



Meeting ESSA and WIOA Requirements: Alternate Assessments and Inclusion of All Students



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Agenda

- I. Overview of Workforce Innovation and Opportunity Act (WIOA) Requirements – Don Peasley (OESE)**
- II. Strategies for Meeting Alternate Assessment and WIOA Requirements – Sheryl Lazarus (NCEO)**
- III. How Consortia and States are addressing WIOA Requirements**
 - Dynamic Learning Maps (DLM) - Meagan Karvonen (ATLAS, University of Kansas)**
 - Multi-state Alternate Assessment (MSAA) and the Arizona Dept. of Education - Audra Ahumada (Arizona Dept. of Education)**

Agenda, Cont.

- IV. Successfully Addressing Peer Review Section 5 (Inclusion of All Students) – Deborah Spitz and Don Peasley (OESE)**
- V. Wrap Up – Sheryl Lazarus (NCEO)**

Put Questions in the Chat Box. Questions will be taken several times during the session.

I. Overview of WIOA Requirements in ESSA (Critical Element 6.3)

ESSA Assessment Regulations, Section 200.2(b)(3)(ii)(B)(2), State Responsibilities for Assessment

- ▶ With respect to alternate assessments for students with the most significant cognitive disabilities, measure student performance based on alternate academic achievement standards defined by the State consistent with section 1111(b)(1)(E) of the Act that reflect professional judgment as to the highest possible standards achievable by such students to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment, consistent with the purposes of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act, as in effect on July 22, 2014.

ESSA Requirements

- States are required to coordinate educational services with the requirements of WIOA.
- States must demonstrate for the federal **assessment peer review** that students with disabilities who meet the state's alternate academic achievement standards are on track to pursue postsecondary education or competitive integrated employment.

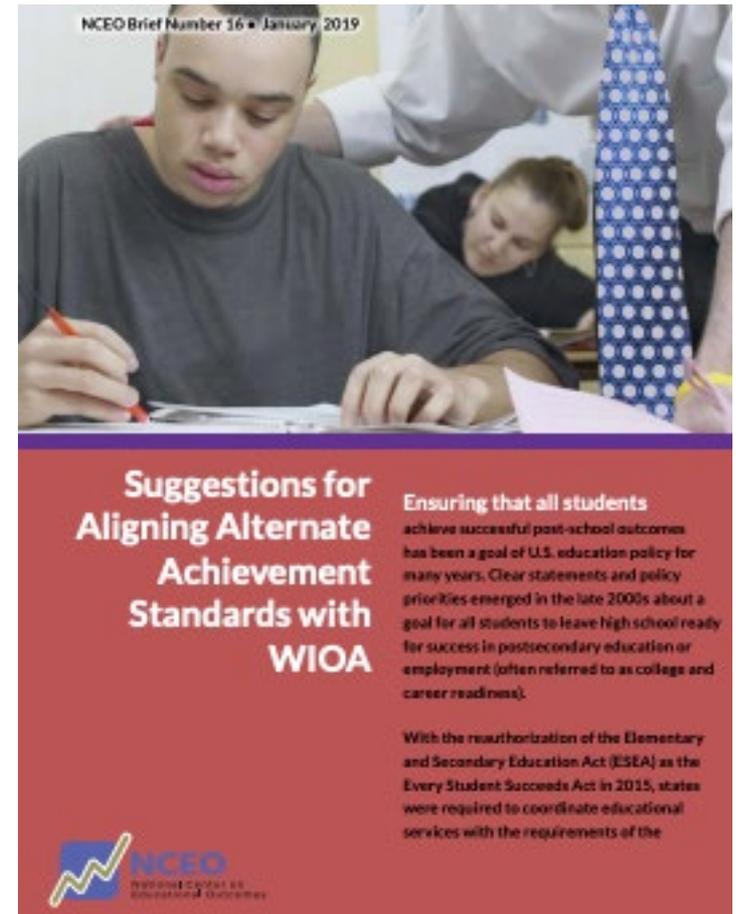
II. Strategies for Meeting Alternate Assessment and WIOA Requirements

NCEO Brief

Suggestions for Aligning Alternate Achievement Standards with WIOA

(NCEO Brief #16)

<https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief16.pdf>



Standards

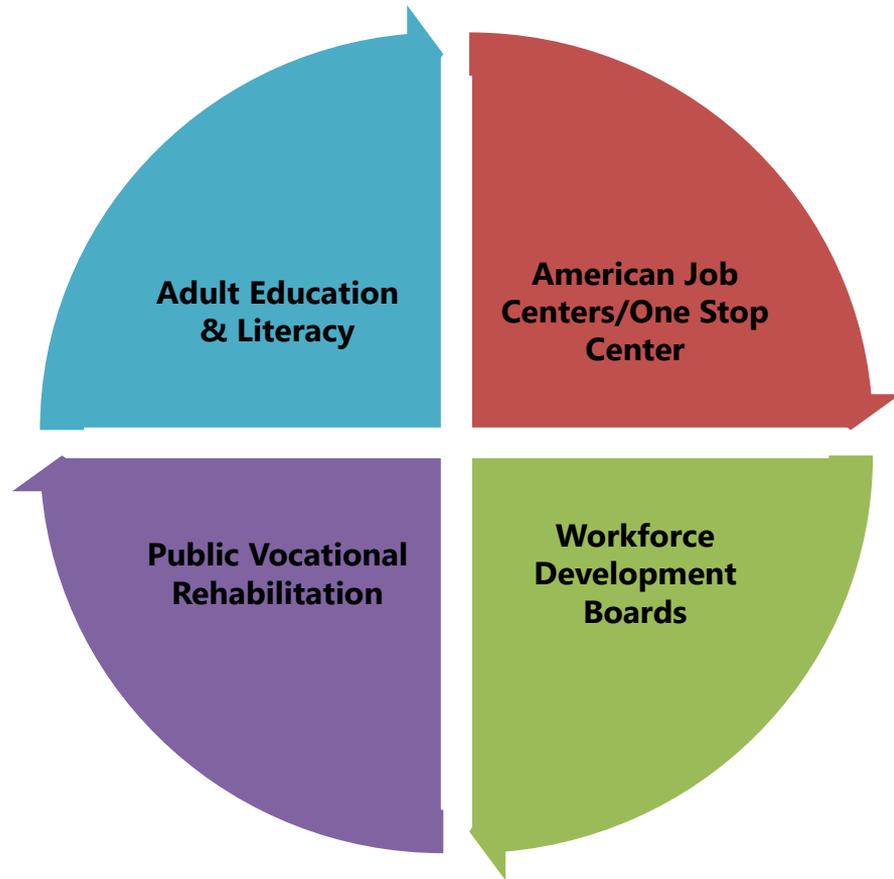
- **Content** standards define what students need to know and be able to do.
- **Achievement** standards define how well the student is to perform - they define the expected performance of a student who is proficient.

Alternate Achievement Standards

- **Alternate academic achievement standards describe the performance expectations for students with the most significant cognitive disabilities.**

WIOA Overview

“WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.”



All means All

- WIOA provisions include youth with the most significant disabilities.
- Presumption that people with disabilities can work with the right supports.
- Can no longer automatically “track” youth with disabilities into sub-minimum wage work.

Optimal Outcome of WIOA

Competitive, integrated employment:

...full-time or part time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. (34 CFR §§361.5(c)(9)(ii) and 361.5(c) (32)(ii))

Developing and Supporting Connections

- Connections between state and local education agencies and vocational rehabilitation (VH) programs will increase the likelihood that students with the most significant cognitive disabilities will meet the WIOA goals for postsecondary education and competitive integrated employment.
- Developing and supporting these connections will require cross-agency and interdisciplinary partnerships.

Strategies a state might employ to foster collaboration among state agencies

- Review your state's WIOA transition plan and identify areas of common interest in the plan.
- Coordinate the delivery and deployment of Pre-employment transition services (pre-ETS) with state VR programs.
- Encourage IEP team members to invite the assigned high school VR counselor to participate in IEP meetings for all transition-age youth with significant cognitive disabilities.

Strategies a state might employ to foster collaboration among state agencies, cont.

- Suggest that schools and districts make referrals of students directly to the state VR program.
- Develop a formal agreement with the state VR program to maximize and coordinate service delivery.

Evidence for Peer Review- Critical Element 6.3

- Peer Review Guidance suggests the following as evidence of meeting this element:

Follow-up studies that examine proficiency on the high school assessments and performance in post-secondary education, vocational training or competitive integrated employment

Additional Ideas

Existing Data Evidence:

- SPP/APR Indicator 13 (Secondary Transition) to document postsecondary goals
- SPP/APR Indicator 14 (Post-School Outcomes) to document work experience and work trajectory
- Any other data available

Additional Ideas, Cont.

New Data Collection Evidence:

- Set up expectation that information on postsecondary education and employment will be gathered on students who participated in the AA-AAAS
- Set up systems needed to collect post-school data on students who participated in the AA-AAAS

III. How consortia and states are addressing WIOA requirements

Dynamic Learning Maps® Approach to Aligned Academic Achievement Standards in Support of Postsecondary Opportunities

Meagan Karvonen

July 2020

The Criterion

The alternate academic achievement standards are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.

Theory of Action - Beliefs

Students with significant cognitive disabilities (SWSCD) can learn to integrate and build upon background knowledge.

SWSCD are a highly diverse group who learn through multiple pathways.

SWSCD need to be taught appropriately challenging content linked to college, career, and citizenship standards that will prepare them for postsecondary opportunities.

Assessment must be closely integrated with instruction in order to have positive instructional impacts.

