|  |  |  |
| --- | --- | --- |
|  **DAVID Y. IGE** GOVERNOR |  **STATE OF HAWAI’I** DEPARTMENT OF EDUCATION P.O. BOX 2360 HONOLULU, HAWAI’I 96804 | DR. CHRISTINA M. KISHIMOTO SUPERINTENDENT   |

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

April 12, 2019

TO: Complex Area Superintendents

 Principals (All)

 Public Charter School Directors (All)

 School Services Coordinators

FROM: Rodney Luke

 Interim Assistant Superintendent

SUBJECT: **Hawaii State Assessment-Alternate (HSA-Alt) and WIDA Alternate ACCESS**

 **for ELLs Student Identification Process**

Each year, the Individualized Education Program (IEP) team reviews each student’s current academic achievement and functional performance to determine the student’s participation in the appropriate state-wide assessment(s). When considering the Hawaii State Assessment-Alternate (HSA-Alt) or the WIDA Alternate ACCESS for ELLs, the State’s guidelines for alternate student identification, the HSA-Alt Participation Guidelines, must be used as the basis for this decision.

The HSA-Alt Participation Guidelines contain four criteria that must be met in order for a student to qualify for placement in these alternate assessments:

* The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.
* The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.
* The student's daily instruction is substantively different from that of their peers without disabilities and requires extensive, repeated individualized instruction and support, across multiple settings.
* The student's difficulty with the demands of the general academic curriculum is not due to social, cultural or environmental factors; expectation of poor performance; or excessive absences.

IEP teams shall use the HSA-Alt Participation Guidelines to determine participation in the HSA-Alt and the WIDA Alternate ACCESS for ELLs assessments. As an integral part of the alternate test discussion, parents should be provided information on the content, design, and basis for these assessments. For the HSA-Alt, this means that parents should be informed that the HSA-Alt Range Performance Level Descriptors (PLDs) are the basis for the HSA-Alt assessment and that these expectations for students represent a reduction of the grade-level standard. In order demonstrate that reduction, the State recommends that IEP teams provide parents with the opportunity to view the HSA-Alt training test as part of the HSA-Alt determination process. For the WIDA Alternate ACCESS for ELLs, parents should be informed that the WIDA Alternate Model Performance Indicators are the basis for the ELL alternate assessment and that these performance indicators can be found at <https://wida.wisc.edu/sites/default/files/resource/Alternate-Model-Performance-Indicators.pdf>

For alternate students who exceed proficiency standards in both English Language Arts and mathematics on the HSA-Alt in a given year, IEP teams shall revisit the HSA-Alt Participation Guidelines and carefully consider recent summative test data that might suggest the regular assessments would be more appropriate.

Schools are responsible for adhering to the alternate identification process described above. Your attention to this matter is greatly appreciated.

If you have any questions, please contact Susan Forbes, Test Development Specialist, Assessment Section, at 808-733-4100 or via email susan\_forbes@notes.k12.hi.us.

For questions on IEPs, contact Annie Kalama, Administrator, Special Education Section, Office of Curriculum, Instruction & Student Support, 808-305-9806 or via Lotus Notes.

RL:sf

Attachments: HSA-Alt Participation Guidelines, Factors and Red Flags on the Road to HSA-Alt Student Identification

c: Board of Education

 Assistant Superintendents

 Superintendent’s Office Directors

 Office of Strategy, Innovation and Performance