Accommodations Webinar
Hosted by the North Carolina Department of Public Instruction
Today’s Presentation

• Will be recorded
• The final webinar recording, Power Point presentation, and supporting documents will be available at:
  • http://www.ncpublicschools.org/accountability/policies/accom/
  • http://www.ncwise.org/training_recordings.html
Agenda

• Introductions
• Purpose
• Part I: Understanding Requirements and Making Decisions
  – USED Requirements
  – Meeting the Needs of Eligible Students
  – Accommodations Documentation
• Break for Questions
• Part II: Entering Data in CECAS and NC WISE
  – Data Entry
  – Reports
Introduction

NC DPI Staff representing the following areas:

• Testing Policy
• Accountability IT Staff (ATEAM)
• Section 504
• LEP
• Exceptional Children
• CECAS
• NC WISE
Overarching Goals

• To ensure eligible students have access to state tests using accommodations
• To ensure that all accommodations that a student is eligible to receive are considered and the required ones are documented
• To ensure all required testing accommodations are provided during testing
Purpose of Webinar

- Provide local teams with a broad overview of the NC DPI's system for Implementing and Monitoring Testing Accommodations
- Provide updates about documenting testing accommodations so that a complete record of all required testing accommodations for a student exists
- Provide specific information about how to enter accommodations data into CECAS and NC WISE
- Provide additional information regarding Accommodations Reports available from CECAS, NC WISE and the ATEAM for auditing and monitoring purposes
Audience

Invited local teams (LEA and/or school level) consisting of staff representing:

- Exceptional Children
- Section 504
- LEP
- Testing Coordinators
- NC WISE and CECAS Coordinators
- Data Managers
Part I: Understanding Requirements and Making Decisions
USED Requirements

• USED must approve the North Carolina Testing and Accountability Programs
• The NC DPI must submit evidence of a system for monitoring the implementation and effectiveness of testing accommodations
Components of the System

- Resources for helping teams/committees make and document decisions about testing accommodations
- Documentation of required accommodations
- Documentation of provided accommodations
- Documentation of usage of accommodations
Documentation of Testing Accommodations for USED

Fall 2010–2011

• **Required**: School Improvement Plan in NC WISE and DEC 4 (IEP) in CECAS

• **Provided**: Answer sheets (and later uploaded into NC WISE)

• **How Used**: *Review of Accommodations Used During Testing* forms
Students Eligible for Accommodations

• Students with disabilities with current IEPs
• Students with current Section 504 Plans
• Students identified as LEP
  – Score of <5.0 Bridging on reading subtest of W-APT/ACCESS for ELLs
  – Score of <5.0 Bridging on writing subtest of W-APT/ACCESS for ELLs (only for Writing Test)
• Students with current transitory impairment documentation
Collaboration

• The NC DPI has utilized collaboration to develop requirements for collecting, reporting, and monitoring accommodations

• March 9, 2010, memo and March 17, 2010, webinar encouraged school systems to involve teams in the webinar and implementation process.

• Spring 2010 Implementation of Monitoring of EOG and EOC tests

• Team approach fosters child-centered, results-oriented decision-making
Poll
Collaboration in an Effective Team

- Communication
- Commitment
- Easier to Resolve Conflict
- Efficient Use of Resources
- Efficient Use of Strengths
- Positive Relationships
- Positive Outcomes for Students
“Coming together is a beginning. Keeping together is progress. Working together is success!”

- Henry Ford
For students with more than one identification…

A Hierarchy of Accommodations
Documentation has been established by the state

A. IEP
B. Section 504 Plan
C. LEP Plan/Documentation
D. Transitory Impairment Documentation
Documentation Scenario – Which would you use?

Student has an IEP and is also identified as LEP.

Hierarchy

- IEP
- Section 504 Plan
- LEP Plan/Documentation
- Transitory Impairment Documentation
Documentation Scenario – Which would you use?

Student has a Section 504 Plan and also has a transitory impairment necessitating testing accommodations.

