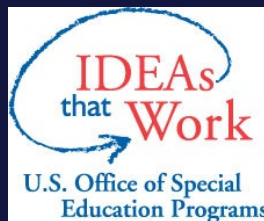




How Do We Lower Our Alternate Participation Rates? Five States Tell Their Story



NCEO is supported through a cooperative agreement between the University of Minnesota, National Center on Educational Outcomes (NCEO) (#H326G160001) and the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. **Project Officer:** David Egnor.

Agenda

- I. Overview of AA-AAAS Provisions in ESSA–
Don Peasley and Deborah Spitz (OESE)**
- II. Background of NCEO 1% Community of
Practice (CoP) and State Spotlight Report–
Sheryl Lazarus & Kathy Strunk (NCEO)**
- III. How States are Reducing their Alternate
Assessment Participation Rates**
 - Arkansas – Robin Stripling & Tabitha
Riendeau**
 - Massachusetts – Dan Wiener & Deb Hand**

Agenda, Cont.

III. How States are Reducing their Alternate Assessment Participation Rates, Cont.

- Michigan – John Jaquith, Marcia O’Brien & Antoinette Dorsett**
- Nebraska – Sharon Heater**
- Wisconsin – Iris Jacobson**

IV. Q & A - Sheryl Lazarus, Kathy Strunk & Five States

Put Questions in the Chat Box. Questions will be answered at the end of the presentation.

I. Overview of AA-AAAS Provisions in ESSA

ESSA Requirements

- ▶ ESEA section 1111(b)(2)(D)(i)(I) limits the number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State assessed in that subject.
- ▶ A State may not prohibit an LEA from assessing more than 1.0 percent of its assessed students with an AA-AAAS.
- ▶ A State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information justifying the need to exceed the 1.0 percent threshold.
- ▶ States must provide appropriate oversight of those LEAs and make the justification publicly available, provided it does not reveal personally identifiable information.

ED Guidance Memos

- Requirements for waiver requests and extensions of the 1.0 percent cap at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/standards-and-assessments/> (under “Related Regulations and Guidance”)
 - May 16, 2017 memo provides requirements for applying for the waiver
 - August 27, 2018 memo provides information on applying for extensions of waiver
 - March 28, 2019 memo describes framework of consequences for States that exceed 1.0 percent without a waiver

ED Guidance Memos (cont.)

June 9, 2020 memo

(<https://oese.ed.gov/files/2020/06/One-percent-waiver-memo-to-states-2020-FINAL.pdf>)

- Waiver requests must include data from the current or previous school year to show the number and percentage of students overall and from each subgroup of students who will take or took the AA-AAAS with respect to each subject for which the State seeks a waiver. However, we understand that States will most likely not have data for SY 2019-20.

New Web Page for Key ESSA Documents

You can find State waiver requests (and other documents) at a NEW OESE web page:

- ▶ <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/key-documents/>
- ▶ This page has a table that is searchable by State, year, and type of document (waiver, assessment peer review, performance monitoring, consolidated state plan)


II. Background of NCEO 1% Community of Practice (CoP) and State Spotlights Report

NCEO 1% CoP is Established

- States asked NCEO to host a private forum for states to learn from each other and share resources
- Dec. 2017 – April 2018: Met monthly
- May 2018-Present: Meets bi-weekly
 - When schools closed because of the pandemic, the CoP met weekly for five weeks
- 48 States and 151 Members

NCEO 1% CoP is Established, cont.

- Two components: bi-weekly videoconferences and 1% CoP website
- The website has state resources, agendas and meeting notes, discussion board, and meeting video recordings

**NCEO**
National Center on
Educational Outcomes

1% CAP COMMUNITY

Welcome to NCEO's 1% Cap CoP page. This group will support state members as a central location to share and discuss topics, resources, and tools.


The change in policy on the "1%" and the alternate assessment based on alternate academic achievement standards (AA-AAAS) is the reason for this CoP. Rather than allowing for 1% of the total student population's scores on the AA-AAAS to be counted as proficient for ESEA accountability, ESSA now requires that there be a 1% cap on participation in the AA-AAAS. States may request a waiver from this requirement.

NCEO's role is to (a) host this password-protected communication/resource website for 1% CoP members; (b) facilitate thoughtful discussion on relevant topics during a one hour webinar call once a month; and (c) provide resources and other supports to assist in identifying strategies to guide your 1% work.











Have a question for the 1% Cap CoP? Send an email to 1Cap@communities360.org so that other members can weigh in with their answers and ideas! You can also visit the Discussion Board section below to see the conversations that have taken place so far!

WORKSPACE

You can access all the resources states have shared with the CoP in the State Repository Folder. Simply click on the folder icon below to find state folders and files. Remember you can add your own state folder and begin to share your state resource files too!



State Resource Repository

Type	Description	Last Update	Author
	COVID-19 State Resources 03262020	Apr 17, 2020	 Anthea Brady
	Data Resources	Aug 2, 2019	 Anthea Brady
	Waiver Requests	Aug 2, 2019	 Anthea Brady
	STATE RESOURCE REPOSITORY	Jul 20, 2018	 Carla Howe
	Monthly Agendas and Call Notes	Jan 18, 2018	 Carla Howe


View All


To access additional resources such as notes and agendas related to the 1% Cap CoP click the "View All" button above.

DISCUSSION BOARD


Start a discussion that will be captured in the 1% Cap CoP by sending an email to all members at 1Cap@communities360.org, or click the "View All" button which will bring you to a new page where you can Create a New Discussion that gets sent to all members.

RESOURCES


 COVID-19 RESOURCES

 MEETING RECORDINGS

FACILITATORS

 [Kathy Strunk](#), National Center on Educational Outcomes

MEMBERS



View All

CONNECT TO WEBINAR


Zoom Conferencing

The NCEO 1% CoP webinars will now use Zoom conferencing, hosted by the University of Minnesota. In order to avoid long distance call charges, you may either select the option for Zoom to call you or use your computer audio. Participants may also use their mobile devices, which typically do not have long distance charges.

Web: [Zoom Meeting](#)

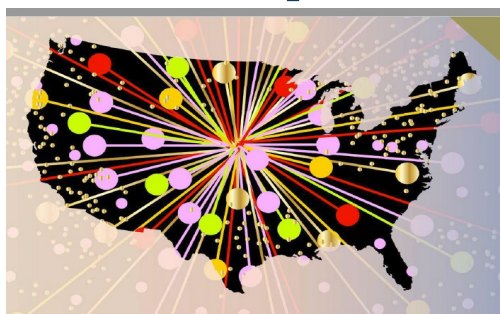
Dial by your location
→ 1 845 558 8956 US (New York)
→ 1 866 800 8833 US (San Jose)
Meeting ID: 480 371 0950

Find your local number:
<https://umn.zoom.us/j/6Fux0ctm>

 TUTORIAL

1% CoP & NCEO: *Spotlights Report:*

Reducing AA-AAAS State-Level Participation Rates to Meet the 1.0% Threshold, 2016-17 to 2017-18



State Spotlights: Reducing
AA-AAAS State-Level
Participation Rates to Meet
the 1.0% Threshold,
2016-17 to 2017-18

NCEO Report 421



***ARKANSAS
MASSACHUSETTS
MICHIGAN
NEBRASKA
WISCONSIN***

<https://nceo.umn.edu/docs/OnlinePubs/NCEOReport421.pdf>

Origin of the Report

- States in the CoP frequently share information about activities occurring in their state to meet the 1.0% threshold requirements and reduce alternate assessment participation.
- Five states that reduced their participation rates provided us with information they believed was relevant to their success in decreasing the state-level participation rate.

Overview of State Spotlights

- **Criteria**

- 2016-17 through 2017-18
- EdFacts Data
- Substantial Progress (i.e., 1.0% Reduction)
- Reading and Math

- **Content**

Data	Challenges
Strategies	Resources
Plans for the Future	

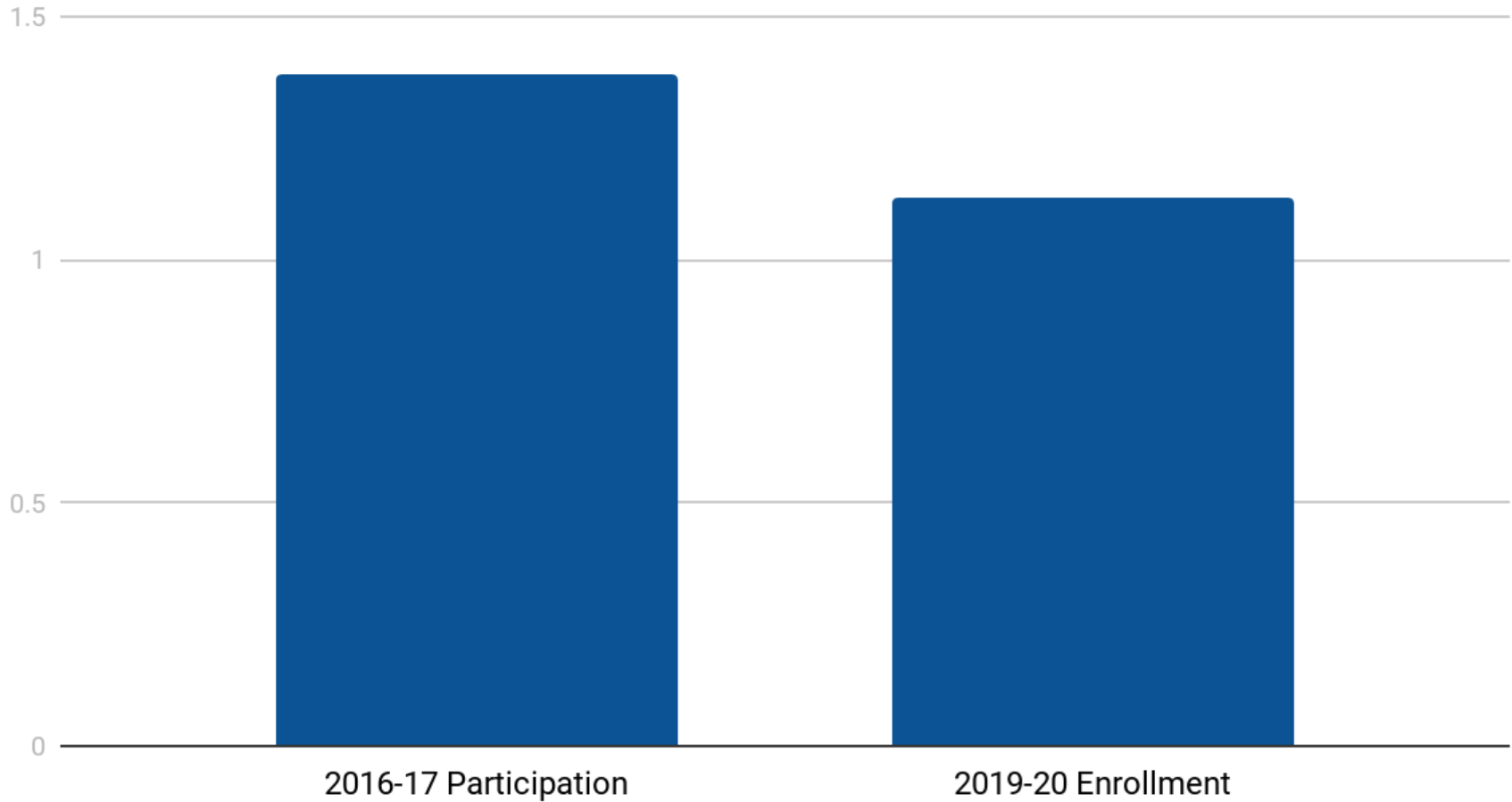
Arkansas Division of Elementary and Secondary Education Special Education Unit

