

All Things Alternate

Iris Jacobson-Special Education
Mike Peacy-Office of Assessment
November 14, 2019



Agenda

- Review of statewide assessments and window dates
- Alternate Assessment-DLM
- Students w/the most significant cognitive disabilities and 1% Participation Threshold
- Trainings and Score Reports
- Professional Development and Instructional Supports
- Updates and Resources



State Assessments

Forward Exam
ACT and ACT Aspire
ACCESS/Alt ACCESS
DLM



Assessment Correspondence Web Page

- DAC Digest
- OSA News Flash.
- Assessment and Accountability Newsletter



Assessment and Accountability Newsletter



- The DAC automatically receives every issue of the Assessment and Accountability Newsletter
- All issues are archived at <http://dpi.wi.gov/osa-oea/newsletter>
- Anyone may join the list serve for the newsletter by subscribing at the link provided on the [Newsletter web page](#)

Test Dates

Testing Window dates for 2018-19

https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/2019-20_Wisconsin_Student_Assessment_Schedule.pdf

2019-20 Wisconsin State Assessment Schedule*	
2019	
Window	Assessment
October 14 - December 20	IMP window for 13-year-olds (select schools only)
December 2	ACCESS for ELLs and Alternate ACCESS for ELLs Test Window Opens
2020	
Window	Assessment
January 6 - March 13	IMP window for 9-year-olds (select schools only)
January 21	ACCESS for ELLs and Alternate ACCESS for ELLs Test Window Closes
March 3 - March 18	March 3 The ACT with writing Grade 11 March 17 The ACT with writing Grade 11 Making Our March 18 The ACT with writing Grade 11 (English Test Date) March 3 - 13 The ACT with writing for Students Testing with Accommodations
March 18 - May 22	IMP window for 17-year-olds (select schools only)
March 22 - May 5	Equipment (ELA and Mathematics) Grades 3 & 5 Science Grades 4 and 5, and Social Studies Grades 4, 6, and 8
March 22 - May 5	Equipment (ELA and Mathematics) Grades 9-11, Science Grades 4 and 5, and Social Studies Grades 4, 6, and 8
April 6 - May 6	ACT Appropriate High School Grades 9-10

*Testing dates may still subject to change.

Assessments for Everyone



- **Most students** with IEPs take the same statewide assessments as their peers without IEP
- **Some students** with IEPs take the same statewide assessments as their peers without IEP, with accommodations. These accommodations are provided and used during instruction
- **Very few students** with IEPs take alternate assessments, which are based on grade-level alternate academic achievement standards. **Less than 1%**



SwMSCD not all ID

Not all students with an Intellectual Disability need to participate in the alternate standards and alternate assessment. Students with Intellectual Disabilities can participate in general education assessments with:

- Accommodations in and access to the general education curriculum
- Accommodations and supports for districtwide testing
- Accommodations for state testing



Alternate Assessment (ESSA)

1. With the reauthorization of [ESSA](#) in 2015, states are required to define and establish criteria on identifying students with the most significant cognitive disabilities:



Most Significant Cognitive Disabilities

•The identification of a student as having a particular disability as defined by IDEA or as an English learner does NOT determine whether a student is a student with the most significant cognitive disabilities.



Most Significant Cognitive Disabilities

•A student with the most significant disabilities is NOT identified solely on the basis of the student's previous low academic achievement, or the student's previous need for accommodations to participate in general State or district-wide assessments.



Most Significant Cognitive Disabilities

•A student is identified as having the most significant cognitive disabilities because the student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled.



Most Significant Cognitive Disabilities

2. Alternate standards and assessment is only for students with the most significant cognitive disabilities.

3. States must ensure that no more than 1.0 percent of assessed students in the state take alternate assessments.



Most Significant Cognitive Disabilities

The term "students with the most significant cognitive disabilities" (SwMSCD) refers to a child with a disability or disabilities as defined under section 602(3) of the IDEA that significantly impacts intellectual functioning and adaptive behavior, requires extensive, repeated, individualized instruction and supports, and is learning content in all academic areas based on alternate academic achievement standards.

When an IEP Team Decides to Use Alternate Standards,

The IEP Must Align IEP Goals with Grade Level Alternate Standards



Most Significant Cognitive Disabilities

• 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



Most Significant Cognitive Disabilities

•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



Most Significant Cognitive Disabilities

•a student who requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings. [State Definition](#)



Provide Evidence for I-7A

First Section:

- Cognitive functioning
- Adaptive behavior functioning
- Accommodations/Modifications
- Instruction/Achievement

Second Section:

- How long instruction is aligned to alternate standards
- Review of DLM scores



Provide Evidence for I-7A continued

Section 3

- Share difference in standards/expectations
- How you will measure achievement
grading, earning credits, report cards
- Explain district policy on graduation and type of diploma

Resources:

[Parent Guide on Essential Elements](#) [DLM Assessment Brochure](#) [Essential Elements FAQ](#)



IEP Team Meeting



- **Careful consideration**
 - Instruction and standards drive the decision
 - All subject areas
- **Make an informed decision**
 - using information from previous evaluations
 - presume competence
 - error on the least dangerous assumption
- **1% Participation Threshold**



1% Participation Threshold



ESSA

For each subject for which assessments are administered, the total number of students assessed in that subject using an alternate assessment aligned with alternate academic achievement standards may not exceed 1.0 percent of the total number of students in the state who are assessed in that subject.



Districts Exceeding 1% Participation Threshold

Districts must verify students taking the alternate assessment (DLM) are indeed student with the most significant cognitive disabilities.



