Minutes


Updates:
Training Update - The training sessions were very well attended. An additional full-day of training was scheduled in November. Over 200 people attended the training sessions.

Federal Update - The No Child Left Behind rules about the number of children counted in the alternate assessment is 1%. Reauthorization of IDEA is in progress.

Remodeling Workgroup Update - The Remodeling Committee has broken into the following dimension workgroups: Activity & Progress, Independence & Supports, and Settings & Interactions. Each group is in the process of reviewing alternate assessment information from other states and developing suggested revisions to the existing DAPA rubric dimensions. These recommendations will be presented to the Advisory Committee in March.

Standards Workgroup Update - The Standards Workgroups met this morning. There are two workgroups: English Language Arts/Social Studies and Mathematics/Science. The goal is for all students to be assessed based on the same set of standards. The workgroups will develop extended performance indicators for the existing DSTP standards.

Appeals - The appeals process will be completed by Christmas.

Small Group Discussions:

How can the DAPA be more aligned with IEPs?

- Consider including a new rubric dimension called “Link to IEP” – it could measure student progress
- DAPA supports should already be listed on IEP
- Information in the portfolio should also be in IEP
- IEPs should be written using the 4 Content Areas

Should the DAPA include Student Progress?
- Ideas for how to measure progress:
  - Progress on IEP goals - % of growth from PLOP – performance on IEP goals
  - Progress within the prompt hierarchy
  - Student performance
    - “Grades” of learning (see Wyoming for example)
- For each progress report, discuss whether student is making sufficient progress to meet that goal
- Describe the level of support given to make progress
- Give credit for teacher’s attempt to make progress; if no progress, then document changes to instruction

CONSIDERATIONS:
1. What if the student’s IEP falls in mid-year
2. Exemption for this dimension

How to Monitor Participation in the DAPA
- Revise Participation Guidelines to more specific behavioral language
- Attend IEP meetings to monitor as participation decision was being made
- If the student switches from DSTP to DAPA, justification should be provided
- Add more specific questions to lead into P.G.
- Add questions to SPED Audit (9/30)
  - Is the Participation Guidelines form current?
  - Does the PG have more than just the teacher’s signature
- Review previous test results and other records
- Participation Flags:
  - IQs above a certain number
  - Certain disability categories
  - Districts above 1% (home or attendance)

NEXT ADVISORY COMMITTEE MEETING: TUESDAY, JANUARY 13
1:00 – 4:00 P.M.
Del. Tech. Terry