Attachment 1

Meeting Agendas

For Kentucky Department of Education

Advisory Groups around *Alternate Assessment*

This Section includes agendas from various meetings of Advisory Groups to the Kentucky Department of Education that pertained to *Alternate Assessment*

1. Meetings of the State's ***"Future of Alternative Diploma Advisory Group"***
    a. – *07/07/2017*
    b. – *08/01/2017*
    c. – *08/14/2017*
    d. – *09/05/2017*
    e. – *10/19/2018*
    f. – *11/07/2017*
    g. – *04/09/2018*
    h. – *05/31/2018*

2. Meetings of the ***"Alternate Assessment Advisory Group"***
    a. – *08/27/2018*
    b. – *09/17/2018*
    c. – *10/25/2018*

Future of Alternative Diploma Advisory Group
KDE Conference Room 516
300 Sower Boulevard
Frankfort, KY
July 7, 2017
8:00 a.m. – 4:00 p.m. ET

AGENDA

I. Quick welcome and introductions

Jeanna Mullins
University of Kentucky

II. Overview of meeting outcomes and agenda:
   a. Current Criteria for Kentucky and other states Participation Guidelines
   b. Definition of a student with the most significant cognitive disability
   c. Federal monitoring requirements and process:
      i. How will the monitoring document look – Participation Guidelines
      ii. How will we monitor it – Annual data received through the 1% cap

III. Setting national and state context for the work: Why are we here? A breakdown of ESSA and Senate Bill 1 changes

Yayo Radder
Kentucky Department of Education

IV. Individual reflections and large group discussion:
   a. Development of criteria for the participation guidelines
      i. Review and edit each specific criteria, response, and the sources of evidence/justification

V. Large group discussion: Definition of a student with the most significant cognitive disability based on drafted criteria for participation guidelines

VI. Federal monitoring requirements and process:
   a. How will the monitoring document look – Participation Guidelines
   b. How will we monitor it – Annual data received through the 1% cap

VII. Review next topics for meeting:
   a. Review Course of Study leading to Alternative High School Diploma
   b. Grading (transcripts) and/or Meaning of Course Completion for the Course of Study to Alternate High School Diploma.
   c. Credits for Courses

VIII. Adjournment

Future of Alternative Diploma Advisory Group
KDE Conference Room 516
300 Sower Boulevard
Frankfort, KY
August 1, 2017
9:00 a.m. – 3:30 p.m. ET

AGENDA

I. Welcome and introductions

Jeanna Mullins
University of Kentucky

II. Overview of meeting outcomes and agenda: Review facilitator, Kentucky Department of Education and member roles, and Participation rules
   a. Vision for waiver process- actual waiver with comments
   b. Learning Characteristics Inventory- Jacqueline Kearns
   c. Will the alternate diploma end FAPE discussion
   d. Alternate High School Diploma
   e. Review of Course of Study Leading to Alternative High School Diploma
   f. Credits for Courses

Jeanna Mullins

III. Review and edit Participation Guidelines Draft from previous meeting

Tania Sharp
Kentucky Department of Education

IV. Individual reflections and large group discussion:
   a. Vision for waiver process-actual waiver with comments
   b. Learning Characteristics Inventory Jacqueline Kearns
   c. Alternate Diploma & FAPE discussion
   d. Alternate High School Diploma
   e. Review of Course of Study Leading to the Alternative High School Diploma
   f. Credits for Courses

V. Next Meeting Date August 14, 2017

VI. Adjournment

Future of Alternative Diploma Advisory Group
KDE Conference Room Training Room C
300 Sower Boulevard
Frankfort, KY
August 14, 2017
9:00 a.m. – 3:30 p.m. ET
Location: 1st Floor Training Room C

AGENDA

I. Welcome and introductions

Jeanna Mullins
University of Kentucky

II. Overview of meeting outcomes and agenda: Review facilitator, Kentucky Department of Education and member roles, and Participation rules

a. 1% Cap letter to the Districts
b. Justification Template Document
c. Definition of students with the most significant cognitive disability
d. What items to keep/take off the LCI
    1. Who is responsible for deleting LCI items? Follow-up to make sure this is completed
    2. How are all districts getting access to the LCI now?
    3. How will we ensure all districts over the 1% CAP have access to the LCI
e. How will we address disproportionality to districts after determining that it is occurring
f. Participation Guidelines Review Briefly
g. Participation Guidelines Guidance Document
h. Future Parent Guide for Participation Guidelines (2 available)
i. Training Materials for participation in alternate assessment – Power Points, Webinars (see waiver request)
j. Future-System for Waiver (how will this look)/Mike Henderson

Please Note: We have a separate workgroup that are working on some of these items that will be sent out to the group for their suggestions.

III. Next Meeting TBD based on doodle poll for September sent out

IV. Adjournment

Over 1%:
Justification:

- Review Justification
- Investigate: desk audits/on site (DLS and OAA, CTE)
- Oversight and support = Training and Guidance (consultation)

Not Over 1%:
Check all others during typical monitoring system

Future of Alternative Diploma Advisory Group
300 Sower Boulevard
Frankfort, KY
September 5, 2017
9:00 a.m. – 3:30 p.m. ET
Location: Room # 517

AGENDA

I. Welcome and introductions

Jeanna Mullins
University of Kentucky

II. Overview of meeting outcomes and agenda: Review facilitator, Kentucky Department of Education and member roles, and Participation rules

a. Participation Guidelines- Review Low Incidence Consultants responses and suggestions
b. Justification Template Document- possibly adding questions so that we do not have to read 94 district responses (what will these questions say and look)
    1. California Survey
c. Significant disproportionality-how will we address each subgroup (poster display)
    1. What supports and resources are needed for the sub-groups?
    2. What supports and resources do we currently have?
    3. What factors may have contributed to the subgroup being disproportionate?
d. AA Guidelines- Infinite Campus (Amy Patterson)
e. Review Guidance Document for participation guidelines
f. Parent Q & A document (update)
g. Training materials

III. Next Meeting TBD

IV. Adjournment

Future of Alternative Diploma & Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
October 19, 2017
9:00 a.m. – 3:30 p.m. ET
Location: Room # 516

AGENDA

I. Welcome and introductions

Jeanna Mullins
University of Kentucky

II. Overview of meeting outcomes and agenda: Review facilitator, Kentucky Department of Education and member roles, and Participation rules

a) Discuss updated timeline

b) Review Participation Guidelines Training Power Point
   i. Scenarios for use with universal training
   ii. LCI slides (Jacqui)
   iii. Separation of power point into 3 webinars

c) Discuss Parent Version of Participation Guidelines Training/Webinar
   i. Do we need a separate training
   ii. How best to provide a training/module for parents

d) Discuss Universal Training script and delivery

III. Next Meeting: November 7th
Agenda for meeting: Alternate Course of Study document; credits; grading/course completion

IV. Adjournment

Future of Alternative Diploma & Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
November 7, 2017
8:30 a.m. – 3:30 p.m. ET
Location: Room # 517

AGENDA

I. Welcome and Overview of Meeting Agenda and Outcomes

Jeanna Mullins
University of Kentucky

II. Alternate Assessment Training Requirements

III. Review the NCEO Brief and PowerPoint on Alternate Diploma

IV. Shareholder Input on Need for State Defined Alternate Diploma

a. Who are the potential shareholders to include? Parents, KY-SPIN, Teachers, Employers, Jill's parent group, Students?

V. Alternate Course of Study document – Q & A document from Jill

VI. Credits – Performance Based; Infinite Campus discussion

VII. Grading/Course Completion – Grading Q & A Document; Regulations; Course Codes/Infinite Campus

a. Discuss scenarios of collaborating and co-teaching classes

VIII. Alternate Diploma Questions:

a. What other alternate diploma options do we have?
b. On a job application, will they be able to check the "High School Diploma" box if they received a state defined alternate diploma?

*According to 704 KAR 3:305 Section 5. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the Kentucky academic standards, 704 KAR 3:303, and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met. (KDE Performance-based credit guidance)

IV. Adjournment

Alternative Diploma & Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
April 9, 2018
8:30 a.m. – 3:30 p.m. ET
Location: Training Room C– First Floor

AGENDA

I. Welcome and Introductions

Jeanna Mullins
University of Kentucky

II. Overview of Meeting Outcomes and Agenda

III. 2017-18 Waiver

a. Substantial progress in each area

IV. New Waiver
- a. Review the requirements
- b. Review beginning draft waiver and seek feedback
  - i. Plan: Activities and Timelines: See completed activities below:
    1. Justification Responses to Determine Oversight and Support Needed
       - a. Review other states' examples for consideration
    2. Definitions and New Guidelines
    3. Universal and Face-to-Face Training (will have evaluation data)
    4. Monitoring use of old guidelines to get baseline data
- c. Addition of Significant Disproportionality
  - i. Can we just focus on one area, such as Free and Reduced Lunch?
    1. What will we do with the data collected?

V. Refresher Training for Districts (for sustainability)
- a. What should be done? Universal webinar? Modules at individual, co-op or district level?
- b. What content should be addressed?

VI. Employer Survey
- a. What is the best approach to seek feedback from employers?

VII. Adjournment

Alternative Diploma & Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
May 31, 2018
8:30 a.m. – 3:30 p.m. ET
Location: Kentucky Department of Education Room # 416

AGENDA

I. Welcome and Introductions

II. Overview of Meeting Outcomes and Agenda

III. Review of 2017-18 Waiver

IV. Review Disproportionality
   a. Review next steps for disproportionality (guidance, what do we do)
   b. Free and Reduced Lunch
      1. Look at data per grade

V. Feedback from Districts Regarding Modules
   a. What guidance should we provide based on district feedback?
   b. What training should we provide?
   c. What Professional Development should be provided?

VI. Justification Survey
   a. Draft justification survey for this year

VII. IEP Guidance Document
   a. Alternate Assessment section

VIII. Alt diploma info (look at Louisiana and TN)

IX. Adjournment

Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
August 27, 2018
9:00 a.m. – 3:30 p.m. ET
Location: First Floor, Training Room C

AGENDA

I. Welcome and Overview of Meeting Agenda and Outcomes

Jeanna Mullins
University of Kentucky, Human Development Institute

II. Review Participation Data (Note: Tentative based on availability of data)
   a. Statewide
   b. District
   c. By Disability

III. Add EL Language Definition

IV. Review and Analyze LCI Data (Note: Based on availability of data)

V. Content for Refresher Module to be Developed
   a. Release module in December
   b. Timeframe for Completion (before beginning of 2019 school year)

VI. Review 2017-18 Justification Responses

   a. Identify Root Causes
   b. Draft New Justification Form
      i. Possible additions
         1. Module completion
         2. Use of new Guidelines
         3. District process for monitoring use of Guidelines
         4. Define district size (small, large)
         5. New justifications based on root causes

6. How districts are addressing disproportionality for the identified population

VII. Adjournment

Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
September 17, 2018
9:00 a.m. – 3:30 p.m. ET
Location: Room # 516

AGENDA

I. Welcome and Overview of Meeting Agenda and Outcomes

Jeanna Mullins
University of Kentucky, Human Development Institute

II. Review and Revise Guidance Document for ARC

III. Review 2017-18 Justification Responses and Draft New Justification Form

a. Identify Root Causes
    i. Are more pre-determined selections/options needed?
b. Draft New Justification Form
    i. Possible additions to consider, include
        1. Module completion
            a. Should narrative be included?
            b. Should we ask for ARC completion certificates or list of all ARC Chairpersons and an indication of whether they are trained?
        2. Use of new Guidelines
            a. Did you utilize the Alternate Assessment Participation Guidelines to make participation decisions, as required by 707 KAR 1:320, Section 5 (11)?
                i. Should we include a text box for providing feedback on the Guidelines? (feedback to include: more training or guidance on areas of the Participation Guidelines)
        3. District process for monitoring use of Guidelines

    a. Does your district have a process in place to monitor Alternate Assessment participation decisions and data? If son, what is the process?
4. Define district size
    a. Should we define district size as small, medium, and large? If so, how (e.g., special education population size)?
5. Are there any new justifications that need to be added to the pre-determined list based on root causes?
6. How are districts addressing disproportionality for the identified population?
    a. Does your district have a process in place to address disproportionality for Alternate Assessment participants? Is so, what is it?

