Alternate Assessment Breakdown Report

Monitoring School Year: 2025 - 2026 | Assessment School Year: 2024 - 2025 | D0509 South Haven | 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
- [ ] 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.

A disproportionality is present in multiple subgroups for Science due to the population size being small in size. 619 and South Haven address disproportionality by reviewing practices and procedures for placing students in a low incidence classroom. Further, we educate our functional teachers to ensure they are knowledgeable of the DLM qualifying guidelines to ensure we are not over qualifying students needing the DLM. As a student makes progress, the team determines if a student no longer qualifies for the DLM which is the ultimate goal of the team.

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 in collaboration with 619 Interlocal staff evaluate each student's present levels of performance annually. Data from school psychological reports, local assessments, progress monitoring, and classroom performance is evaluated to decide on appropriate instructional placement. In addition, discussions with staff and parents take all assessment and performance information into consideration along with the identified disability to determine the appropriate assessment to measure academic progress. The DLM guidelines are reviewed and the team makes a determination appropriate to each student. IEP teams are also required to complete, "sign-off," and submit KSDE's "Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)." Students who qualify for the DLM show significant cognitive disabilities based on testing that occurs during the evaluation process for students to qualify for services. In addition to cognitive tests, students who qualify for the DLM are significantly below grade level and are unable to complete assignments at or even two grade levels below that of their peers. Further, students who qualify for the DLM, show a significant deficit in adaptive behavior and are oftentimes leaving with life skills that are beneficial once they complete high school. Students' daily curriculum and instruction is aligned to DLM essential elements and the student requires extensive paraprofessional or teacher support for individualized instruction.

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

IEP teams will continue to monitor DLM results annually as well as review student progress and needs in daily instruction to ensure the student does continue to qualify to take the DLM. Should the student make adequate progress and no longer require the DLM, the district will appropriately meet as a team and update the assessment as necessary. This is reviewed annually to determine the student is still eligible to take the DLM utilizing guidelines as the team makes a determination appropriate to each student. IEP teams are required to complete, "sign-off," and submit KSDE's "Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM)" annually.

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

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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/).

Daniel Farley	1/6/2026
Superintendent Name	**Date**
Amanda Lowrance	1/6/2026
Special Education Director Name	**Date**