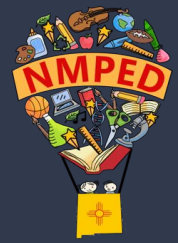


Phase 2 and 3



Audit and Monitor

INSERT LEA NAME, DATE of AUDIT

INSERT LEA RESPONSIBLE PARTIES ON THE CALL

DLM Audit and Monitoring

Insert Data Visualization Report(s)

Section B

Accurate Student Placement in DLM

1. How does the LEA determine alternate assessment placement in the IEP process?
 2. Has the LEA applied PED's definition of most significant cognitive disability as part of the IEP decision making process?
 3. What evidence can the LEA provide that this definition is being applied?
- ❖ What is working?
 - ❖ What is not?
 - ❖ What are the next steps?

School Day and Schedules

1. What percent of a student's day, who is assessed with DLM, is spent in general education classes?
 - a. What support/accommodations are provided daily?
 - b. If a significant number of students taking DLM are also spending a significant time in general education classes, how are the Essential Element Standards being addressed?

Section B

Data Errors

How does your LEA know that the Alternate Assessment related information is accurate and complete:

- 1) In the local SIS and PED's data system (i.e., STARS/NOVA)?
- 2) For review of the First Contact Survey, Verification of enrollment, and rostering?
- 3) Who is responsible for:
 - a) revising/updating and correcting data reporting to include STARS/NOVA error codes?
 - b) submitting the First Contact Survey information?
 - c) validating the students roster in DLM before and after testing?

- ❖ What is working?
- ❖ What is not?
- ❖ What are the next steps?

Section C

Professional Development

1. How is the completion of Alternate Assessment required training(s) verified at site level and LEA level?
2. What monitoring, coaching or supports are provided as follow-up to district professional learning in regards to Accommodations and Alternate Assessment?
 - ❖ What is working?
 - ❖ What is not?
 - ❖ What are the next steps?

Section D

Data Trends

1. Examine assessment patterns of students assigned to the Alternate Assessment. Typically students do not change to assessments during their K-12 education. Examine if students were assigned a different test for one grade level only. What is the reason for the change?
 2. Are any students identified that are outside the definition for *most significant cognitive disability*?
 3. Explore data patterns separately for possible commonalities.
 - Enrollment in general education courses
 - Building, grade level, teacher, school, school psychologist, receiving services outside the district, etc. patterns that may indicate over identification.
 4. Examine First Contact Survey for patterns and trends.
- ❖ What is working?
 - ❖ What is not?
 - ❖ What are the next steps?

Section E

Examining Disproportionality

1. How are participation rates different for subgroups (e.g., black, Native American, Hispanic, Asian, white, English learners, economically disadvantaged) compared to other subgroups?
 2. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)?
 3. Are there high numbers of students consistently performing above or near proficient in content areas on the alternate assessment?
 4. Is there a particular disability identified for the DLM? Example, all “specific learning disability” are MSCD; Examine First Contact Survey for patterns and trends.
 5. What other factors within the district may be causing a higher number of students being alternately assessed (enrollment changes, expansion of services, other)?
- ❖ What is working?
 - ❖ What is not?
 - ❖ What are the next steps?

Next Steps

1. What are your next steps to resolve any challenges your LEA faced regarding lowering AA-AAAS/DLM?
2. What is the timeline?
3. What will the evidence be of success?