IV. Adjournment

Alternate Assessment Advisory Group
300 Sower Boulevard
Frankfort, KY
October 25, 2018
9:00 a.m. – 3:30 p.m. ET
Location: Room # 516

AGENDA

I. Welcome and Overview of Meeting Agenda and Outcomes

Jeanna Mullins
University of Kentucky

II. Update Justification Process and Form
   a. Pre-populating Data for Districts
   b. How will KDE use the data from Justification Form?

III. Finalize Changes to Guidance Document

IV. Review and Refine Record Review Document

V. Disproportionality
   a. Statewide data by subject and subgroup
   b. Amy P discussion
   c. Develop a Scale-up plan based on continuous improvement model
      i. What does it look like at the state and district level?
   d. Feedback on Participation Guidelines Desk Review Report

VI. Updating of All Guidance Documents
   a. Parent Guide
   b. Guidance for ARC Decisions
   c. Other

VII. Adjournment

Attachment 2

Kentucky Administrative Regulations

707 KAR 5:240. Accountability administrative procedures and guidelines

703 KAR 5:240. Accountability administrative procedures and guidelines.

RELATES TO: KRS 158.6451, 158.6453, 158.6455
STATUTORY AUTHORITY: KRS 158.6453, 158.6455
NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453(3)(a) and KRS 158.6455(2)(a) require the Kentucky Board of Education to promulgate administrative regulations to create and implement a balanced statewide assessment and accountability program that measures the achievement of students, schools, and districts; complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability. This administrative regulation establishes administrative procedures and guidelines for Kentucky's assessment and accountability program.

Section 1. Definitions. (1) "A1" means a school that:
(a) Is under administrative control of a principal and eligible to establish a school-based decision-making council; and
(b) Is not an alternative education program operated by, or as a part of, another school.
(2) "Alternative education program" is defined by KRS 160.380(1)(a).
(3) "Full Academic Year" means 100 or more instructional days of enrollment within the school year.

Section 2. Assigning Students for School and District Accountability. (1)(a) A student enrolled in an A1 school for a full academic year shall be counted in the accountability membership of the A1 school and shall be attributed to the A1 school for accountability purposes. This shall include state agency children or other students who have been enrolled in an A1 school by any authority.
(b) A student qualifying as an early graduate based on criteria defined in 704 KAR 3:305 shall be included in the school's accountability calculation in the year in which the student graduates whether or not the student has a full academic year of enrollment.
(2) A student enrolled in an A1 school and attending an alternative education program during the year as a result of local school district policies or procedures shall be counted in the accountability membership of the A1 school and shall be attributed to the A1 school for accountability purposes if the student's combined enrollment in the A1 school and alternative education program is a full academic year.
(3) A student enrolled in an alternative education program for a full academic year as a result of local school district policies or procedures without any enrollment in an A1 school during the same year shall be attributed to the accountability of the district that the student would have attended if not enrolled in the alternative education program.
(4) A student not enrolled in any A1 school or an alternative education program for a full academic year, but enrolled in a district for a full academic year, shall be assigned to the district for accountability purposes.
(5) The Department of Education shall monitor alternative school placements. If evidence indicates a district is inappropriately placing students into alternative programs to avoid inclusion in accountability, it shall be further investigated by the Department of Education.

Section 3. Assigning Students for State Accountability. (1) Students enrolled in alternative education programs, and not attributed to an A1 school or district, shall be aggregated into a state level accountability report.
(2) If a student, before completing a full academic year in a school or district as provided in

Section 2 of this administrative regulation, is enrolled in an alternative education program by a court, a governmental agency other than a Kentucky public school, or Kentucky school district, the student shall be accountable to the state.

Section 4. Inclusion of Schools in Accountability. (1) All A1 schools shall receive annual accountability classifications as established in 703 KAR 5:200, Section 4(6)(b), for the state's assessment and accountability system and shall receive recognition or support as provided by 703 KAR 5:225.

(2)(a) For reporting purposes, all alternative education programs shall receive annual accountability reports based on tested students.

(b) Reports for alternative education programs shall be separate from the A1 school accountability reporting.

(c) The alternative education program reports shall outline the unique features and characteristics of the alternative education program and the appropriate uses and limitations of the data.

(d) State support and recognition as provided in 703 KAR 5:225 may apply to an alternative education program at the discretion of the Commissioner of Education if resources are available.

Section 5. Standard Grade Configuration for Accountability. (1) Accountable grade level configurations shall be elementary, middle, or high school.

(a) Elementary shall include any configuration of grades K-5 or K-6.

(b) Middle school shall include any configuration of grades 5-8 or 6-8.

(c) High school shall include any configuration of grades 9-12.

(2) An A1 school or an alternative education program shall fall into one (1), two (2), or three (3) grade level configurations for accountability reporting.

Section 6. Reporting of Schools with Changed School Service Area. (1)(a) For reporting purposes, a school's past data trend shall be removed from public reporting if a school has a significant change in its stable population.

(b) A school shall be considered to have a stable population, if as a result of a change in service area boundaries or local board of education policies affecting student population served by a school, the population of the school remains at sixty (60) percent or higher of its original students from the previous year in the accountability grades.

(c) To determine if the population is stable, the number of students in the stable population shall be divided by the total number of students in the grades included in the accountability calculations.

1. If the stable population is sixty (60) percent or higher, the school's past trend data shall be reported.

2. If the stable population is less than sixty (60) percent, the school's past trend data shall not be reported.

(2) A school district shall notify the Department of Education of any school that has an unstable population compared to the prior years by October 1.

Section 7. Data Review and School or District Appeal of Accountability Classifications. (1) A written request for a data review shall be submitted to the Department of Education within ten (10) days after the Department of Education officially releases the final accountability classifications as established in 703 KAR 5:200, Section 4(6)(b), to the public.

(2) A written appeal of a final accountability classification shall be submitted to the Commissioner of Education within forty-five (45) days after the Department of Education officially releases the accountability classifications. The appeal of a final classification shall:

(a) Identify clearly the basis for the wrongful effect on the calculations used to place a school into a classification; and

(b) Detail the requested adjustment to be made to the calculations used to place a school into a classification.

(3)(a) The request for an appeal for a school accountability classification shall be signed by the principal upon approval of the school council. If there is no school council, the request shall also be signed by the superintendent, upon approval of the local board of education.

(b) The request for an appeal for a district accountability classification shall be signed by the superintendent upon approval of the local board of education.

(4)(a) Department of Education staff shall review the request for an appeal against the standards set forth in KRS 158.6455(8).

(b) A committee shall be appointed by the Commissioner of Education to review the pending appeals and make recommendations to the Commissioner of Education as to whether to dispute an appeal. The committee may include a teacher, a parent, a principal, a district assessment coordinator, a superintendent, and a counselor.

(c) If the appeal is disputed by the department, it shall submit the request to the hearing officer for the Kentucky Board of Education.

(5) The hearing officer shall conduct a hearing in accordance with KRS Chapter 13B. The hearing officer shall submit a written recommended order to the Kentucky Board of Education for the board's consideration in rendering its final order, in accordance with KRS Chapter 13B.

Section 8. Student Participation in State Assessments. (1)(a) All students enrolled shall participate at the appropriate grade level for the state-required assessments in grades 3-8, the college readiness tests, and the writing on demand tests.

(b) For assessment and accountability purposes, the state shall not use the primary level designator and all students in grades 3-12 shall be assigned a single grade level. The assigned grade level shall determine the state tests to administer.

(c) Exceptions for testing shall be made for medical-exempted students and foreign-exchange students.

(d) Students categorized as English Learners (EL) shall follow testing guidelines set forth by the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor.

(2) High school students shall participate in the state-required end of course testing program after completing the appropriate course linked to the end of course test.

(3) For the state assessments in grades 3-8, the college readiness tests, and the writing on demand tests, a school shall test all students during the test window that are enrolled in each accountability grade on the first day of the school’s testing window and shall complete a roster in the electronic application provided by the Department of Education.

(4) For the end-of-course examination, the school shall test all students enrolled at the completion of the course associated with the state-required end-of-course examination and shall complete a roster in the electronic application provided by the Department of Education.

(5) A student retained in a grade in which state-required assessments are administered shall participate in the assessments for that grade again and shall continue to be included in all accountability calculations. A high school student who re-takes a course attached to an end-of-course examination shall take the end-of-course examination at the end of the appropriate coursework.

(6) A student who is suspended or expelled but continues to receive instructional services required under KRS 158.150 shall participate in the state-required assessments.

Section 9. Students Not Participating in State-Required Assessments. (1) If a student does not participate in state-required assessments, the school at which the student was enrolled on the first day of the testing window shall include the student in the roster in the electronic application provided by the Department of Education.

(2) A student who does not take the state assessments and does not qualify for approved exempted status shall be assigned the lowest reportable score on the appropriate test for accountability calculations.

(3) A student reaching the age of twenty-one (21) years of age who no longer generates state funding under Support Education Excellence in Kentucky shall not be required to participate in state-required assessments.

(4) A student who is expelled and legally not provided instructional services under the standards established in KRS 158.150 shall not be considered to be enrolled for a full academic year, and shall not be included in accountability calculations.

(5) If a student has been expelled or suspended at some point during a year and is enrolled but does not complete the state-required assessment, the student shall be included in the accountability calculation.

(6)(a) If participation in the state-required assessment would jeopardize a student's physical, mental, or emotional well-being, a school or district shall submit a request for medical exemption, which shall be subject to the approval of the Department of Education and which describes the medical condition that warrants exempting a student from the assessments.

(b) An identified disability or handicapping condition alone shall not be considered sufficient reason for granting a medical exemption to state-required assessment and accountability requirements.

(c) A student with an approved medical exemption shall be excluded from state-required assessments and state and federal accountability calculations.

(7) A foreign exchange student may be assessed with state-required assessments, but the foreign exchange student scores shall not be included in the accountability calculations.

(8) If the student moves out of state or to a private school before state-required assessments can be completed in the school or district's announced testing window, the student shall be excluded from accountability calculations.

Section 10. Required Participation in the National Assessment of Educational Progress (NAEP) and State-Required Field Testing. (1) If a school is selected by the U.S. Department of Education or its designated contractors to participate in NAEP testing, the school shall participate fully.

(2) If a school is selected by the Department of Education to participate in field testing for state assessment purposes, the school shall participate fully. (38 Ky.R. 1407; 39 Ky.R. 32; eff. 7-13-2012; 41 Ky.R. 2042; eff. 6-8-2015.)

