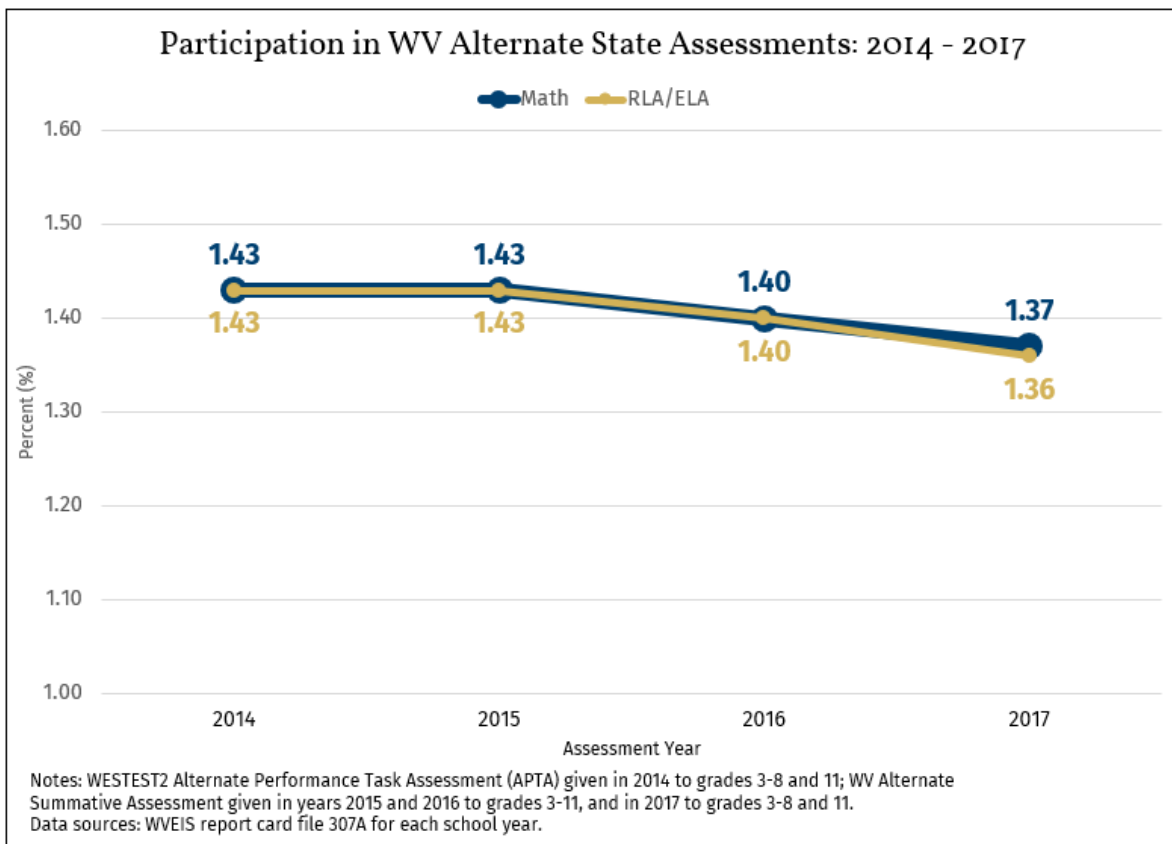


WV WAIVER FOR SUBMISSION TO U.S. DEPARTMENT OF EDUCATION

The Every Student Succeeds Act (ESSA) amended a provision of Title I of the Elementary and Secondary Education Act of 1965 related to students participating in alternate assessments of each State Education Agency's (SEA's) statewide assessment. The ESSA requires SEAs to submit waiver requests to the United States Department of Education in the event they have more than one percent of their students participating in the alternate assessment.

The West Virginia Department of Education (WVDE) has conducted an extensive review of data from the West Virginia Alternate Assessment for school year 2016-2017. The purpose of the review was to determine the participation rates of students taking the alternate assessments aligned with alternate academic achievement standards (AA-AAAS).

Longitudinal data reveals a downward trend in the percentage of West Virginia's students participating in the AA-AAAS. See graph below.



The WVDE has been addressing the overage of the one (1) percent state-level participation cap by emphasizing awareness and providing district support and guidance. Since the 2013-2014 school year, the SEA has provided heat maps (see Appendix A) that identify districts in three (3) categories: 1) those at or below one (1) percent participation, 2) those above one (1) percent but below the state participation rate, and 3) those above the state participation rate. Further, the SEA provided each district with their participation percentages per assessment content area, and data describing their current participation percentage and the change in participation number needed to reach the one percent participation rate. The state-level example of data districts will receive may be found in Appendix B.

Additionally, the state has included the West Virginia Alternate Assessment Participation Guidelines as part of the Online Individualized Education Program (IEP) (see Appendix C), and added the definition of students with significant cognitive disabilities to West Virginia Board of Education Policy 2419: Regulations For the Education of Exceptional Students. The state also developed and widely disseminated, to multiple levels of stakeholders, a brochure titled, *Understanding Alternate Diplomas*. This document describes the need, procedures, and frequently asked questions surrounding an alternate diploma (see Appendix D). The participation overage was included on West Virginia's Annual Desk Audit for the 2016-2017 school year, and districts exceeding the one percent state-level participation cap were asked to provide a Improvement Plan to describe how they would ensure that IEP Teams were making appropriate assessment decisions for students.

The table below displays participation rates by subject for the 2016-17 AA-AAAS. Based on these data, the state anticipates exceeding the one percent threshold enacted by the ESSA for school year 2017-2018.

Content Area	Number (#) Participating in Statewide Assessment	Number (#) Participating in Alternate Assessment	Percent (%) Participating in Alternate Assessment
Reading Grades 3-8 and 11	135,874	1,853	1.36
Mathematics Grades 3-8 and 11	135,831	1,855	1.37
Science Grades 5, 8 and 10	57,555	844	1.47
Data source: WVEIS RPTCRD17			

Pursuant to 34 C.F.R. 200.6 (c) (4), the WVDE is seeking a waiver for all subject areas for the 2017-18 school year from the Secretary of the United States Department of Education. Submission of the WVDE waiver request is required 90 days prior to the start of the testing window.

The WVDE sought public comment on its request for a waiver on the number of students participating in the AA-AAAS of the West Virginia Summative Assessment. The WVDE sought public input on the waiver request by posting it on WVDE's website, sharing it on listservs for district assessment coordinators, and district special education directors, and disseminated via e-mail to other advisory groups and partners. The notice was posted for two (2) weeks, the usual amount of time the agency posts such notices for public comment.

During the public comment period the WVDE received 11 comments on behalf of the WV Developmental Disabilities Council and The ARC of West Virginia (see Appendix E).

West Virginia follows the federal participation requirements for assessment and requires all students enrolled in public K-12 schools be assessed with accommodations, without accommodations or with AA-AAAS. The only exception to participation for any student is to receive a medical or extraordinary circumstances non-participation waiver. To date, West Virginia has met or exceeded the federal guidelines set at 95% participation rate for all students, including students with disabilities in the alternate assessment. During the 2016-2017 school year, West Virginia assessed 99% of all students and 98% of special education students in Grades three (3) through eight (8) and eleven (11) (see the WVDE public reporting dashboard, ZOOMWV at <https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp> for more information).

Local district data was reviewed and analyzed. There were 41 of 57 districts that assessed more than one (1) percent of its assessed students with an AA-AAAS during the 2016-2017 school year in ELA and mathematics and 37 of 57 districts that assessed more than one (1) percent of its assessed students with an AA-AAAS during the 2016-2017 school year in science. WVDE has reached out to each district with a participation rate greater than one (1) percent and requested written assurances via district justifications that each IEP Team in the district is following the West Virginia Alternate Assessment Participation Guidelines when making assessment decisions.

