

Alternate Assessment: The Federal Cap of 1% and Implications of Participation

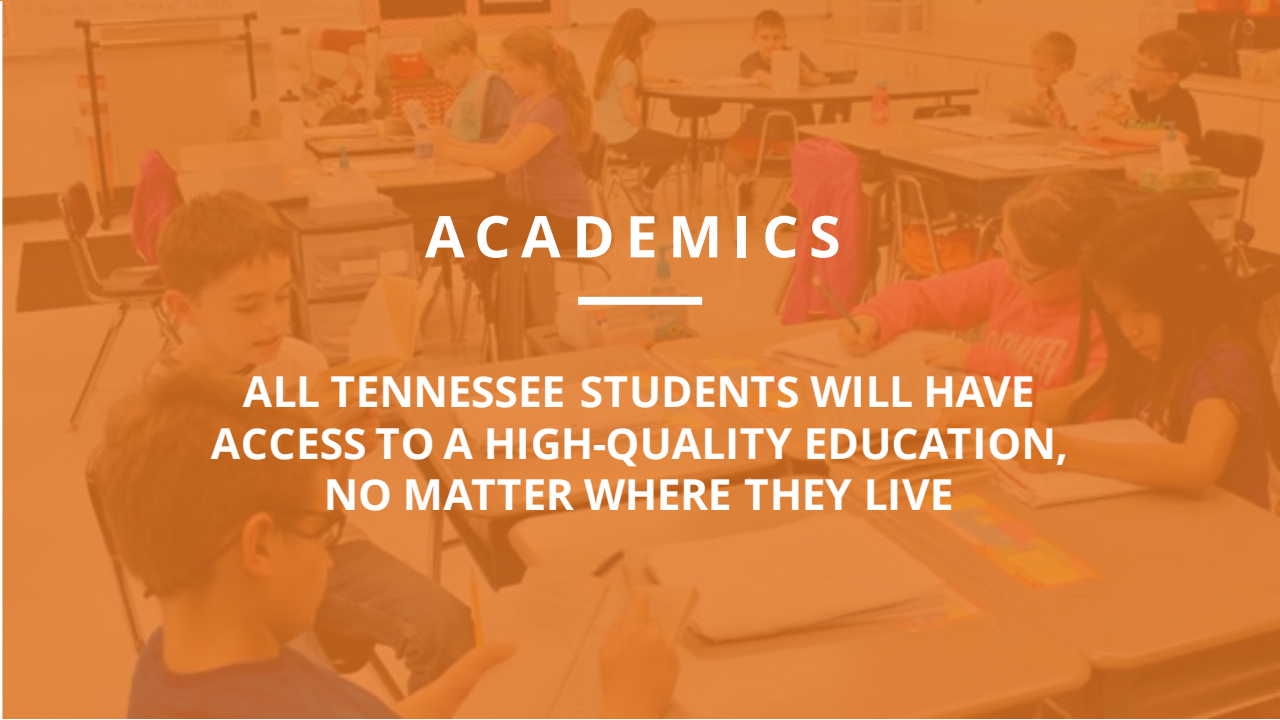
Alison Gauld

Special Education and Intervention Programming



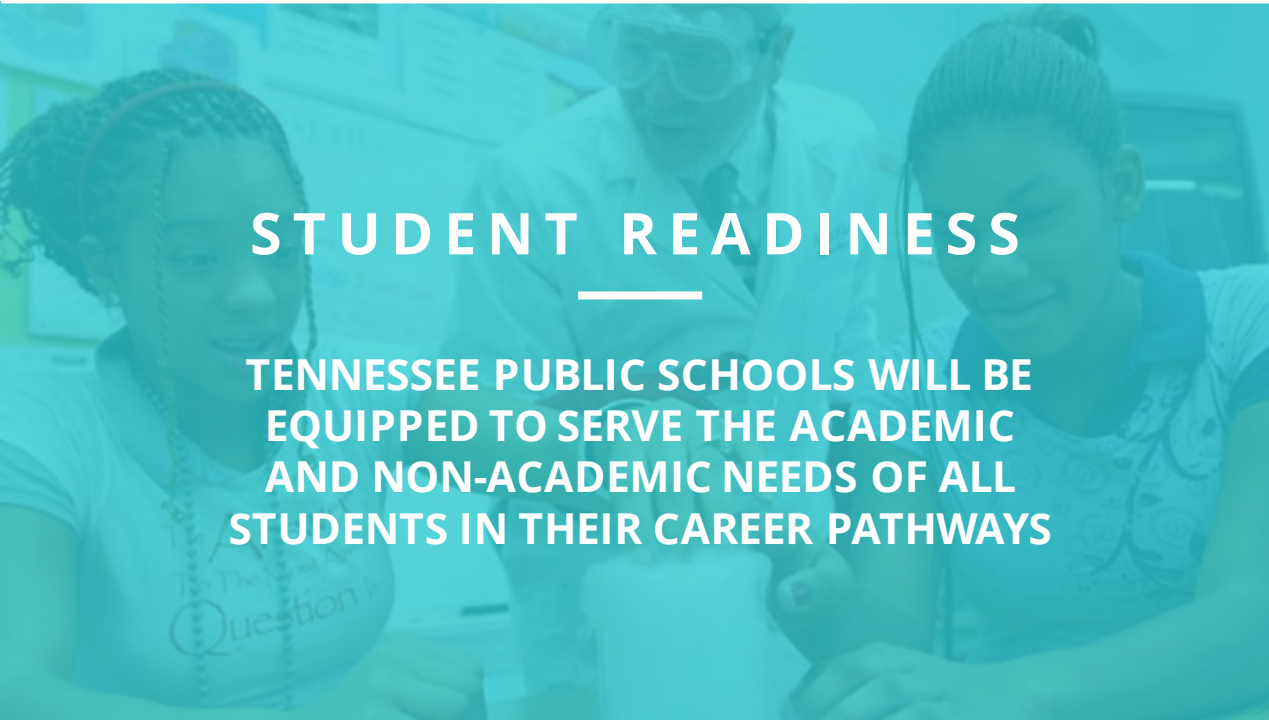
BEST FOR
ALL

We will set all students on a path to success.



