

The Alabama Alternate Program

Alabama Alternate Achievement Standards

+

**ACAP Alternate
1% Participation**

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WHY

USDOE- Letter May 16, 2017

- Requirements for the Cap on the Percentage of Student who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards

USDOE LETTER – MAY 16, 2017

- **General Provisions**

- 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

SEA Waiver Requirements of the 1.0% Cap on Participation on an AA-AAAS

- SEA may request the USD OE to waive the cap for that subject for 1 year
- Address any disproportionality in % of students in any subgroup taking AA
- 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 participate in IEP teams understand and implement guidelines

STUDENT – IEP Profile

Profile Component	Information
Strengths	Completes all tasks Superb work habits Very conscientious about assigned work Attentive Participates in class discussion Mom states, "... is always eager to learn and is very helpful."
Parental Concerns	Being able to catch up or get closer to grade level of achievement Being able to function independently as adult
Student Interests/Preferences	Security Guard Works well in small groups and enjoys discussions Likes choices
Assessment Results	AA (reading & math) Level IV Intelligence (IQ) – 83 Adaptive Behavior – 75 Achievement – 58 "..has been able to easily master the Alabama alternate standards."

Academic Needs	<p>“Has demonstrated the ability to learn at a level that is close to same age peers”</p> <p>Below grade level in written expression & reading comprehension</p> <p>When independently reading a grade level or lower level text, struggles with some of the words and with comprehension</p> <p>Reading level – 4th grade level</p>
Reading Goal	(R.ES.7.1) ...will be able to independently read a 5.0 level passage or text and answer comprehension questions including identifying topic sentence ...
Developmental & Functional Needs	<p>“..is close to a level consistent with same age peers”</p> <p>Can keep up with belongings and independently cares for self</p> <p>Continues to struggle with behaviors in general education setting</p> <p>Has made progress but continues to take responsibility and doesn't like to be criticized</p> <p>Argues and makes excuses</p> <p>Has matured and takes redirection in appropriate manner most of the time</p> <p>Able to follow rules of conversational turn taking consistently in small group setting</p> <p>Enjoys interacting with others but continues to have difficulty providing relevant information and staying on topic sometimes</p>
Transportation	Regular Bus

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.

- 3 components of the definition
 1. IQ score of 55 or below
 2. Deficits in adaptive functioning
 3. Understanding of the whole child



CHARACTERISITICS 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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CHARACTERISTICS OF A STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITY

NATIONAL CENTER AND STATE COLLABORATIVE

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%)

- **DETERMINING A STUDENT'S PARTICIPATION
IN THE ALABAMA ALTERNATE ASSESSMENT
PROGRAM THROUGH THE IEP PROCESS**

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?	[]		[]
• Does the student have a Behavioral Intervention Plan?	[]		[]
• Does the student have limited English proficiency?	[]		[]
• Does the student need instruction in Braille and the use of Braille?	[]		[]
• Does the student have communication needs?	[]		[]
• Does the student need assistive technology devices and/or services?	[]		[]
• Does the student require specially designed P.E.?	[]		[]
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	[]		[]
• Are transition services addressed in this IEP?	[]		[]

Alabama Alternate Assessment Program Participation Decision Documentation

February 2019

Alabama Alternate Assessment Program Participation Decision Documentation		
<p>All participation criteria <u>MUST</u> be answered in order for the SEP 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 SEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.</p> <p>Name of Student: _____ School Year: _____</p> <p>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 life activities 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.</p>		
Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 56-6-2-.13.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or cognitive disability that significantly impacts intellectual functioning and adaptive behavior</p> <p>Adaptive behavior is defined as essential life activities to live independently and to function safely in daily life.</p>	<p><input type="checkbox"/> Records of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input type="checkbox"/> Records of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Records of individual educational achievement evaluation</p> <p><input type="checkbox"/> Records of informal assessments</p> <p><input type="checkbox"/> Records of individual reading assessments</p> <p><input type="checkbox"/> Records of direct, valid alternate assessments</p> <p><input type="checkbox"/> Records of language assessments including English language learners (ELL) language assessments (if applicable)</p>
<p>2. The student participates in or may participate in content instruction on the alternate achievement standards that are aligned to the Alabama Course of Study.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Grade and instruction that the SEP team decided on the specified grade level</p> <p>Alternate achievement standards (AAS) and address knowledge and skills that are appropriate and challenging for the student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples</p> <p><input type="checkbox"/> Parent/teacher of academic achievement and functional performance, goals and benchmarks from the SEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p> <p><input type="checkbox"/> Other _____</p>

February 2019

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable goals in the grade and age appropriate curriculum.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Records (or) require extensive, repeated, individualized instruction and supports that is not a temporary or transient nature and (b) use substantially adapted materials and individualized methods of conveying information in alternative input/output, materials, presentation, assessment and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklist</p> <p><input type="checkbox"/> Parent/teacher of academic achievement and functional performance, goals and benchmarks, progress monitoring goals and objectives activities from the SEP</p> <p><input type="checkbox"/> Other _____</p>
<p>If you also determined at this SEP 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:</p> <ul style="list-style-type: none"> • a disability category or label • past attendance or extended absence • native language/cultural or economic differences • reported 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/achievement level • anticipated disruptive behavior • request of test scores on accommodations system • an administrative decision • anticipated emotional distress • need for accommodations (e.g., assistive technology, communication device) to participate in assessment <p>The SEP 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 YEA <input type="checkbox"/> NO <input type="checkbox"/> (the student will participate in the general education assessment)</p> <p>Information from the Checklist for SEP Teams on Participation Guidelines for the Alabama Alternate Assessment Program guide was discussed at the SEP 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 requirements for a regular high school diploma*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.</p> <p>*"Participation in the alternate assessment" means the student has either a diploma awarded at the appropriate grade level or a diploma awarded with this alternate assessment. A diploma awarded with this alternate assessment will not be awarded to the student's alternate achievement standards (AAS) number 111 (22) (23).</p> <p>Date provided to the Parent: _____</p>		

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This form must be signed by the parent(s) after the SEP 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 SEP and filed with the current SEP record.

I understand the my child's achievement will be assessed 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 requirements for a regular high school diploma.

I understand the decision regarding participation in alternate assessment must be discussed at the student's next SEP Team meeting and documented in the SEP.

