

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: Humboldt City Schools

	% 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	2.50%	2.82%	2.04%	2.20%	1.79%
MSAA Math	2.50%	2.85%	1.82%	2.15%	1.79%
TCAP- Alt Science	2.14%	<i>*Field test year, no data available</i>	0.93%	2.26%	1.79%

- 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.

If a student is suspected of having a disability that impacts their ability to make progress in school, staff or parents may refer the student for a special education

evaluation under the provisions of the Tennessee State Board of Education, Part II (TRR/MS 0520-1-9-.06 & .07). A team of educators and related service providers will conduct evaluations to inform a determination of eligibility for special education services. This team is made up of the school psychologist, special education teacher, other relevant related service providers, parents/guardians, guidance counselor, and the student (14 years or older). This team will review the results of these evaluations. The team will determine whether a student presents with one or more educational disabilities and requires specially designed instruction from special educators to access the general education curriculum and make effective progress.

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

Some students with identified disabilities will be provided with instruction in the general education classroom with supports from the general education teacher who is provided support by the special education teacher. The general education teacher works with students in their classroom to ensure that accommodations, any necessary modifications to content, or changes to the methodology of instruction, and/or assessment are provided to achieve grade-level 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.

Some students with identified disabilities will be provided with specially designed instruction in the general education classroom, more generally referred to as inclusion. The special education teacher or special education teaching assistant works with students in their classroom to ensure that accommodations, any necessary modifications to content, or changes to the methodology of instruction, and/or assessment are provided to achieve grade-level standards.

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.

HCS has a high number of transfer students from out of state that are on the Alternative Assessment. To ensure that this number is accurate and those students are in their least restrictive environment, HCS will initiate the reevaluation process as soon as possible.

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.

When convening an IEP meeting, HCS will send the parents a notice of meeting that informs the parents: what the meeting is for and who will be attending the meeting at least 10 day prior to the meeting date.

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

Specific training on how to help differentiate instructions through accommodation and modifications within the general education setting to ensure students are placed in their least restrictive environment.

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: Beverly L. Cannon Date: 2/17/2023

