

Excerpts from Analyses of Approved ESEA Flexibility Waivers from Select States, on Students with Disabilities (Rounds One and Two)*

State (with links to approved requests)	Flexibility Waiver Application Language on Students with Disabilities (SWDs)
Arizona	<p>1%: State is maintaining the 1% cap at the LEA and state level on the number of AIMS A students counted toward proficiency. State will incorporate the process used under IDEA to identify any LEA who exceeds the 1% cap. LEA is notified that they have exceeded the cap and which students will count as non-proficient (p. 43).</p> <p>Arizona is the funding state agency for Project Longitudinal Examination of Alternate Assessment Progressions (LEAAP). LEAAP is an analysis of curricular progressions and student performance across grades on states alternate assessments based on alternate academic achievement standards for students with significant cognitive disabilities. The project includes Maryland, south Dakota, and Wyoming. The results of the analysis will provide information about Arizona’s current assessment, AIMS A, and the relationship between the common core standards and Arizona alternate academic standards (p. 25).</p> <p>2%: Did not address.</p> <p>Graduation: State uses a 5-year graduation rate for accountability purposes.</p> <p>Arizona is part of the National Center and state Collaborative (NCSC), an assessment consortium for students with significant cognitive disabilities (p. 25).</p> <p>Common Core State Standards (CCSS): State describes a three-phase plan for professional development and technical assistance, with phases one and two specifically addressing differentiation and scaffolding to ensure all students achieve to the college- and career-readiness level (p. 23)</p> <p>State is providing support to special education directors and school teams to support their site transition to the new college- and career-ready standards and aligned assessments through implementation of research based strategies to ensure that students with disabilities (SWD) are being included in the revised standards. Universal Design for Learning components are being used and build into training on strategies to provide access for all students to access the revised standards with appropriate accommodations and modifications (p. 26).</p> <p>Phase three training also includes differentiation (p. 29).</p>

	<p>“ADE continues to conduct Response to Intervention training” (p. 29).</p> <p>“Arizona intends to develop and disseminate high quality instructional materials aligned with the new college- and career-ready standards and based on Universal Design for Learning guidelines, frameworks and examples... These materials will be developed to support teaching and learning of all students, and will provide instructional strategies that support differentiation and scaffolding for students, including English language learners, students with disabilities, and low-achieving students” (p. 30).</p>
<p>Arkansas</p>	<p>1%: Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by USDE for use in NCLB accountability (p. 40; PDF 41).</p> <p>2%: Did not address.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards (CCSS): Notes extensive work under the State Personnel Development Grant (SPDG) – Response to Intervention (RTI).</p> <p>State will use Universal Design for Learning principles, including through PARCC items.</p> <p>State is a member of the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS ASES).</p> <p>State will recommend English language learner (ELL) and students with disability (SWD) teachers collaborate with general education teachers throughout the implementation of CCSS.</p>
<p>Colorado</p>	<p>1%: Colorado will continue to maintain the use of their 1% assessment for students with the most significant cognitive disabilities.</p> <p>2%: Colorado does not presently utilize a 2% assessment based on modified achievement standards.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>State provides online classes, professional development, and instructional tools that target the needs of SWD. (p. 37-40)</p> <p>If SWD are identified as a priority school’s focus, expectation would be that the improvement strategies include interventions for these groups of students. UIP (universal improvement plan) quality criteria include review criteria for interventions for SWD. Program staff with expertise on SWD are included in the UIP reviews of schools. (p. 94)</p>

	<p>Colorado Academic Standards – inclusive of Common Core State Standards: “All professional development and training for standards is predicated upon the understanding that all standards apply to all students, including those with disabilities and ELLs, and that all content teachers are responsible for the learning of all of their students.” (p. 35) Revised version of teaching & learning guide includes differentiation for SWD and ELL.</p> <p>Also, state has designed/adopted alternate achievement standards in math, science, social studies, and reading, writing and communicating for students with significant cognitive disabilities (p. 26)</p> <p>Professional Development in support of SWD (p. 37-40)</p>
<p>Connecticut</p>	<p>1%: State has joined the National Center and State Collaborative to develop a multistate comprehensive assessment system for students with significant cognitive disabilities. Maintaining cap on percentage of students that can be counted as proficient (p. 96)</p> <p>2%: Connecticut presently administers the 2% assessment. The state’s approved waiver application isn’t clear but seems to indicate that students assessed under the 2% assessment presently will be assessed using SBAC assessments in 2014-15.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards (CCSS): State is developing a mandatory online course for SY12-13 for teachers who work with students with disabilities (SWD). State has formed a special education college to career ready team to support districts. State has provided a series of job-embedded workshops on new ways to meet the demands of developing high quality Individualized Education Plans (IEPs) based on the CCSS.</p> <p>Every summer, approximately 1% (600) IEPs will be examined for alignment of goals to the CCSS. Additionally, annually 5-10 districts will have IEPs reviewed for alignment to the CCSS in the areas the state is monitoring (p. 66-7).</p> <p>The Connecticut State Department of Education’s (CSDE) Bureau of Student Assessment content area experts participated in the Council of Chief State School Officers (CCSSO) State Collaboratives on Assessment and Student Standards (SCASS) Assessing Special Education Students (ASES) group. The work groups and discussions have focused on the implementation of the CCSS for students with special needs (p. 65).</p> <p>Approx. 12% of student population requires special education services. Includes exited SWD for 2 years following exit – aligned with current accountability workbook (p. 96). SWD that attend outplacement facilities are included in district-level accountability.</p>

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Delaware	<p>1%: Did not address 1%.</p> <p>2:% Delaware does not administer a 2% assessment.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Notes Office of Special Education Programs (OSEP) 5-year goal to increase the number of highly qualified and certified ELL and SWD staff (p. 26; PDF 32).</p> <p>Long list of partnerships used to support ELL and SWD (p. 27; PDF 33).</p> <p>LEAs will receive targeted support from Delaware Department of Education (DDOE) staff specifically trained in supporting students with specific needs such as ELLs and SWD (p. 21; PDF 27).</p> <p>Common Core State Standards (CCSS): Used CCSS to create Grade Band Extensions for students with the most significant cognitive disabilities participating in the alternate assessment based on alternate achievement standards. These are the basis for the new DCAS-Alt1 assessment. (p. 25; PDF 31)</p>
District of Columbia	<p>1%: DC has modified the entry points used to guide the evidence-based portfolio assessment that DC uses for students in this group. Modified entry points were used in 2012 test administration (p. 33).</p> <p>2%: Did not address.</p>

Graduation: Did not address specific to SWDs.

Using RTTT funds to conduct a special education quality review project which will result in a self-assessment tool for schools and LEAs to use to assess their practices against key indicators of quality for special education and to identify effective interventions to accelerate progress (p. 31).

OSSE has joined the assessment consortium with the NCSC and is a member of the Workgroup One Community of Practice. Through this partnership, DC will continue to develop performance-level descriptors, claims, focal knowledge, skills, and abilities for mathematics to provide information and guidance about the CCSS. The goal of NCSC is to ensure that students with significant cognitive disabilities achieve higher academic outcomes to prepare them for post-secondary options. Once New Century Learning Consortiums (NCLC) releases the Learning Progressions, the DC will work to adopt these progressions.

Additionally, through this consortium, DC is examining how the definition of college- and career-readiness applies to special-needs populations.

Common Core State Standards (CCSS): State Education Agency (SEA) cross-walked English language arts (ELA) standards to special education entry points to assist educators with transition and alignment of the District of Columbia (DC) standards to CCSS (p. 26).

SEA is transitioning special education data system to align to the CCSS. Supports special education (SPED) educators and ensure that Individualized Education Program (IEP) goals are aligned to CCSS.

