



DLM training



2021

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Objectives:

- To understand the concept of Least Dangerous Assumption and the role it plays in Assessment Decisions
- To understand the regulations around Alternate Assessments based on Alternate Academic Achievement Standards (AA-AAAS) and the 1% Threshold placed on the State
- To understand who takes the Dynamic Learning Maps (DLM) Alternate Assessment
- To understand what Kansas Data shows (risk factors/red flags)



Least Dangerous Assumption

Theory of Presuming Competence



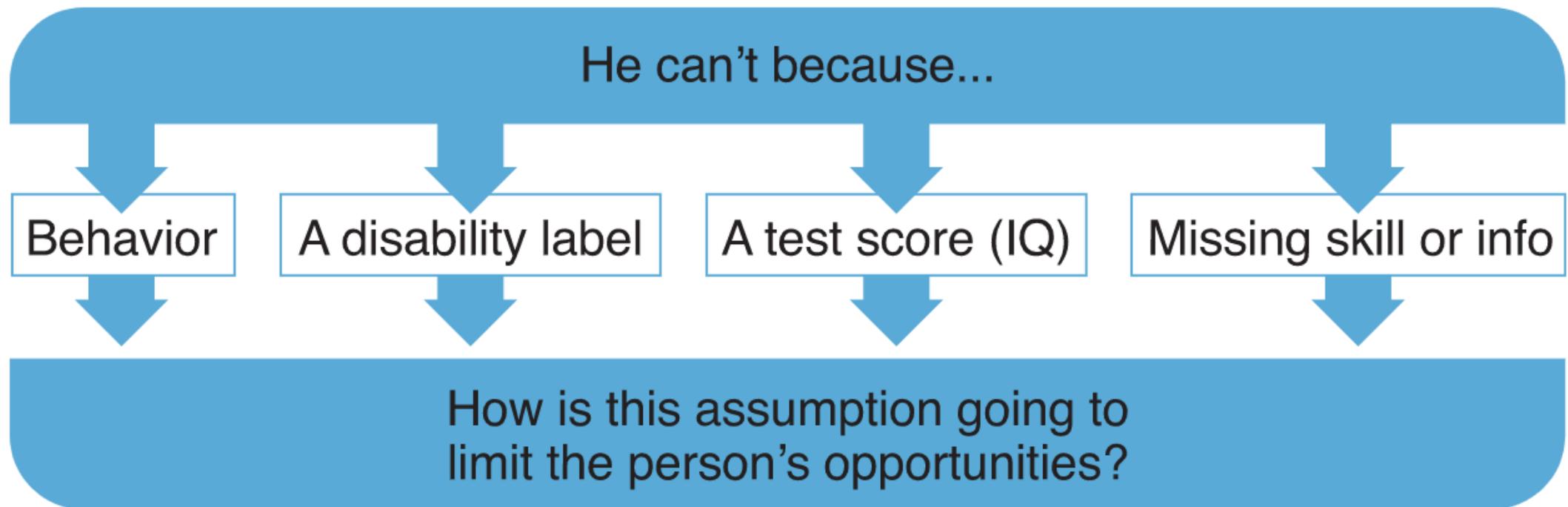
Least Dangerous Assumption

- Theory of Presuming Competence: Least Dangerous Assumption
- “...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”
- – Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005



Least Dangerous Assumption

TIES Center: Tip #6 Using the Least Dangerous Assumption in Educational Decisions



Kim

	Scenario One	Scenario Two
Assumptions	She isn't smart, sub-average intelligence and ability to learn	Treat her as smart, distrust validity of test results due to lack of communication and movement difficulties
Educational setting	Functional academics, speak in language more appropriate for younger child, functional skills, with other students with significant disabilities	Variety of methods to teach her to read, talk to her like any other teenager, enrolled in general academic classes, natural opportunities to teach functional skills
Communication support	Vocabulary and supports correspond to assessment of intellectual disabilities	Communication system includes words and concepts relating to current events, love, relationships, and her future
Friendships and dreams	Interactions with other students with disabilities, plan for moving into a group home and attend day program	Encourage friendships, participate in activities with classmates, postsecondary education addressed

Kim cont'd

	Scenario One	Scenario Two
Brain scan results	IQ of 100	IQ of 40
Has any harm been done?	Lost opportunity to teach her things she could have learned, missed social connections, missed high school experiences, low self-esteem, fewer possibilities for future career or post secondary education	Most say nothing has been lost, her education program offered her opportunities to develop life-long interest, to make friends, to be part of the social life of the school, to be part of the community after graduation, learned and generalized functional skills within the natural context of the day.

