

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: Perry

	% 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	3.87%	2.81%	1.72%	1.92%	1.65%
MSAA Math	3.90%	2.70%	1.72%	1.91%	1.56%
TCAP- Alt Science	3.70%	<i>*Field test year, no data available</i>	1.86%	1.90%	2.29%

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.

Our district has worked as a team to reduce our number of students participating in the Alternate Assessments for 22-23 school year. Our team worked with the school psychologist along with the IEP team members reviewing each file that had been identified as an Alternate Assessment participant. The district focus is to be proactive when doing our initial testing for students, the Alternate Assessment will be our last option. The future of our students will be our focus when making this decision. If any way possible the students will participate in the regular assessments. Our district had a training reminder of the three criteria in August 2022. We have made huge strides. Much of the increase is because we have had at least 4 new students that all qualified for the alternate assessment in 2021-22 school year. Three of these students already had the alternate assessment determined at the previous schools. With our population size three new kids pushed our numbers up a bit. We will continue to push forward and try and get the students that participate in the alternate assessment under the 1% cap.

- 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.

While our district has not been formally identified as needing to address disproportionality, we do have a larger than average number of students qualifying for special education services. This may be due to the rural area we live in. We have had an influx of people moving into our area since 2020. People move here because it's a lower cost of living, which brings in economically disadvantaged students.

- 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.

Assessment participation is discussed by the IEP team at a formally held IEP meeting. The team will thoroughly discuss the different testing options. This will include a detailed explanation of each. If the child does qualify for the alternative assessment, a detailed explanation will be given, choosing this will affect the chance of him/her trying for a regular diploma path later in schooling. Our hope is for parents to attend this meeting and be an

integral part of this conversation and decision. If parents are unable to attend a copy of the IEP, Prior Written Notice, and a district generated letter are sent home in an envelope to parents. Special Education case managers will also reach out to parents unable to attend meetings with a follow-up phone call to safeguard parents are aware of the decision.

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

Our district understands the guidelines for the alternate assessment. We will continue to push for our system to lower our numbers taking the 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: Jennifer Richardson

Date: 2/3/23