Hierarchy

– IEP
– Section 504 Plan
– LEP Plan/Documentation
– Transitory Impairment Documentation
Be Consistent: Testing Accommodations Language

• Must align with language of state-approved testing accommodations
  – IEP
  – Section 504 Plan
  – LEP Plan/Documentation
  – Transitory Impairment Documentation

• Resources available at
Review of Accommodations Used During Testing Forms for 2010 - 2011
**Review of Accommodations Used During Testing Forms**

- **Two forms**
  - standard
  - \textit{NCEXTEND1}
- **One form per test, per administration**
- **Any local changes to state form - LEA Test Coordinator must contact RAC for approval**

- **Three Purposes:**
  1. Documentation of accommodations required, provided, and used
  2. Data entry into NC WISE or CECAS
  3. Used for future accommodations decisions
Responsibilities
Completed during team meeting and recorded in NC WISE or CECAS

Copy given to the following school staff as needed:
Test Coordinator
EC
Section 504
LEP
Transitory Impairment
### Responsibilities

Completed during/after testing

File with documentation:
- **IEP**
- **Section 504 Plan**
- **LEP Documentation**
- **Transitory Impairment Documentation**

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**Public Schools of North Carolina**

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**Review of Accommodations Used During Testing**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>NCDPI ID</th>
<th>Case Manager</th>
</tr>
</thead>
</table>

**Dates of Plan**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

**Test**

- **Score**
- **Writing (Basic 10)**
- **ACCESS for ELLs**

**To Be Completed During Testing**

<table>
<thead>
<tr>
<th>To Be Completed During Testing</th>
<th>To Be Completed During Testing</th>
</tr>
</thead>
</table>

**To Be Completed After Testing**

<table>
<thead>
<tr>
<th>Was this accommodation provided to the student during testing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Comments/considerations for next IEP/504/LEP/514 team meeting:**

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**NCDPI Division of Accountability Services**

July 2010
Necessary Accuracy of Accommodations Information

• Local plan for ensuring accuracy of data recorded on *Review of Accommodations Used During Testing* forms
• Local plan for ensuring congruence of information across student accommodations documentation, *Review of Accommodations Provided During Testing* forms, and testing schedule
Pop Quiz
Documentation Scenarios

• Student is LEP.

• Student has a Section 504 Plan and is LEP.

• Student has an IEP and has a Transitory Impairment.
Questions?

• Importance of Providing Accommodations and Monitoring
• Components of the System Approved by USED
• Who is Eligible for Accommodations
• Looking at the Whole Child and Need to Collaborate
• Hierarchy of Accommodations Documentation
• New Review of Accommodations Forms and Process
• Using the Form with Teams/Committees
Part II: Entering Required Testing Accommodations in CECAS and NC WISE
Agenda

• If Using CECAS **DEC4**…
• Recording Required Testing Accommodations in CECAS
• Recording Required Testing Accommodations in NC WISE
• State Reporting and Required Testing Accommodations
If Using CECAS DEC4

• If you use CECAS DEC4 to record accommodations for IEP students, continue to do so
  – If you do not currently use CECAS DEC4, you can choose to start or you must use NC WISE

• All students who do not have an IEP must be entered in NC WISE

• LEAs must be fully trained in CECAS DEC4 and in NC WISE
Poll
Record Required Testing Accommodations In CECAS
CECAS Testing Accommodations

• Currently located on the CECAS IEP/DEC4 EC Form

• Documented on the Testing & Accommodations screen

• The Case Manager documents the testing accommodations in CECAS
Document Special Ed Data & Access CECAS EC Forms
Create the DEC4 Form in CECAS

Click the **New** button.

---

<table>
<thead>
<tr>
<th>EC Forms</th>
<th>Demographics</th>
<th>Family</th>
<th>Special Ed</th>
<th>Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local ID#</td>
<td>Child's Name</td>
<td>DOB</td>
<td>Mos.--Age--Yrs</td>
<td>Brth Ordr</td>
</tr>
<tr>
<td>G9Y4U1E74A</td>
<td>1111111</td>
<td>03/05/1998</td>
<td>147.8 / 12.3</td>
<td>M</td>
</tr>
<tr>
<td>Phone</td>
<td>Email</td>
<td>Eligibility</td>
<td>Special Ed Case Manager</td>
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</tr>
<tr>
<td>111-222-3333</td>
<td><a href="mailto:family@email.com">family@email.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Region / LEA / School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234 Accommodations Lane</td>
<td>Western / Training LEA (Western) / Training School (Western)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EC Forms List

<table>
<thead>
<tr>
<th>Form</th>
<th>Status</th>
<th>Purpose</th>
<th>Case Manager</th>
<th>Created On</th>
<th>Created By</th>
</tr>
</thead>
</table>

No records found.
Create the DEC4 Form in CECAS

Select **IEP/DEC4** from **Form Name** drop list and click the **Save** button.
Opening the DEC4 EC Form

From the EC Forms List screen, click the IEP/DEC4 link.