Attachment 3

2017-2018 Percent Alternate Assessment Participation Sub-Groups

- Reading: Grades 3, 8 and High School (HS)
- Math: Grades 3, 8 and HS
- Writing: Grades 3, 8 and HS
- Social Studies: Grades 3, 8 and HS
- Science: Grades 3, 8 and HS

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Reading Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State ELA AA AAAS Gr. 3-8 and HS*	*% Taking State ELA AA AAAS Gr. 3-8 and HS*
All Students	*352,312*	*4,094*	*1.16%*
White	*270,677*	*3,195*	*1.18%*
Black	*36,830*	*483*	*1.31%*
Hispanic/Latino	*23,993*	*214*	*0.89%*
Asian	*6,072*	*61*	*1.00%*
American Indian/ Alaska Native	*440*	*2*	*0.45%*
Pacific Islander	*459*	*6*	*1.31%*
Two or More Races	*13,813*	*127*	*0.92%*
Econ. Disadv.	*214,150*	*3,346*	*1.56%*
English Learner	*12,103*	*198*	*1.64%*
Migrant	*1,340*	*15*	*1.12%*
Homeless	*7,837*	*137*	*1.75%*

Math Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State Math AA AAAS Gr. 3-8 and HS*	*% Taking State Math AA AAAS Gr. 3-8 and HS*
All Students	*352,290*	*4,072*	*1.16%*
White	*270,660*	*3,178*	*1.17%*
Black	*36,832*	*485*	*1.32%*
Hispanic/Latino	*23,988*	*209*	*0.87%*
Asian	*6,068*	*57*	*0.94%*
American Indian/ Alaska Native	*441*	*3*	*0.68%*
Pacific Islander	*457*	*4*	*0.88%*
Two or More Races	*13,817*	*131*	*0.95%*
Econ. Disadv.	*214,102*	*3,298*	*1.54%*
English Learner	*12,101*	*196*	*1.62%*
Migrant	*1,340*	*15*	*1.12%*
Homeless	*7,843*	*143*	*1.82%*

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Writing Grades 3 - 8 and High School (HS)			
Group	Total Grades 3-8 and HS	# Taking State Writing AA AAAS Gr. 3-8 and HS	% Taking State Writing AA AAAS Gr. 3-8 and HS
All Students	148,387	1,857	1.25%
White	115,369	1,474	1.28%
Black	15,505	204	1.32%
Hispanic/Latino	9,359	88	0.94%
Asian	2,618	29	1.11%
Indian/Alaska Native	193	0	0.00%
Pacific Islander	193	1	0.52%
Two or More Races	5,136	56	1.09%
Econ. Disadv.	86,542	1,463	1.69%
English Learner	3,947	67	1.70%
Migrant	494	5	1.01%
Homeless	2,919	52	1.78%

Social Studies Grades 3 - 8 and High School (HS)			
Group	Total Grades 3-8 and HS	# Taking State Social Studies AA AAAS Gr. 3-8 and HS	% Taking State Social Studies AA AAAS Gr. 3-8 and HS
All Students	102,302	1,220	1.19%
White	78,771	957	1.21%
Black	10,641	129	1.21%
Hispanic/Latino	6,882	68	0.99%
Asian	1,774	21	1.18%
Indian/Alaska Native	132	0	0.00%
Pacific Islander	127	1	0.79%
Two or More Races	3,966	40	1.01%
Econ. Disadv.	62,278	989	1.59%
English Learner	2,897	48	1.66%
Migrant	403	5	1.24%
Homeless	2,168	38	1.75%

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Science Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State Science AA AAAS Gr. 3-8 and HS*	*% Taking State Science AA AAAS Gr. 3-8 and HS*
All Students	*148,021*	*1,715*	*1.16%*
White	*114,345*	*1,366*	*1.19%*
Black	*15,630*	*210*	*1.34%*
Hispanic/Latino	*9,683*	*64*	*0.66%*
Asian	*2,587*	*18*	*0.70%*
Indian/Alaska Native	*181*	*0*	*0.00%*
Pacific Islander	*208*	*1*	*0.48%*
Two or More Races	*5,374*	*54*	*1.00%*
Econ. Disadv.	*87,581*	*1,360*	*1.55%*
English Learner	*4,929*	*72*	*1.46%*
Migrant	*484*	*3*	*0.62%*
Homeless	*3,126*	*56*	*1.79%*

Attachment 4

2016-2017 Percent Alternate Assessment Participation Sub-Groups

- Reading: Grades 3, 8 and High School (HS)
- Math: Grades 3, 8 and HS
- Writing: Grades 3, 8 and HS
- Language Mechanics (LM): Grades 3, 8 and HS
- Social Studies: Grades 3, 8 and HS
- Science: Grades 3, 8 and HS

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Reading Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State ELA AA AAAS Gr. 3-8 and HS*	*% Taking State ELA AA AAAS Gr. 3-8 and HS*
All Students	*355,553*	*4,149*	*1.17%*
White	*275,970*	*3,257*	*1.18%*
Black	*36,973*	*487*	*1.32%*
Hispanic/Latino	*22,771*	*207*	*0.91%*
Asian	*6,009*	*52*	*0.87%*
American Indian/ Alaska Native	*445*	*4*	*0.90%*
Pacific Islander	*443*	*5*	*1.13%*
Two or More Races	*12,910*	*131*	*1.01%*
Econ. Disadv.	*219,156*	*3,418*	*1.56%*
English Learner	*9,576*	*170*	*1.78%*
Migrant	*1,156*	*10*	*0.87%*
Homeless	*10,277*	*163*	*1.59%*

Math Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State Math AA AAAS Gr. 3-8 and HS*	*% Taking State Math AA AAAS Gr. 3-8 and HS*
All Students	*353,233*	*4,205*	*1.19%*
White	*274,418*	*3,305*	*1.20%*
Black	*36,809*	*493*	*1.34%*
Hispanic/Latino	*22,321*	*204*	*0.91%*
Asian	*5,997*	*57*	*0.95%*
American Indian/ Alaska Native	*447*	*3*	*0.67%*
Pacific Islander	*422*	*5*	*1.18%*
Two or More Races	*12,786*	*132*	*1.03%*
Econ. Disadv.	*216,793*	*3,453*	*1.59%*
English Learner	*9,132*	*169*	*1.85%*
Migrant	*1,115*	*8*	*0.72%*
Homeless	*10,140*	*161*	*1.59%*

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Writing Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State Writing AA AAAS Gr. 3-8 and HS*	*% Taking State Writing AA AAAS Gr. 3-8 and HS*
All Students	*147,638*	*1,870*	*1.27%*
White	*116,099*	*1,492*	*1.29%*
Black	*15,445*	*223*	*1.44%*
Hispanic/Latino	*8,557*	*79*	*0.92%*
Asian	*2,531*	*24*	*0.95%*
Indian/Alaska Native	*194*	*3*	*1.55%*
Pacific Islander	*152*	*3*	*1.97%*
Two or More Races	*4,652*	*43*	*0.92%*
Econ. Disadv.	*86,972*	*1,497*	*1.72%*
English Learner	*2,949*	*68*	*2.31%*
Migrant	*396*	*2*	*0.51%*
Homeless	*3,760*	*52*	*1.38%*

Language Mechanics (LM) Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State LM AA AAAS Gr. 3-8 and HS*	*% Taking State LM AA AAAS Gr. 3-8 and HS*
All Students	*102,311*	*1,132*	*1.11%*
White	*78,652*	*884*	*1.12%*
Black	*10,623*	*125*	*1.18%*
Hispanic/Latino	*6,875*	*59*	*0.86%*
Asian	*1,703*	*12*	*0.70%*
Indian/Alaska Native	*125*	*1*	*0.80%*
Pacific Islander	*132*	*0*	*0.00%*
Two or More Races	*4,192*	*50*	*1.19%*
Econ. Disadv.	*64,643*	*955*	*1.48%*
English Learner	*2,638*	*45*	*1.71%*
Migrant	*354*	*3*	*0.85%*
Homeless	*3,159*	*50*	*1.58%*

Participation of Kentucky Students in Alternate Assessment by Sub-Group

Social Studies Grades 3 - 8 and High School (HS)			
Group	*Total Grades 3-8 and HS*	*# Taking State Social Studies AA AAAS Gr. 3-8 and HS*	*% Taking State Social Studies AA AAAS Gr. 3-8 and HS*
All Students	*149,987*	*1,870*	*1.25%*
White	*117,810*	*1,492*	*1.27%*
Black	*15,559*	*223*	*1.43%*
Hispanic/Latino	*8,860*	*79*	*0.89%*
Asian	*2,604*	*24*	*0.92%*
Indian/Alaska Native	*198*	*3*	*1.52%*
Pacific Islander	*170*	*3*	*1.76%*
Two or More Races	*4,772*	*43*	*0.90%*
Econ. Disadv.	*89,208*	*1,497*	*1.68%*
English Learner	*3,111*	*68*	*2.19%*
Migrant	*419*	*2*	*0.48%*
Homeless	*3,885*	*52*	*1.34%*

Science Grades 3 - 8 and High School (HS)***			
Group	*Total Grades 3-8 and HS*	*# Taking State Science AA AAAS Gr. 3-8 and HS*	*% Taking State Science AA AAAS Gr. 3-8 and HS*
All Students	*49,050*	*1,735*	*3.54%*
White	*39,323*	*1,376*	*3.50%*
Black	*5,033*	*203*	*4.03%*
Hispanic/Latino	*2,449*	*82*	*3.35%*
Asian	*864*	*25*	*2.89%*
Indian/Alaska Native	*67*	*2*	*2.99%*
Pacific Islander	*63*	*0*	*0.00%*
Two or More Races	*1,242*	*46*	*3.70%*
Econ. Disadv.	*27,099*	*1,395*	*5.15%*
English Learner	*883*	*56*	*6.34%*
Migrant	*100*	*5*	*5.00%*
Homeless	*1,016*	*68*	*6.69%*

**** Due to revised science standards and science field tests being conducted, Kentucky did not generate student scores for the statewide assessment in the area of science, in 2016-2017; however, science was assessed on the AA-AAAS.*

Attachment 5

Kentucky Department of Education

Draft Form for:
Districts Exceeding 1% Alternate Assessment Participation Justification

Kentucky Department of Education
Division of Learning Services
Exceeding 1% Alternate Assessment Participation
Justification Requirements Form

Date:

District:		Phone Number:	
Director of Special Education:		Phone Number:	
Special Education Cooperative:	Select from drop list		

Under ESSA, states must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold. Do not submit any student identifiable information with this justification

1. Did you use the alternate assessment participation guidelines to make assessment participation decisions, as required by 707 KAR 1:320, Section 5 (11)?

☐ Yes ☐ No

2. Are you confident in your application of the new Alternate Assessment Participation Guidelines to make participation decisions according to 707 KAR 1:320, Section 5 (11)?

☐ Yes ☐ No

3. Are there specific participation criteria, areas of the eligibility guidelines, or components of the Guidance for ARCs on Participation Decisions for KY Alternate Assessment that require additional information and training for district staff?

☐ Yes ☐ No

If yes, please explain:

4. Do you have documented evidence that all ARC Chairpersons in the district have completed the Participation Guidelines Online Training Modules?

☐ Yes ☐ No

5. Attach a complete list of ARC Chairpersons who have completed the required modules. (Template Attached)

6. Please explain any factors contributing to your LEA exceeding 1 percent of your student population, who are students with significant cognitive disabilities, participating in the KY Alternate Assessment: (select at least one, and all that apply)

☐ The ARC lacked the necessary knowledge to effectively use the participation guidelines when defining a student as having significant cognitive disability.

Explain:

☐ Lack of knowledge of how to gather and analyze the appropriate data when making the decision.

Explain:

☐ Small district size that results in a greater impact of individual students on participation rates (example: district size 180 students with 2 students with significant cognitive disabilities results in higher than 1% participation rate)

District Population:

Number of Students Participating in Alternate Assessments:

☐ High concentration of regional center medical facilities, care homes or group homes within the LEA

☐ District overall numbers are at or under 1% participation, but the district is over in certain grade levels where we have a higher number of students eligible for the alternate assessment

Explain:

☐ Other

7. Does your district have a process in place to monitor alternate assessment participation? If yes, please explain your process.

☐ Yes ☐ No

Explain:

8. Does your district have a process in place to identify and address disproportionality in alternate assessment participation? If yes, please explain your process.

☐ Yes ☐ No

Explain:

9. Has your district reviewed and analyzed data on students eligible for alternate assessment based on disability? If yes, what is your analysis of these data?