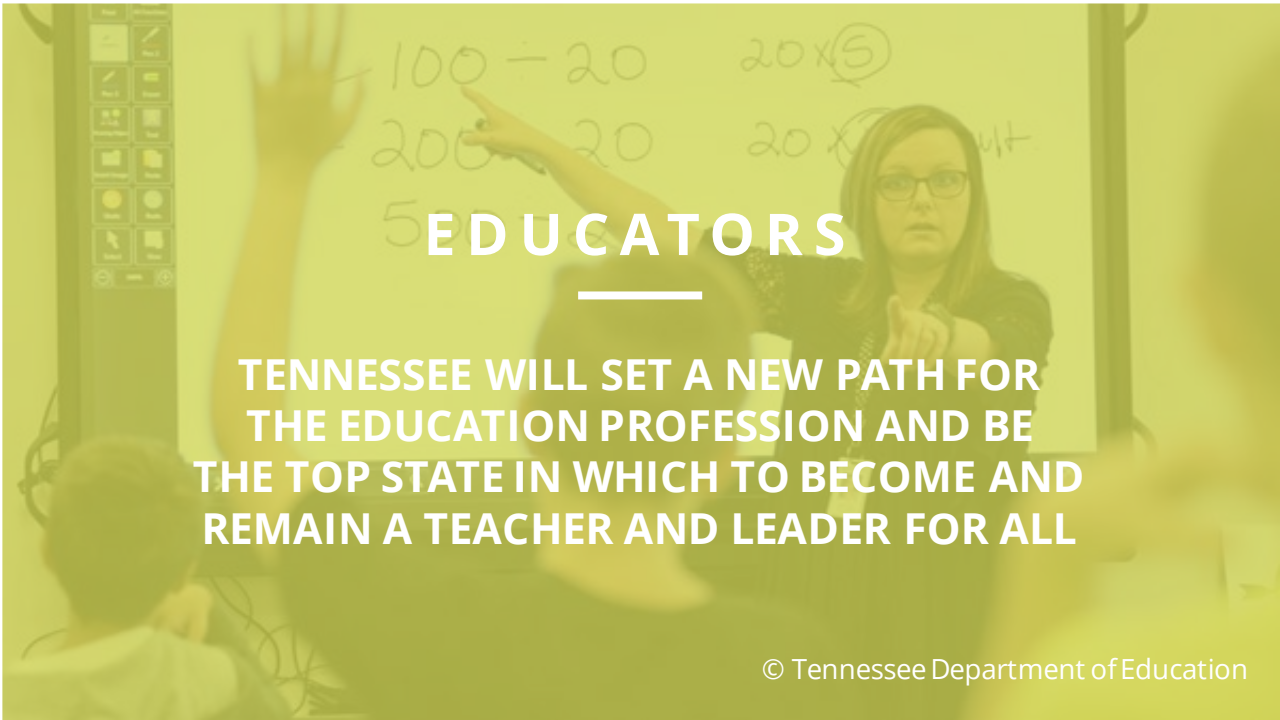
ACADEMICS

**ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE**



STUDENT READINESS

**TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS**



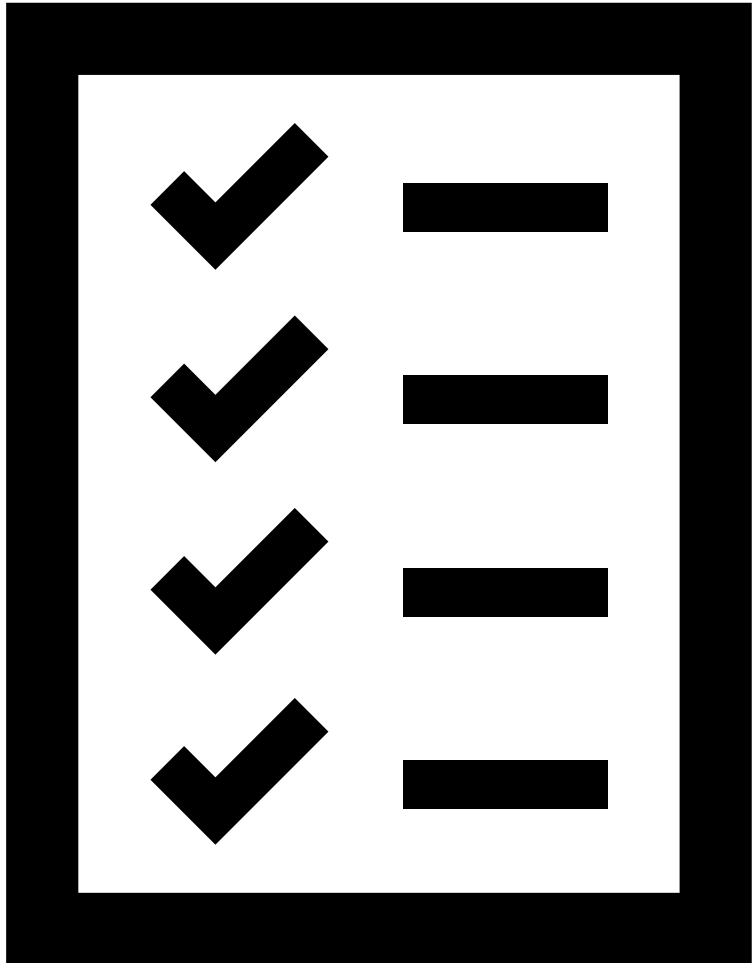
EDUCATORS

**TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL**

Objectives

Participants will:

- identify Individualized Education Program (IEP) evidence sources to support the decision of alternate assessment eligibility; and
- articulate and apply the implications of participation in the alternate assessment to decision-making.



Opening Activity

In groups of 2-4 people, review the 2022-23 state alternate assessment data.

- What did you notice?
- Were there any surprises?
- What patterns of trends do you notice?



Federal Participation Guidelines

Alternate Assessment State Participation Rate

- The Every Student Succeeds Act (ESSA) limits **state-wide** participation of the alternate assessment to one percent of the total number of all students in the state who are assessed in that subject.
- The participation cap is designed to ensure that
 - most students take a state’s general assessment;
 - only students with the **most significant cognitive disabilities** participate in the alternate assessment; and
 - all students are provided access to instruction aligned to appropriate, rigorous, **high expectations for success**.



