Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0321 Kaw Valley | 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.

- [x] Autism
- [x] Blind/Visually Impaired
- [ ] Deaf-Blind
- [x] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [ ] Multiple Disability
- [ ] Orthopedic Impairment
- [ ] 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.)

[x] Yes [ ] No

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

Kaw Valley addresses disproportionality by establishing a school-wide system utilizing the RTI-Response to intervention model to support learners with intervention strategies before the evaluation process. Student Intervention Teams, led by the School Psychologist and/or Building Administrator, support grade-level teachers/staff through the process of screening, review of data, intervention strategies, and then potential recommendations for a special education evaluation. Our Curriculum Director/PD Chair, ensures staff receive annual curriculum training to support rigor in the classroom. During an initial and/or annual IEP meeting, students' needs are identified from the evaluation data leading to individual goals.

Our district has unique demographics that allow our public school to provide special education services to the non-accredited private school population. Our staff has worked to build a relationship with their staff to develop an RTI process in their school system to identify needs and provide interventions, before the evaluation process. We believe over time, this will establish a sound structure in both settings.

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

ELA:	10%
Math:	10%
Science:	0%

[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.**

Students who qualify for the Alternate Assessment are identified through multiple evaluation tools: Intellectual Cognitive Functioning, Achievement, if attainable, and Adaptive Behavior Deficits to determine whether the student has a significant cognitive disability. Once identified, students are taught from the Essential Elements. Teams use the KS Alternate Assessment Rubric and information gained during our Technical Assistance visit to ensure appropriate data is collected.

New for the 2023-2024 school year, our Kdg-3rd grade Low-incidence teacher reviews needs using the Kansas Alternate Early Literacy Screener. Our IEP system also has been updated to include an Assessment justification page reviewed during IEP meetings. A narrative of how and why the student's alternate assessment has been identified as an appropriate assessment for the student. Students identified to take the Alternate Assessment all require intensive direct instruction and substantial support to make gains.

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

Kaw Valley will continue to use the “Rubric for Determining Student Eligibility” and the questions in our IEP system to guide the conversation with IEP teams, including parents, to determine whether a student qualifies for the Alternate Assessment. Our School Psychologists will continue to collect data using a cognitive, achievement, and adaptive assessment for the team to review.

Our special education teachers will continue to receive training on the Least Dangerous Assumption and the reasoning students are selected to take the Alternate Assessment. We will continue to work with the non-accredited public school staff to develop an RTI program within their school setting.

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/).

Kerry Lacock	12/7/2023
Superintendent Name	**Date**
Sarah Sanders	12/7/2023
Special Education Director Name	**Date**