

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: Chester 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	1.21	.96	.89	1.00	1.49
MSAA Math	1.24	.96	.88	.98	1.50
TCAP- Alt Science	0.88	<i>*Field test year, no data available</i>	.77	1.15	1.52

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.

Training for all special education teachers, certifying specialists, and principals/LEA Representatives countywide who attend IEP meetings on the [“Guidance for IEP Teams on Participation Decisions for the Alt Assessment”](#), [Alternate Assessment IEP File Review Rubric](#),” and the “Criterion 1-3 Consideration Guides” for participation in the alternate assessment is done. Emphasis is placed not only on the considerations for participation in this assessment but also in the significance of IEP team members signing the tcap alt decision page of the IEP. Special Education teachers then provide training for general education teachers. TCAP Alt participation decisions are reviewed each year at the annual IEP meetings. The certifying specialist is integral in providing data to the team to help guide them through each of the 3 criteria, especially criteria 1. Decisions are not based on any particular disability category. The decisions are based on individual student data. The IEP team discusses the current accommodations/modifications the student has and how the student responds to tests in the classroom. Daily classroom supports are also considered.

The implications of participating in the alternate assessment are also discussed in relation to the diploma types. Diploma types are discussed during IEP meetings and a “Diploma Types” 2 pager is also provided to parents at each IEP meeting. Also, there is countywide training for all special education teachers, general education teachers and school administration on the diploma types during PLCs and/or summer in service.

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.

The information provided by the State shows us that we have 50% (9 students) of our students who are taking TCAP Alt who have autism as their eligibility criteria. Intellectual disability comprises 44.44% (8 students) of the students who are participating in TCAP Alt. Finally, we have 5.56% (1 student) who is Other Health Impaired who is taking TCAP Alt assessment. While this does not align with the State in

the top 3 disability categories, we did review this one student further and found that the student does have a secondary eligibility of Intellectually Disabled so that would, therefore, fall in line with the other students we having taking this assessment and fall in the top 2 categories for the State. An additional factor for the number of students who fell in the autism and intellectual disability category is that we have had some students move into the district from other counties already determined to take TCAP Alt assessments. Even though that may be the case, we still look at the data provided from other districts and any new data obtained in our district to review the need for TCAP Alt to ensure the correct decision was made previously.

The District will plan to take a more in depth look at the students who are slated to take TCAP Alt assessments especially in the elementary years prior to junior high to see if any of those can be changed to regular TCAP assessments.

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.

To help determine student participation in the alternate assessment, student data are analyzed from various sources, including formal/informal testing, progress monitoring, and student work.

Additionally, participation decision documentation is discussed and completed each year during the IEP meeting with parent participation as well as other IEP team members. Input from the certifying specialist is also provided to help with the decision-making process. The implications of participating in the alternate assessment are also discussed in relation to the diploma types. Diploma types are discussed during IEP meetings and a "Diploma Types" 2 pager is also provided to parents beginning in grade 3 for those with eligibilities other than speech impaired only.

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

The District welcomes any suggestions that the State or other systems can make to help reduce the number of TCAP Alt tests being done based on our student population.

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: Melinda Barker Date: 2-2-2023