# Alternate Assessment Breakdown Report



Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0259 Wichita | Status: Submission Approved by KSDE on 02/11/2020

**Based on the data provided in KIAS, our district had student(s) in the following disability categories taking the DLM.**

- [x] Autism
- [x] Blind/Visually Impaired
- [x] Deaf-Blind
- [x] Developmentally Delayed
- [x] Emotionally Disturbed
- [x] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [x] Other Health Impaired
- [x] Specific Learning Disability
- [ ] Speech and Language Impairment
- [ ] Traumatic Brain Injury

**Based on the data provided in KIAS for disproportionality, our district needs to address disproportionality (A risk ratio greater than 3.0 needs to be addressed.)**

- [ ] Yes
- [x] No

**Percentage of students performing at target or advanced on the DLM for the school year.**

| | |
|---|---|
| **ELA:** | 38% |
| **Math:** | 13% |
| **Science:** | 15% |

[X] **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.**

Wichita Public Schools IEP Managers have a Dynamic Learning Maps Guidelines to follow for every student that is being considered for the Alternative Assessment. We will send you a copy of this document that provides the process and all the elements to be considered for each student.

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[X] **What are the district's next steps to ensure that annually the appropriate test is administered to each student?**

Wichita Public Schools IEP Managers have a Dynamic Learning Maps Guidelines to follow for every student that is being considered for the Alternative Assessment. We will send you a copy of this document that provides the process and all the elements to be considered for each student.

**Based on the data for our district, our LEA needs additional training.**

[ ] Yes [X] No

**Our district anticipates testing over 1% of our students in one or more content areas during the school year.**

[X] Yes [ ] No

**District DLM Assurances**

**If your district anticipates testing over 1% of its assessed students in a sbject using the DLM for the school year, please submit assurances for each of the following five items:**

[X] 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887

[X] 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.

[X] 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic acievement standards, the Essential Elements. https://dynamiclearningmaps.org/erp_ie https://dynamiclearningmaps.org/sci_resources

[X] 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.

[X] 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

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[X] I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

**By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdetasn.org/).**

| | |
|---|---|
| Dr. Alicia Thompson | 1/17/2020 |
| **Superintendent Name** | **Date** |
| Dr. Erica Nance | 1/17/2020 |
| **Special Education Director Name** | **Date** |

Wichita Public Schools
Special Education Department
903 S Edgemoor
Wichita, KS 67218
Phone: 316-973-4470
Fax: 316-973-4492

# Dynamic Learning Maps™ Participation Guidelines For Kansas

| | | |
|---|---|---|
| Student Name: | State Student ID | |
| Date of Birth: | Attending School | |
| Student ID: | Document Date: | |

The criteria for participation in Kansas Alternate Assessments (DLM) reflect the pervasive nature of a most significant cognitive disability. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for all subject content areas assessed.

## What is a Significant Cognitive Disability?

The term "**most significant cognitive disability**" is not a new separate category of disability. It is a designation given to a small number of students with disabilities **for purposes of participation in the statewide student assessment program**. This subgroup of students referred to in the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act as having the "most significant cognitive disabilities" constitutes less than 1% of the student population.

The students are:

(1) Within one or more of the existing categories of disability under the Individuals with Disabilities Education Act (IDEA) (e.g., intellectual disability, autism, multiple disabilities, traumatic brain injury); and
(2) Whose cognitive impairments affect adaptive function and may prevent them from attaining grade-level achievement standards, even with systematic instruction.

## Student Characteristics

- Severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior. Typically functioning 2 ½-3 Standard Deviations below the mean.
- Significant cognitive disability that impacts learning, memory, judgment, and processing which impacts learning acquisition.
- Performs substantially below grade level expectations on the academic content standards for the age appropriate grade they are enrolled, even with the use of accommodations.
- Requires extensive specially designed and individualized instruction or substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.
- Population requires more time for processing, opportunities to generalize language, time to learn and process language, and alternate ways to communicate including augmentative and alternative communication to supplement or replace speech or writing.

## Educational Considerations

- IEP teams are responsible for making the determination of a significant cognitive disability for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form.
- Requires a "yes" answer to all four participation criterion on the DLM Participation Guidelines for Kansas.
- Dynamic Learning Maps used as the assessment tool in all content areas during the statewide student assessments.
- DLM Essential Elements are the enrolled grade level content standards linked to the IEP goals and instruction.
- Address knowledge and skills that are appropriate and challenging for the student.
- Reduced exposure to the full depth and breadth of the curriculum.
- Students performing "at target" or "advanced" on both English language arts and mathematics, on the DLM year-end report, may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.
- Students instructed on general education content standards are not eligible for the DLM assessment.

| Name | Date of Birth | Student Number | Document Date |
|---|---|---|---|
| | | | |

**Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)**
**for Students with a Most Significant Cognitive Disabilities**

This rubric is provided as a companion document to the DLM Participation Guidelines to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in Kansas's Alternate Assessment for Students with a most significant cognitive disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment if NOT BASED on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

**Note:** Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility, as many of the assessment tools used to determine IQ are not fully accessible for students with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

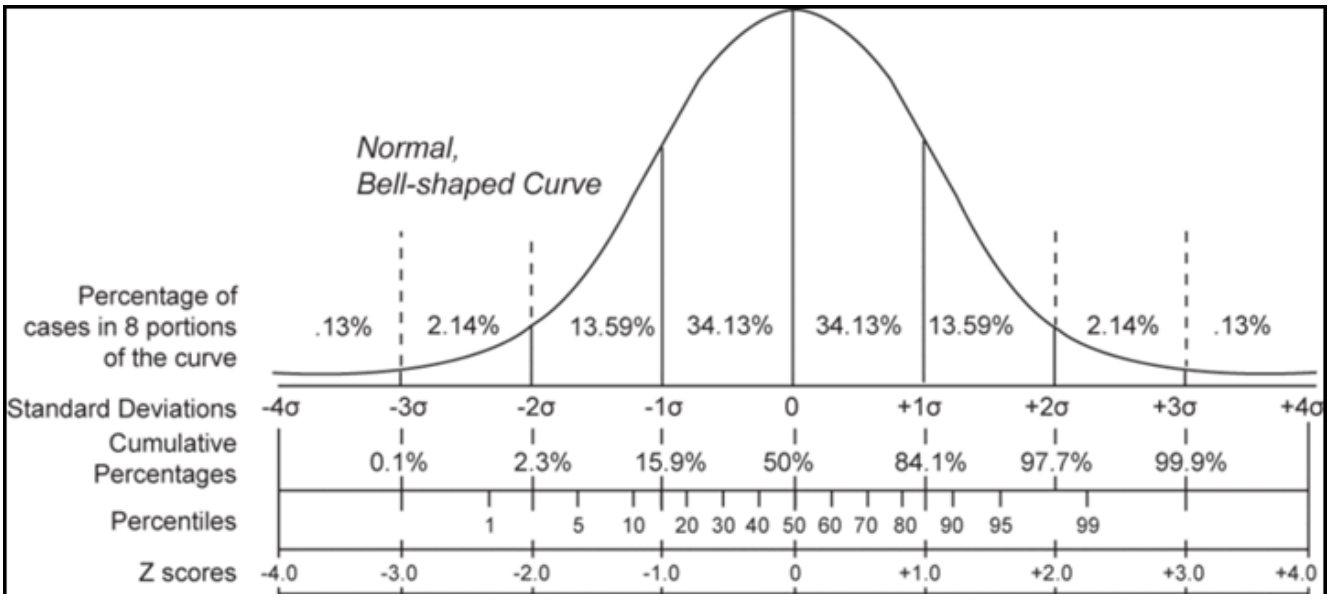
**Directions:** Review a student's IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the 3rd and 4th columns to the right. Only a small number of students, approximately 1.0 percent across the entire state, should qualify as meeting the criteria for the Kansas Alternate Assessment which is designed for students with the most significant cognitive disabilities.

| | | | |
|---|---|---|---|
| 1. Does the student have a **current IEP**?<br>*(Skip question if this is for an Initial IEP.)* | | | |
| No. **Stop here**, the student is not eligible for alternate assessment | | Yes. Continue to question #2. | |
| 2. Does the data reviewed provide evidence of a **most significant cognitive disability** (typically significantly below the mean plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)? | | | |
| a)__Presence of disability but no documentation that a cognitive disability interferes with learning; goals and objectives that are designed to support students in achieving grade- level skills/standards.<br><br>**<u>Stop here</u>**, the student is not eligible for alternate assessment | b) ____ Documentation/data shows a wide skill gap in reading and/or mathematics.<br><br>Need for prescriptive, direct, and systematic instruction is present in the IEP/documentation.<br><br>(Note: Complex reading and/or math difficulties does not qualify the student as having a significant cognitive disability.) | c)___Evidence that a cognitive disability interferes with learning grade-level skills and concepts.<br><br>Goals and objectives address grade-level academic skills/concepts through the alternate academic achievement standards (Essential Elements) and learning progressions or with documented need for significant curriculum modifications | d)___Evidence that a cognitive disability significantly interferes with learning grade-level skills and concepts.<br><br>Presence of goals and objectives to support acquisition of expressive/receptive language and communication skills and/or sensory/motor access for active participation and engagement aligned with Alternate Academic Standards (Essential Elements) |
| 3. Do the student's PLAAFPs indicate adequate performance with KS curricular standards? If yes, stop here.<br>If no, choose descriptor that best matches student performance. | | | |
| a)____Student PLAAFPs indicate that the student's skills are closely aligned with grade- level standard concepts and skills | b)____Student PLAAFPs indicate a level of performance still commensurate with grade-level concepts but indicating some need for supports and scaffolding. | c)___Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u>, with increasing levels of supports and scaffolding, and objectives that include Essential Elements and concepts or learning progression steps that lead to grade-aligned performance target(s) | d)___Student PLAAFPs indicate ability to make progress through the Essential Elements with maximal supports and scaffolding in order to make progress on concepts and skill targets on the <u>least complex</u> side of the range. |
| 4. Does the student data document a significant deficit across many domains of **adaptive behaviors**? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction?<br>• ***Conceptual skills***: receptive and expressive language, reading and writing, money concepts, self-direction<br>• ***Social skills***: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.<br>• ***Practical skills***: personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment. | | | |