To further assist the WVDE with ensuring all students are appropriately assessed, the WVDE met with stakeholders from around the state including district special education directors, teachers, parents, administrators, and central office personnel in order to provide them with information about the ESSA one (1) percent state-level cap on participation in the alternate assessment, and the criteria for obtaining a state waiver (see Appendix F).

The WVDE also shared with stakeholders the statewide processes for:

- Improving the implementation of the West Virginia guidelines for participation in alternate assessment;
- Reviewing the SEA's definition of students with the most significant cognitive disabilities;
- Describing steps the SEA will take in providing appropriate oversight to each district that the state anticipates will assess more than one (1) percent of its assessed students in a given subject in a school year using an alternate assessment;
- Addressing any disproportionality in the percentage of students taking an alternate assessment;
- Developing resources for parents that includes information on West Virginia's Alternate Assessment Participation Guidelines, requirements of the AA-AAAS, and accommodations that enable students to participate in the general assessment to the maximum extent possible; and
- Reporting assessment data publicly.

A training plan will be developed by the WVDE to provide extensive statewide support in the area of professional learning around the alternate assessment. The training will be provided both regionally and to local districts (see Appendix G).

Training will include implementing the requirements set forth in the ESSA, including:

- Using the West Virginia Alternate Assessment Participation Guidelines to make assessment participation decisions.
- Selecting, implementing, and evaluating accessibility features and accommodations from instruction and assessments.
- Differentiating instruction and providing better access to academic content.
- Having high expectations for all students regardless of the category of their disability.
- Understanding implications of student participation in the alternate assessment as it applies to the type of diploma the student earns, as well as the student's postsecondary and career pathway.
- Utilizing the West Virginia Rubric for Determining Student Eligibility for the West Virginia Alternate Assessment for Students with Significant Cognitive Disabilities (see Appendix H).
- Providing oversight to each district that the SEA anticipates exceeding the one (1) percent threshold to ensure only students with the most significant cognitive disabilities take the AA-AAAS.
- Informing and engaging parents in the conversations and decisions around participating in the AA-AAAS
- Addressing any disproportionality in the percentage of students taking an AA-AAAS.

The WVDE will take additional steps to support and provide oversight to each district that exceeds the one (1) percent threshold to ensure that only students with the most significant cognitive disabilities participate in the AA-AAAS. A review of district data on participation rates by content area and subgroup of the alternate assessment will be conducted by the WVDE and provided to local educational agencies (LEAs). Districts that anticipate exceeding the one (1) percent participation rate will be required to provide WVDE with a detailed justification for exceeding that threshold.

Districts with unusual patterns or higher participation rates may require additional examination by the WVDE to determine if there are unique reasons for higher percentages of students participating in the AA-AAAS.

The WVDE monitoring/oversight team will conduct on-site visits or desk monitoring to ensure districts are utilizing the West Virginia Alternate Assessment Participation Guidelines to make appropriate decisions for students who are participating in the AA-AAAS. Data from the monitoring visits will be used to develop targeted content-specific training and support aimed at addressing district needs. For districts that continue to exceed the one percent threshold, more oversight will continue.

The monitoring process will be shared with local districts as part of the universal training plan. As part of the training and monitoring plan, local districts will be required to address disproportionality among subgroups of students participating in the AA-AAAS. Monitoring will begin in the spring of 2018.

Date	District	Date	WVDE
10/9-11	Participate in CASE Conference sessions regarding waiver requirements and state plan	8/3/17 8/10/17	WVDE webinars to address ESSA changes
10/12-12/15	Develop justification of district overage	9/11-15/17 9/22,26,27/17 10/9-11/17	Discuss Alternate Diploma Criteria at regional meetings CASE Conference to address district waiver requirements and state plan
12/15/17	Submit justifications to WVDE	11/3/17-12/15	WVDE review and comment (if needed) on district waiver justifications and post on WVDE website
2017-2018 school year	Participate in targeted, content specific professional learning	1/10/18	Submit waiver to USDOE

To determine if disproportionality among subgroups of students participating in the AA-AAAS of West Virginia's statewide assessments exists, the WVDE used the risk ratio methodology. Data were analyzed to determine risk ratios for the following subgroups: 1) seven (7) race/ethnicity categories, 2) socio-economic status (determined by free or reduced lunch), 3) English Language Learners, 4) homelessness, and 5) gender. The SEA also examined the percentage of each primary exceptionality code participating in the AA-AAAS. These data analysis techniques provide the WVDE the information on student subgroups to focus initiatives on reducing the percentage of students participating in the AA-AAAS.

To determine risk ratios for the subgroups listed above, the WVDE ascertained the risk of each subgroup participating in the 2016-2017 AA-AAAS, compared to the risk of assessed students not in a given subgroup. The risk ratio analysis identified subgroups that are more likely to participate in AA-AAAS. For example, a risk ratio of 1.0 represents an equal likelihood of participation in the AA-AAAS between students in a particular subgroup and students not in that subgroup. Moreover, a risk ratio of 2.0 indicates students in a subgroup are twice as likely to participate in the AA-AAAS as students not in that subgroup. Any risk ratio above 1.0 indicates disproportionality; the higher the risk ratio, the greater the degree of disproportionality. The risk ratio method is the same analysis used by the WVDE in determining disproportionate representations for Indicators 9 and 10 in its State Performance Plan/Annual Performance Report.

Seen in the table below, the risk ratio analysis identified disproportionality in four (4) subgroups: Black/African American, Low-SES, Homeless, and Male. Note the use of two (2) measures for Low-SES. The first measure uses data from both direct certification for free or reduced lunch and schools participating in the USDAs Community Eligibility Provision (CEP);

the CEP designates schools with a high population of Low-SES as 100% Low-SES. This measure overestimates Low-SES status. The second measure uses direct certification for free or reduced lunch only; this measure underestimates Low-SES status.

Disproportionality by Sub-Groups of Students Participating in the WV Alternate Summative Assessment: SY 2017

Sub-group	ELA (Grades 3-8 & 11)	Math (Grades 3-8 & 11)	Science (Grades 5, 8, and 10)
White	0.96	0.96	0.87
Black/African American	1.42	1.42	1.47
Hispanic	0.88	0.88	0.88
Asian	0.82	0.82	0.85
American Indian/Alaskan Native	0.51	0.51	0.00
Pacific Islander	0.00	0.00	0.00
Multiple races	0.68	0.67	0.87
Low-SES (CEP)	2.38	2.39	2.17
Low-SES (Direct certification)	1.37	1.37	1.33
English Language Learners	0.43	0.43	0.51
Homeless	2.04	2.03	2.05
Male	1.73	1.73	1.70
Female	0.58	0.58	0.55

Note: Low-SES may be calculated using two separate measures: 1) Data that include both direct certification for free or reduced lunch and schools designated at 100% Low-SES in accordance with USDAs Community Eligibility Provision (CEP), and 2) Data representing free or reduced lunch eligibility through direct certification. Inclusion of CEP schools overestimates Low-SES status while relying on direct certification only underestimates Low-SES status. Data source: WVEIS RPTCRD17

The WVDE believes the one (1) percent state-level cap on participation on an AA-AAAS will act to reduce the percentage of West Virginia students participating in the AA-AAAS. The plan includes:

- Identifying districts with more than one (1) percent of its students taking the AA-AAAS;
- Providing training and technical assistance to districts to ensure appropriate decisions for participation in the AA-AAAS are made by IEP Teams;
- Identifying districts with subgroups that disproportionately participate in the AA-AAAS; and,
- Monitoring districts with more than one percent of their students participating in the AA-AAAS.

Please contact Patricia Homberg at phomberg@k12.wv.us or via phone at (304) 558-2696 to discuss the content of this waiver request or to get any questions addressed. We look forward to working with United States Department of Education staff to achieve a positive response to the request.