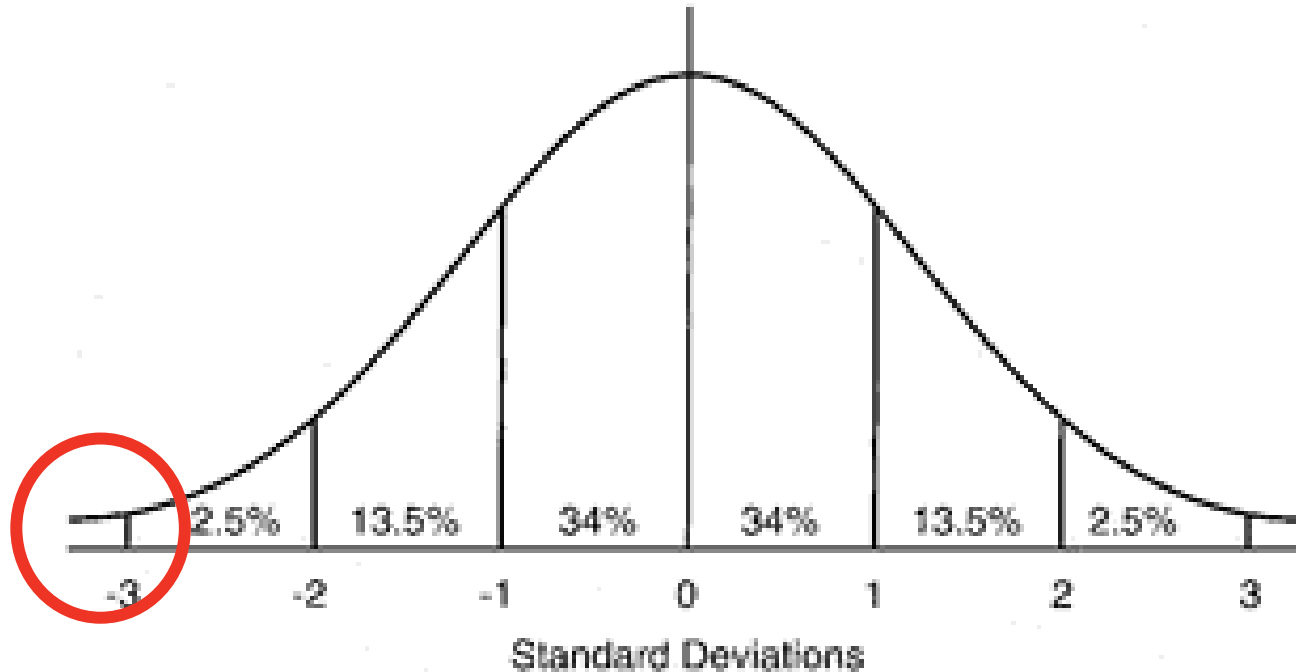
See 20 U.S.C. § 6311(b)(2)(D)(i)(I)



Tennessee Exceeds 1%

- In 2022-23 alternate assessment participation rates exceeded 1%:
 - ELA 1.35%
 - Math 1.36%
 - Science 1.33%
- In anticipation of exceeding 1%, Tennessee requested a waiver. The waiver request was denied due to an *insufficient reduction of participants*.
- Tennessee must reduce by a minimum of 0.10% to be considered for a waiver this year.

What Is One Percent?





Federal Participation Guidelines

Criteria One:

The student has a significant cognitive disability. Only students with the most significant cognitive disability should be considered for the alternate assessment.

Criteria Two:

The student is learning content linked to (derived from) state content standards.

Criteria Three:

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Criterion Three: Individualized Instruction and Supports



Criterion Three: Individualized Instruction and Supports

Alternate assessment eligibility criterion three:

- means that the student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum;
- is not determined by the student's least restrictive environment (LRE);
- informs criterion 1 and 2; and
- helps teams understand the limit of participation to one percent statewide.



Criterion Three Decision Making

Criterion three must be met within *all LRE settings*.

- A restrictive LRE setting is not sufficient information to make a determination on criterion three.

An IEP team must determine if the student's *needed* accommodations, modifications, services and supports are:

- extensive, meaning beyond the supports provided within a program or setting;
- repeated;
- individualized; and
- required across multiple settings.



Criterion Three Guidance

Criterion three further states that 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 multiple settings.

Extensive Supports?

Rank the following from least to most "extensive direct individualized instruction and substantial supports"?

- assistive technology
- communication board
- behavior incentive chart
- read aloud
- additional adult assistance
- physical prompting
- verbal prompting
- modified work
- visual schedule
- slower pacing
- small group
- scripted writing





Checks for Criterion Three Eligibility

Evidence in the IEP that the student meets criterion three may include:

- Data related to the student's performance in grade-level standards instruction:
 - present levels
 - LRE statement
 - service delivery plan
- Assistive technology needs
- Extensive accommodations and modifications to participate in instruction *in all settings*.
- Annual progress appropriate in light of the student's circumstances
 - goals are not repeated across IEPs



Summary of Criterion Three

Criterion three ensures that:

- LRE placement is an independent decision from assessment participation;
- individualized needs drive the decision-making process;
- IEP teams consider impact or participation on graduation options and postsecondary opportunities; and
- no single service determines criterion three eligibility.

For more information, IEP teams should refer to the Criterion Three Considerations as a guide.

Criterion Two: Academic and Learning Requirements



Criterion Two: Academic and Learning Requirements

Alternate assessment eligibility criterion two:

- ensures the student is learning content linked to (derived from) state content standards;
- indicates the student’s standards-based learning requires modifications across all subjects;
- ensures cognitive scores are not a reflection of exposure and engagement in instruction and learning; and
- does not call for functional or life skills to replace standards-aligned instruction.



Measuring Learning and Mastery

IEP goals and short-term objectives are measured to determine level of *mastery*.

Standards-based content is measured, or graded, based on student *learning*.

Therefore, the student's perceived ability to *master* standards is a misleading and unreasonable expectation.



Checks for Criterion Two Eligibility

Evidence in the IEP that the student meets criterion two may include:

- Academic, learner-based strengths
- Data on the impact of accommodations, modifications, and program supports on the student's independence and engagement:
 - Present levels
 - Prior written notice
 - progress reports
- LRE changes as student progresses/regresses.
- Short-term objectives are skill-based and designed to increase independence, engagement, and/or participation.



Summary of Criterion Two

Criterion two ensures:

- student opportunity for active participation;
- grade level expectations;
- least restrictive environment (LRE) for instruction;
- opportunities for independence; and
- student progress.

