



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

MAR 22 2019

The Honorable Hanseul Kang
Superintendent
Office of the State Superintendent of Education
1050 First Street, NE
Washington, DC 20002

Dear Superintendent Kang:

I am writing in response to the District of Columbia Office of the State Superintendent of Education's (DC OSSE) request on December 14, 2018, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. DC OSSE requested this waiver because, based on data for the 2017-2018 school year, DC OSSE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2018-2019 school year in reading/language arts and mathematics.

After reviewing DC OSSE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, the following waiver for school year 2018-2019 a waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in the subjects of mathematics and reading/language arts.

As part of this waiver, DC OSSE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year (2017-2018) at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR 200.6(d) (with the exception of incorporating principles of universal

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<http://www.ed.gov/>

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design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

- Will implement, consistent with the plan submitted in DC OSSE’s waiver request, the system improvements and monitor future administrations to avoid exceeding the 1.0 percent cap.

In addition, I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State’s plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at OSS.DC@ed.gov.

Sincerely,

A handwritten signature in black ink that reads "Frank T. Brogan". The signature is written in a cursive style with a large, looping initial "F".

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

cc: Danielle Branson, Director of Assessments



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

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December 14, 2018

Patrick Rooney
United States Department of Education
Deputy Director, Office of State Support
Office of Elementary and Secondary Education
400 Maryland Avenue SW
Washington, DC 20202

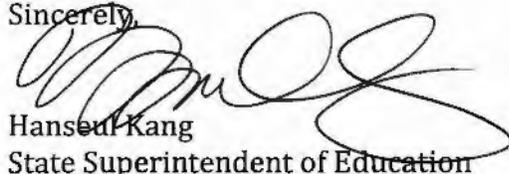
Deputy Director Rooney:

The Elementary and Secondary Education Act (ESEA) allows states to administer alternate assessments based on alternate achievement standards. These assessments are reserved for students with the most significant cognitive disabilities. In the District of Columbia, these alternate assessments are the Multi State Alternate Assessment (MSAA) in English Language Arts and Mathematics.

ESEA requires that no more than 1 percent of the total number of students in the state be tested on the alternate assessment. However, in instances where the state exceeds the 1 percent cap, the state may apply for a waiver from statute. Since the District of Columbia exceeded the 1 percent cap for alternate assessments in the 2017-18 school year, we are submitting this waiver request in accordance with 34 C.F.R. 200.6(c)(4) and guidance from your office to State Assessments Directors dated August 27, 2018.

Enclosed with this letter you will find the One Percent Waiver Request which provides the required data and action plan used to address how the state will improve implementation of its guidelines for participating in the alternate assessments. In addition, the appendix of our request, includes materials related to our processes for reviewing LEA decisions to test a student on the MSAA. Finally, you will find information reflecting public notice and comment of this waiver request consistent with the requirements for the waiver.

Sincerely,



Hansel Kang
State Superintendent of Education

Enclosure

Cc: Ruth E. Ryder, Acting Director, Office of Special Education Programs



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

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One Percent Waiver Request

Exceeding one percent student participation in state alternate assessments

Pursuant to ESEA 1111(b)(2)(D) and 34 C.F.R. §200.6 (c) and (d)

Background

The Elementary and Secondary Education Act (ESEA) allows states to administer alternate assessments, based on alternate achievement standards.¹ These assessments are reserved for students with the most significant cognitive disabilities. In the District of Columbia, these alternate assessments are the Multi State Alternate Assessment (MSAA) in English Language Arts (ELA) and Mathematics.

ESEA requires that no more than 1 percent of the total number of students in the state be administered on the alternate assessment.² In instances where the state exceeds the 1 percent cap, the state may apply for a waiver from the statute.³ The District of Columbia Office of the State Superintendent (OSSE) issues guidance to LEAs and schools describing what constitutes a significant cognitive disability for the purposes of testing on the MSAA. OSSE expects LEAs and schools to evaluate a student's needs with their IEP team to determine testing eligibility.

