

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: Henry Co.

	% 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	1.03%	1.63%	2.78%	2.33%	2.35%
MSAA Math	1.03%	1.72%	2.82%	2.38%	2.25%
TCAP-Alt Science	1.14%	*Field test year, no data available	2.68%	2.08%	2.05%

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.

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.

- Each year, we discuss as a Special Education team how we should do all that we can to have students taking the TNReady assessments so that we are not predetermining diploma type etc. We want to push our students to the highest level of achievement that they can possibly achieve.
- We do not automatically place a student on Alt assessments according to disability or classes they are taking. We discuss as a team and use any available data that we have to make an informed decision.
- We do not go back and play with numbers to ensure that our percentages are at a certain level, we discuss each student individually and do what is best for that specific student.

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 discuss this at each IEP meeting when we get to the section discussing state testing and accommodations needed. We talk to parents about the difference in the testing, what this could mean for their student now as well as in the future. This also gives us time to answer any questions about diploma types etc.

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

- I feel like our School Psychologist is already getting supports through April Ebbinger on this subject. She feels comfortable in the criteria and knowing how to determine

if a student is truly eligible for the Alt Assessment. She is able to support our teachers and parents.

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: Jammie Adkisson

Date: 2/15/23