate Assessment (used by Arizona)

Participation criteria descriptor: These descriptors provide further information about the characteristics students would have in order to meet the three participation criteria for MSAA (MSAA Handout)

Pervasive: Present across academic content areas and across multiple settings (including school, home, and community). (MSAA Handout)

SBE: State Board of Education

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.) (MSAA Handout)

Significant Cognitive Disability: not a clear definition. Refer to MSAA 12 page packet for considerations

Special Education Advisory Panel:

MEMBERSHIP – Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including--

- (i) parents of children with disabilities (ages birth through 26);
- (ii) individuals with disabilities;
- (iii) teachers;
- (iv) representatives of institutions of higher education that prepare special education and related services personnel;
- (v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et.seq.);

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- (vi) administrators of programs for children with disabilities;
- (vii) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
- (viii) representatives of private schools and public charter schools;
- (ix) not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
- (x) a representative from the State child welfare agency responsible for foster care; and
- (xi) representatives from the State juvenile and adult corrections agencies
(ADE Website)

State Standards: The state's content standards for English Language Arts (ELA) and Mathematics that define what students are expected to learn at each grade in order to leave school ready for college or careers. (MSAA Handout)

Substantial supports: Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning, and extensive scaffolding of content to support learning. (MSAA Handout)

Substantially adapted materials: Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages or using raised dots and hand-over-hand counting when identifying a matching number in math. (MSAA Handout)

Summative Assessment: taken at the end of a period of time (such as annual assessments, MSAA, AzMerit)



APPENDIX E

Laws 2021, Chapter 57 (S.B. 1028)
Alternative Assessment Study Committee

Senate Engrossed

~~alternative assessment; special education~~
(now: alternative assessment study committee)

State of Arizona
Senate
Fifty-fifth Legislature
First Regular Session
2021

CHAPTER 57
SENATE BILL 1028

AN ACT

ESTABLISHING THE STUDY COMMITTEE ON ALTERNATIVE ASSESSMENT.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Alternative assessment study committee;
3 membership; duties; report; delayed repeal

4 A. The alternative assessment study committee is established
5 consisting of the following members:

6 1. Three members of the senate who are appointed by the president
7 of the senate, one of whom is a member of the minority party. The
8 president of the senate shall designate one of these members as the
9 chairperson of the study committee.

10 2. Three members of the house of representatives who are appointed
11 by the speaker of the house of representatives, one of whom is a member of
12 the minority party.

13 3. Two special education teachers who are appointed by the speaker
14 of the house of representatives.

15 4. Two parents of special education students who are appointed by
16 the president of the senate.

17 5. One school district superintendent or a school district
18 superintendent's designee who is appointed by the speaker of the house of
19 representatives.

20 6. One person with expertise in alternative assessments who is
21 appointed by the president of the senate.

22 7. The superintendent of public instruction or the superintendent's
23 designee.

24 B. The study committee shall discuss and evaluate all of the
25 following:

26 1. How this state can improve outreach and professional development
27 to ensure support for parents and educators of special education students
28 who are not eligible for the alternative assessment.

29 2. Accommodations provided to special education students while
30 taking assessments.

31 3. Guidance on properly identifying students for the alternative
32 assessment.

33 4. Professional development opportunities for special education
34 educators and school administrators.

35 5. Developing a parent guidebook on assessments for students with
36 special needs.

37 C. On or before December 1, 2021, the alternative assessment study
38 committee shall submit a report of its findings, conclusions and
39 recommendations to the governor, the superintendent of public instruction,
40 the speaker of the house of representatives and the president of the
41 senate and submit a copy of this report to the secretary of state.

42 D. This section is repealed from and after June 30, 2022.

APPROVED BY THE GOVERNOR MARCH 18, 2021.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MARCH 18, 2021.



APPENDIX F

Final Recommendations, Process, Timeline and Solutions Alternative Assessment Study Committee

Alternative Assessment Study Committee (AASC) Charge

To discuss and evaluate:

- 1) how this State can improve outreach and professional development to ensure support for parents and educators of special education students who are not eligible for the alternative assessment;
- 2) accommodations provided to special education students while taking assessments;
- 3) guidance on properly identifying students for the alternative assessment;
- 4) professional development opportunities for special education educators and school administrators; and
- 5) developing a parent guidebook on assessments for students with special needs.