The District of Columbia is comprised of a relatively small number of students when compared with other state education agencies (SEAs). In school year 2017-18, 36,709 students tested in Math and 36,867 tested in English Language Arts. In the same year, 449 students tested on the MSAA in Math and 441 students tested on the MSAA in English Language Arts. The District of Columbia exceeded the statutory 1 percent cap in both Math and English Language Arts at 1.2 percent and 1.2 percent, respectively.

To be eligible to submit a waiver of the 1 percent cap for alternative assessments, states must meet the requirements for participation rates on assessments for all students and for students with disabilities.⁴ The data included in this waiver request demonstrates that the District of Columbia exceeded the requirement for a 95 percent participation rate. Therefore, the District of Columbia is eligible and seeking a waiver to exceed the 1 percent cap in state alternative assessments.

Data

Pursuant to 34 C.F.R. § 200.6(c)(4)(ii)(A), the data from the previous school year, 2017-18, is provided in the table below and sets forth the number and percentage of students overall and from each subgroup of students who took the MSAA with respect to each subject for which the State seeks a waiver.

¹ 20 U.S.C. § 6311(b)(1)(E)

² 20 U.S.C. § 6311(b)(2)(D)(i)(I)

³ 20 U.S.C. § 6311(b)(2)(D)(ii)(IV) and § 7861

⁴ 34 C.F.R. § 200.6(c)(4)

Table 1: MSAA Participation, English Language Arts (ELA)

Group	Total Students Assessed in Grades 3-8 and 11 ELA	# Taking State ELA MSAA in Grades 3-8 and 11	% Taking State ELA MSAA in Grades 3-8 and 11
All Students	36867	441	1.2
English language learners	4182	67	1.6
Black	25404	344	1.35
Hispanic/Latino	6414	67	1.04
Asian	(b)(6)		
White	3706	18	0.49
Economically Disadvantaged	17418	225	1.29

Table 2: MSAA Participation, Math

Group	Total Students Assessed in Grades 3-8 and 11 Math	# Taking State Math MSAA in Grades 3-8 and 11	% Taking State Math MSAA in Grades 3-8 and 11
All Students	36709	449	1.2
English language learners	4136	69	1.67
Black	25400	350	1.38
Hispanic/Latino	6324	69	1.09
Asian	(b)(6)		
White	3667	18	0.49
Economically Disadvantaged	17396	230	1.32

Pursuant to 34 C.F.R. § 200.6(c)(4)(ii)(B), the data to show that the State has assessed the achievement of at least 95 percent of all students and 95 percent of children with disabilities who are enrolled in grades for which the assessment is required, including all students assessed with the general assessment and the MSAA for each applicable subject is presented in the table below.

Table 3: Assessment Participation Rates, ELA & Math

Subject Area/Group	Enrolled	Assessed	% Assessed
ELA- All Students Total Grades 3-8, 11	38030	37310	98.11
ELA- Students with Disabilities Grades 3-8, 11	7259	6928	95.44
Math- All Students Total Grades 3-8, 11	38117	37388	98.09
Math- Students with Disabilities Grades 3-8, 11	7276	6941	95.40
Science- All Students Grades 4, 7, and 11	N/A	N/A	N/A
Science- Students with Disabilities Grades 4, 7, and 11	N/A	N/A	N/A

LEA Oversight

Evidence that the SEA has verified that each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject using the MSAA:

- ***Followed the State's guidelines for participation in the MSAA; and***
- ***Will address any disproportionality in the percentage of students in any subgroup taking an MSAA.***

Data from school year 2017-18 show that nine LEAs exceeded the threshold for the 2017-2018 school year. OSSE asked the nine LEAs that exceeded the threshold to submit a justification by Nov. 9 indicating how they have implemented the state guidelines for participation in the MSAA.

The justification form requires that each LEA provide a description of how the district will assure that individualized education programs (IEP) teams adhere to the state guidelines defining a student with a significant cognitive disability. These guidelines are also outlined in the DC Alternate Assessment Participation Decision Documentation Form which is used to determine eligibility for participation in the MSAA. Additionally, the justification form requires LEAs to describe their procedures for compliance with the alternate assessment participation decision documentation form and procedures for evaluating the effectiveness of IEP teams trained on identification of eligible students. Moreover, to address disproportionality, OSSE provided LEAs with their alternate assessment participation rates within the justification form and asked for the LEA's plan to address the issue.

