

# OPERATING PROCEDURES

## STATE AND DISTRICTWIDE ASSESSMENTS

Goose Creek CISD

101911

Legal Framework: [State and Districtwide Assessments](#)

Category: Admission, Review, and Dismissal Committee

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“States are required to ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section I 111 of the Elementary and Secondary Education Act, with appropriate accommodations and alternate assessments, if necessary, as indicated in the respective individualized education programs (IEPs). States [or in the case of a district-wide assessment, a local educational agency (LEA)] must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments even with accommodations. 34 CFR § 300.160(c)(1). The IEP Team determines if an alternate assessment is required to measure the academic achievement and functional performance of a child with a disability on any State or district-wide assessment and must include a statement in each child's IEP explaining why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR § 300.320(a)(6)(ii).” [OSERS Letter to Anonymous \(August 25, 2009\)](#).

### **Application Guidance**

- [Assessments for Students with Disabilities](#) (TEA)
- [Accommodation Resources](#) (TEA)
- [Guidance Related to ARD Committee and LPAC Collaboration](#) (TEA)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures timely access to appropriate and accessible instructional materials as required by the Individuals with Disabilities Education Act (IDEA) and its accompanying federal regulations, state statutes and regulations.

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**PERSONS RESPONSIBLE:** Testing Coordinators, Campus Administrators and Personnel

**TIMELINES:** 2020-2021

**MATERIALS:** Use forms in eSped

### **Student Success Initiative**

The Student Success Initiative (SSI) is a State initiative designed to provide an accelerated instructional plan (AIP) for a student who does not pass the State Assessment in specified grade levels.

1. If SSI is applicable for a certain grade level for non-disabled students, then it is also applicable for a special education student. The SSI information is addressed in the ARD in the section called, "Intensive Program of Instruction."
2. If an Accelerated Instruction Plan is required via the SSI requirements, the AIP is developed by the ARD committee via IEPs and any attached AIP forms from the Grade Placement Manual.
3. The ARD committee serves as the Grade Placement Committee (GPC) for students receiving special education services, under this section.

**State Assessment Decision-Making Procedures for Students with Disabilities 19 TAC § 89.1055, 34 CFR § 300.305**

The Texas Student Assessment Program seeks to include as many students as possible in STAAR while providing alternate assessments for students whose academic achievement and progress cannot be measured appropriately with STAAR

STAAR Alternate 2/STAAR Alternate End of Course assessments have specific participation requirements that must be carefully considered before recommending these assessments. The ARD committee cannot recommend an alternate assessment if the student does not meet the participation requirements.

The participation requirements describe the type of grade-level instruction in the TEKS (accessed through prerequisite skills) that a student should be receiving in order to participate in an alternate assessment.

When making assessment decisions, the members of the ARD committee must weigh the benefits of rigorous and challenging expectations with the possibilities of success, given each student's individual **strengths, needs, instruction, and accommodations**.

The academic instructional decisions made by the ARD committee and **documented in the IEP** must always guide assessment decisions.

Beginning with the March 2017 administration of STAAR, students with disabilities and English language learners (ELs) who are eligible for testing accommodations may receive those accommodations through an enhanced online version of STAAR. Embedded accommodations include but are not limited to (text-to-speech or content and language supports) that can be assigned on an individual student basis, the online version of STAAR

will include enhanced accessibility features that are available to all students.

All students enrolled in grades 3-11 are to participate in state assessment for the subject areas required at the appropriate enrolled grade. In Texas, that assessment is the STAAR (State of Texas Assessments of Academic Readiness) for students in grades 3-8, End-of-Course (EOC) assessments for high school students. Please note that students who take an alternative assessment will take the STAAR Alternate 2 in all grade levels and subject areas. The ARDC must determine if the student can take the standard assessments or one of the modified or alternate forms of the assessment.

### **GCCISD - Procedure Prior to the ARD**

Prior to the ARD meeting in which State Assessment Decisions will be determined:

- For each student receiving special education services in Grades 3 and above, the case manager should gather as much information about accommodations for testing to present to the ARD committee.

