

*Measuring College and Career
Readiness: How do we know if our
Alternate Academic Achievement
Standards are Challenging and Aligned?*

2019 National Conference on Student Assessment

Orlando, FL

Introductions

- Meagan Karvonen (University of Kansas), Moderator
- Presenters:
 - Sue Forbes, Hawaii Department of Education
 - Amy Clark, University of Kansas (DLM)
 - Iris Jacobsen, Wisconsin Department of Public Instruction
 - Melissa Gholson, Educational Testing Service
- Susan Weigert (USED), Discussant

Critical Element 6.3 (emphasis added)

- ...the alternate academic achievement standards (1) are aligned with the State's challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) **are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.**

Examples of Evidence From the Peer Review Guidance

Documentation that the State's **alternate academic achievement standards** are aligned with the State's academic content standards for the grade in which a student is enrolled, such as:

- A description of the process used to develop the alternate academic achievement standards that shows:
 - The State's grade-level academic content standards or extended academic content standards were used as a main reference in writing performance level descriptors for the alternate academic achievement standards;
 - The process of setting cut scores used, as a main reference, performance level descriptors aligned with the State's grade-level academic content standards or extended academic content standards;
 - The cut scores were set and performance level descriptors written to align with the State's grade-level academic content standards or extended academic content standards;
 - A description of steps taken to vertically articulate the alternate academic achievement standards (including cut scores and performance level descriptors) across grades;
 - Follow-up studies that examine proficiency on the high-school assessments and performance in post-secondary education, vocational training or competitive integrated employment.

Why this session?

- Part 5 added in late 2018, retroactively applied with many states expected to submit evidence by 2020
- Limited track record of postsecondary opportunities for students with the most significant cognitive disabilities
 - Even less about postsecondary outcomes
- Some national conversations and resource documents emerging

How are states and consortia
approaching the new requirement?

Identifying WIOA-related Standards

Hawaii Department of Education

Initial Step to Address C.E. 6.3

June 2019

Introduction

- “If you are on the right path, it will always be uphill.”
-Henry B. Eyring



Background

- The Hawaii State Assessment- Alternate (HSA-Alt) is in a unique position this year with newly developed Performance Level Descriptors (PLDs) and Standard Setting taking place this summer.
- The HSA-Alt PLDs are linked to the Common Core and Next Generation Science Standards.
- The development process for the HSA-Alt PLDs did not specifically consider postsecondary education and competitive integrated employment for students with significant cognitive disabilities.

Questions

- What skills and competencies do SWSCD need to be on track to pursue postsecondary education and competitive integrated employment?
- How and where are these skills and competencies found within the HSA-Alt PLDs?
- Has our reduction of the "college and career ready" expectations of the Common Core and Next Generation Science standards maintained reference to these skills?

Process

- Convene a committee of industry, state, and community partners.
- Identify essential skills that SWSCD need for successful transition.
- Discuss available employment opportunities.
- Review HSA-Alt Performance Level Descriptors
 - Identify PLDs that connect to essential skills needed for postsecondary transition.
 - Provide examples of skills that students might demonstrate at work or in society.

Consideration #1:

What are the essential skills needed for postsecondary transition?

- Essential skills
 - Interpersonal, coping, self-advocacy, dependability, persistence, adaptability
 - Communication, decision-making, personal hygiene, health and wellness, age-appropriate behavior (Health standards)
 - Math- time, money, measurement, location
 - ELA- safety signs, comprehension, recall of task directions

Consideration #2: What employment opportunities are available ?

- Agriculture
- Service industry
- Office support
- Technology
- Job carving/ self-employment cottage industry
- Customizing employment

- Key component is the assessment of student skill/interest/preferences/needs, including sensitivity to environment and matching to employment opportunity before graduation

Consideration #3: Which PLDs are work-related?

1. Determine whether a Performance Level Descriptor is directly tied to postsecondary education and competitive integrated employment.
2. If yes, provide examples of the skills that the student would demonstrate in the workplace.

Consideration #4: How will we address identified PLDs?

Hawaii Department of Education Internal Decision:

- Not to prioritize work-related PLDs within the HSA-Alt PLD document.
- To note identified PLDs using a symbol such as an asterisk next to the associated standard.
- Create an Appendix to address identified PLDs.
 - Include standard, essence statement, “Meets” PLD, and examples of work-related skills.
 - For Science and ELA, limit the identified standards to high school level.

