Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0417 Morris County | Status: Submission Approved by KSDE on 02/18/2020

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
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [ ] 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.

Our staff isn't aware of who is on Free and Reduced Lunch. The narrative below regarding data and processes is the strongest thing we can do to be sure we are giving the correct assessment to each student. If we do find that there is some kind of training necessary and appropriate to this subgroup, the Test Coordinator and SpEd Coordinator will work together to plan that.

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

ELA:	71%
Math:	57%
Science:	0%

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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.**

If there is a question as to whether or not the DLM is appropriate, the special education teacher and SpEd Coordinator meet prior to the IEP team to review the existing data. We look at AIMSwebPlus screening data, the most recent special education evaluation or re-evaluation, outside agency reports, and prior-year performance on the DLM or general ed state assessment. At the IEP team meetings, we use the updated criteria from KSDE and discuss if the student demonstrates the "most significant cognitive" disability. Since this updated process has been put into place, the district has determined that three of our current students do not demonstrate the most significant disability and are no longer eligible to take the DLM.

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

Continue to review the criteria as set forth by KSDE. The updated criteria has been very helpful.
As annual IEPs are reviewed for incoming students, revisit whether the DLM is the most appropriate assessment after we have had time to work with the student and gather our own data.

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