

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: Hawkins 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	0.98%	1.20%	1.11%	1.45%	1.2%
MSAA Math	1.00%	1.20%	1.09%	1.45%	1.2%
TCAP- Alt Science	0.88%	*Field test year, no data available	1.31%	1.24%	1.2%

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 support to achieve measurable gains in the grade- and age-appropriate curriculum.

Hawkins County 's IEP teams meet annually to determine if a student demonstrates a significant cognitive delay and should participate in the alternate assessment. Before the meeting, a school psychologist reviews the information from the student notebook, compares the participation guidelines, and documents the review in EasyIEP. A thorough examination of the student's cognitive ability and adaptive skills takes place at that time. Rule-outs are examined during the review and ask the question, "Does the student demonstrate cognitive ability and adaptive skills which prevent full involvement and completion of the state approved content standards even with program modifications?"

During the IEP meeting, a holistic view of the student takes place which includes reviewing all important information about the student including a thorough review of performance on daily work which is aligned to the state content grade-level standards, adaptive assessments, and cognitive ability testing; a look at how the student accesses the state standards for his/her grade level and the data that supports a need to modify instruction; and a thorough examination of the student's need for extensive direct instruction and repeated practice of skills across settings. Data supporting each of these areas is reviewed to ensure the student is a candidate for the alternate assessment. Teachers are using N2Y, a comprehensive standards-based program that is aligned with current state standards, to address the specific needs of students participating in the alternate assessment. Data from the N2Y is shared in IEP team meetings to determine the continued need for participation in the alternate assessment. The IEP team also discusses that participation in the alternate assessment will not lead to a regular high school diploma.

Teachers are trained annually on steps to take to ensure students meet the guidelines for participation in the alternate assessment. Training with special education teachers included a review of the Alternate Assessment Participation Guidelines and data relevant to Hawkins County. Participation Guidelines are also reviewed during online training for the MSAA which occurs in the spring of each school year. Additional training will be provided for all teachers who have students who are eligible for participation in the assessment during the summer at the Special Education Academy2023. General education teachers and principals are encouraged to participate in this training. Specific training for general education teachers related to participation in the Alternate Assessment has been requested through the State Department.

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.

Hawkins County was not disproportionate but was found to be over one percent for participation in the alternate assessment. In looking at our system data, we exceeded the state rate in ELA, Math, and Science. There were three target areas that were above the state percentage (Intellectual Disability, Multiple Disabilities, and Developmental Delay.) Our areas with the highest distribution rate are Autism, Intellectual Disabilities and Multiple Disabilities.

Teachers will be using the self-monitoring protocol for conducting a record review of students participating in the alternate assessment, particularly in the target areas, to ensure participation guidelines have been examined and determined to be appropriate for each student. If discrepancies are found, an IEP meeting will be scheduled to look at the need for continued participation in the 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 parents participate in the IEP team discussion.

Parents and students, as applicable, will receive a 10- day written notice of any IEP meetings that are scheduled. Parents are encouraged to attend and participate in the decision-making process. All current information and guidelines are discussed with parents regarding diploma types that are available for students who participate in the alternate assessments. This process will begin in elementary school and continue annually throughout their school career. If parents choose not to participate in the IEP team meeting, all documents including the Prior Written Notice are provided to the parents after the meeting.

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

Hawkins County would like to request professional development for the general education teachers special ed teachers, and principals on the guidelines for alternate participation and the criteria for participation. General education teachers are concerned about the scores of students with IEPs affecting their TEAM evaluations and scores; therefore, the decision-making process becomes challenging during IEP meetings.

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: Angela Jackson Date: 2/8/23