Alternate Assessment Eligibility Determination

Supporting LEAs in examining data and decision making around eligibility.

April 28, 2025

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Agenda

- Introduction and Monitoring Process
- Criteria Review and Eligibility Process
- Disproportionality and Root Cause Analysis
- Presumed Competence
- Case Study
- IEP Connection

Goals

1. To identify and analyze the eligibility process in your district.
2. To use data on disproportionality to identify student groups for review to ensure all students meet the eligibility criteria.
3. To determine what additional data would be appropriate to look at when making eligibility decisions.
4. To use the least dangerous assumption through presumed competence when making eligibility decisions.
5. To discuss what next steps would look like for students who may no longer qualify for the alternate assessment.

Introduction and Monitoring Process

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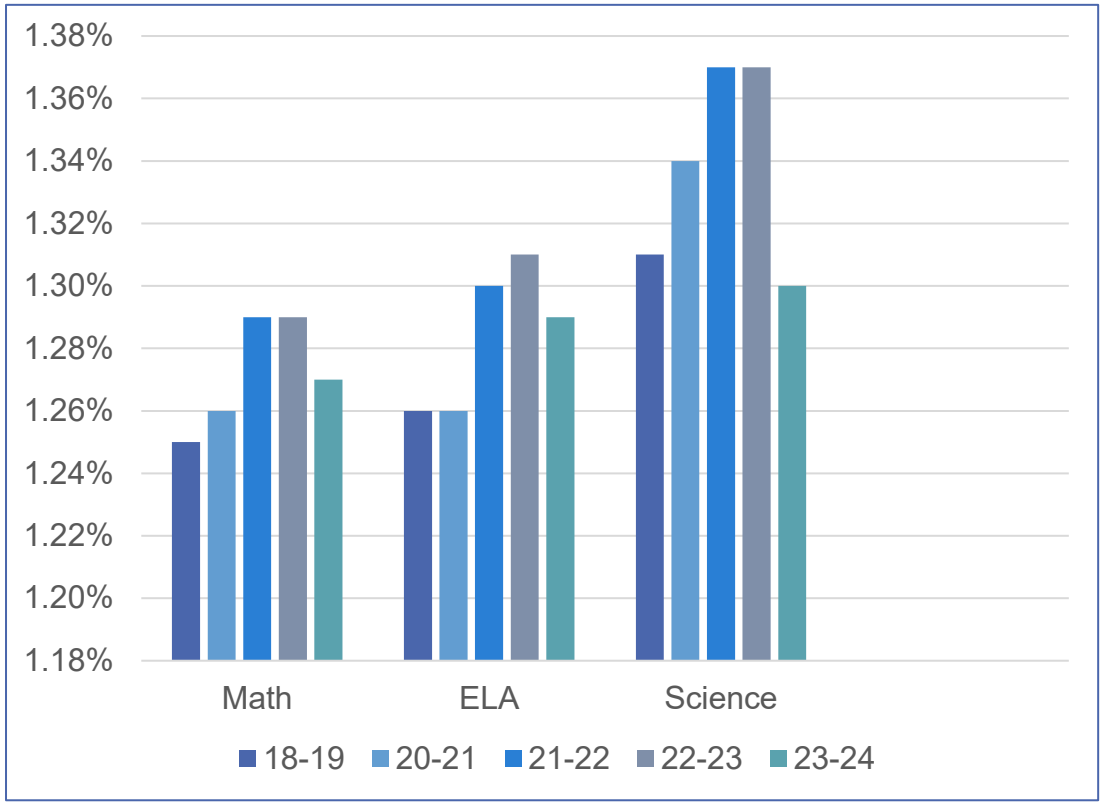
State Data on the One Percent



