

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: Bradley County 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	1.16%	1.41%	1.42%	1.09%	1.28%
MSAA Math	1.16%	1.40%	1.40%	0.97%	1.27%
TCAP- Alt Science	1.24%	<i>*Field test year, no data available</i>	1.44%	1.51%	1.40%

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. **School Psychologists ensure that students considered for alternate assessment meet the criteria required for this assessment**

and document this in "Eligibility for Alternate Assessments" on EasyIEP. Prior to determining if the student is eligible for this assessment, School Psychologists review the student's current data and previous psychoeducational evaluation to determine if additional assessments are needed to make the alternate assessment decision. Additionally, data teams are held for all SWD every 4.5 weeks. At least three times a year school psychologists meet with these teams to discuss student progress and testing information. During the winter data team meeting all SWD who are participating in the alternate assessment have a team review of their data and progress. A team discussion is held about each students' ability to engage in the general education curriculum and participate in the regular assessment. If the team agrees that the student may be able to participate in the regular assessment, an IEP team meeting is called to bring the recommendation before the team to make a final decision. All students who participate in the alternate assessment have annual IEP meeting where the team is charged with making these assessment decisions and implications for being placed on and remaining on the alternate assessment are presented. In preparation for these meetings, special education coordinators, special education teachers, and school psychologists are trained yearly, not only on the criteria for alternate assessment, but also on the short and long term implications for a student who is on and remains on the alternate assessment.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards. **Teachers have been trained on the Core Content Connectors alternate assessment standards, if they have students who are in grades 5 – high school participating in the alternate assessment, to guide core content instruction. All students who are on the alternate assessment receive instruction on these Core Content Connectors utilizing the following: Open Court for elementary students (the district's general education core curriculum for reading), iReady Reading and Math for all grade levels (the district's general education math program), Unique Learning System curriculum for all grade levels, and/or teacher-developed materials. Many students on the alternate assessment receive their core instruction in a special education setting with specialized instruction for skills acquisition. Some student's least restrictive environment is in the general education classroom where they participate in the general**

education curriculum with special education supports, interventions, accommodations, and modifications via substantially adapted materials.

- c. **Criterion Three:** The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. **Students who participate in the alternate assessment have supporting data verifying the long-term requirement of individualized instruction and the extensive supports they've needed to acquire, maintain, generalize, demonstrate, and transfer skills across academic content areas.**

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. **Autism**- This data is below the state distribution, each student will be reviewed during data team meetings and annual IEP meetings to identify students who do not have the most significant cognitive disability.
4. **Developmental Delay**- This data is above the state distribution. There was only one student in the district who was DD and on alternate assessment. This student is currently being comprehensively reevaluated and the team will make a determination on participation after the evaluation is complete. To ensure appropriate placement of students who are DD on the alternate assessment, data teams will continue to meet and review student data, verifying that students who are participating in the alternate assessment meet the criteria for participation and are unable to engage in the regular education curriculum.
5. **Intellectual Disability**- This data is above the state distribution. Students were reviewed at the winter data team this year and will continue to be reviewed in subsequent data team and IEP team meetings to determine if there are students who do not meet the criteria for the most significant cognitive disability or if students are able to engage in the regular education curriculum and participate on the regular assessment.
6. **Multiple Disabilities**- This data is above the state distribution. Students were reviewed at the winter data team this year and will continue to be reviewed in subsequent data team and IEP team meetings to determine if there are students who do not meet the criteria for the most significant cognitive disability or if

students are able to engage in the regular education curriculum and participate on the regular assessment.

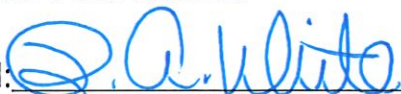
7. **Traumatic Brain Injury**-This data is above the state distribution. We currently have two students with TBI participating in alternate assessment. Both students have significant cognitive impairments and meet the criteria set forth for participation in the alternate assessment. In addition, one of the students has other significant complex needs. These students' information was reviewed during data teams and IEP teams have and will continue to review the appropriateness of their participation in the alternate assessment.

8. **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. **Prior to initial placement on the alternate assessment, special education teachers and/or school psychologists contact district special education coordinators to discuss students who appear to need an alternate mode of assessment and meet the requirements. If coordinators are able to attend the IEP meeting, they review with the parents and team the requirements and the implications of participation in this assessment. If they are unable to attend the IEP, coordinators discuss with the special education teacher these requirements and implications for the special education teacher to present to the parent at the IEP meeting. Additionally, parents are included in the participation decision at the meeting, provided informed parental consent on the IEP signature page, and sign in agreement on the Decision for Participation section of the IEP. Parents are provided with a prior written notice discussing the decision for participation in the alternate assessment and the implications of that decision.**

9. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.) **It would be helpful if there was a short video that might be utilized with general education teachers to help them understand about the type of student who might require an alternate assessment and the long-term implications of that assessment. Also, it would be helpful if the information in this video helped teachers understand acceptable**

methods of modifying content (rather than basic accommodating) which would provide students with significant cognitive disabilities access to grade-level content, allowing them to better participate in the regular education curriculum.

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: 

Date: 2/10/23