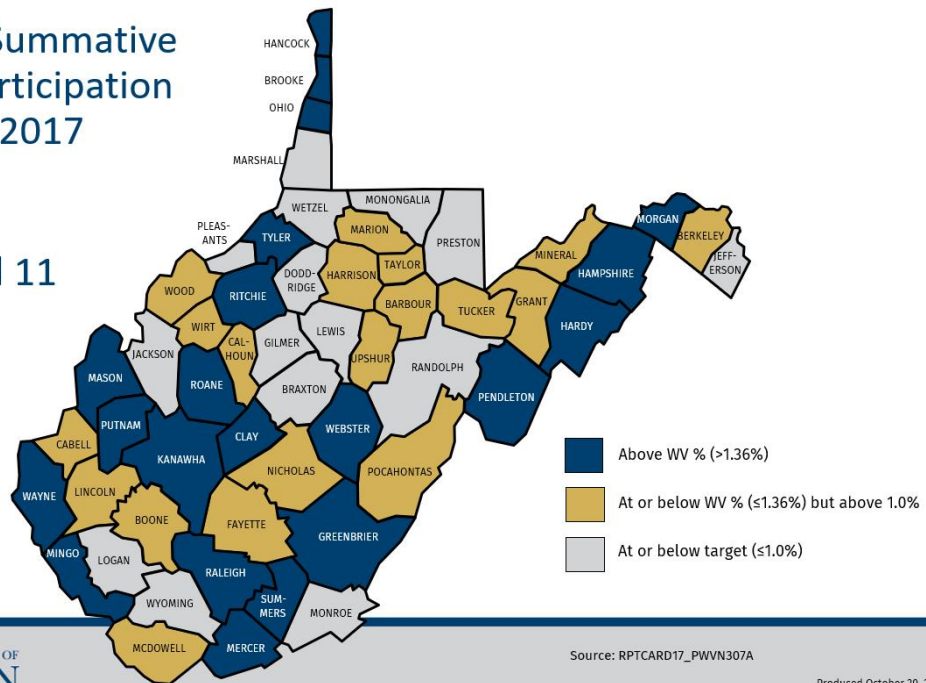
Appendix A.

AA-AAAS Participation Heat Maps

WV Alternate Summative Assessment Participation Percent (%) SY 2017

ELA
Grades 3-8 and 11

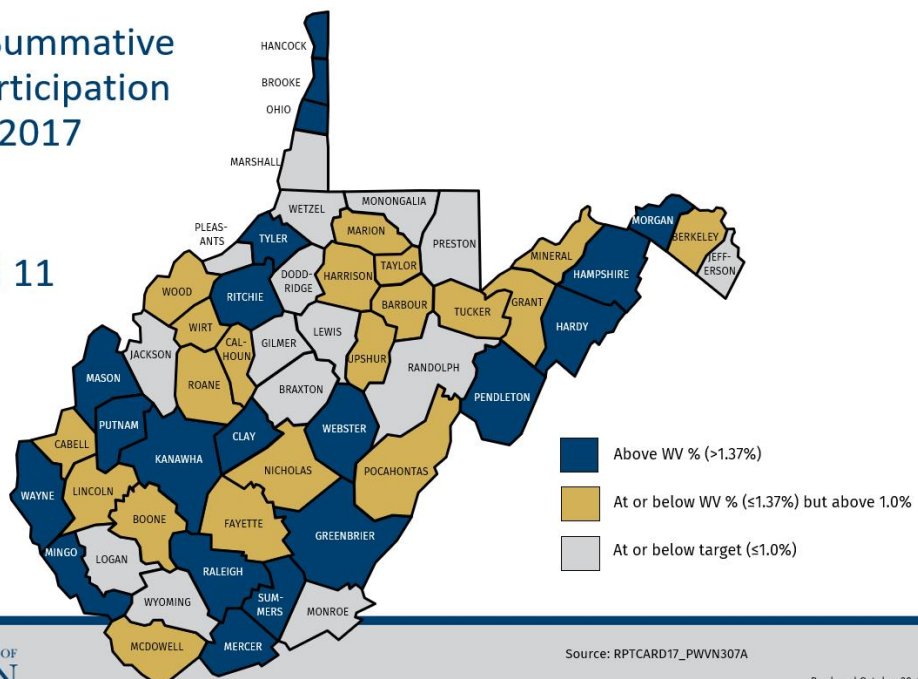
WV% = 1.36
(Target % = 1.0)



WV Alternate Summative Assessment Participation Percent (%) SY 2017

Mathematics
Grades 3-8 and 11

WV% = 1.37
(Target % = 1.0)



Science Grades 5, 8, and 10

Summative Participation 2017

d 10

Legend:

- Above WV % (>1.47%)
- At or below WV % (≤1.47%) but above 1.0%
- At or below target (≤1.0%)

Source: RPTCARD17_PWVN307A

Appendix B.

AA-AAAS 2017 Participation Data (State level example)

WV 2017 Alternate Summative Assessment (ASA) Participation Percent (%) by Content Area

Math	ELA	Science
1.37	1.36	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Data source: WVEIS RPTCRD17

WV ASA Participation Percent (%) by Year and Content Area

Year	Math %	ELA/RLA %
2014	1.43	1.43
2015	1.43	1.43
2016	1.40	1.40
2017	1.37	1.36

2014 WESTEST2 Alternate Performance Task Assessment (APTA) tested grades 3-8 and 11, 2015 and 2016 WV Alternate Summative Assessment (ASA) tested grades 3-11, and 2017 WV ASA tested grades 3-8 and 11. Data sources: WVEIS report card file 307A for each assessment year

WV 2017 ASA Participation Count (#) and Percent (%) by Grade and Content Area

Grade	Math #	Math %	ELA #	ELA %	Science #	Science %
3 rd	245	1.22	245	1.22	-	-
4 th	247	1.23	247	1.23	-	-
5 th	260	1.34	259	1.34	256	1.32
6 th	263	1.34	264	1.34	-	-
7 th	287	1.45	285	1.43	-	-
8 th	307	1.58	307	1.58	305	1.57
10 th	-	-	-	-	283	1.51
11 th	246	1.43	246	1.42	-	-
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Data source: WVEIS RPTCRD17

To reach 1% participation in the WV Alternate Summative Assessment:

Content Area	Current participation percent (%)	Current participation number (#)	Participation number (#) needed to reach 1.0%*	Change in participation number (+/-) to reach 1.0%*
ELA	1.36	1853	1359	-494
Math	1.37	1855	1358	-497
Science	1.47	844	576	-268

*Results for the participation number needed to reach 1% and the change in participation number to reach 1.0% are calculated with the assumption that the total number of students tested remain constant. **Change in participation numbers are rounded to nearest whole number.** Data source: WVEIS RPTCRD17

WV 2017 ASA Participation Count (#) and Percent (%) by Gender and Content Area

Gender	Math #	Math %	ELA #	ELA %	Science #	Science %
Female	652	0.99	652	0.99	301	1.08
Male	1203	1.72	1201	1.71	543	1.83
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Data source: WVEIS RPTCRD17

WV 2017 ASA Participation Count (#) and Percent (%) by Low-SES and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
Low-SES (CEP)	1683	1.54	1681	1.54	744	1.67
Low-SES (Direct Cert.)	717	1.68	716	1.68	303	1.78
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Low-SES may be calculated using two separate measures: 1) Data that include both direct certification for free or reduced lunch and schools designated at 100% Low-SES in accordance with USDAs Community Eligibility Provision (CEP), and 2) Data representing free or reduced lunch eligibility through direct certification. Inclusion of CEP schools overestimates Low-SES status while relying on direct certification only underestimates Low-SES status. Data source: WVEIS RPTCRD17

WV 2017 ASA Participation Count (#) and Percent (%) by English Language Learner (ELL) Status and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
ELL	<10	0.54	<10	0.54	<10	0.68
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Data source: WVEIS RPTCRD17

WV 2017 ASA Participation Count (#) and Percent (%) by Homeless Status and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
Homeless	107	2.69	107	2.69	44	2.93
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Homeless status = homeless anytime throughout 2016-2017 school year. Data source: WVEIS RPTCRD17