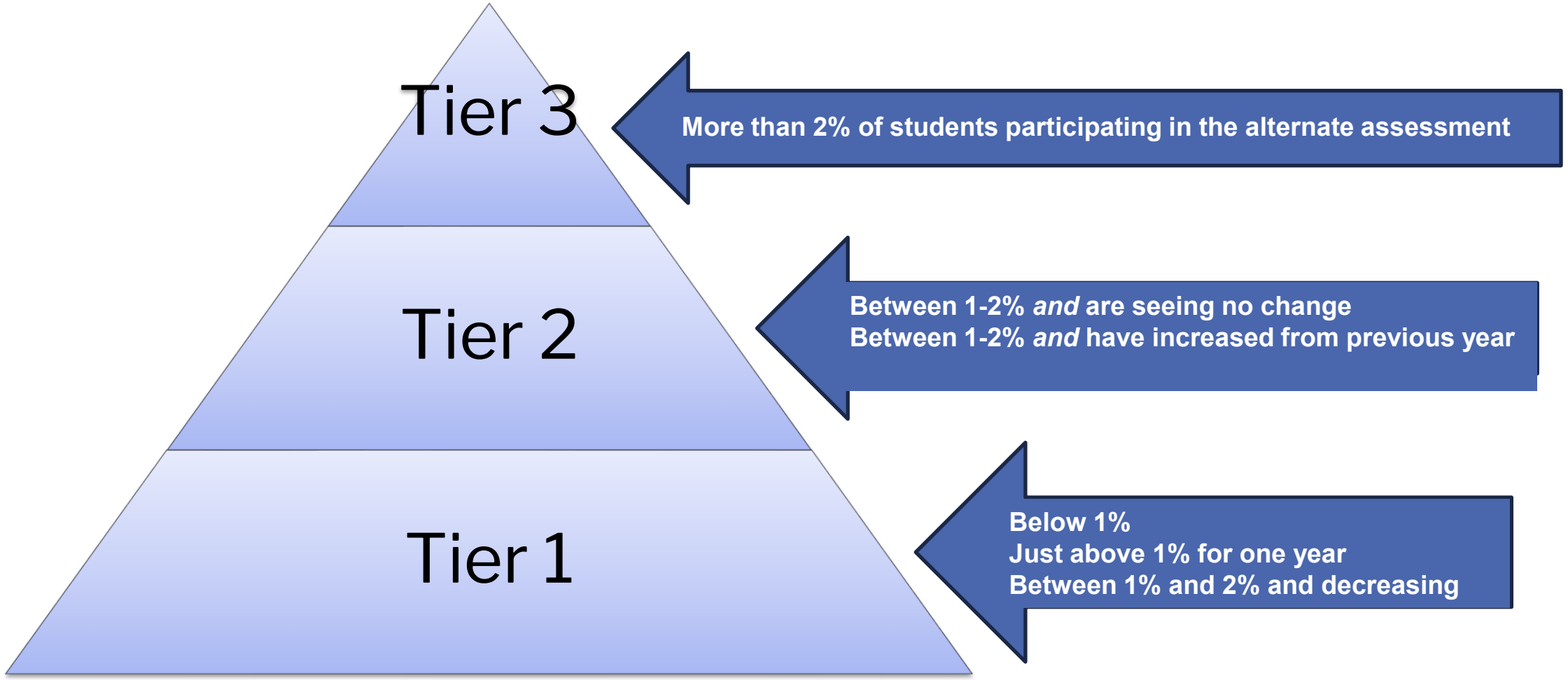
Requirements for States:

- May not exceed 1.0%
- Required to provide oversight to LEAs
- Required to provide evidence that they are making progress toward achieving 1.0%

