

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: Oneida Special School District

	% 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	1.91%	1.08%	1.89%	1.79%	1.53%
MSAA Math	1.89%	1.09%	1.77%	1.75%	1.38%
TCAP-Alt Science	2.00%	<i>*Field test year, no data available</i>	1.40%	1.93%	1.56%

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.

Oneida Special School District implements policies ensuring that decisions regarding student participation in alternate assessments are made on an individual basis by each student's IEP team, which must consist of all required members and include a school psychologist who can appropriately interpret results of cognitive and adaptive assessments. The IEP team must review all assessment data related to cognitive functioning, adaptive behavior, and academic skills in order to make appropriate decisions and must identify the sources of information used to make determinations regarding criterion for participation.

The IEP team must also review each student's present levels of performance, annual goals and short-term objectives, progress monitoring data, and special education and related services to ensure that the student's goals and objectives are linked to state content standards and that the student is receiving intensive, direct, individualized instruction, and substantial modifications and supports in order to achieve his/her goals. The student's levels of performance, goals and short-term objectives, and curriculum must differ significantly from students who participate in the general curriculum and be focused on foundational and functional skills. In addition, the student must require ongoing instruction and supports in functional and daily living skills in order to function in school, work, home, and the community; and these must be evident in the student's IEP and transitions plan, if appropriate.

The district also has policies in place to ensure that decisions regarding student participation is NOT based on reasons stated on the additional considerations on state guidance documents, including possible effects on accountability results, a disability category, educational placement, the student's spoken language or reading level, or the fact that the student is expected to perform poorly on the regular assessment. IEP teams must also consider effects on post-secondary outcomes for students participating in the alternate assessment and must clearly communicate to parents that participation will not lead to a regular diploma. The IEP team must complete the Alternate Assessment Decision document and obtain parent signature.

Training for special education personnel, school administrators, and general education teachers is provided through district and school level professional development on an annual basis and includes presentation, explanation, and examples of evidence under each criterion for participation. In addition, the district Special Education Supervisor participates in the majority of IEP meetings in which decisions regarding student participation in state assessments are made in order to ensure IEP teams follow the appropriate procedures and base decisions on the criteria above.

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. The district data for disability categories participating in the Alternate Assessment is as follows: 6 students (46.15%) in the category of Autism, 1 student (7.69%) in the category of Hearing Impaired, 3 students (23.08%) in the category of Intellectual Disability, and 3 students (23.08%) in the category of Other-Health Impairments. When compared to state distribution data, the district is above state percentages in the disability categories of Autism, Hearing Impairments, and Other-Health Impairments. The district will review the three criterion areas and evidence for students in these categories to ensure appropriate determinations were made.

Oneida School District's participation for the following categories compared to state distributions are as follows:

Category	Oneida SSD Distribution	State Distribution
Economically Disadvantaged	23.08%	38.61%
Not Economically Disadvantaged	76.92%	61.39%
English Learner	0.00%	4.18%
Not English Learner	100.00%	95.82%
Female	38.46%	33.30%
Male	61.45%	66.60%
Asian	7.69% (1 student)	2.48%
Black of African American	7.69%	31.60%
White	84.62%	54.07%

No significant disproportionalities are noted.

4. **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.

It is the district's practice that no decisions regarding participation in alternate assessments be made in IEP team meetings without direct parent participation as a team member either in person or via conference call. The parent must be able to participate as an informed member of the team with the guidelines for eligibility and post-secondary outcomes clearly and explicitly communicated. The parent participates in the review of criterion and evidence and must sign the determination document stating understanding that participation will not result in a regular diploma.

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

NA

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: Kim Burgess
Date: 2/14/2023