Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0102 Cimarron-Ensign | Status: Submission Approved by KSDE on 01/05/2026

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.)

[x] Yes [ ] No

If yes, please explain how you will address the disproportionality.

SKACD has been using the DLM rubric to ensure that the appropriate students are identified as needing an alternative assessment measure. SKACD continues to provide ongoing training to case managers and building administrators about the importance of selecting the most appropriate state assessment.

IEP teams will continue to review each student's unique learning needs when selecting the most appropriate state assessment.

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

ELA:	25%
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.**

Students do not “qualify” for an alternative assessment. Qualification refers to some type of standard of measurement against a singular data set. IEP teams instead evaluate each student's unique learning needs to determine which type of state assessment is the most appropriate.

In making this type of determination, IEP teams review each student's cognitive, academic, functional performance, and adaptive skills using currently available data. Once these initial/informal discussions have been held, if the IEP teams believe that an alternative assessment may be appropriate for the student, the IEP team will then complete the DLM rubric. The DLM rubric requires that teams use empirical evidence and follow data-based decision making practices.

If students are not shown to be a candidate per the DLM rubric, then they are not identified as a student who would take the alternative assessment. This proposal is then made formally to the IEP team (including the student’s legal education decision makers). Again, preset "qualification" criteria have no part in this discussion.

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

SKACD continues to provide ongoing training to case managers and building administrators about the importance of selecting the most appropriate state assessment. This training will continue to remind professionals about the requirement in order to ensure that the appropriate test type is administered to each student. Furthermore, training will also be provided to remind educators about the importance of providing “instructionally embedded” lessons during the course of the student’s academic year.

SKACD has also provided clearly defined expectations for teams when making these types of decisions. Directions are available to all professional employees and building administrators, conveniently located in writing in our district’s policies, procedures, and practices manual.

Our agency also adheres to principles of continuous improvement to help our agency refine our training and improve educational outcomes for students with disabilities.

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

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District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject 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/).

Superintendent Name	**Date**
Jason Wright	1/5/2026

Special Education Director Name	**Date**