



STAAR Alternate 2 2018-2019 Participation Requirement Training

April 25, 2018

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Agenda

- Purpose and Overview
- Student Eligibility Requirements
- Test Administrator Requirements
- ARD Committee Responsibilities



Purpose and Overview

Every Student Succeeds Act (ESSA) Requirements

The STAAR Alternate 2 Participation Requirements were revised in order to:

- clarify the scope of students who are taking STAAR Alternate 2
- and satisfy requirements of ESSA 2015.

In an effort to make assessments... inclusive of all students, the ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards (AA-AAAS).

Statewide Participation Rates

Average Participation Rates for 2016-2017:

The number of students assessed statewide using STAAR Alternate 2 out of the total number of students who were assessed:

1.4% in mathematics

1.2% in reading

1.2% in science

ESSA calculates the 1.0% threshold at the STATE level by subject, not at the district level by grade/subject.

Waiver Request

- As a result of the 1.0 percent threshold set by ESSA, Texas requested a waiver for the 2017-2018 school year from the requirement that States may not use an alternate assessment with more than 1.0 percent of the total number of students in the State who are assessed in a subject.
- TEA collected participation data for STAAR Alternate 2 and requested information from all school districts in Texas who assessed more than 1.0 percent of their tested student population with STAAR Alternate 2.
- Using information provided by school districts, a monitoring plan was formulated and was presented to United States Department of Education (USDE).
- TEA received communication that the limited waiver for the 2017-2018 school year was approved early Spring 2018.
- A waiver will need to be submitted each year the state anticipates going over the 1.0 percent threshold.

Plan for Oversight/Monitoring

- The State will take additional steps to support and provide oversight to each district that the State anticipates will exceed the 1.0 percent threshold to ensure that only students with the most significant cognitive disabilities take STAAR Alternate 2.
- The State will monitor and regularly evaluate each district to ensure the district provides sufficient training such that school staff who participate as members of an ARD committee implement the guidelines established by the State for participation in STAAR Alternate 2 so that all students are appropriately assessed.
- The State will address any disproportionality in the percentage of students taking STAAR Alternate 2 as identified through data.



Student Eligibility Requirements

NEW

Participation Requirements for STAAR Alternate 2

2018-2019 **REVISED** STAAR Alternate 2 Participation Requirements

- Revisions are based on input from STAAR Alternate 2 Educator Committee, TEA Special Populations Division, and special education experts in the field.
- Admission, review, and dismissal (ARD) committees should use the new STAAR Alternate 2 participation requirements upon receipt for determining assessment decisions for the 2018-2019 school year.
- ARD committees that used the previous participation requirements for 2018-2019 assessment decisions prior to May 1 may move forward with assessment decisions they have already made.
- TEA recommends campus personnel review the new participation requirements and determine if revisions should be made to previous assessment decisions.



STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS

Student Name _____ Grade _____ Date _____

Name of District Personnel Completing Form _____ Position _____

Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment for students with the most significant cognitive disabilities. STAAR Alternate 2 may only be considered if the student's disability includes intellectual functioning and adaptive behavior deficits that primarily and significantly affect the student's ability to plan, comprehend, reason, and apply social and practical skills in everyday life.

If STAAR Alternate 2 is being considered, the ARD committee must review the five criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all five of the questions below must be **Yes**. If the answer to any one of the questions is **No**, the student is not eligible to participate in STAAR Alternate 2 and must participate in STAAR. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.

1. Does the student have a significant cognitive disability? Yes No

- A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND
- Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? Yes No

- Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND
- A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.

Enter justification that must include data from the student's individualized education program (IEP), progress monitoring, and/or the FIE:

3. Does the student require intensive, individualized instruction in all instructional settings? Yes No

- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification that must include data from the student's IEP, progress monitoring, and/or the FIE:

STAAR Alternate 2 Participation Requirements

NEW FORMAT

STAAR Alternate 2 Participation Requirements

Step I: Review the Eligibility Criteria

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New Language is highlighted in yellow.

1. Does the student have a significant cognitive disability?

YES NO

- A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND
- Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

Empty text area for justification.

