

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: Carter County

	% 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%	1.89%	1.61%	1.73%	.060%
MSAA Math	1.47%	1.86%	1.61%	1.76%	.060%
TCAP- Alt Science	1.56%	*Field test year, no data available	1.82%	2.06%	.053%

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.

Carter County Schools 21-22 Alternate Assessment Justification

1. **Eligibility Determination Process:**

Our goal is to make sure every student receives the most appropriate services through Carter County Schools in the LRE. Some students after evaluation do qualify for the alternative assessment under Tennessee Guidelines. A new procedural manual has been created this year and distributed to Special Education Faculty and Staff, reviewing all procedures including all facets of eligibility determination. Training also occurs regularly to review eligibility guidelines and Alternative Assessment Information.

When considering an alternative assessment the school psychologist reviews multiple sources of information. These include psychological evaluation reports, individual intelligence testing, adaptive rating scales from school and home, individual achievement testing, results of speech/language testing, teacher collected data, progress monitoring data, medical records and IEPs. The most common eligibility category to meet the alternative assessment guidelines is intellectual disability classification, but any IDEA eligibility category is acceptable as long as there is documentation of a significant cognitive disability and significant deficits in adaptive functioning.

Our Psychologist then discusses the information with the director of special education and the special education team. The students receiving alternative assessment do qualify according to Tennessee State Eligibility guidelines. The test scores are required to be entered into Easy IEP. We do not take this decision lightly as the child's future is affected by this decision. Over the last several years our CDC population has increased leading to heightened percentages. We have created 3 classes this year to meet this need.

2. **Disproportionality:**

We are aware of disproportionality and try to prevent it by making sure that guideline procedures are followed to make certain a child deemed a student with disabilities truly qualifies. We review disproportional information regularly and if a problem arises, we address it. It is noted that the nation-wide increase in children with a diagnosis of Autism has likely also contributed to an increase in students who require the alternative assessment. Also, two of the CDC classes that were created are for students with higher adaptive and cognitive abilities. Students in these classes take TCAPS and may still earn a regular diploma. These transition courses will hopefully offer another opportunity for our students and be a step toward a decrease in percentages if students are offered a more academic intensive environment.

3. **Informed Parent Participation:**

Parents are integral members of the IEP team and are involved in every step of the process. New students who are coming into the district receive a review of scores at which time the IEP team will meet to determine best placement. As part of the vetting

process in place on the Easy IEP platform, an additional page that addresses eligibility for the alternative assessment will generate for parents to sign that they are aware their child qualifies. All of this information is reviewed with the parents at the IEP meeting. No eligibility meeting can be held without parent participation.

4. Support Request:

None at this time.

- 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: _____



Date: _____

2/19/23