



# Rhode Island Alternate Assessment System

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Rhode Island Department of Education

# AGENDA

- Welcome and introduction
- Using Evidence and Data to Drive Decision-Making
- Developing IEP Goals and Objectives
- How to Select Accommodations
- Overview of DLM and Essential Elements
- Overview of Eligibility Criteria for Alternate Assessment
- Overview of the ESSA 1% Rule



# Using Evidence and Data to Drive Decision-Making

# Using Data and Evidence to Make Decisions

Data and evidence collected as part of routine IEP development and maintenance should be used for:

- developing and monitoring progress toward IEP goals and objectives
  - determining instructional accommodations and modifications
  - determining which accommodations are appropriate for state assessments
  - determining eligibility for the alternate assessment
- 
- Decisions should be clearly linked to the evidence and data collected for that student.
  - Multiple sources of data should also be used.

# Sources of Evidence and Data

## **1. Observational Evidence:**

- teachers
- service providers
- family members in settings outside of school

## **2. Academic Assessment Evidence and Data:**

- examples of instructional objectives and materials
- work samples and data on progress from both school- and community-based instruction
- classroom work samples and data
- state assessments
- district-wide alternate assessments
- reading assessments
- academic achievement tests
- language assessments (ACCESS or Alternate ACCESS)

## **3. IEP information, including:**

- present levels of academic achievement, areas of need, goals, and short-term objectives
- transition plans
- considerations for students with specific communication needs or modes (from multiple data sources)
- considerations for students who may be learning English as a second or other language.

## **4. Evaluations, including:**

- Adaptive behavior assessments
- Informal assessments
- Psychological assessments and evaluations, including information associated with IQ tests, including initial or 3-year reevaluations.
- Speech and communication assessments

# The Importance of Using Multiple Data and Evidence Sources

It is important to have multiple sources of evidence in order to make the most appropriate decision for a student for two reasons:

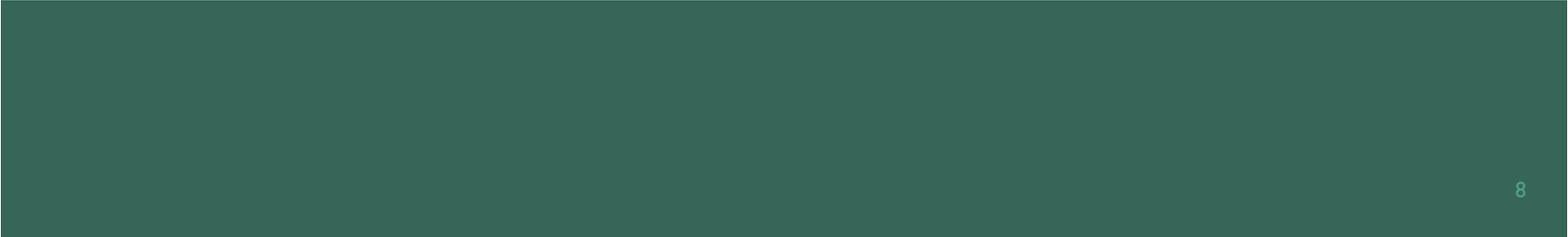
1. It prevents decision-making that relies on only one type or source of information.
2. It provides a more complete picture of how the student is learning and interacting in several different settings and under different circumstances.

# TURN AND TALK!

- Use the next five minutes to complete the spreadsheet we provided to record the evidence/data you use in your district and decide which category (or categories) it fits in to.
  1. Observational,
  2. Academic,
  3. Evaluation (psych, ed, etc),
  4. Other IEP Information
  
- Discuss the following with your district colleagues and those at your table:
  - Is there an area(s) where data or evidence is missing? An area(s) that has a lot of data collected?
  - Is there an area(s) where only one type of data or evidence is collected?



# Developing IEP Goals and Objectives



## CONVERSATIONS THAT MUST HAPPEN FOR EVERY STUDENT WITH AN IEP

It is important that the discussion of what the child needs is framed around how to help the child do the following:

- be involved in and make progress in the general curriculum;
- be educated with and participate in educational activities with other children with disabilities as well as nondisabled children in a meaningful way;
- LEAs are responsible for ensuring this is clear and reflected in the student's IEP.

# DEVELOPMENT OF THE IEP

- To help decide what special education and related services the student needs, generally the IEP team will begin by looking at the following:
  - the child's evaluation results, state testing, classroom tests, work samples, interviews, progress monitoring, and checklists given to establish the student's eligibility
  - observations by teachers, parents, paraprofessionals, related service providers, administrators, and others,
- This information will help the team describe the student's "present levels of educational performance." In other words, how the student is currently doing in school. Knowing how the student is currently performing in school will help the team develop annual goals to address those areas where the student has an identified educational need.

# Goal Writing: Task Analysis/What is the skill being asked of the student?

- The Present Levels and Area of Need set the stage for goal writing by providing the appropriate data from multiple sources. It acts as a funnel of information to inform the goals that will be created. It should be noted that the IEP is not a curriculum for the student but part of a systematic intervention process.
- Case managers should choose one skill to begin and ask themselves:
  - What sub-skills are needed to achieve this goal?
  - How can these subskills be made into manageable objectives that the student can accomplish throughout the year?
  - Can the goal be achieved within the year?
  - Has the goal been continued from year to year? Should it be broken down further to ensure the student sees success?
  - If there are no subskills associated with the goal, what percentage of accuracy and/or number of trials will give that student success?

