



CAASPP in Action

Sharing Practices
in Implementing
the CAASPP System
to Improve Teaching
and Learning



California Assessment of
Student Performance and Progress

Accessibility Supports
San Diego Unified School District



Accessibility Supports

San Diego Unified

School District



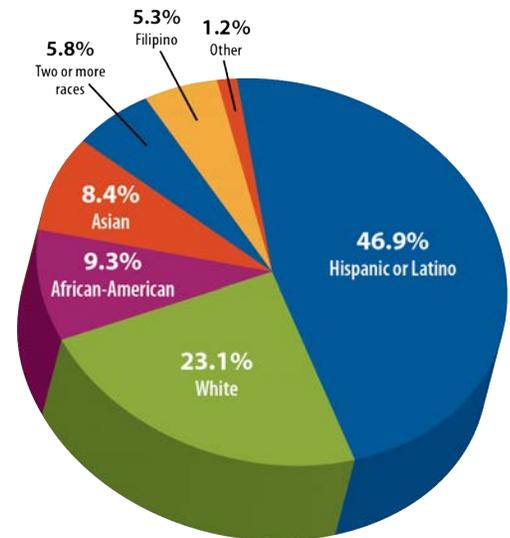
Mission Statement

ALL San Diego students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

DISTRICT PROFILE

GRADES SERVED **K-12**
SCHOOLS **226**
TEACHERS **6,637**
ENROLLMENT **129,380**
ENGLISH LEARNERS **27%**
LOW INCOME **59%**
SPECIAL EDUCATION **11%**

ETHNIC DIVERSITY OF STUDENTS



GOAL

After the 2014 Smarter Balanced Summative Assessment Field Test, the Assessment Services Department at San Diego Unified conducted a survey to solicit feedback from school and district educators. One priority area identified from the survey was that sites needed more in-depth training for the accessibility supports—universal tools, designated supports, and accommodations. Using the logic that *“the teacher knows the student and the student’s needs, so helping teachers become familiar with the available resources is the first step in ensuring that students’ needs are matched with the appropriate support,”* the district’s ultimate goal is to have all of the district’s classroom teachers using the accessibility supports with their students.

IMPLEMENTATION TEAM

At the outset, the district’s Assessment Services Department worked closely with the Special Education and Information Technology Support Services Departments, as well as collaborated with the Educational Technology Department and Educational Technology resource teachers that support the sites. The district’s new model of support for English learners via the area English Learner Support Teachers (ELSTs) brought the Office of Language Acquisition into the mix to provide support specifically directed toward those staff supporting English learners.

“... helping teachers become familiar with the available resources is the first step in ensuring that students’ needs are matched with the appropriate support.”

ERIN GORDON
DIRECTOR, ASSESSMENT SERVICES
SAN DIEGO UNIFIED SCHOOL DISTRICT

Text and images provided by
San Diego Unified School District

APPROACH

Aligned with the goal of ensuring teacher expertise with the Smarter Balanced accessibility supports and resources, is the team’s belief that *“one size doesn’t fit all.”* From the very beginning, the district has offered multiple ways for educators to learn about the accessibility supports and different options for sites to get the test settings for students into the Test Operations Management System (TOMS).

In-Person Training

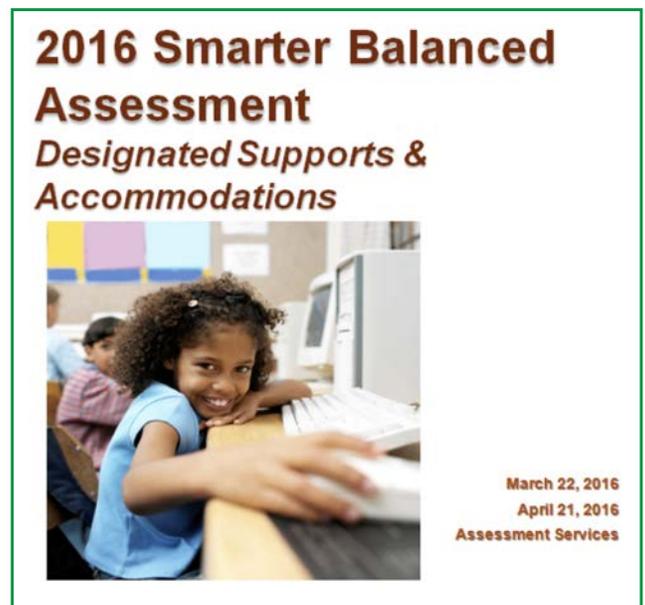
In-person training sessions were developed that taught participants what the accessibility supports were, modeled a process for identifying students who needed support, and detailed options for collecting and entering the test settings into TOMS (Figure 1). Much of this material was taken from trainings provided by the California Department of Education, with the content modified to meet the needs of the district’s schools. Each of these trainings was augmented with information targeted to the specific needs of the audience—site coordinators, principals, special education staff, English Learner (EL) coordinators, the district’s Central Office ELSTs, and the district’s Help Desk staff. For example,

