Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0437 Auburn Washburn | Status: Submission Approved by KSDE on 02/11/2020

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
- [x] Emotionally Disturbed
- [x] 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.

Specifically, reading and math indicates a disproportionality among our students within the sub-group, African-American. The science assessments indicates a disproportionality in the sub-group of Asian. We will begin by determining if those students were adequately assessed to determine their need for the DLM, because the number of students with the African-American subgroup is [redacted] and within the Asian sub-group is [redacted], this will allow us the ability to mine that data. The specifics we will look at is their evaluation and exceptionality determination among cognitive performance. We will also look specifically at their current IEP and past IEPs around progress for goals, ESY qualification, and their curricular modification needs to determine if their need for the DLM is supported.

After answering our first questions about whether the students accurately qualified for the DLM, and then whether their exceptionality and provision of services...we need to further take into account the Least Dangerous Assumption perspective.

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

ELA:	33%
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.**

Predominantly, we utilize the KSDE DLM Participation Guidelines. Our district ensures that students meet that criteria prior to proposing that a student participates in the DLM at the time of IEP development. Additional data points that typically lead to the flagging of a student needing to participate in the DLM are the student's cognitive performance as measured, adaptive performance as measured, and their curricular needs and progress therein (including is ESY is needed). The majority of our students participating in the DLM also typically present with a more severe, low incidence disability and are benefitting from a constellation of services or from a specialized classroom setting, therefore the outliers that qualified for the DLM under the Other Health Impairment and Specific Learning Disabilities exceptionalities will be under scrutiny.

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

A refresher training among special education low incidence teachers, related service providers, and school psychologists to review the DLM Participation Guidelines was conducted in response to our percentage last year. We also focused on particular caseloads and if there were questionable situations. We will go through that process again, but perhaps take the staff more in depth into the reports that KSDE provided this year.

Last year, I did not provide a great deal of information around the reporting process as I felt like our DLM numbers were justified. However, with the disproportionality piece, I think it is essential that I assist them in understanding our data more fully, how it is collected, and therefore that the IEP team decision making is sound.

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/).

Scott McWilliams	2/3/2020
Superintendent Name	**Date**
Jaime Callaghan	2/3/2020
Special Education Director Name	**Date**