Modified from Cheryl Jorgensen article *The Least Dangerous Assumption A Challenge to Create a New Paradigm*



Least Dangerous Assumption- points to ponder

1. Do all people have different talents and skills?
2. Is intelligence measured accurately and reliably enough to base students' educational programs and future goals on test results?
3. Do children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well?



3 Principles of the least dangerous assumption

THE LEAST
DANGEROUS ASSUMPTION

CHRIS BUGAJ
ASSISTIVE TECHNOLOGY TRAINER



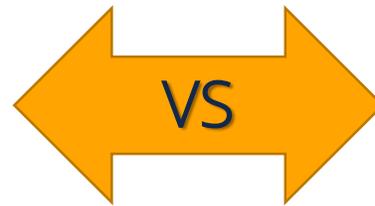
If you are going to fail, fail because you believed in the student not because you placed an artificial limit on the student.

<https://www.youtube.com/watch?v=1rlwA7C-vc8>



The least dangerous assumption is to have high expectations for all students.

What if we assume students CAN learn, so we give them every opportunity, and it turns out they CAN'T?



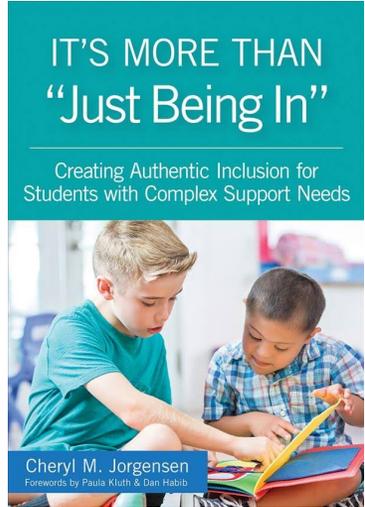
What if we assume students CAN'T learn, so we don't give them every opportunity, and it turns out they CAN?



