



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

JAN 31 2019

The Honorable Wayne D. Lewis, Jr.
Commissioner of Education
Kentucky Department of Education
300 Sower Boulevard
Frankfort, KY 40601

Dear Commissioner Lewis:

I am writing in response to the Kentucky Department of Education's (KDE) request on August 7, 2018, and the State's addendum to the request on November 1 and 6, 2018, for an extension of the State's 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. KDE requested this waiver because, based on State data for the 2017-2018 school year, KDE 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.

After reviewing KDE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2018-2019, a one-year extension of the State's 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 reading/language arts, mathematics and science. KDE demonstrated substantial progress in carrying out the plan that was submitted when the State initially requested this waiver a year ago.

As part of this waiver, KDE 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

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

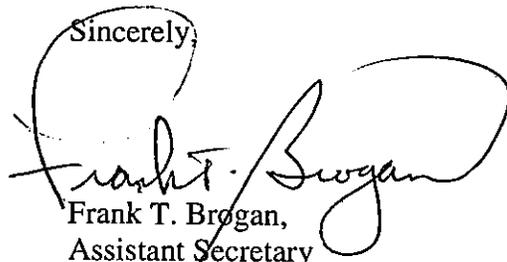
- Will submit its analysis of disproportionality data for the 2017-2018 school year to the Department once those data are available.
- Will implement, consistent with the plan submitted in KDE's waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

I note that Kentucky made progress in reducing the percentage of students taking an AA-AAAS in mathematics but not in reading/language arts or science. I am granting this extension despite the fact that Kentucky has yet to demonstrate progress in reducing the percentage of students taking an AA-AAAS in each subject. Given the significant work underway, I expect to see the results of these efforts in the 2018-2019 school year and beyond. Beginning next year, any request for an extension of this waiver will be contingent on both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS.

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.Kentucky@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: Gretta Hylton, Director, Division of Learning Services, Office of Teaching and Learning

Matthew G. Bevin
Governor



Derrick Ramsey, Secretary
Education and Workforce
Development Cabinet

Wayne D. Lewis, Ph.D.
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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August 7, 2018

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Mr. Curtis J. Kinnard, Ed.D
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Dear Ms. Bentley-Memon and Mr. Kinnard:

The *Every Student Succeeds Act* (ESSA) amended a provision of Title I of the Elementary and Secondary Education Act of 1965 related to students participating in alternate assessments of each State Education Agency's (SEA's) statewide assessment. The ESSA requires SEAs to submit waiver requests to the United States Department of Education in the event they have more than 1% of their students participating in the alternate assessment. Kentucky was granted a waiver for school year 2017-18 for all subject areas. *Attachment 1* includes the approval letter Kentucky received from the U.S. Department of Education.

The Kentucky Department of Education (KDE) has conducted an extensive review of data from Kentucky's statewide assessment – the Kentucky Performance Rating for Educational Progress (K-PREP) – for school year 2016-17. The purpose of this review was to determine the participation rates of students taking the alternate assessments aligned with alternate academic achievement standards (AA-AAAS). *Attachment 2* includes participation of Kentucky students in statewide assessments, including participation in AA-AAAS.

The participation rates revealed that just over 1% of Kentucky students participated in each of the content areas included of the AA-AAAS in 2016-2017. Based on the data, the state anticipates exceeding the 1% threshold set forth in the ESSA for the 2018-2019 school year. Table 1 below displays participation rates by subject for the 2016-17 AA-AAAS. These data are also publicly available on the [Kentucky School Report Card](#). Because Kentucky’s state assessment window for the AA-AAAS begins in November, 2018 and due to the requirement that states submit a waiver at least 90 days prior to the assessment window, there was insufficient time to analyze participation data for the 2017-18 assessment. When the 2017-18 data are available, the KDE will review, analyze and submit the results of this analysis to the U.S. Department of Education.

Table 1: 2016-2017 Alternate Assessment Participation by Content

Content	Number Participating in Alternate Assessment	Number Participating in Statewide Assessment	Percent Participating in Alternate Assessment
Reading (Elem/Mid)	3,528	305,340	1.16
Math (Elem/Mid)	3,528	305,340	1.16
Writing (Elem/Mid/High)	1,870	147,638	1.27
Language Mechanics (Elem/Mid)	1,132	102,311	1.11
Social Studies (Elem/Mid)	1,297	100,937	1.28
Science¹ (Elem/Mid)	1,162	0	N/A
English II (High)	621	50,213	1.24
Algebra II (High)	677	47,893	1.41
Biology (High)	573	49,050	1.17
U.S. History (High)	512	47,178	1.09

Pursuant to 34 C.F.R. §200.6(c)(4), the KDE is seeking an extend its waiver for all subject areas for the 2018-19 school year from the Secretary for the United States Department of Education.

¹ Due to revised science standards and science field tests being conducted, Kentucky did not generate student scores for the statewide assessment in the area of science, in 2016-2017; however, science was assessed on the AA-AAAS.

Submission of the KDE waiver request comes 90 days prior to the start of the first testing window.

The KDE sought public comment for an extension of the 1% waiver. The KDE issued a news release on July 19, 2018. It was posted on KDE's website, shared on listservs for district assessment coordinators and directors of special education, and disseminated via e-mail to other advisory groups and stakeholders. The public comment posting followed the KDE protocol and was open for two weeks. During the public comment period, the KDE received one written comment.

Documents related to the public comment period are included in the following attachments:

- Attachment 3: includes KDE's news release of the public notice and comment period.*
- Attachment 4: includes the public notice of waiver request posted for public comment.*
- Attachment 5: includes the e-mails shared with various stakeholders soliciting feedback.*
- Attachment 6: includes the public comment received by the KDE.*
- Attachment 7: includes the KDE's response to the public comment.*

Kentucky followed federal participation requirements for assessment of students enrolled in public K-12 schools to be assessed with accommodations, without accommodations, or with an AA-AAAS. The only exception to participation for *any* student is to receive a medical or extraordinary circumstances non-participation waiver. To date, Kentucky has met or exceeded the federal guidelines set at 95% participation for all students, including students with disabilities in the K-PREP assessment.

Following administration of the 2016-17 K-PREP, local district data was reviewed and analyzed. There were 170 out of 173 districts that assessed more than 1% of their students using an AA-AAAS in one or more subjects during the 2016-17 school year.

To assist local districts with ensuring all students are appropriately assessed, the KDE, in partnership with its Alternate Assessment and Diploma Advisory Group (AADAG), revised the *Kentucky Alternate Assessment Participation Guidelines* to:

- promote a consistent standard for districts to use when determining a student's individual assessment needs;
- collect individual student data for monitoring appropriate documentation that a student has a significant cognitive disability; and
- ensure students are being assessed using the appropriate method to demonstrate knowledge.

Following the release of the *Alternate Assessment Participation Guidelines*, the KDE received feedback from local districts requesting technical instructions for completing the *Guidelines*, which were located in the Kentucky Student Information System (KSIS). In response to the requests, the KDE provided a statewide, web-based training that included Frequently Asked Questions. The training is included in Attachment 8.

As a means of continued support and guidance, the KDE developed multiple resources for local districts. These resources have been disseminated and trained statewide.

- Attachment 9: includes the revised *Participation Guidelines for the Alternate Assessment*.
- Attachment 10: includes the state's definition of students with the most significant cognitive disabilities.
- Attachment 11: includes *Guidance for Admission and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment 2018*
- Attachment 12: includes an updated *Parent Guide to the Alternate K-PREP*.

Further, the KDE required written assurances from local districts that each local Individual Education Program (IEP) team, known in Kentucky as the Admissions and Release Committee (ARC), is following the *Alternate Assessment Participation Guidelines* when making assessment participation decisions. The request for written assurances is included in *Attachment 13*.

Districts that assessed more than 1% of their students using AA-AAAS during the 2016-2017 school year were also required to submit a justification survey to the KDE by December 15, 2017. The justification survey was designed to lead districts through a root cause analysis for determining why more than 1% of the student body was assessed with the AA-AAAS. Results from the justification survey can be found in Attachment 14 and are publicly available on the [Public Reporting of IDEA B Data](#) of the KDE website.

Diving deeper into the data, the KDE examined statewide data by subgroup and content area for the 2016-2017 school year. The highest rate of disproportionality was found to be in the content areas of reading and math among those students eligible for free or reduced lunch. The disproportionality data is included in *Attachment 15*.

The KDE determined whether subgroups had disproportionate participation in the AA-AAAS by using a risk ratio analysis. The risk ratio method is the same analysis used by the KDE in determining disproportionate representation for Indicators 9 and 10 in its Annual Performance Report. Due to the high level of disproportionality among the free and reduced lunch subgroup, the KDE focused on this subgroup in the content areas of reading and math with the intention of scaling up as capacity is built. Research regarding implementation science supports starting small in order to develop the systems and infrastructure that are necessary for successful implementation, sustainability, and scale-up. Moving forward, the KDE will develop a scale-up plan to include additional subgroups.

The KDE will address disproportionality in the percentage of students taking an AA-AAAS through a continuous improvement model which analyzes statewide and district level data. The KDE in collaboration with the AADAG will address disproportionality in subgroups taking the AA-AAAS through multiple activities including:

- calculation and analysis of subgroup participation rates in each content area
- identification of subgroup overrepresentation in the AA-AAAS participation

- technical assistance on the *Kentucky Alternate Assessment Participation Guidelines* to districts and schools with identified disproportionality
- maintenance of AA-AAAS online resources including the *Criteria for Determining Alternate Assessment Participation*; (guidelines, guidance document, parent guide), description of and examples from the alternate assessment and the AA-AAAS Administration Guides and trainings
- support and guidance for the use of participation guidelines for the alternate assessment
- comparison of data to determine additional training and support needed

The KDE developed and implemented a targeted monitoring process that focused on disproportionality. Districts with the highest disproportionality in alternate assessment participation among students eligible for a free or reduced lunch were targeted for monitoring.

The KDE selected ten districts identified as:

- assessing more than 1% of students using AA-AAAS; and
- having the highest rate of disproportionality among the free and reduced lunch subgroup based on Kentucky's risk ratio.

Monitoring activities included:

- A random selection of 10 alternate assessment participant student files to review the Kentucky Alternate Assessment Participation Guidelines.
 - If the district had ten or fewer students in the alternate assessment, the KDE reviewed all participants.
 - If the district had greater than ten students participating, the KDE randomly selected 10 student files to review.
- Review of the use of the Kentucky Alternate Assessment Participation Guidelines using the Participation Guidelines for the Kentucky Alternate Assessment Review Document.
- Feedback provided to districts on the use of the Kentucky Alternate Assessment Participation Guidelines and appropriate documentation completed by the ARCs.

Monitoring activities were also conducted to collect baseline data and inform training needs. The KDE monitored the implementation of *Kentucky Alternate Assessment Participation Guidelines* through the *Alternate Assessment Participation Guidelines Record Review*. The *Alternate Assessment Participation Guidelines Record Review* is included in *Attachment 16*. From January 2018 through March 2018, the KDE monitoring team conducted on-site visits and interviews to ensure districts utilized the updated *Kentucky Alternate Assessment Participation Guidelines* and other guidance documents to make informed, appropriate decisions for students who participated in AA-AAAS. The process included an analysis of data to identify five districts with the highest participation rates. The following activities occurred:

- Implementation of the *Kentucky Alternate Assessment Participation Guidelines* was reviewed.
- *Participation Guidelines Record Review* document was used as a guide to:
 - determine the appropriate use of the new *Kentucky Alternate Assessment*

Participation Guidelines participation guidelines;

- identify specific areas where training and coaching are still needed; and
- establish baseline data.
- Interviews with local Directors of Special Education (DoSE) were conducted to obtain:
 - feedback on the district’s use of the previous participation guidelines;
 - root causes for high participation in the alternate assessment;
 - suggestions for specific training and support still needed; and
 - feedback on the state’s implemented universal training plan and training modules.

The KDE, in collaboration with its AADAG and regional special education cooperatives, developed a plan for extensive statewide training, coaching, and support. This training plan is known as the Participation for Alternate Assessment (P4AA) Project. An outline of the training plan is included as *Attachment 17*.

A series of five universal training modules were required for all ARC members:

- Module 1: The Kentucky Alternate Assessment Waiver
- Module 2: Completing the Participation Guidelines
- Module 3: Preparing for an ARC – Participation Guidelines
- Module 4: Completing the Learner Characteristics Inventory
- Module 5: Understand Your LEAs Alternate Assessment Population

The purpose of these training modules was to implement the requirements set forth in the ESSA and support districts in the implementation of the *Kentucky Alternate Assessment Participation Guidelines*.

As indicated in *Table 3*, 10,160 modules have been completed.

Table 3: Module Completion Overview

Completers	Module 1	Module 2	Module 3	Module 4	Module 5
As of August 6, 2018	830	2,293	3,352	3,311	374

In addition, the KDE in collaboration with low incidence consultants (coaches) at the special education regional cooperatives, provided additional coaching through tele-conferencing. The target audience was ARC members who provide services to students participating in the AA-AAAS.

The P4 Project coupled with this additional coaching is resulting in the KDE, regional special education cooperatives and local districts working together with a common focus of ensuring all students are provided appropriate assessments.

To inform and engage parents in conversations and decisions about alternate assessment participation, the KDE posted all alternate assessment participation information on its website and shared the information with parent advocacy groups across the Commonwealth. In service of

this engagement initiative, the group updated the [Parent Guide to Alternate K-PREP](#) (including a Spanish version), complete with descriptions of the assessments, terminology, and frequently asked questions.

For the 2018-2019 school year, the KDE will continue to provide statewide universal training and support for local school districts. The KDE will work with the AADAG through a continuous improvement model to develop the process further using both qualitative and quantitative data. The KDE will engage and inform stakeholders through improved parent resources and public reporting of both statewide AA-AAAS data and district justification responses.

The KDE expects these efforts will reduce the percentage of students participating in the AA-AAAS and make progress toward meeting the 1% statewide goal set by ESSA.

Please contact Gretta Hylton at Gretta.Hylton@education.ky.gov or via phone at (502) 564-4970 to discuss the content of this request to extend Kentucky's participation waiver or to get any questions addressed. We look forward to working with the U.S. Department of Education staff to achieve a positive response to the request.

Sincerely,

(b)(6)

Wayne D. Lewis, Jr., PhD
Interim Commissioner of Education
Kentucky Department of Education

Pursuant to the memo released on August 27, 2018 on the subject of “*Additional Information Regarding the Requirements to Request a Waiver from the One Percent Cap on the Percentage of Students Who May Be Assessed with an Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS)*” the Kentucky Department of Education (KDE) is submitting an addendum to the original waiver extension request submitted on August 7, 2018.

Because KDE had already submitted a request to extend the waiver for all subject areas for the 2018-2019 school year prior to the release of the memo, this addendum is intended to provide clarification to specific components in the memo as well as provide updated data.

- How the State will **improve the implementation of its guidelines for participation in the AA-AAAS** including by reviewing and, if necessary, revising its definition of students with the most significant cognitive disabilities (see 34 CFR 200.6(d)(1)), so that the State meets the 1.0 percent cap in each subject for which assessments are administered in future school years;

Kentucky developed the Alternate Assessment and Diploma Advisory Group (AADAG) who focused on data analysis, training development, and guidance to reduce the percentage of students participating in the alternate assessment. For more information on the state steps to improve the implementation of its guidelines, please see page 3 of the August 7, 2018 waiver request.

Additionally, Kentucky has two assessment windows for students participating in the alternate assessment. Therefore, the changes and universal training plan did not begin until mid-school year 2017-2018. Kentucky anticipates change in reducing the percent of students participating in the alternate assessment in the 2018-2019 data once a full year of implementation has occurred.

Meeting agendas for the AADAG are included in *Attachment 1*.

- Data from the **current or previous school year**^[4] to show the number **and** percentage of students **overall and from each subgroup of students** who will take or took the AA-AAAS with respect to each subject for which the State seeks a waiver;

The 2017-2018 final public release data is set for December, 2018. The KDE will submit the final analysis of results to the U.S. Department of Education at that time.

Since the release of the preliminary data from Kentucky's statewide assessment, the Kentucky Performance Rating for Education Progress (K-PREP) for school year 2017-18, the KDE has determined the participation rates of students taking the AA-AAAS was just over 1.0 percent in each of the subject areas. Based on these preliminary data, the state anticipates exceeding the 1.0 percent threshold set forth in ESSA for the 2018-2019 school year. **Table 1** displays participation rates by subject area for the 2017-2018 AA-AAAS. The preliminary data are located on the KDE Open House webpage for publicly available education data. The data will not be available on the Kentucky School Report Card until the final public release in December.

^[4] A State applying for a waiver for the 2018-2019 school year could submit data from either 2018-2019 (current school year) or 2017-2018 (previous school year).

Table 1: 2017-2018 Alternate Assessment Participation by Subject

SUBJECT 2017-18	NUMBER PARTICIPATING IN ALTERNATE ASSESSMENT	NUMBER PARTICIPATING IN STATEWIDE ASSESSMENT	PERCENT PARTICIPATING IN ALTERNATE ASSESSMENT
Reading (elem/middle)	3,579	308,172	1.16 %
Math (elem/middle)	3,579	308,172	1.16 %
Writing (elem, middle, high)	1,915	150,284	1.27 %
Social Studies (elem/middle)	1,262	102,975	1.23 %
Science (elem/middle)	1,112	102,608	1.08 %
Reading (high)	634	48,005	1.32 %
Math (high)	611	47,972	1.27 %
Science (high)	653	48,033	1.36 %
Social Studies (high)*	N/A	N/A	N/A

* U.S. History and Social Studies were not assessed in high school for the 2017-2018 school year due to the social studies initial standards revision process being conducted and no high school field test available.

The KDE compared and analyzed a variety of sources to measure progress made in both the data and waiver plan. **Table 2** demonstrates the year-to-year change in percent of students participating in the AA-AAAS.

Table 2: Comparison of SY 2016-17 and SY 2017-18 Alternate Assessment Participation by Subject

SUBJECT	SY 2016-17 PERCENT PARTICIPATING IN ALTERNATE ASSESSMENT	SY 2017-18 PERCENT PARTICIPATING IN ALTERNATE ASSESSMENT	PERCENT CHANGE
Reading (elem/middle)	1.16%	1.16%	0.00%
Math (elem/middle)	1.16%	1.16%	0.00%
Writing	1.27%	1.27%	0.00%

KENTUCKY'S 1% CAP WAIVER REQUEST ADDENDUM

SUBJECT	SY 2016-17 PERCENT PARTICIPATING IN ALTERNATE ASSESSMENT	SY 2017-18 PERCENT PARTICIPATING IN ALTERNATE ASSESSMENT	PERCENT CHANGE
(elem,middle, high)			
Social Studies (elem/middle)	1.28%	1.23%	-0.05%
Science (elem/middle)	N/A	1.08%	N/A
English II/ELA (high)	1.24%	1.32%	+0.08%
Algebra II/Math (high)	1.41%	1.27%	-0.14%
Biology/Science (high)	1.17%	1.36%	+0.19%
U.S. History/Social Studies (high)**	1.09%	N/A	N/A

** Due to no administration in 2017-2018 as stated in Table 1, a percentage change cannot be calculated.

The KDE preliminary data analysis of participation by subject area revealed the percent of students participating in the AA-AAAS decreased in social studies at the elementary and middle school level and decreased in math at the high school level.

In order to see substantial progress in reducing the number and percent of students participating in the alternate assessment, at least a full year of implementing the new participation guidelines and training will be needed. This is due to the timeline of the two Kentucky alternate assessment testing windows. Since Kentucky starts alternate assessment testing in November of the school year, alternate assessment participation decisions made by each Individual Education Program (IEP) team, known in Kentucky as the Admissions and Release Committees (ARC) had been made prior to the new participation guidelines being released. Kentucky anticipates a reduction in alternate assessment participation after full implementation of the guidelines occurs at the local level.

Although the participation by subject area does not demonstrate a significant reduction in the percentage of students tested using the AA-AAAS, the KDE analysis of data has found a reduction in both overall statewide percent of student participation in the AA-AAAS and in eligibility determinations for the AA-AAAS. **Table 3** demonstrates the reduction in the overall statewide percent of students participating in alternate assessment by 0.08%. **Table 4** below demonstrates a reduction in overall statewide percentage of students eligible for the alternate assessment.

Table 3: Overall Statewide Participation (not by subject) (2017-2018 preliminary data on School Report Card)

School Year	Number of Students Participating in Alternate Assessment	Number of Students Participating in Statewide General Assessments	Percent of Students Participating in Alternate Assessment
2017-2018	5,477	496,074	 1.10%
2016-2017	5,911	499,674	1.18%

Table 4: Overall statewide percentage of students eligible to participate in the alternate assessment

School Year	Number of Students Eligible to Participate in the Alternate Assessment	Number of Students (all)	Percentage of Students Eligible to Participate in the Alternate Assessment
2017-2018	6,242	648,369	 0.96%
2016-2017	6,380	656,588	0.97%

Additionally, the KDE reported 170 of the 173 districts in Kentucky assessed more than 1.0 percent of their students using an AA-AAAS in one or more subjects during the 2016-2017 school year. The 2017-2018 preliminary data indicate a reduction of 26 districts or 144 out of 173 districts assessing more than 1.0 percent of their students using an AA-AAAS in one or more subjects. The KDE anticipates the reduction in districts to continue with full implementation of the new participation guidelines and additional training.

- Data from the current or previous school year^[4] show the number and percentage of students overall and from each subgroup of students, who will take or took the AA-AAAS with respect to each subject for which the State seeks a waiver;

On September, 26, 2018, the KDE publicly reported preliminary assessment data for the school year 2017-2018. However, per state regulation 703 KAR 5:240 Section 7 (*Attachment 2*), districts have 10 days after the official release to request adjustments to or appeal their data. The KDE requires time to review the requested appeals and adjustments in order to validate the data for a final public release.

