

Alternate Assessment 1% Threshold – Finding and Using Data

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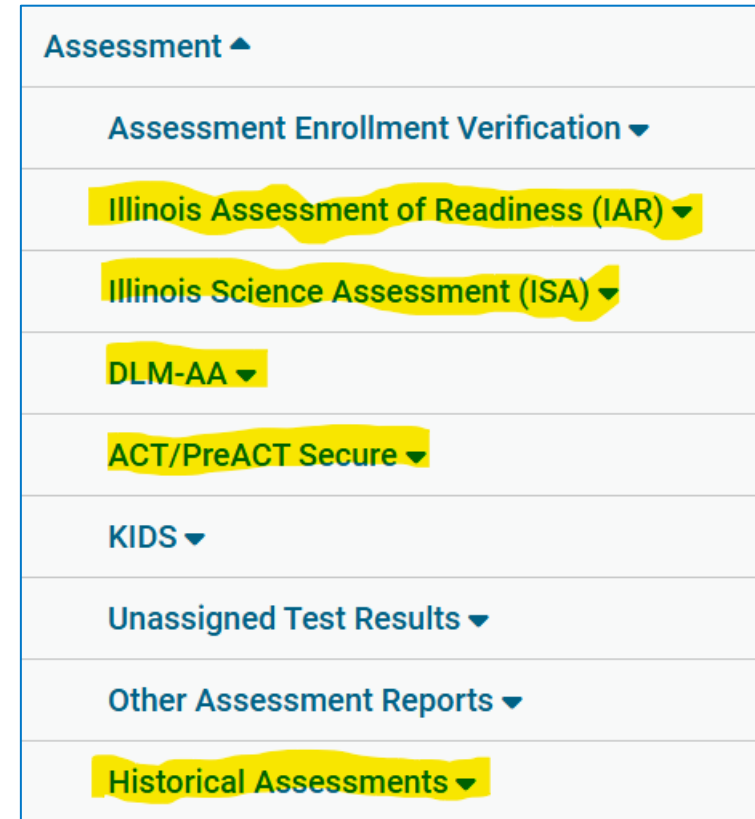
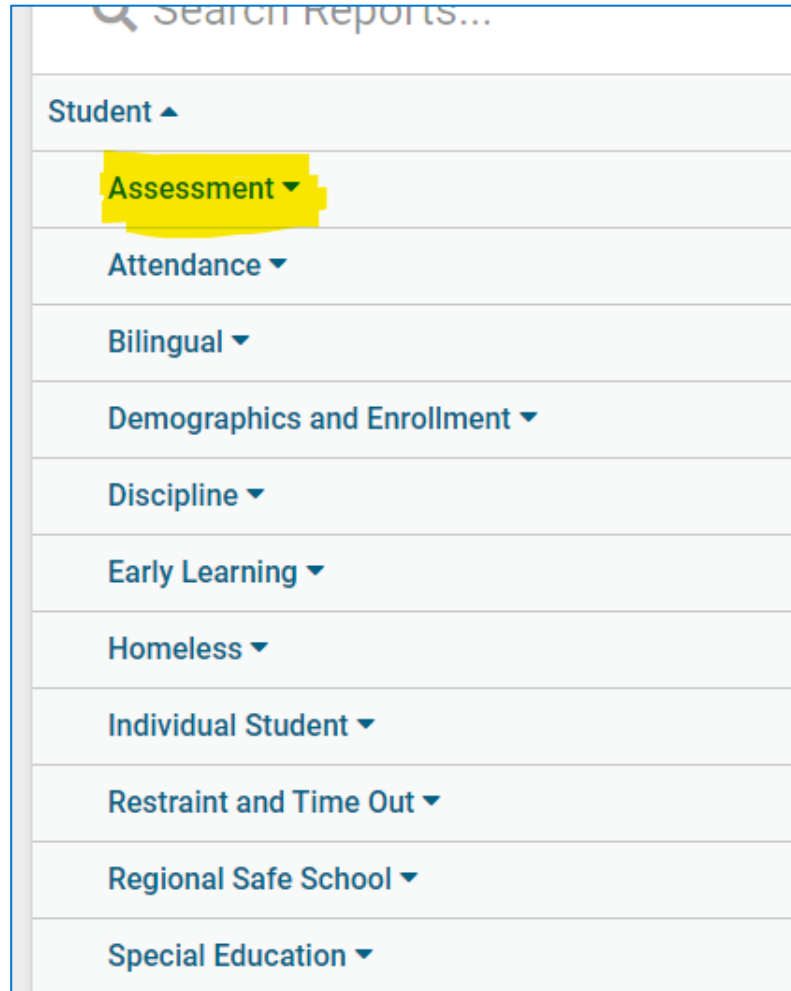
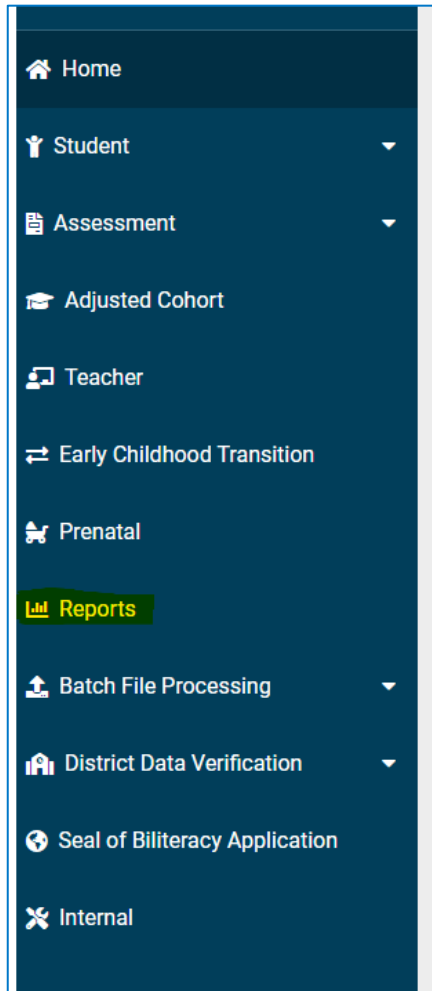
Dana Jamerson – Principal Consultant