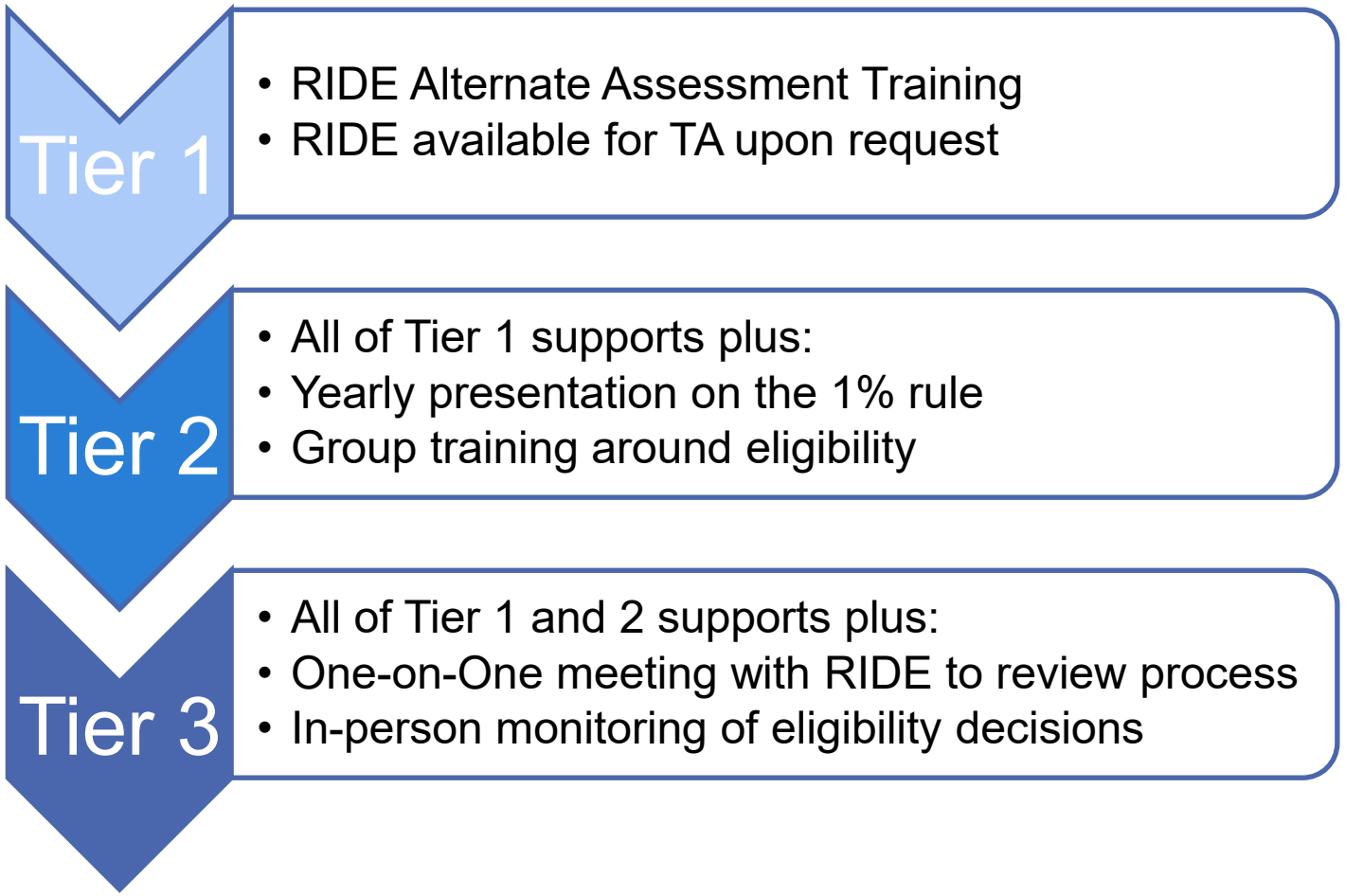
Consequences of not making progress toward 1.0%

- A letter requiring the state to submit a plan to come into compliance with the 1.0% cap
- Placing conditions on the State's Title I Part A grant
- Imposing a high-risk status on the State's Title I Part A grant
- Withhold Title I Part A state administrative fund

Monitoring Process



Monitoring Process



Criteria Review and Eligibility Process

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Alternate Assessment Participation Criteria

Three Participation Criteria

1. Student meets the definition of having a significant cognitive disability
   - *Verbal and nonverbal Intellectual Functioning score is 2.5 or more standard deviations below the mean.*
   - *The majority of evidence on the Intellectual Functioning Rubric is in column 4.*

2. Formative and summative evaluations and data show that the Essential Elements will be challenging for the student
   - *Learning section of the Intellectual Functioning Rubric is in column 3*
   - *Previous test participation show that the Essential Elements are or will be challenging to the student.*

3. The student is unable to generalize daily living and community skills consistently…without intensive, frequent, and individualized instruction and support
   - Adaptive behavior scale score is 2.5 or more standard deviations below the mean.
   - The majority of evidence on the Adaptive Functioning Rubric is in columns 3 and 4.
   - The majority of evidence for Daily Living and Community skills is in columns 3 and 4.

Eligibility Process

Perform a Data Review.

Prepare Drafts of Each Eligibility Tool.

