Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0333 Concordia | 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.

- [x] 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.

USD 333 shows disproportionate representation among White, Hispanic, free/reduced-lunch, and male students. The IEP team determines the use of the DLM assessment based solely on each student's individual needs, not on subgroup membership. This is reflected in the higher ratios seen in both White and Hispanic students.

Because USD 333 has a high percentage of students who qualify for free/reduced lunch, it is expected that this subgroup would also be represented at a higher rate. Regarding gender, we currently have more male students who meet the criteria for the DLM assessment.

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

ELA:	50%
Math:	33%
Science:	75%

[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 decision of whether a student takes the DLM or takes the general assessment lies int he IEP meeting for each student every year that the team meets and includes unpot from the parent or guardian. the decision is assessed every year for the student. The guidelines for the DLM are considered as well as the students past performance on the DLm or general assessment. The students progress toward meeting IEP goals is a consideration with formative assessment data and, as well as, input from the team from \how the student has progresses through out the school year. In addiction to to participating in IEP meetings our special education coach meets the teachers regularly to support staff in determining the proper assessments. If a student is perfuming extremely well on the DLM in areas then the team is consider very closely whether the DLM is absolutely necessary for that student the next assessment window, What criteria does that student still meet. The coach helps walk the team through these steps to understand the eligibility criteria as well as items that may better qualify the student for the general assessment. We ensure that we share information the state is sharing for new DLM training.

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

We provide annual training for our special education staff and case managers with the most up to date information on the DLM assessment. The training includes information on the guideless for participation in the DLM and the criteria for participating in the DLM. The training also includes the accommodations that are available to students that participate in the general assessment so that teachers ay make can bring all of the necessary information to the tam for the IEP meeting to make help the team make an informed decision for the student based on data.

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/).

Tom DeBauche	12/29/2025
Superintendent Name	**Date**
Brandi Calahan	12/29/2025
Special Education Director Name	**Date**