Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0428 Great Bend | Status: Submission Approved by KSDE on 02/21/2020

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
- [x] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [x] 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.)

- [ ] Yes
- [x] No

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

ELA:	29%
Math:	7%
Science:	0%

[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.**

Teams review benchmark data and progress monitoring data as well as progress in the core curriculum to determine appropriate state assessment for each student. Students who are determined to be appropriate for the alternate assessment are not able to access the general core curriculum and require extensive supports for academic as well as functional skill acquisition. IEP teams utilize the guidance documents for determining alternate assessment in their team meetings.

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

IEP teams will continue to monitor students through district and statewide assessment data. There will be ongoing communication in the team meetings to ensure the students still meet the requirements for needing the alternate assessment. If students are very successful in completing the alternate assessment then team members will revisit the guidance documents to make sure it is an appropriate measure for them. With the fact that the district has a number of students who are significantly handicapped being non-verbal and unresponsive then it is very difficult to stay under the 1% mark for each content area. The number of students with those disabilities would alone be enough to reach 1%.

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