

# Who Qualifies for the DLM-AA 1%?

2024 Special Education Directors Conference

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# What are you hoping to get out of this session?



leader fast creative inspiration  
focus bold transpiration

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Mentimeter

# Ask me anything

## No questions from the audience!

Incoming questions will show up here so that you can answer them one by one.



# Agenda

- We will walk you through the State Plan.
- We will share Data-Driven Decision-Making Tools.
  - Participation Guidelines
    - Decision-Making Flowchart
    - Decision-Making Tool
- We will share resources with you.
- We will walk you through components of the process.
- We will answer your questions.

# Illinois State Plan for the 1 Percent Exception

**Waiver vs. Plan**

**Levels of Support**

**Justification Form (Everyone) and Action Plan (Levels 2 and 3 Support)**

**Monthly Meetings and Office Hours (Level 3 Support)**

# 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%

If 5049 students are assessed, and 12 of those students are assessed using DLM-AA, is the district within the 1% threshold?



Yes

No

# How to Determine Level of Support:

Level  
1

> 1% for 1  
Year (SY24)

Level  
2

> 1% for 2  
Consecutive  
Years (SY23-  
24)

Level  
3

> 1% for 3 or  
More  
Consecutive  
Years (SY22-  
24)

If a district was  
over the 1 percent  
for SY23 and SY 24,  
it would be Level 1

If a district was over  
the 1 percent for  
SY22 and SY23 and  
not SY24, it would  
be Level 2.



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If a district was above the 1% threshold during SY22 and SY24, but NOT during SY23, what level of support would they receive?