Committee Feedback by Content Area

For Math- Stress the importance of including elementary and middle school standards that involve time, money, measurement, and rate along with the high school standards.

For Science- Include consideration of standards that promote health and self-awareness, community contribution, and civic responsibility along with those connected to work-related skills.

For ELA- Focus on both work-related skills and work-related scenarios. Question about where reading safety signs, following directions, and interpreting a schedule fit in to the high school performance expectations.

Product

- *Work-related* Standards are identified and noted with an encircled *W* in the Range PLDs.
- An Appendix to the HSA-Alt Range PLDs is made that contains these identified *Work-related* standards
- For Math, Item Specification Development Notes are also included that call for the use of contexts involving money, decimal numbers, time, and measurement.

Product: Appendix of Work-related Math PLDs

HS.A.CED.A.1	Use linear equations and inequalities to solve problems.	Solve a one-step problem within context that can be represented by a linear addition/subtraction/ multiplication equation or inequality. <u>Item Specification Development Notes-</u> Include money or time scenarios.	Determine the total count or measure when a set value is added; e.g., seam allowance added to client inseam length. Determine the total cost of a purchase after a coupon of set value is used; e.g., the cost of an item after a \$10 discount. Determine the total cost of a set of same-priced items; e.g., the cost of 10 cans of corn that cost \$1.29 each.
HS.A.CED.A.3	Identify viable solutions for a system of linear inequalities.	Identify a viable solution for a linear inequality within context. <u>Item Specification Development Notes-</u> Include money or time scenarios.	Determine how many items a person can buy given a limited amount of money or determine how many minutes a person must exercise to burn a specific amount of calories.
HS.A.REI.D.10	Understand that the solutions to a linear equation are the points that form its graph.	Given the graph of a linear equation, identify which set of ordered pairs is a solution to the given linear equation. <u>Item Specification Development Notes-</u> Include money or time scenarios. Graph scale intervals can use decimal numbers for money or 1/2- or 1/4-hour intervals for time.	Interpret the meaning of a point on the graph of a line. For example, on a graph of t-shirt purchases, locate a point on the graph and provide the number of t-shirts purchased and the total cost of the t-shirts or interpret the meaning of a point on a graph that shows daily bank account balance (bank account graph could include negative integers on the y-axis.)

Product: Appendix of Work-related Science PLDs

HS-LS2-6	Changes in the environment including physical or biological factors can lead to temporary or permanent changes to an ecosystem.	Identify and/or classify natural and human-initiated changes in the physical environment that could affect a population.	Understand the difference between human-initiated and natural changes in the physical environment. For example, humans could start a fire in a dry environment by carelessly disposing of a cigarette butt on the ground, yet fires can also have natural causes such as lightning strikes or volcanic eruptions with lava flows.
HS-LS2-7	Human activity can change the environment. Some changes are harmful, but humankind can also take steps to preserve and restore the environment.	Identify human activities that can have a negative effect on the Earth and then identify a solution that reduces its impact on the environment.	Understand the negative and positive impacts of individual and group activities on the environment. Examples of negative and positive activities include: polluting vs. cleaning up or litter collection; clearing forests vs. planting trees; use of packaging material, paper products, and plastics vs. recycling and reuse; hunting and fishing vs. species propagation and controlled harvests; chemical pest control vs. natural pest control; etc.
HS-LS2-8	Group behavior has evolved because it can increase the chances of survival.	Given a group behavior, describe how that behavior helps individuals and species to survive and reproduce.	Understand that fish swim in schools in order to increase their chance of survival.
HS-LS3-1	DNA contains genetic information that is passed from parent (cell or organism) to offspring. The	Describe how traits (characteristics) are passed from one generation to the next through DNA.	Understand the basis for genetic related disorders such as Down's Syndrome.

Product: Appendix of Work-related ELA PLDs

RI.11-12.3	Key individuals, events, or ideas connect and interact in a text.	Describe the interactions and connections between individuals, events, or ideas throughout the text.	Describe safety incident and individuals involved. Describe a step or part of a larger process laid out in a diagram or description.
RI.11-12.4	Specific word choices and phrases have an impact on the meaning and tone of a text.	Determine how specific word choices, including figurative and connotative language, affect the meaning and tone of the text.	Understand the intent of simple connotative language, e.g. “easygoing” as a positive description or “talkative” as a negative description.
W.11-12.1	Argumentative texts should have valid claims supported by relevant and sufficient evidence.	Construct a claim about the topic, providing two supporting reasons and corresponding evidence.	Explain one’s value and positive contributions to an organization during a performance evaluation. Support or oppose a decision at work, in the home, or community, including political, economic, or financial decisions and choices, and explain one’s position.
W.11-12.2	Complex ideas, concepts, and information are developed in effective writing.	Introduce an informative topic and develop the topic in a logical progression.	Explain one’s work history in a logical manner in a job application.