Click the View Form button on the EC Form Detail screen.

Click the View Form button on the compliance Errors and Warnings screen.
Location of Testing Accommodations
II. North Carolina Assessment Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Select testing accommodations that correlate to classroom accommodations used routinely throughout the academic year. Accommodations that are listed on the IEP must be used on a routine basis in classroom instruction. For specifics regarding accommodation use and availability for specific tests, refer to the Testing Students with Disabilities publication, available at http://www.ncpublicschools.org/accountability/policies/twd/.

IEP teams are instructed to select for each assessment, only those accommodations that do not invalidate the score.

- Student is not required to participate because of his/her grade level
- Student will participate in the testing program under Standard Conditions, with Accommodations, or will be assessed using Alternative Assessment. Indicate the student’s testing participation below:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Test</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3-8</td>
<td>[Select Test]</td>
<td>Standard Administration, Braille Edition, Large Print, One Test Item per Page, Assistive Technologies/Devices, Magnification Devices</td>
</tr>
<tr>
<td>Grade 9-12</td>
<td>[Select Test]</td>
<td>Standard Administration, Braille Edition, Large Print, One Test Item per Page, Assistive Technologies/Devices, Magnification Devices</td>
</tr>
</tbody>
</table>

Accommodation: **Test Format + Assistive Technologies/Devices and Special Arrangements**

Specifics regarding Accommodation use:

Add

<table>
<thead>
<tr>
<th>Test</th>
<th>Accommodation(s)</th>
<th>Specifics Regarding Accommodation Use</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No records found.
Select the Appropriate Test

II. North Carolina Assessment Program

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<th>Specifics regarding</th>
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<tr>
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<td>[Select Test]</td>
<td>[Select Test]</td>
<td>[Select Test]</td>
</tr>
<tr>
<td>Grade 9-12</td>
<td>EOG - Reading</td>
<td>ACCESS - Reading</td>
<td>ACCESS - Reading</td>
</tr>
</tbody>
</table>

**Participation**
- Standard Administration
- Braille Edition
- Large Print
- One Test Item per Page
- Assistive Technologies/Devices
- Magnification Devices

**Test Environment**
- and Special Arrangements
Select the Appropriate Accommodation(s)

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<tbody>
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<td>Grade 3-8</td>
<td>BOG - Reading</td>
<td>+Keyboarding Device + IEP - Word-to-Word Bilingual Dictionary + Testing in a Separate Room + Scheduled Extended Time + Multiple Testing Sessions + Hospital/Home Testing</td>
</tr>
<tr>
<td>Grade 9-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accommodation: *Test Format + Assistive Technologies/Devices and Special Arrangements **Test Environment

Specifics regarding Accommodation use:

Add
Document the Specifics Regarding Accommodation Use

### II. North Carolina Assessment Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Select testing accommodations that correlate to classroom accommodations used routinely throughout the academic year. Accommodations that are listed on the IEP must be used on a routine basis in classroom instruction. For specifics regarding accommodation use and availability for specific tests, refer to the Testing Students with Disabilities publication, available at [http://www.ncpublicschools.org/accountability/policies/hsawdf/](http://www.ncpublicschools.org/accountability/policies/hsawdf/).

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<td></td>
<td></td>
<td>+LEP - Word-to-Word Bilingual Dictionary</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Scheduled Extended Time</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Testing in a Separate Room</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Multiple Testing Sessions</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hospital/Home Testing</strong></td>
</tr>
</tbody>
</table>

Accommodation: **Test Format, Assistive Technologies/Devices and Special Arrangements** **Test Environment**

**Specifics regarding Accommodation use:**

Document specifics regarding accommodation use in this text field.

Add
II. North Carolina Assessment Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Select testing accommodations that correlate to classroom accommodations used routinely throughout the academic year. Accommodations that are listed on the IEP must be used on a routine basis in classroom instruction. For specifics regarding accommodation use and availability for specific tests, refer to the Testing Students with Disabilities publication, available at http://www.ncpublicschools.org/accountability/policies/tswd/.

