Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0378 Riley County | Status: Submission Approved by KSDE on 02/17/2020

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
- [ ] 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.)

[x] Yes [ ] No

If yes, please explain how you will address the disproportionality.

Out of the [redacted] students tested, [redacted] are white and [redacted] is multi-racial and [redacted] are male and [redacted] is female. This creates the disproportionality that is evident. [redacted] are classified as [redacted], [redacted] are classified as having an [redacted] We are a rural community where race is disportionate (87.9% Caucasian, 3.5% Multi-Racial) and in general, in special education there is a natural disportionality between male and female: Out of the 12.9% of our population with disabilities, 60.7% are male.

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

ELA:	67%
Math:	67%
Science:	75%

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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 data collection from the Woodcock Johnson IV, the WIAT III, and teacher input to determine the inability to take the general assessment. There is a portion of the IEP that says "Does this student have the ability to take the general assessment." This is discussed and determined by the IEP team using the data from the tools listed.

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

We will provide training on the concept of "least dangerous assumption" and review policies, practices, and procedures to provide training on the DLM participation guidelines - in addition to determining if the available accommodations for the general assessment are suitable.

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