

Alternate Assessment – 1% Threshold

Virtual Meeting: August 13, 2024

Agenda

Housekeeping

Calculating Your District's Alternate Assessment Rate

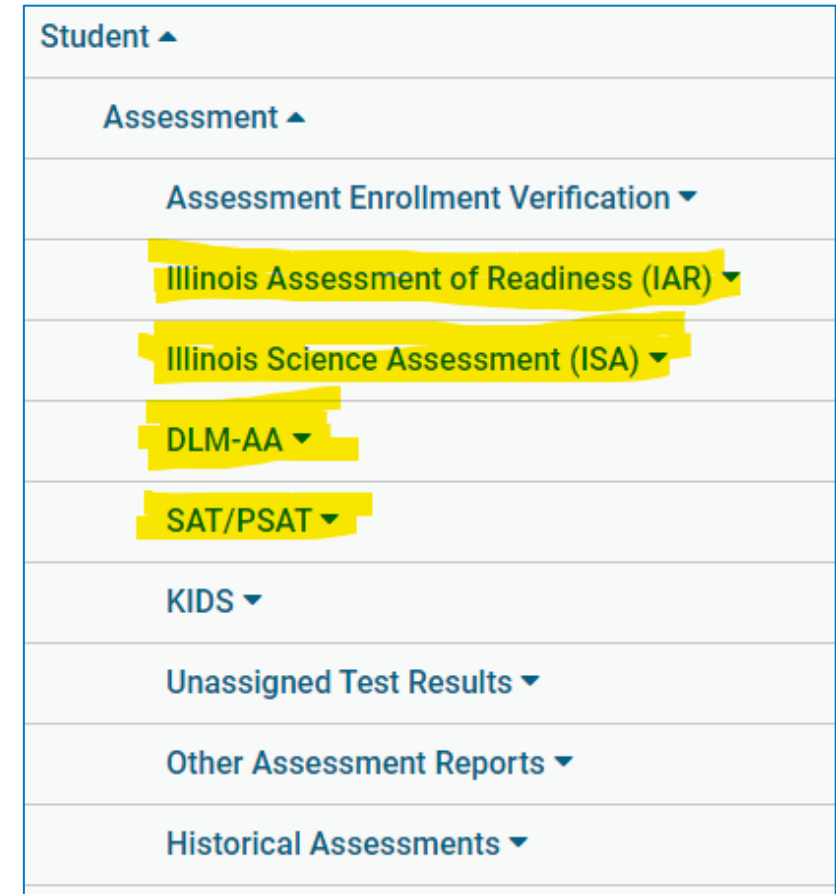
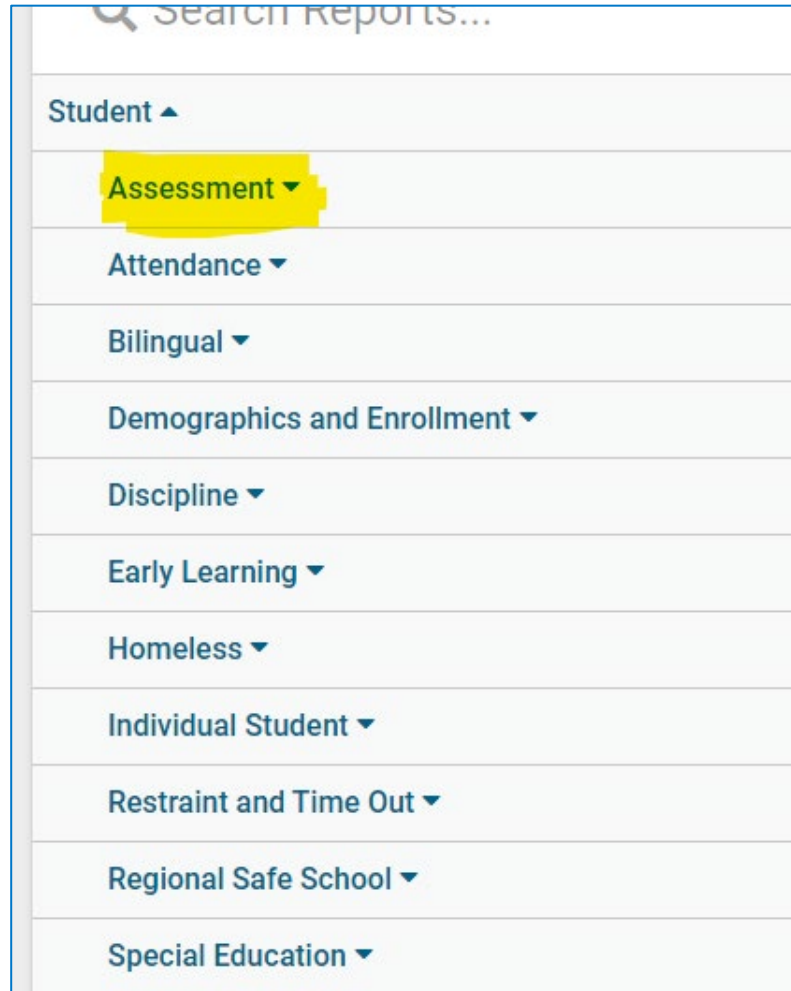
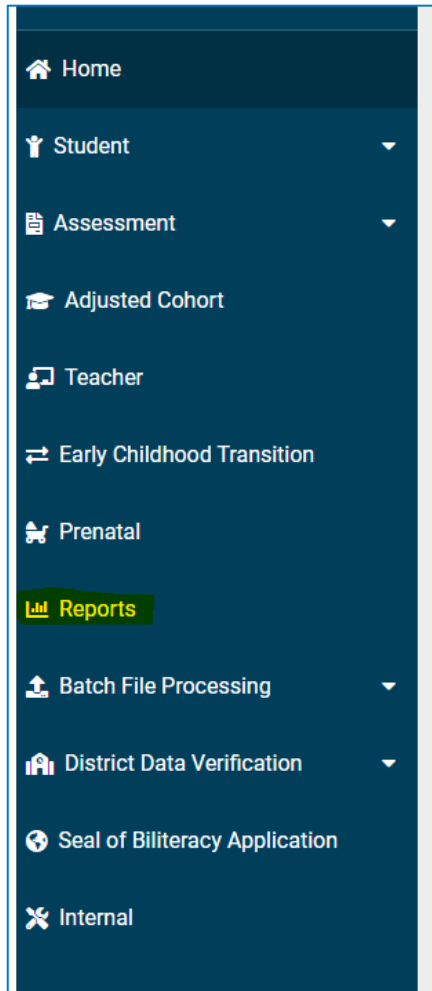
Finding Your Corrected Student Rosters in SIS

