

SEA plan for monitoring districts 1% participation

1. Review participation by district, by disability and subject area
(reviewed 2022 and 2023 administration results)
 - a. Identify districts that are over the 1%.
 - b. For 2022-23 districts must provide their plan on the Exception to the 1% Threshold document – review submissions and determine if it is acceptable.
 - c. If NDE determines more information is needed NDE will contact the district(s) to discuss what process they have in place to identify the appropriate students and find out what plan they have in place to address being over the 1%.
 - d. Contact districts who are over the 1% and have conversations about how they are implementing their plan to work on their number of students taking the alternate assessment and verifying that they are using the NDE guidance for identification of students.

2. Review each district participants to see who scored at the College and Career Ready level (will review 2022 and 2023 data)
 - a. Contact districts who have students who scored at this level in all subject areas to discuss if they feel these students are taking the appropriate assessment and were appropriately identified.

3. Contact LEA's to see what they are doing to make sure that all staff who participate as members of an IEP team or placement team are trained so that they understand and implement alternate assessment guidelines established by NDE for placement on the alternate assessment appropriately.
 - a. Starting in the 2019-2020 school year a section was included in the justification worksheet that required districts to document how they are addressing the requirement of training all staff on the NDE Guidance on Alternate Assessment and making sure students are appropriately identified to be administered the alternate assessment. NDE will review responses.
 - b. After reviewing their responses if any district did not address this, each district will be contacted to discuss this with them. They will be required to submit a plan on how they will be training their staff before the opening of the testing window.
 - c. NDE continues to monitor this and make sure that all staff are included in the training and not just special education staff.

4. All districts were asked to answer the following on the Justification Worksheet to assure they are using NDE guidance for identification:
(we will continue to ask for this information on a yearly basis and require evidence to support that this is happening)
 - a. IEP teams use the Alternate Assessment Criteria for determining eligibility for the alternate assessment.

<https://cdn.education.ne.gov/wp-content/uploads/2019/08/Alternate-Assessment-Criteria-2019.pdf>)

- b. IEP teams determine eligibility for the alternate assessment using the IEP Team Decision Making Flow Chart (<https://cdn.education.ne.gov/wp-content/uploads/2017/11/IEP-Team-Decision-Making-Flow-Chart-Alternate-Assessment-11-21.pdf>) and Most Significant Cognitive Disability Definition (<https://cdn.education.ne.gov/wp-content/uploads/2018/03/Most-Significant-Cognitive-Disability-Definition.pdf>) for guidance.
 - c. All alternate assessment test administrators have the required training for administering the alternate assessment.
 - d. IEP teams ensure that the decision for a student to participate in the alternate assessment are NOT based on the following criteria;
 - a. Disability Category
 - b. Poor/extended absences
 - c. English Learner status
 - d. Anticipated emotional duress
 - e. Educational/Instructional setting
 - f. Low achievement level
 - g. Academic and other services the student receives
 - h. Native language, social or cultural or economic differences
 - i. Expected poor performance on the general assessment
 - j. Impact of student scores on the accountability system
 - k. Percent of time receiving special education services
 - l. Administration decision
 - m. Anticipated disruptive behavior
 - n. Need for accommodations (e.g., assistive technology; augmentative and alternative communication (AAC) to participate in the assessment process)
5. Review submitted information provided by districts on their threshold exception form and justification support worksheet to exceed the 1%.
- a. After reviewing forms if more information is needed, contact will be made with those districts (contact will be made by email, phone calls and/or onsite visits)
6. NDE will select a random sampling of IEPs for students who are identified as participating in the Alternate Assessment to be reviewed.
- a. After reviewing the IEP and documentation for appropriate identification of alternate assessment students and it is determined that we need further information to determine if the student met all of the criteria, NDE will reach out to those districts identified to ask for clarification and/or more information.
 - b. After reviewing the additional information, NDE may determine that a district should have an on-site visit, zoom meeting, additional technical assistance and/or review other alternate assessment student files for that district.
 - c. Alternate assessment student files were selected and reviewed from the 50 districts in 2022 (who had alternate assessment students identified) that were chosen to be monitored by the state for IEP/IDEA Compliance Monitoring. Alternate assessment files have been selected from the 60 districts for 2023-24 (who had alternate assessment students identified) IEP/IDEA Compliance Monitoring and will be reviewed this year.

7. NDE will request and review district data to see who is disproportionate on the NSCAS Alternate Assessment by reported subgroups.
 - a. After reviewing the data and identifying the LEAs that are disproportionate, NDE will be reaching out to these specific LEA's.
 - b. Districts will be provided 2 years of data (if applicable)
 - c. NDE will ask for information on how they plan to address the disproportionality and have discussions to verify how they are identifying students for the NSCAS-AA.
 - d. NDE will then determine what the next steps will be to provide assistance to those districts.