The AASC shall submit a report of its findings, conclusions and recommendations on or before December 1, 2021, to the Governor, the Superintendent of Public Instruction (SPI), the Speaker of the House of Representatives (House) and the President of the Senate, and submit a copy to the Secretary of State.

Recommendations	Process	Timeline	Solutions
<p>1. Establish training for general education teachers involved with SPED students, administrators and paraprofessionals to prepare students for assessments.</p> <ul style="list-style-type: none"> • What works and doesn't? • What needs changing? • Who will take the lead? 	<ul style="list-style-type: none"> • The Arizona Department of Education (ADE) establishes focus groups, distributes surveys to develop training. • Create legislation or rules? • Establish within ADE? 	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • ADE establishes an assessment training program which includes on-demand video.
<p>2. Promote preserving individuality and flexibility in determining eligibility and reassess districts that exceed the 1% threshold based upon their unique situations.</p> <ul style="list-style-type: none"> • How do we improve communication between parents, teachers and the IEP teams? • What additional educator training opportunities are available? Why is this valuable? 	<ul style="list-style-type: none"> • ADE establishes focus groups and distributes surveys to promote accurate messaging and considers IQ and adaptive behavior. • ADE examines how the IEP teams determine student eligibility for the MSAA. • Districts improve coordination, training and uniformity in testing decisions, including considering IQ and adaptive behavior. 	<ul style="list-style-type: none"> • 1-2 years • 2023 testing season 	<ul style="list-style-type: none"> • ADE instructs and district administrators provide information based upon criteria to help IEP teams make decisions. • Provide examples of student profiles, including extensive direct individualized instruction and content linked to state content standards or other resources to support local decision making.

Recommendations	Process	Timeline	Solutions
<ul style="list-style-type: none"> Remove potential negative consequences that would force students into self-contained classrooms if they participated in an alternative assessment and require parental notifications. Remove consequences for schools with high numbers of MSAA students. 	<ul style="list-style-type: none"> Legislation or ADE policy changes include reporting requirements for implemented policies. SBE policy changes. 		<ul style="list-style-type: none"> Additional communication necessary to follow specific criteria made by IEP teams. Districts, ADE and parents incorporate additional resources from <i>Raising Special Kids</i>. ADE creates a more centralized place for resources, including video resources, webinars and guidebooks and the 1% cap waivers for SPED teachers and parents.
<p>3. Establish an ongoing work group to continue the work of the AASC.</p> <ul style="list-style-type: none"> Who will serve as members? 	<ul style="list-style-type: none"> Use the existing Special Education Advisory Panel (within ADE) as a part to bring recommendations from the work group. Consider adding the work group to statute? 	<ul style="list-style-type: none"> 1-2 years 	<ul style="list-style-type: none"> Include more SPED educators, rural representatives, tribal community representatives and superintendents in the work group.

Recommendations	Process	Timeline	Solutions
<ul style="list-style-type: none"> Consider promoting continued engagement and communication. 			<ul style="list-style-type: none"> Work group reports on issues, including student outcomes, teacher performance pay, student motivation and additional topics.
<p>4. Encourage the development of optional formative and benchmark assessments.</p> <p>5. Propose changes to the current MSAA based upon student learning and ADE data on 'end of test' reports to policy makers and post publicly for further consideration.</p>	<ul style="list-style-type: none"> ADE considers other state actions and consults with the MSAA consortium to possibly share costs. Recruit more teachers for current MSAA review committees. ADE engages teachers and districts to understand how standards are developed. Focus on bridging the gap between summative and formative assessments. Assessment connects to grade-level content while being accessible or at a student's Lexile and 		<ul style="list-style-type: none"> Establish a portfolio for end-of-course assessments to supplement test scores. Balance between getting more specific data and requiring more data and testing which takes additional time. Improve the adaptive nature of the current MSAA test.