Notification Letter

Districts exceeding the 1% cap

- Receive a notification letter
 - Letter contains data for ELA, Math and Science
 - Total participation
 - Primary disability
 - Disproportionality
- Posted on DPI website sometime in October 2018
<https://dpi.wi.gov/assessment/dlm/1-percent-participation>
Near bottom of page for 2017-18 by mid October.



1% data for Wisconsin 2016-17 & 2017-18

- Statewide Participation Rates
- Statewide Disproportionality Considerations
- Statewide number of districts exceeding the 1% cap
 - ELA
 - Math
 - Science



Verification Process

Districts exceeding the 1% cap

- Districts superintendents must submit assurances and justifications to DPI via online application between October 28 and November 8, 2019.
- Directions on web page: [One Percent \(1%\) Participation Threshold](#)
- Contact iris.jacobson@dpi.wi.gov with any questions.



New Process

Stay tuned:

- 2019-2020 assessment data (fall of 2020) will be sent through WISE
- plan to do entire process online
- no more mailings



Alternate Assessment-DLM



DYNAMIC[®]
LEARNING MAPS



SwMSCD and 1% Threshold Resources

- [Guide to determining Most Significant Cognitive Disability](#)
- Link to form I-7A: [Sample Special Education Forms](#)
- [1% Participation](#)
- I-4 Participation in Alternative Assessment
- Alternate Assessment



DLM What's New

Instruction and Assessment Planner



Instruction and Assessment Planner

Instruction and Assessment Planner

Formerly called "Instructional Tools Interface"

- The purpose is intended to integrate classroom instruction and assessment in a cycle throughout the year.
- Teachers have the flexibility in the selection of Essential Elements and linkage levels and the delivery of testlets so that instruction and assessment can be a customized experience for each student.



Instruction and Assessment Planner

Instruction and Assessment Planner (cont.)

Steps Needed to Use Planner

- Security agreement needs to be signed
- Teachers need to complete training
- Students need to be rostered
- First contact surveys need to be complete



Moodle

New Test Administrator and Facilitator Training

- Required for all new and returning administrators and facilitators
- Required for returning administrators and facilitators who have not taken the training for over a year.
- Requires about 3 hours of time to complete
- Open now so it is a good time to start



Moodle Training

4 modules required ~ 3 hours

- About the DLM System
- Understanding and Delivering Testlets in the DLM Alternate Assessments
- Test Administration and Scoring
- Preparing to administer the Assessment

Each module has a video, transcript and a quiz you need to pass in order to move on to the next module.



Moodle Training

Returning Administrators who took the training last year

- o 1 required module ~ 1 hour
 - Refresher Training
 - A summary of the 4 modules for new test administrators
 - also has quizzes that need to be passed to complete training

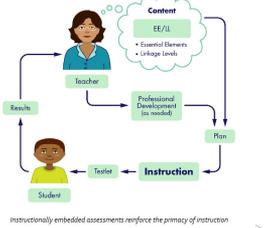
All training needs to be complete before any testlets will be delivered to students rostered to students start now



Instructionally Embedded Assessment (IE)

Available NOW

computer-delivered alternate assessments that are intended to be integrated with classroom instruction throughout the school year.



Instructionally Embedded Assessment (IE)

- Optional and available to all districts
- Teachers create an instructional plan for selected Essential Element
 - o Choose student, subject, EE, linkage level
- Administer Assessment in Fall and Spring and end of year
 - o Assesses only on the selected EE's
 - o Test year end as entire test.

If interested contact Iris Jacobson:

Office phone (608)264-9557 Email: iris.jacobson@dpi.wi.gov



IE Reports

- **Student Progress report**
 - summarizes individual progress
 - useful when planning or reviewing instruction
- **Class Roster**
 - summarizes current instructional goals
 - for one or more students
- **Monitoring Summary report**
 - summarizes student testing completion, sorted by subject
 - intended for school, district and state administration level staff who supervise assessment



Score Reports

- **Districts received PDF student reports through Educator Portal.**
 - Wisconsin Summary report-recommended for parents
 - Performance Profile-helpful for IEP meetings to further explain the Summary Report with can-do statements
 - Learning Profile-helpful for curriculum planning
- **Districts also received an electronic download file through Educator Portal.**
- **All DLM data is loaded in WISEdash, including data found on the Learning Profile.**



What we can do NOW

- Review with staff DLM score reports from 2019
- Begin training your staff early for instruction (DLM PD Modules)
- Use the Instruction and Assessment Planner
- Training modules for DLM are available now (August)
- Rosters can be completed once training and security
 - PNP
 - First Contact Survey



Alternate Standards/Essential Elements

Alternate Achievement Standards are **ONLY** for Students with the **MOST** Significant Cognitive Disabilities



Essential Elements

- [Alternate Academic Achievement Standards: Essential Elements](#)
- [Alternate Academic Achievement Standards Resources](#)
- [Essential Elements \(EE\) Frequently Asked Questions](#)



Instructional Supports

- <https://dynamiclearningmaps.org/wisconsin>
- <https://www.dlmpd.com/>
- [Professional Development Modules Supporting EEs](#)
- <https://www.facebook.com/groups/495523254149676/>



Professional Development/Instructional Resources

[Professional Development Webinars](#)

7-(15 minute long with 45 minutes of Q & A)

ELA (including writing)

MATH



Coming Soon

New Baseline Checklists

- Science EE's Baseline Checklists with links to science lessons
- Updated ELA to DLM Linkage levels
- Beginning process to update the Math EE's
Recruiting stakeholders/workgroup



Thoughts/Comments/Questions



Thank you and contact Information

Michael Peacy
Office of Student Assessment
michael.peacy@dip.wi.gov
(608) 267-1288

Iris Jacobson
Special Education Team
iris.jacobson@dpi.wi.gov
(608) 264-9557