



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

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# Indiana 1 Percent Cap Waiver Extension Request

ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)

Indiana Department of Education  
Assessment, Special Education, and Accountability

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## TABLE OF CONTENTS

Introduction	3
1 Percent Waiver Extension Request Requirements	4
Requirement 5 (§200.6(c)(4)(v)): Substantial Progress	4
Table 1: Comparison of the Number of LEAs Exceeding the 1 Percent Cap from 2016-2017 to 2020-2021	5
Table 2: Comparison of Alternate Assessment (AA) Participation Rates from 2016-2017 to 2020-2021	5
1 Percent Training and Guidance	5
Table 3: Comparison of ELA Alternate Assessment Participation Rates from 2016-2017 to 2020-2021	12
Table 4: Comparison of Mathematics Alternate Assessment Participation Rates from 2016-2017 to 2020-2021	13
Table 5: Comparison of Science Alternate Assessment Participation Rates from 2016-2017 to 2020-2021	14
Requirement 2 (§200.6(c)(4)(ii)): State-Level Data	15
A. State-Level Data of Alternate Assessment Participation Rate for the 2020-2021 School Year	15
Table 6: Alternate Assessment Participation Rates for ELA in 2020-2021	15
Table 7: Alternate Assessment Participation Rates for Mathematics in 2020-2021	16
Table 8: Alternate Assessment Participation Rates for Science in 2020-2021	17
B. State Measured Achievement of at Least 95 Percent of Students	18
Table 9: State Measured Achievement Percentages for Grades 3-8, 10 2018-2019	18
Table 10: State Measured Achievement Percentages for Grades 3-8, 11 2020-2021	18
Requirement 3 (§200.6(c)(4)(iii)): Assurances	19
A. State Assurance that LEAs Followed State Alternate Assessment Participation Guidelines	19
B. State Assurance that LEAs will Address Disproportionality of Student Groups	19
Requirement 4 (§200.6(c)(4)(iv)): State Plan and Timeline	20
A. Alternate Assessment Participation Criteria	20
B. LEA Oversight and Support	20
C. Disproportionality	22
Table 14: Timeline for all Requirement 4 Components	23
Public Comment	29
Submissions Commenting on the 1 Percent Threshold	30

## Introduction

Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards. The Indiana Department of Education (IDOE)'s alternate assessment is titled Indiana's Alternate Measure (IAM) and measures student achievement according to Indiana's Content Connectors, which are aligned to the Indiana Academic Standards.

ESSA places a 1 Percent Cap on the number of students who may participate in alternate assessments. States that anticipate exceeding the 1 Percent Cap must submit a waiver request or waiver extension request to the U.S. Department of Education (USED).

**2016-2017:** The alternate assessment participation rates for 2016-2017, submitted in Indiana's original waiver request, were 1.25 percent for English/Language Arts (ELA) and mathematics and 1.30 percent for science. Based on this data, IDOE anticipated exceeding the 1 Percent Cap for the 2017-2018 alternate assessment administration in ELA, mathematics, and science and submitted the required waiver request on October 16, 2017. USED requested revisions to the original waiver request regarding high school science, resulting in IDOE submitting an addendum dated January 23, 2018. On May 7, 2018, IDOE received notification that USED had granted Indiana a waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, allowing the State to assess more than 1.0 percent of the total number of students assessed in ELA and mathematics, but not science, on the alternate assessment.

**2017-2018:** The alternate assessment participation rates for 2017-2018, included in Indiana's waiver extension request, were 1.21 percent for ELA and mathematics and 1.26 percent for science. IDOE anticipated exceeding the 1 Percent Cap for the 2018-2019 alternate assessment administration in ELA, mathematics, and science and submitted the required waiver extension request on December 21, 2018. On April 15, 2019, IDOE received notification that USED had granted Indiana a waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, allowing for the assessment of more than 1.0 percent of the total number of students assessed in ELA, mathematics, and science on the alternate assessment.

**2018-2019:** The alternate assessment participation rates for 2018-2019 were 1.14 percent for ELA, mathematics, and science. Based on this data, IDOE anticipated exceeding the 1 Percent Cap for the 2020 alternate assessment administration in ELA, mathematics, and science. Therefore, IDOE submitted the required waiver extension request on January 6, 2020. This Indiana 1 Percent Cap Waiver Extension Request documented that IDOE complied with all assurances outlined in IDOE's original waiver and achieved substantial progress toward each component of the prior year's plan and timeline. IDOE rescinded this request on April 1, 2020 due to the COVID-19 Waiver, which waived all assessment requirements, including the 1 Percent Cap on Alternate Assessment Participation.

**2019-2020:** IAM was not administered in the spring of 2020 due to COVID-19. For this reason, Indiana used *identification* data, pulled during what would have been the Spring 2020 IAM Operational Window (April 29, 2020), in order to determine *estimated participation* rates per USED recommendation. The

2020 alternate assessment *identification* rates were 1.15 percent for ELA and mathematics and 1.05 percent for science. This is a slight increase from the 2019 *participation* rates in both ELA and mathematics but a decrease from the 2019 *participation* rate in science. IDOE contributes the increase in ELA and mathematics to the type of data that was collected. While identification data can provide an estimate of who will participate in the alternate assessment for the given year, it does not account for students who do not test due to absences, medical conditions, or other issues. IDOE contributes the decrease in science to the grades included in the calculation. Because the Biology ECA can be taken in any grade, 9-12, IDOE had no way of knowing which high school students would have taken this assessment in 2020. For this reason, only grades 4 and 6 were included in the calculation. Based on this data, IDOE anticipated exceeding the 1 Percent Cap for the 2021 alternate assessment administration in ELA, mathematics, and science. Therefore, IDOE submitted the required waiver extension request. This Indiana 1 Percent Cap Waiver Extension Request documented that IDOE complied with all assurances outlined in IDOE's original waiver and had achieved substantial progress toward each component of the prior year's plan and timeline.

**2020-2021:** The alternate assessment participation rates for 2020-2021 were 1.01 percent for ELA, 1.00 percent for mathematics, and 1.05 percent for science. IDOE submitted the 2020-2021 Waiver Request on December 28, 2020. On March 26, 2021 IDOE received notification that USED had granted Indiana a waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, allowing for the assessment of more than 1.0 percent of the total number of students assessed in ELA, mathematics, and science on the alternate assessment. While IDOE has made substantial progress toward the 1 Percent Cap, there was a reduction overall in the percent of total students who participated in the Alternate Assessment due to COVID-19. Based on this data, IDOE anticipates exceeding the 1 Percent Cap for the 2022 alternate assessment administration in ELA, mathematics, and science. Therefore, IDOE is submitting the required waiver extension request. This Indiana 1 Percent Cap Waiver Extension Request documents that IDOE complied with all assurances outlined in IDOE's original waiver and has achieved substantial progress toward each component of the prior year's plan and timeline.

Multiple electronic resources are referenced as evidence of activities and requirements and are accessible online. Web links to these resources are embedded in the text of this document, allowing the reader to link directly to content-specific support documents.

## **1 Percent Waiver Extension Request Requirements**

### **Requirement 5 (§200.6(c)(4)(v)): Substantial Progress**

IDOE has made substantial progress toward meeting the 1 Percent Cap on Alternate Assessment Participation since the original waiver was submitted and approved. This progress is evident in alternate assessment participation data and completion of State Plan and Timeline Activities outlined in this year's waiver extension request. A comparison of 2016-2017, 2017-2018, 2018-2019, and 2020-2021 data confirms Indiana's progress toward reducing the number of students participating in the alternate assessment. Please note, 2019-2020 data is not available, as Indiana received an exemption

due to COVID 19. For this reason, the data shown under “Number of LEAs Exceeding the 1 Percent Cap in 2019-2020” is not included under “Difference Between 2016-2017 and 2020-2021.”

