



# Alabama State Department of Education

## The 1% Threshold Training

November 2019



## Division of Instruction



Student Assessment

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# Today's Agenda

- **USDOE Requirements for States Exceeding the 1% Threshold**
- **Alabama's Alternate Achievement Assessment Participation Rates**
- **ACAP – Alternate Decision Chart**
- **LEA Roles and Responsibilities**
  - **Superintendent**
  - **System Coordinator**
  - **Special Education Director/Coordinator**
  - **Principal**
  - **Special Education Teacher/Case Manager**
- **SEA & LEA Planning**
  - **Training, Resources, & Oversight**
- **LEA School Team Data Analysis**

# USDOE- Letter May 16, 2017

- Requirements for the Cap on the Percentage of Students who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS)

# 1% Threshold

The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

# General Provisions

USDOE Provision	ALSDE Action
SEA must require LEA that assesses more than 1.0% of its assessed students in any subject with an AA-AAAs to submit information to SEA justifying the need to exceed the 1.0 threshold	Exceeding 1% Cap Justification Form
SEA must provide appropriate oversight of each LEA that is required to submit such a justification	Assessment Monitoring ALSDE Compliance Monitoring
Request for waiver	Oversight and monitoring
Address any disproportionality in %s of students in any subgroup taking ACAP Alternate	

# Justification

- Notification to LEAs that the ALSDE has been determined to be over the 1% participation on the AAA in any subject
- Letter to Superintendent
  - Exceeding the 1% Cap Justification Form
  - Must indicate how all persons who served on an IEP Team were trained on the AAA decision making process and participation guidelines
  - Copies of guidance
- Explain **WHY** your LEA exceeds the 1% threshold
- Assurance
- Superintendent signs the form
- Submitted to ALSDE Student Assessment

# Justification Form

Required for  
each LEA over  
the 1%  
Threshold

LEA: \_\_\_\_\_

## Exceeding 1% Threshold Justification Form

The *Every Student Succeeds Act* (ESSA) requires States to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. ESSA also places a one percent (1%) cap on the total number of all students in the State assessed in each content area. ESSA states that Local Education Agencies (LEAs) that contribute to the State exceeding its participation cap must submit information to the State justifying the need to exceed the one percent (1%) cap.

In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a **most** significant cognitive disability is not solely determined by an IQ test, but rather by a holistic understanding of a student. An alternate assessment, based on alternate standards, ensures that all students are able to participate in instruction and assessments to measure what a student knows and can do in relation to the grade level course of study.

According to the **2018-2019** academic year data, your LEA has been identified as exceeding the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessment. Please submit the justification information via this link: \_\_\_\_\_ by **October 25, 2019**.  
**Do not submit student identifiable information with this form.**

### JUSTIFICATION

Is this the LEA's first year over the 1% Threshold? **YES NO**

If **NO**, how many years?

Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**

Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**

If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.

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# Exceeding 1% Threshold Justification Form

- Is this the LEAs first year over the 1% Threshold? **YES NO**
- If **NO**, how many years?
- Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**
- Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**
- If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.
- **Training Materials, agendas, and sign in sheets must be on file at the LEA's Central Office**
- All documentation (referenced in the participation guidance) is on file to support the IEP Teams decision for **each** student participating in the alternate assessment program? **YES NO**
- Data for the district and each school has been reviewed and analyzed? **YES NO**
- Data for the district and each school has been reviewed to address disproportionality? **YES NO**
- **All data including worksheets must be on file at the LEA's Central Office.**
- Please explain (including special circumstances) why your LEA exceeds the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessments.
- **Do not submit any student identifiable information with this form.**

**“If a State request to extend a waiver for an additional year, it must demonstrate substantial progress towards achieving each component of the plan and timeline.”**

- SEA must include a plan AND timeline that outlines the following:
  - Take additional steps to support and provide oversight to EACH LEA that the state anticipates will exceed the 1.0% threshold
  - Include steps to ensure that ONLY students with most significant cognitive disabilities take an AA
  - Describe SEA process of monitoring & regularly evaluating each LEA to ensure that the LEA provides sufficient training such that school staff who serve on IEP teams understand and implement guidelines

# Disproportionality

- **What is Disproportionality?**

- Disproportionality exists when there are atypical differences in the proportions of participants from a student group who take the alternate assessment in comparison to the general assessment.

- **Subgroups:**

- Male or Female
- Hispanic/Latin, White, Black or African American, American Indian, Asian, Native Hawaiian
- Non-English Learner or English Learner
- Poverty or Non-poverty
- Two or More Races
- Non-Migrant

# USDOE Letter-February 2019: Wavier Requirements

## USDOE Requirements

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year at least 95 percent of ALL students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.

