Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0339 Jefferson County North | 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.

- [ ] 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:	100%
Math:	100%
Science:	0%

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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.**

IEP teams are required to meet annually and review all sections of the IEP, including the type of Kansas State Assessment a student needs based on the guidance documents provided by the Kansas State Department of Education, and reviewing current functioning and performance data including scores on the previous year's assessment.

Keystone, USD #608 IEP Teams have been trained using the following resources and have access to these documents when considering eligibility for the DLM:

• The Kansas Accommodation Manual
• The Dynamic Learning Maps Participation Guidelines for Kansas
• KSDE prepared flow chart to assist teams with determining the appropriate assessment

The IEP Team members review data sources for each individual student in accordance with the guidance in the documents sited above. Data sources reviewed include: cognitive, achievement, and adaptive behavior scores; present levels of academic achievement and functional performance; current IEP goals and progress towards those goals; performance on district assessments; individualized instructional needs. And, the accommodations, supplementary aids, program modifications needed by the students throughout the day to access and engage with the assigned curriculum.

Upon reviewing all the data and utilizing the resources available, the IEP determines the state assessment type required by the student and documents the assessment selection by completing the Participation in State Assessment page in each student's IEP. If the team determines the student needs to take the DLM/Alternate Assessment, the IEP team must provide in writing on the IEP the rationale for why taking a general assessment is not appropriate and rationale for why an alternate assessment is appropriate.

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

The vast majority of students who qualify for the DLM use an alternative curriculum, particularly for the content areas in which they are being tested using the DLM. This curriculum is aligned with state standards and the IEP goals associate the selected goals with the essential element(s) and targets for that student. Each year and in each IEP meeting any student who is determined to be eligible for the DLM will go through the process outlined above. This year, out of 8 school districts in 3 content areas, only one district in one content area, based on 1 student, exceeded the 1% cap. This is evidence that the current system is accurately identifying the appropriate students for participation in the DLM.

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