Logistics

This session will utilize the zoom platform to enable participants to:

• ask questions throughout the presentation from a device
• participate in polls during the session from a device
• access the presentation live from a device

Participants can begin logging in to the zoom platform now with the following link:

https://ldoe.zoom.us/j/810299879
Implementing Alternate Assessment Eligibility Changes for the 2019-2020 School Year

June 2019
I. History of Alternate Assessment
II. Alternate Assessment Data
III. Alternate Assessment Eligibility Criteria
IV. Case Studies - Applying the New Criteria
V. Special Education Reporting System (SER) Enhancements
VI. Case Studies - Additional Documentation
VII. Resources
VIII. Training and Support Opportunities

Logistics

Participants should log in to zoom with the following link to ask questions and participate in polls throughout the session.

Join Zoom Session
https://ldoe.zoom.us/j/810299879
Louisiana believes that all students, including students with the most significant disabilities, should be held to the highest possible grade-level expectations. Over the past few years, much progress has been made to deliver on this belief including:

- new Louisiana Connectors standards in ELA, mathematics, and science with aligned instructional resources
- LEAP Connect, alternate assessment eligibility criteria revisions to Bulletin 1530
- a LEAP Connect alternate assessment aligned to the LEAP Connectors to measure student progress
- a graduation pathway to a high school diploma for students assessed on an alternate assessment
In December, BESE approved changes to Bulletin 1530, *Louisiana's IEP Handbook for Students with Exceptionalities*, updating the Alternate Assessment Participation Criteria. Those changes were finalized in April 2019.

School systems can check BESE’s [Policies/Bulletins](#) page for the updated Bulletin 1530.

School systems must fully implement these changes for the 2019-2020 school year.
Alternate Assessment History

Statewide assessment and participation of students with disabilities

Early 1990’s

Federal requirements for alternate assessment

1997

No Child Left Behind and participation rates

2002

Alternate assessment standards and proficiency cap

by 2003

All states built alternate assessments

by 2008

Every Student Succeeds Act and 1.0% state cap on participation

2015
Characteristics of Students with the Most Significant Cognitive Disabilities

The term “students with the most significant disabilities” did not create or refer to a specific disability under the Individuals with Disabilities Act (IDEA). Rather the United States Department of Education (USDOE) intended the term to include the small number of students:

1. within one or more of the existing categories of disability under IDEA;
2. whose cognitive impairments may prevent them from attaining grade level achievement standards, even with the very best instruction; and
3. who are unable to participate in the regular assessment, even with accommodations.

Nationally, it’s estimated that 1.0% of students are students with the most significant cognitive disabilities.
Alternate Assessment Data
Alternate Assessment By the Numbers
Louisiana

Participants will use zoom to respond to each poll. The zoom link for this activity is https://ldoe.zoom.us/j/810299879

Question 1
How many K-12 students with disabilities are currently attending public schools in Louisiana?

Question 2
How many students participated in the alternate assessment in Spring 2019?
Participants will use zoom to respond to each poll. The zoom link for this activity is https://ldoe.zoom.us/j/810299879

**Question 3**
What are the top three exceptionality categories for participation in the alternate assessment for Spring 2019?

**Question 4**
What percentage of total alternate assessment testers do these three categories represent?
Participants will use zoom to respond to each poll. The zoom link for this activity is https://ldoe.zoom.us/j/810299879

Question 5
How many students participated in the alternate assessment in Spring 2018?

Question 6
What was the alternate assessment participation percentage for the state of Louisiana in Spring 2018?

Question 7
How many school systems submitted a justification for their participation in the alternate assessment in 2018?
Alternate Assessment Eligibility Criteria
Bulletin 1530:
Louisiana’s IEP Handbook for Students with Exceptionalities
§503. Types of Alternate Assessments

A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned with the Louisiana Connectors standards.

