



# Every Student Succeeds Act (ESSA) Alternate Assessments and the 1% Cap

# Welcome

- ❖ **Alternate Assessment 1% Cap**
- ❖ **Calendar of testing and training dates**
- ❖ **Progress of the stage adaptive MSAA assessment**

# A Little History

- **Alternate assessments required in IDEA 1997 to be developed and implemented by 2000.**
- **NCLB regulation in 2003 allowed for AA-AAS and AA-GLAS performance to be counted in Title I accountability**
  - **AA-AAS: Alternate Assessment based on Alternate Achievement Standards**
  - **AA-GLAS: Alternate Assessments Based on Grade Level Achievement Standards**

# Where Did NCLB “1%” Come From?

- In 2003 NCLB allowed for up to 1% of the students that participated in an alternate assessment to be counted as proficient in Title I accountability
- Justification for that figure came from a 2000-2001 Biennial Performance Report with participation data
  - 21 states reported < 0.5% of total population
  - 14 states reported between 0.5% and 1.0%(Only 38 states had sufficient data to report numbers)



# Alternate achievement standards must meet five requirements:

- 1. Be aligned to challenging State academic content standards**
- 2. Promote access to the general education curriculum**
- 3. Reflect professional judgment as to the highest possible standards achievable by these students**
- 4. Be designated in the IEP as the achievement standards that will be used for the student**
- 5. Be aligned to ensure student who meets them is on track to pursue postsecondary education or employment consistent the PL 93-112**

# ESSA's Requirements for Providing AA-AAS

**State may provide AA-AAS if the State:**

- **Ensures that, for each subject, the total number of students assessed in each subject using alternate assessments does not exceed 1% of the total number of all students in the State who are assessed in such subject;....**

# ESSA's Requirements for Providing AA-AAS

**State may provide AA-AAS if the State (continued):**

- **Describes in the State plan that general education, special education, and other appropriate staff know how to administer the assessments and make use of appropriate accommodations**



# ESSA's Requirements for Providing AA-AAS

**State may provide AA-AAS if the State (continued):**

- **Develops, disseminates information on, and promotes the use of appropriate accommodations to increase the number of students with significant cognitive disabilities –**
  - **Participating in academic instruction and assessments for the grade level in which the student is enrolled; and**
  - **Who are tested based on challenging State academic standards for the grade level in which the student is enrolled**

# ESSA's Requirements: Special Rules for AA-AAS

- IEP team, consistent with State's guidelines, determines when a child with a significant cognitive disability shall participate in an AA-AAS
  - Prohibition on Local Cap: Nothing in law permits the State or any LEA to impose a cap on the percentage of students administered an AA-AAS
- Any LEA exceeding the cap must submit information to the State justifying the need to exceed the cap (and State provides appropriate oversight)

# ESSA's Requirements: Special Rules for AA-AAS

- **State must provide oversight of any LEA that submits information about exceeding the 1%**
- **Waiver Authority: Section 8401 allows state to submit a request to the Secretary to waive a statutory or regulatory requirement**

# ESSA's Regulations

- **State must make an LEA's justification for exceeding the 1.0 percent cap available to the public (as long as doing so does not reveal any personally identifiable student information.**
- **State may request a waiver of the State-level 1% cap, which must be submitted 90 days before start of first testing window, and be limited to one year....**

# 1% Check

- **The Department's process will include:**
  - **District Identification of Alternate Assessment Students**
  - **Calculations and notification to districts of anticipated % of alternate assessment administration**
  - **Providing opportunities to districts to justify exceeding the 1% expectation**
  - **Providing opportunities for districts to reconsider the % of students in the alternate category through IEP amendments**
  - **Providing training for districts needing assistance with understanding the Alternate Assessment Participation Guidance**

