

Prepared for the Chappaqua C.S.D Board of Education

SPECIAL EDUCATION: EDUCATIONAL TESTING PROCESS REVIEW

Carolyn McGuffog PhD EdD

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GUIDING QUESTION

“*To what extent are standardized, normed achievement tests being appropriately administered and scored by teachers in accordance with best-practices?*”



PROCESS OVERVIEW

Interviews &
Focus Groups

Document &
Protocol
Review

Data Analysis
& Findings

Recommendations



INTERVIEWS & FOCUS GROUPS

- DISTRICT ADMINISTRATION
- BOARD OF EDUCATION
- SPECIAL EDUCATION ASSESSMENT PANEL PRESENTATION
- PTA LEADERSHIP FOCUS GROUP
- SPECIAL EDUCATION TEACHERS (ALL LEVELS)
- ELEMENTARY PSYCHOLOGISTS
- SECONDARY PSYCHOLOGISTS
- PPS LEADERSHIP
- DIRECTOR OF LITERACY
- INDIVIDUAL PARENTS



DOCUMENT REVIEW

TESTING PROTOCOLS

- RANDOMLY SELECTED STUDENTS FOUND INELIGIBLE
- RANDOMLY SELECTED STUDENTS CURRENTLY CLASSIFIED
- OTHER SELECTED PROTOCOLS BASED ON PARENT FEEDBACK

SUPPORTING DOCUMENTATION

- ORIGINAL PROTOCOLS
- COMPUTER GENERATED SCORE REPORTS
- EVALUATIVE REPORTS
- RELATED CORRESPONDENCE TO & FROM PARENTS

The CSE Decision Making Process

Multiple Data Points

Psychological Evaluation

Educational Evaluation

Speech Language Evaluation

**Occupational Therapy
Evaluation**

Social History

Classroom Observation

Teacher Feedback

Grades

Response to Intervention



DATA ANALYSIS & FINDINGS

- The majority of protocols reviewed had no material errors.
- There were material errors identified in two of the seventeen protocols analyzed.
- There were minor calculation errors in some of the protocols reviewed that were not material.
- There was no pattern of errors identified.
- There was no evidence of intentional misrepresentation of student performance data.

Material Error: Error which may have impacted decision made during the CSE Process.



RECOMMENDATIONS

- Require teacher professional development on the administration and scoring of standardized, normed achievement assessments.
- Provide greater oversight for teacher administered standardized, normed achievement tests.
- Develop standardized record retention procedures for teachers.
- Comprehensive analysis of CCSD SPED Program based on focus group and interview feedback that was outside the scope of this review to ensure that the programs and services are appropriately meeting the needs of the District's students.

The background features a large dark blue trapezoidal shape on the left, a light blue trapezoidal shape on the top right, and a white trapezoidal shape on the bottom right. A thick orange horizontal bar is positioned at the bottom, partially overlapping the white and light blue areas.

Thank You!



