

# Action Plans

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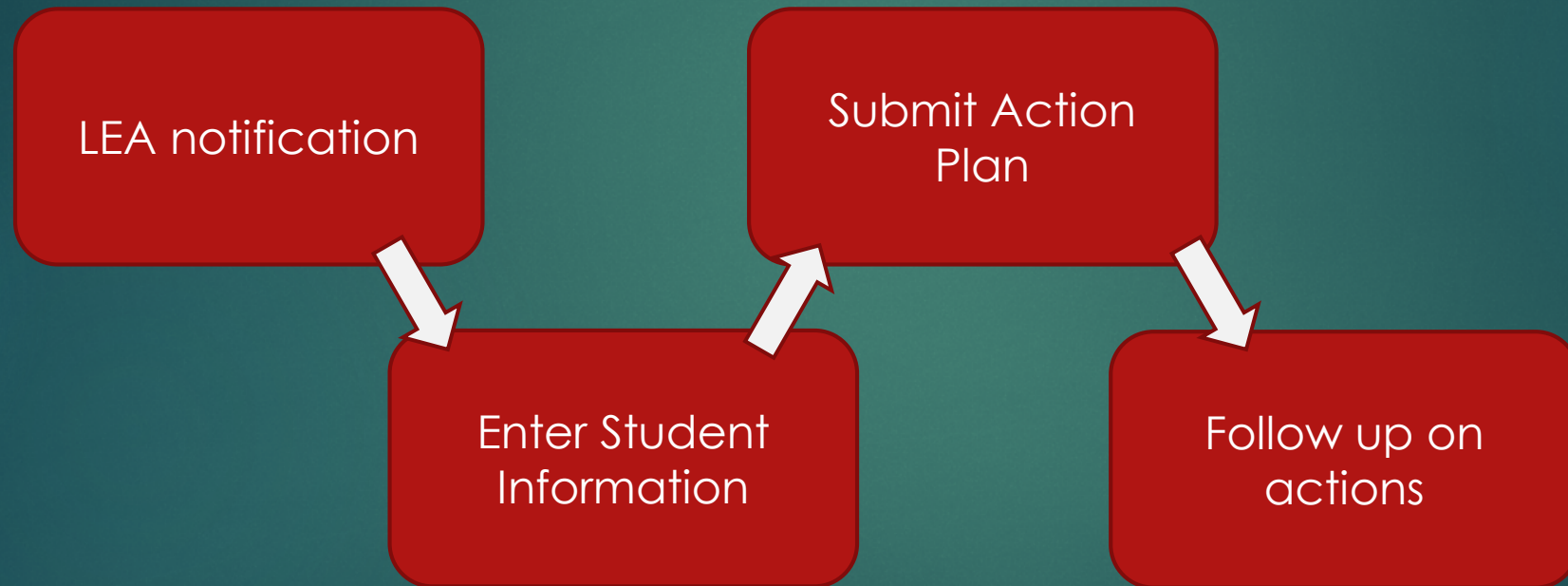
NOVEMBER 6, 2018

# Background

- ▶ 1% came from data submitted to USDOE
- ▶ Only the state is required to be under 1%. LEAs may exceed, but will be monitored according to the regulation.
- ▶ In 2018, Arizona did not exceed 1%, but we are right at 1%.



# Process



# LEA Notification

- ▶ First notification sent the week of November 5
  - ▶ Percentages
  - ▶ Instructions for submitting student information
- ▶ Second notification sent the week of December 3
  - ▶ Tier
  - ▶ Disproportionality



# Exception to the 1% Cap

- ▶ In ADEConnect
- ▶ Application is assigned by entity administrator
- ▶ Instructions will be sent

# Student Information

- ▶ Information on some students
- ▶ Documentation to support eligibility criteria has been met
- ▶ Use the sources of evidence from the Participation Decision Documentation page of the eligibility criteria
- ▶ Do NOT copy and paste an evaluation or IEP
- ▶ Student information must be submitted by November 30.

