

MEAP-Access Assessment

2009 Conferences



Presenter

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Agenda

- Introduction
- MEAP-Access Basics
- How MEAP-Access differs from MEAP and MI-Access
- Selection for participation
- Design, format and materials
- Accommodations & Accountability

Agenda cont.

- Common errors
- Sample Reports
- Questions and Answers

MEAP-Access

In April of 2007, the U.S. Department of Education issued regulations describing Alternative Assessments based on Modified Achievement Standards (AA-MAS).

Under NCLB and IDEA this is referred to as the “2% Regulation.”



MEAP-Access Basics

The 2% regulation permits a state to develop an assessment aligned with modified academic achievement standards that cover the same Grade Level Content Expectations (GLCEs) as the general assessment.



MEAP-Access Grant

The Michigan Department of Education was awarded a grant to develop “MEAP-Access” to fulfill 2 important needs in the Michigan Educational Assessment System.



MEAP-Access Grant

1. Develop a modified assessment for grades 3-8 by reducing length and difficulty levels while still assessing GLCEs.
2. Create an online professional development system as a training resource for educators.

MEAP-Access Basics

This assessment, like MI-Access, is to be utilized when IEP Teams determine that the MEAP (even with accommodations) is not appropriate for a student with an IEP.



MEAP-Access Basics

MEAP-Access helps to complete the assessment continuum

- MEAP
- MEAP with accommodations
- **MEAP-Access**
- MI-Access (FI, SI and P)

MEAP-Access Basics

Historically the assessment choices for these students has been:

- Regular assessment – *MEAP and MEAP with accommodations*
- Alternate Assessment based on Alternate Achievement Standards – *MI-Access*

MEAP-Access Basics

Neither of these options proved to be the best assessment of what these students know and can do.

MEAP-Access Basics

Pilot Assessment Administration

- January 23 through February 12, 2009
- Over 600 Districts involved
- Approximately 23,000 students participated

MEAP-Access Basics

On March 17, 2009 the State Board of Education approved the format of MEAP-Access as an operational assessment for the Fall of 2009.



MEAP-Access Basics

This is the first step toward improving access to grade-level assessments in Reading/Writing and Mathematics for student with disabilities in grades 3-8 who are currently receiving grade-level instruction.

MEAP-Access Basics

Scheduled for Fall 2009

- Grades 3-8 - Reading
- Grades 4 & 7 - Writing
- Grades 3-8 - Mathematics
- Assessment will be administered during the MEAP assessment window

Administration Calendar

OCTOBER 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
	13 Reading <i>(Book 1 for Grades 4 & 7)</i>	14 Reading <i>(Book 1 for Grades 4 & 7)</i>	15 Reading <i>(Book 1 for Grades 4 & 7)</i>	16 Reading <i>(Book 1 for Grades 4 & 7)</i>
19 Reading <i>(Book 1 for Grades 4 & 7)</i>	20 Math All Grades	21 Math and/or Reading <i>(Book 1 for Grades 4 & 7)</i>	22 Writing* Grades 4 & 7 only <i>(Book 2)</i>	23 Any Subject
26 Any Subject	27 Any Subject	28 Any Subject	29 Any Subject <i>NO TESTING AFTER TODAY!</i>	30
NOV 2	NOV 3	NOV 4 LAST DAY TO SHIP	<i>Late fees and other penalties may be assessed if you ship after November 4. * Includes some Reading passages in forms 1 & 2..</i>	

MEAP-Access Basics

Assessment options

IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or MI-Access (FI only) for different content areas.

How MEAP-Access Differs from MEAP and MI-Access?

MEAP:

- Is a general assessment for students in grades 3-9
- Assessment is based on Grade Level Content Expectations (GLCEs)

How MEAP-Access Differs from MEAP and MI-Access?

MI-Access

- Is an alternate assessment for students with disabilities in grades 3-8 and 11
- Assessment based on Extended Grade Level Content Expectations (EGLCEs)

How MEAP-Access Differs from MEAP and MI-Access?

MEAP-Access

- Is an alternate assessment for students in grades 3-8
- Assessment based on GLCEs
- Reading/Writing and Mathematics are the content areas assessed

How MEAP-Access Differs from MEAP and MI-Access?

MEAP-Access:

- Fewer assessment sessions
- Fewer items on the assessments
- Fewer answer choices per item

MEAP-Access Assessment

The second part of the assessment was to provide an online professional development system that can be adopted and adapted by states, districts and educators

Michigan Online Professional Learning System (MOPLS)

- A primary objective of MOPLS is to be an online trainer for educators.
- The subject areas for the learning modules include:
 - Reading and Writing
 - Mathematics
 - Guidelines For Determining Participation In State Assessments

Michigan Online Professional Learning System

- A key underpinning of MOPLS is to provide access to Michigan's Reading/Writing and Mathematic GLCEs
- MOPLS will be located at Michigan LearnPort hosted by Michigan Virtual University at
<http://mi.learnport.org/>.
- Registration is free.

The first modules are under development and hope to be completed early this fall.

MATH

meap
Access
ONLINE LEARNING SYSTEM

MODULE: MULTIPLICATION

LESSON: INTERACTIVE ARRAY 1, AREA ARRAY

PAGES

RESOURCES

12

14

$14 \times 12 = 10 \times 10 + 10 \times 2 + 4 \times 10 + 4 \times 2$

MICHIGAN Department of Education

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Selecting Students for MEAP-Access

- A student must have a current IEP
- Section 504 Plan students are not eligible
- Participation is determined annually

Selecting Students for MEAP-Access

- IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled
- IEP goals should be attainable within the year covered by the IEP

Selecting Students for MEAP-Access

- The IEP Team is reasonably certain that the student will not achieve grade-level standards at the same level of rigor as their peers
- Students must have access to and instruction in grade-level content for the grade in which they are enrolled

Selecting Students for MEAP-Access

There must be objective evidence demonstrating students' disability precludes them from achieving the grade-level standards at the same level of rigor as their peers.