- Matt Sewell, Director
- Tabitha Riendeau
- Robin Stripling

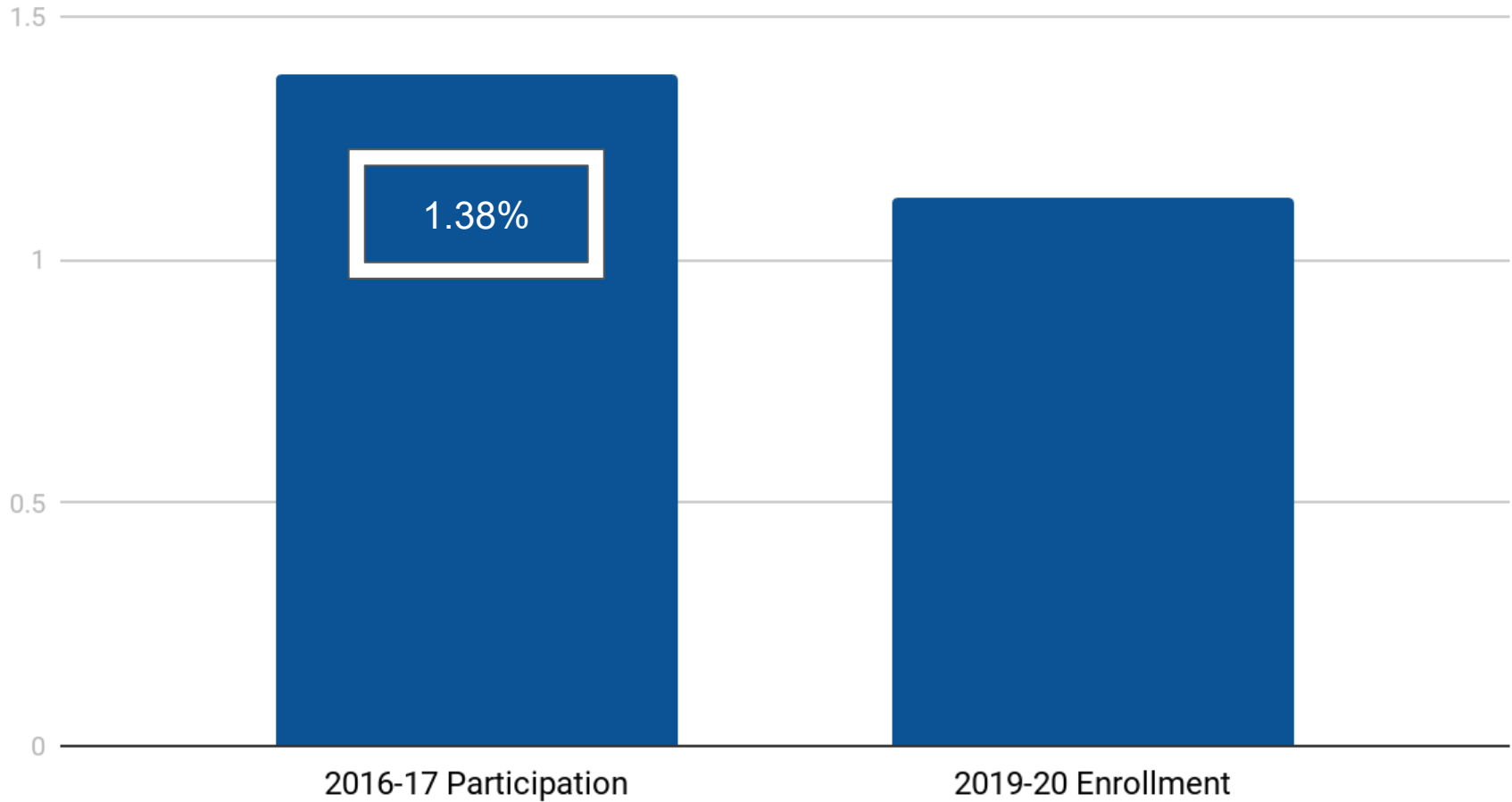


DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

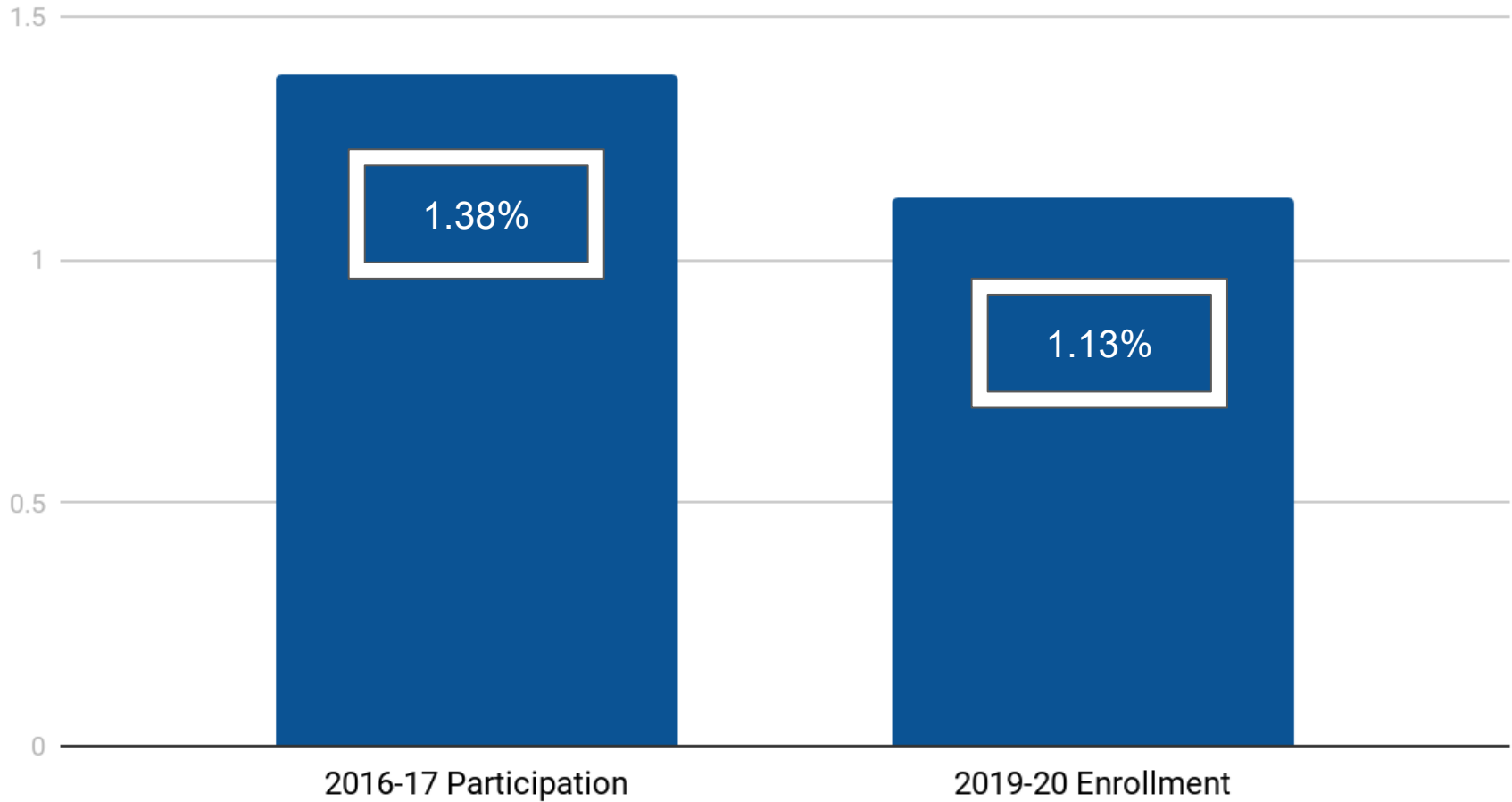
Alternate Assessment Percentages



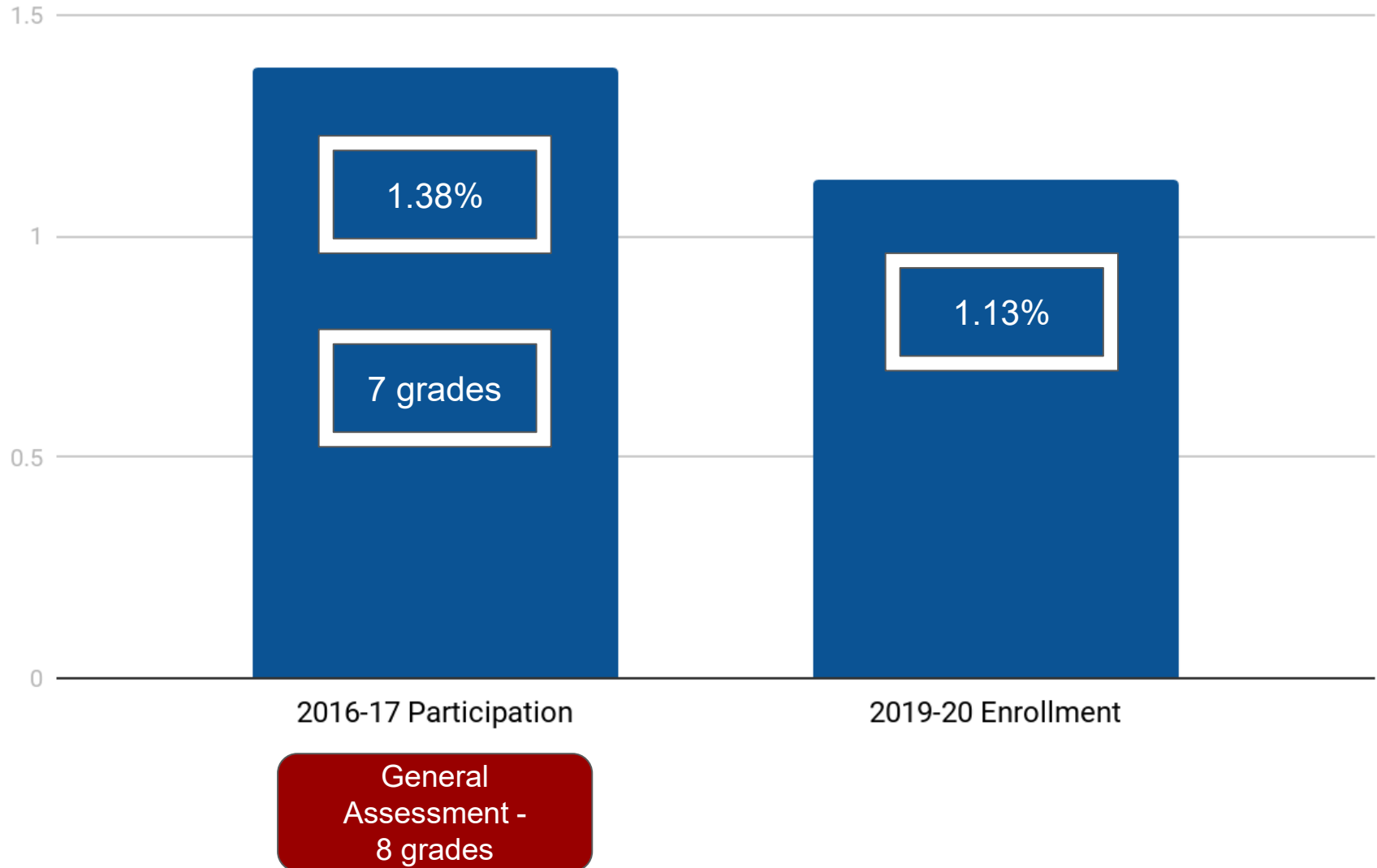
Alternate Assessment Percentages



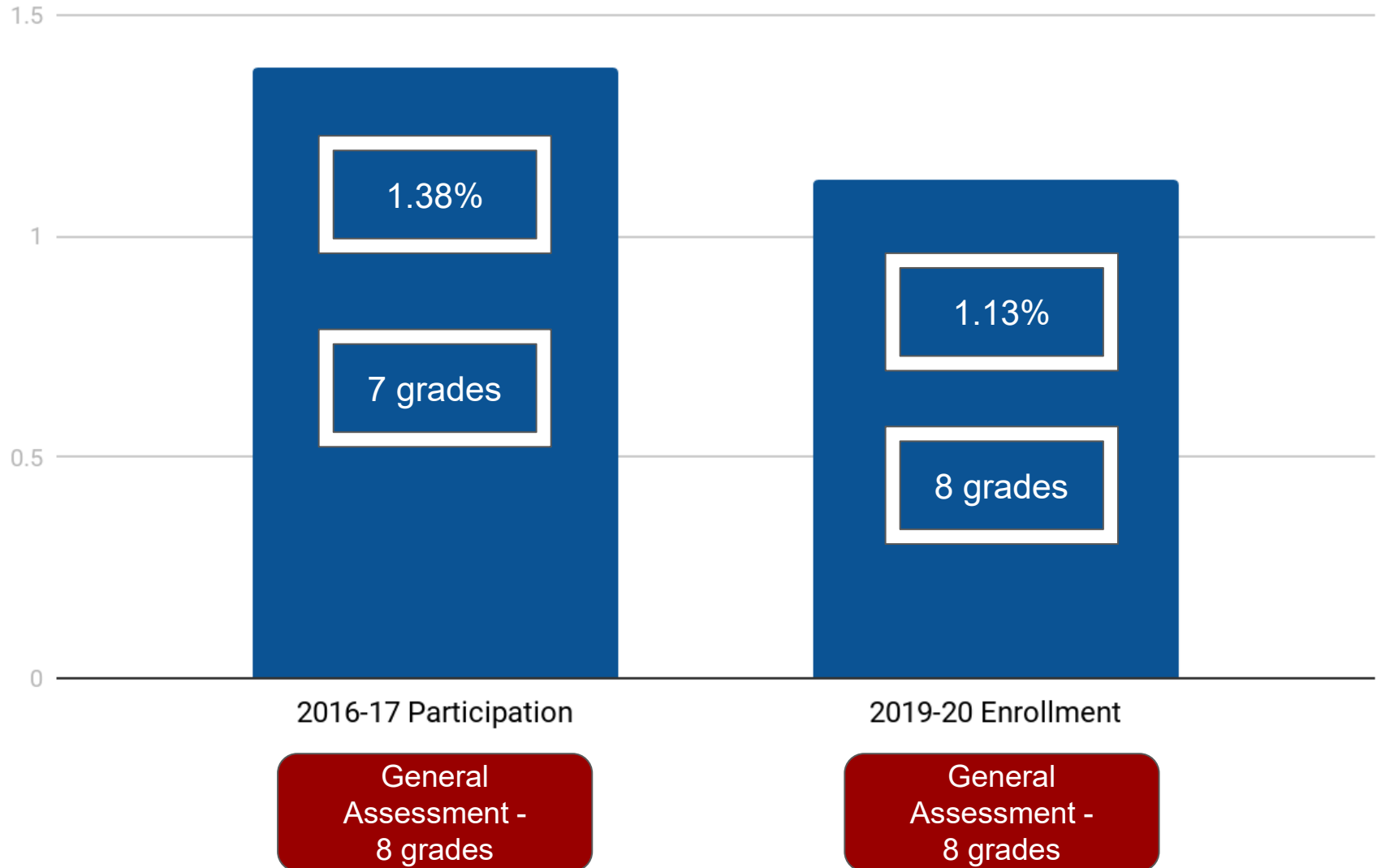
Alternate Assessment Percentages



Alternate Assessment Percentages



Alternate Assessment Percentages



What helped?

- Statewide Trainings
- Tiered Supports
- Updated Criteria - April 2020

What helped: Training

- **2017: Training at fifteen Educational Service Cooperatives and several large districts**
 - **Definition**

Fall 2017 Definition

Definition: Students with the Most Significant Cognitive Disabilities

(1) The term “students with the most significant cognitive disabilities” means a child with a disability or disabilities that are not temporary in nature and that significantly impact intellectual functioning and adaptive behavior. Students with the most significant cognitive disabilities are students who require repeated, extensive, direct, individualized instruction and substantial supports to achieve measurable gains across all content areas and settings.

(2) The term “adaptive behavior” is defined as those skills that are essential for someone to live and function independently and safely in daily life.

Additionally,

(i) The specific category of eligibility, as defined in IDEA, shall not be the sole determining factor of whether or not a student is a student with the most significant cognitive disabilities.

(ii) Students with the most significant cognitive disabilities must not be identified based solely on the student’s previous low academic achievement or the student’s previous need for accommodations to participate in general State or districtwide assessments. Having a significant cognitive disability is not determined solely by an IQ test score, but rather a holistic understanding of a student.

What helped: Training

- **Training at fifteen Educational Service Cooperative and several large districts**
 - Definition
 - **DLM Training Video: Who Are the Students With the Most Significant Cognitive Disabilities**

What helped: Training

- **Training at fifteen Educational Service Cooperative and several large districts**
 - Definition
 - DLM Training Video: *Who Are the Students With the Most Significant Cognitive Disabilities*
 - **Adaptive behavior vs. Maladaptive behavior**

Behavior: What's the difference?

Adaptive Behaviors (Life Skills)

A collection of skills people use to function in everyday life.

Examples:

- Personal care skills
- Independent living skills
- Social skills
- Communication
- Self-direction

Maladaptive Behaviors

Behaviors which inhibit a person's ability to adjust to different situations.