Questions:

- To what extent can standards be reduced or extended?
- Is it possible to reduce high school math standards to include skills involving time, money, and measurement?
- Is there a way to extend the elementary and middle school math skills related to time, money, and measurement into the descriptions of performance for the high school alternate assessment?
- What about safety signage, following directions, and reading a schedule?
- Where do these identified skills fit in?

Consider the future...

If the reduced form of an elementary or middle school standard at the "Meets" level of proficiency on the alternate assessment does not address the level of skill that is required later in the workplace, could the subsequent measurement of this skill add to our programs for SWSCD and possibly serve as an accurate predictor of future success?

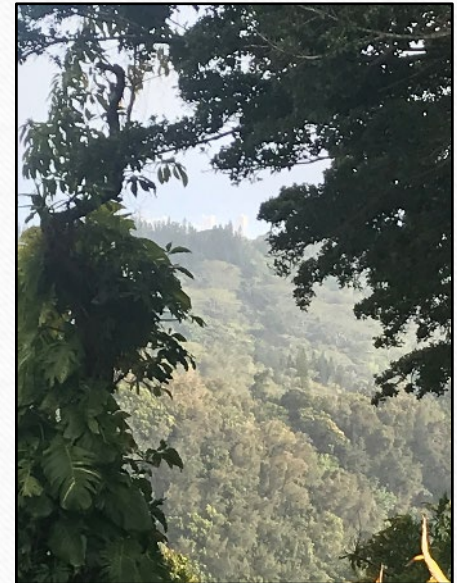
- How will this impact instruction?
- Could this improve outcomes for our SWSCD?

Next Steps

- Focus on developing work-related items for the HSA-Alt.
- Track HSA-Alt student proficiency gains.
- Examine teacher instructional practices.
- Set up the expectation that information on postsecondary education and employment will be gathered on students who participated in the HSA-Alt.
- Set up the systems needed to collect post-graduation data on students who participated in the HSA-Alt.

Your Input

- If you would like to provide me with your feedback, my contact email address is sue9forbes@gmail.com



