

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: ____Knox County_____

	% 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	1.18	1.23	1.06	1.02	1.0
MSAA Math	1.21	1.25	1.08	1.08	1.06
TCAP- Alt Science	1.17	*Field test year, no data available	1.12	1.10	1.08

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.

Each year the district trains school psychologists, special education supervisory staff, and select special education teachers in the process of placing students on the Alternate Assessment. Each of the three criteria are taught individually in detail using the three criterion hand-outs posted on the TDOE web site. As a district, we emphasize doing a comprehensive review of each student's current and past data. The team doesn't focus just on student scores. In addition to reviewing all of the assessment data, the team reviews student's present levels, IEP goals and objectives, accommodations and modifications. The need for the specific, direct instruction to achieve measurable gains is also discussed during the training and during the IEP meeting for the student.

- 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.

Our eligibly data indicates the majority of our students on the Alternate Assessment are intellectually disabled, followed by students with Autism. We will review the specific students' IEPs to examine the consistency of application of the three criteria when determining who participates the Alternate Assessment for students who have a disability of Emotional Disturbance, Functionally Delayed, and Other Health Impairments. Over the past two years our disproportionality has decreased to just barely above the 1% expectations. We will continue to address the excessive number of students on the Alternate Assessment. We continue to train our staff and educate parents in the appropriateness of this assessment for students. This year we will continue to analyze our data by school and meet with school teams specifically. This year we are also recommending that the school psychologist attend the IEP team meeting when Alternate Assessment is first being considered. This recommendation is being made so there can be a thorough discussion of the comprehensive review of all the data and to discuss the three criteria to see if the student meets the criteria to participate in the Alternate 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 advised of the procedural safeguards at the beginning of each IEP meeting. When modified content and/or Alternate Assessments are discussed in IEP meetings, graduation pathways are discussed, and the hand-out is given to the parents. This handout is used to help parents clearly understand the decision they are making and its long-term impact.

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

None needed at this time.

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: Karen Lay

Date: 2/14/23