- special education staff training focused on the Individualized Education Program (IEP) and on the new accommodations and designated supports available for special education students with IEPs or Section 504 plans;
- help desk and educational technology staff training included an overview of the test and the accessibility supports, creating a test session, and resources to help answer questions they were likely to get from the schools;
- EL and ELST staff training focused on those accessibility supports that could best meet the needs of English learners.

The intent of the training was to provide information for participants to take back and train teachers. Approximately 65% of schools were represented at the trainings, and most of the participants were administrators or non-classroom teachers. Training packets were sent to site coordinators at each of the schools that did not send staff to the training.

The Assessment Department also provided information about the content of the in-person trainings at meetings of the Leadership and Learning Division. This communication reached staff responsible for the areas of Teacher Preparation and Support, Visual and Performing Arts (VAPA), Gifted and Talented Education (GATE), and Curriculum & Instruction, among others.

Figure 1: Screenshot of District Training Materials for Accessibility Supports



APPROACH, continued

Video Resources

Two years ago, the district created a 15-minute narrated PowerPoint video that covered each accessibility support in depth. Although that video is still in use, the team wanted to provide site coordinators with quick access to each accessibility support to show how a particular support worked. The team used screen capture software to create short videos (30-40 seconds) that describe each of the embedded accessibility supports and demonstrate use during testing. The team also produced a similar video to demonstrate the use of the Individual Student Assessment Accessibility Profile (ISAAP) tool.

Choices to Enter Test Settings into TOMS

Rather than require school sites to use one district-wide process, the team offered options for sites to collect test settings from teachers for entry into TOMS.

- Option #1: Use the ISAAP Tool. (Teachers complete the Excel file and give the file to the site coordinator.) Very few schools used this option last year, but about 30% of the schools used it this year.
- Option #2: Use a district-designed ISAAP form. (Teachers fill out one form per student—electronic or paper—and give the forms to the site coordinator.) The initial idea and draft of the form was created by a teacher who saw the need at her school. The teacher shared the form with the district office, and soon it was used districtwide. This form includes links to videos for each embedded tool so teachers could click on the link and watch the video as they considered the tool for a student while completing the form (Figure 2).

Figure 2: District-Designed ISAAP Form

Individual Student Assessment Accessibility Profile (ISAAP) Version 2

Student Last Name	Student First Name	SSID
Grade	Teacher	School Id
Educator Completing ISAAP		
Comments		

Universal Tools, Designated Supports, & Accommodations

Universal Tools- Available to All Students			
Embedded		Non-Embedded	
<input type="checkbox"/> Breaks	<input type="checkbox"/> Digital notepad	<input type="checkbox"/> Writing Tools	<input type="checkbox"/> Breaks
<input checked="" type="checkbox"/> Expandable passages	<input type="checkbox"/> Highlighter	<input type="checkbox"/> English Glossary	<input type="checkbox"/> Scratch paper
<input type="checkbox"/> Math tools	<input type="checkbox"/> Strikethrough	<input type="checkbox"/> Mark for Review	<input type="checkbox"/> English Dictionary (ELA PT full writes only)
<input type="checkbox"/> Calculator	<input type="checkbox"/> English Dictionary	<input type="checkbox"/> Zoom	<input type="checkbox"/> English Thesaurus (ELA PT full writes only)
<input type="checkbox"/> Global Notes	<input type="checkbox"/> Keyboard Navigation		
<input type="checkbox"/> Spell Check			

Student Needs (Select all that apply)	Identification of Student Need
<input type="checkbox"/> Support for executive function: attention, cognition control, and processing	<input type="checkbox"/> Individual Education Program
<input type="checkbox"/> Support for persistent calculation disability, dyscalculia	<input type="checkbox"/> 504 Program
<input type="checkbox"/> Support for reading-related disabilities, print disabilities, struggling readers	<input type="checkbox"/> Educator(s) Recommendation
<input type="checkbox"/> Support for students needing access in language(s) translation	
<input type="checkbox"/> Support for significant motor difficulties and recent injury	
<input type="checkbox"/> Support for vision impairments/blindness	
<input type="checkbox"/> Support for hard-of-hearing/ deafness	

