

NMPED ALTERNATE ASSESSMENT MONITORING AND SUPPORT GUIDANCE MANUAL



2023-2024

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Attributions

The Ohio Department of Education and Kansas State Department of Education provided examples, references, and consultation.

The National Center on Educational Outcomes (NCEO)

NMPED Office of Special Education Policies and Guidance

NM PED Office of Special Education provides guidance for IEP Teams regarding the development of IEPs, including appropriate assessment of students with disabilities. This monitoring plan aims to ensure alignment of IEP decision-making to OSE guidance regarding NMPED alternate assessment placement.

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PURPOSE OF THIS MANUAL

New Mexico Public Education Department's focus with this alternate assessment participation monitoring manual is to guide and monitor Local Education Agencies (LEA) processes and to ensure students with the [most significant cognitive disabilities](#) are instructed and assessed using the appropriate standards.

NEW MEXICO'S ALTERNATE STANDARDS & ALTERNATE ASSESSMENT

Students with the most significant cognitive disabilities are taught using alternate academic standards and assessed using an alternate assessment.

New Mexico's [state-adopted](#) alternate academic standards are the Essential Elements in [Math](#), [Language Arts](#), and [Science](#). The Essential Elements (EE) are aligned to challenging academic content state standards, to promote access to the general education curriculum, and to reflect a professional judgment of the highest possible standards achievable. DLM measures student proficiency in the EEs of English Language Arts, Math, and Science. EEs are the state-adopted alternate standards aligned to the Common Core State Standards and Next Generation Science Standards, although at less-complex skill levels.

New Mexico uses Dynamic Learning Maps (DLM,) alternate assessments designed for students with the most significant cognitive disabilities for whom, even with accommodations, the general state assessments are not appropriate. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

HISTORY AND BACKGROUND OF SERVING THIS STUDENT POPULATION

The Individuals with Disabilities Education Act ("IDEA") requires children with disabilities to participate in all general state and district-level assessments unless they cannot participate in these assessments as indicated in their [individualized education programs \(20 U.S.C. § 1412\(a\)\(16\)\(C\)\)](#). The implementing regulations of IDEA require states to adopt alternate academic achievement standards and to issue guidelines for determining who are the students with the *most significant cognitive disabilities* for participation in alternate assessments.

The goal of [Every Student Succeeds Act \(2015\)](#) is to provide all children significant opportunity to receive a fair, equitable, and high-quality education to close the achievement gaps. ESSA is designed to support all students, including students with disabilities, in expanding educational opportunities and improving students' outcomes. Title I of ESSA permits states to develop and adopt alternate assessment standards and to develop alternate assessments aligned to alternate standards.

Starting in 2017, federal law limited the total number of students with the *most significant cognitive disabilities* who are assessed statewide with a reading/English language arts, mathematics, or science Alternate Assessment to 1% of the total number of students in the state who are assessed statewide in each of these same subject areas ([ESEA section 1111\(b\)\(2\)\(D\)\(i\)\(I\)](#)). This 1% threshold raises the importance of ensuring that appropriate students participate in the Alternate Assessment, in part because of the additional requirements placed on states and districts when a state exceeds the threshold.¹

In 2019, New Mexico joined the [Dynamic Learning Maps](#), a multi-state alternate assessment consortium. New Mexico administers the DLM in math, language arts and science for students with the *most significant cognitive disabilities* in lieu of general education assessments.

¹ Hinkle, A. R., Thurlow, M. L., Lazarus, S. S., & Strunk, K. (2022). *State approaches to monitoring AA-AAAS participation decisions* (NCEO Report 432). National Center on Educational Outcomes.

WHY IS NMPED MONITORING LEAS' ALTERNATE ASSESSMENT RATES?

In recent years, New Mexico has exceeded the 1% threshold in one or more statewide assessed content areas. States that anticipate exceeding the threshold are able to seek a waiver from the U.S. Department of Education (USED) in the fall prior to the spring assessment window. In order to submit a waiver, NMPED must include assurances, one of which that NMPED has verified that each LEA that assesses more than 1% of its students in any subject using an Alternate Assessment has followed the State's guidelines for participation in the Alternate Assessment (34 CFR § 200.6(c)(4)). A state requesting a waiver from the 1% requirement must provide details about what it will do with Local Education Agencies (LEA)² that are expected to exceed the threshold. This document and the tools within meet USED requirements:

- Develop a plan for supporting and providing oversight to those LEAs,
- Develop a timeline for providing additional support and oversight to those LEAs, and
- Provide an explanation of how the state will monitor and evaluate the LEA's training that is designed to ensure that IEP team members understand and implement the state Alternate Assessment participation guidelines.

