

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: Grainger

	% 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	1.94	1.55	1.43	1.25	1.00
MSAA Math	1.93	1.56	1.44	1.19	1.00
TCAP- Alt Science	1.66	<i>*Field test year, no data available</i>	1.25	1.24	1.00

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.

Grainger County Schools follow state guidelines when completing evaluations and re-evaluations to ensure students are identified appropriately. School psychologists are involved in all alternate assessment decisions. The IEP team carefully reviews all data (e.g., formal evaluations, informal evaluations, teacher input, parent input, etc.) to determine eligibility for alternate assessment. Special education staff and principals are trained on the qualifications for the alternate assessment.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.

Students are included in the regular education classroom as much as appropriate. Curriculum utilized in special education classrooms is linked to 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.

The IEP teams review multiple data sources (e.g., formal evaluations, informal evaluations, teacher input, parent input, etc.) to guide decisions relating to the student's ability to complete grade- and age-appropriate curriculum tasks independently. Only students requiring the most extensive individualized services are considered for the alternate assessment.

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.

Data

Disability Category/Primary Eligibility	Number of Students	Distribution %
Autism	6	25
Intellectual Disability	15	62.5
Multiple Disabilities	3	12.5

Grainger County Schools plan for reducing/eliminated disproportionality is to continue to offer training to IEP team members who make decisions concerning determining type of assessments most appropriate for each student. Review IEPs for students taking the alternative assessment in each area. Use state guidelines to determine continued need for alternative assessment based on each students' individual needs.

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 invited to meetings. Draft IEPs are provided to parents prior to the meeting. We recommend the use of an agenda to

We offer several avenues to ensure parents can participate in meetings; in person, Zoom or other video conferencing platforms, conference call. We also attempt to schedule meetings as conveniently as possible for all stakeholders. Parents are given rights booklet and rights are explained. Process for eligibility is explained and implications for participation in the alternative assessment are explained. Parents are encouraged to ask questions. Prior written notice is provided to the parent with explanation of meeting decisions.

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

Provide training for special education staff, special education supervisors, LEA representatives, and school psychologists on best practices for identifying students most appropriate for the alternate assessment. Training on how IEP teams can best decide for students that meet the criterion for alternate assessment but could possibly take the TCAP assessment to reduce the number of students taking alternate assessment. Guidance for how to reduce the percentage of students taking alternate assessment if these students meet the criterion for alternate assessment.

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:  Date: 2-2-23