



OFFICE OF ELEMENTARY AND SECONDARY
EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference
Session 2B: Eligibility for Participation

September 26, 2023

3:00-4:15



FOCUS AREA: 2

Session 2B: Eligibility for Participation

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A note About this Conference/Session

- The purpose of this conference/session is to provide an opportunity for State education agency (SEA) staff to interact and engage with relevant experts and other SEA staff about alternate assessment participation.
- The observations and opinions of the session presenters are their own.



Eligibility for Participation Agenda

- | | |
|-----------|---|
| 3:00-3:15 | Introduction |
| 3:15-3:40 | NCEO Research on States' Participation Guidelines |
| 3:40-4:00 | State Examples |
| 4:00-4:15 | Questions and Discussion |

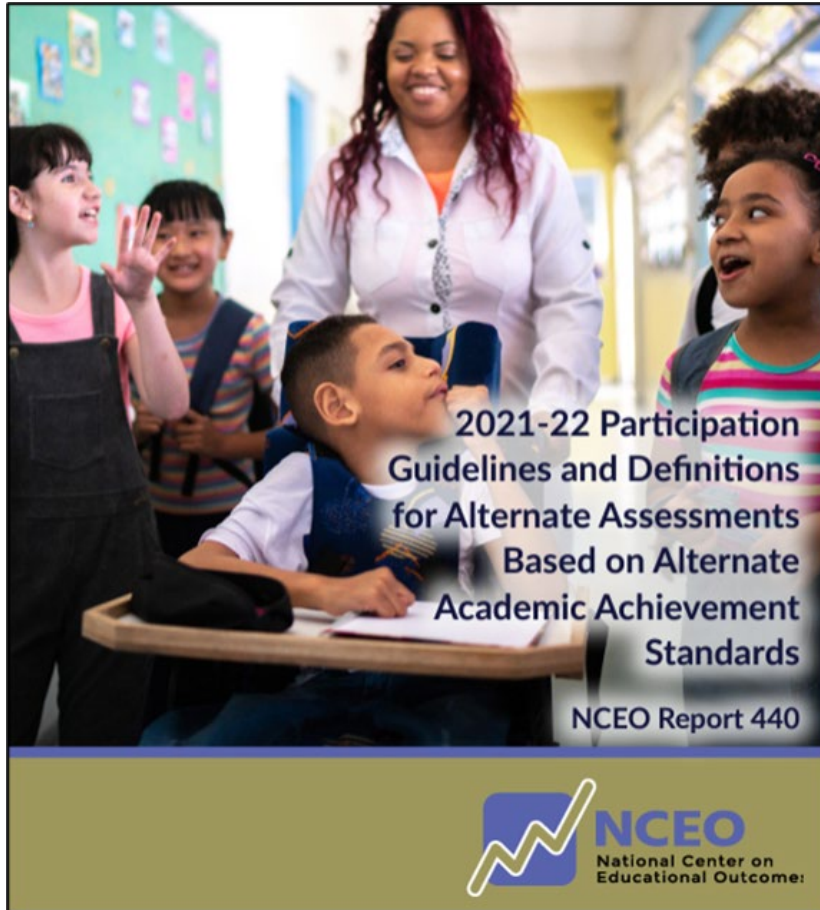


Objectives

- To learn results of NCEO research on states' participation guidelines
- To explore state participation guideline examples



Participation Guidelines

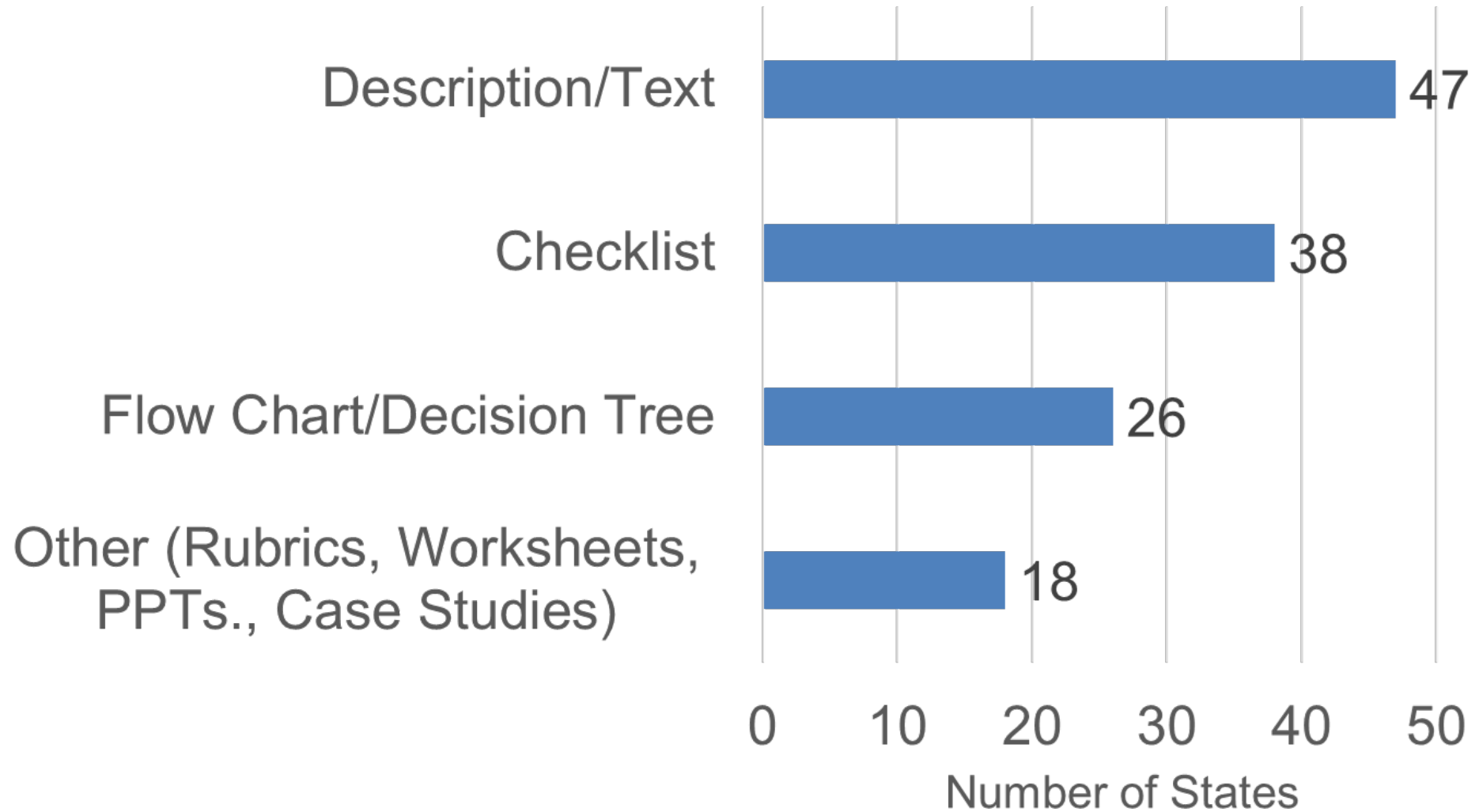


2021-22 Participation Guidelines and Definitions for Alternate Assessments Based on Alternate Academic Achievement Standards (Report 440)



