

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Participation of Students with Disabilities in State Assessments

I. What's Required/Purpose

Manor ISD will ensure that students with disabilities are included in all state assessments, with appropriate and allowable accommodations, and that students with disabilities who take alternate state assessments meet the participation requirements for those assessments, in accordance with their IEPs. The IEP must include individualized appropriate and allowable accommodations that are necessary to measure achievement and functional performance and necessary for the child to be successful and progress in the general education curriculum.

During each ARD meeting held for students with disabilities in state-assessment-tested grades, the ARD Committee will consider and document its decision about how the student will participate in the applicable state assessment (STAAR or STAAR-Alternate 2), documented with supporting data and required participation forms for students who take alternate assessments. Parents*/adult students are active participants in the determination of appropriate assessment decisions.

**For purposes of this Operating Guideline, "parent" is defined as: The biological or adoptive parent of a child; A foster parent of a child who meets the requirements set forth in rule; A guardian (but not the state if the child is a ward of the state); An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, An individual who is legally responsible for the child's welfare; or An individual assigned to be a surrogate parent*

II. How Compliance Is Monitored

- Monthly internal folder reviews including documentation of participation in state assessments, review of instructional and assessment accommodations, and completion of appropriate state assessment eligibility forms

III. Manor ISD Procedures:

The process in Manor ISD for ensuring that decisions about and documentation of participation in state assessments for students served in Special Education meet state and federal requirements is as follows:

Action	Person(s) Responsible	Timeline
1. Prior to the ARD meeting of a student in a state-assessment-tested grade, the SpEd Teacher collects data for the ARD Committee to consider in making the assessment decision. These data include but are not limited to: a. Prior performance on state assessments	SpEd Teacher	Prior to each ARD held for students in state-assessment-tested grades

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b. IEP-prescribed instructional accommodations c. Teacher data on implementation and effectiveness of instructional accommodations d. Grades and other data to help support the assessment decision		
2. During the ARD meeting, the ARD Committee decides and documents how the student will participate in the applicable state assessment: a. The ARD Committee reviews all collected data, including previous instructional and assessment accommodations, and determines how the student will participate in state assessments i. The ARD Committee decides which accommodations are classroom specific, state-assessment specific, or both b. The decision regarding state assessments is documented on <i>eSped Screen: eStar State Assessment (STAAR)</i> c. The ARD Committee determines allowable accommodations for state assessments and documents its decision on <i>eSped Screen: STAAR Accommodations</i> d. If the student will be assessed on an alternate state assessment, go to Step 3; if the student is not assessed on alternate state assessments, go to Step 4	ARD Committee	During each ARD held for students in state-assessment-tested grades

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Action	Person(s) Responsible	Timeline
3. For students who will be assessed on alternate state assessments, the ARD Committee must complete the alternate participation requirements forms found on <i>eSped Screen: eStar State Assessment (STAAR)</i> a. From the <i>eSped Screen: eStar State Assessment (STAAR)</i>, access the two forms that must be completed: i. <i>Screen: STAAR Alternate 2 Participation Requirements (Step 1)</i> and ii. <i>Screen: STAAR Alternate 2 Participation Requirements (Steps 2 & 3)</i> b. Each section of the participation forms must be completed, with supporting documentation to justify the decision	ARD Committee	During each ARD held for students in state-assessment-tested grades
4. Following the ARD meeting, the SpEd Teacher: a. Provides a copy of the testing decision and applicable accommodations to all appropriate general education teacher i. The <i>Receipt of Accommodations and/or BIP</i> form is signed by each general education teacher and is uploaded into the student's file on eSped/eStar b. Shares the testing decision and accommodations with the Campus Testing Coordinator	SpEd Teacher	Within 24 hours of receipt of ARD documents following each ARD held for students in state-assessment-tested grades

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IV. Resources and Attachments, Legal Requirements

A. Resources

- Manor ISD *Receipt of Accommodations and/or BIP* form
- STAAR Resources
<http://tea.texas.gov/student.assessment/staar/>
- STAAR Alternate 2 Resources
<http://tea.texas.gov/student.assessment/special-ed/staaralt/>
 - Educator Guide
 - Participation Requirements form (English and Spanish)
 - STAAR Alternate 2 Administration Guide
 - Other resources

B. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
§ 300.160 Participation in assessments. (a) <i>General.</i> A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs. (b) <i>Accommodation guidelines.</i> (1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations. (2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must— (i) Identify only those accommodations for each assessment that do not invalidate the score; and (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score. (c) <i>Alternate assessments.</i> (1) A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular	§ 89.1055. Content of the Individualized Education Program. [Excerpt] (a) The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability must comply with the requirements of 34 Code of Federal Regulations (CFR), §300.320 and §300.324. (b) The IEP must include a statement of any individual appropriate and allowable accommodations in the administration of assessment instruments developed in accordance with Texas Education Code (TEC), §39.023(a)-(c), or districtwide assessments of student achievement (if the district administers such optional assessments) that are necessary to measure the academic achievement and functional performance of the student on the assessments. If the ARD committee determines that the student will not participate in a general statewide or districtwide assessment of student achievement (or part of an assessment), the IEP must include a statement explaining: (1) why the student cannot participate in the general assessment; and (2) why the particular alternate assessment selected is appropriate for the student;

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assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section. (2) For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines in paragraph (c)(1) of this section must provide for alternate assessments that— (i) Are aligned with the State's challenging academic content standards and challenging student academic achievement standards (ii) If the State has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards; and (iii) Except as provided in paragraph (c)(2)(ii) of this section, a State's alternate assessments, if any, must measure the achievement of children with disabilities against the State's grade-level academic achievement standards, consistent with 34 CFR 200.6(a)(2)(ii)(A). (3) Consistent with 34 CFR 200.1(e), a State may not adopt modified academic achievement standards for any students with disabilities under section 602(3) of the Act. (d) <i>Explanation to IEP teams.</i> A State (or in the case of a district wide assessment, an LEA) must provide IEP teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate academic achievement standards (such as whether only satisfactory performance on a regular assessment would qualify a student for a regular high school diploma). (e) <i>Inform parents.</i> A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed based on alternate academic achievement standards are informed that their child's achievement will be measured based on alternate academic achievement standards. (f) <i>Reports.</i> An SEA (or, in the case of a district-wide assessment, an LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: (1) The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did	

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not result in an invalid score) in order to participate in those assessments. (2) The number of children with disabilities, if any, participating in alternate assessments based on grade level academic achievement standards. (3) The number of children with disabilities, if any, participating in alternate assessments based on modified academic achievement standards in school years prior to 2015-2016. (4) The number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards. (5) Compared with the achievement of all children, including children with disabilities, the performance results of children with disabilities on regular assessments, alternate assessments based on grade level academic achievement standards, alternate assessments based on modified academic achievement standards (prior to 2015-2016), and alternate assessments based on alternate academic achievement standards if— (i) The number of children participating in those assessments is sufficient to yield statistically reliable information; and (ii) Reporting that information will not reveal personally identifiable information about an individual student on those assessments (g) <i>Universal design.</i> An SEA (or, in the case of a district-wide assessment, an LEA) must, to the extent possible, use universal design principles in developing and administering any assessments under this section. Authority: 20 U.S.C. 1412(a)(16)) Last Amended: 80 FR 50785, Aug. 21, 2015	