




STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

November 13, 2019

TO: Complex Area Superintendents
Public Charter School Executive Director
Principals (All)
Public Charter School Directors
Student Services Coordinators
HSA-Alt Test Administrators

FROM: Rodney Luke 
Assistant Superintendent

SUBJECT: **Alternate Assessment One Percent Threshold Plan**

The Assessment Section, in the Office of Strategy, Innovation and Performance, is implementing the Hawaii Department of Education's (HIDOE) One Percent Threshold Plan to address overages in participation in the Hawaii State Assessment - Alternate (HSA-Alt). Current federal guidelines require all states to assess no more than 1% of the total number of students using an alternate form of the assessment for a subject area. Pursuant to 34 C.F.R. §200.6(c)(4), the HIDOE submitted a waiver to the United States Department of Education (US DOE) outlining the actions that will be taken to reduce the participation rate of the HSA-Alt to less than 1% in the subject areas of English language arts, mathematics, and science. These actions are intended to bring the HIDOE into federal compliance and ensure the appropriate identification of students for alternate testing.

The Assessment Section has implemented a tiered model of support that is based upon the degree of overage in HSA-Alt participation at the school-level. Support to schools varies depending upon the degree of over-identification with tiered levels of oversight and monitoring reflecting the school's over-identification rate. Underlying all tiered levels of support are the system-wide, universal supports focused on developing special education and support staff understanding of appropriate identification for students who take the HSA-Alt. Table 1 provides the categories of support and the criteria used to determine each of the tiered levels of support.

Table 1: HSA-Alt Participation Categories of Support

Category of Support	Criteria
Universal Support	≤ 1% HSA-Alt Participation

Category of Support	Criteria
Tier 1 – Needs Assistance	1.1% - 1.9 % HSA-Alt Participation 1.1% - 2.9 % HSA-Alt Participation Small N*
Tier 2 – Needs Intervention	2.0% - 2.9 % HSA-Alt Participation 3.0% - 4.9 % HSA-Alt Participation Small N*
Tier 3 – Needs Substantial Intervention	≥ 3.0% HSA-Alt Participation ≥ 5.0% HSA-Alt Participation Small N*

*Small N = The HIDOE recognizes the unique needs and challenges of small schools and the impact that small N sizes have on HSA-Alt participation rates. Therefore, the tiers of support for schools that test fewer than 180 and more than 60 students in total have been adjusted accordingly. For schools with testing populations of 60 students or less, case by case review of participation rate overages will be undertaken with follow-up actions planned as needed.

For schools with rates of participation within expected norms, the Assessment Section will apply the following universal supports:

1. communication of the need to increase student summative test participation across all content area assessments and student sub-groups including students with disabilities;
2. cross-state training on summative testing options - the general assessment, the general assessment with accommodations, and the alternate assessment;
3. the application and leveraging of available accessibility features and accommodations for summative testing; and
4. the application of the HIDOE’s identification criteria for alternate assessment eligibility, the *HSA-Alt Participation Guidelines* (see attached along with the *Factors and Red Flags on the Road to HSA-Alt Student Identification*).

Tier 1 – Needs Assistance

For schools and complex areas with rates of HSA-Alt student identification between 1.1 and 1.9% (Tier 1 Category), the One Percent Threshold Plan requires documented assurance that the *HSA-Alt Participation Guidelines* are being used as the basis for alternate assessment student identification. In addition, schools will be asked to calculate their 2018-19 disabled student participation rates and provide justification for identification overage. Schools are required to complete and submit the *One Percent Threshold Assurance and Justification Form* to the Assessment Section by January 17, 2020. In addition, Tier 1 schools’ HSA-Alt Test Coordinator, Special Education Department Chair and/or Student Services Coordinator (SSC) are invited to attend the *One Percent Threshold Webinar* on Thursday, November 21, 2019 from 2:30– 3:00 p.m.

Tier 2 – Needs Intervention

For schools and complex areas with rates of HSA-Alt student identification between 2.0 and 2.9% (Tier 2 Category), the One Percent Threshold Plan adds on to Tier 1 requirements, making the *1% Threshold Webinar* a mandatory requirement and IEP “desk review” a component of the state plan. SSC’s at Tier 2 schools are expected to attend the *1% Threshold Webinar* on November 21, 2019. (If an SSC is unable to attend the live session, they are required to view the recorded version, submitting emailed verification of attendance by January 17, 2020.) IEP “desk reviews” into disproportionately represented subgroups of students at Tier 2 schools will also be conducted to determine if further investigation is needed; next steps may include site visits or staff training at identified schools.