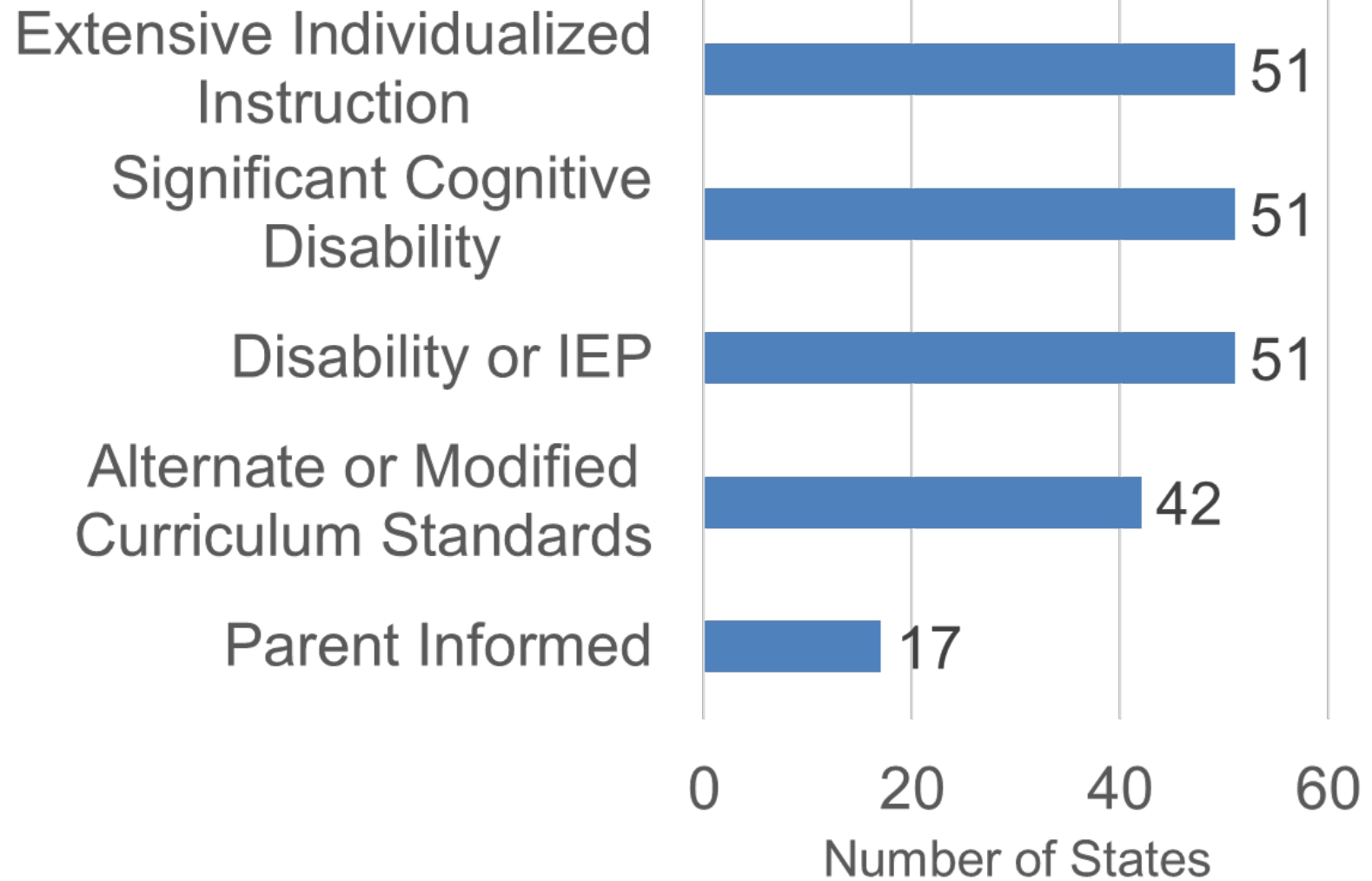


Participation Criteria Format





Participation Criteria



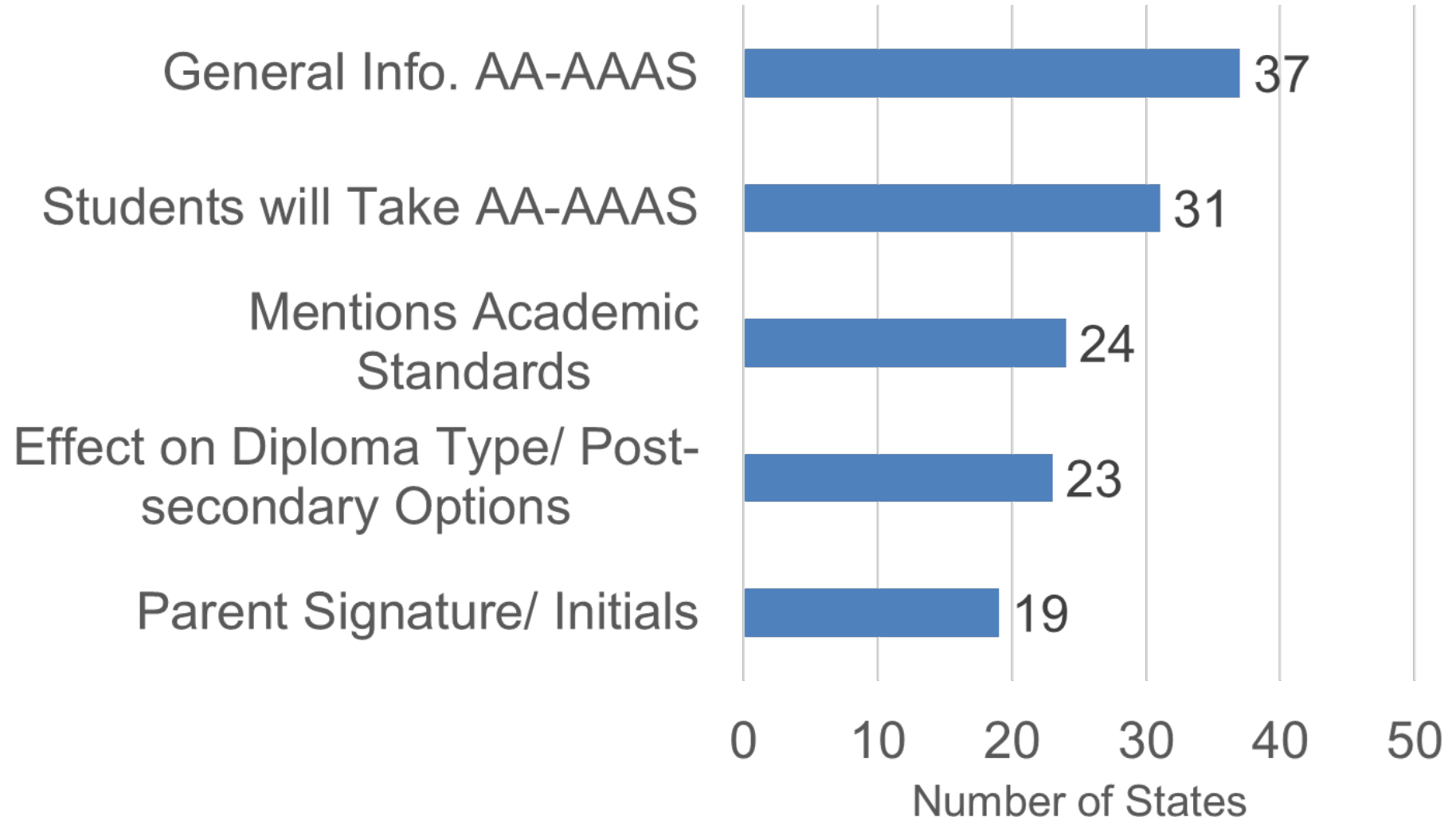


Factors Not to Be Considered

- Poor Performance (48 states)
- Chronic Absences (46 states)
- Social, Cultural, Linguistic or Economic Factors (46 states)
- Disability Label, Placement or Services (46 states)
- English learner status (42 states)
- Administrative decision (40 states)
- Foreseen disruptive behavior (38 states)