NMPED'S DEFINITION OF MOST SIGNIFICANT COGNITIVE DISABILITY

In August 2023, NMPED issued a memorandum and definition [NMPED Memorandum and Definition of Most Significant Cognitive Disability](#) for the identification of students with the most significant cognitive disabilities:

Students with the most significant cognitive disabilities

A. For a local education agency to classify a student as having a most significant cognitive disability, all of the following must be true:

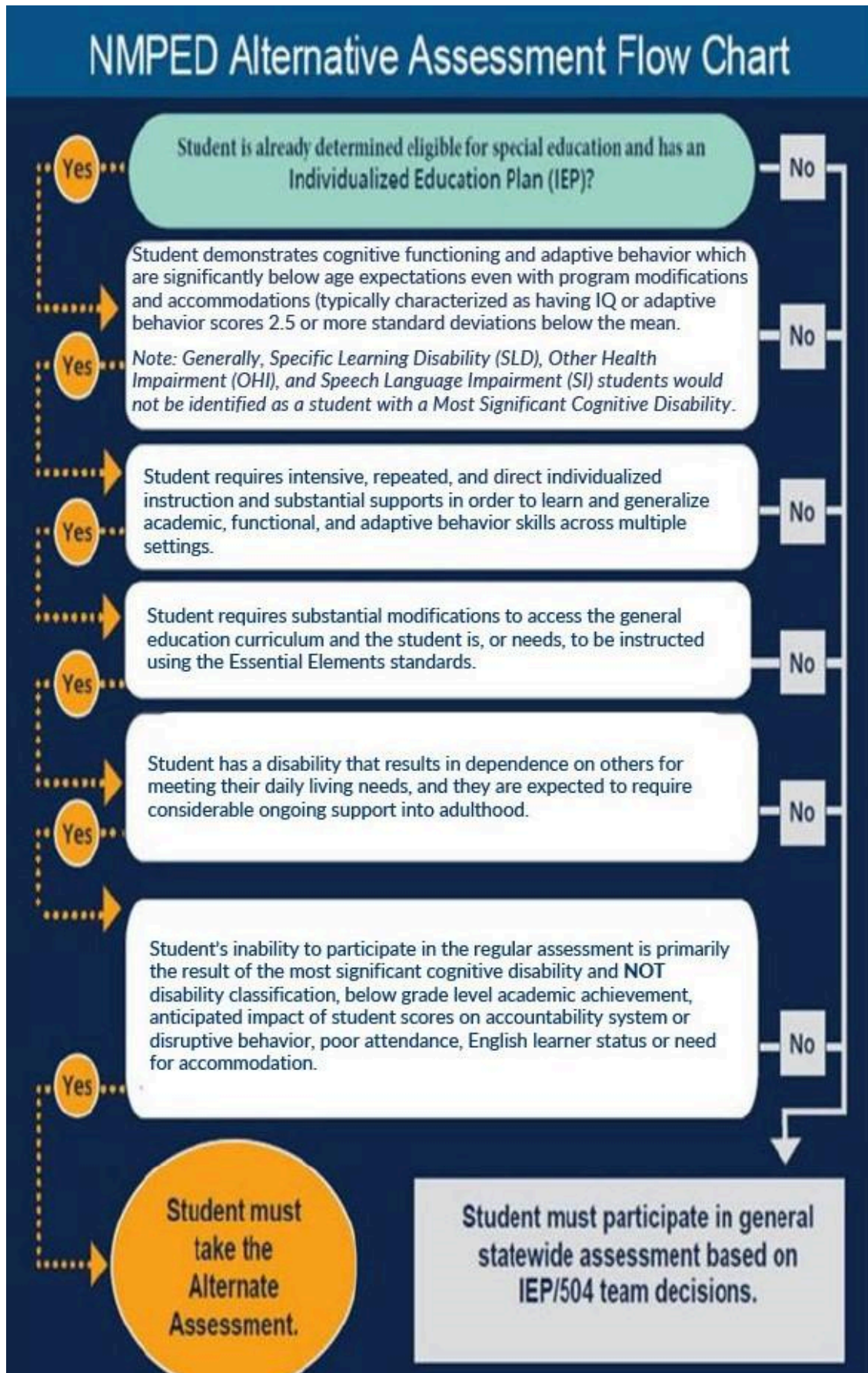
- Student is already determined eligible for special education and has an IEP;
- Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean);
- Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings;
- Student requires substantial modifications to access the general education curriculum; and
- Student has a disability that results in dependence on others for meeting their daily living needs and they are expected to require considerable ongoing support into adulthood.

