Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0432 Victoria | 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.

- [ ] 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

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

We will review the student records to ensure the student assigned to the DLM is done so accurately. The small sample size will make a single student seem disproportionate, so the issue does not seem to be systematic, but we will review to make sure.

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

ELA:	100%
Math:	0%
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.**

IEP teams use IEP goals, present levels of performance in the content area, the extended standards, and progress and performance in classroom and district-wide assessments to determine the best option for students. All DLM decisions are made with consideration of the DLM criteria, and is referenced and shared during the IEP meetings.

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

At every IEP meeting, the teams will reconsider the assessment that is being used. We will provide training and guidance at least annually to help teams make these decisions and to consider alternatives, including ways to make access to the typical assessment better.

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/).

Roger Perkins	12/18/2025
Superintendent Name	**Date**
Kyle Carlin	12/18/2025
Special Education Director Name	**Date**