

SCHOOL SYSTEM ALTERNATE ASSESSMENT PARTICIPATION REVIEW PROCESS

The Every Student Succeeds Act (ESSA) established a 1.0 percent cap on the percent of students who can participate in the alternate assessment, at the state-level. However, a state cannot prohibit a school system from assessing more than 1.0 percent of its students with an alternate assessment. ESSA outlines specific actions school systems must take justifying the need to exceed the 1.0 percent alternate assessment participation threshold in any content area. In addition, BESE Bulletin 111 requires school systems that exceed 1.0 percent participation in the alternate assessment, in any content area, to request a participation review. The students exceeding the 1.0 percent threshold, in any content area, shall be assigned a zero on the assessment, for the applicable content areas, and be considered non-proficient if:

1. the school system fails to request the alternate assessment participation review; or
2. if the school system requests the review, but it is determined by the Department that ineligible students were administered LAA 1 or LEAP Connect

To meet these requirements, any school system that exceeds the 1.0 percent participation threshold must complete this alternate assessment review process. This process includes two components:

1. The school system must **request an alternate assessment participation review**. This alternate assessment review provides assurances and evidence that each school system exceeding the 1.0 percent threshold for students participating in the alternate assessment provided IEP team training, analyzed participation data and reviewed student files for compliance to eligibility criteria. Once this request is submitted, the Department will conduct a Bulletin 111 alternate assessment participation review.
2. School systems must **submit a justification** that explains why the school system exceeded 1.0 percent participation, provides assurance that the school system followed the state's guidelines for participation in the alternate assessment, and provides assurance that the school system will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment. ESSA requires the Department to make these justifications publicly available, provided that it does not reveal personally identifiable information about an individual student.

The alternate assessment participation justification and review request documents are due by August 14, 2019. When completed, please submit all responses and any pertinent supporting documents to the following email: specialeducation@la.gov.

3. By checking yes, _____ school system **verifies they will complete training** for school staff who participate as members of the individualized education program (IEP) team to ensure the team understands and implements the guidelines established by BESE Bulletin §505. *Alternate Assessment Participation Criteria* so that all students participate in the most appropriate assessment of their learning.

Describe school system’s plan to provide training.

4. By checking yes, _____ school system **has verified** that students participating in the alternate assessment met Louisiana’s participation criteria by verifying that all students who took the LEAP Connect alternate assessment have evaluation results (cognitive and/or adaptive assessment(s)) entered in SER. This verification report can be found in SER and run from the Reports section. The report is titled Evaluation Results Report - Alternate Assessment.
5. By checking yes, _____ school system **has verified** that students participating in the alternate assessment met Louisiana’s participation criteria by verifying students who participated in the LEAP Connect alternate assessment in spring 2019 met criteria through an eligibility review of a selected number of student files according to the table provided in Appendix A, Alternate Assessment Review Process guidance document.
- a. The eligibility review should verify whether the student met the state’s criteria for participation by the January 4, 2019 deadline. The state’s criteria can be accessed in the students with significant cognitive disabilities resource [library](#).
 - b. School systems can use the same students’ files used for the IDEA Monitoring Self-Assessment, if applicable.

Complete the table below summarizing results of student file review. Complete records of IEP review must be kept on file at the school system and available upon request by the Department for verification, if needed.

Student Files Reviewed	Number of files reviewed	Number of files compliant with all three eligibility criteria	Number of files non-compliant with any of the three eligibility criteria
Elementary School Students			
Middle School Students			
High School Students			
Total Number of Files			

6. By checking yes, _____ school system understands the Department will select a percentage of student files for review to verify whether the student is eligible for participation in the alternate assessment based on the state’s criteria.
- If 100% of the files reviewed meet participation requirements, the participation request will be approved. Alternate assessment scores earned by students will count in the school performance score.
 - If at least 95% of the files reviewed meet participation requirements, the participation request will be partially approved. LEAP Connect and LAA 1 scores earned by students who are found to be ineligible will be converted to the lowest scale score and assigned zero points in the school performance score.
 - If less than 95% of the files reviewed meet participation requirements and review results show that ineligible students participated in the alternate assessment, the participation request will be denied. Any scores for students exceeding the 1.0 percent threshold will be converted to the lowest scale score and assigned zero points in the school performance score.
7. **If applicable**, provide a summary of any additional action(s) the school system plans to take in regard to ensuring only students with the most significant cognitive disabilities participate in the alternate assessment:

Please provide a school system contact in the event there is a request by the Department for verification of any information provided in this review.

Name: _____ Position: _____
 Telephone: _____ Email: _____

Required Signatures

Special Education Director Signature*:	Date:
Printed Name:	
Superintendent Signature*:	Date:
Printed Name:	

The alternate assessment participation justification and review request documents are due by August 14, 2019. When completed, please submit all responses and any pertinent supporting documents to the following email: specialeducation@la.gov.