Theory of Action - Intermediate Outcomes

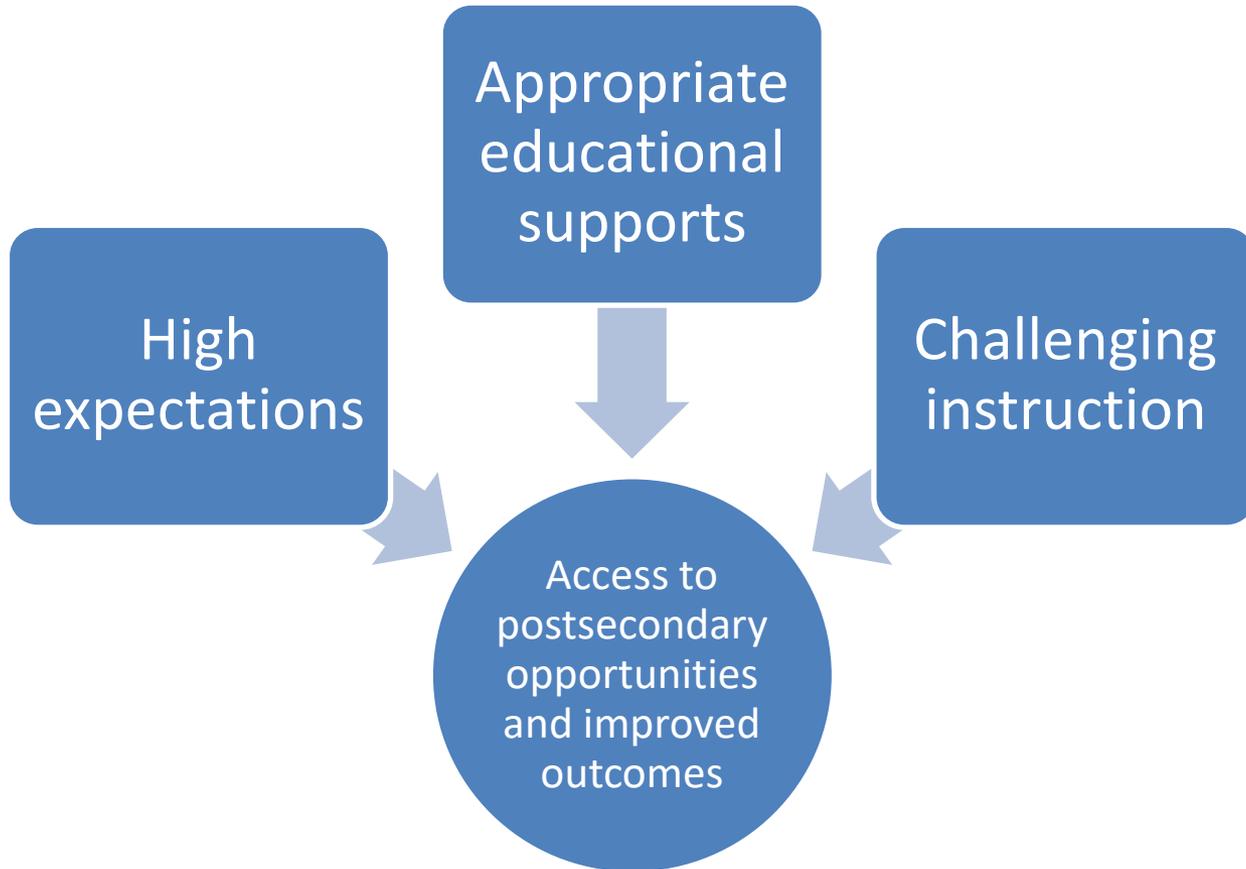
Teachers may use the DLM system as part of their routine practice.

Parents, teachers, and others have higher expectations for students' academic learning.

Validity of inferences is supported by multiple categories of evidence.

The Community of Practice sustains and expands.

SWSCD make growth throughout their academic career and are prepared for postsecondary options.



Our Approach to CE 6.3

The alternate academic achievement standards are aligned ...

- Vertical alignment of content
- Vertical articulation of achievement standards

...to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.

- Define postsecondary opportunities
- Identify necessary academic KSUs
- Evaluate KSUs in relation to PLDs

Synthesized and interpreted in the context of DLM theory of action & assessment system design

Vertical Articulation Evidence

Explanation of evidence previously submitted:

- Academic content standards
- External alignment studies including evaluation of linkage level progression
- Standard setting approach
- Development of grade/content performance level descriptors (PLDs)

“On Track to Pursue” Means When Students Exit High School They...

- Possess academic KSUs needed to pursue PSOs
 - It does not mean they are guaranteed success in their pursuits.
- May have developed some of those KSUs prior to the terminal HS grade
- Have the minimum KSUs needed to pursue PSOs that require the least complex applications of those skills.
 - They can continue to learn and grow while pursuing those opportunities.
 - We should not set the threshold too high to prevent pursuit of those opportunities.

An Example in Different Contexts

Accurately Copy Information

Copy names onto
customer folder
labels

Type handwritten
notes from a
meeting

Gathering New Evidence: On Track to Pursue

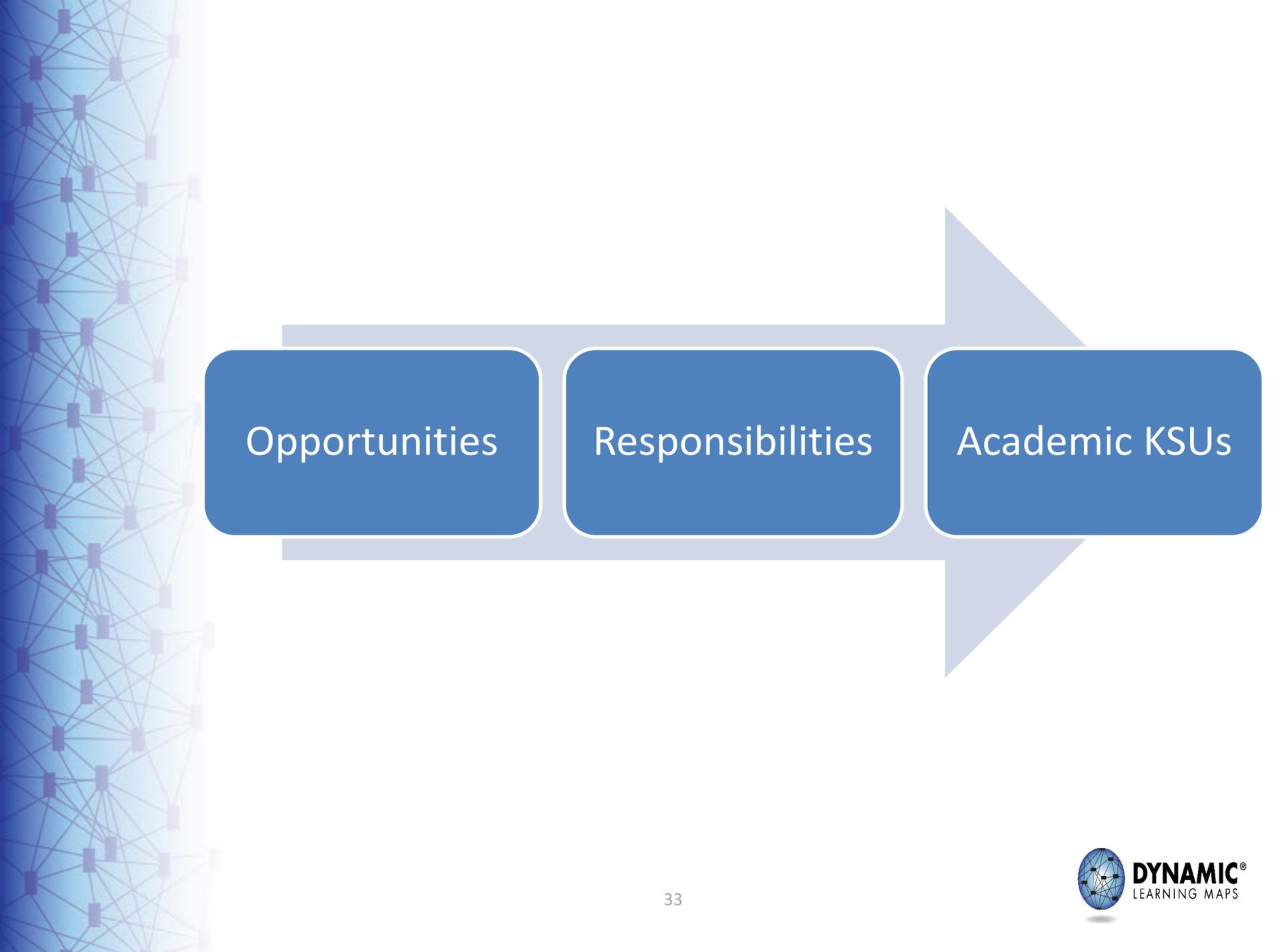
- Panel 1: experts identify academic skills necessary to pursue post-secondary opportunities
- Panel 2: educators rate alignment of academic skills necessary for post-secondary opportunities to DLM performance level descriptors

Panel 1

- Researchers and practitioners with expertise in secondary and postsecondary education, transition, vocational rehabilitation
- Identified employment and education opportunities (current and aspirational)
 - Identified 58 employment and education opportunities
- Analyzed responsibilities and KSUs required to fulfill the opportunities
 - Including deeper look at ancillary skills

Example Postsecondary Opportunities

- Postsecondary Employment
 - Veterinary assistant
 - Security assistant
 - Assembly line worker
 - Food delivery person
 - Auto detailer
 - Data entry clerk
 - Baking assistant
 - Certified Nursing Assistant
 - Receptionist
- Postsecondary Education
 - College program
 - Vocational courses that lead to a certification
 - Apprenticeship
 - Internship
 - Lifelong learning/continuing education
 - Community-based classes



Opportunities

Responsibilities

Academic KSUs

Example: Baking Assistant

Responsibilities

- Follow multi-step directions (e.g., to read a recipe)
- Clean
- Use equipment

Academic
skill
statements



Academic KSUs

- Mix of ELA, math, and science
- Examples from ELA:
 - Retell/follow process in proper order
 - Demonstrate knowledge of word meanings across multiple contexts
 - Demonstrate understanding or comprehension of directions

Panel 2

- Evaluate relationship of academic KSUs to DLM alternate achievement standards
 - Neither standard setting nor alignment
- In practice: evaluate academic skill statements relative to performance level descriptors (PLDs)
 - New method, pilot tested in April

DLM Performance Level Descriptors

- Grade- and subject-specific descriptions of what students typically can do if they achieve at these levels:
 - Emerging
 - Approaching the Target
 - At Target
 - Advanced
- Does NOT mean all students can do these things
- Does NOT mean a student can do all of these things

Students who are At Target are proficient and meeting achievement standards.

At Target

A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by

- identifying changes in characters, details, setting, and events
- identifying how the end of a story affects its meaning
- identifying inferred information in a text
- identifying explicit and implicit details that support the meaning of a text
- identifying evidence for a claim
- using key details to summarize an informational text
- identifying main events related to the theme
- identifying evidence for an argument or the meaning of a story
- determining if the claims support the author's argument

The student demonstrates an understanding of language by

- determining the meaning of words and phrases
- using semantic clues to identify word meaning
- determining how words and phrases affect text meaning

The student identifies text structure by

- determining how text structure supports claims
- comparing and contrasting arguments between two texts

When writing, the student

- introduces a topic clearly to convey information
- includes quotes from print sources
- produces grammatically correct simple, compound, and complex sentences
- uses domain-specific vocabulary to strengthen claims
- produces a conclusion
- spells single-syllable words conventionally and phonetically

What is the lowest grade in which a student who achieves At Target is 80% or more likely to be able to demonstrate this skill?

