

Alternate Assessment Participation Webinar

2020-2021 School Year



@EducateIN

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Agenda

- ESSA's Accountability Requirements for the Alternate Assessment
- The Accountability Calculation for the Alternate Assessment
- Requirements for Indiana
- Requirements for Corporations Identifying More Than 1%
- Recommendations for Corporations Identifying More Than 1%
- 1% and the Results Driven Accountability (RDA) Planning Tool
- Participation Guidance
- Frequently Asked Questions
- 1% Resources

ESSA Accountability Requirements for the Alternate Assessment

- States are required to cap the participation of students on the Alternate Assessment at 1%.
- This means a state cannot exceed 1% of its total student population tested with the Alternate Assessment.
- Should a state exceed the 1% cap, it must submit a waiver to United States Department of Education (USED).

Accountability Calculation — for the Alternate Assessment 2020-2021

The total population of students in the state by subject who participate in the Alternate Assessment during the 2020-2021 school year (IAM)

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The total number of students in the state by subject who participate in testing during the 2020-2021 school year (ISTEP+/ILEARN and IAM)

Accountability Calculation — for the Alternate Assessment 2019-2020

The total population of students in the state by subject who were identified through IIEP to take the Alternate Assessment during the 2019-2020 school year (IAM)

The total number of students in the state by subject who were identified through IIEP to test during the 2019-2020 school year (ISTEP+//ILEARN and IAM)

Indiana is currently at 1.15% in ELA and Mathematics and 1.16% in Science.

Requirements for Indiana

- Based on the 2019-2020 school year **identification** rate of 1.15% for ELA and Mathematics and 1.16% for Science, Indiana will submit a waiver extension request to USED that includes state data, a plan for reducing this percentage, and a timeline.
- Indiana anticipates going over 1% again for the 2020-2021 school year. Therefore Indiana must:
 - Identify corporations over 1%.
 - Verify districts followed Alternate Assessment participation guidance.
 - Provide support and oversight to districts.
 - Address any disproportionality.

Requirements

- All corporations that **identified** more than 1% of their students to take the Alternate Assessment in 2020 must submit a survey that will be accessible from the Results Driven Accountability planning tool.
- Submissions must be completed by **Friday, December 18, 2020**.
- All corporation surveys will be publicly available per USED guidance.

<https://www.doe.in.gov/accountability/aa-essa-1cap>

Survey Information

Corporations must provide a brief description of one of the following options:

- Corporation does not anticipate exceeding the 1% participation cap for the 2020-2021 school year
- Corporation has school, community, or health program that draws large number of families of students with **significant intellectual disabilities** to area
- Corporation has small overall student population
- Other: Corporation to provide brief justification of variables not covered in the previous options

Survey Information (Continued)

- Corporations must ensure the following:
 - All stakeholders have viewed this Alternate Assessment Participation Training Webinar and agree the appropriate students will participate in the Alternate Assessment.
 - All stakeholders have reviewed the Alternate Assessment Participation Guidance, Flowchart, and FAQ and agree the appropriate students will participate in the Alternate Assessment.
 - All stakeholders have reviewed disproportionality data and agree the appropriate students will participate in the Alternate Assessment.

	Content Area	Dispro Category	Total Number Identified to Test (I AM or ILEARN/ ISTEP+)	Ethnic Group's Number Identified for I AM or ILEARN/	Total Number Identified for I AM	Ethnic Group's Number Identified for I AM	Risk Index for the Ethnic Group	Risk Index for All Other Ethnic Groups	Risk Ratio
ELA/Race/Ethnicity	ELA								
ELA/FRL	ELA	FRL							
ELA/LEP	ELA	LEP							
ELA/Gender	ELA								
Mathematics/Race/Ethnicity	Math								
Mathematics/FRL	Math	FRL							
Mathematics/LEP	Math	LEP							
Mathematics/Gender	Math								
Science/Race/Ethnicity	Science								
Science/FRL	Science	FRL							
Science/LEP	Science	LEP							
Science/Gender	Science								

Recommendations:

IDOE strongly recommends that corporations also review the breakdown of primary disability categories for those students identified as Alternate Testers for 2020. If any of these students fall under the following primary disability categories, please consider a reevaluation before the 2021 administration of I AM.

- Other Health Impairment
- Emotional Disability
- Language or Speech Impairment
- Orthopedic Impairment
- Specific Learning Disability

Recommendations (Continued):

Corporations may choose to review the Learner Characteristics Inventory (LCI) Training to ensure only those students with the most significant intellectual disabilities will participate in I AM during the spring of 2021.

- [LCI](#)
- [LCI Training](#)

1% and RDA

ESSA's 1% Cap on Alternate Assessment Participation

Under ESSA, states are required to cap **participation** in the Alternate Assessment at 1% per subject area. If a state exceeds 1% of its total student population tested with the Alternate Assessment, that state must submit a request for a waiver to USED. This calculation is based on participation not proficiency.

The 2019-2020 school year was unique in that Indiana did not have alternate assessment participation data. This is due to the cancellation of the testing window in response to COVID-19. For the 2020-2021 school year, USED has asked states to use **identification** data for their submissions. This information was pulled from Test Information Distribution Engine, or TIDE, on April 29, 2020. Remember, TIDE data is populated via the nightly files from Indiana IEP. Your corporation's 1% calculation for ELA, Mathematics, and Science can be found below.

