Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0261 Haysville | Status: Submission Approved by KSDE on 12/13/2023

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
- [x] 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.)

- [ ] Yes
- [x] No

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

ELA:	16%
Math:	6%
Science:	11%

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0261 Haysville | Status: Submission Approved by KSDE on 12/13/2023

[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.**

During the certified special education inservice provided at the beginning of each year, special education teachers receive an overview of identifying the appropriate state assessment for students. They Dynamic Learning Maps Fact Sheet, IEP Team Resource Making Decisions about Participation in the Alternate Assessment, Participation Guidelines, and Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) are used as part of the training and provided to special education teachers. These tools are provided to the teachers through demonstrating where to find them on the KSDE website as well as sent to them electronically. Some of the data used to make decisions include intellectual assessments, adaptive functioning assessments, speech and language assessments, progress monitoring data on IEP goals, data on academic and daily living skills, required instructional supports, and performance on previous state assessments. The special education procedure guide for the district includes the steps to determine the appropriate assessment and has links to the resources for making the determination. In addition, when an IEP team is considering making a recommendation for a student to take the alternate assessment, they coordinate conversations with special education administrators so that all the data can be reviewed to determine the most appropriate assessment.

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

Continued yearly training on identifying the appropriate state assessment for students during their annual IEPs will be provided to all certified staff. Resources provided by the Kansas State Department of Education and the Dynamic Learning Maps website will be made available to all special education staff. The special education procedure guide will continue to provide the steps necessary for IEP teams to make decisions on the appropriate assessment for each student. The data for each student will be reviewed and shared with special education staff in demonstrating students performing at target or advanced on the DLM. In addition, Fastbridge screening, other district screening data, and/or data from the PAR, will be used to help identify the differences between students assessed with the DLM and students who may be being considered for a DLM. As students move into the district, if their IEP recommends the DLM, teams will review all data to determine if the student met participation guidelines to be assessed with the DLM. Teachers will be required to complete the Participation Guidelines and Rubric for Determining Student Eligibility for the Kansas Alternate Assessment. Special education administrators will work collaboratively with IEP teams when they are considering making a recommendation for participation in the alternate assessment.

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

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0261 Haysville | Status: Submission Approved by KSDE on 12/13/2023

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**
Angie Karraker	12/12/2023

Special Education Director Name	**Date**