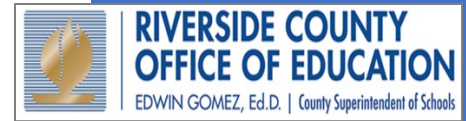


# 25<sup>th</sup> Anniversary



# SANDI-FAST Assessment

## Historical Perspective

This historical perspective chronicles 25 years of the creation and growth of the SANDI-FAST Assessment, designed for students with significant disabilities. It traces its evolution from a traditional paper-pencil booklet to an interactive online assessment tool utilized by school districts across the United States.



Developed by  
**Kate Cahill, MEd**  
**Rebecca Silva, PhD**

## Student Annual Needs Determination Inventory Historical Perspective

Year	Timeline
<b>2001</b>	NCLB signed into law, requiring states to implement annual statewide assessments. Kate Cahill and Rebecca Silva share ideas about pressing need for viable alternative assessment for our students with ID.
<b>2002-2003</b>  <b>CAPA SANDI</b>	<p>With support of Dr. Diana Walsh Reuss, SE Director, and Dr. Sandy Schnack, Asst. Supt., SPS, Kate Cahill and Rebecca Silva form the RCOE Assessment Committee consisting of a team of psychologists. The intention was to create a checklist of critical skills and need areas for SWID. This document was piloted by several selected classrooms across RCOE SPS and supported by Cahill and Silva, who collected feedback from teachers. The checklist morphed into the core subtest areas of Reading, Math, and Behavior.</p> <p>Cahill and Silva serve separately and together on CA Dept of Ed CMA and CAPA Committees, ETS Item Writing, RTQ Reviews, and the SEACO Curriculum committee.</p> <p>Cahill and Silva form relationship with Sue Gaon at Lakeshore Learning and share initial work. Early subtests are printed in draft form by RCOE and distributed to teachers.</p> <p>CDE introduces CAPA Blueprints and Functional Performance Indicators. The first CAPA aligned SANDI is developed by co-authors Kate Cahill and Rebecca Silva, the first document of its kind to consider CAPA and FPI implications for SWID assessment. Kate suggests naming the SANDI in honor of Dr. Sandy Schnack for her support of this work. The authors move forward leading the SANDI work by introducing new blueprints and state testing expectations for alternate assessment to RCOE teachers.</p>
<b>2004 -2005</b>  <b>PLC's</b>	<p>The SANDI authors support classrooms across RCOE to implement SANDI assessment. The authors train teams of teachers in Professional Learning Communities (PLC) periodically discuss SANDI administration, review data, and give input to the authors.</p> <p>Based on analysis of teacher feedback, the authors further refine the SANDI Subtests of Reading and Math, adding Writing, Communication, Gross Motor, Fine Motor, and continue updating SANDI with teacher input and alignment to CAPA.</p>
<b>2005</b>  <b>Draft CAPA SANDI</b>	<p>RCOE reprographics prints the 1<sup>st</sup> draft SANDI booklet in 3-year format for RCOE teachers.</p> <p>Authors Cahill and Silva present SANDI to SELPA's, local districts and CDE. Word of mouth spreads SANDI popularity. RCOE reprographics overwhelmed by SANDI requests for printing.</p> <p>RCOE and SPS invest heavily in PLC's as a means to increase student achievement through teacher collaboration around student data. Authors analyze preliminary SANDI data to expand and deepen RCOE Sped PLCs.</p>
<b>2005-2006</b>  <b>Lakeshore Steps to Success</b>	<p>The SANDI authors, together with Sue Gaon, Vice President of Lakeshore Learning and RCOE, collaborate to publish this work through an initial Agreement with royalties going back to RCOE. The <i>Steps to Success</i>—a box of materials composed of:</p> <ol style="list-style-type: none"> <li>1) SANDI (CAPA version) paper pencil 3 yr test protocol</li> <li>2) Lesson Plan Book</li> <li>3) Success for All Students (Cahill 2005)</li> <li>4) Suggested Descriptors: CA Standards for the Teaching Profession (Cahill 2002)</li> <li>5) Student Data Collection folders</li> </ol>

