STAAR Accommodations Update

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Changes in 2016-2017 Accommodation Policy

- Accommodations will be divided into 3 categories with broader eligibility criteria.
  - Accessibility Features
    - Available to all students who need them
  - Designated Supports
    - The appropriate team of people at the campus level has determined and documented that the student meets the revised eligibility criteria.
  - Designated Supports Requiring TEA Approval
    - The appropriate team of people at the campus level has determined student eligibility and submitted an accommodation request form to TEA.

Changes to STAAR Beginning Spring 2017

- STAAR will be offered on paper and online in all grades and subjects. Districts may administer all grades and subjects of the general STAAR (English version only) tests online to any or all of their students.

- Although online accessibility features previously found only on STAAR A (e.g., color, zoom, guideline) will be available to every student taking the STAAR online, the enhanced online version of the STAAR is capable of being better tailored to a student's individualized needs. A student's test will be customizable, so that 3 embedded accommodations (i.e., text-to-speech (TTS), language and vocabulary supports, and content supports) may be chosen for eligible students.

Changes to STAAR Beginning Spring 2017

- The enhanced online version of the STAAR will eliminate the need for separate STAAR A and STAAR L test forms going forward. Therefore, STAAR A and STAAR L will both be administered for the last time in December 2016.

- The online version of the STAAR with all 3 embedded accommodations and available accessibility features will be comparable to the features that were included in STAAR A.

- The online version of the STAAR with language and vocabulary supports and TTS will be comparable to the linguistic accommodations that were included in STAAR L.

STAAR L/STAAR A versus STAAR online with Embedded Accommodations

STAAR Online	Text-to-speech	Language and Vocabulary Supports	Content Supports
STAAR L	✔	✔	
STAAR A	✔	✔	✔

Accessibility

- With regards to state assessments, accessibility means ensuring that each student can interact appropriately with the content, presentation, and response mode of the test. Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, nontested language, or the type of response needed to answer the questions being barriers. In order to meet this goal, various features and accommodations are made available on STAAR paper and online tests to students who use the same or similar supports during classroom instruction .

Accessibility Features

- Formerly known as Allowable Test Administration Procedures and Materials
- Include things that may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of these procedures or materials during instruction.

General Reminders to Stay on Task	Third Grade Math Reading Assistance	Read Aloud Writing Prompt to Student
Scratch Paper	Color overlay/**Color**	Read Test Aloud to Self
Highlighter, etc.	Signing Test Directions	Small Group
Individual Administration	Place Marker/**Guideline**	Magnifying Devices/**Zoom**
Minimize Distractions	Translating test administration directions	

Designated Supports

- Formerly known as Type 1 or Linguistic Accommodations

- Available to students who meet eligibility criteria, which in many cases has broadened. The decision to provide a Designated Support to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC committee , RTI team, student assistance team). The decision to use a Designated Support during a state assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing.

Amplification Devices	Extra Time	Oral/Signed Administration
Basic Transcribing	Spelling Assistance	Projection Devices
Braille	**Language and Vocabulary Supports**	Individualized Structured Reminders
Calculation Devices	Large Print	Supplemental Aids
Content Supports	Manipulating Test Material	
Dictionary	Math Manipulatives	

Designated Supports Requiring TEA Approval

- Formerly known as Type 2 Accommodations

- Requires the submission of an Accommodation Request Form to TEA. The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

Complex Transcribing	Extra Day	Other
Math Scribe	Photocopy	

Online Request Form for Designated Supports Requiring TEA Approval

- Same policy as previous years
  - Online form opens for spring 2017 submissions in early 2017
  - Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decisions).
  - The request must be approved by TEA before a student can use the Designated Support on the state assessment. This type of support must be documented in the student's paperwork as "pending TEA approval."

Authority for Decision and Documentation

- Depending on the student eligibility criteria, a student may be eligible for a Designated Support if they are
  - Receiving services under Section 504
    - The Section 504 committee makes and documents in the individualized accommodation plan (IAP) assessment decisions, including decisions about accessibility features and supports.

  - Receiving special education services
    - The ARD committee makes and documents in the IEP assessment decisions, including decisions about accessibility features and supports.

  - An ELL
    - The LPAC makes and documents test participation decisions for ELLs as well as decisions about which accessibility features and supports to provide during state assessments.