Retell and follow a process in proper order



At Target in Grade Levels

-
- Before Grade 3
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - Grade 9–10
 - Grade 11–12
 - After Grade 11–12

Panel 2

- Separate panels per testing model and subject
- Each panel included:
 - General and special educators
 - Expertise in content standards across grade bands
 - Perspectives across various partner states

Panel 2 Process

1. Independent advance training
2. Panel day training
3. Calibration on short list of KSUs
4. Independent ratings
5. Discussion and consensus on final rating when no majority
6. Post-panel evaluation and brief focus group

Technical Report

1. Introduction and theoretical framework
 - Includes our expected findings
2. Overview of DLM system design
3. Vertical articulation evidence
4. Academic KSUs important for pursuing postsecondary opportunities (panel 1)
5. Relationship of academic KSUs to DLM alternate achievement standards (panel 2)
6. Conclusion

Questions?

Multi-State Alternate Assessment

Audra Ahumada

Deputy Associate Superintendent of Assessment

Arizona Department of Education



Post School Outcomes

- Arizona lead for providing evidence for Peer Review (Critical Element 6.3). Submitted the following evidence through 2017
- Arizona's Alternate Assessment and Exceptional Student Services (ESS) Unit collaborated on this task
- Gathered and examined data collected via the State's Post School Outcome Survey which is in its 2nd year of aligning to WIOA definition of "competitive employment"
- ADE administers the survey to all students one year after graduation

A Closer Look: ELA

Response Rate/Representativeness

	ELA Proficient (2015 - 2018)	ELA Not Proficient (2015 - 2018)
Eligible for survey	712	503
Respondents	619	461
Response Rate	86.94%	91.65%

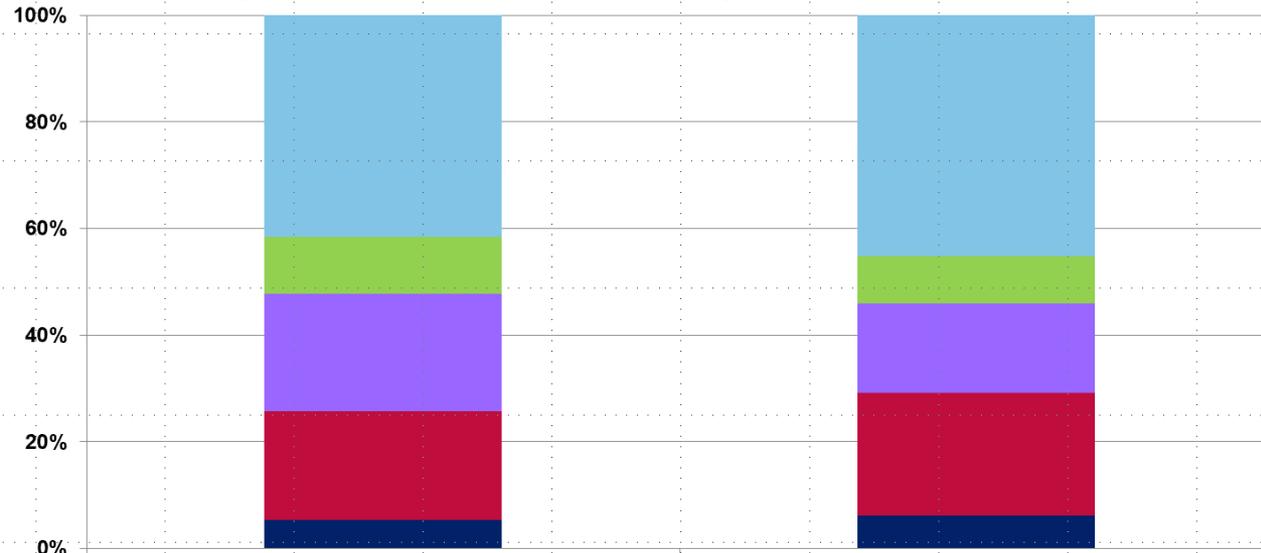
Note: This is several years of data, and sufficient response rates to do this analysis. ELA analysis slightly higher response rates than math

ELA: Gender; Proficient



Gender

ELA Proficient Respondents' Post-Secondary Outcomes by Gender



	Female (245)	Male (374)
Not Engaged	41.6%	45.2%
Some Other Employment	10.6%	8.8%
Enrolled In Other Postsecondary Education Or Training	22.0%	16.8%
Competitive Employment	20.4%	23.0%
Enrolled In Higher Education	5.3%	6.1%

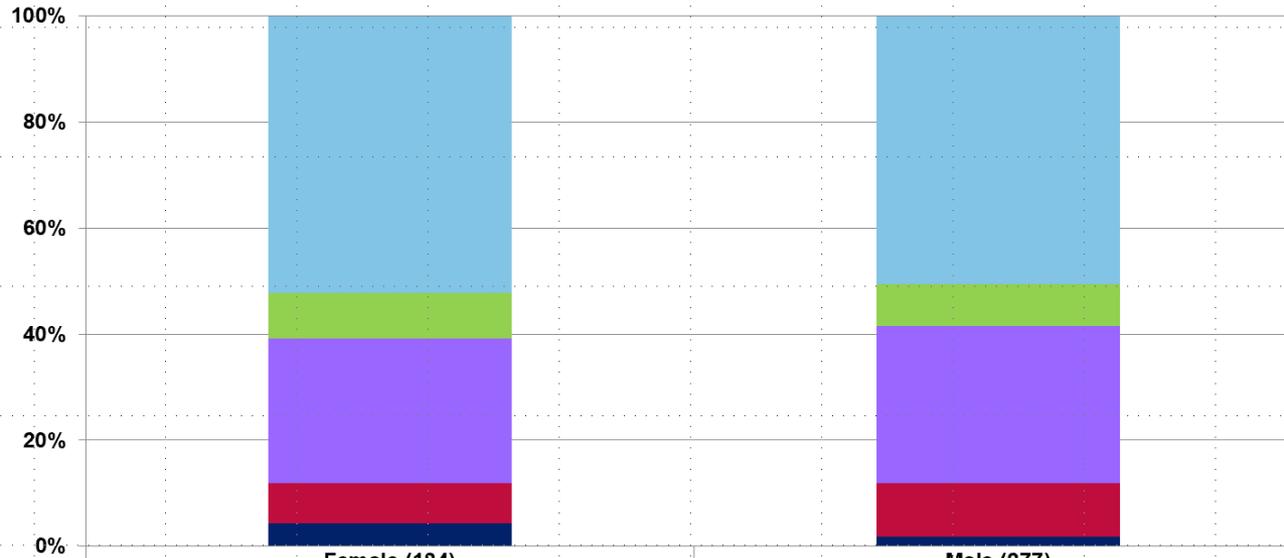
Note: More males responded; females slightly higher engagement than males

ELA: Gender; Not Proficient



Gender

ELA Not Proficient Respondents' Post-Secondary Outcomes by Gender



Not Engaged	52.2%	50.5%
Some Other Employment	8.7%	7.9%
Enrolled In Other Postsecondary Education Or Training	27.2%	29.6%
Competitive Employment	7.6%	10.1%
Enrolled In Higher Education	4.3%	1.8%

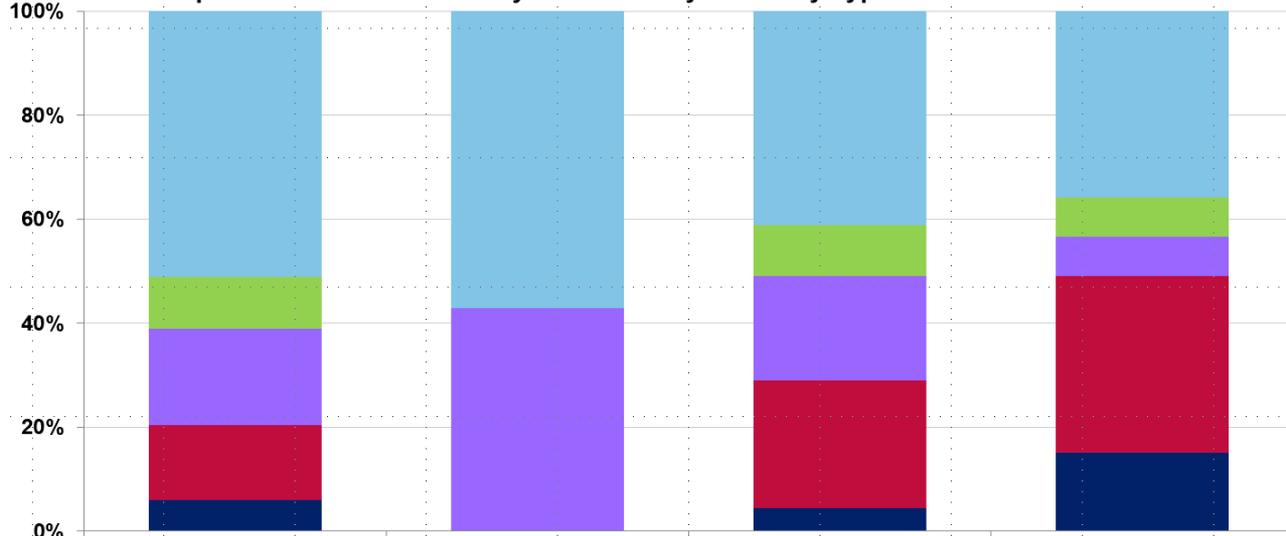
Note: More males responded; not proficient has more not engaged than proficient students

ELA Disability Category At a Glance Proficient



Disability Category

ELA Proficient Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (182)	Emotional Disturbance (7)	Intellectual Disability (377)	Specific Learning Disability (53)
Not Engaged	51.1%	57.1%	41.1%	35.8%
Some Other Employment	9.9%	0.0%	9.8%	7.5%
Enrolled In Other Postsecondary Education Or Training	18.7%	42.9%	20.2%	7.5%
Competitive Employment	14.3%	0.0%	24.4%	34.0%
Enrolled In Higher Education	6.0%	0.0%	4.5%	15.1%