## Alternate Assessment Participation Decision Documentation

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors.

| Participation Criteria  | Participation Criteria Descriptors  | Sources of Evidence (check if used)  |
|---|---|--|
| 1. The student has a significant cognitive disability.<br><br><input type="radio"/> Yes <input type="radio"/> No  | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and *adaptive behavior.<br><br><i>* Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>   | <input type="checkbox"/> Results of Individual Cognitive Ability Test<br><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment<br><input type="checkbox"/> Results of individual and group administered achievement tests<br><input type="checkbox"/> Results of informal assessment<br><input type="checkbox"/> Results of individual reading assessments<br><input type="checkbox"/> Results of district-wide alternate assessments<br><input type="checkbox"/> Results of language assessments including English Learner (EL) language assessments if applicable. |
| 2. The student is learning content linked to (derived from) state content standards.<br><br><input type="radio"/> Yes <input type="radio"/> No  | Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student.   | <input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples<br><br><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives from the IEP<br><br><input type="checkbox"/> Data from scientific research-based interventions<br><br><input type="checkbox"/> Progress monitoring data  |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.<br><br><input type="radio"/> Yes <input type="radio"/> No | The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content. | <input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction<br><br><input type="checkbox"/> Teacher collected data and checklists<br><br><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate.  |

**The student may participate in alternate assessments if all responses above are marked YES.**



# Determining Tiers

- ▶ Default Tiers 1, 2, and 3 are taken from the percentage.
- ▶ Adjustments are made for small LEAs and specialized schools.
- ▶ Adjustments might be made based on the student information provided.
- ▶ Adjustments might be made if student information is incomplete.

# Action Plans

- ▶ Not Corrective Action!
- ▶ Chance to identify what your LEA is doing well and what might be improved
- ▶ Document special circumstances
- ▶ Justifications are required in the regulations
- ▶ PDF and Word documents are available



# Developing an Action Plan

Action Plans will have 6 components

- Current percentages

- Goal percentage

- Justification

- Action plan

- Disproportionality

- ADE support requested

# Current Percentages

This will be provided in the notification e-mail.

The calculation is based on the previous year's participation numbers because the Student Selector Application will still be open when the Action Plans are due.

Compare your percentages with your goal percentage last year.



# Goal

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Your goal for the upcoming administration is included next.

For LEAs who are far above 1%, reaching 1% may not be realistic in one year.

For small LEAs, one student might put you over 1% and your goal will be about the same as your current percentage.

For specialized schools, 1% may not accurately reflect your student population.

For most LEAs, this number will be no larger than 1%.

# Justification

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This section will be a narrative to include any pertinent information for exceeding the 1% Cap. This is your chance to explain special circumstances that affect your participation rates.

Requirement to post justifications





# Action Plan

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Detail all steps you will take to reach your goal.

Measurable actions that directly address your unique issues related to the 1% Cap

Completed within the annual timeline

The strategies portion of this webinar may help you identify the actions you will take this year.

# Tiers

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## Tier 1:

Provide training on participation requirements for alternate assessments

## Tier 2:

Provide training on participation requirements for alternate assessments

Examine LEA policies

## Tier 3:

Provide training on participation requirements for alternate assessments

Examine LEA policies

Work with ADE to address training, purpose of assessment, student characteristics, etc.



# Disproportionality

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New to Action Plans

Included in the second notification

Review eligibility for corresponding students

Use N/A if disproportionality has not been identified

# ADE Support Requested

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Trainings, review of presentations, or materials

We want to work with you to ensure you have everything you need to address the 1% Cap requirements.

Webinar series

- Instructional Supports and Resources

- Eligibility

- Accommodations



# Submitting Action Plans

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- ▶ Action Plans will be submitted in the Exception to the 1% Cap Application in ADEConnect.
- ▶ This will look similar to the previous “Exception to the 1% Cap” waivers.
- ▶ Details on accessing the system will be available.
- ▶ Alternate Assessment Test Coordinators will be notified when the system is available and how to find further instructions.
- ▶ Action Plans are due December 21.

# Approval

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Similar to the approvals for exceeding the 1% Cap, Action Plans will be approved by ADE. If your submitted Action Plan is not approved, the Alternate Assessment Test Coordinator will be notified and feedback will accompany this notification. Alternate Assessment Test Coordinators may check the status of their Action Plan by logging into the 1% Cap Application.



