Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0469 Lansing | Status: Submitted to KSDE on 12/19/2018

☐ 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.

The special education department trains new staff and ongoing staff on how a student qualifies for Alternate Assessments (DLM) in August during a 3 hour training. The DLM qualifying form is reviewed. USD469 requires that the qualifying form accompany the annual IEP documents or move in documents with each box initialed by the caseload manager for those students who qualify. This year we discussed looking at those students who were scoring high in both math and reading on the DLM so that they could be monitored and moved to the state assessment with accommodations. The compliance team who reviews all IEP paperwork is also looking at the DLM qualifying form and the students' present levels to make sure the assessment assignment is correct. The district is working on restructuring this year with a TASN team concerning MTSS. USD469 is in the first year of implementation. The district has elected to use Fastbridge as a way to both screen students and progress monitor three times a year. At the quarterly training for all special education teachers on Dec. 5, the new form was reviewed along with the provision of moving students who score high on reading and math to the state assessment with accommodations. Teachers will send in the new form with annual IEP meetings and three year reevaluations, where appropriate placement and assessments are reviewed for the student.

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

At the quarterly training for all special education teachers on Dec. 5, 2018, the new form was reviewed along with the provision of moving students who score high on reading and math to the state assessment with accommodations. Teachers will send in the new form with annual IEP meetings and three year reevaluations where appropriate placement and assessments are also reviewed for the student. The district is moving to a more integrated approach with MTSS. Students who are in pull out classes will be participating in core classes with Tier 2 and Tier 3 supports. Our goal for total integration of all students who are not functional is May 2020. For functional students, USD469 continues to offer a strong inclusion program for maximum interaction with general education peers. The new form will be reviewed in the fall with returning and new staff along with the process for qualifying students for DLM. The compliance team will continue to monitor all students on the DLM assessment.