



Delaware Compliance Plan for Science

*Exceeding one percent student participation in State
alternate assessments*
Pursuant to ESEA 1111(b)(2)(D) and 34 C.F.R. §200.6(c)

Delaware Department of Education
Office of Assessment

401 Federal Street
Dover, DE 19901
302-857-3391

Michelle Jackson, Education Associate, Special Populations
Michelle.Jackson@doe.k12.de.us

Theresa Bennett, Director, Office of Assessment
Theresa.Bennett@doe.k12.de.us

OCTOBER 1, 2020

TABLE OF CONTENTS

Introduction	3
Monitoring of LEAs: Levels of Support	7
2019 DDOE ECR Monitoring - Probe Data	8
Appendix	11
1 Percent Cap Memo	12
Alternate Assessment 1.0 Percent Justification Form	14
Probe 2019-2020	17
Meeting Federal Participation Targets for Delaware System of Student Assessments: Action Plan Guidance Document	18

October 1, 2020

Introduction

On July 17, 2020, the Delaware Department of Education (DDOE) received correspondence from the US Department of Education regarding the percentage of students in DE taking the alternate assessment based on alternate academic achievement standards (AA-AAAS). DE assessment data, submitted via EdFacts on April 9, 2020 indicated that the 1.0 threshold was exceeded in reading/language arts, mathematics, and science. Because DDOE had rates that were relatively high without a waiver, the US Department of Education placed a grant condition on DE's 2020 Title I, Part A award. This condition applies only to science because the State failed to meet 95% participation requirements in the area of science. The State is submitting this plan for how DE will come into compliance with the 1.0 percent requirement and for reducing our rate of AA-AAAS participation in future years for Science.

Part 1: Participation Rates for Science

Assessment data submitted to the Department via EdFacts, as of April 9, 2020, indicated the percentage of all tested students assessed with an AA-AAAS in 2018-2019 Statewide for Science was 1.48%. As outlined in the July 17, 2020, 1.0 percent consequences letter, DE must demonstrate that it made progress in reducing the participation of students who participated in the AA-AAAS in the 2018-19 school year. The data contained in the table below represents preliminary rates of participation in the AA-AAAS for the 2020-2021 school year.

Subject	2018-2019	2020-2021 (preliminary projections)
Science	1.48	1.50

Preliminary projections of the 2020-2021 data indicate an increase in AA-AAAS participation for Science. To address this .02% projected increase in Science alternate assessment projections, Delaware's 1.0 Percent Compliance Plan of Action will continue to build upon the current work that is being done in the State to address the 1.0 percent requirement in order to reduce the participation rate. The State was not approved a waiver extension request in spring 2020 due to the coronavirus; as a result, Delaware continued its efforts to address the 1% cap tasks virtually.

Part 2: DE's 1.0 Percent Compliance Plan of Action for Science

DDOE was granted a waiver request in February 2018, a waiver extension request in 2018 and then submitted a 1.0 percent waiver extension request in December 2019. This waiver extension request was denied by the US Department of Education as DDOE did not meet the requirement in 34CFR 200.6(c)(4) that, in order to be eligible for such a waiver, the State must assess at least 95 percent of all students and 95 percent of children with disabilities on the reading/language arts, mathematics, and science assessments.

In 2019, Delaware assessed 93 percent of all students in Science and 90 percent of all students with disabilities in Science. To address this, LEAs who did not meet participation rates were required to submit 95% Participation Plans to DDOE. The plans must include strategies for meeting participation requirements. LEAs are required to analyze and review their data to identify possible reasons or barriers that might prevent students from participating and then develop an action plan. The plans must outline specific actions and realistic timeframes to achieve the desired improvements. DDOE did provide guidance,

[Meeting Federal Participation Targets for Delaware System of Student Assessments: Action Plan Guidance Document](#), which provided tools to engage families, students and educators to work toward increasing student participation. The State anticipates meeting the 95% participation rate requirement in the spring 2021 school year administration.

NCEO developed guidance for parents (one-pager) about why students with disabilities should take State tests to address the issue of not meeting the 95% participation requirement that will be published by Nov. 1, 2020. DDOE will use this guidance in trainings and require the guidance be provided to parents at IEP team meetings.

Although the State's December 2019 waiver extension request was not approved, DDOE implemented a plan of action to continue to address the 1.0 percent requirement. The information below outlines the action steps completed to date, as well as plans for additional measures to come into compliance with the 1.0 percent requirement for Science.

