

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: Kingsport 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	1.41%	1.60%	1.52%	1.60%	1.60%
MSAA Math	1.49%	1.71%	1.62%	1.60%	1.60%
TCAP-Alt Science	1.38%	<i>*Field test year, no data available</i>	1.53%	1.60%	1.60%

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.
 - When determining if a student will take the alternate assessment, the IEP team asks the school psychologist to review evaluation data, which includes standardized evaluations of intellectual functioning and adaptive skills. At the IEP meeting, the team uses the KCS rubric to discuss diploma options and postsecondary goals for the student. The IEP team also considers the

student's access to the general education curriculum prior to make the final decision about test participation.

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.

- KCS did not have any areas identified for disproportionality.

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.

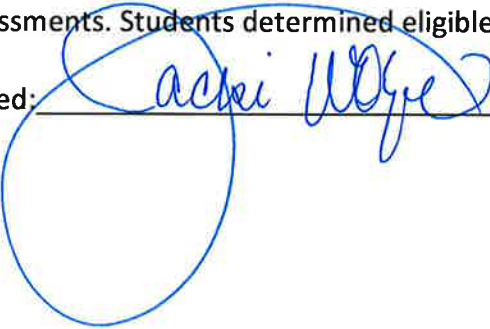
- Parents are included in the IEP team meeting and provided a copy of the IEP with PWN after the IEP is finalized.
- If a parent chooses not to participate in the IEP team meeting, all documents are provided after the meeting.

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

- At this time, no additional support is requested.

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: _____

A handwritten signature in blue ink, appearing to read "Ashli W. Gye", is written over a horizontal line. Below the signature, there is a large, hand-drawn blue oval.

Date: _____

2-15-2023