Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0490 El Dorado | Status: Submission Approved by KSDE on 02/13/2020

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.)

[x] Yes [ ] No

If yes, please explain how you will address the disproportionality.

The IEP teams will work with the Building, District, and the Special Ed Coop personnel to to review the current policies and practices to make sure all factors are being completed appropriately and at the highest level. Procedures will be reviewed for available accommodations for the general state assessment, and following consistent expectations from the DLM participation guidelines to meet the concept as established by the state and federal government.

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

ELA:	55%
Math:	55%
Science:	50%

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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.**

The IEP teams collectively determines what assessment each student should take by utilizing a variety of data and records it in the student's IEP. Data can be reviewed by looking at the KITE information. Curriculum-based measures as utilized in the daily classroom through modifications and reviewing the student's personal needs through observations by teachers, therapists, SLPs, etc. And referring to the Kansas Alternative Assessment flowchart and the DLM Participation Guideline provides an additional layer for re-assessing the decisions made. Finally, IEP team will document in the IEP what the student's limitations are, what supports they need for success/access, how the limitations impact their involvement in the general education curriculum, and what conclusions was reached for the year. The teachers participating in the DML also are required to complete the state DLM modules. If there is any question at any point, the IEP team will be called back together to re-evaluate and adjustments for any changes will be placed in the IEP and the District Testing Coordinator will be notified to make changes as needed.

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

Each year the IEP teams are required to go through the same process of determining the appropriate testing assessment fore each student. The process stated in the question above will be repeated. The IEP team must consider the most recent data points and state regulations so as to provide the most appropriate testing situation for each student.

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