Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0420 Osage City | 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
- [x] 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.

Osage City Schools is a small rural district where individual student counts significantly impact percentages. In this reporting cycle, the 1% threshold was exceeded in Science because the assessment is only administered to a subset of grade levels (5, 8, and 11), whereas ELA and Math are tested in grades 3–8 and 10. With only [redacted] students qualifying for the DLM district-wide, the smaller denominator in Science creates a disproportionate percentage. To address this, the district conducts a rigorous annual review of all students qualifying for the DLM to ensure they meet the specific KSDE criteria for "students with the most significant cognitive disabilities." We prioritize the Least Restrictive Environment (LRE) and ensure that the choice of assessment is driven by student need rather than enrollment trends.

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

ELA:	0%
Math:	0%
Science:	67%

[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 IEP teams at Osage City Schools utilize a multi-tiered data review process to determine eligibility for the DLM. This process includes:

1) Formal Evaluation Data: Review of recent cognitive (IQ) and functional adaptive behavior scales (e.g., Vineland or ABAS) to confirm the presence of a significant cognitive disability.
2) Academic Performance: Analysis of progress monitoring data, classroom-based assessments, and performance on the DLM Essential Elements.
3) KSDE Alignment: Teams utilize the Kansas DLM Participation Decision-Making Flowchart to ensure the student meets all state-mandated criteria.
4) Learner Characteristics: Consideration of the student's need for substantial supports to communicate, move, and acquire/retain knowledge.

This data is documented within the IEP, ensuring that the decision is not based solely on a disability category but on the unique functional and academic profile of the student.

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

To ensure continued compliance and appropriate assessment placement, Osage City Schools will implement the following steps:

1) Annual Training: Provide targeted professional development for IEP teams regarding any updates to KSDE participation guidelines to prevent "automatic" placement in the DLM.

2) Data-Driven Review: During annual IEP meetings, teams will specifically review whether a student's progress suggests they could transition back to the general assessment with accommodations, ensuring the DLM remains reserved for those with the most significant needs, completing the guidance document within SpedTrack.

3) Collaboration: Continue working closely with the Special Education Cooperative to stay abreast of state-level shifts in assessment policy.

Based on the data for our district, our LEA needs additional training.

[ ] Yes [X] No

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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.

☒ 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/).

Ted Hessong	12/30/2025
Superintendent Name	**Date**
Kathy Mickelson	12/30/2025
Special Education Director Name	**Date**