Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0436 Caney Valley | Status: Submission Approved by KSDE on 01/24/2020

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
- [ ] 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:	75%
Math:	50%
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.**

Each IEP team utilizes the Dynamic Learning Map Participation Guidelines to determine if the DLM is the appropriate assessment for the student to take: 1) the student has a significant cognitive disability that impacts intellectual functioning and adaptive behaviors; 2) the student is primarily being instructed using the Essential Elements as the content standards; and 3) the student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum. Considerations also include how each student did on the previous year's DLM (if applicable).

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

The district will continue to have the IEP team make decisions using the DLM Participation Guidelines and the Alternative Assessment Flow Chart. The district will also look at DLM results and have IEP teams reconsider the annually appropriate test if the student has scored At Target or Advanced on both ELA and Mathematics. Special education teachers administering the DLM will continue to receive training on both the flow chart, participation guidelines, and assessment rubric.

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

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.

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[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/).

Blake Vargas	1/20/2020
Superintendent Name	**Date**
Emily McCambridge	1/20/2020
Special Education Director Name	**Date**