For more information, IEP teams should refer to the [Criterion Two Considerations](#) as a guide.

Criterion One: Defining a Significant Cognitive Disability

Significant Cognitive Disability

Intellectual Disability (ID) is not synonymous with significant cognitive disability.





Significant Cognitive Disability

- A significant cognitive disability is not determined solely by an intelligence quotient (IQ) score.
- The team should consider multiple sources of data and indicate valid intellectual functioning.
- Did the team complete all the evaluation procedures to help determine the presence of a cognitive disability?

**Intellectual
ability**

**Systematic
observations**

**Adaptive
behavior**

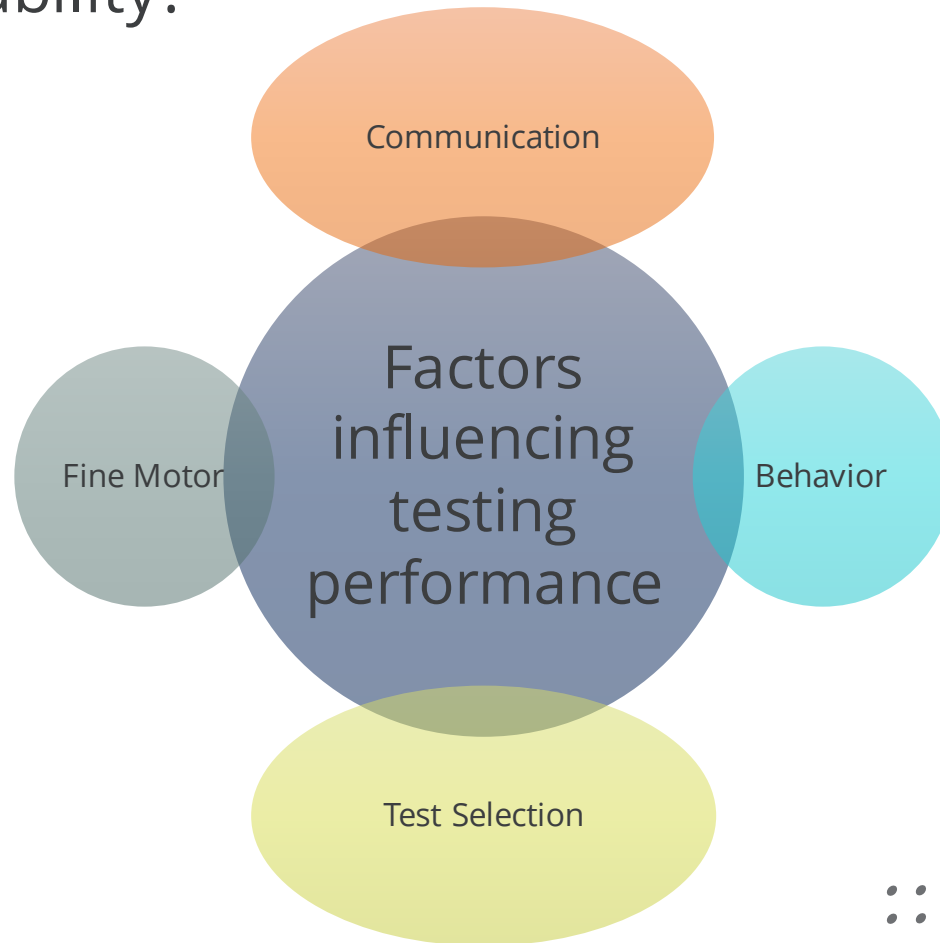
**Exclusionary
factors**

**Developmental
history**



Team Considerations

Is there reason to believe that the IQ score is lower than the student's true ability?



Significant Adaptive Deficits

- Across evaluations, were the adaptive behavior scores consistent for both parent and teacher raters?
- Were the scores significantly low compared to same-aged peers across domains?



Case Studies



Meet Susie

- Susie is currently in the third grade and is eligible under Intellectual Disability (ID) and Speech Impairment (SI).
- Susie's triennial reevaluation is approaching, and the team will be reviewing her historical data to determine her eligibility and participation in alternate assessment.
- What data should the team review? What data would need to be current in order to make any decisions?



Meet Johnny

- Johnny is currently in the ninth grade and is eligible under a primary category of Autism.
- Johnny's most recent data suggests the following:
 - The cognitive composite standard score is 68, the 2nd percentile.
 - The adaptive composite standard score is 72, the 3rd percentile.
- Johnny's annual IEP meeting is approaching, and the team will need to review his eligibility and participation for the alternate assessment.
- What additional data should the team review? What questions would you pose to your team as you discuss his eligibility and participation in the alternate assessment?





Checks for Criterion One Eligibility

Evidence in the IEP that the student meets criterion one may include:

- Multiple assessments reported.
- Data on the student's language and/or communication skills is current.
- Evidence the cognitive scores best reflect the student's cognitive ability.
- Adaptive behavior scores multiple sources and environments including home/family.



Summary of Criterion Two

Criterion one ensures:

- cognitive ability is appropriately assessed;
- high expectations for all students;
- assistive technology, accommodations, and/or modifications have been used and evaluated for success; and
- the least dangerous assumption guides decision-making.

For more information, IEP teams should refer to the [Criterion One Considerations](#) as a guide.

Implications of Participation



Accommodations and Modifications

Accommodations change **how** a student accesses and participates in instruction and assessment.

Modifications change **what** the student is taught and, as a result, what is assessed.

