Alternate Assessment Breakdown Report

Monitoring School Year: 2021 - 2022 | Assessment School Year: 2020 - 2021 | D0234 Fort Scott | Status: Submission Approved by KSDE on 01/07/2022

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
- [x] Multiple Disability
- [ ] Orthopedic Impairment
- [ ] Other Health Impaired
- [ ] 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

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If yes, please explain how you will address the disproportionality.

First of all, USD 234 needs to create consistency in the selection of student race. Upon further investigation, the manner in which a race is selected for biracial students is not consistent throughout the district. Not all parents are completing this information during enrollment, therefore office staff is making a selection for students. As a district, we need to ensure the validity of the data being used, especially as it affects our African-American students.

Current practices at the district have a single individual that reviews the students that are assigned to participate in the DLM. The flowchart provided by KSDE is used to ensure that only those students who truly qualify for the DLM are participating in the alternative assessment.

Knowing that our risk ratio is disproportionate for African-American, Free and Reduced Lunch, and Homeless students will allow us to specifically review students in these categories more thoroughly.

[redacted]student subgroups are much smaller, therefore, even though there are only [redacted] in each of these categories, it greatly impacts the percentages.

For the [redacted] we will continue to ensure that only those who meet the state criteria are given the DLM. In addition, we will also be sure to review any other significate risk factors for these students, seeking to determine if [redacted] is the only commonality in this group of students.

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

ELA:	71%
Math:	43%
Science:	43%

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.**

The IEP team is utilizing the IEP Team Resource: Making Decisions about Participation in the Alternate Assessment and the Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities provided by KSDE.

The IEP team utilizes formal and informal student data to complete the KSDE rubrics to assist in the decision making. Those recommended for the alternative assessment are then filtered through the DLM coordinator who ensure consistency throughout the district and alignment with student IEPs.

When reviewing the percentage of students performing at target or advanced on the DLM from 2018, as compared to 2021, the number of students has decreased that are scoring at these higher levels. We feel that this decline is directly related to ensuring that only those needing to take the DLM are being assigned this assessment. USD 234 continues to move students to the general assessment as soon as appropriate, in an effort to follow KSDE guidelines and reduce our percentages when possible.

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

USD 234 will ensure that appropriate data is collected for our students with IEPS, including but not limited to their ethnicity, needed supports, and their cognitive functioning level. The IEP teams will continue to follow the KSDE documents for guidance on what students qualify for the alternative assessment. Further, the district will continue to review each student recommended for the DLM individually, ensuring that we are in compliance with their IEP and that the recommendations given in the IEP align with the state guidelines.

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

[X] Yes [ ] No

Areas for Needed Training:

- [ ] 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
- [X] Other (Please Specify)

Although our data from 2018 shows that we need additional training, USD 234 has put checks in place to insure those with the appropriate training are reviewing those recommended for the DLM. The district has and will continue to further train all SPED staff and those participating in the IEP process on the appropriate assignment of the the alternative assessment as well as the most appropriate use of accommodations.

We are working diligently this year to provide SIT and SPED trainings that are focused on appropriate accommodations and expectations in the classroom. We feel that laying these consistent foundational expectations will provided further consistency in our assessments.

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

[ ] Yes [X] No