Requirement 3 (§200.6(c)(4)(iii)): Provide assurances that the State has verified that each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a subject using the AA-AAAS did the following:

(A) followed the State's participation guidelines;

Each year, Delaware has all the Local Education Agencies (LEAs) in the State submit a two-part Justification Form. Part A is completed by all the LEAs, which provides participation projections for the spring assessment administration. If the LEA anticipates exceeding the 1.0 percent threshold of students who will be assessed, they are required to complete Part B and provide a written justification. The document, [Alternate Assessment 1.0 Percent Justification Form](#) can be accessed on [The 1 Percent Threshold for Statewide Alternate Assessments](#) webpage on our DDOE website. This year, LEAs are required to submit the justification form to DDOE by October 23, 2020.

While this process has been in place for the past three years, this year, Delaware has updated the Justification form for 2020-2021 to include assurances that the LEA has ensured their educators have been trained on the State guidelines and that IEP teams are adhering to DE's identified criteria of eligibility in making participation decisions for students who participate in the AA-AAAS. There is more room for the LEA to provide further explanation on the reasons for exceeding the 1.0 percent cap. The LEA Superintendent and Special Education Administrator are both required to sign the justification document to provide assurance that the contents of the LEAs plan are accurate. The Justification and assurance information received will be compiled and posted to our webpage by November 30, 2020.

LEAs were formally notified of the new Alternate Assessment 1.0 Percent Justification Form through an email dated September 17, 2020. The email also included a [1 Percent Cap Memo](#) which explained the ESSA requirements regarding participation in the alternate assessment. Requests to view the individual justification reports or specific questions about individual LEA reports can be made to the Delaware Department of Education (DDOE) or directly to the LEA. Each LEA will identify a point of contact, such as a Special Education Administrator or Superintendent to be contacted for questions.

(B) will address any disproportionality in the students taking the AA-AAAS

The annual participation and performance data is provided by the alternate assessment vendor and is uploaded to our EdInsight Reports data management system.

To address disproportionality DDOE used the following guidance documents from National Center of Educational Outcomes (NCEO):

- Guidance for Examining District Alternate Assessment Participation Rates

<https://nceo.umn.edu/docs/OnlinePubs/NCEO1percentBrief.pdf>

- Guidance for Examining Disproportionality of Student Group Participation in Alternate Assessments
<https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief18.pdf>
- Guidance for Examining Participation Rates and Disproportionality
<https://vimeo.com/325082455>

In July 2020, DE prepared an Excel report that provided a breakdown of AA-AAAS participation and performance data by seven racial and ethnic groups as required by ESSA: gender, white, African-American or black, Hispanic, Native American, Alaska Native/Asian, Pacific Islander, Multiracial, Socio-economic status and English Learners.

Using the guidance from NCEO, DDOE's first step was to decide on an approach. Delaware used a Multi-Year Analysis: Longitudinal Trends approach. The report looked at trends across the subgroups in ELA, Math and Science for the years 2015, 2016, 2017, 2018 and 2019 in our seven Level 2 districts.

The State's next step was to determine focus areas. Following our examination of participation patterns, Delaware focused on Males, African-Americans and Low-Income subgroups over the past three years. Then we established participation rates for each focal group and calculated the test statistic to determine if the difference in proportion or risk ratio is meaningful. This information was shared at our Access to General Education Curriculum (AGEC) stakeholder group on July 29, 2020 in order to establish State guidelines. The AGEC stakeholders consist of special education leaders, district test coordinators, Parent Information Center of DE (PIC) representatives, English Learner representatives etc.

Overall, we found no statistical evidence of disproportionality for males, African-American students, or low-income students. Our specific findings were as follows:

- The three year totals for the Alternate Assessment Participation was 1447 participants for years 2017, 2018 and 2019.
- For males, the participation rate was 67.45%; the difference in proportion was 16.51% and the risk ratio was 1.32%. Both rates fall into the desired range, which indicated that there was no statistical evidence of disproportionality. (pgs. 15-16 of the [AGEC handout](#).)
- The percentage of African-Americans participating in the Science assessment was 37.73%; the difference in proportion was 6.93% and the risk ratio was 1.23, which indicated no statistical evidence of disproportionality. (pgs. 16-17 of the AGEC handout)
- The percentage of Low-income participating in the Science assessment was 33.42%; the difference in proportion was 8.94% and the risk ratio was 1.27, which indicated no statistical evidence or disproportionality. (pgs. 18-19 of the AGEC handout)

Delaware provided the seven LEAs on [Level 2 Support](#) with their subgroup data. The State also calculated disproportionality using the risk ratio and difference in proportions for each of the districts. A guidance document to assist LEAs with calculating disproportionality using statistical data was created and shared on our 1.0 Percent Threshold for Statewide Alternate Assessments webpage. The [Guidance and Procedures for Calculating Disproportionality for the DeSSA-Alternate Assessment](#) adopted 8-6-2020, provides a definition for disproportionality as well as step-by-step instructions on calculating disproportionality.

