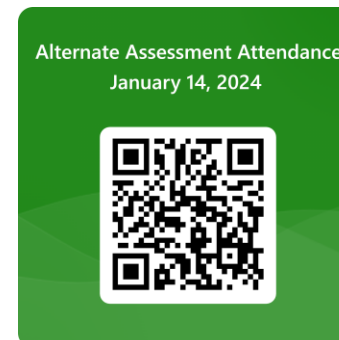


# Alternate Assessment January 14 Professional Learning Convening

Laura Avery Glover, Principal Consultant  
Dana Jamerson, Principal Consultant  
Rhonda Marks, Principal Consultant

Please sign in using this QR  
code or the link in the chat



# Agenda

- Overview and Response to Feedback
- Assurances Review
- Alternate Assessment Participation Guidelines
  - [Decision-Making Tool](#)
- Roster and IEP Corrections
- Documenting Decision-Making in the IEP
- Requirements for the 2024-25 cycle
- Time for Questions

# Housekeeping

- Make sure you sign in using the QR code or link in the chat every time you attend a learning event
- Use your district's full name as it appears in the notification letter in the sign-in sheet
- List ALL districts you are representing in the sign-in sheet
- If you are communicating with us using the [AltException@isbe.net](mailto:AltException@isbe.net) email, PLEASE include your principal consultant's name in the subject line
- [Justification and Assurances](#) forms are past due. Please submit as soon as possible.

# Overview and Response to Feedback

**This process is supportive, not punitive.**

**LEA's priority should always be to appropriately identify students with the most significant cognitive disabilities to take the alternate assessment.**

**ISBE provides information and supports and professional learning events allow districts to learn from each other and provide feedback to ISBE.**

**ISBE acknowledges the difficulties that small districts face. We are working on solutions for this in the future. For the time being, meaningful participation by all identified districts is important.**

# Assurances Review

- Decision to take the alternate assessment is NOT based solely on the following criteria:
  - Disability Category;\*
  - Poor attendance or extended absences;
  - Native language or social, cultural, or economic difference;
  - Expected poor performance on the general education assessment;\*
  - Academic and other services the student receives;
  - English learner status;\*
  - Low reading or achievement level;\*
  - Anticipated disruptive behavior;\*
  - Impact of student scores on the accountability system;\*
  - Administration decision;\*
  - Anticipated emotional duress;\* and/or
  - Need for accommodations

## Assurances, cont.

- General and special educators are knowledgeable about assessments and use of accommodations
- IEP team members regularly trained on participation guidelines and can determine which students meet criteria
- Alternate assessment administrators completed required training
- Only students with the most significant cognitive disabilities participate in the alternate assessment
- District will address disproportionality
- **IEP teams will discuss long-term impact of taking the alternate assessment, including graduation exit requirements**
- **The district will use the Alternate Assessment Participation Guidelines form every time alternate assessment is considered**

# Significant Disproportionality

- Districts must address instances of disproportionality
- National Center for Educational Outcomes (NCEO)  
[Disproportionality in the Alternate Assessment Calculator: A Tool for State and Local Education Agencies](#)
  - [Example](#)
  - [Blank Tool](#)
- All districts should evaluate their data using this tool

# Participation Guidelines Form

- Required every time alternate assessment is considered (at least annually)
- Decision-making process must be documented either using the form or within IEP software
- [Alternate Assessment Participation Guidelines](#) form can be found on the [Alternate Assessment Participation – 1% Threshold](#) webpage




## Participation Guidelines Form, cont.

- Alternate assessment intended for students with the most significant cognitive disabilities
  - *Typically associated with* an IQ below 55
  - Impairments or deficits in adaptive functioning
- Be aware of disability categories with elimination criteria based on intellectual disability
  - Example: Specific Learning Disabilities, Emotional Disabilities, Speech/Language (only)

# Alternate Assessment Decision-Making Tool

- [Alternate Assessment Eligibility Criteria: Decision-Making Companion Tool](#)
- NOT Required
- Helpful for professional development, file reviews, decision-making meetings, etc.
- Provides guidance on adaptive functioning








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Springfield, Illinois 62777-0001

**Illinois Alternate Assessment  
Participation Decision-Making Tool**

Student:  Grade:  Date:

**Part A – Determining Initial Eligibility**  
Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

<b>1. Does the student have a current Individualized Education Program (IEP)?</b>		
<input type="checkbox"/> No, the student does not have an IEP.	<input type="checkbox"/> Yes, the student has a current IEP.	
 <b>Stop here. The student is not eligible for the alternate assessment.</b>	 <b>Proceed to the next statement.</b>	
<b>2. Review the student's <a href="#">Individuals with Disabilities Education Act (IDEA)</a> category.</b>		
<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Specific Learning Disability</li><li><input type="checkbox"/> Emotional Disability</li><li><input type="checkbox"/> Speech or Language Impairment (only)</li></ul>  <b>Stop here. The student is not eligible for the alternate assessment.</b>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Deafness/Hearing Impairment</li><li><input type="checkbox"/> Orthopedic Impairment</li><li><input type="checkbox"/> Other Health Impairment</li><li><input type="checkbox"/> Visual Impairment</li></ul> <p>A student identified with these disability categories very rarely will be a student with a <a href="#">most significant cognitive disability</a> and therefore rarely, if ever, qualify for the alternate assessment.</p>  <b>Proceed to Part B.</b>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Autism</li><li><input type="checkbox"/> DeafBlind</li><li><input type="checkbox"/> Intellectual Disability</li><li><input type="checkbox"/> Developmental Delay</li><li><input type="checkbox"/> Multiple Disabilities</li><li><input type="checkbox"/> Traumatic Brain Injury</li></ul> <p>A student with any of these disabilities may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p>  <b>Proceed to Part B.</b>

# IEP and System Corrections

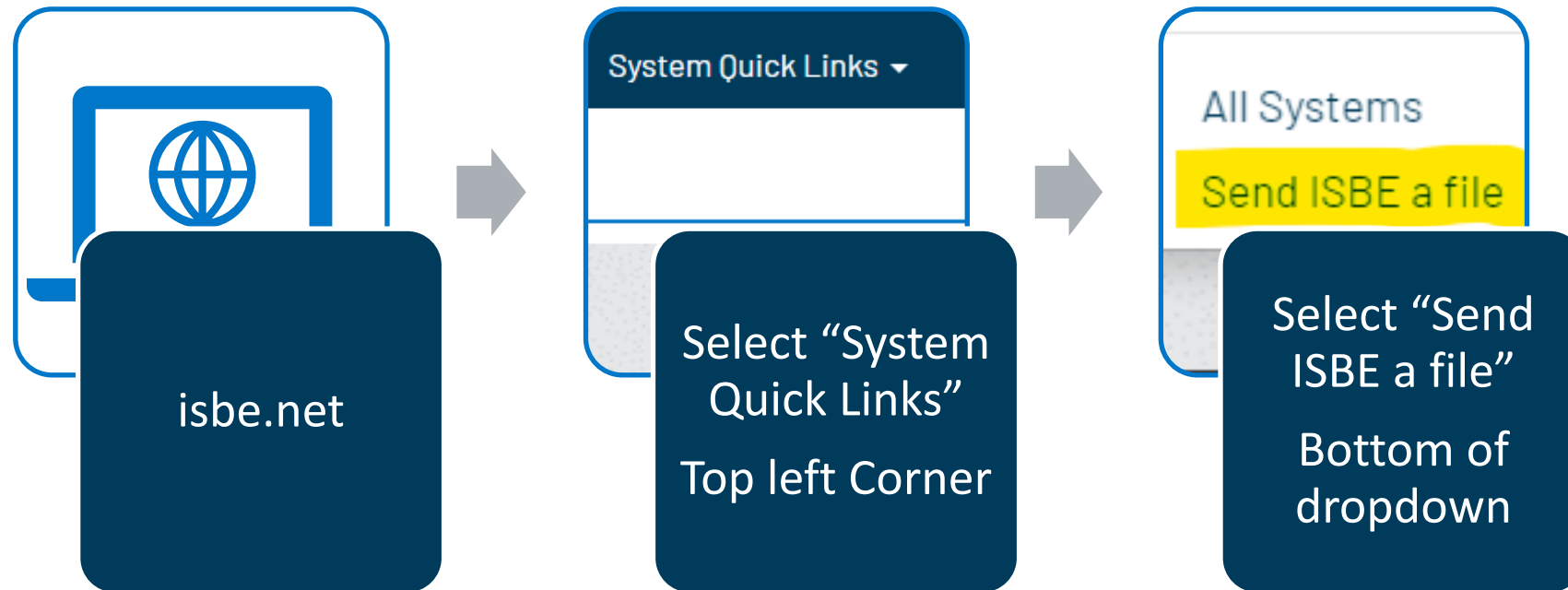
- ISBE began pulling SIS and ISTAR reports.
- If we identify inconsistencies, we will notify you by January 17 of the records you need to review and correct.
- You will need to submit evidence of correction via amendment, IEP review, or reevaluation to ISBE.