Examples:

- Ritualistic behaviors
- Self-injurious behaviors
- Aggressive behaviors
- Non-Attentive behaviors
- Attention-seeking behaviors
- Addictive behaviors

What helped: Training

- **Training at fifteen Educational Service Cooperative and several large districts**
 - Definition
 - DLM Training Video: *Who Are the Students With the Most Significant Cognitive Disabilities*
 - Adaptive behavior vs. Maladaptive behavior
 - **Least Dangerous Assumption**


Least Dangerous Assumption

*The least dangerous assumption is to **presume competence** of all children. Assume they can learn. Assuming they cannot learn leads to segregated settings, missed educational interventions, and ultimately dependence in adulthood.*

Are we choosing the **least dangerous assumption?**

Grade	Percentage
3	1.43
4	1.36
5	1.32
6	1.39
7	1.35
8	1.16
9	1.2
10	1.36

What helped: Tiered Supports



	Level 1	Level 2	Level 3
Training	X	X	X
Assurances	X	X	X
Student Roster	X		
Student Information Sheet		X	X
Onsite Folder Review			X

What helped: Tiered Supports

	Level 1	Level 2	Level 3
Training	X	X	X
Assurances	X	X	X
Student Roster	X		
Student Information Sheet		X	X
Onsite Folder Review			X

Arkansas Division of Elementary and Secondary Education

IDEA Eligibility Category:	
<ul style="list-style-type: none"> IDEA category description includes intellectual or cognitive impairment as a characteristic. 	Yes or No
Intellectual Functioning	
Instrument(s) used to determine intellectual functioning	
Data obtained from the instrument(s) <ul style="list-style-type: none"> Not just full scale or composite (e.g. Verbal, Non-Verbal, Working Memory, Processing Speed, Fluid Reasoning...) 	
Does the student have a significant deficit in intellectual functioning?	Yes or No
Adaptive Behavior	
Instrument(s) used to determine adaptive behavior deficits	
Data obtained from the adaptive behavior instrument(s)	
Does the student have significant deficits in adaptive behavior?	Yes or No
<ul style="list-style-type: none"> Does the student's PLAAFP address adaptive behavior deficits? 	Yes or No
<ul style="list-style-type: none"> What information in the PLAAFP pertaining to adaptive behavior supports the assessment decision? 	

What helped: Tiered Supports

	Level 1	Level 2	Level 3
Training	X	X	X
Assurances	X	X	X
Student Roster	X		
Student Information Sheet		X	X
Onsite Folder Review			X

Updated Criteria - April 2020

Students with the Most Significant Cognitive Disabilities

Students with the most significant cognitive disabilities are characterized by significantly below average cognitive functioning (**IQ scores typically below 55 or 3 or more standard deviations below the mean**)

Students with the Most Significant Cognitive Disabilities

Students with the most significant cognitive disabilities are characterized by significantly below average cognitive functioning (IQ scores typically below 55 or 3 or more standard deviations below the mean) **occurring with commensurate deficits in adaptive behavior** that are frequently evident in early childhood.

Students with the Most Significant Cognitive Disabilities

Students with the most significant cognitive disabilities are characterized by significantly below average cognitive functioning (IQ scores typically below 55 or 3 or more standard deviations below the mean) occurring with commensurate deficits in adaptive behavior that are frequently evident in early childhood. Further, the cognitive disability must significantly impact the child's performance and ability to generalize learning across settings (educational, home, community). Substantial modifications to the general education curriculum are required. **Augmentative communication devices are often necessary to communicate with others.**

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Students with the Most Significant Cognitive Disabilities

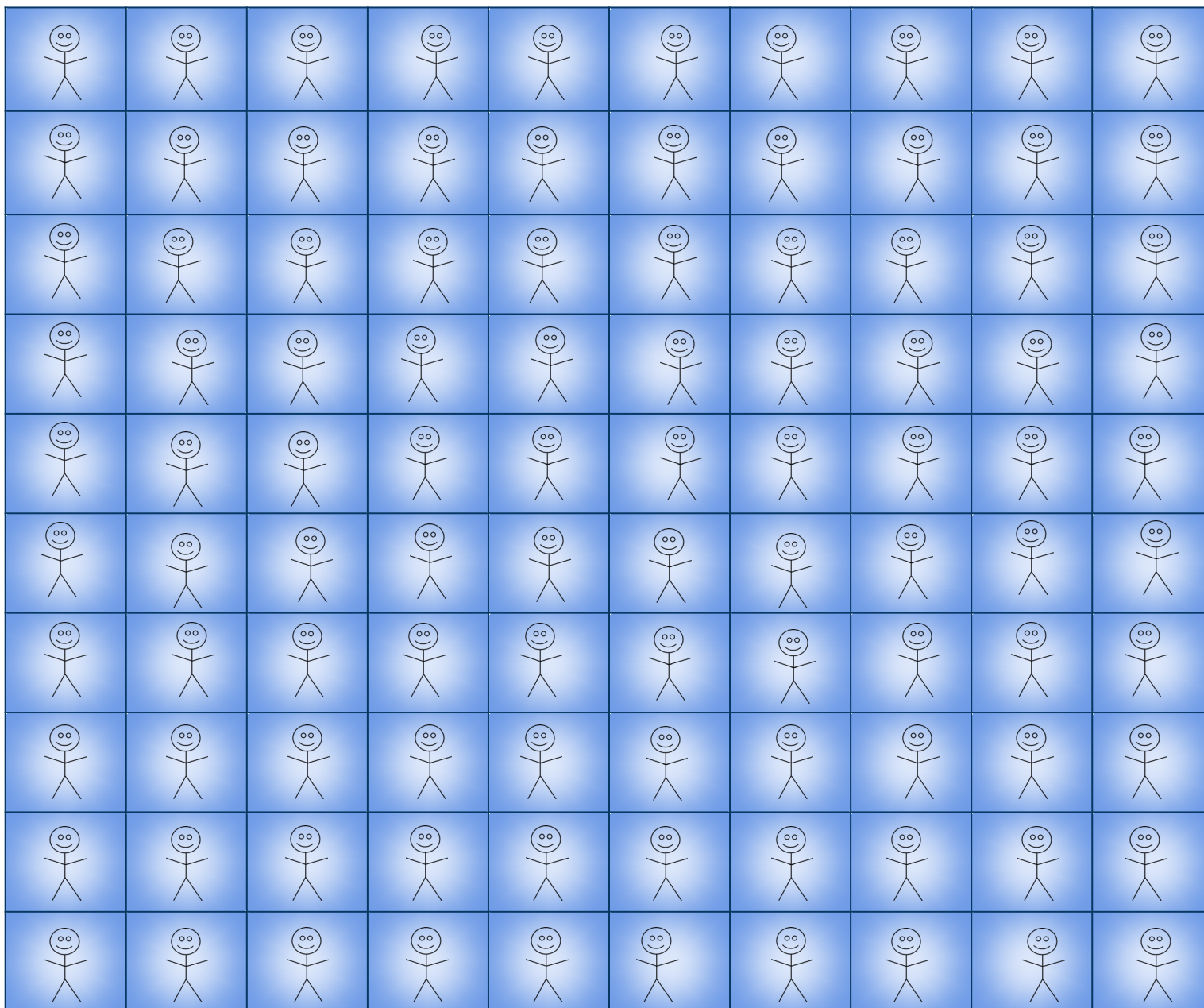
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Recent Work

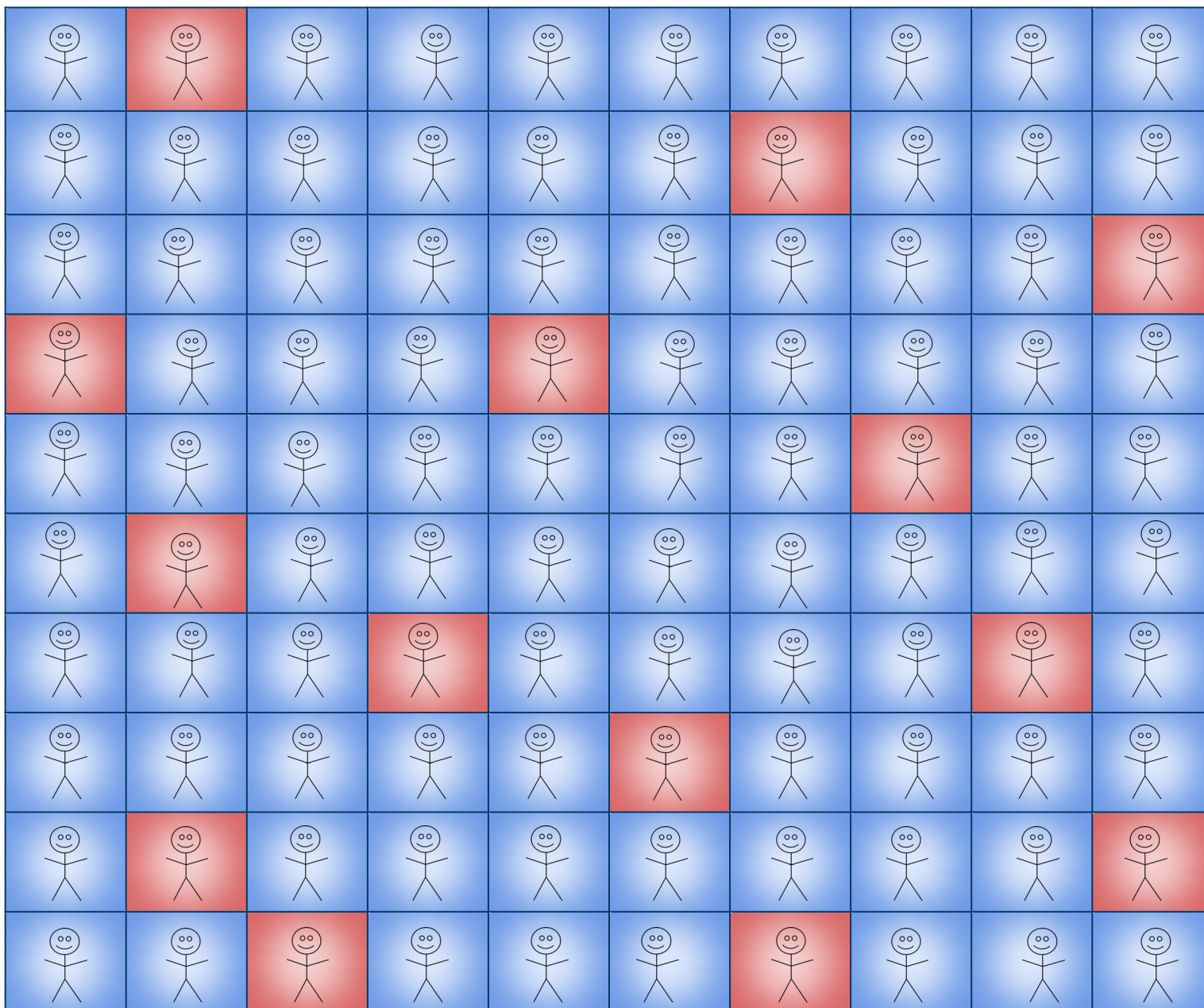
Virtual training sessions

- Updated Alternate Assessment Criteria based on April 2020 criteria
 - Nineteen sessions delivered in June and July
- Developing IEP Goals Based on the DLM Essential Elements (alternate achievement standards)
 - Sixteen sessions delivered in June, July, and August

