DLM training

2020

Kansas leads the world in the success of each student.
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

He can’t because...

- Behavior
- A disability label
- A test score (IQ)
- Missing skill or info

How is this assumption going to limit the person’s opportunities?
<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Scenario One</th>
<th>Scenario Two</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She isn’t smart, sub-average intelligence and ability to learn</td>
<td>Treat her as smart, distrust validity of test results due to lack of communication and movement difficulties</td>
</tr>
<tr>
<td>Educational setting</td>
<td>Functional academics, speak in language more appropriate for younger child, functional skills, with other students with significant disabilities</td>
<td>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</td>
</tr>
<tr>
<td>Communication support</td>
<td>Vocabulary and supports correspond to assessment of intellectual disabilities</td>
<td>Communication system includes words and concepts relating to current events, love, relationships, and her future</td>
</tr>
<tr>
<td>Friendships and dreams</td>
<td>Interactions with other students with disabilities, plan for moving into a group home and attend day program</td>
<td>Encourage friendships, participate in activities with classmates, postsecondary education addressed</td>
</tr>
<tr>
<td></td>
<td>Scenario One</td>
<td>Scenario Two</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Brain scan results</strong></td>
<td>IQ of 100</td>
<td>IQ of 40</td>
</tr>
<tr>
<td><strong>Has any harm been done?</strong></td>
<td>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</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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 the CAN”T?

VS

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.

Improving Student Outcomes

- Presuming Competence
- High Expectations
- Least Dangerous Assumption
Alternate Assessment based on Alternate Academic Achievement Standards

1% Threshold
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 § 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
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 a 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.
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 2018-2019 school year)
  - Show substantial progress - based on enrollment and testing completed during the fall test window and the beginning of the spring test window, there was a decrease of 75 students in reading, 72 students in math, and 17 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?

- https://youtu.be/bZl6cjLAgZE
The DLM is intended for students with the most significant cognitive disability in the state.
Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS

The criteria for participation in Kansas Alternate Assessments (Dynamic Learning Maps) reflect the unique and varied nature of students with a significant cognitive disability. The State of Kansas uses the Alternate Assessment (AA) as the only option for all students with disabilities.

The following are criteria for determining participation in the Dynamic Learning Maps.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language or cultural or economic influences
4. Expected poor performance on the general education assessment
5. Special education services
6. Educational services or additional testing
7. Remedial needs in reading or math

The student is eligible to participate in the Dynamic Learning Maps if all responses below are marked YES.

- Participation Criteria Descriptors: Review of records indicates a disability or multiple disabilities that significantly impact certain academic functions. Typically functioning 2-3 SD below the mean.
- Participation Criteria Descriptors: Review of records indicates a disability or multiple disabilities that significantly impact adaptive behavior. Typically functioning 2-3 SD below the mean.
- Participation Criteria Descriptors: Review of records indicates a disability or multiple disabilities that significantly impact both academic functions and adaptive behavior. Typically functioning 2-3 SD below the mean.

The student is primarily being instructed using the Dynamic Learning Maps as a content standard.

- Participation Criteria Descriptors: Prior instruction within the IEP for the student is limited to the standard grade level Essential Elements and does not address the specific skills that are necessary and appropriate for the student.
- Participation Criteria Descriptors: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade and age-appropriate content.

For more information, contact:
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crogers@ksde.org

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Determination based on the student’s significant cognitive disability and not any of the following

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
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student’s disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
Review of the eligibility criteria

1. The student has a most significant cognitive 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)

   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. The student has significant deficits in adaptive behavior – those skills and behaviors essential for someone to live independently and to function safely in daily life (typically functioning 2 1/2-3 standard deviations 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
Review of the eligibility criteria

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.

   Most likely requires 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. 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
Examples of students with a most significant cognitive disability.

- https://youtu.be/wIkxLDUnWRA
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: ____________________________
Parent/Guardian: ____________________________
Grade: ____________________________

This rubric is provided as a companion document to the DLM Participation Guidelines to assist individual and education program (IEP) teams in making appropriate decisions regarding student participation in Kansas 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 and receptive language communication status
- IEP goals/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklist/inventories
- Progress on functional, daily living and Hs skills standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor skills.

Evidence for the decision to participate in the Alternate Assessment is NOT BASED ON:

1. A disability category or label
2. Free or reduced-price lunch
3. Native language proficiency
4. English language learner (ELL) status
5. Low reading achievement level
6. Anticipated disruptive behavior
7. Impact of student scores on the accountability system
8. Administration decisions
9. Anticipated emotional distress
10. Need for accommodations (e. g., assistive technology augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence questions (IQ) scores are not a reliable measure to determining eligibility, as many of the assessment tasks 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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KANSAS STATE DEPARTMENT OF EDUCATION
Rubric for Determining Eligibility on the DLM

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 top-right column, but all areas should be included in the IEP and in the column to the right. Only a small number of learners, approximately 10% across the entire state, should qualify as meeting the criteria for the KS Alternate Assessment designed for students with the most significant cognitive disabilities.

