Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0355 Ellinwood Public Schools | 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.

- [ ] 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:	0%
Math:	0%
Science:	0%

Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0355 Ellinwood Public Schools | Status: Submission Approved by KSDE on 01/05/2026

☐ **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 DLM rubric is embedded within our IEP system and serves as a companion to the DLM Participation Guidelines, supporting IEP teams in making informed, defensible decisions regarding student participation in Kansas's Alternate Assessment for students with the most significant cognitive disabilities. The IEP team collaboratively determines the most appropriate assessment aligned to the individual needs of the student.

In making this determination, IEP teams are required to review multiple sources of data, which may include, but are not limited to: evaluation team reports; benchmark and diagnostic assessment data; assistive technology evaluations; speech and language assessments addressing expressive and receptive communication; IEP goal and objective progress data; formative academic and transition assessment data; adaptive behavior checklists or inventories; evidence of progress on functional, daily living, and life skills standards; and sensory and/or motor assessments describing communication access methods and fine and gross motor functioning.

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

The team will continue to monitor the student's progress using districtwide assessment data and performance within the core curriculum, and will regularly review whether participation in the alternate assessment remains the most appropriate measure for the student.

A review of district assessment participation by content area further demonstrates the impact of a very small sample size. In mathematics, [redacted] students assessed participated in the alternate assessment (0.50%). The same is true in reading, with [redacted] students assessed (0.50%). In science, [redacted] students assessed participated in the alternate assessment (1.18%).

These data indicate that alternate assessment participation is limited and not reflective of broad or disproportionate use. Instead, the identification of a single student significantly influences participation percentages and related accountability measures. This context is critical when interpreting district data and evaluating assessment decisions.

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

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0355 Ellinwood Public Schools | Status: Submission Approved by KSDE on 01/05/2026

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**
Ashley Riley	1/5/2026

Special Education Director Name	**Date**