[Table 1](#) illustrates the reduction of the number of Local Education Agencies (LEAs) exceeding the 1 Percent Cap across content areas. [Table 2](#) illustrates the reduction in alternate assessment participation rates across content areas.

**Table 1: Comparison of the Number of LEAs Exceeding the 1 Percent Cap from 2016-2017 to 2020-2021**

Content Area	Number of LEAs Exceeding the 1 Percent Cap in 2016-2017	Number of LEAs Exceeding the 1 Percent Cap in 2017-2018	Number of LEAs Exceeding the 1 Percent Cap in 2018-2019	Number of LEAs Exceeding the 1 Percent Cap in 2020-2021	Difference Between 2016-2017 and 2020-2021
ELA	190	186	166	146	-23.16%
Mathematics	189	186	165	144	-23.81%
Science	183	183	153	149	-18.58%

**Table 2: Comparison of Alternate Assessment (AA) Participation Rates from 2016-2017 to 2020-2021**

Content Area	AA Participation Rate 2016-2017	AA Participation Rate 2017-2018	AA Participation Rate 2018-2019	AA Identification Rate 2020-2021	Difference Between 2016-2017 and 2020-2021
ELA	1.25%	1.21%	1.14%	1.01%	-0.24%
Mathematics	1.25%	1.21%	1.14%	1.00%	-0.25%
Science	1.30%	1.26%	1.14%	1.05%	-0.25%

## 1 Percent Training and Guidance

**Alternate Assessment Participation Training:** A [training webinar](#) outlining federal and state requirements for the 1 Percent Cap on Alternate Assessment Participation is provided to LEAs and publicly posted on IDOE’s Alternate Assessment ESSA 1 Percent Cap webpage each school year.

Corporations over the 1 Percent Cap must provide assurances that specific stakeholders have reviewed the training.

**ICASE 1 Percent Cap Training:** Information regarding the 1 Percent Cap was shared with special education educators at both of the 2021 Indiana Council of Administrators of Special Education (ICASE) bi-annual meetings. These PowerPoint presentations are posted on the IDOE's Office of Special Education's (OSE) Moodle community, which is a communication portal used by OSE to share information to educators.

**Accessibility and Accommodations Training:** IDOE provides [Accessibility and Accommodations training](#) for statewide assessments, including I AM. Webinar topics include universal accessibility tools, designated accessibility tools, and accommodations available to students. Viewing this training is an annual requirement for Test Administrators (TAs) and Corporation Test Coordinators (CTCs).

**Statewide Assessment Webpage Revision:** Office of Student Assessment's [website](#) and the [Indiana Assessment Portal](#) houses information, resources, training materials, and web links for special education professionals supporting students with disabilities. The webpage and portal are both updated regularly to provide the field with the most relevant information regarding I AM.

**Pretest Workshops for CTCs:** Recorded webinars are offered to CTCs in preparation for the spring assessment administration. During these training sessions, the criteria for participation in I AM is discussed to ensure the appropriate students participate. Participation in retest workshops is an annual requirement for CTCs. IDOE also offers a separate training for new CTCs.

**Test Administration Certification and Training:** IDOE and the testing vendor, Cambium Assessment, Inc. (CAI), formerly AIR, delivered 20 live I AM trainings in 15 different locations across the state during February and March 2019. TAs preparing to administer I AM were required to attend one of these live sessions. If unable to attend, and approved by their CTC and IDOE, TAs could instead complete a Moodle certification course or view a live stream of one of the training sessions. The Alternate Assessment Specialist was involved in the planning, content, and delivery of all trainings associated with the alternate assessment.

Since the initial administration of I AM, IDOE and CAI, have offered an online training and certification course consisting of three training modules and a certification quiz in lieu of the live sessions. All I AM TAs must complete this training annually in order to administer I AM. The 2021-2022 certification course is available beginning January 10, 2022.

**Understanding I AM Webinar:** Each year, IDOE and CAI release a [webinar](#) providing an overview of I AM. This webinar is called Understanding I AM. The targeted audience is educators, administrators, and other school personnel involved in the administration of the alternate assessment.

**New I AM TA Training:** In addition to the required online course, new I AM TAs are required to attend a 30-minute training that highlights the most important aspects of I AM test administration. A recorded

version of this live training is also available. The 2021-2022 New I AM Training will be presented on March 17, 2022 and posted to the I AM Portal following the live session.

**Question and Answer (Q and A) Sessions:** IDOE hosts two question and answer sessions each year from the field's frequently asked questions regarding the administration of I AM. Any administrator or educator can attend one of these live webinars for additional clarification regarding the administration of I AM. The 2021-2022 I AM Q and A Sessions will be hosted on March 30, 2022 and March 31, 2022. Both sessions will be recorded and posted to the I AM Portal.

**I AM Training Frequently Asked Questions (FAQ):** IDOE and CAI developed an I AM Training FAQ following the deployment of the online certification course, New I AM TA Trainings, and question and answer sessions outlining frequently asked questions regarding the administration of I AM. This document is posted to the I AM Portal and shared via I AM listservs and Secretary of Education Dr. Jenner's weekly update. The 2021-2022 I AM Training FAQ is scheduled to be posted with the opening of the operational window on April 4, 2022.

**Alternate Assessment Participation Guidance:** IDOE sought input from multiple LEAs on the participation criteria documents, including [Participation Guidance](#), [Participation FAQ](#), and [Participation Flowchart](#). These documents explain participation in the alternate assessment and are posted on [IDOE's website](#).

**Webinar Series for New Teachers of Students with Significant Cognitive Disabilities:** As stated in the previous waiver request, IDOE historically collaborated with Project SUCCESS to develop and deploy a webinar series that targets new teachers of students with significant cognitive disabilities. These webinars are being updated for the 2021-2022 school year. IDOE will communicate and house additional resources on our new Learning Lab platform.

**LiveBinder for Case Conference Committees:** IDOE, in collaboration with Project SUCCESS, developed a Live Binder Case Conference Committees with hundreds of resources for administrators, educators, and families. This resource was posted to IDOE's website in August of 2020. The live binder resources have been moved onto our Learning Lab Platform for the 2021-2022 school year. These resources can be found as [a collection on the Indiana Learning Lab](#).

**Indiana Inclusive Communication Matters (IICM):** IDOE collaborates with PATINS, an assistive technology and accessibility resource center, to facilitate a communication Community of Practice (CoP) that focuses on students with little to no mode of communication. IICM is composed of speech language pathologists, special education directors, teachers, resource centers, etc. and meets three times per year to provide assistance to educators in order to increase the number of students with a mode of communication so that they can participate in the classroom and on the alternate assessment. Educators had previously reviewed LCI data to provide feedback but will no longer be using this for the 2021-2022 school year. The stimulus and response chart was also reviewed, as it was included in the 2019-2020 IAM test administrators manual. The IICM community of practice also reviews the No Mode of Communication (NMC) data to determine if any additional technical assistance is needed.



**Indiana Learning Lab:** IDOE has partnered with FiveStar to create a digital learning platform to support teachers and staff directly in the field. The Indiana Learning Lab empowers specific communities of practice to have discussions, such as IICM, and share resources. IDOE Office of Special Education also disseminates weekly posts regarding high-leverage practices, results driven accountability, indicator and monitoring supports, and other relevant information to the field.

