



ESSA and the Assessment of Students with Disabilities

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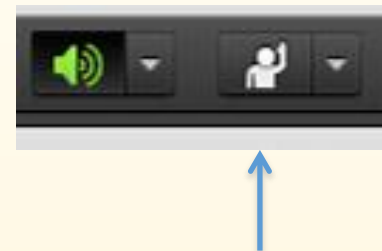
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ESSA and the Assessment of Students with Disabilities

Our Presenters

- *Sheryl Lazarus, National Center on Educational Outcomes*
- *Candace Cortiella, The Advocacy Institute*

Our Goal for This Webinar

To provide
you with the

Information
Skills
Knowledge
Inspiration

needed for
Parent Centers
to be a voice

for students with disabilities
in each state's
implementation of ESSA

Agenda for Today's Webinar

- **Welcome & Introduction** | *Debra Jennings, CPIR*
- **ESSA, State Assessments, & Students with Disabilities** |
Sheryl Lazarus, National Center on Educational Outcomes (NCEO)
- **Stakeholder Guide to the ESSA** | *Candace Cortiella, The Advocacy Institute*
- **Questions & Comments**
- **Discussion: Has your Parent Center been involved in your state's ESSA Plan development?** | *You, Parent Centers on this webinar!*
- **ESSA Resources** | **What's available at the Hub & what's forthcoming**



ESSA, State Assessments, and Students with Disabilities

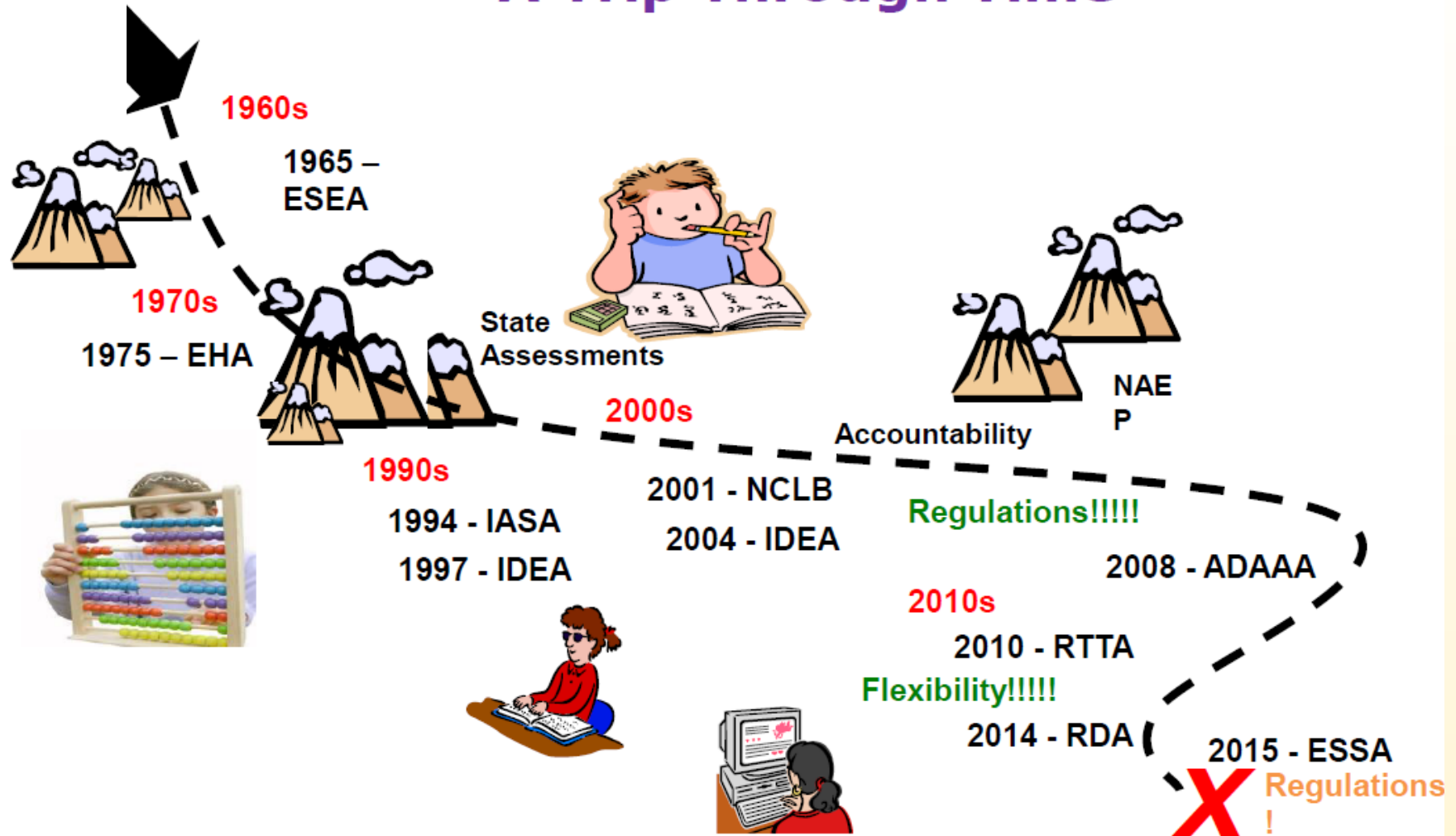
Sheryl Lazarus, Associate Director
National Center on Educational Outcomes (NCEO)

