UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 17, 2023

The Honorable Tony Sanders
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

Dear Superintendent Sanders:

I am writing in response to the Illinois State Board of Education's (ISBE's) request on December 1, 2022, for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess more than 1.0 percent of the total number of students in the grades assessed using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). ISBE requested this waiver because, based on State data for the 2021-2022 school year, ISBE has concluded that it will assess more than 1.0 percent of students using an AA-AAAS in reading/language arts (R/LA) and mathematics in the 2022-2023 school year.

After reviewing ISBE's waiver request, I am declining to exercise my authority under section 8401(b) of the ESEA for a one-year (school year 2022-2023) waiver of section 1111(b)(2)(D)(i)(I) of the ESEA. ISBE has not demonstrated progress in reducing the percentage of students taking the AA-AAAS in R/LA and mathematics between the 2018-2019 and 2021-2022 school years. In fact, the percentage increased in all three subjects between 2018-2019 and 2021-2022.

If the data reported by ISBE are incorrect and the State can demonstrate progress in reducing the percentage of students taking the AA-AAAS between the 2018-2019 and 2021-2022 school years, ISBE may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C) and (F) and 34 CFR § 200.6(c)(4)(ii). The revised waiver request must address how the State met the requirements in 34 CFR § 200.6(c)(4), including demonstrating substantial progress towards achieving each component of the prior year's plan and timeline and reducing the percentage of students taking the AA-AAAS. The revised waiver request must be submitted no later than 60 days from the date of this letter.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Amy Deegan, Principal Consultant Low Incidence: DHH/DB/VI
Barbara A. Moore, Director, Special Education Services Department

U.S. Department of Education
Office of Elementary and Secondary Education
School Support and Accountability
400 Maryland Ave. SW
Washington, D.C. 20024
ESEA.Assessment@ed.gov

December 1, 2022

To Whom It May Concern:

ISBE anticipates exceeding the 1 percent threshold for participation in an alternate assessment for SY 2022-23 based on the SY 2021-22 data that is currently available.

The Illinois 2022-23 1 percent threshold waiver request is respectfully being submitted by the Illinois State Board of Education (ISBE). Included is an extension waiver request for English Language Arts and Math and an initial waiver request for Science.

For more information, please contact Amy Deegan in the Special Education Department at adeegan@isbe.net or call 217-782-5589.

Sincerely,

Allyson Fox-Crump
Director
Special Education Programmatic Support
Illinois State Board of Education

Illinois State Board of Education

Special Education Department

ALTERNATE ASSESSMENT SY 2022-23: 1 PERCENT THRESHOLD WAIVER EXTENSION REQUEST FOR ELA AND MATH INITIAL REQUEST FOR SCIENCE:

December 1, 2022

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I. Introduction

Title I of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act ESSA) of 2015 ([ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards. ESSA places a 1 percent threshold on the number of students who may participate in alternate assessments. States that anticipate exceeding the 1 percent threshold must submit a waiver request to the U.S. Department of Education (ED).

Per 34 CFR 200.6 (c)(4)(ii), states must meet a 95 percent participation rate requirement for all state accountability assessments. Additionally, states that anticipate not reaching the 95 percent participation rate may submit language that serves as a waiver request to ED.

ISBE submitted an initial waiver request for school year 2021-22 that was approved in the areas of English Language Arts (ELA) and Math. The waiver was not granted in the area of Science due to failure to test at least 95 percent of students in that area.

Despite efforts to make substantial progress toward reducing the overall participation rate in alternate assessments, ISBE anticipates exceeding the 1 percent threshold for the 2022-23 school year for the administration of the Dynamic Learning Maps Alternate Assessment (DLM-AA) in ELA, Math, and Science and is submitting the required waiver extension and initial waiver request.

This waiver request includes updated participation data as well as updates to efforts to reduce the overall alternate assessment participation rate with respect to an extension of the waiver for ELA and Math and an initial waiver for Science.

State assessments included in the data are the Illinois Assessment of Readiness (IAR), Illinois Science Assessment (ISA), SAT, PSAT, and DLM-AA.

II. 1 Percent Threshold Waiver Request Requirements

a. Submission 90 Days Prior to the State Testing Window

The ISBE spring testing window begins March 1, 2023. ISBE is submitting its 1 percent threshold waiver extension request to ED for the areas of English Language Arts and Math and a new waiver request for the area of Science on December 1, 2023.

b. State-Level Data for DLM-AA Participation Rates

Overall Participation Rates

Table 1 demonstrates ISBE's state-level data for the number and percentage of students who participated in all state assessments in ELA, Math, and Science for 2020-21 and 2021-22. Data was gathered via the ISBE Data Warehouse, which sources the information from EdFacts. Data submitted by Local Education Agencies (LEAs) is compiled in the ISBE Student Information System (SIS). Subgroup indicators, which may be subject to human error and/or system parameters, are entered into SIS by the LEAs. The SY 2021-22 data, represents a "snapshot" of participation data from EdFacts that is as of yet uncorrected. Final, corrected data is due in EdFacts in December 2022. At that time, ISBE will request it and send the corrected data to the ED Office of Elementary and Secondary Education (OESE), along with a narrative pertaining to any significant differences to the data below.

Table 1 :Overall State Assessment Participation

Group	**All Students Grades 3-8 and High School ELA 2020-21**	**Students with Disabilities Grades 3-8 and High School ELA 2020-21**	**All Students Grades 3-8 and High School ELA 2021-22**	**Students with Disabilities Grades 3-8 and High School ELA 2021-22**
Students Assessed	741,028	106,402	944,490	139,771
Students Enrolled	994,148	148,713	966,247	144,929
Assessment Participation Rate	74.54%	71.55%	97.75%	96.44%
Group	**All Students Grades 3-8 and High School Math 2020-21**	**Students with Disabilities Grades 3-8 and High School Math 2020-21**	**All Students Grades 3-8 and High School Math 2021-22**	**Students with Disabilities Grades 3-8 and High School Math 2021-22**
Students Assessed	733,832	104,988	942,093	139,050
Students Enrolled	993,986	148,694	966,010	144,843
Assessment Participation Rate	73.83%	70.61%	97.52%	96.0%
Group	**All Students Grades 3-8 and High School Science 2020-21**	**Students with Disabilities Grades 3-8 and High School Science 2020-21**	**All Students Grades 3-8 and High School Science 2021-22**	**Students with Disabilities Grades 3-8 and High School Science 2021-22**
Students Assessed	283,741	38,221	399,871	54,962
Students Enrolled	433,654	63,331	408,376	56,670
Assessment Participation Rate	65.43%	60.35%	97.92%	96.99%

Participation by Subgroup SY 2020-21 and SY 2021-22

Tables 2-4 demonstrate ISBE's state-level data for the number and percentage of students in each subgroup who participated in all state assessments in ELA, Math, and Science for 2020-21 and 2021-22, respectively.