WV 2017 ASA Participation Count (#) and Percent (%) by Race/Ethnicity and Content Area

Race/ethnicity	Math #	Math %	ELA #	ELA %	Science #	Science %
Asian	10	1.12	10	1.11	<10	<1.30
Black/African American	112	1.91	112	1.90	56	2.16
Hispanic	28	1.20	28	1.20	12	1.31
American Indian/Alaskan	<10	<1.00	<10	<1.00	0	0.00
Multi-Racial	36	0.93	36	0.93	18	1.30
Pacific Islander	0	0.00	0	0.00	0	0.00
White	1668	1.36	1666	1.36	753	1.47
Total	1855	1.37	1853	1.36	844	1.47

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Cell size counts below 10 (<10) have been suppressed. Data source: WVEIS RPTCRD17

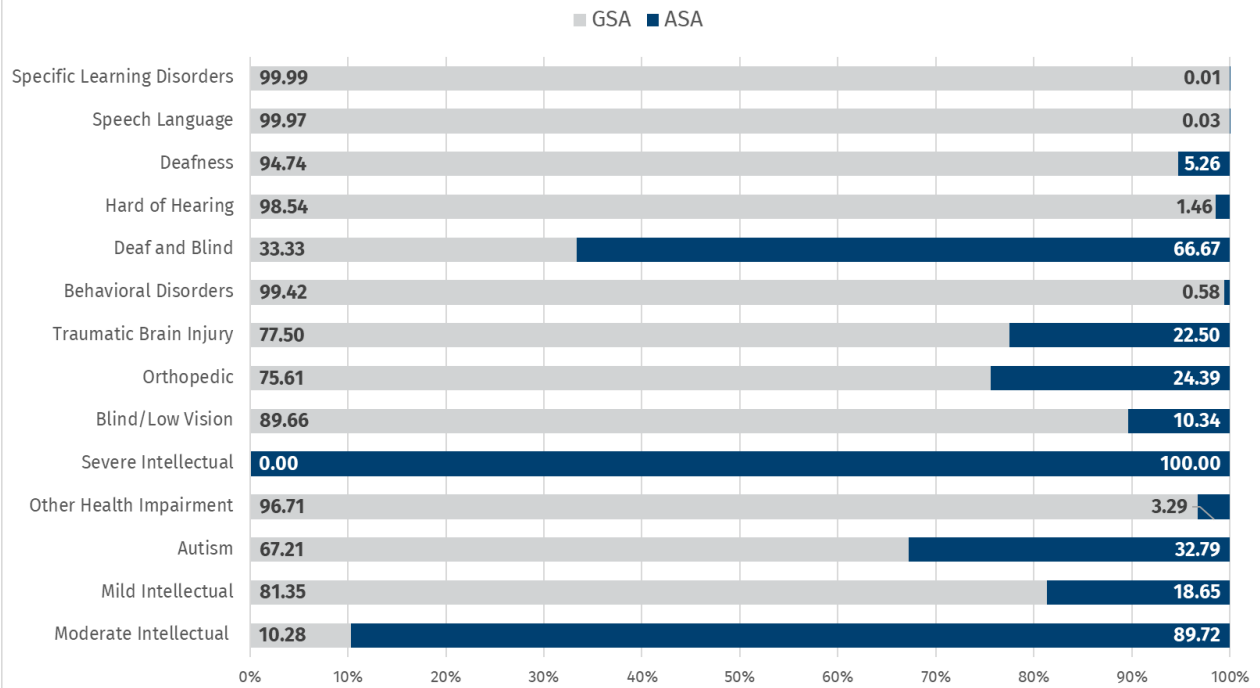
WV 2017 ASA Participation Count (#) and Percent (%) by Primary Exceptionality and Content Area

Exceptionality	Math #	Math %	ELA #	ELA %	Science #	Science %
AU – Autism	401	32.79	402	32.71	180	36.29
BD – Behavioral Disorders	<10	<0.75	<10	<0.75	0	0.00
CD – Speech Language	<10	<0.50	<10	<0.50	<10	<0.50
DB – Deaf and Blind	<10	<70.00	<10	<60.00	<10	<45.00
DF – Deafness	<10	<6.00	<10	<6.00	0	0.00
HI – Hard of Hearing	<10	<2.00	<10	<2.00	<10	<3.00
LD – Specific Learning Disorders	<10	<0.50	<10	<0.50	0	0.00
MD – Moderate Intellectual	576	89.72	575	89.70	268	91.10
MM – Mild Intellectual	575	18.65	573	18.58	254	19.61
MS – Severe Intellectual	112	100.00	112	100.00	52	100.00
OH – Other Health Impairment	136	3.29	136	3.29	64	3.43
PH – Orthopedic	10	24.39	10	24.39	<10	<30.00
TB – Traumatic brain injury	<10	<25.00	<10	<25.00	<10	<20.00
VI – Blind / Low vision	12	10.34	12	10.34	<10	<15.00
Unspecified	<10	<0.50	<10	<0.50	<10	<0.50

Percent = percentage of students with a given primary exceptionality code participating in the ASA.

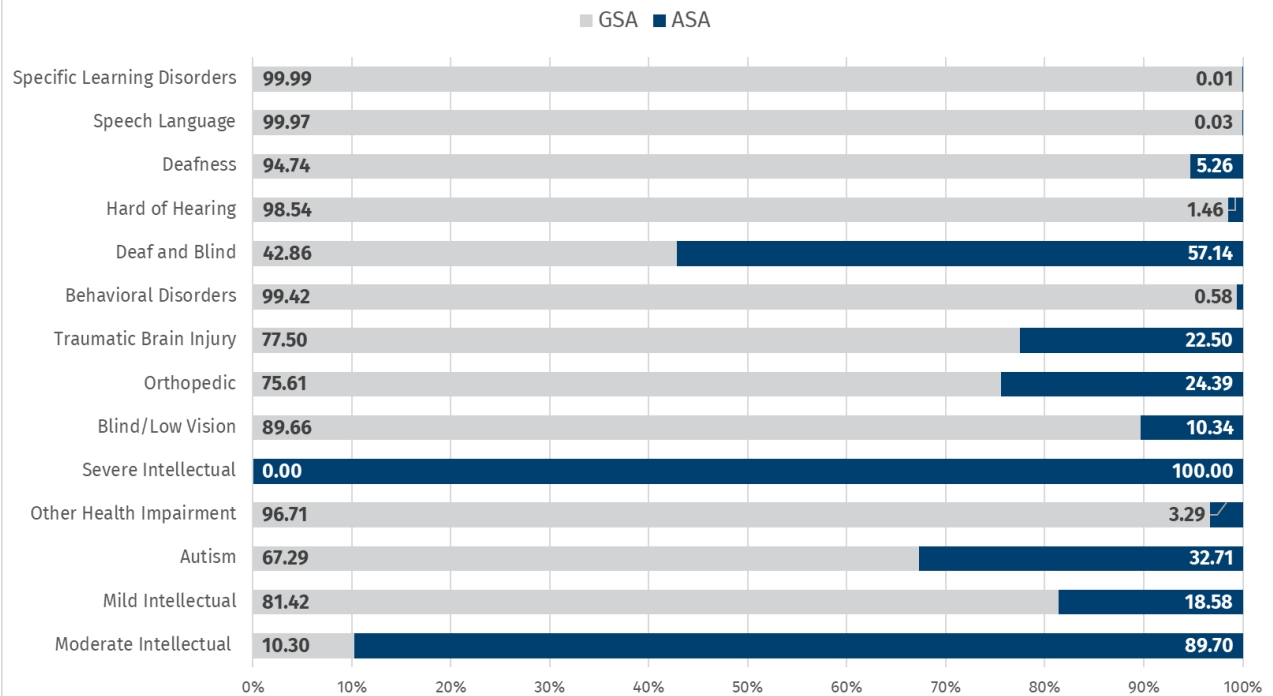
Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 10. Cell size counts below 10 (<10) have been suppressed. Data source: WVEIS RPTCRD17

