

**Plan to Reduce Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS) Participation**

April 2026



<u>Action Step</u>	<u>Timeframe</u>
<p align="center"><b>Participation in the National Council for Educational Outcomes (NCEO) Community of Practice (CoP) 1.0% group</b></p> <p>The Kentucky Department of Education (KDE) will continue to work with NCEO to support KDE’s ongoing efforts to support students with the most significant cognitive disabilities. KDE participates in NCEO sponsored activities, including the 1.0% CoP bi-weekly calls, webinars and other state-sponsored convenings to improve the agency’s ongoing work pertaining to students with the most significant cognitive disabilities and their participation in the Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS).</p>	<p>Meets biweekly throughout the year</p>
<p align="center"><b>Participation in the Council of Chief State School Officers (CCSSO) Collaboratives</b></p> <p>A representative from KDE’s Office of Special Education and Early Learning (OSEEL) will continue to participate in the Assessment, Standards and Education for Students with Disabilities (ASES) collaborative offered by CCSSO.</p>	<p>Convenes three times per year</p>
<p align="center"><b>Alternate Assessment Training Modules</b></p> <p>Previously, KDE, in collaboration with the University of Kentucky’s (UK’s) Human Development Institute (HDI), provided local education agencies (LEAs) with six professional development modules related to AA-AAAS. The modules are required</p>	<p>2025-2026 school year and ongoing</p>

<u>Action Step</u>	<u>Timeframe</u>
<p>annually for all new and current IEP team members, including special education teachers, IEP meeting chairpersons and Directors of Special Education (DoSEs).</p> <ul style="list-style-type: none"> <li>• Module 1: The KY 1% Alternate Assessment Waiver 3rd-12th Grade;</li> <li>• Module 2: Completing the Participation Guidelines for 3rd-12th Grade;</li> <li>• Module 3: Preparing for ARC-Participation Guidelines for 3rd-12th Grade;</li> <li>• Module 4: Learner Characteristic Inventory;</li> <li>• Module 5: Using Data Sources to Understand and Describe Alternate Assessment Population; and</li> <li>• Module 6: Annual Review Guidance for Alternate Assessment.</li> </ul> <p>For the 2026-2027 school year, the modules will be moved to KDE’s <a href="#">KY Learning Hub</a> to better support KDE’s efforts to closely monitor the use and effectiveness of the trainings.</p>	
<p style="text-align: center;"><b>Low Incidence Task Group</b></p> <p>Representatives from the Special Education Regional Technical Assistance Centers (SERTACs) have developed a low incidence task group to share instructional resources and supports with school level staff working with students with the most significant cognitive disabilities.</p> <p>KDE representatives attend low incidence task group meetings.</p> <p>For the 2025-2026 school year, representatives from KDE’s OSEEL and Office of Assessment and Accountability (OAA) attended the low incidence task group meetings to gain insight into what additional</p>	<p>Monthly throughout 2025-2026 school year</p>

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<p>AA-AAAS supports school level staff need. Additionally, KDE staff worked with the low incidence group to complete a root cause analysis to determine the reasons the AA-AAAS participation rate is increasing in Kentucky. Using the results from the root cause analysis, KDE worked with SERTACs to develop additional training on Kentucky’s Alternate Assessment Participation Guidelines and how to conduct Due Process Record Reviews (see below).</p>	
<p><b>KDE’s Response to the Waiver Denial</b></p> <p>When KDE received notification from the United States Education Department (ED) that the 2025-2026 alternate assessment waiver request had been declined, KDE took the following actions:</p> <p>KDE commissioner of education sent correspondence to all local superintendents in the state.</p> <p>The letter included:</p> <ul style="list-style-type: none"> <li>• The waiver denial and reasons;</li> <li>• The Every Student Succeeds Act (ESSA) requirements for a waiver to be granted; and</li> <li>• Title I grant conditions that were to be placed on the upcoming award due to the waiver denial.</li> </ul> <p>The commissioner’s correspondence was shared with all local DoSEs across the state by OSEEL’s associate commissioner.</p> <p>KDE’s OSEEL associate commissioner met with a group of superintendents to discuss the implications of exceeding the 1.0% participation rate.</p>	<p>KDE commissioner sent letter to Superintendents: Feb. 18, 2026</p> <p>OSEEL associate commissioner met with a group of superintendents: Feb. 19, 2026, and Feb. 27, 2026</p>
<p><b>OAA On-Site Visits</b></p>	<p>April 14-May 22, 2026</p>

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<p>KDE’s OAA will conduct on-site visits during the Spring AA-AAAS testing window to ensure proper test administration in alignment with the AA-AAAS administration guidelines.</p> <p>KDE’s OAA will conduct on-site visits to observe the administration of the AA-AAAS. These visits will initially focus on LEAs that had reported testing allegations during the 2024–2025 assessment year. OAA will utilize a standardized set of <a href="#">Site Visit Survey Questions</a> during these visits.</p> <p>In the 2025–2026 assessment year, OAA has implemented targeted training for AA-AAAS administrators. Updates to the “Administration Code for Kentucky’s Educational Assessment Program” will include guidance on make-up testing windows, specifically, procedures for administering make-up tests to students who were not eligible for the AA-AAAS during the first testing window. When LEAs request make-up testing, OAA will conduct student record reviews to confirm that all participation guidelines were met before approving the request.</p>	
<p style="text-align: center;"><b>SERTAC Record Reviews</b></p> <p>Kentucky’s SERTACs were trained by KDE’s OSEEL staff on how to properly conduct Due Process Record Reviews for LEAs with students participating in the AA-AAAS for the 2025-2026 school year.</p> <ul style="list-style-type: none"> <li>• The OSEEL associate commissioner met with SERTAC directors and the low incidence task group about reducing AA-AAAS participation rates.</li> <li>• Staff from KDE’s OSEEL conducted on-site training for all SERTAC directors and low-incidence</li> </ul>	<p>OSEEL associate commissioner and OSEEL staff met with SERTAC Directors: Feb. 17, 2026.</p> <p>OSEEL associate commissioner and OSEEL staff met with low incidence consultants from the SERTACs: Feb. 24, 2026</p> <p>KDE provided SERTAC training: March 16, 2026</p> <p>SERTACs conducted Record Reviews: March 17-April 24, 2026</p> <p>Communication log and Regional Summary of Findings due to KDE: May 18, 2026</p>