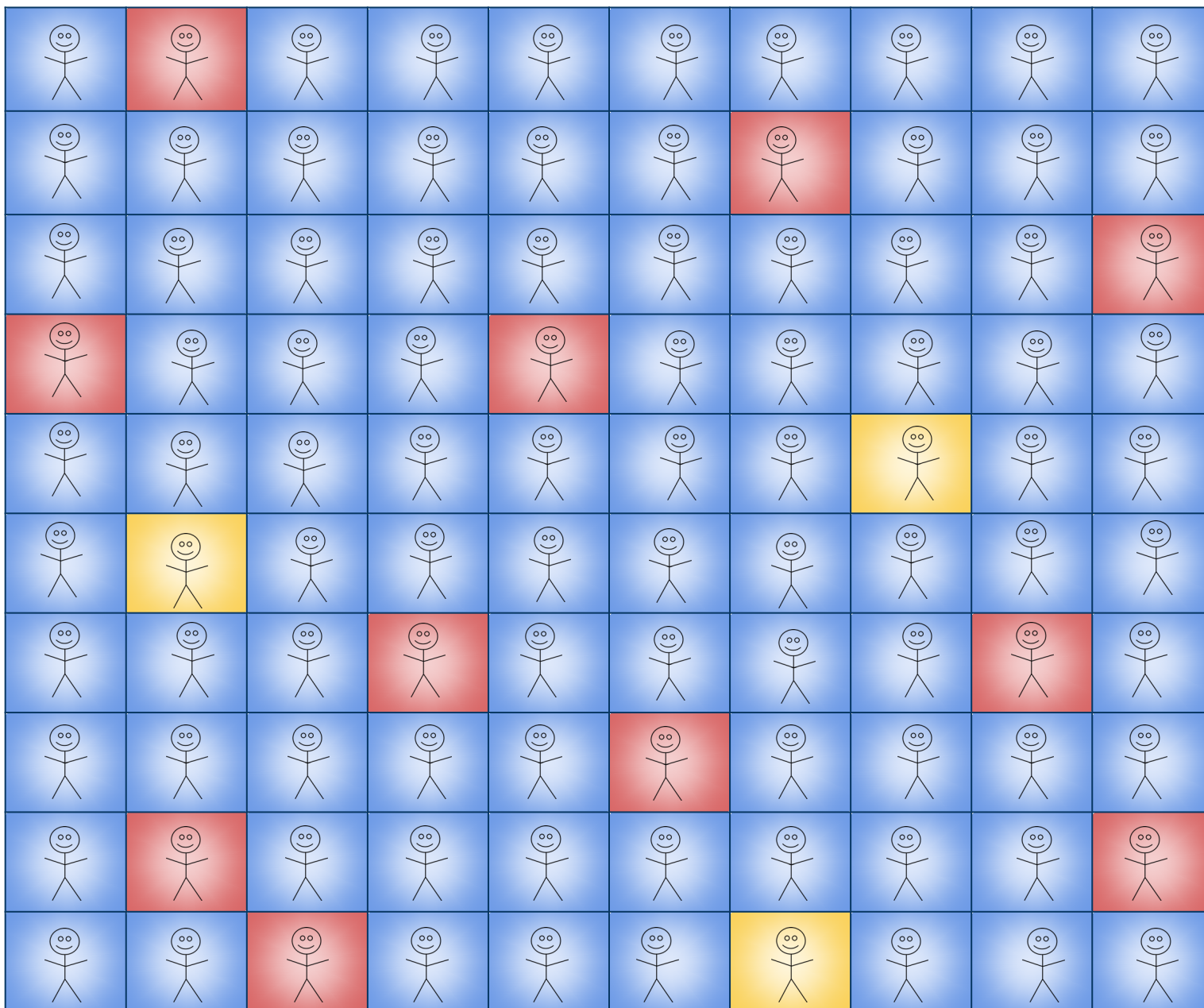
Arkansas Division of Elementary and Secondary Education



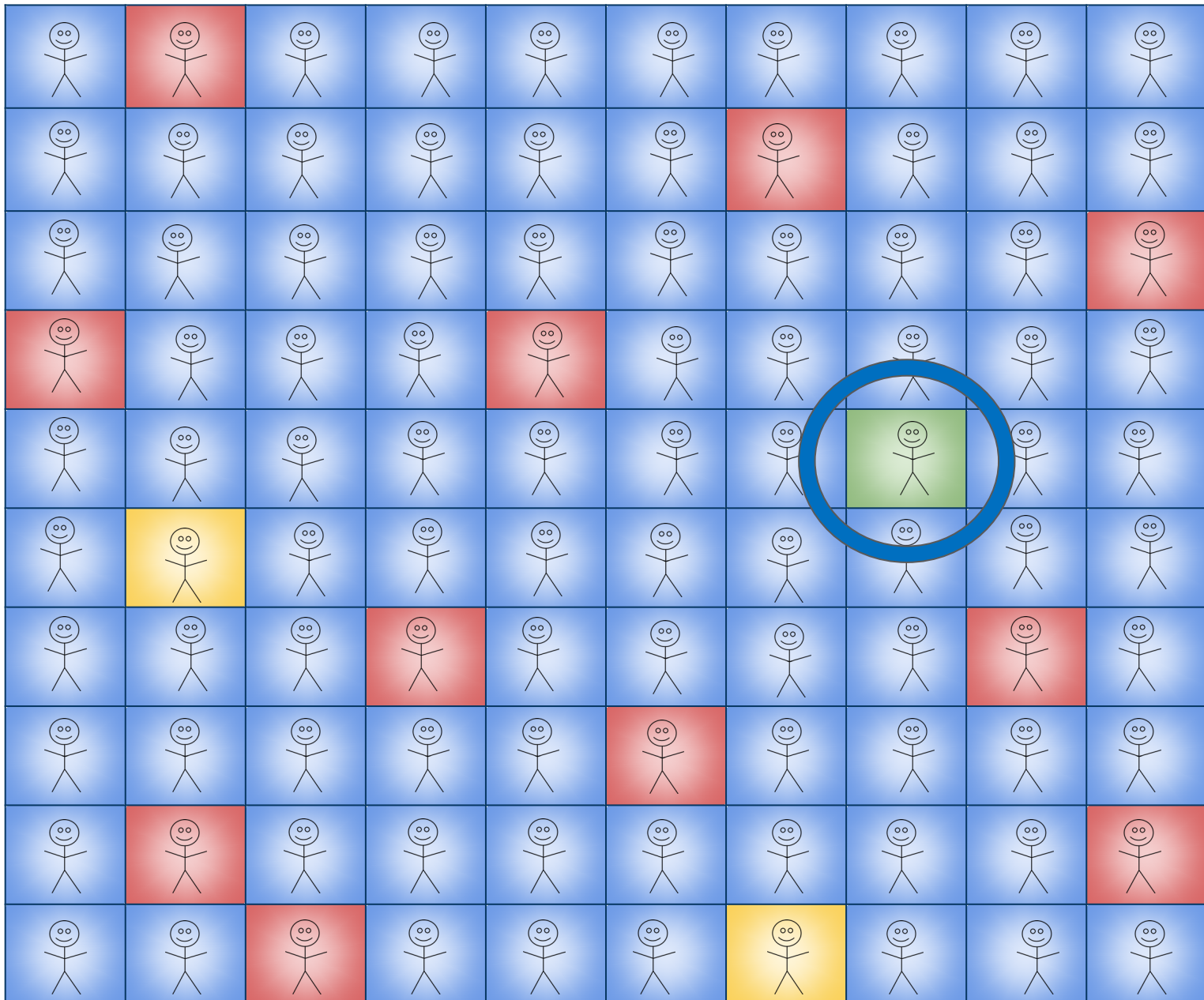
Arkansas Division of Elementary and Secondary Education



Arkansas Division of Elementary and Secondary Education



Arkansas Division of Elementary and Secondary Education



Thank you...

- CCSSO Assessing Special Education Students (ASES)
SCASS
- NCEO
 - 1% Threshold Community of Practice
- TIES Center Peer Learning Groups
 - Building Inclusive Education Systems for All Students
 - Communicative Competence
 - What to Teach? Standards-based Academic Instruction (September 2020)

Future Work

- Inclusive Practices
 - TIES Center
- CEC High Leverage Practices
- Instructional Supports for 1%

Contact Information

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Division of Elementary and Secondary Education

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The One-Percent Solution:

Reducing the Number of Students Who Take the MCAS-Alt in Massachusetts

Dan Wiener and Debra Hand



By the Numbers—How is Massachusetts Doing?

- How many students took the MCAS-Alt in one or more subjects?

