

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: Sevier 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	1.45	1.44	1.09	1.19	1.09
MSAA Math	1.46	1.44	1.07	1.17	1.07
TCAP- Alt Science	1.35	<i>*Field test year, no data available</i>	1.16	1.19	1.09

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.*

The following policies, trainings, and supports are in place and other trainings will be provided to ensure the cap of one percent alternate assessments participation:

- *Review and continual monitoring of the students that are eligible for Alternative Assessment in EasyIEP.*
 - *Make Special Education Director aware of any and all new students that will be made eligible for Alternative Assessment.*
 - *Additional training for school administrators, teachers, school psychologist, and special education supervisors relating to and emphasizing the factors that should and should not be used in making alternative assessments and determination regarding a student.*
 - *Continue to provide supports for students in the general education setting for students with disabilities.*
 - *Continue to provide informational documents to provide information to parents, administrators, special education teachers, and general education teachers that thoroughly explain Alternative Assessment and the implications.*
- b. Criterion Two: The student is learning content linked to (derived from) state content standards.

The following policies, trainings, and supports are in place and other trainings will be provided to ensure the cap of one percent alternate assessments participation:

- *The special education supervisory staff will conduct ongoing IEP monitoring for LRE.*
 - *More intensive training for administrators, special education teachers, and regular education teachers regarding LRE.*
 - *Training for special educators and general educators regarding the support of SWD with the TN Standards in the general education setting.*
 - *Provide parents with documents that thoroughly address LRE. Staff will also thoroughly explain this document to the parents/guardians to ensure maximum understanding.*
 - *Provide accessibility of the full continuum of services to support student learning content linked or taken from the Tennessee 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.

The following policies, trainings, and supports are in place and other trainings will be provided to ensure the cap of one percent alternate assessments participation:

- *Training will be provided relating to student data collection and how to effectively use the data to better serve the students.*

- *More intensive training on how to use student present levels of educational performance to support instructional decisions.*
- *Use of special education staff to support and improve general education utilization of accommodations, interventions, and modifications to ensure that students are receiving meaningful participation in the general education setting.*
- *List various additional supports that can assist in SWD participation 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.

From the data we received from the Alternate Assessment Participation Exceeding One Percent, Sevier County had 105 students that participated in the TCAP-ALT Assessment. Of those students 55 students are identified as Intellectually Disabled. The ID category 52.38% of the alternate assessed. This is a decrease from the previous year's data (60.00%) of 7.62%. 29 students on alternate assessment are students with Autism. This is 27.62% of the alternate assessed students. This is an increase from the previous year's data (21.82%) of 5.8%. The data shows 15.24% of the students having Multiple Disabilities. This is an increase of 2.51% from the previous year's data. Students with the category of Other Health Impairment is at 3.81%. This is an increase of 2.9% from the previous year. The current data shows that 0.95% are on Alternate Assessment. This is a decrease of 3.6% from the previous data.

Although the data shows an increase in the number of Alternative Assessed students, there are noticeable areas of improvement. The number of ID students taking the alternative assessment decreased as well as the Developmentally Delayed students. However, the number of students with Autism participating in the Alternative Assessment did increase. To try to reduce this disproportionality, we will continue to train and increase awareness to the special education teacher, school psychologist, school administrators, as well as the general educators of the Eligibility for Alternative Assessments documentation and Participation Decision Documentation available on EasyIEP as well as providing the fourteen factors that should not be used in the alternative assessment decision will continue to be covered and discussed. We will also continue to provide assistants to the general education teachers when the SWD are in the general education classrooms when needed.

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.

The IEP team, including the parent, makes the decision as to which state assessment the student will participate. Parents are provided information in written form and are given verbal information related to each assessment to aid in the decision making. The Alternate Assessment Participation Guidelines provided by the Tennessee Department of Education is used to facilitate these conversations and written information. The district has developed written information that provides parent with this information that is parent friendly to assist in this decision. A similar document has been developed and available for all IEP team members, including school administrators and teachers.

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

It would be helpful to have trainings recorded that would help explain the decision making process for Alternative Assessment. Recordings for administrators and general education teachers to explain the ramifications of a child taking the Alternate Assessment versus taking the TCAP. Hearing this type of information from a state level individual sometimes carries more influence than hearing the information from district special education supervisors.

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: Missy Wade Date: 2/8/2023