Yes/No

1. Does the student have a current IEP (Skip question if this is an IEP)?
   - Questions regarding IEP content should be answered through supporting documentation.
   - Yes: Step 1 is complete. The student is eligible for Alternate Assessment.
   - No: Continue to question #2.

2. Does the data reviewed provide evidence of a most significant cognitive disability? Typically, a 2-3 standard deviation below the mean as determined by district administered ability assessment, may qualify as meeting the criteria for the KS Alternate Assessment. Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

3. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

4. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

5. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

6. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

7. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

8. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

9. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
   - Yes: The student is not eligible for Alternate Assessment.
   - No: Continue to question #3.

10. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
    - Yes: The student is not eligible for Alternate Assessment.
    - No: Continue to question #3.

11. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
    - Yes: The student is not eligible for Alternate Assessment.
    - No: Continue to question #3.

12. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
    - Yes: The student is not eligible for Alternate Assessment.
    - No: Continue to question #3.

13. Does the student show a wide skill gap in reading, math, or any other significant area of deficit? Does the student show a wide skill gap in reading, math, or any other significant area of deficit?
    - Yes: The student is not eligible for Alternate Assessment.
    - No: Continue to question #3.

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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

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Statewide 1%

All Students - 100 students

Students with Disabilities – 15 Students

Students with Significant Cognitive Disabilities - 3

Students with the Most Sig Cog Dis 1 student
LRE of Students Taking AA-AAAS 2018-2019

- **52%**: Inside regular class 80% or more of the day
- **41%**: Inside regular class 40% through 79% of the day
- **5%**: Inside regular class less than 40% of the day
- **2%**: Separate school
Disability Categories Across All Tested Grades 2018-2019

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### 2019-2020 DLM Participation Risk Factors
### State of Kansas

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>DLM % of students</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2853</td>
<td>2853</td>
<td>1108</td>
<td>1020</td>
<td>87%</td>
</tr>
</tbody>
</table>

### Performance level

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Instructional level of reading text w/ comprehension (CK)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>728 Does not read any words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>765 Reads only a few words or up to pre-primer level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>696 Primer to first grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>551 Above first grade level to second grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13% Above second grade level to third grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>121 Above third grade level</td>
</tr>
</tbody>
</table>

### Primary Exceptionality (L)

<table>
<thead>
<tr>
<th>%</th>
<th># student</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>930 Autism</td>
</tr>
<tr>
<td>44%</td>
<td>1373 Intellectual Disability</td>
</tr>
<tr>
<td>11%</td>
<td>354 Multiple Disability</td>
</tr>
<tr>
<td>1%</td>
<td>25 Traumatic Brain Injury</td>
</tr>
<tr>
<td>0.40%</td>
<td>11 Deaf-Blindness</td>
</tr>
<tr>
<td>0.30%</td>
<td>8 Visual Impairment</td>
</tr>
<tr>
<td>4%</td>
<td>112 Developmental Delay</td>
</tr>
<tr>
<td>0.40%</td>
<td>17 Emotional Disturbance</td>
</tr>
<tr>
<td>0.40%</td>
<td>13 Hearing Impairment/Deafness</td>
</tr>
<tr>
<td>1%</td>
<td>39 Specific Learning Disability</td>
</tr>
<tr>
<td>0.40%</td>
<td>11 Orthopedic Impairment</td>
</tr>
<tr>
<td>7%</td>
<td>235 Other Health Impairment</td>
</tr>
<tr>
<td>0.30%</td>
<td>8 Speech or Language Impairment</td>
</tr>
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### Multiples and/or divides using numerals

<table>
<thead>
<tr>
<th>%</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>2668</td>
</tr>
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### Writing skills (CY)

<table>
<thead>
<tr>
<th>%</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>884</td>
</tr>
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### Educational Placement (M)

<table>
<thead>
<tr>
<th>%</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>13 Homebound/Hospital Environment</td>
</tr>
<tr>
<td>45</td>
<td>Residential Facility</td>
</tr>
<tr>
<td>132</td>
<td>Separate School</td>
</tr>
<tr>
<td>2272</td>
<td>less than 40% of the day in Regular Class</td>
</tr>
<tr>
<td>40%</td>
<td>40% - 70% of the day in Regular Class</td>
</tr>
<tr>
<td>57</td>
<td>80% or more of the day in Regular Class</td>
</tr>
</tbody>
</table>

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

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Resources

- [https://dynamiclearningmaps.org/kansas](https://dynamiclearningmaps.org/kansas)
- [https://www.ksdetasn.org/](https://www.ksdetasn.org/)
  - Navigating Change 2020 – Essential Elements Assessment Rubrics by grade band
Subscribe to KAA listserv

To sign up for KAA listserv, send this information:
Subject line: KAA Listserv
Body of message: Email address, First Name, Last Name, USD Number, USD Name,
Send to this address: crogers@ksde.org