☐ Yes ☐ No

Explain:

Attachment 6

Modules Training Outline 2018-2019

PowerPoint Presentation

Participation for Alternate Assessment (P4AA) Project Module Training Outline

Administrators Track

- Focuses on:
  - How my LEA fits into the bigger picture. (Modules 1 and 5)
  - How my LEA stays compliant with state expectations. (Modules 2 and 4)

Educators Track

- Focuses on:
  - How what I see and collect in the classroom informs how my student participates in KY assessments. (Module 3)
  - How what I see and collect in the classroom informs the completion of the LCI (Module 4)

Annual Review for ARC Members Module (NEW)*

- Refresher module focuses on:
  - How to complete the participation guidelines.
  - How what I see and collect in the classroom informs how my student participate in KY assessments.
  - How what I see and collect in the classroom informs the completion of the LCI

***COMING SOON**

Learning Management System: Modules Training Outline

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criterions

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

Learning Management System: P4AA 1% Training Modules

Each DOSE in the state must successfully complete (modules in green):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criterions

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

***Keep Certificates of Completion for your records**

Learning Management System: P4AA 1% Training Modules

Each ARC chair in the state must successfully complete (all modules in yellow):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criterions

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

Must complete prior to chairing an ARC
***Keep Certificates of Completion for your records**

Learning Management System: P4AA 1% Training Modules

Each SPED Teacher in the state must successfully complete (all modules in purple):

Module 1

The KY 1% Alternate Assessment Waiver

- Change in Reporting Requirement
- Communicating w/ District Staff

Module 2

Completing the Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to use the Participation Guidelines for determination

Module 3

Preparing for ARC - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criterions

Module 4

Completing the Learner Characteristics Inventory

- Purpose & Use
- Guidance on answering each question

Module 5

Understand Your LEAs Alternate Assessment Population in Relation to the Cap

- Data Sources that could be used
- LEA comparisons
- Red Flags to explore

***Keep Certificates of Completion for your records**

NEW

Learning Management System: Annual Review for ARC Members Module

Refresher module for all ARC members who have completed all required modules in Administrators Track or Educators Track (slide 1)

Preparing and Completing - Participation Guidelines

- Defining a Significant Cognitive Disability
- How students participate in KY Assessments
- Accommodation vs. Modification
- How to prepare to answer the Participation Guidelines' 4 Criterions
- How to use the Participation Guidelines for determination

Coming Soon

***Keep Certificates of Completion for your records**

Attachment 7

Kentucky Definition of English Learners with the Most Significant Cognitive Disability

KDE Definition of English Learner Student with Most Significant Cognitive Disability

The Kentucky Department of Education definition of an English Learner student with the most significant cognitive disability:

- Meets all of the KDE definition of a student with the most significant cognitive disability *and*
- Meets the Kentucky Department of Education (KDE) *Definition of English Learners* (EL) on the English Learners page of the KDE website.

Note: *If an EL is participating in the Alternate K-Prep, the student will be or already is participating in the Alternate ACCESS - English Language Proficiency assessment.*

Kentucky Department of Education definition of a student with a significant cognitive disability:

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:
    - excessive or extended absences
    - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
    - native language, social, cultural, and economic differences, o those identified as English Learners (EL)
    - pre-determined poor performance on the grade-level assessment
    - the student displays disruptive behaviors or experiences emotional duress during testing
    - administrator decision
    - educational environment or instructional setting

Attachment 8

Draft of Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment

NOTE: IEP Teams in Kentucky are referred to as ARCs

This document is currently in the editing process. Due to multiple Alternate Assessment and Diploma Advisory Group (AADAG) members contributing to the editing and the need for the document to meet 508 accessibility requirements, many formatting changes are still needed.

This document is intended to illustrate the progress Kentucky is making toward utilizing stakeholder feedback to revise and improve our state guidance on completing the *Kentucky Alternate Assessment Participation Guidelines*.

For your reference, the link to the current *Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment 2018* document is available on the Alternate K-Prep Instruction Resources page of the Kentucky Department of Education website.

Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment

WORKING DRAFT - October 2018

REVISION TO GUIDANCE DOCUMENTS OCCURS BASED ON FEEDBACK THE DIVISION OF LEARNING SERVICES (DLS) RECEIVES FROM THE DIRECTORS OF SPECIAL EDUCATION, STATE SHAREHOLDER GROUPS, THE KDE'S INTERPRETATION OF LAW, COURT CASES AND GUIDANCE FROM THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP). THE DLS ALSO REVISES GUIDANCE DOCUMENTS BASED ON ON-SITE MONITORING VISITS, DESK AUDITS AND FORMAL WRITTEN COMPLAINTS.

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Purpose of the Participation Guidelines Guidance Document

The "Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment" (Participation Guidelines Guidance Document) provides instructions and examples for Admissions and Release Committee (ARC) members, including chairpersons, teachers, related service providers and parents, to use when discussing and documenting alternate assessment participation. The document is to be used in conjunction with the following:

- federal and state statutes and regulations, including Individuals with Disabilities Education Act (IDEA) statute and regulations
- Kentucky Revised Statutes (KRS) Title XIII Education
- Kentucky Administrative Regulations (KARs)
- *Compliance Record Review Document*
- local district policies and procedures

The Guidance Document is dynamic in nature. As resources emerge from the federal Office of Special Education Programs (OSEP), KDE and the Special Education Cooperatives, updates to the document will be posted on the KDE website. The document is reviewed yearly and revised as needed.

Thanks to the document's many contributors and reviewers, including KDE's Division of Learning Services (DLS), Kentucky's Educational Cooperative's special education division, Regional Training Centers, representatives of higher education, district administrators, teachers and related service providers.

Options for Inclusion in State Assessments

There are multiple options for inclusion in the state assessment. These options should be considered in this order:

- Participation in the general assessment WITHOUT accommodations
- Participation in the general assessment WITH accommodations
- Participation in the Alternate Assessment with accommodations

An ARC should discuss the possible participation in the general assessment for a student first. Then review student information and decisions for considering the student for alternate assessment only if the ARC agree that the student is unable to participate in the general assessment with accommodations and modifications.

Guiding Questions for the ARC

1. Can the student participate in the general assessment without accommodations?

Can the student participate in the general assessment with accommodations? The ARC must review and discuss all accommodations available for the general assessment.

If the student CANNOT participate in the general assessment with or without accommodations, then the ARC must document that decision, and then begin review and documentation of the Kentucky Alternate Assessment Participation Guidelines.

3. Is the student an EL? Accommodations for English Learners must be documented in their Program Service Plan (PSP). PSP accommodations should be reviewed prior to ARC.

If the student is identified as an EL with a significant cognitive disability, the student will participate in both the Alternate ACCESS Assessment for ELL and the KY Alternate Assessment.

Resources:

Inclusions of Special Populations Training Webinar and the Inclusions of Special Populations Training Document (add link)

Alternate ACCESS information for English Learner (EL) students on the WIDA Alternate ACCESS for EL's webpage

Description of the Kentucky Alternate Assessment

The Kentucky Alternate Assessment was developed in 1992 as a result of Kentucky Educational Reform Act (KERA) of 1990 to provide schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress).

In 2011, all content areas of the Alternate K-PREP were represented by attainment tasks and the transition attainment record for students in grades 8, 10 and 11. These assessments continue to meet federal requirements for the No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Improvement Act (IDEIA).

Alternate K-PREP is based upon two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual student.

Add a description of the Career Readiness: Should there be a separation of Academic and Career Readiness (required by state law)? Add Academic with description and Career with description? (Jill and Kevin will discuss to determine how to organize the added CR content) Consider age issue.

Attainment Tasks (AT)
Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher.

Transition Attainment Record (TAR)
The Transition Attainment Record is a checklist which evaluates the student's readiness in reading, mathematics and science.

This assessment was developed to ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to the grade level Kentucky Academic Standards (KAS's). This assessment was developed to be part of a system of curriculum, instructional, and assessment tools, so that students with significant cognitive disabilities are able to participate in content instruction and assessments that are aligned to the KAS's.

Add Career Readiness measure description here. Kevin, Jill, and Helen will wordsmith.

Assessment Design
With the 2009 implementation of Senate Bill 1 (SB1) requiring new assessment standards for English/Language Arts and Mathematics for the general assessment, new statements aligned to the standards were also required for the Alternate Assessment.
Low Incidence Consultants and the KDE Content Experts narrowed the Kentucky Academic Standards (KAS) to 10 standards to release into the field for teachers and administrators to select the top 6. KDE in conjunction with the Low Incidence Consultants worked to modify the language of the six standards selected to create less depth and breath.

Reading, mathematics, writing and science are based upon the KAS, while social studies is based upon Core Content 4.1.

The Alternate K-Prep is an assessment of English language arts (reading and writing) and mathematics in grades 3-8 and 10. It is an on demand assessment of approximately 30 test items that assess approximately 10 prioritized content targets per grade level. These content targets were identified for each grade based on learning progressions and alignment to the grade level KAS's. The assessment includes multiple choice items and constructed response items. Each content target is assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

Assessment Administration
A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately two months in the spring and fall.

The Alternate K-PREP consists of two assessment types, Attainment Tasks and the Transition Attainment Record. Attainment Tasks are scripted, picture based performance events that allow students to complete tasks administered by a certified, trained test administrator. The Transition Attainment Record is a checklist based evaluation of a student's readiness in reading, mathematics and science at grade 11.

The Attainment Tasks are administered based on Kentucky assessment requirements related to specific content areas at grades 3-12. Two assessment windows are provided, one occurring in the fall and one in the spring. The Transition Attainment Record is an assessment type consistent with transition readiness requirements at high school and is available from September to May of an assessment year.

Participation Tools
There are several tools that may be helpful to the ARC as they collect and organize evidence before making a decision about whether a student meets all of the criteria listed above. Participation forms and other tools designed to assist teams in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in the alternate assessment are provided in the appendices.

Appendix A. *Participation Guidelines.* This is a form that ARCs use to make decisions about whether a student is eligible to participate in the Alternate Assessment. This form also includes a way to indicate the evidence that was used in making decisions and the considerations that should *not* be the basis of making decisions.

Appendix B. *Decision Flowchart for Participation.* This shows the sequence of decisions made by ARC when determining whether a student should participate in the alternate assessment.

Appendix C. *Learner Characteristics Inventory*. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across districts and within the state.

Participation Decisions

The *Kentucky Alternate Assessment Participation Guidelines Documentation Form* is provided in Appendix A. This document is intended to help guide an Admissions and Release Committee (ARC) through the process of determining whether the Kentucky Alternate Assessment (Alternate K-Prep) based on alternate achievement standards, is the most appropriate assessment for an individual student with the most significant cognitive disability.

ARCs must consider a student's individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in the alternate assessment. This document outlines steps that an ARC should take in determining whether participating in the alternate assessment is appropriate for a student. These include: (a) reviewing student records and important information across multiple school years and settings (e.g., school, home, community), and (b) determining whether the student fits all of the criteria for participating in the alternate assessment as outlined in this document.

The Alternate K-Prep is administered each year to students in grades 3-12 who meet the required criteria below. As reflected in the *guidelines*, to participate a student **must meet all four** participation criterion. If the ARC determines that the child meets the criteria for participation in the alternate assessment program as provided in 703 KAR 5:070, it shall provide a statement of its decision and the reasons for the decision (**707 KAR 1:320. IEP Section 5**(11)).

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of: o excessive or extended absences
    - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
    - native language, social, cultural, and economic differences,
    - those identified as English Learners (EL)
    - pre-determined poor performance on the grade-level assessment
    - the student displays disruptive behaviors or experiences emotional duress during testing
    - administrator decision
    - educational environment or instructional setting.

The KDE definition of an English Learner student with the most significant cognitive disability:

- Meets all of the KDE definition of a student with the most significant cognitive disability *and*

- Meets the Kentucky Department of Education (KDE) *Definition of English Learners* (EL) on the English Learners page of the KDE website.

Note: *If an EL is participating in the Alternate K-Prep, the student will be or already is participating in the Alternate ACCESS - English Language Proficiency assessment.*

Using Student Data for Determining Alternate Assessment Participation

ARCs will review, discuss and complete the *Kentucky Alternate Assessment Participation Guidelines Documentation Form* to determine whether a student is eligible to participate in the Alternate Assessment (Alternate K-Prep).

This section provides instruction and examples of the process an ARC must use in discussing and completing the *Kentucky Alternate Assessment Participation Guidelines Documentation Form*.

