

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: Obion County 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	1.45%	1.07%	1.67%	1.36%	1.93%
MSAA Math	1.44%	1.09%	1.70%	1.33%	1.97%
TCAP- Alt Science	1.39%	<i>*Field test year, no data available</i>	1.42%	0.99%	1.96%

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.

Our teachers have been trained to evaluate longitudinal data for students and use a variety of other data sources when making educational recommendation for students. Our school psychologist does further testing to determine IQ and functional data. Once all data is collected, then the IEP team comes together to discuss the alternate assessment criteria, LRE and the continuum of services. We strongly believe that parents need to know the long-term ramifications of choosing the AAD path. Diploma options is always part of that conversation. The Special Education Supervisor is always in attendance of IEP meetings where this is discussed and uses the three criteria with the team to make the best possible decision 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.

According to the recent data, Obion County doubled the percentage of students in the category of OHI taking the alternate assessment compared to the state. This is something that should be evaluated since the criterion for alternate assessment participation align to the ID disability category. However, we are also above the state percentage as it pertains to student's who are ID at 65.38% and the state at 52.59%. It seems that there is an over identification, so we will continue to provide training to teachers about determining eligibility for this path.

The plan to help our district reduce and possibly eliminate the disproportionality is to provide more training about the three criteria for students who should be considered when making the decision whether to participate in the alternate assessment option.

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.

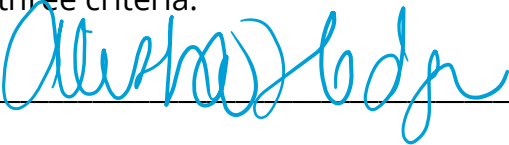
Parents are invited to the IEP meetings and the different diploma paths are discussed for students even at a young age. We believe that parents should be fully informed of the implications of their child taking the alternate assessment. Parents understand the data

and evaluation process done by our school psychologist and are given a chance to ask questions about the criterion.

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

No extra support is 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:  Date: 2/3/23