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<td></td>
<td>Braille Edition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Print</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One Test Item per Page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistive Technologies/Devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magnification Devices</td>
</tr>
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</table>

Accommodation: *Test Format + Assistive Technologies/Devices and Special Arrangements **Test Environment

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<th>Specifics Regarding Accommodation Use</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOG - Reading</td>
<td>Multiple Testing Sessions, Scheduled Extended Time</td>
<td>Document specifics regarding accommodation use in this text field.</td>
<td>Delete</td>
</tr>
</tbody>
</table>
Validate the IEP/DEC4 Form

Errors And Warnings

Following error(s) and/or warning(s) were encountered during the form validation process. A form’s status will not change to 'Closed/Verified' if any errors are found, but the form changes will be saved.

No errors found.
Close/Verify the IEP/DEC4 Form

Purpose, Duration & Profile
- Status: Closed/Verified Meeting
- Purpose:
  - Initial 3-21
  - Annual Review
  - Reevaluation
  - Addendum
  - Initial Part C to B

Duration of Special Education and Related Services
- Duration From: 3/30/2010
- Duration To: 3/29/2011

Primary Area of Eligibility: Specific Learning Disability
- Secondary Area of Eligibility:
  - Autism
  - Deaf-Blindness
  - Deafness
  - Developmental Delay

Student Profile
- Student's overall strengths:
  - Testing (child's name) is very social. He tries very hard to complete all assignments.
Preview the C/V IEP/DEC4

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services From: 03/30/2010 To: 03/29/2011
Student: Testing CECAS Accommodations
DOB: 03/30/1998
LEA: Training LEA (Western)
School: Training School (Western)
Grade: Ninth Grade

Primary Area of Eligibility: Specific Learning
* Reported on Child Count: Flexibility

Student Profile
Student's overall strengths:
Testing (child's name) is very social. He is tries very hard to complete all assignments.

Summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum based measures, state and district assessment results, etc.) and review of progress on current IEP/IFSP goals:
Testing (child's name) is progressing toward completing his goals and objectives.

Parent's concerns, if any, for enhancing the student's education:
Parent would like to see Testing (child's name) read at grade level.

Parent's / Student's vision for student's future:
Parent would like to see Testing (child's name) complete high school and college one day.

Consideration of Transitions
If a transition (e.g., new school, family circumstances, etc.) is anticipated during the life of this IEP/IFSP
CECAS Reports
The NC Testing report in CECAS can be found by opening the Reports folder then the EC Process folder.
Select the desired criteria for the report and click preview to view the report.
The report displays student name, grade, exceptionality, test, accommodations, and comments.
CECAS Demo
CECAS Questions?
Recording Required Testing Accommodations In NC WISE
Required Testing Accommodations…

• One plan type per record
  – Reminder: The hierarchy determines plan type

• One test per record

• NC WISE schools not using the CECAS DEC 4 form must record all required accommodations in eSIS.
Data Entry Personnel

• Security is an LEA decision
• Record only what is on the Review of Accommodations Used During Testing form
• If the paper form lists more than one plan type, return it to the Case Manager for correction
  – The hierarchy is the responsibility of the Case Manager
• Anytime the Review of Accommodations Used During Testing form changes, you must close the old plan and create a new one.
Student Plans – Path

**Navigation:** Common View > Plans > Student Plans
Student Plans – Path...
Student Plans tab

The Plan type is listed here (IEP, Section 504, LEP or Transitory Impairment).

The accommodation(s) are listed here.
Standardized Test tab

The test is entered here.

Use the Print icon to view a report of all Accommodations recorded for the student currently listed.
Entering Required Testing Accommodations - Steps

1. On the Student Plans tab, select the **Case Manager** from the LOV.

2. Update **School of Instruction** using the drop-down.

3. Update **Start Date** and **End Date** fields to reflect the plan dates specified on the **Review of Accommodations Used During Testing** form.
Entering Required Testing Accommodations – Steps…

4. Select the appropriate **Reason for Support Plan** (IEP, Section 504, LEP, Transitory Impairment) from the drop-down.

5. From the **Supporting Data** drop-down, add the first required testing accommodation for the test.
   
a) Click **ADD** to add additional accommodations.
Entering Required Testing Accommodations – Steps...

6. Click **Save**.

7. Click the **Standardized Test** tab.

8. In the Accommodations area, click the **ADD** button and select the appropriate test from the LOV.
   
a) Only one test may be applied per record.