Level 1

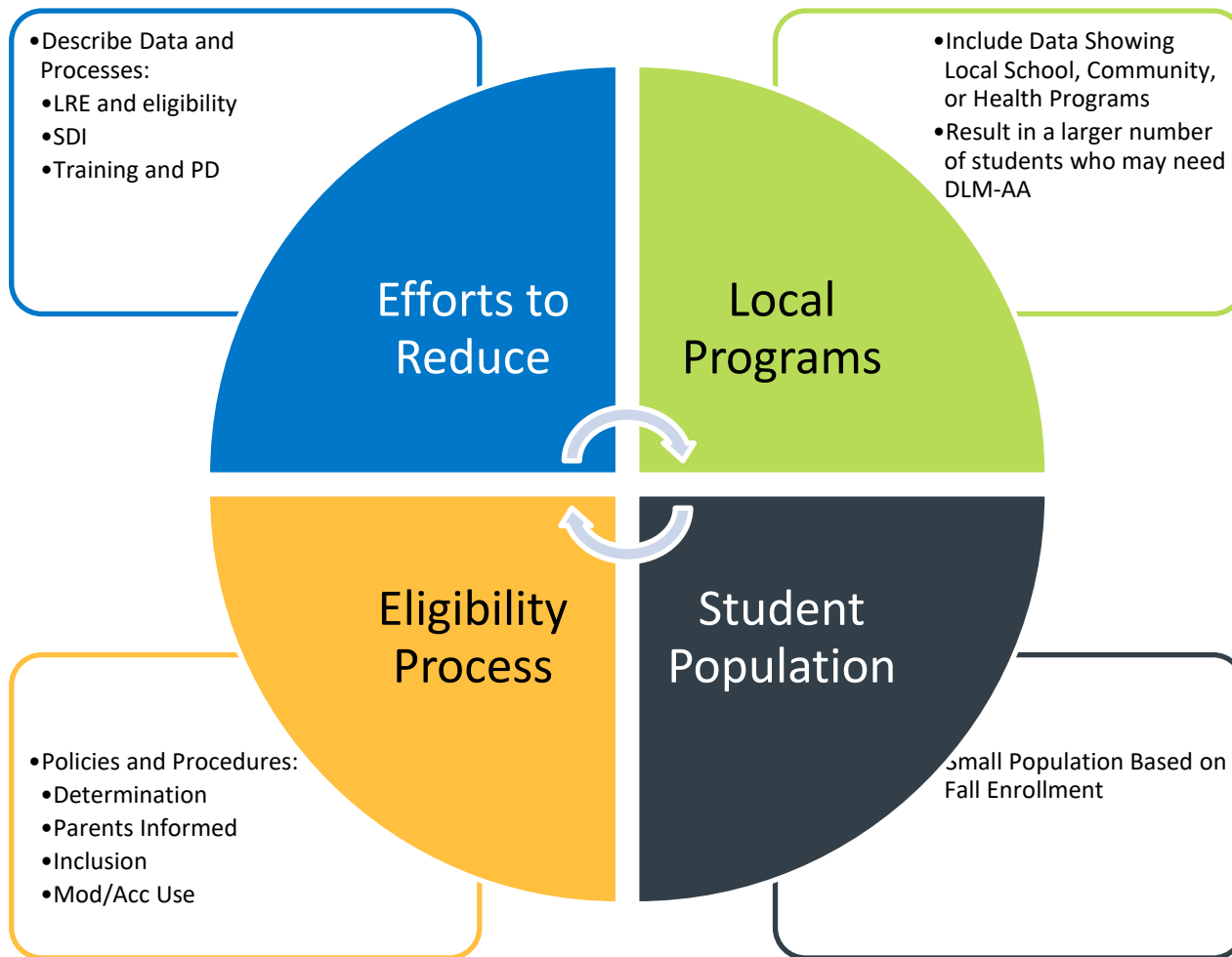
Level 2

Level 3

# Justification Form

- An LEA must submit a justification form to ISBE every year they exceed the 1% threshold
- Form updated to address areas not considered before
  - 3 parts:
    - Assurances
    - Justification
    - Disproportionality
- ISBE provides leveled monitoring and supports to LEAs that exceed the 1% threshold

# Justification Guidance



# Virtual Monthly Check-In Meetings and Office Hours

- Meetings from 10-11 a.m.
- Office Hours from 11 a.m.-Noon
- Save the Dates
  - June 18
    - Attendees to the State Directors Conference session do not need to attend
  - July 16
  - August 13
  - September 17
  - October 15
  - November 12
  - December and January TBD

# Timeline

## June

- Complete the LEA Action Plan

## July

- Review the LEA Action Plan
- Provide preliminary data that will resemble final 1 percent data based on scores received from assessment vendors

## August

- Discuss the analysis of the score data received from SY24 testing

## September

- Discuss whether changes need to be made to the root cause, problem statement, if goals are being met or not met.
- Deep dive into the Participation Guidelines.

# Timeline

## October

- Review goals and LEA Action Plan for progress

## November

- Check in meetings held virtual will continue-discuss progress of goals.

## December

- Final check-in meetings with districts.
- Share feedback about the process and contact
- Continue to review student data using the tools acquired during the coaching process.

## January

- Continue to review student data using the tools acquired during the coaching process.

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> <li>• Adaptive Functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Spring assessment data</li> <li>• IAR, DLM-AA, College Board, ISA</li> </ul>