While the State has not formally identified areas of disproportionality present within Statewide AA-AAAS participation data, Delaware will continue to review trends of students by primary disability who are participating in the AA-AAAS. For example, in 2019, we found that 42 students with a primary disability category of learning disabled participated in the alternate assessment. The DDOE has a plan in place to reach out to the LEAs with these 42 students to offer guidance and support in order to ensure that the

students are taking the appropriate assessment. DDOE will also increase its focus on providing IEP Teams with professional development and the appropriate eligibility resources, as referenced in the next section below.

Requirement 4 (§200.6(c)(4)(iv)): *Submit a plan and timeline by which the following will be accomplished:* (A) State will improve the implementation of its participation guidelines, including if necessary, revising its definition of "students with the most significant cognitive disabilities"; (B) State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent with the AA-AAAS to ensure that only students with the most significant cognitive disabilities take the AA-AAAS (this must include a description of how the State will monitor and regularly evaluate each of these LEAs to ensure that the LEA provides sufficient training for IEP team members); and (C) State will address any disproportionality in the percentage of students taking the AA-AAAS.

(A) Plan and timeline for improving the implementation of participation guidelines (and possibly revising definition of students with the most significant cognitive disabilities)

In Fall of 2019, Delaware revised the State's AA-AAAS participation eligibility criteria. The Learner Characteristics Inventory (LCI) was added as a data tool to DE's criteria. The form includes an acknowledgement by the parents/legal guardians that they understand the implications of participating in the alternate assessment. The IEP Team leader should also provide parents with an information sheet, Facts about the DeSSA-Alt.

On October 22, 2019, a meeting with our Access to General Education Curriculum (AGEC) stakeholder group was held. The purpose was to examine our current State definition, our participation guidelines and to review the [Companion Guide for DeSSA-Alternate Participation](#). The guide is meant to assist IEP teams during the decision-making process when determining the appropriateness of student's participation in the DeSSA-Alternate Assessment.

The committee approved adding the term, "pervasive" to our definition and adding the definition to our participation guidelines. The Companion Guide (revised October 29, 2019) includes the guidelines with a breakdown of each criteria, a Decision Tree, a Rubric for determining student eligibility; FAQs; clarification of terms; accommodations and modifications. Statewide rollout/introduction regarding these changes were provided to Special Education Leadership; District Test Coordinators; Principals and District Leaders; and added to our Statewide Guidelines and Participation Criteria Training as well as our Alternate Assessment Participation Decision-Making Workshop.

The [DeSSA-Alt Participation Guidelines](#) are posted on our [DeSSA-Alternate Assessment](#) webpage and is an Appendix (B-3) in our Accessibility Guidelines. They are also found in the *Companion Guide*. The decision to participate in the AA-AAAS is made by the Individualized Education Program (IEP) team and documented accordingly in the student's IEP. DE requires that the IEP include the AA-AAAS eligibility criteria with the IEP. IEP teams now have the criteria available on the IEP template as well as the decision-making companion tool to use as a reference when making alternate assessment eligibility determinations.

In the 2020-2021 school year, Delaware will be creating a Monitoring Protocol Rubric to use during LEA site visits to ensure that the participation guidelines and criteria are being followed during IEP team meetings. The LEA site visits will be a part of the IDEA monitoring and some selected will be based on participation rates in the AA-AAAS (discussed further in the next section).

During the AGEC meeting, Stakeholders indicated a need for additional resources designed for parents on the AA-AAAS. The State created a [Fact Sheet About the DeSSA-Alt](#) and DLM also provides a brochure, [Dynamic Learning Maps Alternate Assessments Key information for Parents](#). However, in the 2020-2021

school year, the State will be creating additional resources for parents with FAQs and information about the alternate assessment in easy to understand text.