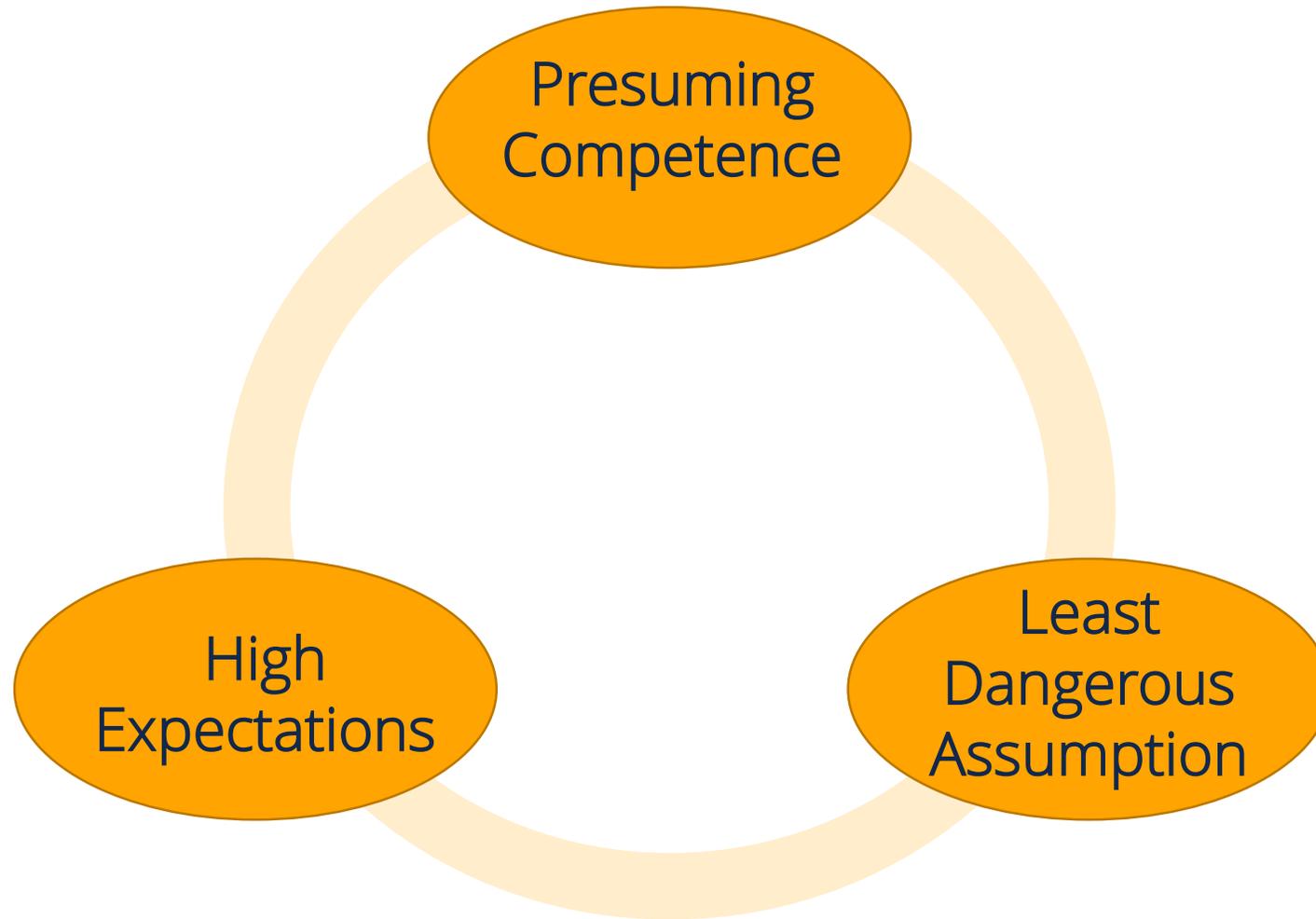
Flawed assumptions

- Intelligence is something that can be reliably measured.
- Students with intellectual disabilities cannot learn general education academic content.....so there's no benefit to being in general education classes.
- The choice between a student being in general education or getting their needs met is an either/or situation.

Jorgenson, C.M.(2018). "It's More Than 'Just Being In': Creating Authentic Inclusion for Students with Complex Support Needs."



Improving Student Outcomes



Questions to Ponder



Alternate Assessment based on Alternate Academic Achievement Standards

1% Threshold



www.ksde.org | [#KansansCan](https://twitter.com/KansansCan)

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Every Student Succeeds Act (ESSA) - Enacted in 2016

- Revision of the Elementary & Secondary Education Act of 1965
- 34 CFR 200.6 – Inclusion for all students
- 1.0 percent threshold is on the State
 - Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in any subject for which assessments are administered under 34 CFR § 200.2(a)(1) with an alternate assessment aligned with alternate academic achievement standards.)
 - Require LEA must submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an alternate assessment (Due to assessments being waived for the 2019-2020 school year, there will not be alternate assessment justifications this year)
 - Provide appropriate oversight , as determined by the State, of an LEA that is required to submit information to the State; and
 - Make the information submitted by an LEA publicly available, provided that such information does not reveal personally identifiable information about an individual student.
<http://www.ksde.org/Default.aspx?tabid=567>



1.0% Threshold Waiver



History

- Kansas has consistently tested just over 1.0 percent of our students on the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS).
- June 2019 – KSDE received an letter from the DOE requiring Kansas to submit a plan for coming into compliance with the 1.0 threshold. Plan was submitted July 24, 2019
- KSDE submitted an AA-AAAS 1% threshold waiver request on August 22, 2019 – waiver was approved January 2, 2020
- KSDE submitted an AA-AAAS 1% threshold waiver extension on June 2, 2020 – waiver extension was approved on August, 7, 2020
- KSDE submitted an AA-AAAS 1% threshold waiver extension on June 14, 2021



