Alternate Assessment Breakdown Report

Monitoring School Year: 2019 - 2020 | Assessment School Year: 2018 - 2019 | D0261 Haysville | Status: Submission Approved by KSDE on 02/12/2020

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
- [x] 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.

Our district demonstrated disproportionality in the area of American Indian or Alaska Native subgroup. At this time, our total number of students being assessed in this subgroup is [redacted] students. We have [redacted] being assessed using the Dynamic Learning Map. Due to the low number of students identified for this subgroup, this [redacted] creates a risk ratio greater than 3.0 making the district disproportionate for this subgroup. We will continue to monitor the students being recommended for the DLM and ensure they are using the DLM participation guidelines document as well the training provided to them annually. We will continue to have individual discussions on the student and the progress/achievement they are making on the assessment.

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

ELA:	25%
Math:	0%
Science:	19%

[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.**

Our district begins by reviewing the Dynamic Learning Maps participation guidelines and flow chart to have an understanding of the students who would qualify for the alternate assessment. Once they understand the guidelines, teams will complete a review of records which would include, but is not limited to, cognitive assessments, achievement assessments (both formal and informal), language assessments, and any other assessment that would provide feedback on the student's cognitive, academic, and functional level (adaptive skills). This will provide the feedback on if the student is functioning at least two and a half or more standard deviations below the mean. The student's IEP is reviewed to review the goals the student is working on, comparing them to grade level standards and essential elements. The team will review the needed accommodations and modifications this student requires determining if these services are intensive beyond students who can participate in the general curriculum with accommodations and slight modifications. In addition, the team will determine if all these supports are utilized and adapted significantly for the student to acquire learning material. Students' previous state assessment data is reviewed and determined if the current assessment is still needed.

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

Our district is aware that our percentage of DLM students exceed the 1% in ELA (1.08%), Math (1.08%), and Science (1.33%). Our district has many students move-in who receive services through specialized classroom programs which require an assessment that measures their learning through a different approach than the typical Kansas assessment. We have actually decreased our number of students receiving the DLM from 1.22% to 1.08%. I believe we have done this through training with special education teachers and other special education staff on the DLM participation guidelines. In addition, we have personally had discussion with specific teachers on individual students regarding their performance on previous state assessments and whether or not the student would be able to be assessed using the Kansas assessment with accommodations. We will continue the group training as well as the individual discussions on the DLM assessment components and participation guidelines annually (and as needed throughout the year) to continue to make progress in ensuring the most appropriate assessment is suggested 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.

[X] Yes [ ] No

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District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a sbject using the DLM for the school year, please submit assurances for each of the following five items:

- [X] 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887
- [X] 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- [X] 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic acievement standards, the Essential Elements. https://dynamiclearningmaps.org/erp_ie https://dynamiclearningmaps.org/sci_resources
- [X] 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- [X] 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

- [X] I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdetasn.org/).

Superintendent Name	**Date**
Angie Estell	1/22/2020

Special Education Director Name	**Date**