

# 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.**

# Participation Guidelines

Participation Criteria	Participation Criterion Descriptors	Yes	No	Reason(s) for Yes or No Response
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	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.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: <ol style="list-style-type: none"> <li>a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</li> <li>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.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	

# How is the 1 Percent Calculated

- To calculate the 1 percent
- Denominator:
  - Total students testing in grades 3-8 and 11 all assessments
- Numerator:
  - Total number of students in grades 3-8 and 11th for the alternate assessment
- Example
- Numerator =5
- Denominator =314
  - 3-8 general assessment= 154
  - 11 general assessment =155
  - 3-8 and 11 alternate assessment = 5
- $(5/314) \times 100 = 1.59$  (round to the hundredths)
- 1% calculation= 1.59%

# How are Tiers Determined

- Tier 3
  - Over the 1 Percent consecutively for three years (SY22-24)
- Tier 2
  - Over the 1 Percent consecutively for two years (SY23-24)
- Tier 1
  - Over the 1 Percent for 1 year(SY24)
- Scenarios
  - If a district was over the 1 percent for SY22 and SY 24, the tier would be Tier 1
  - 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.**

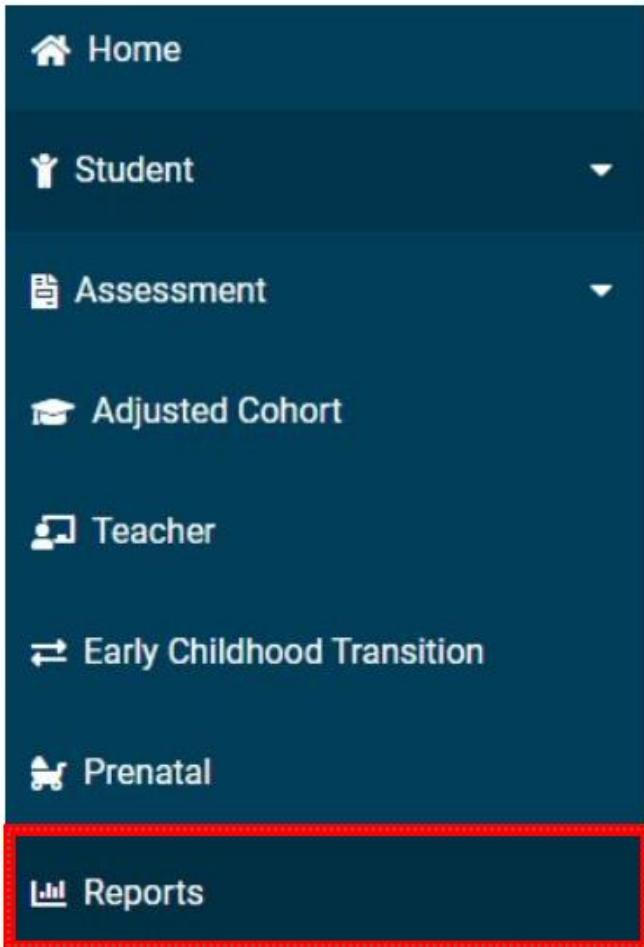
# Data Driven Decisions

- 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



The screenshot shows a web interface for 'Reports'. At the top is a dark blue header with the word 'Reports' in white. Below the header is a search bar with a magnifying glass icon and the text 'Search Reports...'. Underneath is a list of menu items, each with a small upward-pointing triangle to its right. The items are: 'Student', 'Assessment', 'Assessment Enrollment Verification', 'Illinois Assessment of Readiness (IAR)', 'Illinois Science Assessment (ISA)', 'DLM-AA', 'SAT/PSAT', 'KIDS', 'Unassigned Test Results', 'Other Assessment Reports', and 'Historical Assessments'. A red rectangular box highlights the four assessment-related items: 'Illinois Assessment of Readiness (IAR)', 'Illinois Science Assessment (ISA)', 'DLM-AA', and 'SAT/PSAT'.

- 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

<b>Illinois Assessment of Readiness (IAR) ▲</b>		
IAR Assessment and Test Window - STEP 1		<a href="#">Details</a>
IAR Assessment Pre-ID - STEP 2	<a href="#">Summary</a>	<a href="#">Details</a>
<b>Illinois Science Assessment (ISA) ▲</b>		
ISA Assessment Pre-ID	<a href="#">Summary</a>	<a href="#">Details</a>
<b>DLM-AA ▲</b>		
DLM-AA Assessment Pre-ID	<a href="#">Summary</a>	<a href="#">Details</a>
<b>SAT/PSAT ▲</b>		
SAT/PSAT Assessment Pre-ID	<a href="#">Summary</a>	<a href="#">Details</a>

- 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.

Classroom Data	Formative Assessment	Evaluation Data	Assessment Data
<ul style="list-style-type: none"> <li>• Modification of classroom assignments</li> <li>• Modification of instruction</li> <li>• Reduced scope and breadth of text at grade level</li> <li>• Instruction and classwork aligned to the Essential Elements</li> </ul>	<ul style="list-style-type: none"> <li>• District wide formative assessment</li> <li>• Classroom made formative assessment</li> <li>• Instructional planner</li> <li>• MAPS, AIMSweb, Discovery Ed, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• IQ testing</li> </ul>	<ul style="list-style-type: none"> <li>• Spring assessment data</li> <li>• IAR, DLM-AA, College Board, ISA</li> </ul>

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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