Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0365 Garnett | Status: Submission Approved by KSDE on 12/21/2021

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
- [ ] Other Health Impaired
- [ ] Specific Learning Disability
- [ ] Speech and Language Impairment
- [x] 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 team will be made aware of the updated criteria in regards to determining if a student qualifies for the DLM. Past practices did not drill down enough.

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

ELA:	43%
Math:	14%
Science:	20%

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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 team uses data from past records, new testing that may have been completed, input from parents, teachers and other providers, information from the child's Individualized Education Plan and observations. The IEP gathers this information and opens the discussion usually at the child's annual IEP review to discuss DLM eligibility. We now know there are other ways to determine eligibility and teams need to take into consideration all factors.

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

The IEP team uses data from past records, new testing that may have been completed, input from parents, teachers and other providers, information from the child's Individualized Education Plan and observations. The IEP gathers this information and opens the discussion usually at the child's annual IEP review to discuss DLM eligibility. After meeting with individuals for the state department there is a better understanding as to the detail one much look into when making determination. Teams can utilize the Intellectual Functioning tool and/or the Adaptive Functioning tool. This could be very helpful with transfer ins, as many come to us without good data.

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