Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0470 Arkansas City | Status: Submission Approved by KSDE on 01/07/2025

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
- [x] 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.

We have reviewed over the DLM criteria with the school Psychologists and administration. As the assistant SPED director, I have reviewed over the information that we have and gathered data to try to help the teams follow the guidelines for Alternate Assessment and the use of the DLM. This year our numbers have gone down and we will continue to work on gaining more knowledge on the use of the UPAR and those accommodations for some of the students that could be successful with that feature.

We will continue to review policies, and procedures with all staff. The above risk was a small number of [redacted] students [redacted] subgroups which is why that portion is high. We have [redacted] students in our programs high needs programs that meet the requirements for the DLM based on the teams process of the rubric used and testing data. We will continue to review over the IEPs DLM process and train on this so that staff continue to understand the qualifying needs. Also the IEP coordinator and Assistant Director review over the IEPs that are marked DLM to ensure that we have all the proper information listed and reviewed.

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

ELA:	27%
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.**

Each IEP team that selects the DLM instead of the general assessment must fill out the DLM rubric as part of the IEP process. The students also must be working. The statement below is listed on the top of every DLM section if selected for this assessment for the team to review.

This rubric is a companion document to the DLM Participation Guidelines to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in Kansas's Alternate Assessment for Students with the most significant cognitive disabilities. Students are instructed on EEs and require extensive direct instruction and substantial support to achieve measured growth.

IEP Teams must use various data sets to review a student's eligibility to take the Alternate Assessment, which could include, but is not limited to:
Evaluation Team Reports
Benchmark assessment data
Diagnostic assessments
Assistive Technology Evaluation
Speech and Language assessments that determine expressive/receptive language communication status.
IEP goal/objectives progress data
Both formative academic and transition assessment data
Adaptive skills checklists/inventories
Progress on functional, daily living and life skill standards
Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

There is also a list of tops for: Evidence for the decision to participate in the Alternate Assessment is NOT BASED on:

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

Continue the current procedure of annually teaching all instructional staff the correct process outlined by KSDE for determining which students are eligible to participate in the DLM. We will continue to have the IEP coordinator and Assistant Director review the IEPs that are marked DLM to ensure that we have all the proper information listed and reviewed. Instructional coaches also attend our DLM training so that they understand the process and can help answer questions as they arise in the buildings and district.

I plan to continue to provide additional training for staff who do not understand that this is a resource for those with the most significant needs and what that means.

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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