B. A local education agency shall not classify a student as having a most significant cognitive disability based solely on:

- disability classification;
- below grade level academic achievement;
- expected poor performance on the general assessment;
- anticipated impact of student's scores on accountability system;
- anticipated disruptive behavior if student takes general assessment;
- poor attendance;
- English learner status; or
- need for accommodations to participate in the general assessment.

² *Local education agencies includes districts, charter schools, and state supported schools

NMPED ALTERNATIVE ASSESSMENT FLOW CHART



DLM [MODULE](#) TRAINING REQUIREMENT FOR ALL LEAs

Educational leaders and staff who have eligible students for Alternate Assessment placement need to be familiar with the assessment options, accommodations, and instructionally embedded assessments.

In support of professionals who may need more information, [DLM Professional development](#) can be assigned by the DTC.

All **Special Education leaders** whose LEAs are projected for **Phase 2** and **Phase 3** monitoring are **required** to successfully complete the [7 DLM Modules](#). The seven modules are:

- Overview of the Dynamic Learning Maps® Alternate Assessment
- Understanding and Delivering Testlets
- Test Administration and Scoring
- Becoming Familiar with DLM Resources
- Who are the students with significant cognitive disabilities
- DLM Essential Elements Overview
- Individual Education Programs Linked to the DLM Essential Elements

DYNAMIC LEARNING MAPS: FIRST CONTACT SURVEY

LEAs' via special education lead or district test coordinator (DTC) are required to complete and submit the First Contact Survey on or near the **15th of November each year**. The data from each survey provides details on the number of students projected to complete an alternate assessment, disability type, and the number of students being assessed by each district/school.

TECHNICAL SUPPORT

The NMPED Office of Special Education and Assessment Bureau will provide LEAs training and technical assistance in regards to systems and policies that help support the placement of students in the most appropriate assessment. PED will continue to monitor the effectiveness of PED's Alternate Assessment Monitoring and Support System by:

- Reviewing district feedback regarding the changes implemented due to the decision-making procedures and monitoring;
- Reviewing what practices were developed and implemented by districts after the decision-making procedures and monitoring training was provided by the NMPED; and
- Evaluating how the decision-making procedures and monitoring training contributed to alternate assessment participation decisions.

NMPED's [Assessment website](#) for and link for [DLM Resources](#) provides many resources for LEAs, staff, and parents.

OVERVIEW OF THE MONITORING PLAN

There are three phases to PED's alternate assessment monitoring. Based on a review of LEA's data, there are [NMPED phased requirements](#) for LEAs to evaluate systems and processes to ensure that students are assigned the correct assessment based on a student's IEP and adhering to the 2023-2024 guidance from NMPED. **LEA rates are posted on the NMPED Alternate Assessment Monitoring website.**

Note: All LEA's must provide a justification form to NMPED Assessment. This includes districts that are under 1%. For monitoring purposes, the highest rate in any subject area will determine the appropriate monitoring phase for the LEA.

LEA Monitoring Phase	Projected Threshold Ranges
Phase I	The LEA's projected Alternate Assessment participation rate for 2023-2024 is <1% of students in either Math, Language Arts, and/or Science.
Phase 2	The LEA's projected Alternate Assessment participation rate for 2023-2024 is >1% and up to 2% of students in either Math, Language Arts, and/or Science.
Phase 3	The LEA's projected Alternate Assessment participation rate for 2023-2024 is >2% of students in either Math, Language Arts, and/or Science.