## Turn and Talk!

- In your spreadsheet, put a check next to each type of data used to inform decision-making in each area.
  
- Discuss the following questions with your district colleagues and those at your table:
  - Is the type of evidence or data used varied?
  - Is there a reliance on one or two types of data?
  - Is there data or evidence that isn't used that should be considered in developing goals and objectives?



# How to Select Accommodations

# Classroom Accommodation Selection

- After teaching the use of an accommodation there should be observational and trial data with an accuracy component to determine if an accommodation is successful.
  - On the other hand, the accommodation should not be a crutch that the student is not encouraged to grow academically.
- It is important to keep in mind that as the student is seeing success with an accommodation and the special educator is encouraging the student to use the accommodation in a less invasive way with more independence.
- Some questions to ask case managers:
  - Are the accommodations in the IEP historical?
  - Is there empirical evidence that demonstrated that the accommodation is necessary?
  - Is there room to improve independence?
  - Is there productive struggle happening for the student with accommodations?

# Testing Accommodation Selection

- Data should be used to inform testing accommodations as well.
- All accommodations used during classroom assessments should be considered for state testing.
- These accommodations should be:
  - Identified in the IEP
  - In line with state assessment accommodations
  - Allow the student to demonstrate their independence to the best of their ability
  - Familiar to the student prior to testing

## THREE FALLACIES AND TWO MISUNDERSTANDINGS ABOUT ACCOMMODATIONS AND STATE ASSESSMENTS

1. The “We Do X Every Day During Instruction” Fallacy. *While accommodations should be used by the student every day, that doesn't mean include replicating instructional strategies during testing.*
2. The “Just In Case” Fallacy: *I added everything he might need "Just in Case".*
3. The “Extended Time” Fallacy: *If I give extra time to all students, they will get more answers correct.*
4. Not reading the accommodations documents to fully understand the accommodations for the tests being given.
5. Waiting too long to figure out what the student's needs are OR waiting too long to figure out how the accommodations will work on the test:
  - AT doesn't work with the test platform
  - Not enough time to practice on the online platform with accommodations
  - Accommodation is not in the IEP

# Using Evidence to Make Accommodations Decisions for State Assessment

- In most cases, decisions about what a student will need during state assessments will be fairly straightforward.
- However, for some accommodations, what evidence to use may not be so straightforward:
  - Extended Time
  - Read aloud for mathematics or science
  - Calculator use on non-calculator section of the test
- How would you evaluate whether or not a student would benefit (or has benefitted) from one of those accommodations?

## Turn and Talk! (Option I slide)

- Discuss the following questions with your district colleagues and those at your table:
  - Is the type of evidence or data used varied?
  - Is there a reliance on one or two types of data?
  - Is there data or evidence that isn't used that should be considered in deciding which classroom accommodations/modifications would be most beneficial?
  - Is there data or evidence that could be used to evaluate how beneficial an accommodation or modification is for a student?



# Overview of DLM and the Essential Elements

# Overview of the DLM

## ■ Learning Map

- Contains the individual skills that students need to master an Essential Element (or standard). Each skill is linked to multiple other skills. Individual skills are not separate from one another but become the basis for more complex skills.

## ■ Nodes

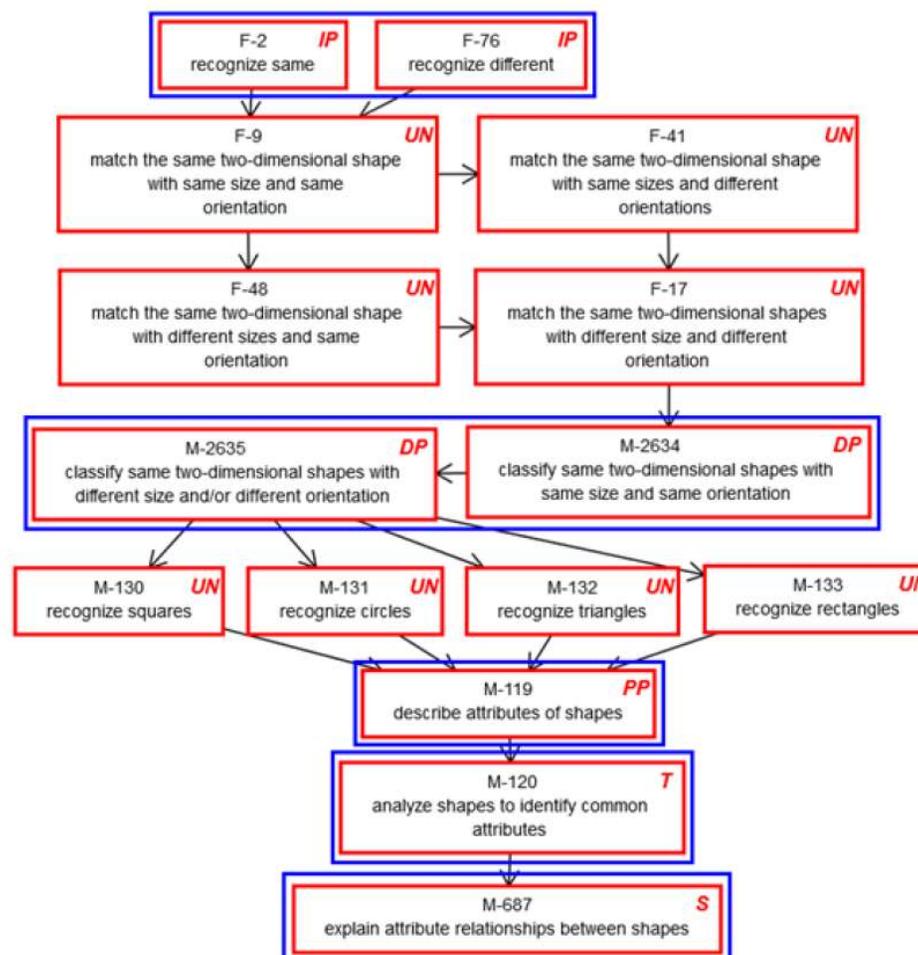
- Each individual skill on the Learning Map is called a *Node*.
- Nodes are linked together to show possible ways a student can learn an Essential Element.
- Are designed to help teachers find access points to develop instructional plans.

