The purpose of the DAPA Advisory Committee is to advise the Delaware Dept. of Education on issues relating to the alternate assessment. The minutes contained below represent their recommendations to DDOE. These minutes do NOT reflect final decisions that are made by DDOE and should not be used as a method to determine what will be or will not be included within the alternate assessment.


REMODELING

Delaware Alternate Portfolio Assessment-II
The name to identify the “new” alternate assessment (i.e., DAPA-II) will go into effect beginning with the 2004-05 school year. The DAPA-II will assess students in grades 2 to 10 for ELA and Math. Students in grades 4, 6, 8, & 11 will also be assessed in Science and Social Studies.

The committee was provided with a draft of the DAPA-II Portfolio Submission Form that will combine the Domain Guide, Portfolio Involvement Form and scoring worksheet. Discussion followed for the proposed changes to the dimensions, required evidence, five-point rubric and definitions.

Activity Dimension and Required Components
The proposed changes to the Activity Dimension were presented and the committee was given the opportunity to make comments and/or ask clarifying questions. The committee then voted and the majority agreed with the following statements:

- Pictures are difficult to score because they represent one moment in time. Sometimes, what is written on the picture caption is not being shown in the photo. Certain types of evidence will be required for each dimension; additional evidence could be included at the developer’s discretion.
- What is written on the line for the actual activity will no longer be accepted without scrutiny. Scorers will evaluate whether the stated activity meets the definition of an activity. CDS/DOE will inform developers that they may submit their activities for approval prior to the portfolio deadline.
- Activity should no longer be its own dimension. The activity should be included in the Required Components dimension.
- Student schedule will also be included in the Required Components dimension. Students must be shown using their schedule (pictures or videos may be used for this purpose); however, the actual student schedule does not need to be shown.
Standards Dimension
IDEA requires that students are provided with opportunities to access and make progress in the general education curriculum. The Office of Special Education Programs (OSEP) seems to be heading in the direction of evaluating how many different content standards are included in the alternate assessment. With this in mind, a new “Standards” dimension was proposed and discussed. During the 2003-04 school year, a subcommittee has been working on incorporating performance indicators from the Functional Life Skill Curriculum Standards into the Delaware Content Standards as Extended Performance Indicators (EPIs). OSEP has suggested that EPIs must be provided at each grade level. Currently our EPIs do not relate to specific grade levels. A subcommittee will be formed to review the standards dimension and proposed EPIs; a sign-up sheet was circulated.

Self-Determination
The previous Remodeling Workgroup recommendation for a hierarchy for Choice, Plan, Monitor, and Evaluate was discussed. The majority agreed that the components should not be hierarchical. Several options were presented regarding the number of times that each component must be evidenced (i.e., duration). The majority agreed that once a month for three months was appropriate.

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<tbody>
<tr>
<td>SELF-DETERMINATION Duration = 1x/mo; 3mo</td>
<td>Minimum Required Evidence:</td>
<td>Shows opportunities for none of the following components: Choice, Plan, Monitor and Evaluate</td>
<td>Shows opportunities for 1 component</td>
<td>Shows opportunities for 2 out of 4 components</td>
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<td>Data Sheets OR</td>
<td>Student Work</td>
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Progress
Brian discussed the proposed addition of the Progress dimension. He and Diana demonstrated the new graphing program that was developed specifically for DAPA-II. The secure program will be available to developers on the DAPA website and will be password protected. Students will only be identified by their DAPA ID number. Developers will enter data and the program will automatically generate a graph, including an aim line and trend line. The graph provides a means to track student progress and identify the need for phase shifts. Discussion of phase shifts focused on whether only instructional phase shifts should be included or whether any type of phase shift would be sufficient. The group discussed the number of data points that should be required per week or month in order to show evidence of progress. Several options were presented:

- 9 dates over 12 weeks (at least 1/week)
- At least 1/week for 8 out of 12 consecutive weeks
- At least 1/week for 9 out of 12 consecutive weeks
The proposed rubric was discussed and several options were presented. The majority voted for the following changes:

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<tr>
<td><strong>PROGRESS</strong></td>
<td>Duration</td>
<td>=1x/wk; 9/12wks</td>
<td>Minimum Required Evidence:</td>
<td></td>
<td></td>
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<td></td>
<td>Data and the IEP progress reports* are not included</td>
<td>Data and IEP progress reports* are included.</td>
<td>Score of 2 is met and graph includes an aim line</td>
<td>Score of 3 is met and trend line is moving in the same direction as the aim line, or a phase shift is included</td>
<td>Score of 4 is met AND the trend line will intersect with the aim line OR the trend line is above the aim line</td>
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<td></td>
<td>MATH: Data and the IEP progress reports* are not included</td>
<td>MATH: Data and IEP progress reports* are included.</td>
<td>MATH: Score of 2 is met and graph includes an aim line</td>
<td>MATH: Score of 3 is met and trend line is moving in the same direction as the aim line, or a phase shift is included</td>
<td>MATH: Score of 4 is met AND the trend line will intersect with the aim line OR the trend line is above the aim line</td>
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