Rhonda Marks – Principal Consultant

Agenda

- Locate final and pre-ID rosters in the Student Information System (SIS)
- Locate data to calculate the alternate assessment participation rate in SIS
- Demonstrate how to calculate the alternate assessment participation rate
 - Overall rate
 - Rate by subject area
- Demonstrate calculating a risk ratio using the NCEO tool
- Locate assessment participation rates (indicator 3) using the interactive report card
- Provide resources for working in SIS

Student Information System (SIS) in IWAS



SAT Data is under
Historic Assessments



Where do I find the data I need?

Pre-ID Data
Current School Year
NOT final, can change
as you update your
rosters

Total students to
be assessed

Student roster

DLM-AA ▲			
DLM-AA Assessment Pre-ID	←	Summary	Details
DLM-AA Correction and Score (all students)	(Check "Details" report for errors after scores are posted.)	Summary	Details
DLM-AA Assessment Scores Grid	←	Summary	
DLM-AA Dynamic Learning Maps		Summary	

Final data from
previous years
(finalized each
October)

[Back To Reports](#)

IAR Assessment Scores Grid

District :

[Next](#)

-- Select a District --

- Select a District --
- STATE-WIDE
- A E R O Spec Educ Coop
- A-C Central CUSD 262
- AAA Academy
- ABC Toon Town II Educational Ctr
- Abilities Plus Inc
- Abingdon-Avon CUSD 276
- ABLE Academy
- Abraxas Youth & Family Services
- Academic Development Inst
- Academic Mastery Academy
- Academic Mastery Alt Ed Acad
- Academy For Children
- Acadia Arkansas
- Acadia Behavioral Health
- Acadia Health Care
- Acadia Montana
- ACE Amandla Charter School
- Achievement Centers

IAR Assessment Scores Grid

School Year

2024

School

All Schools

☒ Home

☐ Serving

☐ Tested

Grade

All Grades

Test Code

All

Content Area

☒ Both

☐ ELA/L

☐ Mathematics

Race/Ethnicity

All Races

Gender

☒ All

☐ Male

☐ Female

☐ Non-Binary

Homeless Indicator

☒ Both

☐ Yes

☐ No

Migrant Indicator

☒ Both

☐ Yes

☐ No

EL Indicator

☒ Both

☐ Yes

☐ No

IDEA Services

☒ Both

☐ Yes

☐ No

FRL/Low Income Indicator

☒ Both

☐ Yes

☐ No

21st Century Indicator

☒ Both

☐ Yes

☐ No

First Year in U.S. School

☒ Both

☐ Yes

☐ No

Report Format

☒ Numbers

☐ Percent

PDF

Create Report

How to Calculate the 1 Percent:

