

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: ___Crockett County School_

	% 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	.94	.84	.62	.96	1.01
MSAA Math	.90	.84	.62	.95	.89
TCAP- Alt Science	.87	<i>*Field test year, no data available</i>	.48	1.10	1.21

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.

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.

- **Crockett County Schools currently has 24 students with Autism four of which are also ID, 19 students with intellectual disabilities, and 3 students that are multiply disabled. Crockett County will only have 4 (0.17%) students with Autism/ID, 11 (0.58%) students with intellectual disabilities, and 1 (0.33%) student with multiple disabilities participating in ALT/MSAA.**
- **Crockett County Schools has historically remained below the 1% cap for Alt/MSAA participation. In 2021-22, a Criterion One student transferred Crockett County in February 2022. This student was required to take the Alt. Biology I.**
- **As a district we have policies in place that has consistently prevented exceeding the 1% cap, but we are unable to plan for students transferring into our district that meets the criteria for Alt/MSAA participation. Crockett Counties projected participation in ELA and Science will exceed the 1% cap based upon current participation numbers. Crockett County Middle School has two out of district feeder schools that transferred 4 Alt/MSAA participants. Normally, we only receive one or two students from these feeders' schools that are Alt/MSSAA participants.**
- **We met with families and discussed the possibility of the students taking TnReady instead of ALT/MSAA prior to finalizing a district IEP. These families were adamite that the change would be detrimental the to the student. The teams chose to keep the ALT/MSAA participation for the 6th grade year, trigger reevaluations for planning purposes and come back to the table with the family prior to May 2023 to determine participation for**

the 23-24 school year. The district believes the additional data will provide better talking points with families and the data will support some of these students moving to TnReady for the 23-24 school year.

- If we can move some of our transfer students to TnReady, we project 23-24 participation to decrease from MSAA participation from 13 to 7 students and Alt. participation to decrease from 13 to 8 students.

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.

- The district requires that the following participants attend the meeting for a first time Alt/MSAA participant: school psychologist, special education coordinator or director of special education in addition to the required attendees. With the assistance of these added team members, the eligibility requirements and implications of participation in Alt./MSAA are presented and discussed at length. The team ensures all participants make an informed decision. If team members feel they need more data, the team triggers a reevaluation with testing for programming purposes. The additional data can often assist the team with making a data driven decision.
- Transfer students with Alt/MSAA participation in their IEP has created a greater challenge for the district. The district is altering their policies and procedures to require the special education coordinator or director of special education to attend IEP meeting of transfer students that have Alt/MSAA participation in their previous IEP. The special education coordinator or director will ensure the team including parents are aware of the eligibility requirements and implications of participation prior to the team determining the students continued participation in the Alt/MSAA.

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

None 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: Katie Metcalf Date: 2/7/23