The Alabama Alternate Program

Alabama Alternate Achievement Standards
+ ACAP Alternate
1% Participation

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WHY
Requirements for the Cap on the Percentage of Student who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards
General Provisions
SEAs must require LEAs that assess more than 1.0% of its assessed students in any subject with an AA-AAAs to submit information to SEAs justifying the need to exceed the 1.0 threshold - *Exceeding 1% Cap Justification Form*
SEAs 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 USDOE 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
<table>
<thead>
<tr>
<th>Profile Component</th>
<th>Information</th>
</tr>
</thead>
</table>
| 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 | "Has demonstrated the ability to learn at a level that is close to same age peers"  
Below grade level in written expression & reading comprehension  
When independently reading a grade level or lower level text, struggles with some of the words and with comprehension  
Reading level – 4th grade level |
| 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 | "...is close to a level consistent with same age peers"  
Can keep up with belongings and independently cares for self  
Continues to struggle with behaviors in general education setting  
Has made progress but continues to take responsibility and doesn’t like to be criticized  
Argues and makes excuses  
Has matured and takes redirection in appropriate manner most of the time  
Able to follow rules of conversational turn taking consistently in small group setting  
Enjoys interacting with others but continues to have difficulty providing relevant information and staying on topic sometimes |
| 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
Characteristics of a student with the most significant cognitive disability

National Center and State Collaborative

<table>
<thead>
<tr>
<th>Disability Categories</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Intellectual Disabilities</td>
<td>45.2</td>
<td>Autism</td>
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<tr>
<td></td>
<td></td>
<td>Multiple Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-Symbolic</td>
<td>9.9</td>
<td>Symbolic or emerging symbolic</td>
</tr>
</tbody>
</table>

| Evidence of receptive       |          |          |
| language                    | (89.9)   | No or minimal response to sensory stimuli | (11.1%) |

<table>
<thead>
<tr>
<th>Classroom Setting</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Self contained classroom</td>
<td>64.4%</td>
<td>Self-contained with inclusion</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have behavior which impedes his/her learning or the learning of others?</td>
<td>[ ]</td>
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<tr>
<td>Does the student have a Behavioral Intervention Plan?</td>
<td>[ ]</td>
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<tr>
<td>Does the student have limited English proficiency?</td>
<td>[ ]</td>
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<tr>
<td>Does the student need instruction in Braille and the use of Braille?</td>
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<tr>
<td>Does the student have communication needs?</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Does the student need assistive technology devices and/or services?</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Does the student require specially designed P.E.?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?</strong></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Are transition services addressed in this IEP?</td>
<td>[ ]</td>
<td>[ ]</td>
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</tbody>
</table>
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 80 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 5 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 30-43 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 1 – Review case study**

CASE STUDY - Monique

DISABILITY AREA – Intellectual Disability  
LRE CODE - 04  
GRADE – 7\(^{th}\)  
AGE – 13

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**STEP 2 – Data analysis snapshot of the student**

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>CURRENT PERFORMANCE</th>
</tr>
</thead>
</table>
| **IQ Score**  
Significantly impacts intellectual functioning?  
Score - 43  
Assessment Tool: CTONG 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 form 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 |
<table>
<thead>
<tr>
<th>Supports</th>
<th>Observations</th>
<th>Assistance from paraprofessional for walking, feeding, toileting, grooming, and communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial support required?</td>
<td>Teacher notes</td>
<td>SLP, OT, PT weekly</td>
</tr>
<tr>
<td>Is the support intensive and extensive? Ongoing?</td>
<td>Paraprofessional input</td>
<td>Maximum prompts</td>
</tr>
<tr>
<td>Parent input</td>
<td>Parent input</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
<th>Conversation with parent</th>
<th>Parents concern with safety, health and communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent input</td>
<td>Attendance report</td>
<td>Increase inclusion and community integration</td>
</tr>
<tr>
<td>Medical information</td>
<td></td>
<td>Gets sick often and misses school</td>
</tr>
<tr>
<td>Historical information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation Criteria</td>
<td>Participation Criteria Descriptors</td>
<td>Source of Evidence (check all that apply)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. A student with the most significant cognitive disability according to AAC 290-4-2.03.</td>
<td>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <em>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</em></td>
<td>□ Results of individual intellectual evaluation or a measure of cognitive functioning</td>
</tr>
<tr>
<td>■ Yes&lt;br&gt;□ No</td>
<td></td>
<td>□ Results of individual adaptive behavior evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Results of individual educational achievement evaluation</td>
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<tr>
<td></td>
<td></td>
<td>□ Results of informal assessments</td>
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<tr>
<td></td>
<td></td>
<td>□ Results of individual reading assessments</td>
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<tr>
<td></td>
<td></td>
<td>□ Results of district-wide alternate assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Results of language assessments including English language learners (ELL) language assessments, if applicable</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Examples of curriculum, instructional objectives and materials, including work samples</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</td>
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<tr>
<td></td>
<td></td>
<td>Data from scientific research-based interventions</td>
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<tr>
<td></td>
<td></td>
<td>Progress monitoring data</td>
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<td></td>
<td></td>
<td>Other observations; teacher input</td>
</tr>
</tbody>
</table>