Until these data are finalized, the KDE has included as *Attachment 3*, the 2017-2018 preliminary number and percentage of students overall and from each subgroup of students who took the AA-AAAS in 2017-2018 by subject area.

The KDE has also updated the data for 2016-2017 (*Attachment 2* in the August 7, 2018 waiver) to include the number and percentage of students overall and from each subgroup of students who took the AA-AAAS in 2016-2017 by subject area. The updated data is in *Attachment 4*.

- 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 (note: include data separately for each requested subject

– reading/language arts (R/LA), mathematics and/or science). This percentage must include all students assessed with the general assessment and the AA-AAAS for each applicable subject;

Table 5 demonstrates the state has assessed the achievement of at least 95 percent of all students and 95 percent of students with disabilities (SWD). See page 3 of the of the August 7, 2018 waiver for more information.

Table 5: 2017-2018 (preliminary) Overall Statewide Assessed by Subject

Subject	Enrolled	Assessed	Percent Tested
Reading/Language Arts (RLA) - All Students Total Grades 3 - 8 and High School (HS)	356,177	354,177	99.44%
Reading/Language Arts - Students with Disabilities (SWD) Total Grades 3 - 8 and HS	47,039	46,563	98.99%
Math - All Students Total Grades 3 - 8 and HS	356,144	354,147	99.44%
Math - SWD Total Grades 3 - 8 and HS	47,014	46,542	99.00%
Writing - All Students Total Grades 3 - 8 and HS	150,284	149,026	99.16%
Writing - SWD Total Grades 3 - 8 and HS	17,932	17,683	98.61%
Social Studies - All Students Total Grades 3 - 8 and HS	102,975	102,395	99.44%
Social Studies - SWD Total Grades 3 - 8 and HS	13,335	13,178	98.82%
Science - All Students Total Grades 3 - 8 and HS	150,641	149,741	99.40%
Science - SWD Total Grades 3 - 8 and HS	18,839	18,637	98.93%
Reading/Language Arts (RLA) - All Students Total Grades 3 - 8 and High School (HS)	356,177	354,177	99.44%

- How the State 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 ARC or other placement team understand and implement the guidelines established by the State for participation in an AA-AAAS so that all students are appropriately assessed; and

To meet the 90 day submission requirement, the Kentucky request to extend the waiver was submitted on August 7, 2018; which is several months before the final 2017-2018 district level data would be available. This early submission required Kentucky to acquire Local

Educational Agency (LEA) assurances without current data. In an attempt to meet the waiver requirements the KDE focused on districts that anticipated exceeding 1.0 percent. To identify those districts a comparison of the percent of students participating in the alternate assessment for 2016-2017 school year data and the current percent of students eligible to participate in the alternate assessment were analyzed. On July 23, 2018 the KDE requested assurances from all 170 districts identified based on these data. The district assurances included verification that the ARC is following the updated *Kentucky Alternate Assessment Participation Guidelines* when making assessment participation decisions for students, ARC chairpersons have completed the required alternate assessment participation training modules and the district will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

As of October 1, 2018, the KDE released preliminary assessment data for the 2017-2018 school year and only 144 districts actually assessed more than 1.0 percent of students with an AA-AAAS in one or more subjects. With the release of the 2017-2018 data, districts who assessed more than 1.0 percent of its assessed students in any subject will be sent data along with instructions on completing the justification process.

Districts who assessed more than 1.0 percent of their students using AA-AAAS during the 2017-2018 school year are required to submit a justification survey to the KDE. The KDE, in partnership with the Alternate Assessment and Diploma Advisory Group (AADAG), is currently developing an updated justification survey for the 2018-2019 school year. See *Attachment 5* for the justification survey draft. This survey will help districts understand and justify why more than 1.0 percent of their students were assessed with an AA-AAAS. It will also require districts to validate their ARC members have been provided sufficient training and are effectively implementing the *Participation Guidelines* to ensure all students are appropriately assessed. The new justification survey will inform the KDE of future training, monitoring and coaching opportunities needed. The KDE will make the justifications for the 2018-2019 school year publicly available on the IDEA Reporting page of the KDE website.

The KDE and the AADAG developed, trained and implemented a targeted monitoring process, described on page 6 of the August 7, 2018 Kentucky waiver request. Based on the previous monitoring results, the KDE has updated the *Participation Guidelines for the Kentucky Alternate Assessment Review Document*. The results indicated student-specific issues that the district should address through the ARC process and the need for further training on implementation of the *Participation Guidelines*. The KDE in collaboration with the regional education cooperatives will provide additional training specific to the needs of each district and region based on the findings.

Based on feedback from a Director of Special Education survey, universal training module survey and from the regional education cooperatives, the AADAG have made several revisions to the waiver plan and timeline. The group has completed additional guidance and revisions including:

- *Attachment 6*: additions made to the universal training modules
- *Attachment 7*: state's definition of an English Learner student with the most significant cognitive disability

- *Attachment 8: updated Guidance for ARCs on Participation Decision for the Kentucky Alternate Assessment 2018-2019 draft*
- How the State will **address any disproportionality** in the percentage of students taking an AA-AAAS as identified through the data provided.^[7]

The KDE implemented a targeted monitoring process to address disproportionality in the percentage of students taking an AA-AAAS in 2016-2017, described on page 4 of the August 7, 2018 Kentucky waiver request.

Once the 2017-2018 final public data release is available in December 2018, the KDE will calculate and analyze the statewide level of disproportionality of students participating in the alternate assessment by subgroup and subject area for the 2017-2018 school year to identify the subgroups with overwhelming disproportionality.

Previous school year data indicated that the subgroup with overwhelming disproportionality are those eligible for free or reduced price meal in the subject areas of reading and math. Due to the high level of disproportionality among this subgroup in 2016-2017 data, the KDE focused on reviewing and monitoring this subgroup in the subject areas of reading and math. To increase awareness and identify training needs, the monitoring results are being disseminated to districts and the regional education cooperatives. The KDE will use 2017-2018 data to continue to address disproportionality, by subgroup, in the percentage of students taking an AA-AAAS through statewide data analysis, district level data analysis and the targeted monitoring process described on page 4 of the August 7, 2018 waiver. More information on this process is on page 4 of the August 7, 2018 Kentucky waiver request.

^[7] 34 CFR 200.6(c)(4)(iv)



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

CCT 27 2017

The Honorable Stephen L. Pruitt
Commissioner of Education
Kentucky Department of Education
300 Sower Boulevard
Frankfort, KY 40601

Dear Commissioner Pruitt:

I am writing in response to Kentucky's request on August 7, 2017, 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. Kentucky requested this waiver because, based on State data for the 2015-2016 school year, the Kentucky Department of Education has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2017-2018 school year.

After reviewing Kentucky's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, the following waiver for school year (SY) 2017–2018:

- 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 a subject.

As part of this waiver, Kentucky assured that the State educational agency (SEA):

- 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 SY (2016-2017) 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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design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

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

In addition, approval of this waiver is conditioned on Kentucky submitting data on the number and percentage of students in each subgroup that took an AA-AAAS in SY 2016-2017 by October 30, 2017.

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 Millie Bentley-Memon of my staff at: OSS.Kentucky@ed.gov.

Sincerely,

(b)(6)

Jason Botel
Acting Assistant Secretary

cc: Gretta Hylton, Director, Division of Learning Services, Kentucky Department of Education
Rhonda Sims, Director, Office of Assessment & Accountability, Kentucky Department of Education

Participation of Kentucky Students in Statewide Assessment
By Sub-Group

				Participation in Statewide Assessment by Sub-Group																
Content Area	Grade Span	Tested Students (General)	Tested Students (Alternate)	Students with Disabilities	White	African American	Hispanic	Asian	American Indian or Alaska Native	Pacific Islander	Two or More Races	Free/Reduced Lunch	English Learner	Migrant	Homeless	Male	Female			
Reading	Elementary	155,661	1,728	22,849	118,721	16,082	11,174	2,550	(b)(6)									5,105	79,696	75,952
	Middle	149,679	1,800	17,849	117,260	15,632	8,884	2,617	(b)(6)		4,926	90,888	2,963	(b)(6)		4,056	76,624	73,051		
Mathematics	Elementary	155,661	1,728	22,849	118,721	16,082	11,174	2,550	(b)(6)	(b)(6)	6,708	100,137	5,457					5,105	79,696	75,952
	Middle	149,679	1,800	17,849	117,260	15,632	8,884	2,617			4,926	90,888	2,963					4,056	76,624	73,051
Writing	Elementary	51,107	641	7,009	39,309	5,172	3,558	(b)(6)			2,061	32,262	1,224					1,579	26,351	24,753
	Middle	49,830	656	5,708	39,178	5,354	2,853				1,469	29,847	1,004					1,290	25,527	24,302
	High	46,701	573	4,328	37,612	4,919	2,146				(b)(6)	24,863	721		(b)(6)			(b)(6)	23,686	23,014
Language Mechanics	Elementary	52,401	575	7,701	39,881	5,451	3,739				2,347	33,816	1,648					1,726	26,705	25,692
	Middle	49,910	557	6,191	38,771	5,172	3,136				1,845	30,827	990					1,433	25,549	24,360
	High																			
Science	Elementary		575																	
	Middle		587																	
Social Studies	Elementary	51,107	641	7,009	39,309	5,172	3,558	874	(b)(6)	(b)(6)	2,061	32,262	1,224	(b)(6)				1,579	26,351	24,753
	Middle	49,830	656	5,708	39,178	5,354	2,853	(b)(6)			1,469	29,847	1,004					1,290	25,527	24,302
English II	High	50,213	621	5,083	39,989	5,259	2,713				1,276	28,131	1,156					1,116	25,754	24,451
Algebra II	High	47,893	677	4,444	38,437	5,095	2,263				1,152	25,768	712					979	24,444	23,441
Biology	High	49,050	573	4,758	39,323	5,033	2,449				(b)(6)	27,099	883		(b)(6)			(b)(6)	24,938	24,105
US History	High	47,178	512	4,377	37,791	5,068	2,239					25,272	(b)(6)					971	23,973	23,195

Participation of Kentucky Students in Statewide Assessment
Alternate Assessment: Aligned with Alternate Academic Achievement Standards
By Sub-Group

				Participation in Alternate Assessment Aligned with Alternate Academic Achievement Standards by Sub-Group												
Content Area	Grade Span	Tested Students (General)	Tested Students (Alternate)	White	African American	Hispanic	Asian	American Indian or Alaska Native	Pacific Islander	Two or More Races	Free/Reduced Lunch	English Learner	Migrant	Homeless	Male	Female
Reading	Elementary	155,661	1,728	1,313	212	100	27	(b)(6)	(b)(6)	65	1,447	80	(b)(6)	77	1,167	558
	Middle	149,679	1,800	1,445	202	81	22			48	1,479	70		65	1,207	592
Mathematics	Elementary	155,661	1,728	1,313	212	100	27			65	1,447	80		77	1,167	558
	Middle	149,679	1,800	1,445	202	81	22			48	1,479	70		65	1,207	592
Writing	Elementary	51,107	641	493	75	33	13			21	542	33		25	417	222
	Middle	49,830	656	530	73	31	(b)(6)			14	519	22		18	450	205
	High	46,701	573	469	75	15				(b)(6)	436	13	(b)(6)	369	204	
Language Mechanics	Elementary	52,401	575	438	62	38				27	477	20		31	389	185
	Middle	49,910	557	446	63	21				23	478	25		19	369	188
	High															
Science	Elementary		575	438	62	38				27	477	20		31	389	185
	Middle		587	469	66	29				11	482	23		28	388	199
Social Studies	Elementary	51,107	641	493	75	33			(b)(6)	21	542	33		25	417	222
	Middle	49,830	656	530	73	31				14	519	22		18	450	205
English II	High	50,213	621	499	73	26				18	492	20		21	404	216
Algebra II	High	47,893	677	547	79	23				19	527	19		19	438	238
Biology	High	49,050	573	469	75	15				(b)(6)	436	13	(b)(6)	369	204	
US History	High	47,178	512	422	66	14					355	(b)(6)		18	323	189



KENTUCKY DEPARTMENT OF EDUCATION

NEWS RELEASE

Number 18-104

July 19, 2018

MEDIA CONTACT: Rebecca Blessing

Office: (502) 564-2000, ext. 4604 | E-mail: rebecca.blessing@education.ky.gov

INPUT SOUGHT ON PROPOSED WAIVER TO LAW THAT LIMITS ALTERNATE ASSESSMENTS

(FRANKFORT, Ky.) – The Kentucky Department of Education is seeking public comment on a request to extend its waiver on the number of students who can be tested using an alternate assessment on annual statewide Kentucky Performance Rating for Educational Progress (K-PREP) tests.

Kentucky requires all students enrolled in a public K-12 school to be assessed – either with accommodations, without accommodations or with an alternate assessment. The only exception is for a student who receives a medical or extraordinary circumstances nonparticipation waiver.

Kentucky follows the federal participation requirement and, to date, has met or exceeded the 95 percent participation rate as reported in the School Report Card.

Federal regulation states no more than 1 percent of the total number of students participating in a statewide assessment such as K-PREP may take the alternate assessment in each subject area tested. The most recent data from the 2016-2017 school year shows that slightly more than 1 percent of Kentucky's students took alternate assessments.

According to [34 C.F.R. §200.6\(c\)\(4\)](#), "If a State anticipates that it will exceed the cap under paragraph (c)(2) of this section with respect to any subject for which assessments are administered under [§ 200.2\(a\)\(1\)](#) in any school year, the State may request that the Secretary [of Education] waive the cap for the relevant subject, pursuant to section 8401 of the Act, for one year."

The KDE plans to submit the waiver request to the U.S. Department of Education in the areas of reading, mathematics, writing, language mechanics, social studies, English II, Algebra II, Biology and U.S. History.

The department will continue to gather data on the characteristics of students participating in the alternate assessment to determine whether students who do not have significant cognitive disabilities are participating.

The KDE will continue to monitor alternate assessment data and request justification from districts that exceed 1 percent participation in any subject. The department will address any disproportionality in the percentage of students taking the alternate assessment.

As a result of the 2017-2018 waiver, the KDE, regional special education cooperatives, and school districts have worked rigorously in collaboration to develop and implement guidance and training to ensure only the students with the most significant cognitive disabilities are participating in the alternate assessment. The substantial progress made is cited in the

(more)

Page 2 – Alternate Assessment Waiver

proposed waiver for alternate assessment participation the KDE will submit to the U.S. Department of Education.

The [proposed waiver](#) is available on the Kentucky Department of Education website.

Any individual or organization may submit written comments on the proposed waiver under 34 C.F.R. §200.6(c)(4).

Written comments will be accepted through August 2.

Send written comments on the proposed waiver to [Veronica Sullivan](#), Assistant Director, Division of Learning Services, Office of Teaching and Learning, Kentucky Department of Education, 300 Sower Boulevard, Fifth Floor, Sower Building, Frankfort, KY 40601. Sullivan also may be reached by telephone at (502) 564-4970, or by fax at (502) 564-4124.

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KENTUCKY DEPARTMENT OF EDUCATION
PUBLIC NOTICE AND COMMENT PERIOD
WAIVER REQUEST PURSUANT TO 34 C.F.R. §200.6(c)(4)
JULY 19, 2018

Pursuant to 34 C.F.R. §200.6(c)(4), the Kentucky Department of Education (KDE) will seek to extend a waiver for the 2018-2019 school year from the Secretary for the United States Department of Education. The regulation in question, found at 34 C.F.R. 200.6(c)(2), requires State Education Agencies such as the KDE to limit the total number of students assessed in a subject area using an alternate assessment. The limit on the percentage of students assessed by the alternate assessment is set by the federal regulation, stating the total number of students assessed with the alternate assessment per subject area shall not exceed 1.0 percent.

Specifically, 34 C.F.R. 200.6(c)(2) provides:

For each subject for which assessments are administered under § 200.2(a)(1), the total number of students assessed in that subject using an alternate assessment with alternate academic achievement standards under paragraph (c)(1) of this section may not exceed 1.0 percent of the total number of students in the State who are assessed in that subject.

NOTICE OF PUBLIC COMMENT PERIOD: Any individual or organization may submit written comments on the proposed waiver pursuant to 34 C.F.R. §200.6(c)(4). Written comments shall be accepted through August 2, 2018.

You may send written comments on the proposed waiver to: Veronica Sullivan, Assistant Director, Division of Learning Services, Office of Teaching and Learning, Kentucky Department of Education, 300 Sower Boulevard, Fifth Floor, Sower Building, Frankfort, KY 40601. Mrs. Sullivan may be reached by telephone at 502-564-4970, by fax at 502-564-4124 or through email at Veronica.Sullivan@education.ky.gov.

The requirements for a State Education Agency to seek a waiver are set forth at 34 C.F.R. §200.6(c)(4) and are reproduced below. The KDE is requesting to extend a waiver previously granted by the United States Department of Education in response to the requirements set forth at 34 C.F.R. §200.6(c)(4) because its most recent data (2016-2017) on the percentage of students taking Kentucky's alternate assessments in all subject areas stands at over 1.0 percent (*see Table 1*).

The waiver requirements are in bold lettering below.

If a State anticipates that it will exceed the cap under paragraph (c)(2) of this section with respect to any subject for which assessments are administered under § 200.2(a)(1) in any school year, the State may request that the Secretary waive the cap for the relevant subject, pursuant to section 8401 of the Act, for one year. Such request must—

- (i) Be submitted at least 90 days prior to the start of the State's testing window for the relevant subject;***

The KDE is requesting from the Secretary for the United States Department of Education an extension of the waiver of the 1.0 percent cap in ESEA section 1111(b)(2)(D)(i)(I) on the number of students who participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS). Kentucky has two testing windows for the

AA-AAAS. The first testing window for all subject areas begins November 5, 2018. Submission of this waiver request comes 90 days prior to the start of the first testing window.

- (ii) *Provide State-level data, from the current or previous school year, to show—*
 (A) *The number and percentage of students in each subgroup of students defined in section 1111(c)(2)(A), (B), and (D) of the Act who took the alternate assessment aligned with alternate academic achievement standards; and*

Because Kentucky’s state assessment window for the AA-AAAS begins in November 2018 and due to the requirements that states submit a waiver at least 90 days prior to the assessment window, participation data from the 2017-2018 assessment is not available at the time of this waiver request. Assessment data for 2017-2018 will be available in October, 2018. Once received, the KDE will review, analyze and submit the results to the U.S. Department of Education.

Participation rates by subject for the 2016-2017 AA-AAAS (see Table 1) are available on the Kentucky School Report Card. Based on the data, the state anticipates exceeding the 1.0 percent threshold set forth in the Every Student Succeeds Act (ESSA) for the 2018-2019 school year.

Table 1: 2016-2017 Alternate Assessment Participation by Content

Content	Number Participating in Alternate Assessment	Number Participating in Statewide Assessment	Percent Participating in Alternate Assessment
Reading (Elem/Mid)	3,528	305,340	1.16
Math (Elem/Mid)	3,528	305,340	1.16
Writing (Elem/Mid/High)	1,870	147,638	1.27
Language Mechanics (Elem/Mid/High)	1,132	102,311	1.11
Social Studies (Elem/Mid)	1,297	100,937	1.28
Science ¹ (Elem/Mid)	1,162	0	N/A
English II (High)	621	50,213	1.24
Algebra II (High)	677	47,893	1.41
Biology (High)	573	49,050	1.17
U.S. History (High)	512	47,178	1.09

¹ Due to revised science standards and science field tests being conducted, Kentucky did not generate student scores for the statewide assessment in the area of science, in 2016-2017; however, science was assessed on the AA-AAAS.

(B) The State has measured the achievement of at least 95 percent of all students and 95 percent of students in the children with disabilities subgroup under section 1111(c)(2)(C) of the Act who are enrolled in grades for which the assessment is required under § 200.5(a);

Kentucky adheres to federal participation requirements for assessment and requires all students enrolled in public K-12 schools to be assessed with accommodations, without accommodations or with AA-AAAS. The only exception to participation for any student is a medical or extraordinary circumstances non-participation waiver. To date, Kentucky has met or exceeded the federal guidelines set at a participation rate of 95% of all students, including students with disabilities in the Kentucky Performance Rating for Educational Progress (K-PREP) assessment.

For the 2016-2017 school year, Kentucky's participation rate for students with disabilities exceeded the guidelines set at 95% participation in all grades and courses in which assessment was required. Because Kentucky's state assessment window for the AA-AAAS begins in November, 2018 and due to the requirement that states submit a waiver at least 90 days prior to the assessment window, participation data from the 2017-2018 assessment is not available at the time of this waiver request. Assessment data will be available in October, 2018. Once received, the KDE will review, analyze and submit the results to the U.S. Department of Education.

(iii) Include assurances from the State that it has verified each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject for which assessments are administered under § 200.2(a)(1) in that school year using an alternate assessment aligned with alternate academic achievement standards—

(A) Followed each of the State's guidelines under paragraph (d) of this section, except paragraph (d)(6); and

As planned and outlined in the 2017-2018 waiver, the KDE reviewed and analyzed local district data on participation from the 2016-2017 school year and discovered 170 of 173 districts assessed more than 1.0 percent of students with an AA-AAAS in one or more subjects. In September, 2017 the KDE required each district that assessed more than 1.0 percent of its student population using AA-AAAS in school year 2016-17 to provide written assurances that each local Individual Education Program (IEP) team, known in Kentucky as the Admissions and Release Committee (ARC), was following the *Alternate Assessment Participation Guidelines* when making assessment participation decisions. All districts provided the written assurance to the KDE.

In partnership with the Alternate Assessment and Diploma Advisory Group (AADAG), the KDE sought feedback from stakeholders across the Commonwealth and revised the *Alternate Assessment Participation Guidelines*. The revised *Alternate Assessment Participation Guidelines* include the state's definition for students with the most significant cognitive disabilities and provides detailed guidelines for ARCs to consider when making decisions for individual students.

In November, 2017 the KDE emailed all districts and regional special education cooperatives information about the updated *Kentucky Alternate Assessment Participation Guidelines*, the waiver process, timeline and information on how to calculate participation rates to compare with other districts and state levels.