Conduct an internal review prior to the IEP meeting.

Drafts presented and discussed at the IEP Team Meeting and eligibility is determined.

Eligibility Process Activity

Guidance For Alternate Assessment

Eligibility Process Discussion

- What barriers do you face in completing your eligibility process?
- What struggles or fears do you have if a student no longer qualifies?
- How do these struggles and fears play a role in the determination of a student who is on the cusp?

Reviewing Your Data

Disproportionality and Root Cause Analysis

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Guiding Questions:

How does your district **identify which students to evaluate** for DLM?

1. Review of disproportionality data and participation rates for DLM.
2. Review your district's disproportionality data report.
3. What questions does this raise about your identification procedures?

Context: Alternate Assessments in your District

1. Identify the subgroups over 1.0%.
2. Which groups have participation rates higher than the district rate of 1.3%?
3. How do these numbers compare with your district's overall student demographics?

FINDINGS:

This district exceeded the 1% threshold by 20%.

36% of DLM students are Hispanic.
- *LEA has 36% Hispanic students.*

42% are White.
- *LEA has 44% White students.*

52% of DLM students are economically disadvantaged.
- *LEA has 44%.*

42% of DLM students are in elementary school
47% of DLM students are in middle school.

Table 1: Students taking alternate assessments, 2023-24

	# Tot. tested students	# DLM tested students	% DLM tested students
All students	5341	67	1.3%
Target	*5341*	*53*	*1.0%*
Black or African American	249	3	1.2%
Hispanic or Latino	1918	24	1.3%
White	2310	28	1.2%
Other and multi-racial	864	12	1.4%
Economic disadvantage	2478	35	1.4%
Multi-lingual learner	663	8	1.2%
Grades 3-5	2210	28	1.3%
Grades 6-8	2294	32	1.4%
Grade 11	837	7	0.8%

Figure 1. Alternate Assessment Participation by Demographic Category

In the 2023-24 school year, [redacted] had **1.25% of students taking alternate assessments** ([redacted] of 5341 students). The district was **14 students above the 1% target** ([redacted]).

