# Alternate Assessment Breakdown Report



Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0218 Elkhart | Status: Submission Approved by KSDE on 12/20/2021

**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
- [x] Developmentally Delayed
- [x] 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.)**

[x] Yes [ ] No

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

We had a disproportionality due to 2 students taking the DLM. We have a small population of around 28 students for each grade levels in our district. This would cause the disproportionality in Science. There were no disproportionality in ELA or Math.
The data suggests that the district is disproportionate in one subgroup area for all three subjects because of a small N size. To address this issue of disproportionality, we will review our district's policies, practices and procedures to consider any necessary edits. We will also review each students' individual education plans and assessment needs as compared to the DLM Participation Guidelines. We will continue these reviews on an annual basis.

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

| | |
|---|---|
| **ELA:** | 33% |
| **Math:** | 0% |
| **Science:** | 0% |

[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 district uses data to understand if the student needs to take the DLM. The general assessments that are given in the district and by the state are determining factors to help determine if those general assessments are a beneficial question pool to ask the student. If the general question pool will not be able to be answered with appropriate leveled interpretation by the student, then the student is considered to take the DLM.
IEP teams use multiple sources of data to make decisions on state assessments for students. Student observations, review of records, individual assessments, adaptive behavior scales and interviews are all used to make best decisions for state testing. HPEC's IEP has a form based on the state criteria for selection of DLM students. It is filled out by the IEP team annually. This form is used to determine if a student is eligible for DLM. In particular, IEP teams review data to assess:
Students' significant cognitive disability;
Students' significant deficits in adaptive behavior;
Students who are being primarily taught using the DLM Essential Elements as content standards; and
Students who require extensive direct individualized instruction support to achieve measurable gains in their curriculum.

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

The data will continue to be a factor in determining if the student's DLM results indicate that the assessment is no longer the correct level of questioning if the student makes a tremendous amount of growth and the student might be able to take the general assessments. The students IEP goals will also be a factor in determining if a student can move from a DLM to general assessment.

**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/).**

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|---|---|
| Rex Richardson | 12/9/2021 |
| **Superintendent Name** | **Date** |
| Shelly Harris | 12/13/2021 |
| **Special Education Director Name** | **Date** |