Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0335 North Jackson | Status: Submission Approved by KSDE on 12/05/2024

Based on the data provided in KIAS, our district had student(s) in the following disability categories taking the DLM.

- [ ] Autism
- [ ] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] 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.

With our small student population, even the results from one student can significantly impact our percentages and cause disproportionality. Due to this, it is difficult to address or mitigate these statistical variances effectively, as the numbers are easily skewed. Therefore, there are no additional measures we can implement beyond what we already do to ensure fairness and equality for all our students.

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

ELA:	100%
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.**

Our IEP teams utilize a comprehensive set of data types and structured processes to determine whether a student qualifies for Alternate Assessments (Dynamic Learning Maps - DLM). The data types include:

Individual Student Data:

Cognitive functioning, which is assessed through psychoeducational evaluations.
Adaptive behavior, which is measured using standardized adaptive behavior assessments and teacher/parent input.
Academic achievement data, which is collected from classroom assessments and progress monitoring tools.
Classroom Observations and Teacher Input:

Teachers provide detailed insights into students' classroom performance, specifically regarding their ability to engage in grade-level content.
Observations of student participation in class activities are documented to evaluate the student's responsiveness to general education instruction.
Parental Involvement and Input:

Parents are part of the decision-making process and provide critical information about the student’s abilities and needs.
Parent observations at home are also considered to understand the student's behavior in different settings.
Processes Utilized:

IEP teams adhere to state and federal criteria for participation in Alternate Assessments. The student's eligibility is evaluated against criteria such as significant cognitive disabilities and the necessity for extensive modifications to access the curriculum.
The team uses a multi-disciplinary approach involving special education teachers, general education teachers, school psychologists, parents, and related service providers to ensure a thorough review of data.
Data is reviewed collaboratively to determine if the student's needs are beyond what can be addressed with accommodations in the standard state assessments. The decision is based on the student’s need for significant modifications, taking into account the nature of the curriculum and the level of support required for success.

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

The district's next steps to ensure that each student is administered the appropriate test annually include:

Annual IEP Review Meetings:

Each student’s eligibility for participation in the Alternate Assessment (DLM) will be reviewed during their annual IEP meeting. The IEP team will evaluate existing data, assess the student's current needs, and determine whether the alternate assessment is still appropriate for the student.
Ongoing Professional Development:

We will continue to provide training for teachers, school psychologists, and IEP team members regarding the criteria for alternate assessment participation. This ensures that all staff involved are knowledgeable about the requirements and can make informed decisions.
Collaboration and Communication:

Collaboration between special education and general education staff will be enhanced to gather accurate information about the student's progress, abilities, and engagement with the general curriculum.
We will also ensure effective communication with parents to clarify the assessment criteria and involve them actively in the decision-making process.
Data Monitoring and Evaluation:

Regular progress monitoring will be conducted to assess students’ abilities and growth. This data will be used to determine if students still meet the criteria for alternate assessments or if they should be transitioned to standard assessments.
District-Level Review:

The district's Special Education Director and assessment coordinator will conduct an annual review of all assessment decisions to ensure compliance with state and federal guidelines. This will also help maintain consistency across IEP teams regarding appropriate testing.
By implementing these steps, we will work to ensure that each student is assessed in a manner that is most appropriate for their individual abilities, ensuring compliance and maximizing student potential.

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/).

Jim Howard	12/5/2024
Superintendent Name	**Date**
Amy Haussler	12/5/2024
Special Education Director Name	**Date**