§505. Alternate Assessment Participation Criteria

A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.
Bulletin 1530: Alternate Assessment Eligibility Criterion 1

Students Entering a High School Cohort on or before the 2019-2020 School Year
1. For students **entering a high school cohort on or before the 2019-2020 school year**, the student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.
Criterion 1 - Students Entering a High School Cohort On or Before the 2019-2020 School Year

A. For students who have not completed the fifth grade, an eligible student is functioning 3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.

B. For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.

C. Students who have completed the fifth grade functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for alternate assessment participation if the IEP team provides additional empirical evidence an alternate assessment identification is appropriate for the student.
Bulletin 1530 Current Criteria:
Alternate Assessment Eligibility Criterion 1

Students Entering a High School Cohort
During the 2020-2021 School Year and Beyond
## Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

<table>
<thead>
<tr>
<th>Old Criterion</th>
<th>New Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1:</strong> The student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.</td>
<td><strong>Criterion 1:</strong> For students entering a high school cohort during the 2020 – 2021 school year and beyond, the student has a disability that significantly impacts cognitive function. This may be demonstrated in the following ways.</td>
</tr>
<tr>
<td>Old Criterion</td>
<td>New Criterion</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Criterion 1 (A)</strong> For students who have not completed the fifth grade, an eligible student is functioning 3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.</td>
<td><strong>Criterion 1 (A):</strong> A. For students who have not completed the fifth grade, an eligible student is functioning <strong>3 or more standard deviations below the mean</strong> in cognitive functioning.</td>
</tr>
</tbody>
</table>
### Criterion 1 - Students Entering a High School Cohort During the 2020 - 2021 School Year & Beyond

<table>
<thead>
<tr>
<th>Old Criterion</th>
<th>New Criterion</th>
</tr>
</thead>
</table>
| **Criterion 1 (B)**  
For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean **in cognitive functioning and/or adaptive behavior.** | **Criterion 1 (B):**

B. For students who have completed fifth grade, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning.** |
<table>
<thead>
<tr>
<th>Old Criterion</th>
<th>New Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1 (C)</strong>&lt;br&gt;Students who <strong>have completed the fifth grade</strong> functioning between <strong>2.0 and 2.29 or more standard deviations</strong> below the mean in cognitive functioning and/or adaptive behavior may be eligible for alternate assessment participation if the IEP team provides <strong>additional empirical evidence</strong> an alternate assessment identification is appropriate for the student.</td>
<td><strong>Criterion 1 (C):</strong>&lt;br&gt;C. Students who <strong>have completed the fifth grade</strong> functioning between <strong>2.0 and 2.29 or more standard deviations</strong> below the mean in cognitive functioning and with deficits in adaptive behavior may be eligible for alternate assessment participation if the IEP team provides <strong>additional empirical evidence</strong> an alternate assessment identification is appropriate for the student.</td>
</tr>
</tbody>
</table>
Bulletin 1530 Current Criteria: Alternate Assessment Eligibility Criteria 2 & 3 All Students
<table>
<thead>
<tr>
<th>Old Criterion</th>
<th>New Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 2</strong>&lt;br&gt;The student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills.</td>
<td><strong>Criterion 2:</strong>&lt;br&gt;2. The student requires <strong>direct individualized instruction and substantial supports</strong> to achieve measurable gains on the challenging state academic content standards <strong>for the grade in which the student is enrolled.</strong></td>
</tr>
</tbody>
</table>
The decision to include the student in an alternate assessment is **not** solely based on the following:

- student’s educational placement;
- excessive or extended absences;
- disruptive behavior;
- English language proficiency;
- student’s reading level or academic level;
- student’s disability according to Bulletin 1508;
- social, cultural, and/or economic differences;
- anticipated impact on school performance scores;
- administrative decision;
- expectation that the student will not perform well on the LEAP 2025 or other statewide assessments;
- **the student’s previous need for accommodation(s) to participate in general state or district-wide assessments.**
Implications for IEP Teams

It is the IEP team’s responsibility to determine how a student will participate in state assessments and whether accommodations are required to enable the student to participate in state assessments.