### **During the ARD**

#### **PLAAFPs**

The PLAAFP should clearly document the results of previous year's state assessments as well as document accommodations found to be effective.

#### **State Assessment Page**

Each subject area is to be addressed for state and district assessments for the current and next school years.

Accommodations also need to be addressed for each subject area on the state assessment pages.

It is not necessary to also describe in the committee deliberations.

1. Eligibility statements should describe how the student meets TEA's qualifying criteria.
2. Must choose each subject area that the accommodation applies.
3. For the accommodation of Oral Administration, you must describe how this is to be implemented – either totally in its entirety or partially upon student

request.

4. For the accommodation of Supplemental Aids, you must list the specific item for each subject area (e.g. Math = multiplication chart; English = blank graphic organizer, Mnemonic devices, etc.)

### **Participation Requirements**

TEA defines the participation requirements as stated below. This information is a direct copy of the state assessment participation requirements provided through the TEA website.

### **Alternative Assessments**

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with STAAR Alternate 2.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills can best be assessed with STAAR Alternate 2 if the student meets all of the following participation criteria. The student:

1. Has a significant cognitive disability
2. Requires specialized, extensive supports to access the grade-level curriculum and environment.
3. Requires intensive, individualized instruction in all instructional settings
4. Accesses and participates in the grade-level TEKS through prerequisite skills
5. The decision to administer the STAAR Alternate 2 assessment is based on the student's significant cognitive disability and NOT any other factors such as the student's racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

### **ARD Committee Deliberations**

This section should highlight the state assessment discussions that were held during the ARD (previous test taken and REED student received, accommodations routinely given in instruction and effectiveness, review of the State-approved accommodations and the TEA Decision Making Guide form, and STAAR Alternate 2 Decision Making Matrix, if appropriate). All of the items should have been discussed

and documented in prior ARD pages so the Committee Deliberations may just summarize these and add any additional conversations that ARD committee had with regard to the State Assessment decision-making process. Therefore, it is not necessary to list each test and/or accommodation recommended in the committee deliberations.

### **FitnessGram Assessment**

The FitnessGram Assessment measures three components of health related physical fitness that have been identified as important to overall health and function. There are six areas that are

tested. The ARD committee must address each area. The FitnessGram must be addressed for students in grades 3-12. If a student is receiving Adapted Physical Education services, the APE teacher will make recommendations to the ARD committee regarding the student's ability or inability to participate in the six areas to be assessed.

### **Types of STAAR Assessments**

#### ***STAAR***

Measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS).

#### ***STAAR online***

A general assessment administered online with accommodations integrated into the online system, designed for students with disabilities who meet the eligibility requirements.

#### ***STAAR-Alternate 2***

STAAR Alternate is an alternate assessment based on academic standards and is designed for students with significant cognitive disabilities receiving special education services. Additionally, the students must meet participation requirements. STAAR Alternate 2 was developed to meet federal requirements of both the Elementary and Secondary Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that

students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments. STAAR Alternate 2, which was redesigned as a result of state legislation passed in 2013, is a standardized assessment administered individually to each eligible student.

Students must meet specific requirements to take either assessment. Both assessments are available for the same grades and subjects assessed in the general STAAR program.

#### *STAAR Alternate 2 End of Course Exams*

For students enrolled in grades 9-12, the ARD committee will determine which of the STAAR Alternate End of Course exams required for the graduation.

## **TELPAS**

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that Limited English Proficient (LEP) students make in learning the English language. TELPAS measures English language proficiency in the following domains:

- Grades K–1 reading, listening, speaking, and writing
- Grades 2–12 reading, listening, speaking, and writing

## **TELEPAS Alternate**

According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. In response, TEA developed the TELEPAS Alternate to evaluate students identified as limited English proficient (LEP) and are also eligible to participate in STAAR Alternate 2.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPs); however, this test is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. Students will be assessed in four language domains: listening, speaking reading and writing.