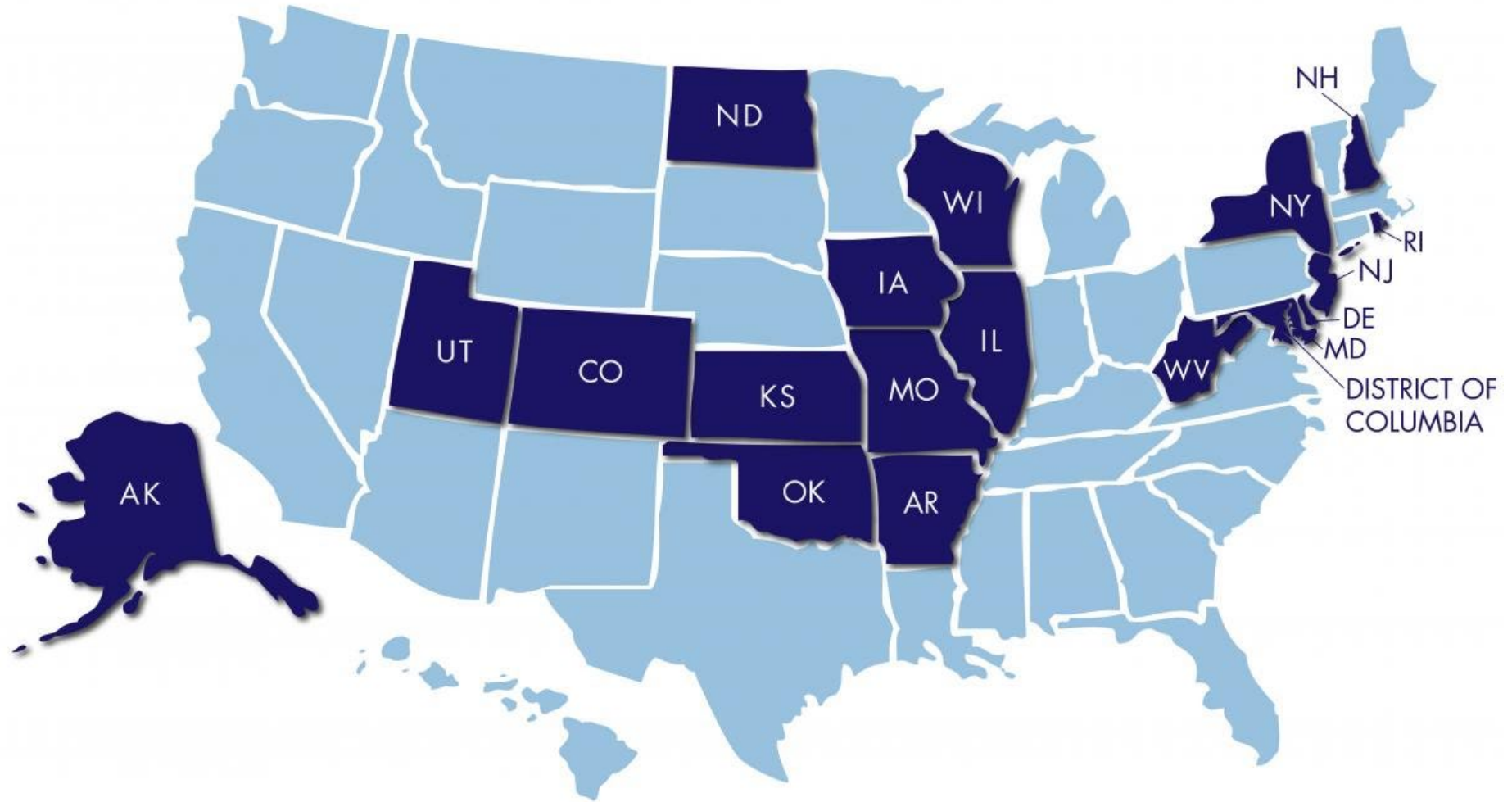
Amy Clark, Jennifer Burnes, Gail Tiemann, & Meagan Karvonen

DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENTS AND POSTSECONDARY OUTCOMES

Background

- DLM assessments are alternate assessments for students with significant cognitive disabilities
 - Grades 3-8, HS
 - English language arts, mathematics, science
- Results based on skill mastery
- Four performance levels: emerging, approaching, *at target*, and advanced

States Using DLM Assessments



Postsecondary Outcomes

- In addition to peer review requirement, validity argument and theory of action both indicate need for consequential evidence regarding students post-school outcomes
- To date, collected extensive evidence on technical adequacy of DLM assessment system and overall student performance
- Have not collected evidence on the relationship between performance on DLM assessments and students' college, career, and community outcomes

Steps for Collecting Evidence

1. Form governance ad hoc committee
2. Define opportunities and skills framework
3. Conduct expert interviews
4. Panel 1: Review and evaluate framework
5. Panel 2: Alignment evidence

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Governance Ad Hoc Committee

- Formed postsecondary ad hoc committee in September 2018 to inform collection of postsecondary outcomes evidence
 - Representation from across states
- Held monthly calls to determine data and initiatives already ongoing in states and inform priority next steps for research agenda

Goals

- Examine the relationship between students who achieve *at target* on DLM alternate assessments and students' pursuit of postsecondary outcomes
- Collect evidence to address retroactive peer review requirement for Critical Element 6.3

Examples of State Initiatives

- Indicator 14 data
 - Desire to expand data to collection for students with SCD
- Transition and vocational rehabilitation services
 - Assist with career readiness and/or college programs
 - Includes state agencies and privately-run organizations
- Identification of individuals to include in expert interviews