# ESSA's Regulations - continued

## State's waiver required to include:

- **Data on number and percentage of students in each subgroup taking the AA-AAS**
- **Data showing that state assessed at least 95% of all students and 95% of students with disabilities**
- **Assurances that it has verified “certain information” for each LEA anticipated to assess more than 1%**

# ESSA's Regulations - Continued

**State's waiver required to include:**

- **State plan and timeline to improve implementation of guidelines for IEP teams, and additional support to LEAs to address any disproportionality**

# ESSA's Regulations Continued

- **May measure student growth against alternate achievement standards**
- **State must report number and percentage of students taking AA-AAS**
- **If use computer-adaptive AA-AAS, but meet all other requirements (aligned with content standards)**



# ESSA's Regulations Continued

## State Guidelines:

- **State must adopt guidelines for IEP teams to use when determining which students take an AA-AAS**
- **Guidelines are to include a state definition of “students with the most significant cognitive disabilities” that addresses:**
  - **factors related to presence/absence of a particular disability, previous low academic achievement, need for accommodations, status as an EL**

# ESSA's Regulations Continued

## State Guidelines:

- **Guidelines are to include a state definition:**
  - **need for extensive, direct individualized instruction and substantial supports to achieve measurable gains on challenging grade-level content standards**
- **Guidelines must provide IEP teams with clear explanation of implications of participation in AA-AAS...**

# Eligibility Guidelines

August 2016



## MAINE'S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3-8 and 3<sup>rd</sup> year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5, 8, and 3<sup>rd</sup> year high school must also be assessed in a general or alternate science assessment.

This criterion indicates that a student's disability is pervasive across all content areas and may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. 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.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.	The student: * requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. * uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in Maine's Alternate Assessment if all responses above are marked Yes.

In addition, evidence for the decision for participating in Maine's Alternate Assessment is **Not Based on:**

1. A disability category or label
2. Poor attendance or extended absences



# Criteria

These criteria indicate that a student's significant cognitive disability is pervasive across all content areas and may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
<p>1. The student has a significant cognitive disability</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p>Yes / No</p>
<p>2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results</p>	<p>The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.</p>	<p>Yes / No</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>* requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature.</li> <li>* uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</li> </ul>	<p>Yes / No</p>

# Not Based On:

In addition, evidence for the decision for participating in the alternate assessments are not based on:

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

# Check List

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

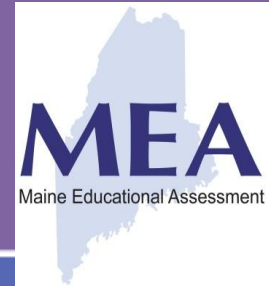


# General Assessment Offers:

- **Online Computer Tools: Sketch and Highlight, Notepad, Custom and Answer Masking, Guideline Tool, Zoom, Reverse Contrast and Book Marking**
- **Supports: Distraction Reduction, Individual or Small Group Setting, Extended Time and Breaks**
- **Accommodations: Text-to-Speech, Color Contrast, Scribe, Read-A-Loud and Sign Language**

<http://www.maine.gov/doe/assessment/math-ela/administration/index.html>

# MEA For Mathematics and English Language Arts/Literacy eMPower™ME (Grades 3-8)



## Tools

### Embedded

Ruler, Protractor, Calculator, Sketch & Highlight, Notepad, Answer Masking, Guideline Tool, Bookmark, Format Tools, Custom Masking, Zoom, Reverse Contrast

### Non-embedded

Scratch Paper

## Supports

### Embedded

Turn off Tools: Zoom, Rev. Contrast, Custom Masking, Answer Masking, Guideline, Sketch & Highlight

### Non-embedded Visual/Auditory Aids & Devices, External Calculator or Abacus

Color Overlay, Magnification, Noise Buffers, Individual or Group Separate Setting, Extended Time, Breaks

