



OFFICE OF ELEMENTARY AND SECONDARY  
EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference  
Session 2D: Monitoring AA-AAAS Participation Rates

September 27, 2023

12:45-2:00



## FOCUS AREA: 2

# Session 2D Monitoring AA-AAAS Participation Rates

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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.



# Monitoring AA-AAAS Participation Rates Agenda

12:45-12:50	Introduction
1:00-1:20	National Survey on Monitoring Processes
1:20-1:55	State Monitoring Practices: Kansas, Ohio, and Arkansas
1:55-2:00	Questions



# Objectives

- To learn federal regulations
- To learn results of a national survey about monitoring practices
- To explore how Kansas, Ohio, Arkansas, and Oregon approach monitoring



# State Approaches to Monitoring





# Federal Requirements

- SEAs must require LEAs that assesses more than 1% of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold. SEAs must provide appropriate oversight of each LEA that is required to submit such a justification.
- SEAs that apply for a waiver must include assurances that it has verified that each LEA that the State anticipates will assess more than 1% of its assessed students in any subject using an AA-AAAS followed the State's guidelines for participation in the AA-AAAS.



## 34 CFR § 200.6\*

(d) State guidelines for students with the most significant cognitive disabilities. If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards, the State must -

(1) Establish, consistent with section 612(a)(16)(C) of the IDEA, and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards.

\*Implementing regulations for State assessments for Elementary and Secondary Education Act (ESEA) Section 1111(b).





## 34 CFR § 300.320 (a) (6)\*

If the IEP Team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, the child's IEP must include a statement of why

- the child cannot participate in the regular assessment;
- and the particular alternate assessment selected is appropriate for the child

\* Implementing regulations for the Individuals with Disabilities Education Act (IDEA)

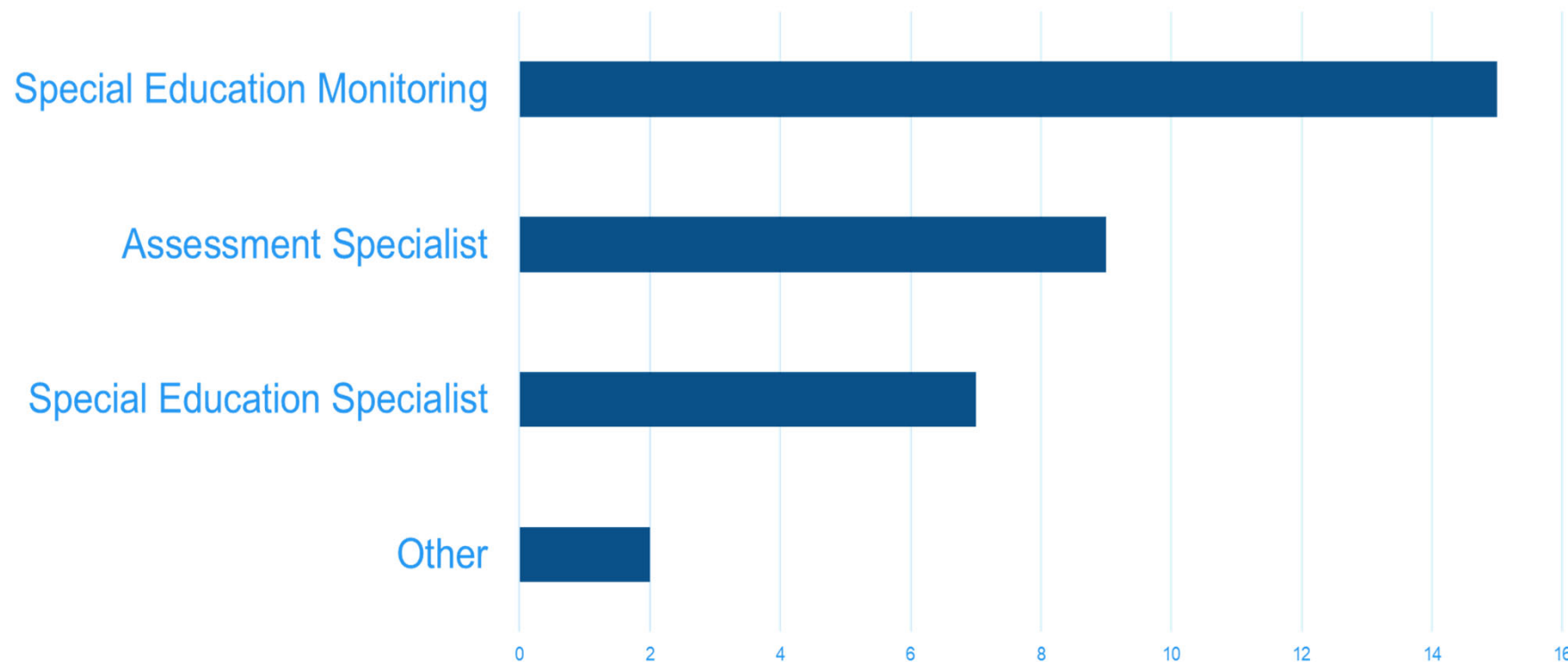


# Overview of Monitoring Survey

- Survey sent in 2021
- 34 states responded
- 14 questions
- 10 said they do not monitor
- 2 yes did not complete the survey

