Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0386 Madison-Virgil | 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
- [ ] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [ ] 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.

The district will review our policies, practices and procedures for how we identify students for the DLM and place an emphasis on ensuring that we are correctly identifying the correct students regardless of their race or ethnicity for the alternate assessment. When we compare our Alternate Assessment numbers from last year, we are making great strides in reducing the number of students who take the Alternate Assessment. We will continue to shift our focus to ensure there is decreased disproportionality.

The students contributing to the data on disproportionality are currently placed by IEP team decision in the most restrictive placement possible based on their multiple and significant needs. [redacted]

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

ELA:	0%
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.**

The student IEP teams are utilizing the DLM criteria and participation guidelines, the alternate assessment flow chart, and the DLM rubric in order to determine whether a student is appropriate to be provided instruction via the Essential Elements as part of the DLM assessment. IEP teams also look at state assessment data from the previous years to help make informed decisions.
Within Webkidss within the last year, we have added documentation of Adaptive and Functional Needs where present levels for each student are reported in the areas of adaptive and functional skills which includes self care, communication, social skills, etc.
We continue to communicate to FHSEC providers that if a student does not have documented deficits or needs in the areas of adaptive and functional performance, they are not an eligible candidate to be considered for the DLM Alternate Assessment.

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

FHSEC will continue to provide Professional Development specific to the DLM identification process, rubric and criteria, including the DLM flowchart, at the beginning of every school year, with follow up reviews and guidance being provided throughout the course of the school year.
FHSEC will also being using the 1% threshold fact sheet, in addition to other DLM identification/qualification assistance documents, in order to more fully explain Alternate Assessment in Kansas to new staff. Providing additional PD and explanation has proven critical this year with so many apprentice and waiver teachers in Special Education.

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

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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/).

Tammy Baird	12/5/2023
Superintendent Name	**Date**
Tara Glades	12/5/2023
Special Education Director Name	**Date**