CPIR Webinar
January 5, 2017



NCEO is supported through a cooperative agreement between the University of Minnesota, National Center on Educational Outcomes (NCEO) (#H326G160001) and the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. **Project Officer:** David Egnor.

A Trip Through Time



Every Student Succeeds Act (ESSA)

- Passed in December, 2015
- Goes into effect for the 2017-18 school year
- Less federal control – more state flexibility
- State assessment requirement retained



Both ESSA and IDEA require that students with disabilities be included in all state and district assessments.

- Summative**
- Interim or Benchmark
- Formative
- Progress Monitoring
- Classroom
- Diagnostic

***Focus today on Summative Assessments*

Required Assessments

- Three content areas: Math, Reading/English Language Arts (ELA), Science
- Math and Reading/ELA are part of accountability system
- Grades
 - Math and Reading/ELA must be administered in grades 3-8, and once in High School
 - Science must be administered three times—once in each grade band (Grades 3-5, Grades 6-9, Grades 10-12)
- English Learners (ELs) with disabilities participate in *both* content assessments and in English Language Proficiency tests.

Participation Requirements

- Includes all public school students
- If school falls below 95% participation, non-participants must be counted as non-proficient
 - Requirement is to assesses at least 95% of all students and subgroups, including student with disabilities
 - This requirement is carried over from NCLB
 - Opt-outs enable schools to escape accountability for some students
- Assessment participation
 - Most participate in general assessment, with or without accommodations
 - A few participate in alternate assessments based on alternate achievement standards (up to 1% of total tested in a content area)

All students must have access to grade-level content.

- Some students with disabilities may need to use instructional supports, accessibility features, or accommodations to access instruction (as well as assessments).
- Students with the most significant cognitive disabilities who participate in alternate assessments must have the opportunity to learn same standards-based content though at reduced depth, breadth, and complexity.

Accommodations

- Accommodations are changes in processes or procedures that enable students to meaningfully access instruction and assessments.
- ESSA requires that students with disabilities and ELs be provided with appropriate accommodations.
- IEP teams make accommodations decisions.
- Students who use an accommodation on the state test must have been provided the accommodation during instruction, and on classroom and district assessments – though not all accommodations used during instruction are appropriate for use on the state test.

Not Part of ESSA But Important to Know

- Paradigm shift in thinking about meeting the “accommodations” needs of *a//* students, not just students with disabilities.
- Consortia of states (PARCC, Smarter Balanced, DLM, MSAA, NCSC, ELPA21), and many states not in a consortium, now have a range of accessibility features.
- All assessments incorporate (to greater or lesser extent) a “universal design” approach.

Not part of ESSA, but important to know (continued)

Accessibility Paradigm Shift

When states shifted to technology-based assessments, new tiered approaches to accessibility and accommodations emerged:

- **Universal features** – accessibility supports available to all students as part of the technology platform (may need to be turned off for some)
- **Designated features** – accessibility supports available to students for whom the need has been indicated by an adult or team of adults
- **Accommodations** – accessibility supports that are available only to students with disabilities and/or English learners

For additional details, see the following webinar: *Thurlow, M.L. Assessment Today: How We Got Here and Where We Are Going* at <https://www.youtube.com/watch?v=YTJ0PZ5MV-c>

Alternate Assessments Based on Alternate Achievement Standards

- For students with the most significant cognitive disabilities.
- Alternate achievement standards define how well students need to perform to be proficient.
- The federal government does not define who the students are with the most significant cognitive disabilities.
- According to the regulations, each state is to provide a definition of “students with the most significant cognitive disabilities.” States then must develop guidelines for IEP teams on the state’s definition.
- 1% cap on participation at state level.
- ESSA no longer permits other alternate assessments (based on modified achievement standards or grade-level standards).

