

October 4, 2019

«Administrator\_Name», «Title»  
«Agency\_Name»  
«Mail\_Address\_Line\_1»  
«Mail\_Address\_Line\_2»  
«Mail\_Address\_Line\_3»

Dear «Salutation» «Last\_Name»:

The Department of Public Instruction (department) is notifying all public local education agencies (LEAs) that have exceeded 1.0% participation threshold in one or more given subjects on the alternate assessment, Dynamic Learning Maps (DLM) in the 2018-19 academic year. This means that more than 1.0% of the total number of students (with and without Individualized Education Programs (IEPs)) participating in statewide assessments in your LEA took the alternate assessment in 2018-19.

Only students with the most significant cognitive disabilities may participate in the alternate assessment (DLM), and no student should take the alternate assessment unless they are also participating in the alternate academic achievement standards (Wisconsin Essential Elements) 34 CFR 200.6(a)(2)(ii)(B). In Wisconsin, a student with the most significant cognitive disability is defined as:

- typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- a student who requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

### **LEA Participation Rate**

The tables below show your LEA's participation rates in the alternate assessment for the 2018-19 academic year. We have also identified the primary disability categories for the students taking the alternate assessment in these calculations. When calculating a district's participation rate, the department considered only the grade levels that are factored into federal accountability (grades 3-8 and 11) for each subject area. Calculations are applied to the district level, not to the school level. In addition, the data includes any students sent outside of your district for services, but for whom you are still accountable. Race and Ethnicity data have also been provided to assist with district assurances regarding disproportionality.

2018-19 Total Participation			
Subject Area	Number of Students Participating in the Alternate Assessment	Number of Students in Tested Grades	Percent Participating in the Alternate Assessment
ELA	«AA_TOT_NELA»	«TOT_NELA»	«AA_PERCELA»
Math	«AA_TOT_NMATH»	«TOT_NMATH»	«AA_PERCMATH»
Science	«AA_TOT_NSCI»	«TOT_NSCI»	«AA_PERCSCI»
Overall District Participation Rate		«TESTED_PERC»	

2018-19 ELA			
Primary <sup>1</sup> Disability	Number of Students Participating in the Alternate Assessment	Number of Students in Tested Grades	Percent Participating in the Alternate Assessment
A	«AA_ASSESS_A_NELA»	«A_NELA»	«A_PERCELA»
EBD	«AA_ASSESS_EBD_NELA»	«EBD_NELA»	«EBD_PERCELA»
HI	«AA_ASSESS_H_NELA»	«H_NELA»	«H_PERCELA»
ID	«AA_ASSESS_ID_NELA»	«ID_NELA»	«ID_PERCELA»
OI	«AA_ASSESS_OI_NELA»	«OI_NELA»	«OI_PERCELA»
OHI	«AA_ASSESS_OHI_NELA»	«OHI_NELA»	«OHI_PERCELA»
SDD	«AA_ASSESS_SDD_NELA»	«SDD_NELA»	«SDD_PERCELA»
SLD	«AA_ASSESS_SLD_NELA»	«SLD_NELA»	«SLD_PERCELA»
SL	«AA_ASSESS_SL_NELA»	«SL_NELA»	«SL_PERCELA»
TBI	«AA_ASSESS_TBI_NELA»	«TBI_NELA»	«TBI_PERCELA»
VI	«AA_ASSESS_VI_NELA»	«VI_NELA»	«VI_PERCELA»

<sup>1</sup> A-Autism, EBD-Emotional Behavioral Disability, HI-Hearing Impairment, ID-Intellectual Disability, OI-Orthopedic Impairment, OHI-Other Health Impairment, SDD-Significant Developmental Delay, SLD-Specific Learning Disability, SL-Speech and Language, TBI-Traumatic Brain Injury, VI-Visual Impairment

2018-19 MATH			
Primary Disability	Number of Students Participating in the Alternate Assessment	Number of Students in Tested Grades	Percent Participating in the Alternate Assessment
A	«AA_ASSESS_A_NMATH»	«A_NMATH»	«A_PERCMATH»
EBD	«AA_ASSESS_EBD_NMATH»	«EBD_NMATH»	«EBD_PERCMATH»
HI	«AA_ASSESS_H_NMATH»	«H_NMATH»	«H_PERCMATH»
ID	«AA_ASSESS_ID_NMATH»	«ID_NMATH»	«ID_PERCMATH»
OI	«AA_ASSESS_OI_NMATH»	«OI_NMATH»	«OI_PERCMATH»
OHI	«AA_ASSESS_OHI_NMATH»	«OHI_NMATH»	«OHI_PERCMATH»
SDD	«AA_ASSESS_SDD_NMATH»	«SDD_NMATH»	«SDD_PERCMATH»
SLD	«AA_ASSESS_SLD_NMATH»	«SLD_NMATH»	«SLD_PERCMATH»
SL	«AA_ASSESS_SL_NMATH»	«SL_NMATH»	«SL_PERCMATH»
TBI	«AA_ASSESS_TBI_NMATH»	«TBI_NMATH»	«TBI_PERCMATH»
VI	«AA_ASSESS_VI_NMATH»	«VI_NMATH»	«VI_PERCMATH»

---

<sup>1</sup> A-Autism, EBD-Emotional Behavioral Disability, HI-Hearing Impairment, ID-Intellectual Disability, OI-Orthopedic Impairment, OHI-Other Health Impairment, SDD-Significant Developmental Delay, SLD-Specific Learning Disability, SL-Speech and Language, TBI-Traumatic Brain Injury, VI-Visual Impairment

