Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0493 Columbus | Status: Submission Approved by KSDE on 01/14/2020

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
- [ ] Multiple Disability
- [ ] Orthopedic Impairment
- [x] 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

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

Small numbers of students participating in state assessments can also greatly influence percentages. For example, a risk ratio may be high because 1 or 2 students participated in an area, and there were only a few students in the category. Student assessment needs are determined annually on an individual case by case basis.

To ensure appropriate choices are made, the district reviews red-flag data and DLM participation guidelines annually with IEP teams. Participation in the DLM is made annually on an individual student basis considering each student's unique needs. When determining the appropriate assessment for a student, teams consider the instructional content and intensity of instruction provided, and a variety of data points included in the Individual Education Plan for each student. During the annual review or initial IEP meeting for students recently identified, the Districts IEP teams are guided in the process of selecting the appropriate assessment by utilizing the Dynamic Learning MAP's Participation Guidelines for Kansas when considering a student for a DLM. The team decision and rationale for that decision is documented annually in each child's IEP.
Specifically, teams review individual student data to determine:
1. The student has a significant cognitive disability, or multiple handicaps that significantly impacts cognitive functioning and significant deficits in adaptive behavior, and:
2. Instruction and IEP Goals for the student are tied to grade level essential elements, and:
3. The student requires direct and individualized instruction and substantial supports that are not transient in nature, using adaptive individualized materials and methodology to access and learn grade and age appropriate curriculum.

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

ELA:	86%
Math:	43%
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.**

Teams use the DLM participation guidelines and are guided in the determination by agency prompts embedded in the IEP. Specifically, teams review individual student data to determine:

1. The student has a cognitive disability, or multiple handicaps that significantly impacts cognitive functioning and significant deficits in adaptive behavior, and:
2. Instruction and IEP Goals for the student are tied to grade level essential elements, and:
3. The student requires direct and individualized instruction and substantial supports that are not transient in nature, using adaptive individualized materials and methodology to access and learn grade and age appropriate curriculum.

These areas are considered individually for each student.

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

The district trained last year on Kansas Dynamic Learning Participation guidelines and use the Rubric for determining eligibility for taking the DLM and will continue to provide this training to key stakeholders.

Further, IEP Teams also review red-flag data annually to review district participation in the DLM and ensure appropriate decisions were made for all students participating in the DLM or State Assessment.

Based on the data for our district, our LEA needs additional training.

[X] Yes [ ] No

Areas for Needed Training:

- [X] Effectively using the DLM participation guidelines when identifying a student as having a significant cognitive disability
- [X] Least Dangerous Assumption
- [X] Appropriate use of Accommodation for the general assessment
- [X] Other (Please Specify)

As part of Interlocal 637 practice, we provide the above training to key stakeholders on an annual basis. We include 'red-flag' analysis of prior year data in that training.

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Our district anticipates testing over 1% of our students in one or more content areas during the school year.

☐ Yes ☒ No