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<p>consultants. Training included:</p> <ul style="list-style-type: none"> <li>○ Reviewing the history of the alternate assessment waiver and requirements;</li> <li>○ Analyzing state data;</li> <li>○ Conducting a mock IEP team meeting to determine alternate assessment eligibility;</li> <li>○ Demonstrating how to conduct a record review to ensure compliance with alternate assessment participation decisions; and</li> <li>○ Creating opportunities for record review practice.</li> </ul> <ul style="list-style-type: none"> <li>● After the training, SERTAC staff were instructed to contact all DoSEs in their region to offer Due Process Record Reviews of students taking the alternate assessment. They documented whether the LEA's DoSE accepted or declined the record review. The SERTAC was required to provide KDE with information on which LEAs accepted or declined. This information will be reviewed as part of the data analysis to prepare for any necessary focused monitoring activities.</li> <li>● SERTACs conducted on-site record reviews for students participating in the alternate assessment.</li> <li>● Once record reviews were completed, SERTAC directors worked with the LEA's DoSE to complete a root cause analysis (if there were issues found during the record reviews).</li> <li>● SERTAC directors then compiled the results from each LEA's root cause analysis to complete a summary sheet for their region. The summary included common issues found in the region, along with a summary of root cause analysis findings. This summary</li> </ul>	

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will be provided to KDE by May 18, 2026.	
<p style="text-align: center;"><b>Data Monitoring</b></p> <p>Alternate Assessment Participation Rates are monitored using a weekly data pull from KDE’s statewide student information system, Infinite Campus (IC). OSEEL extracts IC data weekly to determine whether participation rates are decreasing.</p>	March 2026-ongoing
<p style="text-align: center;"><b>Data Analysis and Monitoring</b></p> <p>OSEEL will analyze preliminary and final 2025-2026 participation data once it is available. If the AA-AAAS participation rate does not decrease, OSEEL will analyze participation data, identify areas of potential concern and conduct focused monitoring of all districts with data demonstrating potential concerns with participation decisions. This information will be included in KDE’s updated plan and timeline submitted with the 2026 waiver request.</p>	Ongoing
<p style="text-align: center;"><b>LEA Justifications</b></p> <p>LEAs with over 1.0% participation in the 2024-2025 school year were notified and sent a District Justification Response Form.</p> <p>The justification form acknowledges:</p> <ul style="list-style-type: none"> <li>• IEP teams utilized the <a href="#"><i>Kentucky Alternate Assessment Participation Guidelines Documentation Form</i></a> appropriately for each student who would participate in the alternate assessment;</li> <li>• LEAs addressed any disproportionality in the percentage of students within each subgroup taking the AA-AAAS;</li> </ul>	<p>District Justification Form sent: Feb. 25, 2026</p> <p>District Justification Form due to KDE: March 11, 2026</p> <p><i>District Justification Form Summary</i> publicly posted: April 21, 2026</p>

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<ul style="list-style-type: none"> <li>• LEAs analyzed student data to make decisions for each student participating in the alternate assessment;</li> <li>• LEAs identified local training needs;</li> <li>• Descriptions of appropriate training, support and oversight provided to IEP team members; and</li> <li>• Justification(s) for exceeding 1.0% participation.</li> </ul> <p>A summary of LEA responses, along with a list of LEAs that exceeded the 1.0% participation rate in one or more subject areas, was compiled in the <a href="#"><i>District Justification Form Summary</i></a> and publicly posted.</p>	
<p style="text-align: center;"><b>LEA Assurances</b></p> <p>The KDE will require written assurances from all LEAs in the state. Each DoSE, or designee, will be required to ensure that the LEA has the following in place:</p> <ul style="list-style-type: none"> <li>• All IEP teams in the LEA follow the state’s guidelines for participation in the AA-AAAS;</li> <li>• The LEA has evidence that the DoSE, all IEP team chairpersons and all special education teachers with a caseload that includes students eligible to participate in the alternate assessment have completed the required alternate assessment training modules;</li> <li>• All IEP teams in the LEA inform parents of students with the most significant cognitive disabilities of the implications of participation in the alternate assessment; and</li> <li>• The LEA addresses disproportionality in the percentage of students in any subgroup participating in the alternate assessment.</li> </ul>	<p>June 2026</p>

<u>Action Step</u>	<u>Timeframe</u>
<p style="text-align: center;"><b>New 1.0% Waiver Request</b></p> <p>KDE will submit a new waiver request for the 2026-2027 school year with an updated plan and timeline.</p>	<p>August 2026</p>