

Students with disabilities		
	No Child Left Behind	Every Student Succeeds Act
Title I (General requirements)	<p>State plans must be coordinated with other programs under IDEA and the Rehabilitation Act of 1973, among others. LEA plans must describe how they will coordinate and integrate Title I services with other educational services, such as those for students with disabilities. Adequate yearly progress mandates must be met via annual statewide assessments of student progress. AYP includes separate annual measureable objectives for continuous and substantial improvement of students with disabilities, among others.</p>	<p>Requirements for state and LEA plans remain the same. ED-established multidisciplinary peer-review teams will examine/approve state plans; appointed team members will be representative of specialized instructional support personnel and researchers familiar with how to meet the needs of children with disabilities, among others. Repeals AYP and replaces it with a statewide accountability system. Schools must be identified for Comprehensive or Targeted Support and Improvement if a single subgroup, including students with disabilities, consistently underperforms. States may measure school performance using multiple measures beyond test scores, including student engagement, school climate and safety.</p>
Teacher qualifications	<p>Highly Qualified Teacher, or HQT, requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects to be highly qualified under NCLB -- but to be a certified special education teacher, they still must meet highly qualified definition/criteria described in IDEA. Special education teachers who do teach core academic subjects to students with disabilities -- without the support or collaboration of a general education teacher -- must be highly qualified in both the academic subject(s) and special education. Paraprofessionals working in a program or school supported with Title I funds must satisfy specific requirements.</p>	<p>Eliminates the ESEA's highly qualified requirement. For special educators, the ESSA amends the IDEA provision at <u>20 USC 1412 (a)(14)(C)</u>, which now requires that a special education teacher who teaches elementary school, middle school, or secondary school:</p> <ul style="list-style-type: none"> • has obtained full State certification as a special education teacher (including participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements) or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher; (charter school teachers must meet state charter school requirements); • has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and • holds at least a bachelor's degree. <p>Retains specific qualification requirements for paraprofessionals working in Title I programs.</p>
Standards & assessments	<p>Challenging academic content and achievement standards must be applied to all schools and students in the state, including students with disabilities. Expects that the vast majority of students with disabilities participate in same challenging assessments as all other students, though "reasonable adaptations and accommodations" -- as outlined in IDEA -- should be provided for students with disabilities as needed.</p>	<p>Retains requirements to adopt challenging academic standards and academic assessments that apply to all public schools and their students, including students with disabilities. Retains as-needed appropriate accommodations/modifications, such as assistive technology, to ensure children with disabilities, including those having the most significant cognitive disabilities, fully participate in assessments.</p>

Test results should be disaggregated within each state by students with disabilities as compared to nondisabled students. Disaggregation is not required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Assessments and standards options for students with disabilities include:

- Students may take state assessments based on state standards.
- Students may take state assessments, based on state standards with modifications/accommodations.
- Students may take alternate assessments based on modified achievement standards (AA-MAS).
- Students may take alternate assessments based on alternate achievement standards (AA-AAS).

States and LEAs may include in AYP determinations the "proficient" and "advanced" scores of students with the most significant cognitive disabilities who take AA-AAS, so long as the number of those proficient and advanced scores do not exceed **1 percent** of all students in the grades tested. The cap may be exceeded if states provide specific information. States and LEAs may include in AYP determinations the proficient and advanced scores from AA-MAS, subject to a **2 percent cap** at the district and state levels based on the total number of students assessed.

Computer Adaptive Tests: States may develop and administer computer adaptive assessments that meet several requirements. Items must measure academic proficiency and growth may be above or below the student's grade level, including for use as part of a state's accountability system.

Maintains reporting of disaggregated student achievement data. Student subgroup performance is only reported if the number of students in the subgroup meets or exceeds the minimum set by the state. The minimum size of each subgroup is set by the state. States may -- "through documented and validated standards-setting process" -- adopt **alternate academic achievement standards** for students with the most significant cognitive disabilities provided standards are:

- Aligned with the challenging state academic content standards;
- Promote access to the general education curriculum consistent with IDEA;
- Designated in each student's IEP;
- Reflect professional judgement as to the highest possible standards achievable by such students;
- Aligned to ensure that a student who meets the AA-AAS is on track to pursue postsecondary education or employment. Prohibits the development or use of any other alternate academic achievement standards for children with disabilities.

Alternate Assessments Aligned with Alternate Academic Achievement Standards: States may provide for alternate assessments aligned with the challenging state academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities.

States must ensure that for each subject, the total number of students assessed using the alternate assessment does not exceed 1 percent of the total number of all students in the state who are assessed in that subject. Parents of such students must be "clearly informed," as part of IEP process under IDEA, of several specific items, including that:

- Their child's academic achievement will be measured based on such alternate standards;
- Participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
- Participating in alternate assessments, consistent with IDEA, promotes the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum;
- The state plan describes the steps the state has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments;
- The state plan describes that general and special education teachers and other

		<p>appropriate staff know how to administer the alternate assessments, can make appropriate use of accommodations for students with disabilities on all assessments required, and will develop and promote the use of appropriate accommodations to increase the number of students with significant cognitive disabilities who participate in academic instruction and assessments for the grade level in which they are enrolled.</p> <p>States must provide additional support and oversight to any school district that administers the alternate assessment to more than 1 percent of its students, but may not impose a hard cap at the district level.</p> <p>Computer Adaptive Assessments: States retain right to develop and administer computer adaptive assessments. All students taking computer adaptive assessments do not have to be administered the same assessment items. Computer adaptive tests for students with the most significant cognitive disabilities should assess whether student is performing at grade level enrolled.</p>
<p>Graduation and diplomas</p>	<p>Does not set requirements for grade promotion or graduation. Diploma options, credit and course requirements and exit exam policies are set at the state level and vary state to state.</p> <p>Modifications in graduation requirements available to students with disabilities also vary from state to state.</p> <p>States may offer a standard or regular diploma for students with and without disabilities.</p> <p>Some alternative diploma options only available to students receiving special education services include certificates of completion, IEP/special education diplomas, and occupational/vocational diplomas.</p>	<p>States may not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma.</p> <p>Updates the definition of both the four-year adjusted cohort graduation rate and extended year graduation rate to allow students assessed using the AA-AAS to count toward a schools graduation cohort, so long as the student is awarded a state-designed alternate diploma that is standards-based and aligned to the requirements for a regular high school diploma.</p> <p>Prohibits states from counting lesser credentials -- such as a certificate of completion, certificate of attendance, or GED -- as a regular high school diploma for students with the most significant cognitive disabilities.</p> <p>For students taking alternate assessments, parents must be informed that as part of the IEP process, their child's academic achievement will be measured based on the alternate standards and that participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.</p>

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