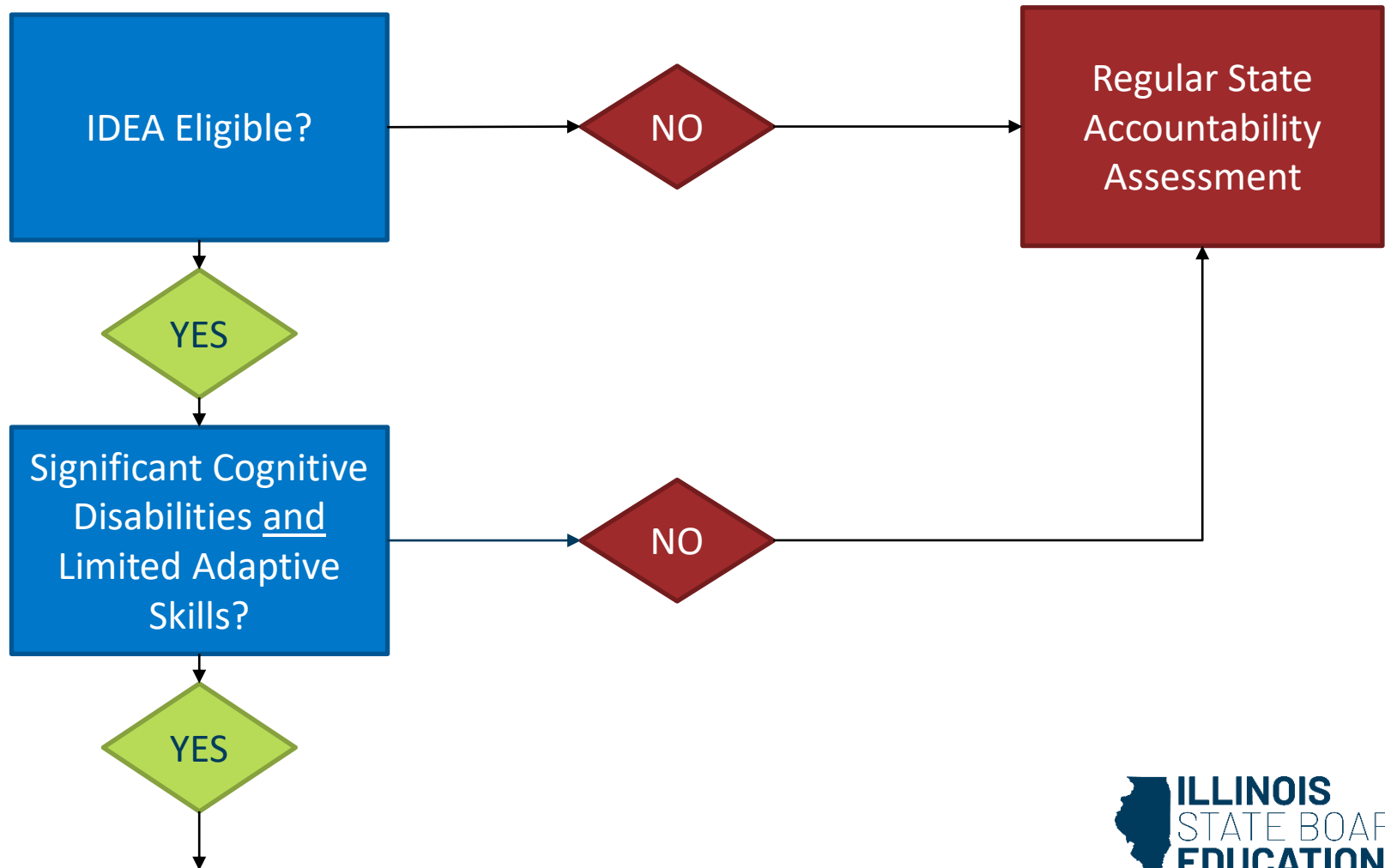
## Data-Driven Decision Making

# 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: <ul 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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