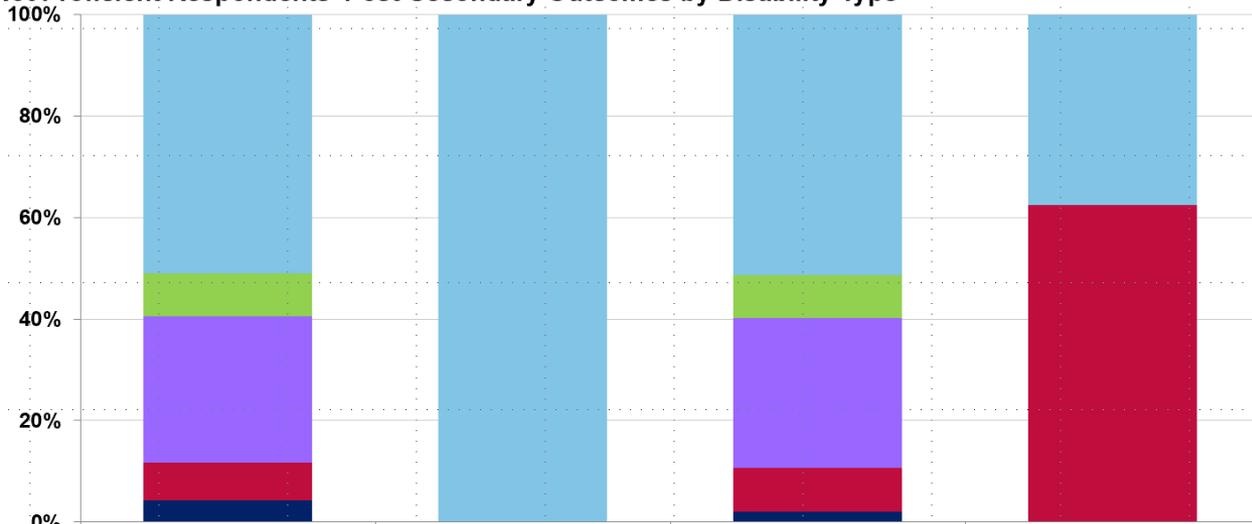
Note: Total numbers; ID engaged high than not engaged

ELA Disability Category At a Glance Not Proficient



Disability Category

ELA Not Proficient Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (163)	Emotional Disturbance (2)	Intellectual Disability (288)	Specific Learning Disability (8)
Not Engaged	50.9%	100.0%	51.4%	37.5%
Some Other Employment	8.6%	0.0%	8.3%	0.0%
Enrolled In Other Postsecondary Education Or Training	28.8%	0.0%	29.5%	0.0%
Competitive Employment	7.4%	0.0%	8.7%	62.5%
Enrolled In Higher Education	4.3%	0.0%	2.1%	0.0%

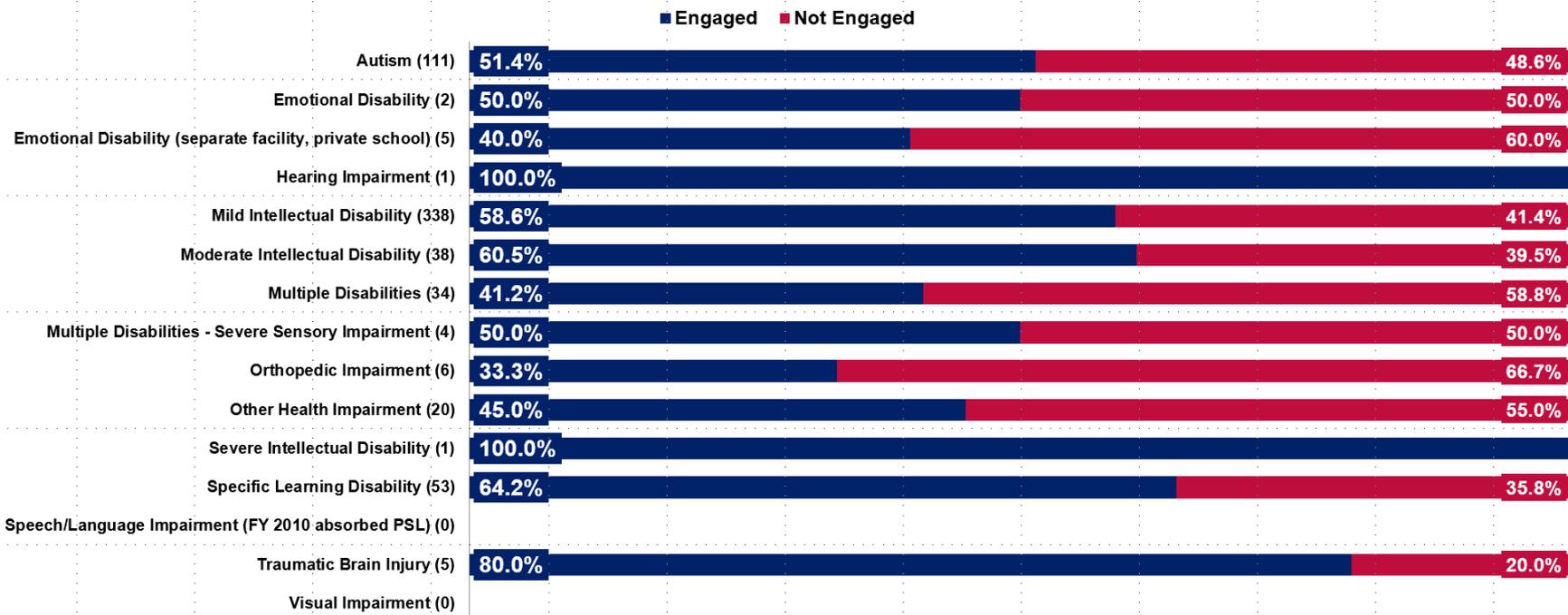
Note: ID not proficient has more not engaged than proficient students

ELA Engaged/Not Engaged Proficient



Disability Data (Extended Breakdown)

ELA Proficient Respondents' Post-Secondary Outcomes by Disability Type Engaged vs Not Engaged (Extended)



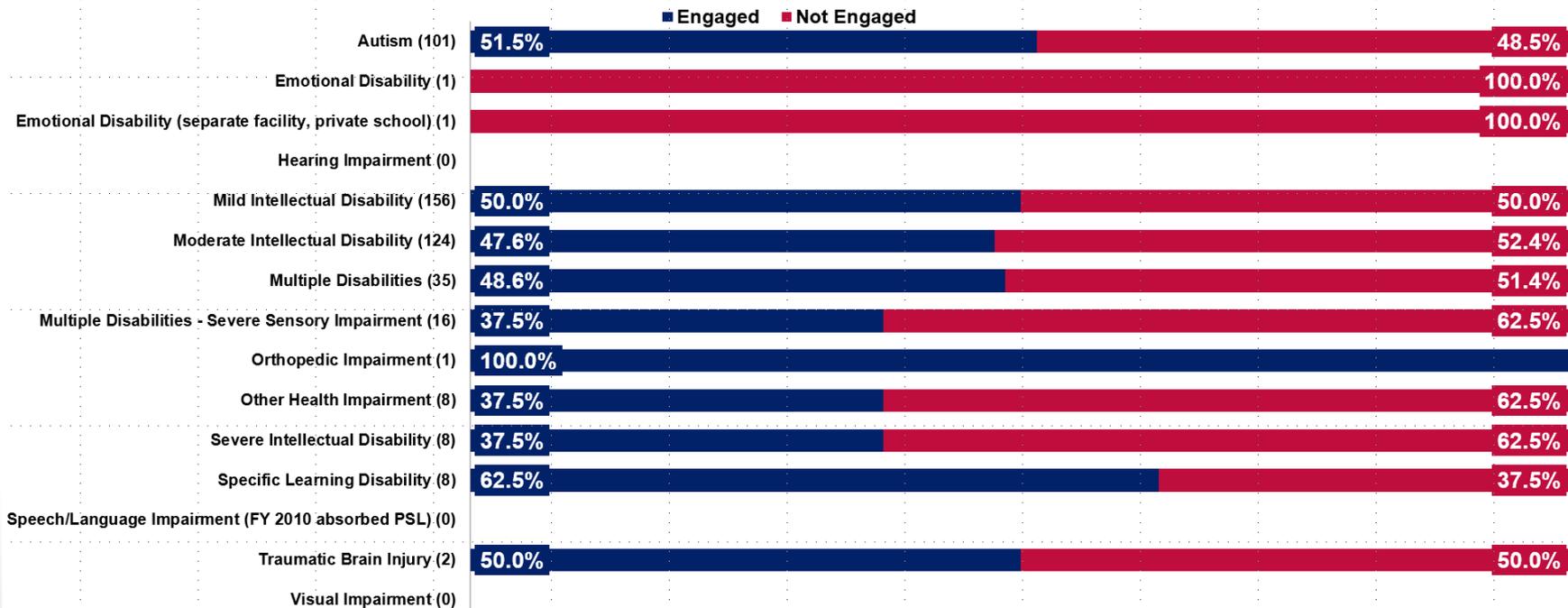
Note: When broken out (Proficient)-mild and moderate ID over 50% engaged

ELA Engaged/Not Engaged Not Proficient



Disability Data (Extended Breakdown)

ELA Not Proficient Respondents' Post-Secondary Outcomes by Disability Type
Engaged vs Not Engaged (Extended)



Note: When broken out (Not Proficient) mild and moderate ID 50% or less are engaged

