



One Percent Tier 2 District Self-Assessment Workbook

Introduction

Your district has been identified as a Tier 2 district for the 2024–25 WY-ALT administration, meaning that your district tested over 1% of your total student population in at least one subject area on the WY-ALT assessment, and/or there are concerns about your rising percentage of students taking the WY-ALT.

Per ESSA and federal accountability requirements, the 1% represents a threshold or “cap” for student participation in alternate assessments, based on alternate academic achievement standards (AA-AAAS; WY-ALT & Wyoming Extended Standards) at 1% of the total tested student population. Each state is required to report their AA-AAAS percentage to the U.S. Department of Education and, if over 1%, must file a waiver request explaining why the percentage is above 1%, as well as plans to lower that percentage.

While the needs of students must always come first, the Wyoming Department of Education (WDE) must also ensure that each school district is making every effort to ensure their students taking the WY-ALT are each accurately identified as a student with the most significant cognitive disability (SMSCD), and is therefore appropriately identified as a participant for the state’s AA-AAAS.

Districts that identify students as SMSCD and eligible for the WY-ALT assessment should use the [WY-ALT Alternate Assessment Participation Guidance](#) document to correctly identify student eligibility, and attaching evidence of this identification to each student’s IEP, 504, or other formal education plan.

REMEMBER: A student eligible for Special Education services DOES NOT automatically qualify him/her for the WY-ALT assessment.

Identification of WY-ALT assessment eligibility should also be revisited each year, typically during annual reviews of formal education plans. As a reminder, students designated as SMSCD and placed in WY-ALT testing should also be learning content aligned to the [Wyoming Extended Standards](#) (WYES), as well as placed on a certificate of completion track for high school graduation, not a diploma. For more information on this topic, please refer to the [WY-ALT Alternate Assessment Participation Guidance](#) document, or contact the WDE.

Tier 2 District Self-Assessment Workbook Directions

It is recommended that this workbook be completed at the district level, although assistance from individual schools may be necessary. The district’s Director of Assessment or similar title, or district leadership with duties related to overseeing the district’s completion of required state assessments is best fit for completion of this workbook. This workbook requires data entry and analysis, as well as contains recommended discussion topics with district leadership, to promote potential analysis of ways for the district to reduce their 1% percentages. All directions below detail each step to be completed.

Step 1: Generating Data - WY-ALT Administration Percentage Report

Log into the Confidential Portal to access your district's WY-ALT testing data.

1. To access the Assessment Confidential Portal, please visit the WDE website: edu.wyoming.gov.
2. Once at the WDE site, select from the top navigational tabs: Data – Go to Hub – Other Data Reporting – District Data Reports: Explore Page Here.
3. Sign in using your WyEdPro credentials.
4. Select from the top navigational tabs: Assessment Confidential – WY-TOPP and WY-ALT Reports – WYALT Administration Percentage Report.
5. The resulting page should auto populate the needed information, but the following should be selected:
 - School Year: Most recent year of data available
 - District Name: Your district name
 - Subject: All Subjects
 - Category: All Categories
 - Category Option: All Category Options
 - Output Type: select either HTML Web Document (HTML) to view the information on the web, or Excel XLSX (XLSX) to download a copy of the report with proper headings in Excel.
 - Note: use the Refresh button above the "Category Option" pulldown if you have changed options and the page has not yet refreshed.

Step 2: District Outcome Percentages - WY-ALT Tested

Using the generated WY-ALT Percentage report, complete the following data tables and answer the below questions:

1. Record the current year District Outcome ELA Percent/Count WY-ALT Tested, and Grade level ELA Percent/Count WY-ALT Tested:

DISTRICT/GRADE LEVEL CATEGORY	PERCENT	COUNT
District Outcomes ELA Percent/Count WY-ALT Tested		
Grade 3 ELA Percent/Count WY-ALT Tested		
Grade 4 ELA Percent/Count WY-ALT Tested		
Grade 5 ELA Percent/Count WY-ALT Tested		
Grade 6 ELA Percent/Count WY-ALT Tested		
Grade 7 ELA Percent/Count WY-ALT Tested		
Grade 8 ELA Percent/Count WY-ALT Tested		
Grade 9 ELA Percent/Count WY-ALT Tested		
Grade 10 ELA Percent/Count WY-ALT Tested		

