Idaho Department of Education

Assessment monitoring with your neighbor, the Department

ESEA/IDEA Director's Conference

September 23-25, 2024

Today's Presenters

Assessment Monitoring
Session Goals

Participants will:

- Understand the purpose and process of Assessment Monitoring by the Idaho Department of Education.

- Explain where to access Assessment Monitoring resources.

- Form at least one connection with an Assessment Coordinator at the Idaho Department of Education who can be reached with Assessment Monitoring questions.

Assessment Monitoring
The "Why"

States must ensure the implementation of a valid and reliable State assessment system.
OK, yeah. And?

Several reasons:
- Identify gaps
- Inform instruction
- Measure effectiveness
- Promote equity
- Provide data for policy and funding

Assessment Monitoring with Your Neighbor

The goals of the Assessment & Accountability team:

- **Listen with Intention**

- **Lean into Collaboration**

- **Lead with Integrity**

Assessment Monitoring with Us

Our focus combines what we need from assessment monitoring with our team vision.

We intend to listen while we at in your LEA
- Build relationships
- Respect your time

This will be a collaboration
- How can the Department help?
- We are equal, active partners in Assessment

Lead with integrity
- Both parties contribute ideas
- Diversity of voices will improve the quality of the process

Assessment Monitoring Cycle

Assessment Monitoring Cycle

- All Idaho LEAs are monitored on a six-year cycle.

- LEAs can be selected outside the established six-year cycle based on the following indicators.

  - History of test irregularities (e.g., fraud, technology issues, theft).

  - Inappropriate assignment or lack of assessment supports / accommodations.

  - Significant statistical anomalies in test scores or participation.

  - LEA Test Coordinator's experience level.

  - Overidentification of students for IDAA/WIDA Alternate ACCESS.

Assessment Monitoring Cycle 2024-2025

LEA #	LEA NAME
597	KOOTENAI CLASSICAL ACADEMY INC
084	LAKE PEND OREILLE SCHOOL DISTRICT
101	BOUNDARY COUNTY DISTRICT
271	COEUR D'ALENE DISTRICT
244	MOUNTAIN VIEW SCHOOL DISTRICT
281	MOSCOW DISTRICT
282	GENESEE JOINT DISTRICT
093	BONNEVILLE JOINT DISTRICT
111	BUTTE COUNTY JOINT DISTRICT
161	CLARK COUNTY DISTRICT
181	CHALLIS JOINT DISTRICT
182	MACKAY JOINT DISTRICT
052	SNAKE RIVER DISTRICT
058	ABERDEEN DISTRICT
148	GRACE JOINT DISTRICT
232	WENDELL DISTRICT
233	HAGERMAN JOINT DISTRICT

LEA #	LEA NAME
316	RICHFIELD DISTRICT
331	MINIDOKA COUNTY JOINT DISTRICT
417	CASTLEFORD DISTRICT
619	PROMISE ACADEMY INC
135	NOTUS DISTRICT
136	MELBA JOINT DISTRICT
137	PARMA DISTRICT
139	VALLIVUE SCHOOL DISTRICT
191	PRAIRIE ELEMENTARY DISTRICT
193	MOUNTAIN HOME DISTRICT
221	EMMETT INDEPENDENT DISTRICT
363	MARSING JOINT DISTRICT
364	PLEASANT VALLEY ELEMENTARY DISTRICT
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT
370	HOMEDALE JOINT DISTRICT
639	IDAHO NOVUS CLASSICAL ACADEMYLLC
644	DRY CREEK CHARTER, INC.
003	KUNA JOINT DISTRICT

Assessment Monitoring Procedure

Assessment Monitoring Procedure

- Assessment & Accountability Department coordinators review six-year cycle and are assigned to conduct on-site assessment monitoring for 6-8 LEAs.
    - Idaho Comprehensive Assessment Program.
        - Idaho Standards Achievement Test (ISAT);
        - Idaho Alternate Assessment (IDAA);
        - Idaho Reading Indicator (IRI); and
        - Idaho English Language Proficiency Assessment (ACCESS).