MONITORING PLAN

	Phase 1		Phase 2		Phase 3
	*		*		
	<i>Alternate Assessment Students predicted participation rate of <1% of students (Math, Language Arts, or Science).</i>		<i>Alternate Assessment Students predicted participation rate of >1% and up to 2% (Math, Language Arts, or Science).</i>		<i>Alternate Assessment Students predicted participation rate of >2% (Math, Language Arts, or Science).</i>
A	All District Test Coordinators (DTCs) successfully pass the required Alternate Assessment on the/DLM 7 module training by logging into DLM's Educator Portal .	A-D	Complete all Phase 1 and Phase 2 requirements.	A-G	Complete all Phase 1, Phase 2 and Phase 3 requirements.
B	Complete First Contact Survey accurately completed fall of each school year November 15. NMPED will review this data.	E	LEAs identify Special Education Directors (and other LEA identified OSE staff) to take the Alternate Assessment (DLM) 7 module training . DTCs will roster SED staff.	H	Complete Phase 3 Improvement Plan (Appendix C). (Appendix E may be used in lieu of Appendix C.)
C	DTCs prepare to be randomly sampled for PED virtual desktop audits. DTCs present evidence of LEAs and site's systems to iden erification of the IEPs documentation of Participation in Alternate Assessment, and, when appropriate, completion of the OSE IEPs Addendum for Alternate Assessment Appendix A OSE Website/Alternate Assessment IEP Addendum	F	LEAs complete Alternate Assessment Root Cause Report (Appendix B). Link Appendix D here: (Appendix E may be used in lieu of Appendix B)	I	Prepare for onsite compliance monitoring visits which include review of the OSE IEP Addendum for Alternate Assessment, and respond to recommended steps or corrective action (if provided).
D	Complete and submit the 1% justification survey including District Assurances to NMPED.	G	LEA's DTC and OSE Leader(s) present their practices, systems and next steps during a virtual audit to NMPED. 1% Phase 2 and 3 Monitoring Slide Deck (Appendix E may be used in lieu of the Monitoring Deck)		

2023-2024 TIMELINE FOR ALTERNATE ASSESSMENT PARTICIPATION

Early Fall	Each LEA will have access to an Alternate Assessment 1% Participation Rates and the data will be published on the NMPED Assessment Department website.
Early Fall	DTC Required training on DLM's Educator Portal . They must achieve the DLM pass rate required to receive a certificate.
August	LEAs develop and use checklists, following NMAC 6.10.7 which requires district test coordinators to develop checklists and written procedures for internal use to: <ul style="list-style-type: none"> ■ ensure all procedures for standardized testing comply with 6.10.7.12 NMAC; and ■ collaborate with appropriately licensed personnel to ensure appropriate accommodations and test placement for students with disabilities and English language learners.
August	DTC and OSE Professional Development regarding Alternate Assessment processes, Alternate Assessment Monitoring and Support System and NM Accommodations Manual.
August Ongoing	LEA uses Most Significant Cognitive Disability Definition and the verification of the IEPs documentation of Participation in Alternate Assessment. Also, completion of the OSE <i>Addendum for Alternate Assessment</i> (Appendix A). <ul style="list-style-type: none"> ● Any student with an IEP that assigns students the DLM must submit within the IEP the Addendum for Alternate Assessment.
Early Fall	Review DLM Data previous years and current <ul style="list-style-type: none"> ● LEA assess data for patterns or trends ● LEAs know 2022-23 <i>Alternate Assessment Participation Rates</i> Alternate Assessment Participation Rates Link ● Review Data provided by REA
Fall	LEAs complete 1% Justification and Assurances Form Based on Spring 2023 DLM participation.
Fall	NMPED will notify LEAs of Phase 2 and Phase 3 identification regarding alternate assessment participation data above 1.0%. LEAs follow the monitoring plan and next steps.
November	Audits and Onsite Monitoring begins for Phase 2 and Phase 3 LEAs.
Nov 15	First Contact Survey <ul style="list-style-type: none"> ● Completion of the First Contact Survey and Personal Needs Profile are required before a test can be administered to a student in DLM to fit individual student needs.
Spring	PED Assessment Bureau monitors test participation during DLM administration window
May	Audits and Onsite Monitoring ends for Phase 2 and Phase 3 LEAs.
Ongoing	Review Data and Reports <ul style="list-style-type: none"> ● Educators can access First Contact Reports via the Kite Educator Portal; ● LEAs can provide access to parents via the Kite Parent Portal. ● LEAs can access Justification Survey Assurances and 1% Participation Rates.
Ongoing	Professional learning NMPED Assessment Resource Links

APPENDIX A: OSE IEP ADDENDUM FOR ALTERNATE ASSESSMENT

Also Located on OSE Website [Alternate Assessment IEP Addendum](#)

Addendum for Alternate Assessment §300.320(a)(6)

This addendum must be completed for any child who demonstrates a “most significant cognitive disability,” even if this is not identified as the child’s primary disability. This tool assists IEP teams in determining if the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement and documenting that discussion and decision.