## Accommodations

### Embedded

Text-to-speech, Color Contrast

### Non-embedded

Scribe, Read-Aloud, Sign Language, Braille, Bilingual Word Translation



# Areas of Justification

- **Significant Cognitive Disability**
- **Diagnostic Adaptive Behavior Scale - Classroom work samples**
- **Local assessments; Informal assessments - Progress monitoring data**
- **Reading assessments - receptive/expressive evaluations**
- **IEP objectives linked to core content connectors;**
- **Extensive direct individualized instruction is needed to achieve measureable gains.**
- **Present levels of academic and functional performance goals on IEPs**

# 2016 – 2017 MeCAS Testing Dates

## Maine Educational Assessments

Test Name	Testing Dates	Intended For
MEA (Alternate) Science (PAAP) (portfolio)	12/1/2016 – 4/30/2017	Students with significant cognitive disabilities; Grades 5, 8, 3rd year HS
MEA – English Language Proficiency WIDA ACCESS for ELLs 2.0 Kindergarten (Paper) Grades 1-12 (Online)	1/17/2017 – 3/3/2017	English learners K-12
MEA (Alternate) – English Language Proficiency WIDA Alternate ACCESS (paper/pencil)	1/17/2017 - 3/3/2017	English learners K-12 with significant cognitive disabilities
MEA (Alternate) Mathematics & ELA/Literacy Multi-State Alternate Assessment – MSAA (online)	3/27/17 - 5/12/17 (6 week window)	Students with significant cognitive disabilities; Grades 3-8, 3rd year HS
MEA – Mathematics & ELA/Literacy - Grades 3-8 <u>eMPower™ME</u> (online)	3/20/17 - 4/14/17 (4 week window)	All students Grades 3-8
MEA – Science High School (paper/pencil)	4/3/17 - 4/14/17 (2 week window)	All students 3rd year HS
MEA - Mathematics & ELA/Literacy – SAT H.S. (paper/pencil)	Wednesday 4/5/17 Makeup - Tuesday 4/25/17	All students 3rd year HS
MEA – Science Grades 5 & 8 (paper/pencil)	4/24/17 - 5/5/17 (2 week window)	All students Grades 5 & 8

- **Multi-State Alternate Assessment**



March 27 – May 12

Training Modules - 80%

Ed Technicians may assist

Individual administration

# DACs, TCs and TAs

- **DACs are District Assessment Coordinators**
  - **Oversee all assessments in the District**
  - **Point of contact for the DOE**
  - **Gather list of Test Coordinators needed in their District and send in to the Department**
- **TCs are Test Coordinators – Administrator Position**
  - **Monitor and Oversee Test Administrators**
  - **Collect Test Security Documents**
  - **Shred confidential test material**
- **TAs are Test Administrators**
  - **Professional, familiar adults that have been trained to administer the test to students.**

# Test Security



2016–17 MEA Alternate Science  
Test Administrator and Data Privacy  
Agreements

## Test Security Agreement

As a Maine Test Administrator of the Personalized Alternate Assessment Portfolio (PAAP) assessment, I agree to follow and abide by the testing integrity and appropriate practices including; handling of test material in a secure manner, providing a secure testing environment, avoiding inappropriate test practices such as altering a task or using hand over hand assistance, submitting original authentic student material, and use only accommodations and assistive technology that is part of a student's daily instruction, and accurately score student work and the level of assistance used during testing.

I understand that failure to comply with the administration and security requirements described in the *Test Administration Handbook* may result in one or more of the following penalties:

- delay in reporting of student, school, or SAU results,
- invalidation of student, school, or SAU results, and/or
- investigation by the Department of Education for possible certification action.

## Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the test administration about individual students, including: student demographics, student test settings, student test responses, and incidents that occur during testing, except to the School Coordinator as needed. As a Test Administrator for the MEA for Mathematics & ELA/Literacy, I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

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I understand and voluntarily accept and agree to the conditions outlined above in the Test Security Agreement and the Student Data Privacy Agreement.