Assessment Monitoring Procedure

- **Initial LEA Communication**

  o Department assessment coordinator sends initial communication letter.

- **LEA Actions**

  o Review the Assessment Observation Checklist

  o Complete the Pre-Assessment Observation Survey

  o Submit assessment schedule (specific to the assessment that will be

  observed)

Assessment Monitoring Procedure

- **On-Site Assessment Observation**

  o Observations can happen at one or more school sites.

- **On-Site Assessment Observation Checklist**

  o Evaluation of specific before, during, and after assessment objectives.

  - Security

  - Training

  - Environment

  - Materials / Accommodations

  o **Fully Implemented**, **Partially Implemented**, or **Not Implemented**

Assessment Monitoring Procedure

- **On-site Post-Assessment Observation Interview**

  o What materials does your LEA/school use to conduct general and specific assessment training?

  o How does your LEA/school verify that TAs have completed required trainings?

  o Describe your LEA/school's protocol for handling test incidents?

  o Explain the process your LEA/school uses to ensure students have been given the appropriate accommodations, administrative considerations, designated supports.

Assessment Monitoring Procedure

- **LEA Follow-Up Communication**

  - Formal communication of the Department's findings.

  - References specific objectives outlined on the Assessment Observation Checklist.

    - Provides recommendations for objective that listed as **Partially Implemented** or **Not Implemented.**

Test Administration and Security

Requirement: Assessment Confidentiality Agreements

- Must be signed **annually** by any adult (including observers) prior to interaction with Idaho's Comprehensive Assessment Program

- Must be kept on file (digital is OK) for two calendar years

- Access here.

Resource: The Assessment Integrity Guide

➢ Contains an overview of expected assessment security and test administration procedures across the Idaho Comprehensive Assessment Program

➢ Find it on our website and read it annually.

Use the Integrity Guide to find..

1. Guidance on internal decision-making
2. Planning for incident prevention
3. Guidance on incident management
4. Professional test administration practices

Updates in the 2024-25 Edition:

1. Sample proctoring scenarios for the ISAT and IRI **proctor rule**
2. Clarifications around **incident categorization**
3. Recommendations for students who finish testing early
4. Removed requirement to submit *both* a test incident and impropriety for ISAT and IDAA

Resource: The Assessment Observation Checklist

- Access here

- Use for **internal** assessment monitoring and assessment planning

- Same checklist used by the Department for statewide monitoring

Resource:
Test Security Canvas Course

- Covers comprehensive and in-depth assessment security information

- Provides the knowledge, resources, and materials to conduct your own security training

- Access the course via the Department's Canvas Course Catalog

FREE

Assessment Security 2024-25

This course is designed for District Test Coordinators (DTCs), District Administrators (DAs), or other LEA administrators who are tasked with training school staff on assessment security for state assessments...

Time limit: 185 days
FREE

CANVAS
BY INSTRUCTURE

Incident Management

Incident Type	Abbreviated Definition	Action Required
Low-Risk Incident	Small disruption that is unlikely to impact validity or security	Contained at local level
Impropriety	Mid-sized disruption or incident that requires intervention to ensure validity, reliability of scores, or test security	Requires intervention at the state level, sometimes documentation is required
Breach	Major incident that compromises security and validity of the test.	Contain locally as much as possible, contact the Department immediately