**Accessibility and Accommodations Guidance:** IDOE updates its [Accessibility and Accommodations Guidance](#) annually to coincide with the new accommodations offered on I AM. This guidance is available on IDOE's website and outlines accommodations for all statewide assessments. The IDOE developed the following webinars to address accommodations in Indiana's state assessments to support educators in all tested grades:

- [Indiana Alternate Measure \(I AM\)](#)
- [Indiana Learning Evaluation Assessment Readiness Network \(ILEARN\)](#)
- [Indiana Reading Evaluation and Determination 3rd Grade \(IREAD-3\)](#)
- [Indiana Statewide Testing for Educational Progress - Plus \(ISTEP+\)](#)

**1 Percent One Pager for Families:** IDOE created and shared a one-page [document](#) with basic information regarding the 1 Percent Cap on Alternate Assessment Participation for families of students with significant cognitive disabilities in May of 2020.

**I AM Educator and Family Brochures:** Each year, IDOE and CAI collaborate to deploy I AM brochures for [educators](#) and families. These brochures are available on the IDOE website. The family brochure is available in both [English](#) and [Spanish](#).

**Learner Characteristics Inventory Training:** [The Learner Characteristics Inventory](#) (LCI) is a set of thirteen questions about a student's learning. Until the 2021-2022 school year, it needed to be completed by a TA each year prior to the administration of I AM. IDOE created a training that explains how this resource can be used to confirm the appropriate placement in the alternate assessment. [This training](#) is available on the IDOE website. This has been removed for the 2021-2022 school year due to teachers not having access to the responses.

**Stimulus and Response Materials Guidance:** Per the recommendation of Indiana's Technical Advisory Committee (TAC), IDOE developed [guidance](#) regarding the use of stimulus and response materials that are acceptable for I AM. This guidance is referenced in the I AM Test Administrator's Manual (TAM) and is posted to IDOE's website.

### **Additional 1 Percent Efforts**

Outlined below is a summary of personnel and activities that address exceeding the 1 Percent Cap on Alternate Assessment Participation.

**Office of Student Assessment (OSA) - Alternate Assessment Specialist:** This specialist oversees the alternate assessment (I AM) and leads the efforts related to the 1 Percent Cap on Alternate



Assessment Participation. The Alternate Assessment Specialist serves as the assessment liaison to the Office of Special Education (OSE).

**Office of Special Education (OSE) - Intense Interventionist Specialist:** This specialist is the special education liaison to the OSA beginning in August 2019. This position now leads the efforts related to the 1 Percent Cap on Alternate Assessment Participation. The Intense Interventionist Specialist leads the Indiana Inclusive Communication Matters (IICM) Community of Practice (CoP) and is a monitoring team member involved in Indiana's Results Driven Accountability (RDA) system.

**Office of Special Education (OSE)- Senior Special Education Specialist:** The senior specialist was the special education liaison to the OSA until August 2019. From January to August 2019, this position led the efforts related to the 1 Percent Cap on Alternate Assessment Participation, the IICM CoP, and the Indiana Resource Network (IRN) resource centers and is a monitoring team member involved in Indiana's RDA system.

**Office of Special Education (OSE)- Technical Assistance Specialist:** IDOE hired two technical assistance specialists to provide work directly with the field to support low incidence disabilities. The technical assistance specialists collaborate with federal resource networks such as the TIES Center, National Technical Assistance Center on Transition (NTACT), Indiana Inclusive Communication Matters (IICM), and National Center on Educational Outcomes (NCEO) to better serve students with low incidence disabilities.

**Office of Student Assessment-Accessibility Specialist:** This specialist focuses on accessibility for all students and provides guidance to the field regarding accommodations on all Indiana assessments.

**Multi-State Collaborative Groups:** IDOE participates in the National Center on Educational Outcomes (NCEO) 1 Percent Cap CoP bi-monthly webinars. IDOE also participates in the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) Assessing Special Education Students (ASES) meetings.

**Three-Year Review Process for No Mode of Communication (NMC) Guidance:** IDOE has shared [guidance](#) regarding the three-year review process and Individualized Education Program (IEP) audit for students with NMC. This guidance was updated to note changes to the review process, given data was not available for 2020.

**Webinar Series on Inclusion and State Assessments:** IDOE participated in three webinars focusing on inclusion and state assessments hosted by USED's Office of Elementary and Secondary Education (OESE), with the intent of sharing relevant information with the field. These webinars included:

- Meeting ESSA and Workforce Innovation and Opportunity Act (WIOA) Requirements: Alternate Assessments, and Inclusion of All Students, July 15, 2020
- How Do We Lower Our Alternate Assessment Participation Rate? Five States Share Their Stories, August 20, 2020

- Successfully Making and Implementing Participation and Accommodations Decisions for English Learners with Disabilities, August 27, 2020

**Stakeholder Feedback:** IDOE shares information, collaborates, and seeks feedback from stakeholders regarding the 1 Percent Cap on Alternate Assessment Participation. Stakeholders include LEAs, IRNs, Indiana's Parent and Training Information Center (INSOURCE), OSA's TAC, and OSA's Assessment Implementation Advisory Group (AIAG). IDOE is committed to educating stakeholders about alternate assessment participation issues and ensuring that only those students with the most significant intellectual impairments in Indiana participate in the alternate assessment.

**Results Driven Accountability (RDA):** OSE monitors LEAs based on the federal Office of Special Education's RDA system. LEA RDA determinations include areas of compliance as well as results and data timeliness. Within the assessment calculation, IDOE looks at growth and proficiency on state assessments, proficiency on the Indiana Reading Evaluation and Determination for Grade 3 Students (IREAD-3), and participation in the alternate assessment. LEAs were informed of the points possible out of each category, how many points their district received in those categories, and an overall percentage that correlates to one of the three technical assistance tiers. OSE provided data retreats in December of 2020 that took place in each of the ICASE roundtable regions. OSE provides regional data retreats in the winter. The 1 Percent Cap is discussed at the data retreats and is monitored within the RDA tools.

**Technical Assistance Summit:** OSE will begin providing quarterly technical assistance summits to support LEAs with their RDA progress beginning in February 2022. These TA summits will address specific federal monitoring indicators as well as the 1 Percent Cap and alternate assessment determination supports.

**IEP Data and CAI's Test Information Distribution Engine (TIDE):** IEP data from Indiana IEP (IIEP), along with CAI's TIDE connection, reinforce which students should be assessed using I AM in lieu of the general education assessment.

**LEA Visits:** In November and December of 2019, IDOE visited five LEAs across the state from varying geographic areas, populations, and student groups. During these visits, IDOE collaborated with team members from the LEAs to discuss alternate assessment participation guidelines and procedures to ensure that only students with the most significant disabilities are taking the alternate assessment. IDOE continues to collaborate with LEAs and disseminate information related to alternate assessment participation guidelines.

**1 Percent Research Project:** IDOE has partnered with Public Consulting Group (PCG) to conduct a 1 Percent Cap on Participation in Alternate Assessment Research Study. This study is guided by the following questions:

1. What are the characteristics of students who take the Alternate Assessment, based on Alternate Academic Achievement Standards (AA-AAAS) statewide? How has the population changed over the past five years?
  - a. What are the demographics (e.g., race, ethnicity, socio-economic status)? How does this population compare with students overall in the state?
  - b. What are the students' eligibility categories, and in what least restrictive environment (LRE) placement setting do they receive most of their services?
  - c. What percentage of students have "no mode of communication" noted on their IEP?
  - d. In what grade level do students begin taking the alternate assessment?
2. What guidance has the state provided to districts regarding the decision-making process for taking the alternate assessment? How is it applied in districts and with IEP teams?
  - a. What is the process at the district/school level?
  - b. What are the differences between states and/or districts within states?
  - c. What rationale do districts provide for being over the 1 Percent Cap? Do these change over time?
3. What is the level of parental awareness regarding the alternate assessment?
  - a. How do they understand the implication of their children taking the alternate assessment?
  - b. What is their role in the decision-making process?