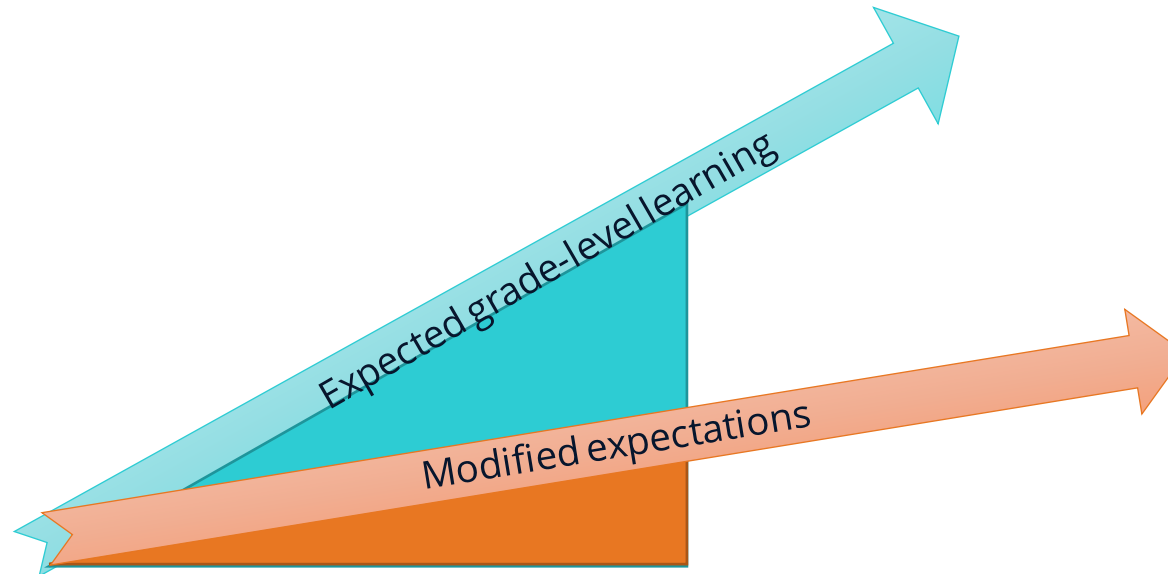
- While a student may require modifications, the team must consider the impact of changing what the student is taught.



Implications of Participation

State standards define the expected learning for each grade level.

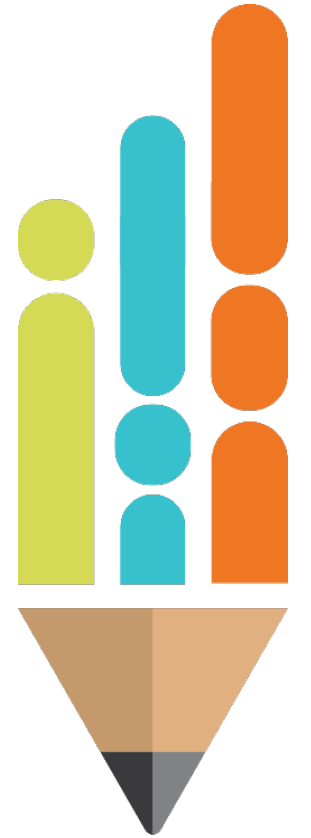
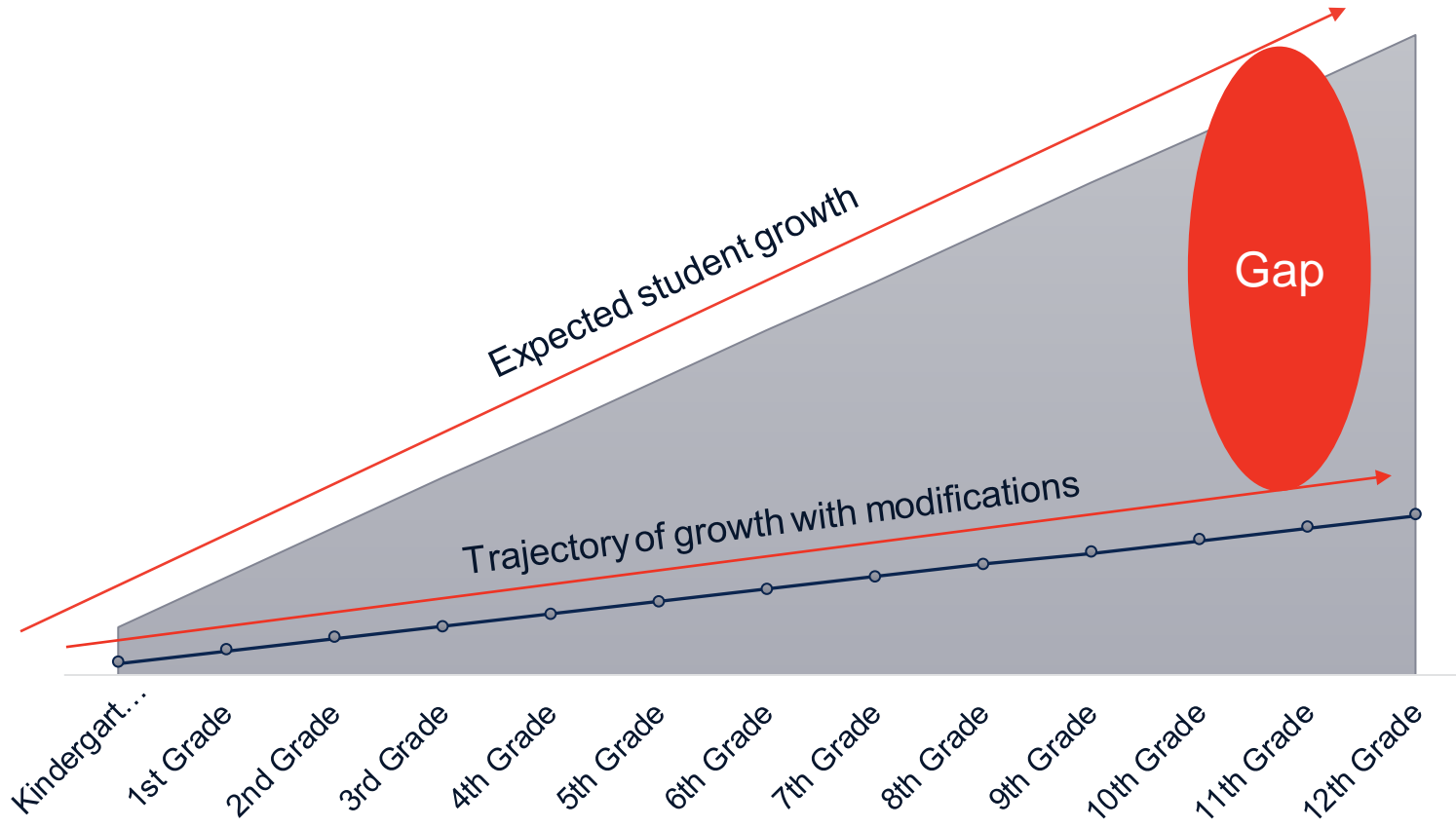
When the expectations are *modified*, the expected learning is reduced.





Implications of Participation

Over time, the impact of the modifications can increase.