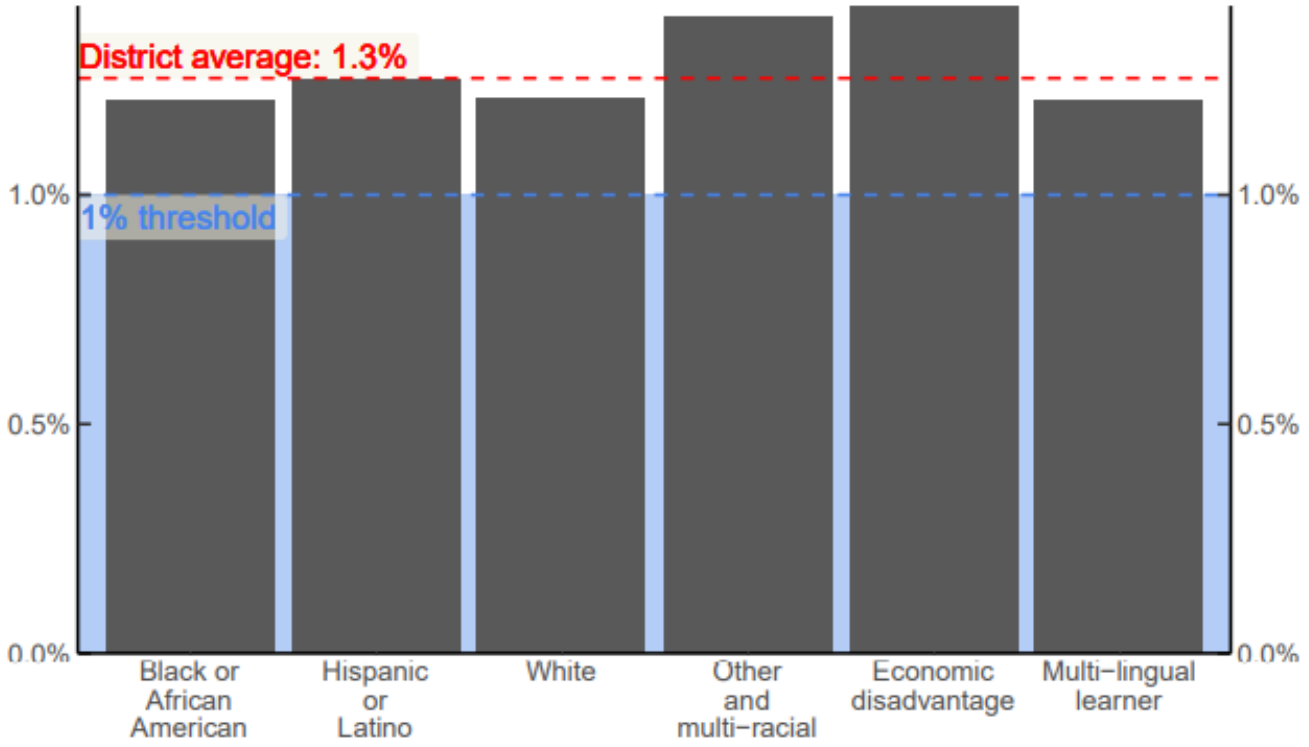

Figure 1: Alternate assessment participation in [redacted] 2023-24

Table 2: Number of students taking DLM over years.

Table 2: Students taking alternate assessments, by year

	2020-21	2021-22	2022-23	2023-24	
All students	46	50	51	67	⬆
Black or African American	2	2	2	3	
Hispanic or Latino	7	5	11	24	⬆
White	26	29	28	28	
Other and multi-racial	11	14	10	12	
Economic disadvantage	13	29	22	35	⬆
Multi-lingual learner	2	1	4	8	
Grades 3-5	18	22	23	28	⬆
Grades 6-8	19	23	23	32	⬆
Grade 11	9	5	5	7	

1. Identify where there are increases and decreases.
2. Which year(s) had large increases or decreases?
3. For each of the identified subgroups, discuss with your team the possible reasons for the increases or decreases? Some areas to consider: policy or procedure changes? Staff changes? Initiatives implemented (completion of eligibility training course, MTSS, Right to Read, math, coaching, HQIM/HQCM, PL opportunities, graduation requirements, etc.)?

Table 3: Data by District

This table is sorted by the *Total Tested Students* column.

Gives you an idea of the DLM participation rates of other, similar-sized districts.

1. Look up the rates of other Tier 2 and 3 districts.
2. Which districts have similar total numbers of students **tested** on DLM?
3. Look at the highlighted districts' data. Why do you think they are below the 1.0%?
4. What questions do you have for other districts that are either above or below the 1.0%?

Table 3: Students by district, 2023-24

	Total tested students	Total DLM tested students	If 1% of students were tested
Statewide	***69,969***	***890***	***700***
Providence	10,322	184	103
Cranston	5,341	67	53
Pawtucket	4,221	36	42
Warwick	4,077	59	41
Woonsocket	2,827	51	28
East Providence	2,538	32	25
Cumberland	2,520	52	25
Coventry	2,122	19	21
North Kingstown	1,903	16	19
North Providence	1,823	26	18
Barrington	1,782	11	18
Lincoln	1,738	24	17
West Warwick	1,717	25	17
Johnston	1,656	32	17

Why are we over the 1%?

- Teacher Training on the 1% criteria
- Misunderstanding of the Eligibility Criteria
- Concerns about student taking RICAS and lack of understanding of the accommodations
- District Belief
- Resource Constraints
- We are truly over the 1%

Presumed Competence

Videos:

- Daniel
- Ghost Boy

Articles:

- The Power of Presuming Competence: An Inclusion A-Ha Moment
- The Presumption of Competence
- The Least Dangerous Assumption
- Ties Tips for Inclusive Practices

Case Study

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- Read the Case Study on Maximus
- Discuss at your table what you know and what other information you may need
- Be prepared to discuss as a whole group

The Law

ESSA, Section 1111 (b) (1) (E):

"Such alternate standards shall..... promote **access** to the general education curriculum, consistent with the Individuals with Disabilities Education Act"

ACCESS:

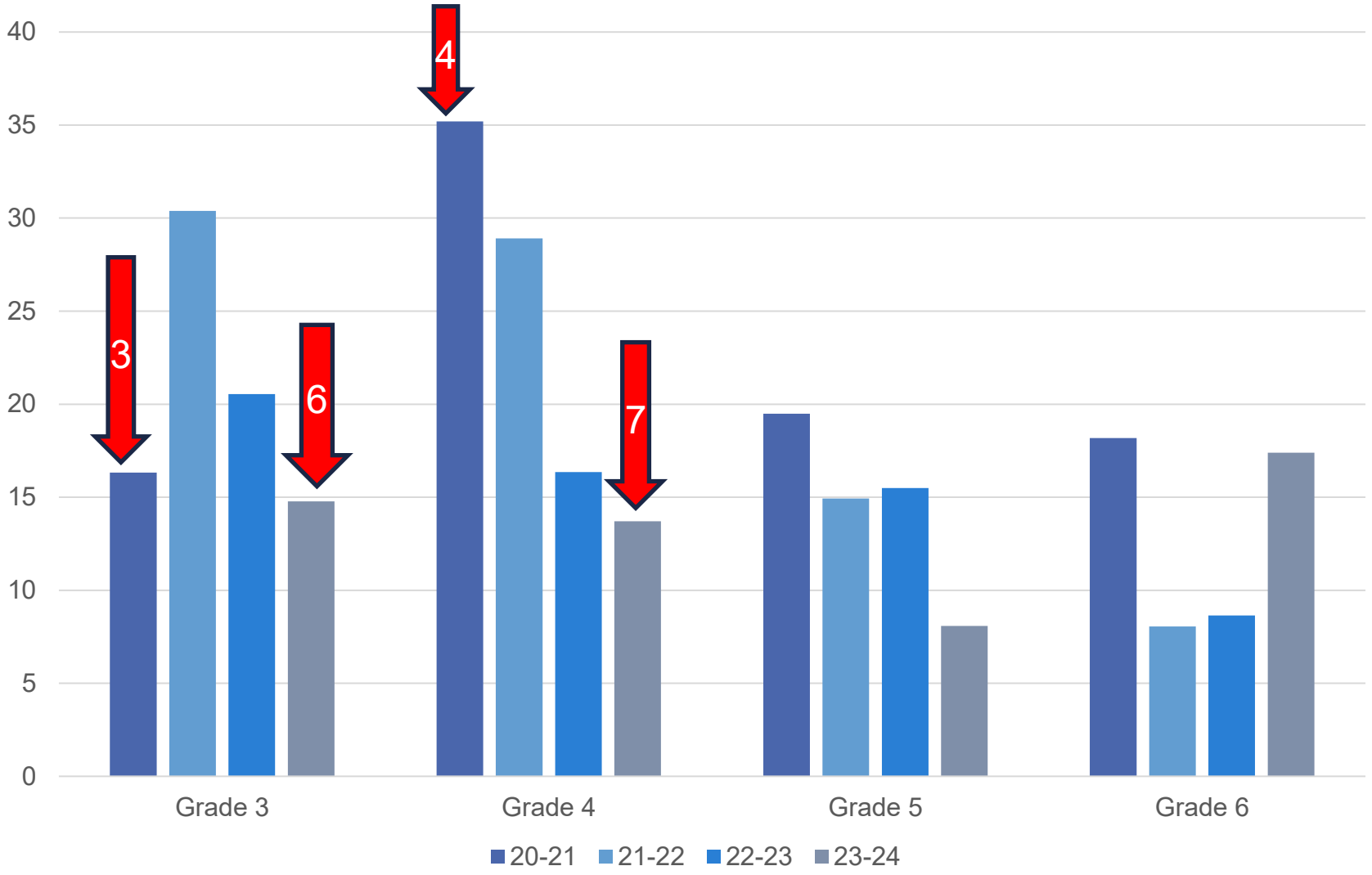
- Alignment with grade-level content standards.
- Instruction that is adapted in complexity, and not completely separate.
- Participation in general education settings with appropriate supports.