To support students with disabilities (SWD), SEA is committed to high quality professional development (PD) of SPED teachers using a comprehensive model to support access to the CCSS by SWD and to ensure that instruction and assessment of this population is rigorous and relevant.

Collaborating with national experts on differentiation and curriculum mapping.

Provides training on effective IEP goal writing using the CCSS, authentic performance tasks, differentiated instruction, common formative assessments, and Response to Intervention(RtI) tiered instruction to transition students from the DC standards-based curriculum and instruction to the new CCSS (p. 32.)

DC currently has a Learning Progressions Community of Practice (LPCoP) consisting of approximately 20 individuals. They include general and SPED teachers as well as technical assistance providers to ensure that curricular, instructional, and PD modules developed by the National Center and State Collaborative (NCSC) are practical and feasible. The LPCoP receives training on the

	<p>CCSS, the relationship between content and achievement standards, curriculum, assessment, and universal access to the general curriculum. The LPCoP will implement model curricula, help refine and clarify materials and resources.</p> <p>DC also plans to facilitate teacher and educator PD that will show IEP teams how to link curriculum and intervention resources to ensure standards progression throughout the school year for all students.</p> <p>Note: State intends to adopt the Next Generation Science Standards and assessments. Timeline (p. 61).</p>
<p>Florida</p>	<p>1%: Florida will continue the use of its 1% assessment (for students with the most significant cognitive disabilities), but stated that the state is seeking to provide access to the common core standards for students with the most significant cognitive disabilities at reduced levels of complexity.</p> <p>2%: Florida does not presently have a 2% (Modified Achievement Standards) assessment.</p> <p>Graduation: Florida did not address graduation rates for students with disabilities, but students with disabilities will now be included in the performance component of the school grades calculation for Reading, Mathematics, Writing, and Science as well as all other components (see condition on the waiver described above). Also, Florida is participating with the National Center and State Collaborate General Supervision Enhancement Grant to define college and career ready for students with disabilities and analyzing learning factors for students with significant cognitive disabilities.</p> <p>Next Generation Sunshine State Standards, transitioning to Common Core State Standards (CCSS): Florida is partner with 18 states, 4 centers to develop Core Content Connectors for students with significant cognitive disabilities.</p> <p>Math released winter 2012, training summer 2012 ELA released summer 2012, training fall 2012 Analyzing learning and accommodation factors for SWD Instructional materials must use universal design (p. 29; PDF 30)</p>
<p>Georgia</p>	<p>1%: Georgia did not substantively address the existing 1% assessment for students with the most significant cognitive disabilities in its application, but does note that alternative assessments based on modified achievement standards will not be an option once common core assessments are implemented in 2014-2015.</p> <p>2%: application notes that their existing 2% assessment will not be given in the 2014-2015 school year and beyond.</p> <p>Graduation: For graduation rates for students with disabilities, they set a 2012 performance target of 49% with approx. 4.7% annual increases. While this is not included in the accountability system, the state intends to publish these rates online with performance flags.</p>

	<p>GaDOE will provide district level support to districts with Focus Schools, such as support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students.</p> <p>Additionally, the CCRPI for elementary schools and middle schools includes an indicator to measure English Language Learners' (ELL) performance on an annual basis and the number of students with disabilities served in general classrooms greater than 80% of the school day.</p> <p>Common Core State Standards (CCSS): Common Core Georgia Performance Standards (CCGPS) Implementation: School Performance Index includes SWD served in general classrooms more than 80% of school day</p> <p>Reliance on Universal Design</p> <p>Professional development on “multiple means of engagement”</p> <p>GA “intends to provide all teachers with professional development focused on the core content standards.” Notes that alternate assessments based on modified achievement standards will not be an option once common core assessments implemented in 2014-15.</p> <p>GaDOE special education staff “proactively designing teaching resources, formative tools, and professional learning opportunities for this transition.”</p>
<p>Indiana</p>	<p>1%: Indiana participates in the General Supervision Enhancement Grant (GSEG) through the National Alternate Assessment Center. This grant is focused on creating a new 1% assessment to replace Indiana's current ISTAR alternate assessment In 2012, IDOE will explore utilization options for the new assessment. The new assessment will measure students on the alternate standards based on CCSS. (p. 28)</p> <p>2%: Did not address.</p> <p>Graduation: State does use a 5 year graduation rate (see Accountability System Elements). Grad rate calculations exclude up to 3% of students on special diploma (certificate of completion) – cannot exceed 3% of cohort</p> <p>State conducted an analysis of the correspondence between Indiana Kindergarten English Language Proficiency (ELP) standards and the linguistic demands of the Common Core State Standards; to be shared with educators around the state.</p> <p>Indiana has begun to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college and career ready standards. (p. 25)</p>

Schools can utilize a predictive measure to determine whether SWD will be able to meet CCSS. Approx. 92% of districts use Acuity testing as predictive or diagnostic assessments. State’s assessment vendor will provide information regarding the number of SWD in each district participate in the Acuity assessments. If substantial, Acuity could be utilized to determine whether special education students are close to or on target to pass a standardized assessment (End-of-Course Assessment (ECA) or ISTEP+). (p. 26)

Will provide/require professional development for local directors of special education and administrators so they can compare Acuity results with students’ IEPs and review the accommodations needed. (p. 26)

Additionally, Indiana has begun to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college and career ready standards. Indiana, as with other states that presently administer a 2% assessment based on modified achievement standards, will begin to assess students under their regular assessment program with supports and accommodations in the 2014-2015 school year.

Common Core State Standards (CCSS): Progress monitoring. Specific technical assistance/professional development by office of special education 6 technical assistance centers focused on SWD, 3 are supporting and preparing teachers to educate SWD to CCSS. (p. 25)

Frequently refers to use of predictive measure, Acuity, to determine whether students will be able to meet those standards set by the CCSS. (p. 26)

Professional development on Acuity (p. 35)

Emphasis on transitioning students who take alt assessment to college/career readiness – technical assistance center, SWD age 14 or 9th grade, Individualized Education Plans (IEPs) must contain postsecondary goals. Analysis of learning/accommodation necessary to ensure SWD have opportunity to achieve College and Career Ready standards (p. 30).

Indiana uses a modified assessment, IMAST. “students who take IMAST are at grade level and on track to graduate with a traditional diploma...these students are included in the transition to the Common Core State Standards and the assessments aligned to them.” (p. 27)

Working on replacement to ISTAR alternate assessment to measure students on alternate standards based on Common Core State Standards.

