Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0378 Riley 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
- [ ] 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.

This district is over in one area, and that is because they have a large population of students with Autism and a most significant cognitive disability, and the area they were over was in science, which didn't include the student testing population that reading and math do. That is what made the them be over the 1.0%. [redacted] students who took the DLM for reading and math, took the DLM for science. This district is close to a large city, where many families choose to send their students to a smaller district. It is also close to a military base, and they get students who move in and have students with Autism, who have been receiving an alternate instruction and taking alternate assessments in their previous school. That can impact their numbers year to year. The impact also depends on what assessments are given and to what grades. This district was under the 1.0% in reading and math because there was a larger testing population. This was not the case for science, where specific grades took this assessment.

[redacted]

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

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

[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 look at the following data to determine which assessment is used for each individual student: cognitive testing data, achievement testing data, DLM Qualification Rubric, adaptive skills assessment, and they also look at the instruction given to each student. Students that qualify for the DLM are also receiving their instruction that is tied to the Essential Elements.

The DLM Qualification Rubric is completed prior to and during IEP meetings. During the meeting, this data is shared, along with the other assessment data. The IEP teams make the decision on instruction and assessments for each individual student.

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

IEP teams meet to discuss the appropriate instruction and assessments for students with the most significant cognitive disabilities. The DLM Qualification Rubric is used to determine if the DLM is the appropriate assessment for each individual student. Those students who qualify for the DLM are also being instructed using the DLM Essential Elements. Assessments and Instruction are an IEP team decision, but the data from the rubric is used to make that decision.

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

[ ] Yes [X] No

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

[ ] Yes [X] No