Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0255 South Barber | Status: Submission Approved by KSDE on 12/12/2023

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.)

- [x] Yes
- [ ] No

If yes, please explain how you will address the disproportionality.

We will provide in-service and trainings to review policies, practices, and procedures, to provide additional training on the DLM participation guidelines and available accommodations for the general assessment, and provide training on the concept of Least Dangerous Assumption.

South Barber IEP teams utilize the Participation Guidelines provided by KSDE to identify students that qualify to participate in the alternate assessment. Through these guidelines, teams review each student's records to assess the disability or multiple disabilities that significantly impact their intellectual functioning and adaptive behavior. Records and current performance are reviewed to determine if students goals and instruction are linked to the enrolled grade level DLM Essential Elements. Also, it is determined if this student requires extensive direct individualized instruction and substantial support to achieve measurable gains in all grade and age appropriate curriculum. If all participation criterion questions are answered "yes" by the IEP team, then the student meets the criterion to be assessed using the alternate assessment (DLM).

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

ELA:	100%
Math:	0%
Science:	0%

☐ **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.**

South Barber will continue to have test administrators attend any training given to review the participation guidelines in order to discuss with IEP team members when making the determination of participation in the alternate assessment (DLM). Any updates and changes that test administrators need to stay abreast with the alternate assessment information will be given each year. District will review results of each DLM participant on the DLM year-end report and determine that if a student has performed at " target" or "advanced" on both ELA and Math, they may need to be transitioned to the general assessment with appropriate accommodations.

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

South Barber will continue to have test administrators attend any training given to review the participation guidelines in order to discuss with IEP team members when making the determination of participation in the alternate assessment (DLM). Any updates and changes that test administrators need to stay abreast with the alternate assessment information will be given each year. District will review results of each DLM participant on the DLM year-end report and determine that if a student has performed at " target" or "advanced" on both ELA and Math, they may need to be transitioned to the general assessment with appropriate accommodations.

Based on the data for our district, our LEA needs additional training.

☐ Yes ☒ No

Our district anticipates testing over 1% of our students in one or more content areas during the school year.

☐ Yes ☒ No