## ■ Linkage Level

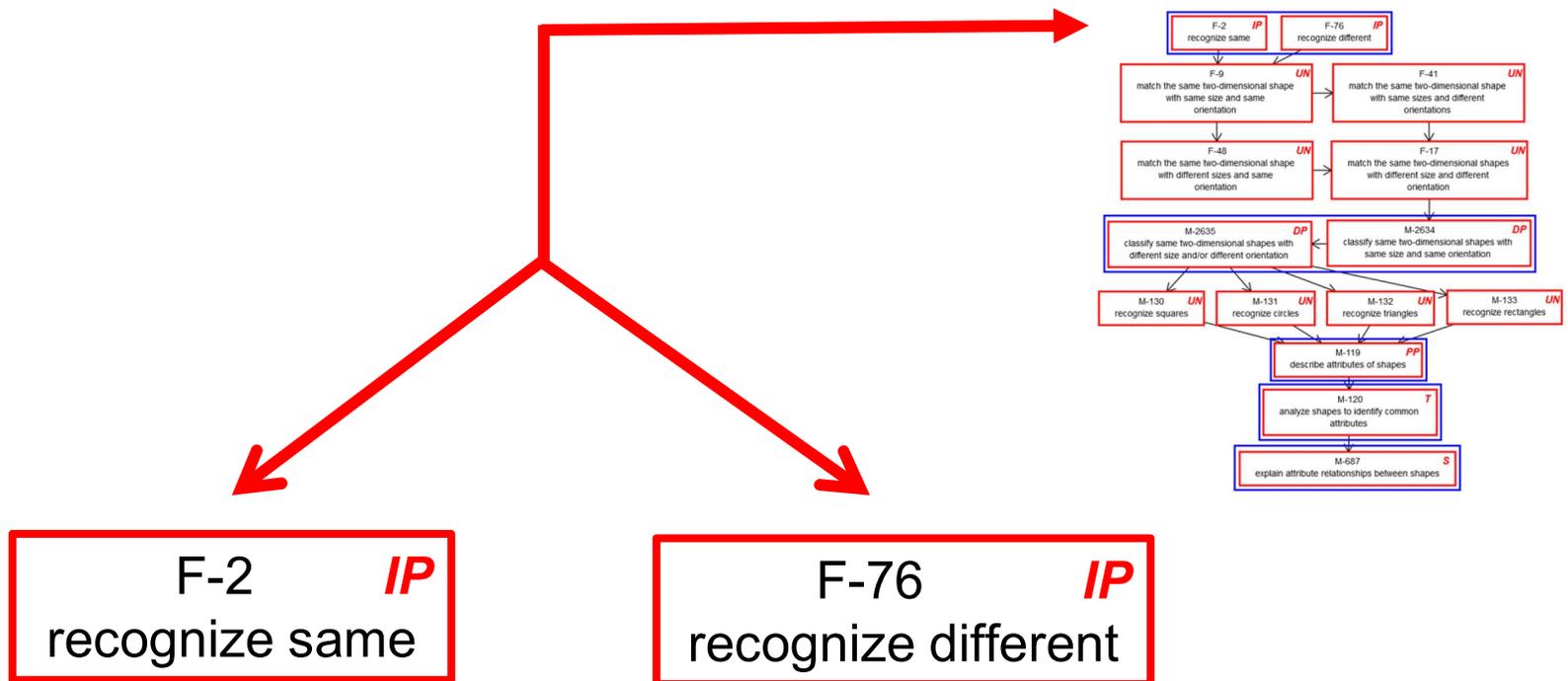
- Nodes are grouped to show the steps a student might take towards learning an essential element. There is a beginning (easiest) skill and then it increases in difficulty with the last skill being the most complex. Each step is called a linkage level.
- There are five linkage levels (skills) for each Essential Element.