Phase 1: Research and Plan Refinement, Phase 2: Data Collection, Phase 3: Data Analysis and Research Brief development. This work concluded in late January of 2021. The results of the research project can be found here: [1% Cap on Participation in the Alternate Assessment Research Study](#)

IDOE is using the information from this study to guide professional development efforts for LEAs and reassess current practices regarding the collection of assurances and justifications for the 1 Percent Cap on Alternate Assessment Participation.

**TIES Center Partnership:** The IDOE and TIES Center from the University of Minnesota are partnering together with two Indiana school districts, Penn Harris Madison and School Town of Munster, to pilot work around meaningful inclusion. The IDOE participates in monthly meetings with the TIES Center, bimonthly cross consortium meetings with the Washington Department of Education and the Maryland Department of Education, and supports each school district monthly. Prior to beginning the monthly meetings with Penn Harris Madison and School Town of Munster, each LEA was responsible for completing the [TIES Inclusive Education Roadmap](#) and the [Inclusive Education Action Plan](#).

**Review and Analysis of 2020-2021 Alternate Assessment Participation Rates:** IDOE staff reviewed and analyzed alternate assessment participation data from the 2020-2021 school year. When comparing the 2020-2021 participation rates to the 2018-2019 participation rates, Indiana had a reduction in participation rates overall for ELA, mathematics, and science. This is illustrated in [Table 1](#) and [Table 2](#).

Indiana had a reduction in the percentage of students taking the alternate assessment in the following student groups when 2016-2017 participation data is compared to 2020-2021 participation data for all three subject areas: American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander; Asian; African American; Hispanic or Latino; White; Limited English Proficient (LEP) students; economically disadvantaged students; and male and female students. Indiana had a reduction in the percentage of students taking the alternate assessment in the following student groups when 2018-2019 participation data is compared to 2020-2021 participation data across all three subject areas as well: Native Hawaiian or Other Pacific Islander; Asian; African American; Hispanic or Latino; White; Limited English Proficient (LEP) students; economically disadvantaged students; and male and female students. There was a slight increase in the percentage of students taking the alternate assessment in the following student group: American Indian or Alaska Native when comparing 2018-2019 data to 2020-2021 data across all three subject areas.

[Table 3](#), [Table 4](#), and [Table 5](#) illustrate these changes in the alternate assessment participation rates for all student groups. LEAs received their alternate assessment participation data from 2021 on November 19, 2021.

**Table 3: Comparison of ELA Alternate Assessment Participation Rates from 2016-2017 to 2020-2021**

Student Group	Percentage Participating in Alternate Assessment 2016-2017	Percentage Participating in Alternate Assessment 2017-2018	Percentage Participating in Alternate Assessment 2018-2019	Percentage Participating in Alternate Assessment 2020-2021	Difference Between 2016-2017 and 2020-2021
All Students	1.25%	1.21%	1.14%	1.01%	-0.24%
American Indian or Alaska Native	1.44%	1.06%	0.93%	0.95%	-0.49%
Asian	0.82%	0.87%	0.86%	0.71%	-0.11%
Native Hawaiian or Other Pacific Islander	2.14%	2.46%	1.56%	1.28%	-0.86%
Black or African American	1.71%	1.57%	1.48%	1.25%	-0.46%

Hispanic or Latino	1.14%	1.15%	1.13%	0.95%	-0.19%
White	1.20%	1.16%	1.09%	0.97%	-0.23%
Two or more races	1.26%	1.21%	1.27%	1.17%	-0.09%
LEP students	2.55%	2.43%	1.54%	1.43%	-1.12%
Economically Disadvantaged students	1.62%	1.54%	1.41%	1.13%	-0.49%
Male	1.61%	1.55%	1.46%	1.30%	-0.31%
Female	0.88%	0.84%	0.81%	0.70%	-0.18%

**Table 4: Comparison of Mathematics Alternate Assessment Participation Rates from 2016-2017 to 2018-2019**

Student Group	Percentage Participating in Alternate Assessment 2016-2017	Percentage Participating in Alternate Assessment 2017-2018	Percentage Participating in Alternate Assessment 2018-2019	Percentage Participating in Alternate Assessment 2020-2021	Difference Between 2016-2017 and 2020-2021
All Students	1.25%	1.21%	1.14%	1.00%	-0.25%
American Indian or Alaska Native	1.44%	1.06%	0.92%	0.95%	-0.49%
Asian	0.79%	0.86%	0.86%	0.71%	-0.08%
Native Hawaiian or Other Pacific Islander	2.10%	2.45%	1.77%	1.28%	-0.82%
Black or African American	1.69%	1.57%	1.47%	1.25%	-0.44%

Hispanic or Latino	1.13%	1.14%	1.12%	0.96%	-0.17%
White	1.20%	1.16%	1.08%	0.96%	-0.24%
Two or more races	1.24%	1.20%	1.26%	1.17%	-0.07%
LEP students	2.41%	2.42%	1.53%	1.43%	-0.98%
Economically Disadvantaged students	1.60%	1.54%	1.40%	1.13%	-0.47%
Male	1.60%	1.55%	1.46%	1.29%	-0.39%
Female	0.88%	0.84%	0.81%	0.70%	-0.18%

**Table 5: Comparison of Science Alternate Assessment Participation Rates from 2016-2017 to 2020-2021**

Student Group	Percentage Participating in Alternate Assessment 2016-2017	Percentage Participating in Alternate Assessment 2017-2018	Percentage Participating in Alternate Assessment 2018-2019	Percentage Participating in Alternate Assessment 2020-2021	Difference Between 2016-2017 and 2020-2021
All Students	1.30%	1.26%	1.14%	1.05%	-0.25%
American Indian or Alaska Native	1.35%	1.35%	0.74%	0.78%	-0.57%
Asian	0.75%	1.00%	0.99%	0.92%	+0.17%
Native Hawaiian or Other Pacific Islander	2.40%	1.64%	1.78%	0.50%	-1.90%
Black or African American	1.74%	1.71%	1.54%	1.23%	-0.51%

Hispanic or Latino	1.12%	1.22%	1.09%	1.04%	-0.08%
White	1.26%	1.20%	1.06%	1.01%	-0.25%
Two or more races	1.46%	1.09%	1.39%	1.21%	-0.25%
LEP students	2.45%	2.44%	1.48%	1.68%	-0.77%
Economically Disadvantaged students	1.66%	1.64%	1.40%	1.17%	-0.49%
Male	1.67%	1.62%	1.45%	1.35%	-0.32%
Female	0.93%	0.88%	0.81%	0.74%	-0.19%

### **Requirement 1 (§200.6(c)(4)(i)): Submission 90-Days Prior to State Testing Window**

The 2021-2022 I AM operational window opens April 4, 2022 for grades 3-8 and high school in all content areas. [The 2021-2022 Indiana Assessment Windows Calendar](#) shows how the I AM window fits within the larger context of Indiana’s system of assessments. IDOE is submitting the 1 Percent Waiver Extension Request to the USED on December 30, 2021.

### **Requirement 2 (§200.6(c)(4)(ii)): State-Level Data**

#### **A. State-Level Data of Alternate Assessment Identification Rate for the 2020-2021 School Year**

IDOE reviewed and analyzed LEA-level alternate assessment participation rate data for ELA, mathematics, and science for the 2020-2021 academic year. Of the 401 LEAs statewide in 2020-2021, 146 surpassed the 1 Percent Cap in ELA, 144 surpassed the 1 Percent Cap in mathematics, and 149 LEAs surpassed the 1 Percent Cap in science.