(B) The State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent with the AA-AAAS to ensure that only students with the most significant cognitive disabilities take the AA-AAAS (this must include a description of how the State will monitor and regularly evaluate each of these LEAs to ensure that the LEA provides sufficient training for IEP team members).

Monitoring of LEAs: Levels of Support

Based on the information provided in the justification form, LEAs are placed on specific levels of supports. LEAs between 1.1-1.5% are placed on Level 1 Support. Level 1 Support requires the LEA to provide evidence of their educators completing required training and a more detailed analysis of their participation data where they would address any disproportionality concerns.

In fall 2019, Delaware revised our [Waiver Plan](#) and applied the following business rules for support.

Category of Support	Criteria
Universal Supports	<p>≤ 1% DeSSA-Alt Participation</p> <ul style="list-style-type: none"> LEAs with Total Test Population <300 and DeSSA-Alt tested students <5.
Level 1 Supports	1.1% - 1.5% DeSSA-Alt Participation
Level 2 Supports	<p>≥ 1.6% DeSSA-Alt Participation</p> <ul style="list-style-type: none"> LEAs with Special Schools and High incidences of Students with Disabilities LEAs on Level 1 supports for 3 years with no change. (2021-22)
Level 3 Supports	<ul style="list-style-type: none"> LEAs on Level 2 support plans for 3 years with no change. (2021-22)

Under the applied Business rules:

- LEAs receiving Universal Supports 2019 – 27
- LEAs receiving Level 1 Supports 2019 – 3
- LEAs receiving Level 2 Supports 2019 - 7

LEAs with 1.6% and above participation rates are all placed on Level 2 Supports. There were 7 LEAs on Level 2 support plans in 2018 and 2019. Each identified LEA was required to provide participation data, subgroup data and to identify potential disproportionality. Level 2 Support has all the stipulations of Level 1 and includes creating an action plan and more targeted support. After a review and revision process, all seven LEAs on Level 2 Support Plans received approval letters to commence their action plans on July 8, 2020.

The LEAs will be required to provide updates on their progress on their action plans in January and June 2021. After 3 years on Level 2 status with no change would be placed on Level 3 Support as outlined in DE’s Waiver Plan.

Monitoring Tool

In January 2020, DDOE Exceptional Children’s Resources (ECR) workgroup created a [Probe](#) that they added to their LEA monitoring. ECR used random monitoring, where they selected random files to review. The second question on the Probe checks random IEPs to see if the DeSSA-Alternate Participation Guidelines were completed if the student participated in the DeSSA-Alternate Assessment. The Probe data showed that 2 LEAs had evidence that the guidelines were created as indicated in the chart below.

2019 DDOE ECR Monitoring - Probe Data

LEA	Date of Review	Total Files Reviewed	PROBE 1 (A) Group A Access Verification form present			PROBE 1 (B) Group B Access Verification form present			PROBE 2 DeSSA Alternative Participation Guidelines completed		
			YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
Charter School of Wilmington	2/21/2020	6	0	0	6	0	0	6	0	0	6
Delaware Military Academy	2/18/2020	12	0	0	12	0	0	12	0	0	12
ECHS @ DSU	3/2/2020	15	0	0	14	0	0	14	0	0	14
First State Military Academy	2/21/2020	15	0	0	15	0	0	15	0	0	15
First State Montessori Academy	3/4/2020	15	0	0	15	0	0	15	0	0	15
Milford School District	2/12/2020	16	0	1	15	2	0	14	1	0	15
Providence Creek Academy	2/26/2020	15	0	0	15	0	0	15	0	0	15
Seaford School District	3/12/2020	15	0	0	15	0	0	15	2	0	13
Sussex Technical School District	2/25/2020	15	1	1	13	0	1	14	0	0	15
Thomas Edison Charter School	2/26/2020	15	0	0	15	1	0	14	0	0	15

For the spring 2021 administration, DDOE Office of Assessment (OoA) team members will be a part of this monitoring review committee. The OoA team members will review IEP files of students assessed on the DeSSA-Alternate. DDOE will revise and expand the Probe by establishing a Monitoring Protocol Rubric focused on ensuring that IEP teams are making alternate assessment participation eligibility determinations appropriately. This will be used following the spring 2021 testing administration.

Training

DDOE offers several Statewide training opportunities throughout each school year to ensure LEAs receive current information related to the alternate assessment. An hour live webinar entitled, *State Guidelines and Participation Criteria* is provided twice each year. This webinar is made available for parents, educators

and special education administrators. On March 4, 2020, DDOE provided new updates to the criteria and the State's definition of a student with a most significant cognitive disability. The upcoming dates are: October 14, 2020 and February 16, 2021. The webinar will also be recorded and released as a professional development course.