Parent/Teacher Signature: _____ Date: _____

Documentation of the alternate assessment process in the evidence and to include a signature		
Date	Description of attempts	Result

TRAINING FOR THE IEP TEAM MEMBERS

A 4 STEP TRAINING PROCESS

1. REVIEW THE STUDENT CASE STUDY
2. CREATE A DATA ANALYSIS SNAPSHOT OF THE STUDENT
3. COMPLETE THE *ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION DECISION DOCUMENTATION FORM*
4. DISCUSS GUIDING QUESTIONS TO REFLECT

STEP 1- CASE STUDY

- CASE STUDY
- DISABILITY AREA
- LRE
- GRADE
- AGE
- Monique
- Intellectual Disabilities
- Self- contained
- 7th
- 13

STEP 1 - CASE STUDY

Monique

Student Information

- ❖ 13-year-old female in seventh grade
- ❖ Intellectual Disability
- ❖ Nonverbal – communicates through use of eye gaze, switches, and vocalizations
- ❖ Receives speech language therapy, occupational therapy, physical therapy and special transportation from the school district
- ❖ 240 minutes of specially designed instruction in a separate class setting and 60 minutes a day in a co-taught setting for reading

Communication

- ❖ With maximum prompts, Monique communicates desires (food, drink) with eye gaze or activation of switch
- ❖ Uses Tobii eye gaze system for making choices, answering questions and participation
- ❖ Expresses feelings by yelling, screaming and crying
- ❖ Expresses happiness by jumping up and down and squealing

Reading

- ❖ According to previous assessments, current teacher input, current classroom observations and progress monitoring data, Monique answers comprehension questions from a story read aloud with 10% accuracy; identifies 3 words (mom, dad, drink) with 95% accuracy using the eye gaze system.
- ❖ Reading score from most recent reevaluation was unobtainable.
- ❖ Requires hand over hand prompts to complete academic tasks
- ❖ Sits and attend to story read aloud for up to 10 minutes
- ❖ Recognizes letters A-D with 10% accuracy

Math

- ❖ According to progress data and observations, Monique is working on functional math skills, identifying numbers 0-9, coins, and shapes
- ❖ When asked, Monique correctly identifies numbers 0-3 and two real pictures of a penny and nickel
- ❖ Using her eye gaze system and two pictures of shapes, Monique identifies the circle and square with 10% accuracy

Writing

- ❖ Using simple sentence starters and real pictures, Monique independently completes sentences with less than 3 prompts using eye gaze system
- ❖ Hand over hand used to complete writing tasks
- ❖ During hand over hand assistance, Monique screams and pulls her hand away

Adaptive Behavior

- ❖ Data from most recent re-evaluation has an adaptive score in the range of 30-45 with 95% confidence
- ❖ Skills significantly below her same aged, non-disabled peers
- ❖ Experiences difficulty socializing with others
- ❖ Wears a diaper, needs assistance changing herself, brushing teeth, grooming, showering, toileting, dressing, etc.
- ❖ Walks with a modified gait with her legs out wide and up on her toes
- ❖ Adult must provide assistance when walking
- ❖ Steps are difficult and requires a ramp for independence access
- ❖ Requires rest throughout the day – cries or whines to indicate she is tired
- ❖ From observation, Monique makes eye contact with speaker, squeals when happy, and has good visual tracking skills
- ❖ High level of support for communication, functional, academic, and self-care skills

General Intelligence

- ❖ IQ test was not able to be administered due to lack of communication skills needed to follow the directions of the test- receives a SS of
- ❖ Past evaluations show general adaptive composite score of SS=40 – extremely low range
- ❖ Activities need to be significantly modified and adapted

Other Considerations

- ❖ 39 days absent in the previous school year
- ❖ Becomes sick easily and misses school often due to illnesses

Parent(s) Input

- ❖ Express concern for Monique's safety, health and lack of communication skills
- ❖ Increase her core class attendance and time in the community

STEP 2 – DATA ANALYSIS SNAPSHOT

STEP 1 – Review case study

CASE STUDY - Monique

DISABILITY AREA – Intellectual Disability

LRE CODE - 04

GRADE – 7th

AGE – 13

STEP 2 – Data analysis snapshot of the student

	DATA SOURCE	CURRENT PERFORMANCE
IQ Score Significantly impacts intellectual functioning?	Score - 43 Assessment Tool: CTONI 2	Has medical diagnosis of Rhett Syndrome Received services starting in preschool
Adaptive Behavior Concurrent deficits exist? Difficulty learning, maintaining, and generalizing skills?	Score – 54 – school 49 - home Assessment Tool: ABAS-3	High level of support for communication, functional, academic, self-help skills Skills significantly below same age non-disabled peers Wears diaper Adult assistance with walking Requires rest throughout the day Makes eye contact, squeals, good visual tracking skills
Achievement Measurable gains? Is grade level achievement gained?	Reading score/range: N/A Math score/range: N/A Previous assessments Teachers input Classroom observations Progress monitoring data Recent reevaluation	Attend to a story being read to her for approximately 10 minutes Answers comprehension questions with 10% accuracy Recognize three sight words with 95% accuracy Identify uppercase letters A-D with 10% accuracy Identify numbers 1-3 with 10% accuracy Identifies numbers 0-3 and penny and nickel from pictures Identifies circle and shape from pictures using eye gaze system with 10% accuracy Unable to write independently and frequently resists hand-over-hand assistance
Communication Pre-symbolic and emerging symbolic level? Affects interactions in multiple environments?	Observations SLP notes	Several modalities - Tobii eye gaze system, switches, vocalizations, hand-over-hand Expresses anger by yelling, screaming, crying Expresses happiness by jumping up and down and squealing Expresses a need for rest by whining and crying



Supports Substantial support required? Is the support intensive and extensive? Ongoing?	Observations Teacher notes Paraprofessional input Parent input	Assistance from paraprofessional for walking, feeding, toileting, grooming, and communicating SLP, OT, PT weekly Maximum prompts
Additional Information Parent input Medical information Historical information	Conversation with parent Attendance report	Parents concern with safety, health and communication skills Increase inclusion and community integration Gets sick often and misses school

STEP 3 – ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION DECISION DOCUMENTATION FORM


Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 290-4-2-.03.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input checked="" type="checkbox"/> Results of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input checked="" type="checkbox"/> Results of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Results of individual educational achievement evaluation</p> <p><input checked="" type="checkbox"/> Results of informal assessments</p> <p><input checked="" type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input checked="" type="checkbox"/> Results of language assessments including English language learners (ELL) language assessments, if applicable</p>

<p>2. The student participates in or may participate in content instruction on the alternate achievement standards that are aligned to the Alabama Courses of Study.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Goals and instruction listed in the IEP are linked to the enrolled grade-level Alternate Achievement Standards (AAS) and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input checked="" type="checkbox"/> Examples of curriculum, instructional objectives and materials, including work samples</p> <p><input checked="" type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input checked="" type="checkbox"/> Progress monitoring data</p> <p><input checked="" type="checkbox"/> Other <u>observations; teacher inp</u></p>
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Observations, teacher input, related service providers evaluations and input