[Table 6](#), [Table 7](#), and [Table 8](#) illustrate IDOE’s state-level data for the number and percentage of students in each group who participated in the alternate assessment in ELA, mathematics, and science for the 2020-2021 academic year, respectively.



**Table 6: Alternate Assessment Participation Rates for ELA in 2020-2021\*\***

Student Group	Number of Students Participating in General Assessment	Number of Students Participating in Alternate Assessments	Total Number of Students Participating	Percentage of Alternate Assessment Participation
All Students	520,101	5,284	525,385	1.01%
American Indian or Alaska Native	xx	xx	842	0.95%
Asian	14,477	103	14,580	0.71%
Native Hawaiian or Other Pacific Islander	xx	xx	469	1.28%
Black or African American	64,252	815	65,06	1.25%
Hispanic or Latino	69,600	670	70,270	0.95%
White	343,886	3,367	347,253	0.97%
Two or more races	26,589	315	26,904	1.17%
LEP students	34,995	507	35,502	1.43%
Economically Disadvantaged students	241,526	2,769	244,295	1.13%
Male	265,021	3,483	268,504	1.30%
Female	255,080	1,801	256,881	0.70%

**Table 7: Alternate Assessment Participation Rates for Math in 2020-2021\*\***

Student Group	Number of Students Participating in General Assessment	Number of Students Participating in Alternate Assessments	Total Number of Students Participating	Percentage of Alternate Assessment Participation
All Students	520,207	5,266	525,473	1.00%
American Indian or Alaska Native	xx	xx	844	0.95%
Asian	14,492	104	14,596	0.71%
Native Hawaiian or Other Pacific Islander	xx	xx	469	1.28%
Black or African American	64,240	810	65,050	1.25%

Hispanic or Latino	69,639	672	70,311	0.96%
White	343,972	3,351	347,323	0.96%
Two or more races	26,565	315	26,880	1.17%
LEP students	35,016	509	35,525	1.43%
Economically Disadvantaged students	241,601	2,758	244,359	1.13%
Male	265,143	3,468	268,611	1.29%
Female	255,064	1,798	256,862	0.70%

**Table 8: Alternate Assessment Participation Rates for Science in 2020-2021\***

Student Group	Number of Students Participating in General Assessment	Number of Students Participating in Alternate Assessments	Total Number of Students Participating	Percentage of Alternate Assessment Participation
All Students	217,652	2,309	219,961	1.05%
American Indian or Alaska Native	xx	xx	381	0.78%
Asian	6,053	56	6,108	0.92%
Native Hawaiian or Other Pacific Islander	xx	xx	200	0.50%
Black or African American	25,969	323	26,292	1.23%
Hispanic or Latino	29,103	306	29,345	1.04%
White	144,959	1,485	146,495	1.01%
Two or more races	10,989	135	11,134	1.21%
LEP students	13,944	238	14,182	1.68%
Economically Disadvantaged students	99,803	1,181	100,984	1.17%
Male	110,962	1,519	112,481	1.35%

Female	106,690	790	107,480	0.74%
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\*These rates only include grades 4 and 6. IDOE was unable to determine rates for Biology. Any alternate tester in grades 9-12 is eligible, but there is no way for IDOE to determine who would have participated.

\*\* Student count was redacted in compliance with the Family Educational Records and Privacy Act, 20 U.S.C. 1232g; 34 CFR Part 99.

Some cells in Tables 6, 7, and 8 contain material that has been redacted to protect student privacy. Data is redacted in any cells that represent fewer than 10 students. In addition, at least two cells must be redacted where any total is available in order to prevent any cell required for redaction to be derived, these cells are noted by 'xx'.

### B. State Measured Achievement of at Least 95 Percent of Students

IDOE reviewed and analyzed the percentage of students with measured achievement for the general assessment (ILEARN) and the alternative assessment (I AM) for ELA, mathematics, and science for the 2020-2021 academic year. **Indiana did not meet the 95 percent requirement for State Measured Achievement during the 2020-2021 school year for students with disabilities and is requesting a waiver to the requirement in 34 CFR 200.6(c)(4)(ii)(B).**

[Table 9](#) and [Table 10](#) illustrate IDOE's state-level data for the number and percentage of students with measured achievement for the ILEARN in ELA, mathematics, and science for the 2018-20219 and the 2020-2021 academic years, respectively. This data reflects students in grades 3-8 and 10 for the 2018-2019 school year only and grades 3-8 and 11 for the 2020-2021 school year, as grade 10 students were exempt from testing during the 2019-2020 school year. Moving forward, Indiana will require the SAT for students in grade 11 beginning the 2021-2022 school year.

**Table 9: State Measured Achievement Percentages for Grades 3-8, 10 2018-2019**

Content Area	All Students Tested	All Students Required to Test	State Measured Achievement	All Students with Disabilities Tested	All Students with Disabilities Required to Test	State Measured Achievement
ELA	555,562	561,137	99.0%	84,513	86,810	97.4%
Math	556,322	561,137	99.1%	84,886	86,810	97.8%
Science	237,677	240,558	98.8%	35,610	36,613	97.3%

**Table 10: State Measured Achievement Percentages for Grades 3-8, 11 2020-2021\***

Content Area	All Students Tested	All Students Required to Test	State Measured Achievement	All Students with Disabilities Tested	All Students with Disabilities Required to Test	State Measured Achievement
ELA	565,095	589,269	95.9%	90,090	97,433	92.5%
Math	565,212	589,274	95.9%	90,158	97,432	92.5%

Science	160,864	166,691	96.5%	26,987	28,722	94.0%
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\*During the 2019-2020 school year, all grades were exempt from testing. For this reason, only Grade 11 students were tested during the 2020-2021 school year as their cohort was not able to be tested during their Grade 10 year. Moving forward, Indiana will require all students in Grade 11 to complete the SAT as their standardized assessment.

**Requirement 3 (§200.6(c)(4)(iii)): Assurances**

**A. State Assurance that LEAs Followed State Alternate Assessment Participation Guidelines**

**Alternate Assessment Assurance and Justification Survey**

LEAs that exceeded the 1 Percent Cap on Alternate Assessment Participation for 2020-2021 completed the Alternate Assessment Assurance and Justification Survey in fall 2021. The Alternate Assessment Assurance and Justification Survey required LEAs to submit a justification for why they anticipate exceeding the 1 Percent Cap on Alternate Assessment Participation for the Spring 2022 testing window. The LEAs that anticipate exceeding the 1 Percent Cap on Alternate Assessment Participation also provided assurances for the following:

- The appropriate LEA staff (including special education teachers, general education teachers, building administrators, CTCs, school test coordinators (STCs), special education directors, and school psychologists) have viewed the 2021-2022 Alternate Assessment Participation Webinar video. These stakeholders agree the appropriate students will participate in the Alternate Assessment during the 2021-2022 school year.
- The appropriate stakeholders (including parents of students with significant cognitive disabilities, special education teachers, general education teachers, building administrators, CTCs, STCs, special education directors, and school psychologists) have reviewed the Alternate Assessment [Participation Guidance](#), [Flowchart](#), and [FAQ](#) provided on [IDOE's website](#). These stakeholders agree the appropriate students will participate in the Alternate Assessment during the 2020-2021 school year.
- The appropriate LEA staff (including special education teachers, general education teachers, building administrators, CTCs, STCs, special education directors, and school psychologists) have reviewed the 1 Percent Disproportionality Data provided by IDOE in the RDA Planning Tool. These stakeholders agree any disproportionality will be addressed and the appropriate students will participate in the Alternate Assessment during the 2020-2021 school year.

