Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0386 Madison-Virgil | Status: Submission Approved by KSDE on 03/05/2020

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
- [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.

As a staff, building team and district we will evaluate the issues for each student and address our concern with disproportionality as it affects our overall. This will include Review policy, as it addresses our practice and procedures.

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

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

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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.**

students with significant cognitive disabilities, taught an alternate curriculum with focus on the essential elements.

At the IEP meeting for each student, the team determined that the student would participate in Dynamic Learning Maps based on answering yes to the following three questions:
1. The student has a significant cognitive disability.
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

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

Discuss at each IEP individual student needs. So at each annual IEP meeting the team will determine that each student would participate in Dynamic Learning Maps based on answering yes to the following three questions:
1. The student has a significant cognitive disability.
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

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