

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: Hamilton 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	1.73%	1.77%	1.47%	1.42%	1.43%
MSAA Math	1.79%	1.78%	1.47%	1.45%	1.52%
TCAP-Alt Science	1.97%	<i>*Field test year, no data available</i>	1.65%	1.58%	1.52%

- 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.

A new Director of Eligibility and Evaluation started in July of 2022. The psychologists collaborate with the Director of Eligibility and Evaluation on the review of testing information and the three criterion. Through analysis of current district eligibility numbers, a review committee has been established which will review all students recommended for alternate assessment prior to the IEP team making the decision. This review committee will include the Director of Eligibility and Evaluation, the Director of Compliance and a second psychologist to ensure that decisions on the eligibility of alternate assessment are carefully considered and no student is recommended inappropriately based on an over-reliance on one source of data.

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.

Hamilton County currently has a disproportionate recommendation of students who are male for alternate assessment. Additionally, there is disproportionate representation of Black students who are recommended for alternate assessment. The number of students with disability classifications of language impairments and Autism also appear to be disproportionate.

The review committee in question one is a key step in reduction of the disproportionate recommendation of students for participation in alternate assessment. Additionally, use of the parent resource and TDOE resources including the file review rubric to reduce the disproportionate recommendation of students for alternate assessment.

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 have identified that this is an area in which more can be done. It is necessary that we provide families with information on the implications of an eligibility for participation in alternate assessment and what this means for post-secondary options. This year, families of all students with IEPs in middle and high school and middle and high school case managers have been provided with information on the AAD course work/course sequences. High school principals and counselors are provided with AAD course information and supported with

scheduling to ensure that all students who can work towards the AAD are provided with this option. We are committed to partnering with families to ensure that they have full understanding of the implications of participation in alternate assessment.

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

Hamilton County would welcome professional development on high expectations for students with low incidence disabilities and ensuring access to the highest diploma objective possible.

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: Sarah L. Evans Date: 2/15/23