# Sample Mini-Map for Mathematics: M.EE.5.G.1-4

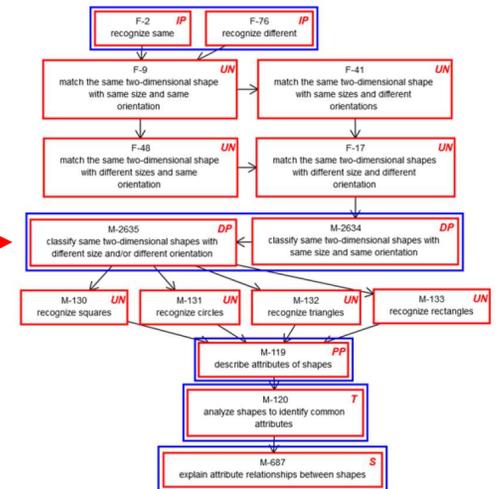


# Sample Mini-Map for Mathematics



**Initial Precursor Nodes (IP)**

# Sample Mini-Map for Mathematics

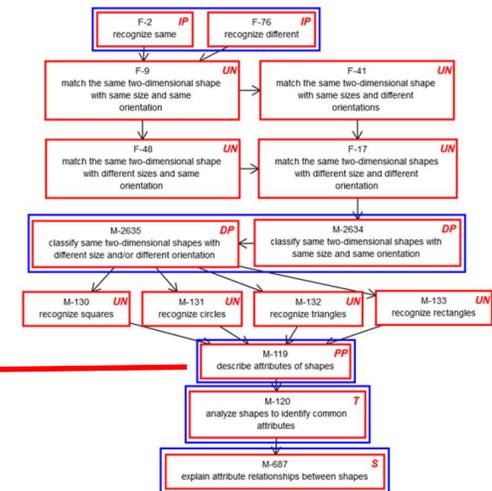


**M-2635** *DP*  
 Classify same two-dimensional shapes with different size and/or different orientation

**M-2634** *DP*  
 Classify same two-dimensional shapes with same size and/or same orientation

## Distal Precursor Nodes (DP)

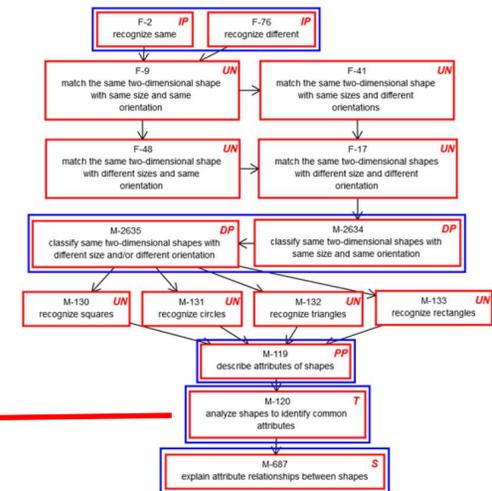
# Sample Mini-Map for Mathematics



M-119 **PP**  
describe attributes of shapes

## Proximal Precursor Nodes (PP)

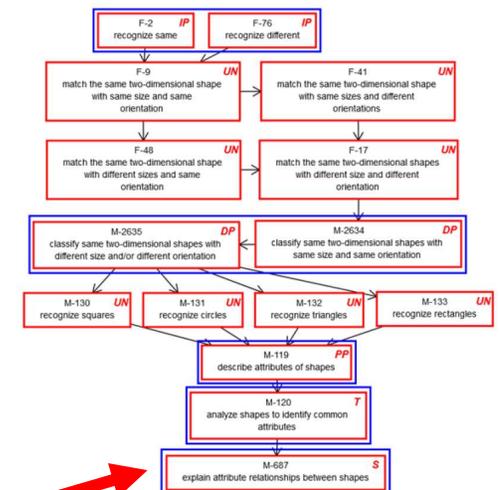
# Sample Mini-Map for Mathematics



M – 120 **T**  
analyze shapes to identify  
common attributes

## Target Node (T)

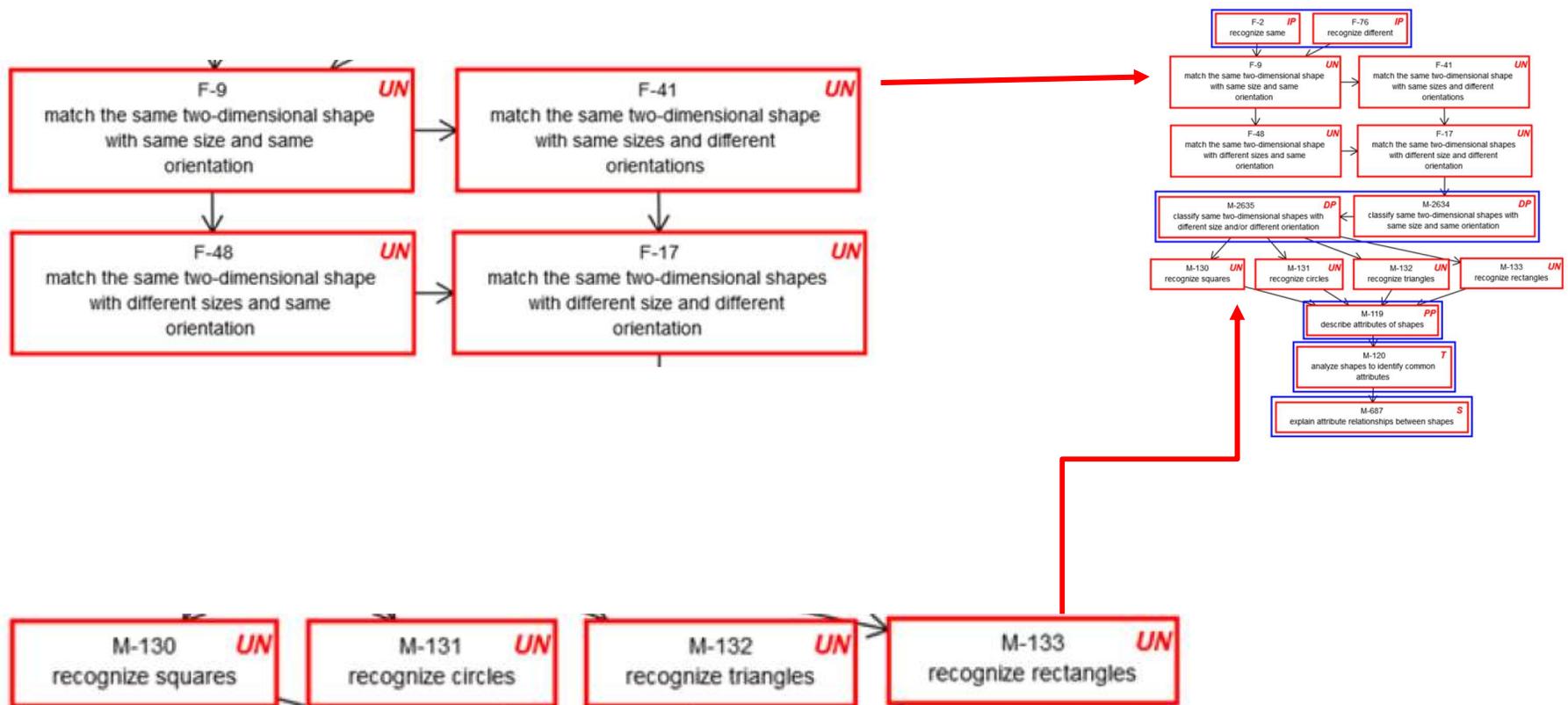
# Sample Mini-Map for Mathematics



M-687 **S**  
Explain attribute relationships  
between shapes

## Successor Node (S)

# Sample Mini-Map for Mathematics



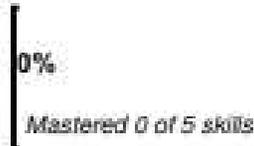
**Untested Nodes (UN)**

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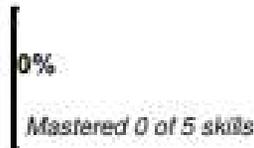
## Conceptual Area

Bar graphs summarize the percent of skills mastered by conceptual area. Not all students test on all skills due to availability of content at different levels per standard.

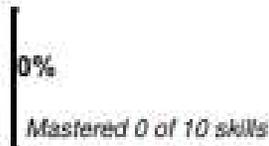
Calculate accurately and efficiently using simple arithmetic operations



Understand and use measurement principles and units of measure



