Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0207 Ft Leavenworth | Status: Submitted to KSDE on 12/13/2018

☐ Since the district's total test population is less than 300 and the total number of students participating in the DLM is 3 or less, no justification statement from the district is needed for the moment.

☒ Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessments (DLM) in the box below and press Save.

USD 207 is located on Fort Leavenworth which is home to The U.S. Army Combined Arms Center (USA CAC). CAC is responsible for several core functions including, but not limited to, the U.S. Army Command and General Staff College. Based on the fact of frequent change of duty stations for soldiers and family members, our district has a 50 to 60 percent yearly student turnover.

As a result of incoming families that are assigned to our Post, the incidence of students with significant cognitive disabilities continues to increase. When students move into our district, staff utilize the DLM Participation Guidelines for Kansas to ensure that these students, as well as the small percentage of returning students, qualify for the alternative state assessments. So in many cases, this requires staff to examine incoming records to answer the three guiding question: is there a significant cognitive delay, is instruction primarily aligned with Essential elements, and doe the student require substantial support to achieve goals.

Process
Using the Participation Guidelines, the IEP team reviews evaluation reports to obtain standardized cognitive assessment data. They use the data to determine if a student has a significant cognitive disability. If there is no standardized cognitive data noted within evaluation reports, the team obtains permission to complete standardized testing to determine levels of cognitive delays. Next, the IEP team reviews the student’s goals to determine if goals are aligned with the Essential Elements. IEP teams then examine the level of specially designed individual services written into the IEP. Taking all three factors into consideration, the IEP determines if students qualify to take the DLM in Kansas.

☒ What are the district's next steps to ensure that annually the appropriate test is administered to each student?

We will continue to utilize the DLM Participation Guidelines document when determining eligibility for DLM participation. In addition, Special Education Administration will continue to provide Professional Development to new teachers regarding the Participation Guidelines. Current special education teachers will be reminded of the Guidelines at least twice a year, during district-level professional development. The Special Education Director will meet with current LEAs in the district to go over the Guidelines and answer questions. Finally, as IEP information is sent into the Board of Education Office in order to be uploaded to Sped Pro, the administration will review the criteria used to determine edibility for DLM participation. If criteria are unclear, IEP teams will be asked to justify participation decisions.