2. Reviewing your ELA percentages, which grades have the top three highest percentages above 1%?

3. Record the current year District Outcome Math Percent/Count WY-ALT Tested, and Grade level Math Percent/Count WY-ALT Tested:

DISTRICT/GRADE LEVEL CATEGORY	PERCENT	COUNT
District Outcomes Math Percent/Count WY-ALT Tested		
Grade 3 Math Percent/Count WY-ALT Tested		
Grade 4 Math Percent/Count WY-ALT Tested		
Grade 5 Math Percent/Count WY-ALT Tested		
Grade 6 Math Percent/Count WY-ALT Tested		
Grade 7 Math Percent/Count WY-ALT Tested		
Grade 8 Math Percent/Count WY-ALT Tested		
Grade 9 Math Percent/Count WY-ALT Tested		
Grade 10 Math Percent/Count WY-ALT Tested		

4. Reviewing your Math percentages, which grades have the top three highest percentages above 1%?

5. Record the current year District Outcome Science Percent/Count WY-ALT Tested, and Grade level Science Percent/Count WY-ALT Tested:

DISTRICT/GRADE LEVEL CATEGORY	PERCENT	COUNT
District Outcomes Science Percent/Count WY-ALT Tested		
Grade 4 Science Percent/Count WY-ALT Tested		
Grade 8 Science Percent/Count WY-ALT Tested		
Grade 10 Science Percent/Count WY-ALT Tested		

6. Reviewing your Science percentages, which grades have the top three highest percentages above 1%?

7. Discussion Topics

While not mandatory, reviewing the grade levels with the highest percentages/counts may prompt a discussion and/or review of practices within district leadership regarding school processes for determining WY-ALT eligibility (e.g. investigating high percentages in elementary schools vs. low in middle schools may uncover eligibility overidentification practices during annual education plan reviews in elementary buildings, as compared to middle school buildings).

Step 3: District Outcome Percentages - Demographics

Using the generated WY-ALT Percentages report, complete the following data tables and answer the below questions:

1. Record the current year race/ethnicity/group percentages/counts for ELA testing:

RACE/ETHNICITY/GROUP	PERCENT	COUNT
American Indian/Alaska Native		
Asian		
Black		
Hispanic		
Native Hawaiian/Pacific Islander		
Two or More Races		

RACE/ETHNICITY/GROUP	PERCENT	COUNT
White		
Female		
Male		
Free/Reduced Lunch Eligible		
NOT Free/Reduced Lunch Eligible		
English Learner		
NOT English Learner		

2. Reviewing your ELA percentages, which race/ethnicity/groups have the top three highest percentages above 1%?

3. Record the current year race/ethnicity/group percentages/counts for Math testing:

RACE/ETHNICITY/GROUP	PERCENT	COUNT
American Indian/Alaska Native		
Asian		
Black		
Hispanic		
Native Hawaiian/Pacific Islander		
Two or More Races		
White		
Female		
Male		
Free/Reduced Lunch Eligible		

RACE/ETHNICITY/GROUP	PERCENT	COUNT
NOT Free/Reduced Lunch Eligible		
English Learner		
NOT English Learner		

4. Reviewing your Math percentages, which race/ethnicity/groups have the top three highest percentages above 1%?

5. Record the current year race/ethnicity/group percentages/counts for Science testing:

RACE/ETHNICITY/GROUP	PERCENT	COUNT
American Indian/Alaska Native		
Asian		
Black		
Hispanic		
Native Hawaiian/Pacific Islander		
Two or More Races		
White		
Female		
Male		
Free/Reduced Lunch Eligible		
NOT Free/Reduced Lunch Eligible		
English Learner		
NOT English Learner		

6. Reviewing your Science percentages, which race/ethnicity/groups have the top three highest percentages above 1%?

7. Discussion Topics

While not mandatory, reviewing the demographic race/ethnicity/groups with the highest percentages/counts may prompt a discussion and/or review of practices within district leadership regarding processes for determining WY-ALT eligibility (e.g. is there potential bias and eligibility overidentification of certain race/ethnicities in your district, or for particular groups of students? Are all groups receiving equal support and preparation in the classroom leading up to WY-ALT assessment?).