The DC Exceeding 1 Percent Cap Justification Form and the DC Alternate Assessment participation Decision Documentation Form can be found attached to this waiver.

Action Plan

A plan and timeline with clear, actionable steps and milestones that includes:

A clear description of how the State will improve the implementation of its guidelines for participation in the MSAA, including by reviewing and, if necessary, revising its definition of students with the most significant cognitive disabilities, so that the State meets the 1.0 percent cap in each subject for which assessments are administered in future school years.

OSSE will develop and implement additional procedures to ensure appropriate oversight of each local education agency (LEA) that exceed the one percent cap. The OSSE will develop a plan which includes the following steps:

- Review state-level guidance on the definition of significant cognitive disability to provide additional clarity to district and school administrators and IEP teams.
- Require LEAs who exceed one percent participation to submit an LEA eligibility determination process and certify the LEA's eligibility determination when advancing an applicant for state review.

A clear description of how it will monitor and regularly evaluate each LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an individualized

education program (IEP) team or other placement team understand and implement the guidelines established by the State for participation in an MSAA so that all students are appropriately assessed.

OSSE will develop and implement procedures to ensure appropriate oversight of each local education agency (LEA) that exceed the one percent cap. OSSE will develop a plan which includes the following steps:

- Require LEAs who exceed one percent participation to submit annually a participation eligibility training plan, including a calendar of activities, target audiences (e.g., special education coordinators, teachers, related service providers, parents/guardians), training goals, and training materials. Additionally, OSSE will require LEAs to submit attendance records for all trainings on participation eligibility conducted.
- Provide LEAs who exceed one percent participation with technical assistance on the following:
 - The quality of their training plans, as evidenced by OSSE review of annual training plans and supporting materials submitted;
 - The quality of training execution, as evidenced by OSSE monitoring of delivery of a portion of LEA training materials and or activities; and
 - A discrepancy report between OSSE eligibility determinations, LEA eligibility determinations, and IEP team eligibility determinations, flagging IEP teams whose judgment is inconsistent with state guidance and LEA judgment.
- Request LEAs who exceed one percent participation to provide a targeted training plan for those IEP teams flagged in the eligibility determination discrepancy report.

A clear description of how the State will address any disproportionality in the percentage of students taking an MSAA as identified through the data provided.

OSSE will develop and implement procedures to ensure appropriate oversight of each local education agency (LEA) that exceed the one percent cap. OSSE will develop a plan which includes the following steps:

- Monitor for disproportionality in the percentage of students determined to be eligible for alternate assessments and support LEAs to complete self-studies on any disproportionality that occurs; and
- Analyzing subgroup data over time to identify trends in subgroups participation with the goal of decreasing disproportionality.

Timeline

Oct. 2018: The Office of the State Superintendent of Education (OSSE) held the first meeting with stakeholders across the agency to discuss reviewing the state-level guidance on the definition of significant cognitive disability

Dec. 2018: OSSE submits the state waiver to the US Department of Education

Mar. 2019: Multi-State Alternate Assessment window opens

Apr. 2019: OSSE will conduct an internal meeting across multiple divisions in the agency to review the definition of significant cognitive disability

May 2019: Multi-State Alternate Assessment window closes

Jun. 2019: OSSE receives MSAA student data file

Jun. 2019: OSSE will conduct a webinar on the requirements for the annual LEA eligibility training plan

Jul. 2019: LEAs will submit their eligibility training plan to OSSE

Jul. 2019: OSSE will release guidance to LEAs on the requirements of the eligibility determination process and how to submit it to OSSE

Aug. 2019: LEAs will submit their eligibility determination process

Aug. 2019: OSSE review LEA eligibility training plans and provide feedback

Sep. 2019: LEAs will provide a targeted training plan for IEP teams flagged in the eligibility determination discrepancy report to OSSE based on the feedback provided

Public Comment

On November 21, 2018, OSSE posted the notification of the one percent waiver request and request for public comment on OSSE's website, consistent with how OSSE customarily provides similar notice and opportunity for comment on ESSA related documents.⁵ OSSE also sent notices of the waiver request to LEAs chiefs, special education directors, and district test coordinators. Public comments and feedback are attached to this waiver request. The comments that OSSE received did not raise any questions or provide any specific feedback except that the commenters were supportive of OSSE's waiver request.⁶