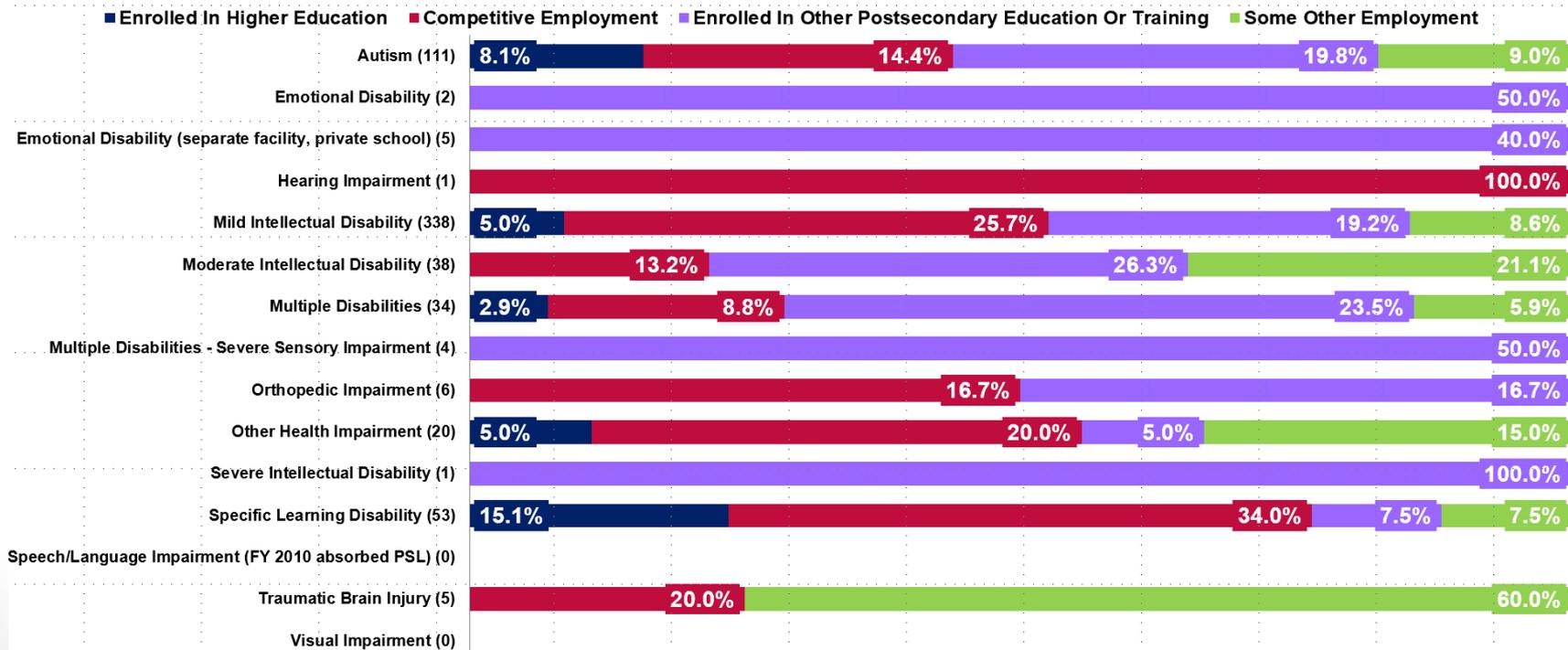
ELA Extended Breakdown

Proficient



Disability Data (Extended Breakdown)

ELA Proficient Respondents' Post-Secondary Outcomes by Disability Type (Extended)



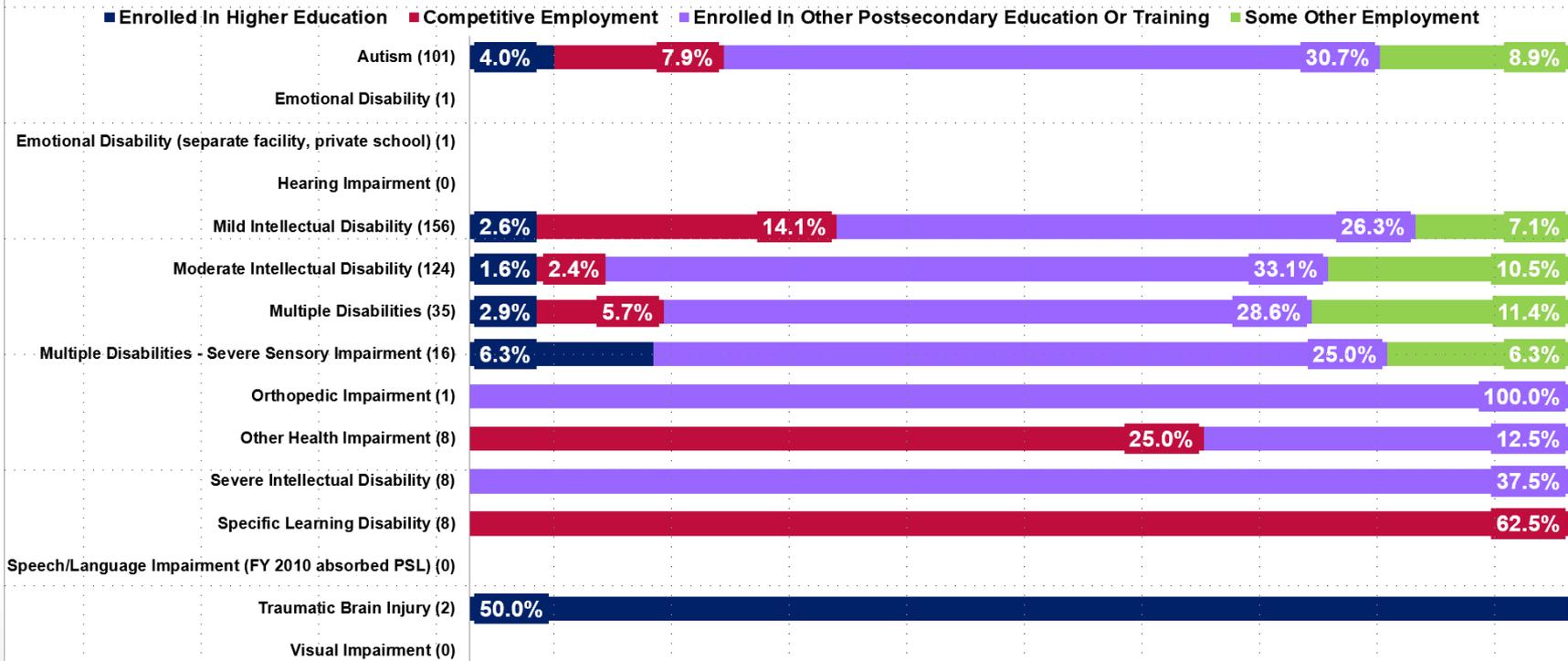
Note: Mild and moderate ID-Competitive Employment, Other Post Secondary and other employment. Wider engagement experiences

ELA Extended Breakdown Not Proficient



Disability Data (Extended Breakdown)

ELA Not Proficient Respondents' Post-Secondary Outcomes by Disability Type (Extended)



Note: Mild and moderate ID- mostly Other Post Secondary and other employment. Less engagement experiences

A Closer Look: Math

Response Rate/Representativeness

	Math Proficient (2015 - 2018)	Math Not Proficient (2015 - 2018)
Eligible for survey	621	587
Respondents	554	523
Response Rate	89.21%	89.10%

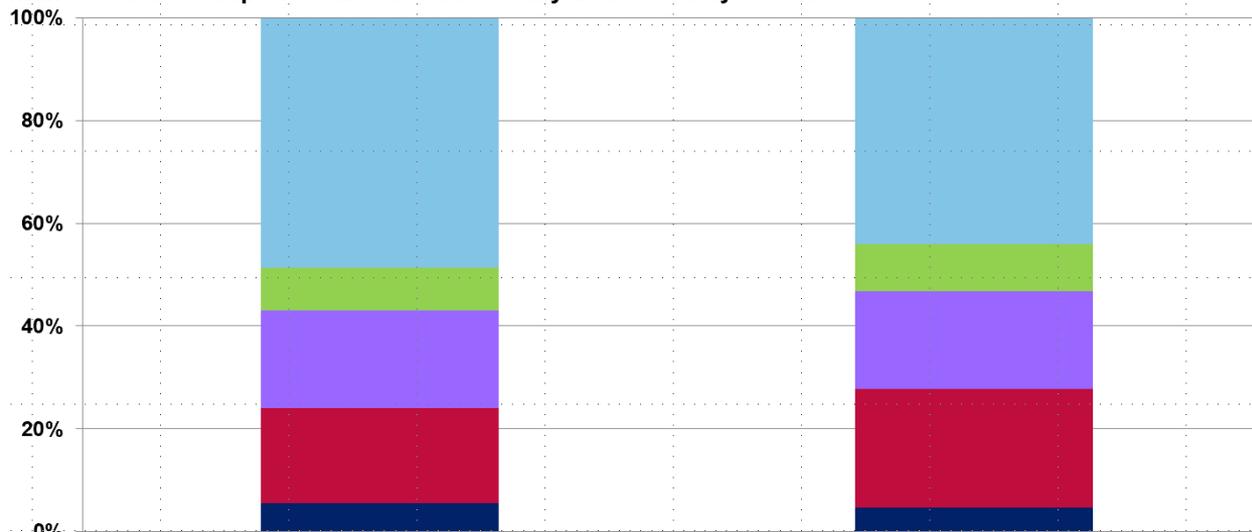
Note: This is several years of data, and sufficient response rates to do this analysis.

Math: Gender; Proficient



Gender

Math Proficient Respondents' Post-Secondary Outcomes by Gender



■ Not Engaged	48.6%
■ Some Other Employment	8.3%
■ Enrolled In Other Postsecondary Education Or Training	19.0%
■ Competitive Employment	18.5%
■ Enrolled In Higher Education	5.6%

Female (216)

48.6%

8.3%

19.0%

18.5%

5.6%

Male (338)

44.1%

9.2%

18.9%

23.1%

4.7%

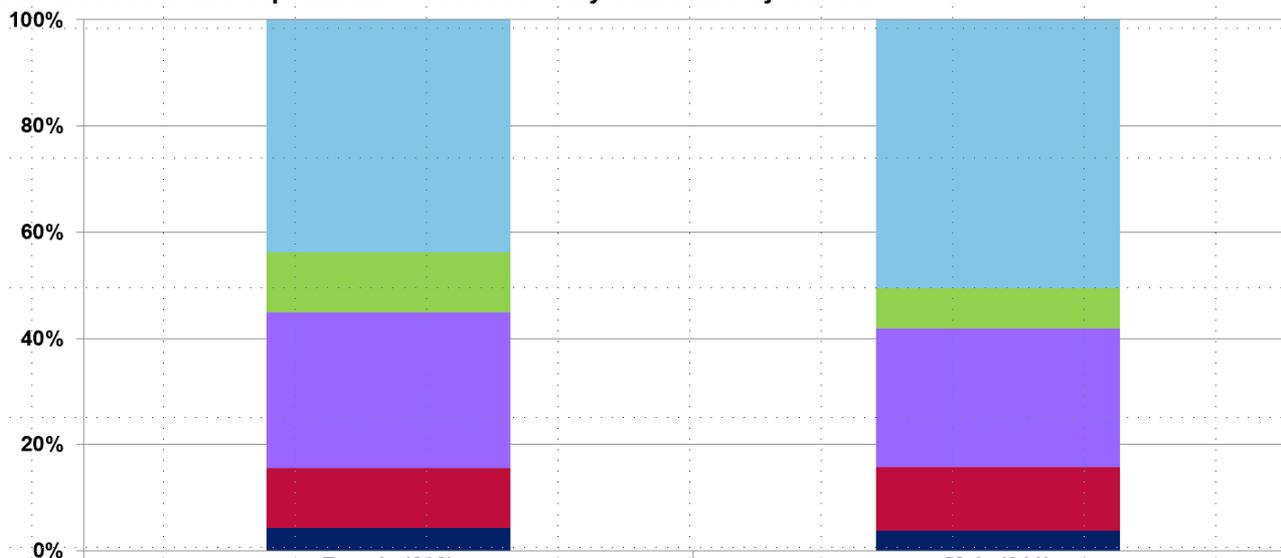
Note: More males responded; males slightly higher engagement than females

