Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0251 North Lyon County | Status: Submission Approved by KSDE on 12/03/2024

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
- [ ] Intellectual Disability
- [x] 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.

In an effort to address disproportionality, the cooperative has updated Webkidss, our IEP platform, to include a comprehensive rubric for determining student eligibility for the KS Alternate Assessment as part of the forms within each student file.
Guidance shared with Leadership team members and certifed staff has been that the DLM rubric will be reviewed annually in detail for students who are currently taking the alternate assessment, or being considered for the alternate assessment.

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 male and female for the alternate assessment. When we compare our Alternate Assessment numbers from last year, we are making gains in reducing the number of students who take the Alternate Assessment. Our goal is to continue to decrease our disproportionality.
District Special Education teachers have been given access to the DLM resources that are currently available on the DLM website for KSDE. The Special Education Coordinators and the School Psychologists for our member districts collaborate with IEP team members at IEP annual review meetings in order to revisit the criteria that must be met to qualify for the DLM Alternate Assessment. They review all documents provided by KSDE associated with the DLM.
FHSEC staff continue to be diligent about reviewing the criteria for the DLM Alternate Assessment at all annual meetings in an effort to move students to the general state assessment.
Professional Development regarding the DLM Alternate Assessment has been provided at multiple PLC opportunities this year and will continue to be provided moving forward. PD will occur in large and small group settings to ensure that special education staff members receive the information in multiple ways.

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

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

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☐ **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 found both at KSDE and in Webkidss 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.

Also included within Webkidss is the 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. If the student is participating in inclusion within the general education setting in a core subject, they should be strongly considered for the general assessment within that subject area.

☐ **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 be using the 1% threshold fact sheet (updated on May 2024), 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