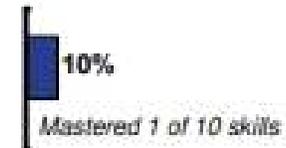
Use operations and models to solve problems



Understand and use geometric properties of two- and three-dimensional shapes



Represent and interpret data displays



Understand patterns and functional thinking



# Scoring

<b>Linkage Level</b>	<b>Number of Testlets</b>	<b>Skill</b>	<b>Scoring</b>
Initial Precursor	1	1	1 skill
Distal Precursor	1	1	2 skills
Proximal Precursor	1	1	3 skills
Target	1	1	4 skills
Successor	1	1	5 skills

# Scoring

## Number of Essential Elements Tested:

- 1 - Calculate accurately and efficiently
- 1 - Understand and use measurement
- 2 - Use operations and models
- 1 - Understand and use geometric properties of two-and three-dimensional shapes
- 2 - Represent and interpret data displays
- 2 - Understand patterns and functional thinking

**9 TOTAL Essential Elements**

## Each Essential Element tested has five skills:

1. Initial Precursor
2. Distal Precursor
3. Proximal Precursor
4. Target
5. Successor

**5 TOTAL SKILLS per Essential Element**

$$9 \times 5 = 45 \text{ skills}$$

## Notes on DLM SCORING

1. Teachers complete the First Contact Survey and Personal Needs Profile.
2. These two surveys determine which Linkage Level the students begins testing at.
3. If a student gets all test items correct, but remains at a low linkage level, they will not reach proficient.
4. The scoring system will assume that students who are at the Target level, also mastered the lower linkage levels and those skills will be counted as correct.

