

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: Hickman

	% 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	1.65%	1.52%	1.60%	1.54%	1.95%
MSAA Math	1.66%	1.60%	1.61%	1.55%	1.95%
TCAP- Alt Science	1.45%	*Field test year, no data available	1.78%	1.34%	1.97%

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.

School Psychologists and other assessment personnel attend state offered trainings to keep up to date regarding Alternate Assessment. School Psychologists

discuss the Alternate Assessment criteria and recommendations with teachers prior to the start of each school year, in district level meeting. They also review this information with team members during IEP meetings (throughout the year}, when this option is a possibility for a student.

Teachers are involved in PLCs and content planning sessions to review curriculum maps, pacing guides, content standard analysis, etc., throughout the school year. Notation of state standards are required on lesson plans, and these are checked weekly by school administrators. All special education teachers are included in these PLCs.

Students who are in the basic or lower range, in a RTI Tier, or receive Special Education Services, are provided with additional supports and provided any allowable accommodations. These supports are reviewed and provided in the LRE as much as possible to ensure that students are receiving grade and age- appropriate instruction. Students who qualify for Alternate Assessment are given the most individualized instruction based on each student's need, including the need for assistance based on the complexity/difficulty of content for each subject at their grade and age-appropriate level.

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.

School administrators, system leaders, and self-contained special education teachers will receive information regarding the disproportionate number of students taking the Alternate Assessment, which resulted in the district exceeding the 1% cap for students. Information regarding criteria for a student to meet participation guidelines will be reviewed, need for ensuring that state content standards are being covered with all students, and need to ensure that appropriate supports are in place to ensure direct individualized instruction to support students in their efforts to make measurable gains will also be provided within this planning session.

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.

During IEP meetings, parents are provided with information about Alternate Assessment, the state criteria for a student to qualify for this assessment, the content that is tested, and the type of feedback the assessment will give to teachers and parents. In addition, parents are informed that students who take the Alternate Assessment will not be eligible to graduate with a general education diploma, and the limitations of post-secondary opportunities that this will affect. Parents now have the additional note on IEPs, that explains this information; in addition, Hickman County asks parents of 8th -12th grade students to sign annually of their decision as to the type of diploma they choose for their child to work toward (this includes an explanation of each, and that only a general/regular education diploma will be accepted by many employers and/or entrance to college).

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: Eric Cannon

Date: 02/06/2023