Numerator:

Total number of students
in grades 3-8 and 11
taking the **ALTERNATE**
assessment

Denominator:

Total students testing in
grades 3-8 and 11 across
ALL assessments

- Example:
 - Numerator =5
 - 3-8 and
11 alternate assessment = 5
 - Denominator =314
 - 3-8 general assessment =
154
 - 11 general assessment =
155
 - $(5/314) \times 100 = 1.59$ (round to
the hundredths)
 - 1% calculation= 1.59%

Denominator

- Create Summary Reports for:
 - Illinois Assessment of Readiness (IAR) – Assessment Scores Grid
 - Illinois Science Assessment (ISA) – Assessment Scores Grid
 - For calculating the science subject percentage only
 - Dynamic Learning Maps Alternate Assessment – Assessment Scores Grid
 - ACT – Assessment Scores Grid
- Locate the total number of students assessed for each (include codes 10, 15, and 19)
- Add the total number of students assessed for IAR, DLM-AA, and ACT
 - The total number of students assessed for Math and ELA should be identical. If they are not, use the larger of the two numbers

Assessment ▲		
Assessment Enrollment Verification ▼		
Illinois Assessment of Readiness (IAR) ▲		
IAR Assessment and Test Window - STEP 1		Details
IAR Assessment Pre-ID - STEP 2	Summary	Details
IAR Assessment Correction	Summary	Details
IAR Assessment Scores	Summary	Details
IAR Assessment Scores Grid	Summary	
Illinois Science Assessment (ISA) ▼		

2024 IAR Assessment Scores (Summary Grid)

8/7/2024 12:10 pm

Assessment Home District: [redacted]

Selection Criteria: None

Grade Level: All	English Language Arts/Literacy									Mathematics								
	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Level 5	C-SGP (Cohort)	B-SGP (Baseline)	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Level 5	C-SGP (Cohort)	B-SGP (Baseline)
			Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Percentile	Percentile			Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Percentile	Percentile

Denominator = 291 + 61 + 7

Grade Level: All	English Language Arts						Mathematics					
	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Total Records	No Score	Level 1	Level 2	Level 3	Level 4
			Partially Meets Standards	Approaching Standards	Meets Standards	Exceeds Standards			Partially Meets Standards	Approaching Standards	Meets Standards	Exceeds Standards
Total	32	0	12	15	4	0	32	0	12	15	4	0

Denominator = 359

8/7/2024 12:15 pm

Assessment Home District: [redacted]

Selection Criteria: None

Level 4: Advanced	Level 3: At Target	Level 2: Approaching Target	Level 1: Emerging																		
		ELA/L				Mathematics				Science											
Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Total Records	No Score	Level 1	Level 2	Level 3	Level 4				
		Emerging	Approaching Target	At Target	Advanced			Emerging	Approaching Target	At Target	Advanced			Emerging	Approaching Target	At Target	Advanced				
Grade Level: All																					
Total Students (DLM-AA)				7	0	2	2	3	0	7	0	5	1	1	0	3	0	2	1	0	0



Numerator

- Total number of students in grades 3-8 and 11 taking the ALTERNATE ASSESSMENT

Numerator = 7

Assessment Home District: [REDACTED] 8/7/2024 12:15 pm

Selection Criteria: None

Level 4: Advanced Level 3: At Target Level 2: Approaching Target Level 1: Emerging

	ELA/L						Mathematics						Science					
	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Total Records	No Score	Level 1	Level 2	Level 3	Level 4	Total Records	No Score	Level 1	Level 2	Level 3	Level 4
			Emerging	Approaching Target	At Target	Advanced			Emerging	Approaching Target	At Target	Advanced			Emerging	Approaching Target	At Target	Advanced
Grade Level: All																		
Total Students (DLM-AA)	7	0	2	2	3	0	7	0	5	1	1	0	3	0	2	1	0	0

