Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0289 Wellsville | 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.

- [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
- [ ] Specific Learning Disability
- [ ] Speech and Language Impairment
- [x] 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.

Last assessment season we had [redacted] students who took the alternate DLM assessment for math and reading who also qualified for Free and Reduced Lunch. This created a disproportionality within the subgroup; therefore, we will take all necessary action to review and reinforce the practices and procedures that are taken to ensure we are correctly identifying students participating in the alternate assessment.

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

ELA:	50%
Math:	25%
Science:	100%

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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.**

We use the criteria provided by the state for determining eligible students.

First, we look at the cognitive functioning of each child. The student has to have a significant cognitive disability. Typically this means that they have a very low IQ scores (i.e. WISC,WJIV, KABC) and adaptive skills scores (typically Vineland), though on rare occasions it means they have a disability that very significantly affects their ability to communicate what they know (such as autism) so traditional IQ tests may not have been given. But either way, adaptive functioning has been assessed and is low. The students who will be taking the DLM this year have Intellectual Disability, Multiple Disabilities, and Autism as exceptionalities--but not all students who have these exceptionalities qualify for the DLM. In the past (last year), we had one that was a [redacted]

Second, we discuss whether we use essential elements or extended standards to write IEP goals and prepare the programming for the child, because their academic skills are substantially lower than peers so grade level standards, even with modifications, would not be relevant or appropriate for the child.

Finally, we determine whether these kids, even when included in the classroom, have drastically altered learning outcomes and are not assessed in the same way as peers, because traditional learning methods don't work, and they can't perform on assessments in the same way. Their programming tends to have a life-skills tendency, in that we teach academic skills in relationship to self-care and with hands-on learning activities.

Students taking the DLM have a substantial amount of support (most if not all of the day), a great deal of instruction outside of the classroom, and when they are included in the general education environment their learning outcomes are different--more geared to social development and post-high school transition and life understanding than to academic skill content.

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

Each year the IEP team will meet and review all students who will be taking tests on the Kansas Assessment Program. During these meetings the team will use the state rubrics and qualifier worksheets to review students who may qualify for the alternate assessment. If a student qualifies for the alternate assessment they will take the test , if they do not qualify for the assessment they will take the general KAP assessment. These decisions will be based on all local, state, and federal regulations and requirements as stated on the IEP.

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