Table 2: ELA Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	**Total # of Students in Grades 3-8 and High School ELA 2020-21**	**# of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2020-21**	**% of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2020-21**
All Students	741,028	7,583	1.02%
American Indian or Alaska Native	1,466		
Asian	37,786	332	0.88%
Native Hawaiian or Other Pacific Islander	723		
Black or African American	100,770	1,487	1.48%
Hispanic or Latino	169,751	1,831	1.08%
White	394,131	3,659	0.93%
Two or More Races	28,633	240	0.84%
Children with Disabilities	106,402	7,583	7.13%
English Learners	77,611	1,592	2.05%
Economically Disadvantaged	325,477	4,160	1.28%
Homeless	11,412	100	0.88%
Migrant	154		
Male	380,171	5,041	1.33%
Female	360,224	2,542	0.71%
Group	**Total # of Students in Grades 3-8 and High School ELA 2021-22**	**# of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2021-22**	**% of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2021-22**
All Students	944,490	13,841	1.47%
American Indian or Alaska Native	2,276	40	1.76%
Asian	51,740	746	1.44%
Native Hawaiian or Other Pacific Islander	976		
Black or African American	155,021	3,161	2.04%
Hispanic or Latino	259,948	3,891	1.50%
White	436,163	5517	1.26%

Two or More Races	38,366	471	1.23%
Children with Disabilities	139,771	136,000	9.73%
English Learners	131,237	3409	2.60%
Economically Disadvantaged	450,998	8198	1.82%
Homeless	19,002	275	1.45%
Migrant	133		
Male	483,812	9,180	1.90%
Female	459,934	4,649	1.01%

Table 3: Math Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	**Total # of Students in Grades 3-8 and High School Math 2020-21**	**# of Students Taking State AA-AAAS Grades 3-8 and High School Math 2020-21**	**% of Students Taking State AA-AAAS Grades 3-8 and High School Math 2020-21**
All Students	733,832	7,565	1.03%
American Indian or Alaska Native	1,442		
Asian	37,470	330	0.88%
Native Hawaiian or Other Pacific Islander	711		
Black or African American	98,775	1,481	1.50%
Hispanic or Latino	167,713	1,829	1.09%
White	391,689	3,653	0.93%
Two or More Races	28,374	238	0.84%
Children with Disabilities	104,988	7,565	7.21%
English Learners	76,484	1,590	2.08%
Economically Disadvantaged	321,054	4,154	1.29%
Homeless	11,164	99	0.89%
Migrant	154		
Male	376,384	5,030	1.34%
Female	356,819	2,535	0.71%
Group	**Total # of Students in Grades 3-8 and High School Math 2021-22**	**# of Students Taking State AA-AAAS Grades 3-8 and High School Math 2021-22**	**% of Students Taking State AA-AAAS Grades 3-8 and High School Math 2021-22**
All Students	942,093	13,841	1.47%
American Indian or Alaska Native	2,276	40	1.76%
Asian	51,605	739	1.43%

Native Hawaiian or Other Pacific Islander	971		
Black or African American	154,290	3144	2.04%
Hispanic or Latino	259,280	3,865	1.49%
White	435,439	5,502	1.26%
Two or More Races	38,239	468	1.22%
Children with Disabilities	139,050	13,540	9.74%
English Learners	130,849	3,384	2.59%
Economically Disadvantaged	449,473	8,156	1.81%
Homeless	18,906	276	1.46%
Migrant	135		
Male	482,508	9128	1.89%
Female	458,844	4,633	1.01%

Table 4: Science Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	**Total # of Students in Grades 3-8 and High School Science 2020-21**	**# of Students Taking State AA-AAAS Grades 3-8 and High School Science 2020-21**	**% of Students Taking State AA-AAAS Grades 3-8 and High School Science 2020-21**
All Students	283,741	2,956	1.04%
American Indian or Alaska Native	504		
Asian	14,857	125	0.84%
Native Hawaiian or Other Pacific Islander	245		
Black or African American	34,211	574	1.68%
Hispanic or Latino	62,471	707	1.13%
White	160,960	1,446	0.90%
Two or More Races	10,492	90	0.86%
Children with Disabilities	38,221	2,956	7.73%
English Learners	22,092	567	2.57%
Economically Disadvantaged	112,476	1,578	1.40%
Homeless	3,784	44	1.16%
Migrant	47		
Male	146,201	1,921	1.31%
Female	137,539	1,035	0.75%
Group	**Total # of Students in Grades 3-8 and High School**	**# of Students Taking State AA-AAAS Grades 3-8 and High School**	**% of Students Taking State AA-AAAS Grades 3-8 and High School**

	Science 2021-22	Science 2021-22	Science 2021-22
All Students	399,871	4,606	1.15%
American Indian or Alaska Native	1004		
Asian	22,135	253	1.14%
Native Hawaiian or Other Pacific Islander	437		
Black or African American	62,392	1,084	1.74%
Hispanic or Latino	111,488	1,269	1.14%
White	186,857	1,837	0.98%
Two or More Races	15,558	140	0.90%
Children with Disabilities	54,962	4,531	8.24%
English Learners	47,914	1,099	2.29%
Economically Disadvantaged	180,953	2,671	1.48%
Homeless	7,582	108	1.42%
Migrant	60		
Male	203,891	3,059	1.50%
Female	195,328	1,541	0.79%

III. Updates on Progress Toward Reduction of DLM-AA Participation Rate from SY 2020-21 to SY 2021-22

Tables 5, 6, and 7 demonstrate the difference in DLM-AA participation rates from SY 2020-21 to SY 2021-22 for ELA, Math, and Science, respectively.

Table 5: ELA Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	SY 2020-21 Overall % of students participating in the DLM-AA ELA	SY 2021-22 Overall % of students participating in the DLM-AA ELA	Difference in participation rate
All Students	1.02%	1.47%	+0.45%
American Indian or Alaska Native	1.64%	1.76%	+0.12%
Asian	0.88%	1.44%	+0.56%
Native Hawaiian or Other Pacific Islander	1.38%	1.54%	+0.16%
Black or African American	1.48%	2.04%	+0.56%
Hispanic or Latino	1.08%	1.50%	+0.42%
White	0.93%	1.26%	+0.33%
Two or More Races	0.84%	1.23%	+0.39%

Children with Disabilities	7.13%	9.73%	+2.6%
English Learners	2.05%	2.60%	+0.55%
Economically Disadvantaged	1.28%	1.82%	+0.54%
Homeless	0.88%	1.45%	+0.57%
Migrant	0.65%	2.26%	+1.61%
Male	1.33%	1.90%	+0.57%
Female	0.71%	1.01%	+0.30%

Table 6: Math Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	**SY 20-21 Overall % of students participating in the DLM-AA Math**	**SY 2021-22 Overall % of students participating in the DLM-AA Math**	**Difference in participation rate**
All Students	1.03%	1.47%	+0.44%
American Indian or Alaska Native	1.66%	1.76%	+0.10%
Asian	0.88%	1.43%	+0.55%
Native Hawaiian or Other Pacific Islander	1.41%	1.54%	+0.13%
Black or African American	1.50%	2.04%	+.54%
Hispanic or Latino	1.09%	1.49%	+0.40%
White	0.93%	1.26%	+0.33%
Two or More Races	0.84%	1.22%	+0.38%
Children with Disabilities	7.21%	9.74%	+2.53%
English Learners	2.08%	2.59%	+0.51%
Economically Disadvantaged	1.29%	1.81%	+0.52%
Homeless	0.89%	1.46%	+0.57%
Migrant	0.65%	2.22%	+1.57%
Male	1.34%	1.89%	+0.55%
Female	0.71%	1.01%	+0.30%

Table 7: Science Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	**SY 20-21 Overall % of students participating in the DLM-AA Science**	**SY 2021-22 Overall % of students participating in the DLM-AA Science**	**Difference in participation rate**
All Students	1.04%	1.15%	+0.11%
American Indian or Alaska Native	1.98%	1.89%	-0.10%
Asian	0.84%	1.14%	+0.30%

Native Hawaiian or Other Pacific Islander	1.63%	0.92%	-0.71%
Black or African American	1.68%	1.74%	+0.06%
Hispanic or Latino	1.13%	1.14%	+0.01%
White	0.90%	0.98%	+0.08%
Two or More Races	0.86%	0.90%	+0.04%
Children with Disabilities	7.73%	8.24%	+0.51%
English Learners	2.57%	2.29%	-0.28%
Economically Disadvantaged	1.40%	1.48%	+0.08%
Homeless	1.16%	1.42%	+0.26%
Migrant	0.00%	3.33%	+3.33%
Male	1.31%	1.50%	+0.19%
Female	0.75%	0.79%	+0.04%

Significant changes in the DLM-AA participation rate were seen in the areas of ELA, Math, and Science, which increased from SY 2020-21 to SY 2021-22. The increase may be due to the significant increase in total number of students assessed in all statewide assessments across testing areas. ISBE assessed over 95 percent in all areas and saw an average of 56.87 percent increase in the number of students taking state assessments and an average of 63.36 percent increase in number of students taking the DLM-AA in SY 2021-22 compared to SY 2020-21 as students returned to typical school settings near the end of the COVID-19 pandemic. Additionally, the business rules applied to data pulled for this waiver request changed from SY 2021-22 to SY 2022-23 which may have impacted overall rates.

