Alternate Assessment Breakdown Report

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | D0484 Fredonia | 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.

- [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 areas that we are addressing in the areas of [redacted] for ELA and mathematics and [redacted] for science. In the subjects of ELA and math, we had [redacted] take the DLM in two consecutive years. In science, we had [redacted] in the subgroup take the test in year two. Due to having a low number of students assessed, we need to review the DLM participation guidelines and rubric for determining placement yearly in order to make sure that the assessment is appropriate for these students. Additionally, we are conducting research to identify how to better meet the needs of students [redacted]. This information will be used to enhance our instructional practices across the district.

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

ELA:	50%
Math:	0%
Science:	100%

[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.**

Student data in a number of areas is analyzed yearly during the IEP development process. Data sources include FastBridge screeners in the areas of ELA and math, curriculum based measures, and additional progress monitoring data. State assessment performance data, as well as data from any other standardized assessments, is also analyzed. The team reviews this information and determines the appropriate assessment for each student.

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

The building level principals will work with special education teachers to review DLM rubric criteria and discuss processes to implement during annual IEP reviews to make sure that students are appropriately selected for the alternate assessment program. We will engage our local special education cooperative in this process as well. This will be a yearly activity for each student who has been identified as needing to participate in the alternate assessment program.

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