Requirements of the waiver extension

- States must
 - Test at least 95% of all students and 95% of children with disabilities
 - The State must verify that each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject using an AA-AAAS complete assurances
 - Followed the State's participation guidelines
 - Address any disproportionality in the percentage of students in any subgroup taking an AA-AAAS (districts will be required to complete assurances in December if they tested over 1.0 percent of students in any subject during the 2020-2021 school year)
 - Show substantial progress - based on enrollment and testing completed during 2020-2021, there was a decrease of 150 students in reading, 154 students in math, and an increase of 18 students in science



Moving Forward

- Implement a tiered system of support
 - Universal
 - Targeted Technical Assistance
 - Intensive Technical



Dynamic Learning Maps (DLM)

Participation Guidelines

Who are students with the most significant cognitive disability?



GUIDELINES



KSDE DLM Participation Guidelines- updated

Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS

The criteria for participation in Kansas' Alternate Assessment/Dynamic Learning Maps (DLM) reflect the pervasive nature of a student with a **most significant cognitive disability in the state**. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for **ALL** subject content areas assessed.

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific 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.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.



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MAR. 30, 2021



Name of Student: _____

Date: _____

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

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).</p> <p>PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>2. Adaptive assessment data supports a most significant deficit in adaptive behavior.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: 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 or more SD below the mean.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: Present levels and measurable goals 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in ALL grade-and age-appropriate curriculum at a reduced depth, breadth and complexity.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: The student:</p> <p>a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.</p> <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

KSDE DLM Participation Guidelines- pg 2



Review of the eligibility criteria #1

1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).

PARTICIPATION CRITERION DESCRIPTORS:

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.

Student must have a deficit in the student's ability to plan, comprehend, and reason. While a student with only a specific learning disability, speech impairment, or emotional disturbance may have significant academic challenges, he or she has the intellectual potential to reach grade-level expectations. The description of specific learning disability, speech impairment, and emotional disturbance and the definition of significant cognitive disability present conflicting information.



Review of the eligibility criteria #2

2. Adaptive assessment data supports a most significant deficit in adaptive behavior.

PARTICIPATION CRITERION DESCRIPTORS:

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 or more SD below the mean.

Limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains

It is unlikely to see these deficits in a student with a high incidence disability only, such as a specific learning disability, speech impairment, or emotional disturbance.



Behavior: What's the difference?



Adaptive Behaviors (Life Skills)

A collection of skills people use to function in everyday life.

Examples:
Personal care skills
Independent living skills
Social skills
Communication
Self-direction

Maladaptive Behaviors

Behaviors which inhibit a person's ability to adjust to different situations.

Examples:
Ritualistic behaviors
Self-injurious behaviors
Aggressive behaviors
Non-Attentive behaviors
Attention-seeking behaviors
Addictive behaviors

Intellectual Functioning and Adaptive Functioning tools - new

Intellectual Functioning Tool

Student Name: _____ Date: _____

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal Intelligence/Cognition (related to language skills)			
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below mean (84-71)	Verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)
Nonverbal Intelligence/Cognition (related to visual-spatial skills)			
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)
Thinking/Reasoning/Problem-Solving			
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory			
Cognitive planning and working memory at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning			
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

Adaptive Functioning Tool

Student Name: _____ Date: _____

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Adaptive Behavior Scale			
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below mean (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below mean (ss 70 - ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)
Conceptual			
Age-level expressive and expressive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports
Social			
No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills
Practical			
No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult



Review of the eligibility criteria #3

3. The student is primarily being instructed or taught using the DLM Essential Elements as content.

PARTICIPATION CRITERION DESCRIPTORS:

Present levels and measurable goals 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.

