Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0494 Syracuse | 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.

- [ ] 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.

The data suggests that the district is disproportionate in one subgroup area for all three subjects because of a small N size. To address this issue of disproportionality, we will review our district's policies, practices and procedures to consider any necessary edits. We will also review each students' individual education plans and assessment needs as compared to the DLM Participation Guidelines. Only students who meet this criteria will be given the Alternate Assessment. We will continue these reviews on an annual basis.

Our IEPs were edited this past summer to make sure there are team discussions about appropriate state assessments for students. The DLM participation guidelines from KSDE were included and team members now sign off on the decision. We will continue to provide additional training on DLM participation guidelines and available accommodations for the general assessment. The concept of Least Dangerous Assumption will also be reviewed with staff.

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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%

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.

IEP teams use multiple sources of data to make decisions on state assessments for students. Student observations, review of records, individual assessments (cognitive and achievement), adaptive behavior scales and interviews are all used to make best decisions for state testing. HPEC uses the DLM Participation Guidelines that were provided by KSDE to assess students needing alternative measures. In particular, IEP teams review data to assess:
Students' significant cognitive disability;
Students' significant deficits in adaptive behavior;
Students who are being primarily taught using the DLM Essential Elements as content standards; and
Students who require extensive direct individualized instruction support to achieve measurable gains in their curriculum.

In addition, evidence for the decision for participating in the DLM Alternate Assessment and the KAA is NOT based on the following:
A disability category or label
Poor attendance or extended absences
Native language/social/cultural or economic difference
Expected poor performance on the general education assessment
Academic and other services student receives

Student IEPs are reviewed annually and team discussions determine the most appropriate assessment option for each student.

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

The LEA will review our district's policies, practices and procedures to consider any necessary edits. We will also review each students' individual education plans and assessment needs as compared to the DLM Participation Guidelines. We will continue these reviews on an annual basis.

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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