CHAPPAQUA
Central School District

Special Education Action Plan

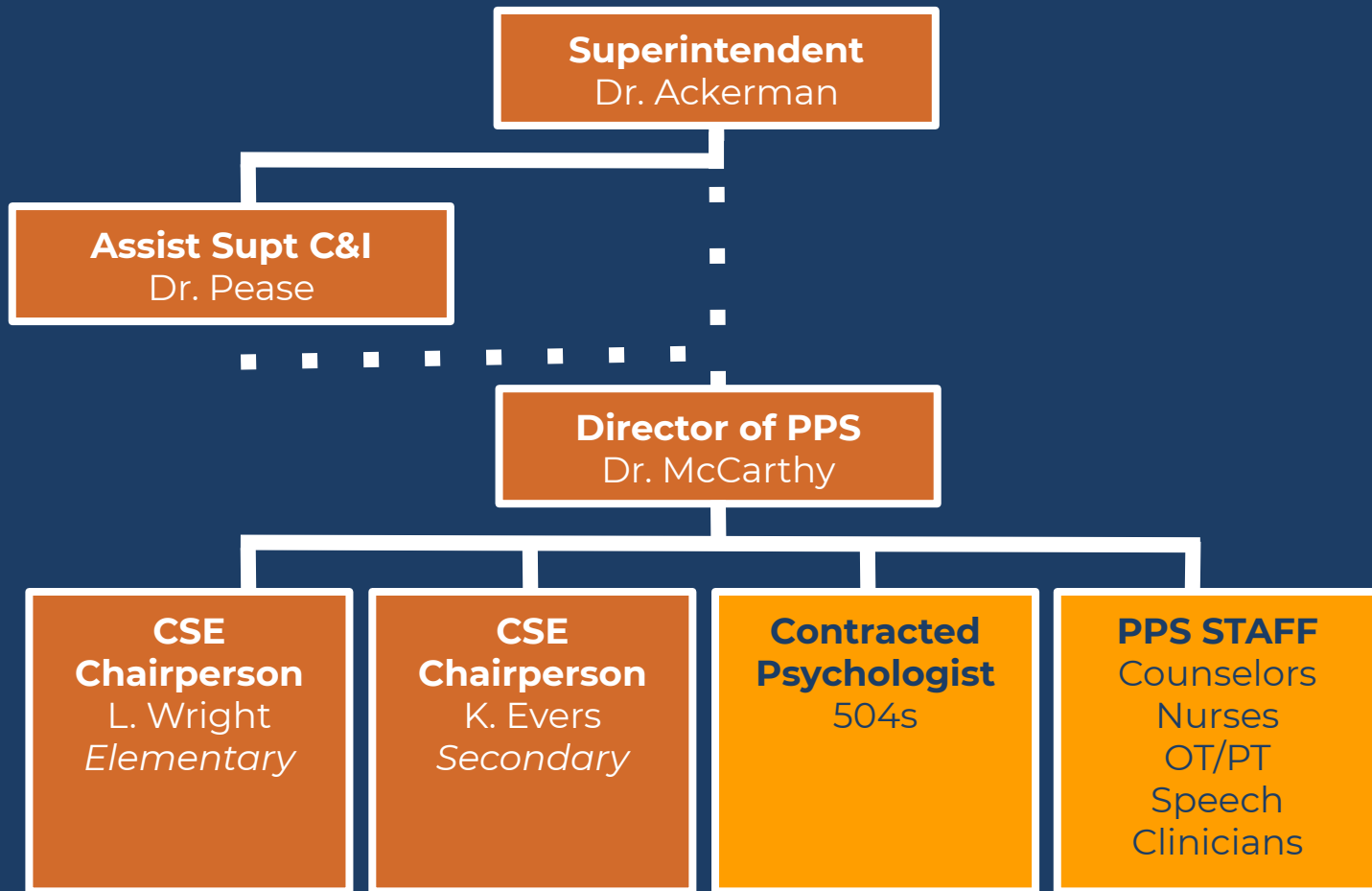
Dr. Christine Ackerman
Superintendent

Dr. Adam Pease
Assistant Supt. for Cur. & Inst.

