Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0471 Dexter | 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.

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

In our rural setting, the diversity of our population is very low. It is simply a geographical byproduct. [redacted] student flagged in the area of [redacted], but most certainly qualifies for the Alternate Assessment as indicated in [redacted] IEP. It is a statistical issue, not a process disproportionality or overuse of the need for Alternative Assessment.

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

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

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☐ **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 team uses the following to determine those that would qualify for the DLM:
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 and fine and gross motor tasks.

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

We will continue to evaluate student progress and meet yearly to determine what testing level is appropriate for each student as their IEPs are written and their school plan for success is formed.

We also continue to provide annual training, and the Assistant Special Education Director reviews the students that IEPs are marked for the DLM annual to double-check that the team followed the regulations.

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