Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0410 Durham-Hillsboro-Lehigh | Status: Submission Approved by KSDE on 12/29/2025

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
- [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

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If yes, please explain how you will address the disproportionality.

During the 2024–2025 school year, [redacted] students (1.53%) participated in the alternate assessment for mathematics and English language arts, exceeding the 1% participation threshold. This variance is directly related to the district's role in housing a specialized interlocal program that serves students with the most significant cognitive and complex support needs from multiple sending districts.

Because the district has a small number of students, even one student can noticeably change participation percentages. This makes subgroup data appear disproportionate and reflects the small size of the student population rather than inappropriate identification.

To ensure appropriate and equitable participation in the alternate assessment, the district and interlocal cooperative implement the following safeguards:

--Annual IEP Team Review: Alternate assessment eligibility is reviewed annually by the IEP team, including consideration of whether the student can participate in the general assessment with appropriate accommodations.

--Consistent Application of Criteria: Ongoing training is provided to administrators, special educators, and related service providers on state alternate assessment eligibility criteria and rubric use to support consistent decision-making across teams.

--Multiple Sources of Evidence: IEP teams base decisions on comprehensive data, including present levels of academic performance, instructional history, response to specially designed instruction, and communication and access needs.

Through these procedures, the district ensures that alternate assessment decisions are made by IEP teams based on individual student needs, with ongoing training and monitoring to support appropriate identification.

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

ELA:	40%
Math:	0%
Science:	0%

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[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.**

IEP teams use multiple sources of information to determine eligibility for the Kansas Alternate Assessment (DLM). Teams follow the KSDE DLM participation guidelines to guide discussions and ensure decisions are based on state criteria.

Eligibility decisions are made by reviewing the full picture of the student's needs, including assessment results, curriculum-based measures, adaptive behavior data, classroom observations, and instructional history. Teams also consider the student's communication and access needs and how the student participates in academic instruction.

To support consistent decision-making, IEP teams use a local eligibility rubric aligned with KSDE guidance and complete a justification rubric as part of the annual IEP process. These tools help ensure that decisions are individualized, data-based, and reviewed each year.

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

The district will continue to ensure that the appropriate assessment is selected annually through the IEP review process. At each annual IEP meeting, the team—including general education teachers, special education teachers, administrators, related service providers, and parents—reviews the student's needs and determines the most appropriate assessment based on current data and instructional alignment.

Special education staff receive ongoing updates and training related to the DLM and alternate assessment requirements. In addition, the district has identified a designated point person to support teachers implementing the DLM, monitor progress, and serve as a resource for questions throughout the year. These steps help ensure that assessment decisions are reviewed annually, consistently applied, and aligned with individual student needs.

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/).

Clint Corby	12/22/2025
Superintendent Name	**Date**
Stacey Parks	12/22/2025
Special Education Director Name	**Date**