# Alternate Assessment Breakdown Report



Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0332 Cunningham | Status: Submission Approved by KSDE on 01/07/2026

**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.)**

- [ ] Yes
- [x] No

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

| | |
|---|---|
| **ELA:** | 50% |
| **Math:** | 50% |
| **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.**

Currently, all IEP Teams in the district use two separate forms, annually, to determine whether students are eligible for the DLM or not.
First, they must consider why the student cannot participate in the general assessment. Next, they must explain why the DLM is appropriate for the student.
Then, as an IEP Team, they fill out the Alternate Assessment Rubric, which aligns with KSDE's DLM Participation Guidelines. They must ensure students are eligible in terms of both cognitive and adaptive scores.
Finally, the decision is made and all team members sign this document.

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

The district will continue to use this same process (as listed above) for determining DLM eligibility and ensuring that only students who truly are eligible for the assessment are taking them. A small number of students identified as being eligible to take the DLM can push a district beyond the 1% threshold, especially when the total FTE is low.

**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

**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:**

☒ 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. http://www.ksde.org/Default.aspx?tabid=887

☒ 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.

☒ 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

☒ 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.

☒ 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

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[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/).**

| Kelly Arnberger | 1/5/2026 |
|---|---|
| **Superintendent Name** | **Date** |
| | |
| **Special Education Director Name** | **Date** |