# Types of Corrections:

- Conflicting disability category and assessment type:
  - Review the disability category and type of assessment the student should participate in.
    - Amend the IEP,
    - Reevaluate the Student, OR
    - Hold an IEP Meeting
  - Update SIS and ISTAR
  - Provide evidence of the correction that documents the decision-making process.


- Errors or missing information in SIS/ISTAR records:
  - Review records to ensure the SIS testing rosters are up to date and a primary disability category is selected.
  - Ensure that students taking the alternate assessment with your district have an ISTAR record.
  - Provide evidence that records have been corrected.

# Correction Upload Instructions



Welcome to ISBE's file transfer page. Enter the information below to transmit a data file to an ISBE employee.

For technical assistance, please contact our Call Center at 217-558-3600.

 = required

#### Sender Information

Name :

Entity Name :

eMail Address :

#### Receiver Information

ISBE eMail Name :

#### Attachment(s)

Choose File	No file chosen
Choose File	No file chosen
Choose File	No file chosen
Choose File	No file chosen

*If uploading from a removable drive please do not remove the media from the drive.*

#### Message

Subject :

Message :

Select Your Assigned  
Principal Consultant:  
Dana Jamerson  
Laura Avery Glover  
Rhonda Marks

Attach files here.  
PLEASE include the  
district's name in  
the file title!

Let us know who you are  
(including the district's name as  
it appears on the notification  
letter) and a brief description of  
what you are sending.

RD OF  
N

# Documentation in the IEP

[34-57A](#) - Notification of Decision Regarding Request for an Evaluation

[34-57 BC](#) - Identification of Needed Assessments

[34-57C](#) - Parent Consent for Re-Evaluation

[34-54B](#) - Eligibility Determination

[34-54G](#) - PLADFP

[34-54N](#) - Educational Accommodations and Supports

[34-54 O](#) -Assessment

[34-54S](#) – Additional Notes

# Activities for the 2024-25 Cycle

## Level 1

- Justification and Assurances form
- January Professional Learning Event

## Level 2

- Justification and Assurances form
- Quarterly Professional Learning Events

## Level 3

- Justification and Assurances form
- Monthly Professional Learning Events
- LEA Action Plan



## Justification and Assurances Form

**DUE December 13**  
(please submit this immediately if you have not already done so)

## Meetings

- January 14 (EVERYONE)
- February 18 (Level 3)
- March 18 (Level 3)
- April 22 (Levels 2 & 3)
- May 20 (Level 3)
- June 17 (Level 3)
- July 15 (Levels 2 & 3)
- NO AUGUST MEETING
- September 16 (Level 3)
- October 21 (Levels 2 & 3)
- November 18 (Level 3)

**10 a.m. OR 1 p.m.**  
[Meeting Link](#)

## LEA Action Plan\*

- Those receiving level 3 support:
- Please review the LEA Action Plan recorded webinar.
- Please bring a draft of your plan to the February meeting. We will work on them during the meeting.
- Plans are due February 28.

## Resources

- [Alternate Assessment Participation – 1% Threshold webpage](#)
- [Alternate Assessment 1 Percent Threshold Guidance](#)
- [Frequently Asked Questions](#)
- [2024-25 Waiver Request](#)
- [LEA Action Plan Webinette](#)
- [Finding and Using Data Webinette](#)

# Meetings

- ISBE will be sending out meeting reminders but please put meeting dates on your calendars.
- Someone from the district (or coop) must represent the district at every meeting.
- If you are from a coop, please be sure to list every district you are representing when signing into the attendance form.
- Please list the district as it is on the notification form.

# LEA Action Plans

- Plans are due February 28
- Please submit to [AltException@isbe.net](mailto:AltException@isbe.net) and **include your consultants name in the subject line.**
- When saving your action plan file, please include your district's name in the file name.
  - For example: Whoville SD 1 LEA Action Plan
- Remember a final LEA Action Plan with evidence will be due at the end of the cycle.

## Additional Supports:

Every district above the 1 percent threshold has been assigned a principal consultant to provide supports and answer questions.

We are available at the email and phone number listed on the notification letter or at [AltException@isbe.net](mailto:AltException@isbe.net).

We all have office hours when we will be available to meet with you virtually. Reach out via phone or email to schedule a meeting.



# Questions?