# DLM Performance 2018 and 2019

	Number of Students	% Emerging	% Approaching Target	% At Target or Advanced
<b>ELA</b>				
2018	998	55%	22%	23%
2019	966	55%	21%	24%
<b>Math</b>				
2018	998	67%	22%	11%
2019	956	68%	20%	12%
<b>Science</b>				
2018	403	58%	26%	16%
2019	420	58%	27%	15%

# Resources

- **For District and School Administrators**
- Educator Portal reports (school rosters, district reports, student reports)
- RIDEMap: RI Assessment Data Portal
  - Information on proficiency levels, next year we plan to have individual student data on essential elements.
- [www.ride.ri.gov/riaa](http://www.ride.ri.gov/riaa): Link to applying for test development committees (educator input is an important component of test development and the development of instructional materials). Test administration materials.
- **For Teachers ([www.ride.ri.gov/riaa](http://www.ride.ri.gov/riaa))**
- Essential Elements documents and test specifications
- Links to released testlets and practice testlets
- Links to applying for test development committees (all organized by DLM)
- Links to training modules on essential elements and instructional strategies



# Overview of Eligibility Criteria for Alternate Assessments

# THE THREE ELIGIBILITY CRITERIA

1. Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.
2. As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EAs) *and* the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EAs) learning maps, *and* the annual academic goals are closely aligned to grade-level alternate achievement standards.
3. The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.



# CRITERIA I

# CRITERIA 1: STUDENT HAS A SIGNIFICANT COGNITIVE DISABILITY

- **Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.**
- In other words....
  - The student has a disability or multiple disabilities that prevents them from participating in a meaningful way in the standard academic classes and coursework
  - the student's disability (or disabilities) causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

# WHAT IS COGNITIVE ABILITY?

- WHAT IT IS: How the brain functions/processes events and surroundings and interacts with others and their environment
- WHAT IT IS NOT: Not physical challenges such as: feeding tubes, wheelchair use, visual or hearing impairments, ability (or inability) to use their body independently, medical challenges such as seizures, degenerative diseases
- The role communication plays in determining cognitive ability:
  - Students who cannot, won't, or don't have a robust communication method do not automatically qualify for the alternate assessment.
    - Example: eye gaze; limited use of their body
  - Consider the student's interactions with their surroundings and others, not just communication ability



# CRITERIA 2

## CRITERIA 2: INSTRUCTION AND LEARNING GOALS

- As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) *and* the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, *and* the annual academic goals are closely aligned to grade-level alternate achievement standards.
- In other words...
  - the student has access to the Common Core State Standards and the Next Generation Science Standards.
  - the student is working on learning standards that have been substantially modified due to the severity of the disability (e.g., the Essential Elements that are part of the Dynamic Learning Maps alternate assessments).
  - Life and job skills that are appropriate and challenging for this student are also included.



# CRITERIA 3

## Criteria 3: Applying Skills in Multiple Settings

- The student is unable to apply academic, life, and job skills in the home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.
- **In other words...**
  - What the student needs in order to learn is extensive, repeated, and individualized instruction from teachers and others.
  - The types of materials needed in order for the student to learn are significantly customized for that specific student.
  - How the student demonstrates what they know and can do requires substantially different materials and supports, including those supports that help a student communicate.

# WHAT ARE FUNCTIONAL SKILLS?

- **Definition of functional skills:** Skills that allow the student to take care of themselves physically, mentally, and emotionally, including interpersonal skills. Functional academic skills are skills used in everyday life (ex. Reading signs, instructions, emergency numbers, etc. and knowing the contexts in which to utilize them.)
- **Evaluating functional skills:**
  - Holistic skill set, not looking for a discreet/checklist set of skills.
  - Does not include any physical disabilities/limitations the student may have.
- **Examples of possible evidence:**
  - Independent Living Questionnaire
  - Student Summary Sheet
  - Observations of parents/caretakers/teachers

# The Importance of Appropriate Evidence

- It is important to have multiple sources of evidence in order to make the most appropriate decision for a student for two reasons:
  1. It prevents decision-making that relies on only one type or source of information.
  2. It provides a more complete picture of how the student is learning and interacting in several different settings and under different circumstances.
- The following slides outlines the types of evidence and information most helpful for making these decisions as well as that information and data that is not, under any circumstances, to be used to make an eligibility decision.



# Warning Signs

Indications that a student does not meet the criteria OR you need to take another look at their eligibility.

# When to reconsider eligibility for the alternate assessment

You need to revisit the student's eligibility status if you find the following:

- The student received a score on a general education state assessment.
- Their primary disability category is a learning disability, speech/language, blindness/visual impairment, or other health impairment
- The reason provided as to why the student qualified is that:
  - “they are in a life skills, self-contained, alternate assessment class”, or
  - anything having to do with “behaviors” as the primary issue, or
  - “they have an IQ of...”, or
  - “they scored in the \_\_\_ percentile of the X test”, or
  - “they can’t communicate”
  - “they are \_\_\_” (fill in with a disability category).
- They take a content-area class in a general education setting with their typical peers without significant supports and modifications.
- They are slightly below, or even at, grade level in one content area.
- The student **never** took the alternate assessment and then, in middle or high school, they do.