**B. State Assurance that LEAs will Address Disproportionality of Student Groups**

Indiana disaggregated disproportionality data based on participation rates for 2020-2021. IDOE utilized a relative risk ratio to analyze this data for all groups of students. Below is a list of student groups included in the analysis.

1. Racial/Ethnic Groups
  - a. American Indian or Alaska Native
  - b. Asian

- c. Pacific Islander or Other Pacific Islander
  - d. Black or African American
  - e. Hispanic or Latino
  - f. White (not Hispanic)
  - g. Two or more races (Multiracial not Hispanic)
2. LEP
  3. Socio-Economic Status (as determined by Free and Reduced Price Lunch Status)
  4. Gender
    - a. Male
    - b. Female

The survey described in **Section A. State Assurance that LEAs Followed State Alternate Assessment Participation Guidelines** requires the respondent to provide assurances that any disproportionality in the percentage of students in any one student group identified for or participating in the alternate assessment will be addressed by the LEA.

#### **Requirement 4 (§200.6(c)(4)(iv)): State Plan and Timeline**

Each of the components of the State Plan are outlined below, followed by a combined timeline of all activities ([Table 14](#)).

##### **A. Alternate Assessment Participation Criteria**

The alternate assessment participation criteria did not change for the 2021-2022 school year. This criteria is located within our electronic IEP system, IIEP. The criteria is also posted on the [alternate assessment webpage](#) and the [accountability webpage](#). The Alternate Assessment Specialist and Intense Intervention Specialist will continue to provide support to LEAs and special education staff on the current Alternate Assessment Participation Criteria.

##### **B. LEA Oversight and Support**

IDOE is committed to ensuring that only those students with the most significant cognitive disabilities participate in the alternate assessment. Indiana's plan is designed to provide data to LEAs regarding alternate assessment participation and to ensure that LEAs provide sufficient training to support special education staff in applying Alternate Assessment Participation Guidelines so that all students are appropriately assessed. Indiana's plan is as follows:

Universal Support Activities for All LEAs:

- A Live Binder for Case Conference Committees was available to parents, teachers, and administrators and provides several resources that address the alternate assessment and 1 Percent Cap on Alternate Assessment Participation. As of the 2021-2022 school year, the resources from the Live Binder have been moved onto the Indiana Learning Lab platform.
- Indiana's RDA system includes alternate assessment participation as a subcomponent within the calculation. LEAs are informed of the points possible out of each category, how many points their district received in those categories, and an overall percentage that correlates to one of the Technical Assistance Tiers in the [RDA Guidebook](#). In addition to individualized RDA tiered

support, IDOE will provide universal support by offering regional data retreats, which were open to all LEAs in December 2021. Alternate assessment participation data will be included in the data review.

- In addition to IDOE, Indiana Resource Centers will provide support to LEAs that exceed the 1 Percent Cap. Technical assistance may include on-site visits, webinars, emails, and/or phone calls.
- An [optional data workbook](#) was developed and shared via webinar to help LEAs disaggregate data in multiple ways (i.e., eligibility category, school, grade level).
- A [Webinar](#) was developed and shared covering disproportionality calculations on the ESSA Alternate Assessment Participation.
- [1 Percent Cap Webinars](#) for special education directors and educators are posted to IDOE's website. Topics included reviewing disproportionality data and utilizing data workbooks. IDOE and IRNs were involved in the creation and facilitation of these webinars as well as available for follow up conversations or in-person onsite visits afterwards.
- OSA developed a [Reporting Webinar Series](#) to help educators analyze alternate assessment data found on the IAM reports.
- The Indiana Learning Lab special education group is available to the field with weekly resource dissemination and discussion threads to unique special education needs.

#### Targeted Support Activities for LEAs Exceeding the 1 Percent Cap (Required):

- IDOE confirmed that LEAs completed the online Alternate Assessment Assurance and Justification Survey. This survey requires LEAs to project whether they anticipate exceeding the 1 Percent Cap for the present school year. If yes, the LEA provides justification for needing to exceed the 1 Percent Cap and assurance that they will review disproportionality data of students in any group taking the alternate assessment. Assurances are also made that relevant general and special education staff will participate in the Alternate Assessment Participation Webinar. If LEAs do not anticipate exceeding the 1 Percent Cap, the LEAs can signify this.
- If LEAs are out of compliance for indicators 4A/B, 9, or 10, the 1 percent disproportionality data may also be addressed when technical assistance is provided by IDOE or one of the IRNs.

#### Targeted Support Activities for LEAs Exceeding the 1 Percent Cap:

- IDOE provided LEAs with a list of all STNs of students participating in the alternate assessment that fall under the primary disability category of orthopedic impairment, emotional disability, specific learning disability, language or speech impairment, and other health impairment within the RDA Planning Tool. IDOE has asked LEAs to review IEPs for these students and review the criteria for the alternate assessment.
- IDOE will provide support to LEAs with respect to their RDA determinations.
- IDOE will provide each LEA identified in Tier 2 and Tier 3 an OSE point of contact to provide bimonthly (at minimum) on-site support.
- IDOE will provide Quarterly TA Summits to support schools in their RDA work.

### C. Disproportionality

IDOE utilizes a relative risk ratio to analyze alternate assessment participation data for disproportionality for all groups of students. The relative risk ratio compares the risk of participating in the alternate assessment for each group at the LEA level to the risk for all other students at the same LEA. A ratio of 1.0 for a student group means that the rate of participation of the group in the alternate assessment is proportionate to the rate of participation for students not in the group. A ratio that exceeds 1.0 indicates potential over-identification, while a risk ratio below 1.0 describes potential under-identification of a student group for participation in alternate assessment, as compared to all other students. Below is a list of student groups included in the analysis.

1. Racial/Ethnic Groups:
  - a. American Indian or Alaska Native
  - b. Asian
  - c. Pacific Islander or Other Pacific Islander
  - d. Black or African American (not Hispanic)
  - e. Hispanic or Latino
  - f. White (not Hispanic)
  - g. Two or more races (Multiracial not Hispanic)
2. LEP: Yes or No
3. Socio-Economic Status (as determined by Free and Reduced Price Lunch Status): Yes or No
4. Gender: Male or Female

The disproportionality analysis allows IDOE to determine if any student group is more frequently identified than all other students to participate in the alternate assessment. Analysis of these data will allow IDOE to focus on reducing disproportionality in the participation of students in the alternate assessment for individual student groups. Information collected through the disproportionality analysis will provide additional information to address and reduce the overall percentage of students participating in the alternate assessment.

As accepted by the Office of Special Education Programs (OSEP), Indiana's Special Education State Performance Plan/Annual Performance Report (SPP/APR) states that disproportionality exists if the relative risk ratio for a student group meets or exceeds 2.0. IDOE uses the following formula to calculate the relative risk ratio for each group:

- **The risk of participating in the alternate assessment by students in the group:** The number of students in the group who participated in the alternate assessment divided by the number of students in the group who participated in either the statewide or alternate assessments in the LEA.
- **The risk of participating in the alternate assessment by all other students (comparison group):** The number of students in the comparison group who participated in the alternate assessment divided by the number of students in the comparison group who participated in either the statewide or alternate assessments in the LEA.



- **The risk ratio for the student group:** The risk of the student group divided by the risk of the comparison group multiplied by 100.

Addressing any disproportionality in the percentage of students in any group taking the alternate assessment was discussed in one of the IDOE/IRN webinars that is publicly posted.