Calculating Your Percentage

$$\frac{\text{Numerator}}{\text{Denominator}} \rightarrow \frac{7}{359} = 0.0195$$

$$0.0195 \times 100 = 1.95\%$$

Calculating Individual Subject Percentages

- If you want to calculate individual percentages for Math and Reading:
 - Numerator is the DLM subject total
 - Denominator is the subject totals for IAR, DLM and ACT
- If you want to calculate the individual percentage for Science:
 - Numerator is the DLM subject total
 - Denominator is the subject totals for ISA, ACT, and DLM

Significant Disproportionality

- Districts must address instances of disproportionality
- National Center for Educational Outcomes (NCEO)
[Disproportionality in the Alternate Assessment Calculator: A Tool for State and Local Education Agencies](#)
 - [Example](#)
 - [Blank Tool](#)
- All districts should evaluate their data using this tool

Data Categories for Analysis

- Disability Categories
 - Intellectual Disabilities
 - Orthopedic Impairment
 - Specific Learning Disability
 - Visual Impairment
 - Hearing Impairment
 - Deaf
 - DeafBlind
 - Speech/Language Impairment
 - Emotional Disability
 - Other Health Impaired
 - Multiple Disabilities
 - Developmental Delay
 - Autism
 - Traumatic Brain Injury
- Race/Ethnic Groups
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or Pacific Islander
 - Black or African American
 - Hispanic or Latino
 - White (Non-Hispanic)
 - Two or More Races
- Limited English Proficiency
- Socio-Economic Status
- Gender
 - Male
 - Female

Enter Data for Students Taking the Alternate Assessment

You may change these categories

Enter data into the yellow boxes. The gray boxes will automatically calculate.

	American Indian	Asian	Black	Hispanic	Multi-racial	Pacific Islander	White	Total Alternate Assessment	Economic Dis-advantage	English Learner
2017								0		
2018								0		
2019								0		
2020								0		
2021								0		
2022								0		
2023								0		
2024		632	2,624	3,177	464	16	4,120	11,033	7,145	3,066
2025								0		
2026								0		
Multi-year Year Total	0	632	2,624	3,177	464	16	4,120	11,033	7,145	3,066

Enter Data for Students Taking the General Assessment

Entering data for more than one year is more statistically accurate. Only data for 2023-24 is required.

2017								0		
2018								0		
2019								0		
2020								0		
2021								0		
2022								0		
2023								0		
2024		53,863	152,295	267,061	41,485	862	425,429	940,995	481,243	153,819
2025								0		
2026								0		
Multi-year Year Total	0	53,863	152,295	267,061	41,485	862	425,429	940,995	481,243	153,819

First year you want to include in the risk ratio analysis:										
Last year you want to include in the risk ratio analysis:										
Number of years of data included here:										

Note the extremely small population for Pacific Islander – interpret with caution

Results: Risk Ratio and Likelihood of Disproportionality

Risk ratio:		1.00	1.47	1.01	0.95	1.58	0.83		1.27	1.70
Confidence Interval:										
Lower end	#DIV/0!	0.73	1.37	0.96	0.62	0.00	0.79		1.24	1.60
Upper end	#DIV/0!	1.38	1.58	1.07	1.48	732791.12	0.86		1.29	1.80
Likely disproportionality?	na	Expected	Yes	Expected	Expected	Expected	Less than expected		Yes	Yes

- **Expected:** There is no evidence of disproportionality when the risk ratio is at or very near 1.
- **Yes:** Values greater than 1 that have a less than a 5% chance that the real number is 1 are in the 'yes' group.
- **Less than Expected:** Values less than 1.0 that have a less than 5% chance of being 1 are in the 'less than expected group.'

The risk ratio indicates that the probability or 'risk' of a focal group student being a participant in the alternate assessment is greater than expectation. For example, a risk ratio of 2.0 indicates that a student who is a member of the focal group is twice as likely to participate in the alternate assessment. A risk ratio of 0.5 indicates that students in the subgroup are half as likely to take the alternate assessment.

Black/African American, Low Income, and English Learner students are at higher risk of taking the alternate assessment. White students are less likely to take the alternate assessment. Overrepresentation in some categories may result from underrepresentation in other categories.



