

DLM-AA – 1% Threshold June Meeting

LEA Action Plans

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Welcome!

- Remember when signing in to include your full district name:
 - If you didn't when signing-in, please enter your name and the FULL district name in the chat
- Ask questions! If you don't know, chances are someone else also needs that information!
 - We will have time for questions, but you can enter questions into the chat throughout the presentation and we will do our best to answer all questions.
 - If you have program-specific questions, there are office hours after the meeting. Office hours will not be recorded.
- If you haven't submitted your LEA Action Plan or Justification Form, please check in with us during office hours

Agenda

Making adjustments and updates to your LEA Action Plan

Defining the Issues (Disproportionality and Justification)

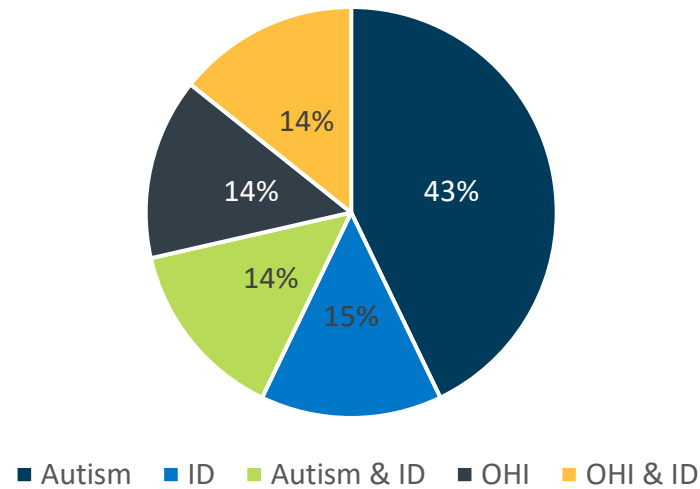
Defining Steps for Improvement

Evaluating the Process

Defining the Issue

- What disability categories are identified among students who take the alternate assessment based on the justification form?

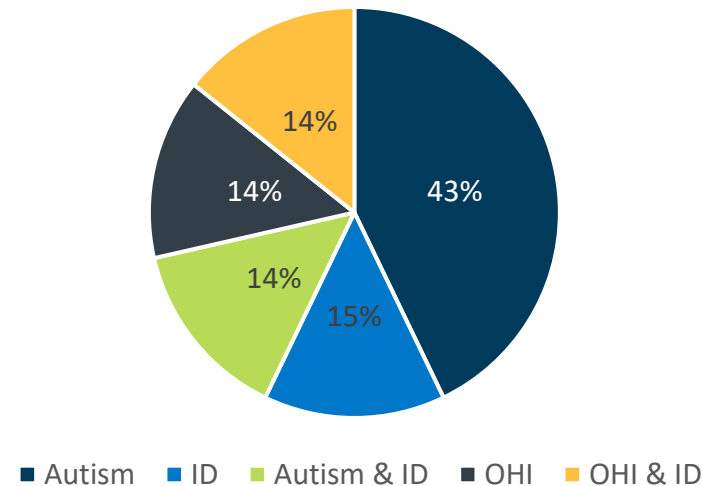
Disability Categories of Students Taking the DLM-AA



- Are there students in disability categories that do not typically include students with significant cognitive disabilities?

- OHI
 - Explain how significant cognitive disability is connected
- Autism
 - What is the difference between autism and autism with ID?
 - Assessment practices and eligibility criteria
 - Impact of language on assessment

Disability Categories of Students Taking the DLM-AA



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

Gender		Race/Ethnicity			EL Indicator		FRL/Low Income Indicator	
Male	Female	Asian	White	2+ Races	Yes	No	Yes	No
3	4	3	3	1	5	2	6	1

- What are the root causes in the areas of concern?
 - EL Indicator
 - Possible root causes?
 - FRL/ Low Income Indicator
 - Possible root causes?
 - Race
 - Possible root causes?
- What district policies, procedures, and/or practices contributed to the results?
 - EL Indicator
 - Assessment challenges
 - FRL/Low Income Indicator
 - Access to early interventions and systems
 - Race
 - District equity journey/practices

What will the district do to address disproportionality?

