

Participation Guidelines for the Kentucky Alternate Assessment Review Document



Division of Learning Services

Created January 2018

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Introduction

The Participation Guidelines for the Alternate Assessment Review Document are based on the requirements of the Individuals with Disabilities Education Act (IDEA) and the Kentucky Administrative Regulations for Special Education Programs (KARs). The Division of Learning Services (DLS) created this document to serve several purposes. They include:

- promoting a consistent standard for districts to use when determining if a student is eligible to participate in the Kentucky Alternate Assessment
- developing a professional learning tool for monitoring appropriate documentation for a student with a significant cognitive disability
- existence of a data collection document to accurately collect information required for KDE’s federal compliance with the 1% cap placed on students participating in the state alternate assessment.
- establishing a consistent tool for use of the KDE and districts during the review process

The intent is to ensure state compliance with the 1% cap on student participation in the alternate assessment as required by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), section 1111(b)(2)(D)(i)(I), but also to facilitate results-driven accountability (RDA) to improve student outcomes and professional development.

For more information on documenting requirements, see the Guidance for Annual Review Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment on the Kentucky Department of Education website.

District Directions for Review of Records

To yield accurate information, student records should be selected randomly. Districts may choose to select the record of every third, fifth or tenth student from the district’s current special education enrollment to achieve random selection. Random also means that records are selected from a variety of schools, teachers, case managers and categories of disability.

A minimum of 10 files should be reviewed. If the district has 10 or fewer students that participate in the alternate assessment, all student records should be reviewed. For example, if

the district has eight students participating in the alternate assessment, all eight records should be reviewed.

Correction of student eligibility to participate in the Kentucky Alternate Assessment

During the record review process, districts may find that documented evidence does not support that the student has a significant cognitive disability and that he or she is not eligible to participate in the Kentucky Alternate Assessment. In some cases, it will be necessary to re-convene an ARC to discuss and document completion of the Kentucky Alternate Assessment Participation Guidelines. The criteria for participation in the Alternate K-Prep reflect the pervasive nature of a significant cognitive disability.

Demographic Information (Required)

Kentucky Alternate Assessment Participation Review Document

School Year _____

Reviewer's Name _____

Date _____ / _____ / _____

Student's Name _____

Student's DOB _____ / _____ / _____ Grade _____

Race/Ethnicity Hispanic/Latino American Indian/Alaska Native
 Asian Black/African American
 White Native Hawaiian or Other Pacific
 Two or More Races Islander

Disability _____

School _____

District _____

Mark box below for the age range of the student:

- Preschool child (exiting Part C)
- Student (age 3-15)
- Student (age 16 or older)

Mark box below for the meeting purpose:

- Initial Referral/Eligibility
- 3-Year Reevaluation
- Annual Review
- Other _____

Notes: _____

Guidelines for participating in the Kentucky Alternate Assessment
[703 KAR 5:070](#)

Documentation Form	Yes	No	NA
<p>Item A. Documentation the Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KAR 3:305) and a Regular High School Diploma.</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p>			
<p>Item B. Documentation the parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions (either prior to meeting, during meeting, or other)</p> <p>Date guide provided to parent:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>NOTE: The ARC must provide copy to parent and must document when the guide was given to the parent.</p>			
Participation Criterion #1	Yes	No	NA
<p>Item 1. Did the ARC document that the student is eligible for special education services</p> <ul style="list-style-type: none"> • Disability Eligibility Documentation Form was completed and discussed <p>Date of Disability Eligibility Documentation Form:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The ARC documented the student has a current IEP or that one is currently being developed? <p>Date of Current IEP:</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>NOTE: Both items in Criterion #1 must be yes and must include date of documentation required. If the ARC documented that an IEP is currently being developed for a student, mark YES and put date of ARC to develop IEP.</p>			

Documentation Form	Yes	No	NA
Participation Criterion #2	Yes	No	NA
<p>Item 2. The ARC documented 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</p> <p>All of the following are required:</p> <ul style="list-style-type: none"> • Cognitive Functioning Evaluation data meet the definition of a student who has a significant cognitive disability <p>Date of evaluation:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • Adaptive Behavior data in multiple settings meet the definition of a student who has a significant cognitive disability <p>Date of evaluation:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The PLEP of the IEP meets the definition of a student who has a significant cognitive disability <p>Date of IEP:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • The data in the PLEP of the previous IEP document that the students’ academic performance is significantly and consistently below same age peers. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Date of previous IEP:</p> <ul style="list-style-type: none"> • Documented Progress Monitoring Data based on IEP goals supports documentation that the student is significantly below age expectations, <i>even with</i> program modifications and accommodations. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Evidence of Progress Monitoring:</p>			

Documentation Form	Yes	No	NA
<ul style="list-style-type: none"> ARC documented sources of evidence and justification for decision in Conference Summary. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: All required sources of evidence <i>must</i> be documented in the conference summary. All answers to participation criteria must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p> <p>If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.</p>			
Participation Criterion #3	Yes	No	NA
<p>Item 3. 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</p> <ul style="list-style-type: none"> There is documentation the student requires extensive individual direct instruction across multiple settings <p>Individual Education Program Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> Progress Monitoring is documented <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> There is documentation the student utilizes intensive 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) to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning <p>Documentation of Accommodations Determination Date (not a specific form):</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>			

Documentation Form	Yes	No	NA
<p>Note: All required sources of evidence <i>must</i> be documented in the conference summary. All answers to participation criterion must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p> <p>If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.</p>			
Participation Criteria #4	Yes	No	NA
<p>Item 4. Is there documentation the ARC carefully considered (check box if considered) each of the exclusionary factors?</p> <p><input type="checkbox"/> excessive or extended absences</p> <p><input type="checkbox"/> disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment</p> <p><input type="checkbox"/> native language, social, cultural, and economic differences</p> <p><input type="checkbox"/> those identified as English Language Learners (ELL)</p> <p><input type="checkbox"/> pre-determined poor performance on the grade-level assessment</p> <p><input type="checkbox"/> the student displays disruptive behaviors or experiences emotional duress during testing</p> <p><input type="checkbox"/> administrator decision</p> <p><input type="checkbox"/> educational placement or instructional setting</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> The ARC documented the decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: Discussion of exclusionary factors <i>must</i> be documented in the conference summary. All answers to participation criteria must be answered <i>Yes</i> in order to be eligible to participate in the alternate assessment.</p>			

Documentation Form	Yes	No	NA
If any documentation is not available, the ARC must document the reason it is not available, in the conference summary.			
Item C. ARC Eligibility Determination	Yes	No	NA
<ul style="list-style-type: none"> All data sources referenced can be verified with supporting documentation. <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: Sources of evidence must be made available as requested.</p>			
Item D. Documentation Questions			
<ul style="list-style-type: none"> There is documentation the ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? <p>Learner Characteristics Inventory Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> There is documentation that receptive and expressive communication are addressed in the IEP? <p>Individual Education Program Date:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Note: If a student is found eligible for the alternate assessment, the ARC must complete the LCI and document that communication is addressed (or not an area of concern) in the IEP. Sources of evidence must be available as requested.</p>			

Comments: