# Alternate Assessment Breakdown Report



Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0435 Abilene | 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
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] 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.**

We plan to review policies, practices and procedures related to administering the DLM as well as the selection criteria for students who will take the DLM.

Based on the data, we will place a particular focus on: 1. Multi-racial students (as a sub-category) who take the DLM assessments at a higher rate than, “All other races” of students; 2. Students who are eligible for free or reduced lunches vs students who are, “All self-paid lunch” students; 3. Male students vs. female students, to ensure that a disproportionate number of students in these sub-categories are not taking the DLM assessments instead of the general state assessments. (The general assessment will be administered unless the DLM is deemed appropriate and necessary by each student's IEP team)

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

| | |
|---|---|
| **ELA:** | 22% |
| **Math:** | 0% |
| **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.**

Selection of whether a student with an IEP takes the general state assessment or the DLM alternate assessment lies with each student's IEP team including direct input from the student's parent(s). The guidelines for the DLM assessments are considered as well as the student's past performance on the DLM assessments or performance on the state general assessments. These results are considered as summative data. Student progress throughout the school year toward meeting the IEP goals is considered by the IEP team as well. Anecdotal information from all stakeholders is considered as well as formative assessment data gathered for all students as each student builds skills and progresses throughout the school term. In addition to the IEP meetings, our special education coordinator meets regularly with special education staff members and case managers to review the progress of students in an effort to determine the proper assessments administered to students. Last, training is provided by a local trainer to our staff members related to the DLM and training modules are made available annually from KSDE as well. If a student scores well on the DLM one year, careful consideration is given by the IEP team about which assessment the student should take the following school year.

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

We plan to provide an updated, regional training opportunity for special education case managers where they are invited to come to Salina to receive additional training for the selection of students who take the DLM assessments. Resources used will include the DLM participation guidelines, a review of the KSDE “Helplets on Scoring and Reporting,” and guidelines related to available accommodations for students who take the general state assessments in place of the DLM assessments.

**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.**

[X] Yes [ ] No

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**District DLM Assurances**

**If your district anticipates testing over 1% of its assessed students in a sbject using the DLM for the school year, please submit assurances for each of the following five items:**

- [X] 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887
- [X] 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- [X] 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic acievement standards, the Essential Elements. https://dynamiclearningmaps.org/erp_ie https://dynamiclearningmaps.org/sci_resources
- [X] 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- [X] 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

- [X] I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

**By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdetasn.org/).**

| Mr. Greg Brown | 1/31/2020 |
|---|---|
| **Superintendent Name** | **Date** |
| Michael C. Lowers | 1/31/2020 |
| **Special Education Director Name** | **Date** |