

Presentation to SEAP: March 8, 2013

**Alternate
Assessment
Webinar:
Guidance for IEP
Teams**

**Tiered
Monitoring
Process for
Special Education
Compliance**



ALTERNATE ASSESSMENTS: GUIDANCE FOR IEP TEAMS

February 28, 2013

Missouri Department
of Elementary and Secondary Education



- Purpose of the webinar
- Important points
- Share the highlights of the webinar with the SEAP



State Performance Plan (SPP)



Annual
Performance
Report (APR)



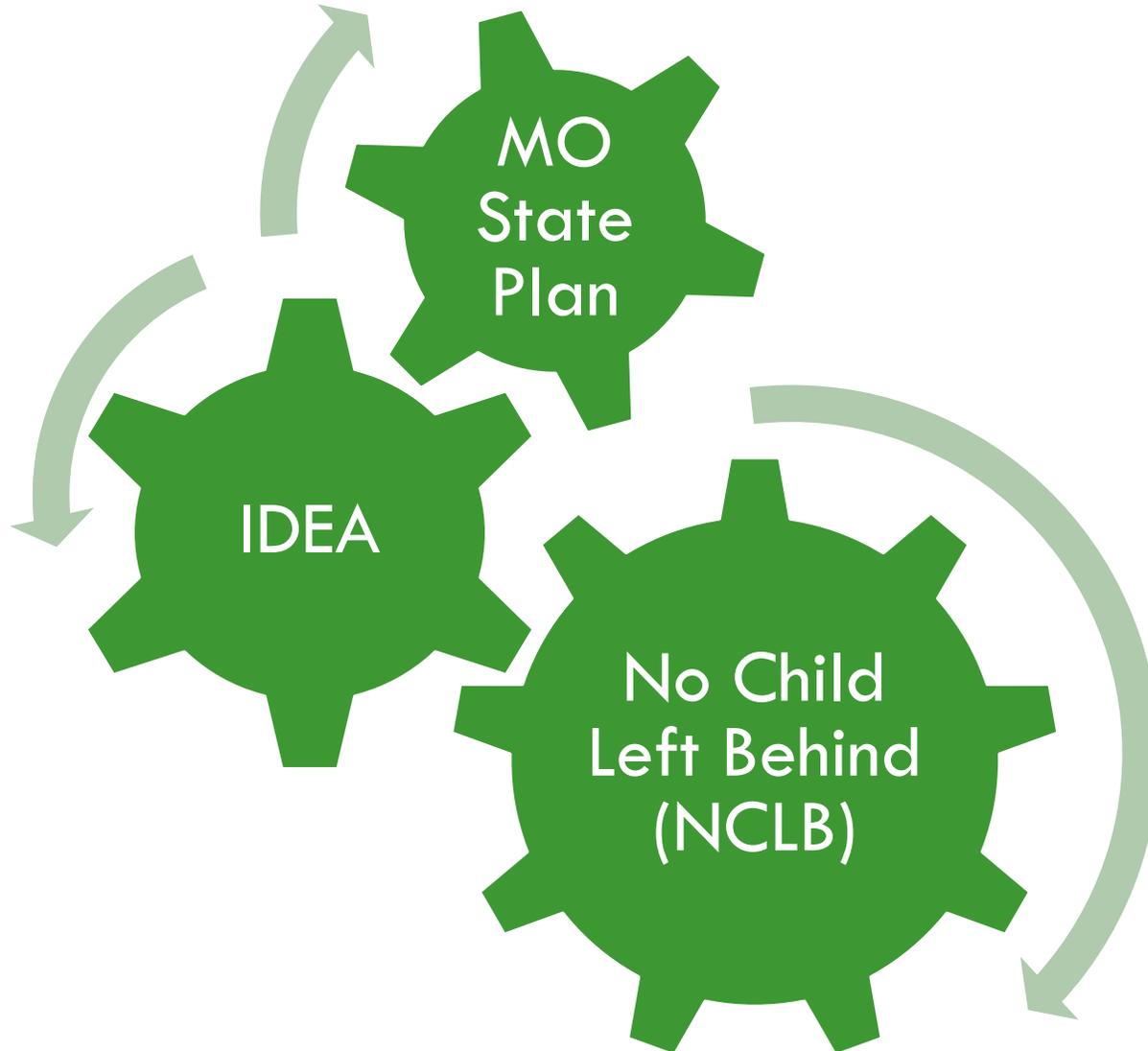
District's
Special Education
Profile

State Performance Plan (Part B)