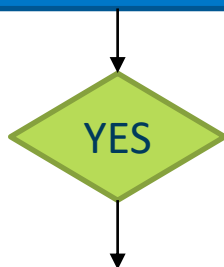


# Illinois DLM Alternate Assessment Decision Making Flow Chart



# Illinois DLM Alternate Assessment Decision Making Flow Chart

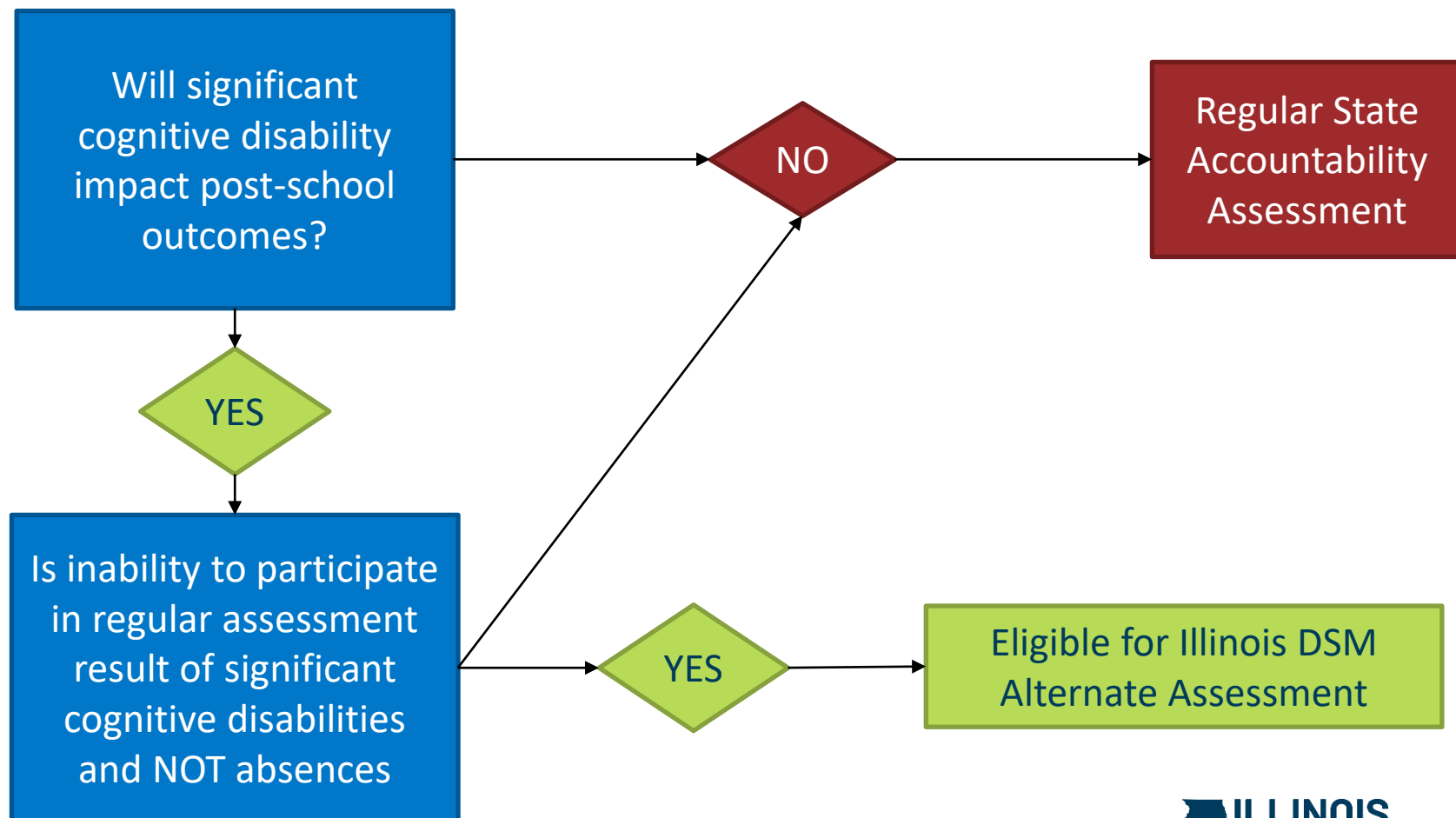
- Requires a highly specialized educational program
- Requires daily instruction for academics and functional like skills at a substantially lower grade level than peers
- Requires intensive instructional strategies
- Obtains information primarily through methods other than reading (due to limited reading abilities)
- Requires alternate methods to express or share oral written ideas and information



