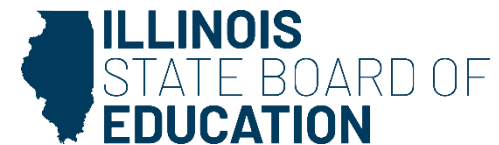


Alternate Assessment 1% Threshold – LEA Action Plan

Laura Avery Glover – Principal Consultant

Dana Jamerson – Principal Consultant

Rhonda Marks – Principal Consultant



Agenda

- Walk through and model thought process for developing [LEA Action Plan](#)
 - Overview
 - Defining the Issue
 - Defining the Steps for Improvement
- Explain what we are looking for and criteria using to assess plans
- Details about how to make calculations and find data will be in the [Alternate Assessment 1% Threshold – Finding and Using Data](#) presentation

LEA Action Plans

- Bring a draft of your plan to the February 18 meeting. We will work on them together during the meeting.
 - Please do not submit your plan before this meeting.
- Plans are due February 28.
- Please submit to AltException@isbe.net and **include your consultant's name in the subject line.**
- When saving your action plan file, please include your district's name in the file name.
 - For example: Whoville SD 1 LEA Action Plan
- Remember: a final LEA Action Plan with evidence will be due at the end of the cycle.

Criteria

- Due February
 - All sections, and at both submissions, should serve as documentation that the district has a clear understanding of alternate assessment participation criteria and is appropriately applying these criteria
 - Data Summary
 - Section 1:
 - Evidence of risk ratio completion and analysis
 - Evidence that the district explored root cause at a deeper level than the initial “small district, local program draw students” causes
 - Section 2:
 - Includes meaningful goals, not just a repetition of monitoring requirements
 - Goals, due date, responsible party, and type of evidence should be completed
- Due at End of Cycle
 - Changes to either section have been documented
 - Section 2:
 - Goals:
 - Date completed added
 - Status, Comments, and Documentation has been updated
 - Materials Used as Evidence of Activity Implementation submitted with plan
 - Includes Alternate Assessment Participation Guidelines Forms (use portal to submit any confidential documents)
 - Changes to policy or procedure should be written and publicly available

Action Plan Overview

- SPP Indicator 3a – participation rate for children with IEPs
- Data Summary
 - Participation above 95%
 - ALL subjects, including science
 - Overall and students with disabilities
 - Identifiable patterns across groups or time
 - Alternate Assessment Participation Rate
 - ALL subjects, including science
 - Identifiable patterns across groups or time

Action Plan Overview

The LEA Action Plan has two sections. First, the district will document what is known about the areas that need improvement. This includes evaluating the district's data. In the second section, the district will map out -- step by step -- how it will make improvements and document the results of the plan.

SPP Indicator 3a: _____%

ELA – 97.1, Math – 96.9, Science - 93

Summary of Data:

Population/Year	ELA	Math	Science
All - 2021	98.6%	98.5%	96.0%
All - 2020	98.6%	98.5%	96.3%
All - 2019	98.6%	98.5%	98.0%
w/IEPs	93.0%	93.0%	93.0%
w/IEPs	93.8%	93.8%	93.8%
w/IEPs - 2022	96.2%	95.7%	97.0%

Data tables do not need to be included, just the summary of data reviewed.

The overall percentage of students assessed and the percentage of students with IEPs assessed steadily increased over the last three years in ELA and Math. Participation rates for the overall population continue to be slightly higher than the rates of students with IEPs. All were above the required 95%. There was a decrease in both groups for science participation and the district will look into the root causes to address this trend. The participation rate of students with IEPs taking the science assessment was below the 95% threshold the last two years, which is a concern we plan to address.

[Illinois Report Card Look Up – Interactive Report Card](#)

[Alternate Assessment 1 Percent Threshold – Finding and Using Data Webinette](#)

Section 1: Defining the Problem

- What demographic groups have been identified based on the data?
- Is there a subgroup (racial/ethnic, limited English proficiency, gender, socio-economic, migratory, disability category) that is more likely than other subgroups to participate in the alternate assessment?

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

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

- 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?

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. Districts completing an LEA Action Plan should use this tool
- See [Alternate Assessment 1 Percent Threshold – Finding and Using Data](#) webinette for further guidance.

Section 1: Defining the Problem, cont.

- What are the root causes of the area of concern? What district policies, procedures, and/or practices contributed to the results? Are there policies, procedures, and/or practices that could be put in place to impact long-term outcomes?
 - Policies:
 - Procedures:
 - Practices:Address revisions to policies, procedures, and/or practices in section 2.

Section 2: Defining the Steps for Improvement

Section 2: Defining the Steps for Improvement

Create goals that address the underlying root causes contributing to exceeding the 1 percent threshold. Include long-term goals and/or benchmarks that may not be completed by the end of the cycle, as appropriate. List the specific steps you will take to meet these goals and when each step should be completed.

- The activities should be specific tasks to complete. Each activity should progress logically toward the attainment of the desired goal.
- Designate a due date for completion of each activity that is realistic and attainable.
- Multiple people might work on a single step, but there should be one person responsible for ensuring the step is done on time.
- List the materials that will document that the tasks were implemented and completed.
- Comments can be made as the action plan is developed to mark progress, indicate revisions to the plan, and document work has been completed.
- Comments should include evidence of the process evaluation and reflection.
- This section of the LEA Action Plan must be submitted both at the beginning of the cycle when goals are identified and at the end of the cycle to demonstrate progress.

GOAL 1: [Enter Goal Text Here]

Due Date:	Date Completed:	Name/Title/Role of the Person Responsible for Implementation:
Materials Used as Evidence of Activity Implementation:		
Status, Comments, and Documentation:		

Step 2: Defining the Steps for Improvement, cont.

- Training described should include learning objectives, descriptions of training activities, person providing the training, frequency and duration of the training, and list of participants.
- Changes to policy, procedure, and practices should be in writing and distribution should be documented.
- Results of file or policy reviews should be summarized and any changes made should be documented.
- Documentation with personally-identifiable student information, such as participation guidelines forms, should be submitted using the ISBE portal.



Questions?

Contact your Principal Consultant or
email AltException@isbe.net