STAAR ALT 2 New Participation Requirements

Highlights

- Key Points
  - Participation requirement reasoning
  - Waiver
  - Participation Requirements
  - Test Administrator Requirements
  - ARD Responsibilities
Key Points

The STAAR Alternate 2 Participation Requirements were revised in order to:

- clarify the scope of students who are taking STAAR Alternate 2
- and satisfy requirements of ESSA 2015.

► TEA received communication that the limited waiver for the 2017-2018 school year was approved early Spring 2018.

► A waiver will need to be submitted each year the state anticipates going over the 1.0 percent threshold.

► Plan for Monitoring is in place

Previous Step 1: Review the Eligibility Criteria for STAAR Alt 2

Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to 19 Texas Administrative Code (TAC) §110.27(b), school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the ARD committee must use this form to document its assessment decisions.

If STAAR Alternate 2 is being considered, the ARD committee must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in one of the other statewide assessments. Each Yes answer requires a justification that contains evidence that the student meets the criterion.
Revised Step 1: Review the Eligibility Criteria for STAAR Alternate 2

Prior to reviewing the eligibility criteria for STAAR Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment for students with the most significant cognitive disabilities. STAAR Alternate 2 may only be considered if the student’s disability includes intellectual functioning and adaptive behavior deficits that primarily and significantly affect the student’s ability to plan, comprehend, reason, and apply social and practical skills in everyday life.

If STAAR Alternate 2 is being considered, the ARD committee must review the five criteria below and select Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate 2, the answer to all five of the questions below must be Yes. If the answer to any one of the questions is No, the student is not eligible to participate in STAAR Alternate 2 and must participate in STAAR. Each Yes answer requires a justification that contains evidence that the student meets the criterion.

Previous Participation Requirement #1

1. Does the student have a significant cognitive disability?

A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student’s intellectual potential and be documented as such in the student’s individualized education program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability.

Justification:
Revised Participation Requirement #1

1. Does the student have a significant cognitive disability?  
   - A determination of significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability.  
   - Results from the FIE must indicate a deficit in the student’s ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student’s ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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Previous Participation Requirement #2

2. Does the student require specialized supports to access the grade-level curriculum and environment?  
   - Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Justification:
Revised Participation Requirement #2

2. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?

- Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires **extensive, repeated, specialized supports and materials beyond the support typical peers require**. The student uses **substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND**

- A student with a significant cognitive disability demonstrates **adaptive behaviors that are significantly impaired**. This most likely will impact the student’s ability to live independently and will require specialized supports for the student to function safely in **daily life across all life domains**, not just the school environment.

Enter justification that must include data from the student’s individualized education program (IEP), progress monitoring, and/or the RE:

Previous Participation Requirement #3

3. Does the student require intensive, individualized instruction in a variety of instructional settings?  ☐ Yes ☐ No

The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

**Justification:**
Revised Participation Requirement #3

3. Does the student require intensive, individualized instruction in all instructional settings?

- A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND

- A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND

- A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification that must include data from the student’s IEP, progress monitoring, and/or the AE:

Previous Participation Requirement #4

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?  

Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Justification:
Revised Participation Requirement #4

Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:

- The decision to administer STAAR Alternate 2 is NOT based on a 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.

New Participation Requirement #5

5. Is the STAAR Alternate 2 assessment determination based on the student’s significant cognitive disability and NOT on any other factors?  YES  NO

Enter justification that must include data from the student’s IEP, progress monitoring, and/or the FIE:

- The decision to administer STAAR Alternate 2 is NOT based on a 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.
Test Administrator Requirements

- should have a high level of interaction and familiarity with the student.
- should be familiar with and understand STAAR Alternate 2 eligibility requirements.
- should make eligibility decisions for each student within the annual ARD process.

ARD Responsibilities

- Decisions based on goals and PLAAFP’s
- STAAR must be first consideration
- Speech and LD highly unlikely
- Accommodations listed in IEP
For more info:

- Contact Dana Frankland at 210-310-5441 dana.Frankland@esc20.net
- Contact Emily Morlandt at 210-370-5496 Emily.Morlandt@esc20.net
- Visit TEA’s website file:///C:/Users/dfrankland/Downloads/FINAL%20STAAR%20Alternate%20Participation%20Requirements%202018.pdf