

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: **Gibson County SSD**

	% 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	1.15	1.3	1.3	1.4	1.1
MSAA Math	1.16	1.3	1.31	1.41	1.1
TCAP- Alt Science	1.29	<i>*Field test year, no data available</i>	1.4	1.07	1.15

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.

For a student to be considered eligible for the alternate assessment, he/she must have a significant cognitive disability that results in substantial sub-par performance in grade level achievement even with modifications and accommodations. The student must also exhibit adaptive skills that are significantly deficient and require extensive supports, supervision, and individualized instruction across multiple settings when compared to grade level peers. Though modified, all students taking the alternate assessment are learning content linked to state content standards. The decision to determine participation in the alternate assessment is not based upon any particular disability or option of service. The decision is made within the IEP team meeting and consequences of this decision are explained to the family and team members. The decision is discussed and re-determined at each annual IEP meeting.

Administrators and Special Educators have been provided training and guidance materials to help them understand the process and significance of the decision to appropriately identify students for the alternate assessment. At this time, the special education case manager contacts the special education supervisor to discuss any new proposals for the alternate assessment prior to the IEP meeting so that all data can be discussed and all possible options are considered.

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.

According to the last APR report, GCSSD has NO disproportionate representation for Indicators 9 and 10 for areas of disability. Current data does not indicate any specific disproportionality of SWD across grade bands, gender, or ethnicity with the exception of exceeding the 1% cap for Alternate Assessment. In the SY 2021-22, GCSSD exceeded the state rate for the first time in alternate test taker percentages in ELA and Math. Our distribution of alternate test takers by disability is in line (or less) with the state distribution with the exception of students with Multiple Disabilities. According to the state analysis, it appears that GCSSD has a high number of students categorized as MD, although the MD category is 3.8% of our GCSSD students with IEPs. We are not disproportionate in ED status, EL status, gender, or race/ethnicity.

We have provided professional development for sped teachers and administrators about the alternate assessment and the decision-making guidance for IEP teams. This district has a strong commitment to appropriate assessment for our students. Our district's student enrollment is steady this year and our Alt participation number is down by 5 students. With the guidance and

the changes in demographics, our projection for participation in the alternate assessment for this year should decline .2-.3%.

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 are encouraged to be active participants in all IEP meetings but especially the IEP meetings in which assessment decisions are made. Teachers have been trained in having the serious discussion with the IEP team about how taking the alternate assessment affects the modification of grade level standards and the trajectory path for high school graduation. If a parent declines to be present at the IEP meeting, the teacher sends home all paperwork for signatures and attempts to have a phone meeting to provide the information.

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

GCSSD would like to host a session for teachers and administrators to hear a spokesperson from the TDOE present information about determining recommendation for the alternate assessment and the impact and implications for the student, the teachers, the school, and the district. Included in the presentation could be additional information about diploma paths and the positives of a strong transition program.

Trenton SSD has indicated an interest in attending such a presentation with us. We would also consider inviting the other Gibson Co districts as appropriate (Humboldt, Milan, Bradford) We are aware that TDOE travel may be limited and that our districts may not be prioritized to receive such a presentation 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: Renee Childs, Supervisor of Special Education
Date: 2/8/2023