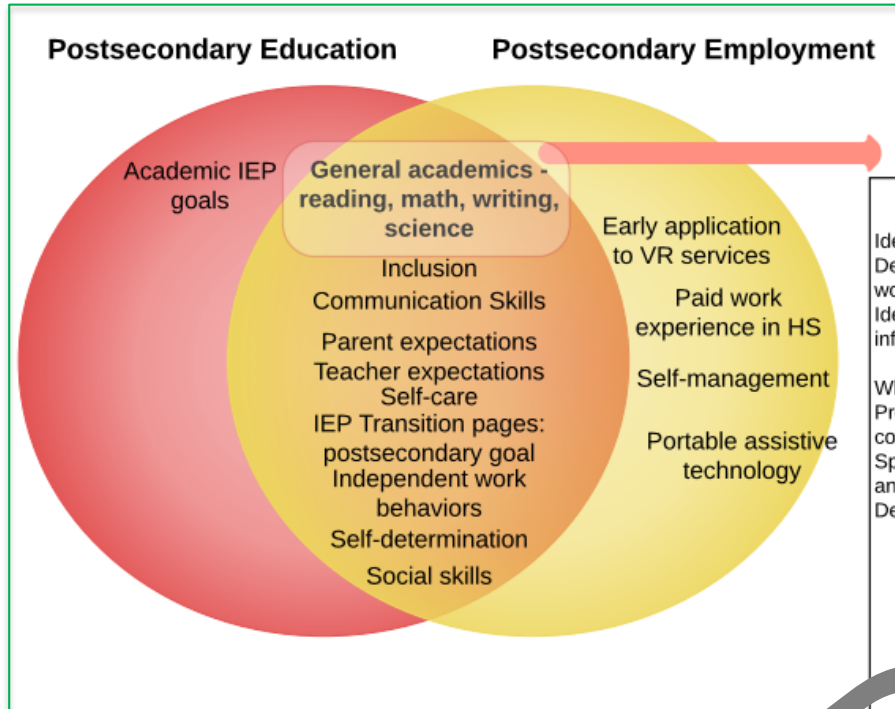
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Opportunity and Skills Framework

- From multiple data sources, including existing literature and national resources, define a range of postsecondary **opportunities** available to students with SCD and the academic **skills** they need in order to pursue those opportunities
 - Delineate for postsecondary education and employment
 - Identify academic skills versus other factors that influence opportunities

What knowledge, skills, and understandings lead to positive postsecondary outcomes for students with significant cognitive disabilities?



Given this sampling of Performance Level Descriptors for high school students who are "At Target" on the DLM assessment in each respective content area, what specific academic skills do you think of and in what kinds of postsecondary education and employment settings do you see individuals using these skills? Beyond what is on this list, what other academic skills do you see students using and applying in workplace or educational settings?

<u>ELA</u>	<u>Mathematics</u>	<u>Science</u>	<u>Citizenship/Community Involvement</u>
<p>Identifies details that defend a claim.</p> <p>Determines the figurative meaning of words and phrases.</p> <p>Identifies evidence that supports explicit information in a text.</p> <p>When writing:</p> <p>Produces grammatically correct simple, compound, and complex sentences.</p> <p>Spells single-syllable words conventionally and phonetically.</p> <p>Develops a topic with facts or details.</p>	<p>Solves problems using graphs.</p> <p>Interprets data and uses it to make inferences.</p> <p>Recognizes and explains simple and complex figures.</p> <p>Solves linear equations that include one variable.</p> <p>Communicates if an event is possible or impossible.</p> <p>Uses graphs to interpret concrete information.</p>	<p>Identifies which organs perform specific functions.</p> <p>Recognizes the relationships between population size, food sources, and available shelter.</p> <p>Identifies special traits in organisms that allow them to survive in different environments.</p> <p>Describes reasons for strategies to conserve, recycle, or reuse.</p> <p>Compares data before and after change.</p>	<p>What KSUs do students need to demonstrate their ability to be:</p> <p>Scientific literate?</p> <p>Active community members?</p> <p>Civically engaged?</p>

Range of Possible Postsecondary Opportunities

Competitive Integrated Employment (WIOA Definition)

Supported Employment

Customized Employment

Postsecondary Education

Community colleges

Four-year colleges

Vocational-technical colleges

General adult education

Influencers (Parking Lot)

State education department budgets

Lack of adequate training/professional development

Staffing shortages

Rural communities - lack of resources and opportunities

Transportation barriers

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Interviews

- Interviews with 6-8 experts on population of students with significant cognitive disabilities and secondary transition
 - Backgrounds in transition, population; self-advocates and their parents
- Use their feedback to iteratively refine opportunities and skills framework
- Scheduling interviews for July 2019

Steps for Collecting Evidence

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Panel Purpose

Convene a wide range of community stakeholders to explore the extent to which students that meet DLM alternate achievement standards are **on track to pursue** postsecondary education or competitive integrated employment

Panel 1

- Recruit wide range of stakeholders from postsecondary education and competitive integrated employment
- Convene a panel to review and evaluate opportunity and skills framework
 - Range of skills & opportunities they see in employment and postsecondary education
 - Current versus aspirational
 - Skills by subject (ELA, mathematics, and science)
- Panel 1 to be conducted **October 2019**

