

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: Paris 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	1.51%	1.29%	1.14%	1.34%	1.85%
MSAA Math	1.52%	1.29%	1.15%	1.23%	1.85%
TCAP- Alt Science	1.34%	<i>*Field test year, no data available</i>	1.03%	1.24%	1.85%

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.

The individual decision on the appropriate assessment is made by the IEP team, including the parents, to determine the best assessment for each student. The Special Education Supervisor monitoring the data for alternate assessments each year to put action step in place, if needed. The decision will come down to what is best for each student.

Currently 20 students qualify for alternate assessment. Student count by disability include 7 students with autism, 12 students with diagnosed with intellectual disability, 1 student with emotional disturbance, and 1 student with multiple disabilities.

- 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 participate in the IEP process and decision making concerning which assessment the student will take in the spring. If parents do not attend, a copy of the IEP is sent home or phone conversations held to discuss these decisions. Parents sign that they choose for their child to take the alternate assessment each school year at the annual IEP meeting.

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

Continued training at conferences and archived webinars on the methods to reduce the percentage of students on 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: Sherry Wagner Date: 2-16-23