Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0378 Riley County | Status: Submission Approved by KSDE on 01/03/2022

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
- [ ] 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.

Administrators ensure that school personnel acquire essential skills for gathering, assessing, and analyzing the collected data on student performance and progress. The interpreted data is collected to identify diagnosis and placement of the students. The IEP teams review the data and the DLM guidelines.

The total number of [redacted] students that took the Alternate Assessment in Science was [redacted].
The total number of students assessed in science is 161.
Target group risk is 2/161 = 0.0124 = 1.24%

The number of all other students that took the Alternate Assessment is 2.
Number of all other students tested is 371 students - minus 2 [redacted] students is 369.
Other group risk is 2/369 = 0.00542 = 0.542%

Risk ratio is 1.24/0.542 = 2.29%

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

ELA:	0%
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 IEP teams reviewed the DLM guidelines. They review the student records that indicate the disability or multiple disabilities that significantly impact intellectual functioning and adaptive behaviors. The participation criterion descriptors are utilized to determine need. Then, they refer to the primary instruction using the Essential Elements provided. Data is collected based on the goals of the IEP connected to the Essential Elements. If a student shows that they do well with the Essential Elements, then they no longer need to be tested using the DLM. If the data shows that the daily implementation is appropriate and functionally correct for that student, then we go to the third criteria point. The data from the IEP is used to determine instructional support minutes, adaptive materials needed, and placement of the student – whether they need extensive individualize instruction or substantially adapted materials.

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

At the conclusion of each testing cycle, the team reviews the records. If the student is consistently scoring on the advanced side, we ask the team to hold a meeting to justify the continue need of using the DLM for testing. Should a student show some progress, but not be in the advanced side of the rubric, then we still meet to justify placement in the DLM and amend the IEP as needed.

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