

Education

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: _Bartlett City Schools_

	% 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	1.25	1.53	1.46	1.60	1.25
MSAA Math	1.28	1.57	1.49	1.64	1.25
TCAP- Alt Science	1.28	<i>*Field test year, no data available</i>	1.55	1.64	1.25

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.
- Bartlett City Schools shares guidelines and redelivers state training to teachers, related service providers, psychologists, and building level administrators regarding the eligibility determination process for students considered for participation in the alternate assessment.
 - District level special education administrators and school psychologists support IEP teams in the decision-making process by assisting in a review of relevant data such as IQ scores, adaptive behavior scores, and level of supports needed before recommendations are made by an IEP team for a student to participate in the alternate assessment.
 - The IEP team is responsible for reviewing all relevant data and ensuring that each student meets the three criteria set by the state before recommending participation in the alternate assessment.
 - School psychologists are involved in the data review and IEP team meeting where participation in alternate assessment is discussed.
 - IEP teams are required to review and complete the Determination of Eligibility for Alternate Assessment Participation and obtain the parent signature at the bottom of the document.

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.

A review of the data for Bartlett City Schools shows that roughly 84% of the students participating in the alternate assessment have a primary eligibility of Autism or Intellectual Disability. Two of the three students participating in alternate assessment with a primary disability of OHI, have a secondary disability which has a great impact on participation in the general education setting and participating in the state mandated testing.

A plan to reduce/eliminate disproportionality in Bartlett City Schools will include:

- the continued professional development of teachers, related service providers, and school and district level administration on the eligibility determination process

- a review of all students currently being assessed on the Alternate assessment to ensure that data support that all requirements continue to be met.
- Teams considering a student for participation in the Alternate Assessment must consult a special education administrator to aid in a review of the data to ensure that all criteria for participation are met before it is proposed at an IEP team meeting.

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.

- Bartlett City Schools makes every attempt to have parents present to participate in every decision made regarding their child's education in an IEP meeting.
- When parents are unable to attend, the meeting is rescheduled, and/or as a last resort, the parent participates by phone or zoom if they are unable to attend in person.
- The data used to make the decision to participate in the alternate assessment is discussed with the parents as a basis for the proposal, and they are an integral part of the decision-making process.
- Parents are made aware of the fact that students who participate in the alternate assessment, do not qualify for a regular education diploma. Alternate diploma options are discussed in detail, beginning in elementary school.
- IEP teams are required to review and complete the Determination of Eligibility for Alternate Assessment Participation and obtain the parent signature at the bottom of the document.

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

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: Michelle Haney Date: 2/3/2023