Math: 2017 WV Participation by Assessment Type and Primary Exceptionality



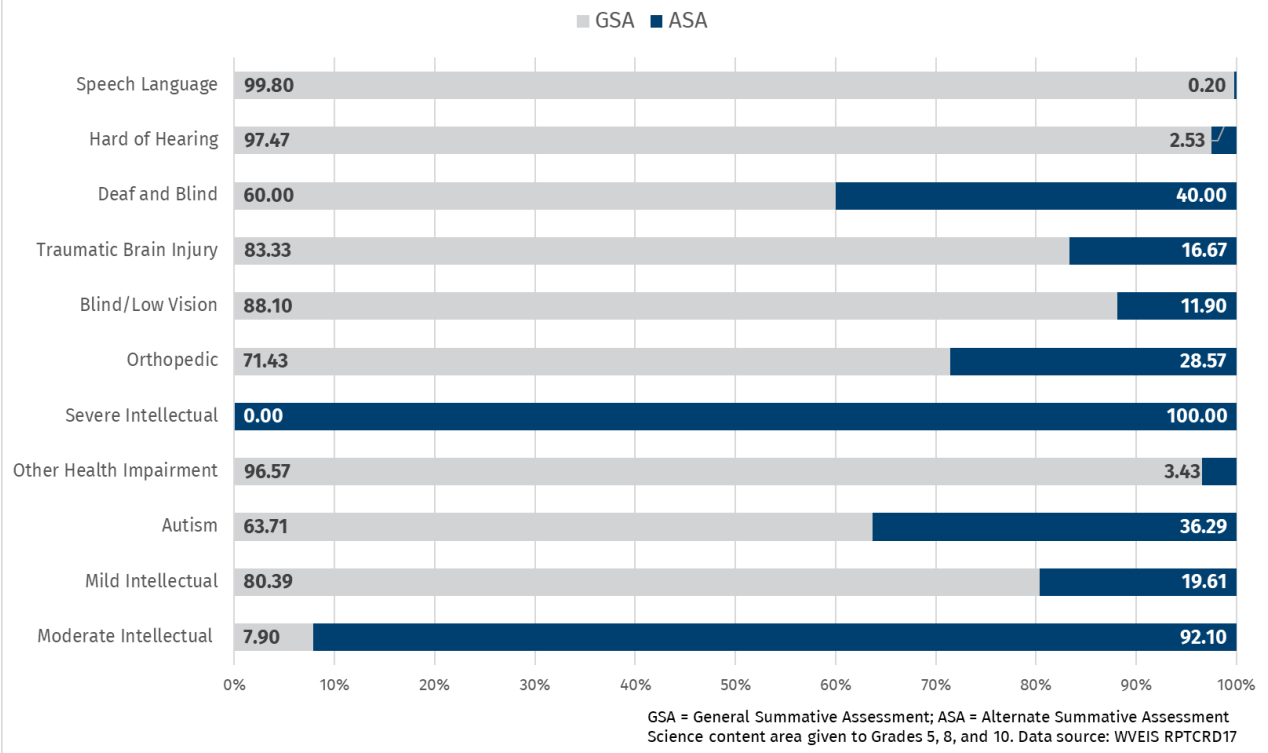
GSA = General Summative Assessment; ASA = Alternate Summative Assessment
Math content area given to Grades 3-8 and 11. Data source: WVEIS RPTCRD17

ELA: 2017 WV Participation by Assessment Type and Primary Exceptionality



GSA = General Summative Assessment; ASA = Alternate Summative Assessment
ELA content area given to Grades 3-8 and 11. Data source: WVEIS RPTCRD17

Science: 2017 WV Participation by Assessment Type and Primary Exceptionality



Appendix C.

West Virginia Alternate Assessment Participation Guidelines

Eligibility criteria for Alternate Assessment

Students with significant cognitive disabilities whose performance cannot be adequately assessed through the general summative assessment even with accommodations may be considered for alternate assessment. Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact, intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains. Eligibility for participation requires that the student have a current IEP and multidisciplinary evaluation and educational performance data that supports the decision for an alternate assessment.

Alternate Assessment Participation Criteria	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each criterion
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is primarily being instructed (or taught) using the Next Generation Alternate Academic Achievement Standards as content standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Next Generation Alternate Academic Achievement Standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The following are not allowable (or acceptable) considerations for determining participation in the alternate assessment.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Appendix D.

Understanding Alternate Diplomas

This brochure has been developed to assist the Individualized Education Program (IEP) Team to determine the type of diploma for which a student is eligible.



Additional information related to special education can be found by visiting the WVDE Office of Special Education website at <http://wvde.state.wv.us/osp>



West Virginia DEPARTMENT OF
EDUCATION
Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools

UNDERSTANDING ALTERNATE DIPLOMAS

*What teachers, parents and
students need to know.*

West Virginia Department of Education

Office of Special Education

Need for an Alternate Diploma:

Policy 2510: Assuring the Quality of Education: Regulations for Education Programs states that county boards of education shall award a high school diploma to every student who completes the standard graduation requirements. An eligible student with disabilities who has been determined by an Individualized Education Plan (IEP) Team to be unable, even with extended learning opportunities and significant instructional modifications to meet state and county standard graduation requirements may receive an alternate diploma.

Students who meet the criteria for the Alternate Assessment based on Alternate Academic Achievement Standards are presumed to be pursuing an alternate diploma. Eligible students for an alternate diploma are those who have been determined by an IEP Team to be unable, even with extended learning opportunities and significant instructional modifications, to meet state and county standard graduation requirements.

IEP Team Decision

As stated in Policy 2419: Regulations for the Education of Students with Exceptionalities, beginning with the first IEP to be in effect when a student is sixteen years old (or sooner at the discretion of the IEP team), the IEP team must address postsecondary goals including the type of diploma the student will be working toward. Every effort must be made to include both the parents and the student in this meeting as its primary purpose is to plan the student's postsecondary program.

IEP Team Procedures

The IEP team must carefully review the most recent summative and formative assessment data on the student. In addition, they must look at the student's past history and future expectations on the West Virginia Summative Assessment.

Based upon the review of the data, the IEP Team must carefully consider the following questions:

1. Is the student capable of attaining the West Virginia College- and Career-Readiness Standards?
 - If yes, the student is eligible for a standard diploma.
 - If no, proceed to next question.
2. Is the student capable of attaining the West Virginia College- and Career-Readiness Standards with instructional modifications and accommodations (pre-teach, re-teach, specialized instructional strategies, differentiated instruction, co-teaching, instructional technology, etc.)?
 - If yes, the student is eligible for a standard diploma.
 - If no, proceed to next question.
3. Does the student have significant impairment of cognitive abilities and adaptive skills that may require instruction in the Alternate Academic Achievement Standards?
 - If yes, the student is eligible for an alternate diploma.
 - If no, the IEP Team needs to reconsider Question 2 and revise the IEP to better meet the needs of the student.

The determination of the student's eligibility for an alternate or standard diploma and the student's progress toward this goal is to be reviewed annually by the IEP Team.

Frequently Asked Questions

Q: Does the United States Military accept students who have earned an alternate diploma?

A: An applicant who possesses a local or state-issued diploma on the basis of an attendance credential (non-standard diploma) is not to be considered a Tier I high school graduate in the Navy, Army, Air Force, Coast Guard Marine Corps. Well over 90% of enlistees are Tier I so this greatly reduces the chances of enlistment in these branches. It is important to note that the eligibility requirements may change due to the needs of the United States Department of Defense so students and their parents should check with recruiters to determine if an alternate diploma is currently being accepted. It is also important to note that ALL branches of the military require a minimum score of 50 on the Armed Forces Qualifying Test (AFQT).

Q: Can a student with an alternate diploma be accepted into a college?

A: Most four year universities do not accept an alternate diploma. A limited number of remedial level community college courses are available to students with an alternate diploma; however they are not applicable towards the completion of a degree.

