Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0475 Geary County Schools | 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
- [x] 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
- [ ] 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.

All three areas were over 3.0 in the foster care category due to [redacted] taking the Science and [redacted] receiving ELA and Math. The school district will continue to monitor incoming students in foster care services to determine the validity of the assessments chosen. If the IEP does not accurately reflect the appropriate and/or necessary assessment the team will review with parent and/or educational advocate to determine the appropriate state assessment.

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

ELA:	58%
Math:	27%
Science:	14%

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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 a variety of data to support recommendation for participation within the Dynamic Learning Maps Alternate Assessment. The primary guide is the criteria set by KSDE within the Dynamic Learning Maps Participation Guidelines. Our district's Standard Operating Procedures (SOP) manual asks IEP teams to discuss and complete the guidelines rubric collaboratively. As part of the dialogue, supporting evidence is gathered regarding cognitive abilities and adaptive functioning. School psychologists especially support IEP teams in these areas as they interpret and offer recommendations based on the variety of assessments which may be given to a particular student based on their particular needs. Additionally, teams discuss classroom-based assessment, whether or not the student in question utilizes alternate performance standards, and the intensity of the services/instruction provided. Should the IEP determine a "yes" on each of the rubric questions, the team discusses with parents/guardians the implications of participation in the alternate assessment. IEP teams work hard to consider the unique circumstances of each student in identifying the most appropriate assessment.

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

Accommodations and supports for the most appropriate state assessment are reviewed and considered at least annually for students. Additionally, at the beginning of each school year, test administrators participate in a kickoff DLM training that reviews KSDE requirements, but also the local school district implementation of those requirements. Part of the training is reviewing prior year data and test results. If students performed at the 3 or 4 level on the DLM or were red flagged, then the respective IEP teams are asked to review data regarding the student and re-determine eligibility. DLM eligibility is also reviewed with school psychologists and the special education leadership team for continuous communication with staff. Individual coaching has been established for teachers via special education coaches. Understanding of the KAP/general assessment and the accommodations available to students is now integrated within training as well to provide clarity to teachers and teams regarding the continuum of state assessment options.

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**
Nathan Downs	1/3/2022

Special Education Director Name	**Date**