<p>Kansas</p>	<p>1%: State is a member of the Dynamic Learning Maps Alternate Assessment Project (DLM), one of two consortia awarded a grant to develop an alternate assessment in reading and math for students who have significant cognitive disabilities (p. 45, PDF 51).</p> <p>2%: Kansas Assessment of Modified Measures (KAMM) will be eliminated with the advent of the new assessment in 2014-2015 (p. 59, PDF 65).</p> <p>Graduation: No information; However, state does calculate a 4- and a 5-year rate.</p> <p>Kansas Common Core Standards (KCCS): Application notes statewide commitment to, and extensive support for, Multi-tiered System of Supports (MTSS, next generation of RTI).</p> <p>State serves as co-chair of the accommodations workgroup for the development of the Smarter Balanced Common Core Assessment (p. 46, PDF 52).</p> <p>State actively participated in the development of the accommodations manual for students with disabilities developed as part of the CCSSO Assessing Special Education Students State Collaborative on Assessments and Student Standards (p. 46, PDF 52). Kansas Enhanced Assessment Grant with Ohio and North Carolina focuses on the Survey of Enacted Curriculum to have teachers review instruction in relationship to the CCSS for SWD (p. 61, PDF 67).</p> <p>Regional meetings have been held where members of “special education department, English as a Second Language, and Common Core have come together to assist schools with their transition process” (p. 38-39; PDF 44-45). Special education and English for Speakers of Other Languages (ESOL) teachers will be involved in aligning lessons with the KCCS (p. 41, PDF 47).</p> <p>The Kansas Technical Assistance System Network (TASN) provides technical assistance to support Kansas school districts’ Regional meetings have been held where members of “special education department, English as a Second Language, and Common Core have come together to assist schools with their transition process” (p. 38-39; PDF 44-45).</p> <p>Special education and ESOL teachers will be involved in aligning lessons with the KCCS (p. 41, PDF 47).</p> <p>In 2011 the Kansas State Department of Education (KSDE) received a five year Title III National Professional Development grant funded through the Office of English Language Acquisition (OELA) in Washington, D.C. Project Kansans Organized for Results-based and Effective Instruction (KORE) is a statewide collaboration between Kansas State University, Kansas University, the Jones systematic implementation of evidence-based practices in order to improve outcomes for students with disabilities (p. 46, PDF 52).</p>
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	<p>Six summer academies in 2011 were conducted to prepare teachers for the transition to the Common Core State Standards (CCSS) (p. 61, PDF 67).</p> <p>Note: Kansas is a lead state in developing the Next Generation Science Standards, a member of the Social Studies State Collaborative on Assessment and Student Standards, and participated in the national development of the Next Generation of Fine Arts Standards.</p>
<p>Kentucky</p>	<p>1%: Kentucky will keep its current 1% assessment for students with the most significant cognitive disabilities. Students taking this assessment complete attainment tasks for reading, mathematics, science, social studies and writing. Student performance levels -- Novice, Apprentice, Proficient and Distinguished -- describe student results. These performance levels are used to include alternate assessment students in achievement and gap calculations. Growth is based on a student growth percentile. Psychometric staff is currently working to generate a student growth percentile for alternate assessment students. In the area of college and career readiness, a checklist called the Transition Attainment Record (TAR) is used as the alternate for EXPLORE, PLAN and the ACT. A standard setting process will establish a cut on the TAR as a career measure for alternate assessment students.</p> <p>2%: Kentucky does not administer a 2% assessment based on modified achievement standards.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Over the past year, in preparation for the Alternate K-PREP (formerly Kentucky Alternate Assessment Program) Standards rolled out recently to teachers across the state, KDE has worked with the state's Special Education Cooperatives and institutions of higher education to produce instructional and curriculum supports for the new reading, writing, and math standards. These materials are all based on the Common Core State Standards. The materials include: podcasts, training materials and instructional tools to assist teachers as they implement the new Common Core Standards with students with disabilities.</p> <p>Additionally, students with disabilities and English Language Learners (ELLs) are included in the performance data used to identify schools and implement interventions, and are included in both the proficiency and gap reduction components of the accountability system index. They have been included in regular school and district improvement processes in order to ensure they receive the same level of attention through the same planning processes as the rest of the school.</p> <p>Practices to improve student achievement for ELLs, SWD, lowest-achieving students, graduation rates (p. 72)</p> <p>Common Core State Standards (CCSS): State has Leadership Networks, districts strongly encouraged to send at least one special education teacher, district special education directors.</p> <p>State's 11 regional sped cooperatives received additional funding to provide more intensive training on CCSS. Includes hiring</p>

	<p>literacy & math specialists with sped expertise. (Attachment 27 p. 302; PDF 412)</p> <p>Strategies: Universal Design; Response to Intervention support; emphasis on curriculum development/design through state’s model curriculum framework; and assessment literacy strategies and accommodations for SWD and ELL</p> <p>In preparation for the Alternate K-PREP Standards, KDE has worked with the special education cooperatives and colleges/universities to produce instructional and curricular supports for the new reading, writing, and math standards – all based on Common Core State Standards.</p> <p>Developing online technology platform, KY’s continuous instructional improvement technology system for professional development– began 8/11, to be fully populated 12/12.</p> <p>PD 360 resources “scheduled to be integrated into the educator development suite have an intentional focus of providing support to P-12 educators working with SWD, ELLs, and other diverse populations.”</p>
<p>Louisiana</p>	<p>1%: State belongs to National Center and State Collaborative (NCSC), a project to build an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. (p. 37; PDF 38)</p> <p>2%: is beginning to prepare for the phase out of its LEAP Alternate Assessment (LAA) 2 assessment by the 2014-15 school year (p. 37; PDF 38)</p> <p>At the high school level, students who were previously eligible for the LAA 2 assessment will participate in the first statewide administration of the ACT beginning in Spring 2013. Students in 3-8 will transition to non-alternative, PARCC assessments by SY2014-15 (p. 38; PDF 39)</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards(CCSS) AND new Social Studies Grade-Level Expectations that complement the CCSS: Aligning/expanding resources available on Access Guide, a comprehensive web site serving educators and families of SWDs</p> <p>Louisiana Department of Education (LDOE) “will take advantage of work done by other states and organizations to make the best tools available for teachers of SWD and ELLs.” (p. 33; PDF 34)</p> <p>State has dispersed special education professionals throughout the agency</p> <p>Funds 8 regional centers to offer support and training for SWD and general education teachers with SWD</p> <p>State received a State Personnel Development Grant from U.S. Department of Education Office of Special Education Programs</p>

	<p>“to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities and create sustainable, evidence-based practices.” (p. 34; PDF 35)</p> <p>Note: LA is a governing state in PARCC. LA is also preparing to adopt Next Generation Science Standards. LA has Gates funding to integrate the state’s transition to the CCSS and new educator evaluations. State is participating in the Shared Learning Collaborative, a repository of open source technology aligned with CCSS (p. 32; PDF 33)</p>
<p>Maryland</p>	<p>1%: Alternate Maryland School Assessment, Modified School Assessment</p> <p>2%: As of March 2, State is eliminating the Modified-MSA for grades 3-8 – last administration is 2012. “Beginning in Spring 2013, all students with disabilities in grades 3-8 will take the MSA in ELA and math unless a student with a disability is determined eligible, through the Individual Education Plan (IEP) team process, for participation in the Alternate-MSA (memo to local superintendents App. II-2).</p> <p>IEP teams must avoid an increase in students identified as eligible to participate in the Alternate-MSA as a result of the elimination of the Modified-MSA All IEP teams must reconvene for reach student found eligible to participate in Mod-MSA. See Transition Plan Q&A, following superintendent memo.</p> <p>Maryland’s plan for developing formative assessments that are aligned with the new summative assessments involves building on existing expertise in the State, including work underway with RTI and Classroom Focused Improvement Program models, where several LEAs already employ a rich array of formative and interim assessment tools. Initial work has involved creating an item bank constructed from these existing tools including tools specifically designed for ELL and SWD students. (p. 62)</p> <p>Through the MD IDEA scorecard, state and district leaders can compare schools, regions and district performance of all students, including students with disabilities. At the local level, school leaders can analyze local school data to improve school performance and access online professional development to support data analysis and data informed decision-making. In addition, schools can monitor fidelity of implementation of targeted interventions and student performance. The Maryland State Department of Education, Division of Special Education/Early Intervention Services has a newly launched web portal located at http://marylandlearninglinks.org. (p. 73)</p> <p>Notes that this is transitional, and then PARCC will be used.</p> <p>Graduation: with COMAR 13A.03.02.09E(3), students with disabilities are expected to pursue a Maryland high school diploma, unless a student is participating in the Alternate-MSA. (Memo to local superintendents App. II-2)</p> <p>The new Maryland CCSS Curriculum Framework emphasizes the incorporation of Universal Design of Learning (UDL) principles.</p> <p>College- and Career Ready Standards: Maryland (MD) adopted college- and career-ready standards for all students and signed a</p>