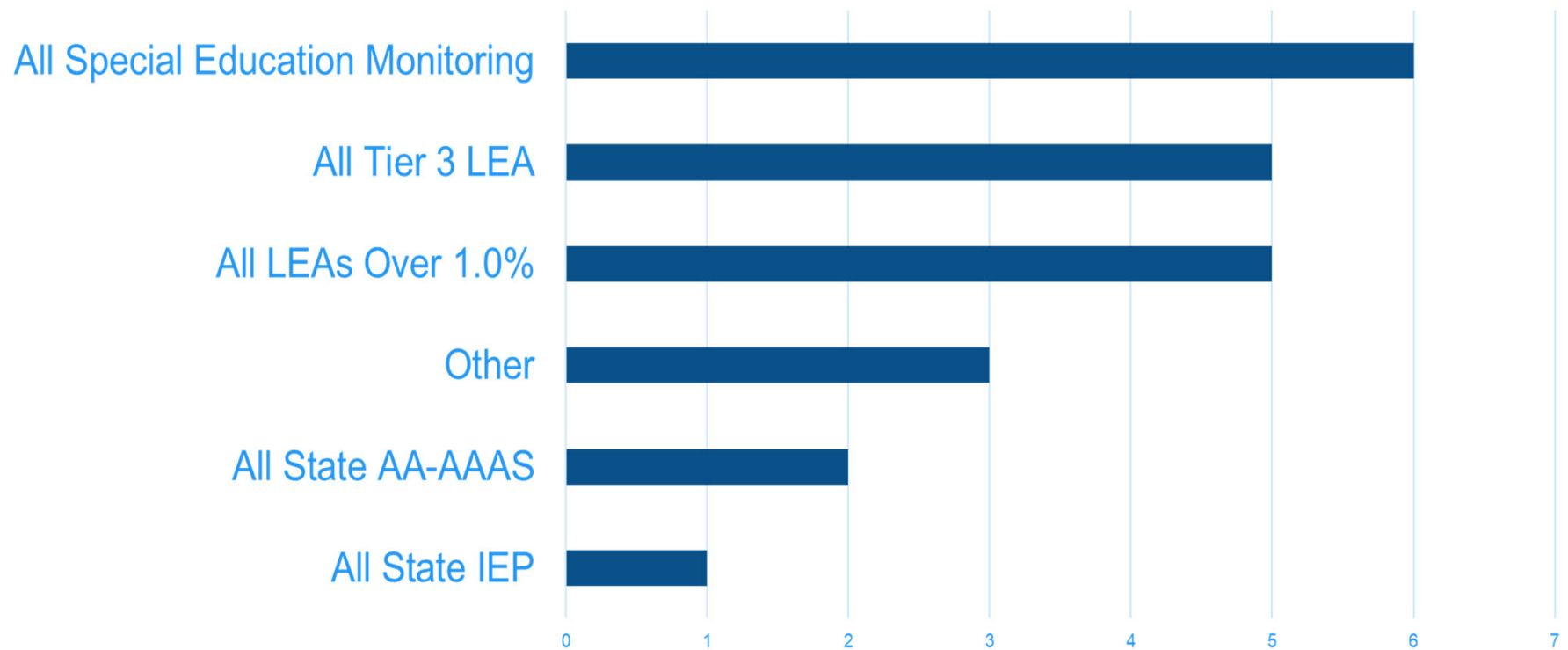


# Who Reviews IEPs for Participation Decisions



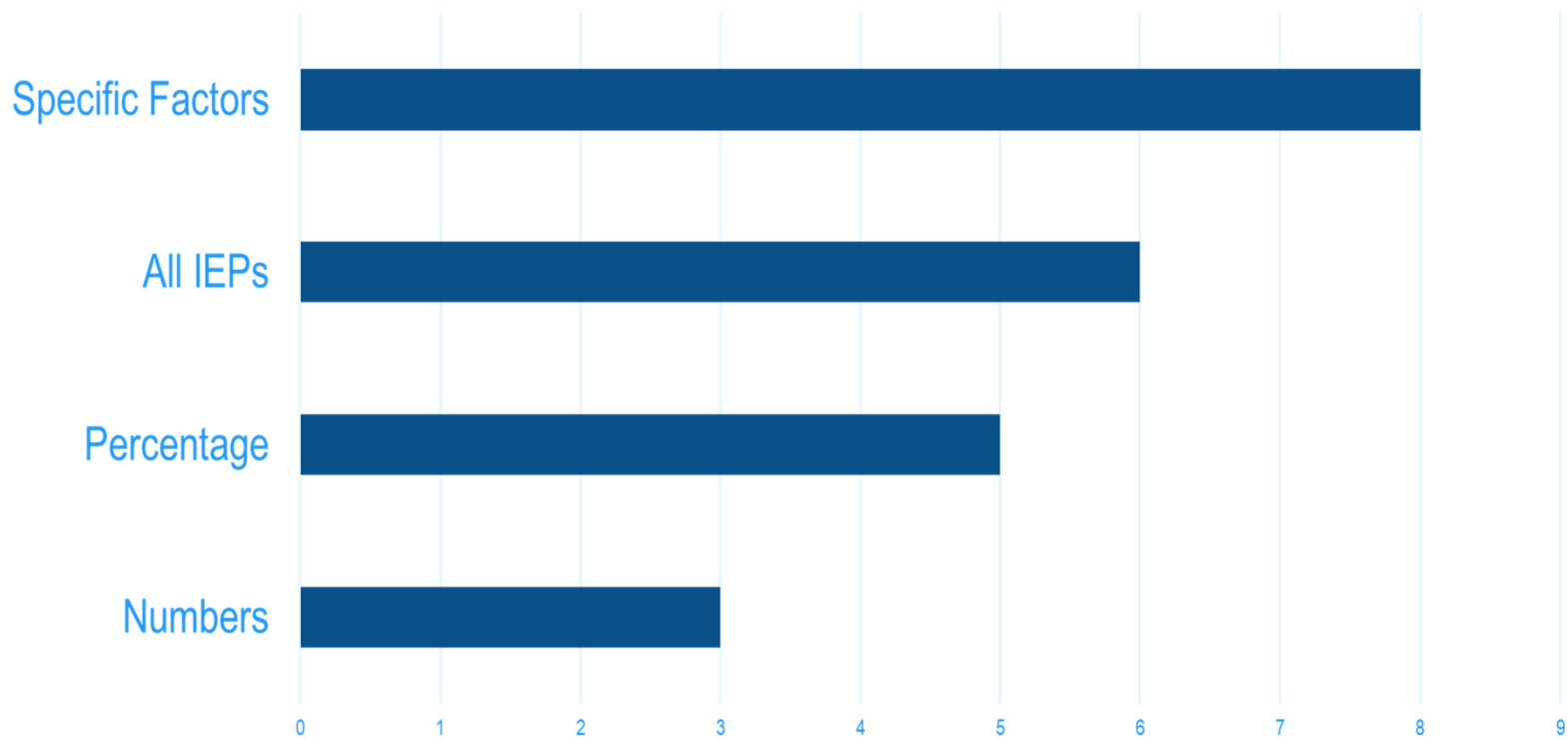


# Students Targeted for Participation Monitoring



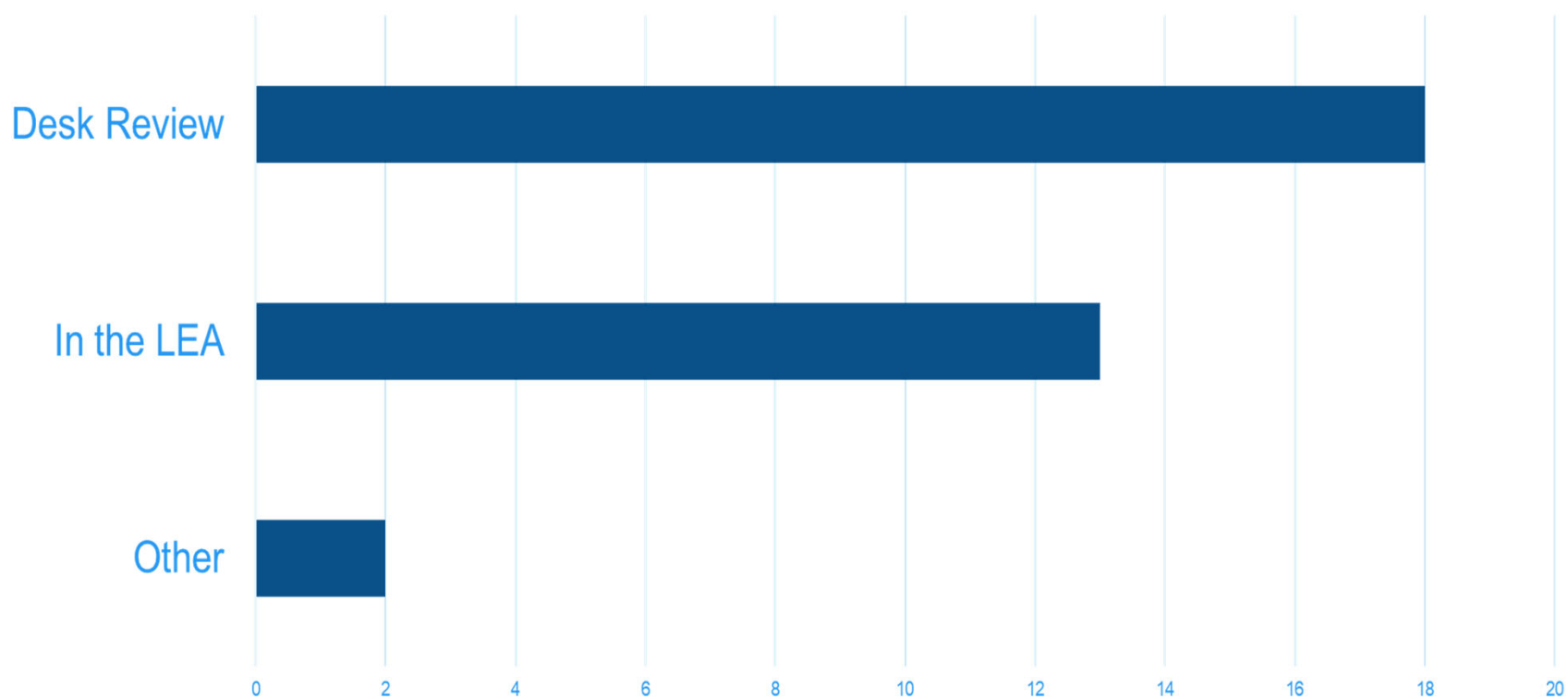


# Sampling Approaches for Monitoring



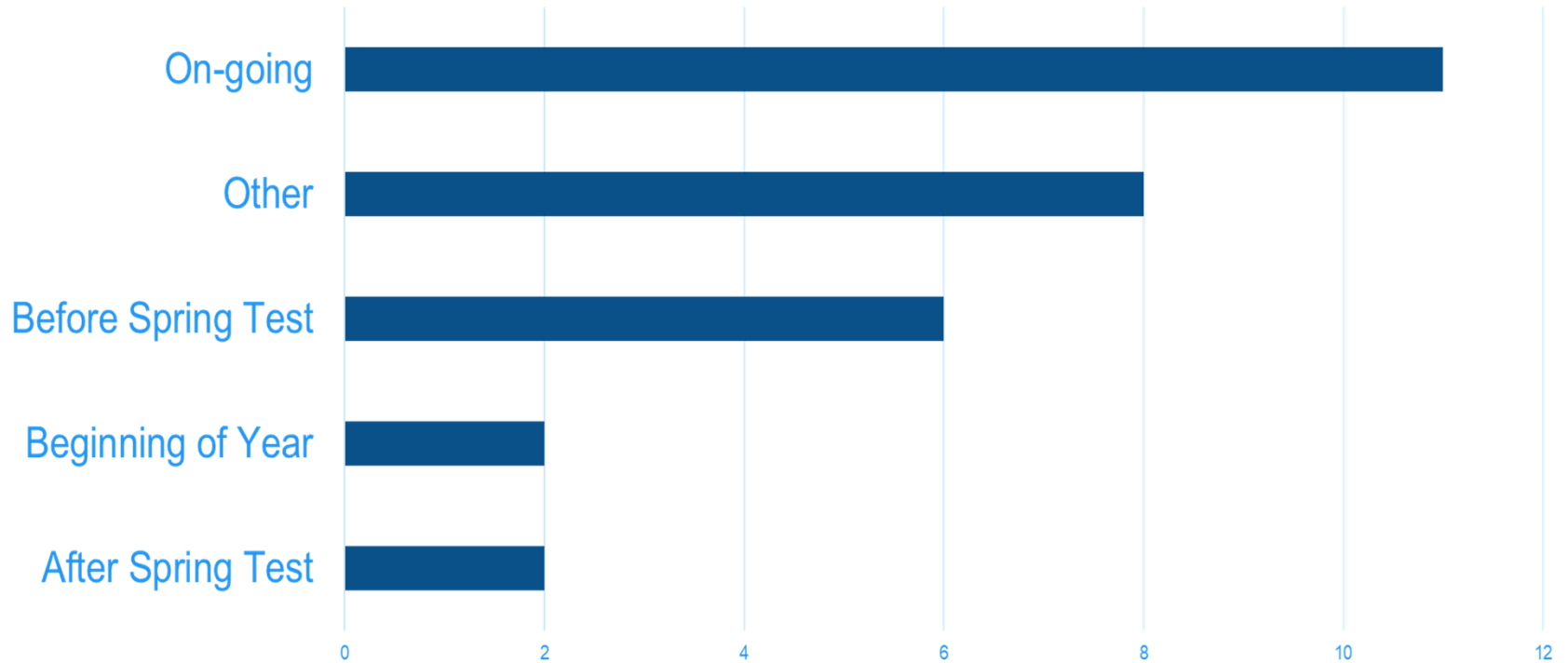


# Location of IEP Review



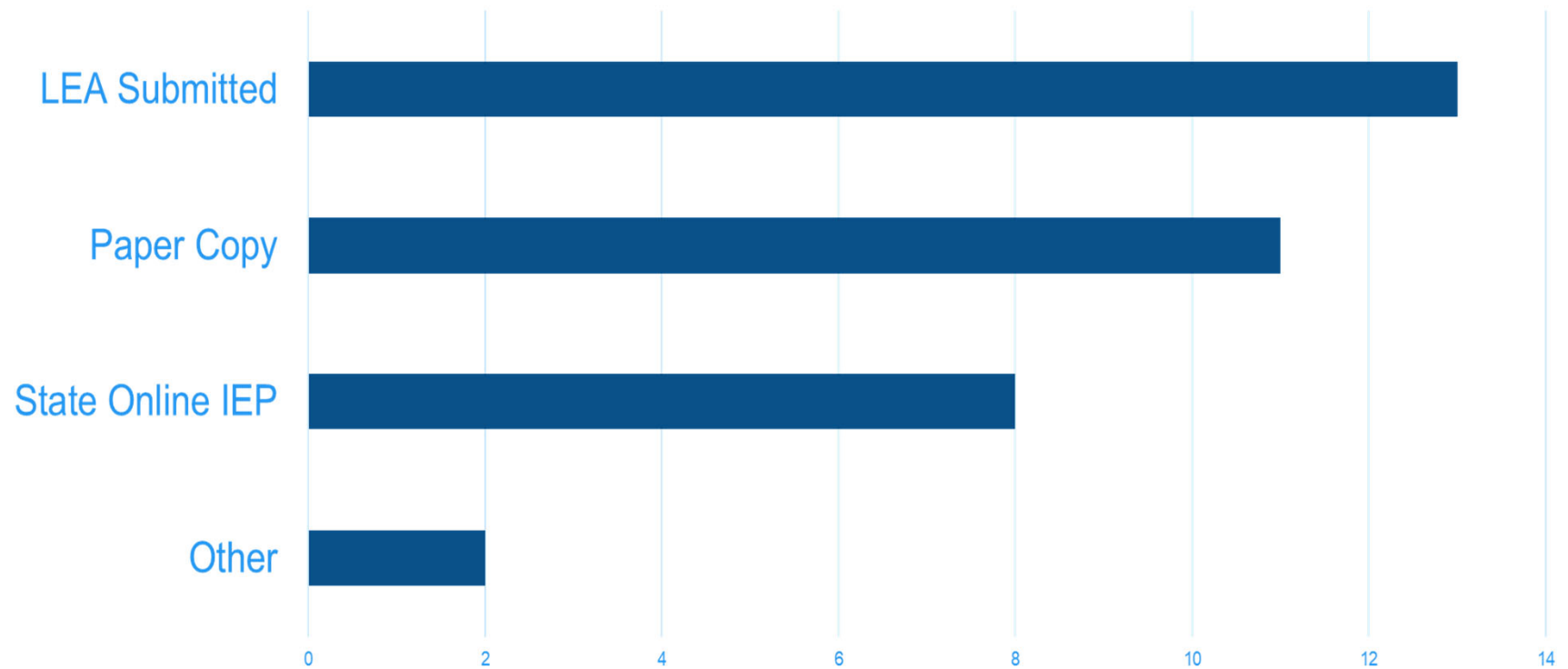


# When Review Takes Place





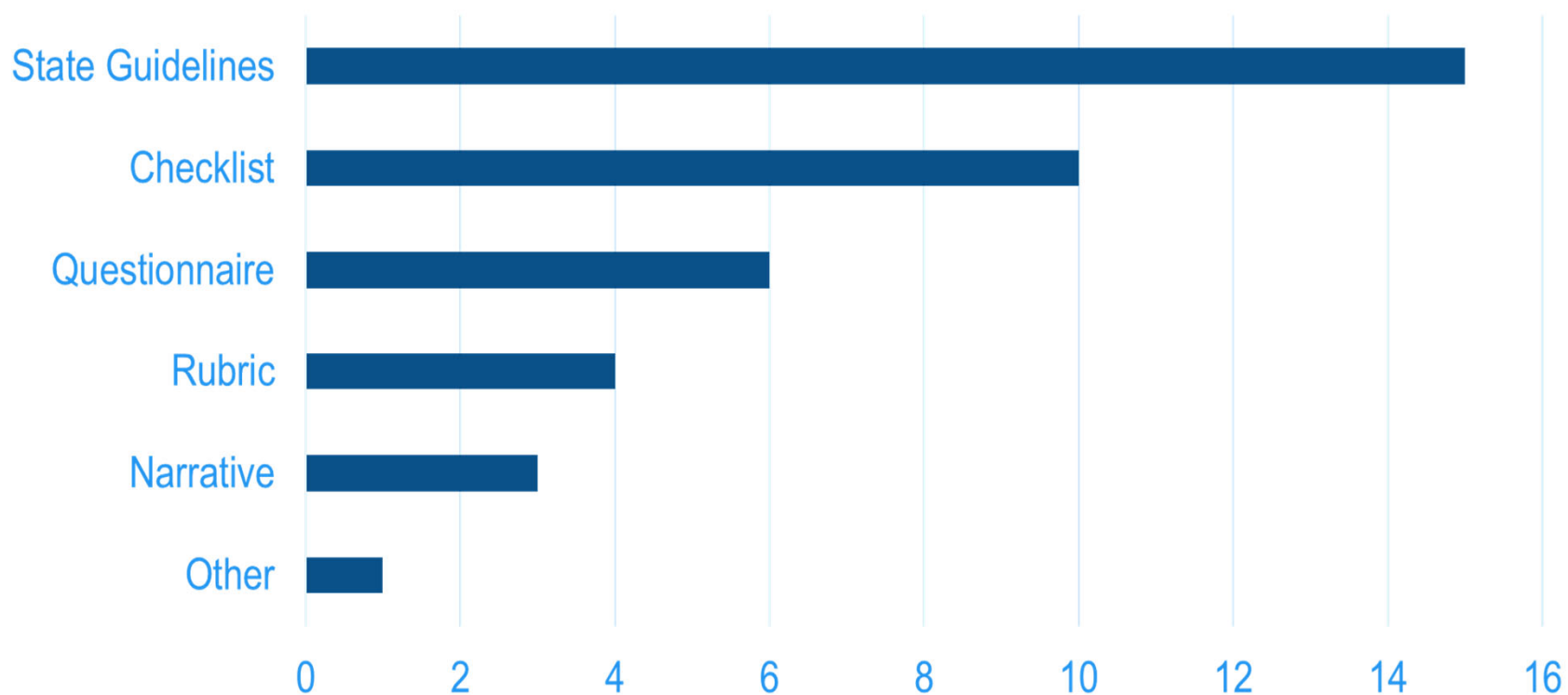
# Format of Reviewed IEPs





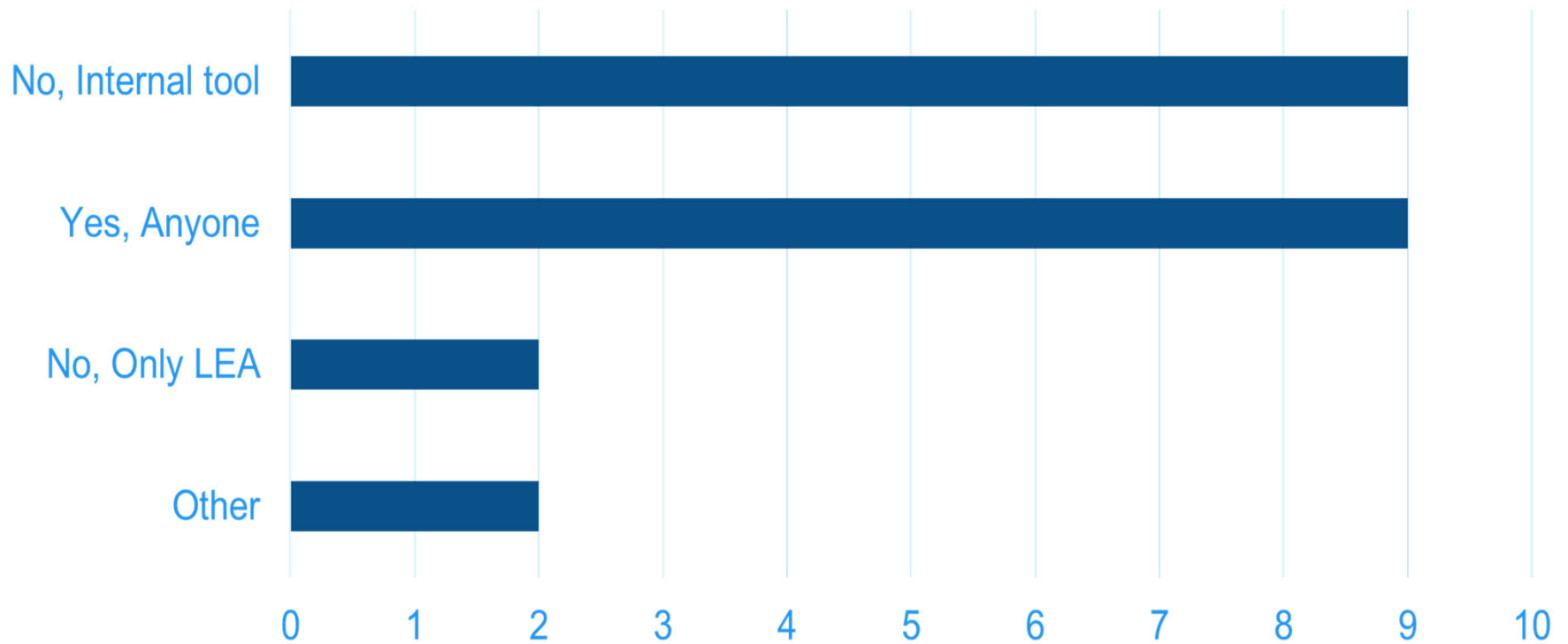


# Tools Used to Review IEPs



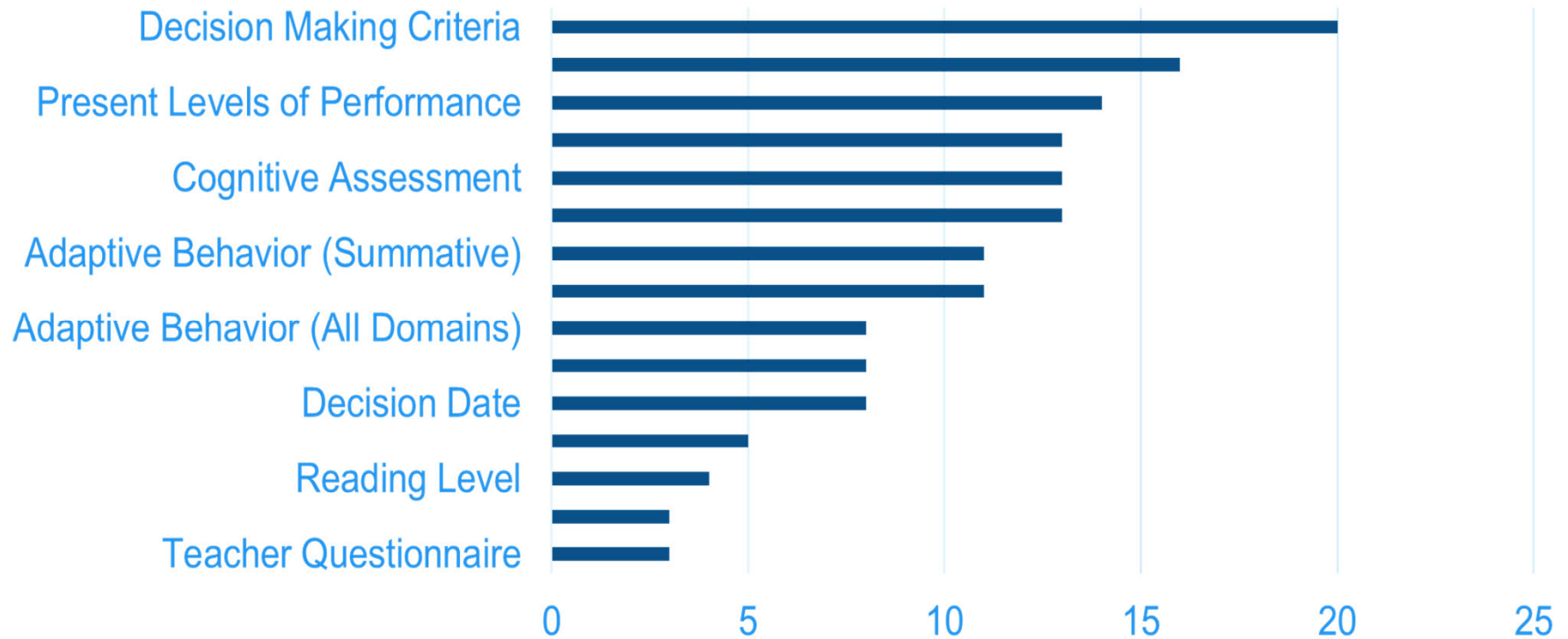


# Public Availability of IEP Monitoring Tool



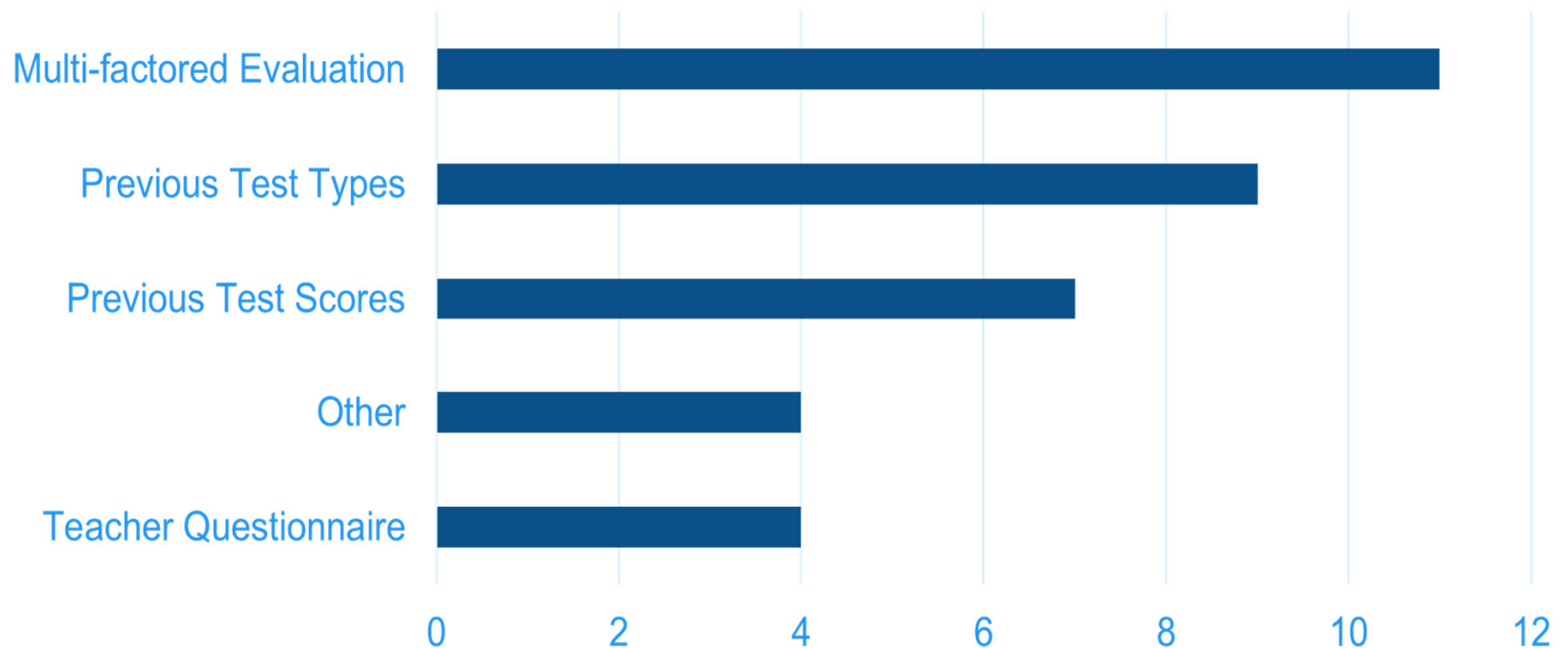


# Evidence States Look for When Reviewing IEPs



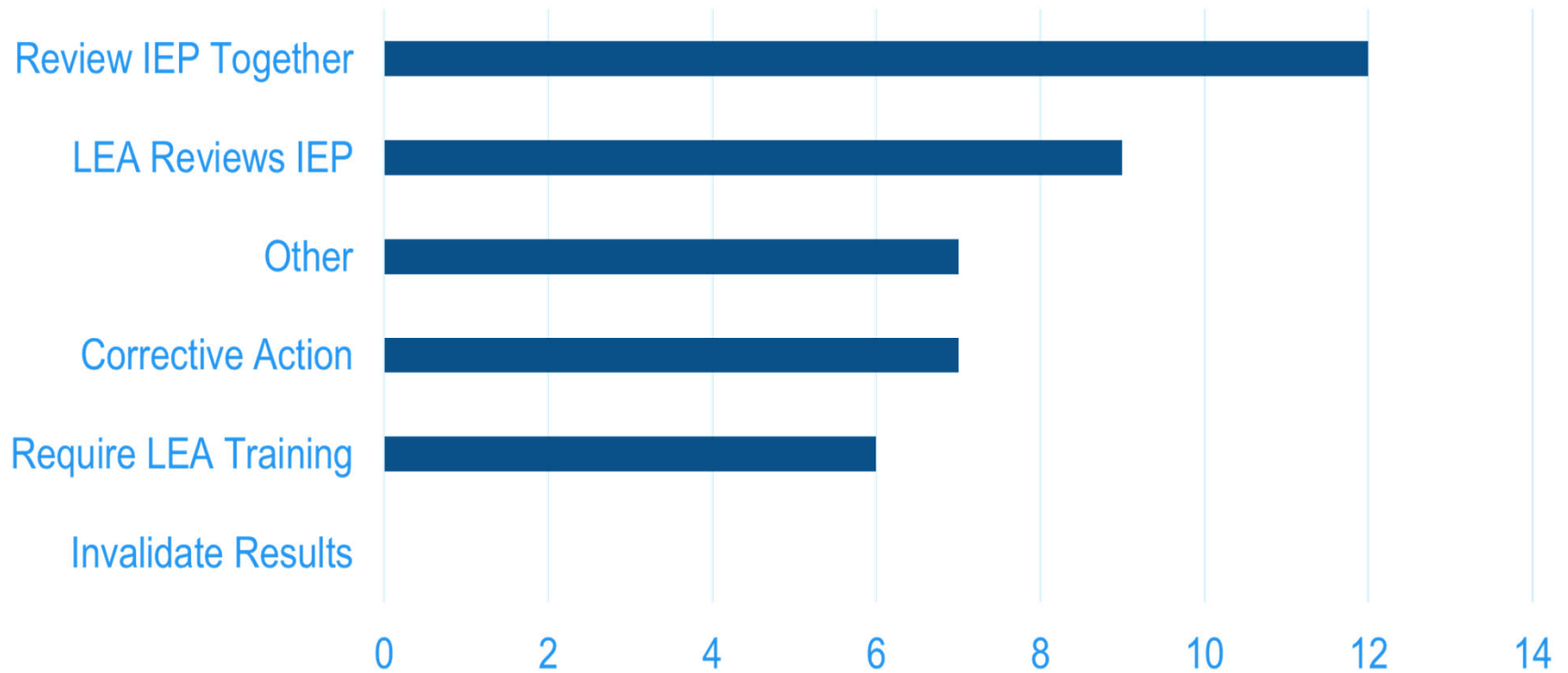


# Documentation States Examine in Addition to IEP





# Actions Taken When Insufficient Evidence





# Other Themes that Emerged

1. No single right way
2. Evolving nature of the process
3. Respondents wanted to provide additional information about their monitoring practices