## ALSDE Action

- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.

# Alabama Alternate Assessment Program Participation Decision Documentation

February 2019



**Alabama Alternate Assessment Program  
Participation Decision Documentation**

ALL participation criteria **MUST** be assessed in order for the IEP Team to determine that the general education standards and general education assessment are not appropriate, even with accommodations, for a student to obtain grade level achievement. Using this participation criteria, the IEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: \_\_\_\_\_ School Year: \_\_\_\_\_

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 75 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
1. A student with the most significant cognitive disability according to 16AC 206-2-2.1(3).	<p>Teacher or teacher records indicate a disability or cognitive deficits in the significantly impact functional functioning and adaptive behavior</p> <p>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</p>	<input type="checkbox"/> Levels of individual functional evaluation or a measure of cognitive functioning <input type="checkbox"/> Levels of individual adaptive behavior evaluation <input type="checkbox"/> Levels of individual educational achievement evaluation <input type="checkbox"/> Levels of informal assessments <input type="checkbox"/> Levels of individual reading assessment <input type="checkbox"/> Levels of direct state alternate assessment <input type="checkbox"/> Levels of language assessments including English language learner (ELL) language assessments, if applicable
2. The student participates in or may participate in content that is aligned to the alternate achievement standards that are aligned to the Alabama Course of Study.	Grade and instruction that the IEP team linked to the intended grade level	<input type="checkbox"/> Examples of instruction, instructional objectives and materials including work samples <input type="checkbox"/> Dates from academic research-based interventions <input type="checkbox"/> Program/curriculum title <input type="checkbox"/> Other _____

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
3. The student requires extensive direct individualized instruction and additional supports to achieve measurable goals in the grade and age appropriate curriculum.	<p>Teacher(s) requires extensive, repeated, individualized instruction and supports that is not a temporary or transient measure and (a) uses substantially adapted materials and individualized methods of conveying information in alternative input/output, materials, gestures, diagrams and/or tactile access academic content.</p>	<input type="checkbox"/> Examples of instruction, instructional objectives, and materials including work samples from both school and/or community-based instruction <input type="checkbox"/> Teacher-reflected time and schedule <input type="checkbox"/> Dates from academic research-based interventions and functional performance, goals and benchmarks, post-secondary goals and transition services from the IEP <input type="checkbox"/> Other _____

If you also determined at this IEP Team meeting that the student's inability to participate in the general education assessment, even with accommodations, is primarily the result of a significant cognitive disability and NOT:

- a disability category or label
- past attendance or extended absence
- native language/acquisition or economic difference
- repeated poor performance on the general education assessment
- academic and/or other services students receive
- educational environment or instructional setting
- parent of those receiving special education services
- English Language (ELL) status
- low reading level/development level
- anticipated disruptive behavior
- impact of test scores on accountability systems
- an administrative violation
- anticipated emotional distress
- need for accommodations (e.g., adaptive technology, communication device) to participate in assessment

The IEP Team has determined, based on a review of the student's educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student's current academic achievement.

YES  NO  (the student will participate in the general education assessment)

Information from the checklist for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program guide was discussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the student's participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirement for a regular high school diploma\*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

\*By participating in this program, the student has opted out of the program and is not eligible to be eligible for a regular high school diploma and will be eligible to receive an alternate assessment achievement standard certificate (16AC 206-2-2.1(3)).

Date provided to the Parent: \_\_\_\_\_

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of student achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the current IEP record.

I understand the my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirement for a regular high school diploma.

I understand the decision regarding participation in alternate assessment used in this record is the student's current IEP Team meeting and discussed in the IEP.

Parent/Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Documentation of the student's current academic status in the alternate and regular assessments		
Date	Description of alternate	Result

### SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	<input type="checkbox"/>	<input type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.alsde.edu/sec/ses/Assessment/Alabama%20Alternate%20Assessment%20Program%20Participation%20Decision%20Documentation%20Form.pdf>

# Alabama State Assessment Program

## Alabama Comprehensive Assessment Program (ACAP)

- ACAP Summative
- ACAP Alternate
- ACCESS for ELLs
- Alternate ACCESS
- NAEP
- Pre ACT
- The ACT with Writing
- WorkKeys

## Alabama Alternate Assessment Program

- Alabama Alternate Achievement Standards
- ACAP Alternate
- Alternate Performance Indicators (AMPIs)
- Alternate ACCESS