	<p>Memorandum of Understanding with the Partnership for Assessment of Readiness for College and Careers (PARCC). MD is a governing state. (p. 23-4). Tools are being designed using Universal Design of Learning (UDL) principles and guidelines to assist in differentiation for teachers of students with disabilities (SWD), English language learners (ELLs) and other diverse learners (p. 48).</p> <p>Requires Reward Schools to keep the achievement gap at/below 10%.</p> <p>Maryland State Department of Education (MSDE) staff from the Division of Special Education and Early Intervention Services and the Division of Instruction are currently drafting proposed regulations for the Code of Maryland Regulations (COMAR) for the use of UDL principles and guidelines in the development of curriculum instruction and assessment for all learners (p. 48).</p> <p>Teachers of ELL and SWD students may also access resources in the professional development section of the Toolkit where these supports will be meta-tagged for alignment with specific sections of the State Curriculum.</p> <p>As curriculum resources are developed, specialists who work with students with disabilities participate in the development of the resources.</p> <p>Please see Appendix 1.B.13 for a description of the State UDL Resources.</p>
<p>Massachusetts</p>	<p>1%: In its application, Massachusetts did not specifically address its 1% assessment for students with the most significant cognitive disabilities.</p> <p>2%: Does not presently have a 2% assessment. However, Massachusetts is developing model curriculum units and performance assessments... explicitly designed to support teaching and learning for all students, including English language learners, students with disabilities, low achieving students and students achieving at advanced levels. (p. 19; PDF 25)</p> <p>The high needs subgroup includes students falling into one or more of the following subgroups: student with disabilities, English language learners, former English language learners, and low-income students. (p. 38; PDF 44)</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards (CCSS): Massachusetts Curriculum Framework for Mathematics, Massachusetts Curriculum Framework for English Language Arts and Literacy. Include Common Core State Standards (CCSS) and Pre-K standards.</p> <p>Working on updating curriculum frameworks in other areas – science and technology/ engineering, history/social science, arts, comprehensive health, foreign languages (p. 15; PDF 21)</p> <p>Analyzing learning/ accommodation factors necessary. Updating guides to the curriculum frameworks in 2012 to align with Common Core State Standards. Massachusetts is leading PARCC effort to develop strategy for how students with disabilities</p>

	<p>(SWD) will be accommodated in the assessment.</p> <p>Model curriculum units and performance assessments “will be explicitly designed to support teaching and learning for all students, including English language learners (ELLs), SWD, low-achieving students and students achieving at advanced levels.</p>
<p>Michigan</p>	<p>1%: MI-Access is the state’s alternate assessment system designed for students with severe cognitive impairments whose IEP team has determined that MEAP or MEAP-Access, even with accommodations, would not be appropriate. State has joined the Dynamic Learning Maps consortium which is developing an assessment based on the Common Core Essential Elements. Special education teachers are currently transitioning from Michigan’s extended grade level expectations to the Common Core Essential Elements (p. 38, PDF 44).</p> <p>2%: MEAP-Access is currently given to students. MEAP access is based on modified achievement standards. When the state adopts the Smarter Balanced Assessment Consortium assessments, all MEAP-Access students will be transitioned to those assessments (p. 39, PDF 45)</p> <p>Graduation: Did not address specific to SWDs.</p> <p>State is developing an alternate assessment based on alternate achievement standards for social studies. Test should be available by 2013-2014 (p. 100, PDF 106).</p> <p>Common Core State Standards (CCSS) Implementation: State notes extensive guidance/support around Multi-tiered Systems of Support (RtI-MTSS).</p> <p>State uses Title IIA funds to provide professional development (PD) for special education/English language learner (ELL) teachers with priority given to English language arts (ELA) and math projects that are focused on CCSS (p. 36-37, PDF 42-43). In the past, special educators were not invited to the robust curriculum PD opportunities. With the new teacher effectiveness requirements and clear expectations, special educators need to be active participants in curricular PD activities. The Michigan Department of Education (MDE) will be supporting teachers to not only understand the standards but be able to teach to the standards through PD activities provided through the intermediate school districts (ISDs), PD modules offered through Dynamic Learning Maps (DLM), and the Michigan Online Professional Learning System (MOPLS) (p. 39; PDF45)</p> <p>Federal IDEA funds are being used to complete the MOPLS — an online, interactive, user-driven program available to all Michigan educators who want high-quality professional learning options. MOPLS supports teachers as they deliver content and instruction aligned to the CCSS, and offers ways to engage students who struggle with key concepts in ELA and mathematics. A resource section is offered in both content areas so that educators can extend their understanding of key concepts and methodologies. These resources have been carefully reviewed and selected so that they align to the CCSS. The instructional examples provided through MOPLS were created to provide teachers alternate ways to teach the core content to students who are struggling,</p>

	specifically students with disabilities (p. 41-42, PDF 47-48).
Minnesota	<p>1%: he state did not address the 1% regulation impacting SWDs.</p> <p>2%: Minnesota is working to limit the use of its 2% assessment (based on modified achievement standards), moving toward phasing it out in 2014-15.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Priority schools – develop standards-based IEPs for spec ed students. Statewide system of support will provide TA, PD on SWD (p. 113)</p> <p>Common Core State Standards (CCSS)– English/Language Arts (ELA) and MN College and Work Readiness Expectations – Math – certified by Institutions of Higher Education, (Attachment 5; p. 193): Adopting Design for Learning principles. Special Ed policy division coordinates review of draft standards to improve accessibility of the standards for students with disabilities (SWD). (p. 27)</p> <p>Regularly provides PD to all teachers as well as SWD and English Learners (EL) teachers to understand and implement standards...”(p. 29-30)</p> <p>MDE working with Dr. Margaret Heritage to provide guidance and support for gen ed teachers and special educators on creating more effective reading standards-based IEPs. (p. 38)</p>
Mississippi	<p>1%: Mississippi is a governing member of The Dynamic Learning Maps (DLM) Alternate Assessment System Consortium. DLM is a multi-state consortium awarded a grant by the U.S. Department of Education, Office of Special Education Programs (OSEP) to develop a new alternative assessment system. DLM is led by The Center for Educational Testing and Evaluation (CETE) and includes experts from a wide range of assessment fields as well as key partners, such as The Arc, the University of Kansas, Center for Literacy and Disability Studies at the University of North Carolina-Chapel Hill, and Edvantia (p. 45, PDF 46)</p> <p>2%: Did not address.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>“MDE Offices of Special Education and Student Assessment have collaborated to provide regional and statewide high-quality technical assistance and training for district and school staff on Mississippi’s current alternate assessment. Participants, including special education directors, district test coordinators, building principals, and classroom teachers, have received written guidance, manuals, and suggested forms for quality implementation, as well as a series of webinars for on-going support. MDE Offices of Special Education and Student Assessment will continue to collaborate to provide training and assistance as the state</p>

