Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0313 Buhler | Status: Submission Approved by KSDE on 12/17/2024

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

Based on the data provided, there were no racial or ethnic subgroups disproportionately represented. High risk ratios were indicated for [redacted] Reading and Math. [redacted]. To ensure we are not excluding children in these subgroups from taking the regular assessment or the DLM, we will continue to monitor student files, review procedures, and follow DLM assessment guidelines to ensure students are assessed appropriately.

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

ELA:	50%
Math:	43%
Science:	14%

[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.**

The IEP teams are utilizing the DLM Participation Guidelines for Kansas provided by KSDE to guide discussions regarding DLM eligibility. The IEP teams are considering all aspects of the student's disability and reviewing all available information including results of intellectual assessments, academic assessments, curriculum based-measures, adaptive behavior measures, classroom observations, daily performance, medical information, and the type of specialized instruction the student receives. IEP teams are reviewing instruction provided to the student to determine if it is mainly based on the Essential Elements content standards. The teams also review the progress monitoring data and previous records to determine how well the student is able to generalize and transfer skills across multiple settings.

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

IEP teams annually determine the assessment that is appropriate for each student. During the annual discussion, regular education teachers, special education teachers, administrators, and related service providers discuss with the parent the importance of appropriately assessing the student and determine collectively the type of assessment which should be utilized. The assigned school psychologist and special education administrator assist with providing clarification and consultation on a case-by-case basis to IEP teams.

Special education staff are provided with timely updates regarding the DLM and given additional training/information to ensure understanding of DLM eligibility requirements. Annual training is provided to school psychologists. The special education director reviews the list of students taking the DLM and follows up with IEP teams if there is ever a concern that a student was assigned inappropriately to the DLM. If that situation arises, the IEP team is asked to re-examine the data regarding the student with the assigned school psychologist to ensure the appropriate assessment is selected.

Special education teachers who serve as case managers for students taking the DLM receive annual training regarding administration of the DLM. They complete training per KSDE guidelines. Locally, we've identified a lead special education teacher with a clear understanding of the DLM who provides professional guidance to other special education teachers with less professional expertise in this area. Through collaboration with district assessment coordinators, we ensure that the DLM is administered within the guidelines set forth by KSDE.

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

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/).

Cindy Couchman	12/16/2024
Superintendent Name	**Date**
Lena Kisner	12/16/2024
Special Education Director Name	**Date**