Additionally, DDOE devised an *Alternate Assessment Participation Decision Making Workshop*. This workshop is geared to assist IEP team leaders make informed decisions about the learners who participate in the DeSSA-Alternate Assessment. At the end of the session, participants will be equipped to lead meaningful discussions using student data to make appropriate decisions regarding State assessments. It is a universal support for the State's 1% Cap plan.

This training will be provided through two 90-minute sessions and cover the following topics:

- Overview of Delaware's 1% Cap-Related Data
- Review of the revised DeSSA-Alternate State Participation Guidelines and the Companion Guide
- Overview of the IEP Rubric and A walk-through of how to use the rubric with case studies

LEAs on Level 1 and Level 2 Support plans must provide evidence that their educators participated in the Statewide training opportunities.

(C) State will address any disproportionality in the percentage of students taking the AA-AAAS.

DDOE will continue to collect and analyze AA-AAAS participation data at the State level. The annual participation and performance information will continue to be publicly available.

The State requires all LEAs in the State to examine their own participation data and provide a written justification to DDOE if they anticipate exceeding the 1.0 percent threshold requirement. LEAs on Level 1 and Level 2 Support are required to provide a breakdown of their participation data by primary disability category on the justification form, and provide explanation of any higher than expected numbers of students who participate in the AA-AAAS within the subgroup of disability category.

They are also required to break down their participation data by disability category, ethnicity, gender, economically disadvantaged status, and English Learner participation to identify any patterns or anomalies that may indicate disproportionality among any of the subgroups participating in the AA-AAAS within the LEA. DDOE then reviews this data with the LEA and provides technical assistance and/or required follow up action when necessary.

Plan of Action Summary

In conclusion, DDOE has implemented a comprehensive actionable plan to address the 1.0 percent threshold requirement. DDOE representatives are active participants in the technical assistance opportunities offered through the National Center on Educational Outcomes (NCEO) 1% Community of Practice calls, as well as and the NCEO and Center on Standards and Assessment Implementation (CSAI) Peer Learning Groups.

The support and resources gained from these opportunities has been instrumental in the development and implementation of DE's current actions to address the 1.0 percent requirements.

DDOE will continue to utilize these resources in future development and refinement of plans to address the 1.0 percent requirement. Specifically, DDOE will implement the following actions to come into compliance with the 1.0 percent requirement:

- Continue to require all LEAs in the State that anticipate exceeding the 1.0 percent threshold to provide a written justification and assurances to DDOE annually.
- DDOE will make publicly available a summary of Delaware's Alternate Assessment 1.0 Percent Cap Justification Forms by November 30, 2020.

- Continue to implement targeted support for LEAs that exceed the threshold in accordance with established State criteria.
- DDOE will conduct further training for LEAs in 2020 on the State guidelines, the Companion Guide rubric and with case studies. DDOE will include the one-pager NCEO has developed about why students with disabilities should take State assessments in trainings and require the guidance be provided to parents at IEP teams.
- LEAs are required to complete 95% Participation Plans to meet the participation requirement.

DDOE recognizes the importance of students with disabilities overall participation in Statewide assessments and the need to address compliance with the measured achievement of at least 95% of all students and students with disabilities enrolled in the grades for which the AA-AAAS is required (Requirement 2, §200.6(c)(4)(ii)).

Appendix

- [1 Percent Cap Memo to Superintendents, Charter School Leaders, and Special Education Administrators regarding the “1 Percent Cap on Alternate Proficiency Assessments Form”](#)
- [Alternate Assessment 1.0 Percent Justification Form](#)
- [Probe 2019-2020](#)

1 Percent Cap Memo

September 24, 2020

TO: Superintendents, Charter School Leaders, and Special Education Administrators

FROM: Theresa Bennett, Director
Office of Assessment

Mary Ann Mieczkowski, Director
Exceptional Children Resources

SUBJECT: 1 Percent Cap on Alternate Proficiency Assessments Form

In December 2015, the Elementary and Secondary School Act (ESEA) was reauthorized with the adoption of the *Every Student Succeeds Act* (ESSA), which replaced the *No Child Left Behind Act* (NCLB). As with NCLB, ESSA regulations allow the use of alternate assessments, based on alternate achievement standards, for students with the most significant cognitive disabilities. In Delaware, this alternate assessment is the DeSSA-Alternate.