Year	Number of Students	Percentage (x/500,000 tested students)
2016	8,373	1.7%
2017	8,242	1.6%
2018	7,601	1.5%
2019	7,453	1.4%
2020 (Projected)	6,763	1.3%

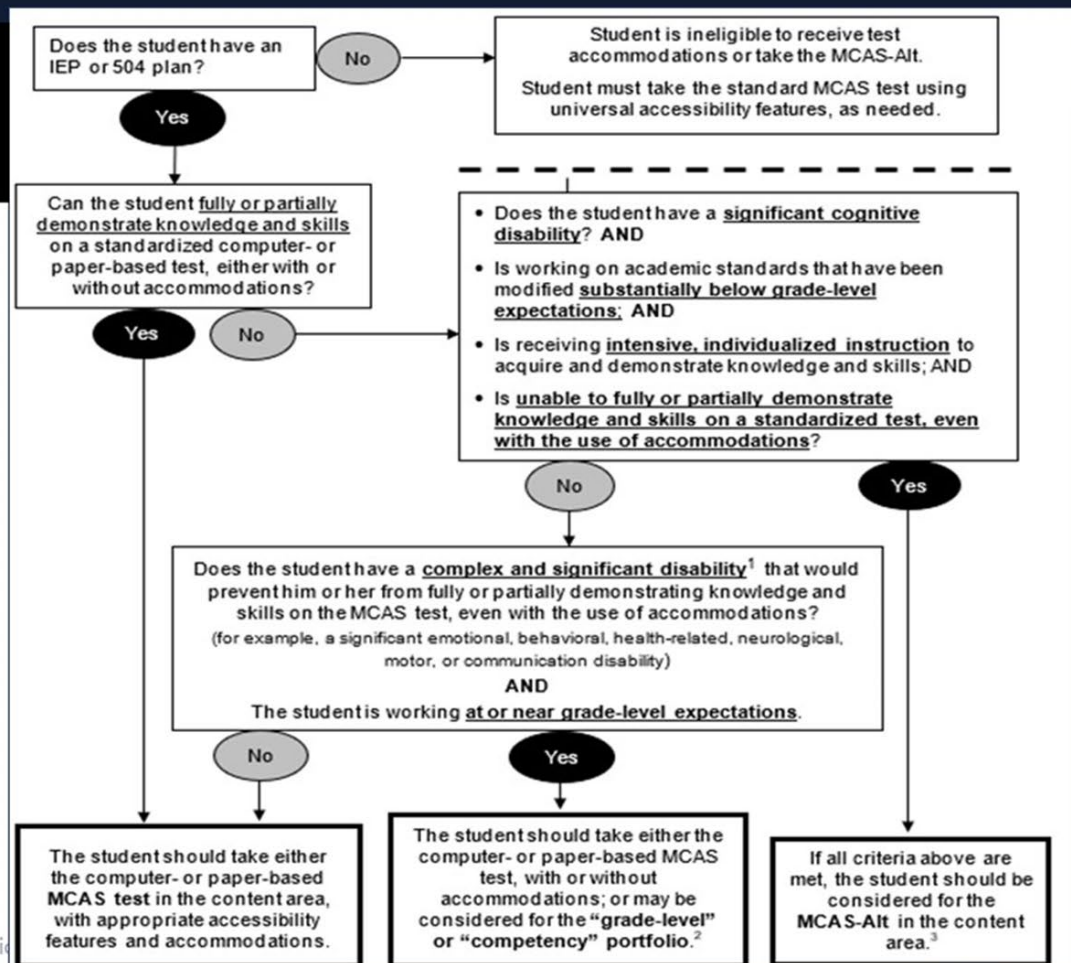
- 54 districts >2.0% in 2017; 34 districts >2.0% in 2019

What have we done to move this along?

- Clarified Alt participation **guidelines** and **criteria**.
- Developed new **materials, resources, and data** for districts.
 - Decision-Making Tool
 - District participation data (2017–2019)
 - Training presentation for IEP teams
 - Parent Notification Letters (translated in 5 languages)
- Requested **letters of justification** from districts over one percent.
- Focused **site visits** to 25 districts over 2.0 percent.

Decision-Making Tool

Used by IEP Teams to make annual decisions about assessment participation in each subject.

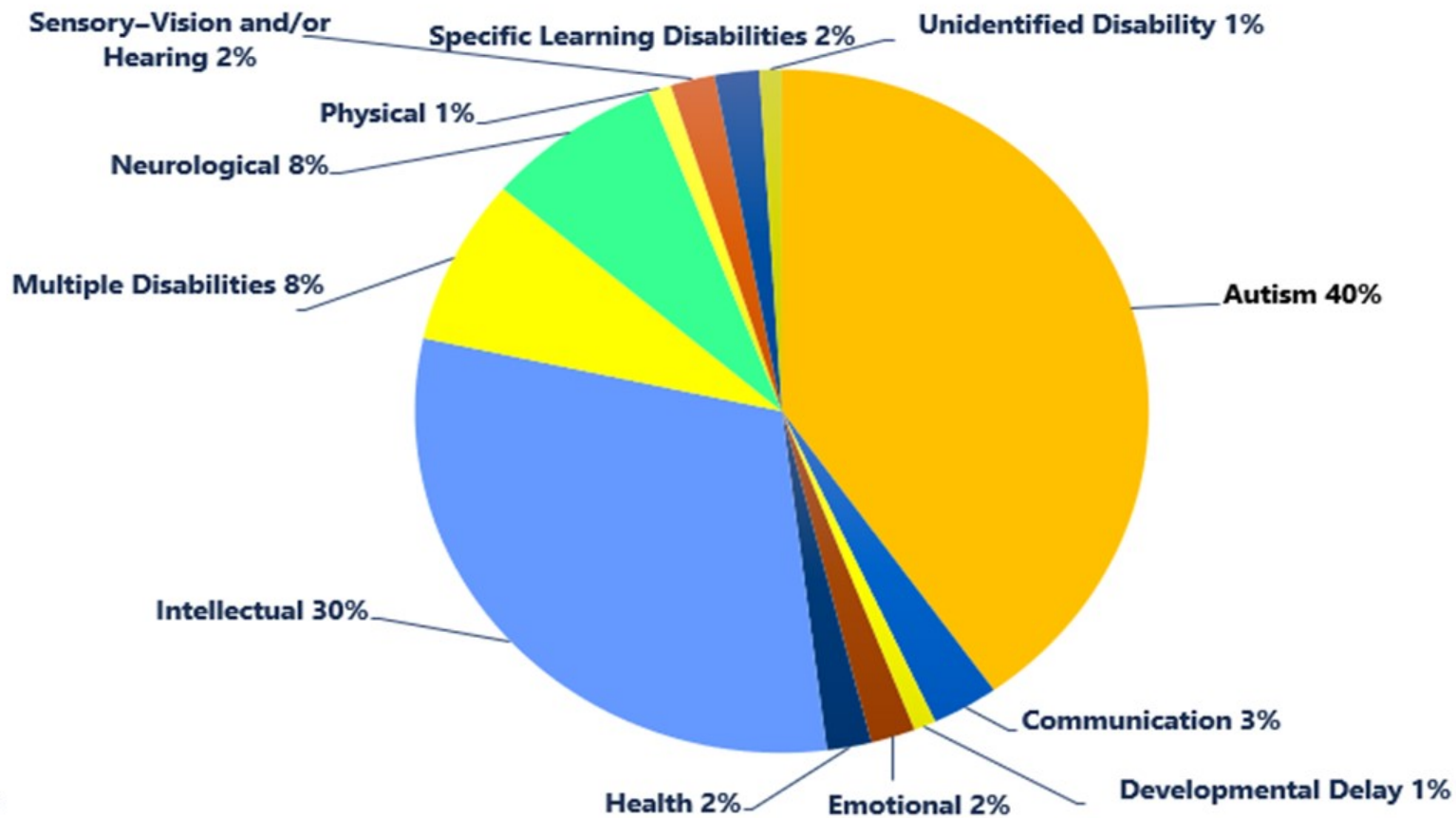


Profile of Students Who Take the MCAS-Alt

Students are likely to be:

- in one of four disability categories:
 - Intellectual Disabilities
 - Autism
 - Multiple Disabilities
 - Neurological Disabilities
- in the highest “Level of Need” category.

Students Who Took the 2019 MCAS-Alt by Primary Disability?



Percent of Students Taking Alt in Each Disability Category

- Autism, 26.8%
- Communication, 1.6%
- Emotional, 1.0%
- Health, 1.1%
- Intellectual, 48.7%
- Multiple Disabilities, 41.7%
- Neurological, 8.0%
- Sensory—Deaf/Hard-of-Hearing, 10.5%
- Sensory—Blind/Visually Impaired, 5.9%
- Specific Learning Disabilities, 0.3%

One District's Success Story

2019

**27th
Highest**

Admin Year	District	ELA Standard MCAS	ELA MCAS-Alt	ELA Total	ELA pct MCAS-Alt	Math Standard MCAS	Math MCAS-Alt	Math Total	Math pct MCAS-Alt
2019		2739	60	2799	2.1%	2744	60	2804	2.1%

2018

**16th
Highest**

Admin Year	District	ELA Standard MCAS	ELA MCAS-Alt	ELA Total	ELA pct MCAS-Alt	Math Standard MCAS	Math MCAS-Alt	Math Total	Math pct MCAS-Alt
2018		2777	76	2853	2.7%	2790	76	2866	2.7%

2017

**11th
Highest**

Admin Year	District	ELA Standard MCAS	ELA MCAS-Alt	ELA Total	ELA pct MCAS-Alt	Math Standard MCAS	Math MCAS-Alt	Math Total	Math pct MCAS-Alt
2017		2740	100	2840	3.5%	2744	93	2837	3.3%

One District's Success Story

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COMPARING DISTRICT and STATE DATA (2019): MCAS-Alt Participants by Nature of Disability and Level of Need

District	Nature of Disability	# MCAS Test District	# MCAS Alt District	% Alt District	% Alt State	Level of Need			
						1	2	3	4
(2,799 students assessed in 2019)	Intellectual	31	28	47.5	48.7				28
	Sensory/Hard of Hearing or Deaf	9	1	10.0	10.5				1
	Communication	20	2	9.1	1.6				2
	Sensory/Vision Impairment or Blind	8							
	Emotional	78							
	Physical								
	Health	85	1	1.2	0.9				1
	Specific Learning Disabilities	310	5	1.6	0.3			1	4
	Sensory/Deafblind								
	Multiple Disabilities	2	1	33.3	41.7				1
	Autism	32	16	33.3	26.8				16
	Neurological	11	2	15.4	8.0				2
	Developmental Delay	5	4	44.4	4.8				4
	ALL disabilities	591	60	9.2	6.9			1	59
	Total			2.1% of assessed students	1.4% of assessed students	0 (State=.5%)	0 (State=.5%)	2% (State=12%)	98% (State=87%)

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Massachusetts

Facing the Challenge

- “What’s wrong with the MCAS-Alt? It’s a good assessment?”
 - Assesses grade-level standards at lower complexity.
 - Assesses students at their instructional level.
 - Shows what they can do.
- For some who take the Alt, expectations may be too low.
 - Many students are probably capable of grade-level work.
 - Are we holding some students back?
- Which students should be re-designated for standard assessments?
 - They may fail and school accountability ratings may drop.
 - How do schools provide the right kinds of support?
 - Older students take longer to catch up.
- Students have until age 22 to earn a MA diploma by passing the tests.

