

## SEA plan for monitoring districts 1% Alternate Assessment participation

1. Review participation by district, by disability and subject area  
(reviewed 2023 and 2024 administration results)
  - a. Identify districts that are over the 1%.
  - b. All districts are required to complete documents emailed to them in October or November (depends on when 1% data is available)
    - a. District Projection For 1.0 Percent "Participation" Threshold On NSCAS Alternate Assessment For The \_\_\_\_\_ School Year ([1-Threshold-Justification-Documents-website.pdf](#))
    - b. Justification Support Worksheet (specific information on students required on this document.) ([Justification-Support-Worksheet-Website.pdf](#))
  - c. Districts must provide their plan on the Projection for 1% Threshold document
    - a. NDE reviews every submission and determines if it is acceptable.
  - d. 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%.
    - a. NDE will also discuss with them what information they have to support being over the 1%.
  - e. 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. (contact will be made by email, phone calls and/or onsite visits)
2. Review of each district participants proficiency level on the NSCAS Alternate Assessment to see which students scored at the Advanced level (will review 2023 and 2024 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.
  - b. NDE will offer guidance and assistance on how to identify students appropriately.
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 reviews all responses.

- b. After reviewing their responses if any district did not address this, each district is 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 annually to make sure that all staff needed 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 are completing the required Guiding Questions document to collect data on the student to use when using the eligibility worksheet. ([AAS Guiding Questions for Alternate Assessment Participation 2024.pdf](#))
  - b. IEP teams use the Alternate Assessment Eligibility Worksheet for determining eligibility for the alternate assessment. ([AAS Determining Eligibility Worksheet 2024.pdf](#))
  - c. IEP teams determine eligibility for the alternate assessment using the Most Significant Cognitive Disability Definition and Characteristics of Students Who Take the Alternate Assessment ([Most-Significant-Cognitive-Disability-Definition.pdf](#) and [Charateristics-of-AAS-Students.pdf](#)) for guidance.
  - d. All alternate assessment test administrators have the required training for administering the alternate assessment.
  - e. IEP teams ensure that the decision for a student to participate in the alternate assessment are NOT based solely 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. 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.
  - a. District may be required to write a corrective action plan (CAP) to make sure they are correctly identifying students.
- c. Alternate assessment student files were selected and reviewed from the 52 districts in 2024-2025 school year. Of the 252 school-age student files selected 78 were students who participated in the alternate assessment were chosen to be monitored by the state for the IEP/IDEA Compliance Monitoring.
  - a. zoom meetings were held with each district after their review was completed and were provided feedback on what was found and if they were out of compliance on the alternate assessment, they are required to include this in their Corrective Action Plan for compliance.

6. NDE will request and review district data to see who is disproportionate on the NSCAS Alternate Assessment by reported subgroups. (contacts will be made with districts by January of 2025.)
  - 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. If deemed necessary, districts will need to create their proposed plan of action on addressing this and submit it to NDE for review.
  - e. NDE will review and provide feedback.
  - f. NDE will require districts to provide evidence that they are implementing their plan of action.
  - g. NDE will then determine what the next steps will be to provide assistance to those districts.