Question 1

- A significant cognitive disability is determined by the ARD committee and must be based on an evaluation performed by a qualified evaluation team.
- The disability must significantly impact the student's intellectual potential and adaptive behavior and be documented in the student's individualized education program (IEP).
- *While a student with only a specific learning disability or only speech impairment disability may have significant academic challenges, he or she has the intellectual potential to reach grade-level expectations and, therefore, it would be highly unlikely for these students to be assessed with STAAR Alternate 2.
- In the case that an ARD committee determines STAAR Alternate 2 for a student with only a specific learning disability or speech impairment, additional information should be provided to explain the special circumstances.

2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?

YES NO

- *Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires **extensive, repeated, specialized supports and materials beyond the support typical peers require**. The student uses **substantially modified materials** to access information in **alternate ways** to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND*
- *A student with a significant cognitive disability demonstrates **adaptive behaviors that are significantly impaired**. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in **daily life across all life domains**, not just the school environment.*

Enter justification that must include data from the student's individualized education program (IEP), progress monitoring, and/or the **FIE :**

Empty text area for justification.

Question 2

- A student with a significant cognitive disability cannot access grade-level Texas Essential Knowledge and Skills (TEKS) without extensive, repeated, specialized supports.
- The specialized, extensive supports most likely are required across settings for all life domains.
- Specialized, extensive supports may include but are not limited to voice output device, one-on-one instruction, assistance with feeding or daily needs, assistance with physical mobility that would otherwise result in health or safety concerns, regular and frequent reinforcement system, and/or assistance negotiating social situations.

3. Does the student require intensive, individualized instruction in all instructional settings?

YES NO

- *A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to **functional** and academic IEP goals and objectives. AND*
- *A student with a significant cognitive disability requires **classroom assessments administered in alternate or non-traditional methods** to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND*
- *A student with a significant cognitive disability requires **individualized instruction that is neither temporary nor limited to specific content areas.***

Enter justification that must include data from the **student's IEP, progress monitoring,** and/or the **FIE:**

Grayed-out area for entering justification.

Question 3

- A student with a significant cognitive disability will have IEP goals that are both functional and academic in nature.
- A student with a significant cognitive disability requires individualized instruction that includes specialized academic instruction that appears very different from the instruction of their age-appropriate peers.
- A student with a significant cognitive disability requires individualized instruction in every academic area that is not temporary or skill/content specific.
- A student with a significant cognitive disability often requires an alternate curriculum, modified tasks, modified requirements, and frequent prompting that differs from his or her age appropriate peers.

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?

YES NO

A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.

Enter justification that must include data from the student's IEP, progress monitoring, and/or the FIE:

Empty text area for justification.

Question 4

- A student with significant cognitive disabilities most likely requires teaching that includes hands-on materials, demonstrating concepts along with verbal directions, new tasks broken into small steps, prompting or shaping accurate performance, multiple opportunities and examples, and repeated student practice beyond non-disabled peers.
- A student with a significant cognitive disability that is eligible for STAAR Alternate 2 usually performs significantly below grade-level proficiency. For example, an elementary student may perform 3 or more grade levels below age appropriate peers, while a high school student may perform to 7-9 grade levels below age appropriate peers. IEP goals and present level of academic achievement and functional performance (PLAAFP) should indicate performance significantly below grade level.

5. Is the STAAR Alternate 2 assessment determination based on the student's significant cognitive disability and NOT on any other factors? YES NO

The decision to administer STAAR Alternate 2 is NOT based on a student's racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Enter justification that must include data from the student's IEP, progress monitoring, and/or the FIE:

Large grey rectangular area for entering justification.

Question 5

- The decision for a student to participate in STAAR Alternate 2 must be based on the student's academic achievement and functional performance.
- If student is expected to be out of school for extended medical treatment or illness, students may qualify for Medical Exception.
- If an extended period of severe behavior results in an inability to test, testing personnel may contact TEA to determine whether a score code of "O" is appropriate.

Step II: Discuss Assurances

If **Yes** is indicated for all five eligibility criteria, the ARD committee must discuss the following assurances. All assurances must be initialed by district personnel for the student to participate in STAAR Alternate 2.

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.

The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student's educational need, not administratively based on federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the State who are assessed in a subject.

For a student whom the ARD committee deems eligible to take STAAR Alternate 2, the committee understands that instructional and assessment decisions made may impact a student's graduation plan in high school, as described in 19 Texas Administrative Code (TAC) §89.1070.