	<p>transitions to the common core” (p. 45, PDF 46).</p> <p>Common Core State Standards (CCSS): State is developing and disseminating a supplement to its Response to Intervention (RtI) manual that focuses on literacy interventions for low-achieving students, students with disabilities, and English learners (ELs) (p. 20, PDF 21).</p> <p>State will develop a scaffolding document for the CCSS that can be used for struggling learners, students with disabilities, and ELs (p. 21, PDF 22).</p> <p>State refers to the PARCC assessments’ use of universal design. State has a policy on intervention that requires all school districts to use a 3 tier instructional model to meet the needs of every student (p. 26, PDF 27).</p> <p>State has trained school staff on RtI (p. 27, PDF 28).</p> <p>“MDE continues to seek opportunities for on-going professional development, curriculum, and instructional supports for all teachers of ELs and students with disabilities, including general education teachers, with a focus on increasing curriculum supports for the general education setting. MDE is currently considering proposals for principal and teacher training in which participants will study, share insights on, and engage the district and school climate and context, the major language and content issues, and research on the best practices for improving instruction for ELs. The purpose of the training is to provide educators with the tools to support all students in achieving the same clear standards at much higher levels so that they are all ready to advance successfully to the next stage of education. Similar supports are on-going for teachers of students with disabilities, and the validity of instructional supports for all struggling students will be emphasized for use in the general education classroom. MDE, through the leadership of the Office of Instructional Enhancement, as part of the Statewide System of Support (SSOS), will develop a scaffolding document that will provide an extensive guide of the skills students need to reach the learning targets identified in the CCSS. The scaffolding documents and corresponding training and assistance will help all teachers, both special education and general education, to support the individual needs of learners struggling to meet the requirements of CCSS. The materials will be helpful for developing individualized education plans, prescribing interventions, and differentiating instruction for diverse learners. The documents and training will be developed by representatives from all levels and areas of instruction, including teachers of students with disabilities, English learners, and struggling learners” (p. 31, PDF 32).</p> <p>Mississippi is launching iTunes U, a platform to provide practitioners with a variety of tools to support learning. Among these materials are the Mississippi ELL Guidelines (http://www.mde.k12.ms.us/federal-programs/federalprograms---title-iii-ell), the Special Education Tool Kits for Success (http://mdestream.mde.k12.ms.us/sped/ToolKit/index.html), and the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/) resources (p. 33, PDF 34).</p>
Missouri	1%: Did not address.

	<p>2% Did not address.</p> <p>Graduation: State is working with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to improve graduation rates and decrease dropout rates for all students. Focus areas and accompanying strategies (p. 79-80).</p> <p>Common Core State Standards (CCSS): Missouri educators, including educators for English language learners (ELLs) and students with disabilities (SWD), actively participated in the development and review of all draft versions of CCSS. State has developed a draft curriculum to ensure a more focused and systematic instructional program will be implemented across the state. (Not required, but it is expected that many districts with no written curriculum will adopt it). SWD specialists will meet monthly with department staff for curriculum updates and the development of professional development modules and materials.</p> <p>State has adopted Universal design for Learning framework, which will be used as the primary resource for strategies that have been shown to be effective for students in traditionally underachieving subgroups.</p>
<p>New Jersey</p>	<p>1%: Did not address the existing 1% assessments for students with the most significant cognitive disabilities in its application</p> <p>2%: Does not presently administer a 2% assessment based on modified achievement standards.</p> <p>Graduation: Focus schools are selected in part on the basis of gaps in graduation rates between subgroups.</p> <p>Additionally, New Jersey has indicated that the first version of the model curriculum, aligned to both CCSS and Universal Design for Learning (UDL) and developed for implementation during the 2012-2013 school year, will include five six-week units including CCSS- and UDL-aligned student learning objectives (SLOs), recommendations for scaffolding SLOs to meet the needs of Students With Disabilities (SWDs), ELLs and/or low-achieving students, as well as end-of-unit assessments aligned to UDL principles and designed to separately assess each unit SLO in order to better inform the improvement and differentiation of instruction. New Jersey Focus schools that are identified as not meeting the needs of SWDs will be required to implement various measures (curriculum aligned to UDL; collaborative teaching model; improved use of data for differentiating instruction; professional development for all teachers).</p> <p>New Jersey also creates a "Peer School Ranking" that represents the school's performance when compared to a group of schools with similar demographics, such as the percentage of free and reduced lunch students, students with disabilities, English Language Learners, and percentage of Black and Hispanic students. This "Peer School Ranking" will be used in New Jersey's school performance reports to highlight where a school is out/underperforming their peers in regards to subgroups. (p. 145)</p> <p>Common Core State Standards (CCSS): NJDOE intends to develop or adopt a comprehensive model curriculum that includes</p>

	<p>defined, and Universal Design-aligned, student learning objectives divided into units of study, recommendations for scaffolding unit student learning objectives to meet the needs of SWD, ELLs and low-achieving students, and quality universal design-aligned end-of-unit assessments. The scaffolded student learning objectives (SLOs) will be published within each unit allowing general and special education teachers to view the same document while planning to fully support SWD and ELLs. (p.22)</p>
<p>New Mexico</p>	<p>1%: New Mexico is maintaining their 1% assessment for students with the most significant cognitive disabilities, but will significantly redesign this assessment to better align with alternative college and career ready standards.</p> <p>2%: New Mexico does not administer a 2% assessment based on modified achievement standards.</p> <p>Under the application, “teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.”</p> <p>Common Core State Standards (CCSS): “Special populations will be addressed as part of all Public Education Department (PED) professional development offerings.” (p. 32; PDF 34). Teachers & specialized instructional personnel will receive professional development. (p. 33; PDF 35). Additional supports and services. (p. 34; PDF 36)</p> <p>Note: Transition Plan for CCSS funded thru Kellogg Foundation (p. 21; PDF 23) formed a framework development team to draft implementation plan. Groups include reps from rural, urban, small, large districts from North, East, West, Central and South. Include bilingual, special education, Hispanic, Native American... (p. 22-24; PDF 24-26)</p> <p>Notes use of Universal Design (p. 33-34; PDF 35-36)</p> <p>If within a Focus School students with disabilities are not making progress, the school would be required to select a principle for turn-around schools that will improve progress rates of students with disabilities. If, over time, it is found that the achievement of a particular subgroup is not rising despite intervention, the PED will support district leadership and Focus Schools as they implement different, more targeted tools and interventions that will include a system of tiered interventions scientifically proven to improve progress results of specific subgroups. (p. 88; PDF 90)</p>
<p>New York</p>	<p>1%: For SWDs who take NY state’s alternate assessment (NYSAA), new alternate achievement standards are under development and will be introduced in conjunction with the new assessments. NY state is also a partner in the National Center and State Collaborative (NCSC) project, which is working to develop a comprehensive assessment system for students with significant cognitive disabilities by 2014-15. (p. 35)</p> <p>Since NCSC’s alternate assessment will not be developed until 2014-15, the state is using this process to inform an alignment of our current alternate assessment with the new Common Core-aligned Alternate Achievement Standards. The new Alternate Achievement Standards are under development and will be introduced in conjunction with the new assessments. The new</p>

	<p>Alternate Assessments will be implemented on a rolling schedule, with each series of content area assessments to be implemented one year after the general education equivalent. (p. 36)</p> <p>2%: New York does not presently administer a 2% assessment.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards (CCSS) with state-specific additions – New York P-12 Common Core State Standards for English Language Arts (ELA) and Literacy and the New York P-12 Common Core State Standards for Mathematics: NY state’s common core curriculum in ELA and Literacy (grades P-2) and curriculum modules in ELA and literacy (3-12) and in math (p-12) will have built-in scaffolding for students with disabilities (p. 35).</p> <p>State funds 10 regional special education technical assistance and support centers.</p> <p>Assessment content frameworks, test specifications, and items will undergo the scrutiny of full universal design reviews prior to operationalization. Each assessment item and passage is subjected to a 36-part universal design review checklist to ensure the item or passage will perform as expected for all students, especially our state’s population of students with disabilities (p. 47).</p> <p>Students with disabilities who pass the Regents Competency Tests, which are given as a part of a safety net for students with disabilities to demonstrate basic competency in required subjects for graduation purposes, will no longer be considered to have achieved basic proficiency (p. 74).</p> <p>The office of special education has revised its performance criteria for determination of school districts under IDEA as “needs assistance” or “needs intervention” to be based primarily on whether a school district has one or more schools not making AYP for the SWD subgroup.</p> <p>The state is also assigning a special education school improvement specialist from the regional special education technical assistance support centers to provide TA and participate as a subgroup specialist during differentiated accountability reviews (p. 56)</p>
<p>North Carolina</p>	<p>1%: Required to develop an alternate assessment for students with the most significant cognitive disabilities who cannot participate in regular state and district assessments, even with accommodations. In keeping with this requirement, the extended content standards serve as the basis for the development of the NC Alternate Assessment based on Alternate Achievement Standards (NCEXTEND1) (p. 27; PDF 33).</p> <p>2%: Developing modified assessments aligned to the CCSS in math and ELA for implementation in 2012-13 and 2013-14. There will be no modified assessments administered beginning with the 2014-15 school year (p. 30; PDF 36).</p>

