Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0489 Hays | Status: Submission Approved by KSDE on 12/21/2021

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
- [x] 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.

Disproportionality is being addressed through our work with the TASN MTSS Project and through increased training in DLM decision making. The TASN MTSS team is helping our district identify meaningful ways for students to participate in grade level instruction at all levels to prevent academic gaps from growing to the point where the DLM assessment is needed. We are also training on our DLM Decision Making guidelines to make sure all staff understand these guidelines and that they understand the alternatives that can be considered instead of the DLM assessment.

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

ELA:	50%
Math:	10%
Science:	50%

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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.**

The IEP team for the student utilized universal screening and progress monitoring data from FastBridge, formative and summative assessments in the classroom based on essential elements, and anecdotal data from teacher observations, teacher reports of performance, parent reports of student needs, and student reports of their own perception of assessments and their abilities. School teams utilized DLM decision making worksheets for all Red Flag students to ensure all decisions were made consistent with the state's criteria (the student who took the DLM from LaCrosse may not have been a Red Flag). All staff were advised to consider these decision making rules for all students when they discussed assessment participation in IEP meetings.

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

Since this student took the assessment, we have developed DLM Decision Making Guidelines for the cooperative and trained all certified staff and administrators how to use this document to make the best decision for each student. The guidelines include the KSDE DLM Decision Making rules/flow chart, data about how we compare to the expectation of the state to be below 1%, and how to consider the least dangerous assumption when making choices.

The district is also working with Kansas MTSS to improve the access to grade level instruction for all students with disabilities. The need for DLM in the district seems related to the lack of grade level instruction through the elementary and middle school years. Improving access to grade level instruction through accommodations, modifications, assistive technology, and other supports should improve this in time.

Our next steps are to continue educating all staff in the DLM decision making guidelines and working on MTSS structures that will prevent academic gaps that make the DLM the only appropriate assessment choice.

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/).

Ron Wilson	12/13/2021
Superintendent Name	**Date**
Kyle Carlin	12/13/2021
Special Education Director Name	**Date**