Enter flow chart

Kentucky Alternate Assessment Participation Guidelines Documentation Form

Student Information Section

Kentucky Alternate Assessment Participation Guidelines Documentation Form	
Enter District Name Here	
(Attached to the Student's IEP and the ARC Conference Action Form)	
Student's Full Name:	**SSID:**
Disability:	**Grade:**
Date of Birth:	**Date of ARC:**
School:	

The student information section should be completed by the ARC before the start of reviewing the guideline criteria. Enter current student information in the fields provided. Information includes:

- District Name
- Student's Full Name
- SSID (State Student ID)
- Disability
- Grade
- Date of Birth
- Date of ARC
- School

Kentucky Alternate Assessment Participation Guidelines Documentation Form

** For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment.

** All answers to Participation Criteria must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

Any ARC member (including parents) who need further clarification of any terms or criteria used in the Participation Guidelines should refer to this document ***Guidance for Annual Review Committees (ARC's) on Participation Decisions for the Kentucky Alternate Assessment*** or the ***Parent Guide to the Alternate K-Prep*** on the Alternate K-PREP Training and Instructional Resources page on KDE website.

All answers to participation criteria must be answered Yes in order to be eligible to participate in the alternate assessment. If any Criteria are answered NO, then the ARC needs to document this in the conference summary. The ARC then needs to stop completing the Kentucky Alternate Assessment Participation Guidelines and discuss the general assessment with or without accommodations.

Alternate Assessment Parent Guide

☐ Yes ☐ No	The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. **If yes,** indicate below when the Guide was provided to the parents. **If no,** provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions. ☐ Prior to Meeting ☐ During Meeting ☐ Other Date Guide Provided to Parents:

This section of the guidelines require the ARC to provide the *Parent Guide to the Alternate K-Prep* to the parent **and** give the parent an opportunity to ask questions.
Remember to document in the conference summary that the parent guide was given **and** document any discussion of questions the parent had or if they did not have any further questions.

Note: *When sending home the invitation for the annual review, an ARC may want to include that there will be a discussion on participation in state assessment options. A copy of (in parent's native/primary language) or link to the Parent Guide for the Alternate K-Prep and the Inclusion of Special Populations in the State –required Assessment and Accountability Programs document can be sent home with the invitation.*

Guiding Questions for the ARC

1. Was the Alternate Assessment Parent Guide provided?

2. Was the parent provided the Alternate Assessment Parent Guide in their native/primary language or was the document interpreted for the parent?

3. Was the parent provided an opportunity to ask questions?

4. Did the ARC document the discussion of questions or that the parent did not have any questions?

Documentation

Check **Yes** if the parent was provided a copy of the Alternate Assessment Parent Guide. Check **No** if the parent was not provided a copy of the Alternate Assessment Parent Guide.

Note: *The only time* ***No*** *should be checked is if the parent was not in attendance at the ARC. Document in the conference summary that the parent was not at the ARC and the Parent Guide will be sent home.*

Remember, the parent may request time to review the guide during the current ARC or the ARC may need to reconvene after the parent has had a chance to review the parent guide.
If the parent is not in attendance of the ARC, the ARC must document in the conference summary the ARC's efforts made to contact the parent (in parent's native/primary language).

Check when the parent was provided a copy of the Alternate Assessment Parent Guide, **Prior to Meeting**, **During Meeting** or **Other.**

Date Guide Provided to Parents: Enter the date the district provided a copy of the Alternate Assessment Parent Guide to the parent.

Diploma Options

☐ Yes ☐ No

The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305**) and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

If the severity of an exceptional student's disability precludes a course of study that meets the high school graduation requirements, an alternative course of study shall be offered.
A student who completes this alternative course of study shall receive an **alternative high school diploma**, which is not equivalent to a regular high school diploma.

High school diploma means the student has completed the required course of study with the minimum number of credit hours as required by 704 KAR 3:305 and any applicable local district requirements.

Alternative High School Diploma is provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma and complete the required alternate course of study.

Table 1 below is a comparison of the requirements for each diploma option. More information is available on the Minimum Graduation Requirements page of the KDE website.

Table 1 Comparing Diploma Requirements

High School Diploma	Alternate High School Diploma
Minimum Graduation Requirements **Total of 22 Credits** • **Language Arts - 4 credits** (English I, English II, English III, and English IV) to include the content contained in the Kentucky core academic standards for English and language arts. Language arts shall be taken each year of high school.* • **Mathematics - 3 credits** to include Algebra I, Geometry and Algebra II *(An integrated, applied, interdisciplinary, or technical or occupational course that prepares a student for a career path based on the student's Individual Learning Plan may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky Academic Standards (KAS).* • **Social Studies - 3 credits** to include the content contained in the Kentucky Academic standards for social studies. • **Science - 3 credits** that shall incorporate lab-based scientific investigation experiences and	Alternative Course of Study **Total of 22 Classes** • **Language Arts – 4 classes** to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool and must also include Kentucky Employability and Foundational Academic Standards. • **Mathematics – 4 classes** to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards and must also include Kentucky Employability and Foundational Academic Standards. • **Social Studies – 3 classes** to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of historical perspective, including U.S. History, World History, and Integrated Social Studies and must

include the content contained in the Kentucky Academic Standards for science.

- **Health - 1/2 credit** to include the content contained in the Kentucky Academic Standards for health.
- **Physical Education - 1/2 credit** to include the content contained in the Kentucky Academic Standards for physical education.
- **History and appreciation of visual and performing arts (or another arts course which incorporates this content) - 1 credit** to include the content contained in the Kentucky Academic Standards for arts and humanities or a standards-based specialized arts course based on the student's individual learning plan.
- **Academic and career interest standards-based learning experiences - 7 credits** including 4 standards-based learning experiences in an academic or career interest based on the student's individual learning plan.
- **Technology - Demonstrated performance-based competency in technology**

also include Kentucky Employability and Foundational Academic Standards.

- **Science – 3 classes** to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards of Life Science (Biology), Physical Science, and Earth/Space Science concepts and must also include Kentucky Employability and Foundational Academic Standards.
- **Health and Physical Education – 1 class** to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services as well as psychomotor and lifetime activity.
- **Visual and Performing Arts – 1 class** a performing arts course (or another arts course which incorporates this content) which incorporates the content strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Learning Plan.
- **Electives – 3 classes** in academic and career interest the Kentucky Alternative Assessment aligned to Kentucky Academic Standards (KAS) and Kentucky Employability and Foundations Academic standards-based learning experiences to include standards-based learning experiences in an academic or career interest based on the student's Individual Learning Plan; and demonstrated performance based competency in technology. (See Career Work Experience Certification (optional) requirements below)

- **Technology - Demonstrated performance-based competency in technology**

- **ILP completed for each grade level 6-12**

Kentucky Accountability	
ACT	TAR)academic transition readiness
Civics Test (required)	Not Applicable
K-Prep	Alternate State Assessment
	Optional: CWEC and ESAR career transition readiness

Documentation

Check **Yes** if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma course of study and requirements was explained to **all** members of the ARC.

Check **No** if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to **all** members of the ARC. *The reason why it wasn't explained should be documented in the conference summary. Even if the parent is not in attendance, this should still be discussed among all members of the ARC.*

1. If Checked No, the ARC must explain the difference between the two diplomas and provide any member of the ARC an opportunity to ask questions. After the difference has been explained, then the ARC may check Yes.

Note: *If the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to all members of the ARC, it is important to do so as soon as possible.*

Resources

Kentucky High School Graduation Chart ***The Kentucky High School Graduation Chart outlines the three different ways Kentucky students can graduate, was created to help clarify the distinctions between the three options. It is for use by schools, districts, parents and counselors to see, in a clear format, the differences in time, credit hours or outcomes.***

704 KAR 3:305 Min. Grad. Requirements

Graduation Requirements Frequently Asked Q*uestions*
Performance-based Credit Information

***University of Kentucky's Human Development Institute (HDI) provide resources and information to those who work with and for individuals with moderate or severe disabilities on the* Kentucky Multiple and Severe Disabilities Portal – MSD1Stop**

***Kentucky Academic Course Codes List -* Special Education – Alternate Diploma Course Codes**

Participation Criteria

The *Participation Criteria* are the criteria the student **must** meet in order to be found eligible to participate in the Alternate Assessment.

The *Response (Answer to Criterion)* is the ARC decision for the answer to each participation criterion.

The *Sources of Evidence and Justification* are a list of sources that need to be reviewed and documented to support the ARC's decision for each Participation Criterion response. Sources are not limited to those that are listed, but those listed as required **must** be reviewed and documented. The ARC's decision based on the sources of evidence must be documented in the guidelines or in the conference summary.

Participation Criterion #1

Participation Criterion #1 (questions to determine eligibility):	Response (Answer to Criterion):	Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)
1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)? ☐ Yes ☐ No 2. Is current Individual Education Program (IEP) in place or being developed for the student? ☐ Yes ☐ No	☐ **If NO to either question Stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both.** If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**	☐ Evaluation Data Date: ☐ Disability Eligibility Determination Form (required) Date: ☐ Individual Education Program (required) Date: ☐ Other:

Preparing to Answer:
Before the ARC, the special education teacher or ARC Chairperson must make sure the Disability Eligibility Determination form and IEP are both accessible as required in the Sources of Evidence and Justification

Documentation

During the ARC, for Participation Criterion #1:

1. Does the student have a disability **and** is it documented on an eligibility determination form?

- The ARC members can reference the disability category listed in the eligibility determination form to answer question 1.
    - If Yes, check box and continue to number 2 below.
    - If NO, check box "No" because the student is not eligible to participate in the alternate assessment.

2. Does the student have an IEP?

- The ARC members can reference the date of the current IEP or the IEP being developed.
    - If Yes, check box and continue to Response (Answer to Criterion).
    - If NO, check box "No" because the student is not eligible to participate in the alternate assessment.

3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3rd column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC's justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)

4. Look at answers to all of the questions in the Participation Criterion.

- If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
    - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
- If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

Note: *If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

Participation Criterion #2

Participation Criterion #2:	Response (Answer to Criterion):	Sources of Evidence and Justification
1. The student's demonstrated cognitive functioning **and** adaptive behavior in the home, school and community environments are significantly below age expectations, **even with** program modifications and accommodations. ☐ Yes ☐ No 2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision. ☐ Yes ☐ No	☐ **If NO to either question Stop here.** The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both. Continue to Criterion #3.**	☐ Evaluation Data (required) Date: ☐ Individual Education Program (required) Date: ☐ Previous IEP if available (required) Date: ☐ Progress Monitoring Data (required): ☐ Teacher Observation (optional): ☐ Other: ☐ Supporting Comments (optional):

Preparing to Answer Question 1:

Before the ARC, the special education teacher or ARC Chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

- Evaluation data and IEP data for **cognitive functioning** level of the student.
  - Compare and analyze evaluation data and document the interpretation of the student's cognitive functioning level
  - Does the student's demonstrated cognitive functioning and adaptive behavior meet the definition as a student with the most significant cognitive disability?
    - Refer to the KDE definition of a student with the most significant cognitive disability or the KDE definition of a EL student with a significant cognitive disability.
- Evaluation data, IEP data, and progress monitoring data to identify the student's **adaptive behavior.**
  - Compare and analyze evaluation data, review adaptive behavior scales and document the interpretation of the student's adaptive behavior
  - Does the student perform significantly below same age peers even with modifications, adaptations and accommodations?
    - student performance must be consistently and significantly below age-appropriate, grade-level expectations and the student's *rate* of progress must

also be significantly below same age peers, even with modifications and accommodations

- Parent and Teacher Observations (optional) may assist in providing evidence of the student's current levels. (Prior to meeting make sure that teachers are aware that they can provide current observations to assist the ARC in reviewing current data)
- If student is an English Learner, a team member with knowledge of English Learners and/or the ACCESS/Alternate ACCESS should review and discuss the student's individual ACCESS/Alternate ACCESS scores. (Can be documented as "Other" sources of evidence)

Documentation

1. Is the student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations?
    - If NO, check box "No" because the student is not eligible to participate in the alternate assessment.
    - If Yes, check box and the ARC **must** document discussion of the decision and sources of evidence for supporting documentation. Then the ARC may continue to number 2 of the criterion below.

Preparing to Answer Question 2:
Before the ARC, the special education teacher or ARC Chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

2. Did the ARC review and compare both current and longitudinal data in both academic areas and adaptive behaviors to inform the ARC decision?
    - Review that the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.