Selecting Students for MEAP-Access

Decision to participate in MEAP-Access
must NOT be based on:

- Student's disability category
- Ethnicity
- Economic background

Selecting Students for MEAP-Access

IEP Teams should use the Eligibility Checklist found in the Eligibility Criteria and Guidelines located on the MEAP-Access webpage.

Eligibility Checklist

#	Criteria	Yes	No
1	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		

Eligibility Checklist

#	Criteria	Yes	No
2	Does the student have access to, and instruction in, grade level content from a highly qualified teacher?		

Eligibility Checklist

#	Criteria	Yes	No
3	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of rigor as the student's peers?		

Eligibility Checklist

#	Criteria	Yes	No
4	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?		

Eligibility Checklist

#	Criteria	Yes	No
5	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Eligibility

If the answer is “NO” to any of the questions the student is NOT eligible to participate in MEAP-Access.

If the answer is “YES” to all of the questions the student IS eligible to participate in MEAP-Access and the IEP must be documented accordingly.

Documentation on the IEP

The Standards-based IEP form is not released yet. Use your current IEP form and document the following:

- Link the annual goal to a specific Michigan grade level content expectation
- Write in “MEAP-Access” on the assessment page

MEAP-Access Assessment Design, Format and Materials



Assessment Plan Writing Teams (APWTs)

- APWTs were charged with “reviewing and modifying existing general education assessments” for use with this population of students.

Assessment Plan Writing Teams (APWTs)

- Our MEAP-Access APWTs were expert panels made up of:
 - MDE representatives
 - assessment content experts
 - special educators and general educators
 - other stakeholders

MEAP-Access Test Design

- Reading (October 13 - 29)
 - Grades 3-8 (Book 1 - grades 4 & 7)
 - One form
 - 4 Reading Passages with multiple-choice (MC) items
 - One written constructed response (CR) item after one of the passages
 - Administration Manual has grade specific directions for administration

MEAP-Access Test Design

- Math (October 20 through October 29)
 - One form
 - Items selected along Math Focal Points for ease of reporting
 - Spread of GLCEs, strands and domains will be congruent to MEAP
 - Administration Manual has grade specific directions for administration

MEAP-Access Test Design

- Reading/Writing – (October 22-29)
 - Grades 4 and 7 only (**Book 2**)
 - Four different forms (One assigned to each school)
 - Administration Manual has grade specific directions for administration

MEAP-Access Material Use

- Grade 3 students record responses in booklet
- Grades 4 through 8 students record responses in separate answer document
- Reading for Grade 4 & 7 use Book 1
- Writing for Grade 4 & 7 use Book 2
- Reading and Writing for Grade 4 & 7 students record responses in shared answer document with Book 1 & 2

Accommodations and Accountability

Accommodations

All decisions about which accommodations a student needs must:

1. be made by the IEP Team
2. be documented in the student's IEP
3. reflect what the student routinely uses or responds to during instruction

Accommodations

- All accommodations currently available for MEAP assessments are also available for the MEAP-Access.
- The accommodations summary table is currently available on the webpage.

MEAP-Access Materials

- Accommodated Materials
 - Braille
 - Enlarged Print
 - Reader Scripts
 - Audio CDs

MEAP-Access and Accountability

State Accreditation (school report cards)
uses results from

- MME
- MEAP
- MEAP-Access
- MI-Access

MEAP-Access and Accountability

Adequate Yearly Progress (AYP) uses results from

- MME
- MEAP
- MEAP-Access
- MI-Access

MEAP-Access and AYP

- Counts toward 95% participation requirement
- May count up to 2% of students across the district who score at the Proficient level for AYP

2% Cap

Refers to alternate assessments based on modified achievement standards

- MEAP-Access

1% Cap

- Refers to alternate assessments based on alternate achievement standards
- MI-Access Functional Independence
- MI-Access Supported Independence
- MI-Access Participation

Calculating the 2% Cap

- Based on numbers of students enrolled in tested grades 3-8 who test at the proficient level
- Based on enrollment at time of testing

Exceeding 2% Cap

- Only if district is below the 1% cap
- Why allow exceptions? To encourage IEP Teams to consider an assessment based on modified achievement standards for students who might otherwise be assessed based on alternate achievement standards
- 2% cap can only be exceeded by the amount not used under 1% cap

Common Errors

With a new assessment there will be the potential for errors. Some errors include:

- Confusing MEAP-Access with MEAP.
- Entry errors between assessments
- Neglecting IEP documentation
- Shipping errors to different contractors

Potential Errors

- Not returning Administrator Manuals
- Book 1 & 2 Reading and Writing share same Answer Document for grades 4 & 7
- Not flagging student as “Special Education” in SRSD and Secure Site

Reports

With implementation of a new assessment the reports lack any historical comparison and will report on the current assessment.

Reports for MEAP-Access will resemble MEAP reports

Sample Reports

- Individual Student Reports
- Parent Report
- Student Label
- Class Roster Report
- School Summary and Detail Report
- School Demographic Report
- Comprehensive Reports (for 10 or more students assessed)

Contact Information

- Call 877-560-8378
- Select option 4
- oeaa@michigan.gov