	<p>Graduation: Did not address specific to SWDs.</p> <p>Through a State Personnel Development Grant from the Office of Special Education Programs – has established the NC State Improvement Project, to improve the quality of instruction for SWD through research supported personnel development and on-site technical assistance for the public schools (p. 27; PDF 33).</p> <p>Common Core State Standards (CCSS) and Essential Standards for other content areas: State promotes the use of Universal Design for Learning as a set of principles for curriculum development that give all individuals equal opportunities to learn (p. 22; PDF 28).</p> <p>North Carolina (NC) Extended Common Core and Essential Standards were developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including those with the most significant cognitive disabilities, is uniform with content standards and clarifying objectives as established by the NC state board of education (p. 27; PDF 33).</p> <p>State has conducted professional development to support teachers in their understanding of college- and career-ready, CCSS and extended content standards. Modules have been developed to support teachers (p. 27; PDF 33).</p> <p>Students in the Occupational Course of Study will transition to CCSS in math and ELA and aligned assessments in 2012-13 the same timeline as the general student population. (p. 30; PDF 36).</p>
<p>Ohio</p>	<p>1%: State will administer the new Alternate Assessment for Students with Disabilities (AASWD). The extended standards allow the development of high-quality tasks that comply with the federal requirements that the alternate assessment is linked to the grade-level content standards. The test will be operational during the 2012-13 school year.</p> <p>2%: The Ohio Department of Education modified its website to omit dated efforts (e.g., modified assessments) related to SWD. Ohio must phase out the use of its 2% assessments.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards AND new standards in science (Next Generation Science Standards) and social studies: State is providing professional development (PD), resources, technical assistance (TA) and support to educators of students with disabilities (SWD).</p> <p>Ohio developed extensions to CCSS and its state-revised standards for social studies and science. The extended standards are designed to assist teachers in providing meaningful access to the state academic content standards for instruction of students with significant cognitive disabilities.</p>

	<p>The extended academic content standards are in grade bands (K-2, 3-5, 6-8, high school). These are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities.</p> <p>State will develop modules to cover both CCSS and extended standards.</p> <p>State funds the Ohio Center for Autism and Low Incidence to provide professional development/technical assistance on CCSS for SWD.</p> <p>State-provided model curricula include resources that connect universal design for learning to the CCSS (p. 39; PDF 40).</p>
<p>Oklahoma</p>	<p>1%: Oklahoma will keep its existing 1% assessment.</p> <p>2%: assessment in anticipation of adopting PARCC assessments. In preparation for the PARCC assessments, Oklahoma is updating curriculum access resource guides to provide suggestions and activities aligned to the CCSS. Oklahoma is also participating in the Dynamic Learning Maps (DLM), a consortium funded to assist states in developing assessments for students with the most significant cognitive disabilities. The DLM consortium is in the process of developing alternate academic achievement standards to align with CCSS.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>To build on the success of the REAC3H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC3H Coaches in each region of the State. The SEA intends to hire 60 REAC3H Coaches ...who will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders... include specific training on instructional strategies designed for effectiveness in teaching ELs and students with disabilities. (p. 22; PDF 23)</p> <p>Developed 2011 Oklahoma State Personnel Development Grant (OK SPDG) to accelerate student learning experiences so that all students with disabilities, including those who have been participating in the Oklahoma Modified Alternate Assessment Program (OMAAP) or the Oklahoma Alternate Assessment Program (OAAP), are able to meet the expectations of the CCSS. OK SPDG will promote systems change in the content and delivery of professional development for educators and parents directed at ensuring better academic and social outcomes for all Oklahoma’s students with disabilities. (p. 27-28; PDF 28-29)</p> <p>Priority Academic Student Skills (PASS) updated in 2010 with the common core state standards (CCSS): Has grant, OK school personnel development grant, to promote systems change in content, delivery of professional development for educators and parents directed at ensuring better academic and social outcomes for students with disabilities (SWD).</p> <p>Blended model of Positive Behavioral Interventions and supports (PBIS) and Response to Intervention (RtI).</p>

	<p>Integrating special education into transition plan for CCSS. All programs outlined for the transition of CCSS will have a representative from the office of special education services to ensure that SWD have access to accelerated programs and opportunities to decrease achievement gaps.</p> <p>Notes online IEP process, annual professional development. Updating curriculum access resource guides to provide suggestions, activities aligned to CCSS.</p> <p>OK is also participating in the Dynamic Learning Maps (DLM), a consortium funded to assist states in developing assessments for students with the most significant cognitive disabilities. The DLM is in the process of developing alternate academic achievement standards to align with CCSS. (p. 28; PDF 29)</p>
<p>Oregon</p>	<p>1%: State has recently partnered with the National Center and State Collaborative (NCSC) in the development of an alternate assessment (p. 39).</p> <p>2%: Did not address.</p> <p>Graduation: State accountability system uses both a 4- and 5-year graduation rate.</p> <p>Oregon was awarded a five year, \$1 million annual grant from the OSEP to expand the knowledge of Scaling Up statewide. The intent is to increase the number of districts engaged in implementation activities in the use of three-tiered models of behavior and academic support by employing the principles of Scaling Up. The expected outcomes from the OSEP grant will be the development of an infrastructure for implementation of CCSS expectations that ensures instructional alignment for all students, including students with disabilities, no matter their placement. The in-depth technical assistance framework for applying evidence-based practices to CCSS expectations will impact all students and schools within the district and intentionally address those needing the most support (p. 156, PDF 155).</p> <p>Common Core State Standards (CCSS): Training on specific instructional methodologies aimed at ensuring educators are prepared to support students with special needs in the CCSS will be held at Oregon Department of Education’s (ODE) Annual Special Education Fall Conference and at mandatory fall special education trainings. In addition, all Oregon educators will be encouraged to access the training opportunities made available via national and local trainers of the CCSS. Special education leaders will receive updates and resource links provided through ODE’s Office of Student Learning and Partnerships.</p> <p>As a part of Oregon's State Personnel Development Grant, educators providing interventions to specialized populations are trained on the critical components of the CCSS. That training will include all state implementation providers now serving the state's specialized educators, such as Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Effective Behavioral and Instructional Support Systems (EBISS) at the district level.</p>

	<p>ODE secured a five-year grant from Office of Special Education Programs (OSEP) to scale up evidence-based practices. Included in the grant are goals to fully address professional development for staff relative to students with disabilities and expectations under CCSS to support full implementation of the efforts. This professional development will include both general and special education staff (p. 38).</p> <p>ODE will encourage districts to engage in professional development to implement instructional strategies based on the principles of Universal Design for Learning.</p> <p>Oregon is developing a special education task force to work toward identifying a range of resources to provide to Oregon special education administrators and teachers in support of implementation of the CCSS (p. 42).</p>
<p>Rhode Island</p>	<p>1%: Students with significant cognitive disabilities take the Rhode Island Alternate Assessment. RI is a member of the National Center and State Collaborative (NCSC) consortium. NCSC is developing a comprehensive system that addresses the curriculum, instruction, and assessment needs of students with the most significant cognitive disabilities. The NCSC is developing a summative assessment in ELA and math in grades 3-8 and in one grade level in high school.</p> <p>2%: Rhode Island does not administer a 2% assessment.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>State is a member of the Accessibility, Accommodations, and Fairness Operational Working Group, which is drafting the PARCC accommodations policy.</p> <p>Screening for focus and priority schools includes specific achievement and outcome data for SWD, including: least restrictive environment student transition patterns, progress of students with IEPs, consolidated summary of all federal indicators for IDEA, and data collected through on-site monitoring reports for schools and districts (p. 80; PDF 81)</p> <p>Common Core State Standards (CCSS): Teacher teams developing curriculum include teachers of English language learners (ELLs) and teachers of students with disabilities (SWDs).</p> <p>Interim assessments will use enhanced online accommodations that Rhode Island (RI) developed to meet Accessible Portable Item Profile standards. These standards ensure access for all learners, specifically SWD, ELLs, and low-achieving students. “Will develop specific supports to assist educators in analyzing and implementing the learning and accommodation factors necessary to ensure that SWD and ELLs receive the support they need to become ready for success in college and careers.” (p. 33; PDF 34)</p>