⁵ 20 U.S.C. § 7861(a)(3)(A)(i)

⁶ 20 U.S.C. § 7861(a)(3)(A)(ii)

Public Comment- Christie Mandeville, Principal of St. Coletta Special Education Public Charter School

St. Coletta Special Education PCS provides a functional life skills program focusing on functional academics and independent living skills. Our program is designed to serve students with significant disabilities such as cognitive impairment, autism, and multiple disabilities. While the decision for eligibility for the alternate assessment is individualized and determined at a student's IEP meeting by the MDT, given the nature of our program and the population of students we serve, it is reasonable to expect our school would exceed the 1% cap for alternate assessments. That being said, of our 250 charter school students, 100% of students in ages ranges that are assessed were found to qualify for the alternate assessment by IEP team members. We are in support of a waiver for the federal requirements related to students exceeding the 1 percent cap for alternate assessments.

Public Comment- Valen A. Cayetano, Director of Assessments, DC Public Schools

The number of students in the District of Columbia Public Schools (DCPS) that qualify for the Alternate Assessment is dependent on our student population and their individual strengths and needs. As the largest LEA in DC, DCPS welcomes and serves all students and offers full-time, outside of general education programs that include a modified academic curriculum with significant accommodations and modifications. Many of these students earn certificates of IEP attendance with 20 or more hours of academic instruction outside of general education. Because of these programs, we attract families of children who are profoundly impacted by their disability and make up approximately 3.6% of our special education population. These reasons justify why DCPS had more than 1% of its total population meeting the Alternate Assessment eligibility criteria as reviewed and determined by our state-level agency. We hereby submit our support for a waiver to remove the 1% cap.



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Notice of Intent to Apply for a Waiver for the Federal Requirement Related to Students Exceeding the 1 Percent Cap for Alternate Assessments

The Elementary and Secondary Education Act (ESEA) allows states to administer alternate assessments, based on alternate achievement standards.¹ These assessments are reserved for students with the most significant cognitive disabilities. In the District of Columbia, these alternate assessments are the Multi State Alternate Assessment (MSAA) in English language arts (ELA) and mathematics and the Dynamic Learning Maps (DLM) assessment in science (formerly DC Science Alternate Assessment).

ESSA requires that no more than 1 percent of the total number of students in the state be administered on the alternate assessment.² In instances where the state exceeds the 1 percent cap, the state may apply for a waiver from the statute.³ The District of Columbia Office of the State Superintendent (OSSE) issues guidance to LEAs and schools describing what constitutes a significant cognitive disability for the purposes of testing on alternate assessments⁴. OSSE expects LEAs and schools to evaluate a student's needs with their IEP team to determine testing eligibility.

1.2 percent of test-takers in the District took the alternate assessment therefore exceeding the 1 percent cap prescribed by federal law. As a result, OSSE anticipates submitting a waiver of this requirement to the US Department of Education for the year. OSSE must take steps to improve the implementation of its guidelines for participation in MSAA and DLM. OSSE anticipates taking the following steps:

- Review state-level guidance on the definition of significant cognitive disability to provide additional clarity to district and school administrators and IEP teams;
- Monitor LEAs that exceed the 1 percent cap and provide them with an annual evaluation of LEA training plans and activities for IEP teams to determine alternate assessment eligibility;
- Provide LEAs with an annual discrepancy report comparing OSSE, LEA, and IEP team eligibility determinations so LEA's can provide targeted supports where discrepancies in judgment occur; and
- Monitor for disproportionality in the percentage of students determined to be eligible for alternate assessments and support LEAs to complete self-studies on any disproportionality that occurs.

OSSE notified LEAs exceeding the one percent cap for alternate assessments during the fall of 2018. OSSE provided LEAs with their assessment data for students participating in an alternate assessment. In addition, OSSE required LEAs to review LEA policies and practices relating to the assignment of students to the alternate assessment. LEAs had to assure OSSE that it would provide additional training to IEP teams on the state guidelines for participation in the alternate assessment, continue to allow IEP teams

¹ 20 U.S.C. 6311 (b)(2)(D)

² *Ibid.*

³ *Ibid.*

⁴ "Significant Cognitive Disability Guidance." Office of the State Superintendent of Education. December 7, 2010.

to decide which students are given an alternate assessment, and review all applicants submitted by schools prior to an LEAs submission to OSSE. This information from LEAs informed the action steps identified.

