

Alternate Assessment 1.0 Percent Justification Form

The Every Student Succeeds Act (ESSA) requires states to ensure that the total number of students assessed in each subject on the DeSSA-Alternate Assessment does not exceed one percent (1%) of the total number of students the state assessed with Delaware statewide assessments. States that anticipate that they will exceed 1.0 percent in the alternate assessment participation must submit a waiver request to the US Department of Education ninety (90) days prior to the beginning of the State's alternate assessment testing window. Furthermore, ESSA requires that each LEA complete and submit a justification when it anticipates exceeding the 1.0 percent of students assessed. For the 2018-19 school year, Delaware's participation rate exceeded the 1.0 percent threshold.

Each LEA must complete this form even if you have no students participating on the alternate assessment and submit to Michelle Jackson at the Delaware Department of Education via DOE Help Desk, by **October 23, 2020**.

Part A: Calculations

NAME OF LEA	CONTACT PERSON/ROLE		
EMAIL	PHONE NUMBER		
Alternate Assessment rates for ELA/Literacy	2018-19	2020-21 Projection	Expectation
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.			
Alternate Assessment rates for Mathematics	2018-19	2020-21 Projection	Expectation
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.			

Alternate Assessment rates for Science	2018-19	2020-21 Projection	Expectation
1. Total number of DeSSA-Alt students in grades 5, 8 and Biology. Residential students with disabilities in, in- and out-of-district placements should also be included.			The LEA expects that the rate will: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> No Change
2. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the anticipated Alternate participation rate for each content area.			

Based on the information above:

Category of Support	Criteria	Category 2018	Select the Subject area(s)	Anticipated Category 2021	Select the Subject area(s)
Universal Supports	≤ 1% LEAs with Total Test Population <300 and DeSSA-Alt tested students <5	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 1 Supports	1.1% - 1.5%	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 2 Supports	>1.6 % LEAs with Special Schools and High incidences of Students with Disabilities LEAs on Level 1 supports for 3 years with no change. (2021-22)	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
Level 3/Special School Supports	LEAs who are on Level 2 supports for 3 years with no change. (2021-22)	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<input type="checkbox"/>	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

Part B: Complete this section **ONLY** if the LEA falls in a Level 1, 2, or 3 support category. Choose YES or No for each question below.

Does the LEA ensure that the IEP team adhere to the five criteria in Appendix B-3 DeSSA-Alt Participation Guidelines when making decisions for student to participate in the Alternate Assessment?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the LEA ensure that special educators are trained to administer the DeSSA-Alternate Assessment?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Does the LEA ensure that IEP team leaders attend the statewide PD: Alternate Assessment Participation Decision-Making Workshop?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the LEA ensure that special educators and IEP team leaders attend the statewide webinar: State Guidelines and Participation Criteria to keep up-to-date on changes in the guidelines?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are students participating in the DeSSA-Alt with disability categories that are typically not eligible for the DeSSA-Alt? (i.e. by definition do not have a significant cognitive disability such as SLD, ED)? If yes, what is the LEA's explanation regarding this data:	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is there a high incidence of students with disabilities in the district? If yes, please elaborate.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is there a school, community or health program in the district that draws large numbers of students with significant intellectual disabilities? If Yes, please elaborate:	<input type="checkbox"/> YES <input type="checkbox"/> NO
*Other. If yes, Please elaborate.	<input type="checkbox"/> YES <input type="checkbox"/> NO

By submitting this justification form, the LEA verifies that all the information provided is valid and accurate and is able to provide any requested documentation of evidence.

Signature of Special Education Administrator

Signature of Superintendent or Charter School Lead