Tier 3 – Needs Substantial Intervention

For schools and complex areas with rates of HSA-Alt student identification 3.0% or higher (Tier 3 Category), the One Percent Threshold Plan adds on to Tier 2 requirements, making the IEP “desk review” and a school site visit mandatory components. Mandatory site visits to Tier 3 schools will include a) IEP file review for all HSA-Alt identified students, b) staff interviews and information-sharing, and c) HSA-Alt student observation. In addition, the *One Percent Threshold Assurance and Justification Form* that is submitted by Tier 3 schools will be made publicly available upon request as per US DOE requirements.

Schools that remain in Tier 1 – Needs Assistance for three consecutive years will move into Tier 2 – Needs Intervention. Schools that remain in Tier 2 – Needs Intervention for two consecutive years will move into Tier 3 – Needs Substantial Intervention. Schools that assess fewer than 180 students in total and exceed the 1% threshold on HSA-Alt participation across multiple years will be evaluated on an individual basis. Schools that have justifications verified by Special Education and Assessment Section staff are not required to participate in 1% threshold activities.

For more information about Hawaii’s One Percent Threshold Plan, contact Susan Forbes, Test Development Specialist, Assessment Section, at (808) 307-3636 or via email at Susan.Forbes@k12.hi.us.

RL:sf

Attachments: *One Percent Threshold Assurance and Justification Form*
Hawaii State Assessment–Alternate (HSA-Alt) Participation Guidelines
Contributing Factors or Red Flags on the Road to HSA-Alt Student Identification

c: Assessment and Accountability Branch

ONE PERCENT THRESHOLD ASSURANCE AND JUSTIFICATION FORM

Schools that exceed the 1% threshold on participation in the HSA-Alt are required to complete and submit this form to susan.forbes@k12.hi.us, or FAX to 808-733-4483, by January 17, 2020.

School name: _____ Contact: _____

Email address: _____ Phone #: _____

CALCULATIONS

Please calculate your school's summative test participation rate for students with disability in the contents area of ELA, math, and science and your school's HSA-Alt student identification rate.

Participation Rate for Students with Disabilities in ELA, Math, and Science

1. Enter the total number of students at your school who are identified as students with disabilities who **participated** in each summative assessment- ELA, Math, and Science.

ELA _____ Math _____ Science _____

2. Enter the total number of students at your school who were **eligible to participate** in each summative assessment- ELA, Math, and Science.

ELA _____ Math _____ Science _____

3. Divide line 1 by line 2 for each content area, multiply by 100, and round to the hundredths.

ELA _____%. Math _____%. Science _____%.

HSA-Alt Identification Rate

1. Enter the total number of students at your school who are identified for the HSA-Alt assessment in grades 3-8, and 11. _____
2. Enter the total number of students at your school who are eligible to take a summative assessment (Smarter Balanced/ HSA Science/ Biology EOC, KA'EO, and HSA- Alt). _____
3. Divide line 1 by line 2 and multiply by 100 (round to the hundredths). _____%.

ASSURANCE

Please provide the following assurances for your school. *Check all that apply.*

- We encourage students with disabilities to take the summative assessments, including the HSA Science/Biology EOC/HSA-Alt if they are in the testing grades (3, 8, and 11) or enrolled in Biology.
- All IEP teams use the HSA-Alt Participation Guidelines to determine eligibility for participation in the alternate assessment.
- All students participating in the HSA-Alt meet the four criteria defined in the HSA-Alt Participation Guidelines.

JUSTIFICATION

Choose the justification statement that best reflects your school's situation. Be sure to provide additional information as requested.

- There is a school, community, and/or health program in the area that draws large numbers of students with significant cognitive impairments. Provide program description and the number of students from the program taking the HSA-Alt.

- The school's child count of students with disabilities is above the state average of 10 %. Percentage of students with disabilities: _____
- IEP teams lack the requisite knowledge to apply the HSA-Alt Participation Guidelines.
- Other. Please provide clarification or explanation. _____

SUPPORT AND TECHNICAL ASSISTANCE

What support or technical assistance does your school require to ensure that students are being assessed using the appropriate statewide summative assessment? *Check all that apply.*

- Training to understand and apply HSA-Alt participation criteria for:
 - SPED teachers IEP team members school leaders/others
- Training to understand and leverage allowable testing accommodations for:
 - SPED teachers IEP team members school leaders/others
- Training to understand the 1% threshold on HSA-Alt participation for:
 - SPED teachers IEP team members school leaders/others
- Other: _____

SIGNATURES

Principal signature

SSC signature

Principal printed name

SSC printed name

Date

Date

Scan and email this completed form to susan.forbes@k12.hi.us, or FAX to 808-733-4483, by January 17, 2020. If you have any questions regarding this form, please contact Susan Forbes, Assessment Section Test Development Specialist, at susan.forbes@k12.hi.us or 808-307-3636.