4. Respondents wanted to elaborate on their differentiated tiered framework of technical assistance



# State Examples



# Kansas: 1% Participation Rate

<b>Subject Area</b>	<b>SY 2017-2018</b>	<b>SY 2018-2019</b>	<b>SY 2019-2020</b>	<b>SY 2020-2021</b>	<b>SY 2021-2022</b>
ELA	1.14%	1.15%	NA	.85%	.94%
Math	1.16%	1.15%	NA	.84%	.94%
Science	Less than 1.0%	1.07%	NA	.77%	.87%





# Kansas: 1% Plan and Waivers

- June 2019 – letter from USDOE
  - ELA 1.14% Math 1.16%
- August 2019 – submitted first 1% Threshold Waiver Request
- June 2020 and June 2021 1% Threshold Waiver Extension
- 2022 – KS is under the 1% threshold



# Kansas: DLM Justifications

## Data we provide:

- Number and percentage of students per subject
- Disability categories taking the DLM
- Participation by subject subgroup
  - Disproportionality using risk ratio
- Percentage of students performing at target or advanced on the DLM by subject

## Requirements of the district:

- Explain how they will address any disproportionality
- Narrative that includes the data types and processes that the IEP teams utilize to qualify students for the AA
- District's next steps to ensure that annually the appropriate test is administered to each student
- Whether the district needs additional training
- Whether the district anticipates testing over 1% during the current school year
- DLM assurances



# Kansas: Data Displays

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## Statewide DLM Data Report

ELA District DLM Number			ELA District DLM Percent			Math District DLM Number			Math District DLM Percent		
2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
0	3	4	0.00	1.36	1.80	0	3	4	0.00	1.33	1.80
0	5	4	0.00	1.52	1.18	0	5	4	0.00	1.52	1.18
0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00
0	4	4	0.00	2.09	2.00	0	4	4	0.00	2.09	1.98
0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00
0	1	1	0.00	0.55	0.56	0	1	1	0.00	0.53	0.56
0	0	1	0.00	0.00	0.54	0	0	1	0.00	0.00	0.54
0	2	3	0.00	0.80	1.19	0	2	3	0.00	0.79	1.20
0	2	1	0.00	2.27	1.16	0	2	1	0.00	2.11	1.16
0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00
0	1	0	0.00	0.43	0.00	0	0	0	0.00	0.00	0.00
0	1	0	0.00	0.19	0.00	0	1	0	0.00	0.18	0.00