Since the review of previous data leads Kentucky to believe it will exceed the 1.0 percent cap for students assessed with AA-AAAS and all districts have been trained in the revised *Kentucky Alternate Assessment Participation Guidelines*, the KDE is again requiring written assurances from districts that have assessed more than 1.0 percent of their students using AA-AAAS during the 2016-2017 school year. Districts must assure the KDE that each ARC is following the updated *Kentucky Alternate Assessment Participation Guidelines* when making assessment participation decisions for students, that ARC chairpersons have completed the required alternate assessment participation training modules and that the district will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment. The training modules are further explained in [section iv](#).

Districts that assessed more than 1.0 percent of their students using AA-AAAS during the 2016-2017 school year were also required to submit a justification survey to the KDE by December 15, 2017. The justification survey was designed to conduct a root cause analysis within each district explaining why more than 1.0 percent of the student body was being assessed with the AA-AAAS. It surveyed the reasons for exceeding a 1.0 percent participation rate along with the training levels of ARC members in using *Alternate Assessment Participation Guidelines*. The survey responses (*see Table 2*) identified areas where local districts needed further support and training. The survey responses were used to adjust professional development opportunities provided by the KDE and regional special education cooperatives. These trainings are further discussed in [section iv](#). More information on the statewide implemented universal training plan can be found under the heading [P4AA Project Training](#).

(Table 2 begins on next page.)

Table 2: Responses to the Justification Survey

Survey Item	Number of Respondents	Percentage of Respondents
The ARC lacked the necessary knowledge to effectively use the participation guidelines when defining a student as having a significant cognitive disability.	10	4.65%
Lack of knowledge of how to gather and analyze the appropriate data when making the decision.	15	6.98%
Small district size that results in a greater impact of individual students on participation rates (example: district size 180 students with 2 students with significant cognitive disabilities results in higher than 1% participation rate)	123	57.21%
Previous 1% cap was based on percentage of students counted as proficient in Title I accountability and the new 1% cap is strictly based on percentage of students participating in the alternate assessment, regardless of score.	22	10.23%
High concentration of regional center medical facilities, care homes or group homes within the district	19	8.84%
Proximity to military base with special education services	3	1.40%
Other (please specify)	102	47.44%

Districts were provided an option to provide “other” justifications on the survey. The responses included common themes focused on student enrollment, student eligibility for the alternate assessment and a need for training in specific areas. The common themes identified among responses include:

Student Enrollment

- decrease in overall student enrollment over the last few years
- non-resident students are open enrolled into the district
- transient pupil population (i.e., students who have been enrolled in multiple schools per school year, students enrolling from group homes and medical facilities)
- higher enrollment of students with moderate to severe disabilities because specialized programs and resources are available in the district
- has not exceeded 1.0 percent participation, but anticipates it may exceed in the future

Student Eligibility

- 1.0 percent calculation based on each subject area as opposed to an overall population

- participation affected the numbers
- high number of IDEA eligible students with significant cognitive disabilities

Need for Training

- socio-economic issues (e.g., low poverty levels, high levels of substance abuse)
- district misinterpretation of the participation criterion required for alternate assessment

Results from the justification survey are publicly available on the [IDEA Reporting page](#) of the KDE website.

The KDE, in partnership with the AADAG, is currently developing an updated justification survey for the 2018-2019 school year. This survey will help districts understand and justify why more than 1.0 percent of their students were assessed with an AA-AAAS. It will also inform future training and coaching opportunities. The KDE will make the justifications for the 2018-2019 school year publicly available on the [IDEA Reporting page](#) of the KDE website.

(B) Will address any disproportionality in the percentage of students in any subgroup under section 1111(c)(2)(A), (B), or (D) of the Act taking an alternate assessment aligned with alternate academic achievement standards;

The KDE is again requiring written assurances from districts that have assessed more than 1.0 percent of their students using AA-AAAS during the 2016-2017 school year. Districts must assure the KDE that the district will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

The KDE calculated 2016-2017 district level disproportionality percentages and risk ratios for students assessed with the alternate assessment in the content areas of reading and math, who are eligible for free or reduced price meals.

Based on that data, the KDE and the AADAG developed, trained and implemented a targeted monitoring process. The KDE targeted risk ratios exceeding 2.0 to identify specific districts with the highest disproportionality in alternate assessment participation among students eligible for a free or reduced price lunch.

The KDE randomly selected ten districts for monitoring. These districts were identified as:

- assessing more than 1.0 percent of students using AA-AAAS; and
- having the highest rate of disproportionality among the free and reduced price lunch subgroup based on Kentucky's risk ratio.

Monitoring activities included:

- a random selection of 10 alternate assessment participant student files to review the *Kentucky Alternate Assessment Participation Guidelines*
 - If the district had ten or fewer students in the alternate assessment, the KDE reviewed all participants.
 - If the district had greater than ten students participating, the KDE selected only 10 student files to review.
- review of the use of the *Kentucky Alternate Assessment Participation Guidelines* using the *Participation Guidelines for the Kentucky Alternate Assessment Review Document*
- feedback provided to districts on the use of the *Kentucky Alternate Assessment Participation Guidelines* and appropriate documentation completed by the ARCs

The KDE collaboration with the AADAG will continue to address disproportionality in subgroups taking the AA-AAAS through multiple activities including:

- calculation and analysis of subgroup participation rates in each content area
- identification of subgroup overrepresentation in the AA-AAAS participation
- technical assistance on the *Kentucky Alternate Assessment Participation Guidelines* to districts and schools with identified disproportionality
- maintenance of AA-AAAS online resources including the *Criteria for Determining Alternate Assessment Participation*; (guidelines, guidance document, parent guide), description of and examples from the alternate assessment and the AA-AAAS Administration Guides and trainings
- continued support and guidance for the use of participation guidelines for the alternate assessment
- comparison of data to determine additional training and support needed
 - baseline data collected during spring 2018 monitoring
 - data collected during June 2018 desk reviews on use of new *Kentucky Alternate Assessment Participation Guidelines*.

(iv) Include a plan and timeline by which—

(A) The State will improve the implementation of its guidelines under paragraph (d) of this section, including by reviewing and, if necessary, revising its definition under paragraph (d)(1), so that the State meets the cap in paragraph (c)(2) of this section in each subject for which assessments are administered under § 200.2(a)(1) in future school years;

The KDE, in partnership with the AADAG group revised *Kentucky's Alternate Assessment Participation Guidelines* to:

- promote a consistent standard for districts to use when determining a student's individual assessment needs;
- collect individual student data for monitoring appropriate documentation that a student has a significant cognitive disability; and
- ensure students are being assessed using the appropriate method to demonstrate knowledge.

By February, 2018 the following guidance documents had been developed, disseminated, and trained across the state:

- revised *Participation Guidelines for the Alternate Assessment* to clarify participation criteria and documentation requirements
- state definition of students with the most significant cognitive disability
- *Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment 2018*, complete with descriptions of the participation requirements, assessment information, terminology and frequently asked questions
- updated *Parent Guide to the Alternate K-PREP* to include the implications of student participation in the alternate assessment as it applies to the type of diploma the student earns, as well as the student's postsecondary and career pathway

The KDE and its Alternate Assessment and Diploma Advisory Group, in collaboration with the special education regional cooperatives, developed a plan for extensive statewide training and support through professional development on the AA-AAAS. This plan is known as the P4AA Project.

P4AA Project Training

To facilitate the adoption of the revised guidelines, free professional learning was provided for all districts. The project included information on the requirements of the AA-AAAS waiver, completion of the *Kentucky Alternate Assessment Participation Guidelines*, preparing for an ARC meeting to determine a student’s assessment needs, completion of the Learner Characteristics Inventory (LCI), and how to analyze data to understand district alternate assessment populations in relation to the 1.0 percent cap.

A series of five universal training modules were required for all ARC members. The purpose of these training modules was to implement the requirements set forth in the ESSA and support districts in the implementation of the *Kentucky Alternate Assessment Participation Guidelines*. The universal training modules include:

- *Module 1: ESSA 1% Waiver Information* - changes in reporting requirements and communicating changes with district staff
- *Module 2: Completing the Participation Guidelines as an ARC Chairperson* – defining a significant cognitive disability; how students participate in KY state assessments; accommodations vs. modifications; and how to complete and implement the participation guidelines for determination
- *Module 3: Preparing for the ARC to Complete the Participation Guidelines* – defining a significant cognitive disability; how students participate in KY state assessments; accommodations vs. modifications; and how to prepare to answer and document all participation guidelines criteria
- *Module 4: Completing the Learner Characteristics Inventory (LCI)* – purpose and use of this tool; guidance on using data to answer each question in the tool; using the tool to support ARC decisions
- *Module 5: Using Data Sources to Understand & Describe Alternate Assessment Population* – how a district uses data sources to understand and describe students who typically participate in the alternate assessment; what data sources and procedures to use to determine if students are appropriately assessed; analyzing LCI data; local education agency (LEA) data comparisons; and red flags to review

Training on the five components of P4AA was facilitated by the KDE using a Learning Management System (LMS) through interactive modules. Each training was evaluated to gather data about knowledge gains and skill acquisition. A formal evaluation report, including the summary and analysis of both quantitative and qualitative data, was completed by project evaluators within a month of LMS roll-out. This report was updated every 15 days and shared with project leadership for program improvement.

Successful module completion required a passing score on a post-training assessment. The assessments included scenarios to gauge knowledge and application of specific concepts. Self-assessment results were measured through electronic surveys collected at the conclusion of each module.

As of June 4, 2018, at least one module had been completed by 5,033 users. These users represented 175 LEAs and 1,136 schools. In all, 10,059 modules have been completed (see *Table 3*).

Table 3: Module Completion Overview

Completers	Module 1	Module 2	Module 3	Module 4	Module 5
As of June 4, 2018	814	2,253	3,336	3,295	361

In addition, the KDE in collaboration with low incidence consultants (coaches) at the special education regional cooperatives, provided additional coaching through tele-conferencing. The target audience was ARC team members who provide services to students participating in the AA-AAAS. While these coaching sessions were not mandatory, districts with high percentages of participation in the AA-AAAS were strongly encouraged to participate. The coaching sessions provided:

- guidance and support to ARC members in the application of the recently revised *Kentucky Alternate Assessment Participation Guidelines*
- one-on-one coaching to district staff, in person and by phone
- technical assistance regarding the implementation of the P4 Project
- guidance around best practices and instructional programs
- simulated ARC meetings:
 - ARC members were given an opportunity to apply knowledge gained from the universal training modules. Each ARC simulation required the ARC team(s) to make student participation decisions based on a series of case studies.
 - Participants engaged in an in-depth look at each of the participation criterion and the sources of evidence including data to support each decision.
 - ARC teams had the opportunity to practice determining participation in AA-AAAS by synthesizing the student case study data from various scenarios.

Post-training surveys collected the roles of participants and asked participants whether their understanding of key elements from the training had increased. The intent is to facilitate results-driven accountability (RDA) to improve student outcomes through professional learning opportunities.

Coaches have hosted (on-site) over eight technical assistance sessions with embedded ARC Simulation elements for over 100 DoSEs. There also have been over 23 team-coaching sessions, which have prepared over 600 educators. Post-training surveys were completed by 242 participants. The majority of districts that have participated in the training and ARC Simulation hosted by the special education regional cooperatives show strong evidence that DoSEs and ARC teams are working collaboratively to implement the revised participation guidelines in a consistent manner. Early fidelity data demonstrates that districts are progressing in their implementation of the *Kentucky Alternate Assessment Participation Guidelines*. The data demonstrate the KDE, regional special education cooperatives, and local districts are collaboratively focusing on the unique needs of individual students.

To inform and engage parents in conversations and decisions about alternate assessment participation, the KDE posted all alternate assessment participation information on the KDE website and has shared the information with parent advocacy groups across the Commonwealth. In service of this engagement initiative, the group updated the *Parent Guide to Alternate K-PREP* (including a Spanish version), complete with descriptions of the assessments, terminology, and frequently asked questions.

Based on district and regional feedback of implementation and improvement strategies needed, the KDE provided support to the districts through an informative video and Frequently Asked Questions on the technical completion of the new *Kentucky Alternate Assessment Participation Guidelines* in the Kentucky Student Information System (KSIS).

Oversight of districts included monitoring the implementation of *Kentucky Alternate Assessment Participation Guidelines* through the *Alternate Assessment Participation Guidelines Record Review* document. From January 2018 through March 2018, the KDE monitoring team conducted on-site visits and interviews to ensure districts were utilizing the updated *Kentucky Alternate Assessment Participation Guidelines* and other guidance documents to make informed, appropriate decisions for students who are participating in AA-AAAS. The process included:

- analysis of data to identify five districts with the highest participation rates
- districts identified for on-site monitoring were notified that DLS would review the implementation of the *Kentucky Alternate Assessment Participation Guidelines*
- exceptional children consultants used the *Participation Guidelines Record Review* document to:
 - determine the appropriate use of the new *Kentucky Alternate Assessment Participation Guidelines* participation guidelines
 - identify specific areas where training and coaching are still needed
 - establish baseline data
- interviews with local DoSEs to obtain:
 - feedback on the district's use of the previous participation guidelines
 - root causes for high participation in the alternate assessment
 - suggestions for specific training and support still needed
 - feedback on the state's implemented universal training plan and training modules

(B) The State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a given subject in a school year using an alternate assessment aligned with alternate academic achievement standards to ensure that only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. The State must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State under paragraph (d) of this section so that all students are appropriately assessed;

2018-2019 Training and Monitoring Plan

The AADAG continues to assist the KDE with developing statewide processes for ensuring all students are appropriately assessed and that districts are provided with appropriate support and technical assistance.

For the 2018-2019 school year, the KDE will review district data on participation rates in each subject of the alternate assessment. Districts that exceed the 1.0 percent participation rates will be required to provide the KDE with a detailed justification for

exceeding the 1.0 percent cap. An updated justification survey will be provided to districts for completion. The justification survey is a tool for the state to use for oversight and support to districts to ensure each student is appropriately identified for participation in the AA-AAAS. Through the justification survey process, districts will provide information to the state on additional supports needed at the local level, a description of possible root causes and the district's plan to address its needs. The KDE will follow-up with individual districts with targeted supports and any necessary corrective actions.

Statewide universal training and support will continue to be provided for local school districts. The ongoing training and implementation plan includes:

- utilizing feedback from districts regarding desk audit reports
- developing a new justification survey for districts based on feedback and district needs
- developing and engaging educators in additional trainings and coaching sessions provided by the regional special education cooperatives
- determining needs for informing and engaging parents around participation in the AA-AAAS in collaboration with districts, the statewide parent training and information network and parent advocacy groups
- publicly reporting statewide AA-AAAS data while maintaining student confidentiality
- publicly reporting district justification survey responses
- addressing disproportionality among various subgroups in the percentage of students taking the AA-AAAS by continued monitoring
- continuing to provide oversight and support to each district exceeding the 1.0 percent participation rate to ensure only students with the most significant cognitive disabilities take the AA-AAAS

The low incidence consultants within the special education regional cooperatives are continuing to provide additional training, coaching and support around the following areas related to the P4AA Project:

- overview of alternate assessment participation guidelines:
 - eligibility criteria
 - documentation requirements
 - data analysis and application
- alternate assessment eligibility and participation guidelines completion for related service personnel
- differentiated learning (including regular education/content area training)
- social studies and alternate assessment networking
- strategies for developing writing pieces with students on the alternate assessment
- increasing literacy access for all students- developing instructional materials around an adapted book and how to adapt books for students participating in alternate assessment, making grade-level content area reading more accessible for all students
- using the IEP for improving outcomes for students with disabilities
- structured literacy/differentiating literacy and accommodations and/or modifications in instruction and assessment

- promoting membership and participation in the general education setting for students with disabilities
- alternate assessment College and Career Readiness (CCR) course development and instructional planning and for accountability measures
- job coaches: strategies for working with students with complex needs
- explicit instruction overview
- meeting the needs of all math learners: teaching fraction operations, fraction sense and beyond to students with mild to moderate to severe disabilities
- guided reading 101 instruction for special educators
- core vocabulary communication boards for students across the school age span
- poverty and equity: removing barriers to provide students with a safe, challenging, and supportive learning environment – focusing on students with disabilities and cultural differences

The KDE believes its 2018-2019 training plan outlined below will further reduce the percentage of students participating in the AA-AAAS to meet the 1.0 percent statewide goal set by ESSA.

Training Plan

- identifying districts with more than 1.0 percent of students taking the AA-AAAS;
- providing training, coaching, technical assistance, support and oversight to districts to ensure appropriate decisions for participation in the AA-AAAS are made by ARCs;
- addressing district and state needs regarding disproportionality among subgroups participating in the AA-AAAS; and
- monitoring districts with more than 1.0 percent of their students participating in the AA-AAAS

(C) The State will address any disproportionality in the percentage of students taking an alternate assessment aligned with alternate academic achievement standards as identified through the data provided in accordance with paragraph (c)(4)(ii)(A) of this section;

The KDE determined the statewide level of disproportionality of students participating in the alternate assessment by subgroup and content area for the 2016-2017 school year. Data were reviewed for each of the subgroups and content areas, the KDE found that the subgroup with overwhelming disproportionality are those eligible for free or reduced price meal in the content areas of reading and math.

The KDE determined whether a subgroup has disproportionate participation in the AA-AAAS by using a risk ratio analysis. The risk ratio method is the same analysis used by the KDE in determining disproportionate representation for Indicators 9 and 10 in its Annual Performance Report (APR). This risk ratio method is described beginning on page 35 of the [IDEA FFY 2015 APR](#). The KDE targeted risk ratios exceeding 2.0 to identify districts with disproportionality in alternate assessment participation among subgroups. Due to the high level of disproportionality among the free and reduced lunch subgroup the KDE focused on calculations and analysis of this subgroup in the content areas of reading and math.

In addition, the disproportionality in the percentage of students taking an alternate assessment the KDE collaborated with the AADAG to develop a targeted monitoring process as described in [Section \(B\)](#) of this document.

The KDE will continue to address disproportionality in the percentage of students taking an AA-AAAS through statewide data analysis, district level data analysis and the targeted monitoring process described previously.



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August 1, 2018

VIA EMAIL (veronica.sullivan@education.ky.gov) AND U.S. FIRST CLASS MAIL

Veronica Sullivan
Assistant Director, Division of Learning Services
Office of Teaching and Learning
Kentucky Department of Education
300 Sower Blvd. - 5th Floor
Frankfort, Kentucky 40601

RE: ALTERNATE ASSESSMENT WAIVER REQUEST

Dear Ms. Sullivan:

Kentucky Protection & Advocacy (P&A) provides the following comments on the Kentucky Department of Education's (KDE) 2018 Alternate Assessment Waiver Request. P&A recognizes KDE has made great strides to educate and align districts on alternate assessment standards, but was disheartened to see that 170 of 173 (98.2%) Kentucky districts are expected to exceed the 1% cap for students on the alternate assessment during the 2018-2019 school year.

First, P&A is concerned the Waiver Application as published does not report the requisite state-level data regarding the number and percentages of students in each subgroup of students defined in Section 1111(c)(2)(A), (B), and (D) of the Every Student Succeeds Act (ESSA). 34 C.F.R. 200.6(c)(4)(ii)(a). The referenced section requires the state to provide in the Waiver Application participation data for the following subgroups: economically disadvantaged youth; major racial and ethnic groups; and English learners. Kentucky's Waiver Application provides a data table reporting 2016-17 alternate assessment participation by content rather than by subgroup. Subgroup data is vital to the analysis of local district assessment decisions and allows for the identification of disparate participation of the identified subgroups within the alternate assessment process. Subgroup data is also essential to the analysis and development of strategies at the state and local level to address disproportionalities and ensure the state meets the cap.

Second, the ESSA requires districts "submit information justifying the need of the [district] to assess more than 1.0 percent of its assessed students" in any subject. 34 C.F.R. 200.6(c)(3)(ii). The Waiver Application indicates KDE met this requirement by sending a "justification survey" to districts that exceeded the 1% cap. Results of the survey are published on KDE's website as "District Alternate Assessment Participation Justification

P&A is a federally mandated program that receives funding from the U.S. Department of Health and Human Services, the U.S.

Department of Education and the Social Security Administration.

Summary 2017-2018". The justification survey appears to fall short of the ESSA requirement because it asked districts to identify a reason for exceeding the cap rather than requiring districts to submit information that supports or justifies the need to exceed the cap. There is no evidence—at least none presented in the Waiver Application or the justification survey—that KDE required districts submit information supporting the justification or took any steps to assess or validate the justification.

Justification data is presented in the aggregate; neither the Waiver Application nor the Justification Summary provide disaggregated district data. As justification survey information is provided in the aggregate, there is no way to review or validate the data. For example, the Waiver Application notes that 57.21% (97) of districts identify "small district size" as justification for exceeding the cap. The Waiver Application further notes that a district with 180 students will exceed the cap if just 2 students participate in the alternate assessment. Only 3 (1.7%) of districts in the state, however, have 180 or fewer students. And, in fact, only 12 (7.5%) of districts have 500 or fewer and 36 (20%) have 1,000 or fewer students. The data does not support small district size as a valid justification for 57.21% of Kentucky districts, but there is no way to determine from the information publically provided which, if any, districts validly assert this—or any—justification.

P&A notes the Waiver Application provides that going forward, "through the justification survey process, districts will provide information to the state on additional supports needed at the local level, a description of possible root causes and the district's plan to address its needs." A more robust justification process is needed to ensure districts complete a valid root-cause analysis and develop a district-level plan that adequately and effectively addresses disproportionate representation and misuse of the alternate assessment and ensures Kentucky meets the 1% cap.