Indicator 3c Data:

Proficiency rates for students who take the Alternate Assessment

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2020-2021	Math 16.33 ELA 25.25	Math 35.19 ELA 18.52	Math 19.49 ELA 23.73	Math 18.18 ELA 29.51	Math 25.20 ELA 37.80	Math 11.67 ELA 20.00	Math 21.31 ELA 28.69
2021-2022	Math 20.00 ELA 14.55	Math 30.39 ELA 15.53	Math 28.91 ELA 28.13	Math 14.93 ELA 19.40	Math 8.05 ELA 24.83	Math 14.19 ELA 23.87	Math 22.58 23.39
2022-2023	Math 21.97 ELA 16.04	Math 35.95 ELA 13.36	Math 20.54 ELA 23.68	Math 16.35 ELA 21.97	Math 15.50 ELA 24.51	Math 8.64 ELA 20.74	Math 18.01 ELA 24.90
2023-2024	Math 18.55 ELA 16.60	Math 26.32 ELA 10.43	Math 17.39 ELA 23.01	Math 14.77 ELA 21.94	Math 13.71 ELA 31.45	Math 8.08 ELA 24.51	Math 17.39 ELA 29.20

Indicator 3c Data-Math



What Research Shows

Research on IEP goals for students with the most significant cognitive disability, grades K-6:

- **112 students from across all states**
  - **35 students were in an inclusion setting**
  - **30 students were in a resource setting**
  - **29 students were in a self-contained setting**
  - **18 students were in a separate school setting**

- 13 of the 112 students had no literacy goals.
- 45 students were K-2 and only *two* had phonemic awareness goals.
- Copying letters or words was more commonly included in goals for grades 3-6 than in grades K-2.
- Of the 67 students in grades 3-6, only 29% had reading comprehension goals.

Analysis of Literacy Content in IEPs of Students With Complex Support Needs

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.6.EE.5-7 Match an equation to a real-world problem in which variables are used to represent numbers.	**M.6.EE.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **M.6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **M.6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

EE= Expressions and Equation standards

Linkage Level Description

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Combine two sets of objects to form a new set. Divide objects in a set into two or more subsets.	Represent addition or subtraction word problems or models with equations (e.g., representing 6 marbles plus 2 marbles equal 8 marbles as 6 + 2 = 8 marbles).	Represent expressions using variables and numbers (e.g., express subtract k from 12 as 12 - k). Recognize that the unknown quantity in an equation is represented using a symbol or letter (e.g., 5 + b = 8).	Represent a given real-world problem (e.g., Joe has 6 markers. Joe has some crayons. Joe has a total of 10 art supplies. How many crayons does Joe have?) with a mathematical equation (e.g., 6 + x = 10).	Solve real-world problems with non-negative rational numbers by representing the situation with a mathematical equation (e.g., Mark has 3.5

DLM Essential Element: M.EE.6.EE.5-7 Page 1 of 4

[DLM Essential Elements for Math]

[DLM Essential Elements for ELA]

[Math Essential Elements Assessed]

[ELA Essential Elements Assessed]

[Achieve the Core]

IEP Goal Sample: Align Essential Elements to Standards

Baseline: Maximus is able to demonstrate 1:1 correspondence and can use a number line to complete sum unknown problems with sums up to 18 with 100% accuracy. He can use a number line to add single digit numbers with change unknown up to 18 with 100% accuracy. He is able to identify place value up to 100 and can demonstrate a 2-digit number using base 10 blocks 75% of the time.

M.6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x+p=q and px=q for cases in which p, q, and x are all nonnegative rational numbers.

Annual Goal: Maximus will solve real-world and mathematical problems using manipulatives with sums and differences between 0 and 50 by writing and solving addition and subtraction equations with the unknown in start, change, and sum/difference with 80% accuracy. (M.6.EE.7)

1. Given visual supports (number line, counters) Maximus will solve addition and subtraction problems with sums and differences to 50 with 80% accuracy in 3 out of 4 trials.
2. Given visual supports (number line, counters) Maximus will solve addition and subtraction problems with sums/differences between 0-50, with the unknown in the start or the change position with 80% accuracy in 3 out of 4 trials.
3. Maximus will identify and solve the one-step equation that matches a real-world addition or subtraction problem using visual supports with 80% accuracy in 3 out of 4 trials.

Eligibility Process Discussion

- What barriers do you face in completing your eligibility process?
- What struggles or fears do you have if a student no longer qualifies?
- How do these struggles and fears play a role in the determination of a student who is on the cusp?

Stop and Think

Thank You

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