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input checked="" type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction</p> <p><input checked="" type="checkbox"/> Teacher collected data and checklist</p> <p><input checked="" type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the IEP</p> <p><input checked="" type="checkbox"/> Other <u>observations, teacher input</u></p>

Observations, teacher input, related service providers evaluations and input



It was 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
- poor attendance or extended absences
- native language/social/cultural or economic difference
- expected poor performance on the general education assessment
- academic and other services students receive
- educational environment or instructional setting
- percent of time receiving special education services
- English Learner (EL) status
- low reading level/achievement level
- anticipated disruptive behavior
- impact of test scores on accountability system
- an administrative decision
- anticipated emotional distress
- need for accommodations (e.g., assistive 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 *Guidance 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 requirements for a regular high school diploma*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

*A "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E);

Date provided to the Parent: (date of meeting)

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 academic 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 that 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 requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

Parent/Guardian Signature

Date

Documentation of the attempts to provide parent(s) access to the guidance and to obtain a signature.

Date	Description of attempts	Results



IDEA AND ESSA

Explanation to IEP Teams. A State (or in the case of a district-wide assessment, an LEA) must—

- (1) Provide to IEP teams a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and
- (2) Not preclude a student with the most significant cognitive disabilities who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma.



IDEA AND ESSA

(e) Inform parents. A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed using an alternate assessment aligned with alternate academic achievement standards under the State's guidelines in paragraph (c)(1) of this section are informed, consistent with 34 CFR 200.2(e), that their child's achievement will be measured based on alternate academic achievement standards, and of how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

ACTIVITY

**Using Mateo's educational information,
TURN AND TALK with a partner to complete**

STEP 2 – DATA ANALYSIS SNAPSHOT

STEP 3 – *ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION
DECISION DOCUMENTATION FORM*

STEP 4 – GUIDING QUESTIONS

STEP 1 – Review case study

CASE STUDY - Mateo

DISABILITY AREA – Autism LRE CODE - 04

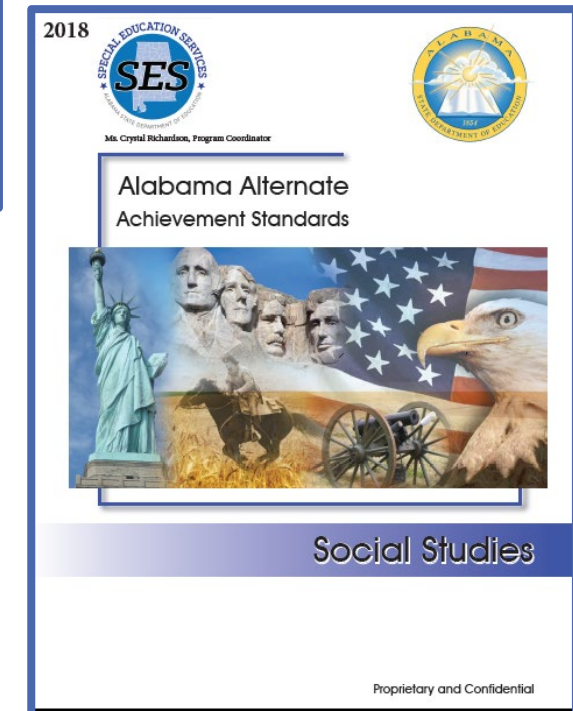
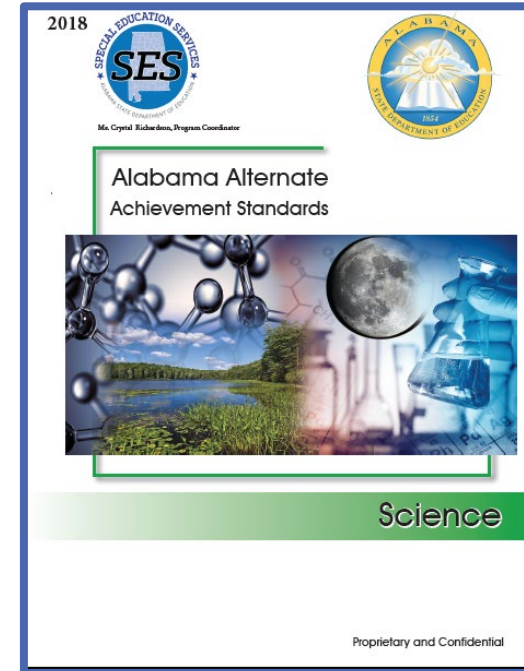
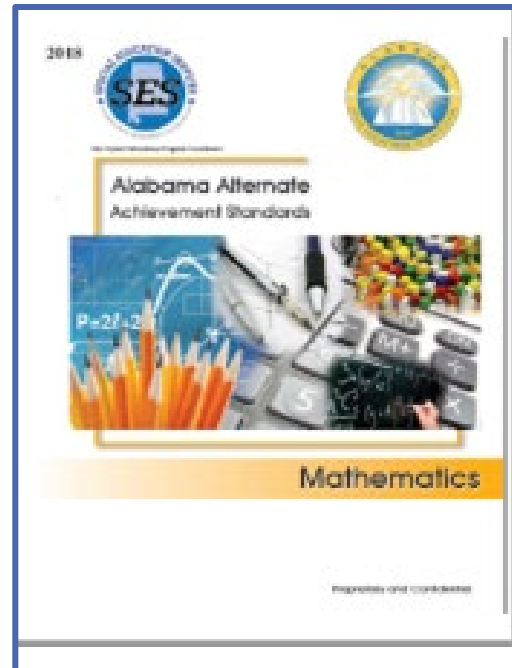
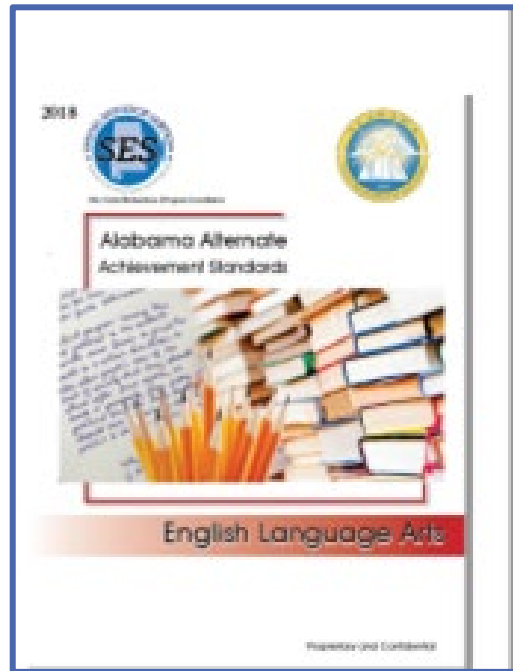
GRADE – 4th

AGE – 9

STEP 4 – GUIDING QUESTIONS

1. What were the determining factors that qualified this student for participation in the Alabama Alternate Assessment Program?
2. What were the determining factors that did not qualify this student for participation in the Alabama Alternate Assessment Program?
3. Discuss and document any practices you may change or initiate to ensure that student data is reviewed and appropriate determinations are being made.