0	0	2	0.00	0.00	0.62	0	0	2	0.00	0.00	0.62
0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00
0	3	2	0.00	2.19	1.64	0	3	2	0.00	2.22	1.61
0	9	11	0.00	0.53	0.57	0	9	11	0.00	0.52	0.56
0	0	9	0.00	0.00	0.64	0	0	9	0.00	0.00	0.63
0	13	10	0.00	1.26	0.78	0	13	10	0.00	1.22	0.77

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## Disability Categories Taking the DLM - Math

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | All Districts

Exceptionality	Total Students
Autism	738
Blindness/Visual Impairment	8
Deaf-Blindness	5
Developmental Delay	75
Emotional Disturbance	8
Hearing Impairment/Deafness	2
Intellectual Disability	928
Multiple Disabilities	257
Orthopedic Impairment	15
Other Health Impairment	166
Specific Learning Disability	17
Speech or Language Impairment	7
Traumatic Brain Injury	19
<b>Total:</b>	<b>2237</b>



# Kansas: Disproportionality – Risk Ratio Data

5/3/2023 2:48:04 PM **Alternate Assessment Participation by Subject Subgroup - Math** Page 1  
Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment			Students Participating in Alternate Assessment			Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3				
All Students	N/A	246823	227321	237767	2876	2046	2263	249099	0.917986267		
American Indian or Alaska Native	All Other Races	1984	1641	1703	23	14	19	2007	0.977198697	0.917557186	1.065000320
Asians	All Other Races	6922	6230	6612	83	65	76	7005	1.086035585	0.913205993	1.189255867
Native Hawaiian or Pacific Islander	All Other Races	486	481	553	7	4	8	493	1.147227533	0.917474287	1.250419275
African-American Students	All Other Races	17029	14338	15682	298	164	207	17327	1.220756145	0.897026464	1.360892007
White	All Other Races	156913	144891	148768	1737	1254	1308	158650	0.864894791	1.008800296	0.857349858
Multi-Racial	All Other Races	13303	12902	14194	178	113	140	13481	0.925079528	0.917547416	1.008208962
Hispanic	All Other Races	50186	46838	50255	550	432	505	50736	0.955829648	0.907996672	1.052679902
Free and Reduced Lunch	All Self-Paid Lunch	116146	93389	103680	1676	1039	1310	117822	1.177927770	0.725982391	1.622529395
Migrant	All non-Migrant Students	1425	1179	1246	14	8	6	1439	0.574005740	0.919782936	0.624066524

