North Carolina Alternate Assessment Decision Making Flowchart Guidance Provided for IEP teams

Matthew Martinez

Every Student Succeeds Act

- ESSA determined the cap for students instructed towards alternate academic achievement standards at 1.0 percent of total assessed population to be considered students with significant cognitive disabilities

- A limit is required to ensure a thoughtful application of alternate academic achievement standards and to ensure low performing students are not participating in assessments and instruction that are inappropriately restricted in scope.

Course of Study Comparison

99%

Standard Course of Study

1%

Extended Content Standards

Majority of students, including students with disabilities

- Access instruction in general ed. classes
- Participate in Standard Course of Study Assessments

Students with significant cognitive disabilities:

- Placement decision made by the IEP team
- Access instruction within special education core classes

How does North Carolina define a significant cognitive disability?

Students with Significant Cognitive Disabilities

Meet these 3 criteria established by North Carolina

The student's disability significantly impacts cognitive and adaptive behaviors, defined as those skills which are essential for someone to live and function independently	The student requires extensive and repeated individualized instruction and support to make meaningful gains.	The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

❖ Graduate high school with a certificate of completion, not a high school diploma

Where can IEP teams gain more guidance around a student who might qualify for the ECS?

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Where can I find the guidance flowchart?

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- Go to dpi.nc.gov
- Search significant disabilities
- Click on the first link
- Bookmark for future use
- Click on Extended Content Standard Support Tools
- Click on 1% Information
- Click on Guidance Flowchart

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Facts and Myths

Collection of all relevant and current data is needed for IEP teams to make the most appropriate decision based on the student performance

Questions

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Resources

NCDPI Significant Disabilities Page

https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities

Intellectual Disabilities Document

https://docs.google.com/document/d/10QJJwMuDXvErOrPJtZOvKPfsTjlmi7nej20H-0TUs7I/edit

Learning Characteristics Inventory (data collection tool)

2013 Learning Characteristics Inventory.pdf (dc.gov)