	Using universal design for learning Will create online professional development modules for special educators.
South Carolina	<p>1%: State currently uses the South Carolina Alternative Assessment (SC-Alt) for students not eligible for other statewide testing programs because of significant cognitive disabilities as specified in an IEP (p. 69).</p> <p>State will use common core connectors as an alternate assessment aligned to CCSS (p. 50). Field test 2013-2014 Implementation 2014-2015</p> <p>2%: Did not address.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>The SCDE plans to analyze the learning factors necessary to ensure that students with significant cognitive disabilities have access to the CCSS at reduced levels of complexity (p. 29).</p> <p>State is actively participating in the National Center and State Collaborative (NCSC).</p> <p>Common Core State Standards (CCSS): The South Carolina Department of Education (SCDE) “will ensure that all activities related to the CCSS, including outreach, dissemination and professional development, address the needs of students with disabilities (SWD)” (p. 29).</p> <p>SC “has incorporated strengthening the system of support for SWD and English language learners (ELLs) into its plan for the implementation of CCSS. Within the SCDE, the Office of Teacher Effectiveness will work cross-divisionally with the Office of Exceptional Children to deliver professional development on serving SWD and with the Office of Federal and State Accountability to deliver similar professional development models on serving ELLs. With both populations, our approach is to help all teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit SWD and ELL students into all of the professional development training that the SCDE provides” (p. 36). State believes that the continuous feedback loop (lesson plan development/ instruction & class facilitation/formative assessment/ modified instruction/formative assessment) will contribute to the improved performance of ELL, SWD and low-performing students by serving as an early warning signal that will empower the state to more effectively customize the professional development offered to districts, schools and teachers. See graphic entitled “Student Performance Feedback Loop” (p. 38).</p>
South Dakota	<p>1%: SD is a member of the National Center and State Collaborative General Supervision Enhancement Grant Consortium. Through the grant project, an alternate assessment aligned to CCSS will be developed for a census pilot and administered in 2013-2014. SD plans to use this assessment for accountability purposes in grades 3-8 and 11. Until that time, the state will continue to use its Dakota STEP-A assessment at grades 3-8 and 11 (p. 24; PDF 30).</p>

	<p>2%: Did not address.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Common Core State Standards (CCSS): To address the needs of students with disabilities (SWD), South Dakota (SD) has joined the National Center and State Collaborative (NCSC), a consortium of 19 states which intends to develop a new system of supports including assessment, curriculum, instruction and professional development to help SWD graduate high school ready for postsecondary options (p. 21; PDF 27).</p> <p>Common Core Connectors will be made available to states for the 2012-13 school year (p. 21; PDF 27). SD is working to integrate the CCSS into its South Dakota Tutorial which is a program designed to assist individualized education program (IEP) teams in writing higher quality IEPs that are aligned to academic and functional standards areas (p. 24; PDF 30).</p> <p>Note: Governor’s office assisted Dept. of Education in securing private funding for statewide CCSS training. State also describes steps to address the needs of Native American learners (p. 21; PDF 27).</p>
<p>Tennessee</p>	<p>1%: Submit IEP portfolio. Will continue to use its 1% assessment (assessment for students with the most significant cognitive disabilities). Tennessee will continue to permit school districts to exceed the 1% cap on the number of proficient and advanced scores based on the alternate achievement standards that can be included in AYP calculations if the district establishes that the incidence of students with the most significant disabilities, as defined by the state, exceeds the limit and if the district documents circumstances that explain the higher percentage. Proficient scores exceeding this cap must be changed to below proficient for accountability purposes.</p> <p>2%: Will be phasing out its existing 2% assessment (based on modified achievement standards) by the 2014-2015 school year. During this phase out period, scores for students with disabilities who take the modified achievement standards assessment will be included in the assessment data in the accountability system so long as the number of those proficient and advanced scores does not exceed 2% of all students in the grades assessed at the district and state levels.</p> <p>Special committee to create comprehensive student support plan incl. accommodations, question of whether to continue 2% assessment thru 2013-14 or transitional assessment closer to PARCC. (p. 24)</p> <p>Graduation: Did not address.</p> <p>Common Core State Standards (CCSS): Materials developed for students with disabilities (SWD) teachers will be incorporated into professional development (PD) for all teachers. Also PD for special education teachers on writing standards-based Individualized Educational Programs (IEPs) correlated to CCSS. (p.24)</p>

	<p>TN has joined National Center and State Collaborative – consortium to develop new system of supports to help SWD graduate HS ready for postsecondary options.</p> <p>Scaffolded learning progressions – Common Core Connectors – avail to states for 2012-13SY, followed by lesson plans on key CCSS concepts.</p> <p>TN has convened a 30-member community of practitioners which participates in the NCSC work group focusing on PD. (p.24)</p> <p>Fulltime teachers of students with disabilities currently use school-level student growth data, either overall data, or numeracy (math and science) or literacy (reading and writing) data, at the discretion of the district. We are piloting the use of Student Learning Objectives (SLOs) as a growth measure for this group, in which teachers set individual student learning objectives each year, monitor progress, and eventually rate their achievement of these objectives on a 1 to 5 scale.</p> <p>A special committee of TDOE staff and external organizations and stakeholders convened to support the transition of students with disabilities to CCSS will also be reviewing current research and compiling a kit of best practices for teachers to use for teaching the CCSS to SWD, to be incorporated into PD for all teachers.</p>
<p>Utah</p>	<p>1%: Did not address.</p> <p>2%: Did not address.</p> <p>Graduation: Did not address specific to SWDs.</p> <p>Utah State Office of Education (USOE) has partnered with the Personnel Development Center (UPDC) to provide integrated professional development targeted at improving outcomes for students with disabilities to Utah public school staff. This professional development is determined based upon a data review of Annual Performance Report (APR) and data submitted by LEAs to determine areas requiring additional training (p.30).</p> <p>The USOE special education section has participated in professional learning communities (PLCs) with other state agency staff around the subjects of CCSS, data, and instructional assistive technology; work from these PLCs is guiding the USOE and the UPDC actions for providing technical assistance materials, professional development and policy development for students with disabilities.</p> <p>Using a variety of formats, the USOE is providing professional development opportunities and technical assistance to LEA administrators and staff in guiding IEP teams to preplan to address the core instruction needs of the student with disabilities in participation of statewide assessments. These plans include strategies for ensuring students with disabilities access the core curriculum, receive appropriate and high-quality content-area and individualized instruction, accommodations and/or</p>

