Alternate Assessment Breakdown Report

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | D0469 Lansing | Status: Submission Approved by KSDE on 12/19/2022

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
- [x] 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.)

- [ ] Yes
- [x] No

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

ELA:	33%
Math:	7%
Science:	0%

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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.**

All special education staff were provided training on the DLM Participation Guidelines form in August during beginning of the year training, and at quarterly special education team training that occurred in September, February, and April. This year, 21-22, we discussed eligibility and IEP goals of student's in need of an alternate assessment being aligned to performance standards. USD 469 was in the fourth year of implementation of MTSS through the KESA Accreditation process. Student reading and math skills are screened and monitored with Fastbridge three times a year for most students; some low incidence students are excluded. The teams also discussed how this screening data aids in supporting DLM eligibility decisions. Additionally, the special education department trained all staff who work within low-incidence programs and any additional staff who supports students who qualify for the DLM in September. The DLM Participation Guidelines form was reviewed, and required training was completed. Process guidelines in USD 469 require that the Participation Guidelines form is submitted to the DLM coordinator for review and approval, and the form is submitted with IEP paperwork to the compliance team. Further, the compliance team who reviews all IEP paperwork reviews qualifying DLM students' present levels to make sure the assessment assignment is correct.

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

Next steps, to ensure USD 469 annually appropriately administers the appropriate test includes continued professional development and access to updated information. In September, the special education department trained all staff who work within low-incidence programs on how a student qualifies for Alternate Assessments (DLM). The updated DLM Participation Guidelines form was reviewed, and required training was completed. All special education staff who are working with high incidence, low incidence and gifted students were provided training on the Participation Guidelines form in November. At the next special education team training in February, this criteria will be reviewed.USD 469 is a transient community where military families are moving in and out throughout the school year, therefore, teams must receive ongoing guidance as new students are enrolled to appropriately determine their eligibility. Additionally, they must consider moving students who show improving scores on reading and math Fastbridge screening assessments. Teachers will continue to submit Participation Guideline forms to the DLM coordinator for review, and the compliance team will continue to review qualifying students' present levels. For low-incidence students, USD 469 continues to offer a strong inclusion program for maximum interaction with general education peers.

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