Teaching that includes hands-on materials, demonstrating concepts along with verbal directions, new tasks broken into small steps, prompting or shaping accurate performance, multiple opportunities and examples, and repeated student practice beyond disabled peers. Usually perform significantly below grade-level proficiency (an elementary student may perform 3 or more grade levels below age appropriate peers, while a high school student may perform 7-9 grade levels below age appropriate peers).



Review of the eligibility criteria #4

4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade-and age-appropriate curriculum.
 - a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.

 - 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.

IEP goals are both functional and academic in nature.

Instruction appears very different from the instruction of their age-appropriate peers.

Requires daily individualized instruction in every academic area that is on a substantially different level of rigor than peers with disabilities.

Often requires an alternate curriculum, modified tasks, modified requirements, and frequent prompting that differs from his or her peers receiving special education services.



KSDE DLM Participation Guidelines- pg 3

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas.</p> <ul style="list-style-type: none"> The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> That the student's achievement will be measured based on alternate achievement standards; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> The LEA provided the parent(s)/legal education decision-maker with ALL of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	

Supporting evidence –
Shared/reviewed the
Alternate Assessment
Notification with
Parents/legal
Education
decision-maker

Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: _____ Date: _____

Parent/legal education decision-maker: _____ Date: _____



What is a most significant cognitive disability?

The term “most significant cognitive disability” isn’t a 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 (IDEA) and the Elementary and Secondary Education Act (ESEA) 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 IDEA (e.g., Intellectual disability, autism, multiple disabilities), and
2. Whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

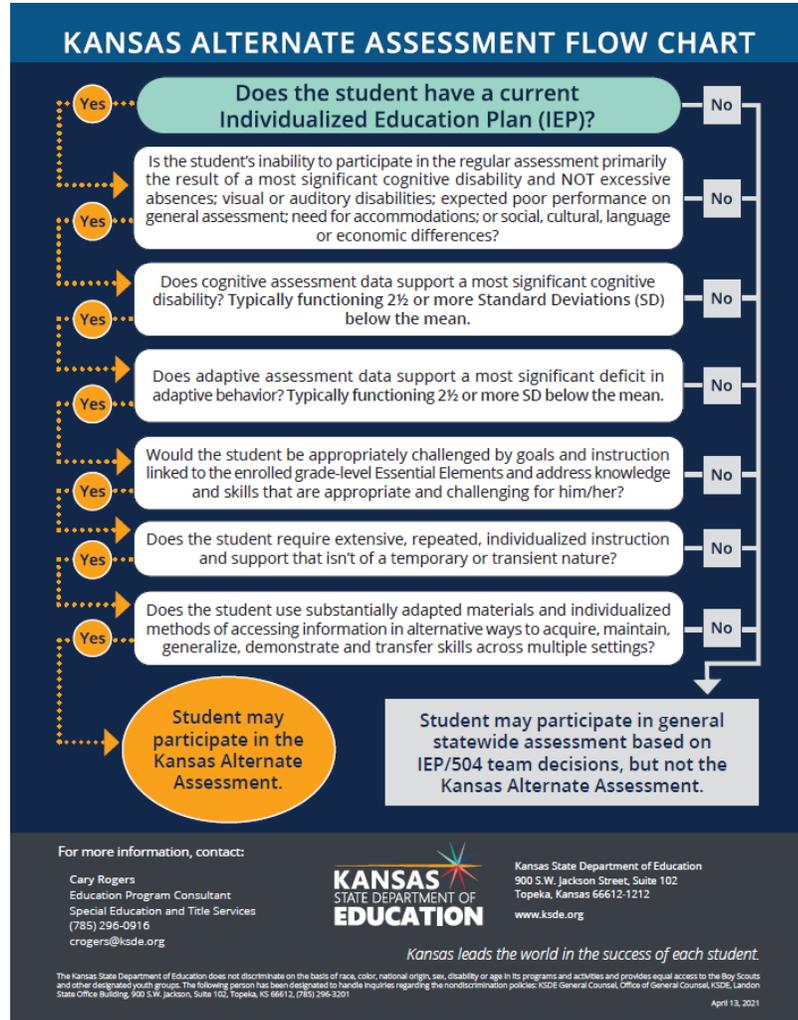
- A most significant cognitive disability with co-existing deficits in both communication and adaptive behavior. Typically functioning 2 ½ or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth and complexity).
- Requires more time for:
 - a. Processing
 - b. Opportunities to generalize language.
 - c. Time to learn and process language.
 - d. Alternate ways to communicate including augmentative.
 - e. Alternative communication to supplement or replace speech or writing.

