Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0437 Auburn Washburn | Status: Submitted to KSDE on 12/03/2018

☐ 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.

Predominantly, we utilize the KSDE DLM Participation Guidelines. Our district ensures that students meet that criteria prior to proposing that a student participates in the DLM at the time of IEP development. Additional data points that typically lead to the flagging of a student needing to participate in the DLM are the student's cognitive performance as measured, adaptive performance as measured, and their curricular needs. The majority of our students participating in the DLM also typically present with a more severe, low incidence disability and are benefitting from a constellation of services or from a specialized classroom setting.

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

I assessed our current numbers of DLM participation, as driven by the IEP team. Our district scored at the 1.27%, which estimates to being [redacted] students over identified. All but [redacted] students were currently in a specialized classroom for severe low incidence disabilities, therefore at this time we do not feel as though we have misrepresented a student by their participation in the DLM. However, I plan to provide a refresher training among special education low incidence teachers, related service providers, and school psychologists to review the DLM Participation Guidelines. We will focus on particular caseloads and if there are questionable situations, we will further assess those situations.