	<p>modifications, and are prepared for meaningful participation in statewide assessments.</p> <p>Utah Core Standards (as Common Core State Standards or CCSS is known): Emphasis on universal design for learning to allow access to grade-level content for all students, regardless of whether it is provided by the Office of Teaching and Learning or Special Education.</p> <p>State special education administration meetings have focused on LEA-level planning for implementation of CCSS for the past two years.</p> <p>Coordinated efforts between departments at the state level are resulting in collaborative work between the state and LEAs to build capacity in aligning all educator instruction with the CCSS.</p> <p>Professional development has focused on transition to the CCSS and the use of standards-based individual educational programs (IEPs).</p> <p>The three-tier model of instruction is in place for all students, including students with disabilities (SWD). “All professional development incorporates, and specifically addresses, strategies that work for various learners. Our new ELA flexbooks, for example, are being created with various levels of text complexity to get at the same student outcomes so that teachers can make adjustments depending on the needs of the students they serve” (p. 29).</p>
<p>Virginia</p>	<p>1%: Did not address.</p> <p>2%: Virginia is also implementing the Virginia Modified Achievement Standards Tests (VMAST) in mathematics for grades 3-8 and Algebra I in 2011-2012 and in reading for grades 3-8 and high school in 2012-2013. VMAST is intended for students with disabilities who are learning grade-level content but who are not expected to achieve proficiency in the same time frame as their non-disabled peers.</p> <p>The state will transition the students who are currently eligible for VMAST to the regular SOL assessments by 2014-2015 (p. 32; PDF 38).</p> <p>Graduation: Did not address.</p> <p>For students with disabilities who have the most intensive support needs, there are two model initiatives supported by the Virginia Department of Education: Project SEARCH and the Post-High School Community College Program. Project SEARCH, a business-led model, is a collaborative between school divisions and local businesses that provide employability skills training and workplace internships that occur entirely in the workplace. The Post-High School Community College Program is a supported education model that provides individualized supports to students with significant disabilities seeking postsecondary education</p>

	<p>to enhance their skills for employment, in an age-appropriate setting. The Department of Education provides support and technical assistance to increase the number of partnerships between school divisions and institutions of higher education (p. 23, PDF 29).</p> <p>The Virginia Department of Education also directs and supports regional T/TACs (Training/Technical Assistance Centers) based in seven institutions of higher education that comprise a statewide system emphasizing collaboration in the planning and provision of services to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years) (p. 31; PDF 37).</p> <p>SWD may take Standards of Learning tests with or without accommodations or they may be assessed through alternate or alternative assessments as prescribed by their Individualized Education Program (IEP) (p. 22; PDF 28).</p> <p>Standards of Learning (SOL), including Supplement to the Mathematics Curriculum Framework: “Based on the College- and Career-Ready Performance Expectations, the Department of Education developed the course content for “capstone” courses in English and mathematics for students who are on track to graduate, but may not be fully prepared for college-level work. The English capstone course is intended for 12th-grade students who have passed English 11 and the end-of-course SOL reading and writing tests but may not be prepared for the amount of reading, research, and writing required during the first year of college. The mathematics capstone course is intended for high school seniors who have passed Algebra I; Geometry; and Algebra, Functions, and Data Analysis or Algebra II along with the associated SOL tests required to earn a Standard or Advanced Diploma, but who still need additional coursework to be college ready or enter the work force directly after graduating. Both capstone courses are being piloted in several school divisions in 2011-2012. Both courses are available to all students, including English language learners, students with disabilities, and low-achieving students, and will assist them in gaining access to and learning content aligned with Virginia’s standards.” (p. 21; PDF)</p> <p>“In addition to providing content area Curriculum Frameworks, the Department of Education works with practitioners to develop sample lesson plans that reflect the content included in the SOL and the Curriculum Frameworks. The SOL Enhanced Scope and Sequence is a searchable database of lesson plans that incorporate Universal Design for Learning (UDL).</p> <p>These lesson plans were designed to include multiple means of representation, activity, and engagement for students. Teachers of special education and [limited English proficient] LEP students were included among the practitioners to ensure the lesson plans included suggestions and differentiated instructional strategies to meet the needs of all students” (p. 27; PDF 33).</p> <p>“Virginia has a strong Response to Intervention (RtI) initiative, a comprehensive student-centered assessment and intervention framework used to identify and address individual student difficulties before referral to special education” (p. 31; PDF 37).</p>
<p>Washington</p>	<p>1%: Washington is also engaged with six other states in developing the assessment system and measures aligned with the CCSS that specifically target students with special needs (p. 40).</p>

Likely will use Dynamic Learning Maps assessment for math and ELA for implementation in 2014-15 (p. 118).
Currently uses Washington Alternative Assessment System (WAAS)-Portfolio.

2%: Did not address.

Graduation: SWD who graduate by completing the requirements of an IEP in the required period of time are counted as on-time graduates.

“As a member of the Dynamic Learning Map (DLM) consortium with 10 other states, Washington is poised to consider how the products developed can be used with educators in Washington. While much of the focus of the DLM work is on building the 1% assessment, there are several other major tasks that hold promise for supporting Washington educators in their work with students with disabilities. The Consortium plans to develop multiple tasks. (Bolded tasks hold particular promise for work with this population):

- Common Core Essential Elements and creating ALDs
- Development and validation of learning maps
- Creation of instructionally relevant item types
- Technology development
- Item and assessment development
- Standard setting
- Professional development
- Instructional consequences
- Family engagement and dissemination” (p. 39).

The work of the two national assessment consortia to determine and agree upon reasonable accommodations for students with special needs will be exceedingly helpful and will allow Washington educators to have a clearer picture of allowable accommodations, whether these students remain in our state or move outside of Washington’s borders (p. 40).

Washington is one of five states in a consortium with the National Center for Educational Outcomes. The project, Improving the Validity of Assessment Results for English Language Learners with Disabilities, is expected to result in principles that guide the assessment of ELLs with disabilities (p. 79).

Common Core State Standards (CCSS): Educators implement a framework consistent with the principles of Response to Intervention(Rtl) that supports them to use (a) research based curriculum, (b) data to make instructional decisions, (c) tiered instruction, and (d) appropriate progress measures. (Note. To support effective implementation of an Rtl framework, Office of the Superintendent of Public Instruction (OSPI) is providing funds available from the federally funded State Performance Development Grant (SPDG) to each Educational Service District (ESD) to align program improvement and Rtl efforts for schools in

	<p>need of assistance that have a disproportional percentage of students eligible for special education and related services) (p. 33-34).</p> <p>Particular attention will be paid to providing professional learning opportunities and on-site support for implementing research- and evidence-based practices effective in substantially raising learning outcomes for subgroups of students (e.g., English language learners (ELLs), students with disabilities (SWD), low-income students). Data and input from local-level stakeholders and proficiency rates for subgroups of students will be utilized in adjusting the plan (p. 75).</p>
<p>Wisconsin</p>	<p>1%: Current: Wisconsin Alternate Assessment for Students with Disabilities. Transitioning to: Dynamic Learning Maps, 2014-15.</p> <p>2%: State does not have an assessment in this category.</p> <p>Graduation: State accountability system includes both a four and a six-year graduation rate.</p> <p>State does not intend to change cut scores on the Wisconsin Alternate Assessment-Students with Disabilities (p. 42, PDF 48).</p> <p>Common Core State Standards (CCSS): State has developed a Center for Standards, Instruction and Assessment to develop rigorous, online instructional resources for CCSS and assessment systems. Use of Universal Design for Learning (UDL) principals. Coordinating with the Wisconsin Response to Intervention (RtI) center.</p>

* Note: Since the analysis, ESEA flexibility waiver requests submitted by [Nevada](#) and have been approved and posted on the U.S. Department of Education ESEA flexibility website but analysis of the approved request has not yet been completed as of September 14, 2012.

Referenced page numbers refer to the approved version of the applications found on the U.S. Department of Education’s website: <http://www.ed.gov/esea/flexibility/requests>. When page numbers do not correspond to the PDF page number, the PDF page number is also referenced.

Analysis conducted by Penn Hill Group for CCSSO, 2012.