Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0342 McLouth | 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
- [ ] Intellectual Disability
- [ ] Multiple Disability
- [ ] Orthopedic Impairment
- [x] Other Health Impaired
- [x] 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 district had only [redacted] students participating in the DLM in the 2018-2019 school year. The only subgroup greater 3.0% was the male group. The [redacted] students have transitioned to the regular assessment and no longer participate in the DLM.

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

ELA:	100%
Math:	67%
Science:	50%

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☐ **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.**

Our district used the Dynamic Learning Maps™ Participation Guidelines for Kansas along with the Kansas Alternative Assessment Flow chart to determine appropriate assessment placement. The decision to place a student on the DLM, was based on the answers to these questions:

1. Does the student have a disability that significantly impacts intellectual functioning and adaptive behavior?* Does the student have a current Individualized Education Plan (IEP)?

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level Essential Elements and address knowledge and skills that are appropriate and challenging for him/her?

3. Does the student require extensive, repeated, individualized instruction and support that isn't of a temporary or transient nature?

4. Does the student use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings?

5. Is the student's inability to participate in the regular assessment primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; expected poor performance on general assessment; need for accommodations; or social, cultural, language or economic differences?

The answers to these questions, along with classroom data, assessment data and IEP goal progress, determined if a student will be assessed using the KAP or the DLM.

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

We re-evaluate each student's needs annually and based on this annual review the decision to continue with the alternate or make changes to their testing program is made. We use classroom data, assessment data and progress towards IEP goals to determine appropriate testing placement.

In August of 2019, based on guidance from KSDE, we began using the updated DLM participation guidelines, Kansas Alternate Assessment Flow Chart, and Rubric for Determining Participation in the AA-AAAS for Students with a Most Significant Cognitive Disability. The DLM participation guidelines were reviewed at each IEP for students assessed on the alternate assessment for the 2019-2020 school year.

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