

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: Huntingdon

	% 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	.57%	1.16%	.68%	1.17%	1%
MSAA Math	.57%	1.11%	.68%	1.18%	.88%
TCAP- Alt Science	.57%	*Field test year, no data available	.93%	1.04%	1%

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.

All students who participate in the Alternate Assessment must be approved by our school psychologist. Our school psychologist attends trainings sponsored by the Tennessee Department of Education to remain current and in compliance with the eligibility determination of Alternate Assessment. Our school psychologist also conducts training/staff development for our Special Education teacher in regard to student qualifications. Annually, the IEP team determines if an Alternate Assessment is justified.

All students who are administered the Alternate Assessment attend a CDC and work on a Modified grade level content. These students require the most intensive, individualized instruction in order to acquire and generalize knowledge. Teachers of our CDC use specialized programs that guide teachers in the modification of grade level content. All special education teachers are trained in the Alternate Assessment Participation Guidelines.

- 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.

In 2021-22, the total number of tested students for ELA was 792 with 13 students administered the Alternate Assessment. The total number of tested students for Math was 889 with 13 students administered the Alternate Assessment. The total number of tested students for Science was 681 with 10 students administered the Alternate Assessment.

Every effort is made to review our student files and Alternate Assessment Participation Guidelines by the teacher, school psychologist and Special Education Supervisor to ensure only our most significant disabilities participate in Alternate Assessments. We work toward meeting the needs of each individual and when doing so may exceed the 1% goal.

Our projected Alternate Assessment Participation for 2022-23:

ELA: 1%

Math: .88%

Science: 1%

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 an active part of the IEP team and participation in the Alternate Assessment is discussed annually at the IEP meeting during the Participation Decision Documentation for Alternate Assessment. Parents must indicate through signatures their agreement with this decision. During this process the school team communicates to parents that students who participate in the Alternate Assessment will not qualify for a Regular Education Diploma.

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

Our school psychologist requests that summer or conference sessions conducted by the Tennessee State Department of Education continue annually to bring updates to any changes made to Alternate Assessment Participation Guidelines.

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: Angie Bunn

Date: 2/13/2023