1% Tool No. 4 District Dialogue Guide: – NCEO

Housekeeping

- Make sure that you include your district's ENTIRE NAME when signing in.
- If you did not include your district name when you signed in, enter your district's ENTIRE NAME in the chat.
- ISBE recommends that districts add or update their alternate assessment contact in the Entity Profile System (EPS).
- You will need your phone to participate today.

Student Information System (SIS) in IWAS



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 (DLM-AA) – Assessment Scores Grid
 - SAT – Assessment Scores Grid
- Locate the Total Number of Students Assessed for each.
- Add the total number of students assessed for IAR, DLM-AA, and SAT.
 - 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) ▼		

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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



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
	42			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

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

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

You Try One

2024 IAR Assessment Scores (Summary Grid)																		8/7/2024 11:09 am
Assessment Home District: ██████████ ██████████																		
Selection Criteria: None																		
	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
Grade Level: All																		
Total Students	488	3	48	57	131	228	21	46.81	58.92	488	3	66	137	154	120	8	44.91	49.88

488

2024 SAT Assessment Scores (Summary)

8/7/2024 11:11 am

Assessment Home District:

Selection Criteria: None

	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
Grade Level: All												
Total Students	91	0	29	39	19	4	91	0	47	26	16	2

91

2024 DLM-AA Assessment Scores (Summary)																8/7/2024 11:28 am			
Assessment Home District: ██████████ ██████████																			
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)		10	0	3	4	3	0	10	0	5	2	3	0	4	0	1	3	0	0
Total Students (DLM-AA)		10	0	3	4	3	0	10	0	5	2	3	0	4	0	1	3	0	0

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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 SAT.
- If you want to calculate the individual percentage for Science:
 - Numerator is the DLM subject total.
 - Denominator is the subject totals for ISA and DLM.



Why Calculate Your Percentage?

- Regularly checking your data helps you know whether your district is making progress in reducing the number of students taking the alternate assessment.
 - Guide revision of LEA Action Plan (if needed).
 - Use as part of district discussions about alternate assessment.
 - Use to plan professional learning related to alternate assessment for district staff.


Begin Planning for Next Year


- Check Corrected Rosters in SIS. (See next slide.)
- Check eligibility categories for alternate assessment participants.
- Anticipate changes (e.g., students moving into 3rd, 9th, 11th, and 12th grades).
 - How will this change your numbers for next year?
- Score Analysis
 - Level 4 is equivalent to Common Core Standards. Discuss whether students should be transitioned to IAR or SAT.
 - Training on DLM-AA data analysis will be offered by Belleville and Eisenhower Co-op in October. (Registration will be posted on ISBE [Assessment webpage](#) soon).


