

Welcome

- **Please MUTE yourself upon signing in to the meeting.**
 - We will wait a few minutes for people joining us late to MUTE themselves.
- Make sure you sign in using the QR code or link in the chat every time you attend a learning event.
 - Use your district's full name as it appears on the notification letter.
 - List ALL districts you are representing on the sign-in sheet

Alternate Assessment Attendance
March 18



Alternate Assessment March 18 Professional Learning Convening

Laura Avery Glover, Principal Consultant
Dana Jamerson, Principal Consultant
Rhonda Marks, Principal Consultant

Please sign in using this QR
code or the link in the chat.



Agenda

- Housekeeping
- LEA Action Plan Self Review
- General Feedback on the LEA Action Plans
 - Common areas that require revisions
 - Finding the resources needed to revise your plan
- LEA Action Plan Example
- Questions

Housekeeping

- **LEA Action Plans were due February 28.** Please submit as soon as possible.
- If you are communicating with us using the AltException@isbe.net email, PLEASE include your principal consultant's name in the subject line.
- Please use [listserv request form](#) if you want to be added to the listserv.
 - If you have already asked to be added to the listserv, you do not need to request to do so again.

LEA Action Plan Self Review

- ISBE has identified several areas of the LEA Action Plan that may need revisions to comply with OSEP requirements. Today's presentation will address areas that need attention.
- ISBE is requesting ALL districts to self-review their LEA Action Plan after this meeting to determine if revisions are needed.
 - Please review your plan even if your plan was accepted.
 - If revisions are required to sufficiently address each section of the plan, please notify your principal consultant as soon as possible.
 - You will have until April 1 to resubmit your LEA Action Plan.

Common Areas of the LEA Action Plan that Require Revision

- SPP Indicator 3a data and summary.
- Evidence of a risk ratio analysis:
 - Use the NCEO Risk Ratio Tool.
 - Submit the Excel sheet or summarize data in the LEA Action Plan.
- Evidence of a root cause analysis:
 - Describe underlying factors that lead to being above the 1% threshold.
 - Why are there more students with the most significant cognitive disabilities in your district?
 - How does the district size impact your data?

Finding Resources to Revise LEA Action Plans

Special Education Alternate Assessment Participation – 1% Threshold webpage

- Resources and Documents:
 - LEA Action Plan Webinar Recording and Slides
 - SPP 3a Data and Summary – Slides 5-6
 - Risk Ratio Analysis – Slides 11-12
 - Goals – Slides 13-14
 - Finding and Using Data Recording and Slides
 - SPP 3a Data and Summary – Slides 18-19
 - Risk Ratio Analysis – Slides 13-17
- Presentations and Webinars:
 - February 18 Professional Learning Convening Recording and Slides
 - Goals – 7-14