Disability Category	# taking IAR/SAT	# taking ALT	% ALT State	% ALT District
Intellectual Disability	2731	3611	56.9%	59.2%
Orthopedic Impairment	257	31	10.8%	14.2%
Specific Learning Disability	6072	73	1.2%	4.7%
Visual Impairment	471	13	2.7%	1.9%
Hearing Impairment	1105	14	1.3%	1.4%
Deaf	235	13	5.2%	4.3%
DeafBlind	7	3	30%	38.1%
Speech/Language Impairment	1693	11	0.65%	1.0%
Emotional Disability	713	30	4.0%	3.9%
Other Health Impaired	23019	782	3.3%	3.5%
Multiple Disabilities	202	984	83.0%	79.0%
Developmental Delay	6436	479	6.9%	18.3%
Autism	11138	4751	30.0%	47.0%
Traumatic Brain Injury	148	64	30.2%	35.2%

- Look for disability categories with cognitive disabilities as elimination criteria – they should be 0%.
- Look at categories that do not include cognitive disabilities – is there a secondary category that documents cognitive impairment?
- Look at categories with percentages significantly different from the state – what might be the reason for this?
- Do the numbers make sense?

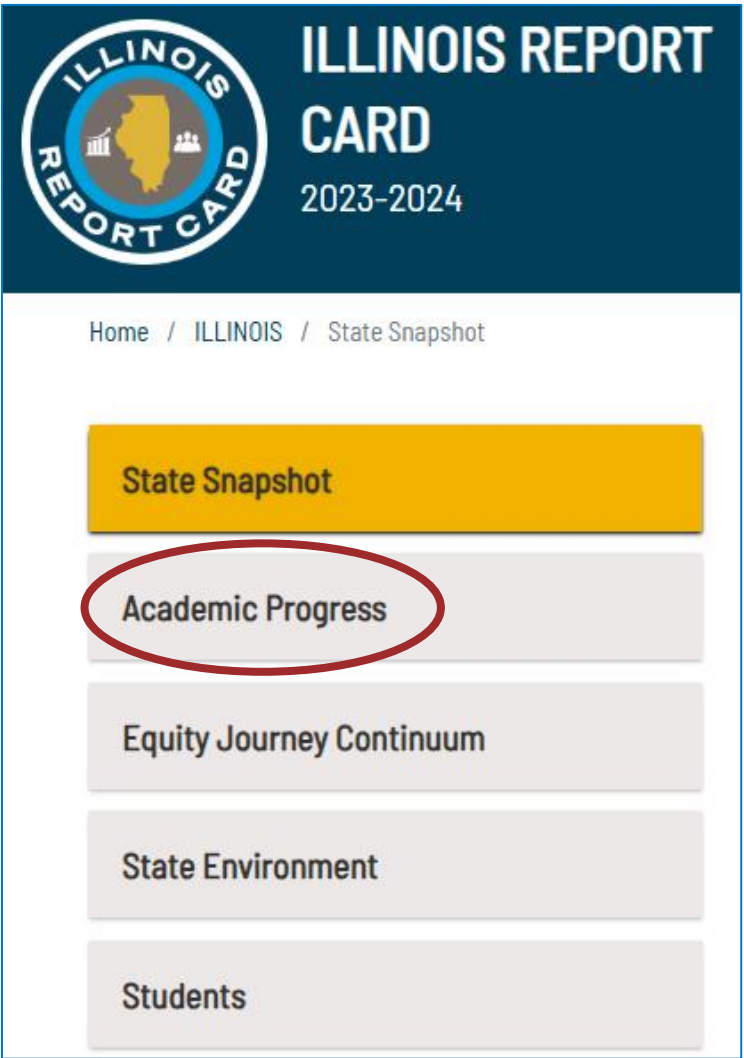
Note: “% ALT District” is fictional data set

Calculating Assessment Participation

Go to:

www.illinoisreportcard.com

Search for district by
name, city, address, etc.