Panel 2

- Recruit and convene second panel by **April 2020**
- Evaluate DLM alternate achievement standards against the postsecondary opportunities and related academic skills derived in Part 1
 - Rate performance level as *not on track*, *partially on track*, *on track*, or *extends beyond expectations*
- Assemble and report results
 - Include as technical evidence in peer review resubmissions due **December 2020**

Future Research

- Use feedback from ad hoc and panelists to plan the next research steps and seek grant funding for more rigorous inquiries
- Examples could include:
 - Explore existing sources of outcome data
 - Collect new data to consider what additional factors beyond academic achievement mediate or moderate students' outcomes
 - Following a random sample of our students for at least one year following graduation or transition from high school

Wisconsin's Approach

Iris Jacobson

Wisconsin Department of
Public Instruction

Education Consultant

NCSA June 2019

Post Secondary Plans and Outcomes

- Indicator 13-Post Transition Plan (PTP)
 - Working with transition consultants.
 - Adding yes/no question indicating participation on alternate assessment.
 - Transition Readiness Grants
- Indicator 14-Post Secondary Outcomes
- Transition Improvement Grant (TIG)



Post Secondary Plans and Outcomes

- [Wisconsin Act 178](#)
- [Competitive Integrated Employment \(CIE\)](#)
- Instructional Environments



Exploring Options

- What does Wisconsin have in place.
- Should we develop criteria?
- Aligning Career Tech Ed standards.
- What are other states considering?



Thank You

Thank you!



Establishing a Research Agenda: Post-Secondary Outcomes for Students with the Most Significant Cognitive Disabilities

