



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: Bledsoe

	% 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	1.47	1.42	1.36	1.46	1.46
MSAA Math	1.50	1.37	1.36	1.43	1.43
TCAP- Alt Science	1.17	*Field test year, no data available	1.45	1.25	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.

1A. Students who have significant difficulty with learning academic content and require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access. Students who require significantly modified curriculum and instruction and likely unable to apply or generalize skills outside the classroom setting. Students who may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. Students who likely require maximum adult assistance to communicate, students who require layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities.

1B. The student's IEP requires Specially Designed Instruction that is standards-based and also includes life-applied grade-level learning; the student requires extensive accommodations and modifications.

1C. Students whose IEPs outline intensive individualized supports, accommodations and modifications and materials beyond those that are presented in Tennessee's Accommodations Manual to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do.

2. Gather data on the characteristics of students participating in the alternate assessment and critically examine the state definition of "students with the most significant cognitive disabilities" for determining whether a student should participate in the alternate assessment. . Provide professional development for IEP team members and other educators on the nature of the alternate assessment and who should participate in it.

3. Provide information sessions for parents of students with disabilities so that they can participate in the IEP decision-making process about the assessment in which their child participates. The decision about which assessment a student participates in has major implications, yet parents often do not have the information needed to confidently participate in the IEP decision-making process. Information sessions for parents can help them better understand the state's assessment options, and enable them to be more informed IEP team members. Understanding participation guidelines, the characteristics of the alternate assessment, what the participation experience is like, and possible accessibility features and accommodations options that might enable their child to participate in the general assessment will enable them to better advocate for their child.

- 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.
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.
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: Corey Garrett

Date: 2/24/23