Differences in participation rates may change when ISBE is able to analyze corrected and final SY 2021-22 data submitted to EdFacts.
ISBE anticipates exceeding the 1 percent threshold in all test areas for SY 2022-23, but the DLM-AA participation rate is anticipated to decrease compared to SY 2021-22 as monitoring efforts are put into place.

a. State Assurance that LEAs Followed State DLM-AA Participation Guidelines

LEAs were made aware of changes to the 1 percent threshold exception rule in 2018 via conference presentations that were held throughout Illinois. ISBE posted DLM-AA participation guidelines and a recorded webinar on its website at that time; both were updated in 2020 and 2021, respectively. The participation guidelines and webinar outline that all students who are being considered for the alternate assessment must have the participation guidelines addressed within an Individual Education Program (IEP).

Beginning in SY 2021-22 into SY 2022-23, ISBE implemented a newly developed monitoring system for participation in alternate assessments.

A total of 493 LEAs were found to have exceeded the 1 percent participation rate threshold in SY 2021-22, according to data made available on October 31, 2022.

ISBE intended to place districts on the 1 percent threshold monitoring system in the 2021-22 school year based on assessment data from the 2020-21 school year, but faced great difficulty in receiving accurate assessment participation data for SY 2020-21 in a timely manner. As a result, ISBE asked LEAs to submit Justification Forms voluntarily if they anticipated exceeding the 1 percent threshold in SY 2021-22. ISBE guidance on DLM-AA participation and links to resources, such as the DLM-AA Participation webinar, were included in communication to special education directors statewide. The Justification Form and guidance resources are available on the ISBE Alternate Assessment Participation – 1% Threshold webpage.

ISBE received 101 voluntary submissions in February and March of 2022.

Justification data is available to the public by request. The majority of justifications from LEAs cited small district population.

A number of Illinois LEAs have small populations, which impacts the overall calculation of the participation rate. LEAs in Illinois demonstrate a highly diverse student population in rural, suburban, and urban areas, which also impacts overall student enrollment and participation rates. Illinois has 852 LEAs, 3,872 schools, and approximately 2 million students.

Some LEAs that voluntarily submitted justifications for SY 2021-22 claimed the COVID-19 pandemic impacted student achievement, which affected qualification for the DLM-AA. ISBE has provided guidance to those LEAs explaining that changes in student academic achievement should not impact decisions pertaining to qualification to take the DLM-AA.

Other LEAs explained that their area has high-quality programming for individuals with significant cognitive disabilities, which attracts families and increases the number of students taking the DLM-AA.

ISBE made the decision to send notification letters to LEAs that exceeded the 1 percent threshold in SY 2021-22 based on data made available to this team on October 31, 2022. Letters will be sent by the end of November 2022. The Justification Form was also edited to improve clarity as some LEAs struggled to identify appropriate reasoning for exceeding the 1 percent threshold and clear consideration of disproportionality regarding the alternate assessment participation rate as opposed to the "Significant Disproportionality" calculation as a whole.

LEAs exceeding the 1 percent threshold are now placed on the 1 Percent Threshold Monitoring System. (See below for more information.)

ISBE also analyzed primary and secondary eligibility data to determine if districts were making students eligible for DLM-AA participation inappropriately. ISBE followed up with LEAs that used alternate assessments with students eligible for special education under categories such as Specific Learning Disability and Emotional Disability to address this concern and ensured that LEA representatives watched the participation guidelines webinar.

Should LEAs continue to exceed the 1 percent threshold for the subsequent school year, they will be moved to Tier 2 of the monitoring and supports system.

1 Percent Threshold for Participation in the State Alternate Assessment: Monitoring and Support System

ISBE has developed a new system for monitoring the 1 percent threshold. It is currently being implemented.

ISBE's monitoring system is intended to reduce the participation rate and support LEAs in accurately identifying students who are eligible for the DLM-AA. To that end, ISBE began implementing a monitoring and support system that is designed to:

- Maintain a high level of compliance with the Elementary and Secondary Education Act federal regulations for special education.
- Support LEAs in the process of self-assessment, root cause analysis, evaluation, and improvement.
- Connect improvement activities with planning and supports.

The monitoring system is described in three sections: LEA Determinations, LEA Requirements and Tiered Supports, and the LEA Action Plan.

Section I: LEA Determinations

ISBE utilizes assessment participation data to determine the degree to which a school district, or LEA, is correctly implementing the requirements of the 1 percent threshold. The formula below is used to determine if an LEA's population of students that participates in the alternate assessment exceeds the 1 percent threshold.

$$\left(\frac{\text{The number of students in the LEA taking the DLM-AA}}{\text{The total number of students in the LEA participating in state accountability assessments}} \right) \text{X } 100$$

*This calculation is done for total participation across the LEA and for each subject area: ELA, Math, and Science at each tested grade level.

ISBE selects LEAs for tiered monitoring and support by identifying potential risk through the LEA determinations process. This leads to an overall determination for LEAs in one of the following categories:

- LEA Within the 1 percent threshold.
- LEA Exceeding the 1 percent threshold.
- LEA Exceeding the 1 percent AND have disproportionality of subgroup(s).

LEAs that have 1 percent or fewer of the enrolled student population taking the alternate assessment will not be subject to review by ISBE. Participation guidance should be adhered to in making individualized decisions on behalf of the student.

If an LEA exceeds the 1 percent threshold, it must complete and submit a Justification Form to ISBE. ISBE will review the participation rate data and the LEA's Justification Form to determine what level of support the LEA may need.

Section II: LEA Requirements and Tiered Supports

The ISBE Special Education Department uses a tiered supports model to provide an appropriate level of assistance for LEAs. LEAs that are assigned a level of support must carry out specific activities that are intended to both ensure compliance and help districts improve results. The procedures outlined in the Illinois Special Education Accountability and Support System facilitate ISBE's efforts in the following activities:

- Fulfilling its responsibility to provide appropriate general supervision to Illinois LEAs.
- Differentiating levels of support for Illinois LEAs based on degree/intensity of needs.
- Allocating resources to address specific need(s) of Illinois LEAs.

The tiered support model consists of three levels, with required activities and supports in place at each level, to ensure accountability for both compliance and results measures as well as resources to strengthen and improve student outcomes.

LEA Determination Designation	Tiered Level of Support
Exceeding the 1 Percent Threshold for the First Year	Universal (Support Available) Tier 1
Exceeding the 1 Percent Threshold for Two or More Consecutive Years Without Acceptable Justifications	Targeted (Guidance Needed) Tier 2
Exceeding the 1 Percent Threshold for Three or More Consecutive Years Without Acceptable Justifications	Intensive (Coaching Required) Tier 3

Tiered Supports

Universal: The LEA completes the Justification Form, which is reviewed by ISBE. Tier 1 supports are available to all LEAs. DLM-AA participation guidance and resources are available to all LEAs via the ISBE Assessment webpage.

