Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0368 Unified School District 368 | Status: Submission Approved by KSDE on 12/18/2023

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
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [ ] Other Health Impaired
- [x] 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

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

ELA
2 subgroups

Math
2 subgroups

Science
2 subgroups

USD 368 shows disproportionality in 2 subgroups for each of the 3 subject areas, ELA, Math and Science. This disproportionality can be attributed to the small number of students participating in the DLM for each subject area, where any representation from a subgroup can result in a skewed ratio.

USD 368 commits to continual training of staff on the resources available when making the decision to assign a student to the DLM, including the Participation Guidelines and the Rubric. Additionally, the DLM Coordinator for the ECKSEC will review all students assigned to the DLM to ensure documentation exists to ensure the DLM decision is consistent with information provided in other sections of a student's IEP so that we have only the appropriate students participating in the DLM.

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

ELA:	62%
Math:	8%
Science:	25%

[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 use the DLM rubric to determine whether or not a student should take the DLM. We begin by looking for past testing scores (IQ and adaptive) to see if they qualify based on score. If they do not, the IEP team looks at the data collected in the classroom setting to answer the remaining questions on the rubric. If a student has a preponderance of scores in the "Most Significant Deficits" category, they will take the DLM. If not, they will take the general assessment in the spring.

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

Going forward, in addition to the above steps, the DLM Coordinator for the ECKSEC will review all students assigned to the DLM to ensure documentation exists to ensure the DLM decision is consistent with information provided in other sections of a student's IEP so that we have only the appropriate students participating in the DLM.

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.

[ ] Yes [X] No