Implications of Participation on Student Outcomes

An IEP team must determine that a student meets eligibility requirements and that the alternate assessment is the most appropriate assessment, given the implications of participation.

Parents need to be informed of the potential implications of the decision to participate in the alternate assessment.

Participation in the alternate assessment reduces the likelihood that a student will graduate with the regular diploma.



Supporting Students Participating in the General Assessments

- All students, regardless of the most appropriate assessment, should be receiving English language arts, math, science and social studies instruction aligned to the state standards daily.
- This instruction will occur in the LRE as determined by their IEP team.
 - For those students whose LRE is special education, they will receive both, standards-aligned instruction and intervention within the special education setting.
 - The instruction within a special education setting, like a CDC classroom, is highly modified, however, it ***is aligned to state standards***. Therefore, it is still appropriate to assess a student on a general assessment when their instruction occurs within a special education setting.



Summary of Course Code Types



General Education Course Codes	Comprehensive Program (Modified Replacement of Grade Level Instruction) Course Codes	Alternate Academic/Assessment Course Codes
<p>All students should be considered for this course first. Only if the team agrees this is not the most appropriate option, should they consider one of the other options.</p>	<p>Students who have an IEP and require modified instruction as a replacement to general education core instruction <u>and</u> participate in TNReady or End of Course (EOC) assessments may be considered for a modified replacement of grade level instruction (comprehensive) course code.</p>	<p>Students who have an IEP and require <i>significantly</i> modified instruction <u>and</u> participate in the alternate assessments (TCAP-Alt and MSAA).</p>



Course Codes

- It is critical that schools ensure students receive both grade-level, rigorous instruction and the special education and related services needed to provide access to that instruction.



- Course codes have been developed to ensure students have full access to their LRE and to the content.



For more information:

https://www.tn.gov/content/dam/tn/education/textbook/sect-e/Course_codes_and_FAQs_FINAL.pdf



Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Preschool

AnLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

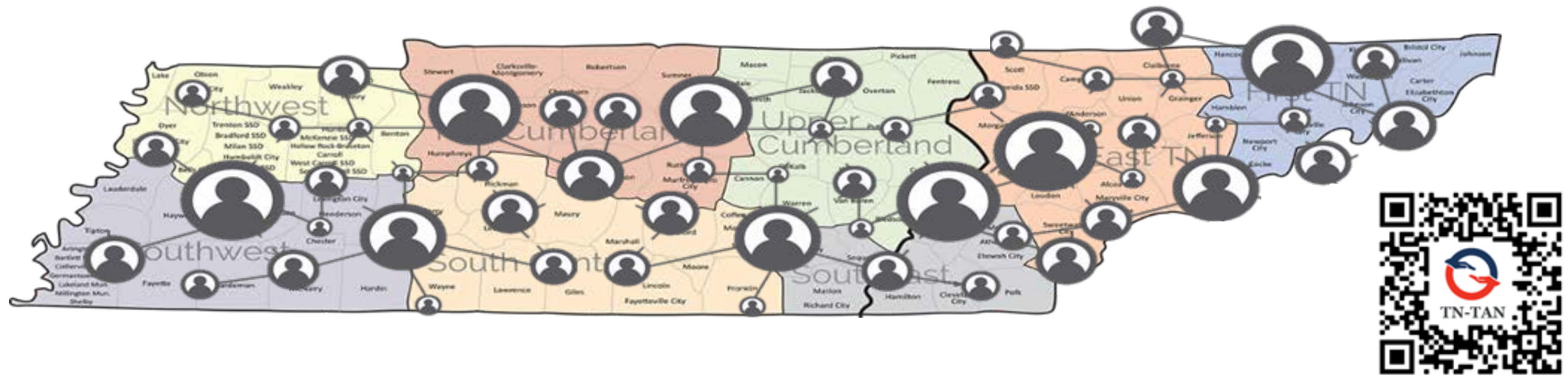
Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

TN-TAN: The Vision

tn-tan.tnedu.gov

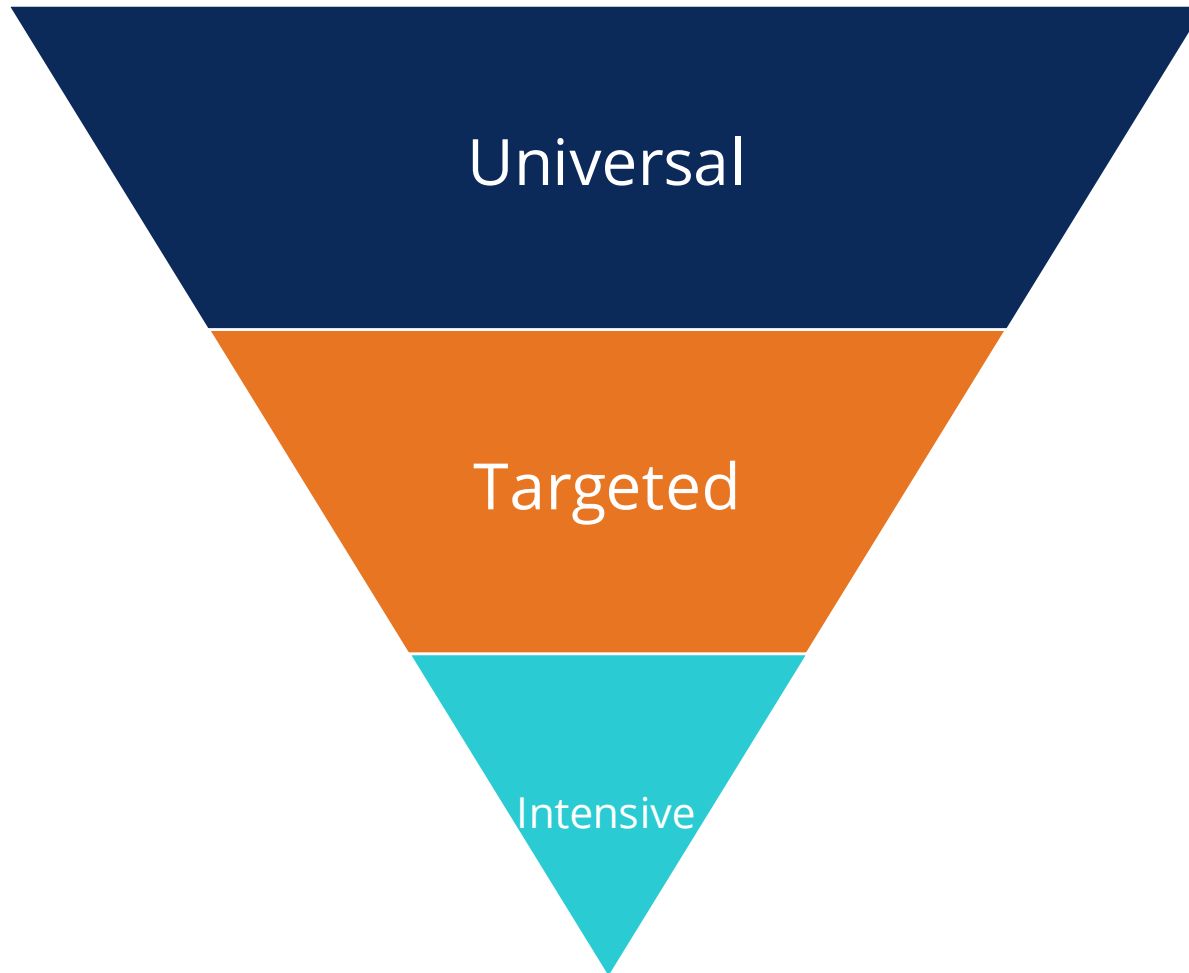
A coordinated network that implements strategic supports to school districts, administrators, educators, and families through high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.