Math: Gender; Not Proficient



Gender

Math Not Proficient Respondents' Post-Secondary Outcomes by Gender



Not Engaged	43.9%	50.5%
Some Other Employment	11.3%	7.7%
Enrolled In Other Postsecondary Education Or Training	29.2%	26.0%
Competitive Employment	11.3%	11.9%
Enrolled In Higher Education	4.2%	3.9%

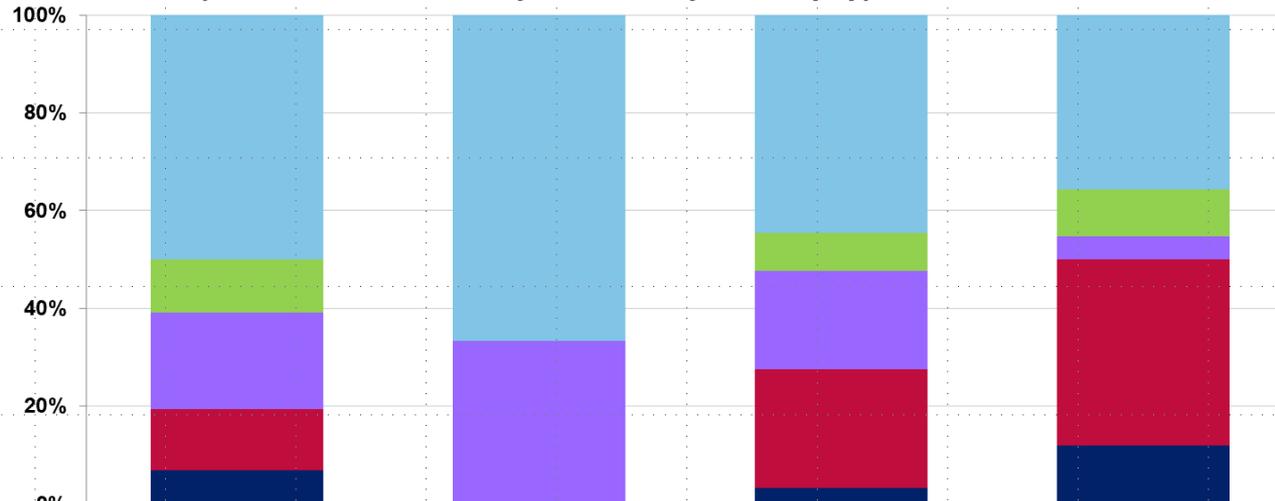
Note: More males responded; females slightly higher engagement than males (not proficient)

Math: Disability Category At a Glance; Proficient



Disability Category

Math Proficient Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (176)	Emotional Disturbance (6)	Intellectual Disability (330)	Specific Learning Disability (42)
Not Engaged	50.0%	66.7%	44.5%	35.7%
Some Other Employment	10.8%	0.0%	7.9%	9.5%
Enrolled In Other Postsecondary Education Or Training	19.9%	33.3%	20.0%	4.8%
Competitive Employment	12.5%	0.0%	24.2%	38.1%
Enrolled In Higher Education	6.8%	0.0%	3.3%	11.9%

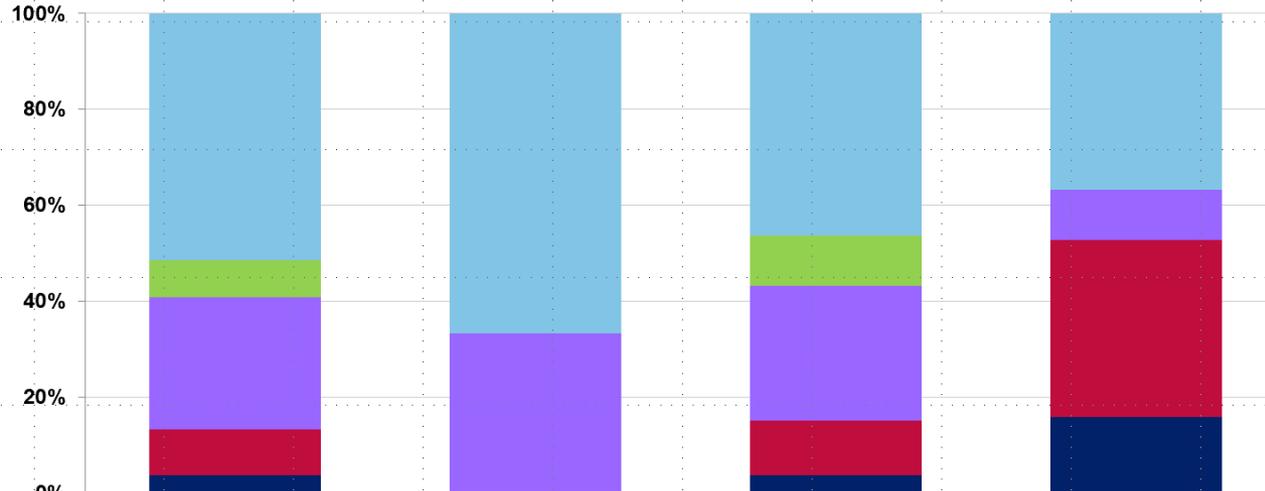
Note: More males responded; females slightly higher engagement than males

Math: Disability Category At a Glance; Not Proficient



Disability Category

Math Not Proficient Respondents' Post-Secondary Outcomes by Disability Type



	All Other Disabilities (167)	Emotional Disturbance (3)	Intellectual Disability (334)	Specific Learning Disability (19)
Not Engaged	51.5%	66.7%	46.4%	36.8%
Some Other Employment	7.8%	0.0%	10.5%	0.0%
Enrolled In Other Postsecondary Education Or Training	27.5%	33.3%	28.1%	10.5%
Competitive Employment	9.6%	0.0%	11.4%	36.8%
Enrolled In Higher Education	3.6%	0.0%	3.6%	15.8%

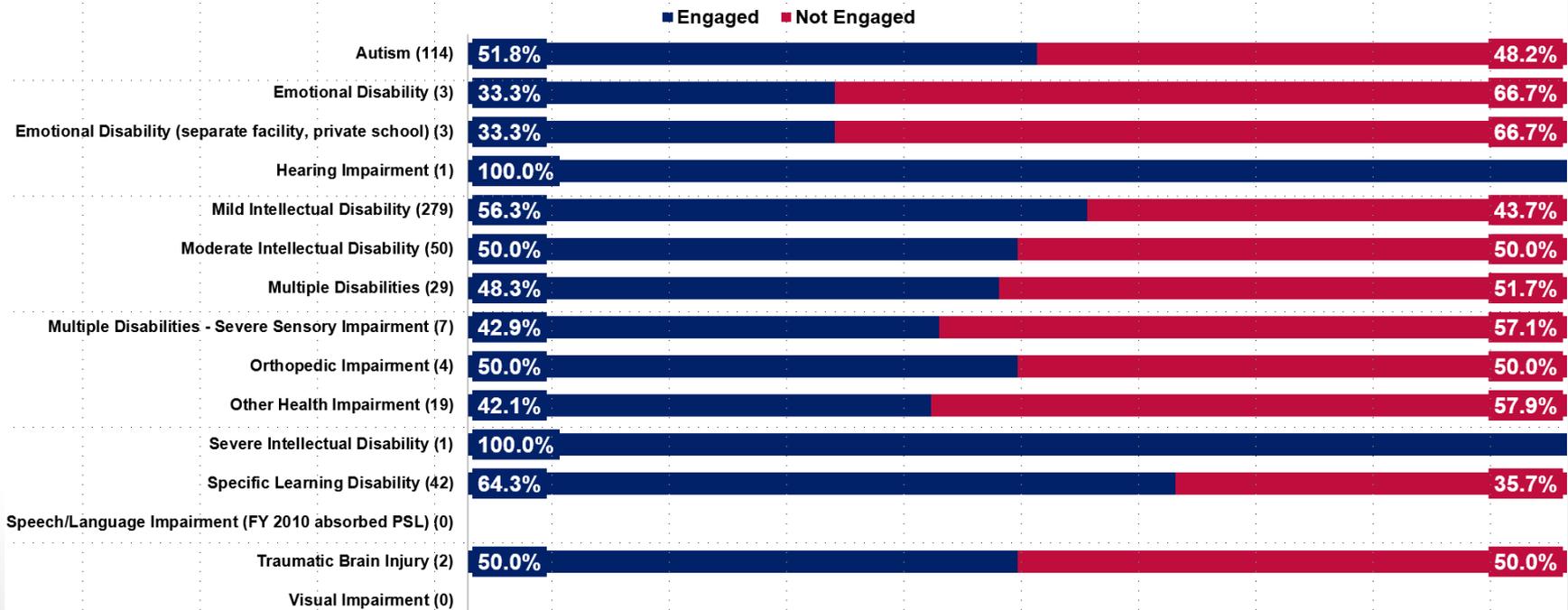
Note: Different that ELA students with ID are slightly more engaged for Not Proficient

Math: Engaged/Not Engaged; Proficient



Disability Data (Extended Breakdown)

Math Proficient Respondents' Post-Secondary Outcomes by Disability Type Engaged vs Not Engaged (Extended)