Finding Your Corrected Student Rosters in SIS





SIS


 Laura Avery


 Home


 Student


 Assessment

 Adjusted Cohort


 Teacher

 Early Childhood Transition

 Prenatal

 Reports

Reports			
Search Reports...			
Student			
Assessment			
Assessment Enrollment Verification			
Illinois Assessment of Readiness (IAR)			
Illinois Science Assessment (ISA)			
DLM-AA			
DLM-AA Assessment Pre-ID		Summary	Details
DLM-AA Correction and Score (all students)		Summary	Details
DLM-AA Assessment Scores Grid		Summary	
DLM-AA Dynamic Learning Maps		Summary	



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DLM-AA Correction and Score (all students)

District :

-- Select a District --

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- 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

FRL/Low Income Indicator ☒ Both ☐ Yes ☐ No

21st Century Indicator ☒ Both ☐ Yes ☐ No

First Year in U.S. School ☒ Both ☐ Yes ☐ No

Reason For No Valid Test Attempt

All

Show Error Only ☐ Yes ☒ No

Sort By

Student Name

PDF

[Create Report](#)

Birth Date	SIS Home School	Testing School	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
06/04/2014	[REDACTED]	[REDACTED]	4	F	16	Y	N	Y	N	N	N	N	08/17/2023	07/26/2024	05	ELA	04	1	
06/04/2014	[REDACTED]	[REDACTED]	4	F	16	Y	N	Y	N	N	N	N	08/17/2023	07/26/2024	05	MAT	04	1	
01/21/2012	[REDACTED]	[REDACTED]	6	M	14	Y	N	Y	N	N	N	N	08/14/2023	07/31/2024	05	ELA	06	1	
01/21/2012	[REDACTED]	[REDACTED]	6	M	14	Y	N	Y	N	N	N	N	08/14/2023	07/31/2024	05	MAT	06	1	
04/20/2007	[REDACTED]	[REDACTED]	11	F	16	Y	N	Y	N	N	N	N	08/14/2023	07/26/2024	05	ELA	11	1	
04/20/2007	[REDACTED]	[REDACTED]	11	F	16	Y	N	Y	N	N	N	N	08/14/2023	07/26/2024	05	MAT	11	1	
04/20/2007	[REDACTED]	[REDACTED]	11	F	16	Y	N	Y	N	N	N	N	08/14/2023	07/26/2024	05	SCI	11	1	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
4	M	11	Y	Y	Y	N	N	N	N	08/18/2023	05/23/2024	02	ELA	04	1
4	M	11	Y	Y	Y	N	N	N	N	08/18/2023	05/23/2024	02	MAT	04	1
6	F	11	Y	Y	Y	N	N	N	N	08/18/2023	05/23/2024	05	ELA	06	3
6	F	11	Y	Y	Y	N	N	N	N	08/18/2023	05/23/2024	05	MAT	06	4
9	M	16	Y	N	N	N	N	N	N	08/14/2023	07/31/2024	05	ELA	09	1
9	M	16	Y	N	N	N	N	N	N	08/14/2023	07/31/2024	05	MAT	09	1

Column A = Grade Level
Column P = Performance Level

Resource 1% Tool No. 4

National Center on Educational Outcomes (NCEO)

District Dialogue Guide: Addressing the Percentage of Students Participating in the Alternate Assessment

This dialogue guide is designed to help districts, school staff, and stakeholders engage in thoughtful conversations, tailored to their unique contexts, about participation in alternate assessment.

It encourages frank discussions to help identify ways to examine a variety of data sources, analysis methods, and other information, all toward the goal of ensuring appropriate decisions are made about participation in alternate assessment.

It includes questions that can be modified, as appropriate, for the context in which the discussions occur.

What do Alternate Assessment Participation Rates Look Like Over Time?

Are there special circumstances that would suggest the participation rate might be higher than expected (e.g., special programs or services attractive to families with children who have particular disabilities, such as autism or intellectual disabilities, etc.)?

Is the district so small in size that even a minor increase in the number of students taking the alternate assessment could result in a participation rate exceeding 1% from one year to the next?

What has happened in neighboring districts that may have impacted this district? Consider whether a specialized school or program for students with disabilities has closed recently in a nearby district, prompting parents to enter the district.

Disaggregated Data Participation Rates

Data disaggregated by age, grade level, schools, academic content area, student demographics, disability category, placement, and performance level. Questions to consider include:

Among other things, consider whether some students with the most significant cognitive disabilities repeatedly score proficient and advanced on alternate assessment in one or more content areas.

Have some students with disabilities previously participated in the general assessment in elementary schools, but then participate in alternate assessment when they transition to secondary school? Do school staff who participate as members of Individualized Education Program (IEP) teams know how to develop standards-based IEPs for students with the most significant cognitive disabilities? Consider whether students with the most significant cognitive disabilities have access to resources and activities.

Are many students with disabilities other than intellectual disabilities, autism, and multiple disabilities (such as specific learning disabilities, speech language impairment, emotional disturbance, or other health impairments) participating in the alternate assessment? Consider whether students with the most significant cognitive disabilities receive supports, including assistive technology and accommodations necessary to enable them to be involved in and make progress in the general education curriculum in the general education classroom.

Does your district currently analyze disaggregated data categories and address these considerations?



Questions?