Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0202 Turner-Kansas City | Status: Submission Approved by KSDE on 12/18/2024

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
- [ ] 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

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

Alternative Assessment and Disproportionality Review Process:

After a comprehensive review of the Alternate Assessment Participation by Subject Subgroup Report for the 23-24 school year, Turner USD 202 is disproportionate in the following areas:

ELA and Math: Free and Reduced Lunch, Non-English Language Learners

Science: Homelessness

In Turner USD 202, the decision to provide an alternative or DLM assessment is reviewed annually by building teams, and the Kansas Alternate Assessment Flow Chart guides decision making. The district addresses disproportionality through yearly staff training and by reviewing students' eligibility, race, gender, and other factors, guided by "The Least Harmful Assumption." Key documents include students' demographics, IEPs, evaluations, the DLM Participation Guidelines, and the Rubric for Determining Eligibility for the Kansas Alternative Assessment. This data is compared with district demographics to minimize potential disproportionality while addressing the needs of individual learners.

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

ELA:	14%
Math:	0%
Science:	33%

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[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.**

Annual Review for Alternate Assessment:
Each August, Individualized Education Program (IEP) teams conduct a detailed review to determine a student's eligibility for the Kansas Alternate Assessment, ensuring decisions are grounded in the student's unique needs and abilities. This process begins with the Kansas Alternate Assessment Flow Chart, which helps the team evaluate whether the student has the most significant cognitive disability. Cognitive and adaptive assessments are reviewed to confirm scores 2.5 or more standard deviations below the norm, and the team considers whether the student requires substantially adapted materials and instructional methods to access learning. Additionally, the Essential Elements are examined to ensure they address knowledge and skills that are appropriate and challenging for the student.

The IEP team also completes the Dynamic Learning Maps (DLM) Participation Guidelines and the Rubric for Eligibility to document eligibility and confirm alignment with state criteria. They review the student's Evaluation Report, which provides evidence supporting the criteria outlined in the Kansas Alternate Assessment Flow Chart, and analyze the IEP to ensure it includes appropriate goals, services, supplementary aids, accommodations, and modifications. Input from all IEP team members is gathered to ensure a comprehensive understanding of the student's needs, and the student's performance on previous DLM alternative assessments, modified district assessments, and classroom assessments is considered.

To ensure compliance and consistency, all DLM administrators complete the required training and meet with district staff to review expectations. Participation decisions are made collaboratively by the IEP team, ensuring that each student is provided with the most suitable assessment for their abilities.

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

Future Plans and Training:

Turner USD 202 will continue to annually review DLM eligibility, IEPs, and progress data while monitoring disproportionality through comparisons with district data. For the 24-25 school year, Turner USD 202 is updating our policies, practices, and procedures manual to better define considerations for KS Alternate Assessment, with an emphasis on "The Least Harmful Assumption." This will include additional training for special education staff for the upcoming school year, focused on the DLM Participation Guidelines and district policies, practices, and procedures. All DLM administrators will complete the required training. As a result of reflecting on our practices, procedures, and policies, Turner USD 202 has already identified two students who will no longer participate in the Alternate Assessment for second semester. The district will continue to critically reflect on the needs of individual learners.

Based on the data for our district, our LEA needs additional training.

[ ] Yes [X] No

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Our district anticipates testing over 1% of our students in one or more content areas during the school year.

☐ Yes ☒ No