



A State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards (AA-AAS): A Longitudinal Study

A GSEG Project of the North Central Regional Resource Center In Collaboration with the States of Michigan, Pennsylvania and Wisconsin



Purpose of the Project

- To address two components of Critical Element 4.1 Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act (U. S. Department of Education 2004):
 - “Has the State ascertained that the decisions based on the results of its assessments are consistent with the purposes for which the assessments were designed?”
 - “Has the State ascertained whether the assessment produces intended and unintended consequences?”



Objectives of the Project

- To provide States with a means of monitoring the continuous improvement of the validity of AA-AAS.
- To assist with the development of professional development strategies with regard to the effective application of the AA-AAS.
- Promote effective decision-making based on AA-AAS data resulting in improved decision-making, instructional interventions, and IEP development.

Project Framework

- Use a common framework and research processes for each State's evaluation of its own AA-AAS.
- Project will use the "validity arguments" proposed by Lane (2000)—these in five categories:
 1. Teacher and Administrator Motivation and Effort
 2. Professional Development Support is Being Provided
 3. Instruction and Curriculum will be Adapted
 4. Students are Motivated to Learn and Put Forth Their Best Effort
 5. Improved Performance is Related to Changes in Instruction.

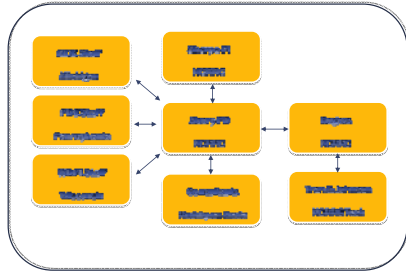
Key Project Activities

1. Convene Stakeholder Feedback Groups
2. Develop Instrumentation
3. Conduct Field-Test of Instrumentation
4. Develop Web-Based Surveys

Key Project Activities (continued)

5. Conduct Sample Selection Procedures
6. Conduct Surveys with Administrators and Teachers
7. Data Analysis Procedures
8. Conduct Dissemination Activities

Project Management Team



Stakeholder Feedback Groups

- Twofold purpose: (1) Provide feedback with regard to the development of instruments and methodological strategies, and (2) monitor project progress.
- Composed of 10-15 members of the State Education Agency
- Each Consortium member may solicit the participation of other stakeholders (teachers, administrators).
- Each Stakeholder Feedback Group will include a parent of an individual with a disability as per Section 682(a)(1)(a) of IDEA 2004.
- Selection, management, and logistics of each Group will be the responsibility of the State Contact.



Develop Instrumentation

- Develop survey and interview protocols for teachers and administrators based on validity arguments.
- Items will be derived from a wide range of sources and to address issues related to decision-making, placement, instruction, and IEP development.
- Review with State Contacts and Stakeholder Feedback Groups.



Conduct Field-Testing

- Purpose of field-testing is to examine integrity of items and finalize teacher and administrator surveys.
- Selection of three LEAs to participate in field-testing the surveys involving approximately 300 teachers and administrators.
- Consideration will be given to representativeness of LEAs.
- Rasch analysis will be used for item analysis.



Develop Web-Based Surveys

- NCRRC will develop web-based surveys.
- Emphasis will be placed on usability and recognizing time constraints on teachers.
- All surveys will be Section 508 compliant.



Conduct Sample Selection

- Alternate Assessment data will be obtained from each Consortium members' Annual Child Count (i.e., 618 data).
- Use a confidence interval of 5% with a confidence level of 95%.
- Sampling will be conducted to follow three cohorts based on a longitudinal study designed over a nine year period.



Conduct Surveys

- Teachers and administrators will be notified by e-mail.
- Participants will be provided with login information using a secure username and password.
- Reminder follow-up procedures will occur to prompt survey completion.



Data Analysis Procedures

- A hierarchical linear model (HLM) for estimating individual and school effects.
- Analysis of consequential evidence will involve examining variation in individual performance in terms of these contextual and evidential variables.
- Will examine effect of relevant:
 - Contextual variables on student-level initial performance and rates of change.
 - Evidential variables at baseline on student initial performance and rates of change.

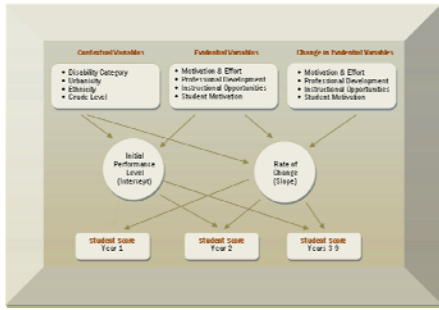


Dissemination Activities

- Disseminate reports to Consortium members.
- Present at national conference (e.g., OSEP, CCSO)
- Journals and technical reports.



Student Level Model



Validity Arguments and Evidence

Validity Arguments	Consequential Evidence	Data Sources
<ul style="list-style-type: none"> School administrators and teachers are motivated to adapt the instruction and curriculum to the standards. 	Familiarity with AA-AA's beliefs toward AA-AA's administrator and teacher morale.	Teacher and administrator questionnaires
<ul style="list-style-type: none"> Professional development (PD) supports being provided. 	Nature of PD support being provided; amount of PD support.	Teacher and administrator questionnaires
<ul style="list-style-type: none"> Instruction and curriculum will be adapted. 	Extent to which the content of instruction and classroom assessment reflects the state standards and assessment.	Teacher, administrator, and student questionnaires
<ul style="list-style-type: none"> Students are motivated to learn as well as to put forth their best effort on the assessment. 	Beliefs and attitudes toward the standards, instruction, and assessment. Effort students put forth on the assessment.	Teacher questionnaires
<ul style="list-style-type: none"> Improved performance is related to changes in instruction. 	Relationship between school and classroom with the instruction, assessment, and classroom assessment, and professional development variables.	Teacher and administrator questionnaires; Student and school performance over time—AYP status