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Melissa Gholson

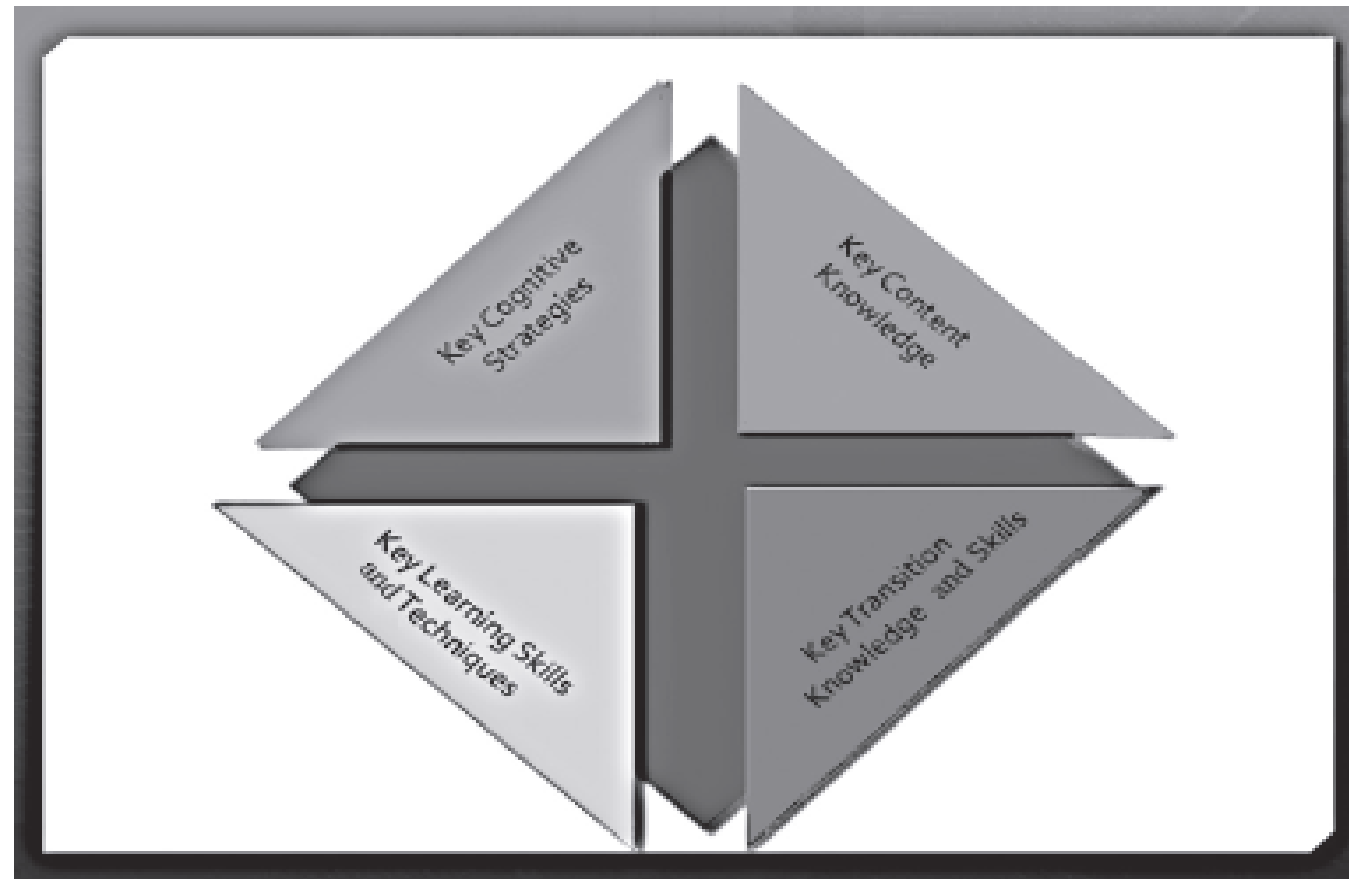
Investigating Post Secondary Outcomes

- How do we know our standards are aligned to ensure that students who meet the alternate academic achievement standards are on track to pursue postsecondary education or competitive integrated employment?
- Can we prepare students for success in post-secondary education, vocational training or competitive integrated employment venues?
- What do we know about students who are currently achieving success in postsecondary education or competitive integrated employment?
- How do secondary academic skills translate into post-secondary career readiness skills?

Research: Career Technical Education & Disabilities

- Students with four credits of CTE courses in high school are more likely to be employed within 2 years of leaving high school than observably similar SWD who enroll in fewer CTE courses in high school (Wagner, Neuman & Javitz, 2016)
- School to work programs for students with disabilities have a positive impact on employment outcomes (Enyati & Karpur, 2019)
- Recent work is predictive of positive postsecondary outcomes for SWD (Gottfried, Bozick, Rose, & Moore, 2016).
- Call for more targeted research studies to inform policy and practice for students with disabilities (Lombardi, Dougherty & Monahan, 2018).