This addendum must be completed within the context of an IEP meeting. It is not appropriate for this addendum to be completed without participation of the full IEP team.

Note: IEP teams are encouraged to use the Alternate Assessment Decision-Making Tool when determining if a child is eligible for the Alternate Assessment.

Did the IEP team determine that this child demonstrates a “most significant cognitive disability” as evidenced by meeting the following criteria **and not** based solely on the following factors: *disability classification, below grade level academic achievement, expected poor performance on the general assessment, anticipated impact of student scores on accountability system, anticipated disruptive behavior if student takes general assessment, poor attendance, English learner status, or need for accommodations to participate in the general assessment:*

Cognitive functioning **and** adaptive behavior significantly below age expectations, even with program modifications and accommodations **and not based solely on the factors listed above:**

Does the child’s past and present performance in multiple settings (i.e., home, school, community, etc.) indicate that a disability(ies) is present that significantly impacts the child’s **intellectual functioning** and **adaptive behavior** (skills essential for someone to live independently and to function safely in daily life)?

Justification and documentation:

Does the child require **intensive, pervasive, or extensive levels of support** in school, home, and community settings?

Justification and documentation:

Is the child primarily taught (or instructed) in alternative content standards (e.g., DLM Essential Elements) **and** require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum?

Justification and documentation:

*If the answer to **all three questions above** is “YES,” the IEP team may determine that the child is*

most appropriately assessed using an alternate assessment in one or more subject areas.

Has the IEP team determined that the child will participate in the alternate assessment in one or more subject areas?



If “yes,” specify which subject areas:

English Language Arts Mathematics Science

A member of the IEP is responsible for communicating this decision with the District Testing Coordinator prior to rostering the student for the DLM to ensure the student has access to the appropriate assessment.

Appendix B: ALTERNATE ASSESSMENT DISPROPORTIONALITY ROOT CAUSE

LEA may substitute [Appendix E](#), the 1% Alternate Assessment Participation Monitoring Short Form, in lieu of Appendix B (Root Cause Analysis).

Phase 2F and Phase 3H

District Name:

The LEA team is required to review and discuss the questions, summarize, and determine areas of concern. As an area of concern is identified, the team needs to determine the root cause. **The LEA must identify a local team to complete the root cause analysis. Examples of members are provided below.**

Phase 2 LEA (>1% and <2%): This document is used for reflection. The questions and LEA's answers will be part of the [1% Phase 2 and 3 Monitoring Slide Deck](#) and virtual audit with NMPED.

Phase 3 LEA (exceeding 2%): This document is used for investigation. The questions and LEA's answers will be part of the [1% Phase 2 and 3 Monitoring Slide Deck](#) with NMPED. This document guides LEA's Improvement Plan including short and long term goals.

Phase 2 and 3 Audit and Monitor

Insert LEA Name, Date of Audit

Insert LEA Responsible Parties on the Call

Phase 3 LEAs must complete and upload the completed slide deck and Alternate Assessment Improvement Plan if disproportionality exceeds 2%, to Canvas. [1% Phase 2 and 3 Monitoring Slide Deck](#). ([APPENDIX E](#) MAY BE USED IN PLACE OF CREATING A SLIDE DECK.)

Print Name	LEA Team Member Title (e.g.)	Phone #/Email	Date
	OSE Administrative Representative		
	Administrator		
	Regular Education Teacher		
	NMPED Assessment or REC, or OSE Representative (Phase 3)		
	Person Submitting		

Section A
Accurate Student Placement in Alternate Assessment

Guiding Question

What are the processes to review, collaborate with experts regarding each student, ensure careful consideration of the student’s future, and analyze participation rates in the state’s alternate assessment (DLM) for students identified with a *most significant cognitive disability*?

Process to discern Alternate Assessment Eligibility	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>A. How does the LEA determine alternate assessment placement in the IEP process?</p> <p>B. Has the LEA applied PED’s definition of most significant cognitive disability as part of the IEP decision making process? What evidence can the LEA provide that this definition is being applied?</p>			

Section A: Summarize LEA’s process to discern Alternate Assessment Eligibility:

What is working?

What needs to change?

Section B
Verifying Data Errors

Guiding Question

What is the process the LEA has in place to enter data correctly within the student information system, STARS, share data with PED, identify errors and/or correct errors?