**ALL  
STUDENTS**

**100**

**Students with  
Disabilities**

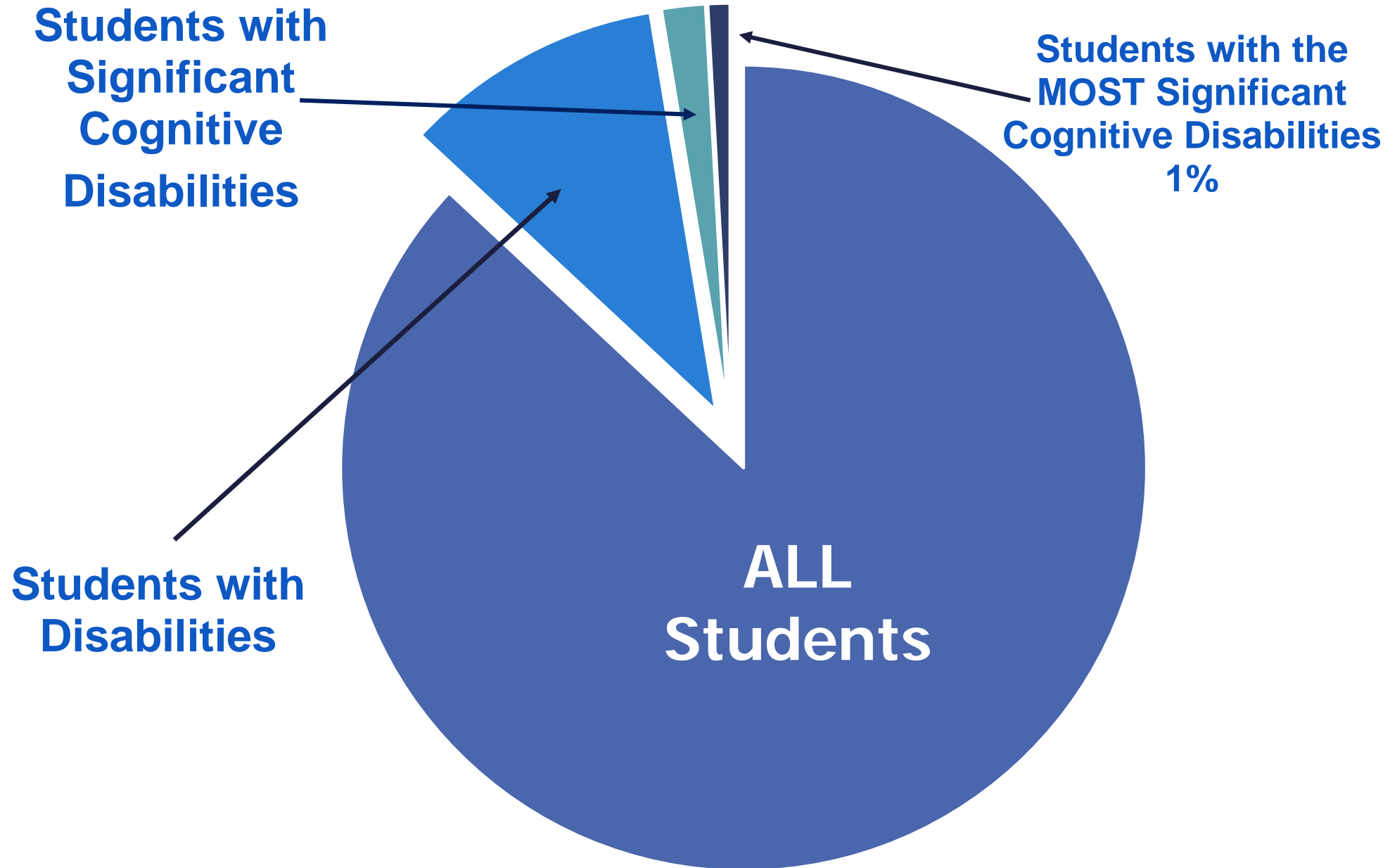
**12**

**Students with  
Significant  
Cognitive  
Disabilities**

**Students with  
the MOST  
Significant  
Cognitive  
Disabilities**

**1**

# 1% Threshold



# Alabama Alternate State Participation Rate 2018-2019

## Alabama Alternate State Participation 2018-2019

System Name	Subject	Grade	Subpopulation	Total Tested	Participation Rate	Alternate Total Tested	Alternate Tested Percent
State of Alabama	Math	AG	All Students	388991	99.12	4912	<b>1.26</b>
State of Alabama	Reading	AG	All Students	389043	99.12	4914	<b>1.26</b>
State of Alabama	Science	AG	All Students	163386	98.39	2062	<b>1.26</b>