9. Click **Save**.
Closing Student Plans
Why Would I Close a Plan?

• Receiving a new form

• Admitting a new student
Closing a Student Plan

1. From the Student Plan tab, query for the appropriate student.

2. Type the applicable **End Date**.

3. Click **Save**.
Answers to Common Questions about Accessibility

• Student Plans do transfer in the same DataCenter
• Student Plans do not transfer outside of the DataCenter
• Student Plans are visible after YET
• It is up to the LEA who receives access to the eSIS screen
• Teacher Assistant Module (TAM) users will not have access
Things to Remember
Things to Remember

• **For state reporting purposes**, Section 504 information is recorded within the *Programs* screen.

• Use the **Print** icon located at the bottom of the screen to see all required testing accommodations for a given student.

• A Reporting Hub report has been created to export all required testing accommodations data for a given school.

• The Student Plans List will show all Plans for a single student.
Student Plans List - Path

Navigation: Common View > Plans > Student Plans List
Student Plans List screen
The Reporting Hub Report
Locating the Reporting Hub Report


2. Type your **User Name, Password, and Database**

   *Note: This is the same as your eSIS username, password, and database*

3. Click the **Report Search** tab
Locating the Reporting Hub Report

4. Type the following in the **Search** text: “Accommodations”

5. Click the `<search>` button

6. Click the **Accommodations** report to add to your **Preferred Reports** (A check mark indicates it is selected)
Running the Reporting Hub Report

1. Click the “Run Reports” tab

2. From the left side, expand the report list

3. Click the plus “+” sign to expand the folder/tree

4. Click the report title, “Accommodations”
   - The Report Viewing area will display and the report will execute
Running the Reporting Hub Report

4. Download and extract the report data

5. Select column headers; column separators (comma separator is the default);

6. Select download to open the extract and view the data or to save the extract
<table>
<thead>
<tr>
<th>School Name</th>
<th>First Name</th>
<th>Last Name</th>
<th>NWOSE ID</th>
<th>Grade</th>
<th>Student Plan Number</th>
<th>Reason For Plan</th>
<th>Required Accommodation</th>
<th>Test</th>
<th>Case Manager</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>AAAK</td>
<td>AAA Cable</td>
<td>364684</td>
<td>10</td>
<td>1 EC</td>
<td>Cranium Altacse</td>
<td>ECC - Algebra 2</td>
<td></td>
<td>AAAAA, Marcia</td>
<td>03/01/2008</td>
<td>06/10/2010</td>
</tr>
<tr>
<td>High School</td>
<td>AAAK</td>
<td>AAA Cable</td>
<td>364684</td>
<td>10</td>
<td>1 Transitory Impairment</td>
<td>Multiple Testing Sessions</td>
<td>ECC - Algebra 2</td>
<td></td>
<td>AAAAA, Marcia</td>
<td>03/01/2008</td>
<td>06/10/2010</td>
</tr>
<tr>
<td>High School</td>
<td>AAAZeb</td>
<td>AAA New</td>
<td>364420</td>
<td>08</td>
<td>1 Transitory Impairment</td>
<td>Keyboarding Devices</td>
<td>ECC - Algebra 2</td>
<td></td>
<td>AAAAA, Marcia</td>
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</tr>
<tr>
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<td></td>
<td>AAAAA, Marcia</td>
<td>03/01/2008</td>
<td>06/10/2009</td>
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<td>LEP</td>
<td>Students Reads Test Aloud to Self</td>
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<td>03/01/2008</td>
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Reference Materials

- http://www.ncwise.org/
- http://www.ncpublicschools.org/
Questions?

• Entering Plans in NC WISE
• Closing Plans in NC WISE
• Transfer Students and Plans in NC WISE
State Reporting
State Accommodations Data Collection and Reporting
2010 – 2011 ACCOMMODATIONS DATA COLLECTION SCHEDULE

NCDPI will extract required testing accommodations data information from NC WISE and CECAS at the close of business (5:00 p.m.) on the following dates:

- October 1*
- November 1
- December 1
- January 3
- February 1
- March 1
- April 1
- May 2
- June 1

*Fall EOC data must be current by October 1; Spring EOC, Writing Grade 10, and EOG data entered as soon as possible.
Wrap up –

• Joint meeting for Testing, Exceptional Children, Section 504, and LEP Directors/Coordinators
• September 14th
• McKimmon Center in Raleigh, NC
• Instructional Accommodations, Responsiveness to Instruction, Results of Spring 2010 Monitoring, Testing Updates