ESSA requires that no more than 1 percent of the total number of students in the State be administered a combination of the DeSSA-Alternate. Districts are not prohibited from assessing more than 1 percent of their students with these Alternate assessments, but are required to submit justification demonstrating the need to assess more than 1 percent of their students with the DeSSA-Alt.

School officials must complete and submit the attached justification form with local level alternate participation information. If there is greater than 1 percent participation in the DeSSA-Alt assessments, the district or charter must also complete the justification section before submitting the form. Information reported previously by the district or charter school has been populated for consideration and planning purposes.

Additionally, projected counts for participation in the spring 2021 assessments should also be added to the third column. This information will be needed for submission to USDOE if Delaware needs to apply for a waiver for exceeding the 1% cap.

Specific alternate assessment participation rate calculation guidelines can be found on the form. The Delaware Department of Education (DDOE) will review submitted justification forms. It is also necessary to include students placed in separate public programs in other districts in these calculations.

Completed forms should be submitted via DOE Help Desk to Michelle Jackson (Michelle.Jackson@doe.k12.de.us) by October 23, 2020.

Numbers of students participating in these alternate assessments is a key area of focus as we strive to ensure only those who fully meet the participation criteria for alternate assessments in Delaware participate in alternate assessments and that local IEP team decision making meets the individualized State level assessment needs for each student. The 2020-2021 Delaware criteria for alternate assessment participation may be found on the State website at <https://www.doe.k12.de.us/Page/3577>.

Your signature on the justification form serves as an assurance that Local Education Agencies (LEAs) are making alternate assessment determination decisions during the Individualized Education Program (IEP) meetings using the required Delaware criteria. After results are finalized for these alternate assessments, DDOE will revisit the criteria and identify LEAs with high alternate participation rates in need of additional attention.

Thank you in advance for your attention to this important process as we strive to support our students and to also confirm that the Delaware accountability system contains the most accurate representation of the results of students with the most significant disabilities. Please direct questions to Theresa Bennett (Theresa.Bennett@doe.k12.de.us).

Attachment:

Delaware Department of Education
Alternate Assessment Justification Form

Alternate Assessment 1.0 Percent Justification Form

The Every Student Succeeds Act (ESSA) requires States to ensure that the total number of students assessed in each subject on the DeSSA-Alternate Assessment does not exceed one percent (1%) of the total number of students the State assessed with Delaware Statewide assessments. States that anticipate that they will exceed 1.0 percent in the alternate assessment participation must submit a waiver request to the US Department of Education ninety (90) days prior to the beginning of the State’s alternate assessment testing window. Furthermore, ESSA requires that each LEA complete and submit a justification when it anticipates exceeding the 1.0 percent of students assessed. For the 2018-19 school year, Delaware’s participation rate exceeded the 1.0 percent threshold.

Each LEA must complete this form even if you have no students participating on the alternate assessment and submit to Michelle Jackson at the Delaware Department of Education via DOE Help Desk, by **October 23, 2020**.

Part A: Calculations

NAME OF LEA	CONTACT PERSON/ROLE			
EMAIL	PHONE NUMBER			
Alternate Assessment rates for ELA/Literacy		2018-19	2020-21 Projection	Expectation
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.				The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a State assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)				
3. Divide the line 1 number by the line 2 number.				
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.				
Alternate Assessment rates for Mathematics		2018-19	2020-21 Projection	Expectation
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.				The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a State assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)				
3. Divide the line 1 number by the line 2 number.				
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.				
Alternate Assessment rates for Science		2018-19	2020-21 Projection	Expectation

1. Total number of DeSSA-Alt students in grades 5, 8 and Biology. Residential students with disabilities in, in- and out-of-district placements should also be included.			The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a State assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.			

Based on the information above:

Category of Support	Criteria	Category 2018	Select the Subject area(s)	Anticipated Category 2021	Select the Subject area(s)
Universal Supports	≤ 1% LEAs with Total Test Population <300 and DeSSA-Alt tested students <5	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 1 Supports	1.1% - 1.5%	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 2 Supports	>1.6 % LEAs with Special Schools and High incidences of Students with Disabilities LEAs on Level 1 supports for 3 years with no change. (2021-22)	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 3/Special School Supports	LEAs who are on Level 2 supports for 3 years with no change. (2021-22)	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

Part B: Complete this section **ONLY** if the LEA falls in a Level 1, 2, or 3 support category. Choose YES or No for each question below.