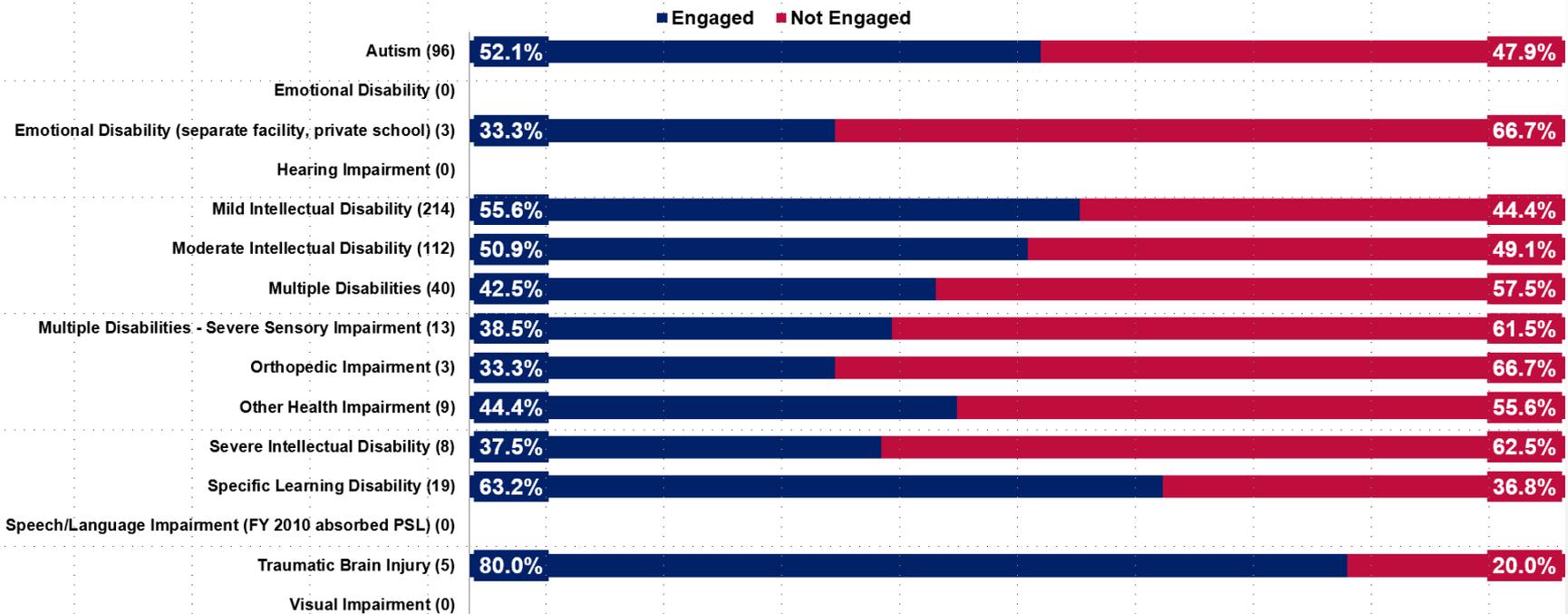
Note: Slightly different than ELA- students with mild and moderate ID are only slightly above 50% engaged

Math: Engaged/Not Engaged; Not Proficient



Disability Data (Extended Breakdown)

Math Not Proficient Respondents' Post-Secondary Outcomes by Disability Type
Engaged vs Not Engaged (Extended)



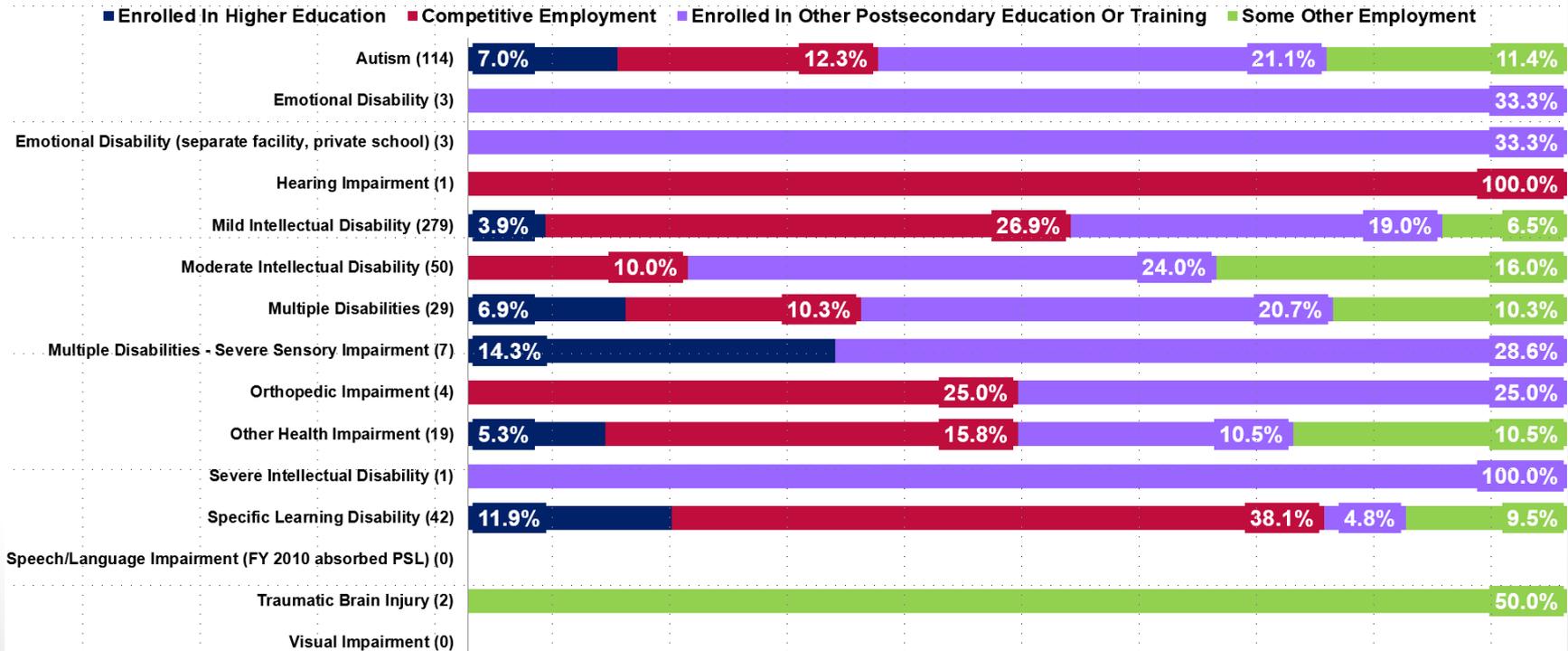
Note: Slightly different than ELA- students with mild and moderate ID are only slightly above 50% engaged

Math: Disability Category Extended Breakdown; Proficient



Disability Data (Extended Breakdown)

Math Proficient Respondents' Post-Secondary Outcomes by Disability Type (Extended)



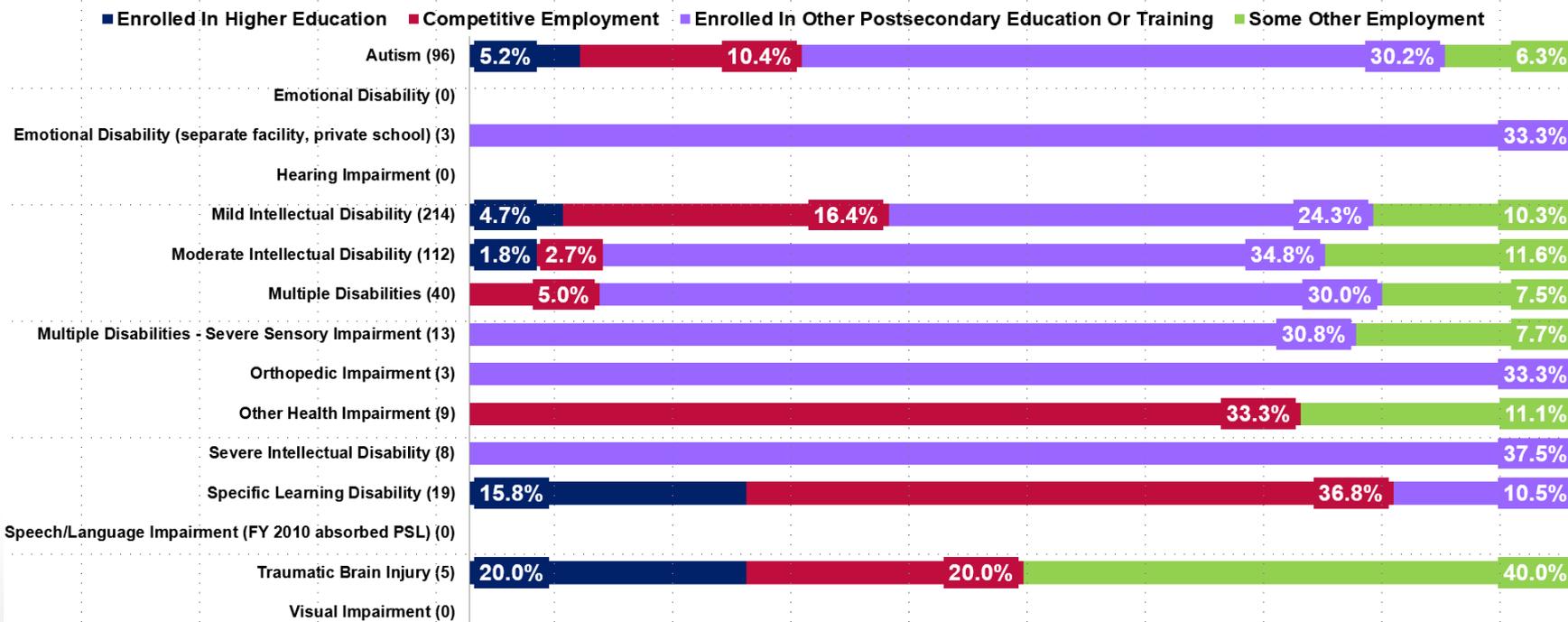
Note: Differences between ELA and math. Differences between students with mild and moderate ID

Math: Disability Category Extended Breakdown; Not Proficient



Disability Data (Extended Breakdown)

Math Not Proficient Respondents' Post-Secondary Outcomes by Disability Type (Extended)



Note: Mild and moderate ID- mostly Other Post Secondary/Training. Less engagement experiences

Next Steps

- We want to share this data with schools, communities, and educators
- We want to leverage academics can lead to positive post-school outcomes; may not be the only indicator but could be a factor
- Continue to work with Arizona Department of Education units and support Exceptional Student Services (ESS) Transition team's work with Vocational Rehabilitation and other resources for students with significant cognitive disabilities
- Additional analysis- with other national data (engagement)i

QUESTIONS ??