Finally, the Individuals with Disabilities Education Act recognizes parents as equal members of the Admission and Release Committee (ARC) and mandates parents' meaningful participation in their child's Individual Education Plan. ESSA requires parents be informed about alternate standards and how the alternate assessment can impact students' receipt of a regular high school diploma. 34 C.F.R. 200.6(d)(3). Accordingly, federal law requires parents be fully informed regarding the alternate assessment so they understand and can meaningfully participate in assessment decisions. While P&A applauds the updates and improvements to parent materials relating to the alternate assessment, these documents alone are insufficient to allow a parent true and meaningful participation in discussions regarding this complex decision.

The Waiver Application notes the rigorous and extensive trainings made available to district staff. Those professional learning opportunities include: trainings on various components of the alternate assessment determination (informational guidelines, waiver requirements, ARC preparation, Learning Characteristics Inventory, and analyzing data); five universal training modules; post-training assessment; coaching (including 1:1 coaching, team coaching, and technical assistance); and simulated ARC meetings. In contrast, KDE has met its ESSA notice obligation to parents through a 13- page written publication entitled, "Parent

Guide to Alternate K-PREP Alternate Kentucky Performance Rating for Educational Progress". In this guidebook, KDE meets its ESSA obligation to inform parents how participation in the alternate assessment may delay or impact attainment of a regular diploma through the inclusion of the following:

QUESTION: Can my child receive a diploma if they participate in the Alternate Assessment?

ANSWER: The ARC must determine if a student's demonstrated cognitive ability and adaptive behavior prevents completion of the general education course of study even with program modifications and/or accommodations. The ARC using a variety of data and information such as the Participation Guidelines for the Alternate Assessment, psycho-educational integrated report, the Learner Characteristics Inventory (LCI), student work, student observations and any other relevant information makes this determination. If this is the case, the ARC must determine the student would not be able to complete the general education course of study to earn a regular high school diploma and would therefore complete an alternate course of study to receive an Alternative High School Diploma as stated in Kentucky Regulations 704 KAR 3:305 (section 8).

MORE INFORMATION: Participating in the alternate assessment does not preclude a student with the most significant cognitive disabilities from attempting to complete the requirements for a regular high school diploma as stated in the Every Student Succeeds Act, Title I, Section 1111 (b)(2)(D)(i)(VI).

Parent Guide to Alternate K-PREP Alternate Kentucky Performance Rating for Educational Progress, p. 11-12.

The Waiver Application also notes the Parent Guide "include[s] the implications of student participation in the alternate assessment as it applies to the type of diploma the student earns, as well as the student's postsecondary and career pathway" Waiver Application, pg. 7. The Parent Guide definition of "alternative high school diploma" contains the single sentence, "The alternative high school diploma is not equivalent to a regular high school diploma." *Id.* at 2. While KDE technically has met its ESSA-imposed obligation to inform parents, P&A continues to work with parents who do not fully understand how their student's participation in the alternate assessment might impact their attainment of a regular diploma or the significant impact an alternate diploma may have on their child's postsecondary and career pathway.

There is a significant disparity in the knowledge of parents versus district staff regarding the appropriateness and impact of the alternate assessment on a student's diploma type and

Ms. Veronica Sullivan
August 2, 2018
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postsecondary and career opportunities. Parents have the right to meaningful participation in ARC discussions regarding assessment, but are often reliant on district staff to provide appropriate and adequate information and guidance on this issue. P&A requests KDE open education trainings to or develop training modules for parents. Increasing parent training opportunities would serve the dual interest of providing an additional level of oversight of district use of the alternate assessment, and supporting IDEA's mandate to provide for meaningful parent participation in ARC decisions.

We appreciate the efforts KDE has undertaken to reduce the alternate assessment participation rate across the Commonwealth and the opportunity to comment on the proposed waiver. Please provide a copy of the Statement of Consideration, if one is issued.

Sincerely,

(b)(6)

Lucy M. Heskins
Staff Attorney Supervisor, Child/Youth Team

Kentucky Alternate Assessment Participation Guidelines Documentation Form

Enter District Name Here

(Attached to the Student's IEP and the ARC Conference Action Form)

Student's Full Name:

SSID:

Disability:

Grade:

Date of Birth:

Date of ARC:

School:

Kentucky Alternate Assessment Participation Guidelines Documentation Form

** For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment

** All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

Yes No

The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. **If yes**, indicate below when the Guide was provided to the parents. **If no**, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.

- Prior to Meeting
- During Meeting
- Other

Date Guide Provided to Parents:

Yes No

The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305)** and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

Participation Criterion #1 (questions to determine eligibility):

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

Yes No

2. Is current Individual Education Program (IEP) in place or being developed for the student?

Yes No

Response (Answer to Criterion):

If NO to either question Stop here. The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)

Evaluation Data
Date:

Disability Eligibility Determination Form (required)
Date:

Individual Education Program (required)
Date:

Other:

Participation Criterion #2:

1. The student's demonstrated cognitive functioning **and** adaptive behavior in the home, school and community environments are significantly below age expectations, **even with** program modifications and accommodations.

Yes No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision.

Yes No

Response (Answer to Criterion):

If NO to either question Stop here. The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. Continue to Criterion #3.

Sources of Evidence and Justification

Evaluation Data (required)
Date:

Individual Education Program (required)
Date:

Previous IEP if available (required)
Date:

Progress Monitoring Data (required):

Teacher Observation (optional):

Other:

Supporting Comments (optional):

Participation Criterion #3:

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

Yes No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Yes No

Response (Answer to Criterion):

NO to either question. Stop Here. The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **Continue to Criterion #4.**

Sources of Evidence and Justification

Evaluation Data

Date:

Disability Eligibility Determination Form

Date:

Individual Education Program (required)

Date:

Progress Monitoring (required):

Assistive Technology Consideration Guide (optional)

Date:

Documentation of Accommodations Determination (required)

Date:

Parent Input (required):

Teacher Observations:

Other:

Participation Criterion #4

1. Did the ARC carefully consider (check as considered) each of these items:

- excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- native language, social, cultural, and economic differences
- pre-determined poor performance on the grade-level assessment
- the student displays disruptive behaviors or experiences emotional duress during testing
- administrator decision
- educational environments or instructional setting

2. The ARCs decision for the student to participate in the KY Alternate Assessment is **not primarily** the result of any of the exclusions listed above.

Yes (Agree) No

Response (Answer to Criterion):

If NO to either question. Stop Here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary.

If YES to both. All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

Sources of Evidence and Justification

Supporting Comments (optional):

ARC Eligibility Determination:

1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.

All data sources referenced can be verified with supporting documentation.

Yes No

Response (Answer to Eligibility Determination)

NO. Stop Here. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

YES. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.**

Statement of Eligibility:

Supporting Comments (required):

Documentation Questions:

1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below)

Yes No

2. Is receptive and expressive communication addressed in the IEP?

Yes No

Response (Answer to Documentation Questions):

If No to either. Stop Here if the ARC has not reviewed or completed the LCI. The ARC **must** complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC **must** convene to develop a (or review current) communication plan as part of the student's IEP.

If Yes to both. Continue with documentation form below.

Sources of Evidence and Justification

Learner Characteristics Inventory (required)

Date:

Individual Education Program (required)

Date:

ADDITIONAL COMMENTS HERE

Kentucky Department of Education definition of a student with a significant cognitive disability:

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,

- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:
 - o excessive or extended absences
 - o disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
 - o native language, social, cultural, and economic differences,
 - o those identified as English Learners (EL)
 - o pre-determined poor performance on the grade-level assessment
 - o the student displays disruptive behaviors or experiences emotional duress during testing
 - o administrator decision
 - o educational environment or instructional setting

Learner Characteristics Inventory

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

1. Student's primary IDEA disability label:
 - Intellectual disability, previously referred to as mental retardation
 - Multiple disabilities
 - Autism
 - Speech or Language Impairment
 - Hearing impairment
 - Visual impairment, including blindness
 - Traumatic brain injury
 - Emotional disability
 - Deaf-blindness
 - Other health impairment

- Orthopedic impairment
- Specific learning disability
- Other

2. Is your student's primary language a language other than English?

- Yes
- No

3. What is the student's primary classroom setting?

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

4. Expressive Communication (check the best description)

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate? (student uses his/her vocal cords to produce words)

Yes

No

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

Yes

No

7. Receptive Language (check the best description)

Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.

Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.

Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.

Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

8. Motor (check the best description)

No significant motor dysfunction that requires adaptations.

Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).

Uses wheelchair, positioning equipment, and/or assistive devices for most activities.

Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

Initiates and sustains social interactions.

Responds with social interaction, but does not initiate or sustain social interactions.

Alerts to others.

Does not alert to others.

10. Health Issues/Attendance (check the best description)

Attends at least 90% of school days.

- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% or less of school days; absences primarily due to health issues.
- Receives Homebound Instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues *other* than health.

11. Reading (check the best description)

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

12. Mathematics (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
 - Does computational procedures with or without a calculator.
 - Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- Counts by rote to 5.
- No observable awareness or use of numbers.

Kentucky Department of Education's definition of a student with the most significant cognitive disabilities:

As outlined in the Kentucky *Alternate Assessment Participation Guidelines* students with the most significant cognitive disabilities are identified as:

- Having one or more of the existing categories of disabilities under the Individuals with Disabilities Education Act (IDEA) (e.g., intellectual disabilities, autism, traumatic brain injury, multiple disabilities);
- Students with cognitive and adaptive behavior functioning that may prevent them from attaining grade level achievement standards, even with program modifications, adaptations, and accommodations;
- Requiring extensive individualized instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to acquire, maintain, generalize and demonstrate learning; and
- Students whose ARC decision is based on current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s).

A student defined as a student with a significant cognitive disability is not primarily the result of:

- Excessive or extended absences;
- Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment;
- Native language, social, cultural, and economic differences;
- Identified as English Language Learners (ELL);
- Pre-determined poor performance on the grade-level assessment;
- Displayed disruptive behaviors or experiences emotional duress during testing;
- Administrative decisions; and
- Educational environment or instructional setting.

Guidance for Annual Review Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment

February 2018



Revision to guidance documents occurs based on feedback the Division of Learning Services (DLS) receives from the Directors of Special Education, state shareholder groups, the KDE's interpretation of law, court cases and guidance from the Office of Special Education Programs (OSEP). The DLS also revises guidance documents based on on-site monitoring visits, desk audits and formal written complaints.

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Guidance for ARC on Participation Decisions on the Kentucky Alternate Assessment

Introduction

This document is intended to help guide an Annual Review Committee (ARC) to determine whether the Kentucky Alternate Assessment (Alternate K-Prep) based on alternate achievement standards, is the most appropriate assessment for an individual student with the most significant cognitive disability. This assessment was developed to ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to the grade level Kentucky Academic Standards (KAS's). This assessment was developed to be part of a system of curriculum, instructional, and assessment tools, so that students with significant cognitive disabilities are able to participate in content instruction and assessments that are aligned to the KAS's.

ARCs must consider a student's individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in the alternate assessment. This document outlines steps that an ARC should take in determining whether participating in the alternate assessment is appropriate for a student. These include: (a) reviewing student records and important information across multiple school years and settings (e.g., school, home, community), and (b) determining whether the student fits all of the criteria for participating in the alternate assessment as outlined in this document.

Description of the Kentucky Alternate Assessment

The Kentucky Alternate Assessment was developed in 1990 as a result of Kentucky Educational Reform Act (KERA) of 1990 to provide schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress).

In 2011, all content areas of the Alternate K-PREP were represented by attainment tasks and the transition attainment record for students in grades 8, 10 and 11. These assessments continue to meet federal requirements for the No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Improvement Act (IDEIA).

Alternate K-PREP is based upon two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual student.

Attainment Tasks (AT)

Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher.

Transition Attainment Record (TAR)

The Transition Attainment Record is a checklist which evaluates the student's readiness in reading, mathematics and science.

Assessment Design

With the 2009 implementation of Senate Bill 1 (SB1) requiring new assessment standards for English/Language Arts and Mathematics for the general assessment, new statements aligned to the standards were also required for the Alternate Assessment.

Low Incidence Consultants and the KDE Content Experts narrowed the Kentucky Academic Standards (KAS) to 10 standards to release into the field for teachers and administrators to select the top 6. KDE in conjunction with the Low Incidence Consultants worked to modify the language of the six standards selected to create less depth and breath.

Reading, mathematics, writing and science are based upon the KAS, while social studies is based upon Core Content 4.1.

The Alternate K-Prep is an assessment of English language arts (reading and writing) and mathematics in grades 3-8 and 10. It is an on demand assessment of approximately 30 test items that assess approximately 10 prioritized content targets per grade level. These content targets were identified for each grade based on learning progressions and alignment to the grade level KAS's. The assessment includes multiple choice items and constructed response items. Each content target is assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

Assessment Administration

A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately two months in the spring and fall.

The Alternate K-PREP consists of two assessment types, Attainment Tasks and the Transition Attainment Record. Attainment Tasks are scripted, picture based performance events that allow students to complete tasks administered by a certified, trained test administrator. The Transition Attainment Record is a checklist based evaluation of a student's readiness in reading, mathematics and science at grade 11.

The Attainment Tasks are administered based on Kentucky assessment requirements related to specific content areas at grades 3-12. Two assessment windows are provided, one occurring in the fall and one in the spring. The Transition Attainment Record is an assessment type consistent with transition readiness requirements at high school and is available from September to May of an assessment year.

Participation Decisions

Kentucky's *Participation Guidelines* are provided in Appendix A. An ARC will use the guidelines to determine whether a student participates in the alternate assessment. The Alternate K-Prep is administered each year to students in grades 3-12 who meet the required criteria. As reflected in the *guidelines*, to participate a student **must meet all** of the following criteria:

1. **The student has an individualized education program and receives special education services.** Review of the eligibility determination forms and current individualized education program indicates that the student is eligible.

2. **The student has a significant cognitive disability.** Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life.
3. **Review of exclusions were considered.** The ARC decision for the student to participate in the Kentucky Alternate Assessment is not primarily the result of: excessive or extended absences; disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment; native language, social, cultural, and economic differences; those identified as English Language Learners (ELL); pre-determined poor performance on the grade-level assessment; the student displays disruptive behaviors or experiences emotional duress during testing; administrator decision or educational environment or instructional setting
4. **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.** The student:
 - requires extensive, repeated, individualized direct instruction and support that is not of a temporary or transient nature across multiple settings, and
 - requires intensive accommodations, modifications and assistive technology to access and make progress in the KAS and to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
5. **The student will receive instruction based upon Kentucky alternate achievement standards while participating in the alternate assessment.** All data sources reviewed can be verified with supporting documentation.

Participation Descriptions

1. Kentucky definition of a student with a significant cognitive disability:
 - Meets eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, traumatic, multiple disabilities),
 - Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications, adaptations, and accommodations,
 - Require extensive individualized instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
 - Have a significant cognitive disability that is not primarily the result of:
 - excessive or extended absences
 - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
 - native language, social, cultural, and economic differences,
 - those identified as English Learners (EL)
 - pre-determined poor performance on the grade-level assessment
 - displays disruptive behaviors or experiences emotional duress during testing
 - administrator decision
 - educational environment or instructional setting

2. The student is learning content linked to Kentucky Academic Standards (KAS). The student's disability or multiple disabilities affect how the student learns curriculum linked to the KAS. The student is learning content that is linked to (derived from) the KAS that appropriately breaks the standards into smaller steps. Kentucky has derived these smaller steps from the KAS to guide instruction and they are called Kentucky alternate achievement standards. For information on the alternate achievement standards use the link here to the [Alternate Standards Page](#).

3. The student's need for extensive direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, and generalize skills across multiple settings.

The ARC is to consider the following information to determine whether the Kentucky Alternate Assessment is appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress
- Data from scientific research-based interventions, progress monitoring data
- Eligibility Determination
- Results of Individual Cognitive Ability Test
- Adaptive Behavior Skills Assessment
- Classroom work samples and data (from multiple settings)
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide alternate assessments
- Results of individualized reading and informal assessments
- IEP information including:
 - Present (and past) levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.
 - Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)
 - Integrated reports and Accommodations/Modifications Determination Form
 - Considerations for students who may be learning English as a second or other language (i.e., English Learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.

In addition to the criteria for determining participation, there are other issues that may affect a student's learning experience and his/her ability to learn that are **not appropriate** to consider during the decision-making process for the Kentucky Alternate Assessment. ***Do Not Use the Following as Criteria for Participation Decisions:***

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education services
- English Learner (EL) status

- Low reading level/achievement level
- Anticipated disruptive behavior
- Impact of test scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment

Participation Tools

There are several tools that may be helpful to the ARC as they collect and organize evidence before making a decision about whether a student meets all of the criteria listed above. Participation forms and other tools designed to assist teams in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in the alternate assessment are provided in the appendices.

[Appendix A. Participation Guidelines.](#) This is a form that ARCs use to make decisions about whether a student is eligible to participate in the Alternate Assessment. This form also includes a way to indicate the evidence that was used in making decisions and the considerations that should *not* be the basis of making decisions.

[Appendix B. Decision Flowchart for Participation.](#) This shows the sequence of decisions made by ARC when determining whether a student should participate in the alternate assessment.

[Appendix C. Learner Characteristics Inventory.](#) The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across districts and within the state.

Frequently Asked Questions

1. Who decides that a student should participate in the Kentucky Alternate Assessment?

The ARC makes the determination of how a student will participate in statewide assessments. The ARC must follow the Kentucky Participation Guidelines if they are to assign a student to participate in the Kentucky Alternate Assessment. No one member of the ARC makes this decision. Parents, teachers, and administrators make the decision based on evidence and adherence to the *Alternate Assessment Participation Guidelines* and *Guidance for ARC on Participation in the Kentucky Alternate Assessment*. All participation criterion in the Participation Guidelines Documentation form **must** be answered YES in order for a student to be considered eligible to participate in alternate assessment. If any participation criterion is answered NO, the student is not eligible to participate in the alternate assessment.

2. How do we know that a student has a “significant cognitive disability”?

The KDE does not define a “significant cognitive disability” in terms of a “cut off” IQ score. Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. Also, not all students with these disabilities are considered to have a “significant cognitive disability.” Students demonstrating academic deficits or difficulties due to learning disabilities, speech-

language impairments, and emotional-behavioral disabilities do not qualify for participation in the alternate assessment. Performing 3-4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings.

Students with autism or intellectual disabilities should be carefully considered for the alternate assessment, but they should not automatically be assigned to the alternate assessment based on their identified disability category. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.

Students receiving special education services who are identified as having orthopedic impairments, other health impairments, or traumatic brain injuries, do not necessarily have a significant cognitive disability. Determinations for student participation in statewide assessments must be evidence centered and made individually for each student by the ARC.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations (See the [Accommodations Determination page](#)). Anticipated or past low achievement on the general assessment or in the classroom does *not* mean the student should be taking the Alternate K-Prep.

Note: See the Kentucky definition of a student with a significant cognitive disability above.

3. How do I know if the alternate assessment is appropriate for an English Learner (EL) with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

An EL student should be considered for the alternate assessment if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the other participation guidelines for the alternate assessment. Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an EL student with an IEP does not meet the criteria for the alternate assessment, he/she should take the general assessment with accommodations as appropriate.

4. Why is it important to indicate that a student, participating in the alternate assessment, is receiving instruction on the Kentucky Academic Standards and his/her performance measured against alternate achievement standards?

Participation in the Kentucky Alternate Assessment limits a student's direct contact with the breadth of the Kentucky Academic Standards for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may have significant impact on academic outcomes and post-secondary opportunities.

5. What if it is impossible to assess a student because the student does not appear to communicate?

All attempts should be made to find a mode of communication with the student as soon as he or she is enrolled and the student's receptive and expressive communication must be documented in the IEP. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior that the student exhibits is a form of communication, and use this as the starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to the Kentucky Academic Standards. Best practice would indicate that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. However, with or without a communication plan, students may still participate in the Alternate Assessment.

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

Yes. The ARC must ensure that the student receives appropriate instruction on the Kentucky Academic Standards and participates in the required general assessments for his/her current grade level with or without accommodations.

7. Is it possible that a decision to participate in the Kentucky alternate assessment could change as a student gets older?

Yes. Participating in the Kentucky alternate assessment requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified early, prior to starting school, they may be able to participate in the general assessment during their elementary grades. An ARC should be especially cautious about assigning students with significant cognitive disabilities to an alternate assessment in their early school years. When the level of support needed for the student to participate in the breadth of the Kentucky Academic Standards and the general assessment increases, the ARC may determine that participation in the Alternate Assessment is appropriate.

Students with significant cognitive disabilities are likely to continue to need supports to live as independently as possible throughout their adult lives after high school. Students who did not need early intervention services, or who are unlikely to need substantial daily supports in their adult lives, probably do not have a significant cognitive disability and would not be appropriately placed in the Kentucky alternate assessment.

8. What is the difference between longitudinal and current data and what are some examples?

Student performance data is information that demonstrates how the student is performing academically, behaviorally, socially, and functionally on the student's IEP goals. Student performance data assists the ARC in decision-making, IEP development and implementation.

Current data: Data that are collected within the most recent 365-day time period

Examples: IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, attendance records, etc.

Longitudinal data: Data that have been collected and analyzed overtime and are more than one-year-old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.

Examples: Social Developmental History, integrated assessment report, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment, assistive technology evaluation, etc.

9. How are significant deficits in adaptive behavior defined for participation in Alternate Assessment?

Deficits in adaptive behavior that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility (i.e., actions that are necessary for someone to live independently and to function safely in daily life). Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living across multiple environments, such as home, school, and work.

10. What does “exceed accommodations” mean?

Students with disabilities may qualify for accommodations such as assistive technology, manipulatives, reader, scribe, calculator, paraphrasing, extended time, reinforcement and behavior modification strategies, and interpreters in accordance with their IEPs. Students with significant disabilities would require those accommodations PLUS additional accommodations and modifications to the curriculum and to instruction in order to access similar content.

These additional accommodations should be documented on the IEP. Typically, the content is modified to such an extent that the instructional objective has changed. The main thing to note in this section is that this impacts both assessment and instruction.