Authority for Decision and Documentation

- Depending on the student eligibility criteria, a student may be eligible for a Designated Support if they are
  - An ELL with a disability
    - The decision is made by the applicable group in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group.

  - A student who is not an ELL and not receiving special education or Section 504 services
    - The decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.

Authority for Decision and Documentation

- In the case of a student with a disability whose ARD or Section 504 committees selected one or more STAAR A assessments for Spring 2017, the committee will need to update the student's IEP or Section 504 plan so that it reflects each assessment the student will take and describes the accommodations that the student requires during testing.
  - The Accommodation Resources webpage will be updated with new policy documents soon so that committees may review eligibility and document updated assessment decisions.

- A district must determine on a case-by-case basis whether a student's IEP should be revised in an ARD committee meeting or through an agreement to amend the student's IEP.

Accommodation Guidelines: Language and Vocabulary Supports

- **Pop-ups**
  - define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
  - provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

- **Rollovers**
  - reword complex question or answer choices to condense text
  - paraphrase historical excerpts
  - prereading text prior to selection (reading, writing, English I, and English II only)

Accommodation Guidelines: Content Supports

- **Pop-ups**
  - isolate specific information in a question that corresponds to each answer choice
  - isolate specific text or information in a selection that is referenced in the question or answer choices
  - isolate specific information in a graphic or list that is referenced in the question
  - apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
  - include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
  - direct student attention to parts of the grade-specific Reference Materials
  - provide clarifying information for a graphic organizer, political cartoon, or map
  - provide scaffolded instructions for responding to short answer questions (English I and II only)

- **Rollovers**
  - bullet or separate steps in a process (e.g., multi-step problem, sequence of events)

- **Supplementary Material**
  - blank Punnett squares (biology only)
  - writing checklists (writing , English I, and English II only)

Special Situations

- Because Language and Vocabulary Supports and Content Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.

- Technology-based accommodations enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet.

- The paper administration request document will be updated soon and will be posted on the TEA's District and Campus Coordinator Manual 2017 Resources webpage. We will begin accepting requests in early 2017.

Special Situations

- For students taking a braille test who are eligible for Language and Vocabulary Supports or Content Supports, contact TEA's Student Assessment Division at 512-463-9536 to discuss student options. It is possible to order a paper version of the assessment for this particular situation; however, special instructions may apply.

Special Situations

- For students who are deaf or hard-of-hearing who are eligible for
  - Oral/Signed Administration, AND
  - Language and Vocabulary Supports AND/OR Content Supports
- Students will take the STAAR online but are not able to access the text-to-speech function.

- A signed administration is allowed for those parts of the test that can be read aloud. Test administrators should be trained using the Oral/Signed Administration Guidelines and also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document.
  - Both of these documents will be updated for 2017 and posted to TEA's website.

- Based on feedback from last year, TEA is looking into options with regards to the proctor codes. More information will follow closer to testing.

Assessment Management System

- Districts will begin to receive information later this fall on how the changes to STAAR will affect registration, online testing, scoring, and reporting.

- Districts will have opportunities to attend training on the changes to the STAAR Assessment Management System and the STAAR Online Testing Platform.

• This is a sample of what the Assessment Management System may look like for a District Testing Coordinator when he or she registers a student needing embedded online supports. This will only be used for students that weren't part of the bulk data upload (e.g., late arrivals, ARD or LPAC decision changes).

You will click on a symbol similar to this to open up the online accessibility menu.

Resources

- A new Accommodation Resources webpage will be coming soon with updated policy documents. Another TETN will be scheduled to train districts on this new policy.

- Educator Guide to Accessibility within the STAAR Program coming soon that provides more specific information about accommodations and online embedded features and supports

- STAAR L and STAAR A release online tests are available to practice using the online features and supports

- Tutorials being updated and will be posted at a later date

Questions

- Can the test administrators now ensure that a student uses a specific accessibility feature if documented in IEP?
  - September 14th letter: *The accessibility features that are available to all students who take the online version of the STAAR need not be listed in a student's IEP or Section 504 plan, unless the student's ARD or Section 504 committee wants to ensure that the student uses a certain feature.*

- Do students have to meet the STAAR A eligibility requirements in order to get the embedded accommodations?

Questions

- Will students who took STAAR A or STAAR L have field test questions now?

- Can students use a paper test in conjunction with the online test now that they will be the same form?

- When district uploads student lists, will they indicate online versus paper or just STAAR?