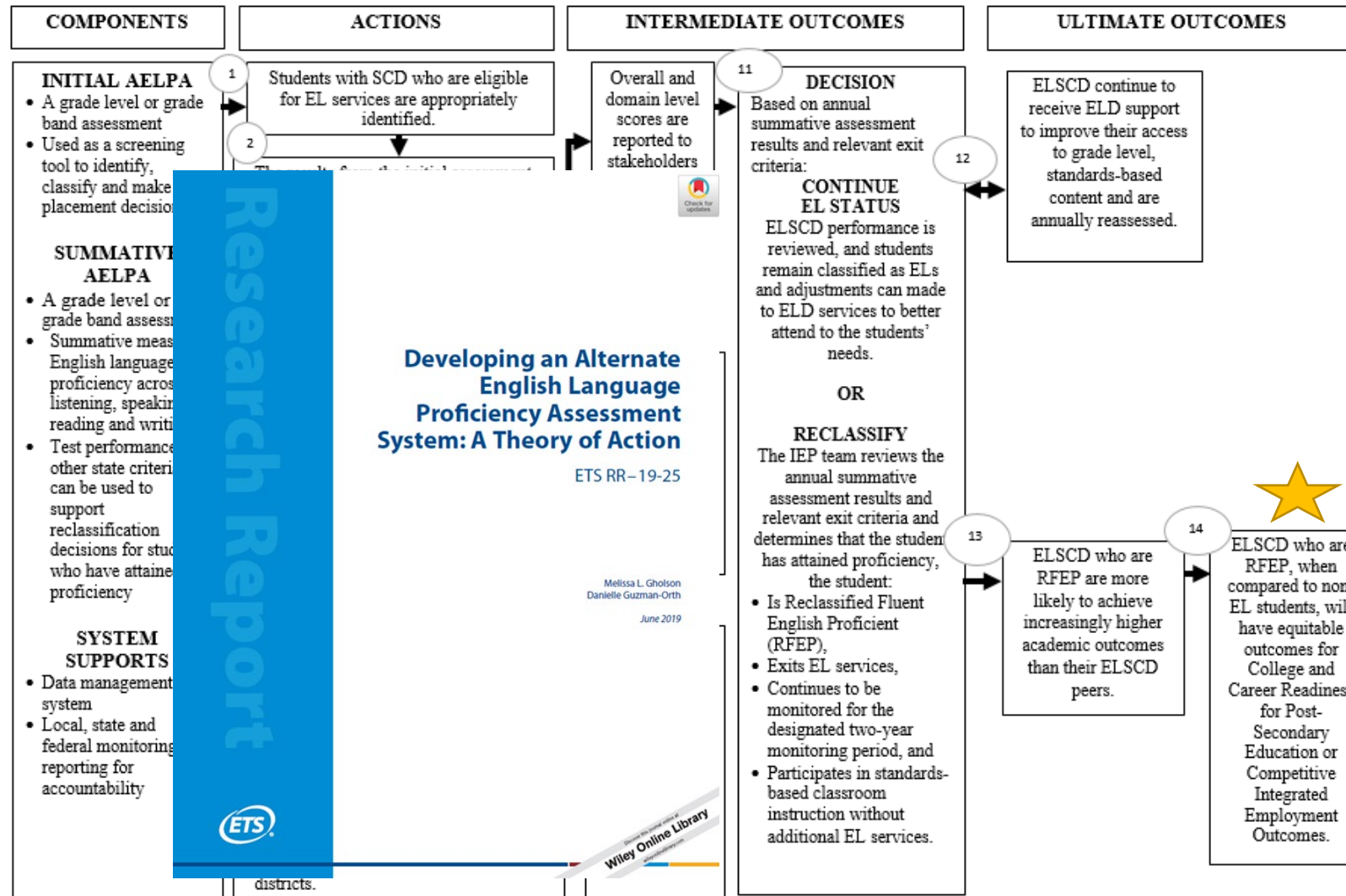
Need for Models & Opportunity to Learn



The four keys of college and career readiness.
Source: Copyright 2011 by the Educational Policy Improvement
Center

Theories of Action & Outcomes

Alternate English Language Proficiency Logic Model



Alignment Challenges: State CTE to Common Career Technical Core Standards

SECONDARY				
Career Cluster	Average % Aligned	Average % Partially Aligned	Average % Not Aligned	Total # of States (N size) ¹⁴
Agriculture, Food & Natural Resources	39%	32%	29%	41
Architecture & Construction	35%	29%	36%	39
Arts, A/V Technology & Communications	35%	21%	44%	40
Business Management & Administration	59%	24%	17%	40
Education & Training	34%	28%	38%	37
Finance	34%	30%	36%	39
Government & Public Administration	41%	17%	42%	16
Health Science	38%	29%	33%	40
Hospitality & Tourism	35%	24%	41%	38
Human Services	30%	26%	44%	41
Information Technology	41%	29%	30%	39
Law, Public Safety, Corrections & Security	35%	20%	45%	29
Manufacturing	37%	28%	35%	38
Marketing	45%	31%	24%	41
Science, Technology, Engineering & Mathematics	40%	30%	30%	40
Transportation, Distribution & Logistics	29%	20%	51%	38

Possibilities for Research

- Conduct studies to examine the relationship of the Alternate Academic Achievement Standards to Career & Technical Education Standards
- Examine the performance of students who are proficient based on the AAAS during secondary transition and work based placements
- Establish conceptual models of career readiness (post secondary and competitive integrated employment) for students with significant cognitive disabilities
- Conduct case studies to develop models of post secondary success
- Establish a theory of action to identify goals, long term outcomes and program development

What Actions Might States Take?

- Incorporate and align CTE secondary and postsecondary education standards into secondary programs
- Establish data systems including information on CTE and career readiness courses in secondary settings
- Develop studies that examine proficiency and performance in post-secondary education, vocational training or competitive integrated employment
- Examine the experiences of students with significant cognitive disabilities in CTE programs
- Develop success stories
- Evaluate existing transition to work programs

Final Thoughts

- Develop a research agenda to support the design of postsecondary opportunities for students with significant cognitive disabilities in adult education, vocational and career technical education
- Aligning programs with local economic needs to maximize employability
- Connect with workforce and economic development partners and stakeholders to leverage resources and better address students' and employers' needs
- Use research to establish baseline data and develop measurement tools

QUESTIONS?

Discussion

Susan Weigert, US Department of Education

Audience Discussion and Q+A