BESE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student should participate in the LEAP Connect alternate assessment, based on the state’s criteria.

If the IEP team determines that a student will not participate in the regular assessment, the team is required to:

● identify why the regular assessment is not appropriate for the student and how they will be assessed, such as through an alternate assessment
● inform parents that their child’s achievement will be measured on alternate standards
● inform parents of any implications of their child’s participation in LEAP Connect or possible delays to completing the requirements for a diploma
Applying the State’s Eligibility Criteria Activity
Alternate Assessment Eligibility Criteria - Case Study #1

Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?

2. What data was used to come to this conclusion?

3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?
Alternate Assessment Eligibility Criteria - Case Study #2

Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?

2. What data was used to come to this conclusion?

3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?
Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?

2. What data was used to come to this conclusion?

3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?
Special Education Reporting (SER) System
SER Enhancements

BESE bulletin 1530 contains high school cohort specific language that requires IEP teams to apply grade level specific criteria when determining participation in the alternate assessment. The Department is adding additional enhancements to the SER system to incorporate these policy changes. These enhancements include:

• Change or delete evaluation results on Evaluation page
• “Instruction Aligned to Louisiana Connectors” checkbox on Instruction Plan pages
• LEAP Connect assessment choices on Program Services page
• New LEAP Connect forms (based on cohort or grade for the 2018-2019 SY)
• Additional Documentation (Criterion 1.C.)
School systems will be able to change or delete evaluations results in a similar workflow to changing and deleting IEP forms.
IEP teams will indicate if an instructional goal is aligned to the Louisiana Connectors.
IEP teams will indicate if a student is taking the LEAP Connect alternate assessment and the appropriate and based on the assessment, the appropriate LEAP Connect form will become available.

Information available in the help function will be updated to reflect the revised eligibility criteria.
Entering a high school cohort on or before the 2019-2020 school year

| SER Enhancements | LEAP Connect Forms |

### Alternate Assessment Participation Criteria Descrribers for the Participation Requirements for Alternate Assessment for Students Entering a High School Cohort During the 2020-2021 School Year

- **SER Enhancements**
  - **LEAP Connect Forms**
- **Entering a high school cohort on or before the 2019-2020 school year**

---

**Alternate Assessment Participation Criteria Descrribers**

**For Students Entering a High School Cohort During the 2020-2021 School Year.**

**LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned to the Louisiana Common Core Standards. Individual education team (IET) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to make the student a participant in the assessment. If the IET determines that a student will not participate in the regular assessment, the IET team is responsible for identifying any special education services that the student may need. The IET team will determine if the student is eligible to participate in the state assessment based on the student’s alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

**Criteria:

1. The student has a significant cognitive disability, as defined in state law, that significantly limits his or her ability to meet the instructional objectives of the curriculum in the subject area.
2. The student is eligible for participation in the alternate assessment based on the student’s alternate assessment eligibility criteria.

**Criteria:

1. The student requires individualized instruction and support that significantly limits his or her ability to meet the instructional objectives of the curriculum in the subject area.
2. The student is eligible for participation in the alternate assessment based on the student’s alternate assessment eligibility criteria.

**Criteria:

1. The student is eligible for participation in the alternate assessment based on the student’s alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

---

**Alternate Assessment Participation Criteria**

**For Students Entering a High School Cohort During the 2020-2021 School Year**

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Score</th>
<th>Grade Level</th>
<th>Score Date</th>
</tr>
</thead>
</table>

**Check all that apply:**

- General Education - Proficiency
- Special Education - Proficiency
- Special Education - Limited Proficiency
- Limited Proficiency
- Other

**Computation scores:**

1. The student’s cognitive functioning has been assessed and the student is functioning at a level below the mean and has completed 9th grade or below.
2. The student has significantly limited behavior or significant limitations in one or more areas of functioning.
3. The student has a significant cognitive disability, as defined in state law, that significantly limits his or her ability to meet the instructional objectives of the curriculum in the subject area.