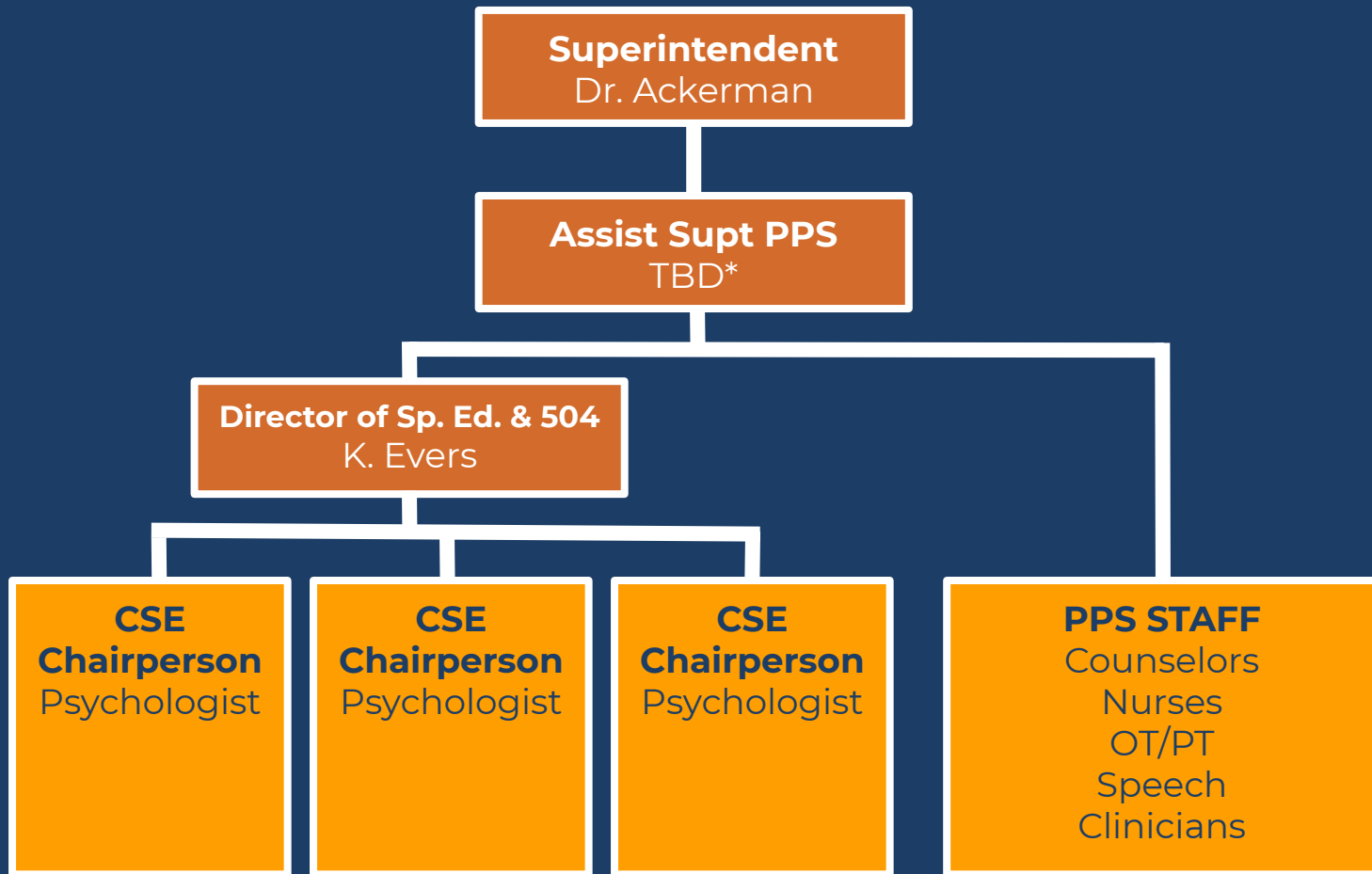


Recommended PPS Departmental Restructure

CURRENT PPS STRUCTURE



PROPOSED PPS STRUCTURE





Response to Recommendations



Next Steps

- ☒ Educational Testing Protocol Records Retention Procedures
- ☒ Professional Development on Administration (3/13/20)



Next Steps

- ☒ Educational Testing Protocol Records Retention Procedures
- ☒ Professional Development on Administration (3/13/20)
- ☐ CSE Chairs will be Administrators or Psychologists (Spring 2020)
- ☐ Review of Teacher Educational Testing by Psychologists
- ☐ Internal spot checks of Teacher Educational Testing



Strategic Plan Development



Special Education Strategic Plan Development



1. RFP for Comprehensive Review - *March 2020*
2. Assistant Supt. Entry Plan - *Summer 2020*
3. Comprehensive Review - *Spring-Summer-Fall 2020*
4. Strategic Plan Development - *Fall 2020 - Spring 2021*
5. Report to Board of Education - *May/June 2021*
6. Strategic Plan Implementation - *2021-2022*



Thank You