# Follow Up

- ▶ Carry out actions
- ▶ Upload progress

# Strategies for Reaching 1% Cap

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Gather data on current participation rates at the school and IEP team level.

- ▶ Are some schools or IEP teams over-qualifying students?
- ▶ Will this be something you include in your Action Plan?



# Student Characteristics

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Look at the characteristics of students who take alternate assessments.

- ▶ Compare your individual student characteristics with those common to the assessment (in other buildings or throughout MSAA)
- ▶ ADE has presented on student characteristics and are willing to share this with LEAs.

The Learner Characteristics Inventory is included for each student in your results file.

# Examine Eligibility Criteria

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Review the eligibility criteria.

- ▶ Do you have evidence to support that the student qualifies in all three categories?
- ▶ Do you need support or clarification of eligibility criteria?
- ▶ Are your IEP teams using the criteria with fidelity?



# Provide Professional Development

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Train your teachers and IEP teams

- ▶ Eligibility criteria
- ▶ Instructional supports
- ▶ Curriculum resources
- ▶ Having difficult conversations

# Inform Parents

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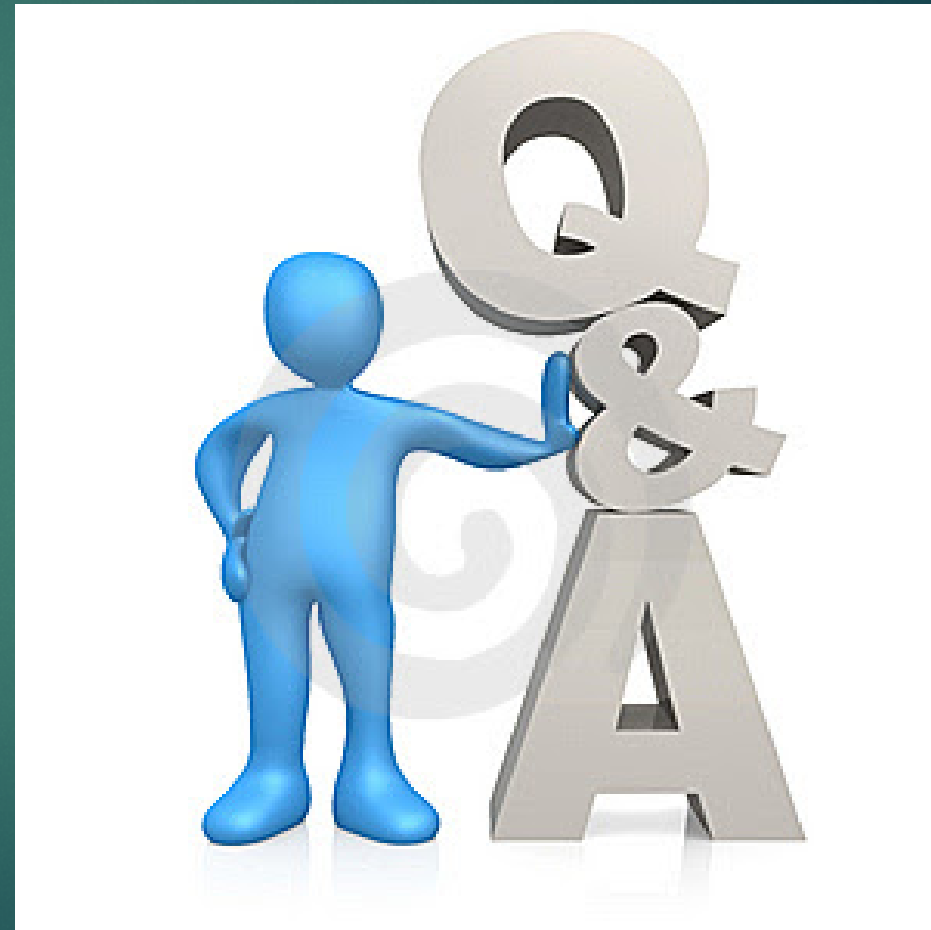
Provide information sessions to parents

- ▶ Gives parents a way to actively participate in IEP meetings including what instruction looks like and how eligibility is determined
- ▶ Helps parents understand why a student may not qualify for alternate assessment



# Question and Comment Session

Type in a question or comment.



# Alternate Assessment Unit

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