LEAs provided assurance that they are addressing any disproportionality in the percentage of students in any group taking the alternate assessment through the submission of IDOE's survey.

**Table 14: Timeline for all Requirement 4 Components**

<b>Date</b>	<b>Activity</b>
<b>October 16, 2017</b>	<b>Original 1 Percent Waiver Request submitted to USED</b>
January 5, 2018	Memo of notification and required actions sent to LEAs who exceeded the 1 Percent Cap
January 15, 2018	2017-2018 ISTAR Operational Window opens
January 2018	New OSA Accessibility Specialist position created
February 5, 2018	Communication CoP Meeting
February 16, 2018	IDOE presentation to ICASE regarding 1 Percent
February 21-22, 2018	Attend CCSSO ASES meetings in Miami
February-July 2018	IDOE and IRN provide technical assistance to corporations by request
February 2018	IDOE and IRN review corporation surveys and develop technical assistance options
April 13, 2018	Webinar requesting stakeholder input on justifications from survey
April-May 2018	Revision of Content Connectors with educator committees
May 14, 2018	Communication CoP Meeting
June 2018	Disproportionality data disaggregated and submitted to IDOE by Center on Education and Lifelong Learning (CELL)
June 8, 2018	IDOE and IRN Meeting to discuss Technical Assistance Plan
June 14, 2018	I AM Test Blueprints constructed by educator committees
June 26-27, 2018	Attend CCSSO ASES meetings in San Diego
July 1, 2018	Transition to new system of assessments (I AM and ILEARN)
July 12-13, 2018	I AM Item Specifications constructed by educator committees
July 17, 2018	IDOE and IRN Accommodation vs Modification Meeting
July 19, 2018	IDOE and IRN Meeting to discuss Technical Assistance Plan
July 25, 2018	Policy Performance Level Descriptors developed with stakeholder group
August 2018	I AM Blueprint and Item Specification Webinars developed

August 6, 2018	I AM Passage Review Meeting with educator committees
August 13, 2018	IDOE Assessment and Graduation Pathways Webinar for INSOURCE
August 14, 2018	IDOE and IRN Accommodation vs Modification Meeting
August 16, 2018	IDOE and IRN RDA and Technical Assistance Tracking Meeting
August 16-17, 2018	Webinar: Understanding Indiana's Alternate Measure (I AM)
August 23, 2018	IDOE ARC of Indiana (parent stakeholder group) assessment presentation
August 23, 2018	Webinar: I AM Overview
September 1, 2018	I AM Educator and Family Brochures posted to I AM Portal
September 5, 2018	IDOE and IRN Meeting to discuss Technical Assistance Plan
September 6, 2018	Released Items Webinars
September 10, 2018	Communication CoP Meeting
September 11-13, 2018	I AM Performance Level Descriptor Meeting with educator committees
September 14, 2018	I AM Policy Performance Level Descriptor Meeting with stakeholder group
September 21, 2018	RDA Stakeholder Meeting
October 1, 2018	I AM Item Specification posted to I AM webpage
October 1, 2018	I AM Released Items Repository available on the I AM Portal
October 2-3, 2018	I AM Content Webinar
October 3, 2018	TAC Meeting
October 5, 2018	IDOE and IRN Meeting to discuss Technical Assistance Plan
October 5, 2018	IDOE presentation to ICASE
October 10, 2018	I AM Practice Test available
October 12, 2018	IDOE and INSOURCE 1 Percent Waiver Meeting
October 17-18, 2018	1 Percent NCEO Convening in Boston; Indiana presents on 1 Percent and RDA
October 18, 2018	Certificate of Completion Presentation to math specialists in IDOE School Improvement, 1 Percent slide in presentation
October 29- November 15, 2018	I AM Cognitive Labs
November 2018	Targeted School Intervention status released to schools; IDOE will provide technical assistance
November 7-8, 2018	IDOE INSOURCE In-Service Presentation
November 8, 2018	IDOE 1 Percent Presentation to INSOURCE staff
November 9, 2018	IDOE State Advisory Council 1 Percent Presentation

November 9, 2018	ILEARN/I AM Standard Setting Benchmark Review with Policy Committee
November 20, 2018	Project SUCCESS (IRN) Certificate of Competition training (1 percent discussion included)
November 27, 2018	LEA RDA determinations delivered; RDA technical assistance provided by IDOE and IRNs; specific compliance technical assistance provided for overlapping disproportionality (Indicators 4, 9, and/or 10 and 1 Percent)
November 27-29, 2018	I AM Content and Fairness Meeting with educator committees
December 2018	IDOE Formative Assessment Webinar for Educators of Students with Significant Cognitive Disabilities released
December 3-14, 2018	Waiver Extension Request posted for public comment
December 3-14, 2018	IDOE recorded updated 1 Percent Webinar
December 4-7, 2018	IDOE videotaping of I AM teachers and students for use in test administration examples
December 17, 2018	I AM Policy and Performance Level Descriptors posted to IDOE website
December 17-21, 2018	Review of public comment and update of Waiver Extension Request
<b>December 21, 2018</b>	<b>1 Percent Waiver Extension Request submitted to USED</b>
December 2018-January 2019	Spring Pretest Workshops for CTCs
January 14, 2019	Indiana Inclusive Communication Matters Meeting
January 24-25, 2019	TAC Meeting
February 4, 2019	RDA Data Retreat-North Central Roundtable
February 15, 2019	RDA Data Retreat-Central Roundtable
February 19, 2019	RDA Data Retreat-Northwest Roundtable
February 22, 2019	RDA Data Retreat-Southeast Roundtable
February 25, 2019	RDA Data Retreat-Southwest Roundtable
February 25-March 1, 2019	I AM Test Administration Trainings
March 1, 2019	RDA Data Retreat-Northeast Roundtable
March 4-8, 2019	I AM Test Administration Trainings
March 7, 2019	Presented 1 Percent disproportionality information at NCEO 1 Percent CoP virtual meeting
March 15, 2019	RDA Data Retreat-East Roundtable
March 18-22, 2019	I AM Test Administration Trainings
March 18, 2019	LCI Opens for Test Administrator completion

March 29, 2019	I AM TA User Guides and FAQ posted to I AM Portal
April 8-May 17, 2019	I AM Operational Window
April 10, 2019	1 Percent Data Webinar
April 22, 2019	Indiana Inclusive Communication Matters Meeting
May 6, 2019	Accessibility Advisory Committee Meeting
May 17-31, 2019	I AM Feedback Survey Window
May 22, 2019	1 Percent Disproportionality Data Webinar
May-August 2019	I AM Reporting Webinar Series
June 3-4, 2019	TAC Meeting
June 17-18, 2019	Item Data Review with educator committees
July 1, 2019	2019-2020 Accessibility and Accommodations Guidance released
July 22-24, 2019	I AM Standard Setting
July 24, 2019	I AM Policy Committee Meeting
August 5-7, 2019	New CTC Training
August 15, 2019	Online Reporting System (ORS) deploys
August 26-27, 2019	I AM Content and Fairness Meeting with educator committees
August 28, 2019	1 Percent Disproportionality Webinar for LEAs
September 9, 2019	Indiana Inclusive Communication Matters Meeting
October 1, 2019	2019-2020 I AM Brochures for Families and Educators posted to IDOE's Website
October 1, 2019	Updated 2019-2020 Released Items Repository and Understanding I AM Webinar posted to I AM Portal
October 2019	Learner Characteristics Training and guidance regarding substitutions and adaptations for the I AM assessment available publicly
October 9-10, 2019	TAC Meeting
October-November 2019	IDOE conducted five LEA 1 Percent visits
November 6-8, 2019	I AM Alignment Study
November 14-15, 2019	Assessment Literacy Conference
November 25, 2019	Indiana Inclusive Communication Matters Q and A Webinar with Stephanie Thompson and Karen Davies
December 2019-January 2020	Spring Pretest Workshops for CTCs
December 5, 2019	Present to NCEO 1 Percent CoP on potential 1 Percent research study