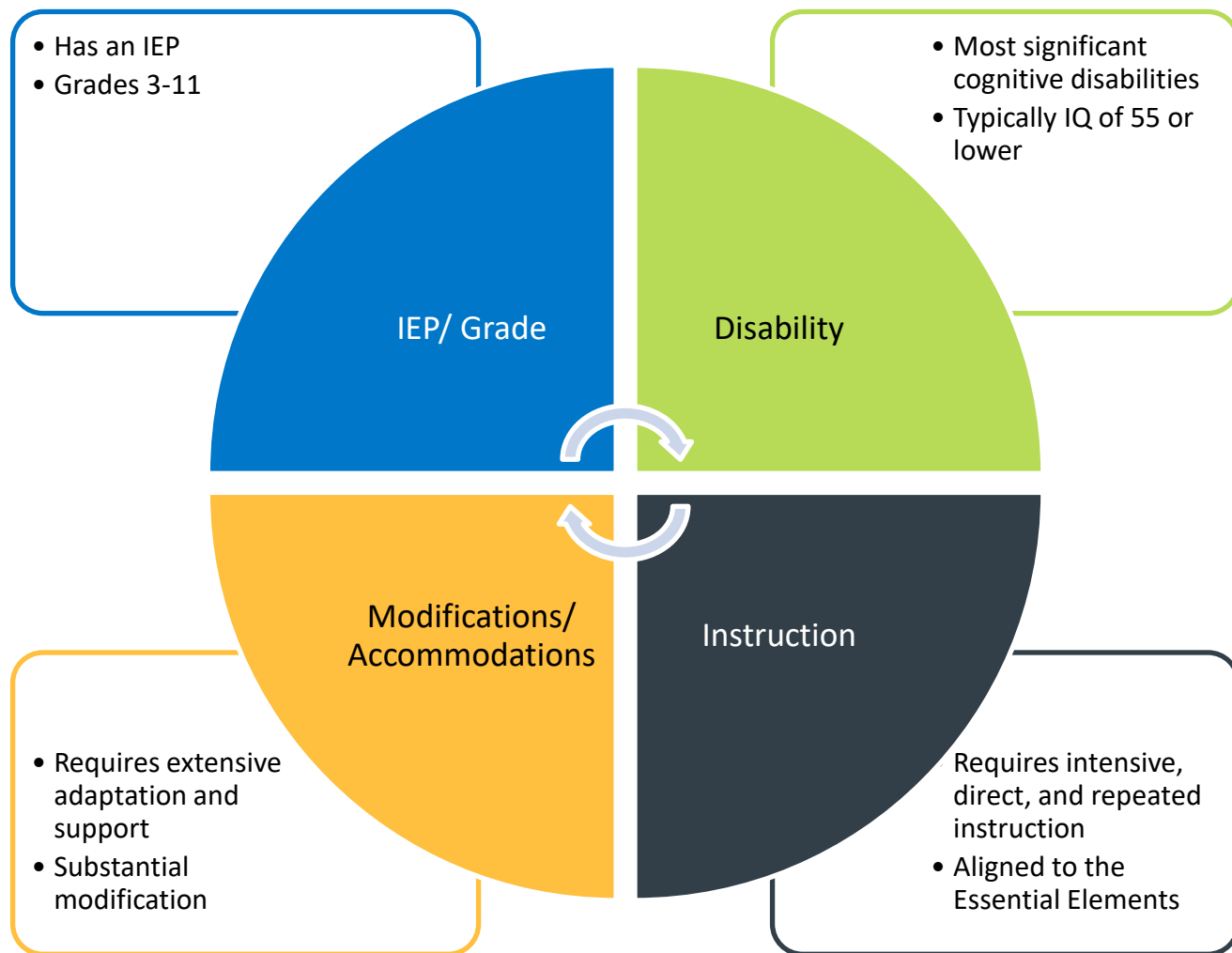
NO

Regular State  
Accountability  
Assessment

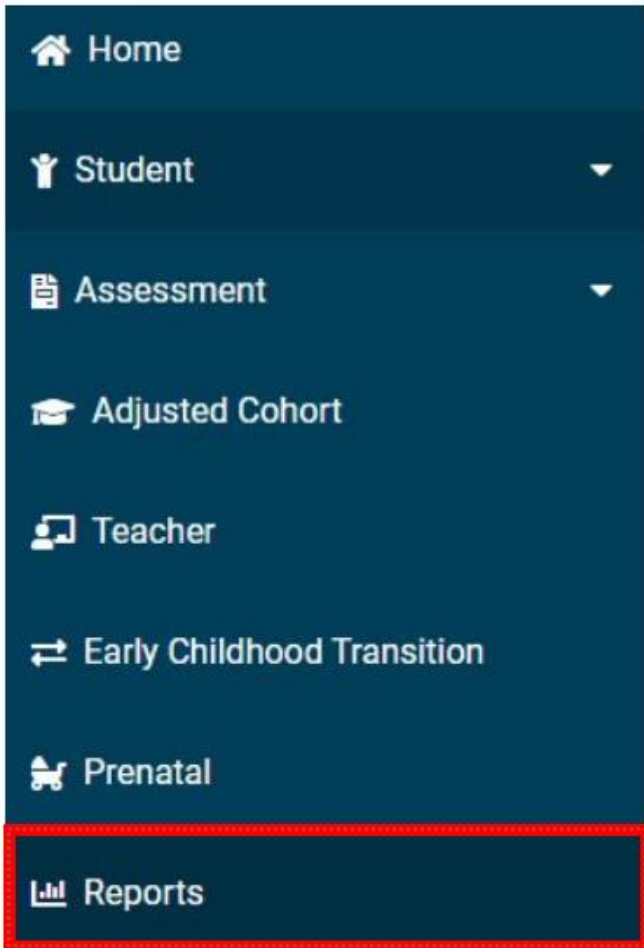
# Illinois DLM Alternate Assessment Decision Making Flow Chart



# Decision-Making Companion Tool



# Walking through Pre-ID Reports in SIS



- In SIS, scroll and click on “Reports”.
- This takes the user to the page with a list of reports available for download.

# Pre-ID Reports in SIS

**Reports**

Search Reports...

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 ▼

Historical Assessments ▼

- Select “Assessment” drop down
- Select the applicable assessment:
  - IAR
  - ISA
  - DLM-AA
  - SAT/PSAT

# Pre-ID Reports in SIS

## Illinois Assessment of Readiness (IAR) ▲

IAR Assessment and Test Window - STEP 1

[Details](#)

IAR Assessment Pre-ID - STEP 2

[Summary](#)

[Details](#)

## Illinois Science Assessment (ISA) ▲

ISA Assessment Pre-ID

[Summary](#)

[Details](#)

## DLM-AA ▲

DLM-AA Assessment Pre-ID

[Summary](#)

[Details](#)

## SAT/PSAT ▲

SAT/PSAT Assessment Pre-ID

[Summary](#)

[Details](#)

- 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.

# LEA Action Plan

**The ISBE 1 Percent Threshold Participation LEA Action Plan directs LEAs to:**

**1. Document what is known about areas that need improvement**

**2. Correct problems and make improvements**

**3. Document the results of the LEA Action Plan**



# 1% Website Resources

- [ISBE SPECIAL EDUCATION DEPARTMENT WEBSITE:  
ALTERNATE ASSESSMENT PARTICIPATION - 1%  