Targeted: LEAs designated as "Exceeding the 1 Percent Threshold for Two of More Consecutive Years Without Acceptable Justifications" fall under the Targeted level of support (Tier 2). The LEA completes the Justification Form, which is reviewed by ISBE. LEA staff is required to present the *Dynamic Learning Maps for Alternate Assessment (DLM-AA) Participation Guidelines* webinar to district representatives and confirm that efforts are being made to address the DLM-AA participation rate. Tier 2 supports will last for one year.

Intensive: LEAs designated as "Exceeding the 1 Percent Threshold for Three or More Consecutive Year Without Acceptable Justifications" fall under the Intensive level of support (Tier 3). The LEA completes

the Justification Form, which is reviewed by ISBE. In addition, an ISBE special education consultant reviews IEPs. Unsatisfactory reviews may result in the development of a plan for the LEA to make improved efforts. (See Appendix A.) Tier 3 supports will last one or more years based on yearly participation rate data and until such time as the LEA falls below the 1 Percent Threshold or presents acceptable justifications. Evaluations and ISBE support logs for district activities will be maintained by an ISBE consultant.

Section III: LEA Action Plan

LEAs that have unsatisfactory justification and/or IEP reviews require further action by the district. After reviewing the IEPs, the ISBE special education consultant will initiate an onsite or virtual visit to provide support to the district in the development of an action plan. The action plan may include one or more of the following activities:

- Reviewing and/or revising district policies, procedures, and/or practices.
- Providing professional development and support to relevant staff.
- Utilizing national, state, or local technical assistance resources.

The district can begin implementation of the action plan after the ISBE special education consultant approves it. The ISBE consultant will provide implementation support to the district throughout the one-year determination cycle.

The ISBE special education consultant will verify action plan implementation through the LEA's mid-year and end-of-year evaluations. If the district remains in the Tier 3 level of support for subsequent LEA determinations, district staff will continue to work with the ISBE special education consultant until the district's participation rate in the alternate assessment falls within the 1 percent threshold.

Update on progress toward implementing the monitoring and supports system to ensure LEAs follow state DLM-AA participation guidelines:

ISBE acknowledges a delay in the initially proposed plan included in the waiver request submitted for SY 2021-22. ISBE is working closely with the agency Data Strategies and Analytics team to gain access to the required participation rate data in a timely manner. It can then be utilized for LEA monitoring on a logical timetable.

The team was able to receive a snapshot of the data that will be submitted to EdFacts earlier this year than last, so ISBE anticipates full implementation of its 1 percent threshold monitoring system this school year.

ISBE will also make changes or improvements to training materials and resources to clarify the process and allow LEAs to submit more succinct and specific justifications.

b. State Assurance that LEAs Will Address Disproportionality of Subgroups

ISBE utilizes a risk ratio approach to analyze alternate assessment participation data for disproportionality for all subgroups. The ISBE 2020-2023 Strategic Plan now includes equity goals and initiatives, which are

applied to all agency processes, including a monitoring system for Alternate Assessment participation. Should disproportionality arise among subgroups, it will be addressed as part of the monitoring system.

Below is a list of subgroups included in the risk ratio analysis:

1. Racial/Ethnic Groups
    a. American Indian or Alaska Native
    b. Asian
    c. Pacific Islander or Other Pacific Islander
    d. Black or African American
    e. Hispanic or Latino
    f. White (Non-Hispanic)
    g. Two or More Races (Multiracial not Hispanic)
2. Bilingual
3. Economically Disadvantaged
4. Migratory
5. Gender
    a. Male
    b. Female

ISBE also analyzes the primary and secondary eligibilities of each DLM-AA participant to ensure only students with the most significant cognitive disabilities are found eligible to take the DLM-AA.

The risk analysis will allow ISBE to determine if any subgroup is more likely than other subgroups to participate in the alternate assessment. Analysis of these data will provide ISBE with information so it can focus on reducing disproportionality in the participation of students in the alternate assessment for individual subgroups. Information that is collected through the risk analysis will provide additional data that will be used to address the overall percentage of students participating in the alternate assessment.

A risk ratio of 1.0 for a subgroup means that the rate of participation in the alternate assessment is proportionate by students in the subgroup to the rate of participation for students not in the subgroup. The higher the risk ratio, the greater the chance that students in the subgroup will participate in the alternate assessment as compared to students not in the subgroup.

ISBE uses the following formula to calculate the risk ratio for each subgroup:

A. The risk of participating in the alternate assessment by students in the subgroup: The number of students in the subgroup who participated in the alternate assessment divided by the number of students in the subgroup who participated in statewide assessments multiplied by 100.

B. The risk of participating in the alternate assessment by all other students (comparison group): The number of students in the comparison group who participated in the alternate assessment divided by the number of students in the comparison group who participated in statewide assessments multiplied by 100.

C. The risk ratio for the subgroup: The risk of the subgroup (A) divided by the risk of the comparison group (B).

Risk Ratio Analysis

Risk Ratio for subgroups: ELA

SY 2020-21

Subgroup	Number of students in subgroup who took DLM AA	Number of students in subgroup who took state assessments	Risk	Number of students in control group who took the DLM AA	Number of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			1.637108	28578	1993245	1.433742	**1.141842288**
Asian	332	37786	0.878632	28270	1956925	1.444613	0.608212773
Native Hawaiian or Other Pacific Islander			1.383126	28592	1993988	1.43391	0.964583232
Black or African American	1487	100770	1.475638	27115	1893941	1.431671	**1.030710136**
Hispanic or Latino	1831	169751	1.078639	26771	1824960	1.466936	0.735300326
White	3659	394131	0.928372	24943	1600580	1.558373	0.59573143
Two or More Races	240	28633	0.838194	28362	1966078	1.442567	0.581043008
Children with Disabilities	7583	106402	7.126746	21019	1888309	1.113112	**6.402539663**
English Learners	1592	77611	2.051256	27010	1917100	1.408899	**1.455928231**
Economically Disadvantaged	4160	325477	1.278124	24442	1669234	1.464264	0.872877922
Homeless	100	11412	0.876271	28502	1983299	1.437101	0.609748996
Migrant			0.649351	28601	1994557	1.433953	0.45283972
Male	5041	380171	1.325982	23561	1614540	1.459301	0.908641989
Female	2542	360224	0.705672	26060	1634487	1.594384	0.442598524

SY 2021-22

Subgroup	Number of students in subgroup who took DLM AA	Number of students in subgroup who took state assessments	Risk	Number of students in control group who took the DLM AA	Number of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			0.017575	175,515	2,627,101	0.066809	0.263057
Asian	746	51,740	0.014418	174,809	2,577,637	0.067818	0.212603
Native Hawaiian or Other Pacific Islander			0.015369	175,540	2,628,401	0.066786	0.230121
Black or African American	3,161	155,021	0.020391	172,394	2,474,356	0.069672	0.292667
Hispanic or Latino	3,891	259,948	0.014968	171,664	2,369,429	0.07245	0.206604
White	5,517	436,163	0.012649	170,038	2,193,214	0.077529	0.163151
Two or More Races	471	38,366	0.012276	175,084	2,591,011	0.067574	0.181676
Children with Disabilities	136,000	139,771	0.97302	39,555	2,591,011	0.015266	**63.73672**
English Learners	3,409	131,237	0.025976	172,146	2,498,140	0.06891	0.376956
Economically Disadvantaged	8198	450,998	0.018177	167,357	2,178,379	0.076826	0.236604
Homeless	275	19,002	0.014472	175,280	2,610,375	0.067147	0.215528
Migrant			0.022556	175,552	2,629,244	0.066769	0.337827
Male	9,180	483,812	0.018974	166,375	2,145,565	0.077544	0.244692
Female	4,649	459,934	0.010108	170,906	2,169,443	0.078779	0.128308