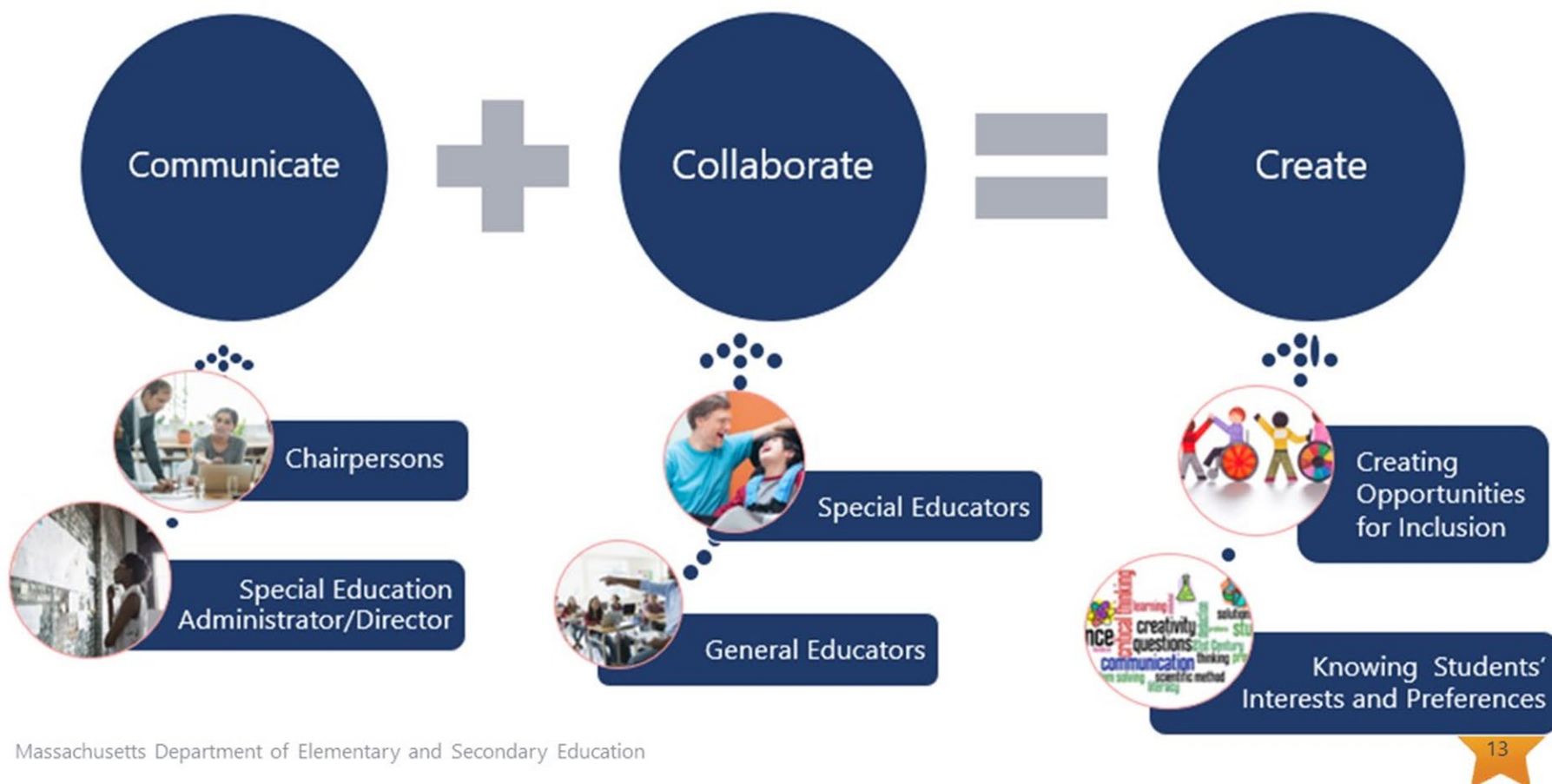


Key Questions to Consider for Students Currently Taking the MCAS-Alt

- Could the student demonstrate at least *some* knowledge and skills on the standard MCAS test?
 - The test, with or without accommodations, is the **default** decision.
 - Would test results provide any **meaningful information**?
- Could the student *eventually* achieve grade-level standards, given **appropriate instruction and support**?
- Are IEP teams making defensible decisions and the “**most optimistic/least dangerous assumption**” about each student?



How can a district increase opportunities to include students in the general curriculum and standard assessments?



Student Assessment Services

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Michigan's Journey

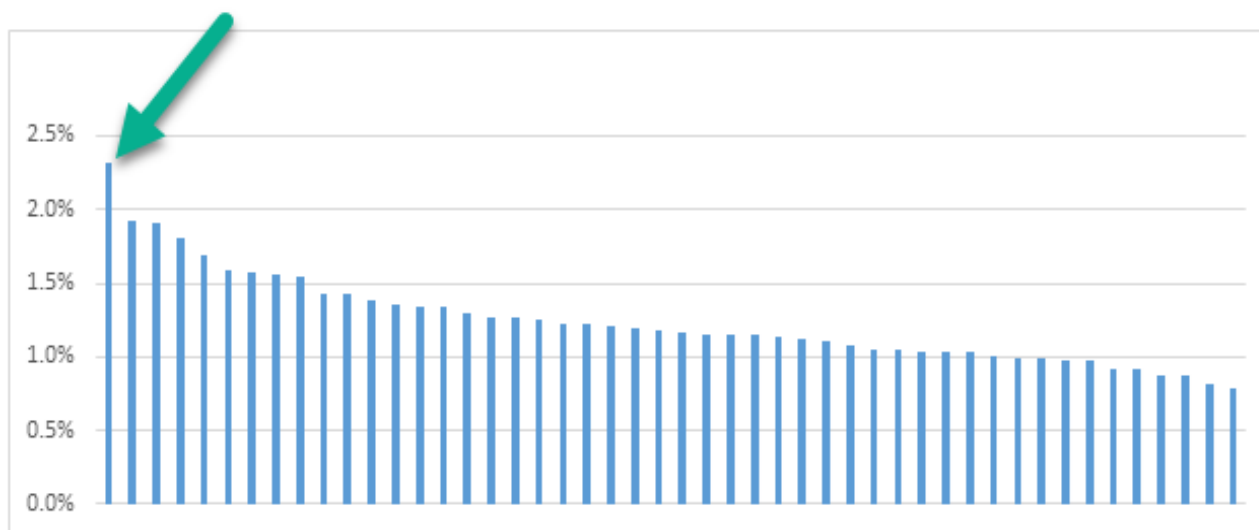
The Long and Winding Road

Michigan Department of Education Office of Special
Education



Participation Rates Across the Country

Figure 7. Overall Participation Rates for Reading AA-AAS Across All Grade Levels (Based on Total Tested Students)



2016-2017

**Source: NCEO
APR Snapshot
Brief 21 July,
2019**

	2016-2017		2017-2018		2018- 2019	
Subject	Percent	Count	Percent	Count	Percent	Count
ELA	2.28	17,867	2.08	15,875	1.97	14,825
Mathematics	2.32	18,151	2.15	16,388	2.02	15,179

Subject	Percent Change	Count change
ELA	-0.31	-3,042
Mathematics	-0.30	-2,972

Strategy Overview

- Defined “most significant cognitive disability”
- Developed resources and tools
- Refined decision-making flowchart
- Increased collaboration and presentations
- Instituted a tiered approach to support LEAs
- Provided targeted feedback
- Included alternate assessment data in monitoring system platform
- Asked for data analysis and projections

Defined “Most Significant Cognitive Disability”

Students with significant cognitive disabilities, for the purpose of determining instructional targets and state assessment selection, have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted, the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. Students with significant cognitive disabilities are supported with an Individualized Education Program (IEP) and the instruction is based on Michigan’s alternate content standards in English Language Arts (ELA), mathematics, science and/ or social studies.

Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Resources and Tools

Decision-making flowchart

- Includes definition of students with the most significant cognitive disabilities
- Describes factors to consider and factors that should NOT be considered

[https://www.michigan.gov/documents/mde/Should My Student Take the Alternate Assessment 556705 7.pdf](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)

Interactive Decision-Making tool to be utilized by IEP Teams

- For IEP teams to use during meetings to use during meetings to make decisions

<https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html>

Assessment Selection Online Training Module, which include case studies

- Very specific training on the flow chart
- Can be done in group(s) or as a self-study
- Includes 6 case studies to apply and practice

<https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html>

Collaboration and Presentation

- Michigan has heightened the focus of the ISDs' general supervisory responsibilities for IDEA implementation in all areas.
 - Allows for more ongoing technical assistance, capitalizing on the relationships between the ISDs and the LEAs.
- Presentations were provided through and with ISDs, in regional collaborative meetings, at statewide conferences, and via webinars.