OSSE must solicit public comment on any proposed waiver. OSSE welcomes and encourages your comments regarding the intent to apply for this waiver. Comments may be submitted via email to Michael.Craig@dc.gov by **Wednesday, Dec. 5, 2018**. If you wish to provide comment, please include your full name, organization (if applicable), and contact information. OSSE will review all comments and incorporate feedback into the waiver request as applicable. In addition, comments and feedback will be shared with the US Department of Education alongside the waiver letter.



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Exceeding 1 Percent Cap Justification Form

The *Every Student Succeeds Act (ESSA)* places a 1 percent cap on alternate assessment participation at the state level. Local educational agencies (LEAs) that contribute to the state exceeding its participation cap must submit information to the Office of the State Superintendent of Education (OSSE) justifying the need to exceed the 1 percent threshold. LEAs who anticipate participation in the alternate assessment in their district will exceed 1 percent for the 2018-19 school year must complete the justification form below, and submit it to OSSE for review.

LEA Information

Date _____

Local Educational Agency (LEA) _____

Phone _____

LEA Contact _____

Phone _____

LEA Code _____

Baseline

Below you will find your LEA's subgroup data and participation rate for the 2017-18 school year. Since your LEA exceeded the 1 percent cap for the 2017-18 school year, please complete this form in its entirety and submit to the Office of the State Superintendent of Education (OSSE) via Box for review by 5 p.m. on Nov. 9, 2018.

Group	Total Students Assessed in Grades 3-8 and 10 Math	# Taking State Math MSAA in Grades 3-8 and 10	% Taking State Math MSAA in Grades 3-8 and 10
All Students			
English language learners			
Black			
Hispanic/Latino			
Asian			
White			
Economically Disadvantaged			



Group	Total Students Assessed in Grades 3-8 and 10 ELA	# Taking State ELA MSAA in Grades 3-8 and 10	% Taking State ELA MSAA in Grades 3-8 and 10
All Students			
English language learners			
Black			
Hispanic/Latino			
Asian			
White			
Economically Disadvantaged			

Justification

Do not submit any student identifiable information with this form.

Did your individualized education program (IEP) teams use the DC Alternate Assessment Participation Decision Documentation Form to make assessment participation decisions?

Yes No

Please indicate how IEP teams have been trained on identification procedures for student participation in alternate assessments.

School Administration

Face-to-Face Training Online Training

List All Training Dates, Topics, and Presenters: _____
(Attach all training materials) _____

Special Education Staff

Face-to-Face Training Online Training

List All Training Dates, Topics, and Presenters: _____
(Attach all training materials) _____

Parents

Face-to-Face Training Online Training

List All Training Dates, Topics, and Presenters: _____
(Attach all training materials) _____



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Related Service Providers

Face-to-Face Training Online Training

List All Training Dates, Topics, and Presenters: _____
(Attach all training materials) _____

If you selected other in the above table, please explain

Describe your LEA's procedure to evaluate the effectiveness of IEP teams trained on the identification of student participation in alternate assessments.

Describe your LEA's procedures for compliance of the alternate assessment participation decision documentation form.

Identify the factors that contributed to your LEA exceeding the 1percent cap of students allowed to participate in the MSAA. *Select all that apply, but please select at least one*

- The IEP teams lack the necessary knowledge to effectively use the participation guidelines when defining a student as having a significant cognitive disability.

- A small LEA size results in a greater impact on participation rates (for example, a district size of 180 students with 2 students with significant cognitive disabilities results in a higher than 1percent participation rate).



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Provide clarification or explain the impact of this factor:

- The LEA operates a specialized school that results in an expected higher population of students with significant cognitive disabilities.

Provide clarification or explain the impact of this factor:

- Other (please explain)

Your baseline data table may show disproportionality in specific groups of students taking alternate assessments. If so, please describe how your LEA plans to address this.



