Alternate Assessment Breakdown Report

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | D0351 Macksville | 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.

- [ ] 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 only had [redacted], but will continue to review policy, practices, and procedures.

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.**

For every student, the IEP Team annually considers DLM eligibility by using KSDE's DLM eligibility criteria in conjunction with an eligibility rubric, which is embedded in the IEP format. This rubric requires the IEP teams to look at data that includes, but is not limited to: evaluation team reports, benchmark assessment data, diagnostic assessments, assistive technology evaluations, speech and language assessments, IEP goals/objectives, progress reports, formative academic and transition assessment data, adaptive skills checklists/inventories, functional, daily living, and life skills assessments, sensory and/or motor assessments, etc. Using this data, the IEP team determines whether the student displays the most significant cognitive disability, the most significant deficit in adaptive behavior, the correlation between the PLAAFPs and the KS curricular standards, and the level of support/services provided.

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

The district's next steps are to continue following the DLM eligibility process listed above to annually consider DLM eligibility for every student.

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