Tiered Approach for Support

Tier I designed for all

- Online training and tools
- ISD and LEA Justification Form review with individualized recommendations to the ISD for technical assistance and training for ISD and LEA staff

Tier II designed for LEAs that exceed 2% participation rate or were flagged for disproportionality

- Technical assistance targeted and carried out by ISD

Tier III designed for LEAs that fall within the highest 3% of all participation rates or exceed 2% participation rate AND flagged for disproportionality

- Technical assistance targeted and individualized for LEA
- May be carried out by ISD, MDE or a combination of both

Use of Justification Form Requirement

Feedback over the three cycles

- First two years the MDE team reviewed ALL 900 plus LEA forms submitted by each ISD and provided ISDs with feedback to support their LEAs
- Plan was to hold regional face to face technical assistance throughout the state to support ISDs in review of their LEAs Moved to an online webinar support due to COVID-19.
 - [ISD Review of Justification Forms Workshop and Work Session May 2020](#)

Inclusion of data and form submission in the monitoring platform

- Reinforced the 1%CAP requirement as a legitimate special education process
- Provided a streamline method for collecting the data by ISD and tracking submissions
- Created a process for extracting data and posting justification forms online

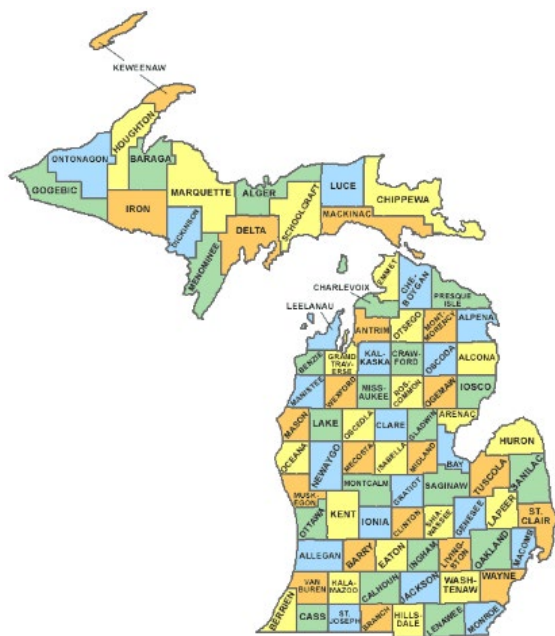
Data Analysis and Projection

In all presentations and technical assistance, MDE has provided tips and tools for LEAs and ISDs to analyze data for the purposes of continuous improvement and appropriate assessment selection for individuals.

An additional requirement in the justification form this past year, was for each LEA to provide a projected participation rate for the upcoming assessment window, which further necessitated focused data analysis.

The MDE is planning on asking for this projection again in the upcoming 2020-2021 spring testing window.

Additional Resources and Opportunities



Michigan is not alone and appreciates the opportunities and resources through OESE, NCEO, CCSSO, ASES and the 1% COP.

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Nebraska

Alternate Assessment
and 1% Threshold
Information

Participation Data

NSCAS Alternate Assessment

	2017		2018		2019		2020 Projections
	Number	Percent	Number	Percent	Number	Percent	Number
ELA	2054	1.27	1833	1.12	1716	1.04	1778
MATH	2058	1.27	1831	1.12	1715	1.04	1778
SCIENCE	892	1.30	817	1.19	733	1.04	785

Districts Exceeding the 1% Threshold

YEAR	Number
2017	136
2018	115
2019	110

NSCAS Alternate Assessment Participation by Disability

Disability Category	2017	2018	2019
Autism	484	460	478
Deaf-Blindness	1	1	2
Developmental Delay	3	1	1
Emotional Disturbance	21	11	7
Hearing Impaired	7	5	2
Intellectual Disability	975	866	802
Multiple Impairments	202	205	187
Orthopedic Impairment	8	11	8
Other Health Impairment	249	231	213
Specific Learning Disability	78	34	10
Speech Language Impairment	23	10	10
Traumatic Brain Injury	32	26	17
Visual Impairment	3	1	1

NSCAS Alternate Assessment Number of Student Participation by District

	2017		2018		2019	
Number Tested	Districts	Percent	Districts	Percent	Districts	Percent
Zero	65	27%	70	29%	72	30%
1 to 4	119	49%	116	48%	121	50%
5 to 9	32	13%	29	12%	24	9%
10 to 19	13	5%	13	5%	13	5%
20 to 29	4	2%	5	2%	5	2%
30 to 39	4	2%	3	1%	1	0.4%
40 to 99	5	2%	5	2%	5	2%
100 to 199	1	0.4%	1	0.4%	1	0.4%
200 to 299	0	0	1	0.4%	1	0.4%
300 to 399	2	0.8%	1	0.4%	1	0.4%


NSCAS General and Alternate Assessment Participation Data

Total Number Tested	2017 Number of Districts	2018 Number of Districts	2019 Number of Districts
0 -299	129	168	171
200 – 499	77	37	33
500 – 699	7	8	8
700 – 999	7	5	5
1000 – 1999	12	13	13
2000 – 2999	5	5	5
3000 – 3999	1	1	1
4000 – 4999	1	2	2
5000 – 5999	2	1	2
6000 – 6999	1	1	1
12,000 – 12,999	1	1	1
20,000 – 29,999	2	2	2


School District Enrollment

Total Enrollment	Number of Schools		
	2017	2018	2019
0 - 99	6	5	5
100 - 199	35	41	39
200 - 299	55	48	49
300 - 399	32	35	35
400 - 499	30	27	28
500 - 599	14	14	12
600 - 699	14	14	14
700 - 799	5	6	8
800 - 899	7	6	7
900 - 999	8	9	7
1000 - 1999	14	13	14
2000 - 2999	6	7	7
3000 - 3999	6	6	5
4000 - 4999	4	3	4
5000 - 5999	2	2	3
6000 - 6999	0	1	0
7000 - 7999	0	0	0
8000 - 8999	1	0	0
9000 - 9999	1	3	3
10,000 – 10,999	1	0	0
11,000 – 11,999	1	0	0
12,000 – 12,999	0	1	1
20,000 – 29,999	1	1	1
40,000 – 49,999	1	1	1
50,000 – 59,999	1	1	1
	245	244	244

Strategies Implemented

- District Monitoring for identified students and adding this to the Special Education department's monitoring of IEP's
 - Districts must submit information on identified students along with the 1% Threshold Justification request
 - All districts are required to submit a justification document whether they will exceed the 1% or not
 - In depth conversations with district Special Education Directors and Educational Service Unit Directors on identification and training
 - Statewide implementation of MTSS
- 

Strategies (continued)

- Required all districts to train all staff who could possibly ever be part on an IEP team on NDE Guidance for identification of students with the post significant cognitive disability.
 - Some of our larger districts have implemented their own in-house process where they review if the student meets all of the criteria for the alternate assessment.
 - Internal checks and balances process
 - The first year one district implemented this they reduced their participation numbers by 77 students.
- 

Challenges

- Small districts with small numbers
 - (In 2018, 116 and in 2019, 121 out of 244 districts had 1 – 4 students identified for alternate assessment)
- Teachers knowledge in effectively using the Alternate Assessment Criteria
- Changes of staff at local level
- Providing appropriate evidence to support why student is on the Alternate Assessment
- Adaptive Behavior – not all districts are addressing this





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Wisconsin's Focus

Lowering the 1% Threshold

Iris Jacobson

August 2020



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Overall Focus

Consistent Guidance

Use of Regional Support Staff

Making right decisions for students

Not only about the assessment



Participation Data

Reading - Alternate Assessment

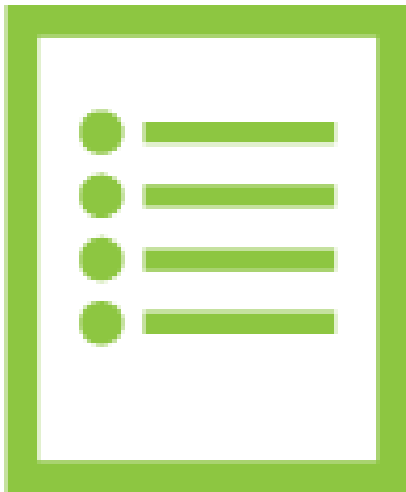
Grade	SY 2016-17 Number of Valid Scores	SY 2017-18 Number of Valid Scores	SY 2018-19 Number of Valid Scores
3	579	544	417
4	672	573	542
5	682	613	546
6	720	601	605
7	793	620	588
8	774	703	608
11	847	663	686
Total	5,067	4,317	3,992

Math - Alternate Assessment

Grade	SY 2016-17 Number of Valid Scores	SY 2017-18 Number of Valid Scores	SY 2018-19 Number of Valid Scores
3	580	543	417
4	675	573	542
5	683	613	546
6	718	602	605
7	793	620	588
8	772	700	610
11	843	663	688
Total	5,064	4,314	3,996



Strategies



- **Strengthened focus on definition**
Updates to Guidelines
- **Target larger districts**
- **Increased communication**
Regional support (12)
Districts
- **Conference presentations**



Strengthened Focus on Definition

Updated IEP Form for Participation Guidelines

- **Required documentation of evidence that demonstrates students meet the criterion**
- **Relocation of reasons participation in the alternate assessment must not be solely based to the top or the form**
- **Other state initiatives aligned with the focus of the definition**
(equity, evaluation, focus on whole child and disability related needs instead of label focus)



Targeted Larger LEA's

Larger LEA

SY 2016-17 Number of Valid Scores	SY 2017-18 Number of Valid Scores	SY 2018-19 Number of Valid Scores
919	750	657



Increased Communication

- **Pupil Service and Special Education Directors**

Emails with guidance and resources

- **Regional Support Staff**

12 Regions meet almost monthly

- **Statewide Conferences and Workshops**



Challenges



- **Frequent turnover of staff across the state**
 - **Special education teachers**
 - **Special Education Directors**
 - **district assessment coordinators**
- **Need for training and ongoing professional development.**



Resources

- [Students with the Most Significant Disability Webpage](#)
- [Guide to Determining Students with the Most Significant Cognitive Disabilities](#)
- [Special Education Sample Form I-7A IEP Participation Guidelines for Alternate Assessment](#)



Moving Forward

- **Districts review their data and performance results**
- **Creating an on line application for 1% notification process**
- **Continue work with regional support network directors**
- **Developing a module for webpage explaining 1% threshold and state process**



Thank you



Past Webinar in This Series

- ▶ **Webinar 1: Meeting ESSA and WIOA Requirements: Alternate Assessments and Inclusion of All Students (July 15, 2020)**

- ▶ **Slide deck:**

- <https://oese.ed.gov/files/2020/07/NCEO-OESE-Webinar-WIOA-7.15.20-R-.pptx>

- ▶ **Recorded video:**

- <https://www.youtube.com/watch?v=4ApNyCpDltw>

Next Webinar in This Series

- ▶ **Webinar 3: Successfully Making and Implementing Participation and Accommodations Decisions for English Learners with Disabilities** (August 27, 2020, 1:00 – 2:30 pm ET)

Thank you for your participation!

We would appreciate it if you would complete a short evaluation. Please click on the link (or paste into browser) to go to the evaluation.

<https://www.research.net/r/NCEO-OESE-Aug20>