ALTERNATE ACHIEVEMENT STANDARDS



**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**



At Your Fingertips

A quick access guide to resources
for the Alabama Alternate Standards



**LOCATED ON ALABAMA LEARNING EXCHANGE
(ALEX)**



COMING SOON.

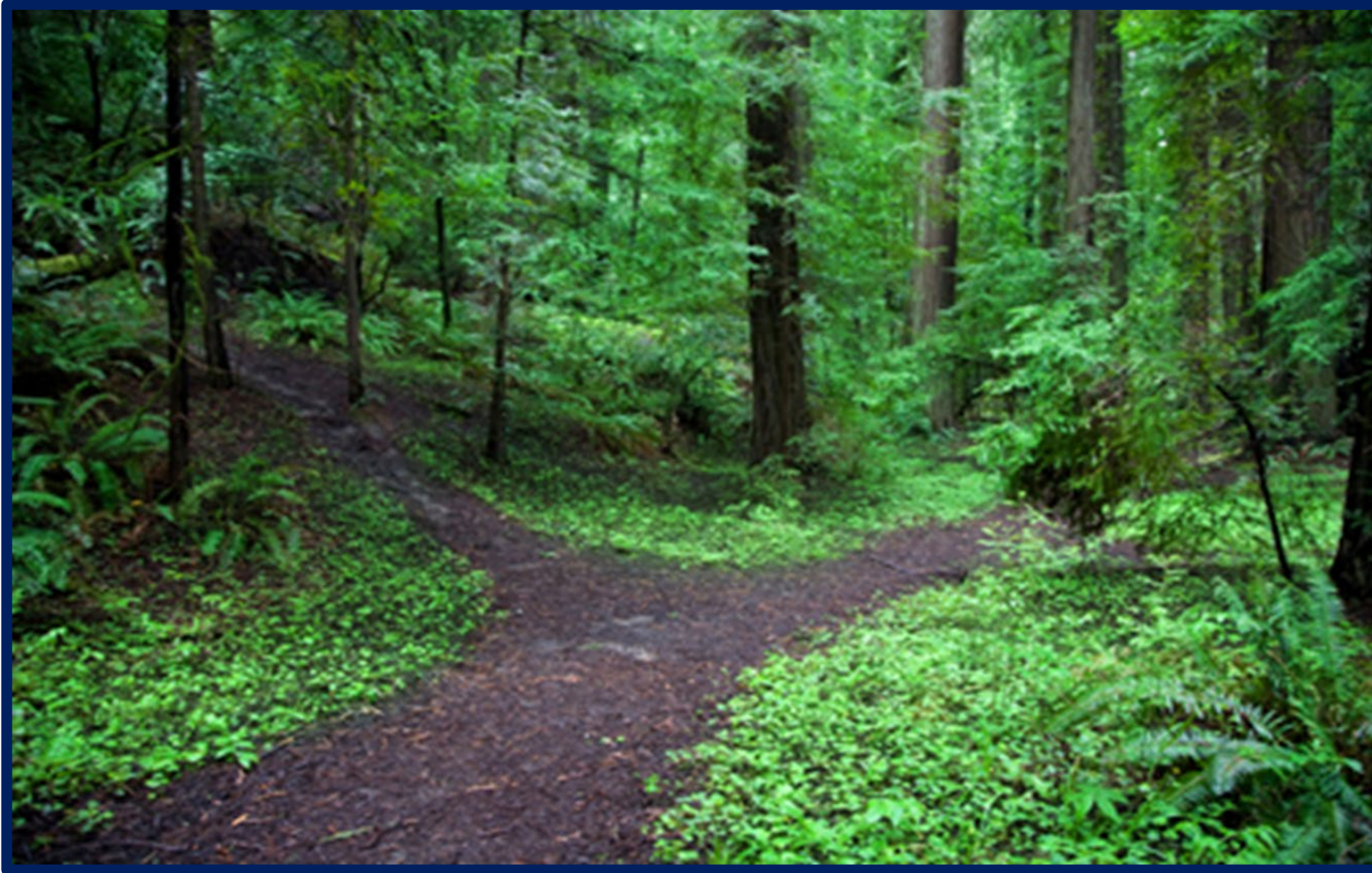
TEACHING AND LEARNING GUIDES FOR ENGLISH LANGUAGE ARTS AND
MATHEMATICS

INSTRUCTIONAL STRATEGIES DOCUMENT

AAS Resource Survey



General Courses of Study vs. Alternate Achievement Standards



Which path is BEST for the student???

General Courses of Study

- Will the student benefit from being in the general education classroom?
- Is the student able to attend classes with minimal assistance?
- What types of accommodations can be put in place for the student to take the general assessment?
 - Text-to-speech
 - Extended time
 - Breaks
 - Scribe

Alternate Program

- Designed for students who need the **most** individualized instruction
 - **Conceptual** – includes problems with skills in language, reading, writing, mathematics, reasoning, memory, knowledge retention
 - **Social** - refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
 - **Practical** – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

ACAP



Alabama Comprehensive Assessment Program

ALTERNATE

Alabama Student Assessment Program

- **Alabama Comprehensive Assessment Program (ACAP)**

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



- **Alabama Alternate Program**

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

ACAP Alternate

- **Grades and Subjects**

- 2-3- ELA (Language and Reading) and Mathematics
- 4-8- ELA (Language, Reading, and Writing) and Mathematics
- 4, 6, & 8- Science
- 10- Reading, English, Mathematics and Science
- 11- Reading, English, Writing, Mathematics and Science

- **Grade 12- WorkKeys- Optional**

- Graphic Literacy, Workplace Documents, and Applied Mathematics

- **Local Requirements (if there is a required local assessment at either the school or district level)**

- Collect evidence for the specific subject and grade OR
- Create a test to assess the specific subject and grade

Alabama Alternate Achievement Standards

The Alabama Alternate Achievement Standards (AAAS) were developed by committees of Alabama general and special education teachers to guide and direct instruction for students with the **most** significant cognitive disabilities.

These standards guide our development of the assessment.