Risk Ratio for subgroups: Math

SY 2020-21

Subgroup	Number of students in subgroup who took DLM AA	Number of students in subgroup who took state assessments	Risk	Number of students in control group who took the DLM AA	Number of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			0.016644	28,515	1,971,779	0.014462	**1.150882**
Asian	330	37470	0.008807	28,209	1,935,751	0.014573	0.604355
Native Hawaiian or Other Pacific Islander			0.014065	28,529	1,972,510	0.014463	0.972441
Black or African American	1481	98775	0.014994	27,058	1,874,446	0.014435	**1.038688**
Hispanic or Latino	1829	167713	0.010906	26,710	1,805,508	0.014794	0.737178
White	3653	391689	0.009326	24,886	1,581,532	0.015735	0.592695
Two or More Races	238	28374	0.008388	28,301	1,944,847	0.014552	0.576421
Children with Disabilities	7565	104988	0.072056	20,974	1,944,847	0.010784	**6.681492**
English Learners	1590	76484	0.020789	26,949	1,896,737	0.014208	**1.463157**
Economically Disadvantaged	4154	321054	0.012939	24,385	1,652,167	0.014759	0.876637
Homeless	99	11164	0.008868	28,440	1,962,057	0.014495	0.611783
Migrant			0.006494	28,538	1,973,067	0.014464	0.44895
Male	5030	376384	0.013364	23,509	1,596,837	0.014722	0.907744
Female	2535	356819	0.007104	26,004	1,616,402	0.016088	0.44161

SY 2021-22

Subgroup	Number of students in subgroup who took DLM AA	Number of students in subgroup who took state assessments	Risk	Number of students in control group who took the DLM AA	Number of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			0.017575	52,853	2,619,589	0.020176	0.871066
Asian	739	51,605	0.01432	52,154	2,570,260	0.020291	0.705736
Native Hawaiian or Other Pacific Islander			0.015448	52,878	2,620,894	0.020176	0.765679
Black or African American	3,144	154,290	0.020377	49,749	2,467,575	0.020161	**1.01072**
Hispanic or Latino	3,865	259,280	0.014907	49,028	2,362,585	0.020752	0.71833
White	5,502	435,439	0.012636	47,391	2,186,426	0.021675	0.582951
Two or More Races	468	38,239	0.012239	52,425	2,583,626	0.020291	0.603157
Children with Disabilities	13,540	139,050	0.097375	39,353	2,583,626	0.015232	**6.392923**
English Learners	3,384	130,849	0.025862	49,509	2,491,016	0.019875	**1.301225**
Economically Disadvantaged	8,156	449,473	0.018146	44,737	2,172,392	0.020593	0.88114
Homeless	276	18,906	0.014599	52,617	2,602,959	0.020214	0.722189
Migrant			0.022222	52,890	2,621,730	0.020174	**1.101544**
Male	9,128	482,508	0.018918	43,765	2,139,357	0.020457	0.924757
Female	4,633	458,844	0.010097	48,260	2,163,021	0.022311	0.452554

Risk Ratio for Subgroups: Science

SY 2020-21

Subgroup	Number of students in subgroup who took DLM AA	Number of students in subgroup who took state assessments	Risk	Number of students in control group who took the DLM AA	Number of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			1.984127	11047	743596	1.485619	**1.335556**
Asian	125	14857	0.841354	10932	729243	1.499089	0.561244
Native Hawaiian or Other Pacific Islander			1.632653	11053	743855	1.485908	**1.098758**
Black or African American	574	34211	1.677823	10483	709889	1.47671	**1.13619**
Hispanic or Latino	707	62471	1.131725	10350	681629	1.518421	0.74533
White	1446	160960	0.89836	9611	583140	1.648146	0.545073
Two or More Races	90	10492	0.857796	10967	733608	1.49494	0.5738
Children with Disabilities	2956	38221	7.733968	8101	705879	1.147647	**6.738978**
English Learners	567	22092	2.56654	10490	722008	1.452892	**1.766504**
Economically Disadvantaged	1578	112476	1.402966	9479	631624	1.500735	0.934853

Homeless			1.162791	11013	740316	1.487608	0.781651
Migrant			0	11057	744053	1.48605	0
Male	1921	146201	1.313945	9136	597899	1.528017	0.859902
Female	1035	137539	0.752514	10022	606561	1.652266	0.455444

SY 2021-22

Subgroup	**Number of students in subgroup who took DLM AA**	**Number of students in subgroup who took state assessments**	**Risk**	**Number of students in control group who took the DLM AA**	**Number of students who in control group who took state assessments**	**Risk**	**Risk ratio**
American Indian or Alaska Native			0.018924	17,598	1,089,557	0.016152	**1.171673**
Asian	253	22135	0.01143	17,364	1,068,426	0.016252	0.703292
Native Hawaiian or Other Pacific Islander			0.009153	17,613	1,090,124	0.016157	0.566528
Black or African American	1084	62392	0.017374	16,533	1,028,169	0.01608	**1.080471**
Hispanic or Latino	1269	111488	0.011382	16,348	979,073	0.016697	0.681685
White	1837	186857	0.009831	15,780	903,704	0.017461	0.563014
Two or More Races	140	15558	0.008999	17,477	1,075,003	0.016258	0.553499
Children with Disabilities	4531	54962	0.082439	13,086	1,075,003	0.012173	**6.77227**
English Learners	1099	47914	0.022937	16,518	1,042,647	0.015842	**1.447822**

Economically Disadvantaged	2671	180953	0.014761	14,946	909,608	0.016431	0.898333
Homeless	108	7582	0.014244	17,509	1,082,979	0.016167	0.881046
Migrant			0.033333	17,615	1,090,501	0.016153	**2.063584**
Male	3059	203891	0.015003	14,558	886,670	0.016419	0.91378
Female	1541	195328	0.007889	16,076	895,233	0.017957	0.439335

Some subgroups are at a slightly higher risk of taking the DLM-AA than others, according to the data sets above. These subgroups include American Indian or Alaska Native, Black or African American, Children with Disabilities, English Learners, and Migrant. However, the total number of students in some subgroups is extremely small compared to the control group (the target subgroup is several orders of magnitude smaller), so the ratio is not statistically significant.

Students in the Children with Disabilities subgroup will always have higher risk of taking the DLM-AA as students must have a disability to qualify for alternate assessment.

Regardless of reason, Illinois is committed to ensuring no subgroup of students is overidentified as qualifying for alternate assessment. Illinois will include information regarding equity, the least dangerous assumption, and implicit biases in materials regarding DLM-AA decision-making for IEP teams in line with the state Strategic Plan.

c. Timeline

- February 2022:
  Request LEAs voluntarily submit justifications in anticipation of exceeding the 1% threshold for SY 2021-22.
- October 2022:
  Request and receipt of preliminary assessment participation data for SY 2021-22.
- November 2022:
  Draft waiver request document, post for public comment.
  Request LEA justifications, as needed.
- December 2022: Submit waiver request document.
  Post LEA justification data to ISBE website.
  Notify LEAs of placement on 1 percent threshold monitoring system, as needed.
  Request finalized EdFacts assessment participation data, submit to OESE with any additional narrative needed.
- January 2023-June 2023:
  Follow up with LEAs on monitoring systems, as needed.
- August 2023:
  Request preliminary assessment participation data for SY 2021-22. Determine if a waiver request is needed for SY 2023-24.

IV. Public Comment

The ISBE posted a draft this waiver extension request for public comment from November 15, 2022 to November 29, 2022 on the ISBE webpage. The public was informed of the posting via mass communications, including ISBE's Weekly Message and ClickDimensions listservs. Members of the public were able to submit comments on the waiver request via email to altexception@isbe.net. Public comments received and ISBE responses are listed below.