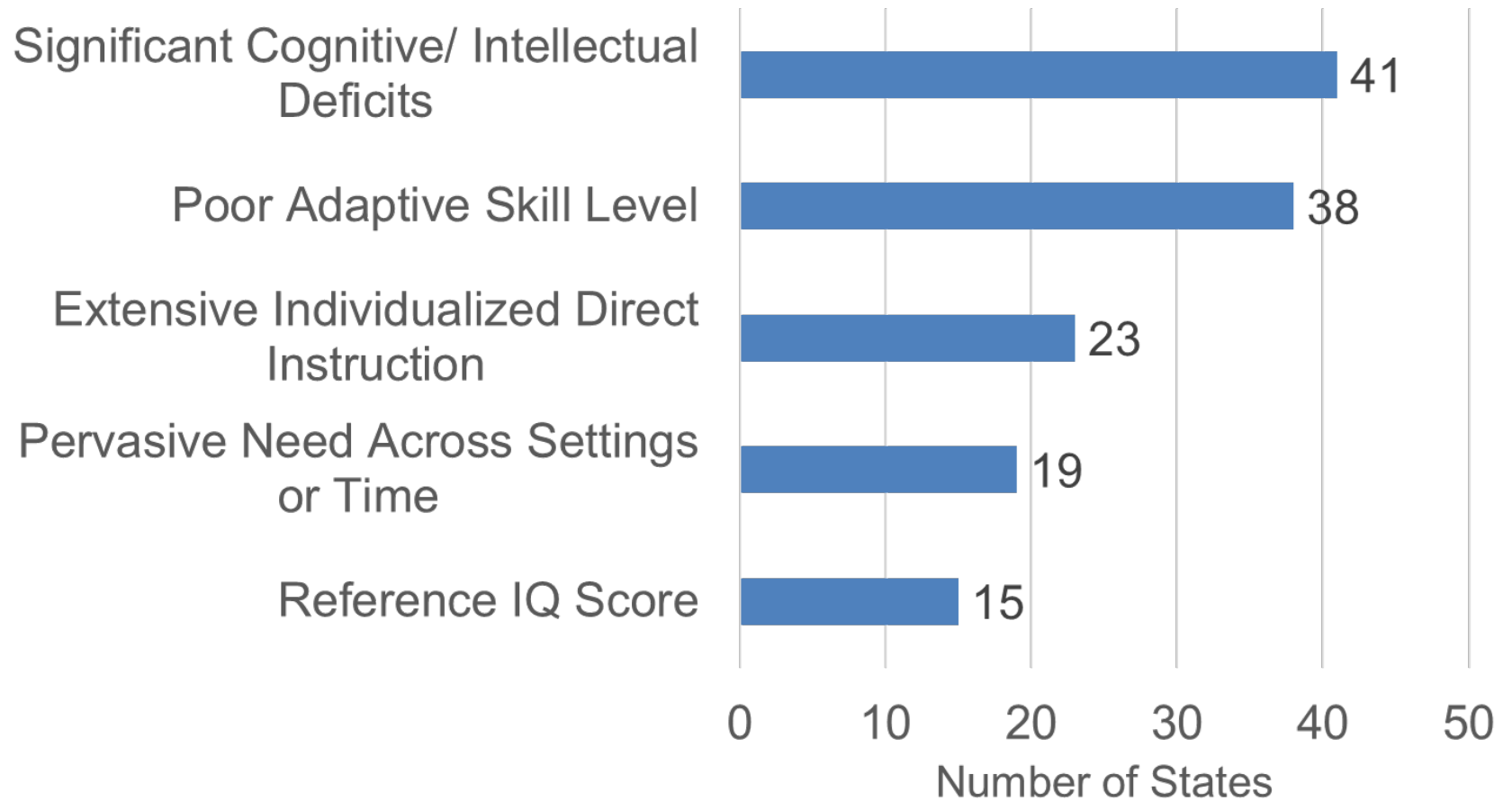


Parent Informed





State Definition Components: Significant Cognitive Disability





Example: State Definition Approaches

Focus on specific characteristics

Idaho: The alternate assessment is intended for students with the most significant cognitive disabilities. These students have intellectual functioning well below average (typically associated with an IQ below 55) that exists concurrently with impairments or deficits in adaptive functioning (i.e. communications, self-care, home living, social/interpersonal skills, use of community resources, self-directions, functional academic skills, work leisure, health and safety). The reference to "typically associated with an IQ of below 55" is to help distinguish between students with cognitive disabilities and significant cognitive disabilities from students with the most significant cognitive disabilities. This means that many students with cognitive disabilities will not qualify for the IAA. By default, they must take ISAT/PSAE with or without accommodations. The inclusion of the words "typically associated with" allows for some district/school flexibility. It is by no means an absolute requirement.



Example: State Definition Approaches

Holistic approach

California: Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required...

(Continues with discussion of conceptual skills, social skills, and practical skills)



State Examples



Ohio Part A: Determining Initial Eligibility

- Does the student have a current IEP?
- Review the student's IDEA category



EachChildOurFuture

Ohio's Alternate Assessment Participation Decision-Making Tool


Student: _____ Grade: _____ Date: _____

Part A – Determining Initial Eligibility
Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?

<input type="checkbox"/> No, the student does not have an IEP.  Stop here. The student is not eligible for alternate assessment.	<input type="checkbox"/> Yes, the student has a current IEP.  Proceed to the next statement.
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2. Review the student's [Individuals with Disabilities Education Act \(IDEA\) category](#).

Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech or Language Impairment (only)  Stop here. The student is not eligible for participation in the alternate assessment.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.
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Ohio Part B: Determining Most Significant Cognitive Disability





Ohio Part B: Determining Most Significant Cognitive Disability

Conceptual Domain The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is on grade level academically in all content areas, and</p> <p>The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and</p> <p>The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.</p>	<p>The student has difficulty learning academic content aligned to Ohio's Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and</p> <p>After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and</p> <p>The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device),</p>	<p>The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations or modifications, and</p> <p>The student may need instruction aligned to Ohio's Learning Standards – Extended to build base skills to get back to grade level, and</p> <p>The student may struggle to generalize skills outside the classroom, even with assistance and practice, and</p> <p>The student has difficulty</p>	<p>The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and</p> <p>The student requires significantly modified curriculum and instruction using Ohio's Learning Standards – Extended and likely is unable to apply or generalize skills outside the classroom setting, and</p> <p>The student may be</p>



Ohio Part B: Determining Most Significant Cognitive Disability

Social Domain The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student displays age-appropriate social, communication and leisure skills, and</p> <p>The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication, language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be</p>	<p>The student has social, behavior and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a <u>mode for communication</u> that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p> <p>The student often needs</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are <i>very limited</i> in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers</p>



Ohio Part B: Determining Most Significant Cognitive Disability

Practical Domain The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school</p>	<p>The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student</p>



Ohio Part C: Determining Extensive, Direct, Individualized Instruction and Substantial Supports

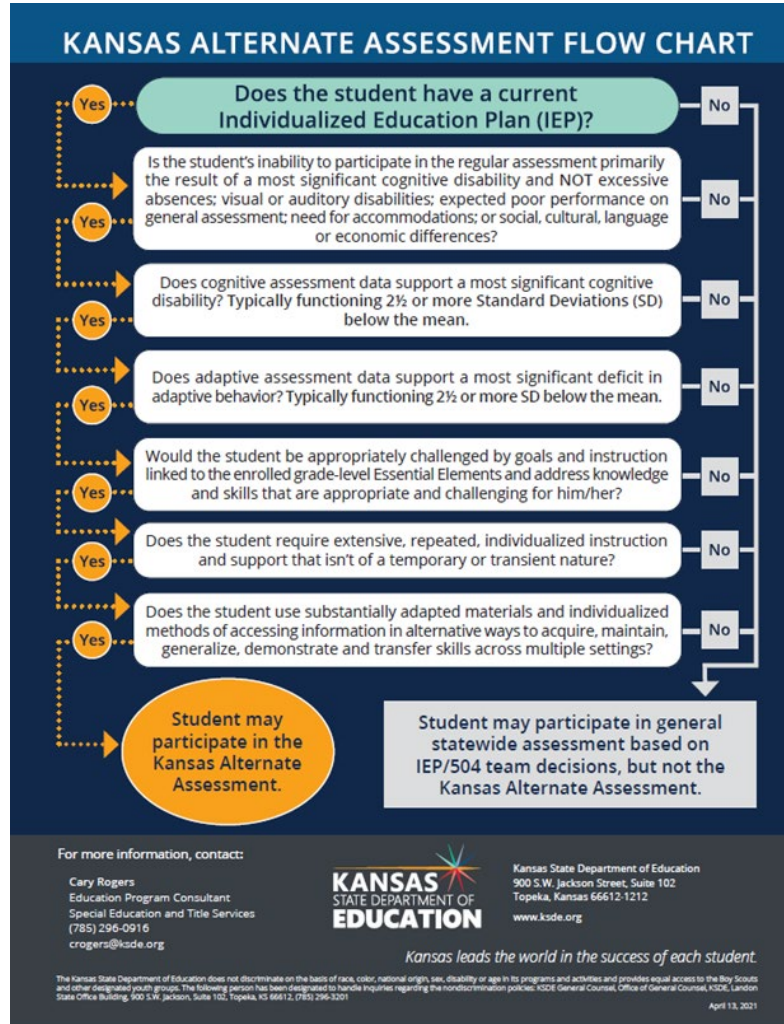
Curriculum, Instruction and Assessment

Accommodations/Modifications

Assistive Technology



Kansas Flowchart





Kansas Rubric

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Rubric for Determining Eligibility on the DLM

Directions: Review a student's IEP, assessment data, and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **most** should be in the 4th column. Only a small number of learners, approximately 1.0 percent across the entire state, should qualify as meeting the criteria for the KS Alternate Assessment designed for Students with the most significant cognitive disabilities.

- Does the student have a **current IEP**? (Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation)

No. Stop here: the student is not eligible for alternate assessment	Yes. Continue to question #2.
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- Does the cognitive assessment data support a **most significant cognitive disability** (typically 2 1/2 or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)? Students in the **not limited and mild cognitive limitations stop here**, the student is not eligible for the alternate assessment. The majority of the responses should be in the **Most significant cognitive limitations** column.

Verbal Intelligence/Cognition (related to language skills)

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below <u>mean</u> (84-71)	Verbal Intelligence 2 to 2.5 SD below <u>mean</u> (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)

Nonverbal Intelligence/Cognition (related to visual-spatial skills)

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)

Thinking/Reasoning/Problem-Solving

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving

Executive Function/Attention/Memory

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Cognitive planning and working memory at age-level or within average range on an assessment	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory

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Rubric for Determining Eligibility on the DLM

Learning	Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports	

- Does the adaptive assessment data support a most significant deficit in adaptive **behavior**? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction? Students in the **not limited and mild to moderate deficits stop here**, the student is not eligible for the alternate assessment. The majority of the responses should be in the **Most significant deficits** column.

Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction.

Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.

Practical skills: personal activities of daily living such as eating, dressing, mobility, and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills: maintaining a safe environment.

Adaptive Behavior Scale

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below <u>mean</u> (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below <u>mean</u> (ss 70 - ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)

Conceptual

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Age-level expressive and receptive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate (wants/needs/preferences) using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

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Kansas Rubric cont.

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Rubric for Determining Eligibility on the DLM

Social

No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills (<u>Prescriptive</u> is specifically designed for one particular student based on his or her needs.)
Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show student has adequate to excellent social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student would benefit from general classroom social skills instruction.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs systematic instruction to improve social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs individually planned instruction designed to match his/her skills and weaknesses.
No curricular intervention needed	Social skills curriculum appropriate for whole classroom is sufficient.	Structured social skills curriculum designed for small groups, including direct instruction, is needed.	Individualized, step-by-step planned curriculum with extensive modeling and practice is essential.
At mastery prior to instruction	Large group instruction with differentiation is sufficient	Small group instruction with differentiation is needed	Individualized one-on-one instruction is needed

Practical

No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult
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Rubric for Determining Eligibility on the DLM

4. Do the student's PLAAPs indicate adequate performance with KS curricular standards?
If yes, stop here. If no, choose descriptor that best matches student performance.

Present levels of Academic and Functional Performance (PLAAP) indicate that the learner's skills are closely aligned with general grade-level standard concepts and skills . Stop here the student is not eligible for alternate assessment	Student PLAAPs indicate a level of performance still commensurate with general grade-level concepts but indicating some need for supports and scaffolding. Stop here the student is not eligible for alternate assessment	Student PLAAPs indicate ability to make adequate progress through the <u>most complex alternate standards</u> , with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)	Student PLAAPs indicate ability to make progress through alternate standards (Essential Elements) with maximal supports and scaffolding <u>in order to</u> make progress on concepts and skill targets on the <u>least complex</u> side of the range.
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5. What level of support and instruction do the student's goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?

Statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student <u>general independence</u> in academic progress. Stop here the student is not eligible for alternate assessment.	Statements indicate <u>minimal to moderate levels of support</u> to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for <u>minimal, continual assistance</u> in making academic progress. Stop here the student is not eligible for alternate assessment.	Statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for <u>increasing levels of continual assistance</u> in making academic progress.	Statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills. Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress.
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Summary Question: Were most ratings in the far right-hand (fourth) column?

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Updating Arkansas's Participation Guidelines

- Arkansas Advisory Council for the Education of Children with Disabilities' recommendation
- Stakeholder review of state participation guidelines
- Stakeholder recommendations for updating Arkansas participation guidelines
- ADE Approval
- Students with the Most Significant Cognitive Disabilities
- Training
 - Regional Educational Service Cooperatives
 - Recorded Training
 - Virtual Trainings



Questions?





Thank you!