Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0334 Southern Cloud | Status: Submitted to KSDE on 01/03/2019

[X] 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.

Individual Educational Plan team reviews the participation guidelines for the Dynamic Learning Maps. We review the records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and/or adaptive behaviors. We also refer to the primary instruction utilizing the Essential Elements. We collect data based on the goals connected to the Essential Elements. If a student progress and do well with the Essential Elements, they could show a need not to be on the Dynamic Learning Maps. If the Essential Elements data of daily implementation is appropriate and functionally correct for that student, we go onto another criteria point. We review the data on the Individual Educational Plan that supports the instructional support minutes, placement, and adaptive materials.
All three questions must be answered by the entire team, including supporting documentation that supports the answer to each question.

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

At the end of each testing cycle, we review the records. If we have a student that has the majority of the rubric of the Dynamic Learning Maps in the advanced side, we hold a meeting to justify the continued need for the Dynamic Learning Maps participation. Should a student show progress, but not be in the advanced side of the rubric, then we meet to justify their placement in the assessment field.