Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0203 Piper-Kansas City | Status: Submission Rejected by KSDE on 02/14/2020

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

- [x] Autism
- [ ] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [ ] 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.)

[x] Yes [ ] No

If yes, please explain how you will address the disproportionality.

We had one area that showed disproportionality. We have reviewed our policies, practices, and procedures with staff members that support students.
In addition, we have conducted several rounds of Root Cause Analysis protocols with Cabinet and Executive Team members, principals, and school staff. As a result of our findings we have hired a new Executive Director of Equity and Inclusion and invested in the online resource Goalbook. We hope to also add two-three Coordinator positions to support our schools in significantly reducing the numbers of suspensions and expulsions for students with disabilities.

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

ELA:	25%
Math:	8%
Science:	17%

[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.**

This past year we have had Cary out to present to Coordinators regarding the Alternate Assessment and how students qualify to take the assessment. The Coordinator for both Bonner Springs and Piper attended the training and was able to take the information back to her campuses. We have also reviewed the updated participation guidelines and met with teams to determine if students were appropriate for the assessment

Coordinators also met with and trained principals on the participation guidelines to ensure hey were working to identify the right students as well as removing students who were not appropriate.

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

Reviewing data in the fall to determine how students are performing
Ensure IEP teams are using the participation guidelines annually
Take advantage of the professional development opportunities that are available
Purchasing a curriculum to support grade level expectations - Unique Learning System
Training for our teachers and administrators

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

[X] Yes [ ] No

Areas for Needed Training:

- [X] Effectively using the DLM participation guidelines when identifying a student as having a significant cognitive disability
- [X] Least Dangerous Assumption
- [X] Appropriate use of Accommodation for the general assessment
- [ ] Other (Please Specify)

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

☐ Yes ☒ No