## BAD DATA: What not to use to make an eligibility decision

- Disability category
- Poor attendance or extended absences, for any reason.
- Poor performance on the general education academic assessments.
- English Language Learner (EL) status.
- Impact of the student's test scores on the accountability score of the school and/or LEA.
- Location of special education services in more restrictive settings
- Amount of time receiving special education services
- Variety of services received
- Behavior issues, including test anxiety
- Administrator decision

## Turn and Talk!

- § Discuss the following questions with your district colleagues and those at your table:
- Is the type of evidence or data used varied across categories?
  - Is there a reliance on one or two types of data?
  - Is there data or evidence that isn't used that should be considered when making eligibility decisions?
  - Is the data used for eligibility decisions also used to inform IEP development?



# Documentation of Evidence Form

# NEW OPTIONAL DOCUMENTATION OF EVIDENCE FORM

The criteria is given along with possible evidence to evaluate whether or not a student is eligible to meet the criteria. **NOTE:** LEAs can add specific evidence/data that they expect to see being used to make eligibility decisions.

**CRITERIA 1. Student has a disability that significantly impacts cognitive function and adaptive behavior.**

**EVIDENCE:**

Results of Individual Cognitive Ability Test\*

Results of Adaptive Behavior Skills Assessment\*

Results of informal assessments

Results of speech/augmentative communication evaluations (can the student communicate in an age-appropriate way that demonstrates their ability to stay safe and take care of themselves effectively?)\*

OTHER:

**DIRECTIONS:** Evidence with asterisks (\*) will provide the strongest evidence toward making an eligibility decision. However, you can use additional evidence to support the eligibility decision (List 1 on page 10). For each piece of evidence with an asterisk, describe how the evidence shows that the student's disability, or disabilities, impact their cognitive function and adaptive behavior.

This section is where teachers can cite specific page numbers, section of reports, and data that addresses the criteria. They can attach the page(s) from the IEP and evidence they use.

## CRITERIA 2

**CRITERIA 2.** As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) *and* the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, *and* the annual academic goals are closely aligned to grade-level alternate achievement standards.

**EVIDENCE:** Present levels of academic and functional performance, goals and objectives from current and past IEPs and the Essential Elements, and examples of student work.

**DIRECTIONS:** List the present levels of academic and functional performance and the Essential Elements and/or learning map steps they most closely align to. Essential Elements and learning map documents can be found at [www.dynamiclearningmaps.org](http://www.dynamiclearningmaps.org)

This section is where teachers can list or attach the page in the IEP that has the academic and functional performance descriptions and the EEs they will be addressing throughout the year. Again, teachers can attach pages from the IEP directly to this form.

# CRITERIA 3

**CRITERIA 3.** The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.

**EVIDENCE:**

Parent and guardian observations of the student in settings outside of school.\*

Examples of work samples from school in life skills, reading, mathematics, science, writing, etc.\*

Descriptions of community-based instruction (example: home-based therapy services).\*

Career Development Plan (CDP) or Person-Centered Planning.\* *(As applicable, if the student is age 14 or older).*

OTHER:

**DIRECTIONS:** Evidence with asterisks (\*) will provide the strongest evidence toward making an eligibility decision. However, you can use additional evidence to support the eligibility decision (List 1 on page 10). For each piece of evidence, describe how the evidence shows the student's ability to apply academic and life skills and concepts in the home, school, and community.

This section is where teachers can cite and reference data, page numbers of reports, quotes from reports, etc. that align to criteria 3.



# OVERVIEW OF IEP TEAM ASSURANCES FORM

# PARTICIPATION CRITERIA FOR ALTERNATE ASSESSMENTS FORM (2019-20)

*IEP Team Guidance (page 8)*

## Participation Criteria for Alternate Assessments Form (2019-20)

*Directions: This form should be completed, signed, attached to the IEP, and placed in the student's file at the time of the student's annual IEP review.*

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

State-Assigned Student ID (SASID): 1000-\_\_\_\_\_ IEP Meeting Date: \_\_\_\_\_

Participation Criteria	Decision*	
	YES	NO
<b>CRITERIA 1:</b> Student has a disability that significantly impacts cognitive function <b>and</b> adaptive behavior.		
<b>CRITERIA 2:</b> As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) <i>and</i> the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, <i>and</i> the annual academic goals are closely aligned to grade-level alternate achievement standards.		
<b>CRITERIA 3:</b> The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.		

*\*If any decision is no, the IEP team must follow the instructions on page 12, If the Decision is NO.*

# IEP TEAM ASSURANCES (2019-20)

**IEP Team Assurance:** The IEP team has thoroughly discussed the evidence gathered to determine eligibility, how that evidence aligns to the three criteria, it has used only the three participation criteria above, and no others, to reach that decision (*see List 2 on page 11*). The IEP team has informed the parent(s) of the implications of their child's participation in the alternate assessments, namely that:

- Their child's academic progress towards achievement of the content standards in English language arts, mathematics, and science will be measured using the Essential Elements.
- They understand the graduation options for their child.

