

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: --Johnson 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	1.71%	1.83%	1.48%	1.49%	1.0%
MSAA Math	1.74%	1.80%	1.53%	1.56%	1.0%
TCAP- Alt Science	1.68%	<i>*Field test year, no data available</i>	1.58%	1.46%	1.0%

- 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.*
 - Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment.
 - Criterion Two: The student is learning content linked to (derived from) state content standards.

The TDOE Alternate Assessment Participation Guidelines Decision Making Tools for IEP Teams document was used in developing Johnson City School policies and procedures for eligibility determination for the alternative assessment as well as training protocol for special education and general education teachers.

Johnson City Schools policies and procedures are as follows: The IEP team reviews the student record and agrees that the student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations with the use of accommodations and modifications in the areas of adaptive behavior and cognitive functioning; student requires extensive, direct individual instruction and substantial supports to achieve measurable gains across all content areas and settings in the grade and age appropriate curriculum.

Special Education teachers are trained on the alternate assessment eligibility determination process at the beginning of each school year. New special education teachers attend an EASY IEP training by the system's EASY IEP Administrator regarding the eligibility determination process.

IEP teams are trained on how to consider the student's data and the implication of student participation in the alternate assessment by the Educational Diagnostician and School Psychologist.

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.

The district did not identify any areas of disproportionality in reviewing the alternative 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.

Parents are part of the IEP process that determines the appropriate assessment for the student. Parents are provided with a 10 day notice prior to the IEP meeting. Special education teachers collaborate with parents for a mutually agreed upon date and time for the IEP meeting. The IEP team, including parents, work through the IEP process and make the final decision regarding the student participating in the alternate assessment. IEP teams discuss state/mandated tests including all options available for the student. Parents sign a statement that they understand participation in the alternative assessment means their child is participating in a curriculum that will not lead to a regular high school diploma. Alternative diplomas available to the student are discussed as well. Parents are encouraged at IEP meetings to ask questions regarding all aspects of their child's education.

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

Training from the TDOE on effective strategies to meet the 1% alternative assessment participation rate.

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: L'Ange W. W. Johnson City Schools, Sped Supervisor
Date: 2-13-23