SPP Indicator 3a Data and Summary

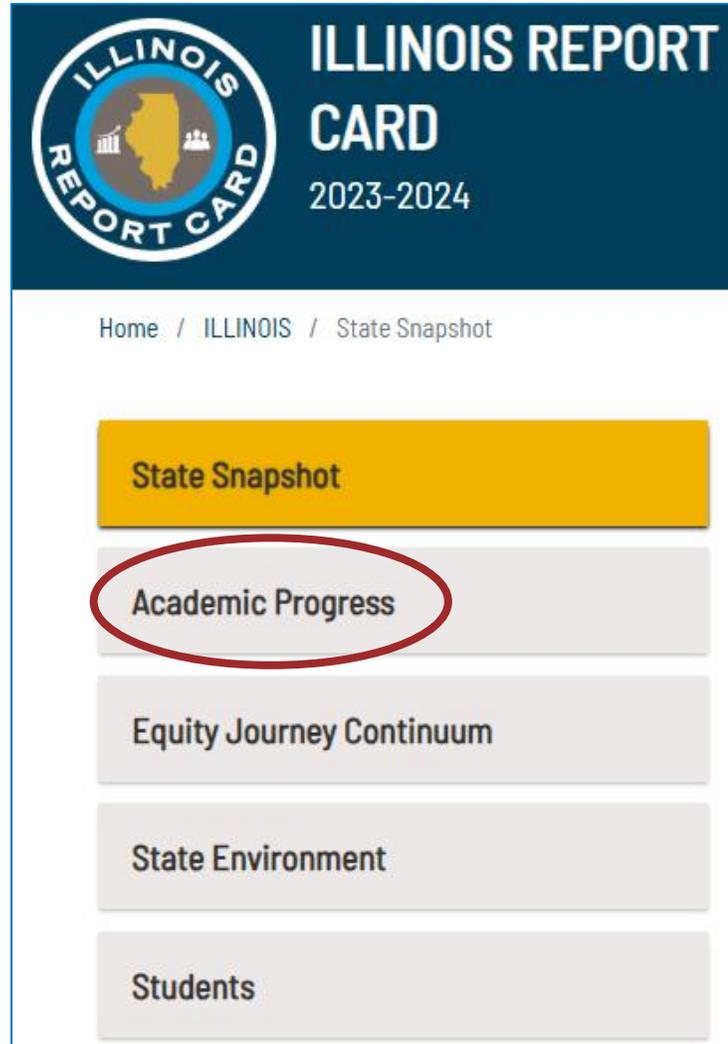
- SPP Indicator 3a looks at overall participation of students with Individualized Education Programs (IEPs) in state assessment.
- Districts are required to assess more than 95% of their students with IEPs in each subject area.
- When the state assesses less than 95% of students and less than 95% of students with IEPs, it is not eligible to apply for an alternate assessment 1% waiver in that subject.
- The LEA Action Plan requires districts to look at their participation data to ensure districts address areas of low participation.
- You can find your data quickly and easily on the [Illinois Interactive Report Card](#). There is an example on how to complete this on slides 5 and 6 of the [LEA Action Plan webinar](#).