Q: Are students who receive an alternate diploma eligible for federal or state financial aid at a postsecondary institution?

A: Students who receive an alternate diploma are not eligible for federal financial aid. Limited state and private financial aid and scholarships might be available.

Q: Can a student earning an alternate diploma participate in the high school graduation ceremony?

A: Students with disabilities receiving alternate diplomas shall be allowed to participate in graduation ceremonies with their same grade classmates and continue with special education eligibility services.

Q: Can a student working toward an alternate diploma continue public education to age 21?

A: A student with an IEP who is working on an alternate diploma remains entitled to a Free Appropriate Public Education (FAPE) through the age of 21.

Appendix E.

**Waiver Submission of the 1% State-level Cap
Alternate Assessment-Alternate Academic Achievement Standards Participation
Comment Log
12/1/17**

Key:

<u>Action</u>	<u>Type</u>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	o Neutral

Date	Individual/ Organization	Comments	Action/Type	Rationale
12/1/17	Christy Black-WV Developmental Disabilities Council Christy Smith- The ARC of WV	The Council requests that the WVDE describe how waiving the one percent cap will advance students' academic achievements as required under ESSA.	N/o	<i>It is not the intention of the WVDE that waiving the 1% participation cap will advance students' academic achievements. The WVDE is requesting a waiver to the State-level cap because our current data indicates that many districts in our state anticipate exceeding the cap. The waiver submission includes a plan to address overage and disproportionality. The WVDE expects to decrease the number of students participating in the alternate assessment as a result of efforts to properly identify students that would benefit from an alternate assessment.</i>
12/1/17	Christy Black-WV Developmental Disabilities Council	The WV Developmental Disabilities Council suggests that the waiver request should also include the following statement: the identification of a student as	A/o	<i>The WVDE waiver request addresses these items within the Participation Guidelines (appendix C). IEP Teams are required to complete the participation guidelines and discuss with team members the implications of a</i>

	Christy Smith- The ARC of WV	having a particular disability as defined in IDEA shall not determine whether or not a student is a student with the most significant cognitive disability; and students shall not be defined as having the most significant cognitive disabilities based solely on previous low academic achievement, the need for accommodations to participate in general State or districtwide assessments, or IQ scores.		<i>student being assessed on the alternate assessment (Alternate Diploma Brochure/appendix D).</i>
12/1/17	Christy Black- WV Developmental Disabilities Council Christy Smith- The ARC of WV	The Council appreciates the Rubric for Determining Student Eligibility in assisting IEP teams to determine eligibility. However, the Council suggests a statement should be added under the demographics and bolded stating the following: <u><i>This is a guide, and does not solely determine the eligibility for the alternate assessment; and Eligibility is determined by the IEP team.</i></u>	A/+	<i>This statement has been added to the Note section of the Rubric for Determining Student Eligibility (appendix H).</i>
12/1/17	Christy Black- WV Developmental Disabilities Council	The Council suggests a statement should be added to the rubric stating: <u><i>The IEP team discussed the implications of taking the alternate assessment. Taking the alternate</i></u>	NA/o	

	Christy Smith- The ARC of WV	<u>assessment does not preclude a student from attempting to complete the requirements for a regular high school diploma.</u>		
12/1/17	Christy Black-WV Developmental Disabilities Council Christy Smith- The ARC of WV	The Council recommends that data per each school be reported publicly. This could assist to motivate non-compliant schools to get under the one percent cap.	A/o	<i>The WVDE publicly reports all assessment data. See the WVDE public reporting dashboard, ZOOMWV at https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp Furthermore, the waiver request specifies that each district that anticipates exceeding the 1% State-level cap for the 2017-2018 school year will submit a justification to the WVDE which will be made publicly available on the WVDE/OSP website. Each district's justification will include the percentage of students that took the alternate assessment during the 2016-2017 school year by content area, as well as how many students they anticipate will participate in the AA-AAAS by content area for the 2017-2018 school year.</i>
12/1/17	Christy Black-WV Developmental Disabilities Council Christy Smith- The ARC of WV	The waiver request states that WVDE has shared their processes with stakeholders. The Council suggests the names of those stakeholders should be listed in the waiver request.	A/o	<i>The WVDE has included a list of stakeholders (appendix F).</i>
12/1/17	Christy Black-WV Developmental	The Council appreciates that the WVDE will take additional steps to support and provide oversight to each district that exceeds the one percent threshold to ensure that	N/o	<i>The WVDE OSE has been formally sharing with districts the importance of appropriately identifying students for the alternate assessment since 2014. Since that time WV participation numbers have steadily decreased, and districts are taking measures to</i>

	<p>Disabilities Council</p> <p>Christy Smith- The ARC of WV</p>	<p>only students with the most significant cognitive disabilities participate in the AA-AAAS. However, <u>the waiver request should be more specific about how often, and when the WVDE monitoring/oversight team will conduct on-site visits or desk monitoring to ensure the WVDE is providing sufficient training, and that districts are utilizing the Alternate Assessment Participation Guidelines to make appropriate decisions for students who participate in the alternate assessment.</u></p>		<p>ensure that IEP Teams are utilizing the Alternate Assessment Participation Guidelines. 2016-2017 was the first year that alternate assessment participation was included as an indicator on our Annual Desk Audit. Schools that exceeded the 1% cap were required to submit to the WVDE an Improvement Plan that identified steps the district would take to meet the participation threshold. The waiver submission indicates that additional oversight and monitoring of districts that exceed the 1% threshold would begin in the spring of 2018. At this time, we do not have specific dates for training, but anticipate district training to continue until the state reaches the 1% State-level cap (see Appendix G).</p>
12/1/17	<p>Christy Black-WV Developmental Disabilities Council</p> <p>Christy Smith- The ARC of WV</p>	<p>The Council appreciates some details of the plan, however, the plan lacks a timeline to show when the districts will be in compliance with the requirement.</p>	NA/o	<p>The USDOE states that the waiver request is for one year. After one year if the state has not met the 1% participation cap, the state must provide evidence of the progress it is making towards meeting the State-level cap.</p>
12/1/17	<p>Christy Black-WV Developmental Disabilities Council</p>	<p>The waiver request lacks discussion of the principles of universal instructional design and implementation for learning in AA-Council</p>	NA/-	<p>UDL would be a training topic provided to districts to support student's instruction and assessment.</p>

	Christy Smith- The ARC of WV	AAAS, and should be incorporated into the waiver request.		
12/1/17	Christy Black- WV Developmental Disabilities Council Christy Smith- The ARC of WV	The WVDE should include in this waiver request <u>how it will develop and disseminate relevant information and promote the use of appropriate accommodations to ensure that students with significant intellectual disabilities who do not meet the definition of students with the “most” significant intellectual disabilities participate in the general assessment.</u>	NA/-	<i>The waiver submission addresses training that will be provided to the districts. Training topics include selecting, implementing and evaluating accessibility features and accommodations for instruction and assessments (appendix G).</i>
12/1/17	Christy Black- WV Developmental Disabilities Council Christy Smith- The ARC of WV	The Council is very concerned that in Appendix D has a statement that says, “Students who meet the criteria for the Alternate Assessment based on Alternate Academic Achievement Standards are presumed to be pursuing an alternate diploma.”	N/o	The Guidelines for Participation in West Virginia State Assessments 2016-2017 states that “All implications of assessment decisions must be carefully explained to the parent and the student, including that the student will graduate with an alternate diploma”.

Appendix F.