5/3/2023 2:48:04 PM **Alternate Assessment Participation by Subject Subgroup - Math** Page 2  
Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment			Students Participating in Alternate Assessment			Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3				
English Learner Students	All non-English Learners	22445	18746	19459	134	94	101	22579	0.507812500	0.954531006	0.532002100
Non-English Learner Students	All English Learners	224378	208575	218308	2742	1952	2162	227120	0.954531006	0.507812500	1.879691827
Male	All Females	125867	116333	121377	1838	1339	1486	127705	1.174465255	0.648425689	1.811256517
Female	All Males	120956	110988	116390	1038	707	777	121994	0.648425689	1.174465255	0.552102913
Military Connected Students	All non-Military Connected	6147	5975	6176	51	39	48	6198	0.710900474	0.923529888	0.767974448
Homeless	All non-Homeless	3367	2242	2698	60	24	33	3427	1.140684411	0.915590009	1.245846285
Foster Care	All Foster Care	2335	2282	2028	69	69	63	2404	2.971634399	0.898366509	3.307819658

**Legend:**  
 Year 1: Assessment School Year 2018 - 2019  
 Year 2: Assessment School Year 2020 - 2021  
 Year 3: Assessment School Year 2021 - 2022



# Kansas: 1% Monitoring

2019 red flag data based on the DLM first contact survey

- Primary disability
- Placement
- Reading level with comprehension
- Computation skills
- Writing skills
- Performance on DLM

2022 red flag data based on DLM first contact survey

- Primary disability (SLD, ED, SL)
- Reading level with comprehension
- Computation skills
- Writing skills

[DLM Red Flags Fact Sheet \(PDF\)](#)



# Kansas: 3 Levels of Technical Support

## Universal

- Online training and tools available for all districts; justifications and assurances required

## Targeted Technical Assistance

- Required DLM training, review of what the district's data shows; student information sheets completed and submitted; development of a plan, possible DLM test observations; justifications and assurances required

## Intensive Technical Assistance

- Requirements of Targeted TA plus onsite folder review



# Kansas: Student Information Sheet

## Student Information Sheet -DLM

Please complete the following document for each student in your district who is anticipated to participate in the DLM alternate assessment this school year. Review comprehensive evaluations that include IQ/cognitive scores and adaptive behavior. All of the district's Individual Student Information documents should be submitted to KSDE together.

District: \_\_\_\_\_ School: \_\_\_\_\_

Name of person completing form: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

State student ID number: \_\_\_\_\_ Student Initials: \_\_\_\_\_

Student's current grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Date the IEP team determined the student met the criteria for participation in the DLM: \_\_\_\_\_

Primary exceptionality listed on IEP: \_\_\_\_\_

Primary exceptionality includes intellectual/cognitive impairment as a characteristic.  Yes  No

### Intellectual (Cognitive) Functioning

Instrument(s) used to determine intellectual functioning: \_\_\_\_\_

Date of most recent evaluation that included intellectual (cognitive) testing: \_\_\_\_\_

#### Data obtained from the instrument(s):

Include full scale and subdomain scores (e.g. Verbal, Non-Verbal, Working Memory, Processing Speed, Fluid Reasoning...).

If there is no IQ or cognitive testing available, provide examples of the student's present levels of academic skills (reading, math, writing).

Does the student's IQ meet the criteria of typically 2 1/2 or more standard deviations below the mean?

Yes  No

### Adaptive Behavior (Daily Living/Functional Skills)

Instrument(s) used to determine adaptive behavior deficits: \_\_\_\_\_

Date of most recent evaluation that included an adaptive behavior rating scale: \_\_\_\_\_

Data obtained from the adaptive behavior instrument(s)- include composite and subdomains

If no standardized adaptive behavior assessment testing has been done, provide examples of the student's present levels as they relate to daily living skills, communication, and community living skills.

Does the student's adaptive behavior fall 2 1/2 or more standard deviations below the mean?  Yes  No

Does the student's IEP address adaptive behavior deficits?  Yes  No

What adaptive behavior deficits are being addressed on IEP?

Is the student likely to develop the skills to live independently and function safely in daily life after high school?

Yes  No

Is the student on the waiting list for services with the local CDDO?  Yes  No



# Kansas: Updated Participation Guidelines

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

The student is eligible to participate in the DLM if **ALL** responses below are marked **YES**.

CRITERIA	YES	NO	SUPPORTING EVIDENCE
1. Cognitive assessment data supports a <b>most significant cognitive disability</b> (Intellectual disability). <b>PARTICIPATION CRITERION DESCRIPTORS:</b> Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. <b>Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.</b>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Adaptive assessment data supports a <b>most significant deficit</b> in adaptive behavior. <b>PARTICIPATION CRITERION DESCRIPTORS:</b> Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). <b>Typically functioning 2 ½ or more SD below the mean.</b>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards. <b>PARTICIPATION CRITERION DESCRIPTORS:</b> Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in <b>ALL</b> grade-and age-appropriate curriculum at a reduced depth, breadth and complexity. <b>PARTICIPATION CRITERION DESCRIPTORS:</b> The student: a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. <b>AND</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	

2 Kansas State Department of Education | www.ksde.org

DYNAMIC LEARNING MAPS PARTICIPATION GUIDELINES FOR KANSAS

CRITERIA	YES	NO	SUPPORTING EVIDENCE
5. Parent/legal education decision-maker notification includes discussion of <b>ALL</b> of the following areas. • The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; <b>AND</b> • That the student's achievement will be measured based on alternate achievement standards; <b>AND</b> • How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; <b>AND</b> • That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. <b>AND</b> • The LEA provided the parent(s)/legal education decision-maker with <b>ALL</b> of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand.	<input type="checkbox"/>	<input type="checkbox"/>	

Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/legal education decision-maker: \_\_\_\_\_ Date: \_\_\_\_\_





# Kansas: IEP File Review – Alternate Assessment Participation Monitoring, Criteria 1 & 2

Alternate Assessment Participation Criteria IEP Record Review Rubric		
IEP Date:		
<b>Criteria #1: Evidence of Significant Cognitive Disabilities</b> Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.		
Criteria Rating	Clarifying Examples	Notes
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's primary disability is associated with a most significant intellectual disability (Intellectual Disability, Multiple Disability, Autism, Traumatic Brain Injury).	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does assessment of intellectual functioning and cognitive abilities support evidence of a most significant cognitive disability (2.5 or more SD below the mean or is there evidence that valid cognitive results could not be obtained)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The PLAAFPs indicates academic skills which are several grade levels below age appropriate peers for elementary students, 5-6 grade levels below for middle school students, and 7-9 grade levels below for high school students for all content areas.	

