

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: Marion 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	1.24%	1.25%	1.24%	0.96%	1.25%
MSAA Math	1.19%	1.26%	1.23%	0.95%	1.25%
TCAP- Alt Science	0.94%	*Field test year, no data available	1.06%	1.06%	1.3%

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.

Criterion One: Criteria for participation in the alternate assessment is presented annually to principals, exceptional education teachers, and school psychologists using the TDOE Alternate Assessment Participation Guidelines. School psychologists participate in state provided webinars. Our local policy dictates a school psychologist must be included in each IEP meeting where the alternate assessment is considered. The Director of Exceptional Education reviews all alternate assessment students for appropriateness.

Criterion Two: Criteria for participation is presented annually to principals, exceptional education teachers, and school psychologists using the TDOE Alternate Assessment Participation Guidelines and includes criterion two that student content is linked to state content standards and several/many examples are included to demonstrate what the alternate content may look like across grade bands. School psychologists participate in TDOE webinars. The Director of Exceptional Education reviews all students participating in the alternate assessment for appropriateness.

Criterion Three: Criteria for participation is presented annually to principals, exceptional education teachers, and school psychologists using the TDOE Alternate Assessment Participation Guidelines and includes criterion three that addresses extensive direct individualized instruction and substantial supports to achieve measurable gains in grade/age appropriate curriculum. Stakeholders are trained to understand what substantial supports may look like for individual students across grade bands. The Director of Exceptional Education reviews all students participating in the alternate assessment for appropriateness.

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.
3. Marion County's participation of students with autism increased from 31.03% to 34.78% while the state distribution also saw a slight increase from 27.94% to 29.29%. Participation rates for students with intellectual disabilities in Marion County declined slightly from 62.07% to 60.87% while the state distribution was 52.49% for 20-21 and 52.59% for 21-22. Marion County had a decline from 6.9% of students with other-health impairment in 20-21 to 4.35% in 21-22 participating in the alternate assessment while the state average saw a slight decline as well from 3.91% to 3.88%. Although Marion County's overall participation rate in the alternate assessment fell below the state average in both ELA and math over the last three years and science for the past two years, Marion County must take a closer look at the participation rate of students with autism and students with intellectual disabilities. Marion County will share the above information with principals, exceptional educators, and

school psychologists to demonstrate a deeper look must be taken when considering students for the alternate assessment. School psychologists will continue participating in the IEP meetings when the alternate assessment is being considered and the Director of Exceptional Education will continue to review students participating 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.

Participation in the alternate assessment is thoroughly discussed with parents of students who may qualify for the alternate assessment at each annual IEP meeting, along with diploma options resulting from participation in the alternate assessment.

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

Marion County does not require additional TDOE support 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: Berky Bigelow

Date: 2/8/23