Academic Progress
IAR
SAT
DLM-AA
Science Assessment
Proficiency
Growth Percentile – IAR
NAEP
Participation Rate
Achievement Gap
Eighth Graders Passing Algebra I

ELA

Mathematics

Science

Years ▾

Demographics ▾

☐ Select All

☒ All

ETHNICITY/ RACE

☐ Am. Indian

☐ Asian

☐ Black

☐ Hispanic

☐ MENA

☐ Pacific Islander

☐ Two or More

☐ White

GENDER

☐ Female

☐ Male

☐ Non Binary

Other

☐ w/ Disabilities

☐ English Learners

☐ Homeless

☒ w/ IEPs

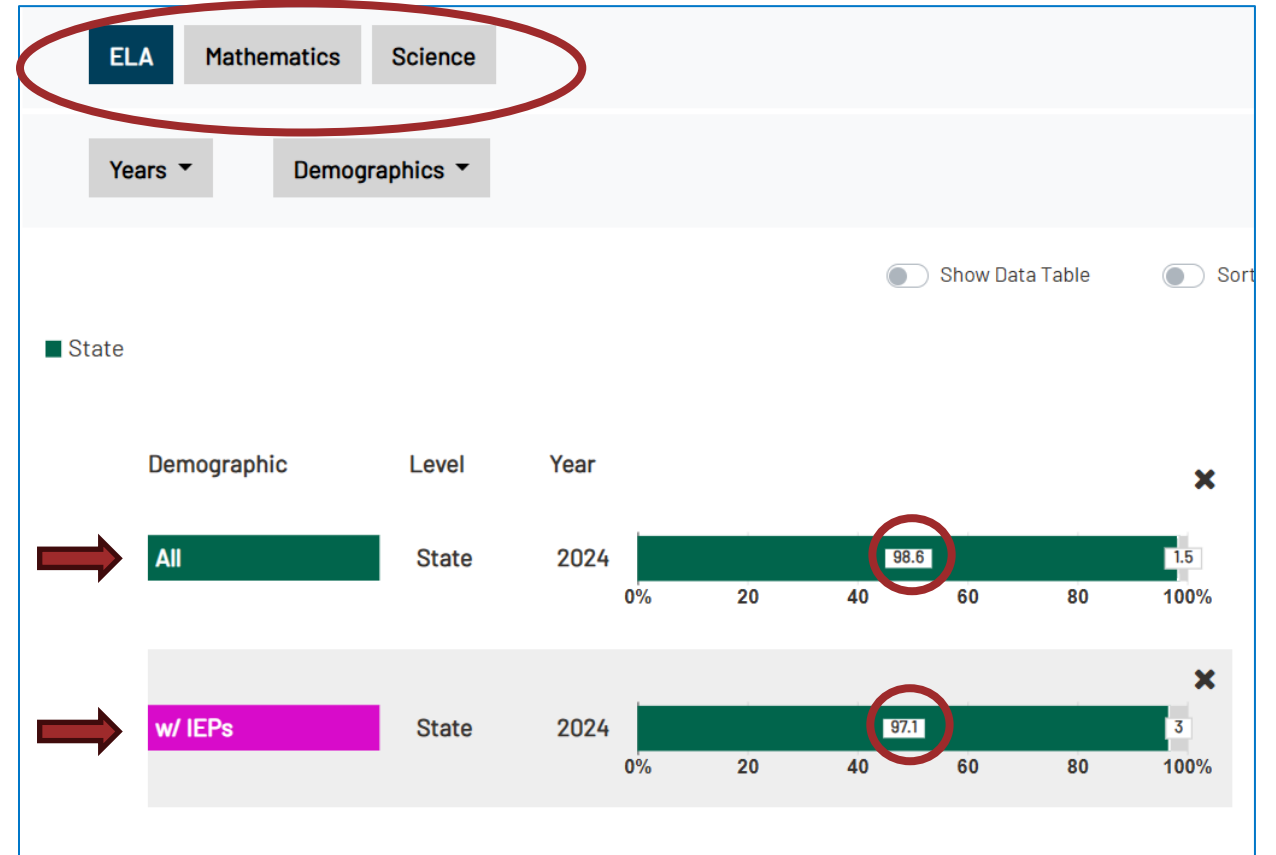
☐ Low Income

☐ Migrant

☐ Military

☐ Youth In Care

Add Demographics



SIS Resources

- [ISBE Education Data System Student Information System](#)
- [Key Dates](#)
- [SIS Training Modules](#)
- [Past Webinars, Trainings, and Q&A](#)



Questions?

Contact your Principal Consultant or
email AltException@isbe.net