Step 4: District Outcome Counts: IDEA Disabilities

Using the generated WY-ALT Percentages report, complete the following data tables and answer the below questions:

1. Record the current year IDEA Disability counts for ELA testing:

DISABILITY CATEGORY	COUNT
Autism (AT)	
Cognitive Disability (CD)	
Deaf-Blind Disability (DB)	
Developmental Delay (DD)	
Emotional Disability (ED)	
Hearing Impairment (including Deafness) (HI)	
Learning Disability (LD)	
Multiple Disabilities (MU)	
Not Reported (NR)	
Orthopedic Disability (OI)	
Other Health Impaired (HL)	
Speech/Language Disability (SL)	
Traumatic Brain Injury (BI)	
Visual Impairment (including Blindness) (VI)	

2. Reviewing your ELA data, which disability groups have the top three highest counts?

3. Record the current year IDEA Disability counts for Math testing:

DISABILITY CATEGORY	COUNT
Autism (AT)	
Cognitive Disability (CD)	
Deaf-Blind Disability (DB)	
Developmental Delay (DD)	
Emotional Disability (ED)	
Hearing Impairment (including Deafness) (HI)	
Learning Disability (LD)	
Multiple Disabilities (MU)	
Not Reported (NR)	
Orthopedic Disability (OI)	
Other Health Impaired (HL)	
Speech/Language Disability (SL)	
Traumatic Brain Injury (BI)	
Visual Impairment (including Blindness) (VI)	

4. Reviewing your Math data, which disability groups have the top three highest counts?

5. Record the current year IDEA Disability counts for Science testing:

DISABILITY CATEGORY	COUNT
Autism (AT)	
Cognitive Disability (CD)	
Deaf-Blind Disability (DB)	
Developmental Delay (DD)	
Emotional Disability (ED)	
Hearing Impairment (including Deafness) (HI)	
Learning Disability (LD)	
Multiple Disabilities (MU)	
Not Reported (NR)	
Orthopedic Disability (OI)	
Other Health Impaired (HL)	
Speech/Language Disability (SL)	
Traumatic Brain Injury (BI)	
Visual Impairment (including Blindness) (VI)	

6. Reviewing your Science data, which disability groups have the top three highest counts?

7. Discussion Topics

While not mandatory, reviewing the IDEA Disability groups with the highest counts may prompt a discussion and/or review of practices within district leadership regarding processes for determining WY-ALT eligibility (e.g. Are there certain disability groups with eligibility overidentification for the WY-ALT? As a consideration: commonly Other Health Impaired (HL) or Speech/Language Disability (SL) students, with the right accommodations, can test well with an appropriate placement in WY-TOPP testing, although this is completely dependent on a case by case review of such students).

Step 5: District Outcome Percentages: IDEA Environments

Using the generated WY-ALT Percentages report, complete the following data tables and answer the below questions:

1. Record the current year IDEA Environment counts for ELA testing:

ENVIRONMENT	COUNT
Correctional Facility (CF)	
Court Placed (CP)	
Homebound or Hospital Setting (HH)	
Homeschool (PH)	
Medically Necessary (MN)	
Not Reported (NR)	
Private School (not placed or referred by public agency, i.e. parent placement) (PP)	
Regular Environment (less than 21% outside of regular class) (RE)	
Residential Facility (RF)	
Resource Room (at least 21% but not more than 60% outside regular class) (RR)	
Separate Class (student spends more than 60% of the day outside of regular class) (SC)	
Separate School Facility (SS)	

2. Reviewing your ELA counts, which environments have the top three highest counts?

3. Record the current year IDEA Environment counts for Math testing:

ENVIRONMENT	COUNT
Correctional Facility (CF)	
Court Placed (CP)	
Homebound or Hospital Setting (HH)	

ENVIRONMENT	COUNT
Homeschool (PH)	
Medically Necessary (MN)	
Not Reported (NR)	
Private School (not placed or referred by public agency, i.e. parent placement) (PP)	
Regular Environment (less than 21% outside of regular class) (RE)	
Residential Facility (RF)	
Resource Room (at least 21% but not more than 60% outside regular class) (RR)	
Separate Class (student spends more than 60% of the day outside of regular class) (SC)	
Separate School Facility (SS)	