11. What does extensive, individualized direct instruction in adaptive behavior across multiple settings mean?

Extensive direct individualized instruction means – Repeated instruction and substantial supports that are not temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and uses substantially adapted materials (e.g., significantly shortening the length of reading passages or using raised dots and hand-over-hand counting when identifying a matching number in math).

Intensive, accommodations, modifications and assistive technology means- Accommodations, modifications, and assistive technology that EXCEEDS what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070. (Refer to question 5 above.)

Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings means - when the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

12. What is the difference between a High School Diploma and an Alternative Diploma?

Students shall have a total of at least twenty-two (22) credits to earn a high school diploma. Credits shall include the content standards as provided in the Kentucky Academic Standards at 704 KAR 3:303.

Students in the Alternate Assessment program are eligible to receive an Alternative Diploma. The ARC must determine if a student's demonstrated cognitive ability and adaptive behavior prevents completion of the general education course of study, even with program modifications, accommodations, or both.

The ARC uses a variety of data and information, such as the Participation Guidelines for the Alternate Assessment, psycho-educational integrated report, student work, student observations and any other relevant information, to make this determination. The ARC must determine the student would not be able to complete the general course of study to earn a high school diploma and would therefore complete an alternative course of study to receive an Alternative Diploma as stated in the Kentucky Administrative Regulations at 704 KAR 3:305.

13. When should the parent guide be provided to the parent?

The Alternate Assessment Parent Guide should be provided at the initial ARC in which consideration for participation in the Alternate Assessment is being considered (A copy may be sent home with meeting notice for parent to review). After initial participation in the Alternate Assessment has been considered, the Alternate Assessment Parent Guide can be provided prior to each annual review. Parents must be given an opportunity to review the parent guide and allowed the opportunity to ask questions.

14. Who can we ask if we have questions about this important decision?

Contact Information

Contact the KY Department of Education if you have any questions about participation decision making for the Alternate Assessment.

For information about who can participate in the Alternate Assessment contact:

Yayo Radder at 502-564-4970 or yayo.radder@education.ky.gov

Tania Sharp at 502-564-7970 or tania.sharp@education.ky.gov

For information about the Kentucky Alternate Assessment testing contact:

Kevin O'Hair at (502) 564-4394 or kevin.ohair@education.ky.gov

Dispute Resolution Process

If a member of the ARC disagrees with the students' eligibility to participate in the alternate assessment, the ARC must document in the conference summary. There are several options for the resolution of a disagreement:

- The ARC may schedule an additional meeting to further discuss and address the issue at hand once it has been further researched.
- The Director of Special Education (DoSE) may contact the ARC member in order to clarify the issue
- The DoSE may provide the parent with a copy and further explanation of the Parent Q&A
- The ARC may review the training on guidelines for participation in the Alternate Assessment

If the ARC has exhausted all available options for consensus and still is not able to come to an agreement, the district makes the final determination and **MUST** provide the parent with prior written notice of the decision. Prior written notice should be documented on the conference summary and must include ALL of the following:

- Description of the action proposed or refused by the district
- An explanation of why the district proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained.
- Sources for parents to contact to obtain assistance in understanding Part B of the IDEA
- A description of other options the ARC considered and the reasons why those options were rejected
- A description of other factors relevant to the district's proposal or refusal.

Should the dispute continue after the district has provided the parent with prior written notice, the parent may dispute the decision via any of the dispute resolution options. These options include mediation, formal written complaints, and due process hearings. Information on each of these options can be found on KDE's website located at: [Dispute Resolutions Process Page](#)

Glossary

AAC: Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.)

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do.

Adaptations – Changes made specific to the students individual needs. Changes made to existing materials or instructional delivery to meet the needs of a student. Examples include head pointers, Boardmaker (Mayer Johnson) symbols, and photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs.

Adaptive behavior: Behaviors defined as essential for someone to live independently and to function safely in daily life.

(ARC) Admissions and Release Committee: A group of individuals responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a student with a disability.

Alternate achievement standards: An alternate achievement standard sets an expectation of performance that differs in complexity from a grade-level achievement standard. The December 9, 2003 regulations clarify that a State is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities.

In general, alternate achievement standards must be aligned with a State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. (See 34 C.F.R. §200.1(d).)

Alternative high school diploma: Provided to students with disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an alternative high school diploma will participate in alternate assessments and complete the alternative course of study. The alternative high school diploma is not equivalent to a regular high school diploma.

Assistive Technology - Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; it can range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology, such as computers with switch interfaces.

(AAC) Augmentative and Alternative Communication - Low, medium or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events, and expressing refusal).

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge.

Content target: Content targets identify those content standards that are the focus of the assessment. For the Alternate K-Prep the content targets are defined by the Core Content Connectors in English language arts and mathematics.

Current data - Data that are collected within the most recent 365-day time period. Examples include IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, and attendance records.

English Learner (EL): An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing, or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

Every Student Succeeds Act (ESSA): In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

Evidence: This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

Exceeds accommodations – Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students, as described in the "Inclusion Document" and set forth in 703 KAR 5:070.

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant cognitive disabilities to acquire knowledge and skills in context. Students with significant cognitive disabilities are likely to need this extensively to apply knowledge and skills in multiple contexts.

(IDEA) Individuals with Disabilities Education Act: The IDEA is a federal law enacted in 1990 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education (FAPE)*, regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

(IEP) Individualized Education Program: A written statement for a child with a disability that is developed, reviewed, and revised annually with the ARC. It consists of learner goals and objectives utilized for student success.

Kentucky Academic Standards (KAS): Contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high

schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. Helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels.

Learning progression: A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

Learner Characteristics Inventory (LCI): A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills, and mathematics skills. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across the state.

Longitudinal data - Data that have been collected and analyzed overtime and are older than one year. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time. Examples of longitudinal data include Social Developmental History, integrated assessment reports, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment, and technology evaluation.

Mode of communication: The predominant way a student expresses his or her thoughts, such as through words, pictures, objects, tactile cues, and augmented communication/assistive technology.

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided.

(NCLB) No Child Left Behind – A federal law passed under the George W. Bush administration meant to hold primary and secondary schools measurably accountable to higher standards. NCLB is written so that it requires 100% of students (including special education students and those from disadvantaged background) within a school to reach the same set of state standards in math and reading by the year 2014. NCLB has been replaced by the Every Student Succeeds Act (ESSA).

Participation guidelines for alternate assessment – The Participation Guidelines for the Alternate K-PREP identify the requirements set by the state department of education for students with significant cognitive disabilities. These requirements must be agreed upon by the ARC committee and revisited at the annual meeting.

Participation criteria: These descriptors provide further information about the characteristics students would have in order to meet the four participation criteria for the Alternate Assessment.

Pervasive: Present across academic content areas and across multiple settings (including school, home, and community).

(SDI) Specifically Designed Instruction – Adapting the content, methodology, or delivery of instruction to address the individual needs of the child and to ensure access to the curriculum so that the child can meet the educational standards set in place.

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.)

Substantial supports: Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning, and extensive scaffolding of content to support learning.

Substantially adapted materials: Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages, or using raised dots and hand-over-hand counting when identifying a matching number in math.

Appendix A

Determination of Participation in the Kentucky Alternate Assessment

The criteria for participation in the Alternate K-Prep 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 Alternate K-Prep participates in this assessment for all content areas.

Kentucky Alternate Assessment Participation Guidelines Documentation Form

Enter District Name Here

(Attached to the Student's IEP and the ARC Conference Action Form)

Student's Full Name:

SSID:

Disability:

Grade:

Date of Birth:

Date of ARC:

School:

Kentucky Alternate Assessment Participation Guidelines Documentation Form

** For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment

** All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

Yes No

The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. **If yes**, indicate below when the Guide was provided to the parents. **If no**, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.

- Prior to Meeting
- During Meeting
- Other

Date Guide Provided to Parents:

Yes No

The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305)** and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

Participation Criterion #1 (questions to determine eligibility):

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

Yes No

2. Is current Individual Education Program (IEP) in place or being developed for the student?

Yes No

Response (Answer to Criterion):

If NO to either question Stop here. The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)

Evaluation Data
Date:

Disability Eligibility Determination Form (required)
Date:

Individual Education Program (required)
Date:

Other:

Participation Criterion #2:

1. The student's demonstrated cognitive functioning **and** adaptive behavior in the home, school and community environments are significantly below age expectations, **even with** program modifications and accommodations.

Yes No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision.

Yes No

Response (Answer to Criterion):

If NO to either question Stop here. The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. Continue to Criterion #3.

Sources of Evidence and Justification

Evaluation Data (required)
Date:

Individual Education Program (required)
Date:

Previous IEP if available (required)
Date:

Progress Monitoring Data (required):

Teacher Observation (optional):

Other:

Supporting Comments (optional):

Participation Criterion #3:

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

Yes No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Yes No

Response (Answer to Criterion):

NO to either question. Stop Here. The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

If YES to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **Continue to Criterion #4.**

Sources of Evidence and Justification

Evaluation Data

Date:

Disability Eligibility Determination Form

Date:

Individual Education Program (required)

Date:

Progress Monitoring (required):

Assistive Technology Consideration Guide (optional)

Date:

Documentation of Accommodations Determination (required)

Date:

Parent Input (required):

Teacher Observations:

Other:

Participation Criterion #4

1. Did the ARC carefully consider (check as considered) each of these items:

- excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- native language, social, cultural, and economic differences
- pre-determined poor performance on the grade-level assessment
- the student displays disruptive behaviors or experiences emotional duress during testing
- administrator decision
- educational environments or instructional setting

2. The ARCs decision for the student to participate in the KY Alternate Assessment is **not primarily** the result of any of the exclusions listed above.

- Yes (Agree) No

Response (Answer to Criterion):

If NO to either question. Stop Here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary.

If YES to both. All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

Sources of Evidence and Justification

Supporting Comments (optional):

ARC Eligibility Determination:

1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.

All data sources referenced can be verified with supporting documentation.

Yes No

Response (Answer to Eligibility Determination)

NO. Stop Here. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

YES. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.**

Statement of Eligibility:

Supporting Comments (required):

Documentation Questions:

1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below)

Yes No

2. Is receptive and expressive communication addressed in the IEP?

Yes No

Response (Answer to Documentation Questions):

If No to either.
Stop Here if the ARC has not reviewed or completed the LCI. The ARC **must** complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC **must** convene to develop a (or review current) communication plan as part of the student's IEP.

If Yes to both.
Continue with documentation form below.

Sources of Evidence and Justification

Learner Characteristics Inventory (required)

Date:

Individual Education Program (required)

Date:

ADDITIONAL COMMENTS HERE

Kentucky Department of Education definition of a student with a significant cognitive disability:

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:
 - o excessive or extended absences
 - o disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
 - o native language, social, cultural, and economic differences,
 - o those identified as English Learners (EL)
 - o pre-determined poor performance on the grade-level assessment
 - o the student displays disruptive behaviors or experiences emotional duress during testing
 - o administrator decision
 - o educational environment or instructional setting

Appendix B

Alternate K-Prep Participation Decision Flowchart

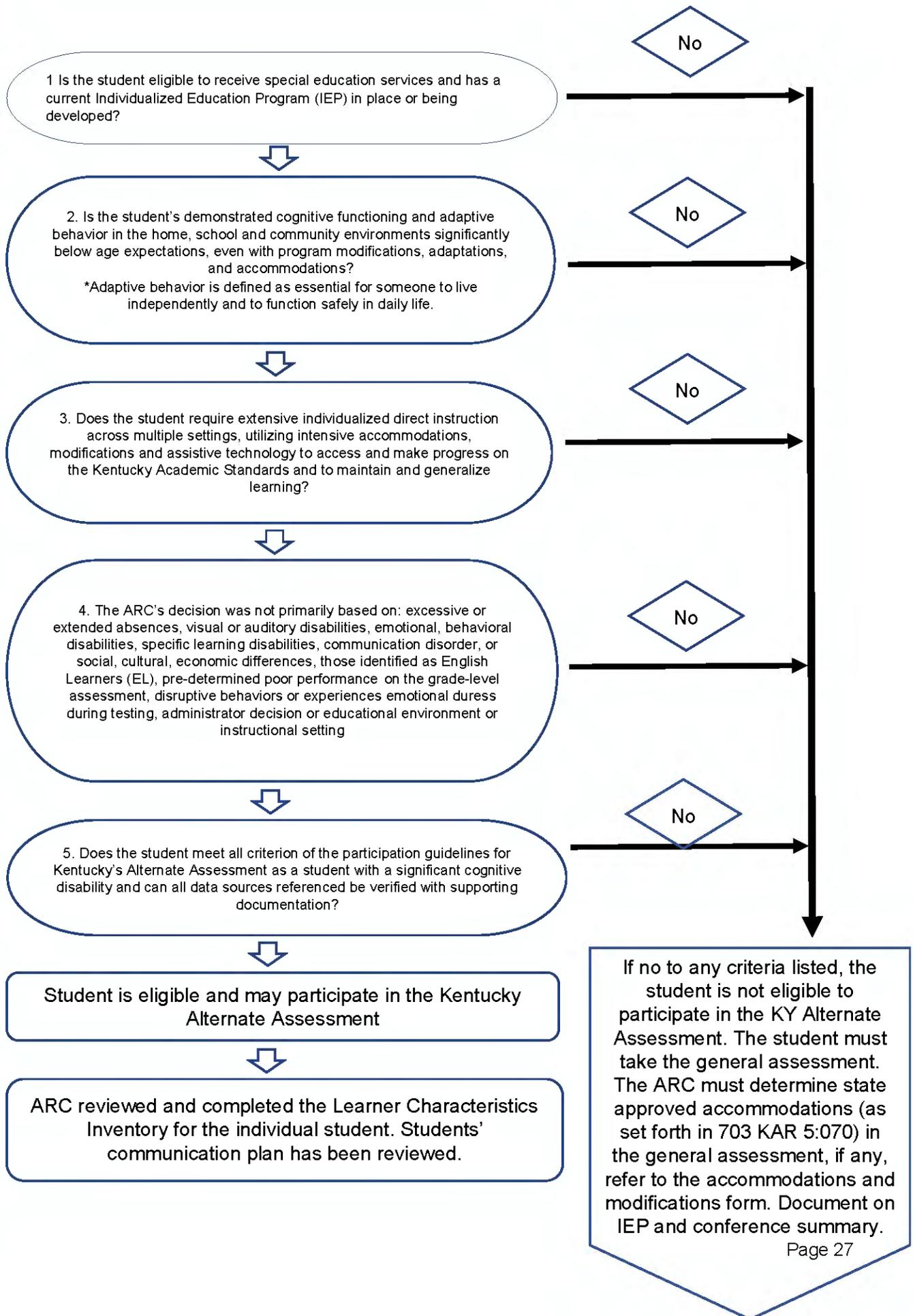
Eligibility Determination, results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual/group administered achievement tests, and English Learner (EL) language assessments, if applicable.

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, parent and teacher observations, teacher-collected data and checklists.

Previous IEP, Integrated reports and Accommodations/Modifications Determination Form.

Examples of curriculum, instructional objectives and materials, work samples from school or community based instruction.

Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan, if applicable.



Appendix C

Learner Characteristics Inventory

Learner Characteristics Inventory

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

1. Student's primary IDEA disability label:

- Intellectual disability, previously referred to as mental retardation
- Multiple disabilities
- Autism
- Speech or Language Impairment
- Hearing impairment
- Visual impairment, including blindness
- Traumatic brain injury
- Emotional disability
- Deaf-blindness
- Other health impairment
- Orthopedic impairment
- Specific learning disability
- Other

2. Is your student's primary language a language other than English?

- Yes
- No

3. What is the student's primary classroom setting?

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.

Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).

Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.

Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

4. Expressive Communication (check the best description)

Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.

Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.

Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate? (student uses his/her vocal cords to produce words)

Yes

No

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

Yes

No

7. Receptive Language (check the best description)

Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.

- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

8. Motor (check the best description)

- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

10. Health Issues/Attendance (check the best description)

- Attends at least 90% of school days.
- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% or less of school days; absences primarily due to health issues.
- Receives Homebound Instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues *other* than health.

11. Reading (check the best description)

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.

Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.

Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.

No observable awareness of print or Braille.

12. Mathematics (check the best description)
--

Applies computational procedures to solve real-life or routine word problems from a variety of contexts.

Does computational procedures with or without a calculator.

Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

Counts by rote to 5.

No observable awareness or use of numbers.

GUÍA PARA PADRES ALTERNO K-PREP

Calificación alternativa de desempeño de Kentucky para el
progreso educativo

Términos importantes para saber y

Preguntas y respuestas



TÉRMINOS IMPORTANTES PARA CONOCER

AAC: Comunicación Aumentativa y Alternativa (por ejemplo, dispositivos de voz, tales como la generación de texto-a - habla ayudas de comunicación, la imagen o símbolo tableros, etc.)

Alojamiento: un cambio en los materiales o procedimientos que facilita el acceso durante la instrucción y la evaluación. Las adaptaciones no cambian la construcción o la intención de lo que se enseña o mide. Las acomodaciones de evaluación tienen la intención de permitirle al estudiante participar en la evaluación y producir resultados válidos que indiquen lo que un estudiante sabe y puede hacer.

Adaptaciones: cambios específicos a las necesidades individuales de los estudiantes. Cambios realizados a los materiales existentes o la entrega educativa para satisfacer las necesidades de un estudiante. Los ejemplos incluyen punteros a la cabeza, símbolos de Boardmaker (Mayer Johnson) y fotografías, símbolos emparejados con objetos reales, objetos reales, imágenes ampliadas, imágenes con relieve o relieve, color de alto contraste o signos coactivos.

Comportamiento adaptativo: Comportamientos definidos como esenciales para que alguien viva de manera independiente y funcione de manera segura en la vida diaria.

(ARC) Comité de Admisiones y Liberación: Un grupo de personas responsables de desarrollar, revisar o revisar un Programa de Educación Individual (IEP) para un estudiante con una discapacidad.

Estándares alternos de logro: Un estándar de rendimiento alternativo establece una expectativa de rendimiento que difiere en complejidad de un estándar de rendimiento de nivel de grado. Las regulaciones del 9 de diciembre de 2003 aclaran que a un estado se le permite usar estándares de logros alternativos para evaluar el desempeño de los estudiantes con las discapacidades cognitivas más importantes.

En general, los estándares de logros alternativos deben estar alineados con los estándares de contenido académico del estado, promover el acceso al plan de estudios general y reflejar el criterio profesional de los estándares de logro más altos posibles. (See 34 CFR §200.1(d).) (Ver 34 CFR §200.1 (d)).

Diploma alternativo de escuela secundaria: se proporciona a estudiantes con discapacidades que no pueden cumplir con los requisitos para obtener un diploma regular de escuela secundaria. Los destinatarios de un Diploma alternativo de escuela secundaria participarán en evaluaciones alternativas y completarán el curso alternativo de estudio. El Diploma Alternativo de Preparatoria no es equivalente a un diploma de escuela secundaria regular.

Tecnología asistencial: herramientas y estrategias utilizadas para ayudar a los estudiantes a desarrollar y participar en actividades académicas, relaciones sociales y empleo significativas; puede variar desde baja tecnología (por ejemplo, sistemas de comunicación sin ayuda, lenguaje de señas, etc.) hasta alta tecnología, como computadoras con interfaces de conmutación.

Comunicación aumentativa y alternativa: sistema de tecnología baja, media o alta que ayuda al alumno en el lenguaje expresivo (p. Ej., Realizar una solicitud, iniciar y responder preguntas, describir cosas o eventos y expresar rechazo).

Competencia comunicativa: El uso de un sistema de comunicación que permite a los estudiantes obtener y demostrar conocimiento.

Objetivo de contenido: Los objetivos de contenido identifican los estándares de contenido que son el foco de la evaluación. Para la K-Prep alternativa, los objetivos de contenido están definidos por los conectores de contenido principal en lengua y literatura en inglés y matemáticas.

Datos actuales: datos que se recopilan dentro del período de tiempo de 365 días más reciente. Los ejemplos incluyen datos de supervisión del progreso del IEP, informes de progreso del IEP, evaluaciones en el aula, observaciones en el aula, muestras de trabajo, datos de evaluación del comportamiento funcional, evaluación de transición, evaluación de asistencia tecnológica y registros de asistencia.

Aprendiz de inglés (E L): Un E L es un estudiante cuya lengua materna es un idioma que no es inglés o un estudiante que proviene de un entorno donde un idioma diferente al inglés ha tenido un impacto significativo en el nivel de dominio del idioma inglés del individuo. Una dificultad e l's en hablar, leer, escribir o entender el idioma Inglés pueden ser una barrera para el aprendizaje en las aulas instruidos en Inglés y desempeño en las evaluaciones que se presentan en Inglés.

Cada acto de Éxito Estudiantil (ESSA): En diciembre de 2015, el Congreso reautorizó la Ley de Educación Primaria y Secundaria, la principal ley federal que rige la educación pública P-12. Conocida como la Ley de Todos los Estudiantes Triunfa (ESSA), la medida reemplazó a No Child Left Behind y creó una política a largo plazo que brinda flexibilidad adicional a los estados y proporciona más control estatal y local sobre el proceso de rendición de cuentas.

Evidencia: Esto se refiere a las fuentes de información específicas que se utilizan para identificar las características de los estudiantes que cumplen o no con los criterios de participación.

Excede las adaptaciones - Adaptaciones, modificaciones y tecnología de asistencia que EXCEDEN lo permitido en las evaluaciones generales para los estudiantes, como se describe en el "Documento de inclusión" y se establece en 703 KAR 5: 070.

Amplia instrucción individualizada directa: instrucción concentrada diseñada para y dirigida a un estudiante individual. Este tipo de instrucción se necesitan los estudiantes con discapacidades cognitivas significativas para adquirir conocimientos y habilidades en context. Es probable que los estudiantes con discapacidades cognitivas significativas lo necesiten ampliamente para aplicar sus conocimientos y habilidades en contextos múltiples.

