Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0457 Garden City | Status: Submission Approved by KSDE on 02/27/2020

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
- [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.

The teams have reviewed the process and focused on the descriptors for significant cognitive disability. Then each student's prior year performance is taken in consideration. Students performing at target or advanced on both ELA and/or Math on the DLM year-end report are transitioned to the general assessment. Following these criteria for determination for the DLM has moved some students to the general assessment. This is a process, as at times the IEP teams struggle with putting students with significant delays through the stresses of the general assessment. This summer with support from Cary Rogers we were able to identify an additional eight students that were moved from the DLM to the general assessment.

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

ELA:	38%
Math:	6%
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.**

During the IEP meeting the team uses the following:
-Previous DLM results (when applicable)
-evaluation team reports
-IEP benchmark data
-Formal cognitive assessments.
-Speech and language assessments to determine the student's language skills.
_IEP progress reports for student goals.
-Adaptive skills inventories when needed.

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

Our Sped leadership will meet throughout the school year during in-service and PLC's to review the process and requirements for students to meet the guidelines of the DLM rather than the general assessment. We will also check and follow up during out IEP review process to ensure that the students scheduled to take the DLM do in fact meet the criteria.

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