Stakeholders

West Virginia Council for Administrators of Special Education (CASE) Conference March 2-3, 2017	
Connie Adkins, Evaluator	Logan County
Jenna Alley, Special Education Specialist	Monongalia County
Jill Bachinski, Special education Director	Brooke County
Christina Bailey, Special Education Director	Braxton County
Amanda Bailey, Coordinator	Harrison County
Tiffany Barnett, Special Education Director	Monongalia County
Greg R. Bartlett, Special Education Director	RESA 1
Lynn Bayle, Director	Mercer County
Susan Beck, Assistant Director	WVDE/Office of Special Education (OSE)
Jeannie Bennett, Chief Operational Office for Student Services	Calhoun County
Amy Berner, Coordinator	WVDE/OSE
Angela Betonte, Liaison	Marion County
Deborah Bever, Director	Ritchie County
Winona Beverly, Diagnostician/Case manager	Mingo County
Pam Bishop, Coordinator of Preschool	Wyoming County
Patty Blake, GRADUATION 20/20 RS ³	RESA 3
Ruth Bland, Director	Pocahontas County
Josi Boukhemis, IEP Compliance Specialist	Monongalia County
Tonji Bowen, Supervisor/Specialist	Wayne County
Lee Ann Brammer, Coordinator	WVDE/OSE
Teresa Brown, Coordinator	WVDE/Office of Federal Programs (OFP)
Jeremy Brunty, Coordinator	WVDE/OFP
Tracy Burch, Compliance Specialist	Cabell County
Amy Carlson, Coordinator	WVDE/OSE
Lorraine Ciambotti Elswick, Coordinator	WVDE/OFP
Nancy Cline, Coordinator	WVDE/Office of Leadership and Continuous Improvement (OLCI)
Lisa Cunningham, Director	Jackson County
Cynthia Cutlip, Transition Specialist	Harrison County
Channing Daniels, School Psychologist	Mingo County
Sandy Davis, Coordinator	Monongalia County
Gia Deasy, Special Education Director	Marion County
Rick Deuell, Special Education Director	Berkeley County
Renee Ecckles-Hardy, Coordinator	WVDE/OSE
Christina Ellis, Special Education Supervisor	Fayette County
Dawn Embrey-King, Coordinator	WVDE/OSE

Teresa Epperley, Curriculum Specialist	RESA 1
Tonya Eve, Education Curriculum Coordinator	Harrison County
Wesley Ezell, Special Education Director	Doddridge County
Michael Ferguson, Special Education Director	Barbour County
Melissa Figiloli, Special Education Director	Brooke County
Vic Fisher, Supervisor	Harrison County
Cindy Fitzwater, Director of Pupil Services	Jefferson County
Bettina Freeman, Supervisor	Cabell County
Amy Gallagher, Special Education Liaison	Marion County
Jessica George, Special Education Director	RESA 2
Christopher Good, Principal	Office of Diversion and Transition Programs (ODTP)
Andrew Guthrie, GRADUATION 20/20 Regional School Support Specialist (RS ³)	RESA 8
Melissa Hager	Legal Aide WV
Shelby Haines, Special Education Director	Marshall County
Nancy Hanna, Superintendent/Director of Federal Programs	Greenbrier County
Debra Harless, Coordinator	WVDE/OSE
Jackie Harris, GRADUATION 20/20 RS ³	RESA 5
Jewel Hawks, Curriculum Specialist	McDowell County
Angela Hayes, Psychologist	Monongalia County
Lisa Heinbaugh, GRADUATION 20/20 RS ³	RESA 7
Kristie Hershman, IEP Compliance Specialist	Monongalia County
Matt Hicks, Coordinator	WVDE/OFPP
Lesa Hines, Special Education Director	RESA 7
Michelle Hogan, GRADUATION 20/20 RS ³	RESA 6
Pat Homberg, Executive Director	WVDE/OSE
Holly Honeycutt, IEP Compliance Specialist	Monongalia County
Kelli House, Director (Support)	Berkeley County
Ginger Huffman, Coordinator	WVDE/OSE
Jared Hughes, Coordinator	WVDE/ODTP
Pamela Hypes, Education Diagnostic Specialist	Wyoming County
Marsha Jarrell, GRADUATION 20/20 RS ³	RESA 2
Diana Sargent Jarrell, IEP Compliance Specialist	Cabell County
Emily Karnes, Assistant Director	Mercer County
Kim Kehrer, Special Education Director	Pleasants County
Eric King, Psychologist	McDowell County
Rebecca King, Coordinator	WVDE/OSE
Mary Knapp, Special Education Director	Boone County
Michael Knighton, Coordinator	WVDE/OSE
Linda Knott, Director of Student Services	Summers County

Brenda Lamkin, Director	WV Parent Training and Information
Sara Lee, Special Education Director	RESA 4
John Lehw, Special Education Director	Mason County
Rikki Lowe, Special Education Director	Lincoln County
Conrae Lucas	Marshall University
Kathryn Lunsford, Education Compliance Specialist	Cabell County
Cynthia Machmer, Special Education Compliance Specialist	Cabell County
Daryle Maher, Coordinator	Harrison County
Jo Malcom, RS ³	RESA 4
Jana Miller, Special Education Director	Preston County
Melissa Mobley, Supervisor	Cabell County
Sara Morris, Coordinator	Raleigh County
Lisa Mustain, Special Education Director	Monroe County
Bev Nichols, Director of Exceptional Students	Clay County
Stephanie Oberly, Psychologist	Monongalia County
Stacey Oliver, PreK-K Liaison	Marion County
Sheila Paitzel, Assistant Director	WVDE/OFP
Linda Palenchar, Special Education Director	Fayette County
Joe Paolo, Special Education Director	RESA 6
Jason Pauley, Assistant Principal	Berkeley County
Kim Pauley, Transition Specialist/Diagnostician	Wayne County
Stephen Peach	Berkeley County
Kathern Pellegrin, IEP Specialist	Marion County
Leah Perry, Special Education Director	Logan County
Carmen Perry, Reading Interventionist Specialist	Wayne County
Sandy Pinson, Diagnostician/Casemanager	Mingo County
Kate Porter, Assistant Superintendent	Kanawha County
Annette Pratt, Director of Exceptional Education	Putman County
Allison Pyle, Special Education Director	Webster County
Stephanie Richards, Lead Therapist	Harrison County
Sandy Richardson, Psychologist	Logan County
Terry Riley, Coordinator	WVDE/OSE
Aaron Riley, Coordinator	WVDE/OSE
Reba Robinson, GRADUATION 20/20 RS ³	RESA 4
Mike Rogers, IEP Compliance Specialist	Monongalia County
Gina Romme, IEP Specialist	Monongalia County
Beth Sager, Director of Student Support Services	Hardy County
Erica Sauer, Special Education Director	Hancock County
Allen Sexton, Special Education Director	Raleigh County
Denise Shipley, Behavior Specialist	Marion County
Kathy Sibbett, Special Education Director	Nicholas County

Carol Sigmon, Evaluator	Logan County
David Simanski, Special Education Director	Hampshire County
Donna Simmons, Director	Randolph County
Samantha Skeen, Special Education Coordinator	Jackson County
Melissa Smouse, Student Services Director	Grant County
Christine Snuffer, Education Diagnostic Specialist	Wyoming County
Patricia (Gwyn) Staton, Special Education Specialist	Raleigh County
Suzanne Stevens, Supervisor Secondary Special Education	Cabell County
Amber Stohr, Coordinator	WVDE
Leah Stout, Special Education Director	Ohio County
MaryAnne Sullivan-Scott, Coordinator	RESA 8
Deena Swain, Special Education Director	RESA 5
Toni Toothman, Special Services Liaison	Marion County
Michele Tost, Coordinator	Berkeley County
Angela Trader, Curriculum Specialist	Wayne County
Kathy Tucker	Concord University
Danielle Uglik, Special Education Specialist	Monongalia County
Janet Varney, Special Education Director	Mingo County
Karen Veasy, Special Education Director	Cabell County
Suzanne Viski, Director of Special Services	Taylor County
Stephen Walls, Director of Special Services	Wyoming County
Melinda Walton, Special Education Director	Tyler County
Sherry Webb, Director of Special Programs	Wayne County
Doris Weekley, Technical & Professional Development Support Specialist	Calhoun County
Sue Weir, Specialist Coordinator/FIEP	Webster County
Diana Whitlock, Coordinator	WVDE/OSE
Carol Williams, Special Education	Lewis County
Dwight Williams, Special Education Director	Mineral County
Shannon Wykle, Elementary Special Education Specialist	Greenbrier County
Brenda Yohn, Preschool Integration Specialist	Monongalia County
Lydia Young, Assistant Director	Nicholas County

West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) Spring 2017 Meeting	
Susan White	Executive Director, WVACEEC
Pat Homberg	Executive Director, WVDE OSE
John Milliman	WV Schools for the Deaf & Blind
Jeff McCroskey	Community Access Provider
Kathy Stonemark	Parent
Brenda Lamkin	Director, WV Parent Training and Information

Conrae Lucas	Marshall University
Rebecca Derenge	Coordinator, WVDE
Dr. Vince Schmidt	Superintendent of WV Catholic Schools
Ashley Mann	Parent/Gifted Educator
Michelle Norweck	Parent
Kelly Miller	Parent

Appendix G.