2018-19 SCIENCE			
Primary Disability	Number of Students Participating in the Alternate Assessment	Number of Students in Tested Grades	Percent Participating in the Alternate Assessment
A	«AA_ASSESS_A_NSCI»	«A_NSCI»	«A_PERCSCI»
EBD	«AA_ASSESS_EBD_NSCI»	«EBD_NSCI»	«EBD_PERCSCI»
HI	«AA_ASSESS_H_NSCI»	«H_NSCI»	«H_PERCSCI»
ID	«AA_ASSESS_ID_NSCI»	«ID_NSCI»	«ID_PERCSCI»
OI	«AA_ASSESS_OI_NSCI»	«OI_NSCI»	«OI_PERCSCI»
OHI	«AA_ASSESS_OHI_NSCI»	«OHI_NSCI»	«OHI_PERCSCI»
SDD	«AA_ASSESS_SDD_NSCI»	«SDD_NSCI»	«SDD_PERCSCI»
SLD	«AA_ASSESS_SLD_NSCI»	«SLD_NSCI»	«SLD_PERCSCI»
SL	«AA_ASSESS_SL_NSCI»	«SL_NSCI»	«SL_PERCSCI»
TBI	«AA_ASSESS_TBI_NSCI»	«TBI_NSCI»	«TBI_PERCSCI»
VI	«AA_ASSESS_VI_NSCI»	«VI_NSCI»	«VI_PERCSCI»

---

<sup>1</sup> A-Autism, EBD-Emotional Behavioral Disability, HI-Hearing Impairment, ID-Intellectual Disability, OI-Orthopedic Impairment, OHI-Other Health Impairment, SDD-Significant Developmental Delay, SLD-Specific Learning Disability, SL-Speech and Language, TBI-Traumatic Brain Injury, VI-Visual Impairment

2018-19 Disproportionality Considerations <sup>2</sup>			
Race/Ethnicity	Number of Students Participating in the Alternate Assessment	Number of Students in Tested Grades	Percent Participating in Alternate Assessment
Hispanic	«AA_ASSESS_HISP_N»	«HISP_N»	«HISP_PERC»
American Indian or Alaska Native	«AA_ASSESS_AMIND_N»	«AMIND_N»	«AMIND_PERC»
Asian	«AA_ASSESS_ASIAN_N»	«ASIAN_N»	«ASIAN_PERC»
Black or African American	«AA_ASSESS_BLK_N»	«BLK_N»	«BLK_PERC»
Native Hawaiian or Other Pacific Islander	«AA_ASSESS_PACIF_N»	«PACIF_N»	«PACIF_PERC»
Two or More Races	«AA_ASSESS_TWO_N»	«TWO_N»	«TWO_PERC»
White	«AA_ASSESS_WHT_N»	«WHT_N»	«WHT_PERC»
Economically Disadvantaged	«AA_ASSESS_ECD_N»	«ECD_N»	«ECD_PERC»
English Language Learners	«AA_ASSESS_ELL_N»	«ELL_N»	«ELL_PERC»

---

<sup>2</sup> This data is based on student participation in the subject area of mathematics, with demographics gathered from The Department of Public Instruction’s spring snapshot. It should be used for district considerations regarding disproportionality.

«Administrator\_Name»

October 4, 2019

Page 6

### **LEA Verification Process**

Under the Every Student Succeeds Act (ESSA), the 1% participation threshold is at the state level. However, ESSA requires that an LEA exceeding 1.0% in any subject must submit a verification to the department, and the department must provide appropriate oversight to the LEA. State/LEAs must still meet the 95% participation rate for students enrolled in tested grades 34 CFR 200.6(c)(3)(ii). If an LEA exceeds the 1.0% participation threshold in any subject, they must provide professional development to their LEA on the definition of students with the most significant cognitive disabilities and **must submit justification to the department using the department's new website application between October 28, 2019 and November 8, 2019**. Information needed to submit will be similar to the Verification Form PI-9550-AA (rev. 09-18). Additional guidance for submitting through website application will be available in upcoming newsletter and email updates. LEAs should review additional guidance found in *Guide to Determining Students with the Most Significant Cognitive Disabilities*. The guide is available on the department's website (<https://dpi.wi.gov/sped/program/students-most-significant-cognitive-disabilities>). Additionally, the Sample IEP Form I-7A: Participation Guidelines for the Alternate Assessment is available at the following web link (<https://dpi.wi.gov/sites/default/files/imce/sped/doc/form-i7a.doc>).

### **WISEdata**

In an effort to more accurately identify students expected to take the alternate assessment, DPI has added validation codes around the Alternate Assessment indicator found in WISEdata under the student characteristics section. More information about this can be found on the WISE Data Elements webpage (<https://dpi.wi.gov/wise/data-elements>) under State Assessment Type-Alternate (<https://dpi.wi.gov/wise/data-elements/assessment-type>).

We would like to thank you for all your efforts in ensuring that only students with the most significant cognitive disabilities are participating in Dynamic Learning Maps, and that all students are graduating with the knowledge, skills, and habits necessary to be college and career ready. If you have any questions concerning this letter, please contact Julia Hartwig, Director, Special Education Team, at (608) 266-1781 or Visalakshi Somasundaram, Director, Office of Student Assessment, at (608) 267-1072.

Sincerely,

Michael Thompson  
Deputy State Superintendent

c: «DAC», District Assessment Coordinator, «Agency\_Name»  
«Director\_Name», «Title1», «Agency\_Name»