(IDEA) Ley de Educación para Individuos con Discapacidades: IDEA es una ley federal promulgada en 1990 y reautorizada en 1997 y nuevamente en 2004. Está diseñada para proteger los derechos de los estudiantes con discapacidades asegurando que todos reciban una *educación*

pública gratuita y apropiada (FAPE), independientemente de su habilidad. Además, IDEA se esfuerza no solo para otorgar acceso equitativo a los estudiantes con discapacidades, sino también para proporcionar servicios adicionales de educación especial y garantías procesales.

(IEP) Programa de educación individualizada: una declaración por escrito para un niño con una discapacidad que se desarrolla, revisa y revisa anualmente con el ARC. Consiste en las metas y objetivos del estudiante utilizados para el éxito del estudiante.

Estándares Académicos de Kentucky (KAS): Contenga los estándares mínimos requeridos que todos los estudiantes de Kentucky deben tener la oportunidad de aprender antes de graduarse de las escuelas secundarias de Kentucky. Los estándares abordan lo que se debe aprender, pero no abordan cómo se diseñarán las experiencias de aprendizaje o qué recursos se deben usar. Ayuda a garantizar que todos los estudiantes de todo Kentucky reciban contenido común y tengan la oportunidad de aprender en altos niveles.

Progreso de aprendizaje: una progresión de aprendizaje es una descripción de la forma en que los estudiantes de desarrollo típico pueden desarrollar y desarrollar competencias académicas a lo largo del tiempo. Las progresiones de aprendizaje pueden ser herramientas útiles para que los maestros las usen para determinar dónde está el alumno en el proceso de aprender una habilidad específica o entender un concepto.

Inventario de características del alumno (LCI): Un cuestionario que ayuda al maestro a comprender la individualidad de cada alumno en varias áreas: comunicación expresiva, comunicación receptiva, audición, visión, motricidad, compromiso, asistencia, lectura y matemáticas. El ICL tiene dos propósitos principales: 1) describir el rango de las características de los alumnos que participan en evaluaciones alternativas y 2) describir la medida en que los patrones de esas características se manifestaron dentro y a través del estado.

Datos longitudinales: datos que se han recopilado y analizado a lo largo del tiempo y que tienen más de un año. Un conjunto de datos es longitudinal si rastrea el mismo tipo de información sobre los mismos temas en múltiples puntos en el tiempo. Ejemplos de datos longitudinales incluyen Historial de desarrollo social, informes de evaluación integrados, evaluaciones de diagnóstico, resultados de evaluaciones estatales y distritales, escalas de calificación de comportamiento adaptativo, datos de monitoreo de progreso, datos de evaluación de comportamiento funcional, evaluación de transición y evaluación de tecnología.

Modo de comunicación: la forma predominante en que un estudiante expresa sus pensamientos, como a través de palabras, imágenes, objetos, señales táctiles y comunicación aumentada / tecnología de asistencia.

Modificación: un cambio en los materiales o procedimientos durante la instrucción y evaluación que cambian las expectativas de aprendizaje del contenido del nivel de grado. Las modificaciones durante la instrucción pueden ser apropiadas de forma temporal para andamiar la comprensión y las habilidades del alumno. Las modificaciones de la evaluación resultan en medidas no válidas del conocimiento y las habilidades del estudiante y, por lo tanto, deben evitarse.

(NCLB) Que Ningún Niño Se Quede Atrás - Una ley federal aprobada bajo la administración de George W. Bush pretendía hacer que las escuelas primarias y secundarias fueran mensurablemente responsables de estándares más altos. NCLB está escrito para que requiera que el 100% de los estudiantes (incluidos los estudiantes de educación especial y los de origen desfavorecido) dentro de una escuela alcancen los mismos estándares estatales en la materia y la lectura para el año 2014. NCLB ha sido reemplazado por Every La Ley de Éxito Estudiantil (ESSA).

Pautas de Participación para la Evaluación Alternativa - Las Pautas de Participación para el K-PREP Alternativo identifican los requisitos establecidos por el departamento de educación del estado para estudiantes con discapacidades cognitivas significativas. Estos requisitos deben ser acordados por el comité de ARC y revisados en la reunión anual.

Criterios P articpación: Estas descripciones proporcionan más información sobre las características que los estudiantes tendrían para cumplir con los cuatro criterios de participación para la Evaluación Alternativa.

Pervasive: General: presente en áreas de contenido académico y en múltiples entornos (incluida la escuela, el hogar y la comunidad).

(SDI) Instrucción específicamente diseñada : Adaptar el contenido, la metodología o la instrucción para abordar las necesidades individuales del niño y garantizar el acceso al plan de estudios para que el niño pueda cumplir con los estándares educativos establecidos.

Elementos de respuesta seleccionados: Elementos de evaluación que están estructurados para que los estudiantes respondan al elegir una respuesta (por ejemplo, opción múltiple, verdadero o falso, etc.)

Respaldos sustanciales: Los apoyos sustanciales incluyen el apoyo de los maestros y otros (por ejemplo, maestro de recursos, co-maestro, asistente) y varios apoyos materiales dentro del entorno del estudiante. Los ejemplos incluyen la adaptación de texto para evaluaciones y aprendizaje, y un extenso andamiaje de contenido para apoyar el aprendizaje.

Materiales sustancialmente adaptados: los **materiales** sustancialmente adaptados incluyen diversos materiales para el aula y otros materiales que han sido alterados en apariencia y contenido de los materiales que los compañeros sin discapacidades utilizan para la instrucción o la evaluación. Los ejemplos incluyen un acortamiento significativo de la longitud de los pasajes, o el uso de puntos elevados y el conteo manual al identificar un número coincidente en matemáticas.

Frequently Asked Questions Preguntas frecuentes

PREGUNTA:

¿Qué es el K-PREP alternativo?**RESPUESTA:**

El K-PREP Alternativo (Calificación de Desempeño de Kentucky para el Progreso Educativo) atiende a estudiantes con las discapacidades cognitivas más importantes. Estas discapacidades pueden requerir un medio alternativo de participación en la evaluación estatal de Kentucky para demostrar el rendimiento. La evaluación alternativa está diseñada para abordar las necesidades de los estudiantes al permitir una mayor profundidad de las adaptaciones, modificaciones y modos alternativos de participación para la evaluación estatal.**MÁS INFORMACIÓN:**

[K-PREP alternative page](#)

PREGUNTA:

¿Quién es evaluado?

RESPONDER:

Colegio - y / o Carrera - Listo para Todos evalúa a todos los estudiantes en los grados 3 a 8 con un examen combinado referenciado por normas / criterio referenciado. Los estudiantes de 9. ° a 12. ° grado completan las evaluaciones de fin de curso para áreas de contenido específico en las escuelas públicas de Kentucky. Los estudiantes son evaluados en estándares específicos en varios niveles de grado. Los estudiantes identificados con discapacidades educativas también son evaluados. Algunos estudiantes con discapacidades tomarán la evaluación sin adaptaciones, algunas con adaptaciones y otras (con una discapacidad cognitiva significativa) a través de un proceso de evaluación alternativa.

MÁS INFORMACIÓN:

Puede obtener más información sobre lo que se prueba específicamente en cada nivel de grado para Alternar

Evalúe a los estudiantes yendo a la página Alternate K-PREP en [Recursos alternativos de K-PREP](#) o llame al (502) 564-4394.

PREGUNTA:

¿Qué niveles de grado se prueban en el K-PREP alternativo? ¿Cómo se representa?

RESPUESTA:

La evaluación alternativa tiene dos componentes principales:

1. Tareas de logro que miden el rendimiento del alumno al completar tareas / actividades específicas. Los estudiantes serán evaluados en:

Leyendo
Grados 3-8 y 9

Matemáticas
Grados 3-8 y 10

Ciencia
Grados 4, 7 y 11

Ciencias Sociales
Grados 5 y 8

Escritura
Grados 5, 8 y 11

2. Registro de logro de transición que mide el rendimiento del alumno en las habilidades académicas necesarias para la transición. Esto lo completan los miembros del Comité de Admisiones y Liberación (ARC): los estudiantes serán evaluados en: lectura, (inglés y lectura combinada), matemáticas y preparación para la ciencia en el 11 ° grado.

PREGUNTA:

¿Quién decide si mi hijo participará en una evaluación alternativa?

RESPUESTA:

Un Comité de Admisiones y Liberaciones (ARC) toma decisiones sobre el programa educativo y la ubicación de los estudiantes con discapacidades. El ARC también determinará cómo los estudiantes con discapacidades participan en las evaluaciones estatales y del distrito. El ARC determina si un estudiante participará en la evaluación estatal con adaptaciones, sin adaptaciones, o si necesitan ser evaluados a través de la Evaluación Alternativa.

PREGUNTA:

¿Cómo es la decisión tomada por el ARC?

RESPUESTA:

Al usar las Pautas de Participación para la Evaluación Alternativa, el ARC analizará la información del alumno, incluidos los datos de progreso continuos específicos del nivel de rendimiento actual del alumno. Las Pautas de participación contienen criterios de participación que describen aspectos y características de aprendizaje específicos. El ARC debe analizar y aceptar una respuesta afirmativa y proporcionar la documentación requerida para cada criterio de las Pautas de Participación para determinar si el estudiante es elegible para participar en la Evaluación Alternativa. El ARC debe tener datos específicos para evidenciar y apoyar

respondiendo "sí" a cada enunciado, incluyendo, entre otros: un informe psicoeducativo integrado, escalas de calificación del comportamiento adaptativo, evaluaciones del plan de estudios, evaluaciones de diagnóstico, monitoreo del progreso y trabajo del alumno.

PREGUNTA:

¿Cuándo toma el ARC la decisión?

RESPUESTA:

El ARC se reúne al menos una vez al año para revisar el programa educativo del alumno revisando y revisando el IEP del alumno y determina cómo el alumno participará en la evaluación estatal de Kentucky. Usando las Pautas de Participación, el ARC debe revisar y volver a determinar la participación en la Evaluación Alternativa.

QUESTION:

Una vez que un ARC determina que un estudiante es elegible para participar en la Evaluación Alternativa, ¿la decisión es definitiva?

RESPUESTA:

Con base en los datos actuales en el momento del ARC, un estudiante puede ser determinado inicialmente para participar en la Evaluación Alternativa, sin embargo, si se presentan nuevos datos o cambios con un estudiante, un ARC puede volver a reunirse y determinar que un estudiante ya no es elegible participación en la evaluación alternativa. Una reunión anual celebrada por el ARC debe tomar esa decisión año tras año.

PREGUNTA:

¿Por qué mi hijo está trabajando con el mismo contenido que los niños que no tienen una discapacidad? Si mi hijo puede hacer eso, ¿es necesaria educación especial?

RESPUESTA:

La educación ha logrado enormes avances desde que se aprobó la primera ley de educación especial en 1975. En la década de 1980, se encontró el éxito en enseñar a los estudiantes las habilidades funcionales (de la vida) que les ayudaron en el hogar y en la comunidad. En la década de 1990, la inclusión en las aulas de la misma edad ayudó a los estudiantes a mejorar la autodeterminación, la comunicación y las habilidades sociales. La tecnología asistencial ha proporcionado un mayor acceso al currículo general para estudiantes con discapacidades a través de la provisión de medios alternativos para demostrar su comprensión de conceptos. A partir del año 2000, se hizo evidente que los estudiantes con las discapacidades más importantes podrían tener éxito en el acceso al aprendizaje académico. Sobre la base de estas experiencias, la Ley

federal Que Ningún Niño Se Quede Atrás requiere que las evaluaciones alternativas se basen en los estándares de contenido del nivel de grado.

MÁS INFORMACIÓN:

Kentucky ha responsabilizado a las escuelas por el progreso de todos los estudiantes en las normas estatales desde 1990, incluidos los estudiantes con discapacidades cognitivas significativas. En 2001, la ley federal conocida como No Child Left Behind (NCLB) requirió que cada estado desarrollara un sistema de rendición de cuentas que incluyera a todos los estudiantes para determinar qué tan bien están empoderando a los niños de Estados Unidos. En diciembre de 2015, el Congreso reautorizó la Ley de Educación Primaria y Secundaria, la principal ley federal que rige la educación pública P-12. Conocida como la Ley de Todos los Estudiantes Triunfa (ESSA), la medida reemplazó a No Child Left Behind y creó una política a largo plazo que brinda flexibilidad adicional a los estados y proporciona más control estatal y local sobre el proceso de rendición de cuentas.

PREGUNTA:

¿Por qué debe mi hijo ser evaluado en las mismas normas de contenido de nivel de grado que los estudiantes que no tienen una discapacidad identificada?

RESPUESTA:

Hay dos leyes federales muy importantes que determinan cómo se responsabilizará a las escuelas por la educación de todos los estudiantes en los Estados Unidos, No Child Left Behind (NCLB 2001) y la Ley de Mejora de la Educación para Individuos con Discapacidades (IDEA 2004). Tanto NCLB como IDEA claramente requieren altas expectativas para el aprendizaje académico y el acceso al plan de estudios general para cada niño. Esto establece la expectativa de que todos los estudiantes sean valiosos y puedan aprender en niveles altos. Los resultados de investigaciones recientes muestran que los estudiantes con discapacidades cognitivas significativas pueden aprender. La información de la evaluación se utiliza para ayudar a mejorar las escuelas y los programas junto con la mejor experiencia educativa para todos los estudiantes.

MÁS INFORMACIÓN:

La instrucción sobre los estándares de contenido de nivel de grado le brinda al estudiante la oportunidad de aprender conceptos que pueden usarse en muchas situaciones junto con el aprendizaje de habilidades funcionales (de vida) más tradicionales. La combinación de estas dos oportunidades crea una experiencia escolar verdaderamente significativa. Por ejemplo, cuando un alumno está trabajando en el estándar que le pide a los alumnos que analicen datos, creen un gráfico y realicen una elección adecuada utilizando los datos o el gráfico, el alumno podría:

- aumentar la comunicación y las habilidades sociales (incluidos interruptores y paneles de comunicación aumentativos) al realizar una encuesta para recopilar datos;
- Aumentar el sentido numérico cuando ingresa los datos en un gráfico

- (por ejemplo, correspondencia uno a uno);
- aumentar las habilidades de toma de decisiones adecuadas e informadas al usar los datos para hacer una elección utilizando los datos o el gráfico (por ejemplo, cuál tiene más); y / o, aumentar las habilidades que se pueden utilizar para un trabajo (por ejemplo, ingresar datos en una computadora, usar un interruptor para ingresar datos, sondear personas en un centro comercial).

Los estudiantes que participan en la evaluación alternativa pueden usar apoyos que los ayudan a aprender y ser independientes. Estos apoyos pueden incluir reducir el nivel de dificultad, proporcionar imágenes u objetos y usar tecnología de asistencia.

PREGUNTA:

¿El IEP de mi hijo no determina lo que aprenden en la escuela?

RESPUESTA:

El propósito de un IEP es garantizar que su hijo con discapacidades reciba una educación gratuita y apropiada. Un Programa de Educación Individualizado (IEP) es un plan escrito que describe la instrucción especialmente diseñada (SDI), adaptaciones / modificaciones y servicios relacionados necesarios para abordar las necesidades individuales de su hijo. La IDEA define la instrucción especialmente diseñada como la adaptación del contenido, la metodología o la instrucción para abordar las necesidades únicas del niño y garantizar el acceso al plan de estudios general para que el niño pueda cumplir con los estándares educativos dentro de la jurisdicción del organismo público que se aplica a todos los niños. Los estándares educativos son los estándares de contenido que Kentucky ha adoptado de los Estándares Básicos Comunes Nacionales; son los Estándares Académicos de Kentucky (KAS). Como la instrucción diaria específica para estos estándares de contenido ocurre dentro del salón de clases, los IEP definen claramente los componentes d (es decir, el nivel actual de desempeño, metas y objetivos anuales / puntos de referencia, adaptaciones y modificaciones, etc.) necesarios para garantizar que se imparta una educación apropiada.

MÁS INFORMACIÓN:

Un IEP no pretende ser el programa educativo completo del alumno. En cambio, es el programa de apoyo al que los estudiantes deben acceder para garantizar el progreso en el plan de estudios general. El IEP es desarrollado por el Comité de Admisión y Liberación (ARC) como un registro de las decisiones tomadas por sus miembros. El IEP es un plan de acción y un compromiso de los recursos identificados dentro del programa. La membresía de ARC consiste de los siguientes miembros: padres; maestro (s), tanto generales como especiales; presidente; y el estudiante si es apropiado. Según los requisitos estatales y federales, el IEP debe desarrollarse durante la reunión de ARC. El IEP debe determinar la educación especial necesaria y los servicios relacionados, así como los apoyos que el alumno requiere al aprender el contenido general del plan de estudios. Para obtener información adicional, puede comunicarse con su

Cooperativa de Educación Especial local y / o el Departamento de Educación de Kentucky, División de Servicios de Aprendizaje al (502) 564-4970.

PREGUNTA:

¿La evaluación alternativa limita la ayuda que recibe mi hijo?

RESPUESTA:

El maestro debe proporcionar al alumno la ayuda necesaria para aprender las habilidades requeridas en el plan de estudios. Sin embargo, esa instrucción debe formarse a lo largo del tiempo para ayudar al alumno a avanzar hacia un mayor nivel de independencia. Entonces, cuando llega el momento de evaluar, el alumno puede trabajar de manera independiente.

MÁS INFORMACIÓN:

La Evaluación Alternativa permite cualquier asistencia que el alumno necesite durante la instrucción. La asistencia en la evaluación debe basarse en las necesidades individuales del estudiante. La asistencia provista al estudiante no debe dirigirlos de ninguna manera a una respuesta correcta.

PREGUNTA:

¿Se le permite a mi hijo usar cualquier modificación en la Evaluación Alterna?

RESPUESTA:

La Evaluación alternativa permite al alumno utilizar apoyos (modificaciones, adaptaciones y tecnología de asistencia) durante la instrucción y durante la evaluación. Proporcionar apoyos le permite al estudiante aprender contenido apropiado para su edad, interesante y desafiante. El único momento en que esto no es permitido es cuando el soporte guía directamente al estudiante a la respuesta correcta. Un ejemplo de un soporte permitido sería colorear el código para que el estudiante sepa comenzar con el verde y terminar con el rojo. Un ejemplo de un soporte que no está permitido sería codificar por color la respuesta correcta en verde y la respuesta incorrecta en rojo.

MÁS INFORMACIÓN:

La evaluación general del estado también le permite al estudiante usar apoyos durante la instrucción y durante la evaluación. Con el fin de justificar la adecuación de las adaptaciones para cualquier prueba obligatoria del estado, las adaptaciones de prueba deben usarse consistentemente como parte de la instrucción de rutina y la evaluación del aula, así como cumplir todos los requisitos adicionales establecidos por la inclusión de poblaciones especiales en el estado requerido Programas de evaluación y responsabilidad, documento 703 KAR 5: 070.

El documento de inclusión de poblaciones especiales se puede encontrar en el sitio web de KDE en: [Reglamento de Evaluación de Entrenamiento](#)

PREGUNTA:

¿Cómo se determinan las adaptaciones para que mi hijo use en la evaluación alternativa?

RESPUESTA:

El ARC debe determinar las adaptaciones necesarias en función de las necesidades de cada alumno. El propósito de las adaptaciones en la evaluación es permitir que el puntaje de su hijo refleje lo que ha aprendido del plan de estudios general. Los alojamientos deben estar relacionados con la discapacidad de su hijo, con datos de evaluación para apoyarlos. Deben documentarse en el IEP y usarse como parte de la rutina de instrucción regular. Los alojamientos no se pueden usar solo con fines de prueba. El IEP debe escribirse para ayudar a su hijo a adquirir las habilidades necesarias para tener éxito en el plan de estudios general, por lo tanto, las adaptaciones se determinan anualmente. A medida que mejoran las habilidades de su hijo, su dependencia de adaptaciones específicas puede verse reducida. Por ejemplo, un niño cuya discapacidad requiere que necesite que le lean en voz alta el material del nivel de grado, con el transcurso del tiempo podrá adquirir habilidades de lectura al nivel que le permitirá reducir el uso de un lector para algunas tareas y se desvanecerá. Las adaptaciones no pretenden ser un reemplazo para la instrucción o el uso de la tecnología de asistencia. Al escribir el IEP, el ARC puede analizar formas de reducir el uso de adaptaciones a lo largo del tiempo.

El IEP incluirá una declaración explicando cualquier acomodación que su hijo usará en las pruebas estatales y del distrito.

PREGUNTA:

¿Puede mi hijo recibir un diploma si participa en la evaluación alternativa?

RESPUESTA:

El ARC debe determinar si la capacidad cognitiva demostrada y el comportamiento adaptativo de un alumno previenen la finalización del curso de estudio de educación general incluso con modificaciones o adaptaciones del programa. El ARC utilizando una variedad de datos e información tales como las Pautas de Participación para la Evaluación Alternativa, el informe integrado psicoeducativo, el Inventario de Características del Aprendiz (LCI), el trabajo del alumno, las observaciones del alumno y cualquier otra información pertinente hace esta determinación. Si este es el caso, el ARC debe determinar que el estudiante no podrá completar el curso de estudio de educación general para obtener un diploma de escuela secundaria regular y, por lo tanto, completar un curso de estudio alternativo para recibir un Diploma de secundaria alternativo como se establece en Regulaciones de Kentucky 704 KAR 3: 305 (sección 8).

MÁS INFORMACIÓN:

Participar en la evaluación alterna no se opone a un estudiante con las más significativas e discapacidades cognitivas de tratar de completar los requisitos para un diploma regular de escuela secundaria como se indica en la que cada estudiante tiene éxito Ley, Título I, Sección 1111 (b) (2) (D) (i) (VI).

PREGUNTA:

¿Cuándo tiene mi hijo la oportunidad de trabajar en habilidades funcionales (de vida) enumeradas en el IEP?

