1 Percent Exception

Introduction Meeting
Agenda

• Welcome and Introductions
• Nature and Purpose
• Decisions based on Data
• Logistics
• Timeline
• Questions
Welcome and Introductions

- ISBE 1 Percent Staff
  - Rhonda Marks-Special Education Department
  - Dana Jamerson-Special Education Department
  - Laura Quimby-Assessment Department
  - Pam Hartwig-Assessment Department

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Nature and Purpose

• Students are identified through an IEP process to be assessed on the alternate assessment for spring testing.

• Students must meet all three criteria on the participation guideline in order to qualify to be assessed on the alternate assessment.
Participation Guidelines

Criteria 1:
Student has a most significant cognitive disability

Criteria 2:
Instruction is linked to grade level content and reflective of the Essential Elements

Criteria 3:
Requires extensive direct individualized instruction and substantial support to achieve measurable gains at grade level curriculum.

DLM-AA Participation Guidelines Tool
## Participation Guidelines

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criterion Descriptors</th>
<th>Yes</th>
<th>No</th>
<th>Reason(s) for Yes or No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has a significant cognitive disability.</td>
<td>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.                                                                                              <em>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</em></td>
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<tr>
<td>2. The student’s instruction is linked to grade level content and reflective of the Common Core Essential Elements.</td>
<td>Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.</td>
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</tbody>
</table>
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum. | The student:  
  a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and  
  b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.                                                                 |     |    |                                  |
How is the 1 Percent Calculated

• To calculate the 1 percent
• Denominator:
  o Total students testing in grades 3-8 and 11 all assessments
• Numerator:
  o Total number of students in grades 3-8 and 11th for the alternate assessment

• Example
• Numerator = 5
• Denominator = 314
  o 3-8 general assessment = 154
  o 11 general assessment = 155
  o 3-8 and 11 alternate assessment = 5

• \( \frac{5}{314} \times 100 = 1.59 \) (round to the hundredths)
• 1% calculation = 1.59%
How are Tiers Determined

• Tier 3
  o Over the 1 Percent consecutively for three years (SY22-24)

• Tier 2
  o Over the 1 Percent consecutively for two years (SY23-24)

• Tier 1
  o Over the 1 Percent for 1 year (SY24)

• Scenarios
  o If a district was over the 1 percent for SY22 and SY 24, the tier would be Tier 1
  o If a district was over the 1 percent for SY 22 and SY23 and not SY24, the tier would be Tier 2.
Tier Determination

- Some districts received notification they had been assigned to **DLM Tier 1: Universal Supports** based on being a “small school district” (total enrollment of fewer than 600 students). Due to an error, those districts received notification of the misidentification.

- Those district should not have been identified as a “small school district,”. Those districts were reassigned to **DLM Tier 2: Targeted Supports** or **DLM Tier 3: Intensive Supports**.
Data Driven Decisions

• Data should be used to drive decisions on who qualifies for the alternate assessment.
• Data must be based on the individual student’s needs.
• Data must support the IEP goals, the curriculum, and the instruction that the student receives. This will also be used to support the criteria tool to determine qualifications for the alternate assessment.
Data Driven Decisions

• If the only data that supports identification for the alternate assessment is IQ, then the district needs to find more evidence to support the need.
• Always refer back to the participation guidelines.
• Districts can access pre-id reports from SIS that identify the students who will take the state accountability assessments.
Pre-ID Reports in SIS

• In SIS, districts should scroll and click on Reports.
• This will take the user to the page where you can find a listing of reports that are available for download.
Pre-ID Reports in SIS

- Once in reports, click on the arrow next to Assessment.
- This will show a listing of the assessments and other reports related to assessment.
Pre-ID Reports in SIS

