Alternate Assessment Breakdown Report

Monitoring School Year: 2023 - 2024 | Assessment School Year: 2022 - 2023 | D0409 Atchison Public Schools | Status: Submission Approved by KSDE on 12/15/2023

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
- [ ] Multiple Disability
- [ ] Orthopedic Impairment
- [x] 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

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

The sub-group of American Indian or Alaska Native shows up with a high risk ratio in each subject area: [redacted] This ratio is due to a low "N" size. [redacted]

The sub-category of Males is indicated as a risk ratio of 2.66 = 3.0 in the area of Reading. This is also due to a small N size - [redacted]. As long as the district continues to diligently monitor each individual decision for each student, the small N size should account for the risk ratio.

Finally, a risk ratio of 3.82 = 4.0 is indicated for Hispanic students in the area of Science. [redacted] another low "N" size.

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

ELA:	33%
Math:	11%
Science:	33%

[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 utilize the KSDE resource, "Making Decisions About Participation in the Alternate Assessment: during the annual IEP meeting process. Through examining all relevant data, the team determines which assessment will be most appropriate. This includes the student's hearing/vision screening, cognitive ability (relevant IQ measures), academic achievement in the current setting, prior performance on assessments, data from diagnostic screeners, the students communication skills, adaptive behavior, motor ability, and self care. Daily performance within the general education curriculum, including the amount of modifications needed, are emphasized.

All students in grades K-8 are given the i-Ready diagnostic assessment three times annually. This assessment, given in both math and ELA, is an adaptive test that is also norm and criterion-referenced. Students who are unable to take this assessment due to the nature of their disability are assessed using the Functional Academics curriculum, an evidence-based curriculum used for students with significant intellectual disabilities and complex communication needs. Students on IEPs in grades 9-12 are assessed using the Fastbridge assessment in ELA and Math.

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

Continuing to grow and develop all special educators in their knowledge of processes, practices, and procedures, the district is in the process of creating a local "Special Education Process Handbook" that will reflect the items used to determine which assessment is most appropriate for each student. This will include the KSDE developed tools for making determinations regarding the alternate assessment.

Training has previously been provided for district and building administrators and special education teachers who serve students with the most significant cognitive disabilities. While it is critical that these groups understand the process, it is also important that all members of IEP teams understand how decisions are made. To increase understanding across the district, more general education teachers will continue be trained in the concept of Least Dangerous Assumption, as well as DLM participation guidelines.

Increasing inclusive opportunities for students with significant needs is of high priority in USD 409, and requires professional development for all providers - from general education to administration and related service providers. Increasing capacity and understanding of the DLM will only help meet the needs of this group of learners.

Regular review of student data for those who are identified as taking the DLM will continue with the Dir. of Special Education, Dir. of Curriculum & Instruction, & school psychologist team. This is another layer to help reinforce that students are truly eligible - not to override an IEP team's decision.

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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

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:

☒ 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887

☒ 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.

☒ 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

☒ 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.

☒ 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

☒ 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/).

Dr. Renee Nugent	12/14/2023
Superintendent Name	**Date**
Nichole Honeywell	12/14/2023
Special Education Director Name	**Date**