Alternate Assessment Breakdown Report

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | D0335 North Jackson | Status: Submission Approved by KSDE on 12/15/2022

Based on the data provided in KIAS, our district had student(s) in the following disability categories taking the DLM.

- [ ] 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.

We are a small school, and a low number of students taking the DLM testing was enough to flag this report. We currently have [redacted] students who need DLM due to their exceptionalities, as determined by the IEP team.

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

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

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☐ **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 of the following criteria must be met:

1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).
A review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2.5 or more Standard Deviations (SD) below the mean.

2. Adaptive assessment data supports a most significant deficit in adaptive behavior.
A review of student records indicates a disability or multiple disabilities that significantly impact adaptive behavior. Typically functioning 2.5 or more SD below the mean.

3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.
Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.

4. The student requires extensive direct individualized instruction and substantial support to achieve measurable gains in ALL grades and age-appropriate curriculum at a reduced depth, breadth, and complexity.
The student: a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas, AND b. Uses substantially adapted materials and individual methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

5. Parent/legal education decision-maker notification includes a discussion of the following areas. The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled include any effects of State and local policies on the student's education resulting from an alternate assessment aligned with alternate academic achievement standards.

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

As the test coordinator, I work closely with teachers, principals, LEAs, and SPED staff to ensure the needs of each student are known and make schedules to ensure all student testing is done within the time frame required.

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

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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/).

Jim Howard	12/13/2022
Superintendent Name	**Date**
Amy Haussler	12/13/2022
Special Education Director Name	**Date**