Indicator 3 – Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup
- **B. Participation rate for children with IEPs**
- **C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.**

How the laws and regulations work together



The 1%: Fiction vs. Fact

FICTION

- ❑ Only 1% of students in the district or state can participate in the alternate assessment
- ❑ Individual student reports are changed based on the 1%

FACT

- ❑ ALL eligible students can participate in the alternate assessment
- ❑ The 1% rule applies ONLY for accountability purposes NOT participation

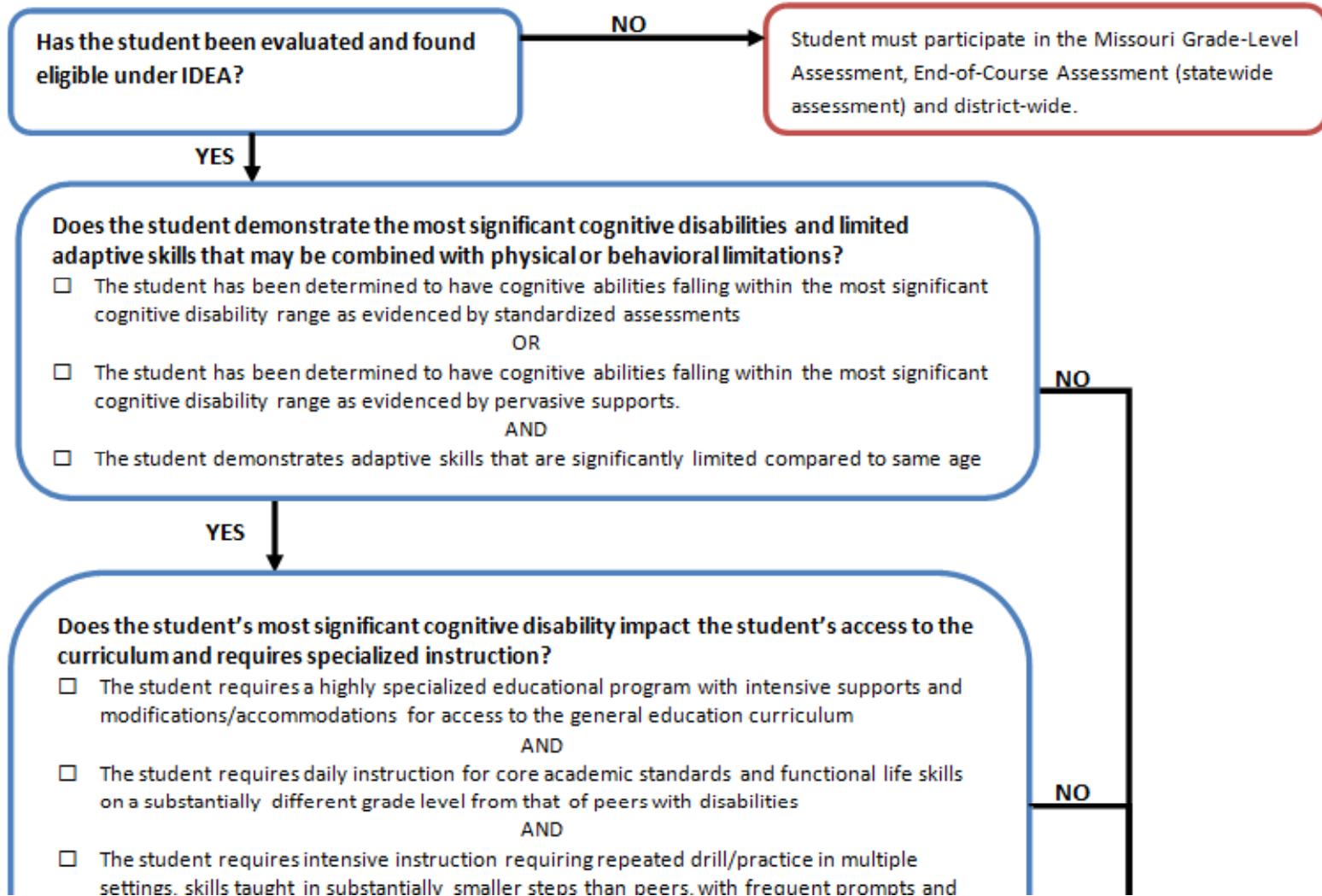
Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. **The IEP team for a student with a disability MUST answer “YES” to ALL of the following eligibility criteria in order for the student to be eligible to participate in | the Missouri Alternate Assessment.** Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