Timeline

Timeline	Topic	Training Type
February- November 2017	Inform and engage parents in conversations and decisions around participation in the AA-AAAS	Stakeholder group training: <ul style="list-style-type: none"> • PERCS • WV Advisory Council for the Education of Exceptional Children • Developmental Disabilities Council • WV Parent Training and Information
August- November 2017	Improving WV Guidelines for Participation Utilization of the WV Rubric for Determining Student Eligibility for AA-AAAS	Webinar Eight Regional Presentations CASE Conference Webinar
January- February 2018	Inform districts and describe steps the SEA will take in providing appropriate oversight to each district that the state anticipates will assess more than one (1) percent of its assessed students in a given subject in a school year using an alternate assessment: <ul style="list-style-type: none"> • Identify the top ten districts with the highest participation overages. • Examine and respond to district improvement plans and justifications. • Provide follow-up and guidance to improvement plans and justifications. 	WVDE OSE listserv Webinar
Spring/Summer 2018	Selecting, implementing, and evaluating accessibility features and accommodations from instruction and assessments	North/South Training Regional Training WV Summit for Educational Excellence
Spring/Summer 2018	Universal Design for Learning (UDL) and Differenced Instruction (DI) training to providing better access to academic content and assessment	North/South Training Regional Training WV Summit for Educational Excellence
Spring/Summer 2018	Alternate Academic Achievement Standards implementation Standards-based IEP and high expectations	North/South Training Regional Training WV Summit for Educational Excellence
Spring/Summer 2018	Addressing disproportionality	North/South Training Regional Training WV Summit for Educational Excellence

Appendix H.

Rubric for Determining Student Eligibility for the WV Alternate Assessment for Students with Significant Cognitive Disabilities

Student Full Name _____	Date _____
School _____	Date of Birth _____
Parent(s)/Guardian(s) _____	Grade _____
Address _____	WVEIS # _____
City/State/Zip _____	Telephone _____

This rubric is provided as a companion document to the Participation Guidelines for West Virginia's Alternate Assessment to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in West Virginia's Alternate Assessment for Students with Significant Cognitive Disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive technology evaluation
- Speech and language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living, and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks

Evidence for the decision to participate in the Alternate Assessment is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence quotient (IQ) scores alone are not a reliable measure to determining eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication, and sensory complexities. IQ scores should never be used in isolation to determine eligibility. This rubric is a guide, and does not solely determine the eligibility for the alternate assessment. Eligibility is determined by the IEP Team.

Directions: Review a student's IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the 3rd and 4th columns to the right. Only a small number of learners, approximately one (1) percent, should qualify as meeting the criteria for the WV Alternate Assessment which is designed for Students with Significant Cognitive Disabilities.

Student Full Name _____

Date _____

1. Does the student have a current IEP ? (Skip question if this is for an Initial IEP.)			
No. Stop here , the student is not eligible for alternate assessment		Yes. Continue to question #2.	
2. Does the data reviewed provide evidence of significant cognitive disability (3 or more standard deviations below the mean plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)?			
a) ___ Presence of disability but no documentation that a cognitive disability interferes with learning; goals and objectives that are designed to support learners in achieving grade-level skills/standards. Stop here , the student is not eligible for alternate assessment	b) ___ Documentation/data shows a wide skill gap in reading and/or mathematics. Need for prescriptive, direct, and systematic instruction is present in the IEP/documentation. (Note: Complex reading and/or math difficulties does not qualify the learner as having a significant cognitive disability.)	c) ___ Evidence that a cognitive disability interferes with learning grade-level skills and concepts. Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards and learning progressions or with documented need for significant curriculum modifications	d) ___ Evidence that a cognitive disability significantly interferes with learning grade-level skills and concepts. Presence of goals and objectives to support acquisition of expressive/receptive language and communication skills and/or sensory/motor access for active participation and engagement aligned with Alternate Academic Achievement Standards
3. Do the student's PLAAFPs indicate adequate performance with WV CCRS? If yes, stop here. If no, choose descriptor that best matches student performance.			
a) ___ Present levels of Performance indicate that the learner's skills are closely aligned with grade-level standard concepts and skills	b) ___ Student PLAAFPs indicate a level of performance still commensurate with grade-level concepts but indicating some need for supports and scaffolding.	c) ___ Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u> , with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)	d) ___ Student PLAAFPs indicate ability to make progress through alternate standards with maximal supports and scaffolding in order to make progress on concepts and skill targets on the <u>least complex</u> side of the range.
4. Does the learner data document a significant deficit across many domains of adaptive behaviors ? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction? <ul style="list-style-type: none"> • Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction • Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization. Practical skills: personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment.			
a) ___ NO instruction needed in any of the adaptive skills.	b) ___ General instruction needed in 1 or more domains of adaptive skill, which are covered in district PBIS and core instruction initiatives.	c) ___ Systematic, direct instruction needed within 2 or more domains of adaptive skills. * Concurrent deficits in adaptive functioning (p33)	d) ___ Prescriptive, systematic, direct instruction needed across many or all adaptive skills within each domain.

Date _____

<p>5. What level of support and instruction (“given” statements) do the students’ goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?</p>			
<p>a) ____ “Given” statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student <u>general independence</u> in academic progress</p>	<p>b) ____ “Given” statements indicate <u>minimal to moderate levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>minimal, continual assistance</u> in making academic progress</p>	<p>c) ____ “Given” statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student’s need for <u>increasing levels of continual assistance</u> in making academic progress</p>	<p>d) ____ “Given” statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills</p> <p>Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress</p>
<p>6. Does the learner require individualized <u>accommodations</u>, access features and materials <u>beyond those provided</u> by Universal Accommodations as outlined in most recent Guidelines for Participation in WV State Assessments? (Only consider if student is currently in an assessed grade.)</p>			
<p>a) ____ IEP indicates student has no need for specific accommodations, supports, scaffolds, services, materials required for access.</p>	<p>b) ____ Student’s IEP outlines designated supports and accommodations for students with disabilities as used for the <i>West Virginia General Summative Assessment</i></p>	<p>c) ____ Student’s IEP outlines designated supports and accommodations for students with disabilities as used for <i>The West Virginia Alternate Summative Assessment</i></p>	<p>d) ____ Student’s IEP outlines individualized accommodations, access features and materials beyond those used for <i>The West Virginia Alternate Summative Assessment</i> to meet the cognitive, communication, motor and/or sensory needs of the learner and provide them with the opportunity to express their knowledge.</p>

☐ The student **DOES** meet the criteria to participate in the West Virginia Alternate Assessment for students with significant cognitive disabilities.

☐ The student **DOES NOT** meet the criteria to participate in the West Virginia Alternate Assessment for students with significant cognitive disabilities.

_____	Parent/Guardian
_____	Parent/Guardian
_____	Administrator/Designee/Chairperson
_____	General Education Teacher
_____	Special Education Teacher
_____	Other

NOTE: If this report does not represent an individual team member's conclusions, that team member must submit a separate statement presenting the member's conclusions.