**NOTE:** LEAs may choose to award diplomas to students who qualify for the alternate assessment if the student demonstrates proficiency through their coursework using modified proficiency expectations for state-adopted standards (CCSS, NGSS, etc.). LEAs also have the authority to award a certificate of alternate recognition of high school accomplishment, in accordance with LEA-defined policies and criteria (*see page 12 of this manual for more information*).

- They have been informed of any other implications, including any effects of local policies on the student's education, resulting from taking an alternate assessment.
- The IEP team *does / does not (circle one)* find this student eligible to participate in the alternate assessments.

Name of LEA Representative (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of LEA Representative: \_\_\_\_\_



# Overview of the ESSA 1% Rule

# Overview: Goals and Outcomes of Alternate Assessment

- To include students with significant cognitive disabilities in assessment and accountability.
- To ensure that standards-based skills and content are taught at levels that are meaningful and challenging.
- To determine which knowledge and skills students have learned.
- To provide information to schools and parents/guardians on the achievement of students with significant disabilities (i.e., what they can do).

## Overview: The Outcome of ESSA

- To ensure all students receive appropriate access to the general education curriculum and are given every opportunity to learn.

## Every Student Succeeds Act (ESSA): The One Percent Rule for Statewide Alternate Assessments

- “The total number of students assessed in a subject using an alternate assessment aligned with alternate academic achievement standards...may not exceed 1% of the total number of students in the state who are assessed in that subject.”
- LEAs may exceed 1%, but only under these conditions:
  - They are a small LEA: Between 0 and 1,000 students enrolled; K-12.
  - They are a specialized LEA serving students with disabilities; Rhode Island School for the Deaf is the *only* LEA in RI that fits this category
- States may not exceed 1%, but may request a one-year waiver, *if* 95% of students were assessed.

# LEA REQUIREMENTS

LEAs must do the following:

1. Ensure that all Alternate Assessment Criteria are applied correctly.
  1. Provide in-person training on the Eligibility Criteria, and any other necessary topics, to IEP Teams (including LEA representatives) who have students either taking or being considered for, the DLM.
  2. Have a process by which the district reviews eligibility decisions to ensure that appropriate evidence and data was used.
2. Ensure that parents understand the ramifications of having their student qualify for the alternate assessment. *IEP Assurances Form*
3. Address any disproportionality in any subgroup taking the alternate assessment.

# IMPLEMENTING THE REQUIREMENTS

- Ensure the IEP Team Assurances Form is signed and included in student records.
- Read the 2019-20 IEP Team guidance document on the RIDE site at [www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm).
- Convene IEP Teams for students for whom eligibility is in question and review the evidence used to make the determination.
- Calculate the percent of students your LEA will assess using the DLM alternate assessments coming up in April, 2019.
  - ELA, mathematics, and science
  - Include students in outplacement schools
- Review Student Data:
  - Student Information System, Enrollment Census, and Special Education Census for accuracy (including students attending outplacement schools).
- Complete the Action Plan document and submit to RIDE
  - 2019-20 Template will be released in December and due to RIDE at the end of February.

# 1% CALCULATION

*CALCULATED FOR EACH CONTENT AREA SEPARATELY*

**DLM:** Total *assessed* students\* in  
grades 3, 4, 5, 6, 7, 8, 11

$$\frac{\text{Total assessed students* in grades 3, 4, 5, 6, 7, 8, 11}}{\text{Total assessed* students in grades 3, 4, 5, 6, 7, 8, and 11}} \times 100 = \% \text{ assessed}$$

**DLM, RICAS, SAT:** Total *assessed*\*  
students in grades 3, 4, 5, 6, 7, 8, and 11

\* Includes students enrolled in your LEA who took any of the state assessments in an outplacement school either within or outside of Rhode Island. Calculations for the science would include students who took the DLM science test and students who took the NGSA.

# LEAS GROUPED BY PERCENT OF STUDENTS ASSESSED USING ALTERNATE ASSESSMENTS

State Alternate Assessment Rate:

□ 2018: 1.3%

	Number of LEAs
%	2018
0.0	22*
0.1 – 0.5	2
0.6 – 1.0	7
1.1 – 1.5	15
1.6 – 2.0	6
2.1 +	6

\* These LEAs do not have students taking the alternate assessment.

# 2016-17 AND 2017-18 COMPARISON OVERVIEW

	2016-17	2017-18
Total number of students	76,476	75,169
Total number of students assessed using AA	900	994
Percent of students assessed using AA	1.2%	1.3%
Number of LEAs exceeding the 1% cap	26	27
Total number of LEAs that increased number of students assessed using DLM from the previous year.	--	24

## Wrap-Up: Share with the Group

- Are there areas where more evidence or data might be needed?
- Are there areas where one or two pieces of evidence or data are being used?
- What is the process your district uses to determine if the appropriate steps were taken by the IEP team to ensure students:
  - Have IEP goals and objectives supported by evidence?
  - Have accommodations supported by evidence?
  - Are identified correctly for the alternate assessment?
    - Includes identifying students in order to revisit their eligibility for DLM.