Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0511 Attica | Status: Submission Approved by KSDE on 02/25/2020

Based on the data provided in KIAS, our district had student(s) in the following disability categories taking the DLM.

- [ ] Autism
- [ ] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [ ] 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:	0%
Math:	0%
Science:	0%

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☐ **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 year, the IEP team meets to review DLM Participation Guidelines and reviewing the previous years performance results in order to decide student eligibility when making the decision to place a student on the alternate assessment. Students who are eligible for the DLM have a most significant cognitive disability, have significant deficits in adaptive behavior, are primarily being instructed using the DLM essential elements as content standards, and require extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade and age appropriate curriculum.

Data Types and Process to Qualify: 3-year Re-evaluation data/3 Record Review, WISC-V, WJ-IV, BASC-3, Vineland- STAR Reading and Math Assessments

Students who are eligible for the DLM have a most significant cognitive disability. They have significant deficits in adaptive behavior. These students are primarily being instructed using the DLM essential elements as content standards and are instructed primarily in functional and life skills. Students require extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade and age appropriate curriculum.

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

Continue to follow the KSDE guidelines. Continue to attend training on the DLM participation guidelines through local Special Education Cooperative and KSDE.

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

☐ Yes ☒ No

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

☐ Yes ☒ No