December 13, 2019	Accessibility Advisory Committee Meeting
December 19, 2019	IDOE record updated 1 Percent Webinar
December 23, 2019-January 6, 2020	Post and review public comment and update Waiver Extension Request
<b>January 6, 2020</b>	<b>1 Percent Waiver Extension Request submitted to USED</b>
January 9, 2020	1 Percent Training Posted to IDOE Website
January 13, 2020	Justification Survey sent to all corporations over the 1 Percent
January 22-23, 2020	TAC Meeting
January 27, 2020	IICM Meeting
February 2020	RDA Roadshows
February 18-19, 2020	Attend CCSSO ASES Meeting in New Orleans
February 24, 2020	Justification Survey results posted to IDOE website
February 27, 2020	1 Percent one-pager for families posted to IDOE website
February 27, 2020	1 Percent Research Project Kick-off
February - March 2020	New I AM TA Training Webinars
March 9, 2020	I AM TA Certification Course Deploys
March 13, 2020	I AM Operational Window cancelled due to COVID-19
March 26, 2020	Indiana shares COVID-19 resources on NCEO call
April 1, 2020	Indiana rescinds Waiver Extension Request due to COVID-19 Waiver
June 15, 2020	American Institutes for Research (AIR) rebranded as Cambium Assessments Inc (CAI)
June 18-19, 2020	Participation in CCSSO ASES meeting
June 19, 2020	Registration information shared for 1 Percent Webinar Series for New Educators of Students with Significant Cognitive Disabilities
June 23-25, 2020	I AM Content and Fairness Review with educator committees
June 24, 2020	Accessibility Advisory Committee Meeting
June 26, 2020	IDOE submits for Peer Review
June 30, 2020	IDOE submits a proposal for the Competitive Grants for State Assessments Program for the alternate assessment
July 15, 2020	Assessment Literacy Conference
July 15, 2020	2020-2021 Accessibility and Accommodations Guidance released
August 7, 2020	1 Percent Training posted to IDOE website
August 7, 2020	Live Binder of resources for IIEP Teams posted to IDOE website

August 13, 2020	I AM Webpage Refresh: Includes updates to No Mode of Communication Guidance, I AM brochures, and Biology End-of-Course Participation Guidance
August 19, 2020	Webinar 1: The Indiana Resource Network
September 19, 2020	Webinar 2: Unpacking the Content Connectors
October 2, 2020	Accessibility and Accommodations Training posted to I AM Portal
October 14, 2020	Webinar 3: IIEP Tips and Tricks
October 26 - November 6, 2020	Waiver Extension Request Public Review Period
November 13, 2020	RDA Planning Tool sent to corporation with 1 Percent data and request for justification/assurances
November 18, 2020	Webinar 4: A Focus on the I AM Assessment
December 2020	Spring Pretest Workshops for CTCs
December 14, 2020	IICM Meeting
December 18, 2020	1 Percent Justification Survey due
<b>December 28, 2020</b>	<b>1 Percent Waiver Extension Request submitted to USED and posted to IDOE website</b>
January 25, 2021	I AM TA Certification Course Deploys
February 9, 2021	I AM Q&A Sessions Information and Registration Released
March 3, 2021	New I AM TA Training Webinars
March 8, 2021	IICM Meeting
March 19, 2021	Learner Characteristics Inventory (LCI) Opens for TA Completion
March 19, 2021	I AM Test Administrator's Manual (TAM) Posted to Portal
March 19, 2021	I AM Test Coordinators Manual (TAC) Posted to Portal
March 31, 2021	I Am Q&A Session for Educators
April 1, 2021	I Am Q&A Session for Educators
April 5-May 14, 2021	I AM Operational Window
April 6, 2021	I AM Participation Reports Deploy
May 10, 2021	IICM Meeting
June 6, 2021	Online Reporting System (ORS) Deploys Preliminary Scores
July 1, 2021	ORS Deploys Final Scores
October 9, 2021	Participation in CCSSO ASES meeting
October 2021	2021-2022 Accessibility and Accommodations Guidance released
November 3, 2021	Alternate Assessment Webinar Recording Published

November 19, 2021	RDA Toolkits Sent to LEAs
November 29-30, 2021	RDA Data Retreats
December 1-3, 2021	RDA Data Retreats
December 10, 2021	Waiver Published for Public Comment
December 24, 2021	Public Comment Closed
<b>December 30, 2021</b>	<b>1 Percent Waiver Extension Request submitted to USED</b>

## Public Comment

IDOE provided direct information to stakeholders via email, including notifications regarding the changes pursuant of ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d) to the 1 Percent Cap on Alternate Assessment Participation, a copy of the Indiana 1 Percent Cap Waiver Extension Request, and guidelines for submitting comments to IDOE using the online public comment form. Stakeholders included but were not limited to Indiana’s Resource Network, Corporation Test Coordinators, and Special Education Directors. To ensure public access, a copy of the Indiana 1 Percent Cap Waiver Extension Request and guidelines for providing comments were posted on IDOE’s website on the [1 Percent Cap webpage](#). An invitation to comment on the Indiana 1 Percent Cap Waiver Extension Request was also included as part of the Weekly Update sent out to all public LEA superintendents as well as the Office of Special Education Newsletter. IDOE allowed two weeks for public comment, closing on December 24, 2021. IDOE received six comments, all listed below.

### Submissions Commenting on the 1 Percent Threshold

- I fully agree that alternate assessment should only be used for a limited number of students. However, the 1% cap doesn't take into account corporations that have a high number of students who qualify with moderate or severe intellectual disabilities. If we can look at the questions in the IEP and the student meets all the appropriate criteria for alternate assessment, the 1% cap shouldn't matter and shouldn't be part of the decision-making process. The 1% cap isn't realistic in some districts and affects the overall state averages as well.
- The state is responsible for ensuring students with disabilities receive a FAPE which includes the right to participate in state assessments. Currently, Indiana is not allowing case conference committees to determine appropriate accommodations on tests due to restrictions in the Indiana IEP system. For example, the Indiana Standards and Assessment Accommodation Task Force recommended allowing students in all grades access to a calculator if the CCC determined that a student needs it and it would not invalidate test scores, but the IDOE has not followed through with that report recommendation from November 2020. Additionally, the speech to text technology discriminates against students with an articulation disability and the human scribe option is not an equitable alternative due to excessive requirements that vary significantly from what is accessible to students without an articulation disability. I think that students in Indiana should be provided with accommodations to access the state tests and that Indiana should not be able to simply receive a waiver for the 1% cap and be excused of its responsibilities to provide students with a FAPE which specifically includes access to taking state testing.
- There should not be a 1% cap. Schools should be free to do what they think is best for each individual student.



- As a Life Skills/Resource Special Education Teacher, I feel that it is very important for the State of Indiana to be allowed an extended extension for the One Percent Cap on Alternate Assessment. I have seen in my teaching career an increase in the number of students who would not do well taking the regular state assessment and would be setting up students for failure and unnecessary pressure for the students.
- What if your population is 65% free/reduced and 21% Special Education? I would suggest the cap be made locally to accommodate schools accordingly.
- If you add up the number of students eligible for multiple disabilities and severe intellectual disabilities, what is that percentage? Wouldn't this be another reason to exceed the 1% cap.