Educational Considerations

- IEP teams are responsible for making the determination of a most 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** participation criterion on the DLM Participation Guidelines for Kansas.
- DLM is used as the assessment tool in **ALL** content areas during the statewide student assessments.
- The IEP goals and benchmarks/objectives are aligned to the enrolled grade-level DLM Essential Elements.
- The IEP addresses knowledge and skills that are appropriate and challenging for the student.
- Instruction using the Essential Elements reduces exposure to the full depth, breadth, and complexity of the **GENERAL** 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 aren’t eligible for the DLM assessment.
- Parents/legal education decision maker are notified of the potential implications for participating in the alternate assessment.



Kansas Alternate Assessment Flow Chart and Rubric for Determining Eligibility for the DLM



KANSAS STATE DEPARTMENT OF EDUCATION Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities

Student Name: _____ Date: _____
 School: _____ Date of Birth: _____
 Parent(s)/Guardian(s): _____ Grade: _____

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 the 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 is 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 learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

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Student Information Sheet

KANSAS STATE DEPARTMENT OF EDUCATION

Student Information Sheet -DLM

Please complete the following document for each student in your district who is anticipated to participate in the DLM alternate assessment this school year. Review comprehensive evaluations that include IQ/cognitive scores and adaptive behavior. All of the district's Individual Student Information documents should be submitted to KSDE together.



District: _____ School: _____

Name of person completing form: _____

Position: _____ Date: _____

State student ID number: _____ Student Initials: _____

Student's current grade: _____ School Year: _____

Date the IEP team determined the student met the criteria for participation in the DLM: _____

Primary exceptionality listed on IEP: _____

Primary exceptionality includes intellectual/cognitive impairment as a characteristic. Yes No

Intellectual (Cognitive) Functioning

Instrument(s) used to determine intellectual functioning: _____

Date of most recent evaluation that included intellectual (cognitive) testing: _____

Data obtained from the instrument(s):

Include full scale and subdomain scores (e.g. Verbal, Non-Verbal, Working Memory, Processing Speed, Fluid Reasoning...).

If there is no IQ or cognitive testing available, provide examples of the student's present levels of academic skills (reading, math, writing).

Does the student's IQ meet the criteria of typically 2 1/2 or more standard deviations below the mean?

Yes No



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April 24, 2021

STUDENT INFORMATION SHEET - DLM

Adaptive Behavior (Daily Living/Functional Skills)

Instrument(s) used to determine adaptive behavior deficits: _____

Date of most recent evaluation that included an adaptive behavior rating scale: _____

Data obtained from the adaptive behavior instrument(s)- include composite and subdomains _____

If no standardized adaptive behavior assessment testing has been done, provide examples of the student's present levels as they relate to daily living skills, communication, and community living skills.

Does the student's adaptive behavior fall 2 1/2 or more standard deviations below the mean? Yes No

Does the student's IEP address adaptive behavior deficits? Yes No

What adaptive behavior deficits are being addressed on IEP? _____

Is the student likely to develop the skills to live independently and function safely in daily life after high school?

Yes No

Is the student on the waiting list for services with the local CDOO? Yes No

For more information, contact:

Cary Rogers
Special Education and Title Services
Team
(785) 296-0916
crogers@ksde.org



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900 S.W. Jackson Street, Suite 102
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2



Examples of students with a most significant cognitive disability.



