Kansas State Department of Education
District Dynamic Learning Maps (DLM) Assurances Form
2018-2019 DLM State Assessment Participation Data

Requirement 3 (§200.6(c)(4)(iii)): Provide assurances that the state has verified that each LEA that the state anticipates will assess more than 1.0 percent of its assessed students in a subject using the AA-AAAS (DLM) did the following: (A) followed the state's participation guidelines; and (B) will address any disproportionality in the students taking the AA-AAAS (DLM).

Note: This information will be available to the public. Do NOT include student personal identification information. (34 CFR 200.6(c)(3)(iv))

Section One: District Information

Clearwater Unified School District	**USD #264**
District Name	District USD#
Kelly Bielefeld	**620-584-2091**
Person to Contact about this Form	Phone Number

Section Two: District Assurances

The LEA must submit assurances for each of the following five items:
Place an "X" in the box or boxes that apply to your district.

[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 achievement 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.

Section Three: District Acknowledgement

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/).

Signature of Superintendent	Date 7/30/19
Signature of Special Education Director	Date 7/30/19

1. **Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability.**

IEP teams are required to meet annually and review all sections of the IEP, including the type of Kansas State Assessment a student needs based on the guidance documents provided by the Kansas State Department of Education, and reviewing current functioning and performance data including scores on the previous year's assessment.

USD #264 IEP Teams have been trained using the following resources and have access to these documents when considering eligibility for the DLM:

- The Kansas Accommodation Manual 2018-2019
- The Dynamic Learning Maps Participation Guidelines for Kansas
- KSDE prepared flow chart to assist teams with determining the appropriate assessment
- SCAESIC #618 IEP Process Guidelines Manual with a separate Assessment Section

The IEP Team members review data sources for each individual student in accordance with the guidance in the documents sited above. Data sources reviewed include: cognitive, achievement, and adaptive behavior scores; present levels of academic achievement and functional performance; current IEP goals and progress towards those goals; performance on district assessments; individualized instructional needs. And, the accommodations, supplementary aids, program modifications needed by the students throughout the day to access and engage with the assigned curriculum.

Upon reviewing all the data and utilizing the resources available, the IEP determines the state assessment type required by the student and documents the assessment selection by completing the Participation in State Assessment page in each student's IEP. If the team determines the student needs to take the DLM/Alternate Assessment, the IEP team must provide in writing on the IEP the rationale for why taking a general assessment is not appropriate and rationale for why an alternate assessment is appropriate.

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

During the 2018-19 school year 576 students participated in the state assessment or 98.96% of the eligible students. Of those tested 8 qualified for the DLM or 1.39% of our students. Therefore, two fewer students qualifying for the DLM would have resulted in a participation rate below one percent.

3. **Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements.**

The vast majority of students who qualify use an alternative curriculum, the Unique Curriculum, particularly for the content areas in which they are being tested using the DLM. This curriculum is aligned with state standards and the IEP goals associate the selected goals with the essential element(s) and targets for that student.

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

As noted above, decisions regarding the DLM are made annually as part of the IEP process of which the parents are members of the team. Notice and consent and parent participation are adhered to consistent with the regulations of IDEA.

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

Clearwater Unified School District will continue to train new staff on state assessment selection and review DLM guidelines and materials as they are updated with current staff. This will include guidance and procedures regarding the selection of the DLM. Our IEP teams will continue to review each student's educational needs at each annual IEP which includes a review of individual data, progress in the curriculum, instructional needs, present levels of academic achievement and functional performance, review of performance on previous state assessments, and the necessary accommodations and modifications to determine what assessment is necessary and appropriate for each individual student. We will also review existing testing data and watch for trends in the selection of DLM for patterns that are inconsistent with proportion of qualified students within recognized subgroups.