Comment received 11-16-2022 from Patrick Nolten, Ph.D. Assistant Superintendent for Assessment and Accountability, Naperville CUSD 203:

I support expanding the Alternate Assessment cap beyond 1% for the State of Illinois. The rationale is that some districts disproportionally attract parents/guardians that have students with exceptional educational needs. Additionally, there appears to be a general trend that this subset of the overall student population is increasing proportionally.

ISBE Response:

Thank you for your comment. We will include this in our waiver request.

Comment received 11-16-22 from Crystal Swan-Gravatt Director of Special Education, Sandwich CUSD 430:

I support the waiver request. We are a rural school district in northern Illinois and have a disproportionate number of low incidence students with the eligibility category of Autism. A significant amount of students in this category also have intellectual disabilities and qualify to take the DLM. Our numbers of students with Autism have increased significantly over the past decade. In FY12, our % of students with disabilities w/Autism was 6.42% and in FY22, our students with disabilities w/Autism was 13%. The category of Autism with the comorbidity of also having a cognitive disability creates the perfect storm of potentially reaching greater than 1% of our total enrollment qualifying to take the DLM/alternative assessment. Waiver requests are still needed.

ISBE Response:

Thank you for your comment. We will include this in our waiver request.

Comment received 11-16-22 from Carrie Stacy Assistant Superintendent of Special Education, North Palos SD 117:

I am in support of the state requesting the waiver. As a school district of almost 3500 students, 14% of which are with disabilities, we annually exceed the 1% participation in DLM. We select students for alternate assessment based on intellectual functioning and participation in specialized programs with curriculum aligned to the Essential Elements. With the growing needs of students, particularly with significant disability and communication needs, the 1% provision is not leading to fair and equitable assessments.

ISBE Response:

Thank you for your comment. We will include this in our waiver request.

Comment received 11-16-22 from Robin Latman Program Supervisor, Crete-Monee SD 201-U:

I am happy to see the waiver. The state assessment is at grade level, not instructional level. To ask students to take a test that is significantly above grade level is frustrating and does not provide useful information. Thank you for requesting the waiver.

ISBE Response:

Thank you for your comment. To clarify, only students with the most significant cognitive disabilities are eligible for the alternate assessment. The document we are submitting to the U.S. Department of Education is requesting a waiver to the rule which states that states can only test 1% of students using alternate assessment.

This request will not result in a waiver for administration of assessments.

Your comment will be included in the waiver request document.

Comment received 11-27-22 from Candace Cortiella, The Advocacy Institute:

Suggest that you change the date on the cover sheet to December 1, 2022. Further explanation is needed regarding the reason(s) for the increased participation rates in all areas in 2021-2022.

ISBE Response:

Thank you for your comment and suggestions. Your time and attention are appreciated.

> The date on the cover sheet for this document was corrected per this comment. An additional statement was added regarding reasoning for increased participation rates.

Comment received 11-28-22 from Kate Shutter Special Education Coordinator, St. Anne Grade School District No. 256; St. Anne Community High School District No. 302:

I am writing to offer feedback regarding the threshold given to districts for participation in the IAA.

St. Anne Grade School District 256 and 302 are two very small school districts in our state. Having one student who requires participation in the IAA pushes us over the threshold every year we have a participant. We have to complete the request form with only one participant. Is there any way there can be some exceptions allowed without the extra paperwork? Especially for small schools.

ISBE Response:

Thank you for your comments and question.

At this time, federal regulations require ISBE to collect justifications from each LEA that exceeds the 1% threshold for participation in alternate assessment. The justification you provided, district size, is an acceptable justification.

According to preliminary 2021-22 participation data, St. Anne tested only .57% with the DLM, so justification for SY 2022-23 is not required.

Comment Received 11-29-22 from Daniel Holder Assistant Superintendent of Pupil Personnel Services, Freeport SD 145:

I am writing to submit the comment below with input from those in our District.

Please let us know if you need this information in a separate format or additional information on the comment.

Ultimately, we are appreciative of the work the ISBE does and know you have challenging jobs given the variety of federal mandates you're responsible for managing and adhering to, etc.

Thank you!

Dan Holder

We are thankful the ISBE is preparing and submitting a waiver to the 1% requirement for students taking an alternate assessment in SY22-23 as well as for the opportunity to provide public comment regarding the draft waiver request.

We further commend the ISBE for noting the following common reasons LEAs justified exceeding the 1 percent participation target, such as having small population sizes as well as having high-quality programming for individuals with significant cognitive disabilities, which attracts families and increases the number of students taking the DLM-AA.

Beyond these reasons, however, we are curious as to whether there may be research available-or that may be conducted in the future-identifying whether there may be other factors that are highly correlated with and/or may contribute to certain regions/LEAs having higher rates of DLM-AA participation, such as, possibly, healthcare infrastructure, local water quality, etc. (For instance, though perhaps there is no professional consensus yet and a need for further research, at least one publication has suggested "a higher concentration of manganese in tap water was significantly associated with lower IQ" (Chen H, Copes R. Manganese in drinking water and intellectual impairment in school-age children. Environ Health Perspect. 2011 Jun;119(6):A240-1; author reply A241. doi: 10.1289/ehp.1103485. PMID: 21628122; PMCID: PMC3114830.)

In essence, we're asking whether research regarding common variables might enable the ISBE to anticipate an LEA's likelihood to exceed the 1% cap in advance of an LEA submitting a justification to exceeding 1% and/or that any such information on additional common variables could be shared and provided to LEAs to assist in their review of local conditions.

While we recognize the ISBE has an obligation to monitor DLM-AA participation to ensure disproportionate rates of participation are not due to incorrect usage of alternate assessment participation/eligibility criteria, etc., we respectfully ask the ISBE to consider further review of the justification process for districts exceeding 1%.

One idea is to consider exemptions for districts in certain instances. For instance, if we suppose a district is identified to average1.4% participation for multiple years, might that district be exempted from the

requirement to submit a new justification if their data stays within some close range to this average (and so long as no contributing variables may have changed)?

As noted in the ISBE's DLM waiver guidance: "School districts should not seek to attain 1 percent participation of their students with disabilities as a goal." (https://www.isbe.net/Documents/dlm-exception-guidance.pdf)

Last, the ongoing requirement to complete a justification form and participate in ongoing monitoring seems to create, whether intentional or not, a disincentive for district's to exceed the 1% requirement. Indeed, wording in the current justification form (https://www.isbe.net/Documents/53-30.pdf) seems to presuppose that districts exceeding 1% may not be adhering to DLM-AA participation criteria:: "Enter a description of how the LEA will ensure that Individualized Education Program teams are adhering to the eligibility criteria as outlined in the DLM-AA Participation Guidelines when determining student eligibility for participation in the alternate assessment."

Thank you for considering this public comment with respect to the draft DLM-AA waiver as well as for the ISBE's continued work to improve technical assistance resources available to LEAs.

ISBE Response

Thank you for your time, comments, and suggestions. Your comments will be included in the waiver draft. The team will be in contact with FSD 145 in the coming days to address the need for a justification form based on preliminary assessment participation data from SY 2021-22. At this time, ISBE is required by federal regulations to collect a justification from LEAs that exceed the 1 percent threshold. We appreciate your continued assistance.

12/20/2022

To Whom it May Concern:
Below is corrected alternate assessment participation data respectfully submitted by the Illinois State Board of Education which accompanies the waiver request submitted on December 1, 2022.
Please direct any questions to altexception@isbe.net.

