Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0409 Atchison Public Schools | Status: Submitted to KSDE on 12/17/2018

☐ 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.

Cognitive Abilities/Testing, Present Levels of Performances, Peer Comparisons, CBMs.

IQ below 70, Two or more years behind the grade they are in. Extremely low SRI test, Unable to read, comprehend a passage at their given grade level, trying a passage at the next level, until a level is found. Are they not able to read the DOLCH sight words? (Pre-K - 3rd)
Writing; Are they not able to write a complete paragraph using capitals, correct punctuation and a thought from the start to an end.
Math: Are they un able to pass there grade level Go Math Assessment, dropping down to each grade level. Are they not able to count to 200. Are they not able to write to 200 . Is their best ability level of work at least two years behind their grade level?

Multiple data points are involved when determining which assessment is the most appropriate measure of a student's progress in the curriculum. First, we look at the child's academic needs in both math and reading. Data points include iReady (reading), which is given three times per year as a screener, assessments from our GoMath! resource, and the reading and math interim tests. In order to be considered for the DLM, a child must be both multiple grade levels below his/her peers, and should receive core reading/math instruction in a special education classroom. With our co-teaching and inclusion model, we strive for a small number of students to receive services in this capacity. A student who receives core instruction in the general education environment with special education support would NOT be eligible for the DLM.

Annually review eligibility criteria for DLM with staff. Special education teachers/administrators participate in KSDE training to stay current with guidance.

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

Each student is monitored at least bi-weekly through CMBs and other classroom testing/observations based on the DLM standards. If the student has exceeded the DLM standards, they are to progress to the Standard Assessment.

By looking at data from their IEP goals. What grade level of work are they finding success with but also a challenge? Discussing with SPED teachers what they see the student is able to do. What are they teaching them in their SPED classroom?

An annual review is conducted for all students on an IEP. During the annual review, the student's performance in their current academic placement is examined in terms of student performance on classroom informal and formal assessments, a review of the accommodations and modifications that are necessary to enable the student to access and progress in the curriculum, and ensuring that the student's placement is truly the least restrictive environment. Opinions from every team member are considered - parent/guardian, general education teacher, special education teacher, principal, and school psychologist. In addition, the team takes care to meet anytime there is a concern about the child's academic needs - not just at the time of the annual review.

Annually review students with special education teachers, school psychologists, and administrators to assist IEP teams in appropriate decision-making.