<b>Criteria #2: Evidence of Significant Deficits in Adaptive Behavior</b> Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ - 3 SD below the mean and/or extensive information documentation of most sign. Deficits in adaptive functioning.		
Criteria Rating	Clarifying Examples	Notes
<input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment of adaptive behavior functioning indicates significant deficits in adaptive behavior (2.5 or more SD below the mean)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP includes goals for conceptual skills, social skills, and /or practical skills. <u>Conceptual skills</u> are needed to communicate, apply academic skills, and manage and accomplish tasks. <u>Social skills</u> are needed to engage in interpersonal interactions, act with social responsibility and use leisure time. <u>Practical skills</u> are needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community (daily living skills: eating, dressing, toileting; community living skills: preparing meals, housekeeping, using a phone, ability to access and use transportation, job skills)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Even with additional time, the student will likely unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community. (Student is on the waiting list with the local CDDO for adult services)	



# Kansas: IEP File Review – Alternate Assessment Participation Monitoring, Criteria 3 & 4

Criteria #3: Primarily Instructed Using the DLM Essential Elements as Content Standards		
Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.		
Criteria Rating	Clarifying Examples	Notes
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP references PLAAFPs and goals aligned to the DLM essential elements. (ALL Goals must have at least 2 benchmarks/objectives)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Previous assessment score reports support taking an alternate assessment. Situations that <b>do not support</b> taking the AA are receiving target and/or advanced levels on the DLM indicating the test is no longer ambitiously challenging; obtaining a score on the general assessment indicates the student is capable of taking a general assessment with accommodations.	

Criteria #4: Evidence of Extensive Direct Individualized Instruction and Substantial Supports to Achieve Measurable Gains in All Grade- and Age-Appropriate Curriculum		
a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.		
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.		
Criteria Rating	Clarifying Examples	Notes
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP indicates direct special education support for the majority of the school day (moderate to maximum levels of support) to make adequate progress on the Essential Elements that are at a reduced depth, breadth, and complexity as compared with general education curriculum.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student requires extensive accommodations and modifications (layers of supports, scaffolding and/or assistive technologies- low or high tech) to communicate, follow directions, complete daily routines and/or complete instructional activities.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP outlines accessibility supports beyond those allowed on the Kansas Assessment Program (KAP) to meet the cognitive and physical task demands of instruction and assessment. Refer to <a href="#">The Kansas Accessibility Manual</a> or <a href="#">Tools and Accommodations Available for the KAP</a> .	



# Kansas: IEP File Review – Alternate Assessment Participation Monitoring, Scoring

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process.

Criteria Rating	Clarifying Examples	Yes	No
<input type="checkbox"/> Yes <input type="checkbox"/> No	The IEP does not suggest or provide evidence that the decision was based on any of the considerations listed above.		

General	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The IEP included the Participation Guidelines and/or the Rubric for Determining Eligibility on the DLM.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The IEP includes a statement of why the student cannot participate in the general state assessment.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The IEP includes a statement of why the particular alternate assessment selected is appropriate for the student.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Evidence of parent/legal education decision maker notification of participation in the alternate assessment and its implication in the parent's native language.
Score /17	

Score Scale	Interpretation
13-17	Complete and Consistent Evidence Present. IEP file review has passed the Participation Guidelines Compliance Check.
8-12	Partial or Inconsistent Evidence Present. IEP file review has not passed the Participation Guidelines Compliance check.
7 or fewer	Little or No Evidence present. IEP file review has not passed the Participation Guidelines Compliance check.



# Kansas: DLM Test Observations – Purpose

- Observations provide anonymous information about how DLM testlets are delivered to help the consortium evaluate the process of administering assessments and to inform improvements. Data from test administration observations also provide evidence of validity for the assessment system.
- Intended to be non-judgmental – it is not a gotcha
- Provides opportunities to visit with the teachers administering the assessment and answer any questions they have. It also allows times for me to share information and resources they may not be familiar with.
- Beginning in the fall 2023 – DLM test observations will include observing those teachers and students who had a high percentage of short duration testing
  - Purpose is to assist teachers in engaging the students in order to get more reliable and useful data on what the student knows and can do.
  - DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
    - ELA – 60 seconds or less
    - Math – 30 seconds or less
    - Science – 30 seconds or less
- This is a testing irregularity that needs to be monitored and addressed by districts.



# Ohio's Story

- 1. Special Education Profiles:** The Special Education Profiles notify LEAs of their performance on the key indicators set forth by IDEA.
- 2. Indicator 3b:** Alternate Assessment Participation
- 3. Special Education Program Monitoring:** Alternate Assessment Participation Monitoring Process
- 4. Tier 3 District:** 3.5% Participation Rate in Ohio's Alternate Assessment



# Ohio's Story: Alternate Assessment and Addressing Disproportionality

Ohio monitors LEAs identified as a Tier 3 District for Indicator 3b in the release of the annual Special Education Profiles

## **Alternate Assessment Participation Monitoring Process:**

1. Alternate Assessment Self-Review Summary Report
2. Alternate Assessment Improvement Plan
3. Improvement Plan (Implementation) Evidence



# Ohio's Story: Alternate Assessment Self-Review Summary Report

9. **Topics:** Our district examines disproportionality in the percentage of students in any subgroup participating in the alternate assessment.

Section B: Guiding Questions for Noncompliance			
<b>Data Gathering:</b>	<b>Data Summary:</b>	<b>Area of Concern?</b> (Y/N)	<b>Root Cause:</b>
<p>A. How are participation rates different for certain subgroups (e.g., black, Hispanic, Asian, white, English learners, <u>economically disadvantaged</u>) as compared to other subgroups?</p> <p>B. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)?</p> <p>C. How are general education teachers and intervention specialists encouraged to use culturally responsive curricula and evidence-based practices for English learners in their classrooms?</p>		<p>(If YES, the Disproportionality Calculator must be listed as a required activity in the Improvement Plan)</p>	<p><b>Priority:</b> 1 = highest</p>



# Ohio's Story: Alternate Assessment Improvement Plan

<b>Activity</b> Describe activities designed to achieve the short-term goal(s) – Items 1-3 are required for all districts. Districts can add additional activities needed for improvement:	<b>Resources</b> List the resources needed for activity:	<b>Timeline</b> Activities must be completed by <b>September 29, 2023</b> :	<b>Completion</b> Evidence of completed activity (training materials, agendas, sign-in sheets, procedure manuals...)
1.			
2.			
3. <b>Disproportionality Calculator (Alternate Assessment only):</b>			
4.			





# Arkansas: Tier One

- Part I: Evidence of Training
  - Artifact(s) documenting topics covered in the training
  - Sign-in sheets
- Part II: Student List
  - State ID Number
  - Grade
  - Eligibility Category
- Disproportionality Review
- Part III: Assurance Page



# Arkansas: Tier Two

- Part I: Evidence of Training
  - Artifact(s) documenting topics covered in the training
  - Sign-in sheets
- Part II: Individual Student Information Sheet
  - Eligibility Category
  - Intellectual Functioning Data
  - Adaptive Behavior Data
- Disproportionality Review
- Part III: Assurance Page



# Arkansas: Tier Three

- Part I: Evidence of Training
  - Artifact(s) documenting topics covered in the training
  - Sign-in sheets
- Part II: Individual Student Information Sheet
  - Eligibility Category
  - Intellectual Functioning Data
  - Adaptive Behavior Data
- Disproportionality Review
- Part III: Onsite Review
- Part IV: Assurance Page



# Questions?





Thank you!