RESPUESTA:

Todos los profesores deben mirar la aplicación funcional de todo aprendizaje. Esto es especialmente cierto para el estudiante con discapacidades cognitivas significativas. Las habilidades funcionales pueden integrarse en gran parte de la instrucción académica. Cuando no se puede enseñar una habilidad IEP dentro de la instrucción académica, se debe reservar tiempo para enseñar esta habilidad según sea necesario. Una vez que un estudiante ha completado la evaluación alternativa estatal requerida en el 12 ° grado, el alumno puede concentrarse únicamente en la transición a habilidades para la vida hasta los 21 años.

MÁS INFORMACIÓN:

Siguiendo los estándares de nivel de grado que están diseñados para todos los estudiantes para ayudar a asegurar que se enseñe una secuencia de habilidades a medida que el alumno pasa de la primaria a la secundaria y la secundaria, los maestros pueden individualizar la instrucción y las expectativas para satisfacer las necesidades del alumno mientras siguiendo el plan de estudios. A medida que los maestros individualizan la instrucción y las expectativas, pueden enfatizar las habilidades funcionales y de IEP. Por ejemplo, cuando un alumno de primaria está aprendiendo sobre la medición de líquidos, el alumno puede aprender a medir líquidos para cocinar o lavar la ropa. Cuando una clase de la escuela intermedia está estudiando ficción y no ficción, el alumno puede aprender a identificar materiales que no son de ficción (por ejemplo, libros de cocina, periódicos, etc.) y ficción (novelas en cinta). Cuando los estudiantes de secundaria estudian reacciones químicas, el alumno puede concentrarse en los productos químicos domésticos para evitar mezclarse.

PREGUNTA:

¿Qué sucede si se determina que mi hijo necesita permanecer en un grado más de un año?

RESPUESTA:

El alumno volvería a estar registrado en ese grado en los registros escolares y volvería a participar en la evaluación alternativa de nivel de grado.

MÁS INFORMACIÓN:

Retener a un estudiante es una decisión de ARC y debe tomarse de forma individual, no como una política de la escuela (por ejemplo, una escuela mantiene a todos los estudiantes un año adicional en cualquier nivel de grado determinado). Cuando el alumno completa todas las evaluaciones de la escuela secundaria, el alumno puede usar los años restantes, hasta los 21 años, para trabajar en las habilidades de la vida de transición. Al completar los 12 años de evaluación, un estudiante debe codificarse como grado 14 y centrarse únicamente en las habilidades de transición mencionadas anteriormente en este pasaje.

PREGUNTA:

¿Dónde puedo encontrar más información sobre las Pautas de Participación en la Evaluación Alternativa?

RESPUESTA:

Se puede encontrar más orientación sobre las Pautas de Participación para la Evaluación Alternativa en la Guía para los Comités de Admisión liberación (ARC) sobre las Decisiones de Participación para el documento de Evaluación Alternativa de Kentucky ubicado en el sitio web de KDE.

PARENT GUIDE TO ALTERNATE K-PREP

Alternate Kentucky Performance Rating for Educational Progress

Important Terms to Know &
Questions and Answers



IMPORTANT TERMS TO KNOW

AAC: Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.)

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do.

Adaptations – Changes made specific to the students individual needs. Changes made to existing materials or instructional delivery to meet the needs of a student. Examples include head pointers, Boardmaker (Mayer Johnson) symbols, and photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs.

Adaptive behavior: Behaviors defined as essential for someone to live independently and to function safely in daily life.

(ARC) Admissions and Release Committee: A group of individuals responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a student with a disability.

Alternate achievement standards: An alternate achievement standard sets an expectation of performance that differs in complexity from a grade-level achievement standard. The December 9, 2003 regulations clarify that a State is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities.

In general, alternate achievement standards must be aligned with a State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. (See 34 C.F.R. §200.1(d).)

Alternative high school diploma: Provided to students with disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an alternative high school diploma will participate in alternate assessments and complete the alternative course of study. The alternative high school diploma is not equivalent to a regular high school diploma.

Assistive technology - Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; it can range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology, such as computers with switch interfaces.

Augmentative and alternative communication - Low, medium or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events and expressing refusal).

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge.

Content target: Content targets identify those content standards that are the focus of the assessment. For the Alternate K-Prep the content targets are defined by the Core Content Connectors in English language arts and mathematics.

Current data - Data that are collected within the most recent 365-day time period. Examples include IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation and attendance records.

English Learner (EL): An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

Every Student Succeeds Act (ESSA): In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

Evidence: This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

Exceeds accommodations – Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students, as described in the “Inclusion Document” and set forth in 703 KAR 5:070.

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant cognitive disabilities to acquire knowledge and skills in context. Students with significant cognitive disabilities are likely to need this extensively to apply knowledge and skills in multiple contexts.

(IDEA) Individuals with Disabilities Education Act: The IDEA is a federal law enacted in 1990 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of

students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

(IEP) Individualized Education Program: A written statement for a child with a disability that is developed, reviewed and revised annually with the ARC. It consists of learner goals and objectives utilized for student success.

Kentucky Academic Standards (KAS): Contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. Helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels.

Learning progression: A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

Learner Characteristics Inventory (LCI): A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills and mathematics skills. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across the state.

Longitudinal data - Data that have been collected and analyzed overtime and are older than one year. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time. Examples of longitudinal data include Social Developmental History, integrated assessment reports, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment and technology evaluation.

Mode of communication: The predominant way a student expresses his or her thoughts, such as through words, pictures, objects, tactile cues and augmented communication/assistive technology.

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided.

(NCLB) No Child Left Behind – A federal law passed under the George W. Bush administration meant to hold primary and secondary schools measurably accountable to higher standards. NCLB is written so that it requires 100% of students (including special education students and those from disadvantaged background) within a school to reach the same set of state standards in math and reading by the year 2014. NCLB has been replaced by the Every Student Succeeds Act (ESSA).

Participation guidelines for alternate assessment – The Participation Guidelines for the Alternate K-PREP identify the requirements set by the state department of education for students with significant cognitive disabilities. These requirements must be agreed upon by the ARC committee and revisited at the annual meeting.

Participation criteria: These descriptors provide further information about the characteristics students would have in order to meet the four participation criteria for the Alternate Assessment.

Pervasive: Present across academic content areas and across multiple settings (including school, home and community).

(SDI) Specifically Designed Instruction – Adapting the content, methodology or delivery of instruction to address the individual needs of the child and to ensure access to the curriculum so that the child can meet the educational standards set in place.

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.)

Substantial supports: Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning and extensive scaffolding of content to support learning.

Substantially adapted materials: Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages or using raised dots and hand-over-hand counting when identifying a matching number in math.

Frequently Asked Questions

QUESTION:

What is the Alternate K-PREP?

ANSWER:

The Alternate K-PREP (Kentucky Performance Rating for Educational Progress) serves students with the most significant cognitive disabilities. These disabilities may require an alternate means of participation in Kentucky's statewide assessment to demonstrate achievement. The Alternate Assessment is designed to address the needs of the students by allowing greater depth of adaptations, modifications and alternative modes of participation for the state assessment.

MORE INFORMATION:

[Alternate K-Prep link](#)

QUESTION:

Who is assessed?

ANSWER:

College - and/or Career - Ready for All assesses every student in grades 3 through 8 with a combined Norm Referenced/Criterion Referenced Test. Students in grades 9 through 12 complete End-of-Course assessments for specific content areas in Kentucky's public schools. Students are tested on specific standards at various grade levels. Students identified with educational disabilities are also assessed. Some students with disabilities will take the assessment without accommodations, some with accommodations and some (with a significant cognitive disability) through an alternate assessment process.

MORE INFORMATION:

You may find out more about what is specifically tested at each grade level for Alternate Assessment students by going to the [Alternate K-Prep Resources page](#) or call (502) 564-4394.

QUESTION:

What grade levels are tested on the Alternate K-PREP? How is it represented?

ANSWER:

The Alternate Assessment has two major components:

1. Attainment Tasks which measure the student's performance on completing specified tasks/activities. Students will be assessed in:
Reading - Grades 3-8 and 9
Mathematics - Grades 3-8 and 10

Science - Grades 4, 7 and 11
Social Studies - Grades 5 and 8
Writing - Grades 5, 8 and 11

2. Transition Attainment Record which measures student performance on academic skills needed for transition. This is completed by the Admissions and Release Committee members (ARC): Students will be assessed in: reading, (English and reading combined) mathematics and science readiness at grade 11.

QUESTION:

Who decides if my child will participate in an Alternate Assessment?

ANSWER:

An Admissions and Release Committee (ARC) makes decisions about the educational program and placement for students with disabilities. The ARC will also determine how students with disabilities participate in state and district assessments. The ARC determines if a student will participate in the state wide assessment with accommodations, without accommodations or if they need to be assessed through the Alternate Assessment.

QUESTION:

How is the decision made by the ARC?

ANSWER:

Using the Participation Guidelines for Alternate Assessment, the ARC will analyze student information, including on-going progress data specific to the student's present level of performance. The Participation Guidelines contain participation criteria that describe specific learning aspects and characteristics. The ARC must discuss and agree to a "yes" answer and provide required documentation for each criteria from the Participation Guidelines in order to determine if the student is eligible for participation in the Alternate Assessment. The ARC must have specific data to evidence and support answering "yes" to each statement, including, but not limited to: an integrated psycho-educational report, adaptive behavior rating scales, curriculum assessments, diagnostic assessments, progress monitoring and student work.

QUESTION:

When does the ARC make the decision?

ANSWER:

The ARC meets at least annually to review the student's educational program by reviewing and revising the student's IEP and determines how the student will participate in the Kentucky state wide assessment. Using the Participation Guidelines, the ARC must review and re-determine Alternate Assessment participation.

QUESTION:

Once an ARC determines a student is eligible to participate in the Alternate Assessment, is the decision final?

ANSWER:

Based upon current data at the time of the ARC, a student may initially be determined to participate in the Alternate Assessment, however, if new data or changes with a student occur, an ARC may reconvene and determine that a student is no longer eligible for participation in the Alternate Assessment. An annual meeting held by the ARC should make that decision on a year to year basis.

QUESTION:

Why is my child working with the same content as children who do not have a disability? If my child could do that, is special education necessary?

ANSWER:

Education has made tremendous gains since the first special education law was passed in 1975. In the 1980s, success was found in teaching students functional (life) skills that helped them at home and in the community. In the 1990s, inclusion in same age classrooms helped students improve self-determination, communication and social skills. Assistive technology has provided increased access to general curriculum for students with disabilities through providing alternative means of demonstrating their understanding of concepts. Beginning in 2000 it became evident that students with the most significant disabilities could find success in accessing academic learning. Building on these experiences the federal No Child Left Behind Act requires that alternate assessments be based on grade level content standards.

MORE INFORMATION:

Kentucky has held schools accountable for the progress of all students on state standards since 1990, including students with significant cognitive disabilities. In 2001 the federal law known as No Child Left Behind (NCLB) required every state to develop an accountability system that includes all students to determine how well they are educating America's children. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

QUESTION:

Why must my child be assessed on the same grade level content standards as students who do not have an identified disability?

ANSWER:

There are two very important federal laws that determine how schools will be held accountable for the education of all students in the United States, No Child Left Behind (NCLB 2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). Both NCLB and IDEA very clearly require high expectations for academic learning and access to the general curriculum for every child. This sets the expectation that all students are valuable and can learn at high levels. Recent research findings show that students with significant cognitive disabilities can learn. The assessment information is used to assist in improving schools and programs along with providing the best educational experience for all students.

MORE INFORMATION:

Instruction on grade level content standards provides the student with the opportunity to learn concepts that can be used in many situations along with learning more traditional functional (life) skills. The combination of these two opportunities creates a truly meaningful school experience. For example, as a student is working on the standard that asks the students to analyze data, create a graph, and make an appropriate choice using the data or graph, the student could:

- increase communication and social skills (including switches and augmentative communication boards) while conducting a survey to collect data;
- increase number sense as he/she enters the data on a graph (e.g., one to one correspondence);
- increase appropriate and informed decision making skills when using the data to make a choice using the data or graph (e.g., which one has more); and/or,
- increase skills that may be used for a job (e.g., entering data on a computer, using a switch to enter data, polling people at a mall).

The students participating in the Alternate Assessment are allowed to use supports that help them learn and be independent. These supports may include reducing the level of difficulty, providing pictures or objects and using assistive technology.

QUESTION:

Doesn't my child's IEP determine what they learn at school?

ANSWER:

The purpose of an IEP is to ensure that your child with disabilities receives a free and appropriate education. An Individualized Education Program (IEP) is a written plan describing the specially designed instruction (SDI), accommodations/modifications and related services needed to address the individual needs of your child. Specially designed instruction is defined in IDEA as adapting the content, methodology or delivery of

instruction to address the unique needs of the child and to ensure access to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. The educational standards are the content standards that Kentucky has adopted from the National Common Core Standards; they are the Kentucky Academic Standards (KAS). As daily instruction specific to these content standards occur within the classroom, the IEP's clearly defined components (i.e., present level of performance, annual goals and objectives/benchmarks, accommodations and modifications, etc.) are necessary for ensuring that an appropriate education occurs.

MORE INFORMATION:

An IEP is not intended to be the student's entire educational program. Instead it is the support program that students need to access to ensure progress in the general curriculum. The IEP is developed by the Admissions and Release Committee (ARC) as a record of decisions made by its members. The IEP is a plan of action and a commitment of the resources identified within the program. The ARC membership consists of the following members: parents; teacher(s), both general and special; chairperson; and the student if appropriate. By state and federal requirements, the IEP must be developed during the ARC meeting. The IEP should determine the necessary special education and related services as well as supports that the student requires when learning the general curriculum content. For additional information, you may contact your local Special Education Cooperative and/or The Kentucky Department of Education, Division of Learning Services at (502) 564-4970.

QUESTION:

Does the Alternate Assessment limit the help that my child receives?

ANSWER:

The teacher should provide the student with the help needed in order to learn the required skills in the curriculum. However, that instruction should be shaped over time to help the student move toward a greater level of independence. So when it comes time to assess the student can do work independently.

MORE INFORMATION:

The Alternate Assessment allows for whatever assistance the student needs during instruction. Assistance on the assessment should be based on the individual student's needs. The assistance provided to the student should in no way direct them to a correct response.

QUESTION:

Is my child allowed to use any modifications in the Alternate Assessment?

ANSWER:

The Alternate Assessment allows the student to use supports (modifications, adaptations and assistive technology) during instruction and during assessment. Providing supports allows the student to learn content that is age appropriate, interesting and challenging. The only time

this is not allowable is when the support directly guides the student to the correct answer. An example of an allowable support would be to color code so the student knows to start with the green and end with the red. An example of a support that is not allowable would be to color code the correct answer green and the incorrect answer red.

MORE INFORMATION:

The general state assessment also allows the student to use supports during instruction and during assessment. In order to justify appropriateness of the accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the Inclusion of Special Populations in the State-required Assessment and Accountability Programs, 703 KAR 5:070 document.

The Inclusion of Special Populations document can be found on the KDE website at: [Administration Code Training](#)

QUESTION:

How are accommodations for my student to use on the alternate assessment determined?

ANSWER:

The ARC must determine accommodations needed based on your individual student's needs. The purpose of accommodations on assessment is to allow your child's score to reflect what he/she has learned from the general curriculum. Accommodations must be related to your child's disability, with evaluation data to support them. They must be documented on the IEP and used as part of the regular instructional routine. Accommodations cannot be used just for testing purposes. The IEP must be written to help your child gain skills needed to be successful on the general curriculum, therefore accommodations are determined annually. As your child's skills improve, his/her reliance on specific accommodations may be reduced. For example, a child whose disability requires them to need grade-level material read aloud to them, may over the course of time gain reading skills to the level that will allow use of a reader to be reduced for some assignments and faded out. Accommodations are not intended to be a replacement for instruction or use of assistive technology. In writing the IEP, the ARC may discuss ways to reduce the use of accommodations over time. The IEP will include a statement explaining any accommodations your child will use on state and district-wide testing.

QUESTION:

Can my child receive a diploma if they participate in the Alternate Assessment?

ANSWER:

The ARC must determine if a student's demonstrated cognitive ability and adaptive behavior prevents completion of the general education course of study even with program modifications and/or accommodations. The ARC using a variety of data and information such as the Participation Guidelines for the Alternate Assessment, psycho-educational

integrated report, the Learner Characteristics Inventory (LCI), student work, student observations and any other relevant information makes this determination. If this is the case, the ARC must determine the student would not be able to complete the general education course of study to earn a regular high school diploma and would therefore complete an alternate course of study to receive an Alternative High School Diploma as stated in Kentucky Regulations 704 KAR 3:305 (section 8).

MORE INFORMATION:

Participating in the alternate assessment does not preclude a student with the most significant cognitive disabilities from attempting to complete the requirements for a regular high school diploma as stated in the Every Student Succeeds Act, Title I, Section 1111 (b)(2)(D)(i)(VI).

QUESTION:

When does my child have the opportunity to work on functional (life) skills listed on the IEP?

ANSWER:

All teachers should look at the functional application of all learning. This is especially true for the student with significant cognitive disabilities. Functional skills can be embedded in much of the academic instruction. When an IEP skill cannot be taught within the academic instruction, time should be set aside to teach this skill as necessary. Once a student has completed the state alternate assessment required in 12th grade the student can then concentrate solely on transition into life skills until age 21.

MORE INFORMATION:

Following the grade level standards that are designed for all students to help ensure that a sequence of skills are taught as the student moves from elementary to middle and on to high school, teachers can individualize the instruction and expectations to meet the needs of the student while following the curriculum. As teachers individualize the instruction and expectations they can emphasize functional and IEP skills. For example, when an elementary student is learning about measurement of liquids, the student can learn to measure liquids for cooking or doing laundry. When a middle school class is studying fiction and nonfiction, the student can learn to identify nonfiction materials (e.g., cookbooks, newspapers, etc.) and fiction (novels on tape). When high school students are studying about chemical reactions the student is able to focus on which household chemicals to avoid mixing.

QUESTION:

What happens if it is determined that my child needs to stay at a grade more than one year?

ANSWER:

The student would be recorded in that grade again on the school records and would participate in the grade level alternate assessment again.

MORE INFORMATION:

Retaining a student is an ARC decision and should be made on an individual basis, not as a school policy (e.g., a school keeps all students an extra year at any given grade level). When the student completes all high school assessments then the student can use the remaining years, to age 21, to work on transition life skills. Upon completion of 12 years of assessment a student should be coded as grade 14 and focus only on those transitional skills mentioned earlier in this passage.

QUESTION:

Where can I find more information on the Alternate Assessment Participation Guidelines?

ANSWER:

More guidance on the Alternate Assessment Participation Guidelines can be found in the Guidance for Admission and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment document located on the KDE website.

Kentucky District Justification Process Guidance

School Year 2017-2018

Justification Process for District's Exceeding 1% of their Student Population Participating in the Kentucky Alternate Assessment

The KDE applied for a waiver for the 2017-2018 school year from the Secretary for the United States Department of Education from the requirements set forth at 34 C.F.R. 200.6 (c)(2) limiting the total number of students in the State participating in the alternate assessment. As part of that waiver, we are required to:

“take steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a given subject in a school year using an alternate assessment aligned with alternate academic achievement standards to ensure that only student with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards.”

Any district currently identified as exceeding more than 1.0 percent of assessed students using an alternate assessment, **must** complete a justification survey. Any district that *anticipates* exceeding more than 1.0 percent of assessed students using an alternate assessment, **must** complete a justification survey.

According to data, if your district has been identified to be assessing more than 1.0 percent of assessed students using an alternate assessment aligned with alternate academic achievement standards, the KDE will reach out to support and provide training as needed. As required in the waiver, we will be following up with you to provide training on:

- using alternate assessment participation guidelines to make assessment participation decisions,
- differentiating instruction and providing access to academic content,
- the accessibility features and accommodations available for the general assessment,
- understanding implications of student participation in the alternate assessment as it applies to the type of diploma the student earns, as well as the student's postsecondary and career readiness,
- and the process for the district to provide justification to the state for exceeding the 1.0 percent cap.

Use of the Kearns and Kleinert Learning Characteristics Inventory (LCI) to collect demographic information will assist each district known to be above the CAP in determining if they are identifying appropriately for the alternate assessment. This Inventory is a national tool used for identifying the characteristics of students who are already participating in the alternate assessment. The LCI is part of the participation guidelines documentation process, but not part of the eligibility process. The justification process for the district is an opportunity for the district to look at and compare data with other districts and the state to see how their data compares.

As districts prepare justifications for the KDE, the use of these guiding questions will be helpful:

1. Did you utilize the alternate assessment participation guidelines to make assessment participation decisions, as required by 707 KAR 1:320, Section 5 (11)?
2. How have all members of the ARC been informed or trained on the participation guidelines?
3. What factors may have contributed to your district exceeding 1 percent of your student population, who are students with significant cognitive disabilities, participating in the KY Alternate Assessment?

Justifications **must** be submitted no later than **Dec. 1, 2017**. A district **must** print as proof of submission, the final submission page of the survey that states “Thank you for submitting the KY District Justification Form for Districts Exceeding 1% of Their Student Population Participating in the KY Alternate Assessment. Please PRINT this page as proof of submission.” The KDE review of the justification involves consideration of the district’s response to the items listed and any supporting documentation. The KDE will notify district DoSE via email if your submission was not received. Please direct any questions on completing the justification form to Tania Sharp at 502-564-4970, extension 4124 or tania.sharp@education.ky.gov or Yayo Radder at 502-564-4970, extension 4108 or yayo.radder@education.ky.gov. Any district submitting a justification may be subject to further review by the Department to obtain additional clarification on the submitted information.

In Kentucky, 94 districts are presently over 1.0 percent student participation in the alternate assessment and the state participation rate is approximately 1.1 percent. The KDE will review justifications from each district and will make the information publicly available.

Note: Do not submit any student identifiable information with this justification

Here is the link to the Kentucky 1 Percent Justification Survey to be completed by Dec 1, 2017.