IV. Successfully addressing Peer Review Section 5 (Inclusion of all Students)

Meeting the Peer Review Requirements Related to Inclusion

July 15, 2020

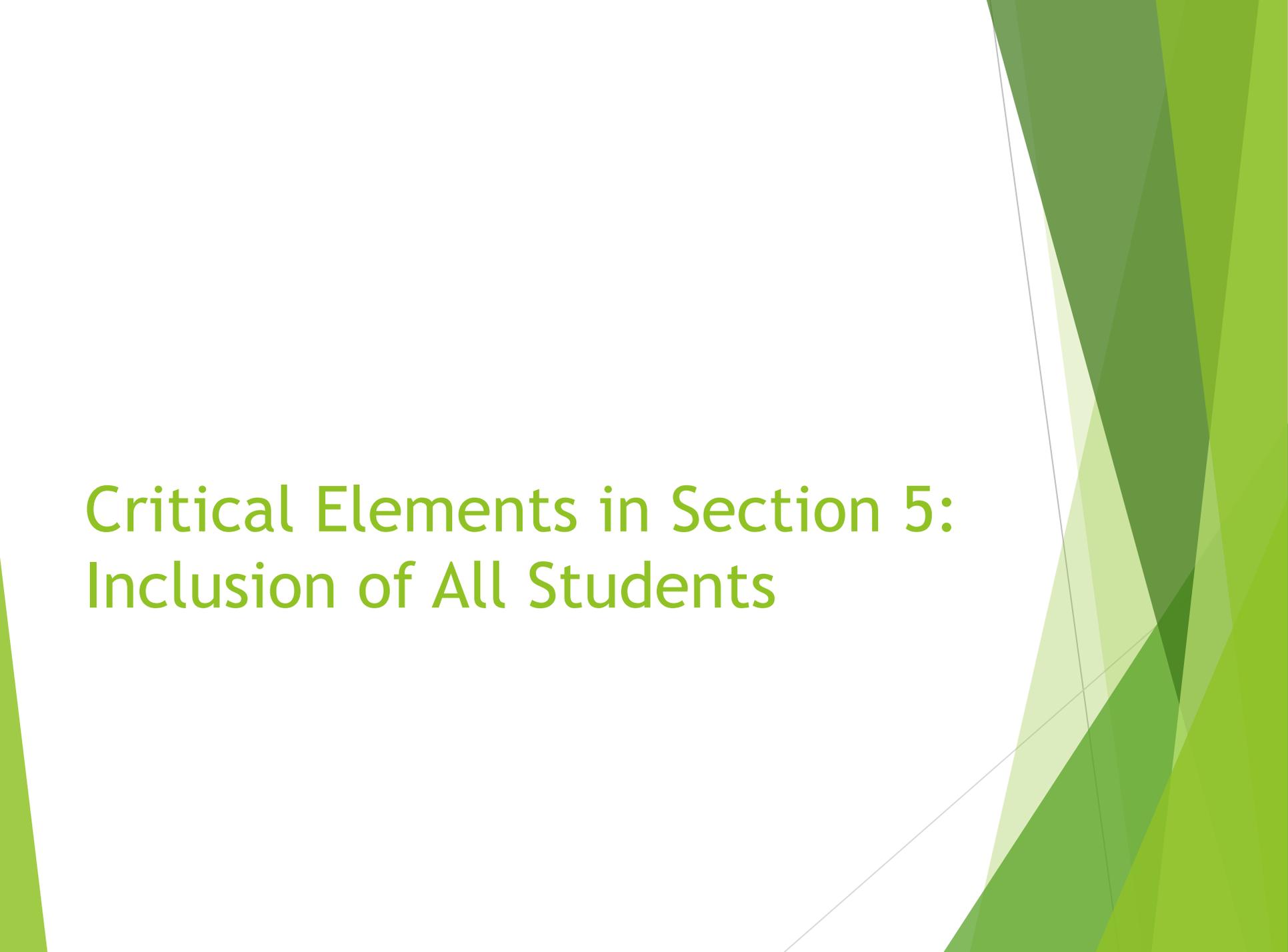
U.S. Department of Education, Office of Elementary and Secondary
Education

Objectives

- ▶ Discuss the critical elements (CEs) that primarily address issues related to inclusion, accommodation, and alternate assessment.
- ▶ Address frequent issues that arise in those critical elements and how States have met those critical elements.
- ▶ Answer questions pertaining to specific requirements within those critical elements.

Critical Element 1.4: Policies for Including All Students in Assessment

- ▶ Provide evidence of clear State policies that all students must be included in Statewide assessments, including children with disabilities and English learners.
 - ▶ Evidence can be statutory and/or clearly stated on state's website and in testing manuals.
 - ▶ Helpful to show that this policy is communicated to the public.
- ▶ Provide evidence that students who are publicly placed in private schools for purpose of receiving special education services are also included in assessment system.
 - ▶ Many States do not address this requirement in peer review.
- ▶ For ELs, if State chooses, policy that recently arrived students may be exempted from the reading/language arts assessment for one year.
 - ▶ Make sure wording of this policy is consistent with statute - only R/LA and only first year of arrival.

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Critical Elements in Section 5: Inclusion of All Students

Critical Element 5.1: Procedures for including students with disabilities

- ▶ The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State's assessment system.
 - ▶ Focus on procedures (how this is done), where CE 1.4 may be a general policy statement.
- ▶ Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs.
 - ▶ This can be met through a State accommodations manual or test administration manual with sufficient detail regarding accommodations and decision-making.

Critical Element 5.1 applied to alternate assessment:

- ▶ Establish guidelines for determining whether to assess a student with an AA-AAAS, including a State definition of “students with the most significant cognitive disabilities”;
 - ▶ Your State should have a written policy that is used by IEP teams.
- ▶ Provide information for IEP Teams to inform decisions about student assessments that provides a clear explanation of the differences between assessments aligned with grade level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
 - ▶ Many states do not sufficiently address this part of the CE. Evidence needs to clearly demonstrate whether participation in AA-AAAS will impact whether a student can receive a regular diploma.

Critical Element 5.1 for alternate assessment (cont.):

- ▶ Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards.
 - ▶ Evidence should demonstrate how this is communicated to parents.
- ▶ Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma.
 - ▶ States often neglect to address this part of the CE.
- ▶ Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards for the grade in which the student is enrolled.

Critical Element 5.2: Procedures for including English learners

The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State's academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:

- ▶ Procedures for determining whether an EL should be assessed with a linguistic accommodation(s);
- ▶ Information on accessibility tools and features available to all students and assessment accommodations available for ELs;

Critical Element 5.2: Procedures for including English learners

The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State's academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:

- ▶ Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students' mastery of skills in academic content areas until the students have achieved English language proficiency.
 - ▶ States frequently miss this part of the CE.
 - ▶ Evidence should show guidance that is clearly communicated to educators on how to select linguistic accommodations. Needs to be more than a list of available accommodations.

Critical Element 5.3: Accommodations

Evidence that the State:

- ▶ Ensures that appropriate accommodations are available for students with disabilities and ELs;
- ▶ Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;
 - ▶ States need to address all three parts of this requirement. Work with test vendor or consortium. In multi-state assessments, States can use national data, especially in small states.
 - ▶ Data/empirical studies are not necessarily required, see examples on page 64 of the peer review guide.

Critical Element 5.3: Accommodations

- ▶ Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.
 - ▶ Best evidence will include a form to complete, a process for submitting, and a description of how requests will be reviewed.
- ▶ Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.
 - ▶ Most often applies to assessments that result in college-reportable scores. For those assessments, States need to show that all students receiving accommodations will receive a score that is college-reportable.
 - ▶ Policy needs to be clear and consistent across accommodations and test administration manuals, as well as trainings and communications with the public.

Critical Element 5.4: Monitoring Test Administration for Special Populations

The State must monitor test administration to ensure that assessments and accommodations are:

- ▶ Consistent with the State's policies for accommodations;
- ▶ Appropriate for addressing a student's disability or language needs for each assessment administered;
- ▶ Consistent with accommodations provided to the students during instruction and/or practice;
- ▶ Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL;
- ▶ Administered with fidelity to test administration procedures;
- ▶ Monitored for administrations of all required academic content assessments, AA-AAAS, ELP assessments, and AELPA.

Critical Element 5.4: Monitoring Test Administration for Special Populations

This critical element can be hard to address completely! It can be met through a combination of onsite visits, desk reviews, and tracking of accommodations through state IEP data systems. States have flexibility.

- ▶ Work with your office of special education. Some States have data systems that track accommodations in IEPs, including those required for testing. Many States have a process for reviewing IEPs for consistency with State policies and IDEA requirements.
- ▶ Monitoring must include a way to review whether accommodations are appropriate and consistent with IEPs.
- ▶ For onsite and desk monitoring, try to include:
 - ▶ Written monitoring protocol and procedures.
 - ▶ Forms completed during monitoring - include an example of a completed form.
 - ▶ How schools/LEAs are selected for monitoring.
 - ▶ Training of monitors.
 - ▶ Evidence of monitoring follow-up (letter to LEA or analysis of concerns)

General Suggestions for Evidence Submission

- ▶ Break down the critical element into parts so you address all of the requirements.
- ▶ Don't overwhelm reviewers with too many items. It is much better to submit a few items that provide clear evidence.
- ▶ Direct reviewers to specific pages - consider highlighting relevant paragraphs.
- ▶ Consider who is the necessary audience of any communications (parents, test administrators, etc.).
- ▶ A thorough State accommodations guide and test administration manual can address most of these requirements. Training powerpoints are also helpful.
- ▶ Make sure your policies are consistent and up to date across different guidance documents.

Questions?

Peer Review resources:

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/standards-and-assessments/>

Contact:

ESEA.Assessment@ed.gov

Future Webinars in This Series

- ▶ **Webinar 2: How Do We Lower our Alternate Assessment Participation Rate? Five States Share their Stories**
(August 20, 2020, 1:00 – 2:30 pm ET)
- ▶ **Webinar 3: Successfully Making and Implementing Participation and Accommodations Decisions for English Learners with Disabilities**
(August 27, 2020, 1:00 – 2:30 pm ET)

Thank you for your participation!

We would appreciate it if you would complete a short evaluation. Please click on the link (or paste into browser) to go to the evaluation.

<https://www.research.net/r/NCEO-OESE-July15>