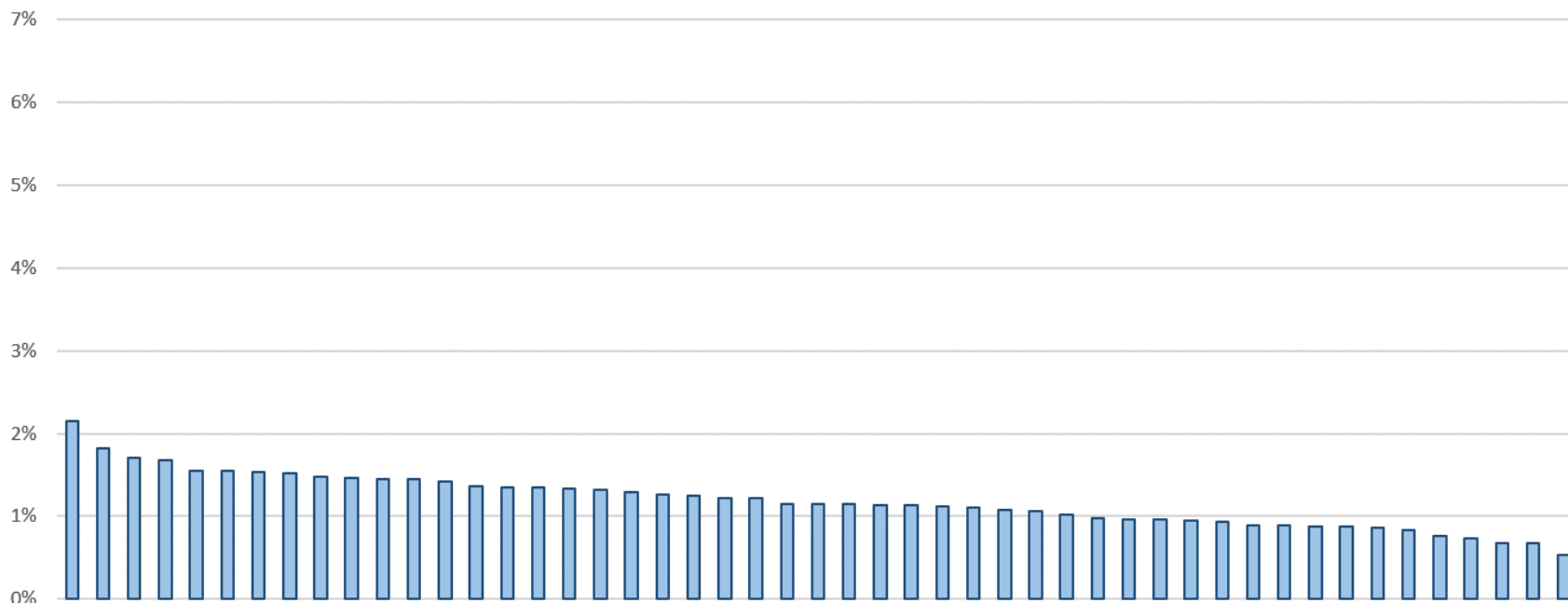
History of Education for Students with the Most Significant Cognitive Disabilities

- IDEA 1997 required the development of alternate assessments by 2000 for students unable to participate in regular assessments.
- Students with the most significant cognitive disabilities were first “named” in 2003, when ESEA allowed for up to 1% who participated in an alternate assessment based on alternative achievement standards to count as proficient for accountability purposes.
- Accountability attention has resulted in greatly increased attention to academic instruction for these students.

Who Are the Students?

