

Justification for exceeding the 1% participation rate in the Alternate Assessment for Students with Significant Disabilities

The Every Student Succeeds Act (ESSA) requires states to ensure the total number of students assessed in each subject, using the Alternate Assessment for Students with Significant Cognitive Disabilities, does not exceed one percent of the total number of all students in the state assessed with WV's State Tests. States that anticipate that they will exceed 1.0 percent in alternate assessment participation must submit a waiver request to the US Department of Education 90 days prior to the beginning of the alternate assessment testing window. Furthermore, the ESSA requires each district to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject with the alternate assessment. Justifications by each district will be reviewed by the department. All justifications will be posted and made publicly available provided that it does not reveal personally identifiable information about an individual student.

- Name of district
Tucker
- Address of district
100 Education Lane Parsons, WV 26287
- Contact Information
Kim Lipscomb, Director of Special Education
- Percentage of students who participated in the Alternate Assessment in the 2016-2017 school year by subject.
Math--1% ELA--1% Science 1.37%
- Total number of students in district who are anticipated to participate in testing grades 3-8 and 11 during the 2017-2018 school year by subject.
Math 493 students; ELA 493 students; Science (5th/8th and 11th Grade) 217 students
- Total number of students in district who are anticipated to participate in the WV Alternate Assessment during 2017-2018 school year by subject.
Math 5 students; ELA 5 students; Science 2 students
- Calculation of district percentage of students on alternate assessment
Math 1.01% ELA 1.01% (Both Exceed 1%) Science .61% (Does not Exceed 1%)
- Description of how the district is assuring the IEP Teams are adhering to the criteria as outlined by the WV Participation Guidelines for AA-AAAS in determining student eligibility for participation.
 - * Tucker County's IEP teams and administrators have been trained at the county, regional and state level about the criteria for eligibility for students to be placed on Alternate Assessment.
 - * Tucker County's IEP teams complete a rubric during each IEP meeting that reflects the proper/acceptable criteria for eligibility for Alternate Assessment--this is completed by all members including parents during the meeting. The online IEP checklist and county rubric are both used during this process. The county will also begin using the rubric provided by WVDE as we update and create IEP's moving forward.
 - * During initial eligibility for Alternate Assessment, the county Director of Special Education and/or the school psychologist is present to determine if the student meets ALL criteria for placement and is an appropriate candidate for this type of assessment. This allows the team to review policy, criteria, eligibility data/information and other pertinent information prior to making this decision initially for placement.
 - * A new process has been put into place after training from WVDE that IEP teams do not place a student into the alternate assessment area until the middle/high school age/level after multiple psychological evaluations are completed over a period of time and there is a history of student data that supports that Alternate Assessment is appropriate for the student needs and abilities. Of course, there are some exception to the process, where some students would need placement earlier, but for the majority of the students our county serves this process is appropriate and would provide a clear, accurate picture of the student's ability so that an appropriate, data-based decision is being made in the best interest of the student.
 - * Tucker County has also taken measures, that if possible, after reviewing student data on current Alternate Assessment students, that we have moved students out of the Alternate Assessment area if the IEP team felt the student may have been inappropriately placed in this area of assessment.

Information may include, but is not limited to:

- Ensuring that all educators that administer the WV AA-AAAS meet requirement for test administrators including being trained to administer the WV AA-AAAS.
- Reviewing alternate assessment participation data to see if there are high percentages of students in disability categories that don't typically include students with significant cognitive disabilities (e.g. SLD, speech or language impairment, visual impairment hearing impairment, ED/BD)
- Reviewing accessibility features for all students to ensure that all students have appropriate access to features on statewide tests (see *Guidelines For Participation in WV State Assessments 2016-2017*)