Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0405 Lyons | Status: Submitted to KSDE on 12/10/2018

☐ 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 year, when determining the appropriate assessment placement for each student, the IEP teams review the abilities of the student, service times, and the amount of instructional support that the student receives as indicated by their needs and written in their IEP. The IEP team processes through the Dynamic Learning Maps Guidelines after data has been gathered and services are set according to the student's educational needs, if the team agrees that the answer is yes to all three participation criterion, then the student qualifies for the DLM alternate assessment.
The type of data that is gathered annually by the team includes, but is not limited to: previous state assessment scores; standardized assessment scores as indicated by the most recent evaluation and any district standardized assessments (districts within our cooperative use Lexia, AIMSweb, STAR, MAP, iSTATION, and DIBELS as measures of achievement and progress monitoring data); classroom performances and observations; general education and special education teacher reports; and, parent input. This data is used to determine appropriate placement and services within the IEP for the student to progress. If the student needs intense support and services through special education, the team reviews the student's cognitive abilities and delays, to include adaptive delays as well. If it is determined appropriate, the team develops goals using the Essential Elements as they are more academically appropriate for that student. Finally, if the student is receiving more than three-fifths of their day in the resource room working, requiring more extensive, slower-paced, adapted instruction in order to make gains in grade or age-appropriate curriculum, then the students qualifies as a student who is eligible to take the DLM alternate assessment.

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

Every year during the student's IEP and also when the time comes to discuss placement of and uploading of students eligible for alternate assessments and/or certain accommodations and modifications the IEP team will discuss and go through the flowchart in order to ensure that the student is participating in the appropriate assessment placement.
The cooperative special education director and coordinator will ensure that all teachers and supportive staff are aware of the participating criterion for alternate assessments and that all have a copy of the flowchart so that students are being discussed appropriately and placed appropriately.
Each IEP is reviewed when it is turned in and when the alternate assessment questions is marked yes, the review board determines if appropriate based on the reason why typed in and the essential element-based goals by the IEP team and special education teacher.
These actions shall ensure that the cooperative is annually administering the appropriate test to each student.