

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: Cocke 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	2.54%	1.23%	.73%	1.02%	1%
MSAA Math	2.51%	1.20%	.72%	1.00%	1%
TCAP- Alt Science	2.07	*Field test year, no data available	.91%	1.07%	1%

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.

Cocke County School System applies the guidance outlined in the TDOE Alternate Assessment Participation Guidelines document along with information from TDOE training sessions to the decision-making process when determining which students will take the alternative assessment. While applying the TDOE guidance, the needs of the individual student are always the most important part of the full IEP process including assessment participation. The option for alternative assessment is only considered for the most significantly challenged learners who are learning content linked to state content standards, but still require extensive direct individualized instruction to make measurable gains. The district will strive to assess at or less than 1% of students using the alternative assessment while making individualized team decisions that best meet the needs of students.

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 districts data reflects that only students with the most significant disabilities are identified to take the alternate assessment. Data does not indicate a specific a focus in any particular grade span. Only students with significant disabilities are considered for participation. The file of any student who is participating in the alternate assessment is reviewed to determine if the student has received a full comprehensive evaluation twice while in elementary school. Student's evaluation and eligibility were discussed at IEP team meetings and evaluations planned as determined necessary. The evaluation data is used to determine if the student has the appropriate eligibility and levels of functioning documented. The derived information is used to support appropriate decision making for individual students' participation in the alternate assessment

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.

Parents were invited to and participated in IEP team meetings with discussion centered on the Alternate Assessment guidance document and TDOE guidance from training pertaining to alternative assessment participation. Like all other IEP team decisions the parents of students with disabilities share a major role in decision making and planning. The case manager has taken the opportunity to explain and review participation guidelines and expectations with parents. or their student to participate in the alternate assessment(s)

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

The Cocke County School System special education supervisor has attended Alternate Assessment training sessions delivered by Alison Gauld. The material from those trainings has been redelivered to special education teachers within the district. The number of students participating in the alternate assessment has been reduced accordingly. The district will request additional support if the desired outcome is not achieved.

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:____Patricia Ellison_____
Date:_____2/17/2023_____

