

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: Sequatchie 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	1.75	0.77	1.16	1.4	1.14
MSAA Math	1.62	0.76	1.15	1.3	1.12
TCAP- Alt Science	1.16	<i>*Field test year, no data available</i>	1.20	1.2	.97

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.

- Staff refer to the Alternate Assessment Participation Guidelines developed by the Tennessee Department of Education. All special education staff members have access to the Guidelines and are encouraged to review it prior to meetings in which Alternate Assessment will be considered.
- Staff have been provided the Tennessee Department of Education's Consideration for Participation in the Alternate Assessment guidance document for each of the three criterion.
- Staff are regularly encouraged to consider the least restrictive options for students in all areas when reviewing IEPs.
- School Psychologists review assessment data and verify each student's eligibility for the alternate assessment. Special Education teachers have been asked to notify school psychologists and have the reviewed completed prior to the IEP team meeting.
- IEP teams review each student's past participation in and results on alternate assessments.
- Special education teachers and general education teachers have received training on providing accommodations and modifications for students to meet the individual needs of each student in the general education setting.

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.

- Autism - Sequatchie County's data revealed a rate for students with Autism lower than the state rate.
- Intellectual Disability - Our rate was comparable to the state rate.
- Language Impairment - Our rate for was higher than the state average, but was a count of only one student.
- Multiple Disabilities – Our rate was higher than the state average with a count of only two students.
- Our distribution for EL Status and Gender were comparable to state data.
- Our rate for economically disadvantaged students was higher than the state average and our rate for students not economically disadvantaged was lower than the state average. However, the distribution is comparable to our local data (56.28% identified as economically disadvantaged).

- Our distribution for race include white and Hispanic students. The distribution for Hispanic students was comparable to the state distribution. Although our number for white students was considerably higher than the state average, the percentage is comparable to our district data (87.5%).
- Plan:
 - IEP teams will continue to be encouraged to make decisions based on data, consideration of the three criteria, least restrictive environment, and the unique needs of each individual student.
 - Staff will continue to be trained on providing appropriate accommodations and modifications to increase access to the general education curriculum and environment for all students.
 - School psychologists will review data and verify each student's eligibility for the alternate assessment prior to the IEP meeting to reduce or eliminate the opportunity for IEP teams to choose alternate assessment if criteria are not met.

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.

- Parent input is encouraged at IEP meetings regarding participation. The special education teacher explains the eligibility criteria, reviews any past test participation along with results, and explains the impact on graduation if the student participates in the alternate assessment.

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

- No known support is needed at this time. Thanks for offering though!

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: Kristy A. Gent

Date: 2/15/2023