Recommendations	Process	Timeline	Solutions
	skill/expression level for more useful data.		
<p>6. Consider changes to how MSAA scores are reported to parents and teachers.</p> <ul style="list-style-type: none"> • Distinct reports for parents and teachers. • Consider the 'grain size' of the standard and material being tested. • More data regarding student performance based on the MSAA eligibility criteria Item 1 regarding IQ and adaptive behavior. 	<ul style="list-style-type: none"> • Create focus group (Raising Az Kids) to develop useful score information reported to parents. • Focus on specific skills and functional items based upon formative assessments. 		<ul style="list-style-type: none"> • ADE and SBE promote outreach and education to improve parental awareness of the MSAA. • Avoid making the test longer or more involved for students. • Incorporate feedback from SPED educators and parents.
<p>7. Adjust accommodations to allow teachers to provide more useful feedback to students while ensuring MSAA testing integrity.</p>	<ul style="list-style-type: none"> • Rules allow teachers to provide emotional encouragement to students. • Rules prohibit telling students right/wrong answers. • Develop strategies for teachers to utilize when 		

Recommendations	Process	Timeline	Solutions
	guiding students through tests.		
<p>8. Review the Statewide Assessment Parental Guidebook.</p> <ul style="list-style-type: none"> • Outline the purpose of state assessments. • Include feedback from questions about the MSAA from the annual parent survey. 	<ul style="list-style-type: none"> • Focus group including SPED teachers, parents and ADE would develop additional questions for the survey. 	<ul style="list-style-type: none"> • Within 1 year? 	<ul style="list-style-type: none"> • ADE considers what a parent guidebook on assessments would look like.
<p>9. Revise the student selection process for the MSAA to allow more flexibility to add students.</p>	<ul style="list-style-type: none"> • Selected students should be recommended by the IEP team and given priority for the MSAA. • Districts modify the justification process to involve a direct supervisor and test coordinator, rather than a district superintendent. 		<ul style="list-style-type: none"> • ADE allows extended time for analysis and increased flexibility to determine student eligibility.
<p>10. Target students not qualified for the MSAA with disabilities and students in</p>	<ul style="list-style-type: none"> • ADE works with focus groups (for different student groups) and 	<ul style="list-style-type: none"> • 2023 testing season 	<ul style="list-style-type: none"> • ADE develops practice tests and information sessions to better

Recommendations	Process	Timeline	Solutions
self-contained classes for test awareness.	incorporates surveys to develop materials, replicate testing environment and provide a test taking strategies workshop.		prepare students with disabilities.
11. Ensure that all recommendations contemplate students who are spending their days in general education classrooms.			
12. Explore options and barriers for expanding universal accommodations for general education students who do not qualify for the MSAA.	<ul style="list-style-type: none"> ADE examines and reports to SBE and the Legislature (Chairs of Education Committees and Leadership). 	<ul style="list-style-type: none"> 2023 testing season 	<ul style="list-style-type: none"> Create accommodations options, such as read aloud, chunking of the test to break it down into smaller session and speech to text and text to speech accommodations.

Recommendations	Process	Timeline	Solutions
<p>13. Develop a report regarding LEA policies regarding certificates of completion or student records upon completion of FAPE and promote a statewide universal policy that is transparent and provides parental information.</p> <ul style="list-style-type: none"> More about parental notification, rather than restrictions. <p>14. Encourage a statewide annual report on certificates of completion, ensuring the process on the issuing of certificates of completion are transparent and require parental notification and agreement.</p>	<ul style="list-style-type: none"> Legislation/parent's bill of rights to support testing and placement decisions. ADE annual report to the Legislature to assess the progress of the recommendations. 		<ul style="list-style-type: none"> Annual report about LEA policies regarding certificates of completion or student records upon completion of FAPE and promote statewide policies that promote transparency and parental notification.

Recommendations	Process	Timeline	Solutions
<p>15. Require that any follow-up reports be provided to the members of the AASC, House and Senate Education Committee Chairs, House and Senate leadership, SPI and the SBE and be made publicly available.</p>	<ul style="list-style-type: none"> • ADE annual report to the Legislature to assess the progress of the recommendations. 		