Does the LEA ensure that the IEP team adhere to the five criteria in Appendix B-3 DeSSA-Alt Participation Guidelines when making decisions for students to participate in the Alternate Assessment?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the LEA ensure that special educators are trained to administer the DeSSA-Alternate Assessment?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the LEA ensure that IEP team leaders attend the Statewide PD: Alternate Assessment Participation Decision-Making Workshop?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the LEA ensure that special educators and IEP team leaders attend the Statewide webinar: State Guidelines and Participation Criteria to keep up-to-date on changes in the guidelines?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are students participating in the DeSSA-Alt with disability categories that are typically not eligible for the DeSSA-Alt? (i.e. by definition do not have a significant cognitive disability such as SLD, ED)? If yes, what is the LEA's explanation regarding this data:	<input type="checkbox"/> YES <input type="checkbox"/> NO

<p>Is there a high incidence of students with disabilities in the district? If yes, please elaborate.</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>Is there a school, community or health program in the district that draws large numbers of students with significant intellectual disabilities? If Yes, please elaborate:</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>*Other. If yes, Please elaborate.</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO

By submitting this justification form, the LEA verifies that all the information provided is valid and accurate and is able to provide any requested documentation of evidence.

Signature of Special Education Administrator

Signature of Superintendent or Charter School Lead

Student: _____

Probe 2019-2020

Probe 1

For a Student who has difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats:

Group A Access Verification form present:

YES / NO / NA

Group B Access Verification form present:

YES / NO / NA

Probe 2

Participation in Statewide Assessment: Student is included in the Alternate Assessment

DeSSA Alternative Participation Guidelines completed:

YES / NO / NA

Meeting Federal Participation Targets for Delaware System of Student Assessments: Action Plan Guidance Document

In an educational accountability system, assessments are one of the tools we must use to improve teaching and learning. Under 1111(c)(4)(E) of the federal Every Student Succeeds Act (ESSA), all States are required to annually measure the academic achievement of not less than 95% of all students and 95% of each subgroup of students in math and ELA. This federal requirement is to ensure that all public schools are held accountable for the achievement of **every student**, and that the results of **all students** are used to improve educational outcomes, increase equity, improve instruction and close achievement gaps Statewide.

For Delaware schools that do not meet the 95% participation rate for accountability purposes, [DDOE requires](#) each district/charter school to submit a plan that includes strategies for each school to meet participation requirements. The purpose of this document is to offer districts and charter schools tools to engage educators, students, and families in identifying barriers to participation and, through creative problem-solving, work toward the goal of increasing student participation in the State assessments.

Meeting participation requirements at the school, district, and State levels will yield more accurate information regarding areas of strength and areas of growth for all students as well as for each subgroup of students. This information not only broadens representation in the accountability system, but it informs the ongoing process of aligning curriculum and instruction to the knowledge and skills that Delaware students are expected to learn each year.

Action Planning Guide

Step 1: Communication Planning

A good first step to increasing participation in State assessments is bringing together administrators, teachers, counselors, administrators, parents, students, and community members to review your district/school(s) participation rate data, especially given the connection to other federal and/or Statewide requirements for parent and community engagement. The group's goal would in this case be to identify the root causes of the low participation rate and to create an action plan with strategies to improve communication with educators, families, and students, regarding the value of having all students in the assessment system.

Step 2: Review and Analyze Data

The communication team should review the factors that can create barriers to participation.

- **Data:** Access the data in DSARA IMS to review district and school summaries and participation reports.

- **Patterns:** Identify schools, subgroups, tested grades, and content areas in which participation for was low. Determine if the problem is focused on a specific subpopulation, school-wide or district-wide.
 - Was the low participation rate limited to high school? Middle school? Elementary school?
 - Were there specific subgroups with low representation (e.g., SWDs, ELs)?
 - Was there a greater problem with one content area versus another?
- **Root Causes:** Drill down to identify the reasons for the low participation rate or the barriers that might prevent students from participating (e.g. accessibility, poor attendance).
 - Did we have a large number of students who did not complete the assessment? If so, why?
 - Did we have students who transferred to another school mid-year?
 - Did we have a large number of voids? If so, what were the reasons (e.g., students discontinued taking the test, students did not respond to a sufficient number of questions to get a valid score)?
 - How many students did not take the assessments because they refused or their parents would not permit them to take the test? What were their concerns?
 - Is there a match of classroom instructional accommodations to those assigned to students for the test?
- Talk with staff, students, and parent advisory groups to identify the information they need to know to address their concerns.
- Reflect on community reactions obtained during last year’s test administration to identify communication gaps.
- Additional resources for conducting a root cause analysis can be found [here](#).