<https://www.surveymonkey.com/r/KY1percent>

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kentucky Department of Education

April 2018

The Every Student Succeeds Act (ESSA) requires Kentucky to ensure that the total number of students assessed in each subject using the Kentucky alternate assessment does not exceed 1.0 percent of the total number of all students participating in the Kentucky Performance Rating for Educational Progress (K-PREP) States that anticipate exceeding 1.0 percent in alternate assessment participation must submit a waiver request to the U.S. Department of Education 90 days before the beginning of the alternate assessment testing window. Kentucky's alternate assessment participation rate is approximately 1.3 percent.

The Every Student Succeeds Act (ESSA) requires each district or community school to submit a justification annually, if the district anticipates alternate assessment participation rates will be greater than 1% in one or more subject areas.

The 2016-2017 assessment data was used to identify any district with an alternate assessment participation rate greater than 1% in one or more subject areas. KDE's Division of Learning Services (DLS) identified 170 districts and requested written assurances that all Individual Education Program (IEP) Teams, known in Kentucky as an Admissions and Release Committee (ARC), are following the Alternate Assessment Participation Guidelines when making assessment participation decisions. The KDE also required identified districts to submit information justifying the need to exceed the 1.0 percent threshold.

The information submitted from districts is below.

If you have any questions about the 1.0 percent justification responses, please contact the Kentucky Department of Education at 502-564-4970 or email [KDE Alternate Assessment Inbox](#).

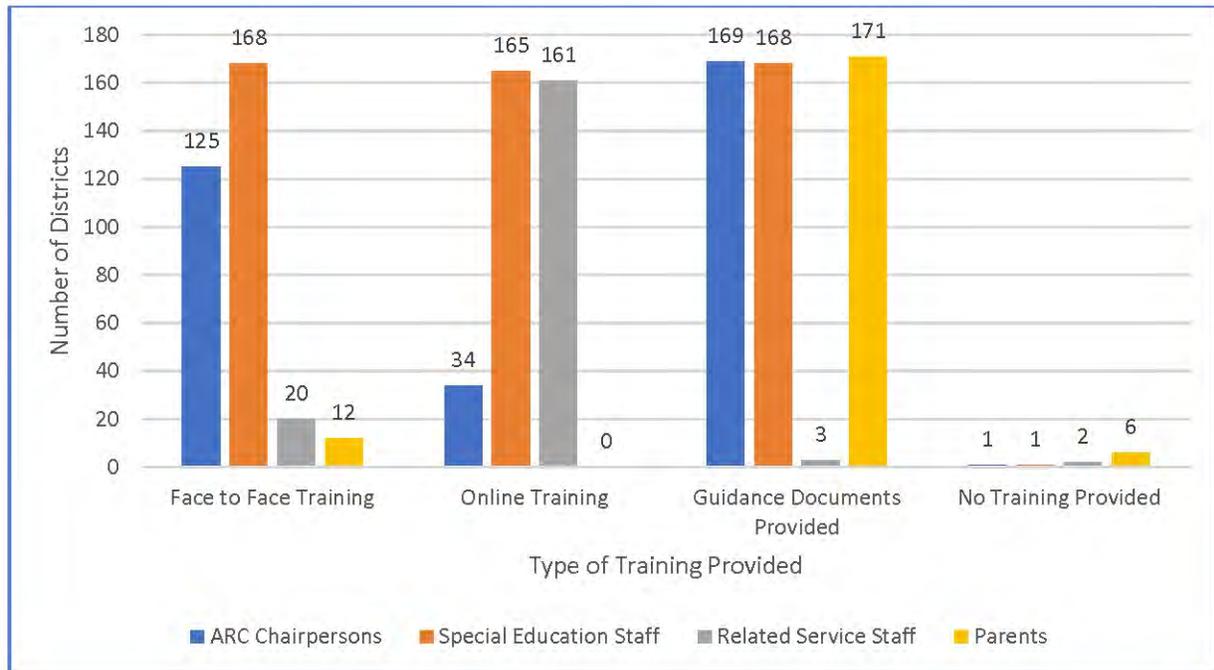
For more information on the ESSA requirements for a state waiver request, please visit the [U. S. Department of Education ESSA page](#).

Questions and Response Results

Question: Did you utilize the alternate assessment participation guidelines to make assessment participation decisions, as required by 707 KAR 1:320, Section 5 (11)?



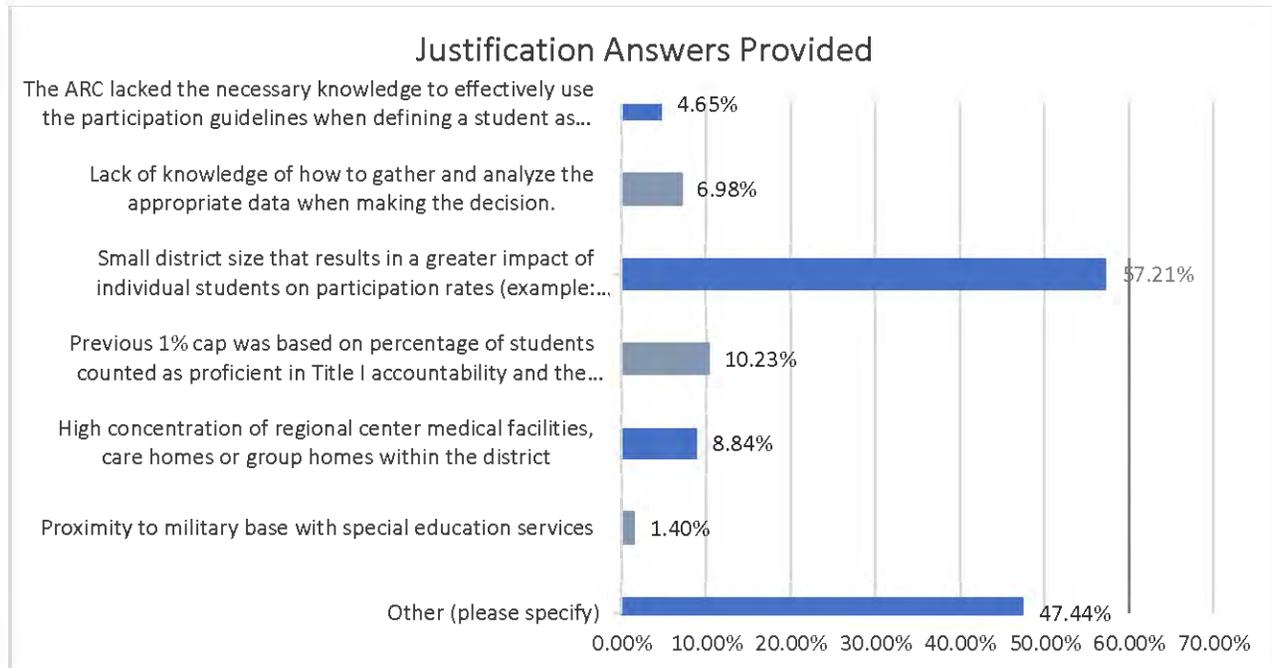
Question: How have all members of the Admissions and Release Committee been informed or trained on the alternate assessment participation guidelines?



*Some districts provide training in multiple formats

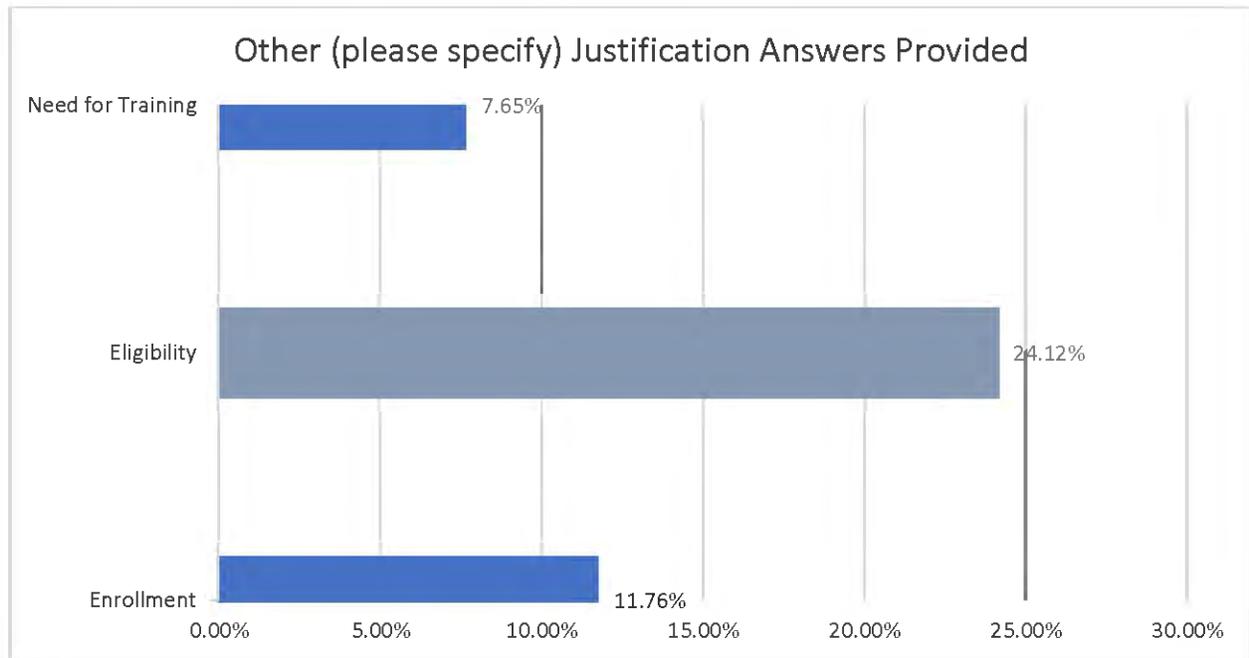
	ARC Chairpersons	Special Education Staff	Related Service Staff	Parents
Face to Face Training	125	168	20	12
Online Training	34	165	161	0
Guidance Documents Given	169	168	3	171
No Training Given	1	1	2	6

Question: Please identify any factors justifying your district exceeding 1 percent of your student population, who are students with significant cognitive disabilities, participating in the KY Alternate Assessment: (select at least one and all that apply)



	Number of Respondents	Percentage of Respondents
The ARC lacked the necessary knowledge to effectively use the participation guidelines when defining a student as having a significant cognitive disability.	10	4.65%
Lack of knowledge of how to gather and analyze the appropriate data when making the decision.	15	6.98%
Small district size that results in a greater impact of individual students on participation rates (example: district size 180 students with 2 students with significant cognitive disabilities results in higher than 1% participation rate)	123	57.21%
Previous 1% cap was based on percentage of students counted as proficient in Title I accountability and the new 1% cap is strictly based on percentage of students participating in the alternate assessment, regardless of score.	22	10.23%
High concentration of regional center medical facilities, care homes or group homes within the district	19	8.84%
Proximity to military base with special education services	3	1.40%
Other (please specify)*	102	47.44%

*Other justifications that were provided by districts are listed below



Other (please specify) Justification Answers Provided - Common Themes	Number of Respondents	Percentage of Respondents
Enrollment	20	11.76%
Eligibility	41	24.12%
Need for Training	13	7.65%

Enrollment

- Decrease in overall student enrollment in over the last few years
- Non-resident students are open enrolled into the district
- Transient pupil population i.e. students who have been enrolled in multiple schools per school year, students enrolling from group homes and medical facilities
- Higher enrollment of students with moderate to severe disabilities population because more specialized programs and resources are available in the district.
- District has not exceeded 1% participation, but anticipates it may exceed in the future

Eligibility

- 1% cap calculation based on each subject area as opposed to an overall population participation affected the numbers
- High number of eligible students with significant cognitive disabilities

Need for Training

- Socio-economic issues i.e. low poverty levels, high levels of substance abuse
- District misinterpretation of the participation criterion required for alternate assessment

**Disproportionality of Students Participating in
Alternate Assessment - Aligned with Alternate Academic Standards (AA-AAAS)
By Subgroup and Content Area**

Sub-Group Disproportionality	Reading (Elem/Middle)	Math (Elem/Middle)	Writing (Elem/Middle/High)	Language Mech (Elem/Middle)	Science (Elem/Middle)	Social Studies (Elem/Middle)	English II (High)	Algebra II (High)	US History (High)
White Students Participating in Alternate Assessment	1.05	1.05	1.07	1.07	NA*	1.07	1.05	1.04	1.16
African American Students Participating in Alternate Assessment	1.15	1.15	1.16	1.07	NA*	1.11	1.14	1.11	1.23
Hispanic Students Participating in Alternate Assessment	0.77	0.77	0.72	0.76	NA*	0.77	0.77	0.71	0.56
Asian Students Participating in Alternate Assessment	0.82	0.82	0.75	0.63	NA*	0.85	0.28	0.68	0.31
American Indian/Alaskan Native Students Participating in Alternate Assessment	0.67	0.67	1.22	0.72	NA*	1.19	1.35	0.00	0.00
Pacific Islander Students Participating in Alternate Assessment	1.15	1.15	1.56	0.00	NA*	2.18	0.00	0.00	0.00
Students of Two or More Races Participating in Alternate Assessment	0.84	0.84	0.72	1.08	NA*	0.77	1.14	1.17	0.01
Free or Reduced Eligible Students Participating in Alternate Assessment	2.91	2.91	2.80	3.14	NA*	2.81	2.99	3.02	1.96
English Language Learners Students Participating in Alternate Assessment	1.57	1.57	1.85	1.56	NA*	1.96	1.41	1.91	0.71
Migrant Students Participating in Alternate Assessment	0.67	0.67	0.40	0.77	NA*	0.49	1.27	0.00	0.00
Homeless Students Participating in Alternate Assessment	1.36	1.36	1.09	1.45	NA*	1.17	1.54	1.38	1.73
Male Students Participating in Alternate Assessment	1.96	1.96	1.86	1.94	NA*	1.91	1.77	1.76	1.65
Female Students Participating in Alternate Assessment	0.51	0.51	0.53	0.51	NA*	0.52	0.56	0.57	0.61

Participation Guidelines for the Kentucky Alternate Assessment Review Document



Division of Learning Services

Created January 2018

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Introduction

The Participation Guidelines for the Alternate Assessment Review Document are based on the requirements of the Individuals with Disabilities Education Act (IDEA) and the Kentucky Administrative Regulations for Special Education Programs (KARs). The Division of Learning Services (DLS) created this document to serve several purposes. They include:

- promoting a consistent standard for districts to use when determining if a student is eligible to participate in the Kentucky Alternate Assessment
- developing a professional learning tool for monitoring appropriate documentation for a student with a significant cognitive disability
- existence of a data collection document to accurately collect information required for KDE’s federal compliance with the 1% cap placed on students participating in the state alternate assessment.
- establishing a consistent tool for use of the KDE and districts during the review process

The intent is to ensure state compliance with the 1% cap on student participation in the alternate assessment as required by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), section 1111(b)(2)(D)(i)(I), but also to facilitate results-driven accountability (RDA) to improve student outcomes and professional development.

For more information on documenting requirements, see the Guidance for Annual Review Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment on the Kentucky Department of Education website.

District Directions for Review of Records

To yield accurate information, student records should be selected randomly. Districts may choose to select the record of every third, fifth or tenth student from the district’s current special education enrollment to achieve random selection. Random also means that records are selected from a variety of schools, teachers, case managers and categories of disability.

A minimum of 10 files should be reviewed. If the district has 10 or fewer students that participate in the alternate assessment, all student records should be reviewed. For example, if

the district has eight students participating in the alternate assessment, all eight records should be reviewed.

Correction of student eligibility to participate in the Kentucky Alternate Assessment

During the record review process, districts may find that documented evidence does not support that the student has a significant cognitive disability and that he or she is not eligible to participate in the Kentucky Alternate Assessment. In some cases, it will be necessary to reconvene an ARC to discuss and document completion of the Kentucky Alternate Assessment Participation Guidelines. The criteria for participation in the Alternate K-Prep reflect the pervasive nature of a significant cognitive disability.

Demographic Information (Required)

Kentucky Alternate Assessment Participation Review Document

School Year _____

Reviewer's Name _____

Date _____ / _____ / _____

Student's Name _____

Student's DOB _____ / _____ / _____ Grade _____

Race/Ethnicity Hispanic/Latino American Indian/Alaska Native
 Asian Black/African American
 White Native Hawaiian or Other Pacific
 Two or More Races Islander

Disability _____

School _____

District _____

Mark box below for the age range of the student:

- Preschool child (exiting Part C)
- Student (age 3-15)
- Student (age 16 or older)

Mark box below for the meeting purpose:

- Initial Referral/Eligibility
- 3-Year Reevaluation
- Annual Review
- Other _____

Notes: _____

Guidelines for participating in the Kentucky Alternate Assessment

703 KAR 5:070

Documentation Form	Yes	No	NA
<p>Item A. Documentation the Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KAR 3:305) and a Regular High School Diploma.</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p>			
<p>Item B. Documentation the parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions (either prior to meeting, during meeting, or other)</p> <p>Date guide provided to parent:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>NOTE: The ARC must provide copy to parent and must document when the guide was given to the parent.</p>			
Participation Criterion #1	Yes	No	NA
<p>Item 1. Did the ARC document that the student is eligible for special education services</p> <ul style="list-style-type: none"> • Disability Eligibility Documentation Form was completed and discussed <p style="text-align: center;">Date of Disability Eligibility Documentation Form:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The ARC documented the student has a current IEP or that one is currently being developed? <p style="text-align: center;">Date of Current IEP:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>NOTE: Both items in Criterion #1 must be yes and must include date of documentation required. If the ARC documented that an IEP is currently being developed for a student, mark YES and put date of ARC to develop IEP.</p>			

Documentation Form	Yes	No	NA
Participation Criterion #2	Yes	No	NA
<p>Item 2. The ARC documented student’s demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations</p> <p>All of the following are required:</p> <ul style="list-style-type: none"> • Cognitive Functioning Evaluation data meet the definition of a student who has a significant cognitive disability <p>Date of evaluation:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • Adaptive Behavior data in multiple settings meet the definition of a student who has a significant cognitive disability <p>Date of evaluation:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The PLEP of the IEP meets the definition of a student who has a significant cognitive disability <p>Date of IEP:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The data in the PLEP of the previous IEP document that the students’ academic performance is significantly and consistently below same age peers. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Date of previous IEP:</p> <ul style="list-style-type: none"> • Documented Progress Monitoring Data based on IEP goals supports documentation that the student is significantly below age expectations, <i>even with</i> program modifications and accommodations. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Evidence of Progress Monitoring:</p>			

Documentation Form	Yes	No	NA
<ul style="list-style-type: none"> ARC documented sources of evidence and justification for decision in Conference Summary. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: All required sources of evidence <i>must</i> be documented in the conference summary. All answers to participation criteria must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p> <p>If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.</p>			
Participation Criterion #3	Yes	No	NA
<p>Item 3. Does the student require extensive Individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning</p> <ul style="list-style-type: none"> There is documentation the student requires extensive individual direct instruction across multiple settings <p>Individual Education Program Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> Progress Monitoring is documented <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> There is documentation the student utilizes intensive accommodations, modifications and assistive technology (that exceed what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070) to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning <p>Documentation of Accommodations Determination Date (not a specific form):</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>			

Documentation Form	Yes	No	NA
<p>Note: All required sources of evidence <i>must</i> be documented in the conference summary. All answers to participation criterion must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p> <p>If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.</p>			
Participation Criteria #4	Yes	No	NA
<p>Item 4. Is there documentation the ARC carefully considered (check box if considered) each of the exclusionary factors?</p> <p><input type="checkbox"/> excessive or extended absences</p> <p><input type="checkbox"/> disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment</p> <p><input type="checkbox"/> native language, social, cultural, and economic differences</p> <p><input type="checkbox"/> those identified as English Language Learners (ELL)</p> <p><input type="checkbox"/> pre-determined poor performance on the grade-level assessment</p> <p><input type="checkbox"/> the student displays disruptive behaviors or experiences emotional duress during testing</p> <p><input type="checkbox"/> administrator decision</p> <p><input type="checkbox"/> educational placement or instructional setting</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The ARC documented the decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: Discussion of exclusionary factors <i>must</i> be documented in the conference summary. All answers to participation criteria must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p>			

Documentation Form	Yes	No	NA
If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.			
Item C. ARC Eligibility Determination	Yes	No	NA
<ul style="list-style-type: none"> All data sources referenced can be verified with supporting documentation. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: Sources of evidence must be made available as requested.</p>			
Item D. Documentation Questions			
<ul style="list-style-type: none"> There is documentation the ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? <p>Learner Characteristics Inventory Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> There is documentation that receptive and expressive communication are addressed in the IEP? <p>Individual Education Program Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: If a student is found eligible for the alternate assessment, the ARC must complete the LCI and document that communication is addressed (or not an area of concern) in the IEP. Sources of evidence must be available as requested.</p>			

Comments:

P4AA 1% Training

Administrators Track

- Focuses on:
 - How my LEA fits into the bigger picture. (Modules 1 and 5)
 - How my LEA stays compliant with state expectations. (Modules 2 and 4)

Educators Track

- Focuses on:
 - How what I see and collect in the classroom informs how my student participates in KY assessments. (Module 3)
 - How what I see and collect in the classroom informs the completion of the LCI (Module 4)

Learning Management System: P4AA 1% Training Modules

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criteria

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

Learning Management System: P4AA 1% Training Modules
Each DOSE in the state must successfully complete
(modules in green):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criteria

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

January 31, 2018
Completion Deadline
***Keep Certificates of Completion for your records**

Learning Management System: P4AA 1% Training Modules

Each ARC chair in the state must successfully complete (all modules in yellow):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criteria

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

**Must complete to chair an ARC after January 31, 2018
Completion Deadline
*Keep Certificates of Completion for your records**

Learning Management System: P4AA 1% Training Modules

Each SPED Teacher in the state must successfully complete (all modules in purple):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criteria

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

Must Complete prior to attending the Spring Regional Simulation (Face to Face Training @ Coop) – may participate in ARC without it

January 31, 2018 Completion Deadline
***Keep Certificates of Completion for your records**