Data Transfer from IEP documentation and entry	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>How does your LEA know that the Alternate Assessment related information is accurate and complete:</p> <ol style="list-style-type: none"> 1) In the local SIS and PED's data system (i.e., STARS/NOVA)? 2) For review of the First Contact Survey, Verification of Enrollment, and Rostering? 			
Data Revision and Correction	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>Who is responsible for:</p> <ol style="list-style-type: none"> 1) Revising/updating and correcting data reporting to include STARS/NOVA error codes? 2) Submitting the First Contact Survey information? 3) Validating the students roster in DLM before and after testing? 			

Section B: Summarize Data Review Process and Verification:

What is working?

What needs to change?

Section C
Professional Development regarding Alternate Assessment

Guiding Question

How does the LEA ensure that staff has the required and necessary information and professional development regarding the new MSCD definition, SED IEP processes, IEP addendums, and impact on students?

Professional Development on Alternate Assessment	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>A. How is the completion of Alternate Assessment required training(s) verified at site level and LEA level?</p> <p>B. What monitoring, coaching or supports are provided as follow-up to district professional learning in regards to Accommodations and Alternate Assessment?</p>			

Section C: Summarize required Professional Development verification and monitoring

What is working?

What needs to change?

Section D
Examining Data Trends and Patterns

Guiding Question

What do the data trends and patterns tell your LEA about DLM testing and assignments?

Data Trends and Patterns	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>A. Examine assessment patterns of students assigned to the Alternate Assessment. Typically students <u>do not change</u> assessments during their K-12 education. Examine if students were assigned a different test for one grade level only, and what is the reason for the change?</p> <p>B. Are any students identified that are outside the definition for <i>most significant cognitive disability</i>?</p> <p>C. Explore data patterns separately for possible commonalities.</p> <ul style="list-style-type: none"> a. Enrollment in general education courses b. Building, grade level, teacher, school, school psychologist, receiving services outside the district, etc. patterns that may indicate over identification. <p>D. Examine First Contact Survey for patterns and trends.</p>			

Section D: Summarize required Data Trends and Patterns

What is working?

What needs to change?

Section E
Examining Disproportionality

Guiding Question

NMPED must provide assurances, one of which that NMPED has verified that each LEA that assesses more than 1% of its students in any subject using an Alternate Assessment has followed the State’s guidelines for participation in the Alternate Assessment (34 CFR § 200.6(c)(4)).

What is the process the LEA has in place to reduce participation in alternate assessments not solely to meet federal requirements but to ensure each student has access to rigorous curriculum and assessments that prepare them for future success?

Here are some resources:

- [Equity in Special Education: Disproportionality](#)
- [National Center for Educational Outcomes Disproportionality Guidance](#)
- [NMPED Identity, Equity and Transformation](#)
- [Disproportionality Calculator from NCEO](#)

Disproportionality Trends	Data Summary	Area of Concern? (Y/N)	Root Cause:
<p>Disproportionality</p> <p>A. How are participation rates different for subgroups (e.g. African-American, Native American, Hispanic, Asian, Caucasian, English Learners, Economically Disadvantaged) compared to other subgroups?</p> <p>B. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)?</p> <p>C. Are there high numbers of students consistently performing above or near proficient in content areas on the alternate assessment?</p> <p>D. Is there a particular disability identified for the DLM? Example, all “specific learning disabilities” are MSDC; Examine First Contact Survey for patterns and trends.</p> <p>E. What other factors within the district may be causing a higher number of students being alternately assessed (enrollment changes, expansion of services, other)?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>

Section E: Summarize disproportionality trends for participation in the alternate assessment.

What is working?

What needs to change?

By signing you attest to being part of the data review and Alternate Assessment Root Cause Report.

School District Representative (Name/Date) _____

Special Education Director (Name/Date) _____

Intervention Specialist (Name/Date) _____

General Education Teacher (Name/Date) _____

Parent/Guardian (Name/Date) _____

NOTE:

*This Root Cause Tool was modeled after the Ohio Department of Education’s Root Cause Tool and Process.
See Citation Section

**APPENDIX C: 2023-2024 >1% ALTERNATE ASSESSMENT
IMPROVEMENT PLAN**

LEA may substitute (Appendix E) the 1% Alternate Assessment Participation Monitoring Short Form form in Lieu of Appendix C (Root Cause Analysis),

Phase 3 Required Documentation

District Name _____

District Plan for Improvement
What are the identified area(s) for improvement?
Summary - Based on the <i>Alternate Assessment Disproportionality Root Cause</i> , summarize the area(s) of concern:
Reflection – What are key factors affecting your high participation rates in the Alternate Assessment/DLM?
Long-Term Goal(s) - Write the long-term goal with deadline dates to address specific area(s) of concern: <u>Goal/Evidence/Date</u>
Short-Term Goal(s) – Write the short-term goal(s) and deadline dates for addressing specific concerns: 1.) 2.)