Step 3: Develop an Action Plan to Improve Participation Rate

Based on the results of the analysis in Step 2, target actions towards groups (e.g., teachers, parents, or students) where your actions are most likely to result in a positive change.

- Outline specific actions and realistic timeframes to achieve the desired improvements.
 - Include the methods of communication that work best in your district/school, such as meetings, social media, public service announcements (PSAs), newsletters, web postings, student posters, and announcements.
- Borrow ideas from other districts/schools that have higher participation rates.
- Assign responsibilities to specific team members who can best communicate to various constituencies.
- Gain support from key stakeholders (examples include, but are not limited to: Board of Education, PTO, special education parent advisory groups).

Step 4: Put Your Plan into Action and Evaluate Progress

Get your implementation activities underway in time to impact this year's assessment. Enlist help from key stakeholders to maintain communication regarding the assessments. Monitor progress and adjust your activities as necessary. Office of Assessment will designate a liaison to help you monitor participation during the assessment window.

Actions and Resources to Consider for Your Plan

To improve participation in State assessments, districts and schools might engage in the following action steps:

- Disseminate through the district's website, social media, fliers and PTO resources describing the purpose, content, and format of the assessments;
- Conduct informational sessions with parents and community members regarding the assessments. Have content experts on hand to review item types and format and show parents actual test items. Target specific subgroups with information regarding accommodations for English Learners and Students with Disabilities or Alternate Assessments (Dynamic Learning Maps and ACCESS for ELs);
- Engage students in groups to discuss the purpose of the State assessments, the plans for the district to use the results to improve instruction, and strategies for increasing participation;
- Engage students in a communication campaign with slogans, announcements, and posters to promote the value of participation in State assessments;
- Familiarize parents and family members with the actual State assessment test items for their children's grade or tested content area through demonstration or letter with links to the assessment websites;
- Conduct a meeting and/or focus group for parents of SWDs and/or ELs, taking the general, alternate, and ACCESS assessments to discuss the accommodations and accessibility features available to students during testing;
- Have staff available to meet with parents to assist them in interpreting State assessment score reports;
- Build staff understanding about the State assessments' content and item types and score reports; attend professional learning communities to review results and determine how results can be used to drive instruction;

- Provide teachers of grades/content areas assessed with strategies for communicating the value of participation with students;
- Use staff meetings to assist educators with analysis of State assessment results to improve student achievement. Include child study team members and other service providers.

Resources for Parent Communication

The following resources were selected to assist in this effort:

Resources for Parents and Students

- [Delaware State Assessments](#)
- [Smarter Assessment FAQs for Parents in Spanish](#)
- [Smarter Assessment FAQs for Parents](#)
- [Smarter Balanced What Parents Should Know](#)
- [Smarter Assessment Sample Score Report](#)
- [Alternate Assessment Key Points for Parents](#)
- [Alternate Assessment \(Dynamic Learning Maps\) Scoring Parent Interpretive Guide](#)
- [Alternate Assessment \(Dynamic Learning Maps\) Scoring Parent Interpretive Guide in Spanish](#)
- [SAT Key Points for Parents](#)
- [SAT Information for Families and Communities](#)
- [Next Generation Science Standards for Families](#)
- [Sample Science Items and Practice Tests](#)
- [Skill Builder to Help Families Support Students At Home](#)

Resources for Educators

- [Delaware State Assessments](#)
- [Smarter Balanced Resources for Educators](#)
- [Smarter Balanced Practice and Training Guides and Annotations](#)
- [Smarter ELA/Math Balanced Assessment Resources](#)
- [Alternate Assessment \(Dynamic Learning Maps\) Resources for Educators](#)
- [What Does the Alternate Assessment Measure?](#)
- [Alternate Balanced Assessment Resources](#)
- [SAT Educator Resources](#)
- [SAT Accommodations Training and Information](#)
- [SAT Balanced Assessment Resources](#)
- [Next Generation Science Standards for Families](#)
- [Sample Science Items and Practice Tests](#)
- [Science Balanced Assessment Resources](#)

- [Social Studies Balanced Assessment Resources](#)
- <https://www.doe.k12.de.us/Page/3875>