Autism • Inclusive Preschool • Intensive Behavior • RTI²-A+RTI²-B • Family Engagement
• Assistive Technology • Secondary Transition



TN-TAN: The Vision



- TN-TAN Website
- Online Modules
 - Materials and Resources
 - CoPs

- Referrals
- Requests via TN-TAN Website
 - Priority assignments by the Department

- Intensive District Support
- Support/Partnerships that extend over months/years



TDOE Coordination of Special Education



Office of Academics

Programmatic Design



Office of the Commissioner

Data Reporting



CORE Regional Intervention Specialists

Implement Strategic Support



Tennessee Technical Assistance Network

Implement Strategic Support



Office of Operations

Monitor Programs and Supports



Office of General Counsel

Interpret the Law



Tennessee Diplomas



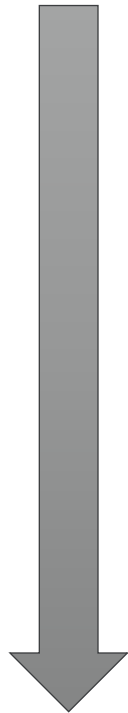
Diploma	Who Is Eligible?	Terminal (Yes or No)	Included in Graduation Rate?
Regular Diploma	Everyone	Yes—terminates eligibility for IDEA services	Yes
Alternate Academic Diploma	Students assessed on the alternate assessment	No—student is eligible for IDEA services through end of school year after turning 22	Yes*
Occupational Diploma	Students with an IEP who will not be able to earn the regular diploma	No--student is eligible for IDEA services through end of school year after turning 22	No
Special Education Diploma	Students with an IEP who will not be able to earn the regular diploma	No—student is eligible for IDEA services through end of school year after turning 22	No

*Included in graduation rate if completed within the cohort time limit (four years plus one summer.)

