Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0432 Victoria | Status: Submission Approved by KSDE on 01/15/2020

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
- [ ] 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:	0%
Math:	0%
Science:	0%

- [ ] **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.**

The WCKSEC conducts DLM certification class for any primary service providers that may administer a DLM during the school year. All WCKSEC providers are provided training, resources and support including KSDE DLM Ruberic and KAA Flow Chart. Each IEP team must answer DLM Participation Guideline questions within the IEP before selecting Alternate Assessment for any student.

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

WCKSEC will continue to provide the supports mentioned above. Additionally, WCKSEC will meet with building administrators and superintendents to review DLM participation guidelines.

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