SHORT TERM GOALS DOCUMENTATION			
Activity	Resources	Timeline	Completion
Describe activities designed to achieve the short-term goal(s) – Items 1-3 are required for all identified districts. Districts can add additional activities needed for improvement <i>(Describe Who, What, Where, When, How):</i>	List the resources needed for activity:	Activities must be completed by Feb. 1, 2023:	Evidence of completed activity (training materials, agendas, sign- in sheets, procedure manuals...)
<i>Example:</i> <i>Short-Term Goal 1. LEAs DTC and SED leaders will collaborate to ensure all required module training is completed by Dec. 1, 2023. A tracking system will be developed and monitored by the DTC.</i>	7 DLM Modules	<i>Dec. 1, 2023</i>	LEA Tracker (hyperlinked)

To add a row for an additional activity – Left click in last row of the table and select + when it appears at the end of the row.

Please upload signatures and plan as one document. Do not separate.

District Title of Personnel Responsible for Implementation			
Title:	Name:	Signature:	Email:

Superintendent

Name:	Signature:	Email:
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Sponsor			
Organization:	Contact Name:	Signature:	Email:

State Support Team			
NMPED Representative	Name:	Signature:	Email:
REC/OSE Specialist	Consultant Name:	Signature:	Email:
Comment:			

Improvement Plan approval and next steps by the NMPED will be noted in and communicated to the district.

APPENDIX D LINK:

[MOST SIGNIFICANT COGNITIVE DISABILITY MEMORANDUM](#)

APPENDIX E: 1% ALTERNATE ASSESSMENT PARTICIPATION

RATE MONITORING SHORT FORM

(To request a fillable document, contact margenia.davis@ped.nm.gov.)



1% Alternate Assessment Participation Monitoring Short Form

(Root Cause Analysis and Virtual Presentation Guide)

LEA may substitute this form (Appendix E) in lieu of Appendix B (Root Cause Analysis), Appendix C (Improvement Plan), and the Slide Deck presentation.

The *Every Student Succeeds Act* (ESSA) requires all states to be under a 1% Alternate Assessment participation rate. LEAs are permitted to be over 1%. The purpose of this monitoring process is to see if there are any missing steps.

Form Completed by: (LEA Name/Representative)

Date Completed:

ROOT CAUSE ANALYSIS SECTION

Provide details of the LEAs unique factors/characteristics of your LEA which may impact your 1% Alternate Assessment (DLM) participation rate.

Please type the answer into the box to the right.



Examples: Size of school (very small district), type of school, etc.



**1% ALTERNATE ASSESSMENT PARTICIPATION
MONITORING SHORT FORM
2023-24**



Describe all factors considered in the identification of students taking the Alternate Assessment (DLM)? How do you identify the students that need to take the Alternate Assessment?

Please type the answer into the box to the right.





Examples: IEP team, diagnostic evaluation, classroom observation. (Note: not mild-moderate disability.)

Describe LEA Alternate Assessment District Training. How do you identify Most Significantly Cognitively Disabled students and who qualifies for Alternate Assessment? Who receives this training?

Please type the answer into the box to the right.



Examples: DLM Modules, DTC/STC Training, NMPED Assessment Training attended, OSE training on Most Significant Cognitive Disability.

<p>Describe how you track Alternate Assessment (DLM) data?</p> <p>Please type the answer into the box to the right.</p> <p style="text-align: center;"></p>	<p>Examples: How do you know how many students are taking the Alternate Assessment: NOVA tracking (Flagged as Alternate Assessment in NOVA, how many taking DLM?)</p>
<p>Identify any Alternate Assessment (DLM) data trends that may be impacting your 1% participation rate?</p> <p>Please type the answer into the box to the right.</p> <p style="text-align: center;"></p>	<p>Examples: Was data misidentified? Was there inaccurate data? Was the number of students taking assessments in the district incorrectly reported? Any other data factor that you feel affects your percentage rate?</p>

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