* Original signatures should be kept on file at the school system.

To submit the alternate assessment review electronically, click the _____ .

To save as a PDF file, click _____ .

APPENDIX A

Alternate Assessment Review Process

School IEP File Review Directions and Documentation

School systems are required to verify that students who participated in the alternate assessment during the spring 2019 administration met eligibility criteria according to Bulletin 1530 and eligibility information was entered in the SER system by the January 4, 2019 deadline. The following instructions provide school system teams with directions for completing the IEP alternate assessment participation file review. Please note, school systems can use the same students' files used for the IDEA Monitoring Self-Assessment, if applicable.

Step 1: Identify sample size

The school system must:

1. Identify which team members will conduct the review;
2. Identify all students who participated in the alternate assessment in spring 2019 using SER reporting;
3. Select a targeted sample of IEP files to review following the sample size guidelines presented in the table below;

Sample Size Guidelines*

Total Number of Students that Participated in the Alternate Assessment for the 2018-2019 SY	Minimum Number of Files to be Reviewed
1-10	All Files
11-50	10
51-100	15
101-200	30
201+	40

*For example, if the school system had 75 students participate in the alternate assessment, the school system will select and review at least 15 files.

Step 2: Select files for review

The school system must:

1. Select student files from schools with a higher percentage of students participating in the alternate assessment;
2. Include files of students from the following IDEA disability classifications: Specific Learning Disability, Speech or Language Impairment, Intellectual Disability - Mild, Other Health Impairment, Developmental Delay, Autism, and/or Emotional Disturbance; and
3. Select student files to ensure a representative sample from elementary, middle and high school years.

Step 3: Review files and document results

The school system must:

1. Use Attachment A: Alternate Assessment File Review Questions to review the files to ensure the student meets the state's criteria for participation for the alternate assessment
2. Use Attachment B: Alternate Assessment File Review Chart to document file review results for summary on the review request form (#5.b.).

Step 4: Complete review summary (#5.b.) and retain records

The school system must:

1. Complete file review [summary table](#) on the alternate assessment review request document item #5.b and
2. Retain complete records of the school system's IEP review to be available upon request by the Department if further verification is needed.

Attachment A: Alternate Assessment File Review Questions

Student PI #		Grade		Exceptionality	
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Record Review Item: AA-1

Record Review Question	Potential Sources of Documentation
<p>Does documentation demonstrate that the alternate assessment decisions met the state’s participation criterion #1 such that the student has a disability that significantly impacts cognitive function and/or adaptive behavior? This may be demonstrated in the following ways.</p> <p>A. For students who have not completed the fifth grade, an eligible student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.</p> <p>B. For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.</p> <p>C. Students who have completed the fifth grade functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for LEAP Connect/ LAA 1 participation if the IEP team provides additional empirical evidence a LEAP Connect/ LAA 1 identification is appropriate for the student.</p>	<ul style="list-style-type: none"> ● IEP ● SER evaluation results ● Evaluation report <p>Note: Completion of the LEAP Connect form alone cannot be used to verify compliance. The LEA must verify the student is significantly below the mean on a cognitive / and/or adaptive assessment from the formal evaluation report or SER evaluation results obtained from the evaluation/reevaluation report.</p>
Compliant	Non-Compliant
The school system verified the student met criterion 1 for participation in the alternate assessment.	The school system verified the student did not meet criterion 1 for participation in the alternate assessment.

Record Review Item: AA-2

Record Review Question	Potential Sources of Documentation
Does documentation demonstrate that the alternate assessment decisions met the state’s participation criterion #2 such that there is evidence the student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills?	<ul style="list-style-type: none"> ● IEP including the general student information (GSI), instructional plan, accommodations, and progress reports
Compliant	Non-Compliant
The school system verified the student met criterion 2 for participation in the alternate assessment.	The school system verified the student did not meet criterion 2 for participation in the alternate assessment.

Record Review Item: AA-3

Record Review Question	Potential Sources of Documentation
<p>Does documentation demonstrate that the alternate assessment decisions met the state’s participation criterion #3 such there is evidence the decision to include the student in the alternate assessment is not solely based on the following:</p> <ol style="list-style-type: none"> student's placement; excessive or extended absences; disruptive behavior; English language proficiency; student's reading level; student's disability according to Bulletin 1508; social, cultural, and/or economic differences; anticipated impact on school performance scores; administrative decision; expectation that the student will not perform well on the regular statewide assessments. 	<ul style="list-style-type: none"> ● IEP including the general student information (GSI), instructional plan, placement / least restrictive environment, accommodations, and progress reports ● Evaluation report ● Attendance records ● Observations and interviews ● Behavior intervention plan ● Functional behavior analysis ● English language assessment results ● Historic performance on statewide assessments
Compliant	Non-Compliant
The school system verified the student met criterion 3 for participation in the alternate assessment.	The school system verified the student did not meet criterion 3 for participation in the alternate assessment.