Current data = Data that are collected within the most recent 365-day time period
Longitudinal data = Data that have been collected and analyzed overtime and are more than one year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.

- Did the ARC review and compare data across multiple settings in academic areas and adaptive behaviors?
    - When the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

- If NO, check box "No" because the student is not eligible to participate in the alternate assessment.
- If Yes, check box and the ARC must document discussion of the decision. Then the ARC may continue to Response to Criterion.

3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3rd column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC's justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)

4. Look at answers to all of the questions in the Participation Criterion.

- If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
  - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
- If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

Note: *If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

Resources

(insert resources here on cognitive, adaptive, data analysis

Alternate English Language Learning Assessment (ALTELLA) Classroom Observation Protocol

Alternate English Language Learning Assessment (ALTELLA) Resources

Participation Criterion #3

Participation Criterion #3:	**Response (Answer to Criterion):**	**Sources of Evidence and Justification**
1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning ☐ Yes ☐ No 2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision. ☐ Yes ☐ No	☐ **NO to either question. Stop Here.** The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both.** The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **Continue to Criterion #4**.	☐ Evaluation Data Date: ☐ Disability Eligibility Determination Form Date: ☐ Individual Education Program (required) Date: ☐ Progress Monitoring (required): ☐ Assistive Technology Consideration Guide (optional) Date: ☐ Documentation of Accommodations Determination (required) Date: ☐ Parent Input (required): ☐ Teacher Observations: ☐ Other:

Preparing to Answer Question 1:

Criterion #3 requires that a student need direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.

Definitions:

- ***Extensive direct individualized instruction means –*** *Repeated instruction and substantial supports that are* ***not*** *temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and uses substantially adapted materials.*
- ***Intensive, accommodations, modifications and assistive technology means-*** *Accommodations, modifications, and assistive technology that EXCEED what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070.*
- ***Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings means -*** *when the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.*

Note: *The student's need for extensive direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, and generalize skills across multiple settings.*

Documentation

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

Guiding Questions for the ARC

1. Does the student require extensive individualized instruction across all settings?
2. Does the student require intensive accommodations and modifications to make progress on the KAS?
3. Does the student require assistive technology to make progress on the KAS?

If **NO,** check box "No" because the student is not eligible to participate in the alternate assessment.
If **Yes,** check box, document ARC decision in the conference summary and continue to question 2 in the Participation Criterion column.

2. Did the ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Guiding Questions for the ARC

1. Did the ARC review and document both current and longitudinal data across all settings in academic areas?

2. Did the ARC review and document both current and longitudinal data across all settings in adaptive behaviors?

If **NO**, check box "No" because the student is not eligible to participate in the alternate assessment.
If **Yes**, check box, document ARC decision in the conference summary and continue to Response (Answer to Criterion).

3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3rd column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC's justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)

4. Look at answers to all of the questions in the Participation Criterion.

- If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
    - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
- If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

Note: *If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

Resources
(insert resources here on cognitive, adaptive, data analysis

Participation Criterion #4

1. Did the ARC carefully consider (check as considered) each of these items:

☐ excessive or extended absences

☐ disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment

☐ native language, social, cultural, and economic differences

☐ pre-determined poor performance on the grade-level assessment

☐ the student displays disruptive behaviors or experiences emotional duress during testing

☐ administrator decision

☐ educational environments or instructional setting

2. The ARCs decision for the student to participate in the KY Alternate Assessment **is not primarily** the result of any of the exclusions listed above.

☐ Yes (Agree) ☐ No

Response (Answer to Criterion):

☐ **If NO to either question. Stop Here.** Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary.

☐ **If YES to both.** All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

Sources of Evidence and Justification

Supporting Comments (optional):

Preparing to Answer Question 1:

In addition to the criteria for determining participation, there are other issues that may affect a student's learning experience and his/her ability to learn that are **not appropriate** for an ARC to use as the reason a student participates in an alternate assessment.

Guiding Questions for the ARC

1. Has the ARC discussed the impact of the student's excessive absences?

2. Has someone with knowledge of EL discussed and reviewed the student's progress as it relates to the student's native language and culture?

3. Has the ARC discussed and analyzed the student's disruptive behavior as it pertains to the student's cognitive and adaptive behavior?

4. Has the ARC discussed the impact of the student's Least Restrictive Environment?

Note: *Participation in the alternate assessment* ***cannot*** *be primarily based on any exclusionary factors listed in Criterion #4.*

Documentation

1. Did the ARC carefully consider all exclusionary factors listed?

- The ARC must carefully consider each of the exclusionary factors listed and document in the conference summary or in the Supporting Comments section of the guidelines that the ARC carefully considered all exclusions listed and did not base the decision to participate in the alternate assessment on any of the descriptions.

If any of the statements in question 1 were not checked OR the ARC answered **No** to question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the first statement **If NO to either question, Stop here.** *This indicates that the student is* ***not*** *eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.*

If ALL of the statements in question 1 were checked AND the ARC answered **Yes** to question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the statement **If YES to both.**

Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

Supporting Comments: This is optional.

ARC Eligibility Determination:	Response (Answer to Eligibility Determination)	Statement of Eligibility:
1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above. All data sources referenced can be verified with supporting documentation. ☐ **Yes** ☐ **No**	☐ **NO. Stop Here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.** ☐ **YES. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. Continue with documentation form below.**	☐ **Supporting Comments (required):**

After completing the 4 required participation criterion, the ARC must determine and document, in the conference summary, eligibility to participate in the alternate assessment.

Preparing to Answer Question 1:

For question number 1 in the ARC Eligibility Determination column, when determining if a student is eligible to participate in the alternate assessment, the ARC should ask the following questions

Guiding Questions for the ARC

1. Does the student meet eligibility for all criteria (#1 through #4) in the participation guidelines? (all answers to criterion must be Yes)

2. Does the ARC agree that the student will receive instruction based on alternate achievement standards?

3. Does the ARC agree the student will participate in alternate assessments?

4. Are all data sources referenced in the Sources of Evidence and Justification able to be verified with supporting documentation?

5. Have all of the above questions been answered and documented in the conference summary or on the participation guidelines form?

Documentation

- Check **No** if any participation criterion is checked no or if the data cannot be verified. If NO, the student is not eligible to participate in the alternate assessment.
- Check **Yes if the student meets all 4 required participation criterion and** if all data sources can be verified with supporting documentation. **The student meets the participation guidelines for KY Alternate Assessment**. Document the ARC decision based on the individual student's eligibility in the conference summary or on the participation guidelines form **and** check box and continue to the Response (Answer to Criterion) column.

Response (Answer to Eligibility Determination):

- If the ARC has checked **No** in any of the Participation Criteria (#1 – 4), your **Response (Answer to Eligibility Determination)** will be to check **NO. Stop here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.**

- If the ARC has checked **Yes** in each of the Participation Criteria (#1 – 4), your **Response (Answer to Eligibility Determination)** will be to check **Yes. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment**.

- The ARC **must** document in the conference summary the decision that the student is eligible to participate in the alternate assessment, then continue to Sources of Evidence and Justification.

Note: *this is how a student is flagged in Infinite Campus as participating in the KY Alternate Assessment*

Sources of Evidence and Justification:

The ARC **must** have documentation in the conference summary, or in the supporting comments on the documentation form, that all items described in Participation Criteria #1-#4 have been met and documented.

Example: After reviewing all criteria for the participation guidelines, if the ARC agrees that the student is eligible for participation in the alternate assessment and that the student has a significant cognitive disability, the ARC

should have documented each participation criterion discussion and decision in the conference summary and verified all supporting documentation used in making the decision (please note, this is just an example, and the ARC's documentation should be individualized per student).

- After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the remainder of the participation guidelines documentation form below that include Documentation Questions.

Documentation Questions:	**Response (Answer to Documentation Questions):**	
1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below) ☐ **Yes** ☐ **No** **2. Is receptive and expressive communication addressed in the IEP?** ☐ **Yes** ☐ **No**	☐ **If No to either. Stop Here if the ARC has not reviewed or completed the LCI. The ARC must complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC must convene to develop a (or review current) communication plan as part of the student's IEP.** ☐ **If Yes to both. Continue with documentation form below.**	**Sources of Evidence and Justification** ☐ **Learner Characteristics Inventory (required)** **Date:** ☐ **Individual Education Program (required)** **Date:**

Prep Work for the Documentation Questions

Learner Characteristics Inventory (LCI)

This LCI data will be used to create a profile of the population of students who participate in the alternate assessment at a district, regional, and state level. These data collected in the LCI will be used by districts and the KDE to provide important information about the population being assessed, disproportionality, professional development areas needed, and more.

Prior to the ARC, the teacher (and/or other members of the ARC who know the student's characteristics well; for an English Learner student, a team member with knowledge of EL) should review the LCI to complete for the individual student.

Prior to the ARC, the teacher must complete the Learner Characteristics Inventory Module 4 on the purpose and use of the LCI and guidance on answer each question.

Addressing Receptive and Expressive Communication

The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary).

If a student's expressive communication on the LCI is rated as either *pre-symbolic* or *emerging* symbolic, then a communication plan *must* be developed and in place.

Guiding Questions for the ARC
1. Is communication an area of concern documented in the IEP?
2. Is receptive and expressive communication addressed in IEP?
3. Is the student's communication plan documented in the current IEP?

Documentation

1. The ARC must review and complete **all** items on the Learner Characteristics Inventory ("LCI") for the individual student

- If the ARC has not reviewed and completed the LCI, check No, then the ARC needs to review and complete the LCI before continuing
- If the ARC has reviewed and completed the LCI, check Yes, then continue to #2 in the Documentation Questions column

2. The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary). If a student's expressive communication on the LCI is rated as either *pre-symbolic* or *emerging* symbolic, then a communication plan *must* be developed and in place.

- If No, then the ARC needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.
- If Yes, the students receptive and expressive communication must be addressed in the IEP, then continue to the Response (Answer to Documentation Questions) column 2.
-

NOTE: *Compliance Record Review states:*

-If the student meets requirements for the Alternate Assessment Program, student's current level of communication has been determined and verified by the ARC.

-If the student meets requirements for the Alternate Assessment Program, documentation in the IEP shows evidence of a communication plan

-

NOTE: *The communication plan may be documented in the Present Levels, Special Factors, Measurable Annual Goal(s) or Supplementary Aids and Services areas of the IEP.*

Response: (column 2)

- If NO to either question in the Documentation Questions column, then the ARC needs to review and complete the LCI. The ARC also needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.
- After the ARC has reviewed and completed the LCI **and** reviewed or developed a communication plan, the ARC will need to complete the Documentation Questions section again by selecting yes for both questions.
- If Yes to both questions in the Documentation Questions column, then continue to the Sources of Evidence and Justification column.

Sources of Evidence and Justification (column 3):

- The LCI **must** be completed, discussed, and documented in the conference summary.
- The communication plan **must** be reviewed or developed in the student's IEP and documented in the conference summary. The ARC needs to document if communication is not an area of concern at this time.
- After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the documentation form below.

Resources:

- How to create a more effective communication plan are located on the Teaching Age-Appropriate Academic Learning via Communication (TAALC) project website

- Assistive Technology consideration information is located on the Wisconsin Assistive Technology Initiative (WATI) Assistive Technology page

-For ELs, considerations such as collecting information on multiple measures and a team approach to decision making can be found at ALTELLA: Educators Serving English Learners with Significant Cognitive Disabilities

Frequently Asked Questions

1. Who decides that a student should participate in the Kentucky Alternate Assessment?

The ARC makes the determination of how a student will participate in statewide assessments. The ARC must follow the Kentucky Participation Guidelines if they are to assign a student to participate in the Kentucky Alternate Assessment. No one member of the ARC makes this decision. Parents, teachers, and administrators make the decision based on evidence and adherence to the Alternate Assessment *Participation Guidelines* and *Guidance for ARC on Participation in the Kentucky Alternate Assessment.* All participation criteria in the Participation Guidelines Documentation form **must** be answered YES in order for a student to be considered eligible to participate in alternate assessment. If any participation criterion is answered NO, the student is not eligible to participate in the alternate assessment.

