Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0409 Atchison Public Schools | Status: Submission Approved by KSDE on 01/07/2022

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
- [x] Intellectual Disability
- [ ] Multiple Disability
- [ ] Orthopedic Impairment
- [x] Other Health Impaired
- [x] Specific Learning Disability
- [x] 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.

Disproportionality showed up in two subgroups due to small n-size. The district will continue to review policies, practices, and procedures.

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

ELA:	36%
Math:	18%
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 utilize the KSDE resource, "Making Decisions About Participation in the Alternate Assessment" during the annual IEP meeting process. Through examining all relevant data, the team determines which assessment will be most appropriate. This includes the student's hearing/vision screening, cognitive ability (relevant IQ measures), academic achievement in the current setting, prior performance on assessments, data from diagnostic screeners, the student's communication skills, adaptive behavior, motor ability, and self-care. Daily performance within the general education curriculum, including the amount of accommodation and modification needed, are emphasized.

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

Training has previously been provided for district and building administrators and special education teachers who serve students with the most significant cognitive disabilities. While it is critical that these groups understand the process, it is also important that all members of IEP teams understand how decisions are made. To increase understanding across the district, general education teachers and paraeducators will be trained in the concept of Least Dangerous Assumption, as well as DLM participation guidelines.

In addition, targeted professional development will continue with special education teachers who serve as case managers for students with the most significant cognitive disabilities, school psychologists, and building administrators, who often serve as LEA representatives. In addition to reviewing guidelines for participation, training modules for the DLM will be completed together, and instruction that aligns to the essential elements and the learning maps for students will be an area of professional development and ongoing collaboration for teams. Collaboration will occur during regularly scheduled PLC meetings.

Finally, regular review of students who are identified as eligible for the DLM will be examined by the Director of Special Education and School Psychologists.

Professional Development will be delivered by the Director of Special Education. A regular review of all policies, practices, and procedures is continuous.

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**
Nichole Honeywell	1/3/2022

Special Education Director Name	**Date**