## Alabama Participation by Subject and Grade for 2018-2019

Year	Grade	Subject	Number Tested	Percentage Level I	Percentage Level II	Percentage Level III	Percentage Level IV	
2019	3	Reading	676	32.1	35.9	26.4	5.6	
2019	4	Reading	715	18.5	37.7	39.2	4.6	
2019	5	Reading	737	22.7	40.8	29.2	7.3	
2019	6	Reading	743	22.7	31.3	41.9	4	
2019	7	Reading	670	34.3	23.5	34.1	8	
2019	8	Reading	717	37.5	32.4	27.9	2.2	
2019	10	Reading	656	34.8	23.5	39.6	2.1	
		<b>Total</b>	<b>4,912</b>					<b>1.26</b>
2019	3	Mathematics	674	34.2	25.3	24.1	16.3	
2019	4	Mathematics	714	20.1	36.9	34.2	8.8	
2019	5	Mathematics	737	25.4	37.3	28.5	8.8	
2019	6	Mathematics	743	26.5	38.8	31.9	2.8	
2019	7	Mathematics	671	36.5	29.2	30.8	3.6	
2019	8	Mathematics	717	36.3	36.1	22.7	4.9	
2019	10	Mathematics	656	24.5	55.9	15.4	4.1	
		<b>Total</b>	<b>4,914</b>					<b>1.26</b>
2019	5	Science	737	11.5	38.8	49.3	0.4	
2019	7	Science	669	13.2	26.5	56.1	4.3	
2019	10	Science	656	10.5	26.8	61.4	1.2	
		<b>Total</b>	<b>2,062</b>					<b>1.26</b>

# 2018-2019 Calculation of Data

## Reading

- Total number of students who participated in **reading** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **reading** on *Scantron* grades 3-8
- Total number of students who participated in **reading** on *ACT with Writing* grade 11
- Total number of students who participated in **reading** on *ACCESS* and *Alternate ACCESS* in grades 3-8 and 10

# 2018-2019 Calculation of Data

## Math

- Total number of students who participated in **mathematics** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **mathematics** on *Scantron* grades 3-8
- Total number of students who participated in **mathematics** on *ACT with Writing* grade 11

# 2018-2019 Calculation of Data

## Science

- Total number of students who participated in **science** on the *Alabama Alternate Assessment* in grades 5, 7 and 10.
- Total number of students who participated in **science** on *Scantron* in grades 5 and 7.
- Total number of students who participated in **science** on *ACT with Writing* grade 11.

# ACAP Alternate Determination Factors



# DEFINITION OF A STUDENT WITH A SIGNIFICANT COGNITIVE DISABILITY

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.



# CHARACTERISTICS OF A STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITY NATIONAL CENTER AND STATE COLLABORATIVE

## Disability Categories

Intellectual Disabilities (45.2)	Autism (27.1)	Multiple Disabilities (15.3)
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## Communication

Pre-Symbolic (9.9)	Symbolic or emerging symbolic (90.1)
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Evidence of receptive language (89.9)	No or minimal response to sensory stimuli (11.1%)
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## Classroom Setting

Self contained classroom (64.4%)	Self-contained with inclusion (15.1%)
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## Reading Skills

reading basic sight words and simple sentences (40.1%)

reading fluently with literal understanding (24.5%);

reading fluently with critical understanding (3.3%)

no observable awareness of text (16%)

## Math Skills

counting by rote to 5 (8.6%)

counting with 1:1 correspondence to at least 10 (26.2%)

computing (46.4%) or computing to solve real-life or routine word problems (4.8%)

no observable awareness or use of numbers (14%)

# ACAP Decision Chart 2019-2020



## Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

Grade 2-3	Grade 4-8	Grade 10	Grade 11	Grade 12
<p>ACAP Summative ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Summative ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>PreACT Reading, Mathematics, English, and Science</p>	<p>ACT with Writing Reading, Mathematics, English, Writing and Science</p>	<p>ACT WorkKeys (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>
OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p>ACAP Alternate ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Alternate ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>ACAP Alternate Reading, Mathematics, English, and Science</p>	<p>ACAP Alternate Reading, Mathematics, English, Writing and Science</p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence <b>must</b> be collected or a locally created assessment <b>must</b> be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

**Collect evidence for the specific subject area.**

No minimum requirement of evidence per subject.

OR

**Create a test to assess the specific subject area.**

No minimum requirement of test items per subject.

Assessments are subject to change.



## Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

Grade 2-3	Grade 4-8	Grade 10	Grade 11	Grade 12
<p data-bbox="198 686 443 848"><i>ACAP Summative</i> ELA (Language and Reading)</p> <p data-bbox="275 896 366 933"><b>AND</b></p> <p data-bbox="219 986 448 1023">Mathematics</p>	<p data-bbox="529 686 978 805"><i>ACAP Summative</i> ELA (Language, Reading, and Writing)</p> <p data-bbox="708 853 800 891"><b>AND</b></p> <p data-bbox="647 943 876 981">Mathematics</p> <p data-bbox="708 1029 800 1066"><b>AND</b></p> <p data-bbox="614 1119 901 1190">Science (Grades 4, 6, and 8)</p>	<p data-bbox="1105 686 1345 895"><i>PreACT</i> Reading, Mathematics, English, and Science</p>	<p data-bbox="1454 686 1811 895"><i>ACT with Writing</i> Reading, Mathematics, English, Writing and Science</p>	<p data-bbox="1905 686 2201 943"><i>ACT WorkKeys</i> (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>

OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p><i>ACAP Alternate ELA (Language and Reading)</i></p> <p><b>AND</b></p> <p>Mathematics</p>	<p><i>ACAP Alternate ELA (Language, Reading, and Writing)</i></p> <p><b>AND</b></p> <p>Mathematics</p> <p><b>AND</b></p> <p>Science (Grades 4, 6, and 8)</p>	<p><i>ACAP Alternate Reading, Mathematics, English, and Science</i></p>	<p><i>ACAP Alternate Reading, Mathematics, English, Writing and Science</i></p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence <b>must</b> be collected or a locally created assessment <b>must</b> be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

**Collect evidence for the specific subject area.**  
No minimum requirement of evidence per subject.

**OR**

**Create a test to assess the specific subject area.**  
No minimum requirement of test items per subject.

Assessments are subject to change.

# What Are Your Roles and Responsibilities?



# *Alabama Comprehensive Assessment Program Test Integrity Handbook*

## Superintendent

- Has overall responsibility for all Alabama Comprehensive Assessment Program (ACAP) activities within the LEA.
- Ensures that **ALL** students attending public schools in the system are included in ACAP. Home-school and private school students **do not** participate in ACAP.
- Ensures that Individualized Education Programs (IEP), Individualized English Language Plans (I-ELP), and /or 504 Plans **clearly specify** any approved accessibility supports and accommodation supports available to students participating in the administration of standardized state assessments.
- Ensures that students with an IEP, I-ELP, and/or 504 Plan **receive** appropriate accessibility supports and accommodations as indicated in each individual plan.
- Ensures that test results are distributed to appropriate personnel in a timely manner and informs the public of test results.

# *Alabama Comprehensive Assessment Program Test Integrity Handbook*

## System Test Coordinator

- Serves as liaison between LEA and the ALSDE.
- Coordinates all ACAP activities within the LEA.
- Attends ALSDE trainings related to ACAP.
- Works with the Special Education Coordinator, System 504 Coordinator, ESL Coordinator, BTCs, and Principals to ensure that students with IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility supports and accommodation supports available to students participating in the administration of standardized state assessments.
- Works with the Special Education Coordinator, System 504 Coordinator, ESL Coordinator, BTCs, and Principals to ensure that students with IEPs, I-ELPs, and/or 504 Plans **receive** appropriate accessibility supports and accommodations as indicated in each individual plan.
- Conducts training for the Superintendent, BTCs, TACs, System Special Education Coordinator, System 504 Coordinator, System ESL Coordinator, Technology Coordinator, and Monitors, to ensure a clear understanding of the information provided in the current *Alabama Comprehensive Assessment Program Test Integrity Handbook*, published by the ALSDE.
- Provides technical assistance regarding the Alabama Comprehensive Assessment Program to school personnel, including test interpretation and utilization.

# *Alabama Comprehensive Assessment Program Test Integrity Handbook*

## Special Education Coordinator

- Ensures that all students with disabilities receiving special education services participate in the ACAP.
- **Works with the STC, the BTC, and Principals to ensure that IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility and accommodation supports available to students participating in the administration of standardized assessments.**
- Ensures that students with an IEP, I-ELP, and/or 504 Plans **receive** the appropriate accessibility and accommodation supports as indicated in each individual plan.
- Works with the STC and Principals on test administration for all students with disabilities receiving special education services.
- Is knowledgeable of the ACAP procedures.
- Attends training sessions concerning the ACAP.
- Provides technical assistance to special education teachers.
- Provides technical assistance to IEP Teams regarding appropriate decisions pertaining to the assessments and accommodations, if needed.

