

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: Meigs 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	2.39%	2.93%	1.93%	1.40%	1.4%
MSAA Math	2.39%	2.91%	1.91%	1.36%	1.39%
TCAP- Alt Science	2.42%	<i>*Field test year, no data available</i>	1.58%	2.07%	1.45%

- 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.

For a student in Meigs County Schools to meet Criterion One, students must have the appropriate eligibility plus an IQ score equal to or below 60.

Additionally, students must have an adaptive composite score and IQ score

combined to be equal to or less than 73. The following sources are used to determine IQ score: cognitive ability tests, achievement tests, informal assessments and reading assessments. Additionally, adaptive scores are derived from adaptive behavior skills assessments, as well as parent and teacher adaptive composite scores.

Students who are considered to meet Criterion One, the following procedures are followed:

School psychologist reviews students file with case manager,

The IEP team reviews students records and all pertinent information (including the child's educational history,

The IEP team determines whether the student meets the criteria for having a significant cognitive disability. The IEP team uses the TN Alternative Assessment Participation Decision Flowchart and the Determination of Eligibility for Alternative Assessment Participation forms during the IEP meeting.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.

Meigs County Schools ensures that students are learning content that is linked to state content standards by reviewing IEP goals and objectives, lesson plans, student work examples, and progress monitoring data. The team consults with appropriate IEP team members to ensure that appropriate supports/accommodations are in place to make the curriculum content and participation a meaningful experience for the student. Team members are trained annually on appropriate accommodations for student with the most significant needs and the alternative assessment participation criteria.

- c. Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

The IEP team reviews and ensures that the student is receiving the highest level of direct special education intervention and specialized supports to make progress in grade and age-appropriate curriculum standards. All special education staff are trained annually on appropriate LRE placement decisions.

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.

For the 2021-2022 school year, Meigs County Schools had a 1.4% participation in alternative assessment for ELA, 1.39% participation in math and 2.07% in science. Projected numbers for 2022-2023 show a decrease in all content areas. Total number of students taking either the English, math, or science alternative assessment for the 2022-2023 school year is 13. It is estimated that in 2023-2024, Meigs County Schools will have 7 total students (with current enrollment). Additionally, in 2024-2045, it is estimated Meigs County will have 9 total students taking the ELA, math, or science alternative assessment (estimated with current enrollment).

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 encouraged to be active participants in all IEP meetings, especially IEP meetings in which assessment decisions are made. Teachers are trained annually on conducting IEP meetings in which the alternative assessment is discussed. Teachers are trained to inform parents that by taking the alternative assessment, a student's trajectory path for receiving a regular high school diploma is altered. If a parent declines to be present at the IEP meeting, the teacher will send home all paperwork for signatures and attempts to make contact with the parent by phone to provide pertinent information regarding the alternative assessment.

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

Meigs County Schools requests that the TDOE consider providing support in the following areas:

- **Explanation of criteria and purpose of the Alternative Assessment**
- **Impact and implications for individual students, teacher, school, and district**

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: Rachel Moore Date: 2/6/23