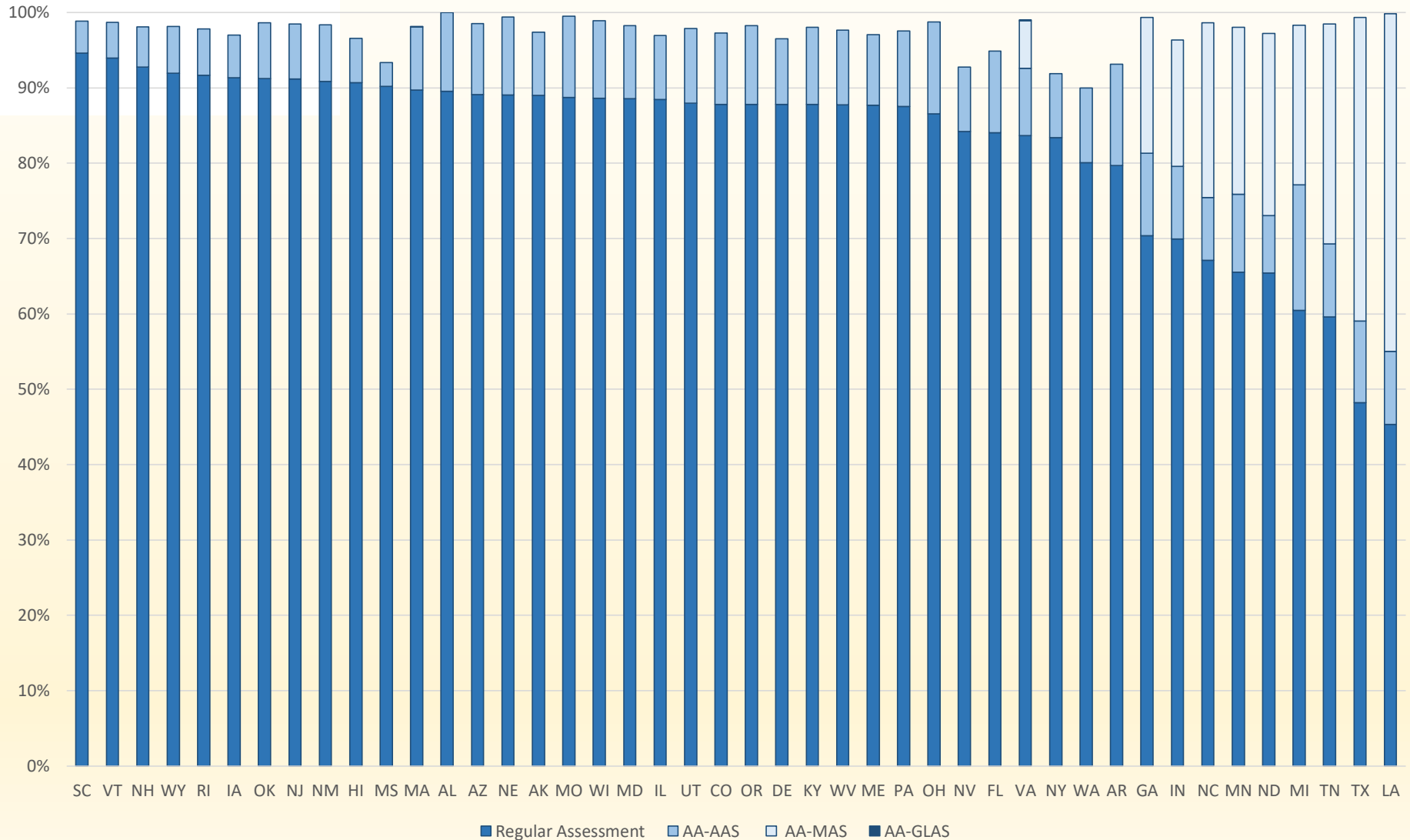
Characteristics of Students with the Most Significant Cognitive Disabilities

Percentages of Grade 8 Students with the Most Significant Cognitive Disabilities Vary by State*



*Based on 2013-14 Participation in the Alternate Reading Assessment

2013-2014 Participation in Reading Assessments (Gr 8)



Reporting

- All indicators (participation, proficiency, proficiency) must be reported by subgroup, including the students with disabilities subgroup (IDEA-eligible only).
- This ensures that the achievement gaps between students with disabilities and those without won't be hidden and that the instructional needs of students with disabilities will be addressed in school improvement plans.

Many lessons learned about inclusion of students with disabilities in the new consortia assessments

- Findings based on survey of teachers after administration of the assessments
- Most lessons were related to instruction or to the assessment
- Many lessons, though, were about the technology



Available at www.NCEO.info

CPIR Fact Sheets



Center for
Parent Information
and Resources

- Will be available soon!
 - Assessments
 - Alternate Assessments



Questions?
Comments?

Contact Information

www.nceo.info

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Stakeholder Guide to the Every Student Succeeds Act (ESSA)

Presenter

Candace Cortiella, Director



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



Stakeholder Guide to the Every Student Succeeds Act (ESSA)

This guide provides
Parent Center staff
& their advocacy partners
with an understanding of
key provisions in ESSA...

