Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0313 Buhler | Status: Submitted to KSDE on 12/14/2018

☐ 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.

The IEP teams are utilizing the DLM Participation Guidelines for Kansas provided by KSDE to guide discussions regarding DLM eligibility. The IEP teams are considering all aspects of the student's disability and reviewing all available information including results of intellectual assessments, academic assessments, curriculum based-measures, adaptive behavior measures, classroom observations, daily performance, medical information, and the type of specialized instruction the student receives. IEP teams are reviewing instruction provided to the student to determine if it is mainly based on the Essential Elements content standards. The teams also review the progress monitoring data and previous records to determine how well the student is able to generalize and transfer skills across multiple settings.

We use the student's IEP to guide decision making regarding the state assessments. When working collaboratively with teachers and parents, the student's academic ability is considered along with adaptive behavior scores, classroom performance and of course, previous performance on the state assessment. Of the students taking the DLM at the elementary level, all have intellectual disabilities and severely impacted adapted/functional skills. All of the students that are currently on DLM at the high school are receiving all of their instruction with the Essential Elements.

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

IEP teams annually determine the assessment that is appropriate for each student. During the annual discussion, regular education teachers, special education teachers, administrators, and related service providers discuss with the parent the importance of appropriately assessing the student and determine collectively the type of assessment which should be utilized. The assigned school psychologist and special education administrator assist with providing clarification and consultation on a case-by-case basis to IEP teams.

Special education staff are provided with timely updates regarding the DLM and given additional training/information to ensure understanding of DLM eligibility requirements. The special education director reviews the list of students taking the DLM and follows up with IEP teams if there is ever a concern that a student was assigned inappropriately to the DLM. If that situation arises, the IEP team is asked to re-examine the data regarding the student with the assigned school psychologist to ensure the appropriate assessment is selected.

Special education teachers who serve as case managers for students taking the DLM receive annual training regarding administration of the DLM. Locally, we've identified a lead special education teacher with a clear understanding of the DLM who provides professional guidance to other special education teachers with less professional expertise in this area. Through collaboration with district assessment coordinators, we ensure that the DLM is administered within the guidelines set forth by KSDE.