Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0495 Ft Larned | 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.

- [ ] Autism
- [ ] Blind/Visually Impaired
- [ ] Deaf-Blind
- [ ] Developmentally Delayed
- [ ] Emotionally Disturbed
- [ ] Hearing Impaired/Deafness
- [x] Intellectual Disability
- [x] 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.

The district will address disproportionality by strengthening consistent, data-driven decision-making and ensuring fidelity in the use of KSDE-approved tools when determining assessment participation. IEP teams will continue to receive training on the DLM Participation Rubric, KSDE flowchart, and DLM Roadmap to ensure decisions are based on individual student needs rather than disability category, placement, or subjective factors.

School psychologists will provide targeted guidance to support teams in applying the rubric accurately and reviewing multiple sources of data over time. In addition, USD 495 LEA representatives and special education staff will receive ongoing training on best practices for facilitating individualized IEP team decisions and monitoring assessment participation patterns annually. The district will review assessment data trends to identify potential disproportionality and adjust training and supports as needed to ensure equitable and compliant practices.

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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%

[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.**

Tri-County Special Services and USD 495 IEP teams determine eligibility for the DLM Alternate Assessment annually using a consistent, data-driven process aligned with KSDE guidance and the DLM Participation Rubric. Teams review multiple sources of data, including evaluation results, current and ongoing progress-monitoring data, classroom performance, functional and adaptive skills, and longitudinal records to determine whether a student has a significant cognitive disability requiring science instruction aligned to alternate academic achievement standards.

IEP teams utilize the KSDE DLM Participation Flowchart, DLM Roadmap, and DLM rubric to ensure eligibility decisions are based on individual instructional needs and not on placement, disability label, or service delivery. Special education staff are thoroughly trained in DLM requirements, and eligibility is reviewed and documented annually within the IEP.

[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 provide annual training to USD 495 certified special education staff on assessment participation requirements, including use of the DLM Participation Rubric and KSDE guidance tools. Staff will be trained to access and utilize assessment decision-making supports within WebKIDSS, ensuring documentation and eligibility decisions are reviewed consistently each year.

School psychologists will provide targeted training to IEP teams on applying the rubric, flowchart, and other KSDE resources to support informed, data-driven assessment decisions. In addition, LEA representatives will receive ongoing training on best practices for facilitating individualized, team-based decisions to ensure each student participates annually in the most appropriate assessment based on current data and instructional 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/).

Bryce Wachs	1/6/2026
Superintendent Name	**Date**
Denise Schmidt	1/6/2026
Special Education Director Name	**Date**