ELA:

Mathematics:

Science:

How this data was calculated: The total population of students by subject who were identified as alternate testers on April 29, 2020 was DIVIDED BY the total number of students by subject who were identified to test on April 29, 2020 (ISTEP+/ILEARN/I AM).

***Remember, this calculation includes all students your corporation is accountable for, not just those who test within your corporation.**

[Resource for calculation: ESSA's 1% Cap on Alternate Assessment LEA Data Webinar \(especially slides 27-42\)](#)

Indiana is currently at 1.15% in ELA and Mathematics and 1.16% in Science based on student identification data from the 2019-2020 school year. This number is up by 0.01-0.02% when compared to 2018-2019 participation data.

Your corporation's Disproportionality Data based on students identified as alternate testers in TIDE on April 29, 2020 is shown below. **If the box is left empty, that indicates there is no disproportionality.**

	Content Area	Dispro Category	Total Number Identified to Test (I AM or ILEARN/ISTEP+)	Ethnic Group's Number Identified for I AM or ILEARN/	Total Number Identified for I AM	Ethnic Group's Number Identified for I AM	Risk Index for the Ethnic Group	Risk Index for All Other Ethnic Groups	Risk Ratio
ELA/Race/Ethnicity	ELA								
ELA/FRL	ELA	FRL							
ELA/LEP	ELA	LEP							
ELA/Gender	ELA								

Mathematics/Race/Ethnicity	Math								
Mathematics/FRL	Math	FRL							
Mathematics/LEP	Math	LEP							
Mathematics/Gender	Math								

Participation Guidance

Criteria for Determining Participation in the Alternate Assessment (I AM) can be found in the following locations:

<https://www.doe.in.gov/assessment/iam>

<https://www.doe.in.gov/accountability/aa-essa-1cap>

- [Participation Guidance](#)
- [Participation Flowchart](#)
- [Participation FAQ](#)

Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment (Participation Guidelines)

1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.
4. Goals listed in the Individualized Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

 Select State Testing Option	Student will participate in Alternate Assessment ▾
Grade	4th Grade

Criteria for Alternate Assessment

Review of the student's record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and function safely in daily life.	Yes ▾
The student requires extensive, repeated individualized instruction and support that is not of a temporary nature.	Yes ▾
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes ▾
Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).	Yes ▾

Therefore, the CCC acknowledges, by checking the boxes, that the following conditions are true...

In selecting "Yes" to all four questions, the CCC is indicating that the student has a significant cognitive disability.	<input checked="" type="checkbox"/>
Therefore, the student is ELIGIBLE to participate in the Alternate Assessment in lieu of the General Education Assessment.	<input checked="" type="checkbox"/>

Therefore, CCC acknowledges that the following exclusions were not used in the determination that the student will be assessed on alternate achievement standards. Assessments cannot be based on factors such as: a. Excessive or extensive absences. b. Social, cultural or economic differences. c. The mere existence of an IEP or identification in a specific disability category. d. A specific special education placement or services. e. Emotional, behavioral or physical challenges. Criteria for Determining Participation in the Alternate Assessment in lieu of the general education assessment. f. Anticipated scores on ISTEP+. g. Concern for AYP calculations.	<input type="checkbox"/>
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 Alternate Assessment
Grades 3-8

Frequently Asked Questions

<https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf>

How do we know that a student has a significant cognitive disability?

- Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. And, not all students with these disabilities are considered to have a “significant cognitive disability.”
- Students demonstrating academic deficits or difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities do not qualify for participation in the Indiana Alternate Assessment.
- Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability.



Frequently Asked Questions

<https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf>

How do we know that a student has a significant cognitive disability (continued)?

- Students with autism or intellectual disabilities should not automatically be assigned to the alternate assessment based on their identified disability category from their IEP.
- Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.
- Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the CCC.



Frequently Asked Questions

<https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf>

If a student has been tested in the past on an alternate assessment, but the current CCC determines that the student does not meet the Indiana Participation Guidelines, can the student be assigned to the general assessment?

- Yes. The CCC must ensure that the student receives appropriate instruction on the Indiana Academic Standards and participates in the required general assessments for the student's current grade level with or without accommodations.
- IDOE is looking for examples of how school districts were successfully able to transition students from the alternate assessment to the general education assessment. If you have experience with this, please contact us.

Frequently Asked Questions

<https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf>

How do I know if the Indiana Alternate Assessment is appropriate for an English Learner (EL) with an Individual Education Plan (IEP) whose language proficiency makes it difficult to assess content knowledge and skills?

- An EL should be considered for the alternate assessment if (a) intellectual functioning indicates a significant cognitive disability using assessments in the student's home language and (b) other participation guidelines for the Indiana Alternate Assessment are met.

Resources

- [Participation Guidance](#)
- [Participation Flowchart](#)
- [Participation FAQ](#)
- [1% Information for Families](#)
- [I AM Family Brochure](#)
- [I AM Educator Brochure](#)
- [Webinar Series for New Teachers of Students with Significant Cognitive Disabilities](#)
- [ESSA's 1% Cap on Alternate Assessment Participation](#)
- [Indiana's Alternate Measure \(IAM\)](#)
- [IDOE, Office of Student Assessment](#)
- [IDOE, Office of Special Education](#)
- [Project SUCCESS](#)
- [PATINS](#)
- [1 Percent Live-Binder](#)

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Thank you