Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0386 Madison-Virgil | 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.

IEP teams are currently looking the level of support the students need to progress academically, significant cognitive disability, and adaptive behavior. The IEP goals and instruction are aligned with the selected Essential Elements. The IEP takes into account the amount of support, resources, and instruction necessary to help students make appropriate academic progress.

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

Training was conducted for all special education teachers who administer the DLM and the participation criterion with the descriptive statements were reviewed and explained in August 2018. The Associate Executive Director of Assessment and Accountability provided individual and follow-up trainings for teachers who could not attend or needed more specific explanation. The IEP teams agreed that the students taking the DLM met the participation criteria before indicating that on the IEP document.

The Associate Executive Director of Assessment and Accountability and Executive Director of Special Services agree that more training needs to occur that focuses more on school psychologists and special education instructional coaches so they can help direct special education teachers. Principals of buildings also need to receive more professional development.

The Flint Hills Special Education Cooperative leadership team will review the list of students identified for the DLM, how they are scoring, and make recommendations to teachers regarding what students need to be considered for the regular assessment. A next step is to explore adding the DLM criteria to the WebKIDSS program to embed the process of talking through all areas to determine eligibility.