Calculating Assessment Participation

Go to

www.illinoisreportcard.com

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



ILLINOIS REPORT CARD
2023-2024

Home / ILLINOIS / State Snapshot

State Snapshot

Academic Progress

Equity Journey Continuum

State Environment

Students

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

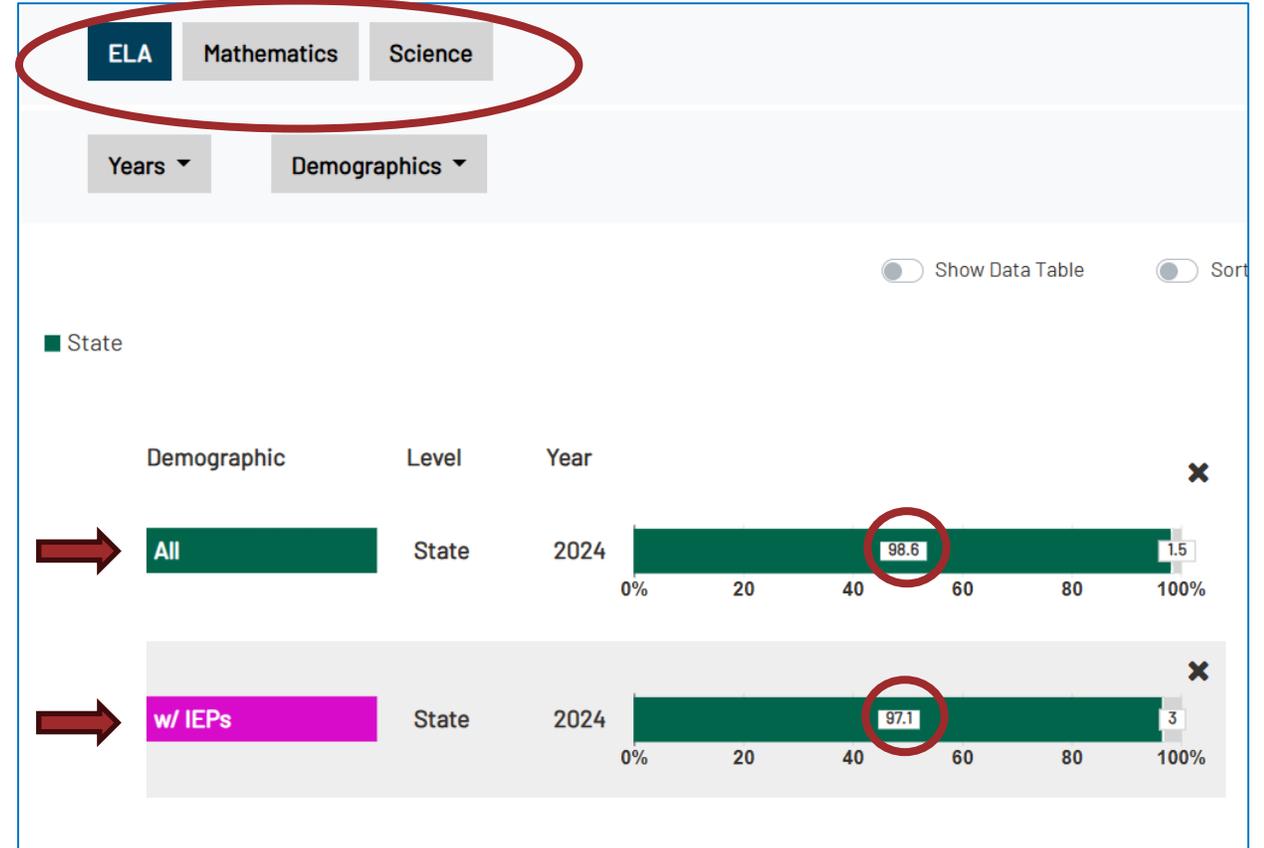
GENDER

- Female
- Male
- Non Binary

Other

- w/ Disabilities
- English Learners
- Homeless
- w/ IEPs
- Low Income
- Migrant
- Military
- Youth In Care

Add Demographics



Risk Ratio Analysis

- Districts must address instances of disproportionality.
- Disconnect between what looks like disproportionality when looking at population data and the results of the risk ratio.
- Risk ratio compares the population of students taking the alternate assessment to your district's entire assessment population (not total enrollment population).
- 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.

Finding Data for the Risk Ratio Tool

- Log in to the Student Information System.
- Select “Reports” from the menu on the left side of the screen.



Finding Data for the Risk Ratio Tool

You will need to gather data from the IAR Assessment Correction, DLM-AA Correction and Score, and the SAT/PSAT Assessment Correction Reports. (In the future, you will run the ACT/PreACT Secure Assessment Correction Report.)

Student ▲		
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 <i>(Check "Details" report for errors after scores are posted.)</i>	Summary	Details
IAR Assessment Scores Grid	Summary	
Illinois Science Assessment (ISA) ▼		
DLM-AA ▲		
DLM-AA Assessment Pre-ID	Summary	Details
DLM-AA Correction and Score (all students) <i>(Check "Details" report for errors after scores are posted.)</i>	Summary	Details
DLM-AA Assessment Scores Grid	Summary	
DLM-AA Dynamic Learning Maps	Summary	

Finding Data for the Risk Ratio Tool

- The 2023-24 finalized SAT/PreSAT data is under the “Historic Assessments” dropdown.

Historical Assessments ▲	
PARCC ▼	
SAT/PSAT ▲	
SAT/PSAT Assessment Correction	Summary Details
SAT/PSAT Assessment Scores	Summary Details
SAT Assessment Scores Grid	Summary
Others ▼	

- Before creating the report, change the school year to 2024.
- Create the report as both a PDF and an Excel file.

Finding Data for the Risk Ratio Tool

IAR Assessment Correction (Detail)

