

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: Rhea 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	1.48	1.73	1.42	1.35	1.27
MSAA Math	1.45	1.76	1.40	1.36	1.21
TCAP- Alt Science	1.53	<i>*Field test year, no data available</i>	1.48	1.33	1.80

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.

- Students exhibiting a diverse cognitive profile that is at least three standard deviations below the mean (significant cognitive disability) and diverse adaptive skills will be given careful consideration during decision-making.
- Re-evaluation of participation in alternate assessment will be an ongoing process. Students taking the alternate assessment will be in classes where the learning content is modified, but is linked to the state standards. These students require the most extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. At each school level, student participation in alternate assessment will be re-visited each year and decisions will not be based on whether students have previously participated in alternate assessment in younger grades. The determination document provided in the state's guidance for alternate assessment will be used at IEP meetings during which participation in the alternate assessment is discussed.

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.

- After reviewing the disability categories and the number of students in each category taking the alternate assessment the SPED Supervisor will meet with each school's Special Education team to review each student's data. The school's Special Education team will do a deep dive on the students who are in the categories of Language Impaired, OHI, Autism, and Developmental Delayed.

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 give permission for evaluation/re-evaluation by signing off. Another IEP meeting is held after the evaluation/re-evaluation, when the IEP team decides appropriate placement for student. A review of participation in the alternate assessment and its implications will be reviewed with the parents at yearly IEP team meetings.

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

No support needed at this time. Rhea County's Special Education team virtually met with April Ebbinger and Alison Gauld in the fall (2022) to get a better understanding of those students who truly qualify for the alternate assessment.

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: _____

2-1-23