Thank you,
Amy Deegan
Special Education Programmatic Support Department
Illinois State Board of Education

Table 1 :Overall State Assessment Participation

Group	**All Students Grades 3-8 and High School ELA 2020-21**	**Students with Disabilities Grades 3-8 and High School ELA 2020-21**	**All Students Grades 3-8 and High School ELA 2021-22**	**Students with Disabilities Grades 3-8 and High School ELA 2021-22**
Students Assessed	741,028	106,402	941385	136727
Students Enrolled	994,148	148,713	962252	141559
Assessment Participation Rate	74.54%	71.55%	97.83%	96.59%
Group	**All Students Grades 3-8 and High School Math 2020-21**	**Students with Disabilities Grades 3-8 and High School Math 2020-21**	**All Students Grades 3-8 and High School Math 2021-22**	**Students with Disabilities Grades 3-8 and High School Math 2021-22**
Students Assessed	733,832	104,988	939006	136021
Students Enrolled	993,986	148,694	962014	141489
Assessment Participation Rate	73.83%	70.61%	97.61%	96.14%
Group	**All Students Grades 3-8 and High School Science 2020-21**	**Students with Disabilities Grades 3-8 and High School Science 2020-21**	**All Students Grades 3-8 and High School Science 2021-22**	**Students with Disabilities Grades 3-8 and High School Science 2021-22**
Students Assessed	283,741	38,221	399733	54829
Students Enrolled	433,654	63,331	408023	56485
Assessment Participation Rate	65.43%	60.35%	97.97%	97.07%

Corrected data continues to demonstrate overall participation rates above 95 percent in all test areas.

Table 2: ELA Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	Total # of Students in Grades 3-8 and High School ELA 2020-21	# of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2020-21	% of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2020-21
All Students	741,028	7,583	1.02%
American Indian or Alaska Native	1,466		
Asian	37,786	332	0.88%
Native Hawaiian or Other Pacific Islander	723		
Black or African American	100,770	1,487	1.48%
Hispanic or Latino	169,751	1,831	1.08%
White	394,131	3,659	0.93%
Two or More Races	28,633	240	0.84%
Children with Disabilities	106,402	7,583	7.13%
English Learners	77,611	1,592	2.05%
Economically Disadvantaged	325,477	4,160	1.28%
Homeless	11,412	100	0.88%
Migrant	154		
Male	380,171	5,041	1.33%
Female	360,224	2,542	0.71%
Group	**Total # of Students in Grades 3-8 and High School ELA 2021-22**	**# of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2021-22**	**% of Students Taking State AA-AAAS Grades 3-8 and High School ELA 2021-22**
All Students	941385	10736	1.14%
American Indian or Alaska Native	2271	35	1.54%
Asian	51574	580	1.12%
Native Hawaiian or Other Pacific Islander	969		
Black or African American	154346	2486	1.61%
Hispanic or Latino	259081	3024	1.17%
White	434894	4248	0.98%
Two or More Races	38250	355	0.93%
Children with Disabilities	136727	10556	7.72%
English Learners	130575	2747	2.10%
Economically Disadvantaged	449235	6435	1.43%
Homeless	18944	217	1.15%
Migrant	133		
Male	481814	7182	1.49%
Female	458833	3548	0.77%

Table 3: Math Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	Total # of Students in Grades 3-8 and High School Math 2020-21	# of Students Taking State AA-AAAS Grades 3-8 and High School Math 2020-21	% of Students Taking State AA-AAAS Grades 3-8 and High School Math 2020-21
All Students	733,832	7,565	1.03%
American Indian or Alaska Native	1,442		
Asian	37,470	330	0.88%
Native Hawaiian or Other Pacific Islander	711		
Black or African American	98,775	1,481	1.50%
Hispanic or Latino	167,713	1,829	1.09%
White	391,689	3,653	0.93%
Two or More Races	28,374	238	0.84%
Children with Disabilities	104,988	7,565	7.21%
English Learners	76,484	1,590	2.08%
Economically Disadvantaged	321,054	4,154	1.29%
Homeless	11,164	99	0.89%
Migrant	154		
Male	376,384	5,030	1.34%
Female	356,819	2,535	0.71%
Group	**Total # of Students in Grades 3-8 and High School Math 2021-22**	**# of Students Taking State AA-AAAS Grades 3-8 and High School Math 2021-22**	**% of Students Taking State AA-AAAS Grades 3-8 and High School Math 2021-22**
All Students	939006	10686	1.14%
American Indian or Alaska Native	2264	35	1.55%
Asian	51574	580	1.12%
Native Hawaiian or Other Pacific Islander	964		
Black or African American	153622	2476	1.61%
Hispanic or Latino	258419	3004	1.16%
White	434174	4237	0.98%
Two or More Races	38123	352	0.92%
Children with Disabilities	136021	10511	7.73%
English Learners	130190	2725	2.09%
Economically Disadvantaged	447720	6403	1.43%
Homeless	18848	218	1.16%
Migrant	135		
Male	480526	7146	1.49%
Female	457745	3534	0.77%

Table 4: Science Assessment Participation Rates by Subgroup for 2020-21 and 2021-22

Group	Total # of Students in Grades 3-8 and High School Science 2020-21	# of Students Taking State AA-AAAS Grades 3-8 and High School Science 2020-21	% of Students Taking State AA-AAAS Grades 3-8 and High School Science 2020-21
All Students	283,741	2,956	1.04%
American Indian or Alaska Native	504		
Asian	14,857	125	0.84%
Native Hawaiian or Other Pacific Islander	245		
Black or African American	34,211	574	1.68%
Hispanic or Latino	62,471	707	1.13%
White	160,960	1,446	0.90%
Two or More Races	10,492	90	0.86%
Children with Disabilities	38,221	2,956	7.73%
English Learners	22,092	567	2.57%
Economically Disadvantaged	112,476	1,578	1.40%
Homeless	3,784	44	1.16%
Migrant	47		
Male	146,201	1,921	1.31%
Female	137,539	1,035	0.75%
Group	**Total # of Students in Grades 3-8 and High School Science 2021-22**	**# of Students Taking State AA-AAAS Grades 3-8 and High School Science 2021-22**	**% of Students Taking State AA-AAAS Grades 3-8 and High School Science 2021-22**
All Students	399733	4468	1.12%
American Indian or Alaska Native	1004		
Asian	22124	242	1.09%
Native Hawaiian or Other Pacific Islander	437		
Black or African American	62355	1047	1.68%
Hispanic or Latino	111450	1231	1.10%
White	186809	1789	0.96%
Two or More Races	15554	136	0.87%
Children with Disabilities	54829	4398	8.02%
English Learners	47889	1074	2.24%
Economically Disadvantaged	180873	2591	1.43%
Homeless	7581	107	1.41%
Migrant	60		
Male	203804	2972	1.46%
Female	195277	1,541	0.79%

Table 5: ELA Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	SY 2020-21 Overall % of students participating in the DLM-AA ELA	SY 2021-22 Overall % of students participating in the DLM-AA ELA	Difference in participation rate
All Students	1.02%	1.14%	+0.12%
American Indian or Alaska Native	1.64%	1.54%	-0.10%
Asian	0.88%	1.12%	+0.24%
Native Hawaiian or Other Pacific Islander	1.38%	0.83%	-0.55%
Black or African American	1.48%	1.61%	+0.13%
Hispanic or Latino	1.08%	1.17%	+0.09%
White	0.93%	0.98%	+0.05%
Two or More Races	0.84%	0.93%	+0.09%
Children with Disabilities	7.13%	7.72%	+0.59%
English Learners	2.05%	2.10%	+0.05%
Economically Disadvantaged	1.28%	1.43%	+0.15%
Homeless	0.88%	1.15%	+0.27%
Migrant	0.65%	2.26%	+1.61%
Male	1.33%	1.49%	+0.16%
Female	0.71%	0.77%	+0.06%