School Year: 2024

School: All Schools

Grade: All Grades

Test Code: All

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

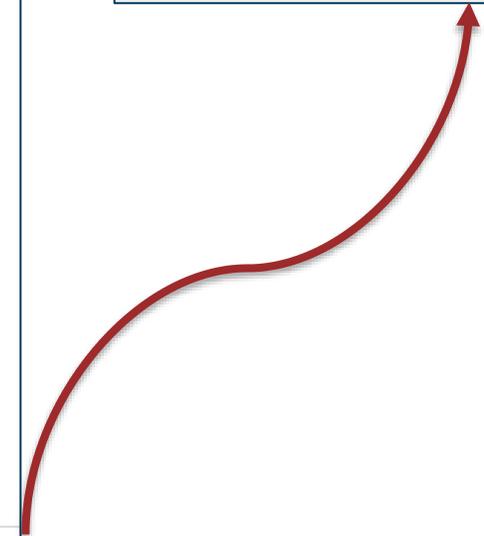
21st Century Indicator: Both Yes No

First Year in U.S. School: Both Yes No

Sort By: Reason For No Valid Test Attempt

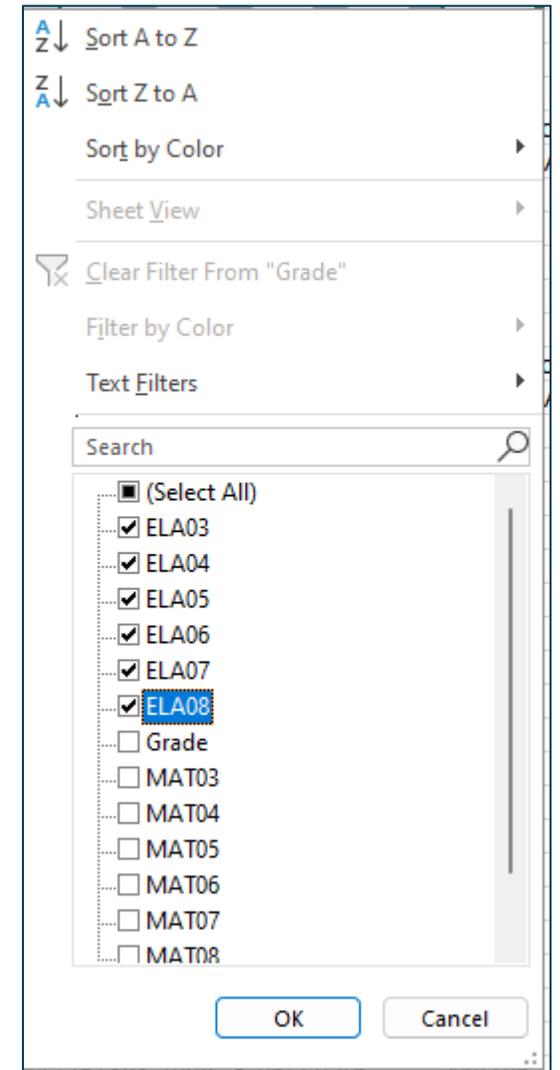
PDF

EXCEL



Finding Data for the Risk Ratio Tool

- Select dropdown for the “Grade” column.
 - We do not want to duplicate our numbers.
 - Click on “Select All” – this will uncheck all of the boxes.
 - Select the ELA assessment for Grades 3-8 and 11. (Do not include 9th and 10th grade data from the SAT/PSAT report.)
- Now you can use the filter function on for columns with the header names B, C, E, F (gender, race, EL, and Low Income).
 - Make sure you unfilter one category before filtering the next category or you will not have accurate numbers!



Root Cause Analysis

- Answer questions like:
 - Why does the district have a larger than usual population of students taking the alternate assessment?
 - What factors contribute to an increased population for alternate assessment?
 - What assessment policies and procedures impact identification of students for alternate assessment?
 - How does the district's population size impact its participation rate in alternate assessment?

Example

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-98.7%; Math-98.5%; Science-98.9%

Summary of Data:

The overall percentage of students assessed and the percentage of students with IEPs assessed steadily increased over the last three years in both ELA and Math. The overall percentage of students assessed in science and the percentage of students with IEPs assessed decreased from 2022 to 2023, but increased in 2024 and was well above the 95% threshold last year. (See table below) Participation rates for the overall population are traditionally slightly higher than the participation rates for students with IEPs. All were above the 95% threshold last year. There are no concerns with participation rates that we see a need to address with this plan.

Section 1: Defining the Issue

During the **_2023-2024_** school year, **_1.72%_** percent of students in the district took the alternate assessment. This exceeded the 1 percent threshold on the number of students who can take the alternate assessment.

What disability categories are identified among students who take the alternate assessment based on the data? Are there students in disability categories that do not typically include students with significant cognitive disabilities? Explain briefly how these students meet the participation guidelines.

Analysis of the disability categories of the students in our district who take the alternate assessment indicates that all but one student last year was in three categories including intellectual disability, autism, and multiple disabilities. There was one student last year with a primary eligibility of OHI and a secondary eligibility of autism. For the current school year, the students taking the alternate assessment are all within the three eligibility categories of intellectual disability, autism, and multiple disabilities. An analysis of our data as compared to the state of Illinois data indicates that during the 2023-2024 school year the percentage of students taking the alternate assessment with multiple disabilities was higher than the state average, but this percentage has dropped below the state average for this current year. Last year the percentage of students taking the alternate assessment with autism, ID, and OHI were in line with the state percentage. This year our percentage of students with ID is slightly above the state average, but our percentage of students with autism is slightly below the state average. We have no students in the other disability categories taking the alternate assessment. (See table below)

