Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0454 Burlingame Public School | Status: Submission Approved by KSDE on 01/08/2026

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.

Burlingame USD 454 is a small rural district with a total enrollment under 300 students. Our district currently serves a high population of students with disabilities (approximately 23%), including students with significant cognitive needs who have moved into the district specifically to access our services. For the 2024-2025 school year, only [redacted] students qualified for the DLM. Due to our small total student population, these [redacted] students represent a percentage higher than the 1% threshold in Math, ELA, and Science. To address this, we conduct an annual "Secondary Review" of all students taking the DLM to ensure that their placement is based on their individual cognitive profile and not as a result of their disability category or academic struggles in the general curriculum.

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

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

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 for our DLM participants utilize a comprehensive data review process to determine assessment eligibility. This includes:

1) Cognitive and Adaptive Data: Current evaluation data confirming a significant cognitive disability and deficits in adaptive behavior that impact independent living across multiple environments.

2) Learner Characteristics: Consideration of the student's need for substantial supports to communicate, move, and acquire/retain knowledge.

3) KSDE Decision-Making Tool: Strict adherence to the Kansas DLM Participation Decision-Making Flowchart to ensure students meet all three state-required criteria.

4) Progress Monitoring: Review of data from "Essential Elements" (the alternate standards) to determine if the student can make progress toward the general state standards even with accommodations.

4) Exclusionary Factors: Teams explicitly verify that the decision is not based on excessive absences, social/emotional challenges, or placement in a particular classroom.

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.

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

Burlingame USD 454 is committed to the following next steps:

1) LRE Review: During the annual IEP meeting for these students, teams will explicitly discuss whether the student has made sufficient gains to attempt the general assessment (KAP) with accommodations and complete the DLM rubric within SpedTrack.

2) Professional Development: IEP teams will participate in training focused on "The 1% Threshold" to ensure they understand the high bar for alternate assessment eligibility.

3) Longitudinal Monitoring: The district will track the 4 students as they progress through high school to ensure their assessment mode remains aligned with their functional and academic needs until graduation.

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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.

☒ 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/).

Marcy Cassidy	12/30/2025
Superintendent Name	**Date**
Kathy Mickelson	12/30/2025
Special Education Director Name	**Date**