Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0420 Osage City | 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
- [X] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [X] 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.

The Osage City school district is a small rural district. [redacted] students has a significant impact on the percentage of disproportionality. As a district we strive to provide appropriate services to all students within the least restrictive environment.

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

ELA:	0%
Math:	17%
Science:	0%

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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.**

The special education cooperative works collaboratively with all special education teachers to ensure they have the appropriate training, resources, and assessment strategies in place.

The IEP team utilizes formal, annual, cognitive, and academic evaluation instruments to assess students. They compare students' scores with a testing flow chart provided by KSDE to see what assessment is recommended by the state of Kansas for students within certain assessment ranges. They also complete a rubric that is housed within the local IEP system to help determine which tests students should take as it relates to the State Assessments/Alternate Assessment.

The teachers assess students daily and aggregate this data to maintain a running record of on-going student performance. They aggregate this data over time to monitor for progress, impose interventions, and grow students to their greatest capacity. The goal is to educate and assess students in the Least Restrictive manner possible.

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

The school district will monitor student data and adjust IEP assessment decisions as needed. Students will be served in the least restrictive environment. IEP teams will meet on a consistent basis to review students' goals and assessment data. Academic interventions will be in place to help each student reach their greatest potential as it relates to school success.

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