

# Every Student Succeeds Act: Students with the Most Significant Cognitive Disabilities



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# My Inspiration for High Expectations



Steve Sabia

- Inclusion
- UDL
- College
- Employment
- Independent Living

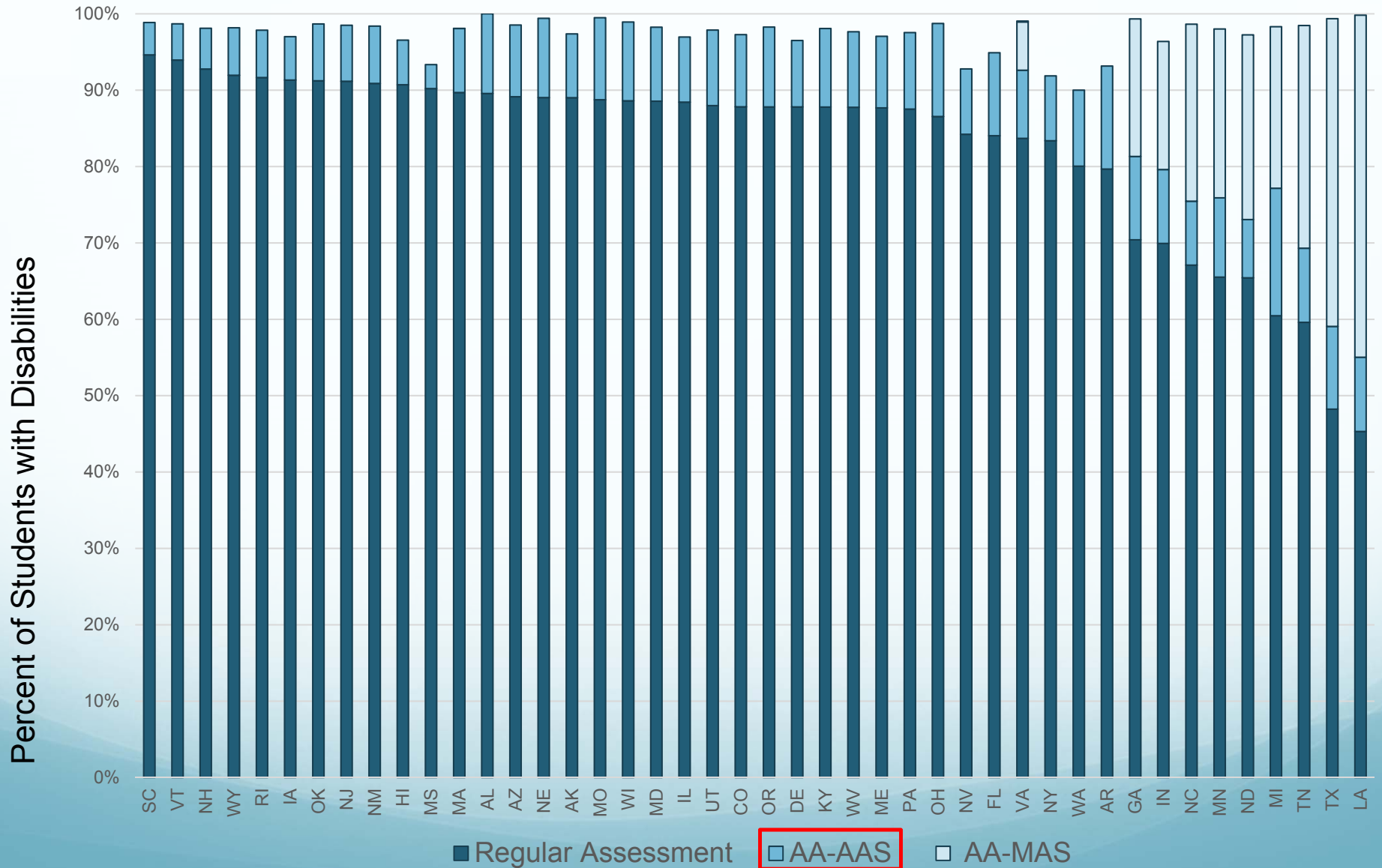
# Participation in Alternate Assessment-NCLB

- Since 2003 there has been a 1% cap associated with alternate assessments (1% refers to a number equal to 1% of students assessed, approximately 10% of students with disabilities).
- In NCLB, the cap referred to the number of advanced and proficient scores that could be used from an alternate assessment.