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

Students in the district who take the alternate assessment are in the ethnic groups of Asian, Black, Hispanic, Multi-racial, Pacific Islander, and White. Additionally, data was examined by gender, EL status, and low-income indicators. Based upon our data from the past three school years utilizing the NCEO disproportionality calculator, there is a higher likelihood that Hispanic students and students who are English Learners take the alternate assessment in our district. You are also more likely to be recommended to take the alternate assessment in our district if you are a boy. All other calculations within the NCEO calculator indicated that the ratios were within expected levels.

*What are the root causes of the areas 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: The district currently has policies to address ensuring racial and educational equity (Policy 7:02), equal educational opportunities (Policy 7:10), and education of children with disabilities (Policy 6:120). There are no district policies that are leading to our identification of too many students for the alternate assessment.

Procedures: The district has procedures (6:120-AP1) that address all facets of the education of children with disabilities. These procedures include guidelines for participation in assessments for students with disabilities.

Practices: The current practice in the district is to utilize the *DLM Participation Guidelines* document provided in our IEP system (Embrace) to make a determination if the student needs to take the alternate assessment. Our teams complete comprehensive evaluations and re-evaluations that look at any suspected disability. Some teams only utilize nonverbal IQ scales when examining IQ for students with autism diagnoses or other verbal disabilities. Teams will be introduced to the state flowchart for identification of students needing to take the alternate assessment. In addition, we will reexamine assessment practices with our teams when identifying students with cognitive disabilities especially when these cognitive disabilities are present with another primary disability such as autism. We will also review more closely our practices for identification of students who are English learners with cognitive disabilities.

GOAL 1: Provide staff training to teachers and pupil personnel services members to review the DLM participation guidelines and introduce the ISBE flowchart for participation in the alternate assessment.

<i>Due Date:</i>	<i>Date Completed:</i>	<i>Name/Title/Role of the Person Responsible for Implementation:</i>
5/23/25		Diana Brown, Director of Student Services; Dee Sulla, Special Education Facilitator
<i>Materials Used as Evidence of Activity Implementation:</i>		
Meeting agendas and minutes		
<i>Status, Comments, and Documentation:</i>		

GOAL 2: Review all DLM participation guideline forms in order to confirm appropriate justification for DLM participation.

<i>Due Date:</i>	<i>Date Completed:</i>	<i>Name/Title/Role of the Person Responsible for Implementation:</i>
5/1/25		Diana Brown, Director of Student Services; Dee Sulla, Special Education Facilitator
<i>Materials Used as Evidence of Activity Implementation:</i>		
Spreadsheet with collected data		
<i>Status, Comments, and Documentation:</i>		

GOAL 3: Review assessment practices with district psychologists to confirm that thorough evaluations are completed for all students identified with a significant cognitive disability and deemed eligible for the alternate assessment. This will include revisiting assessment practices for our bilingual students to ensure that we are using culturally appropriate assessments and providing native language support.

<i>Due Date:</i>	<i>Date Completed:</i>	<i>Name/Title/Role of the Person Responsible for Implementation:</i>
5/23/25		Diana Brown, Director of Student Services
<i>Materials Used as Evidence of Activity Implementation:</i>		
Meeting agenda and minutes		
<i>Status, Comments, and Documentation:</i>		

Student participation rates in all assessments

Population/Year	ELA	Math	Science
All-2024	99.7%	99.6%	99.4%
All-2023	98.7%	98.6%	97.3%
All-2022	98.1%	97.8%	100%
w/IEPs-2024	98.7%	98.5%	98.9%
w/IEPs-2023	97.5%	96.8%	93.3%
w/IEPs-2022	95.4%	94.9%	100%

Students taking the DLM by disability category

Primary Disability Category	2023-24 Students in 3-8	2023-24 Students Taking DLM	District % /State %	2024-25 Students in 3-8	2024-25 Students Taking DLM	District % /State %
Multiple Disabilities	7	7	100%/83%	6	4	66.7%/83%
ID	19	11	57.9%/56.9%	14	9	64.2%/56.9%
Autism	70	21	30%/30%	70	17	24.3%/30%
OHI	69	1	1.4%/3.3%	n/a	0	0%/3.3%



Questions?