

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: _____ Claiborne _____

	% 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	1.10 %	0.87%	1.08%	1.00%	0.85%
MSAA Math	1.08%	0.86%	1.07%	1.01%	0.84%
TCAP-Alt Science	1.04%	*Field test year, no data available	0.929%	0.95%	1.16%

- 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.

- 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.

After reviewing data, our district has three disability categories that have students participating in the alternate assessment. The categories are autism, intellectual disability, and multiple disability. Team members review eligibility assessments, as well as present levels of performance to make determinations on assessment participation. The district will continue to assess on an individual student basis, the need for an alternate assessment.

- 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.

Parents are invited to all Eligibility meetings where the School Psychologist goes over all assessments. During eligibility meetings, as well as annual reviews, present levels of performance and medical concerns are reviewed. Parents are encouraged to participate in all meetings and draft IEPs with proposed assessment participation are sent home 48 hours prior to the meeting.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)

If there is explicit guidance that the state would like to provide to delineate who is and is not eligible for TCAP Alternate Assessment, we would be happy to review that and encourage our IEP team members to follow the guidance it provides.

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:_____Sherry Rowe_____ Date:_____2-16-23_____