# Special Education Coordinator General Supervision Requirements

- Ensure all students with disabilities participate in the state assessment program
- Ensure IEP Team members are trained on the 1% requirement and how to make appropriate decisions about participation in the state assessment program
- Ensure that the parent is clearly informed that their child's academic achievement will be measured based on instruction from alternate achievement standards and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- Provide internal monitoring to ensure appropriate decisions are being made regarding participation especially in the alternate assessment
- Monitor the 1% threshold requirement

# *Alabama Comprehensive Assessment Program Test Integrity Handbook*

## Principals

- Takes responsibility for all ACAP activities in the school, including test security, instruction, administration, remediation, and written documentation.
- Ensures that **ALL** students attending the public school assigned to the Principal are included in the Alabama Comprehensive Assessment Program. Home-school and private school students **do not** participate in the Alabama Comprehensive Assessment Program.
- **Works with the BTC to ensure that IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility and accommodation supports available to students participating in the administration of standardized assessments and that students receive those accessibility and/or accommodations supports.**
- Attends all appropriate training sessions concerning the ACAP.
- **Works with the BTC to ensure that students of special populations are tested and accommodated according to the decisions of the IEP Team, 504 Committee, ESL Committee, or ACT.**
- Ensures that school reports/home reports are distributed to appropriate personnel and released to students and parents in a timely manner.

# Principals' R & Rs Continued

1. Who, in the school setting, should monitor the services that students with disabilities are receiving? How do we hold special education teachers accountable for providing services that are included in an IEP?

The school's principal is the instructional leader of the school and is considered to be its site-based manager. As such, the principal has the overall responsibility for monitoring and supervising his/her staff in such a way to ensure that appropriate instruction and support are provided to all students at the school.

As discussed previously and in Alabama, the principal and/or **other school administrator** designee typically participates in and serves as the LEA Representative at IEP meetings. The LEA is responsible for ensuring that the services set forth in every student's IEP are provided. In carrying out this responsibility, it is critical that the principal communicate closely with the school district's Special Education Coordinator for problem-solving, collaboration and compliance, which will demonstrate a unity of effort throughout the entire district. Effective procedures for monitoring the delivery of services to students with disabilities must be developed and implemented locally.

# Special Education Teacher/Case Manager

## R & Rs

- Follow the 5-step process to prepare for the meeting
- Complete the participation form during the meeting- this is an IEP Team decision
- The special education teacher must obtain the parent's signature, if in attendance
- If the parent is not in attendance, then the requirement to "clearly inform" the parent must still be met.
- Ensure the parent understands that their child's academic achievement will be measured based on instruction from *Alternate Achievement Standards (AAS)* and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- Responsible for teaching the *Alternate Achievement Standards* for English Language Arts, math, science and social studies or ensuring the content teacher's instruction covers the alternate standards - this requires collaboration and co-planning.

# Special Education Teacher

- The special teacher for any child being considered for the alternate assessment, should follow the 5-step process to prepare for the meeting.
- The special education teacher must complete the participation form during the meeting- this is an IEP Team decision. The special education teacher must obtain the parent's signature, if in attendance. If the parent is not in attendance, then the requirement to "clearly inform" the parent must still be met.
- The special education teacher must ensure the parent understands that their child's academic achievement will be measured based on instruction from alternate achievement standards and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- The special education teacher is responsible for teaching the alternate standards for English language arts, math, science and social studies or ensuring the content teacher is teaching the alternate standards.

# Preparation for IEP Team Meeting To Consider ACAP Alternate Assessment

**STEP ONE** – GATHER APPROPRIATE DATA

**STEP TWO** – REVIEW STUDENT INFORMATION

**STEP THREE** – REVIEW INSTRUCTIONAL FOCUS

**STEP FOUR** – COMPLETE THE AAAP PARTICIPATION  
DECISION DOCUMENTATION PROCESS

**STEP FIVE** – DOCUMENT ELIGIBILITY DECISION

# ALSDE Oversight: “Monitor, Regularly Evaluate, & Provide Training...”



# ALSDE Training Components

## GROUP

## TRAINING RESOURCES

Special Education Directors/Coordinators	Special Education Services – Back-to-School Meeting – August 20, 2019 <ul style="list-style-type: none"><li>• Turn around training for the Alabama Alternate Assessment Program Participation Decision Process</li></ul>
Special Education Directors/Coordinators, Principals, Local Special Education Teachers/Case Managers	Regional Trainings by ALSDE Assessment, Special Education Services, and Office of Student Learning - November 2019
IEP Team Members	Fall 2019/Winter 2020 at local schools <ul style="list-style-type: none"><li>• Facilitator’s Guide</li><li>• Scripted power point</li><li>• Example Case Studies – Monique &amp; Mateo</li></ul>

# Training Resources

- Facilitator's Guide: Guide for IEP Teams on Participation Decisions for the ACAP-Alternate
- Scripted Power Point Presentation
- Example Case Studies

Example – Monique	Independent Activity - Mateo
Case Study	Case Study
Data Review Template	Data Review Template - Blank
AAAP Participation Decision Documentation	AAAP Participation Decision Documentation - Blank