Missouri Alternate Assessment Decision Making Checklist		
ELIGIBILITY CRITERIA		
1. Student has been evaluated and found eligible under IDEA.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student has an identified disability under IDEA. • The student has an Individualized Education Plan. 		
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments <li style="text-align: center;">OR • The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports. <li style="text-align: center;">AND • The student demonstrates adaptive skills that are significantly limited compared to same age peers. 		
3. The most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum <li style="text-align: center;">AND • The student requires daily instruction for core academic standards and functional life skills on a substantially 		



CHECKLIST

Missouri Alternate Assessment Decision Making Flow Chart



FLOW CHART

Missouri Alternate Assessment Decision Making Guidance Document

An IEP team may use the following guidance for each participation criterion to assist in the decision making process for determining eligibility for participation in alternate assessments. It is important to remember appropriate decisions should not be based upon one isolated factor, but based upon a more longitudinal and overall analysis of the student's educational performance as compared to each of the participation criterion.

1. The student has been evaluated and found eligible under IDEA.

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 plan are NOT eligible to participate in the alternate assessment.

The IEP team for eligible students must make an individualized decision regarding the student's participation in either the regular assessment or alternate assessment using the Missouri Alternate Assessment Decision Making Checklist or Flowchart. This decision must be documented in the IEP.

2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.

While there is no one method of determining if a student demonstrates the most significant



GUIDANCE DOCUMENT

Questions & Answers



Archived webinar:

<http://www.dese.mo.gov/webinar/webinar-02-28-13-SE.htm>

General Guidance:

<http://www.dese.mo.gov/se/compliance/specedguidance.html>

QUESTIONS?



Office of Special Education



TIERED MONITORING
FOR
PART B
SPECIAL EDUCATION
COMPLIANCE

Missouri Department
of Elementary and Secondary Education

Year 1

Training for Self-Assessment - **Oct/Nov**



Conduct Self-Assessment - **Nov-Jan**



Submit Self-Assessment in IMACS - **Feb 1**



Submit Verification Documentation - **Apr 1**



Submit Timelines (Initial/C to B) - **May 15**

Year 2 (all LEAs)

Receive Final Report/Watch Year 2 Webinar - **Sept**

Complete Step 1 in IMACS 30 Days From the Date of the Final Report - **Oct 15**

Submit Documentation to Clear I-CAPs - **Dec 31 or sooner**

Submit Follow-up Timelines - **March 20 or sooner**

Submit Documentation to clear CAPs/Compete Step 2 in IMACS - **Apr 1 or sooner**

ALL noncompliance cleared within 1 year of Final Report

Monitoring Complete

Yes or No

Sanctions Determined

Year 2 (~ 8-10 LEAs)

Based on Data Review, LEAs chosen for onsite monitoring - **Aug**

Onsite monitoring scheduled between **October - April**

LEAs submit documentation to OSE ~ **1 month prior to onsite**

Onsite Monitoring is conducted as scheduled

Final Onsite Monitoring Report is sent to LEA ~ 3 weeks after onsite

ALL noncompliance cleared within 1 year of Final Report

Monitoring Complete

Yes or No

Sanctions Determined

Year 3

Identify areas for improvement

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graph TD; A[Identify areas for improvement] --> B[Work with RPDC for targeted training]; A --> C[Review, maintain, and establish policies, procedures and practices to ensure special education compliance];
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Work with RPDC
for targeted
training

Review, maintain,
and establish
policies, procedures
and practices to
ensure special
education
compliance

QUESTIONS?



Office of Special Education