Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0229 Blue Valley | Status: Submission Approved by KSDE on 01/09/2026

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
- [x] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] Multiple Disability
- [x] Orthopedic Impairment
- [x] Other Health Impaired
- [ ] Specific Learning Disability
- [x] 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.

Free/Reduced Lunch (2.56%) vs. Self-paid lunch (.77%) = a risk ratio of 3.34
We plan to address this issue during upcoming staff training and reinforcing the use of our decision making checklist in the eligibility process during IEP meetings.

Foster (3.226%) vs Non-foster (0.979%) = a risk ratio of 3.29
We do not plan to address this issue. This is the result of having a very small sub group of [redacted] students in foster care who took an assessment. Of this group, [redacted] took the regular assessment and [redacted] student took the DLM. This risk ratio is not statistically valid because the sample size for foster students taking the alternative assessment is too small, making the ratio highly unstable and not representative of the population.

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

ELA:	23%
Math:	12%
Science:	5%

[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.**

Before marking a student as eligible for the DLM, the IEP team, including the parent(s) will utilize the Kansas Dynamic Learning Map (DLM) Guidance rubric. This rubric includes participation criterion (most significant cognitive disability, significant deficits in adaptive behaviors, primary instruction in DLM essential elements, and requiring extensive direct instruction and substantial support), participation criterion descriptors, and two or more clarifying examples for each criterion. The team will review the following data: most impacted disability categories or IQ; functional curriculum IEP goals; review of first contact survey showing reading skills are significantly below grade level; math IEP goals of 1:1 correspondence, counting, grouping; and the student is not able to write complete sentences using letter sounds for spelling w/o copying. The student must meet all 4 criterions to be eligible. In addition, students previously eligible for DLM should be considered for general assessment w/ accommodations if the student performs “at target” or “advanced” on both English language arts and mathematics the previous year.

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

Case managers are instructed to attach the completed participation rubric to the IEP for each student determined eligible for the DLM. In a sampling of student IEP’s, identified by typically non-identified disabilities (IRR, Speech Language, OHI) we found an inconsistent record of completion of the rubric. Through our annual training, email reminders, and DLM instructions in handbooks, we will reiterate both the requirement to complete the rubric annually and to attach it to the IEP. We are also contacting individual case managers to make sure that the most significant disability is listed as primary (SL / Autism). We believe that the use of a data driven process (rubric) will help prevent situations of unconscious bias that may be part of the issue in identifying students qualifying for free or reduced lunch.

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.

[X] Yes [ ] 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/).

Dr. Gillian Chapman	1/9/2026
Superintendent Name	**Date**
Dr. Mark Schmidt	1/9/2026
Special Education Director Name	**Date**