Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0284 Chase County | Status: Submission Approved by KSDE on 01/14/2020

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.)

- [ ] Yes
- [x] No

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

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

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0284 Chase County | Status: Submission Approved by KSDE on 01/14/2020

☐ **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.**

Each year, as we gather documentation in preparation for updating student IEPs, the IEP team reviews past and present evaluation and assessment data, as well as current levels in personal, social, academic, and functional performance for our students with significant cognitive disabilities. We utilize that data and make team decisions as to whether a student will qualify to participate in the Dynamic Learning Maps assessment. Informal data is utilized on a yearly basis, coupled with formal assessment data every three years. Examples of informal data included are: progress reports which detail gains towards IEP goals and objectives, district assessment data, and updated health information and diagnoses. Examples of formal data included are: Woodcock Johnson Achievement data, Weschler Intelligence Scale for Children, and any other standardized formal assessment deemed appropriate and necessary in order to inform goals, objectives, and special education services.

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

The criteria for student qualification for the DLM and for administering the DLM is reviewed yearly. Student data and IEP goals are reviewed yearly as the IEP team makes decisions for future testing and goals.

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

☐ Yes ☒ No

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

☐ Yes ☒ No