

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: Cumberland 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	1.27%	1.25%	1.16%	1.47%	1.12%
MSAA Math	1.24%	1.27%	1.17%	1.47%	1.12%
TCAP-Alt Science	1.27%	<i>*Field test year, no data available</i>	1.24%	1.47%	1.12%

- 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.

Each student's individual needs are considered when determining participation in the Alternative Assessment. The students' data should be reviewed as a holistic understanding of the individual student. The IEP team determines whether students with the most significant cognitive disabilities meet all three of the criteria for the Alternative Assessment. The IEP team uses the TN State Tennessee Alternate Assessments Participation Decision Flowchart and the Determination of Eligibility for Alternative Assessment Participation forms during the IEP meeting. All special education teachers are given the Alternative Assessment Participation Guide, FAQ Alternative Academic Diploma, Parent Guide, Tennessee Diploma and PostSecondary Education Options handout, and Diploma Decision Guide to reference throughout the year when considering Alternative assessments. Another resource that has been shared is the low incidence website on the TN Department of Education. It is imperative that all stakeholders understand the implications of participating in the Alternate assessment. Cumberland County does backwards planning with families when determining whether the student will participate in the Alternative assessment by discussing diploma options and implications of the diploma type. The IEP team should be aware that participation in the Alternative assessment means that a student is participating in a curriculum that does not lead to a high school diploma and may affect the student's post secondary and career pathway. The Director of Special Education reviews the documents and provides feedback when an IEP team is considering the Alternative Assessment. It is our duty as educators to make sure all students are given the opportunity to meet their full potential.

- 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.

Based on the data, there is no evidence of disproportionality. 87% of students'

primary disabilities are ID, Autism, OHI, and Language Impairment of the students who are taking the Alternative assessments. Sixty-one percent of students' primary disabilities are ID and Autism of students who are taking the Alternative assessments. Each student's individual needs are considered when determining participation in the Alternative assessment. The IEP team determines whether students with the most significant cognitive disabilities meet all three of the criteria for the Alternative Assessment. The IEP team uses the TN State Tennessee Alternate Assessments Participation Decision Flowchart and the Determination of Eligibility for Alternative Assessment Participation forms during the IEP meeting

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.

Each student's individual needs are considered when determining participation in the Alternative assessment. The students' data should be reviewed as a holistic understanding of the individual student. The IEP team determines whether students with the most significant cognitive disabilities meet all three of the criteria for the Alternative Assessment. The IEP team uses the TN State Tennessee Alternate Assessments Participation Decision Flowchart and the Determination of Eligibility for Alternative Assessment Participation forms during the IEP meeting. All special education teachers are given the Alternative Assessment Participation Guide, FAQ Alternative Academic Diploma, Parent Guide, Tennessee Diploma and Post Secondary Education Options handout, and Diploma Decision Guide to reference throughout the year when considering Alternative assessments. Another resource that has been shared is the low incidence website on the TN Department of Education. It is imperative that all stakeholders understand the implications of participating in the Alternate assessment. Cumberland County does backwards planning with families when determining whether the student will participate in the Alternative assessment by discussing diploma options and implications of the diploma type. The IEP team should be aware that participation in the Alternative assessment means that a student is participating in a curriculum that does not lead

to a high school diploma and may affect the student's post secondary and career pathway. The parents are provided the Parent Guide, Tennessee Diploma and Post Secondary Education Options handout, and Diploma Decision Guide to help them have a better understanding of the decision they are making for their child. The Director of Special Education reviews the documents and provides feedback when an IEP team is considering the Alternative Assessment. It is our duty as educators to make sure all students are given the opportunity to meet their full potential.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for support will be considered.)
Cumberland County Schools is not requesting any support from the department 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: Maulene Holten Date: 2-2-2023