

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: Etowah City

	% 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	1.69%	.42%	.77%	2.38%	1.81%
MSAA Math	1.69%	.42%	.77%	2.38%	1.81%
TCAP- Alt Science	1.69	*Field test year, no data available	0.00%	2.37%	1.81%

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.

***I met with Alison to discuss the three criteria. We are for sure about three of our students due to their significant cognitive disabilities. There is one student that we are on the fence about. This is his first year taking TCAP. We hope to have more data next year to determine what is best for him.**

- 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.

***In reviewing our school data, we are not disproportionate in participation.**

- 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.

***We call parents to schedule a meeting. During the phone call, I briefly discuss the reason for the meeting and ask if they have any questions. During the IEP meeting, we allow parents to voice their concerns, ask any questions and give input on their child's progress. After IEP meetings, I continue to have on going conversations with the parents about their child's progress and needs.**

- 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: **Mrs. Kara McConkey** Date: **2/21/2023**