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<b>2005-2006</b> <b>API/AYP and SANDI</b>	CA Publics Schools Accountability Act adds API (Academic Performance Indicators) as a measure for SWD and EL subgroup growth, and AYP (Adequate Yearly Progress) held schools receiving Title 1 funds accountable for student growth. SANDI authors see this as a deeper SANDI purpose – fulfilling the need for accurate assessment and data analysis for SWID via PLC's. RCOE leadership supports RCOE classrooms and all SANDI district users in implementing PLC and Data Teams, based on SANDI data analysis.
<b>2006-2007</b> <b>FAST (CAPA)</b>	SANDI authors recognize need for formative assessment and begin to develop test items for a formative assessment – Kate names it the FAST—Formative Assessment of Standards Tasks. This initial FAST is aligned to CAPA blueprint and existing SANDI items and piloted with RCOE teachers.
<b>2007 -2008</b> <b>FAST Pilot</b>	<p>Dr. Walsh-Reuss and Kate present preliminary SANDI findings at ACSA. This began an ongoing series of conference invitations and presentations by multiple SANDI users across CA and the U.S., with topics including implementing the SANDI assessment, analyzing SANDI data for PLCs, implementing data-based instruction, etc. Conference presentations include ACSA, Council for Exceptional Children (CEC), TASH, Urban Collaborative, etc.</p> <p>Cahill and Silva write and review FAST pilot items in ELA and Math after testing items within RCOE Special Education programs. Early RCOE SANDI district adopters were also piloting FAST with RCOE support.</p>
<b>2008-2009</b> <b>ES/SPS Collaboration</b>	<p>Cahill moves to Ed Services to represent special education, SANDI, and PLC collaboration data team work in state wide districts, while Silva leads SPS PLC administration and teacher data teams across RCOE. The authors support several Federal SIG (School Improvement Grants) obtained by RCOE, including the statewide Scale Up grant. The authors lead cohorts of district teams across CA identified as needing PI (Program Improvement).</p> <p>Per the SANDI Agreement (renewed annually), royalties from sale of SANDI through Lakeshore to be divided equally between RCOE Ed Services and SPS/Special Education, with authors requesting first right of refusal for all future professional learning and development.</p> <p>RCOE teachers continue to pilot FAST aligned to CAPA Standards. Teacher feedback is analyzed by Cahill and Silva, and updates to both SANDI and FAST continue.</p>
<b>2008-2010</b>	The authors Cahill and Silva continue to lead district and RCOE Data Teams using SANDI aligned to CAPA. Items continue to be reviewed and updated with input from across RCOE and all district users.
<b>2009- 2010</b> <b>NEW CCSS SANDI</b>	<p>Common Core State Standards (CCSS) roll out across US. This necessitates a complete reconstruction and overhaul of SANDI. All Subtests (1000+ items), undergo expansion and alignment to new CCSS.</p> <p>NYCDOE District 75 initiates inquiries and meetings with the authors, and NYCDOE D75 leadership tours and observes RCOE classrooms with intention to pilot SANDI in the 5 NYC boroughs. NYC D75 receives RTTT monies and becomes early adopter to CCSS. NYCDOE D75 moves ahead with a SANDI pilot. The authors begin developing professional development modules aligned to SANDI CCSS for NYC.</p> <p>Cahill and Silva investigate an online version of new CCSS aligned SANDI with Lakeshore.</p> <p>The authors begin aligning CCSS SANDI to the ALPI (CELDT alternative) to further support SWID and CA EL legislation.</p> <p>The authors form Expert Panel Reviews composed of content experts in ELA and Math to review SANDI items and propose critical Science standards for projected Science Subtest.</p>

