

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: Rogersville City School District

	% 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	3.05%	1.69%	1.19%	1.19%	1.19%
MSAA Math	2.83%	1.93%	1.19%	1.19%	1.19%
TCAP- Alt Science	2.83%	<i>*Field test year, no data available</i>	1.19%	1.19%	1.19%

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.

RCS procedurally reviews IEP development every year by:

- attending professional development opportunities as made available by the TDOE or regional consortiums.
- in-house training that is based upon the most recent guidance provided by the TDOE.
- file reviews utilizing the most recent monitoring rubric.
- Reviewing APR data and digging into indicators that did not meet requirements.
- Specific to 1% participation the team reviews each factor and to make sure the data correlates with the existing IEP and student information as part of an internal review - not just at annual meetings.

Once a student has identified as a candidate in a meeting before 3rd grade or is already assessed with the MSAA the following occurs:

- An annual IEP team is scheduled.
- The IEP team completes the IEP - noting cognitive development and the amount of direct instruction and supports that are required to access their learning environment in a manner that is conducive to making gains as related to grade and age related goals.
- Evidence is gathered and reviewed that supports or negates the participation criteria.
- Implications concerning 1% MSAA involvement is explained to the team. Implications concerning the type of diploma the student may receive is discussed as part of that decision.
- As a team, the decision is made to assess with the 1% MSAA or TCAP. As a requirement of the decision-making process a school psychologist is a member of this team.
- Any student that transfers to RCS from another TN LEA with the 1% MSAA, the IEP reviews all the participation criteria during the IEP meeting that transitions the student from one system to another.

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.

Current 22/23 data

Eligibility	Grade	Percentage
Autism	1 - grade 3	20%
ID	1 - grade 7; 2 - grade 8	60%
Multi-disabled	1 - grade 7	20%
	5 students	

RCS is a small one school system located within Hawkins Co. Currently, our total enrollment is 614. Our 3rd to 8th enrollment is 415. RCS has exceeded the 1% cap by .9% for the past two years and expects to have the same data for 22/23 (see above). We are below the state rate in every subject for the past two years and anticipate a third year, as well. Three of the five students assessed with the MSAA transferred from other systems with the MSAA in place.

The 21/22 eligibility pattern yielded data concerning two students that are eligible as ID and one that is a student with eligibility as MD (ID is one of the categories of the student with the eligibility as MD). Currently for 22/23, four of the five students eligible as ID (and MD) in our total SWD population are assessed with the MSAA. A conclusion can be drawn that only students with the greatest cognitive delays are considered for assessment through the MSAA. There are no outliers of OHI, SLD, or Autism (one student) other eligibility criteria that would be considered questionable. Nor is there any disproportionality when reviewing participation of EL, Race, or ED (total school is 54%).

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.

Informed parent participation is ensured by:

- reviewing procedural safeguards
- clearly indicating the purpose of the meeting on the invitation
- providing a proposed agenda if needed
- review and explain the required components of the IEP in a parent friendly language.
- discuss state testing options and the rationale for the recommendation
- clearly explain the diploma pathway that is associated with the 1% MSAA assessment
- the curriculum that would be more individualized to meet the student where they are but challenging at the same time.
- Ensure that a detailed PWN is given to the parent
- Schedule meetings if the parent requests to review the IEP more than annually.

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

Continued training in-person in areas that require less than a 1.5 hour drive from the LEA.
Continued virtual synchronous training through-out the year.

Trainings that are aimed at and for the general education teacher.

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 Bess Date: 2/14/23