2. How do we know that a student has a "significant cognitive disability"?

The KDE does not define a "significant cognitive disability" in terms of a "cut off" IQ score. Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. Also, not all students with these disabilities are considered to have a "significant cognitive disability." Students demonstrating academic deficits or difficulties due to learning disabilities, speech language impairments, and emotional-behavioral disabilities do not qualify for participation in the alternate assessment. Performing 3-4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings.

Students with autism or intellectual disabilities should be carefully considered for the alternate assessment, but they should not automatically be assigned to the alternate assessment based on their identified disability category. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.

Students receiving special education services who are identified as having orthopedic impairments, other health impairments, or traumatic brain injuries, do not necessarily have a significant cognitive disability. Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the ARC.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations (See the Accommodations Determination page. Anticipated or past low achievement on the general assessment or in the classroom does ***not*** mean the student should be taking the Alternate K-Prep**.**

Note: *See the Kentucky definition of a student with a significant cognitive disability above.*

3. How do I know if the alternate assessment is appropriate for an English Learner (EL) with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

An EL student should be considered for the alternate assessment if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the other participation guidelines for the alternate assessment. Intercultural Competence Considerations should be taken into account for EL students. Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an EL student with an IEP does not meet the criteria for the alternate assessment, he/she should take the general assessment with accommodations as appropriate.

4. Why is it important to indicate that a student, participating in the alternate assessment, is receiving instruction on the Kentucky Academic Standards and his/her performance measured against alternate achievement standards?

Participation in the Kentucky Alternate Assessment limits a student's direct contact with the breadth of the Kentucky Academic Standards for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may have significant impact on academic outcomes and post-secondary opportunities.

5. What if it is impossible to assess a student because the student does not appear to communicate?

All attempts should be made to find a mode of communication with the student as soon as he or she is enrolled and the student's receptive and expressive communication must be documented in the IEP. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior that the student exhibits is a form of communication, and use this as the starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to the Kentucky Academic Standards. Best practice would indicate that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. However, with or without a communication plan, students may still participate in the Alternate Assessment.

6. If a student has been tested in the past on an alternate assessment, but the current ARC determines that the student does not meet the Kentucky Participation Guidelines, can the student be assigned to the general assessment?

Yes. The ARC must ensure that the student receives appropriate instruction on the Kentucky Academic Standards and participates in the required general assessments for his/her current grade level with or without accommodations.

7. Is it possible that a decision to participate in the Kentucky alternate assessment could change as a student gets older?

Yes. Participating in the Kentucky alternate assessment requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified early, prior to starting school, they may be able to participate in the general assessment during their elementary grades. An ARC should be especially cautious about assigning students with significant cognitive disabilities to an alternate assessment in their early school years. When the level of support needed for the student to participate in the breadth of the Kentucky Academic Standards and the general assessment increases, the ARC may determine that participation in the Alternate Assessment is appropriate.

Students with significant cognitive disabilities are likely to continue to need supports to live as independently as possible throughout their adult lives after high school. Students who did not need early intervention services, or who are unlikely to need substantial daily supports in their adult lives, probably do not have a significant cognitive disability and would not be appropriately placed in the Kentucky alternate assessment.

8. What is the difference between longitudinal and current data and what are some examples?

Student performance data include information that demonstrates how the student is performing academically, behaviorally, socially, and functionally on the student's IEP goals. Student performance data assist the ARC in decision-making, IEP development and implementation.

Current data: Data that are collected within the most recent 365-day time period

***Examples*:** IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, attendance records, etc.

Longitudinal data: Data that have been collected and analyzed overtime and are more than one-year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.

Examples: Social Developmental History, integrated assessment report, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, ACCESS scores, progress monitoring data, functional behavior assessment data, transition assessment, assistive technology evaluation, etc.

9. How are significant deficits in adaptive behavior defined for participation in Alternate Assessment?

Deficits in adaptive behavior that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility (i.e., actions that are necessary for someone to live independently and to function safely in daily life). Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living across multiple environments, such as home, school, and work.

10. What does "exceed accommodations" mean?

Students with disabilities may qualify for accommodations such as assistive technology, manipulatives, reader, scribe, calculator, paraphrasing, extended time, reinforcement and behavior modification strategies, and interpreters in accordance with their IEPs. Students with significant disabilities would require those accommodations PLUS additional accommodations and modifications to the curriculum and to instruction in order to access similar content.

These additional accommodations should be documented on the IEP. Typically, the content is modified to such an extent that the instructional objective has changed. The main thing to note in this section is that this impacts both assessment and instruction.

11. What does extensive, individualized direct instruction in adaptive behavior across multiple settings mean?

Extensive direct individualized instruction means – Repeated instruction and substantial supports that are not temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and use substantially adapted materials (e.g., significantly shortening the length of reading passages or using raised dots and hand-over-hand counting when identifying a matching number in math).

Intensive, accommodations, modifications and assistive technology means- Accommodations, modifications, and assistive technology that EXCEED what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. (Refer to question 5 above.)

Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings means - when the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

Examples:

12. What is the difference between a High School Diploma and an Alternative Diploma?

Students shall have a total of at least twenty-two (22) credits to earn a high school diploma. Credits shall include the content standards as provided in the Kentucky Academic Standards at 704 KAR 3:303.

Students in the Alternate Assessment program are eligible to receive an Alternative Diploma. The ARC must determine if a student's demonstrated cognitive ability and adaptive behavior prevents completion of the general education course of study, even with program modifications, accommodations, or both.

The ARC uses a variety of data and information, such as the Participation Guidelines for the Alternate Assessment, psycho-educational integrated report, student work, student observations and any other relevant information, to make this determination. The ARC must determine the student would not be able to complete the general course of study to earn a high school diploma and would therefore complete an alternative course of study to receive an Alternative Diploma as stated in the Kentucky Administrative Regulations at 704 KAR 3:305.

13. When should the parent guide be provided to the parent?

The Alternate Assessment Parent Guide should be provided at the initial ARC in which consideration for participation in the Alternate Assessment is being considered (A copy may be sent home with meeting notice for parent to review). After initial participation in the Alternate Assessment has been considered, the Alternate Assessment Parent Guide can be provided prior to each annual review. Parents must be given an opportunity to review the parent guide and allowed the opportunity to ask questions.

14. Who can we ask if we have questions about this important decision?

Contact Information

Contact the KY Department of Education if you have any questions about participation decision making for the Alternate Assessment.

For information about who can participate in the Alternate Assessment contact:

KDEAltAssessment@education.ky.gov or

Tania Sharp at 502-564-7970 or tania.sharp@education.ky.gov

For information about the Kentucky Alternate Assessment testing contact:

Kevin O'Hair at (502) 564-4394 or **kevin.ohair@education.ky.gov**

Dispute Resolution Process

If a member of the ARC disagrees with the students' eligibility to participate in the alternate assessment, the ARC must document in the conference summary. There are several options for the resolution of a disagreement:

- The ARC may schedule an additional meeting to further discuss and address the issue at hand once it has been further researched.
- The Director of Special Education (DoSE) may contact the ARC member in order to clarify the issue
- The DoSE may provide the parent with a copy and further explanation of the Parent Q&A
- The ARC may review the training on guidelines for participation in the Alternate Assessment.

If the ARC has exhausted all available options for consensus and still is not able to come to an agreement, the district makes the final determination and MUST provide the parent with prior written notice of the decision. Prior written notice should be documented on the conference summary and must include ALL of the following:

- Description of the action proposed or refused by the district
- An explanation of why the district proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding Part B of the IDEA
- A description of other options the ARC considered and the reasons why those options were rejected
- A description of other factors relevant to the district's proposal or refusal.

Should the dispute continue after the district has provided the parent with prior written notice, the parent may dispute the decision via any of the dispute resolution options. These options include mediation, formal written complaints, and due process hearings. Information on each of these options can be found on KDE's website located at: Dispute Resolutions Process Page

Glossary

AAC: Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.)

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do.

Adaptations – Changes made specific to the students individual needs. Changes made to existing materials or instructional delivery to meet the needs of a student. Examples include head pointers, Boardmaker (Mayer Johnson) symbols, and photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs.

Adaptive behavior: Behaviors defined as essential for someone to live independently and to function safely in daily life.

(ARC) Admissions and Release Committee: A group of individuals responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a student with a disability.

Alternate English Language Learning Assessment Project (ALTELLA) - builds on the lessons learned from the past decade of research on assessing English learners and students with significant cognitive disabilities, as separate groups. The project seeks to examine instructional practices and policies for English learners with significant cognitive disabilities to develop an evidence-centered design approach.

Alternate achievement standards: An alternate achievement standard sets an expectation of performance that differs in complexity from a grade-level achievement standard. The December 9, 2003 regulations clarify that a State is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities.

In general, alternate achievement standards must be aligned with a State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. (See 34 C.F.R. §200.1(d).)

Alternative high school diploma: Provided to students with disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an alternative high school diploma will participate in alternate assessments and complete the alternative course of study. The alternative high school diploma is not equivalent to a regular high school diploma.

Assistive Technology - Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; it can range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology, such as computers with switch interfaces.

(AAC) Augmentative and Alternative Communication - Low, medium or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events, and expressing refusal).

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge.

Content target: Content targets identify those content standards that are the focus of the assessment. For the Alternate K-Prep the content targets are defined by the Core Content Connectors in English language arts and mathematics.

Current data - Data that are collected within the most recent 365-day time period. Examples include IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, and attendance records.

English Learner (EL): An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing, or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

Every Student Succeeds Act (ESSA): In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

Evidence: This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

Exceeds accommodations – Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students, as described in the "Inclusion Document" and set forth in 703 KAR 5:070.

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant

cognitive disabilities to acquire knowledge and skills in context. Students with significant cognitive disabilities are likely to need this extensively to apply knowledge and skills in multiple contexts.

(IDEA) Individuals with Disabilities Education Act: The IDEA is a federal law enacted in 1990 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

(IEP) Individualized Education Program: A written statement for a child with a disability that is developed, reviewed, and revised annually with the ARC. It consists of learner goals and objectives utilized for student success.

Kentucky Academic Standards (KAS): Contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. Helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels.

Learning progression: A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

Learner Characteristics Inventory (LCI): A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills, and mathematics skills. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across the state.

Longitudinal data - Data that have been collected and analyzed overtime and are older than one year. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time. Examples of longitudinal data include Social Developmental History, integrated assessment reports, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment, and technology evaluation.

Mode of communication: The predominant way a student expresses his or her thoughts, such as through words, pictures, objects, tactile cues, and augmented communication/assistive technology.

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided.

(NCLB) No Child Left Behind – A federal law passed under the George W. Bush administration meant to hold primary and secondary schools measurably accountable to higher standards. NCLB is written so that it requires 100% of students (including special education students and those from disadvantaged background) within a school to reach the same set of state standards in math and reading by the year 2014. NCLB has been replaced by the Every Student Succeeds Act (ESSA).

Participation guidelines for alternate assessment – The Participation Guidelines for the Alternate K-PREP identify the requirements set by the state department of education for students with significant cognitive disabilities. These requirements must be agreed upon by the ARC committee and revisited at the annual meeting.

Participation criteria: These descriptors provide further information about the characteristics students would have in order to meet the four participation criteria for the Alternate Assessment.
Pervasive: Present across academic content areas and across multiple settings (including school, home, and community).

(SDI) Specifically Designed Instruction – Adapting the content, methodology, or delivery of instruction to address the individual needs of the child and to ensure access to the curriculum so that the child can meet the educational standards set in place.

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.)

Substantial supports: Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning, and extensive scaffolding of content to support learning.

Substantially adapted materials: Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages, or using raised dots and hand-over-hand counting when identifying a matching number in math.

WIDA Alternate ACCESS- A large-print, paper-based test individually administered to students in Grades 1-12 who are identified as English language learners (ELLs) with significant cognitive disabilities. It is designed for ELLs who have disabilities that prevent them from meaningfully participating in ACCESS for ELLs Online or Paper.