Name (print or type): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Maine Specific



## Maine Specific Multi-State Alternate Assessment (MSAA) Policies

State MSAA Coordinator	Email address	Phone number
Sue Nay	sue.nay@maine.gov	(207) 624-6774

Topic	State Policy
Test Administrator Requirements	Certified Teachers and Paraprofessionals who work directly with students during daily academic instruction may administer the MSAA Assessment upon completion of the training modules at the end of final quiz at 80% or better.
Paper Version of Test	Students whose normal daily instruction consists of paper/pencil must have a paper version accommodation documented in their IEPs for the alternate assessment. Please refer to the User's Guide to download paper copies.
Training for Test Administrators	Required: All Test Administrators must complete the MSAA online training modules and the end of the training final quiz at 80% or better.
Test Security	All Test Coordinators and Test Administrators are required to sign a test security agreement found at: <a href="http://maine.gov/doe/alternate/admin.html">http://maine.gov/doe/alternate/admin.html</a> . Note: District Assessment Coordinators (DACs) should keep a copy of the signed test security agreement for each TA and TC on file. These forms do not need to be sent to the Maine DOE.
Registering a Student	Only personnel from the Maine DOE may register or transfer a student's enrollment in the MSAA assessment.
Closing a Test	Only Test Coordinator's may close a student's test if the student displays no consistent mode of communication. Only the State Coordinator may close a test for any other reason.

# Changes for MSAA 2016-17

- **Stage Adaptive**
- **Browsers and Support Devices**
- **New Test Administration Manual**
- **New Training Modules**
- **New User's Guide**
- **Only TCs will be able to close tests**



# New Technology for MSAA

## Supported Devices and Operating Systems

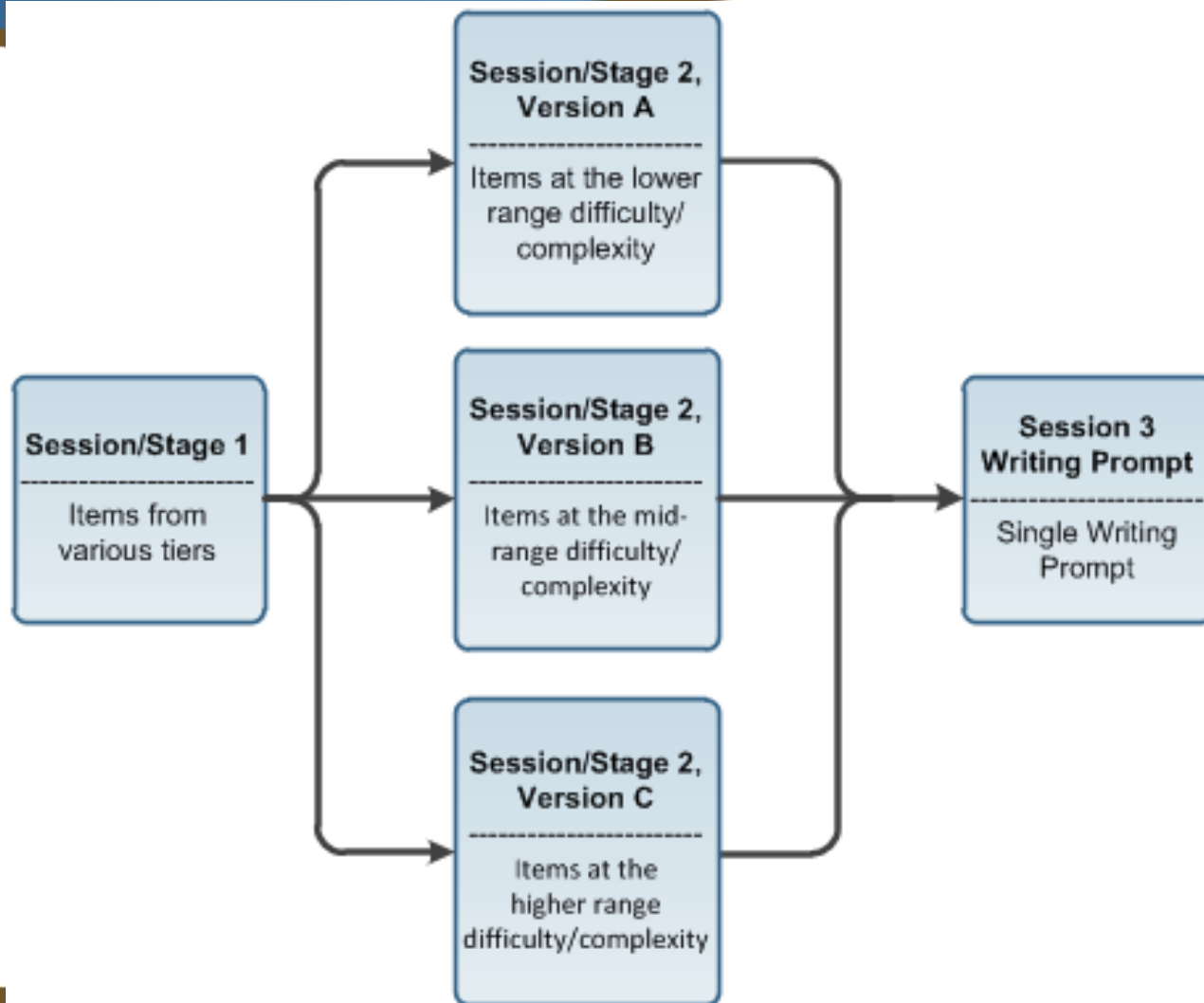
- Browsers
  - Chrome – 26 and above
  - Firefox – 24 and above
  - Internet Explorer – IE11 and above including Edge
- Operating System
  - Windows 7, 8, 8.1, 10
  - Mac OS X 10.7 – 10.11 (El Capitan)
- Tablets & OS\*
  - iPad Mini (iOS 8.4)
  - iPad 2 ( iOS 9.3.4)
  - Surface (Windows RT 8.1)
  - Chromebook –Chrome OS Version - 49.0.2623.95