**Guidance for IEP Teams  
on  
Participation Decisions  
for the  
Alabama Alternate Assessment Program**



**Alabama State Department of Education  
Student Assessment and Special Education Services  
March 2019**

# LEA Team Resources

# District Worksheet

## District IQ Ranges

District Name: \_\_\_\_\_

IQ Range		Total Number of students who would be eligible	Students in each IQ range in district	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

## District IDEA Eligibility Categories

<b>IDEA Eligibility Categories</b>	<b>Number of Students</b>
Autism	
Deaf-Blindness	
Developmental Delay	
Emotional Disability	
Intellectual Disability	
Multiple Disabilities	
Hearing Impairments	
Other Health Impairments	
Orthopedic Impairments	
Specific Learning Disabilities	
Speech or Language Impairments	
Traumatic Brain Injury	
Visual Impairments	

# School Worksheet

School Name: \_\_\_\_\_

## School IQ Ranges

IQ Range		Total Number of students who would be eligible	Students in each IQ range in school	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below



# Student Assessment Website

<https://www.alsde.edu/sec/sa/Pages/home.aspx>

One Percent Cap

District IQ and School IQ Ranges Worksheet

One Percent Threshold Student Information Worksheet

# SEA Consequences for Exceeding USDOE 1% Threshold

- If a State did not receive a waiver for the 2017-2018 SY and assessed more than 1.0 percent of assessed students in reading/language arts, mathematics, and/or science, in the State with the AA-AAAS, the State is **out of compliance with ESSA**. Based on the State's context and information, such as the extent to which the State exceeded the 1.0 percent threshold, the Department will consider one of the following actions:
  - Sending a letter notifying the State that it has assessed more than 1.0 percent of tested students with an AA-AAAS and requiring the State to submit a plan to come into compliance with the 1.0 threshold.
  - **Placing a condition on the State's Title I Part A grant award**. As part of the condition, a State would be required to submit a plan to assess no more than 1.0 percent of students with an AA-AAAS in each subject.
  - Imposing high risk status on the State's Title Part A grant award.
  - Withholding Title I Part A State administrative funds.
- The USDOE will determine which of these consequences to apply, the Department will consider multiple factors, including the extent to which a State assessed more than 1.0 percent of tested students with an AA-AAAS and the State's improvement over time in reducing participation of students in alternate assessments.

# USDOE Monitoring Requirement

“How the State will monitor and regularly evaluate each LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP Team or other placement team understand and implement the guidelines established by the State participation for the school year is required to demonstrate substantial progress towards achieving each component of the prior year’s plan and timeline to ensure the State is making progress towards meeting the 1.0 percent cap and assessing only students with the most significant cognitive disabilities with an AA-AAAS.”

# ALSDE Monitoring Supports

- Special Education Coordinator
- System Test Coordinator
- Superintendent
- Principals
- Teachers
- Discuss data
- Review IEPs
- Evaluations/documentation

# SES MONITORING THE 1% PARTICIPATION DECISION – DESK AUDIT

- LEAs will be given the names of 5 students who the IEP Team has determined will participate in the ACAP-Alternate.
- The *Alabama Alternate Assessment Program Participation Decision Documentation* form and supporting evidence used to make the decision will be uploaded into the student's record.
- The Compliance Monitoring Team will review the uploaded information and will use professional judgement to agree or disagree with the decision by the IEP Team.



# SES MONITORING THE 1% PARTICIPATION DECISION – ON SITE

The Technical Assistance Team will discuss the desk audit findings for any student that the State reviewer did not agree with the IEP Team decision based on the uploaded supporting documents.