**Agree:**

- The student has a disability that significantly limits his or her ability to meet the instructional objectives of the curriculum in the subject area.

---

**Revised: 04/2019**

*Adaptation behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.*
SER Enhancements
LEAP Connect Forms

Entering a high school cohort during the 2020 – 2021 school year and beyond

Alternate Assessment Participation Criteria Descriptors for the Participation Requirements for Alternate Assessment for Students Entering a High School Cohort During the 2020-2021 School Year

LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose institutional program is a Signed to the Student's Center.

Individual Education Plans (IEP) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to enable the student to participate in the assessment. If the team determines that a student will not participate in the regular assessment, the team is required to identify only the assessment to use appropriate for the student and does not need to go through the student consent alternate assessment. NIT teams are responsible for determining if a student is eligible to participate in the alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

CITRATIONS ONE:

The student has a disability or multiple disabilities that significantly impair reading and math and as described in section 5.0, adaptive behavior.

The IEP must reflect the student's need for individualized instruction to achieve measurable gains on IEP goals and objectives aligned with the standards developed for students participating in alternate assessment. The IEP must also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills on social skills development.

CITRATIONS THREE:

The student's eligibility includes eligibility criteria for the alternate assessment and alternate assessment participation criteria.

The IEP team should review all relevant information to fully understand the decision to include a student in alternate assessment. The decision should be based on the specific factors listed in this section. The participation of students in the alternate assessment is not based on the student's participation in the regular assessment.

* Adaptation behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.

Alternate Assessment Participation Criteria Students Entering a High School Cohort On or before the 2020-2021 School Year

Student ID: N/A
State ID: N/A
Grade: N/A

Check all that apply:

1. Intellectual Disability (ID) - Extreme
2. Intellectual Disability (ID) - Severe
3. Intellectual Disability (ID) - Moderate
4. Intellectual Disability (ID) - Mild
5. Multiple Disabilities - Specify

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
2. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.

**Alternate Assessment Participation Criteria**

1. The student has a disability or multiple disabilities that significantly impair reading and math as described in section 5.0, adaptive behavior.
SER Enhancements
Additional Documentation Criterion 1.C.

Current Version

Revised Version

Alternate Assessment Participation Criteria
Students Entering a High School Cohort On Or Before the 2019-2020 School Year
Additional Documentation for using Criterion 1.C.

Domain

Reading

Description

Domain

Mathematics

Describes

Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the student. This guidance document serves as additional documentation to accompany criterion 1.C. of the state’s alternate criteria. Rulings in the majority of the following domains would likely, but not always. This is because the student is determined to have a significant cognitive disability. However, some descriptors may be more reflective of the team’s service model. Rulings are made using documentation and description.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Mathematics</th>
<th>Describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Needs personal assistance for most/all motor activities</td>
<td>Q 5</td>
<td>independently follows 1-2 step directions provided through means (e.g., words, symbols, gestures, aid, written instructions, poster) and does not need additional assistance.</td>
</tr>
<tr>
<td>3</td>
<td>Requires adaptations to support motor function (e.g., walker, adapted utensils, and/or assistive devices):</td>
<td>3</td>
<td>Requires additional uses (e.g., gestures, picture, objects, or demonstration/model) to follow 1-2 step directions.</td>
</tr>
<tr>
<td>2</td>
<td>Uses wheelchair, positioning equipment,</td>
<td>2</td>
<td>Starts to separate input from another person’s position (visual, tactile, movement) BFP requires verbal assistance to follow simple directions.</td>
</tr>
<tr>
<td>1</td>
<td>No observable awareness of print or Braille</td>
<td>1</td>
<td>No observable awareness of print or Braille.</td>
</tr>
</tbody>
</table>