THRESHOLD](#)
  - RESOURCES AND DOCUMENTS
  - JUSTIFICATION AND ASSURANCES
  - PRESENTATIONS AND WEBINARS
- [ISBE: ALTERNATE ASSESSMENT PARTICIPATION 1%  
THRESHOLD](#)
- [ISBE: DYNAMIC LEARNING MAPS ALTERNATE  
ASSESSMENT \(DLM-AA\)](#)
- [NATIONAL CENTER ON EDUCATIONAL OUTCOMES  
\(NCEO\), ALTERNATE ASSESSMENTS: AA-AAS](#)

# Frequently Asked Questions

- Do EL students participate in the DLM-AA?
- How is testing handled for children with disabilities?

# Do EL Students Take the DLM-AA?

- Students who are English Learners may also present with a significant cognitive disability.
  - Some may participate in alternate academic assessment
  - Only students taking the Dynamic Learning Maps in lieu of regular testing should take the Alternate ACCESS

# How is Testing Handled Differently for Children with Disabilities?

- ESSA requires that all children with disabilities must participate in state and districtwide assessments, including English language proficiency assessments when appropriate, through one of the following:
  - Regular state assessment for the student's grade, without accommodations,
  - Regular state assessment for the student's grade, with accommodations, or
  - Alternate state assessment for the student's grade.
- The IEP team decides whether the student should be given state and/or district assessments, with or without accommodations; or if the student should take the alternate assessment.





# Contact Us:



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