Hawaii State Assessment - Alternate (HSA-Alt) Participation Guidelines

Four criteria form the basis for alternate test participation in Hawaii. A student with an IEP must meet all four criteria in order to be considered for the HSA-Alt or the WIDA Alternate ACCESS for ELLs. This evidence-based checklist should be used by IEP teams when making an alternate test student identification decision for either the HSA-Alt or the WIDA Alternate ACCESS for ELLs.

Criteria	Yes	No	Evidence
(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations.			
(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.			
(C) The student's daily instruction is substantively different from that of their peers without disabilities and requires extensive, repeated individualized instruction and support, across multiple settings.			
(D) The student's difficulty with the demands of the general academic curriculum is not due to social, cultural, or environmental factors; expectation of poor performance; or excessive absences.			

Reference: "An Introduction to Alternate Assessments" H. Kleinert, R. Quenemoen, M. Thurlow from *Alternate Assessment for Students with Significant Cognitive Disabilities*. 2010.

Decisions for determining participation in the Hawaii alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Low reading level/achievement level
3. English Language Learner (ELL) status/Native language difference
4. Expected poor performance on the general education assessment
5. Impact of student scores on school test results
6. Anticipated student's disruptive behavior
7. Anticipated emotional distress
8. Educational environment or instructional setting
9. Percent of time receiving special education
10. Services that the student receives
11. Need for accommodations
12. Administrator decision

Additional HSA-Alt Student Identification resources are available within the HSA-Alt portal at www.alohahsap.org; these are *Factors and Red Flags on the Road to HSA-Alt Student Identification*, *Decision-making Questions with Case Study Examples*, and the *HSA-Alt Decision-making Flow Chart*.

Contributing Factors or “Red Flags” on the Road to HSA-Alt Student Identification¹

Contributing Factors: *Part of Hawaii State Participation Guidelines	Red Flags: Do NOT use as contributing factors
<ul style="list-style-type: none"> • IEP Team decision* 	<ul style="list-style-type: none"> • Individual/Administrator decision • Concern about meeting 1% Cap
<ul style="list-style-type: none"> • Student with most significant cognitive disability* <p><i>Def. “A student with a most significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. This is NOT determined by an IQ test score, but rather by a holistic understanding of a student.”¹</i></p>	<ul style="list-style-type: none"> • Social, cultural, environmental factors* • Low expectations for performance* • Excessive absences* • Socio-economic status • Poor academic preparation • Language/English Learner (EL) status
<ul style="list-style-type: none"> • Limited adaptive behavior* <p><i>Def. “Adaptive behavior is the essential actions required by an individual to live independently and to function safely in daily life.”</i></p>	<ul style="list-style-type: none"> • Anticipated disruptive behavior
<ul style="list-style-type: none"> • Need for modified curriculum* <p><i>Range Performance Level Descriptors</i></p>	<ul style="list-style-type: none"> • Anticipated emotional duress
<ul style="list-style-type: none"> • Need for modified curriculum* <p><i>Range Performance Level Descriptors</i></p>	<ul style="list-style-type: none"> • Need for accommodations or specialized services
<ul style="list-style-type: none"> • Need for extensive, repeated, individualized instruction* 	<ul style="list-style-type: none"> • Augmentative assistive communication
<ul style="list-style-type: none"> • Need for extensive, repeated, individualized instruction* 	<ul style="list-style-type: none"> • Instructional setting; e.g., FSC setting
<ul style="list-style-type: none"> • Range Performance Level Descriptors are at an appropriate instructional level for student 	<ul style="list-style-type: none"> • Poor academic preparation; three or more grade levels below peers
<ul style="list-style-type: none"> • HSA-Alt is an appropriate test for student 	<ul style="list-style-type: none"> • Low reading level
	<ul style="list-style-type: none"> • General assessment is “too hard”
	<ul style="list-style-type: none"> • Impact of test scores on accountability system

Characteristics of students with the most significant cognitive disability:

Students who are eligible for HSA-Alt testing may be from any of the disability categories listed in the IDEA. The three most prevalent disability categories for HSA-Alt identified students are the IDEA categories: intellectual disability, autism spectrum disorder, or multiple disabilities. HSA-Alt identified students are typically identified early (pre-K or K) and exhibit limited expressive and receptive communication capacities.

¹ Adapted from Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment, August 2016