| | | | |
|---|---|---|---|
| a)___NO instruction needed in any of the adaptive skills. | b)___General instruction needed in 1 or more domains of adaptive skill, which are covered in district MTSS/PBIS and core instruction initiatives. | c)___Systematic, direct instruction needed within 2 or more domains of adaptive skills. | d)___Prescriptive, systematic, direct instruction needed across many or all adaptive skills within each domain. |
| 5. What level of support and instruction do the students' goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives? | | | |
| a) ___Statements indicate general levels of academic support to make adequate progress through grade-level standard concepts and skills<br><br>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student general independence in academic progress | b) ___Statements indicate minimal to moderate levels of support to make adequate progress through grade-level standard concepts and skills<br><br>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for minimal, continual assistance in making academic progress | c) ___Statements indicate increasing levels of support to make adequate progress through grade-level standard concepts and skills<br><br>Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for increasing levels of continual assistance in making academic progress | d) ___Statements indicate maximal levels of support to make adequate progress through grade-level standard concepts and skills<br><br>Documentation consists generally of checklists collected by teacher; documentation indicates maximal levels of support are needed to make academic progress |

**Helpful Websites:**

1. Definition of Significant Cognitive Disability
http://naac.cast.org/glossary?word=Significant+cognitive+disabilities
2. KSDE Dynamic Learning Maps:
http://www.ksde.org/Default.aspx?tabid=887
3. Dynamic Learning Maps:
https://dynamiclearningmaps.org/kansas



| Name | Date of Birth | Student Number | Document Date |
|---|---|---|---|
| | | | |

# The student is eligible to participate in the DLM if all responses below are marked YES.

| Participation Criterion | Participation Criterion Descriptors | Agree (Yes) or Disagree (No)? Provide documentation for each |
|---|---|---|
| 1. The student has a most Significant Cognitive Disability* (intellectual disability). | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. **(Typically functioning 2 ½-3 Standard Deviations below the mean – See Normal Bell Shaped Curve)** | ☐ Yes<br>☐ No |
| 2. The student has significant deficits in adaptive behavior. | Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). **(Typically functioning 2 ½-3 Standard Deviations below the mean – See Normal Bell Shaped Curve)** | ☐ Yes<br>☐ No |
| 3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards. | Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student. | ☐ Yes<br>☐ No |
| 4. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in all grade-and age-appropriate curriculum. | The student:<br>a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.<br>b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. | ☐ Yes<br>☐ No |

## Signatures

_____ _____

***Copmpleted By***: *IEP Manager or Team Signature* *Date*

_____ _____

***Reviewed By***:*District — Level Support Signature (Req'don USD 259 YES forms after Aug 1, 2018* *Date*

# Dynamic Learning Maps (DLM)
# Participation Procedures

1. DLM participation is an IEP team decision and must be decided at an IEP meeting or through the amendment process.

2. New Student entering the DLM system:
a. Prior to an IEP meeting or an amendment, contact Campus Support must be consulted with regarding DLM eligibility.
b. For consideration of participation in the DLM, use the Dynamic Learning Maps Participation Guidelines document in ad hoc documents.

3. DLM on Synergy:
a. DLM Participation Guidelines document is located in ad hoc documents.
b. Create a document.
c. After completion of the rubric, the IEP team must agree to answer “Yes” to all four questions for participation using the drop down boxes.
d. When the document is completed, click the "save" button and then “print preview” button to print.
e. The document will require signatures from the IEP manager or team member and Campus Support for district level support signature.
f. Finalize the DLM Participation Guidelines document in Synergy.
g. When all signatures have been obtained, submit a signed copy to IEP Support.
h. Place original in the student’s IEP file.

4. Review the DLM Participation Guidelines at least once a school year during an annual IEP meeting.