Markers

Description

Language

Describes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>No significant motor dysfunction that requires adaptations.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Requires adaptations to support motor function (e.g., walker, adapted utensils, and/or assistive devices):</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Uses wheelchair, positioning equipment, and/or assistive devices for most activities</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>No observable awareness of print or Braille</td>
<td>1</td>
</tr>
</tbody>
</table>

Louisiana Believes

37
Additional Documentation for Criterion 1.C. Activity
Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?

2. What data was used for each descriptor to determine a rating?

3. Is there additional information that would have helped in determining a rating? If so, what information?
Case Study - Applying Criterion 1.C.  
Case Study #2

Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?

2. What data was used for each descriptor to determine a rating?

3. Is there additional information that would have helped in determining a rating? If so, what information?
Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?

2. What data was used for each descriptor to determine a rating?

3. Is there additional information that would have helped in determining a rating? If so, what information?
Resources and Supports
Students with Significant Cognitive Disabilities

In March, the Department launched a new hub page with a comprehensive list of tools and resources for educators and families to support students with significant cognitive disabilities, including:

- Family Resources
- Classroom Supports
- Assessment Resources
- High School Pathways Information
- BESE Policy Bulletins

The new web page also links to a new library that indexes academic and policy resources.
The Department has released tools and resources to help school systems navigate these changes:

● Alternate Assessment Eligibility Criteria Decision Tree (NEW)
● Alternate Assessment Eligibility Additional Documentation (NEW)
● [Alternate Assessment Eligibility FAQ for IEP Teams](#) (updated March 2019)
● [Bulletin 1530 Revisions Document](#)
● [Alternate Assessment Webinar](#) (February 2019)
● [Alternate Assessment Webinar Slide Deck](#)
● [Evaluation Updates in SER Q&A for School Systems](#)
● SER evaluation results and alternate assessment eligibility report
Training & Support Opportunities
Trainings

The Department is hosting additional training and support opportunities:

• SER webinar trainings on July 11, 2019 and July 17, 2019

• July webinar trainings on completing the alternate assessment participation review process for school systems exceeding 1.0% participation
Exceeding 1.0% Participation

The state’s eligibility criteria exists to help ensure only students with the most significant cognitive disabilities participate in the alternate assessment.

Each year school systems must review their alternate assessment participation data to verify whether they are over the 1.0 percent threshold. School systems exceeding 1.0 percent participation must take additional actions:

- review alternate assessment participation data for disproportionality amongst ESSA subgroups;
- submit an alternate assessment review request form (to meet requirements of Bulletin 111);
- submit an alternate assessment justification form (to meet federal requirements); and
- submit up to 11 student specific files for review by the Department.
<table>
<thead>
<tr>
<th>Review Data (Mid/End July)</th>
<th>Submit Review Request Form (End July/Beg. Aug.)</th>
<th>Submit Justification Form (End July/Beg. Aug.)</th>
<th>Submit Student Records (End July/Beg. Aug.)</th>
</tr>
</thead>
</table>
| ✓ review data to verify whether the school system is over 1.0 percent participation | ✓ describe disproportionality data review process | ✓ describe reasons the school system exceeded 1.0 percent participation in the alternate assessment | ✓ submit requested student files that were in place Jan. 4th:  
• evaluation reports  
• paper IEPs, if needed (IEPs can be reviewed in SER) |
| ✓ if over 1.0 percent, join the guidance webinar | ✓ if needed, provide action plan to address disproportionality | ✓ provide assurance the school system reviewed data and followed eligibility criteria | |
| ✓ review data to determine if there is any disproportionality by subgroup | ✓ verify IEP team members were or will be trained on eligibility criteria | | |
| | ✓ verify evaluation results are entered in SER | | |
| | ✓ review student files for eligibility criteria compliance | | |
Questions?