<https://youtu.be/wlkxLDUnWRA>



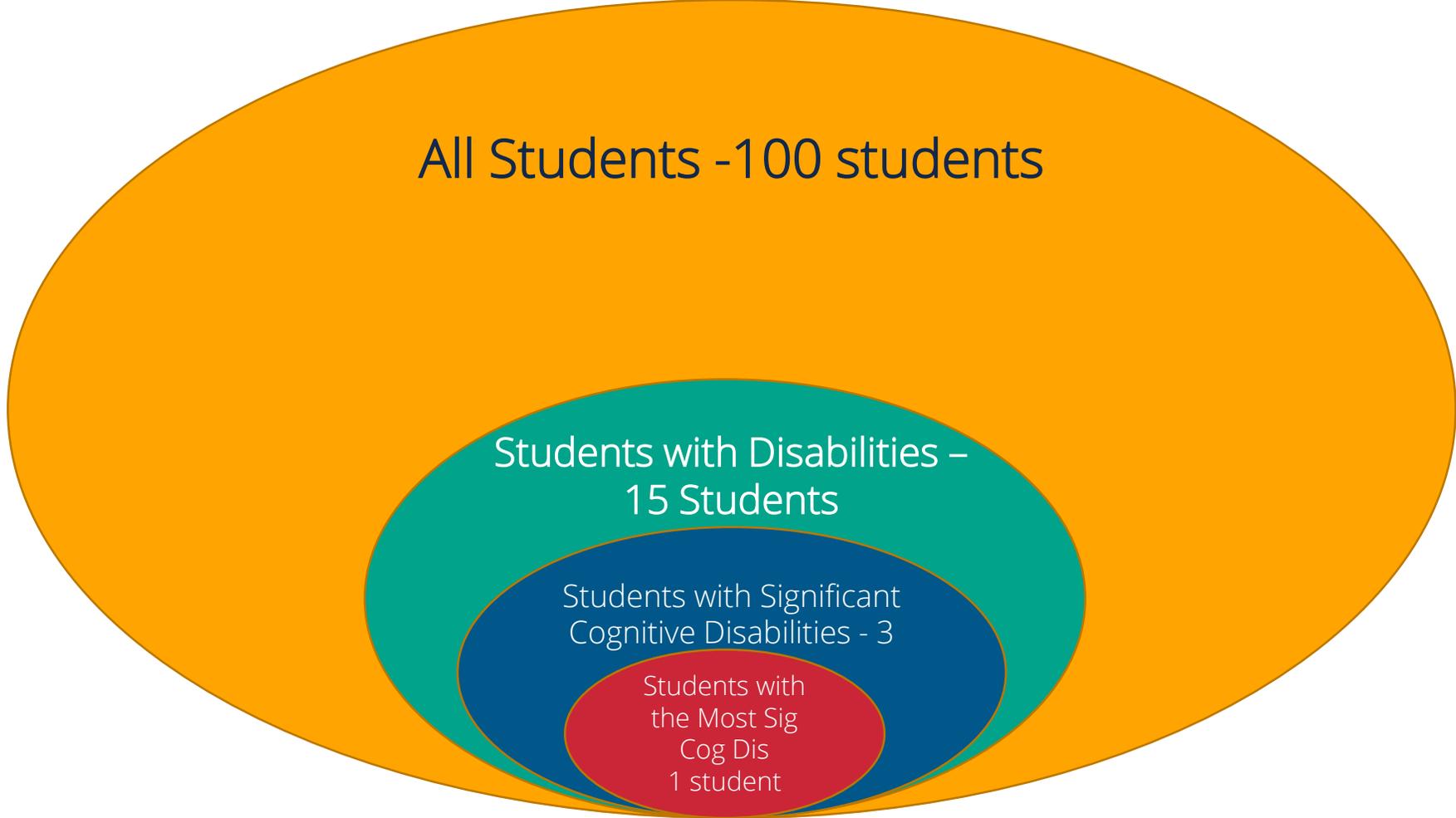
My student no longer meets eligibility requirements for the DLM

- IEP or IEP amendment must be done to remove the alternate assessment
- Contact your district test coordinator to remove the student from the DLM and add the student to the KAP
- We ask teams to take care of this in the fall before administering any DLM testlets if possible.
- If a student has to be exited after beginning the DLM, that is fine. We want the right students taking the right test.
- Discuss what accommodation the student needs in order to access grade level academic content.



