Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0501 Topeka Public Schools | Status: Submission Approved by KSDE on 12/20/2024

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
- [x] Deaf-Blind
- [ ] Developmentally Delayed
- [x] Emotionally Disturbed
- [x] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [x] Orthopedic Impairment
- [x] Other Health Impaired
- [x] Specific Learning Disability
- [ ] Speech and Language Impairment
- [x] 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.

Psychologist, Intensive Instructional Teachers along with the rest of the student's team will work closely together to review each student's multiple pieces of evidence data to ensure that the student is receiving the test that meets their needs and continues to be eligible for. Continuing to review and monitor students that have entered our district as well as those that are currently in our program will assist in addressing the disproportionality concern.

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

ELA:	24%
Math:	4%
Science:	9%

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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.**

Our district has a high number of new international teachers, many not arriving in the states until after school had started. Several of these teachers are in the Intensive Instructional classrooms. The teachers are reviewing the student's formal and informal assessments previously administered. Information from the diagnostic assessments, assessments for expressive and receptive communication skills along with the student's current data will be utilized as the DLM flowchart, Rubric for determining Eligibility and the DLM Participation Guidelines are reviewed. As our teachers and students become more familiar with each other the DLM guidelines will continue to be reviewed using multiple pieces of evidence to insure the students continue to qualify for the DLM.

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

The newly arriving international teachers in the Intensive Instructional Classrooms were inundated with adjusting to the move to our country, city and the district. Unfamiliarity of the students, the DLM, and the process to make an informed decision of eligibility hindered the staff in making a confident decision. The teachers were overwhelmed with the rubric process. As the teachers and students become more familiar with each other the teachers will have a better understanding of the abilities of the students. The teachers will gain confidence in reviewing the collected data after working with the students to insure they continue to qualify using the Rubric for Determining Eligibility. The IEP Team Resources: Making Decisions about Participation in Alternative Assessment guidelines will be used to assist the teachers in understanding the DLM eligibility criteria. This resource will also be used as a refresher training for the Special Education Consulting Teachers, Special Education IIC teachers, School Psychologist and related service providers. We will work to continue to take into account the Lease Dangerous Assumption perspective as we continue to review students meeting the eligibility criteria for the DLM,

Based on the data for our district, our LEA needs additional training.

[X] Yes [ ] No

Areas for Needed Training:

- [X] Effectively using the DLM participation guidelines when identifying a student as having a significant cognitive disability
- [ ] Least Dangerous Assumption
- [ ] Appropriate use of Accommodation for the general assessment
- [ ] Other (Please Specify)

Our district anticipates testing over 1% of our students in one or more content areas during the school year.

[X] Yes [ ] No

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District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a sbject using the DLM for the school year, please submit assurances for each of the following five items:

- [X] 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887
- [X] 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- [X] 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic acievement standards, the Essential Elements. https://dynamiclearningmaps.org/erp_ie https://dynamiclearningmaps.org/sci_resources
- [X] 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- [X] 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

- [X] I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdetasn.org/).

Dr. Tiffany Anderson	12/19/2024
Superintendent Name	**Date**
Dr. Jennifer Harrington	12/19/2024
Special Education Director Name	**Date**