Appendix A

Determination of Participation in the Kentucky Alternate Assessment

The criteria for participation in the Alternate K-Prep reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the Alternate K-Prep participates in this assessment for all content areas.

Kentucky Alternate Assessment Participation Guidelines Documentation Form

Enter District Name Here

(Attached to the Student's IEP and the ARC Conference Action Form)

Student's Full Name:	SSID:
Disability:	Grade:
Date of Birth:	Date of ARC:
School:	

Kentucky Alternate Assessment Participation Guidelines Documentation Form

** For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment

** All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

☐ Yes ☐ No

The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. **If yes,** indicate below when the Guide was provided to the parents. **If no,** provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.

☐ Prior to Meeting

☐ During Meeting

☐ Other

Date Guide Provided to Parents:

☐ Yes ☐ No

The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305**) and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

Participation Criterion #1 (questions to determine eligibility):

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

☐ Yes ☐ No

2. Is current Individual Education Program (IEP) in place or being developed for the student?

☐ Yes ☐ No

Response (Answer to Criterion):

☐ **If NO to either question Stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

☐ **If YES to both.** If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)

☐ Evaluation Data

Date:

☐ Disability Eligibility Determination Form (required)

Date:

☐ Individual Education Program (required)

Date:

☐ Other:

Participation Criterion #2:	Response (Answer to Criterion):	
1. The student's demonstrated cognitive functioning **and** adaptive behavior in the home, school and community environments are significantly below age expectations, **even with** program modifications and accommodations. ☐ Yes ☐ No 2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision. ☐ Yes ☐ No	☐ **If NO to either question Stop here.** The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both. Continue to Criterion #3.** **Sources of Evidence and Justification**	☐ Evaluation Data (required) Date: ☐ Individual Education Program (required) Date: ☐ Previous IEP if available (required) Date: ☐ Progress Monitoring Data (required): ☐ Teacher Observation (optional): ☐ Other: ☐ Supporting Comments (optional):

Participation Criterion #3:	Response (Answer to Criterion):	Sources of Evidence and Justification
1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning ☐ Yes ☐ No 2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision. ☐ Yes ☐ No	☐ **NO to either question. Stop Here.** The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both.** The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, **Continue to Criterion #4**.	☐ Evaluation Data Date: ☐ Disability Eligibility Determination Form Date: ☐ Individual Education Program (required) Date: ☐ Progress Monitoring (required): ☐ Assistive Technology Consideration Guide (optional) Date: ☐ Documentation of Accommodations Determination (required) Date: ☐ Parent Input (required): ☐ Teacher Observations: ☐ Other:

Participation Criterion #4	☐ Yes (Agree) ☐ No **Response (Answer to Criterion):**	**Sources of Evidence and Justification**
1. Did the ARC carefully consider (check as considered) each of these items: ☐ excessive or extended absences ☐ disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment ☐ native language, social, cultural, and economic differences ☐ pre-determined poor performance on the grade-level assessment ☐ the student displays disruptive behaviors or experiences emotional duress during testing ☐ administrator decision ☐ educational environments or instructional setting 2. The ARCs decision for the student to participate in the KY Alternate Assessment **is not primarily** the result of any of the exclusions listed above.	☐ **If NO to either question. Stop Here.** Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary. ☐ **If YES to both.** All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**	Supporting Comments (optional):

ARC Eligibility Determination:	Response (Answer to Eligibility Determination)	
1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above. All data sources referenced can be verified with supporting documentation. ☐ Yes ☐ No	☐ **NO. Stop Here.** The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary. ☐ **YES.** All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.** **Statement of Eligibility:**	☐ Supporting Comments (required):

Documentation Questions:	Sources of Evidence and Justification
1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below) ☐ Yes ☐ No 2. Is receptive and expressive communication addressed in the IEP? ☐ Yes ☐ No	☐ Learner Characteristics Inventory (required) Date: ☐ Individual Education Program (required) Date:

Response (Answer to Documentation Questions):
☐ **If No to either.** Stop Here if the ARC has not reviewed or completed the LCI. The ARC **must** complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC **must** convene to develop a (or review current) communication plan as part of the student's IEP. ☐ **If Yes to both. Continue with documentation form below.**

ADDITIONAL COMMENTS HERE

Kentucky Department of Education definition of a student with a significant cognitive disability:

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:

  - excessive or extended absences
  - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
  - native language, social, cultural, and economic differences,
  - those identified as English Learners (EL)
  - pre-determined poor performance on the grade-level assessment
  - the student displays disruptive behaviors or experiences emotional duress during testing
  - administrator decision
  - educational environment or instructional setting

Kentucky Department of Education definition of a student with a significant cognitive disability:

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- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
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    - excessive or extended absences
    - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
    - native language, social, cultural, and economic differences, o those identified as English Learners (EL)
    - pre-determined poor performance on the grade-level assessment
    - the student displays disruptive behaviors or experiences emotional duress during testing
    - administrator decision
    - educational environment or instructional setting

Appendix B

Alternate K-Prep Participation Decision Flowchart

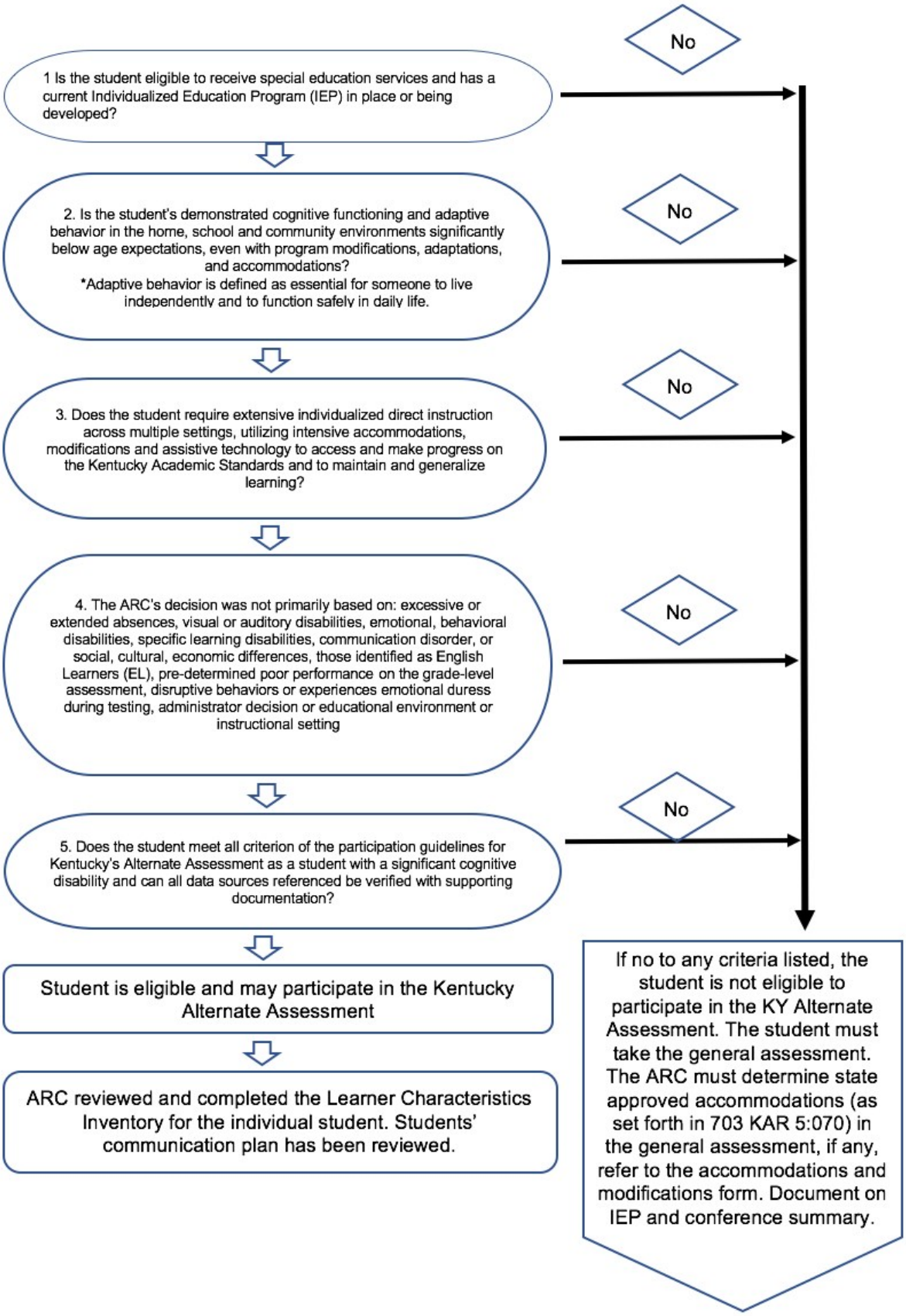
Eligibility Determination, results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual/group administered achievement tests, and English Learner (EL) language assessments, if applicable.

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, parent and teacher observations, teacher-collected data and checklists.

Previous IEP, Integrated reports and Accommodations/Modifications Determination Form.

Examples of curriculum, instructional objectives and materials, work samples from school or community based instruction.

Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan, if applicable.


1 Is the student eligible to receive special education services and has a current Individualized Education Program (IEP) in place or being developed?
No
2. Is the student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments significantly below age expectations, even with program modifications, adaptations, and accommodations?
*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
No
3. Does the student require extensive individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning?
No
4. The ARC's decision was not primarily based on: excessive or extended absences, visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, communication disorder, or social, cultural, economic differences, those identified as English Learners (EL), pre-determined poor performance on the grade-level assessment, disruptive behaviors or experiences emotional duress during testing, administrator decision or educational environment or instructional setting
No
5. Does the student meet all criterion of the participation guidelines for Kentucky's Alternate Assessment as a student with a significant cognitive disability and can all data sources referenced be verified with supporting documentation?
No
Student is eligible and may participate in the Kentucky Alternate Assessment
ARC reviewed and completed the Learner Characteristics Inventory for the individual student. Students' communication plan has been reviewed.
If no to any criteria listed, the student is not eligible to participate in the KY Alternate Assessment. The student must take the general assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

Appendix C

Learner Characteristics Inventory

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

1. Student's primary IDEA disability label:

- ☐ Intellectual disability, previously referred to as mental retardation
- ☐ Multiple disabilities
- ☐ Autism
- ☐ Speech or Language Impairment
- ☐ Hearing impairment
- ☐ Visual impairment, including blindness
- ☐ Traumatic brain injury
- ☐ Emotional disability
- ☐ Deaf-blindness
- ☐ Other health impairment
- ☐ Orthopedic impairment
- ☐ Specific learning disability
- ☐ Other

2. Is your student's primary language a language other than English?

- ☐ Yes
- ☐ No

3. What is the student's primary classroom setting?

- ☐ Special school
- ☐ Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- ☐ Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- ☐ Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.

- ☐ Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

4. Expressive Communication (check the best description)

- ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate? (student uses his/her vocal cords to produce words)

- ☐ Yes
- ☐ No

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

- ☐ Yes
- ☐ No

7. Receptive Language (check the best description)

- ☐ Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- ☐ Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

8. Motor (check the best description)

- ☐ No significant motor dysfunction that requires adaptations.
- ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.

☐ Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

☐ Initiates and sustains social interactions.

☐ Responds with social interaction, but does not initiate or sustain social interactions.

☐ Alerts to others.

☐ Does not alert to others.

10. Health Issues/Attendance (check the best description)

☐ Attends at least 90% of school days.

☐ Attends approximately 75% of school days; absences primarily due to health issues.

☐ Attends approximately 50% or less of school days; absences primarily due to health issues.

☐ Receives Homebound Instruction due to health issues.

☐ Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (check the best description)

☐ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).

☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.

☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.

☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.

☐ No observable awareness of print or Braille.

12. Mathematics (check the best description)

☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.

☐ Does computational procedures with or without a calculator.

☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

Counts by rote to 5.

☐ No observable awareness or use of numbers.