ACAP Alternate

- **Design/Format**

- Administered 1:1 (Test Administrator and Student)
- Paper Test- student booklet
- Web-based-online platform (answer document, Teacher Book)
- Test Administrator Manual (TAM)

- **Administration**

- Scheduling (individual needs)
- Breaks as needed
- Five answer choices (a, b, c, off topic, no response)
- Performance task items
- Manipulatives
- 10 Item Rule

- **Accommodations**

- Braille
- Communication device

ACAP Alternate Fall 2019

- Regional Trainings- October
- Items Specifications
- Sample Items Manual
- Student Assessment Webpage- ACAP Alternate

English Learner with Significant Cognitive Disabilities

- **Definition of an English Learner with Significant Cognitive Disabilities**
 - English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individual Education Programs, who required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

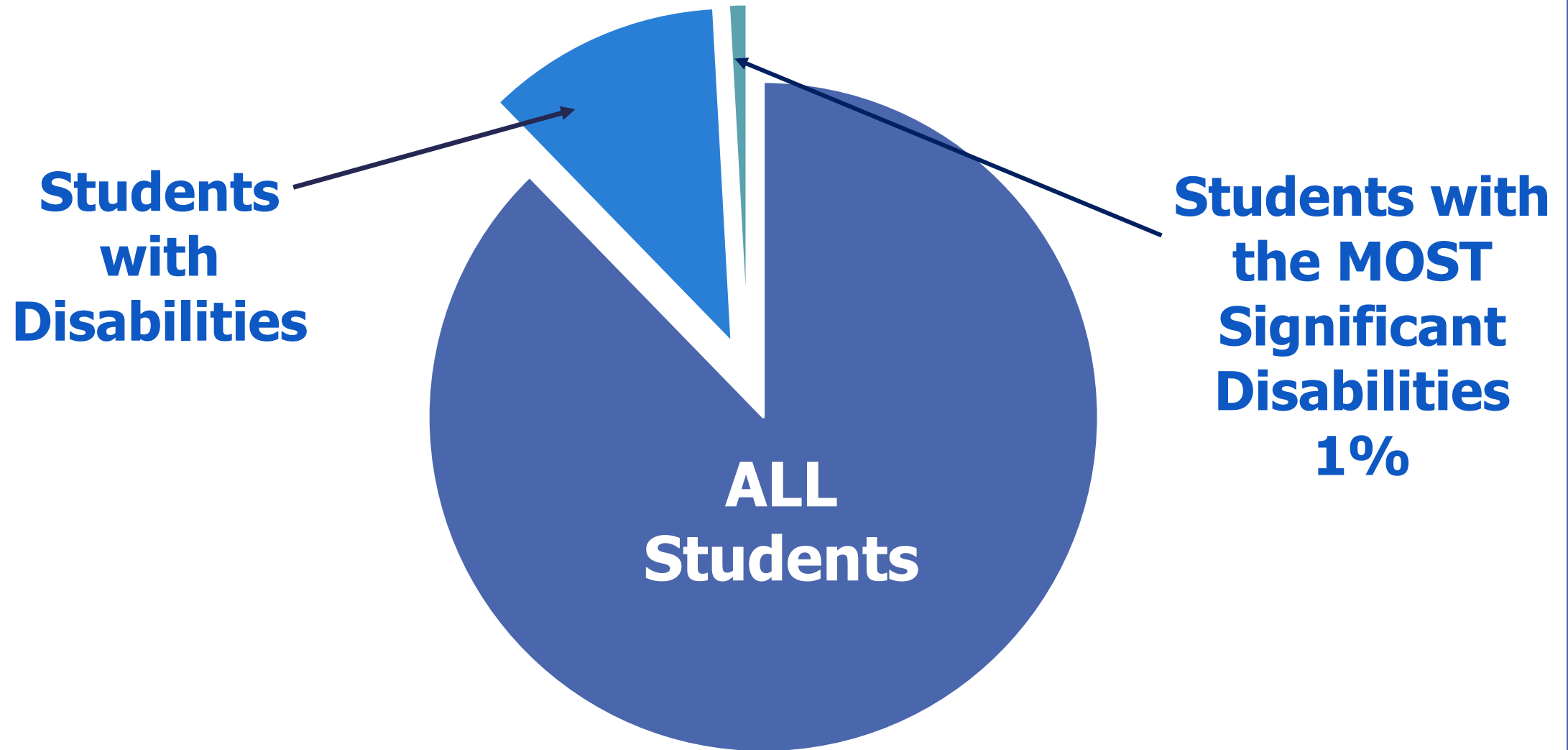
English Learner with Significant Cognitive Disabilities

- NEW FOR 2019-2020:
 - Approval is required for any student who will be participating on the *WIDA Alternate ACCESS for ELLs*. Guidance for this new procedure will be available in the near future.
 - Any Local Education Agency, who administers the *WIDA Alternate ACCESS for ELLs* assessment to a student **who has not received approval**, will be responsible for reimbursement to the Alabama State Department of Education.

English Learner with Significant Cognitive Disabilities

- Only ELLs with significant cognitive disabilities should take *WIDA Alternate ACCESS for ELLs*.
- Students demonstrating academic difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities **may not necessarily qualify for participation** on *WIDA Alternate ACCESS for ELLs*, and may be better served by *WIDA ACCESS for ELLs Online* or Paper.
- The most appropriate assessment for each English learner student must be listed either in the student's IEP or 504 plan.
- Students with disabilities who can be served with accommodations on the *WIDA ACCESS for ELLs Online* and Paper assessments should continue to participate in that assessment, **NOT** *WIDA Alternate ACCESS for ELLs*.

1% Threshold



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

USDOE Letter-May 16, 2019

- Show the number and percentage of students in each subgroup who took or will take an alternate 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

SEA Waiver Requirements of the 1.0% Cap on Participation on an AA-AAAS

- “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.”

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.

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.

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Do not submit student identifiable information with this form.

JUSTIFICATION

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.

Select **all** disability categories of students in your LEA who participated in the alternate assessment:

Autism	Intellectual disability	Speech or language impairment
Deaf-blindness	Multiple disabilities	Traumatic brain injury
Deafness	Orthopedic impairment	Visual impairment including blindness
Emotional disturbance	Other health impaired	
Hearing impairment	Specific learning disability	

Indicate how **all** personnel, who serve on an IEP Team, were trained:

Training Method	LEA Representative	Special Education Teacher	General Education Teacher	Someone Who Can Interpret the Instructional Implications of Evaluation Results	Parents were informed of IEP decision for placement and assessment.
Face-to-face					
Provided a copy of state guidance					
Other					

If other, please explain:

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.

Please explain, in detail, the steps the LEA has taken to address the number of students participating on the alternate assessment.