According to 19 (TAC) §101.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. If the ARD committee determines that the student will take STAAR Alternate 2, justification that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP.

Assurances

- The ARD committee must discuss the assurances in Step II
- The district personnel presiding over the ARD committee must complete the form by initialing each assurance
- The assurances must be discussed as a part of the ARD meeting.
- The decision for a student to participate in STAAR Alternate 2 is based on the ARD committee decision and cannot be made by campus or district administrator's decision.

Complete the information below only for the grade (grades 3–8 or high school) the student is enrolled in during the applicable school year.

Students in grades 3–8 who are eligible for STAAR Alternate 2 should be assessed only in the grade/subjects in which they are enrolled and should NOT be assessed in above-grade enrolled curriculum. Indicate the student’s enrolled grade during the applicable school year. This will indicate which STAAR Alternate 2 assessments the student will take.

Grade 3: mathematics and reading

Grade 5: mathematics, reading, and science

Grade 7: mathematics, reading, and writing

Grade 4: mathematics, reading, and writing

Grade 6: mathematics and reading

Grade 8: mathematics, reading, science, and social studies

For a student in high school, the student is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills. Indicate the alternate high school courses with associated PEIMS course numbers the student will be enrolled in during the applicable school year. This will indicate which STAAR Alternate 2 end-of-course assessment(s) the student will take.

English I Alternate 03220107

Algebra I Alternate 03100507

U.S. History Alternate 03340107

English II Alternate 03220207

Biology Alternate 03010207

Summary of Assessment Decisions

- The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate 2 assessments will be given.
- Students in grades 3-8 for whom the ARD committee determines eligible for STAAR Alternate 2 will take STAAR Alternate 2 for ALL assessed courses/subjects he or she is enrolled in for that school year.
- Students taking a STAAR Alternate 2 EOC must be tested in the same school year they are enrolled in that course.
- Above grade testing is not allowed on STAAR Alternate 2. For example, students may not be assessed in Algebra I as an enrolled 8th grader. Students eligible for STAAR Alternate 2 should be receiving instruction based on prerequisite skills, not above grade skills.



Test Administrator Requirements

Test Administrator Requirements

STAAR Alternate 2 test administrators

- should have a high level of interaction and familiarity with the student.
- should be familiar with and understand STAAR Alternate 2 eligibility requirements.
- should make eligibility decisions for each student within the annual ARD process.

Detailed information regarding STAAR Alternate 2 administrators can be found in the District and Campus Coordinator Manual.



ARD Committee Responsibilities

ARD Responsibilities

ARD committees should make assessment decisions based on current data for each individual year.

When considering state-required assessments for a student with disabilities, STAAR is always the first consideration.

ARD committees must determine whether the general assessment is the most appropriate for the student by

- reviewing the student's goals and objectives
- and PLAAFP statements.

ARD Responsibilities

- A PLAAFP that is written with specific, objective, and measurable data should provide ARD committee members with a clear understanding of the student's current performance including the individual student's strengths and current areas of need specific to each subject/grade or course curriculum.
- ARD committees should review the student's IEP and use this as the basis for making appropriate assessment decisions.
- If STAAR, with or without accommodations, is not appropriate for a student, the ARD committee may then review the participation requirements and consider STAAR Alternate 2.

ARD Responsibilities

- Once it has been determined that the student meets all participation requirements, the ARD committee will determine and document the needed accommodations for the assessment.
- The test administrator will determine the accommodations that will be used based on the documented accommodations in the student's IEP and the TEA guidelines for allowable accommodations for STAAR Alternate 2.
- Once a student meets eligibility for STAAR Alternate 2, the ARD committee can determine if a student meets eligibility for a Medical Exception or as No Authentic Academic Response (NAAR) within the ARD committee. These forms are found on the TEA STAAR Alternate 2 Resources webpage.
- For both exceptions, the ARD committee will make the determination after reviewing medical and educational records. The decision must be documented in the student's IEP along with evidence to support the determination.

Future Training

Fall 2018 - Additional training for the 2018-2019 participation requirements will be provided during Fall 2018 Student Assessment Educational Service Center (ESC) Training.

Fall 2018 TETN – to be determined

TETN 486 – Today's TETN has been recorded. Please contact the ESC TETN site manager for more information.

Contact Information

TEA Student Assessment Division

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