Tennessee Diplomas



Less restrictive

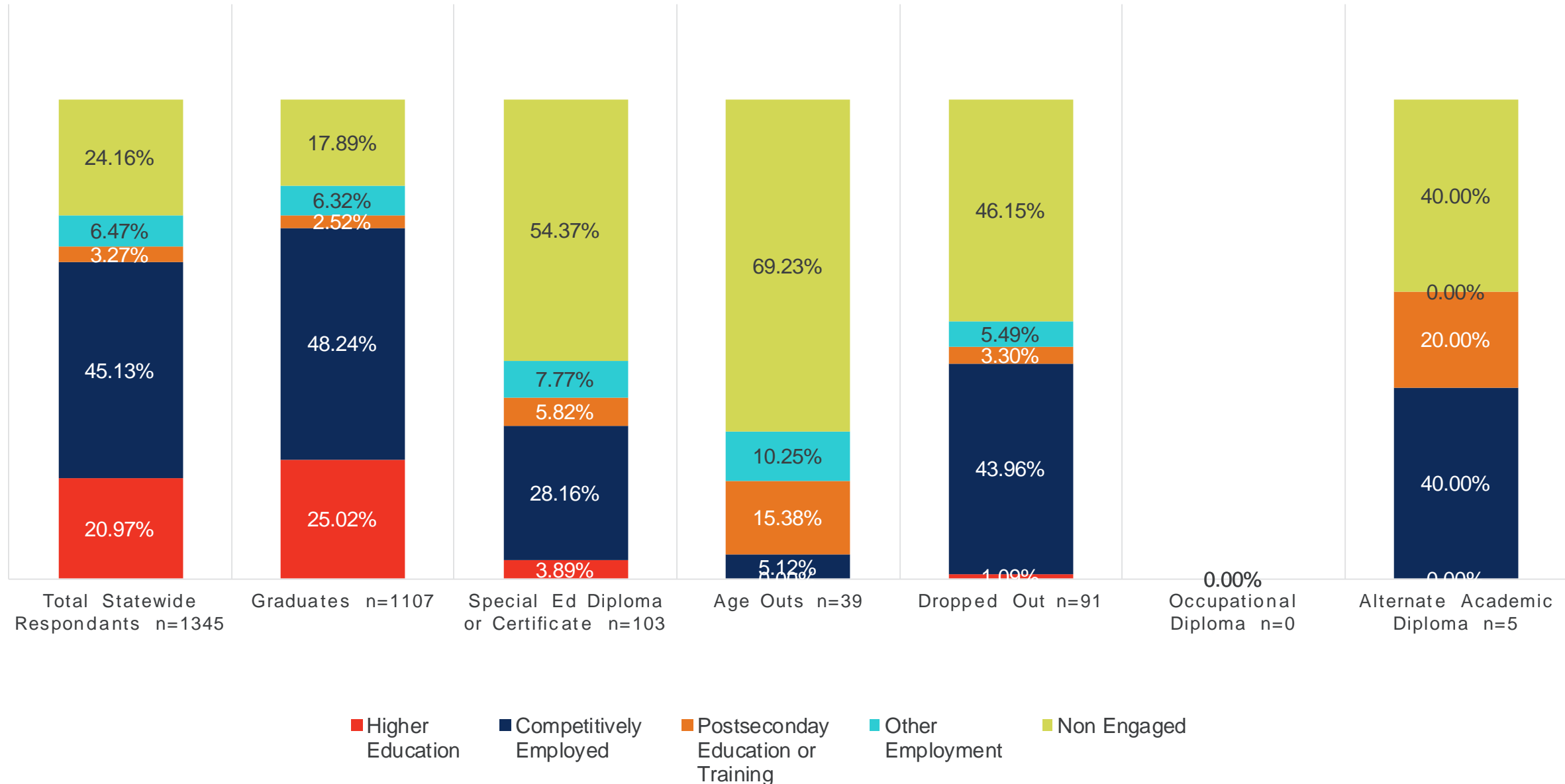


More restrictive

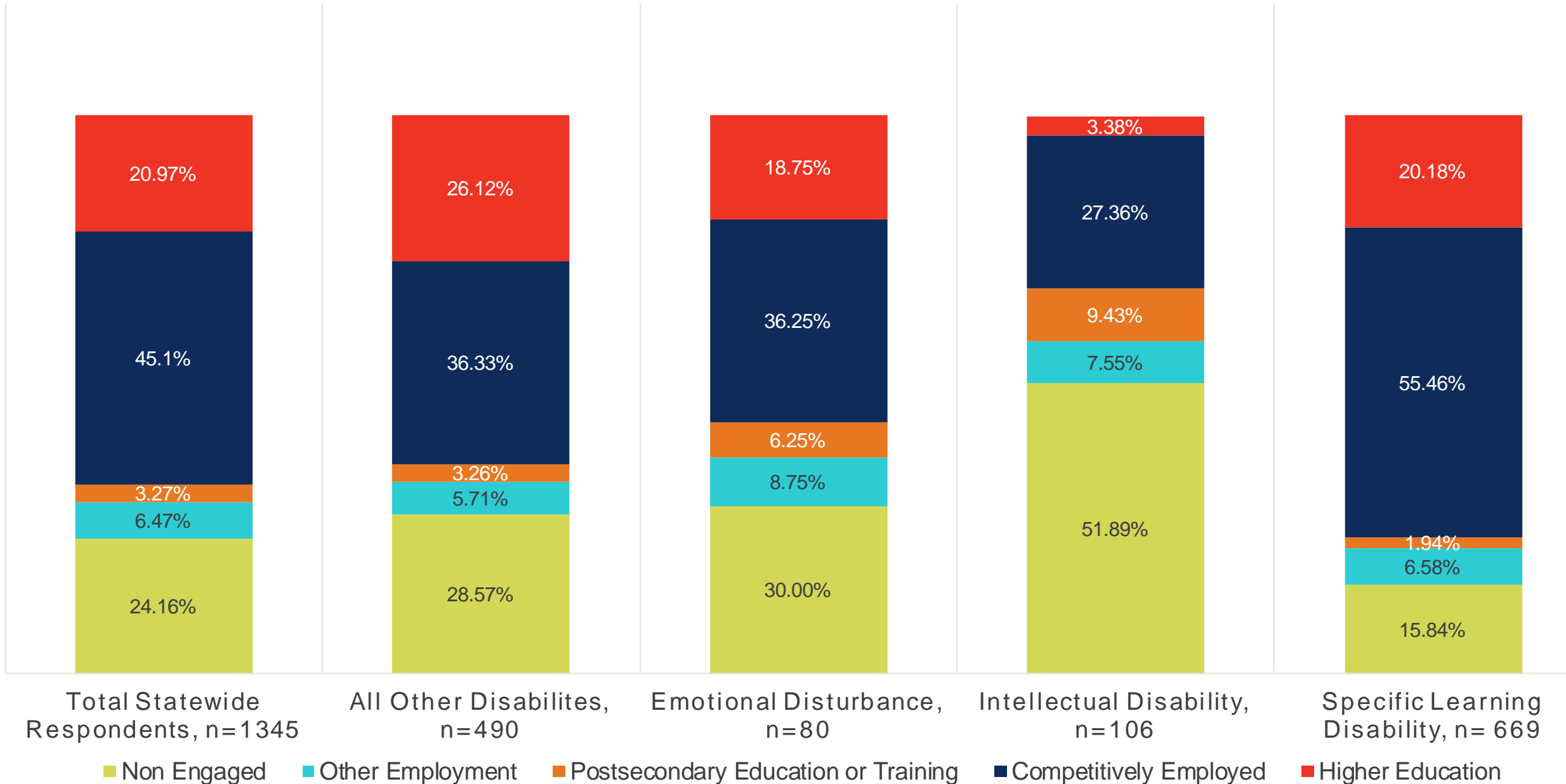
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*Included in graduation rate if completed within the cohort time limit (four years plus one summer.)

Tennessee IDEA Part B APR Indicator 14: Post-school Outcomes 2021-22 School Year Exiters - By Type Of Exit



Tennessee IDEA Part B APR Indicator 14: Post-school Outcomes 2020-21 School Year Exiters - Type Of Disability



Additional Considerations



LRE Reminder

LRE is determined independent of the state assessment eligibility.

- Students assessed on the alternate assessment may be learning within the general education classroom during the whole or a portion of the day.
- Students assessed on TCAP may be learning within a separate setting during the whole or a portion of the day.

The Special Education Framework provides an explanation of LRE in multiple ways that encapsulates the magnitude of the concept of LRE.



Summary

- Ensure the IEP team understands and applies the criteria when determining eligibility for the alternate assessment.
- Consider the implications, including graduation options, to determine the most appropriate assessment.
- Determine eligibility and participation independently of the student's LRE.
- Confirm the determination of the IEP team and revisit the discussion annually.



Guidance Documents

- The Alternate Assessment webpage includes guidance documents to support IEP team decision-making
 - Criterion One Considerations
 - Criterion Two Considerations
 - Criterion Three Considerations
 - 2017-18 Alternate Assessment Justifications
- Click Path: <https://www.tn.gov/education/districts/lea-operations/assessment/alternate-assessment.html> → For Educators → Assessment → Alternate Assessment



Contact and Survey Link

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Tuesday-Thursday

Please Share Your Feedback:

You may access the PD by navigating here:

https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey