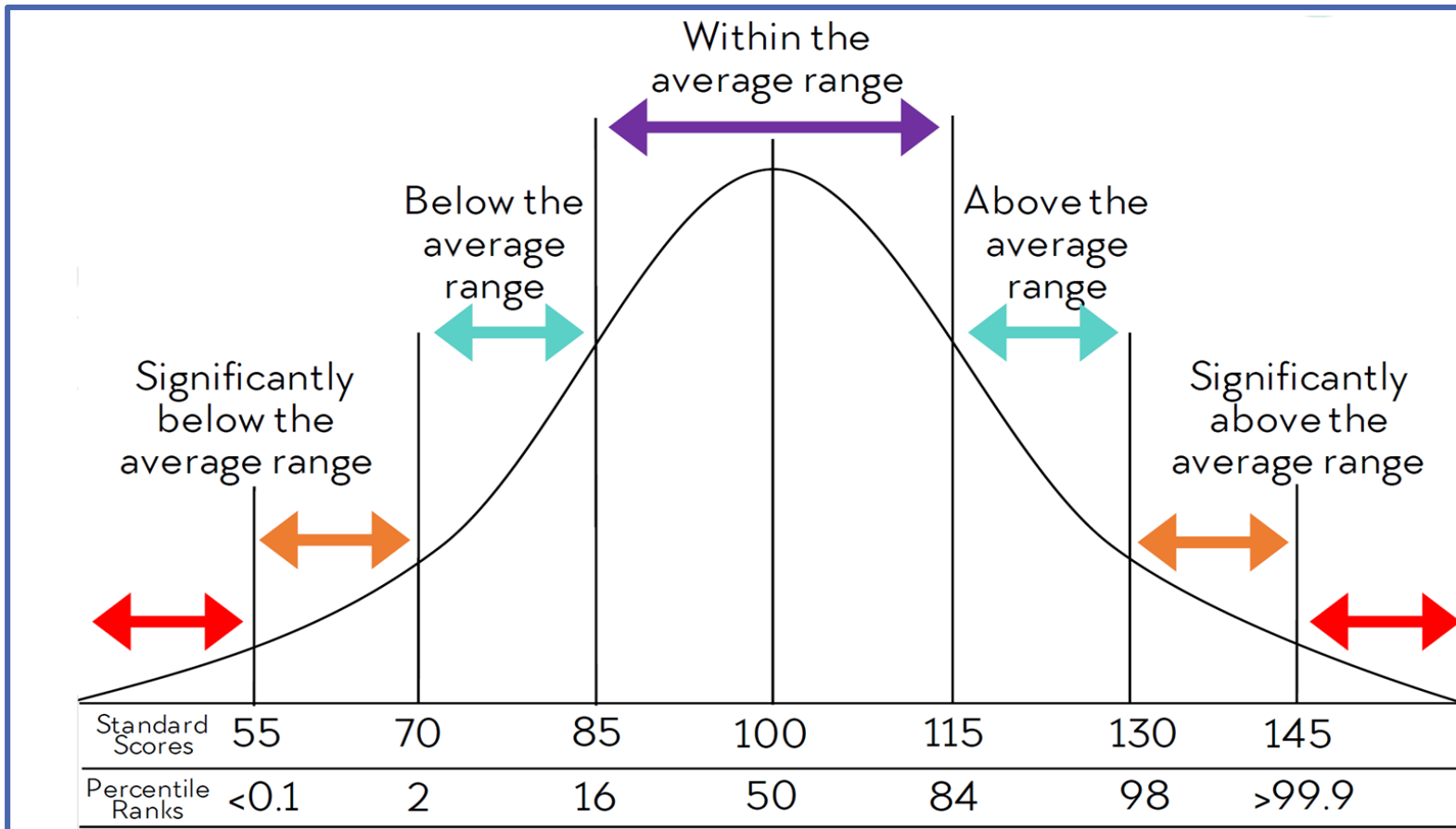
The Technical Assistance Team will review the supporting documents and the SY 18-19 assessment test scores with the LEA staff and assist with a plan of action for the LEA to review the student's information.



# Digging into your school's alternate data

- Alternate Data
- AIM Portal
- Copy of student raw scores
- Export the spreadsheet
- Review the data looking for possible **discussion points**
  - Disability
  - Scores
  - Achievement level
  - Grade

# Bell Curve



IQ	Cumulative Percentages
75	5.0%
70	2.3%
65	1.0%
63	0.7%
55	0.1%

# Digging into the Alternate Data

Gender	Grade	Exceptionality	Reading	Achievement	Math	Achievement	Science	Achievement
M	08	MD	514	1	540	3		
M	07	ID	574	3	512	2	522	3
M	08	MD	514	1	534	2		
F	04	ID	512	2	526	3		
M	04	AUT	533	2	508	2	522	3
F	05	ID	496	2	500	2	488	2
F	06	SLI	528	3	521	2		
M	05	SLD	547	3	521	2	508	3
F	06	MD	513	2	521	2		
F	03	AUT	400	1	400	1		
M	04	ID	600	4	600	4		
F	08	AUT	600	4	600	4		
M	07	OHI	600	4	600	4	600	4
M	07	SLD	568	3	568	4	600	4
M	03	ID	574	4	531	3	600	4



Alabama Department of Education  
**SETS Web App**



<http://stiweb/districts.html>

# 1% Threshold Monitoring – Next Steps

Use the link below to create a check list to ensure that the next steps for your LEA/school monitoring will be completed.

[1% Threshold Monitoring Next Steps](#)

Create a portfolio of trainings  
Complete data analysis  
Reconvene IEP Team if needed