...so that they may become
meaningfully involved in
how the law is planned and
implemented by the states.

ACTION ITEMS are
included to support such
meaningful involvement.

Find the guide at:

<http://www.parentcenterhub.org/repository/stakeholder-guide-essa/>

*Produced in partnership between the Center for Parent Information and Resources (CPIR)
and The Advocacy Institute under a cooperative agreement from the U.S. Department of Education's
Office of Special Education Programs.*



The clock is ticking...

States have begun to develop and publish their draft consolidated state plans in an effort to meet the 2017 submission deadline of either:
April 3, 2017 or September 18, 2017.

States have been asked to inform USED by January 10, 2017 of their planned submission date.

States **must** allow the public **at least 30 days** to comment on the plan **before** submitting plans to USED for review and approval.



Locating ESSA Information in Your State

In addition to publishing their draft state plans, states have created ESSA web pages with information on their state plan development and how stakeholders may comment on the content.

Several resources on ESSA state plan development are available.



www.csai-online.org/spotlight/consolidated-state-plans



www.understandingessa.org



www.pta.org – search “ESSA web pages by state”

Stakeholder Engagement

In developing state plans, **states must engage in “timely and meaningful consultation” with stakeholders.**

Stakeholders must reflect the geographic diversity of the state and include a broad range of individuals and entities, including:

- **Parents and families;**
- Civil rights **organizations**, including those representing **students with disabilities**, English learners, and other historically underserved students.

See the Stakeholder Guide for a full list of required stakeholders and a link to the USED Dear Colleague Letter on Stakeholder Engagement.

Stakeholder Engagement

- **“Timely and meaningful consultation”** means more than holding listening sessions or forums, inviting comments via web-based surveys or other mechanisms, or generally providing the public with the opportunity to comment.
- **It is essential for stakeholders to become involved in the process during the planning stage.** The state plan, once approved by the U.S. Department of Education, will remain in effect for many years unless significant changes are proposed, making it even more critical to ensure equity for students with disabilities in the development stage.



Stakeholder Guide to the Every Student Succeeds Act (ESSA)

What's Inside ...

- Background of the law and the relationship between ESSA and the Individuals with Disabilities Education Act (IDEA);
- Sample ESSA Implementation Timeline with key activities;
- Overview of the State Plan required by ESSA, including several elements important to promoting improved achievement and providing equity for students with disabilities;
- Stakeholder Engagement requirements;

continued...



Stakeholder Guide to the Every Student Succeeds Act (ESSA)

- Discussions of these **important components of the State Plan** and the implications of each for students with disabilities:
 - *Academic Content Standards and Academic Achievement Standards*
 - *Academic Assessments*
 - *Statewide Accountability System*
 - *Identification of Schools in Need of Improvement*
 - *Annual State and District Report Cards*
- Listing of additional **resources**

Download the
**“Guide to the
Guide”** for quick
links to key
sections of the full

STAKEHOLDER GUIDE



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Questions?
Comments?

Final Points

Debra Jennings & Lisa Küpper
Center for Parent Information and Resources



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Let's take a poll—
& then talk about it!





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ESSA Resources at the Hub

Every Student Succeeds Act resource page (January 2016)

<http://www.parentcenterhub.org/repository/essa-reauth/>

Search for the latest ESSA resources:

<http://www.parentcenterhub.org/?s=ESSA>

Webinar 1 on ESSA (February 2016)

<http://www.parentcenterhub.org/repository/webinar-essa/>

This Webinar on ESSA (January 2017)

<http://www.parentcenterhub.org/repository/webinar18-essaguide/>

Coming to
the Hub
very soon!

EVERY STUDENT SUCCEEDS ACT

FACT SHEET:

Assessments for Students with Disabilities

FACT SHEET:

*Alternate Assessments for Students
with the Most Significant Cognitive Disabilities*



<http://www.parentcenterhub.org/repository/webinar18-essaguide/>

You can find the slides, helpful handouts, and the recording of this webinar on the web page we've created for this event.

Stakeholder Guide to the Every Student Succeeds Act (ESSA)

January 2017

*A collaborative publication
of the Center for Parent Information and Resources (CPIR)
and The Advocacy Institute*

**Welcome to the Stakeholder Guide
to the Every Student Succeeds Act (ESSA).**



*Thank you very much for
attending this webinar.*

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