

NYSAA Assessment Coordinator Strategies

Slide 1: This presentation was developed by Patrick Walsh, Lori Martin, and Constance Miller. Patrick Walsh is an education specialist for the Syracuse City School District and manages the New York State Alternate Assessment (NYSAA) program for the district. Lori Martin is a NYSAA consultant for the Broome Tioga BOCES and was their assessment coordinator prior to retiring. Constance Miller is a Program Manager at the Capital Region BOCES and provides training on the NYSAA for her BOCES region.

Slide 2: The purpose of this training module is to present ideas for assisting testing coordinators in managing the NYSAA for the upcoming school year. We will share our strategies and resources we use in our programs to help manage the requirement of NYSAA testing.

Slide 3: Planning for the NYSAA administration is a year-long process. We begin planning at the end of August. This planning includes meeting with your school administrators and providing an overview of NYSAA expectations and needs for the coming school year. It also includes lining up dates and locations of trainings and/or organizing Zoom trainings, which would involve working with your IT department. Planning might need to occur as early as spring, prior to the start of the coming school year, depending on the size of your district. Locations for testing and preparing TIPs and testing materials should also be considered. The testing accommodations needed for testing are documented on each student's Individual Education Program (IEP). IEPs may need to be amended prior to testing in order to provide the appropriate testing accommodations needed to align to the NYSAA's accessibility accommodations. ONLY testing accommodations documented on a student's IEP are allowed to be provided to a student. For an IEP testing accommodation resource, see the NYSED Testing Accommodations for Students with Disabilities Guide, and the Accessibility worksheet for IEP teams in Appendix C of the ACCESSIBILITY MANUAL. For a list of all DLM accessibility supports, see the ACCESSIBILITY MANUAL. Larger districts may need to schedule more training sessions than smaller districts. For new teachers, schedule a one-day training, which includes a training overview, self-directed training modules, and time to complete First Contact Surveys and Personal Needs and Preferences (PNP) Profiles. Returning teachers receive a half-day training with a quick overview then self-directed training modules. Schedule check-in sessions with teachers to make sure they are meeting your timelines with regards to completing testing. Teachers new to NYSAA might need more support than a returning teacher. Many returning teachers also need support through scheduled check-ins. Offer an optional open house, as described on slide 5, so that teachers—both new and returning—have an opportunity to check in, ask questions, and get answers to their test questions and concerns. Monitor testing during the spring window utilizing the data extracts. You can run data extracts on users. This will provide information on who in your school or district has a user account, their role, and if that account is active. The Enrollment extract allows you to verify your student data with

that of the Kite® system, whereas the Roster extract allows you to verify students who have been rostered to a teacher. You can also utilize the Test Administration Monitoring extract to see the progress of testing and the Special Circumstance Code extract to verify who has been coded rather than tested. Remember that incorrect information results in incorrect testing, so data must be verified and revised as needed prior to the test window opening, and then especially during testing as needed. Teachers can track their own testing progress utilizing the Planning Calendar on slide 7, the Planning Chart on slide 8, and/or the Tracking Sheet on slide 9.

Slide 4: This is a timeline created based on the needs of a school and district. You'll need to change these dates to suit your own schedule and needs. For state-recommended dates, see the Dates to Remember document. I provide these deadlines in order to ensure my teachers complete each step required as they build on the next deadlines. For example, I require that all my teachers log into and access their Educator Portal accounts prior to attending training. This ensures that when teachers attend trainings, they can access their accounts and especially the DLM Required Test Administrator Training course in Educator Portal, as this is required in order to administer the assessment. I have two separate trainings—one for new and one for returning teachers. I realize that in some districts, trainings might be integrated, but I find it easier to focus my training for each group. I ask that all PNP and FCS are conducted prior to winter break. This ensures that if there are any discrepancies in IEP testing accommodations and supports needed for a student they are resolved well before the opening of the spring window. In addition, if braille is needed, then we have this documented in the PNP and communicated to the state well before the February 7, 2025 deadline. I also provide an optional refresher when the window opens to answer those late-minute questions. Moreover, I ask that teachers have completed five testlets in each subject area by the end of April 2025 and the entire test completed by the end of May 2025. It is imperative to avoid last-minute testing. This also gives me time to add any additional Special Circumstance codes prior to the test window closing. Furthermore, this allows for about one week for me to run my data extracts and ensure all school- and district-wide testing is completed.

Slide 5: I hold an open house close to the opening of the spring testing window every year. The purpose is to review key points of testing, to make sure teachers are comfortable with the Kite system and can obtain students' usernames and passwords, as well as knowing how to access the TIPs page and the materials needed to administer the assessment. Anyone who has been previously trained is welcome to attend, and I have a lot of teachers who attend to ask last-minute questions.

Slide 6: Be sure to monitor testing completion during the spring window. We recommend providing a schedule or timeline for when teachers should be halfway finished testing their students. Then, we recommend setting a deadline to have everyone tested a week prior to the actual close of the spring window. This gives you that last week to tie up any loose ends and avoid last-minute testing unless necessary. Slides 7, 8, and 9 will provide some sample tracking sheets you might want to consider using.

Slide 7: This NYSAA planning calendar can help teachers visualize the time they have to do the assessment and to plan accordingly for their students. They can mark time off holidays, spring break, planning days, and teacher conferences, and they can notate the days and times they plan to test students in order to meet the close of the testing window on June 6, 2025. Administrators can provide this timeline, adjusted per your district's schedule, as well as notate check points for teachers to meet with regards to testing progress as well as testing completion, which may be sooner than the actual window closing date per your school policy.

Slide 8: This NYSAA planning chart can help teachers track their students' progress towards completing the NYSAA. Multiple students can be kept track of for a bigger picture of classroom progress and completion. Each box represents one testlet out of a total of nine testlets, plus the field test, or FT. Teachers can date each box, or simply check it, when they complete the corresponding testlet to keep track of progress and completion for their classroom. This planning chart helps a teacher to know when they have completed their students' NYSAA testing, including field testing.

Slide 9: The Sample Tracking Sheet allows a teacher to track and verify completion of each testlet and field test for a student. Use one sheet per student. It also contains information on the student's grade and their Student Portal username and password. This is great for an administrator to spot check teacher progress during the testing window. The administrator can verify by running a Test Administration Monitoring data extract and provide support to the teacher if needed.

Slide 10: NYSSA Boot Camp is offered for those individuals in our districts that supervise and support teachers administering the NYSSA. During this two-hour workshop, the following topics are reviewed: the DLM Required Test Administrator Training for new staff; important dates, which are typically provided by NYSED; ideas for managing data, such as having teachers keep a folder for each student, etc.; TIPS and teacher directions, to reinforce that teachers need to review these before administering testlets; and reports, including which reports supervisors should use for information they are trying to review.

Slide 11: Resources included in this presentation include:

- A sample timeline, which was shown on slide 4. We use the timeline to ensure testing milestones are met in our district;
- The open house flyer, which was shown on slide 5, to make sure we provide opportunities for teachers to get their questions answered;
- The teacher planning calendar and planning chart, which were shown on slides 7 and 8, so that teachers can plan and keep track of important dates and testing sessions;
- The tracking sheet, which was shown on slide 9. It helps teachers to ensure the completion of testing as well as the field test; and

- The NYSAA Boot Camp idea from slide 10, which is another method of providing training to staff.

Slide 12: Thank you for accessing this module. If you require more information or have any questions on any of the information presented, please email EMSCASSESSINFO@nysed.gov. Indicate NYSAA in the subject line, and NYSED staff will respond shortly. Thank you again, and good luck with NYSAA!