Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0239 North Ottawa County | Status: Submission Approved by KSDE on 02/10/2020

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
- [x] 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.

We plan to review policies, practices and procedures related to administering the DLM as well as the selection criteria for students who will take the DLM.

Based on the data, we will place a particular focus on students who qualify for free or reduced lunch who also take the DLM assessments to ensure that a disproportionate number of students in this sub-category are not taking the DLM. (unless the DLM is deemed appropriate and necessary by each student's IEP team)

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

ELA:	50%
Math:	17%
Science:	0%

[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.**

Selection of whether a student with an IEP takes the general state assessment or the DLM alternate assessment lies with each student's IEP team including direct input from the student's parent(s). The guidelines for the DLM assessments are considered as well as the student's past performance on the DLM assessments or performance on the state general assessments. These results are considered as summative data. Student progress throughout the school year toward meeting the IEP goals is considered by the IEP team as well. Anecdotal information from all stakeholders is considered as well as formative assessment data gathered for all students as each student builds skills and progresses throughout the school term. In addition to the IEP meetings, our special education coordinator meets regularly with special education staff members and case managers to review the progress of students in an effort to determine the proper assessments administered to students. Last, training is provided by a local trainer to our staff members related to the DLM and training modules are made available annually from KSDE as well. If a student scores well on the DLM one year, careful consideration is given by the IEP team about which assessment the student should take the following school year.

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

We plan to provide an updated, regional training opportunity for special education case managers where they are invited to come to Salina to receive additional training related to student selection to take the DLM assessments including the DLM participation guidelines and available accommodations for students who take the general state assessments in place of the DLM assessments.

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