<table>
<thead>
<tr>
<th>IAR Assessment and Test Window - STEP 1</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR Assessment Pre-ID - STEP 2</td>
<td>Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illinois Science Assessment (ISA)</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISA Assessment Pre-ID</td>
<td>Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLM-AA</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>DLM-AA Assessment Pre-ID</td>
<td>Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT/PSAT</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT/PSAT Assessment Pre-ID</td>
<td>Summary</td>
</tr>
</tbody>
</table>

- Each report has a pre-id that is available for users to view who will be assessed for the spring assessments.
- Once a change has been made to the enrollment, the pre-id is updated.
<table>
<thead>
<tr>
<th>Classroom Data</th>
<th>Formative Assessment</th>
<th>Evaluation Data</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modification of classroom assignments</td>
<td>• District wide formative assessment</td>
<td>• IQ testing</td>
<td>• Spring assessment data</td>
</tr>
<tr>
<td>• Modification of instruction</td>
<td>• Classroom made formative assessment</td>
<td></td>
<td>• IAR, DLM-AA, College Board, ISA</td>
</tr>
<tr>
<td>• Reduced scope and breadth of text at grade level</td>
<td>• Instructional planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Instruction and classwork aligned to the Essential Elements</td>
<td>• MAPS, AIMsweb, Discovery Ed, etc.</td>
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</tbody>
</table>

Data must be valid, useful, and reliable to make the appropriate decision.
Logistics

• Analyze data to understand the students identified for testing.
• Identify areas that may contribute to exceeding the 1 percent.
• Predict root causes that contribute to exceeding.
• Develop a problem statement after the analysis.
• Establish improvement goals and processes
• Self-evaluate and reflect on progress for results.
Timeline

April

- 4-10-2024: Meet with district staff to begin the coaching and support for 1 percent
- Meeting dates for the rest of the cycle will be established
- Review Tier coaching support documents for May Meeting
- Virtual Meeting: April 10, 2024

May

- Check in meetings held virtual will continue-discuss analysis of data
- Walk through the process of the analyzing score data using pre-id and previous year score reports in SIS.
- Identified root cause, problem statements
- Virtual Meeting: May 14, 2024 @ 10-11 a.m. Office Hours 11 – 12 p.m.
**Timeline**

**June**
- Check in meetings held virtually-discuss goals
- Complete the comprehensive action plan
- Virtual Meeting: June 18, 2024 10 – 11 a.m. Office hours 11 – 12 p.m.

**July**
- Check in meetings held virtually-discuss progress towards meeting goals.
- Review the comprehensive action plan
- Provide preliminary data that will resemble final 1 percent data from scores received from assessment vendors
- Virtual Meeting: July 16, 2024 10 – 11 a.m. Office Hours 11 – 12 p.m.
Timeline

August
• Check in meetings held virtual will continue-discuss progress of goals.
• Discuss the analysis of the score data received from SY24 testing.
• Virtual Meeting: August 13, 2024 10 – 11 a.m. Office Hours 11 – 12 p.m.

September
• Check in meetings held virtually-discuss if changes need to be made to the root cause, problem statement, if goals are being met or not met.
• Deep dive into participation guidelines using the deep dive tool.
• Virtual Meeting: September 17, 2024 10 – 11 a.m. Office Hours 11 – 12 p.m.

October
• Check in meetings held virtually-discuss progress towards meeting goals
• Review goals and corrective action plan for progress.
• Virtual Meeting: October 15, 2024 10 – 11 a.m. Office Hours 11 – 12 p.m.
Timeline

November
- Check in meetings held virtual will continue-discuss progress of goals.
- Students will be analyzed for the upcoming spring assessments
- Virtual Meeting: November 12, 2024 10 – 11 a.m. Office Hours 11 – 12 p.m.

December
- Final check-in meetings with districts.
- Share Feedback about the process and contact
- Continue to review their student data using the tools learned in the coaching process.
- Virtual Meeting: TBD

January
- Districts will continue to review student data utilizing the tools learned in the coaching process
Questions?
Thank You

Next meeting:
May 14, 2024
10-11 am
11 – 12 pm – Office Hours

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