

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: Jackson County

	% 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	0.4	1.07	1.18	1.48	0.94
MSAA Math	0.39	1.05	1.20	1.45	0.94
TCAP- Alt Science	0.92	*Field test year, no data available	0.67	1.74	.094

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.

When an IEP team suspects that a student may meet the qualification for the alternative assessment, they consult with the school psychologist. The school psychologist reviews the data with the IEP team to guide them in the process of deciding if the student meets the criteria for the alternative assessment. The team reviews the student's academic program, level of assistance the student needs to access a free and appropriate education, the reported IQ, teacher input, parent input and the adaptive behavior scores to make an informed decision regarding the appropriateness of the student needing to access the alternative testing format. If the team determines that the alternative test is the appropriate test for the student, then the team members sign the assurance page that depicts the decision to test with the alternative test is valid and the right assessment for the student.

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.

The majority of student tested with the alternate assessment were students that are intellectually disabled. The other disability categories were autism and multiple disabilities. Each IEP team determined along with the school psychologist that the student's met all the criteria to take the alternate assessment. The teams decided to use the alternate assessment based on the student's individual data. Our plan to address disproportionality is to annually review the participation decision document and update using current data for the criteria descriptors for the IEP teams to consider.

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.

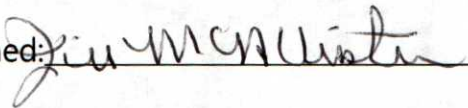
At each IEP team meeting for students that may need to access the alternative assessment, the teacher explains to the team the criteria requirements for the alternative assessments. The IEP team consisting of the parent, LEA representative, general education teacher, regular education teacher, school psychologist and any other service provider develop an instructionally

appropriate IEP designed to provide the student with a free and appropriate education based on data collected that depicts the student's current present levels. If the alternative assessment is considered, the team reviews the criteria for the alternative assessment and determines if it is the appropriate assessment to measure the learning content that is being taught in the student's program that aligns with the student's goals listed in their IEP program.

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

At this time I don't feel we need any support. Our projections are good to be under the 1% for the next testing cycle. We will continue to review data and make decisions as a team in the best interest of the student's we serve.

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: 

Date: 2/9/23