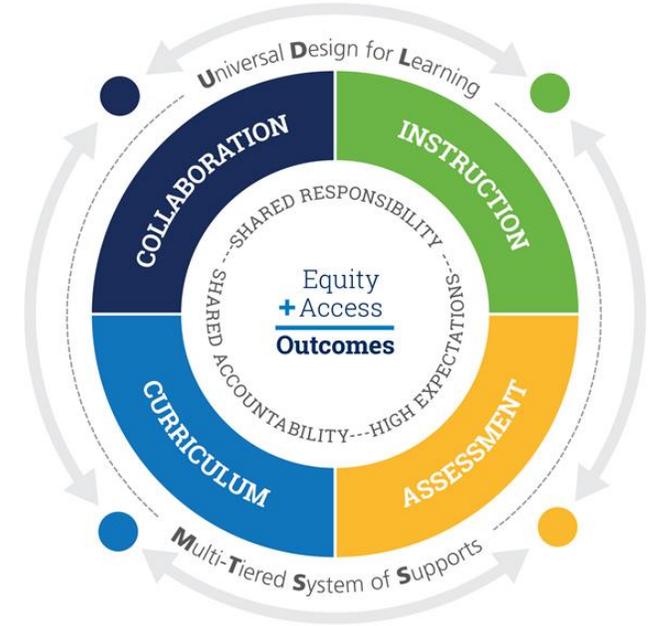


ESSA 1% Cap on the Alternate Assessment Stakeholder Meeting

April 13th 1:00-3:00 pm



Indiana
DEPARTMENT OF
EDUCATION

Working Together for Student Success

Welcome and Introductions

- IDOE
 - Office of Special Education-Kristan Sievers-Coffer & Brandon Myers
 - Office of Student Assessment-Karen Stein & Stephanie Thompson
 - Office of Accountability
- IRNs
 - Project SUCCESS-Amy Howie, Meredith Keedy-Merk, & Ashley Quick
 - PATINS-Daniel McNulty
 - Indiana IEP Resource Center-Matt Johnson
- Virtual participants please sign in using the chat box (name and district)



Background Information

The total number of students assessed in each subject using an alternate assessment may not exceed 1% of the total number of students in the State who are assessed in that subject.

(participation vs performance included in 1% now)

NCLB	ESSA
States were required to cap the <u>proficient</u> scores on the alternate assessment of corporations at 1%.	States are required to cap the <u>participation</u> of students on the alternate assessment at 1%.
Meaning, corporations and schools could only count 1% of their alternate assessment scores as <u>proficient</u> or higher in each subject.	Meaning, a state cannot exceed 1% of its total student population <u>tested</u> with the alternate assessment.

New accountability calculation for the Alternate Assessment

Calculation:

The total population of students in the state by subject who participate in the alternate assessment in grades 3-8 and 10 during the 2017-2018 school year (ISTAR)

The total number of students in the state by subject who participate in testing in grades 3-8 and 10 during the 2017-2018 school year (ISTEP+ and ISTAR)



Timeline

- In the fall of 2017 Indiana, based upon historical data (Spring 2016), anticipated that approximately 1.4% of students would be assessed using the alternate assessment. Since this exceeded the limit, Indiana requested a waiver to the 1% cap for one year (34 C.F.R. §200.6(c)(4)). [IDOE 1% waiver to USED](#)
- October-November, 2017-analyzed Spring 2017 testing data state percentage: 1.2% (decrease but not below 1%)
- January, 2018-notified identified corporations and request justification for exceeding 1% participation
 - The Office of Student Assessment sent an email to Corporation Test Coordinators, Special Education Directors and Superintendents of districts that exceeded the 1% participation in the alternate assessment for the 2016-17 school year. [This video](#) was shared in that email. Any next steps mentioned only have to be completed by districts that exceeded the 1% cap.



Included in video

- Criteria for Determining Participation in Alternate Assessment (ISTAR)
 - [Indiana Alternate Assessment Participation Guidance](#)
 - [Indiana Alternate Assessment Participation Guidance FAQ](#)
 - [Indiana Alternate Assessment Participation Decision Flowchart](#)



Verify your data via IDOE's A-F Report Card

How to Access the Student Centered Accountability Report Card Data

The IDOE Accountability Center is a resource for Indiana School Corporation and School administrators to review and manage their state accountability metrics. Here are the steps to find your ISTAR data for ELA and math.