As, Superintendent, my signature below assures that

- The LEA will ensure IEP Team members will review and determine annually the eligibility for participation in the Alabama Student Assessment Program for a student with the most significant cognitive disability.
- The LEA will ensure training is provided to all IEP Team members utilizing the state guidance.
- The LEA will ensure parents are informed that their child's achievement will be measured based on alternate academic standards and how participation in the alternate assessment program may delay or otherwise affect the student from completing the requirements for a regular high school diploma. The parents will be provided access to the guidance documents.

The following personnel will serve as the LEA contact and has access to all documentation to be kept on file in the LEA related to the 1% Threshold.

Name: _____ Phone number: _____

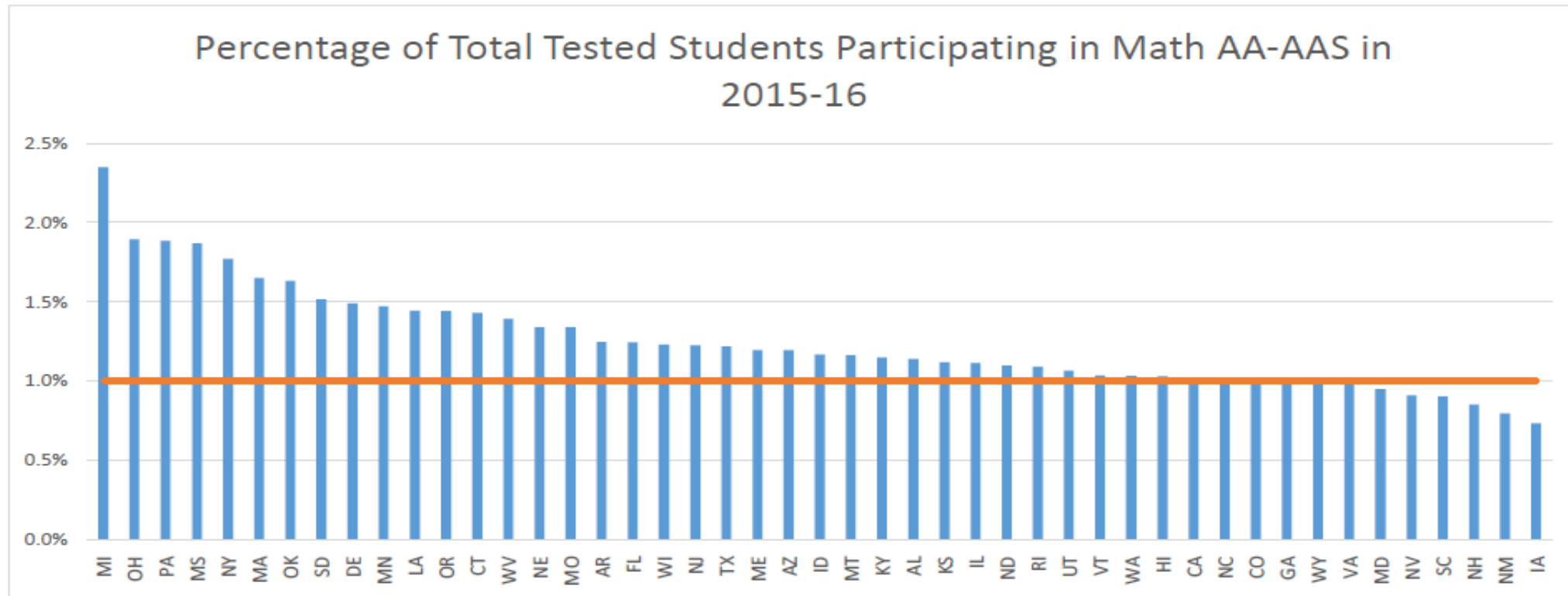
Email: _____ Address: _____

Superintendent's Signature

Date

If you have questions regarding this form, please contact Nannette Pence, Student Assessment, at npence@alsde.edu at the ALSDE. Please submit the justification information via this link: **by October 25, 2019. Do not submit student identifiable information with this form.**

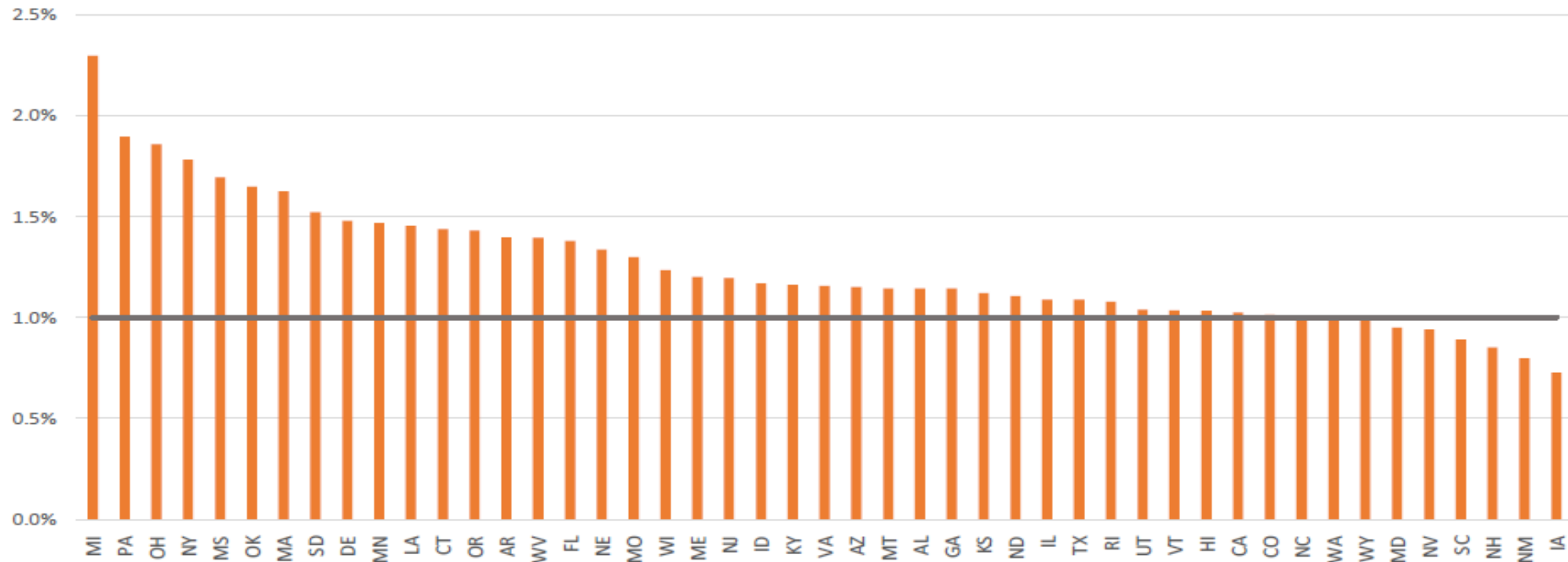
2015-16 APR Data



Math AA-AAS Note. Eight states reported a participation rate that was less than 1%. The average rate across the states was 1.3%, with a range of 0.7% to 2.3%.