4. Reviewing your Math counts, which environments have the top three highest counts?

5. Record the current year IDEA Environment counts for Science testing:

ENVIRONMENT	COUNT
Correctional Facility (CF)	
Court Placed (CP)	
Homebound or Hospital Setting (HH)	
Homeschool (PH)	
Medically Necessary (MN)	
Not Reported (NR)	
Private School (not placed or referred by public agency, i.e. parent placement) (PP)	
Regular Environment (less than 21% outside of regular class) (RE)	
Residential Facility (RF)	

ENVIRONMENT	COUNT
Resource Room (at least 21% but not more than 60% outside regular class) (RR)	
Separate Class (student spends more than 60% of the day outside of regular class) (SC)	
Separate School Facility (SS)	

6. Reviewing your Science counts, which environments have the top three highest counts?

7. Discussion Topics

While not mandatory, reviewing the IDEA Environment groups with the highest counts may prompt a discussion and/or review of practices within district leadership regarding processes for determining WY-ALT eligibility (e.g. Is there a high count of WY-ALT students tested who come from the Regular Environment (RE), and if so, is there potential for WY-ALT eligibility overidentification?).

Step 6: Generating Data - Individual Student Results

Follow these steps to generate a new report to review individual student results:

1. Access the Assessment Confidential Portal by visiting the WDE website: edu.wyoming.gov.
2. Once at the WDE site, select from the top navigational tabs: Data – Go to Hub – Other Data Reporting – District Data Reports: Explore Page Here.
3. Sign in using your WyEdPro credentials.
4. Select from the top navigational tabs: Assessment Confidential – WY-TOPP and WY-ALT Reports – Student Level Assessment Results Grades 3 to 10, WY-TOPP and WY-ALT.
5. The resulting page should auto populate the needed information, but the following should be selected:
 - School Year: Most recent year of data available
 - District Name: Your district name
 - School Name: All Schools
 - Output Type: due to the amount of data present on this report, and for organizational purposes, please select Excel XLSX (XLSX) to download a copy of the report with proper headings in Excel.
 - Note: use the Refresh button above the "Output Type" pulldown if you have changed options and the page has not yet refreshed.
6. Using the downloaded Excel file, custom sort by Test Type first, then by School Name. Other categories can be selected for further sorting, if desired.

Step 7: Individual Student Results Review

Using the newly generated Individual Student Results report, complete the following data table and answer the below question for **WY-ALT students only**. Reminder to custom sort the Excel file used for this analysis by Test Type first, then by School Name. Other categories can be selected for further sorting, if desired.

1. Record the WISER ID (no names), School, and ELA, Math, and Science performance levels for all students at levels 3-4 on ALL WY-ALT subjects only. Students scoring a performance level below 3-4 for any one WY-ALT subject should NOT be listed (students scoring at levels 3-4 are the highest performing students).
- NOTE: Please create a separate table using the provided categories if more rows are needed.

#	WISER #	SCHOOL NAME	ELA PERFORMANCE LEVEL	MATH PERFORMANCE LEVEL	SCIENCE PERFORMANCE LEVEL
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

2. Reviewing your district's individual performance levels for all WY-ALT students at levels 3-4 only, which three schools in your district have the most students?

3. Discussion Topics

While not mandatory, reviewing all WY-ALT student individual performance levels at levels 3-4 only may prompt two separate discussions:

- Are there schools that have multiple ALT students performing at levels 3-4, and if so, could there be a possible eligibility overidentification for WY-ALT at those schools?
- Is it possible for any level 3-4 students, given the right accommodations, that they might perform well on the WY-TOPP assessment? NOTE: this question may take significant analysis, involving SPED case managers/teachers, but is a valuable discussion.

Conclusion

This concludes the WY-ALT Tier 2 Self-Assessment Workbook. A reminder that while recommended discussions are not required, the various workbook tables and questions in this document are.

Refer all questions to the WDE Standards and Assessment Division, or the WDE Special Education Division.