**Determining State Assessment for Transfer Students****In-State**

For students previously enrolled in a Texas Public School, contact the previous school to confirm which form of the state assessment was taken, the student's performance, and/or the assessment that was recommended. Make assessment recommendations during the 30-day Transfer Placement period based on previous testing and performance, or recommendations from the previous school. If assessment information is not available from the previous school, the Goose Creek CISD Assessment Department can access information from the state assessment data center with the student's PEIMS number (Social Security number or state ID number), name, and date of birth. Students considered LEP must be assessed on TELPAS unless the student has been exited from LEP. Confirm participation in TELPAS and/or exit from LEP with the previous district. Both STAAR/TAKS and TELPAS decisions should be considered at the Placement ARD.

**Out of State**

Contact the previous school to:

- Confirm that the student was assessed
- Confirm subject areas assessed
- Ask if that assessment was the general assessment or an alternate assessment. To clarify what type of assessment was administered, it may be necessary to describe the Texas assessments and ask if the assessments are similar.
- Ask if the student received regular, modified, or an alternative curriculum. If the student received a modified or alternative curriculum, find out if the state assessment was designed specifically as an alternate assessment or if alternate norms were applied to the general assessment.
- Ask about performance.
- If the student is LEP, confirm testing and performance measures used in the state to determine level of English acquisition and at what level the student is performing.

Make assessment decisions for the Transfer ARD based on information provided about previous assessments and the type of curriculum on which the student was instructed. For additional guidance, contact your Special Education Program Coordinator.

## Annual ARD and/or Review ARD

### Annual ARD

Student participation in state assessment must be considered at every Annual ARD. The state assessment participation requirements provided by TEA should be followed in the decision-making process:

### Review ARD

Student participation in state assessment should be reviewed at any Review ARD to confirm that the recommended assessment continues to be appropriate. If the purpose of the Review ARD is to reconsider the student's participation in state assessment, the same decision-making process should be followed as those for the Annual ARD. When considering a waiver of additional testing opportunities or changes in the form of the required assessments in grades 5 and 8, please refer to the most recent Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative located on the TEA website.

### TELPAS

When a student receiving special education services is Limited English Proficient (LEP), the ARDC must work in conjunction with the LPAC to ensure that issues related to both the student's disability and language proficiency are carefully considered when assessment decisions are made. TELPAS assessments should be considered for all ELs receiving special education. Exit from LEP is considered on a case by case basis in collaboration with the ARDC and the LPAC. Standard LEP exit criteria can be waived and alternate criteria set in some circumstances, primarily in the case of severe cognitive disability. The following assessments should be considered:

- K-1: Holistically-scored assessments in speaking, listening, reading, and writing are available. These assessments are administered by a qualified TELPAS rater based on student observations and work samples. Each domain is considered separately and documentation of the justification for not participating in any of the four domains is included on both the form provided by the eSped system and in the ARD Committee deliberations section of the ARD. The ARDC and LPAC should collaborate on the appropriate measures for all LEP students regardless of determined disability(ies).
- Gr. 2-12: Assessments include holistically-scored speaking, listening, and writing



assessments rated by a qualified TELPAS rater from observations and writing samples. Students take the TELPAS Reading test either in a paper or online format. TELPAS reading tests for grades 2–12 are designed to determine where ELLs are on the continuum of English language reading proficiency and to measure their growth from year to year. The instrument starts with an initial understanding of high-frequency English words and phrases and culminates with the ability to read and understand texts similar to those written for English-proficient students. Each domain should be considered separately with justification documented when one or more domains is not assessed. Students taking STAAR/TAKS should be assessed in all four domains using the appropriate allowed accommodations for TELPAS.

### **Restricted ARD dates due to State Assessment**

In an effort to reduce testing irregularities and miscommunications regarding State Assessment accommodations, Goose Creek CISD will implement a process of restricting ARD dates two weeks prior to and during state assessment time, for all students enrolled in the corresponding grade levels.

ARDs that are required such as Initial ARDs, MDR ARDs etc., may continue to be held during this period. The dates in which NO ARDs may be held will be determined and sent out on a yearly basis. The dates will be based on the current TEA State Assessment Calendar.