Individual Student Assessment Accessibility Profile (ISAAP) Version 2

Student Name: _____ SSID: _____

Embedded Accommodations: Requires an IEP or 504 Plan	
<input type="checkbox"/> Braille (N/A for CAA)	<input type="checkbox"/> American Sign Language (Math and ELA listening) (N/A for CAA)
<input type="checkbox"/> Text-to-Speech Passages (ELA)	<input type="checkbox"/> Closed Captioning (ELA listening)
	<input type="checkbox"/> Streamlined Interface

Non-Embedded Accommodations: Requires an IEP or 504 Plan	
Print on Demand:	<input type="checkbox"/> Abacus (Math)
(Contact Assessment Services to activate)	<input type="checkbox"/> Alternate Response Options
	<input type="checkbox"/> Calculator (Math – Allowed items Grades 6-8, 11)
	<input type="checkbox"/> Multiplication Table (Math – Grades 4-8, 11)
	<input type="checkbox"/> Read-Aloud Passages (ELA)
	<input type="checkbox"/> Scribe (ELA PT full write)
	<input type="checkbox"/> Speech-to-Text (N/A for CAA)
	<input type="checkbox"/> Unlisted resources
	<input type="checkbox"/> Additional Alternate Assessment Instructional Supports (CAA Only)

Embedded Designated Supports	
<input type="checkbox"/> Color Contrast:	<input type="checkbox"/> Masking
<input type="checkbox"/> Translation Glossaries (Math) (N/A for CAA)	<input type="checkbox"/> Stacked Translations and Translated Test Directions (Math – Spanish) (N/A for CAA)
<input type="checkbox"/> Print Size: _____	<input type="checkbox"/> Permissive Mode (use with assistive devices)
<input type="checkbox"/> Text-to-Speech: _____	<input type="checkbox"/> Reminder to Turn Off Any Universal Tool(s)

Non-Embedded Designated Supports	
Translation Glossaries (N/A for SDUSD): _____	<input type="checkbox"/> Bilingual Dictionary (ELA PT full write) (N/A for CAA)
	<input type="checkbox"/> Color Contrast
	<input type="checkbox"/> Color Overlay
	<input type="checkbox"/> Magnification
	<input type="checkbox"/> Noise Buffers
<input type="checkbox"/> Read-Aloud in Spanish (Math) (N/A for CAA): _____	<input type="checkbox"/> Read-Aloud Items (ELA Items not passages and Math items)
	<input type="checkbox"/> Scribe Items (ELA Non-Writing and Math items)
	<input type="checkbox"/> Separate Settings (Special lighting/acoustics, adaptive furniture, time of day)
	<input type="checkbox"/> Translated Test Directions (for Online ELA and Math - PDFs provided by Smarter Balanced) (N/A for CAA)

