



DeSSA-Alternate Decision-Making Tool IEP Review Protocol

Student Last Name:		Student First Name:	Student ID#
School District or Charter School:		School:	
Student Age:	Student DOB:	Student Grade Level on Date of Record Review: _____	
Name of DOE Representative Completing Record Review: _____		Date of Record Review: _____ <input type="checkbox"/> On-Site <input type="checkbox"/> Virtual	

Legislation/Regulation Authority

Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (alternate assessments). ESSA places a 1.0% cap on the number of students who may participate in alternate assessments. States that anticipate exceeding the 1.0% cap must submit a waiver request to the U.S. Department of Education.

Pursuant to the approval of our waiver of the 1.0% cap on the DeSSA-Alt participation, the DDOE assured that it would:

- Verify that each LEA that is required to submit such information to the State is following all State guidelines in 24 CFR 200.6(d) and address any subgroup disproportionality in the percentage of students taking the DeSSA-Alt;
- Implement, consistent with the plan submitted in the DDOE’s waiver request, the system improvements, and monitor future administrations to avoid exceeding the 1.0% cap.

Focus of Monitoring:

To meet the requirements of Peer Review: 5.1 Procedures for including Students with Disabilities

- Evidence that the State - Monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable.

Checklist for Alternate Assessment

- Current valid IEP
- Appendix B-3: DeSSA-Alternate Participation Guidelines

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IEP Date:

Criteria #1: Evidence of Significant Cognitive Disabilities

The student has a disability or multiple disabilities that *pervasively* impacts intellectual functioning and *adaptive behavior.

**(Adaptive Behavior- essential for someone to live independently and to function safely in daily life- DLM definition)*

Criteria Rating	Little or No Evidence 1	Partial or Inconsistent Evidence 2	Complete and Consistent Evidence 3	Notes
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p>The student's cognitive disability does not interfere with learning grade level skills and concepts across academic areas.</p> <p>Data provided show the student is able to participate in all general state assessment with accessibility supports.</p> <p>With additional time, the student will be able to develop the skills needed to live independently or to function safely in their daily life at home, school and community.</p>	<p>The student's cognitive disability interferes with learning grade level skills and concepts across some academic areas.</p> <p>Data provided show the student is able to participate in one or more general state assessment with accessibility supports.</p> <p>With additional time, the student may be able to develop the skills needed to live independently or to function safely in their daily life at home, school and community.</p>	<p>The student's cognitive disability interferes with learning grade level skills and concepts across all academic areas.</p> <p>Data provided show the student is not able to participate any general state assessment even with accessibility supports.</p> <p>Even with additional time, the student is unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community.</p>	

Criteria #2: Intensity of Instruction

The student requires specialized direct instruction and/or a wide range of supports to acquire and transfer skills to school, home, work, and community environments.

Criteria Rating	Little or No Evidence 1	Partial or Inconsistent Evidence 2	Complete and Consistent Evidence 3	Notes
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p>Instruction and other skills provided in small groups and other settings lead to the best student gains.</p>	<p>Instruction and other skills provided in small groups and other settings lead to the best student gains.</p>	<p>Individualized instruction or a low student-to-teacher ratio for instruction (ex. 1:1, 1:2) leads to the best student gains.</p>	

	<p>With little or no support, the student will be able to acquire and transfer skills.</p> <p>With repeated exposure, the student will acquire and transfer skills to school, home and community environments.</p>	<p>With some support, the student will be able to acquire and transfer skills.</p> <p>With extended time and repeated exposure, the student will acquire and transfer skills to school, home and community environments.</p>	<p>Instruction and other skills provided in one-on-one student instruction lead to the best student gains.</p> <p>The students must receive a wide range of complex supports to acquire and transfer skills.</p> <p>Even with extended time and repeated exposure, the student is unable to acquire and transfer skills to school, home and/or community environments.</p>	
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Criteria #3: Curricular Outcomes

The student requires extensively modified instruction with less complex and depth of skills and uses the Delaware Alternate Achievement Standards to access the Delaware Content Standards.

Criteria Rating	Little or No Evidence 1	Partial or Inconsistent Evidence 2	Complete and Consistent Evidence 3	Notes
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p>The student is learning grade level academic content that is reduced in depth and breadth.</p> <p>Student is able to meet general curricular demands with or without accessibility supports.</p> <p>The student is receiving instruction on modified general curriculum.</p>	<p>The student is learning below grade level academic content that is reduced in depth and breadth.</p> <p>Student is able to meet general curricular demands using accessibility supports.</p> <p>The student is receiving instruction on modified general curriculum.</p>	<p>The student receives intensive instruction to learn academic content that is reduced in depth, breadth, and complexity.</p> <p>Student is unable to meet general curricular demands even with accessibility supports.</p> <p>The student receives instruction using the Delaware alternate achievement standards</p>	

Criteria #4 Exclusions

The decision to include the student in the DESSA-Alt is NOT based on the following:

1. existence of an IEP;
2. specific categorical label;
3. educational placement or setting;
4. English language learner status
5. socio-economic or cultural differences;
6. excessive or extended absences;
7. disruptive behavior;
8. student's reading level; or
9. the expectation that the student will not perform well on DeSSA Gen Ed assessments

Criteria Rating	Little or No Evidence 0	Complete and Consistent Evidence 1	Notes
0 <input type="checkbox"/> 1 <input type="checkbox"/>	The IEP team discussion revealed the exclusions were a factor in the eligibility decision.	The IEP team discussion revealed none of the exclusions were a factor in the eligibility decision.	

Score: ____ /10

Parent Acknowledgement

The parent/guardian initialed understanding that student's participation in the DeSSA-Alternate Assessment could lead to a Diploma of Alternate Achievement Standards, which may not be accepted by colleges and technical/trade schools.	<input type="checkbox"/> Yes-1 <input type="checkbox"/> No-0	I understand that the standards assessed in the DeSSA-Alternate Assessment are less complex than the Delaware Content Standards assessed in the DeSSA general assessments.	<input type="checkbox"/> Yes-1 <input type="checkbox"/> No-0	Score: __ /4
The parent has indicated involvement in the Learner's Characteristic Inventory (LCI) discussion.	<input type="checkbox"/> Yes-1 <input type="checkbox"/> No-0	The IEP Team Leader provided the parent/guardian with the Facts About the DeSSA-Alternate.	<input type="checkbox"/> Yes - 1 <input type="checkbox"/> No - 0	

General

The IEP included the DeSSA-Alternate Participation Guidelines.	<input type="checkbox"/> Yes-1 <input type="checkbox"/> No-0	The student participated in ALL content areas of the alternate assessment.	<input type="checkbox"/> Yes-1 <input type="checkbox"/> No-0	Score: __ /2
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Score Scale	Interpretation
5-10	Little or No Evidence present. IEP Record review has not passed Participation Guidelines Compliance check
11-13	Partial or Inconsistent Evidence present. IEP Record review has not passed Participation Guidelines Compliance check
14-16	Complete and Consistent Evidence Present. IEP Record review has passed the Participation Guidelines Compliance Check.

Total Rating Scale Score: ____ out of 16 (add up the total scores from each section)



Evidence indicates the IEP Team followed the State Guidelines and Participation Criteria when making the determination to place the student on the Alternate Assessment. Yes No (see score interpretation)

Commendations/Recommendations:

Signature of DDOE Reviewer

Date