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Resources and Technical Assistance

What additional resources or technical assistance does your LEA need from OSSE to ensure that students are being assessed using the appropriate state summative assessment tool?

Submission Process

LEA Heads of Schools or their designee must sign and submit this completed form to OSSE no later than **Nov. 9, 2018**.

Signature

Date

Questions

For questions on the alternate assessment justification contact Michael.Craig@dc.gov or (202) 257-3371.



DC Alternate Assessment Participation Decision Documentation Form

Directions: To qualify for the District of Columbia's Alternate Assessment*, a student's IEP team must determine that a student is eligible based on participation criteria and accompanying evidence. **Please complete this form and upload it into the student's record in SEDS. Please do not send this form to OSSE over email, in order to protect student privacy.**

Please note that evidence for the decision about whether a student is eligible to participate in the DC Alternate Assessment is **NOT** based on the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services the student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

DC Alternate Assessment Application for Participation

Applicant Information	
Student Name:	Student USI:
Date of Birth:	Student Grade:
Disability Category:	
Did the student participate in the DC Alternate Assessment last year?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
Please indicate <u>ALL</u> assessments in which the student participated in the last year assessed?	
<input type="checkbox"/> PARCC	
<input type="checkbox"/> DC Science	
<input type="checkbox"/> Multi-State Alternate Assessment (MSAA)	
<input type="checkbox"/> DC Science Alternate Assessment Portfolio (DC Science Alt)	
<input type="checkbox"/> Other State's Assessment (<i>indicate state and name of assessment</i>):	
<input type="checkbox"/> N/A: Student is in Grade 3	
<input type="checkbox"/> Other (<i>please specify</i>):	

**Note: The criteria for participation in the DC Alternate Assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the DC Alternate Assessment participates in this assessment for all content areas.*



DC Alternate Assessment Participation Decision Documentation Form

Student Name: _____

Student USI: _____

To meet the criteria for the DC Alternate Assessment, the student must meet **all** participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English learner (EL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student. The student is learning content that is linked to (derived from) the standards that are appropriately broken into smaller steps, called Core Content Connectors.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</p> <p><input type="checkbox"/> Teacher-collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan for students age 12 and older</p>

The student may participate in the DC Alternate Assessment if all responses above are marked Yes.



DC Alternate Assessment Participation Decision Documentation Form

Student Name: _____

Student USI: _____

Additional Considerations Not to Use in Reviewing Evidence	
1.	<i>A disability category or label</i>
2.	<i>Poor attendance or extended absences</i>
3.	<i>Native language/social/cultural or economic difference</i>
4.	<i>Expected poor performance on the general education assessment</i>
5.	<i>Academic and other services received</i>
6.	<i>Educational environment or instructional setting</i>
7.	<i>Percent of time receiving special education services</i>
8.	<i>English Language Learner (ELL) status</i>
9.	<i>Low reading level/achievement level</i>
10.	<i>Anticipated disruptive behavior</i>
11.	<i>Impact of test scores on accountability system</i>
12.	<i>Administrator decision</i>
13.	<i>Anticipated emotional duress</i>
14.	<i>Need for accommodations, e.g., assistive technology/AAC to participate in assessment process</i>
<input type="checkbox"/>	<i>Evidence shows that the decision for participating in the DC Alternate Assessment was not based on the above list. (check box to confirm)</i>

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the MSAA Common Core Connectors (CCCs) linked to the Common Core State Standards (CCSS); that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

Each of us participated in the decision regarding the DC Alternate Assessment:

Name: _____ Position: _____ Date: _____

Parent(s)/Guardian: _____ Date: _____



DC Alternate Assessment Participation Decision Flow Chart: Guidance for IEP Teams

- Consider These:**
- Anecdotal parent input
 - Individual Cognitive Ability tests
 - Adaptive Behavior Skills Assessment
 - Individual/group administered achievement tests
 - District-wide alternate assessments
 - English language proficiency assessment (if applicable)
 - Data from scientific research-based interventions
 - Progress monitoring data
 - Results of informal assessments
 - Teacher collected data and checklists
 - Examples of curriculum, instructional materials, and work samples from community-based instruction
 - Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and Transition Plan

