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Welcome and thank you for participating in the New York State Education Department's Office of Special Education webcast on the 1 percent cap on students participating in the New York State Alternate Assessment (or, NYSAA).

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This webcast will provide an overview of:

- federal assessment requirements under the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) for students with disabilities;
- ESSA's 1.0 Percent State-level Cap on the participation of students with disabilities in alternate assessments;
- Process and eligibility criteria for participation in the NYSAA; and
- Consequences for the State for exceeding the 1.0 percent cap and NYSED's oversight responsibilities under ESSA and implications for local educational agencies that assess more than 1.0 percent of their students with an alternate assessment.

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grade level change for administration of the science assessment, students in elementary school will now be tested in science for the 2022-2023 school year. Additional information on the NYSAA is available on the Office of State Assessment's NYSAA webpage shown on the slide.

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NYSAA eligible students are assessed using the Dynamic Learning Maps or DLM Alternate Assessment System. DLM alternate assessment is a computer-delivered adaptive assessment

determine whether a student is one with a severe disability, the number of students with

NYSAA, the student's parents must be clearly informed that their child's performance will be measured based on alternate achievement standards that are:
reduced in depth, breadth and complexity; and
do not meet the expectations necessary to earn a regular high school diploma which is a local or Regents diploma in New York.

In addition, parents must be informed that in order to earn a diploma in NYS, students must earn required course credits and take required Regents examinations and that at the high school level, a determination that the student will not take the regular State assessments, and will participate in the NYSAA, means that the student will not meet the requirements to graduate with a regular high school diploma. This may have longer term implications on some post-school opportunities for students, including employment and post-secondary education. This determination is an important one and must be discussed at each annual meeting to review the student's IEP.

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NYSED is committed to ensuring that the vast majority of New York State students are taking the State's general assessment and that the NYSAA is administered only to those students with the most significant cognitive disabilities.

As a means of continued support for LEAs in determining whether the NYSAA is the appropriate assessment for an individual student, in May 2019, NYSED issued more in-depth guidance to the field to assist school districts in determining appropriate participation of students with severe disabilities in NYSAA, including:

- the NYSAA Eligibility Policy Brief, which provides a series of questions and answers related to NYSAA eligibility and participation considerations; and
- the NYSAA decision-making flowchart and NYSAA decision-making checklist, which should be used in the decision-making process to ensure that only those students with the most severe cognitive disabilities are taking the NYSAA.

These resources are to be used in conjunction with Office of State Assessment's [_____](#)

To assist LEAs in ensuring that parents are appropriately informed of the implications of taking an alternate assessment, NYSED has also developed the Parent Notification of Participation in the New York State Alternate Assessment (Sample Letter). CSEs should also be discussing this information at each student's annual review meeting.

A link to access these resources is included at the end of this presentation.

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Each year, LEAs assessing more than 1.0 percent of students with NYSAA are required to:

1. Consistent with ESAA, submit information to NYSED justifying the need to exceed the 1.0 percent State-level cap. The LEA must conduct an analyses, including data, to identify possible root causes for the high percentage of students taking the NYSAA. These analyses should also include the examination of student data to determine whether disproportionality is occurring with respect to the students determined eligible

are to be used to identify factors contributing to the LEA exceeding the 1.0 percent threshold and be the basis for the LEA's justification. These analyses should be maintained by the LEA for review by NYSED upon request. Resources to assist LEAs in conducting these analyses can be found on slides 27-28.

2.

Participate in this webinar;

Complete NYSED's online quiz relating to appropriate decision-making regarding participation in the NYSAA; and

Submit an assurance to NYSED ensuring completion of steps 1-3.

LEAs may also wish to review the DLM video - "Who are students with the most significant cognitive disabilities?" DLM is New York State's vendor for the NYSAA. However, the video dogf New Yo

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Thank you for your participation.