Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0378 Riley County | Status: Submitted to KSDE on 12/20/2018

☐ 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 reviewed the DLM guidelines. They review the student records that indicate the disability or multiple disabilities that significantly impact intellectual functioning and adaptive behaviors. The participation criterion descriptors are utilized to determine need. Then, they refer to the primary instruction using the Essential Elements provided. Data is collected based on the goals of the IEP connected to the Essential Elements. If a student shows that they do well with the Essential Elements, then they no longer need to be tested using the DLM. If the data shows that the daily implementation is appropriate and functionally correct for that student, then we go to the third criteria point. The data from the IEP is used to determine instructional support minutes, adaptive materials needed, and placement of the student – whether they need extensive individualize instruction or substantially adapted materials.

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

At the conclusion of each testing cycle, the team reviews the records. If the student is consistently scoring on the advanced side, we ask the team to hold a meeting to justify the continue need of using the DLM for testing. Should a student show some progress, but not be in the advanced side of the rubric, then we still meet to justify placement in the DLM and amend the IEP as needed.