

XV. PARTICIPATION IN ASSESSMENTS

It is the policy of the State of Iowa that all students with disabilities will be included in state and district assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. This shall include participation in districtwide assessments not used for AYP accountability purposes.

The Iowa Department of Education has developed procedures for determining whether children with disabilities will participate in typical state and district assessments with or without accommodations, or whether a child with a disability will participate in an alternate assessment. These procedures have been disseminated to the area education agencies and local school districts through guidance documents and training. The procedures are to be used by IEP teams. The procedures to be followed during the IEP meeting are:

Determine which of the following statements best describes the student's appropriate assessment approach.

Can the student participate with no or only slight accommodations? The student should participate in district wide assessment.

Can the student participate with significant accommodations? The student should participate in district wide assessment with modified academic achievement standards aligned with grade level content standards.

Can the student participate only with modifications? The student should participate in alternate assessment based on alternate achievement standards and aligned with the local district's challenging academic content standards.

The Iowa Department of Education in conjunction with area education agencies (AEAs) and local education agencies (LEAs) uses universal design principles in developing and implementing these assessments.

The Iowa Department of Education, in conjunction with area education agencies (AEAs), will collect statewide data reflecting the percent of students with disabilities participating in each type of assessment.

The State of Iowa, local education agencies (LEAs) and AEAs will make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children in accordance with the state's general accreditation standards, the following information:

The number of children with disabilities participating:

- i. in regular assessments and those providing accommodations
- ii. in alternate assessments aligned with alternate academic achievement standards
- iii. in alternate assessments aligned with the local district's challenging academic content and achievement standards.

The performance results of the children with disabilities if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children: on regular assessments; and on alternate assessments (not later than July 1, 2000).

As required in Iowa Administrative Code, Chapter 12, all public and accredited nonpublic schools shall report annually to the Department of Education. The reports to the public will include:

Aggregated data that include the performance of children with disabilities together with all other children; and

Disaggregated data on the performance of children with disabilities.

LEAs are not permitted to report to the public disaggregated data if the group is less than 10 children.

It is also the policy of the State of Iowa to annually examine participation and result (proficiency) information for students with disabilities. These data are disaggregated by race/ethnicity to ensure that students of all races/ethnicities participate in statewide and districtwide assessments and that all students regardless of race/ethnicity have improving results.

The data reported to the public by the state will be in Iowa's Annual Condition of Education report and State Report Card. These reports are published in the fall of each school year. AEAAs and LEAs will report to the public as outlined in Iowa's general accreditation standards.