Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0243 Lebo-Waverly | Status: Submission Approved by KSDE on 01/13/2020

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
- [x] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [ ] 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.

The data indicates that we were disproportionate in the area of male students tested. Upon reviewing the data this was [redacted] students who qualified for the DLM where as in this testing year only 1[redacted] was tested. As a district we will continue to evaluate the appropriate test annually that the student should be administered. This will take place at a minimum at the annual IEP, but could take place more often depending on any changes or needs of the students. The team will utilize data from previous tests both the DLM, nationally normed tests, and locally developed tests.

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

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

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[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 data may appear high, but in reality we are talking about [redacted] students tested that performed at target or advanced. The IEP teams reviews the student's previous years testing results on all tests, classroom, state, nationally normed, and/or locally developed tests. The team also reviews the students cognitive abilities and the curriculum, goals, and benchmarks of each student as they determine whether or not the student meets the criteria for taking the DLM. The team reviews evaluation tests, benchmark tests, speech and language assessments, IEP goals, formative assessments, and more depending on the specific student being examined.

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

The district will review annually the process for determining what test a student should be administered both through face to face training, written communication, access to online trainings and webinars. Information will be distributed to the team as it becomes available to better assist them in making the best testing decision possible.

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