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<b>2010-2012</b>  <b>New SANDI Online FAST Aligned to CCSS</b>	<p>New CAA Blueprints released. The authors continue to redesign the SANDI to align with CCSS, NYC State Standards, and Development Learning Maps (DLM) Alternate Assessment and new CAA blueprints.</p> <p>The authors redesign the FAST to align with SANDI Online, CCSS, and NYC Alternate Assessment Blueprints. New redesigned FAST is rolled out to teachers—data collected and monitored at PLC's.</p> <p>Both Cahill and Silva collaborate with data team leaders to design and deliver SANDI-FAST Professional Development modules for district users to support full implementation of the new SANDI-FAST Online.</p>
<b>2012</b>  <b>Expert Reviews</b>	<p>CA adopts CCSS, chooses NCSC as the Alternate Assessment, and announces statewide rollout to begin 2014. SANDI Online (already aligned to CCSS for CAA) is again further aligned to NCSC blueprints. The authors form county wide Expert Panel reviews to insure CCSS SANDI Online items reflect the updates.</p>
<b>2013-2014</b>  <b>SANDI Expansion</b>	<p>Multiple new SANDI pilot districts across the U.S begin receiving SANDI Professional Development, including Chicago PS, Lavelle School for the Blind (NYC), and Los Angeles USD.</p> <p>SANDI expansion continues as RCOE royalties increase yearly.</p>
<b>2014</b>  <b>Hanover Study</b>	<p>The authors Cahill and Silva begin Hanover Research Study to verify the validity and reliability of the SANDI Online. The authors lead the work with support and input from multiple Expert Panels from Ed Services and Special Education.</p>
<b>2015</b>  <b>Preschool SANDI</b>	<p>Cahill and Silva author a new SANDI Preschool Assessment. Teams of teacher and admin reviewers meet to advise and refine the Preschool assessment.</p> <p>Preschool SANDI rolled out.</p>
<b>2014- 2017</b>  <b>Expert Panel Reviews</b>	<p>Expert Panel Reviews continue with feedback from hundreds of teachers and administrators. K/R lead and collaborate with EPR teams from SPS and ES including teachers, Speech Pathologists, autism specialists, Occupational Therapists, psychologists, and content experts in ELA, Math, and Science to refine and further align SANDI items with state standards. Hanover Study continues.</p>
<b>2016</b>  <b>ScienceNGSS</b>	<p>Cahill and Silva author the Science Subtest aligned to Next Gen Science Standards.</p>
<b>2017</b>  <b>Hanover Study Completed</b>	<p>Hanover Research study completed and published. SANDI scored extremely well in the study, with high content item validity aligned to standards and high inter-rater reliability between examiners.</p> <p>SANDI was also found to exceed the standard for including access to grade level content standards.</p>
<b>2017-2018</b>  <b>Instruc-tional Kits</b>  <b>ELD Alignment</b>	<p>SANDI Instructional Kits, proposed and written by Kate, begin development including teacher lesson guides with embedded evidence-based practices and using Lakeshore materials aligned with SANDI for classroom instruction. Included: Level 1 and Level 2 in both ELA and Math.</p> <p>The authors anticipate upcoming legislation (ESSA and Title 1) affecting SWID and reevaluate, revise, and realign subtests for Reading, Writing, and Communication to align with and support English Language Development through the lens of English Learners</p>
<b>2018-2019</b>  <b>I-Kits Roll Out</b>	<p>Rollout of SANDI Instructional Kits across the U.S.</p>