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

**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 ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of attempts</th>
<th>Results</th>
</tr>
</thead>
</table>
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.
(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
<table>
<thead>
<tr>
<th>STEP 1 – Review case study</th>
<th>CASE STUDY - Mateo</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISABILITY AREA – Autism</td>
<td>LRE CODE - 04</td>
</tr>
<tr>
<td></td>
<td>GRADE – 4th</td>
</tr>
<tr>
<td></td>
<td>AGE – 9</td>
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</tbody>
</table>
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
At Your Fingertips

A quick access guide to resources for the Alabama Alternate Standards
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
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

- Students with Disabilities
- Students with the MOST Significant Disabilities 1%

ALL Students
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
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
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: [link] by October 25, 2019. 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
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impaired
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

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

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

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.
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%.

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%.

### Highest State AASCD Rates (2015-2016)

<table>
<thead>
<tr>
<th>Highest State AASCD Rates</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>2.32%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>1.89%</td>
</tr>
<tr>
<td>Ohio</td>
<td>1.88%</td>
</tr>
<tr>
<td>New York</td>
<td>1.81%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1.76%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1.64%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1.64%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1.52%</td>
</tr>
<tr>
<td>Delaware</td>
<td>1.49%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1.47%</td>
</tr>
</tbody>
</table>

### Lowest State AASCD Rates (2015-2016)

<table>
<thead>
<tr>
<th>Lowest State AASCD Rates</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>0.73%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>0.85%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>0.86%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>0.89%</td>
</tr>
<tr>
<td>Nevada</td>
<td>0.92%</td>
</tr>
<tr>
<td>Maryland</td>
<td>0.94%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>0.99%</td>
</tr>
<tr>
<td>Montana</td>
<td>1.01%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1.01%</td>
</tr>
<tr>
<td>California, Colorado, Hawaii, and Washington</td>
<td>1.02%</td>
</tr>
</tbody>
</table>
# Alternate Assessment Rates

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th># of States 2015-2016</th>
<th># of States 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00% or lower</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>1.01% - 1.20%</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>1.21% - 1.40%</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>1.41% - 1.60%</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>1.61% - 1.80%</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1.81% - 2.00%</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Over 2.00%</td>
<td>1</td>
<td>1</td>
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</table>
Bell Curve

<table>
<thead>
<tr>
<th>IQ</th>
<th>Cumulative Percentages</th>
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</thead>
<tbody>
<tr>
<td>75</td>
<td>5.0%</td>
</tr>
<tr>
<td>70</td>
<td>2.3%</td>
</tr>
<tr>
<td>65</td>
<td>1.0%</td>
</tr>
<tr>
<td>63</td>
<td>0.7%</td>
</tr>
<tr>
<td>55</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
### District IQ Worksheet

<table>
<thead>
<tr>
<th>IQ Range</th>
<th>Total Number of students who would be eligible</th>
<th>Students in each IQ range in district</th>
<th>IQ Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.68 SD or above</td>
<td>76 or higher</td>
<td></td>
<td>76+</td>
</tr>
<tr>
<td>1.67 SD or below</td>
<td>75 or below</td>
<td></td>
<td>71-75</td>
</tr>
<tr>
<td>2 SD below</td>
<td>70 or below</td>
<td></td>
<td>66-70</td>
</tr>
<tr>
<td>2.33 SD below</td>
<td>65 or below</td>
<td></td>
<td>64-65</td>
</tr>
<tr>
<td>2.5 SD below</td>
<td>63 or below</td>
<td></td>
<td>56-63</td>
</tr>
<tr>
<td>3 SD below</td>
<td>55 or below</td>
<td></td>
<td>55 or below</td>
</tr>
</tbody>
</table>
## District IDEA Eligibility Categories

<table>
<thead>
<tr>
<th>Eligibility Categories</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>Autism</td>
<td></td>
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<tr>
<td>Emotional Disturbance</td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td></td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td></td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td></td>
</tr>
<tr>
<td>Speech Language Impairment</td>
<td></td>
</tr>
<tr>
<td>Deafness</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Student Name</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
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</tr>
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<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Grade</th>
<th>Exceptionality</th>
<th>Reading</th>
<th>Achievement</th>
<th>Math</th>
<th>Achievement</th>
<th>Science</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>08</td>
<td>MD</td>
<td>514</td>
<td>1</td>
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<tr>
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<td>574</td>
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<td>512</td>
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<td>522</td>
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<td>488</td>
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<td>06</td>
<td>SLI</td>
<td>528</td>
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<td>SLD</td>
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<td>4</td>
<td>531</td>
<td>3</td>
<td>600</td>
<td>4</td>
</tr>
</tbody>
</table>
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