Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0214 Ulysses | Status: Submission Approved 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.

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

Disproportionality: USD 214 was disproportionate in the area of Math and ELA, in the following areas: Multi-racial, 5.21, Males, 5.78, Homeless, 145.16, Foster Care, 18. The district will take the following steps to ensure the students identified for the DLM were not discriminated against due to any the categories listed.

These are the steps we are taking:
• We have reviewed our Policies, Practices and Procedures to ensure that there is not bias or discrimination in our practices for identifying students or determining eligibility for the DLM.
• Beginning with the spring categorical meetings for 2020 we will add a training component to our meetings on correctly identifying students for the DLM and Least Dangerous Assumption.
• We will also be discussing with our school psychologists practices for identifying students, categorical labels and placement and determining eligibility for DLM.

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

ELA:	14%
Math:	0%
Science:	33%

[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.**

1% Justifications for the DLM for High Plains Educational Cooperative and USD 214
USD 214 did go over the 1% for students taking the DLM in Science 1.35%
High Plains Educational Cooperative and USD 214 use a very specific process when determining whether or not a student will be taking the DLM, (Dynamic Learning Map) alternative assessment. It is an IEP team that makes the determination. This process is part of the IEP process and is found under state assessment in the IEP. It is part of each student's IEP. We use the following worksheet to facilitate discussion. IEP information is used to provide the data to determine the answers to the questions. The determination of what assessment will be taken is part of the discussion held each year at the annual review. I have inserted the worksheet into this document so that you may see what information we discuss and how we go about determining eligibility for the DLM.
Different types of information used from the IEP may include previous, (if there are any), state assessment test scores, curriculum-based measures, adaptive scales, cognitive scores, achievement scores, qualified statements by teachers, parent input, medical reports, goals and progress monitoring, and other measures that can help determine functioning levels.
The team looks at what test is most appropriate for the student given their functioning level and the criteria for DLM and a decision is made by the IEP team.

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

We will continue to use this process to make sure that the appropriate test is administered. This will occur annually as part of the annual review. All decisions will be made by the IEP team.

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

[ ] Yes [X] No

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

[ ] Yes [X] No