1. Log into [IDOE Accountability Center](#) using DOE Online credentials
2. Click on "A-F Report Cards button"
3. Using the drop down, select the Academic Year (2016-17), Corporation and, if applicable, School
4. Click "View Report Card"



The screenshot shows the IDOE Accountability Center website. At the top, there is a dark blue navigation bar with the following links: "IDOE Accountability Center", "A-F Report Card", "A-F Review Request", "Grad Rate Audit Request", and "Sign Out". Below the navigation bar is the Indiana Department of Education logo, which includes the word "Indiana" in a stylized font with a yellow star, and "DEPARTMENT OF EDUCATION" below it. To the right of the logo is the name "Dr. Jennifer McCormick" and her title "Superintendent of Public Instruction", along with the tagline "Working Together for Student Success". Below the logo and name is the title "Student Centered Accountability Report Card". Underneath this title is a link: "For more information on the new Student Centered Accountability report card, please visit the [Office of Accountability Webpage](#) or the [IDOE - School Accountability Learning Connection Community](#)." At the bottom of the screenshot, there is a dropdown menu for "Academic Year" with "2016-2017" selected.



Determining a Student's District

- Students are assigned to a district NOT by whom administers the test to them, but who is responsible for their IEP
- Process is similar for assigning students to districts for purposes of A-F accountability



Documents to Consult

Determining Accountability and Responsibility for the IEP (For reporting students on Real Time (DOE-RT) and Attendance (DOE-AT) collections)

In the majority of cases, the educating school is the accountable school and the school responsible for implementing the IEP. While this document specifies many special education scenarios, this document is also meant as guidance for accountability for all students.

Corporation of Legal Settlement (COLS) - State-assigned corporation number for the public settlement (i.e., the public school district in which the student legally resides). In determined by where the student's parents live. The statute, [IC 20-26-11-2](#) address such as divorced or separated parents, abandoned children living with and being more than the parent, emancipation, etc.

School Responsible for the IEP – The school (**not program**) that is legally responsible for the IEP. In most cases, this is the school within the COLS. Sometimes referred to as the "School", "Home School", "School of Legal Settlement" or "Access School".

Accountable School – The school (**not program**) where the student will appear on accountability reports. **are accountable entities. (Programs, state-run facilities, and special education cases, this is the same school as the school that is legally responsible for the IEP. In most cases, this is the school within the COLS. Sometimes referred to as the "School", "Home School", "School of Legal Settlement" or "Access School".** In cases where the student's A-F grade as well as the graduation status is in a corporation where the student is not currently enrolled, an agreement between the school and the corporation is required. If the student attends another school either within the corporation or in result of a Case Conference Committee decision, the "Sending School" remains

Scenarios for Data Reporting in Special Education

Office of Special Education

Indiana Department of Education

Updated: November 3, 2017

This guide is intended as a training tool for special education and data personnel at local education agencies. It is not intended to be exhaustive of all scenarios nor does it provide any legal determination of the responsibility of a school district in regard to providing special education services for any individual student. It is guidance for state reporting only. Please consult the [data layouts](#) released by the Office of Data Collections for official reporting requirements, and contact the Office of Special Education at specialeducation@doe.in.gov with questions.



Working Together for Student Success



Justification submitted

- Justification A-**School, community, or health program(s)** draw large numbers of families of students with significant cognitive disabilities to live in the corporation. (71 LEAs)
- Justification B-The corporation has a **small overall student population** and it takes only a few students participating in the alternate assessment to exceed 1%. (109 LEAs)
- Justification C-**Other**-provide a brief justification of variables not covered in the previous two options that may contribute to a higher number of students identified with significant cognitive disabilities participating in the alternate assessment. (49 LEAs)
 - Reporting data, scenario examples, especially for cooperatives-Brandon Myers, IDOE
 - Disability category ≠ LRE ≠ Services document-Project SUCCESS



Tiered support (Example from another state)

- 1% - 1.5%: All special education teachers and supervisors must view the video “Who Are the Students with the Most Significant Cognitive Disabilities?” (100 LEAs)
- 1.5% - 2%: View the video listed above plus provide accommodations training to all general education and special education teachers. (68 LEAs)
- 2% - 3%: View the video and provide accommodations training plus review alternate assessment data to determine if there are trends that should be addressed. (35 LEAs)
- Over 3%: All of the above plus an additional review (usually onsite) (6 LEAs)



Feedback

- What supports do you like that we have discussed?
- What supports do you think districts still need?



Next Year's Timeline

- Towards the beginning of the 2018-19 school year, the spring 2018 ISTAR data will be available
- IDOE will send out LEA data for districts exceeding 1% participation on ISTAR
- IDOE and IRNs will support districts



1% Contacts

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- Office of Student Assessment-Stephanie Thompson, sthompson2@doe.in.gov
- Office of Special Education-Kristan Sievers-Coffer, ksievers@doe.in.gov