Table 6: Math Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	SY 20-21 Overall % of students participating in the DLM-AA Math	SY 2021-22 Overall % of students participating in the DLM-AA Math	Difference in participation rate
All Students	1.03%	1.14%	+0.12%
American Indian or Alaska Native	1.66%	1.55%	-0.10%
Asian	0.88%	1.12%	+0.24%
Native Hawaiian or Other Pacific Islander	1.41%	0.83%	-0.58%
Black or African American	1.50%	1.61%	+0.11%
Hispanic or Latino	1.09%	1.16%	+0.07%
White	0.93%	0.98%	+0.05%
Two or More Races	0.84%	0.92%	+0.08%
Children with Disabilities	7.21%	7.73%	+0.52%
English Learners	2.08%	2.09%	+0.01%
Economically Disadvantaged	1.29%	1.43%	+0.14%
Homeless	0.89%	1.16%	+0.27%
Migrant	0.65%	2.22%	+1.57%
Male	1.34%	1.49%	+0.15%
Female	0.71%	0.77%	+0.06%

Table 7: Science Overall DLM Participation Rate SY 2020-21 versus SY 2021-22

Group	SY 20-21 Overall % of students participating in the DLM-AA Science	SY 2021-22 Overall % of students participating in the DLM-AA Science	Difference in participation rate
All Students	1.04%	1.12%	+0.08%
American Indian or Alaska Native	1.98%	1.89%	-0.10%
Asian	0.84%	1.09%	+0.25%
Native Hawaiian or Other Pacific Islander	1.63%	0.92%	-0.71%
Black or African American	1.68%	1.68%	No change
Hispanic or Latino	1.13%	1.10%	-0.03%
White	0.90%	0.96%	+0.06%
Two or More Races	0.86%	0.87%	+0.01%
Children with Disabilities	7.73%	8.02%	+0.29%
English Learners	2.57%	2.24%	-0.33%
Economically Disadvantaged	1.40%	1.43%	+0.03%
Homeless	1.16%	1.41%	+0.25%
Migrant	0.00%	3.33%	+3.33%
Male	1.31%	1.46%	+0.15%
Female	0.75%	0.79%	+0.04%

While corrected data demonstrates slight increases among subgroups from SY 2020-21 to SY 2021-22, changes are less significant than previously reported. The subgroup with the most significant increase from SY 2020-21 to SY 2021-22 was Migrant students. This may be due to the increased population of migrant students participating in the DLM-AA from SY 2020-21 to SY 2021-22 in all test areas.

Risk Ratio Analysis

Risk Ratio for subgroups: ELA SY 2021-22

Subgroup	# of students in subgroup who took DLM AA	# of students in subgroup who took state assessments	Risk	# of students in control group who took the DLM AA	# of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native	35	2271	1.541171	28578	1993245	1.433742	**1.074929**
Asian	580	51574	1.124598	40844	2566072	1.591693	0.706542
Native Hawaiian or Other Pacific Islander			0.825593	41416	2616677	1.582771	0.521613
Black or African American	2486	154346	1.610667	38938	2463300	1.580725	**1.018942**
Hispanic or Latino	3024	259081	1.167203	38400	2358565	1.628109	0.716907
White	4248	434894	0.97679	37176	2182752	1.703171	0.573512
Two or More Races	355	38250	0.928105	41069	2579396	1.592194	0.582909
Children with Disabilities	10556	136727	7.720494	30868	2480919	1.244216	**6.205106**
English Learners	2747	130575	2.103772	38677	2487071	1.555122	**1.352801**
Economically Disadvantaged	6435	449235	1.432435	34989	2168411	1.613578	0.887738
Homeless	217	18944	1.145481	41207	2598702	1.585676	0.722393
Migrant			2.255639	41421	2617513	1.582456	**1.425404**
Male	7182	481814	1.490617	34242	2135832	1.603216	0.929767
Female	3548	458833	0.773266	37876	2158813	1.754483	0.440737

Risk Ratio for subgroups: Math SY 2021-22

Subgroup	# of students in subgroup who took DLM AA	# of students in subgroup who took state assessments	Risk	# of students in control group who took the DLM AA	# of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native	35	2264	1.545936	28578	1993245	1.433742	**1.078252**
Asian	580	51574	1.124598	40652	2558751	1.588744	0.707853
Native Hawaiian or Other Pacific Islander			0.829876	41224	2609361	1.57985	0.525287
Black or African American	2476	153622	1.611748	38756	2456703	1.577561	**1.021671**
Hispanic or Latino	3004	258419	1.162453	38228	2351906	1.625405	0.715178
White	4237	434174	0.975876	36995	2176151	1.70002	0.574038
Two or More Races	352	38123	0.923327	40880	2572202	1.5893	0.580965
Children with Disabilities	10511	136021	7.727483	30721	2474304	1.241602	**6.223802**
English Learners	2725	130190	2.093095	38507	2480135	1.552617	**1.348107**
Economically Disadvantaged	6403	447720	1.430135	34829	2162605	1.610511	0.888
Homeless	218	18848	1.156621	41014	2591477	1.58265	0.730813
Migrant			2.222222	41229	2610190	1.57954	**1.406879**
Male	7146	480526	1.48712	34086	2129799	1.600433	0.929199
Female	3534	457745	0.772046	37698	2152580	1.751294	0.440843

Risk Ratio for subgroups: Science SY 2021-22

Subgroup	# of students in subgroup who took DLM AA	# of students in subgroup who took state assessments	Risk	# of students in control group who took the DLM AA	# of students who in control group who took state assessments	Risk	Risk ratio
American Indian or Alaska Native			1.89243	28578	1993245	1.433742	**1.319923**
Asian	242	22124	1.093835	16911	1067922	1.583543	0.690752
Native Hawaiian or Other Pacific Islander			0.915332	17149	1089609	1.573867	0.581581
Black or African American	1047	62355	1.679096	16106	1027691	1.567203	**1.071397**
Hispanic or Latino	1231	111450	1.104531	15922	978596	1.627025	0.678866
White	1789	186809	0.957663	15364	903237	1.700993	0.563002
Two or More Races	136	15554	0.874373	17017	1074492	1.583725	0.552099
Children with Disabilities	4398	54829	8.021303	12755	1035217	1.232109	**6.510223**
English Learners	1074	47889	2.242686	16079	1042157	1.542858	**1.453592**
Economically Disadvantaged	2591	180873	1.432497	14562	909173	1.601675	0.894374
Homeless	107	7581	1.411423	17046	1082465	1.574739	0.89629
Migrant			3.333333	17151	1089986	1.573506	**2.118411**
Male	2972	203804	1.458264	14181	886242	1.600127	0.911342
Female	1541	195277	0.789135	15612	894769	1.744808	0.452276

Corrected data demonstrates low risk for most subgroups as it pertains to taking the DLM-AA. The most significant subgroup is Children with Disabilities, which will always reflect risk as students must have a cognitive disability to qualify for alternate assessment. The subgroups American Indian or Alaska Native and Migrant students reflect risk, however the total number of students is small compared to the control group (the target subgroup is several orders of magnitude smaller), so the ratio is not statistically significant.

LEAs exceeding 1 Percent

ISBE previously reported that 493 LEAs exceeded the 1 percent threshold in SY 2021-22. However, corrected data shows 388 LEAs exceeded the threshold. ISBE has been contacting LEAs that appeared to have exceeded the threshold and has received 122 justifications with district size and high population of significant needs cited as the most common justification. ISBE continues to communicate with LEAs including those which tested students without significant cognitive disabilities according to eligibility data. Since December 1, 2022, ISBE has supported four LEAs in clarifying the needs of students who previously took alternate assessment but will take regular state assessment with accommodations moving forward.

ISBE is also making updates to guidance documents to reflect the correct participation rate calculation as well as clarified language around eligibility criteria. ISBE aims to make updated guidance available by Spring 2023.