Inclusion of All Students
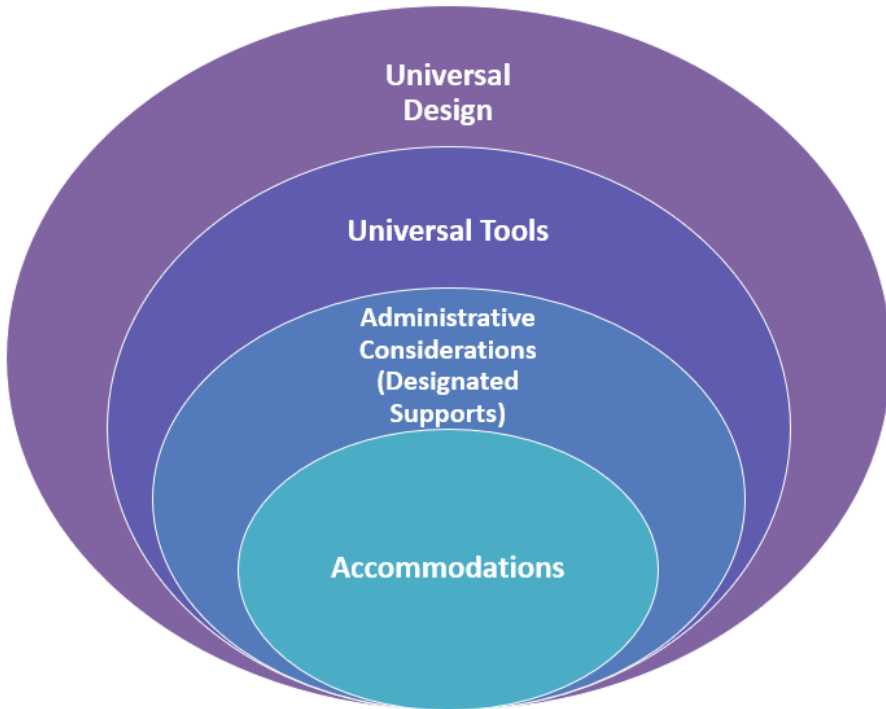
Inclusion of All Students

- Talk with a table partner for 2 minutes.

- What comes to mind when you view the picture on the right?

- How does it relate to the inclusion of all student on state assessments?

Inclusion of All Students

- **Federal and State Law Requirements**

  o Assessment systems must include procedures to include *all* students.

  o Alternate assessments must be provided to students with most significant cognitive disabilities.

  o ALL students in Idaho public schools, grades kindergarten – grade 12 are required to participate in the comprehensive assessment program.

Inclusion of All Students Accessibility Features

Universal Design: Inherent in test design; ensure fair and inclusive assessments. Ex. non-biased items, clear directions, clearly defined constructs.

Universal Tools: Available to all students based on student preference and selection. Ex. breaks, highlighter, line reader, scratch paper, etc.

Administrative Considerations/Designated Supports: Available to any student for whom the need is identified by educator or educational team, including parent/guardian and student. Ex. color contrast, magnification, masking, simplified or translated test directions, etc.

Accommodations: Require IEP or 504 Plan accommodations. Ex. American Sign Language, Braille, speech-to-text, etc.

Inclusion of All Students

Questions to Consider:

- Does our LEA have a written policy outlining the process to ensure accessibility features (supports, accommodations) are identified, communicated, and assigned prior to each state assessment?

- Does our LEA's assessment and special education teams hold regular meetings to identify, modify, document, and assign individual accessibility needs?

- Does our LEA give students the opportunity to practice with the accessibility features on each assessment?

- Does our LEA hold required trainings around the purpose and significance of assessment supports and accommodations?

Looking to the Future

What's Coming?

Our team is revising the monitoring process with a focus on **partnership**.

Soon, we will be releasing a new guidance document for LEAs.

Expected outcomes:
- Standardization • LEAs suggest fixes • Identify FAQs • Compliance
- Identify trends • Improved assessment literacy • Direct PDs
- Improved testing experience • Valid results • LEAs self-correct
- LEAs increase data usage • Peer review evidence • Federal Compliance

Questions & Open Discussion

Questions & Open Discussion Reminder:

- Do not discuss student personal identifiable information (PII)
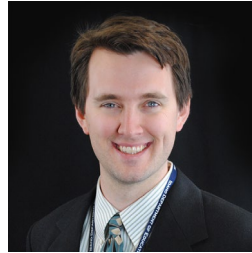- Be respectful

Presentation Feedback

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https://forms.office.com/r/MzK1Zte8Tx

Presentation Feedback