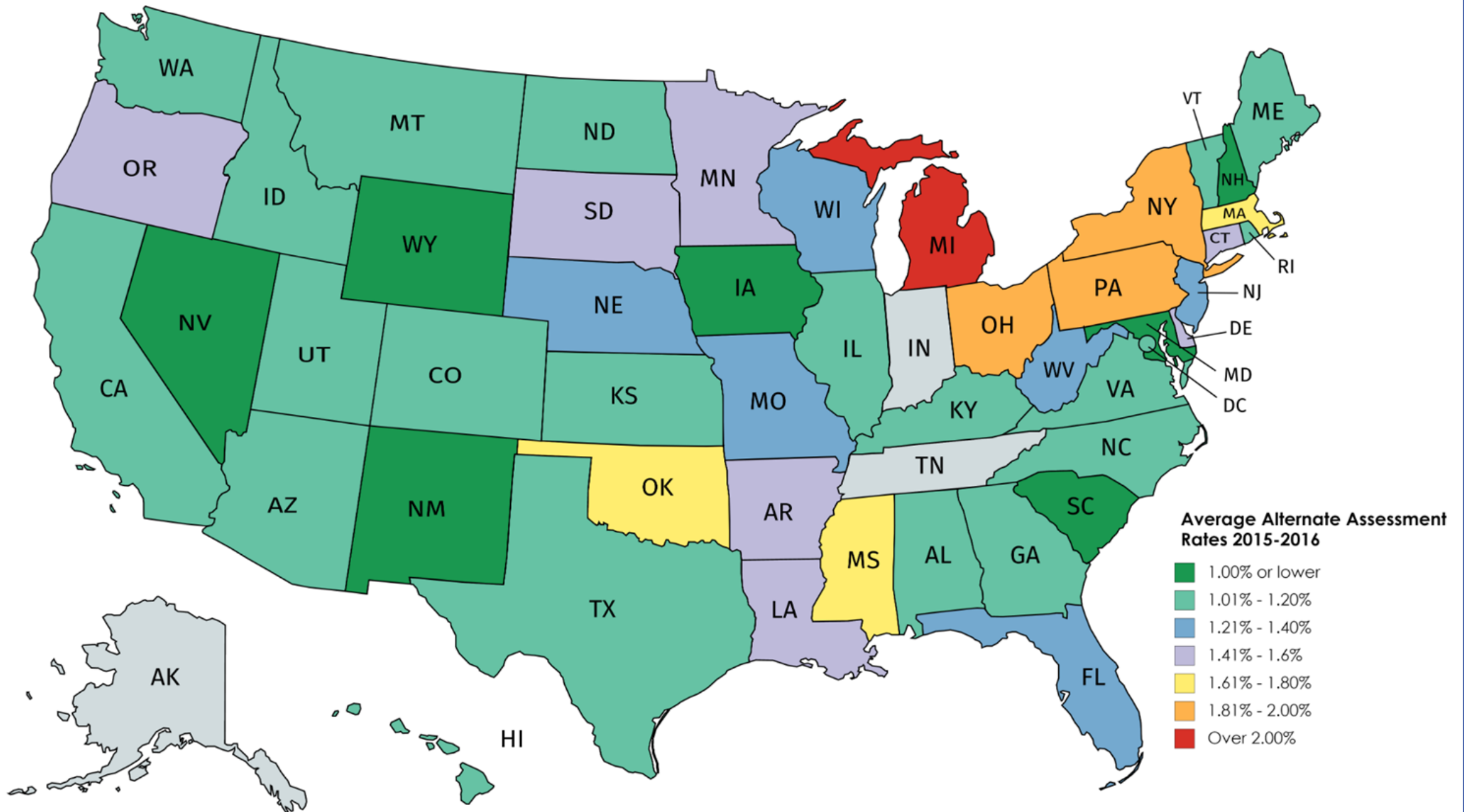
Based on NCEO 2015-16 APR snapshot #18. Citation: Thurlow, M. & Wu, Y.-C. (2018). *2015-2016 APR snapshot #18: AA-AAS participation and performance*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Percentage of Total Tested Students Participating in Reading AA-AAS in 2015-16



Reading AA-AAS Note. Eight states reported a participation rate that was less than 1%. The average rate across the states was 1.3%, with a range of 0.7% to 2.3%.

Based on NCEO 2015-16 APR snapshot #18. Citation: Thurlow, M. & Wu, Y.-C. (2018). *2015-2016 APR snapshot #18: AA-AAS participation and performance*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

