

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: Bristol City

	% 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	1.08%	1.59%	1.09%	1.01%	0.99%
MSAA Math	1.09%	1.61%	1.08%	1.05%	0.99%
TCAP-Alt Science	1.29%	*Field test year, no data available	1.15%	0.86%	0.99%

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.

Bristol Tennessee City Schools provides annual Alternate Assessment eligibility determination training to all special education teachers who participate in eligibility decisions for alternate assessments. Special education teachers who participate in said training explain to the IEP team requirements set forth by TDOE for students who are eligible for the alternate assessment based on a review of the most recent psycho-education evaluation and recommendation from the school psychologist to the IEP team.

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 disproportionate data reveals that those students who participate in the alternate assessment eligible under the disability categories of Developmental Delay, Intellectual Disability, and Other-Health Impairments is higher than the state contributions percentage. A comprehensive file review of those who participate in the alternative assessment will be conducted and reviewed annually with the IEP team.

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.

Special education teachers inform the IEP team, including parents, of the requirements set by TDOE for those students who are eligible for the alternate assessment as well as the implications of participating in the alternate assessment based on a review of the most recent psychol-educational evaluation and recommendation from the school psychologist.

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

No support is requested at this time.

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: _____

Robin Blair

Date: _____

2.15.23