Data Deep Dive: Disproportionality

Disability Category	# Taking IAR/SAT	# Taking DLM-AA	% ALT State	% ALT District
Autism	55	49	29%	47%
Speech or Language	110	18	2%	14%
Developmental Delay	34	30	8%	47%
Emotional	181	26	1.3%	12.6%
Health	244	19	1.1%	7.2%
Intellectual	128	93	50%	42%
Multiple Disabilities	0	9	41%	100%
TBI	36	12	9.5%	25%
Orthopedic	2	1	7.3%	33.3%
DeafBlind	1	0	30.6%	0%
Deaf/Hard of Hearing	8	3	11%	27.3%
VI/Blind	1	1	7.7%	50%
SLD	462	23	0.50%	4.7%
Total	1262	284		

3.6% of Students
Taking DLM-AA

What policies and
procedures might
be contributing
towards
disproportionality?

Note: This is a
fictional data
set

LEA Action Plan: Defining the Steps For Improvement

#	Activity	Due Date for Activity Completion	Name/Title/Role of Person(s) Responsible for Implementation	Materials Used as Evidence of Activity Implementation	Status, Comments, and Date Reviewed for Verification
3.	Develop mock students with supporting documentation to use as practice situations for LEAs to model and practice the DLM decision-making process.	October	Rhonda Marks, ISBE Principal Consultant	-Sign-in sheet of LEAs - Completed mock justification forms -LEA reflection document after we review	
	Professional Development for building administration			Resources available in ISBE website: including the ISBE DLM-AA Participation Guidelines and ISBE Alternate Assessment Participation 1 Percent Threshold Webpage	

LEA Action Plan

- The activities should be specific tasks to complete.
- This will help to focus on root causes.
- Be data driven which allows for a more objective and critical approach. Also, for uncovering hidden problems.
- Specific, Measurable, Attainable, Relevant, and Time Bound.

LEA Action Plan - Justification Form Connection

- Ensuring IEP Teams adhere to eligibility guidelines.
- Addressing any disproportionality.
- If applicable, efforts to decrease the number of students taking the DLM-AA.
- Ensure staff is knowledgeable/trained about test administration, accommodations, and participation guidelines.

Section III: Evaluating The Process

Chicago, IL 60601

SPECIAL EDUCATION DEPARTMENT

Students must participate in the state assessment through one of the following:

- the regular state assessment for the student's grade, without accommodations,
- the regular state assessment for the student's grade, with accommodations, or
- the alternate state assessment for the student's grade.

Who is eligible to take the DLM Alternate Assessment?

The alternate assessment is intended for students with the most significant cognitive disabilities. These students have intellectual functioning well below average (typically associated with an IQ below 55) that exists concurrently with impairments or deficits in adaptive functioning (i.e. communications, self-care, home living, social/interpersonal skills, use of community resources, self-directions, functional academic skills, work leisure, health and safety). The reference to "typically associated with an IQ of below 55" is to help distinguish between students with cognitive disabilities and significant cognitive disabilities from students with the most significant cognitive disabilities. This means that many students with cognitive disabilities will not qualify for the DLM Alternate Assessment. By default, they must take our regular state assessment with or without accommodations. The inclusion of the words "typically associated with" allows for some district/school flexibility. It is by no means an absolute requirement.

Students taking the alternate assessment may be identified under a variety of educational categories, including cognitive disabilities, autism, multiple disabilities, and traumatic brain injury.

Who is not eligible for consideration to take the DLM Alternate Assessment?

Students who strictly have academic, language, social/emotional, physical or sensory disabilities without co-occurring intellectual functioning well below average.

Dynamic Learning Maps Alternate Assessment Participation Guidance Tool

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: <ul style="list-style-type: none"> 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. 	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluating the Process

Activity to Evaluate			Data Collection Plan		Evaluation of Activity Implementation	
#	Activity	Person Responsible for Implementation	Deliverable	Date Due	Person Responsible for Evaluation	Information on Implementation



Questions?