Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0239 North Ottawa County | Status: Submission Approved by KSDE on 01/08/2026

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.

We will review policies, practices, and procedures related to administering the DLM as well as the selection criteria for students who take the DLM. Based on the data regarding our subgroups, efforts in recent years to be diligent in monitoring and implementation of best practices for administering the DLM have resulted in consistently zero or low risk ratios in subgroup comparisons. It was noted that USD 239 had [redacted] students who took the DLM in science who qualified for [redacted], which resulted in a disproportionality risk ratio over the 3.0 threshold for the science assessment. The district considered each student's needs and determined that the small pool of DLM test takers and the small pool of students qualifying for [redacted] in USD 239 account for this area of disproportionality. USD 239 staff will continue to monitor this in the coming year for fidelity of best practices in the selection of students who require the DLM to ensure that it is deemed appropriate and absolutely necessary, always keeping in mind the least dangerous assumption.

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

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

[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.**

The selection of whether a student with an IEP takes the general state assessment or the DLM alternate assessment lies with each student's IEP team, including input from the parent/guardian. The guidelines for the DLM assessments are considered, as well as the student's past performance on DLM or general assessments (summative data), the student's progress toward meeting IEP goals, formative assessment data, and anecdotal input from IEP team members on how the student is progressing over the past school year. In addition to participating in IEP meetings, our special education coordinators meet regularly with special education staff members and case managers to review the progress of students in an effort to determine that proper assessments are administered to students. If students score well on previous administrations of the DLM, their cases are scrutinized more closely, considering that they may not require an alternate assessment and discontinue administration of the DLM. Lastly, specific local training is provided to teachers who may have students requiring the DLM, as well as annual reminders about KSDE resources available on the DLM. In the case of USD 239, none of the students taking DLMs scored at or above target levels, which indicates that the DLM is providing students with an appropriate level of instructional and assessment challenge.

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

CKCIE provides annual training for special education providers and case managers on the most up-to-date information on the DLM assessments. This training includes information on the guidelines for DLM participation, the accommodations available for students who take the general assessment (which may be more appropriate than the DLM), and the selection of the most appropriate test 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/).

Curtis Stevens	1/7/2026
Superintendent Name	**Date**
Jeff Hayes	1/7/2026
Special Education Director Name	**Date**