Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0505 Chetopa-St. Paul | Status: Submission Approved by KSDE on 12/04/2024

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
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [ ] 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 district overall has a small number of total students assessed, so any student taking an assessment dramatically influences the ratio. Utilizing the DLM Participation Guidelines, Rubric, and IEP team collaboration; teams determined that the identified students met the guidelines to participate in the alternate Reading, Math, and Science assessments. Specific subgroups within the small numbers of students taking the DLM are also impacted by the small overall number of participants.

Participation in the DLM is made annually on an individual student basis considering each student's unique needs and is not discriminatory of race, cultural background, or other environmental factors. When determining the appropriate assessment for a student, teams consider the instructional content and intensity of instruction provided, and a variety of data points included in the Individual Education Plan for each student. During the annual review or initial IEP meeting for students recently identified, the Districts IEP teams are guided in the process of selecting the appropriate assessment by utilizing the KSDE Dynamic Learning MAP's Participation Guidelines for Kansas as well as the eligibility rubric when considering a student for a DLM. The team decision and rationale for that decision is documented in each child's IEP.

Specifically, teams review individual student data to determine:
1. The student has a significant cognitive disability, or multiple handicaps that significantly impacts cognitive functioning and significant deficits in adaptive behavior, and:
2. Instruction and IEP Goals for the student are tied to grade level essential elements, and:
3. The student requires direct and individualized instruction and substantial supports that are not transient in nature, using adaptive individualized materials and methodology to access and learn grade & age appropriate curriculum.

Annual review of current policies, practices, and procedures will be used in the determination.

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

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

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0505 Chetopa-St. Paul | Status: Submission Approved by KSDE on 12/04/2024

☐ **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.**

Teams use the DLM participation guidelines and eligibility rubric and are guided in the determination by agency prompts embedded in the IEP. Specifically, teams review individual student data to determine:
1. The student has a most significant cognitive disability, or multiple handicaps that significantly impacts cognitive functioning and significant deficits in adaptive behavior, and:

2. Instruction and IEP Goals for the student are tied to grade level essential elements, and:

3. The student requires direct and individualized instruction and substantial supports that are not
transient in nature, using adaptive individualized materials and methodology to access and learn grade and age appropriate curriculum.

Annually, key IEP stakeholders are trained on Kansas Dynamic Learning Participation guidelines and utilize the Rubric for determining eligibility for taking the DLM. Further, IEP Teams also review red-flag data and student performance data annually to review district participation in the DLM and ensure appropriate decisions were made for all students participating in the DLM or State Assessment. Ultimately, participation in the appropriate assessment is an IEP Team decision and will continue to be based on what is appropriate for the student at his/her current level.

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

Annually, key IEP stakeholders will be trained on Kansas Dynamic Learning Participation Guidelines and utilizing the Rubric for determining eligibility for taking the DLM. Staff are encouraged to participate in KSDE webinars covering content regarding the DLM.
IEP Teams will also discuss Least Dangerous Assumption and review red-flag data and student performance data annually to review district participation in the DLM and ensure appropriate decisions were made for all students participating in the DLM or State Assessment.

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