# Participation in Alternate Assessment-ESSA

- Under ESSA the cap limits the number of students who can take an alternate assessment
- The cap is applied at the state level, which puts pressure on states to give schools better guidance for IEP teams.
- There is concern about states applying for waivers of the cap-regs on this issue coming later in the summer.

# 2013-2014 Participation in Reading Assessments (Gr 8)





# DLM Alternate Assessment Consortium

**DLM-Dynamic Learning Maps**

<http://dynamiclearningmaps.org/>

Information for parents

<http://dynamiclearningmaps.org/content/information-parents>



# NCSC Alternate Assessment Consortium

**NCSC-National Center and State Collaborative**  
(post –grant assessment called Multi-State  
Alternate Assessment)

<http://www.ncscpartners.org/>

NCSC resources for parents

<http://www.ncscpartners.org/resources>

NCSC wiki with instructional resources and toolkit  
for building communication skills

<https://wiki.ncscpartners.org>

# Enrolled Grade State Content Standards

- Content standards describe WHAT is taught in each grade.
- Achievement standards describe HOW MUCH students are expected to learn to be proficient on the state's general and alternate assessment.
- ALL students are required to have instruction based on the enrolled grade state content standards, even though proficiency is measured differently for students in the alternate assessment.



# Pursuit of Postsecondary Education or Employment

- Preparation for college or career has been a key focus of ESEA for many years.
- Now ESSA says that proficiency on an alternate assessment should mean that the student is on track to pursue postsecondary education or competitive integrated employment.

# PROGRESS in the General Education Curriculum

- NCLB required states to promote access to the general education curriculum, to the extent possible for students in an alternate assessment.
- ESSA requires states to promote involvement in and progress in the general education curriculum.

# Opportunity to Work Towards a Regular Diploma

- Under NCLB 1/3 of states automatically removed students who took an alternate assessment from diploma track.
- ESSA says that states cannot preclude these students from attempting to earn the regular HS diploma.

# Alternate Diploma Provision

- For graduation rates, states can now count a student who takes an alternate assessment as if he/she earned a regular diploma IF the student is awarded a state defined alternate diploma.
- This alternate diploma is required to be standards based, aligned with regular diploma requirements, and obtained by IDEA exit age for your state (usually age 21).
- This is NOT a regular diploma for any purpose other than calculating graduation rate.

# Education in the LRE

ESSA doesn't mention LRE, but the following provisions help parents make the argument for inclusion:

- The state must promote involvement in and progress in the general education curriculum for all students based on the state content standards.
- ALL students must be given the opportunity to attempt to complete requirements for a regular HS diploma.

# Accommodations

- ESSA encourages the development and dissemination of accommodations to help more students take the general assessment
- ESSA provides grants for professional development on the use of accommodations in instruction and assessment.

# Universal Design for Learning (UDL)

- UDL is clearly recognized in ESSA as an accepted practice.
- Numerous assessment references to UDL
- The large literacy grant in ESSA incorporates UDL principles in the definition of comprehensive literacy instruction, which must be provided across content areas.

# NDSC Resources

- Top 5 Things To Know about ESSA and IEP Meetings: <http://bit.ly/1WO7LJ1>
- Detailed document on ESSA FAQs and IEP Tips: <http://bit.ly/1nVgGt1>
- Stakeholder Activities by State for ESSA Plan Development: <http://bit.ly/25cMbyZ>
- ESSA General Talking Points: <http://bit.ly/1qS81Ik>