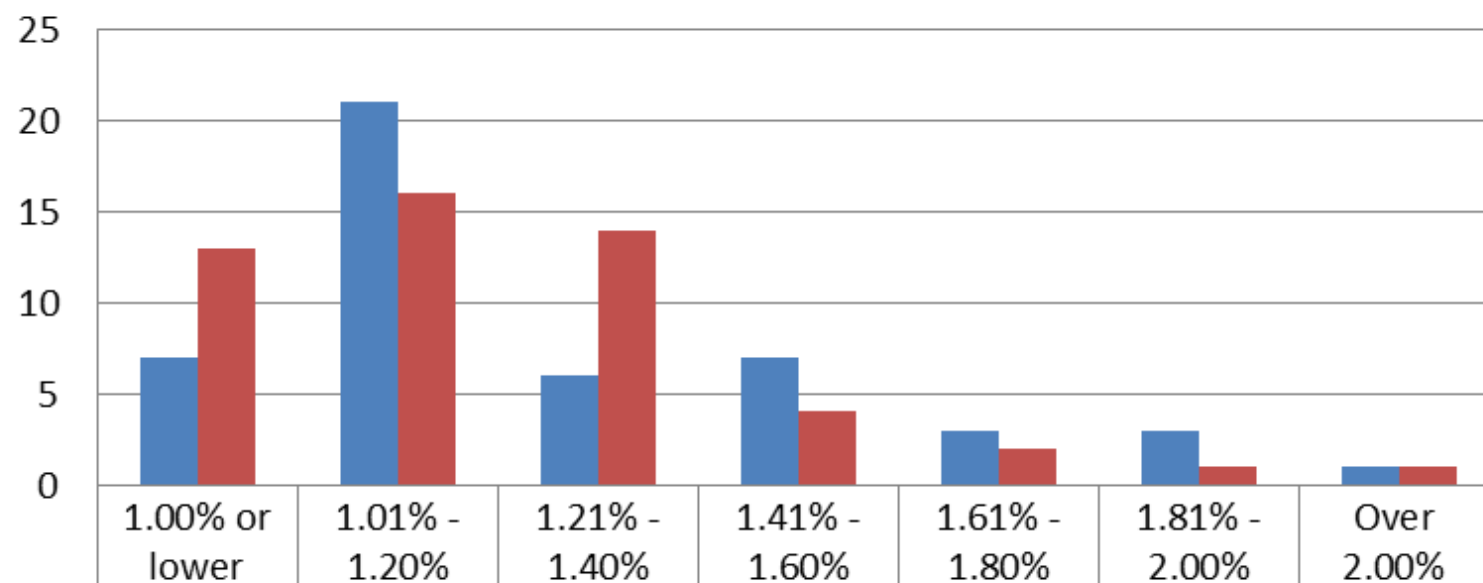


Highest and Lowest AASCD Rates (2015-2016)

Highest State AASCD Rates	Rates
Michigan	2.32%
Pennsylvania	1.89%
Ohio	1.88%
New York	1.81%
Mississippi	1.76%
Oklahoma	1.64%
Massachusetts	1.64%
South Dakota	1.52%
Delaware	1.49%
Minnesota	1.47%

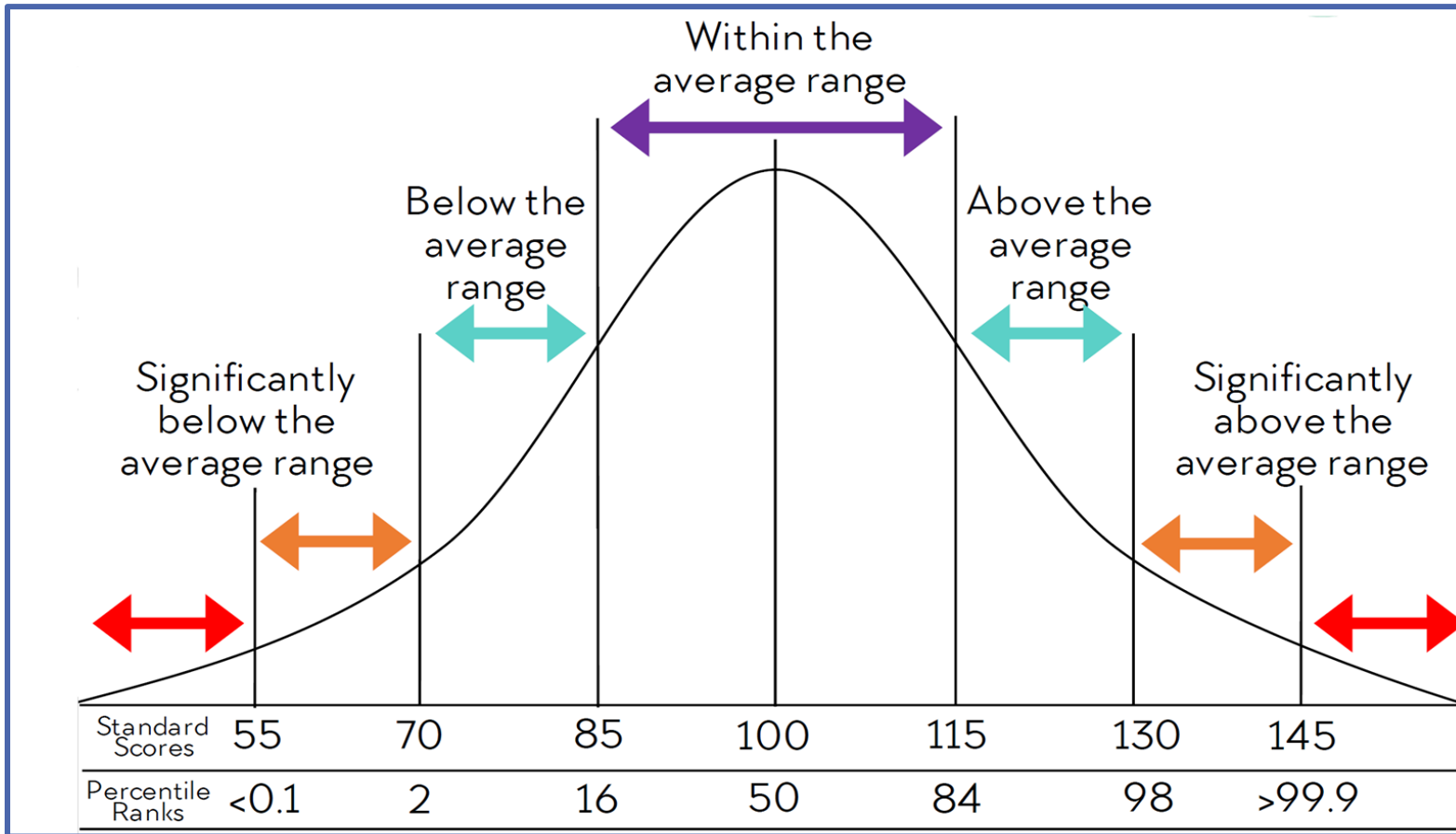
Lowest State AASCD Rates	Rates
Iowa	0.73%
New Hampshire	0.85%
New Mexico	0.86%
South Carolina	0.89%
Nevada	0.92%
Maryland	0.94%
Wyoming	0.99%
Montana	1.01%
North Carolina	1.01%
California, Colorado, Hawaii, and Washington	1.02%

Alternate Assessment Rates



# of States 2015-2016	7	21	6	7	3	3	1
# of States 2016-2017	13	16	14	4	2	1	1

Bell Curve



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

District IQ Worksheet

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

Eligibility Categories	Number of Students
Autism	
Emotional Disturbance	
Intellectual Disability	
Multiple Disabilities	
Other Health Impaired	
Orthopedic Impairment	
Specific Learning Disability	
Speech Language Impairment	
Deafness	

1% Threshold District Student Information

Number	Student Name	Grade	Eligibility Category	Placement/LRE	IQ Score	Adaptive Behavior Scores	Additional Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

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.

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.

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

Digging into the Alternate Data

- Alabama Alternate Assessment Data 2018-2019
- AIM Portal, DRC Insight Portal, or Data Center
- Copy of student raw scores
- Export the spreadsheet
- Review the data looking for possible red flags
 - Disability
 - Scores
 - Achievement level
 - Grade

Monitoring/Support

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

Training

- November 2019
- Regional sites
 - Principals
 - Special Ed Teachers
 - Special Education Coordinator
 - System Test Coordinator