Alternate Assessment Breakdown Report

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | D0337 Royal Valley | 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
- [x] 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.)

- [ ] Yes
- [x] No

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

ELA:	50%
Math:	0%
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 of the following criteria must be met:

1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).
Review of student records indicate 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.
Review of student records indicate 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 supports to achieve measurable gains in ALL grade 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 discussion of ALL of the following areas. The differences between the alternate achievement standards and academic content standards for the grade in which the the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards.

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

We will continue to use the process defined above as it has been successful in the past. Having two students with significant disabilities in the same grade level may cause the district to exceed the threshold by 0.04 in future years on science and social studies assessments when the divisor of the formula is low. The process is in place to make sure we are giving the appropriate assessment and we may be identified on this report on occasion.

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