Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0379 Clay Center | Status: Submitted to KSDE on 12/12/2018

☐ 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.

Each IEP team reviews the participation guidelines for the DLM. They first address the criteria that refers to a Significant Cognitive Disability. They review the records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behaviors. Second, they refer to the primary instruction utilizing the Essential Elements. They collect data based on the goals connected to the EE. Should a student progress and do well with the EE, they could show a need not to be on the DLM. If the EE data of daily implementation is appropriate and functionally correct for that student, we go onto the third criteria point. We review the data on the IEP 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 of the 3 questions.

☒ 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, we review the records. If we have a student that has the majority of the rubric of the DLM in the advanced side, we ask that the team hold a meeting to justify the continued need for the DLM participation. Again, they must have the supporting documents to continue on the DLM side of the assessments. Should a student show progress but not be in the advanced side of the rubric, then we still meet to justify their placement in the assessment field.

For example, this past year we had [redacted] students in the advanced category on the DLM. One of them we moved off the DLM while the other [redacted] the team had supporting information to keep him on the DLM for one more school year. Should he continue at the advanced level, he will be dismissed.