

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: Lawrence

	% 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	1.69 %	1.87%	1.45%	1.29%	1.26%
MSAA Math	1.69 %	1.88%	1.44%	1.31%	1.11%
TCAP- Alt Science	1.67%	<i>*Field test year, no data available</i>	1.63%	1.47%	1.12%

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.

LEA School Psychologists review student data (results of student psycho-educational evaluations including intellectual and adaptive measures, IEP goals/objectives, IEP present levels of academic/functional performance, progress reports, student performance on previous State general/alternate assessments, teacher/parent/service provider observations/input, prevocational skills checklists, etc) and determine whether or not each student meets requirements for consideration for participation in the alternate assessment (*most significant cognitive disability*). LEA School Psychologists have participated in multiple State-provided training sessions specifically designed to address eligibility criteria for alternate assessment participation. Special Education Teachers have also participated in State-provided training sessions specifically designed to address eligibility criteria for alternate assessment participation. Information is provided annually to Special Education Teachers by District Personnel to explain the process and requirements.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.

The IEP Team develops/implements IEPs for students who are eligible for the alternative assessment with goals and objectives that are foundational to meeting the expectations of each state standard assessed. Students who are eligible for alternate assessments participate in standards-based instruction in the areas of English/Language Arts, Math, Science, and Social Studies daily. Grade-level state standards are broken down into smaller skills/steps with appropriate individualized accommodations/modifications (directly aligned to the grade level standards) implemented to promote student success. Student progress towards mastery of IEP goals/objectives is monitored a minimum of twice per grading period and addressed at each annual IEP Team meeting. Special Education Teachers who provide instruction to students participating in the alternate assessment have undergone State and local training in order to gain the knowledge and skills necessary to develop and implement standards-based IEPs.

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

The IEP Team reviews the student's need for extensive direct individualized instruction and substantial supports based upon results of previous psycho-educational evaluations, previous related service evaluations, teacher/parent/service provider observations/input, IEP present levels of academic/functional performance, progress monitoring data, and documented progress toward current IEP goals/objectives. Special Education Teachers have participated in State-provided training sessions specifically designed to address eligibility criteria for alternate assessment participation. Information is provided annually to Special Education Teachers by District Personnel to explain the process and requirements.

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.

District data shows possible disproportionate alternate assessment participation in the disability categories of Other-Health Impairments, Orthopedic Impairments, Multiple Disabilities, Language Impairments, and Hearing Impairments. A review of individual student records will be conducted by District Personnel (including School Psychologists) to determine 1) whether the student(s) truly meet eligibility criteria for participation in the alternate assessment and/or 2) whether the student(s) current disability is the most appropriate certification (possible reevaluation to consider eligibility in another/more appropriate disability category).

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.

IEP Team (including parent) discusses participation in alternate assessment at each annual IEP meeting. Every effort is made to ensure parent participation at these annual IEP meetings. Each parent is informed annually of the implications that participation in the alternate assessment will mean with regard to graduation requirements.

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

No support is needed at this time, due to our percentages showing a decline in students participating in an Alternate Assessment.

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: Melody Yeager

Date: 2/13/23