Kansas Data





Statewide 1%



2020-2021 DLM Participation Risk Factors
State of Kansas

ELA	Math	Science		%	#	Instructional level of reading text with comprehension (CK)
			DLM % of students		754	Does not read any words
2647	2647	1118	DLM # of students	90%	820	Reads only a few words or up to pre-primer level
					670	Primer to first grade level
					456	Above first grade level to second grade level
			Performance level	10%	200	Above second grade level to third grade level
827	1159	537	Emerging		91	Above third grade level
696	807	196	Approaching Target		13 blank	
619	240	140	At Target			
117	46	9	Advanced			
				%	#	Multiplies and/or divides using numerals (CS)
			Primary Exceptionality (L)	99%	2625	Almost never (0%-20%)
32%	931		Autism		229	Occasionally (21%-50%)
41%	1206		Intellectual Disability	1%	42	Frequently (51%-80%)
11%	337		Multiple Disability		13 blank	Consistently (more than 80%)
1%	26		Traumatic Brain Injury			
<1%	10		Deaf-Blindness	%	#	Writing skills (CY)
<1%	7		Visual Impairment		919	scribbles or randomly writes/selects letters or symbols
5%	139		Developmental Delay	98%	848	writes by copying words or letters
1%	20		Emotional Disturbance		230	writes using word banks or picture symbols
<1%	8		Hearing Impairment/Deafness		360	writes words using letters to accurately reflect some of the sounds
1%	37		Specific Learning Disability		413	writes words or simple phrases without copying using spelling
<1%	12		Orthopedic Impairment	2%	46	writes sentences or complete ideas without copying using spelling
7%	210		Other Health Impairment		13 blank	writes paragraph length text without copying using writing
<1%	5		Speech or Language Impairment			
	49 blank		total 3004			
	#		Educational Placement (M)			
	45		Homebound/Hospital Environment			Analyse data using risk factors. Any student that has several risk factors should be discussed. Use the KAA flow chart, DLM participation guidelines, and least dangerous assumption to guide discussions. If appropriate move student to the general assessment with accommodations. Remember the IEP must be updated or amended to reflect the change in assessment.
	33		Residential Facility			
	129		Separate School			
	2173		less than 40% of the day in Regular Cl			
	525		40%-79% of the day in Regular Class			
	65		80% or more of the day in Regular Cla			
	34 blank					

All other data can be pulled from the data extract: First Contact Survey File, column letter is in ().

Resources



IEP Team Resource: Making Decisions about Participation in the Alternate Assessment

Section 1: Informing All IEP Team Members about the Kansas AA-AAAS

Tool A: Assessment Information for IEP Team Members

Section 2: Preparing for the Decision about Whether the Student Should Participate in the Kansas AA-AAAS

Tool B: Intellectual Functioning Tool

Tool C: Adaptive Functioning Tool

Tool D: Instruction and Supports Documentation

Tool E: Previous Test Participation and Performance Documentation

Tool F: Communication Skills Documentation

Section 3: Discussing Information Relevant to the Assessment Decision During the IEP Meeting

Tool G: Expectations for the Student's Future

Tool H: Implications of Participation in General and Alternate Assessment

Tool I: Intellectual Functioning, Adaptive Functioning, and Previous Participation and Performance Summary

Tool J: Alternate Assessment Notification

Section 4: Reviewing Decisions about Instruction and Assessment

Tool K: Aggregation of Assessment Decisions by School and District

Tool L: Review of Aggregate Decisions by School and District

Appendix – 2 case studies (1 student who would be eligible for the DLM/ 1 student who would not be eligible for the DLM)



Resources

- <http://www.ksde.org/Default.aspx?tabid=887> (DLM page)
- <https://www.ksde.org/Default.aspx?tabid=407> (Assessment page)
- <https://dynamiclearningmaps.org/kansas>
- <https://www.ksdetasn.org/>
- <https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations>
Navigating Change 2020 – Essential Elements Assessment Rubrics by grade band



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