Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0473 Chapman | Status: Submission Approved by KSDE on 12/23/2024

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
- [x] 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.

USD473 and CKCIE staff will review policies, practices and procedures related to administering the DLM as well as the selection criteria for students who take the DLM. Based on the data on our subgroups, we will focus on students who [redacted] (risk ratio = 3.8 for Reading and Math) and [redacted] (risk ratio of 13-35) for Science, Reading, Math) to ensure that a disproportionate number of students in these subgroups are not taking the DLM (unless deemed appropriate and absolutely necessary by the IEP team). It is notable that due to the very small population of AA students in USD473, t[redacted].

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

ELA:	0%
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.**

Selection of whether a student with an IEP takes the general state assessment or the DLM alternate assessment lies with each student's IEP team, including input from the parent or guardian. The guidelines for the DLM assessments are considered as well as the student's past performance on DLM or general assessments (summative data), the student's progress toward meeting IEP goals, formative assessment data and anecdotal input from IEP team members on how the student is progressing over the past school year. In addition to participating in IEP meetings, our special education coordinators meet regularly with special education staff members and case managers to review the progress of students in an effort to determine that proper assessments are administered to students. If students score well on previous administrations of the DLM, their cases are scrutinized more closely, considering that they may not need an alternate test and discontinue use of the DLM. Lastly, specific local training is provided to teachers who may have students requiring the DLM as well as annual reminders about KSDE resources available on the DLM.

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

We provide annual training for special education providers and case managers on the most up to date information on the DLM assessments. This training includes information on the guidelines for DLM participation, the accommodations available for students who take the general assessment (which may be more appropriate than the DLM), and the selection of the most appropriate test for students with disabilities.

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