APPROACH, continued

Posted Training Resources

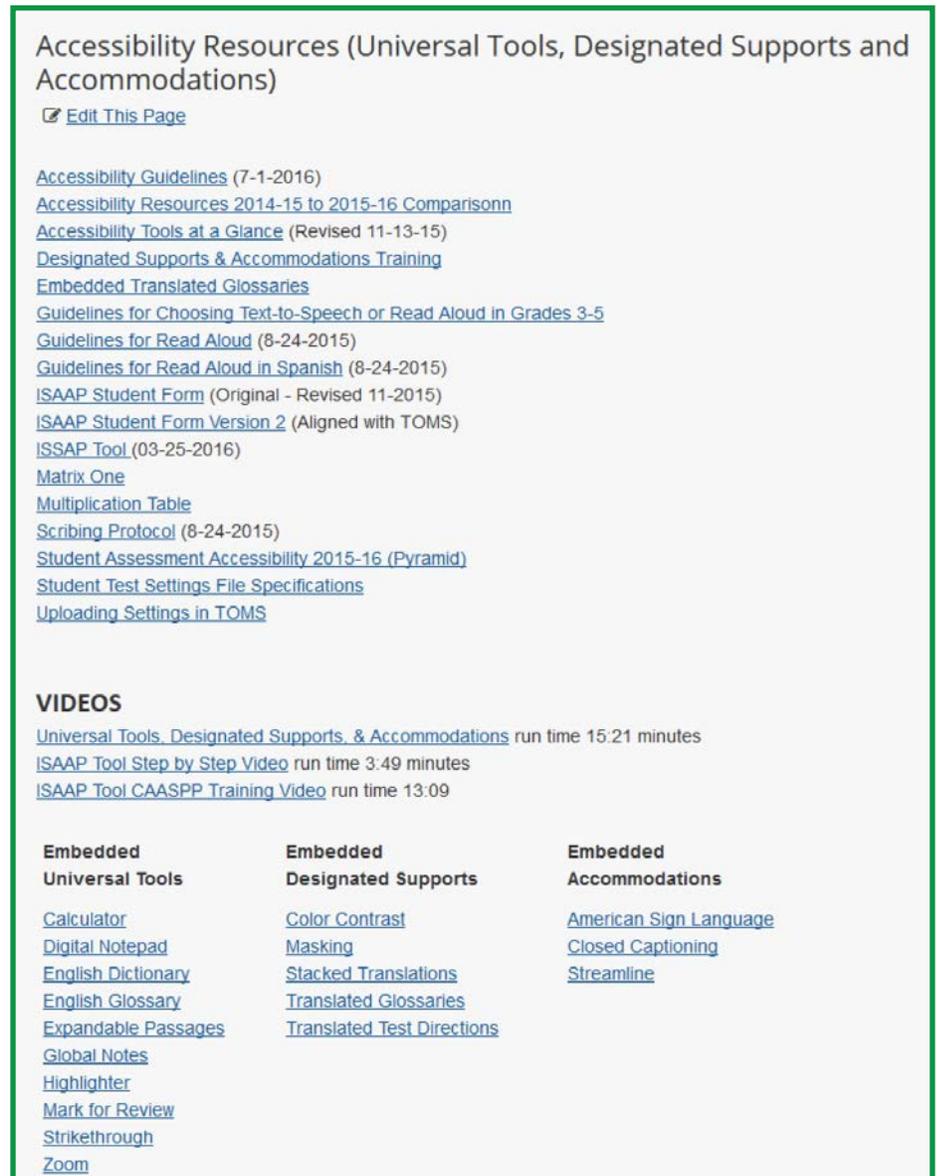
The team posted all of the training information on the district’s internal Web site to support those schools that couldn’t attend the trainings. This Web page houses all related guides, guidelines, videos, PowerPoint presentations, and documents, and can be accessed by all district employees through their Intranet (Figure 3).

Student Use of Supports

To help students become familiar with the various embedded accessibility supports, school sites used the practice tests with students to “test” the supports prior to final setting assignment and administration of the summative assessments.

Taken together, this suite of training, tools, and options is really doing its job to help San Diego Unified’s educators engage in the selection and use of the accessibility supports with students who need support during classroom instruction, and as they engage with the Smarter Balanced assessments.

Figure 3: Screen Shot of San Diego Unified School District’s Internal Accessibility Resources Web Page



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LESSONS LEARNED

- **Offer the trainings earlier in the year and more often!** In-person trainings need to be offered several times per year and offered much earlier in the year. *“We did all the trainings in March, and that was way too late. Accessibility supports is a topic that needs to be introduced at the beginning of the year so that teachers can be thinking about which supports would benefit their students.”*
- **Pay attention to the needs of different groups!** Differentiating training to meet the needs of different audiences paid off. Similarly, allowing sites to choose the ISAAP Tool or the district’s ISAAP Form to collect test settings information has worked well.
- **Be inclusive!** *“Creating a culture of being open to anyone who wants to help and contribute to the cause has been great! We have some tools that weren’t developed by the Central Office, but came from the field in response to a need that we’ve just polished up and used districtwide. It’s really exciting!”*
- **Offer content over several sessions!** Although online trainings are effective, *“it’s hard for people to get away and Smarter Balanced has a lot of moving parts. Chunking the information rather than having one big, long training is the way to go, especially when trying to meet the needs of new versus experienced staff.”* Next year, the district plans to explore the use of recorded Webinars or other online training resources so that they can reach more site administrators and classroom teachers, and target the needs of different audiences.

NEXT STEPS

For 2016–17, the district will continue to offer much of the same training and resources, but as always, improved and refined to meet the needs of the schools!

- Offer more in-person trainings in the fall.
- Continue to differentiate trainings for diverse audiences.
- Continue to provide resources via the accessibility supports resource Web page.
- Explore grouping information and offering as training online.
- Continue to welcome contributions from educators at the school sites.
- Continue to administer an annual survey to solicit feedback from educators to determine next steps.

“. . . more is happening this year than last year. This job is a process that will take multiple years, one chunk at a time . . .”

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CDE CAASPP Web page
www.cde.ca.gov/ta/tg/ca

CAASPP Portal
www.caaspp.org

