

2021-22 Alternate Assessment Justification

The following must be completed by districts that contribute to the state exceeding the 1% cap for students participating in the alternate assessment and will be posted on the department website upon receipt.

District Name: Alamo City School

	% of Alternative Assessments 2017-18	% of Alternate Assessments 2018-19	% of Alternate Assessments 2020-21	% of Alternate Assessments 2021-22	Projected % of Alternate Assessments 2022-23
MSAA ELA	.94 %	2.08 %	3.15 %	3.14 %	2.01 %
MSAA Math	.95 %	2.08 %	3.14 %	3.14 %	2.01 %
TCAP- Alt Science	.94 %	*Field test year, no data available	3.14 %	1.49 %	2.33 %

1. **Eligibility Determination Process:** Describe the policies, training and supports in place to ensure IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria. *Completing the form in EasyIEP is not sufficient justification. The description should include training or processes to ensure the IEP team is carefully considering both the student's data and the implication of participation in the alternate assessment.*
 - a. Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment.
 - b. Criterion Two: The student is learning content linked to (derived from) state content standards.

2022-2023
Alamo City School
Alternate Assessment Justification

1. **Eligibility Determination Process:** Alamo City School follows eligibility requirements for MSAA and TCAP-Alt Assessments. Students participating in the alternate assessment have significant cognitive disabilities warranting this assessment determination. Students that fall in this range require extensive direct individualized instruction adapted to each student's specific goals/needs. The IEP team reviews multiple pieces of data in addition to IQ and achievement scores. Special consideration of the state Alternate participation Guidelines is given.
2. **Disproportionality:** In the past, Alamo City School had an open enrollment policy. This means that many of our students with or without disabilities live outside of our district boundaries. There is a large cohort of students with disabilities still in attendance that fall under that category. New policies have been put in place that will help remediate the disproportionality in the future.
Additional efforts have been made to reduce the number of students taking the alternate assessment. Three times a year, students complete the universal screener through AimsWebb and two times per year, student take the CASE assessment. This data is also taken into consideration. This data, along with other assessment data is utilized to consider state testing participation.
As a result of these changes, ACS expects to see a steady reduction in the number of students that are participating in the alternate assessment format.
3. **Informed Parent Participation:** During annual IEP meetings, all assessment data is reviewed with parents. Parents are informed of the differences between assessment paths: Parents are also made aware that students taking the alternate assessment will not receive a regular high school diploma. If all team members are in agreeance, this is documented within the IEP. Parents are provided additional documentation explaining the assessment determination; parents must sign this as well.
4. **Support Requested:**

- c. **Criterion Three:** The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

- 2. **Disproportionality:** Using your data by primary eligibility, describe your district data, including disproportionate participation on the alternate assessment and a plan for reducing/eliminating disproportionality.
- 3. **Informed Parent Participation:** Describe the process and practices used to adequately inform parents of the eligibility requirements and implications of participation to ensure active parent participate in the IEP team discussion.
- 4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)

Assurance: The district is committed to ensuring all students are participating in the most appropriate assessments. Students determined eligible for the alternate assessment will meet the three criteria.

Signed: Mary Foster Date: 2-3-23