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<b>SANDI EL Assessment FT Pilot</b>	<p>ELPAC introduced – RCOE rolls out SANDI English Learner Assessment allowing progress to be captured for EL Learners.</p> <p>The authors add the newest SANDI Foundational Tasks Assessment, and a pilot begins with RCOE. <i>Currently FT is in its 4th year and piloting with CA districts and NYCDOE (added to FT Pilot in 2023).</i></p>
<b>2019-2020</b>  <b>Pandemic Forces Virtual Learning</b>	<p>SANDI English Learner Data Reports are created to further analyze SANDI data to guide a focus on SWID who are also ELs.</p> <p>School Closures in March 2020 are the result of COVID pandemic. SANDI pivots to virtual online testing protocol along with online Professional Development modules to virtually support teachers and administrators of SWID in meeting the unique needs of all students.</p>
<b>2020 – Present</b>  <b>Multiple New Projects</b>	<p>School closures continue 20-21 for most districts across the US. Authors Cahill and Silva and provide online virtual support for all districts in SANDI administration, data analysis, and data-based virtual instruction.</p> <p>The authors develop 5-year FAST Item Bank.</p> <p>The authors roll out Master Trainer series to build district internal capacity to meet current challenges of school closures, home and student welfare.</p> <p>The authors restructure all SANDI support documents updating and converting to screen documents to accommodate distance learners. This necessitates creating online screen SANDI Support Documents.</p>
<b>2022-2024</b>  <b>SANDI 2<sup>nd</sup> Edition</b>	<p>All new SANDI-FAST Online Second Edition rolls out across US – approximately 30K users nationwide. All SANDI Subtests, District Data Reports, and Student Data now captured in an electronic portfolio.</p> <p>The authors begin a SANDI Master Trainer Series (sponsored by Lakeshore) for District users with intention to build district capacity to monitor and support teachers and SWID. Approximately 80 administrators and teachers complete the series and become SANDI Master Trainers in their home districts.</p>
<b>2024-2025</b>  <b>FT Efficacy Study Level 3 I-Kits</b>	<p>Data for FT SANDI efficacy being analyzed.</p> <p>SANDI Instructional Kits Level 3 begin rollout.</p> <p>Master Trainer Series (sponsored by Lakeshore) for District users begins a new cohort, with intention to build district capacity to monitor and support teachers and SWID. Approximately 70 administrators and teacher users across the U.S enroll.</p>
<b>2025-2026</b>  <b>25<sup>th</sup> Year of SANDI Success</b>	<p>SANDI-FAST begins it's 25th year of service supporting assessment, data-based instruction, and data informed progress for students with disabilities across the U.S.</p> <p>SANDI expansion continues as RCOE royalties increase yearly.</p>

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Original SANDI Support and Collaboration Team—2001-2008
Dr. David Long, Riverside County Superintendent of Schools
Dr. Sandi Schnack, Assistant Superintendent, SPS
Dr. Diana Walsh Reuss, Director, SE; Assistant Superintendent, SPS
Mike Barney, Director, Educational Services
Sue Gaon, Vice President-Custom Solutions, Lakeshore Learning
Kate Cahill, Instructional Specialist, Special Education, SPS
Dr. Rebecca Silva, Principal/Coordinator, Special Education, SPS

Current Support and Collaboration Teams—2025
Dr. Edwin Gomez, Riverside County Superintendent of Schools
Amanda Corridan, Chief Academic Officer, Educational Services
Dr. Barbara Sorter, Executive Director, Special Education
Dr. Princess Solomon, Director, Educational Services
Naquisha Astorga, Instructional Specialist, Special Education
Sue Gaon, Vice President-Custom Solutions, Lakeshore Learning
Erin Caldwell, Project Manager Lead, Lakeshore Learning
Jackeline Soto, Training Coordinator-Solutions, Lakeshore Learning
Shannon Ayers, Director-Custom Solutions, Lakeshore Learning
Kate Cahill, Administrator, ES; Educational Consultant
Dr. Rebecca Silva, Administrator SE/SPS; Educational Consultant

Original RCOE Assessment Team—2001-2002
Dr. Charlene Block, School Psychologist
Kate Cahill, Instructional Specialist, Co-Chair
Ginna Freno, School Psychologist
Deirdre Goeman, School Psychologist
Terri Harrigfeld, School Psychologist
Moana Hendricks, School Psychologist
Astrid Peterson, School Psychologist
Rebecca Silva, Coordinator/Principal, Co-Chair