# New to MSAA – Stage Adaptive Administration

- **Session one, all students will receive items from Tiers 1 – 4 (all field test items will be placed here)**
- **Session two will be decided upon by the students response to session one. They will be channeled to:**
  - **A Tier 1 – 3 items (Tier 1 and 2 heavy loaded)**
  - **B Tier 2 and 3 items**
  - **C Tier 3 and 4 items**
- **Session three will include writing prompts from Tiers 2 and 3**

# MCAA Becomes Stage Adaptive in 2017



# PAAP Testing Calendar

- PAAP testing window opens December 1, 2016
  - Please tell teachers to register in December and download tasks to begin planning and implementing tasks into their instruction

The last day to register students is March 1, 2017

  - Electronic submissions are due April 30, 2017
  - PAAP portfolio pick up will occur May 2, 2017
- MSAA testing window opens March 27, 2017 and closes May 12, 2017

# MSAA Testing Calendar

- Modules for training will be available March 13<sup>th</sup>
- Testing window opens March 27<sup>th</sup>
- Testing window closes May 12<sup>th</sup>
- Sample Items are available through the MSAA system March 13<sup>th</sup> or teachers may visit the Department's MSAA website.

# Training

- **All day Training**

**MSAA am 8:00 to 12:00 and PAAP 1:00 to 3:30**

- **Presque Isle – November 15<sup>th</sup>**
- **Bangor – November 16<sup>th</sup>**
- **Auburn – November 17<sup>th</sup>**
- **Saco – November 18<sup>th</sup>**

- **MSAA Webinar – February, 2017**

- **PAAP Webinar will be posted in December 2016**

# Questions?



# Questions

## CONTACT:

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